

Georgiana Farnoaga • Anita Reetz
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with
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Practice

English Time

Teacher's Book



2nd Edition



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English Time

Teacher's Book



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Unit	Topic	Conversation Time	Word Time	Practice Time	Phonics Time
1	Pets	What's wrong? I can't find my mom. What does she look like? She's tall and thin. She's wearing a red dress. Is that your mom? Yes! There she is. Thanks. Mom!	kitten puppy rabbit mouse fish turtle lizard bird	I want a fish. I don't want a rabbit. He wants a fish. He doesn't want a rabbit. (all pronouns)	short u / long u contrast bug run up blue glue tune
2	Food	Excuse me. Can you help me? Sure. Where's the rice? It's in Aisle 3. It's next to the bread. How about the chips? I don't know. Let's look. Great! Thanks.	meat pasta fish shellfish cereal soy sauce egg/eggs vegetable/ vegetables	Do you want eggs? Yes, I do. No, I don't. I want pasta. Does she want eggs? Yes, she does. No, she doesn't. She wants pasta. (all pronouns)	Short/Long Vowel Review
3	Activities at Home	Let's go to the movies on Thursday. I can't. How about Friday? Sorry, I'm busy. Is Saturday okay? No. What about Sunday? Sure! Sounds good!	have a snack exercise use a computer watch movies do homework listen to music clean up wash the car	When do you exercise? I exercise in the morning / afternoon / evening. When does he exercise? He exercises at night. (all pronouns)	Consonant Review

Review of Units 1-3

Cross-curricular 1: Food healthy unhealthy fruits and vegetables group fats and sweets group
meat and fish group grains group dairy group

Project Time: Food Journal

4	Modes of Transportation	May I help you? Yes, please. One ticket to New York. One way or round trip? One way, please. What time does it leave? 2:45. Please hurry!	bus subway airplane train car taxi ferry bicycle	How do they go to school? They go to school by bus. How does she go to work? She goes to work by bus. (all pronouns)	ch chicken peach tch kitchen watch sh fish shell
5	Body Parts	What's your address? 31 Plain Road. Pardon me? 31 Plain Road. How do you spell "Plain"? P-l-a-i-n. Thank you. Have a seat, please. Thanks.	eye/eyes ear/ears finger/fingers knee/knees leg/legs arm/arms hand/hands foot/feet	His foot hurts. His feet hurt. Their feet hurt. (possessive adjectives)	voiced th mother that this voiceless th bath thirsty Thursday
6	Personal Items	What are you looking for? My watch! I can't find it. Don't worry. I'll help you look for it. Okay. Thanks. What color is it? It's red and blue.	jacket camera umbrella wallet hairbrush lunch box keys glasses	Whose camera is this / that? It's mine. Whose keys are these / those? They're hers. (possessive pronouns)	final y July shy sky baby candy party

Review of Units 4-6

Cross-curricular 2: Science move inside muscles bones bend joints

Project Time: Activity Body Chart

Unit	Topic	Conversation Time	Word Time	Practice Time	Phonics Time
7	Items in a Drugstore	How much are these? They're one dollar each. Wow! That's cheap. I'll take three. Okay. That's three dollars. Hey! Don't forget your change! Oops! Thanks a lot!	money soap shampoo makeup lotion medicine toothpaste sunscreen	I have some shampoo. I don't have any soap. He has some shampoo. He doesn't have any soap. (all pronouns)	final s caps cats ducks bags girls peas
8	Nature	Hey! Don't do that! What? Don't litter! Use the trash can. I'm sorry. Where is it? It's over there. It's under the tree. Oh! I see it. Thanks.	grass sand snow wildlife trail/trails tree/trees mountain/mountains river/rivers	There's some grass. There isn't any sand. There are some trees. There aren't any trails.	final es boxes buses pencil cases sandwiches
9	Food and Condiments	I'm hungry. Me, too. Let's have a snack. Do you want a chocolate chip cookie? No, thanks. I don't like cookies. What about some strawberry ice cream? Mm! That sounds good.	salt pepper butter hot sauce cookies pickles mushrooms bean sprouts	Is there any salt? Yes, there is. No, there isn't. Are there any pickles? Yes, there are. No, there aren't.	br bread brown gr grandmother green pr present prize

Review of Units 7-9

Cross-curricular 3: Nature island volcano ocean valley forest lake

Project Time: Treasure Map

10	Public Buildings	Look! Whose wallet is this? Maybe it's hers. Let's ask. Excuse me. Yes? Is this your wallet? Yes, it is! Thank you so much. You're welcome.	museum movie theater department store hospital restaurant bookstore bakery drugstore	I was at the bookstore. I wasn't at the hospital. They were at the bookstore. They weren't at the hospital. (all pronouns)	cr crab cry dr dream dress tr tree truck
11	Places at Home	I'm bored. So am I. Let's play soccer. Dad! We're going outside. Remember, you have to do your homework. I know, Dad. Be back at six. All right. Bye! Bye, kids. Have fun!	bathroom dining room bedroom yard hall living room kitchen basement	Was she in the yard? Yes, she was. No, she wasn't. She was in the hall. Were they in the yard? Yes, they were. No, they weren't. They were in the hall. (all pronouns)	fl flag fly pl play plum sl sleep slide
12	Daily Activities	Hello? Is Ted there, please? I'm sorry. You have the wrong number. Is this 245-8769? No, it isn't. It's 245-8768. Sorry. That's okay. Good-bye.	wash my hands brush my teeth clean my room call a friend practice the piano dance play computer games bake cookies	I called a friend. I didn't dance. (all pronouns)	sm smell smile sn snake sneeze sp spell spider

Review of Units 10-12

Cross-curricular 4: Geography neighborhood neighbor city apartment building country farmer

Project Time: Neighborhood Map

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, 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. The Workbooks offer an excellent opportunity for teachers to assess student comprehension and language retention.

The Teacher's Books

The comprehensive Teacher's Books provide clear step-by-step lesson plans to teach, practice, and review the language presented in the Student Books. 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 137–164).

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

The Class Audio CDs

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

The Wall Charts

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

iTools

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

Course Philosophy

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

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

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

The theory of multiple intelligences suggests that in any language class there are students with different learning styles (see Multiple Intelligences, Teacher Resource Guide, page 20). 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 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.

Conversation Time Sample Page and Lesson Plan



Speakers of the conversation are featured in context.

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

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

Warm-Up and Review

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

Introduce the Conversation

- Clarify the meaning of new words or phrases in the conversation through drawings, actions, or pictures. Students retain language better if they understand the meaning. Detailed examples are provided in each lesson plan.
- Model the conversation in such a way that students can see it presented in a natural way. To do this, bring students (one student for each speaker in the conversation) to the front of the classroom and have them face each other. Stand behind each student and model his/her line(s) of the conversation, using natural facial expressions and body language. In this way, students know who says which line of the conversation. Each lesson plan contains examples of appropriate body language and facial expressions for each line of the conversation.
- Divide the class into groups (one group for each speaker in the conversation). Model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Groups then change roles and repeat the conversation until each group has practiced each role. If students need additional support, model the conversation using visual prompts (as in first bullet point above).
- 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.
- Describe what is happening in the large scene in order to recycle language and bring the picture to life. It is not important that students understand each word, as this is a receptive exercise focusing on exposure to English and recycling previous language items in a new context. A short reading is suggested in each lesson plan. When reading a word in **bold** type, point to its picture in the scene. When reading an *italicized* word, pantomime it. This conveys the meaning of words students have not heard before. Alternatively, use a Wall Chart instead of a Student Book to describe the people and actions in the picture.
- Ask questions about the large scene in order to elicit language and familiarize students further with the picture. Encourage students to answer using words, phrases, or simple sentences. Prompt if necessary. Suggested questions are provided in each lesson plan.

Practice the Conversation

A. Listen and repeat.

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

B. Listen and point to the speakers.

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

C. Role-play the conversation with a partner.

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

D. Review. Listen and repeat.

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

What Did Digger Find?

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

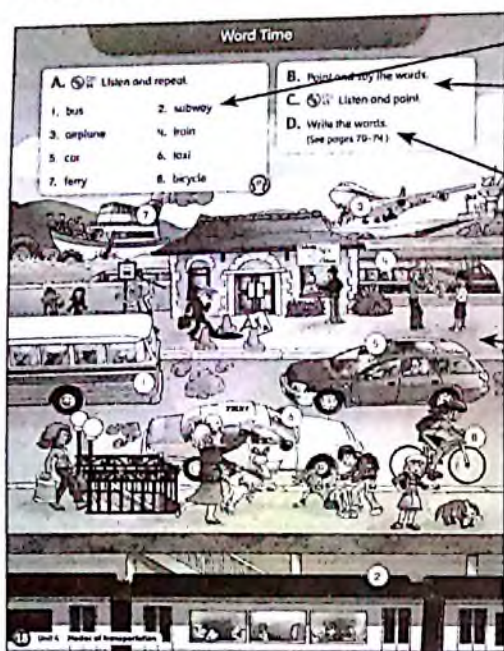
Games and Activities

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

Finish the Lesson

- Finish the lesson with a quick game or activity to further practice the conversation. An activity is provided in each lesson plan.
- Explain and assign the Conversation Time Workbook page to be done in class or for homework. It is important that students understand the directions for each activity so that they can concentrate on language, not on trying to figure out what to do. An answer key is provided at the back of the Teacher's Book.

Word Time Sample Page and Lesson Plan



Eight new vocabulary words are introduced per unit.

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

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

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

Warm-Up and Review

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

Introduce the Words

- Introduce each vocabulary item in such a way that students both hear and understand its meaning. To do this, say each Word Time vocabulary word or phrase one by one. Students listen. Say them again and have students repeat. For added challenge, say the words/phrases in random order and have students repeat 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, as this is a receptive exercise focusing on exposure to English and recycling previous language items in a new context. A short reading is suggested in each lesson plan. When reading a word in **bold** type, point to its picture in the scene. When reading an *italicized* word, pantomime it. This conveys the meaning of words students have not heard before.
- Ask questions about the large scene in order to elicit language and familiarize students further with the picture. Encourage students to answer using words, phrases, or simple sentences. Prompt if necessary. Suggested questions are provided in each lesson plan.

Practice the Words

A. Listen and repeat. 🎧

- Focus students' attention on the vocabulary box at the top of the page. Play the recording. Students listen to the vocabulary items and repeat.
- For added challenge, say the words in random order. Students listen and point to the words in the vocabulary box.

B. Point and say the words.

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

OPTIONS Point to each vocabulary item in your copy of the Student Book, and have students point to and name the same item in their books. Divide the class into pairs. Students in each pair take turns pointing to and naming each of the target vocabulary items.

C. Listen and point. 🎧

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

D. Write the words.

- Students turn to *My Picture Dictionary* at the back of the Student Book (pages 70–74). They look through the alphabetical Picture Dictionary to find the picture of each vocabulary item, then write the word next to it.

What Did Digger Find?

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

Extra Vocabulary

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

Games and Activities

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

Finish the Lesson

- Finish the lesson with a quick game or activity to further practice the vocabulary. An activity is provided in each lesson plan.
- Explain and assign the Word Time Workbook page to be done in class or for homework. It is important that students know what to do for each activity so that they can concentrate on the language, not on trying to figure out the activity. An answer key is provided at the back of the Teacher's Book.

Practice Time Sample Page and Lesson Plan

Practice Time

A. Listen and repeat.

How do they go to school? They go to school by bus.
 How does she go to school? She goes to school by bus.

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

1. you/work? at phone
 2. she/school? bicycle
 3. he/work? train
 4. they/work? bus
 5. she/work? subway
 6. you/school? car
 7. they/school? bus
 8. you/work? taxi

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

D. SONG Listen and chant.
 (See "How Do You Go to School?" on page 44.)

How do they go to school? Unit 6

New grammar patterns are presented as complete sentences.

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

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

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

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

Warm-Up and Review

- Do an activity to review the vocabulary learned in the previous lesson. An activity is provided in each lesson plan.
- Review any previous patterns that pertain to the target pattern. For example: Review *I want a bird* before introducing *Do you want cereal?* A detailed activity is provided where appropriate.

Introduce the Patterns

- Pronoun Review.** Ask students to repeat all of the following words and actions. Point to yourself and say *I*. Point to and look at students while saying *You*. Put your arms around a group of students and say *We*. Step away from and point to this same group of students, look at seated students, and say *They*. Point to a boy, look at seated students, and say *he*. Point to a girl, look at seated students, and say *she*. Point to a picture of a bird, look at seated students, and say *it*.
- Introduce the target patterns in a methodical step-by-step way. Once students are familiar with the patterns, provide an activity which allows students to use the patterns immediately. Explaining grammar rules is not recommended at this level as it could prove 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 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 any necessary explanations of contractions or verb tense changes on the board. Point to and read each word. Students repeat.

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

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

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

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

D. Listen and sing along or chant.

- The lyrics for each song/chant are provided at the back of the Student Book. Students turn to that unit's song or chant. Focus their attention on the pictures. Using the pictures

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

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

Games and Activities

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

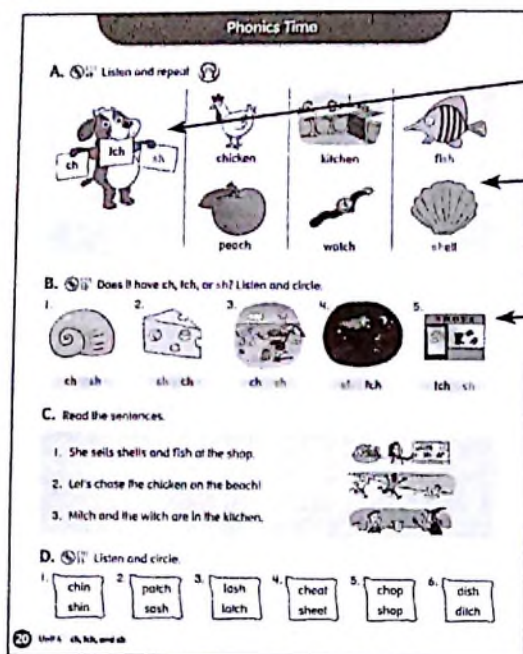
Extra Practice

- Explain and assign the Practice Time Worksheet. There is one Worksheet per Practice Time page to give students further practice with the target pattern. Worksheets can be done at home or in class. The extra tasks can also be given to more advanced students to keep them occupied while the teacher spends time with students who need more help. For Worksheets and detailed instructions, see Teacher's Book pages 110–136.

Finish the Lesson

- Finish the lesson with a quick game or activity to further practice the patterns. An activity is provided in each lesson plan.
- Explain and assign the Practice Time Workbook page to be done in class or for homework. It is important that students know what to do for each activity so that they can concentrate on the language, and not have to spend time trying to figure out the activity. An answer key is provided at the back of the Teacher's Book.

Phonics Time Sample Page and Lesson Plan



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

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

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

Warm-Up and Review

- Do an activity which reviews the grammar patterns learned in the previous lesson. An activity is provided in each lesson plan.
- As phonics needs constant reinforcement, do an activity which reviews previously learned sounds. An activity is provided in each lesson plan.

Introduce the Sounds

- Introduce each target phonics sound and word in a methodical, step-by-step way so that students both hear the target sounds and understand the meaning of each target word. To do this, say the first target sound and have students repeat. Do the same with the remaining sounds and words.
- Write the target letter(s). Say its sound while pointing to the letter(s). Students repeat. Write the rest of the word on the board and say the target sound and then the rest of the word, pointing to the two parts of the word and then the whole word. Students repeat.
- Point to each word and have students read it. When students read a word correctly, put ✓ next to the word.

Practice the Sounds

A. Listen and repeat.

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

B./C./D. Additional activities.

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

Games and Activities

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

Extra Practice

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

Finish the Lesson

- Finish the lesson with a quick 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 know what to do for each activity so they can concentrate on language, and not have to spend time trying to figure out the activity. 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. 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 in Student Book 3

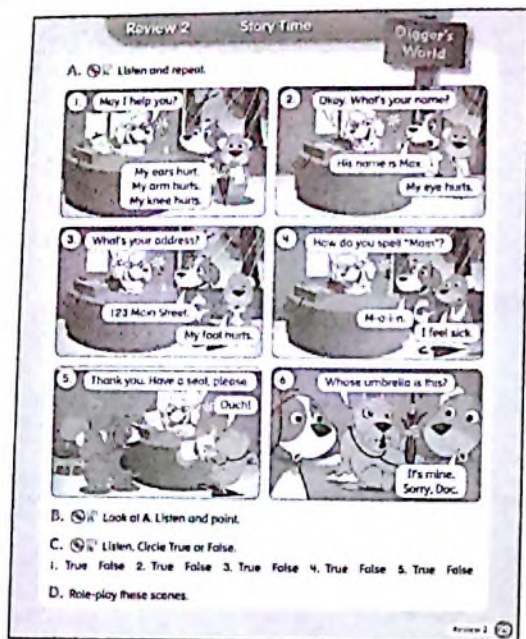
Consonants

Letter	Sound	Example Word	Letter	Sound	Example Word
b	/b/	ball	pr	/pr/	present
br	/br/	bread	q	/kw/	queen
c	/k/	cat	r	/r/	rabbit
ch	/tʃ/	chicken	s	/s/; /z/	caps; bags
cr	/kr/	crab	sh	/ʃ/	fish
d	/d/	desk	sl	/sl/	sleep
dr	/dr/	dream	sm	/sm/	smell
f	/f/	feet	sn	/sn/	snake
fl	/fl/	flag	sp	/sp/	spell
g	/g/	garden	t	/t/	table
gr	/gr/	grandmother	tr	/tr/	tree
h	/h/	hand	tch	/tʃ/	kitchen
j	/dʒ/	jacket	th	/θ/; /ð/	mother; bath
k	/k/	kangaroo	v	/v/	van
l	/l/	lamb	w	/w/	water
m	/m/	milk	x	/ks/	box
n	/n/	net	y	/y/; /aɪ/; /i/	yes; sky; baby
p	/p/	pencil	z	/z/	zebra
pl	/pl/	play			

Vowels

Letter	Sound	Example Word	Letter	Sound	Example Word
a	/æ/	ant	ea	/i/	meat
e	/e/	bed	i_e	/aɪ/	bike
i	/ɪ/	dig	igh	/aɪ/	light
o	/ɑ/	hot	oa	/ou/	boat
u	/ʌ/	bus	ow	/ou/	snow
ay	/eɪ/	May	o_e	/ou/	home
ai	/eɪ/	rain	ue	/u/	blue
a_e	/eɪ/	cake	u_e	/u/	flute
ee	/i/	bee			

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

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

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

Work with the Text

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

Practice the Story

A. Listen and repeat.

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

B. Look at A. Listen and point.

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

C. Role-play these scenes.

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

Games and Activities

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

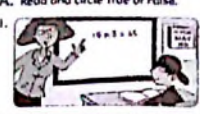


Finish the Lesson

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

Review 2 Activity Time


A. Read and circle True or False.

- 
 - My mother is a teacher. True False
 - I have math on Monday. True False
- 
 - The baby is in the bath. True False
 - The fish is in the sky. True False
- 
 - This chicken is thirsty. True False
 - That chicken has a peach. True False


B. Unscramble the words. What is the girl saying?




etkajc _____




lnrat _____



ryet _____



clieyb _____



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

Warm-Up

- Students do an activity to review the conversations, vocabulary items, patterns, and/or phonics sounds from the previous three units. An activity is provided in each lesson plan.

Review

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

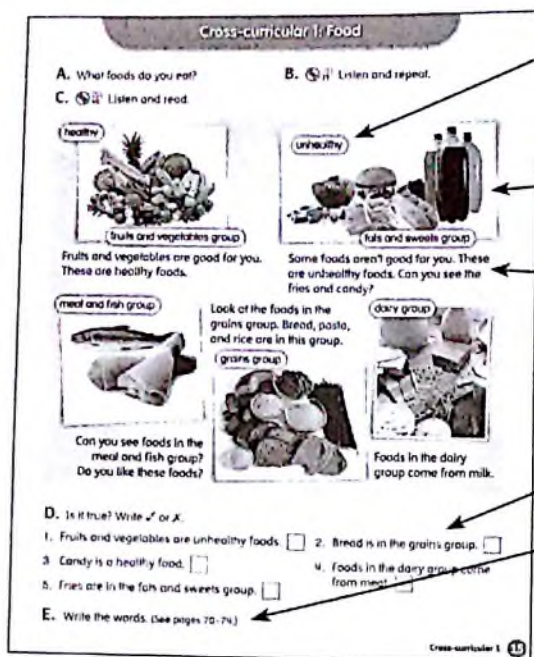
Games and Activities

- Students review the language 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 the 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



Six to seven new vocabulary words are introduced within an age-appropriate American educational curriculum content. Students are learning content from subject areas such as science, mathematics, 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 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. Students listen. Call out the target vocabulary words randomly. Students respond with the corresponding number. Call out the numbers. Students respond with the corresponding target vocabulary words. Alternate methods for introducing words are provided where appropriate.

Practice the Words

A. What foods do you eat?

- 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 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

Project Time: Food Journal

A. Write three food groups. Ask and answer with a partner.

What foods do you like in the dairy group?

Food group	Food
1 dairy	Yogurt
2 grains	Apple
3 meat and fish	Cheese

I like yogurt and cheese.

B. Make a food journal.

1. Write a day of the week.
2. Think of a food for each food group.
3. Draw or find pictures.
4. Share your journal. Point and say.

There are carrots in my journal. Carrots are in the fruits and vegetables food group.

MY FOOD JOURNAL

— my food on —

Food group	Food
Fruits and vegetables	Carrot
Meat and fish	Chicken
Dairy	Yogurt
Grains	Bread
Fats and sweets	Cake

An illustrative example is provided of the part of the communicative activity that students need to prepare.

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.

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 who 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.

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 92–99 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.

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.
- 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.

(Teacher's Book pages 32-33)

Class Weds.

Date Oct. 4

Time 5:00-5:50pm

	Warm-Up and Review	Introduce the Patterns	Practice the Patterns (Student Book page 3)	Games and Activities	Finish the Lesson
Lesson Plan	1. Do It! (5 min.)	1. Pronoun review 2. I want a fish. I don't want a rabbit. 3. He wants a fish. He doesn't want a rabbit. 4. Fluency practice (10 min.)	1. Open Student Books 2. Play recording and do exercises 3. Sing song (10 min.)	Memory Chain (7 min.)	1. True Sentences (4 min.) 2. Assign homework • Workbook p. 3 • Worksheet 1 (4 min.)
Materials Needed	student pictures of pets drawn in last lesson		CD & player		
Lesson Taught	✓ done	✓ done	✓ done except for song (play at beginning of next class)	✓ done Memory Chain	✓ done
General Notes Class response Individual response Areas that need more practice	<ul style="list-style-type: none"> Everybody needs more practice with <u>don't want</u> and <u>doesn't want</u>. Kim: Having trouble paying attention again. Call parents. Time song and games more carefully next time. Students really liked <u>interacting</u> during True Sentences activity (make sure to plan interactive activities in future lessons). 				

Teacher's Log

(Teacher's Book pages _____)

Class _____ Date _____ Time _____

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

Classroom Language

Classroom Language

Focus: Frequently used classroom language

Materials Needed: CD and player

Introduce the Language

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

Practice the Language

- Students open their books to pages vi and vii.

Listen and repeat. 🎧 1.01

- Students look at the twelve scenes to see if any of the situations they brainstormed above are illustrated on the page.
- Students listen and repeat.
 - A *I'm sorry I'm late.*
 - B *That's okay.*
 - A *How do you spell 'mother'?*
 - B *M-o-t-h-e-r.*
 - A *May I go to the bathroom?*
 - B *Of course.*
 - A *Please hand in your homework.*
 - B *Yes, Ms. Apple.*
 - A *I'm sorry. I forgot my book.*
 - B *That's okay. Use mine.*
 - A *I don't understand. Can you explain that, please?*
 - B *All right.*
 - A *Can I borrow a pencil, please?*
 - B *Sure. Here you are.*
 - A *Please turn to page 32.*
 - B *What page?*
 - C *32.*
 - A *What's the answer, Annie?*
 - B *I'm sorry. I don't know.*
 - A *It's recess! Let's go!*
 - B *Just a minute. I'm coming.*
 - A *Can you help me, Ms. Apple?*
 - B *Sure.*
 - A *Whose turn is it?*
 - B *It's yours.*
- Play the recording again. Students listen and point to the speakers. Play the recording as many times as necessary for students to complete the task.

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

Games and Activities

- **Role-Play.** Using their Student Books for reference, student pairs work with their partners to role-play each classroom language situation. After five to seven minutes, choose several pairs of volunteers to come to the front of the classroom to role-play several of the dialogues.

Finish the Lesson

- **What's Next?** Say the first line of one of the classroom language dialogues. Using their Student Books for reference, students respond with the second line. Do the same with all the dialogues.

Do You Remember?

Do You Remember?

Focus: English Time Level 2 Review

Function: Introducing oneself; giving personal information

Materials Needed: CD and player

Warm-Up and Review

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

Work with the Pictures

- Students open their books to page viii.
- Divide students into groups of three to 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, each group names one item; write it on the board. Once all the items have been listed, point to and say each word. Students repeat, pointing to those items in their books.

Work with the Text

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

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

Practice the Language

Listen and point. 1.02

- Students listen and point to each speaker.
 - 1 A I'm Annie. This is Ted.
B We're thirteen.
C I'm Digger. I'm five.
 - 2 A I'm reading.
B I'm drawing.
C I'm eating.
 - 3 B Red is my favorite color.
A Blue is my favorite color.
 - 4 B We live in Sunnyville.
A It's a nice place.

- 5 A I have a sister.
B I don't have a sister.
C I have a sandwich!
- 6 B What time is it?
A It's 8:30. Oh, no! We're late!
C It's time for English Time!

- Ask students what roles are needed to role-play the conversation. List them on the board (Annie, Ted, Digger). Divide the class into three groups. Group A role-plays Annie's lines, Group B does Ted's lines, and Group C does Digger's lines. Groups change roles and role-play the scenes again.
- Bring three volunteers to the front of the classroom to act out the conversation along with the recording. They then role-play it on their own, without the recording.
- Divide the class into groups of three and have each group role-play the conversation, then change roles and role-play the conversation again.

Games and Activities

- **True or False?** Say four to five statements about the Student Book conversation (see below). Students say *True* if the statement is true, and *False* if it is not. If the sentence is false, choose a volunteer to make it true. For example: Say *Annie is drawing*. A volunteer corrects the statement by saying *Annie is reading*.
Suggested Sentences: *Ted is ten. Annie has a sister. Digger is running. Ted has two brothers. Digger has salad.*

Finish the Lesson

- **Introduce Yourself.** Using their books for reference if necessary, students take turns standing up and introducing themselves to their classmates using the target language. For example: a student stands up and says *I'm Jane. I'm thirteen. I'm talking. Green is my favorite color. I live in Newville. It's a nice place. I have two brothers.* Continue around the classroom in the same way until most students have introduced themselves to the class.
- Workbook pages iii–iv (Answers, Teacher's Book page 100.)



At the Pet Shop

Conversation Time

Language Focus: *What's wrong? / I can't find my mom. / What does she look like? / She's tall and thin. She's wearing a red dress. / Is that your mom? / Yes! There she is. Thanks. / Mom!*

Function: Asking about and describing people's appearance

Materials Needed: CD and player; Wall Chart 1

Warm-Up and Review

- **Review.** Student pairs take turns standing up and introducing themselves to the class using the language from "Do You Remember?" For example: *I'm John. This is Mari. We're twelve. I'm talking. I'm listening. Green is my favorite color. We live in New York. It's a nice place. I have a brother.*

Introduce the Conversation

- See page 8.

NOTE If students need additional support, practice the conversation using the visual prompts on the board.

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 exercise focusing on exposure to English.

Look! Can you see a **little boy** and a **little girl**? Yes! There they are! The **little boy** is sad. He's *crying*. The **little girl** is sad, too, but she *isn't crying*. The woman wants to know what their mom looks like. The **little girl** is happy now. The **little boy** runs to his **mom**, *crying*.

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

Can you *point* to the little boy?

Can you *point* to the little girl?

Is the **little boy** *crying*?

Is the **little girl** *crying*?

Can you point to the boy's mom? What's she wearing?

Is the **little girl** *sad* now?

Practice the Conversation

A. Listen and repeat. 🎧 1.03

- Students listen to the first version of the conversation and repeat.

1 A *What's wrong?*

B *I can't find my mom.*

2 A *What does she look like?*

C *She's tall and thin. She's wearing a red dress.*

3 A *Is that your Mom?*

C *Yes! There she is. Thanks.*

B *Mom!*

B. Listen and point to the speakers. 🎧 1.04

- Students listen to the second version of the conversation, pointing to the speakers. Play the recording as many times as necessary to complete the task.

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

- Groups of three role-play the conversation. They change roles and do it again until each student has taken on each role.

D. Review. Listen and repeat. 🎧 1.05

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

A *Pass the pizza, please.*

B *Which one?*

A *The cheese pizza.*

B *Here. Help yourself.*

Option: Students role-play the conversation.

🦴 What Did Digger Find?

ANSWER

Digger found a plant.

Games and Activities

- **I Can't Find My Friend.** (Game 1, page 92.)

Finish the Lesson

- **What Does He Look Like?** Review colors. Bring two volunteers (S1 and S2) to the front of the classroom. Seated students point to S1, look at S2, and ask *What does (she) look like?* S2 points to S1, looks at the class, and answers (*She's (tall) and (she's) wearing a (blue) (dress).*) Next, seated students ask S1 the same question about S2. S1 describes S2. Continue in the same way with two to four pairs of volunteers.
- Workbook page 1. (Answers, Teacher's Book page 100.)

Word Time

Language Focus: Pets (*kitten, puppy, rabbit, mouse, fish, turtle, lizard, bird*)

Materials Needed: CD and player; paper, crayons and/or markers

Warm-Up and Review

- **Conversation Review: The Three Directors** (Game 14, page 93). Students open their books to page 1 and read the conversation after the teacher or recording. Play the game using the conversation.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 2 and name anything they can in the scene.
- Use Student Book page 2. Write *man, woman, girl, boy, baby, dog* on the board. Point to and read each word. Students repeat. Then point to and name the picture of each person or animal in the Student Book. Students name each one.
- Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

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

This is a **pet shop**. Look at **this boy**! He's trying to *catch* some **fish**. The **fish** are not *happy*! Uh-oh! A **woman** is *running* to the **boy**. She's *angry*! Where's the **lizard**? It's on the **rock**. Oh, look, here's a **turtle**. Can you see the **birds**? There are three. And there are some little **mice** here. But *these girls* *don't like* **mice**. They have a white little **rabbit**.

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

Is this a pet shop?

Can you *point* to the fish?

(**little fish in tank**) Are these fish *swimming*?

Can you *point* to the lizard? Is it red?

How many birds can you see?

(**rabbit in girl's arms**) What does this little girl have?

What color is the rabbit?

Practice the Words

A. Listen and repeat. 1.06

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

- | | |
|----------|----------|
| 1 kitten | 2 puppy |
| 3 rabbit | 4 mouse |
| 5 fish | 6 turtle |
| 7 lizard | 8 bird |

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

B. Point and say the words.

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

C. Listen and point. 1.07

- Play the recording. Students point to the named animal or the speaker (references are in parentheses). Play the recording as many times as necessary to complete the task.
A turtle.
A puppy.
A kitten.
Oo! A mouse!
A fish.
A lizard.
A bird.
A rabbit.
Now listen and point to the speakers.
A I can't find my sister. (young girl and shop clerk)
B What does she look like?
A She's wearing a blue dress. She's tall.
A Is that your bird? (young girl and woman with bird in hair)
B No, it isn't.
A Do you like puppies? (Annie and Ted)
B Yes, I do.

D. Write the words.

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

Extra Vocabulary.

- Introduce the extra vocabulary items *cat, dog, snake*. Students find these animals.

Games and Activities

- **Show and Tell: A Kitten Is Small.** (Game 17, page 93.)

Finish the Lesson

- **Role-play: Is This Your Kitten?** Have eight volunteers each draw one of the pets listed at the top of the page. Write the Unit 1 target conversation on the board. Read it and have students repeat. Bring a new volunteer to the front. He/She looks around, searching. Seated students ask him/her *What's wrong?* The volunteer says *I can't find my (kitten)*. The student who drew the (*kitten*) picture shows it to him/her and asks *Is this your (kitten)?* The volunteer says *Yes. Thanks*. Continue with seven new volunteers. (Keep the drawings for review use in the next lesson.)
- Workbook page 2. (Answers, Teacher's Book page 100.)

Practice Time

Language Focus: Declarative statements with *want*, positive and negative [(I) want/don't want a (fish). (He) wants/doesn't want a (rabbit).]

Function: Expressing wants

Materials Needed: CD and player; pictures of pets drawn during the Word Time lesson

Warm-Up and Review

- **Vocabulary Review: Do It!** (Game 30, page 95). Use the pictures of the Word Time pets drawn earlier by students. Play the game using the pictures.

Introduce the Patterns

- See page 12.

Practice the Patterns

- Students open their books to page 3.

A. Listen and repeat. 🎧 1.08

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word. Students listen.
I want a fish. I don't want a rabbit.
He wants a fish. He doesn't want a rabbit.
- Play the recording again. Students look at the pattern boxes in their books and repeat, pointing to each word.
- Students try to say the patterns on their own, looking at the pattern boxes.

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

🎧 1.09

- Students listen and repeat, pointing to each picture.
 - 1 *I want a puppy. I don't want a kitten.*
 - 2 *He wants a bird. He doesn't want a rabbit.*
 - 3 *We want a kitten. We don't want a puppy.*
 - 4 *They want a rabbit. They don't want a mouse.*
 - 5 *He wants a lizard. He doesn't want a turtle.*
 - 6 *You want a turtle. You don't want a fish.*
 - 7 *He wants a fish. He doesn't want a lizard.*
 - 8 *She wants a mouse. She doesn't want a bird.*
- Student pairs practice numbers 1–8. S1 says the positive statement, S2 says the negative. They change roles and repeat the activity.

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

- Student pairs take turns making statements about the large scene using the new patterns and vocabulary items. For example: S1 (pointing to the boy by the lizard): *He wants a lizard.* S2: *He doesn't want a turtle.*

D. Listen and sing along. 🎧 1.10

- Students turn to the song *I Want a Fish* on page 65 and try to read some of the lyrics. Read the lyrics line by line. Students repeat. Play the recording; students follow in their books.

I Want a Fish

I don't want a lizard.
I don't want a turtle.
I don't want a rabbit.
I want a fish.
I want a fish, fish, fish.
I want a fish, fish, fish.
Fish, fish, fish!
Fish, fish, fish! - Oh!

She doesn't want a kitten.
She doesn't want a puppy.
She doesn't want a rabbit.
She wants a bird.
She wants a bird, bird, bird.
She wants a bird, bird, bird.
Bird, bird, bird!
Bird, bird, bird! - Oh!

He doesn't want a puppy.
He doesn't want a turtle.
He doesn't want a kitten.
He wants a mouse.
He wants a mouse, mouse, mouse.
He wants a mouse, mouse, mouse.
Mouse, mouse, mouse!
Mouse, mouse, mouse! - Oh!

- Students listen to the recording and follow in their books.
- Students listen again and sing along, using their books for reference. Play the recording as often as necessary for students to become familiar with the song.
- Give three volunteers the fish picture card, the bird picture card, and the mouse picture card. Play the karaoke version. The volunteer holding the fish card sings the first verse. Seated students then sing the second and third verses, pointing to the appropriate volunteer as they sing each verse.

Games and Activities

- **Memory Chain.** (Game 33, page 95.)

Extra Practice

Worksheet 1, Bingo, page 113. (Answers, page 110.)

Finish the Lesson

- **True Sentences.** A volunteer says *I want a (rabbit)*, then shakes his/her head and says *I don't want a (turtle)*. Seated students point to the volunteer, look at the teacher, and say *(He) wants a (rabbit).* *(He) doesn't want a (turtle).* Choose two volunteers to come the board to practice *we/they want/don't want*. Continue in this way for four to six minutes, alternating between one and two volunteers.
- Workbook page 3. (Answers, Teacher's Book page 100.)

Phonics Time

Sound Focus: short u, long u (*bug, run, up, blue, glue, tune*)

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: Sing Along.** Play the Unit 1 song *I Want a Fish*. Students listen. Play it again while students sing along.

Introduce the Sounds

- See page 14.

Practice the Sounds

Students open their books to page 4.

A. Listen and repeat. 1.11

- Focus students' attention on the *short u* and *long u* words. Play the recording. Students listen and repeat, pointing to the pictures and words in their books.

<i>short u /ʌ/</i>	<i>long u /u:/</i>
<i>bug</i>	<i>blue</i>
<i>run</i>	<i>glue</i>
<i>up</i>	<i>tune</i>

B. Do they both have the same u sound? Listen and write ✓ or X. 1.12

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

1 <i>duck, bus</i>	2 <i>tube, Sue</i>
<i>duck, bus</i>	<i>tube, Sue</i>
3 <i>cup, flute</i>	4 <i>sun, bug</i>
<i>cup, flute</i>	<i>sun, bug</i>

- Check answers by saying *Number 1, duck, bus*. Students repeat the words then stand up if they wrote ✓ and stay seated if they wrote X. Do the same for numbers 2–4.

ANSWERS

1 ✓ 2 ✓ 3 X 4 ✓

C. Read the sentences.

- Write the first sentence on the board. Read it at natural speed. Students repeat. Read the sentence again, pointing to and sounding out each word. Students repeat each word. Practice difficult sounds and words as necessary. Choose volunteers to read the entire sentence. Prompt if necessary. Student pairs read the sentence to each other. Repeat the entire procedure with the next two sentences.

Option: Check that students understand the meaning of each sentence by asking fun questions. For example: *What do Sue and June hum? Where do the bugs run? What does the duck have?*

D. Listen and match. 1.13

- Students match each number to the word they hear. Play the recording as many times as necessary to complete the task.

1 <i>tube, tube</i>	2 <i>flute, flute</i>
3 <i>duck, duck</i>	4 <i>Luke, Luke</i>
5 <i>luck, luck</i>	6 <i>up, up</i>
- Check answers by saying *Number 1* and having a volunteer say and spell the word he/she matched it to. Do the same for numbers 2–6.

Games and Activities

- Check *Short u* or *Long u*. (Game 46, page 96.)

Extra Practice

Worksheet 2, Phonics Fun *short u* and *long u*, page 114. (Answers, page 110.)

Finish the Lesson

- **Read the Words.** Write six to seven *short u* and *long u* words on the board (see Suggested Words below). Point to each word and have students read it.
Suggested Words: *due, Sue, June, jug, flute, sun, gum, tune*
- Workbook page 4. (Answers, Teacher's Book page 100.)

Assessment

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



At the Supermarket

Conversation Time

Language Focus: *Excuse me. Can you help me? / Sure. / Where's the rice? / It's in Aisle 3. It's next to the bread. / How about the chips? / I don't know. Let's look. / Great! Thanks.*

Function: Asking for help; asking about and describing location

Materials Needed: CD and player; Wall Chart 2

Warm-Up and Review

- **Phonics Review: What's Different?** Say two words with the same vowel sound and one with a different vowel sound. Students say the word with the different vowel sound. Do the same with five to six different sets of words.
Suggested Words: *duck, tube, cup; flute, blue, sun; tune, bug, gum; run, Sue, up; bus, cup, glue; up, duck, flu; Sue, pup, flute*

Introduce the Conversation

- See page 8.

NOTE If students need additional support, practice the conversation using the visual prompts on the board.

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 a **supermarket**. There is a lot of food at the **supermarket**. What's wrong? **This boy** *can't find* the rice. But **this girl** can help him. She *tells* him where the rice is. It's in **Aisle Three**. It's next to the bread. What about the **chips**? Where are they? The **girl** *doesn't know*. They *go and look*.
- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
Can you *point* to the boy?
Can you *point* to the baby?
Can you *point* to the baby's father?
Can the boy find the rice?
Where's the rice? Do you like **rice**?

Practice the Conversation

A. Listen and repeat. 🎧 1.14

- Play the first version of the conversation. Students listen and repeat.
 - 1 A *Excuse me. Can you help me?*
B *Sure.*
 - 2 A *Where's the rice?*
B *It's in Aisle 3. It's next to the bread.*
 - 3 A *How about the chips?*

B *I don't know. Let's look.*

4 A *Great! Thanks.*

B. Listen and point to the speakers. 🎧 1.15

- Play the second version of the conversation. Students listen and point to the speakers. Play the recording as many times as necessary to complete the task.

