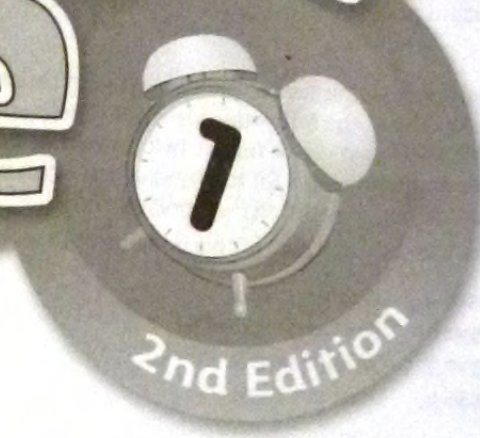


Tom Merner • Susan Rivers • Setsuko Toyama

# English Time

**Teacher's Book**



2nd Edition

**OXFORD**  
UNIVERSITY PRESS



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# Syllabus

Unit	Unit title	Topic	Conversation Time	Word Time	Practice Time	Phonics Time
1	In the Neighborhood	People and animals	Good morning. Hello! How are you? Fine, thank you.	Annie Ted Digger girl boy dog	I'm Annie. I'm a girl. You're Ted. You're a boy.	Bb ball bird boy Pp pencil point pizza
2	In the Meadow	Nature	Ah-choo! Bless you! Thanks.	tree butterfly flower cloud bird lake	This is a butterfly. That's a bird.	Gg garden girl gorilla Kk kangaroo key kite
3	On the Farm	Farm animals	Sh! Be quiet! Sorry. That's okay.	goat cow horse chicken sheep cat	What's this? It's a goat. What's that? It's a cow.	Mm milk mop mother Nn net night nurse
Review of Units 1-3						
Cross-curricular 1: Nature bee caterpillar fly spider						
Project Time: Bugs Poster						
4	At the Stationery Store	School supplies	Here you are. Thanks. You're welcome.	pen book eraser pencil ruler pencil case	Is it a pen? Yes, it is. Is it an eraser? No, it isn't. It's a pencil.	Dd desk dog duck Tt table teacher tiger
5	At School	Numbers	What's your first name? Emily. What's your last name? Young.	one (1)    seven (7) two (2)    eight (8) three (3)    nine (9) four (4)    ten (10) five (5)    eleven (11) six (6)    twelve (12)	How many cows? One cow. Two cows.	Hh hand horse house Ww water window woman
6	In Gym Class	Feelings	Ouch! Are you okay? I think so.	happy sad cold hot hungry thirsty	Are you happy? Yes, I am. No, I'm not. I'm sad.	Ff feet fish fork Vv van vase violin
Review of Units 4-6						
Cross-curricular 2: Math Problems math problem plus equals minus						
Project Time: Math Problems Poster						



Unit	Unit title	Topic	Conversation Time	Word Time	Practice Time	Phonics Time
7	At the Food Court	Food	Are you finished? No, not yet. Please hurry!	burgers salad rice fish spaghetti pizza	I/You like burgers. I/You don't like pizza.	<b>Ss</b> sea sock soup <b>Zz</b> zebra zipper zoo
8	At the Supermarket	Fruits and vegetables	May I borrow a pen? Sure. Here you are. Thanks.	apples oranges bananas cucumbers potatoes carrots	Do you like apples? Yes, I do. No, I don't.	<b>short a</b> ant bag hat map
9	At the Circus	Physical descriptions	What's wrong? I feel sick. That's too bad.	tall short fat thin young old	He's/She's short. He/She isn't tall.	<b>short e</b> bed egg pen vet

#### Review of Units 7-9

Cross-curricular 3: Food rice paddy plant orange grove potato field cow pasture animal  
Project Time: Food Collage

10	Around Town	Occupations	What's your telephone number? It's 765-1234. Pardon me? 765-1234.	doctor nurse police officer teacher mail carrier firefighter	Is he a doctor? Yes, he is. Is she a doctor? No, she isn't. She's a nurse.	<b>short i</b> dig in pin sit
11	In Annie's Yard	Actions	Dad, this is my friend, Sam. Nice to meet you, Sam. Hello.	ride a bike climb a tree drive a car draw a picture play basketball sing a song	I/You/He/She/It can climb a tree. I/You/He/She/It can't ride a bike.	<b>short o</b> hot mop on pot
12	At the Park	Actions	I'm going now. Bye-bye! See you tomorrow.	swim use a fork fly a kite make a sandwich do a cartwheel play the guitar	Can you/he/she/it swim? Yes, I/he/she/it can. No, I/he/she/it can't.	<b>short u</b> bus nut sun up

#### Review of Units 10-12

Cross-curricular 4: Trees soil seed root trunk branch leaf  
Project Time: Draw a Tree



# Introduction

## Course Description

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

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

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

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

## Components

### The Student Books

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

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

### The Student Audio CDs

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

### The Teacher's Books

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

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

### The Test Centers

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

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

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



**Achievement Tests:** A unit test after each unit, a midterm test, and a final test help you assess your students' mastery of the vocabulary, grammar, and conversational language of the syllabus. All the material for the Achievement Tests is also printed in the Teacher's Book (pages 143–164).

**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 Picture Cards

The Picture Cards feature one picture for each vocabulary and phonics word in the Student Books. The Picture Cards are useful for introducing and practicing language.

### The Wall Charts

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

### iTools

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

## Course Philosophy

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

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

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

The theory of multiple intelligences suggests that in any language class there are students with different learning styles (see Multiple Intelligences, Teacher Resource Guide, page 21). Therefore *English Time* activities are designed to take a wide range of learning styles into account in order to engage as many students as possible during each lesson.

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

## Lesson Planning

Thorough planning and preparation are crucial to the success of any lesson. A well-prepared lesson includes more activities than may seem necessary. Preparation of multiple activities allows teachers to maintain the pace of the lesson, abandon activities that are not working, and keep the focus on students and their learning. A sound lesson plan includes activities to review previously learned language, introduce new language, and practice all language in an organized, educationally sound, and enjoyable manner. *English Time* Teacher's Books provide a detailed, step-by-step lesson plan for each Student Book page. Teachers are encouraged to modify these lesson plans to meet their individual needs.

### English Time Lesson Plans

#### 1 Warm-Up and Review

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

#### 2 Introduce the Target Language

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

#### 3 Practice the Target Language

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

#### 4 Games and Activities

All lessons include games and activities that offer students further practice with the target language. Activities frequently combine previously learned language with the target language, so that students are continually building on what they have learned. Teachers can choose games and activities that are appropriate to their needs. Optional photocopiable Worksheets at the back of the Teacher's Books provide extra grammar and phonics practice. Each lesson plan concludes with a quick, fun activity which reviews the new language, gives the lesson a feeling of closure, and ends the class on a positive note.



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# Conversation Time Sample Page and Lesson Plan



The conversation box features the conversation and the speakers.

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

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

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

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

## Warm-Up and Review

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

## Introduce the Conversation

- Model the conversation in such a way that students can understand the meaning. To do this, bring students (the same number of students as there are speakers in the conversation) to the front of the classroom and have them face each other. Stand behind each student and model his/her line(s) of the conversation, using appropriate facial expressions and body language to convey meaning. This way students know who says which line of the conversation. Each Lesson Plan contains examples of natural body language and facial expressions for each line of the conversation.
- Teach the meaning of specific new words or phrases in the conversation through drawings, actions or pictures. Students retain language better if they understand the meaning. Detailed examples are provided in each lesson plan.
- Model the conversation again, as in Step 1, so that students hear it again. Students listen and do not repeat.
- Divide the class into groups (the same number of groups as there are speakers in the conversation). Model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Groups then change roles and repeat the conversation until each group has practiced each role.

- Students are now ready to say the conversation on their own, without any modeling. Groups say the appropriate lines of the conversation. They then change roles and say the conversation again. Continue until each group has taken on each role. Prompt when necessary.

**OPTIONAL SUBSTITUTION** Introduce other vocabulary that can be substituted into the conversation, and practice the conversation with this new vocabulary. For example: Students substitute *Good afternoon* and *Good evening* for *Good morning*.

## Talk About the Picture

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



## Practice the Conversation

### A. Listen and repeat. 🎧

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

### B. Listen and find the speakers. 🎧

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

### C. Role-play the conversation with a partner.

Students produce the conversation by choosing a partner then role-playing the conversation, using the body language and gestures from Introduce the Conversation. They then change roles and role-play the conversation again. If a conversation has more than two speakers, divide the class into groups of the same number of students as there are speakers in the conversation. These groups then role-play the conversation. Students in each group continue until each student has taken on each role.

### D. Review. Listen and repeat. 🎧

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

### 🦴 Find Digger's Bone

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

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

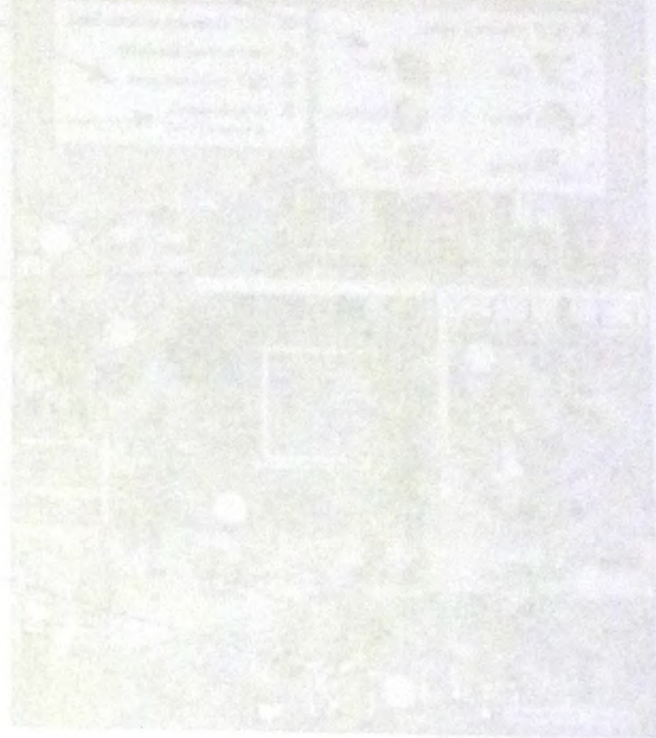
## Games and Activities

In order to internalize the new conversation, students practice it through various games and activities.

## Finish the Lesson

- Finish the lesson with a quick, simple 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 very important that students understand what they are to do in each activity so they can concentrate on the target conversation. An Answer Key is provided at the back of the Teacher's Book.



## Warm-Up and Review

- Try a game or do an activity which reviews the conversation learned in the previous lesson. An activity is provided in each lesson plan.
- Check the Conversation Time Workbook page first in class or for homework. Answer and explain.
- Return to the scene to check the activities are done.

## Introduce the Words

- Introduce each word with a picture and a sentence which shows the meaning of each word. Do this in class or for homework. Answer and explain.
- The teacher reads the words and the students repeat. The teacher then asks the students to read the words and the students repeat.
- The teacher reads the words and the students repeat. The teacher then asks the students to read the words and the students repeat.

## Talk About the Picture

- Ask the students to look at the picture and to describe what they see. The teacher asks questions and the students answer.
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# Word Time Sample Page and Lesson Plan



Six new vocabulary words are introduced per unit.

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

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

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

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

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

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

## Warm-Up and Review

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

## Introduce the Words

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

## Talk About the Picture

- Students open their Student Books for the first time at this point. They look at the large scene and name anything they can.
- As in Conversation Time, talk about what is happening in the large scene in order to recycle language and bring the picture to life. It is *not* important that students understand each word. This is a receptive exercise focusing on exposure to English and recycling previous language in a new context. A suggested short reading is provided in each lesson plan. When reading a word in **bold** type, point to its picture in the scene. When reading an *italicized* word, pantomime it. This conveys the meaning of words students have not heard before.

## 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, pointing to each picture in the vocabulary box.
- For added challenge, say the words in random order. Students listen and point to the pictures in the vocabulary box.

### B. Listen and write the letter. 🎧

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

### C. Point and say the words.

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

### D. Listen and point. 🎧

Focus students' attention on the large scene. Play the recording. Students listen to the sound effects and words. As they hear a vocabulary item named, they find and point to the corresponding item in the large scene. As they hear a sentence



or conversation, they find and point to the speaker(s). Play the recording as many times as necessary for students to complete the task.

### E. Write the words. (See pages 70–74.)

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

### Find Digger's Bone

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

**OPTION** Students can do any fun task relating to Digger's Bone and the situation in that lesson. For example, students might find Digger's Bone, then draw a picture of a clown with bones for shirt buttons. Specific suggestions are provided in the lesson plans.

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

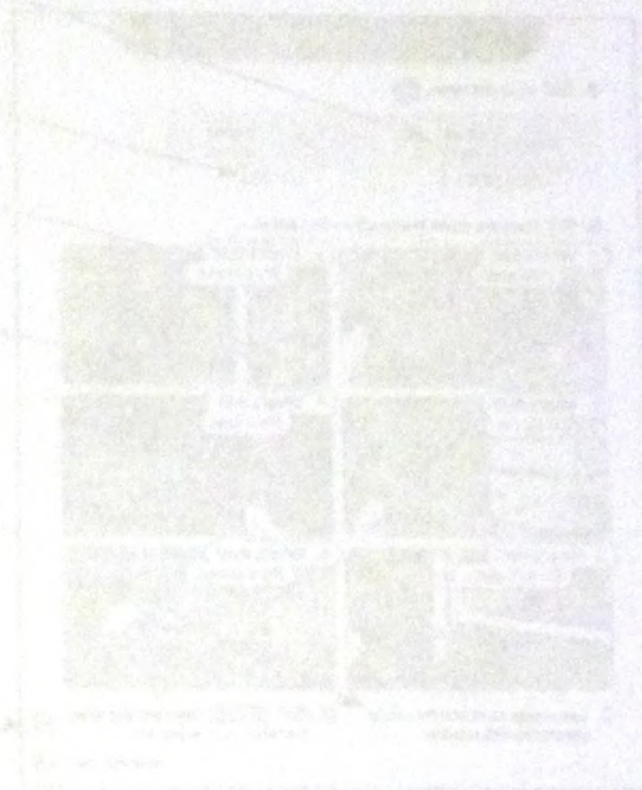
## Games and Activities

In order to internalize the new vocabulary, students then practice it through various games and activities.

## 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.
- Explain and assign the Word Time Workbook page to be done in class or for homework. It is very important that students understand what they are to do in each activity so they can concentrate on the target vocabulary. An Answer Key is provided at the back of the Teacher's Book.

Picture Time Sample Page and Lesson Plan

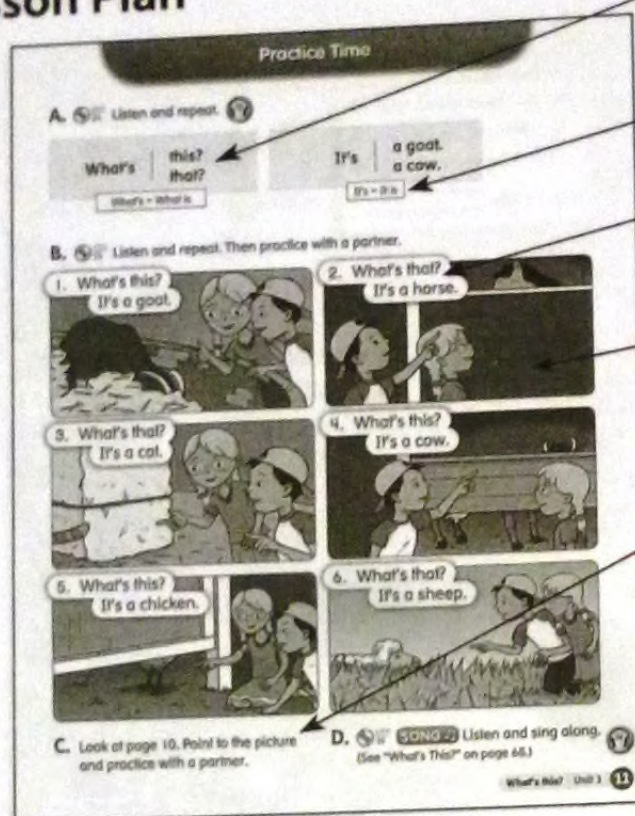


Picture Time Sample Page and Lesson Plan

Picture Time Sample Page and Lesson Plan



# Practice Time Sample Page and Lesson Plan



New grammar patterns are presented as complete sentences.

Contractions are written out in full form.

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

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

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

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

## Warm-Up and Review

- Play a game or do an activity which reviews the vocabulary learned in the previous lesson. An activity is provided in each lesson plan.
- Check the Word Time Workbook page that students did in class or for homework. Answers and detailed instructions on how to check the activities are provided at the back of the Teacher's Book.
- Review any previous patterns that pertain to the target pattern. For example: Review *I like apples* before introducing *Do you like oranges?* Detailed activities are provided where appropriate.

## Introduce the Patterns

Introduce the target patterns in a methodical, step-by-step way. For example:

- **This is a (tree).** Give each student a set of (Unit 2) Word Time Picture Cards, and have them place the cards face up in front of them. Stand a set of these same picture cards on the board tray. Touch the *tree* card and say *This is a tree*, stressing *This*. Students touch their *tree* card and repeat. Then write *This is a tree* on the board. Point to and read each word. Students repeat. Do the same with *flower*, *tree*, *lake*, *bird*, and *butterfly*.
- **That's a (cloud).** Take five steps away from the board tray. Point to the *cloud* card and say *That's a cloud*, stressing *That's*. Students point to the *cloud* card on the board tray and repeat. Then write *That's a cloud* on the board. Point to and read each word. Students repeat. Do the same with *flower*, *tree*, *lake*, *bird*, and *butterfly*.
- **Practice for Fluency.** Touch or point to each picture card and elicit (*This is*) a butterfly. Students touch their cards or point to the cards on the board tray while saying *This is/That's*. A volunteer then comes to the front of the classroom and

takes on the teacher's role, touching or pointing to each card, and eliciting the target sentences.

Once students are familiar with the patterns, provide an activity which allows students to practice using the patterns immediately. Explicit instruction of grammar rules is neither necessary nor recommended in the lower levels, as it could prove too overwhelming.

## Practice the Patterns

### A. Listen and repeat.

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

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

- Focus students' attention on numbers 1–6. Play the recording. Students listen to each pattern and repeat, pointing to the corresponding pictures in their books.
- Play the recording again. Students listen to each pattern and repeat, pointing to each word in their books.



- Students are now ready to say the patterns on their own. Students form pairs and take turns saying the patterns in numbers 1–6.

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

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

### D. Listen and sing along or chant. 🎧

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

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

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

## Games and Activities

In order to internalize the new patterns, students practice them through various games and activities.

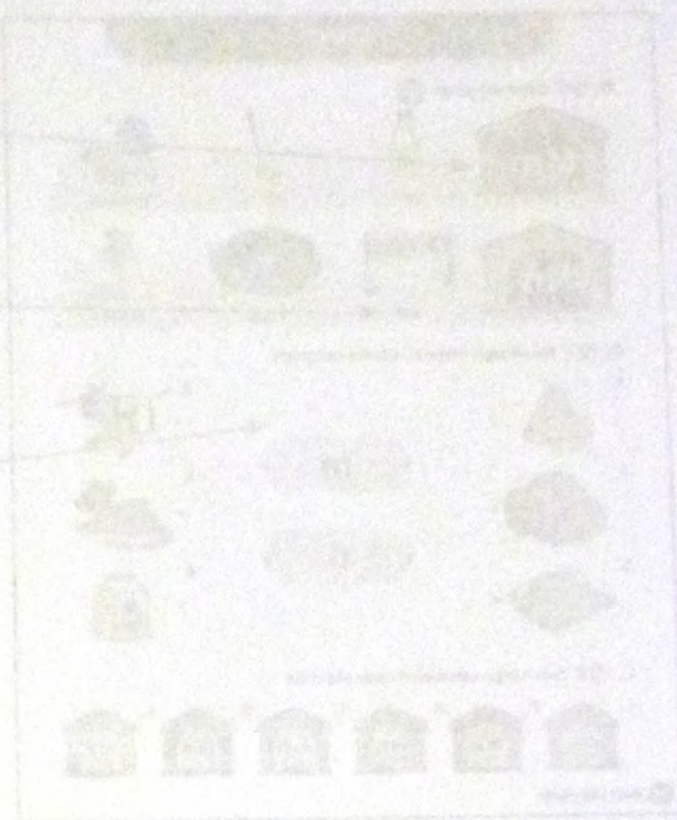
### Extra Practice

Explain and assign the Practice Time Worksheet. There is one Worksheet per Practice Time page. Worksheets can be done at home or in class. They can also be given to stronger students while you attend to students who need help. For Worksheets and detailed instructions, see Teacher's Book pages 110–136.

### Finish the Lesson

- Finish the lesson with a quick, simple 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. It is very important that students understand what they are to do in each activity so they can concentrate on the target patterns. An Answer Key is provided at the back of the Teacher's Book.

## Practice Time Sample Page and Lesson Plan



### Warm-up and Review

- Play a game of 'I Spy' which reviews the patterns learned in the previous lesson. An activity is provided in each lesson plan.
- Check the Practice Time Worksheet page that students did in class or for homework. Answers and detailed instructions on how to check for answers are provided at the back of the Teacher's Book.
- As homework, assign students to play a game of 'I Spy' with a partner, using the patterns learned in class. Detailed instructions are provided in each lesson plan.

### Introduce the Sounds

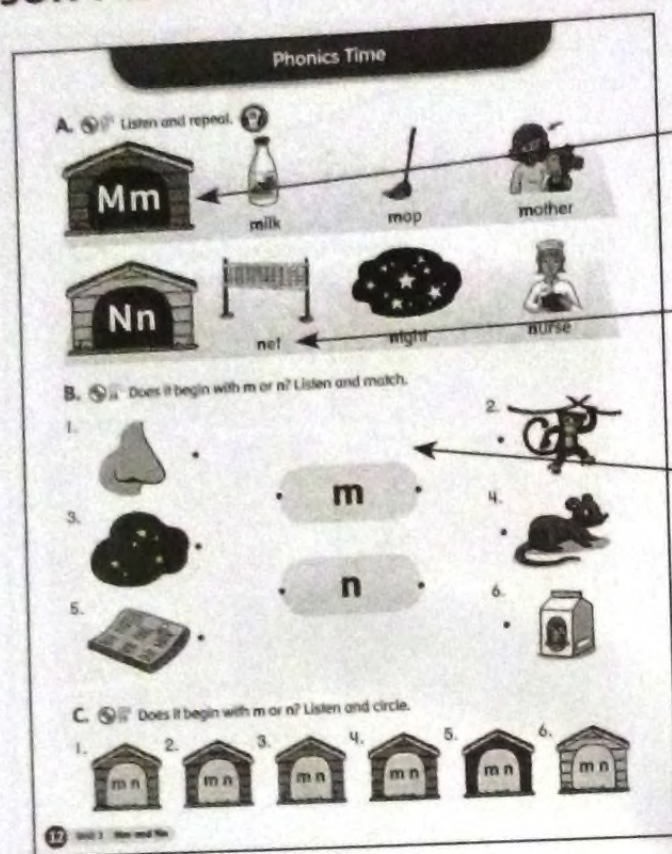
- Introduce each sound with a picture and word in a worksheet. Ask students to say the sound and point to the picture. Then, ask them to say the sound and point to the word. This helps them understand the meaning of each sound.
- With the first sound, ask students to say the sound and point to the picture. Then, ask them to say the sound and point to the word. This helps them understand the meaning of each sound.
- With the second sound, ask students to say the sound and point to the picture. Then, ask them to say the sound and point to the word. This helps them understand the meaning of each sound.
- With the third sound, ask students to say the sound and point to the picture. Then, ask them to say the sound and point to the word. This helps them understand the meaning of each sound.

### Practice the Sounds

- Listen and repeat. A teacher or student says a sound, and the class repeats it.
- Say the sound and point to the picture. A teacher or student says a sound, and the class repeats it while pointing to the picture.
- Say the sound and point to the word. A teacher or student says a sound, and the class repeats it while pointing to the word.



# Phonics Time Sample Page and Lesson Plan



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

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

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

## Warm-Up and Review

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

## Introduce the Sounds

- Introduce each target phonics sound and word in a methodical, step-by-step way so that students both hear the target sounds and understand the meaning of each target word. To do this, hold up each Phonics Time Picture Card and say both the target sound and the whole word. Students repeat. Attach the cards to the board.
- Write each target word on the board in the following way: Write the target letter. Say its sound while pointing to the letter. Students repeat. Write the rest of the word on the board and say the target sound and then the rest of the word, pointing to the two parts of the word and then the whole word. Students repeat.

## Practice the Sounds

### A. Listen and repeat.

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

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

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

## Games and Activities

In order to internalize the new sounds, students practice them through various games and activities.

### Extra Practice

**Explain and assign the Phonics Time Worksheet. There is one Worksheet per Phonics Time page. Worksheets can be done at home or in class. They can also be given to stronger students while you attend to students who need help. For Worksheets and detailed instructions, see Teacher's Book pages 110–136.**

## Finish the Lesson

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

### Assessment

**Give the unit Test in order to check students' comprehension of the new language items. There is one Test per unit to check students' progress. Extensive midterm and final Tests are also provided. For Tests and answers, see Teacher's Book pages 137–164 and the Test Center CD-ROM.**



# Sounds Taught in Student Book 1

## Consonants

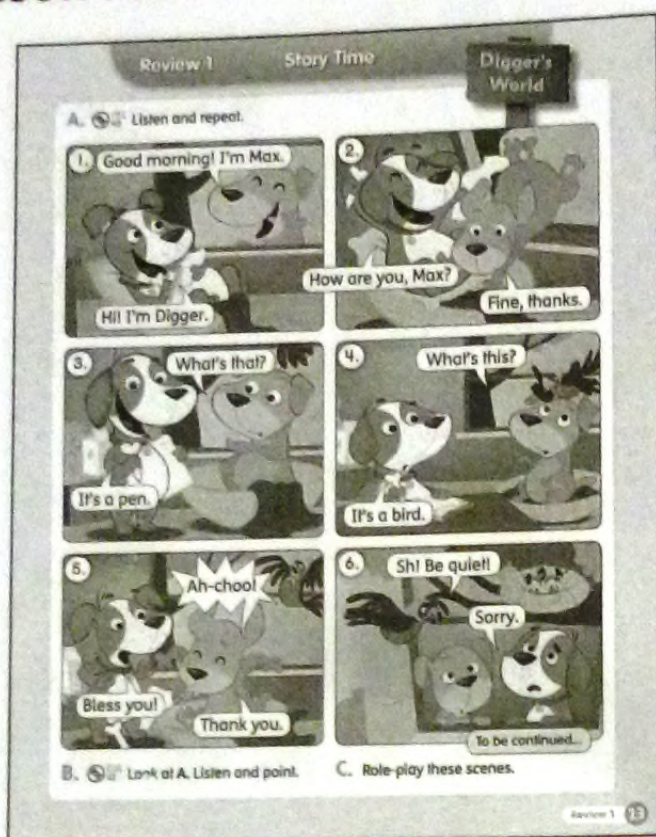
Letter	Sound	Example Word
b	/b/	ball
d	/d/	desk
f	/f/	feet
g	/g/	garden
h	/h/	hand
k	/k/	kangaroo
m	/m/	milk
n	/n/	net
p	/p/	pencil
s	/s/	sea
t	/t/	table
v	/v/	van
w	/w/	water
z	/z/	zebra

## Vowels

Letter	Sound	Example Word
a	/æ/	ant
e	/ɛ/	bed
i	/ɪ/	dig
o	/ɑ/	hot
u	/ʌ/	bus



## Review: Story Time Sample Page and Lesson Plan



- Story Time reviews Conversation Time, Word Time, and Practice Time language from the previous three units.
- *Digger's World* is a cartoon-like story that recycles language in a natural, conversational situation. Each one is a complete story, and all four make up one long story.

### Warm-Up

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

### Work with the Pictures

Students open their Student Books to *Digger's World*. Focus their attention on the pictures and have them find and name any items or characters they see in the six scenes. These can be single words or phrases. Then talk about what is happening in each scene in order to review the language and bring the pictures to life. Suggested sentences are provided in each lesson plan.

### Work with the Text

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

## Practice the Story

### A. Listen and repeat.

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

### B. Look at A. Listen and point.

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

### C. Role-play these scenes.

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

## Games and Activities

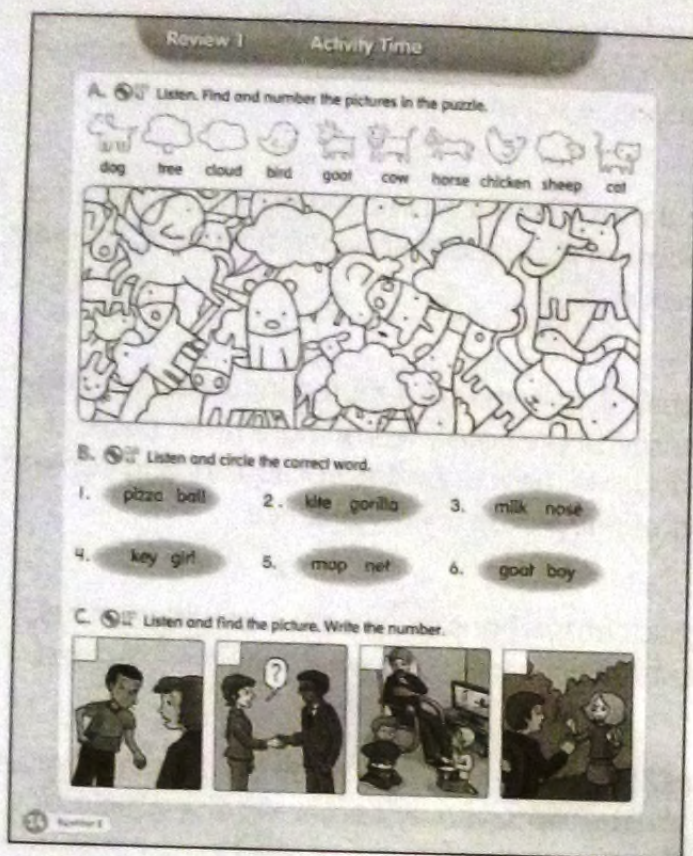
Students review the conversations, vocabulary, and grammar patterns further through games and activities.

## Finish the Lesson

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



# Review: Activity Time Sample Page and Lesson Plan



Activity Time reviews Conversation Time, Word Time, Practice Time, and/or Phonics Time language from the previous three units. Students review the language through a variety of exercises, which emphasize listening, speaking, and writing.

## Warm-Up

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

## Review

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

## Games and Activities

Students review the language in an enjoyable way through games and activities.

## Finish the Lesson

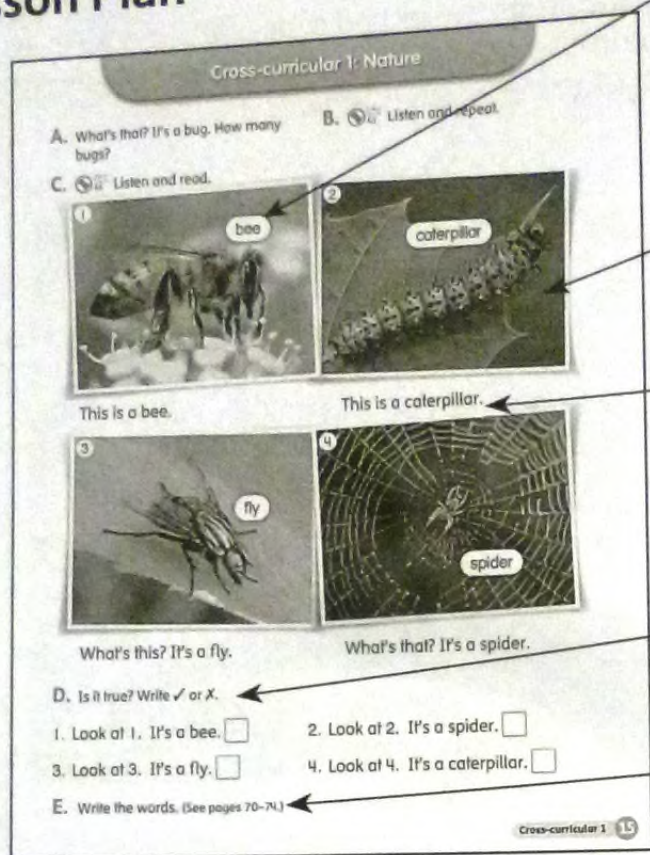
- Explain and assign the checklist, to be done in class or for homework. Students have now studied and reviewed three units' worth of language. They are ready to check what they know. The Checklists, found at the back of the Student Books, provide a permanent record for students, teachers, and parents of what students have understood and

retained. There is one Checklist for every three units. Working individually or in pairs, students check off what they know in each Checklist.

- Explain and assign the second page of Workbook Review to be done in class or for homework. An Answer Key is provided at the back of the Teacher's Book.



# Cross-curricular: Sample Page and Lesson Plan



Four to six 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.

The vocabulary is introduced in beautiful photographs or textbook-looking illustrations enhancing 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.

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

*My Picture Dictionary* at the back of the Student Book gives students another opportunity to practice the words.

## Warm-Up and Review

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

## Introduce the Words

Introduce the 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 word, one by one. Hold up the book and point again and have students repeat. Point randomly to the pictures and have students name them. Alternate methods for introducing words are provided where appropriate.

## Practice the Words

### A. What's that? It's a bug./How many bugs?

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 picture in the Student Book. Play the recording for 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 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.

### E. Write the words.

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

## Games and Activities

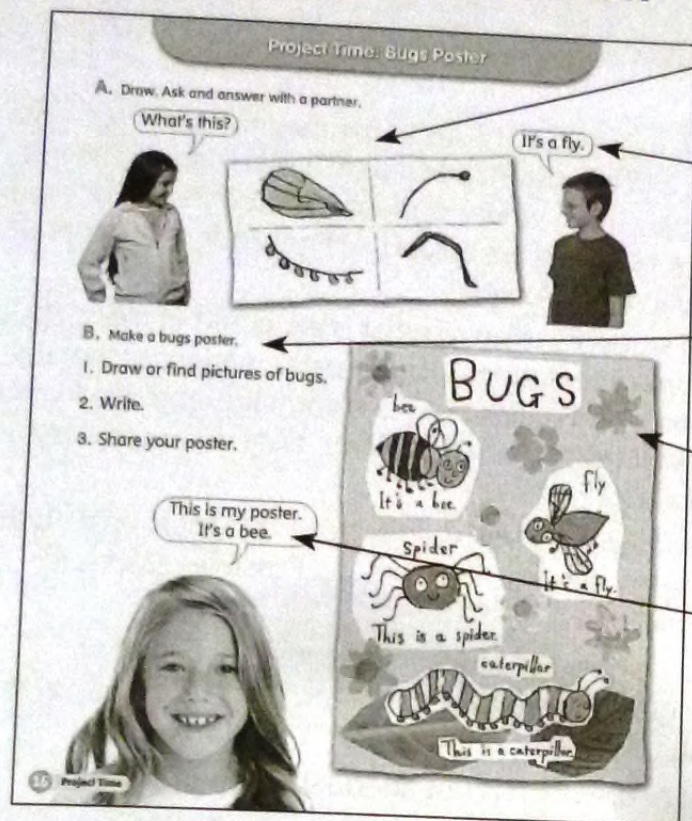
In order to internalize the new vocabulary, students practice it through various games and activities. A game is provided in each lesson plan.

## 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



- An illustrative example of the part of the communicative activity that students need to prepare is provided.
- An example of language to be used by students in order to complete the activity.
- 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.
- An example of the language is provided to help students talk about their projects.

## 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 and detailed instructions on how to check the activities are provided at the back of the Teacher's Book.

## Complete the Projects

### A. (Interactive communicative activity.)

Each Project Time page has a communicative activity to reinforce the target vocabulary and content of the lesson. These activities allow the student to use the language to interact with their classmate. 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.

