

ENGLISH TIME

TEACHER'S BOOK



Genevieve Kocienda

Susan Rivers

Setsuko Toyama

OXFORD

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Syllabus

Unit	Topic	Conversation Time	Word Time	Focus Time	Practice Time	Reading Time
1	Items in a department store Comparisons Superlatives	Buying a gift	lamp couch pajamas pants ring watch sneakers stuffed animal sunglasses calculator	more / the most: expensive popular comfortable beautiful good / better / the best bad / worse / the worst	The white watch is better than the blue one. The black watch is the best. The white sneakers are more expensive than the blue ones. The black sneakers are the most expensive.	Dear Gabby (advice column)
2	Vacation Adjectives Comparisons	Talking about vocations	hungry quiet strong stubborn light happy weak old busy cute	hungry as a bear weak as a kitten strong as an ox stubborn as a mule old as the hills busy as a bee quiet as a mouse light as a feather happy as a clam cute as a button	Mark isn't as busy as Ken. Ken is as busy as a bee. The octopus isn't as cute as the dolphin. The dolphin is as cute as a button.	Hi, Annie! (e-mail)
3	Adjectives Negative questions	Comforting a friend and offering to help	discouraged uncomfortable full worried envious embarrassed surprised angry proud scared	He's worried. Isn't he worried? Yes, he is. Isn't he worried? No, he isn't. She's worried. Wasn't she worried? Yes, she was. Wasn't she worried? No, she wasn't.	Aren't you discouraged? Yes, I am. No, I'm not. Isn't she discouraged? Yes, she is. No, she isn't. Weren't you discouraged? Yes, I was. No, I wasn't. Wasn't she discouraged? Yes, she was. No, she wasn't.	State Fair Winners (newspaper article)
4	Ranch activities Tag questions	Following a pancake recipe	clean the stable paint the sign play with the dog fix the fence make biscuits feed the horse put on sunscreen set the table bring the first aid kit build a fire	Review of present, present continuous, and past tenses	He's setting the table, isn't he? Yes, he is. No, he isn't. They set the table, didn't they? Yes, they did. No, they didn't.	The A-OK Dude Ranch (brochure)
5	Natural disasters Adjectives	Agreeing on a TV show to watch	tidal wave typhoon thunderstorm earthquake tornado flood drought landslide fire blizzard	scary exciting loud awful windy dangerous	Have you ever seen a tidal wave? Yes, I have. It was awful. Has she ever been in a tidal wave? No, she hasn't.	Frequently Asked Questions About Tornadoes (pamphlet)

Review of Units 1–5

Unit	Topic	Conversation Time	Word Time	Focus Time	Practice Time	Reading Time
6	Activities at a mall Present perfect	Shopping for a T-shirt (cost, size, color)	read the magazine drink the coffee draw the portrait play the video game try on the jacket do the puzzle make the cappuccino finish lunch buy the cell phone eat the candy bar	Review of present, past, and present perfect tenses	I have already read the magazine. I haven't finished lunch yet. She has already read the magazine. She hasn't finished lunch yet.	Flood Closes Sunnyville Moll (newspaper article)
7	School subjects Adjectives	Talking about report cards	English math science history gym art music geography computer science health	interested interesting bored boring tired tiring confused confusing	I'm bored. I think history is boring. He's bored. He thinks history is boring.	Tips on Learning a Foreign Language (newsletter)
8	Summer camp activities Adjectives	Following the pool rules at camp	make crafts hike do jumping jacks ride a pony canoe fish bird-watch catch caterpillars write postcards climb mountains	easy hard fun exhausting disgusting frustrating	What do you think about climbing mountains? I think climbing mountains is fun. What does he think about climbing mountains? He thinks climbing mountains is fun.	Dear Diary (diary entry)
9	Hobbies and occupations Present perfect	Waiting at the bus stop	collect coins study English teach French have a pet own the restaurant be an exchange student play chess sell flowers work at the bank paint pictures	She's had a cold for three days. They've played the piano since they were three years old.	How long have you played chess? I've played chess for a year. How long has he played chess? He's played chess since 1995.	Sunnyville Foreign Exchange Program (pamphlet)
10	Party activities Past passive	Getting and giving directions	color the banner write the poem decorate the room draw the posters cook the meal make the cake sing the song blow up the balloons sign the card tell the stories	Jack bought the cookies. The cookies were bought by Jock. Sue opened the box. The box was opened by Sue.	Who sang the song? The song was sung by Ivy.	Sixth Grade Graduation Bash! (website)

Review of Units 6-10

Introduction

Course Description

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

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

The components of each level of *English Time* are: Student Book, 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 5 and 6 contain ten six-page units and two six-page reviews. Each unit is built around a theme, such as *Food* or *Musical Instruments*, 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 five units, the six-page review recycles previously learned language in a new, meaningful context.

At the back of the Student Books there are Checklists (one for every five 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. The lesson plans 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 Workbook and Storybook instructions and answer keys; photocopiable Worksheets; individual unit, midterm, and final Tests; and a Games and Activities section. 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 both the Workbook and the Storybook 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.

The Levels 5 and 6 Storybooks are divided into six chapters, with each chapter corresponding to specific Student Book units. A Storybook chapter can thus be read after students have completed the corresponding Student Book units. Alternatively, the entire Storybook can be read after completing the whole Student Book. Reviews and a new word list 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 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. 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 that 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 reading 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

1 At May's Department Store

Conversation Time

A. Listen and repeat. Point to the speakers. Then listen again.

B. Role-play the conversation.

- The unit's topic is introduced.
- Conversations contain both recycled and new vocabulary and patterns.
- Speakers of the conversation are featured in context.
- In order to internalize the conversation, students role-play it in small groups.

Warm-Up and Review

1. Do an activity to review vocabulary, patterns, and topics from the previous unit. An activity is provided in each lesson plan.
2. Check the Your 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. Set the scene and clarify the meaning of new words or phrases in the conversation through explanations, drawings, or actions. Students retain language better if they understand the meaning. Detailed examples are provided as necessary.
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.
4. Students open their Student Books for the first time at this point. Ask students questions about the conversation and speakers in order to elicit language and familiarize students further with the scenes. Encourage students to answer using complete sentences whenever possible. Prompt if necessary. Suggested questions are provided in each lesson plan.

Practice the Conversation

A. Listen and repeat. Point to the speakers. Then listen again.

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

2. 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 just listen.

B. Role-play the conversation.

Using their Student Books for reference, students produce the conversation by role-playing it, using body language and facial expressions from Introduce the Conversation. Students continue role-playing the conversation until each student has taken on each role.

Games and Activities

In order to internalize the new conversation, students practice it through various games and activities. Students are not expected to memorize the entire conversation. Rather, they should be able to understand its meaning and produce parts of it in meaningful exchanges. 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 is always a “Make It Your Own” substitution activity, in which students expand the structures and concepts from the conversation to explore how they can be used in other situations.

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 know what to do for each activity so that they can concentrate on the target language. 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

A. Listen and repeat.

1. lamp	2. couch
3. pajamas	4. pants
5. ring	6. watch
7. sneakers	8. stuffed animal
9. sunglasses	10. calculator

B. Point and say the words. **C.** Listen and point.

Ten 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.

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

1. Hold up and name each of the unit's Word Time Picture Cards. 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's Word Time Picture Cards in a row to the board. Stand the unit's 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 for the first time at this point. They look at the large scene and use complete sentences to identify and discuss anything they can.
2. Talk about what is happening in the large scene in order to recycle language and bring the picture to life. It is *not* important that students understand each word, as this is a receptive exercise focusing on exposure to English and recycling previous language 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

meanings 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. 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. Either on the Wall Chart or in their Student Books, 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 conversation, they find and point to the speakers. Play the recording as many times as necessary for students to complete the task.

Games and Activities

In order to internalize the new vocabulary, students practice it through various games and activities. Three to 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 Vocabulary. Students work in groups to use the vocabulary in personalized situations, 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 target language. Detailed instructions on how to do the activities are provided at the back of the Teacher's Book.

Focus Time Sample Page and Lesson Plan

Focus Time

A. Listen and repeat.

1. expensive
 more expensive
 the most expensive

2. popular
 more popular
 the most popular

3. comfortable
 more comfortable
 the most comfortable

4. beautiful
 more beautiful
 the most beautiful

good → better → the best bad → worse → the worst

B. Listen and repeat.

The white watch is better. one.
sneakers are more expensive. ones.

The black watch is the best.
sneakers are the most expensive.

C. Look at page 2. Listen and point.

Unit 1 3

• Four to twelve new words or phrases are introduced per unit. Students will use them in a new grammar pattern.

• Simple art helps to illustrate each new word or phrase.

• New grammar patterns are presented as complete sentences.

• Students practice the target pattern by looking back to the Word Time page, listening to the recording, and finding and pointing to the people and/or actions being talked about.

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.

The introduction of the Focus Time Lesson is divided into two parts. In Part 1, students learn new vocabulary that they will use in the new grammar pattern taught in Part 2.

Part 1: Introduce the Words

Introduce each new word or phrase in such a way that students both hear it and understand its meaning. Detailed instructions are provided in each lesson plan.

Practice the Words

Students open their Student Books for the first time at this point.

A. Listen and repeat.

Focus students' attention on the new vocabulary at the top of the page. Play the recording. Students listen and repeat.

Part 2: Introduce the Patterns

Introduce the target patterns in a methodical step-by-step way. Once students are familiar with the patterns, provide an activity that 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 students are best able to learn and understand the patterns through meaningful experiences with the language.

Practice the Patterns

B. 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 look at the pattern box(es) in their books and repeat, pointing to each word.
3. Students work with partners to say the new patterns, while looking at the pattern box(es) in their books. Prompt if necessary, or play the recording again until students can do this with ease.

C. Look at page X. Listen and point.

Focus students' attention on the Word Time scene. Play the recording. Students look at the pictures and listen to the words, pointing to each item, action, or person they hear named. Play the recording as many times as necessary for students to complete the task.

Games and Activities

In order to internalize the new vocabulary and patterns, students practice the language through various games and activities. Three games and activities are provided in each lesson plan. The first activity often focuses on the new vocabulary, and the second and third activities provide students practice of the entire new pattern.

Finish the Lesson

1. Finish the lesson with a quick game or activity to further practice the vocabulary and patterns. An activity is provided in each lesson plan.
2. Explain and assign the Focus 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 target language. Detailed instructions on how to do the activities are provided at the back of the Teacher's Book.

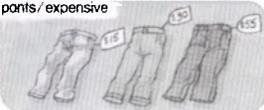
Practice Time Sample Page and Lesson Plan

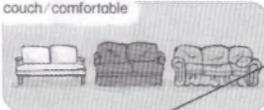
Practice Time

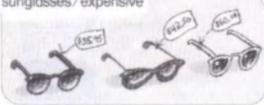
A. Listen and repeat. Then practice with a partner.

The blue ring is more beautiful than the red one.

The white ring is the most beautiful.

1. pants/expensive 

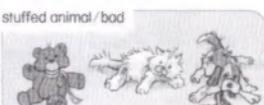
2. couch/comfortable 

3. sunglasses/expensive 

4. calculator/good 

5. pajamas/popular 

6. lamp/beautiful 

7. stuffed animal/bad 

8. sneakers/comfortable 

B. Look at page 2. Practice with a partner.

C. Listen and chant. (See "The Red Couch Is the Best!" on page 73.)

Unit 1

Students are reminded of the new grammar patterns they learned in the previous Focus Time lesson.

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

Simple art for each substitution exercise helps to provide meaning.

Students look back to the Word Time page. Then, using the 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 target grammar patterns.

Warm-Up and Review

1. Do an activity to review the patterns learned in the previous lesson. An activity is provided in each lesson plan.
2. Check the Focus 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.

Practice the Patterns

Students open their Student Books for the first time at this point.

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

1. Play the recording. Students listen and repeat, pointing to each picture in their books.
2. Students form pairs and take turns saying all the patterns they have just practiced. They then change roles and do the same again.

B. Look at page X. Practice with a partner.

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

C. Listen and sing along or chant.

1. The lyrics for each song and chant are provided at the back of the Student Book. Students turn to that unit's song or chant. Have them cover up the text and focus their attention on the pictures. Students talk about what they see. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

Alternatively, write the lyrics on the board. Attach picture cards above the corresponding words to assist reading. Play the recording and point to each word. Students listen. Next, read the lyrics, pointing to each line, and have students repeat. 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. Do an activity with the song or chant that allows students to become more involved. An activity is provided in each lesson plan.

Games and Activities

In order to internalize the target patterns, students practice the language 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 patterns. Worksheets can be done at home or in class. They can also be used to challenge more advanced students while the teacher spends time with students who need more help. For Worksheets and detailed instructions, see Teacher's Book pages 183–207.

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 target language. Detailed instructions on how to do the activities are provided at the back of the Teacher's Book.

Reading Time Sample Page and Lesson Plan

Reading Time

A. Listen and read along.

Dear Gabby



Dear Gabby,

I have a problem. My grandmother gave me a sweater for my birthday. She bought it at May's Department Store. It was really expensive. But, Gabby, it's the ugliest sweater in the world. I don't know what to do. I love my grandmother. I don't want to hurt her feelings, but I don't want to wear that sweater, either. What should I do?

Mark

Dear Mark,

You're right. You shouldn't hurt your grandmother's feelings. I have some suggestions for you. Maybe you can return it. If you can't return it, why don't you wear the sweater the next time you visit her? It will make her happy. You can take off the sweater later. Or be honest and tell your grandmother how you feel.

Gabby

New Words

ugly → ugliest	hurt her feelings
either	suggestion
the next time	make her happy
honest	

B. Listen and circle True or False.

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

C. Read the question. Write the answer.

1. Where did Mark's grandmother buy the sweater? _____
2. Why did Mark's grandmother give him the sweater? _____
3. Should Mark hurt his grandmother's feelings? _____
4. What will make Mark's grandmother happy? _____

Unit 1 5

The reading passage is related to the unit's topic. It includes a photograph of the main character and a letter from her. The letter discusses a problem she has and asks for advice. The passage is followed by a 'New Words' box and comprehension questions.

- A reading passage related to the unit's topic is provided.
- New words are listed on the page.
- Students do a True/False activity about information from the reading.
- Comprehension questions test students' understanding of what they have read.

Warm-Up and Review

1. Do an activity to review the patterns practiced in the previous lesson. An activity is provided in each lesson plan.
2. Check the Practice Time Workbook page that students did in class or for homework. Answer keys and detailed instructions on how to check the activities are provided at the back of the Teacher's Book.

Introduce the Reading

1. Students may learn the new vocabulary within the context of the reading, or each new word can be taught before students encounter it in the reading. If you choose to teach the new words before students read the passage, write the new words in a column on the board. Then point to and read each word before explaining its meaning. Detailed explanations of how to present each new word are provided in the lesson plans.
2. If appropriate, ask students questions about their own experiences with the reading's topic.

3. Students open their Student Books for the first time at this point. They look at the reading and pictures and talk about what they see. Ask students what they think the reading will be about.

Practice the Reading

Students read the passage silently to themselves.

A. Listen and read along.

1. Play the recording. Students listen and read along in their Student Books.
2. Play the recording again, stopping it after each sentence. Students listen and repeat each sentence.
3. Divide the class into pairs. Students in each pair take turns reading the passage aloud to their partner.

B. Listen and circle True or False.

Play the recording. For each number, students listen and circle *True* if the statement is true, and *False* if it is not. An answer key and suggestions on how to check students' answers are provided in each lesson plan.

C. Read the question. Write the answer.

Students read each comprehension question and answer it based on the reading in exercise A. An answer key and suggestions on how to check students' answers are provided in each lesson plan. The wording of students' answers may vary slightly from that given in the answer key. Accept any answers that are grammatically correct and contain the correct information.

Games and Activities

In order to practice reading, students engage in various games and activities. Three games and activities are provided in each lesson plan. Since these games and activities are related to the reading, students may use their Student Books for reference as they work.

Extra Practice

Explain and assign the Reading Time Worksheet. There is one Worksheet per Reading Time page to give students further reading practice. Worksheets can be done at home or in class. They can also be used to challenge more advanced students while the teacher spends time with students who need more help. For Worksheets and detailed instructions, see Teacher's Book pages 183–207.



Finish the Lesson

1. Finish the lesson with a quick game or activity to further practice the reading. An activity is provided in each lesson plan.
2. Explain and assign the Reading 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 target language. Detailed instructions on how to do the activities are provided at the back of the Teacher's Book.

Your Time Sample Page and Lesson Plan

Your Time

A. Listen and answer the questions.

1. _____

2. _____

3. _____

4. _____

5. _____

B. Pairwork. Choose words from the box. Write. Then tell your partner.

pizza sushi fried rice sharks snakes lions

You	Your Partner
_____ is better than _____	_____ is better than _____
_____ is the best.	_____ is the best.
_____ are worse than _____	_____ are worse than _____
_____ are the worst.	_____ are the worst.

C. Review. What do you think? Circle True or False.

1. Candy is better than cake.	True False
2. Blue is better than red.	True False
3. Cats are worse than dogs.	True False
4. Bees are worse than ants.	True False
5. Pineapple juice is the best.	True False

6 Unit 1

Students answer questions about themselves that they hear on the recording.

In order to further personalize the unit's topic and language, students interact with their classmates to find out related personal information.

Warm-Up and Review

- Do an activity to review the reading practiced in the previous lesson. An activity is provided in each lesson plan.
- Check the Reading 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 Lesson

Ask students personalized questions that relate to the unit's language and topic. Suggested questions are provided in each lesson plan.

Practice the Lesson

Students open their Student Books for the first time at this point.

A. Listen and answer the questions.

Play the recording. For each number, students listen to the question and answer it based on their own knowledge and experience. Suggestions on how to check students' answers are provided in each lesson plan.

B. (Personalized interactive activity).

Through a variety of different types of activities—often pairwork—students interact with their classmates to find out personal information relating to the unit's topic and language.

C. (Personalized reading and writing activity).

Through a variety of different types of reading and writing activities, students further personalize the language they previously learned. Suggestions on how to check students' answers are provided in each lesson plan.

Games and Activities

In order to internalize and further personalize the unit's language and topic, students practice the language through various games and activities. Three games and activities are provided in each lesson plan.

Finish the Lesson

1. Finish the lesson with a quick game or activity to further personalize the language. An activity is provided in each lesson plan.
2. Explain and assign the Your 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 target language. 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 208–235.



Do You Remember?

Focus: English Time Level 5 Review

Function: Giving personal information

Materials Needed: CD/cassette and player

Work with the Pictures

Students open their Student Books to pages vi and vii.

1. Divide students into groups of three. Groups find and name any items or characters they recognize in the eight scenes.
2. Ask each group how many items it found. Encourage groups to name as many items or characters as they can.
3. When groups have finished, ask each group to 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.
4. Ask students what they think the lesson will be about.

Practice the Language

Listen and repeat.

1. Play the recording. Students listen and repeat each line of dialogue.

1. Annie: *Hi! I'm Annie.*
Ted: *I'm Ted. We live in Sunnyville.*
Digger: *Hello! I'm Digger.*
2. Annie: *I usually walk to school with Ted. But today, I took a bus with my sister, Penny.*
Ted: *I walked to school by myself today.*
3. Annie: *There's a library near our school.*
Ted: *There's a park across from our school. We go to the park every day after school.*
4. Annie: *We feed the birds twice a week.*
Ted: *I sometimes get a sunburn.*
Digger: *I always take a nap.*
5. Annie: *When I was little, I couldn't build a sand castle.*
Ted: *When I was little, I could throw a ball.*
Digger: *I can catch a ball!*
6. Annie: *Listen! She plays the flute well.*
Ted: *And he plays the drums well.*
7. Annie: *We're going to take a math test tomorrow. Let's study at my house.*
Ted: *If I get a good grade, I'll be happy.*
Annie: *Me, too.*



8. Ms. Day: *It's time for dinner.*
Digger: *Let's eat!*
Ted: *Let's study English after dinner.*
Annie: *Okay. Great idea!*

2. Ask students what roles are needed to role-play the conversation. List the roles on the board (*Annie, Ted, Digger, Ms. Day*). Then divide the class into Groups A, B, C, and D. Group A role-plays Annie's lines, Groups B role-plays Ted's lines, Group C role-plays Digger's lines, and Group D role-plays Ms. Day's line. Groups then change roles and role-play the scenes again.
3. Bring four 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 conversation on their own, without the recording.
4. Divide the class into groups of four and have students in each group role-play the conversation. Then students change roles and role-play the conversation again.

Finish the Lesson

1. **How About You?** Divide the class into groups of three. Students in each group take turns looking at Scenes 1–8 and inserting their personal information into the sentences (two students in each group introduce themselves to the third student). For example: A student named Joe looks at the first scene and says *Hi! I'm Joe*. The second student, Ed, says *I'm Ed. We live in (Los Angeles)*. Students in each group change roles until each student has taken on each role.
2. Explain and assign Workbook pages iii and iv. (For instructions, see Teacher's Book page 157.)

Classroom Language

Focus: Frequently used classroom language

Materials Needed: CD/cassette and player

Warm-Up and Review

1. **Listen and Repeat.** Play the *Do You Remember?* recording. Students listen. Play the recording again and have students repeat each line.
2. Check Workbook pages iii and iv. (For instructions and answer key, see Teacher's Book page 157.)

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 page viii.

Listen and repeat.

1. Students look at the six scenes to see if any of the situations they brainstormed are illustrated on the page.
2. Play the recording. Students listen and repeat.
 - A: *Please collect the homework for me, Ted.*
 - B: *Okay.*
 - C: *I'll help.*
 - A: *Come to the board, Bill. Write the answer to number three.*
 - B: *I don't know the answer.*
 - C: *It's easy.*
 - A: *Okay, class. You may take a ten-minute break. Keep the noise down in the hall.*
 - A: *Class time! Please return to your seats, and take out your books.*
 - A: *Let's review Unit Two, page seven. Who memorized the conversation?*
 - B: *I did!*
 - C: *I did!*
 - A: *We're out of time. Please clean up your desks before you leave.*
 - B: *Bye, Ms. Apple!*



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 natural to students. 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. Students can use their Student Books for reference if necessary.

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. Students can use their Student Books for reference if necessary.



At May's Department Store

Conversation Time

Language Focus: Buying a gift

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

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

Warm-Up and Review

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

Introduce the Conversation

1. Set the scene and clarify meaning by saying *Today's conversation is in a department store. Ms. Day is buying a gift for her son, and the clerk is helping her.* Then introduce the words by writing each word on the board. Point to and read each word before explaining its meaning. Students repeat the words.

on sale: Draw a sweater with a price tag on the board. Write \$35 on the price tag. Then draw a line through it and write \$30. Point to the sweater and the price tag and say *This sweater is on sale.*

cash or charge: Hold up real money and say *Cash. In a store, I can pay for something with cash.* Hold up a credit card and say *I can also charge it.*

exchange: Hold one pencil and give a student another pencil. Indicate that you want the student to give you his/her pencil and that you will give him/her yours. As you do this, say *I want to exchange pencils.*

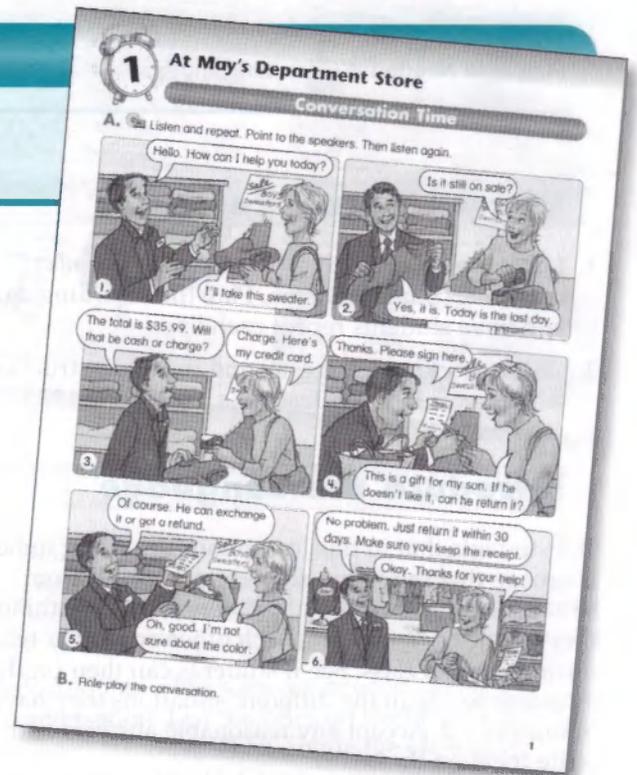
refund: Explain that a refund is the money you get back when you return something to a store.

receipt: Show students a real receipt from a store and say *This is a receipt.*

2. Bring two students to the front of the classroom. Student A should stand behind the teacher's desk facing Student B, who is on the other side of the desk. Stand behind each student and model his/her lines of the conversation with the following actions.

A: *Hello. How can I help you today?*
Speak cheerfully.

B: *I'll take this sweater. Is it still on sale?*
Speak in a friendly tone. Pretend to hand Student A a sweater.



- A: *Yes, it is. Today is the last day. The total is \$35.99. Will that be cash or charge?*
Speak cheerfully. Pretend to take the sweater from Student B. Then pretend to ring up the sweater either with a scanner or by entering the price into the cash register.
- B: *Charge. Here's my credit card.*
Speak in a friendly tone. Pretend to hand a credit card to Student A.
- A: *Thanks. Please sign here.*
Pretend to run the credit card through a machine. Then pretend to hand over a charge slip and pen. Speak in a friendly tone.
- B: *This is a gift for my son. If he doesn't like it, can he return it?*
Pretend to sign the charge slip. Then hand it back to Student B. Speak in a friendly, questioning tone.
- A: *Of course. He can exchange it or get a refund.*
Speak in a friendly tone. Pretend to hand over the shopping bag.
- B: *Oh, good. I'm not sure about the color.*
Speak in a friendly tone. Pretend to take the shopping bag.
- A: *No problem. Just return it within 30 days. Make sure you keep the receipt.*
Speak in a friendly tone. Pretend to hand over the receipt.

B: *Okay. Thanks for your help!*

Speak in a friendly tone. Start to turn to walk away from Student A.

3. Divide the class into Groups A and B. Model the conversation again using facial expressions and body language. Group A repeats the clerk's lines, and Group B repeats Ms. Day's lines. Encourage students to copy your facial expressions and body language. Groups change roles and say the conversation again in the same way.
4. Attach Wall Chart 1 to the board or open a Student Book to page 1. Students then open their Student Books to page 1. Ask the following questions:

Where is Ms. Day?

What is she buying?

Is it still on sale?

How does she pay for the sweater?

Who is she buying the sweater for?

What isn't Ms. Day sure about?

Can she return the sweater in 40 days?

Practice the Conversation

A. Listen and repeat. Point to the speakers. Then listen again.

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

1. Clerk: *Hello. How can I help you today?*

Ms. Day: *I'll take this sweater.*

2. Ms. Day: *Is it still on sale?*

Clerk: *Yes, it is. Today is the last day.*

3. Clerk: *The total is \$35.99. Will that be cash or charge?*

Ms. Day: *Charge. Here's my credit card.*

4. Clerk: *Thanks. Please sign here.*

Ms. Day: *This is a gift for my son. If he doesn't like it, can he return it?*

5. Clerk: *Of course. He can exchange it or get a refund.*

Ms. Day: *Oh, good. I'm not sure about the color.*

6. Clerk: *No problem. Just return it within 30 days. Make sure you keep the receipt.*

Ms. Day: *Okay. Thanks for your help.*

2. Play the recording (second version of the conversation). Students listen.

B. Role-play the conversation.

Students choose a partner and, using their Student Books for reference, role-play the conversation. They then change roles and role-play the conversation again.

Games and Activities

Note: For all Conversation Time activities, students may use their Student Books for reference.

1. **Change the Conversation.** Divide the class into pairs. Write on the board: *dress/ No, it isn't. Yesterday was the last day./\$25.50/Cash. Here you go./daughter/size/two weeks.* Students in each pair rewrite the conversation, substituting in the correct places the words from the board. The students of the first pair that finishes raise their hands and say the new conversation they have made. If it is correct, the pair comes to the front of the classroom and role-plays the conversation for the rest of the class. If the conversation is not correct, all pairs continue to work until one pair has written the new conversation correctly.
2. **True/False/I Don't Know.** Say five to six statements about the conversation (see Suggested Statements' below). Students say *True* if the statement is true or *False* if it is false. If a statement is false, choose a volunteer to make it true. If students don't have enough information to determine whether the statement is true or false, they say *I don't know.*

Suggested Statements:

Ms. Day is buying a shirt.

Today is the last day of the sale.

The sweater costs \$36.99.

Ms. Day is paying with a credit card.

The sweater is a gift for Mr. Day.

Her son can exchange the sweater or get a refund.

Ms. Day knows her son will like the color.

3. **Make It Your Own.** Write the following on the board:

A: *Hello. How can I help you today?*

B: *I'll take this sweater.*

Students read the dialogue on the board. Then divide the class into pairs, and write the following on the board:

1. *How much is this radio?*

2. *Do you have this shirt in blue?*

3. *I would like to exchange this skirt for a smaller size.*

Students read each new response. Quickly clarify meaning if necessary. Then students in each pair role-play the dialogue on the board, substituting the new responses into the underlined part of the target conversation.

Finish the Lesson

1. **Discussion.** Have a short discussion about shopping. Ask students where they like to shop and what kinds of things they like to buy. Ask them what were the best presents they ever received.
2. Explain and assign Workbook page 1. (For instructions, see Teacher's Book page 157.)

Word Time

Language Focus: Items in a department store (*lamp, couch, pajamas, pants, ring, watch, sneakers, stuffed animal, sunglasses, calculator*)

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

1. **Conversation Review: Listen, Please.** Play the recording of the Unit 1 conversation. Students listen and take notes if necessary to remember the information they hear. Then ask students four to five questions about the conversation (see Suggested Questions below).

Suggested Questions:

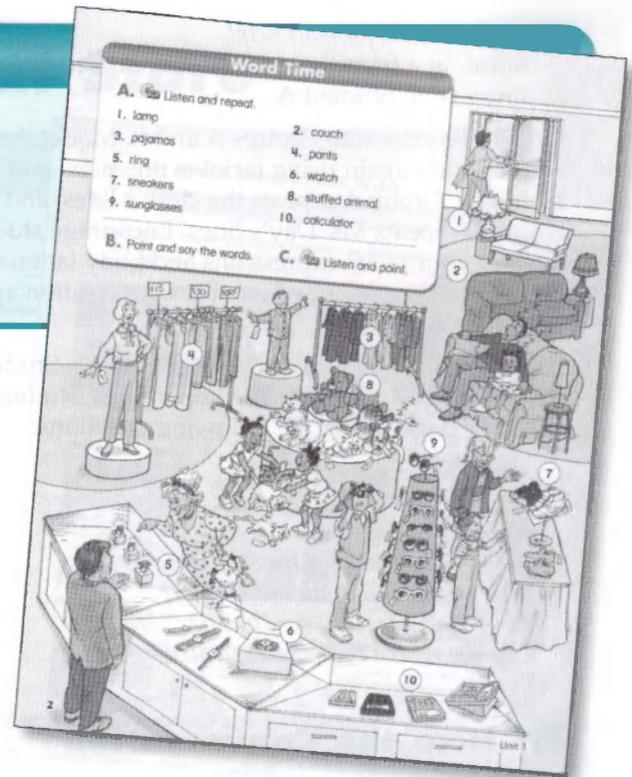
What is Ms. Day buying?
When is the last day of the sale?
How is she paying?
Who is the sweater for?
What isn't she sure about?

2. Check Workbook page 1. (For instructions and answer key, see Teacher's Book page 157.)

Introduce the Words

1. Hold up and name each of the Unit 1 Word Time Picture Cards. 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 1 Word Time Picture Cards in a row on 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 they point to and read the word. Seated students repeat.

OPTION: Give half the class a Unit 1 Word Time Picture Card and give the other half of the class a Unit 1 Word Time Word Card. Students stand up and walk around the classroom until they have found their correct matches (a picture card and its corresponding word card). Point to each pair and have students hold up their cards and say their words.



Talk About the Picture

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

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

A lot of people are *shopping* at the department store today. There are many things to buy. The woman and her dog are *looking at* a beautiful **ring**. The **watches** look very nice, too. A **calculator** is very helpful in school. **Annie and Penny** are looking at the **sneakers**. **Ted** is *trying on* a pair of **sunglasses**. There are many **stuffed animals** for sale. They are very cute. The **pants** come in different colors. So do the **pajamas**. Look who's *sleeping* on the **couch** near the lamp!

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

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

Do you ever *wear* a **watch**?

Do you sometimes use a **calculator**?

Where are the father and daughter *sleeping*?

What color are your **pajamas**?

What do you wear on your feet when you play badminton?

Do you ever wear **sunglasses**?

Practice the Words

A. Listen and repeat.

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

1. lamp
2. couch
3. pajamas
4. pants
5. ring
6. watch
7. sneakers
8. stuffed animal
9. sunglasses
10. calculator

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 words. For the vocabulary, they point to the named 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.

Sneakers.
Pajamas.
Calculator.
Sunglasses.
Watch.
Stuffed animal.
Couch.
Ring.
Pants.
Lamp.

Now listen and point to the speakers.

A: Hi. Can I help you? (clerk and woman at jewelry counter)

B: Yes. What colors do you have?

A: We have yellow, purple, and red.

B: I'll take purple.

A: Which ones do you want? (Annie and Penny)

B: I don't know. They're all nice.

A: Well, it's time to go. Please make up your mind.

B: Okay. I'll take the white ones.

A: Are you sure?

B: I'm positive.

A: If we buy the dog, we'll be happy. (two of the triplets)

B: No! If we buy the cat, we'll be happy.

A: Wait! If we buy the dog and the cat, we'll be happy.

Games and Activities

1. **What Is It?** Divide the class into teams of three to four. Describe one of the target vocabulary items (see Suggested Descriptions below). The first team to correctly name the item gets a point. Continue with the remaining target items. The team with the most points at the end wins.

Suggested Descriptions:

You use it when it's dark in the house. (lamp)

You put them on when it's sunny. (sunglasses)

You use it when you are doing math. (calculator)

Young children like to sleep with them. (stuffed animals)

You wear them when you play sports. (sneakers)

You wear it on your finger. (ring)

It tells time. (watch)

You wear them when you sleep. (pajamas)

You sit on it. (couch)

You wear them on your legs. (pants)

2. **Draw the Picture.** (See Game 13, page 155.) Play the game using Unit 1 Word Time Picture Cards.
3. **Telephone.** Divide the class into three to four teams. Each team stands in a line facing the board. Whisper the same target vocabulary word to the last student in each row. When you say *Go!*, the last student whispers the word to the student in front of him/her and so on down the row as quickly as possible. The last student to hear the word runs to the board and writes it. The first team to write the word correctly scores a point. Continue with the other target words until each student has written a word on the board, each time changing the order of students in the rows. The team with the most points at the end wins.
4. **Option: Personalize the Vocabulary.** Divide the class into groups of five to six. For five to seven minutes, students in each group take turns telling the group about the last thing they bought in a department store. They give as many details as possible (for example: with whom they went shopping, where they went shopping, what they bought, why they bought it, and a description of the item).

Finish the Lesson

1. **Spelling Chain.** Hold up a Unit 1 Word Time Picture Card. A volunteer says the first letter of the word. Then the student to his/her right says the second letter and so on around the classroom until the word is spelled correctly. When the word is properly spelled, the next student uses the word in a simple sentence. Do the same with the remaining Unit 1 Word Time Picture Cards.
2. Explain and assign Workbook page 2. (For instructions, see Teacher's Book page 158.)

Focus Time

Language Focus: Comparatives and superlatives with *more* and *the most* [*more (expensive), the most (expensive)*]; irregular comparatives and superlatives (*good/better/the best, bad/worse/the worst*)

Comparative and superlative statements [*The (white) (watch) is (better) than the (blue) one./The (black) (watch) is the (best).*]

Function: Comparing two or more objects

Materials Needed: CD/cassette and player; Unit 1 Word Time Picture Cards, 1 set; Unit 1 Word Time Word Cards, 1 set per 2 students; Unit 1 Focus Time Picture Cards, 1 set; Unit 1 Focus Time Word Cards, 1 set per 2 students; Unit 1 Grammar Cards, 1 set per 2 students (see Picture and Word Card Book pages 1–4, 41, and 49)

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

Warm-Up and Review

- Vocabulary Review: Cloze Sentences.** Attach the Unit 1 Word Time Picture Cards to the board. Say a sentence, leaving out the target vocabulary word (see Suggested Sentences below). Students say the missing word. Say the complete sentence again and have students repeat. Do the same with five to six different sentences.

Suggested Sentences:

She wears a ring on her finger.

He turned on the lamp because the house was dark.

She wears pink pajamas every night when she sleeps.

The couch is big enough for four people to sit on.

She is using a calculator to do her math homework.

He doesn't know what time it is; his watch broke.

His pants are too short.

The baby likes to sleep with a stuffed animal.

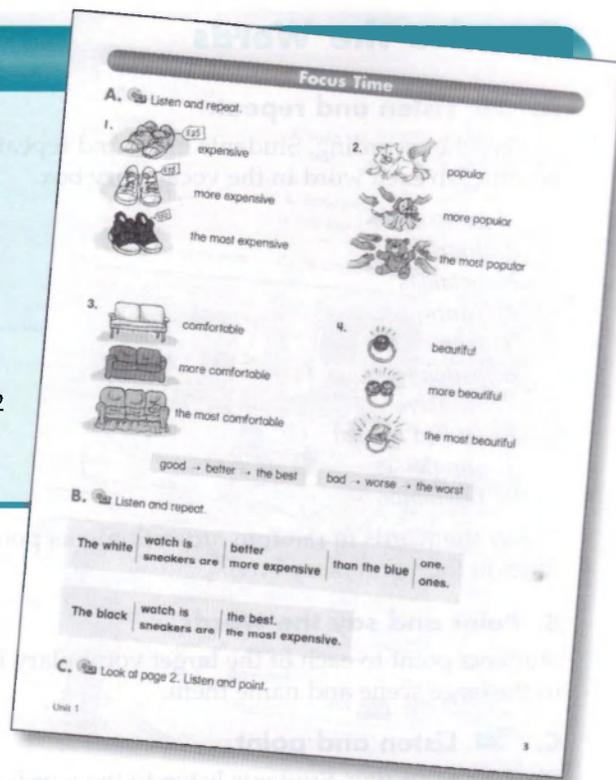
It's cloudy. I don't need sunglasses today.

- Check Workbook page 2. (For instructions and answer key, see Teacher's Book page 158.)

This lesson is in two parts.

Part 1: Introduce the Words

- Hold up each Unit 1 Focus Time Picture Card and its corresponding Word Card and have students name the picture cards and read the words.
- Draw three shirts on the board. Write \$60 under the first, \$70 under the second, and \$80 under the third. Point to the first shirt and say *This shirt is expensive.* Point to the second and say *This shirt is more expensive.* Point to the third and say *This shirt is the most expensive.* Students repeat each sentence. Do the same with *beautiful*, *more beautiful*, and *the most beautiful* in reference to pictures of three bunches of flowers: one wilted, one with just a few flowers, and one with many beautiful flowers.



Practice the Words

Students open their Student Books to page 3.

A. Listen and repeat.

Play the recording. Students listen and repeat each word.

- expensive*
more expensive
the most expensive
- popular*
more popular
the most popular
- comfortable*
more comfortable
the most comfortable
- beautiful*
more beautiful
the most beautiful

good, better, the best
bad, worse, the worst

Part 2: Introduce the Patterns

- 1. The (white) (watch) is (better) than the (blue) one.** With colored chalk on the board, or crayon on paper attached to the board, draw a new-looking white watch and an old-looking blue one. Point to each as you say *The white watch is better than the blue one.* Students repeat. Write *The white watch is better than the blue one.* on the board. Point to and read each word. Students repeat. Keep the pictures on the board.
- 2. The (white) (sneakers) are (more expensive) than the (blue) ones.** Do the same as in Step 1 with pictures of \$80 white sneakers and \$40 blue sneakers. Keep the pictures on the board.
- 3. The (black) (watch) is the (best).** Display a picture of a very expensive-looking, high-tech black watch to the right of the other pictures of watches displayed. Say *The black watch is the best.* Students repeat. Write *The black watch is the best.* on the board. Point to and read each word. Students repeat.
- 4. The (black) (sneakers) are the (most expensive).** Display a picture of \$100 black sneakers to the right of the other pictures of sneakers. Say *The black sneakers are the most expensive.* Students repeat. Write *The black sneakers are the most expensive.* on the board. Point to and read each word. Students repeat.
- 5. Practice for Fluency.** Say *blue ring, more expensive, green ring.* Elicit *The blue ring is more expensive than the green ring.* Say *yellow pen, better, black pen.* Elicit *The yellow pen is better than the black pen.* Continue with prompts for sentences that use different adjectives and objects, eliciting both comparative and superlative sentences for another four to five minutes.

Practice the Patterns

B. Listen and repeat.

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

The white watch is better than the blue one.
The black watch is the best.

The white sneakers are more expensive than the blue ones.

The black sneakers are the most expensive.

- Play the recording again. Students look at the pattern boxes in their books and repeat, pointing to each word.
- Students work with their partners to say the sentences while looking at the pattern boxes in their books.

C. Listen and point.

Play the recording. Students look at page 2 and listen to the sound effects and words, pointing to the objects being talked about. Play the recording as many times as necessary for students to complete the task.

The orange couch is more comfortable than the white one.

The green couch is the most comfortable.

The purple ring is more beautiful than the red one.

The yellow ring is the most beautiful.

The orange lamp is more expensive than the green ones.

The white lamp is the most expensive.

Games and Activities

- 1. Drill.** Say *expensive*. Students say its comparative and superlative forms: *more expensive* and *the most expensive*. Do the same with *comfortable*, *popular*, *beautiful*, *good*, and *bad*. Then say each simple adjective again and have students use each word in a sentence.
- 2. Pictures and Sentences.** Divide the class into pairs. Stand the Unit 1 Focus Time Picture Cards on the chalktray. Students in each pair use the target patterns to write one sentence about each picture card. Choose volunteers to read their sentences. Write correct sentences on the board.
- 3. Make the Sentences.** (See Game 17, page 155.) Do the activity using Unit 1 Word Time Word Cards, Unit 1 Focus Time Word Cards, and Unit 1 Grammar Cards.

Finish the Lesson

- 1. Say a Sentence.** Say different adjective and noun pairs, such as *blue sneakers/red sneakers, green couch/white couch, pink pajamas/blue pajamas*. A volunteer says a comparative sentence using each pair of words. Continue for three to four minutes.
- 2. Explain and assign** Workbook page 3. (For instructions, see Teacher's Book page 158.)

Practice Time

Language Focus: Comparatives and superlatives with *more* and *the most*; irregular comparatives and superlatives; comparative and superlative statements [*The (blue) (ring) is (more beautiful) than the (red) one.*/*The (white) (ring) is the (most beautiful).*]

Function: Comparing two or more objects

Materials Needed: CD/cassette and player

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

Warm-Up and Review

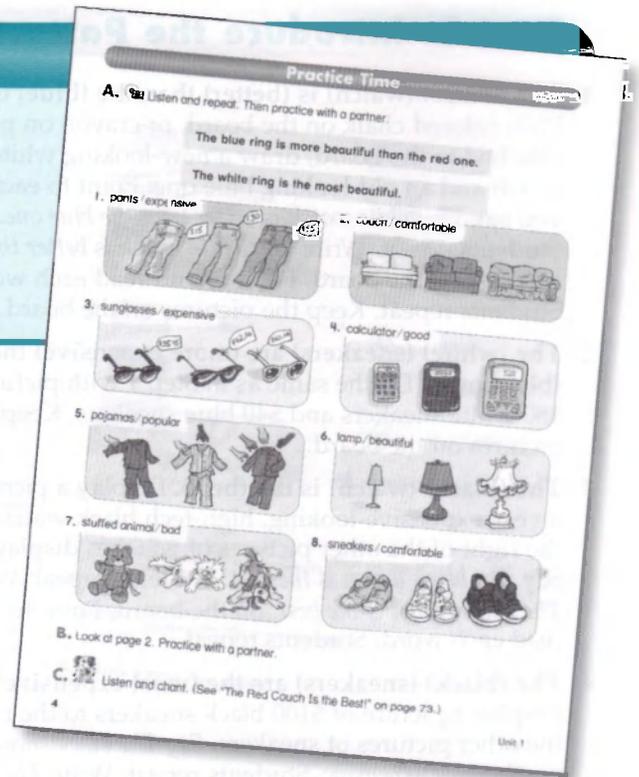
1. **Pattern Review: Vanishing Sentence.** Write *The white couch is more comfortable than the blue one.* on the board. Point to the sentence and ask a volunteer to read it. Erase a word and ask another volunteer to read the sentence, filling in the word that is missing. Now erase another word and ask another volunteer to say the complete sentence. Continue in this way until all the words are erased and a volunteer can say the whole sentence from memory. Follow the same procedure for *The blue sneakers are the best.*
2. Check Workbook page 3. (For instructions and answer key, see Teacher's Book page 158.)

Practice the Patterns

Students open their Student Books to page 4.

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

1. Play the recording. Students listen and repeat, pointing to each picture in their books.
 - A: *The blue ring is more beautiful than the red one.*
 - B: *The white ring is the most beautiful.*
1. *The blue pants are more expensive than the yellow ones. The pink pants are the most expensive.*
2. *The orange couch is more comfortable than the white one. The green couch is the most comfortable.*
3. *The red sunglasses are more expensive than the black ones. The white sunglasses are the most expensive.*
4. *The black calculator is better than the gray one. The blue calculator is the best.*
5. *The green pajamas are more popular than the red ones. The purple pajamas are the most popular.*
6. *The orange lamp is more beautiful than the green one. The white lamp is the most beautiful.*
7. *The white stuffed animal is worse than the brown one. The yellow stuffed animal is the worst.*
8. *The white sneakers are more comfortable than the blue ones. The black sneakers are the most comfortable.*



2. Students practice numbers 1–8 in pairs. (S1 says the comparative sentence; S2 says the superlative sentence.) Students then change roles and repeat the activity.

B. Look at page 2. Practice with a partner.

Students remain in pairs and look at page 2. They then take turns making statements about the scene using the target patterns and vocabulary items. For example: S1: *The orange couch is more comfortable than the white couch.* S2: *The green couch is the most comfortable.*

C. Listen and chant.

1. Students turn to *The Red Couch Is the Best!* chant on page 73. They cover up the text, look at the pictures, and talk about what they see. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

The Red Couch Is the Best!

*The red couch is more comfortable
than the black one.
The black couch is more comfortable
than the white one.
The red couch is the most comfortable,
the most comfortable.
The red couch is the best,
the best, the best, the best!*

The white lamp is more beautiful than the black one.
The black lamp is more beautiful than the red one.
The white lamp is the most beautiful, the most beautiful.
The white lamp is the best, the best, the best, the best!

The black pants are more popular than the white ones.
The white pants are more popular than the red ones.
The black pants are the most popular, the most popular
The black pants are the best, the best, the best, the best!

The white ring is more expensive than the black one.
The black ring is more expensive than the red one.
The white one is the most expensive, the most expensive.
The white one is the best, the best, the best, the best!

2. Play the recording again. Students listen and chant along, 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 *couch, lamp, pants, or ring* picture card. Play the karaoke version. Students chant along, holding up the appropriate picture card when it is named. Students exchange cards and chant again.

Games and Activities

1. **Sentence Cues.** Write cues for four to five different sentences on the board (see Suggested Cues below). Divide the class into groups of three to four. Students use the cues to write the target sentences on a piece of paper. They then illustrate each sentence they have written.

Suggested Cues:

1. *yellow lamp/most expensive*
2. *green ring/more beautiful/orange ring*
3. *white couch/most comfortable*
4. *red watch/the best*
5. *green sneakers/better/blue sneakers*

Answer Key:

1. The yellow lamp is the most expensive.
2. The green ring is more beautiful than the orange one.
3. The white couch is the most comfortable.
4. The red watch is the best.
5. The green sneakers are better than the blue ones.

2. **From Words to Sentences.** Write the following words on the board: *expensive, comfortable, beautiful, popular, watch, ring, pajamas, calculator, stuffed animal, pants, couch, better, worse, the best, the worst, more, the most.* Divide the class into teams of three to four. Give students five minutes to write as many comparative or superlative sentences as they can using the word cues on the board. The team with the most correct sentences at the end of five minutes wins. Have the winning team write and illustrate some of its correct sentences on the board.
3. **True Sentences.** Divide the class into pairs. Students in each pair work together for four to five minutes to write true comparative and superlative sentences about their class, their homes, or their town. Elicit vocabulary words students may want to use, such as *restaurant, park, car, chair, bed, department store.* Once students have finished writing their sentences, have them take turns reading several to the class. Write some of the correct sentences on the board.

OPTION: Do the activity as above, but have students draw pictures illustrating their sentences. Display the pictures around the classroom for future reference.

Extra Practice

Explain and assign Worksheet 1, Comparatives and Superlatives, page 188. (For instructions and answer key, see page 183.)



Finish the Lesson

1. **My Turn.** Write the following on the board:

- _____ is the best movie.
 _____ is the worst movie.
 _____ is the best actor.
 _____ is a better singer than _____.

Ask *What is the best movie?* A volunteer answers the question according to his/her own opinion, using the sentence on the board as a guide. Continue with other students and different questions until all students have answered a question.

2. Explain and assign Workbook page 4. (For instructions, see Teacher's Book page 158.)

Reading Time

Language Focus: Reading an advice column

Materials Needed: CD/cassette and player; copy of the reading,
1 per 6–8 students

For general information on Reading Time,
see pages 16–17.

Warm-Up and Review

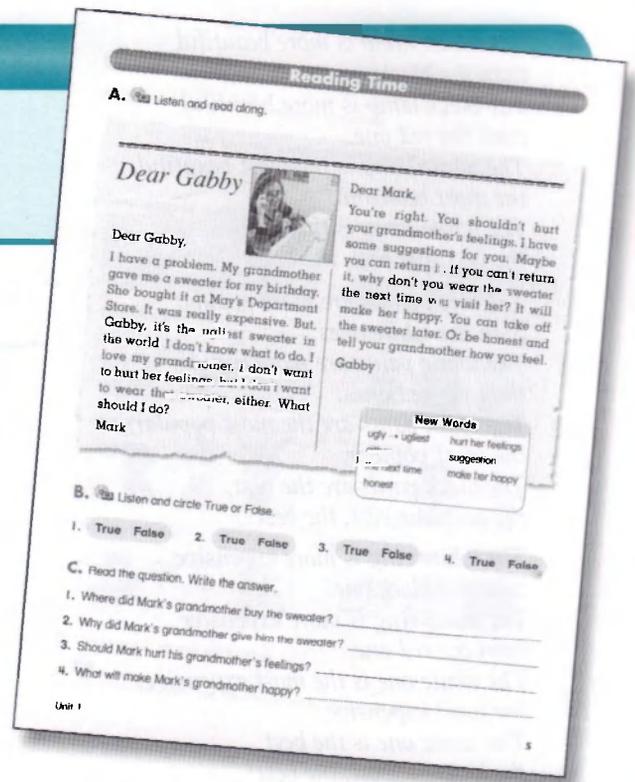
1. **Pattern Review: Dictation.** Students open their Student Books to page 4 and look at the pattern boxes for about 30 seconds. They then close their books. Say *The white sneakers are more expensive than the blue ones.* Students write the sentence on a piece of paper, using correct capitalization and punctuation. The first student to correctly write the sentence reads it to the class. Do the same with another three target sentences.
2. Check Workbook page 4. (For instructions and answer key, see Teacher's Book page 158.)

Introduce the Reading

Note: Students may learn the new vocabulary within the context of the reading, or each new word can be taught before students encounter it in the reading. Follow the steps below to introduce the reading content.

1. Write the new words in a column on the board. Point to and read each word before explaining its meaning.
 - ugly* → *ugliest*: Make an ugly face and say *ugly*. Explain that *ugliest* means the most ugly.
 - hurt her feelings*: Explain that when you hurt someone's feelings, something you said or did made a person feel bad.
 - either*: Draw a picture of two foods you don't like on the board. Point to one and say *I don't like (pizza)*. Now point to the other and say *I don't like (rice), either*. If students' level allows, explain that *either* is used in negative sentences in the same way *too* is used in affirmative sentences.
 - suggestion*: Explain that a suggestion is advice we give to someone. Say *Here's a suggestion for you: If you are tired, you should go to sleep early.*
 - the next time*: Explain that *the next time* refers to something that will happen again.
 - make her happy*: Draw an ice-cream cone on the board and say *Eating ice cream makes me happy* as you pat your stomach and smile.
 - honest*: Explain that being honest means being truthful.

2. Students open their Student Books to page 5. They look at the reading and guess the format (letters) and where it might appear (a newspaper advice column).



Practice the Reading

Students read the letter and response silently to themselves.

A. Listen and read along.

1. Play the recording. Students listen and read along in their Student Books.

Dear Gabby

Dear Gabby,

I have a problem. My grandmother gave me a sweater for my birthday. She bought it at May's Department Store. It was really expensive. But, Gabby, it's the ugliest sweater in the world. I don't know what to do. I love my grandmother. I don't want to hurt her feelings, but I don't want to wear that sweater, either. What should I do?

Mark

Dear Mark,

You're right. You shouldn't hurt your grandmother's feelings. I have some suggestions for you. Maybe you can return it. If you can't return it, why don't you wear the sweater the next time you visit her? It will make her happy. You can take off the sweater later. Or be honest and tell your grandmother how you feel.

Gabby

New Words

ugly → ugliest
hurt her feelings
either
suggestion
the next time
make her happy
honest

2. Play the recording again, stopping it after each sentence. Students listen and repeat each sentence.
3. Divide the class into pairs. Students take turns reading the letter and respond to their partners.

B. Listen and circle True or False.

1. Play the recording. For each number, students listen and circle *True* if the statement is true or *False* if it is not.

1. Mark's grandmother gave him a shirt for his birthday.
2. Mark's grandmother bought a sweater at May's Department Store.
3. Mark wants to wear the sweater.
4. Gabby thinks Mark could wear the sweater the next time he visits his grandmother.

2. Check answers by saying *Number 1. Mark's grandmother gave him a shirt for his birthday.* Students say *True* if they circled *True* or *False* if they circled *False*. If the statement is false, choose a volunteer to make it true. Do the same for numbers 2–4.

Answer Key:

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

C. Read the question. Write the answer.

1. Students read each question and answer it based on the reading in exercise A.
2. Check answers by reading each question and having students read the answers they wrote.

Answer Key:

1. Where did Mark's grandmother buy the sweater? She bought the sweater at May's Department Store.
2. Why did Mark's grandmother give him the sweater? Because it was his birthday.
3. Should Mark hurt his grandmother's feelings? No, he shouldn't.
4. What will make Mark's grandmother happy? If he wears the sweater the next time he visits her, she'll be happy.

Games and Activities

Note: For all Reading Time activities, students may use their Student Books for reference.

1. **Sentence Strips.** Divide the class into groups of six to eight and give each group a copy of the reading. Students in each group cut the reading so that each sentence is on a separate strip of paper. They then shuffle the strips. Play the recording. Students in each group work together to put the strips in order. Play the recording as many times as necessary for students to complete the task.
2. **Complete the Sentences.** Read the letters, omitting words from each sentence as you go. Students fill in the missing words.
3. **Dear Gabby.** Divide the class into groups of three to four. Give each group seven to ten minutes to write a letter to Gabby about a particular problem. When students have finished writing, ask each group to exchange its letter with another group. Then each group, writing as Gabby, answers the letter it has received. Students take turns reading the letters and responses to the class.

Extra Practice

Explain and assign Worksheet 2, May's Department Store, page 189. (For instructions and answer key, see page 183.)



Finish the Lesson

1. **Discussion.** Spend four to five minutes discussing with students what they think the best response to Mark's letter would be.
2. Explain and assign Workbook page 5. (For instructions, see Teacher's Book page 158.)

Your Time

Language Focus: Personalizing comparative language

Materials Needed: CD/cassette and player

For general information on Your Time, see pages 18–19.

Warm-Up and Review

- 1. Reading Review: What Was the Answer?** Students open their Student Books to page 5 and take two to three minutes to read Mark's letter to Gabby (they do not read Gabby's response). Ask volunteers if they can remember Gabby's advice to Mark. Then have volunteers look back at Gabby's response and read her suggestions.
- 2. Check Workbook page 5.** (For instructions and answer key, see Teacher's Book page 158.)

Introduce the Lesson

Ask five to six questions that use comparisons (see Suggested Questions below).

Suggested Questions:

Which one is a better present: a new bike or a new computer?

Which one is more expensive: a house or a car?

Which one is more exciting: a movie or a park?

Which is worse: a test or homework?

Which is the best: cake, pizza, or sushi?

Practice the Lesson

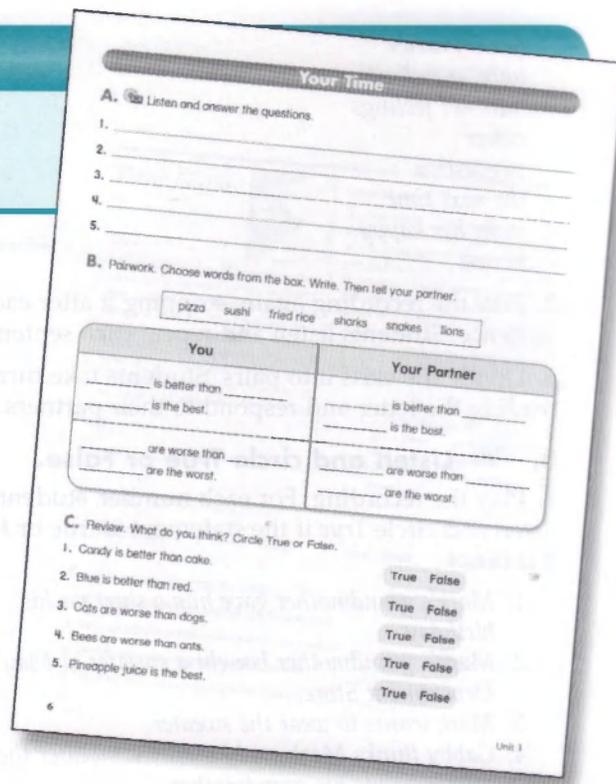
Students open their Student Books to page 6.

A. Listen and answer the questions.

1. Play the recording. For each number, students listen to the question and answer it based on their own knowledge and experience.
 1. *Which one is more comfortable: your bed at home or your chair at school?*
 2. *Which one is more beautiful: a sunrise or a flower?*
 3. *Which one is the most expensive: a book, a car, or a TV?*
 4. *Which one is the most comfortable: a couch, a chair, or a bed?*
 5. *Which one is more popular: a dog or a snake?*
2. Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

Answer Key:

Answers will vary.



B. Pairwork. Choose words from the box. Write. Then tell your partner.

Divide the class into pairs. Each student in the pair chooses words from the box to fill in his/her own answers under *You*. Then each student in the pair tells his/her partner what he/she has written. The partner records this information in the *Your Partner* column. Next, each student tells the class about his/her partner, using the information from the chart.

C. Review. What do you think? Circle True or False.

1. Students read each statement and circle *True* or *False* based on their own opinions.
2. Check answers by having students take turns reading a statement to the class and the answer.

Answer Key:

Answers will vary.

Games and Activities

1. **Agree or Disagree?** Say a comparative statement (see Suggested Statements below). Students who agree come to the front of the classroom. Those who disagree go to the back. Choose several students from each group to say why they agree or disagree. Do the same with four to five different statements.

Suggested Statements:

Soccer is better than basketball.

(James Williams) is the best singer.

Swimming at the beach is more fun than hiking.

The beach is more beautiful than the mountains.

Lemonade is better than root beer.

Doing laundry by myself is more fun than seeing a movie.

2. **Who Wrote It?** Students write a sentence about a personal preference, such as *I think (Michael Johnson) is the worst singer.* or *(Ed Rivera) is the best basketball player.* Collect the sentences and put them in a bag or box. Bring a volunteer to the front of the classroom and have the student choose a sentence from the bag/box. He/She then reads the sentence aloud and tries to guess who wrote it. If the student does not guess correctly after two to three tries, the student who wrote the sentence says *I wrote it!* Continue with different volunteers until all the sentences have been read.

3. **Match Game.** Write the following questions on the board:

Which do you like better: ice cream or pizza?

Who is the better actor: () or ()?

Who is the better actress: () or ()?

Which is worse: cleaning your room or going to the dentist?

Students write the questions (filling in the blanks with any appropriate names) and their own answers. Then students circulate around the classroom, asking each other the questions. The first pair to have the same answers to each question wins.

Finish the Lesson

1. **Teacher Interview.** Ask students to write two to three questions asking you about your preferences. Choose volunteers to ask you their questions. Continue until most students have asked a question.
2. Explain and assign Workbook page 6. (For instructions, see Teacher's Book pages 158–159.)

Assessment

Explain and assign the Unit 1 Test, page 216. (For instructions and answer key, see page 208.)





On Vacation

Conversation Time

Language Focus: Talking about vacations

Materials Needed: CD/cassette and player; world map or globe; Wall Chart 3

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

Warm-Up and Review

- Review: Questions.** Ask *Who is the best actor?* and have several students respond. Then ask *Which is better: badminton or reading?* and have several students respond. Do the same with *Which is worse: cleaning your room or washing the dishes?* and *What is the best TV show?*
- Check Workbook page 6. (For instructions and answer key, see Teacher's Book pages 158–159.)

Introduce the Conversation

- Set the scene and clarify meaning by saying *Today's conversation is about vacations. Annie and Emily are walking together and talking about Ted's family vacation. They also talk about the kinds of vacations they would like to go on.* Then introduce the new words by writing each one on the board. Point to and read each word before explaining its meaning. Students repeat the words.

lately: Say *I haven't seen Tom for three days. I haven't seen Gail for a week. I haven't seen them lately.* Explain that *lately* means within the recent time.

cruise: Explain that a cruise is a vacation on a very large boat. The boat is like a hotel on the water.

Caribbean: Use a world map or globe to show where the Caribbean Sea and Islands are.

dream vacation: Explain that a dream vacation is the vacation you most want to go on.

Alaska: Use a world map or globe to show where Alaska is located. Tell students that it is part of the United States.

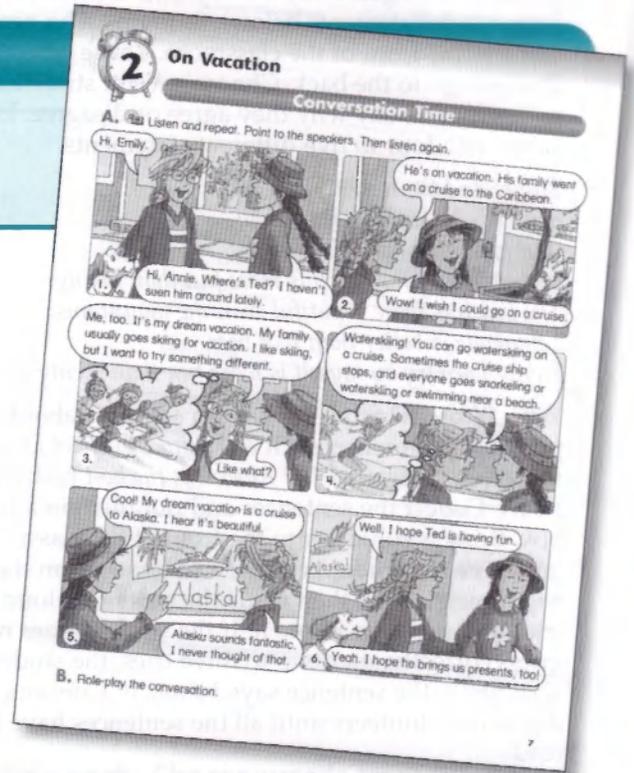
- Bring two students to the front of the classroom. Take turns standing behind each student and modeling his/her lines of the conversation with the following actions.

A: *Hi, Emily.*

Walk up to Student B. Speak cheerfully and wave.

B: *Hi, Annie. Where's Ted? I haven't seen him around lately.*

Wave and speak in a friendly, questioning tone.



A: *He's on vacation. His family went on a cruise to the Caribbean.*

Speak in a happy, enthusiastic tone.

B: *Wow! I wish I could go on a cruise!*

Speak in an enthusiastic tone.

A: *Me, too. It's my dream vacation. My family usually goes skiing for vacation. I like skiing, but I want to try something different.*

Speak in a dreamy, wistful tone.

B: *Like what?*

Speak in a questioning tone.

A: *Waterskiing! You can go waterskiing on a cruise. Sometimes the cruise ship stops, and everyone goes snorkeling or waterskiing or swimming near a beach.*

Speak in an enthusiastic tone.

B: *Cool! My dream vacation is a cruise to Alaska. I hear it's beautiful.*

Speak in an enthusiastic tone.

A: *Alaska sounds fantastic. I never thought of that.*

Speak in an enthusiastic tone.

A: *Well, I hope Ted is having fun.*

Speak in a friendly tone.

B: *Yeah, I hope he brings us presents, too!*

Speak in a joking tone, and then laugh.

3. Divide the class into Groups A and B. Model the conversation again using facial expressions and body language. Group A repeats Annie's lines, and Group B repeats Emily's lines. Encourage students to copy your facial expressions and body language. Groups change roles and say the conversation again in the same way.
4. Attach Wall Chart 3 to the board or open a Student Book to page 7. Students then open their Student Books to page 7. Ask the following questions:

Who are they talking about?

Where is Ted?

What is Annie's dream vacation?

Where does Annie's family usually go on vacation?

What is Emily's dream vacation?

Practice the Conversation

A. Listen and repeat. Point to the speakers. Then listen again.

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

1. Annie: *Hi, Emily.*
Emily: *Hi, Annie. Where's Ted? I haven't seen him around lately.*
2. Annie: *He's on vacation. His family went on a cruise to the Caribbean.*
Emily: *Wow! I wish I could go on a cruise.*
3. Annie: *Me, too. It's my dream vacation. My family usually goes skiing for vacation. I like skiing, but I want to try something different.*
Emily: *Like what?*
4. Annie: *Waterskiing! You can go waterskiing on a cruise. Sometimes the cruise ship stops, and everyone goes snorkeling or waterskiing or swimming near a beach.*
5. Emily: *Cool! My dream vacation is a cruise to Alaska. I hear it's beautiful.*
Annie: *Alaska sounds fantastic. I never thought of that.*
6. Annie: *Well, I hope Ted is having fun.*
Emily: *Yeah. I hope he brings us presents, too!*

2. Play the recording (second version of the conversation). Students listen.

B. Role-play the conversation.

Students choose a partner and, using their Student Books for reference, role-play the conversation. They then change roles and role-play the conversation again.

Games and Activities

Note: For all Conversation Time activities, students may use their Student Books for reference.

1. **Responses.** Divide the class into pairs. A student in each group (S1) begins by saying the first line of dialogue in any of the scenes (except for scene 4). His/Her partner (S2) responds accordingly. Pairs continue in the same way with the remaining scenes. After all scenes are completed, students change roles. S2 now says the first line of dialogue from a scene and S1 responds.
2. **Your Turn.** Ask students about their dream vacations. List the vacations on the board. Divide the class into groups of three to four. Each group chooses a vacation from the board and writes four to five questions that it would ask a travel agent when planning that vacation. Groups then share their questions with the class. Students can try to answer the questions if possible.

OPTION: Students choose one of the vacations on the board and do library or Internet research about it. They then report to the class about what they found.

3. **Make It Your Own.** Write the following on the board:

A: *My dream vacation is a cruise to Alaska.*

B: *Alaska sounds fantastic.*

Students read the dialogue on the board. Then divide the class into pairs and write the following on the board:

1. *a trip to Paris*
2. *camping in Canada*
3. *sightseeing in Thailand*
4. *surfing in Australia*

Students read each new response. Quickly clarify meaning if necessary. Then students in each pair role-play the dialogue on the board, substituting the new responses into the underlined part of the target conversation.

Finish the Lesson

1. **Discussion.** Have a short discussion about vacations, asking students what their best and worst vacations were.
2. Explain and assign Workbook page 7. (For instructions, see Teacher's Book page 159.)

Word Time

Language Focus: Adjectives (*hungry, quiet, strong, stubborn, light, happy, weak, old, busy, cute*)

Materials Needed: CD/cassette and player; Wall Chart 4; Unit 2 Word Time Picture Cards, 1 set; Unit 2 Word Time Word Cards, 1 set (see Picture and Word Card Book pages 5–6)

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

Warm-Up and Review

1. **Conversation Review: Listen, Please.** Play the recording of the Unit 2 conversation. Students listen and take notes if necessary to remember the information they hear. Then ask students four to five questions about the conversation (see Suggested Questions below).

Suggested Questions:

Where's Ted?

Does Emily want to go on a cruise?

What's Emily's dream vacation?

What's Annie's dream vacation?

Where does Annie's family usually go on vacation?

2. Check Workbook page 7. (For instructions and answer key, see Teacher's Book page 159.)

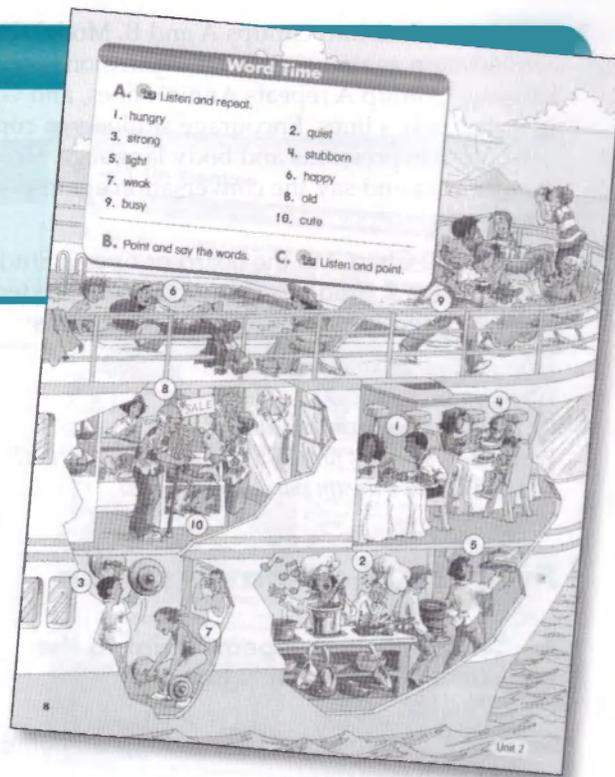
Introduce the Words

1. Hold up and name each of the Unit 2 Word Time Picture Cards. 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 2 Word Time Picture Cards in a row on 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.

OPTION: A volunteer stands up and acts out one of the adjectives. Students guess which word he/she is acting out. The student that guesses correctly acts out a different word. Continue with seven to eight volunteers.

Talk About the Picture

1. Students open their Student Books to page 8. They look at the scene and use complete sentences to identify anything they can.



2. Attach Wall Chart 4 to the board or open a Student Book to page 8. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the adjectives (*italicized words*).

Ted and his family are on a cruise. Ted is *happy*. The **waiter** is very *busy*! **Grandpa Lee** is in the gift shop. He is *old*, and he is having *fun* on his vacation. The **stuffed dolphin** that **Grandma Lee** is holding is very *cute*. In the **restaurant**, the **man** is very *hungry*. The **two children** are *stubborn* — they won't eat their food. **Mr. Lee** is very *strong*. **This man's** weights are too heavy. He is a little *weak*. In the kitchen, one **chef** is very *quiet*. The **tray** with the **vanilla cake** is *light*.

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

Can you point to the person who is *strong*?

(**dolphin**) Is it *cute*?

Is Ted *sad*?

Are you *hungry*?

Are you *stubborn*?

What makes you *happy*?

Are you usually *quiet*?

Are you ever *busy*?

Practice the Words

A. Listen and repeat.

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

1. *hungry*
2. *quiet*
3. *strong*
4. *stubborn*
5. *light*
6. *happy*
7. *weak*
8. *old*
9. *busy*
10. *cute*

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 items or people described by the adjectives; 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.

Happy.
Stubborn
Busy.
Hungry.
Weak.
Quiet.
Strong.
Cute.
Old.
Light.

Now listen and point to the speakers.

A: *I can't lift this. It's so heavy.* (man and Mr. Lee in the exercise room)

B: *Come on, don't give up.*

A: *No, I can't. It's too heavy.*

A: *Look! This dolphin is on sale.* (Grandma and Grandpa Lee in the gift shop)

B: *Is it a gift for John?*

A: *Yes, but if he doesn't like it, he can't return it.*

B: *That's okay.*

A: *What's that?* (man and woman in the restaurant)

B: *It's today's special. Spaghetti.*

A: *It looks delicious.*

B: *Let's try some.*

A: *Okay.*

Games and Activities

1. **Charades.** Divide the class into Teams A and B. A volunteer from Team A comes to the board and chooses a Unit 2 Word Time Word Card. He/She then acts out the adjective for the class. The first person to name the item and use the word in a sentence scores a point for his/her team. Then have a volunteer from Team B come to the board, choose a card, and act out the adjective. Continue until each student has taken a turn. The team with the most points at the end wins.

OPTION: Students choose a Unit 2 Word Time Picture Card instead of a word card.

2. **Spelling Chain.** Students stand in a circle. Hold up the *hungry* picture card and have a volunteer (S1) say the word. The student to the right of S1 says the first letter of the word; the student to his/her right says the second letter. Continue around the circle until the word is spelled. The student who says the last letter of the word then says the word and uses it in a sentence. Do the same with the remaining target words.
3. **Categorize.** Write *strong, busy, happy, stubborn* on the board. Divide the class into groups of three to four. Students in each group work together to create lists of things or people that are strong, busy, happy, and stubborn. Once each group has made its lists, students share their lists with the class. Work with the class as a whole to come to a consensus about what should be on each list. Write the final lists on the board.
4. **Option: Personalize the Picture.** Divide the class into groups of five to six. Students in each group take turns telling the group about their dream vacations using the target words. They give as many details as possible (for example: when and where they would like to go, what activities they would like to do, with whom would they like to go, and for how long).

Finish the Lesson

1. **Association.** Say *strong* and have students call out words that have a logical association with that word (for example: an elephant, a weightlifter). Do the same with the remaining target vocabulary.
2. Explain and assign Workbook page 8. (For instructions, see Teacher's Book page 159.)

Focus Time

Language Focus: Similes (*hungry as a bear, weak as a kitten, strong as an ox, stubborn as a mule, old as the hills, busy as a bee, quiet as a mouse, light as a feather, happy as a clam, cute as a button*)

Comparative statements using *as...as*, positive and negative [(*Mark isn't as (busy) as (Ken). (Ken) is as (busy) as (a bee).*)]

Function: Expressing similarities and differences; comparing two people or objects

Materials Needed: CD/cassette and player; Unit 2 Word Time Word Cards, 1 set per 2 students; Unit 2 Focus Time Picture Cards, 1 set; Unit 2 Focus Time Word Cards, 1 set per 2 students; Unit 2 Grammar Cards, 1 set per 2 students (see Picture and Word Card Book pages 6–8 and 42–43)

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

Warm-Up and Review

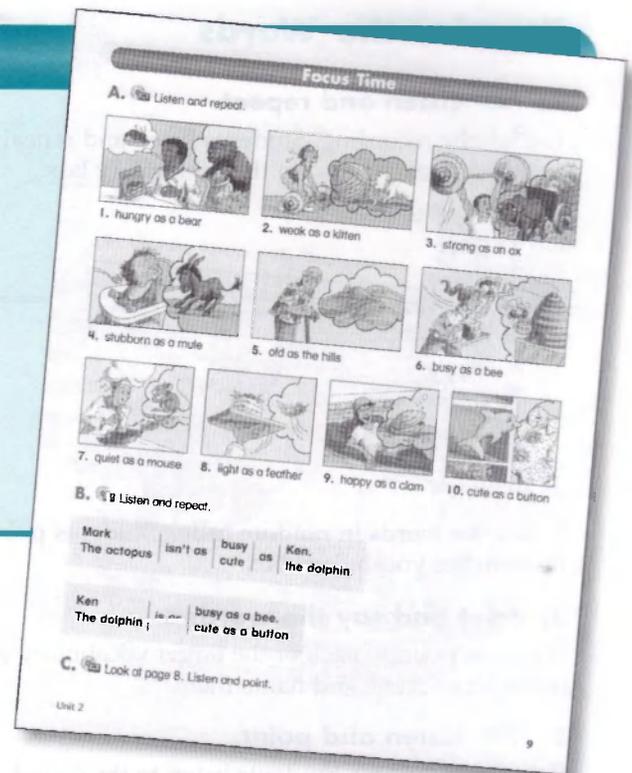
1. **Vocabulary Review: How Are You?** Attach the Unit 2 Word Time Picture Cards to the board. Say one of the adjectives and have a volunteer name a person or thing that can be described by that adjective and why. Do the same with the remaining target adjectives.
2. Check Workbook page 8. (For instructions and answer key, see Teacher's Book page 159.)