C. Role-play the conversation with a partner.

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

D. Review. Listen and repeat. 🎧 1.16

- Volunteers try to read or guess the worms' conversation. Students listen and repeat, pointing to each speech bubble.
 - A *What's wrong?*
B *I can't find my dad.*
 - A *What does he look like?*
B *He's tall and thin.*

Option: Students role-play the conversation.

Games and Activities

- **Classroom Cues: At the Store.** (Game 2, page 92.)

Finish the Lesson

- **Take Turns.** Divide the class into Groups A and B. Bring two volunteers to the front of the classroom to say or read alternate lines of the conversation, substituting new food items into it. Groups A and B then read/say alternate lines of the conversation exactly as each one appears in the Student Book.
- Workbook page 5. (Answers, Teacher's Book page 100–101.)

Word Time

Language Focus: Food items (*meat, pasta, fish, shellfish, cereal, soy sauce, egg/eggs, vegetable/vegetables*)

Materials Needed: CD and player; teacher-made *rice, bread, and chips* word cards

Warm-Up and Review

- **Conversation Review: Living Conversation.** Say the conversation on page 5, students repeating after each line. Divide the class into two groups. Divide the board into four large vertical columns labelled *Aisle*. Number the aisles from 1–4. Bring three volunteers to the front. Give the *rice* word card to S1, *bread* to S2, and *chips* to S3. S1 and S2 stand in front of Aisle 2, S3 in front of Aisle 3. Groups practice the conversation using the card cues, then change roles and practice the conversation again.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 6, look at the large scene and name anything they can.
- Use Student Book page 6. Read the following “story” while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

This is a **supermarket**. There are some **people** and **pets** here. Look, here's **Digger**. He found some **fruit**! Where's the **fish**? Oh, there it is! And what is this **old woman** doing? She's *looking* at some **shellfish**. This **little girl** is at the **supermarket** with her **mom**. The **little girl** has some **carrots**. **Bill** is *playing* with some **eggs**. His **mom** *isn't happy*.

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

(**pasta**) What's this? Is it meat?

Is **Bill's mom** *happy*?

(**woman looking at shellfish**) Is this woman *sad*?

(**man by the fish case**) What's this man *looking at*?

(**soy sauce**) Is this soy sauce?

(**cereal**) Is this shellfish?

(**fish**) Is it fish?

Practice the Words

A. Listen and repeat. 1.17

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

1 *meat*

2 *pasta*

3 *fish*

4 *shellfish*

5 *cereal*

6 *soy sauce*

7 *egg, eggs*

8 *vegetable, vegetables*

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

B. Point and say the words.

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

C. Listen and point. 1.18

- Students point to the food items. They listen to the conversations, and point to the speakers (shown in parentheses). Play the recording as often as necessary to complete the task.

Eggs!

Mm. Cereal!

Soy sauce

Shellfish.

Meat.

Fish.

Vegetables.

Pasta.

Now listen and point to the speakers.

A *What's wrong?* (store clerks at the front of the store)

B *I can't find my pencil.*

A *What does it look like?*

B *It's red and yellow.*

A *What are these?* (little girl and mom near carrots)

B *They're carrots.*

A *Excuse me. Where's the cereal?* (man and store clerk mid-scene)

B *It's in Aisle 1. It's next to the pasta.*

D. Write the words.

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

What Did Digger Find?

ANSWER

Digger found some fruit.

Extra Vocabulary

- Introduce the extra vocabulary items *coffee, tea, sugar* for students to find.

Games and Activities

- **Role-play: Shopping.** (Game 18, page 93.)

NOTE Remind students to ask *Where* are instead of *Where's* for plural items.

- **Option: Personalize the Picture.** (Game 20, page 94.)

Finish the Lesson

- **Supermarket Survey.** Write the vocabulary words from page 6 on the board and place the pet pictures from Unit 1 in the marker tray. A volunteer picks up the (*kitten*) picture, says *I'm a (kitten)*, then holds up the (*fish*) picture card and says *I want (fish)*. Continue in the same way with five new volunteers.
- Workbook page 6. (Answers, Teacher's Book page 101.)

Practice Time

Language Focus: Yes/No questions with *want* [Do (you) want (eggs)? Yes, (I) do./ No, (I) don't. (I) want (pasta)/ Does (she) want (eggs)? Yes, (she) does./ No, (she) doesn't. (She) wants (pasta).]

Function: Asking about wants

Materials Needed: CD and player

Warm-Up and Review

- **Vocabulary Review: Slow Reveal.** (Game 45, page 96) Draw pictures of the items on Student Book page 6 and play the game using them.

Introduce the Patterns

- See page 12.

Practice the Patterns

- Students open their books to page 7.

A. Listen and repeat. 🎧 1.19

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word.
 - A Do you want eggs?
 - B Yes, I do.
 - A Do you want eggs?
 - B No, I don't. I want pasta.
 - A Does she want eggs?
 - B Yes, she does.
 - A Does she want eggs?
 - B No, she doesn't. She wants pasta.
- Play it again. Students look at the pattern boxes in their books and repeat, pointing to each word.
- Students try to say the patterns on their own, looking at the pattern boxes.

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

🎧 1.20

- Students repeat each conversation.
 - 1 Do you want cereal?
Yes, I do.
 - 2 Does it want vegetables?
No, it doesn't. It wants shellfish.
 - 3 Do you want fish?
Yes, I do.
 - 4 Does she want pasta?
Yes, she does.
 - 5 Do they want shellfish?
No, they don't. They want soy sauce.
 - 6 Do you want eggs?
No, we don't. We want vegetables.
 - 7 Does he want meat?
No, he doesn't. He wants fish.
 - 8 Do they want soy sauce?
No, they don't. They want eggs.

- Student pairs practice numbers 1–8. S1 asks the questions, S2 answers. They change roles and repeat the activity.

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

- Student pairs take turns asking and answering questions about the scene using the new patterns and vocabulary items. For example: S1 (pointing to the old lady): *Does she want shellfish?* S2: *Yes, she does.*

D. Listen and sing along. 🎧 1.21

- Students turn to the *Do You Want Pasta?* song, page 65, and try to read some of the lyrics. Read the lyrics line by line. Students repeat each line. Then students follow the recording in their books.

Do You Want Pasta?

Do you want pasta?

Do you want pasta?

Yes, I do. Yes, I do.

Do you want soy sauce?

Do you want soy sauce?

No, I don't. I want eggs.

Does he want vegetables?

Does he want vegetables?

Yes, he does. Yes, he does.

Does he want cereal?

Does he want cereal?

No, he doesn't. He wants eggs.

Do they want fish and meat?

Do they want fish and meat?

Yes, they do. Yes, they do.

Do they want shellfish?

Do they want shellfish?

No, they don't. They want eggs.

- Students listen again and sing along, using their books for reference. Play the recording as often as necessary for students to become familiar with the song.
- Play the karaoke version. Students sing along.

Games and Activities

- **Meal Planner.** (Game 34, page 95.)

Extra Practice

Worksheet 3, Do You Want Fish?, page 115. (Answers, page 110.)

Finish the Lesson

- **Ask and Answer.** Ask individual students *Do you want (pasta)?* Students take notes on their classmates' answers. Point to a student and ask *Does (she) want (pasta)?* Students consult their notes and answer the question. Continue for four or five minutes.
- Workbook page 7. (Answers, Teacher's Book page 101.)

Phonics Time

Sound Focus: short and long vowel review (*cat, bed, pig, box, gum, cake, bee, bike, home, Luke*)

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: Do You Want Soy Sauce?** Write the Unit 2 Word Time vocabulary on the board and ask a student *Do you want (soy sauce)?* If the student answers *Yes, I do*, he/she stands up. If the student answers *No, I don't. I want (pasta)*, he/she stays seated. Then point to S1 and ask the class *Does (he) want (soy sauce)?* Students answer using the target pattern. Continue in the same way, using four to five different words.
- **Phonics Review: Choose a Word and Read It.** Write *u*, *ue*, and *u e* on the board. Point to each one and elicit its sound. Write some of the Unit 1 Phonics Time vocabulary on the board. Have a volunteer read one of the words. Point to the vowel and have students say the vowel sound. Repeat with the remaining cards.

Review the Sounds

- Say /æ/ - /æ/. Students repeat. Say *cat*, /æ/, *cat*. Students repeat. Do the same for *bed*, *fish*, *box*, and *gum*. Repeat the procedure for the long vowel words, *cake*, *bee*, *bike*, *home*, and *Luke*.
- Write *cat* on the board. Students read it. Do the same with the remaining words. Have one student read each word.

Practice the Sounds

- Students open their books to page 8.

A. Listen and repeat. 🎧 1.22

- Focus students' attention on the short and long vowel words. Students listen to the recording and repeat, pointing to the pictures and words in their books.

short vowels

short a /æ/
cat

short i /ɪ/
fish

short u /ʊ/
gum

long vowels

long a /eɪ/
cake

long i /aɪ/
bike

long u /u/
Luke

short e /e/
bed

short o /ɒ/
box

long e /i:/
bee

long o /oʊ/
home

B. Listen and match. 🎧 1.23

- Students match each picture to the corresponding vowel. Play the recording as often as necessary to complete the task.

1 <i>red, red</i>	2 <i>coat, coat</i>
3 <i>jam, jam</i>	4 <i>tea, tea</i>
5 <i>nut, nut</i>	6 <i>kite, kite</i>
- Check answers by saying *Number 1, red* and having a volunteer name the vowel sound. Repeat for numbers 2–6.

ANSWERS

- 1 short e 2 long o 3 short a 4 long e 5 short u
6 long i

C. Read the sentences.

- Write the first sentence on the board. Read it at natural speed. Students repeat. Read it again, sounding out each word. Students repeat each word. Practice difficult sounds and words as necessary. Volunteers read the entire sentence. Student pairs read the sentence to each other. Repeat the entire procedure with the next two sentences.
- **Option:** Ask questions to check that students understand the meaning of each sentence. For example: *Luke needs a kite, a coat and what? Does Sam pet the cat, the dog and the coat? Is the blue and white bag on the bed?*

D. Listen and circle. 🎧 1.24

- Students circle the corresponding vowel. Play the recording as often as necessary to complete the task.

ANSWERS

- 1 *pet, pet* 2 *time, time* 3 *hot, hot* 4 *wait, wait*
5 *bus, bus*

- Check answers by saying *Number 1, pet*, and having a volunteer name the vowel sound. Repeat for numbers 2–5.

ANSWERS

- 1 short e 2 long i 3 short o 4 long a 5 short u

Games and Activities

- **Name the Sound, Say a Word.** (Game 47, page 96.)

Extra Practice

Worksheet 4, Phonics Fun Vowel Review, page 116. (Answers, page 110.)

Finish the Lesson

- **Long/Short.** Students write *long* on one side of a piece of paper, and *short* on the other side. Say a word from the lesson. Students repeat the word and hold up *short* for a short vowel, *long* for a long vowel. Continue with six or seven different words.
Suggested Words: *cat, cake, bed, bee, pig, bike, box, home, run, Luke*
- **Option:** Make the activity competitive. If a student displays the wrong sign, that student is "out." The last student(s) remaining is the winner. Say the words increasingly quickly.
- Workbook page 8. (Answers, Teacher's Book page 101.)

Assessment 🎧

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



At Annie's House

Conversation Time

Language Focus: *Let's go to the movies on Thursday. / I can't. How about Friday? / Sorry, I'm busy. Is Saturday okay? / No. What about Sunday? / Sure! / Sounds good!*

Function: Making an invitation; accepting/turning down an invitation

Materials Needed: CD and player; Wall Chart 3; six teacher-made cards with words on both sides: (*Thursday/Monday*), (*Friday/Tuesday*), (*Saturday/Wednesday*), (*Sunday/Thursday*), (*Sure/Great*), (*Sounds good/Cool*)

Warm-Up and Review

- **Phonics Review: Where's the Bee?** Write the Unit 2 Phonics Time vocabulary on the board. Point to each word and have students read it. Then bring a volunteer (S1) to the board. S1 draws a line to join two of the words. Seated students read the words. S1 then points to one of the two words and asks *Where's the (bee)?* A seated volunteer says *The (bee) is (next to) the (bed)*. Continue in the same way with four to six volunteers.

Introduce the Conversation

- See page 8.

NOTE If students need additional support, practice the conversation using the visual prompts on the board.

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*).
Penny is climbing a **tree**. **These boys** and **girls** are sitting at the **table**. The **boys** are *playing a game*. **This girl** is *painting a picture of flowers*.
- Ask the following questions while pointing to the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).
(**girl climbing a tree**) What's she doing?
(**boys at table**) What are they doing?
(**girl painting**) Is she *drawing a picture*?
(**girl writing a letter**) What is she doing?
(**Digger**) Who's this? Is Digger *running*?
(**flowers**) Are they trees?

Practice the Conversation

A. Listen and repeat. 🎧 1.25

- Play the first version of the conversation. Students repeat.
1 A *Let's go to the movies on Thursday.*
B *I can't. How about Friday?*

2 C *Sorry, I'm busy. Is Saturday okay?*

D *No. What about Sunday?*

3 A *Sure!*

B *Sounds good!*

B. Listen and find the speakers. 🎧 1.26

- Play the second version of the conversation; students point to the speakers. Play the recording as often as necessary to complete the task.

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

- Groups of four role-play the conversation. Students in each group change roles and role-play the conversation again, continuing until each student has taken on each role.

D. Review. Listen and repeat. 🎧 1.27

- Volunteers try to read or guess the worms' conversation. Students then listen and repeat, pointing to each speech bubble.
A *Where's the ball?*
B *It's next to the tree.*
A *Where's the kite?*
B *I don't know. Let's look.*

Option: Students role-play the conversation.

🦴 What Did Digger Find?

ANSWER

Digger found a ruler.

Games and Activities

- **Change the Lines.** (Game 3, page 92.)

Finish the Lesson

- **Write the Next Sentence.** (Game 15, page 93.) Play the game using the target conversation.
- Workbook page 9. (Answers, Teacher's Book page 101.)

Word Time

Language Focus: Everyday actions (*have a snack, exercise, use a computer, watch movies, do homework, listen to music, clean up, wash the car*)

Materials Needed: CD and player; teacher-made word cards for *singer, actor, grandfather, grandmother, father, mother, brother, sister*

Warm-Up and Review

- **Conversation Review: Missing Words** (Game 13, page 93). Play the game using the Unit 3 target conversation.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 10, look at the large scene and name anything they can.
- Use Student Book page 10. Write *grandfather, grandmother, father, mother, brother, sister* on the board. Point to and read each word; students repeat. Point to and name the picture of each person on the page; students repeat.
- Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

Look, **Annie's father** is *washing* the **car**. His **neighbor** is *listening to music*. Inside the house, **Penny** and her **friend** are *watching movies*. And here is Annie's **grandmother**. Can you *see* her? She's *cleaning up*. **Dan**, Annie's brother, is *doing homework*. **Annie** is in the next room. She's *using* her **computer**.

- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
(**man washing car**) Is he *washing* his car?
Is **Ted** in the house? Is he *running*?
(**women exercising**) Are they *watching movies*? Are they *exercising*?
(**girls watching movies**) What are they *watching*?
(**boy doing homework**) What's he *doing*?
Is **Annie** *using* a computer?

Practice the Words

A. Listen and repeat. 🎧 1.28

- Students point to each word in the vocabulary box.

1 <i>have a snack</i>	2 <i>exercise</i>
3 <i>use a computer</i>	4 <i>watch movies</i>
5 <i>do homework</i>	6 <i>listen to music</i>
7 <i>clean up</i>	8 <i>wash the car</i>
- Say the words in random order. Students point to them.

B. Point and say the words.

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

C. Listen and point. 🎧 1.29

- For the vocabulary, students point to the person doing that activity; for the conversations, they point to the speakers (references are in parentheses). Play the recording as often as necessary to complete the task.
Listen to music.
Exercise.
Have a snack.
Do homework.
Watch movies.
Wash the car.
Clean up.
Use a computer.
Now listen and point to the speakers.
A *I'm thirsty. I want a soda pop. Do you want a soda pop?* (women exercising)
B *Yes, I do.*
A *Honey, where's the cheese?* (man and woman in kitchen)
B *It's on the shelf.*
A *Oh. There it is. Thanks.*
A *Hi! How are you, Ted?* (Ted and man washing car)
B *Fine, thanks. How are you?*
A *I'm fine.*

D. Write the words.

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

Extra Vocabulary

- Introduce the extra vocabulary items *play a game, paint a picture, write a letter*. Students find people doing these actions.

Games and Activities

- **Guess the Action.** (Game 19, page 94.)

Finish the Lesson

- **What Do They Do?** Stand the teacher-made word cards on the marker tray; write the Unit 3 Word Time vocabulary on the board above the cards. A volunteer comes up, holds up a word card, and says *I'm (father). I (listen to music) on Sunday*. A seated volunteer points to (*father*) and says *Oh! You're (father).* You (*listen to music*) on Sunday. Another volunteer (S2) comes up, picks a word card, and says *I'm (his) (brother). I (wash the car) on Sunday*. A seated volunteer points to S2 and says *Oh! You're (his) (brother). You (wash the car) on Sunday*. Continue in the same way with the remaining cards.
- Workbook page 10. (Answers, Teacher's Book page 101.)

Practice Time

Language Focus: *Wh-* questions with *when*; simple present
[*When do (you) (exercise)? (I) (exercise) (in the morning). / When does (she) (exercise)? (She) (exercises) (at night).]*

Function: Asking about daily routine

Materials Needed: CD and player

Warm-Up and Review

- **Vocabulary Review: What Is It?** Use the target phrases from page 10. Divide the class into two teams. Call one member of each team to the front. Show both students one of the target phrases on a piece of paper. They pantomime the phrase and their teams try to guess what it is. The first team to guess correctly wins a point. Repeat with different students and phrases until all target phrases have been guessed.

Introduce the Patterns

- See page 12.

Practice the Patterns

- Students open their books to page 11.

A. Listen and repeat. 🎧 1.30

- Write the text from the pattern boxes on the board. Point to each word as the recording plays.

A *When do you exercise?*

B *I exercise in the morning.*

C *I exercise in the afternoon.*

D *I exercise in the evening.*

E *I exercise at night.*

A *When does he exercise?*

B *He exercises in the morning.*

C *He exercises in the afternoon.*

D *He exercises in the evening.*

E *He exercises at night.*

have → has

use → uses

do → does

clean → cleans

exercise → exercises

watch → watches

listen → listens

wash → washes

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

- Students try to say the patterns on their own.

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

🎧 1.31

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

1 *When do you do homework?*

I do homework in the afternoon.

2 *When does he have a snack?*

He has a snack at night.

3 *When does she listen to music?*

She listens to music in the morning.

4 *When do they watch movies?*

They watch movies in the evening.

5 *When do you wash the car?*

I wash the car in the morning.

6 *When does she clean up?*

She cleans up in the afternoon.

- Student pairs practice numbers 1–6, S1 asking the questions, S2 answering. They change roles and repeat the activity.

C. Look at page 10. Point to the picture and practice with a partner. Make up the times of day.

Student pairs ask and answer questions about the large scene using the new patterns and vocabulary items. For example: S1 (pointing to Annie's father): *When does he wash the car?* S2: *He washes the car in the morning.*

D. Listen and chant. 🎧 1.32

- Students turn to the *Homework* chant, page 65, and try to read some of the lyrics. Read the lyrics line by line; students repeat. Students listen to the chant and follow in their books.

Homework

When do you do homework, Annie?

I do homework at night.

I'm busy in the afternoon.

I do homework at night.

When does she do homework, Ted?

She does homework at night.

She's busy in the afternoon.

She does homework at night.

When do you watch movies, Ted?

I watch movies at night.

I'm busy in the afternoon.

I watch movies at night.

When does he watch movies, Annie?

He watches movies at night.

He's busy in the afternoon.

He watches movies at night.

- Students listen again and chant, using their books for reference. Play the recording as often as necessary for them to become familiar with the chant.
- Bring a boy, "Ted," and a girl, "Annie," to the front. Divide the rest of the class into two groups. Play the karaoke version. Group A chants the questions, pointing to "Annie" and "Ted." "Annie" chants the responses in verses 1 and 4, "Ted" chants the responses in verses 2 and 3.

Games and Activities

- **True Sentences.** (Game 35, page 95.)

Extra Practice

Worksheet 5, Interview, page 117. (Answers, page 110.)

Finish the Lesson

- **Daily Routine.** Ask a student (S1) *When do you listen to music?* He/She makes a true sentence. S1 then asks another student the target question. Students continue around the classroom like this until most have taken a turn.
- Workbook page 11. (Answers, Teacher's Book page 101.)

Phonics Time

Sound Focus: Consonant review (popcorn, bird, gum, key, meat, nurse, door, tape, horse, window, fish, vet, sing, zero, jacket, yo-yo, leg, rabbit, cake, queen, duck, six)

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: When do you have a snack?** Write four everyday actions at the top of the board and put a volunteer beneath each word. Students take turns asking *When do you (exercise)?* based on the word the volunteer is standing under. They should answer according to when they usually do the activity. Then volunteers change places and students ask three or four more questions.
- **Phonics Review: Read the Sentences.** Write the following sentences on the board:
 - 1 Luke's box is under the bed.
 - 2 Sue runs to the bus.
 - 3 The duck and the fish need a home.
- Point to each word as the class reads. Volunteers take turns reading a sentence.

Review the Sounds

- Write *b, c, ck, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z* on the board. Point to each letter; students name it and say its sound. Point to letters randomly; individual students say the name and sound of each letter.

Practice the Sounds

- Students open their books to page 12.

A. Listen and repeat. 1.33

- Focus students' attention on the consonant review. Students listen and repeat, pointing to the pictures and words.

p /p/	b /b/
popcorn	bird
g /g/	k /k/
gum	key
m /m/	n /n/
meat	nurse
d /d/	t /t/
door	tape
h /h/	w /w/
horse	window
f /f/	v /v/
fish	vet
s /s/	z /z/
sing	zero
j /dʒ/	y /y/
jacket	yo-yo
l /l/	r /r/
leg	rabbit
c /k/	q /kw/
cake	queen

ck /k/
duck

x /ks/
six

B. Listen and circle the initial consonant. 1.34

- For each number, students circle the initial letter of the word they hear. Play the recording as often as necessary to complete the task.
 - 1 house, house
 - 2 moon, moon
 - 3 tie, tie
 - 4 kite, kite
 - 5 net, net
- Check answers by saying *Number 1, house*; a volunteer repeats the word and says the letter he/she circled. Do the same for numbers 2–5.

ANSWERS

1 h 2 m 3 t 4 k 5 n

C. Read the sentences.

- Write the first sentence on the board. Read it at natural speed; students repeat. Point to and sound out each word; students repeat. A volunteer reads the entire sentence. Student pairs read the sentence to each other. Repeat the entire procedure with the second sentence.

Option: Ask fun questions to check that students understand the meaning of each sentence. For example: *Does the fat cat see the vet? Does the wet vet see a dog? Does the dog have a sock?*

D. Listen and match. 1.35

- Students match each number to the letter of the initial sound of the word they hear. Play the recording as often as necessary to complete the task.

1 queen, queen	2 log, log
3 tool, tool	4 zoo, zoo
5 read, read	6 yo-yo, yo-yo
7 pail, pail	8 coat, coat
- Check answers by saying *Number 1, queen*; a volunteer repeats the word and says the letter he/she circled. Do the same for numbers 2–8.

ANSWERS

1 q 2 l 3 t 4 z 5 r 6 y 7 p 8 c

Games and Activities

- **Alphabet Pairs.** (Game 48, page 96.)

Extra Practice

Worksheet 6, Phonics Fun Consonant Review, page 118. (Answers, page 110.)

Finish the Lesson

- **Say a Word.** Say *popcorn*. Students repeat and name the word's initial letter. A volunteer says another word with the same initial sound. Repeat with five to six different words. Suggested Words: *ball, kite, swim, lake, catch, yellow*
- Workbook page 12. (Answers, Teacher's Book page 102.)

Assessment

Unit 3 Test, page 145. (Answers, pages 137–138.)

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, 9), Word Time page (pages 2, 6, 10), and Practice Time page (pages 3, 7, 11). Elicit each conversation, vocabulary item, and pattern.

Work with the Pictures

- Students open their books to page 13.
- Groups of three name any items or characters they recognize in the six scenes.
- Ask each group how many items they found. Encourage them to name as many as they can, using complete sentences when possible.
- Each group names one item; write a sentence with it on the board. Once all the sentences have been written, read each one. Students repeat, pointing to the items in their books.
- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
Does **Max** want to watch movies? Does **Digger** want to watch movies? When does Digger clean up? When do you clean up? When does Digger do his homework? When do you do your homework? Does Max want to watch movies on Monday? Does Digger want to *have a snack*? When does Max exercise? Who says "Let's exercise and eat, too"?

Work with the Text

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

Practice the Story

A. Listen and repeat. 🎧 1.36

- Play the first version of the story. Students follow in their books.
 - 1 **Max** *Good morning, Digger! Let's watch movies!*
 - Digger** *Hi, Max. Sorry, I'm busy now. I exercise in the morning.*
 - 2 **Max** *How about this afternoon?*
 - Digger** *Sorry, I can't. I clean up in the afternoon.*

- 3 **Max** *How about this evening?*
- Digger** *I can't. I do homework in the evening.*
- 4 **Max** *How about Saturday? Let's watch movies on Saturday.*
- Digger** *Sorry, I can't. Let's exercise, Max!*
- 5 **Max** *I don't exercise.*
- Digger** *Oh, Max!*
- 6 **Digger** *Hey! Let's exercise and eat, too!*
- Max** *Okay!*

- Play it again. Pause after each line for students to repeat. Play it as often as necessary for students to become familiar with the story.

B. Look at A. Listen and point. 🎧 1.37

- Play the second version of the story. Students point to each speaker.
- Student pairs take on the two roles. Play the recording again, pausing after each line. Students repeat their character's lines. They change roles and do the activity again. Play the recording as often as necessary to complete the task.

C. Listen. Circle True or False. 🎧 1.38

- Based on the Digger's World story, students circle *True* if the statement is correct, *False* if it is not.
 - 1 *Max exercises in the morning.*
 - 2 *Digger exercises in the afternoon.*
 - 3 *Digger cleans up in the afternoon.*
 - 4 *Digger does homework in the evening.*
 - 5 *Max doesn't exercise.*
- Check answers by saying *Number 1, Max exercises in the morning*. Students say *True* or *False*, depending on which they circled.

ANSWERS

1 False 2 False 3 True 4 True 5 True

D. Role-play these scenes.

- Students name the roles needed to role-play the conversation. List them on the board.
- Divide the class into two groups, each role-playing one character's lines. Groups change roles and do the scenes again.
- A volunteer from each group acts out the story along with the recording, then role-plays the story on their own.
- Students choose partners to role-play the story, then change roles and do it again.

Games and Activities

- **Did you Hear That?** (Game 61, page 98.)

Finish the Lesson

- **Listen and Pantomime.** Students in pairs each take on the role of one of the story characters. They listen to the recording and pantomime their role, then change roles and do it again.
- Workbook page 13. (Answers, Teacher's Book page 102.)

Activity Time

Review Focus: Units 1–3 vocabulary and sounds

Materials Needed: None

Warm-Up

- **Review Units 1–3 Vocabulary and Sounds.** Students turn to each Word Time page (pages 2, 6, 10) and Phonics Time page (pages 4, 8, 12). Elicit each vocabulary item and sound.

Review

- Students open their books to page 14.

A. Read and find the picture. Write the names.

- Students read each sentence, find the corresponding picture, and write the correct name below each picture.
- Check answers by pointing to each picture and have students say the name they wrote below it.

ANSWERS

Sue is the person to the right of the sentences.
Rose is the first person in the bottom row.
Lee is the second person in the bottom row.
Nat is the third person in the bottom row.
Kim is the fourth person in the bottom row.

B. Read and complete the puzzle.

- Students read each sentence and write the corresponding word in the puzzle.
- Check answers by saying *Down, Number 1*, and have students say and spell the word they wrote. Do the same for the remaining words.

ANSWERS

Down

1 fish 3 rabbit 4 mouse

Across

2 lizard 5 bird 6 turtle

Games and Activities

- **What's Different?** (Game 62, page 98.)

Finish the Lesson

- Checklist 1. (Student Book page 75.)
- Workbook page 14. (Answers, Teacher's Book page 102.)

Cross-curricular 1

Food

Language Focus: food terms (*healthy, fruits and vegetables group, unhealthy, fats and sweets group, meat and fish group, grains group, dairy group*).

Function: Identifying foods and their food groups, healthy and unhealthy foods.

Materials Needed: CD and player; a ball

Warm-Up and Review

- **Review: Vocabulary Review.** Write the target vocabulary from Student Book 2, Units 9 and 12, on the board. Point to each word and ask *Is (fruit) good for you?* Elicit *Yes, it is. / No it, isn't.* Point to words at random and have volunteers say *(Candy) is/isn't good for you.*

Introduce the Words

- See page 10.

CULTURE NOTE In the United States, students learn about food groups in a food pyramid. The food pyramid gives guidelines about portion sizes and servings per day. Any food can be unhealthy if not eaten in moderation.

Practice the Vocabulary

A. What foods do you eat?

- Use Student Book page 15. Students look at the photographs and name anything they can.

B. Listen and repeat. 🎧 1.39

- Students listen and repeat, pointing to each photo in their books.

- | | |
|-----------------------|-------------------------------|
| 1 healthy | 2 fruits and vegetables group |
| 3 unhealthy | 4 fats and sweets group |
| 5 meat and fish group | 6 grains group |
| 7 dairy group | |

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

C. Listen and read. 🎧 1.40

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

Fruits and vegetables are good for you. These are healthy foods. Some foods aren't good for you. These are unhealthy foods. Can you see the fries and candy?

Look at the foods in the grains group. Bread, pasta and rice are in this group.

Can you see foods in the meat and fish group? Do you like these foods?

Foods in the dairy group come from milk.

- Divide the class into five groups. Each group reads one part of the text aloud, until each group has read each of the parts aloud.
- Students choose a partner and read the text, alternating turns.

D. Is it true? Write ✓ or X.

- Students read the sentences, writing ✓ if the statement is true, and X if it is not.
- Check answers by saying *Number 1* and having a volunteer say *True* or *False*. Do the same for numbers 2–5.

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: Food Terms.** (Game 67, page 99.)

Finish the Lesson

- **Brainstorming Food Groups.** Write the five food groups on the board. Divide the class into two teams. Point to one of the food groups. Teams take turns telling you a food that belongs to that group, scoring a point for each correct food item and subtracting a point for each incorrect food item. When a team is unable to tell you a word, move on to the next food group. The team with the most points at the end wins.
- Workbook page 15. (Answers, Teacher's Book page 102.)

Project Time

Language Focus: Food Terms *What foods do you like in the (dairy) group? I like (yogurt) and (cheese). (Carrots) are in the (fruits and vegetables) group.).*

Materials Needed: scrap paper; poster paper, crayons, markers; pictures of various foods from magazines, newspapers and/or the Internet

Warm-Up and Review

- **Vocabulary: What food do you like in the (dairy) group?**
Review the food group vocabulary by holding up page 15 of the Student Book, pointing to the food group pictures and asking students to identify them one by one. Point to the pictures one by one again and ask the students if the food group is a healthy one. Ask a student to stand. Ask *What food do you like in the (dairy) group?* The student responds *I like (milk) and (cheese).* Continue until you have asked about each food group several times. Then say a food. Students respond with the corresponding food group.

A. Write three food groups. Ask and answer with a partner.

- Students turn to page 16 in their books. Draw a chart similar to the one in Activity A. Make sure students have scrap paper. Ask them to draw a grid on their paper. Write *Food group* and *Foods* along the top of the chart. Write three random food groups in the column on the left. Students do the same.
- Focus students' attention on the speech bubble examples in Activity A. Say the following while pointing to the speech bubbles.
What foods do you like in the dairy group?
I like yogurt and cheese.
- Ask a volunteer to come to the board. Point to the first food group in the column on the left. Ask *What foods do you like in the (grains) group?* The student responds *I like (bread) and (pasta).* Write the student's responses in the column on the right. Continue for the other two food groups in the chart.
- Students choose a partner. They ask and answer questions about their charts, alternating turns.
- Each pair chooses one of the food groups and ask and answer questions in front of the class.

B. Make a food journal.

- Write the five food groups on the board. Ask students to brainstorm all of the foods items they can say in English. Ask which food group the food belongs to. Write the items on the board under the corresponding heading. Students open their books to page 16. Point to the food journal in the book and say *A food journal.* Students repeat. Say the following while pointing to the text and pictures in Activity B. Students repeat.
My Food Journal
my food on (Sunday, Monday, Tuesday...)
Food group
foods
Meat and fish
chicken

Dairy

yogurt

Grains

cereal

Fats and sweets

cake

There are carrots in my journal. Carrots are in the fruits and vegetables food group.

- 1 Make sure students have poster paper, crayons, markers and pictures of food items from magazines, newspapers, and/or the Internet. Students make their food journals.
 - 2 Students write captions in their food journals similar to the food journal example in their books.
 - 3 Ask volunteers to share their food journals with the class. Students point to their journals and talk about the pictures. They can also point to the pictures and ask their classmates questions.
- Place the journals on the walls of the classroom if possible. If not, place them along the marker tray or on the board with magnets.

Games and Activities

- **Race to the Food Journal.** (Game 68, page 99.)

Finish the Lesson

- **Memory Chain.** (Game 33, page 95.) Play the game by specifying a food group and using *I like (yogurt).* pattern. Students add food items to the sentence that belong to that food group. Students continue until someone is unable to repeat the statement or can't think of a corresponding food item. The activity then begins again with a different food group.
- Workbook page 15. (Answers, Teacher's Book page 102.)



Around Town

Conversation Time

Language Focus: *May I help you? / Yes, please. One ticket to New York. / One way or round trip? / One way, please. / What time does it leave? / 2:45. Please hurry!*

Function: Asking for and giving information about travel; buying travel tickets

Materials Needed: CD and player; Wall Chart 4

Warm-Up and Review

- **Phonics Review: See and Say.** Hold up Student Book page 12. For each picture on the page, have one volunteer name the item and another say the word's initial letter and sound. For example: S1: *gum*. S2: *g, /g/*.

Introduce the Conversation

- See page 8.

NOTE If students need additional support, practice the conversation using the visual prompts on the board.

Talk About the Picture

- Use Wall Chart 4 or Student Book page 17. Read the following "story" while pointing to the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).
This woman wants to go to New York. She's buying a ticket. She just wants to go to New York, not come back. So she buys a one way ticket. It's 2:43 and the bus leaves at 2:45, so the woman has to *hurry*.
- Ask the following questions while pointing to the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).
Where does **this woman** want to go?
Does she want a one way or a round trip ticket?
What time does the **bus** leave?

Practice the Conversation

A. Listen and repeat. 🎧 1.41

- Play the first version of the conversation. Students repeat.
 - 1 A *May I help you?*
B *Yes, please. One ticket to New York.*
 - 2 A *One way or round trip?*
B *One way, please.*
 - 3 B *What time does it leave?*
A *2:45. Please hurry!*

B. Listen and point to the speakers. 🎧 1.42

- Play the second version of the conversation. Students point to the speakers. Play the recording as often as necessary to complete the task.

C. Role-play the conversation with a partner.

- Students choose a partner and role-play the conversation, then change roles and do it again.

D. Review. Listen and repeat. 🎧 1.43

- Volunteers try to read or guess the worms' conversation. Students listen and repeat, pointing to each speech bubble.
A *Let's have a snack.*
B *Sounds good!*
A *Do you want vegetables?*
B *No, I don't. I want fruit.*

Option: Students role-play the conversation.

Games and Activities

- **Living Bus Schedule.** (Game 4, page 92.)

Finish the Lesson

- **Take Turns.** Divide the class into two groups. Two volunteers say or read alternate lines of the conversation, substituting a new destination and time into the conversation. Groups A and B then read/say alternate lines of the conversation exactly as each one appears in the Student Book.
Option: Name the volunteers at the front of the classroom "naughty monkeys" and seated students "serious monkeys."
- Workbook page 16. (Answers, Teacher's Book page 102.)

Word Time

Language Focus: Modes of transportation (*bus, subway, airplane, train, car, taxi, ferry, bicycle*)

Materials Needed: CD and player; paper and crayons/markers

Warm-Up and Review

- **Conversation Review: Parallel Conversations.** Students read the Unit 4 conversation after the teacher or recording. Draw three columns on the board, the first headed with different destinations that you elicit from the class, the second with *One way* and *Round trip*, the third with different times. Divide the class into four groups; A is the "ticket-office clerk", B is the "customer", C the second or "parallel" clerk, D the second or "parallel" customer. A says the first line of the target conversation, B replies, using the first set of prompts on the board and their books if necessary. C and D say A's and B's lines after each exchange, using the second set of prompts. For example: A: *May I help you?* B: *Yes, please. One ticket to (Boston).* C: *May I help you?* D: *Yes, please. One ticket to (San Francisco).* A: *One way or round trip?* B: *One way, please.* C: *One way or round trip?* D: *Round trip, please.* Groups continue in this way until they finish the conversation.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 18, naming anything they can in the scene.
- Use Student Book page 18. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
Look at **these kids** on the **subway**. They're making *funny faces*! **This person** is riding a bicycle. That's a **taxi**, and over here is a **train**. Oh, look, here's a **bus**. It's *big*. There's a **car** behind it.
- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
(**subway**) Is this the subway?
(**Annie and Ted**) Do they have backpacks?
What color is the **airplane**?
Can you *see* the ferry? Point to it.
Can you *point* to the airplane? Is it *big*?

Practice the Words

A. Listen and repeat. 🎧 1.44

- Students repeat each word in the vocabulary box.
1 *bus* 2 *subway* 3 *airplane* 4 *train* 5 *car* 6 *taxi*
7 *ferry* 8 *bicycle*
- Say the words in random order. Students point to the words.

B. Point and say the words.

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

C. Listen and point. 🎧 1.45

- Students point to the named item for the vocabulary and to the speakers for the conversations (references are in parentheses). Play the recording as often as necessary to complete the task.

Bus.

Subway.

Bicycle.

Taxi.

Ferry.

Car.

Airplane.

Train.

Now listen and point to the speakers.

A *Ouch!* (woman and Ted on sidewalk)

B *Are you okay?*

A *I think so.*

A *Excuse me. Can you help me?* (man and woman in front of the train)

B *Sure.*

A *Where's the subway?*

B *It's over there.*

A *One ticket, please.* (ticket clerk and customer)

B *One way or round trip?*

A *Round trip.*

B *Here you are.*

A *Thanks.*

D. Write the words.

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

🦴 What Did Digger Find?

ANSWER

Digger found a sock.

Extra Vocabulary

- Introduce the extra vocabulary items *motorcycle, helicopter, skateboard* for students to find.

Games and Activities

- **Personalize the Picture.** (Game 20, page 94.) (Keep the pictures to use for review in the Phonics Time lesson.)

Finish the Lesson

- **Be and Tell: The Pets Are Going to Town.** Draw the Word Time vehicles on the board in a horizontal row. Assign volunteers, one by one, to "be" a Unit 1 pet and choose a mode of transportation, then describe the "scenes," saying, for example, *I'm a (bird). I'm on the airplane.* Students repeat.
- Workbook page 18. (Answers, Teacher's Book page 102.)

Practice Time

Language Focus: *Wh-* questions with *how*; simple present
[*How do (they) go to (work)? (They) go to (work) by (bus). / How does (she) go to (school)? (She) goes to (school) by (bus).]*

Function: Asking about modes of transportation

Materials Needed: CD and player

Warm-Up and Review

- **Vocabulary Review: What Am I Drawing?** (Game 29, page 94). Play the game using Unit 4 target vocabulary.

Introduce the Patterns

- See page 12.

Practice the Patterns

- Students open their books to page 19.