## 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.



# Teacher Resource Guide

## Classroom Management

### Motivating Students

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

Tips to maintain high student motivation:

- Be enthusiastic and motivated as a teacher. Enthusiasm is contagious! A positive classroom atmosphere stimulates creativity and student participation.
- Provide activities in which all students participate. This gives students the opportunity to get to know and learn from their classmates.
- Acknowledge all students, especially those that are shy and reticent to speak, in order to make them feel important and successful. Acknowledge participation, good behavior, and helpfulness as well as language proficiency. Words of praise and acknowledgment:

*Good job!*

*Very good!*

*Good try!*

*That was so much better than the last time!*

*Good for you!*

*You're showing so much improvement!*

*Try again.*

*Thank you so much.*

*Thanks for helping me.*

*What a good helper you are!*

*I've really noticed how hard you're trying.*

*Thank you for working so hard.*

*You're being a really good listener. Thank you!*

- Provide classroom opportunities for students to communicate in English. The more students speak English, the more confident and motivated they will become as language learners.
- Take care not to make students speak in front of the class if they are not ready to do so, as this can negatively affect their motivation and self-confidence. In any one class there will be students who are still absorbing the language and thus not ready to speak, and those who are ready to challenge themselves by using the new language.

### Discipline

A well-managed classroom can maintain motivation and keep discipline problems to a minimum.

Tips to establish and maintain classroom discipline:

- Establish a clear set of rules at the beginning of each class session, and consistently maintain it. Write down the rules and display them where students can see them. For example: Listen while others are talking. Acknowledge students when these rules are followed.
- Remind students often of what is expected of them. Basic classroom expectations include participation, acceptable behavior, trying to use the new language, and quality work. If the best is expected of students, they will most likely rise to the occasion!

In addition, consider the reasons behind inappropriate behavior and attempt to address these issues. Possible reasons for behavior problems:

- The lesson content is not sufficiently interesting or challenging. If lessons become too repetitive, mechanical, or easy, students lose interest.
- Lesson preparation is not adequate, resulting in class disruptions that distract students. Prepare lessons well and in advance so that there are no surprises and the lesson can proceed smoothly with no major disruptions.
- The language level of the class is not in line with students' abilities. Make a note of students' abilities by observing them and then adjusting the lesson to the appropriate level. Teacher's Logs (see pages 24–25) assist in keeping a record of students' abilities and involvement.
- The teacher–student relationship is not good. Identify and rectify any areas of present or potential conflict by speaking to the student in question or his/her parents.
- Some students may be more aggressive than others or may be attention seekers. Try to understand why a student is aggressive or attention-seeking and address the issue with the student and/or his/her parents.
- External factors such as the weather, family problems, or after-school activities affect students' motivation and behaviors. Be aware of these factors and address them as necessary.
- Some students may have learning disabilities or special needs and therefore face greater educational challenges. Consult their parents or a professional if necessary.

### Homework

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

Tips to motivate students to do their homework:

- Make sure that the amount of homework is at a manageable level, and discuss the purpose and importance of the homework with students.
- Explain the homework activity carefully, completing one or two examples with students in class.



- Reward students for completing homework, even if it is not all correct. These rewards can be stickers, simple drawings, or comments.

## Multiple Intelligences

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

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

## Teacher Tools

### Lesson Plans

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

### Visual Aids

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

## Bulletin Boards

Bulletin boards enliven any classroom, creating a positive, warm environment that welcomes students to every class. They can be made to reflect students' interests and individuality, thus helping students to feel ownership and pride in their classroom. Tips for using bulletin boards:

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

## Picture Cards

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

## Games and Activities

Games and activities are a vital component of any curriculum for language learners. Games provide a strong motivation for students to experience the language in a natural, meaningful, and enjoyable way. Pages 92–101 feature games that can be used in any class.

Tips to ensure successful games and activities in class:

- Clearly understand the instructions before explaining them to students. Then bring students to the front of the classroom and have them model each step of the game as the teacher explains it. Students can learn how to play a game explained entirely in English if the steps are modeled in a logical and sequential manner.
- Control and focus the game so that students use the target language in a meaningful way and have fun.

## Forming Groups and Pairs

Utilize quick and easy methods of forming groups so that there is minimal class disruption. Consider students' abilities and personalities when forming groups.

Tips to form groups:

- Utilize groups that naturally exist within the classroom. For example: one row of students can form a group or students can form groups with students sitting nearby.
- Have students count off around the class, then have students with the same number form one group.
- Have students form groups with others wearing the same color shirt, or with the same initials or birthdays.



## Storybooks

Storybooks present natural language with visuals to clarify meaning. For this reason it is beneficial to build a classroom library of storybooks that students can look at before or after class. Read storybooks which contain language students know for five minutes at the end of each class.

Tips for using storybooks in the classroom:

- Choose volunteers to play the roles of characters in the story and dramatize their characters' lines.
- Choose a volunteer to read the story aloud while his/her classmates act it out in groups.
- Have students perform the story with paper puppets they make.
- Have students draw specific scenes from the story on large pieces of paper. Hang these scenes in sequential order on the walls. Students then narrate or provide dialogue for their scene in the story.
- Once students can perform the story comfortably, videotape it and play the tape for the class and/or parents.

## Songs and Chants

Singing and chanting in class can play a vital role in children's language development. A song or chant is provided in each *English Time* Student Book unit. The Teacher's Book offers detailed activities to enhance each song and chant.

Tips to make songs other than those in the Student Book an integral part of the classroom:

- Choose a new song every month for students to sing as they clean up after activities.
- Play English children's songs while students are working, drawing, or coloring.

## Practical Teaching Tips

Several practical teaching tips:

- Establish a signal to be used to get students' attention. For example: clap your hands twice, flicker the lights, or ring a bell.
- Plan to change activities approximately every five to seven minutes, as young students have short attention spans. It is thus important to plan more than enough activities so that it is possible to quickly change to another activity without disrupting the class. It is also recommended to change activities before students lose interest or become bored. This way students will look forward to doing the activity again in future lessons.
- Give students advance notice before changing activities. Doing so allows students to finish what they are doing and mentally prepare for the next activity.
- Develop a class routine and follow it in each lesson. Students will develop a sense of security, which will lead to greater participation.
- Ask students for feedback on how they experience the class. Acknowledge their feedback and make any appropriate changes to meet their needs.

## English as the Language of Instruction

Language input is one of the most important aspects of language learning. This is especially true in places where English is neither widely heard, spoken, nor seen outside the classroom. For this reason, conduct as much of each lesson as possible in English.

Tips to maximize English usage in the classroom:

- Give all instructions in English. Use gestures, body language, or visual aids to convey the meaning.
- Use previously learned language on a regular basis in all classes so that it becomes a natural part of students' English vocabulary.
- Look for any occasion to provide opportunities for students to experience the use of English in a communicative, meaningful, and interesting way. For example: invite a native English speaker to class to speak to students.

## Assessment

Continual student evaluation and assessment is crucial in order to determine in which areas students require further explanation and/or practice. Assessment methods include traditional tests and Teacher's Logs. In the latter, the teacher's observations and assessments of students are recorded during or after each class.

## Correcting Students

Correcting mistakes is an important role of any teacher. The manner of correction will depend on whether the activity is accuracy-based (the focus is on speaking perfectly) or fluency-based (the focus is on speaking as much as possible). Pay attention to students' reactions to correction. Some students accept being corrected without losing confidence or motivation. Others, however, become self-conscious and reticent for fear of making mistakes. Try to avoid over-correction so that students can learn from their mistakes without losing motivation or confidence in their speaking ability.

Methods of correction during accuracy-focused activities:

- Point out the error, provide the correct form, and have the student repeat the correct form. For example: A student says *Yesterday I go to school*. Say *Go* while shaking your head. Then say *Yesterday I went to school*, emphasizing *went*. The student repeats.
- Repeat the student's sentence, stressing the error with rising intonation. Then immediately repeat the sentence, pausing before the error, and have the student give the correct form. For example: A student says *Yesterday I go to school*. Say *Yesterday I go* (rising intonation) *to school*. *Yesterday I \_\_\_\_\_*. The student completes the sentence with *went to school*.

Methods of correction during fluency-focused activities:

- Rephrase students' mistakes in correct English. Do not interrupt them in order to correct their mistakes. It is not necessary for students to repeat the corrected sentence. For example: A student says *Yesterday I go to school*. Say *Oh, yesterday you went to school*, slightly emphasizing *went*.



- At times refrain from correcting the students during games or storytime. This enhances motivation and lends a sense of fun and excitement to the class. During group work, walk around the classroom, listen to students and note any common mistakes. Once the activity is done, correct these mistakes with the class as a whole.
- Send a letter home to parents at the beginning of the course to introduce yourself as well as the material their child will be studying.

### Teaching Large Classes

Large classes present special challenges for monitoring student participation and learning.

Tips to effectively teach large classes:

- Walk around the classroom and listen while students work in pairs or in groups. Note any areas in which students are having difficulty and address these with the entire class at the end of the activity.
- If a lesson includes a game that requires movement in or around the classroom, divide the class into two groups. One group can play the game while the other group does a quiet activity at their desks. Groups can then change roles.
- Enlist the help of another teacher. Both teachers can model games or activities and share the task of monitoring and helping students.
- Make sure all students, especially those at the back of the classroom, can see the teaching materials clearly. Use large visual aids or walk around the classroom with the material so that all students are able to see it up close.

### Introducing Culture in the Classroom

As students learn English and acquire an openness toward it as a foreign language, nurture a similar open attitude toward foreign cultures. Initiate this by introducing the flags and locations of different countries, and discussing the daily life of people from other countries. Then introduce samples of folk art and music, children's games, ways of greeting, coins, and stamps. Use photographs, realia, books and magazines, or video to introduce these elements of culture. Embassies or Consulates are often more than willing to provide free information about their countries.

### Involving Parents

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

Tips and suggestions to involve parents:

- Send home a monthly newsletter detailing the language the class is studying. Include some work students have done if possible.
- Host a parent class where parents and their children can participate together in class activities. This is a good chance to explain to parents what their children are learning and how they are learning it. Present English songs, original stories, or choral readings, and display students' work and pictures.



# Sample Teacher's Log

(Teacher's Book pages 32-33 ) Class Weds. Date Oct. 4 Time 5:00-5:50pm

	Warm-Up and Review	Introduce the Language	Practice the Language (Student Book page 3.)	Games and Activities	Finish the Lesson
<b>Lesson Plan</b>	1. Guess What's Missing (5 min.) 2. Check Workbook (2 min.)	1. I'm Annie. I'm a girl. 2. You're Ted. You're a boy. 3. Fluency practice. (students introduce themselves and others) (10 min.)	1. Open Student Books 2. Play recording and do exercises 3. Sing song (10 min.)	1. Around the Circle (students introduce themselves and others around a circle) (5 min.) 2. Complete the Sentences (7 min.) 3. Blind Interview (if time!)	1. Toss the Ball (4 min.) 2. Assign homework • Workbook p. 3 • Worksheet 1 (4 min.)
<b>Materials Needed</b>	1 set Unit 1 Word Time Picture Cards	girl and boy picture cards	CD and player	Unit 1 Word Time Word Cards and Grammar Cards, 1 set per student A ball	
<b>Lesson Taught</b>	✓ done	✓ done	✓ done except for song (play at beginning of next class)	✓ done Around the Circle and 3-4 min. of Complete the Sentences Do Blind Interview activity another time for review	✓ done
<b>General Notes</b> Class response Individual response Areas that need more practice	<ul style="list-style-type: none"> <li>Everybody needs more practice with <u>I'm</u> and <u>You're</u>.</li> <li>Kim: Having trouble paying attention again. Call parents.</li> <li>Time games more carefully next time.</li> <li>Students really liked <u>interacting</u> during Around the Circle activity (make sure to plan interactive activities in future lessons).</li> </ul>				



(Teacher's Book pages \_\_\_\_\_ )

Class \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

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



## Classroom Language

**Focus:** Frequently used classroom language

**Materials Needed:** CD and player

### Introduce the Language

- Sit down on a chair. Model *stand up* by saying *Stand up* and standing up. Then model *sit down* by saying *Sit down* and sitting down. Do this three to four times. Then say *Stand up*. Students repeat and stand up. Say *Sit down*. Students repeat and sit down. Do this several times, gradually decreasing the pause between naming the two actions. Next, go to an individual student and say (Mari), *stand up*. If (Mari) stands up, say *Sit down*. If (Mari) does not stand up, gesture to (Mari) to stand up, then say *Sit down*. Repeat this procedure with three to four different students.

- Follow the same procedure as above for the remaining classroom language items, using the following actions:

*Listen:* Cup your hand behind one ear.

*Quiet:* Hold your index finger to your lips.

*Stop:* Walk around the classroom, say *Stop!* and freeze.

*Point:* Point to any item in the classroom.

*Open your book:* Hold up a book and open it.

*Close your book:* Close the book.

*Take out your pencil:* Take a pencil out of your pencil case or pocket.

*Put away your pencil:* Put the pencil back into your pencil case or pocket.

*Make a circle:* Bring four to five students to the front of the classroom. Say *Make a circle* while helping these students to make a circle.

*Make a line:* Say *Make a line* and help the students to form a straight line.

- Name any four of the actions. Students do each action as it is said. Do the same with the remaining actions.

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

### Practice the Language

Students open their Student Books to page vi.

Listen and do the actions.

- Play the recording. Students listen and point to the actions in their books. 1.1

*Stand up. Stand up.*

*Sit down. Sit down.*

*Listen. Listen.*

*Quiet! Quiet!*

*Stop! Stop!*

*Point. Point.*

*Open your book. Open your book.*

*Close your book. Close your book.*

*Take out your pencil. Take out your pencil.*

*Put away your pencil. Put away your pencil.*

*Make a circle. Make a circle.*

*Make a line. Make a line.*

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

### Games and Activities

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

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

### Finish the Lesson

**Simon Says.** Say various commands from the classroom language, some of which are preceded by *Simon says*. Students do the action only if the language is preceded by *Simon says*. For example: Say *Simon says take out your pencil*. Students take out their pencils. Say *Put away your pencil*. Students do not do the action. If a student does an action that was not preceded by *Simon says*, or does an action incorrectly, he/she is "out" and must wait until the next round to play again. Continue until only one student is still "in" the game. Then play again, having a volunteer take on the teacher's role and say the classroom language items.

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

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



# The Alphabet

## The Alphabet

**Focus:** Uppercase and lowercase alphabet letters

**Materials Needed:** CD and player; two sets of uppercase and lowercase alphabet cards, made by the teacher

**NOTE** The Alphabet page focuses on letter names, not their sounds. Letter sounds are taught in Phonics Time of each unit.

### Warm-Up and Review

- **Review: Classroom Language.** Say and do each action, and have students repeat and do the action. Then play the recording of the classroom language. Students listen and do the actions.

### Introduce the Alphabet

- Hold up alphabet cards A–F one by one and name each letter. Students listen. Hold up the A–F alphabet cards again, name each letter, and have students repeat. Do the same with G–L, M–R, and S–Z. Repeat the entire procedure for the lowercase alphabet cards.
- Write the uppercase and lowercase letters of the alphabet in alphabetical order on the board. Point to each letter in order and elicit its name. Point to the letters in random order and elicit their names.
- Distribute all the uppercase and lowercase alphabet cards, so that each student has at least one card (students may have more than one card). Say the alphabet one letter at a time in alphabetical order. The student(s) who have the named card repeat and hold the card up. Do the activity again, but this time say the letters in random order.

### Practice the Alphabet

Students open their Student Books to page viii.

#### A. Listen and sing along. 1.2

- Write the alphabet on the board in the same way it appears in the audioscript. Play the recording. Point to the letters on the board as students listen.

*abcd*  
*efgh*  
*ijkl*  
*mno*  
*pqr*  
*stuv*  
*xyz*

*abcdefg*  
*hijklmn*  
*opqrstu*  
*vwxyz*

- Read the letters line by line. Students repeat each line. Play the recording again. Students listen and point to the letters in their books.
- Play the recording again. Students listen and sing along, using their books for reference.

**TEACHER TIP** The recording can be played at the beginning of each lesson until students are familiar with the letter names.

#### B. Point to the letters. Say the alphabet on your own.

Students point to and name each letter.

### Games and Activities

- **Write in the Air.** Write the alphabet, both uppercase and lowercase, on the board. Point to and name A. Write A with your finger on the board next to A. Do this slowly so that students see the stroke order. Students then write A in the air with their fingers and say A. Do the same with a. Continue in the same way with all the letters of the alphabet.

**OPTION** Students copy the alphabet (both uppercase and lowercase) into their notebooks, using their Student Books for reference.

- **Put Them in Order.** Distribute all the uppercase alphabet cards, one card per pair of students if necessary. Students then come to the front of the classroom one by one and, using their Student Books for reference if necessary, attach their alphabet cards to the board in alphabetical order starting from A. Once all the cards are on the board, point to each letter and have students say its name.
- **Match Uppercase to Lowercase.** Divide the class into two groups, and give each group a set of uppercase and lowercase alphabet cards. Students in each group distribute the cards evenly among themselves. A student in each group (S1) begins by laying down one of the uppercase cards he/she has, and naming the letter. The student who has the corresponding lowercase card puts it beside the uppercase card and names the letter. Groups continue in the same way until all the cards have been matched and named.
- **Option: Project.** Students make an Alphabet Book by drawing and then coloring all the letters of the alphabet, each on a separate piece of paper. Each student then uses staples, yarn, or clips to make a book. As students learn new words, they write them on the page of their Alphabet Book that corresponds to the word's initial letter.

### Finish the Lesson

- **Can You Name the Letter?** Write the alphabet, both uppercase and lowercase letters, on the board. Point to each letter and have students name it.
- Workbook pages iii and iv.





# In the Neighborhood

## Conversation Time

**Language Focus:** *Good morning. / Hello! How are you? / Fine, thank you.*

**Function:** Greetings

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

### Warm-Up and Review

- **Review: The Alphabet.** Write the alphabet on the board in uppercase and lowercase. Point to each letter and elicit its name.

### Introduce the Conversation

- See page 8.

**CULTURE NOTE** Adults generally shake hands when greeting one another. Children usually just give a small wave and smile.

### Talk About the Picture

- Use Wall Chart 1, or Student Book page 1. 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 activity focusing on exposure to English.

This is a **boy**. He's saying *Good morning* to the **girl**. This is a **girl**. She's saying *Hello* to the boy. This is a **woman**. She's *running* to the **taxi**. Oh, look! There's a little **squirrel** on top of the **taxi**. This is a **man**. He's *sitting* on the **bench** and *reading*. This is a **baby**. He's looking at the bird.

- Ask the following questions while pointing to the pictures, pantomiming the actions or adjectives (*italicized* words). Answer the questions yourself if necessary, and have students repeat.

Who's saying *Good morning*? (Point.)

Who's saying *Hello*? (Point.)

Who's *reading*? (Point.)

Who's looking at the bird? (Point.)

### Practice the Conversation

#### A. Listen and repeat. 1.3

- Play the recording. Students listen and repeat, pointing to each speaker in the conversation box.

Boy: *Good morning.*

Girl: *Hello! How are you?*

Boy: *Fine, thank you.*

#### B. Listen and find the speakers. 1.4

- Play the recording. Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

#### C. Role-play the conversation with a partner.

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

#### D. Review. Listen and repeat. 1.5

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

A: *Hello!*

B: *Hi!*

**Option:** Students role-play the conversation.

### Find Digger's Bone

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

**Answer:** It's part of one of the boy's skates.

**Option:** Students draw a bone, color it, and cut it out to use as a bookmark.

## Games and Activities

- **Around the Circle.** (Game 1, page 92.)

### Finish the Lesson

- **Role-play the Conversation.** Bring two volunteers to the front of the classroom and have them role-play the conversation. Other volunteer pairs then come up and take turns role-playing the conversation.
- Workbook page 1. (Answers, Teacher's Book page 102.)



## Word Time

**Language Focus:** People, animals (*Annie, Ted, Digger, girl, boy, dog*)

**Materials Needed:** CD and player; Unit 1 Picture Cards

### Warm-Up and Review

- **Conversation Review: Greet One Another!** Greet students as they enter the classroom by saying *Good morning*. Encourage them to respond with *Hello! How are you?* Reply *Fine, thank you*. Repeat this conversation with different students.

### Introduce the Words

- See page 10.

### Talk About the Picture

- Students open their books to page 2. They look at the large scene and name anything they can.
- Open the Student Book to 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 activity focusing on exposure to English.

This is **Annie**. She's a girl. This is **Ted**. He's a boy. Ted is saying *Hello* to Annie. This is a **dog**. Here's another dog. Oh! It's **Digger**! **Annie's grandfather** is *singing a song*. **This dog** likes the song.

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

Is this Ted? (**Annie**)

Is this Ted? (**Ted**)

Is this Annie? (**Digger**)

Is she a girl? (**Annie**)

Is he a boy? (**Ted**)

Is he a girl? (**boy in the window**)

Is it a dog? (**poodle in the window**)

Who's singing? *Point*.

### Practice the Words

#### A. Listen and repeat. 1.6

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

1 Annie

2 Ted

3 Digger

4 girl

5 boy

6 dog

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

#### B. Listen and write the letter. 1.7

- Play the recording. Students listen and write the letter they hear. Play the recording as many times as necessary for students to complete the task.

a girl, girl

b dog, dog

c Digger, Digger

d Annie, Annie

e boy, boy

f Ted, Ted

- Check answers by writing the letters a–f on the board. Have volunteers come up and place the corresponding Picture Card next to each letter. Point to each Card and have students name it.

#### C. Point and say the words.

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

#### D. Listen and point. 1.8

- Play the recording. Students listen and point to the person or animal, or the speaker. Play the recording as many times as necessary for students to complete the task.

A dog.

A boy.

A girl.

Annie!

Ted!

Digger!

Now listen and point to the speakers.

A: Good morning, Ted. (Ted and Annie)

B: Hello, Annie. Hello, Digger.

A: Hi, John! (boys in lower left of scene)

B: Hello, Dave!

#### E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

#### Find Digger's Bone

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

*Answer:* It's at the bottom of the left pillar, beside the door.

**Option:** Students draw pictures of a flower garden, hiding three bones in it. Then they exchange pictures and try to find the bones in their classmate's drawing.

#### Extra Vocabulary

- Students turn to page 1. Introduce extra vocabulary items *man, woman, baby*. Students find these in the large scene.

#### Games and Activities

- **Listen, Name, and Do.** (Game 16, page 94.)

#### Finish the Lesson

- **Slow Reveal.** (Game 31, page 96.)
- Workbook page 2. (Answers, Teacher's Book page 102.)



## Practice Time

**Language Focus:** Subject pronouns with *be* [*I'm (Annie). I'm a (girl). / You're (Ted). You're a (boy).*]

**Function:** Introducing oneself; identifying others

**Materials Needed:** CD and player; a ball; Unit 1 Picture Cards

## Warm-Up and Review

- **Vocabulary Review: Guess What's Missing.** (Game 30, page 96.) Hold up each Unit 1 Picture Card and elicit its name. Then play the game using the cards.

## Introduce the Patterns

- See page 12.

## Practice the Patterns

- Students open their books to page 3.

### A. Listen and repeat. 1.9

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word. Students listen.  
*I'm Annie. I'm a girl.*  
*You're Ted. You're a boy.*
- Play the recording again. Students listen and repeat, pointing to each word in their books. They try to say the patterns on their own, while looking at the pattern boxes in their books.
- Write the explanation of the contractions on the board:  
*I'm = I am*  
*You're = You are*
- Point to and read each word. Students repeat. Then say each pattern with the full form of the contractions. Students repeat and practice each pattern, using contractions and the full forms.

### B. Listen and repeat. Then practice with a partner. 1.10

- Play the recording. Students listen and repeat, pointing to each picture in their books.
  - 1 *I'm Annie. I'm a girl.*
  - 2 *You're Ted. You're a boy.*
  - 3 *I'm Ted. I'm a boy.*
  - 4 *You're Annie. You're a girl.*
  - 5 *I'm Digger. I'm a dog.*
  - 6 *You're Digger. You're a dog.*
- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students practice numbers 1–6 in pairs. They then change partners and repeat the activity.

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

- Students remain in pairs and take turns making statements about the characters in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to Digger): *You're Digger. You're a dog.*

### D. Listen and sing along. 1.11

- Students turn to *The Ted and Annie Song*, page 65. Focus their attention on the pictures. Using the pictures as cues, students try to guess some of the lyrics. Read the lyrics line by line. Students repeat each line.

#### The Ted and Annie Song

*Hi! I'm Annie. Hi! I'm Annie.*

*I'm a girl. I'm a girl.*

*Hi! I'm Ted. Hi! I'm Ted.*

*I'm a boy. I'm a boy.*

*Hi! I'm Annie. Hi! I'm Annie.*

*Hi! I'm Ted. Hi! I'm Ted.*

*How are you today, Ted?*

*Fine, thank you, Annie.*

*How are you?*

*Fine, thank you.*

- Play the recording. Students listen and follow along in their books.
- 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 Annie's lines, pointing to themselves while singing. Group B sings Ted's lines, pointing to themselves when singing. Groups change roles and sing the song again.

## Games and Activities

- **Blind Interview.** (Game 33, page 96.)

### Extra Practice

Worksheet 1, Name Game, page 113. (Instructions and answers, page 110.)

## Finish the Lesson

- **Toss the Ball.** Toss a ball to a student (S1) and elicit *I'm (John). I'm a (boy)*. This student then tosses the ball to another student (S2), who says *You're (John). You're a (boy). I'm (Ken).* S2 then tosses the ball to S3, who says *You're (Ken). You're a (boy). I'm (Stacy). I'm a (girl)*. Play continues around the classroom until most students have had a chance to speak.
- Workbook page 3. (Answers, Teacher's Book page 102.)



## Phonics Time

**Sound Focus:** b, p (*ball, bird, boy, pencil, point, pizza*)

**Materials Needed:** CD and player; 2 pieces of paper; Unit 1 Picture Cards

### Warm-Up and Review

- **Pattern Review: Point and Say.** Say *I'm (Ms. Smith)*. Then point to a student (S1) and say *You're (Brad)*. *You're a (boy)*. S1 says *I'm (Brad)*. *I'm a (boy)*, points to another student (S2), and says *You're (Liz)*. *You're a (girl)*. S2 then points to another student and so on around the class. Students continue until most have had a chance to speak.

### Introduce the Sounds

- See page 14.

**PRONUNCIATION NOTE** When students say /b/ and /p/, have them hold their hands in front of their mouths. They should feel a little breath on their hands for /b/, and a lot of breath for /p/. Alternatively, students hold a piece of paper in front of their mouths and say /b/ and /p/. The paper should bend more for /p/ than /b/.

### Practice The Sounds

- Students open their books to page 4.

#### A. Listen and repeat. 🎧 1.12

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

<i>b/b/</i>	<i>p/p/</i>
<i>ball</i>	<i>pencil</i>
<i>bird</i>	<i>point</i>
<i>boy</i>	<i>pizza</i>

#### B. Does it begin with *b*? Listen and circle. 🎧 1.13

- Play the recording. Students listen and circle the illustrations of each word they hear beginning with *b*. Play the recording as many times as necessary for students to complete the task.

- 1 *book, book*
- 2 *boy, boy*
- 3 *pen, pen*
- 4 *ball, ball*

- Check answers by saying *Number 1, book*. Then have a volunteer repeat the word, say its initial sound, and say *Yes* if he/she circled that picture, or *No* if he/she did not. Do the same for numbers 2–4.

#### ANSWERS

Pictures 1, 2, and 4 are circled.

#### C. Does it begin with *p*? Listen and circle. 🎧 1.14

- Play the recording. Students listen and circle the illustrations of each word they hear that begins with *p*. Play the recording as many times as necessary for students to complete the task.

- 1 *bag, bag*
- 2 *peach, peach*
- 3 *pie, pie*
- 4 *pencil, pencil*

- Check answers by saying *Number 1, bag*, and having a volunteer repeat the word, say its initial sound, and say *Yes* if he/she circled the picture, or *No* if he/she did not. Do the same for numbers 2–4.

#### ANSWERS

Pictures 2, 3, and 4 are circled.

#### D. Does it begin with *b* or *p*? Listen and circle. 🎧 1.15

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

- 1 *bike, bike*
- 2 *pin, pin*
- 3 *pot, pot*
- 4 *bell, bell*
- 5 *put, put*
- 6 *bean, bean*

- Check answers by saying *Number 1, bike*, then having a volunteer repeat the word and name the letter he/she circled. Do the same for numbers 2–6.

#### ANSWERS

1 b 2 p 3 p 4 b 5 p 6 b

### Games and Activities

- **Walk to *b* or *p*.** (Game 49, page 98.)

#### Extra Practice

Worksheet 2, Phonics Fun *b* and *p*, page 114. (Instructions and answers, page 110.)

### Finish the Lesson

- **Name the Initial Sound.** Say a word that begins with either *b* or *p* (see Suggested Words below). Students say the initial sound. For example: Say *paw*. Students say /p/. Do the same with eight to ten different words.

Suggested words: *paw, bed, bat, pin, bend, pad, book, peck, point, bid*

- Workbook page 4. (Answers, Teacher's Book page 102.)

#### Assessment 🎧

Unit 1 Test, page 143. (Answers, page 137.)





# In the Meadow

## Conversation Time

**Language Focus:** *Ah-choo! / Bless you! / Thanks.*

**Function:** Polite exchanges for a sneeze

**Materials Needed:** CD and player; Wall Chart 2; a timer; Unit 1 Picture Cards

## Warm-Up and Review

- **Phonics Review: What Sound Does It Begin With?**  
Write *b* and *p* on the board, and elicit the sound of each letter. Hold the *ball* Picture Card up and ask *Does ball begin with /b/ or /p/*? Elicit /b/, then place the *ball* card on the board.
- Repeat with the remaining Cards, then point to each one again, name it, and elicit its initial sound.

## Introduce the Conversation

- See page 8.

## Talk About the Picture

- Use Wall Chart 2, or Student Book page 5. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).  
This is **Ivy**. She's a girl. This is **Joe**. He's a **boy**. Ivy says *Ah-choo!* Joe says *Bless you*. **This boy** is *flying a kite*. There are a lot of **animals** and **plants** in the meadow. Look at the **frogs**, the **ladybugs**, and the **bee**. Here's a **tree**, and here are some **flowers**, too.
- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).  
Is she a boy? (**Ivy**)  
Who says *Ah-choo*? (*Point.*)  
Who says *Bless you*? (*Point.*)  
Who says *Thanks*? (*Point.*)  
Is he a boy? (**Joe**)  
Is **Joe** *flying a kite*?  
Can you *point* to the girl?

## Practice the Conversation

### A. Listen and repeat. 🎧 1.16

- Play the recording. Students listen and repeat, pointing to each speaker in the conversation box.  
*Ivy: Ah-choo!*  
*Joe: Bless you!*  
*Ivy: Thanks.*

### B. Listen and find the speakers. 🎧 1.17

- Play the recording. Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

### C. Role-play the conversation with a partner.

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

### D. Review. Listen and repeat. 🎧 1.18

- Volunteers try to read or guess the worms' conversation. Play the recording. Students listen and repeat, pointing to each speech bubble.  
*A: Hi. I'm Walt.*  
*B: Hello, Walt!*

**Option:** Students role-play the conversation.

## 🦴 Find Digger's Bone

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

*Answer:* It's in the reeds in the lake.

**Option:** Students use paper, scissors, string, and glue to make a kite, hiding a bone somewhere on the kite. They then take turns to stand and show their kites to the class. Classmates try to find the hidden bone on each kite.

## Games and Activities

- **Pass the Timer.** (Game 2, page 92.)

## Finish the Lesson

- **Guess Who Sneezed.** Ask for a volunteer (S1) to sit at the front with his/her back to the class. Another student (S2) says *I'm a (boy)*, then sneezes. S1 tries to guess S2's name and says *Bless you, (Mary)!* If S1 guesses correctly, S2 responds by saying *Thanks*. If S1 does not guess correctly, S2 sneezes again. Repeat with three or four volunteers.
- Workbook page 5. (Answers, Teacher's Book page 102.)



## Word Time

**Language Focus:** Nature (*tree, butterfly, flower, cloud, bird, lake*)

**Materials Needed:** CD and player; Unit 2 Picture Cards

### Warm-Up and Review

#### • Conversation Review: Role-Play the Conversation.

Role-play the Unit 2 target conversation with a volunteer. Then, in pairs, students role-play the conversation together. They change roles and role-play the conversation again.

### Introduce the Words

- See page 10.

### Talk About the Picture

- Students open their books to page 6. They look at the large scene and name anything they can.
- Open the Student Book to page 6. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words). Look, this is **Digger**, the dog. This is **Annie**. She's a girl. A **butterfly** is on her nose. This is **Ted**. He's a boy. A **bird** is on his finger. That's a **cloud**. It's *high* in the sky. And here are some **ducks**, *swimming* on the **lake**.
- Ask questions while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words). Can you *point* to Digger?  
Is **Digger** a dog?  
Can you *point* to Annie?  
Is **Annie** a girl?  
Can you *point* to Ted?  
Is **Ted** a dog?  
Can you *point* to the butterfly?  
Can you *point* to a tree?

### Practice the Words

#### A. Listen and repeat. 🎧 1.19

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

- |                 |                    |
|-----------------|--------------------|
| 1 <i>tree</i>   | 2 <i>butterfly</i> |
| 3 <i>flower</i> | 4 <i>cloud</i>     |
| 5 <i>bird</i>   | 6 <i>lake</i>      |

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

#### B. Listen and write the letter. 🎧 1.20

- Play the recording. Students listen and write the letters they hear. Play the recording as many times as necessary for students to complete the task.

- |                         |                               |
|-------------------------|-------------------------------|
| a <i>bird, bird</i>     | b <i>butterfly, butterfly</i> |
| c <i>tree, tree</i>     | d <i>lake, lake</i>           |
| e <i>flower, flower</i> | f <i>cloud, cloud</i>         |

- Check answers by writing the letters *a–f* on the board. Have volunteers come up and place the corresponding Picture Card next to each letter. Point to each Card and have students name it.

#### C. Point and say the words.

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

#### D. Listen and point. 🎧 1.21

- Play the recording. Students listen and point to the corresponding items or speakers. Play the recording as many times as necessary for students to complete the task.

*Oh! A butterfly.*

*A bird!*

*A tree.*

*Ah, a cloud.*

*A lake.*

*A flower.*

*Now listen and point to the speakers.*

*Hi, bird! (Ted)*

*Hello, butterfly! (Annie)*

#### E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item and write the word next to it.

#### 🦴 Find Digger's Bone

- Students find Digger's bone hidden in the large scene.  
*Answer:* It's a straw in one of the drink cartons on the picnic rug.

**Option:** Students draw their own meadow/picnic scene, hiding three bones in it. Then they exchange pictures and try to find the bones in their classmate's drawing.

### Extra Vocabulary

- Students turn to page 5. Introduce the extra vocabulary items *bush, bee, frog*. Students find these in the large scene.

### Games and Activities

- **Run and Find.** (Game 17, page 94.)

### Finish the Lesson

- **Identify the Drawing.** Place Unit 2 Picture Cards on the board, and start to draw one of the items on the board, line by line. Students try to guess what you are drawing. The first to guess correctly comes to the front, picks up that card and names it. He/She then starts drawing the next picture, line by line. Students continue until all Unit 2 vocabulary has been covered.
- Workbook page 6. (Answers, Teacher's Book page 102.)



## Practice Time

**Language Focus:** Demonstrative pronouns [*This is a (butterfly). / That's a (bird).*]

**Function:** Identifying objects

**Materials Needed:** CD and player; Unit 2 Picture Cards

### Warm-Up and Review

- **Vocabulary Review: Name and Point.** Hold up each Picture Card and elicit its name. Students then open their Student Books to page 6 and take turns pointing to and naming these items in the large scene.

### Introduce the Patterns

- See page 12.

### Practice the Patterns

- Students open their books to page 7.

#### A. Listen and repeat. 1.22

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word. Students listen and look at their books.

*This is a butterfly.*

*That's a bird.*

- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Write the explanation of the contraction on the board:  
*That's = That is*
- Point to and read each word. Students repeat. Then say each pattern with the full form of the contraction. Students repeat and practice each pattern, using the contraction and the full form.

#### B. Listen and repeat. Then practice with a partner. 1.23

- Play the recording. Students listen and repeat, pointing to each picture in their books.  
1 *This is a butterfly.*      2 *That's a lake.*  
3 *This is a bird.*      4 *This is a flower.*  
5 *That's a tree.*      6 *That's a cloud.*
- Play the recording again. Students listen and repeat. Students practice numbers 1–6 in pairs. They then change pairs and repeat the activity.

