

PRIMARY TWO

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Adaptation for Egypt

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Syllabus

Term 1

UNIT	TOPIC	LISTENING/SPEAKING	READING/WRITING	PHONICS	GRAMMAR
	Do you Remember?	Respond to & use classroom language	recognize small and capital letters	associate sound of letters with written form	
1	In the Neighborhood	greet and respond to greetings describe themselves in terms of gender introduce oneself identify speakers in a conversation	trace words copy words read words vocabulary: people & animals	identify contrastive sounds between Arabic & English: b & p associate sound of letters with written form	I'm ... You're ...
2	In the Field	use appropriate courtesy expressions identify objects identify speakers in a conversation	write words read words vocabulary: nature	distinguish between sounds of letters: g & k associate sound of letters with written form	This is ... That's ...
3	On the Farm	give commands apologizing ask about objects identify objects identify speakers in a conversation	write words read words vocabulary: farm animals	distinguish between sounds of letters: m & n associate sound of letters with written form	What's this / that? It's a ...
Review		participate in a conversation identify meaning of a conversation	recognise and produce words (vocabulary)	associate sound of letters with written form	
4	At the Store	give & receive objects express gratitude ask about & identify objects identify speakers in a conversation	write words read words vocabulary: school supplies	distinguish between sounds of letters: d & t associate sound of letters with written form	Is it a / an ...? Yes / No ...
5	At School	asking someone's name count 1-12 ask about numbers identify speakers in a conversation	write words read words read and write numbers 1-12	distinguish between sounds of letters: h & w associate sound of letters with written form	How many ...? Singular / plural
6	In the P.E. class	express pain express concern ask about & express feelings identify speakers in a conversation	write words read words identify antonyms of words vocabulary: feelings	distinguish between sounds of letters: f & v associate sound of letters with written form	Are you ...? Yes / No, I ...
Review		participate in a conversation identify meaning of a conversation	recognise and produce words (vocabulary)		

Term 2

UNIT	TOPIC	LISTENING/SPEAKING	READING/WRITING	PHONICS	GRAMMAR
7	At the Restaurant	give polite commands express likes & dislikes identify speakers in a conversation	write words read words vocabulary: food	distinguish between sounds of letters: s & z associate sound of letters with written form	I like ... I don't like ...
8	At the Supermarket	request an object respond to requests express gratitude ask about likes & dislikes identify speakers in a conversation	write words read words vocabulary: fruits & vegetables	identify sound of short a associate sound of letters with written form	Do you like ...? Yes / No, ...
9	At the Circus	ask about someone's health express sympathy describe others' physical appearance identify speakers in a conversation	write words read words vocabulary: physical descriptions	identify sound of short e associate sound of letters with written form	He / She's ... He / She isn't ...
Review		participate in a conversation identify meaning of a conversation	recognise and produce words (vocabulary)		
10	Around Town	ask for someone's telephone number ask for repetition ask about occupations identify speakers in a conversation	write words read words vocabulary: occupations	identify sound of short i associate sound of letters with written form	Is he / she ...? Yes / No ...
11	In Mona's Garden	introduce others meet someone politely express ability & inability identify speakers in a conversation	write words read words vocabulary: actions	identify sound of short o associate sound of letters with written form	I can / can't ...
12	At the Park	friendly leave taking ask about ability identify speakers in a conversation	write words read words vocabulary: actions	identify sound of short u associate sound of letters with written form	Can you ...? Yes / No, I ...
Review		participate in a conversation identify meaning of a conversation	recognise and produce words (vocabulary)		

Introduction

Course Description

Time for English 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 — Kareem, Mona, and Sokkara the puppet — help focus student interest and involvement throughout the course.

Each level of *Time for English* includes the following components: Student's Book, Audio Cassette and CD, Workbook, and Teacher's Book.

Components

The Student's Books

The Student's Books feature beautiful, full-colour illustrations, and a clear, simple design. The illustrations draw students into the pages to explore and experience the language, enhancing student interest and motivation. *Time for English* Levels 2–5 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.

At the back of each Student's Book is *My Picture Dictionary*, in which students write the vocabulary words as they learn them. Also at the back of the Student's 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 Audio Cassettes and CDs

The Cassettes/CDs feature all Student's Book conversations, vocabulary words, patterns, songs, chants, and phonics sounds and words. Additional exercises on each Cassette provide valuable listening practice.

The Workbooks

The Workbooks are a natural extension of the Student's Books, providing additional reading

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

In order to make it easy for primary one, two and three learners, both student's book and work book are integrated into one book. Thus, each unit is divided into two main sections; the first one constitutes new language presentations and the other one provides hands-on activities based on the content of the first part.

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's 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 tapescript and answer keys.

Included in each Teacher's Book are a special Teacher Resource Guide; Workbook and answer keys; 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's 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.

Course Philosophy

Time for English 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. *Time for English* introduces language in a spiralling 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.

Time for English emphasizes student-centred 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 *Time for English* 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 19). Therefore *Time for English* 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 *Time for English* 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. *Time for English* Teacher’s Books provide a detailed, step-by-step lesson plan for each Student’s Book page. Teachers are encouraged to modify these lesson plans to meet their individual needs.

Time for English 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’s Books so that they focus on the meaningful demonstration of the language. Step-by-step suggestions show how to introduce the target language using Picture and/or Word Cards, realia, drawings, and/or gestures.

3. Practise the Target Language

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

4. Games and Activities

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

5. Finish the Lesson

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

3 On the Farm

Conversation Time

A. Listen and repeat.

B. Listen and find the speakers.

C. Role-play the conversation with a partner.

D. Review. Listen and repeat.

Sh! Be quiet!
Sorry.
That's okay.

Hello! How are you?
Fine, thanks.

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- The conversation box features the conversation and the speakers.
- Sokkara puppet's ribbon is hidden for students to find in every Conversation Time scene.
- Speakers from the conversation are featured in context for students to find in the large scene.
- Three optional extra vocabulary items related to the unit theme are located within the Conversation Time scene.
- *Sokkara World* reviews conversations and grammar from previous units in a humorous way.

Warm-Up and Review

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

Introduce the Conversation

1. Model the conversation in such a way that students can understand the meaning. To do this, bring students (the same number of students as there are speakers in the conversation) to the front of the classroom and have them face each other. Stand behind each student and model his/her line(s) of the conversation, using appropriate facial expressions and body language to convey meaning. This way students know who says which line of the conversation. Each Lesson Plan contains examples of natural body language and facial expressions for each line of the conversation.

2. Teach the meaning of specific new words or phrases in the conversation through drawings, actions or pictures. Students retain language better if they understand the meaning. Detailed examples are provided in each lesson plan.
3. Model the conversation again, as in Step 1, so that students hear it again. Students listen and do not repeat.
4. Divide the class into groups (the same number of groups as there are speakers in the conversation). Model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Groups then change roles and repeat the conversation until each group has practiced each role.
5. 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*. Suggested substitutions are provided where appropriate.

Talk About the Picture

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

Practise the Conversation

A. Listen and repeat.

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

B. Listen and find the speakers.

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

C. Role-play the conversation with a partner.

Students produce the conversation by choosing a partner then role-playing the conversation, using the body language and gestures from Introduce the Conversation. They then change roles and role-play the conversation again.

If a conversation has more than two speakers, divide the class into groups of the same number of students as there are speakers in the conversation. These groups then role-play the conversation. Students in each group continue until each student has taken on each role.

D. Review. Listen and repeat.

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

Find Sokkara's Ribbon

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

OPTION: Students can do any fun task relating to Sokkara's Ribbon or the situation in the picture. Specific suggestions are provided in the lesson plans.

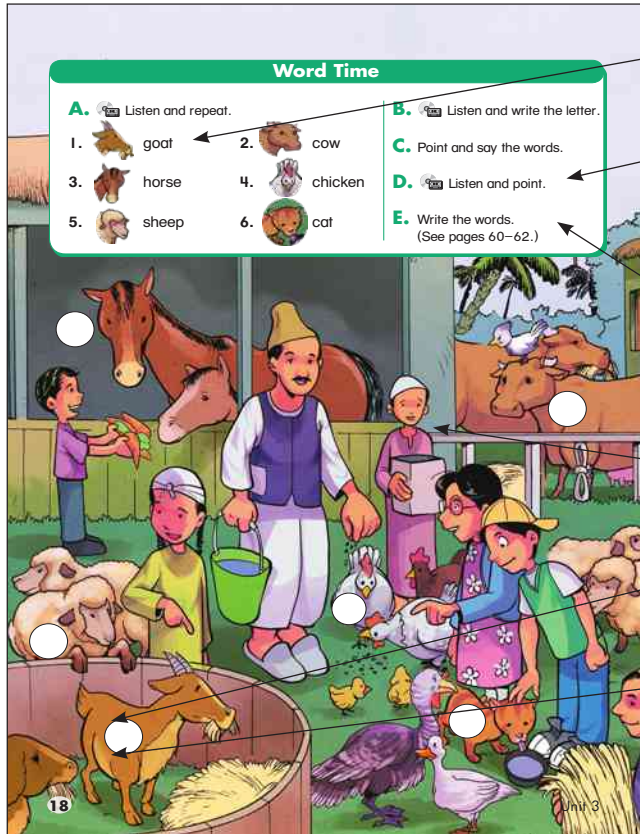
Games and Activities

In order to internalize the new conversation, students practice it through various games and activities. Three or more games and activities are provided in each lesson plan. One of these activities often combines the target conversation with a previously learned conversation in order to recycle language and extend the target conversation.

Finish the Lesson

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

Word Time Sample Page and Lesson Plan



- Six new vocabulary words are introduced per unit.
- Students review the target vocabulary, as well as previously learned conversations and patterns, by listening to the recording, then finding and pointing to the speakers.
- *My Picture Dictionary* at the back of the Student's Book gives students the opportunity to create their own picture dictionary.
- Sokkara the puppet's ribbon is hidden for students to find in every Word Time scene.
- All new vocabulary items are featured in context for students to find in the large scene.
- White circles are placed beside each vocabulary item to help students identify each item in the large scene. Students listen to the recording and write the letter they hear for each vocabulary item in the corresponding white circle.

Warm-Up and Review

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

Introduce the Words

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

Talk About the Picture

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

Practise the Words

A. Listen and repeat.

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

B. Listen and write the letter.

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

C. Point and say the words.

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

OPTIONS:

1. Point to each vocabulary item on the Wall Chart, and have students point to and name the same item in their books.
2. Divide the class into pairs. Students in each pair take turns pointing to and naming each of the target vocabulary items.

D. Listen and point.

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

E. Write the words.

(See pages (60–62 Term 1) (64–65 Term 2)).

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



Find Sokkara's Ribbon

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

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

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

Games and Activities

In order to internalize the new vocabulary, students then practice it through various games and activities. Three or more games and activities are provided in each lesson plan. The first of these activities practices only the target vocabulary so that students focus only on the new words. The remaining games and activities generally allow students to practice the new vocabulary in combination with other meaningful language they know. For example: Students practice the new food vocabulary in the context of *I like/don't like sentences*.

Option: Personalize the Picture. Students do a fun activity to personalize the picture, thus involving them more fully in the topic and language. An activity is provided in each lesson plan.

Finish the Lesson

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

Practice Time Sample Page and Lesson Plan

Practice Time

A. Listen and repeat.

What's this? that?	It's a goat. a cow.
What's = What is	It's = It is

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

- What's this?
It's a goat.
- What's that?
It's a horse.
- What's that?
It's a cat.
- What's this?
It's a cow.
- What's this?
It's a chicken.
- What's that?
It's a sheep.

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

D. Listen and sing along. (See "What's This?" on page 59.)

Unit 3 19

- New grammar patterns are presented as complete sentences.
- Contractions are written out in full form.
- Six substitution exercises serve as controlled practice for the target patterns.
- Simple situational art for each substitution exercise helps to provide meaning.
- Students look back to the Word Time page. Then, using that unit's vocabulary and grammar, they make sentences about various scenes on the page. This allows students to use the grammar patterns in a less controlled and more meaningful, natural context.
- A grammar song in each unit provides a fun review of the new grammar patterns.

Warm-Up and Review

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

Introduce the Patterns

Introduce the target patterns in a methodical, step-by-step way. Once students are familiar with the patterns, provide an activity which allows students to practice using the patterns immediately. Detailed instructions are provided in each lesson plan. Explicit instruction of grammar rules is neither necessary nor recommended in the lower levels, as it could prove too overwhelming.

Practise the Patterns

A. Listen and repeat.

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

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

1. Focus students' attention on numbers 1– 6. Play the recording. Students listen to each pattern and repeat, pointing to the corresponding pictures in their books.
2. Play the recording again. Students listen to each pattern and repeat, pointing to each word in their books.
3. Students are now ready to say the patterns on their own. Students form pairs and take turns saying the patterns in numbers 1– 6.

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

For statement patterns: Students remain in pairs. Focus their attention on the Word Time large scene. They then take turns pointing to and making sentences using the new patterns. Examples are provided in each lesson plan.

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

D.  Listen and sing along or chant.

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

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

2. Play the recording again. Students listen and sing along or chant, using their books for reference. Play the recording as many times as necessary for students to become sufficiently familiar with the song or chant.
3. Play the karaoke version. Students sing or chant in groups with appropriate actions. Detailed activities are provided in each lesson plan.

Games and Activities

In order to internalize the new patterns, students practice them through various games and activities. Three or more games and activities are provided in each lesson plan.



Extra Practice

Explain and assign the Practice Time Worksheet. There is one Worksheet per Practice Time page. Worksheets can be done at home or in class. They can also be given to stronger students while you attend to students who need help. For Worksheets and detailed instructions, see Teacher's Book pages 166 – 195.

Finish the Lesson

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

Phonics Time Sample Page and Lesson Plan

Phonics Time

A. Listen and repeat.

Mm milk mop mother

Nn net night nurse

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

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

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

1. 2. 3. 4. 5. 6.

20 Unit 3

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

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

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

Warm-Up and Review

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

Introduce the Sounds

1. Introduce each target phonics sound and word in a methodical, step-by-step way so that students both hear the target sounds and understand the meaning of each target word. To do this, hold up each Phonics Time Picture Card and say both the target sound and the whole word. Students repeat. Attach the cards to the board.

2. Write each target word on the board in the following way: Write the target letter. Say its sound while pointing to the letter. Students repeat. Write the rest of the word on the board and say the target sound and then the rest of the word, pointing to the two parts of the word and then the whole word. Students repeat.

Practise the Sounds

A. Listen and repeat.

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

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

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

Games and Activities

In order to internalize the new sounds, students practice them through various games and activities. Three or more games and activities are provided in each lesson plan. The first of these activities practices only the target sounds so that students can focus only on these new sounds. The remaining games or activities generally include previously learned sounds as well.



Extra Practice

Explain and assign the Phonics Time Worksheet. There is one Worksheet per Phonics Time page. Worksheets can be done at home or in class. They can also be given to stronger students while you attend to students who need help. For Worksheets and detailed instructions, see Teacher's Book pages 166 – 195.

Finish the Lesson

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



Assessment

Give the unit Test in order to check students' comprehension of the new language items. There is one Test per unit to check students' progress. An extensive midterm and final test are also provided. For Tests and detailed instructions, see Teacher's Book pages 200 – 231.

Sounds Taught in Student's Book 2

Consonants

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

Vowels

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

Review: Story Time Sample Page and Lesson Plan

Review 1
Story Time

A. Listen and repeat.

B. Look at A. Listen and point.

C. Role-play these scenes.

25

- Story Time reviews Conversation Time, Word Time, and Practice Time language from the previous three units.
- Sokkara'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

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

Work with the Pictures

Students open their Student's Books to Sokkara's World. Focus their attention on the pictures and have them find and name any items or

characters they see in the six scenes. These can be single words or phrases. Then talk about what is happening in each scene in order to review the language and bring the pictures to life. Suggested sentences are provided in each lesson plan.

Work with the Text

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

Practise the Story

A. Listen and repeat.

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

B. Look at A. Listen and point.

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

C. Role-play these scenes.

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

Games and Activities

Students review the conversations, vocabulary, and grammar patterns further through games and activities. Two to three games and activities are provided in each lesson plan.

Finish the Lesson


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

Review: Activity Time Sample Page and Lesson Plan

Activity Time

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


dog tree cloud bird goat cow horse chicken sheep cat



B. Listen and circle the correct word.

1. pizza ball 2. kite garden 3. milk nose
4. key girl 5. mop net 6. piano boy

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



26 Review 1

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

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

Review

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

Games and Activities

Students review the language in an enjoyable way through games and activities. At least two games and activities are provided in each lesson plan.

Finish the Lesson

1. 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.
2. Explain and assign the second page of Workbook Review to be done in class or for homework. Detailed instructions on how to introduce the activities are provided at the back of the Teacher's Book.

Teacher Resource Guide

Classroom Management

Motivating Students

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

Tips to maintain high student motivation:

- Be enthusiastic and motivated as a teacher. Enthusiasm is contagious! A positive classroom atmosphere stimulates creativity and student participation.
- Provide activities in which all students participate. This gives students the opportunity to get to know and learn from their classmates.
- Acknowledge all students, especially those that are shy and reticent to speak, in order to make them feel important and successful. Acknowledge participation, good behaviour, and helpfulness as well as language proficiency. Give award certificates to students to acknowledge their successes. Photocopiable award certificates are provided on pages 198 – 201. 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 behaviour, 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 behaviour and attempt to address these issues. Possible reasons for behaviour 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 22–23) 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 behaviours. 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

Time for English 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 colouring 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: colour charts, vocabulary words, letters whose sounds students have learned.
- Designate a space on the bulletin board as a photo corner. Display photos of students working on projects or activities in the classroom, pictures of students on special trips, or students at home.

Picture and Word Cards

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

Games and Activities

Games and activities are a vital component of any curriculum for language learners. Games provide a strong motivation for students to experience the language in a natural, meaningful, and enjoyable way. Pages 140–147 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 modelled 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 colour 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 *Time for English* Student's 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's 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 colouring.

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.

Sample Teacher's Log

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

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

Focus: Frequently used classroom language

Materials Needed: CD/cassette and player



Introduce the Language

- Sit down on a chair. Model *stand up* by saying Stand up and standing up. Then model sit down by saying Sit down and sitting down. Do this three to four times. Then say Stand up. Students repeat and stand up. Say Sit down. Students repeat and sit down. Do this several times, gradually decreasing the pause between naming the two actions. Next, go to an individual student and say (Hala), stand up. If (Hala) stands up, say Sit down. If (Hala) does not stand up, gesture to (Hala) to stand up, then say Sit down. Repeat this procedure with three to four different students.
- Follow the same procedure as in Step 1 for the remaining classroom language items, using the following actions:

Listen: Cup your hand behind one ear.

Quiet: Hold your index finger to your lips.

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

Point: Point to any item in the classroom.

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

Close your book: Close the book.

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

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

work in pairs: Say “work in pairs” while helping the students to do that.

work in Groups: Say “work in groups” of (3) while helping the students to form the groups.

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

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

Practise the Language

Students open their Student Books to page vi.

Listen and do the actions.

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

Stand up. Stand up.

Sit down. Sit down.

Listen. Listen.

Quiet! Quiet!

Stop! Stop!

Point. Point.

Open your book. Open your book.

Close your book. Close your book.

Take out your pencil. Take out your pencil.

Put away your pencil. Put away your pencil.

work in pairs. work in pairs.

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

Games and Activities

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

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

Finish the Lesson

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

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

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

The Alphabet

Focus: Uppercase and lowercase alphabet letters

Materials Needed (excluding materials for optional activities): Cassette/CD and player; uppercase alphabet cards, 1 set per 4–5 lowercase alphabet cards, 1 set per 4–5 students (see Picture and Card Book pages 51–54)

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

Warm-Up and Review

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

Introduce the Alphabet

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

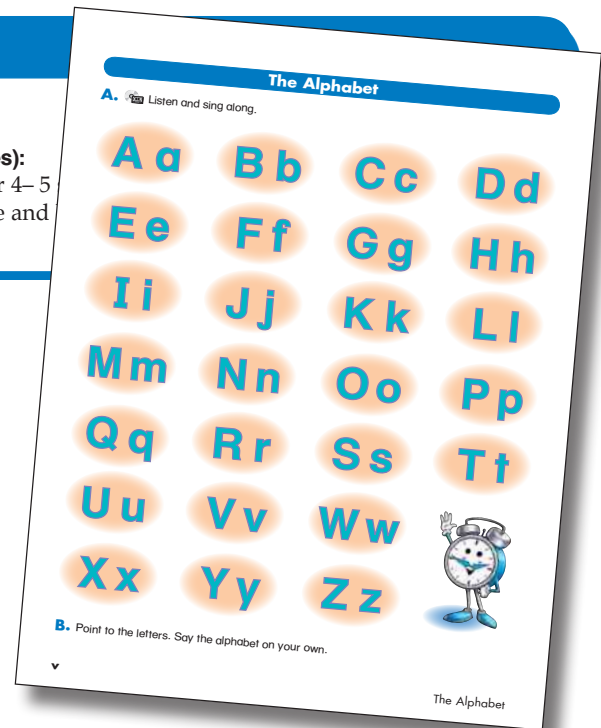
Practise the Alphabet

Students open their Student Books to page v.

A. Listen and sing along.

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

a b c d
e f g h
i j k l



m n o p
q r s t
u v w
x y z
a b c d e f g
h i j k l m n
o p q r s t u
v w x y z

2. Read the letters line by line. Students repeat each line. Play the recording again. Students listen and point to the letters in their books.
3. Play the recording again. Students listen and sing along, using their books for reference. Play the recording as many times as necessary for students to become familiar with the song.
Teacher Tip: The recording can be played at the beginning of each lesson until students are familiar with the letter names.

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

Students point to and name each letter.

Games and Activities

1. **Write in the Air.** Write the alphabet, both uppercase and lowercase, on the board. Point to and name A. Write A with your finger on

the board next to A. Do this slowly so that students see the stroke order. Students then write A in the air with their fingers and say A. Do the same with a. Continue in the same way with all the letters of the alphabet.

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

- Put Them in Order.** Distribute all the uppercase alphabet cards, so that each student has at least one card (students may have more than one card). Students then come to the front of the classroom one by one and, using their Student's Books for reference if necessary, attach their alphabet cards to the board in alphabetical order starting from A. Once all the cards are on the board, point to each letter and have students say its name.
LARGE CLASSES: Divide the class into two groups. Give each group the whole set of the alphabet cards. Each group sends a volunteer to attach the cards to the board. Then you with the students check the order.
- Match Uppercase to Lowercase.** Divide the class into groups of four to five, and give each group a set of uppercase and lowercase alphabet cards. Students in each group distribute the cards evenly among themselves. A student in each group (S1) begins by laying down one of the uppercase cards he/she has, and naming the letter. The student who has the corresponding lowercase card puts it beside the uppercase card and names the letter. Groups continue in the same way until all the cards have been matched and named.
- Option: Project.** Students make an Alphabet Book by drawing and then coloring all the letters of the alphabet, each on a separate piece of paper. Each student then uses staples, yarn, or clips to make a book. As students learn new words, they write them on the page of their Alphabet Book that corresponds to the word's initial letter. After completion of Time for English Level 2, students take these Alphabet Books home to share with their parents.

Finish the Lesson

- Can You Name the Letter?** Write the alphabet, both uppercase and lowercase letters, on the board. Point to each letter and have students name it.
- Explain and assign Workbook pages vi and vii. (For instructions, see Teacher's Book page 148.)



In the Neighbourhood

Conversation Time

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

Function: Greetings

Materials Needed (excluding materials for optional activities): Cassette/CD and player; Wall Chart 1; a ball

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

Warm-Up and Review

- Review: The Alphabet.** Write some letters of the alphabet, both uppercase and lowercase, on the board. Point to each letter and elicit its name.
- Check Workbook pages vi and vii. (For instructions and answer key, see Teacher’s Book page 148.)

Introduce the Conversation

- Bring two students to the front of the classroom. Stand behind each student and model his/her line(s) of the conversation with the following actions:

<i>Good morning.</i>	Smile and wave.
<i>Hello! How are you?</i>	Smile and wave. Then raise your eyebrows, look quizzically at the student, and extend your right hand (palm upward) toward the student as you speak.
<i>Fine, thank you.</i>	Smile and nod your head slightly.
- Clarify word meaning.

morning: Draw a row of three suns on the board, one sun just rising, one high in the sky, and one setting. Point to the rising sun and say *morning*. Students repeat.

fine: Smile, look content, and say *fine*. Students repeat. Look sad, shake your head, and say *not fine*. Again smile, look content, and say *fine*. Students repeat.
- Model the conversation again, as in Step 1.
- Divide the class into Groups A and B. Model each line of the conversation again using facial expressions and body language. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Encourage students to copy your facial expressions and body language. Groups then change roles and repeat the conversation again.



- Groups A and B say alternate lines of the conversation. Groups then change roles and say the conversation again. Prompt when necessary.

OPTIONS:

- Include other greeting expressions. For example: *Good afternoon/Good evening.*
- The colloquial reply for *Good morning* is *Hello* or *Hi*. The formal reply is *Good morning*. Teach both if desired.
- Explain that Fine, thank you is generally used only when students feel fine. Teach other options like I have a cold, I'm tired, I'm sleepy, or I'm hungry and encourage students to use these responses when appropriate.*

Culture Note: Generally adults shake hands when greeting one another. When children are greeting one another, they generally just give a small wave and smile.

Talk About the Picture

- Attach Wall Chart 1 to the board, or open a Student’s Book to page 1. Students then open their Student’s Books to page 1. Read the following “story” while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words). If students repeat, do not stop them, but they are not required to do so.

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

This is a **boy**. He's saying Good morning to the **girl**. This is a **girl**. She's saying Hello to the **boy**. This is a **woman**. She's running to the **taxi**. This is a **man**. He's sitting on the **bench** and reading. This is a **baby**. He's looking at the bird.

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

Who's saying Good morning? Point.

Who's saying Hello? Point.

Who's reading? Point.

Who's looking at the bird? Point.

Practise the Conversation

A. Listen and repeat.

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

Boy: *Good morning.*

Girl: *Hello! How are you?*

Boy: *Fine, thank you.*

B. Listen and find the speakers.

Play the recording (second version of the conversation). Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with a partner.

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

D. Review. Listen and repeat.

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

A: *Hello!*

B: *Hi!*

OPTION: Students role-play the conversation.



Find Sokkara's Ribbon

Students find Sokkara's ribbon hidden in the large scene.

Answer Key: Sokkara's ribbon is one of the legs of the park bench upon which the man reading the newspaper is sitting.

OPTION: Students find Sokkara's ribbon as above. They then draw a ribbon on a piece of paper, colour it, and cut it out to use as a bookmark.

Games and Activities

1. **Around the Circle.** Students sit in a circle. A volunteer (S1) begins by turning to the student on his/her left (S2), and saying *Good morning*. S2 replies *Hello! How are you?* and S1 says *Fine, thank you*. Then, using the target conversation, S2 turns to greet the student on his/her left. Students continue around the circle in the same way until they all have taken a turn.

LARGE CLASSES: Each row of students practices the conversation as above, with the first student in each row (S1) turning to greet the second student in each row (S2), and so on down the row.

2. **Who Was That?** (See Game 7, page 140.) Play the game using the target conversation.
3. **Toss the Ball.** (See Game 5, page 140.) Play the game using the target conversation.

Finish the Lesson

1. **Role-play the Conversation.** Bring two volunteers to the front of the classroom and have them role-play the conversation. Other volunteer pairs then take turns role-playing the conversation in front of the class.
2. Explain and assign Workbook page 5. (For instructions, see Teacher's Book page 148.)

Word Time

Language Focus: People and puppets (*Mona, Kareem, Sokkara, girl, boy, puppet*)

Materials Needed (excluding materials for optional activities): Cassette/CD and player; Wall Chart 2; Unit 1 Word Time Picture Cards, 1 card per student and teacher (see Picture and Word Card Book page 1)

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

Warm-Up and Review

- Conversation Review: Greet One Another!**
As students enter the classroom, greet them by saying *Good morning*. Encourage them to respond with *Hello! How are you? Say Fine, thank you*. Once students are seated for class, have this conversation with three to four different students. Then have students use this conversation to greet other students sitting nearby.
- Check Workbook page 5. (For instructions and answer key, see Teacher's Book page 148.)

Introduce the Words

- Hold up and name the Unit 1 Word Time Picture Cards one by one. Students listen. Hold up and name the cards again, and have students repeat. Hold up the cards in random order and have students name them.
- Point to a girl and say *girl*. Students repeat. Do the same with two to three other girls. Point to each of these same girls again and say their first names. Students repeat. Repeat this procedure with three to four boys.

Talk About the Picture

- Students open their Student's Books to page 2. They look at the large scene and name anything they can.
- Attach Wall Chart 2 to the board, or open a Student's Book to page 2. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*). If students repeat, do not stop them, but they are not required to do so.

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

This is **Mona**. She's a girl. This is **Kareem**. He's a boy. **Kareem** is saying Hello to Mona. This is a



puppet. Here's another puppet. Oh! It's **Sokkara!** **Mona's grandfather** is singing a song. **This puppet** likes the song.

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

(**Mona**) Is this Kareem?

(**Kareem**) Is this Kareem?

(**Sokkara**) Is this Mona?

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

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

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

(**puppet in the window**) Is it a puppet?

Who's singing? Point.

Practise the Words

A. Listen and repeat.

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

- Mona*
- Kareem*
- Sokkara*
- girl*
- boy*
- puppet*

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

B. Listen and write the letter.

- Play the recording. Students listen and write the letter they hear in the white circle for each

vocabulary item. Play the recording as many times as necessary for students to complete the task.

- a. *girl, girl*
- b. *puppet, puppet*
- c. *Sokkara, Sokkara*
- d. *Mona, Mona*
- e. *boy, boy*
- f. *Kareem, Kareem*

2. Check answers by writing the letters a–f on the board then having volunteers come to the board

and attach the corresponding picture card next to each letter. Point to each picture and have students name it.

C. Point and say the words.

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

D. Listen and point.

Play the recording. Students listen to the sound effects and words. For the vocabulary, they point to that person or puppet; for the conversations, they point to the speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

A puppet. (any puppet)

A boy. (any boy)

A girl. (any girl)

Mona!

kareem!

Sokkara!

Now listen and point to the speakers.

A: Good morning, Kareem. (Kareem and Mona)

B: Hello, Mona. Hello, Sokkara.

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

B: Hello, Hisham!

E. Write the words. (See pages 60–62.)

Students turn to page 60 (*My Picture Dictionary*), find the picture of each target vocabulary item, and write the word next to it.



Find Sokkara's Ribbon

Students find Sokkara's ribbon hidden in the large scene.

Answer Key: The stem of one of the flowers in the flower box in the middle window of the apartment building is in the shape of Sokkara's ribbon.

OPTION: Students find Sokkara's ribbon as above. Then each student draws a picture of a flower garden, hiding three to four ribbons within the picture. When finished, students exchange pictures and try to find the ribbons in their classmate's drawing.

Extra Vocabulary. Students turn to page

1. Introduce the extra vocabulary items man, woman, baby. Students then find these people in the large scene.

Games and Activities

1. **Name the Card.** Bring six volunteers to the front of the classroom. Give each volunteer one of the Unit 1 Word Time Picture Cards. The volunteers hold the cards up so the rest of the class can see them clearly. Name one of the cards. Students repeat and point to the volunteer holding that card. Continue until all the cards have been named. Do the activity again, with students taking on the teacher's role and naming cards.
2. **Listen, Name, and Do.** Give each student a Unit 1 Word Time Picture Card. Say *Sokkara, stand up*. Students holding the *Sokkara* card stand up and say *Sokkara*. Continue in the same way, using different vocabulary words and classroom language, until all cards have been named several times. Then have students exchange cards and do the activity again.
3. **Option: Personalize the Picture.** Bring three volunteers to the front of the classroom. Assign each volunteer the role of either *Mona*, *Kareem*, or *Sokkara*, saying *You're (Mona)*, *You're (a girl)*. Each student poses as his/her assigned character in the large scene, in order to recreate the scene. Point to each volunteer and have him/her name the character he/she is portraying. Do the activity again with three new volunteers.
4. **Option: Project.** Students look through old magazines or newspapers and cut out pictures of boys, girls, and puppets. Label one large sheet of paper *Boys*, another one *Girls*, and another one *Puppets*. Students then glue their pictures of boys onto the *Boys* paper, their pictures of girls to the *Girls* paper, and their pictures of puppets to the *Puppets* paper. Hang these collages on the wall for future reference.

Finish the Lesson

1. **Slow Reveal.** (See Game 30, page 144.) Play the game using Unit 1 Word Time Picture Cards.
2. Explain and assign Workbook page 6. (For instructions, see Teacher's Book page 148.)

Practice Time

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

Function: Introducing oneself; identifying others

Materials Needed (excluding materials for optional activities): Cassette/CD and player; a ball; Unit 1 Word Time Picture Cards, 1 set; Unit 1 Word Time Word Cards, 1 set per 4–5 students; Unit 1 Grammar Cards, 1 set per 4–5 students (see Picture and Word Card Book pages 1, 2, and 55)

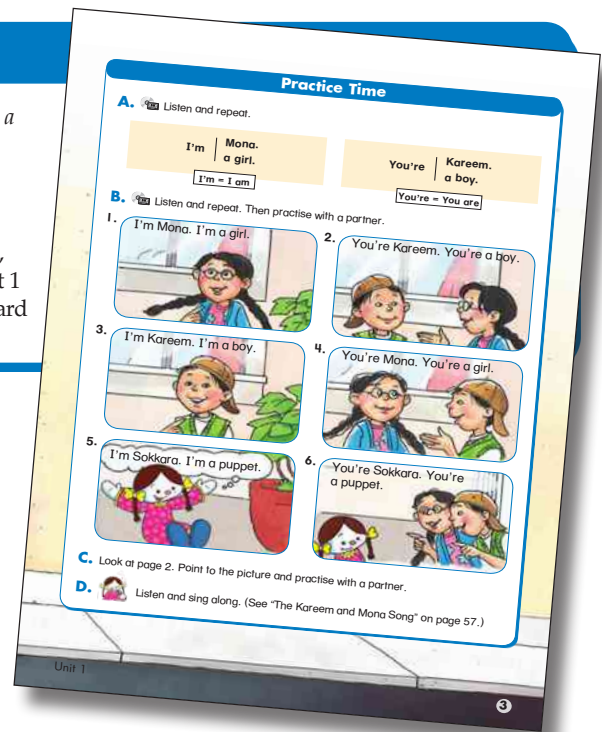
For general information on Practice Time, see pages 12–13.

Warm-Up and Review

- Vocabulary Review: Guess What's Missing.** (See Game 22, page 143.) Hold up each Unit 1 Word Time Picture Card and elicit its name. Then play the game using these cards.
- Check Workbook page 6. (For instructions and answer key, see Teacher's Book page 148.)

Introduce the Patterns

- I'm (Mona). I'm a (girl).** Point to yourself and say *I'm (Ms. Sahar)*, emphasizing *I'm*. Do this twice. Write *I'm (Ms. Sahar)* on the board. Point to and read each word. Students repeat. Bring a girl and a boy volunteer to the front of the classroom and have each of them say *I'm (Ahmed)* and *I'm (Manal)*, pointing to their chests as they say their names. Write *I'm (Ahmed)* and *I'm (Manal)* on the board. Point to and read each word. Students repeat. Give the *boy* picture card to the boy volunteer, and the *girl* picture card to the girl volunteer. Stand behind the boy, point to the picture card, and say *I'm a boy*. The boy repeats, pointing to the card. Do the same with the girl. Write *I'm a girl* and *I'm a boy* on the board. Point to and read each word. Students repeat. Point to and read *I'm (Ahmed). I'm a boy* on the board, then have the boy volunteer say *I'm (Ahmed). I'm a boy*. Do the same with the girl volunteer, eliciting *I'm (Manal). I'm a girl*.
- You're (Kareem). You're a (boy).** Point to a student, look at him/her, and say *You're (Hany)*, emphasizing *You're*. Students repeat. Do the same with several other students, both boys and girls. Then write *You're Hany* on the board. Point to and read each word. Students repeat. Then point to a boy and say *You're (Mohamed). You're a boy*. Students repeat. Write *You're a boy* on the board. Point to and read each word. Students repeat. Point to a girl and say *You're (Amira). You're a girl*. Students repeat. Then write *You're a girl* on the board. Point to and read each word. Students repeat. Students then take turns



pointing to students sitting nearby and saying *You're (Basma). You're a (girl)*.

- Practice for Fluency.** Divide the class into pairs. Students in each pair take turns saying *I'm (Samy). I'm a (boy)* about themselves, and *You're (Basma). You're a (girl)* about their partners. Students then change partners and repeat the activity.

Practise the Patterns

Students open their Student's Books to page 3.

A. Listen and repeat.

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

I'm Mona. I'm a girl.

You're Kareem. You're a boy.

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

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

- Write the explanation of the contractions on the board:

I'm = I am

You're = You are

Point to and read each word. Students repeat. Then say each pattern with the full form of the contractions. Students repeat. Students practice

each pattern in the pattern box, using both the contractions and the full form of the contractions.

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

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

1. *I'm Mona. I'm a girl.*
2. *You're Kareem. You're a boy.*
3. *I'm Kareem. I'm a boy.*
4. *You're Mona. You're a girl.*
5. *I'm Sokkara. I'm a puppet.*
6. *You're Sokkara. You're a puppet.*

2. Play the recording again. Students listen and repeat, pointing to each word in their books.

They take turns reading the statements

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

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

Students remain in pairs and look at page 2.

They then take turns making statements about the characters in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to Sokkara): *You're Sokkara. You're a puppet.*

D.  Listen and sing along.

1. Students turn to *The Kareem and Mona Song*, page 57. Focus their attention on the pictures. Using the pictures as cues, students try to guess some of the lyrics. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

The Kareem and Mona Song
(Melody: *Where is Thumbkin?*)

*Hi! I'm Mona. Hi! I'm Mona.
I'm a girl. I'm a girl.
Hi! I'm Kareem. Hi! I'm Kareem.
I'm a boy. I'm a boy.
Hi! I'm Mona. Hi! I'm Mona.
Hi! I'm Kareem. Hi! I'm Kareem.
How are you today, Kareem?
Fine, thank you, Mona.
How are you?
Fine, thank you.*

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

3. Divide the class into Groups A and B. Play the karaoke version. Group A sings Mona's lines, pointing to themselves while singing *I'm*. Group

B sings Kareem's lines, pointing to themselves when singing *I'm*. Groups change roles and sing the song again.

Games and Activities

1. **Sit in a Group.** Students sit in a group of four to five. A volunteer (S1) begins by turning to the student on his/her left (S2), and introducing him/herself using the target pattern. S2 then repeats S1's information, and introduces him/herself to S1. For example: S1: *I'm Sarah. I'm a girl.* S2: *You're Sarah. You're a girl. I'm Alaa. I'm a boy.* S2 then turns to introduce him/herself in the same way to the student on his/her left (S3). Students continue around the group in the same way until all students have taken a turn.

LARGE CLASSES: Each row of students practices the patterns as above, with the first student in each row (S1) turning to introduce him/herself to the second student in each row (S2), and so on down the row.

OPTIONS:

1. Do the activity as above and time students to see how fast they can go around the circle in this way.
 2. Do the activity as above, and add *Hello* or *Hi* to the pattern. For example: *Hello. I'm Alaa. I'm a boy.*
2. **Make the Sentences.** (See Game 41, page 145.) Do the activity using Unit 1 Word Time Word Cards and Grammar Cards.



Extra Practice

Explain and assign Worksheet 1, Name Game, page 172. (For instructions and answer key, see page 166.)

Finish the Lesson

1. **Toss the Ball.** Toss a ball to a student (S1) and elicit *I'm (Ahmed). I'm a (boy).* This student then tosses the ball to another student (S2), who says *You're (Ahmed). You're a (boy). I'm (Samir). I'm a (boy).* S2 then tosses the ball to another student, who says *You're (Samir). You're a (boy). I'm (Ola). I'm a (girl).* Play continues around the classroom in the same way until most students have had a chance to speak.
2. Explain and assign Workbook page 7. (For instructions, see Teacher's Book page 148.)

Phonics Time

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

Materials Needed (excluding materials for optional activities): Cassette/CD and player; 2 pieces of paper; Unit 1 Phonics Time Picture Cards, 1 card per 2 students; *b* and *p* alphabet cards, 1 set per student (see Picture and Word Card Book pages 3 and 51–54)

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

Warm-Up and Review

- Pattern Review: Point and Say.** Say *I'm (Ms. Sahar)*. Then point to a student (S1) and say *You're (Mohamed)*. You're a (boy). S1 says *I'm (Mohamed)*. *I'm a (boy)*, points to another student (S2), and says *You're (Nashwa)*. *You're a (girl)*. S2 then points to another student and so on around the class. Students continue in the same way until most students have had a chance to speak.
- Check Workbook page 7. (For instructions and answer key, see Teacher's Book page 148.)

Introduce the Sounds

- Hold up the *ball* picture card and say /b-/ *ball*, stressing the initial sound. Students repeat. Attach the *ball* card to the board. Do the same with *bird* and *boy*. Repeat the activity for the three /p/ words *pencil*, *piano*, *pizza*.
- Write *b* on the board. Say /b/ while pointing to the letter. Students repeat. Add *all* to the right of *b* and say /b/-*all*, *ball* pointing to the two parts of the word and then the whole word. Students repeat. Do the same with *boy* and *bird*. Repeat the entire procedure for the /p/ words.

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

Practise The Sounds

Students open their Student's Books to page 4. Students are expected to know the meaning of only the six words at the top of the page. The remaining words they hear in the lesson are for the purpose of sound recognition only. It is not necessary to teach these words as vocabulary.

Phonics Time

A. Listen and repeat.

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

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

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

Unit 1

A. Listen and repeat.

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

b / b/
ball
bird
boy

p / p/
pencil
piano
pizza

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

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

- book, book*
- boy, boy*
- pen, pen*
- ball, ball*

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

Answer Key: Pictures 1, 2, and 4 are circled.

C.  Does it begin with p? Listen and circle.

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

1. *bag, bag*
2. *peach, peach*
3. *pie, pie*
4. *piano, piano*

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

Answer Key: Pictures 2, 3, and 4 are circled.

D.  Does it begin with b or p? Listen and circle.

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

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

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

Answer Key: 1. *b* 2. *p* 3. *p* 4. *b* 5. *p* 6. *b*

Games and Activities

1. **Raise the Card.** Give each student one *b* and one *p* or let students draw their own cards and write whether *p* / *b* alphabet card. Say either /*b*/ or /*p*/. Students raise the corresponding alphabet card. Continue for two to three minutes.
2. **Walk to b or p.** Write *b* on a piece of paper and attach it to the left side of the board. Write *p* on another piece of paper and attach it to the right side of the board. Say a word that begins with either *b* or *p* (see Suggested Words below). Get volunteers walk to the board. If they think the word begins with *b*, they go to the left side of the

board. If they think it begins with *p*, they go to the right side. Write the word on the board, say it again, and have students repeat and re-adjust their positions if need be. Do the same with ten to twelve different words.

Suggested Words: *pen, beg, pill, pest, baby, boy, pizza, ball, bird, peg, pencil, bun*

LARGE CLASSES: Instead of walking to the letters, students point to them from their seats.



Extra Practice

Explain and assign Worksheet 2, Phonics Fun *b* and *p*, page 173. (For instructions and answer key, see page 166.)

Finish the Lesson

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

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

2. Explain and assign Workbook page 8. (For instructions, see Teacher's Book pages 148–149.)



Assessment

Explain and assign the Unit 1 Test, page 210. (For instructions and answer key, see page 200.)



