


Genevieve Kocienda • Susan Rivers

Setsuko Toyama

# English Time

Teacher's Book



OXFORD  
UNIVERSITY PRESS



# Table of Contents

<b>Syllabus</b>	4
<b>Introduction</b>	6
<b>Sample Pages and Lesson Plans</b>	8
Conversation Time	8
Word Time	10
Focus Time	12
Practice Time	13
Reading Time	14
Your Time	15
Review	16
Cross-curricular	16
<b>Unit Lesson Plans</b>	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
<b>Games and Activities</b>	99
<b>Workbook Answers</b>	107
<b>Worksheet Instructions and Answers</b>	119
Worksheets	122
<b>Test Answers</b>	142
Tests	147
<b>Vocabulary List</b>	167



# Syllabus

Unit	Topic	Conversation Time	Word Time	Focus Time	Practice Time	Reading Time
1	Items in a Department Store Comparisons Superlatives	Buying a gift	lamp couch pajamas pants ring watch sneakers stuffed animal sunglasses calculator	more / the most: expensive popular comfortable beautiful good / better / the best bad / worse / the worst	The white watch is better than the blue one. The black watch is the best. The white sneakers are more expensive than the blue ones. The black sneakers are the most expensive.	Dear Gabby (advice column)
2	Vacation Adjectives Comparisons	Talking about vacations	hungry quiet strong stubborn light happy weak old busy cute	hungry as a bear weak as a kitten strong as an ox stubborn as a mule old as the hills busy as a bee quiet as a mouse light as a feather happy as a clam cute as a button	Mark isn't as busy as Ken. Ken is as busy as a bee. The octopus isn't as cute as the dolphin. The dolphin is as cute as a button.	Hi, Annie! (e-mail)
3	Adjectives Negative Questions	Comforting a friend and offering to help	discouraged uncomfortable full worried envious embarrassed surprised angry proud scared	He's worried. Isn't he worried? Yes, he is. Isn't he worried? No, he isn't. She's worried. Wasn't she worried? Yes, she was. Wasn't she worried? No, she wasn't.	Aren't you discouraged? Yes, I am. No, I'm not. Isn't she discouraged? Yes, she is. No, she isn't. Weren't you discouraged? Yes, I was. No, I wasn't. Wasn't she discouraged? Yes, she was. No, she wasn't.	State Fair Winners (newspaper article)

**Cross-curricular 1: Biology** breathe heart beat reaction fight or flight protect blood brain oxygen fear  
**Project Time: Write a Story**

4	Ranch Activities Tag Questions	Following a pancake recipe	clean the stable paint the sign play with the dog fix the fence make biscuits feed the horse put on sunscreen set the table bring the first aid kit build a fire	Review of present, present continuous, and past tenses	He's setting the table, isn't he? Yes, he is. No, he isn't. They set the table, didn't they? Yes, they did. No, they didn't.	The A-OK Dude Ranch (brochure)
5	Natural Disasters Adjectives	Agreeing on a TV show to watch	tsunami typhoon drought landslide thunderstorm earthquake tornado flood fire blizzard earthquake	scary exciting loud awful windy dangerous	Have you ever seen a tornado? Yes, I have. It was awful. Has she ever been in a tornado? No, she hasn't.	Frequently Asked Questions About Tornadoes (pamphlet)

**Cross-curricular 2: Earthquakes** flat tectonic plates ground seismograph epicenter Richter scale compare  
**Project Time: Newspaper Article** damage aftershocks

**Review of Units 1-5**



Unit	Topic	Conversation Time	Word Time	Focus Time	Practice Time	Reading Time
6	Activities at a Mall Present Perfect	Shopping for a T-shirt (cost, size, color)	read the magazine drink the coffee draw the portrait play the game try on the jacket do the puzzle make the cappuccino finish lunch buy the cell phone eat the candy bar	Review of present, past, and present perfect tenses	I have already read the magazine. I haven't finished lunch yet. She has already read the magazine. She hasn't finished lunch yet.	Flood Closes Sunnyville Mall (newspaper article)
7	School Subjects Adjectives	Talking about report cards	English math science history gym art music geography computer science health	interested interesting bored boring tired tiring confused confusing	I'm bored. I think history is boring. He's bored. He thinks history is boring.	Tips on Learning a Foreign Language (newsletter)
8	Summer Camp Activities Adjectives	Following the pool rules at camp	make crafts hike do jumping jacks ride a pony canoe fish bird-watch catch caterpillars write postcards climb mountains	easy hard fun exhausting disgusting frustrating	What do you think about climbing mountains? I think climbing mountains is fun. What does he think about climbing mountains? He thinks climbing mountains is fun.	Dear Diary (diary entry)

**Cross-curricular 3: Languages** Mandarin Chinese international native language Ireland Canada grammar  
**Project Time: Language Poster** pronunciation accent native speaker

9	Hobbies and Occupations Present Perfect	Waiting at the bus stop	collect coins study English teach French have a pet own the restaurant be an exchange student play chess sell flowers work at the bank paint pictures	She's had a cold for three days. They've played the piano since they were three years old.	How long have you played chess? I've played chess for a year. How long has he played chess? He's played chess since 2005.	Sunnyville Foreign Exchange Program (pamphlet)
10	Party Activities Past Passive	Getting and giving directions	color the banner write the poem decorate the room draw the posters cook the meal make the cake sing the song blow up the balloons sign the card tell the stories	Jack bought the cookies. The cookies were bought by Jack. Sue opened the box. The box was opened by Sue.	Who sang the song? The song was sung by Ivy.	Sixth Grade Graduation Bash! (website)

**Cross-curricular 4: Immigration** immigrated poor Ellis Island New York Harbor citizen ancestor passport visa  
**Project Time: Write a Letter**

**Review of Units 6–10**



# Introduction

## Course Description

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

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 preceded by a 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 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, and iTools.

## Components

### The Student Books

The Student Books feature beautiful, full-color illustrations and a clear, simple design. The illustrations draw students into the pages to explore and experience the language, enhancing student interest and motivation. *English Time* Levels 5 and 6 contain ten six-page units, four two-page Cross-curricular/Project units, and two six-page reviews. Each unit is built around a theme, such as Food or Musical Instruments, to provide a real-life context to the language. Each page of a unit practices a single language function in order to keep the focus of the page clear. The short units help students progress rapidly, thus building their confidence and motivation. After every five units, the six-page review recycles previously learned language in a new, meaningful context.

At the back of the Student Books there are Checklists (one for every five units). These give students an opportunity to check what they know, thus building their confidence and allowing parents to follow their child's progress in English.

### The Student Audio CDs

At each level there is a Student Audio CD packaged with the Student Book. It features all Student Book vocabulary, grammar patterns, songs, chants, and phonics sounds and words. The sections included on the Student Audio CD are clearly identifiable in the Student Book by a yellow icon.

## The Workbooks

There are two versions of the Workbooks: a stand-alone version and a version with access to Online Practice. The Workbooks are a natural extension of the Student Books, providing additional reading and writing practice for each lesson. The Workbooks help teachers assess students' reading comprehension and general language retention.

## 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. 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 Workbook instructions and answers; photocopiable Worksheets; individual unit, midterm, and final Tests; and a Games and Activities section. 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.

## 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 142–166).

**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](http://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 large 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 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 all 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, which results in greater language production and retention.

*English Time* emphasizes student-centered learning, as it creates opportunities for students to produce language in a manner 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. This allows teachers to maintain

the steady pace of the lesson, abandon activities that are not working, and keep students focused on their learning.

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

## English Time Lesson Plans

### 1 Warm-Up and Review

Each lesson plan begins with a quick, fun activity that reviews the language practiced 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 real objects (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 games and activities that offer students further practice with the target language. Activities frequently combine previously learned language with the target language so that students are continually building on what they have learned. Teachers can choose games and activities that are appropriate to their needs. Optional photocopiable Worksheets at the back of the Teacher's Books provide extra grammar and phonics practice.

### 5 Finish the Lesson

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



# Conversation Time Sample Page and Lesson Plan

**At May's Department Store**  
Conversation Time

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

1. Hello. How can I help you today?  
I'll take this sweater.

2. Is it still on sale?  
Yes, it is. Today is the last day.

3. The total is \$35.99. Will that be cash or charge?  
Charge. Here's my credit card.

4. Thanks. Please sign here.  
This is a gift for my son. If he doesn't like it, can he return it?

5. Of course. He can exchange it or get a refund.  
Oh, good. I'm not sure about the color.

6. No problem. Just return it within 30 days. Make sure you keep the receipt.  
Okay. Thanks for your help!

**B.** Role-play the conversation.

Buying a gift Unit 1

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 individual versus class interaction.

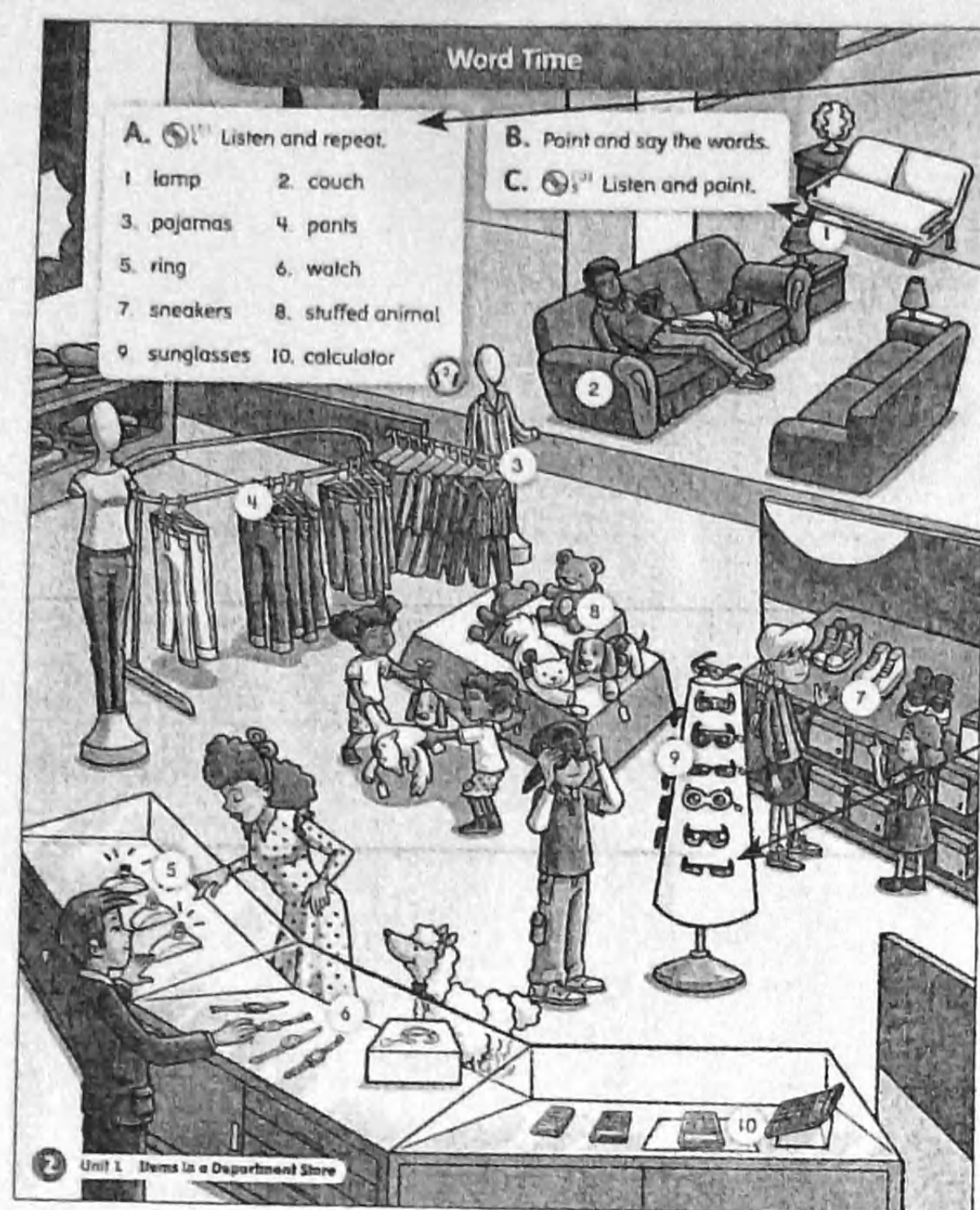


## Finish the Lesson

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



# Word Time Sample Page and Lesson Plan



• Ten new vocabulary words are introduced per unit.

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

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

## Warm-Up and Review

- 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 the unit's Word Time vocabulary items. Attach the cut-outs in a row on 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.
- Alternatively, divide the class into pairs. Students in each pair take turns pointing to and naming each of the target vocabulary items.

### C. Listen and point.

- Focus students' attention on the large scene. Play the recording. Students listen to the sound effects and words. As they hear a vocabulary item named, they find and point to the corresponding item in the large scene. As they hear a 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. A game or activity is provided in each lesson plan. The games/activities often combine the new vocabulary with previously learned language.

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



# Focus Time Sample Page and Lesson Plan

**Focus Time**

**A. Listen and repeat.**

1. expensive  
 more expensive  
 the most expensive

2. popular  
 more popular  
 the most popular

3. comfortable  
 more comfortable  
 the most comfortable

4. beautiful  
 more beautiful  
 the most beautiful

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

**B. Listen and repeat.**

The white watch is better more expensive than the blue one.

The black watch is the best the most expensive.

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

Comparisons and Superlatives Unit 1

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. Detailed instructions are provided in each lesson plan.

## Practice the Words

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

### A. Listen and repeat.

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

## Part 2: Introduce the Patterns

- Introduce the target patterns in a methodical step-by-step way. Once students are familiar with the patterns, provide an activity that allows students to use the patterns immediately. Detailed instructions are provided in each lesson plan. Explaining grammar rules is not recommended at this level, as students are best able to learn and understand the patterns through meaningful experiences with the language.

## Practice the Patterns

### B. Listen and repeat.

- 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

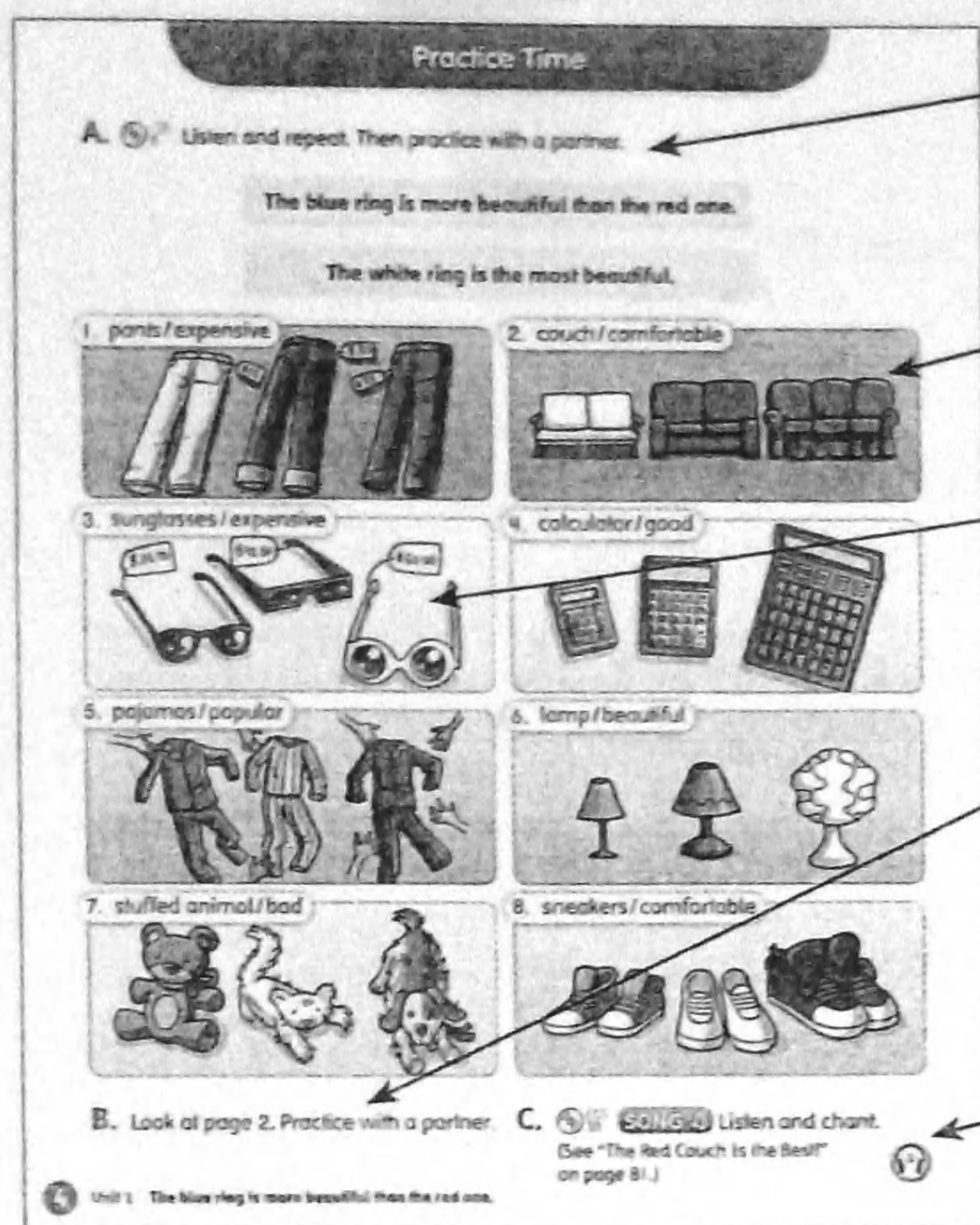
- In order to internalize the new vocabulary and patterns, students practice the language through various games and activities. A game or activity is provided in each lesson plan.

## 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. Answers are 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 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. Students listen. Next, read the lyrics, pointing to each line, and have students repeat. Students listen and follow along in their books.
- Play the recording again. Students listen and sing along or chant, using their books for reference. Play the recording as many times as necessary for students to become sufficiently familiar with the song or chant.
- 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, 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 119–141.

## 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. Answers are provided at the back of the Teacher's Book.



# Reading Time Sample Page and Lesson Plan

**Reading Time**


**A. Listen and read along.**

**Dear Gabby**

Dear Gabby,

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

Mark



Dear Mark,

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

Gabby

**New Words**

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

**B. Listen and circle True or False.**

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

**C. Read the question. Write the answer.**

1. Where did Mark's grandmother buy the sweater? \_\_\_\_\_

2. Why did Mark's grandmother give him the sweater? \_\_\_\_\_

3. Should Mark hurt his grandmother's feelings? \_\_\_\_\_

4. What will make Mark's grandmother happy? \_\_\_\_\_

Dear Gabby Unit 1 5

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. Detailed explanations of how to present each new word are provided in the lesson plans.
- 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. A game or activity is provided in each lesson plan. Since these games and activities are related to the reading, students may use their Student Books for reference as they work.

## Extra Practice

- Explain and assign the Reading Time Worksheet. There is one Worksheet per Reading Time page to give students further reading practice. Worksheets can be done at home or in class. They can also be used to challenge more advanced students while the teacher spends time with students who need more help. For Worksheets and detailed instructions, see Teacher's Book pages 119–141.

## 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

**Your Time**

**A. 🎧 Listen and answer the questions.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

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

pizza spaghetti rice sharks snakes lions

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

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

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

Unit 1 Your Time Episodes

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. A game or activity is provided in each lesson plan.

## Assessment 📝

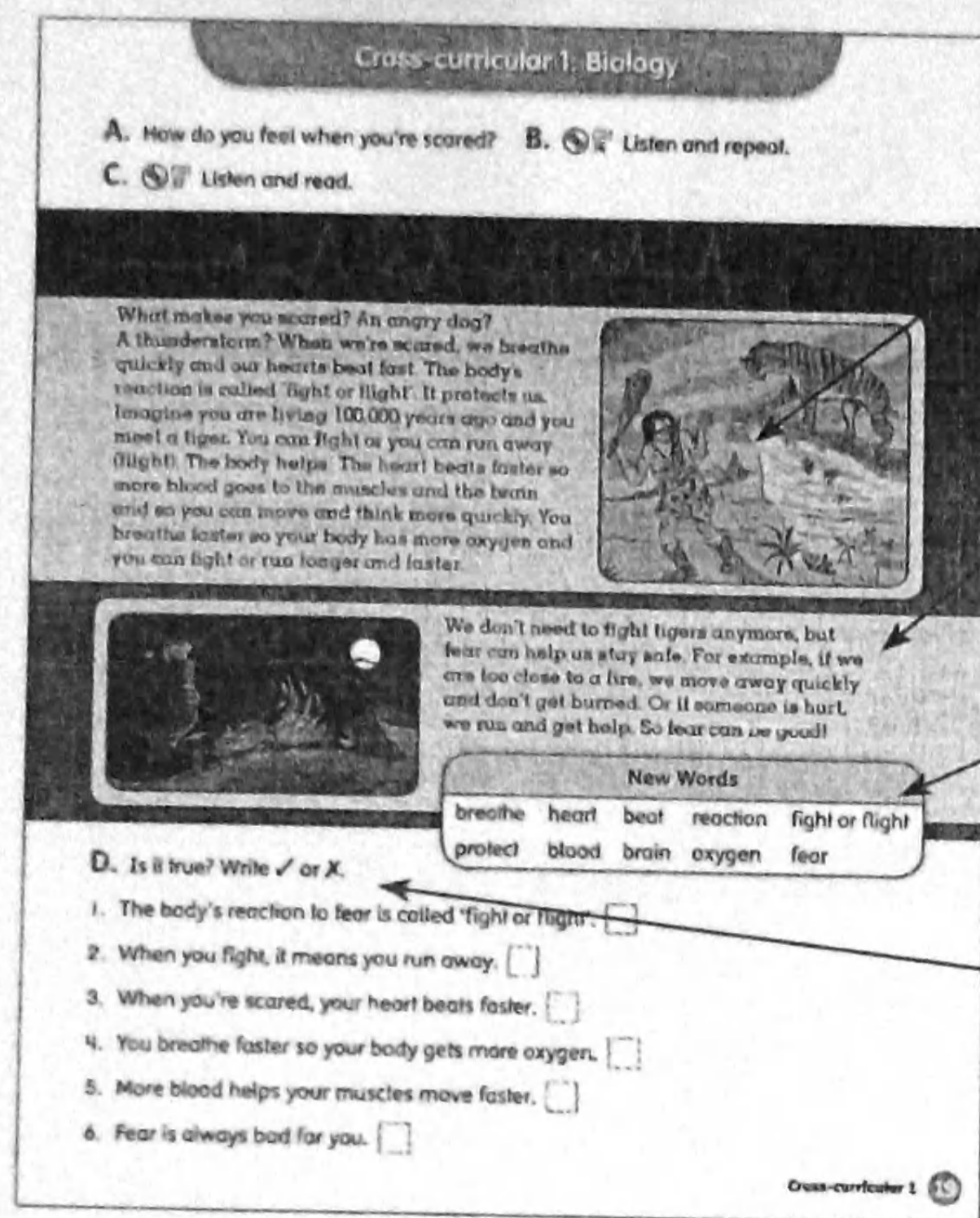
- Give the unit Test in order to check students' comprehension of the new language items. There is one Test per unit. An extensive midterm and final test are also provided. For Tests and detailed instructions, see Teacher's Book pages 142–166.

## 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. Answers are provided at the back of the Teacher's Book.



# Cross-curricular: Sample Page and Lesson Plan



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. How do you feel when you're scared?

- 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

**Project Time: Write a Story**

**A. Listen and number in order.**




**B. Write a story about a time a person was scared.**

1. Choose or imagine a time a person was scared.

- Where was he/she?
- Why was he/she scared?
- How did he/she feel?
- What did he/she do?

2. Draw or find pictures. Write.



*My friend, Jenny went to the beach with her family. Her baby brother was playing on the beach. Then he walked into the water. Jenny's mother and father weren't looking. Jenny felt very scared. Her heart was beating fast. She ran to the water and took him back to the beach. Jenny's mother and father were very happy with Jenny.*

**C. What do you think? Ask a partner.**

1. When do you feel scared?
2. What happens to you when you feel scared?
3. What do you do?

Project Time

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. Answer keys 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 5 Review

**Function:** Giving personal information

**Materials Needed:** CD and player

### Work with the Pictures

- Students open their Student Books to pages vi and vii.
- Divide students into groups of three. Groups find and name any items or characters they recognize in the eight scenes.
- Ask each group how many items it found. Encourage groups to name as many items or characters as they can.
- When groups have finished, ask each group to name one item and write it on the board. Once all the items have been listed, point to and say each word. Students repeat, pointing to those items in their books.
- Ask students what they think the lesson will be about.

### Practice the Language

**Listen and repeat.** 1.1

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

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

### Finish the Lesson

- **How About You?** Divide the class into groups of three. Students in each group take turns looking at Scenes 1–8 and inserting their personal information into the sentences (two students in each group introduce themselves to the third student). For example: A student named Joe looks at the first scene and says *Hi! I'm Joe*. The second student, Ed, says *I'm Ed. We live in (Los Angeles)*. Students in each group change roles until each student has taken on each role.
- Workbook pages iii and iv. (Answers, Teacher's Book page 107.)



# 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. Students listen. Play the recording again and have students repeat 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 with students different things they might want to say to each other or to their teacher during English class. See if students can then produce language to use in the different situations they have brainstormed. Accept any reasonable answers and write them on the board.

### Practice the Language

- Students open their Student Books to page viii.

#### Listen and repeat. 1.2

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

**TEACHER TIP** Use this classroom language as often as possible so that it becomes natural to students. The recording can be played at the beginning of each lesson until students are completely familiar with the classroom language.

### Games and Activities

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

### Finish the Lesson

- **What's Next?** Say the first line of one of the classroom language dialogues. Students respond with the second line. Do the same with all the dialogues. Students can use their Student Books for reference if necessary.





# At May's Department Store

## Conversation Time

**Language Focus:** Buying a gift

**Materials Needed:** CD and player; Wall Chart 1

### Warm-Up and Review

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

### Introduce the Conversation

- 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 listen and repeat, pointing to each speaker.
  - 1 **Clerk** *Hello. How can I help you today?*  
**Ms. Day** *I'll take this sweater.*
  - 2 **Ms. Day** *Is it still on sale?*  
**Clerk** *Yes, it is. Today is the last day.*
  - 3 **Clerk** *The total is \$35.99. Will that be cash or charge?*  
**Ms. Day** *Charge. Here's my credit card.*
  - 4 **Clerk** *Thanks. Please sign here.*  
**Ms. Day** *This is a gift for my son. If he doesn't like it, can he return it?*
  - 5 **Clerk** *Of course. He can exchange it or get a refund.*  
**Ms. Day** *Oh, good. I'm not sure about the color.*
  - 6 **Clerk** *No problem. Just return it within 30 days. Make sure you keep the receipt.*  
**Ms. Day** *Okay. Thanks for your help!*

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

#### B. Role-play the conversation.

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

### Games and Activities

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

- **Change the Conversations.** (See Game 1, page 99.)

### Finish the Lesson

- **Discussion.** Have a short discussion about shopping. Ask students where they like to shop and what kinds of things they like to buy. Ask them what were the best presents they ever received.
- Workbook page 1. (Answers, Teacher's Book page 107.)



## Word Time

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

**Materials Needed:** CD and player

## Warm-Up and Review

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

Suggested Questions:

*What is Ms. Day buying?*

*When is the last day of the sale?*

*How is she paying?*

*Who is the sweater for?*

*What isn't she sure about?*

## 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.
- Use Student Book page 2. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

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

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

- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).  
(**ring**) What's this?  
Do you ever wear a **watch**?  
Do you sometimes use a **calculator**?  
Where are the father and daughter *sleeping*?  
What color are your **pajamas**?  
What do you wear on your feet when you play badminton?  
Do you ever wear **sunglasses**?

## Practice the Words

### A. Listen and repeat. 🎧 1.4

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

1 <i>lamp</i>	2 <i>couch</i>
3 <i>pajamas</i>	4 <i>pants</i>
5 <i>ring</i>	6 <i>watch</i>
7 <i>sneakers</i>	8 <i>stuffed animal</i>
9 <i>sunglasses</i>	10 <i>calculator</i>
- Say the words in random order. Students point to them in the vocabulary box.

### B. Point and say the words.

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

### C. Listen and point. 🎧 1.5

- For the conversations, students point to the speakers (shown in parentheses). Play the recording as often as necessary to complete the task.

<b>A</b> <i>Hi. Can I help you?</i> (clerk and woman at jewelry counter)
<b>B</b> <i>Yes. What colors do you have?</i>
<b>A</b> <i>We have yellow, purple, and red.</i>
<b>B</b> <i>I'll take purple.</i>
<b>A</b> <i>Which ones do you want?</i> (Annie and Penny)
<b>B</b> <i>I don't know. They're all nice.</i>
<b>A</b> <i>Well, it's time to go. Please make up your mind.</i>
<b>B</b> <i>Okay. I'll take the white ones.</i>
<b>A</b> <i>Are you sure?</i>
<b>B</b> <i>I'm positive.</i>
<b>A</b> <i>If we buy the dog, we'll be happy.</i> (two of the triplets)
<b>B</b> <i>No! If we buy the cat, we'll be happy.</i>
<b>A</b> <i>Wait! If we buy the dog and the cat, we'll be happy.</i>

## Games and Activities

- **Telephone.** (See Game 14, page 100.)

## Finish the Lesson

- **Spelling Chain.** Point to a target vocabulary picture on page 2. A volunteer says the first letter of the word. The student to his/her right says the second letter and so on around the room until the word is spelled correctly, and the next student uses the word in a simple sentence. Do the same with the remaining target vocabulary.
- Workbook page 2. (Answers, Teacher's Book page 107.)



## Focus Time

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

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

**Function:** Comparing two or more objects

**Materials Needed:** CD and player

## Warm-Up and Review

- **Vocabulary Review: Cloze Sentences.** Use the target vocabulary on page 2. Say a sentence (see below), leaving out the target vocabulary word. Students say the missing word. Say the complete sentence again and have students repeat. Do the same with five to six different sentences.

Suggested Sentences:

She wears a ring on her finger.

He turned on the lamp because the house was dark.

She wears pink pajamas every night when she sleeps.

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

She is using a calculator to do her math homework.

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

The baby likes to sleep with a stuffed animal.

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

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 *expensive*

*more expensive*

*the most expensive*

3 *comfortable*

*more comfortable*

*the most comfortable*

*good, better, the best*

*bad, worse, the worst*

2 *popular*

*more popular*

*the most popular*

4 *beautiful*

*more beautiful*

*the most beautiful*

## Part 2: Introduce the Patterns

- **The (white) (watch) is (better) than the (blue) one.** With colored chalk on the board, or crayon on paper attached to it, draw a new-looking white watch and an old-looking blue one. Point to each and say *The white watch is better than the blue one.* Students repeat. Write *The white watch is better than the blue one.* on the board. Point to and read each word. Students repeat. Keep the pictures on the board.

- **The (white) (sneakers) are (more expensive) than the (blue) ones.** Do the same as above with pictures of \$80 white sneakers and \$40 blue sneakers. Keep the pictures on the board.
- **The (black) (watch) is the (best).** Display a picture of an expensive-looking, high-tech black watch to the right of the other pictures of watches. Say *The black watch is the best.* Students repeat. Write *The black watch is the best.* on the board. Point to and read each word. Students repeat.
- **The (black) (sneakers) are the (most expensive).** Display a picture of \$100 black sneakers to the right of the other pictures of sneakers. Say *The black sneakers are the most expensive.* Students repeat. Write *The black sneakers are the most expensive.* on the board. Point to and read each word. Students repeat.
- **Practice for Fluency.** Say *blue ring, more expensive, green ring.* Elicit *The blue ring is more expensive than the green ring.* Say *yellow pen, better, black pen.* Elicit *The yellow pen is better than the black pen.* Continue for another four to five minutes with prompts that use different adjectives and objects, eliciting comparative and superlative sentences.

## 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.  
*The white watch is better than the blue one.*  
*The black watch is the best.*  
*The white sneakers are more expensive than the blue ones.*  
*The black sneakers are the most expensive.*
- Play it again. Students look at the pattern boxes in their books and repeat, pointing to each word.
- Students work with partners to say the sentences, looking at the pattern boxes in their books.

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

- Students listen to the sound effects and words, and point to the objects being talked about. Play the recording as often as necessary to complete the task.  
*The orange couch is more comfortable than the white one.*  
*The green couch is the most comfortable.*  
*The purple ring is more beautiful than the red one.*  
*The yellow ring is the most beautiful.*  
*The orange lamp is more expensive than the green ones.*  
*The white lamp is the most expensive.*

## Games and Activities

- **Drill.** (See Game 26, page 101.)

## Finish the Lesson

- **Say a Sentence.** Say different adjective and noun pairs, such as *blue sneakers/red sneakers*, *green couch/white couch*. A volunteer says a comparative sentence using each pair of words. Continue for three to four minutes.
- Workbook page 3. (Answers, Teacher's Book page 107.)



## Practice Time

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

**Function:** Comparing two or more objects

**Materials Needed:** CD and player

## Warm-Up and Review

- **Pattern Review: Vanishing Sentence.** Write on the board *The white couch is more comfortable than the blue one.* Ask a volunteer to read it. Erase a word; ask another volunteer to read the sentence, filling in the missing word. Now erase another word; ask another volunteer to say the complete sentence. Continue in this way until all the words are erased and a volunteer can say the whole sentence from memory. Follow the same procedure for *The blue sneakers are the best.*

## Practice the Patterns

- Students open their books to page 4.

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

1.9

- Students listen to the recording and repeat, pointing to each picture in their books.
  - A *The blue ring is more beautiful than the red one.*
  - B *The white ring is the most beautiful.*
- 1 *The blue pants are more expensive than the yellow ones.*  
*The pink pants are the most expensive.*
- 2 *The orange couch is more comfortable than the white one.*  
*The green couch is the most comfortable.*
- 3 *The red sunglasses are more expensive than the black ones.*  
*The white sunglasses are the most expensive.*
- 4 *The black calculator is better than the gray one. The blue calculator is the best.*
- 5 *The green pajamas are more popular than the red ones.*  
*The purple pajamas are the most popular.*
- 6 *The orange lamp is more beautiful than the green one.*  
*The white lamp is the most beautiful.*
- 7 *The white stuffed animal is worse than the brown one.*  
*The yellow stuffed animal is the worst.*
- 8 *The white sneakers are more comfortable than the blue ones.*  
*The black sneakers are the most comfortable.*
- Students practice numbers 1–8 in pairs. S1 says the comparative sentence; S2 says the superlative sentence. They change roles and repeat the activity.

### B. Look at page 2. 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: *The orange couch is more comfortable than the white couch.* S2: *The green couch is the most comfortable.*

## C. Listen and chant. 1.10

- Students turn to the chant *The Red Couch Is the Best!* on page 81, cover up the text, look at the pictures, and talk about what they see. Read the lyrics line by line for students to repeat. Play the recording. Students follow in their books.

### The Red Couch Is the Best!

*The red couch is more comfortable / than the black one.*

*The black couch is more comfortable / than the white one.*

*The red couch is the most comfortable,  
the most comfortable.*

*The red couch is the best,  
the best, the best, the best!*

*The white lamp is more beautiful / than the black one.*

*The black lamp is more beautiful / than the red one.*

*The white lamp is the most beautiful,  
the most beautiful.*

*The white lamp is the best,  
the best, the best, the best!*

*The black pants are more popular / than the white ones.*

*The white pants are more popular / than the red ones.*

*The black pants are the most popular,  
the most popular.*

*The black pants are the best,  
the best, the best, the best!*

*The white ring is more expensive / than the black one.*

*The black ring is more expensive / than the red one.*

*The white one is the most expensive,  
the most expensive.*

*The white one is the best,  
the best, the best, the best!*

- 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.
- Assign each student to “be” a couch, lamp, pants, or ring. Play the karaoke version. Students chant along, standing up when “their” object is named.

## Games and Activities

- **True Sentences.** (See Game 27, page 102.)

### Extra Practice

**Worksheet 1, Comparatives and Superlatives, page 122.**  
(Answers, page 119.)

## Finish the Lesson

- **My Turn.** Write the following on the board:  
\_\_\_\_\_ is the best movie.  
\_\_\_\_\_ is the worst movie.  
\_\_\_\_\_ is the best actor.  
\_\_\_\_\_ is a better singer than \_\_\_\_\_.  
• Ask *What is the best movie?* A volunteer answers according to his/her own opinion, using the sentence on the board as a guide. Continue with other students and different questions until all students have answered a question.
- Workbook page 4. (Answers, Teacher's Book page 108.)



## Reading Time

**Language Focus:** Reading an advice column

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

### Warm-Up and Review

- **Pattern Review: Dictation.** Students open their books to page 4 and look at the pattern boxes for about 30 seconds, then close their books. Say *The white sneakers are more expensive than the blue ones.* Students write the sentence on a piece of paper, using correct capitalization and punctuation. The first student to correctly write the sentence reads it to the class. Do the same with another three target sentences.

### 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.

- See page 14.

### Practice the Reading

- Students read the letter and the response silently to themselves.

#### A. Listen and read along. 1.11

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

Dear Gabby

Dear Gabby,

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

Mark

Dear Mark,

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

Gabby

#### New Words

ugly → ugliest

either

the next time

honest

hurt her feelings

suggestion

make her happy

- Play the recording again, stopping after each sentence. Students listen and repeat each sentence.
- Students pairs take turns reading the letter and responding to their partners.

#### B. Listen and circle True or False. 1.12

- For each number, students listen and circle *True* or *False*.
  - 1 Mark's grandmother gave him a shirt for his birthday.
  - 2 Mark's grandmother bought a sweater at May's Department Store.
  - 3 Mark wants to wear the sweater.
  - 4 Gabby thinks Mark could wear the sweater the next time he visits his grandmother.
- Check answers by saying *Number 1. Mark's grandmother gave him a shirt for his birthday.* Students say *True* or *False* according to their answers. 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 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 answers they wrote.

#### ANSWERS

- 1 She bought the sweater at May's Department Store.
- 2 Because it was his birthday.
- 3 No, he shouldn't.
- 4 If he wears the sweater the next time he visits her, she'll be happy.

### Games and Activities

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

- **Complete the Sentences.** (See Game 46, page 103.)

#### Extra Practice

Worksheet 2, May's Department Store, page 123. (Answers, page 119.)

### Finish the Lesson

- **Discussion.** Spend four to five minutes discussing with students what they think the best response to Mark's letter would be.
- Workbook page 5. (Answers, Teacher's Book page 108.)



## Your Time

**Language Focus:** Personalizing comparative language

**Materials Needed:** CD and player

### Warm-Up and Review

- **Reading Review: What Was the Answer?** Students open their Student Books to page 5 and take two to three minutes to read Mark's letter to Gabby (they do not read Gabby's response). Ask volunteers if they can remember Gabby's advice to Mark. Then have volunteers look back at Gabby's response and read her suggestions.

### Introduce the Lesson

- See page 15.

### Practice the Lesson

- Students open their Student Books to page 6.

#### A. Listen and answer the questions. 1.13

- For each number, students listen to the question and answer it based on their own knowledge and experience.
  - 1 Which one is more comfortable: your bed at home or your chair at school?
  - 2 Which one is more beautiful: a sunrise or a flower?
  - 3 Which one is the most expensive: a book, a car, or a TV?
  - 4 Which one is the most comfortable: a couch, a chair, or a bed?
  - 5 Which one is more popular: a dog or a snake?
- 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. Choose words from the box. Write. Then tell your partner.

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

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

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

#### ANSWERS

Answers will vary.

### Games and Activities

- **Match Game.** (See Game 47, page 103.)

## Finish the Lesson

- **Teacher Interview.** Ask students to write two to three questions asking you about your preferences. Choose volunteers to ask you their questions. Continue until most students have asked a question.
- Workbook page 6. (Answers will vary.)

### Assessment

Unit 1 Test, page 147. (Answers, page 142.)





# On Vacation

## Conversation Time

**Language Focus:** Talking about vacations

**Materials Needed:** CD and player; world map or globe; Wall Chart 2

### Warm-Up and Review

- **Review: Questions.** Ask *Who is the best actor?* and have several students respond. Then ask *Which is better: badminton or reading?* and have several students respond. Do the same with *Which is worse: cleaning your room or washing the dishes?* and *What is the best TV show?*

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

### B. Role-play the conversation.

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

## Games and Activities

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

- **Make It Your Own.** (See Game 2, page 99.)

### Finish the Lesson

- **Discussion.** Have a short discussion about vacations, asking students what their best and worst vacations were.
- Workbook page 7. (Answers, Teacher's Book page 108.)



## Word Time

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

**Materials Needed:** CD and player

### Warm-Up and Review

- **Conversation Review: Listen, Please.** Play the recording of the Unit 2 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:

*Where's Ted?*

*Does Emily want to go on a cruise?*

*What's Emily's dream vacation?*

*What's Annie's dream vacation?*

*Where does Annie's family usually go on vacation?*

### Introduce the Words

- See page 10.

### Talk About the Picture

- Students open their books to page 8, look at the scene and use complete sentences to identify anything they can.
- Open a Student Book to page 8. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the adjectives (*italicized* words).

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

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

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

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

Is Ted *sad*?

Are you *hungry*?

Are you *stubborn*?

What makes you *happy*?

Are you usually *quiet*?

Are you ever *busy*?

## Practice the Words

### A. Listen and repeat. 1.15

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

1 *hungry*

2 *quiet*

3 *strong*

4 *stubborn*

5 *light*

6 *happy*

7 *weak*

8 *old*

9 *busy*

10 *cute*

- 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. 1.16

- For the conversations, students point to the speakers (shown in parentheses). Play the recording as often as necessary to complete the task.

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

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

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

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

**B** *Is it a gift for John?*

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

**B** *That's okay.*

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

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

**A** *It looks delicious.*

**B** *Let's try some.*

**A** *Okay.*

## Games and Activities

- **Categorize.** (See Game 15, page 100.)

## Finish the Lesson

- **Association.** Say *strong* and have students call out words that have a logical association with that word (for example: *an elephant, a weightlifter*). Do the same with the remaining target vocabulary.
- Workbook page 8. (Answers, Teacher's Book page 108.)



## Focus Time

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

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

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

**Materials Needed:** CD and player

## Warm-Up and Review

- **Vocabulary Review: How Are You?** Say one of the Unit 2 target adjectives and have a volunteer name a person or thing that can be described by that adjective and say why. Do the same with the remaining target adjectives.

This lesson is in two parts.

## Part 1: Introduce the Words

See page 12.

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

## Practice the Words

- Students open their books to page 9.

### A. Listen and repeat. 1.17

- Students listen to the recording and repeat each word.

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

## Part 2: Introduce the Patterns

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

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

## Practice the Patterns

### B. Listen and repeat. 1.18

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

*Mark isn't as busy as Ken.*  
*Ken is as busy as a bee.*  
*The octopus isn't as cute as the dolphin.*  
*The dolphin is as cute as a button.*
- Play the recording again. Students look at the pattern boxes in their books and repeat, pointing to each word.
- Students work with their partners to say the sentences while looking at the pattern boxes in their books.

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

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

*This man isn't as weak as that man.*  
*That man is as weak as a kitten.*  
*The woman isn't as hungry as the man.*  
*The man is as hungry as a bear.*  
*The boy isn't as stubborn as the baby.*  
*The baby is as stubborn as a mule.*

## Games and Activities

- **Who Is as Hungry as a Bear?** (See Game 28, page 102.)

## Finish the Lesson

- **Your Turn.** On the board, write other adjectives that students know, such as *beautiful, tall, short, young, cold*. Students then create their own comparisons, such as *She is as beautiful as a flower*. Continue until most students have taken a turn.
- Workbook page 9. (Answers, Teacher's Book page 108.)



## Practice Time

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

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

**Materials Needed:** CD and player

## Warm-Up and Review

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

## Practice the Patterns

- Students open their books to page 10.