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

- Students remain in pairs and look at page 6. They take turns making statements about the nature items in the large scene, using the new patterns and vocabulary items. For example: S1 (touching a bird): *This is a bird.* S2 (pointing at a cloud): *That's a cloud.*

#### D. Listen and sing along. 1.24

- Students turn to the Unit 2 song *This Is a Flower*, page 65. Using the pictures as cues, encourage them to guess some of the lyrics. Read the lyrics line by line. Students repeat each line.

##### This is a Flower

*This is a flower.*

*That's a tree.*

*This is a flower.*

*That's a cloud.*

*This is a flower.*

*That's a bird*

*and that's a butterfly!*

*This is a flower.*

*That's a lake.*

*This is a flower.*

*That's a cloud.*

*This is a flower.*

*That's a tree*

*and that's a butterfly!*

- Play the recording. Students listen and follow in their books.
- Play the recording again. Students listen and sing along, using their books for reference.
- Play the karaoke version. Students sing the song, pointing to the *flower* on page 6 of their Student Books for *this* lines and pointing to the corresponding cards on the board for *that* lines.

### Games and Activities

- **Whisper Down the Row.** (Game 34, page 96.)

#### Extra Practice

**Worksheet 3, This/That Bingo, page 115.** (Instructions and answers, page 110.)

### Finish the Lesson

- **Practice to the Rhythm.** Create a chant in the following way (\* = clap hands):  
[stomp] \* *this* [touching something on desk]  
[stomp] \* *this* [touching something on desk]  
[pointing to something in the distance] *that that that*  
Model the chant and have students repeat. Chant with students three to four times. Volunteers then take turns establishing their own rhythm and pattern for *this* and *that*. For example: *this that that this*.
- Workbook page 7. (Answers, Teacher's Book page 102.)



## Phonics Time

**Sound Focus:** g, k (*garden, girl, gorilla, kangaroo, key, kite*)

**Materials Needed:** CD and player; Bingo markers; 3 x 3 Bingo grids; Units 1 and 2 Picture Cards

### Warm-Up and Review

- **Pattern Review: Sing Along.** 1.24  
Play the recording of the Unit 2 song *This Is a Flower*. Students listen. Play the recording again and have students sing along.
- **Phonics Review: Say the Initial Sound and Card Name.**  
Write *b* and *p* on the board. Point to each letter and elicit its sound. Hold up the *ball* Picture Card. Students name the card and say the initial sound. Repeat with the remaining cards.

### Introduce the Sounds

- See page 14.

**PRONUNCIATION NOTE** When students say /g/ and /k/, have them hold their hands in front of their mouths. They should feel a little breath on their hands for /g/, and a lot of breath for /k/. Alternatively, students hold a piece of paper in front of their mouths and say /g/ and /k/. The paper should bend more for /k/ than /g/.

### Practice the Sounds

- Students open their books to page 8.

#### A. Listen and repeat. 1.25

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

<i>g/g/</i>	<i>k/k/</i>
<i>garden</i>	<i>kangaroo</i>
<i>girl</i>	<i>key</i>
<i>gorilla</i>	<i>kite</i>

#### B. Does it begin with *g* or *k*? Listen and circle. 1.26

- Play the recording. Students listen and circle the initial letter of each word they hear. Play the recording as many times as necessary for students to complete the task.  
1 *garden, garden*      2 *king, king*  
3 *kitten, kitten*      4 *key, key*  
5 *game, game*      6 *goat, goat*
- Check answers by saying *Number 1, garden*. Have a volunteer repeat the word and name the letter he/she circled. Do the same for numbers 2–6.

#### ANSWERS

1 g 2 k 3 k 4 k 5 g 6 g

#### C. Does it begin with *b, p, g, or k*? Listen and write. 1.27

- Play the recording. Students listen and write the initial letter of each word they hear. Play the recording as many times as necessary for students to complete the task.  
1 *pen, pen*      2 *gum, gum*  
3 *book, book*      4 *kiss, kiss*  
5 *go, go*      6 *kick, kick*
- Check answers by writing the numbers 1–6 on the board and having a volunteer come to the board and write the letter he/she wrote for each number. Then point to each letter and elicit its sound.

#### ANSWERS

1 p 2 g 3 b 4 k 5 g 6 k

### Games and Activities

- **Say the Initial Sound.** (Game 50, page 98.)

#### Extra Practice

**Worksheet 4, Phonics Fun *g* and *k*, page 116.** (Instructions and answers, page 110.)

### Finish the Lesson

- **Say the Initial Sound.** Give each student cards marked *b, g, k*, and *p*. Say *Boy*. *Boy begins with \_\_\_\_\_?* Students hold up the *b* card and say /b/. Continue in the same way with seven to nine different words that begin with *b, g, k*, or *p*.  
Suggested Words: *boy, kite, pen, goat, baby, girl, bird, kitten, gross, key*
- Workbook page 8. (Answers, Teacher's Book page 102.)

#### Assessment

**Unit 2 Test, page 144.** (Answers, page 137.)





# On The Farm

## Conversation Time

**Language Focus:** *Sh! Be quiet! / Sorry. / That's okay.*

**Function:** Giving commands; apologizing

**Materials Needed:** CD and player; Wall Chart 3

### Warm-Up and Review

- **Phonics Review: Match the Word to Its Initial Letter.** Write *g* on the board and elicit /g/. Then write *k* and elicit /k/. Say a word that begins with *g* or *k* (see Suggested Words below). Students repeat the word and say its initial sound. Then write the word on the board under its initial letter.
- Repeat with eight to ten different words. When all the words have been written on the board, point to each one and elicit its initial sound.
- Suggested Words: *girl, kite, Kim, gum, get, key, kangaroo, good, kind, goal*

### Introduce the Conversation

- See page 8.

### Talk About the Picture

- Use Wall Chart 3, or Student Book page 9. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).  
The **children** are at a **farm**. This is a **tree**, and that's a **bird**. I see **two boys**, and **one girl**. And here are some **dogs**. The dogs are *sleeping*. **Bill** is *hammering* a nail. **Bob** is saying *Sh! Be quiet!* to **Bill**. Look at the **goat**! It's *eating* the **sheet**!
- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).  
Dogs or birds? (**dogs**)  
Can you *point* to the bird?  
Can you *point* to the **two** boys?  
Can you *point* to the girl?  
Can you *point* to a dog?

### Practice the Conversation

#### A. Listen and repeat. 🎧 1.28

- Play the recording. Students listen and repeat, pointing to each speaker in the conversation box.  
**Bob:** *Sh! Be quiet!*  
**Bill:** *Sorry.*  
**Bob:** *That's okay.*

#### B. Listen and find the speakers. 🎧 1.29

- Play the recording. Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

#### C. Role-play the conversation with a partner.

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

#### D. Review. Listen and repeat. 🎧 1.30

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

**A:** *Hello! How are you?*

**B:** *Fine, thanks.*

**Option:** Students role-play the conversation.

### 🦴 Find Digger's Bone

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

**Answer:** It's one of the white fence posts.

**Option:** Students draw two more bones in the large scene. They then exchange books with a partner, who tries to find the two new bones.

### Games and Activities

- **Practice in a Circle.** (Game 3, page 92.)

### Finish the Lesson

- **Toss the Ball.** (Game 14, page 93.) Play the game using the target conversation.
- Workbook page 9. (Answers, Teacher's Book page 103.)



## Word Time

**Language Focus:** Farm animals (*goat, cow, horse, chicken, sheep, cat*)

**Materials Needed:** CD and player; Unit 3 Picture Cards

### Warm-Up and Review

- **Conversation Review: Sh! Be Quiet!** Write the Unit 3 target conversation on the board. Point to and read each line, and have students repeat. Have a student noisily get out books or rustle some paper. Say *Sh! Be quiet!* and have the student say *Sorry*. Reply *That's okay*.
- Then have other students make noise. Elicit *Sh! Be quiet!* and have them say *Sorry*. Elicit *That's okay*.

### Introduce the Words

- See page 10.

### Talk About the Picture

- Students open their books to page 10. They look at the large scene and name anything they can.
- Open the Student Book to page 10. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).  
There are a lot of **animals** on the **farm**. This is a **goat**, and this is a **horse**. **Emily** is *feeding* the **horse** a **carrot**. This is a **cow**. Look! There's a **bird** *sitting* on the **cow**! That's a **chicken**. The **farmer** and **this girl**, Jan, are *feeding* the **chickens**. That's a **cat**, and that's a **sheep**.
- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).  
Are the **horses** *eating* flowers?  
Is it a goat? (**goat**)  
Are they horses or chickens? (**chickens**)  
Are they horses or cows? (**cows**)  
Are they goats or sheep? (**sheep**)  
Can you *point* to Ted and Annie?  
Can you *point* to the cats?

### Practice the Words

#### A. Listen and repeat. 🎧 1.31

- Play the recording. Students listen and repeat, pointing to each picture in the vocabulary box.  
1 goat      2 cow  
3 horse      4 chicken  
5 sheep      6 cat
- Say the words in random order. Students point to the pictures in the vocabulary box.

#### B. Listen and write the letter. 🎧 1.32

- Play the recording. Students listen and write the letter they hear. Play the recording as many times as necessary for students to complete the task.  
a *chicken, chicken*      b *cow, cow*  
c *horse, horse*      d *goat, goat*  
e *cat, cat*      f *sheep, sheep*
- Check answers by writing the letters a–f on the board. Have volunteers come up and place the corresponding Picture Card next to each letter. Point to each card and have students name it.

#### C. Point and say the words.

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

#### D. Listen and point. 🎧 1.33

- Play the recording. Students listen and then point to the corresponding animal or speaker. Play the recording as many times as necessary for students to complete the task.  
A goat.      A chicken.  
A horse.      A sheep.  
A cat.      A cow.  
Now listen and point to the speakers.  
A: *That's a goat.* (Annie)  
A: *This is a cat.* (boy petting the cat)

#### E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

#### 🦴 Find Digger's Bone

- Students find Digger's bone hidden in the large scene.  
*Answer:* It's part of the left-hand attic window frame in the roof.  
**Option:** Students draw one of the target animals, part of it in the shape of a dog bone. For example, a cow with a bone-shaped horn. Students then take turns showing the class their pictures, saying *This is a (cow)*.

#### Extra Vocabulary

- Students turn to page 9. Introduce extra vocabulary items *duck, turkey*. Talk about the sounds these animals make, both in English and in the students' native language. Students then find these animals in the large scene.  
*duck – quack*      *turkey – gobble*

#### Games and Activities

- **Draw the Picture.** (Game 18, page 94.)

#### Finish the Lesson

- **What Animal Is He?** Have a volunteer make the sound of one of the farm animals. The first student to correctly identify the animal makes another animal sound. Repeat until most students have taken a turn.
- Workbook page 10. (Answers, Teacher's Book page 103.)



## Practice Time

**Language Focus:** *Wh-* questions with *what*; demonstrative pronouns – [*What's this? It's a (goat). / What's that? It's a (cow).*]

**Function:** Asking about objects; identifying objects

**Materials Needed:** CD and player; Unit 3 Picture Cards

## Warm-Up and Review

- **Vocabulary Review: Do it!** (Game 29, page 96.) Hold up each Unit 3 Picture Card and elicit its name. Then play the game using the cards.
- **Pattern Review: this/that.** Give each student a *sheep*, a *cat*, and a *cow* Picture Card. Also place one of each on the board. Touch the *sheep* card and say *This is a sheep*. Students repeat while touching their *sheep* cards. Do the same with *cat* and *cow*. Then point to the *goat* card and say *That's a goat*. Students repeat while pointing to the *goat* card on the board. Do the same with *horse* and *chicken*.

## Introduce the Patterns

- See page 12.

## Practice the Patterns

- Students open their books to page 11.

### A. Listen and repeat. 1.34

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word. Students listen.  
A: *What's this?*      A: *What's that?*  
B: *It's a goat.*      B: *It's a cow.*
- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students try to say the patterns on their own, while looking at the pattern boxes in their books.
- Write the explanation of the contractions on the board:  
*What's = What is*  
*It's = It is*
- Point to and read each word. Students repeat. Then say each pattern with the full form of the contractions. Students repeat and practice each pattern, using contractions and the full forms.

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

1.35

- Play the recording. Students listen and repeat, pointing to each picture in their books.  
1 *What's this? It's a goat.*  
2 *What's that? It's a horse.*  
3 *What's that? It's a cat.*  
4 *What's this? It's a cow.*  
5 *What's this? It's a chicken.*  
6 *What's that? It's a sheep.*
- Play the recording again. Students listen and repeat, pointing to each word in their books.

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

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

- Students remain in pairs and look at page 10. They then take turns asking and answering questions about the animals in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to a chicken): *What's that?* S2: *It's a chicken.*

### D. Listen and sing along. 1.36

- Students turn to the *What's This?* song, page 65. Focus their attention on the pictures. Using the pictures as cues, students try to guess some of the lyrics. Read the lyrics line by line. Students repeat each line.

#### What's This?

*What's this?*

*It's a chicken, It's a chicken.*

*What's that?*

*It's a horse. It's a horse.*

*Sh! Be quiet!*

*Sorry.*

*That's okay.*

*What's that?*

*It's a sheep. It's a sheep.*

- Play the recording. Students listen and follow along in their books. Play the recording as many times as necessary for students to become familiar with the song.
- Bring six volunteers to the front of the classroom. Assign each one the role of a farm animal. Divide the rest of the class into Groups A and B. The volunteers with the *goat* and *chicken* roles stand near Group A, and the rest near Group B. Play the karaoke version.
- Group A sings the *What's this?* questions, touching the volunteer *goat* or *chicken* as appropriate. He/She makes its sound, and Group B sings the answers. Group A repeats with the *What's that?* questions, pointing to the appropriate Group B volunteer animals, and Group B sings the answers.
- Groups then change roles and sing the song again.

## Games and Activities

- **Question and Answer.** (Game 35, page 96.)

### Extra Practice

Worksheet 5, *What's this? / What's that?*, page 117. (Instructions and answers, page 110.)

## Finish the Lesson

- **Slow Reveal.** (Game 31, page 96.) Play the game using Unit 3 Picture Cards.
- Workbook page 11. (Answers, Teacher's Book page 103.)



## Phonics Time

**Sound Focus:** m, n (*milk, mop, mother, net, night, nurse*)

**Materials Needed:** CD and player; Units 1–3 Picture Cards

### Warm-Up and Review

#### • Pattern Review: Sing Along.

Play the recording of the Unit 3 song *Sh! Be quiet!* Students listen. Play the recording again and have students sing along.

- **Phonics Review:** *b, p, g, k*. Write *b* on the board. Point to it and elicit /b/. Then, using their books for reference, have students name any words they know in English that begin with *b*. Write these words on the board below *b*.
- Repeat with *p, g*, and *k*. Hold up the *pencil* Picture Card and say *It's a pencil*. Then ask *Pencil begins with \_\_\_\_\_?* Elicit /p/ and have students point to the letter *p* on the board. Attach the *pencil* card to the board below *p*.
- Repeat with Units 1–2 Picture Cards. Then point to each card on the board and elicit its initial sound.

### Introduce the Sounds

- See page 14.

**PRONUNCIATION NOTE** When students say /n/, have them push the tip of their tongues on the roof of their mouths just behind their front teeth.

### Practice The Sounds

- Students open their books to page 12.

#### A. Listen and repeat. 1.37

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

<i>m</i> /m/	<i>n</i> /n/
<i>milk</i>	<i>net</i>
<i>mop</i>	<i>night</i>
<i>mother</i>	<i>nurse</i>

#### B. Does it begin with *m* or *n*? Listen and match. 1.38

- Play the recording. Students listen and match the illustrations of each word with *m* or *n*. Play the recording as many times as necessary for students to complete the task.

1 <i>nose, nose</i>	2 <i>monkey, monkey</i>
3 <i>night, night</i>	4 <i>mouse, mouse</i>
5 <i>newspaper, newspaper</i>	6 <i>milk, milk</i>

- Check answers by saying *Number 1, nose*. Then have a volunteer name the letter to which he/she connected the nose picture. Do the same for numbers 2–6.

#### ANSWERS

1 n 2 m 3 n 4 m 5 n 6 m

#### C. Does it begin with *m* or *n*? Listen and circle. 1.39

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

1 *nut, nut*

2 *nest, nest*

3 *mat, mat*

4 *nap, nap*

5 *moon, moon*

6 *money, money*

- Check answers by writing the numbers 1–6 on the board. Have volunteers come to the board and write the letter they circled for each number. Then point to each letter and elicit its sound.

#### ANSWERS

1 n 2 n 3 m 4 n 5 m 6 m

### Games and Activities

- **Whisper and Write.** (Game 51, page 98.)

#### Extra Practice

Worksheet 6, Phonics Fun *m* and *n*, page 118. (Instructions and answers, page 110.)

### Finish the Lesson

- **Stand Up. Sit Down.** Say ten to twelve words, some beginning with *m*, others with *n* (see Suggested Words below). When students hear a word that begins with *m*, they stand up, repeat the word, put their hands on their heads, and sit down quickly. When they hear a word that begins with *n*, they repeat the word and remain seated.
- Suggested Words: *Nan, not, mop, mall, net, melt, next, nose, mat, nip, nice, man*
- Workbook page 12. (Answers, Teacher's Book page 103.)

#### Assessment

Unit 3 Test, page 145. (Answers, page 137.)



# Review 1

## Story Time

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

**Materials Needed:** CD and player

### Warm-Up

- **Review Units 1–3 Conversations, Vocabulary, and Patterns.** Students turn to each Conversation Time page (pages 1, 5, and 9), Word Time page (pages 2, 6, and 10), and Practice Time page (pages 3, 7, and 11). Elicit each conversation, vocabulary item, and pattern.
- Workbook page 13. (Answers, Teacher's Book page 103.)

### Work with the Pictures

- Students open their Student Books to page 13.
- Divide the class into groups of three. Groups find and name any items or characters they recognize in the six scenes.
- Ask each group how many items they found. Encourage groups to name as many items or characters as they can.
- When groups have finished, have each group name one item, and write these items on the board. Once all the items have been listed, point to and say each word. Students repeat, pointing to those items in their books.
- Ask the following questions while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

Scene 1 Is **Max** a dog?

Scene 2 (**tree**) What's this?

Scene 3 (**bird**) Is it a butterfly?

Scene 4 (**Digger's pen**) Is it a pencil?

Scene 5 Can you *point* to who says *Ah-choo*?  
Can you *point* to who says *Bless you*?

Scene 6 Can you *point* to the cloud?  
Can you *point* to the tree?

### Work with the Text

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

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

## Practice the Story

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

### A. Listen and repeat. 🎧 1.40

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

1 Max *Good morning! I'm Max.*

Digger *Hi! I'm Digger.*

2 Digger *How are you, Max?*

Max *Fine, thanks.*

3 Max *What's that?*

Digger *It's a pen.*

4 Max *What's this?*

Digger *It's a bird.*

5 Max *Ah-choo!*

Digger *Bless you!*

Max *Thank you.*

6 Bird *Sh! Be quiet!*

Max *Sorry.*

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

### B. Look at A. Listen and point. 🎧 1.41

- Play the recording (second version of the story). Students listen and follow along in their books.
- Divide the class into groups of three. Students in each group take on the role of one of the characters (Digger, Max, or the bird). Play the recording again, pausing after each line. Students repeat their character's lines. Students in each group then change roles and do the activity again. Continue until each student has taken on each role. Play the recording as many times as necessary for students to become familiar with their character's lines.

### C. Role-play these scenes.

- Ask students which roles are needed to role-play the scenes. List the roles on the board (*Digger, Max, bird*).
- Divide the class into Groups A, B, and C. Group A role-plays Digger's lines, Group B role-plays Max's lines, and Group C role-plays the bird's line. Groups then change roles and role-play the scenes again. Continue until each student has taken on each role.
- Bring a volunteer from each group to the front of the classroom. Play the recording and have these volunteers act out the story along with the recording. They then act out the story on their own, without the recording.



- Divide the class into groups of three, and have them role-play the story. They then switch roles and role-play the story again. Continue until each student has taken on each role.

## Games and Activities

- **Ah-Chool Contest.** (Game 66, page 100.)

## Finish the Lesson

- **Listen and Pantomime.** Divide the class into groups of three, and have students in each group take on the role of one of the characters in the story. Play the recording. Students listen and pantomime their role. Repeat the procedure until each student has pantomimed each role.
- Workbook page 13. (Answers, Teacher's Book page 103.)

## Activity Time

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

**Materials Needed:** CD and player; Units 1–3 Picture Cards, 16 cards per student

## Warm-Up

- **Review Units 1–3 Conversations, Vocabulary and Sounds.** Students turn to each Conversation Time page (pages 1, 5, and 9), Word Time page (pages 2, 6, and 10), and Phonics Time page (pages 4, 8, and 12). Elicit the conversations, vocabulary items, and sounds.
- Workbook page 14. (Answers, Teacher's Book page 103.)

## Review

- Students open their Student Books to page 14.

### A. Listen. Find and number the pictures in the puzzle. 1.42

- Point to or touch each picture above the jigsaw puzzle and ask *What's (that)?* Elicit *It's a (goat)*. Then play the recording. Students listen, find each item in the puzzle, then write the number on that item. Play the recording as many times as necessary for students to complete the task.

- |                |                    |
|----------------|--------------------|
| 1 dog, dog     | 6 cow, cow         |
| 2 tree, tree   | 7 horse, horse     |
| 3 cloud, cloud | 8 chicken, chicken |
| 4 bird, bird   | 9 sheep, sheep     |
| 5 goat, goat   | 10 cat, cat        |

- Check answers by writing numbers 1–10 on the board. Volunteers come to the board and attach the corresponding Word Time Picture Card next to each number. Point to each picture and have students name it.

### B. Listen and circle the correct word. 1.43

- Write *b*, *g*, *k*, *m*, and *n* on the board. Point to each letter and elicit its sound. Then play the recording. Students listen and circle each word they hear. Play the recording as many times as necessary for students to complete the task.

- 1 ball, ball
- 2 kite, kite
- 3 milk, milk
- 4 girl, girl
- 5 net, net
- 6 goat, goat

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

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

1.44

- Divide the class into pairs, and have pairs work together, trying to determine what the speakers in each picture are saying.
  - Play the recording. Students listen and find the picture that corresponds to each conversation they hear. They then write the number in the space provided. Play the recording as many times as necessary for students to complete the task.
- 1 A How are you?  
B Fine, thanks.
  - 2 A Ah-choo!  
B Bless you!  
A Thank you.
  - 3 A Sh! Be quiet!  
B Sorry.  
A That's okay.
  - 4 A Good morning!  
B Hello!
- Check answers by pointing to each picture and having a volunteer say the number he/she wrote for that picture.

### ANSWERS

2 4 3 1

## Games and Activities

- **What Letter Does it Begin With?** (Game 67, page 100.)

## Finish the Lesson

- Checklist 1 (Student Book page 75) for students to do at home or in class.
- Workbook page 14. (Answers, Teacher's Book page 103.)



## Nature

**Language Focus:** Bugs (*bee, spider, caterpillar, fly*).

**Function:** Identifying bugs common in natural environments

**Materials Needed:** CD and player; Units 2 and 3 Word Time Picture Cards

## Warm-Up and Review

- **Review: Pattern Review.** Hold up Units 2 and 3 Word Time Picture Cards one by one. Ask *What's this?* Students identify the cards one by one. Hold up the tree card and say *This is a tree*. Students repeat. Hand the cards to a volunteer. He/She points to any card and identifies it using the pattern. Continue until all of the cards have been identified.

## Introduce the Words

- See page 10.

**CULTURE NOTE** *Bugs* is a common American term for very small creatures that crawl or fly. It's not interchangeable with the word *insect*. Bugs are an integral part of nature. Spiders eat other insects. Caterpillars change into butterflies. Flies feed on decomposing matter and bees pollinate flowers and produce honey.

## Practice the Vocabulary

### A. What's that? It's a bug./How many bugs?

- Students open their books to page 15. They look at the photographs and name anything they can.

### B. Listen and repeat. 🎧 1.45

- Play the recording. Students listen and repeat, pointing to each photo in the Student Books.

1 *bee*                      2 *caterpillar*  
3 *fly*                        4 *spider*

- Say the words in random order. Students point to the pictures in their Student Books.

### C. Listen and read. 🎧 1.46

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

*This is a bee.*

*This is a caterpillar.*

*What's this? It's a fly.*

*What's that? It's a spider.*

- 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 reading each sentence and having students nod their heads if they wrote ✓, and shake their heads if they wrote X.

### ANSWERS

1 ✓ 2 X 3 ✓ 4 X

### E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

## Games and Activities

- **Pantomime: Bugs.** (Game 74, page 101.)

## Finish the Lesson

- Workbook page 15. (Answers, Teacher's Book page 103.)



## Project Time

**Language Focus:** Bugs. *What's this? It's a spider. / It's a (caterpillar) / This is a (fly).*

**Materials Needed:** poster paper, crayons, markers, pictures of bugs from magazines, newspapers, and/or the Internet.

### Warm-Up and Review

- **Vocabulary: Point and Ask.** Point to a student (S1). Hold up your book and point to the spider and ask *What's this?* S1 says *It's a spider*. S1 points to another student (S2), points to a photo in the book and asks *What's this?* S2 answers, then points to another student and so on around the room.

### Talk About the Picture

- Students open their books to page 16. They look at the pictures on the page and name anything they can.

### Complete the Projects

#### A. Draw. Ask and answer with a partner.

- Students turn to page 16 in their Student Books. Draw a large rectangular box on the board. Divide the box into four sections, two on top and two on the bottom. Make sure students have scrap paper. Ask students to draw a box on their paper. Randomly draw any part of each bug on the board, one per section. Students do the same.
- Ask a volunteer to come to the board. Point to the first section in the box on the board. Ask *What's this?* The student identifies the bug. Continue for the other three pictures.
- Students choose a partner. They ask and answer questions about their pictures, alternating turns.
- Ask each pair to choose one picture each and ask and answer questions in front of the class.

#### B. Make a bugs poster.

- Point to any poster in the classroom and say *A poster*. Students repeat. Students open their books to page 16. Point to the poster in the book and say *A poster*. Students repeat. Say the following while pointing to the pictures in the poster. Students repeat.  
bee  
*It's a bee.*  
fly  
*It's a fly.*  
spider  
*This is a spider.*  
caterpillar  
*This is a caterpillar.*
- Make sure students have poster paper, crayons, markers, and pictures of bugs from magazines, newspapers, and/or the Internet. Students make their posters.
- Students write captions and text on their posters similar to the poster example in their books.

- Ask volunteers to come to the front and share their poster with the class. Students point to their posters and talk about the pictures. They can also point to the pictures in their posters and ask their classmates questions.
- Place the posters on the walls of the classroom if possible. If not, place them along the board tray or on the board with magnets.

### Games and Activities

- **Do you remember?** (Game 75, page 101.)

### Finish the Lesson

- Point to a picture in any one of the posters you have placed around the classroom. Identify the picture and read the text. The student who drew the poster comes to the front and points to another picture in a different poster, identifies the picture and reads the text. The student who drew that poster comes to the front and continues the activity. Continue until all the students have had a chance.
- Workbook page 15. (Answers, Teacher's Book page 103.)





# At the Stationery Store

## Conversation Time

**Language Focus:** *Here you are. / Thanks. / You're welcome.*

**Function:** Giving and receiving objects; expressing gratitude

**Materials Needed:** CD and player; Wall Chart 4; a timer; Unit 3 Picture Cards

## Warm-Up and Review

- **Phonics Review: Say the Sound and Name the Card.**  
Attach Unit 3 Picture Cards to the board. Point to each card and elicit its initial sound and name.

## Introduce the Conversation

- See page 8.

## Talk About the Picture

- Use Wall Chart 4, or Student Book page 17. Have students open their books to page 17. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

This is a **stationery store**. **This boy** *dropped* his **wallet**. **This girl** *sees* the **wallet**. **Annie's mother** is buying some **school supplies** for Annie. The **clerk** *hands* her the bag and says *Here you are*. Annie's mother says *Thanks*. Uh-oh! Look at the **baby**! He's *grabbing* some **crayons**. His **father** *doesn't know*.

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

Is this a boy? (**boy**)

Is this a boy? (**girl**)

Is this a tree? (**ladder**)

Is he a girl? (**clerk**)

## Practice the Conversation

### A. Listen and repeat. 🎧 1.47

- Play the recording. Students listen and repeat, pointing to each speaker in the conversation box.

Man: *Here you are.*

Woman: *Thanks.*

Man: *You're welcome.*

### B. Listen and find the speakers. 🎧 1.48

- Play the recording. Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

### C. Role-play the conversation with a partner.

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

### D. Review. Listen and repeat. 🎧 1.49

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

A: *Sh! Be quiet!*

B: *Sorry.*

**Option:** Students role-play the conversation.

## 🦴 Find Digger's Bone

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

**Answer:** It's in one of the stationery packets hanging behind the clerk.

**Option:** Students draw a bone and cut it out. They then drop their bones on the floor. Each student then picks up a classmate's bone and gives it to him/her using the target conversation.

## Games and Activities

- **Pass the Pencil.** (Game 4, page 92.)

## Finish the Lesson

- **Pass the Timer.** Students stand in a circle. Set the timer for one minute and hand it to the student on your left, saying *Here you are*. He/She says *Thanks*, and passes it to the student on his/her left, who says *You're welcome*. Students continue, passing the timer quickly so they are not holding it when it rings. Make sure students say the conversation lines correctly, even though they are passing the timer quickly. Reset the timer and do the activity again two to three times.

**LARGE CLASSES** Do the activity as above, using one timer for each row. Students pass the timer along the row as they say the conversation.

- Workbook page 16. (Answers, Teacher's Book page 103.)



## Word Time

**Language Focus:** School supplies (*pen, book, eraser, pencil, ruler, pencil case*)

**Materials Needed:** CD and player; pen, book, eraser, pencil, ruler, pencil case (1 of each per student); a bag; a timer; Unit 4 Picture Cards

### Warm-Up and Review

- **Conversation Review: Hand It Over.** Hand a student a pen and say *Here you are*. Elicit *Thanks*, and reply *You're welcome*. Repeat with two to three other students. Then have each student practice the conversation with a classmate sitting nearby.

### Introduce the Words

- See page 10.

### Talk About the Picture

- Students open their books to page 18. They look at the large scene and name anything they can.
  - Open the Student Book to page 18. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words). Look at all the **school supplies**! This is a **book**. That's an **eraser**. This is a **pen**, and that's a **pencil**. This boy is *sneezing*. Ah-choo! Bless you! **This woman** has a lot of **boxes**, and she *can't see* where she's going. Watch out! Over here, a **boy** and a **mouse** are *reading books*.
  - Ask the following questions while pointing to the pictures (**bold** words).
- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| What's this? ( <b>pencil</b> )      | Is it a dog? ( <b>mouse</b> )        |
| What's that? ( <b>eraser</b> )      | Is he a boy? ( <b>sneezing boy</b> ) |
| What's that? ( <b>pencil case</b> ) | What's this? ( <b>book</b> )         |
| What's this? ( <b>ruler</b> )       | Is she a boy? ( <b>girl</b> )        |

### Practice the Words

#### A. Listen and repeat. 🎧 1.50

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

1 pen	2 book
3 eraser	4 pencil
5 ruler	6 pencil case

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

#### B. Listen and write the letter. 🎧 1.51

- Play the recording. Students listen and write the letters they hear. Play the recording as many times as necessary for students to complete the task.

a ruler, ruler	b pencil, pencil
c eraser, eraser	d book, book
e pencil case, pencil case	f pen, pen

- Check answers by writing the letters *a–f* on the board. Have volunteers come up and place the corresponding Picture Card next to each letter. Point to each card and have students name it.

#### C. Point and say the words.

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

#### D. Listen and point. 🎧 1.52

- Play the recording. Students listen and then point to the corresponding vocabulary item or speaker. Play the recording as many times as necessary for students to complete the task.  
*A pencil case. A pen.*  
*An eraser. A ruler.*  
*A book. A pencil.*  
Now listen and point to the speakers.  
A: Ah-choo! (Ted and boy in background)  
B: Bless you!  
A: Thank you.  
A: This is a pen. (Annie)

#### E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

#### 🦴 Find Digger's Bone

- Students find Digger's bone hidden in the large scene.  
*Answer:* It's in the pencil case that has fallen off the display shelves on the lower left of the scene.  
**Option:** Students draw and color a ruler in the shape of a bone. Then, using the Unit 4 target conversation, they exchange bones with a classmate.

### Extra Vocabulary

- Students turn to page 17. Introduce extra vocabulary items *book bag, notebook, crayon*. Students then find these items in the large scene.

### Games and Activities

- **What's in the Bag?** (Game 19, page 94.) Play the game using a pen, book, eraser, pencil, ruler, and pencil case.

### Finish the Lesson

- **Pass It Quickly!** Set the timer to one minute. Students pass one target realia item at a time around the class. When a student receives an item, he/she names it then passes it on quickly. When the timer rings, the student holding the item chooses a new item, and begins the activity again. Do this with each target vocabulary item.
- Workbook page 17. (Answers, Teacher's Book page 103.)



## Practice Time

**Language Focus:** Yes/No questions [*Is it (a pen) / (an eraser)?*  
*Yes, it is. / No, it isn't. It's (a) (pencil)*]

**Function:** Asking about and identifying objects

**Materials Needed:** CD and player; pen, book, eraser, pencil, ruler, pencil case; 2 blindfolds; Unit 4 Picture Cards

## Warm-Up and Review

- **Vocabulary Review: Slow Reveal.** (Game 31, page 96.) Hold up each Unit 4 Picture Card and elicit its name. Then play the game using the cards.

## Introduce the Patterns

- See page 12.

## Practice the Patterns

- Students open their books to page 19.

### A. Listen and repeat. 1.53

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

A: *Is it a pen?*

A: *Is it a pen?*

B: *Yes, it is.*

B: *No, it isn't. It's a pencil.*

A: *Is it an eraser?*

A: *Is it an eraser?*

B: *Yes, it is.*

B: *No, it isn't. It's a pencil.*

- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students try to say the patterns on their own, while looking at the pattern boxes in their books.
- Write the explanation of the contractions on the board:  
*isn't = is not*  
*It's = It is*
- Point to and read each word. Students repeat. Then say each pattern with the full form of the contractions. Students repeat and practice each pattern, using contractions and the full forms.

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

1.54

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

1 *Is it a pen?*

2 *Yes, it is.*

*Is it an eraser?*

*No, it isn't. It's a ruler.*

3 *Is it a book?*

4 *Yes, it is.*

*Is it a pencil case?*

*Yes, it is.*

5 *Is it a pen?*

6 *No, it isn't. It's a pencil.*

*Is it a ruler?*

*No, it isn't. It's an eraser.*

- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students practice numbers 1–6 in pairs. They then change partners and repeat the activity.

### C. Look at page 18. Point to the picture and practice with a partner.

- Students remain in pairs and look at page 18. They then take turns asking and answering questions about the school items in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to a book): *Is it a book?* S2: *Yes, it is.*

### D. Listen and sing along. 1.55

- Students turn to the song *Thanks. You're Welcome*, page 66. Focus their attention on the pictures. Using the pictures as cues, students try to guess some of the lyrics. Read the lyrics line by line. Students repeat each line.

#### Thanks. You're Welcome.

*Is it a pencil case?*

*Is it a pencil?*

*No, it isn't.*

*No, it isn't.*

*Is it a ruler?*

*Is it a book?*

*No, it isn't.*

*No, it isn't.*

*Is it an eraser?*

*Is it a pen?*

*Yes, it is.*

*Yes, it is.*

*Here you are.*

*Here you are.*

*Thanks.*

*Thanks.*

*You're welcome.*

*You're welcome.*

- Play the recording. Students listen and follow along in their books.
- 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.
- Bring six volunteers to the front of the classroom. Have them form Groups A and B. Give Group A a set of Unit 4 Picture Cards, and Group B an eraser and a pen. Play the karaoke version.
- Group A sings the questions and holds up the corresponding Picture Cards. Group B sings the answers. Group A hands Group B the eraser and pen when singing *Here you are*. Groups change roles and sing the song again.