In the Field

Conversation Time

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

Function: Polite exchanges for a sneeze

Materials Needed (excluding materials for optional activities): Cassette/CD and player; Wall Chart 3; a timer; Unit 1 Phonics Time Picture Cards, 1 set (see Picture and Word Card Book page 3)

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

Warm-Up and Review

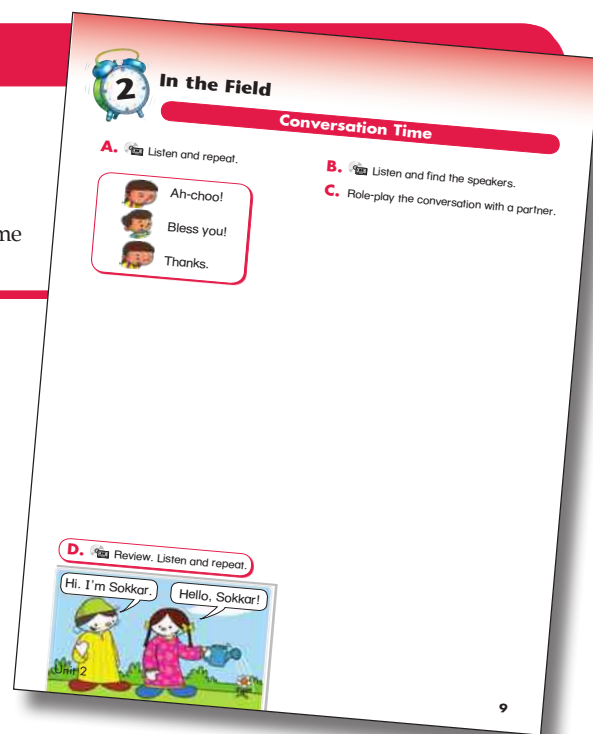
- Phonics Review: What Sound Does It Begin With?** Write *b* and *p* on the board, and elicit the sound of each letter. Hold the *ball* picture card under each letter and ask *Does ball begin with /b/ or /p/*? Elicit */b/*, and stick the ball picture card below *b*. Do the same with the remaining Unit 1 Phonics Time Picture Cards.
- Check Workbook page 8. (For instructions and answer key, see Teacher’s Book pages 148–149.)

Introduce the Conversation

- Bring two students to the front of the classroom. Stand behind each student and model his/her line(s) of the conversation with the following actions:
Ah-choo! Sneeze in an exaggerated way.
Bless you! Smile sympathetically.
Thanks. Look relieved and smile a little.
- Divide the class into Groups A and B. Model each line of the conversation again using facial expressions and body language. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Encourage students to copy your facial expressions and body language. Groups then change roles and repeat the conversation again.

Talk About the Picture

- Attach Wall Chart 3 to the board, or open a Student’s Book to page 9. Students then open their Student’s Books to page 9. Read the following “story” while pointing to or touching



the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

This is **Amira**. She’s a girl. This is **Ayman**. He’s a boy.

Amira says *Ah-choo!* **Ayman** says *Bless you.* **This boy** is flying a kite. There are a lot of **animals** and **plants** in the field. Look at the **ducks**, the **butterflies**, and the bee. Here’s a **tree**, and here are some **flowers**, too.

- Ask the following questions while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).
(Amira) Is she a boy?
 Who says *Ah-choo*? Point.
 Who says *Bless you*? Point.
 Who says *Thanks*? Point.
(Ayman) Is he a boy?
 Is **Ayman** flying a kite?
 Can you point to the girl?

Practise the Conversation

- A. Listen and repeat.**

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

Amira: *Ah-choo!*
Ayman: *Bless you!*
Amira: *Thanks.*

B.  Listen and find the speakers.

Play the recording (second version of the conversation). Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to do the task.

C. Role-play the conversation with a partner.

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

D.  Review. Listen and repeat.

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

A: *Hi. I'm Sokkar.*
B: *Hello, Sokkar!*

OPTION: Students role-play the conversation.



Find Sokkara's Ribbon

Students find Sokkara's ribbon hidden in the large scene.

Answer Key: Sokkara's ribbon is one of the bows on the kite tail.

OPTION: Students find Sokkara's ribbon as above, then use paper, scissors, string, and glue to make a kite. They should hide a ribbon somewhere on the kite. Students then take turns standing up and showing their kites to the rest of the class. Seated students try to find the hidden ribbon on each kite (This could be assigned as homework).

Games and Activities

- 1. Pair work.** Divide the class into pairs to role-play the conversation. Partners then change roles and repeat the activity. Once pairs have practiced both roles two to three times, pretend to sneeze and elicit the rest of the conversation from the class.
- 2. Pass the timer.** Sneeze and hand a student a timer set for one minute. (set the timer according to the number of your students) That student says *Bless you!* and passes the timer to another student. That student says *Thanks*, and passes the timer to the next student, who sneezes. Students continue in the same way, passing the timer as quickly as possible so they are not holding it

when it rings. Make sure students are saying the conversation lines correctly even though they are trying to speak quickly.

LARGE CLASSES: Use one timer for each row. Students pass the timer along the row as they say the conversation.

- 3. Combine the Conversations.** Combine the Units 1 and 2 conversations on the board in the following way:

A: *Hello! How are you?*
B: *Fine, thank you.*
A: *Ah-choo!*
B: *Bless you!*
A: *Thanks.*

Point to and read each line. Students repeat. Bring two volunteers to the front of the classroom to role-play the conversation. Then divide the class into pairs and have pairs role-play the conversation in the same way. Students in each pair then change roles and role-play the conversation again.

Finish the Lesson

- 1. Guess Who Sneezed.** Bring a volunteer to the front of the classroom and have him/her sit with his/her back to the rest of the class. Any other student sneezes. The volunteer tries to guess the name of the «sneezer» and says *Bless you, (Rana)!* If the volunteer has guessed correctly, the «sneezer» responds by saying *Thanks*. Another volunteer then comes to the front of the classroom. If the volunteer does not guess correctly, the «sneezer» sneezes again. If the volunteer guesses incorrectly three times, another volunteer comes to the front of the classroom. Continue until three to four volunteers have come to the front of the classroom to guess.
- 2. Explain and assign Workbook page 13.** (For instructions, see Teacher's Book page 149.)

Word Time

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

Materials Needed (excluding materials for optional activities): Cassette/CD and player; Wall Chart 4; Unit 2 Word Time Picture Cards, 1 card per student (see Picture and Word Card Book page 5)

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

Warm-Up and Review

1. **Conversation Review: Role-Play the Conversation.** Role-play the Unit 2 target conversation with a volunteer. Then have students turn to a classmate sitting nearby. These pairs role-play the conversation together. They then change roles and role-play the conversation again.
2. Check Workbook page 13. (For instructions and answer key, see Teacher's Book page 149.)

Introduce the Words

Draw a simple outdoor scene on the board which includes a tree, a flower, a cloud, a lake, a bird, and a butterfly. Point to each item and name it. Point to and name each item again, and have students repeat. Then point to the items in random order and have students name them.

Talk About the Picture

1. Students open their Student's Books to page 10. They look at the large scene and name anything they can.
2. Attach Wall Chart 4 to the board, or open a Student's Book to page 10. Read the following "story" while pointing to or touching the pictures (bold words) and pantomiming the actions or adjectives (italicized words).

Look, this is **Sokkara**, the puppet. This is **Mona**. She's a girl. A **butterfly** is on her nose. This is **Kareem**. He's a boy. A **bird** is on his finger. That's a **cloud**. It's high in the sky. And here are some **ducks**, swimming on the **lake**.

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

Can you point to **Sokkara**?
Is **Sokkara** a puppet?



- Can you point to Mona?
Is **Mona** a girl?
Can you point to **Kareem**?
Is **Kareem** a puppet?
Can you *point* to the butterfly?
Can you *point* to a tree?

Practise the Words

A. Listen and repeat.

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

1. *tree*
2. *butterfly*
3. *flower*
4. *cloud*
5. *bird*
6. *lake*

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

B. Listen and write the letter.

1. Play the recording. Students listen and write the letters they hear in the white circle for each vocabulary item. Play the recording as many times as necessary for students to complete the task.

- a. *bird, bird*
- b. *butterfly, butterfly*
- c. *tree, tree*
- d. *lake, lake*
- e. *flower, flower*
- f. *cloud, cloud*

2. Check answers by writing the letters a–f on the board then having volunteers come to the board and attach the corresponding picture card next to each letter. Point to each picture card and have students name it.

C. Point and say the words.

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

D. Listen and point.

Play the recording. Students listen to the sound effects and words, and point to the corresponding nature items or speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

Oh! A butterfly.

A bird!

A tree. (any tree)

Ah, a cloud. (any cloud)

A lake.

A flower. (any flower)

Now listen and point to the speakers.

Hi, bird! (Kareem)

Hello, butterfly! (Mona)

E. Write the words. (See pages 60–62.)

Students turn to page 63 (My Picture Dictionary), find the picture of each target vocabulary item, and write the word next to it.



Find Sokkara's Ribbon

Students find Sokkara's ribbon hidden in the large scene.

Answer Key: Sokkara's ribbon is part of the handle on the picnic basket.

Optional: Students find Sokkara's ribbon as above, then draw their own field/picnic scene, hiding three ribbons in it. When finished, students exchange pictures and try to find the ribbons in their classmate's drawing.

Extra Vocabulary. Students turn to page 9. Introduce the extra vocabulary items bush, bee, frog. Students then find these items in the large scene.

Games and Activities

1. **Run and Find.** (See Game 29, page 144.) Play the game using Unit 2 Word Time Picture Cards.
2. **Remember and Name the Items.** Give each student a Unit 2 Word Time Picture Card. Ask a volunteer (S1) to name his/her card. S1 names it then points to another student (S2). S2 names S1's

card, names his/ her own card, and then points to a third student (S3). S3 names S1 and S2's cards, then names his/her own card. Students continue in the same way until a student fails to name all the cards in the correct order. When this happens, the activity begins again from that student. Continue until all students have had a turn.

3. **Draw a Field.** Using both Units 1 and 2 vocabulary, students name items and people that they might find in a field. As they name each item or person, draw it on the board so that by the end of the activity there is a full field scene on the board. Students may name items more than once so that there are, for example, three trees in the field. Once the drawing is complete, point to each item and elicit its name.

LARGE CLASSES: Divide the class into groups of four to five. Each group does the activity as above, selecting one person to be the artist. The artist acts as the teacher, and draws the named items on a sheet of paper.

4. **Option: Personalise the Picture.** Divide the class into groups of five to six. Give each group a large piece of paper, six small pieces of paper, and crayons or markers. Members of each group work together to draw a generic field on the large piece of paper. Then each member of the group draws one nature item on a small piece of paper. When they are finished, the members of the group cut out their items and glue them onto the field scene on the large piece of paper. Group members write the names of the items on the large picture for each group. Groups take turns standing up and pointing to and naming the items in their picture for the rest of the class. Display the fields on the classroom wall for future review.

Finish the Lesson

1. **Identify the Drawing.** Stand the Unit 2 Word Time Picture Cards on the chalktray for reference. On the board, draw a picture of one of the items, one line at a time. (stick figures) Students try to identify the drawing after each line has been drawn. The first student to guess correctly comes to the front of the classroom, picks up that card and names it. That student then draws the next picture on the board. Students continue in the same way until all the Unit 2 vocabulary has been drawn on the board.
2. Explain and assign Workbook page 14. (For instructions, see Teacher's Book page 149.)

Practice Time

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

Function: Identifying objects

Materials Needed (excluding materials for optional activities): Cassette/CD and player; Unit 2 Word Time Picture Cards, 1 set per 4–5 students and teacher; Unit 2 Word Time Word Cards, 1 set per student; Unit 2 Grammar Cards, 1 set per 4–5 students (see Picture and Word Card Book pages 5, 6 and 55)

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

Warm-Up and Review

1. **Vocabulary Review: Name and Point.** Hold up each Unit 2 Word Time Picture Card and elicit its name. Students then open their Student's Books to page 6 and take turns pointing to and naming these items in the large scene.
2. Check Workbook page 14. (For instructions and answer key, see Teacher's Book page 149.)

Introduce the Patterns

1. **This is a (tree).** Divide the class into groups of five to six. Give each group a set of Unit 2 Word Time Picture Cards, and have them place the cards face up in front of them. Stand a set of these same picture cards on the chalktray. Touch the tree card and say *This is a tree*, stressing *This*. Students touch their tree card and repeat. Then write *This is a tree*. on the board. Point to and read each word. Students repeat. Do the same with *flower*, *cloud*, *lake*, *bird*, and *butterfly*.
2. **That's a (cloud).** Take five steps away from the chalktray. Point to the *cloud* card and say *That's a cloud*, stressing *That's*. Students point to the *cloud* card on the chalktray and repeat. Then write *That's a cloud*. on the board. Point to and read each word. Students repeat. Do the same with *flower*, *tree*, *lake*, *bird*, and *butterfly*.

Option: students open their student Books to page 6 and touch the different items there.

3. **Practice for Fluency.** Touch or point to each picture card and elicit (*This is*) a (*butterfly*). Students touch their cards or point to the cards on the chalktray while saying *This is/ That's*. A volunteer then comes to the front of the classroom and takes on the teacher's role, touching or pointing to each card, and eliciting the target sentences.



Practise the Patterns

Students open their Student's Books to page 11.

A. Listen and repeat.

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

This is a butterfly.
That's a lake.

2. Play the recording again. Students listen, look at the pattern boxes in their books, and repeat, pointing to each word.
3. Students try to say the patterns on their own while looking at the pattern boxes in their books.
4. Write the explanation of the contraction on the board:

That's = That is

Point to and read each word. Students repeat. Then say each pattern with the full form of the contraction. Students repeat. Students practice each pattern in the pattern box, using both the contraction and the full form of the contraction.

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

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

1. *This is a butterfly.*
2. *That's a lake.*
3. *This is a bird.*
4. *This is a flower.*
5. *That's a tree.*
6. *That's a cloud.*

2. Play the recording again. Students listen and repeat, pointing to each word in their books.
3. Students practice numbers 1–6 in pairs. They take turns reading the statements. Then the change pairs and repeat the activity.

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

Students remain in pairs and look at page 10. They then take turns making statements about the nature items in the large scene using the new patterns and vocabulary items. For example: S1 (touching a bird): This is a bird. S2 (pointing to but not touching a cloud): *That's a cloud.*

D. Listen and sing along.

1. Students turn to the Unit 2 song *This Is a Flower*, page 57. Focus their attention on the pictures. Students try to guess some of the lyrics using the pictures as cues. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

This Is a Flower
(Melody: *Jimmy Crack Corn*)

*This is a flower.
That's a tree.
This is a flower.
That's a cloud.
This is a flower.
That's a bird.
And that's a butterfly!*

*This is a flower.
That's a lake.
This is a flower.
That's a cloud.
This is a flower.
That's a tree.
And that's a butterfly!*

2. Play the recording again. Students listen and sing along, using their books for reference.
3. Give each student a flower Picture Card. Place all other Unit 2 Word Time Picture Cards on the chalktray. Play the karaoke version. Students sing the song, holding up the flower card for the this lines and pointing to the appropriate cards on the chalktray for the that lines.

Games and Activities

1. **Walk and Talk. Divide the class into pairs.** Attach three sets of Unit 2 Word Time Picture Cards to the board. Walk to and touch the *butterfly* card and elicit *This is a butterfly*. Point to the tree card and elicit *That's a tree*. Repeat this procedure several times. Pairs then do the same, getting up and walking to the board. For example: one student in the pair touches the *cloud*

card, and his/her partner also touches the card and says *This is a cloud*. Get another pair who move on and do the same with another card, making sure to say both *this* and *that* sentences. Students continue in the same way for five to seven minutes.

LARGE CLASSES: Pairs place a set of Unit 2 Word Time Picture Cards face up in front of them, point to or touch each card, and make *this* and *that* sentences as above.

2. **Whisper Down the Row.** Divide the class into groups of five to six. Give one student in each group (S1) a different Unit 2 Word Time Picture Card. S1s turn right and whisper the name of their card to the student sitting next to them (S2s), saying *This is a (flower)*. Each S2 then turns right and whispers to S3 what S1 said by pointing to S1's card and saying *That's a (flower)* and so on. The last student in the group calls out *That's a (flower)*. If the card name is correct, the activity starts again from S2s. If the card name is incorrect, S1 holds up his/her card and says *This is a (flower)*, and the activity starts again from S2s. Continue until all students have had a chance to begin the activity.

Option: Divide the class into rows.

3. **Make the Sentences.** (See Game 43, page 145.) Do the activity using Unit 2 Word Time Word Cards and Grammar Cards.
4. **Option: Project.** Take a walk outside or look out of the classroom window, and have students see how many of the Unit 2 vocabulary items they can find and name. Encourage students to use the target patterns to talk about the vocabulary items in full sentences.



Extra Practice

Explain and assign Worksheet 3, *This/That Bingo*, page 176. (For instructions and answer key, see page 168.)

Finish the Lesson

1. **Practice to the Rhythm.** Create a chant in the following way (* = clap hands):
[stomp] * this [touching something on desk]
[stomp] * this [touching something on desk]
[pointing to something in the distance] *that that that*
Model the chant and have students repeat. Chant with students three to four times. Volunteers then take turns establishing their own rhythm and pattern for this and that. For example: *this that that this*.
2. Explain and assign Workbook page 15. (For instructions, see Teacher's Book page 149.)

Phonics Time

Sound Focus: g, k (*garden, girl, goat, king, key, kite*)

Materials Needed (excluding materials for optional activities):

Cassette/CD and player; Bingo markers, 1 per student; 323 Bingo grids, 1 per student; Unit 1 Phonics Time Picture Cards, 4 cards per student; Unit 2 Phonics Time Picture Cards, 5 cards per student; b, g, k, and p alphabet cards, 1 set per student (see Picture and Word Card Book pages 3, 7, and 51–54)

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

Warm-Up and Review

- Pattern Review: Sing Along.** Play the recording of the Unit 2 song *This Is a Flower*. Students listen. Play the recording again and have students sing along.
- Check Workbook page 15. (For instructions and answer key, see Teacher's Book page 149.)
- Phonics Review: Say the Initial Sound and Card Name.** Write *b* and *p* on the board. Point to each letter and elicit its sound. Hold up the *ball* picture card. Students name the card and say the initial sound. Do the same with the remaining Unit 1 Phonics Time Picture Cards.


Introduce the Sounds

- Hold up the *garden* picture card and say /g/-g/, *garden*, stressing the initial sound. Students repeat. Attach the card to the board. Do the same with *girl* and *goat*. Repeat the activity for the three /k/ words *king, key, kite*.
- Write *g* on the board. Say /g/ while pointing to the letter. Students repeat. Add *arden* to the right of *g* and say /g/-arden, *garden*, pointing to the two parts of the word and then the whole word. Students repeat. Do the same with *girl* and *goat*. Repeat the entire procedure for the /k/ words.


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

Phonics Time


A. Listen and repeat.




Gg
garden




girl




goat



Kk
king




key



kite


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

1.




g k

2.




g k

3.




g k

4.




g k

5.



g k

6.



g k

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

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Unit 2

Practise the Sounds

Students open their Student's Books to page 12.

Students are expected to know the meaning of only the six words at the top of the page. The remaining words they hear in the lesson are for the purpose of sound recognition only. It is not necessary to teach these words as vocabulary.

A. Listen and repeat.

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

g /g/
garden
girl
goat
k /k/
king
key
kite

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

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

- garden, garden*
- king, king*
- kitten, kitten*

4. *key, key*
5. *game, game*
6. *goat, goat*

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

Answer Key: 1. g 2. k 3. k 4. k 5. g 6. g

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

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

1. *pen, pen*
2. *gum, gum*
3. *book, book*
4. *kiss, kiss*
5. *go, go*
6. *kick, kick*

2. Check answers by writing the numbers 1–6 on the board and having a volunteer come to the board and write the letter he/she wrote for each number. Then point to each letter and elicit its sound.

Answer Key: 1. p 2. g 3. b 4. k 5. g 6. K

Games and Activities

1. **Say the Initial Sound.** Write *k* on the left side of the board, and *g* on the right side of the board. Hold up the *king* picture card and ask *Does king begin with /k/ or /g/?* Elicit */k/* and have students point to *k* on the board. Then place the *king* card on the chalktray under *k*. Do the same with the remaining Unit 2 Phonics Time Picture Cards. When all cards have been placed on the chalktray, point to each card, name it, and have students say its initial sound.
2. **Bingo: Initial Letter.** (See Game 46, page 146.) Play the game using 323 grids, Units 1–2 Phonics Time Picture Cards, and alphabet cards *b, g, k, p*.
3. **Write the Letters.** Students write the numbers 1–8 on a piece of paper. For each number, say either */b/*, */p/*, */g/*, or */k/*. Students repeat the sound and write the letter that corresponds to the sound they hear. To check answers, write the numbers 1–8 on the board then write the answer next to each number.



Extra Practice

Explain and assign Worksheet 4, Phonics Fun *g* and *k*, page 175. (For instructions and answer key, see page 166.)

Finish the Lesson

1. **Say the Initial Sound.** Give each student alphabet cards *b, g, k*, and *p*. Say *Boy. Boy begins with ____?* Students hold up the *b* card and say */b/*. Continue in the same way with seven to nine different words that begin with *b, g, k*, or *p*. Suggested Words: *boy, kiss, pen, goat, baby, girl, bird, kitten, gross, key*
Option: students can draw their own alphabet cards.
2. Explain and assign Workbook page 16. (For instructions, see Teacher’s Book page 150.)



Assessment

Explain and assign the Unit 2 Test, page 211. (For instructions and answer key, see page 200.)



3 On the Farm

Conversation Time

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

Function: Giving commands; apologizing

Materials Needed (excluding materials for optional activities):
Cassette/CD and player; Wall Chart 5; a ball

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

Warm-Up and Review

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

Suggested Words: *girl, kite, Kareem, gum, get, key, kiss, good, kind, goal*

- Check Workbook page 16. (For instructions and answer key, see Teacher's Book page 150.)

Introduce the Conversation

- Bring two students to the front of the classroom. Stand behind each student and model his/her line(s) of the conversation with the following actions:

Sh! Be quiet! Put your finger to your lips and frown.

Sorry. Look down sheepishly.

That's okay. Smile a little, shrug your shoulders, and look forgiving.

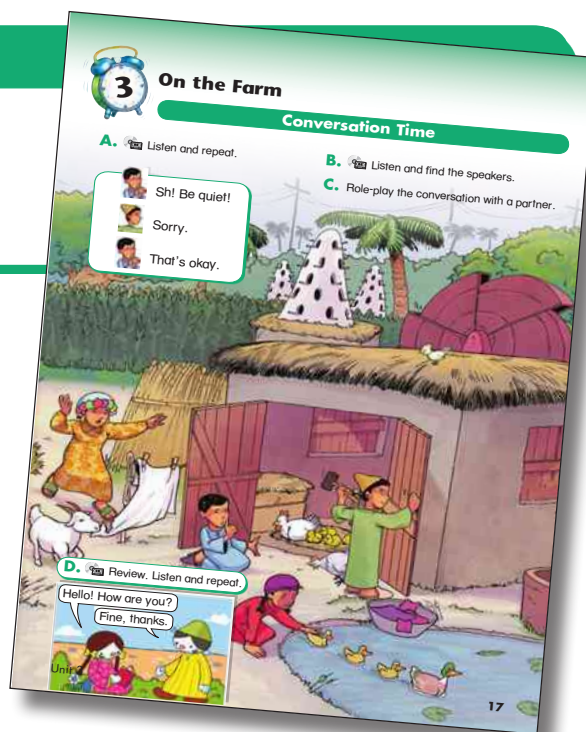
- Clarify word meaning.

Sh! Be quiet: Ask two volunteers to talk together loudly. Look at them with a slightly annoyed expression, and put your index finger to your lips. Say *Sh! Be quiet!* Students repeat.

sorry: Accidentally bump into someone, and look a bit startled. Say *Sorry.* Students repeat.

- Model the conversation again, as in Step 1.

- Divide the class into Groups A and B. Model each line of the conversation again using facial expressions and body language. Group A repeats



the first line of the conversation, Group B repeats line two, and so on. Encourage students to copy your facial expressions and body language. Groups then change roles and repeat the conversation again.

- Groups A and B say alternate lines of the conversation. Groups then change roles and say the conversation again. Prompt when necessary.

Talk About the Picture

- Attach Wall Chart 5 to the board, or open a Student's Book to page 17. Students then open their Student's Books to page 17. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

The **children** are on **a farm**. This is **a tree**, and that's **a bird**. I see **two boys**, and **one girl**. And here are some **chickens**. The chickens are sleeping. **Adel** is *hammering* a nail. **Hisham** is saying *Sh! Be quiet!* to **Adel**. Look at the **goat!** It's eating the **sheet!**

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

- (childrens) or dogs?
 Can you point to the bird?
 Can you point to the *two* boys?
 Can you point to the girl?
 Can you point to a chicken?

Practise the Conversation

A. Listen and repeat.

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

Hisham: *Sh! Be quiet!*
 Adel: *Sorry.*
 Hisham: *That's okay.*

B. Listen and find the speakers.

Play the recording (second version of the conversation). Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with a partner.

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

D. Review. Listen and repeat.

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

A: *Hello! How are you?*
 B: *Fine, thanks.*

OPTION: Students role-play the conversation.



Find Sokkara's Ribbon

Students find Sokkara's ribbon hidden in the large scene.

Answer Key: Sokkara's ribbon is one of the poles holding up the clothes line.

OPTION: Students find Sokkara's ribbon as above, then draw two more ribbon in the large scene. They then exchange books with a partner, and their partner tries to find the two new ribbon.

Games and Activities

1. **Practice in a Circle.** Divide the class into Circles A and B, with one circle standing inside the other. Students in the two circles stand so that each student in Circle A is directly facing a

student in Circle B. Students role-play the entire conversation in these pairs, with the student in the outside circle starting by saying *Sh! Be quiet! Say Change!* Students in both circles take two steps to their left. They then role-play the conversation with their new partners, with the student in the inside circle starting by saying *Sh! Be quiet!* Students continue the activity in the same way until each student has said each line of the conversation two to three times.

LARGE CLASSES: Students role-play the conversation with the student sitting behind them. Say *Change!* and have students switch places with any other student seated near them and role-play the conversation again. Do this three to four times.

VERY SMALL CLASSES: Students stand facing each other in two parallel lines and practice the conversation as above.

OPTION: Students stand in circles as above. Play some music, and have students in both circles walk to their left. Stop the music. Students stop and role-play the conversation with the student facing them. Once these pairs have said the entire conversation, start the music again. Students continue in the same way until each student has said each line of the conversation two to three times.

2. **Listen and Act.** (See Game 1, page 140.) Play the game using the target conversation.
3. **Combine the Conversations.** Combine the Units 1 and 3 conversations on the board in the following way:

A: *Hello! How are you?*
 B: *Fine, thank you.*
 A: *Sh! Be quiet!*
 C and D: *Sorry.*
 A: *That's okay.*

Point to and read each line. Students repeat. Bring four volunteers to the front of the classroom to role-play the conversation, with Students C and D making a noise after Student B says *Fine, thank you.* Students then form groups of four and role-play the conversation in the same way. They then change roles and role-play the conversation again. Groups continue until each student has taken on each role.

Finish the Lesson

1. **Toss the Ball.** (See Game 5, page 140.) Play the game using the target conversation.
2. Explain and assign Workbook page 21. (For instructions, see Teacher's Book page 150.)

Word Time

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

Materials Needed (excluding materials for optional activities): Cassette/CD and player; Wall Chart 6; Unit 3 Word Time Picture Cards, 1 set per 2 students; Unit 3 Word Time Word Cards, 1 set per 2 students (see Picture and Word Card Book pages 9–10)

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

Warm-Up and Review

- Conversation Review: Sh! Be Quiet!** Write the Unit 3 target conversation on the board. Point to and read each line. Students repeat. Then have a student noisily get out books and rustle some paper. Say *Sh! Be quiet!* and have the student say *Sorry*. Say *That's okay*. Then have other seated students make noise. Elicit *Sh! Be quiet!* and have the student making noise say *Sorry*. Elicit *That's okay*.
- Check Workbook page 21. (For instructions and answer key, see Teacher's Book page 150.)

Introduce the Words

- Hold up and name the Unit 3 Word Time Picture Cards one by one. Students listen. Hold up and name the cards again, and have students repeat. Hold up the cards in random order and have students name them.
- Hold up each picture card again, elicit its name, elicit the animal's sound in the students' native language, then make the animal sound of the animal on the card. Students repeat the animal's name and its sound.

goat - (*maa*)

cow - *moo*

horse - *neigh* (pronounced *nay*)

chicken - *cluck*

sheep - *baa*

cat - *meow*

Talk About the Picture

- Students open their Student's Books to page 18. They look at the large scene and name anything they can.
- Attach Wall Chart 6 to the board, or open a Student's Book to page 18. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).



There are a lot of **animals** on the **farm**. This is a **goat**, and this is a **horse**. **Ali** is *feeding* the **horse** a carrot. This is a **cow**. Look! There's a bird *sitting* on the **cow**! That's a **chicken**. The **farmer** is feeding the **chickens**. That's a **cat**, and that's a **sheep**. Oh! This is a duck and this is a turkey.

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

Are the **horses** eating flowers?

(**goat**) Is it a **goat**?

(**chickens**) Are they horses or chickens?

(**cows**) Are they horses or cows?

(**sheep**) Are they goats or sheep?

Can you point to Kareem and Mona?

Can you point to the cats?

Practice the Words

A. Listen and repeat.

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

1. *goat*

2. *cow*

3. *horse*

4. *chicken*

5. *sheep*

6. *cat*

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

B.  Listen and write the letter.

1. Play the recording. Students listen and write the letters they hear in the white circle for each vocabulary item. Play the recording as many times as necessary for students to complete the task.

- | | |
|----------------------------|------------------------|
| a. <i>chicken, chicken</i> | b. <i>cow, cow</i> |
| c. <i>horse, horse</i> | d. <i>goat, goat</i> |
| e. <i>cat, cat</i> | f. <i>sheep, sheep</i> |

2. Check answers by writing the letters a–f on the board, then having volunteers come to the board and attach the corresponding picture card next to each letter. Point to each picture card and have students name it.

C. Point and say the words.

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

D.  Listen and point.

Play the recording. Students listen to the sound effects and words, and point to the corresponding animal or speaker. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

- A *goat*. (any goat)
- A *horse*. (any horse)
- A *cat*. (any cat)
- A *chicken*. (any chicken)
- A *sheep*. (any sheep)
- A *cow*. (any cow)

Now listen and point to the speakers.

A: That's a goat. (Mona)

A: This is a cat. (Kareem)

E. Write the words. (See pages 60–62.)

Students turn to page 60 (*My Picture Dictionary*), find the picture of each target vocabulary item, and write the word next to it.



Find Sokkara's Ribbon

Students find Sokkara's ribbon hidden in the large scene.

Answer Key: Sokkara's ribbon is one of the posts in the fence around the cows.

OPTION: Students find Sokkara's ribbon as above, then draw one of the target animals, making one of its body parts in the shape of a ribbon. For example: a cow whose horns are in the shape of ribbons, or a cat whose tail is in the shape of a ribbon. Students then take turns showing the class their pictures, saying This is a (cow).

Extra Vocabulary. Students turn to page 17. Introduce the extra vocabulary items *duck, turkey*. Talk about the sounds these animals make, both in English and in the students' native language. Students then find these animals in the large scene.

- duck - *quack*
- turkey - *gobble*

Games and Activities

1. **Draw the Picture.** (See Game 17, page 142.) Play the game using Unit 3 target vocabulary. When students are guessing what their teammates are drawing, they must say *That's a (cow)*.
2. **Concentration: Picture to Word.** (See Game 12, page 141.) Play the game using Unit 3 Word Time Picture Cards and Word Cards. When students turn over each card, they must either touch it or point to it and say *This is/That's a (cat)*.
3. **Option: Personalise the Picture.** Each student chooses three of the target animals. They then draw, color, and cut out these three animals. Divide the class into groups of four to five, and give each group a large sheet of paper. Group members work together to create a farm on their large sheet of paper, gluing on their animals and drawing in any other necessary scenery such as trees or flowers. Groups then take turns standing up and telling the rest of the class about their farm, making sure to talk about all the animals, saying *This is/That's a (goat)*. Hang the pictures around the classroom for future reference.

Finish the Lesson

1. **What Animal Is He?** Bring a volunteer to the front of the classroom and have him/her make the sound of or pretend to be one of the farm animals. The first student to correctly identify the animal is next to come to the front of the classroom and role-play another animal. Students continue until most of them have come to the front of the classroom.
2. Explain and assign Workbook page 22. (For instructions, see Teacher's Book page 150.)

Practice Time

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

Function: Asking about objects; identifying objects

Materials Needed (excluding materials for optional activities): Cassette/CD and player; Unit 3 Word Time Picture Cards, 1 set per 2 students; Unit 3 Word Time Word Cards, 1 set per 4–5 students; Unit 3 Grammar Cards, 1 set per 4–5 students (see Picture and Word Card Book pages 9, 10, and 55)

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

Warm-Up and Review

- Vocabulary Review: Do It!** (See Game 15, page 141.) Hold up each Unit 3 Word Time Picture Card and elicit its name. Then play the game using the cards.
- Check Workbook page 22. (For instructions and answer key, see Teacher's Book page 150.)
- Pattern Review: *this/that*.** Divide the class into group of five to six. Give each group a *sheep*, a *cat*, and a *cow* picture card. They place the cards face up in front of them. Stand all the Unit 3 Word Time Picture Cards on the chalktray. Touch the sheep card and say *This is a sheep*. Students repeat while touching their *sheep* cards. Do the same with *cat* and *cow*. Then point to the *goat* card and say *That's a goat*. Students repeat while pointing to the *goat* card on the chalktray. Do the same with *horse* and *chicken*.

Introduce the Patterns

- What's this? It's a (goat).** Shuffle the Unit 3 Word Time Picture Cards and place them along the chalktray facing the board. Draw a big question mark on the board. Touch a card, shrug your shoulders, and look quizzically at the class. Point to the ?, touch the same card again, and ask *What's this?* Students repeat. Write *What's this?* on the board. Point to and read each word. Students repeat. Then turn the card to face the class, touch it, and say *It's a (goat)*. Students repeat. Write *It's a goat* on the board to the right of *What's this?* Point to and read each word. Students repeat. Do the same with the remaining picture cards.
- What's that? It's a (cow).** Shuffle the picture cards and return them to the chalktray, again facing the board. Take five steps away from the chalktray. Point to the ?, point to one of the cards, shrug your shoulders, look quizzically at the class, and ask *What's that?* Students repeat, pointing to the same card. Write *What's that?* on the board. Point to and read each word. Students repeat. Then turn the card over, point to it, and say *It's a (cow)*. Students repeat. Write *It's a cow* on the board to the right of

- What's that?* Point to and read each word. Students repeat. Do the same with the remaining picture cards.
- Practice for Fluency.** Turn all the cards so they once again face the board. Point to one of the cards, shrug your shoulders, and elicit *What's that?* Turn the card over and say *It's a (sheep)*. Then touch another card and elicit *What's this?* Turn over the card and say *It's a (cat)*. Continue in the same way until all cards are turned over. Shuffle the cards and do the activity again, this time asking the questions and eliciting the answers.

Practise the Patterns

Students open their Student's Books to page 11.

A. Listen and repeat.

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

A: *What's this?* A: *What's that?*
B: *It's a goat.* B: *It's a cow.*

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

3. Students try to say the patterns on their own while looking at the pattern boxes in their books.

4. Write the explanation of the contractions on the board:

What's = What is It's = It is

Point to and read each word. Students repeat. Then say each pattern with the full form of the contractions. Students repeat. Students practice

each pattern in the pattern box, using both the contractions and the full form of the contractions.

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

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

- | | |
|--|--|
| 1. <i>What's this?</i>
<i>It's a goat.</i> | 2. <i>What's that?</i>
<i>It's a horse.</i> |
| 3. <i>What's that?</i>
<i>It's a cat.</i> | 4. <i>What's this?</i>
<i>It's a cow.</i> |
| 5. <i>What's this?</i>
<i>It's a chicken.</i> | 6. <i>What's that?</i>
<i>It's a sheep.</i> |

2. Question and Answer: Attach three sets of unit 3 word time picture cards to the board with the pictures facing the board. Get two students come to the board. S1 touches or points to a card and asks what's (that)? S2 peeks at the card and pantomimes that animal. S1 guesses what that animal is, saying It's a (cat). S1 guesses in the same way until he / she is correct change pairs and continue until most students have had a chance to ask and answer.

3. Play the recording again. Students listen and repeat, pointing to each word in their books.

4. Students practice numbers 1– 6 in pairs. (S1 in each pair asks the questions, and S2 answers.) They then change roles and repeat the activity.

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

Students remain in pairs and look at page 10. They then take turns asking and answering questions about animals in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to but not touching a chicken): *What's that?* S2: *It's a chicken.*

D.  Listen and sing along.

1. Students turn to the Unit 3 song *What's This?*, page 58. Focus their attention on the pictures. Students try to guess some of the lyrics using the pictures as cues. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

What's This?

(Melody: *Head, Shoulders, Knees, and Toes*)

- | | |
|--------------------------------|--|
| <i>What's this?</i> | <i>What's this?</i> |
| <i>It's a dog. It's a dog.</i> | <i>It's a chicken. It's a chicken.</i> |
| <i>What's that?</i> | <i>What's that?</i> |
| <i>It's a cow. It's a cow.</i> | <i>It's a horse. It's a horse.</i> |
| <i>Sh! Be quiet!</i> | <i>Sh! Be quiet!</i> |
| <i>Sorry.</i> | <i>Sorry.</i> |
| <i>That's okay.</i> | <i>That's okay.</i> |
| <i>What's that?</i> | <i>What's that?</i> |
| <i>It's a cat. It's a cat.</i> | <i>It's a sheep. It's a sheep.</i> |

2. Play the recording again. Students listen and sing along, using their books for reference. Play the

recording as many times as necessary for students to become familiar with the song.

3. Bring six volunteers to the front of the classroom. Assign each volunteer the role of one of the farm animals. Divide the rest of the class into Groups A and B. The volunteer with the goat and chicken roles stands near Groups A, and the rest of the volunteers stand at a distance from Group B. Play the karaoke version. Group A sings the *what's this?* questions, touching the appropriate animals next to them. That student acts like the animal and / or makes its sound, and Group B sings the answers. Group A does the same with the *what's that?* questions, pointing to the appropriate animals by Group B, and Group B sings the answers. Groups then change roles and sing the song again.

Games and Activities

1. **Point and Ask.** Divide the class into pairs and give each pair a set of Unit 3 Word Time Picture Cards. Pairs place the cards facedown between them. S1 in each pair touches or points to each card and asks *What's (this)?* After each question, S2 turns the card over and says *It's a (sheep).* Pairs continue in the same way until all the cards have been identified. Students in each pair then shuffle the cards, change roles, and do the activity again.

LARGE CLASSES: Students can work in groups of five to six. S1 asks, S2 answers. Then S2 asks and S3 answers and so on. Groups continue until each student has a chance to ask and answer.

2. **Make the Sentences.** (See Game 43, page 145.) Do the activity using Unit 3 Word Time Word Cards and Grammar Cards.



Extra Practice

Explain and assign Worksheet 5, *What's This? / What's That?* page 176. (For instructions and answer key, see page 167.)

Finish the Lesson

1. **Slow Reveal.** (See Game 30, page 144.) Play the game using Unit 3 Word Time Picture Cards. As more of the picture is revealed, ask *What's this?* Students try to be the first to identify the animal and say *It's a (horse).* After doing this with all the picture cards, bring a volunteer to the front of the classroom to reveal the picture. As he / she reveals more of each picture, point to it from a distance and ask *What's that?* Seated students try to be the first to identify the animal and say *It's a (horse).*
2. Explain and assign Workbook page 23. (For instructions, see Teacher's Book pages 150– 151.)

Phonics Time

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

Materials Needed (excluding materials for optional activities): Cassette/CD and player; a box; Units 1–3 Word Time Picture Cards, 1 set; Units 1–2 Phonics Time Picture Cards, 1 set; Unit 3 Phonics Time Picture Cards, 2 sets (see Picture and Word Card Book pages 1, 3, 5, 7, 9, and 11)

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

Warm-Up and Review

- Pattern Review: Sing Along.** Play the recording of the Unit 3 song *Sh! Be quiet!* Students listen. Play the recording again and have students sing along.
- Check Workbook page 23. (For instructions and answer key, see Teacher's Book pages 150–151.)
- Phonics Review:** *b, p, g, k*. Write *b* on the board. Point to it and elicit /*b*/. Then, using their Student's Books for reference, have students name any words they know in English that begin with *b*. Write these words on the board below *b*. Do the same with *p, g, and k*. Hold up the *pencil* picture card and say *It's a pencil*. Then ask *Pencil begins with ____?* Elicit /*p*/ and have students point to the letter *p* on the board. Attach the *pencil* card to the board below *p*. Do the same with all other Units 1–2 Phonics Time Picture Cards. Then point to each word and picture card on the board and elicit its initial sound.

Introduce the Sounds

- Hold up the milk picture card and say /*m*/-/*m*/, *milk*, stressing the initial sound. Students repeat. Attach the card to the board. Do the same with *mop* and *mother*. Repeat the activity for the three /*n*/ words *net, night, nurse*.
- Write *m* on the board. Say /*m*/ while pointing to the letter. Students repeat. Add *ilk* to the right of *m* and say /*m*-*ilk*, *milk*, pointing to the two parts of the word and then the whole word. Students repeat. Do the same with *mop* and *mother*. Repeat the entire procedure for the /*n*/ words.

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

Phonics Time

A. Listen and repeat.

Mm milk mop mother

Nn net night nurse

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

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

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

1. 2. 3. 4. 5. 6. 20 Unit 3

Practise the Sounds

Students open their Student's Books to page 20.

Students are expected to know the meaning of only the six words at the top of the page. The remaining words they hear in the lesson are for the purpose of sound recognition only. It is not necessary to teach these words as vocabulary.

A. Listen and repeat.

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

m /*m*/
milk
mop
mother
n /*n*/
net
night
nurse

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

- Play the recording. Students listen and match the illustrations of each word they hear to the letters corresponding to the word's initial sound. Play the recording as many times as necessary for students to complete the task.

1. *nose, nose*
2. *monkey, monkey*
3. *night, night*
4. *mouse, mouse*
5. *newspaper, newspaper*
6. *milk, milk*

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

Answer Key: 1. n 2. m 3. n 4. m 5. n 6. m

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

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

1. *nut, nut*
2. *nest, nest*
3. *mat, mat*
4. *nap, nap*
5. *moon, moon*
6. *money, money*

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

Answer Key: 1. n 2. n 3. m 4. n 5. m 6. m

Games and Activities

1. **Whisper and Write.** Divide the class into two teams. Get seven to eight students from each team in two lines. Whisper a word that begins with a previously learned sound to the last student in each line (see Suggested Words below). That student whispers the word to the student in front of him/her and so on up the line. The first student (S1) in each line tries to be the first to run to the board and write the initial letter of the word he/she heard. Give a point to the team that first writes the correct letter. S1 then goes to the back of the line. Do the same with six to eight different words. The team with the most points at the end wins.

Suggested Words: *net, met, mother, ball, nurse, girl, boy, milk, key, nine*

2. **Dictation.** Students make two columns on a piece of paper and label one column m and the

other n. Say *night*. Using their Student Books for reference, students write *night* in the n column. Do the same with the other Unit 3 target phonics words. Say each word again and have students repeat and say its initial sound. Check answers by writing m and n on the board, then having a volunteer come to the board and write the words he/she wrote in each column.



Extra Practice

Explain and assign Worksheet 6, Phonics Fun m and n, page 177. (For instructions and answer key, see page 167.)

Finish the Lesson

1. **Stand Up. Sit Down.** Say ten to twelve words, some that begin with m, others that begin with n (see Suggested Words below). When students hear a word that begins with m, they stand up, repeat the word, put their hands on their heads, and sit down as quickly as they can. When they hear a word that begins with n, they repeat the word and remain seated.

Suggested Words: *Noha, not, mop, mall, net, melt, next, nose, mat, nip, nice, man*

2. Explain and assign Workbook page 24. (For instructions see Teacher's Book page 151.)



Assessment

Explain and assign the Unit 3 Test, page 212. (For instructions and answer key, see page 201.)



Review 1

Story Time

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

Materials Needed (excluding materials for optional activities):

Cassette/CD and player

For general information on Story Time, see page 16.