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

🔊 1.20

- Students listen to the recording and repeat, pointing to each picture in their books.
  - A Sam isn't as weak as Tim.*  
*B Tim is as weak as a kitten.*
    - Ken isn't as happy as Ted.*  
*Ted is as happy as a clam.*
    - This cake isn't as light as that cake.*  
*That cake is as light as a feather.*
    - The octopus isn't as cute as the dolphin.*  
*The dolphin is as cute as a button.*
    - The woman isn't as hungry as the man.*  
*The man is as hungry as a bear.*
    - Mary isn't as quiet as Jack.*  
*Jack is as quiet as a mouse.*
    - Mr. Lee isn't as weak as Pete.*  
*Pete is as weak as a kitten.*
    - The boy isn't as stubborn as the baby.*  
*The baby is as stubborn as a mule.*
    - Grandma Lee isn't as old as Grandpa Lee.*  
*Grandpa Lee is as old as the hills.*
- Students practice numbers 1–8 in pairs. S1 says one sentence; S2 says the other. Students change roles and repeat the activity.

### B. Look at page 8. 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: *The boy isn't as stubborn as the baby.* S2: *The baby is as stubborn as a mule.*

## C. Listen and sing along. 🔊 1021

- Students turn to the song *Happy as a Clam* on page 81, cover up the text, look at the pictures, and talk about what they see. Read the lyrics line by line; students repeat. Play the recording. Students listen and follow along in their books.

### Happy as a Clam

*Annie isn't as old as Dan.*

*Annie isn't as busy as Dan.*

*Annie isn't as strong as Dan.*

*But Annie is as happy as a clam!*

*Penny isn't as old as Annie.*

*Penny isn't as busy as Annie.*

*Penny isn't as strong as Annie.*

*But Penny is as happy as a clam!*

*Digger isn't as cute as Pat.*

*Digger isn't as busy as Pat.*

*Digger isn't as strong as Pat.*

*But Digger is as happy as a clam!*

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

## Games and Activities

- **Riddles.** (See Game 29, page 102.)

### Extra Practice

Worksheet 3, Comparisons, page 124. (Answers, page 119.)

## Finish the Lesson

- **Pick a Word.** Write the Unit 2 target vocabulary on strips of paper and place in a hat or bag. A volunteer picks one piece of paper and says a sentence using the target patterns and that word. Continue until all the words are chosen.
- Workbook page 10. (Answers, Teacher's Book page 108.)



## Reading Time

**Language Focus:** Reading an e-mail

**Materials Needed:** CD and player

### Warm-Up and Review

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

Suggested Statements:

*An elephant is as light as a feather.*

*A cat is as cute as a dog.*

*(Jane) is as old as the hills.*

*(Ed) is as happy as a clam.*

*An ant is as hungry as a bear.*

*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 16 to introduce the reading content.

- See page 16.

### Practice the Reading

- Students read the e-mail silently to themselves.

#### A. Listen and read along. 🎧 1.22

- Students read along in their books.

*Hi, Annie!*

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

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

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

*Your friend,*

*Ted*

#### New Words

passenger

fitness center

pool

activities

shade

deck

binoculars

stop

- Play the recording again, stopping it after each sentence. Students repeat each sentence.
- Student pairs take turns reading the e-mail to their partners.

#### B. Listen and circle True or False. 🎧 1.23

- For each number, students listen and circle True or False.

1 *There are 200 passengers on the cruise ship.*

2 *There is a fitness center on the cruise ship.*

3 *Ted sat in the shade every day.*

4 *The cruise ship is as big as a town.*

- Check answers by saying *Number 1. There are 200 passengers on the cruise ship*. Students say *True* or *False* according to their answers. If the statement is false, choose a volunteer to make it true.

#### ANSWERS

1 False 2 True 3 False 4 True

#### C. Read the question. Write the answer.

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

#### ANSWERS

1 *Because he got a sunburn yesterday.*

2 *Ted's grandparents and his mom are going to play bingo.*

3 *He'll go snorkeling with his dad.*

4 *There are five pools.*

### Games and Activities

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

- **What's Different?** (See Game 48, page 104.)

#### Extra Practice

Worksheet 4, *A Cruise Ship*, page 125. (Answers, page 119.)

### Finish the Lesson

- **Discussion.** Talk with students about what they think Ted will do during the rest of his vacation and about what they think his best memory of the trip will be. Continue the discussion for four to five minutes.
- Workbook page 11. (Answers, Teacher's Book page 108.)



## Your Time

**Language Focus:** Personalizing comparative language

**Materials Needed:** CD and player

### Warm-Up and Review

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

*Where is Ted?*

*How many passengers are on the ship?*

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

*What did Ted see through his binoculars?*

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

*What will Ted and his dad do?*

*What will Ted's grandparents and mom do?*

### Introduce the Lesson

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

Suggested Questions:

*Who is as strong as an ox?*

*Who is as busy as a bee?*

*Is (Kate) as tall as (Dave)?*

*What things are as light as a feather?*

*What things are as cute as a button?*

### Practice the Lesson

- Students open their books to page 12.

#### A. Listen and answer the questions. 1.24

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

1 *Are you as old as your teacher?*

2 *Are you as busy as a bee?*

3 *When you were little, were you as cute as a button?*

4 *If you skip lunch, will you be as hungry as a bear?*

- 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 four classmates' names in the chart. Then ask your partner.

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

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

- 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

- **Talking.** (See Game 49, page 104.)

### Finish the Lesson

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

Suggested Statements:

*Soccer is as exciting as basketball.*

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

*Art is as easy as English.*

*Running isn't as fun as swimming.*

*A stuffed animal is a better present than sunglasses.*

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

- Workbook page 12. (Answers, Teacher's Book page 109.)

#### Assessment

Unit 2 Test, page 148. (Answers, page 142.)





# At the State Fair

## Conversation Time

**Language Focus:** Comforting a friend and offering help

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

## Finish the Lesson

- **Discussion.** Have a discussion with students (for four to five minutes) about a time they were discouraged and what helped them cheer up.
- Workbook page 13. (Answers, Teacher's Book page 109.)

## Warm-Up and Review

- **Review: Questions.** Ask students *What is as light as a feather?* and have volunteers answer with any appropriate response, such as a leaf, a piece of paper, or a hair. Continue with other questions using Unit 2 Focus Time vocabulary, such as *Who is as strong as an ox?* and *What is as cute as a button?*

## 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 Joe Hey, Annie! Look at my ribbon! My pie won first prize at the state fair!

Annie Congratulations.

2 Joe Thanks. Is there anything wrong? You don't look very happy.

Annie Yeah. I don't feel very happy.

3 Joe Why? What happened?

Annie My pie came in last place. It tasted awful.

4 Joe Cheer up. You can try again next time.

Annie No, it doesn't matter. I give up.

5 Joe Don't give up! I'll help you. We can work together after school. You'll win first prize at the next state fair.

Annie Really?

6 Joe Sure! If I can do it, so can you.

Annie Joe, you're terrific. When do we start?

- 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 books for reference.

- **Finish the Line.** (See Game 3, page 99.)



## Word Time

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

**Materials Needed:** CD and player

## Warm-Up and Review

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

Suggested Questions:

*Who is speaking?*

*Where are they?*

*What kind of contest were Joe and Annie in?*

*What won first prize?*

*What came in last?*

*How will Joe help Annie?*

*How does Annie feel now?*

## Introduce the Words

- See page 10.

## Talk About the Picture

- Students open their books to page 14, look at the scene and use complete sentences to identify anything they can.
- Open a Student Book to page 14. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).  
It's time for the **state fair**. Ted is *proud* because his **apples** won first prize. Kim is *discouraged* because her apples won fifth. **This boy** is *uncomfortable* sitting on the *itchy hay*. Ivy is *worried* about her **lamb**. **The man and woman** are very *full* because they *ate* too much. **Bill** is *embarrassed* because he *hit* the woman in the **head** and she is *angry*. The triplets are *envious* of Penny because she won a **bear**. Digger is *scared* of the **roosters**. The **young boy** is *surprised* that he is so *strong*.
- Ask the following questions while pantomiming the adjectives (*italicized* words).  
*Who is uncomfortable?*  
*Who is proud?*  
*Who is discouraged?*  
*Who is worried?*  
*Who is full?*  
*Who is embarrassed?*  
*Who is angry?*  
*Who is envious?*  
*Who is scared?*  
*What is surprised?*

## Practice the Words

### A. Listen and repeat. 🎧 1.26

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

1 <i>discouraged</i>	2 <i>uncomfortable</i>
3 <i>full</i>	4 <i>worried</i>
5 <i>envious</i>	6 <i>embarrassed</i>
7 <i>surprised</i>	8 <i>angry</i>
9 <i>proud</i>	10 <i>scared</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 depiction of the target vocabulary in the large scene and name it.

### C. Listen and point. 🎧 1.27

- For the conversations, students point to the speakers (shown in parentheses). Play the recording as many times as necessary for students to complete the task.

<b>A</b> <i>I'd like a glass of lemonade, a hot dog, some fries, and two cookies. I'm really hungry.</i> (judge and clerk at the snack bar)
<b>B</b> <i>Here you are. The total is eight dollars.</i>
<b>A</b> <i>Okay. Thanks.</i>
<b>A</b> <i>Ow! Don't do that!</i> (Bill and a woman at the ring toss)
<b>B</b> <i>I'm so sorry.</i>
<b>A</b> <i>My head hurts.</i>
<b>A</b> <i>Look! I won a prize!</i> (Penny and the triplets)
<b>B and C</b> <i>Cool! A stuffed animal!</i>
<b>A</b> <i>Yeah. It's a bear.</i>
<b>B and C</b> <i>It's as cute as a button.</i>

## Games and Activities

- **Interview.** (See Game 16, page 100.)

## Finish the Lesson

- **I Am Angry.** Act out each of the target words. When students think they know what word you are acting out, they ask *Are you (angry)?* If they are correct, say *Yes, I am*. If they are not correct, say *No, I'm not*. Continue until someone is correct. Do the same with each of the target words.
- Workbook page 14. (Answers, Teacher's Book page 109.)



## Focus Time

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

**Function:** Asking questions about feelings in the present and past

**Materials Needed:** CD and player

## Warm-Up and Review

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

Suggested Phrases:

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

This lesson is in two parts.

## Part 1: Introduce the Words

- See page 12.

## Practice the Words

- Students open their books to page 15.

### A. Listen and repeat. 1.28

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

1 *He's worried.*

*Isn't he worried?*

*Yes, he is.*

*Isn't he worried?*

*No, he isn't.*

2 *She was worried.*

*Wasn't she worried?*

*Yes, she was.*

*Wasn't she worried?*

*No, she wasn't.*

## Part 2: Introduce the Patterns

- **Aren't (you) discouraged? Yes, (I) (am). / No, (I'm) not.**

Write *Today* on the board. Ask two students to come to the front. Tell one to look discouraged (S1) and the other to look happy (S2). Look at and point to S1 and ask *Aren't you discouraged?* Students repeat. Write *Aren't you discouraged?* on the board. Point to and read each word. Students repeat. Ask the question again and prompt S1 to say *Yes, I am* in a discouraged tone. Model if necessary. Students repeat. Perform the dialogue with S1 and have students repeat the whole dialogue. Now point to S2 and say *Aren't you discouraged?* Students repeat. Ask the question again and prompt S2 to say *No, I'm not* in a happy tone. Model if necessary. Students repeat. Now perform the dialogue with S2 and have students repeat the whole dialogue.

- **Isn't (she) discouraged? Yes, (she) is. / No, (she) isn't.**

Do the same as in the first exercise with two female students. This time, do not have S1 or S2 say the response. Instead, say the response and have the class repeat.

- **Weren't (you) discouraged? Yes, (I) (was). / No, (I) (wasn't).** Write *Yesterday* on the board. Do the same as in the first exercise.
- **Wasn't (she) discouraged? Yes, (she) was. / No, (she) wasn't.** Write *Yesterday* on the board. Do the same as in the second exercise.
- **Practice for Fluency.** Write *Today* and *Yesterday* on the board. Point to *Today* and say *you, angry* in a questioning tone. Elicit *Aren't you angry?* Say *yes* as you nod your head *yes*. Elicit *Yes, I am*. Continue with prompts for questions and answers in the present and past using the Unit 3 adjectives and different pronouns.

## Practice the Patterns

### B. Listen and repeat. 1.29

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

A *Aren't you discouraged?*

B *Yes, I am.*

C *No, I'm not.*

A *Isn't she discouraged?*

B *Yes, she is.*

C *No, she isn't.*

A *Weren't you discouraged?*

B *Yes, I was.*

C *No, I wasn't.*

A *Wasn't she discouraged?*

B *Yes, she was.*

C *No, she wasn't.*

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

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

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

A *Isn't she discouraged?*

B *Yes, she is.*

A *Isn't she proud?*

B *No, she isn't.*

A *Aren't they full?*

B *No, they aren't.*

## Games and Activities

- **How Did You Feel?** (See Game 30, page 102.)

## Finish the Lesson

- **Question and Answer.** Point to a student and say *He's angry*. Point to another student (S1) and say *wasn't*. S1 asks the question *Wasn't he angry?* Point to another student (S2) and nod your head *yes*. S2 answers the question *Yes, he was*. Continue with other prompts.
- Workbook page 15. (Answers, Teacher's Book page 109.)



## Practice Time

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

**Function:** Asking questions about feelings in the present and past

**Materials Needed:** CD and player

## Warm-Up and Review

- **Pattern Review: What's the Question?** Students open their books to page 15 and silently review the patterns for about 30 seconds. Then they close their books. Say one of the Unit 3 Word Time target adjectives and have a volunteer use the word to ask the target pattern question (in either the present or past tense). Another volunteer uses the target pattern to answer the question. Do the same with the remaining Unit 3 target adjectives.

## Practice the Patterns

- Students open their books to page 16.

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

🎧 1.31

- Students listen to the recording and repeat, pointing to each picture in their books.
  - A *Isn't he angry?*  
B *Yes, he is.*
  - A *Weren't you worried?*  
B *No, we weren't.*
  - 1 *Aren't you envious?*  
*No, we aren't.*
  - 2 *Wasn't he surprised?*  
*Yes, he was.*
  - 3 *Isn't she worried?*  
*Yes, she is.*
  - 4 *Wasn't she uncomfortable?*  
*No, she wasn't.*
  - 5 *Weren't they full?*  
*No, they weren't.*
  - 6 *Isn't he embarrassed?*  
*Yes, he is.*
  - 7 *Wasn't she angry?*  
*Yes, she was.*
  - 8 *Aren't you proud?*  
*No, I'm not.*
- Students practice numbers 1–8 in pairs. S1 in each pair asks the question, and S2 answers. Students then change roles and repeat the activity.

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

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

### C. Listen and sing along. 🎧 1.32

- Students turn to the song *Weren't You Worried?* 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.

#### **Weren't You Worried?**

*Weren't you worried?*

*Yes, I was. I was very, very worried.*

*Aren't you worried?*

*No, I'm not. I'm not worried now.*

*Wasn't she worried?*

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

*Isn't she worried?*

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

*Weren't you angry?*

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

*Aren't you angry?*

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

*Wasn't he angry?*

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

*Isn't he angry?*

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

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

## Games and Activities

- **Draw and Tell.** (See Game 31, page 102.)

### Extra Practice

Worksheet 5, *Isn't She Proud?*, page 126. (Answers, page 119.)

## Finish the Lesson

- **Question and Answer.** Write *Today* and *Yesterday* on the board. Point to *Yesterday* and say *you, proud, no*. Elicit *Weren't you proud? No, I wasn't*. Continue with other prompts for about three to four minutes.
- Workbook page 16. (Answers, Teacher's Book page 109.)



## Reading Time

**Language Focus:** Reading a newspaper article

**Materials Needed:** CD and player

### Warm-Up and Review

- **Pattern Review: Sentence Chain.** Say *Aren't you uncomfortable?* Students repeat. Say *Yes, I am.* Students repeat. Say *Aren't.* Point to a student and have that person say the second word of the sentence. Then have the student point to another student who says the last word. That student says the whole question and then points to another student to say the first word of the response, and so on. Continue with two to three other questions and answers from Unit 3 Practice Time.

### 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 16 to introduce the reading content.

- See page 16.

### Practice the Reading

- Students read the article silently to themselves.

#### A. Listen and read along. 🎧 1.33

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

*Sunnyville Weekly*

*September 5*

*State Fair Winners*

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

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

**Joe Smith** Great!

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

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

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

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

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

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

#### New Words

competition

contest

awards ceremony

enter

secret

fierce

three-legged race

recipe

brown sugar

hate

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

#### B. Listen and circle True or False. 🎧 1.34

- For each number, students listen and circle *True* or *False*.
  - 1 Garth Gurden won the horseback-riding contest.
  - 2 Joe made a peach-and-pineapple pie.
  - 3 Joe is going to invent a new pie recipe.
  - 4 Joe isn't going to enter the pie-baking contest at the next fair.
- Check answers by saying *Number 1. Garth Gurden won the horseback-riding contest.* 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 True 4 False

#### C. Read the question. Write the answer.

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

#### ANSWERS

- 1 George and Garth Gurden.
- 2 At the state fair in Sunnyville.
- 3 After the awards ceremony.
- 4 Bananas, brown sugar, and oranges.

### Games and Activities

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

- **Cloze Reading.** (See Game 50, page 104.)

#### Extra Practice

Worksheet 6, State Fair, page 127. (Answers, page 119.)

### Finish the Lesson

- **Discussion.** Ask students what kind of fairs they have been to. Discuss what they saw, what they did, if there were any contests, and if they entered any competitions.
- Workbook page 17. (Answers, Teacher's Book page 109.)



## Your Time

**Language Focus:** Personalizing language about feelings

**Materials Needed:** CD and player

### Warm-Up and Review

- **Reading Review: In Their Own Words.** Students open their books to page 17 and take two to three minutes to review the story. Then have students take turns telling the class, in their own words, something about the reading. For example: *This reading is about a state fair.* Continue until most students have taken a turn. It is okay if more than one student tells the same information.

### Introduce the Lesson

- Ask five to six questions about feelings (see below).  
Suggested Questions:  
*Aren't you worried when you have a test?*  
*Weren't you scared of the dark when you were little?*  
*Aren't you discouraged when you don't understand something?*  
*Isn't your friend embarrassed when he/she makes a mistake?*  
*Aren't you proud when you do well in school?*

### Practice the Lesson

- Students open their books to page 18.

#### A. Listen and answer the questions. 1.35

- For each number, students listen to the question and answer it based on their own knowledge and experience.
  - 1 *If you forget your homework, will you be worried?*
  - 2 *Your friend won first prize. Aren't you envious?*
  - 3 *You forgot your homework. Aren't you worried?*
  - 4 *If you go to bed late, will you be surprised?*
  - 5 *You got a good grade on a math test. Aren't you proud?*
- Check answers by dividing the class into pairs and having students in each pair read one question and answer for the class.

#### ANSWERS

Answers will vary.

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

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

#### C. Review. Read and circle True or False.

- Students read each statement and circle *True* or *False* 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

- **I Was Proud When ...** (See Game 51, page 104.)

### Finish the Lesson

- **How About You?** Write the Unit 3 Word Time target adjectives on the board. Say a sentence or two that describes a situation (see below). A volunteer points to the adjective that shows how he/she would feel in that situation. Choose several volunteers to say *If I (don't do well on a test), I'll be (surprised).* Do the same with two to three different situations.

Suggested Sentences:

*You went to a scary movie with your friends.*

*You didn't do well on a test.*

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

*You won first prize in a contest.*

- Workbook page 18. (Answers will vary.)

#### Assessment

Unit 3 Test, page 149. (Answers, pages 142–143.)



## Biology

**Language Focus:** human body parts and functions and body reactions (*breathe, heart, beat, reaction, fight or flight, protect, blood, brain, oxygen, fear*)

**Function:** Identifying different body parts and functions and describing the biological reaction of fear

**Materials Needed:** CD and player

## Warm-Up and Review

- **Review: Feeling Vocabulary Review.** Ask students to turn to page 14 in their Student Books. Students identify the words one by one. Ask a volunteer to stand. Say *(Joe) has a very big test tomorrow. How does he feel?* The student says *He feels worried.* Ask volunteers to ask their classmates similar questions about different emotions and feelings. Then ask students *Does it feel good to feel angry?* Write *Good* and *Bad* on the board. Ask students to tell you which emotions and feelings feel good and which ones feel bad. Write them under the corresponding word on the board.

## Introduce the Words

- See page 16.

**CULTURE NOTE** Explain to students that even though some feelings and emotions don't feel as good as others, they are healthy and normal and everyone has them. If someone is feeling sad or worried too much of the time, then they should talk to their parents, teachers or other trusted adults for help.

## Practice the Vocabulary

### A. How do you feel when you're scared?

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

### B. Listen and repeat. 1.36

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

<i>breathe</i>	<i>heart</i>
<i>beat</i>	<i>reaction,</i>
<i>fight or flight</i>	<i>protect</i>
<i>blood</i>	<i>brain</i>
<i>oxygen</i>	
- Say the words in random order. Students point to the words in their books.

### C. Listen and read. 1.37

- Play the recording. Students read along in their books. *What makes you scared? An angry dog? A thunderstorm? When we're scared, we breathe quickly and our hearts beat fast. The body's reaction is called 'fight or flight'. It protects us. Imagine you are living 100,000 years ago and you meet a tiger. You can fight or you can run away (flight). The body helps. The heart beats faster so more blood goes to the muscles and the brain and so you can move and think more quickly. You breathe faster so your body has more oxygen and you can fight or run longer and faster. We don't need to fight tigers anymore, but fear can help us stay safe. For example, if we are too close to a fire, we move away quickly and don't get burned. Or if someone is hurt, we run and get help. So fear can be good!*
- Divide the class into two groups. Groups read the text aloud, alternating lines. Continue until each group has read both parts aloud.
- Practice the text with a partner. Students choose a partner and read the text, alternating turns.

### D. Is it true? Write ✓ or X.

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

## Games and Activities

- **Fill in the Blanks.** (See Game 75, page 106.)

## Finish the Lesson

- **Scrambled Text.** Give each student a piece of scrap paper. Assign a sentence of the text to each student to write on their papers. Assign the first student the first sentence, the second student the second sentence, the third student the third sentence and so on around the room. Collect the papers in a paper bag and redistribute them in random order. Say *1, 2, 3 go!* The students arrange themselves by using the sentence order of the text. If all the students did not have a chance to participate, collect the papers, redistribute them and play another round.
- Workbook page 19. (Answers, Teacher's Book page 110.)



## Project Time

**Language Focus:** the biology of the human body and its reaction to fear terms. [(Andy) was very scared. His heart was beating fast and he was breathing quickly.]

**Materials:** CD and player; paper, crayons, markers; pictures of scary situations from magazines, newspapers and/or the Internet

## Warm-Up and Review

- **Vocabulary: Biology of fear terms.** Ask students to turn to page 19 in their Student Books. Ask them to identify the vocabulary in the New Words box. Ask them to close their books and ask them comprehension questions about the text. Ask, for example, *What happens when we're scared? What's this reaction called? Why does the heart beat faster?* etc. Then say 'Fight' means run away, True or false? Students say False. Ask a volunteer to take on the role of the teacher and make a statement about the text and ask the class True or false? Repeat several times.

### A. Listen and number in order. 1.38

- Students turn to page 20 in their Student Books. Play the recording. Students listen and number the pictures 1–4 in the order in which they are read.
  - 1 *Andy and Ben were riding bikes in the neighborhood.*
  - 2 *A dog ran in front of the boys. Andy stopped but Ben fell. He broke his arm.*
  - 3 *Andy was very scared. His heart was beating fast and he was breathing quickly. He ran to get Ben's mother.*
  - 4 *They took Ben to the hospital. The doctor put a cast on his arm.*
- Check answers by pointing to the first picture in the Student Book. Students say the number they wrote.

### ANSWERS

First picture, Number 2

Second picture, Number 4

Third picture, Number 1

Fourth picture, Number 3

### B. Write a story about a time a person was scared.

- 1 Write *Picking flowers. Angry bees flying at me.* on the board. Ask students to think of situations when they or people they know were scared. Hold up Student Book page 20 and point to the story example. Say *A story*. Students repeat. Focus students' attention on the story example. Point to the story and read the sentences, one by one. Students repeat.

*My friend, Jenny, went to the beach with her family. Her baby brother was playing on the beach. Then he walked into the water. Jenny's mother and father weren't looking. Jenny felt very scared. Her heart was beating fast. She ran to the water and took him back to the beach. Jenny's mother and father were happy with Jenny.*
- Then focus students' attention on the questions. Ask students to find the answers to these questions in the story example. Make sure they understand that they should include this information in their own stories.

- 2 Make sure students have paper, crayons, markers and pictures of people in scary situations from magazines, newspapers and/or the Internet. Students illustrate their stories.

- Students write a story similar to story example in their books.
- Ask volunteers to come to the front and share their stories with the class. Students read their stories to the class.
- Place the stories on the walls of the classroom if possible. If not, place them along the marker tray or on the board with magnets.

### C. What do you think? Ask a partner.

- Focus students' attention on the three 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 his/her partner. For example, *Jimmy feels scared when he sees a bee. His heart beats fast. He runs away.*

## Games and Activities

- **How Many Can You Remember?** (See Game 76, page 106.)

## Finish the Lesson

- **Retell the Story.** Divide the class into three or four groups. Give each group one of the stories (not one that one of the group members has written) and give them one minute to look at it. Ask them not to take notes. Groups retell the story to the class. One member writes what they remember about the story on the board while the others act out the story in front of the class.
- Workbook page 19. (Answers, Teacher's Book page 110.)





# At the Ranch

## Conversation Time

**Language Focus:** Following a pancake recipe

**Materials Needed:** CD and player; Wall Chart 4

### Warm-Up and Review

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

### 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 **Ivy** *Hi, Mike. What are you doing?*  
**Mike** *I'm making pancakes. Do you want to give me a hand?*
  - 2 **Ivy** *Sure! Do you know what you're doing?*  
**Mike** *Of course. There's a recipe in that cookbook. Read it to me, okay?*
  - 3 **Ivy** *All right. The first ingredient is flour. One cup of flour.*  
**Mike** *Got it. What's next?*
  - 4 **Ivy** *Stir in two teaspoons of baking powder and one quarter teaspoon of salt. Then, mix in three quarters of a cup of milk and two egg whites.*
  - 5 **Mike** *Got it. Two teaspoons of baking powder and one quarter cup of salt. Then, two cups of milk and three to four egg whites*  
**Ivy** *Wait, hold on!*
  - 6 **Ivy** *I said one quarter teaspoon of salt, three quarters of a cup of milk, and two egg whites!*  
**Mike** *Oh, no. What a mess!*
- Play the second version of the conversation. Students listen.

### B. Role-play the conversation.

- Students choose a partner and, using their Student Books for reference, role-play the conversation. They 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.** (See Game 4, page 99.)

### Finish the Lesson

- **Discussion.** Have a short discussion with students about cooking (approximately three to four minutes). Ask them if they know how to cook anything and if they like cooking. Ask them what their favorite home-cooked meals are and if they know how to make them.
- Workbook page 20. (Answers, Teacher's Book page 110.)



## Word Time

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

**Materials Needed:** CD and player

### Warm-Up and Review

- **Conversation Review: What's Next?** Students open their books to page 21 and read the conversation. Say *Stir in two \_\_\_\_\_* and have a volunteer finish the line of conversation, using the Student Book for reference if necessary. Do this for three to four different lines of the conversation.

### Introduce the Words

- See page 10.

### Talk About the Picture

- Students open their books to page 22, look at the 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 (*italicized* words).

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

- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions (*italicized* words).  
What is the **cook** *making*?  
What is **Mr. Day** *building*?  
What is the **cowboy** *putting on*?  
What is the woman doing to the **fence**?  
Can you build a fire?  
Do you ever make biscuits?  
Do you ever feed a horse?  
How often do you set the table?  
How often do you play with a dog?

### Practice the Words

#### A. Listen and repeat. 🎧 1.40

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

1 <i>clean the stable</i>	2 <i>paint the sign</i>
3 <i>play with the dog</i>	4 <i>fix the fence</i>
5 <i>make biscuits</i>	6 <i>feed the horse</i>
7 <i>put on sunscreen</i>	8 <i>set the table</i>
9 <i>bring the first aid kit</i>	10 <i>build a fire</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

- For the conversations, students point to the speakers (shown in parentheses). Play the recording as often as necessary to complete the task.  
**A** *I can't do this by myself.* (the ranch hands fixing the fence)  
**B** *I'll help you.*  
**A** *Ouch!*  
**B** *What happened?*  
**A** *I hurt my finger.*  
**A** *Wow. This horse is as hungry as a bear.* (Ms. Day and the ranch hand by the horse)  
**B** *How many carrots do we have?*  
**A** *Four. But I think there are more carrots in the kitchen.*  
**A** *Aren't you tired?* (Ted and Annie)  
**B** *Yes, I am. I'm hungry, too. What time is it?*  
**A** *It's time for breakfast!*  
**B** *Yay!*

### Games and Activities

- **Match It.** (See Game 17, page 101.)

### Finish the Lesson

- **What's Missing?** Write the Unit 4 Word Time target phrases on the board. Ask students to put their heads on their desks and close their eyes. Erase one phrase. Students look up and say which phrase is missing. Then a volunteer uses the phrase that was missing in a sentence. Continue until all the phrases have been erased from the board.
- Workbook page 21. (Answers, Teacher's Book page 110.)



## Focus Time

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

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

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

**Materials Needed:** CD and player

## Warm-Up and Review

- **Vocabulary Review: Pantomime.** Write each Unit 4 target phrase on the board. Have students read it. Have a volunteer pantomime one of the actions. The first student to correctly identify the action, saying *You're (building a fire)*, chooses another phrase and pantomimes the action. Continue with the remaining phrases.

This lesson is in two parts.

### Part 1: Review the Words

- Say *I clean the stable every day*. Students repeat. Write the phrase on the board. Point to and read each word. Students repeat. Repeat the entire procedure for *I'm cleaning the stable now*, and *I cleaned the stable yesterday*. Do the same with *paint the sign*, *play with the dog*, and *build a fire*.
- Say *clean*. Students repeat and then say the word's present continuous and past tense forms. Do the same with the remaining Focus Time verbs.

### Practice the Words

- Students open their books to page 23.

#### A. Listen and repeat. 1.42

- Students listen to the recording and repeat each word.

1 <i>make, making, made</i>	2 <i>feed, feeding, fed</i>
3 <i>put, putting, put</i>	4 <i>set, setting, set</i>
5 <i>bring, bringing, brought</i>	6 <i>build, building, built</i>

### Part 2: Introduce the Patterns

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

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

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

## Practice the Patterns

### B. Listen and repeat. 1.43

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

A <i>He's setting the table, isn't he?</i>
B <i>Yes, he is.</i>
C <i>No, he isn't.</i>
A <i>They're setting the table, aren't they?</i>
B <i>Yes, they are.</i>
C <i>No, they aren't.</i>
A <i>He set the table, didn't he?</i>
B <i>Yes, he did.</i>
C <i>No, he didn't.</i>
A <i>They set the table, didn't they?</i>
B <i>Yes, they did.</i>
C <i>No, they didn't.</i>
- Play it again. Students look at the pattern boxes in their books and repeat, pointing to each word.
- Students work with their partners to say the sentences while looking at the pattern boxes in their books.

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

- Students point to the person being talked about as they listen. Play the recording as often as necessary to complete the task.

A <i>They're playing with the dog, aren't they?</i>
B <i>No, they aren't.</i>
A <i>He's building a fire, isn't he?</i>
B <i>Yes, he is.</i>
A <i>She brought the first aid kit, didn't she?</i>
B <i>Yes, she did.</i>

## Games and Activities

- **Drill.** (See Game 32, page 102.)

## Finish the Lesson

- **True Questions.** Ask students questions about themselves, their family and friends, such as *Your father brought you to school today, didn't he?* *You lived in New York last year, didn't you?* *You love studying English, don't you?*
- Workbook page 22. (Answers, Teacher's Book page 110.)



## Practice Time

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

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

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

**Materials Needed:** CD and player

## Warm-Up and Review

- **Pattern Review: True Questions.** Students open their books to page 23 and study the page for about a minute. Then use the target patterns to ask students four to five questions about themselves (see below).

Suggested Questions:

*You were in English class last week, weren't you?*

*You did your English homework, didn't you?*

*You like learning English, don't you?*

*You brought your book to class, didn't you?*

*We have fun in English class, don't we?*

## Practice the Patterns

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

🎧 1.45

- Students listen to the recording and repeat, pointing to each picture in their books.
  - He's playing with the dog, isn't he?*  
**B** *No, he isn't.*
  - She played with the dog, didn't she?*  
**B** *Yes, she did.*
  - They set the table, didn't they?*  
*Yes, they did.*
  - She cleaned the stable, didn't she?*  
*Yes, she did.*
  - She's painting the sign, isn't she?*  
*Yes, she is.*
  - He fixed the fence, didn't he?*  
*Yes, he did.*
  - He built a fire, didn't he?*  
*No, he didn't.*
  - She brought the first aid kit, didn't she?*  
*Yes, she did.*
  - He's putting on sunscreen, isn't he?*  
*No, he isn't.*
  - You fed the horse, didn't you?*  
*Yes, we did.*
- Students practice numbers 1–8 in pairs. S1 in each pair asks the question, S2 answers. Students 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 take turns making statements about the scene using the target patterns and vocabulary items. For example: S1 (pointing to the children setting the table): *They set the table, didn't they?* S2: *Yes, they did.*

### C. Listen and sing along. 🎧 1.46

- Students turn to the song *Making Biscuits* 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.

#### Making Biscuits

*She cleaned the stable, didn't she?*

*No, she didn't. She didn't.*

*He fixed the fence, didn't he?*

*Yes, he did. He did.*

*She's making biscuits, isn't she?*

*He's making biscuits, isn't he?*

*They're making biscuits, aren't they?*

*Yes, they are. They are.*

*He set the table, didn't he?*

*No, he didn't. He didn't.*

*She built a fire, didn't she?*

*Yes, she did. She did.*

*He's making biscuits, isn't he?*

*She's making biscuits, isn't she?*

*They're making biscuits, aren't they?*

*Yes, they are. They are.*

- 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, pantomiming each action as the students sing it. Group B sings the answers. Students nod their heads for Yes answers and shake their heads for No answers. Groups then change roles and sing the song again.

## Games and Activities

- **Sentence Chain.** (See Game 33, page 102.)

### Extra Practice

Worksheet 7, *He Set the Table, Didn't He?*, page 128. (Answers, page 120.)

## Finish the Lesson

- **Finish the Question.** Say *She played*. A volunteer finishes the question, asking *She played with the dog, didn't she?* Continue with other prompts, such as *You are cleaning*; *He fixed*; *She is painting*; *He fed*.
- Workbook page 23. (Answers, Teacher's Book page 110.)



## Reading Time

**Language Focus:** Reading a travel brochure

**Materials Needed:** CD and player

### Warm-Up and Review

- **Pattern Review: Sing Along.** Play the Unit 4 song, *Making Biscuits*, while students listen. Play the song again and have students sing 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.

- See page 14.

### Practice the Reading

- Students read the brochure silently to themselves.

#### A. Listen and read along. 1.47

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

##### *The A-OK Dude Ranch*

*Do you like horseback riding? Do you like the mountains?*

*Located in the Rocky Mountains, the A-OK Dude Ranch is the best place for your next vacation.*

*Spend all day in a saddle riding on beautiful mountain trails.*

*Round up cattle with our cowboys. They'll show you the ropes.*

*You'll sleep well after a day on the range. Back at our 400 acre ranch, there is something for everyone, young and old. Activities include rafting on the river, hiking in the hills around the ranch, and fishing at our lake. You can swim in our pool or just enjoy the fresh air of the Rocky Mountains.*

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

##### **New Words**

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

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

#### B. Listen and circle True or False. 1.48

- For each number, students listen and circle *True* or *False*.
  - 1 *The A-OK Dude Ranch is located in the Smoky Mountains.*
  - 2 *At the A-OK Dude Ranch, you can round up cattle with the cowboys.*
  - 3 *You can go rafting, hiking, and fishing at the ranch.*
  - 4 *There isn't any fresh air in the Rocky Mountains.*
- Check answers by saying *Number 1. The A-OK Dude Ranch is located in the Smoky Mountains.* 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 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 answers they wrote.

##### **ANSWERS**

- 1 You'll sleep well after a day on the range.
- 2 The cowboys will show you the ropes.
- 3 In the hills around the ranch.
- 4 It's 400 acres.

### Games and Activities

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

- **At the Dude Ranch.** (See Game 52, page 104.)

##### **Extra Practice**

Worksheet 8, *The A-OK Dude Ranch*, page 129. (Answers, page 120.)

### Finish the Lesson

- **Discussion.** Ask students if they've ever been to a dude ranch. Ask *Are there dude ranches near where you live? If not, is there any place similar? Would you want to visit a dude ranch? Why or why not?*
- Workbook page 24. (Answers, Teacher's Book pages 110–111.)



## Your Time

**Language Focus:** Personalizing action language

**Materials Needed:** CD and player

### Warm-Up and Review

- **Reading Review: Answer the Questions.** Students open their Student Books to page 25 and take two to three minutes to read the brochure. Then ask students three to four questions about the reading (see below).

Suggested Questions:

*What's the name of the ranch?*

*Where is it located?*

*How big is the ranch?*

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

### Introduce the Lesson

- See page 15.

### Practice the Lesson

- Students open their books to page 26.

#### A. Listen and answer the questions. 1.49

- For each number, students listen to the question and answer it based on their own knowledge and experience.
  - 1 *Your mother is happy, isn't she?*
  - 2 *You went to school yesterday, didn't you?*
  - 3 *You ate breakfast this morning, didn't you?*
  - 4 *You're going to have dinner, aren't you?*
  - 5 *You're going home after school, aren't you?*
- 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 and circle Yes or No.

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

#### C. Review. Read and circle True or False.

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

#### ANSWERS

Answers will vary.

## Games and Activities

- **Writing Relay.** (See Game 53, page 104.)

### Finish the Lesson

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

Suggested Questions:

*You played tennis yesterday, didn't you?*

*You watched (popular TV show) last night, didn't you?*

*You went shopping on Saturday, didn't you?*

*You cleaned your room twice last week, didn't you?*

- Workbook page 25. (Answers will vary.)

#### Assessment

Unit 4 Test, page 150. (Answers, page 143.)





# Natural Disasters

## Conversation Time

**Language Focus:** Agreeing on a TV show to watch

**Materials Needed:** CD and player; Wall Chart 5

### Warm-Up and Review

- **Review: Finish the Question.** Students open their Student Books to page 23 and review the verb list and the pattern boxes for about a minute. Say *She made*. A volunteer finishes the question in any appropriate way, such as *She made a cake, didn't she?* Another volunteer answers in any appropriate way, such as *Yes, she did*. Continue with other prompts, such as *You are setting, He built, She is cleaning, He fed*.

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

### B. Role-play the conversation.

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

- **True/False/I Don't Know.** (See Game 5, page 99.)

### Finish the Lesson

- **Discussion.** Talk with students for four to five minutes about what they like to watch on TV and how they and their family members agree on what to watch.
- Workbook page 26. (Answers, Teacher's Book page 111.)



## Word Time

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

**Materials Needed:** CD and player

## Warm-Up and Review

- **Conversation Review: Say Alternate Lines.** Play the recording of the Unit 5 conversation. Then, using Student Books for reference if necessary, students on the right and left sides of the room say alternate lines of the conversation (one group plays Annie and the other group plays Dan). Then groups switch roles and say the conversation again.

## Introduce the Words

- See page 10.

## Talk About the Picture

- Students open their books to page 28, look at the scene and 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 or adjectives (*italicized* words).

Look at all the **TVs**! That man is looking at the TV that's on sale. The **dog** is *watching TV* while the **woman** *talks on the phone*. The **clerk** is very *tired*. The TVs are showing a **tsunami**, a **blizzard**, a **fire**, a **tornado**, a **landslide**, an **earthquake**, a **drought**, a **typhoon**, a **thunderstorm**, and a **flood**.

- Ask the following questions while pointing to or touching the pictures (**bold** words).  
(**landslide**) What's this?  
(**tornado**) What's this?  
What is the **dog** doing?  
(**woman talking on the phone**) What's she doing?  
Is the **TV** on sale?  
Do you ever watch TV?

## Practice the Words

### A. Listen and repeat. 1.51

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

1 <i>tsunami</i>	2 <i>typhoon</i>
3 <i>thunderstorm</i>	4 <i>earthquake</i>
5 <i>tornado</i>	6 <i>flood</i>
7 <i>drought</i>	8 <i>landslide</i>
9 <i>fire</i>	10 <i>blizzard</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 conversations, students point to the speakers (shown in parentheses). Play the recording as often as necessary to complete the task.

A	<i>Is that TV on sale?</i> (female clerk and male customer)
B	<i>Yes. Tomorrow is the last day.</i>
A	<i>If I don't like it, can I return it?</i>
A	<i>Of course. You can exchange it or get a refund. Make sure you keep the receipt.</i>
A	<i>What are you doing? You're not sick are you?</i> (manager and clerk)
B	<i>No, I'm really tired. Sorry.</i>
A	<i>Hello. May I speak to the vet, please?</i> (woman on phone)
B	<i>I'm sorry. He's in Rome.</i>
A	<i>Oh! When did he go to Rome?</i>
B	<i>He went last week.</i>
A	<i>Can you take a message?</i>
B	<i>Sure.</i>
A	<i>This is Lulu. My number is 555-6678.</i>
B	<i>Got it.</i>

## Games and Activities

- **Spelling Bee.** (See Game 18, page 101.)

## Finish the Lesson

- **Association.** Say *wind*. A volunteer says which of the target vocabulary words is associated with that word (for example: *typhoon, thunderstorm, tornado*). Continue with other words, such as *shake* (*earthquake, tornado*), *rain* (*typhoon, thunderstorm, flood*), *hot* (*drought, fire*), and *mud* (*landslide, flood*).
- Workbook page 27. (Answers, Teacher's Book page 111.)



## Focus Time

**Language Focus:** Adjectives (*scary, exciting, loud, awful, windy, dangerous*)

Present perfect tense; Yes/No questions using *ever* [(Have) (you) ever (seen) a (tsunami)? Yes, (I) (have). It was (awful)/No, (I) (haven't).]

**Function:** Asking questions about experiences with natural disasters

**Materials Needed:** CD and player

## Warm-Up and Review

- **Vocabulary Review: Association.** Point to each Unit 5 Word Time target word; students read it. Then say *typhoon*. Volunteers say words associated with a typhoon, such as *wind* or *rain*. Do the same with *thunderstorm*, *tsunami*, *drought*, and *blizzard* (see below).

Suggested Answers:

thunderstorm: *lightning, rain, loud*

tsunami: *big, dangerous, wet*

drought: *dry, hot, thirsty*

blizzard: *cold, snow, wind*

This lesson is in two parts.

## Part 1: Introduce the Words

- See page 10.

## Practice the Words

- Students open their books to page 29.

### A. Listen and repeat. 1.53

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

1 <i>scary</i>	2 <i>exciting</i>
3 <i>loud</i>	4 <i>awful</i>
5 <i>windy</i>	6 <i>dangerous</i>

## Part 2: Introduce the Patterns

- **Have (you) ever (seen) a (tsunami)?** Write today's date on the right side of the board; ask a volunteer (S1) to stand under the date. Ask on what date S1 was born. Write that date on the left side of the board. Draw a line connecting S1's birthday to today's date. Create a timeline by marking and labeling *yesterday* and *last week* on the line. Then point to *yesterday*; ask S1 *Did you see a tsunami yesterday?* S1 answers. Then point to *last week* on the timeline and ask *Did you see a tsunami last week?* S1 answers. Then gesture over the entire timeline and ask *Have you ever seen a tsunami?* (emphasizing *ever*). Students repeat. S1 answers. Ask *Have you ever seen a tsunami?* again. Students repeat. Write the question on the board; point to and read each word. Students repeat. Do the same with *see/fire*, *be/landslide*, and *be/tornado*.
- **Have (you) ever (seen) a (tsunami)? Yes, (I) have. It was (awful)./No, (I) haven't.** Write *Yes, I have. It was awful.* and *No, I haven't.* on the board. Ask a student *Have you ever seen a tsunami?* He/She looks at the board, chooses an answer, and

says it, filling in an appropriate adjective if the answer is *yes*. Do the same with *see/fire*, *be/landslide*, and *be/tornado*.