## Games and Activities

- **Blindfold.** (Game 36, page 96.)

### Extra Practice

Worksheet 7, *Make a Guess*, page 119. (Instructions and answers, page 110.)

## Finish the Lesson

- **Draw One Line at a Time.** Draw a picture on the board of a Unit 4 school supplies item, line by line. Students try to identify the drawing after each line has been drawn, asking *Is it a (pen)?* Reply either *Yes, it is.* or *No, it isn't.* If students do not guess correctly after three tries, say *No, it isn't. It's a (pencil).* Do the same with the remaining Unit 4 school supplies.
- Workbook page 18. (Answers, Teacher's Book page 104.)



## Phonics Time

**Sound Focus:** d, t (*desk, dog, duck, table, teacher, tiger*)

**Materials Needed:** CD and player; a box; Units 1–4 Picture Cards

### Warm-Up and Review

- **Pattern Review: Is it a Pencil Case?** Choose 10 cards from Units 1–4 Picture Cards. Hold up each card and elicit its name. Then write the Unit 4 target patterns on the board. Point to and read each word. Students repeat.
- Then shuffle the cards and quickly show one to the class. Students guess which card they just saw, asking *Is it a (tree)?* Respond with the target pattern. Repeat with the remaining cards.
- **Phonics Review: What's in the Air?** (Game 65, page 100.) Play the game using all previously learned sounds and Units 1–3 Picture Cards.

### Introduce the Sounds

- See page 14.

**PRONUNCIATION NOTE** When students say /d/, and /t/, have them hold their hands in front of their mouths. They should feel a little breath on their hands for /d/, and a lot of breath for /t/. Alternatively, students hold a piece of paper in front of their mouths and say /d/ and /t/. The paper should bend more for /t/ than for /d/.

### Practice The Sounds

- Students open their books to page 20.

#### A. Listen and repeat. 🎧 1.56

- Focus students' attention on the *d* and *t* words at the top of the page. Play the recording. Students listen and repeat, pointing to the pictures and words in their books.

d /d/	t /t/
desk	table
dog	teacher
duck	tiger

#### B. Does it begin with *d* or *t*? Listen and write. 🎧 1.57

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

1 telephone, telephone	2 Ted, Ted
3 doll, doll	4 door, door
5 teacher, teacher	6 duck, duck

- Check answers by saying *Number 1, telephone* and having a volunteer name the letter which he/she wrote. Repeat for numbers 2–6.

#### ANSWERS

1 t 2 t 3 d 4 d 5 t 6 d

#### C. Listen and match. 🎧 1.58

- Play the recording. Students listen and draw a line to the corresponding initial sound of each word they hear. Play the recording as many times as necessary for students to complete the task.

1 p, /p/, pie	2 t, /t/, ten
3 k, /k/, king	4 d, /d/, dog
5 b, /b/, belt	6 g, /g/, girl

- Check answers by saying *Number 1, pie*, and having a volunteer name the letter to which he/she connected it. Repeat for numbers 2–6.

#### ANSWERS

1 p 2 t 3 k 4 d 5 b 6 g

### Games and Activities

- **Quickly Pick the Card.** (Game 52, page 98.)

#### Extra Practice

Worksheet 8, Phonics Fun *d* and *t*, page 120. (Instructions and answers, page 111.)

### Finish the Lesson

- **Match the Letter to the Word.** Give each student a *d* or a *t* marked on a card. Say a word that begins with *d* or *t* (see Suggested Words below). Students with the corresponding alphabet card hold up their cards and say that letter's sound. Repeat with six different words and students then exchange cards. Do the activity in the same way with another six words.
- Suggested Words: *tip, ton, den, date, tell, dull, dust, telephone, dirty, talk, tear, day*
- Workbook page 19. (Answers, Teacher's Book page 104.)

#### Assessment 🎧

Unit 4 Test, page 146. (Answers, page 137.)





## Conversation Time

**Language Focus:** *What's your first name? / Emily. / What's your last name? / Young.*

**Function:** Asking someone's name

**Materials Needed:** CD and player; Wall Chart 5; small pieces of paper, each with a made-up name written on it, 1 per student

## Warm-Up and Review

- **Phonics Review: Say the Word with a Different Initial Sound.** Write *d* and *t* on the board. Point to each letter and elicit its sound. Then say three words, two with the same initial sound, and one with a different initial sound (see Suggested Words below). Students name the word with the different initial sound.
- Repeat with five to six different groups of words.
- Suggested Words: *dog, drum, tea; dam, tan, ten; Digger, Ted, dot; desk, duck, tiger, tin, teacher, door; tall, down, town*

## Introduce the Conversation

- See page 8.

## Talk About the Picture

- Use Wall Chart 5, or Student Book page 21. Have students open their books to page 21. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).  
The **children** *drew* many **pictures**. I see *four* **boys** and *four* **girls**. The **teacher** is asking **Emily** *What's your first name?* Then he asks *What's your last name?* The teacher is *writing* Emily's name down with a **pencil**.
- Ask the following questions while pointing to the pictures (**bold** words).  
Is this a boy or a girl? (**girl**)  
Is this a girl or a boy? (**boy**)  
What's this? (**pencil**)  
What's that? (**ruler**)  
Is it an eraser? (**eraser**)  
What's this? (**cat**)

## Practice the Conversation

### A. Listen and repeat. 1.59

- Play the recording. Students listen and repeat, pointing to each speaker in the conversation box.  
**Teacher:** *What's your first name?*  
**Emily:** *Emily.*  
**Teacher:** *What's your last name?*  
**Emily:** *Young.*

### B. Listen and find the speakers. 1.60

- Play the recording. Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

### C. Role-play the conversation with a partner.

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

### D. Review. Listen and repeat. 1.61

- Volunteers try to read or guess the worms' conversation. Play the recording. Students listen and repeat, pointing to each speech bubble.  
**A:** *Here you are.*  
**B:** *Thank you.*  
**Option:** Students role-play the conversation.

## Find Digger's Bone

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

**Answer:** It's in the open recycling box at the top of the scene.

**Option:** Students draw, color, and cut out a dog bone to use as a microphone. Then, using the target conversation, students use their microphones to ask classmates their first and last names.

## Games and Activities

- **Walk and Ask Their Names.** (Game 5, page 92.)

## Finish the Lesson

- **Teacher Asks, Students Answer.** Ask any student *What's your first name?* The student answers. Ask a different student *What's your last name?* The student answers. Repeat several times with different students.
- Workbook page 20. (Answers, Teacher's Book page 104.)



## Word Time

**Language Focus:** Numbers 1–12 (*one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve*)

**Materials Needed:** CD and player; 2 dice per 4–5 students; 4 × 4 Bingo grids, 1 per student; Picture Cards for pencil, pen, book, tree, cloud, bird, flower, dog, cat, cow, and goat; Unit 5 Picture Cards

## Warm-Up and Review

- **Conversation Review: Ask Their Names.** Write a student's full name on the board. Point to his/her first name and say *first name*. Students repeat. Point to his/her last name and say *last name*. Students repeat.
- Ask several students their first and last names. Students then take turns asking classmates their first and last names.

## Introduce the Words

- See page 10.

## Talk About the Picture

- Students open their books to page 22. They look at the large scene and name anything they can.
- Open the Student Book to page 22. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).  
**Ted and Annie** are *looking* at the **pictures** their friends *drew*. In this picture there are 1, 2, 3, 4, 5 **dogs**. In the picture **Annie** is *looking* at there are 1, 2, 3, 4, 5, 6 **trees** and 1, 2, 3, 4, 5, 6, 7, 8 **birds**. I see *two* **girls** and *one* **boy**. Oops! The **woman** *knocked over* the **pens**! There are 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 pens.
- Ask the following questions while pointing to the pictures (**bold** words).  
Is it a ruler? (**pen**)  
What's this? (**pencil**)  
Is it a book? (**book**)  
What's his first name? (**Ted**)  
What's her first name? (**Annie**)  
What's this? (**flower**)  
What's this? (**pen**)

## Practice the Words

### A. Listen and repeat. 1.62

- Play the recording. Students listen and repeat, pointing to each picture in the vocabulary box.  
*one, two, three, four, five, six*  
*seven, eight, nine, ten, eleven, twelve*
- Say the words in random order. Students point to the pictures in the vocabulary box.

### B. Find the items in the large scene. Count and write the number.

- Students find the listed items in the large scene, count how many of each they see, and write the number in the space in exercise C.

### C. Look at B. Listen and check. 1.63

- Play the recording. Students listen and check their answers. Play the recording as many times as necessary for students to complete the task.

a Pencils. Eleven pencils.	g Goats. Three goats.
b Tree. Six trees.	h Books. Ten books.
c Cats. Four cats.	i Boys. One boy.
d Pens. Twelve pens.	j Birds. Eight birds.
e Cows. Three cows.	k Flowers. Nine flowers.
f Clouds. Seven clouds.	l Dogs. Five dogs.
- Check answers by saying *a, pencils* and having a volunteer write the number he/she wrote on the board. Do the same for b–l.

### D. Listen and point. 1.64

- Play the recording. Students listen and then point to the corresponding vocabulary item or speaker. Play the recording as many times as necessary for students to complete the task.

Twelve pens.	Four cats.
Eight birds.	Five dogs.
Three goats.	Six trees.

  
Now listen and point to the speakers.  
A: Is it a cow? (Ted and Annie)  
B: Yes, it is.  
A: What's this? (Ted and Annie)  
B: It's a cloud.

### E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

### Find Digger's Bone

- Students find Digger's bone hidden in the large scene.  
*Answer:* It's helping to hold up the poster on the right.  
**Option:** Students draw between one and twelve bones on a piece of paper. They then take turns standing up, showing them to the class and saying how many they have drawn.

### Extra Vocabulary

- Students turn to page 21. Introduce extra vocabulary items 13, 14, 15 (*thirteen, fourteen, fifteen*). Students then find these numbers in the large scene.

## Games and Activities

- **Quick! Draw the Picture.** (Game 20, page 94.)

## Finish the Lesson

- **Count Forward and Backward.** Students count from 1 to 12 around the class. Once 12 is reached, students count backwards. If a student makes a mistake, he/she begins again from 1 or 12, as appropriate.
- Workbook page 21. (Answers, Teacher's Book page 104.)



## Practice Time

**Language Focus:** *Wh-* questions with *how many*; cardinal numbers; *How many (cows)? (One) (cow). / (Two) (cows).*

**Function:** Asking about numbers; counting 1–12

**Materials Needed:** CD and player; pencils, pens, books, erasers, rulers, pencil cases (1–12 of each); a bag; Picture Cards (4 × tree, 7 × cow, 12 × chicken, 1 goat, 9 × horse); Unit 5 Picture Cards

## Warm-Up and Review

- **Vocabulary Review: Guess What's Missing.** (Game 30, page 96.) Hold up each Unit 5 Picture Card and elicit its name. Then play the game using the cards.

## Introduce the Patterns

- See page 12.

**NOTE** The final *s* in words with a final voiceless consonant is pronounced /s/. For example: cats. The final *s* in words with a final voiced consonant or vowel is pronounced /z/. For example: trees, birds.

## Practice the Patterns

- Students open their books to page 23.

### A. Listen and repeat. 1.65

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word. Students listen.  
A: *How many cows?*      A: *How many cows?*  
B: *One cow.*              B: *Two cows.*
- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students try to say the patterns on their own, while looking at the pattern boxes in their books.

### B. Listen and repeat. Then practice with a partner. 1.66

- Play the recording. Students listen and repeat, pointing to each picture in their books.  
1 *How many cows?*      *One cow.*  
2 *How many goats?*      *Three goats.*  
3 *How many cats?*      *Four cats.*  
4 *How many clouds?*      *Seven clouds.*  
5 *How many books?*      *Ten books.*  
6 *How many pens?*      *Twelve pens.*
- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students practice numbers 1–6 in pairs. They then change roles and repeat the activity.

## C. Look at page 22. Point to the picture and practice with a partner.

- Students remain in pairs and look at page 22. They then take turns asking and answering questions about the school items in the large scene, using the new patterns and vocabulary items. For example, S1: *How many cats?* S2 (counting the cats in the large scene): *Four cats.*

## D. Listen and chant. 1.67

- Students turn to *The Counting Chant*, page 66. Focus their attention on the pictures. Using the pictures as cues, students try to guess some of the lyrics. Read the lyrics line by line. Students repeat each line.

### The Counting Chant

*Pencils, pens, books.*

*Pencils, pens, books.*

*How many pencils?*

*11 pencils!*

*How many pens?*

*12 pens!*

*How many books?*

*10 books!*

*Pencils, pens, books.*

*Cats, dogs, cows.*

*Cats, dogs, cows.*

*How many cats?*

*4 cats!*

*How many dogs?*

*5 dogs!*

*How many cows?*

*1 cow!*

*Cats, dogs, cows.*

- Play the recording. Students listen and follow along in their books.
- Play the recording again. Students listen and chant, using their books for reference. Play the recording as many times as necessary for students to become familiar with the chant.
- Divide the class into Groups A, B, and C. Play the karaoke version. Group A chants the first two and last lines of each verse, Group B chants the *How many* questions, and Group C chants the answers.
- While chanting, Group B pantomimes a counting gesture with their fingers for *How many*, and Group C holds up the corresponding number of fingers.

## Games and Activities

- **How Many in the Bag?** (Game 37, page 97.)

### Extra Practice

Worksheet 9, *On My Farm*, page 121.

## Finish the Lesson

- **Look Around and Count.** Say *boys*. Elicit the target question, *How many boys?* Students then look around the classroom, count the number of boys, and say *(Six) boys*. Repeat with girls, erasers, pens, rulers, and pencils.
- Workbook page 22. (Answers, Teacher's Book page 104.)



## Phonics Time

**Sound Focus:** h, w (*hand, horse, house, water, window, woman*)

**Materials Needed:** CD and player; 1 die per 3–4 students; a ball; book, 7 pencils; Picture Cards (5 × *horse*, 4 × *cat*); Unit 5 Picture Cards

### Warm-Up and Review

- **Pattern Review: How Many Trees?** Write *How many trees?* on the board. Point to and elicit each word. Draw three trees on the board. Ask *How many trees?* Elicit *Three trees*. Write *Three trees* on the board.
- Repeat with the horse and cat Picture Cards, and book and pencils, eliciting the target question and answer for each item or set.
- **Phonics Review: Write the Lowercase Letter.** Write *B, D, G, K, M, N, P, T* in a vertical column on the board. Point to the letters in random order and elicit their sounds. Then have volunteers come to the board and write the correct lowercase letter next to each uppercase one.

### Introduce the Sounds

- See page 14.

### Practice The Sounds

- Students open their books to page 24.

#### A. Listen and repeat. 1.68

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

<i>h/h/</i>	<i>w/w/</i>
<i>hand</i>	<i>water</i>
<i>horse</i>	<i>window</i>
<i>house</i>	<i>woman</i>

#### B. Does it begin with *h*? Listen and write ✓ or X 1.69

- Play the recording. Students listen to each word and write ✓ if it begins with *h*, and X if it does not. Play the recording as many times as necessary for students to complete the task.
- 1 *window, window*      2 *house, house*
- 3 *witch, witch*      4 *hen, hen*
- Check answers by saying *Number 1, window*. Have a volunteer say the word's initial sound, then make a X or ✓ sign for the answers they wrote. Repeat for numbers 2–4.

#### ANSWERS

1 X 2 ✓ 3 X 4 ✓

#### C. Does it begin with *w*? Listen and write ✓ or X.

1.70

- Play the recording. Students listen to each word and write ✓ if it begins with *w*, and X if it does not. Play the recording as many times as necessary for students to complete the task.
- 1 *worm, worm*      2 *hat, hat*
- 3 *heart, heart*      4 *web, web*
- Check answers by saying *Number 1, worm*, and having a volunteer say the word's initial sound, then make a X or ✓ sign for the answers they wrote. Repeat for numbers 2–4.

#### ANSWERS

1 ✓ 2 X 3 X 4 ✓

#### D. Does it begin with *h* or *w*? Listen and write. 1.71

- Play the recording. Students listen and write the initial letter of each word they hear. Play the recording as many times as necessary for students to complete the task.
- 1 *hit, hit*      2 *wig, wig*
- 3 *happy, happy*      4 *wet, wet*
- 5 *home, home*      6 *watch, watch*
- Check answers by saying *Number 1, hit*, and having a volunteer say the letter he/she wrote. Repeat for numbers 2–6.

#### ANSWERS

1 h 2 w 3 h 4 w 5 h 6 w

### Games and Activities

- **Write the Letter.** (Game 53, page 98.)

#### Extra Practice

**Worksheet 10, Phonics Fun *h* and *w*, page 122.** (Instructions and answers, page 111.)

### Finish the Lesson

- **Toss the Ball.** Write *b, d, g, h, k, m, n, p, t*, and *w* on the board. Point to each letter and elicit its sound. Toss a ball to a student (S1). He/She says the sound of any letter on the board and tosses the ball to another student (S2). S2 says a word beginning with S1's letter, and tosses the ball to S3, who says the sound of any letter on the board and tosses the ball to S4. Continue around the class until all students have taken a turn.
- Workbook page 23. (Answers, Teacher's Book page 104.)

#### Assessment

**Unit 5 Test, page 147.** (Answers, page 138.)





# In Gym Class

## Conversation Time

**Language Focus:** *Ouch! / Are you okay? / I think so.*

**Function:** Expressing pain; expressing concern

**Materials Needed:** CD and player; Wall Chart 6; a ball; Unit 5 Picture Cards

### Warm-Up and Review

- **Phonics Review: Match Word to Sound.** Write *w* on the left side of the board and elicit /w/. Attach the *water*, *window*, and *woman* Picture Cards to the board below *w*. Repeat with *h* and the *hand*, *horse*, and *house* cards on the right side of the board. Divide the class in half.
- Students on the left side of the classroom say /w/-/w/ and individual students on the right side respond with a word starting with *w*. (This can be any word beginning with *w*, not only those on the board.)
- Students on the right side of the classroom then say /h/-/h/ and individual students from the left respond with a word starting with *h*.
- Students on the left side of the classroom then say /w/-/w/, and so on for a few minutes.

### Introduce the Conversation

- See page 8.

### Talk About the Picture

- Use Wall Chart 6, or Student Book page 25. Have students open their books to page 25. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

This is a **school gym**. *Ouch!* A **ball** hit **Joe**! **Ivy** asks *Are you okay?* Look! **This mouse** is *jumping rope*. **Jan** was *jumping rope*. She's *tired*. **Bob** is *jumping on the trampoline*. These children are *angry*, because they want to *jump*, too. Outside the **window**, I see **trees** and **snow**.

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

How many girls?

How many boys?

Is it a book? (**ball**)

Is it a cat? How many **mice**? (**mouse**)

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

### Practice the Conversation

#### A. Listen and repeat. 🎧 1.72

- Play the recording. Students listen and repeat, pointing to each speaker in the conversation box.

Joe: *Ouch!*

Ivy: *Are you okay?*

Joe: *I think so.*

#### B. Listen and find the speakers. 🎧 1.73

- Play the recording. Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

#### C. Role-play the conversation with a partner.

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

#### D. Review. Listen and repeat. 🎧 1.74

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

A: *Sorry.*

B: *That's okay.*

**Option:** Students role-play the conversation.

### 🦴 Find Digger's Bone

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

**Answer:** The mouse on the lower left of the scene is holding up the bone.

### Games and Activities

- **Hold the Ouch!** (Game 6, page 92.)

### Finish the Lesson

- **Toss the Ball.** (Game 14, page 93.) Play the game using the target conversation.
- Workbook page 24. (Answers, Teacher's Book page 104.)



## Word Time

**Language Focus:** Feelings (*happy, sad, cold, hot, hungry, thirsty*)

**Materials Needed:** CD and player; Unit 6 Picture Cards

### Warm-Up and Review

- **Conversation Review:** *Ouch!* Students open their books to page 25 and look at the large scene and conversation callouts. Elicit the conversation.
- Pretend to hurt your foot and say *Ouch!* Elicit *Are you okay?* Reply *I think so.* Bring volunteers to the front of the classroom to role-play the conversation.

### Introduce the Words

- See page 10.

### Talk About the Picture

- Students open their books to page 26. They look at the large scene and name anything they can.
- Open the Student Book to page 26. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words). Look at **Annie** and **Ted**! They're *climbing the ropes*. **Annie** is *happy*, but **Ted** is *sad*. **Digger** is *looking at Annie*. **This girl** is *cold*. Brrr! **This boy** is *hot*. Whew! **Mike** is *hungry*, and **Kim** is *thirsty*. Kim wants to *drink* some juice.
- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).  
How many dogs?  
How many boys are on the **mat**?  
Is she *thirsty*?  
What's her first name? Is she *sad*? (**Annie**)  
What's his first name? Is he *sad*? (**Ted**)  
Is he *cold*? (**boy playing ping-pong**)  
Is she *cold*? (**girl playing ping-pong**)

### Practice the Words

#### A. Listen and repeat. 🎧 1.75

- Play the recording. Students listen and repeat, pointing to each picture in the vocabulary box.  
1 *happy*      2 *sad*  
3 *cold*      4 *hot*  
5 *hungry*      6 *thirsty*
- Say the words in random order. Students point to the pictures in the vocabulary box.

#### B. Listen and write the letter. 🎧 1.76

- Play the recording. Students listen and write the letters they hear for each vocabulary item. Play the recording as many times as necessary for students to complete the task.  
a *hot, hot*      b *thirsty, thirsty*  
c *hungry, hungry*      d *happy, happy*  
e *sad, sad*      f *cold, cold*
- Check answers by writing the letters a–f on the board. Have volunteers come up and attach the corresponding Picture Card next to each letter. Point to each card and have students name it.

#### C. Point and say the words.

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

#### D. Listen and point. 🎧 1.77

- Play the recording. Students listen and then point to the corresponding character or speaker. Play the recording as many times as necessary for students to complete the task.  
*I'm hungry.*      *I'm cold.*  
*I'm happy.*      *I'm sad.*  
*Phew! I'm hot.*      *I'm thirsty.*

**Now listen and point to the speakers.**

A: *Here you are.* (teacher and student on basketball court)

B: *Thanks.*

A: *You're welcome.*

A: *How many balls?* (boy and girl picking up Ping-Pong balls on court)

B: *1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Ten balls.*

#### E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

#### 🦴 Find Digger's Bone

- Students find Digger's bone hidden in the large scene.  
*Answer:* It's one of the legs of the trampoline.

#### Extra Vocabulary

- Students turn to page 25. Introduce extra vocabulary items *angry, tired, proud*. Students identify these feelings in the large scene.

### Games and Activities

- **Pantomime the Feeling.** (Game 21, page 94.)

### Finish the Lesson

- **Feelings Chant.** Attach the Unit 6 Picture Cards to the board for reference. Create a feelings chant in the following way (\* = clap hands):
  - *I'm cold \*\**, *I'm cold \*\**,
  - *cold \**, *cold \**, *cold \*\**
- Model the chant and have students repeat, pointing to cards on the board to indicate the next feeling to be chanted.
- Workbook page 25. (Answers, Teacher's Book page 105.)



## Practice Time

**Language Focus:** Yes/No questions with adjectives [*Are you (happy)? Yes, I am. / No, I'm not. I'm (sad).*]

**Function:** Asking about and expressing feelings

**Materials Needed:** CD and player; Unit 6 Picture Cards

## Warm-Up and Review

- **Vocabulary Review: Pantomime the Feeling.** Pantomime each of the Unit 6 Word Card feelings and have students name them. Then have six to seven volunteers take turns pantomiming a feeling and eliciting its name.

## Introduce the Patterns

- See page 12.

## Practice the Patterns

- Students open their books to page 27.

### A. Listen and repeat. 1.78

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word. Students listen.  
A: *Are you happy?*      A: *Are you happy?*  
B: *Yes, I am.*      B: *No, I'm not. I'm sad.*
- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students try to say the patterns on their own, while looking at the pattern boxes in their books.
- Write the explanation of the contraction on the board:  
*I'm = I am*
- Point to and read each word. Students repeat. Then say each pattern with the full form of the contraction. Students repeat and practice each pattern, using contractions and the full forms.

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

1.79

- Play the recording. Students listen and repeat, pointing to each picture in their books.
  - 1 *Are you happy?*      *Yes, I am.*
  - 2 *Are you happy?*      *No, I'm not. I'm sad.*
  - 3 *Are you cold?*      *Yes, I am.*
  - 4 *Are you cold?*      *No, I'm not. I'm hot.*
  - 5 *Are you thirsty?*      *Yes, I am.*
  - 6 *Are you thirsty?*      *No, I'm not. I'm hungry.*
- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students practice numbers 1–6 in pairs. They then change roles and repeat the activity.

### C. Look at page 26. Point to the picture and practice with a partner.

- Students remain in pairs and look at page 26. They then take turns asking and answering questions using the new patterns and vocabulary items, while pretending to be characters in the large scene. For example, S1 (pointing to the thirsty girl): *Are you thirsty?* S2 (pretending to be the girl): *Yes, I am.*

### D. Listen and sing along. 1.80

- Students turn to the song *Are You Happy?*, page 67. Focus their attention on the pictures. Using the pictures as cues, students try to guess some of the lyrics. Read the lyrics line by line. Students repeat each line.

#### Are You Happy?

*Are you happy?*

*Are you happy?*

*Are you happy?*

*No, I'm not. I'm sad.*

*Are you hungry?*

*Are you hungry?*

*Are you hungry?*

*No, I'm not. I'm thirsty.*

*Are you cold?*

*Are you cold?*

*Are you cold?*

*No, I'm not. I'm hot.*

*Are you sad?*

*Are you sad?*

*Are you sad?*

*No, I'm not. I'm happy.*

- Play the recording. Students listen and follow along in their books.
- 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 chant.
- Divide the class into Groups A and B. Play the karaoke version. Group A sing the questions, and Group B the answers. Students use facial expressions and gestures to express the feelings they sing. Groups then change roles and sing the song again.

## Games and Activities

- **Question and Answer.** (Game 38, page 97.)

### Extra Practice

Worksheet 11, Feelings, page 123.

## Finish the Lesson

- **Guess the Feeling.** A volunteer (S1) hides behind a door so only a small portion of his/her body is visible to the class. He/She then pantomimes one of the target feelings, and students try to guess the feeling, asking *Are you (hot)?* If the guess is correct, S1 steps out, still pantomiming the feeling, and says *Yes, I am.* If the guess is not correct, S1 steps out, still pantomiming, and says *No, I'm not. I'm (happy).* Repeat with different volunteers pantomiming different feelings until most students have had a turn.
- Workbook page 26. (Answers, Teacher's Book page 105.)



## Phonics Time

**Sound Focus:** f, v (feet, fish, fork, van, vase, violin)

**Materials Needed:** CD and player; 4 x 4 Bingo grids, 1 per student; Units 1–6 Picture Cards

### Warm-Up and Review

- **Pattern Review: Sing Along.** Play the Unit 6 song *Are You Happy?* Students listen. Play the recording again, and have students sing along.
- **Phonics Review: What's the Initial Sound?** Write *h* and *w* on the board. Point to each letter and elicit its sound. Say a word beginning with *h* or *w* (see Suggested Words below). Students repeat the word and say its initial sound. Write the word on the board below its initial letter.
- Repeat with six to eight different words. Then point to each one and elicit its initial sound.
- Suggested Words: *hand, wash, horse, happy, wet, hungry, wig, how, woman, hat*

### Introduce the Sounds

- See page 14.

### Practice The Sounds

- Students open their books to page 28.

#### A. Listen and repeat. 1.81

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

<i>f/f/</i>	<i>v/v/</i>
<i>feet</i>	<i>van</i>
<i>fish</i>	<i>vase</i>
<i>fork</i>	<i>violin</i>

#### B. Do they both begin with the same sound? Listen and write ✓ or X 1.82

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

1 <i>fan, fish</i>	2 <i>vest, five</i>
<i>fan, fish</i>	<i>vest, five</i>
3 <i>volcano, vet</i>	4 <i>vase, fire</i>
<i>volcano, vet</i>	<i>vase, fire</i>
5 <i>fox, feather</i>	6 <i>farmer, vacuum</i>
<i>fox, feather</i>	<i>farmer, vacuum</i>

- Check answers by saying *Number 1, fan, fish*. Have volunteers say the word's initial sound, then make an X with their arms if they wrote X, and write a ✓ in the air if they wrote ✓. Repeat for numbers 2–6.

#### ANSWERS

1 ✓ 2 X 3 ✓ 4 X 5 ✓ 6 X

#### C. Does it begin with *f*, *m*, *n*, or *v*? Listen and circle. 1.83

- Play the recording. Students listen and circle the initial letter of each word they hear. Play the recording as many times as necessary for students to complete the task.
- |                               |                         |
|-------------------------------|-------------------------|
| 1 <i>fat, fat</i>             | 2 <i>mouse, mouse</i>   |
| 3 <i>father, father</i>       | 4 <i>number, number</i> |
| 5 <i>vegetable, vegetable</i> | 6 <i>nose, nose</i>     |
- Check answers by writing the numbers 1–6 on the board and having volunteers come to the board and write the letter they wrote next to each number.

#### ANSWERS

1 f 2 m 3 f 4 n 5 v 6 n

### Games and Activities

- **Match and Name.** (Game 54, page 99.)

#### Extra Practice

Worksheet 12, Phonics Fun *f* and *v*, page 124. (Instructions and answers, page 111.)

### Finish the Lesson

- **Write With Your Body.** Students make the letters *f* and *v* with their arms in the following ways:
  - f*: Hold one arm straight up, bending the wrist and hand to form the top curve of the *f*. Hold the other hand perpendicular to the straight part of the arm to make the cross line.
  - v*: Bend arms at elbows with elbow to hand sections vertical. Bring elbows together, to form a "v" shape.
- Workbook page 27. (Answers, Teacher's Book page 105.)

#### Assessment

Unit 6 Test, page 148. (Answers, page 138.)



Story Time

**Review Focus:** Units 4-6 conversations, vocabulary, and patterns  
**Materials Needed:** CD and player; cards with Unit 4 school supplies written on each, 1 card per student

Warm-Up

- **Review Units 4-6 Conversations, Vocabulary, and Patterns.** Students turn to each Conversation Time page (pages 17, 21, and 25), Word Time page (pages 18, 22, and 26), and Practice Time page (pages 19, 23, and 27). Elicit each conversation and pattern.
- Workbook page 28. (Answers, Teacher's Book page 105.)

Work with the Pictures

- Students open their Student Books to page 29.
- Divide the class into groups of three. Groups find and name any items or characters they recognize in the six scenes.
- Ask each group how many items they found. Encourage groups to name as many items or characters as they can.
- When groups have finished, have each group name one item, and write these items on the board. Once all the items have been listed, point to and say each word. Students repeat, pointing to those items in their books.
- Ask the following questions while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized words*).

- Scene 1 Is Max hungry?  
How many dogs?
- Scene 2 Is Digger giving Max a pen?  
Is Max sad?
- Scene 3 (cookie) Is it a book? Is Max thirsty?  
Is Max happy?
- Scene 4 Is Max happy?
- Scene 5 Is Max hungry?
- Scene 6 Is Max okay?

Work with the Text

- Point to Max's speech bubble in Scene 1. A volunteer guesses what Max is saying. If he/she guesses correctly, do the same with Digger's speech bubble. If he/she does not guess correctly, ask another student.
  - Do the same with all the scenes on this page. Encourage students to look back at the Units 4-6 Conversation Time, Word Time, and Practice Time pages for support if needed.
- NOTE** It is not necessary for students to guess the exact words of the characters. Accept their guesses as long as they convey the gist of what the character is saying.

Practice the Story

A. Listen and repeat. 1.84

- Play the recording (first version of the story). Students listen and follow along in their books.
- 1 Digger Are you hungry, Max?  
Max Yes, I am.
- 2 Digger Here you are.  
Max Thanks.
- Digger You're welcome.
- 5 Max I'm happy!
- 6 Digger Are you okay?  
Max No, I'm not.
- Digger Oh, Max!
- Play the recording again. Pause after each line and have students repeat.

B. Look at A. Listen and point. 1.85

- Play the recording (second version of the story). Students listen and follow along in their books.
- Divide the class into pairs. Students in each pair take on the role of one of the characters (Digger or Max). Play the recording again, pausing after each line. Students repeat their character's lines. Students in each pair then change roles and do the activity again.

C. Role-play these scenes.

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

Games and Activities

- **Get the Items.** (Game 68, page 100.)







## Math Problems

**Language Focus:** math terms (*math problem, plus, equals, minus*).

**Function:** Talking about simple math equations in addition and subtraction

**Materials Needed:** CD and player; Unit 5 Word Time picture cards; a ball

### Warm-Up and Review

- **Review: Vocabulary Review.** Hold up Unit 5 Word Time Picture Cards in order, one by one. Students identify the numbers on the cards one by one. Hold up the cards in random order. Students identify them again. Place the cards along the board tray in random order. Students close their eyes. Remove one of the cards. Students open their eyes and call out the number on the missing card. Continue until all of the cards have been identified.

### Introduce the Words

- See page 10.

**CULTURE NOTE** *Math* is an abbreviation for the word *Mathematics*. Another common way to express addition problems in American English is to say *Four and one are five*.

### Practice the Vocabulary

#### A. How many numbers do you know?

- Students open their books to page 31. They look at the photographs and name anything they can.

#### B. Listen and repeat. 🎧 1.90

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

1 *math problem*

2 *plus*

3 *equals*

4 *minus*

- Say the words in random order. Students point to the pictures in their Student Books.

#### C. Listen and read. 🎧 1.91

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

*This is a math problem.*

*Three plus one equals four.*

*Three minus one equals two.*

- Practice the text with a partner. Students choose a partner and read the text, alternating turns.

#### D. Read and match.

- Students read the math problem and match it to the corresponding answer.

- Check answers by reading each math problem and having volunteers say the corresponding answer.

#### E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

### Games and Activities

- **Toss the Ball: Math Problems.** (Game 76, page 101.)

### Finish the Lesson

- Divide the class into small groups. Write a number on the board. Ask the groups to think of as many equations as they can. Ask a volunteer from each group to come to the front and write their equations on the board.
- Workbook page 30. (Answers, Teacher's Book page 105.)



## Project Time

**Language Focus:** Math Terms *What's (four) plus (two)? (Four) plus (two) equals (six). (Six) plus (six) equals (twelve). (Ten) minus (six) equals (four).*

**Materials Needed:** poster paper, crayons, markers, pictures of multiple objects from magazines, newspapers, and/or the Internet.

### Warm-Up and Review

- **Vocabulary: Touch the Card.** Place the Unit 5 Word Time Picture Cards on a desk in the middle of the classroom. Say the first part of a math problem. Students try to be the first to touch the card with the correct answer to the math problem. Have volunteers take on the teacher's role and say the first part of addition or subtraction math problems.

### Talk About the Picture

- Students open their books to page 32. They look at the pictures on the page and name anything they can.

### Complete the Projects

#### A. Write four math problems. Ask and answer with a partner.

- Students turn to page 32 in their Student Books. Write four math problems, two addition and two subtraction, on the board. Do not write the answers. Make sure students have scrap paper. Ask students to write four math problems similar to yours but not the same on their paper.
- Ask a volunteer to come to the board. Point to the first math problem on the board. Ask *What's (four) plus (two)?* The student says the corresponding answer, *Six*. Continue with different students for the other three math problems.
- Students choose a partner. They ask and answer their math problems, alternating turns.
- Ask each pair to choose one math problem each and ask and answer the equations in front of the class.

#### B. Make math problems.

- Students open their books to page 32. Point to the poster in the book and say *Math Problems*. Students repeat. Say the following while pointing to the pictures in the poster. Students repeat.  
*Six plus six equals twelve.*  
*Three plus two equals five.*  
*Ten minus six equals four.*  
*Seven minus five equals two.*
- Make sure students have poster paper, crayons, markers, and pictures of multiple objects from magazines, newspapers, and/or the Internet. Students make their math problems. Remind them to include two addition and two subtraction problems.
- Students write captions and text on their math problems similar to the math problems example in their books.

- Ask volunteers to come to the front and share their math problems with the class. Students point to their posters and talk about the math problems. They can also point to the math problem pictures in their posters and ask their classmates *What's (six) plus (six)?* questions.
- Place the posters on the walls of the classroom if possible. If not, place them along the board tray or on the board with magnets.