This lesson is in two parts.

Part 1: Introduce the Words

1. Hold up and name each Unit 2 Focus Time Picture Card. Students listen. Hold up and name each card again, and have students repeat. Hold up the cards in random order and have students name them.
2. Set the Unit 2 Focus Time Word Cards along the chalktray. Say *bear* and have students say the corresponding phrase, *hungry as a bear*. Continue with the other target phrases. Talk with students about the relationship between each animal/object and the adjective. For example: Ask students why we describe bees as busy.

Note: These similes are most often used in casual conversation and writing. It is generally inappropriate to use them when speaking with or about someone with whom one has a more formal relationship, such as a teacher, a friend's grandparent, or a person one is meeting for the first time.



Practice the Words

Students open their Student Books to page 9.

A. Listen and repeat.

Play the recording. Students listen and repeat each word.

1. *hungry as a bear*
2. *weak as a kitten*
3. *strong as an ox*
4. *stubborn as a mule*
5. *old as the hills*
6. *busy as a bee*
7. *quiet as a mouse*
8. *light as a feather*
9. *happy as a clam*
10. *cute as a button*

Part 2: Introduce the Patterns

1. (**Mark**) *isn't as (busy) as (Ken)*. Ask two volunteers to come to the front of the classroom. Have one volunteer (S1) sit in a chair and look around, whistling as if he/she has nothing to do. Have the other volunteer (S2) sit at the teacher's desk and pretend to do homework very busily. Point to S1 and say (*He*) *isn't busy*. Point to S2 and say (*He's*) *busy*. Then say (**Mark**) *isn't as busy as (Ken)* as you point to each student and shake your head no. Students repeat. Write *Mark isn't as busy as Ken*. on the board. Point to and read each word. Students repeat. Do the same with *strong*, *hungry*, and *stubborn*.

- (Ken) is as (busy) as (a bee).** Bring two volunteers to the front of the classroom. One volunteer pretends to be a bee, buzzing busily around the classroom. The other volunteer sits at the teacher's desk and pretends to do homework very busily. Point to the volunteer playing the bee and say *The bee is busy*. Then point to the other volunteer and say *(She) is busy*. Then say *(Susi) is as busy as a bee* as you point to each student. Write *Susi is as busy as a bee* on the board. Point to and read each word. Students repeat. Do the same with *strong as an ox*, *hungry as a bear*, and *stubborn as a mule*.
- Practice for Fluency.** Say *Mark, busy, Ken* as you shake your head no. Elicit *Mark isn't as busy as Ken*. Say *Ken, busy, bee* as you nod your head yes. Elicit *Ken is as busy as a bee*. Continue with prompts, using different adjectives, people, and objects for four to five minutes.

Practice the Patterns

B. Listen and repeat.

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

*Mark isn't as busy as Ken.
Ken is as busy as a bee.*

*The octopus isn't as cute as the dolphin.
The dolphin is as cute as a button.*

- Play the recording again. Students look at the pattern boxes in their books and repeat, pointing to each word.
- Students work with their partners to say the sentences while looking at the pattern boxes in their books.

C. Look at page 8. Listen and point.

Play the recording. Students look at page 8 and listen to the sound effects and words, pointing to the person being talked about. Play the recording as many times as necessary for students to complete the task.

*This man isn't as weak as that man.
That man is as weak as a kitten.*

*The woman isn't as hungry as the man.
The man is as hungry as a bear.*

*The boy isn't as stubborn as the baby.
The baby is as stubborn as a mule.*

halves of a card find each other, the two students work together to write two different sentences about themselves or people they know, using their adjective and simile phrase. For example: *My brother isn't as happy as my sister. My sister is as happy as a clam*. Pairs then take turns reading their sentences to the class. Students then exchange cards and do the activity again.

- Who Is as Hungry as a Bear?** Divide the class into pairs. Write the Unit 2 Word Time vocabulary on the board. Pairs work together to write one true sentence for each word, using both the positive and negative target patterns. In their sentences, students can talk about people from school, their families, or famous people. Volunteers read their sentences and write correct sentences on the board. Pairs then illustrate each sentence.
- Make the Sentences.** (See Game 17, page 155.) Do the activity using Unit 2 Word Time Word Cards, Focus Time Word Cards, and Grammar Cards.

Finish the Lesson

- Your Turn.** On the board, write other adjectives that students know, such as *beautiful*, *tall*, *short*, *young*, *cold*. Students then create their own comparisons, such as *She is as beautiful as a flower*. Continue until most students have taken a turn.
- Explain and assign Workbook page 9. (For instructions, see Teacher's Book page 159.)

Games and Activities

- Cut and Paste.** Cut each Unit 2 Focus Time Word Card in half after the adjective (for example: *weak/as a kitten*, *happy/as a clam*). Then give each student one of the card halves. Students walk around the classroom, looking for the other halves of their cards. Once two

Practice Time

Language Focus: Similes; comparative statements using *as...as*, positive and negative [(*Sam isn't as (weak) as (Tim)*). (*Tim is as (weak) as a (kitten)*.)]

Function: Expressing similarities and differences; comparing two people or objects

Materials Needed: CD/cassette and player; Unit 2 Word Time Word Cards, 1 set (see Picture and Word Card Book page 6)

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

Warm-Up and Review

- Pattern Review: Say the Sentence.** Students open their Student Books to page 9 and look at the phrases and pattern boxes for about 30 seconds. Then say *Pam, strong, Ken* as you shake your head no. Elicit *Pam isn't as strong as Ken*. Say *Ken, strong, ox*. Elicit *Ken is as strong as an ox*. Continue for three to four minutes with prompts for sentences using different adjectives, people, and objects.
- Check Workbook page 9. (For instructions and answer key, see Teacher's Book page 159.)

Practice the Patterns

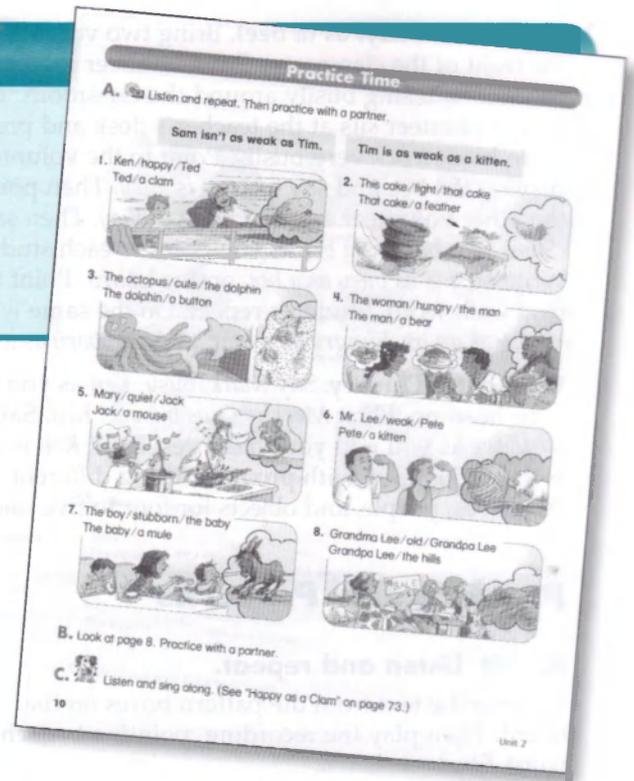
Students open their Student Books to page 10.

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

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

A: *Sam isn't as weak as Tim.*
B: *Tim is as weak as a kitten.*

- Ken isn't as happy as Ted.*
Ted is as happy as a clam.
- This cake isn't as light as that cake.*
That cake is as light as a feather.
- The octopus isn't as cute as the dolphin.*
The dolphin is as cute as a button.
- The woman isn't as hungry as the man.*
The man is as hungry as a bear.
- Mary isn't as quiet as Jack.*
Jack is as quiet as a mouse.
- Mr. Lee isn't as weak as Pete.*
Pete is as weak as a kitten.
- The boy isn't as stubborn as the baby.*
The baby is as stubborn as a mule.
- Grandma Lee isn't as old as Grandpa Lee.*
Grandpa Lee is as old as the hills.



2. Students practice numbers 1–8 in pairs. (S1 says one sentence; S2 says the other.) Students then change roles and repeat the activity.

B. Look at page 8. Practice with a partner.

Students remain in pairs and look at page 8. They then take turns making statements about the scene using the target patterns and vocabulary items. For example: S1: *The boy isn't as stubborn as the baby.* S2: *The baby is as stubborn as a mule.*

C. Listen and sing along.

1. Students turn to the *Happy as a Clam* song on page 73. They cover up the text, look at the pictures, and talk about what they see. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

Happy as a Clam (Melody: Shoo Fly)

Annie isn't as old as Dan.
Annie isn't as busy as Dan.
Annie isn't as strong as Dan.
But Annie is as happy as a clam!

Penny isn't as old as Annie.
Penny isn't as busy as Annie.
Penny isn't as strong as Annie.
But Penny is as happy as a clam!

*Digger isn't as cute as Pat.
Digger isn't as busy as Pat.
Digger isn't as strong as Pat.
But Digger is as happy as a clam!*

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. **My Friends and Family.** Students take seven to ten minutes to use the target patterns to write sentences about people they know. Students then take turns reading their sentences to the class. Write example sentences on the board: *My sister isn't as strong as my brother. My brother is as strong as an ox.* Encourage students to use other vocabulary that they have learned.
2. **Riddles.** Divide the class into pairs. Ask students the following riddles, having students take notes as necessary to help them answer the riddles.
 1. *Mari isn't as tall as Ken. Ken isn't as tall as Mike. Who is the tallest? Who is the shortest?*
 2. *Kate isn't as old as Tim. Sue is as old as Kate. Tim is younger than Meg. Put them in age order, from youngest to oldest.*
 3. *Sue isn't as strong as Mike. Tim is stronger than Mike. Meg is stronger than Sue. Meg isn't as strong as Mike. Who is the strongest? Who is the weakest?*

Answer Key:

1. Mike is the tallest. Mari is the shortest.
 2. Sue, Kate (both are the same age), Tim, Meg
 3. Tim is the strongest. Sue is the weakest.
3. **Listen and Compare.** Say two statements and have students use the target patterns to say a comparative statement based on what you said (see Suggested Sentences below).

Suggested Sentences:

1. *Tom wants to eat five cakes. John wants to eat two cakes.*
2. *Jane is seventy years old. Anne is eighty years old.*
3. *Meg won't eat her lunch. Kate won't eat her lunch, clean her room, or do her homework.*
4. *Tim can lift 100 pounds. Ken can lift 130 pounds.*
5. *Sue has to wash the dishes and do her homework. Jane has to wash the dishes, do her homework, feed the cat, and clean her room.*

Answer Key:

1. *John isn't as hungry as Tom. or Tom is as hungry as a bear.*
2. *Jane isn't as old as Anne. or Anne is as old as the hills.*
3. *Meg isn't as stubborn as Kate. or Kate is as stubborn as a mule.*
4. *Tim isn't as strong as Ken. or Ken is as strong as an ox.*
5. *Sue isn't as busy as Kate. or Kate is as busy as a bee.*

Extra Practice

Explain and assign Worksheet 3, Comparisons, page 190. (For instructions and answer key, see page 183.)



Finish the Lesson

1. **Pick a Word.** Place the Unit 2 Word Time Word Cards in a hat or bag. A volunteer picks one card and says a sentence using the target patterns and that word. Continue until all the words are chosen.
2. Explain and assign Workbook page 10. (For instructions, see Teacher's Book pages 159–160.)

Reading Time

Language Focus: Reading an e-mail

Materials Needed: CD/cassette and player

For general information on Reading Time, see pages 16–17.

Warm-Up and Review

1. **Pattern Review: True or False?** Say *A lion is as quiet as a mouse*. Students say *True* if the statement is true or *False* if it is not. If the sentence is false, choose a volunteer to make it true. For example, a volunteer could correct the sentence by saying *A lion isn't as quiet as a mouse*. Do the same with four to five different statements (see Suggested Statements below).

Suggested Statements:

An elephant is as light as a feather.

A cat is as cute as a dog.

(Jane) is as old as the hills.

(Ed) is as happy as a clam.

An ant is as hungry as a bear.

2. Check Workbook page 10. (For instructions and answer key, see Teacher's Book pages 159–160.)

Introduce the Reading

Note: Students may learn the new vocabulary within the context of the reading, or each new word can be taught before students encounter it in the reading. Follow the steps below to introduce the reading content.

1. Write the new words in a column on the board. Point to and read each word before explaining its meaning.
passenger: Say *When I ride in a car, I'm a passenger. When I drive the car, I'm not a passenger.*
fitness center: Say *I go to the fitness center to exercise, as you pantomime lifting weights, doing jumping jacks, and running in place.*
pool: Say *You can swim in a pool.*
activities: Say *swimming, playing tennis, hiking, and walking in the park are all activities you can do.*
shade: Draw a sun and a tree with a shadow on the board. Draw a person under the tree in the shade. Say *The sun is very hot, but the man is sitting in the shade.*
deck: Explain that the deck is part of a ship where people can walk outside.
binoculars: Pantomime looking through binoculars. Explain that one can use binoculars to see things far away.

Reading Time

A. Listen and read along.

From: Ted@Sunnyville.com
To: Annie@Sunnyville.com
Date: October 7
Subject: my vacation

Hi, Annie!

The cruise ship is really cool! It's as big as a town! There are 2,000 passengers. There are shops, restaurants, movie theaters, a fitness center, a library, and even a computer room. There are five pools on the ship, and there are different activities every day. Yesterday, I got a sunburn! Today, I sat in the shade on the deck and looked through my binoculars. I think I saw a shark!

We're going to stop in the Bahamas the day after tomorrow. Dad and I want to go snorkeling. I can't wait. My grandparents and my mom are going to stay on the ship and play bingo.

I hope you're having fun in Sunnyville. I'll be home next Friday. See you then!

Your friend,
Ted

New Words

passenger	fitness center
pool	activities
shade	deck
binoculars	stop

B. Listen and circle True or False.

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

C. Read the question. Write the answer.

1. Why did Ted sit in the shade? _____

2. Who's going to play bingo? _____

3. What's Ted going to do in the Bahamas? _____

4. How many pools are on the cruise ship? _____

Unit 2

stop: Draw a stoplight on the board. Write *red*, *yellow*, and *green* in the appropriate light. Point to the red light and say *When you see the red light you must stop your car.*

2. Students open their Student Books to page 11. They look at the reading and guess the format (an e-mail).

Practice the Reading

Students read the e-mail silently to themselves.

A. Listen and read along.

1. Play the recording. Students listen and read along in their Student Books.

Hi, Annie!

The cruise ship is really cool! It's as big as a town! There are 2,000 passengers. There are shops, restaurants, movie theaters, a fitness center, a library, and even a computer room. There are five pools on the ship, and there are different activities every day. Yesterday, I got a sunburn! Today, I sat in the shade on the deck and looked through my binoculars. I think I saw a shark!

We're going to stop in the Bahamas the day after tomorrow. Dad and I want to go snorkeling. I can't wait. My grandparents and my mom are going to stay on the ship and play bingo.

I hope you're having fun in Sunnyville. I'll be home next Friday. See you then!

Your friend,
Ted

New Words

passenger
fitness center
pool
activities
shade
deck
binoculars
stop

2. Play the recording again, stopping it after each sentence. Students listen and repeat each sentence.
3. Divide the class into pairs. Students take turns reading the e-mail to their partners.

B. Listen and circle True or False.

1. Play the recording. For each number, students listen and circle *True* if the statement is true, or *False* if it is not.
 1. *There are 200 passengers on the cruise ship.*
 2. *There is a fitness center on the cruise ship.*
 3. *Ted sat in the shade every day.*
 4. *The cruise ship is as big as a town.*
2. Check answers by saying *Number 1. There are 200 passengers on the cruise ship.* Students say *True* if they circled *True* or *False* if they circled *False*. If the statement is false, choose a volunteer to make it true.

Answer Key:

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

C. Read the question. Write the answer.

1. Students read each question and answer based on the reading in exercise A.
2. Check answers by reading each question and having students read the answer they wrote.

Answer Key:

1. Why did Ted sit in the shade? Because he got a sunburn yesterday.
2. Who's going to play bingo? Ted's grandparents and his mom are going to play bingo.
3. What's Ted going to do in the Bahamas? He'll go snorkeling with his dad.
4. How many pools are on the cruise ship? There are five pools.

Games and Activities

Note: For all Reading Time activities, students may use their Student Books for reference.

1. **Where's the Sentence?** Say a word from the reading that only appears once, such as *shark*, *bingo*, or *sunburn*. Students find and memorize the corresponding sentence as quickly as they can. Once they have memorized it, have them raise their hands and choose one student to recite it for the class. Do the same with three to four different words.
2. **What's Different?** Read the e-mail below slowly. When students hear a word or phrase that is different from the e-mail in the Student Book, they raise their hands. Choose one student to say the correct word or phrase.

Hi, Ted!

The cruise ship is really bad! It's as small as a mouse! There are two passengers. There are restaurants, ice-cream shops, a fitness center, a bakery, and even a computer room. There are no pools on the ship, and there are the same activities every day. Last week. I got a sunburn! Today, I sat in the sun on the deck and looked through my binoculars. I think I saw a whale!

3. **My Vacation.** Divide the class into groups of three to four. Give students in each group ten to twelve minutes to work together writing a letter to a friend about a vacation they took (real or imagined). Once most groups are done writing, have them read their letters to the whole class.

Extra Practice

Explain and assign Worksheet 4, A Cruise Ship, page 191. (For instructions and answer key, see page 183.)

Finish the Lesson

1. **Discussion.** Talk with students about what they think Ted will do during the rest of his vacation and about what they think his best memory of the trip will be. Continue the discussion for four to five minutes.
2. Explain and assign Workbook page 11. (For instructions, see Teacher's Book page 160.)

Your Time

Language Focus: Personalizing comparative language

Materials Needed: CD/cassette and player

For general information on **Your Time**, see pages 18–19.

Warm-Up and Review

1. **Reading Review: Answer the Questions.** Students open their Student Books to page 11 and take two to three minutes to read Ted's e-mail to Annie. Students then close their books. Ask the following questions:

Where is Ted?

How many passengers are on the ship?

What are some of the places to visit on the ship?

What did Ted see through his binoculars?

Where will Ted and his family stop the day after tomorrow?

What will Ted and his dad do?

What will Ted's grandparents and mom do?

2. Check Workbook page 11. (For instructions and answer key, see Teacher's Book page 160.)

Introduce the Lesson

Ask five to six questions that contain comparisons (see Suggested Questions below).

Suggested Questions:

Who is as strong as an ox?

Who is as busy as a bee?

Is (Kate) as tall as (Dave)?

What things are as light as a feather?

What things are as cute as a button?

Practice the Lesson

Students open their Student Books to page 12.

A. Listen and answer the questions.

1. Play the recording. For each number, students listen to the question and answer it based on their own knowledge and experience.

1. *Are you as old as your teacher?*
2. *Are you as busy as a bee?*
3. *When you were little, were you as cute as a button?*
4. *If you skip lunch, will you be as hungry as a bear?*

Your Time

A. Listen and answer the questions.

1. _____
2. _____
3. _____
4. _____

B. Pairwork. Write four classmates' names in the chart. Then ask your partner.

Who is as cute as a button?
My friend Kay is as cute as a button.

	You	Your Partner
1. cute as a button		
2. quiet as a mouse		
3. strong as an ox		
4. light as a feather		

C. Review. Read the question. Write the answer.

1. What's your dream vacation? _____
2. Is English class as much fun as math class? _____
3. Do you ever buy presents for your friends? _____
4. Are you as happy as a clam today? _____

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2. Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

Answer Key:

Answers will vary.

B. Pairwork. Write four classmates' names in the chart. Then ask your partner.

Divide the class into pairs. Each student in the pair fills in his/her own answers in the *You* column. Then each student in the pair asks the other student the questions based on the key words given and the model provided. Each student writes the answers in the *Your Partner* column. Next, each student tells the class about his/her partner, using the information from the chart.

C. Review. Read the question. Write the answer.

1. Students read each question and write an answer based on their own knowledge and experience.
2. Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

Answer Key:

Answers will vary.



Games and Activities

1. **Talking.** Divide the class into pairs and give them three to four minutes to make comparative statements about friends and family. (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 friends and family.
2. **Survey.** Students create a survey on a sheet of paper by writing *Where?*, *How long?*, and *What activities?* in a row at the top of the paper. Students then go around the classroom and ask six classmates *Where was your favorite vacation? How long were you there? What did you do there?* Students record their classmates' answers on their surveys. Then they sit down. Ask students questions about the survey. For example: *Where was Ken's favorite vacation?* Students who know this information respond *His favorite vacation was in Florida.*
3. **Travel Agent.** Divide the class into pairs. One student in each pair pretends to be a travel agent and the other student pretends to be a customer who is planning a trip. The travel agent asks questions to help the customer plan his/her dream vacation. Write questions on the board for guidance (see Suggested Questions below). Members of each pair then switch roles. Ask volunteers to share their customer's dream vacation plans with the class.

Suggested Questions:

Where do you want to go?

How many people are going?

How long do you want to stay?

What do you want to do in (Paris)?

Finish the Lesson

1. **Agree or Disagree?** Say a comparative statement (see Suggested Statements below). Students who agree with the statement touch their noses. Students who disagree stand up. Ask the standing students to change the statement so they can agree with it. Do the same with four to five different statements.

Suggested Statements:

Soccer is as exciting as basketball.

(Actress) isn't as good as (actress).

Art is as easy as English.

Running isn't as fun as swimming.

A stuffed animal is a better present than sunglasses.

A can of soda is more expensive than a piece of apple pie.

2. Explain and assign Workbook page 12. (For instructions, see Teacher's Book page 160.)



Assessment

Explain and assign the Unit 2 Test, page 217. (For instructions and answer key, see page 208.)



At the State Fair

Conversation Time

Language Focus: Comforting a friend and offering help

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

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

Warm-Up and Review

1. **Review: Questions.** Ask students *What is as light as a feather?* and have volunteers answer with any appropriate response, such as a leaf, a piece of paper, or a hair. Continue with other questions using Unit 2 Focus Time vocabulary, such as *Who is as strong as an ox?* and *What is as cute as a button?*
2. Check Workbook page 12. (For instructions and answer key, see Teacher's Book page 160.)

Introduce the Conversation

1. Set the scene and clarify meaning by saying *Today's conversation is about something that happened at the state fair. Joe won a pie contest, but Annie didn't. She's very disappointed. Joe is going to help her.* Then introduce the new words by writing each word on the board. Point to and read each word before explaining its meaning. Students repeat the words.

state fair: Explain that a state fair usually happens in the summer. There are many different kinds of food, games, and rides. There are contests for the best pie, jam, and hobby collections, and also contests for the best farm animals.

awful: Say *I am going to eat a pie.* Pretend to eat and immediately make a face that shows it tastes terrible. Say *This tastes awful!*

cheer up: Explain that you say this to someone when the person feels sad.

2. 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: *Hey, Annie! Look at my ribbon! My pie won first prize at the state fair!*

Walk up to Student B. Speak excitedly and pretend to hold up a ribbon in one hand while carrying a pie in the other.

B: *Congratulations.*

Try to smile, but look and speak in a dejected way.

A: *Thanks. Is there anything wrong? You don't look very happy.*

Speak in a concerned way.



B: *Yeah, I don't feel very happy.*
Speak in a sad tone.

A: *Why? What happened?*
Speak in a concerned, questioning tone.

B: *My pie came in last place. It tasted awful.*
Speak in a sad tone.

A: *Cheer up. You can try again next time.*
Speak in a cheerful tone.

B: *No, it doesn't matter. I give up.*
Speak in a sad tone and look down.

A: *Don't give up! I'll help you. We can work together after school. You'll win first prize at the next state fair.*
Speak in an enthusiastic tone.

B: *Really?*
Speak in a surprised, happy tone.

A: *Sure! If I can do it, so can you.*
Speak in an enthusiastic tone.

B: *Joe, you're terrific. When do we start?*
Speak in a happy, excited tone.

3. Divide the class into Groups A and B. Model the conversation again using facial expressions and body language. Group A repeats Joe's lines, and Group B repeats Annie's lines. Encourage students to copy your facial expressions and body language. Groups change roles and say the conversation again in the same way.

4. Attach Wall Chart 5 to the board or open a Student Book to page 13. Students then open their Student Books to page 13. Ask the following questions:

*Where are Joe and Annie?
 What contest are they talking about?
 Why is Joe happy?
 Why is Annie sad?
 How will Joe help Annie?*

Practice the Conversation

A. Listen and repeat. Point to the speakers. Then listen again.

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

1. Joe: *Hey, Annie! Look at my ribbon! My pie won first prize at the state fair!*
 Annie: *Congratulations.*
2. Joe: *Thanks. Is there anything wrong? You don't look very happy.*
 Annie: *Yeah. I don't feel very happy.*
3. Joe: *Why? What happened?*
 Annie: *My pie came in last place. It tasted awful.*
4. Joe: *Cheer up. You can try again next time.*
 Annie: *No, it doesn't matter. I give up.*
5. Joe: *Don't give up! I'll help you. We can work together after school. You'll win first prize at the next state fair.*
 Annie: *Really?*
6. Joe: *Sure! If I can do it, so can you.*
 Annie: *Joe, you're terrific. When do we start?*

2. Play the recording (second version of the conversation). Students listen.

B. Role-play the conversation.

Students choose a partner and, using their Student Books for reference, role-play the conversation. They then change roles and role-play the conversation again.

Games and Activities

Note: For all Conversation Time activities, students may use their Student Books for reference.

1. **Toss the Ball.** (See Game 5, page 154.) Play the game using the target conversation.
2. **Finish the Line.** Divide the class into three to four teams. Say the first word of any of the sentences in the conversation. Give students five seconds to say the rest of the line. If someone can complete the line, that person should raise a hand and say it. If he/she is correct, that person wins a point for his/her team. If no one can complete the line, say the second word in the same sentence and wait five seconds. If no one can complete the sentence, say the third word, and so on. Give more points for the greater number of words the student remembers. Do the same with different lines of the conversation for three to four minutes.
3. **Make It Your Own.** Write the following on the board:

A: *Is there anything wrong? You don't look very happy.*
 B: *Yeah. I don't feel very happy.*

Students read the dialogue on the board. Then divide the class into pairs and write the following on the board:

1. *I have a terrible stomachache.*
2. *I didn't do very well on my math test.*
3. *My dog ate my homework.*
4. *I can't go to the movies until I clean my room.*

Students read each new response. Quickly clarify meaning if necessary. Then students in each pair role-play the dialogue on the board, substituting the new responses into the underlined part of the target conversation.

Finish the Lesson

1. **Discussion.** Have a discussion with students (for four to five minutes) about a time they were discouraged and what helped them cheer up.
2. **Explain and assign Workbook page 13.** (For instructions, see Teacher's Book pages 160–161.)

Word Time

Language Focus: Adjectives (*discouraged, uncomfortable, full, worried, envious, embarrassed, surprised, angry, proud, scared*)

Materials Needed: 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 9–10)

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

Warm-Up and Review

1. **Conversation Review: What Happened?** Play the recording of the Unit 3 conversation. Students listen. Then ask students questions about the conversation. Students may use their Student Books for reference if necessary.

Suggested Questions:

Who is speaking?

Where are they?

What kind of contest were Joe and Annie in?

What won first prize?

What came in last?

How will Joe help Annie?

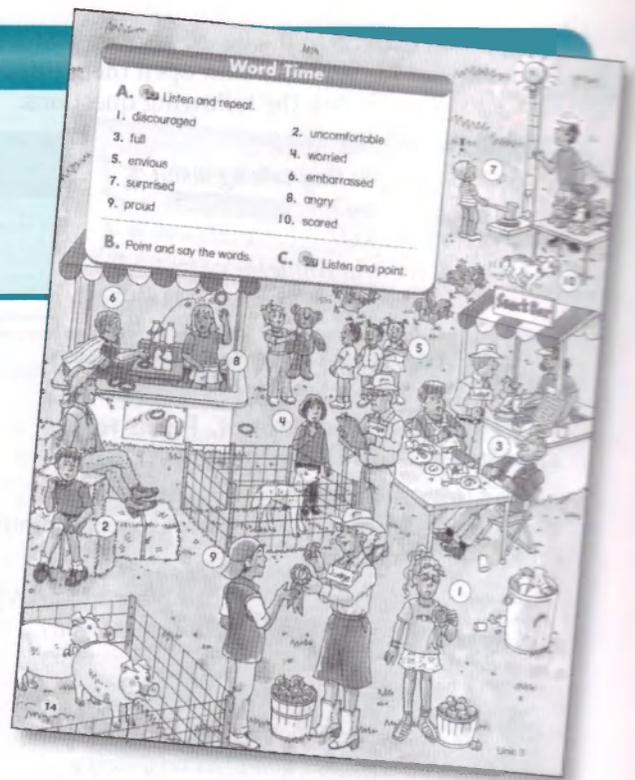
How does Annie feel now?

2. Check Workbook page 13. (For instructions and answer key, see Teacher's Book pages 160–161.)

Introduce the Words

1. Hold up and name each of the Unit 3 Word Time Picture Cards. Students listen. Hold up and name the cards again, and have students repeat. Hold up the cards in random order, and have students act out the adjectives and name the cards.
2. Attach the Unit 3 Word Time Picture Cards in a row on 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 each student points to and reads the word. Seated students repeat.

OPTION: A volunteer stands up and acts out one of the adjectives. Students guess which word he/she is acting out. The student that guesses correctly acts out a different word. Continue with seven to eight volunteers.



Talk About the Picture

1. Students open their Student Books to page 14. They look at the scene and use complete sentences to identify anything they can.
2. Attach Wall Chart 6 to the board or open a Student Book to page 14. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

It's time for the **state fair**. Ted is *proud* because his **apples** won first prize. Kim is *discouraged* because her apples won fifth. **This boy** is *uncomfortable* sitting on the *itchy hay*. Ivy is *worried* about her **lamb**. **The man and woman** are very *full* because they *ate* too much. **Bill** is *embarrassed* because he *hit* the woman in the **head** and she is *angry*. The triplets are *envious* of Penny because she won a **bear**. Digger is *scared* of the **roosters**. The **young boy** is *surprised* that he is so *strong*.

3. Ask the following questions while pantomiming the adjective (*italicized words*).

Who is *uncomfortable*?

Who is *proud*?

Who is *discouraged*?

Who is *worried*?

Who is *full*?

Who is *embarrassed*?

Who is *angry*?

Who is *envious*?

Who is *scared*?

What is *surprised*?

Practice the Words

A. Listen and repeat.

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

- discouraged
- uncomfortable
- full
- worried
- envious
- embarrassed
- surprised
- angry
- proud
- scared

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 depiction of the target vocabulary in the large scene and name it.

C. Listen and point.

Play the recording. Students listen to the words. For the vocabulary, they point to the person or people described by the adjectives; 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.

Full.
Scared.
Surprised.
Discouraged.
Proud.
Worried.
Envious.
Uncomfortable.
Angry.
Embarrassed.

Now listen and point to the speakers.

A: *I'd like a glass of lemonade, a hot dog, some fries, and two cookies. I'm really hungry.* (judge and clerk at the snack bar)

B: *Here you are. The total is eight dollars.*

A: *Okay. Thanks.*

A: *Ow! Don't do that!* (Bill and a woman at the ring toss)

B: *I'm so sorry.*

A: *My head hurts.*

A: *Look! I won a prize!* (Penny and the triplets)

B and C: *Cool! A stuffed animal!*

A: *Yeah. It's a bear.*

B and C: *It's as cute as a button.*

Games and Activities

- Bingo.** (See Game 9, pages 154–155.) Play the game using Unit 3 Word Time Picture Cards.
- What's Missing?** Attach the Unit 3 Word Time Picture Cards to the board in a random order, not in a row. Give students ten seconds to look at the cards. Then have students put their heads down on their desks and close their eyes. Take one picture card away. Students then look up and say which card is missing. The first student to identify which card is missing and to use the word in a sentence correctly wins a point. Continue until all the cards are gone. The student with the most points at the end wins.

OPTION: To make the game more challenging, after students guess which card is missing, put it back up before you take down another card so that only one card is missing at any one time.

- Interview.** Ask students *When are you scared?* Elicit true answers, such as *I am scared when it's dark. I am scared when I watch a scary movie.* Write *When are you scared?* on the board. Then have students circulate around the classroom and ask their classmates the question, substituting different target adjectives. They record the answers they hear. After seven to eight minutes, students sit down. Ask *Who is scared when it's dark?* The interviewers respond based on how the other students answered. For example: *Miko is scared when it's dark.*
- Option: Personalize the Vocabulary.** Students choose one of the target words and illustrate a time when they felt that way. Volunteers then come to the front of the room and talk about their pictures.

Finish the Lesson

- I Am Angry.** Act out each of the target words. When students think they know what word you are acting out, they ask *Are you (angry)?* If they are correct, say *Yes, I am.* If they are not correct, say *No, I'm not.* Continue until someone is correct. Do the same with each of the target words.
- Explain and assign Workbook page 14. (For instructions, see Teacher's Book page 161.)

Focus Time

Language Focus: Negative questions with *be* verbs, past and present tenses [(Aren't) (you) discouraged? Yes, (I) (am)./No, (I'm) (not). (Weren't) (you) discouraged? Yes, (I) (was)./No, (I) (wasn't).]

Function: Asking questions about feelings in the present and past

Materials Needed: CD/cassette and player; Unit 3 Word Time Word Cards, 1 set per 2 students; *I, you, he, she, we, they, I'm, You're, He's, She's, It's, and They're* grammar cards, 2 sets per 2 students; Unit 3 Grammar Cards, 1 set per 2 students (see Picture and Word Card Book pages 10, 12, 43–44, and 50)

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

Warm-Up and Review

- Vocabulary Review: If Sentences.** Stand the Unit 3 Word Time Word Cards along the chalktray. Then write *If I fall off my chair, I'll be embarrassed.* on the board. Point to the sentence and have students read it. Quickly review meaning if necessary. Then say *get a bad grade*, and choose several volunteers to say *If I get a bad grade, I'll be (discouraged)*, filling in any appropriate adjective. Continue in the same way with different verb phrases (see Suggested Phrases below) until most students have taken a turn.

Suggested Phrases:

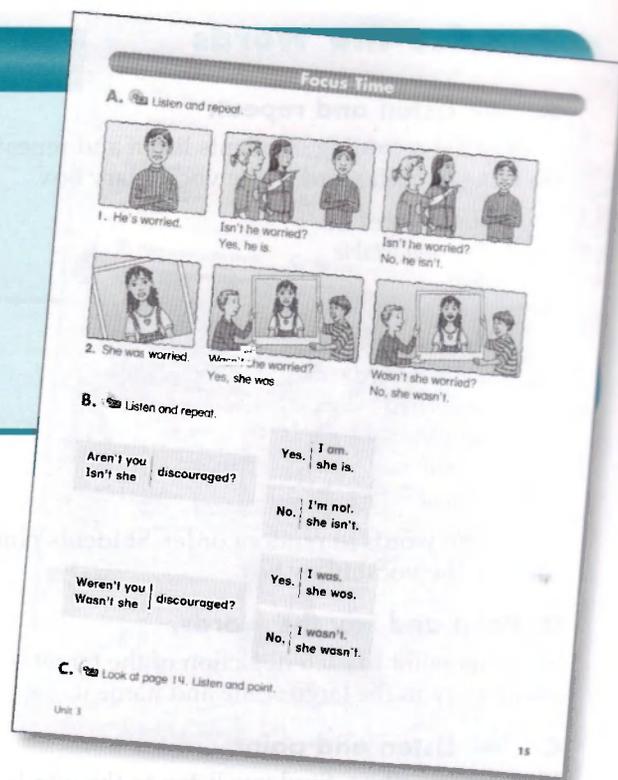
have an accident
win a prize
give a speech
eat five slices of pizza
forget my homework
clean my room

- Check Workbook page 14. (For instructions and answer key, see Teacher's Book page 161.)

This lesson is in two parts.

Part 1: Introduce the Words

- He's worried. Isn't he worried? Yes, he is./No, he isn't.** Bring a male volunteer to the board. Write *Today* on the board above his head. Tell him to pantomime being worried. Point to him and say *He's worried*. Students repeat. Point to him again and ask *Isn't he worried?* Students repeat. Write *Isn't he worried?* on the board. Point to and read each word. Students repeat. Nod your head yes and say *Yes, he is*. Students repeat. Write *Yes, he is* on the board to the right of *Isn't he worried?* Point and read each word. Students repeat. Now have another male volunteer sit in front of the class and look around, whistling like he isn't worried at all. Point to him and ask *Isn't he worried?* Students repeat. Shake your head no and say *No, he isn't*. Students repeat. Write *No, he isn't* on the board below *Yes, he is*. Point to and read each word. Students repeat.



- She was worried. Wasn't she worried? Yes, she was./No, she wasn't.** Repeat the procedure above with two female students. Write *Yesterday* above their heads on the board.

Practice the Words

Students open their Student Books to page 15.

A. Listen and repeat.

Play the recording. Students listen and repeat each word.

- He's worried.*

Isn't he worried?
Yes, he is.

Isn't he worried?
No, he isn't.

- She was worried.*

Wasn't she worried?
Yes, she was.

Wasn't she worried?
No, she wasn't.

Part 2: Introduce the Patterns

- Aren't (you) discouraged? Yes, (I) (am)./No, (I'm) not.** Write *Today* on the board. Ask two students to come to the front of the room. Tell one to look discouraged (S1) and the other to look happy (S2). Look at and point to S1 and ask *Aren't you discouraged?* Students repeat. Write *Aren't you discouraged?* on the board. Point to and read each word. Students repeat. Ask the question again and prompt S1 to say *Yes, I am* in a discouraged tone. Model if necessary. Students repeat. Perform the dialogue with S1 and have students repeat the whole dialogue. Now point to S2 and say *Aren't you discouraged?* Students repeat. Ask the question again and prompt S2 to say *No, I'm not* in a happy tone. Model if necessary. Students repeat. Now perform the dialogue with S2 and have students repeat the whole dialogue.
- Isn't (she) discouraged? Yes, (she) is./No, (she) isn't.** Do the same as in Step 1 with two female students. This time, do not have S1 or S2 say the response. Instead, say the response and have the class repeat.
- Weren't (you) discouraged? Yes, (I) (was)./No, (I) (wasn't).** Write *Yesterday* on the board. Do the same as in Step 1.
- Wasn't (she) discouraged? Yes, (she) was./No, (she) wasn't.** Write *Yesterday* on the board. Do the same as in Step 2.
- Practice for Fluency.** Write *Today* and *Yesterday* on the board. Point to *Today* and say *you, angry* in a questioning tone. Elicit *Aren't you angry?* Say *yes* as you nod your head yes. Elicit *Yes, I am.* Continue with prompts for questions and answers in the present and past using the Unit 3 adjectives and different pronouns.

Practice the Patterns

B. Listen and repeat.

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

A: *Aren't you discouraged?*

B: *Yes, I am.*

C: *No, I'm not.*

A: *Isn't she discouraged?*

B: *Yes, she is.*

C: *No, she isn't.*

A: *Weren't you discouraged?*

B: *Yes, I was.*

C: *No, I wasn't.*

A: *Wasn't she discouraged?*

B: *Yes, she was.*

C: *No, she wasn't.*

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

- Students work with their partners to say the sentences while looking at the pattern boxes in their books.

C. Look at page 14. Listen and point.

Play the recording. Students look at page 14 and listen to the sound effects and words, pointing to the person/people being talked about. Play the recording as many times as necessary for students to complete the task.

A: *Isn't she discouraged?*

B: *Yes, she is.*

A: *Isn't she proud?*

B: *No, she isn't.*

A: *Aren't they full?*

B: *No, they aren't.*

Games and Activities

- Dictation.** Ask *Weren't you embarrassed?* Students write the question and any grammatically appropriate answer. The first student to write the question and answer correctly copies them on the board and reads them. Do the same with four to five other target questions.
- How Did You Feel?** Divide the class into groups of three to four. In their groups, students take turns telling about a situation they experienced in the past. Others in the group try to determine how the student telling the story felt at the time, asking *Weren't you (tired)?* After about ten minutes, ask each group to tell one of its stories to the whole class.
- Make the Sentences.** (See Game 17, page 155.) Do the activity using *I, you, he, she, we, they, I'm, You're, He's, She's, It's, We're,* and *They're* grammar cards, and Unit 3 Word Time Word Cards and Grammar Cards.

Finish the Lesson

- Question and Answer.** Point to a student and say *He's angry.* Point to another student (S1) and say *wasn't.* S1 asks the question *Wasn't he angry?* Point to another student (S2) and nod your head yes. S2 answers the question *Yes, he was.* Continue with other prompts.
- Explain and assign Workbook page 15. (For instructions, see Teacher's Book page 161.)

Practice Time

Language Focus: Negative questions with *be* verbs, past and present tenses [(Isn't) (he) (angry)? (Yes), (he) (is)]./(Weren't) (you) (worried)? (No), (we) (weren't).]

Function: Asking questions about feelings in the present and past

Materials Needed: CD/cassette and player; Unit 3 Word Time Picture Cards (see Picture and Word Card Book page 9)

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

Warm-Up and Review

- 1. Pattern Review: What's the Question?** Students open their Student Books to page 15 and silently review the patterns for about 30 seconds. Then they close their books. Hold up a Unit 3 Word Time Picture Card and have a volunteer use the word to ask the target pattern question (in either the present or past tense). Another volunteer uses the target pattern to answer the question. Do the same with the remaining Unit 3 Word Time Picture Cards.
- 2. Check Workbook page 15.** (For instructions and answer key, see Teacher's Book page 161.)

Practice the Patterns

Students open their Student Books to page 16.

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

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

A: *Isn't he angry?*
B: *Yes, he is.*

A: *Weren't you worried?*
B: *No, we weren't.*

1. *Aren't you envious?*
No, we aren't.

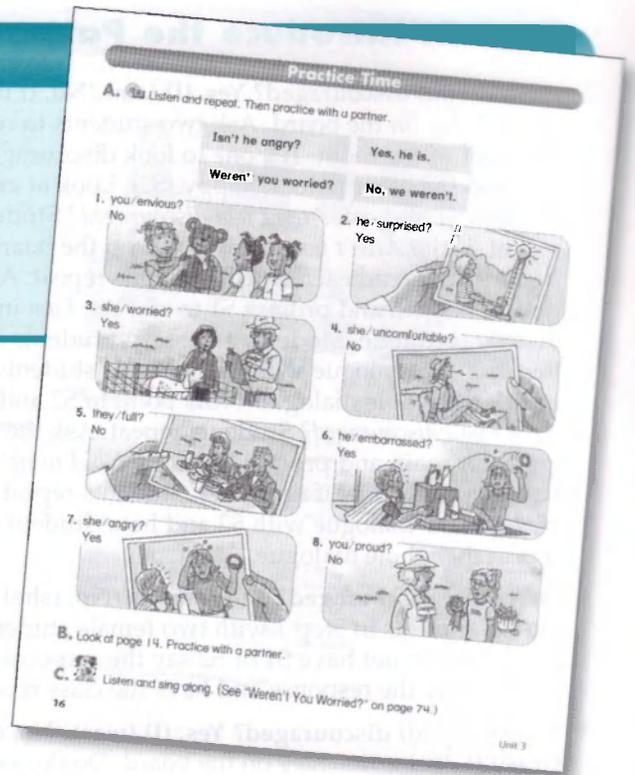
2. *Wasn't he surprised?*
Yes, he was.

3. *Isn't she worried?*
Yes, she is.

4. *Wasn't she uncomfortable?*
No, she wasn't.

5. *Weren't they full?*
No, they weren't.

6. *Isn't he embarrassed?*
Yes, he is.



7. *Wasn't she angry?*
Yes, she was.

8. *Aren't you proud?*
No, I'm not.

2. Students practice numbers 1–8 in pairs. (S1 in each pair asks the question, and S2 answers.) Students then change roles and repeat the activity.

B. Look at page 14. Practice with a partner.

Students remain in pairs and look at page 14. They then take turns asking and answering questions about the scene using the target patterns and vocabulary items. For example: S1 (pointing to the boy at the ring toss): *Isn't he embarrassed?* S2: *Yes, he is.*

C. Listen and sing along.

1. Students turn to the *Weren't You Worried?* song on page 74. They cover up the text, look at the pictures, and talk about what they see. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

Weren't You Worried?
(Melody: *Aura Lee*)

Weren't you worried?
Yes, I was. I was very, very worried.

Aren't you worried?
No, I'm not. I'm not worried now.

Wasn't she worried?

Yes, she was. She was very, very worried.

Isn't she worried?

No, she isn't. She isn't worried now.

Weren't you angry?

Yes, I was. I was very, very angry.

Aren't you angry?

No, I'm not. I'm not angry now.

Wasn't he angry?

Yes, he was. He was very, very angry.

Isn't he angry?

No, he isn't. He isn't angry now.

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

3. Divide the class into Groups A and B. Play the karaoke version. Students in Group A sing the questions, and Group B sings the answers, nodding on *Yes* answers and shaking their heads on *No* answers. Groups then change roles and sing the song again.

Games and Activities

1. **Telephone.** Divide the class into three to four teams. Each team stands in a line facing the board. Whisper the same target questions to the last student in each row. When you say *Go!*, the last student whispers the word to the student in front of him/her. This continues quickly on down the rows. The last student in the row then raises his/her hand and says the question. Ask the team for an appropriate answer. The first team to say the question and answer correctly wins a point. Continue with other target questions until each student has said a question, each time changing the order of students in the rows. The team with the most points at the end wins.
2. **Sentence Charades.** Divide the class into two to three teams. A volunteer from one team comes to the front of the classroom and chooses a Unit 3 Word Time Word Card. The volunteer then pantomimes the word, silently indicating the pronoun by pointing to the correct gender and number of people; for example, more than one person for *we*, a girl for *she*, etc. The volunteer indicates the time by pointing down with his/her finger for present and pointing back over his/her shoulder for past. The first team to say the question and give an appropriate answer wins a point. Continue until most students have taken a turn. The team with the most points at the end wins.

3. **Draw and Tell.** Give students three to four minutes to illustrate a target question and answer. Then they write the corresponding sentences below the illustration. Divide the class into pairs and have each student tell his/her partner about the illustration he/she drew.

Extra Practice

Explain and assign Worksheet 5, *Isn't She Proud?*, page 192. (For instructions and answer key, see page 184.)



Finish the Lesson

1. **Question and Answer.** Write *Today* and *Yesterday* on the board. Point to *Yesterday* and say *you, proud, no*. Elicit *Weren't you proud? No, I wasn't*. Continue with other prompts for about three to four minutes.
2. Explain and assign Workbook page 16. (For instructions, see Teacher's Book pages 161–162.)

Reading Time

Language Focus: Reading a newspaper article

Materials Needed: CD/cassette and player

For general information on Reading Time, see pages 16–17.

Warm-Up and Review

- Pattern Review: Sentence Chain.** Say *Aren't you uncomfortable?* Students repeat. Say *Yes, I am.* Students repeat. Say *Aren't.* Point to a student and have that person say the second word of the sentence. Then have the student point to another student who says the last word. That student says the whole question and then points to another student to say the first word of the response, and so on. Continue with two to three other questions and answers from Unit 3 Practice Time.
- Check Workbook page 16. (For instructions and answer key, see Teacher's Book pages 161–162.)

Introduce the Reading

Note: Students may learn the new vocabulary within the context of the reading, or each new word can be taught before students encounter it in the reading. Follow the steps below to introduce the reading content.

- Write the new words in a column on the board. Point to and read each word before explaining its meaning.

competition: Draw first-place, second-place, and third-place ribbons on the board. Point to the first-place ribbon and say *I won first place in the pie competition.*

fierce: Roar like a lion and say *A lion is fierce.*

contest: Explain that a contest is the same as a competition.

three-legged race: Ask two students to come to the front of the classroom and stand side by side with their arms around each other's shoulders. Pretend to tie their inside legs together and then count the "legs" to show why it's called a three-legged race. Tell the students to try to walk with the outside legs moving at the same time, and then the inside legs moving at the same time. Explain that this is a kind of contest to see which pair can walk/run the fastest in this way.

awards ceremony: Bring three students to the front of the classroom and have them stand facing the class. Say *This is an awards ceremony.* Pretend to give first-, second-, and third-place medals to the students.

recipe: Pantomime making cookies. Pretend to read the recipe and say *The recipe says to add two cups of sugar,*

one cup of flour, and three eggs. Pantomime adding each of those ingredients.

enter: Explain that to enter a contest means to be in it.

brown sugar: Explain that brown sugar is a type of sugar that is brown in color.

secret: Pretend to whisper something in a student's ear and then say *Shhh. It's a secret.*

hate: Say *I love pie* as you clasp your hands to your heart. Then say *I hate hamburgers.*

- Students open their Student Books to page 17. Tell them to look at the reading and guess the format (an article) and where it might appear (in a newspaper).

Practice the Reading

Students read the article silently to themselves.

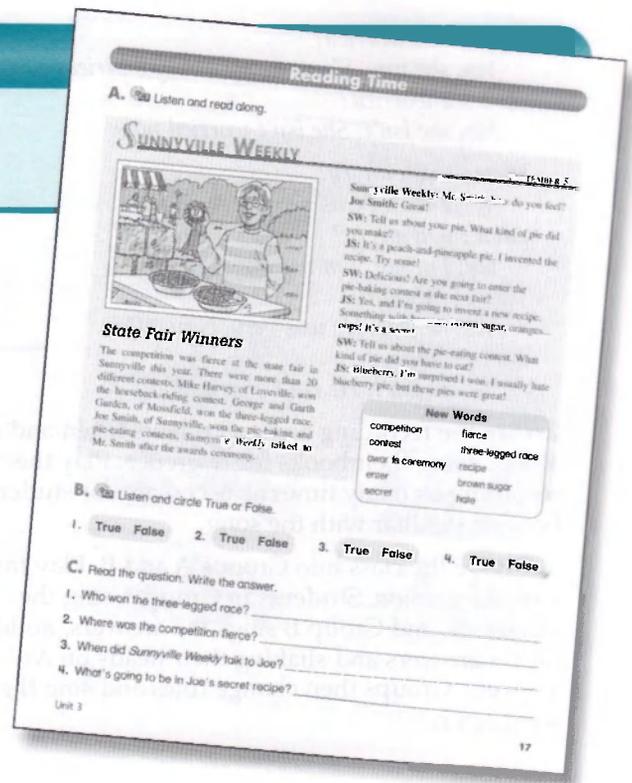
A. Listen and read along.

- Play the recording. Students listen and read along in their Student Books.

Sunnyville Weekly
September 5

State Fair Winners

The competition was fierce at the state fair in Sunnyville this year. There were more than 20 different contests. Mike Harvey, of Loveville, won the horseback-riding contest. George and Garth Gurdan, of Mossfield, won the three-legged race. Joe Smith, of Sunnyville, won the pie-baking and pie-eating contests. Sunnyville Weekly talked to Mr. Smith after the awards ceremony.



Sunnyville Weekly: Mr. Smith, how do you feel?

Joe Smith: Great!

SW: Tell us about your pie. What kind of pie did you make?

JS: It's a peach-and-pineapple pie. I invented the recipe. Try some!

SW: Delicious! Are you going to enter the pie-baking contest at the next fair?

JS: Yes, and I'm going to invent a new recipe. Something with bananas, brown sugar, oranges...oops! It's a secret.

SW: Tell us about the pie-eating contest. What kind of pie did you have to eat?

JS: Blueberry. I'm surprised I won. I usually hate blueberry pie, but these pies were great!

New Words

competition

fierce

contest

three-legged race

awards ceremony

recipe

enter

brown sugar

secret

hate

2. Play the recording again, stopping it after each sentence. Students listen and repeat each sentence.
3. Divide the class into pairs. Students take turns reading the article to their partners.

B. Listen and circle True or False.

1. Play the recording. For each number, students listen and circle *True* if the statement is true or *False* if it is not.
 1. Garth Gurden won the horseback-riding contest.
 2. Joe made a peach-and-pineapple pie.
 3. Joe is going to invent a new pie recipe.
 4. Joe isn't going to enter the pie-baking contest at the next fair.
2. Check answers by saying *Number 1. Garth Gurden won the horseback-riding contest.* Students say *True* if they circled *True* or *False* if they circled *False*. If the statement is false, choose a volunteer to make it true. Do the same for numbers 2–4.

Answer Key:

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

C. Read the question. Write the answer.

1. Students read each question and answer based on the reading in exercise A.
2. Check answers by reading each question and having students read the answer they wrote.

Answer Key:

1. Who won the three-legged race? George and Garth Gurden.
2. Where was the competition fierce? At the state fair in Sunnyville.
3. When did *Sunnyville Weekly* talk to Joe? After the awards ceremony.
4. What's going to be in Joe's secret recipe? Bananas, brown sugar, and oranges.

Games and Activities

Note: For all Reading Time activities, students may use their Student Books for reference.

1. **Cloze Reading.** Write the new words on the board. Read the article and have students just listen with their books closed if possible. When you come to one of the new words, don't read it. Have students raise their hands to fill in the missing word from the list on the board.
2. **Interview.** Ask students to think of people they would like to interview. Write the names on the board. Divide the class into groups of three to four, and tell students that they are magazine interviewers. Each group chooses one of the people from the board and comes up with five questions to ask that person. Each group then shares its questions with the class.

OPTION: Find the addresses of the students' chosen people, and have students write letters asking them their questions.
3. **A Winning Recipe.** Divide the class into groups of five to six and have each group invent its own winning recipe. Groups then share their recipes with the class.

Extra Practice

Explain and assign Worksheet 6, State Fair, page 193. (For instructions and answer key, see page 184.)

Finish the Lesson

1. **Discussion.** Ask students what kind of fairs they have been to. Discuss what they saw, what they did, if there were any contests, and if they entered any competitions.
2. Explain and assign Workbook page 17. (For instructions, see Teacher's Book page 162.)

Your Time

Language Focus: Personalizing language about feelings

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

For general information on Your Time, see pages 18–19.

Warm-Up and Review

1. **Reading Review: In Their Own Words.** Students open their Student Books to page 17 and take two to three minutes to review the story. Then have students take turns telling the class, in their own words, something about the reading. For example: *This reading is about a state fair.* Continue until most students have taken a turn. It is okay if more than one student tells the same information.
2. Check Workbook page 17. (For instructions and answer key, see Teacher's Book page 162.)

Introduce the Lesson

Ask five to six questions about feelings (see Suggested Questions below).

Suggested Questions:

- Aren't you worried when you have a test?*
- Weren't you scared of the dark when you were little?*
- Aren't you discouraged when you don't understand something?*
- Isn't your friend embarrassed when he/she makes a mistake?*
- Aren't you proud when you do well in school?*

Practice the Lesson

Students open their Student Books to page 18.

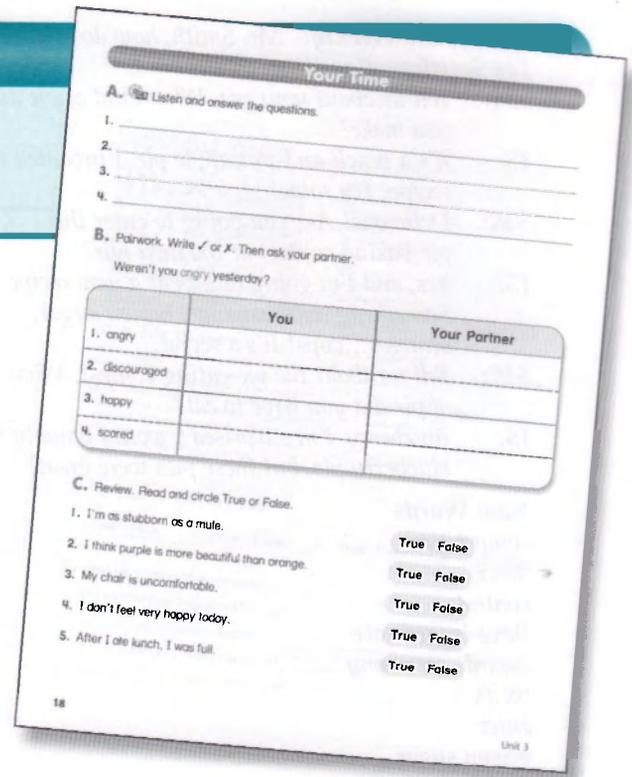
A. Listen and answer the questions.

1. Play the recording. For each number, students listen to the question and answer it based on their own knowledge and experience.

1. *If you forget your homework, will you be worried?*
2. *Your friend won first prize. Aren't you envious?*
3. *You forgot your homework. Aren't you worried?*
4. *If you go to bed late, will you be surprised?*
5. *You got a good grade on a math test. Aren't you proud?*

2. Check answers by dividing the class into pairs and having students in each pair read one question and answer for the class.

Answer Key:
Answers will vary.



Your Time

A.  Listen and answer the questions.

1. _____
2. _____
3. _____
4. _____

B. Pairwork. Write ✓ or X. Then ask your partner.
Weren't you angry yesterday?

	You	Your Partner
1. angry		
2. discouraged		
3. happy		
4. scared		

C. Review. Read and circle True or False.

1. I'm as stubborn as a mule. True False
2. I think purple is more beautiful than orange. True False
3. My chair is uncomfortable. True False
4. I don't feel very happy today. True False
5. After I ate lunch, I was full. True False

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B. Pairwork. Write ✓ or X. Then ask your partner.

Divide the class into pairs. Each student in the pair fills in his/her own answers about how he/she felt yesterday in the *You* column. Then each student in the pair asks his/her partner how he/she felt. Students should use the adjectives provided. For example: *Weren't you (angry)?* Each student then writes his/her partner's answers in the *Your Partner* column. Next, students tell the class about their partners, using the information from the charts.

C. Review. Read and circle True or False.

1. Students read each statement and circle *True* or *False* based on their own knowledge and experience.
2. Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

Answer Key:
Answers will vary.

Games and Activities

1. **How Do You Feel?** Divide the class into groups of four to five. Write the Unit 3 Word Time vocabulary on the board. Each group chooses three to four words and makes lists of times or situations when members of the group feel or have felt that way. After about ten minutes, have groups share their lists.
2. **I Was Proud When...** Students write a sentence or two about a time when they were proud and draw a picture illustrating that time. Students do the same with *surprised*. Then they share their pictures and sentences with the class.
3. **What's the Question?** Divide the class into three to four teams. Say a response to a Unit 3 Practice Time question, such as *Yes, she is*, and have teams write as many correct questions for that answer as they can in three minutes. Do the same with two to three more answers. The team with the most correct questions wins.

Finish the Lesson

1. **How About You?** Give each student a set of Unit 3 Word Time Picture Cards. Say a sentence or two that describes a situation (see Suggested Sentences below). Students hold up the cards that show how they would feel in that situation. Choose several volunteers to say *If I (don't do well on a test), I'll be (surprised)*. Do the same with two to three different situations.

Suggested Sentences:

You went to a scary movie with your friends.

You didn't do well on a test.

You made dinner for your family, but it tasted awful.

You won first prize in a contest.

2. Explain and assign Workbook page 18. (For instructions, see Teacher's Book page 162.)

Assessment

Explain and assign the Unit 3 Test, page 218. (For instructions and answer key, see page 209.)





4 At the Ranch

Conversation Time

Language Focus: Following a pancake recipe

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

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

Warm-Up and Review

- Review: Questions.** Make two columns on the board. In the first write *weren't, wasn't, isn't, aren't*; in the second write *you, he, she*. Say *proud* and point to *aren't*. Ask *Aren't you proud?* Students repeat. Nod your head and say *Yes, I am*. Students repeat. Now say *embarrassed* and point to *isn't* and *he*. Have a volunteer say the question and then point to another student while nodding or shaking his/her head to indicate which answer to give. Continue with other Unit 3 adjectives for four to five minutes.
- Check Workbook page 18. (For instructions and answer key, see Teacher's Book page 162.)

Introduce the Conversation

- Set the scene and clarify meaning by saying *Today's conversation is about making pancakes. Mike and Ivy are on vacation at a ranch. They are trying to make breakfast but are making a big mess.* Then introduce the words by writing each word on the board. Point to and read each word before explaining its meaning. Students repeat the words.

pancakes: Explain that pancakes are sweet, flat cakes made in a frying pan and eaten for breakfast.

give me a hand: Walk over to a chair and try to move it. Pretend that you cannot move it. Point to a student and say *Give me a hand* as you gesture for him/her to come over to you. Have the student help you move the chair a few feet.

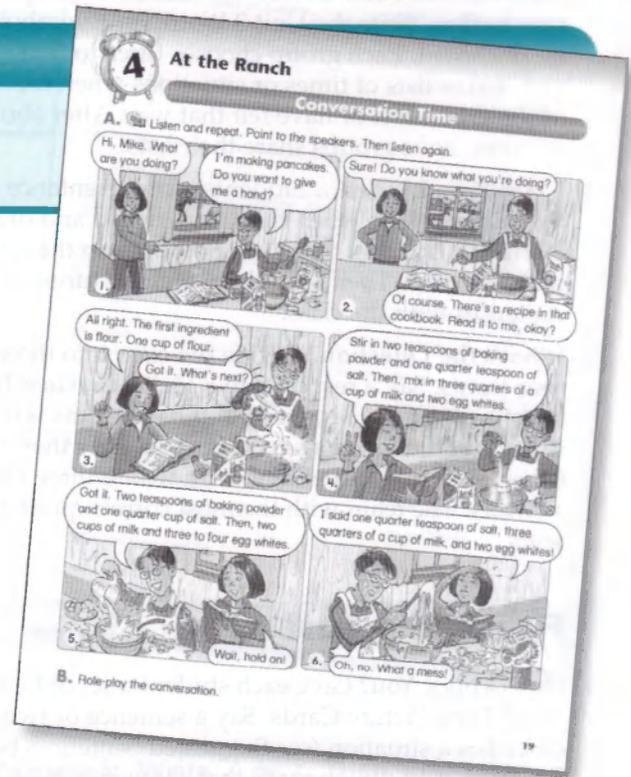
ingredient: Say *The ingredients for my cake are sugar, chocolate, eggs, and milk.*

cup: Indicate with your hand about how much a cup of something is and say *A cup is about a quarter of a liter.*

flour: Explain that flour is a white powder made from wheat that is used to make cakes, cookies, and bread.

teaspoon: Indicate with your hand about how much a teaspoon of something is and say *A teaspoon is about this much.*

egg whites: Draw an egg cracked open. Point to the white part and say *This is the egg white.*



baking powder: Explain that baking powder is a white powder that helps cakes and cookies to rise.

- Bring two students to the front of the classroom and have them stand behind the teacher's desk. Stand behind each student and model his/her lines of the conversation with the following actions.

A: *Hi, Mike. What are you doing?*
Walk up to Student B and speak cheerfully.

B: *I'm making pancakes. Do you want to give me a hand?*
Speak in a friendly, enthusiastic tone.

A: *Sure! Do you know what you're doing?*
Put your hands on your hips and speak in a doubtful tone.

B: *Of course. There's a recipe in that cookbook. Read it to me, okay?*
Speak in confident tone and pretend to point to a cookbook close by.

A: *All right. The first ingredient is flour. One cup of flour.*
Speak in an instructional tone as you pretend to read from a cookbook.

B: *Got it. What's next?*
Speak in a confident tone as you pretend to pour a bag of flour into a cup.

A: *Stir in two teaspoons of baking powder and one quarter teaspoon of salt. Then, mix in three quarters of a cup of milk and two egg whites.*
Speak in an instructional tone as you hold up two fingers when you say two egg whites.

B: Got it. Two teaspoons of baking powder and one quarter cup of salt. Then, two cups of milk and three to four egg whites.

Speak in confident tone. Pretend to pour milk into a bowl.

A: Wait, hold on!

Speak in an alarmed tone.

A: I said one quarter teaspoon of salt, three quarters of a cup of milk, and two egg whites!

Speak in an exasperated tone as you pretend to look into a bowl.

B: On, no. What a mess!

Speak in alarmed tone.

3. Divide the class into Groups A and B. Model the conversation again using facial expressions and body language. Group A repeats Ivy's lines, and Group B repeats Mike's lines. Encourage students to copy your facial expressions and body language. Groups change roles and say the conversation again in the same way.
4. Attach Wall Chart 7 to the board or open a Student Book to page 19. Students then open their Student Books to page 19. Ask the following questions:

Where are Mike and Ivy?

What is Mike doing?

What does he ask Ivy to do?

What is the first ingredient?

Does Mike do the recipe the right way?

Practice the Conversation

A. Listen and repeat. Point to the speakers. Then listen again.

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

1. Ivy: Hi, Mike. What are you doing?

Mike: I'm making pancakes. Do you want to give me a hand?

2. Ivy: Sure! Do you know what you're doing?

Mike: Of course. There's a recipe in that cookbook. Read it to me, okay?

3. Ivy: All right. The first ingredient is flour. One cup of flour.

Mike: Got it. What's next?

4. Ivy: Stir in two teaspoons of baking powder and one quarter teaspoon of salt. Then, mix in three quarters of a cup of milk and two egg whites.

5. Mike: Got it. Two teaspoons of baking powder and one quarter cup of salt. Then, two cups of milk and three to four egg whites

Ivy: Wait, hold on!

6. Ivy: I said one quarter teaspoon of salt, three quarters of a cup of milk, and two egg whites!

Mike: Oh, no. What a mess!

2. Play the recording (second version of the conversation). Students listen.

B. Role-play the conversation.

Students choose a partner and, using their Student Books for reference, role-play the conversation. They then change roles and role-play the conversation again.

Games and Activities

Note: For all Conversation Time activities, students may use their Student Books for reference.

1. **Missing Words.** (See Game 2, page 154.) Play the game using the target conversation.
2. **Acting Contest.** Divide the class into groups of three. One student will be the director and the other two will be Mike and Ivy. Give students fifteen minutes to practice acting out the conversation with the help of their director. Each group performs the conversation for the whole class. Then have the class vote on which group gave the best performance.

OPTION: Assign this activity the day before students perform, so they have time to memorize their lines and practice after class or at home.

3. **Make It Your Own.** Write the following on the board:

A: Hi, Mike. What are you doing?

B: I'm making pancakes. Do you want to give me a hand?

Students read the dialogue on the board. Then divide the class into pairs and write the following on the board:

1. I'm moving my desk over there.

2. I'm carrying out the garbage.

3. I'm planting flowers for next spring.

4. I'm cleaning the refrigerator.

Students read each new response. Quickly clarify meaning if necessary. Then students in each pair role-play the dialogue on the board, substituting the new responses into the underlined part of the target conversation.

Finish the Lesson

1. **Discussion.** Have a short discussion with students about cooking (approximately three to four minutes). Ask them if they know how to cook anything and if they like cooking. Ask them what their favorite home-cooked meals are and if they know how to make them.
2. Explain and assign Workbook page 19. (For instructions, see Teacher's Book pages 162–163.)

Word Time

Language Focus: Verb phrases (*clean the stable, paint the sign, play with the dog, fix the fence, make biscuits, feed the horse, put on sunscreen, set the table, bring the first aid kit, build a fire*)

Materials Needed: CD/cassette and player; Wall Chart 8; Unit 4 Word Time Picture Cards, 1 set; Unit 4 Word Time Word Cards, 1 set (see Picture and Word Card Book pages 13–14)

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

Warm-Up and Review

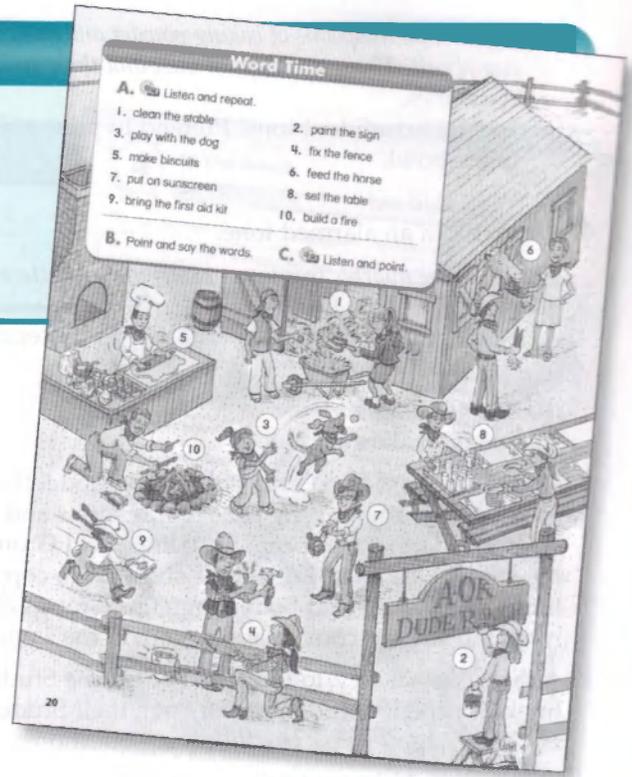
1. **Conversation Review: What's Next?** Students open their Student Books to page 19 and read the conversation. Say *Stir in two* _____ and have a volunteer finish the line of conversation, using the Student Book for reference if necessary. Do this for three to four different lines of the conversation.
2. Check Workbook page 19. (For instructions and answer key, see Teacher's Book pages 162–163.)

Introduce the Words

1. Hold up and name each of the Unit 4 Word Time Picture Cards. Students listen. Hold up and name the cards again, and have students repeat. Hold up the cards in random order, having students act out the verb phrases and name the cards.
 2. Attach the Unit 4 Word Time Picture Cards in a row on 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.
- OPTION: Ask a volunteer to stand up and pantomime one of the words. Students guess which word is being acted out. The student that guesses correctly stands up and pantomimes a different word. Continue until most students have taken a turn.

Talk About the Picture

1. Students open their Student Books to page 20. They look at the scene and use complete sentences to identify anything they can.
2. Attach Wall Chart 8 to the board or open a Student Book to page 20. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions (*italicized words*).



Ted and Annie are at a ranch. There are many things to do. **These people** are *fixing the fence*. Ouch! **She** has to *bring the first aid kit*. The **cowboy** must *put on sunscreen*. **She** is *painting the sign*. **Mr. Day** will *build a fire* while **Penny** *plays with the dog*. The **boy** and **girl** are *setting the table* for breakfast. **Ms. Day** likes to *feed the horse* and **Annie** is *cleaning the stable*. The **cook** is *making biscuits* for breakfast.

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

What is the **cook** *making*?
What is **Mr. Day** *building*?
What is the **cowboy** *putting on*?
What is the woman doing to the **fence**?
Can you build a fire?
Do you ever make biscuits?
Do you ever feed a horse?
How often do you set the table?
How often do you play with a dog?

Practice the Words

A. Listen and repeat.

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

1. *clean the stable*
2. *paint the sign*
3. *play with the dog*
4. *fix the fence*

5. *make biscuits*
6. *feed the horse*
7. *put on sunscreen*
8. *set the table*
9. *bring the first aid kit*
10. *build a fire*

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

- Build a fire.*
- Paint the sign.*
- Feed the horse.*
- Set the table.*
- Clean the stable.*
- Make biscuits.*
- Bring the first aid kit.*
- Fix the fence.*
- Play with the dog.*
- Put on sunscreen.*

Now listen and point to the speakers.

A: *I can't do this by myself.* (the ranch hands fixing the fence)

B: *I'll help you.*

A: *Ouch!*

B: *What happened?*

A: *I hurt my finger.*

A: *Wow. This horse is as hungry as a bear.* (Ms. Day and the ranch hand by the horse)

B: *How many carrots do we have?*

A: *Four. But I think there are more carrots in the kitchen.*

A: *Aren't you tired?* (Ted and Annie)

B: *Yes, I am. I'm hungry, too. What time is it?*

A: *It's time for breakfast!*

B: *Yay!*

2. **Draw the Picture.** (See Game 13, page 155.) Play the game using Unit 4 Word Time Picture Cards.
3. **Memory Chain.** Stand Unit 4 Word Time Picture Cards along the chalktray. As a class, think of an appropriate pantomime action for each card. For example, *clean the stable* can be the action of shoveling hay. Take the picture cards down from the chalktray and hold them in a pile. Students stand in a circle. Hold up a picture card and have the student to your right do the action and say the word. Pick a different card and have the next student to the right do the action and say the word of that card plus the one before. Continue with the rest of the cards until the tenth student has to do and say all ten actions in order. Shuffle the cards, and start again with one card and the next student.
4. **Option: Personalize the Vocabulary.** Divide the class into groups of five to six. Students in each group pretend that they own a ranch and create a schedule of activities for their guests. The schedule should be from Friday evening until Sunday afternoon and include chores as well as fun activities. Once they have created their schedules, students share them with the class. Students then vote on which schedule would be the most entertaining.

Finish the Lesson

1. **What's Missing?** Attach the Unit 4 Word Time Word Cards to the board. Ask students to put their heads on their desks and close their eyes. Take one card away. Students look up and say which card is missing. Then a volunteer uses the phrase that was missing in a sentence. Continue until all the cards have been removed from the board.
2. Explain and assign Workbook page 20. (For instructions, see Teacher's Book page 163.)

Games and Activities

1. **Match It.** On the board, write just the verbs in one column and the remainder of the verb phrases in another column in mixed-up order. Have a volunteer come to the board and draw a line from the first verb to the remaining words that correctly complete the verb phrase. If the student is correct, have him/her use the verb phrase in a sentence. Continue until all are matched.

Focus Time

Language Focus: Review of the present, present continuous, and past tenses; tag questions, present and past tenses:

[(He's) (setting the table), (isn't) (he)? Yes, (he) (is)./No, (he) (isn't).
(He) (set the table), (didn't) (he)? Yes, (he) (did)./No, (he) (didn't).]

Function: Expressing time differences; using tag questions for emphasis and confirmation

Materials Needed: CD/cassette and player; Unit 4 Word Time Word Cards, 1 set per 2 students; Unit 4 Focus Time Picture Cards, 1 set; Unit 4 Focus Time Word Cards, 1 set per 2 students; *I, You, He, She, They* grammar cards, 1 set per 2 students; *you, he, she, we, they* grammar cards, 2 sets per 2 students; Unit 4 Grammar Cards, 1 set per 2 students (see Picture and Word Card Book pages 14–16, 44, 50, and 52–53)

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

Warm-Up and Review

- Vocabulary Review: Pantomime.** Hold up each Unit 4 Word Time Word Card and have students read it. Then have a volunteer pantomime one of the actions. The first student to correctly identify the action, saying *You're (building a fire)* chooses another card and pantomimes the action. Continue with the remaining cards.
- Check Workbook page 20. (For instructions and answer key, see Teacher's Book page 163.)