- **Has (she) ever (seen) a (tsunami)? Yes, (she) has. It was (awful)./No, (she) hasn't.** Ask a volunteer (S1) *Have you ever been in an earthquake?* S1 answers using the target pattern from the step above. Ask the class about S1, *Has she ever been in an earthquake?* Students repeat. Write it on the board. Point to and read each word. Students repeat. Ask the question again; have students formulate an answer on their own. Say the correct form of the answer; write it on the board next to the question. Point to and read each word. Students repeat. Do the same with different volunteers and *be/blizzard*, *see/thunderstorm*, and *see/tornado*.
- **Practice for Fluency.** Say *seen, flood*. Elicit *Have you ever seen a flood?* Say *yes, scary* as you nod your head. Elicit *Yes, I have. It was scary.* Continue to elicit the target patterns in this way for four to five minutes.

**NOTES** 1 The present perfect tense expresses an action that occurred, or did not occur, at some time in the past (before "now").

2 *Seen* is the past participle of *see*. *Been* is the past participle of *be*.

## Practice the Patterns

### B. Listen and repeat. 1.54

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

A <i>Have you ever seen a tornado?</i>
B <i>Yes, I have. It was awful.</i>
C <i>No, I haven't.</i>
A <i>Has she ever been in a tornado?</i>
B <i>Yes, she has. It was awful.</i>
C <i>No, she hasn't.</i>
- Play the recording again. Students look at the pattern boxes in their books and repeat, pointing to each word.
- Students work with their partners to say the sentences, looking at the pattern boxes in their books.

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

- Students point to the person being talked about. Play the recording as often as necessary to complete the task.

A <i>Has he ever seen a landslide?</i>
B <i>Yes, he has. It was awful.</i>
A <i>Has she ever seen a fire?</i>
B <i>No, she hasn't.</i>
A <i>Have they ever been in a tsunami?</i>
B <i>No, they haven't.</i>

## Games and Activities

- **Around the Circle.** (See Game 34, page 102.)

## Finish the Lesson

- **Discussion.** Using the target patterns, ask students which natural disasters they have seen or been in. Students should give as many details of the experience as possible. Continue the discussion for four to five minutes.
- Workbook page 28. (Answers, Teacher's Book page 111.)



## Practice Time

**Language Focus:** Adjectives; present perfect tense; Yes/No questions using *ever* [(Have) (you) ever (been in) a (drought)? (Yes), (I) (have). (It was awful).]

**Function:** Asking questions about experiences with natural disasters

**Materials Needed:** CD and player

## Warm-Up and Review

- **Pattern Review: Teacher Interview.** Students open their books to page 29 and silently review the patterns for about a minute. Have a volunteer use the target pattern to ask you a question. Answer truthfully. Continue having students ask you questions for about three to four minutes.

## Practice the Patterns

- Students open their Student Books to page 30.

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

🎧 1.56

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

A *Have you ever been in a drought?*

B *Yes, I have. It was awful.*

1 *Have they ever been in a typhoon?*

*Yes, they have. It was awful.*

2 *Has she ever been in an earthquake?*

*No, she hasn't.*

3 *Has he ever seen a landslide?*

*No, he hasn't.*

4 *Have you ever seen a tornado?*

*Yes, I have. It was windy.*

5 *Have you ever seen a fire?*

*Yes, I have. It was scary.*

6 *Has he ever been in a blizzard?*

*No, he hasn't.*

7 *Has she ever been in a thunderstorm?*

*Yes, she has. It was loud.*

8 *Have you ever been in a flood?*

*No, I haven't.*

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

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

- Students, still in pairs, look at page 28, taking turns to ask and answer questions about the scene using the target patterns and vocabulary items. For example: S1 (pointing to the reporter at the fire): *Has he ever seen a fire?* S2: *Yes, he has. It was scary.*

## C. Listen and sing along. 🎧 1.57

- Students turn to the song *Have You Ever Seen a Flood?* on page 83, 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.

### Have You Ever Seen a Flood?

*Have you ever seen a flood?*

*Yes, I have.*

*No, I haven't.*

*Have you ever seen a fire?*

*Yes, I have.*

*No, I haven't.*

*Have you ever seen a flood?*

*Have you ever seen a fire?*

*Have you ever seen a drought?*

*Yes, I have.*

*No, I haven't.*

*It was awful!*

*Really?*

*Have you ever been in a typhoon?*

*Yes, I have.*

*No, I haven't.*

*Have you ever been in a tornado?*

*Yes, I have.*

*No, I haven't.*

*Have you ever been in a typhoon?*

*Have you ever been in a tornado?*

*Have you ever been in blizzard?*

*Yes, I have.*

*No, I haven't.*

*It was awful.*

*Really?*

- Play the recording again. Students sing along, using their books for reference. Play it as often as necessary for students to become familiar with the song.
- Divide the class into Groups A, B, and C. Play the karaoke version. Students in Group A sing the questions and the last line of each verse. Students in Group B sing the Yes answers and the second-to-last line of each verse, and students in Group C sing the No answers. Groups change roles and sing the song again.

## Games and Activities

- **What Would You Ask?** (See Game 35, page 102.)

### Extra Practice

Worksheet 9, *Disasters!*, page 130. (Answers, page 121.)

## Finish the Lesson

- **Have You Ever...?** Ask students questions, such as *Have you ever met a famous person?* or *Have you ever been to Honolulu?* Students stand up if their answer is yes and stay seated if their answer is no. Choose a few volunteers to answer the question aloud.
- Workbook page 29. (Answers, Teacher's Book page 111.)



## Reading Time

**Language Focus:** Reading a pamphlet

**Materials Needed:** CD and player; 1 copy of the reading per 3–4 students

### Warm-Up and Review

- **Pattern Review: Sing Along.** Play the Unit 5 song, *Have You Ever Seen a Flood?* while students listen. Play it again and have students sing 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.

- See page 14.

### Practice the Reading

- Students read the pamphlet silently to themselves.

#### A. Listen and read along. 🎧 1.58

- Students listen and read along in their Student Books.

*Frequently Asked Questions About Tornadoes*

*Where do most tornadoes occur?*

*Tornadoes can occur in many places, but the United States has the most tornadoes in the world. There are about 800 tornadoes in the United States every year.*

*What causes tornadoes?*

*Warm air meeting cold air in a thunderstorm can cause a tornado.*

*How fast is the wind in a tornado?*

*A tornado's wind speed can be as fast as 300 miles per hour.*

*What can a tornado do?*

*A tornado can damage buildings and throw cars. The flying debris from a tornado can be dangerous.*

*Where should I go if there is a tornado?*

*Go to an interior room on the lowest level of the building.*

*What should I do if I'm outside during a tornado?*

*Go inside. If you can't, lie down in a ditch and put your hands over your head.*

#### New Words

occur	warm
cause	wind
speed	miles per hour
damage	debris
interior	lie down
ditch	

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

#### B. Listen and circle True or False. 🎧 1.59

- Play the recording. For each number, students listen and circle *True* or *False*.
  - 1 *The United States has the most tornadoes in the world.*
  - 2 *A tornado's wind speed can be 900 miles per hour.*
  - 3 *Lightning storms can cause tornadoes.*
  - 4 *You should go outside if there's a tornado.*
- Check answers by saying *Number 1. The United States has the most tornadoes in the world.* Students say *True* or *False* according to what they circled. If the statement is false, choose a volunteer to make it true.

#### ANSWERS

1 True 2 False 3 False 4 False

#### C. Read the question. Write the answer.

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

#### ANSWERS

- 1 About 800 occur every year.
- 2 Warm air meeting cold air in a thunderstorm.
- 3 You should go to an interior room on the lowest level of the building.
- 4 They can damage them.

### Games and Activities

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

- **Our Pamphlet.** (See Game 54, page 104.)

#### Extra Practice

**Worksheet 10, Tornado!, page 131. (Answers, page 120.)**

### Finish the Lesson

- **Discussion.** Spend four to five minutes with students discussing which natural disaster they would like to learn more about and which they think is the most dangerous.
- Workbook page 30. (Answers, Teacher's Book page 111.)



## Your Time

**Language Focus:** Personalizing language related to students' past experiences

**Materials Needed:** CD and player; a ball

### Warm-Up and Review

- **Reading Review: Answer the Questions.** Students open their books to page 31. Ask them four to five questions about the reading (see below).

Suggested Questions:

*About how many tornadoes are there in the United States?*

*How fast is the wind in a tornado?*

*When should you go to an interior room?*

*When do tornadoes occur?*

*What causes tornadoes?*

**OPTION** Give the answer to a question and have volunteers ask an appropriate question. For example: *800/How many tornadoes occur in the United States every year?*

### Introduce the Lesson

- See page 15.

### Practice the Lesson

- Students open their books to page 32.

#### A. Listen and answer the questions. 1.60

- For each number, students listen to the question and answer it based on their own knowledge and experience.
  - 1 *Have you ever been in a flood?*
  - 2 *Have you ever seen a landslide?*
  - 3 *Have you ever seen a thunderstorm?*
  - 4 *Have you ever been in a drought?*
- Check answers by dividing the class into pairs and having a student in each pair read one question and answer to the class.

#### ANSWERS

Answers will vary.

#### B. Ask your classmates. Write their names, circle Yes or No, and write the adjective.

- Students walk around the classroom and ask their classmates questions based on the model and the words provided. They circle their classmates' answers and, if the answer is yes, write the adjective the classmate uses to describe the experience. Volunteers then tell the class about the results of their survey.

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

- 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 a student in each pair read one question and answer to the class.

#### ANSWERS

Answers will vary.

## Games and Activities

- **Draw and Tell.** (See Game 55, page 104.)

### Finish the Lesson

- **From Words to Sentences.** Say *been on an airplane*. A volunteer (S1) asks another student (S2) a *Have you ever...* question using *been on an airplane*. For example: *Have you ever been on an airplane during a lightning storm?* S2 answers truthfully. Say *taken a subway*. S2 then asks another student (S3) the *Have you ever...* question. S3 answers, and so on around the classroom. Continue for about three to four minutes.
- Workbook page 31. (Answers will vary.)

#### Assessment

Unit 5 Test, page 151. (Answers, page 144.)



# Cross-curricular 2

## Earthquakes

**Language Focus:** earthquake terms (*flat, tectonic plates, ground, seismograph, epicentre, Richter scale, compare damage, aftershocks*)

**Function:** Identifying, measuring and comparing earthquakes

**Materials Needed:** CD and player

### Warm-Up and Review

- **Review: Disaster Vocabulary Review.** Ask students to turn to page 28 in their Student Books. Students identify the words one by one. Ask a volunteer to stand. Say *Look at Number 5. Have you ever seen a tornado?* The student says *Yes, I have. / No, I haven't.* That student then chooses a classmate and asks him/her a similar question about another natural disaster. Continue around the room until all the students have participated.

### Introduce the Words

- See page 16.

**CULTURE NOTE** Seismographs are also referred to as "seismometers".

### Practice the Vocabulary

#### A. Have you ever been in an earthquake?

- Students open their books to page 33. They look at the photographs and name anything they can.

#### B. Listen and repeat. 1.61

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

flat	tectonic plates
ground	seismograph
epicentre	Richter scale
compare	damage
aftershocks	

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

#### C. Listen and read. 1.62

- Play the recording while students read along in their books. *The Earth is made of big, flat rocks. They are called tectonic plates. They move very slowly. When they move, it can sometimes make the ground move. This is an earthquake. There are millions of earthquakes every year. Scientists measure the size of earthquakes with a seismograph. This also shows the epicenter of an earthquake – the place where the earthquake is the strongest. Scientists use the Richter scale to compare the size of earthquakes. We don't feel earthquakes that are less than 3 on*

*the Richter scale. An earthquake that is more than 5 can damage buildings. An earthquake that is more than 7 is very dangerous. After a large earthquake, there are often lots of smaller earthquakes. They are called aftershocks. An earthquake can also cause tsunamis, landslides, fires, and floods. So it's important for scientists to learn a lot about earthquakes.*

- Divide the class into two groups. 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. Read and circle the correct word.

- Students read the sentences. They then circle the word which best completes the sentence.
- Check answers by having volunteers read their completed sentences.

### Games and Activities

- **Tic-Tac-Toe.** (See Game 78, page 106.)

### Finish the Lesson

- **Scrambled Sentences.** Divide the class into two or three teams. Designate a portion of the board to each team. Call a student from each group to the front and give each one a marker. Write a scrambled sentence from the text on the board. For example, write *called they aftershocks are.* The first student to unscramble the sentence, *They are called aftershocks.,* and read it to you wins a point for his/her team. The team with the most points wins.
- Workbook page 32. (Answers, Teacher's Book pages 111–112.)



## Project Time

**Language Focus:** Earthquake terms (*flat, tectonic plates, ground, seismograph, epicentre, Richter scale, compare damage, aftershocks*)

**Materials:** CD and player; a newspaper article in English (preferably about a natural disaster), paper, crayons, markers; pictures of earthquake damage from magazines, newspapers and/or the Internet

## Warm-Up and Review

- **Vocabulary: Earthquake terms.** Ask students to turn to page 33 in their books and to identify the vocabulary in the New Words box. Then ask them to close their books. Make statements with mistakes about the text and ask students to correct them. For example, say *Scientists measure earthquakes with aftershocks*. Students say *Aftershocks is the wrong word. Scientists measure earthquakes with seismographs*. Continue until you have covered most of the sentences with target vocabulary.

### A. Listen and number in order. 🎧 1.63

- Students turn to page 34 in their Student Books. Play the recording. Students listen and number the pictures 1–4 in the order in which they are read.
  - 1 *There was an earthquake yesterday. It was 3 on the Richter scale. Many people didn't feel it. There was no damage.*
  - 2 *There was an earthquake yesterday. It was 5 on the Richter scale. There was damage to windows and things in houses. There was little damage to buildings.*
  - 3 *There was an earthquake yesterday. It was a 7 on the Richter scale. There was a lot of damage to buildings, bridges and roads.*
  - 4 *There was a very strong earthquake yesterday. It was 9 on the Richter scale. There was a lot of damage. The earthquake caused a landslide.*
- Check answers by pointing to the first picture in the Student Book. Students say the number they wrote.

### ANSWERS

First picture, Number 3

Second picture, Number 2

Third picture, Number 1

Fourth picture, Number 4

### B. Write an article for a newspaper about an earthquake.

- 1 Hold up the newspaper article you brought to class. Say *An article. A newspaper article*. Students repeat. Hold up Student Book page 34 and point to the newspaper article example. Say *A newspaper article*. Students repeat. Focus students' attention on the newspaper article example. Point to the article and read the sentences, one by one. Students repeat.  
*There was a big earthquake at 5:12 a.m. on April 18, 1906 in San Francisco. The epicentre was near San Francisco. Scientists say it was over 7 on The Richter scale. The earthquake caused a lot of damage to buildings. It also caused a big fire.*

- Then focus students' attention on the questions. Ask students to find the answers to these questions in the newspaper article example. Make sure they understand that they should include information similar to this in their own articles.
  - 2 Make sure students have paper, crayons, markers and pictures of earthquake damage from magazines, newspapers and/or the Internet. Students illustrate their articles.
- Students write an article about an earthquake similar to the article example in their books.
- Ask volunteers to come to the front and share their articles with the class. Students read their articles to the class.
- Place the articles on the walls of the classroom if possible. If not, place them along the marker tray or on the board with magnets.

### C. What do you think? Ask a partner.

- Focus students' attention on the three 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 his/her partner. For example, *Ann has never been in an earthquake. She's heard about the earthquake in Japan. She thinks earthquakes are scary because they're very dangerous.*

## Games and Activities

- **I Spy.** (See Game 79, page 106.)

## Finish the Lesson

- **Guess the Article.** Ask a student to come to the front and choose an article without letting the other students see it. Students try to guess which article the student has chosen by asking Yes/No questions for clues. For example, they could ask *Was it in the U.S./Japan/Taiwan? Was it 5/6/7 on the Richter scale?* etc. The student who guesses correctly says, *I know! It's the article on the earthquake in Taiwan. Eric wrote it.* He/She replaces the student in the front and the activity is continued.
- Workbook page 32. (Answers, Teacher's Book pages 111–112.)



# Review 1

## 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, 27). Elicit each conversation.

### Practice the Language

- Students open their books to page 35.

#### A. Listen and circle the correct picture. 🎧 1.64

- For each number, students circle the picture that corresponds to the conversation they have.

- Clerk** Hello. How can I help you?  
**Annie** Are those stuffed animals still on sale?  
**Clerk** Yes, they are. Today's the last day.  
**Annie** Great. I'll take a brown rabbit.  
**Clerk** The total is \$8.99. Will that be cash or charge?  
**Annie** Cash. This is a gift for my sister. If she doesn't like it, can she return it?  
**Clerk** Of course.
- Girl** Hi, Mike.  
**Boy** Hi, Sue. Where's Anna? I haven't seen her around lately.  
**Girl** She's on vacation. Her family went skiing.  
**Boy** Wow! I wish I could go skiing.  
**Girl** Me, too. Skiing is my dream vacation. My family usually goes on a cruise for vacation. I like cruises, but I want to try something different.  
**Boy** Well, my dream vacation is camping on Sunny Mountain.
- Grandma** Hi, Annie. My dog won first prize at the state fair!  
**Annie** Congratulations, Grandma.  
**Grandma** Thank you, Annie. Is there anything wrong? You don't look very happy.  
**Annie** I don't feel very happy.  
**Grandma** Why? What happened?  
**Annie** Digger came in last place. It was awful.  
**Grandma** Cheer up, Annie. You and Digger can try again next year.

- Girl** What are you doing?  
**Man** I'm making bread. There's a recipe in that cookbook. Read it to me, okay?  
**Girl** Okay. The first ingredient is flour. One cup of flour.  
**Man** Got it. What's next?  
**Girl** Stir in one cup of milk and three eggs.  
**Man** Got it. One cup of milk and one egg.  
**Girl** Wait, hold on! I said three eggs!
- Annie** Don't change the channel, Penny. Give me back the remote.  
**Penny** But it's 5:30. It's time for my favorite show.  
**Annie** Well, I was watching my favorite show.  
**Penny** What was it?  
**Annie** Super Sweepstakes. It's a game show.  
**Penny** Game shows are boring. Let's watch this show about dogs.  
**Annie** I've already seen it. How about this show about cats?  
**Penny** Okay. I like cats!

- Check answers by having students listen to the conversation again. Stop the recording after each conversation; students say the letter of the picture they have circled.

#### ANSWERS

1 c 2 a 3 b 4 c 5 a

#### B. Listen and circle the correct answer. 🎧 1.65

For each number, students circle the number or words that they hear discussed in the conversation.

- Clerk** How can I help you?  
**Joe** How much is this calculator?  
**Clerk** It's on sale. It's \$8.50.  
**Joe** Oh, okay. I'll take it.  
**Clerk** Okay. The total is \$9.15.  
**Joe** Nine dollars and fifty cents?  
**Clerk** No, nine dollars and fifteen cents.  
**A** What's the total? Circle the correct number.
- Ted** Hi, Annie.  
**Annie** Hi, Ted.  
**Ted** You don't look happy.  
**Annie** I don't feel very happy. My pie came in last place.  
**Ted** Cheer up! Who won first prize?  
**Annie** Don. He's Dan's friend.  
**Ted** Dan? Your brother won first prize?  
**Annie** No, Ted. Don, Dan's friend, won first prize.  
**Ted** Oh, Don.  
**A** Who won first prize? Circle the correct name.



- 3 **Girl** *How much milk do you need?*  
**Girl** *Here you are.*  
**Boy** *I said three quarters of a cup. Not three cups.*  
**Girl** *How much?*  
**Boy** *Three quarters of a cup.*  
**Girl** *Sorry. Here you are.*  
**Boy** *Thanks.*  
**A** *How much milk does he need? Circle the correct number.*

- 4 **Woman** *Don't change the channel. Give me the remote.*  
**Man** *But I want to watch my favorite show.*  
**Woman** *What channel is it on?*  
**Man** *Channel 30.*  
**Woman** *Channel 13?*  
**Man** *30, not 13. The cartoon channel.*  
**A** *What channel is his favorite show on? Circle the correct number.*

- Check the answers by having students listen to the conversations again. Stop the recording after each conversation; students say the number or words they have circled.

#### **ANSWERS**

1 \$9.15   2 Don   3 three quarters   4 30

### **Games and Activities**

- **Role-Play.** (See Game 69, page 105.)

### **Finish the Lesson**

- **Who Says It?** Read the fourth conversation from exercise A. Discuss with students where they think the conversation is being held and who the speakers might be.
- Workbook page 33. (Answers, Teacher's Book page 112.)



# Letters from 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, 28) and Focus Time page (pages 3, 9, 15, 23, 29). Elicit each vocabulary item and pattern.

## Work with the Pictures

- Students open their books to page 36.
- Groups of three find and name any items or characters they recognize in the pictures.
- Ask each group how many items it found, using complete sentences when possible. Encourage them to name as many as they can.
- Then have each group name one item and write a sentence using that item on the board. Once all the sentences have been written, point to and read one sentence. Students repeat, pointing to the items pictured in their books.
- Ask students what they think the readings will be about.

## Practice the Reading

**A. Listen and read along. Then look at the pictures and write the dates.** 🎧 1.66

- Students listen to the recording and read along.

July 5

Dear Max,

I'm at the Moon Lake Dude Ranch. It's located near Moon Lake. Mr. West is the owner. He's a cowboy. He's as old as the hills. Now, I'm going to take a nap. It was a long bus trip to the ranch, and I'm tired. I'm going to take an airplane the next time.

Your friend,

Digger

July 6

Dear Max,

It was windy on the range today. I think the wind speed was 30 miles per hour! That's fast. There was a lot of flying debris. I cleaned the stable after lunch. Then Mr. West said to me, "You fed the horses, didn't you?" I was embarrassed because I forgot to feed the horses.

Your friend,

Digger

July 7

Dear Max,

Have you ever seen a tornado? Well, now I've seen one! We went to the basement. I didn't get hurt. The cattle are fine. But it was scary! The yard was a mess, but there wasn't any damage. After we cleaned up, I was as hungry as a bear. I made biscuits for the cowboys. My biscuits were better than Mr. West's biscuits!

Your friend,

Digger

July 8

Dear Max,

Today, we went to the state fair. I saw a lot of animals. I entered a pie-eating contest. The competition was fierce. I didn't win, but I had a lot of fun. Then there was a thunderstorm. It was loud and exciting. In the evening, Mr. West built a fire. We ate dinner by the fire.

Your friend,

Digger

- Play the recording again, stopping after each paragraph. Students find the picture that corresponds to each paragraph and write the corresponding date.

## ANSWERS

July 7, July 6, July 8, July 5

**B. Listen and read along. Then look at the pictures and write the dates.** 🎧 1.67

- Students listen to the recording and read along.

From: Max@dogland.org

To: Digger@dogland.org

Date: August 17

Subject: my dream vacation

I'm on the cruise ship, Digger. My room is nice. The bed is as comfortable as my bed at home! I like the fresh air on the deck, too. The water is beautiful. I think I saw a dolphin with my binoculars. Have you ever seen a dolphin? Are they dangerous?

Your friend,

Max

From: Max@dogland.org

To: Digger@dogland.org

Date: August 18

Subject: food!

Dear Digger,

I'm as happy as a clam. The food is great! There are three different restaurants on the ship. The Pineapple House is the best. Last night, I ate pineapple pizza. It was delicious! This morning, I ate pancakes with pineapple sauce. Yum!

Your friend,

Max



From: Max@dogland.org  
To: Digger@dogland.org  
Date: August 19  
Subject: shopping on the ship  
Dear Digger,

There are a lot of shops on the ship. I bought some sunglasses. I wanted the blue ones, but they're the most expensive. The white sunglasses are really ugly. So I bought the red ones. They're the most popular. I bought a present for you. If you don't like it, be honest. But you can't return it. I bought a stuffed animal for your sister.

Your friend,  
Max

---

From: Max@dogland.org  
To: Digger@dogland.org  
Date: August 20

Subject: I won the three-legged race!

I miss you, Digger. But I'm having fun. Today, I was as busy as a bee! I didn't win the swimming contest, but my friend and I won the three-legged race. There was an awards ceremony on the deck. Then my friend said, "You put on sunscreen, didn't you?" I looked at my arm...It was red! I have a sunburn, and I'm really uncomfortable.

Your friend,  
Max

- Play the recording again, stopping after each paragraph. Students find the picture that corresponds to each paragraph and write the corresponding date.

### ANSWERS

August 19, August 18, August 20, August 17

- Ask students to comment on the similarities and differences between Digger's and Max's vacations.

### Games and Activities

- **Make a New Story.** (See Game 70, page 105.)

### Finish the Lesson

- **Change the Readings.** Students take turns reading one sentence each, first from one of Digger's letters, then from one of Max's e-mails. They change the correspondence into stories by changing the subjects from *I* to *he*.
- Workbook pages 36–37. (Answers, Teacher's Book page 112.)



# Word Time and Focus Time Review

**Review Focus:** Units 1–5 vocabulary and patterns

**Materials Needed:** CD and player

## Warm-Up

- **Questions.** Ask students *Who is the best singer?* Several students answer. Do the same with *You're studying English now, aren't you?* and *Have you ever seen a tsunami?*

## 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. A different volunteer spells the word he/she wrote. Do the same for numbers 2–8.

#### ANSWERS

- 1 expensive
- 2 most
- 3 light
- 4 feather
- 5 embarrassed
- 6 tornado
- 7 sunscreen
- 8 proud

### B. What are they talking about? Look at A. Then unscramble and write the letters in the circles.

- Students write each of the circled letters from exercise A. They then unscramble the letters and write the word that completes the question based on the picture.

#### ANSWER

thunderstorm

## Games and Activities

- **Classification.** (See Game 71, page 105.)

## Finish the Lesson

- **True Sentences.** Students take turns asking and answering questions using the pattern *Have you ever seen a (tsunami)? Yes, I have. It was (scary)/No, I haven't.* Continue until each student has taken a turn.
- Workbook pages 34–35. (Answers, Teacher's Book page 112.)



## Pairwork

**Review Focus:** Personalizing Units 1–5 language

**Materials Needed:** CD and player

### Warm-Up

- **Questions.** Ask students *Have you ever seen a baseball game?* Several students answer. Do the same with *Who is the best actress?* and *Weren't you proud when you got an A?*

### Review

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

#### A. Ask your partner and fill in the chart.

- Students in each pair follow the model to ask their partner questions 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 make biscuits for breakfast	No	Yes
2 play with the dog	Yes	No
3 fix the fence	Yes	No
4 set the table for dinner	Yes	Yes

#### B. Tell your partner. Then listen and write ✓ or X.

- Student A begins by following the model and the cue words to make a positive comparative statement about Digger and a mule: *Digger is as stubborn as a mule.* Student B listens and writes a ✓ in the first line of the *Your Partner* column, since the sentence heard is positive. Students do the same for numbers 2–4. Student B then takes a turn saying the sentences in the same way for numbers 1–4.
- Check answers by saying *Number 1* and having a volunteer say *You, check. Your partner, X.* Do the same for numbers 2–4.

#### ANSWERS

	You	Your partner
1 Digger/stubborn/a mule	✓	X
2 Ted/hungry/Annie	X	✓
3 Grandpa Day/old/the hills	✓	X
4 Dr. Day/busy/Grandpa	X	✓

### C. Ask and answer the questions.

- Each student fills in the *You* column of the chart. Then students in each pair ask their partner the target questions to get the information necessary to fill in the blanks.
- Check answers by asking *Has Annie ever seen a typhoon?* Students consult their charts to find the answer, then say *Yes, she has.* Do the same with the remaining squares of the chart.

#### ANSWERS

	Annie	Ted	You	Your partner
1 typhoon	No	Yes		
2 flood	No	No		
3 tornado	No	No		
4 landslide	No	Yes		

Answers will vary.

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

- Students compare answers with their partners.

### Games and Activities

- **Project.** For one week, students keep a list of actions that they do around the house. At the end of the week, students share their lists in class.

### Finish the Lesson

- Checklist 1. (Student Book pages 86–88.)
- Workbook page 38. (Answers will vary.)

#### Assessment

Midterm Test, pages 152–155. (Answers, Teacher's Book pages 143–144.)





# At the Mall

## Conversation Time

**Language Focus:** Shopping for a T-shirt

**Materials Needed:** CD and player; Wall Chart 6

### Warm-Up and Review

- **Review: Listen Carefully.** Read the following paragraph to students, having them take notes as necessary.  
Once upon a time, there was a very happy English student. Every day, she loved to come to English class. She always did her homework, so she was never embarrassed in class. One day, she forgot her homework. Her teacher was so surprised. The teacher asked, "Kate, you didn't forget your homework, did you?" Kate said, "Well, Mr. Kind, I did. I'm sorry! But have you ever seen my dog? He's always so hungry, and last night, he ate my homework!"
- Ask the following questions about the above reading, having students refer to their notes for reference. If necessary, read the paragraph several times.  
*Kate's teacher was surprised, wasn't he?*  
*Wasn't Kate's dog bad?*  
*Have you ever forgotten your homework?*

### 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 **Ted** *Isn't this cool?*  
**Annie** *Yes, but this one is better than that one.*
  - 2 **Ted** *You're right. And it's cheaper. But it's way too big.*  
**Annie** *Maybe they have a smaller size.*
  - 3 **Clerk** *Excuse me, kids. Can I help you find something?*  
**Ted** *Yes. I really like this T-shirt, but it's too big.*
  - 4 **Clerk** *I don't think we have a medium. Here's a small. Try it on.*  
**Ted** *Where are the fitting rooms?*  
**Annie** *Over there.*
  - 5 **Clerk** *Well, what do you think?*  
**Ted** *It fits very well.*  
**Annie** *You look terrific!*
  - 6 **Annie** *Do you have any other colors?*  
**Clerk** *It comes in red, blue, and black.*  
**Ted** *I'll take one of each.*
- Play the second version of the conversation while 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.

- **Make It Your Own.** (See Game 6, page 99.)

### Finish the Lesson

- **Discussion.** Have a short discussion with students about shopping for clothes. Ask them with whom they usually go shopping, what they like to wear on the weekends, and if there is anything in the stores right now that they would love to buy.
- Workbook page 39. (Answers, Teacher's Book page 112.)



## Word Time

**Language Focus:** Actions (*read the magazine, drink the coffee, draw the portrait, play the game, try on the jacket, do the puzzle, make the cappuccino, finish lunch, buy the cell phone, eat the candy bar*)

**Materials Needed:** CD and player

## Warm-Up and Review

- **Conversation Review: What's Next?** Students open their Student Books to page 41. Say the first part of a random line from the conversation and have a volunteer finish it. Do the same with three to four different lines of the conversation.

## Introduce the Words

- See page 10.

## Talk About the Picture

- Students open their Student Books to page 42, look at the scene and use complete sentences to identify anything they can.
- Use Student Book page 42. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).  
Many people are at the mall today. **That man** is drinking a **big coffee**. **His wife** is doing a **puzzle**. One of the triplets is eating a **candy bar** while her father is finishing lunch. The **young man** is making a **cappuccino**. The **clerk** is reading a **magazine**. A man is *drawing a portrait* of a smiling **woman**. A woman is buying a **cell phone**, and a girl is trying on a **jacket**.
- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions (*italicized* words).  
(**man with coffee**) What does he have?  
(**triplet with candy bar**) What's she eating?  
What can people buy at the **Phone Hut**?  
What's the man with the **easel** doing?  
What is the man at **Java Joe's** making?  
What's the woman at the **hot dog counter** doing?  
(**woman doing puzzle**) What's she doing?

## Practice the Words

### A. Listen and repeat. 🎧 2.2

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

1 <i>read the magazine</i>	2 <i>drink the coffee</i>
3 <i>draw the portrait</i>	4 <i>play the game</i>
5 <i>try on the jacket</i>	6 <i>do the puzzle</i>
7 <i>make the cappuccino</i>	8 <i>finish lunch</i>
9 <i>buy the cell phone</i>	10 <i>eat the candy bar</i>
- Say the words in random order. Students point to them in the vocabulary box.

### B. Point and say the words.

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

### C. Listen and point. 🎧 2.3

- Play the recording. Students listen. For the conversations, they point to the speakers (shown are in parentheses). Play the recording as many times as necessary to complete the task.  
A *How do you spell "typhoon"?* (man and woman at table)  
B *T-y-p-h-o-o-n.*  
A *Thanks.*  
B *No problem.*  
A *Have you ever seen a tornado?* (two boys by movie poster)  
B *No, I haven't. Have you?*  
A *Yes! It was scary!*  
A *Is there anything wrong?* (kids by games arcade)  
B *Yeah. I came in last place on Moon Sweeper.*  
A *Cheer up! You can try again.*  
B *No, I give up. Let's go.*

## Games and Activities

- **Personalize the Vocabulary.** (See Game 19, page 101.)

## Finish the Lesson

- **Act It Out.** Pretend to be drinking coffee. Ask *What am I doing?* Volunteers respond *You're drinking coffee.* Do the same with the remaining target actions.
- Workbook page 40. (Answers, Teacher's Book page 113.)



## Focus Time

**Language Focus:** Present, past, and present perfect tenses; present perfect tense statements using *already* and *yet*, affirmative and negative

[(I) (have) *already* (read the magazine). (I) (haven't) (finished lunch) yet.]

**Function:** Making statements about past actions

**Materials Needed:** CD and player

## Warm-Up and Review

- **Vocabulary Review: Slow Reveal.** Hold up Student Book page 42 (Unit 6 Word Time). Point to each activity and have students name it. Then cover one of the scenes with a piece of card and slowly reveal it, bit by bit. The first student to correctly identify the activity comes to the front and repeats the activity. Continue for five to seven different activities.

This lesson is in two parts.

## Part 1: Review the Words

- Draw three columns on the board. Say *I read the book every day*. Students repeat. Write *read* in the first column. Then say *I read the book yesterday*. Students repeat. Write *read* in the second column. Then say *I have read the book*. Students repeat. Write *have read* in the third column. Repeat the procedure with *drink*, *draw*, *play*, *try*, *do*, *make*, *finish*, *buy*, and *eat*.

## Practice the Words

- Students open their books to page 43.

### A. Listen and repeat. 🎧 2.4

- Students listen to the recording and repeat each word.
  - 1 *read, read, have read, has read*
  - 2 *drink, drank, have drunk, has drunk*
  - 3 *draw, drew, have drawn, has drawn*
  - 4 *play, played, have played, has played*
  - 5 *try, tried, have tried, has tried*
  - 6 *do, did, have done, has done*
  - 7 *make, made, have made, has made*
  - 8 *finish, finished, have finished, has finished*
  - 9 *buy, bought, have bought, has bought*
  - 10 *eat, ate, have eaten, has eaten*

## Part 2: Introduce the Patterns

- **(I) have already (read the magazine).** Have a volunteer pretend to read a magazine and then stop. Ask *Have you read the magazine?* Students repeat. Ask the question again, and elicit a positive response from the volunteer. Say *Yes, I have already read the magazine*. Students repeat. Write *I have already read the magazine* on the board. Point to and read each word. Students repeat. Do the same with *do the puzzle*, *eat the candy bar*, and *drink the coffee*.

- **(I) haven't (read the magazine) yet.** Have a volunteer stand and pretend to hold a closed magazine. Ask *Have you read the magazine?* Students repeat. Ask the question again, and elicit a negative response from the volunteer. Say *No, I haven't read the magazine yet*. Students repeat. Write *No, I haven't read the magazine yet* on the board. Point to and read each word. Students repeat. Do the same with *do the puzzle*, *eat the candy bar*, and *drink the coffee*.
- **(She) has already (read the magazine).** Do the same as in the first exercise, using a girl volunteer to demonstrate the pronoun *She*.
- **(She) hasn't (read the magazine) yet.** Do the same as in the second exercise, using a girl volunteer to demonstrate the pronoun *She*.
- **Practice for Fluency.** Nod your head yes and say *I, finish lunch*. Elicit *I have already finished lunch*. Then shake your head no and say *she, try on the jacket*. Elicit *She hasn't tried on the jacket yet*. Continue in the same way, using different pronouns and verbs, for three to four minutes.

## Practice the Patterns

### B. Listen and repeat. 🎧 2.5

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word.
  - A *He has already drunk the juice.*
  - B *He hasn't drunk the juice yet.*
  - A *I have already read the magazine. I haven't finished lunch yet.*
  - B *She has already read the magazine. She hasn't finished lunch yet.*
- Play the recording again. Students look at the pattern boxes in their books and repeat, pointing to each word.
- Students work with their partners to say the sentences while looking at the pattern boxes in their books.

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

- Students listen to the sound effects and words, pointing to the person being talked about. Play the recording as often as necessary to complete the task.

*They haven't eaten the candy bars yet.*  
*He has already made the cappuccino.*  
*He has already finished lunch.*

## Games and Activities

- **Substitution.** (See Game 36, page 103.)

## Finish the Lesson

- **Affirmative and Negative.** Point to yourself and say *make the cappuccino*. Point to a student and nod your head to elicit *I have already made the cappuccino*. That student points to another student and shakes his/her head to elicit *I haven't made the cappuccino yet*. Continue with the other Unit 6 verb phrases and pronouns.
- Workbook page 41. (Answers, Teacher's Book page 113.)



## Practice Time

**Language Focus:** Present, past, and present perfect tenses; present perfect tense statements using *already* and *yet*, affirmative and negative [(I) (have) *already* (played the video game). (I) (haven't) (read the magazine) yet.]

**Function:** Making statements about past actions

**Materials Needed:** CD and player

## Warm-Up and Review

- **Pattern Review: Make a Statement.** Students open their books to page 43 and review the pattern boxes for about 30 seconds. Point to a student and say *eat the candy bar*. He/She makes a statement using any version of the pattern. That student then points to another student and gives a verb prompt. Continue for three to four minutes.

## Practice the Patterns

- Students open their books to page 44.

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

🎧 2.7

- Students listen to the recording and repeat, pointing to each picture in their books.  
*I have already played the game.*  
*I haven't read the magazine yet.*
  - 1 *She has already bought the cell phone.*
  - 2 *They haven't eaten the candy bars yet.*
  - 3 *I haven't made the cappuccino yet.*
  - 4 *You haven't done the puzzle yet.*
  - 5 *He has already drawn the portrait.*
  - 6 *He has already finished lunch.*
  - 7 *She has already tried on the jacket.*
  - 8 *He has already drunk the coffee.*
- Students practice numbers 1–8 in pairs. S1 in each pair says one statement, and S2 says the next. Students change partners and repeat the activity.

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

- Students remain in pairs and look at page 42. They take turns making statements about the scene using the target patterns and vocabulary items. For example: S1 (pointing to the triplets' father): *He has already finished lunch*. S2 (pointing to the woman in the phone store): *She hasn't bought the cell phone yet*.

## C. Listen and chant. 🎧 2.8

- Students turn to the chant *I Have Already Finished Lunch* 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 follow in their books.

### I Have Already Finished Lunch

*I have already finished lunch.*

*Already. Already.*

*But I haven't drunk the coffee yet.*

*Not yet. Not yet.*

*She has already finished lunch.*

*Already. Already.*

*But she hasn't drunk the coffee yet.*

*Not yet. Not yet.*

*I have already read the magazine.*

*Already. Already.*

*But I haven't bought the cell phone yet.*

*Not yet. Not yet.*

*He has already read the magazine.*

*Already. Already.*

*But he hasn't bought the cell phone yet.*

*Not yet. Not yet.*

- Play the recording again. Students 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—either *already* or *yet*—deleted. Play the chant again and have students fill in the missing words. Play the chant as many times as necessary for students to complete the task.

## Games and Activities

- **Pictures and Sentences.** (See Game 37, page 102.)

### Extra Practice

Worksheet 11, What's Different?, page 132. (Answers, page 120.)

## Finish the Lesson

- **Question and Answer.** Ask students questions using the target pattern, such as *Have you done next week's homework yet?* *Have you already watched TV today?* *Have you eaten lunch yet?* Let students ask you questions as well. Continue for four to five minutes.
- Workbook page 42. (Answers, Teacher's Book page 113.)



## Reading Time

**Language Focus:** Reading a newspaper article

**Materials Needed:** CD and player

### Warm-Up and Review

- **Pattern Review: Make a Sentence.** Students look at the pattern boxes on Student Book page 43. Say one of the Unit 6 Word Time target actions, and have a volunteer make a statement using any Unit 6 pattern. Continue with the other target actions.

### 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.

- See page 14.

### Practice the Reading

- Students read the article silently to themselves.

#### A. Listen and read along. 🎧 2.9

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

##### *Flood Closes Sunnyville Mall*

*Yesterday's thunderstorm and heavy rains caused a flood in the Sunnyville Mall. Four feet of water filled the lower level. The flood didn't hurt any shoppers, but the stores had to close early.*

*Ken Green's store, T-shirt Planet, was full of water.*

*"I was talking on the phone when water started to pour in. It was scary, so I ran," said Mr. Green. "I haven't seen all the damage yet."*

*Mr. Green's insurance will pay for new T-shirts.*

*The most extensive damage was in the food court. "I lost 250 pounds of ice cream," said Rita Smith of Rita's Delicious Ice Cream. Luckily, shoppers haven't been discouraged by the flood. Repairs have already begun at Lacy's Department Store. The food court will reopen next week.*

##### **New Words**

feet	fill
lower level	pour
insurance	extensive
food court	luckily
repairs	reopen

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

#### B. Listen and circle True or False. 🎧 2.10

- Play the recording. For each number, students listen and circle *True* or *False*.
  - 1 Five feet of water filled the lower level of the mall.
  - 2 The shops closed early yesterday.
  - 3 Ken Green was scared.
  - 4 The most extensive damage was in T-shirt Planet.
- Check answers by saying *Number 1. Five feet of water filled the lower level of the mall.* Students say *True* if they circled *True* or *False* if they circled *False*. If the statement is false, choose a volunteer to make it true.

##### **ANSWERS**

1 False 2 True 3 True 4 False

#### C. Read the question. Write the answer.

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

##### **ANSWERS**

- 1 Thunderstorms and heavy rains.
- 2 She lost 250 pounds of ice cream.
- 3 No, they didn't.
- 4 It will reopen next week.

### Games and Activities

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

- **Where's the Sentence?** (See Game 56, page 104.)

#### **Extra Practice**

**Worksheet 12, Ellen's Puppies, page 133. (Answers, page 120.)**

### Finish the Lesson

- **Discussion.** Ask students what kind of store they think is missing from their mall or neighborhood. Ask them if they were a store owner what kind of store they would like to own and why.
- Workbook page 43. (Answers, Teacher's Book page 113.)



## Your Time

**Language Focus:** Personalizing everyday action vocabulary

**Materials Needed:** CD and player

### Warm-Up and Review

- **Reading Review: What's the Story?** Students open their Student Books to page 45 and take two to three minutes to read the article. Students close their books and take turns saying something that happened at the Sunnyville Mall. Continue until most students have taken a turn. It is okay if more than one student talks about the same thing.

### Introduce the Lesson

- See page 15.

### Practice the Lesson

- Students open their Student Books to page 46.

#### A. Listen and answer the questions. 2.11

- For each number, students listen to the question and answer it based on their own knowledge and experience.
  - 1 Have you had recess yet?
  - 2 Have you already had math class?
  - 3 Have you brushed your hair yet?
  - 4 Have you already done your homework?
- 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. Choose words from the box. Write. Then ask your partner.

- Divide the class into pairs. Each student in the pair chooses words from the box to complete the statements in the *You* column. Then each student in the pair makes questions from the statements, asking his/her partner and filling in the answers under *Your Partner*. Next, each student tells the class about his/her partner, using the information from the chart.

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

- 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 one student in each pair read one question and answer to the class.

#### ANSWERS

Answers will vary.

### Games and Activities

- **Who Wrote it?** (See Game 57, page 104.)

## Finish the Lesson

- **Yes or No?** Make a statement (see below). Students who answer *yes* touch their noses. The students who answer *no* stand up. Ask the standing students to say what they did instead. Do the same with four to five different statements.  
Suggested Statements:  
*You haven't cleaned your room this week.*  
*You have already watched TV today.*  
*You haven't eaten breakfast yet.*  
*You have already sung a song today.*  
*You haven't done your homework yet.*  
*You have already bought a cell phone.*
- Workbook page 44. (Answers will vary.)

### Assessment

Unit 6 Test, page 156. (Answers, page 144.)





