

Georgiana Farnoaga • Anita Reetz
Susan Rivers • Setsuko Toyama

with
Test Center
and
Online Practice

English Time

Teacher's Book



2nd Edition



Test Center



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- Placement tests
- Print-ready and editable unit tests
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- Test audio



Online Practice

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- Interactive activities for every lesson
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Table of Contents

Syllabus	4
Introduction	6
Sample Pages and Lesson Plans	8
Conversation Time	8
Word Time	10
Focus Time	12
Practice Time	13
Reading Time	14
Your Time	15
Cross-curricular	16
Unit Lesson Plans	18
Do You Remember?	18
Classroom Language	19
Unit 1	20
Unit 2	26
Unit 3	32
Cross-curricular 1	38
Unit 4	40
Unit 5	46
Cross-curricular 2	52
Review 1	54
Unit 6	60
Unit 7	66
Unit 8	72
Cross-curricular 3	78
Unit 9	80
Unit 10	86
Cross-curricular 4	92
Review 2	94
Games and Activities	99
Workbook Answers	106
Worksheet Instructions and Answers	118
Worksheets	121
Test Answers	141
Tests	146
Vocabulary List	166

Syllabus

Unit	Topic	Conversation Time	Word Time	Focus Time	Practice Time	Reading Time
1	Buildings Prepositions	Asking about a museum's hours, entrance fees, and exhibits over the telephone	school library barbershop bank hotel train station post office sidewalk bridge theater	beside behind across from in front of near above	Was there a library beside the post office? Yes, there was. No, there wasn't.	Ice Cream in America (historical reading)
2	Food Quantities	Ordering food in a restaurant	orange juice lemonade roast beef cake chicken soup fruit salad iced tea coffee garlic bread apple pie	a bottle of orange juice a can of lemonade a slice of cake a piece of apple pie a bowl of chicken soup a glass of iced tea a cup of coffee a loaf of garlic bread	How much lemonade did she have? She had one can of lemonade. How many cans of lemonade did she have? She had three cans of lemonade. (all pronouns)	Papa Joe's Restaurant Opens (newspaper article)
3	Daily Activities Alone or With Others	Shopping for a pie at a bakery	walk to school go to the dentist do laundry chop vegetables iron a shirt slice fruit take a bus wash my hair stay home buy groceries	by myself by himself by herself by yourself by yourselves by themselves by ourselves	I ironed a shirt by myself. I didn't iron a shirt by myself. (all pronouns)	Bill Forgott (story)

Cross-curricular 1: Art permanent temporary guided tour floor plan landscape still life portrait realistic abstract
Project Time: Museum Brochure

4	Activities at a Movie Studio Frequency	Making a telephone call and leaving a message	wear a wig drive a sports car put on makeup make friends get a sunburn listen to music take a nap talk on the phone sign autographs have an accident	always usually often sometimes hardly ever never	Do you ever drive a sports car? Yes, I always/usually/often/sometimes drive a sports car. Does he ever drive a sports car? No, he hardly ever/never drives a sports car. (all pronouns)	Hi, Emily! (postcard)
5	Activities in Town Frequency	Talking about the weather and inquiring after family	feed the birds read a newspaper take medicine go to a café visit a museum take the subway give a speech take a math test bake bread get a haircut	once a day twice a week three times a month four times a year	How often do you read a newspaper? I read a newspaper once a month. How often does she read a newspaper? She reads a newspaper once a month. (all pronouns)	Dear Gabby (advice column)

Cross-curricular 2: Math sixty seventy eighty ninety hundred thousand million
Project Time: Fun Fact Poster

Review of Units 1-5

Unit	Topic	Conversation Time	Word Time	Focus Time	Practice Time	Reading Time
6	Musical Instruments Adverbs	Helping a friend clean up	tuba flute cymbals drums xylophone electric keyboard harp cello recorder trumpet	well badly quietly loudly quickly slowly happily sadly	How did he play the tuba? He played the tuba well. How did they play the tuba? They played the tuba well. (all pronouns)	Sunnyville Students Give Spring Performance (newspaper article)
7	Animals Movement	Making an emergency telephone call	tiger eagle panda bear kangaroo parrot moose camel baboon leopard	run → ran walk → walked fly → flew hop → hopped	What were you doing when the baboon walked by? We were washing the car when the baboon walked by. What was he doing when the baboon walked by? He was washing the car when the baboon walked by. (all pronouns)	Welcome to Sunnyville Zoo's Giant Panda Home (informational sign)
8	Young Children's Activities Remembering Abilities	Encouraging someone to try again	say the alphabet throw a ball blow a bubble count to ten build a sand castle spell a word catch a frog cut out a heart peel an orange speak English	Annie is tall. Annie was short. Ted can play basketball. Ted could play basketball.	When I was little, I could peel an orange. When you were little, you couldn't peel an orange. (all pronouns)	Dear Stan (personal letter)

Cross-curricular 3: Music rock music band compose lyrics classical music conductor country music ballad
Project Time: Write a Letter

9	Cities Around the World Months	Interviewing an airline pilot	Rome Cairo Tokyo London Seoul New York City Paris Honolulu San Francisco Hong Kong	January February March April May June July August September October November December	When did he go to Hong Kong? He went in April. How long was he there? He was there for one week. When did they go to Hong Kong? They went in April. How long were they there? They were there for one week. (all pronouns)	Welcome to New York City, the Big Apple! (tourist brochure)
10	Actions at School Consequences	Discussing yesterday's TV programs	skip lunch forget my homework go to bed late fall off my chair get a good grade lose my favorite pencil make a mistake take off my jacket win a prize turn off the fan	hungry nervous tired embarrassed happy sad disappointed cold hot proud	If I skip lunch, I'll be hungry. If she skips lunch, she'll be hungry. (all pronouns)	The History of TV (timeline)

Cross-curricular 4: Geography continent Africa Antarctica Asia Australia Europe North America
Project Time: Fun Fact Poster South America continental drift country/countries

Review of Units 6–10

Course Description

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

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

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

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

Components

The Student Books

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

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

The Student Audio CDs

The Student Audio CDs feature all Student Book vocabulary, grammar patterns, songs, chants and phonics sounds and words.

The Workbooks

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

The Teacher's Books

The comprehensive Teacher's Books provide clear step-by-step lesson plans to teach, practice, and review the language presented in the Student Books. Many of the suggested games and activities include different strategies for large and small classes. They also provide individual, pair, and group tasks. The Teacher's Books also feature the audioscript and answers. An access code for Online Practice is printed at the back of the Teacher's Book.

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

The Test Centers

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

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

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

Achievement Tests: A unit test after each unit, a midterm test, and a final test help you assess your students' mastery of the vocabulary, grammar, and conversational language of the syllabus. All the material for the Achievement Tests is also printed in the Teacher's Book (pages 141–165).

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

Online Practice

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

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

The Class Audio CDs

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

The Wall Charts

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

iTools

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

Course Philosophy

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

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

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

The theory of multiple intelligences suggests that in any language class there are students with different learning styles. Therefore *English Time* activities are designed to take a wide range of learning styles into account in order to engage as many students as possible during each lesson.

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

Lesson Planning

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

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

English Time Lesson Plans

1 Warm-Up and Review

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

2 Introduce the Target Language

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

3 Practice the Target Language

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

4 Games and Activities

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

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

Conversation Time Sample Page and Lesson Plan

5 In Town
Conversation Time

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

1. Hi, Mr. Day! Hello, Charlie. Have a seat.

2. Thanks. Phew! It's hot today.

3. Wow! Do you think it's going to rain?

4. That's right. It's 92 degrees!

5. Maybe. It's getting cloudy.

6. So, how's your family, Charlie?

7. They're fine. But my sister has the flu.

8. I'm sorry to hear that.

9. It's not serious. She's doing better today.

10. Good!

11. Look! It's starting to rain.

12. I'd better go home. Take care, Charlie.

13. Bye, Mr. Day.

B. Role-play the conversation.

Talking to a neighbor Unit 5 27

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

- Do an activity to review vocabulary, patterns, and topics from the previous unit. An activity is provided in each lesson plan.

Introduce the Conversation

- 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.
- Model the conversation in such a way that students can see it presented in a natural way. To do this, bring students (one student for each speaker in the conversation) to the front of the classroom and have them face each other. Stand behind each student and model his/her line(s) of the conversation, using natural facial expressions and body language. In this way, students know who says which line of the conversation. Each lesson plan contains examples of appropriate body language and facial expressions for each line of the conversation.
- Divide the class into groups (one group for each speaker in the conversation). Model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Groups then change roles and repeat the conversation until each group has practiced each role.
- 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.

- 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.
- 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.

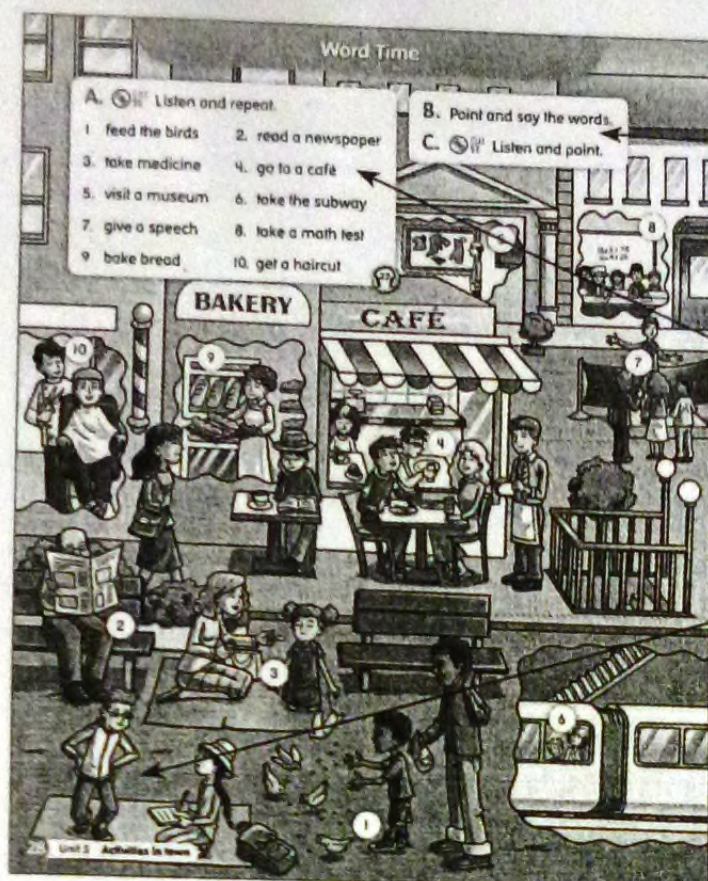
Games and Activities

- 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. Games and activities are provided in each lesson plan, engaging students in pair or group exchanges, as well as in individual versus class interaction.

Finish the Lesson

- Finish the lesson with a quick game or activity to further practice the conversation. An activity is provided in each lesson plan.
- Explain and assign the Conversation Time Workbook page to be done in class or for homework. It is important that students know what to do for each activity so that they can concentrate on the target language. An answer key is provided at the back of the Teacher's Book.

Word Time Sample Page and Lesson Plan



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.

Ten new vocabulary words are introduced per unit.

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

Warm-Up and Review

- Do an activity to review the conversation learned in the previous lesson. An activity is provided in each lesson plan.

Introduce the Words

- Hold up the Student Book and name each of the unit's Word Time vocabulary items. Students listen. Hold up the book and name the items again, and have students repeat. Name the vocabulary items in random order and have students repeat them.
- Prepare magazine cut outs to represent unit's Word Time vocabulary items. Attach the cut outs in a row to the board. Write the words under the corresponding cut outs. Point to each picture/word pair and read the word. Students repeat. Then reposition the pictures so they are no longer directly above the corresponding words. Volunteers come to the board one by one and place a picture above its corresponding word, then point to and read the word. Seated students repeat.
- Alternatively prepare your own word cards. Place the pictures and the word cards as above. Point to each picture/word card pair and read the word. Students repeat. Then reposition the word cards so they are no longer directly under the corresponding pictures. Volunteers come to the board one by one and place a word card under its corresponding picture, then point to and read the word. Seated students repeat.

Talk About the Picture

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

Practice the Words

A. Listen and repeat.

- Focus students' attention on the vocabulary box at the top of the page. Play the recording. Students listen to the vocabulary items and repeat.
- 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.

OPTION Divide the class into pairs. 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. Games and activities are provided in each lesson plan. They 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

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

Focus Time Sample Page and Lesson Plan

Focus Time

A. Listen and repeat.

Monday

6:00						
8:00						
10:00						
12:00						
1:00						
2:00						
3:00						
4:00						

1. once a day

June

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

3. three times a month

2. twice a week

January	February	March	April
May	June	July	August
September	October	November	December

4. four times a year

B. Listen and repeat.

How often | do you | read a newspaper?

I read | She reads | a newspaper once a month.

C. Look at page 28. Listen and point.

Frequency Unit 5 29

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

- Do an activity to review the vocabulary learned in the previous lesson. An activity is provided in each lesson plan.
- 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. See detailed instructions on page 10.

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.

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

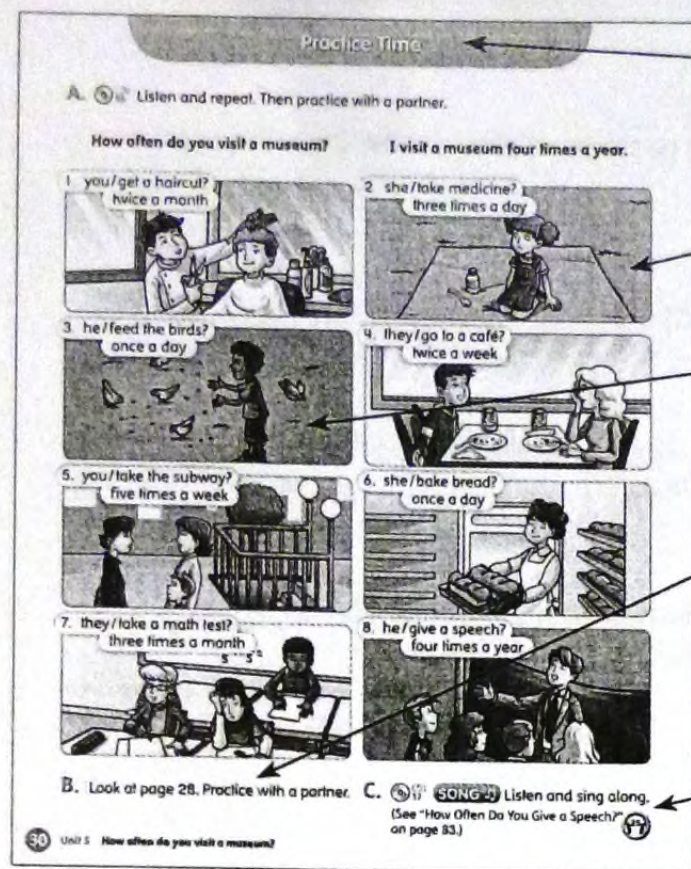
Games and Activities

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

Finish the Lesson

- Finish the lesson with a quick game or activity to further practice the vocabulary and patterns. An activity is provided in each lesson plan.
- Explain and assign the Focus Time Workbook page to be done in class or for homework. An answer key is provided at the back of the Teacher's Book.

Practice Time Sample Page and Lesson Plan



- 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 situational 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

- Do an activity to review the patterns learned in the previous lesson. An activity is provided in each lesson plan.

Practice the Patterns

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

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

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

- 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. Play the recording and point to each word. Next, read the lyrics, pointing to each line; students repeat. Students follow in their books.
- Play the recording again. Students listen and sing along or chant, using their books for reference. Play the recording as many times as necessary for students to become sufficiently familiar with the song or chant.
- 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. 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 118–140.

Finish the Lesson


- Finish the lesson with a quick game or activity to further practice the patterns. An activity is provided in each lesson plan.
- Explain and assign the Practice Time Workbook page to be done in class or for homework. An answer key is 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 am thirteen years old and I have a big problem. My little brother is a pest! He follows me all the time and always bothers me and my friends. He goes into my room and takes my things without asking. My mom tells me to be patient because I am older. It's not fair! What can I do?

Going Crazy

Dear Crazy:

Your little brother loves you very much and wants your attention. Spend time with him. Tell him he can use your things but he has to ask first. Help him find some friends. And don't forget, he will grow up!

Gabby

New Words	
pest	bother
without	felt
patient	fair
crazy	attention
spend time	grow up

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 is Crazy's problem? _____

2. Who does Crazy's brother bother? _____

3. Who tells Crazy to be patient? _____

4. What does Crazy's brother want? _____

Dear Gabby Unit 1

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

- Do an activity to review the patterns practiced in the previous lesson. An activity is provided in each lesson plan.

Introduce the Reading

- 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. If appropriate, ask students questions about their own experiences with the reading's topic.
- 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.

- Play the recording. Students listen and read along in their Student Books.
- Play the recording again, stopping it after each sentence. Students listen and repeat each sentence.
- 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, provided in each lesson plan. Since these 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 118–140.

Finish the Lesson

- Finish the lesson with a quick game or activity to further practice the reading. An activity is provided in each lesson plan.
- Explain and assign the Reading Time Workbook page to be done in class or for homework. An answer key is provided at the back of the Teacher's Book.

Your Time Sample Page and Lesson Plan

A. Listen and answer the questions.

1. _____

2. _____

3. _____

4. _____

B. Ask your classmates. Write their names and circle Yes or No.
Do you like medicine, cars or a dog?

	Name	Yes/No
1. take medicine once a day		Yes No
2. read a newspaper once a week		Yes No
3. get a haircut once a month		Yes No

C. Review. Read and write the answers.

1. Do you ever visit a museum?

2. Do you like feeding the birds?

3. How often do you give a speech?

4. Is there a subway in your town?

Unit 5 Your Time: Frequency of activities

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.

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. Games and activities are provided in each lesson plan.

Finish the Lesson

- Finish the lesson with a quick game or activity to further personalize the language. An activity is provided in each lesson plan.
- 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. An answer key is provided at the back of the Teacher's Book.

Assessment

- Give the unit Test in order to check students' comprehension of the new language items. There is one Test per unit. An extensive midterm test and final test are also provided. For Tests and instructions, see Teacher's Book pages 141–165 and the Test Center CD-ROM.

Cross-curricular: Sample Page and Lesson Plan

Cross-curricular 1: Art

A. Do you like to go to art museums? B. Listen and repeat. C. Listen and read.

Many people like to visit art museums. Art museums have permanent exhibits that are always there and temporary exhibits that are there for a short time. Some museums have guided tours, but some people like to use the floor plan and look at the art by themselves.

Landscape paintings are paintings of nature, like forests, mountains, or lakes. Still life paintings are paintings of things, like flowers or fruit. Portraits are paintings of people. Leonardo da Vinci's painting, the *Mona Lisa*, is a very famous portrait. It's realistic. This means that it looks like a person. The portrait of the cubist woman is abstract. Do you think it looks like a person?

New Words

permanent	temporary
guided tour	floor plan
landscape	still life
portrait	realistic
abstract	

D. Is it true? Write ✓ or X.

- Temporary exhibits show paintings which are always there. ☐
- Visitors can look at a floor plan and walk around a museum by themselves. ☐
- Portraits are paintings of things. ☐
- Still life paintings are paintings of people. ☐
- The *Mona Lisa* is an abstract painting. ☐

Cross-curricular 1 19

Beautiful photographs or textbook-looking illustrations enhance students' interest and motivation.

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

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

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

Warm-Up and Review

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

Introduce the Words

- Introduce each vocabulary item in such a way that students both hear and understand the meaning of each word. To do this, hold up the Student Book, point to the picture and name each Cross-curricular word, one by one. Students listen. Call out the target vocabulary words randomly. Students respond with the corresponding number. Call out the numbers. Students respond with the corresponding target vocabulary words. Alternate methods for introducing words are provided where appropriate.

Practice the Vocabulary

A. Do you like music?

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

B. Listen and repeat.

- Play the recording. Students listen and repeat, pointing to each word in the New Words box in the Student Book. Play the recording as many times as necessary for students to identify the vocabulary.

C. Listen and read.

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

D. Comprehension Activity

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

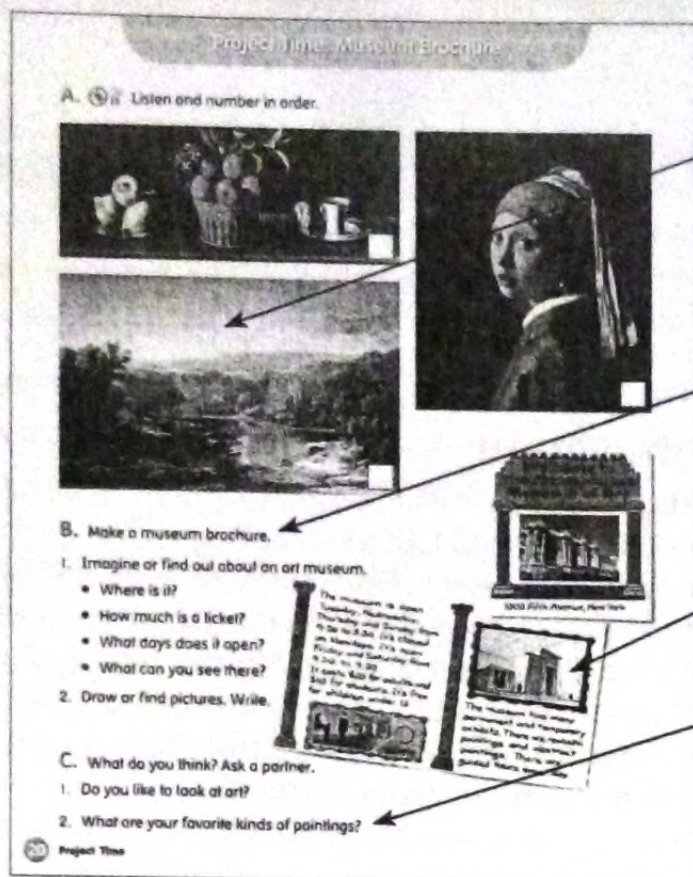
Games and Activities

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

Finish the Lesson

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

Cross-curricular: Project Time Sample Page and Lesson Plan



A listening comprehension activity tests students' understanding of what they have learned. Students label the pictures in the order that they hear passages on the recording.

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

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

Students work with a partner to ask and answer personalized content related questions.

Warm-Up and Review

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

Complete the Projects

A. (Listening comprehension activity.)

- Each Project Time page has an engaging listening comprehension activity to test and reinforce the target vocabulary and content of the lesson. These activities allow the student to listen to the language and test their understanding of the unit content. Detailed instructions are provided with each activity.

B. (Structured project activity)

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

C. (Personalized partner activity)

- Each page also includes a question answer activity to be completed with a partner to further personalize the language previously learned. Detailed instructions are given.

Games and Activities

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

Finish the Lesson

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

Do You Remember?

Do You Remember?

Focus: English Time Level 4 Review

Function: Introducing oneself; giving personal information

Materials Needed: CD and player

Work with the Pictures

- Students open their books to pages vi and vii.
- Groups of three find and name any items or characters they recognize in the eight scenes.
- Groups name as many items or characters as they can.
- Each group then names one item; 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.

Practice the Language

Listen and repeat. 🎧 1.1

- Students listen and repeat each line of dialogue.
 - 1 **Annie** *Hi! I'm Annie Day. He's Ted Lee. My dog's name is Digger.*
Ted *We're making dinner. We're going to have spaghetti.*
Digger *Yum! My favorite!*
 - 2 **Annie** *I'm fourteen.*
Ted *I'm fourteen, too.*
Digger *Smells good.*
 - 3 **Annie** *We like playing video games.*
Ted *I want to program computers. Annie wants to be an engineer.*
 - 4 **Annie** *Monkeys and giraffes are my favorite animals.*
Ted *I like dolphins.*
Digger *I like dogs.*
 - 5 **Annie** *Ted swims really well.*
Ted *I love to swim. I'm going to go to the beach in the summer.*
 - 6 **Annie** *I like to ski. I went skiing in the winter.*
Ted *Annie skis really well.*
 - 7 **Annie** *Our friends are here! Is it time to eat?*
Ted *Well, we cooked the spaghetti, made the salad, and set the table. Yes, let's eat!*
 - 8 **Ted** *Try some.*
Ivy *It's delicious!*
Annie *Study English with us and have fun!*
- Ask students what roles are needed to role-play the conversation; list them on the board. Divide the class into four groups. Group A role-plays Annie's lines, Group B does Ted's lines, Group C does Digger's lines, and Group D does Ivy's line. Groups change roles and role-play the scenes again.

- Have four volunteers act out the conversation along with the recording, then role-play the conversation on their own, without the recording.
- Divide the class into groups of four and have students in each group role-play the conversation, then change roles and do it again.

Finish the Lesson

- **How About You?** Divide the class into groups of three. Students in each group take turns looking at Scenes 1–6 and inserting their personal information into the sentences (two students in each group talk to the third student). For example: a student named Joe looks at the first scene and says *Hi! I'm Joe Smith. He's Ed Jones.* The second student, Ed, says *We're studying English.* Students in each group change roles until each one has taken on each role.
- Workbook page iii. (Answers, Teacher's Book page 106.)

Classroom Language

Classroom Language

Focus: Frequently used classroom language

Materials Needed: CD and player

Warm-Up and Review

- **Listen and Repeat.** Play the *Do You Remember?* recording. Play it again, students repeating each line.

Introduce the Language

- Tell students that in this lesson they are going to hear language that they can use in different classroom situations. Brainstorm 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 books to page viii.

Listen and repeat. 1.2

- Students look at the six scenes to see if any of the situations they brainstormed are illustrated on the page.
- Students listen and repeat.
 - A *Please number your papers from one to five. We're going to have a spelling test.*
 - A *Joe, will you turn on the CD player, please? Go to track ten.*
 - B *Okay.*
 - A *What's the homework assignment for tomorrow?*
 - B *Do page three in your workbook.*
 - A *We're going on a field trip on Friday. Please ask your parents to sign your permission form.*
 - B *Where are we going?*
 - C *The History Museum.*
 - A *Annie, please stay after class and finish your homework.*
 - B *Okay, Ms. Apple.*
 - A *Have a good weekend, class! Don't forget, your projects are due on Monday.*
 - B *Bye, Ms. Apple!*
- Play the recording again. Students point to the speakers. Play it as often as necessary 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.** Student pairs work with their partners to role-play each classroom language situation. After five to seven minutes, have several pairs of volunteers role-play the dialogues. Students can use their 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 books for reference, if necessary.
- Workbook page iv. (Answers, Teacher's Book page 106.)



In Old Sunnyville

Conversation Time

Language Focus: Asking about a museum's hours, entrance fees, and exhibits over the telephone

Materials Needed: CD and player; Wall Chart 1

Warm-Up and Review

- **Review.** Students open their books to page viii. Point to each scene and elicit the dialogue. Then student pairs practice role-playing the six different scenes.

Introduce the Conversation

- See page 8.

Practice the Conversation

A. Listen and repeat. Point to the speakers. Then listen again. 1.3

- Play the first version of the conversation. Students repeat, pointing to each speaker.
 - 1 **Receptionist** *Good morning, Sunnyville Museum. How can I help you?*
 - 2 **Ted** *Hi! What are your hours?*
Receptionist *We're open from 9:00 to 6:00.*
 - 3 **Ted** *Are you open on Sundays?*
Receptionist *Yes. We're open daily, except on holidays.*
 - 4 **Ted** *How much does it cost to get in?*
Receptionist *It's three dollars for adults and two dollars for children. Children under five are free.*
 - 5 **Ted** *Does that include the special photo exhibit of old Sunnyville?*
Receptionist *Yes, it does. Tours are at 10:00, 2:00, and 5:00.*
 - 6 **Ted** *Thanks for your help.*
Receptionist *You're welcome. Have a nice day.*

- Play the second version of the conversation.

B. Role-play the conversation.

- Students choose a partner and, using their books for reference, role-play the conversation, then change roles and do it again.

Games and Activities

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

- **Back-to-Back.** (Game 1, page 99.)

Finish the Lesson

- **You Tell Me.** Ask students the following questions about their own school: When is our school open? What are its hours? Is it open on Saturdays? On Sundays? Is our school open on holidays? Then ask the following questions about the movies: Do you like going to the movies? How much does it cost you to get in? How much does it cost your mother or father? Does that include the popcorn?
- Workbook page 1. (Answers, Teacher's Book page 106.)

Word Time

Language Focus: Public buildings and structures (*school, library, barbershop, bank, hotel, train station, post office, sidewalk, bridge, theater*)

Materials Needed: CD and player

Warm-Up and Review

- **Conversation Review: Listen, Please.** Play the recording of the Unit 1 conversation. Students listen, taking notes if necessary to remember the information they hear. Ask students four to five questions (see below) about the conversation.
Suggested Questions:
What are the Sunnyville Museum's hours?
Is it open on Sundays?
How much does it cost for an adult to get in?
How much does it cost for a child to get in?
When are the tours of the special photo exhibit of old Sunnyville?

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 2 and use complete sentences to identify anything they can.
- Open a Student Book to page 2. Read the following 'story' while pointing to the pictures (**bold** words). If students repeat, do not stop them, but they are not required to do so.

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

This picture shows an old town. What was in the town?

We can see a **bridge**. There is a **train station**. We can see a **library**, a **school**, a **bank**, a **post office**, a **barbershop**, a **hotel**, and a **theater**. There is a **sidewalk** in front of the buildings. There are some students going to school.

- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
(**bridge**) What's this?
Does the bridge go *over* a river?
(**post office**) Is this a school?
Can you mail a letter at the post office?
(**theater**) What do people do here?
Can you *read books* at the **library**?
What do people do at a **barbershop**?
Can you *in-line skate* on a sidewalk?

Practice the Words

A. Listen and repeat. 🎧 1.4

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

- | | |
|---------------|-----------------|
| 1 school | 2 library |
| 3 barbershop | 4 bank |
| 5 hotel | 6 train station |
| 7 post office | 8 sidewalk |
| 9 bridge | 10 theater |

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

B. Point and say the words.

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

C. Listen and point. 🎧 1.5

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

- | | |
|--------------|----------------|
| Bank. | Sidewalk. |
| Post office. | School. |
| Bridge. | Library. |
| Theater. | Hotel. |
| Barbershop. | Train station. |

Now listen and point to the speakers.

A Are you open on Sundays? (men outside barbershop)

B Yes. I'm open from 7:00 to 10:00.

A Good. I need a haircut.

A Dad, can we see the show? (father and daughter by theater)

B Sure. How much does it cost to get in?

A It's one dollar for adults. Children are free.

A Let me help you, Ms. Lark. (boy and woman outside library)

B Thanks. Be careful. They're heavy.

A No problem.

Games and Activities

- **Find the Clue.** (Game 12, page 100.)

Finish the Lesson

- **Association.** Call out the name of a building or structure. Students try to be the first to say another word with a logical association to that building or structure. For example: *barbershop/hair, library/books, bridge/water*. Accept any answers that make sense. The first student to call out an appropriate word wins a point; the student with the most points at the end wins.
- Workbook page 2. (Answers, Teacher's Book page 106.)

Focus Time

Language Focus: Prepositions of location (*beside, behind, across from, in front of, near, above*)

Yes/No questions with *was* [*Was there a (library) (beside) the (post office)? Yes, there was./No, there wasn't.*]

Function: Asking about past location

Materials Needed: CD and player

Warm-Up and Review

- **Vocabulary Review: Buildings and Structures.** Use Student Book page 2. Point to each building; students name it. Point to one of the buildings/structures and ask *Where's the (school)?* Point to the building next to it and answer *It's next to the (library).* Write the question and answer on the board. Point to the sentences; students read them. Quickly review meaning if necessary.

This lesson is in two parts.

Part 1: Introduce the Words

- See page 10.

Practice the Words

- Students open their books to page 3.

A. Listen and repeat. 1.6

- Students listen and repeat each word.
 - 1 *beside*
 - 2 *behind*
 - 3 *across from*
 - 4 *in front of*
 - 5 *near*
 - 6 *above*

Part 2: Introduce the Patterns

- **Was there a (library) (beside) the (post office)? Yes, there was./No, there wasn't.** Open a Student Book to page 2. Point to the post office and ask *Was there a library beside the post office?* Students repeat. Write *Was there a library beside the post office?* on the board. Point to and read each word. Students repeat. Then ask the question again, point to the building beside the post office, shake your head, and say *No, there wasn't.* Write *No, there wasn't.* on the board to the right of *Was there a library beside the post office?* Point to and read each word. Students repeat. Do the same with *hotel/above/barbershop, school/beside/library, bank/behind/bridge.*
- **Practice for Fluency.** Say *sidewalk, in front of, theater.* Students say the target question. Then nod your head yes and have students say the target answer. Do the same with four to five different combinations of buildings/structures and prepositions of location.

Practice the Patterns

B. Listen and repeat. 1.7

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word.
 - A *Was there a library beside the post office?*
 - B *Yes, there was.*
 - A *Was there a library beside the post office?*
 - B *No, there wasn't.*
- Play it again. Students look at the pattern boxes and repeat, pointing to each word.
- Student partners say the question and answers while looking at the pattern boxes.

C. Look at page 2. Listen and point. 1.8

- Students point to each item they hear named. Play the recording as often as necessary to complete the task.
 - A *Was there a bridge beside the school?*
 - B *No, there wasn't.*
 - A *Was there a theater across from the library?*
 - B *Yes, there was.*
 - A *Was there a train station behind the hotel?*
 - B *Yes, there was.*

Games and Activities

- **Cat and Mouse.** (Game 24, page 101.)

Finish the Lesson

- **Where Was It?** Arrange several classroom items on a desk at the front. Students look at the items and take notes on the items' locations in relation to each other for about 30 seconds. Then change the arrangement of the items and ask students target questions about the past location of the items.
- Workbook page 3. (Answers, Teacher's Book page 106.)

Practice Time

Language Focus: Prepositions of location; Yes/No questions with *was* [*Was there a (bank) (near) the (school)? (Yes), there (was).*]

Function: Asking about past location

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: The Vanishing Book.** Ask two volunteers to write the Focus Time prepositions on the board, reading each one aloud as they write it. Then write *Was there a book in front of the desk? No, there wasn't.* on the board and have students read the sentences. Bring two new volunteers (S1 and S2) to the board. S1 points to the question and answer on the board. S2 positions a book above a desk, then hides the book behind his/her back. Students on the left side of the classroom ask students on the right side *Was there a book above the desk?* Students on the right answer *Yes, there was.* Next, S1 points to *beside* on the board, while S2 continues to hold the book behind his/her back. Students on the left ask students on the right *Was there a book (beside) the desk?* Students on the right answer *No, there wasn't.* Bring another two to four pairs of volunteers to the board and continue in the same way for three to four minutes. Seated students change roles with every pair.

Practice the Patterns

- Students open their books to page 4.

A. Listen and repeat. Then practice with a partner. 1.9

- Students listen and repeat, pointing to each picture.
 - A *Was there a bank near the school?*
 - B *Yes, there was.*
- 1 *Was there a school beside the library?*
Yes, there was.
- 2 *Was there a train station behind the hotel?*
Yes, there was.
- 3 *Was there a sidewalk in front of the bridge?*
No, there wasn't.
- 4 *Was there a barbershop near the post office?*
Yes, there was.
- 5 *Was there a school across from the hotel?*
No, there wasn't.
- 6 *Was there a bank above the library?*
No, there wasn't.
- 7 *Was there a hotel above the barbershop?*
Yes, there was.
- 8 *Was there a sidewalk behind the theater?*
No, there wasn't.
- Student pairs practice numbers 1–8; S1 asks the questions, S2 answers. Students change roles and repeat the activity.

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

- Student pairs take turns asking and answering questions about buildings and structures in the scene using the target patterns and vocabulary items. For example: S1 (pointing to the barbershop): *Was there a hotel above the barbershop?* S2: *Yes, there was.*

C. Listen and chant. 1.10

- Students turn to the chant *Yes, There Was! No, There Wasn't!* on page 81. They cover 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 follow in their books.

Yes, There Was! No, There Wasn't!

Was there a theater beside the school?

Yes, there was!

No, there wasn't!

Was there a barbershop beside the school?

Yes, there was!

No, there wasn't!

Was there a post office near the bank?

Yes, there was!

No, there wasn't!

Was there a train station near the bank?

Yes, there was!

No, there wasn't!

Was there a library across from the bridge?

Yes, there was!

No, there wasn't!

Was there a hotel across from the bridge?

Yes, there was!

No, there wasn't!

- Play the recording again. Students chant along, using their books for reference. Play it as often as necessary for students to become familiar with the chant.
- Volunteers choose a building to represent. Play the karaoke version. Students chant along, volunteers standing up each time his/her building is named.

Games and Activities

- **Move Around.** (Game 25, page 101.)

Extra Practice

Worksheet 1, An Old Town, page 121. (Answers, page 118.)

Finish the Lesson

- **Name the Location.** Stand behind your desk. Then sit down and ask *Was I above my desk?* Then stand in front of your desk, sit down, and ask *Was I in front of my desk?* Continue in the same way for three to four minutes.
- Workbook page 4. (Answers, Teacher's Book pages 106–107.)

Reading Time

Language Focus: Reading a historical narrative

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: Chant.** Play the Unit 1 chant, *Yes, There Was! No, There Wasn't!* Play it again; students chant along.

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 on page 14 to introduce the new vocabulary and/or introduce the reading content.

- See page 14.

Practice the Reading

- Students read the story silently to themselves.

A. Listen and read along. 🎧 1.11

- Students read along in their books.

Ice Cream in America

Who invented ice cream? We don't know, but ice cream has a long history in the United States. In 1843, Nancy Johnson invented the first ice cream churn. The first ice cream factory opened in Baltimore in 1851. A man in St. Louis made the first ice cream cone in 1896. Ice cream is now one of America's favorite desserts.

The first ice cream shop opened in New York in 1876. Now there is an ice cream shop in every town, and you can buy ice cream at every grocery store. You can find a lot of flavors, from tomato to pickle. America's favorite flavors are vanilla and chocolate. What's your favorite?

New Words

<i>invent</i>	<i>history</i>
<i>first</i>	<i>churn</i>
<i>factory</i>	<i>cone</i>
<i>every</i>	<i>a lot of</i>
<i>flavor</i>	<i>vanilla</i>

- Play the recording again, stopping it after each sentence. Students repeat each sentence.
- Student pairs take turns reading the story aloud to their partner.

B. Listen and circle True or False. 🎧 1.12

- For each number, students circle *True* or *False*.
 - 1 *We know who invented ice cream.*
 - 2 *The first ice cream churn was invented in 1846.*
 - 3 *The first ice cream shop opened in New York.*
 - 4 *Americans don't like vanilla ice cream.*
- Check answers by saying *Number 1. We know who invented ice cream.* Students say *True* or *False* according to what they circled. If the statement is false, a volunteer makes it true. Do the same for numbers 2–4.

ANSWERS

1 False 2 False 3 True 4 False

C. Read the question. Write the answer.

- Students answer each question based on the reading in exercise A.
- Check answers by reading each question; students read the answer they wrote.

ANSWERS

- 1 The first ice cream shop opened in 1876.
- 2 Nancy Johnson invented the first ice cream churn.
- 3 The first ice cream factory opened in Baltimore.
- 4 America's favorite flavors are vanilla and chocolate.

Games and Activities

NOTE For all Reading Time activities, students may use their books for reference.

- **Make New Phrases.** (Game 45, page 103.)

Extra Practice

Worksheet 2, Ice Cream Sandwiches, page 122. (Answers, page 118.)

Finish the Lesson

- **Use It in a Sentence.** Say *invent*. A volunteer says a sentence using *invent* (this can be either an original sentence or a sentence from the reading). Do the same with the remaining New Words from the lesson.
- Workbook page 5. (Answers, Teacher's Book page 107.)

Your Time

Language Focus: Personalizing location language

Materials Needed: CD and player

Warm-Up and Review

- **Reading Review: Find the Facts.** Say one of America's favorite desserts. Students look at page 5 to find those words, reading or saying the sentence containing them out loud (*Ice cream is now one of America's favorite desserts*). Do the same with *the first ice cream shop, the first ice cream churn, the first ice cream cone, the first ice cream factory, America's favorite flavors, you can buy ice cream, a lot of flavors*.

Introduce the Lesson

- Write *Is there a drugstore beside our school?* on the board. Point to the question and have students read it. Quickly review meaning if necessary. Then ask students five to six questions relating to location (see Suggested Questions below).

Suggested Questions:

Is there a lizard beside (Bob)?

Is (Mari) behind (Ken)?

Am I near my desk?

Is there a bridge across from your house?

Are there any books in your bookbag?

Is there a hotel in front of our school?

Practice the Lesson

- Students open their books to page 6.

A. Listen and answer the questions. 1.13

- For each number, students answer the question based on their own knowledge.
 - 1 *Is there a library near your house?*
 - 2 *Is there a library near your school?*
 - 3 *Is there a theater beside your house?*
 - 4 *Is there a bank across from your school?*
- Check answers by dividing the class into pairs; student pairs read one question and answer to the class.
- Answers will vary.

B. Pairwork. Fill in the chart. Then tell your partner about your town.

- Divide the class into pairs. Each student fills in the names of any buildings he/she wants in the *You* column on his/her chart. Then a student in each pair (S1) tells his/her partner about his/her 'town,' using the sentence cues and information from his/her chart. For example: A student writes *bridge* and *library* in his/her chart for *a* and *b*. For number 1, he/she says *There's a bridge beside the library*. S2 fills in the information he/she receives from S1. S1 continues in the same way for numbers 2–4. S2 takes a turn in the same way.

C. Review. Read and write the answers.

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

ANSWERS

Answers will vary.

Games and Activities

- **Draw a Map.** (Game 46, page 103.)

Finish the Lesson

- **When Did You Go?** Say *library*. A volunteer says *I went to the library on (Tuesday). I (read a book)*. Continue with different building names, volunteers saying the last time they went to the building and what they did there.
- Workbook page 6. (Answers, Teacher's Book page 107.)

Assessment

Unit 1 Test, page 146. (Answers, page 141.)



At the Diner

Conversation Time

Language Focus: Ordering food in a restaurant

Materials Needed: CD and player; Wall Chart 2

Warm-Up and Review

- **Review: In My Town.** Write *Is there a bakery beside your house?* on the board. Point to the question; students read it. Quickly review meaning if necessary. Ask five to six questions relating to location.

Suggested Questions:

Is there a puppy beside (Kim)?

Is (Mari) in front of (Ken)?

Am I above my desk?

Is there a sidewalk in front of your house?

Are there any pencils near your bookbag?

Is there a restaurant across from our school?

Introduce the Conversation

- See page 8.

Practice the Conversation

A. Listen and repeat. Point to the speakers. Then listen again. 🎧 1.14

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

1 **Waitress** *Hello. Are you ready to order?*

Woman *I think so. I'll have a steak.*

2 **Waitress** *Rare, medium, or well done?*

Woman *Medium, please. And a baked potato.*

3 **Waitress** *How about a salad?*

Woman *Sounds good.*

4 **Man** *What's today's special?*

Waitress *Spaghetti and meatballs.*

5 **Man** *Good! I'm in the mood for spaghetti. I'll have that.*

6 **Waitress** *Here you are.*

Man *Thanks. It looks delicious.*

- Play the second version of the conversation.