A. Listen and repeat. 🎧 1.46

- Write the text from the pattern boxes on the board. Point to each word as students listen.
 - A *How do they go to school?*
 - B *They go to school by bus.*
 - A *How do they go to work?*
 - B *They go to work by bus.*
 - A *How does she go to school?*
 - B *She goes to school by bus.*
 - A *How does she go to work?*
 - B *She goes to work by bus.*
- Play the recording again. Students look at the pattern boxes and repeat, pointing to each word.
- Students try to say the patterns on their own, looking at the pattern boxes.

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

🎧 1.47

- Students point to each picture in their books as they listen.
 - 1 *How do you go to work?*
I go to work by airplane.
 - 2 *How does she go to school?*
She goes to school by bicycle.
 - 3 *How does he go to work?*
He goes to work by train.
 - 4 *How do they go to work?*
They go to work by ferry.
 - 5 *How does she go to work?*
She goes to work by subway.
 - 6 *How do you go to school?*
We go to school by car.
 - 7 *How do they go to school?*
They go to school by bus.
 - 8 *How do you go to work?*
I go to work by taxi.

- Student pairs practice numbers 1–8. S1 asks the question, S2 answers. They change roles and repeat the procedure.

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

- Student pairs look at page 18 and take turns asking and answering questions about the people using the new patterns and vocabulary items. For example: S1 (pointing to the people on the ferry): *How do they go to work?* S2: *They go to work by ferry.*

D. Listen and chant. 🎧 1.48

- Students turn to the chant *How Do You Go To School?*, page 66, and try to read some of the lyrics. Read the lyrics line by line; students repeat. Play the recording. Students follow in their books.

How Do You Go To School?

How do you go to school?

I go to school by bus.

How do you go to school?

I go to school by car.

How do you go to school?

We go to school by train.

They go to school by bus and car.

They go to school by train.

How does she go to school?

She goes to school by bus.

How does he go to school?

He goes to school by car.

How do they go to school?

They go to school by train.

They go to school by bus and car.

They go to school by train.

- Play it again. Students chant, using their books for reference. Play it as many times as necessary for students to become familiar with the chant.
- Divide the class into two groups. Play the karaoke version. One group chants the questions, one chants the answers. Groups change roles and chant again.

Games and Activities

- **Share the Answer.** (Game 36, page 95.)

Extra Practice

Worksheet 7, *How Do They Go to School?*, page 119. (Answers, page 110.)

Finish the Lesson

- **Survey.** Students name six famous people. Write the names in four columns on the board, one name in the first and second columns, two names in the third and fourth columns. A volunteer points to a column and asks *How (do) (they) go to work?* Respond (*They*) *go to work by (airplane)*. Continue with two to three different volunteers.
- Workbook page 19. (Answers, Teacher's Book pages 102–103.)

Phonics Time

Sound Focus: *ch, tch, sh* (*chicken, peach, kitchen, watch, fish, shirt*)

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: How Does John Go to School?** Use the modes of transportation drawn by students in the Word Time lesson. Hold up the airplane and ask students *How does (Mary) go to (New York)?* Students say *(Mary) goes to (New York) by airplane.* Do the same with the remaining Unit 4 modes of transportation and the names of different students.

Introduce the Sounds

- See page 14.

NOTE The *ch* sound is written as /tʃ/. The *tch* sound is written as /tʃ/. The *sh* sound is written as /ʃ/.

Practice the Sounds

- Students open their books to page 20.

A. Listen and repeat. 1.49

- Focus students' attention on the *ch, tch, and sh*. Students listen and repeat, pointing to the pictures and words.

<i>ch</i> /tʃ/	<i>tch</i> /tʃ/	<i>sh</i> /ʃ/
<i>chicken</i>	<i>kitchen</i>	<i>fish</i>
<i>peach</i>	<i>watch</i>	<i>shell</i>

B. Does it have *ch, tch, or sh*? Listen and circle. 1.50

- For each number, students circle the target blend in the word they hear. Play the recording as often as necessary to complete the task.

- 1 *shell, shell*
- 2 *cheese, cheese*
- 3 *beach, beach*
- 4 *witch, witch*
- 5 *shop, shop*

- Check answers by saying *Number 1, shell*; have a volunteer repeat the word and say the letters he/she circled. Do the same for numbers 2–5.

ANSWERS

1 sh 2 ch 3 ch 4 tch 5 sh

C. Read the sentences.

- Write the first sentence on the board. Read it at natural speed; students repeat. Read it again, pointing to and sounding out each word; students repeat. Volunteers read the entire sentence. Prompt if necessary. Student pairs read the sentence to each other. Repeat the entire procedure with the remaining sentences.

- **Option:** Ask fun questions to check that students understand the meaning of each sentence. For example: *Does she sell fish and chicken? Do we chase the chicken in the kitchen? Are Mitch and the witch at the beach?*

D. Listen and circle. 1.51

- Students circle each word they hear. Play the recording as often as necessary to complete the task.

- | | |
|-----------------------|-----------------------|
| 1 <i>chin, chin</i> | 2 <i>sash, sash</i> |
| 3 <i>latch, latch</i> | 4 <i>sheet, sheet</i> |
| 5 <i>shop, shop</i> | 6 <i>ditch, ditch</i> |

- Check answers by saying *Number 1, chin*; have a volunteer say and spell the word he/she circled. Do the same for numbers 2–6.

Games and Activities

- **Hold It Up.** (Game 49, page 97.)

Extra Practice

Worksheet 8, Phonics Fun *ch, tch, and sh*, page 120. (Answers, pages 110–111.)

Finish the Lesson

- **Match It.** Divide the board into three columns labelled *chicken, kitchen, and shell*. Students read each word. Say a word with one of the target sounds (see Suggested Words below). Students repeat, then say the word on the board with the corresponding target blend and point to its column. Write the word in the correct column. Do the same with seven to ten different words. Once all the words have been written on the board, point to each one and have students read it.

Suggested Words: *chin, lash, Mitch, dish, shirt, peach, fish, chase, beach, sheet, cheat, cheese, witch*

- Workbook page 18. (Answers, Teacher's Book page 102.)

Assessment

Unit 4 Test, page 146. (Answers, Teacher's Book page 138.)



At the Hospital

Conversation Time

Language Focus: *What's your address? / 31 Plain Road. / Pardon me? / 31 Plain Road. / How do you spell "Plain"? / P-l-a-i-n. / Thank you. Have a seat, please. / Thanks.*

Function: Giving one's address; asking for clarification

Materials Needed: CD and player; Wall Chart 5

Warm-Up and Review

- **Phonics Review: Which Column?** Write *ch*, *tch*, and *sh* in a row on the board, point to each one and elicit its sound. A volunteer (S1) writes the words from page 20 in a separate column. Seated students read the words and S1 says the target sounds. Another volunteer then writes the words in the correct columns and points to each one, and seated students read them.

Introduce the Conversation

- See page 8.

NOTE If students need additional support, practice the conversation using the visual prompts on the board.

Talk About the Picture

- Use Wall Chart 5 or Student Book page 21. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words). This is a **hospital**. The **nurse** is *talking* to a **man** and a **woman**. The woman's **mouth** *hurts*. The **man** is *telling* the **nurse** their address. The man is telling the nurse how to spell "Plain." The man and woman can *have a seat* now.
- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
Who's *talking* to the **man** and **woman**?
(**sick woman**) Does her **hand** *hurt*? (**man and woman**)
What's their address?
How do you spell "Plain"?
Who can *have a seat*?

Practice the Conversation

A. Listen and repeat. 🎧 1.52

- Play the first version of the conversation. Students repeat.
 - 1 A *What's your address?*
B *31 Plain Road.*
 - 2 A *Pardon me?*
C *31 Plain Road.*
 - 3 A *How do you spell "Plain"?*
C *P-l-a-i-n.*

4 A *Thank you. Have a seat, please.*

C *Thanks.*

B. Listen and point to the speakers. 🎧 1.53

- Play the second version of the conversation. Students point to the speakers. Play it as many times as necessary to complete the task.

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

- Groups of three role-play the conversation. They change roles and do it again until each student has taken on each role.

D. Review. Listen and repeat. 🎧 1.54

- Volunteers try to read or guess the worms' conversation. Students repeat, pointing to each speech bubble.
 - A *When do you exercise?*
B *I exercise in the morning.*
 - A *How do you go to work?*
B *I go to work by bus.*

Option: Students role-play the conversation.

Games and Activities

- **Interview.** (Game 5, page 92.)

Finish the Lesson

- **What's Your Address?** Write *What's your name? What's your telephone number?* and *What's your address?* on the board. Quickly review the first two questions if necessary. Students take three to four minutes to ask classmates sitting nearby about their name, telephone number, and address.
- Workbook page 20. (Answers, Teacher's Book page 103.)

Word Time

Language Focus: Body parts (*eye/eyes, ear/ears, finger/fingers, knee/knees, leg/legs, arm/arms, hand/hands, foot/feet*)

Materials Needed: CD and player

Warm-Up and Review

- **Conversation Review: Write the Next Line.** Students open their books to page 21 and read the conversation after the teacher or recording. Two groups dictate alternate lines of the target conversation to you. Write them on the board. Point to each line and elicit the conversation. Erase the entire conversation. A volunteer says the first line of the conversation and writes it on the board. Students take turns adding lines until the conversation is completely written on the board. Prompt if necessary.

Introduce the Words

- Draw a person on the board. Point to the target body part(s) (both singular and plural) and say each word. Do it again; students repeat. Randomly point to the body parts; students name them.
- Write each word by the corresponding body part on the board (both singular and plural). Point to and read each word, first in the singular then the plural form. For example: *foot, feet*. Students repeat. Point to the words in random order for students to read.

Talk About the Picture

- Students open their books to page 22 and name anything they can in the picture.
- Use Student Book page 22. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

These **people** are all at the **hospital**. Here are the **triplets** and their **father**. The girls' **hands** *hurt*. There's a **boy** next to the **girls**. His **ears** *hurt*. **Annie** has a **black eye**. **Ted** has a **black eye**, too. Here's a **doctor** to *take care of* everybody.

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

(**arm**) Is it a foot?

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

Can you *point* to Annie's eyes?

How many feet does Annie have?

How many knees does Ted have?

Whose ears *hurt*? Can you point to him?

How many fingers do you have?

Practice the Words

- **A. Listen and repeat.** 🎧 1.55

- Students listen and repeat.

- | | |
|--------------------------|----------------------|
| 1 <i>eye, eyes</i> | 2 <i>ear, ears</i> |
| 3 <i>finger, fingers</i> | 4 <i>knee, knees</i> |
| 5 <i>leg, legs</i> | 6 <i>arm, arms</i> |

7 *hand, hands* 8 *foot, feet*

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

B. Point and say the words.

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

C. Listen and point. 🎧 1.56

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

My hand.

My eye.

Our ears.

Oh! My arm!

My finger.

My leg!

Whee! My foot!

Oh! My knee.

Now listen and point to the speakers.

A *How do you spell "Joe"?* (girl and boy with leg cast)

B *J-o-e.*

A *Pardon me?*

B *J-O-E.*

A *Do you want an apple?* (woman and boy on second floor)

B *Yes, please.*

A *Is he a nurse?* (Annie and Ted)

B *No, he isn't. He's a doctor.*

D. Write the words.

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

🦴 What Did Digger Find?

ANSWER

Digger found some shorts.

Extra Vocabulary

- Introduce the extra vocabulary items *head, nose, mouth* for students to find.

Games and Activities

- **The Incredible Giant.** (Game 21, page 94.)

Finish the Lesson

- **Point and Say.** Students stand at their desks. Say *eye*. Students point to one of their eyes and say *This is my eye*. Then say *knees*. Students point to or touch their knees and say *These are my knees*. Continue with the other target body parts for three to four minutes.
- Workbook page 21. (Answers, Teacher's Book page 103.)

Practice Time

Language Focus: Possessive adjectives [(My) (foot) hurts. / (My) (feet) hurt.]

Function: Describing physical pain

Materials Needed: CD and player

Warm-Up and Review

- **Vocabulary Review: Raise Two Fingers.** Hold up Student Book page 22; elicit the names of the numbered body parts. Then point to a part of your body. Students point to and name their same body part. Raise two fingers. Students raise two fingers, point to both of the same body part and name them. Do the same with the remaining target body parts.

Introduce the Patterns

- See page 12.

Practice the Patterns

- Students open their books to page 23.

A. Listen and repeat. 🎧 1.57

- Write the text from the pattern boxes on the board. Play the recording; students repeat.
My foot hurts. My feet hurt.
Your foot hurts. Your feet hurt.
His foot hurts. His feet hurt.
Her foot hurts. Her feet hurt.
Its foot hurts. Its feet hurt.
Your feet hurt.
Their feet hurt.
Our feet hurt.
- Play it again. Students look at the pattern boxes and repeat, pointing to each word.
- Students try to say the patterns on their own, looking at the pattern boxes.

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

🎧 1.58

- Students listen and repeat, pointing to each picture.

1 <i>Our eyes hurt.</i>	2 <i>Your foot hurts.</i>
3 <i>Their legs hurt.</i>	4 <i>Her finger hurts.</i>
5 <i>Your hands hurt.</i>	6 <i>Its ear hurts.</i>
7 <i>Her knee hurts.</i>	8 <i>My arm hurts.</i>
- Student pairs practice numbers 1–8, then change roles and repeat the procedure.

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

- Student pairs take turns making statements about the scene using the new patterns and vocabulary items. For example: S1 (pointing to the boy with his arm in a sling): *His arm hurts.* S2 (pointing to the girl with the bandaged knee): *Her*

D. Listen and sing along. 🎧 1.59

- Students turn to the song *My Foot Hurts*, page 66, and try to read some of the lyrics. Read the lyrics line by line; students repeat. Play the recording. Students follow in their books.

My Foot Hurts

My foot hurts. My foot hurts.

My leg hurts. My leg hurts.

My knees hurt, my hands hurt.

My arm hurts, my ears hurt.

My eyes hurt, my finger hurts, and my foot hurts.

- Play it again. Students sing along, using their books for reference. Play it as often as necessary for students to become familiar with the song.
- Play the karaoke version. Students stand and sing the song, pointing to their own corresponding body parts.

Games and Activities

- **At the Hospital.** (Game 37, page 95.)

Extra Practice

Worksheet 9, *Her Hand Hurts*, page 121. (Answers, page 111.)

Finish the Lesson

- **The Sick Giants.** Draw two “giants”—big ugly creatures—on the board. Two volunteers (S1 and S2) come up. S1 looks at the giants and asks *What’s wrong?* S2 points to the giants’ (ears) and says *Their (ears) (hurt).* S1 says *Oh! I see* and draws a bandage around both giants’ (ears). Continue in the same way with three to four different pairs of volunteers.
- Workbook page 22. (Answers, Teacher’s Book page 103.)

Phonics Time

Sound Focus: voiced th, voiceless th (*mother, that, this, bath, thirsty, Thursday*)

Materials Needed: CD and player

Warm-Up and Review

- Pattern Review: Sing Along.** Play the Unit 5 song *My Foot Hurts*. Play the song again while students sing along.
- Phonics Review: Complete the Sentences.** Write *ch, tch, and sh* on the board. Point to each one and elicit its sound. Write the following sentences on the board:
 - 1 She sells __ icken.
 - 2 She sells fi __.
 - 3 She is in the ki __ __ en.
 - 4 That's a pea __ tree.
- A volunteer reads the first sentence, leaving a silence for the missing target blends. Another volunteer reads the sentence, filling in the missing letters. Do the same for numbers 2–4.

Introduce the Sounds

- See page 14.

NOTE The *voiced th* sound is written as /ð/.
The *voiceless th* sound is written as /θ/.

Practice the Sounds

- Students open their books to page 24.

A. Listen and repeat. 1.60

- Focus attention on the *voiced th* and *voiceless th* words. Students listen and repeat, pointing to the pictures and words.

th /ð/	th /θ/
mother	bath
that	thirsty
this	Thursday

B. Do they both have the same th sound? Listen and write ✓ or X. 1.61

- For each number, students write ✓ if the two words they hear have the same *th* sound, and X if they don't. Play the recording as many times as necessary to complete the task.
 - 1 father, mother 2 three, they
father, mother three, they
 - 3 thick, thin 4 mouth, north
thick, thin mouth, north
- Check answers by saying *Number 1, father, mother*. Students repeat the words and stand up if they wrote ✓. If they wrote X, they repeat the words but remain seated. Do the same for numbers 2–4.

ANSWERS

1 ✓ 2 X 3 ✓ 4 ✓

C. Read the sentences.

- Write the first sentence and read it at natural speed. Students repeat. Read it again, pointing to and sounding out each word; students repeat. Volunteers read the entire sentence. Prompt if necessary. Student pairs read the sentence to each other. Repeat the entire procedure with the remaining sentences.

Option: Ask fun questions to check that students understand the meaning of each sentence. For example: Point to Beth and ask *Who's she?* Point to the calendar and ask *What day is her birthday?* Ask *Who is hugging the brother?* *Where are the thin brothers?*

D. Listen and match. 1.62

- For each number, students match the number to the word they hear. Play the recording as often as necessary to complete the task.

1 this, this	2 father, father
3 thank, thank	4 math, math
5 they, they	6 thick, thick
- Check answers by saying *Number 1*. A volunteer says and spells the word he/she matched with number 1. Do the same for numbers 2–6.

Games and Activities

- Bath or Bus?** (Game 50, page 97.)

Extra Practice

Worksheet 10, Phonics Fun *th*, page 122. (Answers, page 111.)

Finish the Lesson

- Hold It Up!** (Game 59, page 98). Play the game using *voiced th* and *voiceless th* and the Suggested Words below.
Suggested Words: voiced th: *mother, father, brother, this, that, the, they*; voiceless th: *bath, thin, thirsty, Thursday, birthday, thank*
- Workbook page 23. (Answers, Teacher's Book page 103.)

Assessment

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



At the Lost and Found Table

Conversation Time

Language Focus: *What are you looking for? / My watch! I can't find it. / Don't worry. I'll help you look for it. / Okay. Thanks. / What color is it? / It's red and blue.*

Function: Offering help; expressing thanks; describing the color of objects

Materials Needed: CD and player; Wall Chart 6; a blindfold

Warm-Up and Review

- **Phonics Review: Listen and Write.** Draw two columns on the board. At the top of the first column write *voiceless th*, at the top of the second column write *voiced th*. Write an example word in each column (for example: *bath* in the first column, *father* in the second column). Say each word. Students point to the column that corresponds to its *th* sound. Continue with other target phonics words from page 24.

Introduce the Conversation

- See page 8.

NOTE If students need additional support, practice the conversation using the visual prompts on the board.

Talk About the Picture

- Use Wall Chart 6 or Student Book page 25. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
Annie can't find her watch. She *lost* it. **Ted** will help Annie *look* for her watch. Annie's watch is red and blue. I hope they find it!
- Ask the following questions while pointing to the pictures (**bold** words).
What's **Annie** doing?
What can you see on her **desk**?
What color are these **books**?
What color is Annie's watch?

Practice the Conversation

A. Listen and repeat. 🎧 1.63

- Play the first version of the conversation. Students repeat.
 - 1 A *What are you looking for?*
B *My watch! I can't find it.*
 - 2 A *Don't worry. I'll help you look for it.*
B *Okay. Thanks.*
 - 3 A *What color is it?*
B *It's red and blue.*

B. Listen and point to the speakers. 🎧 1.64

- Play the second version of the conversation. Students point to the speakers. Play it as many times as necessary to complete the task.

C. Role-play the conversation with a partner.

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

D. Review. Listen and repeat. 🎧 1.65

- Volunteers try to read or guess the worms' conversation. Students listen and repeat, pointing to each speech bubble.
 - A *What's wrong?*
B *My ear hurts.*
 - A *Pardon me?*
B *My ear hurts.*
 - A *Oh. Let's go to the nurse.*

Option: Students role-play the conversation.

Games and Activities

- **Around the Circle.** (Game 6, page 92.)

Finish the Lesson

- **Blindfold.** Show a volunteer a classroom object students can name in English (for example: a book, pen, eraser, pencil, ruler, or pencil case), then blindfold him/her. Hide the object then say *Go!* The volunteer takes off the blindfold and looks around. Seated students ask *What are you looking for?* The volunteer says *My (pencil). I can't find it.* The volunteer and class continue the target conversation while the volunteer is looking for the object. The conversation ends with a student showing the volunteer the object and saying *Is this it?* and the volunteer responding *Yes, it is. Thanks.* Repeat with two or three volunteers and different objects.
- Workbook page 24. (Answers, Teacher's Book page 103.)

Word Time

Language Focus: Personal items (jacket, camera, umbrella, wallet, hairbrush, lunch box, keys, glasses)

Materials Needed: CD and player

Warm-Up and Review

- **Conversation Review: Teacher's Show.** Students open their books to page 25 and read the conversation after the teacher or recording. They bring different colored classroom objects to the front. Cover the objects with a cloth, then practice the target conversation with a volunteer, who substitutes the name and color of his/her object into the target conversation. Look for the volunteer's object under the cloth, take it out, and ask *Is this it?* The volunteer responds *Yes, it is. Thanks.* or *No, it isn't.* Practice with two or three new volunteers, then have a student take on the teacher's role.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 26, look at the large scene and name anything they can.
- Use Student Book page 26. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

Look at all the things on this **table**. This is a **hairbrush**, and that's a **jacket**. These are **glasses**, and those are **keys**. This **woman** is *looking for* her **glasses**. She *can't see* very well. **That woman** has a **wallet** in her **hand**. **That man** has a **camera** in his **hand**.

- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
Can you *point* to the hairbrush?
What color is the **jacket**?
What color is the wallet?
(**woman looking for glasses**) Can this woman *see* very well?
Why not?
Who has the woman's glasses? Point to her.
(**lunch box**) What's this?
(**umbrella**) What's that?

Practice the Words

A. Listen and repeat. 1.66

- Students listen and repeat.

1 jacket	2 camera
3 umbrella	4 wallet
5 hairbrush	6 lunch box
7 keys	8 glasses
- Say the words in random order. Students point to the words.

B. Point and say the words.

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

C. Listen and point. 1.67

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

A camera.

A hairbrush.

An umbrella.

A jacket.

A wallet.

A lunch box.

Glasses.

Keys.

Now listen and point to the speakers.

A, B, C We can't find our camera! (triplets and boy)

D Don't worry. I'll help you.

A, B, C Thank you.

A When do you play basketball? (two girls carrying balls)

B I play basketball in the afternoon. When do you play soccer?

A I play soccer in the morning.

A Hey! That's my umbrella! (boys with umbrella)

B No, it isn't. It's my umbrella! Oops! Sorry.

A Don't worry about it.

D. Write the words.

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

What Did Digger Find?

ANSWER

Digger found a guitar.

Extra Vocabulary

- Introduce the extra vocabulary items *backpack, sweater, comb* for students to find.

Games and Activities

- **Pantomime and Guess the Word.** (Game 22, page 94.)

Finish the Lesson

- **Hey! That's My Lunch Box.** Place a few students' personal belongings on a desk, either by themselves or in pairs/groups (for example: an umbrella, two books, a jacket, several keys). Hold up one or several items and elicit *That's a (lunch box)* or *Those are (pencils)*. The student whose object(s) have been named says *Hey! That's my (lunch box)*, or *Hey! Those are my (pencils)*, and retrieves them. Continue until all the items have been retrieved.
- Workbook page 25. (Answers, Teacher's Book page 103.)

Practice Time

Language Focus: Possessive pronouns; demonstrative pronouns [*Whose (jacket) is this/that? It's (mine) /Whose (keys) are these/those? They're (mine).*]

Function: Asking about possession

Materials Needed: CD and player

Warm-Up and Review

- **What Is It?** Use the target vocabulary from page 26. Divide the class into two teams. Call one member of each team to the front. Show both students one of the target words on a piece of paper. They pantomime the word and their teams try to guess what it is. The first team to guess correctly wins a point. Repeat with different students and words until all the target words have been guessed.

Introduce the Patterns

- See page 12.

Practice the Patterns

- Students open their books to page 27.

A. Listen and repeat. 🎧 1.68

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

A *Whose camera is this?* A *Whose camera is this?*

B *It's mine.* B *It's yours.*

A *Whose camera is this?* A *Whose camera is that?*

B *It's his.* B *It's hers.*

A *Whose camera is that?* A *Whose camera is that?*

B *It's theirs.* B *It's ours.*

A *Whose keys are these?* A *Whose keys are these?*

B *They're mine.* B *They're yours.*

A *Whose keys are these?* A *Whose keys are those?*

B *They're his.* B *They're hers.*

A *Whose keys are those?* A *Whose keys are those?*

B *They're theirs.* B *They're ours.*

- Play it again. Students look at the pattern boxes and repeat, pointing to each word.

- Students try to say the patterns on their own, looking at the pattern boxes.

B. Listen and repeat. Then practice with a partner. 🎧 1.69

- Students listen and repeat, pointing to each picture.

1 <i>Whose hairbrush is this?</i>	2 <i>Whose glasses are those?</i>
<i>It's hers.</i>	<i>They're yours.</i>
3 <i>Whose keys are these?</i>	4 <i>Whose camera is that?</i>
<i>They're ours.</i>	<i>It's theirs.</i>
5 <i>Whose wallet is this?</i>	6 <i>Whose umbrella is that?</i>
<i>It's his.</i>	<i>It's mine.</i>
7 <i>Whose lunch box is that?</i>	8 <i>Whose jacket is this?</i>
<i>It's his.</i>	<i>It's mine.</i>
- Student pairs practice numbers 1–8; S1 asks the questions, S2 answers. They change roles and repeat the procedure.

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

- Student pairs take turns asking and answering questions about the scene using the new patterns and vocabulary items. For example: S1: *Whose jacket is that?* S2: *It's hers.*

D. Listen and sing along. 🎧 1.70

- Students turn to the song *Whose Keys Are These?*, page 66, and try to read some of the lyrics. Read the lyrics line by line; students repeat. Play the recording. Students follow in their books.

Whose Keys Are These?

Whose keys are these?

Whose keys are these?

Whose keys are these?

They're mine.

Whose glasses are those?

Whose glasses are those?

Whose glasses are those?

They're hers.

Whose wallet is this?

Whose wallet is this?

Whose wallet is this?

It's mine.

Whose jacket is that?

Whose jacket is that?

Whose jacket is that?

It's his.

Whose glasses are those?

They're hers.

Whose jacket is that?

It's his.

Whose keys are these?

Whose keys are these?

Whose keys are these?

They're mine.

- Play it again. Students sing along, using their books for reference. Play it as often as necessary for students to become familiar with the song.
- Divide the class into two groups. Play the karaoke version. One group sings the questions, the other group sings the answers. Groups change roles and sing it again.

Games and Activities

- **What a Mess!** (Game 38, page 95.)

Extra Practice

Worksheet 11, *It's Mine!*, page 123. (Answers, page 111.)

Finish the Lesson

- **Whose Lunchbox Is This?** Place students' personal belongings on a desk. Hold up an item and elicit *Whose (lunch box) is this?* The student whose object has been named stands up and says *That's mine.* He/she then retrieves his/her object. Continue with the remaining items.
- Workbook page 26. (Answers, Teacher's Book page 104.)

Phonics Time

Sound Focus: final y (*July, shy, sky, baby, candy, party*)

Materials Needed: CD and player; container or bag

Warm-Up and Review

- **Pattern Review: Whose Eraser Is It?** Students put a personal item in a container or bag. Pass around the container; students take turns taking out an item and asking *Whose (pen) is this?* Anyone who knows the answer can respond. For example: *It's Mari's./It's hers./It's mine.* Continue in the same way for two to three minutes.
- **Phonics Review: Read the Sentences.** Write the following sentences on the board:
 - 1 My mother sells fish and peaches on Thursday.
 - 2 This is my brother's watch.
 - 3 That chicken is thirsty.
- Point to each word and have the class read it. Three or four volunteers take turns reading a sentence.

Introduce the Sounds

- See page 14.

NOTE The final y sound in words such as *July* is written as /aɪ/. The final y sound in words such as *baby* is written as /i/.

Practice the Sounds

- Students open their books to page 28.

A. Listen and repeat. 1.71

- Focus students' attention on the final y words. Students listen and repeat, pointing to the pictures and words in their books.

final y /aɪ/

July

shy

sky

final y /i/

baby

candy

party

B. Listen to the word. Which pictures have the same final y sound? Circle. 1.72

- Students listen to the word illustrated at the beginning of the first row and circle the illustrations in that row that have the same final y sound. They do the same for the second row.

1 sky: cry, cry; city, city; money, money; spy, spy

2 candy: penny, penny; fry, fry; fairy, fairy; fly, fly

- Check answers by saying *Number 1, sky.* Point to and name each picture in that row. Students repeat each word's final y sound, nod yes if they circled that picture and shake their heads no if they did not. Do the same for number 2.

ANSWERS

1 cry, spy

2 penny, fairy

C. Read the sentences.

- Write the first sentence on the board; read it at natural speed. Students repeat. Read it again, pointing to and sounding out each word. Students repeat. Practice difficult sounds and words as necessary. Volunteers read the entire sentence. Prompt if necessary. Student pairs read the sentence to each other. Repeat the entire procedure with the remaining sentence.

Option: Ask fun questions to check that students understand the meaning of each sentence. For example: *What does the bunny have? Where are the fish? What month is it? What are the children's names? Where are they going? When is the party?*

D. Do they both have the same final y sound? Listen and write ✓ or X. 1.73

- For each number, students write ✓ if the two words they hear have the same final y sound, and X if they do not. Play the recording as often as necessary to complete the task.

1 pity, nosy	2 try, lady
pity, nosy	try, lady
3 berry, lazy	4 sunny, my
berry, lazy	sunny, my
5 lucky, puppy	6 fly, by
lucky, puppy	fly, by

- Check answers by saying *Number 1, pity, nosy.* Students repeat, then stand up if they wrote ✓ and stay seated if they wrote X. Do the same for numbers 2–6.

ANSWERS

1 ✓ 2 X 3 ✓ 4 X 5 ✓ 6 ✓

Games and Activities

- **Duck, Duck, Goose.** (Game 58, page 98.)
- **Match That Word.** (Game 60, page 98.)

Extra Practice

Worksheet 12, Phonics Fun final y, page 124. (Answers, page 111.)

Finish the Lesson

- **Stand Up, Sit Down.** (Game 51, page 97.) Play the game using any phonics words from the lesson.
- Workbook page 27. (Answers, Teacher's Book page 104.)

Assessment

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

Review 2

Story Time

Review Focus: Units 4–6 conversations, vocabulary, and patterns

Materials Needed: CD and player

Warm-Up

- **Review Units 4–6 Conversations, Vocabulary, and Patterns.** Students turn to each Conversation Time page (pages 17, 21, 25), Word Time page (pages 18, 22, 26), and Practice Time page (pages 19, 23, 27). Elicit each conversation, vocabulary item, and pattern.

Work with the Pictures

- Students open their books to page 29.
- Groups of three find and name any items or characters they recognize in the six scenes.
- Ask each group how many items they found. Encourage them to name as many as they can, using complete sentences when possible.
- Each group names one item; write a sentence with it on the board. Once all the sentences have been written, read each one. Students repeat, pointing to the items in their books.
- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
Does **Max's arm** hurt? Do his feet hurt? Does **Max's eye** hurt? What's Max's address? Are Max and Digger *sitting* down? Can you point to the doctor? Whose **umbrella** is this?

Work with the Text

- A volunteer tries to read what the nurse is saying in Scene 1. If he/she reads correctly, do the same with Max's speech bubble. If he/she does not read correctly, ask another student.
- Do the same with all the scenes on this page. Encourage students to look back at Units 4–6 Conversation Time, Word Time, and Practice Time pages for support if needed.

Practice the Story

A. Listen and repeat. 🎧 1.74

- Play the first version of the story. Students follow in their books.

- 1 Nurse *May I help you?*
Max *My ears hurt. My arm hurts. My knee hurts.*
- 2 Nurse *Okay. What's your name?*
Max *My eye hurts.*
Digger *His name is Max.*
- 3 Nurse *What's your address?*
Digger *123 Main Street.*
Max *My foot hurts.*

- 4 Nurse *How do you spell "Main"?*

Digger *M-a-i-n.*

Max *I feel sick.*

- 5 Nurse *Thank you. Have a seat, please.*

Doc *Ouch!*

- 6 Doc *Whose umbrella is this?*

Max *It's mine. Sorry, Doc.*

- Play it again. Pause after each line; students repeat. Play the recording as often as necessary for students to become familiar with the story.

B. Look at A. Listen and point. 🎧 1.75

- Play the second version of the story. Students follow in their books, pointing to the speakers.
- Divide the class into groups of four, each student taking on the role of one of the characters. Play the recording again; pause after each line. Students repeat their character's lines. They change roles and do the activity again until each student has taken on each role. Play the recording as often as necessary for students to complete the task.

C. Listen. Circle True or False. 🎧 1.76

- Based on the Digger's World story, students circle *True* if the statement is correct, and *False* if it is not.
 - 1 *Digger has an umbrella. Digger has an umbrella.*
 - 2 *The nurse has a camera. The nurse has a camera.*
 - 3 *Max's ears hurt. Max's ears hurt.*
 - 4 *Max's address is 123 Main Street.*
Max's address is 123 Main Street.
 - 5 *Digger's leg hurts. Digger's leg hurts.*
- Check answers by saying *Number 1. Digger has an umbrella.* Students say *True* if they circled *True*, *False* if they circled *False*.

ANSWERS

- 1 False 2 False 3 True 4 True 5 False

D. Role-play these scenes.

- Ask students what roles are needed to role-play the conversation; list them on the board.
- Divide the class into four groups, each to role-play a different character's lines. Groups change roles and do it again until each group has taken on each role.
- A volunteer from each group acts out the story along with the recording, then on their own.
- Divide the class into groups of four; each group role-plays the story, then changes roles and does it again until each student has taken on each role.

Games and Activities

- **Make a New Story.** (Game 63, page 98.)

Finish the Lesson

- **Listen and pantomime.** In pairs, students take on the roles of one of the story characters. Play the recording. Students pantomime their role. Student pairs then change roles and pantomime the story again.
- Workbook page 28. (Answers, Teacher's Book page 104.)

Activity Time

Review Focus: Units 4–6 vocabulary and sounds

Materials Needed: None

Warm-Up

- **Review Units 4–6 Vocabulary and Sounds.** Students turn to each Word Time page (pages 18, 22, 26) and Phonics Time page (pages 20, 24, 28). Elicit each vocabulary item and sound.

Review

- Students open their books to page 30.

A. Read and circle True or False.

- For each number, students look at the picture and read each sentence to the right. If the sentence correctly describes the picture, students circle *True*. If it does not, they circle *False*.
- Check answers by pointing to each picture and reading the corresponding sentences. Students say *True* or *False* depending on what they circled.

ANSWERS

- 1 a True, b False
- 2 a True, b False
- 3 a True, b True

B. Unscramble the words. What is the girl saying?

- Students look at each picture, unscramble the word, and write it. They use the highlighted letter in each word to solve the puzzle.
- Check answers by pointing to each picture; volunteers say and spell the corresponding word. Say *My ___ hurts* and have a volunteer fill in the blank.

ANSWERS

- 1 jacket 2 train 3 ferry 4 bicycle
My knee hurts.

Games and Activities

- **Project: Transport Schedules.** (Game 64, page 98.)

Finish the Lesson

- Checklist 2. (Student Book page 76.)
- Workbook page 29. (Answers, Teacher's Book page 104.)

Assessment

Midterm Test, page 149–152. (Answers, page 139.)

Cross-curricular 2

Science

Language Focus: body parts and body movement terms (*move, inside, bones, muscles, bend, joints*).

Function: Identifying body parts and movements.

Materials Needed: CD and player

Warm-Up and Review

- **Review: Vocabulary Review.** Hold up Student Book page 22 (Unit 5 Word Time). Students identify each numbered body part one by one. Play a few rounds of *Teacher Says*. Ask the students to stand. Give commands, for example, *Teacher says touch your (knee)*, or *Touch your (ear)*. If the command is preceded with *Teacher says...* the students perform the command. If not, they do not. Students who perform the command without *Teacher says...* sit down. Play until only a few students remain standing.

Introduce the Words

- See page 10.

CULTURE NOTE Explain to students that exercise and good nutrition are important for healthy bones, muscles and joints. Ask students which food groups they think are the best for growing bodies.

Practice the Vocabulary

A. Can you move your arms and legs?

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

B. Listen and repeat. 🎧 1.77

- Students listen and repeat, pointing to each photo.

1 <i>move, move</i>	2 <i>inside, inside</i>
3 <i>bones, bones</i>	4 <i>muscles, muscles</i>
5 <i>bend, bend</i>	6 <i>joints, joints</i>
- Say the words in random order. Students point to the pictures.

C. Listen and read. 🎧 1.78

- Students listen and read, pointing to the photos in their books.

We can move our hands, arms, legs and feet. Look at the children. They're moving.

The parts inside the body move, too. We have twenty-seven bones inside one hand. We have muscles inside our hands, feet, eyes and ears.

The body can bend. A bone can't bend but a joint can bend. The knee is a joint. What joints can you bend?
- Divide the class into three groups. Each group reads one of part of the text aloud. Continue until each group has read each of the parts aloud.

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

D. Read and circle the correct word.

- Students read the sentence, and circle the appropriate word to complete the sentence.
- Check answers by saying *Number 1* and having a volunteer read the completed sentence and spell the word. Continue for numbers 2–5.

ANSWERS

- 1 can
- 2 are
- 3 twenty-seven
- 4 can't
- 5 is

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

- **Missing Words: Science Time.** (Game 69, page 99.)

Finish the Lesson

- **Unscramble the Lines.** Divide the class into four small groups. Say one of the lines from the text in scrambled order. Groups choose a student to run to the board and write the sentence in the correct order. The first group to do so wins a point. The group with the most points at the end wins.
- Workbook page 30. (Answers, Teacher's Book page 104.)

Project Time

Language Focus: Body parts and body movement terms
You're moving your (hands) and (arms). I move my (leg) bones, muscles and joints.

Materials Needed: poster paper, crayons, markers;
pictures of people doing various activities from magazines,
newspapers, and/or the Internet

Warm-Up and Review

- **Vocabulary: I'm (drawing a picture). I move my fingers, hands and arms.** Review the body parts by pointing to each one on your own body and asking students to identify them. Write the Unit 3 target activities on the board; students read each one. Call a volunteer to the front. Then point to one activity. Say (*use a computer*). The volunteer mimes doing the activity; students say which body parts he/she is using. Repeat with a different volunteer for each activity.

A. Act out and say with a partner.

- Students turn to page 32 in their books. Give a volunteer a book and ask him/her to act out the activity of reading a book. He/she says *I'm (reading a book)*. Then say *You're moving your hand and arm bones, muscles, and joints. You're using your eye muscles.*
- Say the following while pointing to the speech bubbles.
I'm drawing a picture.
You're moving your hand and arm bones, muscles and joints.
- Act out any activity. Say *I'm (cleaning up.)* A volunteer says *You're moving your hand and arm bones, muscles and joints. You're moving your feet and leg bones, muscles, and joints.* Ask him/her to choose another volunteer to continue the activity.
- Student pairs act out activities, making statements about the activities and the body parts being used, alternating turns.
- Pairs act out one activity each and make statements in front of the class.

B. Make an activity body chart.

- Write *Activity* on the board. Students brainstorm all of the movement verbs they can say in English. Write the items on the board. Write *I move my...* on the board next to *Activity*. Pointing to the verbs you have written on the board, ask students which body parts they use for each activity. Write them on the board. Students open their books to page 32. Say the following while pointing to the text and pictures in the Activity chart. Students repeat.
I walk to school. I move my leg and knee bones, muscles and joints. I move my feet bones, muscles, and joints.
I use the computer. I move my finger, hand, arm bones, muscles, and joints. I move my eye muscles.
I climb a tree. I use my arm and leg bones, muscles, and joints.
- 1 Make sure students have poster paper, crayons, markers and pictures of people doing various activities from magazines, newspapers, and/ or the Internet. Students make their activity charts.
- 2 Students write captions and text in their charts similar to the chart example in their books.

- 3 Volunteers share their charts with the class, pointing to them and talking about the pictures.
- Place the charts on the walls of the classroom if possible. If not, place them along the marker tray or on the board with magnets.

Games and Activities

- **Run and Find.** (Game 70, page 99.)