### Games and Activities

- **Find your Partner: Math Problems.** (Game 77, page 101.)

### Finish the Lesson

- Point to a math problem picture in any one of the posters you have placed around the classroom. Read the math problem. The student who drew the math problem picture comes to the front and gives the corresponding answer. The student points to another math problem picture in a different poster, and reads the math problem. The student who drew that poster comes to the front and continues the activity. Continue until all the students have had a turn.
- Workbook page 30. (Answers, Teacher's Book page 105.)





# At the Food Court

## Conversation Time

**Language Focus:** *Are you finished? / No, not yet. / Please hurry!*

**Function:** Giving polite commands

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

## Warm-Up and Review

- **Phonics Review: f and v.** Write *f* and *v* on the board. Point to each letter and elicit its sound. Then say three words, two with the same initial sound, and one with a different initial sound (see Suggested Words below). For example, *fit, fin, vase*. Students name the word with the different initial sound, *vase*.
- Repeat with five to six different groups of words.
- Suggested Words: *fit, vet, van; vase, flower, fork; vat, fat, vest; fun, fig, visa; flag, fur, vine; vet, fox, velvet; violin, fan, four*

## Introduce the Conversation

- See page 8.

## Talk About the Picture

- Use Wall Chart 7, or Student Book page 33. Have students open their books to page 33. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).  
Many people are *eating* lunch here. They are all *hungry* and *thirsty*. **These girls** are *eating spaghetti*. Yum! Look at **Digger** running with the **hot dogs**! Digger is *hungry*, too. Uh-oh, **Beth's mother** is *angry*. She's asking **Beth** *Are you finished?* **Beth** is saying *No, not yet*. **Her mother** wants her to *hurry*.
- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).  
How many **boys**?  
How many **girls**?  
Is the **baby** *happy*?  
Beth's *eating* a **hot dog**. Is she *hungry*?  
How many girls? (**triplets**)  
Can you *point* to Digger?

## Practice the Conversation

### A. Listen and repeat. 🎧 2.1

- Play the recording. Students listen and repeat, pointing to each speaker in the conversation box.

**Beth's mom:** *Are you finished?*

**Beth:** *No, not yet.*

**Beth's mom:** *Please hurry!*

### B. Listen and find the speakers. 🎧 2.2

- Play the recording. Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

### C. Role-play the conversation with a partner.

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

### D. Review. Listen and repeat. 🎧 2.3

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

**A:** *I'm hungry. Are you hungry?*

**B:** *Yes, I am.*

**Option:** Students role-play the conversation.

## 🦴 Find Digger's Bone

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

**Answer:** It's part of the phone at the salad bar.

**Option:** Students draw a picture of a favorite food that they can name in English, and hide a dog bone in it. They then tell a partner the food, and have him/her find the bone in the picture.

## Games and Activities

- **Draw Quickly.** (Game 7, page 92.)

## Finish the Lesson

- **Follow Commands Quickly.** Say *Put away your books*. Immediately ask *Are you finished?* Elicit *No, not yet*. Respond with *Please hurry!* Repeat with any other classroom items that students need to be put away, such as pencils and erasers. Finally, ask *Are you all finished?* When students respond *Yes*, end the class.
- Workbook page 31. (Answers, Teacher's Book page 105.)



## Word Time

**Language Focus:** Food (*burgers, salad, rice, fish, spaghetti, pizza*)

**Materials Needed:** CD and player; tangled string; Unit 7 Word Time Picture Cards

### Warm-Up and Review

- **Conversation Review: Untangle the String.** Write the Unit 7 target conversation on the board. Point to each line and elicit the conversation. Then give a piece of tangled string to a student, and ask him/her to untangle it. Ask *Are you finished?* Elicit *No, not yet. Say Please hurry!*
- Give the string to another volunteer and repeat the activity. Continue until three or four volunteers have held the string.

### Introduce the Words

- See page 10.

### Talk About the Picture

- Students open their books to page 34. They look at the large scene and name anything they can.
- Open the Student Book to page 34. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).  
Wow! Look at all the **food** the **children** are *eating*. They're *hungry*! Ted has **burgers**, and **Annie** has **salad**. This is **fish**. That's **rice**. This is **pizza**, and that is **spaghetti**. Oops! **That man** is *falling*! The **woman** and her **dog** are *surprised*.
- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).  
How many boys?  
How many girls?  
How many **burgers** does **Ted** have?  
How many **fish** does **Ivy** have?  
Is it pizza? (**salad**)  
What's that? (**pizza**)  
Is it fish? (**rice**)  
Is she *sad*? (**girl getting the balloon**)

### Practice the Words

#### A. Listen and repeat. 🎧 2.4

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

- |             |         |
|-------------|---------|
| 1 burgers   | 2 salad |
| 3 rice      | 4 fish  |
| 5 spaghetti | 6 pizza |

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

#### B. Listen and write the letter. 🎧 2.5

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

a spaghetti, spaghetti

c fish, fish

e rice, rice

b pizza, pizza

d burgers, burgers

f salad, salad

- Check answers by writing the letters a–f on the board, then have volunteers come to the board and attach the corresponding picture card next to each letter. Point to each Picture Card and have students name it.

#### C. Point and say the words.

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

#### D. Listen and point. 🎧 2.6

- Play the recording. Students listen and then point to the corresponding food or speaker. Play the recording as many times as necessary for students to complete the task.

Yum! Spaghetti.

Rice.

Eew, pizza.

Yum! Burgers.

Eew, salad.

Mm! Fish.

**Now listen and point to the speakers.**

A: Oh, thank you. (old woman and boy at trash can)

B: You're welcome.

A: How many burgers? (men at burger stand)

B: Three burgers, please.

A: Okay.

#### E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

#### 🦴 Find Digger's Bone

- Students find Digger's bone hidden in the large scene.  
*Answer:* It's on the top of the cash register at the fish bar.  
**Option:** Students pick their favorite food from the target food items and draw it. Students then tell a classmate the food they chose.

### Extra Vocabulary

- Students turn to page 33. Introduce extra vocabulary items *hot dogs, vegetables*. Students then find these foods in the large scene.

### Games and Activities

- **Food Shop.** (Game 22, page 94.)

### Finish the Lesson

- **Guess the Pantomime.** Have a volunteer pantomime eating one of the target foods. Classmates try to identify the food. The first student to correctly identify it is next to pantomime. Continue until most students have pantomimed.
- Workbook page 32. (Answers, Teacher's Book page 105.)



## Practice Time

**Language Focus:** Affirmative and negative statements with [like - (I) like (burgers). / (I) don't like (pizza).]

**Function:** Expressing likes and dislikes

**Materials Needed:** CD and player; Unit 7 Picture Cards

### Warm-Up and Review

- **Vocabulary Review: Name the Cards.** Hold up Unit 7 Picture Cards one by one. Students name each food item. Show the cards again more quickly. Students name each food item.

### Introduce the Patterns

- See page 12.

### Practice the Patterns

- Students open their books to page 35.

#### A. Listen and repeat. 2.7

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word. Students listen.  
*I like burgers. You like burgers.*  
*I don't like pizza. You don't like pizza.*
- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students try to say the patterns on their own, while looking at the pattern boxes in their books.
- Write the explanation of the contraction on the board:  
*don't = do not*
- Point to and read each word. Students repeat. Then say each pattern with the full form of the contraction. Students repeat and practice each pattern, using contractions and the full forms.

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

2.8

- Play the recording. Students listen and repeat, pointing to each picture in their books.  
1 *I like burgers.*                      2 *I don't like salad.*  
3 *You don't like rice.*            4 *You like spaghetti.*  
5 *You like fish.*                    6 *I don't like pizza.*
- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students practice numbers 1–6 in pairs. They then change roles and repeat the activity.

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

- Students remain in pairs and look at page 34. They then take turns making statements about food items in the large scene, using the new patterns and vocabulary items. For example, S1 (pointing to the burgers): *I like burgers.* S2 (pointing to and looking at S1): *You like burgers.*

#### D. Listen and sing along. 2.9

- Students turn to the song *I Like Pizza*, page 67. Focus their attention on the pictures. Using the pictures as cues, students try to guess some of the lyrics. Read the lyrics line by line. Students repeat each line.

##### I Like Pizza

*I like pizza.*

*Yes, yes, yes.*

*I like burgers.*

*Yes, yes, yes.*

*I don't like salad.*

*No, no, no.*

*I don't like spaghetti.*

*No, no, no.*

*I like fish.*

*Yes, yes, yes.*

*I like rice.*

*Yes, yes, yes.*

*I don't like pizza.*

*No, no, no.*

*I don't like burgers.*

*No, no, no.*

*Are you finished?*

*No, not yet.*

*Please hurry!*

- Play the recording. Students listen and follow along in their books.
- 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.
- Place Unit 7 Picture Cards on the board. Divide the class into Groups A and B. Play the karaoke version. Group A sings the indented lines, Group B sings the non-indented lines. Both groups pantomime *like* and *dislike* when appropriate, and point to the card corresponding to the line they are singing.
- Groups then change roles and sing the song again.

### Games and Activities

- **Around the Circle.** (Game 39, page 97.)

#### Extra Practice

Worksheet 13, *I Like Pizza!*, page 125.

### Finish the Lesson

- **Tell the Class.** Ask a student to tell the class a food item he/she likes or doesn't like using the target pattern. The rest of the class says *You (like) (fish)*. Students then take turns saying *I (like) (spaghetti)* while classmates respond with *You (like) (spaghetti)*.
- Workbook page 33. (Answers, Teacher's Book page 105.)



## Phonics Time

**Sound Focus:** s, z (*sea, sock, soup, zebra, zipper, zoo*)

**Materials Needed:** CD and player; Unit 7 Picture Cards

### Warm-Up and Review

- **Pattern Review: Sing Along.** 2.9  
Play the recording of the Unit 7 song *I Like Pizza*. Students listen. Play it again and have students sing along.
- **Phonics Review: Say the Initial Sound.** Write *b, d, f, g, h, k, m, n, p, t, v, w* on the board. Point to each letter and elicit its sound. Say six to eight words that begin with any of these letters (see Suggested Words below) and elicit each word's initial sound.
- Suggested Words: *ball, pizza, Kim, girl, man, nurse, dog, Ted, water, hello, finished, van*

### Introduce the Sounds

- See page 14.

**NOTE** The long e sound is written as /i/.

### Practice The Sounds

- Students open their books to page 36.

#### A. Listen and repeat. 2.10

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

s/s/	z/z/
sea	zebra
sock	zipper
soup	zoo

#### B. Does it begin with s? Listen and circle. 2.11

- Play the recording. Students listen and circle the illustration of each word they hear that begins with s. Play the recording as many times as necessary for students to complete the task.

- |                  |              |
|------------------|--------------|
| 1 sun, sun       | 2 six, six   |
| 3 zipper, zipper | 4 soap, soap |

- Check answers by saying *Number 1, sun*. Have volunteers say /s/ if they circled the picture of *sun*, and sit silently if they did not. Repeat for numbers 2–4.

#### ANSWERS

Pictures 1, 2, and 4 are circled.

#### C. Does it begin with z? Listen and circle. 2.12

- Play the recording. Students listen and circle the illustration of each word they hear that begins with z. Play the recording as many times as necessary for students to complete the task.

- |                |              |
|----------------|--------------|
| 1 salad, salad | 2 zero, zero |
| 3 zebra, zebra | 4 sock, sock |

- Check answers by saying *Number 1, salad*. Have volunteers say /z/ if they circled the picture of *salad*, and sit silently if they did not. Repeat for numbers 2–4.

#### ANSWERS

Pictures 2 and 3 are circled.

#### D. Does it begin with f, s, v, or z? Listen and write. 2.13

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

- |            |                  |
|------------|------------------|
| 1 sad, sad | 2 family, family |
| 3 vet, vet | 4 foot, foot     |
| 5 zoo, zoo | 6 van, van       |

- Check answers by writing numbers 1–6 on the board and having volunteers come up and write the letter he/she wrote for each number.

#### ANSWERS

s f v f z v

### Games and Activities

- **One or Two Steps.** (Game 55, page 99.)

#### Extra Practice

### Finish the Lesson

- **Be a Snake! Zigzag!** Write **snake** and **zigzag** on the board. Point to and read each word. Students repeat. Then draw a curved line under *snake*, and a zigzag line under *zigzag*. Say /s/. Students stand up and move around the classroom, swerving like a snake, saying /s/. Say /z/. Students then zigzag around the classroom, saying /z/. Volunteers then take on the teacher's role, saying the sounds. Continue in the same way for three to four minutes.

**LARGE CLASSES** At their desks, students make the same movements with their arms instead of moving around the classroom.

- Workbook page 34. (Answers, Teacher's Book page 106.)

#### Assessment





# At the Supermarket

## Conversation Time

**Language Focus:** *May I borrow a pen? / Sure. Here you are. / Thanks.*

**Function:** Requesting an object; responding to requests; expressing gratitude

**Materials Needed:** CD and player; Wall Chart 8; Unit 4 Picture Cards

## Warm-Up and Review

- **Phonics Review: Write the letter in the Air.** Say /s/. Then face the board and write an s in the air with your finger. Students copy your motion. Do the same with /z/. Say a word that begins with s or z (see Suggested Words below). Have students say the word's initial sound and write the corresponding letter in the air. Repeat with six to eight different words.
- Suggested Words: *sea, zebra, sock, soap, zipper, sun, zoo, zero, six, seven, salad*

## Introduce the Conversation

- See page 8.

## Talk About the Picture

- Use Wall Chart 8, or Student Book page 37. Have students open their books to page 37. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words). This is a **supermarket**. People are buying food. There are **three checkout lines**, and here's **Annie's father**. He needs to borrow a pen. He says *May I borrow a pen?* The clerk says *Sure. Here you are.* The **baby's** *pulling* on the **necklace**! Ouch! **These people** are *waiting* in line. They're *angry*.
- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).  
What's this? (**pen**)  
How many **checkout lines**?  
Are they *happy*? (**people waiting in line**)  
How many girls?  
How many boys?  
Is it a tree? (**cash register**)

## Practice the Conversation

### A. Listen and repeat. 2.14

- Play the recording. Students listen and repeat, pointing to each speaker in the conversation box.  
**Man:** *May I borrow a pen?*  
**Clerk:** *Sure. Here you are.*  
**Man:** *Thanks.*

### B. Listen and find the speakers. 2.15

- Play the recording. Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

### C. Role-play the conversation with a partner.

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

### D. Review. Listen and repeat. 2.16

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

**A:** *What's that?*

**B:** *It's pizza.*

**Option:** Students role-play the conversation.

## Find Digger's Bone

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

**Answer:** It's the handle of the yellow shopping basket on the floor near the clerk.

**Option:** Students draw a shopping cart or basket with a dog bone handle. Hang the pictures on the wall as an art display.

## Games and Activities

- **Combine the Conversations.** (Game 8, page 92).

## Finish the Lesson

- **Say the Next Word.** A volunteer says the first word of the target conversation. A classmate nearby says the next word. Continue around the class with each student saying the next word in the conversation. If a student cannot say the next word, elicit it from a volunteer. Continue until the entire conversation has been said twice.
- Workbook page 35. (Answers, Teacher's Book page 106.)



## Word Time

**Language Focus:** Fruits and vegetables (*apples, oranges, bananas, cucumbers, potatoes, carrots*)

**Materials Needed:** CD and player; Unit 8 Picture Cards

### Warm-Up and Review

- **Conversation Review: Borrow It.** Ask a student *May I borrow a pencil?* Elicit *Sure. Here you are* as he/she hands you a pencil. Take it and say *Thanks*.
- Students then practice the conversation with classmates nearby, using other items they can name in English.

### Introduce the Words

- See page 10.

### Talk About the Picture

- Students open their books to page 38. They look at the large scene and name anything they can.
- Open the Student Book to page 38. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).  
Many people are shopping at the supermarket. **This woman** and her **dog** are *singing*. Uh-oh! Look at the **rice**. It's *falling* from the **bag**. Here are some **fruits** and **vegetables**. These are **oranges**. Those are **apples**. I don't like apples. These are **cucumbers**, and those are **carrots**. I like carrots! Those are **potatoes**, and these are **bananas**.
- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).  
What are these? (**apples**)  
What are those? (**potatoes**)  
What are these? (**oranges**)  
How many **shopping carts**?  
How many dogs?  
Are these cucumbers? What are they? (**bananas**)  
Is he happy? (**Mike, among the paper towels**)

### Practice the Words

#### A. Listen and repeat. 🎧 2.17

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

- |                   |                    |
|-------------------|--------------------|
| 1 <i>apples</i>   | 2 <i>oranges</i>   |
| 3 <i>bananas</i>  | 4 <i>cucumbers</i> |
| 5 <i>potatoes</i> | 6 <i>carrots</i>   |

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

#### B. Listen and write the letter. 🎧 2.18

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

a <i>potatoes, potatoes</i>	b <i>apples, apples</i>
c <i>bananas, bananas</i>	d <i>carrots, carrots</i>
e <i>oranges, oranges</i>	f <i>cucumbers, cucumbers</i>
- Check answers by writing the letters a–f on the board, then have volunteers come to the board and attach the corresponding Picture Card next to each letter. Point to each card and have students name it.

#### C. Point and say the words.

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

#### D. Listen and point. 🎧 2.19

- Play the recording. Students listen and then point to the corresponding fruit or vegetable, or speaker. Play the recording as many times as necessary for students to complete the task.

<i>Carrots</i>	<i>Apples</i>
<i>Cucumbers</i>	<i>Oranges</i>
<i>Bananas</i>	<i>Potatoes</i>

**Now listen and point to the speakers.**

A: *Ouch!* (boy and man by the paper towels)

B: *Are you okay?*

A: *I think so.*

A: *I don't like carrots.* (Annie and the girl beside her)

B: *I like cucumbers.*

#### E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

#### 🦴 Find Digger's Bone

- Students find Digger's bone hidden in the large scene.  
*Answer:* The clerk who is angry with Digger is wearing a tie in the shape of a bone.

**Option:** Students draw any fruit or vegetable in the shape of a bone. Students then show their pictures to a classmate sitting nearby and say I (like) (bananas).

#### Extra Vocabulary

- Students turn to page 37. Introduce extra vocabulary items *pears, grapes, tomatoes*. Students then find these foods in the large scene.

#### Games and Activities

- **Where Does it Grow?** (Game 23, page 94.)

#### Finish the Lesson

- **Guess the Pantomime.** Have a volunteer pantomime eating one of the target foods. Classmates try to identify it. The first to guess correctly is next to pantomime. Continue until most students have pantomimed.
- Workbook page 36. (Answers, Teacher's Book page 106.)



## Practice Time

**Language Focus:** Yes/No questions with *like* [Do you like (apples)? Yes, I do. / No, I don't.]

**Function:** Asking about likes and dislikes

**Materials Needed:** CD and player; 2 × 3 grids; Unit 8 Picture Cards

## Warm-Up and Review

- **Vocabulary Review: Slow Reveal.** (Game 31, page 96). Hold up each Unit 8 Picture Card and elicit its name. Then play the game using the cards.

## Introduce the Patterns

- See page 12.

## Practice the Patterns

- Students open their books to page 39.

### A. Listen and repeat. 🎧 2.20

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word. Students listen.  
**A:** Do you like apples?      **A:** Do you like apples?  
**B:** Yes, I do.                      **B:** No, I don't.
- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students try to say the patterns on their own, while looking at the pattern boxes in their books.
- Write the explanation of the contraction on the board:  
*don't = do not*
- Point to and read each word. Students repeat. Then say each pattern with the full form of the contraction. Students repeat and practice, using contractions and the full forms.

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

🎧 2.21

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

1 Do you like apples?	Yes, I do.
2 Do you like carrots?	No, I don't.
3 Do you like oranges?	Yes, I do.
4 Do you like cucumbers?	Yes, I do.
5 Do you like bananas?	No, I don't.
6 Do you like potatoes?	No, I don't.
- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students practice numbers 1–6 in pairs. They then change roles and repeat the activity.

### C. Look at page 38. Point to the picture and practice with a partner.

- Students remain in pairs and look at page 38. They then take turns making statements about food items in the large scene, using the new patterns and vocabulary items. For example, S1 (pointing to bananas): Do you like bananas? S2 (shaking his/her head): No, I don't.

### D. Listen and sing along. 🎧 2.22

- Students turn to the song Yum! Yum! Yum!, page 68. Focus their attention on the pictures. Using the pictures as cues, students try to guess some of the lyrics. Read the lyrics line by line. Students repeat each line.

#### Yum! Yum! Yum!

Do you like bananas?

Yes, I do.

Yes, I do.

Yum! Yum! Yum!

Do you like apples?

No, I don't.

No, I don't.

Yuck! Yuck! Yuck!

Do you like potatoes?

Yes, I do.

Yes, I do.

Yum! Yum! Yum!

Do you like carrots?

No, I don't.

No, I don't.

Yuck! Yuck! Yuck!

- Play the recording. Students listen and follow along in their books.
- 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.
- Place the *bananas*, *apples*, *potatoes*, and *carrots* Picture Cards on the board. Divide the class into Groups A and B. Play the karaoke version. Group A sings the questions, looking at Group B and pointing to the fruit or vegetable in question. Group B sings the replies, looking at Group A and nodding their heads for *Yes, I do.* and shaking their heads for *No, I don't.*
- Groups then change roles and sing the song again.

## Games and Activities

- **Check All the Items.** (Game 40, page 97.)

### Extra Practice

Worksheet 15, Do You Like Bananas?, page 127.

## Finish the Lesson

- **Ask Questions.** Ask Do you like cats? Elicit *Yes, I do.* or *No, I don't.* from individual students. Continue, asking five to six target questions about any items students can name in English. A volunteer then takes on the teacher's role and asks five to six more target questions.
- Workbook page 37. (Answers, Teacher's Book page 106.)



## Phonics Time

**Sound Focus:** short a (*ant, bag, hat, map*)

**Materials Needed:** CD and player; Unit 8 Picture Cards

### Warm-Up and Review

- **Pattern Review: Do You Like Oranges?** Hold up the oranges Picture Card with a quizzical look on your face and ask a student *Do you like oranges?* Elicit either *Yes, I do* or *No, I don't*. Then hold up other Unit 8 cards and elicit the target question and answer for each.
- **Phonics Review: Write the Capital Letter.** Write *b, d, f, g, h, k, m, n, p, s, t, v, w, z* on the board. Point to each letter and elicit its sound. Then have volunteers come up, write the corresponding capital to the left of each lowercase letter, and say its sound.

### Introduce the Sounds

- See page 14.

**NOTE** The short a sound is written as /æ/.

### Practice The Sounds

- Students open their books to page 40.

#### A. Listen and repeat. 2.23

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

a /æ/

ant

bag

hat

map

#### B. Does it have short a? Listen and circle ✓ or X. 2.24

- Play the recording. Students listen and circle ✓ if it has short a, and X if it does not. Play the recording as many times as necessary for students to complete the task.

1 cat, cat      2 pan, pan

3 boy, boy      4 goat, goat

5 ant, ant

- Check answers by saying *Number 1, cat*. Have students say *yes* if they circled ✓, and *no* if they circled X. Repeat for numbers 2–5.

#### ANSWERS

1 ✓ 2 ✓ 3 X 4 X 5 ✓

#### C. Read the words with your teacher.

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

#### D. Look at C. Listen and point to the words. 2.25

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

wag, /w/-/æ/-/g/, wag

man, /m/-/æ/-/n/, man

bad, /b/-/æ/-/d/, bad

pan, /p/-/æ/-/n/, pan

pat, /p/-/æ/-/t/, pat

tag, /t/-/æ/-/g/, tag

hat, /h/-/æ/-/t/, hat

dad, /d/-/æ/-/d/, dad

#### E. Does it have short a? Listen and write ✓ or X. 2.26

- Play the recording. Students listen to each word and write ✓ if it has short a, and X if it does not. Play the recording as many times as necessary for students to complete the task.

1 sad, sad      2 boat, boat

3 map, map      4 cookie, cookie

5 bat, bat      6 tag, tag

- Check answers by saying *Number 1, sad*, and having students say *yes* if they wrote ✓, and *no* if they wrote X. Do the same for numbers 2–6.

#### ANSWERS

1 ✓ 2 X 3 ✓ 4 X 5 ✓ 6 ✓

### Games and Activities

- **Point to Short a.** (Game 56, page 99.)

#### Extra Practice

Worksheet 16, Phonics Fun short a, page 128. (Instructions and answers, page 111.)

### Finish the Lesson

- **Write the Combinations.** Say a two- or three-letter combination (see below). Ask a volunteer to repeat it, then come to the board and write it. Do the same with five to six different combinations.

Suggested Combinations: *ap, ad, ag, at, an, and, ant, ask*

- Workbook page 38. (Answers, Teacher's Book page 106.)

#### Assessment

Unit 8 Test, page 154. (Answers, page 139.)





# At the Circus

## Conversation Time

**Language Focus:** *What's wrong? / I feel sick. / That's too bad.*

**Function:** Asking about someone's health; expressing sympathy

**Materials Needed:** CD and player; Wall Chart 9

### Warm-Up and Review

- **Phonics Review: Read the Words.** Write *b* on the board and elicit /b/. Repeat with *a* and *d*. Elicit these three sounds together and then the whole word, /b/-/æ/-/d/, *bad*. Continue in the same way with six to seven different three-letter words (see Suggested Words below).
- Suggested Words: *sat, fat, dad, bat, man, ban, hat, sat, sad*

### Introduce the Conversation

- See page 8.

### Talk About the Picture

- Use Wall Chart 9, or Student Book page 41. Have students open their books to page 41. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

This is a **circus**. Look at all the people! There's *one* **horse** and *three* **mice**. This is a **cannon**. Oh, my! Look at the **man flying from the cannon**! And here's a **man** with **popcorn**. I like popcorn. Oh, and poor **Bill** is *sick*. He ate too much.

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

Do you like **popcorn**?

Is it a horse? How many horses? (**mouse**)

Is he *happy*? Is he *sick*? (**Bill**)

Is she *standing* on a chicken? What is it? (**woman standing on horse**)

Is he *riding a horse*? (**man on unicycle**)

Can you find these three girls on any other pages? Can you *point* to them? (**triplets**, they are on page 33.)

### Practice the Conversation

#### A. Listen and repeat. 2.27

- Play the recording. Students listen and repeat, pointing to each speaker in the conversation box.

Bill's sister: *What's wrong?*

Bill: *I feel sick.*

Bill's sister: *That's too bad.*

#### B. Listen and find the speakers. 2.28

- Play the recording. Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

#### C. Role-play the conversation with a partner.

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

#### D. Review. Listen and repeat. 2.29

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

A: *Are you okay?*

B: *I think so.*

**Option:** Students role-play the conversation.

### Find Digger's Bone

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

**Answer:** It's part of the horse's bridle.

**Option:** Students draw, color, and cut out a piece of clothing in the shape of a bone. For example: a hair bow or a necktie. They then wear it for the rest of the class period.

### Games and Activities

- **Back to Back.** (Game 9, page 93.)

### Finish the Lesson

- **Say it Together.** Pantomime not feeling well. Elicit *What's wrong?* Say *I feel sick*. Elicit *That's too bad*. Continue in the same way with three to four different volunteers pantomiming not feeling well.
- Workbook page 39. (Answers, Teacher's Book page 106.)



## Word Time

**Language Focus:** Physical descriptions (*tall, short, fat, thin, young, old*)

**Materials Needed:** CD and player; 3 × 3 grids; Unit 9 Picture Cards

### Warm-Up and Review

- **Conversation Review: I Feel Sick.** As students come into class, sit at your desk with a pained expression on your face. Elicit *What's wrong?* Say *I feel sick*, and elicit *That's too bad*.

### Introduce the Words

- See page 10.

### Talk About the Picture

- Students open their books to page 42. They look at the large scene and name anything they can.
- Open the Student Book to page 42. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

Look at the circus. This is a very **tall clown**. This is a **short clown**. This is a **fat clown**, and this is a **thin clown**. The thin clown has a **flower**. I see *five dogs*. Uh-oh! This man is *sneezing*. Ah-choo! Next to **Ted** is an **old man** with a **young baby**.

Is he *tall*? (**short clown**)

Is she *tall*? (**tall clown**)

Who's *sneezing*? *Point*.

Can you *point* to Ted? Is he a girl?

Can you *point* to Annie? Is she *sad*?

What's this? How many dogs? (**dog**)

### Practice the Words

#### A. Listen and repeat. 2.30

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

1 *tall*            2 *short*

3 *fat*            4 *thin*

5 *young*        6 *old*

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

#### B. Listen and write the letter. 2.31

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

a *old, old*        b *young, young*

c *fat, fat*        d *thin, thin*

e *tall, tall*        f *short, short*

- Check answers by writing the letters *a–f* on the board, then have volunteers come up and attach the corresponding Picture Card next to each letter. Point to each card and have students name it.

#### C. Point and say the words.

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

#### D. Listen and point. 2.32

- Play the recording. Students listen and then point to the corresponding adjective or speaker. Play the recording as many times as necessary for students to complete the task.

*I'm tall.*

*I'm fat.*

*You're young.*

*I'm short.*

*I'm old.*

*I'm thin.*

**Now listen and point to the speakers.**

A: *Are you hungry?* (mother and boy in first row of audience, right-hand side).

A: *No, I'm not. I'm thirsty.*

#### E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

#### Find Digger's Bone

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

Answer: It's part of the popcorn seller's hat.

**Option:** Students draw a picture of a clown doing a circus trick with a bone.

#### Extra Vocabulary

- Students turn to page 41. Introduce extra vocabulary items *big, small, ugly, beautiful*. Students then find the circus performers described by these adjectives in the large scene.

### Games and Activities

- **Pantomime the Words.** (Game 24, page 95.)

### Finish the Lesson

- **Describe It.** Sketch a picture of a giraffe, a mouse, a thin horse, a baby, and an old woman on the board. Point to each, say (*It's*) \_\_\_\_\_ and elicit the appropriate adjective.
- Workbook page 40. (Answers, Teacher's Book page 106.)



## Practice Time

**Language Focus:** Affirmative and negative statements with adjectives; third person singular subject pronouns [(He's) (short). (He) isn't (tall).]

**Function:** Describing others' physical appearance

**Materials Needed:** CD and player; Unit 9 Picture Cards

## Warm-Up and Review

- **Vocabulary Review: Opposites.** Hold up each Unit 9 Picture Card and elicit its name. Then say *tall* and elicit its opposite, *short*. Do the same with *fat/thin* and *young/old*. Then have a volunteer take on the teacher's role and elicit the opposites.

## Introduce the Patterns

- See page 12.

## Practice the Patterns

- Students open their books to page 43.

### A. Listen and repeat. 2.33

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word. Students listen.  
*He's short. He isn't tall.*  
*She's short. She isn't tall.*
- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students try to say the patterns on their own, while looking at the pattern boxes in their books.
- Write the explanation of the contraction on the board:  
*He's = He is    She's = She is    isn't = is not*
- Point to and read each word. Students repeat. Then say each pattern with the full form of the contraction. Students repeat and practice, using contractions and the full forms.

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

2.34

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

1 <i>He's short.</i>	2 <i>She's fat.</i>
<i>He isn't tall.</i>	<i>She isn't thin.</i>
3 <i>He's old.</i>	4 <i>He's thin.</i>
<i>He isn't young.</i>	<i>He isn't fat.</i>
5 <i>She's tall.</i>	6 <i>She's young.</i>
<i>She isn't short.</i>	<i>She isn't old.</i>
- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students practice numbers 1–6 in pairs. (S1 says the positive statement, and S2 says the negative statement.) They then change roles and repeat the activity.

### C. Look at page 42. Point to the picture and practice with a partner.

- Students remain in pairs and look at page 42. They then take turns making statements about the characters in the large scene, using the new patterns and vocabulary items. For example, S1 (pointing to the tall clown): *She's tall*. S2 (pointing to the tall clown): *She isn't short*.

### D. Listen and chant. 2.35

- Students turn to *The Tall/Short Chant*, page 68. Focus their attention on the pictures. Using these as cues, students try to guess some of the lyrics. Read the lyrics line by line. Students repeat each line.

#### The Tall/Short Chant

*She's short.*

*She isn't tall.*

*She's young.*

*She isn't old.*

*She's thin.*

*She isn't fat.*

*She's Annie!*

*He's tall.*

*He isn't short.*

*He's young.*

*He isn't old.*

*He's thin.*

*He isn't fat.*

*He's Ted!*

- Play the recording. Students listen and follow along in their books.
- Play the recording again. Students listen and chant, using their books for reference. Play the recording as many times as necessary for students to become familiar with the chant.
- Divide the class into Groups A and B. Play the karaoke version. Group A chants the non-indented lines and Group B the indented lines.
- Groups then change roles and chant again.
- **Option:** Students chant as above, also pantomiming each adjective as they chant it.

## Games and Activities

- **What Do You See?** (Game 41, page 97.)

### Extra Practice

Worksheet 17, *Old or Young?*, page 129. (Instructions and answers, page 111.)

## Finish the Lesson

- **Guess the Card.** Hold up the *fat* card without showing the picture to students. Give students negative statement clues to help them identify the card. For example: *She isn't young. She isn't tall. She isn't short. She isn't thin. She isn't old. She's \_\_\_\_*. Elicit *fat*. Repeat with the remaining Unit 9 Picture Cards. A volunteer then takes on the teacher's role and gives clues.
- Workbook page 41. (Answers, Teacher's Book page 106.)



## Phonics Time

**Sound Focus:** short e (*bed, egg, pen, pet, yet*)

**Materials Needed:** CD and player; 12 cards with **Read the Words** ... words written on them; Unit 9 Picture Cards

### Warm-Up and Review

- **Pattern Review: Say the Sentences.** Write *She's young. She isn't old.* on the board. Point to each word and have volunteers read it. Then erase these two sentences and write *He and She* on the board. Hold the *young* card next to *He* and elicit *He's young. He isn't old.*
- Repeat with the remaining Unit 9 cards, then do the same for *She*.
- **Phonics Review: Two- and Three-Letter Combinations.** Write *b, p, d, t, g, m, n* in a column on the board. Point to each letter and elicit its sound.
- Write *a* on the board and elicit /æ/. Write *a* to the left of *b*, point to both letters, and elicit *ab*. Repeat with *a* and the remaining consonants. Write *t* to left of *ab* and have students read *tab*. Repeat with *t* and the remaining two-letter combinations.

### Introduce the Sounds

- See page 14.

**NOTE** The short *a* sound is written as /ɛ/.

**PRONUNCIATION NOTE** To help with correct pronunciation of /ɛ/, have students smile very broadly and open their mouths only a little before they say this sound.

### Practice The Sounds

- Students open their books to page 44.

#### A. Listen and repeat. 🎧 2.36

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

*e /ɛ/*

*bed*

*egg*

*pen*

*vet*

#### B. Does it have short e? Listen and circle ✓ or X. 🎧 2.37

- Play the recording. Students listen and circle ✓ if it has *short e*, and X if it does not. Play the recording as many times as necessary for students to complete the task.
- |                   |                             |
|-------------------|-----------------------------|
| 1 <i>ant, ant</i> | 2 <i>red, red</i>           |
| 3 <i>pen, pen</i> | 4 <i>elephant, elephant</i> |
| 5 <i>bee, bee</i> |                             |
- Check answers by saying *Number 1, ant*. Have students make a X or ✓ sign in the air for the answers they wrote. Repeat for numbers 2–5.

### ANSWERS

1 X 2 ✓ 3 ✓ 4 ✓ 5 X

#### C. Read the words with your teacher.

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

#### D. Look at C. Listen and point to the words. 🎧 2.38

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

*Meg, /m/-/ɛ/-/g/, Meg*

*net, /n/-/ɛ/-/t/, net*

*men, /m/-/ɛ/-/n/, men*

*bed, /b/-/ɛ/-/d/, bed*

*set, /s/-/ɛ/-/t/, set*

*fed, /f/-/ɛ/-/d/, fed*

*hen, /h/-/ɛ/-/n/, hen*

*peg, /p/-/ɛ/-/g/, peg*

#### E. Does it have short a or short e? Listen and circle. 🎧 2.39

- Play the recording. Students listen to each word and circle *a* or *e*. Play the recording as many times as necessary for students to complete the task.
- |                     |                     |
|---------------------|---------------------|
| 1 <i>met, met</i>   | 2 <i>mat, mat</i>   |
| 3 <i>peck, peck</i> | 4 <i>pack, pack</i> |
| 5 <i>pan, pan</i>   | 6 <i>pen, pen</i>   |
- Check answers by saying *Number 1, met*. Have students stand up and say /ɛ/ if they circled *e*, and stay seated and say /æ/ if they circled *a*. Do the same for numbers 2–6.