This lesson is in two parts.

Part 1: Review the Words

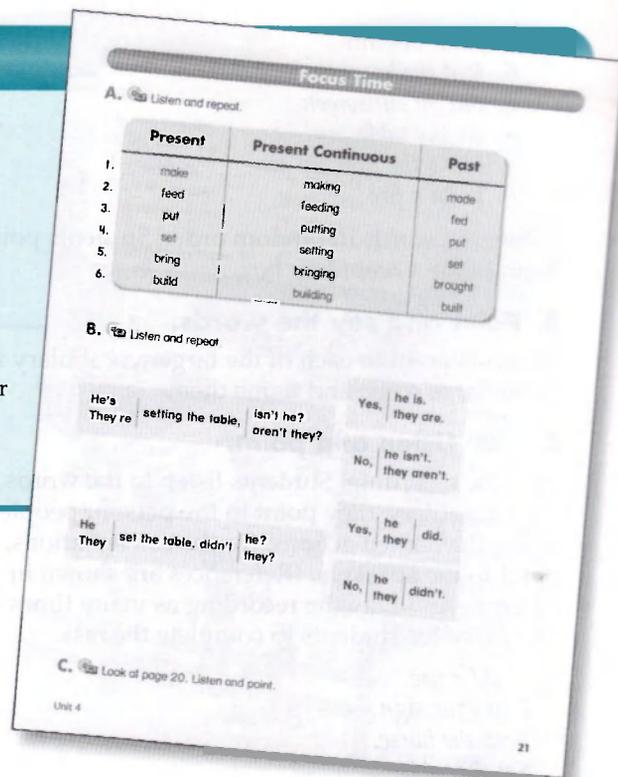
- Say *I clean the stable every day*. Students repeat. Write *I clean the stable every day* on the board. Point to and read each word. Students repeat. Then say *I'm cleaning the stable now*. Students repeat. Write *I'm cleaning the stable now* on the board. Point to and read each word. Students repeat. Then say *I cleaned the stable yesterday*. Students repeat. Write *I cleaned the stable yesterday* on the board. Point to and read each word. Students repeat. Do the same with *paint the sign*, *play with the dog*, and *build a fire*.
- Hold up the *clean* Focus Time Picture Card and say *clean*. Students repeat and then say the word's present continuous and past tense forms. Do the same with the remaining Unit 4 Focus Time Picture Cards.

Practice the Words

Students open their Student Books to page 21.

A. Listen and repeat.

Play the recording. Students listen and repeat each word.



- make, making, made*
- feed, feeding, fed*
- put, putting, put*
- set, setting, set*
- bring, bringing, brought*
- build, building, built*

Part 2: Introduce the Patterns

- (He's) (setting the table), isn't (he)? Yes, (he) is./No, (he) isn't.** Bring a volunteer to the front of the classroom and have him/her pantomime setting a table. As he/she is pantomiming, ask the class *(He's) setting the table, isn't (he)?* Students repeat. Write *He's setting the table, isn't he?* on the board. Point to and read each word. Students repeat. Ask the question again, and elicit *Yes, (he) is*. Write *Yes, he is* on the board to the right of *He's setting the table, isn't he?* Point to and read each word. Students repeat. Repeat the entire procedure for *fix the fence*, *make biscuits*, and *feed the horse*. Then do the entire activity again, this time eliciting *No* answers.
- (They're) (setting the table), aren't (they)? Yes, (they) (are)./No, (they) (aren't).** Do the same as in Step 1 using two volunteers to elicit *They*.
- (He) (set the table), didn't (he)? Yes, (he) did./No, (he) didn't.** Do the same as in Step 1, but this time have the volunteer pantomime the action and then stop before you ask the question.

- (They) (set the table), didn't (they)? Yes, (they) did./No, (they) didn't. Do the same as in Step 3 using two volunteers to elicit *They*.
- Practice for Fluency.** Write *Today* and *Yesterday* on the board. Point to *Today* and say *he, set the table* in a questioning tone. Elicit *He's setting the table, isn't he?* Say *yes* as you nod your head. Elicit *Yes, he is.* Continue with prompts for questions and answers in the present and past using the Unit 4 verbs and patterns.

Note: These tag questions have almost the same meaning as asking *Is she (setting the table)?* or *Did she (set the table)?*, but the tag question changes the meaning slightly. If when asking the question the voice goes down, it shows that the speaker already thinks he/she knows the answer and is looking for confirmation. If the voice goes up, the speaker is really looking for an answer.

Practice the Patterns

B. Listen and repeat.

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

- A: *He's setting the table, isn't he?*
 B: *Yes, he is.*
 C: *No, he isn't.*

- A: *They're setting the table, aren't they?*
 B: *Yes, they are.*
 C: *No, they aren't.*

- A: *He set the table, didn't he?*
 B: *Yes, he did.*
 C: *No, he didn't.*

- A: *They set the table, didn't they?*
 B: *Yes, they did.*
 C: *No, they didn't.*

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

3. Students work with their partners to say the sentences while looking at the pattern boxes in their books.

C. Look at page 20. Listen and point.

Play the recording. Students look at page 20 and listen to the sound effects and words, pointing to the person being talked about. Play the recording as many times as necessary for students to complete the task.

- A: *They're playing with the dog, aren't they?*
 B: *No, they aren't.*

- A: *He's building a fire, isn't he?*
 B: *Yes, he is.*

- A: *She brought the first aid kit, didn't she?*
 B: *Yes, she did.*

Games and Activities

- Drill.** Stand in a circle with students. Say *paint*. The student to your right (S1) says *paint, painting, painted*. The student to S1's right uses any one of those words in a sentence. He/She then says a different target verb and the student to his/her right says its present, present continuous, and past tenses. Continue until each student has taken a turn.
- What's the Question?** Divide the class into three to four teams. Whisper one of the Unit 4 Word Time phrases to a volunteer from one of the teams and have the student pantomime the action. The first team to guess the verb and use the target pattern to make a question and answer in the past or present tense wins a point. Continue in the same way with different volunteers and verb phrases until most students have taken a turn.
- Make the Sentences.** (See Game 17, page 155.) Do the activity using *I, You, He, She, They, you, he, she, we, they* grammar cards and Unit 3 Word Time Word Cards, Focus Time Word Cards, and Grammar Cards.

Finish the Lesson

- True Questions.** Ask students questions about themselves and their family and friends, such as *Your father brought you to school today, didn't he? You lived in New York last year, didn't you? You're in English class now, aren't you? You love studying English, don't you?*
- Explain and assign Workbook page 21. (For instructions, see Teacher's Book page 163.)

Practice Time

Language Focus: Review of the present, present continuous, and past tenses; tag questions, present and past tenses:

[(He's) (playing with the dog), isn't (he)? No, (he) isn't.
(She) (played with the dog), didn't (she)? Yes, (she) did.]

Function: Expressing time differences; using tag questions for emphasis and confirmation

Materials Needed: CD/cassette and player; Unit 4 Word Time Picture Cards, 4 cards; Unit 4 Grammar Cards, four to five sets (see Picture and Word Card Book pages 13, 44, and 52–53)

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

Warm-Up and Review

- 1. Pattern Review: True Questions.** Students open their Student Books to page 21 and study the page for about a minute. Then use the target patterns to ask students four to five questions about themselves (see Suggested Questions).

Suggested Questions:

You were in English class last week, weren't you?
You did your English homework, didn't you?
You like learning English, don't you?
You brought your book to class, didn't you?
We have fun in English class, don't we?

- 2. Check Workbook page 21.** (For instructions and answer key, see Teacher's Book page 163.)

Practice the Patterns

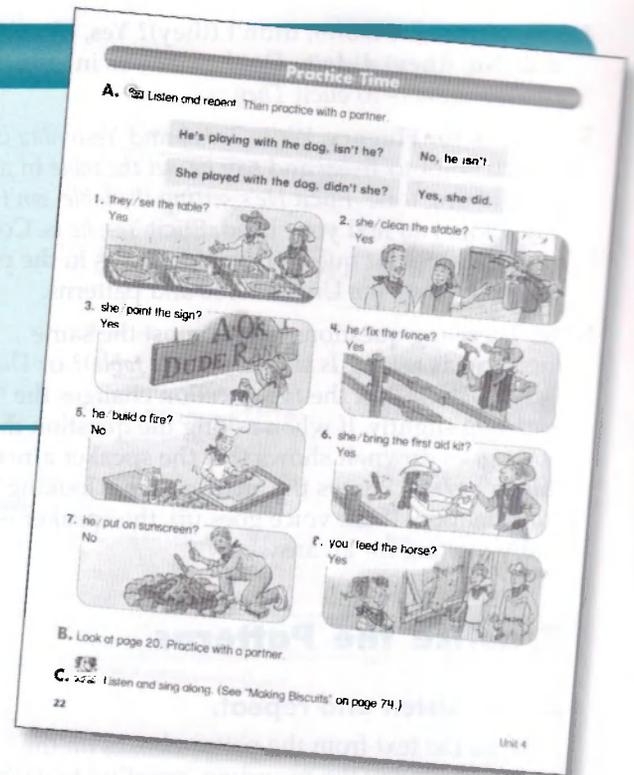
A. Listen and repeat. Then practice with a partner.

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

A: *He's playing with the dog, isn't he?*
B: *No, he isn't.*

A: *She played with the dog, didn't she?*
B: *Yes, she did.*

1. *They set the table, didn't they?*
Yes, they did.
2. *She cleaned the stable, didn't she?*
Yes, she did.
3. *She's painting the sign, isn't she?*
Yes, she is.
4. *He fixed the fence, didn't he?*
Yes, he did.
5. *He built a fire, didn't he?*
No, he didn't.



6. *She brought the first aid kit, didn't she?*
Yes, she did.
7. *He's putting on sunscreen, isn't he?*
No, he isn't.
8. *You fed the horse, didn't you?*
Yes, we did.

2. Students practice numbers 1–8 in pairs. (S1 in each pair asks the question and S2 answers.) Students then change roles and repeat the activity.

B. Look at page 20. Practice with a partner.

Students remain in pairs and look at page 20. They then take turns making statements about the scene using the target patterns and vocabulary items. For example: S1 (pointing to the children setting the table): *They set the table, didn't they?* S2: *Yes, they did.*

C. Listen and sing along.

1. Students turn to the *Making Biscuits* song on page 74. They cover up the text, look at the pictures, and talk about what they see. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

Making Biscuits

(Melody: *O Christmas Tree*)

She cleaned the stable, didn't she?
No, she didn't. She didn't.
He fixed the fence, didn't he?
Yes, he did. He did.

She's making biscuits, isn't she?
He's making biscuits, isn't he?
They're making biscuits, aren't they?
Yes, they are. They are.

He set the table, didn't he?
No, he didn't. He didn't.
She built a fire didn't she?
Yes, she did. She did.

He's making biscuits, isn't he?
She's making biscuits, isn't she?
They're making biscuits, aren't they?
Yes, they are. They are.

2. Play the recording again. Students listen and sing along, using their books for reference. Play the recording as many times as necessary for students to become familiar with the song.
3. Divide the class into Groups A and B. Play the karaoke version. Group A sings the questions, pantomiming each action as the students sing it. Group B sings the answers. Students nod their heads for *Yes* answers and shake their heads for *No* answers. Groups then change roles and sing the song again.

Games and Activities

1. **Sentence Puzzle.** Divide the class into four to five groups and give them each a set of Unit 4 Grammar Cards. Have each group make as many sentences as they can using the cards and filling in any missing words. Write model sentences on the board if necessary.
2. **Pictures and Sentences.** Divide the class into pairs. Stand four Unit 4 Word Time Picture Cards on the chalktray. Students in each pair work together to use the target patterns to write one sentence about each picture card. Volunteers then read their sentences and write correct sentences on the board. Pairs then illustrate each sentence.
3. **Sentence Chain.** Students stand in a circle. Choose a volunteer to say the first word of a target pattern sentence. It can be any sentence as long as the target pattern is used correctly; students will build the sentence as they go along. The student to the right says a second appropriate word, the person to his/her right says a third appropriate word, and so on until someone ends the sentence correctly. The last person says the whole correct sentence. The next student begins a new sentence.

Extra Practice

Explain and assign Worksheet 7, *He Set the Table, Didn't He?*, page 194. (For instructions and answer key, see page 184.)



Finish the Lesson

1. **Finish the Question.** Say *She played*. A volunteer finishes the question, asking *She played with the dog, didn't she?* Continue with other prompts, such as *You are cleaning*; *He fixed*; *She is painting*; *He fed*.
2. Explain and assign Workbook page 22. (For instructions, see Teacher's Book page 163.)

Reading Time

Language Focus: Reading a travel brochure

Materials Needed: CD/cassette and player

For general information on Reading Time, see pages 16–17.

Warm-Up and Review

1. **Pattern Review: Sing Along.** Play the Unit 4 song, *Making Biscuits*. Students listen. Play the song again and have students sing along.
2. Check Workbook page 22. (For instructions and answer key, see Teacher's Book page 163.)

Introduce the Reading

Note: Students may learn the new vocabulary within the context of the reading, or each new word can be taught before students encounter it in the reading. Follow the steps below to introduce the reading content.

1. Write the new words in a column on the board. Point to and read each word before explaining its meaning.
dude ranch: Explain that a dude ranch is a place where people go on vacation to ride horses and, for a short time, to live like a cowboy. If available, show a map of the United States and point to the Rocky Mountains area. Explain that this is a popular area for dude ranches and many cowboys and real ranches were in this area many years ago.

located: Point to items around the room and say *My desk is located (at the front of the classroom). The door is located (near my desk). (Tina's) backpack is located (under her desk).*

saddle: Draw a horse with a saddle on the board. Point to the saddle and say *When you ride a horse, you sit on the saddle.*

round up cattle: Explain that rounding up cattle means to find the cows that have wandered away and to bring them back together into one group. Cowboys do this by chasing the cows on their horses.

cowboy: Say *A cowboy rides a horse, rounds up cattle, and lives on a ranch.*

show you the ropes: Explain that to show someone the ropes means to show a person how to do something.

range: Explain that a range is a very large piece of land where cattle live and eat.

acre: Explain that an acre is a large, square measurement of land. One hectare equals about 2.5 acres.

Reading Time

A. Listen and read along.

The A-OK Dude Ranch

Do you like horseback riding? Do you like the mountains? Located in the Rocky Mountains, the A-OK Dude Ranch is the best place for your next vacation. Spend all day in a saddle riding on beautiful mountain trails. Round up cattle with our cowboys. They'll show you the ropes. You'll sleep well after a day on the range. Back at our 400 acre ranch, there is something for everyone, young and old. Activities include rafting on the river, hiking in the hills around the ranch, and fishing at our lake. You can swim in our pool or just enjoy the fresh air of the Rocky Mountains. Call 1 (800) 555-2310 for more information.

New Words

dude ranch	located
saddle	round up cattle
cowboy	show you the ropes
range	acre
rafting	fresh air

B. Listen and circle True or False.

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

C. Read the brochure. Write the answer.

1. How will you sleep after a day on the range? _____
2. Who will show you the ropes? _____
3. Where can you hike? _____
4. How big is the ranch? _____

Unit 4 23

rafting: Explain that a raft is a kind of boat made of rubber that is blown up with air. People in the raft use oars to make it move. Explain that many people use rafts to go on rivers with fast-moving water for fun.

fresh air: Take a deep breath and smile. Gesture to the air around you and say *This is fresh air.*

2. Students open their Student Books to page 23. Tell them to look at the reading and to guess the format (a travel brochure).

Practice the Reading

Students read the brochure silently to themselves.

A. Listen and read along.

1. Play the recording. Students listen and read along in their Student Books.

The A-OK Dude Ranch

Do you like horseback riding? Do you like the mountains? Located in the Rocky Mountains, the A-OK Dude Ranch is the best place for your next vacation.

Spend all day in a saddle riding on beautiful mountain trails. Round up cattle with our cowboys. They'll show you the ropes. You'll sleep well after a day on the range. Back at our 400 acre ranch, there is something for everyone, young and old. Activities include rafting on the river, hiking in the hills around the ranch, and fishing at our lake. You can swim in our pool or just enjoy the fresh air of the Rocky Mountains.

Call 1 (800) 555-2310 for more information.

New Words

dude ranch
located
saddle
round up cattle
cowboy
show you the ropes
range
acre
rafting
fresh air

2. Play the recording again, stopping it after each sentence. Students listen and repeat each sentence.
3. Divide the class into pairs. Students take turns reading the brochure to their partners.

B. Listen and circle True or False.

1. Play the recording. For each number, students listen and circle *True* if the statement is true or *False* if it is not.

1. *The A-OK Dude Ranch is located in the Smoky Mountains.*
2. *At the A-OK Dude Ranch, you can round up cattle with the cowboys.*
3. *You can go rafting, hiking, and fishing at the ranch.*
4. *There isn't any fresh air in the Rocky Mountains.*

2. Check answers by saying *Number 1. The A-OK Dude Ranch is located in the Smoky Mountains.* Students say *True* if they circled *True* or *False* if they circled *False*. If the statement is false, choose a volunteer to make it true. Do the same for numbers 2–4.

Answer Key:

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

C. Read the question. Write the answer.

1. Students read each question and answer it based on the reading in exercise A.
2. Check answers by reading each question and having students read the answers they wrote.

Answer Key:

1. How will you sleep after a day on the range?
You'll sleep well after a day on the range.
2. Who will show you the ropes? The cowboys will show you the ropes.
3. Where can you hike? In the hills around the ranch.
4. How big is the ranch? It's 400 acres.

Games and Activities

Note: For all Reading Time activities, students may use their Student Books for reference.

1. **What's Different?** Slowly read the part of the brochure below. When students hear a word or phrase that is different from the brochure in the Student Book, they should raise their hands. Choose a student to say the correct word or phrase.

The A-OK Beach House

Do you like dolphin riding? Do you like the ocean? Located in California, the A-OK Beach House is the best place for your next vacation. Spend all day sailing on beautiful ocean waves. Round up fish with our cooks. They'll show you the ropes. You'll sleep well after a day at the beach.

2. **Our Commercial.** Divide the class into groups of three to four. Students in each group work together to write a TV or radio commercial for their own dude ranch. Each group then performs its commercial for the class.
3. **At the Dude Ranch.** Divide the class into groups of three to four. Students in each group work together to write a letter to a friend about a pretend weekend they spent at the A-OK Dude Ranch. Each group then reads its letter to the class.

Extra Practice

Explain and assign Worksheet 8, *The A-OK Dude Ranch*, page 195. (For instructions and answer key, see page 184.)



Finish the Lesson

1. **Discussion.** Ask students if they've ever been to a dude ranch. Ask *Are there dude ranches near where you live? If not, is there anyplace similar? Would you want to visit a dude ranch? Why or why not?*
2. Explain and assign Workbook page 23. (For instructions, see Teacher's Book page 164.)

Your Time

Language Focus: Personalizing action language

Materials Needed: CD/cassette and player

For general information on Your Time, see pages 18–19.

Warm-Up and Review

1. **Reading Review: Answer the Questions.** Students open their Student Books to page 23 and take two to three minutes to read the brochure. Then ask students three to four questions about the reading (see Suggested Questions below).

Suggested Questions:

What's the name of the ranch?

Where is it located?

How big is the ranch?

Can you name three things you can do at the ranch?

2. Check Workbook page 23. (For instructions and answer key, see Teacher's Book page 164.)

Introduce the Lesson

Ask four to five questions about students' recent activities (see Suggested Questions below).

Suggested Questions:

You saw (popular movie or TV show) last week, didn't you?

You made dinner last night, didn't you?

You cleaned your room on Saturday, didn't you?

You play with your cat every day, don't you?

You read a book yesterday, didn't you?

Practice the Lesson

Students open their Student Books to page 24.

A. Listen and answer the questions.

1. Play the recording. For each number, students listen to the question and answer it based on their own knowledge and experience.

1. *Your mother is happy, isn't she?*
2. *You went to school yesterday, didn't you?*
3. *You ate breakfast this morning, didn't you?*
4. *You're going to have dinner, aren't you?*
5. *You're going home after school, aren't you?*

2. Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

Answer Key:

Answers will vary.

Your Time

A.  Listen and answer the questions.

1. _____
2. _____
3. _____
4. _____
5. _____

B. Pairwork. Write. Then ask your partner and circle Yes or No.

You	Your Partner
1. You _____ didn't you?	Yes No
2. You _____ didn't you?	Yes No
3. You _____ didn't you?	Yes No
4. You _____ didn't you?	Yes No

C. Review. Read and circle True or False.

1. I can make pancakes. True False
2. I've never fed a horse. True False
3. I set the table for dinner every night. True False
4. A dude ranch is more fun than a beach. True False
5. I made biscuits with my sister on Saturday. True False

24 Unit 4

B. Pairwork. Write. Then ask your partner and circle Yes or No.

Divide the class into pairs. Each student in the pair fills in the blanks in the *You* column to create questions to ask his/her partner. Then each student in the pair asks the other student the questions and circles the answers. Next, each student tells the class about his/her partner, using the information from his/her chart.

C. Review. Read and circle True or False.

1. Students read each question and circle *True* or *False* based on their own knowledge and experience.
2. Check answers by saying each statement and having students say if they circled *True* or *False*.

Answer Key:

Answers will vary

Games and Activities

1. **Writing Relay.** Each student writes a Unit 4 verb on a piece of paper and then passes it to the student sitting directly behind him/her. Upon receiving a verb, each student incorporates that verb into a question to ask the student sitting behind him/her. Students must answer the questions truthfully. Once all questions are answered, students should read their questions and answers to the class. Repeat the entire procedure.



2. **Survey.** Write these sentences on the board and have students copy them:

*I helped make dinner when I visited my grandmother.
I played with my dog yesterday afternoon.
I watched TV last night.
I went to the movies on Saturday.*

Students create a survey on a sheet of paper by writing *Yes* and *No* next to each question, as in exercise B on Student Book page 24. Students then go around the classroom and ask six classmates the following questions: *You helped make dinner, didn't you? You played with your dog, didn't you? You watched TV last night, didn't you? You went to the movies on Saturday, didn't you?* Students record their classmates' answers on their surveys, then they sit down. Ask students questions about the survey. For example: *Who helped make dinner?* Students who know this information respond (*Ming*) *helped make dinner.*

3. **Make a Brochure.** Divide the class into groups of three to four. Students in each group work together to write and illustrate a brochure for their own dude ranch. Tell them to include a name, a list of activities, prices for staying, and the location. Groups share their brochures with the class.

Finish the Lesson

1. **Yes or No?** Ask a question about students' recent activities (see Suggested Questions below). Students who answer *yes* touch their noses. Students who answer *no* stand up. Ask the standing students to say what they did do. Do the same with three to four different questions.

Suggested Questions:

*You played tennis yesterday, didn't you?
You watched (popular TV show) last night, didn't you?
You went shopping on Saturday, didn't you?
You cleaned your room twice last week, didn't you?*

2. Explain and assign Workbook page 24. (For instructions, see Teacher's Book page 164.)



Assessment

Explain and assign the Unit 4 Test, page 219. (For instructions and answer key, see page 209.)



Natural Disasters

Conversation Time

Language Focus: Agreeing on a TV show to watch

Materials Needed: CD/cassette and player; Wall Chart 9

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

Warm-Up and Review

- Review: Finish the Question.** Students open their Student Books to page 21 and review the verb list and the pattern boxes for about a minute. Say *She made*. A volunteer finishes the question in any appropriate way, such as *She made a cake, didn't she?* Another volunteer answers in any appropriate way, such as *Yes, she did*. Continue with other prompts, such as *You are setting, He built, She is cleaning, He fed*.
- Check Workbook page 24. (For instructions and answer key, see Teacher's Book page 164.)

Introduce the Conversation

- Set the scene and clarify meaning by saying *Today's conversation is about different kinds of TV shows. Annie and Dan are arguing about what to watch on TV. Finally, they agree on a show to watch*. Then introduce the words by writing each word on the board. Point to and read each word before explaining its meaning. Students repeat the word.

channel: Say *My favorite TV show is on channel (eleven)*. Name another popular TV show and say *This show is on channel (five)*.

game show: Name some popular game shows and say *These are all game shows*. Then say *My favorite game show is (Win That Money)*.

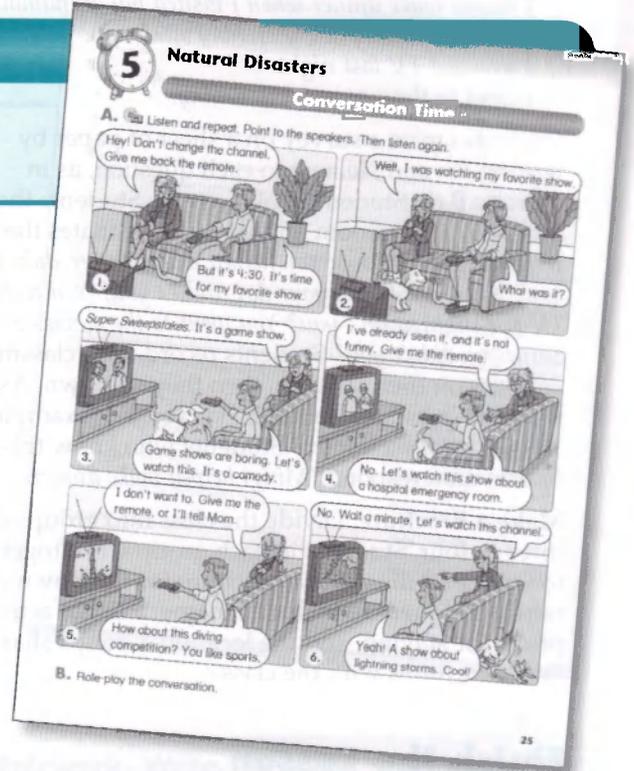
boring: Pretend to watch TV. Look bored, yawn, and point to the TV. Say *This TV show is boring*.

comedy: Name some popular comedy shows and say *These are all comedy shows*. Then say *My favorite comedy show is (Lots of Laughs)*.

hospital emergency room: Hold your arm and say *OW! I broke my arm! I have to go to the hospital emergency room right now!* Explain that a hospital emergency room is where you go when you have a medical emergency and you cannot wait to see your own doctor.

diving: Pantomime diving and say *I love diving!*

lightning storms: On the board, draw a lightning bolt coming out of a cloud, point to the bolt, and say *lightning*. Explain that a lightning storm has a lot of lightning.



- Bring two students to the front of the classroom. Have each sit in a chair facing the class, pretending to watch TV. Stand behind each student and model his/her lines of the conversation with the following actions.

A: *Hey! Don't change the channel. Give me back the remote.*

Speak in an indignant tone.

B: *But it's 4:30. It's time for my favorite show.*

Pretend to click a remote control at a TV and speak in an irritated tone.

A: *Well, I was watching my favorite show.*

Fold your arms and speak in an irritated tone.

B: *What was it?*

Speak in a questioning tone.

A: *Super Sweepstakes. It's a game show.*

Keep arms folded but speak in a less irritated tone.

B: *Game shows are boring. Let's watch this. It's a comedy.*

Pretend to click the remote, speaking in a normal tone.

A: *I've already seen it, and it's not funny. Give me the remote.*

Reach for the remote, speaking in an irritated tone.

B: *No. Let's watch this show about a hospital emergency room.*

Pretend to click the remote as you keep it away from Student A.

- A: *I don't want to. Give me the remote, or I'll tell Mom.*
Fold your arms and frown. Speak in an annoyed tone.
- B: *How about this diving competition? You like sports.*
Pretend to click remote and speak in a hopeful tone.
- A: *No. Wait a minute. Let's watch this channel.*
Point at the TV and speak in an enthusiastic tone.
- B: *Yeah! A show about lightning storms. Cool!*
Speak in a happy, excited tone.

3. Divide the class into Groups A and B. Model the conversation again using facial expressions and body language. Group A repeats Annie's lines and Group B repeats Dan's lines. Encourage students to copy your facial expressions and body language. Groups change roles and say the conversation again in the same way.
4. Attach Wall Chart 9 to the board or open a Student Book to page 25. Students then open their Student Books to page 25. Ask the following questions:

What time is Dan's favorite show?
What is Annie's favorite show?
Does Dan like game shows?
Does Annie want to watch a comedy?
What do they decide to watch?
Where are Dan and Annie?

Practice the Conversation

A. Listen and repeat. Point to the speakers. Then listen again.

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

1. Annie: *Hey! Don't change the channel. Give me back the remote.*
Dan: *But it's 4:30. It's time for my favorite show.*
2. Annie: *Well, I was watching my favorite show.*
Dan: *What was it?*
3. Annie: *Super Sweepstakes. It's a game show.*
Dan: *Game shows are boring. Let's watch this. It's a comedy.*
4. Annie: *I've already seen it, and it's not funny. Give me the remote.*
Dan: *No. Let's watch this show about a hospital emergency room.*
5. Annie: *I don't want to. Give me the remote, or I'll tell Mom.*
Dan: *How about this diving competition? You like sports.*
6. Annie: *No. Wait a minute. Let's watch this channel.*
Dan: *Yeah! A show about lightning storms. Cool!*

2. Play the recording (second version of the conversation). Students listen.

B. Role-play the conversation.

Students choose a partner and, using their Student Books for reference, role-play the conversation. They then change roles and role-play the conversation again.

Games and Activities

Note: For all Conversation Time activities, students may use their Student Books for reference.

1. **Which Line Doesn't Belong?** (See Game 7, page 154.)
Play the game using the Units 3, 4, and 5 conversations.
2. **True/False/I Don't Know.** Say five to six statements about the conversation (see Suggested Statements below). Students say *True* if the statement is true or *False* if it is false. If a statement is false, choose a volunteer to make it true. If statements don't have enough information to determine if the statement is true or false, students say *I don't know*.

Suggested Statements:

Dan's favorite show is at 5:30.
Dan's favorite show is called That's My Dog.
Annie's favorite show is a comedy.
Annie's favorite show is called Super Sweepstakes.
Dan likes game shows.
Annie likes sports.

3. **Make It Your Own.** Write the following on the board:

A: *Let's watch this channel.*
B: *Yeah! A show about lightning storms. Cool!*

Students read the dialogue on the board. Then divide the class into pairs and write the following on the board:

1. *No. I don't like scary movies. Yuck!*
2. *Okay. But I want to watch my favorite show at 6:00.*
3. *Cool! A show about whales. I love whales.*
4. *Oh, no! Game shows are boring!*

Students read each new response. Quickly clarify meaning if necessary. Then students in each pair role-play the dialogue on the board, substituting the new responses into the underlined part of the target conversation.

Finish the Lesson

1. **Discussion.** Talk with students for four to five minutes about what they like to watch on TV and how they and their family members agree on what to watch.
2. Explain and assign Workbook page 25. (For instructions, see Teacher's Book page 164.)

Word Time

Language Focus: Natural disasters (*tidal wave, typhoon, thunderstorm, earthquake, tornado, flood, drought, landslide, fire, blizzard*)

Materials Needed: CD/cassette and player; Wall Chart 10; Unit 5 Word Time Picture Cards, 1 set; Unit 5 Word Time Word Cards, 1 set (see Picture and Word Card Book pages 17–18)

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

Warm-Up and Review

1. **Conversation Review: Say Alternate Lines.** Play the recording of the Unit 5 conversation. Then, using Students Books for reference if necessary, students on the right and left sides of the room say alternate lines of the conversation (one group plays Annie and the other group plays Dan). Then groups switch roles and say the conversation again.
2. Check Workbook page 25. (For instructions and answer key, see Teacher's Book page 164.)

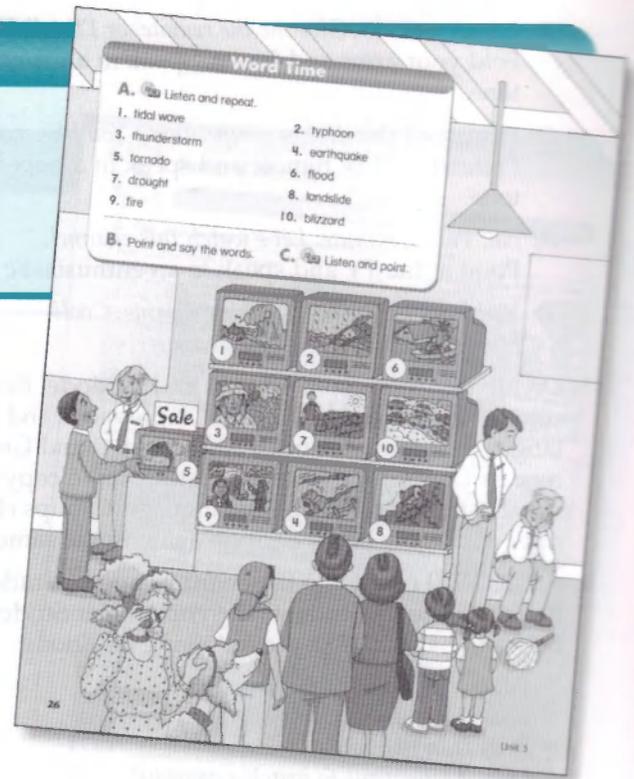
Introduce the Words

1. Hold up and name each of the Unit 5 Word Time Picture Cards. Students listen. Hold up and name the cards again, and have students repeat. Hold up the cards in random order and have students act out the adjectives and name the cards.
2. Attach the Unit 5 Word Time Picture Cards in a row on 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.

OPTION: Ask a volunteer to come to the board and draw a picture of one of the natural disasters. Students guess what the volunteer is drawing. The first student to guess correctly comes up to the board and draws a new picture. Continue with all the words.

Talk About the Picture

1. Students open their Student Books to page 26. They look at the scene and use complete sentences to identify anything they can.
2. Attach Wall Chart 10 to the board or open a Student Book to page 26. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).



Look at all the **TVs**! That man is looking at the TV that's on sale. The **dog** is *watching TV* while the **woman** *talks on the phone*. The **clerk** is very *tired*. The TVs are showing a **tidal wave**, a **blizzard**, a **fire**, a **tornado**, a **landslide**, an **earthquake**, a **drought**, a **typhoon**, a **thunderstorm**, and a **flood**.

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

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

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

What is the **dog** doing?

(**woman talking on the phone**) What's she doing?

Is the **TV** on sale?

Do you ever watch TV?

Practice the Words

A. Listen and repeat.

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

1. *tidal wave*

2. *typhoon*

3. *thunderstorm*

4. *earthquake*

5. *tornado*

6. *flood*

7. *drought*

8. *landslide*

9. *fire*

10. *blizzard*

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 words. For the vocabulary, they point to the named natural disasters; 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.

Landslide.

Tidal wave.

Flood.

Blizzard.

Typhoon.

Fire.

Earthquake.

Thunderstorm.

Drought.

Tornado.

Now listen and point to the speakers.

A: *Is that TV on sale?* (female clerk and male customer)

B: *Yes. Tomorrow is the last day.*

A: *If I don't like it, can I return it?*

A: *Of course. You can exchange it or get a refund. Make sure you keep the receipt.*

A: *What are you doing? You're not sick are you?* (manager and clerk)

B: *No, I'm really tired. Sorry.*

A: *Hello. May I speak to the vet, please?* (woman on phone)

B: *I'm sorry. He's in Rome.*

A: *Oh! When did he go to Rome?*

B: *He went last week.*

A: *Can you take a message?*

B: *Sure.*

A: *This is Lulu. My number is 555-6678.*

B: *Got it.*

2. **What Is It?** Divide the class into teams of three to four. Describe one of the target vocabulary items (see Suggested Descriptions below). Pantomime words as necessary to help students understand meaning. The first team to correctly name the item, saying *It's a (typhoon)* wins a point. Continue with the remaining target items. The team with the most points at the end wins.

Suggested Descriptions:

It's a very high wall of water from the ocean that crashes onto the land. (tidal wave)

It's when the ground moves and shakes. (earthquake)

It's a very bad storm with a lot of rain and very fast wind. (typhoon)

It's when no rain falls for a very long time. (drought)

It's when something is very hot and burns. (fire)

It's when it rains too much near a mountain and mud comes down the mountain, covering trees and buildings. (landslide)

It's when the wind moves in circles very, very fast. (tornado)

It's when there's a lot of snow. (blizzard)

It's when it rains too much and the water from a lake or river rises too high. (flood)

It's when it rains a lot and the sky makes very loud sounds. (thunderstorm)

3. **Draw the Picture.** (See Game 13, page 155.) Play the game using Unit 5 Word Time Word Cards.

4. **Option: Personalize the Vocabulary.** Divide the class into groups of three to four and give them about five minutes to discuss any natural disasters they or people they know have experienced. If anyone has a particularly interesting story, have them share it with the class.

Finish the Lesson

1. **Association.** Say *wind*. A volunteer says which of the target vocabulary words is associated with that word (for example: *typhoon, thunderstorm, tornado*). Continue with other words, such as *shake* (earthquake, tornado), *rain* (typhoon, thunderstorm, flood), *hot* (drought, fire), and *mud* (landslide, flood).
2. Explain and assign Workbook page 26. (For instructions, see Teacher's Book page 164.)

Games and Activities

1. **Spelling Bee.** Students stand next to their desks. Begin with the first student in the first row (S1). Say *flood*. S1 repeats the word, spells it, and then says the word again. If S1 spells the word correctly, he/she remains standing. Say another target word and have the next student in the row do the same as above. If S1 is incorrect, he/she sits down and the next student in the row tries to spell the word. When each student has taken a turn, return to the students still standing (students who spelled the words correctly). Continue presenting words until one student remains standing. If necessary, use words from earlier units.

Focus Time

Language Focus: Adjectives (*scary, exciting, loud, awful, windy, dangerous*)

Present perfect tense; *Yes/No* questions using *ever* [(Have) (you) ever (seen) a (tidal wave)? Yes, (I) (have). It was (awful)./No, (I) (haven't).]

Function: Asking questions about experiences with natural disasters

Materials Needed: CD/cassette and player; Unit 5 Word Time Word Cards, 1 set per 2 students; Unit 5 Focus Time Word Cards, 1 set per 2 students; *I, you, he, she, we, they* grammar cards, 2 sets per 2 students; Unit 5 Grammar Cards, 1 set per 2 students (see Picture and Word Card Book pages 18, 20, 44–45, and 50)

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

Warm-Up and Review

- Vocabulary Review: Association.** Hold up each Unit 5 Word Time Word Card and have students name it. Then say *typhoon*. Volunteers say words associated with a typhoon, such as *wind* or *rain*. Do the same with *thunderstorm*, *tidal wave*, *drought*, and *blizzard* (see Suggested Answers below).

Suggested Answers:

thunderstorm: *lightning, rain, loud*

tidal wave: *big, dangerous, wet*

drought: *dry, hot, thirsty*

blizzard: *cold, snow, wind*

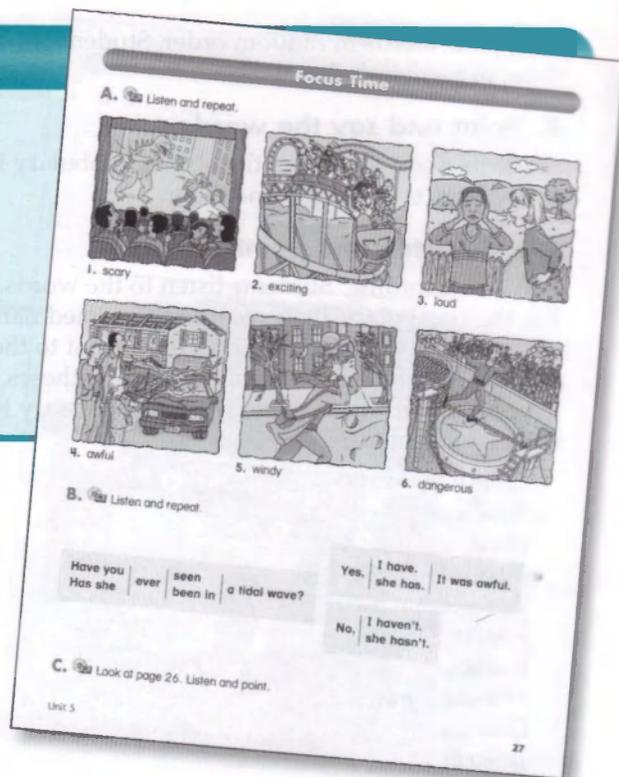
- Check Workbook page 26. (For instructions and answer key, see Teacher's Book page 164.)

This lesson is in two parts.

Part 1: Introduce the Words

- Hold up and name each Unit 5 Focus Time Picture Card. Students listen. Hold up and name each card again, and have students repeat. Hold up the cards in random order and have students name them.
- Attach the Unit 5 Focus Time Picture Cards in a row on the board. Stand the Unit 5 Focus 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.

OPTION: Give half of the class a Unit 5 Focus Time Picture Card and give the other half of the class a Unit 5 Focus Time Word Card. Students circulate around the classroom until they have found a correct match (a picture card and the corresponding word card). Point to each pair, and have students say their words.



Practice the Words

Students open their Student Books to page 27.

A. Listen and repeat.

Play the recording. Students listen and repeat each word.

- scary*
- exciting*
- loud*
- awful*
- windy*
- dangerous*

Part 2: Introduce the Patterns

- Have (you) ever (seen) a (tidal wave)?** Write today's date on the right side of the board. Then ask a volunteer (S1) to come to the front of the classroom and stand under the date. Ask on what date he/she was born. Write that date on the left side of the board and draw a line connecting S1's birthday to today's date. Create a timeline by marking and labeling *yesterday* and *last week* on the line. Then point to *yesterday* on the timeline and ask S1 *Did you see a tidal wave yesterday?* S1 answers with a simple *yes* or *no*. Then point to *last week* on the timeline and ask *Did you see a tidal wave last week?* S1 answers with a simple *yes* or *no*. Then gesture over the entire timeline and ask *Have you ever seen a tidal wave?* (emphasizing *ever*). Students repeat. S1 answers with a simple *yes* or *no*. Ask *Have you ever seen a tidal wave?* again. Students repeat. Write *Have you ever seen a tidal wave?* on the board. Point to and read each word. Students repeat. Do the same with *see/fire*, *be/landslide*, and *be/tornado*.

2. **Have (you) ever (seen) a (tidal wave)? Yes, (I) have. It was (awful)./No, (I) haven't.** Write *Yes, I have. It was awful.* and *No, I haven't.* on the board. Then ask a student *Have you ever seen a tidal wave?* He/She looks at the board, chooses an answer, and says it, filling in an appropriate adjective if the answer is yes. Do the same with *see/fire*, *be/landslide*, and *be/tornado*.
3. **Has (she) ever (seen) a (tidal wave)? Yes, (she) has. It was (awful)./No, (she) hasn't.** Ask a volunteer (S1) *Have you ever been in an earthquake?* S1 answers using the target pattern from Step 2. Then ask the class about S1, *Has she ever been in an earthquake?* Students repeat. Write *Has she ever been in an earthquake?* on the board. Point to and read each word. Students repeat. Then ask the question again, and have students formulate an answer on their own. Say the correct form of the answer and write it on the board to the right of *Has she ever been in an earthquake?* Point to and read each word. Students repeat. Do the same with different volunteers and *be/blizzard*, *see/thunderstorm*, and *see/tornado*.
4. **Practice for Fluency.** Say *seen*, *flood*. Elicit *Have you ever seen a flood?* Say *yes*, *scary* as you nod your head. Elicit *Yes, I have. It was scary.* Continue to elicit the target patterns in this way for four to five minutes.

Notes:

- The present perfect tense expresses an action that occurred, or did not occur, at some time in the past (before "now").
- Seen* is the past participle of *see*. *Been* is the past participle of *be*.

Practice the Patterns

B. Listen and repeat.

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

A: *Have you ever seen a tidal wave?*

B: *Yes, I have. It was awful.*

C: *No, I haven't.*

A: *Has she ever been in a tidal wave?*

B: *Yes, she has. It was awful.*

C: *No, she hasn't.*

- Play the recording again. Students look at the pattern boxes in their books and repeat, pointing to each word.
- Students work with their partners to say the sentences while looking at the pattern boxes in their books.

C. Look at page 26. Listen and point.

Play the recording. Students look at page 26 and listen to the sound effects and words, pointing to the person being talked about. Play the recording as many times as necessary for students to complete the task.

A: *Has he ever seen a landslide?*

B: *Yes, he has. It was awful.*

A: *Has she ever seen a fire?*

B: *No, she hasn't.*

A: *Have they ever been in a tidal wave?*

B: *No, they haven't.*

Games and Activities

- What's Awful?** Divide the class into groups of three to four. Stand the Unit 5 Focus Time Picture Cards along the chalktray. Students write each of the target adjectives in a row along the top of a piece of paper. Then, below each adjective, they list people, places, or events that can be described by that adjective. For example:

exciting: adventure movies, learning English

loud: a tuba, the subway

When they have finished, have each group share their list with the class and discuss any interesting answers.

OPTION: Once the lists are complete, each student chooses one adjective and draws a picture to illustrate it.

- Around the Circle.** Stand in a circle with students. Ask the student to your right (S1) *Have you ever seen a tidal wave?* S1 answers truthfully and then asks you *Have you?* Answer truthfully. S1 then has the same dialogue with the student to his/her right, substituting another Unit 5 Word Time word. Continue around the circle until everyone has said the dialogue.
- Make the Sentences.** (See Game 17, page 155.) Do the activity using *I, you, he, she, we, they* grammar cards and Unit 5 Word Time Word Cards, Focus Time Word Cards, and Grammar Cards.

Finish the Lesson

- Discussion.** Using the target patterns, ask students which natural disasters they have seen or been in. When answering, students should give as many details of the experience as possible. For example: *Yes, I have been in a typhoon. It was scary. I was at the grocery store with my mother and grandmother, and...* Continue the discussion for four to five minutes.
- Explain and assign Workbook page 27. (For instructions, see Teacher's Book page 165.)

Practice Time

Language Focus: Adjectives; present perfect tense; Yes/No questions using *ever* [(Have) (you) ever (been in) a (drought)? (Yes), (I) (have). (It was awful).]

Function: Asking questions about experiences with natural disasters

Materials Needed: CD/cassette and player; Unit 5 Word Time Picture Cards, 1 set per 2 students (see Picture and Word Card Book page 17)

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

Warm-Up and Review

- Pattern Review: Teacher Interview.** Students open their Student Books to page 27 and silently review the patterns for about a minute. Then have a volunteer use the target pattern to ask you a question. Answer truthfully. Continue having students ask you questions for about three to four minutes.
- Check Workbook page 27. (For instructions and answer key, see Teacher's Book page 165.)

Practice the Patterns

Students open their Student Books to page 28.

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

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

A: Have you ever been in a drought?

B: Yes, I have. It was awful.

1. Have they ever been in a typhoon?
Yes, they have. It was awful.

2. Has she ever been in an earthquake?
No, she hasn't.

3. Has he ever seen a landslide?
No, he hasn't.

4. Have you ever seen a tornado?
Yes, I have. It was windy.

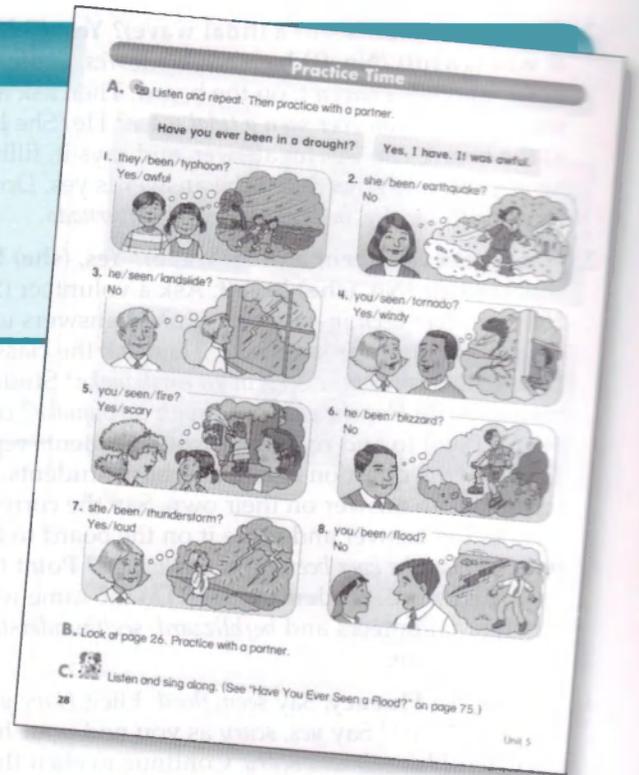
5. Have you ever seen a fire?
Yes, I have. It was scary.

6. Has he ever been in a blizzard?
No, he hasn't.

7. Has she ever been in a thunderstorm?
Yes, she has. It was loud.

8. Have you ever been in a flood?
No, I haven't.

2. Students practice numbers 1–8 in pairs. (S1 in each pair asks the question, and S2 answers.) Students then change roles and repeat the activity.



B. Look at page 26. Practice with a partner.

Students remain in pairs and look at page 26. They then take turns asking and answering questions about the scene using the target patterns and vocabulary items. For example: S1 (pointing to the reporter at the fire): *Has she ever seen a fire?* S2: *Yes, he has. It was scary.*

C. Listen and sing along.

1. Students turn to the *Have You Ever Seen a Flood?* song on page 75. They cover up the text, look at the pictures, and talk about what they see. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

Have You Ever Seen a Flood?

(Melody: *If You're Happy and You Know It*)

Have you ever seen a flood?

Yes, I have.

No, I haven't.

Have you ever seen a fire?

Yes, I have.

No, I haven't.

Have you ever seen a flood?

Have you ever seen a fire?

Have you ever seen a drought?

Yes, I have.

No, I haven't.

It was awful!

Really?

Have you ever been in a typhoon?

Yes, I have.

No, I haven't.

Have you ever been in a tornado?

Yes, I have.

No, I haven't.

Have you ever been in a typhoon?

Have you ever been in a tornado?

Have you ever been in a blizzard?

Yes, I have.

No, I haven't.

It was awful.

Really?

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

3. Divide the class into Groups A, B, and C, and give each student in Group A a set of Unit 5 Word Time Picture Cards. Play the karaoke version. Students in Group A sing the questions and the last line of each verse, standing up and showing their picture card each time it is named. Students in Group B sing the *Yes* answers and the second-to-last line of each verse, and students in Group C say the *No* answers. Groups change roles and sing the song again.

Games and Activities

1. **Survey.** Ask the class to think of five *Have you ever...* questions they would like to ask their classmates. For example: *Have you ever been to Disney World? Have you ever seen a lake?* Write the questions on the board. Students copy the questions into their notebooks and then stand up and walk around the classroom asking and answering the questions. Students write their classmates' answers in their notebooks. After about ten minutes, students sit down. Ask students what they found out for three to four minutes. For example: *Has Kim ever been to Disney World?* Students who know the answer say either *Yes, she has* or *No, she hasn't* and also give any other details of the experience that they know.
2. **What Would You Ask?** Divide the class into groups of three to four. Students in each group think of five to six *Have you ever...* questions they want to ask their favorite celebrity. After about seven minutes, ask groups to name their celebrities and say the questions they would ask. Then have them guess what each celebrity's answers to the questions would be.

OPTION: Students keep their celebrity's name a secret. The other students guess who it is after they hear the questions.

3. **My Experience.** Write three to four *Have you ever...* questions on the board (see Suggested Questions below). Each student chooses one of the questions that he/she can truthfully answer *yes* to. Each student then takes about ten minutes to write a paragraph or two about that experience. Then divide the class into groups of three to four and have students take turns reading their paragraphs to the other students in their group.

Suggested Questions:

Have you ever been to another country?

Have you ever met a famous person?

Have you ever been on a class trip?

Have you ever been lost?

Extra Practice

Explain and assign Worksheet 9, Disasters!, page 196. (For instructions and answer key, see page 185.)



Finish the Lesson

1. **Have You Ever...?** Ask students questions, such as *Have you ever met a famous person?* or *Have you ever been to Honolulu?* Students stand up if their answer is *yes* and stay seated if their answer is *no*. Choose a few volunteers to answer the question aloud.
2. Explain and assign Workbook page 28. (For instructions, see Teacher's Book page 165.)

Reading Time

Language Focus: Reading a pamphlet

Materials Needed: CD/cassette and player; 1 copy of the reading per 3–4 students

For general information on Reading Time, see pages 16–17.

Warm-Up and Review

1. **Pattern Review: Sing Along.** Play the Unit 5 song, *Have You Ever Seen a Flood?* Students listen. Play the song again and have students sing along.
2. Check Workbook page 28. (For instructions and answer key, see Teacher's Book page 165.)

Introduce the Reading

Note: Students may learn the new vocabulary within the context of the reading, or each new word can be taught before students encounter it in the reading. Follow the steps below to introduce the reading content.

1. Write the new words in a column on the board. Point to and read each word before explaining its meaning.

occur: Explain that *occur* has much the same meaning as *happen*. Say *(Christmas) happens once a year*. Then say *(Christmas) occurs once a year*.

warm: Say *One degree is cold. Twelve degrees is warm. Thirty degrees is hot*.

cause: Say *Too much rain can cause a flood or a landslide. Eating too much candy can cause you to get fat*.

wind: Say *A tornado is very fast wind that moves in a circle as you make a spiraling motion with your hand*.

speed: Explain that speed means how fast something moves.

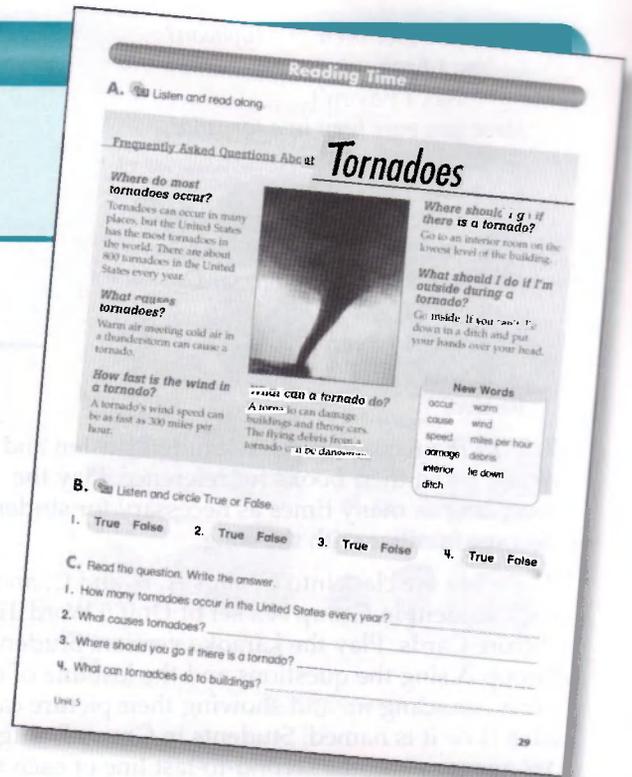
miles per hour: Explain that *miles per hour* is how many miles something moves in one hour. Ask students what the usual speed limit is in their town. One kilometer equals .6214 miles.

damage: Say *There was a fire at my house. Everything burned. There was a lot of damage*.

debris: Say *After my house was damaged by the fire, there was debris all over my yard*. Explain that debris refers to pieces of things that have been destroyed.

lie down: Have a volunteer come to the front of the classroom. Say *lie down* and prompt him/her to pretend to lie down on the floor.

ditch: Draw a horizontal line on the board. Say *This is a street*. Draw a concave line next to the other line and say *This is a ditch*. Explain that a ditch is a long hole, often along the side of a road.



2. Students open their Student Books to page 29. Tell them to look at the reading and guess its format (an informational pamphlet).

Practice the Reading

Students read the pamphlet silently to themselves.

A. Listen and read along.

1. Play the recording. Students listen and read along in their Student Books.

Frequently Asked Questions About Tornadoes

Where do most tornadoes occur?

Tornadoes can occur in many places, but the United States has the most tornadoes in the world. There are about 800 tornadoes in the United States every year.

What causes tornadoes?

Warm air meeting cold air in a thunderstorm can cause a tornado.

How fast is the wind in a tornado?

A tornado's wind speed can be as fast as 300 miles per hour.

What can a tornado do?

A tornado can damage buildings and throw cars. The flying debris from a tornado can be dangerous.

Where should I go if there is a tornado?

Go to an interior room on the lowest level of the building.

What should I do if I'm outside during a tornado?

Go inside. If you can't, lie down in a ditch and put your hands over your head.

New Words

occur
warm
cause
wind
speed
miles per hour
damage
interior
debris
lie down
ditch

2. Play the recording again, stopping it after each sentence. Students listen and repeat each sentence.
3. Divide the class into pairs. Students take turns reading the pamphlet to their partners.

B. Listen and circle True or False.

1. Play the recording. For each number, students listen and circle *True* if the statement is true or *False* if it is not.

1. *The United States has the most tornadoes in the world.*
2. *A tornado's wind speed can be 900 miles per hour.*
3. *Lightning storms can cause tornadoes.*
4. *You should go outside if there's a tornado.*

2. Check answers by saying *Number 1. The United States has the most tornadoes in the world.* Students say *True* if they circled *True* or *False* if they circled *False*. If the statement is false, choose a volunteer to make it true.

Answer Key:

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

C. Read the question. Write the answer.

1. Students read each question and answer based on the reading in exercise A.
2. Check answers by reading each question and having students read the answer they wrote.

Answer Key:

1. How many tornadoes occur in the United States every year? About 800 occur every year.
2. What causes tornadoes? Warm air meeting cold air in a thunderstorm.
3. Where should you go if there is a tornado? You should go to an interior room on the lowest level of the building.
4. What can tornadoes do to buildings? They can damage them.

Games and Activities

Note: For all Reading Time activities, students may use their Student Books for reference.

1. **Cloze Reading.** Write the new words on the board. Read the pamphlet and have students just listen with their books closed. When you come to one of the new words, don't read it. Have students raise their hands to volunteer to fill in the missing word from the list on the board.
2. **Sentence Strips.** Divide the class into groups of three to four and give each group a copy of the reading. Students in each group cut the reading so that each sentence is on a separate strip of paper. They then shuffle the strips. Play the recording. Students in each group work together to put the strips in order. Play the recording as many times as necessary for students to complete the task.
3. **Our Pamphlet.** Divide the class into groups of five to six and have them research one of the other natural disasters from Unit 5. Using the reading on page 29 as a guide, have them write and illustrate their own pamphlet. Groups then share their pamphlets with the class.

Extra Practice

Explain and assign Worksheet 10, Tornado!, page 197. (For instructions and answer key, see page 185.)



Finish the Lesson

1. **Discussion.** Spend four to five minutes with students discussing which natural disaster they would like to learn more about and which they think is the most dangerous.
2. Explain and assign Workbook page 29. (For instructions, see Teacher's Book page 165.)

Your Time

Language Focus: Personalizing language related to students' past experiences

Materials Needed: CD/cassette and player; a ball

For general information on Your Time, see pages 18–19.

Warm-Up and Review

1. **Reading Review: Answer the Questions.** Students open their Student Books to page 29. Ask them four to five questions about the reading (see Suggested Questions below).

Suggested Questions:

*About how many tornadoes are there in the United States?
How fast is the wind in a tornado?
When should you go to an interior room?
When do tornadoes occur?
What causes tornadoes?*

OPTION: Give the answer to a question and have volunteers ask an appropriate question. For example: 800/How many tornadoes occur in the United States every year?

2. Check Workbook page 29. (For instructions and answer key, see Teacher's Book page 165.)

Introduce the Lesson

Ask five to six questions about students' past experiences (see Suggested Questions below).

Suggested Questions:

*Have you ever seen a fire?
Has your mother or father ever been in an earthquake?
Have you ever seen a tidal wave on TV?
Has there ever been an earthquake in your town?
Have you ever been in a thunderstorm?*

Practice the Lesson

Students open their Student Books to page 30.

A. Listen and answer the questions.

1. Play the recording. For each number, students listen to the question and answer it based on their own knowledge and experience.

1. *Have you ever been in a flood?*
2. *Have you ever seen a landslide?*
3. *Have you ever seen a thunderstorm?*
4. *Have you ever been in a drought?*

Your Time

A. Listen and answer the questions.

1. _____

2. _____

3. _____

4. _____

B. Ask your classmates. Write their names, circle Yes or No, and write the adjective.

Have you ever been in a landslide?

	Name	Yes/No	It was...
1. earthquake		Yes No	
2. typhoon		Yes No	
3. fire		Yes No	
4. thunderstorm		Yes No	
5. tidal wave		Yes No	
6. blizzard		Yes No	

C. Review. Read the question. Write the answer.

1. Have you ever watched a game show on TV? _____

2. Have you ever been to a diving competition? _____

3. Have you ever seen a movie about a tornado? _____

4. Have you ever watched a show about lightning storms? _____

30 Unit 5

2. Check answers by dividing the class into pairs and having a student in each pair read one question and answer to the class.

Answer Key:

Answers will vary.

B. Ask your classmates. Write their names, circle Yes or No, and write the adjective.

Students walk around the classroom and ask their classmates questions based on the model and the words provided. They circle their classmates' answers and, if the answer is *yes*, write the adjective the classmate uses to describe the experience. Volunteers then tell the class about the results of their survey.

C. Review. Read the question. Write the answer.

1. Students read each question and write an answer based on their own knowledge and experience.
2. Check answers by dividing the class into pairs and having a student in each pair read one question and answer to the class.

Answer Key:

Answers will vary.

Games and Activities

1. **Memory Chain.** (See Game 18, page 156.) Play the game using *I (saw/was in) a (thunderstorm). It was (scary).*
2. **Ball Toss.** Ask volunteers to say parts of questions (for example: *been in a thunderstorm, read a book about earthquakes, seen a movie about tornadoes*). Write them all on the board. Then stand with students in a circle. Toss a ball or beanbag to a student and say *Have you ever been in a thunderstorm?* The student answers, throws the ball to another student, and then asks another question using the prompts on the board. Continue until all students have taken a turn.
3. **Draw and Tell.** Students think about a time when they saw or were in a natural disaster. They then draw a picture showing their experience, and label their picture *It was (windy)*. Students then take turns showing and discussing their pictures with the class.

Finish the Lesson

1. **From Words to Sentences.** Say *been on an airplane*. A volunteer (S1) asks another student (S2) a *Have you ever...* question using *been on an airplane*. For example: *Have you ever been on an airplane during a lightning storm?* S2 answers truthfully. Say *taken a subway*. S2 then asks another student (S3) the *Have you ever...* question. S3 answers, and so on around the classroom. Continue for about three to four minutes.
2. Explain and assign Workbook page 30. (For instructions, see Teacher's Book page 165.)

Assessment

Explain and assign the Unit 5 Test, page 220. (For instructions and answer key, see page 210.)





Review 1

Conversation Time Review

Review Focus: Units 1–5 conversations

Materials Needed: CD/cassette and player

Warm-Up

1. **Review Units 1–5 Conversations.** Students turn to each Conversation Time page (pages 1, 7, 13, 19, and 25). Elicit each conversation.
2. Check Workbook page 30. (For instructions and answer key, see Teacher's Book page 165.)

Practice the Language

Students open their Student Books to page 31.

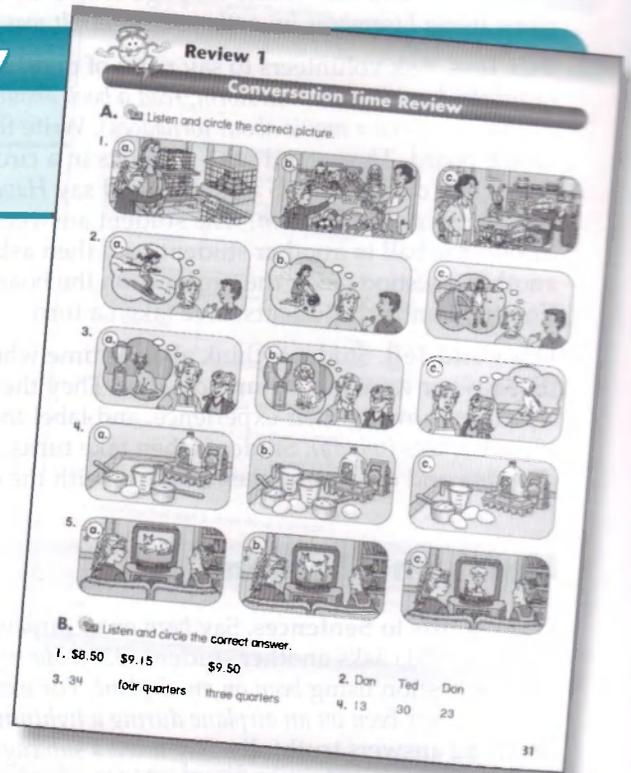
A. Listen and circle the correct picture.

1. Play the recording. Students listen, and for each number, they circle the picture that corresponds to the conversation they have.

1. Clerk: *Hello. How can I help you?*
Annie: *Are those stuffed animals still on sale?*
Clerk: *Yes, they are. Today's the last day.*
Annie: *Great. I'll take a brown rabbit.*
Clerk: *The total is \$8.99. Will that be cash or charge?*
Annie: *Cash. This is a gift for my sister. If she doesn't like it, can she return it?*
Clerk: *Of course.*

2. Girl: *Hi, Mike.*
Boy: *Hi, Sue. Where's Anna? I haven't seen her around lately.*
Girl: *She's on vacation. Her family went skiing.*
Boy: *Wow! I wish I could go skiing.*
Girl: *Me, too. Skiing is my dream vacation. My family usually goes on a cruise for vacation. I like cruises, but I want to try something different.*
Boy: *Well, my dream vacation is camping on Sunny Mountain.*

3. Grandma: *Hi, Annie. My dog won first prize at the state fair!*
Annie: *Congratulations, Grandma.*
Grandma: *Thank you, Annie. Is there anything wrong? You don't look very happy.*
Annie: *I don't feel very happy.*
Grandma: *Why? What happened?*



- Annie: *Digger came in last place. It was awful.*
Grandma: *Cheer up, Annie. You and Digger can try again next year.*
4. Girl: *What are you doing?*
Man: *I'm making bread. There's a recipe in that cookbook. Read it to me, okay?*
Girl: *Okay. The first ingredient is flour. One cup of flour.*
Man: *Got it. What's next?*
Girl: *Stir in one cup of milk and three eggs.*
Man: *Got it. One cup of milk and one egg.*
Girl: *Wait, hold on! I said three eggs!*
5. Annie: *Don't change the channel, Penny. Give me back the remote.*
Penny: *But it's 5:30. It's time for my favorite show.*
Annie: *Well, I was watching my favorite show.*
Penny: *What was it?*
Annie: *Super Sweepstakes. It's a game show.*
Penny: *Game shows are boring. Let's watch this show about dogs.*
Annie: *I've already seen it. How about this show about cats?*
Penny: *Okay. I like cats!*

2. Check answers by having students listen to the conversation again. Stop the recording after each conversation and have students say the letter of the picture they have circled.

Answer Key:

1. c
2. a
3. b
4. c
5. a

B. Listen and circle the correct answer.

1. Play the recording. Students listen and, for each number, they circle the number or words that they hear discussed in the conversation.

1. Clerk: *How can I help you?*
Joe: *How much is this calculator?*
Clerk: *It's on sale. It's \$8.50.*
Joe: *Oh, okay. I'll take it.*
Clerk: *Okay. The total is \$9.15.*
Joe: *Nine dollars and fifty cents?*
Clerk: *No, nine dollars and fifteen cents.*

A: *What's the total? Circle the correct number.*

2. Ted: *Hi, Annie.*
Annie: *Hi, Ted.*
Ted: *You don't look happy.*
Annie: *I don't feel very happy. My pie came in last place.*
Ted: *Cheer up! Who won first prize?*
Annie: *Don. He's Dan's friend.*
Ted: *Dan? Your brother won first prize?*
Annie: *No, Ted. Don, Dan's friend, won first prize.*
Ted: *Oh, Don.*

A: *Who won first prize? Circle the correct name.*

3. Girl: *How much milk do you need?*
Boy: *I need three quarters of a cup of milk.*
Girl: *Here you are.*
Boy: *I said three quarters of a cup. Not three cups.*
Girl: *How much?*
Boy: *Three quarters of a cup.*
Girl: *Sorry. Here you are.*
Boy: *Thanks.*

A: *How much milk does he need? Circle the correct number.*

4. Woman: *Don't change the channel. Give me the remote.*
Man: *But I want to watch my favorite show.*
Woman: *What channel is it on?*
Man: *Channel 30.*
Woman: *Channel 13?*
Man: *30, not 13. The cartoon channel.*

A: *What channel is his favorite show on? Circle the correct number.*

2. Check the answers by having students listen to the conversations again. Stop the recording after each conversation and have students say the number or words they have circled.

Answer Key:

1. \$9.15
2. Don
3. three quarters
4. 30

Games and Activities

1. **Role-Play.** Write the third conversation from exercise A on the board. Point to each line and have students read it. Then divide the class into pairs and have students in each pair role-play the conversation. Students change roles and role-play the conversation again.
2. **Act It Out.** Divide the class into pairs. Students in each pair work together to write out a mini-dialogue (approximately four to five lines long) between three friends coming out of a bad movie. Once students have created their mini-dialogues, choose volunteers to role-play their dialogues for the class.
3. **Illustrators.** Have students draw pictures illustrating any dialogue from exercise A or B. Have each student show his/her picture to the class. The class guesses which dialogue is being illustrated.

Finish the Lesson

1. **Who Says It?** Read the fourth conversation from exercise A. Discuss with students where they think the conversation is being held and who the speakers might be.
2. Explain and assign Workbook page 31. (For instructions, see Teacher's Book page 166.)

Digger and Max

Review Focus: Units 1–5 conversations, vocabulary, and patterns

Materials Needed: CD/cassette and player

Warm-Up

1. **Review Units 1–5 Vocabulary and Patterns.** Turn to each Word Time page (pages 2, 8, 14, 20, and 26) and Focus Time page (pages 3, 9, 15, 21, and 27). Elicit each vocabulary item and pattern.
2. Check Workbook page 31. (For instructions and answer key, see Teacher's Book page 166.)

Work with the Pictures

Students open their Student Books to pages 32 and 33.

1. Divide the class into groups of three. Groups find and name any items or characters they recognize in the pictures.
2. Ask each group how many items it 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 using that item on the board. Once all the sentences have been written, point to and read one sentence. Students repeat, pointing to the items pictured in their books.
4. Ask students what they think the readings will be about.

Practice the Reading

A.  **Listen and read along. Then look at the pictures and write the dates.**

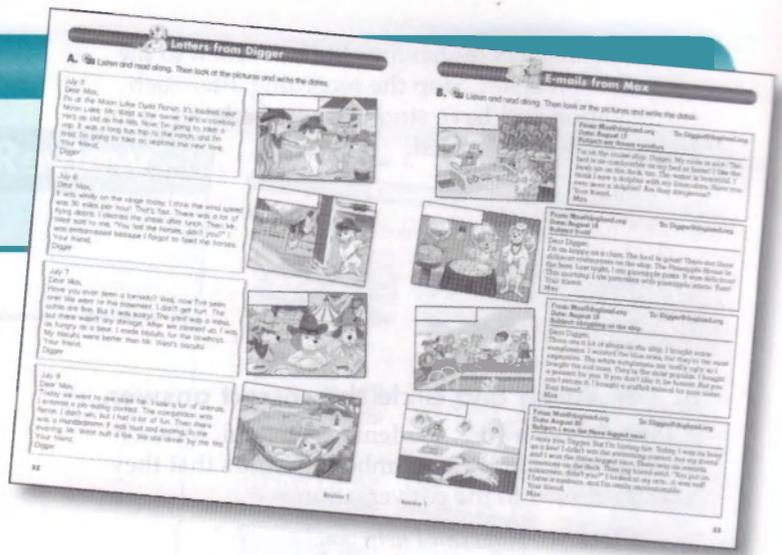
1. Play the recording. Students listen and read along.

July 5

Dear Max,

I'm at the Moon Lake Dude Ranch. It's located near Moon Lake. Mr. West is the owner. He's a cowboy. He's as old as the hills. Now, I'm going to take a nap. It was a long bus trip to the ranch, and I'm tired. I'm going to take an airplane the next time.

Your friend,
Digger



July 6

Dear Max,

It was windy on the range today. I think the wind speed was 30 miles per hour! That's fast. There was a lot of flying debris. I cleaned the stable after lunch. Then Mr. West said to me, "You fed the horses, didn't you?" I was embarrassed because I forgot to feed the horses.

Your friend,
Digger

July 7

Dear Max,

Have you ever seen a tornado? Well, now I've seen one! We went to the basement. I didn't get hurt. The cattle are fine. But it was scary! The yard was a mess, but there wasn't any damage. After we cleaned up, I was as hungry as a bear. I made biscuits for the cowboys. My biscuits were better than Mr. West's biscuits!

Your friend,
Digger

July 8

Dear Max,

Today, we went to the state fair. I saw a lot of animals. I entered a pie-eating contest. The competition was fierce. I didn't win, but I had a lot of fun. Then there was a thunderstorm. It was loud and exciting. In the evening, Mr. West built a fire. We ate dinner by the fire.

Your friend,
Digger

2. Play the recording again, stopping after each paragraph. Students find the picture that corresponds to each paragraph and write the corresponding date.

Answer Key:
July 7, July 6, July 8, July 5

B.  Listen and read along. Then look at the pictures and write the dates.

1. Play the recording. Students listen and read along.

*From: Max@dogland.org
To: Digger@dogland.org
Date: August 17
Subject: my dream vacation*

I'm on the cruise ship, Digger. My room is nice. The bed is as comfortable as my bed at home! I like the fresh air on the deck, too. The water is beautiful. I think I saw a dolphin with my binoculars. Have you ever seen a dolphin? Are they dangerous?

*Your friend,
Max*

*From: Max@dogland.org
To: Digger@dogland.org
Date: August 18
Subject: food!*

Dear Digger,

I'm as happy as a clam. The food is great! There are three different restaurants on the ship. The Pineapple House is the best. Last night, I ate pineapple pizza. It was delicious! This morning, I ate pancakes with pineapple sauce. Yum!

*Your friend,
Max*

*From: Max@dogland.org
To: Digger@dogland.org
Date: August 19
Subject: shopping on the ship*

Dear Digger,

There are a lot of shops on the ship. I bought some sunglasses. I wanted the blue ones, but they're the most expensive. The white sunglasses are really ugly. So I bought the red ones. They're the most popular. I bought a present for you. If you don't like it, be honest. But you can't return it. I bought a stuffed animal for your sister.

*Your friend,
Max*

*From: Max@dogland.org
To: Digger@dogland.org
Date: August 20
Subject: I won the three-legged race!*

I miss you, Digger. But I'm having fun. Today, I was as busy as a bee! I didn't win the swimming contest, but my friend and I won the three-legged race. There was an awards ceremony on the deck. Then my friend said, "You put on sunscreen, didn't you?" I looked at my arm...It was red! I have a sunburn, and I'm really uncomfortable.

*Your friend,
Max*

2. Play the recording again, stopping after each paragraph. Students find the picture that corresponds to each paragraph and write the corresponding date.

Answer Key:
August 19, August 18, August 20, August 17

3. Ask students to comment on the similarities and differences between Digger's and Max's vacations.

Games and Activities

1. **Listen Carefully.** Play the recording of Digger's letters again. Students listen and write down three things that Digger did on July 7 and two things he did on July 8. Then play the recording of Max's e-mails. Students listen and write down two things Max did on August 20 and what he ate on August 18.
2. **Tell the Story.** Divide the class into pairs. Students in each pair cover the text on each letter or e-mail page. They then take turns looking at the pictures and telling the events to their partners.
3. **Make a New Story.** Each student divides a piece of paper in four equal parts. He/She then creates a new story about *either* Digger or Max by drawing original scenes. Students then take turns standing up and describing their story to the rest of the class.