B. Role-play the conversation.

- Divide the class into groups of three. Using their books for reference, students in each group role-play the conversation. They then switch roles and do it again, continuing until each student has taken on each role.

Games and Activities

NOTE For all Conversation Time activities, students may use their books for reference.

- **At a Restaurant.** (Game 2, page 99.)

Finish the Lesson

- **Finish the Phrase.** Say the beginning words of a phrase from the lesson; students compete to be the first to complete the phrase. Any reasonable answer is okay.

Suggested Phrases:

Are you _____

How about _____

Sounds _____

Rare, medium _____

What's today's _____

I'm in the mood _____

Here you _____

- Workbook page 7. (Answers, Teacher's Book page 107.)

Word Time

Language Focus: Food and drink (*orange juice, lemonade, roast beef, cake, chicken soup, fruit salad, iced tea, coffee, garlic bread, apple pie*)

Materials Needed: CD and player

Warm-Up and Review

- **Conversation Review: True/False/I Don't Know.** Play the recording of the Unit 2 conversation, students taking notes if necessary to remember the information they hear. Say four to five statements (see below) about the Unit 2 conversation. Students say *True* or *False*. If a statement is false, a volunteer makes it true. If students don't have enough information to determine if the statement is true or false, they say *I don't know*.

Suggested Statements:

The woman's favorite food is steak.

The man is in the mood for spaghetti.

The woman wants her steak medium.

The restaurant's special is steak.

The woman is going to have a baked potato and corn.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 8 and use complete sentences to identify anything they can.
- Use Student Book page 8. Read the following 'story' while pointing to or touching the pictures (**bold** words) and pantomiming the actions (*italicized* words).

Lots of people are *eating* and *drinking* at this restaurant. The cook has **coffee**. Digger is outside. No pets in the restaurant! **These two people** are looking at **menus**. There is **lemonade** on their table. On the next table there is **orange juice** and **apple pie**. The waiter is bringing **garlic bread**. What's at these two tables? There's **cake** and **chicken soup**, and at the next table is **fruit salad**, **coffee**, and **roast beef**. It all looks delicious!
- Ask the following questions while pointing to the pictures (**bold** words).

(**lemonade**) What's this?
(**apple pie**) What's this?
Does the **waiter** have water? What does he have?
Is there any spaghetti and meatballs? How about fruit salad?
What's across the table from the **fruit salad**? What drink is near the fruit salad?

Practice the Words

A. Listen and repeat. 🎧 1.15

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

1 <i>orange juice</i>	2 <i>lemonade</i>
3 <i>roast beef</i>	4 <i>cake</i>
5 <i>chicken soup</i>	6 <i>fruit salad</i>
7 <i>iced tea</i>	8 <i>coffee</i>
9 <i>garlic bread</i>	10 <i>apple pie</i>
- Say the words in random order. Students point to them in the vocabulary box.

B. Point and say the words.

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

C. Listen and point. 🎧 1.16

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

Roast beef.

Coffee.

Lemonade.

Iced tea.

Fruit salad.

Garlic bread.

Chicken soup.

Orange juice.

Apple pie.

Cake.

Now listen and point to the speakers.

A *What are you going to have?* (boyfriend and girlfriend)

B *I don't know.*

A *I'm going to have some french fries and a hot dog.*

B *That sounds good. I'll have that, too.*

A *I rented a movie. Do you want to watch it tonight?*
(Annie and Ted)

B *I can't. I'm going to the movie theater with my family.*
How about tomorrow?

A *Sure!*

A *Here you are.* (waiter and woman)

B *Thanks. It looks delicious.*

A *How about some more water?*

B *No, thanks.*

Games and Activities

- **Survey.** (Game 13, page 100.)

Finish the Lesson

- **Slow Reveal.** Slowly draw a picture of one of the target words on the board. The first student to guess what it is correctly slowly draws a picture of another target word. Continue until all target words have been drawn and guessed.
- Workbook page 8. (Answers, Teacher's Book page 107.)

Focus Time

Language Focus: Food quantities (*a bottle of orange juice, a can of lemonade, a slice of cake, a piece of apple pie, a bowl of chicken soup, a glass of iced tea, a cup of coffee, a loaf of garlic bread*)

Wh- questions with *how much/many* [*How much (orange juice) did (she) have? (She) had (one) (bottle) of (orange juice)./ How many (bottles) of (orange juice) did (she) have? (She) had (three) (bottles) of (orange juice).*]

Function: Expressing quantities of food and drink

Materials Needed: CD and player

Warm-Up and Review

Vocabulary Review: Eating and Drinking. Divide the board into two vertical columns. Write *We eat _____* at the top of the first column, and *We drink _____* at the top of the second. Say *roast beef* and have a volunteer point to the corresponding column on the board. A different volunteer says *We eat roast beef*. Write *roast beef* in the *We eat _____* column. Do the same with the remaining Unit 2 food items. Then point to each column and have students read the words.

This lesson is in two parts.

Part 1: Introduce the Words

- See page 10.

Practice the Words

- Students open their books to page 9.

A. Listen and repeat. 🎧 1.17

- Students listen and repeat each word.

- | | |
|----------------------------|--------------------------|
| 1 a bottle of orange juice | 2 a can of lemonade |
| 3 a slice of cake | 4 a piece of apple pie |
| 5 a bowl of chicken soup | 6 a glass of iced tea |
| 7 a cup of coffee | 8 a loaf of garlic bread |

Part 2: Introduce the Patterns

- **How much (orange juice) did (she) have? (She) had (one) (bottle) of (orange juice).** Bring a volunteer to the front of the classroom. Pretend to hand him/her a bottle of orange juice and say *Here's a bottle of orange juice*. Prompt the student to pretend to drink the bottle of orange juice. Point to the volunteer and ask seated students *How much orange juice did (she) have?* Students repeat. Write *How much orange juice did (she) have?* on the board. Point to and read each word. Students repeat. Ask the question again, point to the volunteer, and say *(She) had one bottle of orange juice*. Students repeat. Write *(She) had one bottle of orange juice* on the board to the right of *How much orange juice did (she) have?* Point to and read each word. Students repeat. Do the same with a slice of cake, a loaf of garlic bread, and a cup of coffee.
- **How many (bottles) of (orange juice) did (she) have? (She) had (one) (bottle) of (orange juice).** Follow the same procedure as in Step 1, underlining *How many bottles* when writing the question on the board and using cans of lemonade, pieces of apple pie, bowls of chicken soup, and glasses of iced tea.

- **Practice for Fluency.** Write *How much...* and *How many...* on the board. Write *orange juice, lemonade, cake, apple pie, and garlic bread* below *How much...* Write *bottles of orange juice, cans of lemonade, slices of cake, pieces of apple pie, and loaves of garlic bread* below *How many...* Say *they, lemonade* and point to *How much...* Students ask *How much lemonade did they have?* Say *three cans*. Students say *They had three cans of lemonade*. Then say *he, pieces of apple pie* and point to *How many...* Students ask *How many pieces of apple pie did he have?* Say *one piece*. Students say *He had one piece of apple pie*. Continue for four to six minutes, using different food items, pronouns, and quantities. After students have made several questions and answers, do not point to *How much...* and *How many...*

NOTE Use *much* to ask about singular and uncountable nouns (for example: *apple pie, lemonade, coffee*). Use *many* to ask about plural nouns (for example: *pieces of apple pie, cans of lemonade, cups of coffee*).

Practice the Patterns

B. Listen and repeat. 🎧 1.18

- Write the text from the pattern boxes on the board. Then play the recording, pointing to each word.
 - A *How much lemonade did she have?*
 - B *She had one can of lemonade.*
 - A *How many cans of lemonade did she have?*
 - B *She had three cans of lemonade.*
- Play it again. Students look at the pattern boxes and repeat, pointing to each word.
- Student partners say the questions and answers, looking at the pattern boxes.

C. Look at page 8. Listen and point. 🎧 1.19

- Students point to each person being talked about. Play the recording as often as necessary to complete the task.
 - A *How many slices of roast beef did she have?*
 - B *She had two slices of roast beef.*
 - A *How much lemonade did she have?*
 - B *She had one can of lemonade.*
 - A *How many slices of cake did he have?*
 - B *He had one slice of cake.*

Games and Activities

- **How Much/How Many?** (Game 26, page 101.)

Finish the Lesson

- **Special Menus.** Elicit the name of a famous gymnast or model and the name of a famous boxer or weightlifter. Write the two names on the board and have seated students ask and answer the target questions about the two people with special diet needs.
- Workbook page 9. (Answers, Teacher's Book page 107.)

Practice Time

Language Focus: *Wh-* questions with *how much/many* [*How much (garlic bread) did (he) have? (He) had (six) (loaves) of (garlic bread).*]

Function: Expressing quantities of food and drink

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: Match the Quantities.** Write *How much orange juice did he have?/How many bottles of orange juice did he have? He had two bottles of orange juice.* on the board. Point to each sentence and have students read it. Then say *they, cake* and elicit the target question. Say *two slices* and elicit the target answer. Continue for four to six minutes, using different food items, pronouns, and quantities.

Practice the Patterns

- Students open their books to page 10.

A. Listen and repeat. Then practice with a partner. 🎧 1.20

- Students listen and repeat, pointing to each picture in their books.
 - A *How much garlic bread did he have?*
B *He had six loaves of garlic bread.*
 - 1 *How many pieces of apple pie did they have?*
They had four pieces of apple pie.
 - 2 *How many bowls of chicken soup did she have?*
She had one bowl of chicken soup.
 - 3 *How much lemonade did you have?*
We had two cans of lemonade.
 - 4 *How much roast beef did she have?*
She had two slices of roast beef.
 - 5 *How many cups of coffee did she have?*
She had one cup of coffee.
 - 6 *How much iced tea did you have?*
I had two glasses of iced tea.
 - 7 *How much fruit salad did you have?*
I had one bowl of fruit salad.
 - 8 *How many slices of cake did he have?*
He had one slice of cake.
- Student pairs practice numbers 1–8; S1 asks the questions, S2 answers. They change roles and repeat the activity.

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

- Student pairs take turns asking and answering questions about people and food items in the scene, using the target patterns and vocabulary items. For example: S1 (pointing to the woman with coffee): *How many cups of coffee did she have?* S2: *She had one cup of coffee.*

C. Listen and chant. 🎧 1.21

- Students turn to the chant *How Much? How Many?* on page 81. They cover up the text, look at the picture, and talk about what they see. Read the lyrics line by line; students repeat. Play the recording. Students follow in their books.
How Much? How Many?
How much roast beef did you have?
I had one slice.
How many slices?
One slice. I had one slice of roast beef.
How much chicken soup did you have?
I had two bowls.
How many bowls?
Two bowls. I had two bowls of chicken soup.
How much iced tea did you have?
I had four glasses.
How many glasses?
Four glasses. I had four glasses of iced tea.
- Play it again. Students listen and chant, using their books for reference. Play the recording as often as necessary for students to become familiar with the chant.
- Divide the class into two groups. Play the karaoke version. Group A chants the questions and Group B chants the answers, holding up one finger in the first verse, two in the second, three in the third, and four in the fourth verse. Groups switch roles and chant again.

Games and Activities

- **What Did You Eat?** (Game 27, page 101.)

Extra Practice

Worksheet 3, *How Many?/How Much?*, page 123. (Answers, page 118.)

Finish the Lesson

- **Share the Answer.** Ask a student *How many fingers do you have?* Continue around the classroom for three to four minutes, asking questions about body parts they can name in English.
- Workbook page 10. (Answers, Teacher's Book page 107.)

Reading Time

Language Focus: Reading a restaurant review

Materials Needed: CD and player; copies of reading

Warm-Up and Review

- **Pattern Review: What Did You Have for Dinner?** Write *How much _____ did you have?* and *I had _____* on the board. Then write *How many _____ of _____ did you have?* and *I had _____* below those sentences. Pairs of volunteers read one of the questions and answers, filling in the blanks with different food items and quantities. Continue until most students have taken a turn.

Introduce the Reading

- See page 14.

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 on page 14 to introduce the new vocabulary and/or introduce the reading content.

Practice the Reading

- Students read the article silently to themselves.

A. Listen and read along. 1.22

- Students read along in their books.

Papa Joe's Restaurant Opens, by Shawn Long

Papa Joe's is a new Italian restaurant in downtown Sunnyville. It opened on May 5th. Who is Papa Joe?

Is it the owner, Mr. Minelli? No! The real Papa Joe is Mr. Minelli's father. Papa Joe is the chef at Papa Joe's Restaurant.

Last Saturday, Kelly Jones and her friend DeeDee Smith had lunch at Papa Joe's. 'Their pizza is the best pizza in town,' Kelly said. DeeDee said, 'I'm going to bring my children here. Kids under five eat free!'

Papa Joe's is clean and the prices are good. The address is 12 Pine Street. They're open daily from 11:00 A.M. to 10:00 P.M. They serve lunch and dinner.

New Words

new	Italian
downtown	owner
real	chef
best	price
A.M./P.M.	serve

- Play the recording again, stopping it after each sentence. Students repeat each sentence.
- Student pairs take turns reading the article aloud to their partner.

B. Listen and circle True or False. 1.23

- For each number, students circle *True* or *False*.
 - 1 *Papa Joe's is a bakery.*
 - 2 *Kelly Jones said, 'Their pasta is the best pasta in town.'*
 - 3 *Kids under five eat free.*
 - 4 *Papa Joe's serves breakfast and lunch.*
- Check answers by saying *Number 1. Papa Joe's is a bakery.* Students say *True* or *False* according to what they circled. If the statement is false, a volunteer makes it true. Do the same for numbers 2–4.

ANSWERS

1 False 2 False 3 True 4 False

C. Read the question. Write the answer.

- Students answer each question based on the reading in exercise A.
- Check answers by reading each question; students read the answer they wrote.

ANSWERS

- 1 The name of the restaurant is Papa Joe's.
- 2 Papa Joe's is in downtown Sunnyville. *or* Papa Joe's is at 12 Pine Street.
- 3 Papa Joe is Mr. Minelli's father. He is the chef at Papa Joe's restaurant.
- 4 Papa Joe's is open daily from 11:00 A.M. to 10:00 P.M.

Games and Activities

NOTE For all Reading Time activities, students may use their books for reference.

- **Sentence Strips.** (Game 47, page 103.)

Extra Practice

Worksheet 4, *Annie's Diary*, page 124. (Answers, page 118.)

Finish the Lesson

- **Please Correct Me.** Read sentences or parts of sentences from the reading, replacing one word in each utterance. Students follow in their books and repeat each utterance, putting the word from the reading back in. For example: Say *Papa Joe's is an old Italian restaurant.* Students say *Papa Joe's is a new Italian restaurant.* Continue for three to four minutes.
- Workbook page 11. (Answers, Teacher's Book page 107.)

Your Time

Language Focus: Personalizing food and quantity language

Materials Needed: CD and player

Warm-Up and Review

- **Reading Review: In Your Own Words.** Students open their books to page 11 and take two to three minutes to read the restaurant review. Then students take turns telling the class—in their own words—something about the reading. For example: *This reading is about a new restaurant.* Continue until most students have taken a turn. It is okay if more than one student tells the same information.

Introduce the Lesson

- Ask students five to six questions relating to food (see Suggested Questions below).

Suggested Questions:

What's your favorite food?

Do you like Italian food?

How much lemonade did you drink yesterday?

How many bowls of chicken soup can you eat?

Do you like ice cream?

What's your favorite flavor of ice cream?

Practice the Lesson

- Students open their books to page 12.

A. Listen and answer the questions. 1.24

- For each number, students answer the question based on their own knowledge and experience.
 - 1 *How many glasses of iced tea can you drink?*
 - 2 *How many slices of roast beef can you eat?*
 - 3 *How much lemonade can you drink?*
 - 4 *How much fruit salad can you eat?*
- Check answers by dividing the class into pairs. Students in each pair read one question and answer to the class.

ANSWERS

Answers will vary.

B. Ask your classmates. Write their names and circle Yes or No.

- Quickly review the following patterns: *Do you want (a slice of cake) for dinner? Yes, I do./No, I don't.* Students go around the classroom and ask their classmates *Do you want (a slice of cake) for dinner?* Students respond *Yes, I do* or *No, I don't.* Students record their classmates' names and answers on their surveys. Continue until all students have asked four other students the questions. Students sit down. Ask questions about the survey. For example: Ask *Does Bill want a bowl of fruit salad for dinner?* Students who know this information respond either *Yes, he does* or *No, he doesn't.*

C. Review. Read and write the answers.

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

ANSWERS

Answers will vary.

Games and Activities

- **Memory Chain.** (Game 43, page 103.)

Finish the Lesson

- **Alien Pets.** Elicit names of eight animals/pets from the class and write the words in a row at the top of the board. Bring four volunteers (aliens) to the front of the classroom. Each volunteer stands below a word on the board. Seated students take turns asking the aliens questions about their animals/pets. For example: *How much milk can your chimpanzee drink?/How many slices of roast beef can your cheetah eat?* The volunteers answer. Encourage students to use a variety of food items in their questions and allow volunteers to give exaggerated answers. Continue with another four volunteers.
- Workbook page 12. (Answers will vary.)

Assessment

Unit 2 Test, page 147. (Answers, page 141.)



Daily Activities

Conversation Time

Language Focus: Shopping for a pie at a bakery

Materials Needed: CD and player; Wall Chart 3

Warm-Up and Review

- **Review: Food.** Ask students questions about what they ate yesterday. For example: *Who ate fruit on (Tuesday)? (Mari), how much fruit did you have?* Continue for three to four minutes.

Introduce the Conversation

- See page 8.

Practice the Conversation

A. Listen and repeat. Point to the speakers. Then listen again. 🎧 1.25

- Play the first version of the conversation. Students listen and repeat, pointing to each speaker.
 - 1 **Baker** Good morning. Can I help you?
Customer Yes, please. What kinds of pie do you have today?
 - 2 **Baker** We have lemon, peach, and blueberry.
 - 3 **Customer** Do you have any cherry pies?
Baker Sorry. We're out of cherry. But the blueberry pies are very nice.
 - 4 **Customer** How much are they?
Baker They're ten dollars each.
 - 5 **Customer** Oh, that's too expensive. How much are the peach pies?
Baker They're five dollars each.
 - 6 **Customer** Okay. I'll take one.
Baker Great! I'll get a fresh pie for you.
- Play the second version of the conversation.

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.

- **Match the Halves.** (Game 3, page 99.)

Finish the Lesson

- **Discussion.** Have a short discussion (for about three to four minutes) with the class, talking about when and where they might have a conversation in which they are talking to a store clerk about buying something.
- Workbook page 13. (Answers, Teacher's Book page 108.)

Word Time

Language Focus: Daily activities (*walk to school, go to the dentist, do laundry, chop vegetables, iron a shirt, slice fruit, take a bus, wash my hair, stay home, buy groceries*)

Materials Needed: CD and player

Warm-Up and Review

- **Conversation Review: Say the Next Word.** Play the recording of the Unit 3 conversation. Students listen. Then, using a Student Book for reference if necessary, a volunteer says the first word of the conversation. The student sitting behind him/her says the next word. Continue around the class with each student saying the next word in the conversation, until the entire conversation has been said.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 14. They look at the scene and use complete sentences to identify anything they can.
- Use Student Book page 14. Read the following 'story' while pointing to or touching the pictures (**bold** words) and pantomiming the actions (*italicized* words).

What are people doing today? The **little girl** is staying home with her **father**. **This boy** is *chopping vegetables*. In the bathroom, **this boy's mom** is *washing his hair*. **These boys** are *doing laundry*. **Grandpa Day** is *ironing a shirt*. **This girl** is *slicing fruit*. Others are out in the town: going to the dentist, buying **groceries**. Ted and Matt are taking a **bus**.

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

(**girl slicing fruit**) What's she doing?

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

Can you point to the boy buying groceries?

Who's taking the bus? Point to them.

(**boys doing the laundry**) What are they doing?

Do you like to do laundry?

Do you like taking the bus?

Practice the Words

A. Listen and repeat. 🎧 1.26

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

1 *walk to school*

2 *go to the dentist*

3 *do laundry*

4 *chop vegetables*

5 *iron a shirt*

6 *slice fruit*

7 *take a bus*

8 *wash my hair*

9 *stay home*

10 *buy groceries*

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

B. Point and say the words.

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

C. Listen and point. 🎧 1.27

- For the vocabulary, students point to the person doing the named action; for the conversations, they point to the speakers (references are in parentheses). Play the recording as often as necessary to complete the task.

Do laundry.

Take a bus.

Go to the dentist.

Slice fruit.

Iron a shirt.

Buy groceries.

Walk to school.

Wash my hair.

Chop vegetables.

Stay home.

Now listen and point to the speakers.

A *Was there a mouse beside that tree?* (Ted and friend)

B *Where?*

A *Beside that tree, on the sidewalk.*

B *I don't know.*

A *Hi, Mr. Clay. How much is a medium apple juice?* (clerk and girl at juice stand)

B *It's two dollars.*

A *Great! I'll take one, please.*

B *Here you are.*

A *Look! My apple is bigger than your apple.* (Annie and friend)

B *But I'm so hungry.*

A *Here. You can have mine.*

B *Thanks!*

Games and Activities

- **Personalize the Vocabulary.** (Game 14, page 100.)

Finish the Lesson

- **Categorize.** Divide the board into two columns, labelled *at home* and *not at home*. Say *buy groceries*; a volunteer points to the correct column on the board. A different volunteer says *We don't buy groceries at home*. Write *buy groceries* in the *not at home* column. Do the same with the remaining target actions. Point to each column; students read the words.
- Workbook page 14. (Answers, Teacher's Book page 108.)

Focus Time

Language Focus: Emphatic pronouns (*by myself, by himself, by herself, by yourself, by yourselves, by themselves, by ourselves*)
Simple past, affirmative and negative statements [*I (ironed a shirt) by (myself). I didn't (iron a shirt) by (myself).*]

Function: Expressing activities in the past

Materials Needed: CD and player

Warm-Up and Review

- **Vocabulary Review: Slow Reveal.** Have students draw simple pictures illustrating each Word Time daily activity. (These will be used several times throughout the units.) Then play the game using the pictures.

This lesson is in two parts.

Part 1: Introduce the Words

- See page 10.

Practice the Words

- Students open their books to page 15.

A. Listen and repeat. 1.28

- Students listen and repeat each word.

1 *by myself*
2 *by himself*
3 *by herself*
4 *by yourself*
5 *by yourselves*
6 *by themselves*
7 *by ourselves*
walk, walked
go, went
do, did
chop, chopped
iron, ironed
slice, sliced
take, took
wash, washed
stay, stayed
buy, bought

Part 2: Introduce the Patterns

- **(I) (walked/didn't walk to school) by (myself).** Have a volunteer (S1) walk to the classroom door. After he/she reaches the door, have him/her stop. Point to him/her and say *(She) walked by (herself)*. Students repeat. Write *She walked by herself* on the board. Point to and read each word. Students repeat. Then have another volunteer walk with S1 to the door. Point to S1 and say *(She) didn't walk by (herself)*. Students repeat. Write *She didn't walk by herself* on the board. Point to and read each word. Students repeat. Do the same with *iron a shirt, chop vegetables, and buy groceries*, having the volunteers pantomime each action.

- **Practice for Fluency.** Say *stay home, they*. Students say *They stayed home by themselves*. Then shake your head *no*. Students say *They didn't stay home by themselves*. Do the same with different actions and pronouns for three to four minutes.

Practice the Patterns

B. Listen and repeat. 1.29

- Write the text from the pattern boxes on the board. Then play the recording, pointing to each word. Students listen.
I ironed a shirt by myself.
I didn't iron a shirt by myself.
- Play the recording again. Students listen, look at the pattern boxes in their books, and repeat, pointing to each word.
- Students work with partners to say the sentences, while looking at the pattern boxes in their books.

C. Look at page 14. Listen and point. 1.30

- Students look at page 14 and listen to the words, pointing to the person/people doing each action they hear named. Play the recording as often as necessary to complete the task.
She cut fruit by herself.
She didn't wash her hair by herself.
They took a bus by themselves.

Games and Activities

- **Pantomime.** (Game 28, page 101.)

Finish the Lesson

- **Family Chart.** Draw a ten-column/five-row chart on the board. On top of each column attach one of the Word Time activity pictures drawn by students earlier. To the left of the rows write names of family members: *my baby sister, my big brothers, my mother, my father, and my grandmother*. Above the chart write **YESTERDAY**. Students take turns making sentences about each family member. For example: *My baby sister didn't stay home by herself yesterday. My big brothers went to the dentist by themselves yesterday*. A volunteer writes [tick] in the appropriate box for each positive statement and writes [cross] in the appropriate box for each negative statement. Continue until most students have made a sentence.
- Workbook page 15. (Answers, Teacher's Book page 108.)

Practice Time

Language Focus: Emphatic pronouns; simple past, affirmative and negative statements [(You) (walked to school) by (yourselves).]

Function: Expressing activities in the past

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: True Sentences.** Write *They did laundry by themselves. They didn't slice fruit by themselves.* on the board. Point to each sentence; students read it. Then each student says a true sentence about something he/she or somebody in his/her family did or did not do by themselves yesterday.

Practice the Patterns

- Students open their books to page 16.

A. Listen and repeat. Then practice with a partner. 1.31

- Students listen and repeat, pointing to each picture in their books.
You walked to school by yourselves.
 - 1 *I sliced fruit by myself.*
 - 2 *You didn't wash your hair by yourself.*
 - 3 *He bought groceries by himself.*
 - 4 *We took a bus by ourselves.*
 - 5 *She didn't go to the dentist by herself.*
 - 6 *You chopped vegetables by yourself.*
 - 7 *They did laundry by themselves.*
 - 8 *She didn't stay home by herself.*
- Student pairs practice numbers 1–8, then change partners and repeat the activity.

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

- Students pairs look at page 14, taking turns making statements about the scene using the target patterns and vocabulary items. For example: S1 (pointing to the little girl with her father in the doorway): *She didn't stay home by herself.* S2 (pointing to the boy chopping vegetables): *He chopped vegetables by himself.*

C. Listen and sing along. 1.32

- Students turn to the song *I Stayed Home By Myself* on page 82. 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 follow in their books.

I Stayed Home By Myself

I stayed home by myself.

By myself.

She stayed home by herself.

By herself.

We did laundry by ourselves.

By ourselves.

They did laundry by themselves.

By themselves.

I walked to school by myself.

By yourself.

He walked to school by himself.

By himself.

We took a bus by ourselves.

By ourselves.

They took a bus by themselves.

By themselves.

- Play it again. Students listen and sing along, using their books for reference. Play the recording as often as necessary for students to become familiar with the song.
- Divide the class into Groups A and B. Play the karaoke version. Group A sings the un-indented lines, pantomiming each action as they sing it. Group B sings the indented lines. Groups switch roles and sing the song again.

Games and Activities

- **Talking.** (Game 29, page 101.)

Extra Practice

Worksheet 5, Play a Game, page 125.

Finish the Lesson

- **Present to Past.** Say *I go to the dentist by myself.* A volunteer changes the sentence into the past tense, saying *I went to the dentist by myself.* Continue in this way until all of the target verb phrases have been changed from present to past.
- Workbook page 16. (Answers, Teacher's Book page 108.)

Reading Time

Language Focus: Reading a short story

Materials Needed: CD and player; student-made daily activity pictures

Warm-Up and Review

- **Pattern Review: Activities in the Past.** Write *I went to the dentist by myself. I didn't take a bus by myself.* on the board. Point to each sentence; students read it. Give each student an activity picture. A volunteer (S1) begins by standing up, showing the class his/her picture, and saying *I (walked to school) by myself.* The student behind him/her stands up, shows the class his/her picture, and says *I didn't (walk to school) by myself. I (went to the dentist) by myself.* Continue in this way until all students have taken a turn.

Introduce the Reading

See page 14.

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 on page 14 to introduce the new vocabulary and/or introduce the reading content.

Practice the Reading

- Students read the story silently to themselves.

A. Listen and read along. 1.33

- Students listen and read along in their books.

Bill Forgot!

'Bill,' said his mother, 'will you go to the supermarket for me, please?' She put a grocery list and some money on the table by the door.

'No problem, Mom,' said Bill.

Bill arrived at the grocery store.

'Oh, no!' Bill said. 'I forgot the list!' He went home and got the list. Then he ran back to the store. Bill put the groceries in the cart. Then he went to the checkout line.

'Oh, no!' he said. 'I forgot the money!' He ran home, got the money, and ran back to the store. Then he paid for the groceries and went home.

'Hi, Bill,' said his mother. 'Where are the groceries?'

'Oh, no!' he said. 'I left them at the store!'

New Words

supermarket	grocery list
arrive	forget, forgot
go home	get, got
cart	checkout line
pay, paid	leave, left

- Play the recording again, stopping it after each sentence. Students listen and repeat each sentence.
- Divide the class into pairs. Students pairs take turns reading the story aloud to their partner.

B. Listen and circle True or False. 1.34

- For each number, students circle *True* or *False*.
 - 1 *Bill went to the supermarket with his mother.*
 - 2 *Bill ran to the bookstore.*
 - 3 *Bill forgot the money.*
 - 4 *Bill didn't pay for the groceries.*
- Check answers by saying *Number 1. Bill went to the supermarket with his mother.* Students say *True* or *False* according to what they circled. If the statement is false, a volunteer makes it true. Do the same for numbers 2–4.

ANSWERS

1 False 2 False 3 True 4 False

C. Read the question. Write the answer.

- Students answer each question based on the reading in exercise A.
- Check answers by reading each question; students read the answer they wrote.

ANSWERS

- 1 Bill went to the grocery store.
- 2 Bill's mother wanted him to go.
- 3 Yes, he did.
- 4 He left the groceries at the store.

Games and Activities

NOTE For all Reading Time activities, students may use their books for reference.

- **Act It Out.** (Game 49, page 104.)

Extra Practice

Worksheet 6, The Cashier's Tale, page 125. (Answers, page 118.)

Finish the Lesson

- **Discussion.** Ask students to talk about tasks their parents have asked them to do. Ask them if they have ever forgotten anything they were supposed to do. Continue the discussion for four to five minutes.
- Workbook page 17. (Answers, Teacher's Book page 108.)

Your Time

Language Focus: Personalizing daily activity language

Materials Needed: CD and player

Warm-Up and Review

- **Reading Review: Changing Words.** Students open their books to page 17. Read the story, changing one word in each sentence. Students raise their hands each time they hear a different word and then make the necessary correction. Then choose a volunteer to retell the story in his/her own words.

Introduce the Lesson

- Ask five to six questions about students' daily activities (see Suggested Questions below).

Suggested Questions:

Do you like to do laundry?

What do you like to do on Saturdays and Sundays?

Do you take a bus in the morning?

Can you iron a shirt by yourself?

Are you going to buy groceries on Saturday?

What did you do yesterday?

Practice the Lesson

- Students open their books to page 18.

A. Listen and answer the questions. 1.35

- For each number, students answer the question based on their own knowledge and experience.
 - 1 *Did you do laundry on Tuesday?*
 - 2 *Did you wash your hair this morning?*
 - 3 *Will you eat breakfast by yourself tomorrow?*
 - 4 *Are you going to walk to school by yourself tomorrow?*
 - 5 *Can you chop vegetables by yourself?*
- Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

ANSWERS

Answers will vary.

B. Pairwork. What can you do by yourself? Write. Then ask your partner.

- Divide the class into pairs. Each student writes four things he/she can do by himself/herself in the *You* column of the chart. Next, each student asks his/her partner *What can you do by yourself?* and fills in the *Your Partner* column. Finally, each student tells the class about his/her partner, using the information from his/her chart. For example: *(Mari) can (do laundry) by (herself).*

C. Review. Read and circle True or False.

- Students read each statement and circle *True* or *False* based on their own knowledge and experience.
- Check answers by having volunteers say whether they circled *True* or *False* for each statement.

ANSWERS

Answers will vary.

Games and Activities

- **Drawing.** (Game 50, page 104.)

Finish the Lesson

- **What Did They Do Yesterday?** Volunteers tell the class activities their mother and/or father did yesterday. Then other volunteers say what they will do by themselves when they are older and live by themselves.
- Workbook page 18. (Answers will vary.)

Assessment

Unit 3 Test, page 148. (Answers, page 140.)

Art Time

Language Focus: art and museum terms (*permanent, temporary, guided tour, floor plan, landscape, still life, portrait, realistic, abstract*).

Function: Identifying different museum terminology and styles of paintings.

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

Warm-Up and Review

- **Review: Tic-Tac-Toe Vocabulary Review.** Attach Wall Chart 1 to the board. Students name anything they can. Draw a three by three grid on the board; fill in each square with a number from 1-9. Divide the class into two teams designated X and O. Each number represents a question about the Wall Chart. Students choose numbers and answer questions to win squares for their teams. 1. *What's the name of the museum?* 2. *What days are they open?* 3. *What days are they closed?* 4. *What are the museum's hours?* 5. *How much does it cost adults to get in?* 6. *How much for children?* 7. *Is there a special exhibit?* 8. *Are there tours?* 9. *What times are the tours?* The first team with three squares in a row, wins.

Introduce the Words

- See page 10.

CULTURE NOTE Three of the most famous art museums in the world are the Louvre in Paris, the Vatican Museum in Rome and the Metropolitan Museum of Art in New York City.

Practice the Vocabulary

A. Do you like to go to art museums?

- Students open their books to page 19, look at the photographs and name anything they can.

B. Listen and repeat. 🎧 1.36

- Students listen and repeat, pointing to the words in the New Words box.

<i>permanent</i>	<i>temporary</i>
<i>guided tour</i>	<i>floor plan</i>
<i>landscape</i>	<i>still life</i>
<i>portrait</i>	<i>realistic</i>
<i>abstract</i>	

- Say the words in random order. Students point to them in their books.

C. Listen and read. 🎧 1.37

- Students read along in their books.
Many people like to visit art museums. Art museums have permanent exhibits that are always there and temporary exhibits that are there for a short time. Some museums have guided tours, but some people like to use the floor plan and look at the art by themselves.
Landscapes are paintings of nature, like forests, mountains or lakes. Still life paintings are paintings of things, like flowers or fruit. Portraits are paintings of people. Leonardo da Vinci's painting, the Mona Lisa, is a very famous painting. It's realistic. This means that it looks like a person. The portrait of Pablo Picasso is abstract. Do you think it looks like a person?
- Divide the class into two groups to read the text aloud, alternating lines. Continue until each group has read both parts aloud.
- Students choose a partner and read the text, alternating turns.

D. Is it true? Write ✓ or X.

- Students read the sentences and write ✓ if the statement is true, and X if it is not.
- Check answers by having volunteers read each sentence and say if it is true or false.

Games and Activities

- **Scrambled Sentences.** (Game 71, page 105.)

Finish the Lesson

- **Toss the Ball.** Play the game by tossing the ball to a student (S1) and asking questions about the text, for example, *Is a portrait a painting of things?* S1 answers the question, tosses the ball to another student and asks another question. Continue until most of the text has been covered.
- Workbook page 19. (Answers, Teacher's Book page 108.)

Project Time

Language Focus: museum and art terms *A painting of (land and water) is a (landscape). What days does it open? How much is a ticket?*

Materials Needed: CD and player; a (museum) brochure, poster paper, crayons, markers; pictures of museums, museum exhibits and museum art from magazines, newspapers and/or the Internet

Warm-Up and Review

- **Vocabulary: Museum and Art terms.** Review the text on page 19 by dividing the class into two groups to read the text, alternating line by line. Ask a student to stand. Say one of the sentences in the text, leaving off a few words of the sentence. The student completes the sentence without looking at the text if possible. He/she then chooses another student and they continue the activity. Continue until they have covered most of the sentences in the text.

A. Listen and number in order. 🎧 1.38

- Students turn to page 20. They listen and number the pictures 1–3 in the order in which they are read.
 - 1 *This is my favourite painting. It's fall in the painting. There are trees and a lake. It's a landscape painting.*
 - 2 *This painting is very beautiful. There are oranges and lemons in the painting. There is also a flower and a cup. This is a still life painting.*
 - 3 *This painting is very nice, too. The woman in the painting has an earring. It's a portrait painting.*
- Check answers by pointing to the first picture in the book. Students say the number they wrote.

ANSWERS

First picture, Number 3

Second picture, Number 2

Third picture, Number 1

B. Make a museum brochure.

- Hold up the brochure you have brought and say *Brochure*. Students repeat. Then draw the cover of a simple museum brochure on the board; say *Museum brochure*. Students repeat. Focus students' attention on the museum brochure example. Point to the brochure and read the captions, one by one. Students repeat.

Welcome to the Metropolitan Museum of Art.

1000 Fifth Avenue, New York, New York

The museum is open Tuesday, Wednesday, Thursday and Sunday from 9:30 to 5:30. It's closed on Mondays. It's open Friday and Saturday from 9:30 to 9:00.

It's costs \$20 for adults and \$10 for students. It's free for children under 12.

The museum has many permanent and temporary exhibits.

There are realistic painting, abstract painting and special photo exhibits. There are guided tours every day.

- Focus students' attention on the questions. Ask them to find the answers to these questions in the example brochure. They should include this information in their own brochures.

- 1 Make sure students have poster paper, crayons, markers and pictures of museums and museum exhibits from magazines, newspapers and/or the Internet. They make their museum brochures.
 - 2 Students write captions in their brochures similar to those in the brochure example in their books.
- Volunteers share their brochures with the class, pointing to them and talking about the museum.
 - Place the brochures on the walls of the classroom, along the marker tray or on the board with magnets.

C. What do you think?

- Each student answers the two questions.
- Student pairs ask and answer questions, then stand and tell the class about his/her partner. For example, *Jenny likes portrait paintings.*

Games and Activities

- **Museum Relay.** (Game 72, page 105.)

Finish the Lesson

- **Which Museum Is Your Favorite?** Students walk around the room looking at the displayed museum brochures, choosing the brochure for the museum they'd like to visit most. Students stand by the brochure and say the name of the museum, where it is and why they want to go. For example, *This is the (Louvre Museum). It's in (Paris, France). I like (Leonardo daVinci).* Continue until each student has participated.
- Workbook page 19. (Answers, Teacher's Book page 108.)



Visiting a Movie Studio

Conversation Time

Language Focus: Making a telephone call and leaving a message

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

Warm-Up and Review

- **Review: Daily Activities.** Ask *What did you do yesterday?* and have several students respond. Then ask *What can you do by yourself?* and have several students respond. Do the same with *What will you do tomorrow?*

Introduce the Conversation

- See page 8.

Practice the Conversation

A. Listen and repeat. Point to the speakers. Then listen again. 🎧 1.39

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

1 **Man** Hello?

Woman Hello. May I speak to Robert, please?

Man He's not in right now.

2 **Woman** What time will he be back?

Man I'm sorry. I don't know.

3 **Woman** Can you take a message?

Man Sure. Who's calling?

4 **Woman** This is Barbara White. I'm going to be late for lunch today. I'll see him at 1:00.

5 **Man** Got it. What's your number?

Woman 917-555-1839.

6 **Man** Okay. I'll give him your message.

Woman Thanks.

Man You're welcome.

- Play the second version of the conversation. Students listen.

B. Role-play the conversation.

- Students choose a partner and, using their 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.

- **Responses.** (Game 4, page 99.)

Finish the Lesson

- **Toss the Ball.** Toss a ball to a student and say the first line of the conversation. That student responds with the second line of the conversation, then tosses the ball to another student who says the third line of the conversation, and so on around the class. Students continue until everyone has said a line of the conversation..
- Workbook page 20. (Answers, Teacher's Book page 109.)

Word Time

Language Focus: Activities (*wear a wig, drive a sports car, put on makeup, make friends, get a sunburn, listen to music, take a nap, talk on the phone, sign autographs, have an accident*)

Materials Needed: CD and player; bingo markers

Warm-Up and Review

- **Conversation Review: Say It Together.** Play the recording of the Unit 4 conversation. Students listen. Then, using their books for reference if necessary, students on the right and left sides of the classroom say alternate lines of the conversation.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 22. They look at the large scene and use complete sentences to identify anything they can.
- Use Student Book page 22. Read the following 'story' while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

This is **Big Star Movie Studios**. The **visitors** see a **woman** *listening to music* and **people** *wearing wigs*. **One star** is *signing autographs*. **This actor** wants to *put on makeup* by himself. **The monster** is *tired* and is *taking a nap*. **This woman** is trying to *talk on the phone*! **She** *isn't happy* about getting a sunburn, but **they're** *happy* about *making friends*. He's *driving a sports car* and **they** just *had an accident*! Oh! So much to see!

- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
(**people wearing wigs**) What are they wearing on their heads?
(**girl getting a sunburn**) Why isn't she *happy*?
(**man signing autographs**) What's he doing?
(**girl listening to music**) What's she *listening* to? What color is the sports car?
Can you *drive a sports car*?
(**people having an accident**) What happened?
(**person taking a nap**) Is he *putting on makeup*?

Practice the Words

A. Listen and repeat. 🎧 1.40

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

1 <i>wear a wig</i>	6 <i>listen to music</i>
2 <i>drive a sports car</i>	7 <i>take a nap</i>
3 <i>put on makeup</i>	8 <i>talk on the phone</i>
4 <i>make friends</i>	9 <i>sign autographs</i>
5 <i>get a sunburn</i>	10 <i>have an accident</i>
- Say the words in random order. Students point to them in the vocabulary box.

B. Point and say the words.

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

C. Listen and point. 🎧 1.41

- Play the recording. Students listen to the sound effects and words. For the vocabulary, they point to the person/people doing the named action; for the conversations, they point to the speakers (references are in parentheses). Play the recording as many times as necessary for students to complete the task.
Take a nap.
Make friends.
Drive a sports car.
Talk on the phone.
Sign autographs.
Get a sunburn.
Put on makeup.
Wear a wig.
Have an accident.
Listen to music.
Now listen and point to the speakers.
A *I'll have a bottle orange juice, please.* (man and woman at refreshments table)
B *Sorry. We're out orange juice. But the lemonade is very nice.*
A *Okay. I'll take a can of lemonade and some chips.*
A *What are you going to do this weekend?* (woman with badminton racket and man)
A *I'm going to stay home.*
A *Can you do it by yourself?* (man and woman in makeup area)
B *Yes, I can do it by myself!*
A *Okay.*

Games and Activities

- **TV Game Show.** (Game 15, page 100.)

Finish the Lesson

- **Name the Action.** Choose one of the target activities. Have a volunteer pantomime the action and use the verb phrase in a sentence. Continue in the same way with the remaining target activities.
- Workbook page 21. (Answers, Teacher's Book page 109.)

Focus Time

Language Focus: Adverbs of frequency (*always, usually, often, sometimes, hardly ever, never*)

Yes/No questions with *do* and *does* [(Do) (you) ever (make friends)? Yes, (I) (always) (make friends). / No, (I) (never) (make friends).]

Function: Exchanging information about the frequency of activities in the present

Materials Needed: CD and player

Warm-Up and Review

- **Vocabulary Review: True Sentences.** Write the Word Time activity phrases on the board, and number them from 1 to 10. Say a number. Students say the corresponding verb phrase. Then have volunteers take turns using the verbs on the board to make two true sentences, one affirmative and one negative. For example: *I talk on the phone by myself. I don't drive a sports car.* Continue for four to five minutes.

This lesson is in two parts.

Part 1: Introduce the Words

- See page 10.

Practice the Words

- Students open their books to page 23.