# School Subjects

## Conversation Time

**Language Focus:** Talking about report cards

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

### Warm-Up and Review

- **Review: Questions.** Ask students *What have you already done today?* and have volunteers answer with any appropriate response, such as *I have already eaten breakfast. I have already been to math class.* Ask *What haven't you done yet?* and have volunteers answer with any appropriate response, such as *I haven't eaten lunch yet. I haven't done my homework yet.*

### 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 **Kim** How was your report card?  
**Mike** Pretty good. I got five A's, two B's, and a C. How did you do?
  - 2 **Kim** Not very well. Mostly C's.  
**Mike** That's funny. I thought your grades were good.
  - 3 **Kim** My homework scores are high, but I don't do well on my tests.  
**Mike** Why not?
  - 4 **Kim** I don't know. I study hard. I guess I get too nervous.  
**Mike** Will your parents be upset?
  - 5 **Kim** No, they understand.  
**Mike** That's good. Hey! Maybe you should talk to Ms. Apple. I bet she can help.
  - 6 **Kim** Great idea! Thanks.  
**Mike** Let's get some pizza and soda downtown.  
**Kim** Excellent!

- 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 books for reference.

- **What's Different?** (See Game 7, page 99.)

### Finish the Lesson

- **Toss the Ball.** (See Game 11, page 100.) Students play the game using the target conversation.
- Workbook page 45. (Answers, Teacher's Book page 113.)



## Word Time

**Language Focus:** School subjects (*English, math, science, history, gym, art, music, geography, computer science, health*)

**Materials Needed:** CD and player

### Warm-Up and Review

- **Conversation Review: What Happened?** Play the recording of the Unit 7 conversation and ask students five to six questions about it (see below). Students may use their books for reference if needed.

Suggested Questions:

*What are the children speaking about?*

*Where are they?*

*What were Mike's grades?*

*What were Kim's grades?*

*How does Kim feel during a test?*

*Who will Kim ask for help?*

*Where will Mike and Kim go to eat?*

### Introduce the Words

- See page 10.

### Talk About the Picture

- Students open their books to page 48, look at the scene and use complete sentences to identify anything they can.
- Use Student Book page 48. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

It's a school day. Annie is *painting a picture* in **art class**. In health class they are learning about the **human body**. Today's **history class** looks very interesting! The girl in **music class** is *playing the flute* very loudly. In **English class** the teacher is *pointing to the board*. In **science class**, some students have **microscopes**. The **math, geography, and computer science classes** are on the third floor. Everyone is *doing jumping jacks* in today's **gym class**.

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

Do you like **math class**?

Do you like studying geography?

Do you learn about painting pictures in health class?

Do you learn things like  $2+2=4$  in music class?

Can you draw portraits in art class?

Do you ever do jumping jacks in gym class?

Have you ever studied computer science?

### Practice the Words

#### A. Listen and repeat. 2.13

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

1 *English*

3 *science*

5 *gym*

7 *music*

9 *computer science*

2 *math*

4 *history*

6 *art*

8 *geography*

10 *health*

- 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. 2.14

- For the conversations, students point to the speakers (shown in parentheses). Play the recording as often as necessary to complete the task.

A *Aren't you proud? You paint really well.* (Annie and friend in art class)

B *Thanks. I love painting.*

A *I'm not a good artist.*

B *Well, practice makes perfect!*

A *Wow! Sue plays the flute loudly. My ears hurt.* (boys in music class)

B *Yeah. And Mary sings quietly. I can't hear her!*

A *Have you ever been to Africa?* (students in geography class)

B *Yes, I have. I went in March.*

A *How long were you there?*

B *I was there for five days.*

### Games and Activities

- **Draw and Tell.** (See Game 20, page 101.)

### Finish the Lesson

- **Guess the Subject.** Say a sentence related to one of the target school subjects (see below). Volunteers name the corresponding subject. Do the same with five to six different sentences.

Suggested Sentences:

*357 plus 92 is 449.* (math)

*Today, we are learning new words.* (English)

*I like to paint.* (art)

*Life was very different 100 years ago.* (history)

*You should eat five vegetables every day.* (health)

*I can play the flute.* (music)

*London is the capital of England.* (geography)

- Workbook page 46. (Answers, Teacher's Book page 113.)



## Focus Time

**Language Focus:** Participial adjectives (*interested/interesting, bored/boring, tired/tiring, confused/confusing*)

Statements with participial adjectives [(I'm) (bored). (I) (think) (history) is (boring).]

**Function:** Making personal statements about school subjects

**Materials Needed:** CD and player

## Warm-Up and Review

- **Vocabulary Review: Scrambled Words.** Write scrambled Unit 7 Word Time vocabulary on the board (see Scrambled Words below) and have students unscramble them in their notebooks. When students are done, write each target word on the board, so students can check their work. Volunteers then use each word in a sentence.

### Scrambled Words:

- 1 hmta
- 2 eencsic
- 3 ymg
- 4 cmisu
- 5 rotcepmu cineces
- 6 osyhtir
- 7 rat
- 8 pgahoayger
- 9 ahlteh

### Answers:

- 1 math
- 2 science
- 3 gym
- 4 music
- 5 computer science
- 6 history
- 7 art
- 8 geography
- 9 health

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.

- Students listen to the recording and repeat each word.

- |              |               |
|--------------|---------------|
| 1 interested | 2 interesting |
| 3 bored      | 4 boring      |
| 5 tired      | 6 tiring      |
| 7 confused   | 8 confusing   |

## Part 2: Introduce the Patterns

- **(I'm) (bored). (I) think (history) is (boring).** Sit down and pretend to read a book. Begin to look very bored (rest chin in hands with an expression of disinterest). Say *I'm bored*. Students repeat. Write *I'm bored* on the board. Point to and read each word. Students repeat. Repeat the procedure, but this time make sure students see you are reading a history book, or make a temporary "HISTORY" label for one of your own books. Point to yourself, and say *I'm bored. I think history is boring*. Students repeat. Write *I think history is boring* on the board. Point to and read each word. Students repeat. Do the same with *tired/gym, interested/geography, and confused/computer science*.

- **(He's) (bored). (He) thinks (history) is (boring).** Bring a volunteer to the front of the classroom. Have him/her pantomime as in the first activity. Then point to and speak about him/her to the class.
- **Practice for Fluency.** Say *she, tired* and elicit *She's tired*. Then say *she, math, tiring* and elicit *She thinks math is tiring*. Continue in the same way—using different pronouns, adjectives, and school subjects—for three to four minutes.

**NOTE** Participial adjectives that end in *-ed* describe how a person feels. Participial adjectives that end in *-ing* describe the cause of a feeling.

## Practice the Patterns

### B. Listen and repeat. 2.16

- Write the text from the pattern boxes on the board. Then play the recording, pointing to each word.  
**A** *I'm bored. I think history is boring.*  
**B** *He's bored. He thinks history is boring.*
- Play the recording again. Students look at the pattern boxes in their books and repeat, pointing to each word.
- Students work with their partners to say the sentences while looking at the pattern boxes in their books.

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

- Students look at page 48 of their books and listen to the sound effects and words, pointing to the person being talked about. Play the recording as many times as necessary for students to complete the task.  
*He's tired. He thinks music is tiring.*  
*He's interested. He thinks geography is interesting.*  
*He's confused. He thinks science is confusing.*

## Games and Activities

- **Act It Out.** (See Game 38, page 102.)

## Finish the Lesson

- **Use It In a Sentence.** Say *interested*. Have a volunteer say a sentence using that word. Continue with the other target adjectives. Make sure students are using the correct form in their sentence.
- Workbook page 47. (Answers, Teacher's Book page 113.)



## Practice Time

**Language Focus:** Participial adjectives; statements with participial adjectives [(We're) (confused). (We) (think) (math) is (confusing).]

**Function:** Making personal statements about school subjects

**Materials Needed:** CD and player

## Warm-Up and Review

- **Pattern Review: Fill in the Blanks.** Students open their books to page 49 and review the material for about a minute. Say a target sentence, leaving out the participial adjective (see below). Volunteers orally fill in the blank with any appropriate adjective in the correct form. Do the same with four to five different sentences.

Suggested Sentences:

*That movie about whales was \_\_\_\_\_.*

*She's \_\_\_\_\_ because she didn't sleep last night.*

*Sometimes math is \_\_\_\_\_.*

*I'm always \_\_\_\_\_ when I watch a nature show on TV.*

*I think art is a(n) \_\_\_\_\_ subject.*

*I'm \_\_\_\_\_ because I already learned it.*

## Practice the Patterns

- Students open their books to page 50.

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

2.18

- Students listen to the recording and repeat, pointing to each picture in their books.  
*We're confused. We think math is confusing.*
  - 1 *I'm interested. I think English is interesting.*
  - 2 *They're bored. They think geography is boring.*
  - 3 *He's confused. He thinks health is confusing.*
  - 4 *We're tired. We think gym is tiring.*
  - 5 *You're bored. You think science is boring.*
  - 6 *She's interested. She thinks art is interesting.*
  - 7 *I'm confused. I think computer science is confusing.*
  - 8 *They're tired. They think music is tiring.*
- Students practice numbers 1–8 in pairs. S1 in each pair says one statement, and S2 says the next. Students change partners and repeat the activity.

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

- Still in pairs, students look at page 48 and take turns making statements about the scene using the target patterns and vocabulary items. For example: S1 (pointing to a boy in science class): *He's confused.* S2: *He thinks science is confusing.*

### C. Listen and chant. 2.19

- Students turn to the chant *I'm Confused* on page 84, 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'm Confused

*I'm confused.*

*I'm confused.*

*I think computer science is confusing.*

*Gym is fun.*

*Art is fun.*

*But I think computer science is confusing.*

*I'm bored.*

*I'm bored.*

*I think history is boring.*

*Math is fun.*

*Music is fun.*

*But I think history is boring.*

*I'm tired.*

*I'm tired.*

*I think geography is tiring.*

*English is fun.*

*Science is fun.*

*But I think geography is tiring.*

*I'm interested.*

*I'm interested.*

*I think history is interesting.*

*Gym is tiring.*

*Art is boring.*

*But I think history is interesting.*

- 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.
- Volunteers write each school subject in the chant on the board. Play the karaoke version. Students chant along, pointing to themselves each time they chant *I* and the volunteers pointing to the correct word each time they chant the name of a school subject.

## Games and Activities

- **Sentence Charades.** (See Game 39, page 103.)

### Extra Practice

Worksheet 13, Play a Game!, page 134. (Answers, page 120.)

## Finish the Lesson

- **Agree or Disagree?** Say a statement using the target patterns (see below). Students who agree touch their noses. Students who disagree stand up. Ask the standing students to change the statement so they agree with it. Do the same with five to six different statements.

Suggested Statements:

*I think math is confusing.*

*I'm tired after gym class.*

*Peeling an orange is interesting.*

*Baseball is boring.*

*I think making cappuccino is tiring.*

*I think tsunamis are scary.*

*I'm scared when I see a big dog.*

- Workbook page 48. (Answers, Teacher's Book page 114.)



## Reading Time

**Language Focus:** Reading a newsletter

**Materials Needed:** CD and player

### Warm-Up and Review

- **Pattern Review: Sentence Chain.** Say *I think geography is interesting*. Students repeat. Say *I*. Point to a student (S1) and have him/her say the second word of the sentence. Then have S1 point to another student who says the third word. Continue until the sentence is finished. The student who says the last word also says the entire sentence. Continue with two to three other sentences from Unit 7 Practice Time.

### 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.

- See page 14.

### Practice the Reading

- Students read the article silently to themselves.

#### A. Listen and read along. 🎧 2.20

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

##### STUDENT NEWS

September 20

##### Tips on Learning a Foreign Language

*Learning a foreign language can be difficult. Here are some tips to help you.*

- 1 *Get to know your teacher and classmates. You'll feel more comfortable in class.*
- 2 *Always speak in class. Don't be afraid to make mistakes.*
- 3 *Make sure you pay attention to your mistakes. You can learn from them!*
- 4 *Study every day. You can practice listening, reading, and writing at home.*
- 5 *Study with a friend. Practice speaking together. It can be fun!*
- 6 *Read magazines and newspapers, watch TV programs, and listen to radio shows in your new language. Don't worry if you don't understand every word.*
- 7 *Have a good attitude. If you are interested and work hard, you'll succeed!*

##### New Words

foreign	difficult
tips	get to know
afraid	pay attention
learn from	attitude
work hard	succeed

- Play the recording again, stopping it after each sentence for students to repeat.
- Divide the class into pairs. Students take turns reading the article to their partners.

#### B. Listen and circle True or False. 🎧 2.21

- For each number, students circle *True* or *False*.
  - 1 *Learning a foreign language can be difficult.*
  - 2 *You shouldn't study every day.*
  - 3 *You should listen to radio shows in your new language.*
  - 4 *You'll succeed if you have a bad attitude.*
- Check answers by saying *Number 1. Learning a foreign language can be difficult*. Students say *True* or *False* according to what they circled. If the statement is false choose a volunteer to make it true.

##### ANSWERS

1 True 2 False 3 True 4 False

#### C. Read the question. Write the answer.

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

##### ANSWERS

- 1 Because you can learn from them.
- 2 You can practice speaking together.
- 3 You should have a good attitude.
- 4 You should study every day.

### Games and Activities

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

- **What's Different?** (See Game 58, page 104.)

#### Extra Practice

Worksheet 14, San Francisco, page 135. (Answers, page 120.)

### Finish the Lesson

- **Discussion.** Ask students questions about learning a foreign language. Ask them what they think are the most difficult and easiest parts about it. Ask them what other languages they would like to learn and why.
- Workbook page 49. (Answers, Teacher's Book page 114.)



## Your Time

**Language Focus:** Personalizing personal opinion language

**Materials Needed:** CD and player

### Warm-Up and Review

- **Reading Review: Listen and Read.** Play the recording of the Unit 7 reading. Then volunteers open their books to page 51 and read the newsletter aloud, one sentence per student.

### Introduce the Lesson

- See page 15.

### Practice the Lesson

- Students open their books to page 52.

#### A. Listen and answer the questions. 2.22

- For each number, students listen to the question and answer it based on their own knowledge and experience.
  - 1 *Do you think health is interesting?*
  - 2 *Do you think math is confusing?*
  - 3 *Do you think science is tiring?*
  - 4 *What's your favorite class?*
- 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 walk around the classroom and ask their classmates questions based on the model and the words provided. They write their classmates' names and circle their classmates' answers. Volunteers then tell the class about the results of their survey.

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

- 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

- **What Do You Think?** (See Game 59, page 104.)

### Finish the Lesson

- **When I Grow Up.** Have a discussion with students for about five minutes, talking about what they think their occupation will be in the future and which school subjects will be the most important to them as they prepare for their careers.
- Workbook page 50. (Answers, Teacher's Book page 114.)

#### Assessment

Unit 7 Test, page 157. (Answers, page 144.)





# At Summer Camp

## Conversation Time

**Language Focus:** Following the pool rules at camp

**Materials Needed:** CD and player; Wall Chart 8

### Warm-Up and Review

- **Review: I Think Science Is Interesting.** Write the Unit 7 Focus Time target words on the board. Point to each word, and have students read it. Then say *interesting*, and have several volunteers name things they find interesting, saying *I think (riding my bike) is interesting*. Do the same with the *boring*, *tiring*, and *confusing*.

### Introduce the Conversation

- See page 8.

### Practice the Conversation

**A. Listen and repeat. Point to the speakers. Then listen again.** 🎧 2.23

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

1 **Lifeguard** *Ted, please throw that away.*

**Ted** *Why? I'm not finished yet.*

2 **Lifeguard** *You're not allowed to eat or drink by the pool at Camp Wildwood.*

**Ted** *Really?*

3 **Ted** *Nobody told me.*

**Lifeguard** *Well, it says so right here. These are the rules for the swimming pool.*

4 **Ted** *No diving. No splashing. No running. No food or beverages in or around the pool. I'm sorry.*

5 **Annie** *You should pay attention. You don't want to get in trouble.*

**Ted** *What happens if you break the camp rules?*

6 **Annie** *If you break the rules, you can't use the pool for 24 hours.*

**Ted** *Oh, I'd better be careful. Come on. I'll race you to the other side.*

- Play the second version of the conversation.

### B. Role-play the conversation.

- Divide the class into groups of three to role-play the conversation, using their books for reference. 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 books for reference.

- **True/False/I Don't Know.** (See Game 8, page 100)

### Finish the Lesson

- **Finish the Line.** Say the first word or two of one of the lines of the conversation. A volunteer finishes the line and then points to the corresponding scene in the Student Book. Continue until most students have taken a turn.
- Workbook page 51. (Answers, Teacher's Book page 114.)



## Word Time

**Language Focus:** Actions (*make crafts, hike, do jumping jacks, ride a pony, canoe, fish, bird-watch, catch caterpillars, write postcards, climb mountains*)

**Materials Needed:** CD and player

## Warm-Up and Review

- **Conversation Review: Say Alternate Lines.** Play the recording of the Unit 8 conversation. Then divide the class into thirds and assign each third a role from the conversation. Students recite the conversation, using their books if necessary. Switch roles twice so that each group recites each role.

## Introduce the Words

- See page 10.

## Talk About the Picture

- Students open their books to page 54, look at the scene 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 or adjectives (*italicized* words).

There are many things to do at **summer camp**. Some girls are writing postcards while the **girl and boy** are making crafts. A boy is catching a **caterpillar**. **Some kids** are doing *jumping jacks*. Bird-watching is fun, and so is *fishing*. Some **kids** are *canoeing* on the **lake**. One **girl** is riding a **pony**. You can climb the **mountain** or you can hike up it.

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

What is the name of the camp?

What is the weather like today at camp?

(**boy catching caterpillars**) What is he catching?

(**kids bird-watching**) What are they watching?

(**kids doing jumping jacks**) What kind of exercise are they doing?

What are the children doing on the **lake**?

What are the children doing on the **mountain**?

## Practice the Words

### A. Listen and repeat. 🎧 2.24

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

1 <i>make crafts</i>	2 <i>hike</i>
3 <i>do jumping jacks</i>	4 <i>ride a pony</i>
5 <i>canoe</i>	6 <i>fish</i>
7 <i>bird-watch</i>	8 <i>catch caterpillars</i>
9 <i>write postcards</i>	10 <i>climb mountains</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. 🎧 2.25

- For the conversations, students point to the speakers (shown in parentheses). Play the recording as often as necessary to complete the task.

A	<i>Phew! It's hot today.</i> (girls writing postcards)
B	<i>That's right. It's 92 degrees.</i>
A	<i>Do you think it's going to rain?</i>
B	<i>Maybe.</i>
A	<i>Do you know what you're doing?</i> (kids making crafts)
B	<i>Sure.</i>
A	<i>Have you glued the legs on yet?</i>
B	<i>Yes. I've already glued them on.</i>
A	<i>Isn't that bird cool?</i> (kids watching birds)
B	<i>Yes. But that one is cooler.</i>
A	<i>You're right. It's bigger, too.</i>

## Games and Activities

- **Personalize the Vocabulary.** (See Game 21, page 101.)

## Finish the Lesson

- **What Do You Like To Do?** Ask the first student in the first row (S1) *What do you like to do?* Have him/her respond using one of the target words or phrases, *I like to (hike)*. S1 then asks the student behind him/her the same question, and so on up and down the rows. Continue until most students have taken a turn.
- Workbook page 52. (Answers, Teacher's Book page 114.)



## Focus Time

**Language Focus:** Adjectives (*easy, hard, fun, exhausting, disgusting, frustrating*)

*Wh-* questions with *what*; gerunds [*What (do) (you) think about (climbing mountains)? (I) (think) (climbing mountains) is (fun).*]

**Function:** Asking questions about opinions

**Materials Needed:** CD and player

## Warm-Up and Review

- **Vocabulary Review: I Like...** Hold up Student Book page 54, point to each activity, and have students name it. Then say *I like (canoeing)*. Student then take turns saying a sentence with *I like*. Continue until most students have taken a turn.

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. 2.26

- Students listen to the recording and repeat each word.
  - 1 *easy*
  - 2 *hard*
  - 3 *fun*
  - 4 *exhausting*
  - 5 *disgusting*
  - 6 *frustrating*

## Part 2: Introduce the Patterns

- **What do (you) think about (hiking)? (I) think (hiking) is (fun).** Ask a volunteer *What do you think about hiking?* Students repeat. Write *What do you think about hiking?* on the board. Point to and read each word. Students repeat. Then say *I think hiking is (fun)*. The volunteer repeats. Write *I think hiking is fun* on the board to the right of *What do you think about hiking?* Point to and read each word. Students repeat. Do the same with *make crafts*, *canoe*, and *climb mountains*.
- **What does (he) think about (hiking)? (He) thinks (hiking) is (fun).** Do the same as in the first exercise using a boy to demonstrate *he*.
- **Practice for Fluency.** Say *she, ride a pony* in a questioning tone. Elicit *What does she think about riding a pony?* Say *hard*. Elicit *She thinks riding a pony is hard*. Continue with prompts for questions and answers— using different pronouns, actions, and adjectives—for three to four minutes.

## Practice the Patterns

### B. Listen and repeat. 2.27

- Write the text from the pattern boxes on the board. Then play the recording, pointing to each word.
  - A *What do you think about climbing mountains?*
  - B *I think climbing mountains is fun.*
  - A *What does he think about climbing mountains?*
  - B *He thinks climbing mountains is fun.*
- Play the recording again. Students look at the pattern boxes in their books and repeat, pointing to each word.
- Students work with their partners to say the sentences while looking at the pattern boxes in their books.

### C. Look at page 54. Listen and point. 2.28

- Students look at page 54 and listen to the sound effects and words, pointing to the person being talked about. Play the recording as many times as necessary to complete the task.
  - A *What does he think about catching caterpillars?*
  - B *He thinks catching caterpillars is fun.*
  - A *What does he think about making crafts?*
  - B *He thinks making crafts is frustrating.*
  - A *What do they think about hiking?*
  - B *They think hiking is easy.*

## Games and Activities

- **Information Gap.** (See Game 40, page 103.)

## Finish the Lesson

- **Teacher Interview.** Students use the target pattern to ask you questions. Answer truthfully and then have volunteers say (*Ms. White*) *thinks (bird-watching) is (disgusting)*.
- Workbook page 53. (Answers, Teacher's Book page 114.)



## Practice Time

**Language Focus:** Adjectives; *Wh-* questions with *what*; gerunds [*What (does) (she) (think) about (hiking)? (She) (thinks) (hiking) is (easy).*]

**Function:** Asking questions about opinions

**Materials Needed:** CD and player; copy of the chant,  
1 per 3–4 students

## Warm-Up and Review

- **Pattern Review: Questions.** Ask *What do you think about climbing mountains?* Several students answer. Do the same with *What do you think about making biscuits?* and *What do you think about playing games?*

## Practice the Patterns

- Students open their books to page 56.

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

🎧 2.29

- Students listen to the recording and repeat, pointing to each picture in their books.
  - A *What does she think about hiking?*
    - B *She thinks hiking is easy.*
  - 1 *What do you think about riding a pony?*  
*I think riding a pony is hard.*
  - 2 *What does she think about fishing?*  
*She thinks fishing is disgusting.*
  - 3 *What do they think about climbing mountains?*  
*They think climbing mountains is exhausting.*
  - 4 *What does he think about making crafts?*  
*He thinks making craft is frustrating.*
  - 5 *What do you think about canoeing?*  
*We think canoeing is fun.*
  - 6 *What do they think about doing jumping jacks?*  
*They think doing jumping jacks is exhausting.*
  - 7 *What does he think about catching caterpillars?*  
*He thinks catching caterpillars is disgusting.*
  - 8 *What does she think about bird-watching?*  
*She thinks bird-watching is easy.*
- 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 54. Practice with a partner.

- Students remain in pairs and look at page 54. They take turns asking and answering questions about the scene using the target patterns and vocabulary items. For example: S1 (pointing to one of the hiking boys): *What does he think about hiking?* S2: *He thinks hiking is fun.*

## C. Listen and chant. 🎧 2.30

- Students turn to the chant *What Do You Think About Hiking?* 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 follow in their books.

### What Do You Think About Hiking?

*What do you think about hiking?*

*I think hiking is exhausting.*

*He thinks hiking is exhausting.*

*What do you think about hiking?*

*I think hiking is fun.*

*Hiking is fun.*

*Hiking is fun.*

*She thinks hiking is fun.*

*What do you think about fishing?*

*I think fishing is frustrating.*

*She thinks fishing is frustrating.*

*What do you think about fishing?*

*I think fishing is fun.*

*Fishing is fun.*

*Fishing is fun.*

*He thinks fishing is fun.*

- 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 of three to four and give each group a copy of the chant. Students in each group cut the chant so that each line is on a separate strip of paper. They then shuffle the strips. Play the recording. Students in each group work together to put the strips in order. Play the recording as many times as necessary to complete the task. Then have the groups each read a stanza to the class.

## Games and Activities

- **Draw and Tell.** (See Game 41, page 103.)

### Extra Practice

Worksheet 15, *What Does She Think?*, page 136. (Answers, page 121.)

## Finish the Lesson

- **I Think.** Say *climb mountains*. Have a volunteer use the target patterns to make a true statement, such as *I think climbing mountains is hard*. Continue with other prompts.
- Workbook page 54. (Answers, Teacher's Book page 114.)



## Reading Time

**Language Focus:** Reading a diary entry

**Materials Needed:** CD and player

### Warm-Up and Review

- **Pattern Review: Chant Along.** Play the recording of the Unit 8 chant, *What Do You Think About Hiking?* while students listen. Play the chant again and have 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.

- See page 14.

### Practice the Reading

- Students read the diary entry silently to themselves.

#### A. Listen and read along. 2.31

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

August 14

Dear Diary,

*I'm having a great time at summer camp! I have swimming every morning in the lake or the pool. After swimming, there are lots of activities. We can choose a different activity every day. I really like mountain climbing, hiking, and crafts. Canoeing is fun, but exhausting, too. Yesterday, we only tipped over once! It was great! My least favorite activity is bird-watching. It's so boring.*

*The food is really good. Sometimes we have barbecues at night. We always tell ghost stories around the campfire.*

*Tomorrow is the last day. I don't want to leave. I made a lot of new friends. I'll miss them! I'll miss the counselors, too. They're really nice.*

*This has been the best two weeks of the summer! But I can't wait to see my dog, Digger.*

#### New Words

diary	summer camp
choose	least
tip over	barbecue
ghost story	campfire
counselor	

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

#### B. Listen and circle True or False. 2.32

- For each number, students listen and circle *True* or *False*.
  - 1 *Annie has swimming at night.*
  - 2 *She thinks canoeing is fun.*
  - 3 *Annie doesn't want to leave summer camp.*
  - 4 *They hardly ever tell ghost stories.*
- Check answers by saying *Number 1. Annie has swimming at night.* Students say *True* or *False* depending on what they circled. If the statement is false choose a volunteer to make it true.

#### ANSWERS

1 False 2 True 3 True 4 False

#### C. Read the question. Write the answer.

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

#### ANSWERS

- 1 She's been at camp for two weeks.
- 2 Bird-watching.
- 3 Yes, they do.
- 4 Her new friends and the counselors.

### Games and Activities

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

- **One Sentence at a Time.** (See Game 60, page 104.)

#### Extra Practice

**Worksheet 16, Camp Wildwood, page 137. (Answers, page 121.)**

### Finish the Lesson

- **Discussion.** Talk with students for four to five minutes about summer camp. Ask if they have ever been to summer camp, and if not, would they like to go. Ask them what they would expect to do at a summer camp.
- Workbook page 55. (Answers, Teacher's Book page 115.)



## Your Time

**Language Focus:** Personalizing opinion language

**Materials Needed:** CD and player

### Warm-Up and Review

- **Reading Review: In Their Own Words.** Students open their books to page 57 and take two to three minutes to review the diary entry. Then have students take turns telling the class, in their own words, something about the reading. For example: *This reading is about Annie's time at summer camp.* Continue until most students have taken a turn. It is okay if more than one student tells the same information.

### Introduce the Lesson

- See page 15.

### Practice the Lesson

- Students open their books to page 58.

#### A. Listen and answer the questions. 2.33

- For each number, students listen to the question and answer it based on their own knowledge and experience.
- Students open their books to page 58.
  - 1 *What do you think about climbing mountains?*
  - 2 *What do you think about bird-watching?*
  - 3 *What do you think about fishing?*
  - 4 *What do you think about speaking English?*
- 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 in the pair fills in his/her own answers in the *You* column. Then each student in the pair asks his/her partner *What do you think about (canoeing)?*, and writes the answers in the *Your Partner* column. Next, each student tells the class about his/her partner, using the information from the chart.

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

- 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

- **Conversation Starters.** (See Game 61, page 105.)

### Finish the Lesson

- **Discussion.** Ask students what their most and least favorite activities are. They can talk about the ones mentioned in the unit, or others. Continue the discussion for four to five minutes.
- Workbook page 56. (Answers will vary.)

#### Assessment

Unit 8 Test, page 158. (Answers, pages 144–145.)



## Languages

**Language Focus:** language terms (*Mandarin Chinese, international, native language, Ireland, Canada, grammar, pronunciation, accent, native speaker*)

**Function:** Identifying language terms and comparing language differences in different parts of the world

**Materials Needed:** CD and player

## Warm-Up and Review

- **Review: Foreign Language Vocabulary Review.** Ask students to turn to page 51 in their Student Books. Students identify the words in the New Words box. Make True/False statements about the tips on learning a foreign language. For example, say *Have a bad attitude*. Students say *False*. Ask volunteers to say the correct sentence, *Have a good attitude*. Ask students which tip they feel is the most important to them. Say *Which tip is your favorite/the best?*

## Introduce the Words

- See page 16.

**CULTURE NOTE** Not only are there different accents of English in different countries, but also across the United States. Americans can usually tell where other Americans come from by listening to their regional accent.

## Practice the Vocabulary

### A. Can you speak a foreign language?

- Students open their books to page 59. They look at the photographs and name anything they can.

### B Listen and repeat. 🎧 2.34

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

<i>Mandarin Chinese</i>	<i>international</i>
<i>Ireland</i>	<i>native language</i>
<i>grammar</i>	<i>Canada</i>
<i>native speaker</i>	<i>pronunciation</i>
<i>accent</i>	
- Say the words in random order. Students point to the words in their books.

### C. Listen and read. 🎧 2.35

- Play the recording. Students listen and read along in their books.  
*Did you know that more people speak Mandarin Chinese than any other language? 15% of the world's population speaks Mandarin, but English is the world's international language. Maybe that's because people speak English as their native language on many different continents.*  
*People speak English differently in different parts of the world. The words aren't always the same. For example, if you ask for a biscuit in America, you'll get a kind of bread. In England, Ireland, or Australia, you'll get a cookie. People in America and Canada say they live in apartments but people in England call them flats. In England, 'color' is spelled 'colour' and 'favorite' is spelled 'favourite'.*  
*The grammar and the pronunciation of words are also sometimes different. It's important to listen to the accents of native speakers from around the world so you can understand all of them.*
- Divide the class into two groups. 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 read the sentences. They then 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

- **Make a Sentence.** (See Game 80, page 106.)

## Finish the Lesson

- **What's the Question?** Keep students divided into small groups. Give an answer to a question that could be asked about the text. For example, say *No, more people speak Mandarin Chinese than any other language in the world*. The first group to write the corresponding question, *Do more people speak English than any other language in the world?* on their designated portion of the board wins a point for their group. The group with the most points wins.
- Workbook page 57. (Answers, Teacher's Book page 118.)



## Project Time

**Language Focus:** Language terms [*My native language is (English). People have different accents. People in the south have a very strong accent.*]

**Materials:** CD and player; poster paper, crayons, markers; pictures of maps of countries and continents and people from different cultures talking together from magazines, newspapers and/or the Internet

## Warm-Up and Review

- **Vocabulary: Language terms.** Students turn to page 59 in their Student Books. Ask students to identify the vocabulary in the New Words box. Ask a student a question about the text, for example, ask *If you ask for a biscuit in England, what will you get?* The student says *A cookie*. Ask volunteers to ask their classmates questions about the text.

### A. Listen and number in order. 🎧 2.36

- Students turn to page 60 in their Student Books. Students listen to the recording and number the pictures 1–4 in the order in which they are read.
  - 1 *Hello. My name's Mark. I'm eleven years old. I'm from Australia. I'm in fifth grade.*
  - 2 *Hey. My name's Kevin. I'm twelve years old. I'm from America. I live in California.*
  - 3 *Hi. My name's Amy. I'm eleven years old. I'm from England. I live in London. London is a great city.*
  - 4 *Hello. I'm Megan. I'm twelve years old. I'm from Ireland. Ireland is beautiful.*
- Check answers by pointing to the first picture in the Student Book. Students say the number they wrote.

### ANSWERS

First picture, Number 4

Second picture, Number 1

Third picture, Number 3

Fourth picture, Number 2

### B. Make a poster about your native language or a different language.

- 1 Hold up page 60 of the Student Book and point to the poster example. Say *A poster*. Students repeat. Focus students' attention on the poster example. Point to the poster and read the sentences, one by one. Students repeat.

*I live in the United States and my native language is English. More than 80% of people in the United States speak English as their native language. People have different accents in every part of the country. For example, people in the south have a very strong accent, but I can still understand them. Over 300 million people in the world speak English as their native language.*
- Then focus students' attention on the questions. Ask students to find the answers to these questions in the poster example. Make sure they understand that they should include this information in their own posters.

- 2 Make sure students have poster paper, crayons, markers, pictures of maps of countries and continents, and people of different cultures talking together from magazines, newspapers and/or the Internet. Students illustrate their posters.

- Students write about a language similar to the poster example in their books.
- Ask volunteers to come to the front and share their posters with the class. Students read their posters to the class.
- Place the posters on the walls of the classroom if possible. If not, place them along the marker tray or on the board with magnets.

### C. What do you think? Ask a partner.

- Focus students' attention on the three 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 his/her partner. For example, *Andrew's native language is Japanese. He can speak two languages, Japanese and English. He'd like to learn French because he'd like to visit Paris.*

## Games and Activities

- **Language Fact Brainstorm.** (See Game 81, page 106.)

## Finish the Lesson

- **Guess the Language.** Ask a student to come to the front and choose a language, and whisper to you what it is. Students ask Yes/No questions trying to get information about the language the student has chosen. The first student to guess the language, replaces the student and continues the activity.
- Workbook page 57. (Answers, Teacher's Book page 118.)





# Work and Hobbies

## Conversation Time

**Language Focus:** Small talk while waiting at the bus stop

**Materials Needed:** CD and player; Wall Chart 9; a ball

### Warm-Up and Review

- **Review: Opinions.** Write *What does she think about riding a pony? She thinks riding a pony is fun.* on the board. Then say *he, make crafts* and elicit the target question. Say *easy* and elicit the target answer. Continue in the same way with different prompts for three to four minutes.

### Introduce the Conversation

- See page 8.

### Practice the Conversation

**A. Listen and repeat. Point to the speakers. Then listen again.** 🎧 2.37

- Play the first version of the conversation. Students listen and repeat, pointing to each speaker.
  - 1 **Emily** *What's up, Ted?*  
**Ted** *I'm waiting for the new exchange student. He's coming on the Number 15 bus.*
  - 2 **Emily** *Is he going to stay with your family?*  
**Ted** *Yes. He's going to stay for the rest of the year.*
  - 3 **Emily** *I can't wait to meet him. What's his name?*  
**Ted** *It's Paolo. He's from Italy. He'll be at school tomorrow.*
  - 4 **Emily** *Great! By the way, did the Number 10 bus go by?*  
**Ted** *Yes. It left five minutes ago.*
  - 5 **Emily** *Oh, no! I missed the bus! I can't believe it.*  
**Ted** *Don't worry. The next bus will be here soon.*
  - 6 **Emily** *But I'm going to be late for my piano lesson downtown. It's at 4:00.*  
**Ted** *Well, it's only 3:50 now. And there's the bus! Boy, are you lucky!*
- Play the second version of the conversation while 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.

- **Listen Carefully.** (See Game 9, page 100.)

### Finish the Lesson

- **Toss the Ball.** (Game 11, page 100.) Students play the game using the target conversation.
- Workbook page 58. (Answers, Teacher's Book page 115.)



## Word Time

**Language Focus:** Actions (*collect coins, study English, teach French, have a pet, own the restaurant, be an exchange student, play chess, sell flowers, work at the bank, paint pictures*)

**Materials Needed:** CD and player

## Warm-Up and Review

- **Conversation Review: Dictation.** Say a line from the Unit 9 conversation. Students write the line on a piece of paper, using correct capitalization and punctuation. The first student to correctly write the line quickly acts it out. Continue in the same way with three to four different lines of the conversation.

## Introduce the Words

- See page 10.

## Talk About the Picture

- Students open their books to page 62. They look at the scene and use complete sentences to identify anything they can.
- Use Student Book page 62. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

There are many people in the **park** today. **This woman** is teaching French to the **children**. The **boy with the notebook** is studying English. The **boy and girl** with the soccer ball are *playing chess*. Paolo is an **exchange student**. He has an **Italian flag** on his shirt. **This boy** is *painting a picture*. The woman is *selling flowers*. Annie has a pet named **Digger**. Near the park there are people *working in a bank*.

- Ask the following questions while pointing to the pictures (**bold** words).  
(**French teacher**) What language is she teaching?  
(**kids with coins**) What do the boy and girl collect?  
What is the boy with the **brush** doing?  
(**man outside restaurant**) Does he own a bank?  
(**woman selling flowers**) What is she selling?  
Do you ever play chess?  
How often do you paint pictures?

## Practice the Words

### A. Listen and repeat. 🎧 2.38

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

1 <i>collect coins</i>	2 <i>study English</i>
3 <i>teach French</i>	4 <i>have a pet</i>
5 <i>own the restaurant</i>	6 <i>be an exchange student</i>
7 <i>play chess</i>	8 <i>sell flowers</i>
9 <i>work at the bank</i>	10 <i>paint pictures</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. 🎧 2.39

- Students listen to the sound effects and words. For the conversations, they point to the speakers (shown in parentheses). Play the recording as many times as necessary to complete the task.
  - A *You're going to play soccer today, aren't you?* (kids playing chess)
  - B *Yes, I am. Do you want to play?*
  - A *No, thanks. I'm busy this afternoon.*
  - A *What do you think about Sunnyville?* (exchange student and friend)
  - B *I think Sunnyville is nice. It's as beautiful as my home city.*
  - A *Where are you from?*
  - B *I'm from Rome.*
  - A *It's time for lunch.* (man and woman at bank)
  - B *I'm not hungry yet.*
  - A *Well, if I skip lunch, I'll be hungry.*
  - B *You're right. Let's go to a restaurant.*

## Games and Activities

- **Memory Chain.** (See Game 22, page 101.)

## Finish the Lesson

- **Act It Out.** Act out *paint pictures*. Ask *What am I doing?* Volunteers respond *You're painting pictures*. Do the same with the remaining target vocabulary, having volunteers take on the teacher's role and pantomime the actions.
- Workbook page 59. (Answers, Teacher's Book page 115.)



## Focus Time

**Language Focus:** *Wh-* questions with *how long*; present perfect tense statements using *for* and *since* [*How long have (you) (played chess)? (I've) (played chess) for (a year). How long has (he) (played chess)? (He's) (played chess) since (1995).*]

**Function:** Asking questions about life experiences

**Materials Needed:** CD and player

## Warm-Up and Review

- **Vocabulary Review: Finish the Phrase.** Use Unit 9 Word Time (Student Book page 62) for reference. Say *bank* and have a volunteer say the corresponding phrase, *work at the bank*. Do the same with the remaining Unit 9 verb phrases.

This lesson is in two parts.

## Part 1: Introduce the Words

- See page 10.

**NOTE** Use *since* when speaking of a specific point in time (for example: *since two o'clock, since Tuesday, since March*). Use *for* when speaking of a period of time (for example: *for two years, for six days, for ten minutes*).

## Practice the Words

- Students open their books to page 63.

### A. Listen and repeat. 🎧 2.40

- Students listen to the recording and repeat each word.
  - 1 *She's had a cold for three days.*
  - 2 *They've played the piano since they were three years old.*

## Part 2: Introduce the Patterns

- **How long have (you) (played chess)? (I've) (played chess) (for) (a year).** Bring a volunteer to the front of the classroom and ask him/her *How long have you played chess?* Students repeat. Write *How long have you played chess?* on the board. Point to and read each word. Students repeat. Say one of the Unit 9 *for* or *since* statements (for example, *for five years*) then ask the question again. He/She formulates an answer according to the statement. Say *I've played chess (for) (five years)*. The volunteer repeats. Write *I've played chess (for) five years* on the board to the right of *How long have you played chess?* Point to and read each word. Students repeat. Do the same with *have a pet, paint pictures, and study English*.
- **How long has (he) (played chess)? (He's) (played chess) (since) (1995).** Do the same as in the first exercise, with a boy to demonstrate *he*.
- **Practice for Fluency.** Say *you, teach French* in a questioning tone. Elicit *How long have you taught French? Say since 1998.* Elicit *I've taught French since 1998.* Continue with prompts for questions and answers—using different pronouns, actions, and *for* or *since*—for three to four minutes.

## Practice the Patterns

### B. Listen and repeat. 🎧 2.41

- Write the text from the pattern boxes on the board. Then play the recording, pointing to each word.
  - A *How long have you played chess?*
  - B *I've played chess for a year.*
  - A *How long has he played chess?*
  - B *He's played chess since 2005.*
- Play the recording again. Students look at the pattern boxes in their books and repeat, pointing to each word.
- Students work with their partners to say the sentences while looking at the pattern boxes in their books.

### C. Look at page 62. Listen and point. 🎧 2.42

- Students look at page 62 and listen to the sound effects and words, pointing to the person/people being talked about. Play the recording as often as necessary to complete the task.
  - A *How long have they collected coins?*
  - B *They've collected coins for seven months.*
  - A *How long has he been an exchange student?*
  - B *He's been an exchange student since Monday.*
  - A *How long has he worked at the bank?*
  - B *He's worked at the bank since 1998.*

## Games and Activities

- **For or Since.** (See Game 42, page 103.)

## Finish the Lesson

- **How About You?** Ask students questions about themselves, their family, and their friends, such as *How long have you studied English? How long have you played baseball? How long has your family lived in this town? How long have you had a pet dog?* Make sure students are using *for* and *since* correctly.
- Workbook page 60. (Answers, Teacher's Book page 115.)



## Practice Time

**Language Focus:** *Wh-* questions with *how long*; present perfect tense statements using *for* and *since* [*How long (has) (he) (studied English)?*  
(*He's (studied English) (for) (two months).*)]

**Function:** Asking questions about life experiences

**Materials Needed:** CD and player

## Warm-Up and Review

- **Pattern Review: What's the Question?** Hold up Student Book page 62 and have students name each action in the scene. Then ask a volunteer (S1) to come to the front and pick an action phrase. S1 asks another student (S2) a question using that action, such as *How long have you had a pet?* S2 uses the target pattern to answer, then comes to the front of the classroom to pick a phrase and ask a question. Continue in the same way for another five minutes.

## Practice the Patterns

- Students open their books to page 64.

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

🎧 2.43

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

A *How long has he studied English?*

B *He's studied English for two months.*

1 *How long have you taught French?*

*I've taught French since 2001.*

2 *How long has he worked at the bank?*

*He's worked at the bank for two years.*

3 *How long has she had a pet?*

*She's had a pet since she was six years old.*

4 *How long has he been an exchange student?*

*He's been an exchange student for three days.*

5 *How long have you owned the restaurant?*

*I've owned the restaurant for six weeks.*

6 *How long have you collected coins?*

*We've collected coins since September.*

7 *How long has he painted pictures?*

*He's painted pictures since 1999.*

8 *How long has she sold flowers?*

*She's sold flowers for two months.*

- 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 62. Practice with a partner.

- Students remain in pairs and look at page 62. They take turns asking and answering questions about the scene using the target patterns and vocabulary items. Students make up whatever periods of time they like. For example: S1 (pointing to the boy painting a picture): *How long has he painted pictures?* S2: *He's painted pictures for three years.*

## C. Listen and chant. 🎧 2.44

- Students turn to the chant *How Long Have You Worked at the Bank?* 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 in their books.

### How Long Have You Worked at the Bank?

*How long have you worked at the bank?*

*I have worked at the bank for 30 years.*

*I have worked at the bank*

*since I was 20 years old.*

*How long has she worked at the bank?*

*She's worked at the bank for 30 years.*

*She's worked at the bank*

*since she was 20 years old.*

*How long have you taught French?*

*I have taught French for 20 years.*

*I have taught French*

*since I was 30 years old.*

*How long has he taught French?*

*He's taught French for 20 years.*

*He's taught French*

*since he was 30 years old.*

- Play the recording again. Students chant along, using their books for reference. Play the recording as many times as necessary for students to become familiar with the chant.
- Write *work at the bank* at the top of the board and bring a girl volunteer to the front to stand under the phrase. Write *teach French* next to *work at the bank* and bring up a boy volunteer to stand under that phrase. Then divide the class into Groups A and B. Play the karaoke version. Group A chants the questions, pointing to the girl and boy volunteers as appropriate. The girl chants the answers in the first verse, the boy chants the answers in the third verse, and Group B chants the answers in the second and fourth verses. Groups then change roles and chant again.