Finish the Lesson

1. **Change the Readings.** Students take turns reading one sentence each, first from one of Digger's letters, then from one of Max's e-mails. They change the correspondence into stories by changing the subjects from *I* to *he*.
2. Explain and assign Workbook pages 32–33. (For instructions, see Teacher's Book page 166.)

Word Time and Focus Time Review

Review Focus: Units 1–5 vocabulary and patterns

Materials Needed: CD/cassette and player; Units 1–5 Word Time Picture Cards, 1 set; Units 3–5 Word Time Word Cards, 1 set (see Picture and Word Card Book pages 1, 5, 9–10, 13–14, 17, and 18)

Warm-Up

1. **Questions.** Ask students *Who is the best singer?* Several students answer. Do the same with *You're studying English now, aren't you?* and *Have you ever seen a tidal wave?*
2. Check Workbook pages 32–33. (For instructions and answer key, see Teacher's Book page 166.)

Review

Students open their Student Books to page 34.

A. Read and write the words.

1. Based on the picture and word cues, students fill in each missing word.
2. Check answers by saying *Number 1* and having a volunteer say the corresponding sentence. A different volunteer spells the word he/she wrote. Do the same for numbers 2–8.

Answer Key:

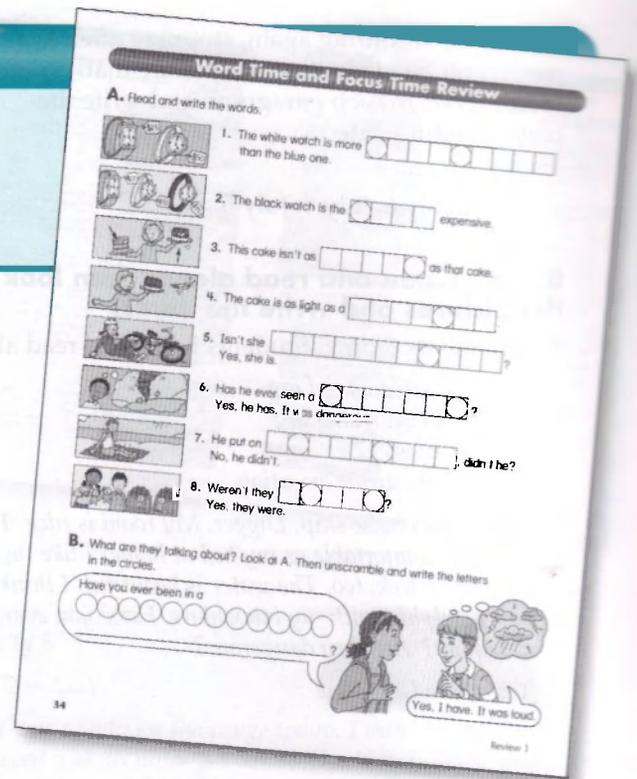
1. The white watch is more expensive than the blue one.
2. The black watch is the most expensive.
3. This cake isn't as light as that cake.
4. That cake is as light as a feather.
5. Isn't she embarrassed? Yes, she is.
6. Has he ever seen a tornado? Yes, he has. It was dangerous.
7. He put on sunscreen, didn't he? No, he didn't.
8. Weren't they proud? Yes, they were.

B. What are they talking about? Look at A. Then unscramble and write the letters in the circles.

Students write each of the circled letters from exercise A. They then unscramble the letters and write the word that completes the question based on the picture.

Answer Key:

Have you ever been in a thunderstorm?
Yes, I have. It was loud.



Games and Activities

1. **Draw the Picture.** (See Game 13, page 155.) Play the game using Units 1–5 Word Time Picture Cards.
2. **Classification.** Place the Units 3–5 Word Time Word Cards along the chalktray. Then make three columns on the board, one labeled *Actions*, one labeled *Adjectives*, and the other labeled *Weather*. For students' reference, attach the *set the table* word card to the *Actions* column, the *proud* word card to the *Adjectives* column, and the *flood* word card to the *Weather* column. Volunteers then take turns coming to the board, placing one of the word cards from the chalktray in the appropriate column, naming the card, and using the word(s) in a sentence. Once all the word cards have been attached to the board, point to each one and elicit its name. If necessary, readjust cards so that they are in the correct columns.

LARGE CLASSES: Divide the class into groups of four to five, and give each group a set of Units 3–5 Word Time Word Cards. Each group then categorizes its cards as above.

Finish the Lesson

1. **True Sentences.** Students take turns asking and answering questions using the pattern *Have you ever seen a (tidal wave)? Yes, I have. It was (scary)./No, I haven't.* Continue until each student has taken a turn.
2. Explain and assign Workbook page 34. (For instructions, see Teacher's Book page 167.)

Pairwork

Review Focus: Personalizing Units 1–5 language

Materials Needed: CD/cassette and player

Warm-Up

- Questions.** Ask students *Have you ever seen a baseball game?* Several students answer. Do the same with *Who is the best actress?* and *Weren't you proud when you got an A?*
- Check Workbook page 34. (For instructions and answer key, see Teacher's Book page 167.)

Review

Divide the class into pairs. One student in each pair opens his/her Student Book to page 35. The other student in each pair opens his/her Student Book to page 36.

A. Ask your partner and fill in the chart.

- Students in each pair follow the model to ask their partner questions in order to get the information necessary to fill in the blanks.
- Check answers by having pairs of students read the questions and answers to the class.

Answer Key:

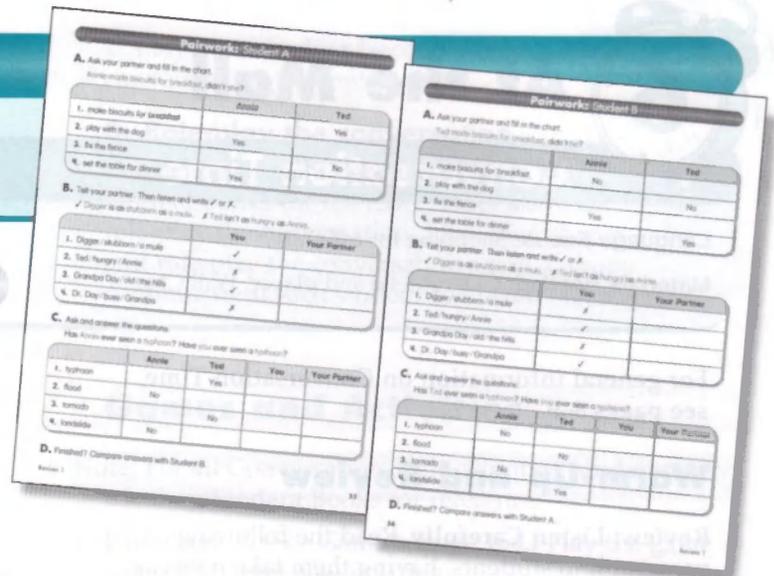
	Annie	Ted
1. make biscuits for breakfast	No	Yes
2. play with the dog	Yes	No
3. fix the fence	Yes	No
4. set the table for dinner	Yes	Yes

B. Tell your partner. Then listen and write ✓ or X.

- Student A begins by following the model and the cue words to make a positive comparative statement about Digger and a mule: *Digger is as stubborn as a mule.* Student B listens and writes a ✓ in the first line of the *Your Partner* column, since the sentence heard is positive. Students do the same for numbers 2–4. Student B then takes a turn saying the sentences in the same way for numbers 1–4.
- Check answers by saying *Number 1* and having a volunteer say *You, check. Your partner, X.* Do the same for numbers 2–4.

Answer Key:

	You	Your Partner
1. Digger / stubborn / a mule	✓	X
2. Ted / hungry / Annie	X	✓
3. Grandpa Day / old / the hills	✓	X
4. Dr. Day / busy / Grandpa	X	✓



C. Ask and answer the questions.

- Each student fills in the *You* column of the chart. Then students in each pair ask their partner the target questions in order to get the information necessary to fill in the blanks.
- Check answers by asking *Has Annie ever seen a typhoon?* Students consult their charts to find the answer and then say *Yes, she has.* Do the same with the remaining squares of the chart.

Answer Key:

	Annie	Ted	You	Your Partner
1. typhoon	No	Yes		
2. flood	No	No		Answers will vary.
3. tornado	No	No		
4. landslide	No	Yes		

D. Finished? Compare answers with Student A/Student B.

Students compare answers with their partners.

Games and Activities

Option: Project. For one week, students keep a list of actions that they do around the house. At the end of the week, students share their lists in class.

Finish the Lesson

- Explain and assign Checklist 1 (see Student Book pages 78–81) for students to do at home or in class.
- Explain and assign Workbook pages 35–36. (For instructions, see Teacher's Book page 167.)

Assessment

Explain and assign the Midterm Test, pages 221–224. (For instructions and answer key, see Teacher's Book pages 210–211.)



At the Mall

Conversation Time

Language Focus: Shopping for a T-shirt

Materials Needed: CD/cassette and player; Wall Chart 11

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

Warm-Up and Review

- Review: Listen Carefully.** Read the following paragraph to students, having them take notes as necessary.

Once upon a time, there was a very happy English student. Every day, she loved to come to English class. She always did her homework, so she was never embarrassed in class. One day, she forgot her homework. Her teacher was so surprised. The teacher asked, "Kate, you didn't forget your homework, did you?" Kate said, "Well, Mr. Kind, I did. I'm sorry! But have you ever seen my dog? He's always so hungry, and last night, he ate my homework!"

Ask the following questions about the above reading, having students refer to their notes for reference. If necessary, read the paragraph several times.

*Kate's teacher was surprised, wasn't he?
Wasn't Kate's dog bad?
Have you ever forgotten your homework?*

- Check Workbook pages 35–36. (For instructions and answer key, see Teacher's Book page 167.)

Introduce the Conversation

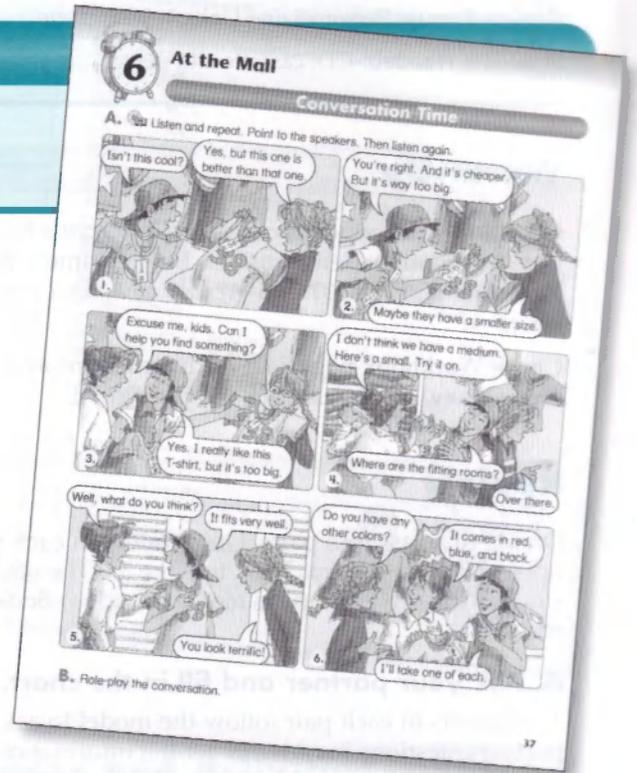
- Set the scene and clarify meaning by saying *Today's conversation is about shopping for something that is the right size and color.* Then introduce the words by writing each word on the board. Point to and read each word before explaining its meaning. Students repeat the word.

cheaper: Hold up a pencil and say *This pencil is 75 cents.* Hold up another pencil and say *This pencil is 50 cents. This pencil is cheaper than this one.*

medium: Draw three shirts of increasing size on the board. Point to them as you say *Small, medium, large.*

fitting room: Explain that a fitting room is the place you go in a store to try on clothes.

fits: Draw two stick figures on the board. On one, draw a T-shirt that is too big, and on the other, draw a T-shirt that fits. Point to the appropriate drawing as you say *This shirt is too big. This shirt fits.*



- 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: *Isn't this cool?*

Pretend to hold up a T-shirt and speak in an enthusiastic tone.

B: *Yes, but this one is better than that one.*

Pretend to hold up a T-shirt and speak in an enthusiastic tone.

A: *You're right. And it's cheaper. But it's way too big.*

Pretend to look at the price tag of the shirt that Student B is holding. Speak in a concerned tone.

B: *Maybe they have a smaller size.*

Speak in a hopeful tone.

C: *Excuse me, kids. Can I help you find something?*

Walk up to Students A and B and speak in a friendly, questioning tone.

A: *Yes. I really like this T-shirt, but it's too big.*

Point to the shirt Student B is holding as you speak to him/her.

C: *I don't think we have a medium. Here's a small.*

Try it on.

Speak in a friendly tone to Student A, as you pretend to hand a T-shirt to him/her.

A: *Where are the fitting rooms?*

Pretend to reach out for the shirt, as you speak in a questioning tone to Student C.

B: *Over there.*

Speak in a friendly tone to Student A, as you point over to a point in the distance.

C: *Well, what do you think?*

Speak in a friendly, questioning tone to Student A.

A: *It fits very well.*

Speak happily as you pretend to model a T-shirt.

B: *You look terrific! Do you have any other colors?*

Speak in a happy tone to Student A. Then speak in a questioning tone to Student C.

C: *It comes in red, blue, and black.*

Speak in a friendly tone to Students A and B.

A: *I'll take one of each.*

Speak in a happy tone to Student C.

3. Divide the class into Groups A, B, and C. Model the conversation again using facial expressions and body language. Group A repeats Ted's lines, Group B repeats Annie's lines, and Group C repeats the clerk's lines. Encourage students to copy your facial expressions and body language. Groups change roles and say the conversation again in the same way. Continue until each group has taken on each role.

4. Attach Wall Chart 11 to the board, or open a Student Book to page 37. Students then open their Student Books to page 37. Ask the following questions:

What does Ted want to buy?

What is wrong with the first T-shirt?

What colors does Ted buy?

Where are Ted and Annie?

Practice the Conversation

A. Listen and repeat. Point to the speakers. Then listen again.

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

1. Ted: *Isn't this cool?*

Annie: *Yes, but this one is better than that one.*

2. Ted: *You're right. And it's cheaper. But it's way too big.*

Annie: *Maybe they have a smaller size.*

3. Clerk: *Excuse me, kids. Can I help you find something?*

Ted: *Yes. I really like this T-shirt, but it's too big.*

4. Clerk: *I don't think we have a medium. Here's a small. Try it on.*

Ted: *Where are the fitting rooms?*

Annie: *Over there.*

5. Clerk: *Well, what do you think?*

Ted: *It fits very well.*

Annie: *You look terrific!*

6. Annie: *Do you have any other colors?*

Clerk: *It comes in red, blue, and black.*

Ted: *I'll take one of each.*

2. Play the recording (second version of the conversation). Students listen.

B. Role-play the conversation.

Divide the class into groups of three. Using their Student Books for reference, 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.

Games and Activities

Note: For all Conversation Time activities, students may use their Student Books for reference.

1. **Unscramble.** (See Game 6, page 154.) Play the game using the target conversation.
2. **Listen Carefully.** Write the following sentences on the board. Play the recording of the conversation. Students listen and write the missing words to complete each sentence.

1. *Ted wants to buy a _____.*

2. *The clerk says, "It fits _____ well."*

3. *The T-shirt comes in red, blue, and _____.*

Check answers by saying *Number 1*. A volunteer reads the complete sentence. Do the same for numbers 2–3.

Answer Key:

1. Ted wants to buy a T-shirt.

2. The clerk says, "It fits very well."

3. The T-shirt comes in red, blue, and black.

3. **Make It Your Own.** Write the following on the board:

A: *Excuse me, kids. Can I help you find something?*

B: *Yes. I really like this T-shirt, but it's too big.*

Students read the dialogue on the board. Then divide the class into pairs, and write the following on the board:

1. *No, thank you. I'm just looking.*

2. *Yes. Do you have this skirt in yellow?*

3. *Yes. I need a birthday present for my mother.*

4. *Yes. Do you have shoes that will match this dress?*

Students read each new response. Quickly clarify meaning if necessary. Then students in each pair role-play the dialogue on the board, substituting the new responses into the underlined part of the target conversation.

Finish the Lesson

1. **Discussion.** Have a short discussion with students about shopping for clothes. Ask them with whom they usually go shopping, what they like to wear on the weekends, and if there is anything in the stores right now that they would love to buy.
2. Explain and assign Workbook page 37. (For instructions, see Teacher's Book page 167.)

Word Time

Language Focus: Actions (*read the magazine, drink the coffee, draw the portrait, play the video game, try on the jacket, do the puzzle, make the cappuccino, finish lunch, buy the cell phone, eat the candy bar*)

Materials Needed: CD/cassette and player; Wall Chart 12; Unit 6 Word Time Picture Cards, 16 cards per student; Unit 6 Word Time Word Cards, 1 set (see Picture and Word Card Book pages 21–22)

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

Warm-Up and Review

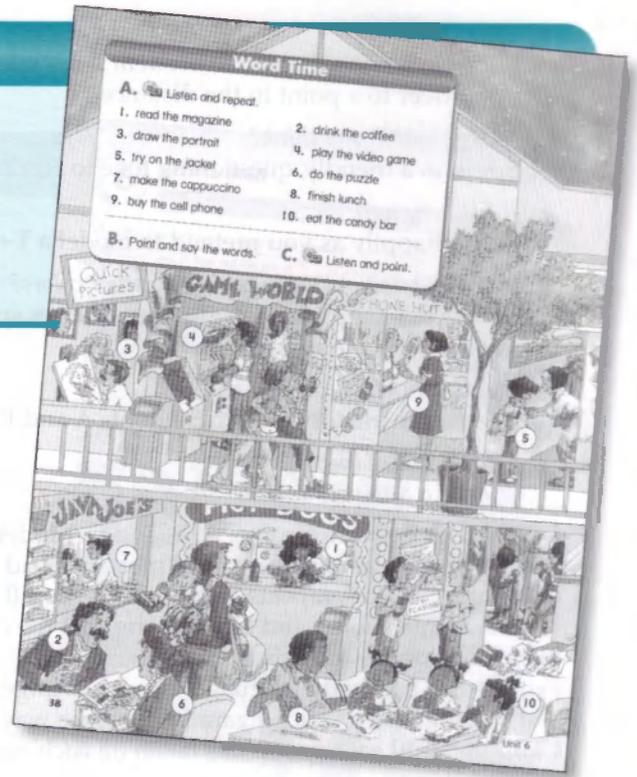
1. **Conversation Review: What's Next?** Students open their Student Books to page 37. Say the first part of a random line from the conversation and have a volunteer finish it. Do the same with three to four different lines of the conversation.
2. Check Workbook page 37. (For instructions and answer key, see Teacher's Book page 167.)

Introduce the Words

1. Hold up and name each of the Unit 6 Word Time Picture Cards. Students listen. Hold up and name the cards again, and have students repeat. Hold up the cards in random order, and have students act out the verb phrases and name the cards.
 2. Attach the Unit 6 Word Time Picture Cards in a row on 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.
- OPTION: Ask a volunteer to stand up and pantomime one of the verb phrases. Students guess which phrase he/she is acting out. The student that guesses correctly stands up and pantomimes a different verb phrase. Continue until most students have taken a turn.

Talk About the Picture

1. Students open their Student Books to page 38. They look at the scene and use complete sentences to identify anything they can.
2. Attach Wall Chart 12 to the board or open a Student Book to page 38. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).



Many people are at the mall today. **That man** is drinking a **big coffee**. **His wife** is doing a **puzzle**. One of the triplets is eating a **candy bar** while her father is finishing lunch. The **young man** is making a **cappuccino**. The **clerk** is reading a **magazine**. A man is *drawing a portrait* of a smiling woman. A woman is buying a **cell phone**, and a girl is trying on a **jacket**.

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

(**man with coffee**) What does he have?
(**triplet with candy bar**) What's she eating?
What can people buy at the **Phone Hut**?
What's the man with the **easel** doing?
What is the man at **Java Joe's** making?
What's the woman at the **hot dog counter** doing?
(**woman doing puzzle**) What's she doing?

Practice the Words

A. Listen and repeat.

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

1. *read the magazine*
2. *drink the coffee*
3. *draw the portrait*
4. *play the video game*
5. *try on the jacket*
6. *do the puzzle*

7. *make the cappuccino*
8. *finish lunch*
9. *buy the cell phone*
10. *eat the candy bar*

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 scene and name them.

C. Listen and point.

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

- Drink the coffee.*
- Buy the cell phone.*
- Try on the jacket.*
- Read the magazine.*
- Eat the candy bar.*
- Make the cappuccino.*
- Play the video game.*
- Do the puzzle.*
- Draw the portrait.*
- Finish lunch.*

Now listen and point to the speakers.

- A: *How do you spell "typhoon"?* (man and woman at table)
- B: *T-y-p-h-o-o-n.*
- A: *Thanks.*
- B: *No problem.*
- A: *Have you ever seen a tornado?* (two boys by movie poster)
- B: *No, I haven't. Have you?*
- A: *Yes! It was scary!*
- A: *Is there anything wrong?* (kids by video arcade)
- B: *Yeah. I came in last place on Moon Sweeper.*
- A: *Cheer up! You can try again.*
- B: *No, I give up. Let's go.*

Games and Activities

1. **Match It.** On the board, write just the verbs in one column and the rest of each verb phrase in another column in a mixed up order. Have a volunteer come to the board and draw a line from the first verb to the rest of the correct phrase. If the student is correct, have he/she use the verb phrase in a sentence. Continue until all are matched.

2. **Memory Chain.** Stand the Unit 6 Word Time Picture Cards along the chalktray. As a class, think of an appropriate pantomime action for each. For example: *make the cappuccino* can be the action of holding a cup with one hand and with the other hand, stirring the contents with a spoon. Take the picture cards down and hold them in a pile. Stand with students in a circle. Hold up a picture card and have the student to your right do the action and say the word. Pick a different card, and have the next student to the right do the action while saying the word of that card and the one before it. Continue with the rest of the cards until the tenth student has to do and say all ten actions in order. Start again with one card and the next student.

3. **Bingo!** (See Game 9, page 154.) Play the game using Unit 6 Word Time Picture Cards.

4. **Option: Personalize the Vocabulary.** Divide the class into groups of five to six. Students in each group pretend that they are designing a mall for their town. Tell them to think of what combination of stores and restaurants might bring the most customers. Have them draw a floor plan, labeling the stores, places to eat, restrooms, telephones, and ATMs. Students share their mall plans with the class and explain why they planned it the way they did. Students vote on which would be the most popular mall.

Finish the Lesson

1. **Act It Out.** Pretend to be drinking coffee. Ask *What am I doing?* Volunteers respond *You're drinking coffee.* Do the same with the remaining target actions.
2. Explain and assign Workbook page 38. (For instructions, see Teacher's Book page 168.)

Focus Time

Language Focus: Present, past, and present perfect tenses; present perfect tense statements using *already* and *yet*, affirmative and negative [(I) (have) already (read the magazine). (I) (haven't) (finished lunch) yet.]

Function: Making statements about past actions

Materials Needed: CD/cassette and player; Unit 6 Focus Time Word Cards, 2 sets per 2 students; *I, You, He, She, We, They* grammar cards, 2 sets per 2 students; Unit 6 Grammar Cards, 1 set per 2 students (see Picture and Word Card Book pages 24, 45, 54, and 55)

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

Warm-Up and Review

- Vocabulary Review: Slow Reveal.** (See Game 15, page 155.) Hold up each Unit 6 Word Time Picture Card and have students name it. Then play the game using the cards.
- Check Workbook page 38. (For instructions and answer key, see Teacher's Book page 168.)

This lesson is in two parts.

Part 1: Review the Words

Draw three columns on the board. Say *I read the book every day*. Students repeat. Write *read* in the first column. Then say *I read the book yesterday*. Students repeat. Write *read* in the second column. Then say *I have read the book*. Students repeat. Write *have read* in the third column. Repeat the procedure with *drink, draw, play, try, do, make, finish, buy, and eat*.

Practice the Words

Students open their Student Books to page 39.

A. Listen and repeat.

Play the recording. Students listen and repeat each word.

- read, read, have read, has read*
- drink, drank, have drunk, has drunk*
- draw, drew, have drawn, has drawn*
- play, played, have played, has played*
- try, tried, have tried, has tried*
- do, did, have done, has done*
- make, made, have made, has made*
- finish, finished, have finished, has finished*
- buy, bought, have bought, has bought*
- eat, ate, have eaten, has eaten*

Focus Time

A. Listen and repeat.

	Present	Past	Present Perfect
1.	read	read	have / has read
2.	drink	drank	have / has drunk
3.	draw	drew	have / has drawn
4.	play	played	have / has played
5.	try	tried	have / has tried
6.	do	did	have / has done
7.	make	made	have / has made
8.	finish	finished	have / has finished
9.	buy	bought	have / has bought
10.	eat	ate	have / has eaten

B. Listen and repeat



He has already drunk the juice.



He hasn't drunk the juice yet.

I have
She has

already read the magazine.

I haven't
She hasn't

finished lunch yet.

C. Look at page 38. Listen and point.

Unit 6 39

Part 2: Introduce the Patterns

- (I) have already (read the magazine).** Bring a volunteer to the front of the classroom and have him/her pretend to read a magazine and then stop. Ask *Have you read the magazine?* Students repeat. Ask the question again, and elicit a positive response from the volunteer. Say *Yes, I have already read the magazine*. Students repeat. Write *I have already read the magazine* on the board. Point to and read each word. Students repeat. Do the same with *do the puzzle, eat the candy bar, and drink the coffee*.
- (I) haven't (read the magazine) yet.** Bring a volunteer to the front of the classroom and have him/her stand and pretend to hold a closed magazine. Ask *Have you read the magazine?* Students repeat. Ask the question again, and elicit a negative response from the volunteer. Say *No, I haven't read the magazine yet*. Students repeat. Write *No, I haven't read the magazine yet* on the board. Point to and read each word. Students repeat. Do the same with *do the puzzle, eat the candy bar, and drink the coffee*.
- (She) has already (read the magazine).** Do the same as in Step 1, using a girl volunteer to demonstrate the pronoun *She*.
- (She) hasn't (read the magazine) yet.** Do the same as in Step 2, using a girl volunteer to demonstrate the pronoun *she*.

5. **Practice for Fluency.** Nod your head *yes* and say *I, finish lunch*. Elicit *I have already finished lunch*. Then shake your head *no* and say *she, try on the jacket*. Elicit *She hasn't tried on the jacket yet*. Continue in the same way, using different pronouns and verbs, for three to four minutes.

3. **Make the Sentences.** (See Game 17, page 155.) Do the activity using *I, You, He, She, We, They* grammar cards and Unit 6 Focus Time Word Cards and Grammar Cards.

Practice the Patterns

B. Listen and repeat.

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

A: *He has already drunk the juice.*

B: *He hasn't drunk the juice yet.*

A: *I have already read the magazine. I haven't finished lunch yet.*

B: *She has already read the magazine. She hasn't finished lunch yet.*

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

3. Students work with their partners to say the sentences while looking at the pattern boxes in their books.

C. Look at page 38. Listen and point.

- Play the recording. Students look at page 38 and listen to the sound effects and words, pointing to the person being talked about. Play the recording as many times as necessary for students to complete the task.

They haven't eaten the candy bars yet.

He has already made the cappuccino.

He has already finished lunch.

Finish the Lesson

1. **Affirmative and Negative.** Point to yourself and say *make the cappuccino*. Point to a student and nod your head to elicit *I have already made the cappuccino*. That student points to another student and shakes his/her head to elicit *I haven't made the cappuccino yet*. Continue with the other Unit 6 verb phrases and pronouns.
2. Explain and assign Workbook page 39. (For instructions, see Teacher's Book page 168.)

Games and Activities

1. **Drill.** Say *read*. Students say both its simple past and present perfect forms, *read*, and *have read*. Do the same with *drink, draw, try, do, make, and eat*. Then do the activity again, having a contest to see who can first correctly say and spell both the simple past and present perfect tenses.
2. **Substitution.** Say *They have already done the puzzle*. Students repeat. Then say *she* and elicit *She has already done the puzzle*. Shake your head *no*, and elicit *She hasn't done the puzzle yet*. Continue in the same way for four to five minutes, having students substitute different pronouns and verbs into the target pattern to create both positive and negative sentences.

Practice Time

Language Focus: Present, past, and present perfect tenses; present perfect tense statements using *already* and *yet*, affirmative and negative [(I) (have) *already* (played the video game). (I) (haven't) (read the magazine) *yet*.]

Function: Making statements about past actions

Materials Needed: CD/cassette and player; Unit 6 Word Time Picture Cards, 4 cards (see Picture and Word Card Book page 21)

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

Warm-Up and Review

1. **Pattern Review: Make a Statement.** Students open their Student Books to page 39 and review the pattern boxes for about 30 seconds. Point to a student and say *eat the candy bar*. He/She makes a statement using any version of the pattern. That student then points to another student and gives a verb prompt. Continue for three to four minutes.
2. Check Workbook page 39. (For instructions and answer key, see Teacher's Book page 168.)

Practice the Patterns

Students open their Student Books to page 40.

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

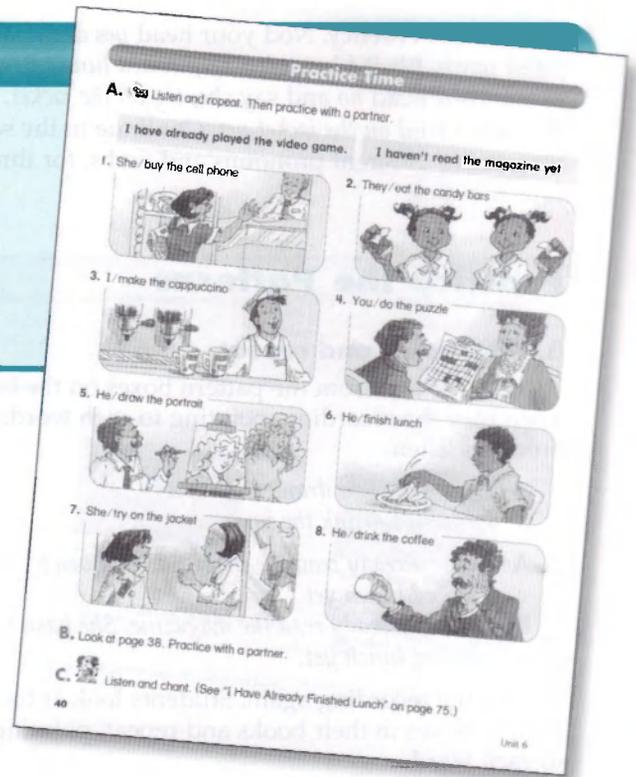
1. Play the recording. Students listen and repeat, pointing to each picture in their books.

*I have already played the video game.
I haven't read the magazine yet.*

1. *She has already bought the cell phone.*
 2. *They haven't eaten the candy bars yet.*
 3. *I haven't made the cappuccino yet.*
 4. *You haven't done the puzzle yet.*
 5. *He has already drawn the portrait.*
 6. *He has already finished lunch.*
 7. *She has already tried on the jacket.*
 8. *He has already drunk the coffee.*
2. Students practice numbers 1–8 in pairs. (S1 in each pair says one statement, and S2 says the next.) Students then change partners and repeat the activity.

B. Look at page 38. Practice with a partner.

Students remain in pairs and look at page 38. They then take turns making statements about the scene using the target patterns and vocabulary items. For example: S1 (pointing to the triplets' father): *He has already finished lunch.* S2 (pointing to the woman in the phone store): *She hasn't bought the cell phone yet.*



C. Listen and chant.

1. Students turn to the *I Have Already Finished Lunch* chant on page 75. They cover up the text, look at the pictures, and talk about what they see. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

I Have Already Finished Lunch

*I have already finished lunch.
Already. Already.
But I haven't drunk the coffee yet.
Not yet. Not yet.
She has already finished lunch.
Already. Already.
But she hasn't drunk the coffee yet.
Not yet. Not yet.
I have already read the magazine.
Already. Already.
But I haven't bought the cell phone yet.
Not yet. Not yet.
He has already read the magazine.
Already. Already.
But he hasn't bought the cell phone yet.
Not yet. Not yet.*

2. Play the recording again. Students listen and chant along, 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 from each line—either *already* or *yet*—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. **Fill In the Chart.** Divide the class into pairs and write the following on the board:

	do the puzzle	finish lunch	buy the cell phone
Present	I do the puzzle everyday.		
Past	I did the puzzle yesterday.		
Present Perfect	I have already done the puzzle.		

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

2. **Pictures and Sentences.** Divide the class into pairs. Stand four Unit 6 Word Time Picture Cards on the chalktray. Pairs work together to write one sentence using the target pattern for each picture card. Have volunteers read their sentences and write correct sentences on the board. Pairs then illustrate each sentence.
3. **Sentence Chain.** Students stand in a circle. Choose a volunteer to say the first word of a target pattern sentence. It can be any sentence as long as the target pattern is used correctly; students will build the sentence as they go along. The student to the right says a second appropriate word, the person to his/her right says a third appropriate word, and so on until someone ends the sentence correctly. The last person says the whole correct sentence. A new sentence begins with the next student.

Extra Practice

Explain and assign Worksheet 11, *What's Different?*, page 198. (For instructions and answer key, see page 185.)



Finish the Lesson

1. **Question and Answer.** Ask students questions using the target pattern, such as *Have you done next week's homework yet?* *Have you already watched TV today?* *Have you eaten lunch yet?* Let students ask you questions as well. Continue for four to five minutes.
2. Explain and assign Workbook page 40. (For instructions, see Teacher's Book page 168.)

Reading Time

Language Focus: Reading a newspaper article

Materials Needed: CD/cassette and player

For general information on Reading Time, see pages 16–17.

Warm-Up and Review

1. **Pattern Review: Make a Sentence.** Students look at the Student Book page 39 pattern boxes. Hold up a Unit 6 Word Time Word Card, and have a volunteer make a statement using any Unit 6 pattern. Continue with the other word cards.
2. Check Workbook page 40. (For instructions and answer key, see Teacher's Book page 168.)

Introduce the Reading

Note: Students may learn the new vocabulary within the context of the reading, or each new word can be taught before students encounter it in the reading. Follow the steps below to introduce the reading content.

1. Write the new words in a column on the board. Point to and read each word before explaining its meaning.

feet: Hold out your hands to show students the approximate length of a foot. Explain that *feet* is the plural of *foot*. Say *Three feet equals .9144 meters*.

fill: Draw a drinking glass on the board. Now draw a line indicating that the glass is filled with water. Say *The glass is filled with water*.

lower level: Draw a building on the board with horizontal lines to indicate floors. Point to the lower level and say *This is the lower level*.

pour: Pretend to hold a cup in one hand and a pitcher in the other. Pantomime pouring from the pitcher into the cup. Say *I am pouring water into the cup*.

insurance: Explain that insurance is a contract between insurance companies and people who regularly pay the insurance company money. If something bad happens to people's houses, businesses, or health, the insurance company agrees to pay for all or part of the damage or loss.

extensive: Explain that in this context, extensive damage refers to damage that happened over a wide area.

food court: Say *In (our local mall) the food court has (Coffee Hut, Pizza Place, and Burger-rama)*.

luckily: Say *I saw a car accident. Luckily, no one was hurt*.

Reading Time

A. Listen and read along.

Flood Closes Sunnyville Mall

Yesterday's thunderstorm and heavy rains caused a flood in the Sunnyville Mall. Four feet of water filled the lower level. The flood didn't hurt any shoppers, but the stores had to close early. Ken Green's store, T-shirt Planet, was full of water.

"I was talking on the phone when water started to pour in. It was scary, so I ran," said Mr. Green. "I haven't seen all the damage yet." Mr. Green's insurance will pay for new T-shirts.

The most extensive damage was in the food court. "I lost 250 pounds of ice cream," said Rita Smith of Rita's Delicious Ice Cream.

Luckily, shoppers haven't been discouraged by the flood. Repairs have already begun at Lacy's Department Store. The food court will reopen next week.

New Words

feet	fill
lower level	pour
insurance	extensive
food court	luckily
repairs	reopen

B. Listen and circle True or False.

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

C. Read the question. Write the answer.

1. What caused a flood in the mall?
2. How much ice cream did Rita Smith lose?
3. Did any shoppers get hurt?
4. When will the food court reopen?

repairs: Say *My house was flooded. I need new windows, a new door, and new floors. These repairs will be expensive.*

reopen: Explain that to reopen means to open again after being closed for a period of time.

2. Students open their Student Books to page 41. Tell them to look at the reading and guess the format (a newspaper article).

Practice the Reading

Students read the article silently to themselves.

A. Listen and read along.

1. Play the recording. Students listen and read along in their Student Books.

Flood Closes Sunnyville Mall

Yesterday's thunderstorm and heavy rains caused a flood in the Sunnyville Mall. Four feet of water filled the lower level. The flood didn't hurt any shoppers, but the stores had to close early.

Ken Green's store, T-shirt Planet, was full of water.

"I was talking on the phone when water started to pour in. It was scary, so I ran," said Mr. Green. "I haven't seen all the damage yet."

Mr. Green's insurance will pay for new T-shirts.

The most extensive damage was in the food court. "I lost 250 pounds of ice cream," said Rita Smith of Rita's Delicious Ice Cream.

Luckily, shoppers haven't been discouraged by the flood. Repairs have already begun at Lacy's Department Store. The food court will reopen next week.

New Words

feet
fill
lower level
pour
insurance
extensive
food court
luckily
repairs
reopen

2. Play the recording again, stopping it after each sentence. Students listen and repeat each sentence.
3. Divide the class into pairs. Students take turns reading the article to their partners.

B. Listen and circle True or False.

1. Play the recording. For each number, students listen and circle *True* if the statement is true or *False* if it is not.

1. Five feet of water filled the lower level of the mall.
2. The shops closed early yesterday.
3. Ken Green was scared.
4. The most extensive damage was in T-shirt Planet.

2. Check answers by saying *Number 1. Five feet of water filled the lower level of the mall.* Students say *True* if they circled *True* or *False* if they circled *False*. If the statement is false, choose a volunteer to make it true.

Answer Key:

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

C. Read the question. Write the answer.

1. Students read each question and answer based on the reading in exercise A.
2. Check answers by reading each question and having students read the answer they wrote.

Answer Key:

1. What caused a flood in the mall? Thunderstorms and heavy rains.
2. How much ice cream did Rita Smith lose? She lost 250 pounds of ice cream.
3. Did any shoppers get hurt? No, they didn't.
4. When will the food court reopen? It will reopen next week.

Games and Activities

Note: For all Reading Time activities, students may use their Student Books for reference.

1. **Where's the Sentence?** Say a word from the reading that only appears once, such as *thunderstorm*, *insurance*, or *pounds*. Students find and memorize the corresponding sentence as quickly as they can. When they have memorized it, have them raise their hands. Choose a student to recite it for the class. Do the same with five to six different words.
2. **Cloze Reading.** Write the new words on the board. Read the article and have students just listen with their books closed, if possible. When you come to one of the new words, don't read it. Have students raise their hands to fill in the missing word from the list on the board.
3. **School Newspaper.** Divide the class into groups of three to four. Students in each group work together for ten to fifteen minutes to write a newspaper article about something that has happened in their school or town. It can be, for example, about Sports Day, a new teacher, or a current event in the town. Each group then illustrates its story and reads it to the class.

Extra Practice

Explain and assign Worksheet 12, *Ellen's Puppies*, page 199. (For instructions and answer key, see page 185.)



Finish the Lesson

1. **Discussion.** Ask students what kind of store they think is missing from their mall or neighborhood. Ask them if they were a store owner what kind of store they would like to own and why.
2. Explain and assign Workbook page 41. (For instructions, see Teacher's Book page 168.)

Your Time

Language Focus: Personalizing everyday action vocabulary

Materials Needed: CD/cassette and player

For general information on Your Time, see pages 18–19.

Warm-Up and Review

- 1. Reading Review: What's the Story?** Students open their Student Books to page 41 and take two to three minutes to read the article. Students close their books and take turns saying something that happened at the Sunnyville Mall. Continue until most students have taken a turn. It is okay if more than one student talks about the same thing.
- 2. Check Workbook page 41.** (For instructions and answer key, see Teacher's Book page 168.)

Introduce the Lesson

Ask five to six questions using the Unit 6 Focus Time patterns (see Suggested Questions below).

Suggested Questions:

Have you already eaten breakfast?

Have you watched TV yet today?

Has your father gone to work yet?

Have you done today's homework yet?

Have you already used a computer today?

Practice the Lesson

Students open their Student Books to page 42.

A. Listen and answer the questions.

1. Play the recording. For each number, students listen to the question and answer it based on their own knowledge and experience.

1. *Have you had recess yet?*
2. *Have you already had math class?*
3. *Have you brushed your hair yet?*
4. *Have you already done your homework?*

2. Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

Answer Key:

Answers will vary.

Your Time

A. Listen and answer the questions.

1. _____

2. _____

3. _____

4. _____

B. Pairwork. Choose words from the box. Write. Then ask your partner.
Have you already finished lunch?

You	Your Partner
I have already _____	has already _____
I haven't _____ yet.	hasn't _____ yet.
I have already _____ yet.	has already _____ yet.
I haven't _____ yet.	hasn't _____ yet.

finish lunch
see a tidal wave
play with a dog
eat a candy bar

C. Review. Read the question. Write the answer.

1. What do you usually eat for lunch? _____

2. What did you eat yesterday morning? _____

3. What have you eaten today? _____

4. Have you eaten lunch yet? _____

42 Unit 6

B. Pairwork. Choose words from the box. Write. Then ask your partner.

Divide the class into pairs. Each student in the pair chooses words from the box to complete the statements in the *You* column. Then each student in the pair makes questions from the statements, asking his/her partner and filling in the answers under *Your Partner*. Next, each student tells the class about his/her partner, using the information from the chart.

C. Review. Read the question. Write the answer.

1. Students read each question and write an answer based on their own knowledge and experience.
2. Check answers by dividing the class into pairs and having one student in each pair read one question and answer to the class.

Answer Key:

Answers will vary.

Games and Activities

1. **Wishes.** Each student writes a list of five things he/she has already accomplished in his/her life, such as *I have already made the soccer team*, and five things the student wishes to accomplish, such as *I haven't climbed a mountain yet*. Ask volunteers to share their lists with the class.
2. **Who Wrote It?** Each student uses the Unit 6 target patterns to write a sentence on a strip of paper about him/herself, such as *I have already made my own breakfast today* or *I haven't become a famous singer yet*. Collect the sentences and put them in a bag or box. A volunteer comes to the front of the classroom and chooses a strip of paper. The student reads the sentence to the class and tries to guess who wrote it. Continue with other students until all the strips have been selected.
3. **Design a Store.** Divide the class into groups of three to four. Have them create a floor plan/design for a store. Tell them to include a store name, color scheme, location, and type of merchandise. Each group shares its store idea with the class.

Finish the Lesson

1. **Yes or No?** Make a statement (see Suggested Statements below). Students who answer *yes* touch their noses. The students who answer *no* stand up. Ask the standing students to say what they did instead. Do the same with four to five different statements.

Suggested Statements:

You haven't cleaned your room this week.

You have already watched TV today.

You haven't eaten breakfast yet.

You have already sung a song today.

You haven't done your homework yet.

You have already bought a cell phone.

2. Explain and assign Workbook page 42. (For instructions, see Teacher's Book page 169.)

Assessment

Explain and assign the Unit 6 Test, page 225. (For instructions and answer key, see page 211.)





School Subjects

Conversation Time

Language Focus: Talking about report cards

Materials Needed: CD/cassette and player; Wall Chart 13; a ball

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

Warm-Up and Review

- Review: Questions.** Ask students *What have you already done today?* and have volunteers answer with any appropriate response, such as *I have already eaten breakfast. I have already been to math class.* Ask *What haven't you done yet?* and have volunteers answer with any appropriate response, such as *I haven't eaten lunch yet. I haven't done my homework yet.*
- Check Workbook page 42. (For instructions and answer key, see Teacher's Book page 169.)

Introduce the Conversation

- Set the scene and clarify meaning by saying *Today's conversation is about schoolwork and report cards. Mike is happy with his report card, but Kim is disappointed.* Then introduce the words by writing each word on the board. Point to and read each word before explaining its meaning. Students repeat the words.

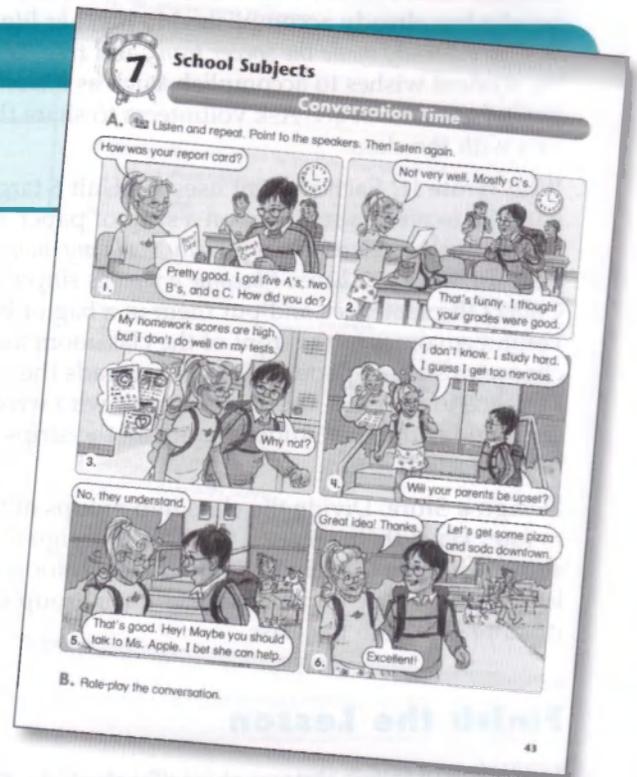
report card: Draw the inside of a report card on the board. Write a column with various school subjects and a column next to it with different grades. Say *This is a report card.*

funny: Explain that *funny* can mean something you laugh at, but it can also mean something strange or unexpected.

scores: Explain that *scores* and *grades* mean the same thing in this context.

upset: Explain that *upset* means to be sad and angry at the same time. Say *If I make mistake, I'll be upset.*

- 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.
 - How was your report card?*
Speak in a questioning tone.
 - Pretty good. I got five A's, two B's, and a C. How did you do?*
Speak in a happy tone.
 - Not very well. Mostly C's.*
Speak in a sad tone.



- B:** *That's funny. I thought your grades were good.*
Speak in a questioning, concerned tone.
- A:** *My homework scores are high, but I don't do well on my tests.*
Speak in a sad tone.
- B:** *Why not?*
Speak in a questioning, concerned tone.
- A:** *I don't know. I study hard. I guess I get too nervous.*
Speak in a disappointed tone.
- B:** *Will your parents be upset?*
Speak in a questioning, concerned tone.
- A:** *No, they understand.*
Speak in slightly less sad tone with a small smile.
- B:** *That's good. Hey! Maybe you should talk to Ms. Apple. I bet she can help.*
Speak an enthusiastic tone.
- A:** *Great idea! Thanks.*
Speak in an enthusiastic tone.
- B:** *Let's get some pizza and soda downtown.*
Speak in a happy, excited tone.
- A:** *Excellent!*
Speak in a happy, excited tone.

3. Divide the class into Groups A and B. Model the conversation again using facial expressions and body language. Group A repeats Kim's lines and Group B repeats Mike's lines. Encourage students to copy your facial expressions and body language. Groups change roles and say the conversation again in the same way.
4. Attach Wall Chart 13 to the board or open a Student Book to page 43. Students then open their Student Books to page 43. Ask the following questions:

Where are Mike and Kim?
 What are they talking about?
 Why is Mike happy?
 Why is Kim sad?
 Why doesn't Kim do well on tests?
 Will Kim's parents get angry that her grades aren't good?
 What does Mike suggest to Kim?
 What will they eat?

Practice the Conversation

A. Listen and repeat. Point to the speakers. Then listen again.

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

1. Kim: *How was your report card?*
 Mike: *Pretty good. I got five A's, two B's, and a C. How did you do?*
2. Kim: *Not very well. Mostly C's.*
 Mike: *That's funny. I thought your grades were good.*
3. Kim: *My homework scores are high, but I don't do well on my tests.*
 Mike: *Why not?*
4. Kim: *I don't know. I study hard. I guess I get too nervous.*
 Mike: *Will your parents be upset?*
5. Kim: *No, they understand.*
 Mike: *That's good. Hey! Maybe you should talk to Ms. Apple. I bet she can help.*
6. Kim: *Great idea! Thanks.*
 Mike: *Let's get some pizza and soda downtown.*
 Kim: *Excellent!*

2. Play the recording (second version of the conversation). Students listen.

B. Role-play the conversation.

Students choose a partner and, using their Student Books for reference, role-play the conversation. They then change roles and role-play the conversation again.

Games and Activities

Note: For all Conversation Time activities, students may use their Student Books for reference.

1. **Happy Parrots.** (See Game 1, page 154.) Play the game using the target conversation.
2. **What's Different?** Say lines from the conversation, but change them slightly (see Suggested Sentences below). Have volunteers say the sentences correctly.

Suggested Sentences:

How was your vacation?

Very well. Mostly C's.

I guess I get too tired.

My test scores are high, but I don't do well on my homework.

Will your parents be happy?

Let's get some hot dogs and milk uptown.

3. **Make It Your Own.** Write the following on the board:

A: *I don't do well on my tests.*

B: *Why not?*

A: *I don't know. I study hard. I guess I get too nervous.*

Students read the dialogue on the board. Then divide the class into pairs and write the following on the board:

1. *My baby sister cries all night. I can't sleep.*

2. *I always study the wrong book!*

3. *I lost my notebook on the bus. I can't study.*

Students read each new response. Quickly clarify meaning if necessary. Then students in each pair role-play the dialogue on the board, substituting the new responses into the underlined part of the target conversation.

Finish the Lesson

1. **Toss the Ball.** (See Game 5, page 154.) Students play the game using the target conversation.
2. Explain and assign Workbook page 43. (For instructions, see Teacher's Book page 169.)

Word Time

Language Focus: School subjects (*English, math, science, history, gym, art, music, geography, computer science, health*)

Materials Needed: CD/cassette and player; Wall Chart 14; Unit 7 Word Time Picture Cards, 2 sets per 2 students; Unit 7 Word Time Word Cards, 1 set (see Picture and Word Card Book pages 25–26)

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

Warm-Up and Review

1. **Conversation Review: What Happened?** Play the recording of the Unit 7 conversation. Students listen. Then ask students five to six questions about the conversation (see Suggested Questions below). Students may use their Student Books for reference if needed.

Suggested Questions:

What are the children speaking about?

Where are they?

What were Mike's grades?

What were Kim's grades?

How does Kim feel during a test?

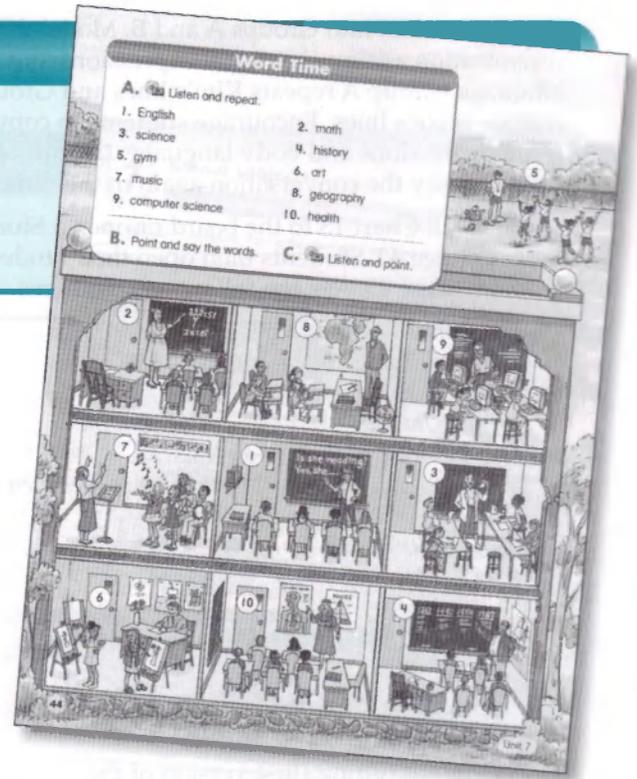
Who will Kim ask for help?

Where will Mike and Kim go to eat?

2. Check Workbook page 43. (For instructions and answer key, see Teacher's Book page 169.)

Introduce the Words

1. Hold up and name each of the Unit 7 Word Time Picture Cards. Students listen. Hold up and name the cards again, and have students repeat. Hold up the cards in random order, and have students act out the adjectives and name the cards.
2. Attach the Unit 7 Word Time Picture Cards in a row on 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 they 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 scene and use complete sentences to identify anything they can.
2. Attach Wall Chart 14 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*).

It's a school day. Annie is *painting a picture* in **art class**. In **health class** they are learning about the **human body**. Today's **history class** looks very interesting! The girl in **music class** is *playing the flute* very loudly. In **English class** the teacher is *pointing to the board*. In **science class**, some students have **microscopes**. The **math, geography, and computer science classes** are on the third floor. Everyone is *doing jumping jacks* in today's **gym class**.

3. Ask the following questions while pointing to or touching the pictures (**bold word**).

Do you like **math class**?

Do you like studying geography?

Do you learn about painting pictures in health class?

Do you learn things like $2+2=4$ in music class?

Can you draw portraits in art class?

Do you ever do jumping jacks in gym class?

Have you ever studied computer science?

Practice the Words

A. Listen and repeat.

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

1. English
2. math
3. science
4. history
5. gym
6. art
7. music
8. geography
9. computer science
10. health

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 words. For the vocabulary, they point to the corresponding classrooms; 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.

Music.
Science.
Gym.
Health.
English.
Art.
Math.
Geography.
History.
Computer science.

Now listen and point to the speakers.

A: Aren't you proud? You paint really well. (Annie and friend in art class)

B: Thanks. I love painting.

A: I'm not a good artist.

B: Well, practice makes perfect!

A: Wow! Sue plays the flute loudly. My ears hurt. (boys in music class)

B: Yeah. And Mary sings quietly. I can't hear her!

A: Have you ever been to Africa? (students in geography class)

B: Yes, I have. I went in March.

A: How long were you there?

B: I was there for five days.

Games and Activities

1. **Concentration: Picture to Picture.** (See Game 10, page 155.) Play the game using Unit 7 Picture Cards.
2. **What's Missing?** Divide class into groups of three to four. Attach the Unit 7 Word Time Picture Cards to the board in a random order, not in a row. Give students ten seconds to look at the cards. Tell students to put their heads down on their desks and close their eyes. Take one picture card away. Tell students to look up and say which card is missing. The first team to identify which card is missing and use the word in a sentence correctly wins a point for the team. Repeat the procedure until all the cards are gone.

OPTION: To make the game more challenging, after the students guess which card is missing, put it back up before you take down another card so that only one card is missing at any time.

3. **Draw and Tell.** Each student chooses one of the target school subjects and draws a collage-type picture that illustrates that subject. Give them about fifteen minutes. Volunteers then take turns presenting their collages to the class and talking about what they like and do not like about that subject.

OPTION: Students also cut out pictures from magazines to add to their collages.

4. **Option: Personalize the Vocabulary.** Divide the class into pairs. Students in each pair discuss what subject they would like to teach and why. Students then briefly tell the class what their partners said.

Finish the Lesson

1. **Guess the Subject.** Say a sentence related to one of the target school subjects (see Suggested Sentences below). Volunteers name the corresponding subject. Do the same with five to six different sentences.

Suggested Sentences:

357 plus 92 is 449. (math)

Today, we are learning new words. (English)

I like to paint. (art)

Life was very different 100 years ago. (history)

You should eat five vegetables every day. (health)

I can play the flute. (music)

London is the capital of England. (geography)

2. Explain and assign Workbook page 44. (For instructions, see Teacher's Book page 169.)

Focus Time

Language Focus: Participial adjectives (*interested/interesting, bored/boring, tired/tiring, confused/confusing*)

Statements with participial adjectives [(*I'm*) (*bored*). (*I*) (*think*) (*history*) is (*boring*).]

Function: Making personal statements about school subjects

Materials Needed: CD/cassette and player; Unit 7 Word Time Picture Cards, 1 set; Unit 7 Word Time Word Cards, 1 set per 2 students; Unit 7 Focus Time Word Cards, 1 set per 2 students; *I, You, He, She, We, They, I'm, You're, He's, She's, We're, They're*, grammar cards, 1 set per 2 students; Unit 7 Grammar Cards, 1 set per 2 students (see Picture and Word Card Book pages 25, 26, 28, 45, and 50)

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

Warm-Up and Review

- Vocabulary Review: Scrambled Words.** Hold up each Unit 7 Word Time Picture Card and have students name the word. Write scrambled Unit 7 Word Time words on the board (see Scrambled Words below) and have students unscramble them in their notebooks. When students are done, hold up each Word Time Word Card, so students can check their work. Volunteers then use each word in a sentence.

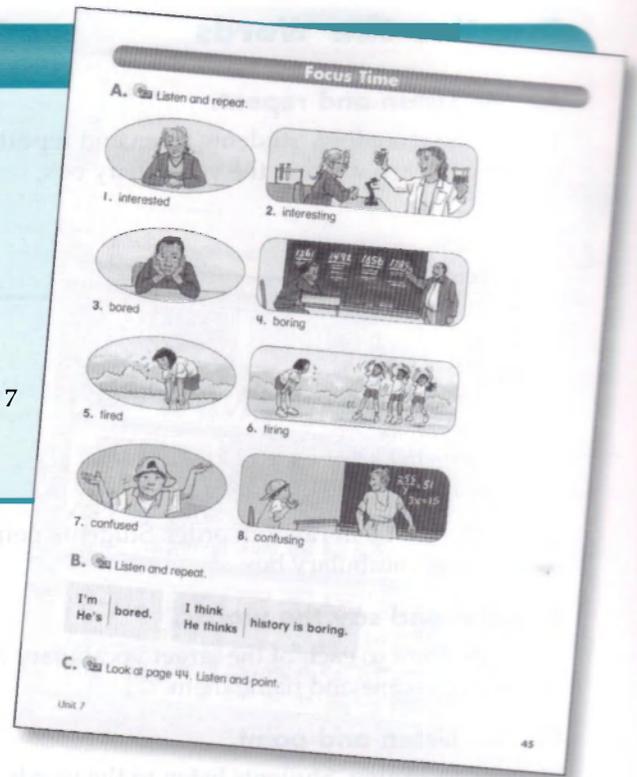
Scrambled Words:	Answer Key:
1. hmta	1. math
2. eencsic	2. science
3. ymg	3. gym
4. cmisu	4. music
5. rotcepmu cineces	5. computer science
6. osyhtir	6. history
7. rat	7. art
8. pghoayger	8. geography
9. ahlte	9. health

- Check Workbook page 44. (For instructions and answer key, see Teacher's Book page 169.)

This lesson is in two parts.

Part 1: Introduce the Words

- Hold up and name each of the Unit 7 Focus Time Picture Cards. Students listen. Hold up and name each of the cards again, and have students repeat. Hold up the cards in random order and have students name them.
- Attach the Unit 7 Focus Time Picture Cards in a row on the board. Stand the Unit 7 Focus 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.

Practice the Words

Students open their Student Books to page 45.

A. Listen and repeat.

Play the recording. Students listen and repeat each word.

- interested*
- interesting*
- bored*
- boring*
- tired*
- tiring*
- confused*
- confusing*

Part 2: Introduce the Patterns

- (*I'm*) (*bored*). (*I*) (*think*) (*history*) is (*boring*). Sit down and pretend to read a book. Begin to look very bored (rest chin in hands with an expression of disinterest). Say *I'm bored*. Students repeat. Write *I'm bored* on the board. Point to and read each word. Students repeat. Repeat the procedure, but this time make sure students see you are reading a history book, or make a temporary "HISTORY" label for one of your own

books. Point to yourself, and say *I'm bored. I think history is boring*. Students repeat. Write *I think history is boring* on the board. Point to and read each word. Students repeat. Do the same with *tired/gym, interested/geography, and confused/computer science*.

2. **(He's) (bored).** **(He) thinks (history) is (boring).** Bring a volunteer to the front of the classroom. Have him/her pantomime as in Step 1. Then point to and speak about him/her to the class.
3. **Practice for Fluency.** Say *she, tired* and elicit *She's tired*. Then say *she, math, tiring* and elicit *She thinks math is tiring*. Continue in the same way—using different pronouns, adjectives, and school subjects—for three to four minutes.

Note: Participial adjectives that end in *-ed* describe how a person feels. Participial adjectives that end in *-ing* describe the cause of a feeling.

Practice the Patterns

B. Listen and repeat.

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

A: *I'm bored. I think history is boring.*

B: *He's bored. He thinks history is boring.*

2. Play the recording again. Students look at the pattern boxes in their books and repeat, pointing to each word.
3. Students work with their partners to say the sentences while looking at the pattern boxes in their books.

C. Look at page 44. Listen and point.

Play the recording. Students look at page 44 of their Student Books and listen to the sound effects and words, pointing to the person being talked about. Play the recording as many times as necessary for students to complete the task.

He's tired. He thinks music is tiring.

He's interested. He thinks geography is interesting.

He's confused. He thinks science is confusing.

Games and Activities

1. **Act It Out.** Say *interested*. Students pantomime being interested, and say *I'm interested*. Do the same with *bored, tired, and confused*. Then divide the class into groups of three to four. Students in each group work together for seven to ten minutes to make lists of different times they have felt interested, bored, tired, and confused. Groups then share their lists with the class.

2. **Fill In the Blanks.** Write the following sentences on the board, having students fill in the blanks with forms of the adjective at the end of the sentence.

1. *They're _____.* *They think playing the piano is _____.* (*interested*)
2. *I'm _____.* *I think drawing a portrait is _____.* (*confused*)
3. *She's _____.* *She thinks building a fire is _____.* (*tired*)
4. *We're _____.* *We think playing video games is _____.* (*bored*)
5. *He's _____.* *He thinks cleaning the stable is _____.* (*tired*)

Check answers by saying Number 1 and having a volunteer read the sentence he/she wrote. Do the same for numbers 2–5.

Answer Key:

1. They're interested. They think playing the piano is interesting.
 2. I'm confused. I think drawing a portrait is confusing.
 3. She's tired. She thinks building a fire is tiring.
 4. We're bored. We think playing video games is boring.
 5. He's tired. He thinks cleaning the stable is tiring.
3. **Make the Sentences.** (See Game 17, page 155.) Do the activity using *I, You, He, She, We, They, I'm, You're, He's, She's, We're, They're*, grammar cards and Unit 7 Word Time Word Cards, Focus Time Word Cards, and Grammar Cards.

Finish the Lesson

1. **Use It In a Sentence.** Say *interested*. Have a volunteer say a sentence using that word. Continue with the other target adjectives. Make sure students are using the correct form in their sentence.
2. Explain and assign Workbook page 45. (For instructions, see Teacher's Book pages 169–170.)

Practice Time

Language Focus: Participial adjectives; statements with participial adjectives [(We're) (confused). (We) (think) (math) is (confusing).]

Function: Making personal statements about school subjects

Materials Needed: CD/cassette and player; Unit 7 Word Time Picture Cards (see Picture and Word Card Book page 25)

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

Warm-Up and Review

- Pattern Review: Fill in the Blanks.** Students open their Student Books to page 45 and review the material for about a minute. Say a target sentence, leaving out the participial adjective (see Suggested Sentences below). Volunteers orally fill in the blank with any appropriate adjective in the correct form. Do the same with four to five different sentences.

Suggested Sentences:

That movie about whales was _____.

She's _____ because she didn't sleep last night.

Sometimes math is _____.

I'm always _____ when I watch a nature show on TV.

I think art is a(n) _____ subject.

I'm _____ because I already learned it.

- Check Workbook page 45. (For instructions and answer key, see Teacher's Book pages 169–170.)

Practice the Patterns

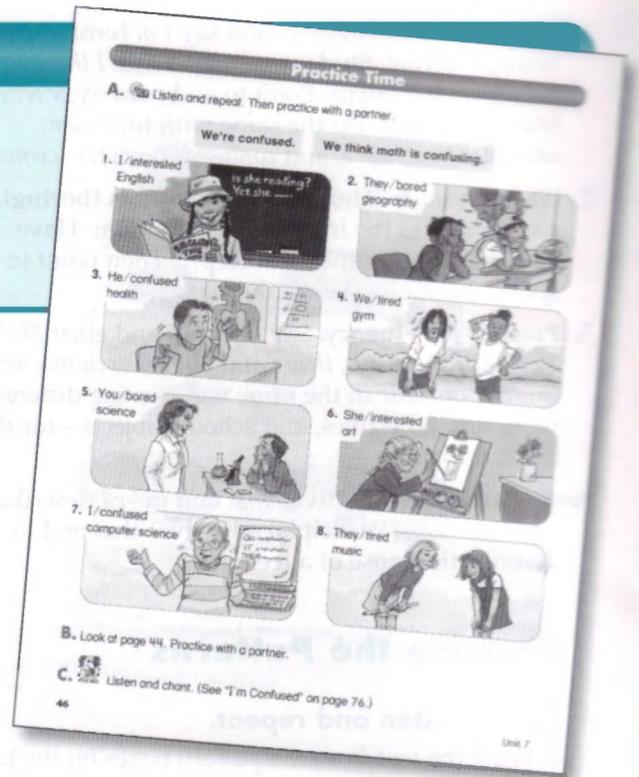
Students open their Student Books to page 46.

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

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

We're confused. We think math is confusing.

- I'm interested. I think English is interesting.*
 - They're bored. They think geography is boring.*
 - He's confused. He thinks health is confusing.*
 - We're tired. We think gym is tiring.*
 - You're bored. You think science is boring.*
 - She's interested. She thinks art is interesting.*
 - I'm confused. I think computer science is confusing.*
 - They're tired. They think music is tiring.*
- Students practice numbers 1–8 in pairs. (S1 in each pair says one statement, and S2 says the next.) Students then change partners and repeat the activity.



B. Look at page 44. Practice with a partner.

Students remain in pairs and look at page 44. They then take turns making statements about the scene using the target patterns and vocabulary items. For example: S1 (pointing to a boy in science class): *He's confused.* S2: *He thinks science is confusing.*

C. Listen and chant.

1. Students turn to the *I'm Confused* chant on page 76. They cover up the text, look at the pictures, and talk about what they see. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

I'm Confused

I'm confused.

I'm confused.

I think computer science is confusing.

Gym is fun.

Art is fun.

But I think computer science is confusing.

I'm bored.

I'm bored.

I think history is boring.

Math is fun.

Music is fun.

But I think history is boring.

*I'm tired.
I'm tired.
I think geography is tiring.
English is fun.
Science is fun.
But I think geography is tiring.*

*I'm interested.
I'm interested.
I think history is interesting.
Gym is tiring.
Art is boring.
But I think history is interesting.*

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

3. Stand the Unit 7 Word Time Picture Cards along the chalktray. Play the karaoke version. Students chant along, pointing to themselves each time they chant *I* and pointing to the correct picture card each time they chant the name of a school subject.

Games and Activities

1. **Listen Carefully.** Read the following paragraph to students, having them take notes as necessary.

John yawned. "I'm so tired today," he said to his friend Tina.

"Why are you so tired, John?" asked Tina.

"Well," said John, "I think science is tiring, and we had a science test yesterday."

"Oh," said Tina. "I think science is so interesting—it's my favorite subject!"

Ask the following questions about the above reading, having students refer to their notes for reference. If necessary, read the passage several times.

Why is John tired?

Did John have a science test today?

Does Tina like science? Does she think it's boring?

2. **Sentence Charades.** Write about ten sentences using the target patterns on separate strips of paper. Divide the class into two to three teams. Have a volunteer from one team come to the front of the classroom and choose a paper. The student then pantomimes the sentence by silently indicating a pronoun, pointing to more than one person for *we*, a girl for *she*, etc., and acting out the other words in the sentence. The first team to guess the sentence and give an appropriate answer wins a point. Continue until most students have taken a turn. The team with the most points at the end wins.

3. **Interview.** Divide the class into pairs. With the class, write a list of questions on the board that they would like to ask their classmates, such as *Do you think history is boring? Are you interested in baseball?* Have students ask each other the questions and write the answers. Volunteers share the results of their interviews with the class.

Extra Practice

Explain and assign Worksheet 13, *Play a Game!*, page 200. (For instructions and answer key, see page 186.)



Finish the Lesson

1. **Agree or Disagree?** Say a statement using the target patterns (see Suggested Statements below). Students who agree touch their noses. Students who disagree stand up. Ask the standing students to change the statement, so they agree with it. Do the same with five to six different statements.

Suggested Statements:

I think math is confusing.

I'm tired after gym class.

Peeling an orange is interesting.

Baseball is boring.

I think making cappuccino is tiring.

I think tidal waves are scary.

I'm scared when I see a big dog.

2. Explain and assign Workbook page 46. (For instructions, see Teacher's Book page 170.)

Reading Time

Language Focus: Reading a newsletter

Materials Needed: CD/cassette and player

For general information on Reading Time, see pages 16–17.

Warm-Up and Review

- 1. Pattern Review: Sentence Chain.** Say *I think geography is interesting*. Students repeat. Say *I*. Point to a student (S1) and have him/her say the second word of the sentence. Then have S1 point to another student who says the third word. Continue until the sentence is finished. The student who says the last word also says the entire sentence. Continue with two to three other sentences from Unit 7 Practice Time.
- 2. Check Workbook page 46.** (For instructions and answer key, see Teacher's Book page 170.)

Introduce the Reading

Note: Students may learn the new vocabulary within the context of the reading, or each new word can be taught before students encounter it in the reading. Follow the steps below to introduce the reading content.

- 1. Write the new words in a column on the board.** Point to and read each word before explaining its meaning.

foreign: Say *Something from another country, such as language, is foreign.*

difficult: Write a very complicated math problem on the board. Point to it, and say *This math problem is difficult.*

tips: Explain that tips are suggestions that help you to do something better.

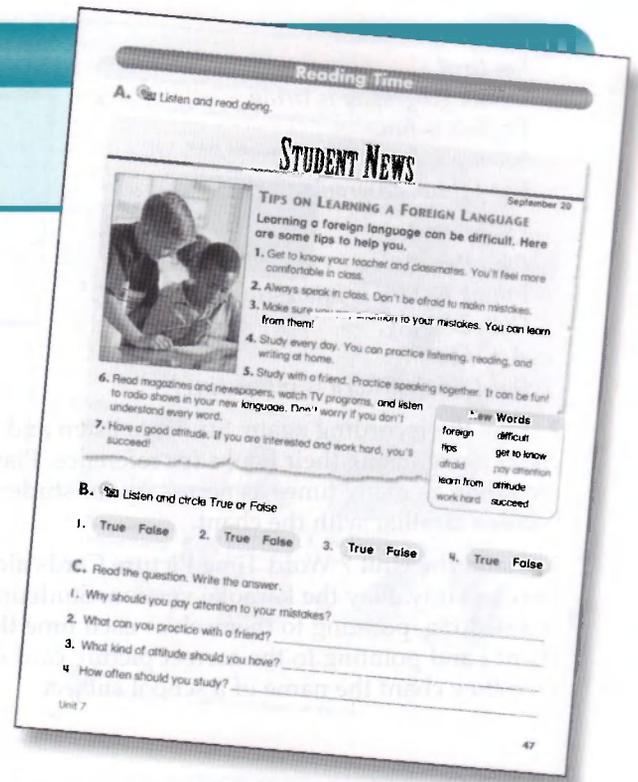
get to know: Explain that *get to know* means to meet someone and then learn more about them over a period of time.

afraid: Draw a spider on the board. Point to it as you act afraid and say *I'm afraid of spiders!*

pay attention: Bring two students to the front of the classroom. Pretend to teach something as you have one student (S1) watch you with interest and the other student (S2) look around the classroom and not pay attention. Point to S1, and say *(He) is paying attention*. Point to S2 and say *(She) is not paying attention*.

learn from: Say *When you study English, you learn from your English Time book. When you study math, you learn from your math book.*

attitude: Explain that your attitude is the way you feel about something. If you have a bad attitude about



school, you will not learn. If you have a good attitude, you will learn.

work hard: Say *(Mari) practices the piano every day for three hours. She works hard at playing the piano.*

succeed: Say *He practiced English every day because he wanted to get an A on his final test. He took his test and got an A. He succeeded.*

- 2. Students open their Student Books to page 47.** Tell them to look at the reading and guess the format (a newsletter).

Practice the Reading

Students read the article silently to themselves.

A. Listen and read along.

- 1. Play the recording.** Students listen and read along in their Student Books.

STUDENT NEWS

September 20

Tips on Learning a Foreign Language

Learning a foreign language can be difficult. Here are some tips to help you.

- 1. Get to know your teacher and classmates. You'll feel more comfortable in class.*
- 2. Always speak in class. Don't be afraid to make mistakes.*
- 3. Make sure you pay attention to your mistakes. You can learn from them!*

4. Study every day. You can practice listening, reading, and writing at home.
5. Study with a friend. Practice speaking together. It can be fun!
6. Read magazines and newspapers, watch TV programs, and listen to radio shows in your new language. Don't worry if you don't understand every word.
7. Have a good attitude. If you are interested and work hard, you'll succeed!

New Words

foreign
difficult
tips
get to know
afraid
pay attention
learn from
attitude
work hard
succeed

2. Play the recording again, stopping it after each sentence. Students listen and repeat each sentence.
3. Divide the class into pairs. Students take turns reading the article to their partners.

B. Listen and circle True or False.

1. Play the recording. For each number, students listen and circle *True* if the statement is true or *False* if it is not.
 1. Learning a foreign language can be difficult.
 2. You shouldn't study every day.
 3. You should listen to radio shows in your new language.
 4. You'll succeed if you have a bad attitude.
2. Check answers by saying *Number 1. Learning a foreign language can be difficult.* Students say *True* if they circled *True* or *False* if they circled *False*. If the statement is false choose a volunteer to make it true.

Answer Key:

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

C. Read the question. Write the answer.

1. Students read each question and answer based on the reading in exercise A.
2. Check answers by reading each question and having students read the answer they wrote.

Answer Key:

1. Why should you pay attention to your mistakes? Because you can learn from them.
2. What can you practice with a friend? You can practice speaking together.

3. What kind of attitude should you have? You should have a good attitude.
4. How often should you study? You should study every day.

Games and Activities

Note: For all Reading Time activities, students may use their Student Books for reference.

1. **What's Different?** Slowly read part of the newsletter below. Tell students that when they hear a word or phrase that is different from the newsletter in the Student Book, they should raise their hands. You will then choose one person to say the correct word or phrase.

Tips on Learning a Good Language

Learning your language can be easy. Here are some tips to help you.

1. Don't get to know your teacher and classmates. You'll feel more nervous in class.
 2. Never speak in class. Don't be afraid to make cookies.
 3. Make sure you pay attention to your classmates. You can't learn from them!
 4. Study once a week. You can practice listening, reading, and writing in math class.
2. **Cloze Reading.** Write the new words on the board. Read the article and have students just listen with their books closed if possible. When you come to one of the new words, don't read it. Have students raise their hands to fill in the missing word from the list on the board.
 3. **Our Newsletter.** Divide the class into groups of five to six, and have students in each group work together to write their own newsletter for new foreign students at their school. Tell them to write tips for the new students about how to succeed at school and tips for the other students in class on how to make the new students feel welcome. Groups share their newsletters with the class.

Extra Practice

Explain and assign Worksheet 14, San Francisco, page 201. (For instructions and answer key, see page 186.)

Finish the Lesson

1. **Discussion.** Ask students questions about learning a foreign language. Ask them what they think are the most difficult and easiest parts about it. Ask them what other languages they would like to learn and why.
2. Explain and assign Workbook page 47. (For instructions, see Teacher's Book page 170.)