Finish the Lesson

- **Tic-Tac-Toe: Activities/Body Parts.** Divide the class into two teams and assign one team X and one team O. Draw a 3 x 3 grid on the board. Write one activity in each of the nine squares in the grid. Teams take turns identifying the activity and using the *I move my ...* sentence pattern to describe the movement of the activity. If they do so correctly, they win the square. The first team to win three squares in a row wins.
- Workbook page 30. (Answers, Teacher's Book page 104.)



At the Drugstore

Conversation Time

Language Focus: *How much are these? / They're one dollar each. / Wow! That's cheap. I'll take three. / Okay. That's three dollars. / Hey! Don't forget your change. / Oops! Thanks a lot!*

Function: Asking about price

Materials Needed: CD and player; Wall Chart 7; two teacher-made 1-"dollar" bills and one 5-"dollar" bill

Warm-Up and Review

- **Phonics Review: Read the Sentences.** Write the following three sentences on the board:
 - 1 In July the shy baby eats candy.
 - 2 Is the baby eating candy at the party?
 - 3 The sky is green and red in July.
- Point to each sentence; students read it.

Introduce the Conversation

- See page 8.

NOTE If students need additional support, practice the conversation using the visual prompts on the board.

Talk About the Picture

- Use Wall Chart 7 or Student Book page 33. Read the following "story" while pointing to the pictures (**bold** words).

This boy wants to buy some **batteries**. He asks the clerk how much they are. Since the **batteries** are only one dollar each, he decides to take three. The clerk says "Don't forget your change." The boy takes his change and says "Thanks a lot."
- Ask the following questions while pointing to the pictures (**bold** words).

How much are the **batteries**? How many batteries does the boy want? How much does he pay for the batteries? Does the boy have his change?

Practice the Conversation

A. Listen and repeat. 🎧 2.01

- Play the first version of the conversation. Students repeat.
 - 1 A *How much are these?*
B *They're one dollar each.*
 - 2 A *Wow! That's cheap. I'll take three.*
B *Okay. That's three dollars.*
 - 3 B *Hey! Don't forget your change.*
A *Oops! Thanks a lot!*

B. Listen and point to the speakers. 🎧 2.02

- Play the second version of the conversation. Students point to the speakers. Play it as often as necessary to complete the task.

C. Role-play the conversation with a partner.

- Students choose a partner and role-play the conversation, then change roles and do it again.

D. Review. Listen and repeat. 🎧 2.03

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

A *Excuse me. Can you help me?*
B *Sure.*
A *Where's the candy?*
B *It's in Aisle 1.*

Option: Students role-play the conversation.

Games and Activities

- **Put the Lines in Order.** (Game 7, page 92.)

Finish the Lesson

- **Quick—Say the Line!** Divide the class into two groups, one for each speaker in the conversation. Point to the first group and elicit the first line of the conversation. Then point to the next group and elicit the next line of the conversation. Continue in the same way for the rest of the conversation. Then groups change roles and repeat the exercise.
- Workbook page 31. (Answers, Teacher's Book 104.)

Word Time

Language Focus: Drugstore items (money, soap, shampoo, makeup, lotion, medicine, toothpaste, sunscreen)

Materials Needed: CD and player; teacher-made *teacher, doctor, nurse, singer, actor, police officer, fire fighter, mail carrier* word cards

Warm-Up and Review

- **Conversation Review: The Echo.** Students open their books to page 33 and read the Unit 7 conversation after the teacher or recording. Place groups of classroom objects (pens, notebooks, pencil cases, rulers) on a desk at the front. One volunteer points to a group of objects and asks *How much are these?* Students on the right side of the room "echo" the question by placing their hands around their mouths and slightly lengthening the words. Another volunteer responds, saying *They're (three) (dollars) each.* Students on the left side of the room "echo" as before. Different volunteers continue in the same way until they finish the conversation for all the objects.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 34 and name anything they can in the large scene.
- Use Student Book page 34. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

This is a **drugstore**. Here's some **lotion** and some **sunscreen**.

This old woman is getting some **medicine**. **Annie** *has* some **toothpaste** in her **hand**. Her **mother** *is giving* her some **money**. **This woman** *needs* some **soap** for her **little boy**.

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

Can you *point* to the person who is getting some medicine?

What does **Annie** have in her **hand**?

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

(**money**) Is it money?

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

(**makeup**) Is it shampoo?

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

Practice the Words

A. Listen and repeat. 🎧 2.04

- Students repeat, pointing to each word in the vocabulary box.
1 money 2 soap 3 shampoo 4 makeup 5 lotion
6 medicine 7 toothpaste 8 sunscreen
- Say the words in random order. Students point to each word.

B. Point and say the words.

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

C. Listen and point. 🎧 2.05

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

Money.

Makeup.

Medicine.

Lotion.

Shampoo.

Toothpaste.

Soap.

Sunscreen.

Now listen and point to the speakers

A *Mom! What time is it?* (woman and boy carrying inner tube)

B *It's 10:30.*

A *Oh, no! We're late! Please hurry, Mom!*

A *How much is the toothpaste?* (Annie and mother)

B *It's two dollars.*

A *Wow! That's cheap.*

A *Ouch! That hurts.* (young children by tissues)

B *Oh no! What a mess!*

D. Write the words.

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

🦷 What Did Digger Find?

ANSWER

Digger found some candy.

Extra Vocabulary

- Introduce the extra vocabulary items *batteries, cough drops, bandages* for students to find.

Games and Activities

- **Guess the Word.** (Game 23, page 94.)

Finish the Lesson

- **Do You Remember?** Students look at page 34 of their books for one minute. When the time is up, they close their books and name as many items from the picture as they can.
- Workbook page 32. (Answers, Teacher's Book page 104.)

Practice Time

Language Focus: Declarative statements with *have*, positive and negative; declarative statements with *some* and *any*, positive and negative [(I) *have some (shampoo)*. (I) *don't have any (soap)*. / (He) *has some (shampoo)*. (He) *doesn't have any (soap)*.]

Function: Expressing possession

Materials Needed: CD and player; shampoo, toothpaste, soap

Warm-Up and Review

- **Vocabulary Review: What Am I Drawing?** (Game 29, page 94.) Play the game using Unit 7 Word Time target vocabulary.

Introduce the Patterns

- See page 12.

Practice the Patterns

- Students open their books to page 35.

A. Listen and repeat. 🎧 2.06

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word.
I have some shampoo. I don't have any soap.
He has some shampoo. He doesn't have any soap.
- Play it again. Students look at the pattern boxes and repeat, pointing to each word.
- Students try to say the patterns on their own, looking at the pattern boxes.

B. Listen and repeat. Then practice with a partner. 🎧 2.07

- Students listen and repeat, pointing to each picture.
 - 1 *He has some lotion. He doesn't have any medicine.*
 - 2 *They have some makeup. They don't have any sunscreen.*
 - 3 *You have some toothpaste. You don't have any money.*
 - 4 *She has some soap. She doesn't have any shampoo.*
 - 5 *We have some sunscreen. We don't have any lotion.*
 - 6 *You have some medicine. You don't have any makeup.*
 - 7 *I have some shampoo. I don't have any soap.*
 - 8 *She has some money. She doesn't have any toothpaste.*
- Student pairs practice numbers 1–8, then change partners and repeat the procedure.

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

- Student pairs look at page 34, taking turns making statements about the scene using the new patterns and vocabulary items. For example: S1 (pointing to Annie): *She has some toothpaste.* S2: *She doesn't have any medicine.*

D. Listen and sing along. 🎧 2.08

- Students turn to the song *I Have Some Toothpaste*, page 67, and try to read some of the lyrics. Read the lyrics line by line; students repeat. Play the recording; students follow in their books.

I Have Some Toothpaste

I have some toothpaste in my bag.
I have some toothpaste in my bag.
I have some toothpaste in my bag.
But I don't have any soap.

She has some toothpaste in her bag.
She has some toothpaste in her bag.
She has some toothpaste in her bag.
But she doesn't have any soap.

I have some shampoo in my bag.
I have some shampoo in my bag.
I have some shampoo in my bag.
But I don't have any soap.

He has some shampoo in his bag.
He has some shampoo in his bag.
He has some shampoo in his bag.
But he doesn't have any soap.

- Play it again. Students sing along, using their books for reference. Play it as many times as necessary for students to become familiar with the song.
- Give the shampoo to a boy and the toothpaste to a girl. Play the karaoke version. The girl sings the first verse; seated students sing the second verse while pointing to her. The boy sings the third verse; seated students sing the fourth verse while pointing to him.

Games and Activities

- **Around the Circle.** (Game 39, page 95.)

Extra Practice

Worksheet 13, *I Have Some Film*, page 125. (Answers, page 111.)

Finish the Lesson

- **Write About Them.** Bring three volunteers to the front of the classroom and give each of them the shampoo, toothpaste, or soap. The volunteers hold up their items facing the class. Give seated students two to three minutes to write down as many positive and negative statements as they can about what the volunteers have. For example: *They have some shampoo. They don't have any toothpaste.* Students then take turns reading their sentences out loud.
- Workbook page 33. (Answers, Teacher's Book page 105.)

Phonics Time

Sound Focus: final *s* (caps, cats, ducks, bags, girls, peas)

Materials Needed: CD and player; teacher-drawn pictures of Word Time drugstore items or the same things brought from home

Warm-Up and Review

- **Pattern Review: The Things I Have.** Bring eight volunteers to the front and give each a picture of a drugstore item, or an actual item. S1 holds up his/her picture/item and says *I have some (shampoo)*. Seated students point to S1, look at the teacher, and say *(She) has some (shampoo)*. The student to S1's right (S2) holds up his/her picture/item, says what he/she has and that he/she doesn't have S1's item. For example: S2 holds up his/her card and says *I have some (medicine). I don't have any (shampoo)*. Seated students point to S2, look at the teacher, and say *(He) has some (medicine). (He) doesn't have any (shampoo)*. Continue with the remaining volunteers.
- **Phonics Review: Rhyming.** Write the Unit 6 Phonics Time target vocabulary on the board. Point to each word and have students read it. Then say *party* and have students repeat. Then say one other word with the same final *s* sound (for example: *baby*). Do the same with the remaining words.

Introduce the Sounds

- See page 14.

NOTE The final *s* sound in words like *caps* is written as /s/. The final *s* sound in words like *bags* is written as /z/.

NOTE Remind students that the final *s* sound marks the plural in English. In this lesson they will learn two different sounds, /s/ and /z/, for final *s*. For words ending in *c*, *ch*, *ck*, *e*, *p*, and *t*, the final *s* sound is /s/, voiced.

Practice the Sounds

- Students open their books to page 36.

A. Listen and repeat. Ⓢ 2.09

- Focus students' attention on the final *s* words. Students listen and repeat, pointing to the pictures and words.

final <i>s</i> /s/	final <i>s</i> /z/
caps	bags
cats	girls
ducks	peas

B. Listen and circle. Ⓢ 2.10

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

1 dogs, dogs	2 bees, bees
3 bats, bats	4 cups, cups

Number 1; have a volunteer say and circle the word he/she circled. Do the same for numbers 2–4.

C. Read the sentences.

- Write the first sentence on the board. Read it at natural speed. Students repeat. Read it again, sounding out each word. Students repeat. Practice difficult sounds and words as necessary. Volunteers read the entire sentence. Prompt if necessary. Student pairs read the sentence to each other. Repeat the entire procedure with the remaining sentences.

Option Ask fun questions to check that students understand the meaning of each sentence. For example: *Do the cats have caps? Do the ducks have caps? Who has tops? Are there cups in the bags? Are the girls sitting on mats and eating chips? Are the girls sitting on chairs and eating chips?*

D. Do they both have the same final *s* sound? Listen and write ✓ or X.

- For each number, students listen to the two words. If both words have the same final *s* sound, they write ✓. If they do not, they write X. Play the recording as often as needed to complete the task.

1 pens, boys	2 kits, kids
pens, boys	kits, kids
3 cakes, kites	4 pills, dogs
cakes, kites	pills, dogs
5 bikes, trees	6 carts, bats
bikes, trees	carts, bats
- Check answers by saying *Number 1, pens, boys*. Students repeat the words, then stand up if they wrote ✓ but stay seated if they wrote X. Do the same for numbers 2–6.

ANSWERS

1 ✓ 2 X 3 ✓ 4 ✓ 5 X 6 ✓

Games and Activities

- **Bee or Snake?** (Game 52, page 97.)

Extra Practice

Worksheet 14, Phonics Fun final *s*, page 126. (Answers, page 111.)

Finish the Lesson

- **Chant.** Write the following chant on the board:
Cats and dogs have four legs.
Ducks and bats have two legs.
Boys and girls have two arms.
Bees and bats have two eyes.
- Read each sentence to a 4-beat rhythm, clapping to the beat. Students repeat and clap after you. Clap the beat; they chant each sentence and point to the correct body part. Continue until students can chant to a quick beat.
- Workbook page 34. (Answers, Teacher's Book page 105.)

Assessment

Unit 7 Test, page 153. (Answers, page 140.)



In the State Park

Conversation Time

Language Focus: *Hey! Don't do that! / What? / Don't litter! Use the trash can. / I'm sorry. Where is it? / It's over there. It's under the tree. / Oh! I see it. Thanks.*

Function: Expressing regulations; apologizing; asking about location

Materials Needed: CD and player; Wall Chart 8; a blindfold

Warm-Up and Review

- **Phonics Review: Bees or Snakes?** Draw a snake on the board, pantomime its movement, and say *Ssss*. Students repeat. Draw a bee to the right of the snake, pantomime flying in circles, and say *Zzzz*. Students repeat. Read out the Unit 7 Phonics Time words. Students pantomime bees or snakes, according to the *final s* sound they hear, and say *Ssss* or *Zzzz*. For example: Say *snakes*. Students pantomime a snake and say *Ssss*.

Introduce the Conversation

- See page 8.

NOTE If students need additional support, practice the conversation using the visual prompts on the board.

Talk About the Picture

- Use Wall Chart 8 or Student Book page 37. Read the following "story" while pointing to the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*). This is a **state park**. A **boy** and his **friend** are *walking* along the **trail**. Uh-oh! The **boy** *dropped* some **paper** on the **ground**. The **ranger** sees the **paper** on the **ground**. He says, "Don't *litter*! Use the **trash can**." The **boy** is *sorry*. He can't *find* the trash can. The **ranger** *tells* him where it is.
- Ask the following questions while pointing to the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).
Are the people at a supermarket?
How many **trails** can you see?
Who is *walking* along the **trail**?
Did the boy *litter*?
Where is the trash can?

Practice the Conversation

A. Listen and repeat. 🎧 2.12

- Play the first version of the conversation. Students listen and repeat.
 - 1 A *Hey! Don't do that!*
B *What?*
 - 2 A *Don't litter! Use the trash can.*
B *I'm sorry. Where is it?*
 - 3 A *It's over there. It's under the tree.*
B *Oh! I see it. Thanks.*

B. Listen and point to the speakers. 🎧 2.13

- Play the second version of the conversation. Students point to the speakers. Play it as often as needed to complete the task.

C. Role-play the conversation with a partner.

- Students choose a partner and role-play the conversation, then change roles and do it again.

D. Review. Listen and repeat. 🎧 2.14

- Volunteers try to read or guess the worms' conversation. Students listen and repeat, pointing to each speech bubble.
 - A *Whose wallet is this?*
B *What color is it?*
 - A *It's green and yellow.*
B *Oh! It's mine.*

Option: Students role-play the conversation.

Games and Activities

- **Blindfold.** (Game 8, page 92.)

Finish the Lesson

- **The Three Directors.** (Game 14, page 93.) Play the game using the target conversation.
- Workbook page 35. (Answers, Teacher's Book page 105.)

Word Time

Language Focus: Nature (*grass, sand, snow, wildlife, trail/trails, tree/trees, mountain/mountains, river/rivers*)

Materials Needed: CD and player; beanbags

Warm-Up and Review

- **Conversation Review: The Echo.** Students open their books to page 37 and read the conversation after the teacher or recording. Bring two volunteers to the front. S1 says or reads the first line of the conversation. Students on the right side of the room "echo" the line by placing their hands around their mouths and slightly lengthening the words. S2 says the second line of the conversation, and students on the left side of the room "echo" it. They continue in the same way until they finish the conversation.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 38 and name anything they can in the large scene.
- Use Student Book page 38. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

This is a **state park**. Look at the **snow** on the **mountains**! It's *cold* up there. But here it's *hot*. There's *green* **grass**. There are **trees** and **trails**. **This ranger** has a **camera** in her **hand**. **This ranger** *tells* Annie where the **bathroom** is. Look at the **river**! There's a **man** over there. He's *sleeping* in his boat.
- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions (*italicized* words). What color are the **mountains**? What color is the **snow**? Are there trees on the mountains? Are there trees in the **river**? (**grass**) Is it sand? (**sand**) What's this? Can you *point* to the wildlife? (**Annie**) What's her first name?

Practice the Words

A. Listen and repeat. 🎧 2.15

- Students repeat and point to each word in the vocabulary box.

1 <i>grass</i>	2 <i>sand</i>
3 <i>snow</i>	4 <i>wildlife</i>
5 <i>trail, trails</i>	6 <i>tree, trees</i>
7 <i>mountain, mountains</i>	8 <i>river, rivers</i>
- Say the words in random order. Students point to each word.

B. Point and say the words.

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

C. Listen and point. 🎧 2.16

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

Sand.

Wildlife.

River.

Snow.

Trail.

Trees.

Grass.

Mountains.

Now listen and point to the speakers.

A *What's wrong?* (boys sitting on the beach)

B *I feel sick.*

A *What are you looking for?* (ranger and Annie)

B *The bathroom.*

B *Oh. I see it. Thanks.*

A *Whose camera is this?* (girl and ranger with camera)

B *It's mine! Thank you.*

A *You're welcome.*

D. Write the words.

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



What Did Digger Find?

ANSWER

Digger found a rabbit hole.

Extra Vocabulary

- Introduce the extra vocabulary items *rocks, waterfalls, plants* for students to find.

Games and Activities

- **Eight Students, Eight Words.** (Game 24, page 94.)

Finish the Lesson

- **Definitions.** Divide the class into two teams. Describe a target vocabulary item and have students guess the word. For example: Say *It's tall and green*. Students say *It's a tree*. The first student to guess the word wins a point for his/her team. Do the same with the remaining target vocabulary items. The team with the most points at the end wins.
- Workbook page 36. (Answers, Teacher's Book page 105.)

Practice Time

Language Focus: Declarative statements with *some* and *any*, positive and negative [*There's some (grass). There isn't any (sand). There are some (trees). There aren't any (trails).*]

Function: Expressing the presence of items (singular and plural)

Materials Needed: CD and player

Warm-Up and Review

- **Vocabulary Review: What Is It?** Use the Unit 8 target vocabulary. Divide the class into two teams. Call one member of each team to the front. Show both students one of the target words on a piece of paper. They pantomime the word and their teams try to guess what it is. The first team to guess correctly wins a point. Repeat with different students and words until all the target words have been guessed.

Introduce the Patterns

- See page 12.

Practice the Patterns

- Students open their books to page 39.

A. Listen and repeat. 🎧 2.17

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word.
*There's some grass. There isn't any sand.
There are some trees. There aren't any trails.*
- Play it again. Students look at the pattern boxes and repeat, pointing to each word.
- Students try to say the patterns on their own, looking at the pattern boxes.
- Write the explanation of the contraction on the board:
There's = There is
- Point to each word and read it. Students repeat. Say the *there's* pattern with the full form of the contraction. Students repeat. They practice the patterns in the pattern box, using both the contraction and the full form of the contraction.

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

🎧 2.18

- Students listen and repeat, pointing to each picture.
 - 1 *There are some trees. There aren't any mountains.*
 - 2 *There are some mountains. There aren't any trees.*
 - 3 *There's some snow. There isn't any sand.*
 - 4 *There's some sand. There isn't any snow.*
 - 5 *There's some grass. There aren't any rivers.*
 - 6 *There are some rivers. There isn't any grass.*
 - 7 *There are some trails. There isn't any wildlife.*
 - 8 *There's some wildlife. There aren't any trails.*
- Student pairs practice numbers 1–8. They then change roles and repeat the procedure.

C. Look at page 38. Point to the picture and practice with a partner.

- In pairs, students take turns making statements about the scene using the new patterns and vocabulary items. For example: S1: *There's some grass.* S2: *There aren't any trees.*

D. Listen and sing along. 🎧 2.19

- Students turn to the song *There's Some Wildlife* on page 67, and try to read some of the lyrics. Read the lyrics line by line. Students repeat each line. Play the recording. Students follow in their books.

There's Some Wildlife

There's some wildlife.

There's some grass.

Wildlife! Wildlife!

There's some wildlife.

There's some grass.

There aren't any trails.

There aren't any trails.

There aren't any trails.

There's some wildlife.

There's some grass.

There aren't any trails.

There's some wildlife.

There's some sand.

Wildlife! Wildlife!

There's some wildlife.

There's some sand.

There aren't any trees.

There aren't any trees.

There aren't any trees.

There's some wildlife.

There's some sand.

There aren't any trees.

- Play it again. Students sing along, using their books for reference. Play it as many times as necessary for students to become familiar with the song.
- Play the karaoke version. Students sing the song, nodding their heads when singing a positive statement, shaking their heads when singing a negative statement.

Games and Activities

- **Say and Draw: The Big, Bad Giant.** (Game 40, page 96.)

Extra Practice

Worksheet 15, *What Do You See?*, page 127. (Answers, page 112.)

Finish the Lesson

- **Say the Sentence.** Draw two columns on the board labeled ✓ and ✗. Quickly draw four pictures in each column, using the nature vocabulary. Point to one picture in each column and have a volunteer make the corresponding sentences. Continue with the remaining pictures.
- Workbook page 37. (Answers, Teacher's Book page 105.)

Phonics Time

Sound Focus: *final es* (boxes, buses, pencil cases, sandwiches)

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: Sing Along.** Play the Unit 8 song *There's Some Wildlife*. Play it again while students sing along.

Introduce the Sounds

- See page 14.

NOTE The *final es* sound is written as /iz/.

NOTE Remind students by your hand gestures (holding up several fingers) that *final es* marks the plural in English. In this lesson, they will learn a new plural ending sound, /iz/. For words ending in *ch*, *s*, *se*, *sh* and *x*, the plural is formed by adding *es*, and the final sound is pronounced /iz/.

Practice the Sounds

- Students open their books to page 40.

A. Listen and repeat. 🎧 2.20

- Focus students' attention on the *final es* words. Students listen and repeat, pointing to the pictures and words.
final es /iz/
boxes, buses, pencil cases, sandwiches

B. Does it have *final es*? Listen and write ✓ or X.

🎧 2.21

- For each number, students listen to the word. If it has *final es*, students write ✓. If it does not, they write X. Play the recording as many times as needed to complete the task.
 - 1 *keys, keys*
 - 2 *nurses, nurses*
 - 3 *oranges, oranges*
 - 4 *bushes, bushes*
 - 5 *eggs, eggs*
- Check answers by saying *Number 1, keys*. A volunteer repeats the word then nods his/her head if he/she wrote ✓ and shakes his/her head if he/she wrote X. Do the same for numbers 2–5.

ANSWERS

1 X 2 ✓ 3 ✓ 4 ✓ 5 X

C. Read the sentences.

- Write the first sentence on the board. Read it at natural speed. Students repeat. Read it again, sounding out each word; students repeat. Practice difficult sounds and words as necessary. Choose volunteers to read the entire sentence. Prompt if necessary. Student pairs read the sentence to each other. Repeat the entire procedure with the remaining sentences.

Option: Ask fun questions to check that students understand the meaning of each sentence. For example: *Who is eating peaches? Who runs on beaches? Do the foxes have leashes? Are there any ducks under the buses?*

D. Listen and match. 🎧 2.22

- Students match each number to the word they hear. Play the recording as many times as necessary to complete the task.
 - 1 *kisses, kisses*
 - 2 *matches, matches*
 - 3 *purses, purses*
 - 4 *bushes, bushes*
 - 5 *lashes, lashes*
- Check answers by saying *Number 1*; have a volunteer say and spell the word he/she matched it to. Do the same for numbers 2–5.

Games and Activities

- **Arms Up!** (Game 53, page 97.)

Extra Practice

Worksheet 16, Phonics Fun *final es*, page 128. (Answers, page 112.)

Finish the Lesson

- **Which s?** Across the board, write /s/, /z/ and /iz/. Students read each sound. Elicit as many plural words from this and previous lessons as possible. After each word is said, ask *Which s?* Students say the corresponding *final s* or *final es* sound (/s/, /z/, or /iz/) and point to the correct column on the board. Write each word in the proper column.
- Workbook page 38. (Answers, Teacher's Book page 105.)

Assessment 🎧

Unit 8 Test, page 154. (Answers, page 140.)



In the Kitchen

Conversation Time

Language Focus: *I'm hungry./ Me, too. Let's have a snack./ Do you want a chocolate chip cookie?/ No, thanks. I don't like cookies./ What about some strawberry ice cream?/ Mm! That sounds good.*

Function: Making offers; accepting/rejecting offers

Materials Needed: CD and player; Wall Chart 9

Warm-Up and Review

- **Phonics Review: Which Column?** Write *rivers* and *boxes* in a row on the board. Have students read each word. Say the words from exercise B on page 40, one word at a time. Students tell you which word to write them under. Then point to the words in each column and have students read them aloud.

Introduce the Conversation

- See page 8.

NOTE If students need additional support, practice the conversation using the visual prompts on the board.

Talk About the Picture

- Use Wall Chart 9 or Student Book page 41. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
Annie and **Ted** are going into the **kitchen**. They're *hungry*. **Digger** is *hungry*, too! **Annie** and **Ted** are in the **kitchen** now. There are some **chocolate chip cookies** here, but Ted *doesn't want* any. He *doesn't like* **cookies**. **Annie** and **Ted** are going to have some **ice cream**. Yum! Look at this **strawberry ice cream**!
- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
Are **Annie** and **Ted** *hungry*?
Does Ted *want* a **chocolate chip cookie**? Does he *like* cookies?
Can you *point* to the **strawberry ice cream**?
Does Ted *like* **strawberry ice cream**?

Practice the Conversation

A. Listen and repeat. 🎧 2.23

- Play the first version of the conversation. Students listen and repeat.
 - 1 A *I'm hungry.*
B *Me, too. Let's have a snack.*
 - 2 B *Do you want a chocolate chip cookie?*
A *No, thanks. I don't like cookies.*
 - 3 B *What about some strawberry ice cream?*
A *Mm! That sounds good.*

B. Listen and point to the speakers. 🎧 2.24

- Play the second version of the conversation. Students point to the speakers. Play it as often as necessary 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 do it again.

D. Review. Listen and repeat. 🎧 2.25

- Volunteers try to read or guess the worms' conversation. Students listen to the recording and repeat, pointing to each speech bubble.
 - A *Hey! Don't do that!*
 - B *What?*
 - A *Don't litter. Use the trash can.*
 - B *Okay. Sorry.*

Option: Students role-play the conversation.

🦴 What Did Digger Find?

ANSWERS

Digger found some cereal.

Games and Activities

- **Happy Parrots.** (Game 9, page 93.)

Finish the Lesson

- **Change the Lines.** Write *thirsty*, *soda pop*, and *juice* on the board. Point to and read each word. Students repeat. Then elicit the conversation, having students substitute these new words.
- Workbook page 39. (Answers, Teacher's Book page 105.)

Word Time

Language Focus: Food and condiments (salt, pepper, butter, hot sauce, cookies, pickles, mushrooms, bean sprouts)

Materials Needed: CD and player

Warm-Up and Review

- **Conversation Review: Missing Words.** (Game 13, page 93)
Play the game using the Unit 9 target conversation.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 42, look at the scene and name anything they can.
- Use Student Book page 42. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions (*italicized* words).

Annie's **parents** and **sister** are in their **kitchen**. *Annie's father is looking for some* **butter**. *Annie's sister has some* **pepper**, but she doesn't have any salt. Here are **cookies**. There are **fruits**, **vegetables**, and **bean sprouts**. These are **pickles**, these are **mushrooms**, and that's a **chicken**.

- Ask the following questions while pointing to or touching the pictures (**bold** words).
(**cookies**) Are they pickles? What are they?
What does **Annie's sister** have?
What food can you see in the **fridge**?
What food can you see on the **shelves**?
Is there any **hot sauce** in the kitchen?
Where's the **butter**?

Practice the Words

A. Listen and repeat. 🎧 2.26

- Students repeat, pointing to each word in the vocabulary box.
 - 1 salt
 - 2 pepper
 - 3 butter
 - 4 hot sauce
 - 5 cookies
 - 6 pickles
 - 7 mushrooms
 - 8 bean sprouts
- Say the words in random order. Students point to each word in the vocabulary box.

B. Point and say the words.

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

C. Listen and point. 🎧 2.27

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

Hot sauce.

Pepper.

Salt.

Bean sprouts.

Butter.

Cookies.

Pickles.

Mushrooms.

Now listen and point to the speakers.

A *Where's the butter?* (man and woman)

B *It's next to the salad.*

A *Oh. There it is.*

A *There's some pepper. There isn't any salt.* (girl)

A *What a mess!* (boy)

D. Write the words.

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

Extra Vocabulary

- Introduce the extra vocabulary items *peanut butter, strawberry jam, ketchup* for students to find.

Games and Activities

- **What's for Dinner?** (Game 25, page 94.)

Finish the Lesson

- **Guess the Word.** (Game 23, page 94.) Play the game using Unit 9 Word Time target vocabulary. To use the word in a sentence, students say *There isn't any (butter)* or *There aren't any (pickles)*.
- Workbook page 40. (Answers, Teacher's Book pages 105–106.)

Practice Time

Language Focus: Yes/No questions with *any* [Is there any (salt)? Yes, there is. / No, there isn't. / Are there any (pickles)? Yes, there are. / No, there aren't.]

Function: Asking about availability

Materials Needed: CD and player

Warm-Up and Review

- **Vocabulary Review: Say It in a Sentence.** Write *pepper* on the board. Elicit *There's some pepper*. Do the same with the remaining Unit 9 target vocabulary, with students saying *There's some (pepper)* or *There are some (mushrooms)* as appropriate.

Introduce the Patterns

- See page 12.

Practice the Patterns

- Students open their books to page 43.

A. Listen and repeat. 🎧 2.28

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word.
A *Is there any salt?* A *Are there any pickles?*
B *Yes, there is.* B *Yes, there are.*
C *No, there isn't.* C *No, there aren't.*
- Play it again. Students look at the pattern boxes in their books and repeat, pointing to each word.
- Students try to say the patterns on their own, looking at the pattern boxes.

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

🎧 2.29

- Students listen and repeat, pointing to each picture in their books.
 - 1 *Is there any pepper?*
Yes, there is.
 - 2 *Are there any pickles?*
Yes, there are.
 - 3 *Are there any bean sprouts?*
No, there aren't.
 - 4 *Is there any butter?*
Yes, there is.
 - 5 *Is there any hot sauce?*
No, there isn't.
 - 6 *Are there any cookies?*
Yes, there are.
 - 7 *Is there any salt?*
No, there isn't.
 - 8 *Are there any mushrooms?*
No, there aren't.
- In pairs, student practice numbers 1–8; S1 asks the questions and S2 answers. They change roles and repeat the procedure.

C. Look at page 42. Point to the picture and practice with a partner.

- Student pairs look at page 42, taking turns to ask and answer questions about the scene using the new patterns and vocabulary items. For example: S1: *Is there any salt?* S2: *No, there isn't.*

D. Listen and sing along. 🎧 2.30

- Students turn to the song *Is There Any Pepper?*, page 67, and try to read some of the lyrics. Read the lyrics line by line; students repeat each line. Play the recording. Students follow in their books.

Is There Any Pepper?

Is there any pepper?

Yes, there is.

Yes, there is.

Yes, there is.

Are there any pickles?

No, there aren't.

There aren't any pickles here. Oh, no!

Is there any hot sauce?

Yes, there is.

Yes, there is.

Yes, there is.

Are there any bean sprouts?

No, there aren't.

There aren't any bean sprouts here. Oh, no!

- Play it again. Students sing along, using their books for reference. Play it as often as necessary for students to become familiar with the song.
- Divide students into two groups. Play the karaoke version. Group A sings the questions and the last line of each verse. Group B sings the answers. Groups change roles and sing the song again.

Games and Activities

- **What's in the Bag?** (Game 41, page 96.)

Extra Practice

Worksheet 17, *Is There Any Salt?*, page 129. (Answers, page 112.)

Finish the Lesson

- **Are There Any Computers?** Look around the classroom and ask *Are there any (computers)?* Elicit *Yes, there are* or *No, there aren't*. Continue, asking four to six questions about any items students can name in English. A volunteer then takes on the teacher's role and asks four to six more questions.
- Workbook page 39. (Answers, Teacher's Book page 105.)

Phonics Time

Sound Focus: *br, gr, pr* (bread, brown, grandmother, green, present, prize)

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: Sing Along.** Play the Unit 9 song *Is There Any Pepper?* Play it again while students sing along.
- **Phonics Review: Read the Sentences.** Write the following sentences on the board:
 - 1 The ducks and cats take their pencil cases on the buses.
 - 2 Mother makes us sandwiches.
 - 3 The boxes have candy and peas.
- Point to each word; the class reads it. Two or three volunteers take turns reading a sentence.

Introduce the Sounds

- See page 14.

NOTE The *br* sound is written as /br/.

The *gr* sound is written as /gr/.

The *pr* sound is written as /pr/.

Practice the Sounds

- Students open their books to page 44.

A. Listen and repeat. 🎧 2.31

- Focus students' attention on the *br, gr,* and *pr.* Students listen and repeat, pointing to the pictures and words.

<i>br</i> /br/	<i>gr</i> /gr/	<i>pr</i> /pr/
<i>bread</i>	<i>grandmother</i>	<i>present</i>
<i>brown</i>	<i>green</i>	<i>prize</i>

B. Listen and circle *br, gr, or pr.* 🎧 2.32

- For each number, students circle the target blend in the word they hear. Play the recording as often as necessary to complete the task.
 - 1 *pretty, pretty*
 - 2 *broom, broom*
 - 3 *bridge, bridge*
 - 4 *grapes, grapes*
 - 5 *price, price*
- Check answers by saying *Number 1, pretty*; a volunteer repeats the word and say the letters he/she circled. Do the same for numbers 2–5.

ANSWERS

1 pr 2 br 3 br 4 gr 5 pr

C. Read the sentences.

- Write the first sentence on the board. Read it at natural speed. Students repeat. Read it again, pointing to and sounding out each word; students repeat. Practice difficult sounds and words as necessary. Volunteers read the entire sentence. Prompt if necessary. Student pairs read the sentence to each other. Repeat the entire procedure with the other sentences.

Option: Ask fun questions to check that students understand the meaning of each sentence. For example: *What are the bride and her brother baking? What did Prue get? Is she happy? What does grandmother grow?*

D. Listen and write *br, gr, or pr.* 🎧 2.33

- Students write the target blend of each word they hear. Play the recording as often as necessary to complete the task.
 - 1 *brick, brick*
 - 2 *bread, bread*
 - 3 *green, green*
 - 4 *prune, prune*
 - 5 *great, great*
- Check answers by saying *Number 1, brick*; a volunteer spells the correct blend, *br.* Do the same for numbers 2–5.

ANSWERS

1 br 2 br 3 gr 4 pr 5 gr

Games and Activities

- **What's Different?** (Game 54, page 97.)

Extra Practice

Worksheet 18, Phonics Fun *br, gr,* and *pr,* page 130. (Answers, page 112.)

Finish the Lesson

- **Family, Food, or Color?** Across the board write *family, food,* and *color.* On the right side of the board write in one column: *grandmother, brown, brother, bread, grandfather, grapes, green, prunes.* Point to each word in the column; students read it. Explain that each word belongs in one category: *family, food,* or *color.* Name a category and have a volunteer name one word from the board that belongs in that category. For example: Say *family.* A student says *grandmother.* Write it in the correct column. Continue until all words have been placed in a category.
- Workbook page 42. (Answers, Teacher's Book page 106.)

Assessment 🎧

Unit 9 Test, page 155. (Answers, page 140.)

Review 3

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, 41), Word Time page (pages 34, 38, 42), and Practice Time page (pages 35, 39, 43). Elicit each conversation, vocabulary item, and pattern.

Work with the Pictures

- Students open their books to page 45.
- Groups of three find and name any items or characters they recognize in the six scenes.
- Ask how many items each group found. Encourage them to name as many items or characters as they can, using complete sentences when possible.
- Each group names one item; write a sentence with it on the board. Once all the sentences have been written, read each sentence. Students repeat, pointing to the items in their books.
- Ask the following questions while pointing to the pictures (**bold** words).

Does Max want some vegetables? Does Digger have any **mushrooms**? Does Max like mushrooms? Are there any bean sprouts? Does Max want bean sprouts? Is there any hot sauce? (**soap**) Is it hot sauce? What is Max eating?

Work with the Text

- Point to Digger's speech bubble in Scene 1. A volunteer tries to read what Digger is saying. If he/she reads correctly, do the same with Max's speech bubble. If he/she does not read correctly, ask another student.
- Do the same with all the scenes. Encourage students to look back at the Units 7–9 Conversation Time, Word Time, and Practice Time pages for support.

Practice the Story

A. Listen and repeat. 🎧 2.34

- Play the first version of the story. Students follow in their books.
 - 1 **Digger** Hi! Do you want some vegetables, Max?
Max Mm. That sounds good.
 - 2 **Digger** I have some mushrooms.
Max I like mushrooms.
 - 3 **Max** Are there any bean sprouts?
Digger Yes, there are. Here you are.
Max Thanks!

- 4 **Max** Is there any hot sauce?
Digger Yes, there is. Here you are.
Max Thanks!
- 5 **Digger** Max! No! That isn't hot sauce. It's...
- 6 **Digger** It's soap!
Max Yum! This is good!
Digger Oh, no!

- Play it again. Pause after each line for students to repeat. Play it as often as necessary for students to become familiar with the story.

B. Look at A. Listen and point. 🎧 2.35

- Play the second version of the story. Students follow in their books, pointing to the speakers.
- In pairs, students each take on the role of one of the characters. Play the recording again, pausing after each line. Students repeat their character's lines. Students change roles and do the activity again. Play the recording as often as necessary to complete the task.

C. Listen. Circle True or False. 🎧 2.36

- Based on the Digger's World story, students circle *True* or *False*.
 - 1 *Max wants some vegetables.*
Max wants some vegetables.
 - 2 *Digger doesn't have any mushrooms.*
Digger doesn't have any mushrooms.
 - 3 *Digger has some cookies.*
Digger has some cookies.
 - 4 *There are some bean sprouts.*
There are some bean sprouts.
 - 5 *There isn't any hot sauce.*
There isn't any hot sauce.
- Check answers by saying *Number 1. Max wants some vegetables.* Students say *True* or *False*, depending on what they circled.

ANSWERS

1 True 2 False 3 False 4 True 5 False

D. Role-play these scenes.

- Ask students what roles are needed to role-play the conversation; list them on the board.
- Divide the class into two groups. One role-plays Digger's lines, one role-plays Max's lines. Groups change roles and role-play the scenes again.
- A volunteer from each group acts out the story along with the recording, then on their own.
- Students choose a partner and role-play the story, then change roles and do it again.

Games and Activities

- **Puppets.** (Game 65, page 98.)

Finish the Lesson

- **Listen and Pantomime.** Divide the class into pairs, each student taking the role of one of the story characters. Play the recording. Students pantomime their role, then change roles and do it again.
- Workbook page 43. (Answers, Teacher's Book page 106.)

Activity Time

Review Focus: Units 7–9 vocabulary and sounds

Materials Needed: CD and player

Warm-Up

- **Review Units 7–9 Vocabulary and Sounds.** Students turn to each Word Time page (pages 34, 38, 42) and Phonics Time page (pages 36, 40, 44). Elicit each vocabulary item and sound.

Review

- Students open their books to page 46.

A. Look, read, and circle True or False.

- Students look at the picture then read each sentence. If the sentence correctly describes the picture, students circle *True*. If it does not, they circle *False*.
- Check answers by reading each sentence. Students say *True* if they circled *True* and *False* if they circled *False*.

ANSWERS

1 False 2 True 3 True 4 True 5 False 6 True

B. Look and write. Then find the words in the puzzle.

- Students look at each picture and write the corresponding word. They find and circle each word in the puzzle. There is one illustrated word that is not in the puzzle; students write it in the space provided.
- Check answers by pointing to each picture. Students say the word, spell it, and point to it in the puzzle.