A. Listen and repeat. 🎧 1.42

- Students listen and repeat each word.

1 <i>always</i>	2 <i>usually</i>
3 <i>often</i>	4 <i>sometimes</i>
5 <i>hardly ever</i>	6 <i>never</i>
<i>wear, wears</i>	<i>drive, drives</i>
<i>put, puts</i>	<i>fall, falls</i>
<i>get, gets</i>	<i>listen, listens</i>
<i>take, takes</i>	<i>talk, talks</i>
<i>sign, signs</i>	<i>have, has</i>

Part 2: Introduce the Patterns

- **Do (you) ever (listen to music)? Yes, (I) (always) (listen to music).** Bring a volunteer to the front of the classroom. Ask him/her *Do you ever listen to music?* Seated students repeat. Write *Do you ever listen to pop music?* on the board. Point to and read each word. Students repeat.
- Write the adverbs of frequency at the bottom of the board. Ask the question again, and prompt the volunteer to point to the adverb that corresponds to how often he/she listens to music. Say *Yes, I (always) listen to music.* The volunteer repeats. Write *Yes, I (always) listen to music.* on the board to the right of *Do you ever listen to music?* Do the same with *get a sunburn, talk on the phone, and take a nap.*
- **Does (he) ever (wear a wig)? No, (he) (hardly ever) (wears a wig).** Do the same as in Step 1, using *he* and the appropriate gestures to demonstrate the pronoun. Use only the *hardly ever* and *never* adverbs and *wear a wig, drive a sports car, have an accident, and sign autographs.*

- **Practice for Fluency.** Say *she, make friends* and have students say the corresponding target question. Then say *sometimes* and have students say the target answer. Do the same with different pronouns and actions for three to four minutes.

Practice the Patterns

B. Listen and repeat. 🎧 1.43

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word.
 - A *Do you ever drive a sports car?*
 - B *Yes, I always drive a sports car.*
 - C *Yes, I usually drive a sports car.*
 - D *Yes, I often drive a sports car.*
 - E *Yes, I sometimes drive a sports car.*
 - F *No, I hardly ever drive a sports car.*
 - G *No, I never drive a sports car.*
 - A *Does he ever drive a sports car?*
 - B *Yes, he always drives a sports car.*
 - C *Yes, he usually drives a sports car.*
 - D *Yes, he often drives a sports car.*
 - E *Yes, he sometimes drives a sports car.*
 - F *No, he hardly ever drives a sports car.*
 - G *No, he never drives a sports car.*
- Play the recording again. Students look at the pattern boxes in their books and repeat, pointing to each word.
- Students try to say the patterns on their own, while looking at the pattern boxes in their books.

C. Look at page 22. Listen and point. 🎧 1.44

- Students listen to the patterns and point to the person/people doing each activity they hear named. Play the recording as often as necessary to complete the task.
 - A *Do they ever have an accident?*
 - B *No, they hardly ever have an accident.*
 - A *Does he ever sign autographs?*
 - B *Yes, he often signs autographs.*
 - A *Does he ever wear a wig?*
 - B *Yes, he sometimes wears a wig.*

Games and Activities

- **Draw It Out.** (Game 30, page 101.)

Finish the Lesson

- **Talk Show: The (Pop) Singers.** Bring three to four volunteers to the front and have them assume the names of members of a popular performing group. Seated students use the target patterns to ask individual volunteers questions. Encourage them to use any verbs they are familiar with that make sense in this context. Play several times, with several groups of volunteers, changing the names of the performers every time.
- Workbook page 22. (Answers, Teacher's Book page 109.)

Practice Time

Language Focus: Adverbs of frequency; Yes/No questions with *do* and *does* [(Do) (you) ever (sign autographs)? (No), (I) (hardly ever) (sign autographs).]

Function: Exchanging information about the frequency of activities in the present

Materials Needed: CD and player; copies of Unit 4 chant with 1 word from each line deleted

Warm-Up and Review

- **Pattern Review: Do You Ever...?** Write *Do you ever drive a sports car? Yes, I often drive a sports car. / No, I hardly ever drive a sports car.* on the board. Point to the sentences and have students read them. Then ask a student *Do you ever talk on the phone?* Continue asking students questions about different actions until most students have answered.

Practice the Patterns

A. Listen and repeat. Then practice with a partner. 🎧 1.45

- Students listen and repeat, pointing to each picture in their books.
 - A *Do you ever sign autographs?*
 - B *No, I hardly ever sign autographs.*
- 1 *Do you ever listen to music?*
Yes, I usually listen to music.
- 2 *Does she ever talk on the phone?*
Yes, she always talks on the phone.
- 3 *Does he ever drive a sports car?*
Yes, he often drives a sports car.
- 4 *Do they ever have an accident?*
No, they hardly ever have an accident.
- 5 *Does she ever get a sunburn?*
Yes, she always gets a sunburn.
- 6 *Do you ever put on makeup?*
No, I never put on makeup.
- 7 *Does he ever wear a wig?*
Yes, he sometimes wears a wig.
- 8 *Does he ever take a nap?*
Yes, he usually takes a nap.
- 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 22. Practice with a partner.

- Students remain in pairs and look at page 22. They then take turns making statements about the large scene using the target patterns and vocabulary items. For example: S1 (pointing to the actor taking a nap): *Does he ever take a nap?* S2: *Yes, he always takes a nap.*

C. Listen and chant. 🎧 1.46

- Students turn to the chant *Do You Ever Drive a Sports Car?* on page 82. 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.

Do You Ever Drive a Sports Car?

Do you ever drive a sports car?

Yes, I often drive a sports car.

Do you ever have an accident?

No, I never have an accident.

Do you ever put on makeup?

Yes, I usually put on makeup.

Do you ever wear a wig?

No, I hardly ever wear a wig.

Do you ever talk on the phone?

Yes, I always talk on the phone.

Do you ever get a sunburn?

Yes, I sometimes get a sunburn.

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

Games and Activities

- **Talking.** (Game 29, page 101.)

Finish the Lesson

- **Famous People Survey.** Draw a 6x6 chart on the board. Elicit names of six famous people and write them in a column to the left of the chart, then write the Focus Time words in a row above the chart. Using the activity phrases from Word Time, ask a volunteer *Does (Debra Pillman) ever (wear a wig)?* He/she says *(No), she (never) (wears a wig)* and writes **X** in the *(Debra Pillman/never)* square on the chart. Continue in the same way with four to six new volunteers, students writing **✓** for positive statements or **X** for negative statements.
- Workbook page 23. (Answers, Teacher's Book page 109.)

Reading Time

Language Focus: Reading a postcard

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: Chant Along.** Play the Unit 4 chant, *Do You Ever Drive a Sports Car?* Play it again and have students chant along.

Introduce the Reading

- See page 14.

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 on page 14 to introduce the new vocabulary and/or introduce the reading content.

Practice the Reading

- Students read the postcard silently to themselves.

A. Listen and read along. 🎧 1.47

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

Hi, Emily!

I'm having a good time in California with my family. We visited Disneyland yesterday. Today we visited Hollywood. It was fun! We went to a movie studio. They make all kinds of movies at this studio. Today they were making an adventure movie. We watched the actors rehearse. It was so cool! Then we talked to Debra Pillman (the movie star). She's really tall. She's taller than my dad!

Tonight we're going to eat dinner at a nice restaurant. We're going to go to the beach tomorrow. I can't wait! See you on Monday!

Love, Annie

New Words

<i>have a good time</i>	<i>family</i>
<i>yesterday</i>	<i>today</i>
<i>movie studio</i>	<i>adventure</i>
<i>actor</i>	<i>rehearse</i>
<i>movie star</i>	<i>tonight</i>

- Play the recording again, stopping it after each sentence. Students listen and repeat each sentence.
- Divide the class into pairs. Students in each pair take turns reading the postcard aloud to their partners.

B. Listen and circle True or False. 🎧 1.48

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

- 1 *Annie was in Florida.*
- 2 *Annie went to a movie theater.*
- 3 *Annie talked to a movie star.*
- 4 *Annie went to Disneyland and Hollywood.*

- Check answers by saying *Number 1. Annie was in Florida.* 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. Do the same for numbers 2–4.

ANSWERS

- 1 False 2 False 3 True 4 True

C. Read the question. Write the answer.

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

ANSWERS

- 1 Annie is having a good time in California.
- 2 She watched the actors rehearse at the movie studio.
- 3 She talked to Debra Pillman (the movie star).
- 4 She visited Disneyland yesterday.

Games and Activities

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

- **Our Own Trip.** (Game 51, page 103.)

Extra Practice

Worksheet 8, Movie Stars, page 128. (Answers, page 119.)

Finish the Lesson

- **Please Correct Me.** Read sentences or parts of sentences from the reading, replacing one word in each utterance. Students follow in their Student Books and repeat each utterance, putting the word from the reading back in. For example: say *I'm having a good time in New York with my family*. Students say *I'm having a good time in California with my family*. Continue for three to four minutes.
- Workbook page 24. (Answers, Teacher's Book page 109.)

Your Time

Language Focus: Personalizing language related to frequency and activities

Materials Needed: CD and player

Warm-Up and Review

- **Reading Review: In Your Own Words.** Students open their Student Books to page 25 and take two to three minutes to review the postcard. Then have students take turns telling the class—in their own words—something about the postcard. For example: *This is about Annie's visit to California.* Continue until most students have taken a turn. It is okay if more than one student tells the same information.

Introduce the Lesson

- Ask students five to six questions relating to movies (see Suggested Questions below).

Suggested Questions:

What's your favorite movie?

Do you like adventure movies?

Do you ever wear a wig?

Do you ever put on makeup?

Do you like meeting movie stars?

Did you watch actors rehearse this morning?

Practice the Lesson

- Students open their Student Books to page 26.

Listen and answer the questions. 1.49

- Play the recording. For each number, students listen to the question and answer it based on their own knowledge and experience.
 - 1 *Do you ever sign autographs?*
 - 2 *Do you ever talk on the phone?*
 - 3 *Do your friends ever listen to music?*
 - 4 *Do you ever drive a sports car?*
- Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

ANSWERS

Answers will vary.

B. Pairwork. Write. Then ask your partner.

- Divide the class into pairs. Each student fills in the *You* column on his/her chart. Then each student asks his/her partner the target questions and fills in the *Your Partner* column on his/her chart. Next, each student tells the class about his/her partner, using the sentence cues and information from his/her chart. For example: *(Ken) (usually) (takes a nap)*, or *(Ken) (never) (takes a nap)*.

C. Review. Read and write the answers.

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

ANSWERS

Answers will vary.

Games and Activities

- **Draw, Write, and Tell.** (Game 52, page 104.)

Finish the Lesson

- **True Sentences.** Write the Focus Time words on the board. Volunteers take turns standing up and using one of the words to make a true sentence about themselves or someone in their family. For example: *My sister always sets the table.* Continue until most students have taken a turn.
- Workbook page 25. (Answers will vary.)

Assessment

Unit 4 Test, page 149. (Answers, page 140.)



Conversation Time

Language Focus: Talking about the weather and inquiring after family

Materials Needed: CD and player; Wall Chart 5

Warm-Up and Review

- **Review: I Always Ride a Bicycle.** Write the Unit 4 Focus Time words on the board. Point to each word and have students read it. Then say *always* and have several volunteers name actions they always do, saying *I always (ride a bicycle)*. Do the same with the remaining words.

Introduce the Conversation

- See page 8.

Practice the Conversation

A. Listen and repeat. Point to the speakers. Then listen again. 🎧 1.50

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

1 **Charlie** *Hi, Mr. Day!*

Mr. Day *Hello, Charlie. Have a seat.*

2 **Charlie** *Thanks. Phew! It's hot today.*

Mr. Day *That's right. It's 92 degrees!*

3 **Charlie** *Wow! Do you think it's going to rain?*

Mr. Day *Maybe. It's getting cloudy.*

4 **Mr. Day** *So, how's your family, Charlie?*

Charlie *They're fine. But my sister has the flu.*

5 **Mr. Day** *I'm sorry to hear that.*

Charlie *It's not serious. She's doing better today.*

Mr. Day *Good!*

6 **Charlie** *Look! It's starting to rain.*

Mr. Day *I'd better go home. Take care, Charlie.*

Charlie *Bye, Mr. Day.*

- Play the second version of the conversation.

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.

- **Make It Your Own.** (Game 5, page 99.)

Finish the Lesson

- **Discussion.** Have a short discussion (for about three to four minutes) with the class, talking about what Mr. Day and Charlie might do next, once they have left each other. For example: *Mr. Day might go home and fix himself a cold glass of lemonade. Charlie might go to the drugstore to get medicine and tissues for his sister.*
- Workbook page 26. (Answers, Teacher's Book pages 109–110.)

Word Time

Language Focus: Activities (*feed the birds, read a newspaper, take medicine, go to a cafe, visit a museum, take the subway, give a speech, take a math test, bake bread, get a haircut*)

Materials Needed: CD and player

Warm-Up and Review

- **Conversation Review: True/False/I Don't Know.** Play the recording of the Unit 5 conversation. Then say five to six statements about the conversation (see below). Students say *True* or *False*. If a statement is false, choose a volunteer to make it true. If students don't have enough information to determine if the statement is true or false, they say *I don't know*.

Suggested Statements:

Mr. Day and Charlie are talking.

It's a cold day.

There aren't any clouds.

Charlie's sister doesn't like to be sick.

Charlie's sister will be better in two days.

Mr. Day is going to go home.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their Student Books to page 28. They use complete sentences to identify anything they can.
- Use Student Book page 28. Read the following 'story' while pointing to the pictures (**bold** words) and pantomiming the actions (*italicized* words).

In the park, the **man** is *reading a newspaper*, and the **boy** is *feeding the birds*. The **mother and child** are taking the subway. In town, **Bill** is *getting a haircut* and the **baker** is *baking bread*. The **young man and woman** are at a cafe.

This man is *giving a speech*. Here, **Penny** is *taking medicine*. The **students** are *taking a math test*. **This man** is visiting a museum and *looking at paintings*.

- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions (*italicized* words).
(**man with newspaper**) Is the man *reading a book*?
(**boy feeding birds**) What's the boy doing in the park?
How will the **mother and child** go home?
(**girl taking medicine**) Does she like to take medicine?
What are the **students** at school doing?
(**man at museum**) Where is he *looking at paintings*?
Were you at a museum yesterday?
Do you ever take the subway by yourself?

Practice the Words

A. Listen and repeat. 1.51

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

1 <i>feed the birds</i>	6 <i>take the subway</i>
2 <i>read a newspaper</i>	7 <i>give a speech</i>
3 <i>take medicine</i>	8 <i>take a math test</i>
4 <i>go to a cafe</i>	9 <i>bake bread</i>
5 <i>visit a museum</i>	10 <i>get a haircut</i>
- Say the words in random order. Students point to them in the vocabulary box.

B. Point and say the words.

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

C. Listen and point. 1.52

- For the vocabulary, students point to the person/people doing the named action; for the conversations, they point to the speakers (references are in parentheses). Play the recording as often as necessary to complete the task.

Take the subway.

Take medicine.

Read a newspaper.

Visit a museum.

Take a math test.

Feed the birds.

Bake bread.

Get a haircut.

Go to a cafe.

Give a speech.

Now listen and point to the speakers.

A *May I speak to Dan, please?* (man on cell phone by birds)

B *I'm sorry. He's not in right now.*

A *Can you take a message?*

B *Sure. Who's calling?*

A *This is Len. I'll be late for lunch today. I'll see him at two o'clock.*

A *What are you doing?* (girl on blanket and boy)

B *I'm writing a letter to Gabby Landers.*

A *How much orange juice did you have?* (waiter and man at café)

B *We had two bottles of orange juice.*

A *How many pieces of apple pie did you have?*

B *We had two pieces of apple pie.*

Games and Activities

- **Categorizing.** (Game 16, page 100.)

Finish the Lesson

- **Bingo!** (Game 22, page 101.) Play the game using the phrases from Unit 5.
- Workbook page 27. (Answers, Teacher's Book page 110.)

Focus Time

Language Focus: Adverbial phrases of frequency (*once a day, twice a week, three times a month, four times a year*)
Wh- questions with *how often* [*How often (do) (you) (read a newspaper)? (I) (read a newspaper) (once) a (month).*]

Function: Asking about the frequency of actions

Materials Needed: CD and player

Warm-Up and Review

- **Vocabulary Review: How Many Verbs?** Open a Student Book to page 28. Write on the board a list of verbs for students to choose from. Point to the (*feed the birds*) section on the page. Several volunteers take turns using the verbs in different sentences. For example: S1 says *I see the birds*. S2 says *I hear the birds*. S3 says *I like the birds*. Then point to another section. Continue with the remaining Unit 5 target vocabulary. Allow students to repeat verbs. For example: *I hear the birds. I hear a speech.*

This lesson is in two parts.

Part 1: Introduce the Words

- See page 10.

Practice the Words

- Students open their Student Books to page 29.

A. Listen and repeat. 🎧 1.53

- Play the recording. Students listen and repeat each word.
 - 1 *once a day*
 - 2 *twice a week*
 - 3 *three times a month*
 - 4 *four times a year*

Part 2: Introduce the Patterns

- **How often do (you) (read a newspaper)? (I) (read a newspaper) (once) a (day).** Write *I get a haircut once a month* on the board. Point to and read each word. Students repeat. Bring a volunteer to the front of the classroom. Turn to the volunteer and ask *How often do you get a haircut?* Students repeat. Write *How often do you get a haircut?* on the board to the left of *I get a haircut once a month*. Point to and read each word. Students repeat. Then ask the question again and prompt the volunteer to respond *I get a haircut (twice) a (month)*. Seated students repeat. Do the same with *take medicine, take a math test, and read a newspaper*.
- **How often does (she) (read a newspaper)? (She) (reads a newspaper) (once) a (day).** Do the same as in Step 1, using appropriate gestures to demonstrate *she*.
- **Practice for Fluency.** Say *you, take the subway*. Students ask the target question. Then say *twice a week* and have students use the target pattern to answer the question. Continue in the same way—using different pronouns, activities, and frequencies—for three to four minutes.

Practice the Patterns

B. Listen and repeat. 🎧 1.54

- Write the text from the pattern boxes on the board. Then play the recording, pointing to each word. Students listen.
 - A *How often do you read a newspaper?*
 - B *I read a newspaper once a month.*
 - A *How often does she read a newspaper?*
 - B *She reads a newspaper once a month.*
- Play the recording again. Students look at the pattern boxes in their books and repeat, pointing to each word.
- Students work with partners to say the questions and answers, while looking at the pattern boxes in their books.

C. Look at page 28. Listen and point. 🎧 1.55

- Students look at page 28. Play the recording. Students listen to the patterns and point to the person doing each activity they hear named. Play the recording as many times as necessary for students to complete the task.
 - A *How often does he get a haircut?*
 - B *He gets a haircut twice a month.*
 - A *How often do they take the subway?*
 - B *They take the subway five times a week.*
 - A *How often does he give a speech?*
 - B *He gives a speech four times a year.*

Games and Activities

- **Match and Draw.** (Game 32, page 102.)

Finish the Lesson

- **Talk Show: The (Pop) Singers.** Bring several volunteers to the front of the classroom and have them assume the names of members of a popular performing group. Seated students ask individual members of the group target questions, and the 'performers' respond using the target patterns. Encourage students to use any verbs they are familiar with that make sense in the context. Play several times, with several groups of volunteers, changing the names of the performers each time.
- Workbook page 28. (Answers, Teacher's Book page 110.)

Practice Time

Language Focus: Adverbial phrases of frequency; *Wh-* questions with *how often* [*How often (do) (you) (visit a museum)? (I) (visit a museum) (four times) a (year).*]

Function: Asking about the frequency of actions

Materials Needed: CD and player; two balls

Warm-Up and Review

- **Pattern Review: Ask and Answer.** Write *How often do you bake bread? I bake bread once a day.* on the board. Point to the sentences and have students read them. Then, using the Word Time phrases, ask several students *How often do you (give a speech)?* Point to various volunteers and ask the rest of the class *How often does (she) (give a speech)?* Students answer the question. Continue in the same way for four to five minutes.

Practice the Patterns

- Students open their Student Books to page 30.

A. Listen and repeat. Then practice with a partner. 🎧 1.56

- Play the recording. Students listen and repeat, pointing to each picture in their books.
 - A *How often do you visit a museum?*
B *I visit a museum four times a year.*
 - 1 *How often do you get a haircut?*
I get a haircut twice a month.
 - 2 *How often does she take medicine?*
She takes medicine three times a day.
 - 3 *How often does he feed the birds?*
He feeds the birds once a day.
 - 4 *How often do they go to a cafe?*
They go to a cafe twice a week.
 - 5 *How often do you take the subway?*
We take the subway five times a week.
 - 6 *How often does she bake bread?*
She bakes bread once a day.
 - 7 *How often do they take a math test?*
They take a math test three times a month.
 - 8 *How often does he give a speech?*
He gives a speech four times a year.
- Students practice numbers 1–8 in pairs. (S1 in each pair asks the question, S2 says the answer.) Students then change roles and repeat the activity.

B. Look at page 28. Practice with a partner.

- Students remain in pairs and look at page 28. They then take turns asking and answering questions about the large scene using the target patterns and vocabulary items. For example: S1 (pointing to the baker): *How often does she bake bread?* S2: *She bakes bread twice a day.*

C. Listen and sing along. 🎧 1.57

- Students turn to the song *How Often Do You Give a Speech?* on page 83. 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 Often Do You Give a Speech?

How often do you give a speech?

I give a speech three times a year.

How often do you get a haircut?

I get a haircut once a month.

How often does he feed the birds?

He feeds the birds four times a month.

How often does he take a math test?

He takes a math test twice a week.

How often do they bake bread?

They bake bread three times a day.

How often do they take the subway?

They take the subway twice a day.

- Play the recording again. Students listen and sing along, using their books for reference. Play the recording as many times as necessary for students to become familiar with the song.
- Divide the class into Groups A and B. Play the karaoke version. Group A sings the questions and Group B sings the answers. Everyone pantomimes each action as they sing. Groups then switch roles and sing the song again.

Games and Activities

- **Information Gap.** (Game 31, page 102.)

Extra Practice

Worksheet 9, *How Often?*, page 129. (Answers, page 119.)

Finish the Lesson

- **How Often?** Bring two volunteers to the front of the classroom and give each one a ball. The first volunteer tosses the ball to a seated student (S1) and asks *How often do you (take medicine)?* S1 replies using the target pattern, then throws the ball back. The second volunteer tosses the ball to another seated student (S2), points to S1, and asks *How often does (he) (take medicine)?* S2 replies using the target pattern, then throws the ball back. After two to four questions, bring two new volunteers to the front of the classroom to toss the balls and ask questions.
- Workbook page 29. (Answers, Teacher's Book page 110.)

Reading Time

Language Focus: Reading a newspaper advice column

Materials Needed: CD and player; copies of reading

Warm-Up and Review

- **Pattern Review: Sing Along.** Play the Unit 5 song *How Often Do You Give a Speech?* Students listen. Play the song again and have students sing along.

Introduce the Reading

- See page 14.

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 on page 14 to introduce the new vocabulary and/or introduce the reading content.

Practice the Reading

- Students read the article silently to themselves.

A. Listen and read along. 🎧 1.58

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

Dear Gabby

Dear Gabby,

I am thirteen years old and I have a big problem. My little brother is a pest! He follows me all the time and always bothers me and my friends. He goes into my room and takes my things without asking. My mom tells me to be patient because I am older. It's not fair! What can I do?

Going Crazy

Dear Crazy,

Your little brother loves you very much and wants your attention. Spend time with him. Tell him he can use your things but he has to ask first. Help him find some friends. And don't forget, he will grow up!

Gabby

New Words

pest	bother
without	tell
patient	fair
crazy	attention
spend time	grow up

- Play the recording again, stopping it after each sentence. Students listen and repeat each sentence.
- Divide the class into pairs. Students in each pair take turns reading the story aloud to their partner.

B. Listen and circle True or False. 🎧 1.59

- Play the recording. For each number, students listen and circle *True* if the statement is true, and *False* if it is not.
 - 1 *Crazy is thirteen years old.*
 - 2 *Crazy is younger than her brother.*
 - 3 *Her brother bothers their mother.*
 - 4 *Her brother borrows her things without asking.*
- Check answers by saying *Number 1. Crazy is thirteen years old.* 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. Do the same for numbers 2–4.

ANSWERS

1 True 2 False 3 False 4 True

C. Read the question. Write the answer.

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

ANSWERS

- 1 Her little brother is a pest.
- 2 Crazy's brother bothers Crazy and her friends.
- 3 Crazy's mom tells her to be patient.
- 4 Crazy's brother wants her attention.

Games and Activities

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

- **Ten Years Later.** (Game 53, page 104.)

Extra Practice

Worksheet 10, Am I a Pest?, page 130. (Answers, page 119.)

Finish the Lesson

- **Tell Me About It.** Ask students three to four questions about the form (rather than the content) of the reading.

Suggested Questions:
What is this reading about?
How do you know that these are letters?
Who do you think Gabby is?
Where can you find letters like these?
Do you like reading letters like these? Why or why not?
- Workbook page 30. (Answers, Teacher's Book page 110.)

Your Time

Language Focus: Personalizing activity and frequency language

Materials Needed: CD and player

Warm-Up and Review

- **Reading Review: In Your Own Words.** Students open their Student Books to page 31 and take two to three minutes to review the article. Then have students take turns telling the class—in their own words—something about the reading. For example: *This reading is about Crazy. Her brother is a pest.* Continue until most students have taken a turn. It is okay if more than one student tells the same information.

Introduce the Lesson

- Write *How often do you take medicine? I take medicine once a day.* on the board. Point to the sentences and have students read them. Quickly review meaning if necessary. Then ask students five to six questions relating to how often they do certain actions (see Suggested Questions below).

Suggested Questions:

How often do you give a speech?

How often do you go to the dentist?

How often do you drink lemonade?

Do you ever get a sunburn?

Do you ever bake bread?

Practice the Lesson

- Students open their Student Books to page 32.

A. Listen and answer the questions. 1.60

- Play the recording. For each number, students listen to the question and answer it based on their own knowledge.
 - 1 *How often do you read a newspaper?*
 - 2 *How often do you get a haircut?*
 - 3 *How often do you visit a museum?*
 - 4 *How often do you feed the birds?*
- Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

ANSWERS

Answers will vary.

B. Ask your classmates. Write their names and circle Yes or No.

- Students ask three classmates *Do you (take medicine) (once) a (day)?* using the word cues from the chart. They record the answers in the chart. Then ask students questions about what they found out. For example: Ask *Does (Ken) take medicine once a day?* Students who know this information respond *Yes, he does* or *No, he doesn't*.

C. Review. Read and write the answers.

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

ANSWERS

Answers will vary.

Games and Activities

- **Schedules.** (Game 54, page 104.)

Finish the Lesson

- **Sentence Contest.** Divide the class into Teams A and B. Write *always, often, hardly ever, once a week, twice a month, three times a day, walk to school, buy groceries, visit a museum, and bake bread* on the board. S1 from Team A makes a sentence about himself/herself or people he/she knows, including a verb phrase and a frequency word/phrase from the board. For example: *I buy groceries once a week.* S1 from Team B does the same with another verb phrase and a frequency word/phrase. Each contestant gets a point for a grammatically correct sentence. Continue for four to five minutes. The team with the most points at the end wins.

NOTE Students may use verbs other than the ones on the board.

- Workbook page 31. (Answers will vary.)

Assessment

Unit 5 Test, page 150. (Answers, page 142.)

Math Time

Language Focus: large numbers (*sixty, seventy, eight, ninety, hundred, thousand, million*).

Function: Identifying large number up to nine digits.

Materials Needed: CD and player

Warm-Up and Review

- **Review: Number Review.** Review numbers 1–59. Ask students to stand. Ask them to count from 1–59, odd numbers only. Student 1 says *One*, Student 2 says *Three*, Student 3 says *Five*, and so on around the room. If someone is unable to call out the number or they do so incorrectly, he/she sits down. Do another round of counting by even numbers with the students who are still standing.

Introduce the Words

- See page 10.

CULTURE NOTE In English, numbers are named by multiples of 10s. 1—one, 10—ten ($1 \times 10 = 10$), 100—hundred ($10 \times 10 = 100$), 1,000—thousand ($10 \times 100 = 1000$), 10,000—ten thousand (10×1000), one hundred thousand—100,000 ($10 \times 10,000$) and 1,000,000—million ($10 \times 100,000$). Make sure students are aware of this if it is different in their language.

Practice the Vocabulary

A. How high can you count?

- Students open their books to page 33 and name anything they can.

B. Listen and repeat. 🎧 1.61

- Students listen and repeat, pointing to the words in the New Words Box in their books.

<i>sixty</i>	<i>seventy</i>
<i>eighty</i>	<i>ninety</i>
<i>hundred</i>	<i>thousand</i>
<i>million</i>	

- Say the words in random order. Students point to the words in their books.

C. Listen and read. 🎧 1.62

- Students read along in their books.

Sunnyville Wildlife!

Come to visit our wildlife center! 'We had 62 different kinds of birds last year and now we have 78 different kinds of birds!' says the manager, Mary Carter. Last year we only had 81 different kinds of butterflies and now we have 94 different kinds! It's very exciting!

Sunnyville News

There are lots of fun things to do in Sunnyville! 970 people came to the Pool Party on Saturday and 2,956 people came to the concert last night! Sunnyville Park is also very popular! There were 52,844 visitors last year! Come to Sunnyville and have fun!

Sunnyville Factory

Everyone loves Coco's Cookies. Last year Coco's Cookie Factory sold 870,000 cookies. They sold 2,000,000 cookies this year. They think they'll sell more than 3,500,000 cookies next year!

- Divide the class into two groups, each reading the text aloud, alternating lines, until each group has read both parts aloud.
- Students choose a partner and read the text, alternating turns.

D. Read and circle the correct number.

- Students read the numbers in word form and circle the corresponding numeral.
- Check answers by having volunteers write their answers on the board.

Games and Activities

- **Circle the Number.** (Game 73, page 105.)

Finish the Lesson

- **Write the Number.** Play the game by keeping the students divided into teams. Give a student from each team a marker. Say a large number. The first student to write the number in its numeric form wins a point for his/her team. For added challenge, ask students to write numbers in their word form.
- Workbook page 32. (Answers, Teacher's Book page 110.)

Project Time

Language Focus: large numbers *How many (bones) are there in (your body)*

Materials Needed: CD and player; poster paper, crayons, markers; pictures of numerous items from magazines, newspapers and/or the Internet.

Warm-Up and Review

- **Vocabulary: Large Numbers.** Review the number vocabulary on page 33. Have students stand and count off by tens to one thousand, one by one. If a student says a number incorrectly or doesn't know the number when it's his/her turn, ask him/her to sit. Do this for several rounds counting by hundreds, thousands, ten thousands and hundred thousands. Ask seated students to stand at each new round.

A. Listen and number in order. 🎧 1.63

- Students turn to page 34 in their books. Play the recording. Students listen and number the pictures 1–6 in the order in which they are read.
 - 1 *It was 69 degrees in Sunnyville this morning.*
 - 2 *There are 39,515 people living in Sunnyville.*
 - 3 *3,579 people ate at Papa Joe's Restaurant last month.*
 - 4 *Mr. White baked 690 blueberry pies last week.*
 - 5 *There are 303,791 books in the Sunnyville Library.*
 - 6 *Debra Pillman signed 96 autographs at the Sunnyville movie theatre yesterday.*
- Check answers by pointing to the first picture in the book. Students say the number they wrote.

ANSWERS

First picture, Number 5

Second picture, Number 2

Third picture, Number 1

Fourth picture, Number 3

Fifth picture, Number 4

Sixth picture, Number 6

B. Make a fun fact poster.

- Write today's date on the board. Point to it and say *This is a fact.* Then write *There are (24) students in this class.,* point to it and say *This is a fact.* Point to the fun fact poster in the Student Book and say *This is a fun fact poster.* Students repeat. Focus students' attention on the poster example. Point to the poster and read the captions, one by one. Students repeat.
 - 1 *This is my school. There are 520 students in my school.*
 - 2 *There are 525,600 minutes in a year.*
 - 3 *There are about 100,000 hairs on most people's heads.*
- Then focus students' attention on the questions. Ask students to guess the answers to these questions. (There are about 206 bones in the human body. There are 12,000 months in 1000 years.) Make sure they understand that these are example questions and that they can include any fun facts they choose in their own posters.

- 1 Make sure students have poster paper, crayons, markers and pictures of numerous items from magazines, newspapers and/or the Internet. Students make their fun fact posters.
 - 2 Students write captions in their fun fact posters similar to the captions in the poster example in their books.
 - 3 Ask volunteers to come to the front and share their posters with the class. Students point to their posters and talk about their fun facts.
- Place the posters on the walls of the classroom if possible, along the marker tray, or on the board with magnets.

C. What do you think? Ask a partner.

- Focus students' attention on the two questions. Each student answers the questions.
- Divide the class into pairs. Partners ask and answer questions. Ask each pair to stand and tell the class about one of his/her partner's answers. For example, *Jenny thinks there are (675) students in her school.*

Games and Activities

- **I Spy.** (Game 74, page 105.)

Finish the Lesson

- **Which Fun Fact Is Your Favorite?** Ask students to walk around the room looking at the displayed fun fact posters, choosing a fact from one of the posters that they think is interesting. Students stand by the poster and say the fact and that they think it's interesting. For example, *There are 560,000 people in this city. I think this fact is interesting.* Continue until each student has participated.
- Workbook page 32. (Answers, Teacher's Book page 110.)

Conversation Time Review

Review Focus: Units 1–5 conversations

Materials Needed: CD and player

Warm-Up

- **Review Units 1–5 Conversations.** Students turn to each Conversation Time page (pages 1, 7, 13, 21, and 27). Elicit each conversation.

Practice the Language

- Students open their Student Books to page 35.

Listen and circle the correct picture. 🎧 1.64

- Play the recording. Students listen and, for each number, they circle the picture that corresponds to the conversation they hear.

- Clerk** Good morning, Sunnyville Museum. How can I help you?

Ted Hi. Do you have a special exhibit today?

Clerk Yes, we do. It's an exhibit of old photographs of Sunnyville.

Ted Are there any tours?

Clerk Yes. Tours are at 11:00, 2:30, and 5:00.

Ted Thanks for your help.

Clerk You're welcome.
- Waiter** Hello. Are you ready to order?

Ms. Day I think so. I'll have a bowl of chicken soup.

Waiter I'm sorry. We don't have chicken soup today. We have garlic soup.

Ms. Day Oh, I don't like garlic. Hmm. What's today's special?

Waiter Spaghetti and meatballs.

Ms. Day Sounds good. I'll have spaghetti and iced tea.

Waiter Okay. Spaghetti and meatballs, and a glass of iced tea. I'll be right back.
- Baker** Hi. Can I help you?

Man Yes, please. What kinds of pie do you have?

Baker We have lemon, peach, and cherry.

Man How about apple? I love apple pie.

Baker Sorry, we're out of apple.

Man Oh. How much are the cherry pies?

Baker They're \$10 each.

Man Okay, I'll take a cherry pie.

Baker Great!
- Ms. Day** Hello?

Woman Hello. May I speak to Annie, please?

Ms. Day I'm sorry. She's not in right now.

Woman Can you take a message?

Ms. Day Sure. Who's calling?

Woman This is Mrs. Brown at the Sunnyville Library. We have 'Sports in Sunnyville' now.

Ms. Day Is that a book?

Woman No. It's a DVD.

Ms. Day Okay. I'll give her the message.

5 **Matt** Hi, Ted!

Ted Hi, Matt. How are you?

Matt Fine, thanks. How are you?

Ted I'm good. How's your family?

Matt My mother and sister are sick.

Ted I'm sorry to hear that. What's the matter?

Matt They have the flu.

Ted Oh. Is your brother sick, too?

Matt No, he isn't sick.

Ted Good!

Matt Well, I'll see you later, Ted!

Ted Okay. Bye!

- 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.

ANSWERS

1 b 2 b 3 a 4 b 5 c

B. Listen and circle the correct answer. 🎧 1.65

- Play the recording. Students listen and, for each number, they circle the number or words that they hear discussed in the conversation.

1 **Clerk** Sunnyville Theater. How can I help you?

Annie Hi. What time is the movie today?

Clerk 4:15.

Annie 4:50?

Clerk No. 4:15.

Annie Oh. Thank you.

2 **Waiter** Hello. Are you ready to order?

Ms. Day I think so. I'll have a piece of apple pie and a glass of iced tea.

Dr. Day I'll have a piece of apple pie, too, and a cup of coffee.

Annie I'll have a piece of apple pie and a glass of iced tea.

Waiter All right. That's three pieces of apple pie, one glass of iced tea, and two cups of coffee.

Ms. Day No, no. We want two glasses of iced tea and one cup of coffee.

Waiter Okay. I'll be right back.

3 **Baker** Hi. Can I help you?

Woman Yes, please. I'd like a lemon pie and a blueberry pie.

Baker Okay. That's 30 dollars.

Woman 13 dollars?

Baker No, 30 dollars.

Woman Okay. Here you are.

Baker Thank you.

4 **Ms. Day** Hello?

Girl Hello. May I speak to Annie, please?

Ms. Day She's not in right now.

Girl Can you take a message, please? This is Tim Jones. My number is 987-9876.

Ms. Day Did you say 987-9867?

Girl No, it's 987-9876.

Ms. Day Got it. I'll give her the message.

- Check 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.

ANSWERS

- 1 4:15
- 2 2 glasses
- 3 30
- 4 987-9876

Games and Activities

- **Role Play.** (Game 66, page 105.)

Finish the Lesson

- **Who Says It?** Read the second conversation from exercise B. Discuss with students where they think the conversation is being held, and who the speakers might be.
- Workbook page 33. (Answers, Teacher's Book page 110.)

Digger and Max

Review Focus: Units 1–5 conversations, vocabulary, and patterns

Materials Needed: CD and player

Warm-Up

- **Review Units 1–5 Vocabulary and Patterns.** Turn to each Word Time page (pages 2, 8, 14, 22, and 28) and Focus Time page (pages 3, 9, 15, 23, and 29). Elicit each vocabulary item and pattern.

Work with the Pictures

- Students open their Student Books to pages 36 and 37.
- Divide the class into groups of three. Groups find and name any items or characters they recognize in the pictures.
- 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.
- 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.
- 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 days of the week. 🎧 1.66

- Play the recording. Students listen and read along.

Today I went to a restaurant with Max. He had four slices of roast beef, two bowls of chicken soup, and three pieces of apple pie. Max loves eating! He eats too much. He's always in the mood for ice cream, too.

Today I was busy. I bought groceries, did laundry, and ironed all my shirts. Then I baked bread and made dinner. Max visited me and ate all the bread. He never has dinner by himself!

Today Max and I visited the Food School. We took the subway. There was a baking class. Max baked an apple pie. Max sliced apples by himself. He hurt his finger. It wasn't serious.

Max and I walked to the park today. We took a nap near the lake. Max got a sunburn. Then we fed the birds and Max fell into the lake. Tomorrow I'm going to stay home by myself!
- Play the recording again, stopping after each paragraph. Students find the picture that corresponds to each paragraph and write the corresponding day.

ANSWERS

Monday, Tuesday, Thursday, Friday

B. Listen and read along. Then look at the pictures and write the days of the week. 🎧 1.67

- Play the recording. Students listen and read along.

Today I went to a restaurant with Digger. He had one bowl of fruit salad and a cup of coffee. He doesn't eat enough. He's too thin. Tomorrow I'm going to go to his house and make dinner with him.

I ate too much at Digger's house on Tuesday night. I had a stomachache this morning. I had a bowl of ice cream for lunch. It was delicious! Ice cream is the best medicine.

There was a baking class at the Food School today. I made an apple pie. I had an accident. I hurt my finger. But my pie was delicious. Digger liked it, too. I'm happy.

It was 80 degrees today. I went to Digger's house. He wanted to stay home by himself. I went to the park by myself. It wasn't fun. Then Digger came to the park because he was bored at home. We had a good time.
- Play the recording again, stopping after each paragraph. Students find the picture that corresponds to each paragraph and write the corresponding day.

ANSWERS

Monday, Wednesday, Thursday, Saturday

- Ask students to comment on the differences between Digger's and Max's accounts of their week.

Games and Activities

- **Tell the Story.** (Game 67, page 105.)

Finish the Lesson

- **Change the Readings.** Students take turns reading one sentence each, first from Digger's diary, then from Max's diary. They change the diaries into stories by changing the subjects from *I* to *he*. For example: *Today he was busy. He bought groceries, did laundry, and ironed all his shirts. Then he baked bread and made dinner.*
- Workbook page 33. (Answers, Teacher's Book page 110.)

Word Time and Focus Time Review

Review Focus: Units 1–5 vocabulary and patterns

Materials Needed: CD and player

Warm-Up

- **Questions.** Ask students *Do you ever bake bread?* Several students answer. Do the same with *Do you ever drink iced tea?* and *Is there a library near your house?*

Review

- Students open their Student Books to page 38.

A. Read and write the words.

- Based on the picture and word cues, students fill in each missing word.
- Check answers by saying *Number 1* and having a volunteer say the corresponding sentence. Do the same for numbers 2–8.

ANSWERS

- 2 You go to the dentist.
- 3 I can iron a shirt by myself.
- 4 I'll have two pieces of apple pie.
- 5 She had a slice of ham and a glass of iced tea.
- 6 There's a library beside the school.
- 7 I sliced fruit by myself.
- 8 There's a bank near the train station.

B. Look at A. Write the letters in the circles.

Unscramble the name of Annie's lunch.

- Students write each of the circled letters from exercise A. They then unscramble the letters and write the food that Annie will have for lunch.

ANSWER

chicken soup

Games and Activities

- **Draw the Picture.** (Game 68, page 105.)

Finish the Lesson

- **True Sentences.** Students take turns saying true sentences using the pattern *I can (slice fruit) by myself*. Continue until each student has taken a turn.
- Workbook pages 34 and 35 (Answers, Teacher's Book 111.)

Pairwork

Review Focus: Personalizing Units 1–5 language

Materials Needed: CD and player

Warm-Up

- **Questions.** Ask students *Do you ever eat garlic bread?* Several students answer. Do the same with *Do you ever do laundry?* and *How often do you talk on the phone?*

Review

- Divide the class into pairs. One student in each pair opens his/her Student Book to page 39. The other student in each pair opens his/her Student Book to page 40.

A. Ask your partner and fill in the chart.

- 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.

ANSWERS

	Annie	Ted
1 roast beef	one slice	two slices
2 apple pie	three pieces	one piece
3 garlic bread	two loaves	one loaf
4 root beer	one bottle	two bottles

B. 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.

ANSWERS

	Annie	Ted	You	Your partner
1 take a nap	sometimes	always		
2 listen to pop music	often	sometimes		
3 visit a museum	hardly ever	never		
4 talk on the phone	often	usually		

Answers will vary.

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 having pairs of students read the questions and answers to the class.

ANSWERS

	Annie	Ted	You	Your partner
1 do laundry	twice a month	twice a month		
2 bake bread	three times a month	once a year		
3 feed the pets	twice a day	once a day		
4 set the table	once a week	once a day		

Answers will vary.

D. Finished? Compare answers with Student A/ Student B.

- Students compare answers with their partners.

Games and Activities

- **True Sentences. Say often.** (Game 69, page 105.)