Warm-Up

1. **Review Units 1–3 Conversations, Vocabulary, and Patterns.** Students turn to each Conversation Time page (pages 1, 5, and 9), Word Time page (pages 2, 6, and 10), and Practice Time page (pages 3, 7, and 11). Elicit each conversation, vocabulary item, and pattern.
2. Check Workbook page 24. (For instructions and answer key, see Teacher's Book page 151.)

Work with the Pictures

Students open their Student's Books to page 25.

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

Scene 1: Is **Sokkar** a puppet?

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

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

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

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

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



Work with the Text

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

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

Practise the Story

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

A. Listen and repeat.

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

1. Sokkar: *Good morning! I'm Sokkar.*
Sokkara: *Hi! I'm Sokkara.*

2. Sokkara: *How are you, Sokkar?*
Sokkar: *Fine, thanks.*
3. Sokkar: *What's that?*
Sokkara: *It's a pencil.*
4. Sokkar: *What's this?*
Sokkara: *It's a bird.*
5. Sokkar: *Ah-choo!*
Sokkara: *Bless you!*
Sokkar: *Thank you.*
6. Bird: *Sh! Be quiet!*
Sokkar: *Sorry.*

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

B.  Look at A. Listen and point.

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

C. Role-play these scenes.

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

Games and Activities

1. **Ah-choo! Contest.** Volunteers come to the front of the classroom and perform their best and loudest sneeze. Seated students judge who performed the loudest and best "Ah-choo!" The winner sneezes again and the rest of the class say "Bless you"
2. **Puppets.** Students draw Sokkar on one sheet of paper, Sokkara on another, and a bird 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.
3. **Make a New Story.** Students divide a piece of paper into six equal parts and come up with their own version of the story by drawing original scenes and new characters. If this is too challenging, students can copy the pictures and speech bubbles from page 13. Students can also do this activity in pairs.

Finish the Lesson

1. **Listen and Pantomime.** Divide the class into groups of three, and have students in each group take on the role of one of the characters in the story. Play the recording. Students listen and pantomime their role. Repeat the procedure until each student has pantomimed each role.
2. Explain and assign Workbook page 27. (For instructions, see Teacher's Book page 151.)

Activity Time

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

Materials Needed (excluding materials for optional activities):

Cassette/CD and player; Bingo markers, 12 per student; 424 grids, one per student; Units 1–3 Word Time Picture Cards, 16 cards per student; Units 1–3 Phonics Time Picture Cards, 1 set per student (see Picture and Word Card Book pages 1, 3, 5, 7, 9, and 11)

For general information on Activity Time, see page 17.

Warm-Up

- Review Units 1–3 Conversations, Vocabulary and Sounds. Students turn to each Conversation Time page (pages 1, 9, and 17), Word Time page (pages 2, 10, and 18), and Phonics Time page (pages 4, 16, and 20). Elicit the conversations, vocabulary items, and sounds.
- Check Workbook page 27. (For instructions and answer key, see Teacher's Book page 151.)

Review

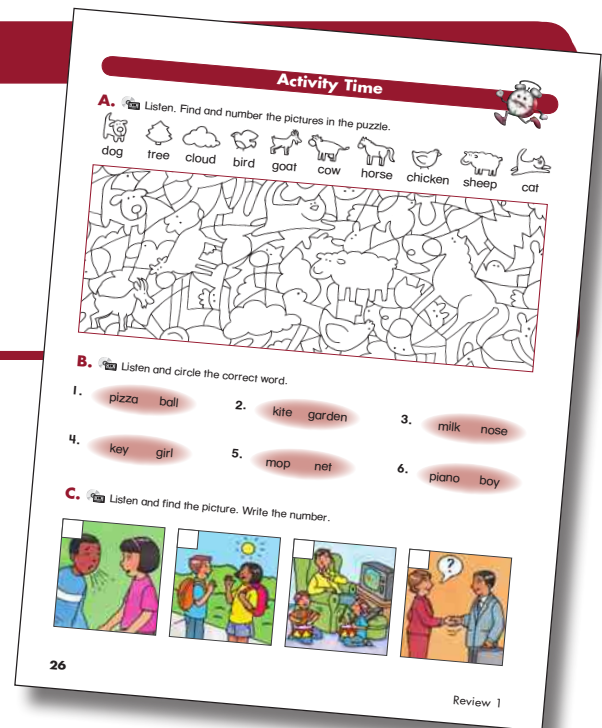
Students open their Student's Books to page 26.

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

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

- dog, dog
- tree, tree
- cloud, cloud
- bird, bird
- goat, goat
- cow, cow
- horse, horse
- chicken, chicken
- sheep, sheep
- cat, cat

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



B. Listen and circle the correct word.

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

- ball, ball
- kite, kite
- milk, milk
- girl, girl
- net, net
- piano, piano

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

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

1. Divide the class into pairs, and have pairs work together, trying to determine what the speakers in each picture are saying.

2. Play the recording. Students listen and find the picture that corresponds to each conversation they hear. They then write the number in the space provided. Play the recording as many times as necessary for students to complete the task.

- A: *How are you?*
B: *Fine, thanks.*

2. A: *Ah-choo!*
B: *Bless you!*
A: *Thank you.*

3. A: *Sh! Be quiet!*
B: *Sorry.*
A: *That's okay.*

4. A: *Good morning / Hello.*
B: *Good morning / Hello.*

3. Check answers by pointing to each picture and having a volunteer say the number he/she wrote for that picture.

Answer Key: 2, 1, 3, 4

Finish the Lesson

1. Explain and assign Checklist 1 (see Student's Book page 63) for students to do at home or in class.
2. Explain and assign Workbook page 28. (For instructions, see Teacher's Book page 151.)

Games and Activities

1. **Bingo!** (See Game 10, page 141.) Hold up each Unit 1–3 Word Time Picture Card and elicit its name. Then play the game using the picture cards and 424 grids.
2. **Classification.** Place all Units 1–3 Word Time Picture Cards along the chalktray. Then make three columns on the board, one labeled *People*, one labeled *Animals*, and the third labeled *Things*. For students' reference, attach the boy picture card in the *People* column, the dog picture card in the *Animals* column, and the tree picture card in the *Things* column. Volunteers then take turns coming to the board, placing one of the picture cards from the chalktray in the appropriate column, and naming the card. Once all the picture cards have been attached to the board, point to each one and elicit its name. If necessary, re-adjust cards so that they are in the correct columns.
LARGE CLASSES: Divide the class into groups of four to five, and give each group a set of Units 1–3 Word Time Picture Cards. Each group then categorizes their cards as above.
3. **What Letter Does It Begin With?** Hold up each Unit 1–3 Phonics Time Picture Card, name it, and have students repeat the word and say its initial sound. Students draw six columns on a sheet of paper, and label one column *b*, another *p*, another *g*, another *k*, another *m*, and the last column *n*. Name one of the cards. Students repeat the name, say its initial sound, draw a picture in the column that corresponds to its initial letter. For example: Say *ball*. Students say *ball*, / *b* /, and draw their ball in the *b* column on their papers. Do the same with the remaining Units 1–3 Phonics Time Picture Cards.



4 At the Store

Conversation Time

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

Function: Giving and receiving objects; expressing gratitude

Materials Needed (excluding materials for optional activities): Cassette/CD and player; Wall Chart 7; a timer; m and n alphabet cards, 1 set; Unit 3 Phonics Time Picture Cards, 1 set (see Picture and Word Card Book pages 11 and 51–54)

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

Warm-Up and Review

1. **Phonics Review: Say the Sound and Name the Card.** Hold up the *m* alphabet card and elicit /*m*/. Do the same with the *n* alphabet card. Attach the Unit 3 Phonics Time Picture Cards to the board. Point to each picture card and elicit its initial sound and name.
2. Check Workbook page 28. (For instructions and answer key, see Teacher's Book page 151.)

Introduce the Conversation

1. Bring two students to the front of the classroom. Stand behind each student and model his/her line(s) of the conversation with the following actions:

<i>Here you are.</i>	Hand the student a pencil. Prompt him/her to take the pencil.
<i>Thanks.</i>	Smile broadly.
<i>You're welcome.</i>	Smile and nod your head slightly.
2. Divide the class into Groups A and B. Model each line of the conversation again using facial expressions and body language. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Encourage students to copy your facial expressions and body language. Groups then change roles and repeat the conversation again.
3. Groups A and B say alternate lines of the conversation. Groups then change roles and say the conversation again. Prompt when necessary.



Talk About the Picture

1. Attach Wall Chart 7 to the board, or open a Student's Book to page 29. Students then open their Student's Books to page 29. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

This is a **shop**. **This boy** *dropped* his **wallet**. **This girl** sees the **wallet**. **Mona's mother** is buying some **school supplies** for Mona. The **clerk** hands her the bag and says *Here you are*. Mona's mother says *Thanks*. Uh-oh! Look at the **baby**! He's grabbing some **crayons**. His **father** *doesn't know*.
2. Ask the following questions while pointing to or touching the pictures (**bold words**).

(**boy**) Is this a boy?
(**girl**) Is this a girl?
(**ladder**) Is this a tree?
(**assistant**) Is he a girl?

Practise the Conversation

A. Listen and repeat.

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

Man: *Here you are.*
Woman: *Thanks.*
Man: *You're welcome.*

B.  Listen and find the speakers.

Play the recording (second version of the conversation). Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with a partner.

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

D.  Review. Listen and repeat.

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

A: *Sh! Be quiet!*
B: *Sorry.*

OPTION: Students role-play the conversation.



Find Sokkara's Ribbon

Students find Sokkara's ribbon hidden in the large scene.

Answer Key: Sokkara's ribbon is one of the rungs on the ladder.

OPTION: Students find Sokkara's ribbon as above, then draw a ribbon on a piece of paper and cut it out. They then drop their ribbons on the floor. Each student then picks up a classmate's ribbon and gives it to him/her using the target conversation.

Games and Activities

1. **Pass the Pencil.** Give a pencil to a student and say *Here you are*. Elicit *Thanks*. Say *You're welcome*. Then prompt him/her to hand the pencil to another student and have these two students say the conversation as above. When finished, the student who received the pencil hands it to another student and repeats the activity. Students continue in the same way until most of them have had an opportunity to perform the conversation.

LARGE CLASSES: Students do the activity in rows, with each row passing a separate pencil from the front of the row to the back.

2. **Who Was That?** (See Game 7, page 140.) Play the game using the target conversation.

3. **Combine the Conversations.** Combine the Units 1 and 4 conversations on the board in the following way:

A: *Good morning!*
B: *Hello. How are you?*
A: *Fine, thank you.*
B: *Here you are.*
A: *Thanks.*
B: *You're welcome.*

Point to and read each line. Students repeat.

Bring two volunteers to the front of the classroom to role-play the conversation, with Student B handing Student A a book when he/she says *Here you are*. Then divide the class into pairs and have pairs role-play the conversation in the same way. Students in each pair then change roles and role-play the conversation again.

4. **Option: Project.** Students draw two different pictures of situations in which they might use or have used this conversation. The speakers should have speech bubbles. Students then write the conversation in these speech bubbles. Divide the class into pairs, and have students in each pair look at each other's pictures, and role-play the conversation.

Finish the Lesson

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

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

2. Explain and assign Workbook page 33. (For instructions, see Teacher's Book pages 150-151.)

Word Time

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

Materials Needed (excluding materials for optional activities): Cassette/CD and player; Wall Chart 8; pen, book, eraser, pencil, ruler, pencil case, 1 of each item per student; a bag; a timer; Unit 4 Word Time Picture Cards, 1 card per student (see Picture and Word Card Book page 13)

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

Warm-Up and Review

- Conversation Review: Hand It Over.** Hand a student a pen and say *Here you are*. Elicit *Thanks*, and reply *You're welcome*. Do the same with two to three other students. Then have each student practice the conversation in the same way with a classmate sitting nearby.
- Check Workbook page 33. (For instructions and answer key, see Teacher's Book pages 151-152.)

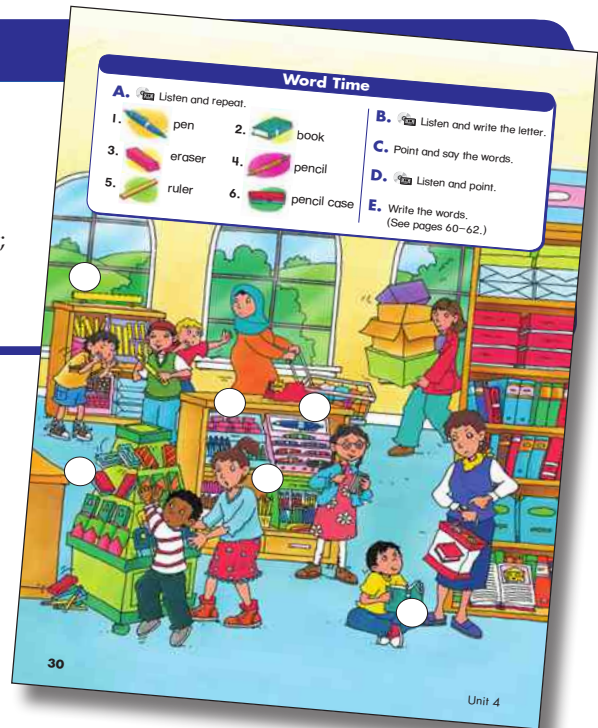
Introduce the Words

- Place a pen, a book, an eraser, a pencil, a ruler, and a pencil case on your desk. Pick these items up one by one and name them. Students listen. Hold up and name each item again, and have students repeat. Then hold up the items in random order and have students name them.
- Hold the book behind your back, with just a small portion of it showing. Point to it and say *What's this?* Elicit *It's a book*. Review the pattern if necessary. Take the book out from behind your back, hold it up, and say *Yes, it's a book*. Do the same with the remaining target vocabulary items.

Talk About the Picture

- Students open their Student's Books to page 30. They look at the large scene and name anything they can.
- Attach Wall Chart 8 to the board, or open a Student's Book to page 30. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

Look at all the **school supplies!** This is a **book**. That's an eraser. This is a **pen**, and that's a **pencil**. This boy is sneezing. Ah-choo! Bless you!



This woman has a lot of **boxes**, and she can't see where she's going. Watch out! Over here, a **boy** is reading **book**.

- Ask the following questions while pointing to or touching the pictures (**bold** words).
- (**pencil**) What's this?
(**eraser**) What's that?
(**pencil case**) What's that?
(**ruler**) What's this?
(**sneezing boy**) Is he a boy?
(**book**) What's this?
(**girl**) Is she a boy?

Practise the Words

A. Listen and repeat.

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

- pen*
- book*
- eraser*
- pencil*
- ruler*
- pencil case*

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

B. Listen and write the letter.

1. Play the recording. Students listen and write the letters they hear in the white circle for each vocabulary item. Play the recording as many times as necessary for students to complete the task.

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

2. Check answers by writing the letters a– f on the board then having volunteers come to the board and attach the corresponding picture card next to each letter. Point to each picture card and have students name it.

OPTION: Students say the answer and you write or draw it next to the corresponding letter on the board

C. Point and say the words.

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

D. Listen and point.

Play the recording. Students listen to the sound effects and words. For vocabulary, they point to the corresponding school supplies; for the conversations, they point to the speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

A pencil case. (any pencil case)

An eraser. (any eraser)

A book. (any book)

A pen. (any pen)

A ruler. (any ruler)

A pencil. (any pencil)

Now listen and point to the speakers.

A: Ah-choo! (Kareem and boy in background)

B: Bless you!

A: Thank you.

A: This is a pen. (Mona)

E. Write the words. (See pages 60–62.)

Students turn to page 60 (*My Picture Dictionary*), find the picture of each target vocabulary item, and write the word next to it.



Find Sokkara's Ribbon

Students find Sokkara's ribbon hidden in the large scene.

Answer Key: Sokkara's ribbon is in the bookcase on the right.

OPTION: Students find Sokkara's ribbon as above, then on a piece of paper draw and colour a ruler in the shape of a ribbon. Then, using the Unit 4 target conversation to do so, they exchange ribbons with a classmate.

Extra Vocabulary. Students turn to page 29. Introduce the extra vocabulary items *book bag*, *notebook*, *crayon*. Students find these items in the large scene.

Games and Activities

1. **What's in the Bag?** (See Game 36, page 144.) Use Option 2, and play the game using a pen, book, rubber, pencil, ruler, and pencil case.

2. **Hold It Up.** Hold a pencil in your hand with only a small portion of it showing, and say *What's this?* Elicit *It's a pencil.* Do the same with the remaining items. Say a book without holding up a book. Students hold up their books and say *This is a book.* Do the same with the remaining Unit 4 target vocabulary and items. Volunteers then take turns taking on the teacher's role and naming items for their classmates to hold up.

OPTION: Do the activity as above, but use a set of Unit 4 Word Time Picture Cards instead of realia.

3. Divide the class into groups of four to five, students in each group place their pens, rulers, eraser ...etc on their desk. Each group then sets up a stationary shop, arranging their items. They appoint a volunteer to be the shop's clerk and the others play the customers customer (A) chooses the items he would like to buy, telling the clerk (pencil), please. The clerk hands the customer his / her items. students continue until each has "bought" two items.

Option: The entire class plays together as above by placing some school supplies on the teacher's desk. Then get to volunteers come in front of the class to play the clerk and the customer change pairs continue until most students have had a chance to role play the conversation.

Finish the Lesson

1. **Pass It Quickly! Set a timer to one minute.**

Students pass one target realia item at a time around the class. When they receive the item from another student, they name it then pass it on as quickly as possible. When the timer rings, the student holding the item chooses the next item to be passed, and begins the activity again. Do this with each target vocabulary item.

2. Explain and assign Workbook page 34. (For instructions, see Teacher's Book page 152.)

Practice Time

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

Function: Asking about and identifying objects

Materials Needed (excluding materials for optional activities): Cassette/CD and player; pen, book, rubber, pencil, ruler, pencil case, 1 of each item; 2 blindfolds; Unit 4 Word Time Picture Cards, 1 set per 3–4 students; Unit 4 Word Time Word Cards, 1 set per 4–5 students; Unit 4 Grammar Cards, 1 set per 4–5 students (see Picture and Word Card Book pages 13, 14, 55, and 56)

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

Warm-Up and Review

- Vocabulary Review: Slow Reveal.** (See Game 30, page 144.) Hold up each Unit 4 Word Time Picture Card and elicit its name. Then play the game using the picture cards.
- Check Workbook page 34. (For instructions and answer key, see Teacher's Book page 152.)

Introduce the Patterns

- Is it (a) (pen)? Yes, it is.** Place the Unit 4 Word Time Picture Cards along the chalktray, facing the board. Draw a big (?) on the board. Point to the (?) and the pen card, shrug your shoulders, look quizzically at the class, and ask *Is it a pen?* Students repeat. Write *Is it a pen?* on the board. Point to and read each word. Students repeat. Then turn the card to face the class, ask *Is it a pen?* again, elicit a positive response, then nod your head and say *Yes, it is.* Students repeat. Write *Yes, it is.* on the board to the right of *Is it a pen?* Point to and read each word. Students repeat. Do the same with *book, eraser, pencil, ruler, and pencil case.* Point out that when a word begins with *a, e, i, o, or u, (an)* rather than *(a)* is used before it.
- Is it (a) (pen)? No, it isn't. It's (a) (book).** Shuffle the picture cards and return them to the chalktray, again facing the board. Point to the (?) and the book card, shrug your shoulders, look quizzically at the class, and ask *Is it a pen?* Students repeat. Turn the card to face the class, ask *Is it a pen?* again, elicit a negative response, then shake your head and say *No, it isn't. It's a book.* Students repeat. Write *No, it isn't. It's a book.* on the board to the right of *Is it a pen?* Point to and read each word. Students repeat. Do the same with *pen, rubber, pencil, ruler, and pencil case.*
- Practice for Fluency.** Hold up the *pencil* picture card or a real pencil and ask *Is it a pen?* Elicit *No, it isn't. It's a pencil.* Hold up the remaining picture cards and ask the target question, eliciting both positive and negative answers. Then have a



volunteer take on the teacher's role and ask the target questions.

Option: You can use realia instead of picture cards to introduce these patterns.

Culture Note: English speakers nod their heads up and down to indicate Yes, and shake their heads side to side to indicate No.

Practise the Patterns

Students open their Student's Books to page 31.

A. Listen and repeat.

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

A: *Is it a pen?*
B: *Yes, it is.*

A: *Is it a pen?*
B: *No, it isn't. It's a pencil.*

A: *Is it an eraser?*
B: *Yes, it is.*

A: *Is it an eraser?*
B: *No, it isn't. It's a pencil.*

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

3. Students try to say the patterns on their own, while looking at the pattern boxes in their books.

4. Write the explanation of the contractions on the board: *isn't = is not* *It's = It is*

Point to and read each word. Students repeat. Then say each pattern with the full form of the

contractions. Students repeat. Students practice each pattern in the pattern box, using both the contractions and the full form of the contractions.

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

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

- | | |
|---|--|
| 1. <i>Is it a pen?</i>
<i>Yes, it is.</i> | 2. <i>Is it an eraser?</i>
<i>No, it isn't. It's a ruler.</i> |
| 3. <i>Is it a book?</i>
<i>Yes, it is.</i> | 4. <i>Is it a pencil case?</i>
<i>Yes, it is.</i> |
| 5. <i>Is it a pen?</i>
<i>No, it isn't. It's a pencil.</i> | 6. <i>Is it a ruler?</i>
<i>No, it isn't. It's an eraser.</i> |

2. Play the recording again. Students listen and repeat, pointing to each word in their books.

3. Students practice numbers 1–6 in pairs. (S1 in each pair asks the questions, and S2 answers.) They then change roles and repeat the activity.

C. Look at page 30. Point to the picture and practise with a partner.

Students remain in pairs and look at page 30. They then take turns asking and answering questions about the school items in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to a book): Is it a book? S2: Yes, it is.

D.  Listen and sing along.

1. Students turn to the Unit 4 song *Thanks. You're Welcome*, page 58. Focus their attention on the pictures. Students try to guess some of the lyrics using the pictures as cues. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

Thanks. You're Welcome.
(Melody: *Battle Hymn of the Republic*)

- | | |
|-----------------------------|------------------------|
| <i>Is it a pencil case?</i> | <i>Is it a pencil?</i> |
| <i>No, it isn't.</i> | <i>No, it isn't.</i> |
| <i>Is it a ruler?</i> | <i>Is it a book?</i> |
| <i>No, it isn't.</i> | <i>No, it isn't.</i> |
| <i>Is it an eraser?</i> | <i>Is it a pen?</i> |
| <i>Yes, it is.</i> | <i>Yes, it is.</i> |
| <i>Here you are.</i> | <i>Here you are.</i> |
| <i>Thanks.</i> | <i>Thanks.</i> |
| <i>You're welcome.</i> | <i>You're welcome.</i> |

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

3. Bring six volunteers to the front of the classroom. Have them form Groups A and B. Give Group A a set of Unit 4 Word Time Picture Cards, and Group B a rubber and a pen. Play the karaoke version. Group A sings the questions and

holds up the corresponding picture cards. Group B sings the answers. Group A hands Group B the rubber and pen when singing *Here you are*. Groups change roles and sing the song again.

Games and Activities

1. **Blindfold.** Divide the class into Teams A and B. A volunteer from each team comes to the front of the classroom. Blindfold these volunteers and give them each a different school supply that they can name in English. The volunteers feel their item and try to determine what it is, asking their teammates Is it a (book)? Their teammates respond with the target pattern. The first volunteer to identify the item and correctly use the target pattern wins a point for his/her team. These two volunteers then return to their teams and another volunteer from each team comes to the front of the classroom. Continue until most students have had a turn at the front of the classroom. The team with the most points at the end wins.

Option: To make it more challenging, give each volunteer a word card not the item itself.

2. **Guess** Divide see the post it put the class into pairs. Each pair plays a guessing game. S1 holds some of their school supplies e.g. → Eraser, pen, pencil,... etc

S2 asks: Is it an (eraser) if the guess is correct, S1 says Yes, it is. If the guess is not correct, the student says No, it isn't it's a (pen) they take turns. They keep their scores. Each pair tells the class room about the winner

3. **Make the Sentences.** (See Game 43, page 145.) Do the activity using Unit 4 Word Time Word Cards and Grammar Cards.



Extra Practice

Explain and assign Worksheet 7, *Make a Guess*, page 178. (For instructions and answer key, see page 167.)

Finish the Lesson

1. **Draw One Line at a Time.** On the board, draw a picture of one of the Unit 4 school supplies, one line at a time. Students try to identify the drawing after each line has been drawn, asking *Is it a (pen)?* Reply either *Yes, it is* or *No, it isn't*. If students do not guess correctly after three tries, say *No, it isn't. It's a (pencil)*. Do the same with the remaining Unit 4 school supplies.

2. Explain and assign Workbook page 35. (For instructions, see Teacher's Book page 152.)

Phonics Time

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

Materials Needed (excluding materials for optional activities):

Cassette/CD and player; 10–12 Units 1–4 Word Time Picture Cards, 1 set per student; a, b, c, d, e, e, g, h, i, k, o, r, s, t, and u alphabet cards, 1 set per student (see Picture and Word Card Book pages 1, 5, 9, 13, 15, and 51–54)

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

Warm-Up and Review

- Pattern Review: Is it a Pencil Case?** Choose 10–12 Units 1–4 Word Time Picture Cards. Hold up each card and elicit its name. Then write the Unit 4 target patterns on the board. Point to and read each word. Students repeat. Then shuffle the cards. Quickly show one of the cards to the class. Students guess which card they just saw, asking *Is it a (tree)?* Respond with the target pattern. Do the same with the remaining cards.

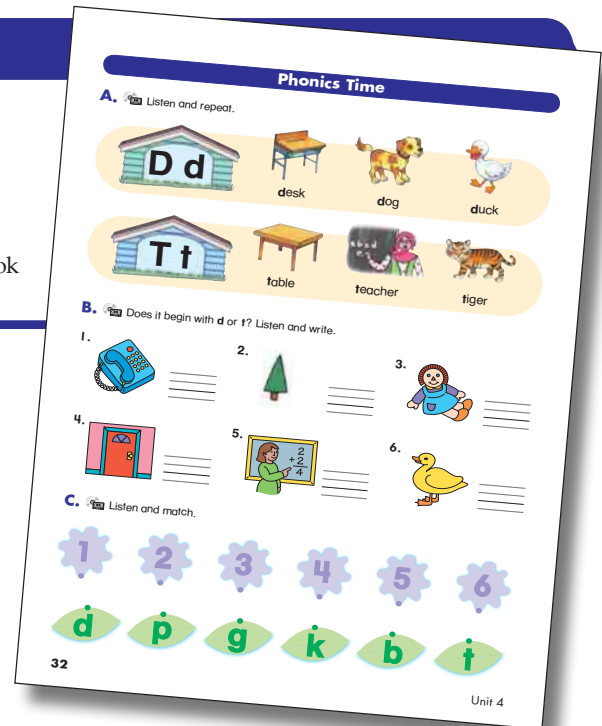
Option: Use realia of the school supplies (pens - erasers ...) and do the activity as mentioned above.

- Check Workbook page 35. (For instructions and answer key, see Teacher's Book page 152.)
- Phonics Review: What's in the Air?** (See Game 61, page 147.) Play the game using all previously learned sounds and Units 1–3 Phonics Time Picture Cards.

Introduce the Sounds

- Hold up the *dog* picture card and say /d/-/d/, *dog*, stressing the initial sound. Students repeat. Attach the card to the board. Do the same with *desk* and *duck*. Repeat the activity for the three /t/ words *tiger*, *teacher*, *table*.
- Write d on the board. Say /d/ while pointing to the letter. Students repeat. Add og to the right of d and say /d/-og, *dog* while pointing to the two parts of the word and then the whole word. Students repeat. Do the same with *desk* and *duck*. Repeat the entire activity for the /t/ words.

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



Practise the Sounds

Students open their Student's Books to page 18.

Students are expected to know the meaning of only the six words at the top of the page. The remaining words they hear in the lesson are for the purpose of sound recognition only. It is not necessary to teach these words as vocabulary.

A. Listen and repeat.

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

d /d/
desk
dog
duck

t /t/
table
teacher
tiger

B. Does it begin with d or t? Listen and write.

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

1. *telephone, telephone*
2. *Tree, Tree*
3. *doll, doll*
4. *door, door*
5. *teacher, teacher*
6. *duck, duck*

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

Answer Key: 1. t 2. t 3. d 4. d 5. t 6. d

C. Listen and match.

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

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

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

Answer Key: 1. p 2. t 3. k 4. d 5. b 6. g

Games and Activities

1. **Quickly Pick the Card.** Divide the class into groups of four to five. Give each student a *d* and a *t* alphabet card and have them place the cards face up in the middle of their group. Say eight to ten words that begin with either *d* or *t* (see Suggested Words below). Students repeat each word, and each group tries to be the first to have all its members hold up the alphabet card that corresponds to that word's initial letter, then say the letter's sound. The first group to do so wins a point. The group at the end with the most points wins.

Option: Ask each student to draw their own alphabet cards.

Suggested Words: *dog, tan, take, do, dip, dial, tool, teen, Dan, top, dent, dark*

2. **Concentration: Picture to Initial Letter.** (See Game 48, page 146.) Play the game using Unit 4 Phonics Time Picture Cards and *d* and *t* alphabet cards. When students turn up each card, they must name it if it is a picture card, and say the sound of the letter if it is an alphabet card.
3. **Make the Words.** Give each student alphabet cards *a, b, c, d, e, e, g, h, i, k, o, r, s, t*, and *u*. Or let se the cards themselves Say *dog*. Students repeat the word, say its initial sound, then using their

Student's Books for reference, they spell *dog* with their alphabet cards. Check answers by writing the word on the board and having students check their answers and readjust their cards as necessary. Do the same with the remaining Unit 4 target phonics words.



Extra Practice

Explain and assign Worksheet 8, Phonics Fun *d* and *t*, page 181. (For instructions and answer key, see page 169.)

Finish the Lesson

1. **Match the Letter to the Word.** Give each student either a *d* or a *t* alphabet card. Say a word that begins with either *d* or *t* (see Suggested Words below). Students with the alphabet card that corresponds to the initial sound of the word they hear hold up their cards and say that letter's sound. Do this with six different words. Each student then exchanges his/her card with a student holding a different letter. Do the activity in the same way with another six words.

Suggested Words: *tip, ton, den, date, tell, dull, dust, telephone, dirty, talk, tear, day*

2. Explain and assign Workbook page 36. (For instructions see Teacher's Book page 152.)



Assessment

Explain and assign the Unit 4 Test, page 213. (For instructions and answer key, see page 201.)



5 At School

Conversation Time

Language Focus: *What's your first name?/ Sarah./ What's your last name?/ Hassan.*

Function: Asking someone's name

Materials Needed (excluding materials for optional activities): Cassette/CD and player; Wall Chart 9; a ball; small cards or pieces of paper, each with a made-up name written on it, 1 per student

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

Warm-Up and Review

- Phonics Review: Say the Word with a Different Initial Sound.** Write *d* and *t* on the board. Point to each letter and elicit its sound. Then say three words, two with the same initial sound, and one with a different initial sound (see Suggested Words below). Students name the word with the different initial sound. Do this with five to six different groups of words.

Suggested Words: *dog, tea; dam, tan, ten; drums, Tamer, dot; desk, duck, tiger; tin, teacher, door; tall, down, town*

- Check Workbook page 36. (For instructions and answer key, see Teacher's Book page 152.)

Introduce the Conversation

- Bring two students to the front of the classroom. Stand behind each student and model his/her line(s) of the conversation with the following actions:

What's your first name? Look quizzically at the student with your head tilted slightly to one side.

Sarah. Smile and bring your open palm lightly to your chest, then remove it.

What's your last name? Look quizzically at the student with your head tilted slightly to one side.

Hassan. Smile and bring your open palm lightly to your chest, then remove it.

- Clarify word meaning.



first/last name: Write a student's full name on the board. Point to his/her first name and say first name. Students repeat. Point to his/her last name and say last name. Students repeat.

- Model the conversation again, as in Step 1.
- Divide the class into Groups A and B. Model each line of the conversation again using facial expressions and body language. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Encourage students to copy your facial expressions and body language. Groups then change roles and repeat the conversation again.
- Groups A and B say alternate lines of the conversation. Groups then change roles and say the conversation again. Prompt when necessary.

Note: In English, the first name refers to the given name, and the last name is the family name or surname.

Talk About the Picture

- Attach Wall Chart 9 to the board or open a Student's Book to page 37. Students then open their Student's Books to page 37. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

The **children** drew many **pictures**. I see four **boys** and five **girls**. The **teacher** is asking **Sarah** What's your first name? Then he asks What's your last name? The teacher is writing Sarah's name down with a **pencil**.

- Ask the following questions while pointing to or touching the pictures (**bold** words).
 - (**girl**) Is this a boy or a girl?
 - (**boy**) Is this a girl or a boy?
 - (**pencil**) What's this?
 - (**ruler**) What's that?
 - (**eraser**) Is it an eraser?
 - (**Sokkara**) Is this a cat?

Practise the Conversation

A. Listen and repeat.

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

Teacher: *What's your first name?*
 Sarah: *Sarah.*
 Teacher: *What's your last name?*
 Sarah: *Hassan.*

B. Listen and find the speakers.

Play the recording (second version of the conversation). Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with a partner.

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

D. Review. Listen and repeat.

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

A: *Here you are.*
 B: *Thank you.*

OPTION: Students role-play the conversation.



Find Sokkara's Ribbon

Students find Sokkara's ribbon hidden in the large scene.

Answer Key: Sokkara's ribbon is part of the table leg.

OPTION: Students find Sokkara's ribbon as above, then draw, colour, and cut out a ribbon to use as a microphone. Then, using the target conversation, students use their microphones to ask their classmates their first and last names.

Games and Activities

- Toss the Ball.** (See Game 5, page 140.) Play the game using the target conversation.
- Walk and Ask Their Names.** Prepare small cards or pieces of paper with made up names written on them, one name on each card/paper. Give each student a card and tell them that these are their new names. Bring two volunteers to the front of the classroom and have them role-play the conversation using the names on their cards. Do the same with two to three more pairs of volunteers. Students then work in pairs, using the target conversation, ask each other their new names.

Option: Do the activity as above, but use students' real names instead of made-up names.

- Combine the Conversations.** Combine the Units 1, 4, and 5 conversations on the board in the following way:

A: *Good morning!*
 B: *Hello! How are you?*
 A: *Fine, thank you.*
 B: *What's your first name?*
 A: *Samy.*
 B: *What's your last name?*
 A: *Hashim.*
 B: *Here you are.*
 A: *Thanks.*
 B: *You're welcome.*

Point to and read each line. Students repeat. Bring two volunteers to the front of the classroom to role-play the conversation, pretending they are in the same situation as Sarah and her teacher in the large scene. Student B writes down Student A's information, then hands him/her the paper upon which he/she wrote the information. Then divide the class into pairs and have pairs role-play the conversation in the same way. Students in each pair then change roles and role-play the conversation again.

Finish the Lesson

- Teacher Asks, Students Answer.** Ask any student *What's your first name?* The student answers. Ask a different student *What's your last name?* The student answers. Do this several times with a different student each time. Volunteers then take turns taking on the teacher's role and asking the questions.
- Explain and assign Workbook page 41. (For instructions, see Teacher's Book pages 152–153.)

Word Time

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

Materials Needed (excluding materials for optional activities): Cassette/CD and player; Wall Chart 10; 2 dice per 4–5 students; 4×4 Bingo grids, 1 per student; pencil, pen, book, tree, cloud, bird, flower, dog, cat, cow, and goat picture cards, 1 set per 4–5 students; Unit 5 Word Time Picture Cards, 1 set per 4–5 students (see Picture and Word Card Book pages 1, 5, 9, 13, 17, and 19)

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

Warm-Up and Review

- Conversation Review: Ask Their Names.** Write a student's full name on the board. Point to his/her first name and say *first name*. Students repeat. Point to his/her last name and say *last name*. Students repeat. Ask several students their first and last names. Students then take turns asking several classmates their first and last names.
- Check Workbook page 41. (For instructions and answer key, see Teacher's Book pages 152–153.)

Introduce the Words

- Hold up one finger and say one.** Students repeat. Attach the one picture card to the board, or write number (1) on the board point to it, and say *one*. Students repeat. Write one next to the *one* picture card. Point to it and say *one*. Students repeat. Do the same with numbers 2 through 12. Then point to each number on the board in order and elicit its name. Do this several times, gradually increasing the pace. Remove the cards from the board. Hold them up one by one first in numerical order, then in random order. Elicit each number.
- Write a big 1 and 2 on the board. Hold up the *pencil* picture card. Point to the 1 and the *pencil*, and say one *pencil*. Students repeat. Point to the 2 and hold up two *pencil* picture cards. Say two pencils, emphasizing the final s. Students repeat. Do the same with the *tree, cat, pen, cow, cloud, goat, book, bird, flower, and dog* picture cards.

Option: Use realia to show numbers like: one book, two books, pen, ruler, eraser, pencils ... etc.

Note: Final /s/ and /z/ pronunciation will be covered in Practice Time. For this lesson, it is only important for students to realize that the plural form is almost always different from the singular form and usually takes an s.



Talk About the Picture

- Students open their Student's Books to page 38. They look at the large scene and name anything they can.
- Attach Wall Chart 10 to the board, or open a Student's Book to page 38. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

Kareem and Mona are looking at the **pictures** their friends drew. In this picture there are 1, 2, 3, 4, 5 **dogs**. In the picture **Mona** is looking at there are 1, 2, 3, 4, 5, 6 **trees** and 1, 2, 3, 4, 5, 6, 7, 8 **birds**. I see two **girls** and one **boy**. Oops! The **woman** knocked over the pens! There are 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 **pens**.
- Ask the following questions while pointing to or touching the pictures (**bold words**).

(**pen**) Is it a ruler?

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

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

(**Kareem**) What's his first name?

(**Mona**) What's her first name?

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

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

Practise the Words

A. Listen and repeat.

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

one two three four five six
seven eight nine ten eleven twelve

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

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

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

C. Look at B. Listen and check.

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

a. Pencils. Eleven pencils. b. Trees. Six trees.
c. Cats. Four cats. d. Pens. Twelve pens.
e. Cows. Three cows. f. Clouds. Seven clouds.
g. Goats. Three goats. h. Books. Ten books.
i. Boys. One boy. j. Birds. Eight birds.
k. Flowers. Nine flowers. l. Dogs. Five dogs.

2. Check answers by saying a. pencils and having a volunteer write the number he/she wrote on the board. Do the same for b–l.

D. Listen and point.

Play the recording. Students listen to the sound effects and words. For the vocabulary, they point to those items; for the conversations, they point to the speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

Twelve pens.

Four cats.

Eight birds.

Five dogs.

Three goats.

Six trees.

Now listen and point to the speakers.

A: Is it a cow? (Kareem and Mona)

B: Yes, it is.

A: What's this? (Kareem and Mona)

B: It's a cloud.

E. Write the words. (See pages 60–62.)

Students turn to page 63 (*My Picture Dictionary*), find the picture of each target vocabulary item, and write the word next to it.

Find Sokkara's Ribbon

Students find Sokkara's ribbon hidden in the large scene.

Answer Key: Sokkara's ribbon is on one of the book bindings in the pile of books by the table.

OPTION: Students find Sokkara's ribbon as above. They then draw between one and twelve ribbon on a piece of paper. Students take turns standing up, showing those ribbons to the class and saying how many they have drawn.

Extra Vocabulary. Students turn to page 37. Introduce the extra vocabulary items 13, 14, 15 (*thirteen, fourteen, fifteen*). Students find these numbers in the large scene.

Games and Activities

1. **Bingo!** (See Game 10, page 141.) Play the game using 424 grids and the numbers 1–12.
2. **Quick! Draw the Picture.** Say *six* and have students write 6 on a piece of paper. Do the same with the remaining numbers 1–12. Then say *six girls* and have students race to see who can be the first to draw six girls on their papers. The first student to do so wins a point. Do the same with *three boys, one dog, seven books, ten trees, and four sheep*. The student with the most points at the end wins.
3. **Option: Personalise the Picture.** Divide the class into groups of four to five, and have each group take out all the school supplies they have with them (for example: pens, books, pencil cases). Groups then count how many of each item they have and report their findings to the class, holding up each group of items and saying, for example, ten pencils.

Finish the Lesson

1. **Count Forward and Backward.** Students count from 1 to 12 around the class. Once 12 is reached, students count backwards from 12. If a student makes a mistake, he/she begins again from one (if counting forwards) or from 12 (if counting backwards).
2. Explain and assign Workbook page 42. (For instructions, see Teacher's Book page 153.)

Practice Time

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

Function: Asking about numbers; counting 1–12

Materials Needed (excluding materials for optional activities):

Cassette/CD and player; pencils, pens, books, rubbers, rulers, pencil cases (1–12 of each); a bag; 5 *How many...* questions, 1 list of questions per 3–4 students; 4 *tree* picture cards; 7 *cow* picture cards; 12 *chicken* picture cards; 1 goat picture card; 9 horse picture cards; Unit 5 Word Time Picture Cards, 1 set; Unit 5 Word Time Word Cards, 1 set per 3–4 students; Unit 5 Grammar Cards, 1 set per 4–5 students (see Picture and Word Card Book pages 17, 18, 19, 20, 56, and 57)

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

Warm-Up and Review

- Vocabulary Review: Guess What's Missing.** (See Game 22, page 143.) Hold up the Unit 5 Word Time Picture Cards one by one and elicit their names. Then play the game using the cards.
- Check Workbook page 42. (For instructions and answer key, see Teacher's Book page 153.)

Introduce the Patterns

- How many (pens)? One (pen).** Write a large (?) on the board. Hold a pen behind your back. Point to the ?, look quizzically at the class, and while making a counting motion with your fingers, ask *How many pens?* Students repeat. Write *How many pens?* on the board. Point to and read each word. Students repeat. Then show students the pen and say *One pen.* Students repeat. Write *One pen.* on the board to the right of *How many pens?* Point to and read each word. Students repeat. Do the same with a pencil, book, rubber, ruler, and pencil case.
- How many (pens)? (Three) (pens).** Ask a student to hold from three to five pens behind his/her back. Point to the (?), look quizzically at the student holding the pens, and ask *How many pens?* Students repeat. The student then holds up the pens so everyone can see them. Count the pens and say *(Four) pens.* Students repeat. Write *Four pens.* on the board to the right of *How many pens?* Point to and read each word. Students repeat. Then do the same with different volunteers and pencils, books, rubbers, rulers, and pencil cases.
- Practice for Fluency.** Hold three books behind your back. Ask *How many books?* Show students the books and elicit *Three books.* Do the same with other school supplies that students can name in



English, having volunteers come to the front of the classroom to take on the teacher's role.

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

Practise the Patterns

Students open their Student's Books to page 21.

A. Listen and repeat.

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

A: *How many cows?*

B: *One cow.*

A: *How many*

B: *Two cows.*

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

3. Students try to say the patterns on their own, while looking at the pattern boxes in their books.

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

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

1. *How many cows?*

One cow.

2. *How many goats?*

Three goats.

3. *How many cats?*

Four cats.

5. *How many books?*

Ten books.

4. *How many clouds?*

Seven clouds.

6. *How many pens?*

Twelve pens.

2. Play the recording again. Students listen and repeat, pointing to each word in their books.

3. Students practice numbers 1–6 in pairs. (S1 in each pair asks the questions, and S2 answers.) They then change roles and repeat the activity.

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

Students remain in pairs and look at page 38. They then take turns asking and answering questions about the items in the large scene using the new patterns and vocabulary items. For example: S1: *How many cats?* S2 (counting the cats in the large scene): *Four cats.*

D. Listen and chant.

1. Students turn to The Counting Chant, page 59. Focus their attention on the pictures. Students try to guess some of the lyrics using the pictures as cues. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

The Counting Chant

<i>Pencils, pens, books.</i>	<i>Cats, dogs, cows.</i>
<i>Pencils, pens, books.</i>	<i>Cats, dogs, cows.</i>
<i>How many pencils?</i>	<i>How many cats?</i>
<i>11 pencils!</i>	<i>4 cats!</i>
<i>How many pens?</i>	<i>How many dogs?</i>
<i>12 pens!</i>	<i>5 dogs!</i>
<i>How many books?</i>	<i>How many cows?</i>
<i>10 books!</i>	<i>1 cow!</i>
<i>Pencils, pens, books.</i>	<i>Cats, dogs, cows.</i>

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

3. Divide the class into Groups A, B, and C. Play the karaoke version. Group A chants the first two and last lines of each verse, Group B chants the *How many* questions, and Group C chants the answers. While chanting, Group B pantomimes a counting gesture with their fingers for *How many*, and Group C holds up the number of fingers that correspond to that number.