Your Time

Language Focus: Personalizing personal opinion language

Materials Needed: CD/cassette and player

For general information on Your Time, see pages 18–19.

Warm-Up and Review

1. **Reading Review: Listen and Read.** Play the recording of the Unit 7 reading. Students listen. Then volunteers open their Student Books to page 47 and read the newsletter aloud, one sentence per student.
2. Check Workbook page 47. (For instructions and answer key, see Teacher's Book page 170.)

Introduce the Lesson

Ask five to six questions about feelings (see Suggested Questions below).

Suggested Questions:

Do you think tennis is boring?

Which school subject is the most interesting?

What's the most confusing thing about English?

What kind of music is the most interesting?

What makes you tired?

Practice the Lesson

Students open their Student Books to page 48.

A. Listen and answer the questions.

1. Play the recording. For each number, students listen to the question and answer it based on their own knowledge and experience.

1. *Do you think health is interesting?*
2. *Do you think math is confusing?*
3. *Do you think science is tiring?*
4. *What's your favorite class?*

2. Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

Answer Key:

Answers will vary.

B. Ask your classmates. Write their names and circle Yes or No.

Students walk around the classroom and ask their classmates questions based on the model and the words provided. They write their classmates' names and circle their classmates' answers. Volunteers then tell the class about the results of their survey.

Your Time

A. Listen and answer the questions.

1. _____
2. _____
3. _____
4. _____

B. Ask your classmates. Write their names and circle Yes or No.
Do you think English is interesting?

	Name	Yes	No
1. English / interesting?		Yes	No
2. science / tiring?		Yes	No
3. math / confusing?		Yes	No
4. art / boring?		Yes	No
5. music / interesting?		Yes	No

C. Review. Read the question. Write the answer.

1. Which is more interesting, music or science? _____
2. Do you think art is as tiring as gym? _____
3. Do you do well on tests? _____
4. Are you ever confused by English? _____

48 Unit 7

C. Review. Read the question. Write the answer.

1. Students read each question and write an answer based on their own knowledge and experience.
2. Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

Answer Key:

Answers will vary

Games and Activities

1. **What Do You Think?** Divide the class into groups of four to five. Write the Unit 7 Focus Time words on the board. Groups make lists of things that make them feel bored, interested, etc. After about ten minutes, have the groups share their lists by talking about them in full sentences, such as *Gym class makes Ken tired.* *Mari thinks badminton is boring.*
2. **The Best Class.** Students choose a school subject and plan their ideal class. For example: maybe in science class they only want to learn about dinosaurs and their eating habits, or about animal life in Australia. Students pick their subjects, their topics, and what questions they would like answered about their topics.

OPTION: Students use the library and/or the Internet to research some parts of their ideal class topics and then present the information to the class.

- School Principal.** Divide the class into pairs. Students pretend they are school principals. Tell them to make a weekly schedule for their schools. They should include which subjects are to be taught on which days and the length of each class. They should also include after school activities and even the lunch menus. Students should use their imaginations to make their "dream" schedules.

Finish the Lesson

- When I Grow Up.** Have a discussion with students for about five minutes, talking about what they think their occupation will be in the future and which school subjects will be the most important to them as they prepare for their careers.
- Explain and assign Workbook page 48. (For instructions, see Teacher's Book page 170.)

Assessment

Explain and assign the Unit 7 Test, page 226. (For instructions and answer key, see page 212.)





At Summer Camp

Conversation Time

Language Focus: Following the pool rules at camp

Materials Needed: CD/cassette and player; Wall Chart 15; Unit 7 Focus Time Word Cards, 1 set (see Picture and Word Card Book page 28)

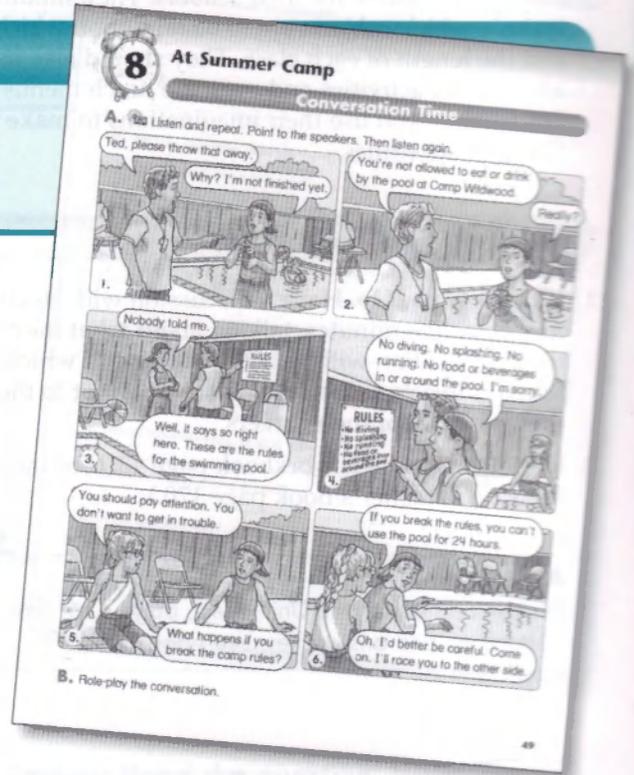
For general information on Conversation Time, see pages 8–9.

Warm-Up and Review

- Review: I Think Science Is Interesting.** Place the Unit 7 Focus Time Word Cards along the chalktray. Point to each word, and have students read it. Then say *interesting*, and have several volunteers name things they find interesting, saying *I think (riding my bike) is interesting*. Do the same with the *boring*, *tiring*, and *confusing*.
- Check Workbook page 48. (For instructions and answer key, see Teacher's Book page 170.)

Introduce the Conversation

- Set the scene and clarify meaning by saying *Today's conversation is about the rules for using the pool at a summer camp. Ted is talking to the lifeguard at the pool.* Then introduce the words by writing each word on the board. Point to and read each word before explaining its meaning. Students repeat the words.
 - not allowed:* Say *In our school, we are not allowed to run in the halls.* Also name a few other things that are not allowed at your school.
 - rules:* Say *We have many rules in our school. One rule is you must come to class on time. Another rule is you must not run in the hall.*
 - diving:* Pantomime diving into a pool. Say *I am diving.*
 - splashing:* Explain that splashing is when you are in a body of water and you hit the water with your arms, causing the water to fly up in the air. Then pantomime splashing water.
 - beverages:* Say *Soda pop, milk, water, and juice are all beverages.*
 - get in trouble:* Explain that to get in trouble is to be punished for doing something wrong.
 - break the rules:* Say *A rule in this class is you must not talk while the teacher is talking. If you talk, you have broken the rule.*
- 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:** *Ted, please throw that away.*
Speak in a serious tone to Student B.
- B:** *Why? I'm not finished yet.*
Speak in a questioning tone to Student A.
- A:** *You're not allowed to eat or drink by the pool at Camp Wildwood.*
Speak in a serious tone to Student B.
- B:** *Really? Nobody told me.*
Speak in a worried tone to Student A.
- A:** *Well, it says so right here. These are the rules for the swimming pool.*
Pretend to gesture to a sign at your right and speak in a serious tone to Student B.
- B:** *No diving. No splashing. No running. No food or beverages in or around the pool. I'm sorry.*
Pretend to read from a sign. Speak the last sentence (*I'm sorry*) in a serious tone to Student A.
- C:** *You should pay attention. You don't want to get in trouble.*
Speak in a concerned tone to Student B.
- B:** *What happens if you break the camp rules?*
Speak in questioning, worried tone to Student C.
- C:** *If you break the rules, you can't use the pool for 24 hours.*
Speak a serious tone to Student B.

B: *Oh, I'd better be careful. Come on. I'll race you to the other side.*

Speak in an enthusiastic tone to Student C.

3. Divide the class into Groups A, B, and C. Model the conversation again using facial expressions and body language. Group A repeats the lifeguard's lines, Group B repeats Ted's lines, and Group C repeats Annie's lines. Encourage students to copy your facial expressions and body language. Groups change roles and say the conversation again in the same way.
4. Attach Wall Chart 15 to the board or open a Student Book to page 49. Students then open their Student Books to page 49. Ask the following questions:

*Where are Ted and the lifeguard standing?
What does the lifeguard want Ted to do with his soda pop?
Why does Ted have to throw his soda pop away?
What are the other pool rules?
What happens if you break the rules?
Where are Ted and Annie?*

Practice the Conversation

A. Listen and repeat. Point to the speakers. Then listen again.

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

1. Lifeguard: *Ted, please throw that away.*
Ted: *Why? I'm not finished yet.*
2. Lifeguard: *You're not allowed to eat or drink by the pool at Camp Wildwood.*
Ted: *Really?*
3. Ted: *Nobody told me.*
Lifeguard: *Well, it says so right here. These are the rules for the swimming pool.*
4. Ted: *No diving. No splashing. No running. No food or beverages in or around the pool. I'm sorry.*
5. Annie: *You should pay attention. You don't want to get in trouble.*
Ted: *What happens if you break the camp rules?*
6. Annie: *If you break the rules, you can't use the pool for 24 hours.*
Ted: *Oh, I'd better be careful. Come on. I'll race you to the other side.*

2. Play the recording (second version of the conversation). Students listen.

B. Role-play the conversation.

Divide the class into groups of three. Using their Student Books for reference, 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.

Games and Activities

Note: For all Conversation Time activities, students may use their Student Books for reference.

1. **Missing Words.** (See Game 2, page 154.) Play the game using the target conversation.
2. **True/False/I Don't Know.** Make statements about the conversation (see Suggested Statements below). If the statement is true, have volunteers say *True*. If it is false, have volunteers say *False* and change the statement to make it true. If there is not enough information to say if the statement is true or false, have volunteers say *I don't know*.

Suggested Statements:

You are allowed to eat and drink by the pool at Camp Wildwood.
Ted isn't finished with his soda pop yet.
There are six rules for the swimming pool.
There are 100 children at Camp Wildwood.
You can't dive in the pool.
If you break the camp rules, you can't eat dinner.
Camp Wildwood is a very large camp.

3. **Make It Your Own.** Write the following on the board:

A: *What happens if you break the camp rules?*
B: *If you break the rules, you can't use the pool for 24 hours.*

Students read the dialogue on the board. Then divide the class into pairs and write the following on the board:

1. *You don't get dessert with dinner.*
2. *You can't be in the swimming competition at the end of camp.*
3. *You can't go to the party tonight.*
4. *You can't go to movie night.*

Students read each new response. Quickly clarify meaning if necessary. Then students in each pair role-play the dialogue on the board, substituting the new responses into the underlined part of the target conversation.

Finish the Lesson

1. **Finish the Line.** Say the first word or two of one of the lines of the conversation. A volunteer finishes the line and then points to the corresponding scene in the Student Book. Continue until most students have taken a turn.
2. Explain and assign Workbook page 49. (For instructions, see Teacher's Book pages 170–171.)

Word Time

Language Focus: Actions (*make crafts, hike, do jumping jacks, ride a pony, canoe, fish, bird-watch, catch caterpillars, write postcards, climb mountains*)

Materials Needed: CD/cassette and player; Wall Chart 16; Unit 8 Word Time Picture Cards, 1 set; Unit 8 Word Time Word Cards, 1 set (see Picture and Word Card Book pages 29–30)

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

Warm-Up and Review

1. **Conversation Review: Say Alternate Lines.** Play the recording of the Unit 8 conversation. Students listen. Then divide the class into thirds and assign each third a role from the conversation. Students recite the conversation, using their Student Books if necessary. Switch roles twice so that each group recites each role.
2. Check Workbook page 49. (For instructions and answer key, see Teacher's Book pages 170–171.)

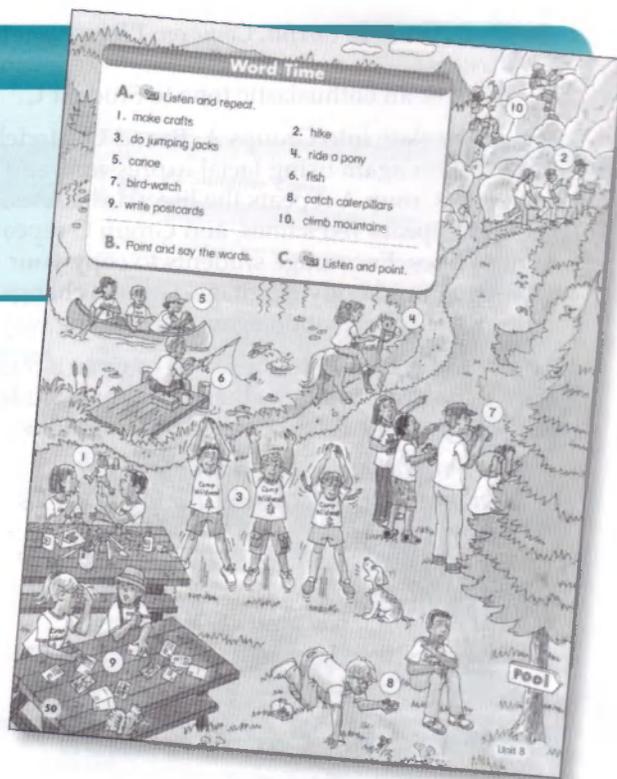
Introduce the Words

1. Hold up and name each of the Unit 8 Word Time Picture Cards. Students listen. Hold up and name the cards again, and have students repeat. Hold up the cards in random order and have students act out the verbs and name the cards.
2. Attach the Unit 8 Word Time Picture Cards in a row on 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 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.

OPTION: Ask a volunteer to stand up and pantomime one of the words. Students guess which word he/she is acting out. The student that guesses correctly stands up and pantomimes a different word. Continue until most students have taken a turn.

Talk About the Picture

1. Students open their Student Books to page 50. They look at the scene and use complete sentences to identify anything they can.
2. Attach Wall Chart 16 to the board or open a Student Book to page 50. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).



There are many things to do at **summer camp**. Some girls are writing postcards while the **girl and boy** are making crafts. A boy is catching a **caterpillar**. **Some kids** are doing *jumping jacks*. Bird-watching is fun, and so is *fishing*. Some **kids** are *canoeing* on the **lake**. One **girl** is riding a **pony**. You can climb the **mountain** or you can hike up it.

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

What is the name of the camp?
What is the weather like today at camp?
(**boy catching caterpillars**) What is he catching?
(**kids bird-watching**) What are they watching?
(**kids doing jumping jacks**) What kind of exercise are they doing?
What are the children doing on the **lake**?
What are the children doing on the **mountain**?

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 crafts*
2. *hike*
3. *do jumping jacks*
4. *ride a pony*
5. *canoe*

6. fish
7. bird-watch
8. catch caterpillars
9. write postcards
10. climb mountains

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

- Hike.*
Write postcards.
Canoe.
Catch caterpillars.
Ride a pony.
Climb mountains.
Fish.
Make crafts.
Do jumping jacks.
Bird-watch.

Now listen and point to the speakers.

A: *Phew! It's hot today.* (girls writing postcards)

B: *That's right. It's 92 degrees.*

A: *Do you think it's going to rain?*

B: *Maybe*

A: *Do you know what you're doing?* (kids making crafts)

B: *Sure.*

A: *Have you glued the legs on yet?*

B: *Yes. I've already glued them on.*

A: *Isn't that bird cool?* (kids watching birds)

B: *Yes. But that one is cooler.*

A: *You're right. It's bigger, too.*

2. **Dance of the Ostriches.** (See Game 11, page 155.) Play the game using the Unit 8 Word Time Picture Cards.
3. **What's Missing?** Attach the Unit 8 Word Time Picture Cards to the board in a random order, not in a row. Give students ten seconds to look at the cards. Then have students put their heads down on their desks and close their eyes. Take one picture card away. Students then look up and say which card is missing. The first student to identify which word is missing and use it in a sentence correctly wins a point. Continue until all the cards are gone. The student with the most points at the end wins.

OPTION: To make the game more challenging, after students guess which card is missing, put it back up before you take down another card so that only one card is missing at any one time.

4. **Option: Personalize the Vocabulary.** Divide the class into groups of four to five. Students in each group work together for seven to nine minutes to write a list of activities that they would like to do if they went to summer camp. Each group then presents its list to the class. As a class, write one master list of the perfect camp activities.

Finish the Lesson

1. **What Do You Like To Do?** Ask the first student in the first row (S1) *What do you like to do?* Have him/her respond using one of the target words or phrases, *I like to (hike).* S1 then asks the student behind him/her the same question, and so on up and down the rows. Continue until most students have taken a turn.
2. Explain and assign Workbook page 50. (For instructions, see Teacher's Book page 171.)

Games and Activities

1. **Spelling Bee.** Students stand up at their desks. Begin with the first student in the first row (S1). Say *hike*. S1 repeats the word, spells it, and then says the word again. If S1 is correct, he/she remains standing. Say another target word or phrase, and have the next student in the row do the same as above. If S1 is incorrect, he/she sits down and the next student in the row tries to spell the word. Continue until only one student remains standing, using words from earlier units if necessary.

Focus Time

Language Focus: Adjectives (*easy, hard, fun, exhausting, disgusting, frustrating*)

Wh- questions with *what*; gerunds [*What (do) (you) think about (climbing mountains)? (I) (think) (climbing mountains) is (fun).*]

Function: Asking questions about opinions

Materials Needed: CD/cassette and player; Unit 8 Word Time Picture Cards, 1 set; Unit 8 Focus Time Picture Cards, 1 set; Unit 8 Focus Time Word Cards, 1 set per 2 students; *I, He, She, We, They, you, he, she, they* grammar cards, 1 set per 2 students; Unit 8 Grammar Cards, 2 sets per 2 students (see Picture and Word Card Book pages 29, 31, 32, 45–46, 50, and 56–57)

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

Warm-Up and Review

- Vocabulary Review: I Like...** Hold up each Unit 8 Word Time Picture Card and have students name it. Then say *I like (canoeing)*. Student then take turns saying a sentence with *I like*. Continue until most students have taken a turn.
- Check Workbook page 50. (For instructions and answer key, see Teacher's Book page 171.)

This lesson is in two parts.

Part 1: Introduce the Words

Introduce the words by writing each word on the board. Point to and read each word before explaining its meaning. Students repeat the word.

easy: Write $2+2=?$ on the board. Point to it and say *This math problem is easy*.

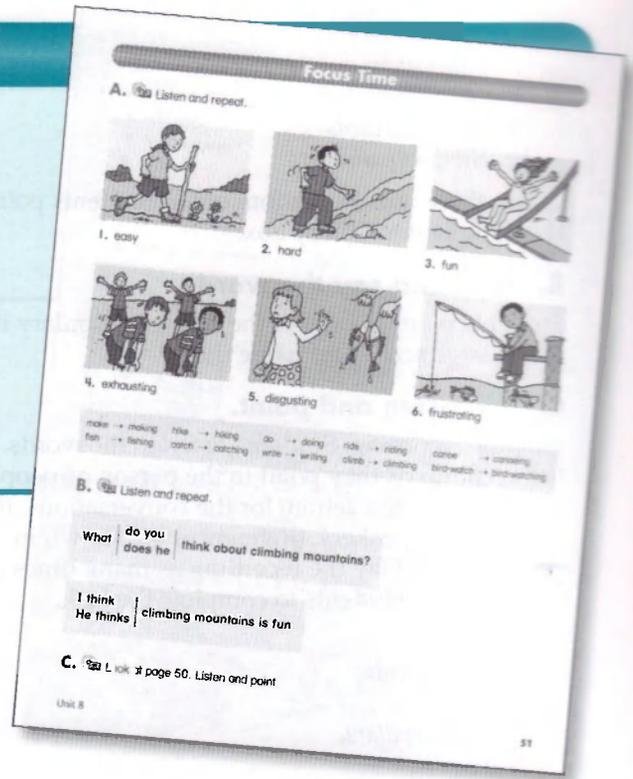
hard: Write $347+678356\div 245.78=?$ on the board. Point to it and say *This math problem is hard*.

fun: Bring a student to the front of the room and pretend to play badminton. Pretend to be having a lot of fun, and say *We're having fun*.

exhausting: Pretend to play badminton with a student as above, but pretend to be very exhausted. Stop and say *Badminton is exhausting*.

disgusting: Draw some worms on the board. Point to them, and make a disgusted face. Say *Worms are disgusting*.

frustrating: Sit at the teacher's desk and write with a pen, but pretend that it is out of ink (look at the tip, shake it, etc.). Try to write several times, acting very frustrated. Say *My pen doesn't work. It's frustrating*.



Practice the Words

Students open their Student Books to page 51.

A. Listen and repeat.

Play the recording. Students listen and repeat each word.

- easy*
- hard*
- fun*
- exhausting*
- disgusting*
- frustrating*

Part 2: Introduce the Patterns

- What do (you) think about (hiking)? (I) think (hiking) is (fun).** Set the Unit 8 Focus Time Picture Cards along the chalktray. Ask a volunteer *What do you think about hiking?* Students repeat. Write *What do you think about hiking?* on the board. Point to and read each word. Students repeat. Then ask the question again and prompt the volunteer to choose one of the picture cards on the chalktray and formulate an answer the best he/she can. Then say *I think hiking is (fun)*. The volunteer repeats. Write *I think hiking is fun* on the board to the right of *What do you think about hiking*. Point to and read each word. Students repeat. Do the same with *make crafts*, *canoe*, and *climb mountains*.

2. **What does (he) think about (hiking)? (He) thinks (hiking) is (fun).** Do the same as in Step 1 using a boy to demonstrate *he*.
3. **Practice for Fluency.** Say *she, ride a pony* in a questioning tone. Elicit *What does she think about riding a pony?* Say *hard*. Elicit *She thinks riding a pony is hard*. Continue with prompts for questions and answers—using different pronouns, actions, and adjectives—for three to four minutes.

Practice the Patterns

B. Listen and repeat.

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

A: *What do you think about climbing mountains?*
B: *I think climbing mountains is fun.*

A: *What does he think about climbing mountains?*
B: *He thinks climbing mountains is fun.*

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

3. Students work with their partners to say the sentences while looking at the pattern boxes in their books.

C. Look at page 50. Listen and point.

Play the recording. Students look at page 50 and listen to the sound effects and words, pointing to the person being talked about. Play the recording as many times as necessary for students to complete the task.

A: *What does he think about catching caterpillars?*
B: *He thinks catching caterpillars is fun.*

A: *What does he think about making crafts?*
B: *He thinks making crafts is frustrating.*

A: *What do they think about hiking?*
B: *They think hiking is easy.*

Games and Activities

1. **What's Easy?** Divide the class into groups of three to four. Students in each group work together to write the target adjectives in a row across the top of a piece of paper. Then below each adjective they list things and situations they think can be described by that adjective. Students then share their lists with the class, saying *We think (diving) is (easy)*.

2. **Information Gap.** Divide the class into pairs. Give one student in each pair a piece of paper with the following sentences written on it:

1. *Jan thinks writing postcards is _____.*
2. *Tom thinks fishing is disgusting.*
3. *Dave thinks riding a pony is _____.*
4. *Ed thinks canoeing is _____.*
5. *Al thinks making crafts is fun.*
6. *Gail thinks climbing mountains is frustrating.*

Give the other student in each pair a piece of paper with the following sentences written on it.

1. *Jan thinks writing postcards is hard.*
2. *Tom thinks fishing is _____.*
3. *Dave thinks riding a pony is easy.*
4. *Ed thinks canoeing is exhausting.*
5. *Al thinks making crafts is _____.*
6. *Gail thinks climbing mountains is _____.*

Students in each pair ask their partner the target questions in order to get the information necessary to fill in the blanks.

3. **Make the Sentences.** (See Game 17, page 155.) Do the activity using *I, He, She, We, They, you, he, she, they* grammar cards and Unit 8 Focus Time Word Cards and Grammar Cards.

Finish the Lesson

1. **Teacher Interview.** Students use the target pattern to ask you questions. Answer truthfully and then have volunteers say *(Ms. White) thinks (bird-watching) is (disgusting)*.
2. Explain and assign Workbook page 51. (For instructions, see Teacher's Book page 171.)

Practice Time

Language Focus: Adjectives; *Wh-* questions with *what*; gerunds [*What (does) (she) (think) about (hiking)? (She) (thinks) (hiking) is (easy).*]

Function: Asking questions about opinions

Materials Needed: CD/cassette and player; copy of the chant, 1 per 3–4 students

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

Warm-Up and Review

1. **Pattern Review: Questions.** Ask *What do you think about climbing mountains?* Several students answer. Do the same with *What do you think about making biscuits?* and *What do you think about playing video games?*
2. Check Workbook page 51. (For instructions and answer key, see Teacher's Book page 171.)

Practice the Patterns

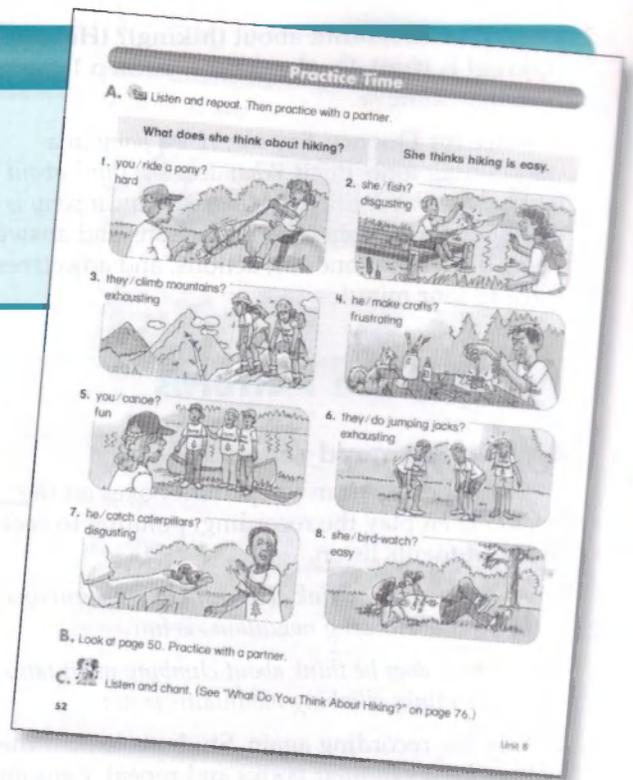
Students open their Student Books to page 52.

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

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

A: *What does she think about hiking?*
B: *She thinks hiking is easy.*

1. *What do you think about riding a pony?*
I think riding a pony is hard.
2. *What does she think about fishing?*
She thinks fishing is disgusting.
3. *What do they think about climbing mountains?*
They think climbing mountains is exhausting.
4. *What does he think about making crafts?*
He thinks making craft is frustrating.
5. *What do you think about canoeing?*
We think canoeing is fun.
6. *What do they think about doing jumping jacks?*
They think doing jumping jacks is exhausting.
7. *What does he think about catching caterpillars?*
He thinks catching caterpillars is disgusting.
8. *What does she think about bird-watching?*
She thinks bird-watching is easy.



2. Students practice numbers 1–8 in pairs. (S1 in each pair asks the question, and S2 answers.) Students then change roles and repeat the activity.

B. Look at page 50. Practice with a partner.

Students remain in pairs and look at page 50. They then take turns asking and answering questions about the scene using the target patterns and vocabulary items. For example: S1 (pointing to one of the hiking boys): *What does he think about hiking?* S2: *He thinks hiking is fun.*

C. Listen and chant.

1. Students turn to the *What Do You Think About Hiking?* chant on page 76. They cover up the text, look at the pictures, and talk about what they see. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

What Do You Think About Hiking?

What do you think about hiking?
I think hiking is exhausting.
He thinks hiking is exhausting.
What do you think about hiking?
I think hiking is fun.
Hiking is fun.
Hiking is fun.
She thinks hiking is fun.



What do you think about fishing?
 I think fishing is frustrating.
 She thinks fishing is frustrating.
 What do you think about fishing?
 I think fishing is fun.
 Fishing is fun.
 Fishing is fun.
 He thinks fishing is fun.

Extra Practice

Explain and assign Worksheet 15, What Does She Think?, page 202. (For instructions and answer key, see page 186.)

Finish the Lesson

2. Play the recording again. Students listen and chant along, 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 and give each group a copy of the chant. Students in each group cut the chant so that each line is on a separate strip of paper. They then shuffle the strips. Play the recording. Students in each group work together to put the strips in order. Play the recording as many times as necessary for students to complete the task. Then have each group read a stanza to the class.

1. **I Think.** Say *climb mountains*. Have a volunteer use the target patterns to make a true statement, such as *I think climbing mountains is hard*. Continue with other prompts.
2. Explain and assign Workbook page 52. (For instructions, see Teacher’s Book page 171.)

Games and Activities

1. **Draw and Tell.** Give students three to four minutes to write a target question and answer, and then to illustrate it. Then divide the class into pairs and have students tell their partners about the illustrations they drew.
2. **Fill In the Chart.** Divide the class into pairs and write the following on the board:

	fishing? hard	hiking? easy	canoeing? fun
Annie	What does she think about fishing? She thinks fishing is hard.		
Ted	What does he think about fishing? He thinks fishing is hard.		
Bob and Kim	What do they think about fishing? They think fishing is hard.		

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

3. **Survey.** Each student uses the target patterns to write four questions along the left-hand side of a piece of paper. They then circulate around the classroom, asking their classmates the questions and recording the answers they hear. After seven to ten minutes, students return to their desks. Ask *Who thinks catching caterpillars is disgusting?* Students who know the answer say *(Bill) thinks catching caterpillars is disgusting*. Continue asking other questions for three to four minutes.

Reading Time

Language Focus: Reading a diary entry

Materials Needed: CD/cassette and player

For general information on Reading Time, see pages 16–17.

Warm-Up and Review

1. **Pattern Review: Chant Along.** Play the recording of the Unit 8 chant, *What Do You Think About Hiking?* Students listen. Play the chant again and have students chant along.
2. Check Workbook page 52. (For instructions and answer key, see Teacher's Book page 171.)

Introduce the Reading

Note: Students may learn the new vocabulary within the context of the reading, or each new word can be taught before students encounter it in the reading. Follow the steps below to introduce the reading content.

1. Write the new words in a column on the board. Point to and read each word before explaining its meaning.
diary: Sit at the teacher's desk and pretend to write as you say (*November 12*) *Dear Diary, Today my students were very good. They learned a lot of English. We had (hot dogs) for lunch. Explain that you write Dear Diary because the diary is like a friend to whom you tell all your secrets.*

summer camp: Explain that summer camp is a place where young people can go, when there is no school, to do outdoor activities and camp with other children their age. It can last one week or the whole summer.

choose: Look at two pens. Say *Will I write with this pen or that pen?* As you pick up one of the pens say *I choose this pen.*

least: Say *Canoeing is my favorite activity. I like hiking very much. Riding a pony is okay. I don't like fishing. It is my least favorite activity.*

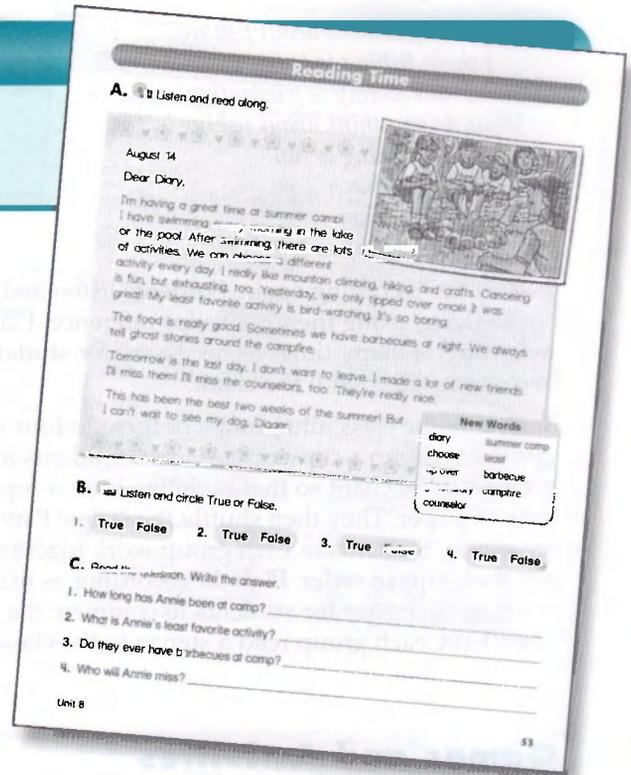
tip over: Place a mug or cup on your desk, and tip it over. Say *Oops! I tipped over my cup.*

barbecue: Explain that a barbecue is when you cook meat and/or vegetables on a special grill outside. Talk about popular barbecue food in your area.

ghost story: Name a popular children's ghost story and say *This is a ghost story.*

campfire: Draw a campfire on the board and say *This is a campfire.*

counselor: Explain that a counselor is an older person at camp who helps to organize and supervise activities.



2. Students open their Student Books to page 53. Tell them to look at the format of the reading and to guess what kind of reading it is (a diary entry).

Practice the Reading

Students read the diary entry silently to themselves.

A. Listen and read along.

1. Play the recording. Students listen and read along in their Student Books.

August 14

Dear Diary,

I'm having a great time at summer camp! I have swimming every morning in the lake or the pool. After swimming, there are lots of activities. We can choose a different activity every day. I really like mountain climbing, hiking, and crafts. Canoeing is fun, but exhausting, too. Yesterday we only tipped over once! It was great! My least favorite activity is bird-watching. It's so boring.

The food is really good. Sometimes we have barbecues at night. We always tell ghost stories around the campfire.

Tomorrow is the last day. I don't want to leave. I made a lot of new friends. I'll miss them! I'll miss the counselors, too. They're really nice.

This has been the best two weeks of the summer! But I can't wait to see my dog, Digger.

New Words

diary
summer camp
choose
least
tip over
barbecue
ghost story
campfire
counselor

2. Play the recording again, stopping it after each sentence. Students listen and repeat each sentence.
3. Divide the class into pairs. Students take turns reading the journal entry to their partners.

B. Listen and circle True or False.

1. Play the recording. For each number, students listen and circle *True* if the statement is true and *False* if it is not.

1. Annie has swimming at night.
2. She thinks canoeing is fun.
3. Annie doesn't want to leave summer camp.
4. They hardly ever tell ghost stories.

2. Check answers by saying *Number 1. Annie has swimming at night.* Students say *True* if they circled *True*, and *False* if they circled *False*. If the statement is false choose a volunteer to make it true.

Answer Key:

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

C. Read the question. Write the answer.

1. Students read each question and answer based on the reading in exercise A.
2. Check answers by reading each question and having students read the answer they wrote.

Answer Key:

1. How long has Annie been at camp? She's been at camp for two weeks.
2. What is Annie's least favorite activity? Bird-watching.
3. Do they ever have barbecues at camp? Yes, they do.
4. Who will Annie miss? Her new friends and the counselors.

Games and Activities

Note: For all Reading Time activities, students may use their Student Books for reference.

1. **Where's the Sentence?** Say a word from the reading that only appears once, such as *bird-watching*, *barbecues*, or *counselors*. Students find and memorize the corresponding sentence as quickly as they can. When they memorize it, have them raise their hands, and recite it for the class. Do the same with three to four different words.
2. **One Sentence at a Time.** Divide the class into groups of five to six. Students in each group relate Annie's journal entry, one sentence per student. Make sure students use appropriate pronouns. For example: *She's having a great time at summer camp! She has swimming every morning in the lake or the pool. After swimming, there are lots of activities. They can choose a different activity every day.*

Note: Students can do the activity directly from the reading, just changing the pronouns, or they can say it in their own words, also changing the pronouns.

3. **My Diary.** Give students about ten minutes to write a diary entry for one day of a family vacation, a special day at school, or a holiday with their family. Then divide the class into pairs, and have students share their entries with their partners.

Extra Practice

Explain and assign Worksheet 16, Camp Wildwood, page 203. (For instructions and answer key, see page 186.)



Finish the Lesson

1. **Discussion.** Talk with students for four to five minutes about summer camp. Ask if they have ever been to summer camp, and if not, would they like to go. Ask them what they would expect to do at a summer camp.
2. Explain and assign Workbook page 53. (For instructions, see Teacher's Book page 172.)

Your Time

Language Focus: Personalizing opinion language

Materials Needed: CD/cassette and player

For general information on Your Time, see pages 18–19.

Warm-Up and Review

- 1. Reading Review: In Their Own Words.** Students open their Student Books to page 53 and take two to three minutes to review the diary entry. Then have students take turns telling the class, in their own words, something about the reading. For example: *This reading is about Annie's time at summer camp.* Continue until most students have taken a turn. It is okay if more than one student tells the same information.
- 2. Check Workbook page 53.** (For instructions and answer key, see Teacher's Book page 172.)

Introduce the Lesson

Ask five to six questions about students' opinions (see Suggested Questions below).

Suggested Questions:

- What do you think about English homework?*
- What do you think about playing chess?*
- What do you think about fishing?*
- What do you think about washing dishes?*
- What do you think about using a computer?*

Practice the Lesson

Students open their Student Books to page 54.

A. Listen and answer the questions.

1. Play the recording. For each number, students listen to the question and answer it based on their own knowledge and experience.

Students open their Student Books to page 58.

- 1. What do you think about climbing mountains?*
- 2. What do you think about bird-watching?*
- 3. What do you think about fishing?*
- 4. What do you think about speaking English?*

2. Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

Answer Key:

Answers will vary.

Your Time

A. Listen and answer the questions.

- _____
- _____
- _____
- _____

B. Pairwork. Write. Then ask your partner.
What do you think about canoeing?

	You	Your Partner
1. canoe		
2. hike		
3. ride a pony		
4. make crafts		
5. catch caterpillars		
6. write postcards		

C. Review. Read the question. Write the answer.

1. What do you think about camping? _____
2. Have you ever been to a summer camp? _____
3. Do you ever go hiking? _____
4. Do you think swimming is fun? _____

54 Unit 8

B. Pairwork. Write. Then ask your partner.

Divide the class into pairs. Each student in the pair fills in his/her own answers in the *You* column. Then each student in the pair asks his/her partner *What do you think about (canoeing)*, and writes the answers in the *Your Partner* column. Next, each student tells the class about his/her partner, using the information from the chart.

C. Review. Read the question. Write the answer.

1. Students read each question and write an answer based on their own knowledge and experience.
2. Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

Answer Key:

Answers will vary.



Games and Activities

- 1. Who Wrote It?** Each student writes a sentence about his/herself, such as *I think fishing is fun*. Collect the sentences and put them in a bag or box. Bring a volunteer to the front of the classroom and have that person choose a sentence. The volunteer reads the sentence to the class and tries to guess who wrote it. Continue with other volunteers until all the sentences have been selected.
- 2. Conversation Starters.** As a class, come up with three to four topics that students would like to know about their classmates' opinions (for example: the local sports team's chance at the championship, the new restaurant in town, their school uniforms). Then divide the class into pairs and have students in each pair choose one of the topics and discuss their opinions about it for four to five minutes. Students then share what they discovered about their partner's opinions with the class.
- 3. Our Summer Camp.** Divide the class into four to five groups. Students in each group pretend they are summer camp owners and work together to plan one week of their camp. They should include the number and age of campers, number and age of counselors, activities schedule, and sample menus. Each group presents its camp plans to the class. Students vote on which camp sounds like the most fun.

Finish the Lesson

- 1. Discussion.** Ask students what their most and least favorite activities are. They can talk about the ones mentioned in the unit, or others. Continue the discussion for four to five minutes.
- 2. Explain and assign Workbook page 54.** (For instructions, see Teacher's Book page 172.)

Assessment

Explain and assign the Unit 8 Test, page 227. (For instructions and answer key, see page 212.)





Work and Hobbies

Conversation Time

Language Focus: Small talk while waiting at the bus stop

Materials Needed: CD/cassette and player; Wall Chart 17; a ball

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

Warm-Up and Review

- Review: Opinions.** Write *What does she think about riding a pony? She thinks riding a pony is fun.* on the board. Then say *he, make crafts* and elicit the target question. Say *easy* and elicit the target answer. Continue in the same way with different prompts for three to four minutes.
- Check Workbook page 54. (For instructions and answer key, see Teacher's Book page 172.)

Introduce the Conversation

- Set the scene and clarify meaning by saying *In today's conversation, Ted and Emily are waiting at a bus stop. Ted is talking about the student from Italy who will stay with his family.* Then introduce the words by writing each word on the board. Point to and read each word before explaining its meaning. Students repeat the words.

What's up?: Explain that in this context *What's up?* is an informal way of saying *How are you?*

exchange student: Explain that in this context an exchange student is a student who goes to another country to study, usually in high school. Ask students if they know any exchange students.

boy: Enthusiastically say *Boy! That's great!* and then explain that sometimes *boy* is used in the same way as *wow*.

lucky: Explain that you are lucky when something good happens by chance, instead of by way of hard work.

- 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 up, Ted?*
Walk up to Student B and speak in a friendly tone.
- B: *I'm waiting for the new exchange student. He's coming on the Number 15 bus.*
Speak in a friendly tone.
- A: *Is he going to stay with your family?*
Speak in a questioning tone.



- B: *Yes. He's going to stay for the rest of the year.*
Speak in a friendly tone.
- A: *I can't wait to meet him. What's his name?*
Speak in an enthusiastic tone.
- B: *It's Paolo. He's from Italy. He'll be at school tomorrow.*
Speak in a friendly tone.
- A: *Great! By the way, did the Number 10 bus go by?*
Say *Great!* in an enthusiastic tone. Say the rest in a questioning tone.
- B: *Yes. It left five minutes ago.*
Speak in a friendly tone.
- A: *Oh, no! I missed the bus! I can't believe it.*
Speak in a very disappointed tone.
- B: *Don't worry. The next bus will be here soon.*
Speak in a consoling tone.
- A: *But I'm going to be late for my piano lesson downtown. It's at 4:00.*
Speak in a worried tone.
- B: *Well, it's only 3:50 now. And there's the bus! Boy, are you lucky!*
Speak in a happy tone.

3. Divide the class into Groups A and B. Model the conversation again using facial expressions and body language. Group A repeats Emily's lines and Group B repeats Ted's lines. Encourage students to copy your facial expressions and body language. Groups change roles and say the conversation again in the same way.
4. Attach Wall Chart 17 to the board or open a Student Book to page 55. Students then open their Student Books to page 55. Ask the following questions:

Who is Ted waiting for?
 How long will the exchange student stay?
 Where is the exchange student from?
 Which bus is Emily waiting for?
 Where is Emily going?
 What time is Emily's piano lesson?
 Where are Ted and Emily?

Practice the Conversation

A. Listen and repeat. Point to the speakers. Then listen again.

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

1. Emily: *What's up, Ted?*
 Ted: *I'm waiting for the new exchange student. He's coming on the Number 15 bus.*
2. Emily: *Is he going to stay with your family?*
 Ted: *Yes. He's going to stay for the rest of the year.*
3. Emily: *I can't wait to meet him. What's his name?*
 Ted: *It's Paolo. He's from Italy. He'll be at school tomorrow.*
4. Emily: *Great! By the way, did the Number 10 bus go by?*
 Ted: *Yes. It left five minutes ago.*
5. Emily: *Oh, no! I missed the bus! I can't believe it.*
 Ted: *Don't worry. The next bus will be here soon.*
6. Emily: *But I'm going to be late for my piano lesson downtown. It's at 4:00.*
 Ted: *Well, it's only 3:50 now. And there's the bus! Boy, are you lucky!*

2. Play the recording (second version of the conversation). Students listen.

B. Role-play the conversation.

Students choose a partner and, using their Student Books for reference, role-play the conversation. They then change roles and role-play the conversation again.

Games and Activities

Note: For all Conversation Time activities, students may use their Student Books for reference.

1. **Happy Parrots.** (See Game 1, page 154.) Play the game using the target conversation.
2. **Listen Carefully.** Write the following sentences on the board. Play the recording of the conversation. Students listen and write the missing words to complete each sentence.

1. *The exchange student is coming on the Number _____ bus.*
2. *The exchange student's _____ is Paolo.*
3. *Emily is waiting for the _____ 10 bus.*
4. *Emily's piano lesson is at _____.*

Check answers by saying *Number 1*. A volunteer reads the complete sentence. Do the same for numbers 2–4.

Answer Key:

1. The exchange student is coming on the Number 15 bus.
2. The exchange student's name is Paolo.
3. Emily is waiting for the Number 10 bus.
4. Emily's piano lesson is at 4:00.

3. **Make It Your Own.** Write the following on the board:

A: *What's up?*

B: *I'm waiting for the new exchange student. He's coming on the Number 15 bus.*

Students read the dialogue on the board. Then divide the class into pairs and write the following on the board:

1. *Nothing much. How about you?*
2. *I'm really excited. We got a new puppy!*
3. *I'm going to see the new Deborah Pillman movie. Do you want to come?*
4. *We have a new student in our class. She's really nice!*

Students read each new response. Quickly clarify meaning if necessary. Then students in each pair role-play the dialogue on the board, substituting the new responses into the underlined part of the target conversation.

Finish the Lesson

1. **Toss the Ball.** (See Game 5, page 154.) Students play the game using the target conversation.
2. Explain and assign Workbook page 55. (For instructions, see Teacher's Book page 172.)

Word Time

Language Focus: Actions (*collect coins, study English, teach French, have a pet, own the restaurant, be an exchange student, play chess, sell flowers, work at the bank, paint pictures*)

Materials Needed: 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 33–34)

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

Warm-Up and Review

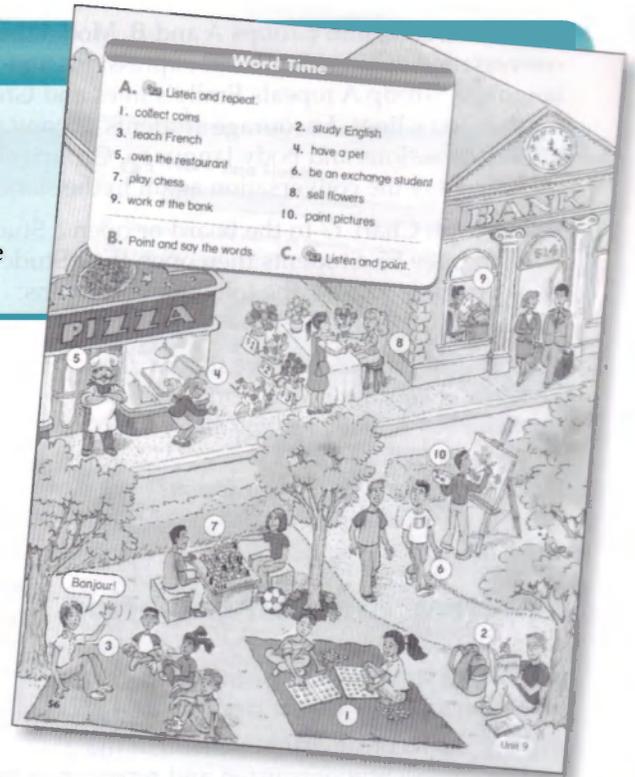
1. **Conversation Review: Dictation.** Say a line from the Unit 9 conversation. Students write the line on a piece of paper, using correct capitalization and punctuation. The first student to correctly write the line quickly acts it out. Continue in the same way with three to four different lines of the conversation.
2. Check Workbook page 55. (For instructions and answer key, see Teacher's Book page 172.)

Introduce the Words

1. Hold up and name each of the Unit 9 Word Time Picture Cards. Students listen. Hold up and name the cards again, and have students repeat. Hold up the cards in random order and have students act out the verbs and name the cards.
 2. Attach the Unit 9 Word Time Picture Cards in a row on 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.
- OPTION: Ask a volunteer to stand up and pantomime one of the target actions. Students guess which action he/she is acting out. The student that guesses correctly stands up and pantomimes a different word. Continue until most students have taken a turn.

Talk About the Picture

1. Students open their Student Books to page 56. They look at the scene and use complete sentences to identify anything they can.
2. Attach Wall Chart 18 to the board or open a Student Book to page 56. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).



There are many people in the **park** today. **This woman** is teaching French to the **children**. The **boy with the notebook** is studying English. The **boy and girl** with the soccer ball are *playing chess*. Paolo is an **exchange student**. He has an **Italian flag** on his shirt. **This boy** is *painting* a picture. The woman is *selling flowers*. Annie has a pet named **Digger**. Near the park there are people *working* in a bank.

3. Ask the following questions while pointing to or touching the pictures (**bold words**) and pantomiming the adjectives or actions (*italicized words*).
(**French teacher**) What language is she teaching?
(**kids with coins**) What do the boy and girl collect? What is the boy with the **brush** doing?
(**man outside restaurant**) Does he own a bank?
(**woman selling flowers**) What is she selling? Do you ever play chess? How often do you paint pictures?

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 coins*
 2. *study English*
 3. *teach French*
 4. *have a pet*
 5. *own the restaurant*

6. *be an exchange student*
7. *play chess*
8. *sell flowers*
9. *work at the bank*
10. *paint 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, they point to the person/people doing the named actions; for the conversations, they point to the speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

Work at the bank.

Have a pet.

Collect coins.

Play chess.

Own the restaurant.

Teach French.

Paint pictures.

Be an exchange student.

Study English.

Sell flowers.

Now listen and point to the speakers.

A: *You're going to play soccer today, aren't you?* (kids playing chess)

B: *Yes, I am. Do you want to play?*

A: *No, thanks. I'm busy this afternoon.*

A: *What do you think about Sunnyville?* (exchange student and friend)

B: *I think Sunnyville is nice. It's as beautiful as my home city.*

A: *Where are you from?*

B: *I'm from Rome.*

A: *It's time for lunch.* (man and woman at bank)

B: *I'm not hungry yet.*

A: *Well, if I skip lunch, I'll be hungry.*

B: *You're right. Let's go to a restaurant.*

and say *I am (working in a bank)*. Pick a different card and have the next student to the right do the action and say a sentence using that card and the one before. Continue with the rest of the cards until the tenth student has to do and say a sentence for each of the ten actions in order. Start again with one card and the next student. If needed, display another set of picture cards on the board.

2. **Survey.** Students create a survey on a sheet of paper by writing *Name* and *Do you ever _____?* in a row at the top of the paper. Students then go around the classroom and ask their classmates *Do you ever (play chess)?* Students respond *Yes, I do* or *No, I don't*. Students record the answers they hear. Continue until all students have talked to at least six other students. Students sit down. Then ask students questions about the survey. For example: Ask *Does Bill ever play chess?* Students who know this information respond either *Yes, he does* or *No, he doesn't*.
3. **Fill In the Blanks.** Divide the class into groups of three to four. Each group chooses four of the target actions and writes a sentence for each that, if the target action were missing, someone could guess which word would best fill in the blank. For example: not *He teaches French.*, but *He teaches French to children on Tuesday nights*. Give students five minutes to write their sentences. Then have each group read its sentences, leaving the target words out. The other groups fill in the blanks. Continue until each group has read its sentences.
4. **Option: Personalize the Vocabulary.** Divide the class into groups of four to five. Students in each group work together to write a list of activities they might do when they go to the park. They then cut out pictures from magazines to make a collage of activities people do in and around a park.

Finish the Lesson

1. **Act It Out.** Act out *paint pictures*. Ask *What am I doing?* Volunteers respond *You're painting pictures*. Do the same with the remaining target vocabulary, having volunteers take on the teacher's role and pantomime the actions.
2. Explain and assign Workbook page 56. (For instructions, see Teacher's Book pages 172–173.)

Games and Activities

1. **Memory Chain.** Display the Unit 9 Word Time Picture Cards. With the class, think of an appropriate pantomime action for each. For example, *work at the bank* can be the action of handing someone paper money. Take the picture cards down and hold them in a pile. Stand in a circle with students. Pick one picture card and have the student to your right do the action

Focus Time

Language Focus: *Wh-* questions with *how long*; present perfect tense statements using *for* and *since* [*How long have (you) (played chess)? (I've) (played chess) for (a year). How long has (he) (played chess)? (He's) (played chess) since (1995).*]

Function: Asking questions about life experiences

Materials Needed: CD/cassette and player; *you, he, she, they, I've, He's She's, We've, They've* grammar cards, 1 set per 2 students; Unit 9 Grammar Cards, 1 set per 2 students (see Picture and Word Card Book pages 46, 50, and 58–59)

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

Warm-Up and Review

- Vocabulary Review: Finish the Phrase.** Hold up each Unit 9 Word Time Picture Card and have students name it. Then stand the picture cards along the chalktray. Say *bank* and have a volunteer say the corresponding phrase, *work at the bank*. Do the same with the remaining Unit 9 verb phrases.
- Check Workbook page 56. (For instructions and answer key, see Teacher's Book pages 172–173.)

This lesson is in two parts.

Part 1: Introduce the Words

- Write *for* on the board. Point to and read the word. Students repeat. Then say *I had a cold on (Monday). I had a cold on (Tuesday). I have a cold now. I've had a cold for three days.*
- Write *since* on the board. Point to and read the word. Students repeat. Then say *I played the piano when I was three years old. I played the piano when I was ten years old. I play the piano now. I've played the piano since I was three years old.*
- Hold up and name each Unit 9 Focus Time Picture Card. Students listen. Hold up and name each card again and have students repeat. Hold up the cards in random order and have students name the cards.

Note: Use *since* when speaking of a specific point in time (for example: *since two o'clock, since Tuesday, since March*). Use *for* when speaking of a period of time (for example: *for two years, for six days, for ten minutes*).

Practice the Words

Students open their Student Books to page 57.

A. Listen and repeat.

Play the recording. Students listen and repeat each word.

- She's had a cold for three days.*
- They've played the piano since they were three years old.*

Part 2: Introduce the Patterns

- How long have (you) (played chess)? (I've) (played chess) (for) (a year).** Bring a volunteer to the front of the classroom and ask him/her *How long have you played chess?* Students repeat. Write *How long have you played chess?* on the board. Point to and read each word. Students repeat. Ask the question again, and hand the volunteer one of the Unit 9 Focus Time Picture Cards. He/She formulates an answer according to the card. Say *I've played chess (for) (five years)*. The volunteer repeats. Write *I've played chess (for) (five years)* on the board to the right of *How long have you played chess?* Point to and read each word. Students repeat. Do the same with *have a pet, paint pictures, and study English*.

2. **How long has (he) (played chess)? (He's) (played chess) (since) (1995).** Do the same as in Step 1, with a boy to demonstrate *he*.
3. **Practice for Fluency.** Say *you, teach French* in a questioning tone. Elicit *How long have taught French? Say since 1998.* Elicit *I've taught French since 1998.* Continue with prompts for questions and answers—using different pronouns, actions, and *for* or *since*—for three to four minutes.

Practice the Patterns

B. Listen and repeat.

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

A: *How long have you played chess?*

B: *I've played chess for a year.*

A: *How long has he played chess?*

B: *He's played chess for since 1995.*

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

3. Students work with their partners to say the sentences while looking at the pattern boxes in their books.

C. Look at page 56. Listen and point.

Play the recording. Students look at page 56 and listen to the sound effects and words, pointing to the person/people being talked about. Play the recording as many times as necessary for students to complete the task.

A: *How long have they collected coins?*

B: *They've collected coins for seven months.*

A: *How long has he been an exchange student?*

B: *He's been an exchange student since Monday.*

A: *How long has he worked at the bank?*

B: *He's worked at the bank since 1998.*

2. **Telephone.** Divide the class three to four teams. Each team stands in a line facing the board. Whisper *He's taught French for ten years* to the last student in each row. When you say *Go!*, the last student whispers the sentence to the student in front of him/her, and so on down the rows as quickly as they can. The last student then runs to the board and writes the sentence. The first team to write the sentence correctly scores a point. Continue with other target sentences until each student has written a sentence on the board, each time changing the order of students in the rows. The team with the most points at the end wins.

3. **Make the Sentences.** (See Game 17, page 155.) Do the activity using *you, he, she, they, I've, He's She's, We've, They've* grammar cards and Unit 9 Focus Time Word Cards and Grammar Cards.

Finish the Lesson

1. **How About You?** Ask students questions about themselves, their family, and their friends, such as *How long have you studied English? How long have you played baseball? How long has your family lived in this town? How long have you had a pet dog?* Make sure students are using *for* and *since* correctly.
2. Explain and assign Workbook page 57. (For instructions, see Teacher's Book page 173.)

Games and Activities

1. **For or Since?** Students make two columns on a piece of paper. They label one *for* and the other *since*. Say *yesterday* and have students write the word in the appropriate column. Do the same with *1999, five years, two months, January, three days, eight years old, and six weeks*. Then make a *for* and a *since* column on the board, and say each word or phrase again. Volunteers say (*since*) (*yesterday*) for each one. Write each word or phrase in the appropriate column on the board. Students check their work and correct as necessary.

Practice Time

Language Focus: *Wh-* questions with *how long*; present perfect tense statements using *for* and *since* [*How long (has) (he) (studied English)? (He's) (studied English) (for) (two months).*]

Function: Asking questions about life experiences

Materials Needed: CD/cassette and player; Unit 9 Word Time Picture Cards (see Picture and Word Card Book page 33)

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

Warm-Up and Review

1. **Pattern Review: What's the Question?** Hold up each Unit 9 Word Time Picture Card and have students name it. Then ask a volunteer (S1) to come to the front of the classroom and pick a Unit 9 Word Time Picture Card. S1 asks another student (S2) a question using that action, such as *How long have you had a pet?* S2 uses the target pattern to answer, then comes to the front of the classroom to pick a card and ask a question. Continue in the same way for another five minutes.
2. Check Workbook page 57. (For instructions and answer key, see Teacher's Book page 173.)

Practice the Patterns

Students open their Student Books to page 58.

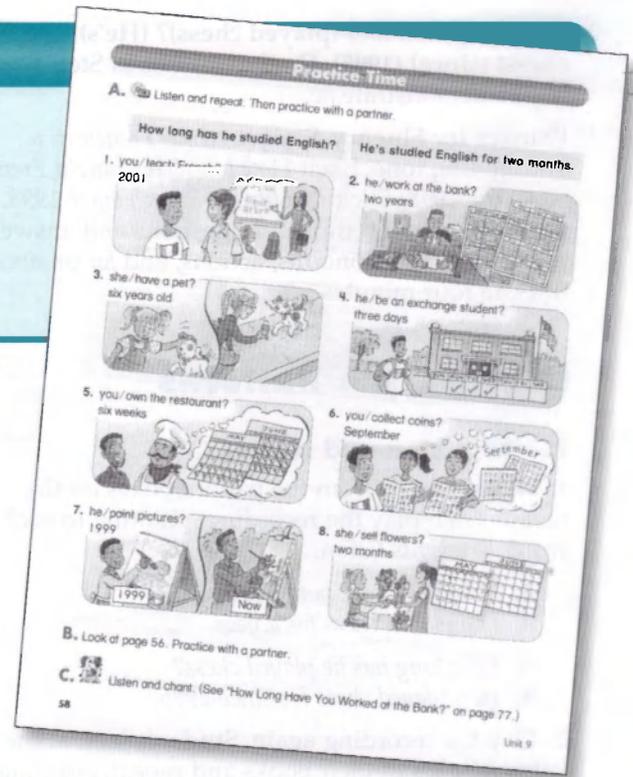
A.  Listen and repeat. Then practice with a partner.

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

A: *How long has he studied English?*

B: *He's studied English for two months.*

1. *How long have you taught French?*
I've taught French since 2001.
2. *How long has he worked at the bank?*
He's worked at the bank for two years.
3. *How long has she had a pet?*
She's had a pet since she was six years old.
4. *How long has he been an exchange student?*
He's been an exchange student for three days.
5. *How long have you owned the restaurant?*
I've owned the restaurant for six weeks.
6. *How long have you collected coins?*
We've collected coins since September.
7. *How long has he painted pictures?*
He's painted pictures since 1999.
8. *How long has she sold flowers?*
She's sold flowers for two months.



2. Students practice numbers 1–8 in pairs. (S1 in each pair asks the question, and S2 answers.) Students then change roles and repeat the activity.

B. Look at page 56. Practice with a partner.

Students remain in pairs and look at page 56. They then take turns asking and answering questions about the scene using the target patterns and vocabulary items. Students make up whatever periods of time they like. For example: S1 (pointing to the boy painting a picture): *How long has he painted pictures?* S2: *He's painted pictures for three years.*

C.  Listen and chant.

1. Students turn to the *How Long Have You Worked at the Bank?* chant on page 77. They cover up the text, look at the pictures, and talk about what they see. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

How Long Have You Worked at the Bank?

How long have you worked at the bank?
I have worked at the bank for 30 years.
I have worked at the bank
since I was 20 years old.

How long has she worked at the bank?
She's worked at the bank for 30 years.
She's worked at the bank
since she was 20 years old.

How long have you taught French?
I have taught French for 20 years.
I have taught French
since I was 30 years old.

How long has he taught French?
He's taught French for 20 years.
He's taught French
since he was 30 years old.

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

3. Bring a girl volunteer to the front of the classroom and give her the *work at the bank* picture card. Bring a boy volunteer to the front of the classroom and give him the *teach French* picture card. Then divide the class into Groups A and B. Play the karaoke version. Group A chants the questions, pointing to the girl and boy volunteers as appropriate. The girl chants the answers in the first verse, the boy chants the answers in the third verse, and Group B chants the answers in the second and fourth verses. Groups then change roles and chant again.

Games and Activities

1. **Fill In the Blanks.** Divide the class into pairs and write the following sentences on the board. Students in each pair work together to copy the sentences and fill in the blanks using *for* or *since*.

1. I've lived in New York _____ 1997.
2. I've studied geography _____ three years.
3. He's wanted to be an engineer _____ he was ten years old.
4. They've gone to the beach every summer _____ 1992.
5. They've been friends _____ seven months.
6. She's been in Hong Kong _____ two weeks.

Check answers by saying *Number 1.* and having a volunteer read the sentence he/she wrote. Do the same for numbers 2–6.

Answer Key:

1. I've lived in New York since 1997.
2. I've studied geography for three years.
3. He's wanted to be an engineer since he was ten years old.
4. They've gone to the beach every summer since 1992.
5. They've been friends for seven months.
6. She's been in Hong Kong for two weeks.

2. **Information Gap.** Divide the class into pairs. Give one student in each pair a piece of paper with the following sentences written on it:

1. Ted has played chess _____.
2. Annie has had a pet since she was four years old. •
3. Bill has liked ice cream _____.

4. Joe has wanted to go to Paris since last year.
5. Jan has sold flowers _____.
6. Kim has been hungry since ten o'clock this morning.

Give the other student in each pair a piece of paper with the following sentences written on it.

1. Ted has played chess since 1999.
2. Annie has had a pet _____.
3. Bill has liked ice cream for ten years.
4. Joe has wanted to go to Paris _____.
5. Jan has sold flowers for eight months.
6. Kim has been hungry _____.

Students in each pair ask their partners the target questions in order to get the information necessary to fill in the blanks.

3. **Question/Answer Chain.** Students stand in a circle. Choose a volunteer to say the first word of a target pattern question. It can be any question as long as the target pattern is used correctly; students will build the question as they go along. The question can be about someone in the class, a famous person, or an animal. The student to the right of the volunteer says a second appropriate word, the person to his/her right says a third appropriate word, and so on until someone ends the question correctly. The last person says the whole correct question. Begin an answer to the question with the next student in the circle. Continue the same way, with different questions and answers, for seven to nine minutes.

Extra Practice

Explain and assign Worksheet 17, How Long?, page 204. (For instructions and answer key, see page 187.)



Finish the Lesson

1. **About Me.** Students say true sentences about themselves using the target pattern such as, *I have worn glasses since 2000. I have studied piano since I was five years old.* Continue until most students have taken a turn.
2. Explain and assign Workbook page 58. (For instructions, see Teacher's Book page 173.)

Reading Time

Language Focus: Reading a pamphlet

Materials Needed: CD/cassette and player; copy of the reading, 1 per 6–8 students

For general information on Reading Time, see pages 16–17.

Warm-Up and Review

1. **Pattern Review: Chant Along.** Play the Unit 9 chant, *How Long Have You Worked at the Bank?* Students listen. Then play the chant again and have students chant along.
2. Check Workbook page 58. (For instructions and answer key, see Teacher's Book page 173.)

Introduce the Reading

Note: Students may learn the new vocabulary within the context of the reading, or each new word can be taught before students encounter it in the reading. Follow the steps below to introduce the reading content.

1. Write the new words in a column on the board. Point to and read each word before explaining its meaning.

would like: Pretend to hold out a piece of candy and ask *Would you like a piece of candy?* Explain that *would like* is a polite way to ask *Do you want...?*

country: Say *The United States, Italy, France, and Argentina are all countries.* Ask students what other countries they can name.

send: Take a folded paper or envelope and pretend to mail it. Say *I'm sending a letter to my friend.* Explain that people can be sent, too (but not through the mail).

many: Draw one dot on the board. Say *There is one dot.* Draw many dots on the board and say *Now there are many dots on the board.*

host family: Explain that a host family is the family that an exchange student lives with while in his/her new country.

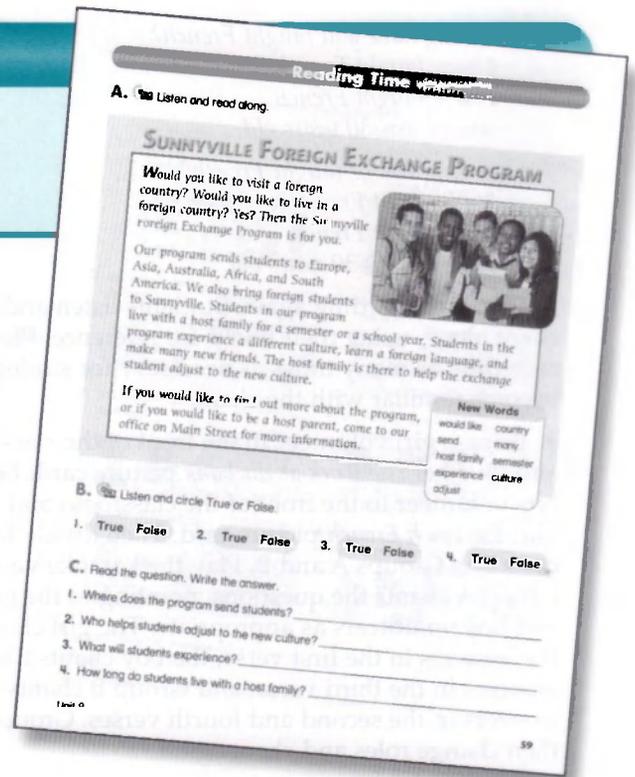
semester: Say *A semester is one half of a school year.*

experience: Explain that to experience something means to do something and learn from it.

culture: Explain that the culture of a country or group of people is the things that those people do (what they eat, family life, language, etc.) and the way they think.

adjust: Explain that to adjust means to make small changes to improve or help something or someone.

2. Students open their Student Books to page 59. Tell them to look at the reading and guess its format (a pamphlet).



Practice the Reading

Students read the pamphlet silently to themselves.

A. Listen and read along.

1. Play the recording. Students listen and read along in their Student Books.

Sunnyville Foreign Exchange Program

Would you like to visit a foreign country? Would you like to live in a foreign country? Yes? Then the Sunnyville Foreign Exchange Program is for you.

Our program sends students to Europe, Asia, Australia, Africa, and South America. We also bring foreign students to Sunnyville. Students in our program live with a host family for a semester or a school year. Students in the program experience a different culture, learn a foreign language, and make many new friends. The host family is there to help the exchange student adjust to the new culture.

If you would like to find out more about the program, or if you would like to be a host parent, come to our office on Main Street for more information.

New Words

*would like
country
send
many
host family
semester
experience
culture
adjust*

2. Play the recording again, stopping it after each sentence. Students listen and repeat each sentence.
3. Divide the class into pairs. Students take turns reading the pamphlet to their partner.

B. Listen and circle True or False.

1. Play the recording. For each number, students listen and circle *True* if the statement is true, and *False* if it is not.
 1. *The program brings students to Sunnyville.*
 2. *The program sends students to Africa.*
 3. *Students can learn a new language.*
 4. *Sometimes students stay in a hotel.*
2. Check answers by saying *Number 1. The program brings students to Sunnyville.* Students say *True* if they circled *True* or *False* if they circled *False*. If the statement is false, choose a volunteer to make it true.

Answer Key:

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

C. Read the question. Write the answer.

1. Students read each question and answer based on the reading in exercise A.
2. Check answers by reading each question and having students read the answer they wrote.

Answer Key:

1. Where does the program send students?
Europe, Asia, Australia, Africa, and South America.
2. Who helps students adjust to the new culture?
The host family does.
3. What will students experience? They'll experience a different culture.
4. How long do students live with a host family?
For a semester or a school year.

Games and Activities

Note: For all Reading Time activities, students may use their Student Books for reference.

1. **Where's the Sentence?** Say a word from the reading that only appears once such as *country*, *adjust*, or *culture*. Students find and memorize the corresponding sentence as quickly as they can. When they memorize it, have them raise their hands and choose a new student to recite it for the class. Do the same with three to four different words.
2. **Sentence Strips.** Divide the class into groups of six to eight and give each group a copy of the reading. Students in each group cut the reading so that each sentence is on a separate strip of paper. They then

shuffle the strips. Play the recording. Students in each group work together to put the strips in order. Play the recording as many times as necessary for students to complete the task.

3. **Dear Diary.** Students write an imaginary diary entry about the first day they met their host family in another country. Have them include which country, the members of the family, and their feelings about being in another country and experiencing another culture. Ask volunteers to share their diary entries with the class. Ask questions about why they chose that country.

OPTION: Students write an imaginary diary entry about hosting a foreign exchange student in their home. Have them include what country the student is from and what their personality is like.

Extra Practice

Explain and assign Worksheet 18, The Exchange Student, page 205. (For instructions and answer key, see page 187.)



Finish the Lesson

1. **Discussion.** Ask students if they would like to be exchange students. Ask them which country they would like to go to and why, and what they would like to learn from their experience.
2. Explain and assign Workbook page 59. (For instructions, see Teacher's Book page 174.)

Your Time

Language Focus: Personalizing past experience language

Materials Needed: CD/cassette and player

For general information on Your Time, see pages 18–19.

Warm-Up and Review

1. **Reading Review: Listen and Read.** Play the recording of the Unit 9 reading. Students listen. Then volunteers open their Student Books to page 59 and read the pamphlet, one sentence per student.
2. Check Workbook page 59. (For instructions and answer key, see Teacher's Book page 174.)

Introduce the Lesson

Ask four to five questions about students' experiences (see Suggested Questions below).

Suggested Questions:

- How long have you known your best friend?
- How long have you played the piano?
- How long have you gone to this school?
- How long have you used a computer?
- How long have you had a pet?

Practice the Lesson

Students open their Student Books to page 60.

A. Listen and answer the questions.

1. Play the recording. For each number, students listen to the question and answer it based on their own knowledge and experience.

1. How long have you studied English?
2. How long have you been at school today?
3. How long have you been a student?
4. How long have you lived in your town?

2. Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

Answer Key:
Answers will vary.

B. Write four verb phrases. Then ask your classmates and write their names and answers in the chart.

Each student chooses four verb phrases and writes them in the chart. Then they circulate around the classroom, asking their classmates *How long have you (studied English)?* and recording the answers they hear in the space provided. Student then share their answers with the class.

Your Time

A. Listen and answer the questions.

1. _____

2. _____

3. _____

4. _____

5. _____

B. Write four verb phrases. Then ask your classmates and write their names and answers in the chart.

How long have you studied English?

	Name	How long?
1. study English		
2.		
3.		
4.		
5.		

C. Review. Read and circle True or False.

1. I've studied English for two years. True False

2. I've been in a typhoon. True False

3. I've never been to London. True False

4. I've already finished my homework. True False

5. I haven't bought a cell phone yet. True False

60 Unit 9

C. Review. Read and circle True or False.

1. Students read each statement and circle *True* or *False* based on their own knowledge and experience.
2. Check answers by dividing the class into pairs and having students in each pair read one statement and answer to the class.

Answer Key:
Answers will vary.

Games and Activities

1. **Celebrity Interview.** Divide the class into pairs and have students in each pair choose a celebrity that they would like to interview. Have students in each pair write at least five *How long have you...?* questions that they would like to ask their celebrity. Each pair then shares its questions with the class.

OPTION: Students also guess how the celebrities might answer each question.

2. **Who Am I?** Say sentences, such as those provided in exercise A, about a student in the class, and have students guess the person you are talking about. For example: *She's lived in this town for only six months. She's never worn glasses. He's been to the United States three times.*

OPTION: Say sentences as above about a famous person, living or dead, and have students guess who you are talking about.

3. **Our Exchange Program.** Divide the class into four to five groups. Students pretend to be exchange program directors and work together to plan one semester of a program. They should include which country the program sends students to, what kinds of classes students take, what kinds of activities students do, and what kinds of weekend trips they go on. Each group presents its program to the class. Students vote on which program sounds the best.

Finish the Lesson

1. **Discussion.** Ask students if they would like to be a host family to another student. Ask which country they would like to have the student be from, and what they would like to help that student learn about their school, town, and country.
2. Explain and assign Workbook page 60. (For instructions, see Teacher's Book page 174.)

Assessment

Explain and assign the Unit 9 Test, page 228. (For instructions and answer key, see page 213.)





The Graduation Party

Conversation Time

Language Focus: Getting and giving directions

Materials Needed: CD/cassette and player; Wall Chart 19

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

Warm-Up and Review

- Review: Questions.** Students open their Student Books to page 57 and review the Focus Time patterns and vocabulary. Ask students *How long have you known your best friend?* and have volunteers answer with any appropriate response, such as *I've known her since 1999*, or *I've known her for three years*. Continue with other questions for about five minutes.
- Check Workbook page 60. (For instructions and answer key, see Teacher's Book page 174.)

Introduce the Conversation

- Set the scene and clarify meaning by saying *Today's conversation is about asking for and giving directions. Bob's grandparents are going to his graduation party. They are lost and ask a police officer for directions.* Then introduce the words by writing each word on the board. Point to and read each word before explaining its meaning. Students repeat the word.

directions: Say *I will give you directions to the (bank) from the school.* Then give students easy directions to a building near their school.

graduation: Say *When you finish high school, you will have a graduation party.* Explain that graduation is when you finish elementary school, junior high school, high school, or college.

grandson: Say *(Nan) is my grandmother. I am her grand(son).*

melting: Say *When snow melts, it becomes water.*

corner: Draw a city block and indicate one of the corners. Say *This is a corner.*

- 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.
 - Excuse me, officer. Can you please give us directions to the Sunnyville Elementary School?*
Speak in a questioning tone to Student B.
 - Of course. It's not far.*
Speak in a friendly tone to Student A.



- We're going to the graduation party. Our grandson Bob is graduating.*
Speak in a proud tone to Student B.
 - That's great! My daughter Emily is graduating, too. I'll be there later.*
Speak in a proud, enthusiastic tone to Student A.
 - Harold! We have to hurry. The ice cream is melting!*
Speak in a slightly alarmed tone to Student A.
 - Oh, no!*
Speak in a slightly alarmed tone to Student C.
 - Here's a map. Turn left at the light and go straight for two blocks. Then take a right on Elm Street by the bank.*
Speak in a friendly tone to Student A as you pretend to hold out and point to a map.
 - Right by the bank?*
Speak in a questioning tone to Student B as you pretend to look at the map.
 - Yes, then go down Elm for four blocks. The school will be on the left corner.*
Speak in a friendly tone to Student A as you pretend to point to the map.
- A and C: *Thanks, officer.*
Speak in a grateful tone to Student B.
- B: *You're welcome. Drive safely!*
Speak in a friendly tone and wave good-bye to Students A and C.