Finish the Lesson

- **Checklist 1.** (Student Book pages 86–89.)
- Workbook pages 36–38. (Answers, Teacher's Book page 111.)

Assessment

Midterm Test, pages 151–154. (Answers, pages 142–143.)



The School Concert

Conversation Time

Language Focus: Helping a friend clean up

Materials Needed: CD and player; Wall Chart 6

Warm-Up and Review

- **Review: Questions and Answers.** Write *How often do you feed the birds?* and *Do you ever feed the birds?* on the board. Point to each sentence and have students read it. Then say *feed the birds*. A volunteer asks you *How often do you feed the birds?* or *Do you ever feed the birds?* Answer the question. Then say *bake bread* and have a different volunteer ask you a question. Continue in the same way for three to four minutes.

Introduce the Conversation

- See page 8.

Practice the Conversation

A. Listen and repeat. Point to the speakers. Then listen again. 2.1

- Play the first version of the conversation. Students listen and repeat, pointing to each speaker.
 - 1 **Annie** *Hi, Ted! What are you doing?*
Ted *I'm helping Mr. Tune clean up the music room. He's getting ready for the concert.*
 - 2 **Annie** *Do you want some help?*
Ted *Sure. You can move the bass.*
 - 3 **Ted** *Put it over there, by the window.*
Annie *Ugh! I can't lift it by myself.*
 - 4 **Annie** *It's so heavy.*
Ted *Here. I'll take it.*
 - 5 **Annie** *Look out! There's a box behind you!*
Ted *Ahhhh!*
 - 6 **Teacher** *What's going on in here?*
Ted *We're cleaning up.*
- Play the 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, each group role-plays 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.

- **True/False/I Don't Know.** (Game 6, page 99.)

Finish the Lesson

- **Discussion.** Have a short discussion (for about three to four minutes) with the class, talking about what might happen next. For example: *Ms. Apple helps Annie and Ted clean up the music room. Annie and Ted get sent to the principal's office for making such a mess.*
- Workbook page 39. (Answers, Teacher's Book page 111.)

Word Time

Language Focus: Musical instruments (*tuba, flute, cymbals, drums, xylophone, electric keyboard, harp, cello, recorder, trumpet*)

Materials Needed: CD and player

Warm-Up and Review

- **Conversation Review: Dictation.** Say a line from the Unit 6 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 conversation.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 42. They look at the large scene and use complete sentences to identify anything they can.
- Use Student Book page 42. Read the following 'story' while pointing to the pictures (bold words) and pantomiming the actions (italicized words).

The students are playing a concert! Each student is playing a **musical instrument**. **Joe** has a **tuba**. **Jan** is really *hitting the drums*. **Kim** is *playing the xylophone* and **Mike** is *playing an electric keyboard*. **This boy and girl** are *holding cymbals*. **These boys** are *playing violins*. **Matt** and **his friend** are *playing flutes*. **Emily** is *blowing into a trumpet*. **Bob** is *playing the harp* and *crying*. **Ivy** is *quietly playing the cello*.

- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the adjectives (*italicized* words).
Do the **cymbals** sound *quiet*?
Which **instruments** can sound *quiet*?
Does the **harp** sound *loud*?
Which **instruments** can sound *loud*?
(**flute**) Is it a flute?
(**violin**) Is it a bass?
(**harp**) What's this?
Can you please raise your hand if you play the drums?
Can you please raise your hand if you play the recorder?
Can you please raise your hand if you play the cello?
What's your favorite instrument?

Practice the Words

A. Listen and repeat. 🎧 2.2

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

1 tuba	6 electric keyboard
2 flute	7 harp
3 cymbals	8 cello
4 drums	9 recorder
5 xylophone	10 trumpet
- Say the words in random order. Students point to them in the vocabulary box.

B. Point and say the words.

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

C. Listen and point. 🎧 2.3

- Play the recording. Students listen to the words. For the vocabulary, they point to the named item; for the conversations, they point to the speakers (references are in parentheses). Play the recording as many times as necessary for students to complete the task.

Flute.

Cymbals.

Recorder.

Cello.

Xylophone.

Drums.

Trumpet.

Harp.

Electric keyboard.

Tuba.

Now listen and point to the speakers.

A Mom, I have a stomachache. (boy and mother in front row of audience)

B How many bottles of orange juice did you have at dinner?

A Three.

B Oh, dear.

A Hi. Is Sam there? He isn't? Can you take a message? This is Kelly Beal. (woman talking on cell phone and man in front row of audience)

B Sh! Be quiet!

A Sorry!

A I like playing the violin, but I don't practice enough. (two boys on left playing violins)

B Well, practice makes perfect!

A Do you want to practice together?

B Sure!

Games and Activities

- **Categorize.** (Game 17, page 100.)

Finish the Lesson

- **Pantomime.** Say *flute*. Students say *I'm going to play the flute* and then pantomime playing the flute. Do the same with the remaining target instruments.
- Workbook page 40. (Answers, Teacher's Book page 111.)

Focus Time

Language Focus: Adverbs of manner (*well, badly, quietly, loudly, quickly, slowly, happily, sadly*)
Wh- questions with *how*; simple past tense [*How did (he) play the (tuba)? (He) played the (tuba) (well).*]

Function: Describing how actions were performed in the past

Materials Needed: CD and player

Warm-Up and Review

- **Vocabulary Review: True Sentences.** Have students draw the Word Time instruments on the board. Number them from 1 to 10. Say a number. Students say the musical instrument corresponding to that number. Then volunteers make true sentences about the instruments on the board. For example: *I can play the flute. I can't play the trumpet.* Continue for three to four minutes.

This lesson is in two parts.

Part 1: Introduce the Words

- See page 10.

Practice the Words

- Students open their Student Books to page 43.

A. Listen and repeat. 🎧 2.4

- Play the recording. Students listen and repeat each word.

1 *well*

2 *badly*

3 *quietly*

4 *loudly*

5 *quickly*

6 *slowly*

7 *happily*

8 *sadly*

good, well

bad, badly

quiet, quietly

loud, loudly

quick, quickly

slow, slowly

happy, happily

sad, sadly

Part 2: Introduce the Patterns

- **How did (he) play the (tuba)? (He) played the (tuba) (well).** Bring a volunteer to the front of the classroom. Say *Please play the tuba quickly* and have the volunteer pretend to quickly play a tuba, then stop. Point to the volunteer, look at the class, and ask *How did he play the tuba?* Students repeat. Write *How did he play the tuba?* 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 *He played the tuba quickly.* Students repeat. Write *He played the tuba quickly* on the board to the right of *How did he play the tuba?* Do the same with *flute/quietly, harp/happily, and drums/loudly.*
- **Practice for Fluency.** Say *they, recorder.* Students ask the corresponding target question, *How did they play the recorder?* Say *well.* Students say *They played the recorder well.* Do the same with other pronouns, instruments, and adverbs for four to five minutes.

Practice the Patterns

B. Listen and repeat. 🎧 2.5

- Write the text from the pattern boxes on the board. Then play the recording, pointing to each word. Students listen.
 - A *How did he play the tuba?*
 - B *He played the tuba well.*
 - A *How did they play the tuba?*
 - B *They played the tuba well.*
- Play the recording again. Students look at the pattern boxes in their books and repeat, pointing to each word.
- Students work with partners to say the questions and answers, while looking at the pattern boxes in their books.

C. Look at page 42. Listen and point. 🎧 2.6

- Play the recording. Students look at page 42 and listen to the words, pointing to the person playing each instrument they hear named. Play the recording as many times as necessary for students to complete the task.
 - A *How did she play the flute?*
 - B *She played the flute well.*
 - A *How did he play the harp?*
 - B *He played the harp sadly.*
 - A *How did he play the electric keyboard?*
 - B *He played the electric keyboard slowly.*

Games and Activities

- **Slow, Slowly.** (Game 34, page 102.)

Finish the Lesson

- **Follow Directions.** Say *Please play the drums quietly.* Students on the right side of the classroom pantomime playing drums quietly. Then they stop. Students on the left side of the classroom ask *How did you play the drums?* Students on the right answer. Continue in the same way for three to four minutes, having students switch roles each time.
- Workbook page 41. (Answers, Teacher's Book pages 111–112.)

Practice Time

Language Focus: Adverbs of manner; *Wh-* questions with *how*; simple past tense [*How did (he) play the (recorder)? (He) played the (recorder) (sadly).*]

Function: Describing how actions were performed in the past

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: How Did You Play the Flute?** Write *How did they play the flute? They played the flute well.* on the board. Point to each sentence and have students read it. Then say *they, drums.* Students say *How did they play the drums? Say loudly* and have students say *They played the drums loudly.* Continue in the same way for three to four minutes.

Practice the Patterns

- Students open their Student Books to page 44.

A. Listen and repeat. Then practice with a partner. 🎧 2.7

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

A *How did he play the recorder?*

B *He played the recorder sadly.*

1 *How did she play the xylophone?*

She played the xylophone happily.

2 *How did you play the drums?*

I played the drums quickly.

3 *How did he play the harp?*

He played the harp sadly.

4 *How did he play the electric keyboard?*

He played the electric keyboard slowly.

5 *How did you play the cymbals?*

We played the cymbals loudly.

6 *How did she play the trumpet?*

She played the trumpet badly.

7 *How did they play the flute?*

They played the flute well.

8 *How did she play the cello?*

She played the cello quietly.

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

B. Look at page 42. Practice with a partner.

- Students remain in pairs and look at page 42. They then take turns asking and answering questions about the characters in the large scene, using the target patterns and vocabulary items. For example: S1 (pointing to the girl playing the xylophone): *How did she play the xylophone?* S2: *She played the xylophone happily.*

C. Listen and chant. 🎧 2.8

- Students turn to the chant *How Did She Play the Flute?* on page 83. 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 Did She Play the Flute?

How did she play the flute?

She played the flute quickly.

How did she play the cello?

She played the cello slowly.

How did she play the trumpet?

She played the trumpet loudly.

How did she play the harp?

She played the harp quietly.

How did he play the drums?

He played the drums happily.

How did he play the tuba?

He played the tuba sadly.

How did he play the xylophone?

He played the xylophone badly.

How did he play the recorder?

He played the recorder well.

- 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.
- Play the karaoke version. Students chant along, pantomiming playing each instrument as they chant its name, and also pantomiming each adverb.

Games and Activities

- **Fill In.** (Game 35, page 102.)

Extra Practice

Worksheet 11, Instruments, page 131. (Answers, page 119.)

Finish the Lesson

- **Make the Sentences.** (Game 44, page 103.) Play the game using the pattern *I play the (electric keyboard) (happily).*
- Workbook page 42. (Answers, Teacher's Book page 112.)

Reading Time

Language Focus: Reading a concert review in a newspaper

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: Questions and Answers.** Write *How did you play the tuba? I played the tuba quietly.* on the board. Point to each sentence and have students read it. Students take turns standing up and pretending to play an instrument of their choice in a specific way (for example: happily, slowly, quietly). Then they stop. Choose different volunteers to ask *How did you play the (tuba)?* after each student has pantomimed. Continue until most students have taken a turn.

Introduce the Reading

- See page 14.

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 on page 14 to introduce the new vocabulary and/or introduce the reading content.

Practice the Reading

- Students read the story silently to themselves.

A. Listen and read along. 🎧 2.9

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

Sunnyville Students Give Spring Performance

by Laura Lakes

The students at Sunnyville Elementary School gave their spring performance last night. Students in the first and second grades wrote and performed a play, Wake Up! Spring Is Here! It was the hit of the evening.

The chorus and orchestra performances were very good. The chorus sang a lot of songs. Kelly Green was the soloist. She sang well. The orchestra performed music by Bach and Beethoven. Ben Jones was the soloist on the violin.

After the performance, the school had a pizza party at Papa Joe's for the students, their families, and the teachers.

New Words

performance	last
second	perform
play	hit
chorus	orchestra
soloist	after

- Play the recording again, stopping after each sentence. Students listen and repeat each sentence.
- Divide the class into pairs. Students in each pair take turns reading the story aloud to their partner.

B. Listen and circle True or False. 🎧 2.10

- For each number, students listen and circle *True* or *False*.
 - 1 The students gave their winter performance last night.
 - 2 The students in the first and second grades wrote and performed a play.
 - 3 There weren't any soloists in the performance.
 - 4 After the performance, there was an ice cream party.
- Check answers by saying *Number 1. The students gave their winter performance last night.* Students say *True* or *False* depending on what they circled. If the statement is false, choose a volunteer to make it true. Do the same for numbers 2–4.

ANSWERS

1 False 2 True 3 False 4 False

C. Read the question. Write the answer.

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

ANSWERS

- 1 The performance was last night.
- 2 The chorus sang songs.
- 3 The orchestra performed music by Bach and Beethoven.
- 4 The school had a pizza party.

Games and Activities

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

- **Please Correct Me.** (Game 55, page 104.)

Extra Practice

Worksheet 12, Spring Performance, page 132. (Answers, page 119.)

Finish the Lesson

- **Discussion.** Ask students to talk about a show they have seen or have performed in. Continue the discussion for four to five minutes.
- Workbook page 43. (Answers, Teacher's Book page 112.)

Your Time

Language Focus: Personalizing musical language and adverbs

Materials Needed: CD and player

Warm-Up and Review

- **Reading Review: Listen and Read.** Play the recording of the Unit 6 reading. Students listen. Then volunteers open their books to page 45 and read the story, one sentence per student.

Introduce the Lesson

- Ask students five to six questions that have adverbs (see Suggested Questions below).

Suggested Questions:

Do you like to play the drums loudly?

How often do you walk to school quickly?

Can you play the piano well?

Do you like to ride your bike slowly?

Do you ever drink root beer quickly?

How often do you listen to pop music loudly?

Practice the Lesson

- Students open their Student Books to page 46.

A. Listen and answer the questions. 2.11

- Play the recording. For each number, students listen to the question and answer it based on their own knowledge and experience.
 - 1 *Can you ride a bike quickly?*
 - 2 *Do you do your homework quietly?*
 - 3 *What do you do well?*
 - 4 *Do you ever sing loudly?*
- Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

ANSWERS

Answers will vary.

B. Pairwork. Write. Then ask your partner.

- Divide the class into pairs. Each student fills in his/her chart about himself/herself. Then they ask their partners the target questions and fill in the *Your Partner* column. Next, each student tells the class about his/her partner, using the sentence cues and information from his/her chart. For example: *Ken plays the recorder loudly.*

C. Review. Read and circle True or False.

- Students read each statement and circle *True* or *False* based on their own knowledge and experience.
- Check answers by having volunteers say whether they circled *True* or *False* for each sentence.

ANSWERS

Answers will vary.

Games and Activities

- **Find Someone Who...** Write the following on the board and have students copy it on a piece of paper:
Find someone who...
...likes to play the flute.
...can play the electric keyboard.
...plays the trumpet every day.
...plays the tuba loudly.
Students then circulate around the classroom, asking their classmates questions to elicit the information they are looking for. For example: *Do you like to play the flute?* Once they find someone who (likes to play the flute), they write down that person's name next to the corresponding sentence. Students continue for five to six minutes. Then ask students questions about what they found out. For example: *Ask Does Kim like to play the flute?* Students who know this information respond either *Yes, she does* or *No, she doesn't*.

Finish the Lesson

- **How About You?** Say *slowly* and have a volunteer use a complete sentence to say an action he/she does slowly. For example: *I do my homework slowly.* Do the same with different volunteers and *well, badly, quietly, loudly, quickly, happily, and sadly.*
- Workbook page 44. (Answers will vary.)

Assessment

Unit 6 Test, page 155. (Answers, page 143.)



Zoo Animals Escape!

Conversation Time

Language Focus: Making an emergency telephone call

Materials Needed: CD and player; Wall Chart 7

Warm-Up and Review

- **Review: Quietly and Quickly.** Ask *What can you do quietly?* and have several students respond. Then ask *Do you like walking quickly?* and have several students respond. Do the same with *What do you always do happily?*

Introduce the Conversation

- See page 8.

Practice the Conversation

A. Listen and repeat. Point to the speakers. Then listen again. 🎧 2.12

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

1 **Operator** 911. What's the emergency?

Dan Help! There's something in my backyard!

2 **Operator** What is it?

Dan I think... I think it's a wild animal! I can see its eyes!

3 **Operator** What's your name and address?

Dan Dan Day. 49 Maple Lane.

4 **Operator** Are your parents home?

Dan No. They went to a movie. I'm taking care of my little sister.

5 **Dan** What should I do?

Operator Stay calm. I'm sending an officer now.

6 **Officer** Is this the wild animal?

Dan Sorry, officer. I'll take him.

Penny Oh, Digger!

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

B. Role-play the conversation.

- Divide the class into groups of four. Using their books for reference, each group role-plays 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.

- **Say the Next Line.** (Game 7, page 99.)

Finish the Lesson

- **Discussion.** Ask the class what the equivalent to 911 is in their own town. Then take three to four minutes to discuss which emergencies would warrant a call to 911. For example: you see a fire, or you see a bad car accident. Then ask *What do you need to tell the 911 operator?* For example: *your name, address or location, and what you saw.*
- Workbook page 45. (Answers, Teacher's Book page 112.)

Word Time

Language Focus: Wild animals (*tiger, eagle, panda, bear, kangaroo, parrot, moose, camel, baboon, leopard*)

Materials Needed: CD and player

Warm-Up and Review

- **Conversation Review: Dictation.** Say a line from the Unit 7 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 conversation.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 48 and identify anything they can, using complete sentences wherever possible.
- Use Student Book page 48. Read the following 'story' while pointing to the pictures (**bold** words) and pantomiming the actions (*italicized* words).

Look! These wild animals escaped from the zoo. They are in town, but the people don't see them. The people are busy *talking on the phone, reading a newspaper, and watching TV*. **Mike** is *washing the car* and a **baboon** is behind him. A **parrot** is sitting on the **roof**. There are a **camel**, a **tiger**, and a **leopard** *walking* near the **girl** who's *putting on makeup*. A **moose**, a **bear**, and a **panda** are near **Ted's house**. An **eagle** is *flying above* the **cat**, and a **kangaroo** is behind **Annie and Emily**. A **panda** is walking by **Mr. Lee**, but he is *sleeping*.

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

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

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

(**eagle**) Can it *fly*?

What's the **baboon** doing?

Can you see a **parrot**? Where is it?

Which animal is *flying*?

Which is bigger, the **panda** or **Mr. Lee**?

What's the *smallest* animal?

What's the *biggest* animal?

Practice the Words

A. Listen and repeat. 🎧 2.13

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

1 *tiger*

2 *eagle*

3 *panda*

4 *bear*

5 *kangaroo*

6 *parrot*

7 *moose*

8 *camel*

9 *baboon*

10 *leopard*

- Say the words in random order. Students point to.

B. Point and say the words.

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

C. Listen and point. 🎧 2.14

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

Leopard. *Eagle.*

Panda. *Moose.*

Baboon. *Bear.*

Camel. *Tiger.*

Parrot. *Kangaroo.*

Now listen and point to the speakers.

A *Dad, do you think it's going to rain?* (father and son feeding birds)

B *Maybe. It's getting cloudy. Let's go inside.*

A *Aw. I don't want to go inside.*

A *Mom, where's Sarah?* (mother and daughter watching TV)

B *She's in the bathroom. She's putting on makeup.*

A *Is she going to go to a cafe tonight?*

B *Yes, she is.*

A *What did you do on Friday?* (Annie and friend by trash can)

B *I went to the beach with my dad. I got a sunburn.*

A *Did you wear any sunscreen?*

B *No. I forgot.*

Games and Activities

- **Descriptions.** (Game 18, page 100.)

Finish the Lesson

- **Raise Your Hand.** Read the following passage. Students raise their hands each time they hear a target animal named.

One day I was walking to school with my sister, and I saw a leopard walking down my street! I thought it was cute, but my sister thought it was scary. Then, flying in the sky above the leopard was a beautiful parrot. It was red, green, and yellow. Then, once I got to school, I saw a kangaroo, a camel, and a tiger. What were all these animals doing in my neighborhood?

- Workbook page 46. (Answers, Teacher's Book page 112.)

Focus Time

Language Focus: Simple past tense of movement verbs

(run → ran, walk → walked, fly → flew, hop → hopped)

Past tense continuous; when clauses [What (were) (you) doing when the (baboon) (walked) by? (We) (were) (washing the car) when the (baboon) (walked) by.]

Function: Expressing actions that were in progress in the past

Materials Needed: CD and player

Warm-Up and Review

- **Vocabulary Review: Point and Say.** Students open their books to page 48 and take turns pointing to the animals they see and making sentences about them. For example: *I can see a bear under the window. There's a baboon climbing over the fence.* Continue for three to four minutes.

This lesson is in two parts.

Part 1: Introduce the Words

- See page 10.

Practice the Words

- Students open their books to page 49.

A. Listen and repeat. 🎧 2.15

- Play the recording. Students listen and repeat each word.

1 run, ran

2 walk, walked

3 fly, flew

4 hop, hopped

wash the car, washing the car

read a newspaper, reading a newspaper

put on makeup, putting on makeup

feed the birds, feeding the birds

talk on the phone, talking on the phone

chop vegetables, chopping vegetables

take a nap, taking a nap

watch TV, watching TV

climb a tree, climbing a tree

take out the garbage, taking out the garbage

Part 2: Introduce the Patterns

- **(He) was (reading a newspaper).** Write part of a daily schedule on the board. Say *This is what Tom did yesterday.* On the schedule show that from 5:30 to 6:30 Tom read a newspaper, from 6:30 to 7:00 he watched TV, and from 7:00 to 8:00 he talked on the phone. Say (while pointing to the appropriate places on the schedule) *Yesterday Tom read a newspaper. At 6:00 he was reading a newspaper.* Students repeat each sentence. Then write *At 6:00 he was reading a newspaper.* on the board. Point to and read each word. Students repeat. Do the same with the following sentences: *At 6:45 he was watching TV. At 7:30 he was talking on the phone.*
- **What was (he) doing?** Ask *What was he doing at 6:00?* Students repeat. Write *What was he doing at 6:00?* on the board. Point to and read each word. Ask the question again and elicit *He was reading a newspaper.* Do the same with the other activities on the schedule.

- **What was (he) doing when the (tiger) (ran) by? (He) was (watching TV) when the (tiger) (ran) by.** Draw a TV on the board. Have a volunteer (S1) come to the front and pretend to be watching TV. Ask a different volunteer (S2) to pretend to be a tiger, and have him/her run by S1. Point to S1 and ask students *What was (he) doing when the tiger ran by?* Students repeat. Write *What was (he) doing when the tiger ran by?* on the board. Point to and read each word. Students repeat. Ask the question again and elicit *(He) was watching TV when the tiger ran by.* Do the same with *bear/walk/talk on the phone, eagle/fly/wash the car,* and *kangaroo/hop/read a newspaper.*
- **What were (they) doing when the (tiger) (ran) by? (They) were (watching TV) when the (tiger) (ran) by.** Do the same as above, using two volunteers to elicit *They.*
- **Practice for Fluency.** Say *he, baboon, walk* and elicit the target question, *What was he doing when the baboon walked by?* Say *feed the birds* and elicit *He was feeding the birds when the baboon walked by.* Continue in the same way—using different pronouns, animals, and activities—for three to four minutes.

Practice the Patterns

B. Listen and repeat. 🎧 2.16

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word.
 - A *What were you doing when the baboon walked by?*
 - B *We were washing the car when the baboon walked by.*
 - A *What was he doing when the baboon walked by?*
 - B *He was washing the car when the baboon walked by.*
- Play it again. Students look at the pattern boxes in their books and repeat, pointing to each word.
- Students work with partners to ask and answer the questions, looking at the pattern boxes in their books.

C. Look at page 48. Listen and point. 🎧 2.17

- Students listen, pointing to each person being talked about. Play the recording as often as necessary to complete the task.
 - A *What were they doing when the leopard walked by?*
 - B *They were feeding the birds when the leopard walked by.*
 - A *What was he doing when the parrot flew by?*
 - B *He was reading a newspaper when the parrot flew by.*
 - A *What was she doing when the camel walked by?*
 - B *She was putting on makeup when the camel walked by.*

Games and Activities

- **Animal Show.** (Game 36, page 102.)

Finish the Lesson

- **Drill.** Say *walk.* Students say its simple past form, *walked.* Do the same with *run, hop,* and *fly.* Then do the activity again, having a contest to see who can first correctly say and spell the simple past tense. Repeat the entire activity, this time having students say and spell the -ing form of the verbs in the box on page 49.
- Workbook page 47. (Answers, Teacher's Book page 112.)

Practice Time

Language Focus: Simple past tense of movement verbs; past tense continuous; when clauses [*What (were) (you) doing when the (bear) (walked) by? (I) (was) (chopping vegetables) when the (bear) (walked) by.*]

Function: Expressing actions that were in progress in the past

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: Ask and Answer.** Write *What was she doing when the panda ran by? She was chopping vegetables when the panda ran by.* on the board. Point to each sentence and have students read it. Then say *they, parrot, fly* and have students ask the target question. Say *watch TV* and elicit the target answer. Continue in the same way—using different pronouns, animals, and activities—for three to four minutes.

Practice the Patterns

- Students open their books to page 50.

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

- Play the recording. Students listen and repeat, pointing to each picture in their books.
 - A *What were you doing when the bear walked by?*
 - B *I was chopping vegetables when the bear walked by.*
- 1 *What were you doing when the moose ran by?*
I was talking on the phone when the moose ran by.
- 2 *What was he doing when the panda walked by?*
He was taking a nap when the panda walked by.
- 3 *What were you doing when the tiger ran by?*
We were watching TV when the tiger ran by.
- 4 *What was she doing when the kangaroo hopped by?*
She was taking out the garbage when the kangaroo hopped by.
- 5 *What were they doing when the leopard walked by?*
They were feeding the birds when the leopard walked by.
- 6 *What was he doing when the parrot flew by?*
He was reading a newspaper when the parrot flew by.
- 7 *What was it doing when the eagle flew by?*
It was climbing a tree when the eagle flew by.
- 8 *What was she doing when the camel walked by?*
She was putting on makeup when the camel walked by.
- Students practice numbers 1–8 in pairs. (S1 in each pair asks the question, S2 answers.) Students then change roles and repeat the activity.

B. Look at page 48. Practice with a partner.

- Students remain in pairs and look at page 48. They then take turns asking and answering questions about the large scene using the target patterns and vocabulary items. For example: S1 (pointing to the woman chopping vegetables): *What was she doing when the bear walked by?* S2: *She was chopping vegetables when the bear walked by.*

C. Listen and chant. 🎧 2.19

- Students turn to the chant *What Were You Doing?* on page 84. 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 Were You Doing?

What was she doing when the tiger ran by?
She was talking on the phone when the tiger ran by.
What was he doing when the tiger ran by?
He was taking out the garbage when the tiger ran by.
What were you doing when the parrot flew by?
We were climbing a tree when the parrot flew by.
What was it doing when the parrot flew by?
It was taking a nap when the parrot flew by.
What were they doing when the panda walked by?
They were doing laundry when the panda walked by.
What were you doing when the panda walked by?
I was watching TV when the panda walked by.

- 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.
- Divide the class into Groups A and B. Play the karaoke version. Group A chants the questions, pantomiming the action of each animal. Group B chants the answers, pantomiming each activity.

Games and Activities

- **Spelling Contest.** (Game 37, page 102.)

Extra Practice

Worksheet 13, *What Were You Doing?*, page 133. (Answers, page 119.)

Finish the Lesson

- **What Were You Doing?** Have students pantomime washing a car. Then, as they are pantomiming, pretend to be a ringing telephone. Have students stop pantomiming. Ask *What were you doing when the phone rang?* Students respond *We were washing the car when the phone rang.* Then have students pantomime watching TV. Drop a book. Students stop pantomiming. Ask *What were you doing when the book fell?* Elicit *We were watching TV when the book fell.* Ask *What were you doing at 4:00 yesterday afternoon?* Then ask *What were you doing at 1:00 last Saturday?*
- Workbook page 48. (Answers, Teacher's Book page 112.)

Reading Time

Language Focus: Reading an informational sign

Materials Needed: CD and player; copies of reading

Warm-Up and Review

- **Pattern Review: Chant.** Play the Unit 7 chant, *What Were You Doing?* Students listen. Play the chant again and have students chant along.

Introduce the Reading

- See page 14.

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 on page 14 to introduce the new vocabulary and/or introduce the reading content.

Practice the Reading

- Students read the informational sign silently to themselves.

A. Listen and read along. 🎧 2.20

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

Welcome to Sunnyville Zoo's Giant Panda Home!

Bob and Lili are our giant pandas. Bob is 15 years old. Lili is 20 years old. Here are some facts about giant pandas:

When giant pandas are born, they weigh three to five ounces. Adults usually weigh 176 to 276 pounds.

Giant pandas eat bamboo. They don't hibernate in the winter because they have to eat 20 to 40 pounds of bamboo every day. They eat for 12 to 16 hours daily.

Giant pandas walk and run on all four legs. They can climb trees and swim.

Giant pandas live in the mountains of China. They are endangered. Around 700 to 1000 pandas are alive today.

New Words

<i>giant</i>	<i>fact</i>
<i>about</i>	<i>born</i>
<i>weigh</i>	<i>bamboo</i>
<i>hibernate</i>	<i>endangered</i>
<i>around</i>	<i>alive</i>

- Play the recording again, stopping it after each sentence. Students listen and repeat each sentence.
- Divide the class into pairs. Students in each pair take turns reading the story aloud to their partner.

B. Listen and circle True or False. 🎧 2.21

- Play the recording. For each number, students listen and circle True if the statement is true, and False if it is not.
 - 1 *When giant pandas are born, they weigh 176 pounds.*
 - 2 *Giant pandas walk and run on two legs.*
 - 3 *Giant pandas live in the mountains in China.*
 - 4 *Giant pandas can climb trees, but they can't swim.*

- Check answers by saying *Number 1. When giant pandas are born, they weigh 176 pounds.* 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. Do the same for numbers 2–4.

ANSWERS

1 False 2 False 3 True 4 False

C. Read the question. Write the answer.

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

ANSWERS

- 1 Adults usually weigh 176 to 276 pounds.
- 2 They eat bamboo.
- 3 They don't hibernate because they have to eat 20 to 40 pounds of bamboo every day.
- 4 Around 700 to 1000 pandas are alive today.

Games and Activities

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

- **Finish the Sentence.** (Game 56, page 104.)

Extra Practice

Worksheet 14, Animal Facts, page 134. (Answers, page 119.)

Finish the Lesson

- **Discussion.** Spend four to five minutes discussing with students possible reasons why giant pandas are endangered.
- Workbook page 49. (Answers, Teacher's Book pages 112–113.)

Your Time

Language Focus: Personalizing animal, movement, and past activity language

Materials Needed: CD and player

Warm-Up and Review

- **Reading Review: Facts About Pandas.** Students open their books to page 51 and quickly read the facts silently to themselves. Then have volunteers take turns saying facts about giant pandas.

Introduce the Lesson

- Ask students five to six questions relating to animals, movement, and past actions (see Suggested Questions below).

Suggested Questions:

What's your favorite animal?

Did a parrot fly by you yesterday?

Did you see a leopard running by last week?

Do you like kangaroos?

What were you doing at 9:00 last night?

What were you doing at 9:00 this morning?

Practice the Lesson

- Students open their books to page 52.

A. Read and write the answers. Choose words from the box.

- Students read the questions and write the answers, using the words in the boxes for their answers.
- Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

ANSWERS

NOTE Words in parentheses may vary.

- 1 I was (ironing a shirt) when the bear walked by.
- 2 I was (baking cookies) when the leopard ran by.
- 3 I was (making dinner) when the parrot flew by.

B. Pairwork. Look at the questions in A.

- Ask your partner and write your partner's answers.
- Divide the class into pairs. Each student in the pair asks his/her partner the three questions from exercise A and writes his/her partner's answers in the space provided. Next, each student tells the class about his/her partner. For example: *(Ken) was eating a hot dog when the bear walked by.*

C. Review. Read and write the answers.

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

ANSWERS

Answers will vary.

Games and Activities

- **Animal Facts.** (Game 57, page 104.)

Finish the Lesson

- **Class Interview.** Ask the class questions about the activities they did last Sunday (see below). Volunteers answer, and the rest of the students take notes. Then point to various volunteers and ask the class about their Sunday activities. Seated students look at their notes and answer.

Suggested Questions:

What were you doing at eight o'clock on Sunday morning?

What were you doing when your mother called you to breakfast?

What were you doing at noon?

What were you doing when the sun rose?

- Workbook page 50. (Answers will vary.)

Assessment

Unit 7 Test, page 156. (Answers, page 143.)



In Kindergarten

Conversation Time

Language Focus: Encouraging someone to try again

Materials Needed: CD and player

Warm-Up and Review

- **Review.** Have students pantomime the actions from Unit 5, Student Book page 28. Choose a volunteer (S1) to hop to the front of the classroom. As soon as S1 reaches the front, students stop pantomiming. Ask *What were you doing when (Kate) hopped by?* Choose three to four volunteers to answer. Continue in the same way for three to four minutes, with different volunteers walking, running, and hopping to the front of the classroom.

Introduce the Conversation

- See page 8.

Practice the Conversation

A. Listen and repeat. Point to the speakers. Then listen again. 🎧 2.22

- Play the first version of the conversation. Students listen and repeat, pointing to each speaker.
 - 1 **Teacher** *Annie, please come to the front. Write the letter 'd' on the board.*
Annie *I don't know how.*
 - 2 **Annie** *I'm sorry, Ms. Smart.*
Teacher *That's okay. Let me show you how. It's easy.*
 - 3 **Annie** *No, I can't. It's too hard.*
Teacher *Come on, Annie. Don't give up.*
 - 4 **Annie** *Hey! I can do it!*
Teacher *Good work, Annie. Please sit down.*
 - 5 **Teacher** *Judy, please help me pass out the homework. Stan, erase the board, please.*
 - 6 **Girl** *What did you get?*
Boy *I got a hundred!*
Annie *Yay! So did I!*
- Play the second version of the conversation.

B. Role-play the conversation.

- Divide the class into groups of four. Using their Student Books for reference, students in each group role-play the conversation, then change roles and do it 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.

- **Let Me Show You.** (Game 8, page 99.)

Finish the Lesson

- **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 with proper intonation. Pair 2, the "parrots", act out each conversation line as Pair 1 says it, using the proper intonation and body language. Pairs 1 and 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.
- Workbook page 51. (Answers, Teacher's Book page 113.)

Word Time

Language Focus: Activities (*say the alphabet, throw a ball, blow a bubble, count to ten, build a sand castle, spell a word, catch a frog, cut out a heart, peel an orange, speak English*)

Materials Needed: CD and player

Warm-Up and Review

- **Conversation Review: Listen, Please.** Play the recording of the Unit 8 conversation. Students listen and take notes if necessary to remember the information they hear. Then ask students three to four questions (see below) about the conversation.

Suggested Questions:

Who shows Annie how to write the letter 'd'?

Who will help Ms. Smart pass out the homework?

Who will erase the board?

Did anyone get a hundred on their test?

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 54 and use complete sentences to identify anything they can.
- Use Student Book page 54. Read the following 'story' while pointing to the pictures (**bold** words) and pantomiming the actions (*italicized* words).

This is a kindergarten class. The children are only around five years old. Some of the children can spell, count, and play nicely. And some can't. **Mike** is counting happily. And **Mandy** can speak English. But **this girl** can't *cut out a heart*. It's too hard for her. **Bob** can say **the alphabet** and **she** can *blow a bubble*. **Ivy** can *throw a ball*. **The girl** is watching **the boy** *peel an orange*. But **this boy** can't *catch a frog* and **Bill** can't *build a sand castle*.
- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions (*italicized* words).

How many kids are on this **playground**?
(**girl throwing ball**) Can Ivy *throw* a ball?
Who can speak English?
(**girl blowing bubble**) What is she doing?
What are the kids *building* with **sand**?
(**boy reaching for frog**) What is this boy trying to *catch*?
What do you see on the **easel**?
(**picture of dog**) What's this? Can you spell 'dog'?

Practice the Words

A. Listen and repeat. 🎧 2.23

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

- | | |
|------------------------------|--------------------------|
| 1 <i>say the alphabet</i> | 6 <i>spell a word</i> |
| 2 <i>throw a ball</i> | 7 <i>catch a frog</i> |
| 3 <i>blow a bubble</i> | 8 <i>cut out a heart</i> |
| 4 <i>count to ten</i> | 9 <i>peel an orange</i> |
| 5 <i>build a sand castle</i> | 10 <i>speak English</i> |

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

B. Point and say the words.

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

C. Listen and point. 🎧 2.24

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

Say the alphabet.

Cut out a heart.

Throw a ball.

Catch a frog.

Blow a bubble.

Speak English.

Count to ten.

Build a sand castle.

Peel an orange.

Spell a word.

Now listen and point to the speakers.

A *What are you eating?* (boy peeling orange and girl)

B *A cookie. Do you want some?*

A *No, thanks. I'm going to eat this orange.*

A *Look out! There's a bee behind you!* (children in sandbox)

B *A bee? Where?*

A *It's behind you.*

A *How often do you get a haircut?* (Ted and girl cutting out heart)

B *I get a haircut once a year. How about you?*

A *I get a haircut once a month.*

Games and Activities

- **Personal History.** (Game 19, page 100.)

Finish the Lesson

- **Pantomime Chain.** A volunteer (S1) comes to the front of the classroom and pantomimes one of the target actions. Students try to identify the action, saying *You're (catching a frog)*. If students guess correctly, S1 says *Yes, I'm (catching a frog)*. If students guess incorrectly, S1 says *No, I'm not (blowing a bubble)* and students continue guessing until they correctly name the action. The first student to correctly name the action is next to come to the front of the classroom and pantomime. Continue in the same way with six to eight students.
- Workbook page 52. (Answers, Teacher's Book page 113.)

Focus Time

Language Focus: The verb *be*, present and past tense (*is, was*); *can*, present and past tense (*can, could*)
When clauses; affirmative and negative statements with *could*
[*When (I) (was) little, (I) could/couldn't (peel an orange).*]

Function: Expressing past ability and inability

Materials Needed: CD and player

Warm-Up and Review

- **Vocabulary Review: Ability.** Randomly point to the images of the target activities on page 54 and have students name the actions. Volunteers then make true sentences using the action words and *can/can't*. For example: *I can speak English. I can't catch a frog.*

This lesson is in two parts.

Part 1: Introduce the Words

- See page 10.

Practice the Words

- Students open their books to page 55.

A. Listen and repeat. 🎧 2.25

- Students listen and repeat each word.
 - 1 *Annie is tall.*
Annie was short.
 - 2 *Ted can play basketball.*
Ted could play basketball.
- Students study the verb changes in the box for 30 seconds. Then say *I am tall* and have students change the sentence into the past tense, *I was tall*. Do the same with *I am not tall*, *They are tall*, *They aren't tall*, *I can play basketball*, and *I can't play basketball*.

Part 2: Introduce the Patterns

- **When (I) was little, (I) could (count to ten).** Say *In (1965) I was five years old*. Write (1965) on the board. Point to the date on the board, count to ten, and happily say *When I was little, I could count to ten*. Students point to themselves and repeat. Write *When I was little, I could count to ten* on the board. Point to and read each word. Students point to themselves and repeat. Do the same with *throw a ball*, *blow a bubble*, and *spell a word*.
- **When (I) was little, (I) couldn't (count to ten).** Point to the date on the board and then try to count to ten, struggling and missing some of the numbers as you do so. Look sad, shake your head, and say *When I was little, I couldn't count to ten*. Students point to themselves and repeat. Write *When I was little, I couldn't count to ten* on the board. Point to and read each word. Students point to themselves and repeat. Do the same with *throw a ball*, *blow a bubble*, and *spell a word*.
- **When (you) were little, (you) could (count to ten).** Do the same as in Step 1 above, having a volunteer do the activities to demonstrate you.

- **When (you) were little, (you) couldn't (count to ten).** Do the same as in Step 2 above, having a volunteer do the activities to demonstrate you.
- **Practice for Fluency.** Say *he*, then happily nod your head while saying *catch a frog*. Students say the corresponding target statement, *When he was little, he could catch a frog*. Then say *we* and sadly shake your head while saying *throw a ball*. Students say *When we were little, we couldn't throw a ball*. Continue in the same way for three to four minutes with different pronouns and actions, eliciting both positive and negative statements.

Practice the Patterns

B. Listen and repeat. 🎧 2.26

- Write the text from the pattern boxes on the board. Then play the recording, pointing to each word.
When I was little, I could peel an orange.
When I was little, I couldn't peel an orange.
When you were little, you could peel an orange.
When you were little, you couldn't peel an orange.
- Play the recording again. Students look at the pattern boxes and repeat, pointing to each word.
- Students work with partners to say the sentences while looking at the pattern boxes.

C. Look at page 54. Listen and point. 🎧 2.27

- Students look at page 54 and listen to the words, pointing to each person being talked about. Play the recording as often as necessary to complete the task.
When he was little, he could cut out a heart.
When she was little, she could blow a bubble.
When he was little, he could say the alphabet.

Games and Activities

- **Dictation.** (Game 38, page 103.)

Finish the Lesson

- **True Sentences.** Students use the target pattern to make true sentences about themselves. Allow students to use any verbs they know. Continue until most students have taken a turn.
- Workbook page 53. (Answers, Teacher's Book page 113.)

Practice Time

Language Focus: The verb *be*, present and past tense; *can*, present and past tense; *When* clauses; affirmative and negative statements with *could* [*When (I) (was) little, (I) (could) (say the alphabet).*]

Function: Expressing past ability and inability

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: True Sentences.** Write *When my brother was little, he could spell a word.* on the board. Point to the sentence and have students read it. Then have students use this pattern to make positive true statements about people in their family. Allow students to use any verbs they know. Continue until most students have taken a turn.

Practice the Patterns

- Students open their books to page 55.

A. Listen and repeat. Then practice with a partner. 🎧 2.28

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

When I was little, I could say the alphabet.

1 *When we were little, we could throw a ball.*

2 *When you were little, you couldn't cut out a heart.*

3 *When he was little, he couldn't spell a word.*

4 *When she was little, she could speak English.*

5 *When I was little, I could blow a bubble.*

6 *When he was little, he couldn't catch a frog.*

7 *When he was little, he couldn't build a sand castle.*

8 *When I was little, I could count to ten.*

- Students practice numbers 1–8 in pairs, then change partners and repeat the activity.

B. Look at page 54. Practice with a partner.

- Students remain in pairs and take turns making statements about the scene using the target patterns and vocabulary items. For example: S1 (pointing to the girl in the sandbox): *When she was little, she could build a sand castle.* S2 (pointing to the girl trying to cut out a heart): *When she was little, she couldn't cut out a heart.*

C. Listen and sing along. 🎧 2.29

- Students turn to the song *When They Were Little* on page 84. 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.

When They Were Little

When I was little,

I couldn't spell.

I couldn't spell a word.

When I was little,

I couldn't spell.

I couldn't spell a word.

When I was little,

I couldn't count.

I couldn't count to ten.

When I was little,

I couldn't count.

I couldn't count to ten.

He couldn't spell a word.

She couldn't count to ten.

He couldn't spell, she couldn't count,

but they could catch a frog.

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

Games and Activities

- **Write a Story.** (Game 39, page 103.)