ANSWERS

pickles, medicine, grass, tree

money, shampoo, butter, soap

Which word isn't in the puzzle? Write. tree

Games and Activities

- **Eyewitness.** (Game 66, page 98.)

Finish the Lesson

- Checklist 3. (Student Book page 77.)
- Workbook page 44. (Answers, Teacher's Book page 106.)

Cross-curricular 3

Nature

Language Focus: land formations and bodies of water (island, volcano, ocean, valley, forest, lake).

Function: Identifying different types of land formations and bodies of water.

Materials Needed: CD and player

Warm-Up and Review

- **Review: Vocabulary Review.** Hold up Student Book page 38. Students identify the numbered items one by one. Draw a large mountain on the board with snow on the top, and grass, wildlife, a trail, and trees anywhere on the mountain. Draw sand and a river far away from the mountain and write large Xs above them. Point to the snow and say *There's some snow on the mountain.* Students repeat. Then point to the sand and say *There isn't any sand on the mountain.* Volunteers point to an area on the board and make sentences. Point to an area and say *Is there (grass) on the mountain?* Students answer appropriately. A volunteer points to a section and asks the class a question. Continue with different volunteers until a question has been asked for each target vocabulary word.

Introduce the Words

- See page 10.

CULTURE NOTE Explain to students that the major difference between a lake and a river is movement of the water. The water in a lake is still while the water in a river moves, usually in one direction. Lakes are usually landlocked whereas rivers have land on either side but often empty into other bodies of water. Lakes and rivers have fresh water while oceans have salt water.

Practice the Vocabulary

A. What can you see in nature?

- Students open their books to page 47, look at the photographs and name anything they can.

B. Listen and repeat. 2.37

- Students listen and repeat, pointing to each photo.
1 island, island 2 volcano, volcano
3 ocean, ocean 4 valley, valley
5 forest, forest 6 lake, lake
- Say the words in random order. Students point to the pictures.

C. Listen and read. 2.38

- Students listen and read, pointing to the photos.
Look at this picture. This is an island. Is there a mountain on the island? No, it's a volcano. It's very hot inside. Look at the water. Is it a river? No, it's an ocean. The water in the ocean is salt water. There are fish in the ocean.
Look at this picture. There's a valley and there are mountains. Can you see the trees? That's a forest. There's wildlife in the forest. Is there a river in the valley? No, that's a lake. There are fish in the lake.
- Divide the class into two groups, each one reading one part of the text aloud. Continue until each group has read both parts aloud.
- Students choose a partner and read the text, alternating lines.

D. Is it true? Write ✓ or X.

- Students read the sentences, writing ✓ if the statement is true, and X if it is not.
- Check answers by saying *Number 1* and having a volunteer say *True* or *False*. Do the same for numbers 2–5.

ANSWERS

- 1 X
- 2 ✓
- 3 ✓
- 4 X
- 5 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

- **What Am I Drawing?** (Game 71, page 99.)

Finish the Lesson

- **Do You Remember?** (Game 31, page 95.) Play the game giving students thirty seconds to look at the first half of the text. Groups work together and write as many of the sentences as they remember in one minute. Groups read their sentences. The group with the most correct sentences wins. Play again looking at the second half of the text.
- Workbook page 45. (Answers, Teacher's Book pages 106.)

Project Time

Language Focus: Land formations and bodies of water. *Draw a (valley), (volcano), and an (ocean). There's a (valley), a (volcano) and an (ocean).*

Materials Needed: poster paper, crayons, markers; pictures of land formations and bodies of water from magazines, newspapers, and/or the Internet.

Warm-Up and Review

- **Vocabulary: Draw a (valley).** Review the land and water parts by asking students to turn to page 47 in their books. Focus on the photographs. Say the vocabulary words in random order. Students respond with the corresponding numbers. Then say the numbers in random order. Students identify them.

A. Think of three nature words. Tell your partner.

- Students turn to page 48 in their books. Give a volunteer a marker. Say *Draw a mountain*. Point to the mountain and say *There's a mountain*. Students repeat. Focus students' attention on the speech bubble examples in Activity A. Say the following while pointing to the speech bubbles.
Draw a valley, a volcano and an ocean.
Look! There's a valley, a volcano and an ocean!
- Say to a volunteer *Draw an island, a forest and an ocean*. After the student has finished, point to the picture and say *Look! There's an island, a forest and an ocean!* Students repeat. Ask the volunteer to choose another volunteer. The two volunteers continue the activity.
- Students choose a partner. They draw pictures according to their partner's instructions and make statements about the pictures, alternating turns.
- Each pair shows their pictures and makes one statement each.

B. Make a treasure map.

- Draw a simple topographical map drawing pictures of the target vocabulary on the board. Point to it and say *Map*. Students repeat. Draw a treasure chest on the map. Point to it and say *Treasure*. Students repeat. Say *There's an island*. Students repeat. Then say *There's a lake on the island*. Students repeat. Encourage volunteers to point to vocabulary items on the map and make statements. (Remind students that the preposition *on* is used with *island, volcano, and mountain*. The preposition *in* is used with *valley, forest, lake, and ocean*.) Students open their books to page 48. Focus their attention on the treasure map. Point to the key and say the words one by one. Students repeat. Say the following while pointing to the speech bubble text about the treasure map. Students repeat.
Look! On the island, there's a lake and a mountain. The treasure is on the mountain.
- 1 Make sure students have poster paper, crayons, markers, and pictures of land formations and bodies of water from magazines, newspapers, and/or the Internet. Students make their treasure maps.
- 2 Students write keys on their maps similar to the map key example in their books.

- 3 Volunteers share their treasure maps with the class. They point to their maps and talk about the pictures.
- Place the maps on the walls of the classroom if possible. If not, place them along the marker tray or on the board with magnets.

Games and Activities

- **Where's the Treasure?** (Game 72, page 99.)

Finish the Lesson

- **Eyewitness.** (Game 66, page 98.) Play the game placing one of the treasure maps on a desk in the front of the room. Volunteers run back to their groups with as much information about the map as they can. The group that writes the most correct sentences about the map, wins.
- Workbook page 45. (Answers, Teacher's Book page 106.)



Downtown

Conversation Time

Language Focus: Look! Whose wallet is this?/ Maybe it's hers. Let's ask./ Excuse me./ Yes?/ Is this your wallet?/ Yes, it is! Thank you so much./ You're welcome.

Function: Asking about possession; making a suggestion; expressing and responding to thanks

Materials Needed: CD and player; Wall Chart 10

Warm-Up and Review

- **Phonics Review: Questions.** Hold up Student Book page 44. Have students name each of the pictures. Then point to the grandmother picture and ask *Is grandmother young or old?* A volunteer responds using a complete sentence. Ask questions in the same way about the remaining pictures (see below).
Suggested Questions: *Is grass black or green? Is brick black or red? Is bread blue or brown? Are grapes blue or green? Are bridges small or big? Are prunes big or small?*

Introduce the Conversation

- See page 8.

Talk About the Picture

- Use Wall Chart 10 or Student Book page 49. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
Bill and **Emily** found a **wallet**, but they *don't know* whose it is. They think that maybe it's **hers**. Bill and Emily walk up to the woman and say, "Excuse me." It is her wallet! The woman is very happy.
- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
Is there a jacket on the **street**? Can you *point* to the wallet? What is Emily going to ask the **woman**? (**woman thanking children**) Is it her wallet? Is the woman sad?

Practice the Conversation

A. Listen and repeat. 🎧 2.39

- Play the first version of the conversation. Students listen and repeat.
 - 1 A Look! Whose wallet is this?
B Maybe it's hers. Let's ask.
 - 2 A Excuse me.
C Yes?
 - 3 A Is this your wallet?
C Yes, it is!
 - 4 C Thank you so much.
B You're welcome.

B. Listen and point to the speakers. 🎧 2.40

- Play the second version of the conversation. Students point to the speakers. Play it as many times as necessary to complete the task.

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

- Groups of three role-play the conversation. They change roles and do it again, continuing until each student has taken on each role.

D. Review. Listen and repeat. 🎧 2.41

- Volunteers try to read or guess the worms' conversation. Play the recording. Students repeat, pointing to each speech bubble.
 - A I want ice cream.
 - B Okay. How much is that?
 - C It's two dollars.
 - B Great! We'll take two.

Option: Students role-play the conversation.

Games and Activities

- **Whose Jacket Is This?** (Game 10, page 93.)

Finish the Lesson

- **The Three Directors.** (Game 14, page 93.) Play the game using the target conversation.
- Workbook page 46. (Answers, Teacher's Book pages 106–107.)

Word Time

Language Focus: Public buildings (*museum, movie theater, department store, hospital, restaurant, bookstore, bakery, drugstore*)

Materials Needed: CD and player

Warm-Up and Review

- **Conversation Review: Missing Words.** (Game 13, page 93)
Play the game using the Unit 10 target conversation.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 50, look at the scene and name anything they can.
- Use Student Book page 50. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

This woman is at the **movie theater**. She needs a **ticket**. There's a **restaurant** next to the **movie theater**. Here's a **drugstore**. There's a **hospital** next to it. This **man** and **woman** are *walking* out of the **hospital**. They have a *little* **baby**. There are some more stores here. There's a **bakery**, a **bookstore**, and a **department store**.

- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
Can you *point* to the movie theater? Where are people eating? Who is *running* out of the **restaurant**? Can you *point* to the **drugstore**? What's next to the **drugstore**? What's behind the **movie theater**? What's next to the **bakery**?

Practice the Words

A. Listen and repeat. 🎧 2.42

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

1 <i>museum</i>	2 <i>movie theater</i>
3 <i>department store</i>	4 <i>hospital</i>
5 <i>restaurant</i>	6 <i>bookstore</i>
7 <i>bakery</i>	8 <i>drugstore</i>
- Say the words in random order. Students point to each word in the vocabulary box.

B. Point and say the words.

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

C. Listen and point. 🎧 2.43

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

Restaurant.
Movie theater.
Hospital.
Bookstore.
Drugstore.
Department store.
Museum.
Bakery.

Now listen and point to the speakers.

- A *When do you exercise?* (movie star and reporter)
B *I exercise in the morning.*
A *When do you listen to music?*
B *I listen to music in the evening.*
A *How do you go to work?*
B *I go to work by airplane.*
A *Hi. May I help you?* (assistant at ticket booth)
B *One ticket, please. What time does it start?*
A *1:15.*
A *I'm going now.* (people in front of drugstore)
B *Bye-bye!*
A *See you later.*

D. Write the words.

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

🦴 What Did Digger Find?

ANSWERS

Digger found some meat.

Extra Vocabulary

- Introduce the extra vocabulary items *hotel, pet store, office building* for students to find.

Games and Activities

- **Smiley Face.** (Game 26, page 94.)

Finish the Lesson

- **Definitions.** Hold up Student Book page 50. Say *There are tissues here*. Students point to the drugstore and say *There are tissues at the drugstore*. Continue in the same way with the items suggested below.
Suggested Items: *cookies* (*bakery*), *books* (*bookstore*), *pickles* (*restaurant*), *doctors* (*hospital*), *jackets* (*department store*), *movies* (*movie theater*).
- Workbook page 47. (Answers, Teacher's Book page 107.)

Practice Time

Language Focus: Simple past with *was/were*, positive and negative [(I) *was* at the (bookstore). (I) *wasn't* at the (hospital). / (They) *were* at the (bookstore). (They) *weren't* at the (hospital).]

Function: Expressing past location

Materials Needed: CD and player; teacher-made picture cards for Unit 10 target vocabulary

Warm-Up and Review

- **Vocabulary Review: Do It!** (Game 30, page 95.) Play the game using picture cards made for the Unit 10 target vocabulary.

Introduce the Patterns

- See page 12.

Practice the Patterns

- Students open their books to page 51.

A. Listen and repeat. 🎧 2.44

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word.
I was at the bookstore. I wasn't at the hospital.
They were at the bookstore. They weren't at the hospital.
- Play it again. Students look at the pattern boxes and repeat, pointing to each word.
- Students try to say the patterns on their own, looking at the pattern boxes.
- Write the explanation of the contractions on the board:
wasn't = was not weren't = were not
- Point to and read each word; students repeat. Say each pattern with the full form of the contractions; students repeat. Students practice each pattern in the pattern box, using both the contractions and the full form of the contractions.

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

🎧 2.45

- Students listen and repeat, pointing to each picture in their books.
 - 1 *We were at the museum. We weren't at the bakery.*
 - 2 *He was at the bakery. He wasn't at the museum.*
 - 3 *They were at the hospital. They weren't at the restaurant.*
 - 4 *It was at the restaurant. It wasn't at the hospital.*
 - 5 *She was at the movie theater. She wasn't at the bookstore.*
 - 6 *I was at the bookstore. I wasn't at the movie theater.*
 - 7 *You were at the department store. You weren't at the drugstore.*
 - 8 *I was at the drugstore. I wasn't at the department store.*
- In pairs, students practice numbers 1–8, then change partners and repeat the procedure.

C. Look at page 50. Point to the picture and practice with a partner.

- Student pairs take turns making statements about the scene using the new patterns and vocabulary items. For example:
S1 (pointing to the boy walking away from the drugstore): *He was at the drugstore.* S2: *They were at the restaurant.*

D. Listen and chant. 🎧 2.46

- Students turn to the chant *She Was at the Bakery* on page 68, and try to read some of the lyrics. Read the lyrics line by line; students repeat. Play the recording. Students follow in their books.

She Was at the Bakery

I wasn't at the museum.
She wasn't at the museum.
I wasn't at the hospital.
She wasn't at the hospital.
I wasn't at the bookstore.
She wasn't at the bookstore.
I was at the bakery.
She was at the bakery.
Mm. That sounds good.

I wasn't at the movie theater.
He wasn't at the movie theater.
I wasn't at the department store.
He wasn't at the department store.
I wasn't at the drugstore.
He wasn't at the drugstore.
I was at the restaurant.
He was at the restaurant.
Mm. That sounds good

- Play it again. Students chant, using their books for reference. Play it as often as necessary for students to become familiar with the song.
- Play the karaoke version. Students chant along, shaking their heads when they sing *wasn't*, nodding their heads when they sing *was*.

Games and Activities

- **Pass the Message.** (Game 42, page 96.)

Extra Practice

Worksheet 19, Concentration, page 131. (Answers, page 112.)

Finish the Lesson

- **Memory Chain.** One student (S1) makes a statement using the pattern. For example: *I was at the (restaurant). I wasn't at the (bakery).* The student sitting next to S1 then makes his/her own statement, using S1's second sentence to make his/her first sentence. For example, *I was at the (bakery). I wasn't at the (hospital).* Continue in the same way until all the target public buildings have been mentioned.
- Workbook page 48. (Answers, Teacher's Book page 107.)

Phonics Time

Sound Focus: *cr, dr, tr* (*crab, cry, dream, dress, tree, truck*)

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: Chant Along.** Play the Unit 10 chant *She Was at the Bakery*. Play it again; students chant along.
- **Phonics Review: Complete the Sentences.** Write *br, gr, pr* on the board. Point to each one; students say the sound. Write the following sentences on the board:
 - 1 The ___ ide and her ___ other were cold.
 - 2 The ___ etty cat got a ___ ize.
 - 3 I like to eat ___ een ___ apes.
 - 4 Grandmother bakes ___ ead on Thursday.
- Volunteers read a sentence, filling in the blanks as they read. Pairs take turns reading a sentence to each other, filling in the correct blends. Finally, the class reads the sentences together.

Introduce the Sounds

- See page 14.

NOTE The *cr* sound is written as /kr/.
The *dr* sound is written as /dr/.
The *tr* sound is written as /tr/.

Practice the Sounds

- Students open their books to page 52.

A. Listen and repeat. 🎧 2.47

- Focus students' attention on the *cr, dr, and tr*. Play the recording. Students repeat, pointing to the pictures and words.

<i>cr</i> /kr/	<i>dr</i> /dr/	<i>tr</i> /tr/
<i>crab</i>	<i>dream</i>	<i>tree</i>
<i>cry</i>	<i>dress</i>	<i>truck</i>

B. Listen and write *cr, dr, or tr*. 🎧 2.48

- For each number, students write the word's target blend. Play the recording as many times as necessary to complete the task.
 - 1 *cracker, cracker*
 - 2 *truck, truck*
 - 3 *drum, drum*
 - 4 *crayon, crayon*
 - 5 *drive, drive*
- Check answers by saying *Number 1, cracker*; a volunteer repeats the word and says the letters he/she wrote. Do the same for numbers 2–5.

ANSWERS

1 cr 2 tr 3 dr 4 cr 5 dr

C. Read the sentences.

- Write the first sentence on the board. Read it at natural speed; students repeat. Read it again, pointing to and sounding out each word; students repeat. Practice difficult sounds and words as necessary. Volunteers read the entire sentence. Prompt if necessary. Student pairs read the sentence to each other. Repeat the entire procedure with the remaining sentences.

Option: Ask fun questions to check that students understand the meaning of each sentence. For example: *What is crossing the creek? Are the crabs sad? Is the ape sleeping in a tree? What is the ape doing? What do Trent and Trish have in the tree?*

D. Listen and match. 🎧 2.49

- Students match each number to the word they hear. Play the recording as often as necessary to complete the task.
 - 1 *cross, cross*
 - 2 *drink, drink*
 - 3 *train, train*
 - 4 *true, true*
 - 5 *crane, crane*
 - 6 *drain, drain*
- Check answers by saying *Number 1, cross*; a volunteer repeats and says the blend he/she circled. Do the same for numbers 2–6.

ANSWERS

1 cr 2 dr 3 tr 4 tr 5 cr 6 dr

Games and Activities

- **Complete the Sentences.** (Game 55, page 97.)

Extra Practice

Worksheet 20, Phonics Fun *cr, dr, and tr*, page 132. (Answers, page 112.)

Finish the Lesson

- **Arms Up!** Divide the class into three groups. Write a Unit 10 Phonics Time word on the board. If the word has *br*, students in Group A read the word out loud and raise their arms high. If the word has *gr*, students in Group B read it aloud and raise their arms. If the word has *pr*, students in Group C read it aloud and raise their arms. Continue in the same way with the remaining phonics words.
- Workbook page 49. (Answers, Teacher's Book page 107.)

Assessment 🎧

Unit 10 Test, page 156. (Answers, page 141.)



At Home

Conversation Time

Language Focus: *I'm bored./So am I. Let's play soccer./Dad! We're going outside./Remember, you have to do your homework./I know, Dad./Be back at six./All right. Bye!/Bye, kids. Have fun!*

Function: Expressing feelings, warnings, and wishes; making a suggestion

Materials Needed: CD and player; Wall Chart 11; a timer; a ball

Warm-Up and Review

- **Phonics Review: Questions.** Draw a truck on the board and ask *Is a truck big or small?* A volunteer responds using a complete sentence. Do the same with the remaining Unit 10 Phonics Time words.

Introduce the Conversation

- See page 8.

NOTE If students need additional support, practice the conversation using the visual prompts on the board.

Talk About the Picture

- Use Wall Chart 11 or Student Book page 53. Read the following "story" while pointing to the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).
Joe and **Ted** are *bored*. They want to go *outside* to play soccer. Joe's **dad** is in the **living room**. He *reminds Joe* that he has to do his homework. **Joe** *knows* he has to do his homework. He'll be back at six o'clock. **Joe** and **Ted** are leaving to *play soccer* now.
- Ask the following questions while pointing to the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).
Are **Ted** and **Joe** bored? What game do they want to play?
What is **Joe's dad** doing?
Do you like soccer? Can you *play soccer*? What time will Joe be back?
Are they going to *play basketball*?

Practice the Conversation

A. Listen and repeat. 🎧 2.50

- Play the first version of the conversation. Students listen and repeat.
 - 1 A *I'm bored.*
B *So am I. Let's play soccer.*
 - 2 A *Dad! We're going outside.*
C *Remember, you have to do your homework.*
 - 3 A *I know, Dad.*
C *Be back at six.*
 - 4 A *All right. Bye!*
C *Bye, kids. Have fun!*

B. Listen and point to the speakers. 🎧 2.51

- Play the second version of the conversation. Students point to the speakers. Play the recording as often as necessary to complete the task.

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

- Divide the class into groups of three to role-play the conversation. They change roles and do it again until each student has taken on each role.

D. Review. Listen and repeat. 🎧 2.52

- Volunteers try to read or guess the worms' conversation. Play the recording. Students repeat, pointing to each speech bubble.
 - A *What are you looking for?*
B *My sunscreen! I can't find it.*
 - A *Don't worry. I'll help you look for it.*
B *Okay. Thanks.*

Option: Students role-play the conversation.

Games and Activities

- **Tic-Tac-Toe.** (Game 11, page 93.)

Finish the Lesson

- **Set the Timer.** (Game 15, page 93.) Play the game using the target conversation.
- Workbook page 50. (Answers, Teacher's Book page 107.)

Word Time

Language Focus: Places at home (*bathroom, dining room, bedroom, yard, hall, living room, kitchen, basement*)

Materials Needed: CD and player;

Warm-Up and Review

- **Conversation Review: Write the Next Line.** Students open their books to page 53 and read the conversation after the teacher or recording. Two groups dictate alternate lines of the target conversation to you. Write the conversation on the board. Point to each line and elicit the conversation. Erase the entire conversation. A volunteer says the first line of the conversation and writes it on the board. Students take turns adding lines until the entire conversation is written. Prompt if necessary.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 54 and name anything they can in the scene.
- Use Student Book page 54. Read the following "story" while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

This woman is in the **basement**. She sees a **mouse**! **These children** are in the **bedroom**. They're *jumping* on the **bed**. Their **mom** is in the **kitchen**. She's *angry*. **This man** is *sleeping* in the **living room**. He isn't *watching* TV. **This woman** is in the **dining room**. She's *talking* to her **friends**.

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

Can you *point* to the **basement**? (**woman in basement**) Does she like the **mouse**? (**children jumping on bed**) Are these children in the **kitchen**? What are they doing? (**man sleeping**) Is he *watching* TV? Who is in the **bathroom**? Is their **dad** in the yard?

Practice the Words

A. Listen and repeat. 🎧 2.53

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

- | | |
|-------------------|----------------------|
| 1 <i>bathroom</i> | 2 <i>dining room</i> |
| 3 <i>bedroom</i> | 4 <i>yard</i> |
| 5 <i>hall</i> | 6 <i>living room</i> |
| 7 <i>kitchen</i> | 8 <i>basement</i> |

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

B. Point and say the words.

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

C. Listen and point. 🎧 2.54

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

Bathroom.
Dining room.
Living room.
Bedroom.
Basement.
Yard.
Hall.
Kitchen.

Now listen and point to the speakers.

A *Do you want a cookie?* (women in dining room)

B *No, thanks.*

A *What about some cake?*

B *Mm! That sounds good.*

A *Hey, kids! Don't do that!* (children jumping on the bed and their mother)

B *What, mom?*

A *Don't jump on the bed!*

B *Sorry!*

A *Hello?*

B *May I speak to Jon, please?* (man on phone)

A *Sure. Hold on.*

B *No problem.*

D. Write the words.

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

🔑 What Did Digger Find?

ANSWERS

Digger found a bunch of keys.

Extra Vocabulary

- Introduce the extra vocabulary items *garage, study, balcony* for students to find.

Games and Activities

- **Which Room in the House?** (Game 27, page 94.)

Finish the Lesson

- **Where Do You...?** Ask students about the activities they do in each part of the house (see below). Continue until most students have answered a question. Students can also take on the teacher's role and ask the questions.
Suggested Questions: *Where do you watch TV? Where do you have a snack? Where do you climb a tree? Where do you use chopsticks? Where do you draw a picture? Where do you eat breakfast? Where do you take a shower? Where do you sleep?*

Option: Do the same activity using statements.

- Workbook page 51. (Answers, Teacher's Book page 107.)

Practice Time

Language Focus: Yes/ No questions with simple past *was/ were* [*Was (she) in the (yard)? Yes, (she) was./ No, (she) wasn't. (She) was in the (hall)/ Were (they) in the (yard)? Yes, (they) were./ No, (they) weren't. (They) were in the (hall).*]

Function: Asking about past location

Materials Needed: CD and player

Warm-Up and Review

- **Vocabulary Review: What Am I Drawing?** (Game 29, page 94.) Use the Unit 11 target vocabulary.

Introduce the Patterns

- See page 12.

Practice the Patterns

- Students open their books to page 55.

A. Listen and repeat. 🎧 2.55

- Write the text from the pattern boxes on the board. Play the recording, pointing to each word.
 - A *Was she in the yard?*
 - B *Yes, she was.*
 - A *Was she in the yard?*
 - B *No, she wasn't. She was in the hall.*
 - A *Were they in the yard?*
 - B *Yes, they were.*
 - A *Were they in the yard?*
 - B *No, they weren't. They were in the hall.*
- Play it again. Students look at the pattern boxes and repeat, pointing to each word.
- Students try to say the patterns on their own, looking at the pattern boxes.

B. Listen and repeat. Then practice with a partner. 🎧 2.56

- Students listen and repeat, pointing to each picture.
 - 1 *Were they in the bathroom?*
Yes, they were.
 - 2 *Was she in the living room?*
No, she wasn't. She was in the kitchen.
 - 3 *Was it in the basement?*
Yes, it was.
 - 4 *Were they in the dining room?*
Yes, they were.
 - 5 *Was he in the hall?*
Yes, he was.
 - 6 *Were you in the kitchen?*
No, I wasn't. I was in the living room.
 - 7 *Were you in the bedroom?*
Yes, we were.
 - 8 *Was she in the yard?*
No, she wasn't. She was in the basement.
- Student pairs practice numbers 1–8; S1 asks the questions, S2 answers. They change roles and repeat the procedure.

C. Look at page 54. Point to the picture and practice with a partner.

- Student pairs look at page 54, taking turns to ask and answer questions about the scene using the new patterns and vocabulary items. For example: S1 (pointing to the triplets): *Were they in the bathroom?* S2: *Yes, they were.*

D. Listen and sing along. 🎧 2.57

- Students turn to the song *Were You in the Living Room?* on page 68, and try to read some of the lyrics. Read the lyrics line by line. Students repeat each line. Play the recording. Students follow in their books.

Were You in the Living Room?

Were you in the living room?

The living room? The living room?

Were you in the living room?

No, I wasn't. I was in the yard!

Was he in the living room?

The living room? The living room?

Was he in the living room?

No, he wasn't. He was in the yard!

Were you in the dining room?

The dining room? The dining room?

Were you in the dining room?

No, we weren't. We were in the hall!

Were they in the dining room?

The dining room? The dining room?

Were they in the dining room?

No, they weren't. They were in the hall!

- Play it again. Students sing along, using their books for reference. Play the recording as often as necessary for students to become familiar with the song.
- Divide the class into two groups. Play the karaoke version. Group A sings the questions, Group B sings the answers. Groups change roles and sing it again.

Games and Activities

- **Memory Game.** (Game 43, page 96.)

Extra Practice

Worksheet 21, *Was He in the Kitchen?*, page 133. (Answers, page 112.)

Finish the Lesson

- **Pass the Message.** (Game 42, page 96.) Play the game using the Unit 11 target patterns.
- Workbook page 52. (Answers, Teacher's Book page 107.)

Phonics Time

Sound Focus: *fl, pl, sl* (flag, fly, play, plum, sleep, slide)

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: Memory Chain** (Game 33, page 95). Play the game using the Unit 11 target patterns.
- **Phonics Review: Read the Sentences.** Write the following sentences on the board:
 - 1 The dress is in the truck.
 - 2 The crab is in the tree.
 - 3 The dreams of crabs are great.
- Point to each word; the class reads. Two or three volunteers take turns reading a sentence.

Introduce the Sounds

- See page 14.

NOTE The *fl* sound is written as /f l/.

The *pl* sound is written as /p l/.

The *sl* sound is written as /s l/.

Practice the Sounds

- Students open their books to page 56.

A. Listen and repeat. 🎧 2.58

- Focus students' attention on the *fl*, *pl*, and *sl* words. Students listen and repeat, pointing to the pictures and words.

<i>fl</i> /f l/	<i>pl</i> /p l/	<i>sl</i> /s l/
flag	play	sleep
fly	plum	slide

B. Listen and circle *fl*, *pl*, or *sl*. 🎧 2.59

- For each number, students listen to the word and circle its initial blend. Play the recording as often as necessary to complete the task.
 - 1 plate, plate
 - 2 flute, flute
 - 3 slipper, slipper
 - 4 plant, plant
 - 5 flea, flea
- Check answers by saying *Number 1, plate*; a volunteer repeats the word and says the letters he/she circled. Do the same for numbers 2–5.

ANSWERS

1 pl 2 fl 3 sl 4 pl 5 fl

C. Read the sentences.

- Write the first sentence on the board. Read it at natural speed. Students repeat. Read it again, pointing to and sounding out each word. Students repeat each word. Practice difficult sounds and words as necessary. A volunteer reads the entire sentence. Prompt if necessary. Student pairs read the sentence to each other. Repeat the entire procedure with the remaining sentences.

Option: Check that students understand the meaning of each sentence by asking fun questions. For example: *Is the fly floating on the flag? What is next to the fly? Can you eat plums? Where are the plums playing? What is sleeping on the slide? Is the slug tired?*

D. Listen and write *fl*, *pl*, or *sl*. 🎧 2.60

- For each number, students listen to the word and write its initial blend. Play the recording as often as necessary to complete the task.
 - 1 plow, plow
 - 2 slow, slow
 - 3 flake, flake
 - 4 sleeve, sleeve
 - 5 flat, flat
- Check answers by saying *Number 1, plow*; a volunteer repeats and spells the word. Do the same for numbers 2–5.

ANSWERS

1 plow 2 slow 3 flake 4 sleeve 5 flat

Games and Activities

- **Sort It Out.** (Game 56, page 97.)

Extra Practice

Worksheet 22, Phonics Fun *fl*, *pl*, and *sl*, page 134. (Answers, page 112.)

Finish the Lesson

- **Arms Up!** Divide the class into three groups. Write a Unit 11 Phonics Time word on the board. If the word has *fl*, students in Group A read the word out loud and raise their arms high. If the word has *pl*, Group B reads the word out and raises their arms. If the word has *sl*, Group C reads the word out and raises their arms. Continue in the same way with the remaining Unit 11 Phonics Time words.
- Workbook page 53. (Answers, Teacher's Book page 107.)

Assessment 🎧

Unit 11 Test, page 157. (Answers, page 141.)



Around the House

Conversation Time

Language Focus: *Hello? Is Ted there, please?/ I'm sorry. You have the wrong number./ Is this 245-8769?/ No, it isn't. It's 245-8768./ Sorry./ That's okay. Good-bye.*

Function: Asking for and giving information on the phone

Materials Needed: CD and player; Wall Chart 12

Warm-Up and Review

- **Phonics Review: Read the Sentences.** Write the following three sentences on the board:
 - 1 The fly and the flea play on the slide.
 - 2 The plums sleep in the tree.
 - 3 The flag is blue and green.
- Point to each sentence and have students read it.

Introduce the Conversation

- See page 8.

NOTE If students need additional support, practice the conversation using the visual prompts on the board.

Talk About the Picture

- Use Wall Chart 12 or Student Book page 57. 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).
Annie's **mom** and **dad** are in the **kitchen**. They're *listening to music*. **Annie** is in the **kitchen**, too. She's *talking* on the **phone**. **Matt** is *taking her picture*. **Annie** wants to talk to Ted, but she has the wrong number. Since Annie *dialed* the wrong number, she'll try to call Ted again.
- Ask the following questions while pointing to or touching the pictures (**bold** words).
Where are **Annie's mom** and **dad**? What are they doing?
Is **Annie** in the **yard**? What is she doing?
Can Annie speak to Ted? Why not?

Practice the Conversation

A. Listen and repeat. 🎧 2.61

Play the first version of the conversation. Students listen and repeat.

- 1 A *Hello? Is Ted there, please?*
B *I'm sorry. You have the wrong number.*
- 2 A *Is this 245-8769?*
B *No, it isn't. It's 245-8768.*
- 3 A *Sorry.*
B *That's okay. Good-bye.*

B. Listen and point to the speakers. 🎧 2.62

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

C. Role-play the conversation with a partner.

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

D. Review. Listen and repeat. 🎧 2.63

- Volunteers try to read or guess the worms' conversation. Play the recording. Students listen and repeat, pointing to each speech bubble.
A *I'm bored. Let's go to the museum.*
B *No, I was at the museum on Monday.*
A *How about the movies?*
B *Good idea!*

Option: Students role-play the conversation.

🦴 What Did Digger Find?

ANSWERS

Digger found a wallet.

Games and Activities

- **Back-to-Back Telephones.** (Game 12, page 93.)

Finish the Lesson

- **Living Telephone Numbers.** Ask students to dictate four telephone numbers to you, the second similar to the first, and the fourth similar to the third. Write the numbers on four separate cards. Then bring two volunteers to the front of the classroom and have them hold up two cards with similar telephone numbers. Divide the class into Groups A and B. Groups say the target conversation using the two telephone numbers as prompts. Groups then change roles, two new volunteers hold up the second pair of telephone numbers, and groups say the conversation using those two telephone numbers.
- Workbook page 54. (Answers, Teacher's Book page 108.)

Word Time

Language Focus: Daily activities (*wash my hands, brush my teeth, clean my room, call a friend, practice the piano, dance, play computer games, bake cookies*)

Materials Needed: CD and player

Warm-Up and Review

- **Conversation Review: Write the Next Sentence** (Game 15, page 93). Students open their books to page 57 and read the conversation after the teacher or recording. Play the game using the conversation.

Introduce the Words

- See page 10.

Talk About the Picture

- Students open their books to page 58. They look at the scene and name anything they can.
- Use Student Book page 58. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words). Look at the pictures of all these people. They were busy! **These two boys** are *playing computer games*. **This girl** is *practicing the piano*. The **triplets** are *dancing*. **Annie** is *calling a friend*. **Ted** is in the **bathroom**. He's *brushing his teeth*. **This boy** is *cleaning his room*. **These children** are *baking cookies*. **Kim** is *washing her hands*. **This boy** is *listening to music*. The **teacher** is *using a computer*.
- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).
(**children playing computer games**) Are they *playing computer games*? (**girl practicing the piano**) Is she *dancing*? What are the **triplets** doing? Is **Annie** *calling a friend*? Where is **Ted**? What's he doing? What's the **teacher** doing? When do you *play computer games*? Where do you *brush your teeth*?

Practice the Words

A. Listen and repeat. 🎧 2.64

- Students listen and repeat, pointing to each word in the vocabulary box.
 - 1 *wash my hands*
 - 2 *brush my teeth*
 - 3 *clean my room*
 - 4 *call a friend*
 - 5 *practice the piano*
 - 6 *dance*
 - 7 *play computer games*
 - 8 *bake cookies*
- Say the words in random order. Students point to each word in the vocabulary box.

B. Point and say the words.

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

C. Listen and point. 🎧 2.65

- For the vocabulary, students point to the person doing the named activity; for the conversations, they point to the speakers (references are in parentheses). Play the recording as many times as necessary for students to complete the task.
Practice the piano.
Dance.
Brush my teeth.
Wash my hands.
Bake cookies.
Call a friend.
Play computer games.
Clean my room.
Now listen and point to the speakers.
A *Is there any milk? Are there any pickles?* (boy and girl baking cookies)
B *I don't know. Let's look.*
A *Whose keys are these?* (boy reaching for keys and girl)
B *I don't know.*
A *What are you doing?* (boy with headphones and girl)
B *What?*
A *What are you doing?*
B *I'm listening to music.*

D. Write the words.

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

Extra Vocabulary

- Introduce the extra vocabulary items *wash the dishes, listen to the radio, cook*. Students find people doing these actions.

Games and Activities

- **Say and Do.** (Game 28, page 94.)

Finish the Lesson

- **True Sentences.** Hold up Student Book page 58 and point to one of the target activities in the scene. A volunteer names the activity, pantomimes the action, and says in which part of the house he/she does that action (for example: *I bake cookies in the kitchen.*). Students point to the volunteer and say (*She*) (*bakes cookies*) *in the (kitchen)*. Continue with the remaining target activities.
- Workbook page 55. (Answers, Teacher's Book page 108.)

Practice Time

Language Focus: Simple past with regular verbs, positive and negative [(I) (called a friend), (I) didn't (dance).]

Function: Making statements about past actions

Materials Needed: CD and player; dice

Warm-Up and Review

- **Vocabulary Review: Pantomime and Guess the Word** (Game 22, page 94). Play the game using the Unit 12 target vocabulary.

Introduce the Patterns

- See page 12.

Practice the Patterns

- Students open their books to page 59.

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 called a friend. I didn't dance.

wash, washed brush, brushed

clean, cleaned call, called

practice, practiced dance, danced

play, played bake, baked

- Play it again. Students look at the pattern boxes and repeat, pointing to each word.

- Students try to say the patterns on their own, looking at the pattern boxes.

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

2.67

- Students listen and repeat, pointing to each picture in their books.
 - 1 *He brushed his teeth. He didn't wash his hands.*
 - 2 *I washed my hands. I didn't brush my teeth.*
 - 3 *She practiced the piano. She didn't bake cookies.*
 - 4 *We baked cookies. We didn't practice the piano.*
 - 5 *You cleaned your room. You didn't play computer games.*
 - 6 *They played computer games. They didn't clean their room.*
- In pairs, student practice numbers 1–6, then change roles and repeat the procedure.

C. Look at page 58. Point to the picture and practice with a partner.

- In the same pairs, students take turns making statements about the scene using the new patterns and vocabulary items. For example: S1 (pointing to the triplets): *They danced.* S2: *They didn't bake cookies.*

D. Listen and sing along. 2.68

- Students turn to the song *Today Is Monday* on page 69 and try to guess some of the lyrics. Read the lyrics line by line; students repeat. Students follow the recording in their books.

Today is Monday

Today is Monday.

Today is Monday.

I brushed my teeth.

I didn't clean my room.

He didn't clean his room.

Today is Tuesday.

Today is Tuesday.

I brushed my teeth.

I washed my hands.

I didn't clean my room.

He didn't clean his room.

Today is Wednesday.

Today is Wednesday.

I brushed my teeth.

I washed my hands.

I called a friend.

I didn't clean my room.

He didn't clean his room.

Today is Thursday.

Today is Thursday.

I brushed my teeth.

I washed my hands.

I called a friend.

I practiced the piano.

I didn't clean my room.

He didn't clean his room.

Today is Friday.

Today is Friday.

I brushed my teeth.

I washed my hands.

I called a friend.

I practiced the piano.

I played computer games.

I didn't clean my room.

He didn't clean his room.

Today is Saturday.

Today is Saturday.

I brushed my teeth.

I washed my hands.

I called a friend.

I practiced the piano.

I played computer games.

I baked cookies.

I didn't clean my room.

He didn't clean his room.

Today is Sunday.

Today is Sunday.

I brushed my teeth.

I washed my hands.

I called a friend.

I practiced the piano.

I played computer games.

I baked cookies.

I danced and danced.

I didn't clean my room.

He didn't clean his room.

- Play it again. Students sing along, using their books for reference. Play it as often as necessary for students to become familiar with the song.

- Divide the class into two groups. Play the karaoke version. Group A sings the non-indented lines, Group B sings the indented lines.

Games and Activities

- **What Did He/She Do?** (Game 44, page 96.)

Extra Practice

Worksheet 23, Bingo, page 135. (Answers, page 112.)

Finish the Lesson

- **True Sentences.** Students take turns standing up and making statements about activities they did and did not do the day before.
- Workbook page 56. (Answers, Teacher's Book page 108.)

Phonics Time

Sound Focus: *sm, sn, sp* (smell, smile, snake, sneeze, spell, spider)

Materials Needed: CD and player

Warm-Up and Review

- **Pattern Review: Memory Game.** (Game 43, page 96.) Play the game using the Unit 12 target patterns.
- **Phonics Review: Complete the Sentences.** Write *fl, pl, sl* on the board. Point to each one, students say the sound. Then write the following sentences on the board.
 - 1 The boy _ _ ays and the grandfather _ _ eeps.
 - 2 Joe _ _ ays on the _ _ ide.
 - 3 The _ _ y _ _ eeps on the _ _ ate.
 - 4 _ _ ums grow on trees.
 - 5 The _ _ ag is red and green.
- Volunteers read a sentence, filling in the blanks as they read. Pairs take turns reading a sentence to each other, filling in the correct blends. Finally, the class reads the sentences together.