3. Divide the class into Groups A, B, and C. Model the conversation again using facial expressions and body language. Group A repeats Grandpa's lines, Group B repeats the police officer's lines, and Group C repeats Grandma's lines. Encourage students to copy your facial expressions and body language. Groups change roles and say the conversation again in the same way.
4. Attach Wall Chart 19 to the board or open a Student Book to page 61. Students then open their Student Books to page 61. Ask the following questions:

*Where are Grandma and Grandpa going?
Who is graduating?
Who is helping Grandma and Grandpa?
Why is Grandma upset?
At which building do they take a right?
What street is the school on?*

Practice the Conversation

A. Listen and repeat. Point to the speakers. Then listen again.

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

1. Grandpa: *Excuse me, officer. Can you please give us directions to the Sunnyville Elementary School?*

Officer: *Of course. It's not far.*

2. Grandpa: *We're going to the graduation party. Our grandson Bob is graduating.*

Officer: *That's great! My daughter Emily is graduating, too. I'll be there later.*

3. Grandma: *Harold! We have to hurry. The ice cream is melting!*

Grandpa: *Oh, no!*

4. Officer: *Here's a map. Turn left at the light and go straight for two blocks. Then take a right on Elm Street by the bank.*

5. Grandpa: *Right by the bank?*

Officer: *Yes, then go down Elm for four blocks. The school will be on the left corner.*

6. Grandma and Grandpa: *Thanks, officer.*

Officer: *You're welcome. Drive safely!*

2. Play the recording (second version of the conversation). Students listen.

B. Role-play the conversation.

Divide the class into groups of three. Using their Student Books for reference, 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.

Games and Activities

Note: For all Conversation Time activities, students may use their Student Books for reference.

1. **What's Different?** Say lines from the conversation, but change them slightly. Volunteers say the sentences correctly.

Suggested Sentences:

Can you please give me directions to the Sunnyville Museum?

Of course. It's very far.

Our friend's son Bob is graduating.

I'll be there at 8:00.

We have to hurry. The hot dogs are melting!

Then take a right on Maple Street, by the bakery.

Yes, then go down Elm Street for fourteen blocks.

2. **Give Directions.** Draw a large map of a town on the board. Include buildings such as a bakery, bank, museum, and supermarket. Tell a volunteer that you need directions from the (bank) to the (school). Have the student give you directions, and trace the route on the map with your finger. Then have that student ask another student for directions to another place on the map. Continue until most students have taken a turn.
3. **Make It Your Own.** Write the following on the board:

A: *Can you give me directions to the Sunnyville Elementary School?*

B: *Of course. It's not far.*

Students read the dialogue on the board. Then divide the class into pairs and write the following on the board:

1. *I'm sorry. I don't know where the school is.*

2. *Sure. Go straight and make a right at the museum. It's on the left.*

3. *You're in the wrong town. This is Sunnydale.*

4. *Okay. Make a right and go straight for three blocks. You can't miss it.*

Students read each new response. Quickly clarify meaning if necessary. Then students in each pair role-play the dialogue on the board, substituting the new responses into the underlined part of the target conversation.

Finish the Lesson

1. **Say It Together.** (See Game 4, page 154.) Play the game using the target conversation.
2. Explain and assign Workbook page 61. (For instructions, see Teacher's Book page 174.)

Word Time

Language Focus: Actions (*color the banner, write the poem, decorate the room, draw the posters, cook the meal, make the cake, sing the song, blow up the balloons, sign the card, tell the stories*)

Materials Needed: 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 37–38)

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

Warm-Up and Review

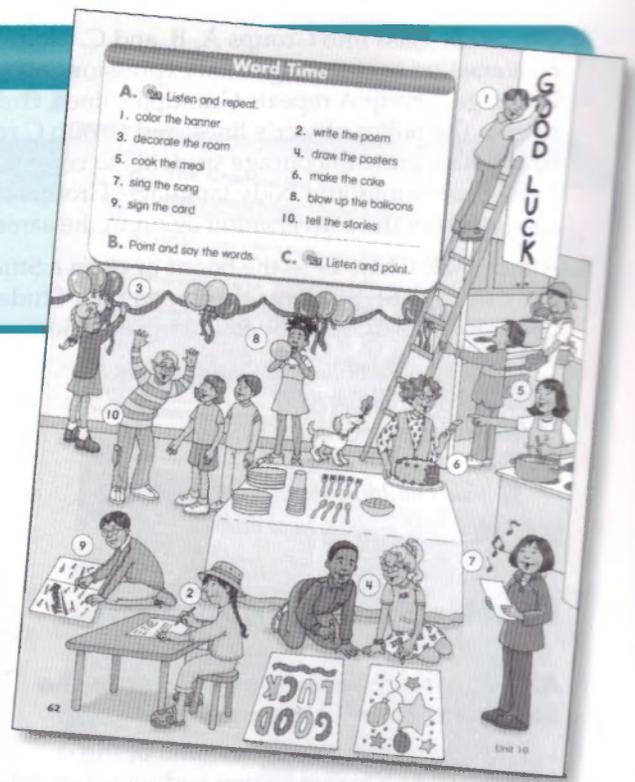
1. **Conversation Review: Say Alternate Lines.** Play the recording of the Unit 10 conversation. Students listen. Then divide the class into thirds and assign each third a role from the conversation. Students recite the conversation, using their Student Books if necessary. Switch roles twice so that each group recites each role.
2. Check Workbook page 61. (For instructions and answer key, see Teacher's Book page 174.)

Introduce the Words

1. Hold up and name each of the Unit 10 Word Time Picture Cards. Students listen. Hold up and name the cards again, and have students repeat. Hold up the cards in random order and have students act out the adjectives and name the cards.
 2. Attach the Unit 10 Word Time Picture Cards in a row on 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 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.
- OPTION: Ask a volunteer to stand up and pantomime one of the target actions. Students guess which action he/she is acting out. The student that guesses correctly stands up and pantomimes a different target action. Continue until most students have taken a turn.

Talk About the Picture

1. Students open their Student Books to page 62. They look at the scene and use complete sentences to identify anything they can.
2. Attach Wall Chart 20 to the board or open a Student Book to page 62. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).



There's a graduation party today. A **girl** is *writing a poem*. Other children are *drawing posters*, *decorating the room*, and *blowing up balloons*. Ms. Apple *made a cake* and Ted and Ms. Lee are *cooking the meal*. A boy is standing on a **tall ladder** and *coloring a banner*. There is a **big "Thank you" card** to the teacher and a boy is *signing the card*. **This boy and girl** are *laughing* because **Joe** is *telling a story*.

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

Why are these people having a party?
What do you think about graduation parties?
(**boy signing card**) What's he doing?
(**girl writing poem**) What's she doing?
Have you ever written a poem?
Did Annie make the cake?
Have you ever made a cake?

Practice the Words

A. Listen and repeat.

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

1. *color the banner*
2. *write the poem*
3. *decorate the room*
4. *draw the posters*
5. *cook the meal*

6. *make the cake*
7. *sing the song*
8. *blow up the balloons*
9. *sign the card*
10. *tell the stories*

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

Make the cake.
Tell the stories.
Draw the posters.
Sing the song.
Write the poem.
Blow up the balloons.
Decorate the room.
Sign the card.
Cook the meal.
Color the banner.

Now listen and point to the speakers.

A: *How was your report card?* (kids drawing posters)

B: *Great. I got an A in art.*

A: *I thought your art grade was good. You draw really well.*

B: *Thanks. I think art is interesting. It's my favorite class.*

A: *Are you going to set the table?* (women by the table)

B: *I can't. I'm as busy as a bee.*

A: *Well, let's ask Joe. He isn't busy.*

A: *Aren't you scared?* (boys with ladder)

B: *No, I'm not. This isn't scary. It's easy.*

Games and Activities

1. **Information Gap.** Write *How often does Ted tell the stories? He tells the stories twice a month.* on the board. Point to and read each word. Students repeat. Quickly review meaning if necessary. Then divide the class into pairs. Give one student in each pair a piece of paper with the following sentences written on it:

1. *Jan blows up balloons four times a day.*
2. *Tom signs a card _____.*
3. *Sue colors a banner twice a year.*
4. *Kate makes a cake _____.*
5. *Bob cooks a meal every day.*

Give the other student in each pair a piece of paper with the following sentences written on it.

1. *Jan blows up balloons _____.*
2. *Tom signs a card once a month.*
3. *Sue colors a banner _____.*
4. *Kate makes a cake three times a week.*
5. *Bob cooks a meal _____.*

Students in each pair ask their partners questions following the model on the board in order to get the information necessary to fill in the blanks.

2. **Survey.** Students create a survey on a sheet of paper by writing *Name* and *Do you like to _____?* in a row at the top of the paper. Students then go around the classroom and ask their classmates *Do you like to (decorate the room)?* Students respond *Yes, I like to (decorate the room)* or *No, I don't like to (decorate the room)*. Students record the answers they hear. Continue until all students have talked to at least six other students. Students sit down. Then ask students questions about the survey. For example: Ask *Does Bill like to decorate the room?* Students who know this information respond either *Yes, he does* or *No, he doesn't*.
3. **Talking.** Divide the class into pairs and give them three to four minutes to talk with their partners about whether they ever do the target activities (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 activities.

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

4. **Option: Personalize the Vocabulary.** Divide the class into pairs. Have students in each pair talk about what they would like their graduation party to be like. Have them talk about what color decorations, what kind of food and cake they would like, who would cook it, etc.

Finish the Lesson

1. **Match It.** Write the words of the verbs phrases in a scattered way all around the board. Have volunteers match parts of each verb phrase and cross out each word as they match them correctly. Continue until all the words are crossed out.
2. Explain and assign Workbook page 62. (For instructions, see Teacher's Book pages 174–175.)

Focus Time

Language Focus: Past passive tense; *Wh-* questions with *Who* [*Who (sang the song)? The (song was sung) by (Ivy).*]

Function: Asking questions about past actions

Materials Needed: CD/cassette and player; Unit 10 Word Time Word Cards, 10 cards; Unit 10 Focus Time Word Cards, 1 set per 2 students; Unit 10 Grammar Cards, 1 set per 2 students (see Picture and Word Card Book pages 38, 40, 48–49, and 60)

For general information on Focus Time, pages 12–13.

Warm-Up and Review

- Vocabulary Review: Charades.** Hold up each of the Unit 10 Word Time Picture Card and have students name them. Bring a volunteer to the front of the classroom and have him/her pick one of the picture cards and act it out for the class. The first student to guess correctly, saying *You're (blowing up the balloons),* comes up, picks a card, and acts it out. Continue until all the cards are used.
- Check Workbook page 62. (For instructions and answer key, see Teacher's Book pages 174–175.)

This lesson is in two parts.

Part 1: Introduce the Words

Draw three columns on the board. Begin to write a poem on the board. Say *I write a poem every day.* Finish and say *I wrote the poem. The poem was written by me.* Students repeat. Write *write* in the first column, *wrote* in the second column, and *was written* in the third column. Point to and read each word. Students repeat. Do the same with *sign the card*, *make the cake*, and *sing the song*, pantomiming each of the actions.

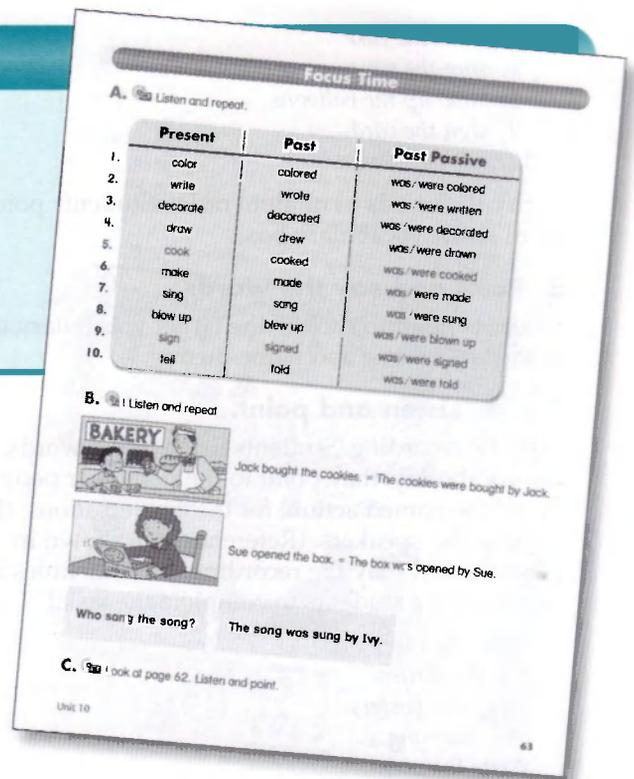
Practice the Words

Students open their Student Books to page 63.

A. Listen and repeat.

Play the recording. Students listen and repeat each word.

- color, colored, was colored, were colored*
- write, wrote, was written, were written*
- decorate, decorated, was decorated, were decorated*
- draw, drawn, was drawn, were drawn*
- cook, cooked, was cooked, were cooked*
- make, made, was made, were made*
- sing, sang, was sung, were sung*
- blow up, blew up, was blown up, were blown up*
- sign, signed, was signed, were signed*
- tell, told, was told, were told*



Part 2: Introduce the Patterns

- Who (sang the song)? The (song was sung) by (Ivy).** Bring a volunteer to the front of the classroom and have her sing a short song. Then ask seated students *Who sang the song?* Students repeat. Write *Who sang the song?* on the board. Point to and read each word. Students repeat. Then ask the question again and have students formulate an answer. Say *The song was sung by (Ivy).* Students repeat. Write *The song was sung by (Ivy).* on the board. Point to and read each word. Students repeat. Do the same with *blow up the balloons*, *decorate the room*, and *draw the posters*.
- Practice for Fluency.** Say *sign the card* and elicit *Who signed the card?* Say *Ted* and elicit *The card was signed by Ted.* Continue in the same way with different actions and actors for three to four minutes.

Notes:

- The subject of *The song was sung by Bill and Ted* is *song* and not *Bill and Ted*. Therefore the verb *was sung* agrees with *song*.
- It is not incorrect to answer the question *Who sang the song?* by saying *Ivy sang the song*.

Practice the Patterns

B. Listen and repeat.

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

A: *Jack bought the cookies. The cookies were bought by Jack.*

B: *Sue opened the box. The box was opened by Sue.*

A: *Who sang the song?*

B: *The song was sung by Ivy.*

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

3. Students work with their partners to say the sentence while looking at the pattern boxes in their books.

C. Look at page 62. Listen and point.

Play the recording. Students look at page 62 and listen to the sound effects and words, pointing to the people being talked about. Play the recording as many times as necessary for students to complete the task.

A: *Who colored the banner?*

B: *The banner was colored by Matt.*

A: *Who blew up the balloons?*

B: *The balloons were blown up by Jan.*

A: *Who drew the posters?*

B: *The posters were drawn by Bob and Kim.*

Games and Activities

- 1. Around the Circle.** Stand in a circle with students. Say *color* and have the student to your right repeat the word and say its past tense form. Have the next student to the right say its present, past, and past passive forms. Say another Unit 10 verb and continue the procedure with the next student to the right. Continue with the rest of the verbs. Try to go around the circle as quickly as possible.
- 2. Who Did It?** Bring ten volunteers to the front of the classroom. Give each of them a different Unit 10 Word Time Word Card and have them pantomime their actions. Seated students just watch. Then ask seated students *Who blew up the balloons?* A volunteer answers *The balloons were blown up by (Tom).* Continue with all ten actions.
- 3. Make the Sentences.** (See Game 17, page 155.) Do the activity using Unit 10 Focus Time Word Cards and Grammar Cards.

Finish the Lesson

- 1. Words to Sentence.** Say *write the poem*. Point to a student (S1) and elicit *The poem was written by (Ed)*. The student that S1 named (S2) is the next to make a sentence. Point to S2 and say *cook the meal*. Continue with all the Unit 10 verb phrases.
- 2. Explain and assign Workbook page 63.** (For instructions, see Teacher's Book page 175.)

Practice Time

Language Focus: Past passive tense; *Wh-* questions with *Who* [*Who (told the stories)? The (stories were told) by (Joe).*]

Function: Asking questions about past actions

Materials Needed: CD/cassette and player; Unit 10 Word Time Picture Cards, 1 card per student (see Picture and Word Card Book page 37)

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

Warm-Up and Review

1. **Pattern Review: Make a Sentence.** Write *Who colored the banner? The banner was colored by Val.* on the board. Point to each sentence and have students read it. Then say *make the cake* and elicit *Who made the cake? Say Dave* and elicit *The cake was made by Dave.* Continue in the same way with different actions and actors for three to four minutes.
2. Check Workbook page 63. (For instructions and answer key, see Teacher's Book page 175.)

Practice the Patterns

Students open their Student Books to page 64.

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

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

A: *Who told the stories?*

B: *The stories were told by Joe.*

1. *Who blew up the balloons?*

The balloons were blown up by Jan.

2. *Who cooked the meal?*

The meal was cooked by Ms. Lee and Ted.

3. *Who signed the card?*

The card was signed by Mike.

4. *Who decorated the room?*

The room was decorated by Annie.

5. *Who drew the posters?*

The posters were drawn by Bob and Kim.

6. *Who wrote the poem?*

The poem was written by Emily.

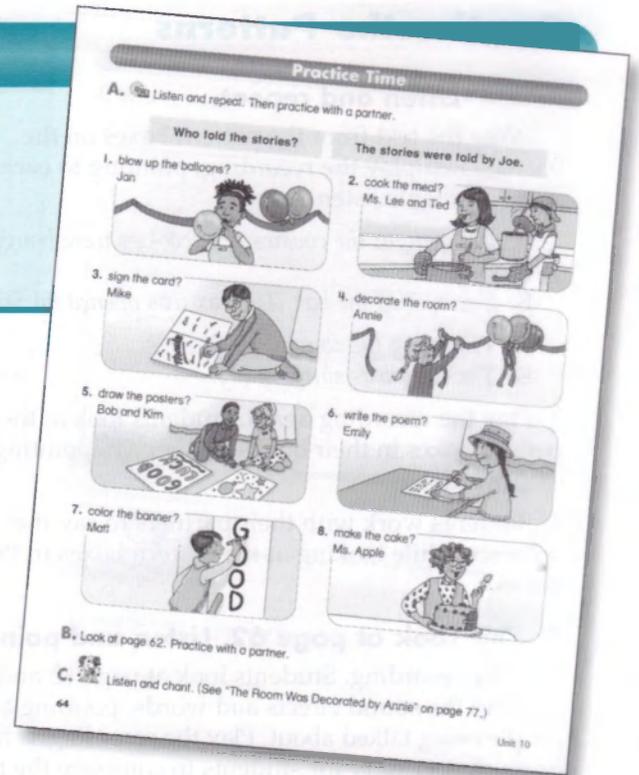
7. *Who colored the banner?*

The banner was colored by Matt.

8. *Who made the cake?*

The cake was made by Ms. Apple.

2. Students practice numbers 1–8 in pairs. (S1 in each pair asks the question, and S2 answers.) Students then change roles and do the activity again.



B. Look at page 62. Practice with a partner.

Students remain in pairs and look at page 62. They then take turns making statements about the scene using the target patterns and vocabulary items. For example: S1 (pointing to the cake): *Who made the cake?* S2 (pointing to Ms. Apple): *The cake was made by Ms. Apple.*

C.  Listen and chant.

1. Students turn to the *The Room Was Decorated by Annie* chant on page 77. They cover up the text, look at the pictures, and talk about what they see. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

The Room Was Decorated by Annie

The room was decorated by Annie.

The balloons were blown up by Annie.

The banner was made by Annie.

But the cake was made by Dan.

The card was signed by Annie.

The posters were drawn by Annie.

The poem was written by Annie.

But the story was told by Penny.

2. Play the recording again. Students listen and chant along, 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 along, holding up their picture card each time it is named.

Games and Activities

1. **Fill In the Chart.** Divide the class into pairs and write the following on the board:

	sign the card? Ted	color the banner? Annie	sing the song? Digger
Past	Who signed the card? Ted signed the card.		
Past Passive	Who signed the card? The card was signed by Ted.		

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

2. **Information Gap.** Divide the class into pairs. Give one student in each pair a piece of paper with the following sentences written on it:

1. *The pizza was baked by Meg.*
2. *The book was read _____.*
3. *The fire was built by Jess.*
4. *The coffee was drunk _____.*
5. *The puzzles were done by Tim.*
6. *The coins were collected _____.*

Give the other student in each pair a piece of paper with the following sentences written on it.

1. *The pizza was baked _____.*
2. *The book was read by Paul.*
3. *The fire was built _____.*
4. *The coffee was drunk by Judy.*
5. *The puzzles were done _____.*
6. *The coins were collected by Kay.*

Students in each pair ask their partner the target questions in order to get the information necessary to fill in the blanks.

3. **Listen Carefully.** Read the following paragraph to students, having them take notes as necessary.

I have a very pretty picture. It was given to me by my friend Jill. The picture was painted in Mexico. Since Jill lives near Mexico, she went there and bought the picture. Jill was told a very interesting story by the woman who painted the picture.

Ask the following questions about the above reading, having students refer to their notes for reference. Encourage students to answer using the target patterns. If necessary, read the paragraph several times.

- Who gave me a picture?
- Where was the picture painted?
- Where does Jill live?
- Who told Jill an interesting story?

Extra Practice

Explain and assign Worksheet 19, Play a Game!, page 206. (For instructions and answer key, see page 187.).



Finish the Lesson

1. **What Did You Do?** Students take turns standing up and saying one thing they did yesterday. Students take notes on their classmates' statements. Then use the target patterns to ask questions about what was done yesterday. For example: Ask *Who made breakfast?* Students answer *Breakfast was made by (Tom and Kate).*
2. Explain and assign Workbook page 64. (For instructions, see Teacher's Book page 175.)

Reading Time

Language Focus: Reading an article on a web site

Materials Needed: CD/cassette and player; Unit 10 Word Time Word Cards, 1 set (see Picture and Word Card Book page 38)

For general information on Reading Time, see pages 16–17.

Warm-Up and Review

- 1. Pattern Review: Clap and Say.** Write *The posters were drawn by Mari.* on the board, and stand the Unit 10 verb Grammar Cards along the chalktray. Show students how to clap together with the same, steady beat. Point to one of the word cards and use those words and your own name in a sentence. For example: *The posters were drawn by (Mari).* Say the sentence in the space of three claps. Point to the second card and the first student in the first row and have him/her say a sentence in the same way. Continue up and down the rows until all students have said a sentence.
- 2. Check Workbook page 64.** (For instructions and answer key, see Teacher's Book page 175.)

Introduce the Reading

Note: Students may learn the new vocabulary within the context of the reading, or each new word can be taught before students encounter it in the reading. Follow the steps below to introduce the reading content.

- 1. Write the new words in a column on the board.** Point to and read each word before explaining its meaning.

sixth: Count as you point to the first, second, third, etc., student in a row. When you get to the sixth student, say *You are the sixth student in the row.*

bash: Explain that a *bash* is a big party.

gym: Say *We play baseball outside. We play volleyball in the gym.*

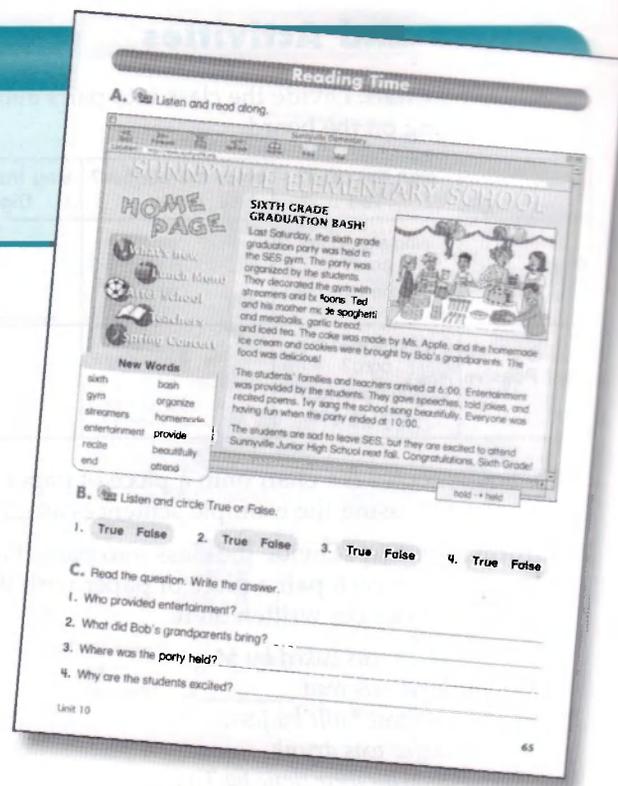
organize: Explain that in this context *organize* means to plan all the parts of an activity.

streamers: Explain that streamers are a kind of party decoration made of long, thin, colorful pieces of paper.

homemade: Say *I made my lunch at home in my kitchen. It is homemade. When I buy my lunch from a restaurant, it isn't homemade.*

entertainment: Explain that entertainment is songs, games, stories, or anything that helps people have fun.

provide: Explain that *provide* means the same as *give*.



recite: Recite part of a poem and then say *I recited the poem.*

beautifully: Say *She has a beautiful voice. She sings beautifully.*

end: Say *The party started at 7:00. It ended at 10:00.*

attend: Say *All of you attend (Edison Elementary School).*

- 2. Students open their Student Books to page 65.** Tell them to look at the reading and guess what its format is (an article on a web site).

Practice the Reading

Students read the article silently to themselves.

A. Listen and read along.

- 1. Play the recording.** Students listen and read along in their Student Books.

Sunnyville Elementary School Home Page

Sixth Grade Graduation Bash!

Last Saturday, the sixth grade graduation party was held in the SES gym. The party was organized by the students. They decorated the gym with streamers and balloons. Ted and his mother made spaghetti and meatballs, garlic bread, and iced tea. The cake was made by Ms. Apple, and the homemade ice cream and cookies were brought by Bob's grandparents. The food was delicious!

The students' families and teachers arrived at 6:00. Entertainment was provided by the students. They gave speeches, told jokes, and recited poems. Ivy sang the school song beautifully. Everyone was having fun when the party ended at 10:00.

The students are sad to leave SES, but they are excited to attend Sunnyville Junior High School next fall. Congratulations, Sixth Grade!

New Words

sixth
bash
gym
organize
streamers
homemade
entertainment
provide
recite
beautifully
end
attend

2. Play the recording again, stopping it after each sentence. Students listen and repeat each sentence.
3. Divide the class into pairs. Students take turns reading the article to their partner.

B. Listen and circle True or False.

1. Play the recording. For each number, students listen and circle *True* if the statement is true or *False* if it is not.
 1. The gym was decorated with streamers and balloons.
 2. The party was organized by the families and teachers.
 3. The party ended at 6:00.
 4. The school song was sung by Ivy.

2. Check answers by saying *Number 1. The gym was decorated with streamers and balloons.* Students say *True* if they circled *True*, and *False* if they circled *False*. If the statement is false choose a volunteer to make it true.

Answer Key:

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

C. Read the question. Write the answer.

1. Students read each question and answer based on the reading in exercise A.
2. Check answers by reading each question and having students read the answer they wrote.

Answer Key:

1. Who provided the entertainment? The entertainment was provided by the students.
2. What did Bob's grandparents bring? They brought homemade ice cream and cookies.

3. Where was the party held? It was held in the SES gym.
4. Why are the students excited? Because they will attend Sunnyville Junior High School in the fall.

Games and Activities

Note: For all Reading Time activities, students may use their Student Books for reference.

1. **Listen Carefully.** Play the recording of again. Students listen and write down three things that people ate at the party, and three things students did as entertainment.
2. **Cloze Reading.** Write the new words on the board. Read the article and have students just listen with their books closed, if possible. When you come to one of the new words do not read it. Have students raise their hands to fill in the missing word from the list on the board.
3. **Our Party.** Divide the class into groups of five to six and have students in each group work together to write a description of a school party (either one they have attended or one they would like to attend). Tell them to include details about food, activities, decorations, and who attended. Groups share their descriptions with the class.

Extra Practice

Explain and assign Worksheet 20, Graduation Party, page 207. (For instructions and answer key, see page 187.)



Finish the Lesson

1. **Discussion.** Ask students about how they feel about leaving elementary school and going to junior high. Ask them if they want a big graduation party and if so, what it would be like.
2. Explain and assign Workbook page 65. (For instructions, see Teacher's Book pages 175–176.)

Your Time

Language Focus: Personalizing action language

Materials Needed: CD/cassette and player

For general information on Your Time, see pages 18–19.

Warm-Up and Review

- 1. Reading Review: In Their Own Words.** Students open their Student Books to page 65 and take two to three minutes to review the story. Then have students take turns telling the class, in their own words, something about the reading. For example: *This reading is about the SES sixth grade bash.* Continue until most students have taken a turn. It is okay if more than one student tells the same information.
- 2. Check Workbook page 65.** (For instructions and answer key, see Teacher's Book pages 175–176.)

Introduce the Lesson

Ask five to six questions about actions (see Suggested Questions below).

Suggested Questions:

- In our class, is English taught by the students?*
- Is your book read by your cat?*
- Is the car driven by your father?*
- Is your video game used by your mother?*

Practice the Lesson

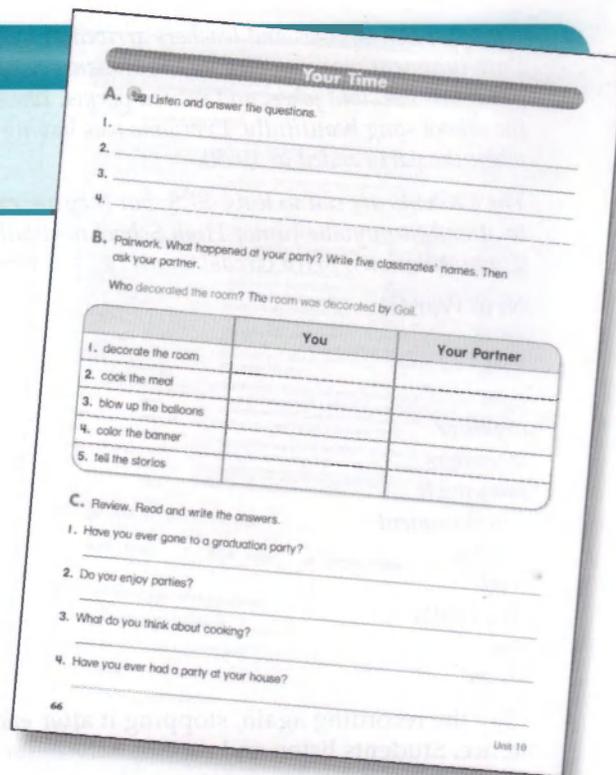
Students open their Student Books to page 66.

A. Listen and answer the questions.

1. Play the recording. For each number, students listen to the question and answer it based on their own knowledge and experience.
 1. *At your house, is the laundry done by your mother?*
 2. *At your house, is dinner cooked by your father?*
 3. *At your house, is the kitchen cleaned up by your mother?*
 4. *At your house, are the beds made by your father?*

2. Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

Answer Key:
Answers will vary.



B. Pairwork. What happened at your party? Write five classmates' names. Then ask your partner.

Divide the class into pairs. Each student writes the name of a different classmate in each row of the *You* column. Then have partners ask each other *Who (decorated the room)?* and fill in the partner's answers in the *Your Partner* column. When they are finished with all the questions, each pair shares its answers with the class.

C. Review. Read and write the answers.

1. Students read each question and write an answer based on their own knowledge and experience.
2. Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

Answer Key:
Answers will vary.

Games and Activities

- 1. My Family.** Divide the class into pairs. Students ask each other questions about who does what in their family such as, *In your family, who cooks dinner?* Write some sample questions on the board first, if necessary. Students take notes on what their partners say. After about ten minutes, ask volunteers about what their partners said.

2. **Our Graduation Party.** Divide the class into groups of four to five and have each group organize an imaginary graduation party for the class. Tell each group to make a list of who will decorate, make food, and entertain. At the end of fifteen minutes, ask the groups to share their lists with the class. Have the class vote on which sounds like the best party.

Finish the Lesson

1. **Parties.** Have students talk about the best party they've ever been to. Ask them why it was fun and what kind of decorations, food, and entertainment was there.
2. Explain and assign Workbook page 66. (For instructions, see Teacher's Book page 176.)

Assessment

Explain and assign the Unit 10 Test, page 229. (For instructions and answer key, see page 213.)





Review 2

Conversation Time Review

Review Focus: Units 6–10 conversations

Materials Needed: CD/cassette and player

Warm-Up

1. Review Units 6–10 Conversations. Students turn to each Conversation Time page (pages 37, 43, 49, 55, and 61). Elicit each conversation.
2. Check Workbook page 66. (For instructions and answer key, see Teacher's Book page 176.)

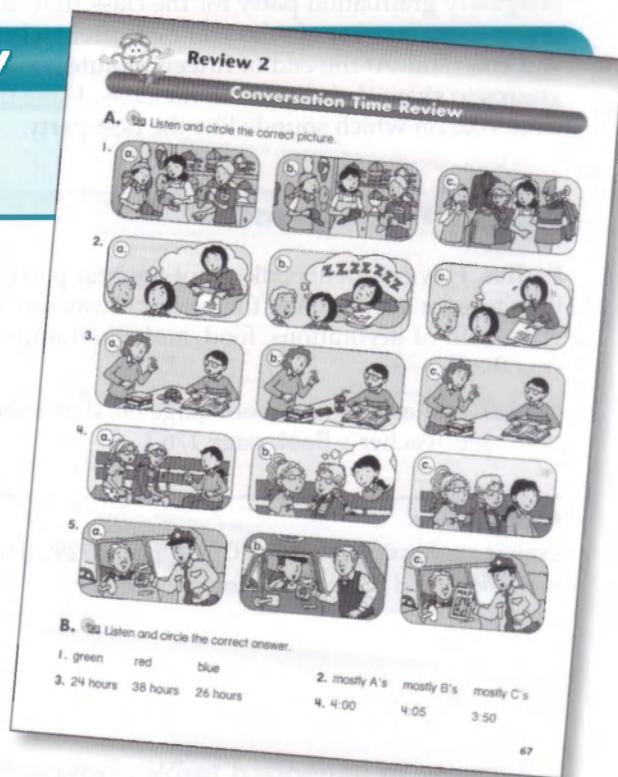
Practice the Language

Students open their Student Books to page 67.

A. Listen and circle the correct picture.

1. Play the recording. Students listen and, for each number, they circle the picture that corresponds to the conversation they hear.

1. Ted: *Look, Mom! Isn't this cool?*
Ms. Lee: *Yes. But this one is better than that one.*
Ted: *The green one? You're right. But it's way too big.*
Clerk: *Can I help you find something?*
Ms. Lee: *Yes, my son likes this green cap, but it's too big.*
Clerk: *Here's a small. Try it on.*
Ted: *What do you think, Mom?*
Ms. Lee: *You look terrific!*
2. Boy: *How was your report card, Ivy?*
Ivy: *Not too good. Mostly C's.*
Boy: *That's funny. I thought your grades were good.*
Ivy: *My homework scores are high, but I don't do well on my tests.*
Boy: *Why not?*
Ivy: *I don't know. I study hard. I guess I get too nervous.*
Boy: *Will your parents be upset?*
Ivy: *No. They understand.*
3. Woman: *Mike, please throw that away.*
Mike: *Why? I'm not finished yet.*
Woman: *You're not allowed to eat or drink in the library.*
Mike: *Really? Nobody told me.*
Woman: *Well, it says so right here. These are the rules for the library.*



- Mike: *No food or beverages in the library. I'm sorry.*
Woman: *That's okay.*
4. Kim: *What's up, Annie?*
Annie: *I'm waiting for the new exchange student. She's coming on the Number 15 bus.*
Kim: *Is she staying with your family?*
Annie: *Yes. She's going to stay for the rest of the year.*
Kim: *What's her name?*
Annie: *It's May Li. She's from Hong Kong. She'll be at school tomorrow.*
Kim: *Great. I can't wait to meet her.*
5. Grandpa: *Excuse me, officer. Can you please give me directions to the Sunnyville Elementary School?*
Officer: *Of course. It's not far.*
Grandpa: *I'm going to the graduation party.*
Officer: *That's great. My daughter is graduating. I'll be there later.*
Grandpa: *I have to hurry. My ice cream is melting!*
Officer: *Oh, no! Here's my map.*

2. Check answers by having students listen to the conversations again. Stop the recording after each conversation and have students say the letter of the picture they have circled.

Answer Key:

1. b
2. c
3. b
4. b
5. c

B. Listen and circle the correct answer.

1. Play the recording. Students listen and, for each number, they circle the number or words that they hear discussed in the conversation.

1. Clerk: *How can I help you?*
Boy: *I like this cap. Does it come in green?*
Clerk: *No, it doesn't.*
Boy: *Does it come in any other colors?*
Clerk: *It comes in black and blue.*
Boy: *What about red?*
Clerk: *No. It doesn't come in red.*
Boy: *Okay, I'll take blue.*
Clerk: *Great. The total is eight dollars and fifty cents.*

A: *What color does he buy? Circle the correct color.*

2. Boy: *How was your report card?*
Girl: *Pretty good. I got mostly A's.*
Boy: *That's great.*
Girl: *How did you do?*
Boy: *I got a C in health. But I got A's in English, science, history, and geography.*
Girl: *Wow! So you got mostly A's, too. That's terrific.*

A: *How were their report cards? Circle the correct grades.*

3. Man: *You're not allowed to eat or drink by the pool.*
Boy: *What happens if you break the rules?*
Man: *If you break the rules, you can't use the pool for 36 hours.*
Girl: *Thirty-six hours? It says 24 hours.*
Man: *Where?*
Girl: *Right here.*
Man: *Oh. You're right.*

A: *If you break the rules, how long until you can use the pool again? Circle the correct amount of time.*

4. Girl: *Excuse me. Did the Number 12 bus go by?*
Woman: *Yes, it did. The Number 12 bus left five minutes ago.*
Girl: *Oh, no! I missed the bus. It's 4:00. I'm late for my violin lesson.*
Woman: *It isn't 4:00. It's 4:05. The next bus will be here soon.*
Girl: *Good. There it is. No, wait, that isn't a Number 12 bus. Oh, well.*

A: *What time is it now? Circle the correct time.*

2. Check the answers by having students listen to the conversations again. Stop the recording after each conversation and have students say the number or words they have circled.

Answer Key:

1. blue
2. mostly A's
3. 24 hours
4. 4:05

Games and Activities

1. **Role-Play.** Write the second conversation from exercise A on the board. Point to each line and have students read it. Then divide the class into pairs and have students in each pair role-play the conversation. Students change roles and role-play the conversation again.
2. **Act It Out.** Divide the class into pairs. Students in each pair work together to write out a mini-dialogue (approximately four to five lines long) between two friends after a very difficult test. Once students have created their mini-dialogues, choose volunteers to role-play their dialogues for the class.
3. **Illustrators.** Students draw pictures illustrating any dialogue from exercises A or B. Have each student show his/her picture to the class. The class guesses which dialogue is being illustrated.

Finish the Lesson

1. **Who Says It?** Read the fourth conversation from exercise A. Discuss with students where they think the conversation is being held, and who the speakers might be.
2. Explain and assign Workbook page 67. (For instructions, see Teacher's Book page 176.)

Digger and Max

Review Focus: Units 6–10 conversations, vocabulary, and patterns

Materials Needed: CD/cassette and player

Warm-Up

1. Review Units 6–10 Vocabulary and Patterns. Turn to each Word Time page (pages 38, 44, 50, 56, and 62) and Focus Time page (pages 39, 45, 51, 57, and 63). Elicit each vocabulary item and pattern.
2. Check Workbook page 67. (For instructions and answer key, see Teacher's Book page 176.)

Work with the Pictures

Students open their Student Books to pages 68 and 69.

1. Divide the class into groups of three. Groups find and name any items or characters they recognize in the pictures.
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 using 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 students what they think the reading will be about

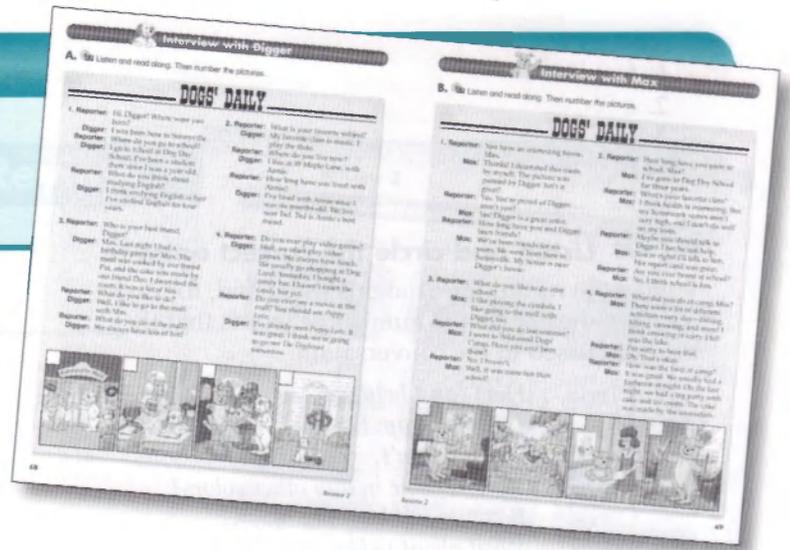
Practice the Reading

A. Listen and read along. Then number the pictures.

1. Play the recording. Students listen and read along.

Dogs' Daily

1. Reporter: *Hi, Digger! Where were you born?*
Digger: *I was born here in Sunnyville.*
Reporter: *Where do you go to school?*
Digger: *I go to school at Dog Day School. I've been a student there since I was a year old.*
Reporter: *What do you think about studying English?*
Digger: *I think studying English is fun! I've studied English for four years.*



2. Reporter: *What is your favorite subject?*
Digger: *My favorite class is music. I play the flute.*
Reporter: *Where do you live now?*
Digger: *I live at 49 Maple Lane, with Annie.*
Reporter: *How long have you lived with Annie?*
Digger: *I've lived with Annie since I was six months old. We live near Ted. Ted is Annie's best friend.*
3. Reporter: *Who is your best friend, Digger?*
Digger: *Max. Last night I had a birthday party for Max. The meal was cooked by our friend Pat, and the cake was made by our friend Doc. I decorated the room. It was a lot of fun.*
Reporter: *What do you like to do?*
Digger: *Well, I like to go to the mall with Max.*
Reporter: *What do you do at the mall?*
Digger: *We always have lots of fun!*
4. Reporter: *Do you ever play video games?*
Digger: *Well, we often play video games. We always have lunch. We usually go shopping at Dog Land. Yesterday, I bought a candy bar. I haven't eaten the candy bar yet.*
Reporter: *Do you ever see a movie at the mall?*
Digger: *You should see Puppy Love. It was great. I think we're going to go see The Doghouse tomorrow.*

2. Play the recording again, stopping after each paragraph. For each number, students find the corresponding picture and write the number in the space provided.

Answer Key:
4, 1, 3, 2

B. Listen and read along. Then number the pictures.

1. Play the recording. Students listen and read along.

Dogs' Daily

1. Reporter: *You have an interesting house, Max.*
Max: *Thanks! I decorated this room by myself. The picture was painted by Digger. Isn't it great?*
Reporter: *Yes. You're proud of Digger, aren't you?*
Max: *Yes! Digger is a great artist.*
Reporter: *How long have you and Digger been friends?*
Max: *We've been friends for six years. We were born here in Sunnyville. My house is near Digger's house.*
2. Reporter: *How long have you gone to school, Max?*
Max: *I've gone to Dog Day School for three years.*
Reporter: *What's your favorite class?*
Max: *I think health is interesting. But my homework scores aren't very high, and I don't do well on my tests.*
Reporter: *Maybe you should talk to Digger. I bet he can help.*
Max: *You're right! I'll talk to him. His report card was great.*
Reporter: *Are you ever bored at school?*
Max: *No, I think school is fun.*
3. Reporter: *What do you like to do after school?*
Max: *I like playing the cymbals. I like going to the mall with Digger, too.*
Reporter: *What did you do last summer?*
Max: *I went to Wildwood Dogs' Camp. Have you ever been there?*
Reporter: *No, I haven't.*
Max: *Well, it was more fun than school!*
4. Reporter: *What did you do at camp, Max?*
Max: *There were a lot of different activities every day—fishing, hiking, canoeing, and more! I think canoeing is scary. I fell into the lake.*
Reporter: *I'm sorry to hear that.*
Max: *Oh. That's okay.*
Reporter: *How was the food at camp?*
Max: *It was great. We usually had a barbecue at night. On the last night, we had a big party with cake and ice cream. The cake was made by the counselors.*

2. Play the recording again, stopping after each paragraph. For each number, students find the corresponding picture and write the number in the space provided.

Answer Key:

1, 4, 2, 3

Games and Activities

1. **Listen Carefully.** Play the recording of Digger's interview again. Students listen and write down all the things Digger did at the mall. Then play the recording of Max's interview. Students listen and write down all the things Max did at Wildwood Dogs' Camp.
2. **Tell the Story.** Divide the class into pairs. Students in each pair cover the text on each interview page. They then take turns looking at the pictures and telling the events to their partners.
3. **Make a New Story.** Each student divides a piece of paper in four equal parts. He/She then creates a new story about either Digger or Max by drawing original scenes. Students then take turns standing up and describing their story to the rest of the class.

Finish the Lesson

1. **Likes.** Students make lists of the activities Digger and Max like to do.
2. Explain and assign Workbook pages 68–69. (For instructions, see Teacher's Book pages 176–177.)

Word Time and Focus Time Review

Review Focus: Units 6–10 vocabulary and patterns

Materials Needed: CD/cassette and player

Warm-Up

1. **Questions.** Ask students *Have you already done your homework today?* Several students answer. Continue with *What do you think about hiking?* and *What does your mother think about cooking?*
2. Check Workbook pages 68–69. (For instructions and answer key, see Teacher's Book pages 176–177.)

Review

Students open their Student Books to page 70.

A. Read and write.

Divide the class into pairs. Students in each pair work together to fill in the blanks based on the pictures next to the reading. Then check answers by asking volunteers to read each sentence of the paragraph.

Answer Key:

caterpillars, really, playing, puzzles

B. Read and complete the puzzle.

Divide the class into pairs. Students in each pair work together to fill in the crossword puzzle. Check the answers by having volunteers read the completed sentences.

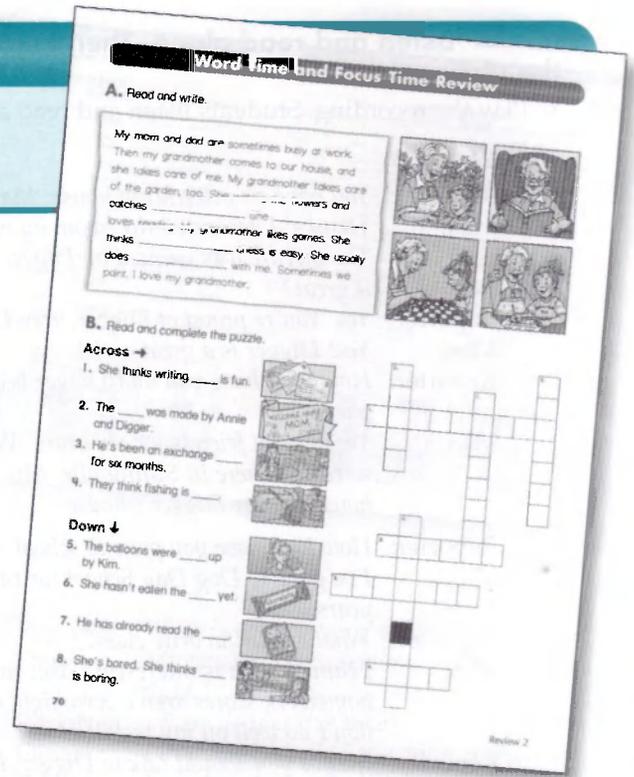
Answer Key:

Across

1. She thinks writing postcards is fun.
2. The banner was made by Annie and Digger.
3. He's been an exchange student for six months.
4. They think fishing is easy.

Down

5. The balloons were blown up by Kim.
6. She hasn't eaten the candy bar yet.
7. He has already read the magazine.
8. She's bored. She thinks history is boring.



Finish the Lesson

1. **What Do You Think?** Say *interesting*. Have volunteers name things that they think are interesting (for example: *I think nature shows are interesting*). Continue with *exhausting*, *easy*, and *disgusting*.
2. Explain and assign Workbook page 70. (For instructions, see Teacher's Book page 177.)

Pairwork

Review Focus: Personalizing Units 6–10 language

Materials Needed: CD/cassette and player

Warm-Up

- Questions.** Ask students *What do you think is fun?* Several students answer. Do the same with *Have you already watched TV today?* and *Who served school lunch yesterday?*
- Check Workbook page 70. (For instructions and answer key, see Teacher's Book page 177.)

Review

Divide the class into pairs. One student in each pair opens his/her Student Book to page 71. The other student in each pair opens his/her Student Book to page 72.

A. Tell your partner. Then listen and write ✓ or X.

- Students in each pair say each statement to their partner based on the target patterns in order to get the information necessary to fill in the blanks.
- Check answers by having pairs of students read the statements to the class.

Answer Key:

	Annie	Ted
1. do the math homework	✓	X
2. write a poem	✓	X
3. read today's newspaper	X	✓
4. eat a candy bar	✓	✓
5. finish lunch	X	✓
6. do a puzzle	✓	✓

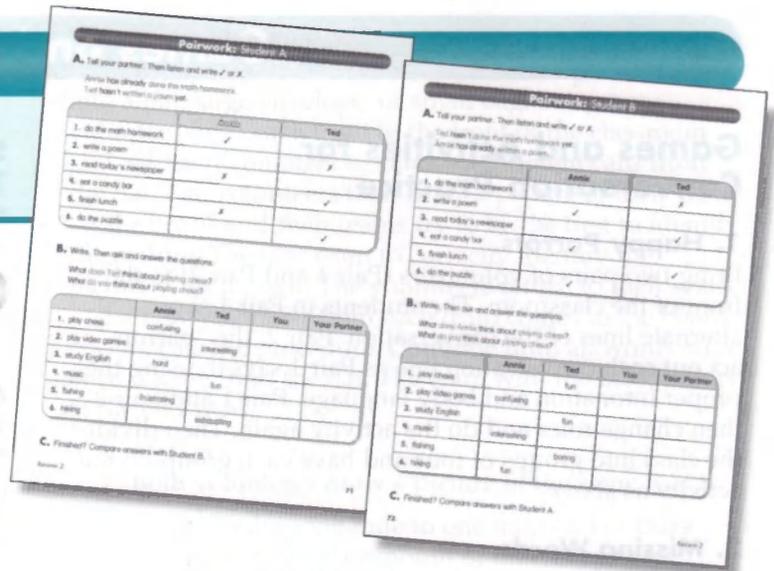
B. Write. Then ask and answer the questions.

- Each student fills in the *You* column of the chart. Then students in each pair ask their partner the target questions in order to get the information necessary to fill in the blanks.
- Check answers by having pairs of students read the questions and answers to the class.

Answer Key:

	Annie	Ted	You	Your partner
1. play chess	confusing	fun		
2. play video games	confusing	interesting		
3. study English	hard	fun		
4. music	interesting	fun		
5. fishing	frustrating	boring		
6. hiking	fun	exhausting		

Answers will vary.



C. Finished? Compare answers with Student A/Student B.

Students compare answers with their partner.

Games and Activities

Option: Project. For one week, students keep a list of things they think are disgusting, fun, and boring. At the end of the week, students share their lists in class.

Finish the Lesson

- Explain and assign Checklist 2 (see Student Book pages 82–85) for students to do at home or in class.
- Explain and assign Workbook pages 71–72. (For instructions and answer key, see Teacher's Book page 177.) Students can complete the four remaining Workbook review pages (pages 73–76) in class or at home. (For instructions and answer key, see Teacher's Book page 178.)

Assessment

Explain and assign the Final Test, pages 230–235. (For instructions and answer key, see Teacher's Book pages 214–215.)



Games and Activities for Conversation Practice

1. 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. 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.

2. Missing Words.

Divide the class into Groups A and B. Write the 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.

3. 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-play the conversation using their puppets as 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 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.

4. 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.

5. Toss the Ball.

Toss a ball to a student and say the first line of the conversation. That student responds with the second line of the conversation, then tosses the ball to another student who says the third line of the conversation, and so on around the class. Students continue until everyone has said a line of the conversation.

6. Unscramble.

Write the conversation on the board in scrambled order. Students try to be the first to unscramble and write down the conversation. The first two students to do so raise their hands and read alternate lines of the conversation.

7. Which Line Doesn't Belong?

Write each line of three to four 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. Say *Go!* The volunteers look at their pieces of paper and place the line of conversation that does not 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 that 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.

Games and Activities for Vocabulary Practice

8. 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 (apple pie)*, naming the item on which the beanbag has landed. Continue in the same way for five to seven minutes.

9. Bingo!

Give each student 16 picture cards. Students place their picture cards faceup in a 4×4 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 four 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 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. The first student to say the correct word puts his/her marker on that picture.

10. Concentration.

Shuffle ten pairs of matching picture cards and lay them facedown on a desk. Students take turns turning over two cards and naming them. If a student cannot name the cards, he/she turns the cards facedown again and the next student takes a turn. If the student names the cards correctly but they do not match, the cards must also be turned facedown, and play moves to the next students. 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.

VARIATION: Shuffle ten pairs of picture cards and the corresponding word cards. Students play Concentration as above, matching the picture card to the corresponding word card.

11. 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.

12. Do it!

Give each student a picture card. Name one of the cards twice and then give a command. For example: *Camel, camel, do a jumping jack!* 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.

13. 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.

14. 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 up 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.

15. 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.

16. 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 (a flute)* and removes it from the bag. If the student correctly identified the item, he/she keeps it and another volunteer takes a turn. If he/she did not correctly identify the item, 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.

Games and Activities for Grammar Practice

17. Make the Sentences.

Divide the class into pairs. Give each pair a set of grammar cards and the related Word Time and Focus 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 question with their cards, then reads it aloud. His/Her partner then makes the answer with his/her cards and reads it aloud.

VARIATION: Prepare six to eight sentences (or questions and answers) using the target patterns. Dictate each sentence (or question and answer). Students repeat and write each complete sentence on a piece of paper. When finished, have a volunteer come to the front of the classroom, write the first sentence on the board, and read it aloud. If the sentence is incorrect, have volunteers make corrections. Students then check their own sentence and correct it if necessary. Continue in the same way until all the sentences have been written correctly on the board.

18. Memory Chain.

A student (S1) makes a statement using the pattern. For example: *I had one bottle of root beer.* The student sitting next to or behind S1 (S2) says S1's name, repeats his/her statement, and then adds his/her own statement. For example: *(Ken), you had one bottle of root beer. I had three slices of ham.* 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.

19. Move Your Marker!

Divide the class into groups of six to eight, and 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 around the circle the predetermined number of times.

Games and Activities for Reading and Writing Practice

20. Authentic Readings.

Students read an authentic piece of material (for example: an English-language newspaper, magazine, or web site). Ask students questions about what they read, or have them present a report about the material.

21. Class Stories.

Following the style or topic of the Reading Time reading they have just read, a student begins telling you a story. Another student then continues the story, and so on around the classroom. Write the story that the class tells you on the board. Choose volunteers to read the story to the class. Then divide the class into groups of three to four and have students in each group draw pictures to illustrate the story.

22. Grammar Work.

Give each student a copy of the Reading Time reading. Students underline all the nouns in red and all the verbs in blue. Then read the story slowly to the class. Each time they hear a noun, students raise their hands. Each time they hear a verb, students stand up.

23. What Do You Think?

Before students see the Reading Time reading, write two to three questions on the board relating to the reading's topic. Students spend five to six minutes writing responses to the questions. Then divide the class into groups of three to four and have students in each group discuss the questions and their answers for four to five minutes.

24. Word Maps.

Before students see the Reading Time reading, write a word related to the reading's topic on the board. Then work with students to create a word map on the board, having students say words and phrases related to the topic. Write students' responses around the topic on the board. Then divide the class into groups of three to four. Students in each group spend four to five minutes discussing their own experiences with the topic, and then what they think the reading might be about. Students can also spend several minutes writing a few short paragraphs concerning their knowledge of the topic.

25. Write Your Own.

Students create their own original piece of writing following the style of the Reading Time reading they have just read. Work with students to create final, polished drafts of their writings. Then collect the writings together in a class book.

Workbook Instructions and Answer Key

Do You Remember?

Page iii

A. Read and check the best response.

For each number, students read the question in the left-hand column and then check the best response in the right-hand column.

Check answers by saying *Number 1*. *Can I help you?* A volunteer reads the response he/she checked. Do the same for numbers 2–4.

Answer Key

1. Can I help you?/Yes, please. What kinds of pie do you have?
2. Can you take a message?/Sure. Who's calling?
3. So, how's your family?/They're fine.
4. Are your parents home?/No. They went to a movie.

B. Read the question. Write the answer.

Students answer each question based on information in the pictures.

Check answers by reading each question and having students read the answers they wrote.

Answer Key

1. Is he giving a speech? No, he isn't. He's reading a newspaper.
2. Is she playing the flute? Yes, she is.
3. Are they building a sand castle? No, they aren't. They're doing laundry.
4. Did he get a good grade? Yes, he did.

Page iv

C. Read and write.

For each number, students write the missing words to complete the pattern.

Check answers by saying *Number 1* and having a volunteer read all the words. Do the same with numbers 2–4.

Answer Key

1. once → twice → three times → four times
2. January → February → March → April
3. always → usually → often → sometimes
4. day → week → month → year

D. Read the question. Write the answer.

Students answer each question based on information in the pictures.

Check answers by saying *Number 1*. *How did she play the drums?* A volunteer reads his/her answer. Do the same for numbers 2–3.

Answer Key

1. How did she play the drums?/She played the drums quickly.

2. How much chicken soup did they have?/They had five bowls of chicken soup.
3. How often do you feed the birds?/I feed the birds twice a week.

E. Read and match.

Students match each fragment in the left-hand column to the fragment that best completes the sentence in the right-hand column.

Check answers by saying *Number 1* and having a volunteer read the complete sentence. Do the same for numbers 2–4.

Answer Key

1. If I skip lunch,/I'll be hungry.
2. When I was little,/I could count to ten.
3. I chopped vegetables/by myself.
4. I had two slices/of roast beef.

Unit 1

Conversation Time, Page 1

A. Fill in the blanks. Then number the sentences in the correct order.

Students fill in the missing words to complete the conversation. They then number the lines of the conversation in the correct order.

Check answers by saying *Number 1* and having a volunteer read the entire first line of the conversation. Do the same for the remaining lines of the conversation. Then have a volunteer say the entire conversation in the correct order.

Answer Key

- 3 Is it still on sale?
- 2 I'll take this sweater.
- 6 Charge. Here's my credit card.
- 9 Okay. Thanks for your help!
- 8 Of course. He can exchange it or get a refund.
- 1 Hello. How can I help you today?
- 4 Yes, it is. Today is the last day.
- 7 This is a gift for my son. If he doesn't like it, can he exchange it?
- 5 The total is \$35.99. Will that be cash or charge?

B. Look at A. Read and circle True or False.

For each number, students circle *True* if the statement is true or *False* if it is not.

Check answers by saying *Number 1* and having a volunteer read the statement. Another volunteer says whether he/she circled *True* or *False*. Do the same for numbers 2–3.

Answer Key

1. False
2. True
3. True

Word Time, Page 2

A. Look and write.

Students look at each of the pictures and write the corresponding words.

Check answers by pointing to each picture and having a volunteer say and spell the corresponding word.

Answer Key

1. pants
2. couch
3. ring
4. sneakers
5. lamp
6. watch
7. calculator
8. pajamas

B. Look and write.

Students write four sentences about the picture, comparing the locations of the different objects.

Check answers by saying *pajamas* and having a volunteer read the sentence he/she wrote about pajamas. Do the same with the different objects in the picture.

Answer Key

1. The pajamas are beside the pants.
2. The couch is in front of the sneakers.
3. The sneakers are behind the couch.
4. The ring is near the watch. *or* The watch is near the ring.

Focus Time, Page 3

A. Read and check.

For each number, students read the word(s) below the pictures and check which picture the word(s) describes.

Check answers by saying *Number 1. more popular* and having students point to the corresponding picture. Do the same for numbers 2–8.

Answer Key

1. the first picture is checked
2. the second picture is checked
3. the second picture is checked
4. the second picture is checked
5. the second picture is checked
6. the first picture is checked
7. the third picture is checked
8. the second picture is checked

B. Read and write.

Students write the missing words to complete each comparative and superlative statement.

Check answers by pointing to each picture and having a volunteer read the corresponding sentences.

Answer Key

1. The gray pants are more expensive than the white ones. The black pants are the most expensive.
2. The white watch is better than the black one. The gray watch is the best.

Practice Time, Page 4

Look and write.

For each number, students find the specified places on the chart. They write sentences comparing the three objects they have found.

Check answers by saying *Number 1* and having a volunteer point to each of the three pictures in the chart. Another volunteer then reads the corresponding sentences. Do the same for numbers 2–5.

Answer Key

1. The gray lamp is more beautiful than the white lamp. The black lamp is the most beautiful.
2. The gray car is worse than the white one. The black car is the worst.
3. The white pants are better than the gray ones. The black pants are the best.
4. The gray sunglasses are more popular than the black ones. The white sunglasses are the most popular.
5. The gray ring is more expensive than the white one. The black ring is the most expensive.

Reading Time, Page 5

A. Read.

Students read the advice column.

B. Read and circle True or False.

For each number, students read the sentence and circle *True* if the sentence is true or *False* if it is not.

Check answers by having a volunteer read each sentence and say if he/she circled *True* or *False*.

Answer Key

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

C. Read the question. Write the answer.

Students read and answer each question based on the reading in exercise A.

Check answers by reading each question and having a volunteer read his/her answer.

Answer Key

1. What is Gabby's suggestion for Ted? Gabby thinks that Ted should tell Annie how he feels.
2. What is Ted's problem? Annie gave him some sunglasses for his birthday, and he doesn't like them.

Your Time, Page 6

A. Read and circle True or False.

For each statement, students circle *True* or *False* based on their own knowledge and experience.

Check answers by saying *Number 1. A couch is more comfortable than a chair.* Students who circled *True* stand up, while students who circled *False* stay seated.

Choose several students who circled *False* to change the statement to make it true for themselves. Do the same for numbers 2–6.

Answer Key

Answers will vary.

B. What do you think? Look at the picture and write three sentences.

Students look at the picture and write three comparative and/or superlative sentences about anything they see.

Check answers by having several volunteers read the sentences they wrote.

Answer Key

Answers will vary.

C. Read and write the answers.

Students read each question and answer it based on their own personal opinions.

Check answers by reading each question and having several volunteers read the answers they wrote.

Answer Key

Answers will vary.

Unit 2

Conversation Time, Page 7

A. Fill in the blanks.

Students fill in the blanks to complete the conversation.

Check answers by saying *Number 1* and having a volunteer read that line of the conversation. Do the same for numbers 2–7.

Answer Key

1. Hi, Emily.
2. Hi, Annie. Where's Ted? I haven't seen him around lately.
3. He's on vacation. His family went on a cruise to the Caribbean.
4. Wow! I wish I could go on a cruise.
5. Me, too. It's my dream vacation. My family usually goes skiing for vacation.
6. Cool! My dream vacation is cruise to Alaska. I hear it's beautiful.
7. Alaska sounds fantastic. I never thought of that.

B. Look at A. Read the question. Write the answer.

Students answer each question based on the conversation in exercise A.

Check answers by reading each question and having a volunteer read the answer he/she wrote.

Answer Key

1. Where is Ted? He's on vacation in the Caribbean.
2. What is Emily's dream vacation? A cruise to Alaska.
3. What is Annie's dream vacation? A cruise.

Word Time, Page 8

A. Unscramble and write.

Students unscramble and write each word.

Check answers by pointing to each picture and having students say and spell the corresponding word.

Answer Key

1. cute
2. busy
3. quiet
4. old

B. Read the question. Write the answer.

Students answer each question based on the information in the pictures.

Check answers by saying *Number 1*. *Is she weak?* and having a volunteer read the answer. Do the same for numbers 2–4.

Answer Key

1. Is she weak? No, she isn't. She's strong.
2. Is he stubborn? Yes, he is.
3. Is he thirsty? No, he isn't. He's hungry.
4. Is the cake light? Yes, it is.

Focus Time, Page 9

Match and write.

Students match each picture in the left-hand column to the picture that completes the idiomatic phrase in the right-hand column. They then write the corresponding phrase.

Check answers by saying *Number 1* and having a volunteer say the corresponding idiomatic phrase. Do the same for numbers 2–10.

Answer Key

1. light as a feather (b)
2. quiet as a mouse (a)
3. stubborn as a mule (f)
4. strong as an ox (e)
5. hungry as a bear (i)
6. happy as a clam (c)
7. old as the hills (h)
8. weak as a kitten (g)
9. cute as a button (j)
10. busy as a bee (d)

Practice Time, Page 10

A. Read and circle True or False.

For each number, students circle *True* if the statements accurately describe the picture or *False* if they do not.

Check answers by saying *Number 1* and having a volunteer read the two sentences. Another volunteer says whether he/she circled *True* or *False*. If he/she circled *False*, he/she changes the statements to make them true.

Answer Key

1. True
2. True

B. Look and write.

Students use the target patterns to make comparative statements about the people in the 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. Emily isn't as strong as Annie. Annie is as strong as an ox.
2. Dave isn't as quiet as Ted. Ted is as quiet as a mouse.
3. Dan isn't as light as Penny. Penny is as light as a feather.
4. Tom isn't as hungry as Lee. Lee is as hungry as a bear.

Reading Time, Page 11

A. Unscramble and fill in the blanks.

Students unscramble each word in the word box. They then use those words to fill in the blanks in the e-mail.

Check answer by reading the e-mail, pausing at each blank. Choose volunteers to say and spell the missing words.

Answer Key

Hi, Emily!

Ted wrote to me. He's still on vacation. He says the cruise ship is really cool. He's so lucky. My dream vacation is a cruise.

Ted says there are 2,000 passengers on the ship. The ship is as big as a town, and there are five pools. There is even a computer room.

Ted says he has a sunburn. He saw a shark through his binoculars. too. Isn't that scary?

They're going to go snorkeling in the Bahamas today. Wow! He'll be home tomorrow.

Your friend,
Annie

B. Read the question. Write the answer.

Students answer each question based on the e-mail in exercise A.

Check answers by reading each question and having a volunteer read the answer he/she wrote.

Answer Key

1. How many passengers are on the cruise ship?
There are 2,000 passengers on the ship.
2. Where is Ted going to go snorkeling? In the Bahamas.
3. When will Ted be home? He'll be home tomorrow (October 9).

Your Time, Page 12

A. Read and write.

Students logically complete each sentence using an idiomatic phrase.

Check answers by saying *Number 1* and having several volunteers read the complete sentence. Do the same for numbers 2–4.

Answer Key

1. If you are 100 years old, you're as old as the hills.
2. If you work 16 hours a day, you're as busy as a bee.
3. If you can eat ten slices of ham, you're as hungry as a bear.
4. If you get a good grade, you're as happy as a clam.

B. Read and write.

Students complete each sentence based on their own knowledge and experience.

Check answers by saying *Number 1* and having several volunteers read the complete sentence they wrote. Do the same for numbers 2–5.

Answer Key

Answers will vary.

C. Write about your dream vacation. Then draw.

Students write a short paragraph about their dream vacation. They then draw a picture to illustrate their paragraph.

Check answers by having volunteers stand up, read their paragraphs, and show their pictures.

Answer Key

Answers will vary.

Unit 3

Conversation Time, Page 13

A. Circle the mistakes and write.

For each number, students read the line of conversation and circle the mistake(s). They then rewrite the sentence with the correct words.

Check answers by saying *Number 1*. A volunteer reads the corrected sentence, stopping to point out the words he/she corrected. Do the same with numbers 2–9.

Answer Key

1. Hey, Annie! Look to my ribbon! My pie one first prize at the state fair!
Hey, Annie! Look at my ribbon! My pie won first prize at the state fair!
2. congratulations.
Congratulations.
3. Thank. Is there anything wrong? You don't look berry happy.
Thanks. Is there anything wrong? You don't look very happy.

4. Yeah. I don't full very happy.
Yeah. I don't feel very happy.
5. Why? What happens?
Why? What happened?
6. My tie came in last place. It tested awful.
My pie came in last place. It tasted awful.
7. Check up. You can try again last time.
Cheer up. You can try again next time.
8. No, it hasn't matter. I give up.
No, it doesn't matter. I give up.
9. Don't give down! I'll help you. We can walk together after state.
Don't give up! I'll help you. We can work together after school.

B. Look at A. Read and circle.

Students answer each question by circling the correct letter.

Check answers by saying *Number 1*. *Whose pie came in last place?* Students point to the correct picture. Do the same for numbers 2–4.

Answer Key

1. a
2. b
3. a
4. b

Word Time, Page 14

A. Look and write.

For each number, students find the person in the large picture. Then they write a (*She's*) (*proud*) sentence about that person.

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

Answer Key

1. She's proud.
2. They're full.
3. He's surprised.
4. She's scared.

B. Read and write.

Using the picture cues for help, students read the sentences and fill in the logical emotions.

Check answers by saying *Number 1* and having a volunteer read the corresponding sentences. Do the same for numbers 2–7.

Answer Key

1. She has a math test tomorrow. She didn't study.
She's worried.
2. His dog ate his shoe. He's angry.
3. She won first prize. She's proud.
4. He got a bad grade. He feels disappointed.
5. She fell off her bike. She feels embarrassed.
6. Her brother won first prize. She's envious.
7. He ate seven hamburgers. He's full.

Focus Time, Page 15

A. Read and match.

Students match each question in the top row to the appropriate response in the bottom row.

Check answers by saying *Number 1*. A volunteer reads the question. Choose another volunteer to read the answer. Do the same for numbers 2–4.

Answer Key

1. Isn't he envious? / Yes, he is.
2. Aren't they angry? / No, they aren't.
3. Weren't you full? / Yes, we were.
4. Wasn't he worried? / Yes, he was.

B. Look and write.

Students answer each question based on the pictures.

Check answers by saying *Number 1*. A volunteer reads the question. Choose another volunteer to read the answer. Do the same for numbers 2–4.

Answer Key

1. Wasn't he worried? No, he wasn't.
2. Isn't he worried? Yes, he is.
3. Wasn't she surprised? Yes, she was.
4. Isn't she surprised? No, she isn't.

C. Write the questions and the answers.

Students complete the questions and answers based on the notes from Annie and Ted.

Check answers by saying *Number 1* and having a volunteer read the question and the answer he/she wrote. Do the same for number 2.

Answer Key

1. Wasn't Annie scared? Yes, she was.
2. Isn't Ted full? Yes, he is.

Practice Time, Page 16

A. Read and write.

Students fill in the missing words to complete each short dialogue.

Check answers by saying *Number 1* and having a volunteer read the dialogue. Do the same for numbers 2–4.

Answer Key

1. I couldn't find my mother. / Weren't you worried? / Yes, I was.
2. I ate too much. / Aren't you full? / Yes, I am.
3. Yesterday, we saw a snake. / Weren't you happy? / No, we weren't.
4. Look! Sue fell off her chair! / Aren't you surprised? / Yes, I am.

B. Write the questions and the answers.

For each number, students find the person in the scene above. They then use the target patterns and word cues to write a question and answer about that person.

Check answers by pointing to each person in the large picture and having volunteers say the questions and answers they wrote about them.

Answer Key

1. Weren't they worried? No, they weren't.
2. Wasn't he embarrassed? Yes, he was.
3. Wasn't she surprised? Yes, she was.

Reading Time, Page 17

A. Choose the correct word and write.

Students read the article and write the correct words to complete the sentences.

Check answers by choosing a volunteer to read the first sentence of the article. Do the same for the remaining sentences.

Answer Key

The competition was fierce at this year's state fair in Sunnyville. There were 20 different contests. Carl and Casey Martin won the three-legged race. John Hamilton's dog, Ham Bone, won the dog contest. We talked with John Hamilton after the awards ceremony.

Sunnyville Weekly: Tell us about your dog. What kind of dog is he?

John Hamilton: He's an interesting dog. He's big, and he likes to eat pizza!

SW: Wow! Are you going to enter the dog contest at the next fair?

JH: Yes, of course. But I am going to enter with a new dog.

SW: Good luck, Mr. Hamilton.

JH: Thank you very much.

B. Read the question. Write the answer.

Students answer each question based on the article in exercise A.

Check answers by reading each of the questions and having volunteers read the answers they wrote.

Answer Key

1. What does Ham Bone like to eat? Ham Bone likes to eat pizza.
2. Who won the three-legged contest? Carl and Casey Martin won.
3. Will John Hamilton enter the dog contest next year? Yes, he will.
4. How many different contests were there this year? There were 20 different contests.

Your Time, Page 18

A. Read and write the answers.

Students answer each question based on their own knowledge and experience.

Check answers by reading each question and having several volunteers read their answers.

Answer Key

Answers will vary.

B. Read and write the answers.

Students answer each question based on their own knowledge and experience.

Check answers by reading each question and having several volunteers read their answers.

Answer Key

Answers will vary.

C. Read and write the answer.

Students answer the question based on their own knowledge and experience.

Check answers by reading the question and having several volunteers read their answers.

Answer Key

Answers will vary.

Unit 4

Conversation Time, Page 19

A. Read and match.

Students match each line of the conversation in the left-hand column to the most logical response in the right-hand column.

Check answers by saying *Number 1. Hi! What are you doing? A volunteer reads the line of conversation he/she connected it to in the right-hand column. Do the same for numbers 2-5.*

Answer Key

1. Hi! What are you doing?/I'm making pancakes. Do you want to give me a hand?
2. Do you know what you're doing?/Of course. There's a recipe in that cookbook. Read it to me, okay?
3. All right. The first ingredient is flour. One cup of flour./Got it. What's next?
4. Stir in two teaspoons of baking powder and one quarter teaspoon of salt. Then, mix in three quarters of a cup of milk and two egg whites./Got it. Two teaspoons of baking powder and one quarter cup of salt. Then, two cups of milk and three to four egg whites.
5. I said three quarters of a cup of milk and two egg whites, not two cups of milk!/Oh, no. What a mess!

B. Look at A. Read and circle.

Based on the conversation in exercise A, students circle the correct amounts of each ingredient.

Check answers by saying *Egg whites*. A volunteer says the number of egg whites he/she circled. Do the same for the remaining ingredients.

Answer Key

egg whites: 2

baking powder: 2t

salt: $\frac{1}{4}$ t

milk: $\frac{3}{4}$ C

flour: 1C

Word Time, Page 20

Unscramble and write. Then number the pictures.

Students unscramble and write each verb phrase. Then, for each number, they find the corresponding picture below and write the number in the space provided.

Check answers by pointing to each picture and having students say and spell the corresponding verb phrase.

Answer Key

1. set the table
2. clean the stable
3. feed the horse
4. bring the first aid kit
5. put on sunscreen
6. paint the sign
7. fix the fence
8. build a fire
9. make biscuits
10. play with the dog

The pictures are numbered:

8, 1, 9

3, 5, 10, 7

6, 4, 2

Focus Time, Page 21

A. Read and write.

Students fill in the blanks with the correct forms of the verbs to complete the chart.

Check answers by saying *Number 1* and having a volunteer say *Every day, I set the table. Now, I'm setting the table. Yesterday, I set the table.* Do the same for numbers 2–6.

Answer Key

1. set the table, setting the table, set the table
2. make biscuits, making biscuits, made biscuits
3. build a fire, building a fire, built a fire
4. play with the dog, playing with the dog, played with the dog
5. feed the horse, feeding the horse, fed the horse
6. fix the sign, fixing the sign, fixed the sign

B. Look and write.

Students write one sentence about each picture, using the three different target verb tenses.

Check answers by saying *Number 1* and having a volunteer point to the corresponding picture and read the sentence he/she wrote. Do the same for numbers 2–3.