## Games and Activities

- **Question/Answer Chain.** (See Game 43, page 103.)

### Extra Practice

Worksheet 17, *How Long?*, page 138. (Answers, page 121.)

## Finish the Lesson

- **About Me.** Students say true sentences about themselves using the target pattern, such as *I have worn glasses since 2000. I have studied piano since I was five years old.* Continue until most students have taken a turn.
- Workbook page 61. (Answers, Teacher's Book pages 115–116.)



## Reading Time

**Language Focus:** Reading a pamphlet

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

### Warm-Up and Review

- **Pattern Review: Chant Along.** Play the Unit 9 chant, *How Long Have You Worked at the Bank?* while students listen. Then play the chant again and have 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.

- See page 14.

### Practice the Reading

- Students read the pamphlet silently to themselves.

#### A. Listen and read along. 🎧 2.45

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

##### *Sunnyville Foreign Exchange Program*

*Would you like to visit a foreign country? Would you like to live in a foreign country? Yes? Then the Sunnyville Foreign Exchange Program is for you.*

*Our program sends students to Europe, Asia, Australia, Africa, and South America. We also bring foreign students to Sunnyville. Students in our program live with a host family for a semester or a school year. Students in the program experience a different culture, learn a foreign language, and make many new friends. The host family is there to help the exchange student adjust to the new culture.*

*If you would like to find out more about the program, or if you would like to be a host parent, come to our office on Main Street for more information.*

##### **New Words**

would like	country
send	many
host family	semester
experience	culture
adjust	

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

#### B. Listen and circle True or False. 🎧 2.46

- For each number, students listen and circle *True* or *False*.
  - 1 The program brings students to Sunnyville.
  - 2 The program sends students to Africa.
  - 3 Students can learn a new language.
  - 4 Sometimes students stay in a hotel.
- Check answers by saying *Number 1. The program brings students to Sunnyville*. Students say *True* if they circled *True* or *False* if they circled *False*. If the statement is false, choose a volunteer to make it true.

##### **ANSWERS**

1 True 2 True 3 True 4 False

#### C. Read the question. Write the answer.

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

##### **ANSWERS**

- 1 Europe, Asia, Australia, Africa, and South America.
- 2 The host family does.
- 3 They'll experience a different culture.
- 4 For a semester or a school year.

### Games and Activities

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

- **Sentence Strips.** (See Game 62, page 105.)

##### **Extra Practice**

**Worksheet 18, The Exchange Student, page 139. (Answers, page 121.)**

### Finish the Lesson

- **Discussion.** Ask students if they would like to be exchange students. Ask them which country they would like to go to and why, and what they would like to learn from their experience.
- Workbook page 62. (Answers, Teacher's Book page 116.)



## Your Time

**Language Focus:** Personalizing past experience language

**Materials Needed:** CD and player

### Warm-Up and Review

- **Reading Review: Listen and Read.** Play the recording of the Unit 9 reading. Students listen. Then volunteers open their books to page 65 and read the pamphlet, one sentence per student.

### Introduce the Lesson

- See page 15. Ask four to five questions about students' experiences (see below).

Suggested Questions:

*How long have you known your best friend?*

*How long have you played the piano?*

*How long have you gone to this school?*

*How long have you used a computer?*

*How long have you had a pet?*

### Practice the Lesson

- Students open their books to page 66.

#### A. Listen and answer the questions. 2.47

- Play the recording. For each number, students listen to the question and answer it based on their own knowledge and experience.
  - 1 *How long have you studied English?*
  - 2 *How long have you been at school today?*
  - 3 *How long have you been a student?*
  - 4 *How long have you lived in your town?*
- 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 verb phrases. Then ask your classmates and write their names and answers in the chart.

- Each student chooses four verb phrases and writes them in the chart. Then they circulate around the classroom, asking their classmates *How long have you (studied English)?* and recording the answers they hear in the space provided. Student then share their answers with the class.

#### 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 dividing the class into pairs and having students in each pair read one statement and answer to the class.

#### ANSWERS

Answers will vary.

## Games and Activities

- **Who Am I?** (See Game 63, page 105.)

### Finish the Lesson

- **Discussion.** Ask students if they would like to be a host family to another student. Ask which country they would like to have the student be from, and what they would like to help that student learn about their school, town, and country.
- Workbook page 63. (Answers will vary.)

#### Assessment

Unit 9 Test, page 159. (Answers, page 145.)





# The Graduation Party

## Conversation Time

**Language Focus:** Getting and giving directions

**Materials Needed:** CD and player; Wall Chart 10

### Warm-Up and Review

- **Review: Questions.** Students open their books to page 63 and review the Focus Time patterns and vocabulary. Ask students *How long have you known your best friend?* and have volunteers answer with any appropriate response, such as *I've known her since 1999*, or *I've known her for three years*. Continue with other questions for about five minutes.

### Introduce the Conversation

- See page 8.

### Practice the Conversation

#### A. Listen and repeat. Point to the speakers. Then listen again. 2.48

- Play the first version of the conversation. Students listen and repeat, pointing to each speaker.
  - 1 **Grandpa** *Excuse me, officer. Can you please give us directions to the Sunnyville Elementary School?*  
**Officer** *Of course. It's not far.*
  - 2 **Grandpa** *We're going to the graduation party. Our grandson Bob is graduating.*  
**Officer** *That's great! My daughter Emily is graduating, too. I'll be there later.*
  - 3 **Grandma** *Harold! We have to hurry. The ice cream is melting!*  
**Grandpa** *Oh, no!*
  - 4 **Officer** *Here's a map. Turn left at the light and go straight for two blocks. Then take a right on Elm Street by the bank.*
  - 5 **Grandpa** *Right by the bank?*  
**Officer** *Yes, then go down Elm for four blocks. The school will be on the left corner.*
  - 6 **Grandma and Grandpa** *Thanks, officer.*  
**Officer** *You're welcome. Drive safely!*
- Play the second version of the conversation. Students listen.

#### 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 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 books for reference.

- **Give Directions.** (See Game 10, page 100.)

### Finish the Lesson

- **Say It Together.** (Game 13, page 100.) Play the game using the target conversation.
- Workbook page 64. (Answers, Teacher's Book page 116.)



## Word Time

**Language Focus:** Actions (*color the banner, write the poem, decorate the room, draw the posters, cook the meal, make the cake, sing the song, blow up the balloons, sign the card, tell the stories*)

**Materials Needed:** CD and player

## Warm-Up and Review

- **Conversation Review: Say Alternate Lines.** Play the recording of the Unit 10 conversation. Then divide the class into thirds and assign each third a role from the conversation. Students recite the conversation, using their books if necessary. Switch roles twice so that each group recites each role.

## Introduce the Words

- See page 10.

## Talk About the Picture

- Students open their books to page 68, look at the scene and use complete sentences to identify anything they can.
- Use Student Book page 68. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

There's a graduation party today. A **girl** is *writing a poem*. Other children are *drawing posters, decorating the room, and blowing up balloons*. Ms. Apple *made a cake* and Ted and Ms. Lee are *cooking the meal*. A boy is standing on a **tall ladder** and *coloring a banner*. There is a **big "Thank you" card** to the teacher and a boy is *signing the card*. **This boy and girl** are *laughing* because **Joe** is *telling a story*.

- Ask the following questions while pointing to the pictures (**bold** words).  
Why are these people having a party?  
What do you think about graduation parties?  
(**boy signing card**) What's he doing?  
(**girl writing poem**) What's she doing?  
Have you ever written a poem?  
Did Annie make the cake?  
Have you ever made a cake?

## Practice the Words

### A. Listen and repeat. 🎧 2.49

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

1 <i>color the banner</i>	2 <i>write the poem</i>
3 <i>decorate the room</i>	4 <i>draw the posters</i>
5 <i>cook the meal</i>	6 <i>make the cake</i>
7 <i>sing the song</i>	8 <i>blow up the balloons</i>
9 <i>sign the card</i>	10 <i>tell the stories</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. 🎧 2.50

- Play the recording. Students listen. For the conversations, they point to the speakers (shown in parentheses). Play the recording as many times as necessary to complete the task.  
**A** *How was your report card?* (kids drawing posters)  
**B** *Great. I got an A in art.*  
**A** *I thought your art grade was good. You draw really well.*  
**B** *Thanks. I think art is interesting. It's my favorite class.*  
**A** *Are you going to set the table?* (women by the table)  
**B** *I can't. I'm as busy as a bee.*  
**A** *Well, let's ask Joe. He isn't busy.*  
**A** *Aren't you scared?* (boys with ladder)  
**B** *No, I'm not. This isn't scary. It's easy.*

## Games and Activities

- **Information Gap.** (See Game 23, page 101.)

## Finish the Lesson

- **Match It.** Write the words of the verbs phrases in a scattered way all around the board. Have volunteers match parts of each verb phrase and cross out each word as they match them correctly. Continue until all the words are crossed out.
- Workbook page 65. (Answers, Teacher's Book page 116.)



## Focus Time

**Language Focus:** Past passive tense; *Wh-* questions with *Who* [*Who (sang the song)? The (song was sung) by (Ivy).*]

**Function:** Asking questions about past actions

**Materials Needed:** CD and player

## Warm-Up and Review

- **Vocabulary Review: Charades.** Hold up Unit 10 Word Time (Student Book page 68) and have students name each activity. Bring a volunteer to the front of the classroom and have him/her pick one of the actions and act it out for the class. The first student to guess correctly, saying *You're (blowing up the balloons)*, comes up, picks an activity, and acts it out. Continue until all the actions have been acted out.

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. 🎧 2.51

- Students listen to the recording and repeat each word.
  - 1 color, colored, was colored, were colored
  - 2 write, wrote, was written, were written
  - 3 decorate, decorated, was decorated, were decorated
  - 4 draw, drawn, was drawn, were drawn
  - 5 cook, cooked, was cooked, were cooked
  - 6 make, made, was made, were made
  - 7 sing, sang, was sung, were sung
  - 8 blow up, blew up, was blown up, were blown up
  - 9 sign, signed, was signed, were signed
  - 10 tell, told, was told, were told

## Part 2: Introduce the Patterns

- **Who (sang the song)? The (song was sung) by (Ivy).** Bring a volunteer to the front of the classroom and have her sing a short song. Then ask seated students *Who sang the song?* Students repeat. Write *Who sang the song?* on the board. Point to and read each word. Students repeat. Then ask the question again and have students formulate an answer. Say *The song was sung by (Ivy).* Students repeat. Write *The song was sung by Ivy.* on the board. Point to and read each word. Students repeat. Do the same with *blow up the balloons*, *decorate the room*, and *draw the posters*.
- **Practice for Fluency.** Say *sign the card* and elicit *Who signed the card?* Say *Ted* and elicit *The card was signed by Ted.* Continue in the same way with different actions and actors for three to four minutes.

**NOTES** 1 The subject of *The song was sung by Bill and Ted* is *song* and not *Bill and Ted*. Therefore the verb *was sung* agrees with *song*.  
2 It is not incorrect to answer the question *Who sang the song?* by saying *Ivy sang the song*.

## Practice the Patterns

### B. Listen and repeat. 🎧 2.52

- Write the text from the pattern boxes on the board. Then play the recording, pointing to each word while students listen.
  - A *Jack bought the cookies. The cookies were bought by Jack.*
  - B *Sue opened the box. The box was opened by Sue.*
  - A *Who sang the song?*
  - B *The song was sung by Ivy.*
- Play the recording again. Students look at the pattern boxes in their books and repeat, pointing to each word.
- Students work with their partners to say the sentence while looking at the pattern boxes in their books.

### C. Look at page 68. Listen and point. 🎧 2.53

- Students look at page 68 and listen to the sound effects and words, pointing to the people being talked about. Play the recording as many times as necessary to complete the task.
  - A *Who colored the banner?*
  - B *The banner was colored by Matt.*
  - A *Who blew up the balloons?*
  - B *The balloons were blown up by Jan.*
  - A *Who drew the posters?*
  - B *The posters were drawn by Bob and Kim.*

## Games and Activities

- **Around the Circle: Past Passive.** (See Game 44, page 103.)

## Finish the Lesson

- **Words to Sentence.** Say *write the poem*. Point to a student (S1) and elicit *The poem was written by (Ed)*. The student that S1 named (S2) is the next to make a sentence. Point to S2 and say *cook the meal*. Continue with all the Unit 10 verb phrases.
- Workbook page 66. (Answers, Teacher's Book page 116.)



## Practice Time

**Language Focus:** Past passive tense; *Wh-* questions with *Who* [*Who (told the stories)? The (stories were told) by (Joe).*]

**Function:** Asking questions about past actions

**Materials Needed:** CD and player

### Warm-Up and Review

- **Pattern Review: Make a Sentence.** Write *Who colored the banner? The banner was colored by Val.* on the board. Point to each sentence and have students read it. Then say *make the cake* and elicit *Who made the cake? Say Dave* and elicit *The cake was made by Dave.* Continue in the same way with different actions and names for three to four minutes.

### Practice the Patterns

- Students open their books to page 70.

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

🔊 2.54

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

A *Who told the stories?*

B *The stories were told by Joe.*

1 *Who blew up the balloons?*

*The balloons were blown up by Jan.*

2 *Who cooked the meal?*

*The meal was cooked by Ms. Lee and Ted.*

3 *Who signed the card?*

*The card was signed by Mike.*

4 *Who decorated the room?*

*The room was decorated by Annie.*

5 *Who drew the posters?*

*The posters were drawn by Bob and Kim.*

6 *Who wrote the poem?*

*The poem was written by Emily.*

7 *Who colored the banner?*

*The banner was colored by Matt.*

8 *Who made the cake?*

*The cake was made by Ms. Apple.*

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

#### B. Look at page 68. Practice with a partner.

- Students remain in pairs and look at page 68. They take turns making statements about the scene using the target patterns and vocabulary items. For example: S1 (pointing to the cake): *Who made the cake?* S2 (pointing to Ms. Apple): *The cake was made by Ms. Apple.*

### C. Listen and chant. 🔊 2.55

- Students turn to the chant *The Room Was Decorated by Annie* 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. Then play the recording. Students follow in their books.

#### The Room Was Decorated by Annie

*The room was decorated by Annie.*

*The balloons were blown up by Annie.*

*The banner was made by Annie.*

*But the cake was made by Dan.*

*The card was signed by Annie.*

*The posters were drawn by Annie.*

*The poem was written by Annie.*

*But the story was told by Penny.*

- 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.
- Assign all the Unit 10 Word Time actions to volunteers. Play the karaoke version. Students chant along, with the volunteers standing up when “their” action is named.

### Games and Activities

- **Fill in the Chart.** (See Game 45, page 103.)

#### Extra Practice

Worksheet 19, Play a Game!, page 140. (Answers, page 121.)

### Finish the Lesson

- **What Did You Do?** Students take turns standing up and saying one thing they did yesterday. Students take notes on their classmates’ statements. Then use the target patterns to ask questions about what was done yesterday. For example: Ask *Who made breakfast?* Students answer *Breakfast was made by (Tom and Kate).*
- Workbook page 67. (Answers, Teacher’s Book page 116.)



## Reading Time

**Language Focus:** Reading an article on a web site

**Materials Needed:** CD and player

### Warm-Up and Review

- **Pattern Review: Clap and Say.** Write *The posters were drawn by Mari.* on the board, and use Unit 10 Focus Time (Student Book page 69), Past Passive column, for reference. Show students how to clap together with the same, steady beat. Point to one of the target phrases and use those words and your own name in a sentence. For example: *The posters were drawn by (Mari).* Say the sentence in the space of three claps. Point to another phrase and to the first student in the first row and have him/her say a sentence in the same way. Continue up and down the rows until all students have said a sentence.

### 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.

- See page 14.

### Practice the Reading

- Students read the article silently to themselves.

#### A. Listen and read along. 🎧 2.56

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

*Sunnyville Elementary School Home Page*

*What's New*

*Last Saturday, the sixth grade graduation party was held in the SES gym. The party was organized by the students. They decorated the gym with streamers and balloons. Ted and his mother made spaghetti and meatballs, garlic bread, and iced tea. The cake was made by Ms. Apple, and the homemade ice cream and cookies were brought by Bob's grandparents. The food was delicious!*

*The students' families and teachers arrived at 6:00. Entertainment was provided by the students. They gave speeches, told jokes, and recited poems. Ivy sang the school song beautifully. Everyone was having fun when the party ended at 10:00.*

*The students are sad to leave SES, but they are excited to attend Sunnyville Junior High School next fall. Congratulations, Sixth Grade!*

**New Words**

sixth	bash
gym	organize
streamers	homemade
entertainment	provide
recite	beautifully
end	attend

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

#### B. Listen and circle True or False. 🎧 2.57

- For each number, students listen and circle *True* or *False*.
  - 1 *The gym was decorated with streamers and balloons.*
  - 2 *The party was organized by the families and teachers.*
  - 3 *The party ended at 6:00.*
  - 4 *The school song was sung by Ivy.*
- Check answers by saying *Number 1. The gym was decorated with streamers and balloons.* Students say *True* if they circled *True*, and *False* if they circled *False*. If the statement is false choose a volunteer to make it true.

#### ANSWERS

1 True 2 False 3 False 4 True

#### C. Read the question. Write the answer.

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

#### ANSWERS

- 1 The entertainment was provided by the students.
- 2 They brought homemade ice cream and cookies.
- 3 It was held in the SES gym.
- 4 Because they will attend Sunnyville Junior High School in the fall.

### Games and Activities

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

- **Our Party.** (See Game 64, page 105.)

#### Extra Practice

**Worksheet 20, Graduation Party, page 141. (Answers, page 121.)**

### Finish the Lesson

- **Discussion.** Ask students about how they feel about leaving elementary school and going to junior high. Ask them if they want a big graduation party and if so, what it would be like.
- Workbook page 68. (Answers, Teacher's Book page 117.)



## Your Time

**Language Focus:** Personalizing action language

**Materials Needed:** CD and player

### Warm-Up and Review

- **Reading Review: In Their Own Words.** Students open their books to page 71 and take two to three minutes to review the story. Then have students take turns telling the class, in their own words, something about the reading. For example: *This reading is about the SES sixth grade bash.* Continue until most students have taken a turn. It is okay if more than one student tells the same information.

### Introduce the Lesson

- See page 15. Ask five to six questions about actions (see below).

Suggested Questions:

*In our class, is English taught by the students?*

*Is your book read by your cat?*

*Is the car driven by your father?*

*Is your computer game used by your mother?*

### Practice the Lesson

- Students open their books to page 72.

#### A. Listen and answer the questions. 2.58

- Play the recording. For each number, students listen to the question and answer it based on their own knowledge and experience.
  - 1 *At your house, is the laundry done by your mother?*
  - 2 *At your house, is dinner cooked by your father?*
  - 3 *At your house, is the kitchen cleaned up by your mother?*
  - 4 *At your house, are the beds made by your father?*
- 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 happened at your party? Write five classmates' names. Then ask your partner.

- Divide the class into pairs. Each student writes the name of a different classmate in each row of the *You* column. Then have partners ask each other *Who (decorated the room)?* and fill in the partner's answers in the *Your Partner* column. When they are finished with all the questions, each pair shares its answers with the class.

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

- 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

- **My Family.** (See Game 65, page 105.)

### Finish the Lesson

- **Parties.** Have students talk about the best party they've ever been to. Ask them why it was fun and what kind of decorations, food, and entertainment was there.
- Workbook page 69. (Answers will vary.)

#### Assessment

Unit 10 Test, page 160. (Answers, page 145.)



## Immigration

**Language Focus:** Immigration terms (*immigrated, poor, Ellis Island, New York Harbor, citizen, ancestor, passport, visa*)

**Function:** Identifying immigration terms and understanding the early American immigration experience

**Materials Needed:** CD and player

### Warm-Up and Review

- **Review: Foreign Experience Vocabulary Review.** Ask students to turn to page 59 in their Student Books. Students identify the words in the New Words box. Ask three students to come to the front and give each student a marker. Say an incomplete sentence from the text on page 59. For example, say *We also bring BLANK BLANK to Sunnyville.* The first student to write *foreign students* on the board takes on the role of the teacher and continues the activity with three new volunteers.

### Introduce the Words

- See page 16.

**CULTURE NOTE** The United States is one of the most diverse countries in the world because of immigration. The U.S. accepts more legal immigrants as permanent residents than any other country in the world. Over 1,000,000 people became naturalized American citizens in 2008.

### Practice the Vocabulary

#### A. Would you like to move to another country?

- Students open their books to page 73, look at the photographs and name anything they can.

#### B. Listen and repeat. 🎧 2.59

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

<i>immigrated</i>	<i>poor</i>
<i>Ellis Island</i>	<i>New York Harbor</i>
<i>citizen</i>	<i>ancestor</i>
<i>passport</i>	<i>visa</i>
- Say the words in random order. Students point to the words in their books.

#### C. Listen and read. 🎧 2.60

- Play the recording. Students read along in their books.  
*On March 23rd, 1918, 11-year-old Antonio Rossi immigrated to the United States with his family. "We were very poor in Italy and my father didn't have a job," said Antonio. They went by ship. "It took two weeks and it was a difficult trip. The ship was dirty and many people got sick. There wasn't much food. When we arrived, we went to Ellis Island in New York Harbor."*

*"We were asked: Do you have any money? Where are you going to live? And then the doctor checked us," said Antonio. "After a few hours, we entered the United States! It was exciting but scary because we couldn't speak English!"*

*Over 100 million American citizens have an ancestor that immigrated through Ellis Island between 1892 and 1954. They didn't need a passport or a visa then. Today Ellis Island is a popular museum.*

- Divide the class into two groups. 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. Read and circle the correct word.

- Students read the sentences and circle the word which best completes the sentence.
- Check answers by having volunteers read their completed sentences.

### Games and Activities

- **Sentence Chain.** (See Game 82, page 106.)

### Finish the Lesson

- **Answer Relay.** Divide the students into groups of five. Have each group stand in line at the board. Designate one part of the board for each group. Give a marker to the first student. Ask *Who went to the United States?* Students write *Antonio Rossi and his family.* as quickly as they can. As soon as he/she can, the first student hands the marker to the second student and goes to the back of the line. Say the second question as soon as the first student to write the correct answer has finished, *When did they go?* Continue in this way asking *How did they go? How long did it take? Why was it a difficult trip?* The group that has written the most correct answers in the shortest time wins.
- Workbook page 70. (Answers, Teacher's Book page 117.)



# Project Time

**Language Focus:** Immigration terms. [(We're) immigrating to the (United States). I'm going to miss my (friends). It will be difficult to speak English all the time.]

**Materials Needed:** CD and player; poster paper, crayons, markers; pictures of maps of countries and people and scenes from different places around the world.

## Warm-Up and Review

- **Vocabulary: Immigration terms.** Students turn to page 73 in their books. Ask students to identify the vocabulary in the New Words box one by one. Ask students to say any one thing they remember from the text, for example, *Antonio Rossi was eleven years old when he immigrated to the U.S. or Over 100 million Americans have an ancestor that immigrated through Ellis Island.* Ask students not to repeat statements that other students have made.

### A. Listen and number in order. 2.61

- Students turn to page 74 in their books. Students listen to the recording and number the pictures 1–4 in the order in which they are read.
  - 1 *The Minelli family was poor. Mr. Minelli didn't have a job. They decided to immigrate to the United States.*
  - 2 *The trip on the ship was difficult. It took two weeks. The ship was dirty. There were lots of people on the ship.*
  - 3 *They arrived at Ellis Island on September 10th, 1929. They were tired but they were excited.*
  - 4 *Today, Gina Minelli is visiting the Ellis Island Museum. She wants to learn about her ancestors.*
- Check answers by pointing to the first picture in the Student Book. Students say the number they wrote.

### ANSWERS

First picture, Number 4  
Second picture, Number 1  
Third picture, Number 2  
Fourth picture, Number 3

### B. Write a letter about immigrating to the United States.

- 1 Hold up page 74 of the Student Book and point to the letter example. Say *A letter*. Students repeat. Focus students' attention on the letter example. Point to it and read the sentences, one by one. Students repeat.

*My mother, father, brother, and I are immigrating to the United States. We're taking clothes, books, and a lot of photographs.*

*I'm taking my computer games and my laptop computer. I'm going to miss my friends and grandfather a lot. I hope they visit us in the United States. It will be difficult to speak English all the time!*

*From Megan*

- Then focus students' attention on the questions. Ask students to find the answers to these questions in the letter example. Make sure they understand that they should include this information in their own letters.

- 2 Make sure students have paper, crayons, markers and pictures of maps of countries, people and scenes from different places around the world from magazines, newspapers and/or the Internet. Students illustrate their posters.

- Students write a letter about immigrating similar to the letter example in their books.
- Volunteers come to the front and share their letters with the class. Students read their letters to the class.
- Place the letters on the walls of the classroom if possible. If not, place them along the marker tray or on the board with magnets.

### C. What do you think? Ask a partner.

- Focus students' attention on the three questions. Each student answers the questions.
- Divide the class into pairs. Partners ask and answer questions. Each pair stands and tells the class about his/her partner. For example, *Tina's going to immigrate to the U.S. with her mother. She's going to take her stuffed animal collection and her computer. She's going to miss her cousins the most. It will be difficult for her to get used to different food.*

## Games and Activities

- **Memory Chain.** (See Game 83, page 106.)

## Finish the Lesson

- **Is That Right?** Divide the class into two teams. One student from the first team stands up and says, for example, *I'm going to the U.S. with my parents and sister. I'm taking my books and my cell phone. I'll miss my friends the most. It will be difficult to watch TV. Is that right?* The other team has to remember if this information is the same as the information in that student's letter. The team gets one point for saying correctly whether the information is right or not. They get another point for each "wrong" information statement they can correct. Alternate turns. The team with the most points wins.
- Workbook page 70. (Answers, Teacher's Book page 117.)



## 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 41, 47, 53, 61, 67). Elicit each conversation.

### Practice the Language

- Students open their books to page 75.

#### A. Listen and circle the correct picture. 2.62

- For each number, students circle the picture that corresponds to the conversation they hear.

- Ted** Look, Mom! Isn't this cool?

**Ms. Lee** Yes. But this one is better than that one.

**Ted** The green one? You're right. But it's way too big.

**Clerk** Can I help you find something?

**Ms. Lee** Yes, my son likes this green cap, but it's too big.

**Clerk** Here's a small. Try it on.

**Ted** What do you think, Mom?

**Ms. Lee** You look terrific!
- Boy** How was your report card, Ivy?

**Ivy** Not too good. Mostly C's.

**Boy** That's funny. I thought your grades were good.

**Ivy** My homework scores are high, but I don't do well on my tests.

**Boy** Why not?

**Ivy** I don't know. I study hard. I guess I get too nervous.

**Boy** Will your parents be upset?

**Ivy** No. They understand.
- Woman** Mike, please throw that away.

**Mike** Why? I'm not finished yet.

**Woman** You're not allowed to eat or drink in the library.

**Mike** Really? Nobody told me.

**Woman** Well, it says so right here. These are the rules for the library.

**Mike** No food or beverages in the library. I'm sorry.

**Woman** That's okay.
- Kim** What's up, Annie?

**Annie** I'm waiting for the new exchange student. She's coming on the Number 15 bus.

**Kim** Is she staying with your family?

**Annie** Yes. She's going to stay for the rest of the year.

**Kim** What's her name?

**Annie** It's May Li. She's from Hong Kong. She'll be at school tomorrow.

**Kim** Great. I can't wait to meet her.

**5 Grandpa** Excuse me, officer. Can you please give me directions to the Sunnyville Elementary School?

**Officer** Of course. It's not far.

**Grandpa** I'm going to the graduation party.

**Officer** That's great. My daughter is graduating. I'll be there later.

**Grandpa** I have to hurry. My ice cream is melting!

**Officer** Oh, no! Here's my map.

- 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 c 3 b 4 b 5 c

#### B. Listen and circle the correct answer. 2.63

- For each number, students circle the number or words that they hear discussed in the conversation.
- Clerk** How can I help you?

**Boy** I like this cap. Does it come in green?

**Clerk** No, it doesn't.

**Boy** Does it come in any other colors?

**Clerk** It comes in black and blue.

**Boy** What about red?

**Clerk** No. It doesn't come in red.

**Boy** Okay, I'll take blue.

**Clerk** Great. The total is eight dollars and fifty cents.

**A** What color does he buy? Circle the correct color.
  - Boy** How was your report card?

**Girl** Pretty good. I got mostly A's.

**Boy** That's great.

**Girl** How did you do?

**Boy** I got a C in health. But I got A's in English, science, history, and geography.

**Girl** Wow! So you got mostly A's, too. That's terrific.

**A** How were their report cards? Circle the correct grades.
  - Man** You're not allowed to eat or drink by the pool.

**Boy** What happens if you break the rules?

**Man** If you break the rules, you can't use the pool for 36 hours.

**Girl** Thirty-six hours? It says 24 hours.

**Man** Where?

**Girl** Right here.

**Man** Oh. You're right.

**A** If you break the rules, how long until you can use the pool again? Circle the correct amount of time.



- 4 **Girl** Excuse me. *Did the Number 12 bus go by?*  
**Woman** Yes, it did. *The Number 12 bus left five minutes ago.*  
**Girl** Oh, no! *I missed the bus. It's 4:00. I'm late for my violin lesson.*  
**Woman** It isn't 4:00. It's 4:05. *The next bus will be here soon.*  
**Girl** Good. *There it is. No, wait, that isn't a Number 12 bus. Oh, well.*  
**A** *What time is it now? Circle the correct time.*

- Check the answers by having students listen to the conversations again. Stop the recording after each conversation and have students say the number or words they have circled.

#### ANSWERS

1 blue 2 mostly A's 3 24 hours 4 4:05

### Games and Activities

- **Illustrators.** (See Game 72, page 105.)

### Finish the Lesson

- **Who Says It?** Read conversation 4 from exercise A. 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 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.** Students turn to each Word Time page (pages 42, 48, 54, 62, 68) and Focus Time page (pages 43, 49, 55, 63, 69). Elicit each vocabulary item and pattern.

### Work with the Pictures

- Students open their books to pages 76 and 77.
- Divide the class into groups of three to find and name any items or characters they recognize in the pictures.
- Ask each group how many items they found, naming as many items or characters as they can, using complete sentences when possible.
- Then each group names one item; 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 reading will be about.

### Practice the Reading: Interview with Digger

#### A. Listen and read along. Then number the pictures.

2.64

- Students listen and read along.

#### Dogs' Daily

- 1 **Reporter** *Hi, Digger! Where were you born?*  
**Digger** *I was born here in Sunnyville.*  
**Reporter** *Where do you go to school?*  
**Digger** *I go to school at Dog Day School. I've been a student there since I was a year old.*  
**Reporter** *What do you think about studying English?*  
**Digger** *I think studying English is fun! I've studied English for four years.*
- 2 **Reporter** *What is your favorite subject?*  
**Digger** *My favorite class is music. I play the flute.*  
**Reporter** *Where do you live now?*  
**Digger** *I live at 49 Maple Lane, with Annie.*  
**Reporter** *How long have you lived with Annie?*  
**Digger** *I've lived with Annie since I was six months old. We live near Ted. Ted is Annie's best friend.*
- 3 **Reporter** *Who is your best friend, Digger?*  
**Digger** *Max. Last night I had a birthday party for Max. The meal was cooked by our friend Pat, and the cake was made by our friend Doc. I decorated the room. It was a lot of fun.*  
**Reporter** *What do you like to do?*  
**Digger** *Well, I like to go to the mall with Max.*  
**Reporter** *What do you do at the mall?*  
**Digger** *We always have lots of fun!*



4 **Reporter** Do you ever play games?

**Digger** Well, we often play games. We always have lunch. We usually go shopping at Dog Land. Yesterday, I bought a candy bar. I haven't eaten the candy bar yet.

**Reporter** Do you ever see a movie at the mall? You should see Puppy Love.

**Digger** I've already seen Puppy Love. It was great. I think we're going to go see The Doghouse tomorrow.

- 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, 1, 3, 2

### Practice the Reading: Interview with Max

#### A. Listen and read along. Then number the pictures.

🔊 2.65

- Students listen and read along.

##### Dogs' Daily

1 **Reporter** You have an interesting house, Max.

**Max** Thanks! I decorated this room by myself. The picture was painted by Digger. Isn't it great?

**Reporter** Yes. You're proud of Digger, aren't you?

**Max** Yes! Digger is a great artist.

**Reporter** How long have you and Digger been friends?

**Max** We've been friends for six years. We were born here in Sunnyville. My house is near Digger's house.

2 **Reporter** How long have you gone to school, Max?

**Max** I've gone to Dog Day School for three years.

**Reporter** What's your favorite class?

**Max** I think health is interesting. But my homework scores aren't very high, and I don't do well on my tests.

**Reporter** Maybe you should talk to Digger. I bet he can help.

**Max** You're right! I'll talk to him. His report card was great.

**Reporter** Are you ever bored at school?

**Max** No, I think school is fun.

3 **Reporter** What do you like to do after school?

**Max** I like playing the cymbals. I like going to the mall with Digger, too.

**Reporter** What did you do last summer?

**Max** I went to Wildwood Dogs' Camp. Have you ever been there?

**Reporter** No, I haven't.

**Max** Well, it was more fun than school!

4 **Reporter** What did you do at camp, Max?

**Max** There were a lot of different activities every day—fishing, hiking, canoeing, and more! I think canoeing is scary. I fell into the lake.

**Reporter** I'm sorry to hear that.

**Max** Oh. That's okay.

**Reporter** How was the food at camp?

**Max**

It was great. We usually had a barbecue at night. On the last night, we had a big party with cake and ice cream. The cake was made by the counselors.

- 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

1, 4, 2, 3

### Games and Activities

- **Tell the Story.** (See Game 73, page 105.)

### Finish the Lesson

- **Likes.** Students make lists of the activities Digger and Max like to do.
- Workbook pages 74–75. (Answers, Teacher's Book pages 117–118.)



# Word Time and Focus Time Review

**Review Focus:** Units 6–10 vocabulary and patterns

**Materials Needed:** CD and player

## Warm-Up

- **Questions.** Ask students *Have you already done your homework today?* Several students answer. Continue with *What do you think about hiking?* and *What does your mother think about cooking?*

## Review

- Students open their books to page 78.

### A. Read and write.

- Divide the class into pairs. Students in each pair work together to fill in the blanks based on the pictures next to the reading. Check answers by asking volunteers to read each sentence of the paragraph.

#### ANSWERS

caterpillars, really, playing, puzzles

### B. Read and complete the puzzle.

- Divide the class into pairs. Students in each pair work together to fill in the crossword puzzle. Check the answers by having volunteers read the completed sentences.

#### ANSWERS

Across

- 1 postcards
- 2 banner
- 3 student
- 4 easy

Down

- 5 blown
- 6 candy bar
- 7 magazine
- 8 history

## Games and Activities

- **Talking.** (See Game 74, page 105.)

## Finish the Lesson

- **What Do You Think?** Say *interesting*. Have volunteers name things that they think are interesting (for example: *I think nature shows are interesting*). Continue with *exhausting*, *easy*, and *disgusting*.
- Workbook pages 72–73. (Answers, Teacher's Book page 117.)



## Pairwork

**Review Focus:** Personalizing Units 6–10 language

**Materials Needed:** CD and player

### Warm-Up

- **Questions.** Ask students *What do you think is fun?* Several students answer. Do the same with *Have you already watched TV today?* and *Who served school lunch yesterday?*

### Review

- Divide the class into pairs. One student in each pair opens his/her book to page 79, the other student opens his/hers to page 80.

### A. Tell your partner. Then listen and write ✓ or X.

- Students say each statement to their partner based on the target patterns to get the information necessary to fill in the blanks.
- Check answers by having pairs of students read the statements to the class.

#### ANSWERS

	Annie	Ted
1 do the math homework	✓	X
2 write a poem	✓	X
3 read today's newspaper	X	✓
4 eat a candy bar	✓	✓
5 finish lunch	X	✓
6 do a puzzle	✓	✓

### B. Write. Then ask and answer the questions.

- Each student fills in the *You* column of the chart. Then students ask their partner the target questions 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 play chess	confusing	fun		
2 play games	confusing	interesting		
3 study English	hard	fun		
4 music	interesting	fun		
5 fishing	frustrating	boring		
6 hiking	fun	exhausting		

## Games and Activities

- **Project.** For one week, students keep a list of things they think are disgusting, fun, and boring. At the end of the week, students share their lists in class.

### Finish the Lesson

- 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 page 118.)

### Assessment

**Final Test, pages 161–166.** (Answers, Teacher's Book pages 145–146.)

Answers  
will vary.

### C. Finished? Compare answers with Student A/ Student B.

- Students compare answers with their partner.



# Games and Activities

## Games and Activities for Conversation Practice

### 1. Change the Conversations.

Divide the class into pairs. Write on the board: *dress/No, it isn't. Yesterday was the last day./\$25.50/Cash. Here you go./daughter/size/two weeks.* Students in each pair rewrite the conversation, substituting in the correct places the words from the board. The students of the first pair that finishes raise their hands and say the new conversation they have made. If it is correct, the pair comes to the front of the classroom and role-plays the conversation for the rest of the class. If the conversation is not correct, all pairs continue to work until one pair has written the new conversation correctly.

### 2. Make It Your Own.

Write the following on the board:

- A *My dream vacation is a cruise to Alaska.*  
B *Alaska sounds fantastic.*

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

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

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

### 3. Finish the Line.

Divide the class into three to four teams. Say the first word of any of the sentences in the conversation. Give students five seconds to say the rest of the line. If someone can complete the line, that person should raise a hand and say it. If he/she is correct, that person wins a point for his/her team. If no one can complete the line, say the second word in the same sentence and wait five seconds. If no one can complete the sentence, say the third word, and so on. Give more points for the greater number of words the student remembers. Do the same with different lines of the conversation for three to four minutes.

### 4. Make It Your Own.

Write the following on the board:

- A *Hi, Mike. What are you doing?*  
B *I'm making pancakes. Do you want to give me a hand?*

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

- 1 *I'm moving my desk over there.*
- 2 *I'm carrying out the garbage.*
- 3 *I'm planting flowers for next spring.*
- 4 *I'm cleaning the refrigerator.*

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

### 5. True/False/I Don't Know.

Say five to six statements about the conversation (see Suggested Statements below). Students say *True* if the statement is true or *False* if it is false. If a statement is false, choose a volunteer to make it true. If statements don't have enough information to determine if the statement is true or false, students say *I don't know*.

Suggested Statements:

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

### 6. Make it Your Own.

Write the following on the board:

- A *Excuse me, kids. Can I help you find something?*  
B *Yes. I really like this T-shirt, but it's too big.*

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

- 1 *No, thank you. I'm just looking.*
- 2 *Yes. Do you have this skirt in yellow?*
- 3 *Yes. I need a birthday present for my mother.*
- 4 *Yes. Do you have shoes that will match this dress?*

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

### 7. What's Different?

Say lines from the conversation, but change them slightly (see Suggested Sentences below). Have volunteers say the sentences correctly.

Suggested Sentences:

- How was your vacation?*  
*Very well. Mostly C's.*  
*I guess I get too tired.*  
*My test scores are high, but I don't do well on my homework.*  
*Will your parents be happy?*  
*Let's get some hot dogs and milk uptown.*



## 8. True/False/I Don't Know.

Make statements about the conversation (see Suggested Statements below). If the statement is true, have volunteers say *True*. If it is false, have volunteers say *False* and change the statement to make it true. If there is not enough information to say if the statement is true or false, have volunteers say *I don't know*.

Suggested Statements:

*You are allowed to eat and drink by the pool at Camp Wildwood.*

*Ted isn't finished with his soda pop yet.*

*There are six rules for the swimming pool.*

*There are 100 children at Camp Wildwood.*

*You can't dive in the pool.*

*If you break the camp rules, you can't eat dinner.*

*Camp Wildwood is a very large camp.*

## 9. Listen Carefully.

Write the following sentences on the board. Play the recording of the conversation. Students listen and write the missing words to complete each sentence.

1 The exchange student is coming on the Number \_\_\_\_\_ bus.

2 The exchange student's \_\_\_\_\_ is Paolo.

3 Emily is waiting for the \_\_\_\_\_ 10 bus.

4 Emily's piano lesson is at \_\_\_\_\_.

Check answers by saying *Number 1*. A volunteer reads the complete sentence. Do the same for numbers 2–4.

### ANSWER KEY

1 The exchange student is coming on the Number 15 bus.

2 The exchange student's name is Paolo.

3 Emily is waiting for the Number 10 bus.

4 Emily's piano lesson is at 4:00.

## 10. Give Directions.

Draw a large map of a town on the board. Include buildings such as a bakery, bank, museum, and supermarket. Tell a volunteer that you need directions from the (bank) to the (school). Have the student give you directions, and trace the route on the map with your finger. Then have that student ask another student for directions to another place on the map. Continue until most students have taken a turn.

## 11. Toss the Ball.

Toss a ball to a student and say the first line of the conversation. That student responds with the second line of the conversation, then tosses the ball to another student who says the third line of the conversation, and so on around the class. Students continue until everyone has said a line of the conversation.

## 12. Who Was That?

Bring a student (S1) to the front of the classroom and have him/her face the board. Ask another student (S2) to say the first line of the conversation. S1 tries to identify S2 and say the second line of the conversation. If S1 identifies S2, they finish the conversation together. If S1 does not identify S2, he/she tries again. If S1 still cannot identify S2, he/she turns around to face the class, and S1 and S2 say the conversation from the beginning. Encourage S2 to change his/her voice to make the activity more challenging. Choose another pair of volunteers, and continue the activity in the same way until most students have had a turn.

## 13. Say It Together.

Divide the class into Groups A and B, and have the two groups stand in two lines facing each other. The two groups take turns saying alternate lines of the conversation in unison, speaking and responding to the student directly across from them. Groups then change roles and practice the conversation again.

## Games and Activities for Vocabulary Practice

### 14. Telephone.

Divide the class into three to four teams. Each team stands in a line facing the board. Whisper the same target vocabulary word to the last student in each row. When you say *Go!*, the last student whispers the word to the student in front of him/her and so on down the row as quickly as possible. The last student to hear the word runs to the board and writes it. The first team to write the word correctly scores a point. Continue with the other target words until each student has written a word on the board, each time changing the order of students in the rows. The team with the most points at the end wins.

### 15. Categorize.

Write *strong*, *busy*, *happy*, *stubborn* on the board. Divide the class into groups of three to four. Students in each group work together to create lists of things or people that are strong, busy, happy, and stubborn. When each group has made its lists, students share their lists with the class. Work with the whole class to come to a consensus about what should be on each list. Write the final lists on the board.

### 16. Interview.

Ask students *When are you scared?* Elicit true answers, such as *I am scared when it's dark. I am scared when I watch a scary movie.* Write *When are you scared?* on the board. Then have students circulate around the classroom and ask their classmates the question, substituting different target adjectives. They record the answers they hear. After seven to eight minutes, students sit down. Ask *Who is scared when it's dark?* The interviewers respond based on how the other students answered. For example: *Miko is scared when it's dark.*



### 17. Match It.

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

### 18. Spelling Bee.

Students stand next to their desks. Begin with the first student in the first row (S1). Say *flood*. S1 repeats the word, spells it, and then says the word again. If S1 spells the word correctly, he/she remains standing. Say another target word and have the next student in the row do the same as above. If S1 is incorrect, he/she sits down and the next student in the row tries to spell the word. When each student has taken a turn, return to the students still standing (students who spelled the words correctly). Continue presenting words until one student remains standing. If necessary, use words from earlier units.

### 19. Personalize the Vocabulary.

Divide the class into groups of five to six. Students in each group pretend that they are designing a mall for their town. Tell them to think of what combination of stores and restaurants might bring the most customers. Have them draw a floor plan, labeling the stores, places to eat, restrooms, telephones, and ATMs. Students share their mall plans with the class and explain why they planned it the way they did. Students vote on which would be the most popular mall.