### ANSWERS

1 e 2 a 3 e 4 a 5 a 6 e

### Games and Activities

- **Find and Hold Up the Card.** (Game 57, page 99.)

#### Extra Practice

**Worksheet 18, Phonics Fun short e, page 130. (Instructions and answers, page 112.)**

### Finish the Lesson

- **Word Chant.** Create a chant in the following way (\* = clap hands):  
/n/ \* /ɛ/ \* /t/ \* /n/ \* /ɛ/ \* /t/ \*  
*What's this? \*\**  
*net*  
Model the chant and have students repeat. Then chant with students. Repeat with six to seven different *short e* words (see below).  
Suggested Words: *bed, peg, set, men, Ted, Meg, beg, pet, ten*
- Workbook page 42. (Answers, Teacher's Book page 106.)

#### Assessment 🎧

**Unit 9 Test, page 155. (Answers, page 140.)**



## Story Time

**Review Focus:** Units 7–9 conversations, vocabulary, and patterns

**Materials Needed:** CD and player

### Warm-Up

- **Review Units 7–9 Conversations, Vocabulary, and Patterns.** Students turn to each Conversation Time page (pages 33, 37, and 41), Word Time page (pages 34, 38, and 42), and Practice Time page (pages 35, 39, and 43). Elicit each conversation, vocabulary item, and pattern.
- Workbook page 43. (Answers, Teacher's Book page 106.)

### Work with the Pictures

Students open their Student Books to page 45.

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

Scene 1: Is **Digger** old?  
Is **Annie** tall?

Scene 2: (**apple**) Is it a cucumber?  
Does **Digger** like apples?

Scene 3: Does Max like bananas?  
Is Max hungry?

Scene 4: How many **balls**?

Scene 5: How many **books**?

Scene 6: Is Max okay?

### Work with the Text

- Point to Max's speech bubble in Scene 1. A volunteer guesses what Max is saying. If he/she guesses correctly, do the same with Digger's speech bubble. If he/she does not guess correctly, ask another student.
- Do the same with all the scenes on this page. Encourage students to look back at the Units 7–9 Conversation Time, Word Time, and Practice Time pages for support if needed.

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

## Practice the Story

### A. Listen and repeat. 🎧 2.40

- Play the recording (first version of the story). Students listen and follow along in their books.
  - 1 Digger: *She's tall.*  
Max: *I'm not tall. I'm short.*
  - 2 Max: *Do you like apples?*  
Digger: *Yes, I do.*
  - 3 Max: *I don't like apples. I like bananas.*
  - 4 Digger: *Are you finished?*  
Max: *No, not yet.*  
Digger: *Please hurry!*
  - 5 Max: *May I borrow a ball?*  
Digger: *Sure.*
  - 6 Max: *Ouch!*  
Digger: *Are you okay?*  
Max: *I think so.*
- Play the recording again. Pause after each line, and have students repeat. Play the recording as many times as necessary for students to become familiar with the story.

### B. Look at A. Listen and point. 🎧 2.41

- Play the recording (second version of the story). Students listen and follow along in their books.
- Divide the class into pairs. Students in each pair take on the role of one of the characters (Digger or Max). Play the recording again, pausing after each line. Students repeat their character's lines. Students in each pair then change roles and do the activity again. Play the recording as many times as necessary for students to complete the task.

### C. Role-play these scenes.

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

## Games and Activities

- **"Ouch!" Contest.** (Game 70, page 100.)



## Finish the Lesson

- **Listen and Pantomime.** Divide the class into groups of three, and have students in each group take on the role of one of the characters in the story. Play the recording. Students listen and pantomime their role. Repeat the procedure until each student has pantomimed each role.
- Workbook page 43. (Answers, Teacher's Book page 106.)

## Activity Time

**Review Focus:** Units 7–9 vocabulary, patterns, and sounds

**Materials Needed:** CD and player; Units 7–8 Word Time Picture Cards, 1 set per 3–4 students; Unit 9 Word Time Picture Cards, 1 set

## Warm-Up

- **Review Units 7–9 Vocabulary, Patterns, and Sounds.** Students turn to each Word Time page (pages 34, 38, and 42), Practice Time page (pages 35, 39, and 43), and Phonics Time page (pages 36, 40, and 44). Elicit the vocabulary items, patterns, and sounds.
- Workbook page 44. (Answers, Teacher's Book page 107.)

## Review

Students open their Student Books to page 46.

### A. Listen and write ✓ or X. 2.42

- Give each student a Unit 7–8 Word Time Picture Card. Say *fish*. The student(s) with the *fish* card holds up the card. Ask him/her *Do you like fish?* He/She answers *Yes, I do* or *No, I don't*. Repeat the procedure with the remaining cards.
- Play the recording. Students listen and write ✓ next to the foods Ted likes, and X next to the foods he does not like.  
*Annie* Do you like bananas, Ted?  
*Ted* No, I don't. I like oranges. And I like apples.  
*Annie* Do you like pizza?  
*Ted* No, I don't. But I like fish.  
*Annie* Oh! You like fish! Do you like salad?  
*Ted* No, I don't. But I like burgers.  
*Annie* Oh! Do you like carrots?  
*Ted* No, I don't. But I like potatoes.
- Check answers by saying each food item and having students nod their heads and smile if they wrote ✓ for that item, and shake their heads and frown if they wrote X.

#### ANSWERS

bananas X oranges ✓ apples ✓ pizza X fish ✓ salad X  
burgers ✓ carrots X potatoes ✓

### B. Listen and circle the correct word. 2.43

- Write *s*, *z*, *a*, and *e* on the board. Point to each letter and elicit its sound. Then play the recording. Students listen and circle each word they hear. Play the recording as many times as necessary for students to complete the task.
- 1 *soup, soup*
  - 2 *ant, ant*
  - 3 *bed, bed*
  - 4 *map, map*
  - 5 *zebra, zebra*
  - 6 *vet, vet*
- Check answers by saying *Number 1* and having a volunteer say the word he/she circled. Do the same for numbers 2–6.

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

2.44

- Play the recording. Students listen and find the picture that corresponds to the sentences they hear. They then write that number in the space provided. Play the recording as many times as necessary for students to complete the task.
- 1 *She's thin. She isn't fat.* [twice]
  - 2 *He's tall. He isn't short.* [twice]
  - 3 *She's young. She isn't old.* [twice]
  - 4 *He's fat. He isn't thin.* [twice]
- Check answers by saying *Number 1. She's thin. She isn't fat*, then having students point to the corresponding picture in their books. Do the same for numbers 2–4.

#### ANSWERS

4 2 3 1

## Games and Activities

- **What Other Words Have These Sounds?** (Game 71, page 100.)

## Finish the Lesson

- Checklist 3 (Student Book page 77) for students to do at home or in class.
- Workbook page 44. (Answers, Teacher's Book page 107.)



## Food

**Language Focus:** food terms (*rice paddy, plant, orange grove, potato field, cow pasture, animal*).

**Function:** Identifying the types of farm land where our food comes from.

**Materials Needed:** CD and player; Unit 7 and 8 Word Time picture cards; scrap paper

### Warm-Up and Review

- **Review: Pattern Review.** Hold up Units 7 and 8 Word Time Picture Cards one by one. Ask *What's this?* Students identify the cards one by one. Hold up the pizza card and ask *Is this pizza?* Students answer, *Yes, it is.* Hold up the salad card and ask *Is this pizza?* Students answer *No, it isn't.* Hold up the Unit 8 cards one by one and ask *How many (apples)?* Students respond with the corresponding number.

### Introduce the Words

- See page 10.

**CULTURE NOTE** A grove is land where trees grow together. A field is land where fruits, vegetables, or other plants grow from the ground and a pasture is grassy land where animals like cows, horses, and sheep are kept.

### Practice the Vocabulary

#### A. What foods can you see?

- Students open their books to page 47. They look at the photographs and name anything they can.

#### B. Listen and repeat. 🎧 2.45

- Play the recording. Students listen and repeat, pointing to each photo in the Student Books.

- |                |                |
|----------------|----------------|
| 1 rice paddy   | 2 plant        |
| 3 orange grove | 4 potato field |
| 5 cow pasture  | 6 animal       |

- Say the words in random order. Students point to the pictures in their Student Books.

#### C. Listen and read. 🎧 2.46

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

*What's this? It's a rice paddy.*

*This is an orange grove. Do you like oranges?*

*Is it an orange grove? No, it isn't. It's a potato field.*

*And this is a cow pasture. How many cows?*

- Practice the text with a partner. Students choose a partner and read the text, alternating turns.

#### D. Read and match.

- Students read the partial sentence and match it to the corresponding word.
- Check answers by reading each partial sentence and having volunteers say the corresponding answer.

#### E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

### Games and Activities

- **Find your Partner: Food Terms.** (Game 78, page 101.)

### Finish the Lesson

- **What am I Drawing?** Play the game slowly drawing a picture of one of the vocabulary items on the board. Pause several times and ask *What's this?* Using complete sentences if possible, students try to identify the item. Volunteers come to the front and continue the activity.
- Workbook page 45. (Answers, Teacher's Book page 107.)



## Project Time

**Language Focus:** Food Terms *I like apples. Do you like apples? Yes, I do. / No, I don't. This is (milk). I like (milk).*

**Materials Needed:** Units 7 and 8 Word Time Picture Cards; Phonics Time Food Picture Cards; scrap paper; poster paper, crayons, markers; pictures of various foods from magazines, newspapers, and/or the Internet.

### Warm-Up and Review

- **Vocabulary: Plant or Animal?** Review the Picture Card vocabulary by asking students to identify them one by one. Place the cards on a desk in the middle of the room. Write *Animals* on one side of the board and *Plants* on the other. Ask a volunteer to choose a Picture Card and place it along the board tray under the corresponding word. The student says *(Milk). I like (milk)*. Then points to another student and asks *Do you like (milk)?* Continue until all of the cards have been placed along the board tray.

### Complete the Projects

#### A. Choose foods. Ask and answer with a partner.

- Students turn to page 48 in their Student Books. Draw a grid similar to the one in Activity A. Make sure students have scrap paper. Ask students to draw a grid on their paper. Draw four food items along the top of the grid and label them. Write *Me* and *My friends* in the column on the left. Label them. Students do the same.
- Ask a volunteer to come to the board. Point to the first food item in the row along the top of the grid. Say, *I like (fish)*. Then draw a smiley face next to *Me* in the grid. Then ask the volunteer *Do you like (fish)?* If the student answered *Yes, I do* draw a happy face under the food item next to *My friends*. If the student answered *No, I don't* draw a sad face. Continue for the other three pictures.
- Students choose a partner. They make statements and ask and answer questions about their grids, alternating turns.
- Ask each pair to choose one picture each and ask and answer questions in front of the class.

#### B. Make a food collage.

- Write *Animals* on one side of the board and *Plants* on the other side. Ask students to brainstorm all of the foods items they can say in English. Ask the students if the food comes from an animal or a plant. Say *Animal or plants?* Write the items on the board under the corresponding heading. Students open their books to page 48. Point to the collage in the book and say *A collage*. Students repeat. Say the following while pointing to the pictures in the collage. Students repeat.

##### Food

##### Animals

*milk*

*eggs*

*burgers*

*fish*

##### Plants

*oranges*

*rice*

*potatoes*

*salad*

- Write *Animals* on one side of the board and *Plants* on the other side. Ask students to brainstorm all of the foods items they can say in English. Ask the students if the food comes from an animal or a plant. Say *Animal or plants?* Write the items on the board under the corresponding heading.
- Make sure students have poster paper, crayons, markers and pictures of food items from magazines, newspapers and/ or the Internet. Students make their collages.
- Students write captions and text on their collages similar to the collage example in their books.
- Ask volunteers to come to the front and share their collages with the class. Students point to their collages and talk about the pictures. They can also point to the pictures in their collages and ask their classmates questions.
- Place the posters on the walls of the classroom if possible. If not, place them along the board tray or on the board with magnets.

### Games and Activities

- **Musical Collage.** (Game 79, page 101.)

### Finish the Lesson

- Point to a picture in any one of the collages you have placed around the classroom. Identify the picture and read the caption. Then say *This is a burger. I like burgers*. The student who made the collage comes to the front and points to another picture in a different collage, identifies the picture and reads the caption. He/She then says *I like/don't like (eggs)*. The student who made that collage comes to the front and continues the activity. Continue until all the students have had a chance.
- Workbook page 45. (Answers, Teacher's Book page 107.)





# Around Town

## Conversation Time

**Language Focus:** *What's your telephone number? / It's 765-1234. / Pardon me? / 765-1234.*

**Function:** Asking for someone's telephone number; asking for repetition

**Materials Needed:** CD and player; Wall Chart 10

## Warm-Up and Review

- **Phonics Review: Whisper and Write.** Bring a volunteer to the front of the classroom and whisper a *short e* word in his/her ear (see Suggested Words below). He/She writes the word on the board and the class reads it out loud. If necessary, help by sounding out the word. For example: /p/-/e/-/n/, pen.
- Repeat with other volunteers and five to six different words.
- Suggested Words: *bed, hen, beg, net, fed, men, peg, pet, ten, set*

## Introduce the Conversation

- See page 8.

## Talk About the Picture

- Use Wall Chart 10, or Student Book page 49. Have students open their books to page 49. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).  
This is the town where Ted and Annie live. Look at the **trees** and **lake**. **These dogs** are *running away* from the **vet**. Uh-oh! One of the dogs *ran into* the **baker**! **This boy** is *sad*. He's *crying*. The **police officer** asks *What's your telephone number?* He's *writing* the boy's telephone number down with a **pencil**.
- Ask the following questions while pointing to the pictures (**bold** words).

How many trees?

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

Is he a girl? Is he happy? (**crying boy**)

Is it a burger? Do you like **cake**? (**cake**)

Is it a cat? How many dogs? (**dog**)

Is it a pencil? (**pencil**)

## Practice the Conversation

### A. Listen and repeat. 🎧 2.47

- Play the recording. Students listen and repeat, pointing to each speaker in the conversation box.

**Police officer:** *What's your telephone number?*

**Boy:** *It's 765-1234.*

**Police officer:** *Pardon me?*

**Boy:** *765-1234.*

### B. Listen and find the speakers. 🎧 2.48

- Play the recording. Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

### C. Role-play the conversation with a partner.

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

### D. Review. Listen and repeat. 🎧 2.49

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

**A:** *Please hurry!*

**B:** *Okay, okay!*

**Option:** Students role-play the conversation.

## 🦴 Find Digger's Bone

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

**Answer:** The bone is part of the handbag of the woman dressed in pink to the left of the scene.

**Option:** Students draw, color, and cut out a dog bone to use as a microphone. Using the target conversation and microphones, students ask classmates their telephone numbers.

## Games and Activities

- **What's your Telephone Number?** (Game 10, page 93).

## Finish the Lesson

- **Telephone Number Chain.** Ask a student (S1) his/her telephone number. S1 responds with a made-up number, then asks S2 for his/her number. Continue in the same way until most students have taken a turn.
- Workbook page 46. (Answers, Teacher's Book page 107.)



## Word Time

**Language Focus:** Occupations (*doctor, nurse, police officer, teacher, mail carrier, firefighter*)

**Materials Needed:** CD and player; Unit 10 Picture Cards

### Warm-Up and Review

#### • Conversation Review: What's Your Telephone Number?

Ask a student *What's your telephone number?* When he/she replies, say *Pardon me?* The student repeats his/her telephone number. Write the number on the board. Do the same with several students.

### Introduce the Words

- See page 10.

### Talk About the Picture

- Students open their books to page 50. They look at the large scene and name anything they can.
- Open the Student Book to page 50. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).  
Here are **Ted, Annie**, and **their friends**. **Digger** is here, too. Annie is looking at a **doctor**. Ted is looking at a **nurse**. Over here, the **mail carrier** is *taking* letters from the **mailbox**. Here's Ted and Annie's teacher, **Ms. Apple**. This is a **police officer**. Oh, look! The **firefighter** is riding on his **truck**.
- Ask the following questions while pointing to or touching the pictures (**bold** words).  
What's her first name? (**Annie**)  
What's his first name? (**Ted**)  
Can you find **Ms. Apple**, the teacher, on any other pages? (Ms. Apple is on page 21.)  
Is he a mail carrier? (**firefighter**)  
Is he a police officer? (**doctor**)  
Is she a nurse? (**nurse**)  
How many girls?  
How many boys?

### Practice the Words

#### A. Listen and repeat. 🎧 2.50

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

1 <i>doctor</i>	2 <i>nurse</i>
3 <i>police officer</i>	4 <i>teacher</i>
5 <i>mail carrier</i>	6 <i>firefighter</i>
- Say the words in random order. Students point to the pictures in the vocabulary box.

#### B. Listen and write the letter. 🎧 2.51

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

a <i>nurse, nurse</i>	b <i>firefighter, firefighter</i>
c <i>mail carrier, mail carrier</i>	d <i>police officer, police officer</i>
e <i>teacher, teacher</i>	f <i>doctor, doctor</i>
- Check answers by writing the letters a–f on the board, then have volunteers come up and attach the corresponding Picture Card next to each letter. Point to each card and have students name it.

#### C. Point and say the words.

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

#### D. Listen and point. 🎧 2.52

- Play the recording. Students listen and then point to the corresponding adjective or speaker. Play the recording as many times as necessary for students to complete the task.

*I'm a police officer.*

*I'm a firefighter.*

*I'm a teacher.*

*I'm a doctor.*

*I'm a mail carrier.*

*I'm a nurse.*

**Now listen and point to the speakers.**

A: *Hello, Nurse Lin.* (boy in wheelchair and nurse)

B: *Hello, James. How are you?*

A: *Fine, thank you.*

A: *Wow! He's tall. He isn't short.* (girl with braids and backpack in foreground)

#### E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

#### 🦴 Find Digger's Bone

- Students find Digger's bone hidden in the large scene.  
*Answer:* It's part of the window frame to the right of the scene.

### Extra Vocabulary

- Students turn to page 49. Introduce extra vocabulary items *actor, baker, vet*. Students find these people in the large scene.

### Games and Activities

- **Pantomime the Action.** (Game 25, page 95.)

### Finish the Lesson

- **Chant!** Attach *doctor, nurse*, and *teacher* Picture Cards to the board. Create a chant in the following way (\* = clap hands):  
*I'm a doctor. \*\*\**  
*I'm a doctor. \*\*\**  
*doctor \**  
*doctor \**  
*doctor \*\*\**

Model the chant and have students repeat. Do the same with each card.

- Workbook page 47. (Answers, Teacher's Book page 107.)



## Practice Time

**Language Focus:** Yes/No questions with 3rd person singular; subject pronouns [*Is (he) a (doctor)? Yes, (he) is. / No, (he) isn't. (He's) a (nurse).*]

**Function:** Asking about occupations

**Materials Needed:** CD and player; Unit 10 Picture Cards

## Warm-Up and Review

- **Vocabulary Review: Slow Reveal.** (Game 31, page 96.) Hold up each Unit 10 Picture Card and elicit its name. Then play the game using the cards.

## Introduce the Patterns

- See page 12.

## Practice the Patterns

- Students open their books to page 51.

### A. Listen and repeat. 🎧 2.53

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word. Students listen.  
A: *Is he a doctor?*      A: *Is she a doctor?*  
B: *Yes, he is.*      B: *Yes, she is.*  
A: *Is he a doctor?*      A: *Is she a doctor?*  
B: *No, he isn't.*      B: *No, she isn't.*  
    *He's a nurse.*      *She's a nurse.*
- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students try to say the patterns on their own, while looking at the pattern boxes in their books.
- Write the explanation of the contractions on the board:  
*isn't = is not      He's = He is      She's = She is*
- Point to and read each word. Students repeat. Then say each pattern with the full form of the contraction. Students repeat and practice, using contractions and the full forms.

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

🎧 2.54

- Play the recording. Students listen and repeat, pointing to each picture in their books.
  - 1 *Is he a doctor?*      *Yes, he is.*
  - 2 *Is she a doctor?*      *No, she isn't. She's a nurse.*
  - 3 *Is he a police officer?*      *Yes, he is.*
  - 4 *Is she a police officer?*      *No, she isn't. She's a firefighter.*
  - 5 *Is he a mail carrier?*      *Yes, he is.*
  - 6 *Is she a mail carrier?*      *No, she isn't. She's a teacher.*
- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students practice numbers 1–6 in pairs. They then change roles and repeat the activity.

### C. Look at page 50. Point to the picture and practice with a partner.

- Students remain in pairs and look at page 50. They take turns making statements about the characters in the large scene, using the new patterns and vocabulary items. For example, S1 (pointing to the police officer): *Is he a police officer?* S2: *Yes, he is.*

### D. Listen and sing along. 🎧 2.55

- Students turn to *The Work Song*, page 68. Focus their attention on the pictures. Using these as cues, students try to guess some of the lyrics. Read the lyrics line by line. Students repeat each line.

#### The Work Song

*Is she a teacher, teacher?*

*No, she isn't.*

*No, she isn't.*

*Is she a police officer, police officer?*

*No, she isn't.*

*She's a doctor.*

*Is he a mail carrier, mail carrier?*

*No, he isn't.*

*No, he isn't.*

*Is he a firefighter, firefighter?*

*No, he isn't.*

*He's a nurse.*

- Play the recording. Students listen and follow along in their books. Play the recording as many times as necessary for students to become familiar with the song.
- Divide the class into Groups A and B. Play the karaoke version. Group A sings the questions, and Group B sings the answers. For verse one, both groups point to the picture of the doctor in their books. For verse two, they point to the picture of the nurse.
- Groups then change roles and sing again.
- **Option:** Students chant as above, also pantomiming each adjective as they chant it.

## Games and Activities

- **Guess Who.** (Game 42, page 97.)

### Extra Practice

Worksheet 19, *Teacher or Nurse?*, page 131. (Instructions and answers, page 112.)

## Finish the Lesson

- **Guess the Occupation.** Bring two volunteers to the front of the classroom. S1 whispers a Unit 10 occupation to S2, and S2 pantomimes it. Classmates identify the occupation, asking S1 *Is (she) a (police officer)?* If the guess is correct, S1 says *Yes, (she) is.* If not, S1 says *No, she isn't.* The first student to guess correctly wins a point. If no one guesses correctly after three tries, S1 says *No, (she) isn't. (She's) a (nurse).* Repeat with two more volunteers.
- Workbook page 139. (Answers, Teacher's Book page 48.)



## Phonics Time

**Sound Focus:** short i (dig, in, pin, sit)

**Materials Needed:** CD and player; 3 x 3 Bingo grids; Unit 10 Picture Cards

### Warm-Up and Review

- **Pattern Review: Is He a Doctor?** Hold up the *doctor* Picture Card and ask *Is he a doctor?* Elicit *Yes, he is.* Ask *Is he a nurse?* and elicit *No, he isn't. He's a doctor.* Repeat with the *nurse* card.
- Continue in the same way with the remaining Unit 10 cards, eliciting positive and negative responses for each.
- **Phonics Review: Make the Words.** Give each student a/ an *a, b, d, e, f, g, h, k, m, n, p, s, t, v, w, or z* alphabet card. Say six to eight words containing previously studied letters (see Suggested Words below). For example: *bag*. Students holding the *b, a,* and *g* alphabet cards stand up, say the sounds of their cards in the order / b/-/æ/-/g/, then together say the word *bag*.
- Suggested Words: *tag, men, bat, fed, mad, man, pat, pet*

### Introduce the Sounds

- See page 14.

**NOTE** The short *i* sound is written as /ɪ/.

### Practice The Sounds

- Students open their books to page 52.

#### A. Listen and repeat. 2.56

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

*i* /ɪ/

*dig*

*in*

*pin*

*sit*

#### B. Do they both have short *i*? Listen and write ✓ or X. 2.57

- Play the recording. For each number, students listen to the words depicted in each box. If both words have short *i*, students write ✓. If the two words have different vowel sounds, they write X. Play the recording as many times as necessary for students to complete the task.

1 *fish, pie*

2 *wig, lips*

*fish, pie*

*wig, lips*

3 *mitt, man*

4 *pill, six*

*mitt, man*

*pill, six*

5 *lid, kick*

6 *pen, pin*

*lid, kick*

*pen, pin*

- Check answers by saying *Number 1, fish, pie*. Have a volunteer repeat the words and say *yes* if he/she wrote ✓, and *no* if he/she wrote X. Repeat for numbers 2–6.

### ANSWERS

1 X 2 ✓ 3 X 4 ✓ 5 ✓ 6 X

#### C. Read the words with your teacher.

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

#### D. Look at C. Listen and point to the words. 2.58

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

*fin*, /f/-/ɪ/-/n/, *fin*

*sit*, /s/-/ɪ/-/t/, *sit*

*wig*, /w/-/ɪ/-/g/, *wig*

*big*, /b/-/ɪ/-/g/, *big*

*hit*, /h/-/ɪ/-/t/, *hit*

*win*, /w/-/ɪ/-/n/, *win*

*dip*, /d/-/ɪ/-/p/, *dip*

*zip*, /z/-/ɪ/-/p/, *zip*

#### E. Does it have short *a*, short *e*, or short *i*? Listen and circle. 2.59

- Play the recording. Students listen to each word and circle *a* or *e*. Play the recording as many times as necessary for students to complete the task.

1 *bit, bit*

2 *bat, bat*

3 *bet, bet*

4 *met, met*

5 *mat, mat*

6 *mitt, mitt*

- Check answers by saying *Number 1, bit*. Have a volunteer repeat the word, say its vowel sound, and name the letter he/she circled. Do the same for numbers 2–6.

### ANSWERS

1 i 2 a 3 e 4 e 5 a 6 i

### Games and Activities

- **Three-letter Bingo.** (Game 58, page 99.)

#### Extra Practice

Worksheet 20, Phonics Fun short *i*, page 132. (Instructions and answers, page 112.)

### Finish the Lesson

- **Chant.** Write *dig, in, pin, sit* on the board. Point to each word and have students sound it out. Establish a four-beat rhythm. Point to *dig*, and on beats one and two, ask *What's this?* Students respond *dig dig* on beats three and four. Repeat with remaining words and continue until students can comfortably read each word, while keeping the rhythm.
- Workbook page 49. (Answers, Teacher's Book page 107.)

#### Assessment

Unit 10 Test, page 156. (Answers, page 140.)





# In Annie's Yard

## Conversation Time

**Language Focus:** *Dad, this is my friend, Sam. / Nice to meet you, Sam. / Hello.*

**Function:** Introducing others; meeting someone politely

**Materials Needed:** CD and player; Wall Chart 11

### Warm-Up and Review

- **Phonics Review: Read the Words.** Write *i* on the board. Point to it and elicit its sound. Then write five *short i* words on the board (see Suggested Words below). Point to each word and have students read it.
- Suggested Words: *sit, him, bid, wig, win*

### Introduce the Conversation

- See page 8.

### Talk About the Picture

- Use Wall Chart 11, or Student Book page 53. Have students open their books to page 53. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).  
This is Annie's **house**. **These children** are playing in the **yard**. **Annie's father** is *shaking hands* with **Sam**. **Annie's mother** is *reading a book*. Her **cat** is *sitting* beside her. I see *three dogs*, too. **This one** looks *angry*. The **triplets** *can't jump rope*. **These girls** *can jump rope*. They're *happy*.
- Ask the following questions while pointing to the pictures (**bold** words).  
How many **dogs**? Do you like dogs?  
What's this? Do you like cats? (**cat**)  
How many girls?  
What's his first name? (**Sam**)  
Is it a pencil case? (**book**)

### Practice the Conversation

#### A. Listen and repeat. 🎧 2.60

- Play the recording. Students listen and repeat, pointing to each speaker in the conversation box.  
*Annie's brother: Dad, this is my friend, Sam.*  
*Annie's father: Nice to meet you, Sam.*  
*Sam: Hello.*

#### B. Listen and find the speakers. 🎧 2.61

- Play the recording. Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

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

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

#### D. Review. Listen and repeat. 🎧 2.62

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

**A:** *Are you finished?*

**B:** *No, not yet.*

Option: Students role-play the conversation.

### 🦴 Find Digger's Bone

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

**Answer:** It's the handle of the triplet's jump rope.

**Option:** Students draw their own home, hiding a bone in the picture. They give their pictures to a classmate sitting nearby and have him/her find the bone.

## Games and Activities

- **Introductions.** (Game 11, page 93).

## Finish the Lesson

- **Introduce "New" Students to the Class.** Students choose new names. Have a student whisper his/her new name to you. Introduce the student to the class by saying *Class, this is (Jan)*. The class responds *Nice to meet you, (Jan)* and *(Jan)* replies *Hello*. Repeat with several different students. Volunteers then take on the teacher's role and introduce different students to the class.
- Workbook page 50. (Answers, Teacher's Book page 107)



## Word Time

**Language Focus:** Actions (*ride a bike, climb a tree, drive a car, draw a picture, play basketball, sing a song*)

**Materials Needed:** CD and player; Unit 11 Picture Cards

### Warm-Up and Review

- **Conversation Review: Introductions.** Four pairs of volunteers come to the front. One student in each pair chooses a new name and whispers it to his/her partner. He/She introduces him/her to the class saying *This is my friend, (Bill)*. The class responds *Nice to meet you, (Bill)*, and (Bill) says *Hello*.
- Repeat with the next pair, and continue until all have taken a turn.

### Introduce the Words

- See page 10.

### Talk About the Picture

- Students open their books to page 54. They look at the large scene and name anything they can.
- Open the Student Book to page 54. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).  
Look at the **mail carrier**! What's wrong? Oh, the dog made him *climb the tree*. **Bill** is *running*. **Kim** is *riding a bike*. **Annie** and **Ted** are *playing basketball*. **Ivy** and **Mike** are *drawing a picture*. And what's this woman doing? She's *singing a song*.
- Ask the following questions while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).  
Is she riding a bike? (**girl on bike**)  
Is he a firefighter? Is he *happy*? (**mail carrier**)  
Is she a doctor? (**Annie**)  
Is he *fat*? (**Ted**)  
Do you like to *play basketball*?  
Do you like to *ride a bike*?

### Practice the Words

#### A. Listen and repeat. 🎧 2.63

- Play the recording. Students listen and repeat, pointing to each picture in the vocabulary box.  
1 *ride a bike*                      2 *climb a tree*  
3 *drive a car*                      4 *draw a picture*  
5 *play basketball*                6 *sing a song*
- Say the words in random order. Students point to the pictures in the vocabulary box.

#### B. Listen and write the letter. 🎧 2.64

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

- |                                   |   |
|-----------------------------------|---|
| a <i>drive a car, drive a car</i> | b <i>climb a tree, climb a tree</i>       |
| c <i>ride a bike, ride a bike</i> | d <i>draw a picture, draw a picture</i>   |
| e <i>sing a song, sing a song</i> | f <i>play basketball, play basketball</i> |

- Check answers by writing the letters a–f on the board, then have volunteers come up and attach the corresponding Picture Card next to each letter. Point to each card and have students name it.

#### C. Point and say the words.

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

#### D. Listen and point. 🎧 2.65

- Play the recording. Students listen and then point to the corresponding adjective or speaker. Play the recording as many times as necessary for students to complete the task.  
*Sing a song.*                      *Play basketball.*  
*Drive a car.*                      *Ride a bike.*  
*Draw a picture.*                *Climb a tree.*  
**Now listen and point to the speakers.**  
A: *What's this?* (boy and girl drawing picture)  
B: *It's a tree.*  
A: *Phew! I'm hot. Are you hot?* (girl riding bike and boy beside her)  
A: *Yes, I am.*

#### E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

#### 🦴 Find Digger's Bone

- Students find Digger's bone hidden in the large scene.  
*Answer:* It's in the car driver's window.
- **Option:** Students draw, color, and cut out a bone. They then take turns using it as a prop to pantomime a target action, then have their classmates guess the action.

#### Extra Vocabulary

- Students turn to page 53. Introduce extra vocabulary items *play soccer, jump rope, read a book*. Students then find the people doing these actions in the large scene.

### Games and Activities

- **Act it Out.** (Game 26, page 95.)

### Finish the Lesson

- **Pantomime the Actions.** Say *ride a bike* and have students pantomime the action. Repeat with the remaining Unit 11 Word Time actions, gradually increasing the speed at which the actions are called out. Then add students' names before the actions and have individual students pantomime. For example: *Joe, sing a song*. Volunteers then take on the teacher's role and give the commands to other students.
- Workbook page 51. (Answers, Teacher's Book page 108.)



## Practice Time

**Language Focus:** Affirmative and negative statements with *can*; subject pronouns [(I) *can* (climb a tree). / (I) *can't* (ride a bike).]

**Function:** Expressing ability and inability

**Materials Needed:** CD and player; Unit 11 Picture Cards, and *bird* (Unit 2), *cat* (Unit 3) cards

## Warm-Up and Review

- **Vocabulary Review: Pantomime.** Hold up each Unit 11 Picture Card and elicit its name. Then show a volunteer the *ride a bike* card. He/She says *ride a bike*. The rest of the class pantomimes riding a bike.
- Repeat with the remaining Unit 11 cards, having a different volunteer name the card each time.

## Introduce the Patterns

- See page 12.

## Practice the Patterns

- Students open their books to page 55.

### A. Listen and repeat. 2.66

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

<i>I can climb a tree.</i>	<i>I can't ride a bike.</i>
<i>You can climb a tree.</i>	<i>You can't ride a bike.</i>
<i>He can climb a tree.</i>	<i>He can't ride a bike.</i>
<i>She can climb a tree.</i>	<i>She can't ride a bike.</i>
<i>It can climb a tree.</i>	<i>It can't ride a bike.</i>
- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students try to say the patterns on their own, while looking at the pattern boxes in their books.
- Write the explanation of the contractions on the board:  
*can't = cannot*
- Point to and read each word. Students repeat. Then say each pattern with the full form of the contraction. Students repeat and practice, using contractions and the full forms.

### B. Listen and repeat. Then practice with a partner. 2.67

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

1 <i>It can't climb a tree.</i>	2 <i>You can play basketball.</i>
3 <i>I can't drive a car.</i>	4 <i>She can draw a picture.</i>
5 <i>He can't ride a bike.</i>	6 <i>It can sing a song.</i>
- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students practice numbers 1–6 in pairs. They then change pairs and repeat the activity.

### C. Look at page 54. Point to the picture and practice with a partner.

- Students remain in pairs and look at page 54. They take turns making statements about the characters in the large scene, using the new patterns and vocabulary items. For example, S1 (pointing to the mail carrier): *He can climb a tree.* S2 (pointing to Annie): *She can play basketball.*

### D. Listen and sing along. 2.68

- Students turn to the song *She Can Ride a Bike*, page 69. Focus their attention on the pictures. Using these as cues, students try to guess some of the lyrics. Read the lyrics line by line. Students repeat each line.

#### She Can Ride a Bike

*She can ride a bike.*

*She can ride a bike.*

*She can't play basketball.*

*She can ride a bike.*

*He can climb a tree.*

*He can climb a tree.*

*He can't play basketball.*

*He can climb a tree.*

*She can drive a car.*

*She can drive a car.*

*She can't play basketball.*

*She can drive a car.*

*He can sing a song.*

*He can sing a song.*

*He can't play basketball.*

*He can sing a song.*

- Play the recording. Students listen and follow along in their books.
- 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. The girls sing *He* verses and the boys *She* verses. Both groups nod their heads when they sing *can*, and shake their heads when they sing *can't*. The girls pantomime *ride a bike* and *drive a car* as the boys sing those lines, and the boys pantomime *climb a tree* and *sing a song* as the girls sing those lines.

## Games and Activities

- **Substitution.** (Game 43, page 97.)

### Extra Practice

Worksheet 21, *Play a Game!*, page 133. (Instructions and answers, page 112.)