Games and Activities

- 1. How Many in the Bag?** Prepare one to twelve sets of school supply items students can name in English. Put one of the sets of items in a bag (for example: three pencils) and ask *How many (pencils)?* Bring a volunteer to the front of the classroom. The volunteer feels the bag and tries to determine the number of (pencils) in the bag. He/She then says *(Three) (pencils)*. If his/her answer is not correct, the student takes the items from the bag, counts them, and says *(Three) (pencils)*. If his/ her answer is correct, take the (three) (pencils) out and say *Yes, (three) (pencils)*. Give the bag to that volunteer and have him/ her select the next item(s) to put into the bag. That volunteer then asks *How many (erasers)?* and another volunteer comes to the front of the classroom to feel the bag and determine the answer. Continue with different items and volunteers for five to seven minutes.
- 2. Make the Sentences.** (See Game 41, page 145.) Do the activity using Unit 5 Word Time Word Cards and Grammar Cards.
- 3. Option: Project.** Give each student a list of six to seven items they can name in English. Students take their lists home and count how many of each listed item they see in and around their homes. They then record these numbers and bring the list back to class. Ask each student *How many (trees)?* They respond using the target pattern according to the number of that item on their list. After asking five to six questions, bring a volunteer to the front of the classroom to take on the teacher's role and ask the questions.



Extra Practice

Explain and assign Worksheet 9, *On My Farm*, page 180. (For instructions and answer key, see page 168.)

Finish the Lesson

- 1. Look Around and Count.** *Say boys.* Elicit the target question, *How many boys?* Students then look around the classroom, count the number of boys, and say *(Six) boys.* Do the same with girls, books, teachers, and pencils.
- 2.** Explain and assign Workbook page 43. (For instructions, see Teacher's Book page 153.)

Phonics Time

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

Materials Needed (excluding materials for optional activities):

Cassette/CD and player; 1 die per 3–4 students; a ball; 1 book, 7 pencils; 5 Picture Cards, 4 *cat* Picture Cards, *b, d, g, h, k, m, n, p, t,* and *w* alphabet cards, 2 sets per 3–4 students; Unit 5 Phonics Time Picture Cards, 1 set (see Picture and Word Card Book pages 9, 21 and 51–54)

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

Warm-Up and Review

- Pattern Review: How Many Trees?** Write *How many trees?* on the board. Point to and elicit each word. Draw three trees on the board. Ask *How many trees?* Elicit *Three trees.* Write *Three trees.* on the board. Then hold up to erasers one book, seven pencils, and four rulers, eliciting the target question and answer for each set of items.
- Check Workbook page 43. (For instructions and answer key, see Teacher's Book page 153.)
- Phonics Review: Write the Lowercase Letter.** Write *B, D, G, K, M, N, P, T* in a vertical column on the board. Point to the letters in random order and elicit their sounds. Then have volunteers come to the board and write the corresponding lower case letter next to each uppercase letter.

Introduce the Sounds

- Hold up the *hand* picture card and say / h-/ h/, *hand*, stressing the initial sound. Students repeat. Attach the card to the board. Do the same with *horse* and *house*. Repeat the activity for the three /w/ words *water, window, woman*.
- Write *h* on the board. Say / h/ while pointing to the letter. Add *and* to the right of *h* and say / h/-and, *hand* while pointing to the two parts of the word and then the whole word. Do the same with *horse* and *house*. Repeat the entire activity for the /w/ words.

Practise the Sounds

Students open their Student's Books to page 40. Students are expected to know the meaning of only the six words at the top of the page. The remaining words they hear in the lesson are for the purpose of sound recognition only. It is not necessary to teach these words as vocabulary.

Phonics Time

A. Listen and repeat.

Hh

Ww

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

1. 2. 3. 4.

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

1. 2. 3. 4.

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

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

40 Unit 5

A. Listen and repeat.

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

*h / h/
hand
horse
house*

*w / w/
water
window
woman*

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

1. Play the recording. Students listen to each word and write ✓ if it begins with *h*, and X if it does not. Play the recording as many times as necessary for students to complete the task.

- window, window*
- house, house*
- watch, watch*
- hen, hen*

2. Check answers by saying *Number 1. window* and having volunteers say the word's initial sound, then make an 7 with their arms if they wrote 7, or a check with their fingers if they wrote 3. Do the same for numbers 2–4.

Answer Key: 1. X 2. ✓ 3. X 4. ✓


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

1. Play the recording. Students listen to each word and write 3 if it begins with w, and 7 if it does not. Play the recording as many times as necessary for students to complete the task.

1. *wolf, wolf*
2. *hat, hat*
3. *heart, heart*
4. *web, web*

2. Check answers by saying *Number 1. wolf* and having volunteers say the word's initial sound, then make an 7 with their arms if they wrote 7, or a check with their fingers if they wrote 3. Do the same for numbers 2–4.

Answer Key: 1. 3 2. 7 3. 7 4. 3

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

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

1. *hit, hit*
2. *wig, wig*
3. *happy, happy*
4. *wet, wet*
5. *home, home*
6. *water, water*

2. Check answers by saying *Number 1. hit*, and having a volunteer say the letter he/she wrote. Do the same for numbers 2–6.

Answer Key: 1. h 2. w 3. h 4. w 5. h 6. w

Games and Activities

1. **Write the Letter.** Divide the class into Teams A and B, and have one volunteer from each team come to the front of the classroom. Show the two students the same Unit 5 Phonics Time Picture Card. These two students race to be the first to run to the board and write the initial letter of the depicted word. The first student to correctly write the letter, say its sound, and name the card, wins a point for his/her team. These two students then go back to their seats and two new students take a turn. Continue until most students have had a turn at the board. The team with the most points at the end wins.

Large Classes: Divide the class into teams of six to eight. Play as above, with a student from each team going to the board each time.

2. **Move Around the Circle.** Divide the class into groups of three to four. Give each group two sets of *b, d, g, h, k, m, n, p, t, and w* alphabet cards

and one die (students create and draw their own alphabet cards). Each student chooses an item to be a marker, such as a coin, a pen top, or a rubber. Each group places the alphabet cards face up in a circle in front of them. Groups set a starting point in the circle and place their markers on that card. A student in each group throws the die and moves his/her marker clockwise along the alphabet cards according to the number shown on the die. He/She then looks at the alphabet card he/she has landed on and names the letter and its sound. He/She then says any word which starts with that letter. If the student can do this, he/she remains on that card. If the student cannot name the letter, its sound, or a word, he/she returns the marker to where it was at the beginning of that turn. Another student then takes a turn. The first student in each group to go around the circle twice wins.

3. **Dictation.** Students make two columns on a piece of paper and label one column *h* and the other column *w*. Say *horse*. Using their Student's Books for reference, students write *horse* in the *h* column. Do the same with the other Unit 5 target phonics words. Say each word again and have students repeat and say its initial sound. Then check answers by writing each word on the board.



Extra Practice

Explain and assign Worksheet 10, Phonics Fun *h* and *w*, page 183. (For instructions and answer key, see page 170.)

Finish the Lesson

1. **Toss the Ball.** Write *b, d, g, h, k, m, n, p, t, and w* on the board. Point to each letter and elicit its sound. Toss a ball to a student (S1). He/She says the sound of any letter on the board and tosses the ball to another student (S2). S2 says a word that begins with S1's letter, and tosses the ball to another student, who says the sound of any letter on the board and tosses the ball to another student. Continue around the class in the same way until all students have taken a turn.
2. Explain and assign Workbook page 44. (For instructions, see Teacher's Book pages 153-154).



Assessment

Explain and assign the Unit 5 Test, page 214. (For instructions and answer key, see page 202.)



In the P.E. Class

Conversation Time

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

Function: Expressing pain; expressing concern

Materials Needed (excluding materials for optional activities): Cassette/CD and player; Wall Chart 11; a ball; Unit 5 Phonics Time Picture Cards, 1 set (see Picture and Word Card Book page 21)

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

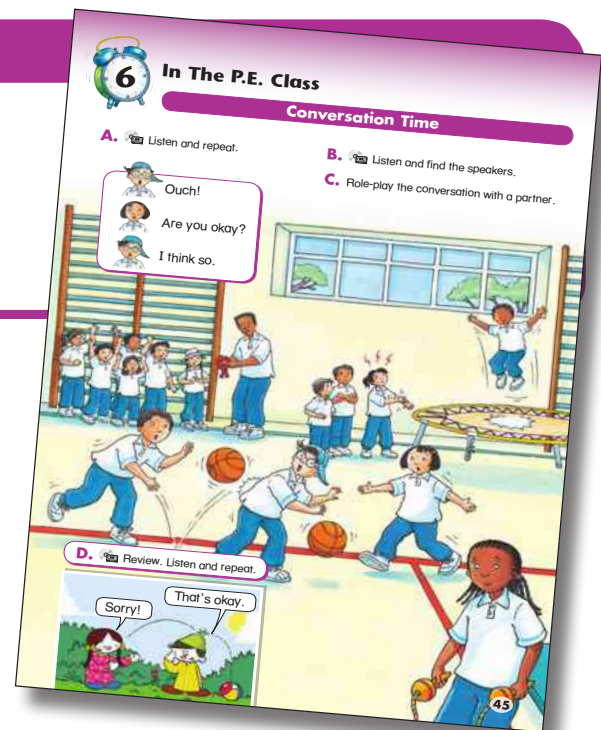
Warm-Up and Review

- Phonics Review: Match Word to Sound.** Write *w* on the left side of the board and elicit /*w*/. Attach the *water*, *window*, and *woman* picture cards to the board below *w*. Do the same with *h* and the *hand*, *horse*, and *house* picture cards on the right side of the board. Divide the class in half. Students on the left side of the classroom say /*w*-/*w*/ and individual students on the right side of the classroom respond with a word starting with *w*. This can be any word beginning with *w*, not only those on the board. Students on the right side of the classroom then say /*h*-/*h*/ and individual students from the left respond with a word starting with *h*. Students on the left side of the classroom then say /*w*-/*w*/, and so on for two to three minutes.
- Check Workbook page 44. (For instructions and answer key, see Teacher's Book pages 153-154).

Introduce the Conversation

- Bring two students to the front of the classroom. Stand behind each student and model his/her line(s) of the conversation with the following actions:

<i>Ouch!</i>	Bang your hand on a desk and then hold the hurt part of your hand with a pained expression.
<i>Are you okay?</i>	Lean forward a little with a look of sympathetic concern on your face.
<i>I think so.</i>	Nod with a slightly pained expression and speak in a weak tone.
- Divide the class into Groups A and B. Model each line of the conversation again using facial expressions and body language. Group A repeats the first line of the conversation, Group B repeats



line two, and so on. Encourage students to copy your facial expressions and body language. Groups then change roles and repeat the conversation again.

- Groups A and B say alternate lines of the conversation. Groups then change roles and say the conversation again. Prompt when necessary.

Talk About the Picture

- Attach Wall Chart 11 to the board, or open a Student's Book to page 45. Students then open their Student's Books to page 45. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

This is **P.E. class** **Ouch!** **A ball hit Ramy!** **Eva** asks *Are you okay?* Look! **Alaa is** jumping. These children are *angry*, because they want to jump, too. Outside the **window**, I see **trees**.

- Ask the following questions while pointing to or touching the pictures (**bold words**).
 - How many girls?
 - How many boys?
 - (Ramy)** Is this Kareem?
 - (ball)** Is it a book?
 - (tree)** What's this?
 - How many trees?

Practise the Conversation

A. Listen and repeat.

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

Ramy: *Ouch!*
Eva: *Are you okay?*
Ramy: *I think so.*

B. Listen and find the speakers.

Play the recording (second version of the conversation). Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with a partner.

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

D. Review. Listen and repeat.

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

A: *Sorry!*
B: *That's okay.*

OPTION: Students role-play the conversation.



Find Sokkara's Ribbon

Students find Sokkara's ribbon hidden in the large scene.

Answer Key: Sokkara's ribbon is one of the legs of the trampoline.

3. Combine the Conversations.

Combine the Units 4 and 6 conversations on the board in the following way:

A: *Ouch!*
B: *Are you okay?*
A: *I think so.*
B: *Here you are.*
A: *Thanks.*
B: *You're welcome.*

Point to and read each word. Students repeat. Bring two volunteers to the front of the classroom to role-play the conversation, as if one of the students has cut his/her finger and the other student is giving him/her an adhesive strip. Then divide the class into pairs and have pairs role-play the conversation in the same way. Students in each pair then change roles and role-play the conversation again.

Finish the Lesson

1. **Toss the Ball.** (See Game 5, page 140.) Play the game using the target conversation.
2. Explain and assign Workbook page 49. (For instructions, see Teacher's Book page 154.)

Games and Activities

1. **Back to Back.** Divide the class into pairs. Students sit with their backs to their partners and role-play the conversation without looking at each other. Partners then change roles and repeat the activity. Once pairs have practiced both roles two to three times, say *Ouch!* and elicit the rest of the conversation from the class.
Large classes: students can role-play the conversation providing they don't look at each other's face.
2. **Hold the Ouch! Spot.** Divide the class into Groups A and B. Each student in Group A says *Ouch!* while holding a part of his/her body as if in pain. No two students in the group can hold the same part of their body. All students in Group B ask *Are you okay?* in unison. Each student in Group A takes turns replying *I think so.* Groups then change roles and repeat the activity.

Word Time

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

Materials Needed (excluding materials for optional activities): Cassette/CD and player; Wall Chart 12; Unit 6 Word Time Picture Cards, 1 card per student (see Picture and Word Card Book page 23)

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

Warm-Up and Review

- Conversation Review: Ouch!** Students open their Student's Books to page 45 and look at the large scene and conversation callouts. Elicit the conversation. Pretend to hurt your foot and say *Ouch!* Elicit *Are you okay?* Reply *I think so.* Bring volunteers to the front of the classroom to role-play the conversation.
- Check Workbook page 49. (For instructions and answer key, see Teacher's Book page 154.)

Introduce the Words

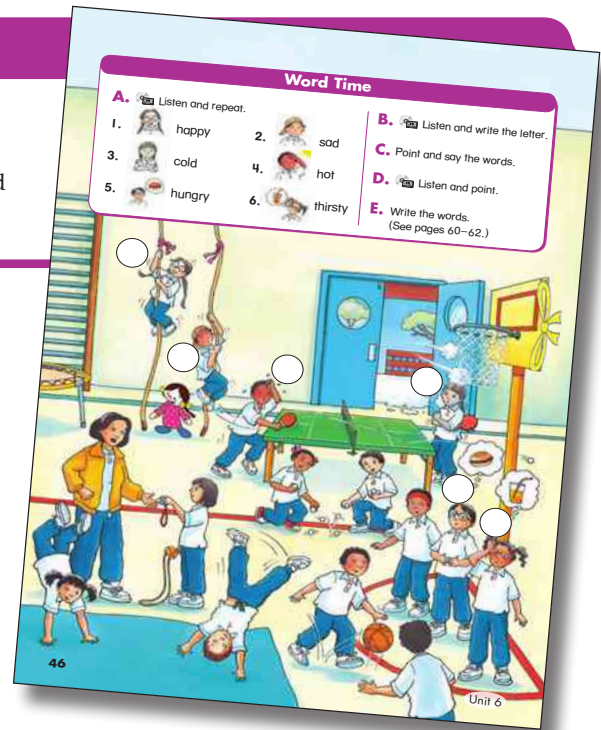
- Smile broadly, and say *happy*. Students repeat, smiling broadly. Use appropriate body language (see below) to introduce the remaining target vocabulary.

sad: Pretend to cry and wipe tears from your eyes.
cold: Wrap your arms around your body and shiver.
hot: Fan yourself with your hands and pretend to wipe sweat from your forehead.
hungry: Rub your stomach.
thirsty: Stick out your tongue a little and pat your throat.
- Hold up the Unit 6 Word Time Picture Cards in random order. Students name them and pantomime the feelings.

Talk About the Picture

- Students open their Student's Books to page 46. They look at the large scene and name anything they can.
- Attach Wall Chart 12 to the board, or open a Student's Book to page 46. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

Look at **Mona** and **Kareem**! They're *climbing the ropes*. **Mona** is *happy*, but **Kareem** is *sad*. **Sokkara** is *looking* at Mona. **This girl** is *cold*. Brrr! **This boy** is *hot*. Whew! **Gamal** is *hungry*,



and **Soha** is *thirsty*. Soha wants to *drink* some juice.

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

How many puppets?
 How many boys are on the **mat**?
(Soha) Is she *thirsty*?
(Mona) What's her first name? Is she *sad*?
(Kareem) What's his first name? Is he *sad*?
(boy playing ping-pong) Is he *cold*?
(girl playing ping-pong) Is she *cold*?

Practise the Words

A. Listen and repeat.

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

- | | |
|------------------|-------------------|
| 1. <i>happy</i> | 2. <i>sad</i> |
| 3. <i>cold</i> | 4. <i>hot</i> |
| 5. <i>hungry</i> | 6. <i>thirsty</i> |

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

B. Listen and write the letter.

1. Play the recording. Students listen and write the letters they hear in the white circle for each vocabulary item. Play the recording as many times as necessary for students to complete the task.

- a. *hot, hot* b. *thirsty, thirsty*
 c. *hungry, hungry* d. *happy, happy*
 e. *sad, sad* f. *cold, cold*

2. Check answers by writing the letters *a–f* on the board then having volunteers come to the board and attach the corresponding picture card next to each letter. Point to each picture card and have students name it.

C. Point and say the words.

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

D.  Listen and point.

Play the recording. Students listen to the sound effects and words. For the vocabulary, they point to the characters depicting those feelings; for the conversations, they point to the speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

I'm hungry.

I'm cold.

I'm happy.

I'm sad.

Phew! I'm hot.

I'm thirsty.

Now listen and point to the speakers.

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

B: *Thanks.*

A: *You're welcome.*

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

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

E. Write the words. (See pages 60–62.)

Students turn to page 60 (*My Picture Dictionary*), find the picture of each target vocabulary item, and write the word next to it.

 **Find Sokkara's Ribbon**

Students find Sokkara's ribbon hidden in the large scene.

Answer Key: The side of the basketball backboard is in the shape of Sokkara's ribbon.

Extra Vocabulary. Students turn to page 45. Introduce the extra vocabulary items *angry, tired, proud*. Students identify these feelings in the large scene.

Games and Activities

- Around the World.** (See Game 8, page 140.) Play the game using Unit 6 Word Time Picture Cards.
- Name the Card and Pantomime.** Divide the class into Groups A and B. Show Group A the *happy* picture card. Students in Group A name the card in unison. Students in Group B then pantomime *happy*. Show Group B a different card and have Group A pantomime. Continue until each group has both named and pantomimed all of the Unit 6 Word Time Picture Cards.
- Pantomime the Feeling.** Give each student a Unit 6 Word Time Picture Card. A volunteer pantomimes the feeling on his/her card. Another volunteer names that student and the feeling. For example: *Mona, happy*. If the volunteer is correct, another volunteer takes a turn. If the volunteer is not correct, he/she tries again. Volunteers take turns pantomiming the feeling on their cards until each student has taken a turn.

Large classes: Divide the class into groups of six to seven students, and have each group do the activity as above.
- Option: Personalise the Picture.** Students look through old magazines or newspapers and cut out all the pictures they find of people expressing the target feelings. Students then glue all their pictures on a large sheet of paper and label each picture with the corresponding adjective. They then show their collages to the class, pointing to each picture naming each feeling. Hang the collages on the walls for future reference.
- Option: Project.** Students make a calendar and, each day for a week, record their feelings on the calendar.

Finish the Lesson

- Feelings Chant.** Attach the Unit 6 Word Time Picture Cards to the board for reference. Create a feelings chant in the following way (* = clap hands):

*I'm cold ***
*I'm cold ***
*cold **
*cold **
*cold ***

Model the chant and have students repeat. Chant with students, pointing to cards on the board to indicate the next feeling to be chanted.

- Explain and assign Workbook page 50. (For instructions, see Teacher's Book page 154.)

Practice Time

Language Focus: Yes/No questions with adjectives [(Are you happy)?

Yes, I am./No, I'm not. I'm (sad).]

Function: Asking about and expressing feelings

Materials Needed (excluding materials for optional activities): Cassette/CD and player; Unit 6 Word Time Picture Cards, 1 card per student; Unit 6 Word Time Word Cards, 1 set per 4–5 students; Unit 6 Grammar Cards, 1 set per 4–5 students (see Picture and Word Card Book pages 23, 24, and 57)

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

Warm-Up and Review

- Vocabulary Review: Pantomime the Feelings.** Pantomime each of the Unit 6 Word Time feelings and have students name them. Then have six to seven volunteers take turns pantomiming a feeling and eliciting its name.
- Check Workbook page 50. (For instructions and answer key, see Teacher's Book page 154.)

Introduce the Patterns

- Are you (hot)? Yes, I am. Write a big (?) on the board.** Bring a volunteer to the front of the classroom and have him/her pantomime *hot*. Look at the volunteer with a quizzical expression on your face, point to the (?), shrug your shoulders, and ask *Are you hot?*, pointing to and looking at the volunteer while saying you. Seated students repeat. Write *Are you hot?* on the board. Point to and read each word. Students repeat. Ask the volunteer the question again and elicit a positive response, such as *Yes* or a nod of his/her head. Say *Yes, I am*, while nodding your head. The volunteer repeats. Write *Yes, I am* on the board to the right of *Are you hot?* Point to and read each word. Students repeat. Then have all students pantomime *hot*. Ask three to four seated students one by one *Are you hot?* Elicit *Yes, I am*. Do the same with *happy*, *sad*, *cold*, *hungry*, and *thirsty*.
- Are you (hot)? No, I'm not. I'm (cold).** Bring a different volunteer to the front of the classroom and have him/her pantomime *cold*. Look at the volunteer with a quizzical expression on your face, point to the(?), shrug your shoulders, and ask *Are you hot?*, pointing to and looking at the volunteer while saying you. Seated students repeat. Ask the volunteer the question again and elicit a negative response, such as *No* or a shake of his/her head. Say *No, I'm not. I'm cold* while shaking your head. The volunteer repeats. Write

Practice Time

A. Listen and repeat.

Are you happy? | Yes, I am.

No, I'm not. I'm sad. | I'm - I am

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

- Are you happy? Yes, I am.
- Are you happy? No, I'm not. I'm sad.
- Are you cold? Yes, I am.
- Are you cold? No, I'm not. I'm hot.
- Are you thirsty? Yes, I am.
- Are you thirsty? No, I'm not. I'm hungry.

C. Look at page 46. Point to the picture and practise with a partner.

D. Listen and sing along. (See "Are You Happy?" on page 59.)

Unit 6 47

No, I'm not. I'm cold. on the board to the right of *Are you hot?* Point to and read each word. Students repeat. Then have all students pantomime *cold*. Ask three or four seated students one by one *Are you hot?* Elicit *No, I'm not. I'm cold*. Do the same with *happy*, *sad*, *hot*, *hungry*, and *thirsty*.

- Practice for Fluency.** Pantomime *hungry*. Elicit the target question and respond accordingly. The student who asked the question then pantomimes a feeling and another student asks him/her *Are you (sad)?* Continue in the same way with different students asking and answering the target question until most students have had a turn. Make sure students are eliciting both positive and negative answers.

Practise the Patterns

Students open their Student's Books to page 47.

A. Listen and repeat.

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

A: Are you happy? A: Are you happy?
B: Yes, I am. B: No, I'm not. I'm sad.

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

- Students try to say the patterns on their own while looking at the pattern boxes in their books.

4. Write the explanation of the contraction on the board:

I'm = I am

Point to and read each word. Students repeat. Then say each pattern with the full form of the contraction. Students repeat. Students practice each pattern in the pattern box, using both the contraction and the full form of the contraction.

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

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

- | | |
|---|---|
| 1. <i>Are you happy?</i>
<i>Yes, I am.</i> | 2. <i>Are you happy?</i>
<i>No, I'm not. I'm sad.</i> |
| 3. <i>Are you cold?</i>
<i>Yes, I am.</i> | 4. <i>Are you cold?</i>
<i>No, I'm not. I'm hot.</i> |
| 5. <i>Are you thirsty?</i>
<i>Yes, I am.</i> | 6. <i>Are you thirsty?</i>
<i>No, I'm not. I'm hungry.</i> |

2. Play the recording again. Students listen and repeat, pointing to each word in their books.

3. Students practice numbers 1–6 in pairs. (S1 in each pair asks the questions, and S2 answers.) They then change roles and repeat the activity.

C. Look at page 46. Point to the picture and practise with a partner.

Students remain in pairs and look at page 46. They then take turns asking and answering questions using the new patterns and vocabulary items while pretending to be the characters in the large scene. For example: S1 (pointing to the thirsty girl): *Are you thirsty?* S2 (pretending to be the girl): *Yes, I am.*

D.  Listen and sing along.

1. Students turn to the Unit 6 song *Are You Happy?* page 59. Focus their attention on the pictures. Students try to guess some of the lyrics using the pictures as cues. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

Are You Happy?

(Melody: *Clementine*)

- | | |
|------------------------------|----------------------------------|
| <i>Are you happy?</i> | <i>Are you hungry?</i> |
| <i>Are you happy?</i> | <i>Are you hungry?</i> |
| <i>Are you happy?</i> | <i>Are you hungry?</i> |
| <i>No, I'm not. I'm sad.</i> | <i>No, I'm not. I'm thirsty.</i> |
| <i>Are you cold?</i> | <i>Are you sad?</i> |
| <i>Are you cold?</i> | <i>Are you sad?</i> |
| <i>Are you cold?</i> | <i>Are you sad?</i> |
| <i>No, I'm not. I'm hot.</i> | <i>No, I'm not. I'm happy.</i> |

2. Play the recording again. Students listen and sing along, using their books for reference. Play

the recording as many times as necessary for students to become familiar with the song.

3. Divide the class into Groups A and B. Play the karaoke version. Group A sings the questions, and Group B the answers. Students use facial expressions and gestures to express the feelings they sing. Groups then change roles and sing the song again.

Games and Activities

1. **Question and Answer.** Bring six volunteers to the front of the classroom. Give each volunteer a different Unit 6 Word Time Picture Card. The volunteers then turn to face the board. A seated student asks (*Amr*), *are you (thirsty)?* (*Amr*) turns around, shows his/her card, and replies either *Yes, I am* and remains facing the class, or *No, I'm not. I'm (cold)* and turns to face the board again. Seated students take turns asking the volunteers target questions until all six volunteers are facing the class. Another six volunteers then come to the front of the classroom and do the activity again.

Very small classes: Give each student a Unit 6 Word Time Picture Card. Students look at their cards, then turn them face down. One student begins by asking any other student (*Amr*), *are you (thirsty)?* (*Amr*) shows the class (his) picture card and replies either *Yes, I am* and keeps (his) card face up, or *No, I'm not. I'm (cold)*, and turns (his) card back over. Continue as above until all cards are turned face up.

2. **Make the Sentences.** (See Game 43, page 145.) Do the activity using Unit 6 Word Time Word Cards and Grammar Cards.

Extra Practice

Explain and assign Worksheet 11, *Feelings*, page 182. (For instructions and answer key, see page 168.)



Finish the Lesson

1. **Guess the Feeling.** A volunteer goes behind a door so that only a small portion of his/her body is visible to the class. He/She then pantomimes one of the target feelings, and seated students try to guess the feeling, asking *Are you (hot)?* If the guess is correct, the volunteer steps from behind the door, still pantomiming the feeling, and says *Yes, I am*. If the guess is not correct, the volunteer steps from behind the door, continues pantomiming, and says *No, I'm not. I'm (happy)*. Do the same with different volunteers pantomiming different feelings until most students have had a turn pantomiming.

2. Explain and assign Workbook page 51. (For instructions, see Teacher's Book page 155.)

Phonics Time

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

Materials Needed (excluding materials for optional activities): Cassette/CD and player; 424 Bingo grids, 1 per student; Units 1–5 Phonics Time Picture Cards, 16 cards per student; Unit 6 Phonics Time Picture Cards, 1 set; *b, d, f, g, h, k, m, n, p, t, v,* and *w* alphabet cards, 1 set per student (see Picture and Word Card Book pages 3, 7, 11, 15, 21, 25, and 51–54)

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

Warm-Up and Review

1. Pattern Review: Sing Along. Play the Unit 6 song *Are You Happy?* Students listen. Play the recording again, and have students sing along.
2. Check Workbook page 51. (For instructions and answer key, see Teacher's Book page 155.)
3. Phonics Review: What's the initial sound? Write *h* and *w* on the board. Point to each letter and elicit its sound. Say a word that begins with either *h* or *w* (see Suggested Words below). Students repeat the word and say its initial sound. Write the word on the board below its initial letter. Do the same with six to eight different words. When all the words are written on the board, point to each one and elicit its initial sound.

Suggested Words: *hand, wash, horse, happy, wet, hungry, wig, how, woman, hat*


Introduce the Sounds

1. Hold up the *fish* picture card and say /f/-/f/, *fish*, stressing the initial sound. Students repeat. Attach the card to the board. Do the same with *feet* and *fork*. Repeat the activity for the three /v/ words *vase, van, violin*.
2. Write *f* on the board. Say /f/ while pointing to the letter. Add *ish* to the right of *f* and say /f/-*ish*, *fish* pointing to the two parts of the word and then the whole word. Do the same with *feet* and *fork*. Repeat the entire procedure for the /v/ words.


Pronunciation Note: When students say /f/ and /v/, they place their upper teeth on their lower lips as if "biting" their lower lips. Then have them hold their hands in front of their mouths. They should feel a little breath on their hands for /v/, and a lot of breath for /f/. Alternatively, students hold a piece of paper in front of their mouths and say /f/ and /v/. The paper should bend more for /f/ than for /v/.

Phonics Time


A. Listen and repeat.




Ff




feet




fish




fork




Vv



van

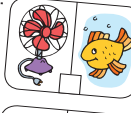







vase









violin

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

1. 
2. 
3. 
4. 
5. 
6. 

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

1. 
2. 
3. 
4. 
5. 
6. 

Unit 6

Practise the Sounds

Students open their Student's Books to page 48.

Students are expected to know the meaning of only the six words at the top of the page. The remaining words they hear in the lesson are for the purpose of sound recognition only. It is not necessary to teach these words as vocabulary.

A. Listen and repeat.

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

f /f/
feet
fish
fork

v /v/
van
vase
violin

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

1. Play the recording. For each number, students listen to the words illustrated in each box. If both words begin with the same sound, students write 3. If the two words begin with different sounds, students write 7. Play the recording as many times as necessary for students to complete the task.

- | | |
|---|---|
| 1. <i>fan, fish</i>
<i>fan, fish</i> | 2. <i>van, five</i>
<i>van, five</i> |
| 3. <i>veil, vet</i>
<i>veil, vet</i> | 4. <i>vase, fire</i>
<i>vase, fire</i> |
| 5. <i>fox, feather</i>
<i>fox, feather</i> | 6. <i>farmer, video</i>
<i>farmer, video</i> |

2. Check answers by saying Number 1. fan fish, and having volunteers say the initial sound of each word, then make an 7 with their arms if they wrote 7, and write a 3 in the air if they wrote 3. Do the same for numbers 2–6.

Answer Key: 1. ✓ 2. ✗ 3. ✓ 4. ✗ 5. ✓ 6. ✗

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

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

1. *fat, fat*
2. *mouse, mouse*
3. *father, father*
4. *number, number*
5. *vegetable, vegetable*
6. *nose, nose*

2. Check answers by writing the numbers 1–6 on the board and having volunteers come to the board and write the letter they wrote next to each number.

Answer Key: 1. f 2. m 3. f 4. n 5. v 6. n

Games and Activities

1. **Match and Name.** Stand the Unit 6 Phonics Time Picture Cards on the chalktray facing the board. Write a number from 1–6 above each card, using a different number for each card. Each student writes either an f or v alphabet letter on a piece of paper. A volunteer calls out a number and the sound of his/her letter. Turn over and name the card of the number called. The student says its initial sound. If the item on the card begins with the student's letter, give him/her a point and turn the picture card to face the board again. If his/her letter does not match the picture card, turn the picture card to face the board again. Continue the activity in the same way for five to seven minutes. The student with the most points at the end wins.
Large classes: Divide the class into groups of seven to eight students, and have each group play as above.
2. **Bingo: Initial Letter.** (See Game 48, page 146.) Play the game using 424 grids, *b, d, f, g, h, k, m, n, p, t, v, w* alphabet cards, and Units 1–6 Phonics Time Picture Cards.

3. **Chant.** Write the numbers 1–12 in a horizontal row on the board. Attach the *boy, pencils, kite, girl, mop, net, dog, tiger, window, hands, fish, and van* picture cards to the board in the above order, one card below each number, with the boy card underneath number 1. Point to the picture cards and numbers and chant the following:

one boy, one boy /b/-/b/-/b/
two pianos, two pianos /p/-/p/-/p/
three kites, three kites /k/-/k/-/k/
four girls, four girls /g/-/g/-/g/
five mops, five mops /m/-/m/-/m/
six nets, six nets /n/-/n/-/n/
seven dogs, seven dogs /d/-/d/-/d/
eight tigers, eight tigers /t/-/t/-/t/
nine windows, nine windows /w/-/w/-/w/
ten hands, ten hands /h/-/h/-/h/
eleven fish, eleven fish /f/-/f/-/f/
twelve vans, twelve vans /v/-/v/-/v/

Chant again and have students repeat after every three lines. Then point to each picture and have students chant on their own. Students clap each time they say a number and a sound. When students are comfortable chanting, challenge them to chant and clap faster.



Extra Practice

Explain and assign Worksheet 12, Phonics Fun *f* and *v*, page 183. (For instructions and answer key, see page 168.)

Finish the Lesson

1. Divide the class into two teams A & B team A says a letter, team B says a word that begins with this letter. Then they take turns.
2. Divide the class into groups of six to eight. Write any letter on the board and elicit its sound. Groups write as many words as they can that begin with this sound. The group with the most words wins.
3. Explain and assign Workbook page 52. (For instructions, see Teacher's Book pages 155.)



Assessment

Explain and assign the Unit 6 Test, page 215. (For instructions and answer key, see page 202.)



Review 2

Story Time

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

Materials Needed (excluding materials for optional activities): Cassette/CD and player; cards with a specified number of Unit 4 school supplies written on each, 1 card per student

For general information on Story Time, see page 16.

Warm-Up

1. **Review Units 4–6 Conversations, Vocabulary, and Patterns.** Students turn to each Conversation Time page (pages 29, 37, and 45), Word Time page (pages 30, 38, and 46), and Practice Time page (pages 31, 39, and 47). Elicit each conversation and pattern.
2. Check Workbook page 52. (For instructions and answer key, see Teacher’s Book page 155.)

Work with the Pictures

Students open their Student’s Books to page 27.

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

Scene 1: Is **Sokkar** *hungry*?
How many puppets?

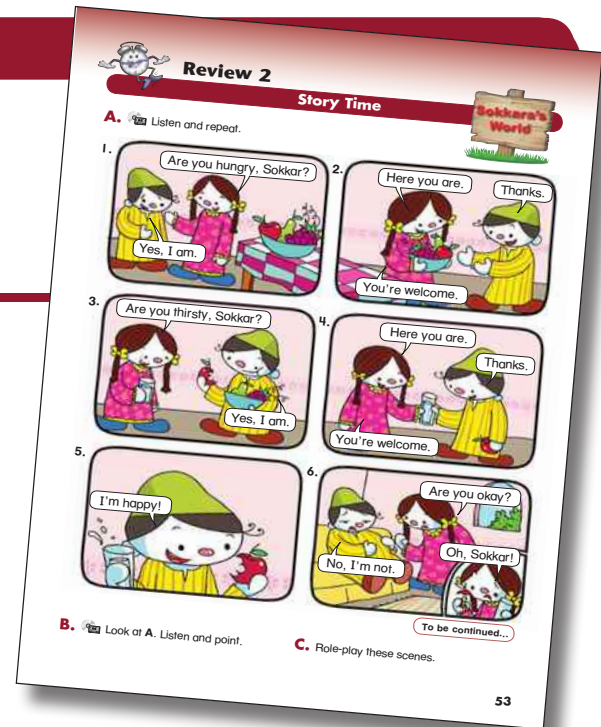
Scene 2: Is **Sokkara** *giving* **Sokkar** a pen?
Is **Sokkar** sad?

Scene 3: (Water) Is it a book? Is Sokkar thirsty?

Scene 4: Is Sokkar *happy*?

Scene 5: Is Sokkar *hungry*?

Scene 6: Is Sokkar okay?
Is **Sokkara** *happy*?



Work with the Text

1. Point to Sokkar’s speech bubble in Scene 1. A volunteer guesses what Sokkar is saying. If he/she guesses correctly, do the same with Sokkara’s speech bubble. If he/she does not guess correctly, ask another student.
2. Do the same with all the scenes on this page. Encourage students to look back at the Units 4 – 6 Conversation Time, Word Time, and Practice Time pages for support if needed.

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

Practice the Story

A. Listen and repeat.

1. Play the recording (first version of the story). Students listen and follow along in their books.
 1. Sokkara: *Are you hungry, Sokkar?*
Sokkar: *Yes, I am.*
 2. Sokkara: *Here you are.*
Sokkar: *Thanks.*
Sokkara: *You’re welcome.*

3. Sokkara: *Are you thirsty, Sokkar?*
 Sokkar: *Yes, I am.*
4. Sokkara: *Here you are.*
 Sokkar: *Thanks.*
 Sokkara: *You're welcome.*
5. Sokkar: *I'm happy!*
6. Sokkara: *Are you okay?*
 Sokkar: *No, I'm not.*
 Sokkara: *Oh, Sokkar!*

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

B.  Look at A. Listen and point.

1. Play the recording (second version of the story). Students listen and follow along in their books.
2. Divide the class into pairs. Students in each pair take on the role of one of the characters (Sokkara or Sokkar). Play the recording again, pausing after each line. Students repeat their character's lines. Students in each pair then change roles and do the activity again. Play the recording as many times as necessary for students to complete the task.

C. Role-play these scenes.

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

When groups have collected the items, one student in each group stands up and reports the number and the items to the teacher. The first group to collect the required number of items wins a point. some suggested items: rulers - pencils - erasers - pencil cases.

2. **Puppets.** Each student performs the entire story for the class using the Sokkar and Sokkara puppets they made in Review 1 (see page 53).
3. **Make a New Story.** Students divide a piece of paper into six equal parts and come up with their own version of the story by drawing original scenes and characters. If this is too challenging, students copy the pictures and speech bubbles from page 27. Students can also do this activity in pairs in class or it can be assigned as homework.

Finish the Lesson

1. **Listen and Pantomime.** Divide the class into groups of three, and have students in each group take on the role of one of the characters in the story. Play the recording. Students listen and pantomime their role. Repeat the procedure until each student has pantomimed each role.
2. Explain and assign Workbook page 27. (For instructions, see Teacher's Book page 155.)

Games and Activities

1. **Get the items:** Get the Divide the class into groups of four to six. Say different numbers of items students bring to class. For example: 4 books or 5 pens. Students in each group try to collect the number of this items.

Activity Time

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

Materials Needed (excluding materials for optional activities): Cassette/CD and player


For general information on Activity Time, see page 17.

Warm-Up

1. **Review Units 4–6 Conversations, Vocabulary, Patterns, and Sounds.** Students turn to each Conversation Time page (pages 29, 37, and 45), Word Time page (pages 30, 38, and 46), Practice Time page (pages 31, 39, and 47), and Phonics Time page (pages 32, 40, and 48). Elicit the conversations, vocabulary items, patterns, and sounds.
2. Check Workbook page 55. (For instructions and answer key, see Teacher's Book page 155.)

Review


Students open their Student's Books to page 54.

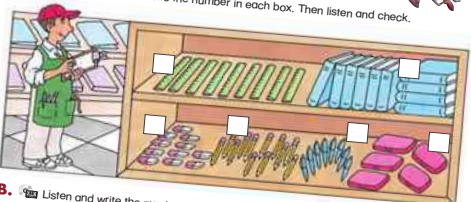
A.  **Count the items. Write the number in each box. Then listen and check.**


1. Students count the number of each item and write the number in the white square beside the item. When students are finished, play the recording. Students listen and check their answers, correcting them if necessary. Play the recording as many times as necessary for students to complete the task.

- A: *How many pencil cases?*
 B: *Five pencil cases. Five pencil cases.*
- A: *How many pencils?*
 B: *Twelve pencils. Twelve pencils.*
- A: *How many rulers?*
 B: *Nine rulers. Nine rulers.*
- A: *How many pens?*
 B: *Eight pens. Eight pens.*
- A: *How many books?*
 B: *Ten books. Ten books.*
- A: *How many erasers?*
 B: *Eleven erasers. Eleven erasers.*


Activity Time

A.  Count the items. Write the number in each box. Then listen and check.








B.  Listen and write the numbers.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

C.  Listen and circle the correct word.

1. desk tiger 2. house water 3. fish van
 4. woman horse 5. violin feet 6. table duck

D.  Listen and circle ✓ or X.

1.  2. 
 3.  4. 

54 Review 2

2. Check answers by attaching the picture cards of those six items to the board, then having volunteers come to the board and write the number of each item next to the corresponding picture card.

Answer Key

pencil cases: 5
 pencils: 12
 rulers: 9
 pens: 8
 books: 10
 erasers: 11

B.  **Listen and write the number.**

1. Play the recording. Students listen and write the number they hear. Play the recording as many times as necessary for students to complete the task.
 1. *six, six*
 2. *three, three*
 3. *four, four*
 4. *two, two*
 5. *one, one*
 6. *seven, seven*

2. Check answers by writing the numbers 1–6 on the board, then having volunteers come to the board and write their answers next to each number.

Answer Key

1. 6
2. 3
3. 4
4. 2
5. 1
6. 7

C.  Listen and circle the correct word.

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

1. *tiger, tiger*
2. *house, house*
3. *fish, fish*
4. *woman, woman*
5. *violin, violin*
6. *duck, duck*

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

D.  Listen and circle ✓ or x.

1. Divide the class into pairs, and have pairs work together trying to determine what the speaker(s) in each picture are saying.
2. Play the recording. Students listen and write 3 if the sentences they hear correspond to that picture, and 7 if they do not. Play the recording as many times as necessary for students to complete the task.

1. *I'm hot. I'm hot.*
2. *I'm sad. I'm sad.*
3. *Are you hungry? Are you hungry?*
Yes, I am. [twice]
4. *Are you happy? Are you happy?*
No, I'm not. I'm sad. [twice]

3. Check answers by saying *Number 1. I'm hot*, then having volunteers stand up if they wrote 3, and stay seated if they wrote 7. Do the same for numbers 2–4.

Answer Key

1. 3
2. 7
3. 3
4. 3

Games and Activities

1. **How Many Do You Have?** Divide the class into groups of three to four. Students place all the rulers, books, rubbers, pencils, pens, and pencil cases they have in the middle of the group, then count those items. Draw a chart with group names and the different items on the board. Groups take turns reporting the numbers of each item their group has. Record the numbers in the chart. Point to Group A's column on the board, and ask them *How many pencils?* Elicit *(Four) pencils*. Continue in the same way with different groups and items.
2. **What Other Words Have These Sounds?** Students find the 12 words in Activity C. (Listen and circle the correct word) in the Units 4–6 Phonics Time pages (pages 18, 22, and 26). While books are open to these pages, elicit other words with the same initial sounds. For example: Say *What other /t/ words can you see?*
3. **What's in the Air?** (See Game 57, page 147.) Play the game using *d, f, h, t, v*, and *w*.

Finish the Lesson

1. Explain and assign Checklist 2 (see Student's Book page 64) for students to do at home or in class.
2. Explain and assign Workbook page 56. (For instructions, see Teacher's Book pages 155–156).



Assessment

Explain and assign the Midterm Test, pages 216–219. (For instructions and answer key, see pages 203–204.)