Introduce the Sounds

- See page 14.

NOTE The *sm* sound is written as /sm/.

The *sn* sound is written as /sn/.

The *sp* sound is written as /sp/.

Practice the Sounds

- Students open their books to page 60.

A. Listen and repeat. 🎧 2.69

- Focus students' attention on the *sm, sn, and sp* words. Students listen and repeat, pointing to the pictures and words.

<i>sm</i> /sm/	<i>sn</i> /sn/	<i>sp</i> /sp/
smell	snake	spell
smile	sneeze	spider

B. Listen and write *sm, sn, or sp*. 🎧 2.70

- Students write the initial blend of each word they hear. Play the recording as often as necessary to complete the task.
 - 1 snail, snail
 - 2 smoke, smoke
 - 3 smile, smile
 - 4 sneaker, sneaker
 - 5 spaghetti, spaghetti
- Check answers by saying *Number 1, snail*; a volunteer repeats the word and says the letters he/she wrote. Do the same for numbers 2–5.

ANSWERS

1 sn 2 sm 3 sm 4 sn 5 sp

C. Read the sentences.

- Write the first sentence on the board. Read it at natural speed. Students repeat. Read the sentence again, pointing to and sounding out each word. Students repeat each word. Practice difficult sounds and words as necessary. Volunteers read the entire sentence. Prompt if necessary. Student pairs read the sentence to each other. Repeat the entire procedure with the other sentences.

Option Ask fun questions to check that students understand the meaning of each sentence. For example: *Can the spider spell? Is the snake spelling? Is the snake sneezing? Is the snake cold? What does Ms. Smith smell? Is it a good smell?*

D. Listen and match. 🎧 2.71

- Students match each number to the word they hear. Play the recording as often as necessary to complete the task.
 - 1 spring, spring
 - 2 snatch, snatch
 - 3 sniff, sniff
 - 4 smash, smash
 - 5 speak, speak
 - 6 small, small
- Check answers by saying *Number 1, spring*; a volunteer says and spells the word he/she wrote. Do the same for numbers 2–6.

ANSWERS

1 sp 2 sn 3 sn 4 sm 5 sp 6 sm

Games and Activities

- **Pass the Sounds.** (Game 57, page 97.)

Extra Practice

Worksheet 24, Phonics Fun *sm, sn, and sp*, page 136. (Answers, page 112.)

Finish the Lesson

- **Listen and Write.** Ensure each student has a pencil and paper. Say *snake*. The first student to write *snake* and use the word in a sentence wins a point. Continue in the same way with the remaining target words. The student with the most points at the end wins.
- Workbook page 57. (Answers, Teacher's Book page 108.)

Assessment 🎧

Unit 12 Test, page 158. (Answers, page 141.)

Review 4

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, 57), Word Time page (pages 50, 54, 58), and Practice Time page (pages 51, 55, 59). Elicit each conversation, vocabulary item, and pattern.

Work with the Pictures

- Students open their books to page 61.
- Groups of three find and name any items or characters they recognize in the six scenes.
- Ask each group how many items they found. They should name as many items or characters as they can, using complete sentences when possible.
- Each group names one item; write a sentence with it on the board. Once all the sentences have been written, read each one. Students repeat, pointing to those items in their books.
- Ask the following questions while pointing to the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

Where is Digger going? What did **Max** wash? Is **Digger** happy? Can you point to the bed? Did Max *clean* the bedroom? What room is this? Is Digger *happy*? What did Max bake? Where did he bake the cookies? Did Max clean the kitchen? Is **Digger** happy?

Work with the Text

- Point to Digger's speech bubble in Scene 1. A volunteer tries to read what Digger is saying. If he/she reads correctly, do the same with Max's speech bubble. If he/she does not read correctly, ask another student.
- Do the same with all the scenes. Encourage students to look back at Units 10–12 Conversation Time, Word Time, and Practice Time pages for support.

Practice the Story

A. Listen and repeat. 🎧 2.72

- Play the first version of the story. Students follow in their books.
 - 1 **Digger** *I'm going to the store.*
Max *Bye!*
Max *Oh, no! Uh, hi, Digger.*
Digger *What's wrong?*
 - 2 **Max** *Well... uh... I washed your windows!*

Digger *Wow!*

3 **Max** *I cleaned your bedroom, too.*

Digger *Great! Thanks!*

4 **Max** *I cleaned your living room.*

Digger *Thank you, Max!*

5 **Max** *And I baked cookies!*

Digger *Oh, no!*

6 **Max** *Sorry, Digger. I didn't clean up.*

Digger *That's okay. Let's have some cookies!*

Digger *See you in Level 4!*

- Play it again. Pause after each line; students repeat. Play it as often as necessary for students to become familiar with the story.

B. Look at A. Listen and point. 🎧 2.73

- Play the second version of the story. Students follow in their books, pointing to each speaker.
- Divide the class into pairs; each student takes on the role of one of the characters. Play the recording again, pausing after each line. Students repeat their character's lines. Pairs change roles and do the activity again. Play the recording as often as necessary for students to complete the task.

C. Listen. Circle True or False. 🎧 2.74

- Based on the Digger's World story, students circle True or False.
 - 1 *Digger was at the museum.*
Digger was at the museum.
 - 2 *Max cleaned the bedroom.*
Max cleaned the bedroom.
 - 3 *Max didn't practice the piano.*
Max didn't practice the piano.
 - 4 *Max watched TV.*
Max watched TV.
 - 5 *Max didn't clean the living room.*
Max didn't clean the living room.
- Check answers by saying *Number 1, Digger was at the museum.* Students say *True* if they circled *True*, and *False* if they circled *False*.

ANSWERS

1 False 2 True 3 True 4 False 5 False

D. Role-play these scenes.

- Ask students what roles are needed to role-play the conversation. List them on the board.
- Two groups role-play Digger's lines and Max's lines. Groups change roles and do it again.
- Students choose a partner and role-play the story. They change roles and do it again.

Games and Activities

- **Puppets.** (Game 65, page 98.)

Finish the Lesson

- **Listen and Pantomime.** Divide the class into pairs; each student takes on the role of one of the story characters. Play the recording; students pantomime their role. They change roles and do it again.
- Workbook page 58. (Answers, Teacher's Book page 108.)

Activity Time

Review Focus: Units 10–12 vocabulary and sounds

Materials Needed: None

Warm-Up

- **Review Units 10–12 Vocabulary and Sounds.** Students turn to each Word Time page (pages 50, 54, 58) and Phonics Time page (pages 52, 56, 60). Elicit each vocabulary item and sound.

Review

- Students open their books to page 62.

A. Read and match.

- Students read each phrase and match it to the correct picture.
- Check answers by reading each phrase, having students point to the correct picture.

ANSWERS

- a snake on a slide* matches picture 1
- a sleeping crab* matches picture 5
- a spider with a plum* matches picture 4
- a fly in a dress* matches picture 3
- a tree in a truck* matches picture 2

B. Read and fill in the blanks. Then complete the puzzle.

- For each number, students fill in the blank with the most appropriate word, then write the word in the puzzle.
- Check answers by saying *Down Number 1*, having a volunteer read the sentence using the word he/she wrote. Another volunteer spells the word. Do the same for the remaining numbers.

ANSWERS

Down

- 1 You want bread. You go to a bakery.
- 3 You wash your hands in a bathroom.
- 4 You want sunscreen. You go to a drugstore.

Across

- 2 You bake cookies in a kitchen.
- 5 Your foot hurts. You go to a hospital.
- 6 You want a book. You go to a bookstore.

C. What did you do yesterday? Write ✓. Then ask your partner.

- Students write ✓ below each activity they did yesterday. They ask their partner what he/she did yesterday and fill that information in on the chart.

Games and Activities

- **Eyewitness.** (Game 66, page 98.)

Finish the Lesson

- Checklist 4. (Student Book page 78.)
- Workbook page 59. (Answers, Teacher's Book page 108.) Students can complete the four remaining review pages (Workbook pages 61–64) at home or in class.

Assessment

Final Test, pages 159–164. (Answers, pages 141–142.)

Cross-curricular 4

Geography

Language Focus: people and places (*neighborhood, neighbor, city, apartment building, country, farmer*)

Function: Identifying different places people live.

Materials Needed: CD and player

Warm-Up and Review

- **Review: Vocabulary Review.** Hold up Student Book page 50. Students identify each public building one by one. Point to any two of the buildings and say *There's a (museum) next to the (bookstore)*. Students repeat. Ask volunteers to come to the front and continue the activity. Then point to any two of the buildings and ask *Is there a (museum) next to the (bakery)?* Students respond appropriately. Ask volunteers to point to the buildings and ask the class similar questions.

Introduce the Words

- See page 8.

CULTURE NOTE Residential areas on the outlying areas of cities are called suburbs.

Practice the Vocabulary

A. Where do you live?

- Students open their books to page 63, look at the photographs and name anything they can.

B. Listen and repeat. 🎧 2.75

- Students listen to the recording and repeat, pointing to each photo.

1 neighborhood	2 neighbor
3 city	4 apartment
5 country	6 farmer
- Say the words in random order. Students point to the pictures.

C. Listen and read. 🎧 2.76

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

This is a neighborhood. People live in neighbourhoods. The people in the neighborhood are neighbors. Do you like your neighbors?

This is a city. There are a lot of people in a city. There are a lot of cars, buses and buildings. People in the city live in apartment buildings. They have a lot of neighbors.

This is the country. People in the country live in houses. Some people live on farms. Can you see the farmer? There are a lot of fields and pastures. People in the country don't have many neighbors.

- Divide the class into three groups. Each group reads one part of the text aloud. Continue until each group has read all three parts aloud.
- Students choose a partner and read the text, alternating lines.

D. Read and match.

- Students read the sentences and match them to the corresponding ending.
- Check answers by saying *Number 1* and having a volunteer read the corresponding completed sentence. Repeat for numbers 2–5.

ANSWERS

- 1 neighborhoods.
- 2 neighbors.
- 3 apartment buildings.
- 4 farms.
- 5 farmers.

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

- **Fill in the Blanks.** (Game 73, page 99.)

Finish the Lesson

- **Hit The Board.** Write *City* in large letters on one side of the board and *Country* on the other. Call two volunteers to the front. Say *There are a lot of (orange groves) here*. The first volunteer to run to and hit the appropriate place continues as the teacher. Call two new volunteers to the front to continue the activity.
- Workbook page 60. (Answers, Teacher's Book page 109.)

Project Time

Language Focus: People and places. *Is there a (hospital) in your neighborhood? Yes, there is./ No, there isn't.*

Materials Needed: scrap paper; poster paper, crayons, markers; pictures of various places and businesses commonly found in neighborhoods from magazines, newspapers and/or the Internet.

Warm-Up and Review

- **Vocabulary: Places.** Review the people and places target vocabulary by asking students to turn to page 63 in their books. Focus on the photographs. Say the vocabulary words in random order. Students respond with the corresponding numbers. Say the numbers in random order. Students respond with the corresponding vocabulary words.

A. Write three buildings or places. Ask and answer with a partner.

- Students turn to page 64 in their books. Draw a grid similar to the one in Activity A. Ask students to draw a grid on scrap paper. Write the word *Place* at the top of the column on the left. Write three random places in the column on the left. Ask students to do the same.
- Focus students' attention on the speech bubble examples. Say the following while pointing to the speech bubbles.
Is there a hospital in your neighborhood?
Yes, there is.
- Ask for a volunteer. Point to the first place in your grid. Ask *Is there a (school) in your neighborhood?* If the student answers *Yes, there is.* write a ✓ next to the word *school* on the grid. If the student answers *No, there isn't.*, write an X. Continue for 2 and 3.
- Students choose a partner. They ask and answer questions about their grids, alternating turns.
- Ask each pair to choose one of the places in their grids and ask and answer questions in front of the class.

B. Make a neighborhood map.

- Draw a simple map of your neighborhood on the board. Write *My Neighborhood Map* across the top. Point to it and say *My Neighborhood Map*. Students repeat. Then draw various neighborhood places on the board, identifying them as you draw. Students repeat. Say *This is my neighborhood. There's an (apartment building) and there's a (bakery).* Students repeat. Encourage volunteers to point to various places on the map and make statements. (Remind students that they should use *There are ...* with plural objects.)
- Students open their books to page 64. Point to the captions on the map and say the words one by one. Students repeat. Say the following while pointing to the speech bubble text about the treasure map. Students repeat.
This is my neighborhood. There's a park and there's ...
- 1 Make sure students have poster paper, crayons, markers, and pictures of various neighborhood places from magazines, newspapers, and/or the Internet. Students make their neighborhood maps.

- 2 Students write captions on their maps similar to the example in their books.
- 3 Volunteers share their neighborhood maps with the class, pointing to them and talking about the pictures. They can also point to the places on their maps and ask their classmates questions.
- Place the maps on the walls of the classroom if possible. If not, place them along the marker tray or on the board with magnets.

Games and Activities

- **I Spy.** (Game 74, page 99.)

Finish the Lesson

- **Pass the Message.** (Game 42, page 96.) Divide the class into groups of eight or nine students. Play the game by asking the first student to choose a neighborhood map without letting the other students know which one he/she has chosen. The student then thinks of a statement about the map, identifying at least four places on the map (for example, *There's a park, a school, an apartment building and a hospital on this map.*) and whispers it to the second student. When the statement reaches the last student, he/she says it aloud. Matching statements win one point for the groups.
- Workbook page 60. (Answers, Teacher's Book page 109.)

Games and Activities

Games and Activities for Conversation Practice

1. I Can't Find my Friend.

Bring two volunteers (S1 and S2) to the front of the classroom. Ask S1 *What's wrong?* Elicit *I can't find my friend.* Ask *What does (he) look like?* S1 describes a classmate. S2 guesses who the student is by pointing to a student and asking *Is that your friend?* When the friend has been correctly identified, S1 and S2 sit down. Students then form pairs and take turns saying the conversation, describing different students. Continue for five to seven minutes.

2. Classroom Cues: At the Store.

Write *A pen is in the book.* on the board. Read the sentence and put a pen in a book. Students repeat. Do the same with on, under, next to. Next, draw four columns on the board. Number them from 1–4. Place classroom objects that students can name in English (for example: *pen, book, eraser, pencil, ruler, pencil case*) on the board tray under the "aisles" on the board. Volunteers come to the board in pairs and say alternate lines of the conversation substituting the classroom objects in the conversation. Encourage them to use *in, on,* and *under* in addition to *next to*. For example: *Where's the ruler? It's in Aisle One. It's on the pencil case.* Then divide the class into pairs and have each pair practice the conversation as above.

3. Change the Lines.

Write *Sounds good/Cool* on the board, and explain that these words can have the same meaning. Do the same with *Sure/Great*. Bring six volunteers to the front of the classroom. Give each of them a card with the following words written one on each side: S1 (*Thursday/Monday*), S2 (*Friday/Tuesday*), S3 (*Saturday/Wednesday*), S4 (*Sunday/Thursday*), S5 (*Sure/Great*), S6 (*Sounds good/Cool*). Divide the class into six groups. Each volunteer stands in front of a group and holds up his/her card in the order in which it appears in the conversation. His/Her group says the line(s) of the conversation, using the word(s) on the card as a cue. Volunteers then move to another group, hold up the other side of their cards, and groups say the conversation again.

4. Living Bus Schedule.

Divide the class into Groups A and B. Draw a big bus on the board, then ask students to dictate four bus times to you (for example: 4:15, 6:30, 8:45, 5:00). Write each time on a large piece of paper. Have two volunteers hold up two of the bus times. Group A points to the bus drawing and asks *What time does it leave?* Group B points to the first bus time and answers (*four fifteen*). Group A says *Thank you*. Group B answers *No problem*. Volunteers and groups then change roles and refer to the second time (six thirty). Bring two new volunteers to the front of the classroom and repeat the activity with the other two times.

5. Interview.

Students walk around the classroom with a piece of paper and pen or pencil. Each student asks four to five classmates *What's your address?*, and writes down each response (when asked the question, students should respond quietly to elicit *Pardon me?*). Once students have asked four to five classmates the question, ask *What's (John's) address?* A student who has written down (John's) address responds. Ask the question this way three to four times.

6. Around the Circle.

Quickly review colors. Divide the class into pairs. Students in each pair pick different colored objects from their desks or backpacks and place them under a cloth or in a bag. Students in each pair say the target conversation, with S2 substituting the name and color of his/her object. S1 looks under the cloth/ in the bag and offers S2 the object, saying *Is this it?* S2 responds, *Yes, it is. Thanks.* If it is not the correct object, S2 says *No, it isn't* and S1 tries again. Students change roles and do the activity again. Pairs continue in the same way with different objects for five to six minutes.

7. Put the Lines in Order.

Divide the class into groups of seven. Students in each group work together to write each line of the Conversation Time dialogue on a separate piece of paper. When they are finished, groups shuffle the pieces of paper and place them facedown. Say *Go!* Groups try to be the first to turn over the pieces of paper and put them in the correct order. The first group to do so raises their hands and says the conversation they have put together. If it is correct, they come to the front of the classroom and role-play the conversation for the rest of the class. If it is not correct, all groups continue to work until one group has put together the correct conversation.

8. Blindfold.

Bring a volunteer to the front of the classroom. Show him/her the trash can, then blindfold him/her. Place the trash can next to an object students can name in English (for example: desk, table, chair, shelf, cupboard, computer), then say *Go!* The volunteer takes off his/her blindfold and drops a crumpled up piece of paper on the floor. Seated students say *Hey! Don't Do That!* The volunteer responds with the next line of the conversation. The volunteer and class continue the target conversation. Seated students substitute the classroom location of the trash can into the conversation. For example: *It's next to the desk.* Do the same with several volunteers.

9. Happy Parrots.

Bring two pairs of volunteers (Pair 1 and Pair 2) to the front of the classroom. The students in Pair 1 say alternate lines of the conversation using the Student Book for reference if necessary. Pair 2, "the parrots", act out each conversation line as Pair 1 says it, using the proper intonation and body language. Pair 1 and Pair 2 then change roles and repeat the activity. Then divide the class into groups of four and have each group do the activity above.

10. Whose Jacket is This?

Divide the class into groups of three. Each group places several items they can name in English on the floor or on a desk close to them. They then role-play the target conversation, "finding" one of those items. Students change roles and repeat the activity twice, so that each student takes on each role.

11. Tic-Tac-Toe.

Prepare 3 x 3 grids with one line of the Unit 11 conversation written in each square. Divide the class into pairs. Two pairs play with each other. Give each group of pairs one of the 3 x 3 grids. Pairs take turns reading one of the conversation lines, then saying the next line of that conversation. If they are correct, the pair places a marker of their own color on that square of the grid. The first pair to place three markers in a straight row (horizontal, vertical, or diagonal) wins the game.

12. Back-to-Back Telephones.

Have each student write his/her telephone number (or a made up number) and the name of a friend on a piece of paper. Divide the class into pairs. Students sit with their backs to their partners and role-play the target conversation, speaking slowly and clearly and substituting their telephone number and a friend's name into the target conversation. Partners then change roles and repeat the activity.

13. Missing Words.

Divide the class into Groups A and B. Write the target conversation on the board. Elicit alternate lines from Groups A and B. Erase two to three key words from each line. Groups then change roles and say alternate lines of the conversation, trying to fill in the missing words. Continue in the same way, erasing more words from the conversation each time, until students can say the conversation from memory.

14. The Three Directors.

Divide the class into groups (one group for each speaker in the conversation). A volunteer "director" from each group stands in front of their group. Each director reads his/her line(s) of the conversation from the Student Book, and after each line motions to his/her "actors" to perform. His/Her group acts out the line, using the proper intonation and body language. Groups continue in this way until they have acted out the entire conversation. Groups then change roles, and new volunteers take on the "director" roles. Continue until each group has taken on each role.

15. Write the Next Sentence.

Divide the class into Groups A and B and have them say alternate lines of the conversation. Write each line on the board. Point to each line and elicit the conversation from the groups. Erase the entire conversation. A volunteer says the first line of the conversation and writes the sentence on the board. Students take turns adding sentences until the conversation is completely written on the board. Groups A and B say alternate lines. Then a volunteer substitutes new words into the conversation. Groups A and B change roles and read the resulting conversation.

16. Set the Timer.

Students stand in a circle. Set a timer for two minutes. Toss a ball to a student and say the first line of the conversation. That student responds with the second line of the conversation then tosses the ball to another student who says the third line of the conversation, and so on around the circle. Students toss the ball and say the conversation quickly so that they are not holding the ball when the timer rings. The student holding the ball when the timer rings says the entire conversation with the student who tossed him/her the ball. Prompt if necessary. Then set the timer to one minute and do the activity again. Students should say the conversation lines correctly even though they are speaking quickly.

Games and Activities for Vocabulary Practice

17. Show and Tell: A Kitten is Small.

Draw a big cat on the board, and a small kitten under it. Point to the cat and say *A cat is big*. Make a hand gesture to indicate *big*. Write *A cat is big*. to the right of the cat drawing. Point to and read each word. Students repeat. Repeat the procedure for *A kitten is small*. Then bring a volunteer to the board. He/She draws, for example, a dog on the board, makes a hand gesture to indicate size, and says *A dog is big*. Seated students point to the dog and repeat. Continue with six to eight new volunteers.

NOTE Some animals can be both big and small. If this issue arises, draw two animals on the board to illustrate different sizes of the same animal, point to each drawing, and say, for example, *This lizard is small/This lizard is big*. Other adjectives that students can use to describe the animals include: *long, short, fat, and thin*.

18. Role-play: Shopping.

Prepare small cards or pieces of paper with the Unit 2 Word Time items written on them, one item on each card/ piece of paper. Divide the class into pairs, and give each pair a set of cards/pieces of paper. Each pair create a "supermarket" with three "aisles" on a desk, and places the cards along the aisles. They then take turns role-playing the Unit 2 target conversation using the items in their aisles. For example: S1: *Excuse me. Can you help me?* S2: *Sure.* S1: *Where's the pasta?* S2: *It's in Aisle 2 It's next to the eggs.*

NOTE Remind students to ask *Where* are instead of *Where's* for plural items.

19. Guess the Action.

Divide the class into two teams, A and B. Bring one volunteer from each team to the front of the class (S1 and S2). S1 chooses an action from the Unit 3 Word Time vocabulary and pantomimes it to the class. S2 guesses the action and says, for example, *You're washing the car*. If S2 guesses correctly, S1 replies *Yes, I'm washing the car*. Award a point for each correct guess. Repeat with a student from team B pantomiming the action and a student from team A guessing. Continue until all students have had a turn at pantomiming or guessing. The team with the most points at the end wins.

20. Personalize the Picture.

Divide the class into groups of four to six. Give each group a large piece of paper and crayons or markers. Members of each group work together to draw an "incredible" family who owns various Unit 4 means of transportation. After drawing the family members and the vehicle each of them owns, students label them on their picture. Each group shows their picture to the rest of the class, and each student names the vehicle a family member owns, saying *This is my (grandfather). He has (an airplane)*.

21. The Incredible Giant.

Review *big/small*, *fat/thin*, and *short/long*. Then divide the class into pairs. Students in each pair tell each other how to draw the "giant," a big ugly creature. For example: S1 says *His eyes are big*. S2 draws two big eyes. Then S2 says *His ears are long* and S1 draws two long ears. Pairs continue until all of the giant's body has been drawn. Pairs then take turns standing up and telling the class about their giant.

OPTION Students in each pair draw a big ugly "giant" as above. Students tell each other how to color the giant. For example: S1 says *One eye is blue. One eye is red*. S2 colors one eye blue and one eye red. Then S2 says *His feet are green*. S1 colors the giant's feet green.

22. Pantomime and Guess the Word.

Divide the class into Teams A and B. Write the Word Time vocabulary from Unit 6 on the board. A volunteer from each team comes to the board, picks a word and pantomimes it to the class. The first student to guess the word and correctly use it in a sentence wins a point for his/her team. Then another volunteer from each team comes up to pantomime a different word. Continue until each student has taken a turn. The team with the most points at the end wins.

23. Guess the Word.

Divide the class into groups of four to six. A student in each group (S1) begins by writing one letter from a target word on a piece of paper. Each of the other students tries to guess the word. If, after everyone in the group has taken a turn, no one has guessed the word, S1 adds another letter to the word. The student who guesses S1's word, spells the entire word, and uses it in a sentence, continues by choosing another word and writing one of its letters. Groups continue for five to seven minutes.

24. Eight students, Eight Words.

Review the Unit 8 Word Time vocabulary. Ask one student to choose one of the words and write it on the board. The student reads his/her word to the class. A seated student then uses the word in a sentence. Award a point for each completely written and correctly spelled word and each correct sentence. Continue until most students have taken a turn at the board. The student with the most points at the end wins.

25. What's for Dinner?

Choose one of the vocabulary items and slowly draw it on the board. Pause several times and ask the class *What's this?* Using complete sentences if possible, students try to identify the item. The first student to correctly name the item is the next to draw. Continue in the same way with six or seven students.

26. Smiley Face.

Review the Unit 10 Word Time vocabulary. Ask a volunteer (S1) to think of one of the words and then come to the board and write a short line for each letter, one next to the other. The other students guess the letters that are in the word, one by one. If a student guesses a letter correctly, S1 writes it in the correct position. If a student guesses incorrectly, S1 writes the letter on the board with a cross through it, and draws a large circle to represent a face. With each letter that is guessed incorrectly, S1 adds a feature to the face (two eyes, a nose, a smile and two ears). Continue until either the word is guessed correctly or the smiley face is complete. Repeat the game with different volunteers for five to six minutes.

27. Which Room in the House?

Divide the class into Teams A and B. Write the Unit 11 Word Time vocabulary on the board for reference. Students from the two teams take turns coming to the desk, choosing a word, and pantomiming an action that takes place in that room. The first student to correctly name the room and use the word correctly in a sentence wins a point for his/her team. The team with the most points at the end wins.

28. Say and Do.

Review the Unit 10 Word Time vocabulary. Divide the class into pairs. S1 thinks of an action, pantomimes it and says to S2, for example, *Let's (practice the piano) now*. S2 pantomimes the action too and says, for example, *We're (practicing the piano) now*. S2 then chooses an action and pantomimes it to S1. Continue until all the actions have been chosen.

29. What Am I Drawing?

Slowly draw a picture of a vocabulary item on the board, pause several times, and ask *What's this?* Using complete sentences if possible, students try to identify the item. The first student to name the item is next to draw. Continue in the same way with four to six volunteers.

30. Do It!

Make picture cards for the required vocabulary set. Draw simple pictures or use magazine cut outs. Give each student a picture card. Name one of the cards twice and then give a command. For example: mountain, mountain, stand up! Student(s) with that card name the card and do the action. For added challenge, name two cards at once so that more students are doing the actions. Students then take on the teacher's role. Continue in the same way for four to five minutes.

31. Do You Remember?

Divide the class into groups of four to six. Students open their Student Books to a Word Time page and look at the spelling of the target words for one minute. After one minute, say *Go!* Students close their books and take one minute to write down as many of the target words as they remember. When time is up, say *Stop!* Group members put their pencils down and look at each other's notebooks to determine which of them has the most words. They then open their Student Books to check the spelling. The student in each group with the most correctly spelled words wins.

32. Four Corners.

In each corner of the classroom, place a sign with a picture representing a unit category. For example: rooms in a house, food items, buildings, nature items. Say a word that corresponds with one of the categories (for example: *mushrooms*). Students repeat the word and run to the corner of the room with that category's sign. If students are standing in the wrong corner, they must sit down. Continue in the same way until there is just one student left standing.

Games and Activities for Grammar Practice

33. Memory Chain.

A student (S1) makes a statement using the pattern. For example: *I want a lizard.* The student sitting next to or behind him/her (S2) says S1's name, repeats his/her statement and then adds his/her own statement. For example: *(Sarah), you want a lizard. I want a fish.* 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.

OPTION For extra challenge, each student can extend the pattern. For example: *I want a rabbit. I don't want a kitten.*

34. Meal Planner.

Students name as many food items as they can. Write the words on the board. Each student creates a meal plan for three different meals. They then form groups of three. One student in each group (S1) asks S3 questions about S2, for example, *Does (he) want (fish)?* S3 looks at S2's meal plan and replies. Students in each group change roles and continue until each student has asked and answered questions.

35. True Sentences.

Divide the class into groups of four to six. Each group forms a circle. A student in each group (S1) begins by asking the student on his/her left (S2) *When do you (clean up)?* S2 makes a true sentence, saying *I (clean up) (in the morning).* S1 then tells the rest of the group *(He) (cleans up) (in the morning).* S2 then asks the student on his/her left the target question. Groups continue until each student has made two to three statements.

36. Share the Answer.

Bring three volunteers (S1, S2, and S3) to the front of the classroom. S1 asks S2 *How do you go to school?* S2 whispers the reply to S1. S3 asks S1 *How does (he) go to school?* S1 replies. Divide the class into groups of three and have students in each group do the activity in the same way, taking turns to ask and answer the questions.

37. At the Hospital.

Bring three volunteers (S1, S2, and S3) to the front of the classroom. S1, the "patient", begins by pantomiming a pain in a specific body part and saying *My (feet) (hurt).* S2, the "nurse", points to S1's (feet) and says *I'm sorry your (feet) (hurt).* S2 then looks at S3, the "doctor", points to S1, and says *Doctor, (his) (feet) (hurt).* S3 looks at S1, motions to a chair, and says *Okay. Have a seat, please.* S1 says *Thanks* and sits down. (Write the conversation on the board if necessary.) Then divide the class into groups of three and have each group do the activity in the same way. Groups continue for five to seven minutes (make sure each student takes on each role).

38. What a Mess!

Divide the class into two groups. Each group makes a pile of personal items, half theirs, half belonging to students in the other group. Pick up one item from Pile A and say *Oh, no! What a mess! Let's clean up. Whose (umbrella) is this? or Whose (keys) are these?* If the item(s) belongs to one of the students in Group A, they respond *It's ours./They're ours.* If the items belong to someone in Group B, Group A says *It's theirs./They're theirs.* Next, pick up an item from Pile B. Continue until most students have had a turn.

39. Around the Circle.

Divide the class into groups of six to eight, and have each group sit in a circle. A volunteer in each group (S1) begins by saying *I have some (medicine).* The student sitting on the volunteer's right (S2) points to S1 and says *(He) has some (medicine). I don't have any (medicine).* S2 then points to himself/herself, and says *I have some (toothpaste).* S3 continues, pointing to S2 and saying *(He) has some (toothpaste). I don't have any (toothpaste). I have some (sunscreen).* Groups continue in the same way around the circle for four to six minutes.

40. The Big, Bad Giant

Students describe items in a park (for example: *There's some grass. There are (four) trees.*) Students may use items from previous units. Draw those items on the board. Draw a big, ugly creature next to the park, blowing fire through its mouth. A volunteer comes to the front of the classroom and crosses out items in the park and seated volunteers describe these things that the giant destroyed, using the *not any* target patterns. For example, *Oh, no! There isn't any grass (now). Oh, no! There aren't any trees (now).*

41. What's in the Bag?

Prepare small cards or pieces of paper with the Unit 9 Word Time items written on them, one item on each card/ piece of paper. Two volunteers (S1 and S2) come to the front of the class. Give S1 four cards. S1 places his/her cards in a bag. S2 begins by asking S1 *Is there any (pepper)?* S1 looks in the bag. If the (pepper) card is in the bag, he/she says *Yes, there is. Here you are* as he/she gives the card to S2. If the (pepper) card is not in the bag, he/she says *No, there isn't.* S2 continues asking questions until he/she has received all four cards. S2 then puts his/her cards in the bag and repeats the activity. Continue with different pairs of students for five or six minutes.

42. Pass the Message.

Students work seated in rows. The first student in each row (S1) thinks of a statement using the pattern (for example: *I was at the bakery. I wasn't at the bookstore*), and whispers it to the second student in the row (S2). S2 whispers the statement to the third student in the row (S3), 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 repeat the activity. Continue until all students have had a turn sitting in the front row.

43. Memory Game.

Tell students a short story in the past tense about a child at home (see Suggested Story below). Then have students ask each other questions about the person in the story (see Suggested Questions below). Prompt when necessary.

Suggested Story: *Sally is eleven years old. This morning Sally woke up late. She had to hurry to get to school. She got out of bed and ran down the hall to the bathroom. She took a shower and got dressed, but she didn't eat breakfast.*

Suggested Questions: *Was Sally in the bedroom? Was she in the bathroom? Was she in the basement? Was she in the yard?*

44. What Did He/She Do?

Prepare items of realia linked to the target patterns (for example: telephone, hairbrush, cookie (or picture of a cookie, dust cloth). Bring four to six volunteers to the front of the class and give each volunteer an item of realia. Students take it in turns to make statements about the volunteers using the target pattern and the item of realia he/she is holding. For example, if the volunteer is holding a cookie, the student says (*Ken*) *baked cookies. He didn't clean his room.* Continue the game until statements have been made about each of the volunteers.

45. Slow Reveal.

Draw a picture on the board and cover it with a piece of paper 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 piece of paper 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 pictures.

Games and Activities for Phonics and Spelling Practice

46. Check Short u or Long u.

Write *short u* on the left side of the board, and *long u* on the right side. Divide the class into Teams A and B, and have each team form a line at the back of the classroom. Say a word that has either *long u* or *short u* (see Suggested Words below). The first student on each team repeats the word, runs to the board, and writes [tick] under *long u* if the word he/she heard has *long u*, and [tick] under *short u* if it has *short u*. The first student to correctly do this receives a point for his/her team. Continue in the same way until all students have had a turn at the board. The team with the most points at the end wins.

Suggested Words: *fun, tune, Sue, buzz, dune, plume, rug, jut, mud, rule, flute, dug*

LARGE CLASSES Instead of walking to the letters, students point to them from their seats.

47. Name the Sound, Say a Word.

Write *bed, bee, bike, box, coat, cake, dog, duck, kite, fish, home, red, and run* on the board. Point to each word and have students read it. Then divide the class into teams of three to four. Name a vowel sound (for example: *long a*). The first student to say the sound and a word with that sound (for example: */eɪ/, cake*) gets a point for his/her team. Continue in the same way, naming vowel sounds until one team reaches ten points.

NOTE Students can say any word that has the named vowel sound—either a word from the board, or any other word they know.

48. Alphabet Pairs.

Write *b, c, ck, d, f, g, h, j, k, l, m, n, o, p, q, r, s, t, v, w, x, y, and z* on the board. One by one and in order, say a letter and have students say the corresponding sound and a word that begins with that letter (for *ck* and *x*, students say a word that ends with those letters, for example, *duck* or *six*). Then divide the class into pairs. One student in each pair (S1) says the first consonant (*b*) to his/her partner (S2), who names a word beginning with that letter. S2 then says the next consonant (*c*) and S1 gives a word beginning with that letter. Pairs continue through the alphabet, taking turns saying a letter and responding.

49. Hold It Up.

Each student writes the three consonant blends, *ch*, *tch*, and *sh* on a separate piece of paper. Say a word that contains one of the blends. Students repeat the word and hold up the paper with the correct blend spelling. If a student holds up the wrong blend, that student is "out." Continue with six to eight different words. The students remaining "in" at the end of the game are winners.

Suggested Words: *peach, witch, chicken, fish, shellfish, kitchen, shell, shop, dish, watch*

50. Bath or Bus?

Write *this, that, thirsty, Thursday, tree, three, bus, and bath* on the board. Point to each word and have students read it. Then divide students into teams of three or four. Say and act out each sentence below, leaving a silence for the missing word. The first student to call out the correct word wins a point for his/her team. The team with the most points at the end wins.

- 1 Mother takes a ____ at night. (pantomime relaxing in a bath)
- 2 Father takes the ____ to work. (pantomime standing on a bus)
- 3 ____ is my pen. (hold up a pen)
- 4 ____ is your pen. (point to a student's pen)
- 5 I want a drink. I'm _____. (pantomime thirst)
- 6 The cat is in the _____. (pantomime a cat jumping into a tree)
- 7 There are ____ cats in the tree. (hold up three fingers)
- 8 The day before Friday is _____.

51. Stand Up, Sit Down.

On the board, write pairs of words with the *final y* sound. Students name each word and then stand up if the words have the same *final y* sound and stay seated if they have different *final y* sounds. Continue in the same way for five to six minutes, writing different combinations of words each time.

Suggested Words: *sky/July, carry/shy, party/candy, baby/sky, bunny/baby, my/July, party/buy*

52. Bee or Snake?

Students draw a big snake in the shape of an *S* on one side of a piece of paper and they draw a big bee on the other side. Say a *final s* word (see Suggested Words below). Students repeat the word and hold up their snake if the word has a /s/ *final s* sound and their bee if the word has a /z/ *final s* sound. Do the same with eight to ten different words.

Suggested Words: *beets, bikes, ducks, caps, cats, chips, cups, mats, bags, bees, boys, girls, cubs, kids, pens, pills*

53. Arms Up!

Divide the class into Groups A, B, and C. Choose one of the words from the list below and write it on the board. If the word has a /s/ *final s* sound, students in Group A read the word out loud and raise their arms high. If the word has a /z/ *final s* sound, students in Group B read the word out loud and raise their arms high. If the word has a /iz/ *final s* sound, students in Group C read the word out loud and raise their arms high. Continue in the same way with the remaining suggested words.

Suggested Words: *caps, sandwiches, boxes, ducks, pencil cases, peaches, peas, foxes, girls, cats, buses, bags, peas, witches*

54. What's Different?

Say three words, two with the same initial blend, one with a different initial blend (see Suggested Words below). Students name the word with the different initial blend. Do the same with five to six different sets of words.

Suggested Words: *break, braid, great; press, grass, pretty; grand, grit, brain; breathe, grain, groan; prove, prune, gram; broom, green, gray; present, pride, brow*

55. Complete the Sentences.

Divide the class into groups of three to four, and write the following sentences on the board:

- 1 Can you drive a _ _ uck?
- 2 The ape is sad. I see it _ _ y.
- 3 I sleep and _ _ earn in my bed.
- 4 The apple is on the _ _ ee.
- 5 The _ _ ab is running on the beach.

Each group works together to complete each sentence. Groups then take turns standing up and reading a sentence to the class.

56. Sort It Out.

Write *flag, sleep, play, fly, plum, flea, slide, plate, flute, float, and slipper* on the board. Point to each word and have students read it. Practice until students read confidently. Then, each student folds a piece of paper into three sections. At the top of each section students write one blend: (*fl, pl, and sl*). Say a word from the list at random. Students identify the word and copy it on their papers, writing it in the column that corresponds to its blend. When finished, ask volunteers to each read one column so students can check their work.

57. Pass the Sounds.

Divide the class into three groups, and have each group stand in a line. Whisper a word that has a target sound to the last student in each line (see Suggested Phrases). The student whispers the word to the student standing in front of him/her, who whispers the word to the student standing in front of him/her, and so on down the line. When it reaches S1, he/she says the word and its target sound out loud. If he/she is correct, he/she wins a point for his/her team. If he/she is not correct, his/her teammates correct him/her. The last student in each line then goes to the front of the line. Continue doing the activity in the same way until all students have had a turn at the front of the line. The team with the most points at the end wins.

Suggested Phrases: *spiders spell, snakes sneeze, smoke smells, spell "smile"*

58. 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.

59. Hold It Up!

Each student writes three consonant blends, each blend on a separate piece of paper. Say a word that contains one of the blends. Students repeat the word and hold up the paper with the correct blend spelling. If a student holds up the wrong blend, that student is "out." Continue with six to eight different words. The students remaining "in" at the end of the game are the winners.

VARIATION Instead of using blends, play the game using different vowels.

60. Match That Word.

Divide the class into pairs. A student in each pair (S1) begins by saying a word containing a target sound. S2 says another word with the same target sound. Each correct answer wins the student a point. Pairs continue until a student in each pair has five points.

Games and Activities for Review Sections

61. Did you Hear That?

Write the words *watch movies, exercise, clean up, do homework* on the board. Read the Digger's World story in Review 1. Students listen to the story and stand up when they hear the words on the board named. Read the story again slowly, pausing after words which are written on the board in order to give students a chance to hear words they may have missed the first time.

62. What's Different?

Say three words, two with the same vowel sound and one with a different vowel sound (see Suggested Words below). Students say the word with the different vowel sound. Do the same with five to six different sets of words.