### 20. Draw and Tell.

Each student chooses one of the target school subjects and draws a collage-type picture that illustrates that subject. Give them about fifteen minutes. Volunteers then take turns presenting their collages to the class and talking about what they like and do not like about that subject.

**OPTION:** Students also cut out pictures from magazines to add to their collages.

### 21. Personalize the Vocabulary.

Divide the class into groups of four to five. Students in each group work together for seven to nine minutes to write a list of activities that they would like to do if they went to summer camp. Each group then presents its list to the class. As a class, write one master list of the perfect camp activities.

### 22. Memory Chain.

Write down the Unit 9 Word Time words on separate pieces of card or paper. With the class, think of an appropriate pantomime action for each. For example, *work at the bank* can be the action of handing someone paper money. Hold the written words in a pile. Stand in a circle with students. Pick one and have the student to your right do the action and say *I am (working in a bank)*. Pick a different word and have the next student to the right do the action and say a sentence using that card and the one before. Continue with the rest until the tenth student has to do and say a sentence for each of the ten actions in order. Start again with one word and the next student. If needed, write up all of the words on the board.

### 23. Information Gap.

Write *How often does Ted tell the stories? He tells the stories twice a month.* on the board. Point to and read each word. Students repeat. Quickly review meaning if necessary. Then divide the class into pairs. Give one student in each pair a piece of paper with the following sentences written on it:

- 1 *Jan blows up balloons four times a day.*
- 2 *Tom signs a card \_\_\_\_\_.*
- 3 *Sue colors a banner twice a year.*
- 4 *Kate makes a cake \_\_\_\_\_.*
- 5 *Bob cooks a meal every day.*

Give the other student in each pair a piece of paper with the following sentences written on it.

- 1 *Jan blows up balloons \_\_\_\_\_.*
- 2 *Tom signs a card once a month.*
- 3 *Sue colors a banner \_\_\_\_\_.*
- 4 *Kate makes a cake three times a week.*
- 5 *Bob cooks a meal \_\_\_\_\_.*

Students in each pair ask their partners questions following the model on the board in order to get the information necessary to fill in the blanks.

### 24. 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.

### 25. Do It!

Give each student a word. Name one of the words twice and then give a command. For example: *Camel, camel, do a (jumping jack)!* Student(s) with that word repeat the word and do the action. For added challenge, name two words at once so that more students are doing the actions. Students then take the teacher's role.

## Games and Activities for Grammar Practice

### 26. Drill.

Say *expensive*. Students say its comparative and superlative forms: *more expensive* and *the most expensive*. Do the same with *comfortable*, *popular*, *beautiful*, *good*, and *bad*. Then say each simple adjective again and have students use each word in a sentence.



### 27. True Sentences.

Divide the class into pairs. Students in each pair work together for four to five minutes to write true comparative and superlative sentences about their class, their homes, or their town. Elicit vocabulary words students may want to use, such as *restaurant, park, car, chair, bed, department store*. Once students have finished writing their sentences, have them take turns reading several to the class. Write some of the correct sentences on the board.

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

### 28. Who Is as Hungry as a Bear?

Divide the class into pairs. Write the Unit 2 Word Time vocabulary on the board. Pairs work together to write one true sentence for each word, using both the positive and negative target patterns. In their sentences, students can talk about people from school, their families, or famous people. Volunteers read their sentences and write correct sentences on the board. Pairs then illustrate each sentence.

### 29. Riddles.

Divide the class into pairs. Ask students the following riddles, having students take notes as necessary to help them answer the riddles.

1. Mari isn't as tall as Ken. Ken isn't as tall as Mike. Who is the tallest? Who is the shortest?
2. Kate isn't as old as Tim. Sue is as old as Kate. Tim is younger than Meg. Put them in age order, from youngest to oldest.
3. Sue isn't as strong as Mike. Tim is stronger than Mike. Meg is stronger than Sue. Meg isn't as strong as Mike. Who is the strongest? Who is the weakest?

#### ANSWERS

1. Mike is the tallest. Mari is the shortest.
2. Sue, Kate (both are the same age), Tim, Meg
3. Tim is the strongest. Sue is the weakest.

### 30. How Did You Feel?

Divide the class into groups of three to four. In their groups, students take turns telling about a situation they experienced in the past. Others in the group try to determine how the student telling the story felt at the time, asking *Were(n't) you (tired)?* After about ten minutes, ask each group to tell one of its stories to the whole class.

### 31. Draw and Tell.

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

### 32. Drill.

Stand in a circle with students. Say *paint*. The student to your right (S1) says *paint, painting, painted*. The student to S1's right uses any one of those words in a sentence. He/She then says a different target verb and the student to his/her right says its present, present continuous, and past tenses. Continue until each student has taken a turn.

### 33. Sentence Chain.

Students stand in a circle. Choose a volunteer to say the first word of a target pattern sentence. It can be any sentence as long as the target pattern is used correctly; students will build the sentence as they go along. The student to the right says a second appropriate word, the person to his/her right says a third appropriate word, and so on until someone ends the sentence correctly. The last person says the whole correct sentence. The next student begins a new sentence.

### 34. Around the Circle.

Stand in a circle with students. Ask the student to your right (S1) *Have you ever seen a tsunami?* S1 answers truthfully and then asks you *Have you?* Answer truthfully. S1 then has the same dialogue with the student to his/her right, substituting another Unit 5 Word Time word. Continue around the circle until everyone has said the dialogue.

### 35. What Would You Ask?

Divide the class into groups of three to four. Students in each group think of five to six *Have you ever...* questions they want to ask their favorite celebrity. After about seven minutes, ask groups to name their celebrities and say the questions they would ask. Then have them guess what each celebrity's answers to the questions would be.

**OPTION:** Students keep their celebrity's name a secret. The other students guess who it is after they hear the questions.

### 36. Substitution.

Say *They have already done the puzzle*. Students repeat. Then say *she* and elicit *She has already done the puzzle*. Shake your head no, and elicit *She hasn't done the puzzle yet*. Continue in the same way for four to five minutes, having students substitute different pronouns and verbs into the target pattern to create both positive and negative sentences.

### 37. Pictures and Sentences.

Divide the class into pairs. Write four Unit 6 Word Time words across the board. Pairs work together to write one sentence using the target pattern for each word. Have volunteers read their sentences and write correct sentences on the board. Pairs then illustrate each sentence.

### 38. Act It Out.

Say *interested*. Students pantomime being interested, and say *I'm interested*. Do the same with *bored, tired, and confused*. Then divide the class into groups of three to four. Students in each group work together for seven to ten minutes to make lists of different times they have felt interested, bored, tired, and confused. Groups then share their lists with the class.



### 39. Sentence Charades.

Write about ten sentences using the target patterns on separate strips of paper. Divide the class into two to three teams. Have a volunteer from one team come to the front of the classroom and choose a paper. The student then pantomimes the sentence by silently indicating a pronoun, pointing to more than one person for *we*, a girl for *she*, etc., and acting out the other words in the sentence. The first team to guess the sentence and give an appropriate answer wins a point. Continue until most students have taken a turn. The team with the most points at the end wins.

### 40. Information Gap.

Divide the class into pairs. Give one student in each pair a piece of paper with the following sentences written on it:

- 1 *Jan thinks writing postcards is \_\_\_\_\_.*
- 2 *Tom thinks fishing is disgusting.*
- 3 *Dave thinks riding a pony is \_\_\_\_\_.*
- 4 *Ed thinks canoeing is \_\_\_\_\_.*
- 5 *Al thinks making crafts is fun.*
- 6 *Gail thinks climbing mountains is frustrating.*

Give the other student in each pair a piece of paper with the following sentences written on it.

- 1 *Jan thinks writing postcards is hard.*
- 2 *Tom thinks fishing is \_\_\_\_\_.*
- 3 *Dave thinks riding a pony is easy.*
- 4 *Ed thinks canoeing is exhausting.*
- 5 *Al thinks making crafts is \_\_\_\_\_.*
- 6 *Gail thinks climbing mountains is \_\_\_\_\_.*

Students in each pair ask their partner the target questions in order to get the information necessary to fill in the blanks.

### 41. Draw and Tell.

Give students three to four minutes to write a target question and answer, and then to illustrate it. Then divide the class into pairs and have students tell their partners about the illustrations they drew.

### 42. For or Since.

Students make two columns on a piece of paper. They label one *for* and the other *since*. Say *yesterday* and have students write the word in the appropriate column. Do the same with *2009*, *five years*, *two months*, *January*, *three days*, *eight years old*, and *six weeks*. Then make a *for* and a *since* column on the board, and say each word or phrase again. Volunteers say (*since*) (*yesterday*) for each one. Write each word or phrase in the appropriate column on the board. Students check their work and correct as necessary.

### 43. Question/Answer Chain.

Students stand in a circle. Choose a volunteer to say the first word of a target pattern question. It can be any question as long as the target pattern is used correctly; students will build the question as they go along. The question can be about someone in the class, a famous person, or an animal. The student to the right of the volunteer says a second appropriate word, the person to his/her right says a third appropriate word, and so on until someone ends the question correctly. The last person says the whole correct question. Begin an answer to the question with the next student in the circle. Continue the same way, with different questions and answers, for seven to nine minutes.

### 44. Around the Circle: Past Passive.

Stand in a circle with students. Say *color* and have the student to your right repeat the word and say its past tense form. Have the next student to the right say its present, past, and past passive forms. Say another Unit 10 verb and continue the procedure with the next student to the right. Continue with the rest of the verbs. Try to go around the circle as quickly as possible.

### 45. Fill in the Chart.

Divide the class into pairs and write the following on the board:

	sign the card? Ted	color the banner? Annie	sing the song? Digger
Past	Who signed the card? Ted signed the card.		
Past Passive	Who signed the card? The card was signed by Ted.		

## Games and Activities for Reading and Writing Practice

### 46. Complete the Sentences.

Read the letters, omitting words from each sentence as you go. Students fill in the missing words.

### 47. Match Game.

Write the following questions on the board:

- Which do you like better: ice cream or pizza?*  
*Who is the better actor: (\_\_\_\_\_) or (\_\_\_\_\_)?*  
*Who is the better actress: (\_\_\_\_\_) or (\_\_\_\_\_)?*  
*Which is worse: cleaning your room or going to the dentist?*

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



#### 48. What's Different?

Read the e-mail below slowly. When students hear a word or phrase that is different from the e-mail in their books, they raise their hands. Choose one student to say the correct word or phrase.

Hi, Ted!

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

#### 49. Talking.

Divide the class into pairs and give them three to four minutes to make comparative statements about friends and family. (Students can take notes if necessary to remember what their partner says.) Then each pair joins with another pair, and each student tells the others about his/her partner's friends and family.

#### 50. Cloze Reading.

Write the new words on the board. Read the article and have students just listen with their books closed if possible. When you come to one of the new words, don't read it. Have students raise their hands to fill in the missing word from the list on the board.

#### 51. I Was Proud When...

Students write a sentence or two about a time when they were proud and draw a picture illustrating that time. Students do the same with *surprised*. Then they share their pictures and sentences with the class.

#### 52. At the Dude Ranch.

Divide the class into groups of three to four. Students in each group work together to write a letter to a friend about a pretend weekend they spent at the A-OK Dude Ranch. Each group then reads its letter to the class.

#### 53. Writing Relay.

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

#### 54. Our Pamphlet.

Divide the class into groups of five to six and have them research one of the other natural disasters from Unit 5. Using the reading on page 31 as a guide, have them write and illustrate their own pamphlet. Groups then share their pamphlets with the class.

#### 55. Draw and Tell.

Students think about a time when they saw or were in a natural disaster. They then draw a picture showing their experience, and label their picture *It was (windy)*. Students then take turns showing and discussing their pictures with the class.

#### 56. Where's the Sentence?

Say a word from the reading that only appears once, such as *thunderstorm*, *insurance*, or *pounds*. Students find and memorize the corresponding sentence as quickly as they can. When they have memorized it, have them raise their hands. Choose a student to recite it for the class. Do the same with five to six different words.

#### 57. Who Wrote It?

Each student uses the Unit 6 target patterns to write a sentence on a strip of paper about him/herself, such as *I have already made my own breakfast today* or *I haven't become a famous singer yet*. Collect the sentences and put them in a bag or box. A volunteer comes to the front of the classroom and chooses a strip of paper. The student reads the sentence to the class and tries to guess who wrote it. Continue with other students until all the strips have been selected.

#### 58. What's Different?

Slowly read part of the newsletter below. Tell students that when they hear a word or phrase that is different from the newsletter in the Student Book, they should raise their hands. You will then choose one person to say the correct word or phrase.

*Tips on Learning a Good Language*

*Learning your language can be easy. Here are some tips to help you.*

- 1 *Don't get to know your teacher and classmates. You'll feel more nervous in class.*
- 2 *Never speak in class. Don't be afraid to make cookies.*
- 3 *Make sure you pay attention to your classmates. You can't learn from them!*
- 4 *Study once a week. You can practice listening, reading, and writing in math class.*

#### 59. What Do You Think?

Divide the class into groups of four to five. Write the Unit 7 Focus Time words on the board. Groups make lists of things that make them feel bored, interested, etc. After about ten minutes, have the groups share their lists by talking about them in full sentences, such as *Gym class makes Ken tired. Mari thinks badminton is boring.*

#### 60. One Sentence at a Time.

Divide the class into groups of five to six. Students in each group relate Annie's journal entry, one sentence per student. Make sure students use appropriate pronouns. For example: *She's having a great time at summer camp! She has swimming every morning in the lake or the pool. After swimming, there are lots of activities. They can choose a different activity every day.*

**NOTE:** Students can do the activity directly from the reading, just changing the pronouns, or they can say it in their own words, also changing the pronouns.



### 61. Conversation Starters.

As a class, come up with three to four topics that students would like to know about their classmates' opinions (for example: the local sports team's chance at the championship, the new restaurant in town, their school uniforms). Then divide the class into pairs and have students in each pair choose one of the topics and discuss their opinions about it for four to five minutes. Students then share what they discovered about their partner's opinions with the class.

### 62. Sentence Strips.

Divide the class into groups of six to eight and give each group a copy of the reading. Students in each group cut the reading so that each sentence is on a separate strip of paper. They then shuffle the strips. Play the recording. Students in each group work together to put the strips in order. Play the recording as many times as necessary for students to complete the task.

### 63. Who Am I?

Say sentences, such as those provided in exercise A, about a student in the class, and have students guess the person you are talking about. For example: *She's lived in this town for only six months. She's never worn glasses. He's been to the United States three times.*

**OPTION:** Say sentences as above about a famous person, living or dead, and have students guess who you are talking about.

### 64. Our Party.

Divide the class into groups of five to six and have students in each group work together to write a description of a school party (either one they have attended or one they would like to attend). Tell them to include details about food, activities, decorations, and who attended. Groups share their descriptions with the class.

### 65. My Family.

Divide the class into pairs. Students ask each other questions about who does what in their family such as, *In your family, who cooks dinner?* Write some sample questions on the board first, if necessary. Students take notes on what their partners say. After about ten minutes, ask volunteers about what their partners said.

### 66. Authentic Readings.

Students read an authentic piece of material (for example: an English-language newspaper, magazine, or website). Ask students questions about what they read, or have them present a report about the material.

### 67. 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.

### 68. What Do You Think?

Before students see the Reading Time reading, write two to three questions on the board relating to the reading's topic. Students spend five to six minutes writing responses to the questions. Then divide the class into groups of three to four and have students in each group discuss the questions and their answers for four to five minutes.

## Games for Review Sections

### 69. 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.

### 70. Make a New Story.

Each student divides a piece of paper in four equal parts. He/She then creates a new story about either Digger or Max by drawing original scenes. Students then take turns standing up and describing their story to the rest of the class.

### 71. Classification.

Write the Word Time Words along the bottom of the board. Then make three columns above, one labeled *Actions*, one labeled *Adjectives*, and the other labeled *Weather*. For students' reference, write the *set the table* word in the *Actions* column, the *proud* word in the *Adjectives* column, and the *flood* word in the *Weather* column. Volunteers then take turns coming to the board, writing one of the words in the appropriate column, naming it, and using it in a sentence. Once all the words have been written on the board, point to each one and elicit its name.

**LARGE CLASSES:** Divide the class into groups of four to five, and give each group a set of words. Each group then categorizes its words as above.

### 72. Illustrators.

Students draw pictures illustrating any dialogue from exercises A or B. Have each student show his/her picture to the class. The class guesses which dialogue is being illustrated.

### 73. Tell the Story.

Divide the class into pairs. Students in each pair cover the text on each interview page. They then take turns looking at the pictures and telling the events to their partners.

### 74. Talking.

Divide the class into pairs and give them three to four minutes to talk with their partners about whether they ever do the target activities (students can take notes if necessary to remember what their partners say). Then each pair joins with another pair and each student tells the others about his/her partner's activities.

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



## Games for Cross-curricular and Project sections

### 75. Fill in the Blanks.

Divide the class into small groups of four or five students. Designate one portion of the board to each group. Say *The body's BLANK is called 'fight or flight.'* Groups try to be the first to race to the front and write the word *reaction* on the board. The first group to do so wins a point. The group with the most points wins.

### 76. How Many Can You Remember?

Divide the students into groups of four. Assign each group a portion of the board. For the first round, one member from each group has thirty seconds to walk around the room, look at the stories and remember as many of the characters names as possible. They then write the names on the board. Give each group one point for each correct name. For the second round, one member from each group has thirty seconds to walk around the room, look at the stories and remember as many story locations as possible. They then write the locations on the board. Give each group one point for each correct location. Play for several more rounds, asking students to remember why characters were scared, how they felt when they were scared and what the characters did. The group with the most points wins.

### 78. Tic-Tac-Toe.

Draw a 3 x 3 grid on the board. Number the squares in the grid 1-9. Divide the class into two teams. Designate one team X and one team O. Students answer questions (see below), without referring back to their books, to earn squares for their teams. The first team with three squares in a row wins.

Questions:

1. What do scientists measure earthquakes with?
2. What is the epicentre of an earthquake?
3. What do scientists use to compare the size of earthquakes?
4. Do we feel earthquakes that are less than 3 on the Richter scale?
5. Can an earthquake more than 5 cause damage?
6. What size earthquake is very dangerous?
7. What's an aftershock?
8. What other natural disasters can earthquakes cause?
9. What is it important for scientists to do?

### 79. I Spy

Divide the students into two teams. Call a student from each team to the front. Without letting students know which article you have chosen, give the information from the article. For example, say *I spy an earthquake that happened in California in 1994. It was over 6 on the Richter scale. The epicentre was near Los Angeles.* The two students look at the articles and try to be the first one to find it. The first student to find it says *Here it is. There was an earthquake in California in 1994.* , wins a point for his/her team. Continue until everyone has had a chance to play.

### 80. Make a Sentence.

Divide the class into small groups of four or five students. Designate one portion of the board to each group. Call out one of the target vocabulary words. Groups try to be the first to use the word in a sentence. They choose a group member to write it on the board. Give points for each group's sentence – one point for being the fastest, one point for content, one point for grammar and one point for punctuation. The group with the most points wins.

### 81. Language Fact Brainstorm.

Divide the students into two teams. Ask students to look at the posters and try to remember as many facts as they can without writing anything down. Ask students to return to their seats. Say any one of the languages on the posters. Teams take turns telling you facts about the language. Teams earn one point for each correct fact. When both teams are unable to remember any more facts, the round is over. Continue the game by saying another one of the languages from the posters. The team with the most points wins.

### 82. Sentence Chain.

Divide the class into two teams. Teams take turns making sentences with the target vocabulary. Give one point for each correct sentence. Continue with one word until one of the teams is unable to come up with a level-appropriate sentence or each team has made five sentences, whichever comes first. Then move on to the next word. Continue until you have used all of the target vocabulary words.

### 83. Memory Chain.

Divide the class into two teams. Students look at the posters and try to remember as many facts as they can without writing anything down. Students return to their seats. Start the game by asking students to think of who their classmates are immigrating with. Team 1 starts by saying, for example, *Tina's going with her mother.* Team 2 continues, *Tina's going with her mother and David is going with his parents.* Continue until one team makes a mistake or is unable to continue. Give teams one point for each correct try. Play a round with sentences about what their classmates are taking, what they'll miss the most and what will be difficult. The team with the most points wins.



# Workbook Answers

## Do You Remember?

### Page iii

#### A. Read and check the best response.

##### ANSWERS

- 1 Can I help you?/Yes, please. What kinds of pie do you have?
- 2 Can you take a message?/Sure. Who's calling?
- 3 So, how's your family?/They're fine.
- 4 Are your parents home?/No. They went to a movie.

#### B. Read the question. Write the answer.

##### ANSWERS

- 1 No, he isn't. He's reading a newspaper.
- 2 Yes, she is.
- 3 No, they aren't. They're doing laundry.
- 4 Yes, he did.

### Page iv

#### C. Read and write.

##### ANSWERS

- 1 twice
- 2 February / April
- 3 always
- 4 week

#### D. Read the question. Write the answer.

##### ANSWERS

- 1 She played the drums quickly.
- 2 They had five bowls of chicken soup.
- 3 I feed the birds twice a week.

#### E. Read and match.

##### ANSWERS

- 1 If I skip lunch,/I'll be hungry.
- 2 When I was little,/I could count to ten.
- 3 I chopped vegetables/by myself.
- 4 I had two slices/of roast beef.

## Unit 1

### Conversation Time, Page 1

#### A. Fill in the blanks. Then number the sentences in the correct order.

##### ANSWERS

- 3 Is it still on sale?
- 2 I'll take this sweater.
- 6 Charge. Here's my credit card.
- 9 Okay. Thanks for your help!

8 Of course. He can exchange it or get a refund.

1 Hello. How can I help you today?

4 Yes, it is. Today is the last day.

7 This is a gift for my son. If he doesn't like it, can he exchange it?

5 The total is \$35.99. Will that be cash or charge?

#### B. Look at A. Read and circle True or False.

##### ANSWERS

- 1 False 2 True 3 True

### Word Time, Page 2

#### Look and write.

##### ANSWERS

- |              |            |
|--------------|------------|
| 1 pants      | 2 couch    |
| 3 ring       | 4 sneakers |
| 5 lamp       | 6 watch    |
| 7 calculator | 8 pajamas  |

#### B. Look and write.

##### ANSWERS

- 1 The pajamas are beside the pants.
- 2 The couch is in front of the sneakers.
- 3 The sneakers are behind the couch.
- 4 The ring is near the watch, or The watch is near the ring.

### Focus Time, Page 3

#### A. Read and check.

##### ANSWERS

- 1 the first picture is checked
- 2 the second picture is checked
- 3 the second picture is checked
- 4 the second picture is checked
- 5 the second picture is checked
- 6 the first picture is checked
- 7 the third picture is checked
- 8 the second picture is checked

#### B. Read and write.

##### ANSWERS

- 1 The gray pants are more expensive than the white ones. The black pants are the most expensive.
- 2 The white watch is better than the black one. The gray watch is the best.



## Practice Time, Page 4

Look and write.

### ANSWERS

- 2 The gray car is worse than the white one. The black car is the worst.
- 3 The white pants are better than the gray ones. The black pants are the best.
- 4 The gray sunglasses are more popular than the black ones. The white sunglasses are the most popular.
- 5 The gray ring is more expensive than the white one. The black ring is the most expensive.

## Reading Time, Page 5

B. Read and circle True or False.

### ANSWERS

- 1 False 2 False 3 True 4 True

C. Read the question. Write the answer.

### ANSWERS

- 1 Gabby thinks that Ted should tell Annie how he feels.
- 2 Annie gave him some sunglasses for his birthday, and he doesn't like them.

## Unit 2

### Conversation Time, Page 7

A. Fill in the blanks.

### ANSWERS

- 1 Hi, Emily.
- 2 Hi, Annie. Where's Ted? I haven't seen him around lately.
- 3 He's on vacation. His family went on a cruise to the Caribbean.
- 4 Wow! I wish I could go on a cruise.
- 5 Me, too. It's my dream vacation. My family usually goes skiing for vacation.
- 6 Cool! My dream vacation is a cruise to Alaska. I hear it's beautiful.
- 7 Alaska sounds fantastic. I never thought of that.

B. Look at A. Read the question. Write the answer.

### ANSWERS

- 1 He's on vacation in the Caribbean.
- 2 A cruise to Alaska.
- 3 A cruise.

### Word Time, Page 8

A. Unscramble and write.

### ANSWERS

- 1 cute 2 busy 3 quiet 4 old

B. Read the question. Write the answer.

### ANSWERS

- 1 No, she isn't. She's strong.
- 2 Yes, he is.
- 3 No, he isn't. He's hungry.
- 4 Yes, it is.

### Focus Time, Page 9

Match and write.

### ANSWERS

- |                          |                        |
|--------------------------|------------------------|
| 1 light as a feather (b) | 2 quiet as a mouse (a) |
| 3 stubborn as a mule (f) | 4 strong as an ox (e)  |
| 5 hungry as a bear (i)   | 6 happy as a clam (c)  |
| 7 old as the hills (h)   | 8 weak as a kitten (g) |
| 9 cute as a button (j)   | 10 busy as a bee (d)   |

### Practice Time, Page 10

A. Read and circle True or False.

### ANSWERS

- 1 True 2 True

B. Look and write.

### ANSWERS

- 1 Emily isn't as strong as Annie. Annie is as strong as an ox.
- 2 Dave isn't as quiet as Ted. Ted is as quiet as a mouse.
- 3 Dan isn't as light as Penny. Penny is as light as a feather.
- 4 Tom isn't as hungry as Lee. Lee is as hungry as a bear.

### Reading Time, Page 11

A. Unscramble and fill in the blanks.

### ANSWERS

Hi, Emily!

Ted wrote to me. He's still on vacation. He says the cruise ship is really cool. He's so lucky. My dream vacation is a cruise.

Ted says there are 2,000 passengers on the ship. The ship is as big as a town, and there are five pools. There is even a computer room.

Ted says he has a sunburn. He saw a shark through his binoculars, too. Isn't that scary?

They're going to go snorkeling in the Bahamas today. Wow! He'll be home tomorrow.

Your friend,

Annie

B. Read the question. Write the answer.

### ANSWERS

- 1 There are 2,000 passengers on the ship.
- 2 In the Bahamas.
- 3 He'll be home tomorrow (October 9).



## Your Time, Page 12

### A. Read and write.

#### ANSWERS

- 1 If you are 100 years old, you're as old as the hills.
- 2 If you work 16 hours a day, you're as busy as a bee.
- 3 If you can eat ten slices of beef, you're as hungry as a bear.
- 4 If you get a good grade, you're as happy as a clam.

## Unit 3

### Conversation Time, Page 13

#### A. Circle the mistakes and write.

#### ANSWERS

- 1 Hey, Annie! Look at my ribbon! My pie won first prize at the state fair!
- 2 Congratulations.
- 3 Thanks. Is there anything wrong? You don't look very happy.
- 4 Yeah. I don't feel very happy.
- 5 Why? What happened?
- 6 My pie came in last place. It tasted awful.
- 7 Cheer up. You can try again next time.
- 8 No, it doesn't matter. I give up.
- 9 Don't give up! I'll help you. We can work together after school.

#### B. Look at A. Read and circle.

#### ANSWERS

- 1 a 2 b 3 a 4 b

### Word Time, Page 14

#### A. Look and write.

#### ANSWERS

- 2 They're full.
- 3 He's surprised.
- 4 She's scared.

#### B. Read and write.

#### ANSWERS

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 1 She's <u>worried</u> .         | 2 He's <u>angry</u> .            |
| 3 She's <u>proud</u> .           | 4 He feels <u>disappointed</u> . |
| 5 She feels <u>embarrassed</u> . | 6 She's <u>envious</u> .         |
| 7 He's <u>full</u> .             |                                  |

### Focus Time, Page 15

#### A. Read and match.

#### ANSWERS

- 1 Isn't he envious?/Yes, he is.
- 2 Aren't they angry?/No, they aren't.
- 3 Weren't you full?/Yes, we were.
- 4 Wasn't he worried?/Yes, he was.

#### B. Look and write.

#### ANSWERS

- 1 No, he wasn't.
- 2 Yes, he is.
- 3 Yes, she was.
- 4 No, she isn't.

#### C. Write the questions and the answers.

#### ANSWERS

- 1 Wasn't Annie scared? Yes, she was.
- 2 Isn't Ted full? Yes, he is.

### Practice Time, Page 16

#### A. Read and write.

#### ANSWERS

- 2 I ate too much./Aren't you full?/Yes, I am.
- 3 Yesterday, we saw a snake./Weren't you happy?/No, we weren't.
- 4 Look! Sue fell off her chair!/Aren't you surprised?/Yes, I am.

#### B. Write the questions and the answers.

#### ANSWERS

- 1 Weren't they worried? No, they weren't.
- 2 Wasn't he embarrassed? Yes, he was.
- 3 Wasn't she surprised? Yes, she was.

### Reading Time, Page 17

#### A. Choose the correct word and write.

#### ANSWERS

The competition was fierce at this year's state fair in Sunnyville. There were 20 different contests. Carl and Casey Martin won the three-legged race. John Hamilton's dog, Beef Bone, won the dog contest. We talked with John Hamilton after the awards ceremony.

Sunnyville Weekly: Tell us about your dog. What kind of dog is he?

John Hamilton: He's an interesting dog. He's big, and he likes to eat pizza!

SW: Wow! Are you going to enter the dog contest at the next fair?

JH: Yes, of course. But I am going to enter with a new dog.

SW: Good luck, Mr. Hamilton.

JH: Thank you very much.

#### B. Read the question. Write the answer.

#### ANSWERS

- 1 Beef Bone likes to eat pizza.
- 2 Carl and Casey Martin won.
- 3 Yes, he will.
- 4 There were 20 different contests.



## Cross-curricular 1, Page 19

A. Choose the correct word and write. Then write the letter.

### ANSWERS

- 2 e, heart
- 3 c, oxygen
- 4 a, fight
- 5 f, protect
- 6 b, Fear

B. Answer the questions.

### ANSWERS

- 1 It's called 'fight or flight'.
- 2 It means run away.
- 3 It beats faster.
- 4 It breathes quickly.
- 5 It goes to the brain and the muscles.
- 6 Yes, it is.

## Unit 4

### Conversation Time, Page 20

A. Read and match.

### ANSWERS

- 1 Hi! What are you doing?/I'm making pancakes. Do you want to give me a hand?
- 2 Do you know what you're doing?/Of course. There's a recipe in that cookbook. Read it to me, okay?
- 3 All right. The first ingredient is flour. One cup of flour./Got it. What's next?
- 4 Stir in two teaspoons of baking powder and one quarter teaspoon of salt. Then, mix in three quarters of a cup of milk and two egg whites./Got it. Two teaspoons of baking powder and one quarter cup of salt. Then, two cups of milk and three to four egg whites!
- 5 I said three quarters of a cup of milk and two egg whites, not two cups of milk!/Oh, no. What a mess!

B. Look at A. Read and circle.

### ANSWERS

egg whites: 2  
baking powder: 2t  
salt: ¼ t  
milk: ¾ C  
flour: 1C

### Word Time, Page 21

Unscramble and write. Then number the pictures.

### ANSWERS

- |                    |                           |
|--------------------|---------------------------|
| 1 set the table    | 2 clean the stable        |
| 3 feed the horse   | 4 bring the first aid kit |
| 5 put on sunscreen | 6 paint the sign          |
| 7 fix the fence    | 8 build a fire            |
| 9 make biscuits    | 10 play with the dog      |

The pictures are numbered:

- 8, 1, 9  
3, 5, 10, 7  
6, 4, 2

### Focus Time, Page 22

A. Read and write.

### ANSWERS

- 1 set the table
- 2 making biscuits, made biscuits
- 3 build a fire, built a fire
- 4 play with the dog, playing with the dog
- 5 feeding the horse, fed the horse
- 6 fix the sign, fixed the sign

B. Look and write.

### ANSWERS

- 1 Every day, they put on sunscreen.
- 2 Now, they're painting the sign.
- 3 Yesterday, they brought the first aid kit.

C. Read and write.

### ANSWERS

- 1 They're playing with the dog, aren't they?
- 2 He built a fire, didn't he?

### Practice Time, Page 23

A. Read the question. Write the answer.

### ANSWERS

- 1 No, she isn't. She's painting the sign.
- 2 Yes, she is.
- 3 Yes, he did.
- 4 No, he didn't.

B. Read and write.

### ANSWERS

- 1 He made the biscuits, didn't he? Yes, he did.
- 2 They played with the dog, didn't they? No, they didn't.  
They set the table.
- 3 She's feeding the horse, isn't she? Yes, she is.
- 4 He's cleaning the stable, isn't he? No, he isn't.

### Reading Time, Page 24

B. Read the question. Write the answer.

### ANSWERS

- 1 The White Water Ranch.
- 2 It's in the Rocky Mountains.
- 3 If you like horses, you should bring your saddle.
- 4 You'll feel great.



### C. Read and write.

#### ANSWERS

- 1 At our 100 acre ranch, we have something for everyone.
- 2 You can round up cattle with our cowboys.
- 3 We have two rivers for swimming and rafting.
- 4 You'll like the fresh air at our ranch.

## Unit 5

### Conversation Time, Page 26

Unscramble and fill in the blanks. Then write.

#### ANSWERS

- 1 Hey! Don't change the channel.
- 2 But it's time for my favorite show.
- 3 Well, I was watching *Super Sweepstakes.*
- 4 Game shows are boring. Let's watch this comedy.
- 5 I've already seen it, and it's not funny.
- 6 Wait a minute. Let's watch this channel.
- 7 Yeah! A show about lightning storms. Cool!

### Word Time, Page 27

#### A. Look and write.

#### ANSWERS

- 1 there was a tornado.
- 2 there was a blizzard.
- 3 there was an earthquake.
- 4 there was a flood.

#### B. Find and circle the words.

#### ANSWERS

d	a	l	w	r	o	u	h	l	h	t	s	u	n	a	m	i	x	e	r	e	p	l
c	r	o	t	y	p	h	o	o	n	r	o	i	i	q	b	l	i	z	z	a	r	d
a	t	o	e	r	f	l	a	r	d	e	a	r	t	h	q	u	a	k	e	c	s	t
q	e	m	u	j	a	l	c	p	a	s	l	a	n	d	s	l	i	d	e	u	f	a
n	y	p	l	g	o	y	o	r	v	m	u	e	d	a	b	j	l	u	q	v	i	b
b	i	u	r	g	h	i	m	o	a	i	t	h	u	n	d	e	r	s	t	o	r	m
p	v	n	c	k	y	t	f	z	d	h	e	e	v	e	b	o	a	r	g	l	e	a

### Focus Time, Page 28

#### A. Read and number the pictures.

#### ANSWERS

The pictures are numbered:

- 5, 1, 6
- 3, 2, 4

#### B. Read and circle.

#### ANSWERS

- 1 Has he ever seen a tornado? Yes, he has. It was scary.
- 2 Has he ever been in a blizzard? No, he hasn't.
- 3 Has she ever been in a typhoon? Yes, she has. It was windy.

### Practice Time, Page 29

#### A. Read the question. Write the answer.

#### ANSWERS

- 1 Yes, he has. It was awful.
- 2 No, he hasn't.
- 3 Yes, they have. It was scary.

#### B. Look at the chart. Write the questions and the answers.

#### ANSWERS

- 1 Yes, he has. It was awful.
- 2 No, she hasn't.
- 3 Has Jim ever been in a typhoon? Yes, he has. It was awful.
- 4 Has Liz ever seen a blizzard? No, she hasn't.
- 5 Has Jim ever seen a blizzard?
- 6 Has Al ever been in a landslide?

### Reading Time, Page 30

#### A. Fill in the blanks with the questions.

#### ANSWERS

What is a blizzard?  
When do blizzards occur?  
What can a blizzard do?  
Where should I go if there is a blizzard?

#### B. Read the question. Write the answer.

#### ANSWERS

- 1 They can cause car accidents.
- 2 They can be as fast as 35 miles per hour.
- 3 Blizzards can damage buildings and roads. They can cause car accidents.

### Cross-curricular 2, Page 32

#### A. Read and match.

#### ANSWERS

- 1 Smaller earthquakes after a large earthquake/are called aftershocks.
- 2 Tectonic plates are/big, flat rocks.
- 3 An earthquake happens if tectonic plates/move and make the ground move.
- 4 Scientists measure the size of an earthquake with/a seismograph.
- 5 An earthquake is always strongest/at the epicentre.
- 6 Scientists compare the size of earthquakes/with the Richter scale.
- 7 Earthquakes that are 5 or more on the Richter scale/can cause damage to buildings.
- 8 Sometimes there are tsunamis, landslides, and/fires after a large earthquake.



**B. Read and write. Use the words from Exercise A.**

**ANSWERS**

- |                   |               |
|-------------------|---------------|
| 1 Richter scale   | 2 flat        |
| 3 tectonic plates | 4 ground      |
| 5 compare         | 6 epicenter   |
| 7 seismograph     | 8 aftershocks |
| 9 damage          |               |

## Review 1

### Conversation Time Review, Page 33

**A. Read and write. Then match.**

**ANSWERS**

- 1 How can I help you today?/I'll take these shoes.
- 2 Where's Annie? I haven't seen her around lately./She's on vacation.
- 3 Cheer up. You can try again next time./No, it doesn't matter. I give up.
- 4 Read it to me, okay?/All right. The first ingredient is flour.
- 5 Let's watch this channel./Yeah! A show about typhoons! Cool!
- 6 Will that be cash or charge?/Charge. Here's my credit card.

**B. Read the question. Write the answer.**

**ANSWERS**

- 1 It's \$24.59.
- 2 She wants to go on a cruise.
- 3 No, it didn't.

### Word Time Review, Page 34

**A. Circle the odd word or phrase.**

**ANSWERS**

- |                    |                    |
|--------------------|--------------------|
| 1 hungry           | 2 surprised        |
| 3 clean the stable | 4 drought          |
| 5 pajamas          | 6 put on sunscreen |

**B. Read the question. Write the answer.**

**ANSWERS**

- 1 She's building a fire.
- 2 They see a tsunami.
- 3 Yes, he is.

### Focus Time Review, Page 35

**A. Read and write.**

**ANSWERS**

- |                                    |                                       |
|------------------------------------|---------------------------------------|
| 1 I'm as hungry as a <u>bear</u> . | 2 They're as <u>old</u> as the hills. |
| 3 He's as <u>busy</u> as a bee.    | 4 It's as <u>cute</u> as a button.    |

**B. Read and write.**

**ANSWERS**

- 1 the best
- 2 the most popular
- 3 worse
- 4 more beautiful

**C. Unscramble and write.**

**ANSWERS**

- 1 Have you ever been in a drought?
- 2 They're making biscuits, aren't they?
- 3 Wasn't she proud?

### Practice Time Review, Page 36

**A. Write the questions and the answers.**

**ANSWERS**

- 1 He made biscuits, didn't he? Yes, he did.
- 2 Yes, they are.
- 3 No, she isn't. She's painting the sign.
- 4 Has he ever been in a flood? Yes, he has. It was scary.
- 5 Wasn't he worried? Yes, he was.
- 6 Has she ever been in a blizzard? Yes, she has. It was awful.

**B. Read and write.**

**ANSWERS**

- 1 The gray sneakers are more expensive than the white ones.
- 2 The octopus isn't as cute as the dolphin.

### Reading Time Review, Page 37

**A. Read the question. Write the answer.**

**ANSWERS**

- 1 Annie did.
- 2 He went on a cruise to the Caribbean.
- 3 John Hamilton did.
- 4 You can round up cattle.
- 5 Most blizzards occur in January, February, and March.

**B. Number the pictures.**

**ANSWERS**

The pictures are numbered:

- 2, 4
- 3, 5, 1

## Unit 6

### Conversation Time, Page 39

Fill in the blanks. Then number the conversation in the correct order.

**ANSWERS**

- 1 Excuse me. Can I help you find something?/Yes. I really like this T-shirt, but it's too big.
- 3 Well, what do you think?/It fits very well./You look terrific.
- 2 I don't think we have a medium. Here's a small. Try it on./Where are the fitting rooms?/Over there.
- 4 Do you have any other colors?/It comes in red, blue, and black./I'll take one of each.



## Word Time, Page 40

Read and write. Then number the pictures.

### ANSWERS

- |                              |                            |
|------------------------------|----------------------------|
| 1 <u>make</u> the cappuccino | 2 <u>do</u> the puzzle     |
| 3 <u>buy</u> the cell phone  | 4 <u>draw</u> the portrait |
| 5 <u>try on</u> the jacket   | 6 <u>read</u> the magazine |
| 7 <u>play</u> the game       | 8 <u>eat</u> the candy bar |
| 9 <u>drink</u> the coffee    | 10 <u>finish</u> lunch     |

The picture should be numbered:

(top, across) 3, 6, 5, 4

(bottom, across) 8, 1, 9, 2, 10, 7

## Focus Time, Page 41

A. Read and write.

### ANSWERS

- |                                    |                                  |
|------------------------------------|----------------------------------|
| 1 drank, have/has <u>drunk</u>     | 2 read, have/has <u>read</u>     |
| 3 draw, drew                       | 4 played, have/has <u>played</u> |
| 5 finish, have/has <u>finished</u> | 6 eat, ate                       |
| 7 bought, have/has <u>bought</u>   | 8 make, made                     |
| 9 do, have/has <u>done</u>         | 10 try, tried                    |

B. Read and write.

### ANSWERS

- 1 She has already made the cappuccino.
- 2 She hasn't eaten the candy bar yet.
- 3 He has already drunk the coffee.
- 4 He hasn't finished lunch yet.

## Practice Time, Page 42

A. Read and write.

### ANSWERS

- 1 He has already played the game.
- 2 He hasn't done the puzzle yet.
- 3 He has already drawn the portrait.
- 4 He hasn't drunk the coffee yet.

B. Look and write.

### ANSWERS

- 1 She has already bought the cell phone.
- 2 He has already tried on the jacket.
- 3 He hasn't finished lunch yet.
- 4 She has already made the cappuccino.

## Reading Time, Page 43

B. Read and circle True or False.

### ANSWERS

- 1 False 2 True 3 True 4 False

C. Read the question. Write the answer.

### ANSWERS

- 1 Chris Gardner's store was damaged.
- 2 An earthquake.
- 3 He was talking on the phone.
- 4 Mr. Gardner's insurance will pay.

## Unit 7

## Conversation Time, Page 45

A. Number the sentences in the correct order.

### ANSWERS

- 5 That's funny. I thought your grades were good.
- 7 Why not?
- 1 How was your report card?
- 3 How did you do?
- 4 Not very well. Mostly C's.
- 8 I don't know. I study hard. I guess I get too nervous.
- 2 Pretty good. I got five A's.
- 6 My homework scores are high, but I don't do well on my tests.

B. Look at A. Read the question. Write the answer.

### ANSWERS

- 1 He got five A's.
- 2 Because she gets too nervous.
- 3 Yes, they are.

## Word Time, Page 46

A. Look and write.

### ANSWERS

- 1 Ted got a good grade in history.
- 2 Peter doesn't like science.
- 3 Mark's favorite class is music.

B. Read and match.

### ANSWERS

- |          |             |
|----------|-------------|
| 1 math   | 2 music     |
| 3 health | 4 geography |
| 5 art    | 6 science   |
| 7 gym    | 8 English   |

## Focus Time, Page 47

A. Unscramble, write, and match.

### ANSWERS

- 1 bored (matches the first picture)
- 2 interested (matches the fourth picture)
- 3 confused (matches the second picture)
- 4 tired (matches the third picture)

B. Unscramble and write.

### ANSWERS

- 1 I'm tired. I think history is tiring.
- 2 He's interested. He thinks science is interesting.
- 3 They're confused. They think math is confusing.

C. Read and write.

### ANSWERS

They're bored. They think history is boring.  
They're confused. They think math is confusing.



## Practice Time, Page 48

### A. Read and circle.

#### ANSWERS

- 1 I'm tired. I think geography is tiring.
- 2 Ted and Annie are bored. They think science is boring.
- 3 You're confused. You think art is confusing.
- 4 John is interested. He thinks health is interesting.

### B. Look and write.

#### ANSWERS

- 1 She thinks computer science is boring.
- 2 She's tired. She thinks gym is tiring.
- 3 He's confused. He thinks geography is confusing.
- 4 They're interested. They think math is interesting.

## Reading Time, Page 49

### B. Read the question. Write the answer.

#### ANSWERS

- 1 Because you can learn a lot from them.
- 2 In computer books and magazines.
- 3 You should always have a good attitude.
- 4 No, you shouldn't.