At the Restaurant

Conversation Time

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

Function: Giving polite commands

Materials Needed (excluding materials for optional activities): Cassette/CD and player; Wall Chart 13; tangled string; 1 piece of paper; A–Z alphabet cards, 1 set per 4–6 students (see Picture and Word Card Book pages 52 and 53)

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

Warm-Up and Review

- Phonics Review: f and v.** Write f and v on the board. Point to each letter and elicit its sound. Then say three words, two with the same initial sound, and one with a different initial sound (see Suggested Words below). For example: *fit, fin, vase*. Students name the word with the different initial sound, *vase*. Do this with five to six different groups of words.

Suggested Words: *fit, vet, van; vase, flower, fork; vat, fat, vest; fun, fig, visa; flag, fur, vine; vet, fox, velvet; violin, fan, four*

Introduce the Conversation

- Bring two students to the front of the classroom. Ask one of them to draw a tree on the board while the conversation is in progress. Stand behind each student and model his/her line(s) of the conversation with the following actions:

Are you finished? Point to the drawing with a quizzical expression.

No, not yet. Shake your head.

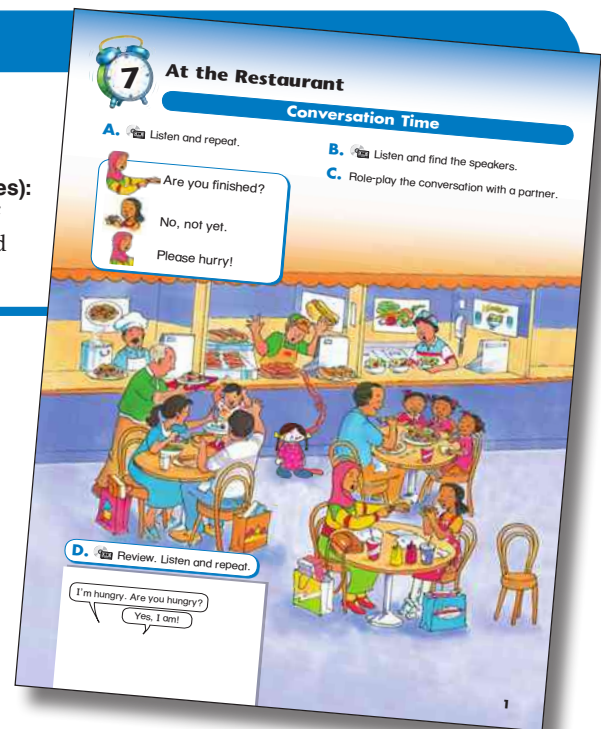
Please hurry! Tap your watch to impatiently.

- Clarify word meaning.

finished: Bring a volunteer to the front of the classroom. Have the volunteer write his/her full name on the board, and as soon as he/she has finished writing, say *finished*. Students repeat. Then ask a student to do three jumping jacks. As soon as he/she has done so, say *finished*. Students repeat.

- Model the conversation again, as in Step 1.

- Divide the class into Groups A and B. Model each line of the conversation again using facial expressions and body language. Group A repeats the first line of the conversation, Group B repeats



line two, and so on. Encourage students to copy your facial expressions and body language. Groups then change roles and repeat the conversation again.

- Groups A and B say alternate lines of the conversation. Groups then change roles and say the conversation again. Prompt when necessary.

Talk About the Picture

- Attach Wall Chart 13 to the board, or open a Student's Book to page 1. Students then open their Student's Books to page 1. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

Many people are *eating* lunch here. They are all hungry and *thirsty*. **These girls** are eating **spaghetti**. Uh-oh, **Laila's** mother is *angry*. She's asking **Laila** *Are you finished?* **Laila** is saying *No, not yet*. **Her mother** wants her to hurry.

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

How many **boys**?

How many **girls**?

Is the **baby** *happy*?

Laila's *eating* a **hamburger**. Is she *hungry*?

(triplets) How many girls?
Can you point to **Sokkara**?

Practise the Conversation

A. Listen and repeat.

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

Laila's mum: *Are you finished?*

Laila: *No, not yet.*

Laila's mum: *Please hurry!*

B. Listen and find the speakers.

Play the recording (second version of the conversation). Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with a partner.

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

D. Review. Listen and repeat.

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

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

B: *Yes, I am!*

OPTION: Students role-play the conversation.

Find Sokkara's Robbon

Students find Sokkara's ribbon hidden in the large scene.

Answer Key: One of the frankfurters in the chain is in the shape of a ribbon.

OPTION: Students find Sokkara's ribbon as above, then draw a picture of their favourite food (that they can name in English), and hide a ribbon in it. They then tell a partner the name of their favourite food, and have their partner find the ribbon in the picture.

Games and Activities

1. **Draw Quickly.** A volunteer comes to the board and draws a picture of an item students can name in English. While he/she is drawing, the rest of the class asks *Are you finished?* The volunteer responds *No, not yet*, and the rest of the class says *Please hurry!* When the drawing is finished, the volunteer points to it and asks *What's this?* Seated

students try to identify the drawing, saying *It's a (tree)*. The first student to correctly identify the drawing is next to come to the board to draw. Continue in the same way until four or five students have taken a turn drawing.

Large Classes: Divide the class into groups of five to six students. Each group does the activity as above, but draws on a piece of paper rather than on the board.

2. **Order the Alphabet Cards.** Divide the class into groups of four to six. Give each group a set of A-Z alphabet cards or ask the groups to write their own alphabet cards. Write the alphabet on the board for reference. One half of each group puts the alphabet cards in order. While they are working, the other half of the group asks *Are you finished?* The students working with the cards say *No, not yet* and the other students in the group say *Please hurry!* When finished, groups check the order of their cards and rearrange any cards that are not in the correct order. Students in each group then change roles and repeat the activity.
Option: Do the activity as above, but use Unit 5 Word Time Picture Cards instead of alphabet cards.
3. **Write Quickly.** Bring a volunteer to the front of the classroom. Ask *What's your first name?* After the student responds, give him/her a piece of paper and say *Please write your name.* While the student is writing his/her name, ask *Are you finished?* and elicit *No, not yet.* Respond with *Please hurry!* Do the same again, but this time ask the student's last name. Divide the class into pairs and have them do the activity as above. Students in each pair then change roles and do the activity again.

4. **Option: Project.** Students draw two different pictures of situations in which they might use or have used this conversation. The speakers in the pictures should have speech bubbles. Using their Student's Books for reference, students write the conversation in the speech bubbles. Divide the class into pairs, and have students in each pair look at each other's pictures, and role-play the conversation.

Option 2: students come to the board and act the situation they create.

Finish the Lesson

1. **Follow Commands Quickly.** Say *Put away your books.* Immediately ask *Are you finished?* Elicit *No, not yet.* Respond with *Please hurry!* Do the same with any other classroom items that students need to put away, such as pencils, rubbers, or pencil cases. Finally, ask *Are you all finished?* When students respond *Yes*, end the class.
2. Explain and assign Workbook page 5. (For instructions, see Teacher's Book page 156.)

Word Time

Language Focus: Food (*rice, fish, chicken, Spaghetti, salad, pizza*)

Materials Needed (excluding materials for optional activities): Cassette/CD and player; Wall Chart 14; tangled string; 1 rubber per 5–6 students; Unit 7 Word Time Picture Cards, 3 sets per 4–5 students (see Picture and Word Card Book page 27)

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

Warm-Up and Review

- Conversation Review: Untangle the String.**
Write the Unit 7 target conversation on the board. Point to each line and elicit the conversation. Then give a piece of tangled string to a student, and ask him/her untangle it. Ask *Are you finished?* Elicit *No, not yet. Say Please hurry!* Then give the tangled string to another volunteer and repeat the activity. Continue until three or four volunteers have held the string.
- Check Workbook page 5. (For instructions and answer key, see Teacher's Book page 156.)

Introduce the Words

Hold up and name the Unit 7 Word Time Picture Cards one by one. Students listen. Hold up and name the cards again, and have students repeat. Then hold up the cards in random order and have students name them.

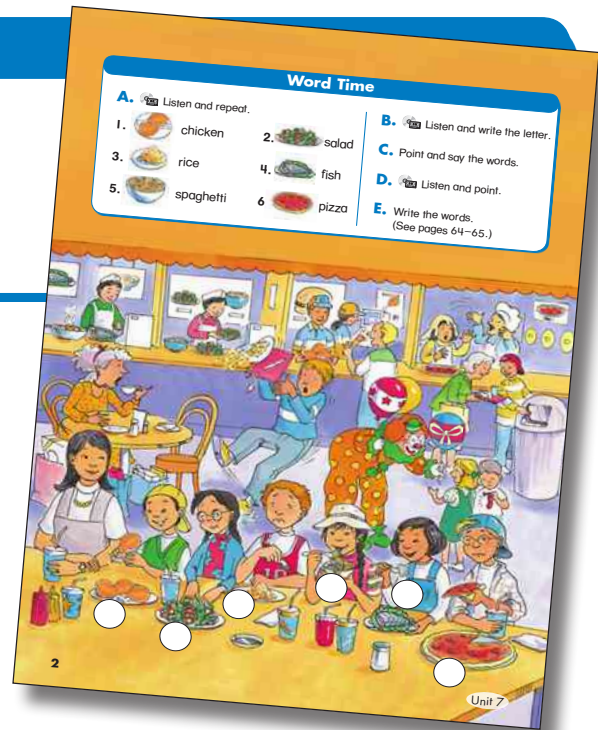
OPTION: Introduce the vocabulary as above, but instead of using picture cards, use pictures of the food items from magazines.

Note: It is not important to teach or stress the difference between count and non-count nouns at this stage.

Talk About the Picture

- Students open their Student's Books to page 2. They look at the large scene and name anything they can.
- Attach Wall Chart 14 to the board, or open a Student's Book to page 2. Read the following "story" while pointing to or touching the pictures (bold words) and pantomiming the actions or adjectives (italicized words).

Wow! Look at all the **food** the **children** are eating. They're hungry! **Kareem** has chicken, and **Mona** has salad. This is fish. That's rice. This is pizza. Oops! That man is falling!



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

How many boys?
How many girls?
How many pieces of **chicken** does **Kareem** have?
(Spaghetti) Is it rice?
(**rice**) Is it pizza?
(**fish**) What's that?
(**pasta**) Is it a chicken?
(**girl getting the balloon**) Is she sad?

Practise the Words

A. Listen and repeat.

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

1. <i>chiken</i>	2. <i>salad</i>
3. <i>rice</i>	4. <i>fish</i>
5. <i>Spaghetti</i>	6. <i>pizza</i>

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

B. Listen and write the letter.

- Play the recording. Students listen and write the letter they hear in the white circle for each vocabulary item. Play the recording as many times as necessary for students to complete the task.

- | | |
|-------------------------|-----------------|
| a. Spaghetti, Spaghetti | b. pizza, pizza |
| c. chicken, chicken | d. fish, fish |
| e. rice, rice | f. salad, salad |

2. Check answers by writing the letters *a–f* on the board then having volunteers come to the board and attach the corresponding picture card next to each letter. Point to each picture card and have students name it.

C. Point and say the words.

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

D. Listen and point.

Play the recording. Students listen to the sound effects and words. For the vocabulary, they point to those food items; for the conversations, they point to the speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

Yum! Spaghetti. (any Spaghetti)

Rice. (any rice)

Eew, pizza. (any pizza)

Yum! fish. (any fish)

Eew, salad. (any salad)

Mm! chicken. (any chicken)

Now listen and point to the speakers.

A: *Oh, thank you. (old woman and boy at rubbish bin)*

B: *You're welcome.*

A: *How many sandwiches? (men at burger stand)*

B: *Three sandwiches, please.*

A: *Okay.*

E. Write the words. (See pages 64–65.)

Students turn to page 63 (My Picture Dictionary), find the picture of each target vocabulary item, and write the word next to it.



Find Sokkara's Ribbon

Students find Sokkara's ribbon hidden in the large scene.

Answer Key: Sokkara's ribbon is drawn on the balloon that the clown is handing to the young child.

OPTION: Students find Sokkara's ribbon as above, then pick their favourite food from the target food items. They then draw this food item, as well as ribbon utensils they would need to eat their favourite food. Students then tell a classmate the food they chose.

Extra Vocabulary. Students turn to page 1. Review the vocabulary items *hamburgers, hot dogs, spaghetti*. Students then find these items in the large scene.

Games and Activities

1. **Run and Find.** (See Game 29, page 144.) Play the game using two sets of Unit 7 Word Time Picture Cards.
2. **Food Shop.** Divide the class into groups of four to five, and give each group three sets of Unit 7 Word Time Picture Cards. Each group then sets up a food shop, arranging their cards behind a "counter," and appointing a volunteer to be their shop's clerk. The rest of each group sends volunteer to circulate to the different shops. Students go up to a counter and choose items they would like to buy, saying (*Chips*), please. The assistant hands the customer his/her item, saying *Here you are*. The customer says *Thanks*, and the assistant says *You're welcome*. Once students have received their food, they go back to their group. When all group members have returned, they sit down together and tell one another what they "bought" by pointing to or touching each food item and saying *This is (Chicken) or That's (rice)*.
3. **Option: Personalise the Picture.** Divide the class into groups of four to six. Groups create a menu by drawing and then gluing individual pictures onto a large paper, then writing the name of each food and its price next to its picture. When all groups have created their menus, they stand up and show them to the rest of the class, pointing to or touching each item and saying *This is (salad) or That's (pizza)*.

Finish the Lesson

1. **Guess the Pantomime.** Bring a volunteer to the front of the classroom to pantomime eating any of the target food items. Seated students try to identify the food item. The first student to correctly identify the food item is next to pantomime. Continue until most students have pantomimed.
2. Explain and assign Workbook page 6. (For instructions, see Teacher's Book page 156.)

Practice Time

Language Focus: Affirmative and negative statements with *like* [(I) like (Chicken)]/(I) don't like (Spaghetti).]

Function: Expressing likes and dislikes

Materials Needed (excluding materials for optional activities): Cassette/CD and player; Unit 7 Word Time Picture Cards, 1 set; Unit 7 Word Time Word Cards, 1 set per 4–5 students; Unit 7 Grammar Cards, 1 set per 4–5 students (see Picture and Word Card Book pages 27, 28, and 57)

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

Warm-Up and Review

- Vocabulary Review: Name the Cards.** Hold up the Unit 7 Word Time Picture Cards one by one. Students name each food item. Show the cards again more quickly. Students name each food item.
- Check Workbook page 6. (For instructions and answer key, see Teacher's Book page 156.)

Introduce the Patterns

- I like (chicken).** Place the Unit 7 Word Time Picture Cards on the chalktray facing the class. Pick up the chicken card, smile, lick your lips, and pat your stomach. Point to your chest and say *I like chicken*. Students repeat. Write *I like chicken* on the board. Point to and read each word. Students repeat. Do the same with *fish*, *rice*, *salad*, *pizza*, and *spaghetti*.
- I don't like (spaghetti).** Point to the *spaghetti* card and look at it with an expression of dislike. Point to your chest and say *I don't like spaghetti* while shaking your head and emphasizing don't. Students repeat. Write *I don't like spaghetti* on the board. Point to and read each word. Students repeat. Do the same with *chicken*, *rice*, *salad*, *pizza*, and *fish*.
- You like (chicken).** Bring a volunteer to the front of the classroom. He/She points to a card depicting a food item that he/she likes, and pantomimes like as in Step 1. Point to and look at the volunteer and say *You like (chicken)*. Students repeat while pointing to and looking at the volunteer. Write *You like chicken* on the board. Point to and read each word. Students repeat. Do the same with *fish*, *rice*, *salad*, *pizza*, and *spaghitte*.
- You don't like (spaghetti).** Bring another volunteer to the front of the classroom. He/She points to a card depicting a food item that he/she doesn't like, and pantomimes dislike. Point to and look at the volunteer and say *You don't like (spaghitte)* while shaking your head and emphasizing don't. Students repeat while pointing to and looking at the volunteer. Write *You don't like spaghitte* on the board. Point to and

read each word. Students repeat. Do the same with *chicken*, *rice*, *salad*, *pizza*, and *fish*.

- Practice for Fluency.** Bring six volunteers to the front of the classroom. Give each of them a picture card from the chalktray. One volunteer begins by pointing to his/her chest and then his/her picture card, pantomiming either like or dislike, and saying *I (like) (chicken)*. Seated students point to and look at this volunteer and say *You (like) (chicken)*. The other five volunteers take turns doing the same. Bring six new volunteers to the front of the classroom and do the activity again.

Practise the Patterns

Students open their Student's Books to page 3.

A. Listen and repeat.

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

I like chicken. You like chicken.

I don't like Spaghetti. You don't like Spaghetti.

- Play the recording again. Students listen, look at the pattern boxes in their books, and repeat, pointing to each word.
- Students try to say the patterns on their own, while looking at the pattern boxes in their books.
- Write the explanation of the contraction on the board:

don't = do not

Point to and read each word. Students repeat. Then say each pattern with the full form of the

contraction. Students repeat. Students practice each pattern in the pattern box, using both the contraction and the full form of the contraction.

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

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

1. *I like chicken.*
2. *I don't like salad.*
3. *You don't like rice.*
4. *You like Spaghetti.*
5. *You like fish.*
6. *I don't like pizza.*

2. Play the recording again. Students listen and repeat, pointing to each word in their books.

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

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

Students remain in pairs and look at page 2. They then take turns making statements about food items in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to the burgers): *I like burgers.* S2 (pointing to and looking at S1): *You like burgers.*

D. Listen and sing along.

1. Students turn to the Unit 7 song *I Like Pizza*, page 61. Focus their attention on the pictures. Students try to guess some of the lyrics using the pictures as cues. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

I Like Pizza

(Melody: *This Old Man*)

I like pizza.

Yes. Yes. Yes.

I like burgers.

Yes. Yes. Yes.

I don't like salad.

No. No. No.

I don't like Spaghetti.

No. No. No.

I like fish.

Yes. Yes. Yes.

I like rice.

Yes. Yes. Yes.

I don't like pizza.

No. No. No.

I don't like burgers.

No. No. No.

Are you finished?

No, not yet.

Please hurry!

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

3. Spread a set of Unit 7 Word Time Picture Cards out along the chalktray. Divide the class into Groups A and B. Play the karaoke version. Group A sings the indented lines, Group B sings the non-indented lines. Both groups pantomime like and dislike when appropriate, and point to the picture card that corresponds to the line they are singing. Groups then change roles and sing the song again.

Games and Activities

1. **Pantomime.** Pantomime happily eating a slice of pizza. Elicit *You like pizza.* Nod your head and say *I like pizza.* Then pantomime taking a big bite of a chicken. Make a disgusted face and elicit *You don't like chicken.* Shake your head and say *I don't like chicken.* Then divide the class into pairs and have students in each pair take turns pantomiming their likes and dislikes as above. Continue for five to seven minutes.
2. **Around the Circle.** Students sit in a circle. A volunteer (S1) begins by pantomiming *like*, pointing to him/herself, and saying *I like (rice).* The student on S1's left (S2) points to S1 and says *You like (rice).* S2 then pantomimes *dislike*, points to him/herself, and says *I don't like (salad).* The student on S2's left (S3) then points to S1 and says *You like (rice),* points to S2 and says *You don't like (salad),* then points to him/herself, pantomimes *like* or *dislike*, and uses the target pattern to name a food he/she likes or doesn't like. Continue in the same way around the circle. Start again when a student is not able to remember all the previous students' food items and likes/dislikes.
3. **Make the Sentences.** (See Game 41, page 145.) Do the activity using Unit 7 Word Time Word Cards and Grammar Cards.



Extra Practice

Explain and assign Worksheet 13, *I Like Pizza*, page 184. (For instructions and answer key, see page 169.)

Finish the Lesson

1. **Tell the Class.** Ask a student to tell the class a food item he/she likes or doesn't like using the target pattern. The rest of the class says *You (like) (chicken).* Students then take turns saying *I (like) (Spaghetti)* while classmates respond with *You (like) (Spaghetti).*
2. Explain and assign Workbook page 7. (For instructions, see Teacher's Book page 156.)

Phonics Time

Sound Focus: s, z (*sea, sock, soup, zebra, zip, zoo*)

Materials Needed (excluding materials for optional activities):

Cassette/CD and player; Unit 7 Phonics Time Picture Cards, 1 set; 8 s and 8 z alphabet cards, 1 set per 3–4 students; a, b, c, e, g, i, k, o, o, p, r, u alphabet cards, 1 set per student (see Picture and Word Card Book pages 29 and 51–54)

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

Warm-Up and Review

- Pattern Review: Sing Along.** Play the recording of the Unit 7 song *I Like Pizza*. Students listen. Play the recording again and have students sing along.
- Check Workbook page 7. (For instructions and answer key, see Teacher's Book page 156.)
- Phonics Review: Say the Initial Sound.** Write *b, d, f, g, h, k, m, n, p, t, v, w* on the board. Point to each letter and elicit its sound. Say six to eight words that begin with any of these letters (see Suggested Words below) and elicit each word's initial sound.

Suggested Words: *ball, pizza, Kareem, girl, man, nurse, dog, Tree, water, hello, finished, van*

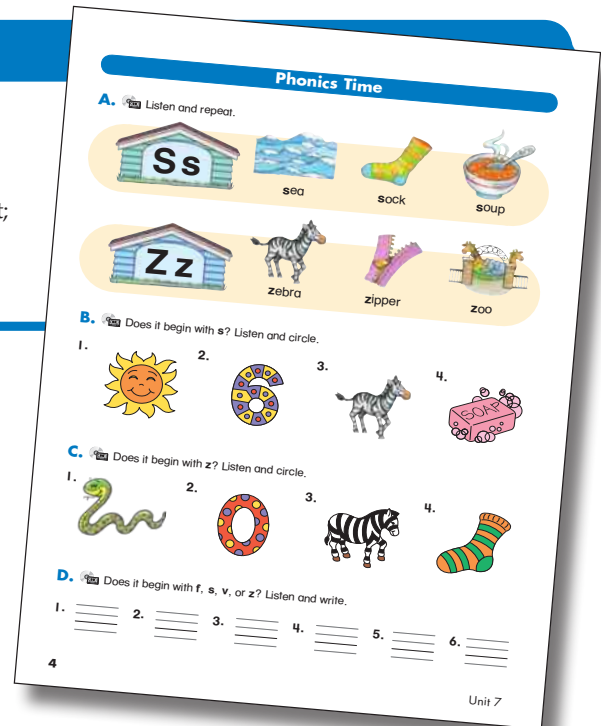
Introduce the Sounds

Note: The *long e* sound is written as /i/.

- Hold up the sea picture card and say /s/-/s/, sea, stressing the initial sound. Attach the card to the board. Do the same with sock and soup. Repeat the activity for the three /z/ words zebra, zip, zoo.
- Write (s) on the board. Say /s/ while pointing to the letter. Add *ea* to the right of *s* and say /s-/i/, *sea* pointing to the two parts of the word and then the whole word. Do the same for *sock* and *soup*. Repeat the entire procedure for the /z/ words.

Practise the Sounds

Students open their Student's Books to page 4. Students are expected to know the meaning of only the six words at the top of the page. The remaining words they hear in the lesson are for the purpose of sound recognition only. It is not necessary to teach these words as vocabulary.



A. Listen and repeat.

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

s /s/
sea
sock
soup

z /z/
zebra
zipper
zoo

B. Does it begin with s? Listen and circle.

1. Play the recording. Students listen and circle the illustration of each word they hear that begins with (s). Play the recording as many times as necessary for students to complete the task.

1. sun, sun
2. six, six
3. zebra, zebra
4. soap, soap

2. Check answers by saying Number 1. sun, and having volunteers say /s/ if they circled the picture of sun, and sit silently if they did not. Do the same for numbers 2–4.

Answer Key: Pictures 1, 2, and 4 are circled.

C.  Does it begin with z? Listen and circle.

1. Play the recording. Students listen and circle the illustration of each word they hear that begins with z. Play the recording as many times as necessary for students to complete the task.

1. snake, snake
2. zero, zero
3. zebra, zebra
4. sock, sock

2. Check answers by saying *Number 1. snake*, and having volunteers say /z/ if they circled the picture of salad, and sit silently if they did not. Do the same for numbers 2–4.

Answer Key: Pictures 2 and 3 are circled.

D.  Does it begin with f, s, v, or z? Listen and write.

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

1. sad, sad
2. family, family
3. vet, vet
4. foot, foot
5. zoo, zoo
6. van, van

2. Check answers by writing the numbers 1–6 on the board and having volunteers come to the board and write the letter they wrote for each number.

Answer Key: 1. s 2. f 3. v 4. f 5. z 6. v

Games and Activities

1. **Quick: s or z?** Divide the class into groups of three to four. Say a word that begins with either s or z (see Suggested Words below). Students in each group try to be the first to repeat the word, and say its initial sound. For example: Say *sea*. Students in each group try to be the first to say /s/. Do the same with ten to twelve different words.

Suggested Words: soccer, zip, zoo, set, seven, sock, zero, sap, zip, zap, sad, salad, zone, six

2. **One or Two Steps.** Students stand in a line side-by-side at the back of the classroom. Say ten to twelve words that begin with s, z, or another letter students know (see Suggested Words below). Students take one large step forward if the word they hear begins with s, and two large steps forward if the word they hear begins with z. If the word does not begin with either s or z, students remain still. If a student moves incorrectly, he/she goes to the back of the

classroom and starts over. The first student (s) to reach the front of the classroom win (s).

Suggested Words: bag, sun, zebra, step, fish, song, zigzag, soup, sit, sing, park, zero, snake

Large Classes: Students stand up next to their desks. If the word they hear begins with s, they raise their left or right arm. If the word they hear begins with z, they do not move at all. If students make a mistake, they sit down.

3. **Make Words With the Cards.** Give each student alphabet cards *a, b, c, e, g, i, k, o, p, r, s, u, z*. (or lets draw their oen cards) Say *sea*. Students repeat the word and say its initial sound. Then, using their Student's Books for reference, students put their alphabet cards in order to spell *sea*. Write the word on the board and have students check their answers and readjust their cards as necessary. Do the same with the remaining Unit 7 Phonics Time target words.

Extra Practice

Explain and assign Worksheet 14, Phonics Fun s and z, page 185. (For instructions and answer key, see page 169.)

Finish the Lesson

1. **Be a Snake! Zigzag!** Write *snake* and *zigzag* on the board. Point to and read each word. Students repeat. Then draw a curved line under *snake*, and a zigzag line under *zigzag*. Say /s/. Students stand up and move around the classroom, swerving like a snake, saying /s/. Say /z/. Students then *zigzag* around the class-room, saying /z/. Volunteers then take on the teacher's role, saying the sounds. Continue in the same way for three to four minutes.

Large classes: At their desks, students make the same movements with their arms instead of moving around the classroom.

2. Explain and assign Workbook page 8. (For instructions, see Teacher's Book page 157.)

Assessment

Explain and assign the Unit 7 Test, page 220. (For instructions and answer key, see page 204.)



At the Supermarket

Conversation Time

Language Focus: *May I borrow a pen?/Sure. Here you are./ Thanks.*

Function: Requesting an object; responding to requests; expressing gratitude

Materials Needed (excluding materials for optional activities): Cassette/CD and player; Wall Chart 15; Unit 4 Word Time Picture Cards, 4 cards per student (see Picture and Word Card Book page 13)

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

Warm-Up and Review

- Phonics Review: Write the Letter in the Air.** Say /s/. Then face the board and write an s in the air with your finger. Students copy your motion. Do the same with /z/. Say a word that begins with either s or z (see Suggested Words below), and have students say the word's initial sound and write the corresponding letter in the air. Do the same with six to eight different words.

Suggested Words: *sea, zebra, sock, soap, zip, sun, zoo, zero, six, seven, sarah*

- Check Workbook page 8. (For instructions and answer key, see Teacher's Book page 157.)

Introduce the Conversation

- Bring two students to the front of the classroom. Ask one of them to bring a pen. Stand behind each student and model his/her line(s) of the conversation with the following actions:

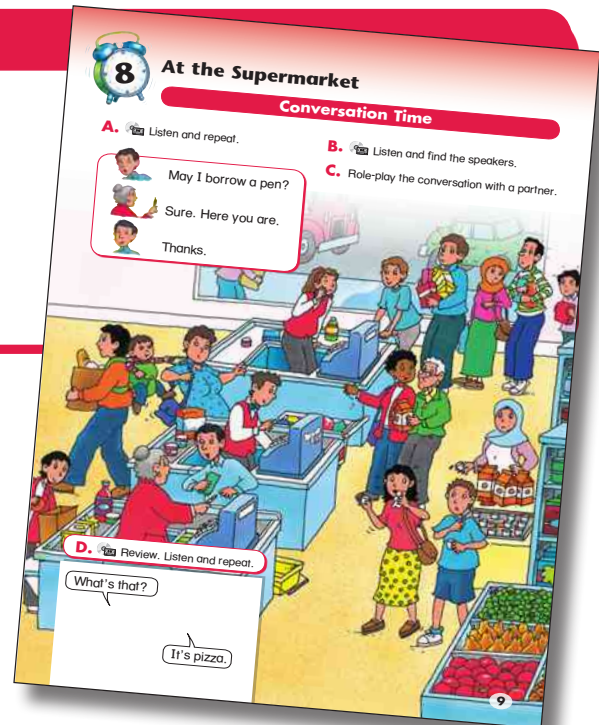
May I borrow a pen? Look at your empty hands. Look around the classroom, and look pleased as you see the student with the pen. Go to him/her, lean forward a little, smile, and point to the pen.

Sure. Here you are. Prompt the student to give the other student the pen.

Thanks. Smile and look directly at the student who gave the pen.

- Clarify word meaning.

borrow: Pick up a pen from a student's desk, write with it, and then return it to the student. Say *borrow*. Students repeat. Then pick up a book from a student's desk, flip through the pages,



and read a bit. Then return it to the student. Say borrow. Students repeat.

- Model the conversation again, as in Step 1.
- Divide the class into Groups A and B. Model each line of the conversation again using facial expressions and body language. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Encourage students to copy your facial expressions and body language. Groups then change roles and repeat the conversation again.
- Groups A and B say alternate lines of the conversation. Groups then change roles and say the conversation again. Prompt when necessary.

Option: Students ask to borrow any number of other school supplies such as pencils, books, or rulers. For example:

May I borrow two books?
Sure. Here you are.
Thanks.

Talk About the Picture

Character Key for Teacher Reference

Mona's father: At the first cash register in the foreground.

- Attach Wall Chart 15 to the board, or open a Student's Book to page 9. Students then open their Student's Books to page 9. Read the

following “story” while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

This is a **supermarket**. People are buying food. There are *three checkout counters*, and here’s **Mona’s** father. He needs to borrow a pen. He says *May I borrow a pen?* The assistant says *Sure. Here you are.* **The baby’s** *pulling on the necklace!* Ouch! **These people** are waiting in line. They’re *angry*.

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

(**pen**) What’s this?
How many **checkout counters**?
(**people waiting in line**) Are they *happy*?
How many girls?
How many boys?
(**cash register**) Is it a tree?

Practise the Conversation

A. Listen and repeat.

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

Mona’s father: *May I borrow a pen?*
Assistant: *Sure. Here you are.*
Mona’s father: *Thanks.*

B. Listen and find the speakers.

Play the recording (second version of the conversation). Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with a partner.

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

D. Review. Listen and repeat.

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

A: *What’s that?*
B: *It’s pizza.*

OPTION: Students role-play the conversation.

Find Sokkara’s Ribbon

Students find Sokkara’s ribbon hidden in the large scene.

Answer Key: Sokkara’s ribbon is the cash register display window on the middle register.

OPTION: Students find Sokkara’s ribbon as

above, then draw a shopping cart or basket with a ribbon handle. Hang the pictures on the wall as an art display.

Games and Activities

1. **Three to a Conversation.** (See Game 3, page 140.) Play the game using the target conversation.
2. **Borrow from Your Neighbor.** Divide the class into groups of four to five. Give each student four Unit 4 Word Time Picture Cards. Students in each group sit in a circle and place their cards face up in front of them. A student in each group (S1) begins by turning to the student on his/her left (S2), deciding which of S2’s cards he/she would like to borrow, and asking *May I borrow a (book)?* S2 says *Sure. Here you are* as he/she hands the (book) picture card to S1. S1 says *Thanks*, looks at the card for several seconds, then hands it back to S2. S2 then requests an item from the student on his/her left in the same way. Each group continues around the circle in the same way until each student has requested three cards.

Large Classes: Students request cards in the same way as above from a student sitting nearby.

Option: Play as above, using realia instead of cards.

3. **Combine the Conversations.** Combine the Units 1, 4, and 8 conversations on the board in the following way:

A: *Good morning!*
B: *Hello! How are you?*
A: *Fine, thank you.*
B: *May I borrow a pen?*
A: *Sure. Here you are.*
B: *Thanks.*
A: *You’re welcome.*

Point to and read each line. Students repeat. Bring two volunteers to the front of the classroom to role-play the conversation. Then divide the class into pairs and have pairs role-play the conversation in the same way. Students in each pair then change roles and role-play the conversation again.

Finish the Lesson

1. **Say the Next Word.** A volunteer says the first word of the target conversation. A student sitting next to or behind him/her says the next word. Continue around the class with each student saying the next word in the conversation. If a student cannot say the next word, elicit the word from a volunteer. Continue until the entire conversation has been said twice.
2. Explain and assign Workbook page 13. (For instructions, see Teacher’s Book page 157.)

Word Time

Language Focus: Fruits and vegetables (*apples, oranges, bananas, cucumbers, potatoes, carrots*)

Materials Needed (excluding materials for optional activities): Cassette/CD and player; Wall Chart 16; Unit 8 Word Time Picture Cards, 7 sets (see Picture and Word Card Book page 31)

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

Warm-Up and Review

- Conversation Review: Borrow It.** Ask a student *May I borrow a pencil?* Elicit *Sure. Here you are* as that student hands you a pencil. Take the pencil and say *Thanks*. Students then turn to a classmate sitting nearby and ask to borrow something they can name in English. Students continue in the same way, practicing the conversation with other students sitting nearby, for three or four minutes.
- Check Workbook page 13. (For instructions and answer key, see Teacher's Book page 157.)

Introduce the Words

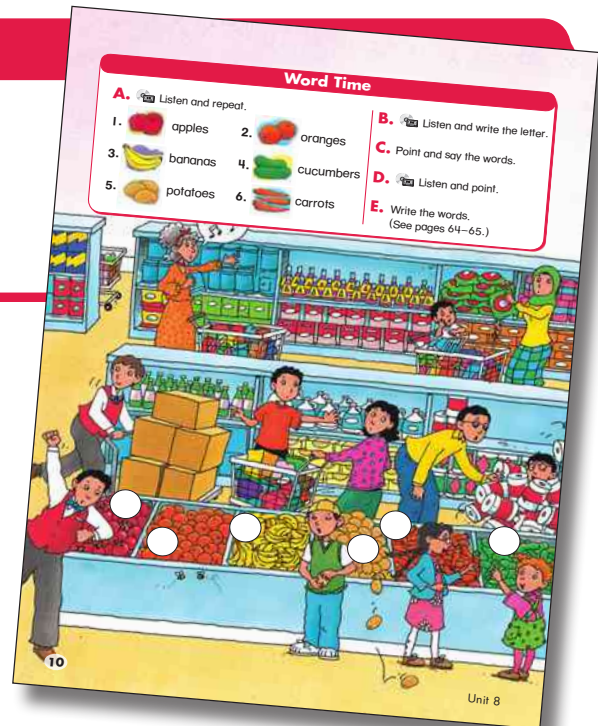
Hold up and name the Unit 8 Word Time Picture Cards one by one. Students listen. Hold up and name the cards again, and have students repeat. Hold up the cards in random order and have students name them.

OPTION: Introduce the vocabulary as above, using real fruits and vegetables instead of picture cards.

Talk About the Picture

- Students open their Student's Books to page 10. They look at the large scene and name anything they can.
- Attach Wall Chart 16 to the board, or open a Student's Book to page 10. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

Many people are shopping at the supermarket. **This woman** is *singing*. Uh-oh! Look at the **rice**. It's *falling* from the **bag**. Here are some fruits and **vegetables**. These are **oranges**. Those are apples. I don't like **apples**. These are cucumbers, and those are **carrots**. I like **carrots!** Those are **potatoes**, and these are **bananas**.



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

(**apples**) What are these?
 (**potatoes**) What are those?
 (**oranges**) What are these?
 How many shopping trolleys?
 (**bananas**) Are these cucumbers? What are they?
 (**Ali, among the paper towels**) Is he happy?

Practise the Words

A. Listen and repeat.

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

- | | |
|--------------------|---------------------|
| 1. <i>apples</i> | 2. <i>oranges</i> |
| 3. <i>bananas</i> | 4. <i>cucumbers</i> |
| 5. <i>potatoes</i> | 6. <i>carrots</i> |

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

B. Listen and write the letter.

1. Play the recording. Students listen and write the letter they hear in the white circle for each vocabulary item. Play the recording as many times as necessary for students to complete the task.

- | | |
|------------------------------|--------------------------------|
| a. <i>potatoes, potatoes</i> | b. <i>apples, apples</i> |
| c. <i>bananas, bananas</i> | d. <i>carrots, carrots</i> |
| e. <i>oranges, oranges</i> | f. <i>cucumbers, cucumbers</i> |

2. Check answers by writing the letters a–f on the board then having volunteers come to the board and attach the corresponding picture card next to each letter. Point to each picture card and have students name it.

C. Point and say the words.

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

D. Listen and point.

Play the recording. Students listen to the sound effects and words. For vocabulary, they point to the corresponding fruits and vegetables; for the conversations, they point to the speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

Carrots.
Apples.
Cucumbers.
Oranges.
Bananas.
Potatoes.

Now listen and point to the speakers.

A: Ouch! (boy and man by the paper towels)

B: Are you okay?

A: I think so.

A: I don't like carrots. (Mona and Hoda beside her)

B: I like cucumbers.

E. Write the words. (See pages 64–65.)

Students turn to page 64 (My Picture Dictionary), find the picture of each target vocabulary item, and write the word next to it.



Find Sokkara's Ribbon

Students find Sokkara's ribbon hidden in the large scene.

Answer Key: The bow tie that the clerk pushing the boxes is wearing is shaped like Sokkara's ribbon.

OPTION: Students find Sokkara's ribbon as above, then draw any fruit or vegetable in the shape of a ribbon. Students then show their pictures to a classmate sitting nearby and say I (like) (bananas).

Extra Vocabulary. Students turn to page 9. Introduce the extra vocabulary items pears, grapes, tomatoes. Students then find these items in the large scene.

Games and Activities

1. **Hunt for the Words.** (See Game 24, page 143.) Play the game using Unit 8 Word Time Picture Cards.
2. **Where Does It Grow?** Divide the class into pairs and give each pair a set of Unit 8 Word Time Picture Cards. On a sheet of paper, each pair draws a tree and a line beneath the tree representing the ground. Pairs then place each Unit 8 Picture Card on their papers where that fruit or vegetable grows (apples, oranges, and bananas on the tree; cucumbers above the ground; potatoes and carrots below the ground). When they have placed all the cards, students point to each item and name it.
3. **Option: Project.** Students go to a supermarket and draw its fruit and vegetable section. Once back in class, divide the class into pairs and have each pair point to the items in their picture and name them.
Option: Students can draw the fruit without using the picture cards.
4. **Option: Personalise the Picture.** Students look through old magazines or newspapers and cut out pictures of any food items they can name in English. Students then glue all their pictures on a large sheet of paper and label each picture. Students then show their collages to the class, pointing to each picture and saying I (like) (bananas). Hang the collages on the walls for future reference.

Finish the Lesson

1. **Guess the Pantomime.** Bring a volunteer to the front of the classroom to pantomime peeling and/or eating any of the target food items. The rest of the class tries to identify the food item. The first student to correctly identify the food item is next to come to the front of the classroom and pantomime. Continue until most students have pantomimed.
2. Explain and assign Workbook page 14. (For instructions, see Teacher's Book page 157.)

Practice Time

Language Focus: Yes/No questions with *like* [*Do you like (apples)? Yes, I do./No, I don't.*]

Function: Asking about likes and dislikes

Materials Needed (excluding materials for optional activities): Cassette/CD and player; 2 balls; 2x3 grids, 1 per student; Unit 8 Word Time Picture Cards, 1 set per student; Unit 8 Word Time Word Cards, 1 set per 4–5 students; Unit 8 Grammar Cards, 1 set per 4–5 students (see Picture and Word Card Book pages 31, 32, 57, and 58)

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

Warm-Up and Review

- Vocabulary Review: Slow Reveal.** (See Game 30, page 144.) Hold up each Unit 8 Word Time Picture Card and elicit its name. Then play the game using the picture cards.
- Check Workbook page 14. (For instructions and answer key, see Teacher's Book page 157.)

Introduce the Patterns

- Do you like (apples)? Yes, I do.** Write a big ? on the board and place the Unit 8 Word Time Picture Cards on the chalktray. Bring a volunteer to the front of the classroom and have him/her pick up a card representing a fruit/vegetable that he/she likes (for example: *apples*). Look at and point to the volunteer with a quizzical expression on your face, point to the ?, shrug your shoulders, and ask *Do you like (apples)?* Seated students repeat. Write *Do you like apples?* on the board. Point to and read each word. Students repeat. Then ask the volunteer the question again and elicit a positive response such as *Yes* or a nod of his/her head. Say *Yes, I do* while nodding your head. The volunteer repeats. Write *Yes, I do.* on the board to the right of *Do you like apples?* Point to and read each word. Students repeat. Do the same with different volunteers and *oranges*, *cucumbers*, *bananas*, *potatoes*, and *carrots*.
- Do you like (apples)? No, I don't.** Do the same as in Step 2 above, having volunteers choose items they do not like. Then elicit negative responses.
- Practice for Fluency.** Bring two volunteers to the front of the classroom and give each one a ball. The volunteers take turns tossing the balls to seated students and asking *Do you like (cucumbers)?* The student who catches the ball replies either *Yes, I do* or *No, I don't*, then throws the ball back. After five or six questions, bring two new volunteers to the front of the classroom to toss the balls and ask questions.



Practise the Patterns

Students open their Student's Books to page 35.

A. Listen and repeat.

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

A: *Do you like apples?* A: *Do you like apples?*

B: *Yes, I do.* B: *No, I don't.*

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

3. Students try to say the patterns on their own, while looking at the pattern boxes in their books.

4. Write the explanation of the contraction on the board:

don't = do not

Point to and read each word. Students repeat. Then say each pattern with the full form of the contraction. Students repeat. Students practice each pattern in the pattern box, using both the contraction and the full form of the contraction.

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

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

1. *Do you like apples?*
Yes, I do.

2. *Do you like carrots?*
No, I don't.

3. *Do you like oranges?*
Yes, I do.
4. *Do you like cucumbers?*
Yes, I do.
5. *Do you like bananas?*
No, I don't.
6. *Do you like potatoes?*
No, I don't.

2. Play the recording again. Students listen and repeat, pointing to each word in their books.
3. Students practice numbers 1–6 in pairs. (S1 in each pair asks the questions, and S2 answers.) They then change roles and repeat the activity.

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

Students remain in pairs and look at page 10. They then take turns asking and answering questions about food items in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to bananas): *Do you like bananas?* S2 (shaking his/her head): *No, I don't.*

D. Listen and sing along.

1. Students turn to the Unit 8 song *Yum! Yum! Yum!*, page 61. Focus their attention on the pictures. Students try to guess some of the lyrics using the pictures as cues. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

Yum! Yum! Yum!
(Melody: *I'm a Little Tea Pot*)

Do you like bananas?
Yes, I do.
Yes, I do.

Yum! Yum! Yum!
Do you like apples?
No, I don't.
I don't like apples.
Yuck! Yuck! Yuck!

Do you like potatoes?
Yes, I do.
Yes, I do.

Yum! Yum! Yum!
Do you like carrots?
No, I don't.
I don't like carrots.
Yuck! Yuck! Yuck!