Suggested Words: *cat, bed, bad; flute, blue, sun; bike, light, late; tune, bug, gum; pin, peg, sick; run, Sue, up; bee, meat, make*

63. Make a New Story.

Each student divides a piece of paper into six equal parts and comes up with his/her own version of the story by drawing original scenes and new characters. Students then take turns standing up and describing their stories to the rest of the class.

OPTIONS

- 1 Students copy the pictures and speech bubbles from page 29.
- 2 Students do the activity in pairs.

64. Project: Transport Schedules.

Students collect bus, subway, train, airplane schedules and/or tickets. Once back in class, students talk together about the schedules they have collected. For example: S1: *How do they go to work?* S2 (showing his/her bus schedule): *They go to work by bus.* S1: *What time does it leave?* S2 (pointing to a time in the bus schedule): *It leaves at (four fifteen).*

65. Puppets.

Students draw Max on one sheet of paper and Digger on another. Have students cut these characters out, and then attach a stick, ruler, or pencil to the back of each cut-out to make puppets. Each student then performs the entire story for the class using these puppets. Keep these puppets so that they can be used in role-plays in later Review Units or whenever these characters appear in the Student Book.

66. Eyewitness.

Prepare simple picture cards for vocabulary items in Units 7–9 (or Units 10–12) Word Time. Divide the class into groups of three to four. Place a set of ten picture cards faceup on a desk at the front of the classroom, and have a volunteer from each group come to the desk. The volunteers look at the cards, run back to their groups, and name as many of the cards as they can. Groups try to be the first to list those items by writing the name or drawing a picture of each one, then raising their hand. Groups take turns saying the words from their list. Both the group that finished first and the group that has the most right each win a point. Place a different set of ten cards on the desk. the front of the classroom, bring up different volunteers, and do the activity again in the same way.

Games for Cross-curricular and Project Sections

67. Toss the ball: Food Terms.

Toss the ball to a student (S1) and say a food group. S1 responds with a food from that group, then tosses the ball to another student (S2) and says a food group. S2 responds with a food from that group and so on around the class. Continue until everyone has had a chance.

68. Race to the Food Journal.

Keep the food journals displayed. Divide the class into three teams. Ask a volunteer from each team to come to the front. Say *There are (potatoes) in this food journal*. The first student to run to the journal with potatoes wins a point. The student then says *(Potatoes) are in the fruits and vegetables food group*. to earn another point for his/her team. The team with the most points at the end, wins.

69. Missing Words

(See Game 13, page 93.)

Play the game writing the target text on the board. Continue until students can say the text from memory.

70. Run and Find.

Keep the charts displayed. Divide the class into two teams, A and B. Ask one student from each team to stand. Say one of the activities on any one of the charts. These two students try to be the first one to run to a chart with that activity and say which body parts are used in that activity. The first one to do so, wins a point for his/her team. The team with the most points at the end wins.

71. What Am I Drawing? (See Game 29, page 94.)

Play the game drawing slowly a picture of a vocabulary item on the board. The first student to name the item is next to draw. Continue until all of the vocabulary items have been drawn at least once.

72. Where's the Treasure?

Keep the treasure maps displayed. Choose one but don't tell students the one you have chosen. Say *There's a (forest) a (lake) and a (valley) on the map*. Students look around at the posters, guess which poster you have chosen by asking *Is there a treasure in the (forest)?* The first student to guess correctly comes to the front and continues the activity.

73. Fill in the Blanks.

Divide the class into two teams, A and B. Ask a volunteer from each team to stand. Randomly choose a sentence from the text, purposely omitting an important word. For example, *There are a lot of people in a blank*. The first student to correctly call out the omitted word (*city*) wins a point for his/her team. Continue until you have covered most of the sentences in the text.

74. I Spy.

Keep the neighborhood maps displayed. Choose one but don't tell students the one you have chosen. Divide the class into two teams, A and B. Ask a volunteer from each team to come to the front. Say *I spy a (bookstore) in this neighborhood*. Students look around at the posters, and walk to the one they think you have chosen saying, *There's a bookstore in this neighborhood*. If one of them is correct, give that student's team one point. If neither is correct, add places until one student is able to guess correctly.

Workbook Answers

Do You Remember?

Page iii

A. Read and match.

ANSWERS

- 1 What time is it? It's two fifteen.
- 2 Who's he? He's my father. What's he doing? He's laughing.
- 3 I like cake. I don't like cheese.
- 4 We're walking. We aren't running.

Page iv

B. Read and circle.

ANSWERS

- 1 He has a cough.
- 2 She has a stomachache.
- 3 I have chips. I don't have soda pop.
- 4 Does he have glue? Yes, he does.
- 5 Where's the book? It's next to the computer.
- 6 Where's the kite? It's on the desk.
- 7 These are red flowers.
- 8 What are those? They're socks.

Unit 1

Conversation Time, Page 1

A. Number the sentences in the correct order.

ANSWERS

- 2 I can't find my mom.
- 3 What does she look like?
- 4 She's tall and thin. She's wearing a red dress.
- 5 Is that your mom?
- 6 Yes! There she is. Thanks.
- 7 Mom!

B. Fill in the blanks. Use some words twice.

ANSWERS

- 1 find 2 Dad 3 he 4 like 5 He's 6 blue 7 shirt
8 short 9 dad 10 Yes 11 he

Word Time, Page 2

A. Read and circle.

ANSWERS

- 1 puppy 2 fish 3 bird 4 rabbit 5 turtle 6 mouse
7 kitten 8 lizard

B. Read and write.

ANSWERS

- | | |
|--------------------------|--------------------------|
| 1 It's a <u>kitten</u> . | 2 It's a <u>bird</u> . |
| 3 It's a <u>fish</u> . | 4 It's a <u>rabbit</u> . |
| 5 It's a <u>lizard</u> . | 6 It's a <u>turtle</u> . |
| 7 It's a <u>mouse</u> . | 8 It's a <u>puppy</u> . |

Practice Time, Page 3

A. Read and check *True* or *False*.

ANSWERS

- 1 False 2 True 3 True 4 True 5 False

B. Look and write.

ANSWERS

- 1 I want a mouse. I don't want a bird.
- 2 She wants a fish. She doesn't want a kitten.

Phonics Time, Page 4

A. Does it have *short u* or *long u*? Read and circle.

ANSWERS

short u: run, gum, bus, up, cup
long u: Sue, glue, flute, June

B. Read and circle the words with the same *u* sound.

ANSWERS

- 1 tune, June 2 gum, run 3 duck, up 4 sun, gum
5 run, duck 6 Sue, June

C. Look and write.

ANSWERS

- 2 up 3 June 4 tune 5 gum 6 run

Unit 2

Conversation Time, Page 5

A. Read and connect.

ANSWERS

Excuse me. Can you help me?/Sure. (second picture)
Where's the rice?/It's in Aisle 3. It's next to the bread.
(first picture)
How about the chips?/I don't know. Let's look. (fourth picture)
Great! Thanks. (third picture)

B. Read and circle.

ANSWERS

- 1 It's next to the bread.
- 2 It's on the salad.
- 3 It's next to the cake.

Word Time, Page 6

A. Read and write the letter.

ANSWERS

- 2 d 3 a 4 g 5 c 6 e 7 h 8 f

B. Read and circle.

ANSWERS

- 1 the third picture
- 2 the second picture

C. Look and write.

ANSWERS

- 1 eggs 2 cereal 3 fish 4 pasta 5 meat 6 vegetables

Practice Time, Page 7

A. Read and match.

ANSWERS

- 1 Does he want fish? No, he doesn't. He wants eggs.
- 2 Do they want meat? Yes, they do.
- 3 Does it want pasta? No, it doesn't. It wants fish.

B. Look at the picture above. Write.

ANSWERS

- 1 No, she doesn't. She wants shellfish.
- 2 Do they want eggs? No, they don't. They want vegetables.
- 3 Does he want fish? Yes, he does.

Phonics Time, Page 8

A. Read and fill in the chart.

ANSWERS

long a: rain, cake
long e: bee, feet
long i: kite, night
long o: coat, home
long u: glue, blue

short a: cat, ant
short e: bed, Ted
short i: sick, pig
short o: sock, box
short u: run, cup

B. Read and circle the words with long vowel sounds.

ANSWERS

- 1 May, lake, paint
- 2 bee, feet, tea
- 3 kite, bike, light
- 4 home, boat, note
- 5 blue, Sue, tube

C. Find and circle three words with short vowel sounds.

ANSWERS

short a: map, hat, bag
short e: pen, bed, net
short i: dig, sit, sick
short o: pot, mop, sock
short u: nut, sun, bus

Unit 3

Conversation Time, Page 9

A. Unscramble and write the sentences.

ANSWERS

- 1 Let's go to the movies on Thursday.
- 2 I can't. How about Friday?
- 3 Sorry, I'm busy. Is Saturday okay?
- 4 No. What about Sunday?
- 5 Sure!
- 6 Sounds good!

B. Write the missing days of the week.

ANSWERS

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

Word Time, Page 10

A. Read and circle.

ANSWERS

- 1 exercise
- 2 have a snack
- 3 use a computer
- 4 clean up

B. Unscramble and write. Then number.

ANSWERS

- 1 listen to music
- 2 exercise
- 3 use a computer
- 4 do homework

C. Read and write.

ANSWERS

- 1 She's washing the car.
- 2 He's watching movies.

Practice Time, Page 11

A. Read and circle.

ANSWERS

- 1 When do they do homework?
They do homework in the morning.
- 2 When does she wash the car?
She washes the car in the afternoon.
- 3 When does it have a snack?
It has a snack at night.
- 4 When does he watch movies?
He watches movies in the evening.

B. Write the questions and answers.

ANSWERS

- 1 He listens to music in the afternoon.
- 2 She uses a computer in the morning.
- 3 When does she have a snack? She has a snack at night.
- 4 When do they exercise? They exercise in the evening.

Phonics Time, Page 12

A. Use the code. Look at the pictures and write the initial letters.

ANSWERS

- 1 The boy has a yellow jacket.
- 2 The queen likes cake and meat.
- 3 The duck gives the rabbit gum and popcorn.

B. Read the sentences in A. Number the pictures.

ANSWERS

3, 1, 2

Review 1

Page 13

A. Read and write ✓.

ANSWERS

- 1 I can't. How about Friday?
- 2 Where's the pasta?
- 3 She's wearing a green shirt.
- 4 Is that your dad?

B. Look and write.

ANSWERS

Food: eggs, meat, shellfish, cereal, vegetables, pasta, fish, soy sauce
Animals: bird, puppy, rabbit, mouse, kitten, fish, turtle, lizard

Page 14

A. Read and match. Then number the pictures.

ANSWERS

- 1 Does she want fish? No, she doesn't. She wants eggs. (second picture)
- 2 When do you watch movies? I watch movies at night. (first picture)
- 3 Does she want cereal? Yes, she does. (fourth picture)
- 4 When do they exercise? They exercise in the morning. (fifth picture)
- 5 He wants a puppy. He doesn't want a kitten. (third picture)

B. Read and circle.

ANSWERS

long a: lake	short a: bat
long e: see	short e: Ted, egg
long i: like, night	short i: dig
long o: home, boat	short o: ox, sock
long u: Luke	short u: tub, nut

Cross-curricular 1, Page 15

A. Read and circle.

ANSWERS

- 1 grains 2 unhealthy 3 milk 4 fats and sweets
- 5 Chicken

B. Look and write.

ANSWERS

- 1 dairy group 2 grains group
- 3 fruits and vegetables group 4 fats and sweets group
- 5 meat and fish group 6 unhealthy 7 healthy

Unit 4

Conversation Time, Page 16

A. Read and circle.

ANSWERS

- 3 One way or round trip?
- 4 One way, please. What time does it leave?
- 5 2:45 Please hurry!

B. Read and match.

ANSWERS

- 1 b 2 a 3 d 4 c

Word Time, Page 17

A. Look and complete the puzzle.

ANSWERS

Across	Down
1 bus	4 taxi
2 car	5 subway
3 bicycle	6 ferry
4 train	7 airplane

B. Look and write.

ANSWERS

- 1 This is a car. That's a bus.
- 2 This is a bicycle. That's a train.
- 3 This is a taxi. That's a ferry.
- 4 This is an airplane. That's a bus.

Practice Time, Page 18

A. Read and circle.

ANSWERS

- 1 How does he go to school? He goes to school by bus.
- 2 How do they go to work? They go to work by taxi.
- 3 How does she go to school? She goes to school by ferry.

B. Look and write.

ANSWERS

- 1 How does he go to work? He goes to work by train.
- 2 How does she go to school? She goes to school by bicycle.

Phonics Time, Page 19

A. Look and write *ch*, *tch*, or *sh*.

ANSWERS

- 1 chicken 2 peach 3 fish 4 watch 5 shell 6 witch
- 7 kitchen 8 beach 9 shop

B. Write *ch*, *tch*, or *sh*. Then read and match.

ANSWERS

- 1 The chicken is eating a peach at the beach. (third picture)
- 2 He wants a shell. He doesn't want a watch. (first picture)
- 3 The shirt has a fish in the kitchen. (second picture)

C. Do they both have the same sound? Write ✓ or X.

ANSWERS

- 1 X 2 ✓ 3 ✓ 4 X

Unit 5

Conversation Time, Page 20

A. Number the sentences in the correct order.

NOTE "31 Plain Road" can be either number 2 or number 4.

ANSWERS

- 1 What's your address?
- 2 31 Plain Road.
- 3 Pardon me?
- 4 31 Plain Road.
- 5 How do you spell "Plain"?
- 6 P-l-a-i-n.
- 7 Thank you. Have a seat, please.
- 8 Thanks.

B. Fill in the blanks.

ANSWERS

What's your telephone number?
423-0256.
What's your address?
439 Fish Road.
How do you spell "Fish"?
F-i-s-h.

Word Time, Page 21

A. Read and circle.

ANSWERS

- 1 eyes 2 finger 3 leg 4 feet

B. Read and write ✓.

ANSWERS

- 1 the right-hand picture
- 2 the right-hand picture

Practice Time, Page 22

A. Read and circle.

ANSWERS

- 1 His knee hurts.
- 2 Their hands hurt.
- 3 My eye hurts.
- 4 Our legs hurt.
- 5 Your finger hurts.
- 6 Her ear hurts.

B. Look and write.

ANSWERS

- 1 Her knee hurts.
- 2 Her hand hurts.
- 3 His eye hurts.
- 4 His leg hurts.
- 5 Their fingers hurt.
- 6 Its ears hurt.

Phonics Time, Page 23

A. Follow the words with the voiced *th* sound.

ANSWERS

that, father, they, this, mother, brother

B. Circle the word with the different *th* sound.

ANSWERS

- 1 think 2 that 3 this 4 thick 5 these

C. Read and match.

ANSWERS

- 1 middle picture 2 bottom picture 3 top picture

Unit 6

Conversation Time, Page 24

A. Read and circle.

ANSWERS

- 1 What are you looking for?
- 2 My watch! I can't find it.
- 3 Don't worry. I'll help you find it.
- 4 Okay! Thanks.
- 5 What color is it?
- 6 It's red and blue.

B. Fill in the blanks.

ANSWERS

- 1 is she 2 Her 3 puppy 4 She 5 is 6 puppy
7 black 8 white

Word Time, Page 25

A. Circle the odd word.

ANSWERS

- 1 jacket
- 2 wallet
- 3 keys
- 4 hairbrush
- 5 umbrella
- 6 glasses
- 7 lunch box
- 8 camera

B. Read and find the picture. Write the name.

ANSWERS

from left to right: Ben, Sue, Sam, Kate

Practice Time, Page 26

A. Read and write.

ANSWERS

- 1 They're his.
- 2 Whose keys are these? They're theirs.
- 3 Whose umbrella is this? It's mine.

B. Write the questions and answers.

ANSWERS

- 2 Whose camera is this? It's hers.
- 3 Whose lunch box is that? It's his.

Phonics Time, Page 27

A. Which pictures have the same final y sound? Circle.

ANSWERS

candy: baby, Penny, bunny
sky: shy, July

B. Does it have a final y sound? Write ✓ or X.

ANSWERS

- 1 ✓ 2 X 3 ✓ 4 X 5 ✓ 6 ✓

C. Read and match.

ANSWERS

- 1 c 2 d 3 a 4 b

Review 2

Page 28

A. Read and write.

ANSWERS

- 1 What's his address? 172 Turtle Street.
- 2 What time does it leave? Five-thirty.
- 3 What's she looking for? She's looking for her umbrella.
- 4 What's their address? 17 Candy Road.

B. Look and fill in the puzzle. Then draw.

ANSWERS

- 1 eyes, lunch box, hairbrush, wallet, arm, keys
extra word: subway
- 2 umbrella, taxi, jacket, ferry, camera, leg, finger
extra word: bicycle

Page 29

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

ANSWERS

- 1 Kate 2 May 3 Bess 4 Sue

B. Circle the word with a different th or final y sound.

ANSWERS

- 1 brother 2 sky 3 these 4 party

C. Look and write ch, tch, or sh.

ANSWERS

- 1 witch 2 shell 3 peach 4 shellfish

Cross-curricular 2, Page 30

A. Read and write ✓ or X.

ANSWERS

- 1 X 2 ✓ 3 X 4 X 5 ✓ 6 X

B. Look and write.

ANSWERS

- 1 Look at the children! They're moving. The parts inside the body move, too.
- 2 She's bending her knee. The knee is a joint.
- 3 We have twenty-seven bones inside one hand. We have muscles inside our hands, too.

Unit 7

Conversation Time, Page 31

A. Read and circle.

ANSWERS

- 2 They're one dollar each.
- 3 Wow! That's cheap. I'll take three.
- 4 Okay. That's three dollars.
- 5 Hey! Don't forget your change.
- 6 Oops! Thanks a lot.

B. Read and write.

ANSWERS

- 2 How much is that? It's fifteen dollars.
- 3 How much are these? They're two dollars each.
- 4 How much are those? They're one dollar each.

Word Time, Page 32

A. Read and write ✓ or X.

ANSWERS

- 1 ✓ 2 X 3 X 4 ✓ 5 X 6 ✓ 7 X 8 X

B. Look and write.

ANSWERS

- 1 lotion 2 shampoo 3 toothpaste 4 money
- 5 sunscreen 6 soap 7 makeup 8 medicine

Practice Time, Page 33

A. Read, circle, and match.

ANSWERS

- 1 I have some lotion. I don't have any soap.
(third picture)
- 2 I have some shampoo. I don't have any soap.
(first picture)
- 3 I have some soap. I don't have any money.
(second picture)

B. Look and write.

ANSWERS

- 1 They have some lotion.
- 2 She has some soap.
- 3 I have some makeup.
- 4 He has some sunscreen.

Phonics Time, Page 34

A. Do they both have the same *final s* sound? Write ✓ or X.

ANSWERS

- 1 X 2 ✓ 3 ✓ 4 ✓ 5 ✓ 6 X

B. Do the words with *final s* have the same *final s* sound? Write ✓ or X.

ANSWERS

- 1 ✓ 2 ✓ 3 X

C. Circle the word with a different *final s* sound.

ANSWERS

- 1 bees 2 bags 3 girls 4 cubs 5 bees

Unit 8

Conversation Time, Page 35

A. Read and match. Then number the pictures.

ANSWERS

- 1 Hey! Don't do that!/What?
 - 2 Don't litter! Use the trash can./I'm sorry. Where is it?
 - 3 It's over there. It's under the tree./Oh, I see it. Thanks.
- The pictures are numbered: 3, 1, 2

B. Unscramble, write, and match.

ANSWERS

- 1 Don't watch TV! Wash the car. (b)
- 2 Don't listen to music! Clean up. (d)
- 3 Don't have a snack! Exercise. (a)
- 4 Don't climb a tree! Do homework. (c)

Word Time, Page 36

A. Look and write.

ANSWERS

- 1 sand 2 rivers 3 mountains 4 snow 5 wildlife
- 6 grass 7 trees 8 trails

B. Look, read, and write ✓ or X.

ANSWERS

- 1 X 2 ✓ 3 X 4 ✓ 5 ✓ 6 X 7 ✓ 8 ✓

Practice Time, Page 37

A. Read and write the letter.

ANSWERS

- 1 b 2 c 3 d 4 a

Phonics Time, Page 38

A. Read and circle the words with the *final es* sound.

pencil cases, witches, foxes, bushes, peaches, oranges, boxes, beaches, glasses, sandwiches, buses

B. Read and match.

ANSWERS

- 1 d 2 a 3 c 4 b

C. Does it have the *final es* sound? Write ✓ or X.

ANSWERS

- 1 X 2 ✓ 3 ✓ 4 ✓ 5 X 6 ✓ 7 X 8 X

Unit 9

Conversation Time, Page 39

A. Number the sentences in the correct order.

ANSWERS

- 4 No, thanks. I don't like cookies.
- 6 Mm. That sounds good.
- 3 Do you want a chocolate chip cookie?
- 5 How about some strawberry ice cream?
- 1 I'm hungry!
- 2 Me, too. Let's have a snack!

B. Look and write.

ANSWERS

- 2 They want ice cream. They don't want fish.
- 3 She wants eggs. She doesn't want cake.
- 4 You want vegetables. You don't want ice cream.

Word Time, Page 40

A. Look and write.

ANSWERS

There's some...
salt
butter
hot sauce
pepper

There are some...
bean sprouts
mushrooms
pickles
cookies

B. Look at A. Fill in the puzzle.

ANSWERS

mushrooms, bean sprouts, salt, cookies, butter, pickles, pepper
mystery food: hot sauce

Practice Time, Page 41

A. Read and write ✓.

ANSWERS

- 1 No, there isn't.
- 2 Yes, there are.
- 3 Yes, there is.

B. Look and write.

ANSWERS

- 1 Are there any pickles? Yes, there are.
- 2 Is there any butter? No, there isn't.
- 3 Are there any mushrooms? Yes, there are.
- 4 Is there any salt? Yes, there is.
- 5 Is there any bread? Yes, there is.
- 6 Are there any apples? No, there aren't.

Phonics Time, Page 42

A. Circle and write *br*, *gr*, or *pr*.

ANSWERS

- 1 green 2 umbrella 3 grapes 4 brown 5 pretty
- 6 prize 7 present 8 bread

B. Look, read, and match.

ANSWERS

- 1 I eat brown bread at night.
- 2 My grandfather has a prune and a grape.
- 3 I have a green umbrella!
- 4 Ivy gives her grandmother a present.

C. Do they both have the same consonant blend? Write ✓ or X.

ANSWERS

- 1 ✓ 2 X 3 X 4 X

Review 3

Page 43

A. Read, check, and write the response.

ANSWERS

- 1 Don't forget your change./Oops! Thanks a lot.
- 2 How much are these?/They're one dollar each.
- 3 Where is it?/It's over there.
- 4 Do you want some ice cream?/Yes, please.

B. Match and write.

ANSWERS

- 1 sunscreen
- 3 mushroom
- 5 toothpaste
- 7 hot sauce
- 9 bean sprouts
- 11 trash can

- 2 wildlife
- 4 hairbrush
- 6 homework
- 8 cookies
- 10 lunch box
- 12 ice cream

Page 44

A. Look and write.

ANSWERS

- 1 There are some mountains. There aren't any trees.
- 2 She has some toothpaste. She doesn't have any shampoo.
- 3 He has some money. He doesn't have any sunscreen.
- 4 Is there any salt? Yes, there is.

B. Do they both have the same final sound (es or s)? Write ✓ or X.

ANSWERS

- 1 X 2 ✓ 3 ✓ 4 X

C. Match.

ANSWERS

br: bread
pr: present, pretty, prize
gr: grapes, grandmother

Cross-curricular 3, Page 45

A. Look and circle.

ANSWERS

- 1 volcano 2 lake 3 valley 4 island 5 ocean 6 forest

B. Look and write.

ANSWERS

- 1 No, it's a volcano.
- 2 No, it's an ocean.
- 3 No, it's a lake.
- 4 No, it's an island.

Unit 10

Conversation Time, Page 46

A. Read, circle, and match.

ANSWERS

- 1 Look! Whose wallet is this?
Maybe it's hers. Let's ask. (second picture)
- 2 Excuse me.
Yes?
Is this your wallet? (third picture)
- 3 Yes, it is! Thank you so much!
You're welcome. (first picture)

B. Read and write.

ANSWERS

- 1 Yes, it is.
- 2 No, they aren't.
- 3 Yes, they are.

Word Time, Page 47

A. Read and match.

ANSWERS

- 1 hospital
- 2 movie theater
- 3 restaurant
- 4 museum
- 5 bookstore
- 6 drugstore
- 7 bakery
- 8 department store

B. Read and write.

ANSWERS

- 1 No, it isn't. It's a hospital.
- 2 Yes, it is.
- 3 No, it isn't. It's a drugstore.
- 4 No, it isn't. It's a movie theater.

Practice Time, Page 48

A. Look at the chart. Write.

ANSWERS

- 1 He was at the bakery.
- 2 They were at the restaurant.
- 3 She is at the drugstore.
- 4 He was at the bookstore.

B. Look and write.

ANSWERS

- 1 He was at the drugstore. He wasn't at the bakery.
- 2 She was at the bookstore. She wasn't at the movie theater.
- 3 They were at the hospital. They weren't at the department store.
- 4 She was at the bakery. She wasn't at the museum.

Phonics Time, Page 49

A. Look and write *cr*, *dr*, or *tr*.

ANSWERS

- 1 truck
- 2 dream
- 3 dress
- 4 tree
- 5 cry
- 6 creek
- 7 train
- 8 draw

B. Write *cr*, *dr*, or *tr*. Then read and match.

ANSWERS

- 1 The crab wants a truck and a train. (c)
- 2 The tree is next to the drugstore. (d)
- 3 I cry on my dress. (b)
- 4 That's a tree. This is a creek. (a)

Unit 11

Conversation Time, Page 50

A. Read and write the letter.

ANSWERS

- 1 c
- 2 d
- 3 a
- 4 b

B. Look and write.

ANSWERS

- 1 I'm thirsty.
- 2 I'm cold.
- 3 I'm hot.
- 4 I'm hungry.

Word Time, Page 51

A. Read and circle.

ANSWERS

- 1 bedroom
- 2 dining room
- 3 bathroom

B. Look at Ted's house. Label the rooms.

ANSWERS

- | | |
|---------------|---------------|
| 2 bathroom | 3 hall |
| 4 kitchen | 5 dining room |
| 6 living room | 7 yard |
| 8 basement | |

Practice Time, Page 52

A. Read and write.

ANSWERS

- 2 Yes, she was.
- 3 Yes, he was.
- 4 No, she wasn't. She was in the dining room.

B. Write the questions and answers.

ANSWERS

- 1 Yes, she was.
- 2 No, he wasn't. He was in the kitchen.
- 3 No, she wasn't. She was in the living room.
- 4 No, he wasn't. He was in the dining room.
- 5 Was it in the yard? Yes, it was.
- 6 Were they in the basement? Yes, they were.

Phonics Time, Page 53

A. Circle and write.

- 1 sleep
- 2 airplane
- 3 float
- 4 plate
- 5 slide
- 6 flag

B. Look, read, and check True or False.

ANSWERS

- 1 False
 - 2 True
 - 3 True
 - 4 False
- (Answers will vary for students' own True/False sentences.)

Unit 12

Conversation Time, Page 54

A. Unscramble, write, and number.

ANSWERS

- 1 Hello? Is Ted there, please?
- 2 I'm sorry. You have the wrong number.
- 3 Is this 245-8769?
- 4 No, it isn't. This is 245-8768.
- 5 Sorry.
- 6 That's okay. Good-bye.

B. Read and match.

ANSWERS

- 1 second picture 2 third picture 3 first picture

Word Time, Page 55

A. Read and circle.

ANSWERS

- | | |
|------------------|-----------------------|
| 1 brush my teeth | 2 play computer games |
| 3 call a friend | 4 dance |
| 5 wash my hands | 6 clean my room |
| 7 bake cookies | 8 practice the piano |

B. Write the questions and answers.

ANSWERS

- 2 He's playing computer games.
- 3 What's she doing? She's washing her hands.
- 4 What's he doing? He's calling a friend.

Practice Time, Page 56

A. Write.

ANSWERS

- 2 bake cookies → baked cookies
- 3 wash my hands → washed my hands
- 4 brush my teeth → brushed my teeth
- 5 practice the piano → practiced the piano
- 6 play computer games → played computer games
- 7 clean my room → cleaned my room
- 8 dance → danced

ANSWERS

c	b	t	u	p	r	a	c	t	i	c	e	d
l	a	e	i	p	g	h	i	c	f	e	n	a
e	b	l	m	l	e	a	s	h	e	o	k	n
a	y	s	w	a	s	h	e	d	p	c	l	c
n	p	q	e	y	w	h	f	j	u	a	v	e
e	s	g	a	e	i	w	a	s	l	l	g	d
d	n	u	y	d	o	m	e	r	k	l	b	x
a	b	r	u	s	h	e	d	i	a	e	j	r
y	s	o	r	r	i	y	c	k	o	d	a	p
r	t	v	w	b	a	k	e	d	z	i	t	n

Phonics Time, Page 57

A. Look and write *sm*, *sn*, or *sp*.

ANSWERS

- | | |
|------------------|------------------|
| 1 <u>s</u> nake | 2 <u>s</u> moke |
| 3 <u>s</u> neeze | 4 <u>s</u> pider |
| 5 <u>s</u> nell | 6 <u>s</u> mile |
| 7 <u>s</u> pell | 8 <u>s</u> now |

B. Write *sm*, *sn*, or *sp*. Then read and number the pictures.

ANSWERS

- 1 The snake and the spider are speaking English.
 - 2 Mr. smith sneezed at the shospital.
 - 3 Kate is eating bean sprouts in the snow.
 - 4 Sam smelled the rose and smlinked.
- The pictures are numbered: 3, 4, 2, 1

Review 4

Page 58

A. Connect the conversations.

ANSWERS

- 1 Whose camera is that?
Maybe it's his. Let's ask.
Is this your camera?
Yes, it is. Thanks.
- 2 I'm bored.
So am I. Let's play soccer.
Dad! We're going outside.
Be back at 4:00.
- 3 Is Jay there, please?
I'm sorry. You have the wrong number.
Is this 481-7204?
No, it isn't.

B. Circle the odd words. There are two in each line.

ANSWERS

- 1 money, kitchen
- 2 makeup, dance
- 3 bakery, yard
- 4 watch TV, bake cookies
- 5 lotion, practice the piano
- 6 yard, bathroom

Page 59

A. Read and check True or False.

ANSWERS

- 1 False 2 True 3 True 4 False

B. Write *cr*, *fl*, *pl*, *sl*, or *sm*. Then match.

ANSWERS

- 1 The slug is floating in the creek. (c)
- 2 The crab ate a plum and a flower. (a)
- 3 Craig washed his plate and smlinked. (b)

Cross-curricular 4, Page 60

A. Read and match.

ANSWERS

- 1 apartment building 2 neighbors 3 neighborhood
4 country 5 farmer 6 city

B. Look and write.

ANSWERS

- 1 I live in a city. This is my apartment building.
2 I live in the country. I'm a farmer.
3 This is my neighborhood. She's my neighbor.

Units 1-12 Reviews

Conversation Time Review, Page 61

A. Read the questions. Write the answers.

ANSWERS

- For number 1, there are several possible answers.
1 She's tall. She's wearing a dress. She has long hair.
2 They're next to the oranges.
3 They're two dollars each.
4 Maybe it's hers.

B. Read the answers. Write the questions.

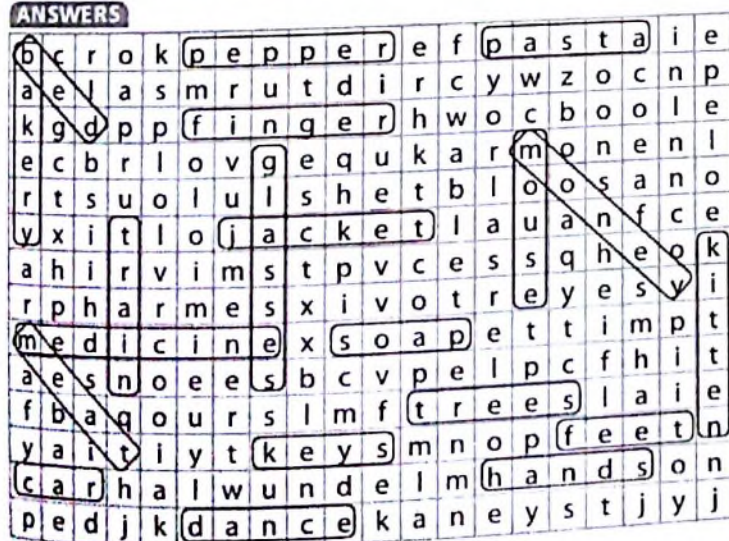
ANSWERS

- 1 What's wrong?
2 May I help you?
3 What color is it?
4 What's your address?

Word Time Review, Page 62

Find and circle the words.

ANSWERS



Practice Time Review, Page 63

A. Read and match.

ANSWERS

- 1 I want a puppy./I don't want a turtle.
2 Does she want vegetables?/Yes, she does.
3 When do they exercise?/They exercise at night.
4 How do you go to school?/I go to school by car.
5 Her foot hurts./Her hands hurt.
6 Whose jacket is this?/It's his.

B. Read and match.

ANSWERS

- 1 He has some money./He doesn't have any shampoo.
2 There's some snow./There isn't any grass.
3 Is there any hot sauce?/Yes, there is.
4 We were at the hospital./We weren't at the bakery.
5 Was he at the department store?/No, he wasn't. He was at the museum.
6 She called a friend./She didn't clean her room.

Phonics Time Review, Page 64

B. Do both begin with the same consonant blend? Write ✓ or X.

ANSWERS

- 1 X 2 X 3 X 4 ✓

C. What sound does it have? Match.

ANSWERS

tr, pr, fl, sm, gr, sh, final es, voiceless th, final s, sl

Worksheet Instructions and Answers

Unit 1

Worksheet 2: Phonics Fun *short u* and *long u*

A. Circle the word with a different *u* sound.

ANSWERS

1 tune 2 blue 3 hum 4 Luke 5 bun

B. Pairwork. Do they have *short u*, *long u*, or both?

Pairs of students (S1 and S2) fold the page on the dotted line and look at their respective columns.

S1 reads the first three words in the left-hand column, *gum*, *tune*, and *June*. S2 circles *both* in the right-hand column, because the words have both *short u* and *long u*. S1 reads the next three words, *up*, *run*, and *duck*, and S2 circles *short u*. S2 then reads both sets of words in his/her column, and S1 circles the corresponding vowels.

ANSWERS

1 both 2 short u 3 long u 4 short u

C. Read and number the pictures.

ANSWERS

3, 2, 1

Unit 2

Worksheet 4: Phonics Fun Vowel Review

ANSWERS

1 yellow 2 red 3 green 4 red 5 green 6 yellow
7 green 8 yellow 9 green 10 red 11 green
12 yellow

Unit 3

Worksheet 5: Interview

B. Pairwork. Ask your partner and check (✓) the times of day.

Pairs of students look at the chart and ask each other a question using the target pattern and the verb phrase indicated in each row. For example: *When do you listen to music?* They record their partner's answers by writing ✓ in the corresponding column.

C. Write sentences about you and your partner.
Use *listen to music* and *do homework*.

ANSWERS

(The words in parentheses will vary.)

- 1 I listen to music (in the morning).
I listen to music (at night).
- 2 My partner listens to music (in the morning).
My partner does homework (at night).

Worksheet 6: Phonics Fun Consonant Review

A. Look and write the initial consonants.

ANSWERS

p d r v l m f j t h g k y z b n w c

B. Write the initial consonants to make a new word. Then read and match.

ANSWERS

1 cap 2 pen 3 dog 4 run

C. Read and match.

ANSWERS

1 c 2 a 3 b

Unit 4

Worksheet 7: How Do They Go To School?

A. Pairwork.

S1 looks at the first set of pictures in the left-hand column and uses the target pattern to ask S2 about that person. S2 looks at his/her first picture and answers *She goes to school by bicycle*. S1 circles the correct picture. They do the same for number 2. S2 asks questions in the same way for numbers 3–4.

ANSWERS

- 1 She goes to school by bicycle.
- 2 He goes to school by bus.
- 3 He goes to work by airplane.
- 4 They go to work by train.

B. Look at A. Write the questions and answers.

ANSWERS

- 1 How does she go to school? She goes to school by bicycle.
- 2 How does he go to school? He goes to school by bus.
- 3 How does he go to work? He goes to work by airplane.
- 4 How do they go to work? They go to work by train.

Worksheet 8: Phonics Fun *ch*, *tch*, and *sh*

A. Read and write ✓ or X.

ANSWERS

1 ✓ 2 ✓ 3 ✓ 4 X 5 X 6 X

B. Pairwork. Does it have *ch*, *tch*, or *sh*?

S1 reads the first word in the left-hand column, *watch*. S2 circles the target blend in the right-hand column. They do the same for number 2. S2 reads the words in the same way for numbers 3–4.

ANSWERS

1 tch 2 sh 3 ch 4 sh

C. Read and write ✓ or X.

ANSWERS

1 X 2 ✓ 3 ✓

Unit 5

Worksheet 9: Her Hand Hurts

Pairwork.

S1 uses the target pattern to describe the first picture in the left-hand column. S2 writes the sentence in the right-hand column. They do the same for numbers 2-3. Then S2 says the statements in the same way for numbers 4-6.

ANSWERS

- | | |
|-------------------|---------------------|
| 1 Her hand hurts. | 2 Their knees hurt. |
| 3 His leg hurts. | 4 Her finger hurts. |
| 5 Its ear hurts. | 6 Our feet hurt. |

Worksheet 10: Phonics Fun *th*

A. Does it have *voiced th* or *voiceless th*? Write the words.

ANSWERS

voiced *th*: mother, that, this
voiceless *th*: bath, thirsty, Thursday

B. Pairwork. Are the sentences the same?

S1 reads the first sentence in the left-hand column, *My mother's name is Beth*. S2 silently reads the first sentence in his/her column. If S2's sentence differs from what S1 read, S2 writes X. If the sentences are the same, S2 writes ✓. They do the same for number 2. S2 then reads the sentences in the same way for numbers 3-4.

ANSWERS

- 1 X 2 ✓ 3 ✓ 4 X

C. Do they both have the same *th* sound? Read and write ✓ or X.

ANSWERS

- 1 X 2 ✓ 3 ✓ 4 ✓

Unit 6

Worksheet 11: It's Mine!

Write the question and answer. Then match.

ANSWERS

- Whose umbrella is this? It's hers. (d)
- Whose wallet is that? It's his. (b)
- Whose glasses are those? They're his. (c)
- Whose keys are these? They're theirs. (a)

Worksheet 12: Phonics Fun *final y*

A. Read the word. Then read the sentence(s) and circle the words with the same *final y* sound.

ANSWERS

- 1 Billy, party 2 shy 3 Jenny, Billy, candy, baby, bunny

B. Pairwork. Circle the word with the same *final y* sound.

S1 reads the first word in the left-hand column, *my*. S2 circles the word that has the same *final y* sound, *shy*, in the right-hand column. They do the same for number 2. S2 reads the words in the same way for numbers 3-4.

ANSWERS

- 1 shy 2 happy 3 baby 4 sky

Unit 7

Worksheet 13: I Have Some Lotion

Pairwork.

S1 says the target sentences about the first set of pictures in the left-hand column. S2 finds the correct set of pictures in the right-hand column, and circles the corresponding letter. S1 then says the target sentences about numbers 2-3, and S2 circles the letters of the correct set of pictures. S2 then says the target sentences about the pictures in his/her column, and S1 circles the appropriate letters.

ANSWERS

- 1 a 2 a 3 a 4 b

Worksheet 14: Phonics Fun *final s*

A. Do the *final s* words have the same *final s* sound? Read and write ✓ or X.

ANSWERS

- 1 ✓ 2 X 3 ✓ 4 X

B. Pairwork. Circle the word with a different *final s* sound.

S1 reads the first three words in the left-hand column, *bees, tops, hats*. S2 circles the word that has the different *final s* sound, *bees*. They do the same for number 2. S2 then reads the words in the same way for numbers 3-4.