Extra Practice

Worksheet 15, *When I Was Little*, page 135. (Answers, page 119.)

Finish the Lesson

- **Favorite Heroes.** Elicit names of familiar book and/or movie heroes and write them on the board. Students make sentences about actions these heroes could or couldn't do when they were little. For example: *When Wonderboy was little, he couldn't catch a frog.* Allow students to use other names and verbs as well. Continue for three to four minutes.
- Workbook page 54. (Answers, Teacher's Book page 113.)

Reading Time

Language Focus: Reading a letter

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review:** *Could/Couldn't*. Write *When my mother was little, she could _____, and When my mother was little, she couldn't _____* on the board. Volunteers take turns reading the sentences and filling in the blanks with different verb phrases. Allow students to replace mother with other nouns (for example: *father, grandfather, sister, brother, friend*). Continue until most students have taken a turn.

Introduce the Reading

- See page 14.

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.

Practice the Reading

- Students read the letter silently to themselves.

A. Listen and read along. 🎧 2.30

- Students listen and read along in their Student Books.

Dear Stan,

How are you? When you moved away, we were sad. We miss you very much. Do you miss us?

Last Saturday, we saw Ms. Smart. She was our kindergarten teacher. Do you remember her? Annie and I went to her house for lunch. She showed us old photos of our kindergarten class. She told some funny stories, too. She said when you were little, you could build enormous sand castles. When you were in the sandbox at recess, you never wanted to get out. Remember?

Do you like Washington? How's your new school? Are you making a lot of friends? Please write soon!

Your friend, Ted Lee

New Words

<i>move away</i>	<i>miss</i>
<i>kindergarten</i>	<i>show</i>
<i>funny</i>	<i>enormous</i>
<i>recess</i>	<i>make friends</i>
<i>soon</i>	

- Play the recording again, stopping it after each sentence. Students repeat each sentence.
- Student pairs take turns reading the letter aloud to their partner.

B. Listen and circle True or False. 🎧 2.31

- For each number, students listen and circle True or False.
 - 1 *Ted and Annie saw Ms. Smart on Sunday.*
 - 2 *Ms. Smart showed them funny pictures.*
 - 3 *Stan could build enormous sand castles when he was little.*
 - 4 *Stan lives in California.*
- Check answers by saying *Number 1. Ted and Annie saw Ms. Smart on Sunday.* Students say *True* or *False*, depending on what they circled. If the statement is false, choose a volunteer to make it true. Do the same for numbers 2–4.

ANSWERS

1 False 2 False 3 True 4 False

C. Read the question. Write the answer.

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

ANSWERS

- 1 Stan is Ted's friend from kindergarten.
- 2 No, she was their kindergarten teacher.
- 3 He and Annie ate lunch, looked at old photographs, and listened to stories.
- 4 When Stan was little, he could build enormous sand castles.

Games and Activities

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

- **Sequencing.** (Game 58, page 104.)

Extra Practice

Worksheet 16, New Friends, page 136. (Answers, page 120.)

Finish the Lesson

- **Use It in a Sentence.** Say *enormous*. A volunteer says a sentence using *enormous* (this can be either an original sentence or a sentence from the reading). Do the same with the remaining New Words from the lesson.
- Workbook page 55. (Answers, Teacher's Book page 113.)

Your Time

Language Focus: Personalizing actions in the past and ability/inability language

Materials Needed: CD and player

Warm-Up and Review

- **Reading Review: Listen and Read.** Play the recording of Ted's letter. Students listen. Then volunteers read the letter, one sentence per student.

Introduce the Lesson

- Ask students four to five questions about their past actions (see Suggested Questions below).

Suggested Questions:

When you were seven, did you like to plant flowers?

Did you like climbing trees when you were five?

When you were little, could you ride a bike?

Where did you live when you were eight?

When you were little, did you ever take the bus?

Practice the Lesson

- Students open their Student Books to page 58.

A. Listen and answer the questions. 🎧 2.32

- For each number, students listen to the question and answer it based on their own knowledge and experience.
 - 1 *When you were four, could you say the alphabet?*
 - 2 *When you were seven, could you throw a ball?*
 - 3 *When you were six, could you speak English?*
 - 4 *When you were three, could you spell a word?*
 - 5 *When you were two, could you build a sand castle?*
- Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

ANSWERS

Answers will vary.

B. Pairwork. What could you do when you were little? What couldn't you do? Fill in your chart. Then ask your partner.

- Divide the class into pairs. Each student fills in the *You* chart about what they could and couldn't do when they were little. Then each student asks his/her partner *What could you do when you were little? What couldn't you do?* and fills in the *Your Partner* chart. When they have finished, each student tells the class about his/her partner. For example: When (Ken) was little, (he) could (swim well).

C. Review. Read and circle True or False.

- Students read each statement and circle *True* or *False* based on their own knowledge and experience.
- Check answers by having volunteers say whether they circled *True* or *False* for each sentence.

ANSWERS

Answers will vary.

Games and Activities

- **When I Was Eight.** (Game 59, page 104.)

Finish the Lesson

- **Around the Class.** Write *What could you do when you were little?* on the board. Point to each word and have students say the sentence. Ask a volunteer (S1) *What could you do when you were little?* S1 answers *I could (feed the birds).* Then S1 turns to the student on his/her right (S2) and asks *What could you do when you were little?* S2 says *I could (talk on the phone).* S2 then asks S3 the question in the same way. Continue in the same way until most students have taken a turn.
- Workbook page 56. (Answers will vary.)

Assessment 📝

Unit 8 Test, page 157. (Answers, pages 143–144.)

Music Time

Language Focus: music types and terms (*rock music, band, compose, lyrics, classical music, conductor, country music, ballad*).

Function: Identifying different types of music and various music terms.

Materials Needed: CD and player

Warm-Up and Review

- **Review: Musical Instrument Review.** Review the Unit 6 Word Time vocabulary. Choose one secretly and act out the motions of playing that instrument. Students guess which instrument you are "playing". Ask volunteers to come to the front and continue the activity until you have covered all of the instruments.

Introduce the Words

- See page 10.

CULTURE NOTE Orchestras are made up of strings, brass, woodwinds and percussion. Concert bands have no strings. Bands can also refer to many kinds of groups of musicians such as rock bands, country western bands, hip-hop bands, etc.

Practice the Vocabulary

A. Do you like music?

- Students open their books to page 59, look at the photographs and name anything they can.

B. Listen and repeat. 2.33

- Students listen and repeat, pointing to the words in the New Words box in their books.

<i>rock music</i>	<i>band</i>
<i>compose</i>	<i>lyrics</i>
<i>classical music</i>	<i>conductor</i>
<i>country music</i>	<i>ballad</i>

- Say the words in random order. Students point to them in their books.

C. Listen and read. 2.34

- Students read along in their books.

Jake is a musician. His favorite music is rock music and he plays the guitar in a band. There is usually an electric guitar, a keyboard, drums and a singer in a rock band. Jake likes to compose music and write lyrics for new songs.

Amanda's favorite music is classical music and she plays the flute in the school orchestra. Her music teacher is the conductor. He stands at the front. Everyone watches him so they all play at the same time.

Tess is a singer. She sings country music. She plays the guitar and sings ballads. A ballad is a song that tells a story. Early country music told a story about life in the country. Tess wants to be a country music star.

- Two groups read the text aloud, alternating lines, until each group has read both parts aloud.
- Students choose a partner and read the text, alternating turns.

D. Read and circle the correct word.

- Students read the sentences and circle the word(s) that make up the corresponding sentence.
- Check answers by saying *Number 1*; a volunteer reads the completed sentence. Continue for numbers 2–5.

Games and Activities

- **Around the World.** (Game 75, page 105.)

Finish the Lesson

- **Team Questions.** Divide the class into two teams. Ask a student from one team to stand. Ask that student (S1) a question about the text, for example *What does Amanda play in the orchestra?* The student responds *Amanda plays the flute*. S1 then chooses a student (S2) from the other team and asks him/her a question. Teams ask and answer questions, alternating turns. Allow team members to collaborate. Give teams one point for each correct answer they give. Subtract a point if a student is unable to ask or answer a question or does so incorrectly.
- Workbook page 57. (Answers, Teacher's Book pages 113–114.)

Project Time

Language Focus: music types and terms *I like (pop) music.*
My favourite singer is (Celine Dion).

Materials Needed: CD and player; paper, crayons, markers; pictures of musical instruments, singers, orchestras, bands, etc. from magazines, newspapers and/or the Internet.

Warm-Up and Review

- **Vocabulary: Music Types and Terms.** Review the music vocabulary on page 59. Students identify the vocabulary words in the New Words box on page 59, one by one. Scramble the letters of one of the new words. For example, say *mpcsoeo*. Students respond *compose*. Continue until you have scrambled all of the words. Volunteers make personalized sentences using the new words, for example *I don't like rock music.* or *I can compose music.*

A. Listen and number in order. 🎧 2.35

- Students turn to page 60 in their books, listen to the recording and number the pictures 1-3 in the order in which they are read.
 - 1 *She's playing the cello in an orchestra. They're playing classical music. Listen!*
 - 2 *She's playing the electric guitar. She's playing rock music. Listen!*
 - 3 *He's playing the guitar and singing. He's playing country music. Listen!*
- Check answers by pointing to the first picture in the book. Students say the number they wrote.

ANSWERS

First picture, Number 2

Second picture, Number 3

Third picture, Number 1

B. Write a letter to your friend about music.

- Draw a piece of paper on the board. Write the following as in a letter: *Hello (John), How are you? I'm fine. I'm very busy at school. We have a lot of homework and tests. I'm happy summer is coming soon! I can't wait to see you and your family. Your friend, Peter* Point to this and say *Letter (Email) This is a letter/ email.* Students repeat. Point to the letter and read the lines one by one. Students repeat.

Hello Emilio!
My family loves music. My brother and I both play musical instruments. He plays the guitar. he likes rock music. His favorite singer is Elvis Presley.
I play the piano and I usually play classical music but my favourite music is pop music. I think Celine Dion is great.
My mother and father like classical music. My dad plays the cello. they really like the New York Philharmonic Orchestra.
Your friend, Tara.
- Then volunteers answer the questions. They are to include the answers to these questions in their own letters.

- 1 Make sure students have paper, crayons, markers and pictures of musical instruments, singers, bands and orchestras items from magazines, newspapers and/or the Internet. Students write their letters.
 - 2 Students write the content of their letters similar to the letter example in their books.
- Volunteers share their letters with the class, pointing to them and talking about music, their families and friends.
 - Place the letters on the walls of the classroom, along the marker tray or on the board with magnets.

C. What do you think? Ask a partner.

- Focus students' attention on the two questions. Each student answers the questions.
- Student pairs ask and answer questions. Each pair stands and tells the class about one of his/her partner's answers. For example, *Jack likes (country music). He likes (Shania Twain).*

Games and Activities

- **Memory Chain Letter.** (See Game 64, page 104.) Divide the students into teams. Ask the students from one team to walk around and stand next to one of the letters written by the class. The first student points to the letter and says *(Ted) likes pop music.* The second student points to the letter he/she has chosen and says *(Mary) likes classical music and Ted likes pop music.* and so on. The students earn a point for each add-on. When all members of the team have spoken or one of them is unable to continue or makes a mistake, the other team takes a turn. The team with the most points wins.

Finish the Lesson

- **Find a Partner.** Students walk around the room looking at the displayed letters. Each student finds a letter of another student who likes the same style of music. Students stand by the poster and say *My favorite music is rock music. (Kate) likes rock music too.* Continue until each student has participated.
- Workbook page 57. (Answers, Teacher's Book pages 113-114.)



Cities Around the World

Conversation Time

Language Focus: Interviewing an airline pilot

Materials Needed: CD and player; Wall Chart 9

Warm-Up and Review

- **Review: When You Were Little...** Write *When I was little, I could ride a bike.* on the board. Point to the sentence and have students read it. Then say *climb a tree* and have a volunteer say a true *could* or *couldn't* sentence using *climb a tree*. Continue in the same way for three to four minutes.

Introduce the Conversation

- See page 8.

Practice the Conversation

A. Listen and repeat. Point to the speakers. Then listen again. 🎧 2.36

- Play the first version of the conversation. Students listen and repeat, pointing to each speaker.
 - 1 **Jan** Captain West, we'd like to interview you for our school newspaper. Could we ask you a few questions?
Pilot Sure. Go ahead.
 - 2 **Jan** How many female pilots work for your airline?
Pilot I think one third of the pilots are female.
 - 3 **Jan** Do you ever fly abroad?
Pilot Yes. I have an overseas flight once a month.
 - 4 **Joe** Do you fly the plane by yourself?
Pilot No. I always have a copilot.
 - 5 **Joe** Do you like being a pilot?
Pilot Yes, very much!
 - 6 **Jan** Thanks for your time, Captain West.
Pilot My pleasure.

- Play the 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.

- **Your Turn.** (Game 9, page 99.)

Finish the Lesson

- **Discussion.** Have a short discussion (for about three to four minutes) with the class, talking about what jobs they would like to do when they are older.
- Workbook page 58. (Answers, Teacher's Book page 113.)

Word Time

Language Focus: Cities (Rome, Cairo, Tokyo, London, Seoul, New York City, Paris, Honolulu, San Francisco, Hong Kong)

Materials Needed: CD and player

Warm-Up and Review

- **Conversation Review: Say Alternate Lines.** Play the recording of the Unit 9 conversation. Then, using their books for reference if necessary, students on the right and left sides of the classroom say alternate lines of the conversation (one side asks the questions and the other answers). They switch roles and say the conversation again.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their Student Books to page 62 and use complete sentences to identify anything they can.
- Use Student Book page 62. Read the following 'story' while pointing to the pictures (**bold** words).

Two **pilots** are visiting **the classroom**. There is a **big map** on the wall. Do you know the names of the cities? Here's **Rome**. It's in Italy. Here's **Tokyo**, and here's **Cairo**. Can you see **Seoul**? **New York City**, **San Francisco**, and **Honolulu** are all in the U.S.

- Ask the following questions while pointing to the pictures (**bold** words).
(**Seoul**) What's this?
(**Hong Kong**) Is this Hong Kong?
Is **London** near **Honolulu**?
Is **Tokyo** near **Cairo**?
Did you go to **San Francisco** last year?
Do you live in **Rome**?
Is **Paris** a big city?
Do you live in **New York City**?

Practice the Words

A. Listen and repeat. 🎧 2.37

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

- | | |
|-----------------|------------------------|
| 1 <i>Rome</i> | 6 <i>New York City</i> |
| 2 <i>Cairo</i> | 7 <i>Paris</i> |
| 3 <i>Tokyo</i> | 8 <i>Honolulu</i> |
| 4 <i>London</i> | 9 <i>San Francisco</i> |
| 5 <i>Seoul</i> | 10 <i>Hong Kong</i> |

B. Point and say the words.

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

C. Listen and point. 🎧 2.38

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

Tokyo.

San Francisco.

Cairo.

Paris.

Hong Kong.

Honolulu.

London.

New York City.

Seoul.

Rome.

Now listen and point to the speakers.

A *What a cool plane! (boy holding plane and friend)*

B *I want to see it.*

A *No.*

B *Come on! Let me see it.*

A *I can't lift this by myself. It's so heavy. (Ted and girl)*

B *Here, let me help you.*

A *Thanks.*

A *Do you ever fly at night? (Annie and male pilot)*

B *Yes, I often fly at night. I need a lot of coffee.*

A *How much coffee do you have?*

B *I usually drink four cups of coffee.*

Games and Activities

- **How Will You Get There?** (Game 20, page 100.)

Finish the Lesson

- **Questions.** Ask students questions about cities of the world (see below). Continue for three to four minutes.

Suggested Questions:

What two cities do you really want to visit?

Can you go skiing in Honolulu?

Can you climb a mountain in Rome?

Can you take a train to Paris?

Can you take a train to New York City?

- Workbook page 59. (Answers, Teacher's Book page 114.)

Focus Time

Language Focus: Months (January, February, March, April, May, June, July, August, September, October, November, December)

Wh- questions with *when* and *how long* [When did (he) go to (Hong Kong)? (He) went in (April). How long (was) (he) there? (He) (was) there for (one week).]

Function: Inquiring about the time and duration of activities in the past

Materials Needed: CD and player; strips of paper with 'Rome' and 'April' written on them

Warm-Up and Review

- **Vocabulary Review: I Went to (Rome) on Friday.** Students open their Student Books to page 62 and take 30 seconds to study the map. Then say *I went to Rome on Friday. Where did you go?* A volunteer begins by saying *I didn't go to Rome. I went to (Hong Kong).* Students continue around the room in the same way until most students have taken a turn.

This lesson is in two parts.

Part 1: Introduce the Words

- See page 10.

Practice the Words

- Students open their books to page 63.

A. Listen and repeat. 🎧 2.39

- Students listen and repeat each word.

1 January	2 February
3 March	4 April
5 May	6 June
7 July	8 August
9 September	10 October
11 November	12 December

Part 2: Introduce the Patterns

- **When did (he) go to (Rome)? (He) went in (April).** Bring a volunteer to the front of the classroom and give him or her pieces of paper with *Rome* and *April* written on them. Point to the volunteer and say *(He) went to Rome in April. (He) went in April.* Students repeat. Write *He went in April.* on the board. Point to and read each word. Students repeat. Then ask the class *When did he go to Rome?* Students repeat. Then ask the question again and elicit *He went in April.* Write *When did he go to Rome?* on the board to the left of *He went in April.* Point to and read each word. Students repeat. Do the same with *London/March, Tokyo/October, and Paris/July.*
- **How long was (he) there? (He) was there for (one week).** Draw an April calendar on the board and write *Joe to Rome* on a Sunday, then draw a line through that week. Say *Joe went to Rome in April. He was there for one week.* Students repeat. Write *He was there for one week.* on the board. Point to and read each word. Students repeat. Then ask the class *How long was he there?* Students repeat. Ask the question again

and elicit *He was there for one week.* Write *How long was he there?* on the board to the left of *He was there for one week.* Point to and read each word. Students repeat. Do the same with *London/March/one day, Tokyo/October/two weeks, and Paris/July/five days.*

- **How long were (they) there? (They) were there for (one week).** Do the same as in Step 2 above, writing two names on the calendar to demonstrate *they.*
- **Practice for Fluency.** Say *they, London* and elicit *When did they go to London?* Say *May.* Elicit *They went in May.* Then say *one week* and elicit both the target question and answer, *How long were they there? They were there for one week.* Do the same with *he/Seoul/July/one day, you/Cairo/August/eight weeks, and she/Tokyo/December/ three days.*

Practice the Patterns

B. Listen and repeat. 🎧 2.40

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

A	When did he go to Hong Kong?
B	He went in April.
A	How long was he there?
B	He was there for one week.
A	When did they go to Hong Kong?
B	They went in April.
A	How long were they there?
B	They were there for one week.
- Play the recording again. Students look at the pattern boxes and repeat, pointing to each word.
- Students work with partners to ask and answer the questions, while looking at the pattern boxes.

C. Look at page 62. Listen and point. 🎧 2.41

- Students look at page 62 and listen to the words, pointing to the person being talked about. Play the recording as many times as necessary to complete the task.

A	When did she go to Paris?
B	She went in October.
A	How long was she there?
B	She was there for four days.

Games and Activities

- **Ask Them Questions.** (Game 40, page 103.)

Finish the Lesson

- **When Did You Go to Mars?** Walk around the classroom asking students questions about interplanetary travel. For example: *When did you go to Mars? I went in June. How long were you there? I was there for ten minutes.* Continue for four to five minutes using other planets.
- Workbook page 60. (Answers, Teacher's Book page 114.)

Practice Time

Language Focus: Months; *Wh-* questions with *when* and *how long*

[*When did (you) go to (San Francisco)? (I) went in (March).*

How long (were) (you) there? (I) (was) there for (two days).]

Function: Inquiring about the time and duration of activities in the past

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: The Vanishing Dialogue.** Write the following on the board:
When did you go to Rome?
I went in April.
How long were you there?
I was there for one week.
- Point to each line and elicit the sentence, with half of the class asking the questions and the other half answering. Erase a word from each sentence. The two halves of the class say the sentences, trying to fill in the missing words. Continue in the same way, erasing more words each time, until students can say the sentences from memory.

Practice the Patterns

- Students open their Student Books to page 64.

A. Listen and repeat. Then practice with a partner. 🎧 2.42

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

A *When did you go to San Francisco?*

B *I went in March.*

A *How long were you there?*

B *I was there for two days.*

1 *When did you go to Cairo?*

I went in April.

How long were you there?

I was there for one week.

2 *When did he go to Paris?*

He went in December.

How long was he there?

He was there for three days.

3 *When did she go to Tokyo?*

She went in June.

How long was she there?

She was there for two weeks.

4 *When did you go to London?*

How long were you there?

I was there for one day.

5 *When did you go to Seoul?*

We went in August.

How long were you there?

We were there for four days.

6 *When did he go to New York City?*

He went in May.

How long was he there?

He was there for two days.

7 *When did she go to Honolulu?*

She went in September.

How long was she there?

She was there for one day.

8 *When did they go to Rome?*

They went in July.

How long were they there?

They were there for five days.

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

B. Look at page 62. Practice with a partner.

- Students remain in pairs and look at page 62. S1 points to a city on the map and says *I went to (Cairo)*. S2 then uses the target patterns to ask S1 about his/her trip. S1 responds using the target patterns. For example: S2: *When did you go to Cairo?* S1: *I went in September.* S2: *How long were you there?* S1: *I was there for three days.*

C. Listen and chant. 🎧 2.43

- Students turn to the chant *When Did You Go to Paris?* on page 85. (There is insufficient space to include the lyrics here.) Students cover the text, look at the pictures, and talk about what they see. Read the lyrics line by line; students repeat. Play the recording. Students follow in their books.
- Play the recording again. Students chant along, using their books for reference. Play the recording as often as necessary for students to become familiar with the chant.
- Divide the class into two groups. Play the karaoke version. Group A sings the questions while pointing to Group B. Group B sings the answers, pantomiming the action in the last line of each verse. Groups change roles and chant again.

Games and Activities

- **Make the Sentences.** (Game 44, page 103.)

Extra Practice

Worksheet 17, *Cities of the World*, page 136. (Answers, page 120.)

Finish the Lesson

- **When Did You...?** Ask students questions about past activities. For example: *When did you go to your friend's house?* *When did you go to the movie theater?* *When did you visit your grandmother?* Continue for four to five minutes.
- Workbook page 61. (Answers, Teacher's Book page 114.)

Reading Time

Language Focus: Reading a tourist brochure

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: Dictation.** Students open their books to page 64 and look at the pattern boxes for about 30 seconds. They close their books. Say *When did you go to San Francisco?* Students write the question on a piece of paper, using correct capitalization and punctuation. The first student to correctly write the question reads it to the class. Do the same with the remaining question at the top of page 64.

Introduce the Reading

- See page 14.

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 on page 14 to introduce the new vocabulary and/or introduce the reading content.

Practice the Reading

- Students read the brochure silently to themselves.

A. Listen and read along. 🎧 2.44

- Students listen and read along in their books.

Welcome to New York City, the Big Apple!

Over 30 million people visit New York City every year. Why? Because it's one of the world's most exciting places. There are 18 thousand restaurants, 10 thousand shops, and 150 museums. Basketball, opera, theater, jazz... New York City has it all!

Visit the Statue of Liberty and the Empire State Building. Get tickets for a show at a Broadway theater. Have a sandwich at Carnegie Deli. Don't forget to shop at Macy's! It's the world's biggest department store.

Walking tours, boat tours, and bus tours are available daily. For information, call us at 1 (800) 555-2112. We can help you find a hotel room, buy plane tickets, or rent a car.

New Words

million	world
most exciting	thousand
opera	jazz
available	information
rent	

- Play the recording again, stopping it after each sentence. Students listen and repeat each sentence.
- Divide the class into pairs. Students in each pair take turns reading the brochure aloud to their partner.

B. Listen and circle True or False. 🎧 2.45

- For each number, students listen and circle True or False.
 - 1 *People visit New York City because it's one of the world's most exciting places.*
 - 2 *There are 80 thousand restaurants in New York City.*
 - 3 *Carnegie Deli is the world's largest department store.*
 - 4 *When you're in New York City, you can take a boat tour.*
- Check answers by saying *Number 1. Three thousand people visit New York City every year.* Students say *True* or *False*, according to what they circled. If the statement is false, choose a volunteer to make it true. Do the same for numbers 2–4.

ANSWERS

1 True 2 False 3 False 4 True

C. Read the question. Write the answer.

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

ANSWERS

- 1 There are 150 museums in New York City.
- 2 People visit New York City because it's one of the world's most exciting places.
- 3 Walking tours, boat tours, and bus tours are available daily.
- 4 New York City is the 'Big Apple.'

Games and Activities

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

- **Posters.** (Game 60, page 104.)

Extra Practice

Worksheet 18, Ted's Trip to London, page 138. (Answers, page 120.)

Finish the Lesson

- **Discussion.** Ask students to tell about cities they have toured. Continue the discussion for four to five minutes.
- Workbook page 62. (Answers, Teacher's Book page 114.)

Your Time

Language Focus: Personalizing travel and time language

Materials Needed: CD and player

Warm-Up and Review

- **Reading Review: Complete the Sentence.** Read the Unit 9 reading slowly, pausing before different words. Students say the missing words. For example: Say *Over 30 million people visit _____ every year.* Students say *New York City.* Students may use their books for reference if necessary.

Introduce the Lesson

- Ask students five to six questions relating to time (see Suggested Questions below).

Suggested Questions:

What time did you eat breakfast today?

Did you visit your grandparents on Saturday?

Did you go on a trip last August?

Do you ever go to the beach in December?

Do you ever go skiing in January?

Practice the Lesson

- Students open their books to page 66.

A. Listen and answer the questions. 2.46

- For each number, students listen to the question and answer it based on their own knowledge and experience.
 - 1 *What time did you eat lunch yesterday?*
 - 2 *What time did you do your homework yesterday?*
 - 3 *Did you go to the beach in July?*
 - 4 *Did you go to Honolulu in August?*
- Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

ANSWERS

Answers will vary.

B. Pairwork. Read the questions. Write the answers. Then ask your partner.

- Divide the class into pairs. Each student fills in the information in the *You* column, then asks his/her partner the questions and fills in the *Your Partner* column. At the end, each student tells the class about his/her partner, using the sentence cues and information from his/her chart. For example: *(Ken) went to Honolulu on his favorite trip. He went in September. He was there for two weeks.*

C. Review. Read and write.

- Students read each sentence and complete it based on their own knowledge and experience.
- Check answers by having four volunteers read one sentence to the class.

ANSWERS

Answers will vary.

Games and Activities

- **Memory Chain.** (Game 61, page 104.)

Finish the Lesson

- **From Words to Sentences.** Write *always, sometimes, hardly ever, never* on the board. Point to each word and have students read it. Then write *I never get a sunburn in December.* on the board. Point to the sentence and have students read it. Then have students take turns substituting words for the underlined words in the sentence to make true sentences about themselves or someone they know. Continue until most students have taken a turn.
- Workbook page 63. (Answers, Teacher's Book page 114.)

Assessment

Unit 9 Test, page 158. (Answers, page 144.)



Conversation Time

Language Focus: Discussing yesterday's TV programs

Materials Needed: CD and player; Wall Chart 10

Warm-Up and Review

- **Review: When?** Ask the following questions and have several students respond. *What time did you go home yesterday? What time did you talk on the phone yesterday? When do you do your homework?*

Introduce the Conversation

- See page 8.

Practice the Conversation

A. Listen and repeat. Point to the speakers. Then listen again. 🎧 2.47

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

1 **Emily** *Where were you yesterday afternoon?*

Matt *At Annie's house. We were watching TV.*

2 **Emily** *What was on?*

Matt *A program about animals in Africa.*

3 **Emily** *Aw, I missed it. Was it good?*

Matt *Yeah, it was. The gorillas were really cool.*

4 **Emily** *Did you watch the soccer game last night?*

Matt *No, my mom was watching the news. Besides, I don't like watching soccer on TV.*

5 **Emily** *Me, neither. It's not as fun as watching a real game.*

Matt *Hey! There's a good movie on tonight. Do you want to come over?*

6 **Emily** *I can't. My mom won't let me watch TV on a school night.*

Matt *Too bad. Oh! There's the bell. Time for class!*

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.

- **Missing Words.** (Game 10, page 99.)

Finish the Lesson

- **Discussion.** Ask students five to six questions about their TV viewing (see below).

Suggested Questions:

Who watched TV last night?

What was on?

What are your favorite TV programs?

What programs do you usually watch?

How many of you usually watch that program?

Do you like to watch sports like soccer on TV?

Do you watch TV on school nights?

When do you usually go to bed?

- Workbook page 64. (Answers, Teacher's Book page 115.)

Word Time

Language Focus: Actions (*skip lunch, forget my homework, go to bed late, fall off my chair, get a good grade, lose my favorite pencil, make a mistake, take off my jacket, win a prize, turn off the fan*)

Materials Needed: CD and player

Warm-Up and Review

- **Conversation Review: True/False/I Don't Know.** Play the recording of the Unit 10 conversation. Students take notes if necessary to remember the information they hear. Say four to five statements about the conversation (see below). Students say *True* or *False*. If a statement is false, a volunteer makes it true. If students don't have enough information to determine if the statement is true or false, they say *I don't know*.

Suggested Statements:

Emily, the girl, watched TV with Annie yesterday.

Matt, the boy, watched a program about animals.

The boy thought the tigers were cool.

The boy's mom watched the news last night.

The girl likes playing soccer.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 68 and use complete sentences to identify anything they can.
 - Open a Student Book to page 68. Read the following 'story' while pointing to the pictures (**bold** words) and pantomiming the actions (*italicized* words).
- In Annie's classroom the students and teacher are thinking about many things. The teacher is thinking about skipping lunch. Ted is looking at the board and thinking, 'Am I going to make a mistake?' This girl went to bed late. This boy is thinking about his test. Jan is dreaming about winning a prize. Annie is asking herself, 'Did I forget my homework?'
- Ask the following questions while pointing to or touching the pictures (**bold** words).

Is **Annie** thinking about forgetting her homework?

Who is thinking about falling off his **chair**?

Who is thinking about taking off her jacket?

Who is thinking about turning off the **fan**?

Who is thinking about losing her favorite pencil?

Who is thinking about winning a prize?

Practice the Words

A. Listen and repeat. 2.48

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

1 *skip lunch*

6 *lose my favorite pencil*

2 *forget my homework*

7 *make a mistake*

3 *go to bed late*

8 *take off my jacket*

4 *fall off my chair*

9 *win a prize*

5 *get a good grade*

10 *turn off the fan*

B. Point and say the words.

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

C. Listen and point. 2.49

- For the vocabulary, students point to the person/people doing the named action; for the conversations, they point to the speakers (references are in parentheses). Play the recording as often as necessary to complete the task.

Fall off my chair.

Forget my homework.

Take off my jacket.

Lose my favorite pencil.

Make a mistake.

Get a good grade.

Skip lunch.

Win a prize.

Turn off the fan.

Go to bed late.

Now listen and point to the speakers.

A Excuse me. May I borrow a pencil? (Annie and boy)

B Sure. Here you are.

A Thanks.

A When did you go to Paris? (boys by fan)

B I went in June.

A How long were you there?

B I was there for three days.

A Here you are. Today's special is roast beef and potatoes.

B No, thank you. I'm not in the mood for roast beef.

A Are you sure?

B Positive. I'm not hungry today.

Games and Activities

- **Charades.** (Game 21, page 101.)

Finish the Lesson

- **How often...?** Write *once a day, three times a week, twice a month*, and *four times a year* on the board. Point to each word and have students read it. Then ask *How often do you make a mistake?* and have several students respond. Do the same with *How often do you win a prize?* and *How often do you lose your favorite pencil?*

NOTE Students can also use the pattern *I (never) (lose my favorite pencil)* to respond to the questions.

- Workbook page 65. (Answers, Teacher's Book page 115.)

Focus Time

Language Focus: Adjectives (*hungry, nervous, tired, embarrassed, happy, sad, disappointed, cold, hot, proud*)
If clauses [*If (I) (skip lunch), (I'll) be (hungry).*]

Function: Expressing conditions and emotions/attitudes; expressing consequences

Materials Needed: CD and player

Warm-Up and Review

- **Vocabulary Review: True Sentences.** Two volunteers write the Unit 10 Word Time phrases in a column on the board. Point to each card and elicit the verb phrases. Next, write adjectives of frequency (see Student Book Unit 4, page 23) on the board in a column to the left of the phrases. For three to four minutes volunteers make true sentences about themselves or people they know, using the prompts on the board. For example: *I never go to bed late. My father often skips lunch.*

This lesson is in two parts.

Part 1: Introduce the Words

- See page 10.

Practice the Words

- Students open their books to page 69.

A. Listen and repeat. 🎧 2.50

- Play the recording. Students listen and repeat each word.

- 1 *hungry*
- 2 *nervous*
- 3 *tired*
- 4 *embarrassed*
- 5 *happy*
- 6 *sad*
- 7 *disappointed*
- 8 *cold*
- 9 *hot*
- 10 *proud*

Part 2: Introduce the Patterns

- **If (I) (fall off my chair), (I'll) be (embarrassed).** Say *I fell off my chair yesterday. I was embarrassed. Maybe I'll fall off my chair tomorrow. If I fall off my chair tomorrow, I'll be embarrassed.* Students repeat each sentence. If necessary, quickly review the meaning of *maybe*. Write *If I fall off my chair, I'll be embarrassed.* on the board. Point to and read each word. Do the same with *go to bed late/tired, turn off the fan/hot, and skip lunch/hungry.*
- **If (she) (falls off her chair), (she'll) be (embarrassed).** Do the same as in Step 1 with a girl to demonstrate *she*.
- **Practice for Fluency.** Say *he, turn off the fan, hot* and have students say the corresponding target sentence. Do the same with different pronouns, actions, and adjectives for three to four minutes.

Practice the Patterns

B. Listen and repeat. 🎧 2.51

- Write the text from the pattern boxes on the board. Then play the recording, pointing to each word.
A *If I skip lunch, I'll be hungry.*
B *If she skips lunch, she'll be hungry.*
- Play the recording again. Students look at the pattern boxes and repeat, pointing to each word.
- Students work with partners to say the sentences, while looking at the pattern boxes.

C. Look at page 68. Listen and point. 🎧 2.52

- Students look at page 68. Play the recording. Students listen to the patterns and point to the person doing each activity they hear named. Play the recording as many times as necessary for students to complete the task.
If she takes off her jacket, she'll be cold.
If he falls off his chair, he'll be embarrassed.
If she forgets her homework, she'll be nervous.

Games and Activities

- **If I Skip Lunch...** (Game 41, page 103.)

Finish the Lesson

- **What Might Happen?** Point to a girl and say *If she skips lunch...* The girl pantomimes an adjective and the rest of the class completes the sentence, saying... *she'll be (hungry).* Do the same with different volunteers and actions for three to four minutes.
- Workbook page 66. (Answers, Teacher's Book page 115.)

Practice Time

Language Focus: Adjectives; *If* clauses [*If (you) (take off your jacket), (you'll) be (cold).*]

Function: Expressing conditions and emotions/attitudes; expressing consequences

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: Consequences.** Write *If you take off your jacket, you'll be cold.* on the board. Point to the sentence and have students read it. Next, have students on the right side of the classroom open their books to page 68. List the Focus Time adjectives on the board. A volunteer on the right side chooses a phrase and says *Maybe I'll (skip lunch).* A student on the left side chooses an appropriate adjective and says *If you (skip lunch), you'll be (hungry).* Students continue until most have taken a turn.

Practice the Patterns

- Students open their books to page 69.

A. Listen and repeat. Then practice with a partner. 🎧 2.53

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

If you take off your jacket, you'll be cold.

1 *If I forget my homework, I'll be nervous.*

2 *If she loses her favorite pencil, she'll be sad.*

3 *If he gets a good grade, he'll be happy.*

4 *If you fall off your chair, you'll be embarrassed.*

5 *If she goes to bed late, she'll be tired.*

6 *If they win a prize, they'll be proud.*

7 *If I make a mistake, I'll be disappointed.*

8 *If we turn off the fan, we'll be hot.*

- Students practice numbers 1–8 in pairs, then change partners and repeat the activity.

B. Look at page 68. Practice with a partner.

Students remain in pairs and look at page 68, then take turns making statements about the large scene using the target patterns and vocabulary items. For example: S1 (pointing to the teacher): *If she skips lunch, she'll be hungry.* S2 (pointing to Ted): *If Ted makes a mistake, he'll be embarrassed.*

C. Listen and sing along. 🎧 2.54

- Students turn to the song *H-A-P-P-Y* on page 85. 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 follow along in their books.

H-A-P-P-Y

If he gets a good grade, he'll be very happy.

H-A-P-P-Y, H-A-P-P-Y, H-A-P-P-Y.

He'll be very happy.

If she goes to bed late, she'll be very tired.

T-I-R-E-D, T-I-R-E-D, T-I-R-E-D.

She'll be very tired.

If he takes off his jacket, he'll be very cold.

C-O-L-D, C-O-L-D, C-O-L-D.

He'll be very cold.

If she wins a prize, she'll be very proud.

P-R-O-U-D, P-R-O-U-D, P-R-O-U-D.

She'll be very proud.

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

Games and Activities

- **Find Your Partner(s).** (Game 42, page 103.)

Extra Practice

Worksheet 19, *If...*, page 139. (Answers, page 120.)

Finish the Lesson

- **True Sentences.** Students take turns making target sentences about family members or friends for three to four minutes.
- Workbook page 67. (Answers, Teacher's Book page 115.)

Reading Time

Language Focus: Reading information on a web site

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: Sing Along.** Play the Unit 10 song *H-A-P-P-Y* while students listen. Play it again and have students sing along.

Introduce the Reading

- See page 14.

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 on page 14 to introduce the new vocabulary and/or introduce the reading content.

Practice the Reading

- Students read the story silently to themselves.

A. Listen and read along. 🎧 2.55

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

The History of TV

This web site is for TV fans. Do you like TV? How much do you know about the history of TV? Read this and find out!

1939 The first televisions go on sale.

1941 Public broadcasting begins in the United States. It is in black and white.

1953 50 percent of American homes have a TV.

1954 Color broadcasting begins in the United States.

1956 The first televisions with remote control go on sale.

1969 720 million people watch Neil Armstrong walk on the moon.

1994 99 percent of American homes have a TV.

2009 The average American person watches 38 hours of television every week.

New Words

web site	fan
find out	go on sale
public	broadcasting
begin	average
percent	remote control

- Play the recording again, stopping it after each sentence. Students listen and repeat each sentence.
- Divide the class into pairs. Students in each pair take turns reading the story aloud to their partner.

B. Listen and circle True or False. 🎧 2.56

- Play the recording. For each number, students listen and circle *True* if the statement is true, and *False* if it is not.
 - 1 720 million people watched Neil Armstrong walk on the moon in 1969.
 - 2 50 percent of American homes had a TV in 1953.
 - 3 Public broadcasting was in color in 1941.
 - 4 The average American person watched 28 hours of television every week in 2009.
- Check answers by saying Number 1. 720 million people watched Neil Armstrong walk on the moon in 1969. 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. Do the same for numbers 2–4.

ANSWERS

1 True 2 True 3 False 4 False

C. Read the question. Write the answer.

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

ANSWERS

- 1 99 percent of American homes had a TV in 1994.
- 2 Color broadcasting began in the United States in 1954.
- 3 Neil Armstrong walked on the moon in 1969.
- 4 The first televisions with remote control went on sale in 1956.

Games and Activities

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

- **Questionnaire.** (Game 62, pages 104–105.)

Extra Practice

Worksheet 20, My Grandmother, page 140. (Answers, page 120.)

Finish the Lesson

- **What Happened in That Year?** Say 1954. Students look in their books, find the information corresponding to that year, and then say what happened in 1954 (in their own words if possible). Do the same with the other years from the reading.
- Workbook page 68. (Answers, Teacher's Book page 115.)

Your Time

Language Focus: Personalizing consequence language

Materials Needed: CD and player

Warm-Up and Review

- **Reading Review: Find the Facts.** Say *color broadcasting*. Students look at Student Book page 71 to find those words. When they do, they read or say aloud the sentence containing the words as well as the corresponding year. For example: 1954. *Color broadcasting begins in the United States.* Do the same with *public broadcasting, the first televisions, Neil Armstrong, 99 percent, 50 percent, 38 hours.*

Introduce the Lesson

- Ask students five to six questions relating to students' actions (see Suggested Questions below).

Suggested Questions:

How often do you fall off your chair?

How often do you get a good grade?

Do you ever make a mistake?

Do you ever lose your favorite pencil?

Do you like winning a prize?

Do you like forgetting your homework?

Practice the Lesson

- Students open their books to page 72.

A. Listen and answer the questions. 🎧 2.57

- Play the recording. For each number, students listen to the question and answer it based on their own knowledge and experience.
 - 1 *If you skip breakfast tomorrow, will you be hungry?*
 - 2 *If you forget your homework tomorrow, will you be proud?*
 - 3 *If you go to bed at 11:00 tonight, will you be tired tomorrow?*
 - 4 *If you get a good grade today, will you be disappointed?*
- Check answers by dividing the class into pairs and having students in each pair read one question and answer to the class.

ANSWERS

Answers will vary.

B. Write four feelings. Ask your classmates. Write their names and circle Yes or No.

- Students write four different feelings in the *Feeling* column of their chart. They then circulate around the classroom and ask their classmates the target questions, circling Yes or No to indicate the answers they hear. Then ask students questions about the survey. For example: Ask *If Bob wins a prize, will he be happy?* Students who know this information respond either Yes, he will or No, he won't.

C. Review. Read and write the answers.

- Students read each question and answer it based on their own knowledge and experience.
- Check answers by having volunteers read one question and answer to the class.

ANSWERS

Answers will vary.

Games and Activities

- **Drawing.** (Game 63, page 105.)

Finish the Lesson

- **How About You?** Write *If I get a good grade, I'll be happy.* on the board. Then say *embarrassed* and have a volunteer substitute *embarrassed* and an appropriate verb/verb phrase into the sentence on the board. Do the same with five to six different adjectives.
- Workbook page 69. (Answers will vary.)

Assessment 📝

Unit 10 Test, page 159. (Answers, page 144.)

Cross-curricular 4

Geography Time

Language Focus: continents, geographical terms (*continent, Africa, Antarctica, Asia, Australia, Europe, North America, South America, continental drift, country / countries*).

Function: Identifying the seven continents and geographical terms.

Materials Needed: CD and player; a world map

Warm-Up and Review

- **Review: Vocabulary Review.** Attach a world map to the board. Ask two volunteers to come up. Point to the area where a well-known city is located on the map. The first student to name that city continues the activity with the next volunteer. Volunteers name and point to any cities or countries they can.

Introduce the Words

- See page 10.

CULTURE NOTE In the United States, children are taught that there are seven continents. Some places teach that there are six, combining North and South America into one continent, America. Some believe that there are five continents, combining North and South America into one continent, and Europe and Asia into one continent, Eurasia.

Practice the Vocabulary

A. Where do you live in the world?

- Students open their books to page 73, look at the photographs and name anything they can.

B. Listen and repeat. 🎧 2.58

- Students listen and repeat, pointing to the words in the New Words box.

Continent	Africa
Antarctica	Asia
Australia	Europe
North America	South America
continental drift	country / countries

- Say the words in random order. Students point to them in their books.