Answer Key

1. Everyday, they put on sunscreen.
2. Now, they paint the sign.
3. Yesterday, they brought the first aid kit.

C. Read and write.

Students complete each question based on information from the picture.

Check answers by saying *Number 1*. Have a volunteer read the question. Another volunteer reads the answer. Do the same for number 2.

Answer Key

1. They're playing with the dog, aren't they?
Yes, they are.
2. He built a fire, didn't he?
Yes, he did.

Practice Time, Page 22

A. Read the question. Write the answer.

Students answer each question based on information in the picture.

Check answers by asking each of the questions and having students read the answers they wrote.

Answer Key

1. Annie is fixing the fence, isn't she? No, she isn't.
She's painting the sign.
2. She's making biscuits, isn't she? Yes, she is.
3. He set the table, didn't he? Yes, he did.
4. He fed the horse, didn't he? No, he didn't.

B. Read and write.

Students complete each question and answer based on information in the pictures.

Check answers by saying *Number 1* and having a volunteer read the question he/she wrote. Another volunteer reads the answer he/she wrote. Do the same for numbers 2–4.

Answer Key

1. He made the biscuits, didn't he?
Yes, he did.
2. They played with the dog, didn't they?
No, they didn't. They set the table.
3. She's feeding the horse, isn't she?
Yes, she is.
4. He's cleaning the stable, isn't he?
No, he isn't.

Reading Time, Page 23

A. Read.

Students read the travel brochure.

B. Read the question. Write the answer.

Students answer each question based on the travel brochure in exercise A.

Check answers by reading each of the questions and having volunteers read the answers they wrote.

Answer Key

1. What's the best place for a rafting vacation?
The White Water Ranch.
2. Where is the White Water Ranch?
It's in the Rocky Mountains.
3. What should you bring?
If you like horses, you should bring your saddle.
4. How will you feel at the White Water Ranch?
You'll feel great.

C. Read and write.

Students complete each sentence based on information in exercise A.

Check answers by saying *Number 1* and having a volunteer read the entire sentence. Do the same for numbers 2–4.

Answer Key

1. At our 100 acre ranch, we have something for everyone.
2. You can round up cattle with our cowboys.
3. We have two rivers for swimming and rafting.
4. You'll like the fresh air at our ranch.

Your Time, Page 24

A. Read and circle True or False.

For each statement, students circle *True* or *False* based on their own experience on their last vacation.

Check answers by saying *Number 1*. *I put on sunscreen.* Students who circled *True* stand up, while students who circled *False* stay seated. Choose several volunteers who circled *False* to change the statement to make it true. Do the same for numbers 2–10.

Answer Key

Answers will vary.

B. Make up a recipe. Pick six ingredients.

Write.

Students choose six ingredients from the word box and make up a recipe using those ingredients.

Check answers by having several volunteers take turns reading their recipes to the class.

Answer Key

Answers will vary.

Unit 5

Conversation Time, Page 25

Unscramble and fill in the blanks. Then write.

For each number, students unscramble the line of conversation, filling in the blank with a word from the word box. They then write the line of conversation correctly.

Check answers by saying *Number 1* and having a volunteer read the sentence he/she wrote. Do the same for numbers 2–7.

Answer Key

1. Hey! Don't change the channel.
2. But it's time for my favorite show.
3. Well, I was watching *Super Sweepstakes*.
4. Game shows are boring. Let's watch this comedy.
5. I've already seen it, and it's not funny.
6. Wait a minute. Let's watch this channel.
7. Yeah! A show about lightning storms. Cool!

Word Time, Page 26

Look and write.

Students look at the clock to complete the sentences.

Check answers by saying *Number 1* and having a volunteer read what he/she has written. Do the same for numbers 2–4.

Answer Key

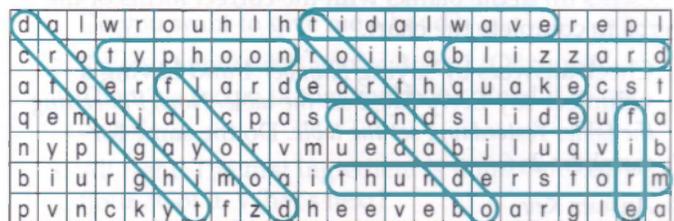
1. At 1:00, there was a tornado.
2. At 5:00, there was a blizzard.
3. At 9:00, there was an earthquake.
4. At 11:00, there was a flood.

B. Find and circle the words.

Students find and circle each illustrated target vocabulary word.

Check answers by pointing to each picture and having volunteers say and spell the word. They then point to that word in the word find.

Answer Key



Focus Time, Page 27

A. Read and number the pictures.

For each number, students read the word and find the corresponding picture below. They then write the number in the space provided.

Check answers by pointing to each picture and having students say the corresponding word.

Answer Key

The pictures are numbered:

5, 1, 6

3, 2, 4

B. Read and circle.

For each number, students look at the picture and then circle the words that make up the corresponding target question and answer.

Check answers by saying *Number 1* and having a volunteer read the question. Another volunteer then reads the answer. Do the same for numbers 2–3.

Answer Key

1. Has he ever seen a tornado? Yes, he has. It was scary.
2. Has he ever been in a blizzard? No, he hasn't.
3. Has she ever been in a typhoon? Yes, she has. It was windy.

Practice Time, Page 28

A. Read the question. Write the answer.

Students answer each question based on the information in the pictures.

Check answers by pointing to each of the pictures and having volunteers read the corresponding questions and answers.

Answer Key

1. Has he ever been in a drought? Yes, he has. It was awful.
2. Has he ever seen a tidal wave? No, he hasn't.
3. Have they ever seen a fire? Yes, they have. It was scary.

B. Look at the chart. Write the questions and the answers.

Students complete each question and answer based on information in the chart.

Check answers by saying *Number 1* and having a volunteer read the question and answer. Do the same for numbers 2–6.

Answer Key

1. Has Al ever seen an earthquake? Yes, he has. It was awful.
2. Has Sue ever been in a blizzard? No, she hasn't.
3. Has Jim ever been in a typhoon? Yes, he has. It was awful.
4. Has Liz ever seen a blizzard? No, she hasn't.
5. Has Jim ever seen a blizzard? Yes, he has. It was exciting.
6. Has Al ever been in a landslide? Yes, he has. It was dangerous.

Reading Time, Page 29

A. Fill in the blanks with the questions.

Students write the questions to complete the pamphlet about blizzards.

Check answers by having a volunteer read the entire pamphlet.

Answer Key

What is a blizzard?

When do blizzards occur?

What can a blizzard do?

Where should I go if there is a blizzard?

B. Read the question. Write the answer.

Students answer each question based on the reading in exercise A.

Check answers by reading each of the questions and having volunteers read the answers they wrote.

Answer Key

1. What can blizzards cause?
They can cause car accidents.
2. In a blizzard, how fast can wind speeds be?
They can be as fast as 35 miles per hour.
3. What can blizzards damage?
Blizzards can damage buildings and roads. They can cause car accidents.

Your Time, Page 30

A. Read and circle Yes or No.

Students read each question and circle *Yes* or *No* based on their own knowledge and experience.

Check answers by reading each question and choosing several volunteers to say if they circled *Yes* or *No*.

Answer Key

Answers will vary.

B. Read and write the answers.

Students answer each question based on their own knowledge and experience.

Check answers by saying *Number 1*. *Have you ever been in a hospital emergency room?* Choose several volunteers to read the answers they wrote. Do the same for numbers 2–4.

Answer Key

Answers will vary.

C. Read and write the answers.

Students answer each question based on their own knowledge and experience.

Check answers by reading each question and having several volunteer read the answers they wrote.

Answer Key

Answers will vary.

Review 1

Conversation Time Review, Page 31

A. Read and write. Then match.

Students fill in the blanks to complete each line of conversation. They then match each line of conversation 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 both parts of the conversation. Do the same for numbers 2–6.

Answer Key

1. How can I help you today?/I'll take these shoes.
2. Where's Annie? I haven't seen her around lately./She's on vacation.
3. Cheer up. You can try again next time./No, it doesn't matter. I give up.
4. Read it to me, okay?/All right. The first ingredient is flour.
5. Let's watch this channel./Yeah! A show about tidal waves! Cool!
6. Will that be cash or charge?/Charge. Here's my credit card.

B. Read the question. Write the answer.

Students answer each question based on information from the pictures.

Check answers by pointing to each of the pictures and having volunteers read the corresponding questions and answers.

Answer Key

1. What's the total?
It's \$24.59.
2. What is Annie's dream vacation?
She wants to go on a cruise.
3. Did Joe's pie come in last place?
No, it didn't.

Word Time Review, Page 32

A. Circle the odd word or phrase.

For each number, students read the three words or phrases. They then circle the one that does not categorically fit with the other two.

Check answers by saying *Number 1* and having a volunteer read the three words. Another volunteer then says the word he/she circled. Do the same for numbers 2–6.

Answer Key

1. hungry
2. surprised
3. clean the stable
4. drought
5. pajamas
6. put on sunscreen

B. Read the question. Write the answer.

Students answer each question based on information in the pictures.

Check answers by saying *Number 1. What's she doing?* Choose a volunteer to read the answer he/she wrote. Do the same for numbers 2–3.

Answer Key

1. What's she doing?
She's building a fire.
2. What do they see?
They see a tidal wave.
3. Is he envious?
Yes, he is.

Focus Time Review, Page 33

A. Read and write.

Students complete each sentence with an appropriate idiomatic phrase.

Check answers by saying *Number 1* and having a volunteer read the corresponding sentences. Do the same for numbers 2–4.

Answer Key

1. I want to eat six slices of pizza, three bags of chips, and some apple pie. I'm as hungry as a bear.
2. My grandmother is 92 years old. Her friends are 96 and 94 years old. They're as old as the hills.
3. My father works every day. He never goes on vacation. He's as busy as a bee.
4. My mother bought me a puppy. I love it! It's as cute as a button.

B. Read and write.

Students write the words to complete each pattern.

Check answers by saying *good, better...* and having a volunteer fill in the missing word. Do the same for numbers 2–4.

Answer Key

1. good → better → the best
2. popular → more popular → the most popular
3. bad → worse → the worst
4. beautiful → more beautiful → the most beautiful

C. Unscramble and write.

Students unscramble and write each sentence.

Check answers by saying *Number 1* and having a volunteer read the sentence he/she wrote. Do the same for numbers 2–3.

Answer Key

1. Have you ever been in a drought?
2. They're making biscuits, aren't they?
3. Wasn't she proud?

Practice Time Review, Page 34

A. Write the questions and the answers.

Students complete the questions and answers based on information in the pictures.

Check answers by pointing to each of the pictures and having volunteers read the questions and answers they wrote.

Answer Key

1. He made biscuits, didn't he? Yes, he did.
2. Aren't they angry? Yes, they are.
3. She's playing with the dog, isn't she? No, she isn't. She's painting the sign.
4. Has he ever been in a flood? Yes, he has. It was scary.
5. Wasn't he worried? Yes, he was.
6. Has she ever been in a blizzard? Yes, she has. It was awful.

B. Read and write.

Students complete each of the comparative statements based on information in the pictures.

Check answers by saying *Number 1* and having a volunteer read the sentence he/she wrote. Do the same for number 2.

Answer Key

1. The gray sneakers are more expensive than the white ones.
2. The octopus isn't as cute as the dolphin.

Reading Time Review, Page 35

A. Read the question. Write the answer.

Students answer each question based on information from the Units 1–5 Reading Time Workbook pages.

Check answers by saying *Number 1*. Who gave Ted sunglasses? Choose a volunteer to read the answer he/she wrote. Do the same for numbers 2–5.

Answer Key

1. Who gave Ted sunglasses?
Annie did.
2. Where did Ted go on vacation?
He went on a cruise to the Caribbean.
3. Who won the dog contest at the state fair?
John Hamilton did.
4. What can you round up at the White Water Ranch?
You can round up cattle.
5. When do most blizzards occur in the United States?
Most blizzards occur in January, February, and March.

B. Number the pictures.

For each number, students read the title of the Workbook Reading Time reading. They then find the corresponding picture and write the number in the space provided.

Check answers by pointing to each picture and having students say the corresponding title name.

Answer Key

The pictures are numbered:

- 2, 4
3, 5, 1

Your Time Review, Page 36

A. Read and write the answers.

Students answer each question based on their own personal knowledge and experience.

Check answers by saying *Number 1*. Have you ever won first prize? Several volunteers read their answers. Do the same for numbers 2–4.

Answer Key

Answers will vary.

B. Read and circle True or False.

Students read each statement and circle *True* or *False* based on their own personal experiences.

Check answers by saying *Number 1*. I've been to Alaska. Students who circled *True* stand up, while those who circled *False* remain seated. Choose several volunteers who circled *False* to change the statement to make it true. Do the same for numbers 2–4.

Answer Key

Answers will vary.

C. Read and write the answers.

Students answer each question based on their own personal knowledge and experience.

Check answers by saying *Number 1* and having a volunteer read the questions. Several volunteers then read their answers. Do the same for numbers 2–3.

Answer Key

Answers will vary.

Unit 6

Conversation Time, Page 37

Fill in the blanks. Then number the conversation in the correct order.

Students fill in the blanks to complete the conversation. They then number each block of the conversation in the correct order.

Check answers by pointing to each head shot and having students read that person's line of conversation. Then choose a volunteer to read the entire conversation in the correct order.

Answer Key

- 1 Excuse me. Can I help you find something?/
Yes. I really like this T-shirt, but it's too big.
- 3 Well, what do you think?/It fits very well./You look terrific.
- 2 I don't think we have a medium. Here's a small.
Try it on./Where are the fitting rooms?/Over there.
- 4 Do you have any other colors?/It comes in red, black, and blue./I'll take one of each.

Word Time, Page 38

Read and write. Then number the pictures.

Students fill in the blanks to complete each target verb phrase. For each number, they find the person doing that action in the picture below, and they write the number in the space provided.

Check answers by saying *Number 1* and having a volunteer say the entire verb phrase. Students then point to the person doing that action below. Do the same for numbers 2–10.

Answer Key

1. make the cappuccino
2. do the puzzle
3. buy the cell phone
4. draw the portrait
5. try on the jacket
6. read the magazine
7. play the video game
8. eat the candy bar
9. drink the coffee
10. finish lunch

The picture should be numbered:

(top, across) 3, 6, 5, 4

(bottom, across) 8, 1, 9, 2, 10, 7

Focus Time, Page 39

A. Read and write.

Students fill in the blanks with the correct forms of the verbs to complete the chart.

Check answers by saying *Number 1* and having a volunteer say *drink, drank, have drunk, has drunk*. Do the same for numbers 2–10.

Answer Key

1. drink, drank, have/has drunk
2. read, read, have/has read
3. draw, drew, have/has drawn
4. play, played, have/has played
5. finish, finished, have/has finished
6. eat, ate, have/has eaten
7. buy, bought, have/has bought
8. make, made, have/has made
9. do, did, have/has done
10. try, tried, have/has tried

B. Read and write.

Students complete each sentence based on information in the pictures.

Check answers by saying *Number 1* and having a volunteer read the sentence. Do the same for numbers 2–4.

Answer Key

1. She has already made the cappuccino.
2. She hasn't eaten the candy bar yet.
3. He has already drunk the coffee.
4. He hasn't finished lunch yet.

Practice Time, Page 40

A. Read and write.

Students complete each sentence based on information from the pictures.

Check answers by saying *Number 1* and having a volunteer read the complete sentence. Do the same for numbers 2–4.

Answer Key

1. He has already played the video game.
2. He hasn't done the puzzle yet.
3. He has already drawn the portrait.
4. He hasn't drunk the coffee yet.

B. Look and write.

For each number, students find the person in the picture above and use the target patterns to write a sentence about him/her.

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

Answer Key

1. She has already bought the cell phone.
2. He has already tried on the jacket.
3. He hasn't finished lunch yet.
4. She has already made the cappuccino.

Reading Time, Page 41

A. Read.

Students read the newspaper article.

B. Read and circle True or False.

For each number, students circle *True* if the statement is true based on the reading in exercise A. If it is false, they circle *False*.

Check answers by saying *Number 1*. *The landslide hurt some people*. A volunteer says whether the statement is true or false. Do the same for numbers 2–4.

Answer Key

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

C. Read the question. Write the answer.

Students answer each question based on the article in exercise A.

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. Whose store was damaged? Chris Gardner's store was damaged.
2. What caused the landslide? An earthquake.
3. What was Chris doing when the earthquake started? He was talking on the phone.
4. Who will pay for the new CDs? Mr. Gardner's insurance will pay.

Your Time, Page 42

A. What have you done today? Read and circle Yes or No.

For each number, if students have already done the activity today, they circle *Yes*. If they have not, they circle *No*.

Check answers by reading each statement and having students stand up if they circled *Yes* and stay seated if they circled *No*.

Answer Key

Answers will vary.

B. What have you done today? Read and write the answers.

Students answer each question about the activities they have done already today.

Check answers by saying *Number 1. Have you brushed your teeth yet?* Then have several volunteers read the answers they wrote. Do the same for numbers 2–5.

Answer Key

Answers will vary.

C. Read and write the answers.

Students answer each question based on their own personal experience.

Check answers by reading each question and having several volunteers read their answers.

Answer Key

Answers will vary.

Unit 7

Conversation Time, Page 43

A. Number the sentences in the correct order.

Students number the lines of the conversation in the correct order.

Check answers by saying *That's funny. I thought your grades were good.* Then have a volunteer say the number he/she wrote. Do the same with the remaining lines of the conversation. Then have a volunteer say the entire conversation in the correct order.

Answer Key

5 That's funny. I thought your grades were good.

7 Why not?

1 How was your report card?

3 How did you do?

4 Not very well. Mostly C's.

8 I don't know. I study hard. I guess I get too nervous.

2 Pretty good. I got five A's.

6 My homework scores are high, but I don't do well on my tests.

B. Look at A. Read the question. Write the answer.

Students answer each question based on the conversation in exercise A.

Check answers by saying *Number 1. A volunteer reads the question and another volunteer reads the answer. Do the same for numbers 2–3.*

Answer Key

1. How many A's did the boy get? He got five A's.

2. Why doesn't the girl do well on tests? Because she gets too nervous.

3. Are the girl's homework scores high? Yes, they are.

Word Time, Page 44

A. Look and write.

For each number, students fill in the appropriate school subject.

Check answers by saying *Number 1* and having a volunteer read the sentence. Do the same for numbers 2–3.

Answer Key

1. Ted got a good grade in history.

2. Peter doesn't like science.

3. Mark's favorite class is music.

B. Read and match.

For each number, students match the words in the left-hand column to the corresponding school subject in the right-hand column.

Check answers by saying *Number 1* and having a volunteer read the two words in the left-hand column. Another volunteer then says the corresponding school subject. Do the same for numbers 2–8.

Answer Key

1. math

2. music

3. health

4. geography

5. art

6. science

7. gym

8. English

Focus Time, Page 45

A. Unscramble, write, and match.

Students unscramble and write each word. They then match each word to the corresponding picture.

Check answers by saying *Number 1* and having a volunteer say and spell the unscrambled word. Students then point to the corresponding picture. Do the same for numbers 2–4.

Answer Key

1. bored (matches the first picture)

2. interested (matches the fourth picture)

3. confused (matches the second picture)

4. tired (matches the third picture)

B. Unscramble and write.

Students unscramble and write each sentence.

Check answers by saying *Number 1* and having a volunteer read the sentences he/she wrote. Do the same for numbers 2–3.

Answer Key

1. I'm tired. I think history is tiring.
2. He's interested. He thinks science is interesting.
3. They're confused. They think math is confusing.

C. Read and write.

Students use the target patterns to complete each sentence, based on the information in the pictures.

Check answers by saying *Number 1* and having a volunteer read the complete sentences he/she wrote. Do the same for number 2.

Answer Key

They're bored. They think history is boring.
They're confused. They think math is confusing.

Practice Time, Page 46

A. Read and circle.

Students circle the words that make up each sentence.

Check answers by saying *Number 1* and having a volunteer read the sentences. Do the same for numbers 2–4.

Answer Key

1. I'm tired. I think geography is tiring.
2. Ted and Annie are bored. They think science is boring.
3. You're confused. You think art is confusing.
4. John is interested. He thinks health is interesting.

B. Look and write.

For each number, students use the target patterns to write about the person in the picture.

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

Answer Key

1. She's bored. She thinks computer science is boring.
2. She's tired. She thinks gym is tiring.
3. He's confused. He thinks geography is confusing.
4. They're interested. They think math is interesting.

Reading Time, Page 47

A. Read.

Students read the article.

B. Read the question. Write the answer.

Students answer each question based on the reading in exercise A.

Check answers by having one volunteer read each question and another volunteer read each answer.

Answer Key

1. Why should you pay attention to your computer science teachers? Because you can learn a lot from them.
2. Where can you find new information about computers? In computer books and magazines.
3. What should you always have if you want to learn computer science? You should always have a good attitude.
4. Should you be afraid to ask questions? No, you shouldn't.

Your Time, Page 48

A. Read and write.

Students write what they think about each school subject.

Check answers by reading each school subject and having several volunteers read the answers they wrote.

Answer Key

Answers will vary.

B. What do you think? Compare and write.

Students use the given words and follow the example to write a comparison.

Check answers by saying *Number 1* and having a volunteer read the comparative statement he/she wrote. Do the same for numbers 2–3.

Answer Key

1. I think soccer is more tiring than baseball. *or* I think baseball is more tiring than soccer.
2. I think math is more confusing than science. *or* I think science is more confusing than math.
3. I think homework is more boring than washing dishes. *or* I think washing dishes is more boring than homework.

Unit 8

Conversation Time, Page 49

A. Circle the correct sentences.

Students circle the lines of dialogue that make up the target conversation.

Check answers by saying *Number 1* and having a volunteer read the sentence he/she circled. Do the same for numbers 2–10. Then have a volunteer say the entire conversation.

Answer Key

1. Ted, please throw that away.
2. Why? I'm not finished yet.
3. You're not allowed to drink by the pool.
4. Really? Nobody told me.
5. Well, it says so right here. These are the rules.

6. No diving. No splashing. No running. I'm sorry.
7. You should pay attention. You don't want to get in trouble.
8. What happens if you break the camp rules?
9. If you break the rules, you can't use the pool for 24 hours.
10. I'd better be careful.

B. Read and match.

Students match each picture to the corresponding lines of conversation.

Check answers by pointing to each picture and having volunteers say the corresponding lines of the conversation.

Answer Key

1. No diving. No splashing. No running. No food or beverages in or around the pool. I'm sorry.
2. Oh, I'd better be careful. Come on. I'll race you to the other side.
3. Ted, please throw that away. Why? I'm not finished yet.

Word Time, Page 50

A. Look and write.

Following the example, students write a *likes* and *doesn't like* sentence about each person.

Check answers by pointing to each picture and having volunteers read the sentences they wrote.

Answer Key

1. He likes to canoe. He doesn't like to hike.
2. She likes to bird-watch. She doesn't like to fish.
3. He likes to catch caterpillars. He doesn't like to do jumping jacks.

B. What will they do on their next vacation? Look and write.

For each number, students find the person in the picture above. They then write a (*She'll*) (*ride a pony*) sentence about what that person will do on his/her next vacation.

Check answers by saying *Number 1* and having a volunteer read the sentence he/she wrote. Do the same for numbers 2-4.

Answer Key

1. He'll ride a pony.
2. He'll climb a mountain.
3. She'll make crafts.
4. He'll write postcards.

Focus Time, page 51

Write the questions and answers.

For each number, students find the person in the chart above. Then, using the word cues provided in the sentence, they use the target patterns to write a question and answer about that person.

Check answers by saying *Number 1* and having a volunteer read the question and answer he/she wrote. Do the same for numbers 2-5.

Answer Key

1. What does he think about writing postcards? He thinks writing postcards is easy.
2. What does he think about making crafts? He thinks making crafts is frustrating.
3. What does she think about climbing mountains? She thinks climbing mountains is fun.
4. What does she think about writing postcards? She thinks writing postcards is fun.
5. What does she think about writing postcards? She thinks writing postcards is frustrating.

Practice Time, Page 52

A. Read and write.

For each number, students write the target question.

Check answers by saying *Number 1* and having a volunteer read the question he/she wrote. Another volunteer reads the answer. Do the same for numbers 2-4.

Answer Key

1. What does she think about canoeing? She thinks canoeing is frustrating.
2. What do they think about hiking? They think hiking is exhausting.
3. What does he think about bird-watching? He thinks bird-watching is fun.
4. What do you think about doing jumping jacks? I think doing jumping jacks is easy.

B. Read. Then answer the questions.

Students read the conversation between the boy and the girl. They then answer the questions about the conversation.

Check answers by reading each question and having volunteers read the answers they wrote.

Answer Key

1. What does Alice think about walking on the beach? She thinks walking on the beach is fun but exhausting.
2. What does Peter think about canoeing? He thinks canoeing is fun.
3. What does Peter think about climbing mountains? He thinks climbing mountains is exhausting.
4. What does Alice think about sharks? She thinks sharks are scary.

Reading Time, Page 53

A. Read and fill in the blanks.

Students read the letter, filling in the blanks with words from the word box.

Check answers by having different volunteers each read a sentence of the letter.

Answer Key

Dear Annie,

I'm having a great time at camp. Every day, I ride a pony in the mountains. Then we go canoeing. We tipped over today, but it wasn't scary.

My least favorite activity is bird-watching. I think it's boring. I like making crafts. I made a kite yesterday. It can really fly!

Tonight we're going to have a big campfire and the counselors are going to tell ghost stories. I can't wait!

Your friend,
Ted

B. Read and circle True or False.

For each number, students circle *True* if the statement is true based on the letter in exercise A. If it is false, students circle *False*.

Check answers by reading each statement and having students say whether they circled *True* or *False*. If the statement is false, choose a volunteer to make it true.

Answer Key

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

Your Time, Page 54

A. Read and write the answers.

Students answer each question based on their own personal opinions and experience.

Check answers by reading each question and having several volunteers read the answers they wrote.

Answer Key

Answers will vary.

B. Make the rules for your own swimming pool.

Students fill in the blanks with rules that they would like to have at their own swimming pool.

Check answers by having several volunteers read the rules they wrote.

Answer Key

Answers will vary.

C. Read and write the answers.

Students answer each question based on their own personal opinions and experience.

Check answers by reading each question and having several volunteers read the answers they wrote.

Answer Key

Answers will vary.

Unit 9

Conversation Time, Page 55

Circle the mistakes and write.

Students circle the mistake(s) in each line of the conversation. They then rewrite each sentence correctly.

Check answers by saying *Number 1* and having a volunteer say the word he/she circled. Another volunteer then reads the corrected line of conversation. Do the same for numbers 2–10.

Answer Key

1. What's down, Ted?
What's up, Ted?
2. I'm waiting four the old exchange teacher. He's going in the Number 15 bus.
I'm waiting for the new exchange student. He's coming on the Number 15 bus.
3. Are he going to stay win your family?
Is he going to stay with your family?
4. Yes. He's going to sleep for two rest of the year.
Yes. He's going to stay for the rest of the year.
5. I can't stand to meat him. Where's his name?
I can't wait to meet him. What's his name?
6. It's Paolo. She's from italy. He'll be at school yesterday.
It's Paolo. He's from Italy. He'll be at school tomorrow.
7. Great! Bye the way, did the Number 10 taxi go buy?
Great! By the way, did the Number 10 bus go by?
8. Yet. It left five hours ago.
Yes. It left five minutes ago.
9. Oh, yes! I miss the plane! I can believe it.
Oh, no! I missed the bus. I can't believe it.
10. Do worry. The next bus won't be there soon.
Don't worry. The next bus will be here soon.

Word Time, Page 56

A. Read and write. Then number the pictures.

Students use the cues in the sentences and the pictures to write the words to complete each sentence. Then, for each number, they find the corresponding picture and write the number in the space provided.

Check answers by saying *Number 1*. A volunteer reads the complete sentence. Students then point to the corresponding picture. Do the same for numbers 2–6.

Answer Key

1. Mr. Brown is going to work at the bank.
2. Bob likes to paint pictures, but he doesn't like fixing the fence.
3. Kim likes to sell flowers on the sidewalk near the park.
4. Ming is an exchange student. She misses her parents.
5. Mr. Jones likes to collect coins, but he doesn't like to play chess.
6. Ms. Farrah likes to cook. She wants to own the restaurant.

The pictures are numbered: 6, 5, 1, 3, 4, 2

B. Read and write.

Students look at each picture and write a sentence about the people.

Check answers by saying *Number 1* and having a volunteer read the sentence he/she wrote. Do the same for numbers 2–3.

Answer Key

1. They like to play chess.
2. She likes to study English.
3. They want to have a pet.

Focus Time, Page 57

A. Read and write for or since.

Students write *for* or *since* to complete each sentence.

Check answers by saying *Number 1* and having a volunteer say whether he/she wrote *for* or *since*. Another volunteer then reads the complete sentence. Do the same for numbers 2–4.

Answer Key

1. I've studied English for three years.
2. Bill has played basketball since he was eight years old.
3. My sister has had a stomachache for two hours.
4. Emily has painted pictures since April.

B. Read and write.

For each number, students read the text in the speech bubble. Then they write a complete sentence, using *for* or *since*, telling how long the person has done the specified activity.

Check answers by saying *Number 1* and having a volunteer read the text in the speech bubble. Another volunteer then reads the sentence he/she wrote. Do the same for numbers 2–4.

Answer Key

1. He's played chess since he was six years old.
2. His mother worked at the bank since 2000. *or* His mother worked at the bank for three years.
3. She's had a puppy since Monday. *or* She's had a puppy for two days.
4. She's been an exchange student since September. *or* She's been an exchange student for eight months.

C. Look at B. Write the questions.

Students write the target questions for each of the statements they wrote in exercise B.

Check answers by saying *Number 1* and having a volunteer read the question. Another volunteer then reads the corresponding answer in exercise. Do the same for numbers 2–4.

Answer Key

1. How long has he played chess?
2. How long has his mother worked at the bank?
3. How long has she had a puppy?
4. How long has she been an exchange student?

Practice Time, Page 58

A. Write the words and phrases in the correct category.

Students write each time word or phrase below either *for* or *since*.

Check answers by saying *for* and having a volunteer read the words and phrases he/she wrote below *for*. Do the same with *since*.

Answer Key

for
four months
fourteen days
two years
ten hours

since
August
Friday
four o'clock
1999

B. Write the question and the answer.

Students use the target patterns to write questions and answers about each picture.

Check answers by saying *Number 1* and having a volunteer read the question and answer he/she wrote. Do the same for numbers 2–4.

Answer Key

1. How long have they had a pet? They've had a pet since May. *or* They've had a pet for seven months.
2. How long has he worked at the bank? He's worked at the bank since 1995. *or* He's worked at the bank for eight years.
3. How long have they played chess? They've played chess since 2:00. *or* They've played chess for two hours.
4. How long has she taught French? She's taught French since she was 24. *or* She's taught French for four years.

Reading Time, Page 59

A. Read. Choose the correct words and fill in the blanks.

Students read the letter and choose the correct words to complete the sentences. They then write the words on the blanks.

Check answers by having students read the letter sentence by sentence, filling in the blanks as necessary.

Answer Key

Dear Ms. Smith,

I saw your sign at the Sunnyville Supermarket. The Foreign Exchange Program looks very interesting! I would like to visit a foreign country.

I want to experience a different culture. That sounds so exciting. I also want to study French and make new friends. Can I go to France? Do you have a host family in France? I would like to live in France for a semester.

My parents and I would like to find out more about your program. We'll come to your office next week.

Sincerely,
Brent Parker

B. Read the answer. Write the question.

Students write the question to each answer, based on the letter in exercise A.

Check answers by saying *Number 1* and having a volunteer read the question he/she wrote. Another volunteer then reads the corresponding answer. Do the same for numbers 2–4.

Answer Key

1. Where does Brent want to live?
He wants to live in France.
2. Where did Brent see the sign?
He saw the sign at the Sunnyville Supermarket.
3. How long does Brent want to live in France?
He wants to live in France for a semester.
4. Why does Brent want to go to France?
He wants to study French and make new friends.

Your Time, Page 60

A. Choose words to complete the questions. Then write answers.

Students choose words from the word box to complete the questions. They then answer each question based on their own knowledge and experience.

Check answers by saying *Number 1* and having several volunteers read the questions and answers they wrote. Do the same for numbers 2–5.

Answer Key

Answers will vary.

B. Read and write.

Students write a short paragraph that answers the three questions, giving any additional information as necessary.

Check answers by having several volunteers take turns reading their paragraphs to the class.

Answer Key

Answers will vary.

Unit 10

Conversation Time, Page 61

Unscramble and fill in the blanks. Then write.

For each number, students unscramble the line of conversation, filling in the blank with a word from the word box. They then write the line of conversation correctly.

Check answers by saying *Number 1* and having a volunteer read the sentence he/she wrote. Do the same for numbers 2–7.

Answer Key

1. Can you please give us directions to the school?
2. Of course. It's not far.
3. We're going to the graduation party.
4. That's great! I'll be there later.
5. Here's a map. Turn left at the light.
Go straight for two blocks.
Then take a right on Elm Street by the bank.
6. Right by the bank?
7. Yes, then go down Elm for four blocks.

Word Time, Page 62

A. Use the code to write the words. Then number the pictures.

Students use the code to decipher each word. Then, for each number, they find the corresponding picture and write the number in the space provided.

Check answers by saying *Number 1* and having a volunteer say the word he/she wrote. Students then point to the corresponding picture. Do the same for numbers 2–10.

Answer Key

1. draw the posters
2. write the poem
3. decorate the room
4. blow up the balloons
5. sing the song
6. color the banner
7. cook the meal
8. tell the stories
9. make the cake
10. sign the card

The pictures are numbered: 4, 7, 3, 10, 9, 1, 5, 2, 8, 6.

B. What do they like to do? Look and write.

Students write a sentence about what the girl likes to do and a sentence about what the boy likes to do.

Check answers by having a volunteer read the sentences he/she wrote.

Answer Key

She likes to blow up balloons.

He likes to decorate the room.

Focus Time, Page 63**A. Read and write.**

Students fill in the blanks with the correct forms of the verbs to complete the chart.

Check answers by saying *Number 1* and having a volunteer say *color, colored, was colored, were colored*. Do the same for numbers 2–10.

Answer Key

1. color, colored. was/were colored
2. write. wrote, was/were written
3. decorate, decorated. was/were decorated
4. draw. drew. was/were drawn
5. cook. cooked, was/were cooked
6. make, made. was/were made
7. sing, sang, was/were sung
8. blow up, blew up, was/were blown up
9. sign, signed, was/were signed
10. tell, told, was/were told

B. Read and write.

Students write the passive form of each sentence.

Check answers by saying *Number 1*. *Ms. Day cooked the meal*. and having a volunteer read the passive form of the sentence. Do the same for numbers 2–3.

Answer Key

1. Ms. Day cooked the meal. = The meal was cooked by Ms. Day.
2. Dan blew up the balloons. = The balloons were blown up by Dan.
3. Mr. Day wrote the poem. = The poem was written by Mr. Day.

Practice Time, Page 64**A. Read and write True or False.**

For each number, students write *True* if the sentences accurately describe one of the pictures above. If they do not, students write *False*.

Check answers by saying *Number 1* and having a volunteer read the question and answer. Students then point to the corresponding picture and say whether they wrote *True* or *False*. Do the same for numbers 2–3.

Answer Key

1. False
2. True
3. False

B. Look and write the questions and the answers.

Students use the target pattern to write a question and answer about each numbered person in the picture.

Check answers by pointing to each person in the picture and having volunteers say the corresponding questions and answers.

Answer Key

1. Who blew up the balloons? The balloons were blown up by Mr. Smith.
2. Who made the cake? The cake was made by Amy.
3. Who drew the posters? The posters were drawn by Todd.
4. Who told the stories? The stories were told by Jess.
5. Who decorated the room? The room was decorated by Bill.
6. Who sang the song? The song was sung by Mrs. Jones.

Reading Time, Page 65**A. Read.**

Students read Sue Martino's Home Page.

B. Read and match.

Based on information from the reading in exercise A, students match the words in the top row to the people associated with them in the row below.

Check answers by saying *Number 1*. *poem*. A volunteer says the corresponding name. Do the same for numbers 2–5.

Answer Key

1. by Bob Jones
2. by the sixth grade chorus
3. by Sue
4. by the parents
5. by Ms. Jakes

C. Read the question. Write the answer.

Students read and answer each question based on information from exercise A.

Check answers by reading each of the questions and having volunteers read the answers they wrote.

Answer Key

1. Who made the cake? The cake was made by Ms. Jakes.
2. What will Sue do next fall? She'll attend junior high school.
3. What kind of cookies did Sue bring? She brought homemade cookies.
4. What did Bob Jones do? He wrote and recited a poem.

Your Time, Page 66

A. Draw an X on the map. Then write the directions from the O to the X.

Students draw an X anywhere on the map. Then they write directions from the O that is already on the map to the X that they drew.

Check answers by having several volunteers take turns showing their maps to the class and reading the directions they wrote.

Answer Key

Answers will vary.

B. Read and write.

Students answer each question based on their own personal knowledge and experience.

Check answers by saying *Number 1. Have you ever written a poem?* Choose several volunteers to read the answers they wrote. Do the same for numbers 2–8.

Answer Key

Answers will vary.

C. Write about your dinner last night. Use the passive tense.

Students use the passive tense as much as possible to write a short paragraph about their dinner last night.

Check answers by having several volunteers take turns reading their paragraphs to the class.

Answer Key

Answers will vary.

Review 2

Conversation Time Review, Page 67

A. Read the question. Write the answer.

Students answer each question based on information from the pictures.

Check answers by saying *Number 1* and having a volunteer read the question. Another volunteer reads the answer he/she wrote.

Answer Key

1. How does the T-shirt fit? It fits well.
2. How was her report card? Pretty good. She got five A's.
3. What are the swimming pool rules? No running. No food or drink.
4. What time is Ted's piano lesson? It's at 1:00.

B. Unscramble and write.

Students unscramble and write each sentence.

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

Answer Key

1. Can I help you find something?
2. Annie, please throw that away.
3. I'm going to be late for my guitar lesson downtown.
4. Take a right on Elm Street by the bank.

Word Time Review, Page 68

A. Read and match.

Students match each sentence to the corresponding picture.

Check answers by reading each sentence and having students point to the corresponding picture.

Answer Key

- Sue is climbing the mountain. (Matches the 4th picture)
Lisa is playing the video game. (Matches the 3rd picture)
Kara is reading the magazine. (Matches the 1st picture)
Jen is riding the pony. (Matches the 2nd picture)

B. What were they doing at 12:00? Look and write.

Students write what each person was doing at 12:00.

Check answers by saying *Number 1* and having a volunteer point to the person and read the sentence he/she wrote. Do the same for numbers 2–6.

Answer Key

1. He was making the cappuccino at 12:00.
2. He was reading a magazine at 12:00.
3. He was eating a candy bar at 12:00.
4. They were playing chess at 12:00.
5. She was blowing up balloons at 12:00.
6. He was studying English at 12:00.

Focus Time Review, Page 69

A. What do they think? Look and write.

Using the information from the chart, students write what each person thinks about the specified activities.

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

Answer Key

1. He thinks canoeing is hard.
2. She thinks hiking is disgusting.
3. She thinks fishing is easy.
4. He thinks climbing mountains is frustrating.

B. Read and write for or since.

Students write *for* or *since* to complete each sentence.

Check answers by saying *Number 1* and having a volunteer say if he/she wrote *for* or *since*. Another volunteer then reads the entire sentence. Do the same for numbers 2–4.

Answer Key

1. She's had a cold for three days.
2. They've been at home since three o'clock.
3. You've worked at the department store since June.
4. They've had a pet for a year.

Practice Time Review, Page 70

A. Look and write. Use already or yet.

For each number, students find the person in the picture above. They then use *already* or *yet* to write a sentence about that person.

Check answers by pointing to each person in the picture and having volunteers read the sentences they wrote.

Answer Key

1. He's already eaten the candy bar.
2. She hasn't made the cappuccino yet.
3. She hasn't done the puzzle yet.
4. They have already finished lunch.

B. Write the questions and the answers.

Students use the word cues to write *How long* questions and answers.

Check answers by saying *Number 1* and having a volunteer read the question and answer he/she wrote. Do the same for numbers 2–3.

Answer Key

1. How long has she had a pet? She's had a pet for two days.
2. How long has he sold flowers? He's sold flowers since he was six years old.
3. How long have they played chess? They've played chess for one week.

C. Read and write.

Students write either the past tense or past passive tense form of each sentence.

Check answers by saying *Number 1* and having a volunteer read both sentences. Do the same for numbers 2–3.

Answer Key

1. Jan wrote the poem. = The poem was written by Jan.
2. Bob signed the card. = The card was signed by Bob.
3. Dan blew up the balloons. = The balloons were blown up by Dan.

Reading Time Review, Page 71

Read the question. Write the answer.

Students answer each question based on information from the Workbook Reading Time reading passages.

Check answers by saying *Number 1*. *When did the earthquake hit Bryson City?* Choose a volunteer to read the answer he/she wrote. Do the same for numbers 2–12.

Answer Key

1. When did the earthquake hit Bryson City?
On Monday, the earthquake hit Bryson city.
2. Who can help you learn computer science?
Teachers can help you learn computer science.
3. What are the counselors at Ted's camp doing to do?
They are going to tell ghost stories.
4. Why did Brent Parker write to Ms. Smith?
To find out more about the foreign exchange program.
5. Where was the sixth grade graduation party held?
The graduation party was held at the gym.
6. Have repairs begun at CD World yet?
Yes, repairs have already begun.
7. How can you succeed in computer science?
Have a good attitude and work hard to succeed.
8. What's Ted's least favorite activity at camp?
Ted's least favorite activity is bird-watching.
9. What does Brent want to do in France?
He wants to live in France for a semester.
10. What did Sue Martino bring to the graduation party?
She brought homemade cookies.
11. Where did Ted go canoeing?
He went canoeing at camp.
12. What caused the landslide in Bryson City?
An earthquake.

Your Time Review, Page 72

A. Read and write ✓.

Students fill in the chart according to their own personal opinions.

Check answers by asking *What do you think about English?* Choose several volunteers to answer *I think English is (easy)*. Do the same with the remaining school subjects.

Answer Key

Answers will vary.

B. Read and write the answers.

Students answer each question based on their own personal knowledge and experience.

Check answers by saying *Number 1*. *What do you think about playing baseball?* Choose several volunteers to read the answers they wrote. Do the same for numbers 2–6.

Answer Key

Answers will vary.

Units 1–10 Reviews

Conversation Time Review, Page 73

Read and match.

Students match each sentence in the left-hand column with 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 2–10.

Answer Key

1. What happened?/My pie came in last place.
2. Well, what do you think?/It fits very well.
3. If he doesn't like it, can he return it?/Of course. He can exchange it or get a refund.
4. You're not allowed to eat or drink by the pool at Camp Wildwood./Nobody told me.
5. How was your report card?/Pretty good. I got five A's, two B's, and a C.
6. The first ingredient is flour. One cup of flour./Got it. What's next?
7. Give me back the remote./But it's 4:30. It's time for my favorite show.
8. Can you please give me directions to the Sunnyville Elementary School?/Of course. It's not far.
9. Did the Number 10 bus go by?/Yes. It left five minutes ago.
10. Where's Ted? I haven't seen him around lately./He's on vacation. His family went on a cruise to the Caribbean.

Word Time Review, Page 74

A. Look and write.

Students look at each picture and write the corresponding word.

Check answers by pointing to each picture and having volunteers say and spell the word(s) they wrote.

Answer Key

1. ring
2. sneakers
3. flood
4. art
5. weak
6. surprised
7. thunderstorm
8. music
9. stubborn

B. What are they doing? Look and write.

For each number, students write a complete sentence to tell what the person or people are doing.

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

Answer Key

1. He's feeding the horse.
2. She's doing jumping jacks.
3. She's selling flowers.
4. He's coloring the banner.

Focus Time and Practice Time Review, Page 75

A. Write.

Students use the word cues to write either statements or questions and answers.

Check answers by saying *Number 1* and having a volunteer read the two statements he/she wrote. Do the same for numbers 2–7.

Answer Key

1. Is he worried? Yes, he is.
2. Matt isn't as busy as Bob. Bob is as busy as a bee.
3. What does she think about catching caterpillars? She thinks catching caterpillars is disgusting.
4. How long have you taught French? I've taught French for six years.
5. Who drew the posters? The posters were drawn by Ivy.
6. He's bored. He thinks computer science is boring.
7. Have they ever seen a tidal wave? Yes, they have. It was awful.

B. Read and number the pictures.

For each number, students read the sentence(s). They then find the corresponding picture and write the number in the space provided.

Check answers by saying *Number 1* and having a volunteer read the sentence. Students then point to the corresponding picture. Do the same for numbers 2–4.

Answer Key

The pictures are numbered: 3, 2, 1, 4

Reading Time Review, Page 76

Read and number the pictures.

For each number, students read the title. They then find the corresponding picture and write the number in the space provided.

Check answers by saying *Number 1* and having a volunteer read the title. Students then point to the corresponding picture. Do the same for numbers 2–10.

Answer Key

The pictures are numbered: 8, 5, 2, 6, 4, 10, 3, 9, 1, 7.

Storybook Instructions and Answer Key

The Litterbug Mystery

Introduce the Storybook

Direct students' attention to the map of Sunnyville at the beginning of the Storybook. Ask students to tell you what they can about the picture. For example: *This is Sunnyville. Here's Ted's house, and here's Annie's house. Cherry Park looks like a nice place to play soccer.*

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 using complete sentences to name 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 read the sentences and guess the meaning of any words they do not know. Then teach the new vocabulary items at the bottom of the 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. Follow the same procedure as above for the rest of the chapter, 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 among the groups, and prompt when necessary.

Check Comprehension

1. Ask comprehension questions to check students' understanding of the chapter. (For suggested questions, see pages 180–182.)
2. Do the chapter's review in class or assign it as homework. (See answer keys on pages 180–182.)

Activities for the Chapter

1. **Favorite Scenes.** Students take turns holding up their Storybooks, pointing to their favorite scenes in the chapter, and telling the class what is happening in that scene. They also say why it is their favorite.
2. **What Happened Next?** Students close their Storybooks and take turns saying, in chronological order, what happened in the story. Prompt as necessary, and write students' responses on the board. Then point to the responses and have a volunteer read them as the rest of the class looks at the corresponding scenes in their Storybooks.
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 roles of the characters. 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 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 for the class.

Chapter 1: Pages 2-8

Students open their Storybooks to page 2. Proceed through the chapter as described on Teacher's Book page 179.

Comprehension Questions

Read the following questions.

Pages 2-3

When is Ted and Annie's last week of school before summer vacation?

What do Annie and Ted have to do this weekend?

What's wrong with Digger?

Pages 4-5

How did Digger get hurt?

Who helped Digger?

Why is Ranger Cruz at Dr. Day's office?

Pages 6-7

Why was Annie quiet when they left Dr. Day's office?

What was Mr. Lee's idea?

What did Annie think about Mr. Lee's idea?

Answer Key

Review 1, Page 8

Cross out the mistakes. Write the correct words.

1. Next week is the last day of school. Then it's summer vacation!
Next week is the last week of school. Then it's summer vacation.
2. We have to interview people and write a letter.
We have to interview people and write a report.
3. Now our streets are better than the streets in a big city.
Now our streets are worse than the streets in a big city.
4. Why are people so dangerous? We all should take care of the animals.
Why are people so careless? We all should take care of the animals.
5. You can bring my video game and interview people there.
You can bring my video camera and interview people there.
6. Annie, I think we have a report!
Annie, I think we have a topic!

Chapter 2: Pages 9-15

Students open their Storybooks to page 9. Proceed through the chapter as described on Teacher's Book page 179.

Comprehension Questions

Read the following questions.

Pages 9-10

Were there a lot of people at the Clean Sunnyville Walk?

Why did Mr. Lee speak to the crowd?

What did everyone do at Sunny Park?

Pages 11-12

Why did Annie and Ted interview Ranger Cruz?

Why did Ranger Cruz come to the Clean Sunnyville Walk?

What's wrong with the duck?

Pages 13-14

Why is Ms. Frost at Dr. Day's office?

What did Annie and Ted do at Cherry Park?

Is Annie tired?

Answer Key

Review 2, Page 15

A. Read and circle True or False.

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

B. Answer the questions.

1. Why did Ted eat three donuts? Because he was hungry.
2. Why was Ranger Cruz at the Clean Sunnyville Walk? Because she wants to help clean up Sunnyville.
3. What's wrong with Ms. Frost's dog? It ate some trash in Sunny Park.
4. Why was Socks at Dr. Day's clinic? Because he ate some trash in Sunny Park.

Chapter 3: Pages 16-21

Students open their Storybooks to page 16. Proceed through the chapter as described on Teacher's Book page 179.

Comprehension Questions

Read the following questions.

Pages 16-17

Why did Annie go to Ted's house?

Why did Ted and Annie watch the Clean Sunnyville Walk video?

Has Ted ever given a speech?

Pages 18–19

Whose report was the most popular?

Why did Ted and Annie pass out a list of web sites?

What did Ms. Apple show the students?

Answer Key

Review 3, pages 20–21

A. Write the missing words.

1. On Sunday morning, Annie went to Ted's house. Ted was sleeping.
2. Ted and Annie watched the Clean Sunnyville Walk video.
3. Ted was nervous about giving a speech.
4. "Don't worry. Our speech will be great," said Annie.
5. Annie drew a poster. "We can put this on the board." she said.
6. Annie and Ted's report was the most popular.
7. "You can volunteer at an animal clinic, or you can take care of the environment." said Annie.
8. Ms. Apple showed the students an article about a mystery at the state park.
9. The article said, "htter can be dangerous for animals."
10. Rangers at the Orange Wood State Park clean up the trash every evening.

B. Whose diary is it? Read and write the names.

1. Mr. Lee
2. Dr. Day
3. Ted
4. Ranger Cruz
5. Annie

Chapter 4: Pages 22–28

Students open their Storybooks to page 22. Proceed through the chapter as described on Teacher's Book page 179.

Comprehension Questions

Read the following questions.

Pages 22–23

Why is Dr. Day worried?

Why is Annie confused?

What's Ted's idea?

Pages 24–25

Why can't Digger go to the park?

What's in the cooler?

Pages 26–27

Why did Dr. Day run to Ted and Annie?

Why are Ted and Annie going to go hiking later?

Answer Key

Review 4, Page 28

Who said it? Match.

1. "This is awful. I'm going to tell the ranger. But first, I want to clean up."/"I'm worried. The rangers are very busy. They work hard, but people still litter."
2. "I'm confused. Why shouldn't we feed the animals?"/"You can't come with us, Digger. Pets aren't allowed in the state park."
3. "I've made some sandwiches for tonight. There's food for tomorrow, too."
4. "Let's go camping! Maybe we'll catch the litterbug."/"Are we there yet? I'm bored."
5. "Turn right at the sign for Birch Lake. You can camp by the lake."/"Welcome, folks! Have you ever been camping?"

Chapter 5: Pages 29–35

Students open their Storybooks to page 16. Proceed through the chapter as described on Teacher's Book page 179.

Comprehension Questions

Read the following questions.

Pages 29–30

How long has Ted collected rocks?

What did Dr. Day do?

What did they eat for dinner?

Pages 31–32

Who watched the sunset?

Why did the ranger give Dr. Day a plastic container?

What will they do on their walk?

Pages 33–34

Why was Annie scared?

What did they see when they turned around?

Answer Key

Review 5, Page 35

A. Circle the correct sentence.

1. Annie likes hiking.
2. Ted has collected rocks for two years.
3. Dr. Day went swimming and fishing.
4. The park ranger gave Dr. Day a plastic container.

B. Number the sentences in the correct order.

- 6 Dr. Day said, "Stay behind me, kids!"
- 5 Annie said, "Can we go back now?"
- 1 Dr. Day, Ted, and Annie watched the sunset.
- 2 A ranger came to the campsite.
- 4 Annie said, "There's someone under that tree!"
- 3 Dr. Day, Ted, and Annie went for a walk.

Chapter 6: Pages 36–41

Students open their Storybooks to page 36. Proceed through the chapter as described on Teacher's Book page 179.

Comprehension Questions

Read the following questions.

Pages 36–37

Who did Ted, Annie, and Dr. Day meet?

What did they see when they arrived at the campsite?

Who was littering at the park?

Pages 38–39

Why did a reporter interview Ranger Cruz, Annie, and Ted?

How does Ted think people can help?

Answer Key

Review 6, Pages 40–41

A. Cross out the mistakes. Write the correct words.

Then number the sentences in the correct order.

- 4 When they arrived at the campsite, there was water everywhere.
When they arrived at the campsite, there was litter everywhere.
- 2 "Sometimes I'm the night litterbug," said Ranger Cruz.
"Sometimes I'm the night ranger," said Ranger Cruz.
- 10 "Please be awful to animals," said Annie.
"Please be kind to animals," said Annie.
- 3 "I'll drive up to the campsite with you," said Ranger Cruz.
"I'll walk back to the campsite with you," said Ranger Cruz.
- 1 "Who are you and why are you waiting here?" shouted Dr. Day.
"Who are you and what are you doing here?" shouted Dr. Day.
- 6 "Rangers were dragging the trash around the park," said Ranger Cruz.
"Raccoons are dragging the trash around the park," said Ranger Cruz.
- 5 "Hey! Look at those flashlights!" shouted Ted.
"Hey! Look at those eyes!" shouted Ted.
- 7 A reporter and a cameraperson were waiting for Dr. Day, Annie, and Ted at the animal clinic.
A reporter and a cameraperson were waiting for Dr. Day, Annie, and Ted at the ranger's station.
- 8 "Our raccoon mystery was solved last week by Ted Lee, Annie Day, and Dr. Day," said Ranger Cruz.
"Our litter mystery was solved last night by Ted Lee, Annie Day, and Dr. Day," said Ranger Cruz.
- 9 "Our work isn't finished now!" said Ted.
"Our work isn't finished yet!" said Ted.

B. Answer the questions.

1. Who found the duck with fishing line around its body? Ranger Cruz found the duck.
2. Whose video camera did Ted bring to the Clean Sunnyville Walk?
He brought his father's video camera.
3. Who did Ted and Annie interview? Name two people. Ted and Annie interviewed Ranger Cruz, Dr. Day, and Ms. Frost.
4. Why did Dr. Day, Ted, and Annie go camping?
Because they wanted to solve the litter mystery.
5. Where did they go camping? They went camping at the Orange Wood State Park.
6. What did they eat for dinner on Sunday? They ate fish.
7. Why did the ranger give Dr. Day a plastic container? So that animals wouldn't be able to smell their trash.
8. Who did they see on the trail? They saw Ranger Cruz.
9. What did they see when they arrived at the campsite with Ranger Cruz? They saw litter and raccoons.
10. What did Annie say to the reporter? She said, "Please be kind to animals, too!"

Worksheet Instructions and Answer Key

Unit 1

Worksheet 1: Comparatives and Superlatives

A. Read and write.

For each number, students fill in the missing words.

Answer Key

- expensive → more expensive → the most expensive
- popular → more popular → the most popular
- beautiful → more beautiful → the most beautiful
- comfortable → more comfortable → the most comfortable
- good → better → the best
- bad → worse → the worst

B. Unscramble and write.

Students unscramble and write each sentence.

Answer Key

- The green pajamas are the most expensive.
- The orange lamp is the most popular.
- The yellow sneakers are the worst.

C. Look and match.

Students look at each picture and match it to the corresponding sentence.

Answer Key

- The black couch is more comfortable than the white one.
- The white calculator is better than the black one.

Worksheet 2: May's Department Store

A. Read.

Students read the advertisement.

B. Read the question. Write the answer.

Students answer each question based on the information provided in the reading.

Answer Key

- How much do watches and sunglasses cost? Watches and sunglasses cost \$50 to \$100.
- What is on sale in the most beautiful colors? All men's and women's pajamas, pants, and sweaters are on sale in the most beautiful colors.
- What are May's hours? May's is open from 8:00 A.M. to 6:00 P.M.
- Are the most expensive rings on sale? Yes, the most expensive rings are on sale.
- How much do black sneakers cost? Black sneakers cost \$45.

C. Read and write True or False.

Based on the reading, students write *True* if the statement is true or *False* if it is not.

Answer Key

- True
- False
- True
- False

Unit 2

Worksheet 3: Comparisons

Look, read, and write.

For each number, students look at the picture and find the people named. Then using the word cues and information from the picture, students write the target patterns.

Answer Key

- Mark isn't as busy as Jan.
Jan is as busy as a bee.
- Kate isn't as old as Grandpa Tan.
Grandpa Tan is as old as the hills.
- Dave isn't as stubborn as Chuck.
Chuck is as stubborn as a mule.
- Carl isn't as quiet as Val.
Val is as quiet as a mouse.
- Ted isn't as strong as Annie.
Annie is as strong as an ox.

Worksheet 4: A Cruise Ship

A. Read.

Students read the travel brochure.

B. Read and circle True or False.

Based on the reading, students circle *True* if the statement is true or *False* if it is not.

Answer Key

- False
- True
- False
- False

C. What can you do on the Dolphin Cruise Ship? List the activities.

Students look at the reading in exercise A and make a list of the activities on the Dolphin Cruise Ship. Answers may be in any order.

Answer Key

(answers may be in any order)

- go swimming
- sit in the shade
- use the fitness center
- see a movie
- visit the library
- use a computer
- enjoy the water
- make new friends
- see a show
- play video games

Worksheet 5: Isn't She Proud?

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 looking at the first picture in the left-hand column and guessing what that girl is feeling. Using the target pattern, Student 1 asks Student 2 *Isn't she (full)?* Student 2 answers the question based on the first picture in the right-hand column. Student 1 then circles the correct answer. Students do the same for number 2. Student 2 then takes a turn, asking questions in the same way for numbers 3–4.

Answer Key

1. b
2. a
3. a
4. b

B. Look at A. Write the questions and the answers.

Students look at exercise A and write the corresponding target questions and answers.

Answer Key

Answers will vary.

Worksheet 6: State Fair

A. Read.

Students read the state fair schedule.

B. Read and match.

Students match each time to the picture that shows the event taking place at that time.

Answer Key

1. b
2. c
3. d
4. a

C. Read and write True or False.

Based on the reading, students write *True* if the statement is true or *False* if it is not.

Answer Key

1. False
2. True
3. False

Worksheet 7: He Set the Table, Didn't He?

Pairwork.

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. Student 1 begins by looking at the first picture in the left-hand column and reading the question *She's feeding the horse, isn't she?* Student 2 looks at the first picture in the right-hand column and answers *Yes, she is.* Student 1 then writes that answer. Students do the same for number 2. Student 2 then takes a turn, asking questions in the same way for numbers 3–4.

Answer Key

1. She's feeding the horse, isn't she? Yes, she is.
2. They set the table, didn't they? No, they didn't.
3. He's playing with the dog, isn't he? Yes, he is.
4. They fixed the fence, didn't they? No, they didn't.

Worksheet 8: The A-OK Dude Ranch

A. Read.

Students read the letter.

B. Put the sentences in order.

Based on the reading, students number the sentences in chronological order.

Answer Key

- | | |
|---|---|
| 2 | 1 |
| 4 | 3 |

C. Read and write. Then match.

Students write the missing word(s) to complete each sentence. Then they match each sentence to the corresponding picture.

Answer Key

1. Sam went hiking. (d)
2. Sam set the table for dinner. (c)
3. Sam doesn't want to clean the stable. (a)
4. Sam still wants to go rafting on the river. (b)

Worksheet 9: Disasters!

A. Look and write.

Students look at each picture and write the corresponding word.

Answer Key

1. exciting
2. windy
3. awful

B. Read and match.

Students read each question and its answer, then match it to the corresponding picture.

Answer Key

1. c
2. a
3. b

C. Unscramble and write.

Students unscramble and write each question.

Answer Key

1. Have they ever been in a typhoon?
2. Has she ever seen a landslide?

Worksheet 10: Tornado!

A. Read.

Students read the personal statement.

B. Put the sentences in order.

Students number the sentences in chronological order, based on the reading.

Answer Key

- 4
- 2
- 6
- 1
- 5
- 3

C. Read and write. Then match.

Students write the missing words to complete each sentence. Then they match each sentence to the corresponding picture.

Answer Key

1. I was in a big tornado. (b)
2. My umbrella flew out of my hands. (c)
3. I went to the the lowest level of the building and lay down with my hands over my head. (a)

Worksheet 11: What's Different?

Look and write.

For each number, students look at the small picture cue and find that person in both scenes above. Then they write what the person hasn't done yet and what the person has already done.

Answer Key

Picture A

1. She hasn't read the magazine yet.
2. He hasn't eaten the candy bar yet.
3. She hasn't drawn the portrait yet.
4. He hasn't finished lunch yet.
5. She hasn't done the puzzle yet.

Picture B

6. She has already read the magazine.
7. He has already eaten the candy bar.
8. She has already drawn the portrait.
9. He has already finished lunch.
10. She has already done the puzzle.

Worksheet 12: Ellen's Puppies

A. Read.

Students read the newspaper article.

B. Look and number the pictures in order.

Based on the reading, students number the pictures in chronological order.

Answer Key

- 3, 4, 1, 2

C. Read and write True or False.

Based on the reading, students write *True* if the statement is true or *False* if it is not.

Answer Key

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

Worksheet 13: Play a Game!

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 the marker on the *Start* square. Students take turns closing their eyes, pointing to a number at the top of the page, and moving a marker along the game board the corresponding number of squares. Students then look at the squares on which they have landed and use the picture and word cues to make the appropriate target sentences. For example: *He's interested. He thinks computer science is interesting.* The first student in each pair to reach the *Finish* square wins.

Worksheet 14: San Francisco

A. Read.

Students read the e-mail.

B. Read the question. Write the answer.

Students answer each question based on the information provided in the reading.

Answer Key

1. Where is Ken? Ken is in San Francisco.
2. What has Ken been practicing? Ken has been practicing listening and speaking English.
3. Does Ken watch TV programs in English? Yes, he does.
4. What does David think about going to the beach? He thinks going to the beach is boring.

C. Read and write True or False.

Based on the reading, students write *True* if the statement is true or *False* if it is not.

Answer Key

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

Worksheet 15: What Does She Think?

A. Look and match.

Students look at each picture and match it to the corresponding word.

Answer Key

1. exhausting
2. fun
3. disgusting

B: Pairwork. What do they think?

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. Student 1 begins by looking at the first sentence in the left-hand column and using the target pattern to ask Student 2 about that person. S1 asks *What does Luke think about hiking?* Student 2 reads the first sentence in the right-hand column, answering *Luke thinks hiking is fun.* Student 1 then fills in the blank. Students do the same for numbers 2–4. Student 2 then takes a turn, asking questions in the same way for numbers 5–8.

Answer Key

1. Luke thinks hiking is fun.
2. Joan thinks making crafts is easy.
3. Sue thinks writing postcards is frustrating.
4. Jake thinks bird-watching is disgusting.
5. Peter thinks fishing is easy.
6. Lee thinks catching caterpillars is hard.
7. Kris thinks canoeing is fun.
8. Jess thinks climbing mountains is exhausting.

C. Choose two from B. Write the questions.

Students look at B and choose two statements. They then write the corresponding target questions.

Answer Key

Answers will vary.

Worksheet 16: Camp Wildwood

A. Read.

Students read the Camp Wildwood schedule.

B. Annie is at Camp Wildwood today. What's she going to do? Read, write, and match.

Based on the reading, students write the missing words to complete each sentence. Then they match each sentence with the corresponding picture.

Answer Key

1. At 8:00 A.M. Annie will eat breakfast. (second picture)
2. At 3:00 P.M. Annie will go canoeing. (third picture)
3. At 1:00 P.M. Annie will make crafts. (first picture)
4. At 11:00 A.M. Annie will go mountain climbing. (fifth picture)
5. At 6:00 P.M. Annie will go to a barbecue. (fourth picture)

Unit 9

Worksheet 17: How Long?

A. Write the words and phrases in the correct category.

Students read each word and phrase and write it in the correct category.

Answer Key

for	since
three weeks	2001
ten days	Tuesday
one hour	March
ten minutes	this morning

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 looking at the first picture in the left-hand column and using the target pattern to ask Student 2 about that person: *How long has he painted pictures?* Student 2 answers based on the information in his/her column. Student 1 then circles the correct answer. Students do the same for number 2. Student 2 then takes a turn, asking questions in the same way for numbers 3–4.

Answer Key

1. a
2. a
3. b
4. a

Worksheet 18: The Exchange Student

A. Read.

Students read the article.

B. Read and write.

Based on the reading, students write the missing words to complete each sentence.

Answer Key

1. Paolo has made some good friends.
2. Paolo's host family helped him adjust.
3. The Student News talked to Paolo about his experience.
4. Ted and his family are Paolo's host family.

C. Read and write.

Based on the reading, students write the missing words to complete each sentence.

Answer Key

Paolo, are you having a good time in Sunnyville?
Yes, I like Sunnyville very much.
Was it hard to adjust to Sunnyville?
It wasn't hard.

Unit 10

Worksheet 19: Play a Game!

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 the marker on the *Start* square. Students take turns closing their eyes, pointing to a number at the top of the page, and moving a marker along the game board the corresponding number of squares. Students then look at the squares on which they have landed and use the picture and word cues to make the appropriate target sentences. For example: *Who colored the banner? The banner was colored by Sue.* The first student in each pair to reach the *Finish* square wins.

Worksheet 20: Graduation Party

A. Read.

Students read the letter.

B. Read the question. Write the answer.

Students answer each question based on the information provided in the reading.

Answer Key

1. What did Ms. Apple make? Ms. Apple made the cake.
2. Who brought the ice cream and cookies? The ice cream and cookies were brought by Bob's grandparents.
3. When was the graduation party? It was last Saturday.
4. Who missed the party? Stan missed the party.

C. Look and match. Then write.

Students look at each picture and match it to the corresponding sentence. Then they write the missing words to complete each sentence.

Answer Key

1. The spaghetti and meatballs were made by Ted and his mother.
2. The SES gym was beautifully decorated with streamers and balloons.
3. The song was sung by Ivy.

Unit 1, Worksheet 1: Comparatives and Superlatives

A. Read and write.

1. expensive → more expensive → _____
2. _____ → _____ → the most popular
3. _____ → more beautiful → _____
4. comfortable → _____ → _____
5. good → _____ → _____
6. _____ → _____ → the worst

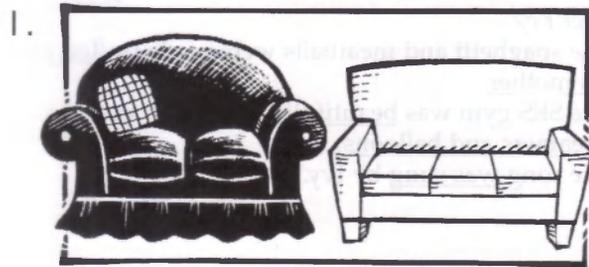
B. Unscramble and write.

1. expensive green The . are pajamas the most

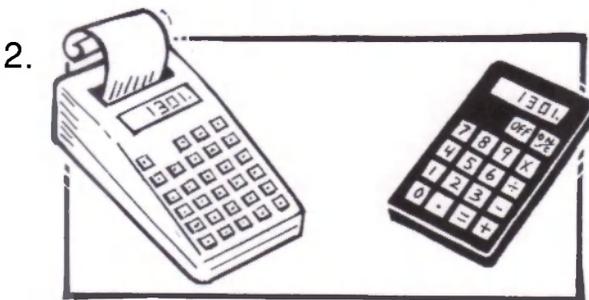
2. lamp the The . orange popular is most

3. The . yellow the sneakers worst are

C. Look and match.



- The white calculator is better than the black one.

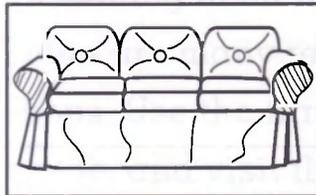
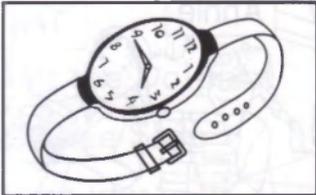


- The black couch is more comfortable than the white one.

Unit 1, Worksheet 2: May's Department Store

A. Read.

May's Department Store



Come to May's Department Store and save on the most comfortable couches, the most expensive lamps, and much more! All men's and women's pajamas, pants, and sweaters are on sale in the most beautiful colors. Even the most expensive rings are on sale. White sneakers cost only \$35. Black sneakers cost \$45. Orange sneakers cost \$85. The most popular watches and sunglasses are \$50 to \$100.

May's is open from 8:00 A.M. to 6:00 P.M.

Don't wait!

SALE

B. Read the question. Write the answer.

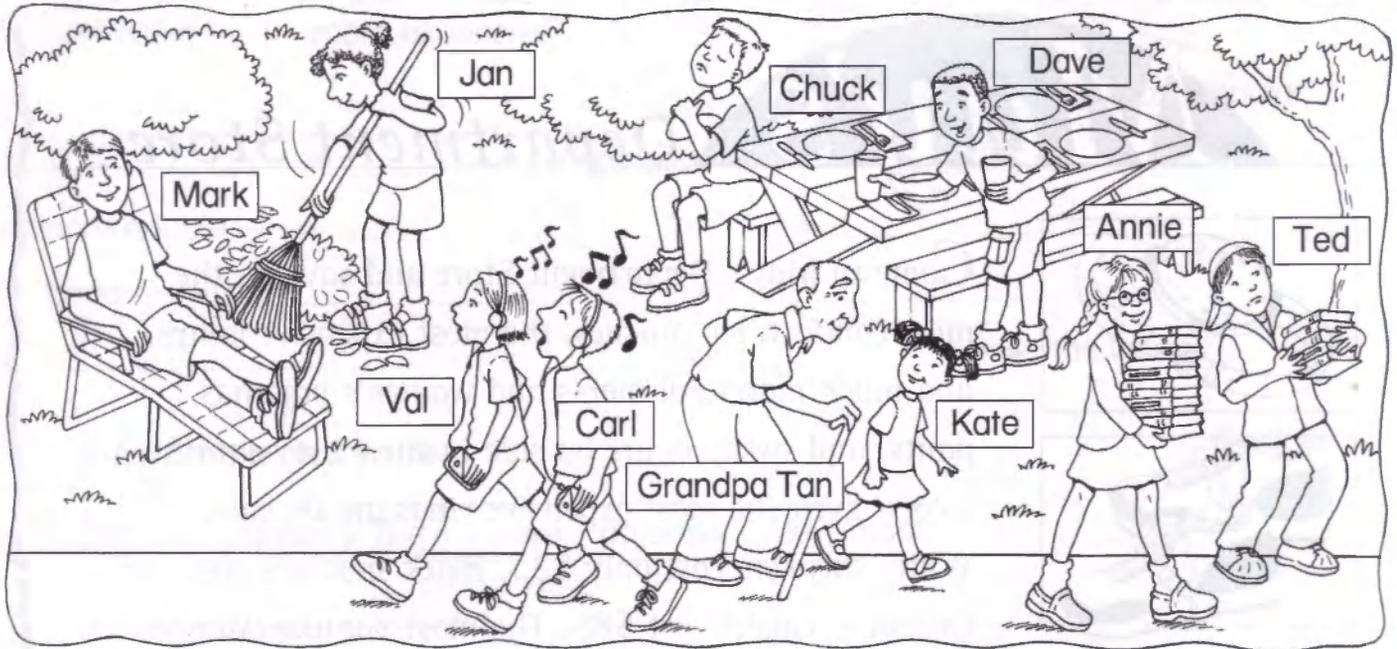
1. How much do watches and sunglasses cost? _____
2. What is on sale in the most beautiful colors? _____
3. What are May's hours? _____
4. Are the most expensive rings on sale? _____
5. How much do black sneakers cost? _____

C. Read and write True or False.

1. Sweaters are on sale at May's Department Store. _____
2. May's is open from 6:00 A.M. to 8:00 A.M. _____
3. You can buy a ring at May's Department Store. _____
4. Orange sneakers cost \$285. _____

Unit 2, Worksheet 3: Comparisons

Look, read, and write.



1. Mark/busy/Jan

Mark isn't as _____

Jan is as _____

2. Kate/old/Grandpa Tan

3. Dave/stubborn/Chuck

4. Carl/quiet/Val

5. Ted/strong/Annie

Unit 2, Worksheet 4: A Cruise Ship

A. Read.

Vacation on the

Dolphin Cruise Ship

Let the Dolphin Cruise Ship take you where you want to go. Enjoy different activities every day. You can go swimming or sit in the shade. There are many restaurants and shops. Use the fitness center, see a movie, and visit the library. You



can even use a computer in the computer room.

Make new friends on the deck or just enjoy the water. At night, see a show or play video games. If this sounds fun, a cruise ship vacation is for you. Call 1 (800) 555-9988 for more information.

B. Read and circle True or False.

1. On the Dolphin Cruise Ship you can enjoy only a few activities. True False
2. There is a computer room on the Dolphin Cruise Ship. True False
3. You can't go swimming on the Dolphin Cruise Ship. True False
4. There is only one restaurant on the Dolphin Cruise Ship. True False

C. What can you do on the Dolphin Cruise Ship? List the activities.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Unit 3, Worksheet 5: Isn't She Proud?

A. Pairwork.

Student 1

Ask the question. Listen and circle.



- a. full
- b. angry



- a. proud
- b. scared

Answer the question.



Student 2

Answer the question.



FOLD

Ask the question. Listen and circle.



- a. discouraged
- b. worried



- a. uncomfortable
- b. envious

B. Look at A. Write the questions and the answers.

1. _____
2. _____
3. _____
4. _____

Unit 3, Worksheet 6: State Fair

A. Read.

9:00 A.M. Horseback-Riding Contest. Come watch the horseback-riding contest. Mike Harvey is worried about the competition. Last year Mike won the contest. This year Brian Baker may win.

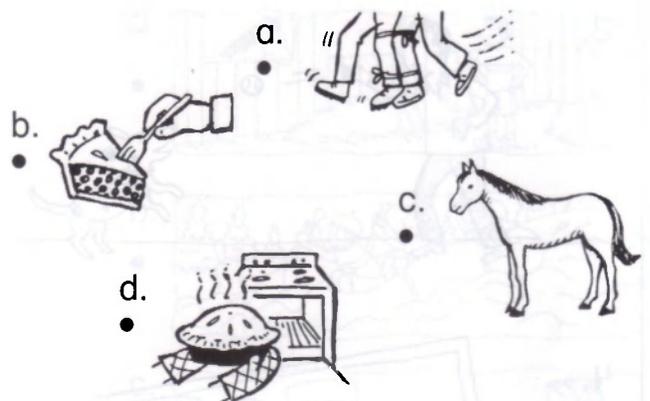
11:00 A.M. Pie-Baking Contest. The pie-baking contest is in front of the Blueberry House. Joe Smith is making a peach-and-pineapple pie. He isn't worried about winning because he invented the recipe. Debbie Lions is entering her blueberry-and-lemon pie. Stop by to see what other kinds of pies are in the contest.

12:00 P.M. Pie-Eating Contest. Also in front of the Blueberry House is the pie-eating contest. The competition will be fierce. Everyone in the contest will be full when it's finished.

2:00 P.M. Three-Legged Race. See the three-legged race on Moore's Lawn. Don't worry. You can enter at the last minute.

B. Read and match.

1. 12:00 P.M. •
2. 9:00 A.M. •
3. 11:00 A.M. •
4. 2:00 P.M. •



C. Read and write True or False.

1. Last year, Brian Baker won the horseback-riding contest. _____
2. You can enter the three-legged race at the last minute. _____
3. The pie-eating contest is on Moore's Lawn. _____

Unit 4, Worksheet 7: He Set the Table, Didn't He?

Pairwork.