2. Play the recording again. Students listen and sing along, using their books for reference. Play the recording as many times as necessary for students to become familiar with the song.
3. Place the *bananas*, *apples*, *potatoes*, and *carrots* picture cards on the chalktray and divide the class into Groups A and B. Play the karaoke

version. Group A sings the questions, looking at Group B and pointing to the fruit or vegetable in question. Group B sings the replies, looking at Group A and nodding their heads for *Yes, I do* and shaking their heads for *No, I don't*. Groups then change roles and sing the song again.

Games and Activities

1. **Give Her Some Apples.** Divide the class into pairs and give each student a set of Unit 8 Word Time Picture Cards. S1 in each pair asks S2 *Do you like (apples)?* If S2 says *Yes, I do*, S1 gives S2 his/her *apples* card. If S2 says *No, I don't*, S1 keeps the card. Then S2 asks S1 the target question in the same way. Pairs continue like this until they have asked and answered the target question about each card.
2. **Check All the Items.** Give each student a 2×3 grid. Students write the name of each Unit 8 Word Time fruit and vegetable in any order in their grids, one per square. When all students have completed their grids, they stand up and walk around the class asking other students *Do you like (oranges)?* For a *Yes, I do* reply, students write 3 and the name of that student in that square of their grids. For a *No, I don't* reply, students say Okay and move to another student. The first student to have a 3 in each square wins.

Large classes: Divide the class into groups of five to six: play as above, while students are setting in groups instead of walking around the class room.

3. **Make the Sentences.** (See Game 41, page 145.) Do the activity using Unit 8 Word Time Word Cards and Grammar Cards.

Extra Practice

Explain and assign Worksheet 15, *Do You Like Bananas?*, page 186. (For instructions and answer key, see page 169.)



Finish the Lesson

1. **Ask Questions.** Ask *Do you like cats?* Elicit *Yes, I do* or *No, I don't* from individual students. Continue, asking five to six target questions about any items students can name in English. A volunteer then takes on the teacher's role and asks five to six more target questions.
2. Explain and assign Workbook page 15. (For instructions, see Teacher's Book pages 157-158.)

Phonics Time

Sound Focus: *short a (ant, bag, hat, map)*

Materials Needed (excluding materials for optional activities): Cassette/CD and player; Unit 8 Word Time Picture Cards, 1 set; Unit 8 Phonics Time Picture Cards, 1 set; short a card, 1 card per student (see Picture and Word Card Book pages 31, 33, and 34)

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

Warm-Up and Review

- Pattern Review: Do You Like Oranges?** Hold up the oranges picture card with a quizzical look on your face and ask a student *Do you like oranges?* Elicit either *Yes, I do* or *No, I don't*. Then hold up each Unit 8 Word time Picture Card and elicit both the target question and answer for each card.
- Check Workbook page 15. (For instructions and answer key, see Teacher's Book pages 157-158.)
- Phonics Review: Write the Capital Letter.** Write *b, d, f, g, h, k, m, n, p, s, t, v, w, z* in a vertical column on the board. Point to each letter and elicit its sound. Then have volunteers come to the board, write the corresponding capital letter to the left of each lower case letter, and say that letter's sound.

Introduce the Sounds

Note: The *short a* sound is written as /æ/.

- Hold up the *ant* picture card and say /æ/-/æ/, *ant*, stressing the /æ/ sound. Students repeat. Attach the card to the board. Students repeat. Attach the card to the board. Do the same for *bag, hat, and map*.
- Write (a) on the board. Say /æ/ while pointing to the letter. Students repeat. Add n to the right of a, and say /æ/-/n/-*an*, while pointing to the two letters and then the combination. Add t to the right of n and say *an-t* / *ant*, pointing to the two parts of the word and then the whole word. Do the same for *bag, hat, map*.

Pronunciation Note: To help with correct pronunciation of /æ/, have students smile broadly, open their mouths wide, and drop their jaws.


Practise the Sounds

Students open their Student's Books to page 12.


Students are expected to know the meaning of only the four words at the top of the page. The remaining words they hear and see in the lesson are for the purpose of sound recognition

Phonics Time


A. Listen and repeat.




short a




ant



bag








hat



map

B. Does it have short a? Listen and circle ✓ or X.

-  ✓
-  ✓
-  ✓
-  ✓
-  ✓

C. Read the words with your teacher.

- | |
|-----|
| -a- |
| -ad |
| bad |
| dad |
- | |
|-----|
| -a- |
| -ag |
| bag |
| tag |
- | |
|-----|
| -a- |
| -an |
| fan |
| man |
- | |
|-----|
| -a- |
| -at |
| bat |
| hat |

D. Look at C. Listen and point to the words.

E. Does it have short a? Listen and write ✓ or X.

-
-
-
-
-
-

Unit 8

and reading practice only. It is not necessary to teach these words as vocabulary.

A. Listen and repeat.

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

a / æ /
ant
bag
hat
map

B. Does it have short a? Listen and circle ✓ or X.

1. Play the recording. Students listen to each word and circle 3 if it has short a, and 7 if it does not. Play the recording as many times as necessary for students to complete the task.

- cat, cat*
- pan, pan*
- boy, boy*
- bird, bird*
- ant, ant*

2. Check answers by saying *Number 1. cat*, and having students say *yes* if they circled 3, and *no* if they circled 7. Do the same for numbers 2–5.

Answer Key: 1. ✓ 2. ✓ 3. X 4. X 5. ✓

C. Read the words with your teacher.

Write *bad* on the board. Point to, sound out, then read the word. For example: /b/-/æ/-/d/, *bad*. Students repeat. Do the same for the remaining words in the first column. Elicit sounds where possible. Then have students try to sound out and read the words on their own. Repeat the activity with the remaining columns.

D. Look at C. Listen and point to the words.

Play the recording. Students listen and point to the words they hear.

bag, /b/-/æ/-/g/, *bag*

man, /m/-/æ/-/n/, *man*

bad, /b/-/æ/-/d/, *bad*

tag, /t/-/æ/-/g/, *tag*

hat, /h/-/æ/-/t/, *hat*

dad, /d/-/æ/-/d/, *dad*

E. Does it have short a? Listen and write ✓ or X.

1. Play the recording. Students listen to each word and write 3 if it has *short a*, and 7 if it does not. Play the recording as many times as necessary for students to complete the task.

1. *sad*, *sad*
2. *boat*, *boat*
3. *map*, *map*
4. *cookie*, *cookie*
5. *bat*, *bat*
6. *tag*, *tag*

2. Check answers by saying Number 1. *sad*, and having students say yes if they wrote 3, and no if they wrote 7. Do the same for numbers 2–6.

Answer Key: 1. ✓ 2. X 3. ✓ 4. X 5. ✓ 6. ✓

Games and Activities

1. **Pick Out the Short a Word.** Say three words, one with *short a*, the other two without *short a* (see Suggested Words below). Students name the short a word. Do this with five to six different groups of words.

Suggested Words: *hat*, *met*, *lot*; *Bob*, *map*, *cup*; *pal*, *top*, *set*; *Ted*, *red*, *bad*; *apple*, *egg*, *hop*; *hot*, *hungry*, *sad*; *dad*, *mum*, *boy*; *cow*, *cat*, *dog*; *pet*, *map*, *bus*

2. **Hold Up the Short a Card.** Give each student a *short a* card. Say eight to ten words that either have *short a* or do not (see Suggested Words below). When students hear a word with *short a*, they hold up their *short a* cards, repeat the word, and say /æ/.

Option: Students can raise their hands instead of using cards.

Suggested Words: *bag*, *run*, *mitt*, *fat*, *pet*, *van*, *jot*, *jam*, *gas*, *hid*, *tan*, *sun*

3. **Spell and Write.** Students write the numbers 1–8 on a piece of paper. Sound out and say *bad*. Using their Student's Books for reference if necessary, students write *bad* next to number 1 on their papers. Do the same with seven other words from *Read the words with your teacher*. Then check answers by writing each word on the board.



Extra Practice

Explain and assign Worksheet 16, Phonics Fun *short a*, page 189. (For instructions and answer key, see page 171.)

Finish the Lesson

1. **Write the Combinations.** Say a two- or three-letter combination (see Suggested Combinations below) and ask a volunteer to repeat that combination then come to the board and write it. Do the same with five to six different combinations.

Suggested Combinations: *ap*, *ad*, *ag*, *at*, *an*, *and*, *ant*, *ask*

2. Explain and assign Workbook page 16. (For instructions, see Teacher's Book page 158.)



Assessment

Explain and assign the Unit 8 Test, page 221. (For instructions and answer key, see page 205.)



At the Circus

Conversation Time

Language Focus: *What's wrong?/I feel sick./That's too bad.*

Function: Asking about someone's health; expressing sympathy

Materials Needed (excluding materials for optional activities): Cassette/CD and player; Wall Chart 17

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

Warm-Up and Review

- Phonics Review: Read the Words.** Write *b* on the board and elicit /*b*/. Do the same with *a* and *d*. Then elicit these three sounds together and then the whole word, /*b*-/æ/-/d/, *bad*. Continue in the same way with six to seven different three-letter words (see Suggested Words below).

Suggested Words: *sat, fat, dad, bat, man, ban, hat, sat, sad*

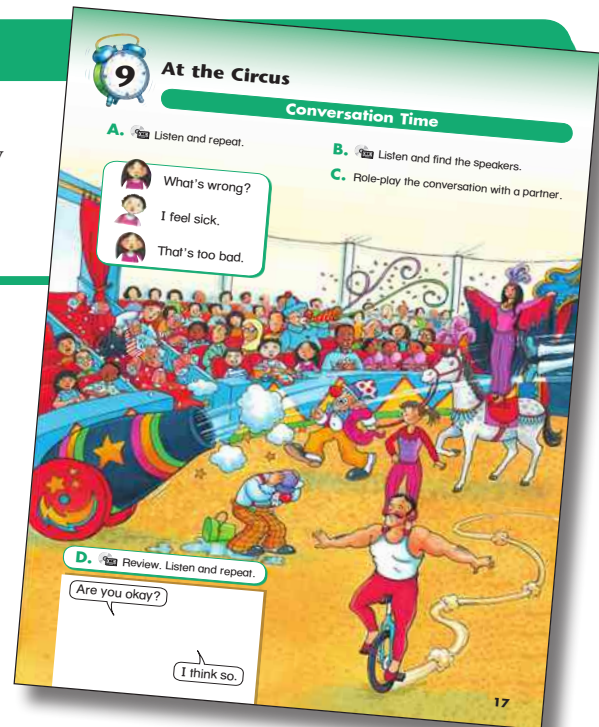
- Check Workbook page 16. (For instructions and answer key, see Teacher's Book page 158.)

Introduce the Conversation

- Bring two students to the front of the classroom. Stand behind each student and model his/her line(s) of the conversation with the following actions:

<i>What's wrong?</i>	Look concerned.
<i>I feel sick.</i>	Hold your stomach with a pained expression.
<i>That's too bad.</i>	Look sympathetic.
- Clarify word meaning.

sick: hold your stomach with a miserable expression on your face. Say *sick*. Students repeat. Then pretend to cough and sneeze. Say *sick*. Students repeat.
- Model the conversation again, as in Step 1.
- Divide the class into Groups A and B. Model each line of the conversation again using facial expressions and body language. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Encourage students to copy your facial expressions and body language. Groups then change roles and repeat the conversation again.
- Groups A and B say alternate lines of the conversation. Groups then change roles and say the conversation again. Prompt when necessary.



Talk About the Picture

Character Key for Teacher Reference

Ahmed: In the audience, holding his stomach.

- Attach Wall Chart 17 to the board, or open a Student's Book to page 17. Students then open their Student's Books to page 17. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

This is a **circus**. Look at all the people! There's one horse. This is a **canon**. Oh, my! Look at the **man flying from the cannon!** And here's a **man with popcorn**. I like popcorn. Oh, and poor Ahmed is sick. He ate too much.
- Ask the following questions while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

Do you like popcorn?

(**horse**) Is it a horse? How many horses?

(**Ahmed**) Is he happy? Is he sick?

(**woman standing on horse**) Is she standing on a chicken? What is it?

(**man on unicycle**) Is he riding a horse?

(**triplets**) Can you find these three girls on any other pages? (**They are on page 1.**) Can you point to them?

Practise the Conversation

A. Listen and repeat.

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

Ahmed's sister: *What's wrong?*
Ahmed: *I feel sick.*
Ahmed's sister: *That's too bad.*

B. Listen and find the speakers.

Play the recording (second version of the conversation). Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with a partner.

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

D. Review. Listen and repeat.

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

A: *Are you okay?*
B: *I think so.*

OPTION: Students role-play the conversation.



Find Sokkara's Ribbon

Students find Sokkara's ribbon hidden in the large scene.

Answer Key: Sokkara's ribbon is the top part of the popcorn seller's hat.

OPTION: Students find Sokkara's ribbon as above, then draw, colour, and cut out a piece of paper for themselves in the shape of a ribbon. For example: a hair ribbon or a necktie. They then wear it for the rest of the class period.

Games and Activities

1. **Back to Back.** Divide the class into pairs. Students sit with their backs to their partners, and role-play the conversation without looking at each other. Partners then change roles and repeat the activity. Once pairs have practiced both roles two to three times, pretend to sneeze and cough and elicit the conversation from the class.

2. **Which Line Is Being Pantomimed?** Bring a volunteer to the front of the classroom and have him/her silently role-play one line of the target conversation. Seated students try to guess what line the volunteer is role-playing, then say that line of conversation. The first student to guess correctly changes places with the volunteer and repeats the procedure. Do the same with six to eight new volunteers.

3. **Combine the Conversations.** Combine the Units 1, 6, and 9 conversations on the board in the following way:

A: *Hello.*
B: *Hello. How are you?*
A: *Fine, thank you. Are you okay?*
B: *No, I feel sick.*
A: *That's too bad.*

Point to and read each line. Students repeat. Bring two volunteers to the front of the classroom to role-play the conversation, with Student B pretending to be sick. Then divide the class into pairs and have pairs role-play the conversation in the same way. Students in each pair then change roles and role-play the conversation again.

Finish the Lesson

1. **Say it Together.** Pantomime not feeling well. Elicit *What's wrong?* Say *I feel sick.* Elicit *That's too bad.* Continue in the same way with three to four different volunteers pantomiming not feeling well.
2. Explain and assign Workbook page 21. (For instructions, see Teacher's Book page 158.)

Word Time

Language Focus: Physical descriptions (*tall, short, fat, thin, young, old*)

Materials Needed (excluding materials for optional activities): Cassette/CD and player; Wall Chart 18; 3x3 grids, 1 per student; Unit 9 Word Time Picture Cards, 9 cards per student; Unit 9 Word Time Word Cards, 1 card per 2 students (see Picture and Word Card Book pages 35 and 36)

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

Warm-Up and Review

- Conversation Review: I Feel Sick.** As students come into class, sit at your desk with a pained expression on your face. Elicit *What's wrong?* Say *I feel sick*, and elicit *That's too bad*.
- Check Workbook page 21. (For instructions and answer key, see Teacher's Book page 158.)

Introduce the Words

- Pantomime *tall* by standing on tiptoes, stretching your body high and holding one hand high above your head. Say *tall*. Students repeat. Do the same with the remaining target vocabulary, using the following actions:

short: Bend your knees to make yourself look shorter and hold one hand down close to floor.

young: Pretend to be a very young child. For example: suck your thumb and look shy.

old: Hunch your back a little and walk shakily, as if unsteadily holding a cane.

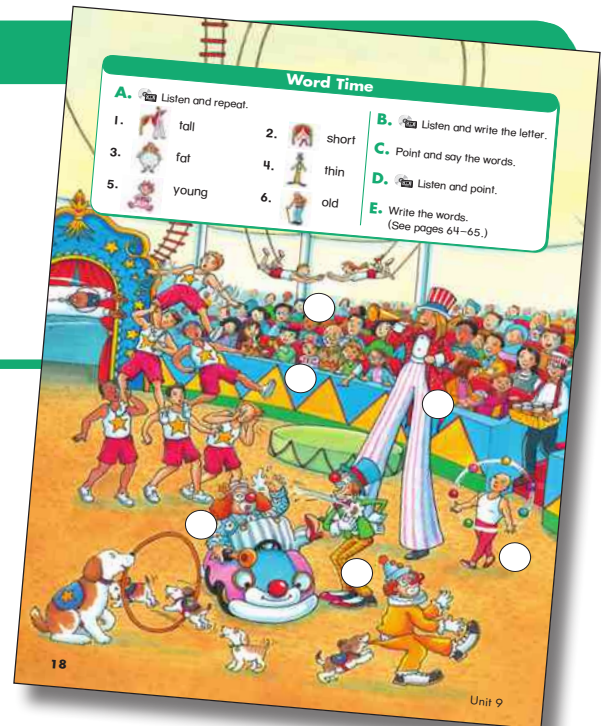
thin: Hold in your stomach, suck in your cheeks, and move both hands down the side of your body.

fat: Stick out your belly, puff out your cheeks, and make a circle around your body with your hands.

- Pantomime tall again and say *I'm _____*. Elicit *tall*. Do the same with the remaining target vocabulary.

Talk About the Picture

- Students open their Student's Books to page 18. They look at the large scene and name anything they can.
- Attach Wall Chart 18 to the board or open a Student's Book to page 18. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).



Look at the circus. This is a very **tall clown**. This is a **short clown**. This is a **fat clown**, and this is a **thin clown**. The **thin clown** has a **flower**. I see five **dogs**. Uh-oh! This man is sneezing. Ah-choo! Next to **Kareem** is an **old man** with a **young baby**.

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

(**short clown**) Is he tall?

(**tall clown**) Is she tall?

Who's sneezing? Point.

Can you point to Kareem? Is he a girl?

Can you point to Mona? Is she sad?

(**dog**) What's this? How many dogs?

Practise the Words

A. Listen and repeat.

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

- tall*
- short*
- fat*
- thin*
- young*
- old*

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

B. Listen and write the letter.

- Play the recording. Students listen and write the letter they hear in the white circle for each

vocabulary item. Play the recording as many times as necessary for students to complete the task.

- a. *old, old*
- b. *young, young*
- c. *fat, fat*
- d. *thin, thin*
- e. *tall, tall*
- f. *short, short*

2. Check answers by writing the letters a–f on the board then having volunteers come to the board and attach the corresponding picture card next to each letter. Point to each picture card and have students name it.

C. Point and say the words.

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

D. Listen and point.

Play the recording. Students listen to the sound effects and words. For the vocabulary, they point to the person described by that adjective; for the conversations, they point to the speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

- I'm tall.*
- I'm fat.*
- You're young.*
- I'm short.*
- I'm old.*
- I'm thin.*

Now listen and point to the speakers.

A: *I like bananas. Do you like bananas?*
(girl and boy in first row of audience, left - hand side)

B: *No, I don't. I like apples.*

A: *Are you hungry?* (mother and boy in first row of audience, right-hand side)

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

E. Write the words. (See pages 64–65.)

Students turn to page 64 (My Picture Dictionary), find the picture of each target vocabulary item, and write the word next to it.



Find Sokkara's Ribbon

Students find Sokkara's ribbon hidden in the large scene.

Answer Key: Sokkara's ribbon is one of the trapeze bars in the background.

OPTION: Students find Sokkara's ribbon as above, then draw a picture of a clown doing a circus trick with a ribbon.

Extra Vocabulary. Students turn to page 17. Introduce the extra vocabulary items *big, small, ugly, beautiful*. Students then find the circus performers in the large scene described by these adjectives.

Games and Activities

1. **Bingo!** (See Game 10, page 141.) Play the game using 323 grids and Unit 9 Word Time Picture Cards.
2. **Pantomime the Words.** Pantomime *fat*. Say *I'm _____*. Elicit *fat*. If students do not guess correctly the first time, continue pantomiming until students guess correctly. When students say *fat*, respond with *Yes, I'm fat*. Bring a volunteer to the front of the classroom. Whisper a target vocabulary word to him/her and have him/her pantomime the adjective. Seated students identify the adjective and the volunteer says *Yes, I'm (old)*. Continue in the same way with different volunteers, until most students have taken a turn.
3. **Option: Personalise the Picture.** Students take turns saying one or two descriptive sentences about themselves, using both Unit 9 and Unit 6 vocabulary. For example: *I'm tall. I'm happy*. Students continue until they all have taken a turn.

Finish the Lesson

1. **Describe It.** Sketch a picture of a giraffe, a mouse, a goat, a thin horse, a baby, and an old woman on the board. Point to each picture, say (*It's*) _____ and elicit the appropriate adjective.
2. Explain and assign Workbook page 22. (For instructions, see Teacher's Book page 158.)

Practice Time

Language Focus: Affirmative and negative statements with adjectives; third person singular subject pronouns [*(He's) (short).* (*He isn't (tall).*)]

Function: Describing others' physical appearance

Materials Needed (excluding materials for optional activities): Cassette/CD and player; Unit 9 Word Time Picture Cards, 1 set; Unit 9 Word Time Word Cards, 1 set per 4–5 students; Unit 9 Grammar Cards, 1 set per 4–5 students (see Picture and Word Card Book pages 35, 36, and 58)

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

Warm-Up and Review

- Vocabulary Review: Opposites.** Hold up each Unit 9 Word Time Picture Card and elicit its name. Then say *tall* and elicit its opposite, *short*. Do the same with *fat/thin* and *young/old*. Then have a volunteer take on the teacher's role and elicit the opposites.
- Check Workbook page 22. (For instructions and answer key, see Teacher's Book page 158.)

Introduce the Patterns

- He's (tall).** Place the Unit 9 Word Time Picture Cards on the chalktray for reference. Bring a boy to the front of the classroom, and have him pantomime *tall*. Point to him, look at the class, and say *He's tall*, emphasizing *He's*. Seated students repeat. Write *He's tall* on the board. Point to and read each word. Seated students repeat. Do the same with *short*, *fat*, *thin*, *young*, and *old*.
- She's (tall).** Do the same as in Step 1, with a girl.
- He isn't (tall).** Bring two boy volunteers to the front of the classroom, and have one pantomime tall while the other pantomimes *short*. Point to the *short* boy, look at the class, shake your head, and say *He isn't tall*, emphasizing *isn't*. Seated students repeat. Then point to the *tall* boy, look at the class, shake your head, and say *He isn't short*, emphasizing *isn't*. Seated students repeat. Write *He isn't tall* on the board. Point to and read each word. Students repeat. Do the same with *fat/thin* and *young/old*.
- She isn't (tall).** Do the same as in Step 3, with two girls.
- Practice for Fluency.** Bring six volunteers to the front of the classroom and have each one pantomime a different Unit 9 adjective. Seated students take turns pointing to a volunteer and saying both the positive and negative pattern about that volunteer. For example (pointing to a girl volunteer pantomiming *young*): *She's*

young. She isn't old. When both positive and negative statements have been made about all six volunteers, bring six new volunteers to the front of the classroom and do the activity again.

Practise the Patterns

Students open their Student's Books to page 19.

A. Listen and repeat.

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

*He's short. He isn't tall.
She's short. She isn't tall.*

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

3. Students try to say the patterns on their own, while looking at the pattern boxes in their books.

4. Write the explanation of the contractions on the board:

He's = He is She's = She is isn't = is not

Point to and read each word. Students repeat. Then say each pattern with the full form of the 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 practise with a partner.

1. Play the recording. Students listen and repeat, pointing to each picture in their books.
 1. *He's short.*
He isn't tall.
 2. *She's fat.*
She isn't thin.
 3. *He's old.*
He isn't young.
 4. *He's thin.*
He isn't fat.
 5. *She's tall.*
She isn't short.
 6. *She's young.*
She isn't old.
2. Play the recording again. Students listen and repeat, pointing to each word in their books.
3. Students practice numbers 1–6 in pairs. (S1 says the positive statement, and S2 says the negative statement.) They then change roles and repeat the activity.

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

Students remain in pairs and look at page 38. They then take turns making statements about the characters in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to the tall clown): *She's tall.* S2 (pointing to the tall clown): *She isn't short.*

D. Listen and chant.

1. Students turn to The Tall/Short Chant, page 62. Focus their attention on the pictures. Students try to guess some of the lyrics using the pictures as cues. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

The Tall/Short Chant

<i>He's tall,</i>	
<i>She's short.</i>	<i>He isn't short.</i>
<i>She isn't tall.</i>	<i>He's young.</i>
<i>She's young.</i>	<i>He isn't old.</i>
<i>She isn't old.</i>	<i>He's thin.</i>
<i>She's thin</i>	<i>He isn't fat.</i>
<i>She isn't fat.</i>	<i>He's Kareem!</i>
<i>She's Mona!</i>	

2. Play the recording again. Students listen and chant, using their books for reference. Play the recording as many times as necessary for students to become familiar with the chant.
3. Divide the class into Groups A and B. Play the karaoke version. Group A chants the non-indented lines and Group B chants the indented lines. Groups then change roles and chant again.

Option: Students chant as above, also pantomiming each adjective as they chant it.

Games and Activities

1. **Substitution.** Say *He isn't old.* Students repeat. Then say *she.* A volunteer says *She isn't old.* Then say *tall.* A different volunteer says *She isn't tall.* Say *is* and nod your head. Yet another volunteer says *She's tall.* Continue in the same way, using different pronouns and adjectives, until most students can comfortably substitute the given pronouns and adjectives.
2. **What Do You See?** Give students two minutes to quickly draw pictures of five to six people who can be described by the Unit 9 Word Time adjectives (for example: a tall man, a baby, a fat woman). Divide the class into pairs, and have students in each pair exchange pictures. Students then take turns pointing to the different people in the picture and telling one another about them using the target patterns.
3. **Make the Sentences.** (See Game 41, page 145.) Do the activity using Unit 9 Word Time Word Cards and Grammar Cards.
4. **Option: Project.** Students look through old magazines or newspapers and cut out pictures of people depicting the target adjectives. They then glue all their pictures on a large sheet of paper and label each picture. Students then show their collages to the class, pointing to each picture and saying (*He's*) (*thin*). (*He*) (*isn't*) (*fat*). Hang the collages on the wall for future reference.

Extra Practice

Explain and assign Worksheet 17, *Old or Young?*, page 188. (For instructions and answer key, see page 170.)

Finish the Lesson

1. **Guess the Card.** Hold up the *fat* card without showing the picture to students. Give students negative statement clues to help them identify the card. For example: *She isn't young. She isn't tall. She isn't short. She isn't thin. She isn't old. She's _____.* Elicit *fat*. Do the same with the remaining Unit 9 Word Time Picture Cards. A volunteer then takes on the teacher's role and gives clues.
2. Explain and assign Workbook page 23. (For instructions, see Teacher's Book pages 158-159.)

Phonics Time

Sound Focus: short e (*bed, egg, pen, vet*)

Materials Needed (excluding materials for optional activities): Cassette/CD and player; 12 cards with Unit 9 Read the words... words written on them, 1 set per 4–5 students; Unit 9 Word Time Picture Cards, 1 set (see Picture and Word Card Book page 35)

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

Warm-Up and Review

- 1. Pattern Review: Say the Sentence.** Write *She's young. She isn't old.* on the board. Point to each word and have volunteers read it. Prompt if necessary. Then erase these two sentences and write *He* and *She* on the board. Hold the *young* picture card next to *He* and elicit *He's young. He isn't old.* Do the same with the remaining Unit 9 Word Time Picture Cards. Repeat the entire procedure for *She*.
- 2. Check Workbook page 23.** (For instructions and answer key, see Teacher's Book pages 158-159.)
- 3. Phonics Review: Two and Three – Letter Combinations.** Write *b, p, d, t, g, m, n* in a vertical column on the board. Point to each letter and elicit its sound. Write (*a*) on the board and elicit /æ/. Write *a* to the left of *b*, point to both letters, and elicit *ab*. Do the same with (*a*) and the remaining consonants on the board. Write *t* to left of *ab* and have students read *tab*. Do the same with *t* and the remaining two-letter combinations on the board.

Introduce the Sounds

Note: The *short e* sound is written as /e/.

- Hold up the *bed* picture card and say /ɛ/-/ɛ/, *bed*, stressing the /ɛ/ sound. Students repeat. Attach the card to the board. Do the same for *egg, pen, and vet*.
- Write *e* on the board. Say /e/ while pointing to the letter. Students repeat. Add *d* to the right of *e* and say /e/-/d/-*ed* while pointing to the two letters and then the combination. Students repeat. Then add *b* to the left of *ed* and say /b/-*ed, bed*, pointing to the two parts of the word and then the whole word. Students repeat. Do the same for *egg, pen, and vet*.

Pronunciation Note: To help with correct pronunciation of /e/, have students smile very broadly and open their mouths only a little before they say this sound.






Phonics Time

A. Listen and repeat.

short e

bed egg pen vet

B. Does it have **short e**? Listen and circle ✓ or X.







-  X ✓
-  X ✓
-  X ✓
-  X ✓
-  X ✓

C. Read the words with your teacher.

- | |
|-----|
| -e- |
| ed- |
| bed |
| red |
- | |
|-----|
| -e- |
| en- |
| hen |
| ten |
- | |
|-----|
| -e- |
| eg- |
| beg |
| leg |
- | |
|-----|
| -e- |
| et- |
| net |
| pet |

D. Look at C. Listen and point to the words.

E. Does it have **short a** or **short e**? Listen and circle.

- 
- 
- 
- 
- 
- 

Unit 9

Practise the Sounds

Students open their Student's Books to page 20.

Students are expected to know the meaning of only the four words at the top of the page. The remaining words they hear and see in the lesson are for the purpose of sound recognition and reading practice only. It is not necessary to teach these words as vocabulary.

A. Listen and repeat.

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

e /e/
bed
egg
pen
vet

B. Does it have **short e**? Listen and circle ✓ or X.

1. Play the recording. Students listen to each word and circle 3 if it has *short e*, and 7 if it does not. Play the recording as many times as necessary for students to complete the task.

- ant, ant*
- red, red*
- pen, pen*
- elephant, elephant*
- bee, bee*

2. Check answers by saying *Number 1. ant*, and having students make an **X** with their arms if they circled **X**, and write ✓ in the air if they circled ✓. Do the same for numbers 2–5.

Answer Key: 1. X 2. ✓ 3. ✓ 4. ✓ 5. X

C. Read the words with your teacher.

Write *bed* on the board. Point to, sound out, then read the word. For example: /b/-/e/-/d/, *bed*. Students repeat. Do the same for the remaining words in the first column. Elicit sounds where possible. Then have students try to sound out and read the words on their own. Repeat the activity with the remaining columns.

D. Look at C. Listen and point to the words.

Play the recording. Students listen and point to the words they hear.

net, /n/-/e/-/t/, *net*

bed, /b/-/e/-/d/, *bed*

pet, /p/-/e/-/t/, *pet*

red, /r/-/e/-/d/, *red*

hen, /h/-/e/-/n/, *hen*

leg, /l/-/e/-/g/, *leg*

E. Does it have short a or short e? Listen and circle.

1. Play the recording. Students listen to each word and circle *a* if it has *short a*, and *e* if it has *short e*. Play the recording as many times as necessary for students to complete the task.

1. *met*, *met*
2. *mat*, *mat*
3. *peck*, *peck*
4. *pack*, *pack*
5. *pan*, *pan*
6. *pen*, *pen*

2. Check answers by saying *Number 1. met*. Then have students stand up and say /e/ if they circled *e*, and stay seated and say /æ/ if they circled *a*. Do the same for numbers 2–6.

Answer Key: 1. e 2. a 3. e 4. a 5. a 6. e

For example short (a) and short (e). Designate one list as list (A) and the other is list (B). Say a word from either list (A) or list (B). Students stand up if they listen to a word from list A “short a” and if the word is from list B “short e” they stay seated. Continue until you practice most of the words on the board.



Extra Practice

Explain and assign Worksheet 18, Phonics Fun *short e*, page 189. (For instructions and answer key, see page 170.)

Finish the Lesson

1. **Word Chant.** Create a chant in the following way (* = clap hands):

/n/ * /e/ * /t/ *

/n/ * /e/ * /t/ *

What's this? * *

net

Model the chant and have students repeat. Then chant with students. Repeat the chant using six to seven different *short e* words (see Suggested Words below).

Suggested Words: *bed*, *peg*, *set*, *men*, *Vet*, *Leg*, *beg*, *pet*, *ten*

2. Explain and assign Workbook page 24. (For instructions, see Teacher's Book page 159.)

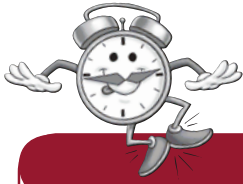


Assessment

Explain and assign the Unit 9 Test, page 222. (For instructions and answer key, see page 205.)

Games and Activities

1. **Dictation.** Students write the numbers 1–8 on a piece of paper. Sound out and say *Leg*. Using their Student's Books for reference if necessary, students write *Leg* next to number 1 on their papers. Do the same with seven other words from **Read the words with your teacher**. Then check answers by writing each word on the board.
2. **Duck, Duck, Goose.** On the board write two lists of words with two different vowel sounds.



Review 1

Story Time

Review Focus: Units 7–9 conversations, vocabulary, and patterns

Materials Needed (excluding materials for optional activities): Cassette/CD and player

For general information on Story Time, see page 16.

Warm-Up

1. **Review Units 7–9 Conversations, Vocabulary, and Patterns.** Students turn to each Conversation Time page (pages 1, 9, and 17), Word Time page (pages 2, 10, and 18), and Practice Time page (pages 3, 11, and 19). Elicit each conversation, vocabulary item, and pattern.
2. Check Workbook page 24. (For instructions and answer key, see Teacher’s Book page 159.)

Work with the Pictures

Students open their Student’s Books to page 25.

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

Scene 1: Is **Sokkara** old?
Is **Mona** tall?

Scene 2: (**apple**) Is it a cucumber?
Does **Sokkara** like apples?

Scene 3: Does **Sokkar** like bananas?
Is **Sokkar** hungry?

Scene 4: How many **balls**?

Scene 5: How many **books**?

Scene 6: Is **Sokkar** okay?



Work with the Text

1. Point to Sokkar’s speech bubble in Scene 1. A volunteer guesses what Sokkara is saying. If he/she guesses correctly, do the same with Sokkara’s speech bubble. If he/she does not guess correctly, ask another student.
2. Do the same with all the scenes on this page. Encourage students to look back at the Units 7–9 Conversation Time, Word Time, and Practice Time pages for support if needed.

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

Practise the Story

A. Listen and repeat.

1. Play the recording (first version of the story). Students listen and follow along in their books.
 1. Sokkara: *She’s tall.*
Sokkar: *I’m not tall. I’m short.*
 2. Sokkar: *Do you like apples?*
Sokkara: *Yes, I do.*
 3. Sokkar: *I don’t like apples. I like bananas.*

4. Sokkara: *Are you finished?*
 Sokkar: *No, not yet.*
 Sokkara: *Please hurry!*
5. Sokkar: *May I borrow a ball?*
 Sokkara: *Sure.*
6. Sokkar: *Ouch!*
 Sokkara: *Are you okay?*
 Sokkar: *I think so.*

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

B.  Look at A. Listen and point.

1. Play the recording (second version of the story). Students listen and follow along in their books.
2. Divide the class into pairs. Students in each pair take on the role of one of the characters (Sokkara or Sokkar). Play the recording again, pausing after each line. Students repeat their character's lines. Students in each pair then change roles and do the activity again. Play the recording as many times as necessary for students to complete the task.

C. Role-play these scenes.

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

2. **Puppets.** Each student performs the entire story for the class using the Sokkar and Sokkara puppets they made in Review 1 (see page 53).
3. **Make a New Story.** Students divide a piece of paper into six equal parts and come up with their own version of the story by drawing original scenes and characters. If this is too challenging, students copy the pictures and speech bubbles from page 25. Students can also do this activity in pairs in class or at home.

Finish the Lesson

1. **Listen and Pantomime.** Divide the class into groups of three, and have students in each group take on the role of one of the characters in the story. Play the recording. Students listen and pantomime their role. Repeat the procedure until each student has pantomimed each role.
2. Explain and assign Workbook page 27. (For instructions, see Teacher's Book page 159.)

Games and Activities

1. **"Ouch!" Contest.** Volunteers come to the front of the classroom. They pretend to hurt their legs by "banging" them against a desk or chair, yelling *Ouch!* and holding their legs on the "injured" place. Ask each student *Are you okay?* Volunteers respond *I think so.* The rest of the class judges who performed the loudest and best *Ouch!* The winner then performs his/her *Ouch!* again and the rest of the class copies his/her *Ouch!*

Activity Time

Review Focus: Units 7–9 vocabulary, patterns, and sounds

Materials Needed (excluding materials for optional activities): Cassette/CD and player; Units 7–8 Word Time Picture Cards, 1 set per 3–4 students; Unit 9 Word Time Picture Cards, 1 set (see Picture and Word Card Book pages 27, 31, and 35)

For general information on Activity Time, see page 17.

Warm-Up

1. **Review Units 7–9 Vocabulary, Patterns, and Sounds.** Students turn to each Word Time page (pages 2, 10, and 18), Practice Time page (pages 3, 11, and 9), and Phonics Time page (pages 4, 12, and 20). Elicit the vocabulary items, patterns, and sounds.
2. Check Workbook page 27. (For instructions and answer key, see Teacher's Book page 159.)

Review

Students open their Student's Books to page 26.

A. Listen and write ✓ or X.

1. Give each student a Unit 7–8 Word Time Picture Card. Say *Chicken*. The student(s) with the *Chicken* card holds up the card. Ask him/her *Do you like Chicken?* He/She answers *Yes, I do* or *No, I don't*. Repeat the procedure with the remaining cards.

Option: play as above, but students bring pictures of food items from a magazine

2. Play the recording. Students listen and write ✓ next to the foods Kareem likes, and X next to the foods he does not like.

Mona: *Do you like bananas, Kareem?*

Kareem: *No, I don't. I like oranges. And I like apples.*

Mona: *Do you like pizza?*

Kareem: *No, I don't. But I like Chicken.*

Mona: *Oh! You like Chicken! Do you like spaghetti?*

Kareem: *No, I don't. But I like rice.*

Mona: *Oh! Do you like carrots?*

Kareem: *No, I don't. But I like potatoes.*

3. Check answers by saying each food item and having students nod their heads and smile if they wrote 3 for that item, and shake their heads and frown if they wrote X.

Answer Key

bananas X	oranges ✓	apples ✓
pizza X	Chicken ✓	spaghetti X
rice ✓	carrots X	potatoes ✓

Activity Time

A. Listen and write ✓ or X.

I like... (✓) I don't like... (X)

Bananas Oranges Apples

Pizza Chicken Spaghetti

Rice Carrots Potatoes

B. Listen and circle the correct word.

1. soup zoo 2. ant egg 3. bag bed

4. pen map 5. zebra sock 6. vet hat

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

26

Review 1

B. Listen and circle the correct word.

1. Write s, z, a, and e on the board. Point to each letter and elicit its sound. Then play the recording. Students listen and circle each word they hear. Play the recording as many times as necessary for students to complete the task.

1. *soup, soup*
2. *ant, ant*
3. *bed, bed*
4. *map, map*
5. *zebra, zebra*
6. *vet, vet*

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

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

1. Play the recording. Students listen and find the picture that corresponds to the sentences they hear. They then write that number in the space provided. Play the recording as many times as necessary for students to complete the task.

1. *She's thin. She isn't fat.* [twice]
2. *He's tall. He isn't short.* [twice]
3. *She's young. She isn't old.* [twice]
4. *He's fat. He isn't thin.* [twice]

2. Check answers by saying *Number 1. She's thin. She isn't fat*, then having students point to the corresponding picture in their books. Do the same for numbers 2–4.

Answer Key: 4, 2, 3, 1

Games and Activities

1. Do You Like spaghetti? Divide the class into groups of three to four, and give each group a set of Units 7–8 Word Time Picture Cards. Groups sit in a circle and place the cards face down in a stack in the middle of the group. A student in each group (S1) begins by taking the top card from the pile, looking at it, showing it to the student on his/her left (S2), and asking *Do you like (chips)?* S2 answers *Yes, I do* and keeps the card, or *No, I don't* and returns the card to the bottom of the stack. S2 then takes a card from the top of the pile, and shows it to the student on his/her left (S3) in the same way. Groups continue in the same way until all the cards have been taken from the stack.

Option: Student use their own pictures that they get from a magazine.

2. Pantomime the Adjective. Bring three volunteers to the front of the classroom. Give each volunteer a Unit 9 Word Time Picture Card. The volunteers look at their cards without showing them to seated students, and take turns pantomiming the depicted adjective. Seated students guess the adjective that is being pantomimed, saying *(Amr) is (tall)*. If the guess is correct, (Amr) says *Yes, I'm (tall)*. If the guess is not correct, (Amr) continues to pantomime until seated students guess correctly. When finished, three new volunteers come to the front of the classroom and do the activity again. Continue in the same way until most students have taken a turn pantomiming.

3. What Other Words Have These Sounds? Students find the 12 words in Activity B. (**Listen and circle the correct word**) in the Units 7–9 Phonics Time pages (pages 4, 12, and 20). While books are open to these pages, elicit other words with the same target sounds.

Finish the Lesson

1. Explain and assign Checklist 3 (see Student's Book page 69) for students to do at home or in class.
2. Explain and assign Workbook page 28. (For instructions, see Teacher's Book pages 159-160.)



Around Town

Conversation Time

Language Focus: *What's your telephone number?/It's 765-1234./Pardon me?/765-1234.*

Function: Asking for someone's telephone number; asking for repetition

Materials Needed (excluding materials for optional activities): Cassette/CD and player; Wall Chart 19; a ball

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

Warm-Up and Review

- Phonics Review: Whisper and Write.** Bring a volunteer to the front of the classroom and whisper a *short e* word in his/her ear (see Suggested Words below). That student writes the word on the board. The rest of the class reads the word out loud. If the student has trouble writing the word, help him/her by sounding out the word. For example: /p/-/E/-/n/, *pen*. Do the same with different volunteers and five to six different words.

Suggested Words: *bed, hen, beg, net, fed, men, peg, pet, ten, set*

- Check Workbook page 28. (For instructions and answer key, see Teacher's Book pages 159-160.)

Introduce the Conversation

- Bring two students to the front of the classroom. Stand behind each student and model his/her line (s) of the conversation with the following actions:

What's your telephone number? Look quizzically at the student.

It's 765-1234. Lean forward a little and speak rather quickly.

Pardon me? Tilt your head to one side, and cup your hand over your ear. Look slightly puzzled.

765-1234. Clearly state the number again, speaking more slowly and a bit more loudly.

- Clarify word meaning.

telephone: Draw a *telephone* on the board. Point to it and say *telephone*. Students repeat. Write a local tele-phone number underneath the phone. Point to it and say *telephone number*. Students repeat.



- Model the conversation again, as in Step 1.
- Divide the class into Groups A and B. Model each line of the conversation again using facial expressions and body language. Group A repeats the first line of the conversation, Group B repeats line two, and so on. Encourage students to copy your facial expressions and body language. Groups then change roles and repeat the conversation again.
- Groups A and B say alternate lines of the conversation. Groups then change roles and say the conversation again. Prompt when necessary.

Talk About the Picture

- Attach Wall Chart 19 to the board, or open a Student's Book to page 29. Students then open their Student's Books to page 29. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

This is the town where **Kareem** and **Mona** live. Look at the houses. These children are playing football. This boy is sad. He's crying. The **police officer** asks "What's your telephone number?" He's writing the boy's telephone number down with a pen.

2. Ask the following questions while pointing to or touching the pictures (bold words).

How many boys?

(ball) What's this?

(crying boy) Is he a girl? Is he happy?

(pizza) Is it a carrot? Do you like pizza?

(dog) Is it a cat? How many dogs?

(pen) Is it a pencil?

Practise the Conversation

A. Listen and repeat.

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

Police officer: *What's your telephone number?*

Boy: *It's 765-1234.*

Police officer: *Pardon me?*

Boy: *765-1234.*

B. Listen and find the speakers.

Play the recording (second version of the conversation). Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

C. Role-play the conversation with a partner.

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

D. Review. Listen and repeat.

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

A: *Please hurry!*

B: *Okay, okay!*

OPTION: Students role-play the conversation.

Find Sokkara's Robbon

Students find Sokkara's ribbon hidden in the large scene.

Answer Key: Sokkara's ribbon is along the side of the Animal Clinic window.

OPTION: Students find Sokkara's ribbon as above, then draw, colour, and cut out a dog bone to use as a microphone. Then, using the target conversation and their microphones, students ask classmates their telephone numbers.