ANSWERS

- 1 bees 2 cats 3 chips 4 caps

C. Read and write ✓ or X.

ANSWERS

- 1 X 2 ✓ 3 X 4 ✓

Unit 8

Worksheet 16: Phonics Fun *final es*

A. Look and write.

ANSWERS

- 1 pencil cases 2 buses 3 boxes 4 sandwiches

B. Pairwork. Are the sentences the same?

S1 reads the first sentence in the left-hand column, *There are pencil cases in boxes*. S2 silently reads the first sentence in his/her column. If S2's sentence differs from what S1 read, S2 writes 7. If the sentences are the same, S2 writes 3. They do number 2 in the same way. S2 reads the sentences in the same way for numbers 3-4.

ANSWERS

- 1 ✓ 2 ✓ 3 X 4 ✓

C. Read and circle.

ANSWERS

- 1 b 2 a 3 b

Unit 9

Worksheet 17: Is There Any Salt?

A. Look and write.

ANSWERS

- 1 Is there any salt? Yes, there is.
- 2 Is there any butter? No, there isn't.
- 3 Are there any pickles? Yes, there are.
- 4 Are there any mushrooms? Yes, there are.

B. Pairwork.

Each student draws four food items from the list in the box in his/her column. S2 uses the target pattern to ask S1 about his/her drawing. S1 answers and S2 writes ✓ or ✗ next to the items, according to S1's answer. S1 asks S2 about his/her drawing in the same way.

Worksheet 18: Phonics Fun *br*, *gr*, and *pr*

A. Does it have *br*, *gr*, or *pr*? Read and write.

ANSWERS

- 1 My grandmother likes bread.
- 2 This present is for gree. It's a green cap.
- 3 I got a prize for my red grapes.

B. Pairwork. Circle the sound you *don't* hear.

S1 reads the first pair of words in the left-hand column, *grass*, *brass*. S2 circles the target initial consonant blend he/she does not hear, *pr*. They do the same for number 2. S2 reads the words in the same way for numbers 3–4.

ANSWERS

- 1 pr 2 gr 3 br 4 pr

C. Match pictures with the same initial consonant blend.

ANSWERS

- 1 a 2 c 3 b

Unit 10

Worksheet 20: Phonics Fun *cr*, *dr*, and *tr*

A. Read and write ✓ or ✗.

ANSWERS

- 1 ✓ 2 ✗ 3 ✓ 4 ✗ 5 ✓ 6 ✗

B. Pairwork. Circle the sound you *don't* hear.

S1 reads the first group of words in the left-hand column, *drum*, *crate*, *drab*. S2 circles the target initial consonant blend he/she does not hear, *tr*. They do the same for number 2. S2 reads the words in the same way for numbers 3–4.

ANSWERS

- 1 tr 2 cr 3 cr 4 dr

C. Read and number the pictures.

ANSWERS

3, 1, 2 Unit 11

Worksheet 21: Was He in the Kitchen?

A. Pairwork.

S1 looks at the first set of pictures in the left-hand column, and guessing where that person was, asks *Was she in the (hall)?* S2 answers, saying either *Yes, she was*, or *No, she wasn't. She was in the (yard)*. S1 circles the correct word. They do the same for numbers 2–3. S2 asks questions in the same way about numbers 4–6.

ANSWERS

- 1 yard 2 basement 3 dining room 4 hall 5 bedroom
6 bathroom

Worksheet 22: Phonics Fun *fl*, *pl*, and *sl*

A. Does it have *fl*, *pl*, or *sl*? Match and write.

ANSWERS

- 1 sleep 2 fly 3 plum 4 slide

B. Pairwork. Do they have *fl*, *pl*, or *sl*?

S1 reads the first pair of words in the left-hand column, *plate*, *slide*. S2 circles the two initial consonant blends he/she hears. They do the same for number 2. S2 takes a turn for numbers 3–4.

ANSWERS

- 1 pl, sl 2 fl, sl 3 fl, pl 4 fl, sl

C. Read and match.

ANSWERS

- 1 I like to sleep on a slide.
- 2 Jack plays cards with slugs and fleas.
- 3 I put the plums on a plate.

Unit 12

Worksheet 24: Phonics Fun *sm*, *sn*, and *sp*

A. Does it have *sm*, *sn*, or *sp*? Read and write.

ANSWERS

- 1 The spider is smiling. It's happy.
- 2 The spider had a snack at midnight.
- 3 The snake spelled the pepper and sneezed.

B. Pairwork. Circle the sound you *don't* hear.

S1 reads the first pair of words in the left-hand column, *snake*, *spider*, *Spain*. S2 circles the target initial consonant blend he/she does not hear, *sm*. They do the same for number 2. S2 then takes a turn with numbers 3–4.

ANSWERS

- 1 sm 2 sp 3 sn 4 sm

Unit 1, Worksheet 1: Bingo

She wants a kitten. She doesn't want a puppy.
They want a fish. They don't want a rabbit.

Cut out the cards. Make a Bingo grid. Play Bingo.



A. Circle the word with a different u sound.

1. sun
gum
tune

2. fun
blue
up

3. tune
hum
Sue

4. Luke
luck
duck

5. glue
blue
bun

B. Pairwork. Do they have short u, long u, or both?

Student 1

Read the words.

1. gum tune June
2. up run duck

Listen and circle.

3. short u long u both
4. short u long u both

Student 2

Listen and circle.

1. short u long u both
2. short u long u both

Read the words.

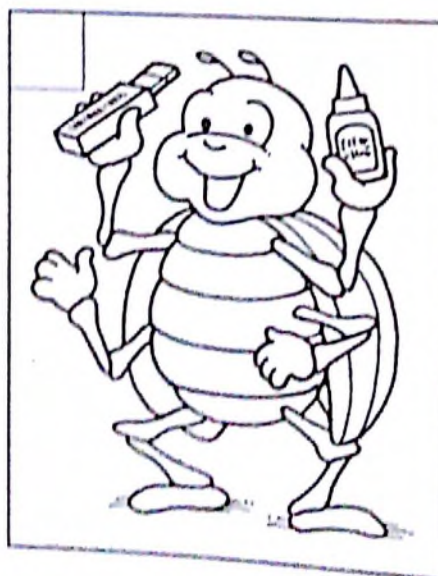
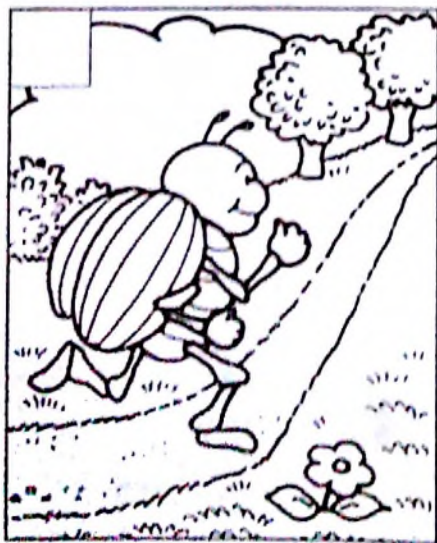
3. June blue tune
4. fun gum sun

C. Read and number the pictures.

1. The bug likes the tune.

2. The bug has glue and gum.

3. The bug runs up the hill.

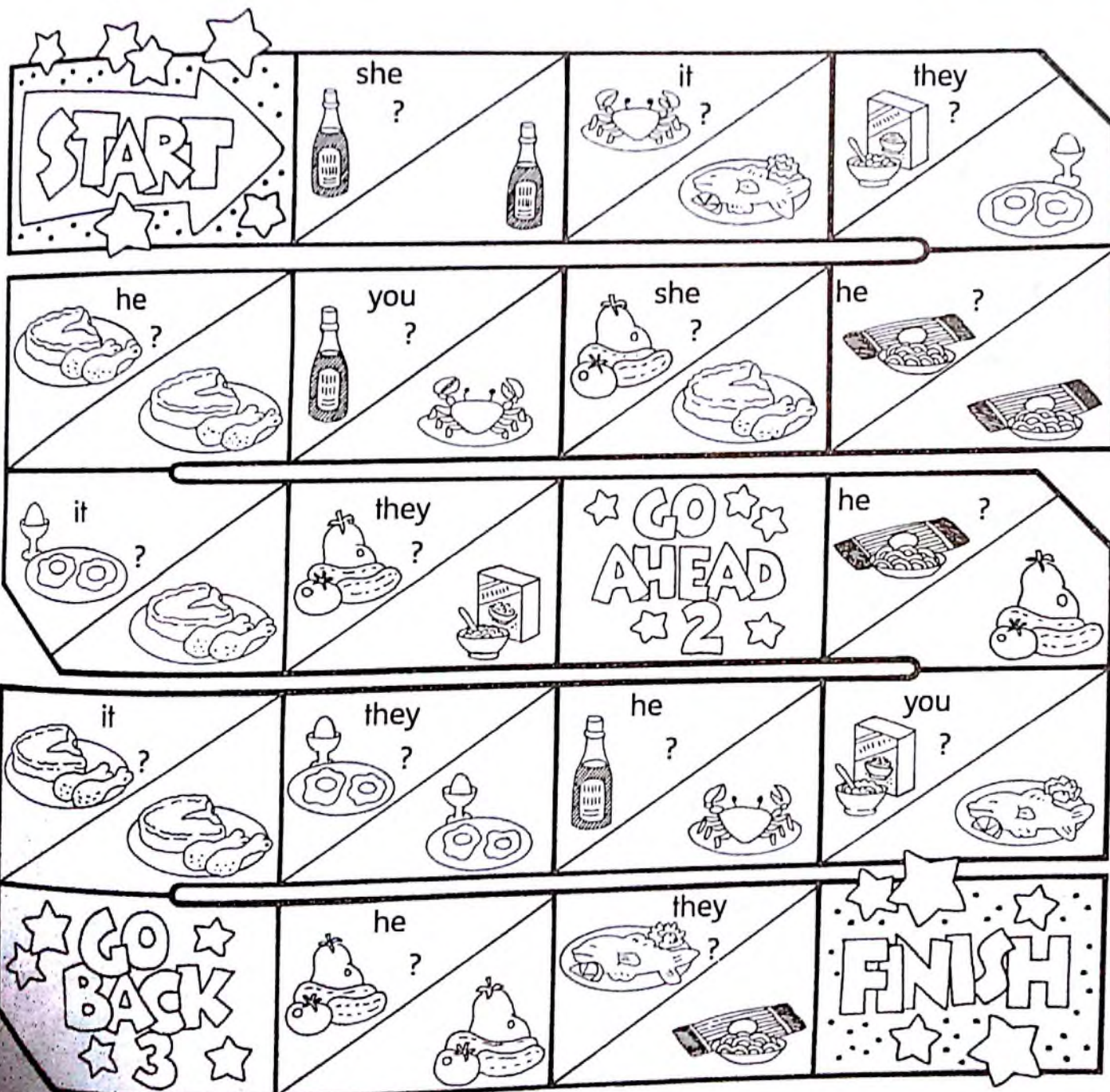


Unit 2, Worksheet 3: Do You Want Fish?

Does he want vegetables? Yes, he does.

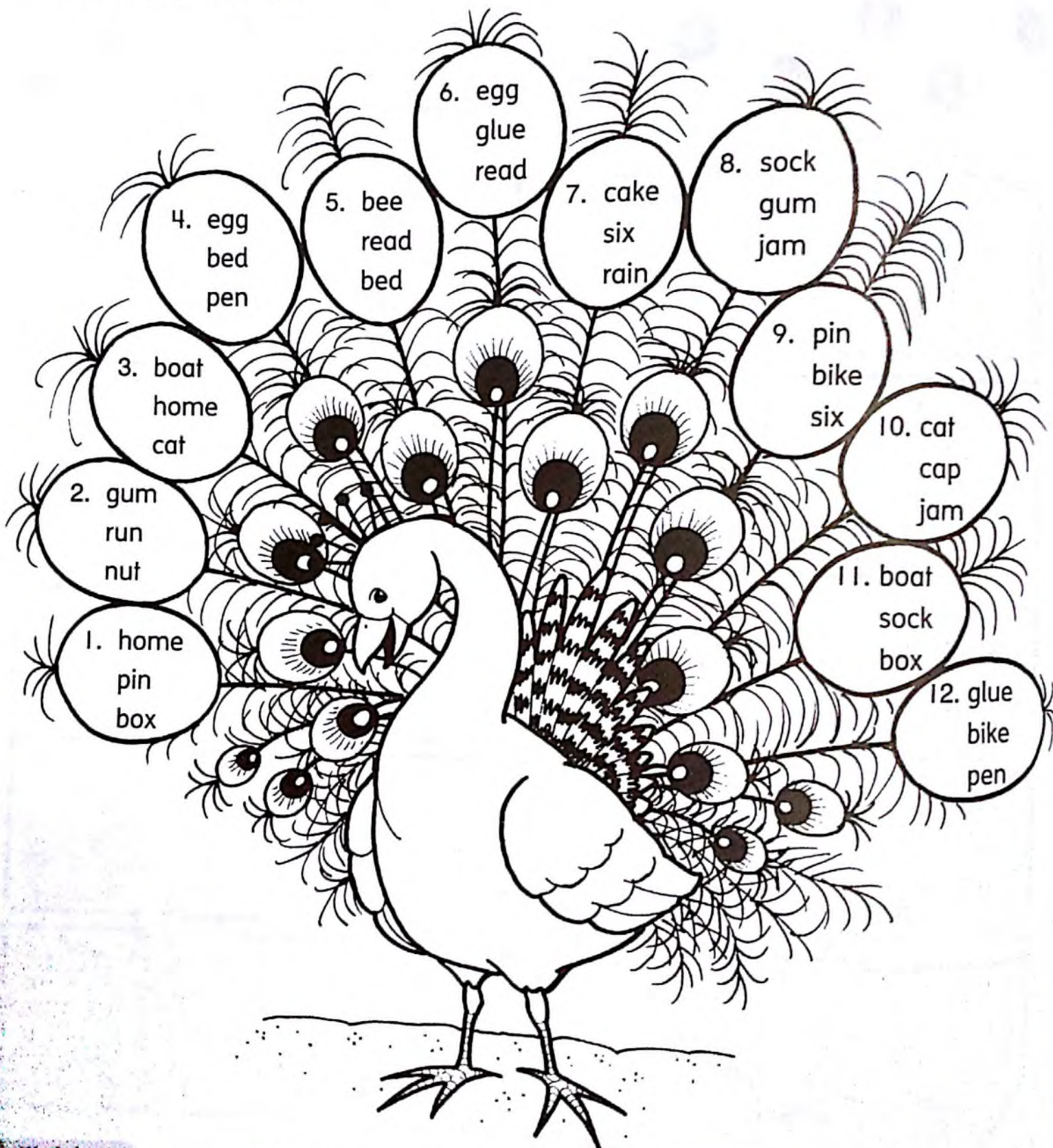
Do they want pasta? No, they don't. They want fish.

Point to a number. Play the game with a partner.



Color the spaces.

Red = all three words have the same vowel sound
Green = two words have the same vowel sound
Yellow = each word has a different vowel sound



Unit 3, Worksheet 5: Interview

When do you exercise? I exercise in the afternoon.

When does he wash the car? He washes the car in the morning.

A. Your turn. Check (✓) the times of day.

ME	in the morning	in the afternoon	in the evening	at night
listen to music				
do homework				
have a snack				
watch movies				

B. Pairwork. Ask your partner and check (✓) the times of day.

MY PARTNER	in the morning	in the afternoon	in the evening	at night
listen to music				
do homework				
have a snack				
watch movies				

C. Write sentences about you and your partner. Use *listen to music* and *do homework*.

1. I _____.


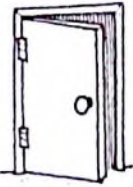
















I _____.

2. My partner _____.







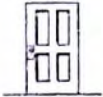





My partner _____.

Unit 3, Worksheet 6: Phonics Fun Consonant Review

A. Look and write the initial consonants.

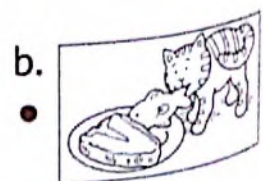
								
p								
								

B. Write the initial consonants to make a new word. Then read and match.

1.		a		<u>cap</u>	•	
2.		e		_____	•	
3.		o		_____	•	
4.		u		_____	•	

C. Read and match.

- The cat is in the box. •
- The bird sings to the cat. •
- The cat eats meat and fish. •









Unit 4, Worksheet 7: How Do They Go to School?

How does he go to school? He goes to school by car.
How do they go to work? They go to work by ferry.



A. Pairwork.

Student 1

Ask the question. Then listen and circle the correct picture.


1.  ?  
2.  ?  

Answer the question.







3. 
4. 

Student 2

Answer the question.

1. 
2. 

Ask the question. Then listen and circle the correct picture.

3.  ?  
4.  ?  

B. Look at A. Write the questions and answers.

1. How _____ ? She _____.
2. _____
3. _____
4. _____

A. Read and write ✓ or X.



- ___ 1. The fish has a shell.
- ___ 2. The chicken is in the kitchen.
- ___ 3. The chicken is wearing a shirt.
- ___ 4. The chicken is washing a fish.
- ___ 5. The fish is washing a peach.
- ___ 6. There is cheese in the kitchen.

B. Pairwork. Does it have ch, tch, or sh?

Student 1	Student 2
<p>Read the word.</p> <ol style="list-style-type: none"> 1. watch 2. shell <p>Listen and circle.</p> <ol style="list-style-type: none"> 3. ch sh 4. tch sh 	<p>Listen and circle.</p> <ol style="list-style-type: none"> 1. sh tch 2. ch sh <p>Read the word.</p> <ol style="list-style-type: none"> 3. beach 4. shop

C. Read and write ✓ or X.

1.



The hen has
a watch.

☐

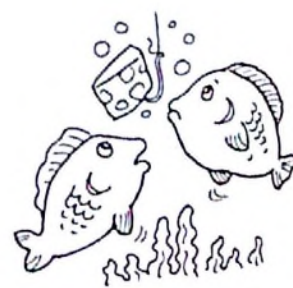
2.



Miss Chase eats
a bag of chips.

☐

3.



The fish don't
like cheese.

☐

Unit 5, Worksheet 9: Her Hand Hurts

Their knees hurt.

His foot hurts.

Pairwork.

Student 1

Say the sentence.



Listen and write.

4. _____

5. _____

6. _____

Student 2

Listen and write.

1. _____

2. _____

3. _____

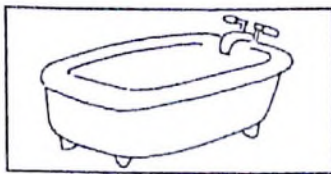
Say the sentence.



FOLD

Unit 5, Worksheet 10: Phonics Fun th

A. Does it have voiced th or voiceless th? Write the words.



Voiced th

Voiceless th

mother

bath



B. Pairwork. Are the sentences the same?

Student 1

Read the sentence.

1. My mother's name is Beth.
2. I take a bath in the morning.

Listen, read along, and write ✓ or X.

3. My brother is three. ☐
4. This is a thick book. ☐

Student 2

Listen, read along, and write ✓ or X.

1. My father's name is Beth. ☐
2. I take a bath in the morning. ☐

Read the sentence.

3. My brother is three.
4. This is a thin book.

FOLD

C. Do they both have the same th sound? Read and write ✓ or X.

1. thank
this

☐

2. birthday
with

☐

3. think
math

☐

4. the
those





☐





Unit 6, Worksheet 11: It's Mine!

Whose jacket is this? It's hers.
Whose keys are those? They're mine.



Write the question and answer. Then match.

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

- a.  •
- b.  •
- c.  •
- d.  •

Unit 6, Worksheet 12: Phonics Fun final y

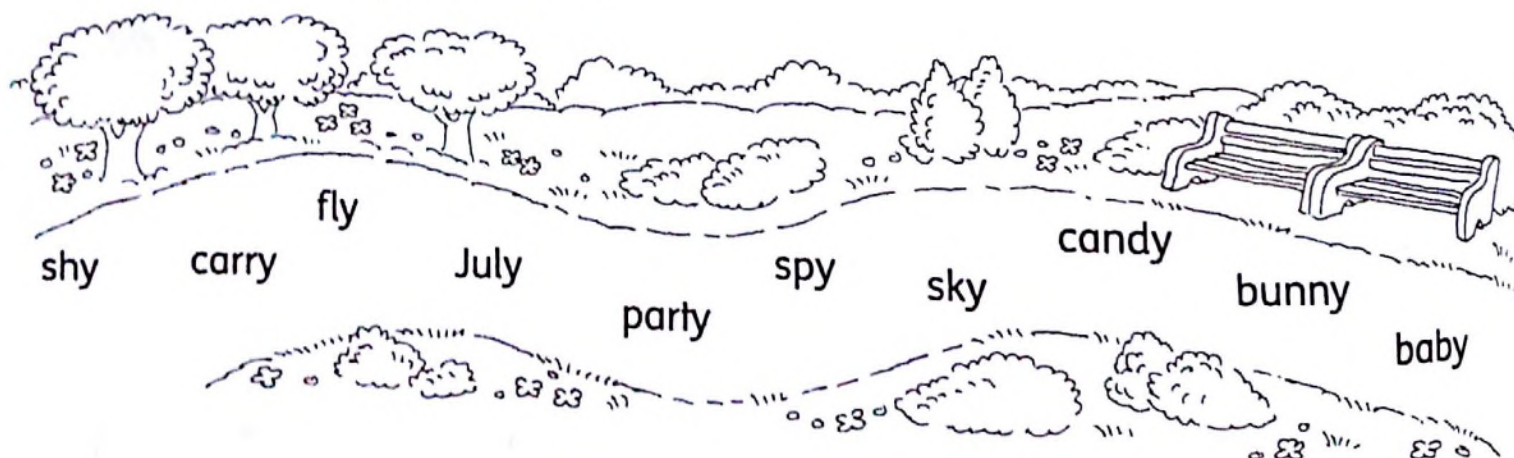
A. Read the word. Then read the sentence(s) and circle the words with the same final y sound.

1. **candy** Billy has a party in July.
2. **sky** Jenny meets Billy at the party. She's shy.
3. **penny** Jenny gives Billy candy and a baby bunny.

B. Pairwork. Circle the word with the same final y sound.

Student 1	Student 2
Read the word.	Listen and circle.
1. my	1. ferry shy merry
2. puppy	2. happy sky shy
Listen and circle.	Read the word.
3. baby July shy	3. sunny
4. sunny sky bunny	4. by

C. Circle the words you can read.



D. Write a sentence with three final y words.

Unit 7, Worksheet 13: I Have Some Lotion

I have some lotion. I don't have any sunscreen.
She has some soap. She doesn't have any money.

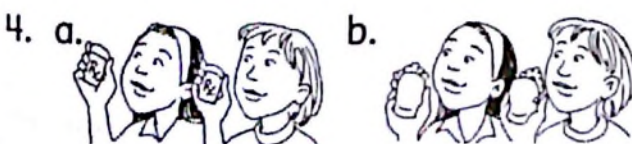
Pairwork.

Student 1

Say the sentences.



Listen and circle. Say the sentences.



Student 2

Listen and circle.



FOLD

A. Do the final **s** words have the same final **s** sound? Read and write ✓ or X.

1. The girls have peas in bags. ☐
2. The girls like cats. ☐
3. The ducks and cats eat chips. ☐
4. The dogs don't like chips. ☐

B. Pairwork. Circle the word with the same final **y** sound.

Student 1

Read the words.

1. bees tops hats
2. legs eggs cats

Listen and circle.

3. peas chips bags
4. caps cans pins

Student 2

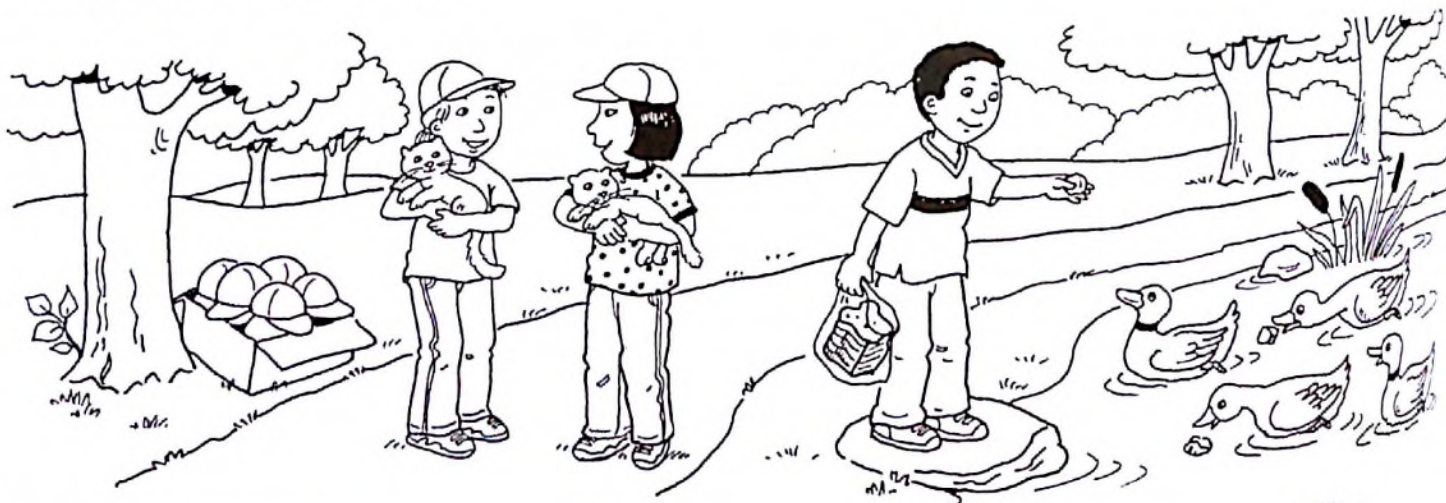
Listen and circle.

1. bees tops hats
2. legs eggs cats

Read the words.

3. peas chips bags
4. caps cans pins

C. Read and write ✓ or X.



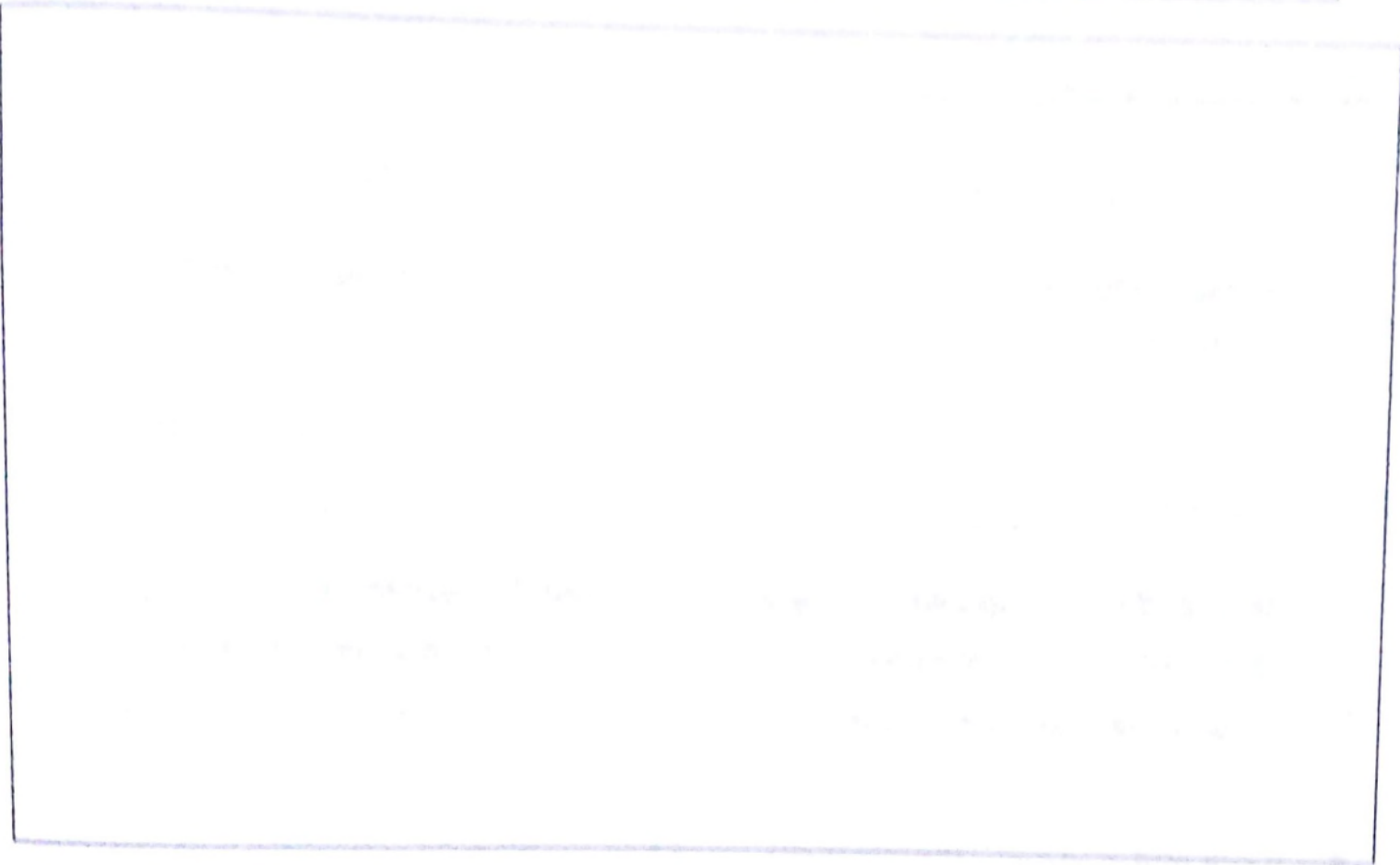
1. The cats are in a bag. ☐
2. The girls have caps. ☐
3. The ducks are eating peas. ☐
4. The caps are in a box. ☐

Unit 8, Worksheet 15: What Do You See?

There's some grass. There isn't any snow.
There are some rivers. There aren't any trails.

A. Choose three words and draw.

grass snow sand wildlife trees trails mountains rivers

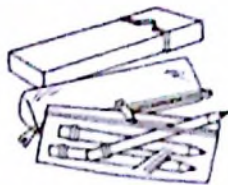


B. Look at A. Write six sentences.

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

A. Look and write.

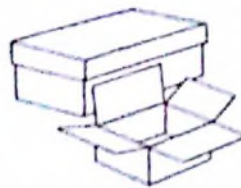
1.



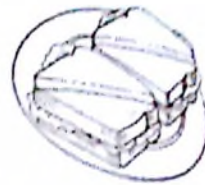
2.



3.



4.



B. Pairwork. Are the sentences the same?

Student 1

Read the sentence.

1. There are pencil cases in boxes.
2. The pink buses are next to the red boxes.

Listen, read along, and write ✓ or X.

3. Sam eats five sandwiches. ☐
4. She has six foxes on leashes. ☐

Student 2

Listen, read along, and write ✓ or X.

1. There are pencil cases in boxes. ☐
2. The pink buses are next to the red boxes. ☐

Read the sentence.

3. Sam meets five witches.
4. She has six foxes on leashes.

FOLD

C. Read and circle.

1.



- a. Joe eats peas and peaches.
- b. Joe eats sandwiches and peaches.

2.



- a. We have pencil cases.
- b. We have boxes.

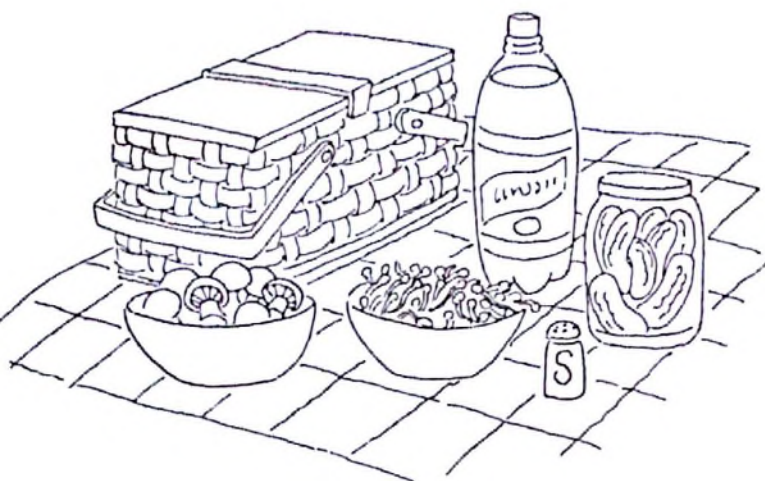
3.



- a. The boxes are under the bushes.
- b. The foxes are under the bushes.

Unit 9, Worksheet 17: Is There Any Salt?

Is there any pepper? Yes, there is.
Are there any bean sprouts? No, there aren't.



1. _____ salt?
Yes, _____.

2. _____ butter?

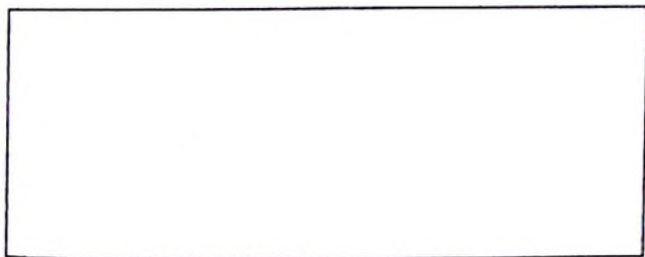
3. _____ pickles?

4. _____ mushrooms?

B. Pairwork.

Student 1

Choose four foods and draw.
Then answer the questions.



Ask the questions. Then listen
and write ✓ or X.

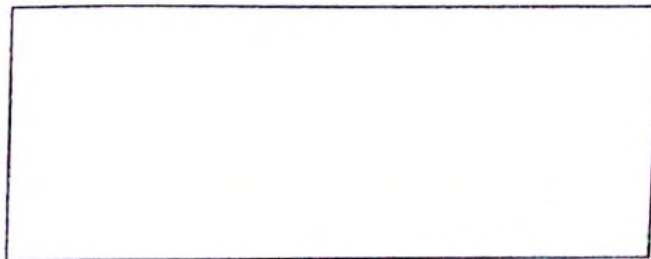
___ hot sauce	___ salt
___ pepper	___ pickles
___ bean sprouts	___ butter
___ mushrooms	___ cookies

Student 2

Ask the questions. Then listen
and write ✓ or X.

___ hot sauce	___ salt
___ pepper	___ pickles
___ bean sprouts	___ butter
___ mushrooms	___ cookies

Choose four foods and draw.
Then answer the questions.



FOLD

A. Does it have br, gr, or pr? Read and write.

1.



My ___ and mother likes
___ ead.

2.



This ___ esent is for Prue.
It's a ___ een cap.

3.



I got a ___ ize for my red
___ apes.

B. Pairwork. Circle the sound you *don't* hear.

Student 1

Read the words.

1. grass brass

2. bride pride

Listen and circle the sound
you don't hear.

3. br gr pr

4. br gr pr

Student 2

Listen and circle the sound you
don't hear.

1. br gr pr

2. br gr pr

Read the words.

3. pray gray

4. brother grandmother

FOLD

C. Match pictures with the same initial consonant blend.

1.



2.



3.



a.



b.



c.



Unit 10, Worksheet 19: Concentration

She was at the bookstore. She wasn't at the bakery.
They were at the drugstore. They weren't at the museum.

Cut out the cards. Play Concentration with a partner.

She / bakery
department store



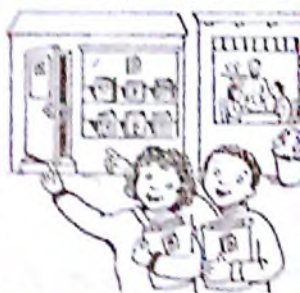
They / museum
drugstore



He / movie theater
bookstore



We / bookstore
restaurant



It / restaurant
museum



I / hospital
movie theater



You / hospital
department store



They / drugstore
museum



It / bakery
bookstore



She / restaurant
drugstore



Unit 10, Worksheet 20: Phonics Fun cr, dr, and tr

A. Read and write ✓ or X.



1. The girl is dreaming. ☐
2. The girl is crying. ☐
3. The girl has a dress. ☐
4. The crabs have drums. ☐
5. A crab is on a truck. ☐
6. A crab is in a tree. ☐

B. Pairwork. Circle the sound you *don't* hear.

Student 1

Read the words.

1. drum crate drab

2. trade dream tree

Listen and circle the sound you don't hear.

3. cr dr tr

4. cr dr tr

Student 2

Listen and circle the sound you don't hear.

1. cr dr tr

2. cr dr tr

Read the words.

3. train dress drain

4. creek truck crab

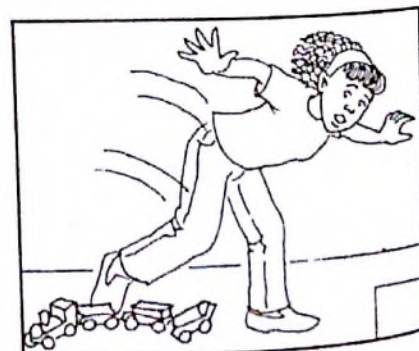
FOLD

C. Read and number the pictures.

1. The tree is crying.

2. Trish trips on a train.

3. Trent can drive a truck.



Unit 11, Worksheet 21: Was He in the Kitchen?


Was she in the bedroom? Yes, she was.


Were they in the dining room? No, they weren't. They were in the yard.


A. Pairwork.

Student 1

Ask the question. Then listen and circle.

1.  hall yard

2.  basement bedroom

3.  dining room living room

Answer the question.



Student 2


Answer the question.



Ask the question. Then listen and circle.

4.  kitchen hall

5.  bathroom bedroom

6.  bathroom living room

B. Choose one from A. Write the question and answer.

Unit 11, Worksheet 22: Phonics Fun fl, pl, and sl

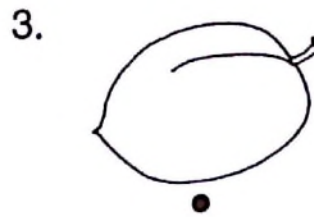
A. Does it have fl, pl, or sl? Match and write.



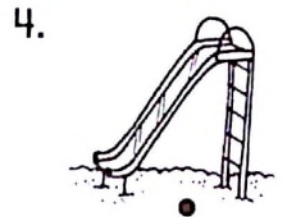
___um



___eep



___ide

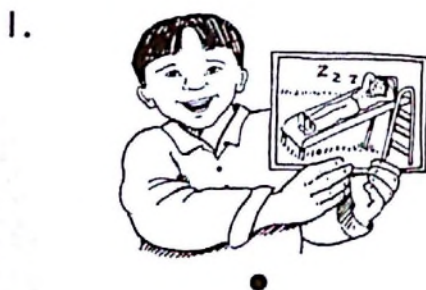


___y

B. Pairwork. Do they have fl, pl, or sl?

Student 1	Student 2
Read the words.	Listen and circle.
1. plate slide	1. fl pl sl
2. slip fly	2. fl pl sl
Listen and circle.	Read the words.
3. fl pl sl	3. flea play
4. fl pl sl	4. slug flat

C. Read and match.



I put the plums on a plate.



I like to sleep on a slide.



Jack plays cards with slugs and fleas.

Unit 12, Worksheet 23: Bingo

Mary called a friend. She didn't wash her hands.
Billy baked cookies. He didn't clean his room.

Cut out the cards. Make a Bingo grid. Play Bingo.

 Billy	 Billy	 Dee Dee	 Dee Dee
			
			
 Pat	 Pat	 May	 May
			
			
 Kate	 Kate	 Tim	 Tim
			
			
 Bella	 Bella	 Dean	 Dean
			
			

Unit 12, Worksheet 24: Phonics Fun sm, sn, and sp

A. Does it have **sm**, **sn**, or **sp**? Read and write.

1. The ___ider is ___iling. It's happy.
2. The ___ider had a ___ack at midnight.
3. The ___ake ___elled the pepper and ___eezed.

B. Pairwork. Circle the sound you *don't* hear.

Student 1	Student 2
<p>Read the words.</p> <p>1. snake spider Spain</p> <p>2. smile smell snack</p> <p>Listen and circle the sound you don't hear.</p> <p>3. sm sn sp</p> <p>4. sm sn sp</p>	<p>Listen and circle the sound you don't hear.</p> <p>1. sm sn sp</p> <p>2. sm sn sp</p> <p>Read the words.</p> <p>3. spell smell speak</p> <p>4. speech snake sneeze</p>

FOLD

C. Circle the words you can read.