C. Listen and read. 🎧 2.59

- Students read along in their books.

Almost thirty percent of the Earth is land. The land is divided into seven continents. They are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The continents are always moving, but very, very slowly. This called continental drift. Scientists think that millions of years ago, California and Australia were neighbors!

Asia is the largest continent. It is about thirty percent of all the land on Earth. It also has the most people. Africa has the most countries. It has the hottest weather, too. North America has the highest mountain and the biggest lake. Antarctica is the coldest and the windiest continent. People can't live there. It's too cold!

- Have two groups read the text aloud, alternating lines. Continue until each group has read both parts aloud.
- Students choose a partner and read the text, alternating turns.

D. Is it true? Write ✓ or X.

- Students write ✓ if the statement is true, and X if it is not.
- Check answers by having volunteers read each sentence and say if it is true or false.

Games and Activities

- **Correct the Mistake.** (Game 76, page 105.)

Finish the Lesson

- **Hit the Board.** Write *City, Country* and *Continent* on the board. Call two volunteers to the board. Say *Italy*. The first student to hit *Country* and say *Italy is a country*. continues the activity as the teacher with two new volunteers. Continue until most of the cities, countries and continents the students know have been covered.
- Workbook page 70. (Answers, Teacher's Book page 115.)

Project Time

Language Focus: continents and geographical terms.
There are (twenty three) countries in (North America). Over (five hundred million) people live there. The (United States) is the largest country.

Materials Needed: CD and player; poster paper, crayons, markers; pictures of maps of continents, various countries, cities and famous natural landmarks from magazines, newspapers and/or the Internet

Warm-Up and Review

- **Vocabulary: Continents / Geographical Terms.** Review the text on page 73 by dividing the class into two groups to read the text, alternating line by line. Students close their books. Say a few key words from one of the sentences in the text, for example *Africa, countries*. Students say *Africa has the most countries*. Ask volunteers to say anything they can about any one of the continents.

A. Listen and number in order. 🌐 2.60

- Students turn to page 74 in their books. They number the sections on the map 1-3 in the order in which they are read.
 - 1 *This is the biggest continent on Earth. It's Asia!*
 - 2 *This continent has the hottest weather and the most countries. It's Africa!*
 - 3 *This continent has the highest mountain and the biggest lake. It's North America!*
- Check answers by pointing to the first section on the map in the book. Students say the number they wrote.

ANSWERS

- 1: green section on map
- 2: yellow section on map
- 3: blue section on map

B. Make a fun fact poster about one continent.

- Point to the poster and say *Fun fact poster*. Students repeat. Point to it and read the lines of the text one by one. Students repeat.

Facts about North America

There are twenty three countries in North America.

Over five hundred million people live here.

The United States is the largest country.

Mexico City is the largest city.

The highest mountain is Denali and the longest river is the Mississippi.

- 1 Look at the questions. Students find the answers to them in the example brochure. They should include similar information in their own fun fact posters.
- 2 Make sure students have poster paper, crayons, markers and pictures of maps of continents, countries and cities and natural landmarks from magazines, newspapers and/or the Internet. Students make their fun fact posters. Students write captions on their posters similar to those in the brochure example in their books.

- 3 Make sure students understand they should include a map of the continent in their poster.

- Volunteers share their posters with the class, pointing to them and talking about the continent they have chosen.
- Place the posters on the walls of the room, along the marker tray or on the board with magnets.

C. What do you think? Ask a partner.

- Each student answers the two questions.
- Student pairs ask and answer questions. Each student then stands and tells the class about his/her partner. For example, *Kevin lives in Africa. He wants to visit Asia.*

Games and Activities

- **Continent Groups.** (Game 77, page 105.)

Finish the Lesson

- **Which Continent Fact is Interesting?** Students walk around the room looking at the displayed fun fact posters. They each choose a poster with a fact that they think is interesting. Students stand by the poster, say the fact and whether or not they'd like to visit that continent. For example, *The Great Barrier Reef is in Australia. I want to visit Australia*. Continue until each student has participated.
- Workbook page 70. (Answers, Teacher's Book page 115.)

Review 2

Conversation Time Review

Review Focus: Units 6–10 conversations

Materials Needed: CD and player

Warm-Up

- **Review Units 6–10 Conversations.** Students turn to each Conversation Time page (pages 58, 70, 76, 84, and 90). Elicit each conversation.

Practice the Language

- Students open their Student Books to page 75.

A. Listen and circle the correct picture. 🎧 2.61

- Play the recording. Students listen and, for each number, they circle the picture that corresponds to the conversation they hear.
- 1 **Annie** Hi, Ted. Do you want some help?
Ted Sure! You can move the cello. Put it over there.
Annie Beside the harp?
Ted No. Don't put it by the harp. Put it beside the drums.
Annie Okay.
Ted Now put the harp behind the xylophone.
- 2 **Woman** 911. What's the emergency?
Boy There's a wild animal in my backyard! I think it's a bear.
Woman A bear?
Boy No, it isn't a bear. I think it's a baboon!
Woman A kangaroo?
Boy No, a baboon. Oh! There are two animals! A baboon and a bear!
Woman Okay. I'm sending a police officer now.
- 3 **Teacher** Kim, please come to the board. Write the letter 'p.'
Kim Okay.
Teacher No, that's not a 'p.' That's a 'b.' No, that's a 'q.'
Kim I can't. It's too hard.
Teacher Come on, Kim. Don't give up!
Kim Okay. Hey! I can do it.
Teacher Good work, Kim!
- 4 **Boy** Captain Jones, could I interview you for my school newspaper?
Pilot Sure! Go ahead.
Boy Do you fly the plane by yourself?
Pilot No. I always have a copilot.
Boy Do you enjoy being a pilot?
Pilot Yes, I do.
Boy Thanks for your time, Captain Jones.
Pilot My pleasure!

- 5 **Girl** Where were you last night?
Boy I was at home watching TV.
Girl What was on?
Boy A program about animals in Africa. It was great!
Girl Aw ... I missed it. Did you watch the soccer game last night?
Boy No. My mom was watching the news. I went to bed.

- 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.

ANSWERS

1 c 2 a 3 c 4 b 5 a

B. Listen and circle the correct answer. 🎧 2.62

- Play the recording. Students listen and, for each number, they circle the number or words that they hear discussed in the conversation.
- 1 **Ted** Put the bass over there, Annie.
Annie Okay. Wow! This is heavy.
Ted Look out for the box!
Annie Where? Behind me?
Ted No, by the window, in front of you!
Annie Oh, there it is. Thanks, Ted.
- 2 **Woman** What's your name and address?
Dan Dan Day, 49 Maple Lane.
Woman Okay. Dan Day at 99 Maple Lane. Oh! Sorry, you said 39 Maple Lane.
Dan No, it's 49 Maple Lane.
Woman Got it.
- 3 **Teacher** Jenny, please help me pass out the homework.
Girl Is it homework from Tuesday?
Teacher No, it's homework from yesterday.
Girl But yesterday was Sunday.
Teacher Oh yes, you're right. It's homework from Friday.
- 4 **Boy** Captain West, do you ever fly abroad?
Pilot Yes, I have an overseas flight once a month.
Boy So you fly to Hong Kong once a month?
Pilot Oh, I never fly to Hong Kong. I fly to Cairo once a month.
- Check 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.

ANSWERS

1 in front of 2 49 3 Friday 4 Cairo

Games and Activities

- **Illustrators.** (Game 70, page 105.)

Finish the Lesson

- **Who Says It?** Read the second conversation from exercise B. Discuss with students where they think the conversation is being held, and who the speakers might be.
- Workbook page 71. (Answers, Teacher's Book page 115–116.)

Digger and Max

Review Focus: Units 6–10 conversations, vocabulary, and patterns

Materials Needed: CD and player

Warm-Up

- **Review Units 6–10 Vocabulary and Patterns.** Turn to each Word Time page (pages 65, 71, 77, 85, and 91), and Focus Time page (pages 66, 72, 78, 86, and 92). Elicit each vocabulary item and pattern.

Work with the Pictures

- Students open their Student Books to pages 76 and 77.
- Divide the class into groups of three. Groups find and name any items or characters they recognize in the pictures.
- 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.
- When groups have finished, have each group name one item, and write a sentence with that item on the board. Once all the sentences have been written, point to and read each sentence. Students repeat, pointing to those items in their books.
- Ask students what they think the readings will be about.

Practice the Reading

A. Listen and read along. Then number the pictures. 🎧 2.63

- Play the recording. Students listen and read along.

Dogs' Daily

January Music Special

1 **Reporter** *You play the flute very well, Digger.*

Digger *Thank you. When I was little, I couldn't play well. But practice makes perfect!*

Reporter *You went to New York City, right?*

Digger *Yes, I did. I went in December.*

Reporter *How long were you there?*

Digger *I was there for two weeks. New York is the most exciting city in the world! I had a good time.*

2 **Reporter** *Did you go to New York by yourself?*

Digger *No, I went with Max and our orchestra. We gave our winter performance.*

Reporter *Oh! Were there any soloists?*

Digger *I was the soloist on the flute. Max was the soloist on the cymbals.*

Reporter *How did he play the cymbals?*

Digger *He played the cymbals very loudly! It was funny.*

3 **Reporter** *How many dogs are in your orchestra?*

Digger *Five.*

Reporter *How often do you rehearse?*

Digger *We rehearse three times a week.*

4 **Reporter** *Do you ever play the cello, Digger?*

Digger *No, I can't play the cello. It's too big.*

Reporter Do you ever play the trumpet?

Digger Yes! I love playing the trumpet.

Reporter What's your favorite kind of music?

Digger I like jazz. We're going to give a jazz performance on television in March.

Reporter Sounds great! Thanks for your time, Digger.

Digger My pleasure.

- Play the recording again, stopping after each paragraph. For each number, students find the corresponding picture and write the number in the space provided.

ANSWERS

4, 3, 1, 2

B. Listen and read along. Then number the pictures. 🎧 2.64

- Play the recording. Students listen and read along.

Dogs' Daily

March Music Special

1 **Reporter** Max, I'd like to interview you for *Dogs' Daily Newspaper*.

Max Wow! Okay.

Reporter How often do you and Digger play abroad?

Max Our orchestra plays abroad about six times a year. We went to Rome in February!

Reporter How long were you there?

Max I think we were there for one week. I don't remember. But the food was delicious!

2 **Reporter** Did you give a performance in Rome?

Max Well, yes. I was nervous and I fell off my chair. I was so embarrassed!

Reporter What was Digger doing when you fell off your chair?

Max He was playing the flute. He was the soloist. The performance was a hit.

3 **Reporter** That's great! Let's talk about the cymbals now. You play the cymbals. Is it hard?

Max No, it's easy. I'll show you.

Reporter You play the cymbals loudly, Max!

Max Are you okay?

Reporter My ears hurt.

Max I'm sorry!

4 **Reporter** It's okay. So, are you going to perform in Sunnyville soon?

Max Yes! We're going to give a performance at the Sunnyville Theater. It will be on TV, too!

Reporter Oh, yes, I remember now. I'm going to buy a ticket.

Max It's free!

Reporter Great! Thanks for your time, Max.

Max You're welcome.

- Play the recording again, stopping after each paragraph. For each number, students find the corresponding picture and write the number in the space provided.

ANSWERS

2, 4, 3, 1

Games and Activities

- **Tell the Story.** (Game 67, page 105.)

Finish the Lesson

- **Questions.** Ask students five to six questions about Max's and Digger's interviews (see below).

Suggested Questions:

When did Digger go to New York City?

When did Max go to Rome?

Does Digger ever play the cello?

Does Max like Italian food?

How often does Digger's orchestra rehearse?

How does Max play the cymbals?

- Workbook pages 74–75. (Answers, Teacher's Book page 116.)

Word Time and Focus Time Review

Review Focus: Units 6–10 vocabulary and patterns

Materials Needed: CD and player

Warm-Up

- **Questions.** Ask students *When you were little, could you catch a frog?* Several students answer. Do the same with *When did you do your homework?* and *How long were you at school on Tuesday?*

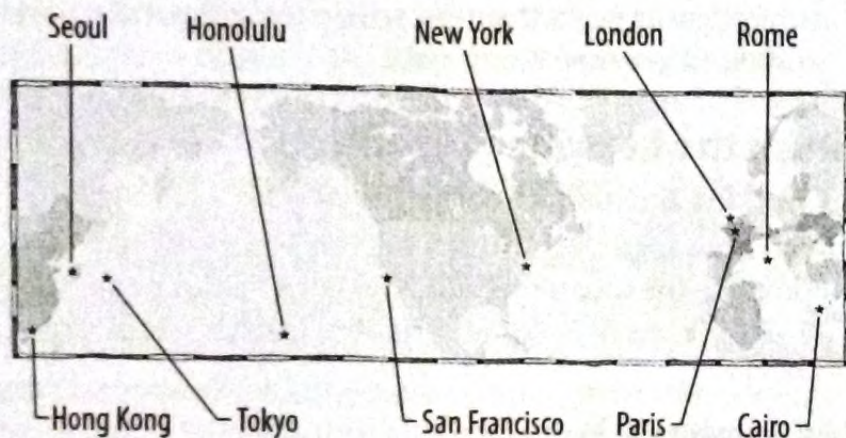
Review

- Students open their Student Books to page 78.

A. Look and write.

- Divide the class into pairs. Students in each pair work together to label the cities on the world map. Then check answers by asking volunteers to say the names of the cities, going from west to east.

ANSWERS



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.

ANSWERS

Across

- 1 I'm not hungry. I'm going to skip lunch.
- 2 They played the cymbals loudly.
- 3 When he was little, he could throw a ball.
- 4 If I lose my favorite pencil, I'll be sad.

Down

- 5 He can cut out a heart.
- 6 He played the electric keyboard well.
- 7 She was talking on the phone when the kangaroo hopped by.
- 8 She was blowing a bubble when the moose ran by.

Finish the Lesson

- **Word Relay.** Write the name of a musical instrument on the board (for example: *tuba*). A student begins by making a sentence containing that word. Continue with different students and different instruments in the same way for two to three minutes. Then write a verb phrase on the board and repeat the procedure.
- Workbook pages 72–73. (Answers, Teacher's Book page 116.)

Pairwork

Review Focus: Personalizing Units 6–10 language

Materials Needed: CD and player

Warm-Up

- **Questions.** Ask students *When you were little, could you say the alphabet?* Several students answer. Do the same with *When do you study math?* and *Do you ever go to Rome?*

Review

- Divide the class into pairs. One student in each pair opens his/her Student Book to page 79. The other student in each pair opens his/her Student Book to page 80.

A. Ask your partner and fill in the chart.

- 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.

ANSWERS

	Annie	Ted
1 recorder	well	badly
2 drums	loudly	well
3 cello	slowly	happily
4 flute	quietly	sadly

B. Tell your partner. Then listen and fill in the chart.

- Each student fills in the *You* column of the chart. Then students in each pair tell their partner about what they have written in the *You* column in order to get the information necessary to fill in the blanks.
- Check answers by having each student tell the class about his/her partner.

ANSWERS

	Annie	Ted	You	Your Partner
1 say the alphabet	could	couldn't		
2 count to ten	couldn't	could		
3 speak English	could	could		
4 peel an orange	couldn't	couldn't		

Answers will vary.

C. Ask and answer the questions. Then fill in the blanks.

- Students ask and answer the target questions 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.

ANSWERS

Ms. Day: I went to New York City in August. I was there for one week. I went to a lot of museums.

Ms. Apple: I went to Paris in October. I was there for two months. I studied art.

Mr. Lee: I went to Cairo in May. I was there for two weeks. I saw my mom and dad.

Grandpa Day: I went to Honolulu in January with Grandma Day. We were there for two weeks.

D. Finished? Compare answers with Student A/Student B.

- Students compare answers with their partner.

Games and Activities

- **Project.** For a week, students keep a list of animals and musical instruments that they see on television. Then have students share their lists in class.

Finish the Lesson

- **Checklist 2.** (Student Book pages 90–93.)
- Workbook page 76. (Answers will vary.) Students can complete the four remaining Workbook review pages (pages 77–80) in class or at home. (Answers, Teacher's Book pages 116–117.)

Assessment

Final Test, pages 160–165. (Answers, pages 144–145.)

Games and Activities for Conversation Practice

1. Back-to-Back.

Divide the class into pairs. Students sit with their backs to their partners and role-play the conversation without looking at each other. Partners then change roles and repeat the activity.

2. At a Restaurant.

Divide the class into groups of three. Each group takes five to seven minutes to create a menu. Students in each group then role-play the conversation, substituting items from their menus. Groups continue until each student has been the waitperson.

3. Match the Halves.

Divide the class into pairs. Students in each pair write the contents of each speech bubble from the conversation on a separate piece of paper and then cut each piece of paper in half. Pairs shuffle the pieces of paper and place them facedown. Say Go! Pairs try to be the first to turn over the pieces of paper, match each half, and put the complete speech bubbles in the correct order. The first pair to do so raises their hands and says the conversation they have put together. If it is correct, they come to the front of the classroom and role-play the conversation for the rest of the class. If it is not correct, all pairs continue to work until one pair has put together the correct conversation. Students then change partners and do the activity again.

4. Responses.

Divide the class into pairs. A student in each pair (S1) begins by saying the first line of dialogue in any of the scenes (except for the fourth scene). His/Her partner (S2) responds accordingly. Pairs continue in the same way with the remaining scenes. S2 then says the first lines of the dialogue in the same way and S1 responds.

5. Make It Your Own.

Write the following on the board:

A *So, how's your family?*

B *They're fine. But my sister has the flu.*

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

1 *Everybody's fine. We're all busy.*

2 *They're doing well. We leave next week for our vacation!*

3 *We're all fine. Thanks for asking!*

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.

6. 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, and 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 if the statement is true or false, they say I don't know.

Suggested Statements:

Ted likes Mr. Tune.

The bass is heavy.

Annie is strong.

Ted wants the bass by the door.

Ms. Apple is happy.

Annie doesn't like to play the bass.

7. Say the Next Line.

Using scenes 1–4 of the conversation, write the 911 operator's four questions and Dan's answers on the board. Students read the conversation. Erase Dan's answers. Divide the class into four groups. A volunteer reads the first question and Group 1 gives Dan's answer. If Group 1 answers correctly, another volunteer reads the next question and Group 2 tries to give that answer. If any group cannot answer correctly, the next group tries.

8. Let me show you.

Divide the class into groups of three to four. Write the following on the board: *do laundry, chop vegetables, iron a shirt, slice fruit, buy groceries, bake bread*. A student in each group (S1) begins by saying to the other students in the group *Please (chop vegetables)*. The other students in the group say *We don't know how*. S1 says *Let me show you how* and shows them how to do it. The other students copy S1's actions and say *Hey! We can do it!* Groups continue in the same way, using different actions from the board, until each student has taken on the role of S1.

9. Your Turn.

Ask students which jobs they would want to learn about if they were writing an article for a newspaper. List the jobs on the board. Then divide the class into groups of three to four. Each group chooses a job from the board and writes four to five questions that they would ask about that job. Groups then share the questions with the class.

10. 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 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.

11. Puppet Show.

Each student makes a puppet (see puppet-making ideas below). 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.

Puppet-making ideas:

- 1 Students draw pictures of the characters on paper or cardboard, 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 bring the tips of the thumb and fingers together to manipulate the puppet's mouth.

Games and Activities for Vocabulary Practice

12. Find the Clue.

Write the following words on the board: book, money, train, letter, haircut, river, movie, walk, sleep, study. Point to each word and have students read it. Clarify meaning as necessary. Then divide the class into teams of three to four. Say *library*. The first team to say the related word from the board then uses both the target word and related word in an appropriate sentence. If they do so correctly, they win a point. For example, students say either *book*: *You read a book at the library* or *study*: *I like to study at the library*. Continue with the remaining target items. The team with the most points at the end wins.

13. Survey.

Students create a survey on a sheet of paper by writing *Name* and *Do you like ____?* in a row at the top of the paper. They then write a list of five different food and drink items along the left side of the paper. Students then go around the classroom and ask their classmates *Do you like (orange juice)?* Students respond *Yes, I like (orange juice)* or *No, I don't like (orange juice)*. Students record the answers they hear. Continue until all students have asked five other students the question. Students sit down. Then ask students questions about the survey. For example: Ask *Does Bill like orange juice?* Students who know this information respond either *Yes, he does* or *No, he doesn't*.

14. Personalize the Vocabulary.

Divide the class into pairs and give them three to four minutes to talk with their partner about the activities they plan to do in the next week (students can take notes if necessary to remember what their partner says). Then each pair joins with another pair and each student tells the others about his/her partner's plans.

15. TV Game Show.

Write each of the target activities onto a different piece of paper. Bring a volunteer to the front of the classroom to act as a TV game show host. Divide the class into Teams A and B. The host calls two players, one from each team, to the front of the classroom. The host secretly shows each player a different activity. The host asks *Are you ready? Go!* The players then pantomime their actions to their own team. The first team to name their player's action correctly, saying *You're (talking on the phone)*, wins a point. Continue in the same way until all students have taken a turn pantomiming. The team with the most points at the end wins.

16. Categorizing.

Divide the class into groups of two to three. Students in each group work together to make two lists. One list should contain the target actions that people generally do by themselves. The other list should contain the target actions that people generally do not do by themselves. Once each group has made their lists, have 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.

17. Categorize.

Work with students to come up with two or three different categories that the instruments could be divided into. Some possibilities are: woodwind, brass, strings, instruments you blow into, big instruments, little instruments. Once the class has decided on a set of categories, divide the class into groups of three. Students in each group write each category on a piece of paper and list the corresponding instruments in each category.

18. Descriptions.

Brainstorm with students to come up with a list of adjectives they might use to describe the target animals. Write the list of adjectives on the board, then divide the class into groups of three to four. A student in each group (S1) begins by using some of the adjectives on the board to describe one of the target animals. For example: *It's white and black*. The other students in the group try to name the animal S1 is describing. The first student to correctly name S1's animal then takes a turn describing a different animal. Groups continue until each student has described two to three animals.

19. Personal history.

Divide the class into pairs and give them three to four minutes to talk with their partners about things they liked and did not like to do when they were five years old (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 activities.

20. How Will You Get There?

Say *You want to go to Rome. How will you get there?* A volunteer says the different forms of transportation that he/she would take to get to Rome. For example: *I will drive to the airport in my car. Then I will fly on an airplane to Rome*. Do the same with the remaining target cities.

21. Charades.

Write the activities from Practise the words on pieces of paper. Prepare a set for each group of five or six students. Divide the class into groups of five to six and give each group one of a set of activities. A student in each group reads the activity and then pantomimes the action. The first student to correctly name the action, saying *You're (going to bed late)*, is next to pantomime an action. Groups continue in this way for five to seven minutes.

22. Bingo!

Give students blank 4x4 grids. On the board, write a list of words to be practiced. Students choose words from this list and write the words or draw pictures of the items in the grid squares. Before beginning play, students take turns naming the pictures on their grids, then using these words in sentences. 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.

23. What's in the Bag?

Place realia of vocabulary items in a bag. A volunteer reaches into 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

24. Cat and Mouse.

Place a chair at the front of the classroom. Two volunteers come up. One is the 'cat,' the other is the 'mouse.' They position themselves with relation to the chair, with the mouse trying not to be too near the cat. Then they change positions. After each change of position, the cat and the mouse stand still so that seated students can describe their former location. For example: *The mouse was (beside) the chair. The cat was (behind) the chair.* Continue in the same way for four to five minutes.

25. Move Around.

Divide the class into pairs and have each student stand up next to his/her partner. Say *behind*. One student in each pair (S1) stands still as a statue. S2 then moves behind S1 and says *I'm behind (Tom)*. Say *beside*. S2 moves beside S1 and says *I'm beside (Tom)*. Continue in the same way with the remaining target prepositions of location. Then have students switch roles and do the activity again.

26. How Much/How Many?

Divide the class into pairs and write the following on the board:

- 1 How _____ cake did you have? (three slices)
- 2 How _____ cups of coffee did she have? (one cup)
- 3 How _____ chicken soup did they have? (two bowls)

4 How _____ garlic bread did he have? (four loaves)

5 How _____ pieces of apple pie did you have? (two pieces)

Students in each pair work together to fill in the blank in each question using *much* or *many*. They then use the words in parentheses to write the answer to each question. Check answers by saying *Number 1* and having a volunteer read both the question and answer he/she wrote. Do the same for numbers 2-5.

ANSWERS

1 How much cake did you have? I had three slices of cake.

2 How many cups of coffee did she have? She had one cup of coffee.

3 How much chicken soup did they have? They had two bowls of chicken soup.

4 How much garlic bread did he have? He had four loaves of garlic bread.

5 How many pieces of apple pie did you have? I had two pieces of apple pie.

27. What Did You Eat?

Each student makes a list of the ten Unit 2 target foods. They then write down how many of each item they have eaten in the last week. Divide the class into pairs and have students in each pair take turns using the target patterns to ask each other about what they have eaten (students can take notes if necessary to remember what their partner says). Pairs continue for four to five minutes. Then ask students questions about what they found out. For example: Ask *How many cans of lemonade did Kim have?* Kim's partner responds *Kim had one can of lemonade.*

28. Pantomime.

Say *walk*. Students say its simple past form, *walked*. Do the same with the remaining target verbs. Then bring four volunteers to the front of the classroom. Ask one of them (S1) to step away from the other volunteers, pantomime slicing fruit, and then stop. Seated students point to S1 and say *(He) sliced fruit (by himself)*. Then have all four volunteers pantomime taking a bus together. Point to S1 and elicit *(He) didn't take the bus by (himself)*. Do the same with different actions for four to five minutes, sometimes having S1 do the action by (himself) and sometimes with the other volunteers. Each time, seated students say the target pattern about S1.

29. Talking.

Divide the class into pairs and give them three to four minutes to talk with their partners about things they did by themselves in the last week (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 activities. Students can use any vocabulary they know.

30. Draw It Out.

Divide the class into pairs. Give students in each pair seven minutes to work together to make pictorial representations of each adverb of frequency. For example: students might draw pie graphs or calendars. After seven minutes, have students in each pair stand up, show their pictures, and use each word in a sentence.

31. 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 _____ takes a nap.
- 2 Tom never talks on the phone.
- 3 Sue often falls in love.
- 4 Kate _____ gets a sunburn.
- 5 Bob _____ drives a sports car.
- 6 Dave usually signs autographs.

Give the other student in each pair a piece of paper with the following sentences written on it:

- 1 Jan always takes a nap.
- 2 Tom _____ talks on the phone.
- 3 Sue _____ falls in love.
- 4 Kate hardly ever gets a sunburn.
- 5 Bob sometimes drives a sports car.
- 6 Dave _____ signs autographs.

Students in each pair ask their partner the target questions in order to get the information necessary to fill in the blanks.

32. Match and Draw.

Divide the class into pairs and write the following questions and answers in two columns on the board:

- 1 How often does she go to a cafe?
- 2 How often do you bake bread?
- 3 How often does he get a haircut?
- 4 How often do they feed the birds?

He gets a haircut twice a month.

She goes on a date once a week.

They feed the birds once a day.

I bake bread three times a year.

Students in each pair work together to match each question in the left-hand column to the corresponding answer in the right-hand column, writing each question/answer pair on a piece of paper. Students also quickly draw a small calendar beside each match to show the frequency they are talking about. Check answers by having students take turns reading the questions and answers they matched.

33. Listen Carefully.

Read the following paragraph to students, having them take notes as necessary.

I'm going to tell you about my good friend, Ginger. Ginger loves to do so many things! Once a day, she goes swimming. She practices the violin once a day, too. She likes to bake, so twice a week she bakes four loaves of bread. Her family says, 'Yum! Ginger, your bread is great!' Sometimes—about three times a month—she makes cookies, too. Chocolate cookies are her favorite. My friend Ginger is busy doing so many fun things!

Ask the following questions about the above reading, having students refer to their notes for reference. If necessary, read the paragraph several times.

- How often does Ginger bake bread?
How many loaves of bread does she bake?
Does her family like Ginger's bread?

How often does Ginger go swimming?
How often does she play the violin?

34. Slow, Slowly.

Say *good*. Using their Student Books for reference if necessary, students say the corresponding adverb, *well*. Do the same with the remaining target adjective/adverb pairs. Then say *slowly* and have a volunteer use the word in a sentence. For example: *I always walk to school slowly* or *I like to read slowly*. Do the same with the remaining target adverbs.

35. Fill In.

Divide the class into pairs and write the following sentences on the board. Students in each pair copy the sentences onto a piece of paper and fill in the blanks with the correct forms of the word in parentheses. When they are done, each pair of students reads a pair of sentences to the class.

- 1 It's my birthday today. I'm happy. I'm singing happily. (happy)
- 2 The sick man is _____. He walks _____. (sad)
- 3 Mother is a _____ cook. She cooks _____. (good)
- 4 I can't play the flute. I'm _____ at it. I play the flute _____. (bad)
- 5 The baby is sleeping. I'm being _____. I'm closing the door _____. (quiet)

ANSWERS

- 1 It's my birthday today. I'm happy. I'm singing happily.
- 2 The sick man is sad. He walks sadly.
- 3 Mother is a good cook. She cooks well.
- 4 I can't play the flute. I'm bad at it. I play the flute badly.
- 5 The baby is sleeping. I'm being quiet. I'm closing the door quietly.

36. Animal Show.

Divide the class into two groups. One group is the audience and the other pretends to be animals in a show. Each animal makes a big nametag for himself/herself (for example: *bear*). Say *wash the car*. Members of the audience pantomime washing a car as one of the animals walks, runs, flies, or hops by the audience. After the animal passes by, ask *What were you doing when the (bear) (walked) by?* Audience members say *We were washing the car when the (bear) (walked) by*. Continue in the same way, having the audience members pantomime different actions as the different animals move by them. Then have groups change roles and do the entire activity again.

37. Spelling Contest.

Divide the class into Teams A and B. Students open their Student Books to page 45 and look at the spelling of the *-ing* words in the box for 10–15 seconds. They then close their books. A student from each team comes to the board. Say a verb in the base form (for example: *put*). The two students write the *-ing* form (for example: *putting*). The first student to correctly spell the word receives two points. The other student also gets a point if he/she has correctly spelled the verb. Then choose a different volunteer from each team to use the *-ing*-word in a sentence. Continue in the same way until most students have taken a turn. The team with the most points at the end wins.

38. Dictation.

Students make two columns on a piece of paper. They label one column *1995* and one column *Now*. Say *He can ride a bike*. Students repeat and write the sentence in the *Now* column. Then say *They were short*. Students repeat and write the sentence in the *1995* column. Do the same with five to six different sentences (see Suggested Sentences below). Check answers by having volunteers read the sentences they wrote in each column.

Suggested Sentences:

<i>I can speak English.</i>	<i>They couldn't build a sand castle.</i>
<i>We are short.</i>	<i>We were short.</i>
<i>She could bake bread.</i>	<i>He is tall.</i>

39. Write a Story.

Give students seven to ten minutes to write a short story about when they were little. Students then take turns reading their stories to the class. Offer support by writing the following on the board:

When I was little, I could _____. I couldn't _____. My friends and I always _____. We liked to _____. We didn't like to _____. My friend _____ could _____!

40. Ask Them Questions.

Ask students to write sentences about a place they visited. Tell them to use their imagination about where this might be. Tell them to think about when they went there, who they went with and how long they were there. Ask for a volunteer to come to the front of the classroom. He/She begins by saying *I went to (Honolulu)*. Seated students say *When did you go to (Honolulu)?* The volunteer says *I went in (August)*. Seated students ask *How long were you there?* The volunteer responds using any length of time he/she desires, *I was there for (one year)*. Continue in the same way with the remaining volunteers.

41. If I Skip Lunch...

Say *Maybe I'll take off my jacket*. Then mime being cold. Elicit *If you take off your jacket, you'll be cold*. Do the same with *fall off my chair/embarassed*, *go to bed late/tired*, *win a prize/proud*, and *lose my favorite pencil/sad*. Then have a volunteer take on the teacher's role and elicit the target sentences in the same way.

42. Find Your Partner(s).

In pairs, students write a target sentence on a strip of paper, then cut the strip in the middle. Spread out the strips of paper face down on a desk and shuffle them. Students pick out a strip each. Then they look around the classroom for the students who have the other half of the sentence. When students have found their partner(s), they come to the front of the classroom and read their sentences to the class.

43. Memory Chain.

A student (S1) makes a statement using the pattern. For example: *I had one bottle of orange juice*. 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 orange juice. I had three slices of roast beef*. 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.

44. Make the Sentences.

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.

Games and Activities for Reading and Writing Practice

45. Make New Phrases.

Write *ice cream cone* on the board. Strike through the word *cone*. Students replace *cone* with other words in order to create new phrases. For example: *ice cream churn*, *ice cream factory*, *ice cream shop*, *ice cream flavor*. Write each new phrase on the board as students say it. Then have volunteers use each new phrase in a sentence.

46. Draw a Map.

Divide the class into groups of two to three. Give each group ten minutes to draw and label a map of either their town or the neighborhood around their school. Then groups take turns standing up and telling the class about their maps.

47. 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 often as necessary to complete the task. Then have each group read a paragraph to the class.

48. What Will You Eat?

Students write down how much of various types of food they plan to eat in the next week. They then get together with a partner. Each student asks his/her partner *How much (pizza) will you eat?* and records the answers.

49. Act It Out.

Divide the class into groups of four to five. Two students in each group, "Bill's mother" and "Bill," stand up. The other students in the group read the narration. Bill and Bill's mother pantomime the sentences they hear and say the dialogue lines. Groups go through the entire story two to three times, changing roles each time.

50. Drawing.

Give students five to six minutes to draw pictures of themselves doing activities they like to do by themselves. Once students have finished drawing, divide the class into pairs. Students tell their partners about their drawings. For example: *This is me. I like to (take the bus) by myself.*

51. Our Own Trip.

Divide the class into groups of three to four and have each group write, then tell about, an imaginary trip they took to a place of their choice. Provide any words students need, but have them primarily use words they know. Set a time limit of ten minutes.

52. Draw, Write, and Tell.

Each student writes *often*, *sometimes*, and *never* in a column on a piece of paper. Then give students seven minutes to draw a picture of themselves or a friend next to each word, to illustrate actions they do often, sometimes, and never. Once students have finished drawing, have them write a sentence to describe each picture. Each student then tells a partner about his/her pictures.

53. Ten Years Later.

Divide the class into three groups and ask each group to write, then read to the class, a letter that Crazy might write ten years in the future to thank Gabby for her good advice. Write the beginning and the ending of the letter on the board, and ask students to use the past tense in their letter. Suggested beginning: *When I was thirteen years old, I had a big problem....* Suggested ending: *I spent time with my brother and helped him find some friends. He did grow up and I love him very much!* When students have finished, each group reads its letter to the class.

54. Schedules.

Divide the class into pairs and give them three to four minutes to talk with their partners about their weekly/monthly schedules (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 weekly/monthly schedule. For example: *My partner, Jim, washes the pots and pans once a day. He hardly ever practices the piano.*

55. Please Correct Me.

Read sentences or parts of sentences from the reading, replacing one word in each utterance. Students follow in their Student Books and repeat each utterance, putting the word from the reading back in. For example: Say *The chorus and orchestra performances were very bad.* Students say *The chorus and orchestra performances were very good.* Continue for three to four minutes.

56. Finish the Sentence.

Say *Giant pandas eat for ____*. A volunteer says *12 to 16 hours daily*. Do the same with three to four facts from the story (see Suggested Facts below).

Suggested Facts:

Giant pandas live in the mountains of China.

When giant pandas are born, they weigh three to five ounces.

Giant pandas have to eat 20 to 40 pounds of bamboo every day.

Bob and Lili are Sunnyville Zoo's giant pandas.

57. Animal Facts.

Divide the class into groups of four to six. Each group chooses its favorite animal and writes down facts about it. For example: *It's brown. It has two legs. It can fly. It can't swim.* Then each group reads its facts to the class and other students try to guess the animal.

58. Sequencing.

Divide the class into groups of two to three. Write the sentences below on the board, and have each group of students work together to write the sentences on their papers in the order that they happened. Check answers by having a group read its list of sentences to the class.

Stan could build enormous sand castles.

Annie and Ted went to Ms. Smart's house for lunch.

Stan moved to Washington.

Ted wrote Stan a letter.

1 *Stan could build enormous sand castles.*

2 *Stan moved to Washington.*

3 *Annie and Ted went to Ms. Smart's house for lunch.*

4 *Ted wrote Stan a letter.*

59. When I Was Eight.

Divide students into pairs. Students draw for two to three minutes and make sentences about things they did or did not do when they were certain ages: four, six, eight, etc. They then show their pictures and tell their partners what they did and did not do.

60. Posters.

Divide the class into groups of three to four. Using the information from the reading, each group works together to create a travel poster encouraging people to visit New York City. The poster should contain both pictures and words.

61. Memory Chain.

Divide the students into teams. The first student says *I went to (Tokyo) in (March)*. The second student *I went to (Paris) in (July) and (Tim) went to (Tokyo) in (March)*, and so on. The students earn a point for each add-on. When all members of the team have spoken or one of them is unable to continue or makes a mistake, the other team takes a turn. The team with the most points wins.

62. Questionnaire

Write these questions on the board:

1 *Do you have a TV at home? How many TVs do you have?*

2 *Do you watch TV in the morning, afternoon, or evening?*

3 *What's your favorite show?*

4 Do you like American TV shows? Why or why not?

Divide the class into pairs. Partners ask each other these questions and write the answers in their notebooks. Then they tell the class about their partners' answers.

63. Drawing.

Give students five to six minutes to draw pictures of themselves doing both activities that make them happy and activities that make them sad or upset. Once students have finished drawing, divide the class into pairs and write *When I (visit a friend), I'm happy.* on the board. Students tell their partners about their drawings. For example: *This is me. When I get a good grade, I'm happy.*

64. 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.

65. 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. Collect the writings together in a class book.

Games and Activities for Review Sections

66. 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.

67. Tell the Story.

Divide the class into pairs. Students in each pair cover the text on each diary page. They then take turns looking at the pictures and telling the events to their partners.

68. Draw the Picture.

Write the target vocabulary onto separate pieces of paper. Divide the class into Teams A and B. Place the words 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 word 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.

69. True Sentences.

Say *often*. Elicit *I often (visit a museum)* from several students. Do the same with *always*, *usually*, *hardly ever*, *never*, and *sometimes*.

70. Illustrators.

Read the first conversation from exercise B. Students listen and then draw pictures to illustrate the conversation. Volunteers then take turns showing their pictures to the class and explaining them.

Games for Cross-curricular and Project Sections

71 Scrambled Sentences

Divide the class into three or four teams. Assign one portion of the board to each team. Say a sentence from the text in scrambled order two or three times. Teams unscramble the sentence and send a volunteer to write it on the board. The first group to do so correctly wins a point.

72 Museum Relay

Divide the students into groups of four. Give one of the students' brochures to each group. They have one minute to look at the brochure, passing it around the group, fifteen seconds per student. Then each group member says something about the museum featured in the brochure (name, location, hours, cost, etc.). Give the group one point for each new, correct statement. The group with the most points wins.

73 Circle the Number

Divide the class into two or three teams. Write 25 large numbers randomly on the board ranging from 60 to 9,000,000. Give a student from each team a marker. Call out a number. The first student to circle the correct number wins a point for his/her team.

74 I Spy

Divide the students into teams. Ask one student from each team to the front. Randomly say any one of the facts from one of the posters. The first student to run to that poster, say *Here it is.* and repeat the fact wins a point for his/her team.

75 Around the World

Divide the class into two teams. Ask a student from each team to stand. Say an incomplete statement containing information from the text, for example *Jake's favorite music is ...* The first student to say *Rock music.* wins a point for his/her team.

76 Correct the Mistake

Divide the class into teams. Ask a volunteer from each team to the front and give them a marker. Ask them to look away. Write a sentence from the text with a content mistake. For example *Europe is the largest continent.* or *The continents are always moving very, very quickly.* Volunteers then look. The first student to circle the mistake wins a point for his/her team. Another point can be awarded for correcting the mistake.

77 Continent Groups

Students walk around the room looking at the posters, finding other students who chose the same continent. Those students group together and prepare a short presentation of that continent for the class, using a combination of the group members' fun facts.

Workbook Answers

Do You Remember?

Page iii

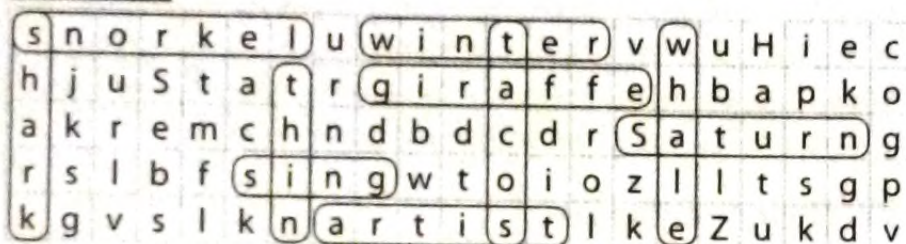
A. Read and check the best response.

ANSWERS

- 1 Me, too. Let's get some juice.
- 2 Oh, all right. But not too much.
- 3 No, it's true. I made it.
- 4 Thanks. I love dancing.
- 5 That's okay. It's my treat.

B. Find and circle the words. Then write.

ANSWERS



Page iv

C. Read the question. Write the answer.

ANSWERS

- 1 The cheetah is faster.
- 2 They like to fish.
- 3 No, he didn't. He drank juice.
- 4 Because he likes playing the violin.
- 5 No, it isn't.

D. Fill in the blanks. Then number the pictures.

ANSWERS

- 1 Uncle John ate lobster in a saucer.
- 2 The girl with a purse pointed to the moon.
- 3 Joy chopped some wood and dusted the barn.

The pictures are numbered: 2, 3, 1.

Unit 1

Conversation Time, Page 1

A. Read and circle.

ANSWERS

- 1 Good morning, Sunnyville Museum. How can I help you?
- 2 Hi! What are your hours?
- 3 We're open from 9:00 to 6:00.
- 4 Are you open on Sundays?
- 5 Yes. We're open daily, except on holidays.

- 6 How much does it cost to get in?

- 7 It's three dollars for adults and two dollars for children.

B. Read the question. Write the answer.

ANSWERS

(In this exercise, it is acceptable for students not to write complete sentences.)

- 1 It's two dollars for children.
- 2 Yes, it is.
- 3 It's five dollars for adults.

Word Time, Page 2

A. Look and write.

ANSWERS

- 2 hotel 3 post office 4 theater 5 bank 6 school
- 7 sidewalk 8 bridge 9 train station 10 library

B. Where were they? Look at A and write.

ANSWERS

- 2 She was at the hotel.
- 3 They were at the school.
- 4 He was at the theater.

Focus Time, Page 3

A. Look and write.

ANSWERS

- 2 in front of 3 across from 4 behind 5 above 6 near

B. Read and circle True or False.

ANSWERS

- 1 True 2 True 3 False

C. Read the question. Write the answer.

ANSWERS

- 1 No, there wasn't.
- 2 No, there wasn't.
- 3 Yes, there was.

Practice Time, Page 4

A. Read and write.

ANSWERS

- 1 Was there a restaurant across from the bakery? Yes, there was.
- 2 Was there a library beside the hospital? Yes, there was.
- 3 Was there a barbershop above the museum? No, there wasn't.