Games and Activities

1. **Toss the Ball.** (See Game 5, page 140.) Play the game using the target conversation.
2. **What's Your Telephone Number?** Students work in groups of four to five and use the target conversation to find out as many of their classmates' telephone numbers as possible. Students say their telephone numbers very quickly the first time they say them to prompt *Pardon me?* When time is up, students. Ask each other *How many telephone numbers?* and have students reply *(Five) telephone numbers.*

Note: If students do not wish to give their real telephone numbers, they can use imaginary ones.

3. **Combine the Conversations.** Combine the Units 1, 5, and 10 conversations on the board in the following way:

A: *Good morning. What's your first name?*

B: *Alaa.*

A: *What's your last name?*

B: *Mohamed.*

A: *Pardon me?*

B: *Mohamed.*

A: *What's your telephone number?*

B: *427-9873.*

A: *Thanks.*

Point to and read each line. Students repeat. Bring two volunteers to the front of the classroom to role-play the conversation, with Student A writing down Student B's name and telephone number when appropriate. Divide the class into pairs and have pairs role-play the conversation in the same way. Students in each pair then change roles and role-play the conversation again.

Finish the Lesson

1. **Telephone Number Chain.** Ask a student his/her telephone number. Have that student respond with his/her real or made-up telephone number then ask another student his/her telephone number. Students continue in the same way until most students have taken a turn.
2. Explain and assign Workbook page 33. (For instructions, see Teacher's Book page 160.)

Word Time

Language Focus: Occupations (*doctor, nurse, police officer, teacher, baker, firefighter*)

Materials Needed (excluding materials for optional activities): CD/cassette and player; Wall Chart 20; Unit 10 Word Time Picture Cards, 5–10 matching pairs of cards (see Picture and Word Card Book page 39)

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

Warm-Up and Review

- Conversation Review: What's Your Telephone Number?** Ask a student *What's your telephone number?* When the student replies, say *Pardon me?* The student repeats his/her telephone number. Write the telephone number on the board. Do the same with several students.
- Check Workbook page 33. (For instructions and answer key, see Teacher's Book page 160.)

Introduce the Words

- Hold up and name the Unit 10 Word Time Picture Cards one by one. Students listen. Hold up and name the cards again, and have students repeat.
- Hold up the *doctor* picture card and say *He's a _____*. Elicit *doctor*. Then do the same with the remaining picture cards, using *She's a _____* where appropriate.

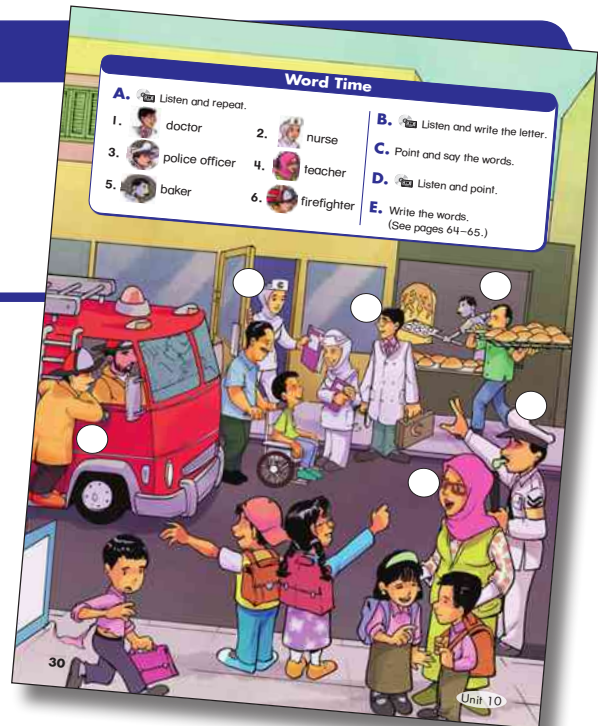
Talk About the Picture

- Students open their Student's Books to page 30. They look at the large scene and name anything they can.
- Attach Wall Chart 20 to the board, or open a Student's Book to page 30. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

Here are **Kareem**, **Mona**, and their **friends**. **Sokkara** is here, too. Mona is looking at a **doctor**. Kareem is looking at a nurse. Over there, the **baker** is selling bread, and the nurse is going out of the hospital. Here's Kareem and Mona's teacher, **Miss Nadia**. This is a **police officer**. Oh, look! **The firefighter** is riding on his **truck**.
- Ask the following questions while pointing to or touching the pictures (**bold words**).

(**Mona**) What's her first name?

(**Kareem**) What's his first name?



(**firefighter**) Is he a baker?

(**doctor**) Is he a police officer?

(**nurse**) Is she a nurse?

How many girls?

How many boys?

Practise the Words

A. Listen and repeat.

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

- | | |
|--------------------------|-----------------------|
| 1. <i>doctor</i> | 2. <i>nurse</i> |
| 3. <i>police officer</i> | 4. <i>teacher</i> |
| 5. <i>baker</i> | 6. <i>firefighter</i> |

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

B. Listen and write the letter.

1. Play the recording. Students listen and write the letter they hear in the white circle for each vocabulary item. Play the recording as many times as necessary for students to complete the task.

- nurse, nurse*
- firefighter, firefighter*
- baker, baker*
- police officer, police officer*
- teacher, teacher*
- doctor, doctor*

2. Check answers by writing the letters a–f on the board then having volunteers come to the board and attach the corresponding picture card next to each letter. Point to each picture card and have students name it.

C. Point and say the words.

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

D. Listen and point.

Play the recording. Students listen to the sound effects and words. For vocabulary, students point to the people depicting the occupation; for the conversations, students point to the speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

I'm a police officer.

I'm a firefighter.

I'm a teacher.

I'm a doctor.

I'm a baker.

I'm a nurse.

Now listen and point to the speakers.

A: Hello, Nurse Sally. (boy in wheelchair and nurse)

B: Hello, Ahmed. How are you?

A: Fine, thank you.

A: Wow! He's tall. He isn't short. (Mona)

E. Write the words. (See pages 64–65.)

Students turn to page 64 (My Picture Dictionary), find the picture of each target vocabulary item, and write the word next to it.



Find Sokkara's Ribbon

Students find Sokkara's ribbon hidden in the large scene.

Answer Key: Sokkara's ribbon is part of the door next to the nurse.

Extra Vocabulary. Students turn to page 29. Introduce the extra vocabulary items actor, mail carrier, vet. Students then find these people in the large scene.

Games and Activities

1. **Concentration: Picture to Picture.** (See Game 11, page 141.) Play the game using Unit 10 Word Time Picture Cards.
2. **Pantomime the Action.** Divide the class into teams of four to five. One student from each team comes to the front of the classroom. Show each of these students the same Unit 10 Word Time Picture Card. They then pantomime the occupation on the card. The first team to correctly identify the occupation their teammate is pantomiming wins a point. Students in each group take turns coming to the front of the classroom to pantomime an occupation. Continue until all students have had a chance to

pantomime. The team with the most points at the end wins.

Very small classes: Bring a volunteer to the front of the classroom. Give that volunteer one of the Unit 10 Word Time Picture Cards. The volunteer pantomimes the occupation on the card and seated students try to identify the occupation. The first student to guess correctly wins a point. Continue in the same way with different volunteers and picture cards until most students have taken a turn pantomiming. The student at the end with the most points wins.

3. **Hold It Up!** (See Game 24, page 143.) Play the game using Unit 10 Word Time Picture Cards.
4. **Option: Personalise the Picture.** Students choose one of the target occupations and draw themselves as that professional, including the environment in which he/she would work. Students should label their drawings *I'm a (doctor)*. They then take turns standing up, showing their pictures to the class, pantomiming activities of the occupation, and saying *I'm a (doctor)*.
5. **Option: Project.** Invite students' parents or other members of the community to class to tell students about the occupations they hear about. Students keep a list of all the occupations they hear about. Help students with English spelling if necessary. After they have heard about the different occupations, students take turns pantomiming the activities of one of these occupations. They then say *I'm a (banker)*. Seated students point to the student who has just pantomimed, look at the teacher, and say (*He's*) a (*banker*).

Option: student can do this at home, asking their parents or their siblings, then they report to the teacher and their colleagues.

Finish the Lesson

1. **Chant!** Attach the *doctor*, *nurse*, and *teacher* picture cards to the board. Create a chant in the following way (* = clap hands):

*I'm a doctor. * * **

*I'm a doctor. * * **

*doctor **

*doctor **

*doctor * * **

Model the chant and have students repeat. Chant with students, pointing to cards on the board to indicate the next occupation to be chanted.

2. Explain and assign Workbook page 34. (For instructions, see Teacher's Book page 160.)

Practice Time

Language Focus: Yes/No questions with 3rd person singular; subject pronouns [*Is (he) a (doctor)? Yes, (he) is./ No, (he) isn't. (He's) a (nurse).*]

Function: Asking about occupations

Materials Needed (excluding materials for optional activities): Cassette/CD and player; Unit 10 Word Time Picture Cards, 1 set per 2 students; Unit 10 Word Time Word Cards, 1 set per 4–5 students; Unit 10 Grammar Cards, 1 set per 4–5 students (see Picture and Word Card Book pages 39, 40, 58, and 59)

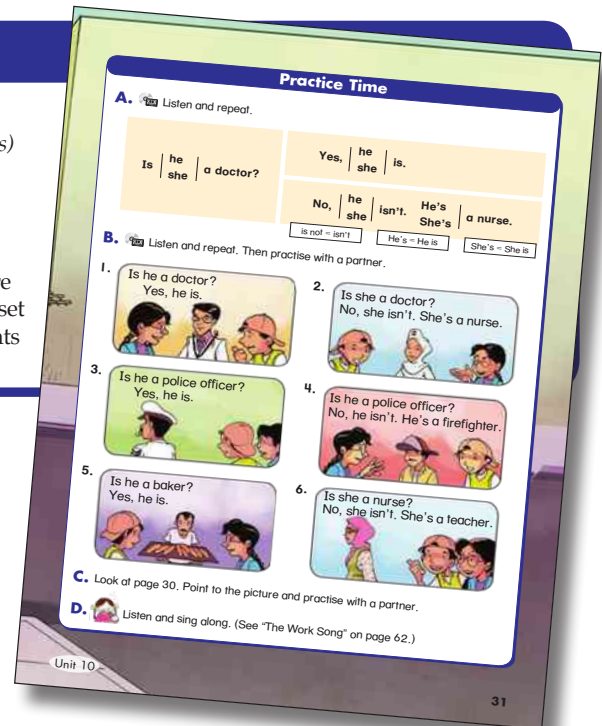
For general information on Practice Time, see pages 12–13.

Warm-Up and Review

- Vocabulary Review: Slow Reveal.** (See Game 32, page 144.) Hold up each Unit 10 Word Time Picture Card and elicit its name. Then play the game using the cards.
- Check Workbook page 34. (For instructions and answer key, see Teacher's Book page 160.)

Introduce the Patterns

- Is (he) a (doctor)? Yes, (he) is.** Write a big ? on the board. Hold the *doctor* picture card up with a piece of paper covering most of the picture. Point to the ? and the doctor card, shrug your shoulders, look quizzically at the class, and ask *Is he a doctor?* Students repeat. Write *Is he a doctor?* on the board. Point to and read each word. Students repeat. Ask the question again, slide the paper covering the picture card down to reveal more of the picture, and elicit an affirmative response such as *Yes* or a nod of students' heads. Then say *Yes, he is.* Students repeat. Write *Yes, he is.* on the board to the right of *Is he a doctor?* Point to and read each word. Students repeat. Do the same with *nurse, teacher, police officer, firefighter, and baker*, using *he* or *she* as appropriate.
- Is (she) a (doctor)? No, (she) isn't. (She's) a (nurse).** Hold up the *nurse* picture card up with a piece of paper covering most of the picture. Point to the ? and the *nurse* card, shrug your shoulders, look quizzically at the class, and ask *Is she a doctor?* Students repeat. Write *Is she a doctor?* on the board. Point to and read each word. Students repeat. Ask the question again. Elicit a negative response such as *No* or a shake of students' heads. Say *No, she isn't. She's a nurse.* Students repeat. Write *No, she isn't. She's a nurse.* on the board to the right of *Is she a doctor?* Point to and read each word. Student repeat. Do the same with *doctor, teacher, police officer, firefighter, and baker*, using *he* or *she* as appropriate.



- Practice for Fluency.** Bring six volunteers to the front of the classroom and give each of them a Unit 10 Word Time Picture Card. The volunteers hold these cards so seated students cannot see them. Seated students then take turns pointing to a volunteer and asking another seated student *Is (he) a (teacher)?* The volunteer turns the card around and the seated student who was asked the question looks at the card and responds with the target pattern. Students continue in the same way until a question has been asked and answered about each volunteer. Then do the activity again with six new volunteers.

Note: Remind students that women now have jobs that were traditionally held by men, so it is not possible to tell the gender of a person solely from knowing his/her occupation.

Practise the Patterns

Students open their Student's Books to page 31.

A. Listen and repeat.

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

A: *Is he a doctor?*
B: *Yes, he is.*

A: *Is she a doctor?*
B: *Yes, she is.*

A: *Is he a doctor?*
B: *No, he isn't.*

A: *Is she a doctor?*
B: *No, she isn't.*

He's a nurse. She's a nurse.

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

3. Students try to say the patterns on their own, while looking at the pattern boxes in their books.

4. Write the explanation of the contractions on the board:

isn't = is not He's = He is She's = She is

Point to and read each word. Students repeat. Then say each pattern with the full form of the 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 practise with a partner.

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

- | | |
|---|---|
| 1. <i>Is he a doctor?</i>
<i>Yes, he is.</i> | 2. <i>Is she a doctor?</i>
<i>No, he isn't.</i>
<i>She's a nurse.</i> |
| 3. <i>Is he a police officer?</i>
<i>Yes, he is.</i> | 4. <i>Is he a police officer?</i>
<i>No, he isn't.</i>
<i>He's a firefighter.</i> |
| 5. <i>Is he a baker?</i>
<i>Yes, he is.</i> | 6. <i>Is she a nurse?</i>
<i>No, she isn't.</i>
<i>She's a teacher.</i> |

2. Play the recording again. Students listen and repeat, pointing to each word in their books.

3. Students practice numbers 1–6 in pairs. (S1 in each pair asks the questions, and S2 answers.) They then change roles and repeat the activity.

C. Look at page 30. Point to the picture and practice with a partner.

Students remain in pairs and look at page 30. They then take turns asking and answering questions about characters in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to the police officer): Is he a police officer? S2: Yes, he is.

D. Listen and sing along.

1. Students turn to The Work Song, page 62. Focus their attention on the pictures. Students try to guess some of the lyrics using the pictures as cues. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

The Work Song

(Melody: *La Cucaracha*)

- | | |
|--|--|
| <i>Is she a teacher, teacher?</i>
<i>No, she isn't.</i> | <i>Is he a baker, baker?</i>
<i>No, he isn't.</i> |
| <i>No, she isn't.</i> | <i>No, he isn't.</i> |
| <i>Is she a police officer,</i>
<i>police officer?</i> | <i>No, he isn't.</i> |
| <i>No, she isn't.</i> | <i>Is he a firefighter,</i>
<i>firefighter?</i> |
| <i>She's a doctor.</i> | <i>No, he isn't.</i>
<i>He's a nurse.</i> |

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

3. Divide the class into Groups A and B. Play the karaoke version. Group A sings the questions, and Group B sings the answers. For the first verse, both groups point to the picture of the doctor in their books. In the second verse, they point to the picture of the nurse. Groups then change roles and sing the song again.

Games and Activities

- I Can Guess It.** Draw a man and a woman on the board, then get a volunteer (S1) to the front of the classroom place a set of Unit 10 Word Time Picture Cards on your desk face down in front of them. S1 picks up a card without looking at it and shows the picture to the seated students. To indicate if the person on the card is male or female, the seated students point to either the man or the woman drawn on the board. S1 then asks the class *Is (he) a (firefighter)?* Students respond with the target pattern. Get different volunteer and do the same with the remaining cards.
- Guess Who.** (See Game 40, page 145.) Play the game using the target patterns.
- Make the Sentences.** (See Game 41, page 145.) Do the activity using Unit 10 Word Time Word Cards and Grammar Cards.



Extra Practice

Explain and assign Worksheet 19, Teacher or Nurse, page 190. (For instructions and answer key, see page 170.)

Finish the Lesson

- Guess the Occupation.** Bring two volunteers to the front of the classroom. One of these students (S1) whispers a Unit 10 occupation to the other student (S2), and S2 pantomimes it. Seated students identify the occupation, asking S1 *Is (she) a (police officer)?* If the guess is correct, S1 says *Yes, (she) is.* If not, S1 says *No, she isn't.* The first student to guess correctly wins a point. If no one guesses correctly after three tries, S1 says *No, (she) isn't. (She's) a (nurse).* Bring two more volunteers to the front of the classroom and do the activity again.
- Explain and assign Workbook page 35. (For instructions, see Teacher's Book pages 160-161.)

Phonics Time

Sound Focus: short i (*dig, in, pin, sit*)

Materials Needed (excluding materials for optional activities): Cassette/CD and player; 3x3 Bingo grids, 1 per student; Unit 10 Word Time Picture Cards, 1 set; *a, b, d, e, f, g, h, i, k, m, n, p, s, t, v, w,* and *z* alphabet cards, 1 set per 4–5 students; Unit 10 Phonics Time Picture Cards, 1 set (see Picture and Word Card Book pages 39, 41, and 51–54)

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

Warm-Up and Review

- Pattern Review: Is He a Doctor?** Hold up the *doctor* picture card and ask *Is he a doctor?* Elicit *Yes, he is.* Ask *Is he a nurse?* and elicit *No, he isn't. He's a doctor.* Hold up the *nurse* picture card, ask *Is she a nurse?* and elicit *Yes, she is.* Ask *Is she a doctor?* and elicit *No, she isn't. She's a nurse.* Continue in the same way with the remaining Unit 10 Word Time Picture Cards, eliciting both positive and negative responses for each card.
- Check Workbook page 35. (For instructions and answer key, see Teacher's Book pages 160–161.)
- Phonics Review: Make the Words.** Give each student either an *a, b, d, e, f, g, h, k, m, n, p, s, t, v, w,* or *z* alphabet card. Say six to eight words containing previously studied letters (see Suggested Words below). For example: *bag.* Students holding the *b, a* and *g* alphabet cards stand up, say the sounds of their alphabet cards in the order / *b* / - / *æ* / - / *g* / then together say the word *bag.*
Suggested Words: *tag, men, bat, fed, mad, man, pat, pet*

Introduce the Sounds

Note: The *short i* sound is written as /I/.

- Hold up the *dig* picture card and say /I/-/I/, *dig*, stressing the /I/ sound. Students repeat. Attach the card to the board. Do the same for *in, pin, sit.*
- Write *i* on the board. Say /I/ while pointing to the letter. Students repeat. Add *g* to the right of *i* and say /I/-/g/-*ig* while pointing to the two letters and then the combination. Students repeat. Then add *d* to the left of *i* and say /d/-*ig, dig*, pointing to the two parts of the word and then the whole word. Students repeat. Do the same for *in, pin, sit.*


Practise the Sounds

Students open their Student's Books to page 32.


Students are expected to know the meaning of only the four words at the top of the page.

Phonics Time


A. Listen and repeat.




short i




dig



in

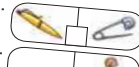

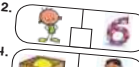



pin



sit

B. Do they both have **short i**? Listen and write ✓ or X.

- | | |
|--|--|
| 1 | 2 |
|  |  |
- | | |
|---|---|
| 3 | 4 |
|  |  |

C. Read the words with your teacher.

1. <table style="border: 1px solid black; padding: 2px;"><tr><td style="text-align: center;">-i-</td></tr><tr><td style="text-align: center;">-ig</td></tr><tr><td style="text-align: center;">big</td></tr><tr><td style="text-align: center;">dig</td></tr></table>	-i-	-ig	big	dig	2. <table style="border: 1px solid black; padding: 2px;"><tr><td style="text-align: center;">-i-</td></tr><tr><td style="text-align: center;">-in</td></tr><tr><td style="text-align: center;">pin</td></tr><tr><td style="text-align: center;">tin</td></tr></table>	-i-	-in	pin	tin	3. <table style="border: 1px solid black; padding: 2px;"><tr><td style="text-align: center;">-i-</td></tr><tr><td style="text-align: center;">-ip</td></tr><tr><td style="text-align: center;">lip</td></tr><tr><td style="text-align: center;">tip</td></tr></table>	-i-	-ip	lip	tip	4. <table style="border: 1px solid black; padding: 2px;"><tr><td style="text-align: center;">-i-</td></tr><tr><td style="text-align: center;">-it</td></tr><tr><td style="text-align: center;">hit</td></tr><tr><td style="text-align: center;">sit</td></tr></table>	-i-	-it	hit	sit
-i-																			
-ig																			
big																			
dig																			
-i-																			
-in																			
pin																			
tin																			
-i-																			
-ip																			
lip																			
tip																			
-i-																			
-it																			
hit																			
sit																			

D. Look at C. Listen and point to the words.

E. Does it have **short a, short e, or short i**? Listen and circle.

- | |
|---|
| e |
| i |
- | |
|---|
| e |
| a |
- | |
|---|
| a |
| e |
- | |
|---|
| e |
| i |
- | |
|---|
| a |
| e |
- | |
|---|
| e |
| i |

Unit 10

The remaining words they hear and see in the lesson are for the purpose of sound recognition and reading practice only. It is not necessary to teach these words as vocabulary.

A. Listen and repeat.

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

i /I/
dig
in
pin
sit

B. Do they both have *short i*? Listen and write ✓ or X.

1. Play the recording. For each number, students listen to the words depicted in each box. If both words have *short i*, students write 3. If the two words have different vowel sounds, they write 7. Play the recording as many times as necessary for students to complete the task.

- | | |
|---------------------------------------|---|
| 1. <i>pen, pin</i>
<i>pen, pin</i> | 2. <i>thin, six</i>
<i>thin, six</i> |
| 3. <i>dig, man</i>
<i>dig, man</i> | 4. <i>in, sit</i>
<i>in, sit</i> |

2. Check answers by saying Number 1. *pen pin,* and having a volunteer repeat the words and say *yes* if

he/she wrote ✓, and no if he/she wrote ✗. Do the same for numbers 2–6.

Answer Key: 1. ✗ 2. ✓ 3. ✗ 4. ✓

C. Read the words with your teacher.

Write *big* on the board. Point to, sound out, then read the word. For example: /b/-/I/-/g/ , *big*. Students repeat. Do the same for the remaining words in the first column. Elicit sounds where possible. Then have students try to sound out and read the words on their own. Repeat the activity with the remaining columns.

D. Look at C. Listen and point to the words.

Play the recording. Students listen and point to the words they hear.

pin, /p/-/I/-/n/, *pin*

dig, /d/-/I/-/g/, *dig*

hit, /h/-/I/-/t/, *hit*

lip, /l/-/I/-/p/, *lip*

sit, /s/-/I/-/t/, *sit*

big, /b/-/I/-/g/, *big*

E. Does it have short a, short e, or short i? Listen and circle.

1. Play the recording. Students listen to each word and circle the letter that represents its short vowel sound. Play the recording as many times as necessary for students to complete the task.

1. *bit*, *bit*

2. *bat*, *bat*

3. *bet*, *bet*

4. *met*, *met*

5. *mat*, *mat*

6. *mitt*, *mitt*

2. Check answers by saying Number 1. *bit*, and having a volunteer repeat the word, say its vowel sound, and name the letter he/she circled. Do the same for numbers 2–6.

Answer Key: 1. i 2. a 3. e 4. e 5. a 6. i

Games and Activities

1. **Raise Your Hands.** Say ten to twelve words with *short a*, *short e*, or *short i* (see Suggested Words below). Students listen. When they hear a *short i* word, students raise their hands and repeat it.

Suggested Words: *set*, *pan*, *hip*, *fig*, *net*, *sit*, *tag*, *Ted*, *tin*, *hen*, *win*, *wag*, *mad*, *Meg*

2. **Three-Letter Bingo.** Write *ad*, *ag*, *an*, *at*, *ed*, *eg*, *en*, *et*, *ig*, *in*, *ip*, *it* on the board. Point to each two-letter combination and have students read it. Each student creates a 3x3 Bingo grid. They then write any nine of the two-letter combinations in their grids, one in each square. Say a three-letter word that includes one of these combinations (see Suggested Words below). For example: *beg*.

Students with *eg* in their grids repeat the word, say its vowel sound, then check *eg* off. Do the same with ten to twelve different words. The first student to check off three squares in a row (vertically, horizontally, or diagonally) calls out *Bingo!* and wins that round. Students exchange grids and play again as above.

Suggested Words: *beg*, *wig*, *zig*, *bad*, *tan*, *Ted*, *zip*, *hen*, *sag*, *met*, *sin*, *set*, *bit*, *fat*

3. **Spell the Words.** Divide the class into teams of four to five and give each team a set of *a*, *b*, *d*, *e*, *f*, *g*, *h*, *i*, *k*, *m*, *n*, *p*, *s*, *t*, *v*, *w* and *z* alphabet cards. Say a word with either *short a*, *short e*, or *short i* (see Suggested Words below). Teams try to be the first to spell that word with their cards and raise their hands. A volunteer from the team that first spells the word then comes to the board and writes the word. If the spelling is correct, the team wins a point. If the spelling is not correct, another team corrects the spelling on the board and wins a point. Do the same with ten to twelve different words. The team with the most points at the end wins.

Suggested Words: *bad*, *bed*, *pin*, *pit*, *keg*, *met*, *set*, *bat*, *dad*, *ten*, *win*, *hat*, *van*, *fan*, *zip*

Extra Practice

Explain and assign Worksheet 20, Phonics Fun *short i*, page 191. (For instructions and answer key, see page 170.)

Finish the Lesson

1. **Chant.** Write *dig*, *in*, *pin*, *sit* on the board. Point to each word and have students sound it out. Establish a four-beat rhythm. Point to *dig*, and on beats one and two, ask *What's this?* Students respond *dig dig* on beats three and four. Do the same with the remaining words on the board. Continue in the same way, pointing to the words in random order, until students can comfortably read each word while keeping the rhythm.
2. Explain and assign Workbook page 36. (For instructions, see Teacher's Book page 161.)

Assessment

Explain and assign the Unit 10 Test, page 223. (For instructions and answer key, see page 206.)



In Mona's Garden

Conversation Time

Language Focus: *Dad, this is my friend, Hisham./Nice to meet you, Hisham./Hello.*

Function: Introducing others; meeting someone politely

Materials Needed (excluding materials for optional activities):

Cassette/CD and player; Wall Chart 21; Unit 10 Phonics Time Word Cards, 1 set (see Picture and Word Card Book page 42)

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

Warm-Up and Review

- Phonics Review: Read the Words.** Write *i* on the board. Point to it and elicit its sound. Then write five *short i* words on the board (see Suggested Words below). Point to each word and have students read it.

Suggested Words: *sit, him, bid, pit, win*

- Check Workbook page 36. (For instructions and answer key, see Teacher's Book page 161.)

Introduce the Conversation

- Bring three students to the front of the classroom. Stand behind each student and model his/her line of the conversation with the following actions:

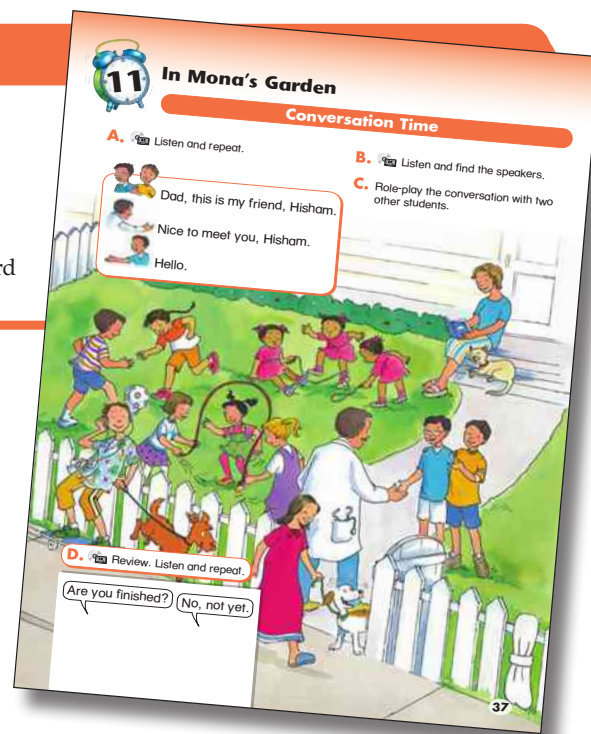
<i>Dad, this is my friend, Hisham.</i>	Smile, look at "Dad," and hold your arm out, palm up, to "Hisham."
<i>Nice to meet you, Hisham.</i>	Smile and extend your arm towards "Hisham" to shake hands.
<i>Hello.</i>	Smile and shake hands with "Dad."

- Clarify word meaning.

dad: Sketch a family on the board, point to the father, and say *dad*. Students repeat.

friend: On the board, sketch two children playing together. Point to them and say *friends*. Students repeat.

- Model the conversation again, as in Step 1.
- Divide the class into Groups A, B, and C. Model each line of the conversation again using facial expressions and body language. Group A repeats the first line of the conversation, Group B repeats line two, and Group C repeats line



A. Listen and repeat.

Dad, this is my friend, Hisham.
Nice to meet you, Hisham.
Hello.

B. Listen and find the speakers.
C. Role-play the conversation with two other students.

D. Review. Listen and repeat.

Are you finished? No, not yet.

three. Encourage students to copy your facial expressions and body language. Groups then change roles and repeat the conversation again.

- Groups A, B, and C say the appropriate lines of the conversation. Groups then change roles and say the conversation again. Continue until each group has taken on each role. Prompt when necessary.

Talk About the Picture

- Attach Wall Chart 21 to the board, or open a Student's Book to page 37. Students then open their Student's Books to page 37. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).

This is Mona's **house**. **These children** are playing in the **garden**. **Mona's father** is shaking hands with **Hisham**. **Mona's mother** is reading a book. Her **cat** is sitting beside her. I see two **dogs**, too. This one looks angry. The triplets can't skip. *These girls can skip. They're happy.*

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

How many **dogs**? Do you like dogs?

(cat) What's this? Do you like cats?

How many girls?

(Hisham) What's his first name?

(book) Is it a pencil case?

Practise the Conversation

A. Listen and repeat.

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

Mona's brother: *Dad, this is my friend, Hisham.*
Mona's father: *Nice to meet you, Hisham.*
Hisham: *Hello.*

B. Listen and find the speakers.

Play the recording (second version of the conversation). Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

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

Divide the class into groups of three, and have students in each group role-play the conversation. They then switch roles and role-play the conversation again. Groups continue until each student has taken on each role.

D. Review. Listen and repeat.

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

A: *Are you finished?*
B: *No, not yet.*

OPTION: Students role-play the conversation.



Find Sokkara's Ribbon

Students find Sokkara's ribbon hidden in the large scene.

Answer Key: Sokkara's ribbon is one of the slats in the fence around Mona's garden.

OPTION: Students find Sokkara's ribbon as above, then draw their own home, hiding a ribbon in the picture. They give their pictures to a classmate sitting nearby and have him/her find the ribbon.

Games and Activities

1. **Listen and Act.** (See Game 1, page 140.) Play the game using the target conversation.
2. **Introductions.** Each student writes his/her name on a piece of paper. Collect the papers and place them face down on a desk at the front of the classroom. Bring a volunteer to the front of the classroom. The volunteer takes two of the pieces of paper, reads the names on them, and then introduces those two students to each other. If the volunteer picks up a piece of paper with his/

her own name, he/she returns it to the desk and picks up another one. Students continue until they all have taken a turn coming to the front of the classroom.

LARGE CLASSES: Divide the class into groups of five to six and have each group do the activity as above.

3. **Combine the Conversations.** Combine the Units 1, 2, and 11 conversations on the board in the following way:

A: *Dina, this is my friend, Dalia.*
B: *Nice to meet you, Dalia.*
C: *Hello.*
B: *Hi. How are you?*
C: *Fine, thank you.*
A: *Ah-choo!*
B: *Bless you.*
A: *Thanks.*

Point to and read each line. Students repeat. Bring three volunteers to the front of the classroom to role-play the conversation. Then divide the class into groups of three and have each group role-play the conversation in the same way. Students in each group then change roles and role-play the conversation again. Groups continue until each student has taken on each role.

Finish the Lesson

1. **Introduce "New" Students to the Class.** Students choose new names. Go to a student and have him/her whisper his/her new name to you. Introduce the student to the class by saying *Class, this is (Tamer)*. The class responds *Nice to meet you, (Tamer)* and (Tamer) replies *Hello*. Repeat the activity with several different students. Volunteers then take on the teacher's role and introduce different students to the class.
2. Explain and assign Workbook page 41. (For instructions, see Teacher's Book page 161.)

Word Time

Language Focus: Actions (*ride a bike, climb a tree, drive a car, draw a picture, play basketball, sing a song*)

Materials Needed (excluding materials for optional activities): Cassette/CD and player; Wall Chart 22; Unit 11 Word Time Picture Cards, 1 set per 2 students (see Picture and Word Card Book page 43)

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

Warm-Up and Review

- Conversation Review: Introductions.** Four pairs of volunteers come to the front of the classroom. One student in each pair chooses a new name and whispers it to his/her partner. His/Her partner introduces him/her to the class saying *This is my friend, (Adel)*. The class responds *Nice to meet you, (Adel)*, and (Adel) says *Hello*. The next pair of volunteers then does the same. Continue until all pairs have taken a turn.
- Check Workbook page 41. (For instructions and answer key, see Teacher's Book page 161.)

Introduce the Words

- Pantomime *ride a bike* by moving around the classroom with bent knees, pretending to hold the handlebars and ring a bell. Say *ride a bike*. Do the same with the remaining target vocabulary (using the below actions). Then pantomime and name each action again and have students repeat.

climb a tree: Lift one leg and arm, then lift the other arm and leg as if climbing up branches of a tree.

drive a car: Pretend to press an accelerator with your foot, hold a steering wheel, and change gears.

draw a picture: Draw a picture on the board.

play basketball: Pretend to dribble a basketball and then shoot a basket.

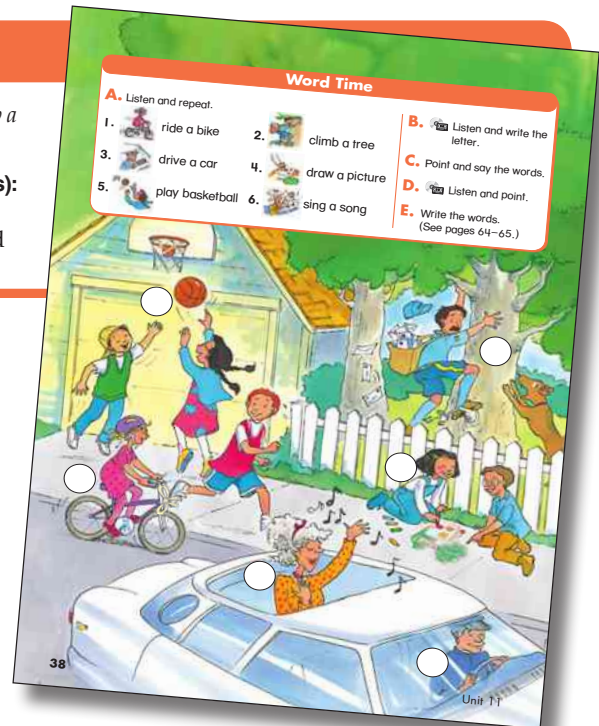
sing a song: Pretend to hold a microphone and sing.

Option: Get pictures or use cards to explain these actions.

- Hold up each Unit 11 Word Time Picture Card and elicit its name.

Talk About the Picture

- Students open their Student's Books to page 38. They look at the large scene and name anything they can.
- Attach Wall Chart 22 to the board, or open a Student's Book to page 38. Read the following "story" while pointing to or touching the pictures (**bold** words) and pantomiming the actions or adjectives (*italicized* words).



Look at **this man!** What's wrong? Oh, the dog made him climb the tree. **Amr** is running. **Noha** is riding a bike. **Mona and Kareem** are playing basketball. **Soha and Ayman** are drawing a picture. And what's this woman doing? She's singing a song.

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

(**girl on bike**) Is she riding a bike?
 (**man**) Is he agirl? Is he happy?
 (**Mona**) Is she a doctor?
 (**Kareem**) Is he fat?
 Do you like to play basketball?
 Do you like to ride a bike?

Practise the Words

A. Listen and repeat.

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

- | | |
|---------------------------|--------------------------|
| 1. <i>ride a bike</i> | 2. <i>climb a tree</i> |
| 3. <i>drive a car</i> | 4. <i>draw a picture</i> |
| 5. <i>play basketball</i> | 6. <i>sing a song</i> |

2. Say the phrases in random order. Students point to the pictures in the vocabulary box.

B. Listen and write the letter.

1. Play the recording. Students listen and write the letter they hear in the white circle for each vocabulary item. Play the recording as many times as necessary for students to complete the task.

- drive a car, drive a car*
- climb a tree, climb a tree*
- ride a bike, ride a bike*
- draw a picture, draw a picture*
- sing a song, sing a song*
- play basketball, play basketball*

2. Check answers by writing the letters a–f on the board then having volunteers come to the board and attach the corresponding picture card next to each letter. Point to each picture card and have students name it.

C. Point and say the words.

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

D. Listen and point.

Play the recording. Students listen to the sound effects and words. For vocabulary, they point to the person doing that action; for the conversations, they point to the speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

- Sing a song.*
Play basketball.
Drive a car.
Ride a bike.
Draw a picture.
Climb a tree.

Now listen and point to the speakers.

A: *What's this?* (boy and girl drawing picture)

B: *It's a tree.*

A: *Phew! I'm hot. Are you hot?* (girl riding bike and boy beside her)

B: *Yes, I am.*

E. Write the words. (See pages 64–65.)

Students turn to page 64 (*My Picture Dictionary*), find the picture of each target vocabulary item, and write the word next to it.



Find Sokkara's Ribbon

Students find Sokkara's ribbon hidden in the large scene.

Answer Key: Sokkara's ribbon is part of the handlebars on the bicycle that Noha is riding.

OPTION: Students find Sokkara's ribbon as above, then draw, colour, and cut out a ribbon. They take turns using the ribbon as a prop to pantomime a target action, then have their classmates guess the action.

Extra Vocabulary. Students turn to page 37. Introduce the extra vocabulary items *play soccer, jump rope, read a book*. Students then find the people doing these actions in the large scene.

Games and Activities

- Run and Find.** (See Game 29, page 144.) Play the game using two sets of Unit 11 Word Time Picture Cards.
- Act It Out.** Divide the class into pairs and give each pair a set of Unit 11 Word Time Picture Cards. Pairs place the cards facedown between them. One student in each pair (S1) picks up a card without looking at it and shows it to his/her partner (S2). S2 pantomimes the action on the card. S1 tries to name the action. S2 continues pantomiming until S1 correctly names the action. S2 then chooses a card and takes a turn guessing. When they have named all their cards, students in each pair shuffle their cards, and do the activity again.

Option: Play as above without using cards. (S1 just pantomimes the action (S2) names it. Then they take turns.

- Call Out the Action and Pantomime.** Divide the class into teams of three to four. Place the Unit 11 Word Time Picture Cards face down on a desk at the front of the classroom. One student from each team comes to the front of the classroom, picks up one of the cards and these to pantomime the action. His/Her teammates try to guess the action and call it out and gets a point. Students continue in the same way until most of them have all come to the front of the classroom. The team with the most points at the end wins.

Very small classes: A volunteer comes to the front of the classroom, picks a card, and calls out the action. The first student to pantomime the action correctly wins a point. The student with the most points at the end wins.

- Option: Personalise the Picture.** Divide the class into groups of three to four. Give each group a large piece of paper and crayons or markers. Members of each group work together drawing the teacher and themselves in the playground doing the Unit 11 actions. Students label the actions on the picture. Groups then hold up their pictures, and each student names the activity he/she is doing. Display the pictures on the wall for future review.

Option: Students look through old magazines or newspapers and cut out pictures of people depicting the target actions. They then glue all their picture on a large sheet of paper and label each picture.

Finish the Lesson

- Pantomime the Actions.** Say *ride a bike* and have students pantomime riding a bike. Do the same with the remaining Unit 11 Word Time actions, gradually increasing the speed at which the actions are called out. Then add students' names before the actions and have individual students pantomime. For example: *Joe, sing a song*. Volunteers then take on the teacher's role and give the commands to other students.
- Explain and assign Workbook page 42. (For instructions, see Teacher's Book page 161.)

Practice Time

Language Focus: Affirmative and negative statements with can; subject pronouns [(I) can (climb a tree)./(I) can't (ride a bike).]

Function: Expressing ability and inability

Materials Needed (excluding materials for optional activities): Cassette/CD and player; Unit 11 Word Time Picture Cards, 1 set; Unit 2 Word Time Picture Card bird; Unit 3 Word Time Picture Card cat; Unit 11 Word Time Word Cards, 1 set per 4–5 students; Unit 11 Grammar Cards, 1 set per 4–5 students (see Picture and Word Card Book pages 5, 9, 43, 44, and 59)

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

Warm-Up and Review

- Vocabulary Review: Pantomime.** Hold up each Unit 11 Word Time Picture Card and elicit its name. Then show a volunteer the *ride a bike* picture card. That volunteer says *ride a bike*. The rest of the class pantomimes riding a bike. Repeat the activity with the remaining Unit 11 Word Time Picture Cards, having a different volunteer name the card each time.
- Check Workbook page 42. (For instructions and answer key, see Teacher's Book page 161.)

Introduce the Patterns

- I can/can't (ride a bike).** Pantomime riding a bike. Point to yourself and happily say *I can ride a bike*. Students repeat. Write *I can ride a bike*. on the board. Point to and read each word. Students repeat. Then pantomime trying to ride a bike and falling off the bike. Look sad, shake your head, and say *I can't ride a bike*. Write *I can't ride a bike*. on the board. Point to and read each word. Students repeat. Do the same with *climb a tree*, *drive a car*, *draw a picture*, *play basketball*, and *sing a song*.
- You can/can't (ride a bike).** Do the same as in Step 1, having a volunteer come to the front of the classroom to pantomime the actions. Point to and look at the volunteer when making the target statements.
- He can/can't (ride a bike).** Do the same as in Step 1, having a boy come to the front of the classroom to pantomime the actions. Point to the boy and look at the class when making the target statements.
- She can/can't (ride a bike).** Do the same as in Step 1, having a girl come to the front of the classroom to pantomime the actions. Point to the girl and look at the class when making the target statements.
- It can/can't (ride a bike).** Hold up the Unit 3 Word Time Picture Card cat. Point to the card while looking at the class and say *It can climb a*



- tree*. Students repeat. Write *It can climb a tree*. on the board. Point to and read each word. Students repeat. Then say *It can't ride a bike*. Students repeat. Write *It can't ride a bike*. on the board. Point to and read each word. Students repeat. Practice can't sentences with *drive a car*, *draw a picture*, *play basketball*, and *sing a song*.
- Practice for Fluency. Write I, You, He, She, and It in a vertical column on the board. Write can and can't in a column to the right of the pronouns. Point to one of the pronouns, can or can't, then hold up a Unit 11 Word Time Picture Card to the right of can/can't. Elicit the target sentence. For example: point to He and can't, then hold up the *drive a car* picture card. Elicit *He can't drive a car*. Elicit sentences in the same way for three to five minutes.

Practise the Patterns

Students open their Student's Books to page 39.

A. Listen and repeat.

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

I can climb a tree.
You can climb a tree.
He can climb a tree.
She can climb a tree.
It can climb a tree.

I can't ride a bike.
You can't ride a bike.
He can't ride a bike.

*She can't ride a bike.
It can't ride a bike.*

2. Play the recording again. Students listen, look at the pattern boxes in their books, and repeat, pointing to each word.
3. Students try to say the patterns on their own, while looking at the pattern boxes in their books.
4. Write the explanation of the contraction on the board:

can't = cannot

Point to and read each word. Students repeat. Then say each pattern with the full form of the contraction. Students repeat. Students practice each pattern in the pattern box, using both the contraction and the full form of the contraction.