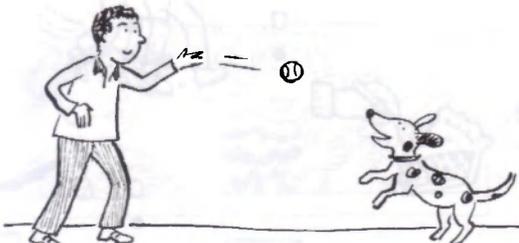
Student 1

Ask the question. Listen and write the answer.

1.  She's feeding the horse, isn't she?

2.  They set the table, didn't they?

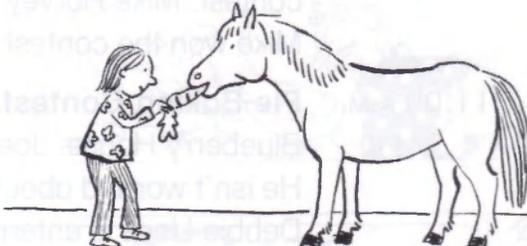
Answer the question.

3. 

4. 

Student 2

Answer the question.

1. 

2. 

Ask the question. Listen and write the answer.

3.  He's playing with the dog, isn't he?

4.  They fixed the fence, didn't they?

FOLD

Unit 4, Worksheet 8: The A-OK Dude Ranch

A. Read

	Hi Dan,
○	I'm having a great time at the A-OK Dude Ranch. I've been horseback riding, rounding up cattle with the cowboys, hiking, and fishing.
	Yesterday, I set the table for dinner. After dinner, I built a fire and we sang songs by it. Tomorrow, I am going to feed the horses. I hope I don't have to clean the stable! I still want to go rafting on the river.
	Rafting is a lot of fun. See you when I get back.
○	Your friend, Sam

B. Put the sentences in order.

_____ Sam built a fire.

_____ Sam set the table.

_____ Sam is going to feed the horses.

_____ Sam sang songs by the fire.

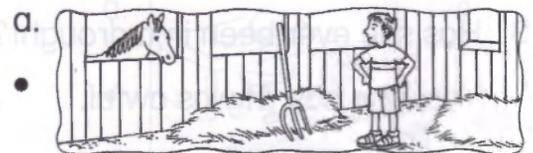
C. Read and write. Then match.

1. Sam went _____ •

2. _____ set the table for _____ •

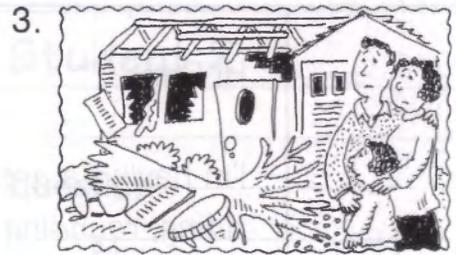
3. Sam doesn't want to _____ •

4. Sam still wants to _____ •



Unit 5, Worksheet 9: Disasters!

A. Look and write.



B. Read and match.

1. Has he ever been in a landslide?

Yes, he has. It was scary.



2. Have they ever been in a blizzard?

Yes, they have. It was exciting.



3. Has she ever been in a drought?

Yes, she has. It was awful.



C. Unscramble and write.

1. they ? in typhoon ever a Have been

2. Has landslide seen a she ? ever

Unit 5, Worksheet 10: Tornado!

A. Read.



Hi, I'm Kevin Parker. I was in a big tornado last week. It was so scary. Warm air met cold air in a thunderstorm and caused the tornado. I was walking through the city streets when my umbrella flew out of my hands. I saw the tornado throw a car into the air. I ran inside a big building. I went to the lowest level of the building and lay down with my hands over my head. Flying debris damaged some of the windows in the building. It was dangerous! When the tornado was gone, I got up and walked home. The city was a mess.

B. Put the sentences in order.

- _____ I ran inside a big building.
- _____ My umbrella flew out of my hands.
- _____ I got up and walked home.
- _____ Warm air met cold air in a thunderstorm.
- _____ I lay down with my hands over my head.
- _____ I saw the tornado throw a car into the air.

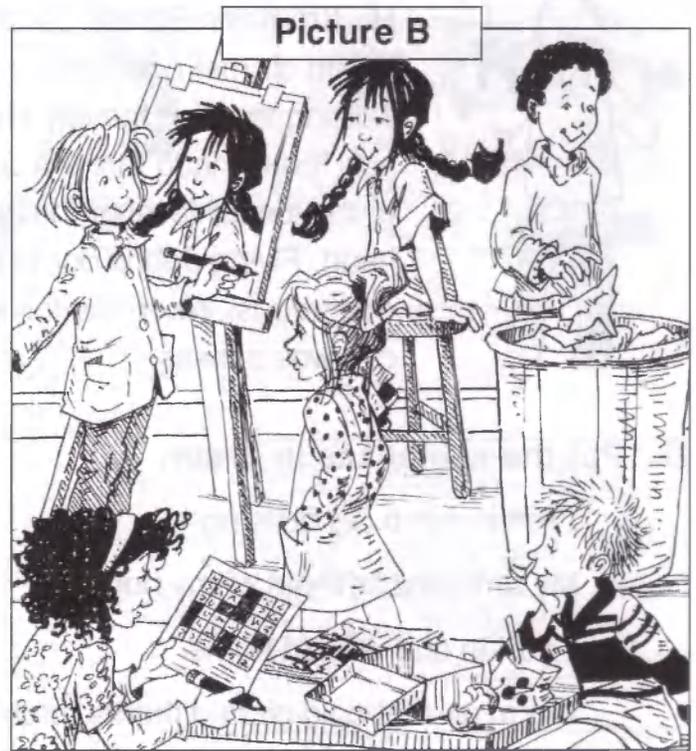
C. Read and write. Then match.

1. I was in _____ •
2. My _____ flew out
of my _____ •
3. I _____ to the lowest level
of the _____ and •



Unit 6, Worksheet 11: What's Different?

Look and write.



Picture A

1.  She hasn't _____ yet.
2.  _____
3.  _____
4.  _____
5.  _____

Picture B

6.  She has already _____
7.  _____
8.  _____
9.  _____
10.  _____

A. Read.

Typhoon at Brown Farm

By Melissa Potter

Thursday morning was calm at the Brown Farm. Mr. Brown, the owner, was cleaning the stable when a big typhoon hit. Mr. Brown ran out of the stable quickly. He saw a flood in the chicken house.

"I ran to the chicken house, and I brought all the chickens inside," said Mr. Brown.

Then Mr. Brown went to the pig barn. "I took all the pigs into my house, too," said Mr. Brown.

Mr. Brown then remembered his dog Ellen. Ellen lives behind the house with her puppies. Mr. Brown ran to Ellen. There was a lot of water behind the house. Ellen was swimming and pushing her puppies in a food bowl.

"The puppies were not scared," said Mr. Brown. "I think they liked the ride. I was so proud of Ellen."

Mr. Brown brought Ellen and the puppies into his house. Mr. Brown and the animals stayed in the house for the day.



B. Look and number the pictures in order.



C. Read and write True or False.

1. Mr. Brown was cleaning the stable when the typhoon hit. _____
2. Ellen lives in the pig barn with her puppies. _____
3. The puppies were scared. _____
4. Mr. Brown is proud of Ellen. _____

Unit 7, Worksheet 13: Play a Game!

Point to a number. Play the game with a partner.

1 5 1 4 2 1 4 6
3 4 3 3 2 3 1 5



He / interested
computer science

She / tired
math

They / bored
geography

She / tired
gym

He / interested
history

She / bored
English

I / confused
science



I / bored
music

They / confused
art

He / tired
computer science

I / interested
math



He / confused
English

She / interested
geography

They / tired
science

She / bored
health

He / interested
music



Unit 7, Worksheet 14: San Francisco

A. Read.

From: Ken@foreigntaxchange.org

To: Changfamily@home.org

Date: January 13

Subject: Hi, Mom and Dad!



Dear Mom and Dad,

I'm having a great time in San Francisco. I've had a lot of practice listening and speaking English. Sometimes I still make mistakes, but I'm learning from them. My friend David and I only speak in English. It's fun! I even watch TV programs and listen to radio shows in English.

I already saw the Golden Gate Bridge and Golden Gate Park. I want to go to the beach next week. David thinks going to the beach is boring. I think it's great! Tomorrow David and I are going to an art museum. I know I will need to pay attention when I talk to people, but I don't worry if I don't understand every word. See you next month!

Love,
Ken

B. Read the question. Write the answer.

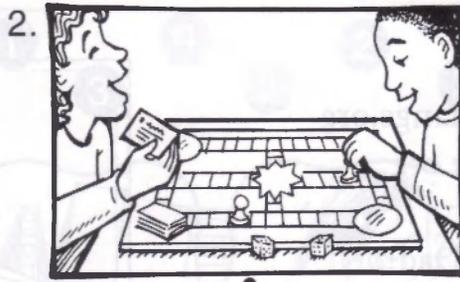
1. Where is Ken? _____
2. What has Ken been practicing? _____
3. Does Ken watch TV programs in English? _____
4. What does David think about going to the beach? _____

C. Read and write True or False.

1. Ken is having a great time in San Francisco. _____
2. David and Ken never speak in English. _____
3. Ken still worries when he doesn't understand every English word. _____
4. Ken thinks the beach is great. _____

Unit 8, Worksheet 15: What Does She Think?

A. Look and match.



fun

disgusting

exhausting

B. Pairwork. What do they think?

Student 1

Ask the questions. Listen and write.

1. Luke thinks hiking is _____
2. Joan thinks making crafts is _____
3. Sue thinks writing postcards is _____
4. Jake thinks bird-watching is _____

Answer the questions.

5. Peter thinks fishing is easy.
6. Lee thinks catching caterpillars is hard.
7. Kris thinks canoeing is fun.
8. Jess thinks climbing mountains is exhausting.

Student 2

Answer the questions.

1. Luke thinks hiking is fun.
2. Joan thinks making crafts is easy.
3. Sue thinks writing postcards is frustrating.
4. Jake thinks bird-watching is disgusting.

Ask the questions. Listen and write.

5. Peter thinks fishing is _____
6. Lee thinks catching caterpillars is _____
7. Kris thinks canoeing is _____
8. Jess thinks climbing mountains is _____

FOLD

C. Choose two from B. Write the questions.

1. _____
2. _____

Unit 8, Worksheet 16: Camp Wildwood

A. Read.

Camp Wildwood June 23

- 8:00 A.M. **Eat breakfast.** Today we're serving everyone's favorite—bacon and eggs.
- 9:00 A.M. **Swim in the lake.** Make sure to wear a lot of sunscreen. It's going to be hot today!
- 11:00 A.M. **Go mountain climbing.** Beth Stevens thinks climbing mountains is fun. If you like climbing mountains, too, then come with us!
- 12:00 P.M. **Eat lunch.** Today's menu is roast beef, apples, and soda pop.
- 1:00 P.M. **Make crafts.** Come and make a gift for your mom or dad.
- 2:00 P.M. **Hike.** Enjoy the fresh air and beautiful trails.
- 3:00 P.M. **Go canoeing.** Do you want to spend some time near the water? Well, come canoeing with us, and the counselors will show you the ropes.
- 4:30 P.M. **Take a nap.**
- 6:00 P.M. **Go to the camp barbecue.** Come enjoy the delicious food.
- 8:00 P.M. **Listen to ghost stories.** They'll be scary!

B. Annie is at Camp Wildwood today. What's she going to do? Read, write, and match.

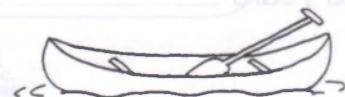
1. At 8:00 A.M. Annie will _____ .



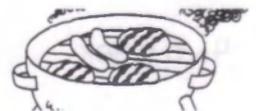
2. At 3:00 P.M. Annie will _____ .



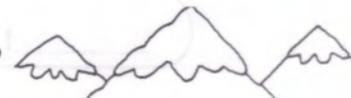
3. At 1:00 P.M. Annie will _____ .



4. At 11:00 A.M. Annie will _____ .



5. At 6:00 P.M. Annie will _____ .



Unit 9, Worksheet 17: How Long?

A. Write the words and phrases in the correct category.

three weeks

2001

Tuesday

ten days

March

one hour

this morning

ten minutes

for

since

B. Pairwork.

Student 1

Ask the question. Listen and circle.

1.  a. eight years old
b. eight months

2.  a. June
b. last year

Answer the question.

3. three years

4. a week

Student 2

Answer the question.

1. eight years old

2. June

FOLD

Ask the question. Listen and circle.

3.  a. three years old
b. three years

4.  a. a week
b. ten years

Unit 9, Worksheet 18: The Exchange Student

A. Read.

STUDENT NEWS

Many students in Sunnyville are interested in the Sunnyville Foreign Exchange Program. Paolo, an exchange student from Italy, is in Sunnyville this semester. He talked to the *Student News* about his experience.



Student News: Paolo, are you having a good time in Sunnyville?

Paolo: Yes. I like Sunnyville very much.

Student News: Have you made a lot of friends?

Paolo: I've made some good friends. Ted

and his family have been great, too. They are my host family.

Student News: Was it hard to adjust to Sunnyville?

Paolo: It wasn't hard. My host family helped me adjust. I love being an exchange student.

B. Read and write.

1. Paolo has made _____ good _____
2. Paolo's _____ helped him _____
3. The _____ talked to _____ about his _____
4. Ted and his _____ are Paolo's _____

C. Read and write.

_____, are you _____
a good time in _____

Yes. I like _____
very _____

Was it _____ to
_____ to Sunnyville?

_____ wasn't _____

Unit 10, Worksheet 19: Play a Game!

Point to a number. Play the game with a partner.

3	3	3	3	3	3	3	3	3	3	
 Start	 color the banner? Sue	 decorate the room? Tom	 draw the poster? Jen	 sing the song? children	 sign the card? Digger	 Go back 2	 write the poem? Meg	 sing the song? dogs	 blow up the balloons? Carla	 make the cake? Ms. Jones
 decorate the room? children	 write the poem? Jen	 color the banner? Kris	 Finish!							

Unit 10, Worksheet 20: Graduation Party

A. Read.

June 12

Dear Stan,

Our graduation party last Saturday was a lot of fun. The SES gym was beautifully decorated with streamers and balloons. Ted and his mother made spaghetti and meatballs, garlic bread, and iced tea. The cake was made by Ms. Apple. The ice cream and cookies were brought by Bob's grandparents. The food was delicious! Ivy sang a song. Everyone was sad to leave when the party ended. I wish you were there. I missed you. Will you have a graduation party at your school in Washington? See you soon!

Your friend,
Annie



B. Read the question. Write the answer.

1. What did Ms. Apple make? _____
2. Who brought the ice cream and cookies? _____
3. When was the graduation party? _____
4. Who missed the party? _____

C. Look and match. Then write.

1.  • The song _____ by Ivy.
2.  • The spaghetti and meatballs were _____
3.  • The SES gym was _____ with _____

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 number the pictures.

Read the script. For each number, students listen and find the picture that corresponds to those lines of conversation. They then write that number in the space provided.

Teacher:

A. Listen and number the pictures.

1. Hello. How can I help you today?/I'll take this sweater.
2. The total is \$35.99. Will that be cash or charge?/Charge. Here's my credit card.
3. Thanks. Please sign here./This is a gift for my son. If he doesn't like it, can he return it?

Answer Key

2, 1, 3

B. Listen and write ✓ or X.

Read the script. For each number, students read the sentence and listen to the reading. If they hear the sentence in the reading, students write ✓ in the space provided. If they do not, students write X.

Teacher:

B. Listen and write ✓ or X.

Mark wrote a letter to Gabby. He wrote the letter because his grandmother gave him a sweater for his birthday and he thinks the sweater is really ugly. Mark doesn't want to hurt his grandmother's feelings, but he doesn't want to wear the sweater either. He asked Gabby what he should do. Gabby told Mark he shouldn't hurt his grandmother's feelings. She suggested that Mark wear the sweater the next time he visits his grandmother. Gabby thinks if Mark wears the sweater, he will make his grandmother happy.

Answer Key

1. X 2. X 3. X 4. ✓

C. Unscramble and write.

Students unscramble and write each sentence, making sure to capitalize where necessary.

Answer Key

1. The green couch is the most beautiful.
2. The yellow lamp is the best.
3. The brown sunglasses are the most popular.

D. Look and write.

For each number, students look at the picture and write the corresponding target sentence.

Answer Key

1. The white stuffed animal is worse than the black one.
2. The black pajamas are more expensive than the white ones.

Unit 2 Test

A. Listen and match. Then write.

Read the script. For each number, students listen and match the two parts of the conversation they hear. Then they write the missing words.

Teacher:

A. Listen and match. Then write.

1. Where's Ted? I haven't seen him around lately./He's on vacation. His family went on a cruise.
2. My dream vacation is a cruise to Alaska./Alaska sounds fantastic. I never thought of that.
3. Well, I hope Ted is having fun./Yeah. I hope he brings us presents, too!

Answer Key

1. Where's Ted? I haven't seen him around lately./ He's on vacation. His family went on a cruise.
2. My dream vacation is a cruise to Alaska./Alaska sounds fantastic. I never thought of that.
3. Well, I hope Ted is having fun./Yeah. I hope he brings us presents, too!

B. Listen and circle.

Read the script. Students listen and circle the best response to each question.

Teacher:

B. Listen and circle.

Hi, Annie!

The cruise ship is really cool! It's as big as a town! There are 2,000 passengers. There are shops, restaurants, movie theaters, and a fitness center. There are five pools on the ship, and there are different activities every day. We're going to stop in the Bahamas the day after tomorrow. Dad and I want to go snorkeling. I can't wait.

I hope you're having fun in Sunnyville. I'll be home next Friday. See you then!

Your friend,

Ted

Answer Key

1. b 2. a 3. a 4. b

C. Look and write.

Students look at each picture and write the corresponding sentences.

Answer Key

1. Matt isn't as strong as Luke. Luke is as strong as an ox.
2. Sara isn't as hungry as Tom. Tom is as hungry as a bear.
3. Beth isn't as happy as Kim. Kim is as happy as a clam.
4. Chris isn't as old as Bob. Bob is as old as the hills.

Unit 3 Test

A. Listen and write. Then match.

Read the script. Students listen and write the missing words to complete the conversation. Then for each number, they match the part of the conversation to the most logical response.

Teacher:

A. Listen and write. Then match.

1. Look at my ribbon! / My pie won first prize! / Congratulations.
2. Is there anything wrong? You don't look very happy. / Yeah. I don't feel very happy.
3. What happened? / My pie came in last place.
4. You can try again next time. / No, it doesn't matter. I give up.
5. Don't give up! I'll help you. / Really?
6. If I can do it, so can you. / You're terrific. When do we start?

Answer Key

1. Look at my ribbon! My pie won first prize! / Congratulations.
2. Is there anything wrong? You don't look very happy. / Yeah. I don't feel very happy.
3. What happened? / My pie came in last place.
4. You can try again next time. / No, it doesn't matter. I give up.
5. Don't give up! I'll help you. / Really?
6. If I can do it, so can you. / You're terrific. When do we start?

B. Listen and put the sentences in order.

Read the script. Students listen and number the sentences in chronological order.

Teacher:

B. Listen and put the sentences in order.

The competition was fierce at the state fair in Sunnyville this year. There were more than twenty different contests. On Monday, Joe Smith won the pie-baking contest (he baked his prize-winning peach-and-pineapple pie on Sunday night). On Thursday, he entered and won the pie-eating contest. For next year's fair, Joe is going to invent a new recipe. It will be something with bananas, brown sugar, and oranges.

Answer Key

- | | |
|---|---|
| 3 | 4 |
| 1 | 2 |

C. Read and write.

Students look at the pictures and write the corresponding questions and answers.

Answer Key

1. Aren't they full? No, they aren't.
2. Isn't he surprised? Yes, he is.
3. Isn't she proud? Yes, she is.

Unit 4 Test

A. Listen and circle.

Read the script. For each number, students circle the word(s) to complete the sentence.

Teacher:

A. Listen and circle.

1. Hi, Mike. What are you doing? / I'm making pancakes. Do you want to give me a hand?
2. There's a recipe in that cookbook. Read it to me, okay? / All right. The first ingredient is flour.
3. Stir in two teaspoons of salt and one quarter teaspoon of baking powder. / Got it. Two teaspoons of baking powder and one quarter cup of salt.
4. Wait, hold on! I said two teaspoons of salt and one quarter teaspoon of baking powder! / Oh, no. What a mess!

Answer Key

1. b
2. c
3. a
4. c

B. Listen and ✓ the phrases you hear.

Read the script. Students listen and write ✓ next to each phrase they hear.

Teacher:

B. Listen and ✓ the phrases you hear.

Do you like horseback riding? Do you like the mountains? Located in the Rocky Mountains, the A-OK Dude Ranch is the best place for your next vacation.

Spend all day in a saddle riding on beautiful mountain trails. Round up cattle with our cowboys. They'll show you the ropes. You'll sleep well after a day on the range.

Back at our 400 acre ranch, there is something for everyone, young and old. Activities include rafting on the river, hiking in the hills around the ranch, and fishing at our lake. You can swim in our pool or just enjoy the fresh air of the Rocky Mountains!

Answer Key

Numbers 1, 3, 5, 7, 8, and 9 are checked.

C. Read and write.

Students read the information in the chart and use it to write the question and answer.

Answer Key

1. He fed the horse, didn't he?
No, he didn't.
2. She's feeding the horse, isn't she?
Yes, she is.

Unit 5 Test

A. Listen and write ✓ or ✗.

Read the script. For each number, students look at the picture and listen to the conversation. If the picture illustrates the conversation, students write ✓ in the space provided. If it does not, students write ✗.

Teacher:

A. Listen and write ✓ or ✗.

1. Give me the remote, or I'll tell Mom./How about this diving competition? You like sports.
2. I was watching my favorite show./What was it?/Super Sweepstakes. It's a game show.
3. Let's watch this channel./Yeah! A show about lightning storms.

Answer Key

1. ✓
2. ✗
3. ✓

B. Listen and circle.

Read the script. Students listen and circle the word or number to complete each sentence.

Teacher:

B. Listen and circle.

Tornadoes can occur in many places, but the United States has the most tornadoes in the world. There are about 800 tornadoes in the United States every year. A tornado's wind speed can be as fast as 300 miles per hour. With wind this fast, a tornado can damage buildings and throw cars. The flying debris from tornado can be dangerous! If there is a tornado, go to an interior room on the lowest level of the building. If you're outside during a tornado, go inside. If you can't go inside, lie down in a ditch and cover your head with your hands.

Answer Key

1. c
2. b
3. a
4. a

C. Read and write.

Students look at the picture and write the corresponding questions and answers.

Answer Key

1. Has she ever seen a landslide?
No, she hasn't.
2. Have you ever been in a blizzard?
Yes, I have. It was scary.
3. Have they ever seen an earthquake?
No, they haven't.

Midterm 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 conversation. They then write that number in the space provided.

Teacher:

A. Listen and number the pictures.

1. Hello. How can I help you today?/I'll take this sweater. Is it still on sale?/Yes, it is. Today is the last day. The total is \$35.99. Will that be cash or charge?/Charge. Here's my credit card./Thanks. Please sign here.
2. Hi, Emily./Hi, Annie. Where's Ted? I haven't seen him around lately./He's on vacation. His family went on a cruise to the Caribbean./Wow! I wish I could go on a cruise. /Me, too. It's my dream vacation.
3. Look at my ribbon! My pie won first prize at the state fair!/Congratulations./Thanks. Is there anything wrong? You don't look very happy./Yeah. I don't feel very happy./Why? What happened?/My pie came in last place. It tasted awful.
4. What are you doing?/I'm making pancakes. Do you want to give me a hand?/Sure! Do you know what you're doing?/Of course. There's a recipe in the cookbook. Read it to me, okay?
5. Hey! Don't change the channel. Give me back the remote./But it's 4:30. It's time for my favorite show./Well, I was watching my favorite show./What was it?/Super Sweepstakes. It's a game show./Game shows are boring. Let's watch this. It's a comedy.

Answer Key

- 3, 1, 5
- 2, 4

B. Listen and circle.

Read the script. For each number, students listen to the two lines of conversation and circle the response they hear.

Teacher:

B. Listen and circle.

1. Is it still on sale?/Yes, it is. Today is the last day.
2. I hope Ted is having fun./Yeah. I hope he brings us presents.
3. My pie won first prize!/Congratulations.
4. I was watching my favorite show./But it's 4:30. It's time for my favorite show.
5. Is there anything wrong?/I don't feel very happy.
6. Do you know what you're doing?/Of course.

Answer Key

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

C. Read and circle.

For each number, students circle the word to complete the sentence.

Answer Key

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

D. Read the question. Write the answer.

For each number, students look at the picture and read the question. Then they answer the question.

Answer Key

1. They're cleaning the stable, aren't they? No, they aren't.
2. Has she ever seen a tornado? No, she hasn't.
3. He painted the sign, didn't he? Yes, he did.
4. Aren't they proud? No, they aren't.

E. Unscramble and write.

Students unscramble and write each sentence.

Answer Key

1. The boy isn't as young as the girl.
2. The couch is more comfortable than the chair.
3. The cake is as light as a feather.
4. The black sunglasses are the most popular.

F. Read and circle.

Students read each sentence and circle the correct words to complete it.

Answer Key

1. The green ring is better than the blue one.
2. Ted is as busy as a bee.
3. Aren't you proud? Yes, I am.
4. She's building a fire, isn't she? she? No, she isn't.

G. Read and write.

Students look at each picture and write the corresponding question and/or answer.

Answer Key

1. Isn't she happy? Yes, she is.
2. They built a fire, didn't they? Yes, they did.
3. Has he ever seen a fire? Yes, he has.
4. Isn't he angry? Yes, he is.

H. Read and match.

For each number, students match the question or part of the sentence in the left-hand column to the best response or most logical ending in the right-hand column.

Answer Key

1. The red sunglasses are / more popular than the blue ones.
2. Annie isn't as / stubborn as Ted.
3. Wasn't he uncomfortable? / Yes, he was.
4. Has she ever been in a typhoon? / No, she hasn't.
5. They fixed the fence, didn't they? / Yes, they did.
6. Dave is as cute / as a button.
7. The brown calculator / is the worst.

Unit 6 Test

A. Listen and match. Then write.

Read the script. Students listen and match the two parts of the conversation they hear. Then they write the missing words to complete the conversation.

Teacher:

A. Listen and match. Then write.

1. *Isn't this cool? / Yes, but this one is better than that one.*
2. *Can I help you find something? / Yes. I really like this T-shirt, but it's too big.*
3. *Well, what do you think? / It fits very well.*

Answer Key

1. Isn't this cool? / Yes, but this one is better than that one.
2. Can I help you find something? / Yes. I really like this T-shirt, but it's too big.
3. Well, what do you think? / It fits very well.'

B. Listen and number the pictures.

Read the script. For each number, students listen and find the picture that corresponds to those lines of conversation. They then write that number in the space provided.

Teacher:

B. Listen and number the pictures.

1. *Ken Green's store, T-shirt Planet, was full of water. "I was talking on the phone when water started to pour in. It was scary, so I ran," said Mr. Green. "I haven't seen all the damage yet." Mr. Green's insurance will pay for new T-shirts.*
2. *The most extensive damage was in the food court. "I lost 250 pounds of ice cream," said Rita Smith of Rita's Delicious Ice Cream.*
3. *Luckily, shoppers haven't been discouraged by the flood. Repairs have already begun at Lacy's Department Store.*

Answer Key

- 3, 2, 1

C. Look and write.

For each number, students complete the target question and answer based on the picture cues and information from the chart.

Answer Key

1. They have already done the puzzle and read the magazine. They haven't finished lunch yet.
2. He has already read the magazine. He hasn't done the puzzle or finished lunch yet.
3. He has already done the puzzle and finished lunch. He hasn't read the magazine yet.

Unit 7 Test

A. Listen and match.

Read the script. Students listen to the entire conversation. Then they match each picture to the corresponding character's name.

Teacher:

A. Listen and match.

How was your report card, Todd?/Pretty good. I got five A's and two B's. How did you do, Jan?/Not very well. Mostly C's./Will your parents be upset?/No, they understand./That's good.

Answer Key

1. Jan's parents
2. Todd
3. Jan

B. Listen and ✓ the sentences you hear.

Read the script. Students listen and write ✓ next to each sentence they hear.

Teacher:

B. Listen and ✓ the sentences you hear.

Learning a foreign language can be difficult. Here are some tips to help you.

1. Get to know your teacher and classmates. You'll feel more comfortable in class.
2. Always speak in class. Don't be afraid to make mistakes.
3. Study every day. You can practice listening, reading, and writing at home.
4. Study with a friend. Practice speaking together. It can be fun!
5. Read magazines and newspapers, watch TV programs, and listen to radio shows in your new language. Don't worry if you don't understand every word.

Answer Key

Numbers 1, 2, and 4 are checked.

C. Look and write.

Students look at each picture and write the corresponding sentence pattern.

Answer Key

1. She's bored. She thinks music is boring.
2. They're tired. They think gym is tiring.
3. He's confused. He thinks science is confusing.
4. He's interested. He thinks English is interesting.

Unit 8 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 conversation. Then they write that number in the space provided.

Teacher:

A. Listen and number the pictures.

1. Pat, please throw that away./Why? I'm not finished yet.
2. These are the rules for the swimming pool./No diving. No splashing. No food or beverages in or around the pool.
3. If you break the rules, you can't use the pool for 24 hours./Oh, I'd better be careful. Come on. I'll race you to the other side.

Answer Key

1, 3, 2

B. Listen and circle.

Read the script. Students listen and circle the word to complete each sentence.

Teacher:

B. Listen and circle.

Dear Diary,

I'm having a great time at summer camp! I have swimming every morning in the lake or the pool. After swimming, there are lots of activities. We can choose a different activity every day. The food is really good. Sometimes we have barbecues at night. We always tell ghost stories around the campfire. Tomorrow is the last day. I don't want to leave. I made a lot of new friends. I'll miss them! I'll miss the counselors, too. They're really nice.

Answer Key

1. b
2. c
3. b
4. c

C. Look and write.

Students look at the picture and write the corresponding questions and answers.

Answer Key

1. What does Ken think about canoeing?
He thinks canoeing is exhausting.
2. What does Jane think about fishing?
She thinks fishing is fun.
3. What does Mike think about bird-watching?
He thinks bird-watching is easy.

Unit 9 Test

A. Listen and match. Then write.

Read the script. Students listen and match the two parts of the conversation they hear. Then they write the missing words to complete the conversation.

Teacher:

A. Listen and match. Then write.

1. What's up, Ted?/I'm waiting for the new exchange student.
2. What's his name?/It's Paolo. He's from Italy.
3. Did the Number 10 bus go by?/Yes. It left five minutes ago.

Answer Key

1. What's up, Ted?/I'm waiting for the new exchange student.
2. What's his name?/It's Paolo. He's from Italy.
3. Did the Number 10 bus go by?/Yes. It left five minutes ago.

B. Listen and circle.

Read the script. Students listen and circle the best response to each question.

Teacher:

B. Listen and circle.

The Sunnyville Foreign Exchange Program sends students to Europe, Asia, Australia, Africa, and South America. We also bring foreign students to Sunnyville. Students in our program live with a host family for a semester or a school year. Students in the program experience a different culture, learn a foreign language, and make many new friends. If you would like to find out more about the program, come to our office on Main Street for more information.

Answer Key

1. a
2. b
3. a
4. a

C. Look and write.

Students look at the picture and write the corresponding target questions and answers.

Answer Key

1. How long has he sold flowers?
He's sold flowers for two days.
2. How long have they painted pictures?
They've painted pictures for three weeks.
3. How long has he collected coins?
He's collected coins since January.

Unit 10 Test

A. Listen and match.

Read the script. For each number, students listen and match the sentences to the corresponding picture.

Teacher:

A. Listen and match.

1. Turn right at the light and go straight for a block. Then turn left. The bank will be on your right.
2. Turn left at the light and go straight for two blocks. The bank will be on the left corner.
3. Go straight for a block. Then turn right. The bank will be on your left.

Answer Key

1. b
2. a
3. c

B. Listen and match.

Read the script. Students listen to the entire conversation. Then they match each picture to the corresponding character or place.

Teacher:

B. Listen and match.

Last Saturday, the sixth grade graduation party was held in the SES gym. The party was organized by the students. They decorated the gym with streamers and balloons. Ted and his mother made spaghetti and meatballs, garlic bread, and iced tea. The cake was made by Ms. Apple, and the homemade ice cream and cookies were brought by Bob's grandparents. The food was delicious!

Answer Key

1. Ted's mother
2. Bob's grandparents
3. Ms. Apple
4. SES gym

C. Read and write.

Students read and write each sentence using the past passive form.

Answer Key

1. Kim drew the posters. = The posters were drawn by Kim.
2. Emily wrote the poem. = The poem was written by Emily.
3. Ted cooked the meal. = The meal was cooked by Ted.
4. Joe told the stories. = The stories were told by Joe.
5. Matt made the banner. = The banner was made by Matt.
6. Annie decorated the room. = The room was decorated by Annie.

Final Test

A. Listen and write ✓ or ✗.

Read the script. For each number, students look at the picture and listen to the conversation. If the picture illustrates the conversation, students write ✓ in the space provided. If it does not, students write ✗.

Teacher:

A. Listen and write ✓ or ✗.

1. What's up, Ted?/I'm waiting for the new exchange student. He's coming on the Number 15 bus./Is he going to stay with your family?/Yes. He's going to stay for the rest of the year./I can't wait to meet him. What's his name?/It's Paolo. He's from Italy. He'll be at school tomorrow.
2. Ted, please throw that away. You're not allowed to eat or drink by the pool at Camp Wildwood./Nobody told me./Well, it says so right here. These are the rules for the swimming pool./No diving. No splashing. No running. No food or beverages in or around the pool. I'm sorry.
3. Hello. How can I help you today?/I'll take this sweater./The total is \$35.99. Will that be cash or charge?/Charge. Here's my credit card./Thanks. Please sign here./This is a gift for my son. If he doesn't like it, can he return it?/Of course. He can exchange it or get a refund./Oh, good.
4. Excuse me, kids. Can I help you find something?/Yes. I really like this T-shirt, but it's too big./Here's a small. Try it on./Where are the fitting rooms?/Over there./Well, what do you think?/It fits very well./You look terrific!
5. I'm making pancakes. Do you want to give me a hand?/Sure! Do you know what you're doing?/Of course. There's a recipe in that cookbook. Read it to me, okay?/All right. The first ingredient is flour. One cup of flour./Got it. What's next?/Stir in two teaspoons of baking powder and one quarter teaspoon of salt. Then, mix in three quarters of a cup of milk and two egg whites./Got it.
6. Excuse me, officer. Can you please give me directions to the Sunnyville Elementary School?/Of course. It's not far. Here's a map. Turn left at the light and go straight for two blocks. Then take a right on Elm Street, by the bank./Thanks, officer.

Answer Key

1. ✗
2. ✓
3. ✗
4. ✗
5. ✓
6. ✓

B. Listen and circle.

Read the script. For each number, students listen to the passage. Then they answer the question about the passage.

B. Listen and circle.

1. Dear Gabby,

I have a problem. My grandmother gave me a sweater for my birthday. It was really expensive. But, Gabby, it's the ugliest sweater in the world. I don't know what to do. I don't want to hurt her feelings, but I don't want to wear the sweater, either.

Mark

2. Dear Annie,

The cruise ship is really cool! There are shops, restaurants, movie theaters, and a library. Today, I sat on the deck and looked through my binoculars. I think I saw a shark!

Your friend,

Ted

3. Yesterday's thunderstorm and heavy rains caused a flood in the Sunnyville Mall. Four feet of water filled the mall. The flood didn't hurt any shoppers, but the stores had to close early. Luckily, shoppers haven't been discouraged by the flood.

4. Would you like to live in a foreign country? Yes? Then the Sunnyville Foreign Exchange Program is for you. Our program sends students to Europe, Asia, Australia, Africa, and South America. Students in our program live with a host family. The host family is there to help the exchange student adjust to the new culture.

5. Last Saturday, the sixth grade graduation party was held in the SES gym. The students decorated the gym, cooked a meal, and gave speeches. The students are sad to leave SES, but they are excited to attend Sunnyville Junior High School next fall.

6. Do you like horseback riding? Do you like the mountains? Located in the Rocky Mountains, the A-OK Dude Ranch is the best place for your next vacation. Spend all day in a saddle riding on beautiful mountain trails. Back at our 400 acre ranch, there is something for everyone. Activities include rafting on the river, hiking in the hills around the ranch, and fishing at our lake.

Answer Key

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

C. Listen and match. Then write.

Read the script. Students listen and match the two parts of the conversation they hear. Then they write the missing words.

Teacher:

C. Listen and match. Then write.

1. Isn't this cool?/Yes, but this one is better than that one.
2. Right by the bank?/Yes, then go down Elm for four blocks.
3. Nobody told me./Well, it says so right here.
4. What's up, Ted?/I'm waiting for the new exchange student.
5. Why not?/I don't know. I study hard.
6. Why? What happened?/My pie came in last place.

Answer Key

1. Isn't this cool?/Yes, but this one is better than that one.
2. Right by the bank?/Yes, then go down Elm for four blocks.
3. Nobody told me./Well, it says so right here.
4. What's up, Ted?/I'm waiting for the new exchange student.
5. Why not?/I don't know. I study hard.
6. Why? What happened?/My pie came in last place.

D. Look and write.

Students look at each picture and write the corresponding word(s).

Answer Key

1. math
2. play chess
3. proud
4. decorate the room
5. eat the candy bar
6. play with the dog

E. Read and circle.

Students read each sentence and circle the correct words to complete it.

Answer Key

1. She thinks catching caterpillars is disgusting.
2. I've collected coins since 1995.
3. Has he ever been in an earthquake? No, he hasn't.
4. They made the biscuits, didn't they? Yes, they did.
5. She's studied English for four years.
6. The posters were drawn by Tom.
7. Weren't you angry? No, I wasn't.
8. I'm interested. I think history is interesting.
9. Who signed the card? The card was signed by Ann.
10. She has already made the cappuccino.

F. Read and write. Then match.

Students read each sentence and fill in the blanks. Then they match the sentences to the corresponding pictures.

Answer Key

1. I'm bored. I think math is boring. (d)
2. Who decorated the room? The room was decorated by Sue. (c)
3. He has already done the puzzle. (a)
4. The baby is as stubborn as a mule. (b)

G. Read and match. Then write.

Students read each question and match it to the corresponding answer. Then they write the missing words.

Answer Key

1. Isn't he worried?/No, he isn't.
2. Has she ever been in a landslide?/Yes, she has. It was scary.
3. What do they think about hiking?/They think hiking is fun.
4. She built a fire, didn't she?/No, she didn't.
5. Weren't you uncomfortable?/Yes, I was.
6. How long has he sold flowers?/He's sold flowers for ten days.
7. Who signed the card?/The card was signed by Kim.

H. Read the question. Write the answer.

Students read each question and write the answer.

Answer Key

1. What do they think about hiking?
They think hiking is fun.
2. She cleaned the stable, didn't she?
No, she didn't.
3. Who drew the posters?
The posters were drawn by Matt.
4. Has he ever been in a landslide?
Yes, he has. It was scary.
5. Isn't she surprised?
No, she isn't.
6. How long have they sold flowers?
They've sold flowers for two days.
7. Is Paul blowing up the balloons?
Yes, he is.
8. She's teaching French, isn't she?
No, she isn't.

I. Circle the mistakes and write. Then match.

Students circle the mistake(s) in each sentence. Then they rewrite the sentence correctly and match it to the corresponding picture.

Answer Key

1. The white ring is best than the black one.
The white ring is better than the black one. (b)
2. Jan isn't as happy since Ken.
Jan isn't as happy as Ken. (e)
3. She haven't read the magazine already.
She hasn't read the magazine yet. (a)
4. I'm confusing. I think history is confused.
I'm confused. I think history is confusing. (f)
5. He's have a pet for 1998.
He's had a pet since 1998. (c)
6. The poem were write by Emily.
The poem was written by Emily. (d)

UNIT 1 TEST

A. Listen and number the pictures.



B. Listen and write ✓ or X.

1. Mark's grandmother gave him some jeans for his birthday.
2. Mark really likes the sweater.
3. Gabby thinks that Mark should hurt his grandmother's feelings. _____
4. Gabby thinks if Mark wears the sweater, he will make his grandmother happy. _____

C. Unscramble and write.

1. green most couch The is the beautiful .

2. lamp yellow . best The the is

3. brown . sunglasses The the popular are most

D. Look and write.

1.



_____ stuffed
animal is worse _____

2.



UNIT 2 TEST

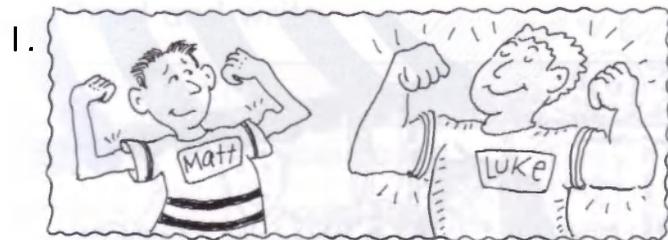
A. Listen and match. Then write.

- | | | |
|---|---|--|
| 1. Where's Ted? I haven't seen him around lately. | • | Alaska _____ fantastic. I never _____ of that. |
| 2. My dream vacation is a cruise to Alaska. | • | Yeah. I hope he _____ us _____, too! |
| 3. Well, I hope Ted is having fun. | • | He's on _____. His _____ went on a cruise. |

B. Listen and circle.

- | | |
|--------------------------------|---|
| 1. How big is the ship? | 2. How many pools are there? |
| a. It's as big as an airplane. | a. There are five pools. |
| b. It's as big as a town. | b. There are three pools. |
| 3. When will Ted be home? | 4. What does Ted want to do in the Bahamas? |
| a. next Friday | a. play badminton |
| b. next Thursday | b. go snorkeling |

C. Look and write.



Matt isn't _____ as Luke.
 Luke is _____ ox.







UNIT 3 TEST

A. Listen and write. Then match.

1. Look at my ribbon! My _____ won _____ prize!

2. Is there anything _____? You don't look very _____.

3. What _____? •

4. You can try again _____ time. •

5. _____ give up! I'll _____ you. •

6. If I can do it, _____ can you. •

• Congratulations.

• My pie came in _____ place.

• Really?

• _____, it doesn't matter.

I _____ up.

• You're _____. When do we start?

• Yeah. I don't feel _____ happy.

B. Listen and put the sentences in order.

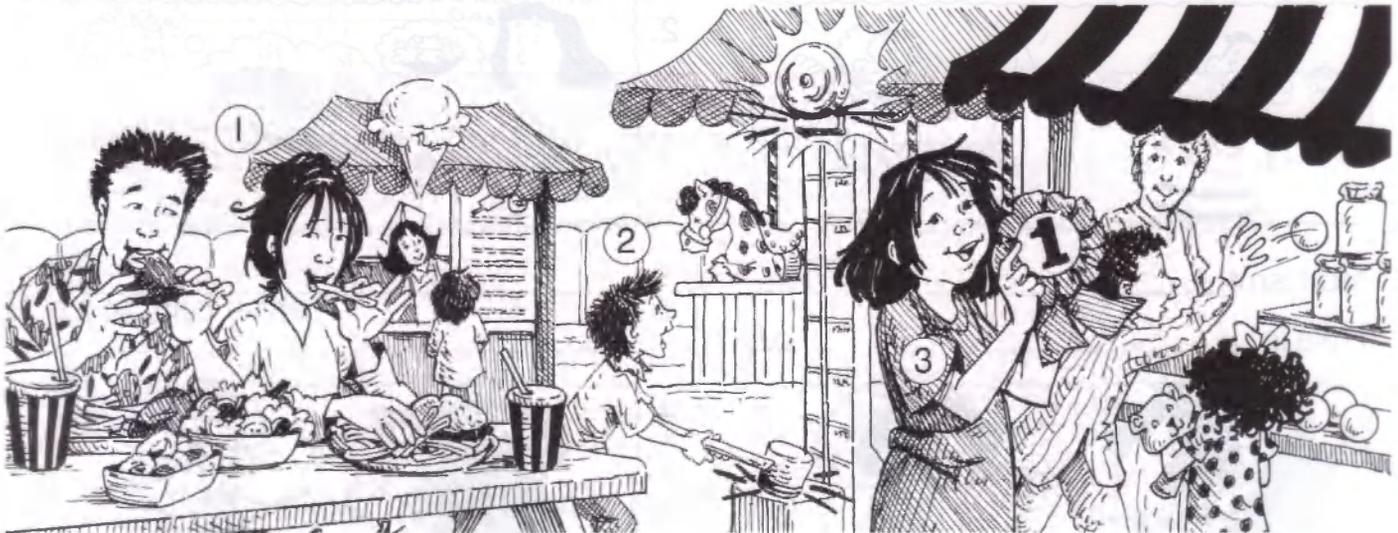
_____ Joe won the pie-eating contest.

_____ Joe is going to invent a new recipe.

_____ Joe made a peach-and-pineapple pie.

_____ Joe won the pie-baking contest.

C. Read and write.



1. _____ full? No, _____

2. _____ surprised? _____

3. _____ proud? _____

UNIT 4 TEST

A. Listen and circle.

1. Mike is making _____.

- a. pies
- b. pancakes
- c. biscuits

2. The first ingredient is _____.

- a. pancakes
- b. eggs
- c. flour

3. Mike stirs in one quarter _____ of salt.

- a. cup
- b. teaspoon
- c. tablespoon

4. Mike makes a _____.

- a. cookbook
- b. cup of milk
- c. mess

B. Listen and ✓ the phrases you hear.

1. _____ horseback riding

2. _____ mountain climbing

3. _____ all day

4. _____ eat well

5. _____ fresh air

6. _____ swimming pool

7. _____ 400 acre

8. _____ mountain trails

9. _____ dude ranch

10. _____ recipe

C. Read and write.

	Yesterday	Now
	build a fire point the sign	clean the stable
	feed the horse play with the dog	feed the horse

1.  He fed the horse, didn't he?

2.  _____

Yes, she is.

UNIT 5 TEST

A. Listen and write ✓ or X.



B. Listen and circle.

1. The _____ has the most tornadoes in the world.
 - a. Brazil
 - b. Canada
 - c. United States
2. There are about _____ tornadoes in the United States every year.
 - a. 80
 - b. 800
 - c. 8,000
3. A tornado's wind speed can be _____ miles per hour.
 - a. 300
 - b. 400
 - c. 500
4. A tornado can _____ buildings and throw cars.
 - a. damage
 - b. dangerous
 - c. occur

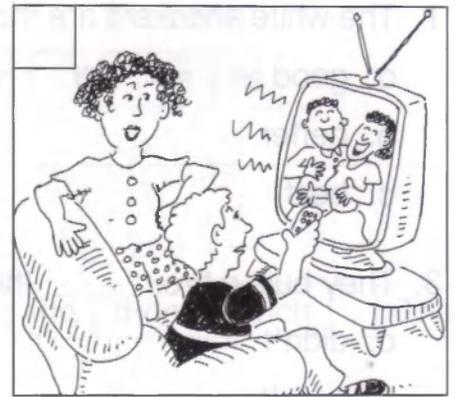
C. Read and write.



1. _____ seen a landslide?
No, _____
2. Have you _____ blizzard?
_____ scary.
3. _____ seen an earthquake?

MIDTERM TEST

A. Listen and number the pictures.



B. Listen and circle.

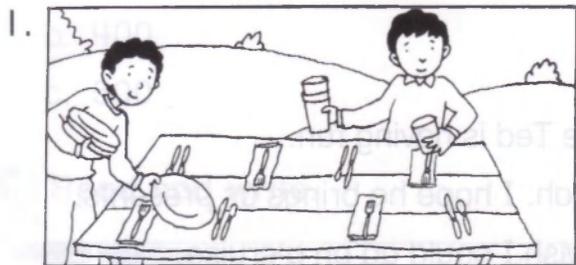
1. Is it still on sale?
 - a. Good. I'm not sure about the color.
 - b. Yes, it is. Today is the last day.
2. I hope Ted is having fun.
 - a. Yeah. I hope he brings us presents.
 - b. I wish I could go on a cruise.
3. My pie won first prize!
 - a. Really?
 - b. Congratulations.
4. I was watching my favorite show.
 - a. What was it?
 - b. But it's 4:30. It's time for my favorite show.
5. Is there anything wrong?
 - a. I don't feel very happy.
 - b. No. I'm fine.
6. Do you know what you're doing?
 - a. No, I don't.
 - b. Of course.

MIDTERM TEST

C. Read and circle.

- The white sneakers are the _____.
 - good
 - better
 - best
- _____ you embarrassed?
 - Isn't
 - Weren't
 - Wasn't
- They built a fire, _____ they?
 - didn't
 - aren't
 - don't
- _____ he ever been in a blizzard?
 - Does
 - Is
 - Has
- The red ring is _____ than the blue one.
 - expensive
 - more expensive
 - the most expensive
- Pom is as strong as an _____.
 - ox
 - clam
 - bee

D. Read the question. Write the answer.



They're cleaning the stable, aren't they?



Has she ever seen a tornado?



He painted the sign, didn't he?



Aren't they proud?

MIDTERM TEST

E. Unscramble and write.



boy girl young . The isn't the as as



comfortable chair more is the than couch . The



as cake light . The as is feather a



the most The are sunglasses . popular black

F. Read and circle.

1. The green ring is

best
better

 than the blue

one.
ones.

2. Ted is

at
as

 as busy as a

bee.
ox.

3. Isn't

you proud?
Aren't

Yes,
No,

 I am.

4. She's

built
building

 a fire,

isn't
aren't

 she?

Yes,
No,

 she isn't.

MIDTERM TEST

G. Read and write.

1.



Isn't _____

Yes, she is.

2.



Yes, they did.

3.



_____ seen a fire?

4.



Yes, he is.

H. Read and match.

- | | |
|---|------------------------------------|
| 1. The red sunglasses are ● | ● No, she hasn't. |
| 2. Annie isn't as ● | ● Yes, he was. |
| 3. Wasn't he uncomfortable? ● | ● more popular than the blue ones. |
| 4. Has she ever been in a typhoon? ● | ● as a button. |
| 5. They fixed the fence, didn't they? ● | ● stubborn as Ted. |
| 6. Dave is as cute ● | ● is the worst. |
| 7. The brown calculator ● | ● Yes, they did. |

UNIT 6 TEST

A. Listen and match. Then write.

1. Isn't this cool? •

• Yes. I really _____ this T-shirt, but it's _____ big.

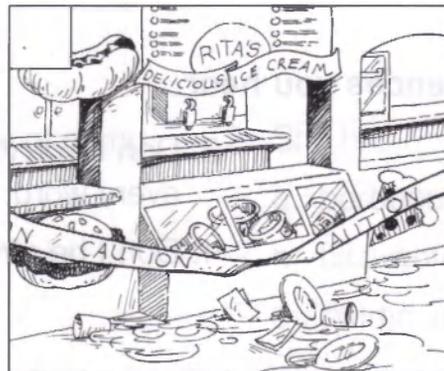
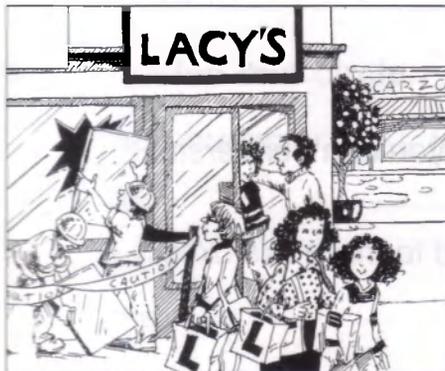
2. Can I help you find something? •

• It _____ very _____

3. Well, what do you think? •

• Yes, but _____ one is _____ than _____ one.

B. Listen and number the pictures.



C. Look and write.

	do the puzzle	finish lunch	read the magazine
	✓		✓
			✓
	✓	✓	

1. They have already _____ and _____
They haven't _____

2. _____ read the magazine.
_____ hasn't _____ or _____

3. _____ already _____
_____ yet.

UNIT 7 TEST

A. Listen and match.



Todd



Jan



Jan's parents

B. Listen and ✓ the sentences you hear.

1. Study every other day. _____

2. Don't worry if you don't understand every word. _____

3. Practice speaking by yourself. _____

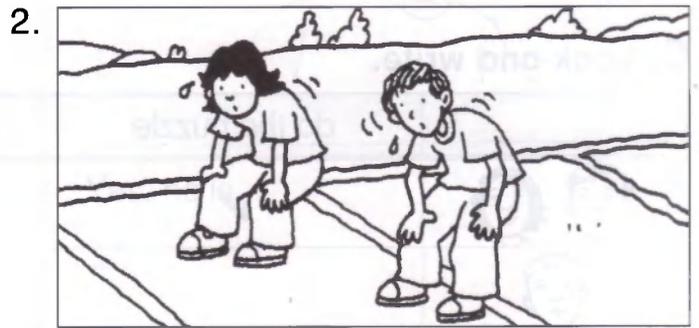
4. Don't be afraid to make mistakes. _____

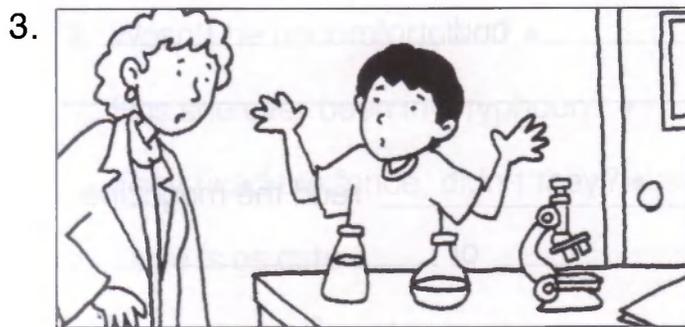
C. Look and write.



She's _____

She thinks _____







_____ interested.

UNIT 8 TEST

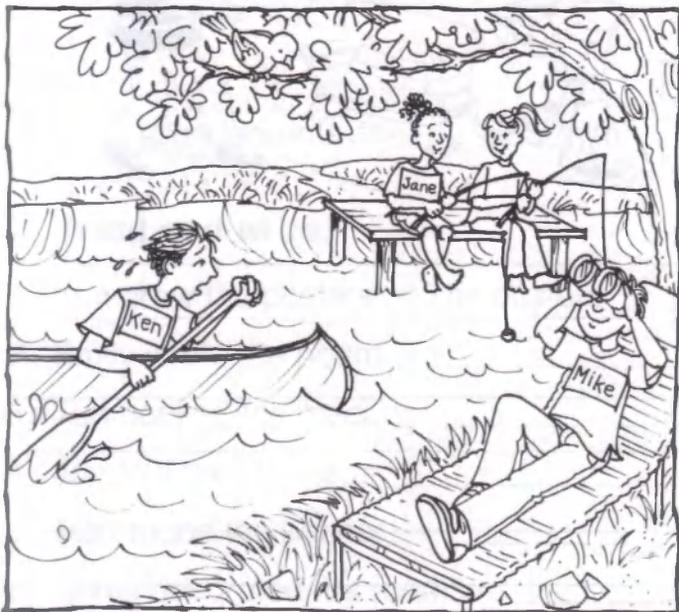
A. Listen and number the pictures.



B. Listen and circle.

- Annie is having a _____ time at camp.
 - bad
 - great
 - fine
- She has _____ every morning.
 - barbecue
 - bird-watching
 - swimming
- They tell _____ around the campfire.
 - funny jokes
 - ghost stories
 - diaries
- Annie will miss _____.
 - her parents
 - mountain climbing
 - her friends and counselors

C. Look and write.



- What does Ken _____ canoeing?
He _____ exhausting.
- _____ Jane _____
She _____ fun.
- _____ Mike _____
He _____ easy.

UNIT 9 TEST

A. Listen and match. Then write.

1. What's up, Ted? •
 2. What's his name? •
 3. Did the Number 10 bus go by? •
- Yes. It left _____ ago.
 - I'm waiting for the _____ exchange _____.
 - _____ Paulo. He's _____ Italy.

B. Listen and circle.

1. What's the name of the program?
 - a. Sunnyville Foreign Exchange Program
 - b. Sunny Student Exchange
2. Do students live with their teachers?
 - a. yes
 - b. no
3. How long do students live with a host family?
 - a. for a semester or a school year
 - b. for two years
4. Where can you go for more information?
 - a. Main Street
 - b. Asia

C. Look and write.



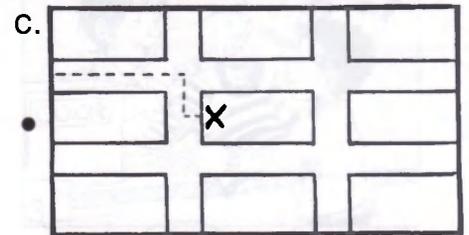
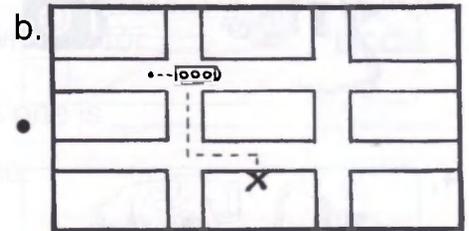
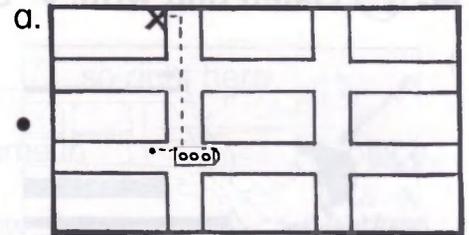
1. How long _____
He's _____
2. _____

3. _____

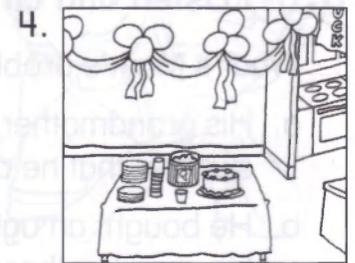
UNIT 10 TEST

A. Listen and match.

1. Turn right at the light and go straight for a block. Then turn left. The bank will be on your right.
2. Turn left at the light and go straight for two blocks. The bank will be on the left corner.
3. Go straight for a block. Then turn right. The bank will be on your left.



B. Listen and match.



Bob's grandparents

SES gym

Ted's mother

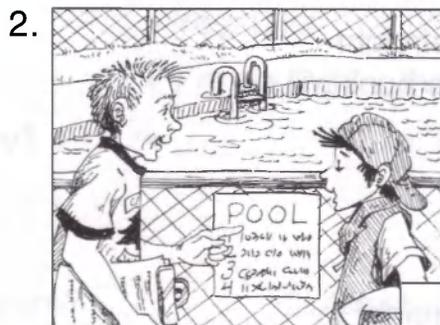
Ms. Apple

C. Read and write.

1. Kim drew the posters. = The posters _____
2. Emily wrote the poem. = _____
3. Ted cooked the meal. = _____
4. Joe told the stories. = _____
5. Matt made the banner. = _____
6. Annie decorated the room. = _____

FINAL TEST

A. Listen and write ✓ or X.



B. Listen and circle.

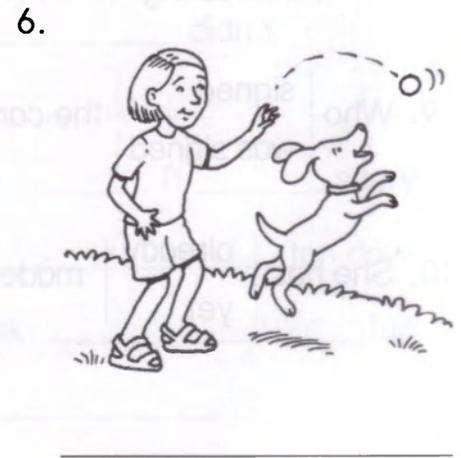
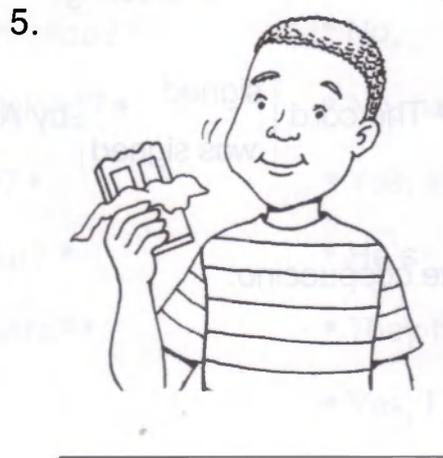
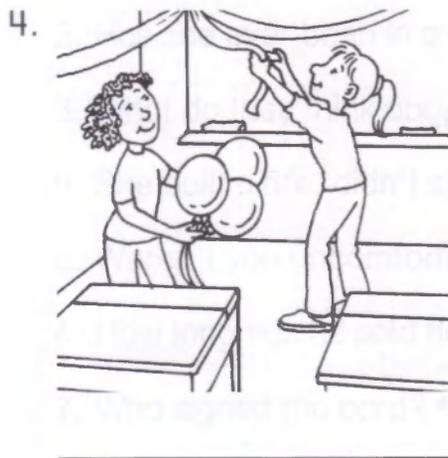
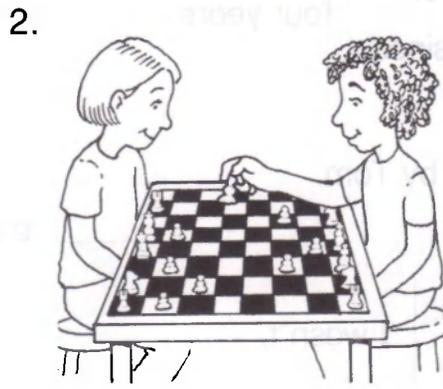
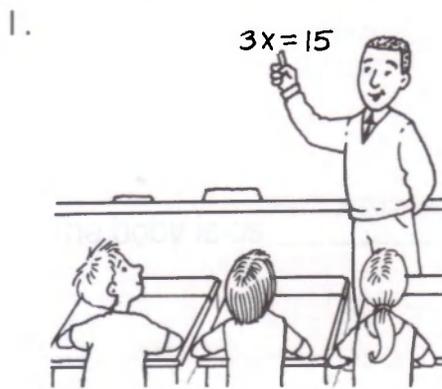
1. What's Mark's problem?
 - a. His grandmother gave him an ugly sweater that he doesn't want to wear.
 - b. He bought an ugly sweater for his grandmother.
2. Why is Ted writing to Annie?
 - a. Because he wants to go on a cruise to the Caribbean.
 - b. Because he's on vacation in the Caribbean.
3. Why did the Sunnyville Mall close?
 - a. Because shoppers haven't been discouraged by the flood.
 - b. Because a thunderstorm and heavy rains caused a flood at the mall.
4. What does the host family do?
 - a. Sends students to Europe, Asia, and Africa.
 - b. Helps the exchange student adjust to the new culture.
5. Why did the sixth graders have a party?
 - a. Because they're graduating from Sunnyville Elementary School.
 - b. Because they decorated the gym, cooked a meal, and gave speeches.
6. What can you do at the dude ranch?
 - a. Snorkel, play Bingo, and go to the fitness center.
 - b. Ride on beautiful mountain trails and raft on the river.

FINAL TEST

C. Listen and match. Then write.

- | | |
|--------------------------|---|
| 1. Isn't this cool? • | • Well, it _____ so right here. |
| 2. Right by the bank? • | • My _____ came in _____ place. |
| 3. Nobody told me. • | • I _____ know. I _____ hard. |
| 4. What's up, Ted? • | • Yes, _____ go down Elm for _____ blocks. |
| 5. Why not? • | • Yes, _____ this one is _____ than _____ one. |
| 6. Why? What happened? • | • I'm waiting _____ the _____ exchange student. |

D. Look and write.



FINAL TEST

E. Read and circle.

1. She

think
thinks

 catching caterpillars is

disgusting.
disgust.
2. I've

collect
collected

 coins

for
since

 1995.
3. Have

he
Has

ever
never

 been in

a
an

 earthquake? No,

he
she

has.
hasn't.
4. They

make
made

 the biscuits,

aren't
didn't

 they? Yes, they

did.
didn't.
5. She's

study
studied

 English

for
since

 four years.
6. The posters

was drawn
were drew

 by Tom.
7. Wasn't

you angry?
Weren't

Yes,
No,

 I wasn't.
8. I'm

interested.
interesting.

 I

think
thinks

 history is

interested.
interesting.
9. Who

signed
was signed

 the card? The card

signed
was signed

 by Ann.
10. She has

already
yet

 mode the cappuccino.

FINAL TEST

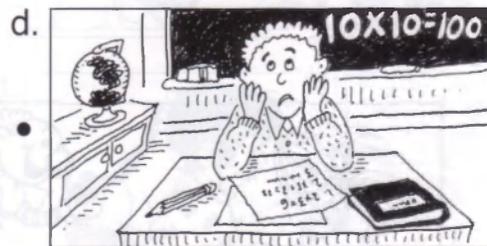
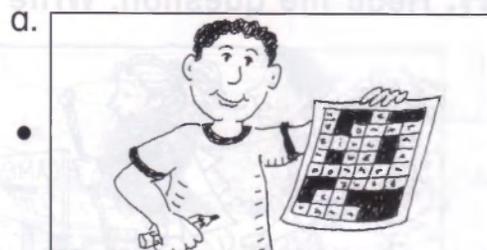
F. Read and write. Then match.

1. I'm _____. I think math is _____ •

2. Who decorated the _____
The room _____ by Sue. •

3. He has _____ done the puzzle. •

4. The baby is as _____ as a _____ •



G. Read and match. Then write.

- | | |
|--|-----------------------------------|
| 1. Isn't he worried? • | • The _____ by Kim. |
| 2. Has she ever been in a landslide? • | • No, _____ didn't. |
| 3. What do they think about hiking? • | • No, he _____ |
| 4. She built a fire, didn't she? • | • Yes, she _____. It _____ scary. |
| 5. Weren't you uncomfortable? • | • He's _____ ten days. |
| 6. How long has he sold flowers? • | • They think _____ fun. |
| 7. Who signed the card? • | • Yes, I _____ |

FINAL TEST

H. Read the question. Write the answer.



What do they think about hiking?



She cleaned the stable, didn't she?



Who drew the posters?



Has he ever been in a landslide?



Isn't she surprised?



How long have they sold flowers?



Is Paul blowing up the balloons?



She's teaching French, isn't she?

FINAL TEST

I. Circle the mistakes and write. Then match.

1. The white ring is best than the black one.

_____ ●
 _____ ●

2. Jan isn't as happy since Ken.

_____ ●
 _____ ●

3. She haven't read the magazine already.

_____ ●
 _____ ●

4. I'm confusing. I think history is confused.

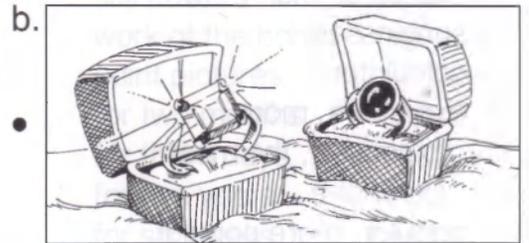
_____ ●
 _____ ●

5. He's have a pet for 1998.

_____ ●
 _____ ●

6. The poem were write by Emily.

_____ ●
 _____ ●



Card List

Unit 1: Pages 1–4

lamp
couch
pajamas
pants
ring
watch
sneakers
stuffed animal
sunglasses
calculator
expensive, more
expensive, the most
expensive
popular, more popular,
the most popular
comfortable, more
comfortable, the most
comfortable
beautiful, more beautiful,
the most beautiful

Unit 2: Pages 5–8

hungry
quiet
strong
stubborn
light
happy
weak
old
busy
cute
hungry as a bear
weak as a kitten
strong as an ox
stubborn as a mule
old as the hills
busy as a bee
quiet as a mouse
light as a feather
happy as a clam
cute as a button

Unit 3: Pages 9–12

discouraged
uncomfortable
full
worried
envious
embarrassed
surprised
angry
proud
scared
He's worried.
Isn't he worried?
Yes, he is.
Isn't he worried?
No, he isn't.
She was worried.
Wasn't she worried?
Yes, she was.
Wasn't she worried?
No, she wasn't.

Unit 4: Pages 13–16

clean the stable
paint the sign
play with the dog
fix the fence
make biscuits
feed the horse
put on sunscreen
set the table
bring the first aid kit
build a fire
clean, cleaning, cleaned
paint, painting, painted
fix, fixing, fixed
play, playing, played
make, making, made
feed, feeding, fed
put, putting, put
set, setting, set
bring, bringing, brought
build, building, built

Unit 5: Pages 17–20

tidal wave
typhoon
thunderstorm
earthquake
tornado
flood
drought
landslide
fire
blizzard
scary
exciting
loud
awful
windy
dangerous

Unit 6: Pages 21–24

read the magazine
drink the coffee
draw the portrait
play the video game
try on the jacket
do the puzzle
make the cappuccino
finish lunch
buy the cell phone
eat the candy bar
read, read, have/has read
drink, drank, have/has drunk
draw, drew, have/has drawn
play, played, have/has played
try, tried, have/has tried
do, did, have/has done
make, made, have/has made
finish, finished, have/has
finished
buy, bought, have/has bought
eat, ate, have/has eaten

Unit 7: Pages 25–28

English
math
science
history
gym
art
music
geography
computer science
health
interested
interesting
bored
boring
tired
tiring
confused
confusing

Unit 8: Pages 29–32

make crafts
hike
do jumping jacks
ride a pony
canoe
fish
bird-watch
catch caterpillars
write postcards
climb mountains
easy
hard
fun
exhausting
disgusting
frustrating

Unit 9: Pages 33–36

collect coins
study English
teach French
have a pet
own the restaurant
be an exchange student
play chess
sell flowers
work at the bank
paint pictures
for two months
for three days
for five years
for six weeks
since yesterday
since 1999
since January
since...eight years old

Unit 10: Pages 37–40

color the banner
write the poem
decorate the room
draw the posters
cook the meal
make the cake
sing the song
blow up the balloons
sign the cord
tell the stories

color, colored,
was/were colored
write, wrote, was/were
written
decorate, decorated,
was/were decorated
draw, drew, was/were
drawn
cook, cooked, was/were
cooked
make, made, was/were
made
sing, sang, was/were sung
blow up, blew up,
was/were blown up
sign, signed, was/were
signed
tell, told, was/were told

Grammar Cards: Pages 41–60

Word List

The numbers to the right of the entries indicate the Student Book page on which the word is introduced.

A

acre	23
activities	11
adjust	59
afraid	47
already	39
angry	14
answer	viii
art	44
attend	65
attitude	47
awards ceremony	17
awful	27

B

bad	3
baking powder	19
barbecue	53
bash	65
be an exchange student	56
beautiful	3
beautifully	65
been	27
best	3
bet	43
better	3
beverages	49
binoculars	11
bird-watch	50
blizzard	26
blew up	63

blow up the balloons	62
blown up	63
bored	45
boring	45
bought	39
break	viii
bring the first aid kit	20
brought	21
brown sugar	17
build a fire	20
built	21
busy	8
busy as a bee	9
buy the cell phone	38
by the way	55

C

calculator	2
campfire	53
canoe	50
canoeing	51
cash	1
catch caterpillars	50
cause	29
change (v)	25
channel	25
charge	1
cheaper	37
choose	53
clean the stable	20
climb mountains	50

collect coins	56
color the banner	62
comedy	25
comfortable	3
competition	17
computer science	44
confused	45
confusing	45
contest	17
conversation	viii
cook the meal	62
cookbook	19
corner	61
couch	2
counselor	53
country	59
cowboy	23
credit card	1

cruise	7
cruise ship	7
culture	59
cute	8
cute as a button	9

D

damage	29
dangerous	27
debris	29
deck	11
decorate the room	62
diary	53
difficult	47
directions	61

discouraged	14
disgusting	51
ditch	29
diving	25
do jumping jacks	50
do the puzzle	38
done	39
draw the portrait	38
draw the posters	62
drawn	39
dream	7
drew	39
drink the coffee	38
drive safely	61
drought	26
drunk	39
dude ranch	23

E

earthquake	26
easy	51
eat the candy bar	38
eaten	39
egg whites	19
either	5
embarrassed	14
emergency room	25
end	65
English	44
enter	17
entertainment	65
envious	14
excellent	43

exchange	1
exchange student	55
exciting	27
exhausting	51
expensive	3
experience	59
extensive	41

F

fantastic	7
feed the horse	20
feet	41
fierce	17
fill	41
finish lunch	38
fire	26
first prize	13
fish	50
fitness center	11
fits	37
fitting rooms	37
fix the fence	20
flood	26
flour	19
food court	41
for	57
foreign	47
fresh air	23
frustrating	51
full	14
fun	51

G

game show	25
geography	44
get in trouble	49
get to know	47

ghost story	53
give me a hand	19
good	3
graduation party	61
grandson	61
gym	44, 65

H

happy	8
happy as a clam	9
hard	51
hasn't	27
hate	17
have a pet	56
haven't	7
health	44
hike	50
history	44
homemade	65
honest	5
host family	59
hungry	8
hungry as a bear	9
hurt her feelings	5

I

ingredient	19
insurance	41
interested	45
interesting	45
interior	29

L

lamp	2
landslide	26
lately	7
learn from	47

least	53
lie down	29
light	8
light as a feather	9
lightning storms	25
located	23
loud	27
lower level	41
luckily	41
lucky	55

M

make biscuits	20
make crafts	50
make her happy	5
make the cake	62
make the cappuccino	38
many	59
math	44
medium	37
melting	61
memorized	viii
miles per hour	29
more	3
most	3
music	44

N

next time	5
nobody	49
noise	viii
not allowed	49

O

occur	29
old	8
old as the hills	9
on sale	1
one quarter	19
organize	65
out of time	viii
own the restaurant	56

P

paint pictures	56
paint the sign	20
pajamas	2
pancakes	19
pants	2
passenger	11
pay attention	47
piano lesson	55
play chess	56
play the video game	38
play with the dog	20
pool	11
popular	3
pour	41
proud	14
provide	65
put on sunscreen	20

Q

quiet	8
quiet as a mouse	9

R

rafting	23
range	23
read the magazine	38
receipt	1
recipe	17
recite	65
refund	1
reopen	41
repairs	41
report card	43
return	viii
review	viii
ribbon	13
ride a pony	50
ring	2
round up cattle	23
rules	49

S

saddle	23
sang	63
scared	14
scary	27
science	44
scores	43
secret	17
seen	27
sell flowers	56
semester	59
send	59
set the table	20
shade	11
show you the ropes	23
sign the card	62
since	57

sing the song	62
sixth	65
size	37
sneakers	2
sold	57
speed	29
splashing	49
state fair	13
stop	11
streamers	65
strong	8
strong as an ox	9
stubborn	8
stubborn as a mule	9
study English	56
stuffed animal	2
succeed	47
suggestion	5
summer camp	53
sung	63
sunglasses	2
surprised	14
sweater	1
swimming pool	49

T

taught	57
teach French	56
teaspoons	19
tell the stories	62
terrific	13
three-legged race	17
three quarters	19
thunderstorm	26
tidal wave	26

tip over	53
tips	47
tired	45
tiring	45
told	63
tornado	26
total	1
tried	39
try on the jacket	38
typhoon	26

U

ugliest	5
uncomfortable	14
understand	43
upset	43

V

vacation	7
----------	---

W

warm	29
watch	2
waterskiing	7
weak	8
weak as a kitten	9
what's up	55
wind	29
windy	27
work at the bank	56
work hard	47
worried	14
worse	3
worst	3
would like	59
write postcards	50

write the poem	62
written	63
wrote	63

Y

yet	39
-----	----



ENGLISH TIME

English Time is a six-level communicative course for children who are studying English for the first time. The series develops students' speaking, listening, reading, and writing skills through activities that appeal to their curiosity and sense of fun.

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- Audio Cassette and CD
- Workbook
- Teacher's Book
- Storybook
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