B. Write the questions and answers.

ANSWERS

- 1 No, there wasn't.
- 2 Was there a hotel near the post office? Yes, there was.
- 3 Was there a barbershop behind the hotel? No, there wasn't.

Reading Time, Page 5

B. Read the question. Write the answer.

ANSWERS

- 1 He invented the sandwich in 1750.
- 2 You can buy sandwiches at sandwich shops and at every grocery store.
- 3 Yes, it is.
- 4 He used bread and meat.

Your Time, Page 6

A. Look at the map. Answer the questions.

ANSWERS

- 1 No, it isn't.
- 2 It's two dollars for children.
- 3 Yes, it is.
- 4 It's open from 9:00 to 6:00.

Unit 2

Conversation Time, Page 7

A. Unscramble and fill in the blanks. Then write.

ANSWERS

- 1 Hello. Are you ready to order?
- 2 I think so. I'll have a steak.
- 3 How about a salad?
- 4 Sounds good. What's today's special?
- 5 Spaghetti and meatballs.

B. Look at A. Read and circle.

ANSWERS

- 1 b 2 b 3 a

Word Time, Page 8

A. What did they eat and drink? Look and write.

ANSWERS

- 2 She ate apple pie. She drank orange juice.
- 3 He ate fruit salad. He drank iced tea.
- 4 He ate chicken soup. He drank coffee.

B. Look at the chart. Answer the questions.

ANSWERS

- 1 No, he didn't.
- 2 Yes, they did.
- 3 No, she didn't.
- 4 Yes, he did.

Focus Time, Page 9

A. Read and write.

ANSWERS

- 2 a can/four cans
- 4 a piece/two pieces
- 6 a cup/seven cups
- 8 a loaf/three loaves
- 3 a slice/three slices
- 5 a bowl/six bowls
- 7 a glass/two glasses

B. Read and write.

ANSWERS

- 1 They're going to have four glasses of iced tea.
- 2 He's going to have three bowls of fruit salad.
- 3 It's going to have four slices of roast beef.
- 4 She's going to have one bottle of orange juice.

C. Write the questions and answers.

ANSWERS

- 1 How many glasses of iced tea did Jack have? He had five glasses of iced tea.
- 2 How much chicken soup did Kelly have? She had three bowls of chicken soup.

Practice Time, Page 10

A. Look at the chart. Answer the questions.

ANSWERS

- 1 She had five bottles of orange juice.
- 2 She had three cups of coffee.
- 3 He had two cans of lemonade.
- 4 He had six slices of roast beef.
- 5 They had six pieces of cake.

B. Read and write.

ANSWERS

- 1 How much lemonade did he have? He had two cans of lemonade.
- 2 How much iced tea did they have? They had one glass of iced tea.
- 3 How many bowls of fruit salad did you have? I had one bowl of fruit salad.
- 4 How many bottles of orange juice did you have? We had two bottles of orange juice.

Reading Time, Page 11

B. What did they say? Write.

ANSWERS

- 1 Big Mama's meatballs are the best meatballs in town.
- 2 I'm going to bring my sister here tomorrow. Kids under six eat free!

C. Read the question. Write the answer.

ANSWERS

- 1 Big Mama is the chef.
- 2 It opened on Wednesday.
- 3 Kids under six eat free.

Unit 3

Conversation Time, Page 13

A. Number the sentences in the correct order.

ANSWERS

- 4 Sorry. We're out of cherry.
- 6 They're five dollars each.
- 2 We have lemon and peach.
- 5 How much are the peach pies?
- 1 What kinds of pie do you have today?
- 8 Great! I'll get a fresh pie for you.
- 3 Do you have any cherry pies?
- 7 Okay. I'll take one.

B. Read the question. Write the answer.

ANSWERS

- 1 She has peanut butter, chocolate chip, lemon, and butter cookies.
- 2 Yes, she does.
- 3 They're 30¢ each.

Word Time, Page 14

A. Look and write.

ANSWERS

- 1 He's going to wash his hair at 7:15
- 2 He's going to iron a shirt at 8:10
- 3 He's going to buy groceries at 9:20.
- 4 He's going to chop vegetables at 10:30.
- 5 He's going to slice fruit at 10:40.
- 6 He's going to do laundry at 11:25

B. Look and write.

ANSWERS

- 1 She likes to do laundry. She doesn't like to iron a shirt.
- 2 They like to chop vegetables. They don't like to slice fruit.
- 3 She likes to stay home. She doesn't like to go to the dentist.

Focus Time, Page 15

A. Read and write.

ANSWERS

- 2 he → himself
- 3 I → myself
- 4 they → themselves
- 5 we → ourselves
- 6 you → yourself or yourselves

B. Read and write True or False.

ANSWERS

- 1 False 2 True 3 True 4 False

C. What did they do? Look and write.

ANSWERS

- 1 I sliced fruit by myself.
- 2 We bought groceries by ourselves.
- 3 You ironed a shirt by yourself.
- 4 You took a bus by yourself.

Practice Time, Page 16

A. Read and write.

ANSWERS

- | | | |
|--------------------------|---|----------------------------|
| 2 <u>take a bus</u> | → | took a bus |
| 3 go to the dentist | → | <u>went to the dentist</u> |
| 4 <u>chop vegetables</u> | → | chopped vegetables |
| 5 walk to school | → | <u>walked to school</u> |
| 6 <u>slice fruit</u> | → | sliced fruit |
| 7 iron a shirt | → | <u>ironed a shirt</u> |
| 8 <u>wash my hair</u> | → | washed my hair |

B. Look and write.

ANSWERS

- 2 He chopped vegetables by himself. He didn't take a bus by himself.
- 3 They washed their hair by themselves. They didn't stay home by themselves.

Reading Time, Page 17

A. Read. Then number the pictures in the correct order.

ANSWERS

- 2, 1, 3
6, 4, 5

B. Read the question. Write the answer.

ANSWERS

- 1 Sally forgot the grocery list and the money.
- 2 Sally ran home because she forgot the grocery list. or Sally ran home to get the grocery list.
- 3 Sally put the groceries in the basket.

Cross-curricular 1, Page 19

A. Choose the correct word and write.

ANSWERS

- 1 permanent 2 floor plan 3 landscape 4 guided tour
5 Realistic 6 portrait 7 temporary 8 an abstract
9 Still life

B. Read and write. Use the words From Exercise A.

ANSWERS

- 1 portrait painting 2 still life 3 landscape 4 realistic
5 floor plan 6 guided tours 7 temporary 8 permanent

Unit 4

Conversation Time, Page 20

A. Unscramble and write. Then number the sentences in the correct order.

ANSWERS

- 3 Sure. Who's calling?
- 1 Hello. May I speak to Robert, please?
He's not in right now.
- 4 This is Barbara. I'm going to be late for lunch today.
Got it. I'll give him your message.
- 2 What time will he be back?
I'm sorry. I don't know.

B. Look at A. Answer the questions.

ANSWERS

- 1 Barbara is calling.
- 2 No, he doesn't.
- 3 No, he isn't. Barbara is going to be late for lunch.

Word Time, Page 21

A. Use the code to write the words. Then number the pictures.

ANSWERS

- | | |
|------------------------|----------------------|
| 2 wear a wig | 3 drive a sports car |
| 4 get a sunburn | 5 take a nap |
| 6 talk on the phone | 7 have an accident |
| 8 sign autographs | 9 put on makeup |
| 10 listen to pop music | |

The pictures are numbered: 7, 2, 8, 1, 6, 3, 9, 5, 4, 10

B. What do they like to do? Look and write.

ANSWERS

He likes to talk on the phone. She likes to listen to music.

Focus Time, Page 22

A. Read and match.

ANSWERS

- | | |
|--------------------------|-------------------------|
| 1 matches the second bar | 2 matches the third bar |
| 3 matches the first bar | 4 matches the sixth bar |
| 5 matches the fourth bar | 6 matches the fifth bar |

B. Look and write.

ANSWERS

- 1 He often takes a nap.
- 2 She always gets a sunburn.
- 3 I hardly ever wear a wig.
- 4 They sometimes talk on the phone.
- 5 He never signs autographs.

C. Look at Sally's schedule. Answer the questions.

ANSWERS

- 1 Yes, she always takes a nap.
- 2 Yes, she usually puts on makeup.

Practice Time, Page 23

Look at the chart. Write the questions and answers.

ANSWERS

- 1 Does he ever use a computer? Yes, he usually uses a computer.
- 2 Do they ever rent a movie? No, they hardly ever rent a movie.
- 3 Does he ever drive a sports car? Yes, he always drives a sports car.
- 4 Does she ever talk on the phone? Yes, she often talks on the phone.
- 5 Does he ever take a nap? Yes, he sometimes takes a nap.
- 6 Does he ever rent a movie? No, he never rents a movie.

Reading Time, Page 24

A. Read. Fill in the blanks with the correct verb forms.

ANSWERS

Hi, Tommy!
I'm having a good time in Florida! I visited Disney World yesterday. Today I visited Universal Studios, a movie studio. They make all kinds of movies. Today they were making an adventure movie. I watched the actors rehearse a scene. Then I talked to Michael Stiles (the movie star).
I'm going to go to a water park tomorrow. I can't wait! See you on Monday!
Your friend, Ted

B. Read and circle True or False.

ANSWERS

- 1 False 2 True 3 False 4 True

C. Read the question. Write the answer.

ANSWERS

- 1 Disney World is in Florida.
- 2 Michael Stiles is a movie star.
- 3 Because he's going to go to a water park tomorrow.
- 4 Ted will see Tommy on Monday.

Unit 5

Conversation Time, Page 26

Circle the mistakes and write.

ANSWERS

- 2 Thanks. Phew! It hot tonight.
Thanks. Phew! It's hot today.
- 3 That's wrong. It's 92 degree!
That's right. It's 92 degrees!
- 4 Wow! Do you know it's wants to rain?
Wow! Do you think it's going to rain?
- 5 Maybe. It's going cloudy.
Maybe. It's getting cloudy.
- 6 So, what's your family, Charlie?
So, how's your family, Charlie?
- 7 They're five. But my sister have the flu.
They're fine. But my sister has the flu.

- 8 I'm happy to hear that.
I'm sorry to hear that.
- 9 It's no serious. She's doing better yesterday.
It's not serious. She's doing better today.

Word Time, Page 27

A. Look and write.

ANSWERS

- | | |
|--------------------|------------------|
| 2 give a speech | 3 visit a museum |
| 4 go to a café | 5 bake bread |
| 6 take a math test | |

B. What are they going to do? Look and write.

ANSWERS

- 1 She's going to feed the birds.
- 2 She's going to take medicine.
- 3 He's going to get a haircut.
- 4 They're going to take the subway.

Focus Time, Page 28

A. Use the code to write the words.

ANSWERS

- | | |
|----------------------|--------------------|
| 2 three times a week | 3 twice a month |
| 4 three times a year | 5 four times a day |
| 6 twice a week | |

B. Look at Kelly's schedule. Write True or False.

ANSWERS

- 1 True 2 False 3 True

C. Look at B. Read and write.

ANSWERS

- 1 She takes medicine twice a day.
- 2 She takes the subway five times a week.

Practice Time, Page 29

Look at the chart. Write the questions and answers.

ANSWERS

- 1 He does laundry twice a month.
- 2 He visits a museum once a month.
- 3 How often does he get a haircut?
- 4 How often does he read a newspaper?
- 5 How often does he give a speech? He gives a speech once a week, or He gives a speech four times a month.
- 6 How often does he go to a cafe? He goes to a cafe three times a month.

Reading Time, Page 30

B. Read the question. Write the answer.

ANSWERS

- 1 Peter is a pest.
- 2 Their teacher told them to be patient.
- 3 Because he wants attention.

C. Read and match.

ANSWERS

- 1 Peter/is in Debby and Kay's class. or Peter/takes their things without asking.
- 2 Gabby/told them to spend time with Peter. or Gabby/says, "Help him find some friends."
- 3 Debby and Kay/say, "It's not fair!"
- 4 Their teacher/told them to be patient.
- 5 Gabby/says, "Help him find some friends." or Gabby/told them to spend time with Peter.
- 6 Peter/takes their things without asking. or Peter/is in Debby and Kay's class.

Cross-curricular 2, Page 32

A. Read, match and write.

ANSWERS

- 1 million / 2,050,010
- 2 ninety / 5,897
- 3 thousand / 96,480
- 4 sixty / 7,360,000
- 5 hundred / 400,120
- 6 Eighty / 82,530
- 7 seventy / 170,601

B. Read and write.

ANSWERS

- 1 eighty seven
- 2 one thousand six hundred and ninety nine
- 3 seventy four thousand eight hundred and thirty two
- 4 two hundred seventy thousand and sixty donuts
- 5 one million three hundred thirty thousand and eighty five

Review 1

Conversation Time, Page 33

A. Read and match.

ANSWERS

- 1 Do you have any lemon pies?/Sorry. We're out of lemon. But the cherry pies are very nice.
- 2 Are you ready to order?/I think so. I'll have the soup and salad.
- 3 Do you think it's going to rain?/Maybe. It's getting cloudy.
- 4 What's your number?/505-555-1212.
- 5 How much does it cost to get in?/It's five dollars for adults and three dollars for children.

B. Read the question. Write the answer.

ANSWERS

- 1 It's open from 7:00 to 9:00.
- 2 Today's special is chicken soup.
- 3 They're \$4.50 each.
- 4 She'll be back at 2:30.
- 5 She has the flu.

Word Time, Page 34

A. Look and write.

ANSWERS

- 1 bridge
- 2 orange juice
- 3 post office
- 4 fruit salad
- 5 chicken soup
- 6 hotel
- 7 lemonade
- 8 bank
- 9 sidewalk
- 10 coffee
- 11 library
- 12 apple pie

B. What were they doing? Look and write.

ANSWERS

- 1 He was doing laundry.
- 2 She was ironing a shirt.
- 3 They were baking bread.
- 4 He was taking a nap.
- 5 She was putting on makeup.
- 6 He was taking medicine.

Focus Time, Page 35

A. How much food do you see? Write.

ANSWERS

- 1 five cans of lemonade
- 2 four loaves of garlic bread
- 3 six bowls of chicken soup
- 4 three slices of roast beef
- 5 two bottles of orange juice
- 6 six slices of apple pie

B. Look and write.

ANSWERS

- 1 They sometimes feed the birds.
- 2 He listens to pop music six times a week.
- 3 He always walks to school (by himself).
- 4 She takes medicine three times a week.

Practice Time, Page 36

A. Read and write.

ANSWERS

- 1 How much iced tea did he have? He had one glass of iced tea.
- 2 Was there a theater next to the bank? No, there wasn't.
- 3 How often do they give a speech? They give a speech once a month.

B. Write the questions or answers.

ANSWERS

- 1 Yes, there was.
- 2 No, he didn't.
- 3 How many bowls of chicken soup did she have? or
How much chicken soup did she have?
- 4 Does Ted ever talk on the phone?

Reading Time, Page 37

A. Read and number the pictures.

ANSWERS

- 3, 4 1, 2, 5

B. Read and write the name. Use each name twice.

ANSWERS

- 1 John Montagu 2 Peter 3 Big Mama 4 Ted 5 Sally
6 John Montagu 7 Ted 8 Big Mama 9 Peter 10 Sally

Unit 6

Conversation Time, Page 39

A. Fill in the blanks.

ANSWERS

- 1 I'm helping Mr. Tune clean up the music room.
- 2 Do you want some help?/Sure. You can move the bass.
- 3 Look out! There's a box behind you!
- 4 What's going on in here?/We're cleaning up.

B. Read and match.

ANSWERS

- 1 c 2 b 3 d 4 a

Word Time, Page 40

A. Look and write.

ANSWERS

- 2 This is a cello. That's a recorder.
- 3 This is an electric keyboard. That's a xylophone.
- 4 This is a harp. That's a trumpet.
- 5 These are drums. Those are cymbals.

B. Look and write.

ANSWERS

- 1 Last year she played the flute. Now she plays the xylophone.
- 2 Last year he played the trumpet. Now he plays the cymbals.
- 3 Last year he played the drums. Now he plays the tuba.

Focus Time, Page 41

A. Read and write.

ANSWERS

- | | |
|------------------------|--------------------------|
| 2 bad → <u>badly</u> | 3 slow → <u>slowly</u> |
| 4 loud → <u>loudly</u> | 5 quick → <u>quickly</u> |
| 6 sad → <u>sadly</u> | 7 happy → <u>happily</u> |
| 8 good → <u>well</u> | |

B. Look and circle the correct word.

ANSWERS

- 1 He plays the drums quickly.
- 2 She plays the harp sadly.
- 3 They play the tuba loudly.
- 4 I play the cello badly.

C. Read and write.

ANSWERS

- 2 How did he play the harp? He played the harp happily.
- 3 How did they play the cymbals? They played the cymbals loudly.
- 4 How did she play the drums? She played the drums sadly.

Practice Time, Page 42

A. Read and check.

ANSWERS

- 1 second picture 2 second picture 3 first picture

B. Write the questions and answers. Then number the pictures.

ANSWERS

- 1 How did she play the flute? She played the flute sadly.
- 2 How did you play the trumpet? I played the trumpet well.
- 3 How did he play the drums? He played the drums quickly.
- 4 How did you play the recorder? We played the recorder happily.

The pictures are numbered: 3, 2, 1, 4

Reading Time, Page 43

B. Read and write.

ANSWERS

- | | |
|---------------------------|-------------------------|
| 1 teachers / performance. | 2 chorus. / soloist. |
| 3 orchestra / performed | 4 dinner / performance. |

C. Read the question. Write the answer.

ANSWERS

- 1 The first grade teachers performed the play.
- 2 He sang well.
- 3 It was at Big Mama's Restaurant.
- 4 The teachers gave their fall performance last night.

Unit 7

Conversation Time, Page 45

A. Write and match.

ANSWERS

- 1 911. What's the emergency?/Help! There's something in my backyard!
- 2 What is it?/I think ... I think it's a wild animal! I can see its eyes!
- 3 What's your name and address?/Dan Day. 49 Maple Lane.
- 4 What should I do?/Stay calm. I'm sending an officer now.

B. Look at A. Answer the questions.

ANSWERS

- 1 Because there was something in his backyard.
- 2 Dan lives at 49 Maple Lane.
- 3 The woman told Dan to stay calm.
- 4 The woman sent an officer.

Word Time, Page 46

A. Look and write.

ANSWERS

- 1 baboon 2 bear 3 leopard 4 panda

B. Read and circle the correct words.

ANSWERS

- 1 The eagle is faster than the parrot.
- 2 The kangaroo is slower than the moose.
- 3 The moose is bigger than the kangaroo.
- 4 The tiger is smaller than the moose.

Focus Time, Page 47

A. Read and write.

ANSWERS

- 1 walked 2 flew 3 ran 4 hopped

B. Look and write.

ANSWERS

- 2 The kangaroo hopped and the moose walked.
- 3 The baboon ran and the parrot flew.
- 4 The panda walked and the eagle flew.

C. What were they doing when the tiger ran by? Write the letter.

ANSWERS

- 1 B 2 A

Practice Time, Page 48

Write the questions and answers.

ANSWERS

- 2 What was she doing when the moose walked by? She was doing laundry when the moose walked by.
- 3 What was he doing when the parrot flew by? He was taking out the garbage when the parrot flew by.
- 4 What were they doing when the kangaroo hopped by? They were reading a newspaper when the kangaroo hopped by.
- 5 What was he doing when the camel ran by? He was taking a nap when the camel ran by.

Reading Time, Page 49

A. Read and fill in the blanks.

ANSWERS

Here are some facts about American black bears:

- When black bears are born, they weigh eight to sixteen ounces. Adults weigh 135 to 350 pounds.
- Black bears eat everything: vegetables, fruits, nuts, leaves, fish, and meat.
- Black bears hibernate for five to seven months in the winter.
- Black bears are not endangered. Around 750,000 black bears are alive today.

B. Read the question. Write the answer.

ANSWERS

- 1 They weigh 135 to 350 pounds.
- 2 They eat everything: vegetables, fruits, nuts, leaves, fish, and meat.
- 3 Yes, they do.
- 4 Around 750,000 black bears are alive today.

C. Read and circle True or False.

ANSWERS

- 1 False 2 True 3 False 4 False

Unit 8

Conversation Time, Page 51

A. Circle the mistakes and write.

ANSWERS

- 1 Annie, please come to the chair.
Annie, please come to the front.
- 2 Wrote the letter "d" on the board.
Write the letter "d" on the board.
- 3 I don't know why. I'm good, Ms. Smart.
I don't know how. I'm sorry, Ms. Smart.
- 4 That's okay. Let me showed you how. It easy.
That's okay. Let me show you how. It's easy.
- 5 Yes, I can't. It's not hard.
No, I can't. It's too hard.
- 6 Come one, Annie. Please give up.
Come on, Annie. Don't give up.

B. Look at A. Read and write True or False.

ANSWERS

- 1 False 2 True 3 False 4 False

Word Time, Page 52

A. Look and write.

ANSWERS

- | | |
|--------------------|-----------------------|
| 2 peel an orange | 3 speak English |
| 4 say the alphabet | 5 build a sand castle |
| 6 cut out a heart | |

B. What are they doing? Look and write.

ANSWERS

- | | |
|---------------------------------|--------------------------|
| 1 He's throwing a <u>ball</u> . | 2 She's counting to ten. |
| 3 He's catching a frog. | 4 She's spelling a word. |

Focus Time, Page 53

A. Fill in the blanks.

ANSWERS

- 1 He can play tennis. He can't play badminton.
- 2 He could throw a ball. He couldn't catch a ball.

B. Look and write. Use *could* and *couldn't*.

ANSWERS

- 1 He could peel an orange. He couldn't blow a bubble.
- 2 She could build a sand castle. She couldn't cut out a heart.

C. Read and write. Use *could* or *couldn't*.

ANSWERS

- 1 could 2 couldn't

Practice Time, Page 54

A. Read and check True or False.

ANSWERS

- 1 False 2 True 3 False 4 True

B. Look and write.

ANSWERS

- 1 When he was little, he could say the alphabet.
- 2 When he was little, he could throw a ball.
- 3 When he was little, he couldn't catch a frog.
- 4 When he was little, he couldn't spell a word.

Reading Time, Page 55

A. Read. Choose the correct words and fill in the blanks.

ANSWERS

Dear Jill,
When you moved away, I was sad. I miss you very much.
Do you miss me?
Last Monday, I went to Ms. Bird's house for dinner. She showed me old photos of our kindergarten class. She told some funny stories, too. She said when you were little, you could build enormous snowmen. Remember?
Do you like New York? Are you making a lot of friends?
Please write soon!
Your friend, Jack

B. Read the question. Write the answer.

ANSWERS

- 1 He went to Ms. Bird's house for dinner.
- 2 She showed him old photos.
- 3 Jack misses Jill.
- 4 Jill could build enormous snowmen.
- 5 She lives in New York.

Cross-curricular 3, Page 57

A. Read and match.

ANSWERS

- 1 Orchestras usually play classical music.
- 2 A band is a group of musicians.
- 3 Early country music told a story about life in the country.
- 4 Some musicians can compose music.
- 5 The conductor shows the orchestra how to play.
- 6 Electric guitars are usually played in rock music.
- 7 Lyrics are the words to a song.
- 8 A ballad is a song that tells a story.

B. Read and write. Use the words From Exercise A.

ANSWERS

- 1 band 2 rock 3 lyrics 4 classical 5 conductor
6 country 7 composes 8 ballads

Unit 9

Conversation Time, Page 58

A. Read and number the sentences in the correct order.

ANSWERS

- 3 Do you ever fly abroad?
7 Do you like being a pilot?
6 No. I always have a copilot.
4 Yes. I have an overseas flight once a month.
8 Yes, very much!
1 How many female pilots work for your airline?
5 Do you fly the plane by yourself?
2 I think one third of the pilots are female.

B. Look at A. Answer the questions.

ANSWERS

- 1 No, she isn't. She's a pilot.
2 Yes, she always has a copilot.
3 She has an overseas flight once a month.

Word Time, Page 59

A. Write the names of the cities.

ANSWERS

- 1 Tokyo 2 Honolulu 3 San Francisco 4 Rome 5 Paris
6 Cairo 7 London 8 Seoul 9 New York 10 Hong Kong

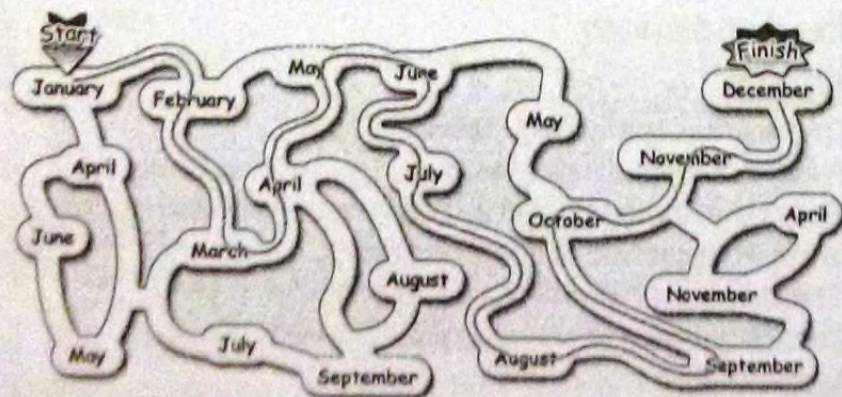
B. Write the questions and answers.

ANSWERS

- 1 Where is she from? She's from Paris.
2 Where is he from? He's from Honolulu.
3 Where is she from? She's from London.
4 Where is he from? He's from Rome.
5 Where is she from? She's from Cairo.
6 Where is he from? He's from Tokyo.

Focus Time, Page 60

A. Connect the months in order.



B. Read and write.

ANSWERS

- 1 May. 2 November. 3 September.

C. Read and write.

ANSWERS

- 1 She went in April.
2 She was there for four days.

Practice Time, Page 61

A. Write the questions and answers.

ANSWERS

- 1 When did she go to San Francisco? She went in October.
How long was she there? She was there for two weeks.
2 When did he go to Rome? He went in August. How long was he there? He was there for five days.
3 When did they go to Tokyo? They went in April. How long were they there? They were there for eight days.

B. Read the question. Write the answer.

ANSWERS

- 1 He was there for one month.
2 She went in June.
3 She was there for two weeks.
4 He went in March.

Reading Time, Page 62

B. Read and match.

ANSWERS

- 1 There are 100 thousand/hotel rooms in Orlando.
2 There are 82/parks in Orlando.
3 Over 35 million people/visit Orlando every year.
4 There are hundreds of/shops in Orlando.

C. Read and circle True or False. Answers

- 1 True 2 False 3 True 4 False

Your Time, Page 63

A. Write the months in order. Write what you like to do in each month.

ANSWERS

- 2 February 3 March 4 April 5 May 6 June 7 July
8 August 9 September 10 October 11 November
12 December

Sentences will vary.

Unit 10

Conversation Time, Page 64

Unscramble and write.

ANSWERS

- 1 Hi, Matt. Where were you yesterday afternoon?
2 At Annie's house. We were watching TV.

- 3 What was on?
- 4 A program about animals in Africa.
- 5 Aw, I missed it.
- 6 Did you watch the soccer game last night?
- 7 No, my mom was watching the news. Besides, I don't like watching soccer on TV.
- 8 Me, neither. It's not as fun as watching a real game.

Word Time, page 65

A. Use the code to write the words.

ANSWERS

- | | |
|---------------------------|----------------------|
| 2 fall off my chair | 3 take off my jacket |
| 4 get a good grade | 5 turn off the fan |
| 6 lose my favorite pencil | |

B. Match and write.

ANSWERS

- | | |
|------------------|----------------------|
| 1 win a prize | 2 forget my homework |
| 3 make a mistake | 4 skip lunch |

Focus Time, Page 66

A. Number the pictures.

ANSWERS

3, 9, 6, 1, 2, 4, 5, 7, 10, 8

B. Read and match.

ANSWERS

- 1 If you go to bed late,/you'll be tired.
- 2 If she gets a good grade,/she'll be happy.

Practice Time, Page 67

A. Read and write.

ANSWERS

- | | |
|----------------------|--------------------------|
| 1 you'll be hungry. | 2 we'll be proud. |
| 3 you'll be nervous. | 4 we'll be disappointed. |
| 5 you'll be sad. | |

B. Look and write.

ANSWERS

- 1 If she gets a good grade, she'll be happy.
- 2 If he takes off his jacket, he'll be cold.
- 3 If they turn off the fan, they'll be hot.
- 4 If she falls off her chair, she'll be embarrassed.

Reading Time, Page 68

B. Read the question. Write the answer.

ANSWERS

- 1 The first small computer for homes went on sale.
- 2 In 1984, 13 percent of American homes had a computer.
- 3 There were 100 thousand web sites.
- 4 The first computer store opened in California.

C. Read and write.

ANSWERS

- 1 In 1999, 40 percent of American homes had a computer.
- 2 Nolan Bushnell invented the first video game in 1971.
- 3 74 percent of people used the Internet in America.
- 4 In 1940, John Atanasoff and Clifford Berry built the first electric computer.

Cross-curricular 4, Page 70

A. Read.

ANSWERS

1 d 2 g 3 e 4 f 5 c 6 a 7 b

B. Read the clue and the question. Write the answer.

ANSWERS

- | | |
|---------------------------|-----------------------|
| 1 It's Antarctica. | 2 It's Europe. |
| 3 It's continental drift. | 4 They're countries. |
| 5 It's Asia. | 6 It's Africa. |
| 7 It's Australia. | 8 It's North America. |
| 9 It's South America. | |

Review 2

Conversation Time, Page 71

A. Read the question. Write the answer.

ANSWERS

- 1 There was something in his backyard.
- 2 No. She always has a copilot.
- 3 He watched a program about animals in Africa.
- 4 Ms. Smart showed Annie how to write the letter "d."
- 5 Ted helped Annie move the bass.
- 6 Because he was helping Mr. Tune clean up.
- 7 49 Maple Lane.
- 8 The pilot has an overseas flight once a month.

B. Read and match.

ANSWERS

- 1 Do you fly the plane by yourself?/No. I always have a copilot.
- 2 Do you want some help?/Sure. You can move the bass.
- 3 I don't like watching soccer on TV./Me, neither. It's not as fun as watching a real game.
- 4 911. What's the emergency?/Help! There's something in my backyard.
- 5 No, I can't. It's too hard./Come on, Annie. Don't give up.

Word Time, Page 72

A. What did the animals do? Look and write.

ANSWERS

- 2 A parrot blew a bubble in Paris.
- 3 A bear played the cymbals in Seoul.
- 4 A panda threw a ball in Tokyo.
- 5 A kangaroo peeled an orange in London.
- 6 A tiger played the harp in Cairo.

B. What are they doing? Look and write.

ANSWERS

- 1 They're building a sand castle.
- 2 He's turning off the fan.

Focus Time, Page 73

A. Circle the odd word.

ANSWERS

- 1 happy 2 fly 3 badly 4 Monday 5 sadly 6 quietly

B. Look and write. Use *can* or *could*.

ANSWERS

- 1 He can climb a tree.
- 2 She can build a snowman.
- 3 When he was little, he could blow a bubble. *or* He could blow a bubble.
- 4 When she was little, she could spell a word. *or* She could spell a word.

Practice Time, Page 74

A. Write the questions and answers.

ANSWERS

- 1 How did he play the tuba? He played the tuba loudly.
- 2 What was she doing when the parrot flew by? She was ironing a shirt when the parrot flew by.

B. Look and write.

ANSWERS

- 1 he could throw a ball.
- 2 falls off her chair, she'll be embarrassed.

C. Write the questions and answers.

ANSWERS

- 1 When did she go to Rome?
She went in May.
How long was she there?
She was there for four days.
- 2 When did you go to London?
We went in June.
How long were you there?
We were there for one week.

Reading Time, Page 75

B. Answer the questions.

ANSWERS

Laura: Jack's house/showed Jack old photos/write to Jill soon
John: American Black Bear Home at the Redtown Zoo/gave the bears some nuts and fruit/go to the zoo again
Sandy: Orlando/gave a performance/be the soloist on the flute
Tom: a computer store/bought the new computer/make a web site about the history of computers

Units 1–10 Reviews

Conversation Time Review, Page 77

ANSWERS

- 1 How many female pilots work for your airline?/I think one third of the pilots are female.
- 2 What kinds of pie do you have today?/We have lemon and peach.
- 3 What's today's special?/Spaghetti and meatballs.
- 4 Can you take a message?/Sure. Who's calling?
- 5 Do you think it's going to rain?/Maybe. It's getting cloudy.
- 6 What's going on in here?/We're cleaning up.
- 7 What is it?/I think... I think it's a wild animal!
- 8 I can't. It's too hard./Come on, Annie. Don't give up.
- 9 Did you watch the soccer game last night?/No, my mom was watching the news.
- 10 How much does it cost to get in?/It's three dollars for adults and two dollars for children.

Word Time Review, Page 78

A. Write the words in the correct category.

ANSWERS

hotel, bank, post office, barbershop
lemonade, coffee, garlic bread, apple pie
bear, moose, camel, leopard
cymbals, trumpet, flute, cello

B. What are they doing? Look and write.

ANSWERS

- 1 She's speaking English.
- 2 She's getting a sunburn.
- 3 She's talking on the phone.
- 4 He's listening to pop music.
- 5 He's throwing a ball.
- 6 He's reading a newspaper.

Focus Time and Practice Time Review, Page 79

A. Write the questions. Then number the pictures.

ANSWERS

- 1 How often does she take a math test?
- 2 How much iced tea did they have? or How many glasses of iced tea did they have?
- 3 Do they ever sign autographs?
- 4 What was she doing when the eagle flew by?
- 5 How did he play the trumpet?

The pictures are numbered: 2, 4, 1, 5, 3.

B. Unscramble and write.

ANSWERS

- 1 He walked to school by himself.
- 2 If I skip lunch, I'll be hungry.

Reading Time Review, Page 80

Read and write.

ANSWERS

- 1 play. / performed /
- 2 without / patient. / fair!
- 3 weigh / pounds. / hibernate
- 4 invented / every
- 5 million / exciting
- 6 showed / kindergarten / funny
- 7 Italian / owner / chef.
- 8 studio. / actors / scene. / movie star
- 9 web sites. / percent
- 10 forgot / grocery / home / groceries

Worksheet Instructions and Answers

Unit 1

Worksheet 1: An Old Town

A. Read and write.

ANSWERS

- 1 No, there wasn't.
- 2 Yes, there was.
- 3 No, there wasn't.
- 4 Was there a hotel above the barbershop? Yes, there was.
- 5 Was there a library across from the theater? Yes, there was.
- 6 Was there a bridge behind the theater? Yes, there was.

B. Look at A. Read and answer the questions.

ANSWERS

- 1 It was the library.
- 2 It was the theater.
- 3 It was the hotel.

Worksheet 2: Ice Cream Sandwiches

B. Read and circle True or False.

ANSWERS

- 1 True 2 False 3 False 4 True

C. Read and match.

ANSWERS

- 1 Who is the owner of Cold Sandwiches? (second picture)
Steven Conner is the owner.
- 2 When did Steven buy his first ice cream churn? (fourth picture) He bought it in 1995.
- 3 When did Steven buy his ice cream shop? (first picture) He bought it in 1999.
- 4 What does Steven sell? (third picture) He sells ice cream sandwiches.

Unit 2

Worksheet 3: How Many?/How Much?

A. Read and write.

ANSWERS

- 1 How many loaves of garlic bread did she have? She had one loaf of garlic bread.
- 2 How much roast beef did he have? He had three slices of roast beef.
- 3 How many glasses of iced tea did they have? They had two glasses of iced tea.
- 4 How much fruit salad did they have? They had two bowls of fruit salad.

B. Read and write.

ANSWERS

- 1 I can buy three bowls of fruit salad.
- 2 I can buy three cups of coffee.
- 3 I can buy five cans of lemonade.
- 4 I can buy two pieces of apple pie and two bowls of fruit salad.

Worksheet 4: Annie's Diary

B. What did Ted and Annie eat? Look at A and write.

ANSWERS

Annie

a bowl of soup
spaghetti and meatballs
two cups of coffee

Ted

two loaves of garlic bread
three slices of pizza
a can of lemonade

Unit 3

Worksheet 6: The Cashier's Tale

A. Read. Then put the paragraphs in order.

ANSWERS

a 2 b 4 c 1 d 5 e 3

B. Look at A. Write the letter.

ANSWERS

e, c, d, a, b

Unit 4

Worksheet 7: Do You Ever...?

B. Look and write.

ANSWERS

- 1 Yes, they always sign autographs.
- 2 Does she ever drive a sports car? Yes, she usually drives a sports car.
- 3 Does he ever take a nap? Yes, he sometimes takes a nap.
- 4 Do they ever put on makeup? No, they hardly ever put on makeup.

Worksheet 8: Movie Stars

B. Read and write True or False.

ANSWERS

- 1 False 2 True 3 False 4 True 5 False 6 False
7 False 8 True

Unit 5

Worksheet 9: How Often?

Pairwork.

Student pairs fold the page on the dotted line and look at their respective columns. Student 1 looks at the first picture in the left-hand column and uses the target pattern to ask Student 2 *How often do they visit a museum?* S2 looks at his/her first picture and answers *They visit a museum twice a week.* S1 circles the correct answer. They do the same for numbers 2–3. S2 asks questions in the same way for numbers 4–6.

ANSWERS

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

Worksheet 10: Am I a Pest?

B. Read the question. Write the answer.

ANSWERS

- 1 Ben takes comic books from Billy once a day.
2 Ben followed Billy and John into the basement.
3 Billy called Ben a pest.
4 (Answers will vary.)

C. Read and match.

ANSWERS

- 1 c 2 a 3 b

Unit 6

Worksheet 11: Instruments

Look. Then read and write.

ANSWERS

- 1 He played the electric keyboard quickly.
2 She played the trumpet well.
3 How did he play the tuba? He played the tuba quietly.
4 How did they play the flute? They played the flute sadly.

Worksheet 12: Spring Performance

B. Read the question. Write the answer.

ANSWERS

- 1 The chorus sang very loudly.
2 Because she was next to the cymbals.
3 No, he didn't.

C. Look and match.

ANSWERS

- 1 Ben Jones played the violin happily.
2 The soloist, Kelly Green, sang well.
3 I couldn't hear my recorder.
4 We had a pizza party after the performance.

Unit 7

Worksheet 13: What Were You Doing?

Pairwork.

Student pairs fold the page on the dotted line and look at their own columns. S1 looks at the first picture and asks S2 *What was he doing when the tiger ran by?* S2 looks at his/her first picture and answers *He was chopping vegetables when the tiger ran by.* S1 circles the correct answer. They do the same for numbers 2–3. S2 asks questions in the same way for numbers 4–6.

ANSWERS

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

Worksheet 14: Animal Facts

B. Read and write.

ANSWERS

Leopards

60 to 300 pounds
meat
all four legs
Africa and Asia
yes

Tigers

200 to 500 pounds
meat
all four legs
Asia
yes

Baboons

30 to 90 pounds
fruit, plants, small animals
all four legs
Africa
no

Unit 8

Worksheet 15: When I Was Little

A. Pairwork.

Student pairs fold the page on the dotted line and look at their own columns. S1 looks at the first set of pictures and tells S2 about that person, saying *When he was little, he could say the alphabet. When he was little, he couldn't spell a word.* S2 looks at his/her pictures and writes a ✓ or ✗ for each picture based on what S1 said. They do the same for number 2. S2 says sentences in the same way for numbers 3–4.

ANSWERS

1 ✓, X 2 X, ✓ 3 ✓, X 4 X, ✓

Worksheet 16: New Friends**B. Read and match. Then write.****ANSWERS**

- 1 When did Stan ...?/He moved to Washington last week.
- 2 Does Stan like ...?/Yes, he likes to go to the beach.
- 3 Where was ...?/It was near the Sunnyville Zoo.
- 4 Did Stan walk ...?/No, he didn't.

Unit 9**Worksheet 17: Cities of the World****Pairwork.**

Student pairs fold the page on the dotted line and look at their own halves of the page. S1 looks at his/her chart and uses the target patterns to ask S2 questions about the missing information. For the *How long* questions, students can ask either *How long was (Sue) there?* or *How long was (Sue) in (San Francisco)?* If necessary, write these options on the board for reference. S2 answers based on the information in his/her chart. S1 writes the answer in the correct space in the chart. Once S1 has filled in his/her chart completely, they change roles.

ANSWERS

Name	City	When?	How Long?
Annie	Seoul	April	two weeks
Kim	Hong Kong	September	one year
Bill	Honolulu	August	nine days
Sue	San Francisco	October	five days
Ted	Rome	January	one month
Matt	Taipei	June	four weeks

Worksheet 18: Ted's Trip to London**B. Put the sentences in order.****ANSWERS**

2, 4, 1, 3

C. Read and match.**ANSWERS**

1 b 2 c 3 a

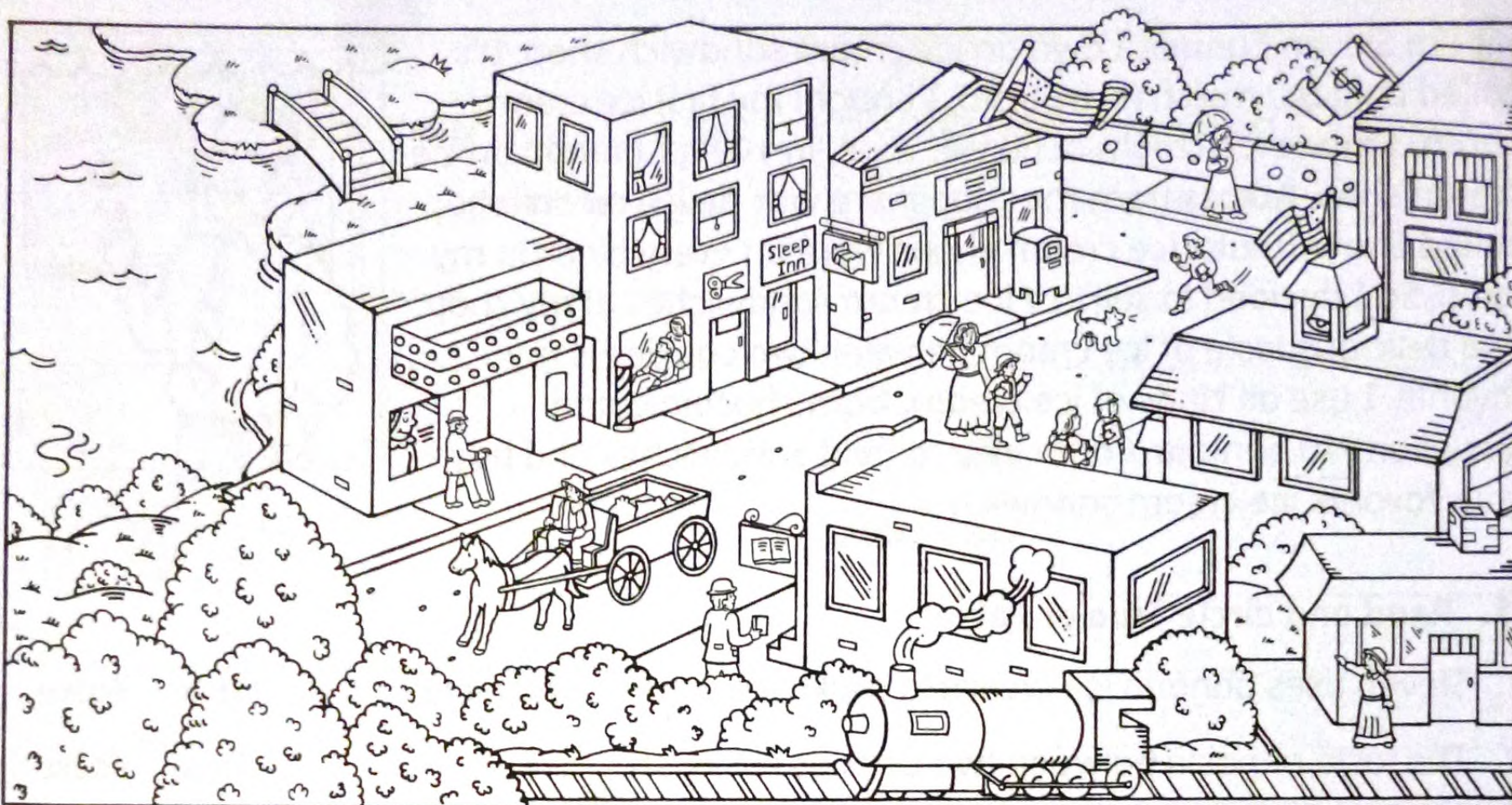
Unit 10**Worksheet 19: If...****Look. Then read and write.****ANSWERS**

- 1 If he skips lunch, he'll be hungry.
- 2 If they get a good grade, they'll be happy.
- 3 If she wins a prize, she'll be proud.
- 4 If they make a mistake, they'll be disappointed.