## Your Time, Page 50

### B. What do you think? Compare and write.

#### ANSWERS

- 1 I think soccer is more tiring than baseball. *or* I think baseball is more tiring than soccer.
- 2 I think math is more confusing than science. *or* I think science is more confusing than math.
- 3 I think homework is more boring than washing dishes. *or* I think washing dishes is more boring than homework.

## Unit 8

### Conversation Time, Page 51

#### A. Circle the correct sentences.

##### ANSWERS

- 1 Ted, please throw that away.
- 2 Why? I'm not finished yet.
- 3 You're not allowed to drink by the pool.
- 4 Really? Nobody told me.
- 5 Well, it says so right here. These are the rules.
- 6 No diving. No splashing. No running. I'm sorry.
- 7 You should pay attention. You don't want to get in trouble.
- 8 What happens if you break the camp rules?
- 9 If you break the rules, you can't use the pool for 24 hours.
- 10 I'd better be careful.

### B. Read and match.

#### ANSWERS

- 1 No diving. No splashing. No running. No food or beverages in or around the pool. I'm sorry.
- 2 Oh, I'd better be careful. Come on. I'll race you to the other side.
- 3 Ted, please throw that away. Why? I'm not finished yet.

## Word Time, Page 52

### A. Look and write.

#### ANSWERS

- 1 He likes to canoe. He doesn't like to hike.
- 2 She likes to bird-watch. She doesn't like to fish.
- 3 He likes to catch caterpillars. He doesn't like to do jumping jacks.

### B. What will they do on their next vacation? Look and write.

#### ANSWERS

- 1 He'll ride a pony.
- 2 He'll climb a mountain.
- 3 She'll make crafts.
- 4 He'll write postcards.

## Focus Time, Page 53

### Write the questions and answers.

#### ANSWERS

- 1 What does he think about writing postcards? He thinks writing postcards is easy.
- 2 What does he think about making crafts? He thinks making crafts is frustrating.
- 3 What does she think about climbing mountains? She thinks climbing mountains is fun.
- 4 What does she think about writing postcards? She thinks writing postcards is fun.
- 5 What does she think about writing postcards? She thinks writing postcards is frustrating.

## Practice Time, Page 54

### A. Read and write.

#### ANSWERS

- 1 What does she think about canoeing?
- 2 What do they think about hiking?
- 3 What does he think about bird-watching?
- 4 What do you think about doing jumping jacks?

### B. Read. Then answer the questions.

#### ANSWERS

- 1 She thinks walking on the beach is fun but exhausting.
- 2 He thinks canoeing is fun.
- 3 He thinks climbing mountains is exhausting.
- 4 She thinks sharks are scary.



## Reading Time, Page 55

### A. Read and fill in the blanks.

#### ANSWERS

Dear Annie,

I'm having a great time at camp. Every day, I ride a pony in the mountains. Then we go canoeing. We tipped over today, but it wasn't scary.

My least favorite activity is bird-watching. I think it's boring. I like making crafts. I made a kite yesterday. It can really fly!

Tonight we're going to have a big campfire and the counselors are going to tell ghost stories. I can't wait!

Your friend,

Ted

### B. Read and circle True or False.

#### ANSWERS

1 True 2 True 3 False 4 False 5 True

## Cross-curricular 3, Page 57

### A. Choose the correct word and write.

#### ANSWERS

- |                    |                 |
|--------------------|-----------------|
| 1 Mandarin Chinese | 2 international |
| 3 native           | 4 Ireland       |
| 5 accents          | 6 Canada        |
| 7 pronunciation    | 8 speakers      |
| 9 grammar          |                 |

### B. Read and write. Use the words from Exercise A.

#### ANSWERS

- |                    |                 |
|--------------------|-----------------|
| 1 Ireland          | 2 native        |
| 3 accent           | 4 pronunciation |
| 5 Canada           | 6 speaker       |
| 7 Mandarin Chinese | 8 grammar       |
| 9 international    |                 |

## Unit 9

### Conversation Time, Page 58

### Circle the mistakes and write.

#### ANSWERS

- 1 What's *up*, Ted?
- 2 I'm waiting *for* the *new* exchange student. He's coming on the Number 15 bus.
- 3 *Is* he going to stay *with* your family?
- 4 Yes. He's going to stay *for* the rest of the year.
- 5 I can't wait to *meet* him. *What's* his name?
- 6 It's Paolo. *He's* from *Italy*. He'll be at school *tomorrow*.
- 7 Great! *By* the way, did the Number 10 bus go by?
- 8 *Yes*. It left five *minutes* ago.
- 9 Oh, *no*! I *missed* the bus. I can't believe it.
- 10 *Don't* worry. The next bus *will* be here soon.

## Word Time, Page 59

### A. Read and write. Then number the pictures.

#### ANSWERS

- 2 Bob likes to paint pictures, but he doesn't like fixing the fence.
- 3 Kim likes to sell flowers on the sidewalk near the park.
- 4 Ming is an exchange student. She misses her parents.
- 5 Mr. Jones likes to collect coins, but he doesn't like to play chess.
- 6 Ms. Farrah likes to cook. She wants to own the restaurant.

The pictures are numbered:

6, 5, 1

3, 4, 2

### B. Read and write.

#### ANSWERS

- 1 They like to play chess.
- 2 She likes to study English.
- 3 They want to have a pet.

## Focus Time, Page 60

### A. Read and write *for* or *since*.

#### ANSWERS

- 1 for 2 since 3 for 4 since

### B. Read and write.

#### ANSWERS

- 1 He's played chess since he was six years old.
- 2 His mother worked at the bank since 2008, or His mother worked at the bank for three years.
- 3 She's had a puppy since Monday, or She's had a puppy for two days.
- 4 She's been an exchange student since September, or She's been an exchange student for eight months.

### C. Look at B. Write the questions.

#### ANSWERS

- 2 How long has his mother worked at the bank?
- 3 How long has she had a puppy?
- 4 How long has she been an exchange student?

## Practice Time, Page 61

### A. Write the words and phrases in the correct category.

#### ANSWERS

for	since
four months	August
fourteen days	Friday
two years	four o'clock
ten hours	2006



## B. Write the question and the answer.

### ANSWERS

- 1 How long have they had a pet? They've had a pet since May. or They've had a pet for seven months.
- 2 How long has he worked at the bank? He's worked at the bank since 2001. or He's worked at the bank for ten years.
- 3 How long have they played chess? They've played chess since 2:00. or They've played chess for two hours.
- 4 How long has she taught French? She's taught French since she was 24. or She's taught French for four years.

## Reading Time, Page 62

### A. Read. Choose the correct words and fill in the blanks.

#### ANSWERS

Dear Ms. Smith,

I saw your sign at the Sunnyville Supermarket. The Foreign Exchange Program looks very interesting! I would like to visit a foreign country.

I want to experience a different culture. That sounds so exciting. I also want to study French and make new friends. Can I go to France? Do you have a host family in France? I would like to live in France for a semester.

My parents and I would like to find out more about your program. We'll come to your office next week.

Sincerely,

Brent Parker

### B. Read the answer. Write the question.

#### ANSWERS

- 1 Where does Brent want to live?
- 2 Where did Brent see the sign?
- 3 How long does Brent want to live in France?
- 4 Why does Brent want to go to France?

## Unit 10

### Conversation Time, Page 64

#### Unscramble and fill in the blanks. Then write.

#### ANSWERS

- 1 Can you please give us directions to the school?
- 2 Of course. It's not far.
- 3 We're going to the graduation party.
- 4 That's great! I'll be there later.
- 5 Here's a map. Turn left at the light. Go straight for two blocks. Then take a right on Elm Street by the bank.
- 6 Right by the bank?
- 7 Yes, then go down Elm for four blocks.

## Word Time, Page 65

### A. Use the code to write the words. Then number the pictures.

#### ANSWERS

- |                     |                        |
|---------------------|------------------------|
| 1 draw the posters  | 2 write the poem       |
| 3 decorate the room | 4 blow up the balloons |
| 5 sing the song     | 6 color the banner     |
| 7 cook the meal     | 8 tell the stories     |
| 9 make the cake     | 10 sign the card       |

The pictures are numbered:

4, 7, 3, 10, 9

1, 5, 2, 8, 6.

### B. What do they like to do? Look and write.

#### ANSWERS

She likes to blow up balloons.

He likes to decorate the room.

## Focus Time, Page 66

### A. Read and write.

#### ANSWERS

- 1 colored
- 2 write, was/were written
- 3 decorated, was/were decorated
- 4 draw, drew
- 5 cook, was/were cooked
- 6 made, was/were made
- 7 sang, was/were sung
- 8 blow up, was/were blown up
- 9 sign, signed
- 10 told, was/were told

### B. Read and write.

#### ANSWERS

- 1 The meal was cooked by Ms. Day.
- 2 The balloons were blown up by Dan.
- 3 The poem was written by Mr. Day.

## Practice Time, Page 67

### A. Read and write True or False.

#### ANSWERS

- 1 False 2 True 3 False

### B. Look and write the questions and the answers.

#### ANSWERS

- 1 The balloons were blown up by Mr. Smith.
- 2 Who made the cake? The cake was made by Amy.
- 3 Who drew the posters? The posters were drawn by Todd.
- 4 Who told the stories? The stories were told by Jess.
- 5 Who decorated the room? The room was decorated by Bill.
- 6 Who sang the song? The song was sung by Ms. Jones.



## Reading Time, Page 68

### B. Read and match.

#### ANSWERS

- 1 by Bob Jones
- 2 by the sixth grade chorus
- 3 by Sue
- 4 by the parents
- 5 by Ms. Jakes

### C. Read the question. Write the answer.

#### ANSWERS

- 1 The cake was made by Ms. Jakes.
- 2 She'll attend junior high school.
- 3 She brought homemade cookies.
- 4 He wrote and recited a poem.

## Cross-curricular 4, Page 70

### A. Circle the incorrect word. Then write the correct word from the box.

#### ANSWERS

- |                                 |                                    |
|---------------------------------|------------------------------------|
| 1 <i>sick</i> , poor            | 2 <i>Italy</i> , the United States |
| 3 <i>train</i> , ship           | 4 <i>months</i> , weeks            |
| 5 <i>Lake</i> , Harbor          | 6 <i>police officer</i> , doctor   |
| 7 <i>a doctor</i> , an ancestor | 8 <i>citizen</i> , visa            |
| 9 <i>harbor</i> , museum        |                                    |

### B. Read. Then answer the questions.

#### ANSWERS

- 1 She immigrated from Ireland.
- 2 She immigrated with her family.
- 3 They travelled by ship.
- 4 The trip took ten days.
- 5 They arrived on August 15, 1921.
- 6 Cara's uncle helped him.
- 7 Yes, she is. She loves America.

## Review 2

### Conversation Time Review, Page 71

#### A. Read the question. Write the answer.

##### ANSWERS

- 1 It fits well.
- 2 Pretty good. She got five A's.
- 3 No running. No food or drink.
- 4 It's at 1:00.

#### B. Unscramble and write.

##### ANSWERS

- 1 Can I help you find something?
- 2 Annie, please throw that away.
- 3 I'm going to be late for my guitar lesson downtown.
- 4 Take a right on Elm Street by the bank.

## Word Time Review, Page 72

### A. Read and match.

#### ANSWERS

- Sue is climbing the mountain. (matches the 4th picture)  
Lisa is playing the game. (matches the 3rd picture)  
Kara is reading the magazine. (matches the 1st picture)  
Jen is riding the pony. (matches the 2nd picture)

### B. What were they doing at 12:00? Look and write.

#### ANSWERS

- 2 He was reading a magazine at 12:00.
- 3 He was eating a candy bar at 12:00.
- 4 They were playing chess at 12:00.
- 5 She was blowing up balloons at 12:00.
- 6 He was studying English at 12:00.

## Focus Time Review, Page 73

### A. What do they think? Look and write.

#### ANSWERS

- 1 He thinks canoeing is hard.
- 2 She thinks hiking is disgusting.
- 3 She thinks fishing is easy.
- 4 He thinks climbing mountains is frustrating.

### B. Read and write *for* or *since*.

#### ANSWERS

- 1 for 2 since 3 since 4 for

## Practice Time Review, Page 74

### A. Look and write. Use *already* or *yet*.

#### ANSWERS

- 1 He's already eaten the candy bar.
- 2 She hasn't made the cappuccino yet.
- 3 She hasn't done the puzzle yet.
- 4 They have already finished lunch.

### B. Write the questions and the answers.

#### ANSWERS

- 1 How long has she had a pet? She's had a pet for two days.
- 2 How long has he sold flowers? He's sold flowers since he was six years old.
- 3 How long have they played chess? They've played chess for one week.

### C. Read and write.

#### ANSWERS

- 1 The poem was written by Jan.
- 2 Bob signed the card.
- 3 The balloons were blown up by Dan.



## Reading Time Review, Page 75

Read the question. Write the answer.

### ANSWERS

- 1 On Monday, the earthquake hit Bryson city.
- 2 Teachers can help you learn computer science.
- 3 They are going to tell ghost stories.
- 4 To find out more about the foreign exchange program.
- 5 The graduation party was held at the gym.
- 6 Yes, repairs have already begun.
- 7 Have a good attitude and work hard to succeed.
- 8 Ted's least favorite activity is bird-watching.
- 9 He wants to live in France for a semester.
- 10 She brought homemade cookies.
- 11 He went canoeing at camp.
- 12 An earthquake.

## Units 1–10 Reviews

### Conversation Time Review, Page 77

Read and match.

#### ANSWERS

- 1 What happened?/My pie came in last place.
- 2 Well, what do you think?/It fits very well.
- 3 If he doesn't like it, can he return it?/Of course. He can exchange it or get a refund.
- 4 You're not allowed to eat or drink by the pool at Camp Wildwood./Nobody told me.
- 5 How was your report card?/Pretty good. I got five A's, two B's, and a C.
- 6 The first ingredient is flour. One cup of flour./Got it. What's next?
- 7 Give me back the remote./But it's 4:30. It's time for my favorite show.
- 8 Can you please give me directions to the Sunnyville Elementary School?/Of course. It's not far.
- 9 Did the Number 10 bus go by?/Yes. It left five minutes ago.
- 10 Where's Ted? I haven't seen him around lately./He's on vacation. His family went on a cruise to the Caribbean.

### Word Time Review, Page 78

A. Look and write.

#### ANSWERS

- |                |             |
|----------------|-------------|
| 1 ring         | 2 sneakers  |
| 3 flood        | 4 art       |
| 5 weak         | 6 surprised |
| 7 thunderstorm | 8 music     |
| 9 stubborn     |             |

B. What are they doing? Look and write.

#### ANSWERS

- 1 He's feeding the horse.
- 2 She's doing jumping jacks.
- 3 She's selling flowers.
- 4 He's coloring the banner.

## Focus Time and Practice Time Review, Page 79

A. Write.

### ANSWERS

- 1 Is he worried? Yes, he is.
- 2 Matt isn't as busy as Bob. Bob is as busy as a bee.
- 3 What does she think about catching caterpillars? She thinks catching caterpillars is disgusting.
- 4 How long have you taught French? I've taught French for six years.
- 5 Who drew the posters? The posters were drawn by Ivy.
- 6 He's bored. He thinks computer science is boring.
- 7 Have they ever seen a tsunami? Yes, they have. It was awful.

B. Read and number the pictures.

### ANSWERS

The pictures are numbered: 3, 2, 1, 4

### Reading Time Review, Page 80

Read and number the pictures.

### ANSWERS

The pictures are numbered: 8, 5, 2, 6, 4, 10, 3, 9, 1, 7



# Worksheet Instructions and Answers

## Unit 1

### Worksheet 1: Comparatives and Superlatives

#### A. Read and write.

##### ANSWERS

- 1 the most expensive
- 2 popular / more popular
- 3 beautiful / the most beautiful
- 4 more comfortable / the most comfortable
- 5 better / the best
- 6 bad / worse

#### B. Unscramble and write.

##### ANSWERS

- 1 The green pajamas are the most expensive.
- 2 The orange lamp is the most popular.
- 3 The yellow sneakers are the worst.

#### C. Look and match.

##### ANSWERS

- 1 The black couch is more comfortable than the white one.
- 2 The white calculator is better than the black one.

### Worksheet 2: May's Department Store

#### B. Read the question. Write the answer.

##### ANSWERS

- 1 Watches and sunglasses cost \$50 to \$100.
- 2 All men's and women's pajamas, pants, and sweaters are on sale.
- 3 May's is open from 8:00 A.M. to 6:00 P.M.
4. Yes, the most expensive rings are on sale.
- 5 Black sneakers cost \$45.

#### C. Read and write True or False.

##### ANSWERS

- 1 True 2 False 3 True 4 False

## Unit 2

### Worksheet 3: Comparisons

#### Look, read, and write.

##### ANSWERS

- 1 Mark isn't as busy as Jan.  
Jan is as busy as a bee.
- 2 Kate isn't as old as Grandpa Tan.  
Grandpa Tan is as old as the hills.
- 3 Dave isn't as stubborn as Chuck.  
Chuck is as stubborn as a mule.

- 4 Carl isn't as quiet as Val.  
Val is as quiet as a mouse.
- 5 Ted isn't as strong as Annie.  
Annie is as strong as an ox.

### Worksheet 4: A Cruise Ship

#### B. Read and circle True or False.

##### ANSWERS

- 1 False 2 True 3 False 4 False

#### C. What can you do on the Dolphin Cruise Ship? List the activities.

##### ANSWERS

(answers may be in any order)

- |                          |                        |
|--------------------------|------------------------|
| 1 go swimming            | 2 sit in the shade     |
| 3 use the fitness center | 4 see a movie          |
| 5 visit the library      | 6 use a computer       |
| 7 enjoy the water        | 8 make new friends     |
| 9 see a show             | 10 play computer games |

## Unit 3

### Worksheet 5: Isn't She Proud?

#### A. Pairwork.

In each Pairwork exercise, student pairs (S1 and S2) fold the page on the dotted line and look at their respective columns. S1 begins by looking at the first picture in the left-hand column and guessing what that girl is feeling. Using the target pattern, S1 asks S2 *Isn't she (full)?* S2 answers the question based on the first picture in the right-hand column. S1 then circles the correct answer. Students do the same for number 2. S2 then takes a turn, asking questions in the same way for numbers 3–4.

##### ANSWERS

- 1 b 2 a 3 a 4 b

### Worksheet 6: State Fair

#### B. Read and match.

##### ANSWERS

- 1 b 2 c 3 d 4 a

#### C. Read and write True or False.

##### ANSWERS

- 1 False 2 True 3 False



## Unit 4

### Worksheet 7: He Set the Table, Didn't He?

#### Pairwork.

S1 begins by looking at the first picture in the left-hand column and reading the question *She's feeding the horse, isn't she?* S2 looks at the first picture in the right-hand column and answers *Yes, she is.* S1 then writes that answer. Students do the same for number 2. S2 then takes a turn, asking questions in the same way for numbers 3–4.

#### ANSWERS

- |                |                    |
|----------------|--------------------|
| 1 Yes, she is. | 2 No, they didn't. |
| 3 Yes, he is.  | 4 No, they didn't. |

### Worksheet 8: The A-OK Dude Ranch

#### B. Put the sentences in order.

#### ANSWERS

- 2, 1  
4, 3

#### C. Read and write. Then match.

#### ANSWERS

- 1 Sam went hiking. (d)
- 2 Sam set the table for dinner. (c)
- 3 Sam doesn't want to clean the stable. (a)
- 4 Sam still wants to go rafting on the river. (b)

## Unit 5

### Worksheet 9: Disasters!

#### A. Look and write.

#### ANSWERS

- 1 exciting
- 2 windy
- 3 awful

#### B. Read and match.

#### ANSWERS

- 1 c 2 a 3 b

#### C. Unscramble and write.

#### ANSWERS

- 1 Have they ever been in a typhoon?
- 2 Has she ever seen a landslide?

### Worksheet 10: Tornado!

#### B. Put the sentences in order.

#### ANSWERS

- 4, 2, 6, 1, 5, 3

#### C. Read and write. Then match.

#### ANSWERS

- 1 I was in a big tornado. (b)
- 2 My umbrella flew out of my hands. (c)
- 3 I went to the lowest level of the building and lay down with my hands over my head. (a)

## Unit 6

### Worksheet 11: What's Different?

#### Look and write.

#### ANSWERS

##### Picture A

- 1 She hasn't read the magazine yet.
- 2 He hasn't eaten the candy bar yet.
- 3 She hasn't drawn the portrait yet.
- 4 He hasn't finished lunch yet.
- 5 She hasn't done the puzzle yet.

##### Picture B

- 6 She has already read the magazine.
- 7 He has already eaten the candy bar.
- 8 She has already drawn the portrait.
- 9 He has already finished lunch.
- 10 She has already done the puzzle.

### Worksheet 12: Ellen's Puppies

#### B. Look and number the pictures in order.

#### ANSWERS

- 3, 4, 1, 2

#### C. Read and write True or False.

#### ANSWERS

- 1 True 2 False 3 False 4 True

## Unit 7

### Worksheet 14: San Francisco

#### B. Read the question. Write the answer.

#### ANSWERS

- 1 Ken is in San Francisco.
- 2 Ken has been practicing listening and speaking English.
- 3 Yes, he does.
- 4 He thinks going to the beach is boring.

#### C. Read and write True or False.

#### ANSWERS

- 1 True 2 False 3 False 4 True



## Unit 8

### Worksheet 15: What Does She Think?

#### A. Look and match.

##### ANSWERS

- 1 exhausting 2 fun 3 disgusting

#### B. Pairwork. What do they think?

S1 begins by looking at the first sentence in the left-hand column and using the target pattern to ask S2 about that person. S1 asks *What does Luke think about hiking?* S2 reads the first sentence in the right-hand column, answering *Luke thinks hiking is fun.* S1 then fills in the blank. Students do the same for numbers 2–4. S2 then takes a turn, asking questions in the same way for numbers 5–8.

##### ANSWERS

- 1 Luke thinks hiking is fun.
- 2 Joan thinks making crafts is easy.
- 3 Sue thinks writing postcards is frustrating.
- 4 Jake thinks bird-watching is disgusting.
- 5 Peter thinks fishing is easy.
- 6 Lee thinks catching caterpillars is hard.
- 7 Kris thinks canoeing is fun.
- 8 Jess thinks climbing mountains is exhausting.

### Worksheet 16: Camp Wildwood

#### B. Annie is at Camp Wildwood today. What's she going to do? Read, write, and match.

##### ANSWERS

- 1 eat breakfast (second picture)
- 2 go canoeing (third picture)
- 3 make crafts (first picture)
- 4 go mountain climbing (fifth picture)
- 5 go to a barbecue (fourth picture)

## Unit 9

### Worksheet 17: How Long?

#### A. Write the words and phrases in the correct category.

##### ANSWERS

for	since
three weeks	2001
ten days	Tuesday
one hour	March
ten minutes	this morning

#### B. Pairwork.

S1 begins by looking at the first picture in the left-hand column and using the target pattern to ask S2 about that person: *How long has he painted pictures?* S2 answers based on the information in his/her column. S1 then circles the correct answer. Students do the same for number 2. S2 then takes a turn, asking questions in the same way for numbers 3–4.

##### ANSWERS

- 1 a 2 a 3 b 4 a

### Worksheet 18: The Exchange Student

#### B. Read and write.

##### ANSWERS

- 1 Paolo has made some good friends.
- 2 Paolo's host family helped him adjust.
- 3 The Student News talked to Paolo about his experience.
- 4 Ted and his family are Paolo's host family.

#### C. Read and write.

##### ANSWERS

Paolo, are you having a good time in Sunnyville?  
Yes. I like Sunnyville very much.  
Was it hard to adjust to Sunnyville?  
It wasn't hard.

## Unit 10

### Worksheet 20: Graduation Party

#### B. Read the question. Write the answer.

##### ANSWERS

- 1 Ms. Apple made the cake.
- 2 The ice cream and cookies were brought by Bob's grandparents.
- 3 It was last Saturday.
- 4 Stan missed the party.

#### C. Look and match. Then write.

##### ANSWERS

- 1 The spaghetti and meatballs were made by Ted and his mother.
- 2 The SES gym was decorated with streamers and balloons.
- 3 The song was sung by Ivy.



# Unit 1, Worksheet 1: Comparatives and Superlatives

## A. Read and write.

1. expensive → more expensive → \_\_\_\_\_
2. \_\_\_\_\_ → \_\_\_\_\_ → the most popular
3. \_\_\_\_\_ → more beautiful → \_\_\_\_\_
4. comfortable → \_\_\_\_\_ → \_\_\_\_\_
5. good → \_\_\_\_\_ → \_\_\_\_\_
6. \_\_\_\_\_ → \_\_\_\_\_ → the worst

## B. Unscramble and write.

1. expensive green The . are pajamas the most

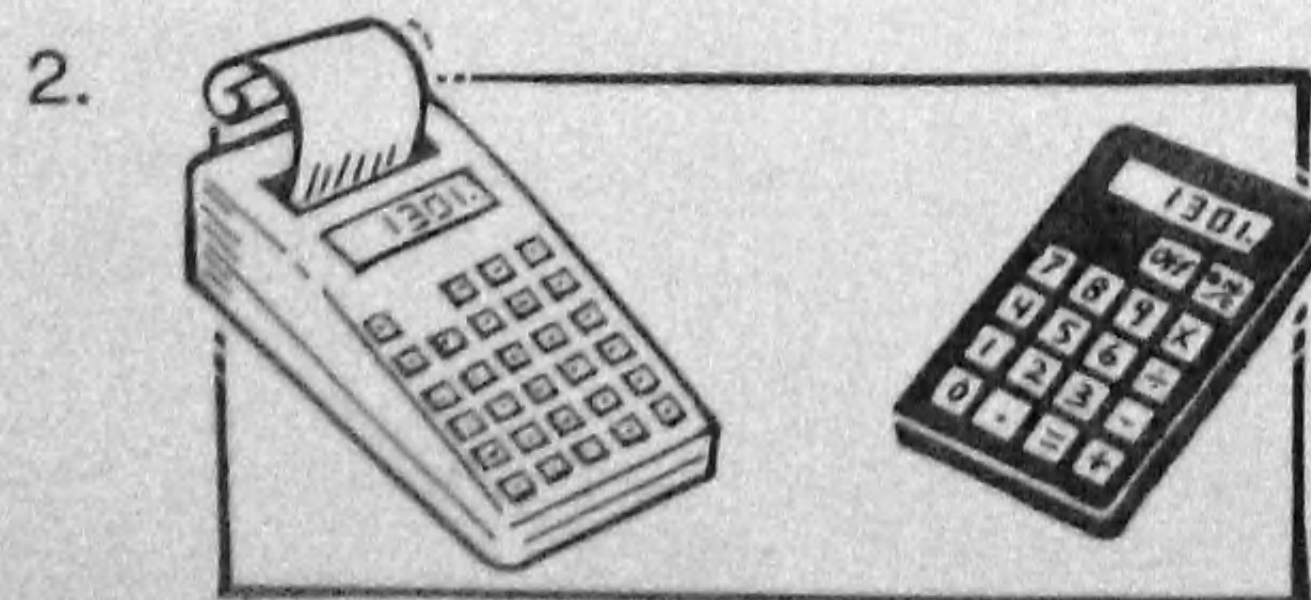
2. lamp the The . orange popular is most

3. The . yellow the sneakers worst are

## C. Look and match.



- The white calculator is better than the black one.

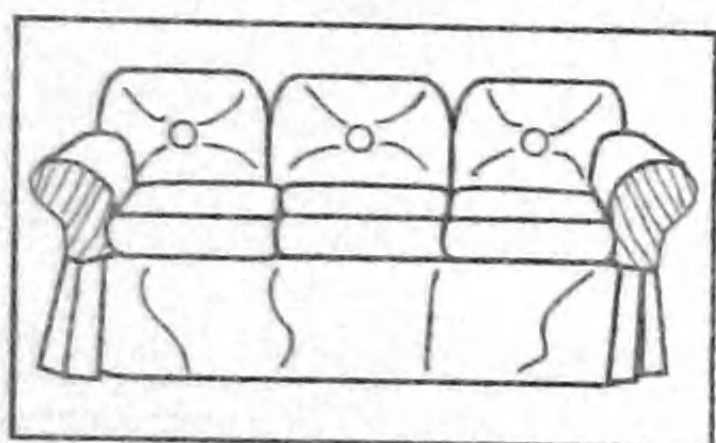
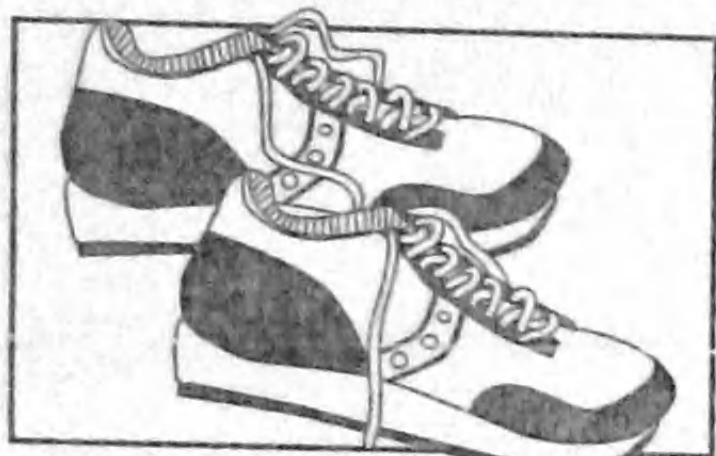
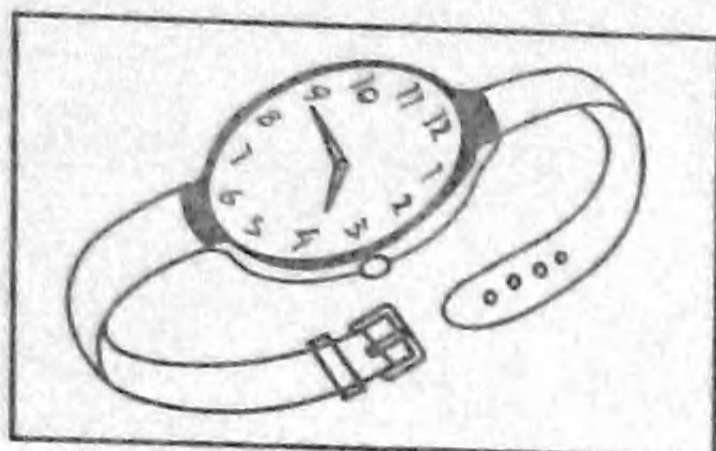


- The black couch is more comfortable than the white one.



## A. Read.

# May's Department Store



Come to May's Department Store and save on the most comfortable couches, the most expensive lamps, and much more! All men's and women's pajamas, pants, and sweaters are on sale in the most beautiful colors. Even the most expensive rings are on sale.

White sneakers cost only \$35. Black sneakers cost \$45. Orange sneakers cost \$85. The most popular watches and sunglasses are \$50 to \$100.

May's is open from 8:00 A.M. to 6:00 P.M.

*Don't wait!*

**SALE**

## B. Read the question. Write the answer.

1. How much do watches and sunglasses cost? \_\_\_\_\_
2. What is on sale in the most beautiful colors? \_\_\_\_\_
3. What are May's hours? \_\_\_\_\_
4. Are the most expensive rings on sale? \_\_\_\_\_
5. How much do black sneakers cost? \_\_\_\_\_

## C. Read and write True or False.

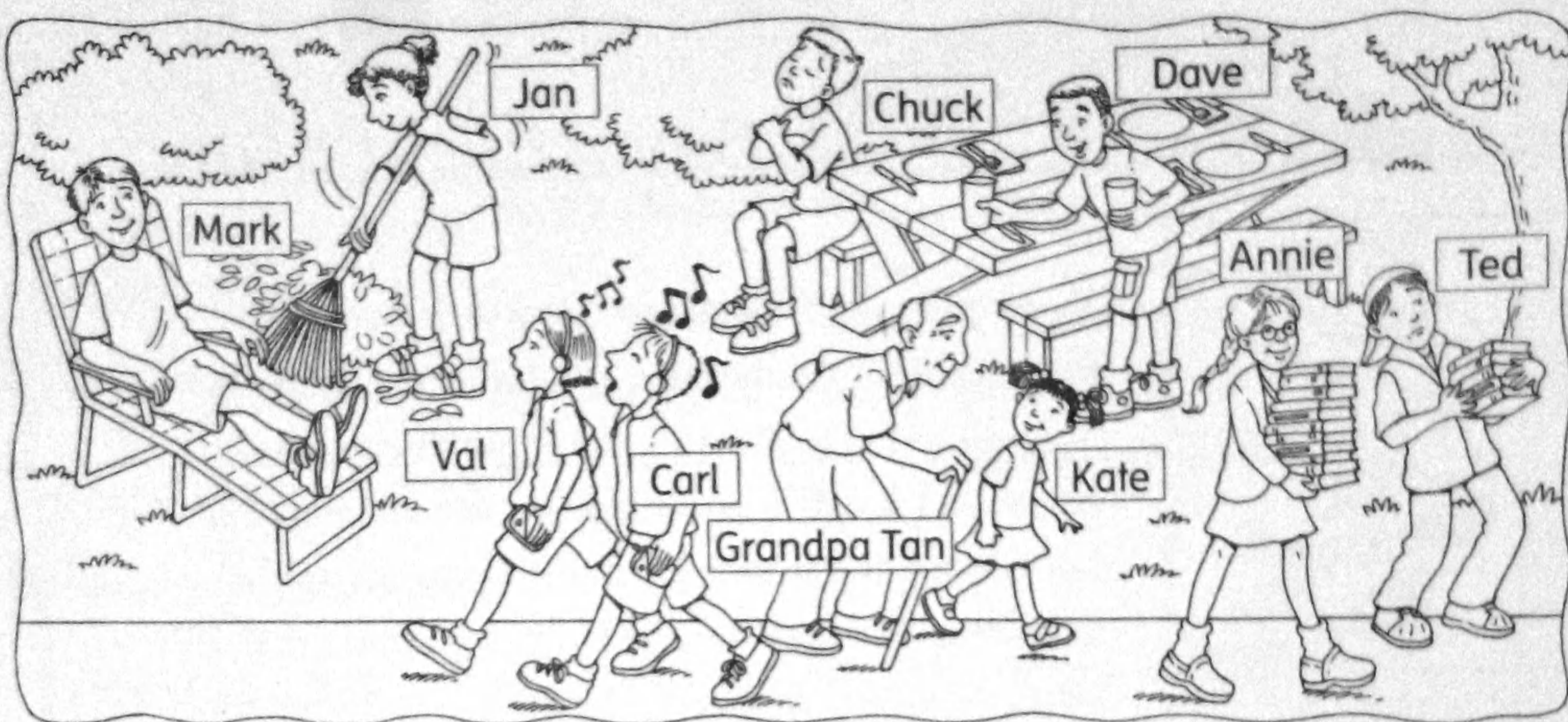
1. Sweaters are on sale at May's Department Store. \_\_\_\_\_
2. May's is open from 6:00 A.M. to 8:00 A.M. \_\_\_\_\_
3. You can buy a ring at May's Department Store. \_\_\_\_\_
4. Orange sneakers cost \$285. \_\_\_\_\_





## Unit 2, Worksheet 3: Comparisons

Look, read and write.



1. Mark / busy / Jan

Mark isn't as \_\_\_\_\_

Jan is as \_\_\_\_\_

2. Kate / old / Grandpa Tan

\_\_\_\_\_

\_\_\_\_\_

3. Dave / stubborn / Chuck

\_\_\_\_\_

\_\_\_\_\_

4. Carl / quiet / Val

\_\_\_\_\_

\_\_\_\_\_

5. Ted / strong / Annie

\_\_\_\_\_

\_\_\_\_\_



**A. Read.**Vacation on the

# Dolphin Cruise Ship

Let the Dolphin  
Cruise Ship

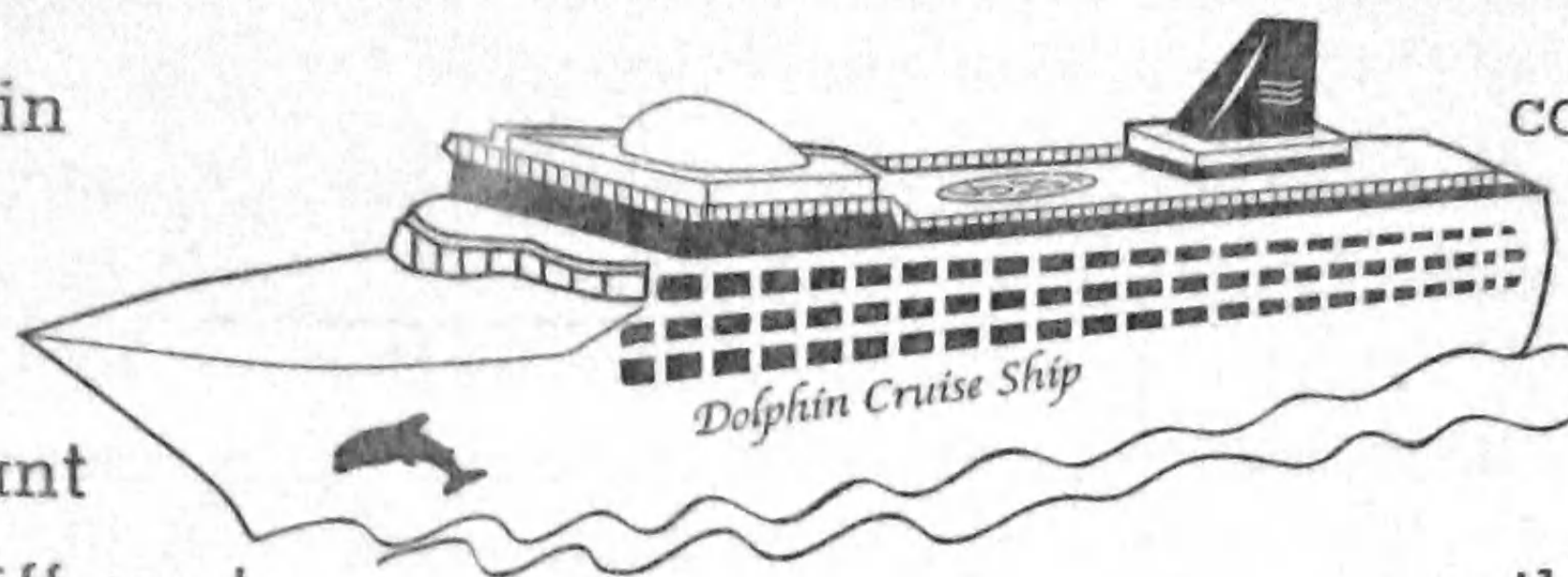
take you

where you want

to go. Enjoy different

activities every day. You can go  
swimming or sit in the shade.

There are many restaurants and  
shops. Use the fitness center, see a  
movie, and visit the library. You



can even use a

computer in the  
computer room.

Make new friends

on the deck or just enjoy

the water. At night, see a show or  
play computer games. If this sounds  
fun, a cruise ship vacation is for  
you. Call 1 (800) 555-9988 for more  
information.

**B. Read and circle True or False.**

- |  |      |       |
|--|------|-------|
| 1. On the Dolphin Cruise Ship you can enjoy only a few activities. | True | False |
| 2. There is a computer room on the Dolphin Cruise Ship.            | True | False |
| 3. You can't go swimming on the Dolphin Cruise Ship.               | True | False |
| 4. There is only one restaurant on the Dolphin Cruise Ship.        | True | False |

**C. What can you do on the Dolphin Cruise Ship? List the activities.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_



## A. Pairwork.

### Student 1

Ask the question. Listen and circle.

1.



- a. full
- b. angry

2.



- a. proud
- b. scared

Answer the question.

3.



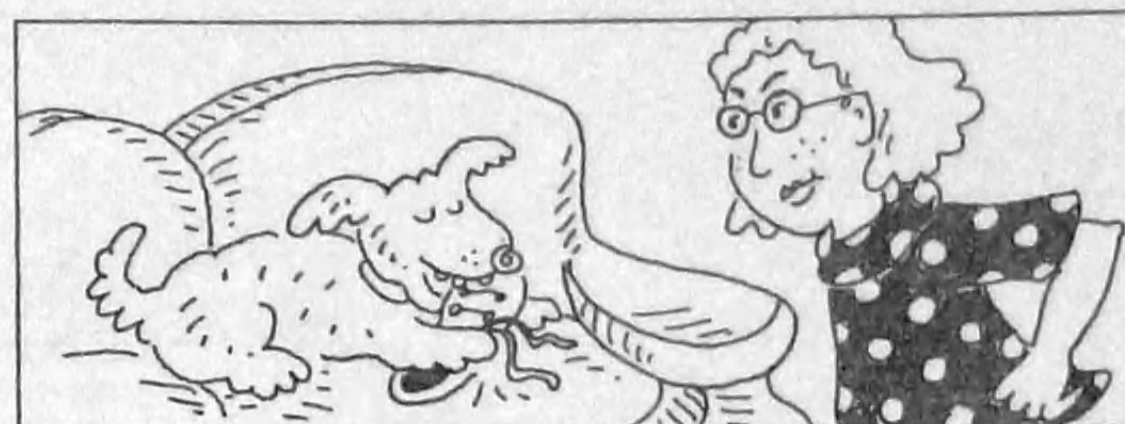
4.



### Student 2

Answer the question.

1.



2.



Ask the question. Listen and circle.

3.



- a. discouraged
- b. worried

4.



- a. uncomfortable
- b. envious

FOLD

## B. Look at A. Write the questions and the answers.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



## A. Read.



**State Fair**

9:00 A.M. **Horseback-Riding Contest.** Come watch the horseback-riding contest. Mike Harvey is worried about the competition. Last year Mike won the contest. This year Brian Baker may win.

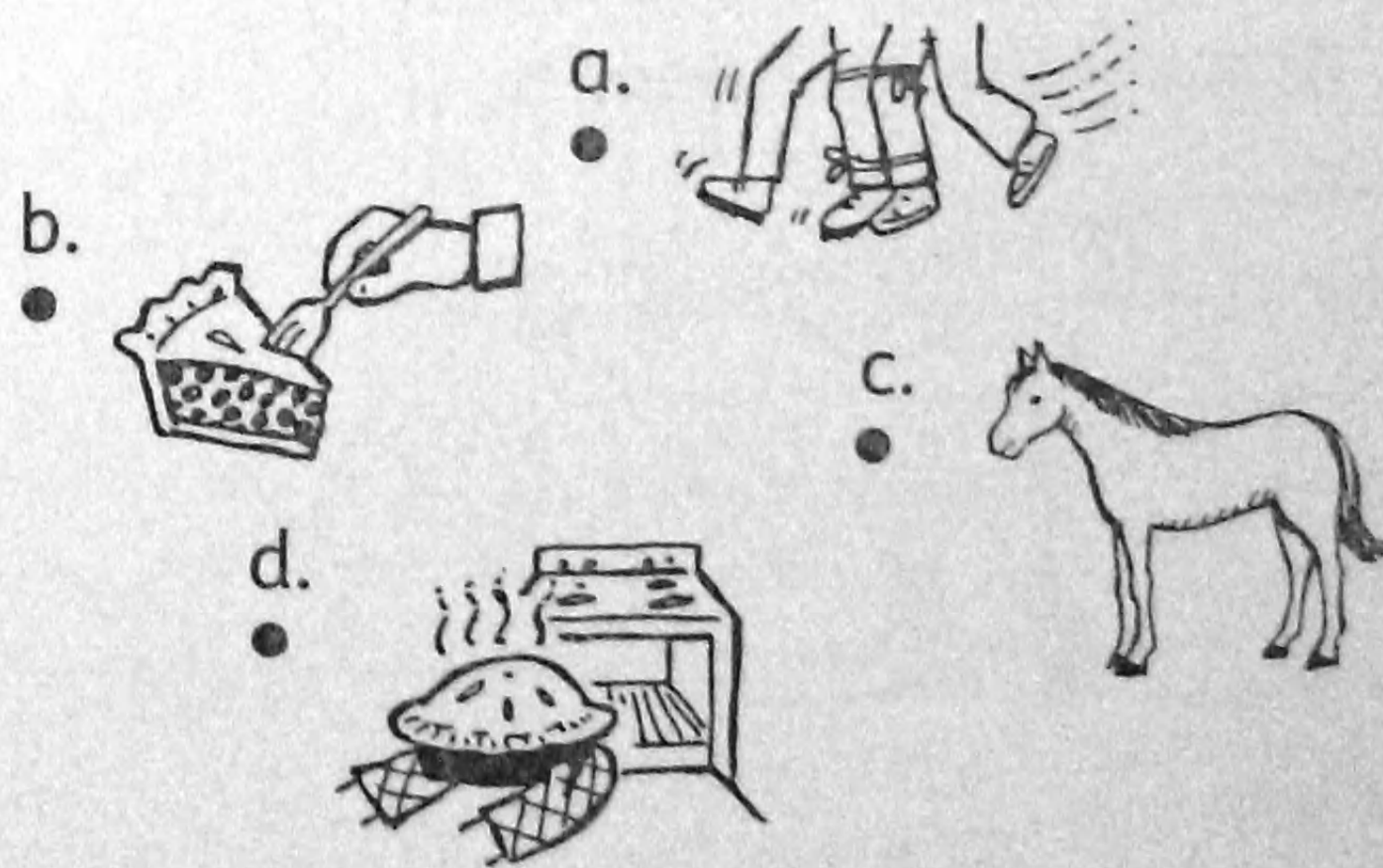
11:00 A.M. **Pie-Baking Contest.** The pie-baking contest is in front of the Blueberry House. Joe Smith is making a peach-and-pineapple pie. He isn't worried about winning because he invented the recipe. Debbie Lions is entering her blueberry-and-lemon pie. Stop by to see what other kinds of pies are in the contest.