## Finish the Lesson

- **Pantomime and Elicit.** Pantomime *draw a picture*. Point to yourself and say *I can draw a picture*. Elicit *You can draw a picture* and *(She) can draw a picture*. Repeat with the remaining Unit 11 actions, eliciting both *can* and *can't* sentences. Then have a volunteer come to the front to take on the teacher's role and pantomime.
- Workbook page 52. (Answers, Teacher's Book page 108.)



## Phonics Time

**Sound Focus:** short o (*hot, mop, on, pot*)

**Materials Needed:** CD and player; Unit 11 Picture Cards

### Warm-Up and Review

- **Pattern Review: Sing Along.** 2.68  
Play the recording of the song *She Can Ride a Bike*. Students listen. Play the recording again and have students sing along.
- **Phonics Review: Say the Word with a Different Sound.**  
Write *short a*, *short e*, and *short i* on the board. Point to each letter and elicit its sound. Then say three words, two with the same short vowel sound, and one with a different short vowel sound (see Suggested Words below). Students name the word with the different vowel sound. Repeat with five to six different groups of words.
- Suggested Words: *sit, set, sin; ten, top, Ted; mitt, mat, map; kid, keg, kin; bed, Ben, bit; bag, beg, bet; fat, fad, fed*

### Introduce the Sounds

- See page 14.

**NOTE** The short o sound is written as /ä/.

**PRONUNCIATION NOTE** When students say /ä/, have them open their mouths very wide, as if yawning.

### Practice The Sounds

- Students open their books to page 56.

#### A. Listen and repeat. 2.69

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

o /ä/

hot

mop

on

pot

#### B. Does it have short a, short e, short i, or short o?

##### Listen and circle. 2.70

- Play the recording. Students listen and circle the letter that represents the short vowel sound they hear in each word. Play the recording as many times as necessary for students to complete the task.
- 1 *sock, sock*                      2 *fish, fish*  
3 *fox, fox*                        4 *fan, fan*  
5 *ox, ox*
- Check answers by saying *Number 1, sock*. Have a volunteer say that word's vowel sound and name the letter he/she circled. Repeat for numbers 2–5.

##### ANSWERS

1 o 2 i 3 o 4 a 5 o

#### C. Read the words with your teacher.

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

#### D. Look at C. Listen and point to the words. 2.71

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

*fog, /f/-/ä/-/g/, fog*

*mob, /m/-/ä/-/b/, mob*

*Bob, /b/-/ä/-/b/, Bob*

*hop, /h/-/ä/-/p/, hop*

*pot, /p/-/ä/-/t/, pot*

*top, /t/-/ä/-/p/, top*

*dog, /d/-/ä/-/g/, dog*

*dot, /d/-/ä/-/t/, dot*

#### E. Does it have short o? Listen and write ✓ or X. 2.72

- Play the recording. Students listen to each word and write ✓ if it has *short o*, and X if it does not. Play the recording as many times as necessary for students to complete the task.
- 1 *ten, ten*                              2 *pot, pot*  
3 *hit, hit*                                4 *cat, cat*  
5 *hop, hop*                            6 *pod, pod*
- Check answers by saying *Number 1, ten*. Have students repeat the word, say its vowel sound, and make a ✓ or X in the air for the answers they wrote.

##### ANSWERS

1 X 2 ✓ 3 X 4 X 5 ✓ 6 ✓

#### Extra Practice

Worksheet 22, Phonics Fun *short o*, page 134. (Instructions and answers, page 112.)

### Games and Activities

- **Say the Sound, Make the Word, and Write it.** (Game 59, page 99.)

### Finish the Lesson

- **Hold Up the Card.** Give each student a set of *short a*, *short e*, *short i*, and *short o* cards. Say a word that has one of these short vowel sounds (see Suggested Words below). Students hold up the card that corresponds to the vowel sound in the word they hear, then say that sound. Do the same with eight to ten different words.  
Suggested Words: *in, pen, hot, hat, bed, dig, mop, pot, vet, sit, pin, bag, map, ant, egg, on*
- Workbook page 53. (Answers, Teacher's Book page 108.)

#### Assessment

Unit 11 Test, page 157. (Answers, page 140.)





# At the Park

## Conversation Time

**Language Focus:** *I'm going now. / Bye-bye! / See you tomorrow.*

**Function:** Friendly leave taking

**Materials Needed:** CD and player; Wall Chart 12, Units 8–11 Picture Cards

## Warm-Up and Review

- **Phonics Review: Short Vowels.** Attach Units 8–11 Phonics Time Word Cards to the board. Point to each card, read it, and have students repeat. Bring a volunteer to the front with his/her book for reference. Say /æ/. The volunteer writes *a* above all cards that have *short a*, then reads each of them.
- Repeat with /e/, /i/, and /ä/, using a different volunteer for each vowel.

## Introduce the Conversation

- See page 8.

## Talk About the Picture

- Use Wall Chart 12, or Student Book page 57. Have students open their books to page 57. Read the following “story” while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

This is a **park**. Back here are some **trees**, and here's a **bird** sitting on the recycling can. **These children** are *riding their bikes*. They're saying *Bye-bye. See you tomorrow*. Here is a woman *walking five dogs*. **These people** are *dancing*. **This man and his daughter** are *eating lunch*. **This woman** is *running*.

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

Is she *driving a car*? (**girl on bike**)

Are they *riding bikes*? (**boy and girl on bikes**)

How many dogs?

Are they *playing basketball*? Are they *climbing a tree*? (**dancing people**)

Is it a lake? (**pool**)

Is it a car? (**bike**)

Is he *happy*? (**man in the pool**)

## Practice the Conversation

### A. Listen and repeat. 🎧 2.73

- Play the recording. Students listen and repeat, pointing to each speaker in the conversation box.

Emily: *I'm going now.*

Kim: *Bye-bye!*

Bill: *See you tomorrow.*

### B. Listen and find the speakers. 🎧 2.74

- Play the recording. Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

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

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

### D. Review. Listen and repeat. 🎧 2.75

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

A: *Hello!*

B: *Hello. Nice to meet you.*

**Option:** Students role-play the conversation.

## Find Digger's Bone

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

**Answer:** It's part of the girl's bike on the right of the picture.

## Games and Activities

- **Combine the Conversations.** (Game 12, page 93.)

## Finish the Lesson

- **Leave Class.** When students leave the classroom, have them say *I'm going now*. Say *Bye-bye!* and elicit *See you tomorrow*.
- Workbook page 54. (Answers, Teacher's Book page 108.)



## Word Time

**Language Focus:** Actions (*swim, use a fork, fly a kite, make a sandwich, do a cartwheel, play the guitar*)

**Materials Needed:** CD and player; Units 11 and 12 Picture Cards

### Warm-Up and Review

- **Conversation Review: Bye-Bye!** Wave and say *I'm going now*. Students respond with either *Bye-bye* or *See you tomorrow*. Divide the class into Groups A, B, and C. Group A stands up and says *I'm going now*. Group B says *Bye-bye*, and Group C says *See you tomorrow*.
- Groups change roles and role-play the conversation again.

### Introduce the Words

- See page 10.

### Talk About the Picture

- Students open their books to page 58. They look at the large scene and name anything they can.
- Open the Student Book to page 58. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).  
**This man** is *playing the guitar*. The **triplets' father** is *making sandwiches*. **Ted's mother** is *eating and using a fork*. **This boy** is *swimming*, and **this boy** is *flying a kite*. Here are **two children** *doing cartwheels*.
- Ask the following questions while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).  
Can you point to the person *playing the guitar*?  
Can you point to the person *flying a kite*?  
Can you point to the person *making a sandwich*?  
Do you like sandwiches?  
Can you point to the person *using a fork*?  
What's this? (**tree**)  
Is it a sheep? (**rabbit**)

### Practice the Words

#### A. Listen and repeat. 🎧 2.76

- Play the recording. Students listen and repeat, pointing to each picture in the vocabulary box.  
1 *swim*                      2 *use a fork*  
3 *fly a kite*                4 *make a sandwich*  
5 *do a cartwheel*        6 *play the guitar*
- Say the words in random order. Students point to the pictures in the vocabulary box.

#### B. Listen and write the letter. 🎧 2.77

- Play the recording. Students listen and write the letter they hear for each vocabulary item. Play the recording as many times as necessary for students to complete the task.  
a *play the guitar, play the guitar*  
b *fly a kite, fly a kite*  
c *make a sandwich, make a sandwich*  
d *swim, swim*  
e *use a fork, use a fork*  
f *do a cartwheel, do a cartwheel*
- Check answers by writing the letters a–f on the board, then have volunteers come up and attach the corresponding Picture Card next to each letter. Point to each card and have students name it.

#### C. Point and say the words.

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

#### D. Listen and point. 🎧 2.78

- Play the recording. Students listen and then point to the person doing the action, or the speaker. Play the recording as many times as necessary for students to complete the task.  
*Swim.*                      *Use a fork.*  
*Play the guitar.*        *Fly a kite!*  
*Make a sandwich.*       *Do a cartwheel.*  
Now listen and point to the speakers.  
A: *What's the matter?* (mother and daughter at picnic table)  
B: *I feel sick.*  
A: *Oh, that's too bad.*  
A: *He can swim.* (woman beside pool)

#### E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

#### 🦴 Find Digger's Bone

- Students find Digger's bone hidden in the large scene.  
Answer: It's one of the fence posts around the grass.

### Extra Vocabulary

- Students turn to page 57. Introduce extra vocabulary items *play dance, run, jump*. Students then find the people doing these actions in the large scene.

### Games and Activities

- **What Can You Do?** (Game 27, page 95.)

### Finish the Lesson

- **Pantomime and Name the Actions.** Hold up any Unit 11 or 12 Picture Card. Students pantomime and name the action. Repeat with other cards, gradually increasing the speed at which the cards are shown. Elect a volunteer to take on the teacher's role, holding up the cards.
- Workbook page 55. (Answers, Teacher's Book page 108.)



## Practice Time

**Language Focus:** Yes/No questions with *can*, subject pronouns - *Can (you) (swim)? / Yes, (I) can. / No, (I) can't.*

**Function:** Asking about ability

**Materials Needed:** CD and player; Units 11 and 12 Picture Cards

## Warm-Up and Review

- **Vocabulary Review: Actions!** Place Units 11–12 Picture Cards facedown on a desk at the front of the classroom. Bring a volunteer to the front, and have him/her turn over a card and pantomime the action. Seated students identify the action.
- Continue until all cards have been identified.

## Introduce the Patterns

- See page 12.

## Practice the Patterns

- Students open their books to page 59.

### A. Listen and repeat. 2.79

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

A: *Can you swim?*      A: *Can you swim?*

B: *Yes, I can.*      B: *No, I can't.*

A: *Can he swim?*      A: *Can he swim?*

B: *Yes, he can.*      B: *No, he can't.*

A: *Can she swim?*      A: *Can she swim?*

B: *Yes, she can.*      B: *No, she can't.*

A: *Can it swim?*      A: *Can it swim?*

B: *Yes, it can.*      B: *No, it can't.*

- Play the recording again. Students listen and repeat, pointing to each word in their books.
- Students try to say the patterns on their own, while looking at the pattern boxes in their books.
- Write the explanation of the contractions on the board:  
*can't = cannot*
- Point to and read each word. Students repeat. Then say each pattern with the full form of the contraction. Students repeat and practice, using contractions and the full forms.

### B. Listen and repeat. Then practice with a partner. 2.80

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

1 *Can it swim?*      *Yes, it can.*

2 *Can you use a fork?*      *No, I can't.*

3 *Can she fly a kite?*      *No, she can't.*

4 *Can he make a sandwich?*      *Yes, he can.*

5 *Can she do a cartwheel?*      *No, she can't.*

6 *Can you play the guitar?*      *Yes, I can.*

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

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

### C. Look at page 58. Point to the picture and practice with a partner.

- Students remain in pairs and look at page 58. They take turns making statements about the characters in the large scene, using the new patterns and vocabulary items. For example, S1 (pointing to the man playing the guitar): *Can he play the guitar?* S2: *Yes, he can.*

### D. Listen and sing along. 2.81

- Students turn to *The Kite Song*, page 69. Focus their attention on the pictures. Using these as cues, students try to guess some of the lyrics. Read the lyrics line by line. Students repeat each line.

#### The Kite Song

*Can you fly a kite?*

*Yes, I can. I can fly a kite.*

*Can you play the guitar?*

*Yes, I can. I can play the guitar.*

*I can fly a kite.*

*I can play the guitar.*

*Can you do a cartwheel?*

*No, I can't.*

*I can fly a kite.*

*Can he fly a kite?*

*Yes, he can. He can fly a kite.*

*Can he play the guitar?*

*Yes, he can. He can play the guitar.*

*He can fly a kite.*

*He can play the guitar.*

*Can he do a cartwheel?*

*No, he can't.*

*He can fly a kite.*

- Play the recording. Students listen and follow along in their books, then sing along.
- Bring a boy to the front and divide the class into Groups A and B. Play the karaoke version. For verse one, Group A sings the questions, and the boy sings the answers. For verse two, Group B sings the questions while pointing to the boy, and looking at Group A. Group A sings the answers. Groups then change roles and sing the song again.

## Games and Activities

- **Share the Answer.** (Game 44, page 97.)

### Extra Practice

Worksheet 23, *Can You Swim?*, page 135. (Instructions and answers, page 112.)

## Finish the Lesson

- **Repeat the Answer.** Ask a student (S1) *Can you swim?* After he/she replies, ask the class *Can (he) swim?* Elicit the reply. S1 then asks S2 *Can you (use a fork)?* and so on around the class. Students continue until most have taken a turn.
- Workbook page 56. (Answers, Teacher's Book page 108.)



## Phonics Time

**Sound Focus:** short u (*bus, nut, sun, up*)

**Materials Needed:** CD and player; a ball; Unit 12 Picture Cards

### Warm-Up and Review

- **Pattern Review: Toss the Ball.** Throw the ball to a student (S1) and ask *Can you do a cartwheel?* S1 replies using the target pattern. Point to S1 and ask the class *Can (he) do a cartwheel?* They reply using the target pattern. S1 then throws the ball to S2 and asks him/her *Can you (make a sandwich)?* When S2 replies, S1 asks the class *Can he/she (make a sandwich)?* When the class replies, S2 throws the ball to S3 and so on. Continue until most students have taken a turn.
- **Phonics Review: Read the Words.** Write *short a, short e, short i, and short o* on the board. Point to each letter and elicit its sound. Write five to six three-letter words on the board (see Suggested Words below), and have volunteers sound out and read each word.
- **Suggested Words:** *bag, hem, pit, won, zip, fan, win, hot, sob, mat, get, pen*

### Introduce the Sounds

- See page 14.

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

**PRONUNCIATION NOTE** To help with correct pronunciation of /ʌ/, have students relax and drop their jaws, as if in surprise, and say this sound.

### Practice The Sounds

- Students open their books to page 60.

#### A. Listen and repeat. 🎧 2.82

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

u /ʌ/

bus

nut

sun

up

#### B. Does it have short u? Listen and circle. 🎧 2.83

- Play the recording. Students listen and circle the illustration of each word they hear with *short u*. Play the recording as many times as necessary for students to complete the task.

1 cup, cup

2 shop, shop

3 umbrella, umbrella

4 bus, bus

- Check answers by saying *Number 1, cup*. Have a volunteer repeat the word, say its vowel sound and stand up if he/she circled the cup picture. Repeat for numbers 2–4.

### ANSWERS

Pictures 1, 3, and 4 are circled.

### C. Read the words with your teacher.

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

### D. Look at C. Listen and point to the words. 🎧 2.84

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

bun, /b/-/ʌ/-/n/, bun

hub, /h/-/ʌ/-/b/, hub

mug, /m/-/ʌ/-/g/, mug

sum, /s/-/ʌ/-/m/, sum

bug, /b/-/ʌ/-/g/, bug

fun, /f/-/ʌ/-/n/, fun

tub, /t/-/ʌ/-/b/, tub

gum, /g/-/ʌ/-/m/, gum

### E. Listen and match. 🎧 2.85

- Play the recording. Students listen and match each number to the word with the corresponding short vowel sound. Play the recording as many times as necessary for students to complete the task.

1 mop, mop

2 pen, pen

3 bus, bus

4 hat, hat

5 pin, pin

- Check answers by writing the numbers 1–5 on the board, then having volunteers come up and write the letter they wrote for each number.

### Extra Practice

**Worksheet 24, Phonics Fun short u, page 136. (Instructions and answers, page 112.)**

### Games and Activities

- **Make a List.** (Game 60, page 99.)

### Finish the Lesson

- **Hold Up the Card.** Give each student a set of *short a, short e, short i, short o* and *short u* cards. Say a word that has one of these short vowel sounds (see Suggested Words below). Students hold up the card with the corresponding vowel sound, then say that sound. Repeat with eight to ten different words.

Suggested Words: *fin, bus, pot, ham, nut, beg, up, run, win, net, sin, fan, bog*

- Workbook page 57. (Answers, Teacher's Book page 108.)

### Assessment 🎧

**Unit 12 Test, page 158. (Answers, page 141.)**



## Story Time

**Review Focus:** Units 10–12 conversations, vocabulary, and patterns

**Materials Needed:** CD and player

### Warm-Up

- **Review Units 10–12 Conversations, Vocabulary, and Patterns.** Students turn to each Conversation Time page (pages 49, 53, and 57), Word Time page (pages 50, 54, and 58), and Practice Time page (pages 51, 55, and 59). Elicit each conversation, vocabulary item, and pattern.
- Workbook page 58. (Answers, Teacher's Book page 108.)

### Work with the Pictures

Students open their Student Books to page 61.

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

Scene 1 Is **Doc** a police officer?  
Is he young?

Scene 2 What's **Max**'s first name? What's Max's last name?

Scene 3 (**dog on bicycle**) Is it a cat?  
Can she ride a bike?

Scene 4 Is **Pat** a mail carrier?

Scene 5 Can **Max** ride a bike?  
Can you climb a tree?

### Work with the Text

- Point to Max's speech bubble in Scene 1. A volunteer guesses what Max is saying. If he/she guesses correctly, do the same with Digger's and Doc's speech bubbles. If he/she does not guess correctly, ask another student.
  - Do the same with all the scenes on this page. Encourage students to look back at the Units 10–12 Conversation Time, Word Time, and Practice Time pages for support if needed.
- NOTE** It is not necessary for students to guess the exact words of the characters. Accept their guesses as long as they convey the gist of what the character is saying.

## Practice the Story

### A. Listen and repeat. 🎧 2.86

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

- |             |                                   |
|-------------|-----------------------------------|
| 1 Digger    | Max, this is Doc.                 |
| Doc         | I'm a doctor.                     |
| Max         | Nice to meet you, Doc.            |
| 2 Doc       | What's your last name?            |
| Max         | Adams. I'm Max Adams.             |
| 3 Max       | Ouch!                             |
| 4 Digger    | That's Pat. She's a mail carrier. |
| Max and Doc | She can ride a bike!              |
| 5 Doc       | Can you ride a bike?              |
| Max         | No, I can't.                      |
| 6 Doc       | I'm going now. Bye-bye.           |
| Max         | Bye-bye!                          |
| Digger      | See you in Level 2!               |

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

### B. Look at A. Listen and point. 🎧 2.87

- Play the recording (second version of the story). Students listen and follow along in their books.
- Divide the class into groups of four. Students in each pair take on the role of one of the characters (Digger, Max, Pat, or Doc). Play the recording again, pausing after each line. Students repeat their character's lines. Students in each group then change roles and do the activity again. Continue until each student has taken on each role. Play the recording as many times as necessary for students to become familiar with their character's lines.

### C. Role-play these scenes.

Ask students which roles are needed to act out the scenes. List the roles on the board (*Digger, Max, Pat, Doc*).

- Divide the class into Groups A, B, and C, and D. Group A role-plays Digger's lines, Group B role-plays Max's lines, Group C role-plays Doc's lines, and Group D acts out Pat's part. Groups then change roles and role-play the scenes again. Continue until each student has taken on each role.
- Bring a volunteer from each group to the front of the classroom. Play the recording and have these volunteers act out the story along with the recording. They then act out the story on their own, without the recording.
- Divide the class into groups of four, and have them role-play the story. They then switch roles and role-play the story again. Continue until each student has taken on each role.



## Games and Activities

- **Pass the Sounds.** (Game 72, page 101.)

## Finish the Lesson

- **Listen and Pantomime.** Divide the class into groups of three, and have students in each group take on the role of one of the characters in the story. Play the recording. Students listen and pantomime their role. Repeat the procedure until each student has pantomimed each role.
- Workbook page 58. (Answers, Teacher's Book page 108.)

## Activity Time

**Review Focus:** Units 10–12 vocabulary, patterns, and sounds

**Materials Needed:** CD and player; 4 × 4 grids, one per student; Bingo markers, 12 per student; Units 10–12 Word Time Picture Cards, 16 per student

## Warm-Up

- **Review Units 10–12 Vocabulary, Patterns, and Sounds.** Students turn to each Word Time page (pages 44, 48, and 52), Practice Time page (pages 45, 49, and 53), and Phonics Time page (pages 46, 50, and 54). Elicit the vocabulary items, patterns, and sounds.
- Check Workbook page 59. (Answers, Teacher's Book page 109.)

## Review

Students open their Student Books to page 62.

### A. Listen and ✓ the correct words. 🎧 2.88

- Point to each picture and have students name the action. Then play the recording. Students listen and draw a line from the corresponding pronoun to can or can't, then to the action. Play the recording as many times as necessary for students to complete the task.
- 1 *He can ride a bike.*  
*He can ride a bike.*
  - 2 *She can't fly a kite.*  
*She can't fly a kite.*
  - 3 *He can drive a car.*  
*He can drive a car.*
  - 4 *She can't do a cartwheel.*  
*She can't do a cartwheel.*
  - 5 *He can make a sandwich.*  
*He can make a sandwich.*
- Check answers by writing numbers 1–7 on the board, then having volunteers come to the board and write their answers next to each number.

### B. Listen and circle the correct word. 🎧 2.89

- Write short i, short o, and short u on the board. Point to each one and elicit its sound. Then play the recording. Students listen and circle each word they hear. Play the recording as many times as necessary for students to complete the task.

1 *dig, dig*

2 *hot, hot*

3 *bus, bus*

4 *on, on*

5 *sit, sit*

6 *nut, nut*

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

### C. Listen and circle ✓ or X. 🎧 2.90

- Divide the class into pairs, and have students in each pair take turns asking and answering questions about each picture.
  - Play the recording. Students listen and circle ✓ if the sentences they hear correspond to that picture, and X if they do not. Play the recording as many times as necessary for students to complete the task.
- 1 *She's a teacher.* [twice]
  - 2 *He's a firefighter.* [twice]
  - 3 *Is he a doctor?*  
*No, he isn't. He's a teacher.* [twice]
  - 4 *Is he a firefighter?*  
*Yes, he is.* [twice]
- Check answers by saying *Number 1. She's a teacher*, then having students stand up if they circled ✓, and stay seated if they circled X. Do the same for numbers 2–4.

### ANSWERS

1 X 2 ✓ 3 ✓ 4 X

## Games and Activities

- **Bingo.** (Game 73, page 101.)

## Finish the Lesson

- Checklist 4 (see Student Book page 70) for students to do at home or in class.
- Workbook page 59. (Answers, Teacher's Book page 109.) Students can complete the four remaining review pages (pages 61–64) in class or at home.

### Assessment 🎧

**Final Test, pages 159–164.** (Answers, pages 141–142.)



## Trees

**Language Focus:** Trees (*soil, seed, root, trunk, branch, leaf*).

**Function:** Identifying tree parts and tree related terms

**Materials Needed:** CD and player; Unit 2 Word Time picture cards; tree realia (a small bag of soil, a seed, a piece of a tree root, a piece of bark from a trunk, a small piece of branch, a leaf)

### Warm-Up and Review

**Review: Pattern Review.** Hold up Unit 2 Word Time Picture Cards one by one. Students identify the cards one by one. Hold up a card and say *Can you see a (tree)?* Students answer. Hold up another card and ask *Can you see a (tree)?* Students answer *No, I can't. I can see a (butterfly).* Continue until all of the cards have been identified. Hold up two cards and say *This is a (tree) and this is a (butterfly).* Ask volunteers to come to the front and continue the activity, using different combinations of picture cards.

### Introduce the Words

- See page 10.

**CULTURE NOTE** The terms seed, root, and leaf are used for both trees and plants. A tree has a trunk whereas a plant has a stem. Plants do not have branches.

### Practice the Words

#### A. Can you climb a tree?

- Students open their books to page 63. They look at the pictures and name anything they can.

#### B. Listen and repeat. 🎧 2.91

- Play the recording. Students listen and repeat, pointing to each picture in the Student Books.  

1 soil	2 seed
3 root	4 trunk
5 branch	6 leaf
- Say the words in random order. Students point to the pictures in their Student Books.

#### C. Listen and read. 🎧 2.92

- Play the recording. Students listen and repeat, pointing to the photos in their books.  
*It's soil. Can you see the seed?*  
*Look! It's a root.*  
*This is the trunk.*  
*This is a branch and this is a leaf.*
- Practice the text with a partner. Students choose a partner and read the text, alternating turns.

#### D. Read and circle the correct word.

- Students read the sentences and circle the corresponding word.
- Check answers by saying *Look at Number (1).* Students read the sentence and say the word they circled.

#### E. Write the words.

- Students turn to *My Picture Dictionary* (pages 70–74), find each target vocabulary item, and write the word next to it.

### Games and Activities

- **Touch the Board.** (Game 80, page 101.)

### Finish the Lesson

- **What's in the Bag?** Place the tree realia in a bag. A volunteer feels the bag, tries to identify an item without looking at it, then removes it from the bag. If the student identifies the item correctly, he/she keeps it and another volunteer takes a turn. If he/she does not identify the item correctly, the item is put back in the bag and another volunteer takes a turn. Continue in the same way until no items are left in the bag.
- Workbook page 60. (Answers, Teacher's Book page 109.)



## Project Time

**Language Focus:** Tree terms *Is it a (branch)? Yes, it is. No, it isn't. It's a (trunk). What is it?*

**Materials Needed:** poster paper, crayons, markers, pictures of tree parts from magazines, newspapers, and/or the Internet; vocabulary realia (soil in a plastic bag, a seed, a piece of a tree root, a piece of bark from a tree trunk, a small piece of a branch and a leaf)

### Warm-Up and Review

- **Vocabulary: Point and Ask.** Have students turn to page 63 in their Student Books. Students identify the words, one by one. Point to the seed. Say *Is it a root?* Students say *No, it isn't. It's a seed.* Continue for each word, alternating *Yes* and *No* answers. Several volunteers to come to the front, point to a picture and ask the class a question.

### Complete the Projects

#### A. Draw and cover. Ask and answer with a partner.

- Students turn to page 64 in their Student Books. Students close their eyes. Draw a large leaf on the board. Use a large piece of paper to cover it completely. Students open their eyes. Reveal a very small portion of your picture. Ask *Is it soil?* Students try to answer, guessing what you have drawn. Reveal more of the picture until students guess correctly. Make sure students have two pieces of scrap paper, one to draw on and one to cover their drawing. Ask students to draw any one of the tree terms on their paper. You may ask them to draw more than one if time allows.
- Students choose a partner. They ask and answer questions about their covered pictures, alternating turns.
- Ask each pair to slowly reveal their pictures and ask the class questions.

#### B. Draw a tree.

- Students open their books to page 64. Say the following while pointing to the pictures in the example. Students repeat.  
leaf  
branch  
trunk  
soil  
seed  
root
- Make sure students have poster paper, crayons, markers, and pictures of trees and tree parts from magazines, newspapers and/or the Internet. Students make their trees.
- Students write captions on their posters similar to the tree example in their books.
- Ask volunteers to come to the front and share their picture with the class. Students point to their trees and talk about the pictures. They can also point to the pictures in their pictures and ask their classmates questions.

- Place the pictures of trees on the walls of the classroom if possible. If not, place them along the board tray or on the board with magnets.

### Games and Activities

- **Guess Who.** (Game 81, page 101.)

### Finish the Lesson

- **Memory Chain.** Point to a tree part in any one of the tree posters you have placed around the classroom. Say *This is a (trunk).* A student (S1) comes to the poster and points to the trunk and then the leaf and says *This is a trunk and this is a (leaf).* Another student (S3) comes to the poster and says *This is a trunk, this is a leaf, and this is a (branch),* pointing to the corresponding pictures. Continue until a sentence all six vocabulary words have been used in a sentence. Start the activity with a new group of volunteers.
- Workbook page 60. (Answers, Teacher's Book page 109.)



# Games and Activities

## Games and Activities for Conversation Practice

### 1. Around the Circle.

Students sit in a circle. A volunteer (S1) begins by turning to the student on his/her left (S2), and saying *Good morning*. S2 replies *Hello! How are you?* and S1 says *Fine, thank you*. Then, using the target conversation, S2 turns to greet the student on his/her left. Students continue around the circle in the same way until they all have taken a turn.

**LARGE CLASSES** Each row of students practices the conversation as above, with the first student in each row (S1) turning to greet the second student in each row (S2), and so on down the row.

### 2. Pass the Timer.

Students stand in a circle. Sneeze and hand a student a timer set for one minute. That student says *Bless you!* and passes the timer to another student. That student says *Thanks*, and passes the timer to the next student, who sneezes. Students continue in the same way as quickly as possible, so they are not holding the timer when it rings. Make sure students say conversation lines correctly even though they are trying to speak quickly.

**LARGE CLASSES** Use one timer for each row. Students pass the timer along the row as they say the conversation.

### 3. Practice in a Circle.

Divide the class into Circles A and B, with one circle standing inside the other. Students in the two circles stand so that each student in Circle A is directly facing a student in Circle B. Students role-play the entire conversation in these pairs, with the student in the outside circle starting by saying *Sh! Be quiet! Say Change!* Students in both circles take two steps to their left. They then role-play the conversation with their new partners, with the student in the inside circle starting by saying *Sh! Be quiet!* Students continue the activity in the same way until each student has said each line of the conversation two to three times.

**LARGE CLASSES** Students role-play the conversation with the student sitting behind them. Say *Change!* and have students switch places with any other student seated near them and role-play the conversation again. Do this three to four times.

**VERY SMALL CLASSES** Students stand facing each other in two parallel lines and practice the conversation as above.

**OPTION** Students stand in circles as above. Play some music, and have students in both circles walk to their left. Stop the music. Students stop and role-play the conversation with the student facing them. Once these pairs have said the entire conversation, start the music again. Students continue in the same way until each student has said each line of the conversation two to three times.

### 4. Pass the Pencil.

Give a pencil to a student and say *Here you are*. Elicit *Thanks*. Say *You're welcome*. Then prompt him/her to hand the pencil to another student and have these two students say the conversation as above. When finished, the student who received the pencil hands it to another student and repeats the activity. Students continue in the same way until most of them have had an opportunity to perform the conversation.

**LARGE CLASSES** Students do the activity in rows, with each row passing a separate pencil from the front of the row to the back.

### 5. Walk and Ask Their Names.

Prepare small cards or pieces of paper with made-up names written on them, one name on each card/paper. Give each student a card and tell them that these are their new names. Bring two volunteers to the front of the classroom and have them role-play the conversation using the names on their cards. Do the same with two to three more pairs of volunteers. Students then walk around the classroom and, using the target conversation, ask three classmates their new names, and then return to their seats.

**OPTION** Do the activity as above, but use students' real names instead of made-up names.

### 6. Hold the Ouch!

Divide the class into Groups A and B. Each student in Group A says *Ouch!* while holding a part of his/her body as if in pain. No two students in the group can hold the same part of their body. All students in Group B ask *Are you okay?* in unison. Each student in Group A takes turns replying *I think so*. Groups then change roles and repeat the activity.

### 7. Draw Quickly.

A volunteer comes to the board and draws a picture of an item students can name in English. While he/she is drawing, the rest of the class asks *Are you finished?* The volunteer responds *No, not yet*, and the rest of the class says *Please hurry!* When the drawing is finished, the volunteer points to it and asks *What's this?* Students try to identify the drawing, saying *It's a (tree)*. The first student to correctly identify the drawing is next to come to the board to draw. Continue in the same way until four or five students have taken a turn drawing.

### 8. Combine the Conversations.

Combine the Units 1, 4, and 8 conversations on the board in the following way:

A: *Good morning!*

B: *Hello! How are you?*

A: *Fine, thank you.*

B: *May I borrow a pen?*

A: *Sure. Here you are.*



B: *Thanks.*

A: *You're welcome.*

Point to and read each line. Students repeat. Bring two volunteers to the front of the classroom to role-play the conversation. Then divide the class into pairs and have pairs role-play the conversation in the same way. Students in each pair then change roles and role-play the conversation again.

### 9. Back to Back.

Divide the class into pairs. Students sit with their backs to their partners, and role-play the conversation without looking at each other. Partners then change roles and repeat the activity. Once pairs have practiced both roles two to three times, pretend to sneeze and cough and elicit the conversation from the class.

### 10. What's Your Telephone Number?

Students walk around the classroom and use the target conversation to find out as many of their classmates' telephone numbers as possible. Students say their telephone numbers very quickly the first time they say them to prompt *Pardon me?* When time is up, students return to their desks. Ask *How many telephone numbers?* and have students reply *(Five) telephone numbers.*

**NOTE** If students do not wish to give their real telephone numbers, they can use imaginary ones.

### 11. Introductions.

Each student writes his/her name on a piece of paper. Collect the papers and place them face down on a desk at the front of the classroom. Bring a volunteer to the front of the classroom. The volunteer takes two of the pieces of paper, reads the names on them, and then introduces those two students to each other. If the volunteer picks up a piece of paper with his/her own name, he/she returns it to the desk and picks up another one. Students continue until they all have taken a turn coming to the front of the classroom.

**LARGE CLASSES** Divide the class into groups of five to six and have each group do the activity as above.

### 12. Combine the Conversations.

Combine the Units 7, 8, and 12 conversations on the board in the following way:

A: *Are you finished?*

B: *No, not yet.*

A: *Please hurry!*

B: *Okay. Here you are.*

A: *Thanks. I'm going now.*

B: *Bye-bye!*

A: *See you tomorrow.*

Point to and read each line. Students repeat. Bring two volunteers, one with a book, to the front of the classroom to role-play the conversation. Student B hurries to finish reading the book before giving it to Student A. Then divide the class into pairs and have pairs role-play the conversation in the same way. Students in each pair then change roles and role-play the conversation again.

### 13. Listen and Act.

Two pairs of volunteers (P1 and P2) come to the front of the classroom. P1 says the conversation using the Student Book for reference if necessary, and P2 acts it out. P1 and P2 then change roles and do the activity again. Another two pairs of volunteers then come to the front of the classroom and do the activity. Continue until most students have taken a turn.

### 14. 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.

### 15. Which Line Doesn't Belong?

Write each line of four to five different conversations on a piece of paper, then copy it. Cut up both sheets to make two identical sets of strips of paper, each with one line of a conversation on it. Divide the class into Teams A and B. A volunteer from each team comes to the front of the classroom. Give each volunteer a set of identical strips of paper which includes a complete conversation plus one strip from a different conversation. For example: *Ah-choo! Bless you! Thanks! What's your first name? Say Go!* The volunteers look at their pieces of paper and place the line of conversation that doesn't belong on the board tray. The first volunteer to place the correct piece of paper on the board tray wins a point for his/her team. The team wins another point for each line of the conversation the members of the team can correctly say. Continue until each student has had a turn. The team with the most points at the end wins.



## Games and Activities for Vocabulary Practice

### 16. Listen, Name, and Do.

Divide the class into six groups and give each group a Unit 1 Word Time Picture Card. Say *Digger*, stand up. Students holding the Digger card stand up and say *Digger*. Continue in the same way, using different vocabulary words and classroom language, until all cards have been named several times. Then have students exchange cards and do the activity again.

### 17. Run and Find.

Attach a set of picture cards to the walls around the classroom. Divide the class into Teams A and B. Bring a volunteer from each team to the front of the classroom. Name one of the picture cards. These two volunteers try to be the first to repeat the word, then run to and touch the named card. The student to first touch the correct card wins a point for his/her team. Another student from each team then comes to the front of the classroom. Play continues in the same way until all cards have been named. Students can also come to the front of the classroom and take on the teacher's role, calling out words. The team with the most points at the end wins.