Worksheet 20: My Grandmother**B. Put the sentences in order.****ANSWERS**

4, 3, 1, 2

A. Read and write.



1. Was there a train station near the bridge? _____
2. Was there a hotel beside the theater? _____
3. Was there a post office behind the school? _____
4. Was there a _____ above the barbershop? Yes, _____
5. Was there a library across from the _____
Yes, _____
6. Was there a _____ behind the theater? Yes, _____

B. Look at A. Read and answer the questions.

1. It was across from the theater. It was beside the school.
What was it? _____
2. It was near the barbershop. It was in front of the bridge.
What was it? _____
3. It was across from the school. It was above the barbershop.
What was it? _____

Unit 1, Worksheet 2: Ice Cream Sandwiches

A. Read.

Hi! I'm Steven Conner. I own an ice cream sandwich shop. It's called Cold Sandwiches. In 1995, I bought my first ice cream churn. I made ice cream at home. Then, in 1999, I bought an ice cream shop. Across from my shop there was an ice cream shop called Snow Treats. Ice cream shops were on every block in my town. So I decided to sell just ice cream sandwiches at my shop. The delicious taste of ice cream between two cookies is my favorite. I use all kinds of ice cream, from chocolate and strawberry to banana. Come over to Cold Sandwiches and buy your favorite ice cream sandwich.



B. Read and circle True or False.

1. Steven uses banana ice cream to make ice cream sandwiches.
2. The taste of pasta between two cookies is Steven's favorite.
3. Steven owns a bakery.
4. You can buy ice cream sandwiches at Steven's shop.

True False

True False

True False

True False

C. Read and match.

1. Who is the owner of Cold Sandwiches?



• He sells ice cream sandwiches.

2. When did Steven buy his first ice cream churn?



• Steven Conner is the owner.

3. When did Steven buy his ice cream shop?



• He bought it in 1995.

4. What does Steven sell?



• He bought it in 1999.

Unit 2, Worksheet 3: How Many? / How Much?

A. Read and write.

1.



How many _____ of
_____ did she have?

She had _____

2.



How much _____
did he have?

3.



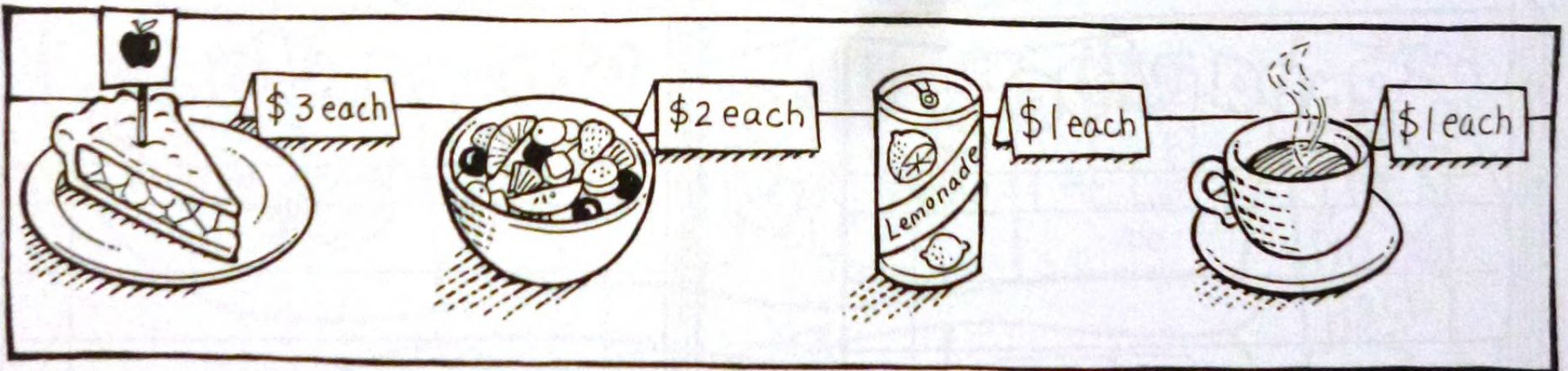
_____ glasses of

4.



_____ much

B. Read and write.



1. You have six dollars. How many bowls of fruit salad can you buy?

2. You have three dollars. How many cups of coffee can you buy?

3. You have five dollars. How much lemonade can you buy?

4. You have ten dollars. How much apple pie and fruit salad can you buy?

A. Read.

Annie

Saturday, May 12

I had a nice day today. Ted and I went to Papa Joe's new Italian restaurant. Papa Joe is the chef. He made a great dinner. I had a bowl of soup, spaghetti and meatballs, and two cups of coffee. Ted had two loaves of

garlic bread, three slices of pizza, and a can of lemonade. Ted loved the pizza, but he felt sick from all the garlic bread. After dinner, we met Mr. Minelli. He is the owner of the restaurant. I love Papa Joe's because their food is the best in town!

B. What did Ted and Annie eat? Look at A and write.

Annie					
Papa Joe's					
~~~~~	~~~~~	~~~~~	~~~~~	~~~~~	044051

Ted					
Papa Joe's					
~~~~~	~~~~~	~~~~~	~~~~~	~~~~~	044052

C. Your turn. Answer the questions.

1. What's your favorite restaurant?

2. Does your favorite restaurant serve breakfast?

3. Does your favorite restaurant have good prices?

Unit 3, Worksheet 5: Play a Game

Point to a number. Play the game with a partner.

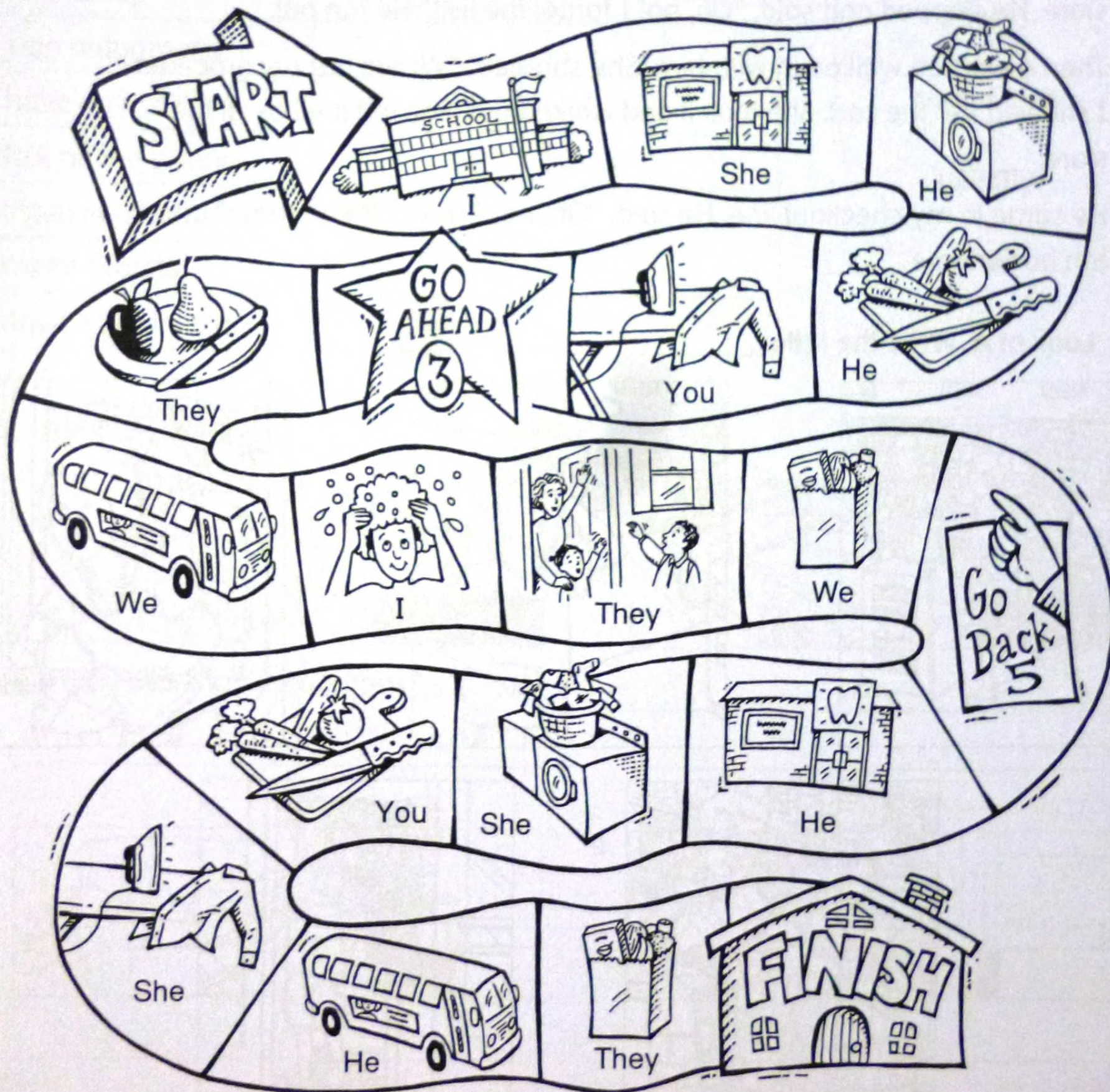
I walked to school by myself.



I didn't walk to school by myself.



3 1 5 3 1 4 2 2 1 4 6
4 3 3 2 3 1 5



A. Read. Then put the paragraphs in order.

- The boy ran back into the store. He had the list in his hand. He got a cart and put groceries in it. _____
- Then he came back. He got in my checkout line again. He paid for the groceries and went home. He left his cart of groceries in the store. _____
- I'm a cashier at the Sunnyville Supermarket. A 13-year-old boy ran into the store. He stopped and said, "Oh, no! I forgot the list!" He ran out. _____
- Then a woman walked in with him. She shouted, "Where are my groceries?" I showed her the cart. She took it and walked out. She left the boy at the store. _____
- He came to my checkout line. He said, "Oh, no! I forgot the money!" and ran back home. _____

B. Look at A. Write the letter.



Unit 4, Worksheet 7: Do You Ever...?

A. Ask your classmates questions. Write their names and answers.

	Name	How often?
wear a wig		
put on makeup		
get a sunburn		
take a nap		
sign autographs		
have an accident		
talk on the phone		
listen to music		
make friends		
drive a sports car		

never

hardly ever

always

sometimes

usually

often

B. Look and write.



Do they ever sign autographs?









A. Read.

Annie

Dear Miss Pillman,

My family and I visited your movie studio in California.

We saw you rehearse a scene. It was cool. You are my favorite movie star. Do you ever sign autographs? I love your hair. Do you ever wear a wig? I can't wait for your next movie!

Your friend,

Annie Day



Debra Pillman

Dear Annie,



Thank you for your nice letter. I'm happy you like my movies. Yes, I often sign autographs. It's my favorite thing to do. I like my hair too, but I sometimes wear a wig. We're going to make my next movie at the train station in Sunnyville. You can come and watch.

Sincerely,

Debra Pillman



B. Read and write True or False.

1. Miss Pillman never signs autographs. _____
2. Miss Pillman is Annie's favorite movie star. _____
3. Annie and her family visited a movie studio in New York. _____
4. Annie and her family saw Miss Pillman rehearse a scene. _____
5. Annie doesn't love Miss Pillman's hair. _____
6. Miss Pillman is making her next movie at the bank in Sunnyville. _____
7. Miss Pillman never wears a wig. _____
8. Annie can't wait for Miss Pillman's next movie. _____

Unit 5, Worksheet 9: How Often?

Pairwork.

Student 1

Ask the question. Listen and circle.



- a. once a week
b. twice a week

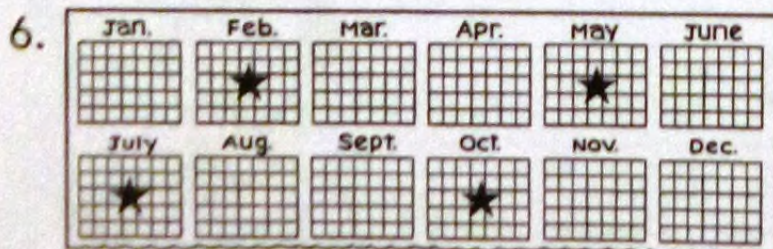
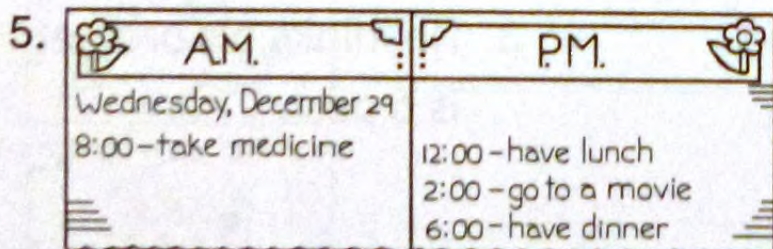
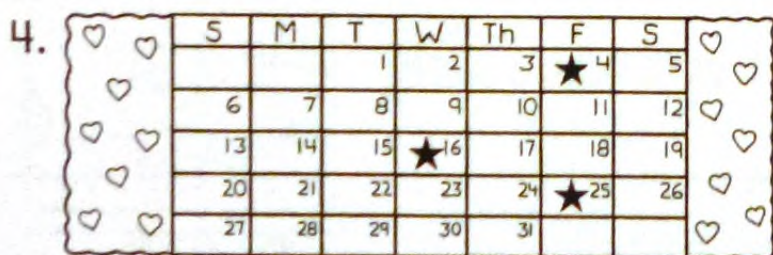


- a. four times a day
b. twice a day



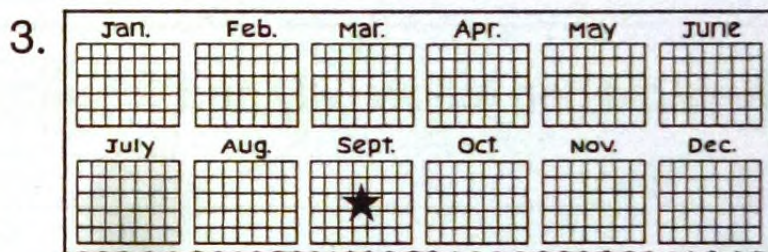
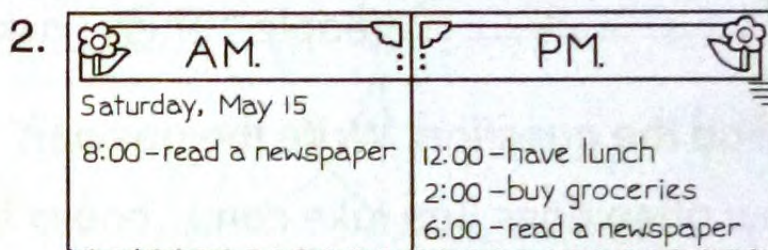
- a. once a year
b. three times a year

Answer the question.



Student 2

Answer the question.



Ask the question. Listen and circle.



- a. three times a month
b. four times a month



- a. once a day
b. three times a day



- a. twice a year
b. four times a year

FOLD

A. Read.



Hi, I'm Ben. I follow my older brother Billy and his friends all the time. I go into Billy's room once a day and take his comic books. One day Billy invited his friend John over to play. When Billy and John went outside to play basketball, I went to Billy's room and took a comic book.

When I finished reading, I followed Billy and John into the basement to listen to music. Billy said, "You always bother me! You are a pest." I didn't know what a pest was. I found my mom and asked, "What's a pest?" My mom said, "A pest bothers people." Then I asked, "Am I a pest?"

B. Read the question. Write the answer.

1. How often does Ben take comic books from Billy?

2. Where did Ben follow Billy and John?

3. What did Billy call Ben?

4. Is Ben a pest?

C. Read and match.

1. He takes his brother's comic books.

2. He's Billy's friend.

3. He thinks his brother is a pest.



Unit 6, Worksheet 11: Instruments

Look. Then read and write.

quickly

quietly

well

sadly



How did he play the electric keyboard?



How did she play the trumpet?



He _____ quietly.



They _____ sadly.

A. Read.

Dear Grandpa,

I'm sorry you missed our spring performance. It was a great show. The play was called *Wake Up! Spring Is Here!* The actors were good. The chorus sang a lot of songs. They sang very loudly. The soloist, Kelly Green, sang well.

I played the recorder in the orchestra. Because I was next to the cymbals, I couldn't hear my recorder! Ben Jones played the violin happily. My parents had a good time. We had a pizza party at Papa Joe's after the performance. It was fun. I'm sad the performance is finished, but we will perform again next fall. Please come!

Love,
Kate

B. Read the question. Write the answer.

1. How did the chorus sing? _____
2. Why couldn't Kate hear her recorder? _____
3. Did Kate's grandpa see the performance? _____

C. Look and match.

1.



2.



3.



4.



I couldn't hear my recorder.

Ben Jones played the violin happily.

We had a pizza party after the performance.

The soloist, Kelly Green, sang well.

Unit 7, Worksheet 13: What Were You Doing?

Pairwork.

Student 1

Ask the question. Listen and circle.



- a. taking a nap
- b. chopping vegetables

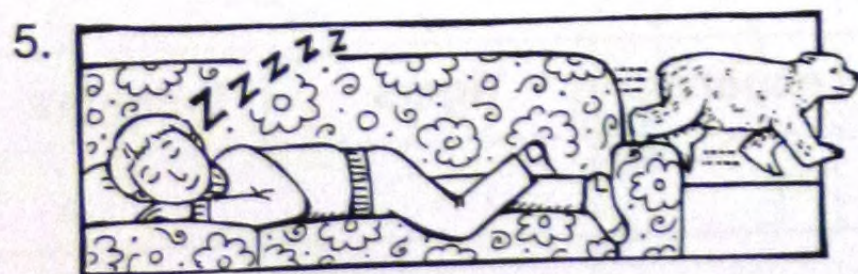


- a. putting on makeup
- b. climbing a tree



- a. talking on the phone
- b. watching TV

Answer the question.

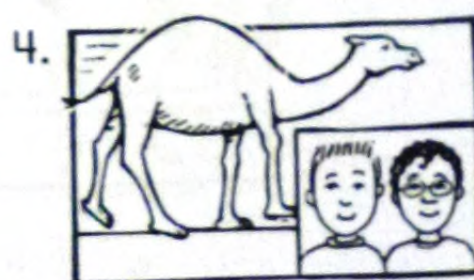


Student 2

Answer the question.



Ask the question. Listen and circle.



- a. climbing a tree
- b. feeding the birds



- a. taking a nap
- b. washing the car

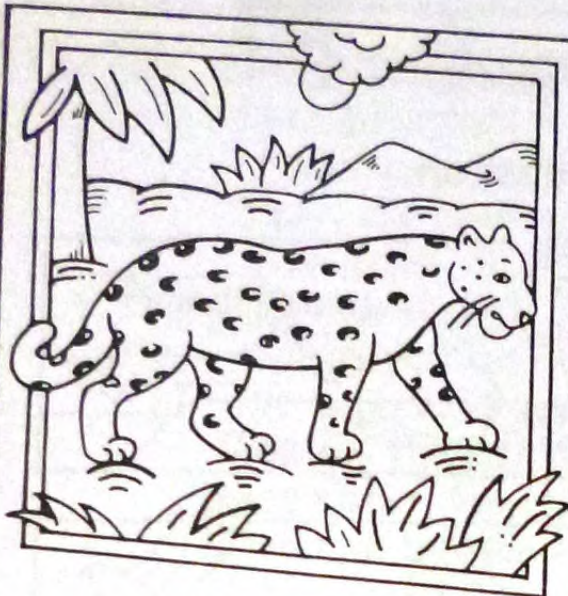


- a. climbing a tree
- b. taking out the garbage

FOLD



A. Read.



Leopards usually weigh 60 to 300 pounds.

Leopards eat meat.

Leopards walk and run on all four legs. They can climb trees.

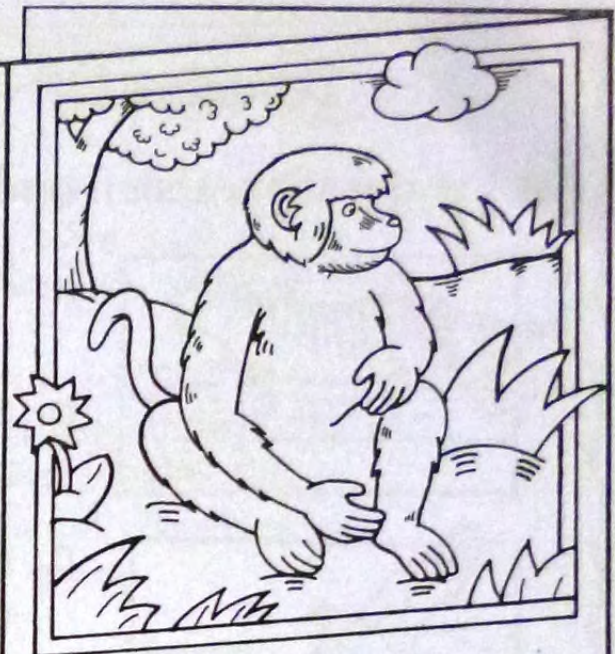
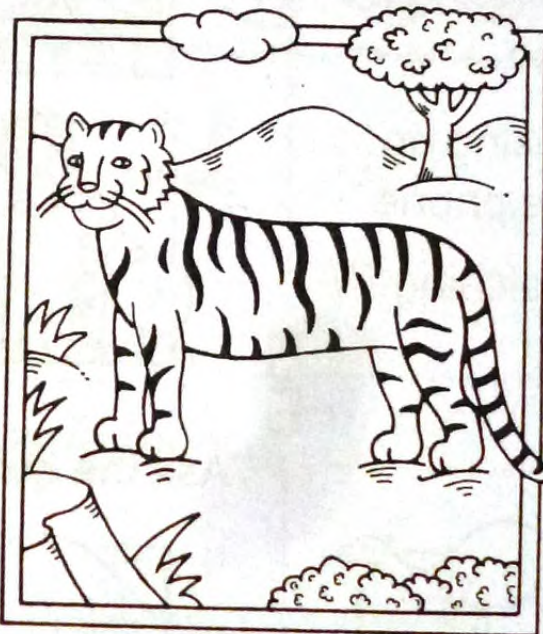
Leopards live in Africa and Asia. They are endangered.

Tigers weigh 200 to 500 pounds.

Tigers eat meat. They eat ten pounds of meat every day.

Tigers walk and run on all four legs.

Tigers live in Asia. They are endangered.



Baboons weigh 30 to 90 pounds.

Baboons eat fruit, plants, and small animals.

Baboons walk and run on all four legs. They can stand on two legs.

Baboons live in Africa. They are not endangered.

B. Read and write.

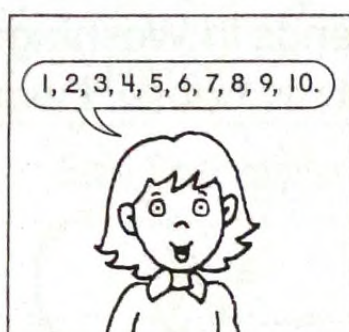
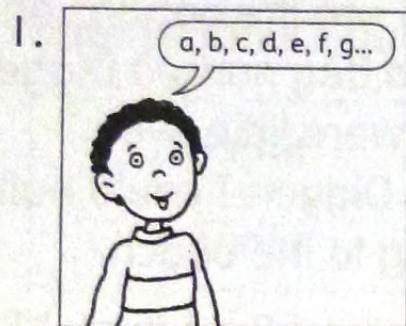
	Leopards	Tigers	Baboons
How much do they weigh?			
What do they eat?			
On how many legs do they walk and run?			
Where do they live?			
Are they endangered?			

Unit 8, Worksheet 15: When I Was Little

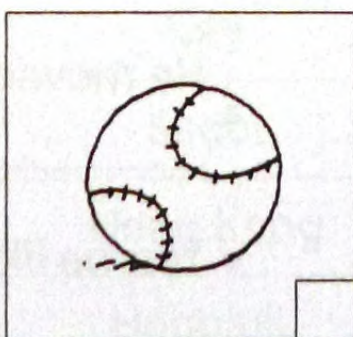
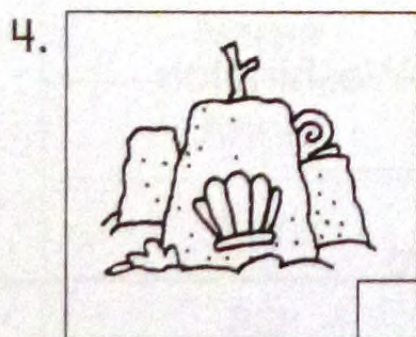
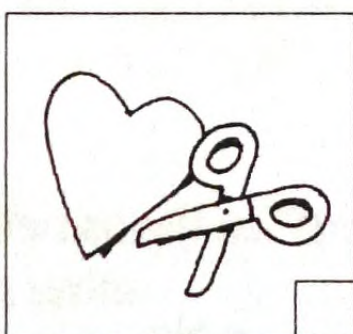
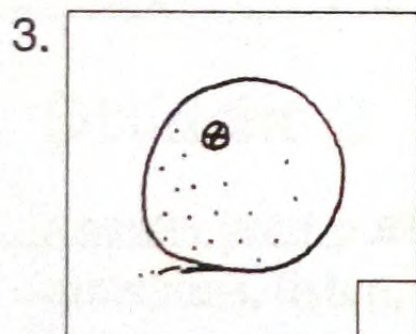
A. Pairwork.

Student 1

Say the sentences.

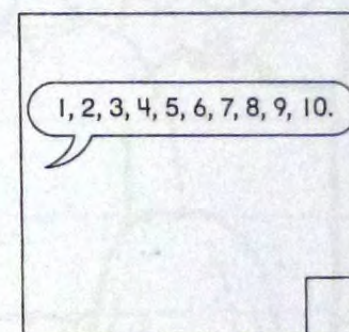
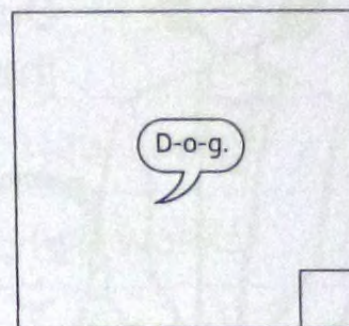
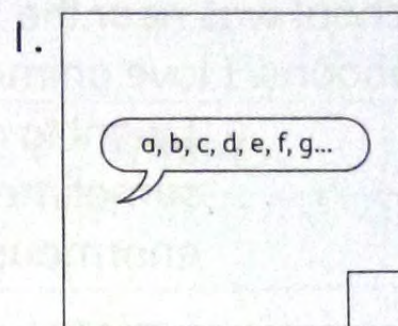


Listen and write ✓ and X.



Student 2

Listen and write ✓ and X.



Say the sentences.



FOLD

B. Choose two from A. Write the sentences.

1. _____

2. _____

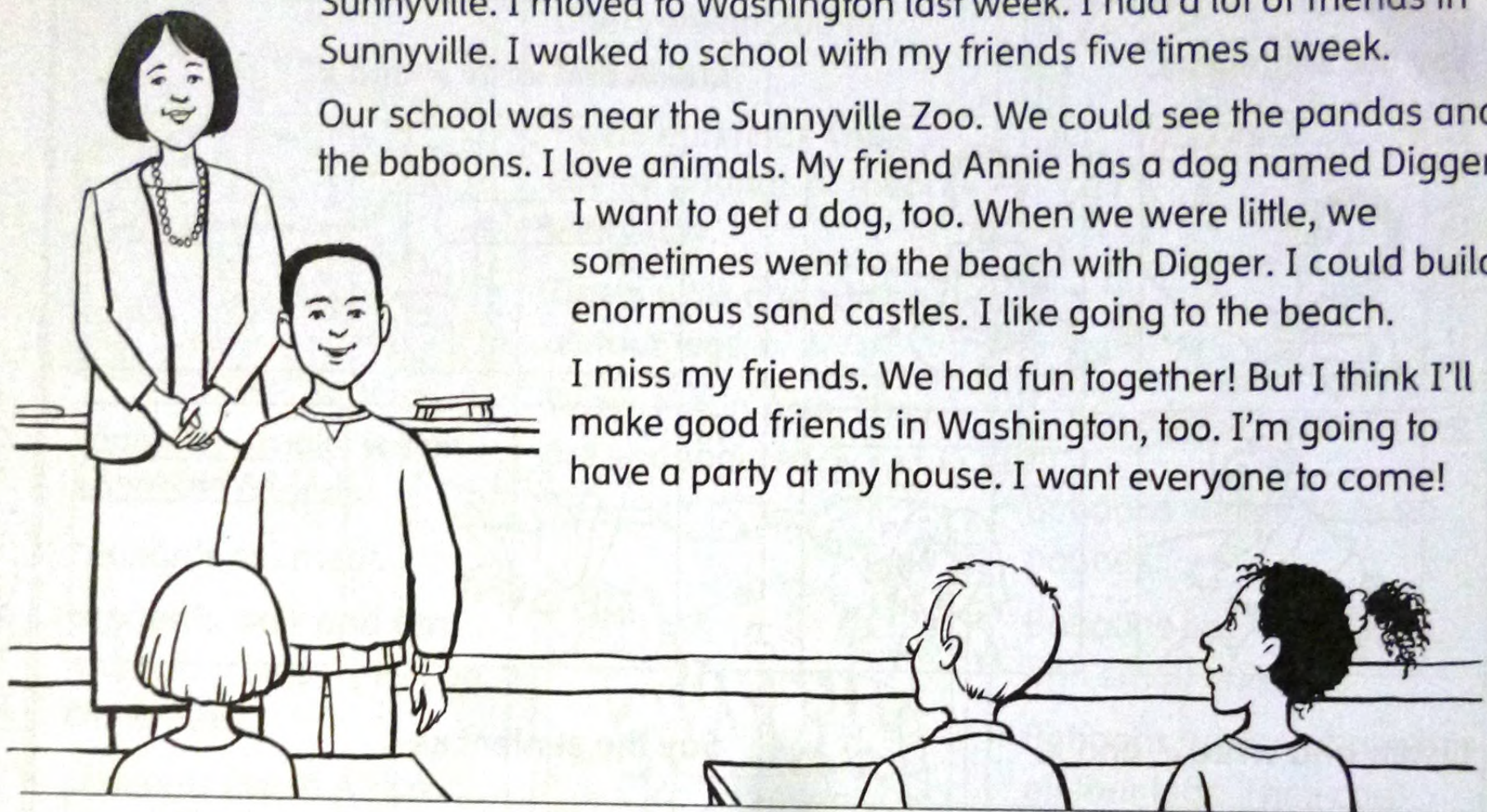
A. Read.

Hi, class! My name is Stan Harris. I'm from a small town called Sunnyville. I moved to Washington last week. I had a lot of friends in Sunnyville. I walked to school with my friends five times a week.

Our school was near the Sunnyville Zoo. We could see the pandas and the baboons. I love animals. My friend Annie has a dog named Digger.

I want to get a dog, too. When we were little, we sometimes went to the beach with Digger. I could build enormous sand castles. I like going to the beach.

I miss my friends. We had fun together! But I think I'll make good friends in Washington, too. I'm going to have a party at my house. I want everyone to come!



B. Read and match. Then write.

- | | |
|--|--------------------------------|
| 1. When did Stan move to Washington? • | • It was near the _____ |
| 2. Does Stan like to go to the beach? • | • No, _____ |
| 3. Where was Stan's school? • | • He moved to Washington _____ |
| 4. Did Stan walk to school by himself in Sunnyville? • | • Yes, he likes to _____ |

C. Your turn. Write about yourself.

My name is _____. I live in _____. I like to _____.

I don't like to _____. My house is near _____.

I go to school by _____. When I was little I could _____. I couldn't _____.

Unit 9, Worksheet 17: Cities of the World

Pairwork.

Student 1

Ask the questions, listen, and write. Then answer your partner's questions.

Name	City	When?	How Long?
Annie	Seoul		two weeks
Kim	Hong Kong	September	one year
Bill	Honolulu		
Sue	San Francisco	October	
Ted	Rome	January	
Matt	Cairo		four weeks

FOLD

Student 2

Answer your partner's questions. Then ask the questions, listen, and write.

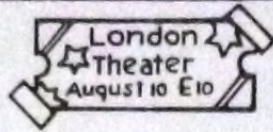
Name	City	When?	How Long?
Annie	Seoul	April	
Kim	Hong Kong		
Bill	Honolulu	August	nine days
Sue	San Francisco		five days
Ted	Rome		one month
Matt	Cairo	June	



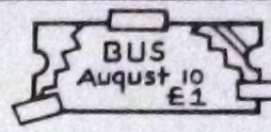
Unit 9, Worksheet 18: Ted's Trip to London

A. Read.

August 10



Ted



There is so much to do in London! It's a big city. Millions of people live here. In the morning I went shopping at Harry's Department Store. Then I took a bus. When I got off the bus it was getting cloudy. I took a walk and looked at all the stores, restaurants, and museums. I ate lunch at a restaurant and sat outside. It started to rain. I ran into a museum. I went on a tour of the museum. I saw the bird exhibit. In the evening I had dinner at a restaurant called Neptune. After dinner I went to the theater and saw a play. I had a great day!

B. Put the sentences in order.

- _____ Ted took a walk and looked at stores, restaurants, and museums.
- _____ Ted saw a play.
- _____ Ted went shopping at Harry's Department Store.
- _____ It started to rain.

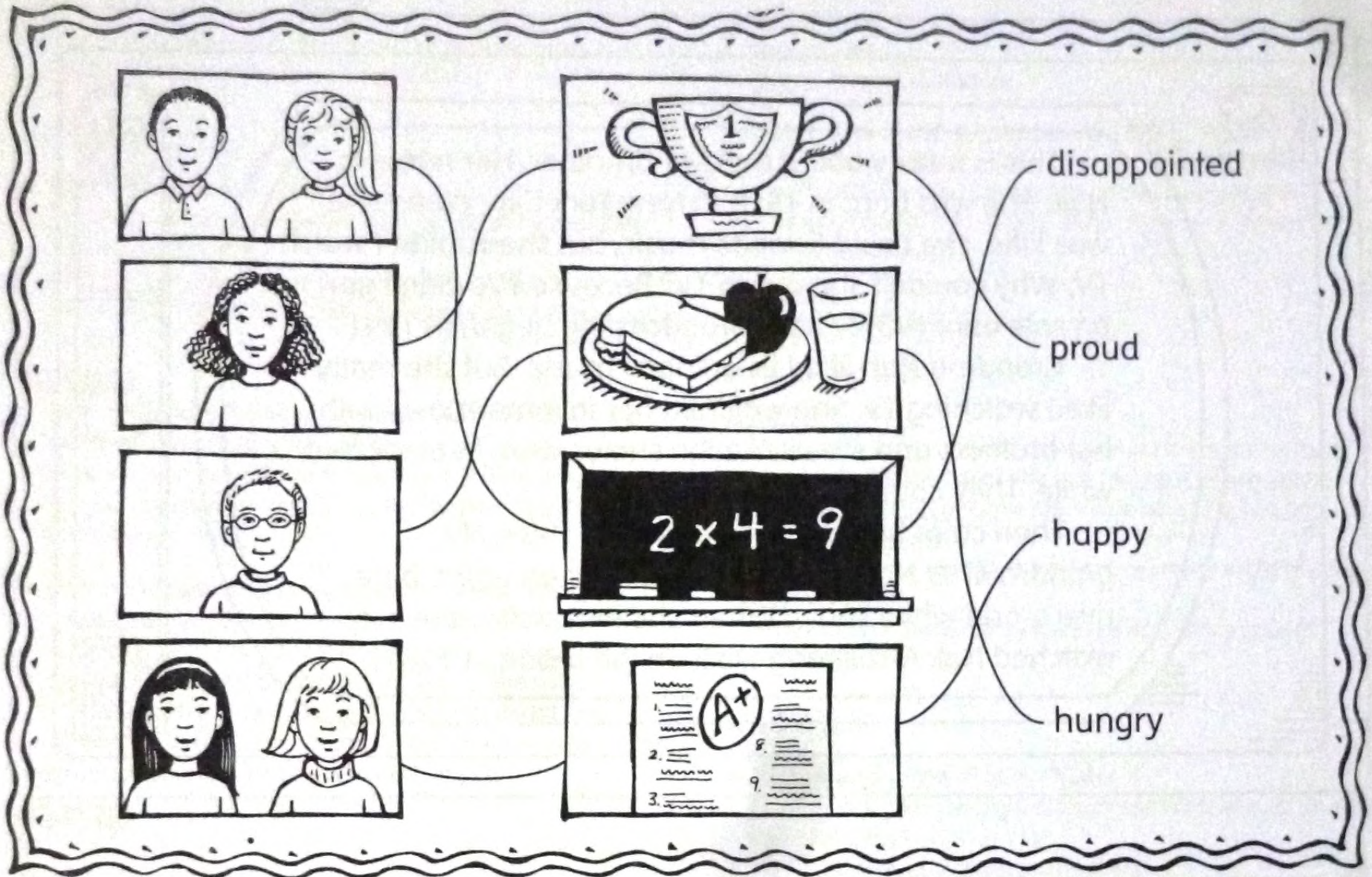
C. Read and match.

1. Ted ate lunch at a restaurant and sat outside. •
2. Ted ran into a museum. •
3. Ted had dinner at a restaurant called Neptune. •

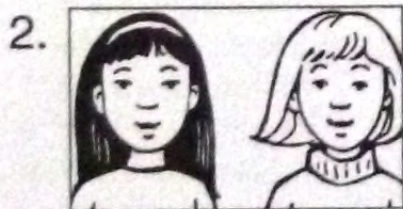


Unit 10, Worksheet 19: If....

Look. Then read and write.



If he _____

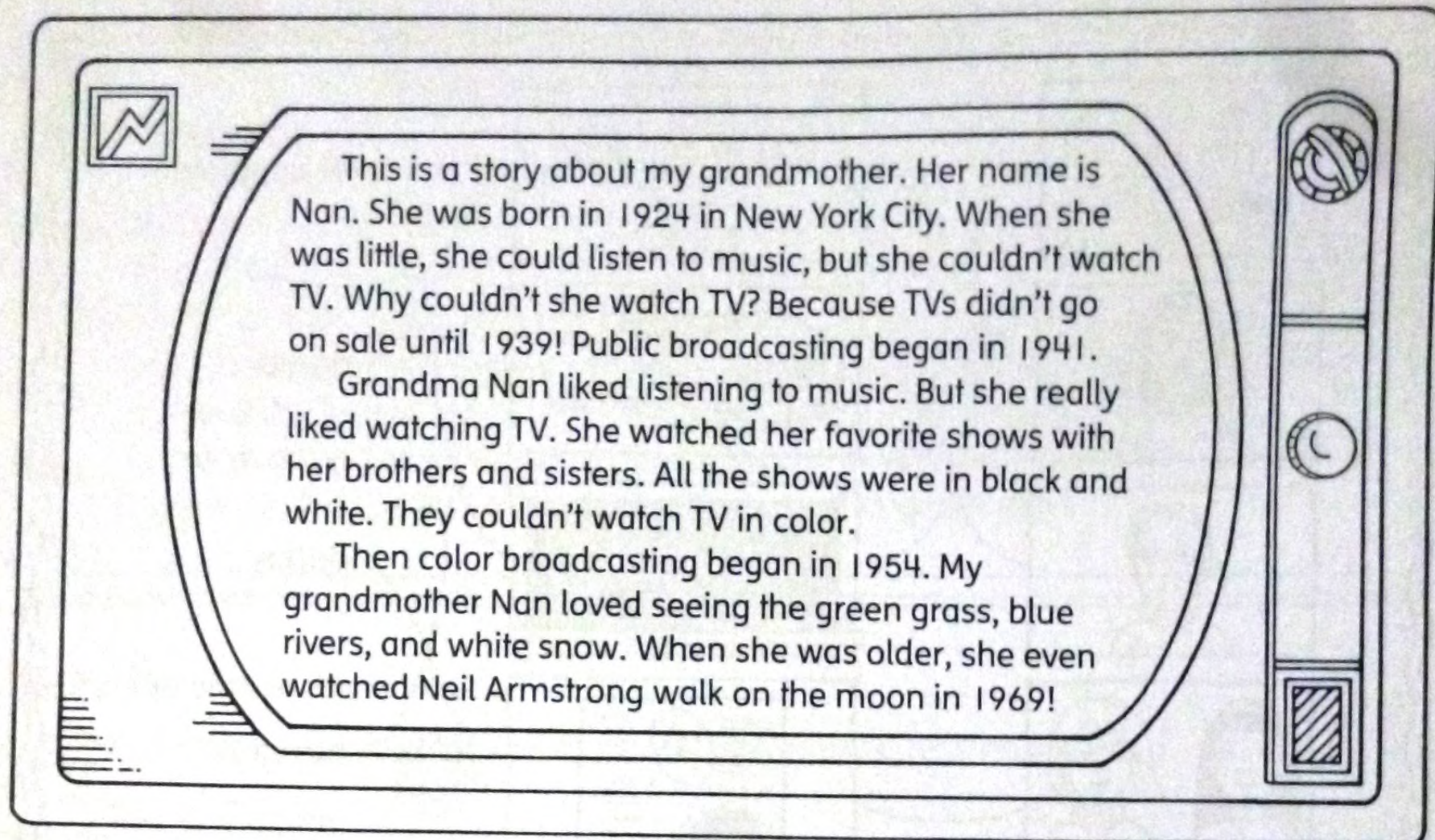


If they _____





A. Read.



B. Put the sentences in order.

- _____ Neil Armstrong walked on the moon.
- _____ Color broadcasting began in the U.S.
- _____ Nan was born.
- _____ The first televisions went on sale.

C. Your turn. Answer the questions.

1. Are you a TV fan?

2. Do you ever use a remote control?

3. What's your favorite TV show?