12:00 P.M. **Pie-Eating Contest.** Also in front of the Blueberry House is the pie-eating contest. The competition will be fierce. Everyone in the contest will be full when it's finished.

2:00 P.M. **Three-Legged Race.** See the three-legged race on Moore's Lawn. Don't worry. You can enter at the last minute.

## B. Read and match.

1. 12:00 P.M. ●
2. 9:00 A.M. ●
3. 11:00 A.M. ●
4. 2:00 P.M. ●



## C. Read and write True or False.


1. Last year, Brian Baker won the horseback-riding contest. \_\_\_\_\_
2. You can enter the three-legged race at the last minute. \_\_\_\_\_
3. The pie-eating contest is on Moore's Lawn. \_\_\_\_\_




## Pairwork.

### Student 1

Ask the question. Listen and write the answer.

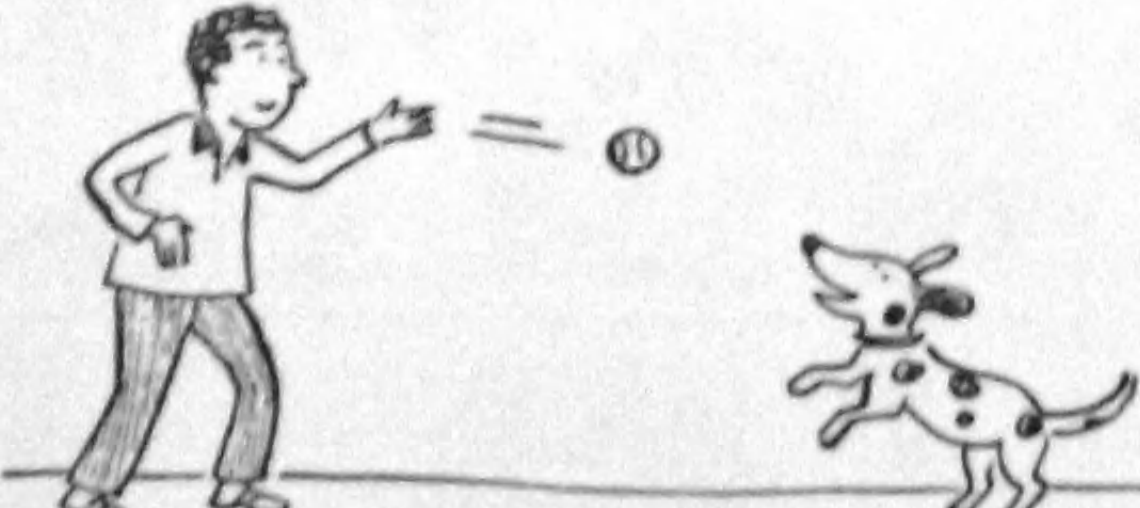
1.  She's feeding the horse, isn't she?

---

2.  They set the table, didn't they?

---

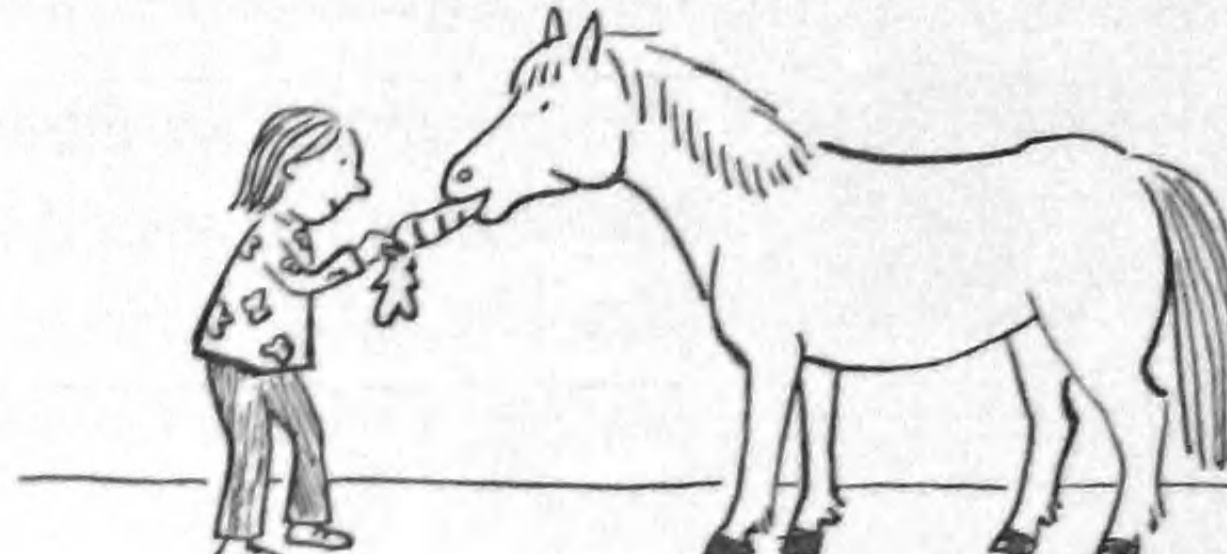
Answer the question.

3. 

4. 


### Student 2

Answer the question.


1. 

2. 

Ask the question. Listen and write the answer.

3.  He's playing with the dog, isn't he?

---

4.  They fixed the fence, didn't they?

---

FOLD



## A. Read.

	Hi Dan,
○	I'm having a great time at the A-OK Dude Ranch. I've been horseback riding, rounding up cattle with the cowboys, hiking, and fishing. Yesterday, I set the table for dinner. After dinner, I built a fire and we sang songs by it. Tomorrow, I am going to feed the horses. I hope I don't have to clean the stable! I still want to go rafting on the river. Rafting is a lot of fun. See you when I get back.
○	Your friend, Sam

## B. Put the sentences in order.

\_\_\_\_\_ Sam built a fire.

\_\_\_\_\_ Sam set the table.

\_\_\_\_\_ Sam is going to feed the horses.

\_\_\_\_\_ Sam sang songs by the fire.

## C. Read and write. Then match.

1. Sam went \_\_\_\_\_ •



2. \_\_\_\_\_ set the table for \_\_\_\_\_ •



3. Sam doesn't want to \_\_\_\_\_ •

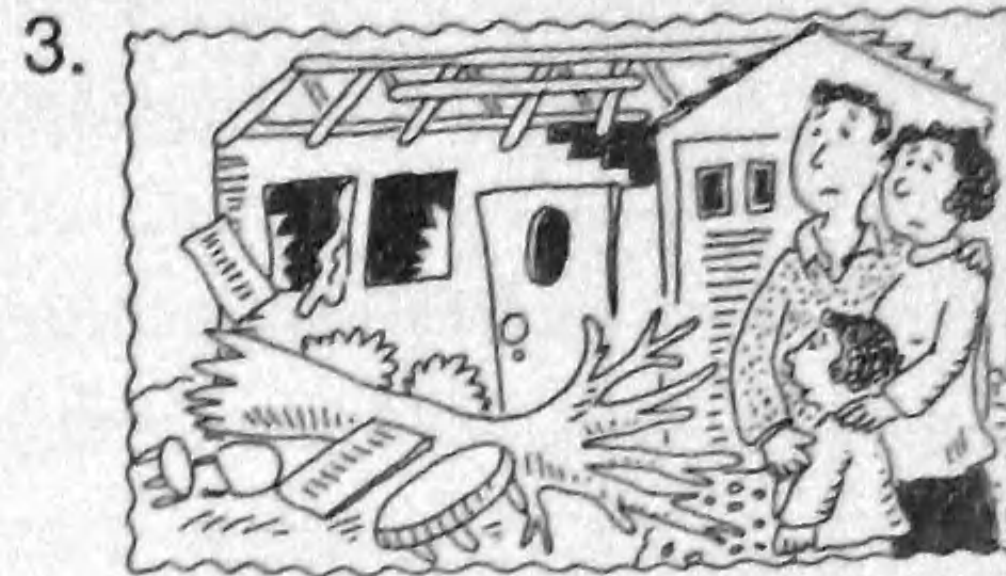


4. Sam still wants to \_\_\_\_\_ •





## A. Look and write.



## B. Read and match.

1. Has he ever been in a landslide?

Yes, he has. It was scary.

•



2. Have they ever been in a blizzard?

Yes, they have. It was exciting.

•



3. Has she ever been in a drought?

Yes, she has. It was awful.

•



## C. Unscramble and write.

1. 

they	?	in	typhoon	ever	a	Have	been
------	---	----	---------	------	---	------	------

\_\_\_\_\_

2. 

Has	landslide	seen	a	she	?	ever
-----	-----------	------	---	-----	---	------

\_\_\_\_\_



## Unit 5, Worksheet 10: Tornado!

### A. Read.



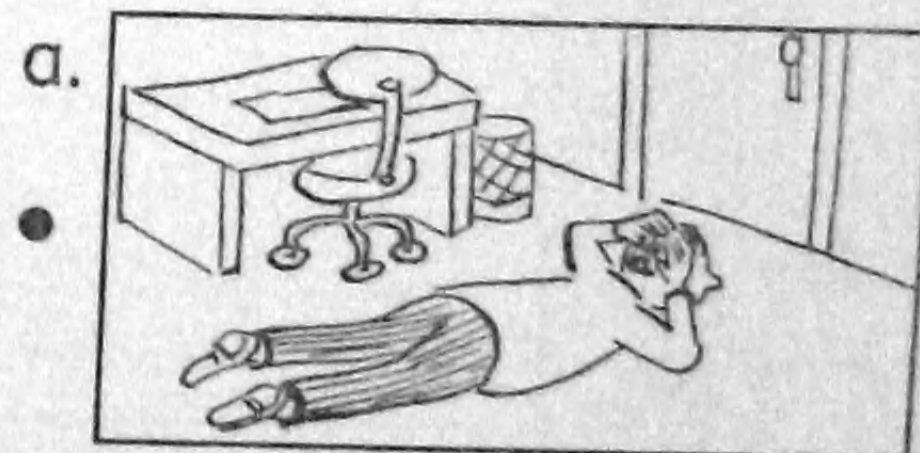
Hi, I'm Kevin Parker. I was in a big tornado last week. It was so scary. Warm air met cold air in a thunderstorm and caused the tornado. I was walking through the city streets when my umbrella flew out of my hands. I saw the tornado throw a car into the air. I ran inside a big building. I went to the lowest level of the building and lay down with my hands over my head. Flying debris damaged some of the windows in the building. It was dangerous! When the tornado was gone, I got up and walked home. The city was a mess.

### B. Put the sentences in order.

- \_\_\_\_\_ I ran inside a big building.
- \_\_\_\_\_ My umbrella flew out of my hands.
- \_\_\_\_\_ I got up and walked home.
- \_\_\_\_\_ Warm air met cold air in a thunderstorm.
- \_\_\_\_\_ I lay down with my hands over my head.
- \_\_\_\_\_ I saw the tornado throw a car into the air.

### C. Read and write. Then match.

1. I was in \_\_\_\_\_.
2. My \_\_\_\_\_ flew out of my \_\_\_\_\_.
3. I \_\_\_\_\_ to the lowest level of the \_\_\_\_\_ and \_\_\_\_\_.





# Unit 6, Worksheet 11: What's Different?

Look and write.






Picture A








Picture B



Picture A

1.  She hasn't \_\_\_\_\_ yet.
2.  \_\_\_\_\_
3.  \_\_\_\_\_
4.  \_\_\_\_\_
5.  \_\_\_\_\_

Picture B

6.  She has already \_\_\_\_\_
7.  \_\_\_\_\_
8.  \_\_\_\_\_
9.  \_\_\_\_\_
10.  \_\_\_\_\_



## A. Read.

### Typhoon at Brown Farm

By Melissa Potter

Thursday morning was calm at the Brown Farm. Mr. Brown, the owner, was cleaning the stable when a big typhoon hit. Mr. Brown ran out of the stable quickly. He saw a flood in the chicken house.

"I ran to the chicken house, and I brought all the chickens inside," said Mr. Brown.

Then Mr. Brown went to the barn. "I took all the sheep into my house, too," said Mr. Brown.

Mr. Brown then remembered his dog Ellen. Ellen lives behind the house with her puppies. Mr. Brown ran to Ellen. There was a lot of water behind the house. Ellen was swimming and pushing her puppies in a food bowl.

"The puppies were not scared," said Mr. Brown. "I think they liked the ride. I was so proud of Ellen."

Mr. Brown brought Ellen and the puppies into his house. Mr. Brown and the animals stayed in the house for the day.



## B. Look and number the pictures in order.



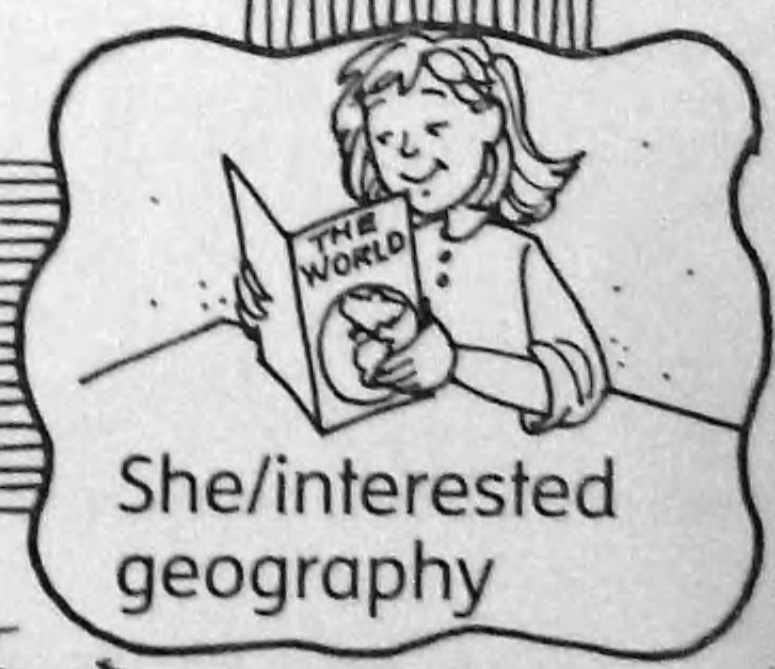
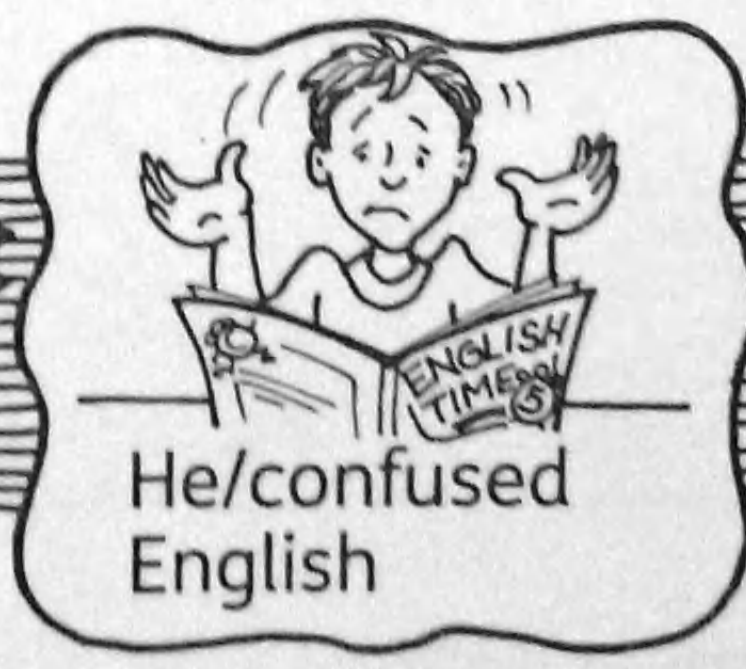
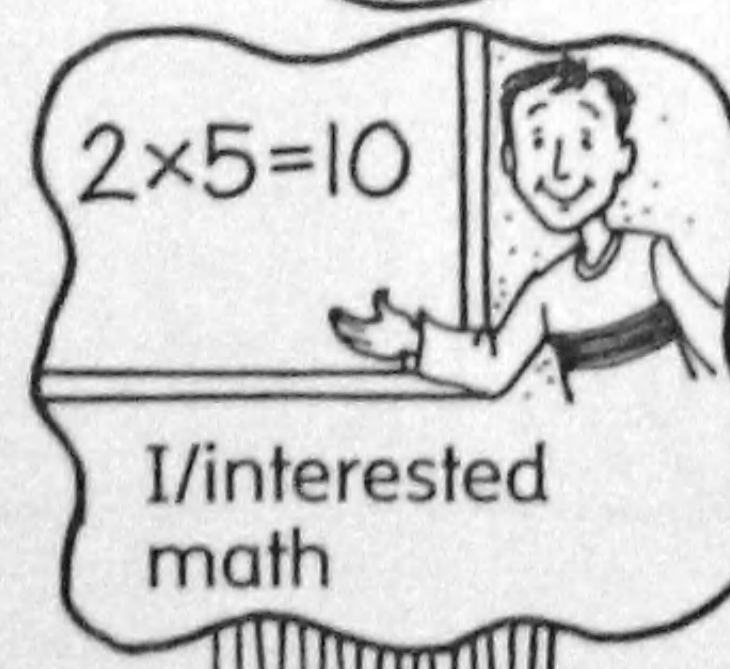
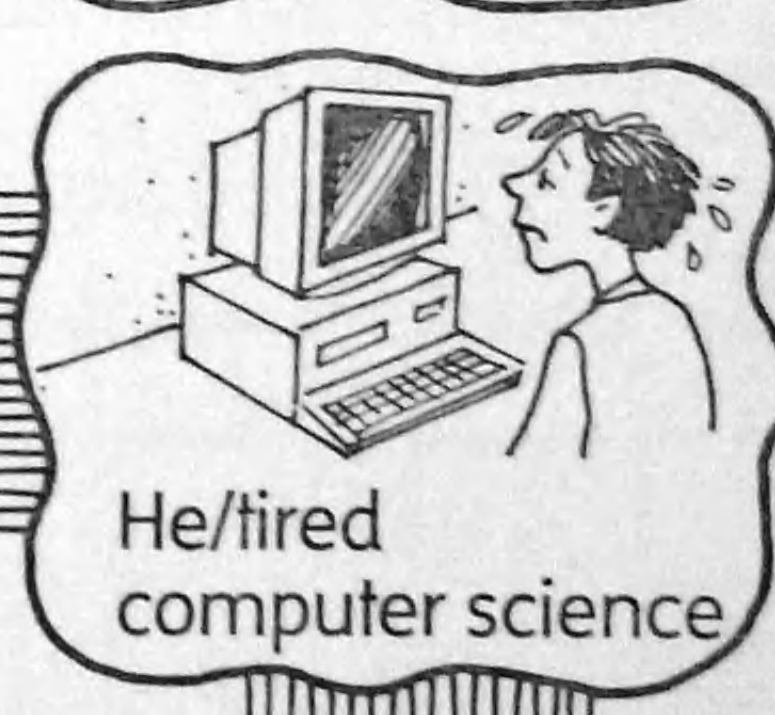
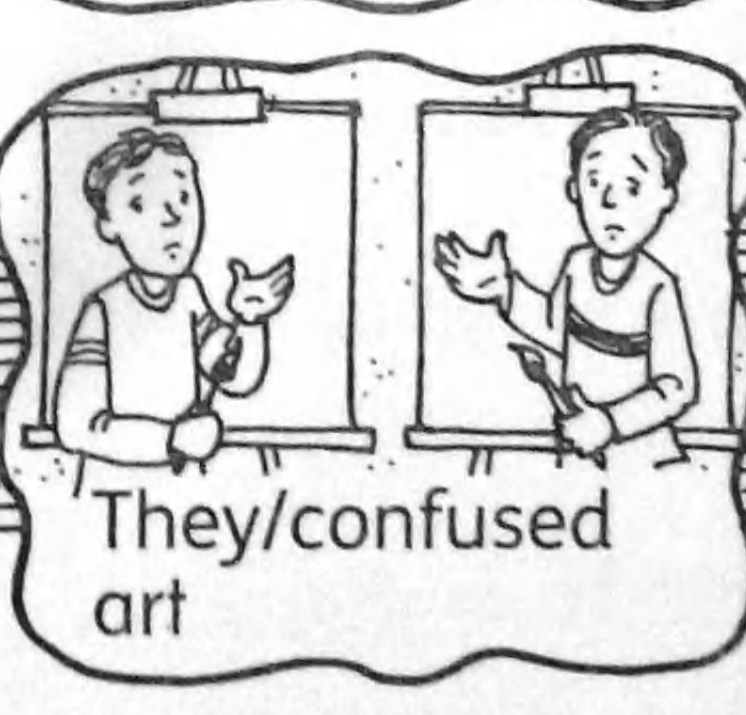
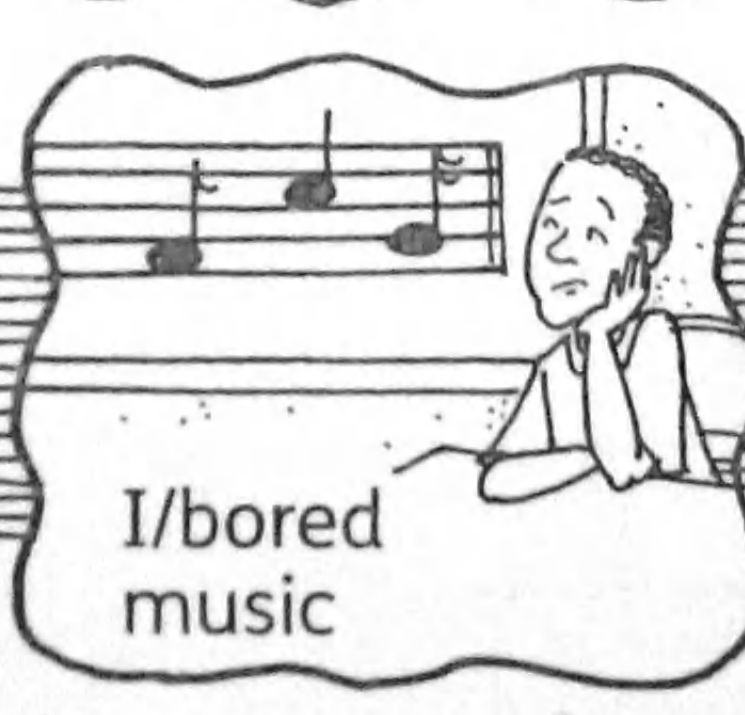
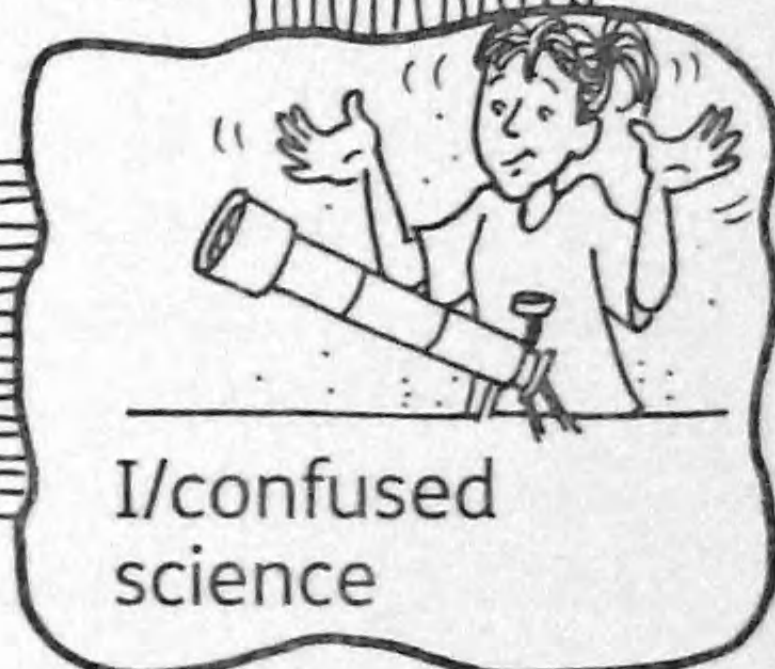
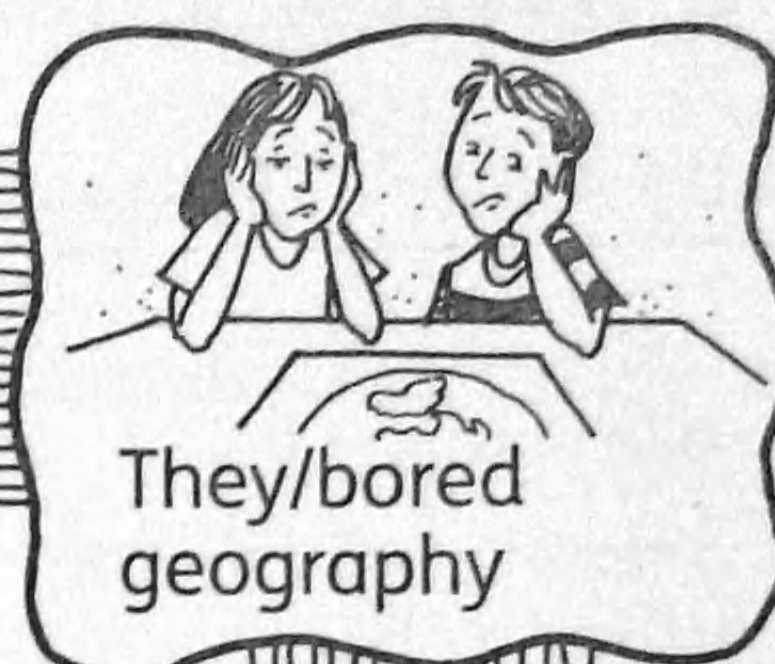
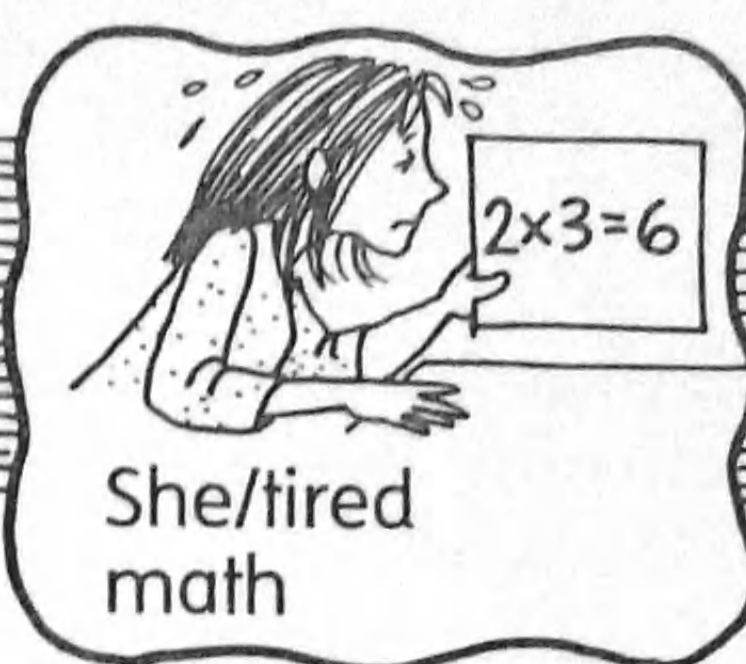
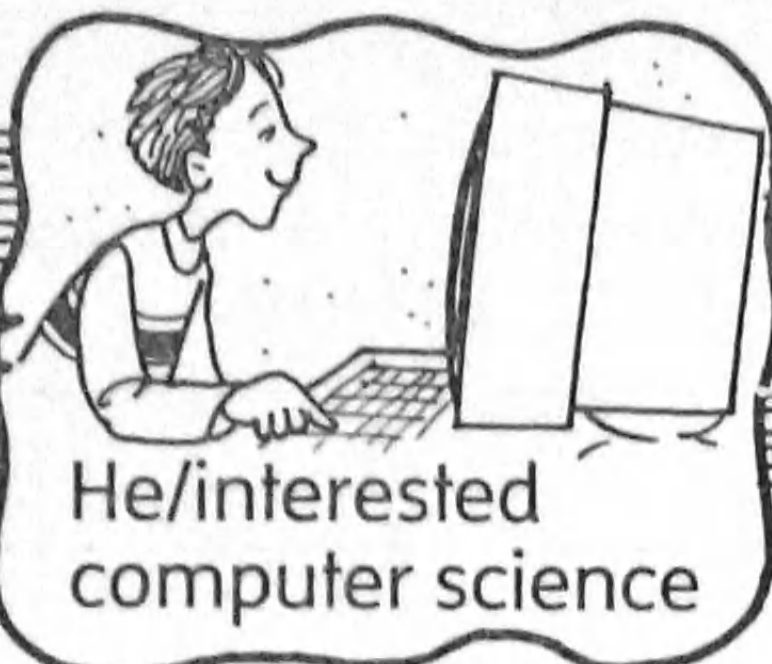
## C. Read and write True or False.

1. Mr. Brown was cleaning the stable when the typhoon hit. \_\_\_\_\_
2. Ellen lives in the barn with her puppies. \_\_\_\_\_
3. The puppies were scared. \_\_\_\_\_
4. Mr. Brown is proud of Ellen. \_\_\_\_\_



Point to a number. Play the game with a partner.

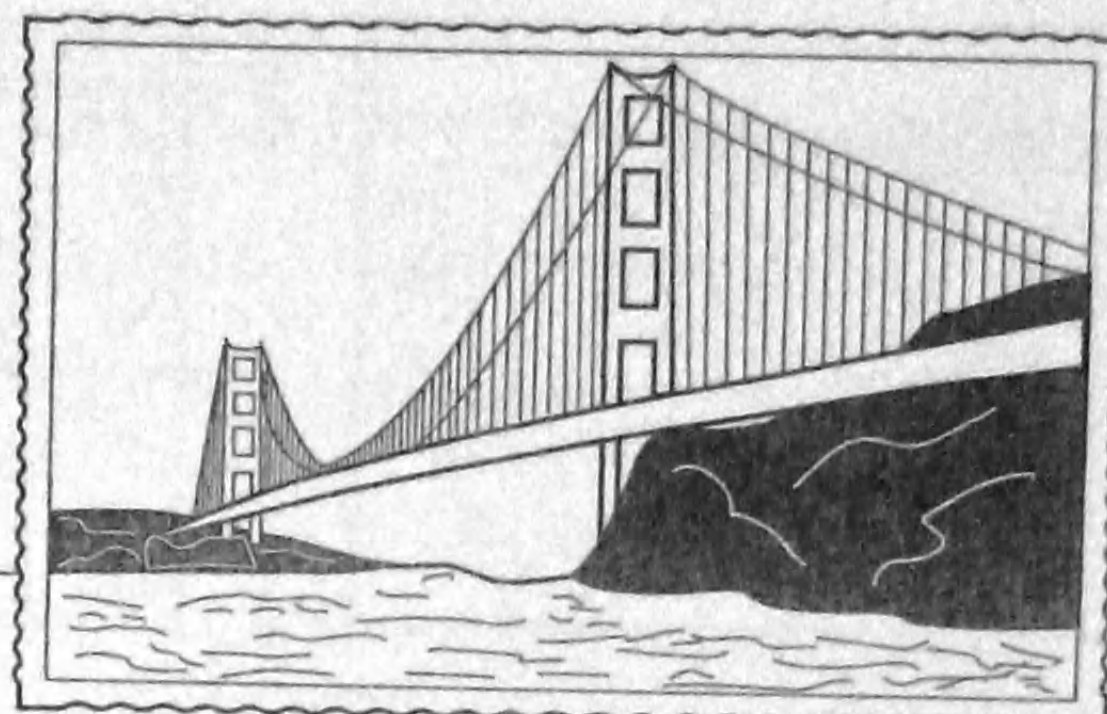
3 1 4 5 3 1 4 2 3 1 4 5 6





## A. Read.

From: Ken@foreignexchange.org  
To: Changfamily@home.org  
Date: January 13  
Subject: Hi, Mom and Dad!



Dear Mom and Dad,

I'm having a great time in San Francisco. I've had a lot of practice listening and speaking English. Sometimes I still make mistakes, but I'm learning from them. My friend David and I only speak in English. It's fun! I even watch TV programs and listen to radio shows in English.

I already saw the Golden Gate Bridge and Golden Gate Park. I want to go to the beach next week. David thinks going to the beach is boring. I think it's great! Tomorrow David and I are going to an art museum. I know I will need to pay attention when I talk to people, but I don't worry if I don't understand every word. See you next month!

Love,  
Ken

## B. Read the question. Write the answer.

1. Where is Ken? \_\_\_\_\_
2. What has Ken been practicing? \_\_\_\_\_
3. Does Ken watch TV programs in English? \_\_\_\_\_
4. What does David think about going to the beach? \_\_\_\_\_

## C. Read and write True or False.

1. Ken is having a great time in San Francisco. \_\_\_\_\_
2. David and Ken never speak in English. \_\_\_\_\_
3. Ken still worries when he doesn't understand every English word. \_\_\_\_\_
4. Ken thinks the beach is great. \_\_\_\_\_

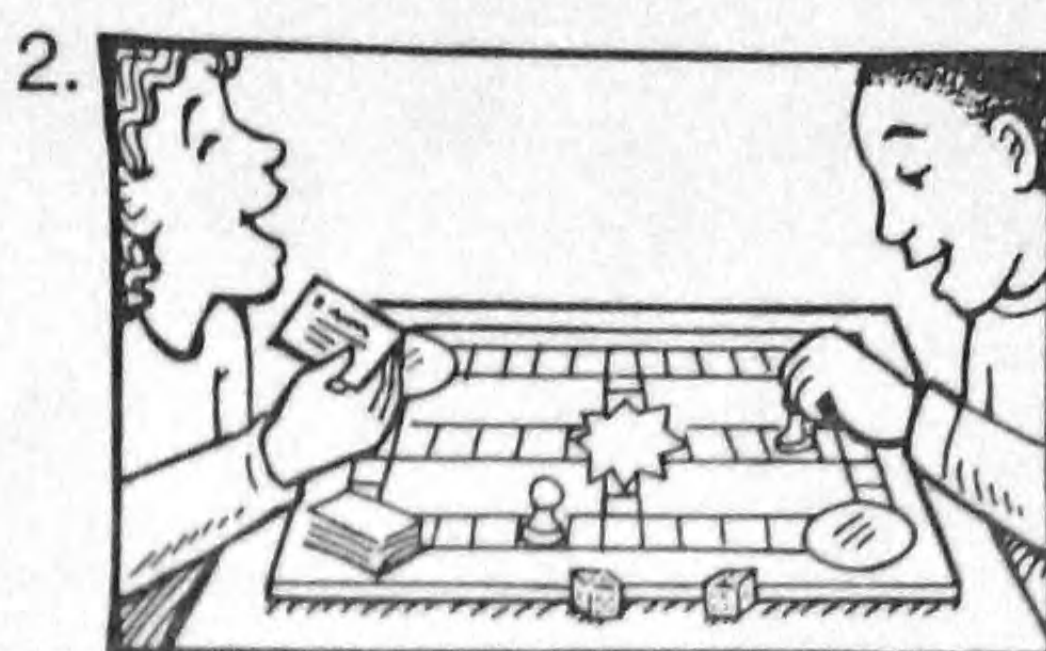


# Unit 8, Worksheet 15: What Does She Think?

## A. Look and match.



•  
•  
fun



•  
•  
disgusting



•  
•  
exhausting

## B. Pairwork. What do they think?

### Student 1

Ask the questions. Listen and write.

1. Luke thinks hiking is \_\_\_\_\_
2. Joan thinks making crafts is \_\_\_\_\_
3. Sue thinks writing postcards is \_\_\_\_\_
4. Jake thinks bird-watching is \_\_\_\_\_

Answer the questions.

5. Peter thinks fishing is easy.
6. Lee thinks catching caterpillars is hard.
7. Kris thinks canoeing is fun.
8. Jess thinks climbing mountains is exhausting.

### Student 2

Answer the questions.

1. Luke thinks hiking is fun.
2. Joan thinks making crafts is easy.
3. Sue thinks writing postcards is frustrating.
4. Jake thinks bird-watching is disgusting.

Ask the questions. Listen and write.

5. Peter thinks fishing is \_\_\_\_\_
6. Lee thinks catching caterpillars is \_\_\_\_\_
7. Kris thinks canoeing is \_\_\_\_\_
8. Jess thinks climbing mountains is \_\_\_\_\_

FOLD

## C. Choose two from B. Write the questions.

1. \_\_\_\_\_
2. \_\_\_\_\_



## A. Read.



## Camp Wildwood

June 23

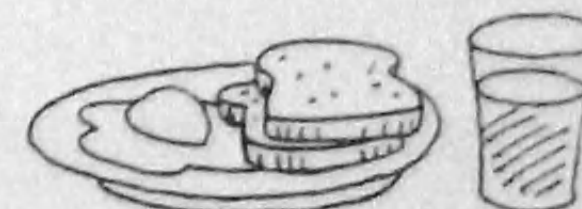
- |            |   |
|------------|---|
| 8:00 A.M.  | <b>Eat breakfast.</b> Today we're serving everyone's favorite—bread and eggs.   |
| 9:00 A.M.  | <b>Swim in the lake.</b> Make sure to wear a lot of sunscreen. It's going to be hot today!  |
| 11:00 A.M. | <b>Go mountain climbing.</b> Beth Stevens thinks climbing mountains is fun. If you like climbing mountains, too, then come with us!         |
| 12:00 P.M. | <b>Eat lunch.</b> Today's menu is roast beef, apples, and soda pop.   |
| 1:00 P.M.  | <b>Make crafts.</b> Come and make a gift for your mom or dad.   |
| 2:00 P.M.  | <b>Hike.</b> Enjoy the fresh air and beautiful trails.  |
| 3:00 P.M.  | <b>Go canoeing.</b> Do you want to spend some time near the water? Well, come canoeing with us, and the counselors will show you the ropes. |
| 4:30 P.M.  | <b>Take a nap.</b>  |
| 6:00 P.M.  | <b>Go to the camp barbecue.</b> Come enjoy the delicious food.  |
| 8:00 P.M.  | <b>Listen to ghost stories.</b> They'll be scary!   |

## B. Annie is at Camp Wildwood today. What's she going to do? Read, write, and match.

1. At 8:00 A.M. Annie will \_\_\_\_\_ •



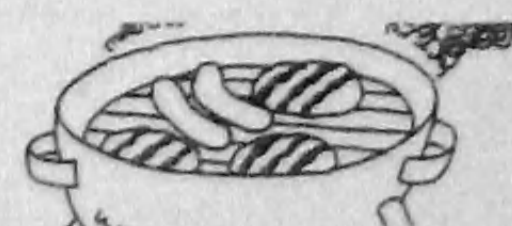
2. At 3:00 P.M. Annie will \_\_\_\_\_ •



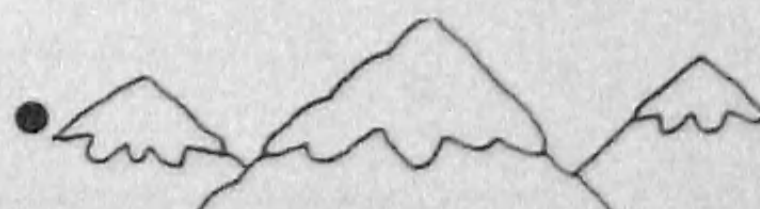
3. At 1:00 P.M. Annie will \_\_\_\_\_ •



4. At 11:00 A.M. Annie will \_\_\_\_\_ •



5. At 6:00 P.M. Annie will \_\_\_\_\_ •





# Unit 9, Worksheet 17: How Long?

## A. Write the words and phrases in the correct category.

three weeks    2001    Tuesday    ten days  
March    one hour    this morning    ten minutes

\_\_\_\_\_ for \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ since \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

## B. Pairwork.

### Student 1

Ask the question. Listen and circle.

1. 
  - a. eight years old
  - b. eight months
2. 
  - a. June
  - b. last year

Answer the question.



3. three years
4. a week

### Student 2

Answer the question.

1. eight years old
2. June

Ask the question. Listen and circle.

3. 
  - a. three years old
  - b. three years
4. 
  - a. a week
  - b. ten years

FOLD



## A. Read.

### STUDENT NEWS

Many students in Sunnyville are interested in the Sunnyville Foreign Exchange Program. Paolo, an exchange student from Italy, is in Sunnyville this semester. He talked to the Student News about his experience.



*Student News:* Paolo, are you having a good time in Sunnyville?

*Paolo:* Yes. I like Sunnyville very much.

*Student News:* Have you made a lot of friends?

*Paolo:* I've made some good friends. Ted

and his family have been great, too. They are my host family.

*Student News:* Was it hard to adjust to Sunnyville?

*Paolo:* It wasn't hard. My host family helped me adjust. I love being an exchange student.

## B. Read and write.

1. Paolo has made \_\_\_\_\_ good \_\_\_\_\_
2. Paolo's \_\_\_\_\_ helped him \_\_\_\_\_
3. The \_\_\_\_\_ talked to \_\_\_\_\_ about his \_\_\_\_\_
4. Ted and his \_\_\_\_\_ are Paolo's \_\_\_\_\_

## C. Read and write.

\_\_\_\_\_, are you \_\_\_\_\_  
a good time in \_\_\_\_\_



Was it \_\_\_\_\_ to  
\_\_\_\_\_ to Sunnyville?

Yes. I like \_\_\_\_\_  
very \_\_\_\_\_



\_\_\_\_\_ wasn't \_\_\_\_\_





Point to a number. Play the game with a partner.

3 1 4 5 3 1 3 4 2 2 3 1 1 4 5 6

 <p><b>Start</b></p>	 <p>color the banner? Sue</p>	 <p>decorate the room? Tom</p>	 <p>draw the poster? Jen</p>
 <p>sing the song? children</p>	 <p>sign the card? Digger</p>	 <p><b>Go back 2</b></p>	 <p>write the poem? Meg</p>
 <p>sing the song? dogs</p>		 <p>blow up the balloons? Carla</p>	 <p>make the cake? Ms. Jones</p>
 <p>decorate the room? children</p>	 <p>write the poem? Jen</p>	 <p>color the banner? Kris</p>	 <p><b>Finish!</b></p>



## A. Read.

June 12

Dear Stan,

Our graduation party last Saturday was a lot of fun. The SES gym was beautifully decorated with streamers and balloons. Ted and his mother made spaghetti and meatballs, garlic bread, and iced tea. The cake was made by Ms. Apple. The ice cream and cookies were brought by Bob's grandparents. The food was delicious! Ivy sang a song. Everyone was sad to leave when the party ended. I wish you were there. I missed you. Will you have a graduation party at your school in Washington? See you soon!

Your friend,  
Annie



## B. Read the question. Write the answer.

1. What did Ms. Apple make? \_\_\_\_\_
2. Who brought the ice cream and cookies? \_\_\_\_\_
3. When was the graduation party? \_\_\_\_\_
4. Who missed the party? \_\_\_\_\_

## C. Look and match. Then write.



• The song \_\_\_\_\_ by Ivy.



• The spaghetti and meatballs were \_\_\_\_\_



• The SES gym was \_\_\_\_\_ with \_\_\_\_\_