**VARIATION** Assign a number to each student, making sure that for each number on Team A, there is the same number on Team B. Name one of the picture cards. Then say a number. The student from each team with that number tries to be the first to run and touch the named card.

### 18. Draw the Picture.

Divide the class into two teams. Place the target picture cards into a hat, large envelope, or small bag. Bring a volunteer from each team to the front of the classroom and ask them each to choose a card from the hat. The volunteers then draw a picture of their word on the board and their teams try to be the first to identify the picture. The first team to correctly identify the picture wins a point. The volunteers return to their seats and a new volunteer from each team comes to the board. Continue play until all words have been chosen from the hat. The team with the most points at the end wins.

#### VARIATIONS

- 1 Both volunteers draw the same word.
- 2 Limit the drawing time to one minute. For extra challenge, shorten the amount of time even more.
- 3 Bring a volunteer from one team to the front of the classroom. Ask him/her to choose a word from the hat, then draw that word. The rest of the team guesses what is being drawn. Time how long it takes them to answer correctly. Record the time, then have a student from the other team take a turn in the same way. Continue until all words have been chosen from the hat. At the end of the game, add up each team's times. The team with the shortest time wins.

### 19. What's in the Bag?

Place realia of vocabulary items (pen, book, eraser, pencil, ruler, and pencil case) in a bag. A volunteer feels the bag, tries to identify an item without looking at it, then removes it from the bag. If the student identifies the item correctly, he/she keeps it and another volunteer takes a turn. If he/she does not identify the item correctly, the item is put back in the bag and another volunteer takes a turn. Continue in the same way until no items are left in the bag.

**VARIATION** When volunteers feel items in the bag, ask them *What's that?* or *What is it?* Volunteers reply *It's a (pencil)*.

### 20. Quick! Draw the Picture.

Say six and have students write 6 on a piece of paper. Do the same with the remaining numbers 1–12. Then say *six girls* and have students race to see who can be the first to draw six girls on their papers. The first student to do so wins a point. Do the same with *three boys*, *one dog*, *seven books*, *ten trees*, and *four sheep*. The student with the most points at the end wins.

### 21. Pantomime the Feeling.

Divide the class into six groups and give each group a Unit 6 Word Time Picture Card. A volunteer pantomimes the feeling on his/her card to the other students in the group. Another volunteer names that student and the feeling. For example: *Meg, happy*. If the volunteer is correct, another volunteer takes a turn. If the volunteer is not correct, he/she tries again. Volunteers take turns pantomiming the feeling on their cards until each student has taken a turn.

### 22. Food Shop.

Bring a volunteer to the front of the class and give him/her a set of the Unit 7 Word Time Picture Cards. The volunteer sets up a food shop, arranging his/her cards behind a "counter," and pretends to be the shop's clerk. The other students take it in turns to go up to the counter and choose items they would like to buy, saying *(Burgers), please*. The clerk hands the customer his/her item, saying *Here you are*. The customer says *Thanks*, and the clerk says *You're welcome*. Once students have received their food, they tell the class what they "bought" by pointing to or touching each food item and saying *This is (a burger)* or *That's (rice)*.

### 23. Where Does It Grow?

Draw a tree on the board and a line beneath the tree representing the ground. Invite a volunteer to come to the front of the class and give him/her one of the Unit 8 Word Time Picture Cards. The volunteer attached the card to the board where that fruit or vegetable grows (apples, oranges, and bananas on the tree; cucumbers above the ground; potatoes and carrots below the ground). When the student has placed the cards, he/she points to the item and names it. Continue until all students have had a turn.



#### 24. Pantomime the Words.

Pantomime *fat*. Say *I'm \_\_\_\_\_*. Elicit *fat*. If students do not guess correctly the first time, continue pantomiming until students guess correctly. When students say *fat*, respond with *Yes, I'm fat*. Bring a volunteer to the front of the classroom. Whisper a target vocabulary word to him/her and have him/her pantomime the adjective. Seated students identify the adjective and the volunteer says *Yes, I'm (old)*. Continue in the same way with different volunteers, until most students have taken a turn.

#### 25. Pantomime the Action.

Divide the class into teams of four to five. One student from each team comes to the front of the classroom. Show each of these students the same Unit 10 Word Time Picture Card. They then pantomime the occupation on the card. The first team to correctly identify the occupation their teammate is pantomiming wins a point. Students in each group take turns coming to the front of the classroom to pantomime an occupation. Continue until all students have had a chance to pantomime. The team with the most points at the end wins.

**VERY SMALL CLASSES** Bring a volunteer to the front of the classroom. Give that volunteer one of the Unit 10 Word Time Picture Cards. The volunteer pantomimes the occupation on the card and seated students try to identify the occupation. The first student to guess correctly wins a point. Continue in the same way with different volunteers and picture cards until most students have taken a turn pantomiming. The student at the end with the most points wins.

#### 26. Act It Out.

Divide the class into groups of six and give each group a Unit 11 Word Time Picture Card. One student in each group (S1) pantomimes the action on the card. The other students try to name the action. S1 continues pantomiming until the other students correctly name the action. A second student in each group (S2) then swaps cards with a student from another group and takes a turn pantomiming the action, while the other students try to name the action. Repeat the activity until all the groups have pantomimed and guessed the action on each Word Time Picture Card.

#### 27. What Can You Do?

Divide the class into groups of four to five, making sure there are both boys and girls in each group. One student in each group (S1) begins by pantomiming a Unit 12 action and saying *I can (make a sandwich)*. Another student in the group points to S1 and, while looking at him/her says *You can (make a sandwich)*. A different student points to S1, looks at the other students in the group, and says *(He) can (make a sandwich)*. Students in each group then take turns pantomiming different Unit 12 actions in the same way, making sure to do some actions badly to elicit *can't* sentences. Groups continue in the same way for five to seven minutes.

#### 28. Bingo!

Prepare  $3 \times 3$ ,  $4 \times 4$ , or  $5 \times 5$  large grids. Divide the class into three or four teams and give each team one grid and 9, 16, or 25 picture cards face up. Students place a picture card in each square of the grid. One by one, call out the items illustrated on the picture cards. When a named item is on a team's grid, they place a marker on the card. If a team marks three (or four or five) items in a row (horizontal, vertical, or diagonal), they call out *Bingo!* then one student from the team names the cards making up the row, and wins a point for their team. Teams then reposition the cards on their grids and play again.

##### VARIATIONS

- 1 Give teams blank grids. On the board, write a list of words to be practiced. Teams choose words from this list and write the word or draw a picture of the item in each grid square.
- 2 Before beginning play, students take turns naming the cards or pictures on their grids.
- 3 If beginning students need more support, hold up the picture cards while calling out the items.
- 4 Instead of calling out the names of items, give only hints about the items. For example: *It's red. It's round*. The first student to say the correct word puts his/her marker on that picture.
- 5 Students try to cover squares to form the shape of a pre-determined letter. For example: T, F, E, I, L, H. When a student covers squares in the shape of the pre-determined letter, he/she shouts *Bingo!*
- 6 Teams try to cover every square on their grid. When a team does this, they shout *Blackout!*
- 7 Teams try to cover just the four corner squares of their grid. When a team does this, they shout *Bingo!*

#### 29. Do It!

Divide the class into six groups and give each group a picture card. Name one of the cards twice then give a command. For example: *apple, apple, stand up!* Student(s) with that card name the card then do the action. For added challenge, name two or three cards with the same command so that more students are doing the actions. For example: *apple, apple, boy, boy, stand up!* Students then take it in turns to take on the teacher's role. Continue in the same way for four to five minutes.



## 30. Guess What's Missing.

Place six picture cards on the board tray. Students study the cards for 10–15 seconds, then close their eyes. Remove one of the cards. Students open their eyes and try to be the first to raise their hands and identify the missing card. When a student correctly identifies the missing card, he/she wins a point. Play until all cards have been removed from the board tray. Then play again, having volunteers take on the teacher's role of removing cards from the board tray. The student with the most points at the end wins.

### VARIATIONS

- 1 For extra challenge, remove more than one card each time.
- 2 Divide the class into two teams. Play as above, with students in each team cooperating to identify the missing card. The first team to correctly identify the missing card wins a point.

## 31. Slow Reveal.

Hold up a picture card with another card or piece of paper covering it so that only a small portion of the picture is showing. Students try to name the picture. Each time a student incorrectly names the picture, slide the covering card down to gradually reveal more of the picture. Continue sliding the cover down until a student is able to name the picture. Continue in the same way with five to seven different cards.

## 32. Verb Relay.

Divide the class into Teams A and B, then have each team stand in a line. Give a verb picture card to the first student (S1) in each line. S1 turns to face his/her team, looks at the card and pantomimes the action for the second student in his/her line (S2). S2 identifies the action being pantomimed, and S1 returns the picture card to the teacher. Then give S2 a different verb card. S2 pantomimes the action on the card for S3 and so on to the end of the line. The first team to finish wins a point. S1 then goes to the back of the line, the student now at the front of the line becomes the new S1, and play continues in the same way. The first team to get five points wins.

## 33. Blind Interview.

Students form two lines facing each other. The students in the first line (S1) turn around so that those in the second line (S2) are now facing their backs. S2 students then mix up their order until they are all facing a different person's back in the first line. S1 introduces himself/herself: *I'm Jane. I'm a girl.* S2 replies behind them: *You're Jane. You're a girl.* They then do the same but omit their name so that the "blind" student has to guess their identity. For example: S2: *I'm \_\_\_\_\_, I'm a boy.* S1 makes a guess based on the sound of their voice: *You're Tim. You're a boy.* S2 lets S1 know if they are correct by saying *Yes* or *No*. S2 students then turn around and S1s mix up so that the process starts again. Continue this for five to seven minutes.

## 34. Whisper Down the Row.

Divide the class into groups of five to six. Each group forms a line. Give the first student in each line (S1) a different Unit 2 Word Time Picture Card. S1s turn around and whisper the name of their card to the student standing behind them (S2s), saying *This is a (flower)*. Each S2 then turns around and whispers to S3 what S1 said by pointing to S1's card and saying *That's a (flower)* and so on down each line. The last student in the line calls out *That's a (flower)*. If the card name is correct, the activity starts again from S2s. If the card name is incorrect, S1 holds up his/her card and says *This is a (flower)*, and the activity starts again from S2s. Continue until all students have had a chance to begin the activity.

## 35. Question and Answer.

Attach the Unit 3 Word Time Picture Cards to the board, with the pictures facing the walls. Invite two volunteers (S1 and S2) to come to the board. S1 touches or points to a card and asks *What's (that)?* S2 peeks at the card and pantomimes that animal. S1 guesses what that animal is, saying *It's a (cat)*. S1 guesses in the same way until he/she is correct. Continue the activity with a different pair of volunteers until all students have had a turn.

## 36. Blindfold.

Divide the class into Teams A and B. A volunteer from each team comes to the front of the classroom. Blindfold these volunteers and give them each a different school supply that they can name in English. The volunteers feel their item and try to determine what it is, asking their teammates *Is it a (book)?* Their teammates respond with the target pattern. The first volunteer to identify the item and correctly use the target pattern wins a point for his/her team. These two volunteers then return to their teams and another volunteer from each team comes to the front of the classroom. Continue until most students have had a turn at the front of the classroom. The team with the most points at the end wins.



## 30. Guess What's Missing.

Place six picture cards on the board tray. Students study the cards for 10–15 seconds, then close their eyes. Remove one of the cards. Students open their eyes and try to be the first to raise their hands and identify the missing card. When a student correctly identifies the missing card, he/she wins a point. Play until all cards have been removed from the board tray. Then play again, having volunteers take on the teacher's role of removing cards from the board tray. The student with the most points at the end wins.

### VARIATIONS

- 1 For extra challenge, remove more than one card each time.
- 2 Divide the class into two teams. Play as above, with students in each team cooperating to identify the missing card. The first team to correctly identify the missing card wins a point.

## 31. Slow Reveal.

Hold up a picture card with another card or piece of paper covering it so that only a small portion of the picture is showing. Students try to name the picture. Each time a student incorrectly names the picture, slide the covering card down to gradually reveal more of the picture. Continue sliding the cover down until a student is able to name the picture. Continue in the same way with five to seven different cards.

## 32. Verb Relay.

Divide the class into Teams A and B, then have each team stand in a line. Give a verb picture card to the first student (S1) in each line. S1 turns to face his/her team, looks at the card and pantomimes the action for the second student in his/her line (S2). S2 identifies the action being pantomimed, and S1 returns the picture card to the teacher. Then give S2 a different verb card. S2 pantomimes the action on the card for S3 and so on to the end of the line. The first team to finish wins a point. S1 then goes to the back of the line, the student now at the front of the line becomes the new S1, and play continues in the same way. The first team to get five points wins.

## 33. Blind Interview.

Students form two lines facing each other. The students in the first line (S1) turn around so that those in the second line (S2) are now facing their backs. S2 students then mix up their order until they are all facing a different person's back in the first line. S1 introduces himself/herself: *I'm Jane. I'm a girl.* S2 replies behind them: *You're Jane. You're a girl.* They then do the same but omit their name so that the "blind" student has to guess their identity. For example: S2: *I'm \_\_\_\_\_. I'm a boy.* S1 makes a guess based on the sound of their voice: *You're Tim. You're a boy.* S2 lets S1 know if they are correct by saying *Yes* or *No*. S2 students then turn around and S1s mix up so that the process starts again. Continue this for five to seven minutes.

## 34. Whisper Down the Row.

Divide the class into groups of five to six. Each group forms a line. Give the first student in each line (S1) a different Unit 2 Word Time Picture Card. S1s turn around and whisper the name of their card to the student standing behind them (S2s), saying *This is a (flower)*. Each S2 then turns around and whispers to S3 what S1 said by pointing to S1's card and saying *That's a (flower)* and so on down each line. The last student in the line calls out *That's a (flower)*. If the card name is correct, the activity starts again from S2s. If the card name is incorrect, S1 holds up his/her card and says *This is a (flower)*, and the activity starts again from S2s. Continue until all students have had a chance to begin the activity.

## 35. Question and Answer.

Attach the Unit 3 Word Time Picture Cards to the board, with the pictures facing the walls. Invite two volunteers (S1 and S2) to come to the board. S1 touches or points to a card and asks *What's (that)?* S2 peeks at the card and pantomimes that animal. S1 guesses what that animal is, saying *It's a (cat)*. S1 guesses in the same way until he/she is correct. Continue the activity with a different pair of volunteers until all students have had a turn.

## 36. Blindfold.

Divide the class into Teams A and B. A volunteer from each team comes to the front of the classroom. Blindfold these volunteers and give them each a different school supply that they can name in English. The volunteers feel their item and try to determine what it is, asking their teammates *Is it a (book)?* Their teammates respond with the target pattern. The first volunteer to identify the item and correctly use the target pattern wins a point for his/her team. These two volunteers then return to their teams and another volunteer from each team comes to the front of the classroom. Continue until most students have had a turn at the front of the classroom. The team with the most points at the end wins.



### 37. How Many in the Bag?

Prepare one to twelve sets of school supply items students can name in English. Put one of the sets of items in a bag (for example: three pencils) and ask *How many (pencils)?* Bring a volunteer to the front of the classroom. The volunteer feels the bag and tries to determine the number of (pencils) in the bag. He/She then says *(Three) (pencils)*. If his/her answer is not correct, the student takes the items from the bag, counts them, and says *(Three) (pencils)*. If his/her answer is correct, take the (three) (pencils) out and say *Yes, (three) (pencils)*. Give the bag to that volunteer and have him/her select the next item(s) to put into the bag. That volunteer then asks *How many (book)s?* and another volunteer comes to the front of the classroom to feel the bag and determine the answer. Continue with different items and volunteers for five to seven minutes.

### 38. Question and Answer.

Bring six volunteers to the front of the classroom. Give each volunteer a different Unit 6 Word Time Picture Card. The volunteers then turn to face the board. A seated student asks *(Joni), are you (thirsty)?* (Joni) turns around, shows his/her card, and replies either *Yes, I am* and remains facing the class, or *No, I'm not. I'm (cold)* and turns to face the board again. Seated students take turns asking the volunteers target questions until all six volunteers are facing the class. Another six volunteers then come to the front of the classroom and do the activity again.

**VERY SMALL CLASSES** Give each student a Unit 6 Word Time Picture Card. Students look at their cards, then turn them facedown. One student begins by asking any other student *(Joni), are you (thirsty)?* (Joni) shows the class (her) picture card and replies either *Yes, I am* and keeps (her) card face up, or *No, I'm not. I'm (cold)*, and turns (her) card back over. Continue as above until all cards are turned face up.

### 39. Around the Circle.

Students sit in a circle. A volunteer (S1) begins by pantomiming like, pointing to him/herself, and saying *I like (rice)*. The student on S1's left (S2) points to S1 and says *You like (rice)*. S2 then pantomimes dislike, points to him/herself, and says *I don't like (spaghetti)*. The student on S2's left (S3) then points to S1 and says *You like (rice)*, points to S2 and says *You don't like (spaghetti)*, then points to him/herself, pantomimes like or dislike, and uses the target pattern to name a food he/she likes or doesn't like. Continue in the same way around the circle. Start again when a student is not able to remember all the previous students' food items and likes/dislikes.

### 40. Check All the Items.

Give each student a  $2 \times 2 \times 3$  grid. Students write the name of each Unit 8 Word Time fruit and vegetable in any order in their grids, one per square. When all students have completed their grids, they stand up and walk around the class asking other students *Do you like (oranges)?* For a *Yes, I do* reply, students write ✓ and the name of that student in that square of their grids. For a *No, I don't* reply, students say *Okay* and move to another student. The first student to have a ✓ in each square wins.

### 41. What Do You See?

Give students two minutes to quickly draw pictures of five to six people who can be described by the Unit 9 Word Time adjectives (for example: a tall man, a baby, a fat woman). Divide the class into pairs, and have students in each pair exchange pictures. Students then take turns pointing to the different people in the picture and telling one another about them using the target patterns.

### 42. Guess Who.

Divide the class into groups of four to six. Place the Unit 10 Word Time Picture Cards facedown on a desk at the front of the classroom. One of the groups comes to the front of the classroom and each member takes one of the cards. Students in the other groups take turns asking questions using the target pattern in order to determine each student's card. For example *Is she a teacher?* If the student has the *teacher* card, he/she replies *Yes, she is*. If the student doesn't have the teacher card, he/she replies *No, he/she isn't* and another group takes a turn. Groups continue in the same way until the group at the front of the classroom has no cards left. Another group then comes to the front of the classroom.

### 43. Substitution.

Say *He can draw a picture*. Students repeat. Then say *she*. A volunteer says *She can draw a picture*. Then say *climb a tree*. A different volunteer says *She can climb a tree*. Say *can't*. Yet another volunteer says *She can't climb a tree*. Continue in the same way, until students can comfortably substitute the new components.

### 44. Share the Answer.

Divide the class into pairs. Place the Units 11–12 Word Time Picture Cards face down at the front of the classroom. Bring a pair of students to the front of the classroom. A student in this pair (S1) picks up one of the cards and asks the other student (S2) *Can you (swim)?* S2 whispers the reply to S1. Seated students ask S1 *Can (he) (swim)?* S1 replies using the target pattern. S2 then chooses a card and asks S1 the question. Another pair then comes to the front of the classroom. Continue in the same way until most students have taken a turn.

### 45. Complete the Sentences.

Make a list of incomplete sentences, such as *I like \_\_\_\_\_*, *I can \_\_\_\_\_*, *I'm \_\_\_\_\_*. Say one of them. A volunteer repeats, filling in the blank with an appropriate word. If the volunteer completes the sentence correctly, he/she wins a point. If he/she does not complete the sentence correctly, any other student can complete the sentence and win a point. Say another incomplete sentence and have another volunteer take a turn. Continue until most students have had a turn. The student with the most points at the end wins.

**VARIATION** Do the activity in groups, with students from each group taking turns coming to the front of the classroom, choosing a strip of paper with the incomplete sentence written on it, and returning to his/her group to read the sentence. The rest of the group completes the sentence.



#### 46. True or False.

Using both target and review sentence patterns, prepare 10-20 statements, some true and some false (try to make the false statements as humorous as possible!). For example: *I'm Mr. Smith. I'm an astronaut. I have ten brothers and nine sisters.* Say one of the statements. Students who think the statement is true go to the front of the classroom, and those who think the statement is false go to the back of the classroom. Students who were correct and can repeat the sentence win a point. Continue in the same way until all statements have been read. The student with the most points at the end wins.

#### 47. Pass the Message.

Students work seated in rows. The first student in each row (S1) thinks of a statement using the target pattern and whispers it to the second student in the row (S2). S2 whispers the statement to the third student in the row (S3). S3 then whispers the statement to S4, and so on down the row. When the statement reaches the last student in the row, he/she says it aloud. If it matches S1's original statement, the row wins a point. If it does not match S1's original statement, the row does not win a point. Students in each row then move forward one seat and do the activity again. Continue until all students have had a turn sitting in the first seat of the row.

**VARIATION** Play as above, but have the last student ask a question using the question form of the statement. For example: S1: *I like pizza.* Last student: *(S1's name), do you like pizza?*

#### 48. Memory Chain.

A student (S1) makes a statement using the target pattern. For example: *I like apples.* The student sitting next to or behind him/her (S2) says S1's name, repeats the statement, then adds his/her own statement. For example: *Jim, you like apples. I like bananas.* The student sitting next to or behind S2 (S3) then repeats S1 and S2's statements, and adds his/her own. Students continue in the same way until someone is unable to repeat all the previous statements. The activity then begins again starting with this student.

### Games and Activities for Phonics and Spelling Practice

#### 49. Walk to *b* or *p*.

Write *b* on a piece of paper and attach it to the wall at the back of the classroom. Write *p* on another piece of paper and attach it to the board at the front of the classroom. Say a word that begins with either *b* or *p* (see Suggested Words below). If students think the word begins with *b*, they go to the back of the classroom. If they think it begins with *p*, they go to the front. Write the word on the board, say it again, and have students repeat and re-adjust their positions if need be. Do the same with ten to twelve different words.

Suggested Words: *pen, beg, pill, pest, baby, boy, pizza, ball, bird, peg, pencil, bun*

**LARGE CLASSES** Instead of walking to the board, point to them from their seats.

#### 50. Say the Initial Sound.

Give each student four pieces of paper or card. Students then write *b, g, k,* and *p* on each one respectively. Say *Boy. Boy begins with \_\_\_\_?* Students hold up their *b* card/piece of paper and say */b/*. Continue in the same way with different words beginning with *b, g, k,* or *p* (for example, *boy, kite, pen, goat, baby, girl, bird, kitten, key*).

#### 51. Whisper and Write.

Divide the class into teams of seven to eight, standing in lines. Whisper a word that begins with a previously learned sound to the last student in each line (see Suggested Words below). That student whispers the word to the student in front of him/her and so on up the line. The first student (S1) in each line tries to be the first to run to the board and write the initial letter of the word he/she heard. Give a point to the team that first writes the correct letter. S1 then goes to the back of the line. Do the same with six to eight different words. The team with the most points at the end wins.

Suggested Words: *net, met, mother, ball, nurse, girl, boy, milk, key, nine*

#### 52. Quickly Pick the Card.

Divide the class into groups of four to five. Prepare two cards/pieces of paper for each student (one *d* and one *t*) and have them place the cards face up in the middle of their group. Say eight to ten words that begin with either *d* or *t* (see Suggested Words below). Students repeat each word, and each group tries to be the first to have all its members hold up the card that corresponds to that word's initial letter, then say the letter's sound. The first group to do so wins a point. The group at the end with the most points wins.

Suggested Words: *dog, tan, take, do, dip, dial, tool, teen, Dan, top, dent, dark*

#### 53. Write the Letter.

Divide the class into Teams A and B, and have each team form a line at the back of the classroom. Show the first student in each line the same Unit 5 Phonics Time Picture Card. These two students race to be the first to run to the board and write the initial letter of the depicted word. The first student to correctly write the letter, say its sound, and name the card, wins a point for his/her team. These two students then go to the back of their lines and two new students take a turn. Continue until all students have had a turn at the board. The team with the most points at the end wins.

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

**VERY SMALL CLASSES** Play as above, having all students race to the board for each picture card. The student with the most points at the end wins.



#### 54. Match and Name.

Stand the Unit 6 Phonics Time Picture Cards on the board tray facing the board. Write a number from 1–6 above each card, using a different number for each card. Give each student a card with either an *f* or *v* on it. A volunteer calls out a number and the sound of his/her letter. Turn over and name the card of the number called. The student says its initial sound. If the item on the card begins with the student's letter, give him/her a point and turn the picture card to face the board again. If his/her letter does not match the picture card, turn the picture card to face the board again. Continue the activity in the same way for five to seven minutes. The student with the most points at the end wins.

**LARGE CLASSES** Divide the class into groups of seven to eight students, and have each group play as above.

#### 55. One or Two Steps.

Students stand in a line side-by-side at the back of the classroom. Say ten to twelve words that begin with *s*, *z*, or another letter students know (see Suggested Words below). Students take one large step forward if the word they hear begins with *s*, and two large steps forward if the word they hear begins with *z*. If the word does not begin with either *s* or *z*, students remain still. If a student moves incorrectly, he/she goes to the back of the classroom and starts over. The first student(s) to reach the front of the classroom win(s).

Suggested Words: *bag, sun, zebra, step, fish, song, zigzag, soup, sit, sing, park, zero, snake*

**LARGE CLASSES** Students stand up next to their desks. If the word they hear begins with *s*, they take one large step forward. If the word they hear begins with *z*, they do not move at all. If students make a mistake, they sit down.

#### 56. Point to Short a.

Write up *short a* on the board in large letters so that every student in the classroom can see. Say eight to ten words that either have *short a* or do not (see Suggested Words below). When students hear a word with *short a*, they point to the writing on the board, repeat the word, and say /æ/.

Suggested Words: *bag, run, mitt, fat, pet, van, jot, jam, gas, hid, tan, sun*

#### 57. Find and Hold Up the Card.

Divide the class into teams of four to five. Give each team identical sets of 12 cards with a different word from Units 8–9 Phonics Time Activity C (**Read the words...**) written on each card. Teams place the cards face up in the middle of the team. One by one, read each word printed on the cards. Students in each team try to be the first to find and hold up the card that corresponds to the word they hear, then say that word's vowel sound. Students holding the correct card keep it. Students holding up cards that are not correct return them to the desk face up. Continue this way until all the cards have been taken from the middle of each team. The student in each team with the most cards at the end wins.

#### 58. Three-Letter Bingo.

Write *ad, ag, an, at, ed, eg, en, et, ig, in, ip, it* on the board. Point to each two-letter combination and have students read it. Give each student a 3 × 3 Bingo grid. They then write any nine of the two-letter combinations in their grids, one in each square. Say a three-letter word that includes one of these combinations (see Suggested Words below). For example: *beg*. Students with *eg* in their grids repeat the word, say its vowel sound, then check *eg* off. Do the same with ten to twelve different words. The first student to check off three squares in a row (vertically, horizontally, or diagonally) calls out *Bingo!* and wins that round. Students exchange grids and play again as above.

Suggested Words: *beg, wig, zig, bad, tan, Ted, zip, hen, sag, met, sin, set, bit, fat*

#### 59. Say the Sound, Make the Word, and Write It.

Divide the class into groups of three. Give each group a set of cards or pieces of paper with *b, d, h, m, n, o, p, s*, and *t* written on them. Say any three-letter word made up of those letters (see Suggested Words below). For example: *hot*. Students in each group find their *h, o*, and *t* cards. They each hold one card, and stand in a row to make the word. Each student says the sound of his/her letter /*h*/-/*ä*/-/*t*/, then together say the whole word *hot*, and write *hot* on the board. Do the same with five to six different words.

Suggested Words: *hot, pod, top, dot, mod, hob, pot, sob*

#### 60. Make a List.

Students draw five columns on a sheet of paper, and label one column *short a*, another *short e*, another *short i*, another *short o*, and another *short u*. Sound out and say a word with any of these short vowel sounds (see Suggested Words below). Students repeat the word and write it in the column that corresponds to that word's vowel sound. Do the same with eight to ten different words. When finished, point to each word in each column, and have students read it. Check answers by writing *short a, short e, short i, short o*, and *short u* on the board, then having a volunteer come to the board and write the words he/she wrote in each column.

Suggested Words: *fish, pen, man, up, ten, hot, sad, fat, bug, ban, fan, fun, bus, gig, men*

#### 61. Bingo: Initial Letter.

Play Bingo. (See Game 28, page 95 for detailed instructions.) On the board write a letter that corresponds to the initial letter of a picture in students' grids. Students place their markers on the corresponding pictures.



### 62. Duck, Duck, Goose.

On the board, write two lists of words with different initial or vowel sounds. For example: *b/p* or *short a/short e*. Designate one list as List A, and the other as List B. Students sit in a circle. A volunteer walks around the circle, tapping each student on the head and saying a word from either List A or List B. If the word is from List A, the seated student stays seated. If, however, the volunteer taps a student's head and says a word from List B, that student (S1) quickly stands up and tries to tap the volunteer on the shoulder before the volunteer has run all the way around the circle and sat down in the S1's spot. If the volunteer is tapped on the shoulder, he/she remains the volunteer. If he/she sits down before being tapped on the shoulder, S1 becomes the new volunteer. Continue in the same way for five to seven minutes.

### 63. I Spy.

Make sure there are many items in the classroom which students can name in English. If not, place picture cards of familiar items around the classroom. Say, for example, *I spy something that begins with /b/*. Students look around the classroom and try to name an item that begins with *b*. If they are correct, say *Yes* and give that student(s) a point. If the guess is not correct, reply *No* and have students continue guessing until someone guesses correctly. Give clues to help, if students are having trouble guessing, for example: *It's small, it's red*. Continue in the same way for five to seven minutes.

### 64. Walk and Spell.

Clear sufficient space for students to walk in the shape of letters. Show a volunteer letter they have studied and have him/her walk in the shape of that letter, as if writing the letter with his/her feet. The rest of the class tries to name the letter and say its sound. The first student to correctly identify the letter is next to "Walk and Spell" a letter. Continue until most students have taken a turn.

### 65. What's In the Air?

Face the board and write a letter in the air with your finger. Students try to name the letter and its sound. Do the same with several other letters. A volunteer (S1) then comes to the front of the classroom. Show S1 a picture card. S1 writes the initial letter of that item in the air. The rest of the class tries to identify the letter, naming it and saying its sound. The first student to do so is next to come to the front of the classroom and repeat the procedure. Continue in the same way for three to five minutes.

## Games and Activities for Review Sections

### 66. Ah-choo! Contest.

Volunteers come to the front of the classroom and perform their best and loudest sneeze. After each sneeze the rest of the class says *Bless you* and the volunteer replies *Thank you*. Seated students judge who performed the loudest and best "Ah-choo!"

### 67. What Letter Does It Begin With?

Hold up each Unit 1–3 Phonics Time Picture Card, name it, and have students repeat the word and say its initial sound. Students draw six columns on a sheet of paper, and label one column *b*, another *p*, another *g*, another *k*, another *m*, and the last column *n*. Name one of the cards. Students repeat the name, say its initial sound, and write the word in the column that corresponds to its initial letter. For example: say *ball*. Students say *ball*, /b/, and write the word *ball* in the *b* column on their papers. Do the same with the remaining Units 1–3 Phonics Time Picture Cards.

### 68. Get the Items.

Prepare small cards with a variety of names and different numbers of items that students usually bring to the class, with an item and its number on each card. For example: *5 pens* or *4 books*. Give each student one of the cards. Each student goes around the classroom trying to be the first to collect the number of items on his/her card using the following dialogue:

S1: (*Five pens*), please.

S2 (handing over the items): *Here you are*.

S1: *Thanks*.

S2: *You're welcome*.

### 69. What Other Words Have These Sounds?

Students find the 12 words in Activity C. (**Listen and circle the correct word**) in the Units 4–6 Phonics Time pages (pages 20, 24, and 28). While books are open to these pages, elicit other words with the same initial sounds.

For example: Say *What other /t/ words can you see?*

### 70. "Ouch!" Contest.

Volunteers come to the front of the classroom. They pretend to hurt their legs by mock "banging" them against a desk or chair, yelling *Ouch!* and holding their legs or the "injured" place. Ask each student *Are you okay?* Volunteers respond *I think so*. The rest of the class judges who performed the loudest and best *Ouch!* The winner then performs his/her *Ouch!* again and the rest of the class copies his/her *Ouch!*

### 71. What Other Words Have These Sounds?

Students find the 12 words in Activity C. (**Listen and circle the correct word**) in the Units 7–9 Phonics Time pages (pages 36, 40, and 44). While books are open to these pages, elicit other words with the same initial sounds.



## 72. Pass the Sounds.

Divide the class into teams of six to seven, and have each team form a line in front of the board. Write up five options for each front student in each line (S1): *short a, short e, short i, short o* and *short u*. Whisper a word with one of these short vowels to the last student in each line (see Suggested Words below). These students whisper the word to the student standing in front of them, who whispers the word to the student standing in front of him/her, and so on down the line. When it reaches S1, he/she says the word and its vowel sound out loud, then picks up a pen and circles the option on the board that corresponds with that word's vowel sound. If S1 is correct, he/she wins a point for his/her team. If S1 is not correct, his/her teammates correct him/her. The last student in each line then goes to the front of the line. Continue doing the activity in the same way until all students have had a turn at the front of the line. The team with the most points at the end wins.

Suggested Words: *pen, got, set, fun, bad, hat, tip, hop, fin, sun.*

## 73. Bingo. (See Game 28, page 95.)

Hold up each Unit 10–12 Word Time Picture Card and elicit its name. Then play the game using picture cards and 4 × 4 grids.

## Games and Activities for Cross-curricular Time Sections

### 74. Pantomime: Bugs.

Pantomime an action related to any of the bug vocabulary words. Students try to identify the word. For example: (*fly*) pantomime flying by waving hands out at either side very quickly. Continue pantomiming until a student correctly identifies the item. Then bring two to three students to the front of the classroom to take on the teacher's role. Alternatively, students work in groups, with students in each group taking turns pantomiming. Continue in the same way for five to seven minutes.

### 75. Do You Remember?

Play the game using one of the students' posters. Hold up the poster and allow students to look for thirty seconds. When the time is up, hold the poster facing away from the students. Students say as many things about the poster as they remember.

### 76. Toss the Ball: Math Problems. (See Game 14, page 93.)

Play the game using addition and subtraction math problems. Toss a ball to a student (S1) and say *Five plus two equals...* and S1 says *Seven*. S1 then tosses the ball to another student (S2) and says, for example, *Ten minus eight equals...* S2 says *Two*. Continue until most students have had a chance to answer a question.

### 77. Find Your Partner: Math Problems.

Play the game using one of the students' math problems posters. Students walk around the classroom saying their first math problem and try to find other classmates with the same problem. When students find a partner, the two come to the teacher and say the problem. They then find a partner for their second problem. Continue until most of the students have found a partner for all four problems.

### 78. Find Your Partner: Food Terms.

Play the game asking students to choose one of the six vocabulary words and write it on a piece of paper. Students walk around the room, naming their word, and try to find another student with the same word. Continue until most students have found a partner.

### 79. Musical Collage.

Ask three volunteers to come to the front. Hand each student a collage (not one of their own). Ask the seated students to sing *I Like Pizza* or *Yum! Yum! Yum!* Volunteers pass the collages to each other, one at a time. Say *Stop!* at any point during the song. Students stop singing and the volunteers stop passing the collages. Each volunteer points to a food item in the collage, identifies it, identifies the food category animal or plant and says *I like/don't like (eggs)*. Continue until most students have had a chance to talk about a collage.

### 80. Touch the Board.

Draw soil, a seed, roots, a tree trunk, a branch, and a leaf on the board. Label them. Ask two volunteers to come to the front. Name one of the pictures. Students try to be the first to touch the corresponding picture. Have the winner take on the teacher's role. Call two new volunteers to the front.

### 81. Guess Who. (See Game 42, page 97.)

Six volunteers come to the front. Seated students close their eyes. Pass out one realia item to each student. Ask them to hold their item behind their backs. Students open their eyes. Students take turns asking *Is it a (seed)?* questions in order to determine the student's item. When all of the items have been determined correctly, six new volunteers come to the front.