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

1. Play the recording. Students listen and repeat, pointing to each picture in their books.
 1. *It can't climb a tree.*
 2. *You can play basketball.*
 3. *I can't drive a car.*
 4. *She can draw a picture.*
 5. *He can't ride a bike.*
 6. *It can sing a song.*
2. Play the recording again. Students listen and repeat, pointing to each word in their books.
3. Students practice numbers 1–6 in pairs. They then change pairs and repeat the activity.

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

Students remain in pairs and look at page 38. They then take turns making statements about the characters in the large scene using the new patterns and vocabulary. For example: S1 (pointing to the man): *He can climb a tree.* S2 (pointing to Mona): *She can play basketball.*

D.  Listen and sing along.

1. Students turn to the Unit 11 song *She Can Ride a Bike*, page 63. Focus their attention on the pictures. Students try to guess some of the lyrics using the pictures as cues. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

She Can Ride a Bike

(Melody: *The Farmer in the Dell*)

<i>She can ride a bike.</i>	<i>She can drive a car.</i>
<i>She can ride a bike.</i>	<i>She can drive a car.</i>
<i>She can't play basketball.</i>	<i>She can't play basketball.</i>
<i>She can ride a bike.</i>	<i>She can drive a car.</i>
<i>He can climb a tree.</i>	<i>He can sing a song.</i>
<i>He can climb a tree.</i>	<i>He can sing a song.</i>
<i>He can't play basketball.</i>	<i>He can't play basketball.</i>
<i>He can climb a tree.</i>	<i>He can sing a song.</i>

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

3. Divide the class into Groups A and B, one group of girls and the other of boys. Play the karaoke version. The girls sing the *He* verses and the boys sing the *She* verses, with both groups nodding their heads when they sing *can* and shaking their heads when they sing *can't*. The girls pantomime *ride a bike* and *drive a car* as the boys sing those lines, and the boys pantomime *climb a tree* and *sing a song* as the girls sing those lines.

Games and Activities

1. **Substitution.** Say *He can draw a picture*. Students repeat. Then say *she*. A volunteer says *She can draw a picture*. Then say *climb a tree*. A different volunteer says *She can climb a tree*. Say *can't*. Yet another volunteer says *She can't climb a tree*. Continue in the same way, until students can comfortably substitute the new components.
2. **Talk About Your Group.** Divide the class into groups of four to five, [It would be better if there are both boys and girls in each group]. One student in each group (S1) begins by pantomiming a Unit 11 action and saying *I can (drive a car)*. Another student in the group points to and looks at S1 and says *You can (drive a car)*. A different student points to S1, looks at the other students in the group, and says *(He) can (drive a car)*. Students in each group then take turns pantomiming different Unit 11 actions in the same way, making sure to do some actions badly to elicit *can't* sentences. Groups continue in the same way for five to seven minutes.
3. **Make the Sentences.** (See Game 41, page 145.) Do the activity using Unit 11 Word Time Word Cards and Grammar Cards.



Extra Practice

Explain and assign Worksheet 21, *Play a Game!*, page 192. (For instructions and answer key, see page 171.)

Finish the Lesson

1. **Pantomime and Elicit.** Pantomime *draw a picture*. Point to yourself and say *I can draw a picture*. Elicit both *You can draw a picture* and *(She) can draw a picture*. Do the same with the remaining Unit 11 actions, eliciting both *can* and *can't* sentences. Then have a volunteer come to the front of the classroom to take on the teacher's role and pantomime.
2. Explain and assign Workbook page 43. (For instructions, see Teacher's Book pages 161-162.)

Phonics Time

Sound Focus: short o (*hot, mop, on, pot*)

Materials Needed (excluding materials for optional activities):

Cassette/CD and player; *a, b, d, e, h, i, m, n, o, p, s,* and *t* alphabet cards, 1 set per 3 students; *short a, short e, short i* and *short o* cards, 1 set per student; Unit 11 Phonics Time Picture Cards, 1 set (see Picture and Word Card Book pages 34, 38, 42, 45, 46, and 51–54)

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

Warm-Up and Review

- Pattern Review: Sing Along.** Play the recording of the Unit 11 song *She Can Ride a Bike*. Students listen. Play the recording again and have students sing along.
- Check Workbook page 43. (For instructions and answer key, see Teacher's Book pages 161–162.)
- Phonics Review: Say the Word With a Different Sound.** Write *short a, short e,* and *short i* on the board. Point to each letter and elicit its sound. Then say three words, two with the same short vowel sound, and one with a different short vowel sound (see Suggested Words below). Students name the word with the different vowel sound. Do this with five to six different groups of words.

Suggested Words: *sit, set, sin; ten, top, Ted; mitt, mat, map; kid, keg, kin; bed, Ben, bit; bag, beg, bet; fat, fad, fed*

Introduce the Sounds

Note: The *short o* sound is written as /ɒ/.

- Hold up the *hot* picture card and say /ɒ/-/ɒ/, *hot*, stressing the /ɒ/ sound. Students repeat. Attach the card to the board. Do the same for *mop, on, pot*.
- Write *o* on the board. Say /ɒ/ while pointing to the letter. Students repeat. Add *t* to the right of *o* and say /ɒ/-/t/-*ot* while pointing to the two letters and then the combination. Students repeat. Then add *h* to the left of *o* and say /h/-*ot, hot*, pointing to the two parts of the word and then the whole word. Students repeat. Do the same for *mop, on, pot*.

Pronunciation Note: When students say /ɒ/, have them open their mouths very wide, as if yawning.

Practise the Sounds

Students open their Student's Books to page 40. Students are expected to know the meaning of only the four words at the top of the page. The remaining words they hear and see in the lesson are for the purpose of sound recognition and reading practice only. It is not necessary to teach these words as vocabulary.

Phonics Time

A. Listen and repeat.

short o

hot mop on pot

B. Does it have short a, short e, short i, or short o? Listen and circle.

1. 2. 3. 4. 5.

e o i o a o a o e o

C. Read the words with your teacher.

1.

-o-
-og
dog

 2.

-o-
-op
mop
top

 3.

-o-
-ot
hot
pot

 4.

-o-
-ox
box
fox

D. Look at C. Listen and point to the words.

E. Does it have short o? Listen and write ✓ or X.

1. 2. 3. 4. 5. 6.

40 Unit 11

A. Listen and repeat.

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

o /ɒ/
hot
mop
on
pot

B. Does it have short a, short e, short i, or short o? Listen and circle.

1. Play the recording. Students listen and circle the letter that represents the short vowel sound they hear in each word. Play the recording as many times as necessary for students to complete the task.

1. *sock, sock*
2. *pin, pin*
3. *fox, fox*
4. *fan, fan*
5. *ox, ox*

2. Check answers by saying Number 1. *sock*, and having a volunteer say that word's vowel sound and name the letter he/she circled. Do the same for numbers 2–5.

Answer Key: 1. o 2. i 3. o 4. a 5. o

C. Read the words with your teacher.

Write *dog* on the board. Point to, sound out, then read the word. For example: / d / - / ɒ / - / g /, *dog*. Students repeat. Do the same for the remaining

words in the first column. Elicit sounds where possible. Then have students try to sound out then read the words on their own. Repeat the activity with the remaining columns.

D. Look at C. Listen and point to the words.

Play the recording. Students listen and point to the words they hear.

fog, /f/-ɒ/-ɔ/, fog

pot, /p/-ɒ/-t/, pot

box, /b/-ɒ/-bɒks/, box

top, /t/-ɒ/-p/, top

fox, /f/-ɒ/-ks/, fox

dog, /d/-ɒ/-g/, dog

top, /t/-ɒ/-p/, top

hot, /h/-ɒ/-t/, hot

E. Does it have short o? Listen and write ✓ or X.

1. Play the recording. Students listen to each word and write 3 if it has short o, and 7 if it does not. Play the recording as many times as necessary for students to complete the task.

1. *ten, ten*

2. *pot, pot*

3. *hit, hit*

4. *cat, cat*

5. *hop, hop*

6. *pod, pod*

2. Check answers by saying Number 1. ten, and having students repeat the word, say its vowel sound, and make an *v* with their arms if they wrote *X*, and write *✓* in the air if they wrote *✓*.

Answer Key: 1. *X* 2. *✓* 3. *X* 4. *X* 5. *✓* 6. *✓*

Games and Activities

- Say the Sound, Make the Word, and Write It.** Divide the class into groups of three. Give each group *b, d, h, m, n, o, p, s* and *t* alphabet cards. Say any three-letter word made up of those letters (see Suggested Words below). For example: *hot*. Students in each group find their *h, o,* and *t* alphabet cards. They each hold one card, to make the word. Each student says the sound of his/her letter /*h/-ɒ/-t/*, then together say the whole word *hot*, and write *hot* on the board. Do the same with five to six different words.

Suggested Words: *hot, pod, top, dot, mod, hob, pot, sob*

- Pass the Sounds.** Divide the class into two or three vertical rows. Give the first student in each row (S1) short *a, short e, short i,* and *short o* cards. Whisper a word with one of these short vowels to the last student in each row (see Suggested Words below). These students whisper the word to the student sitting in front of them, who whispers the word to the student

sitting in front of him/her, and so on down the row. When it reaches S1, he/she says the word and its vowel sound out loud, then holds up the alphabet card that corresponds with that word's vowel sound. If S1 is correct, he/she wins a point for his/her row. If S1 is not correct, his/her teammates correct him/her. The last student in each line then goes to the front of the row. Continue doing the activity in the same way until most students have had a turn at the front of the row. The team with the most points at the end wins.

Suggested Words: *pen, got, set, bad, tip, hop, fin*

- Make a List.** Students draw four columns on a sheet of paper and label one column short *a,* another short *e,* another short *i,* and another short *o.* Sound out and say a word with any of these short vowel sounds (see Suggested Words below). Students repeat the word and write it in the column that corresponds with that word's vowel sound. Do the same with eight to ten different words. At the end, point to each word and have students read it. Check answers by writing *short a, short e, short i,* and *short o* on the board, then having a volunteer come to the board and write the words he/she wrote in each column.

Suggested Words: *fed, win, man, men, hot, peg, wag, hip, dog, sob, net, fan, dot, fog, bag, nag, hen, tin*



Extra Practice

Explain and assign Worksheet 22, Phonics Fun short *o,* page 193. (For instructions and answer key, see page 171.)

Finish the Lesson

- Hold Up the Card.** Give each student a set of *short a, short e, short i,* and *short o* cards. Say a word that has one of these short vowel sounds (see Suggested Words below). Students hold up the card that corresponds to the vowel sound in the word they hear, then say that sound. Do the same with eight to ten different words.

Suggested Words: *in, pen, hot, hat, bed, dig, mop, pot, vet, sit, pin, bag, map, ant, egg, on*

- Explain and assign Workbook page 44. (For instructions, see Teacher's Book page 162.)



Assessment

Explain and assign the Unit 11 Test, page 224. (For instructions and answer key, see page 206.)



At the Park

Conversation Time

Language Focus: *I'm going now./ Bye-bye!/See you tomorrow.*

Function: Friendly leave taking

Materials Needed (excluding materials for optional activities): Cassette/CD and player; a ball; Wall Chart 23; Units 8–11 Phonics Time Picture Cards, 1 set (see Picture can Word Card Book page 33, 37, 41, and 45)

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

Warm-Up and Review

- Phonics Review: Short Vowels.** Stand the Units 8–11 Phonics Time Word Cards on the chalktray. Point to each card, read it, and have students repeat. Bring a volunteer to the front of the classroom with his/her Student's Book for reference. Say / & /. The volunteer writes a above all of the word cards that have short a, then reads each of these cards. Do the same with / E /, / I /, and / ä /, using a different volunteer for each vowel.
- Check Workbook page 44. (For instructions and answer key, see Teacher's Book page 162.)

Introduce the Conversation

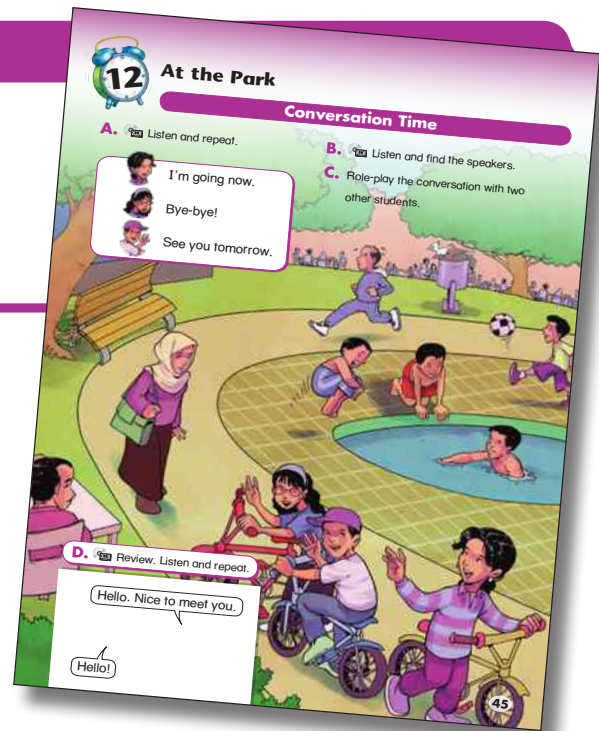
- Bring three students to the front of the classroom. Stand behind each student and model his/her lines of the conversation with the following actions:

<i>I'm going now.</i>	Wave and start to walk out of the classroom.
<i>Bye-bye!</i>	Wave back.
<i>See you tomorrow.</i>	Pretend to leave the classroom and wave.

- Clarify word meaning.

going: Start to walk out of the classroom, and while walking say *going*. Students repeat.

tomorrow: Draw a monthly calendar on the board, clearly specifying the current day. Point to the current day, then point to the next day and say *tomorrow*. Students repeat.
- Model the conversation again, as in Step 1.
- Divide the class into Groups A, B, and C. Model each line of the conversation again, using facial expressions and body language. Group A repeats the first line of the conversation, Group B repeats line two, and Group C line



12 At the Park

Conversation Time

- Listen and repeat.
- Listen and find the speakers.
- Role-play the conversation with two other students.

I'm going now.
Bye-bye!
See you tomorrow.

D. Review. Listen and repeat.

Hello. Nice to meet you.
Hello!

three. Encourage students to copy your facial expressions and body language. Groups then change roles and repeat the conversation again.

- Groups A, B, and C say alternate lines of the conversation. Groups then change roles and say the conversation again. Continue until each group has taken on each role. Prompt when necessary.

Option: To replace the last line of the conversation, teach any or all of the following:

Take care.
See you later.
See you on (Monday).

Talk About the Picture

- Attach Wall Chart 23 to the board, or open a Student's Book to page 45. Students then open their Student's Books to page 45. Read the following "story" while pointing to or touching the pictures (**bold words**) and pantomiming the actions or adjectives (*italicized words*).

This is a **park**. Back here are some **trees**, and here's a bird sitting on the recycling bin. These **children** are riding their **bikes**. They're saying **Bye-bye**. See you tomorrow. Here is a woman walking **this man** is running, a boy is swimming in the **pool**.

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

(**girl on bike**) Is she driving a car ?
 (**boy and girl on bikes**) Are they riding bikes?
 How many dogs?
 (**pool**) Is it a lake?
 (**bike**) Is it a car?
 (**man in the pool**) Is he happy?

Practise the Conversation

A. Listen and repeat.

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

Sarah: *I'm going now.*
 Noha: *Bye-bye!*
 Adel: *See you tomorrow.*

B. Listen and find the speakers.

Play the recording (second version of the conversation). Students find and point to the speakers in the large scene. Play the recording as many times as necessary for students to complete the task.

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

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

D. Review. Listen and repeat.

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

A: *Hello!*
 B: *Hello. Nice to meet you.*

OPTION: Students role-play the conversation.

Find Sokkara's Ribbon

Students find Sokkara's ribbon hidden in the large scene.

Answer Key: Sokkara's ribbon is the back leg of the park bench near the walking woman.

Games and Activities

- Back to Back.** Divide the class into groups of three. Students sit with their backs to their partners, and role-play the conversation without looking at each other. Members of each group then change roles and repeat the activity until all students have practiced all roles three times.
- Toss the Ball.** (See Game 5, page 140.) Play the game using the target conversation.
- Combine the Conversations.** Combine the Units 7, 8, and 12 conversations on the board in the following way:

A: *Have you finished?*
 B: *No, not yet.*
 A: *Please hurry!*
 B: *Okay. Here you are.*
 A: *Thanks. I'm going now.*
 B: *Bye-bye!*
 A: *See you tomorrow.*

Point to and read each line. Students repeat. Bring two volunteers, one with a book, to the front of the classroom to role-play the conversation. Student B hurries to finish reading the book before giving it to Student A. Then divide the class into pairs and have pairs role-play the conversation in the same way. Students in each pair then change roles and role-play the conversation again.

Finish the Lesson

- Leave Class.* When students leave the classroom, have them say *I'm going now. Say Bye-bye! and elicit See you tomorrow.*
- Explain and assign Workbook page 49. (For instructions, see Teacher's Book page 162.)

Word Time

Language Focus: Actions (*swim, play football, fly a kite, make a sandwich, do a cartwheel, play the guitar*)

Materials Needed (excluding materials for optional activities): Cassette/CD and player; Wall Chart 24; Unit 11 Word Time Picture Cards, 1 set; Unit 12 Word Time Picture Cards, 1 card per student (see Picture and Word Card Book page 47)

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

Warm-Up and Review

- Conversation Review: Bye-bye!** Wave and say *I'm going now*. Students respond with either *Bye-bye* or *See you tomorrow*. Divide the class into Groups A, B, and C. Group A stands up and says *I'm going now*. Group B says *Bye-bye*, and Group C says *See you tomorrow*. Groups change roles and role-play the conversation again.
- Check Workbook page 49. (For instructions and answer key, see Teacher's Book page 162.)

Introduce the Words

- Pantomime *swim* by pretending to do the crawl stroke. Say *swim*. Do the same with the remaining target vocabulary (using the below actions). Then pantomime and name each action and have students repeat.

play football: pretend to have a ball and kick it.

fly a kite: Pretend to hold the string of a kite and look high up into the sky.

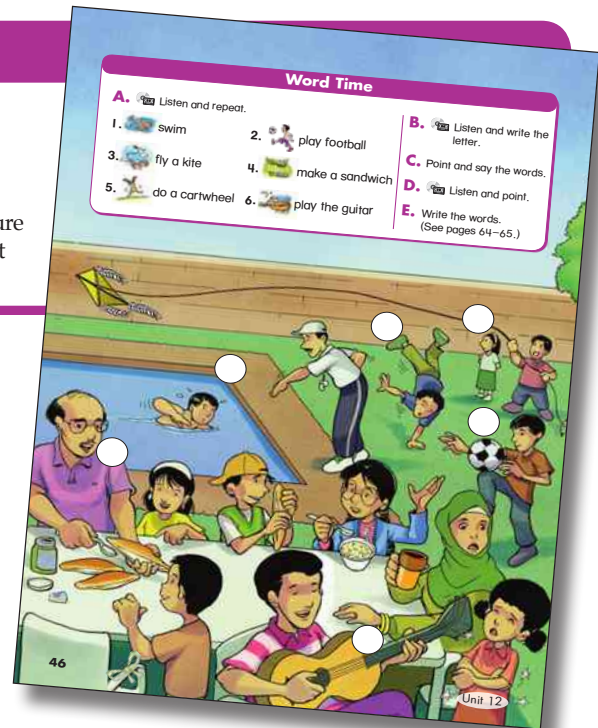
make a sandwich: Open your left palm as if holding a slice of bread, and pretend to spread mustard on it, place slices of turkey and cheese on the bread, and close the sandwich.

do a cartwheel: Hold your arms up and bend your body to the side as if about to do a cartwheel.

play the guitar: Pretend to hold the neck of a guitar with your left hand and strum the strings with your right hand.
- Hold up each Unit 12 Word Time Picture Card and elicit its name.

Talk About the Picture

- Students open their Student's Books to page 52. They look at the large scene and name anything they can.
- Attach Wall Chart 24 to the board, or open a Student's Book to page 46. Read the following "story" while pointing to or touching the pictures



(**bold words**) and pantomiming the actions or adjectives (*italicized words*).

This man is *playing* the guitar. The **father** is **making** *sandwiches*. **Kareem** is eating a sandwich. This boy is **swimming**, and **this boy** is *flying* a kite. Here's a **child** doing cartwheels.

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

Can you point to the person playing the guitar?

Can you point to the person flying a kite?

Can you point to the person making a sandwich? Do you like sandwiches?

Can you point to the person playing football? (**kite**) What's this? (**guitar**) Is it a piano?

Practise the Words

A. Listen and repeat.

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

- | | |
|--------------------------|---------------------------|
| 1. <i>swim</i> | 2. <i>play football</i> |
| 3. <i>fly a kite</i> | 4. <i>make a sandwich</i> |
| 5. <i>do a cartwheel</i> | 6. <i>play the guitar</i> |

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

B. Listen and write the letter.

- Play the recording. Students listen and write the letter they hear in the white circle for each vocabulary item. Play the recording as many times as necessary for students to complete the task.

- play the guitar, play the guitar*
- fly a kite, fly a kite*
- make a sandwich, make a sandwich*
- swim, swim*
- play football, play football*
- do a cartwheel, do a cartwheel*

2. Check answers by writing the letters *a–f* on the board then having volunteers come to the board and attach the corresponding picture card next to each letter. Point to each picture card and have students name it.

C. Point and say the words.

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

D. Listen and point.

Play the recording. Students listen to the sound effects and words. For the vocabulary, they point to the person doing that action; for the conversations, they point to the speakers. (References are shown in parentheses.) Play the recording as many times as necessary for students to complete the task.

Swim.

Play the guitar.

Make a sandwich.

Play football

Fly a kite!

Do a cartwheel. (anyone doing a cartwheel)

Now listen and point to the speakers.

A: *What's the matter? (mother and daughter at picnic table)*

B: *I feel sick.*

A: *Oh, that's too bad.*

A: *Take care (man beside pool)*

E. Write the words. (See pages 64–65.)

Students turn to page 64 (*My Picture Dictionary*), find the picture of each target vocabulary item, and write the word next to it.



Find Sokkara's Ribbon

Students find Sokkara's ribbon hidden in the large scene.

Answer Key: Sokkara's ribbon is on one of the chair arms at the table. .

Extra Vocabulary. Students turn to page 45. Introduce the extra vocabulary items *dance, run, jump*. Students then find people doing these actions in the large scene.

Games and Activities

- Hold It Up!** (See Game 23, page 143.) Play the game using Unit 12 Word Time Picture Cards.
- What Can You Do?** Divide the class into groups of four to five, making sure there are both boys and girls in each group. One student in each group (S1) begins by pantomiming a Unit 12 action and saying *I can (swim)*. Another student in the group points to S1 and, while looking at him/her says *You can (swim)*. A different student points to S1, looks at the other students in the group, and says *(He) can (swim)*. Students in each group then take turns pantomiming different Unit 12 actions in the same way, making sure to do some actions badly to elicit *can't* sentences. Groups continue in the same way for five to seven minutes.
- Pantomime. Freeze!** Divide the class into groups of three to four. Bring one group to the front of the classroom and have them face the board. Give each seated student a Unit 12 Word Time Picture Card. For added challenge, distribute Unit 11 Word Time Picture Cards as well. Say *Start!* Students do the actions depicted on their cards. The group at the front of the classroom says *Stop!* and the pantomiming students freeze. The group at the front turns around and tries to identify the actions by saying *(Adel), (fly a kite)*. If the guess is correct, *(Adel)* says *Yes* and sits down. If the guess is not correct, *(Adel)* says *No* and the student at the front of the classroom guesses what *(Adel)* is doing two more times. If he/she still cannot identify the action, *(Adel)* names the action and sits down. When all students are seated, students exchange cards, and a different group comes to the front of the classroom. Continue until most groups have come to the front of the classroom.
- Option: Personalise the Picture.** Students draw a park in which they and their friends are doing the actions they can name in English. Students label the actions on the picture. They then take turns holding up their pictures, pointing to themselves in the picture, and saying *I can (swim)*. They then point to the other people in the picture and say *(She) can (play the guitar)*. Display the pictures on the wall for future review.

Finish the Lesson

- Pantomime and Name the Actions.** Hold up a Unit 11 or 12 Word Time Picture Card. Students pantomime and name the action. Do the same with the remaining Units 11–12 Word Time Picture Cards, gradually increasing the speed at which the cards are shown. A volunteer then comes to the front of the classroom, takes on the teacher's role, and holds up the cards.
- Explain and assign Workbook page 50. (For instructions, see Teacher's Book pages 162–163.)

Practice Time

Language Focus: Yes/No questions with can; subject pronouns
[Can (you) (swim)? Yes, (I) can./No, (I) can't.]

Function: Asking about ability

Materials Needed (excluding materials for optional activities):
Cassette/CD and player; Units 11–12 Word Time Picture Cards, 1 set; Unit 12 Word Time Word Cards, 1 set per 4–5 students; Unit 12 Grammar Cards, 1 set per 4–5 students (see Picture and Word Card Book pages 43, 47, 48, and 59)

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

Warm-Up and Review

- Vocabulary Review: Actions!** Pantomime each Unit 11–12 Word Time action and elicit its name. Place the Units 11–12 Word Time Picture Cards face down on a desk at the front of the classroom. Bring a volunteer to the front of the classroom, and have him/her turn over one of the cards and pantomime the action. Seated students identify the action. Continue in the same way until all cards have been identified.
- Check Workbook page 50. (For instructions and answer key, see Teacher's Book pages 162–163.)

Introduce the Patterns

- Can you (swim)? Yes, I can.** Place the Unit 12 Word Time Picture Cards on the chalktray. Write a big ? on the board. Bring a volunteer to the front of the classroom. Look at and point to the volunteer with a quizzical expression on your face, point to the ? and the *swim* picture card, shrug your shoulders, and ask *Can you swim?* Seated students repeat. Write *Can you swim?* on the board. Point to and read each word. Students repeat. Then ask the volunteer the question again, prompt him/her to pantomime *swim*, and elicit a positive response such *Yes*, or a nod of his/her head. Say *Yes, I can.* The volunteer repeats. Write *Yes, I can.* on the board to the right of *Can you swim?* Point to and read each word. Students repeat. Do the same with *do a cartwheel*, *use a fork*, *fly a kite*, *make a sandwich*, and *play the guitar*.
- Can you (swim)? No, I can't.** Do the same as in Step 1, having volunteers pantomime the action badly. Then elicit negative responses.
- Can (he) (swim)? Yes, (he) can.** Do the same as in Step 1, having volunteers pantomime the actions. Point to the volunteer or card and ask seated students the question.
- Can (he) (swim)? No, (he) can't.** Do the same as in Step 2, pointing to the volunteer or card and asking seated students the question.

- Practice for Fluency.** Write *you*, *he*, *she*, and *it* in a vertical column on the board, attach the Unit 12 Word time Picture Cards in a column to the right of the pronouns, and write *Yes* and *No* in a column to the right of the picture cards. Point to a pronoun, a picture card, and either *Yes* or *No*, and elicit the target question and answer. Continue in the same way until most students have said the target question and answer.

Practise the Patterns

Students open their Student's Books to page 47.

A. Listen and repeat.

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

A: Can you swim?
B: Yes, I can.

A: Can you swim?
B: No, I can't.

A: Can he swim?
B: Yes, he can.

A: Can he swim?
B: No, he can't.

A: Can she swim?
B: Yes, she can.

A: Can she swim?
B: No, she can't.

A: Can it swim?
B: Yes, it can.

A: Can it swim?
B: No, it can't.

- Play the recording again. Students listen, look at the pattern boxes in their books, and repeat, pointing to each word.
- Students try to say the patterns on their own, while looking at the pattern boxes in their books.
- Write the explanation of the contraction on the board:

can't = cannot

Point to and read each word. Students repeat. Then say each pattern with the full form of the contraction. Students repeat. Students practice each pattern in the pattern box, using both the contraction and the full form of the contraction.

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

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

- | | |
|--|--|
| 1. <i>Can it swim?</i>
<i>Yes, it can.</i> | 2. <i>Can you play football?</i>
<i>No, I can't.</i> |
| 3. <i>Can she fly a kite?</i>
<i>No, she can't.</i> | 4. <i>Can he make a sandwich?</i>
<i>Yes, he can.</i> |
| 5. <i>Can she do a cartwheel?</i>
<i>No, she can't.</i> | 6. <i>Can you play the guitar?</i>
<i>Yes, I can.</i> |

2. Play the recording again. Students listen and repeat, pointing to each word in their books.
3. Students practice numbers 1– 6 in pairs. (S1 in each pair asks the questions, and S2 answers.) They then change roles and repeat the activity.

C. Look at page 46. Point to the picture and practice with a partner.

Students remain in pairs and look at page 52. They then take turns asking and answering questions about characters in the large scene using the new patterns and vocabulary items. For example: S1 (pointing to the man who is playing the guitar): *Can he play the guitar?* S2: *Yes, he can.*

D. Listen and sing along.

1. Students turn to The Kite Song, page 63. Focus their attention on the pictures. Students try to guess some of the lyrics using the pictures as cues. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.

The Kite Song

(Melody: *Oh! Susanna*)

- Can you fly a kite?*
Yes, I can. I can fly a kite.
- Can you play the guitar?*
Yes, I can. I can play the guitar.
I can fly a kite.
I can play the guitar.
- Can you do a cartwheel?*
No, I can't.
I can fly a kite.
- Can he fly a kite?*
Yes, he can. He can fly a kite.
- Can he play the guitar?*
Yes, he can. He can play the guitar.
He can fly a kite.
He can play the guitar.
- Can he do a cartwheel?*

No, he can't.
He can fly a kite.

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

3. Bring a boy to the front of the classroom and divide the rest of the class into Groups A and B. Play the karaoke version. For the first verse, Group A sings the questions, and the boy sings the answers. For the second verse, Group B sings the questions while pointing to the boy, and looking at Group A. Group A sings the answers. Groups then change roles and sing the song again.

Games and Activities

- Share the Answer.** Divide the class into pairs. Place the Units 11–12 Word Time Picture Cards face down at the front of the classroom. Bring a pair of students to the front of the classroom. A student in this pair (S1) picks up one of the cards and asks the other student (S2) *Can you (swim)?* S2 whispers the reply to S1. Seated students ask S1 *Can (he) (swim)?* S1 replies using the target pattern. S2 then chooses a card and asks S1 the question. Another pair then comes to the front of the classroom. Continue in the same way until most students have taken a turn.
- Interview.** Each student chooses four of the Unit 12 Word Time actions and writes them across the top of a piece of paper, leaving room along the left-hand side of the page to write their classmates' names. They then work groups of five to six and, using the target patterns, interview five classmates. Students record the answers they receive by writing the person's name in the left-hand column, then writing 3 under the action if he/she can do it, and 7 if he/she cannot.
- Make the Sentences.** (See Game 41, page 145.) Do the activity using Unit 12 Word Time Word Cards and Grammar Cards.



Extra Practice

Explain and assign Worksheet 23, Can You Swim?, page 194. (For instructions and answer key, see page 171.)

Finish the Lesson

- Repeat the Answer.** Ask a student (S1) *Can you swim?* After he/she replies, ask the class *Can (he) swim?* Elicit the reply. S1 then asks another student *Can you (play football)?* and so on around the class. Students continue until most have taken a turn.
- Explain and assign Workbook page 51. (For instructions see Teacher's Book page 163.)

Phonics Time

Sound Focus: short u (*bus, nut, sun, up*)

Materials Needed (excluding materials for optional activities):

Cassette/CD and player; a ball; *a, b, d, e, g, i, k, m, n, o, p, s, t, u, v, w,* and *z* alphabet cards, 1 set per 2–3 students; *short a, short e, short i, short o,* and *short u* cards, 1 set per student; Unit 12 Phonics Time Picture Cards, 1 set (see Picture and Word Card Book pages 34, 38, 42, 46, 49, 50, and 51–54)

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

Warm-Up and Review

- Pattern Review: Toss the Ball.** Throw a ball to a student (S1) and ask *Can you do a cartwheel?* S1 replies using the target pattern. Point to S1 and ask the class *Can (he) do a cartwheel?* They reply using the target pattern. S1 then throws the ball to another student (S2) and asks that student *Can you (make a sandwich)?* When S2 replies, S1 asks the class *Can (she) (make a sandwich)?* When the class replies, S2 throws the ball to another student and so on around the class. Students continue until most have taken a turn.
- Check Workbook page 51. (For instructions and answer key, see Teacher's Book page 163.)
- Phonics Review: Read the Words.** Write *short a, short e, short i,* and *short o* on the board. Point to each letter and elicit its sound. Write five to six three-letter words students can sound out and read on the board (see Suggested Words below), and have volunteers sound out and read each word.

Suggested Words: *bag, hem, pit, won, zip, fan, win, hot, sob, mat, get, pen*

Introduce the Sounds


Note: The *short u* sound is written as /ʌ/.

- Hold up the bus picture card and say /ʌ/-/ʌ/, *bus*, stressing the /ʌ/ sound. Students repeat. Attach the card to the board. Do the same for *nut, sun, up*.
- Write *u* on the board. Say /ʌ/ while pointing to the letter. Students repeat. Add *s* to the right of *u* and say /ʌ/-/s/-*us* while pointing to the two letters and then the combination. Students repeat. Then add *b* to the left of *u* and say *b/ʌ/-us, bus*, pointing to the two parts of the word and then the whole word. Students repeat. Do the same for *nut, sun, up*.


Pronunciation Note: To help with correct pronunciation of /ʌ/, have students relax and drop their jaws, as if in surprise, and say this sound.

Phonics Time


A. Listen and repeat.




short u




bus



nut







sun



up

B. Does it have **short u**? Listen and circle.


- 
- 
- 
- 

C. Read the words with your teacher.


- | |
|-----|
| -u- |
| ub- |
| cub |
| tub |
- | |
|-----|
| -u- |
| ug- |
| bug |
| mug |
- | |
|-----|
| -u- |
| um- |
| gum |
| mum |
- | |
|-----|
| -u- |
| un- |
| bun |
| sun |

D. Look at C. Listen and point to the words.


E. Listen and match.




1




hat




2




pen




3




pin




4



mop



5



bus

Unit 12

Practise the Sounds

Students open their Student's Books to page 48.

Students are expected to know the meaning of only the four words at the top of the page. The remaining words they hear and see in the lesson are for the purpose of sound recognition and reading practice only. It is not necessary to teach these words as vocabulary.

A. Listen and repeat.

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

u /ʌ/
bus
nut
sun
up

B. Does it have **short u**? Listen and circle.

1. Play the recording. Students listen and circle the illustration of each word they hear with short *u*. Play the recording as many times as necessary for students to complete the task.

1. *cup, cup*
 2. *shop, shop*
 3. *umbrella, umbrella*
 4. *bus, bus*

2. Check answers by saying Number 1. *cup*, then having students repeat the word, say its vowel

sound, and stand up if they circled the cup picture. Do the same for numbers 2–4.

Answer Key: Pictures 1, 3, and 4 are circled.

C. Read the words with your teacher.

Write *cub* on the board. Point to, sound out, then read the word. For example: / c / - / ʌ / - / b /, *cub*. Students repeat. Do the same for the remaining words in the first column. Elicit sounds where possible. Then have students try to sound out then read the words on their own. Repeat the activity with the remaining columns.

D. Look at C. Listen and point to the words.

Play the recording. Students listen and point to the words they hear.

bun, / b / - / ʌ / - / n /, *bun*
cub, / c / - / ʌ / - / b /, *cub*
mug, / m / - / ʌ / - / g /, *mug*
mum, / m / - / ʌ / - / m /, *mum*
bug, / b / - / ʌ / - / g /, *bug*
sun, / s / - / ʌ / - / n /, *sun*
tub, / t / - / ʌ / - / b /, *tub*
gum, / g / - / ʌ / - / m /, *gum*

E. Listen and match.

1. Play the recording. Students listen and match each number to the letter corresponding to the short vowel sound of each word they hear. Play the recording as many times as necessary for students to complete the task.

1. *mop*, *mop*
2. *pen*, *pen*
3. *bus*, *bus*
4. *hat*, *hat*
5. *pin*, *pin*

2. Check answers by writing the numbers 1–5 on the board, then having volunteers come to the board and write the letter they wrote for each number.

Games and Activities

1. **Stand Up, Sit Down.** Say ten to twelve words that have short vowel sounds (see Suggested Words below). If a word has *short u*, students stand up, repeat the word, put their hands on their heads, and sit down as quickly as they can. If the word does not have *short u*, students remain seated.

Suggested Words: *nut*, *egg*, *hat*, *ant*, *cup*, *bed*, *hot*, *up*, *tip*, *nut*, *bus*, *vet*, *us*, *cat*, *Kareem*, *Mona*

2. **Make a List.** Students draw five columns on a sheet of paper, and label one column *short a*, another *short e*, another *short i*, another *short o*, and another *short u*. Sound out and say a word with any of these short vowel sounds (see Suggested Words below). Students repeat the word and write it in the column that corresponds to that word's vowel sound. Do the same with eight to ten different words. When finished, point to each word in each column, and have students read it. Check answers by writing *short a*, *short e*, *short i*, *short o* and *short u* on the board, then having a volunteer come to the board and write the words he/she wrote in each column.

Suggested Words: *pin*, *pen*, *man*, *up*, *ten*, *hot*, *sad*, *fat*, *bug*, *ban*, *fan*, *fun*, *bus*, *gig*, *men*

3. **Build the Short u Words.** Divide the class into groups of two to three. Give each group a set of the following alphabet cards: *a*, *e*, *i*, *o*, *u*, *b*, *d*, *g*, *k*, *m*, *n*, *p*, *s*, *t*, *v*, *w* and *z*. Say *hop*, *fin*, *sum*, *fan*, *wag* twice or three times. Students listen, repeat the *short u* word, then make that word with their cards. Check answers by writing the word on the board and having students check their answers and re-adjust their cards as necessary. Do the same with *zip*, *mob*, *mad*, *gum*, *fed*; *pop*, *van*, *tub*, *sit*, *keg*; then *bat*, *pet*, *dot*, *win*, *bun*. Do the activity again, but this time have students make the words with *short a*, then *short e*, *short i*, and *short o*.

Option: play as above but students create their own alphabet cards first.



Extra Practice

Explain and assign Worksheet 24, Phonics Fun *short u*, page 195. (For instructions and answer key, see page 171.)

Finish the Lesson

1. **Hold Up the Card.** Give each student a set of *short a*, *short e*, *short i*, *short o*, and *short u* cards or ask to write them on separate pieces of paper. Say a word that has one of these short vowel sounds (see Suggested Words below). Students hold up the card that corresponds to the vowel sound in the word they hear, then say that sound. Do the same with the six to seven different words.

Suggested Words: *fin*, *bus*, *pot*, *hat*, *nut*, *beg*, *up*, *run*, *win*, *net*, *sin*, *fan*, *bog*

2. Explain and assign Workbook page 52. (For instructions, see Teacher's Book page 163.)



Assessment

Explain and assign the Unit 12 Test, page 225. (For instructions and answer key, see page 207.)



Review 2

Story Time

Review Focus: Units 10–12 conversations, vocabulary, and patterns

Materials Needed (excluding materials for optional activities):
CD / Cassette and player

For general information on Story Time, see page 16.

Warm-Up

1. **Review Units 10–12 Conversations, Vocabulary, and Patterns.** Students turn to each Conversation Time page (pages 29, 37, and 45), Word Time page (pages 30, 38, and 46), and Practice Time page (pages 31, 39, and 47). Elicit each conversation, vocabulary item, and pattern.
2. Check Workbook page 52. (For instructions and answer key, see Teacher's Book page 163.)

Work with the Pictures

Students open their Student's Books to page 53.

1. Divide the class into groups of three. Groups find and name any items or characters they recognize in the six scenes.
2. Ask each group how many items they found. Encourage groups to name as many items or characters as they can.
3. When groups have finished, have each group name one item, and write these items on the board. Once all the items have been listed, point to and say each word. Students repeat, pointing to those items in their books.
4. Ask the following questions while pointing to the pictures (words).

Scene 1: Is **Doc** a police officer?
Is he young?

Scene 2: What's **Sokkar's** first name? What's Sokkar's last name?

Scene 3: (**man on bicycle**) Is he a girl?
Can he ride a bike?

Scene 4: Is pat a teacher?

Scene 5: Can **Sokkar** ride a bike?
Can you climb a tree?



Work with the Text

1. Point to Sokkar's speech bubble in Scene 1. A volunteer guesses what Sokkar is saying. If he/she guesses correctly, do the same with Sokkara's and Doc's speech bubbles. If he/she does not guess correctly, ask another student.
2. Do the same with all the scenes on this page. Encourage students to look back at the Units 10–12 Conversation Time, Word Time, and Practice Time pages for support if needed.

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

Practise the Story

A. Listen and repeat.

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

1. Sokkara: *Sokkar, this is Doc.*
Doc: *I'm a doctor.*
Sokkar: *Nice to meet you, Doc.*
2. Doc: *What's your last name?*
Sokkar: *Mesakkar. I'm Sokkar Mesakkar.*

3. Sokkar: *Ouch!*
 4. Sokkara: *That's Pat. He's a postman.*
 Sokkar and Doc: *He can ride a bike!*
 5. Doc: *Can you ride a bike?*
 Sokkar: *No, I can't.*
 6. Doc: *I'm going now. Bye-bye.*
 Sokkar: *Bye-bye!*
 Sokkara: *See you in Level 3!*

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

B.  Look at A. Listen and point.

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

C. Role-play these scenes.

1. Ask students which roles are needed to act out the scenes. List the roles on the board (Sokkara, Sokkar, Pat, Doc).
2. Divide the class into Groups A, B, C, and D. Group A role-plays Sokkara's lines, Group B role-plays Sokkar's lines, Group C role-plays Doc's lines, and Group D acts out Pat's part. Groups then change roles and role-play the scenes again. Continue until each student has taken on each role.
3. Bring a volunteer from each group to the front of the classroom. Play the recording and have these volunteers act out the story along with the recording. They then act out the story on their own, without the recording.
4. Divide the class into groups of four, and have them role-play the story. They then switch roles and role-play the story again. Continue until each student has taken on each role.

Games and Activities

1. **Puppets.** Students each make a Doc and a Pat puppet. Each student then performs the entire story for the class using these 2 puppets and the Sokkar and Sokkara puppets they made in Review 1 (see page 13).
2. **Make a New Story.** Students divide a piece of paper into six equal parts and come up with their own version of the story by drawing original scenes and characters. If this is too challenging, students copy the pictures and speech bubbles from page 53. Students can also do this activity in pairs.

Finish the Lesson

1. **Listen and Pantomime.** Divide the class into groups of three, and have students in each group take on the role of one of the characters in the story. Play the recording. Students listen and pantomime their role. Repeat the procedure until each student has pantomimed each role.
2. Explain and assign Workbook page 55. (For instructions, see Teacher's Book page 163.)

Activity Time

Review Focus: Units 10–12 vocabulary, patterns, and sounds

Materials Needed (excluding materials for optional activities): Cassette/CD and player; 424 grids, one per student; Bingo markers, 12 per student; Units 10–12 Word Time Picture Cards, 16 per student (see Picture and Word Card Book pages 39, 43, and 47)

For general information on Activity Time, see page 17.

Warm-Up

1. **Review Units 10–12 Vocabulary, Patterns, and Sounds.** Students turn to each Word Time page (pages 30, 38, and 46), Practice Time page (pages 31, 39, and 47), and Phonics Time page (pages 32, 40, and 48). Elicit the vocabulary items, patterns, and sounds.
2. Check Workbook page 55. (For instructions and answer key, see Teacher's Book page 163.)

Review

Students open their Student's Books to page 54.

A. Listen and ✓ the correct words.

1. Point to each picture and have students name the action. Then play the recording. Students listen and draw a line from the corresponding pronoun to can or can't, then to the action. Play the recording as many times as necessary for students to complete the task.

1. *He can ride a bike.*
He can ride a bike.
2. *She can't fly a kite.*
She can't fly a kite.
3. *He can drive a car.*
He can drive a car.
4. *She can't do a cartwheel.*
She can't do a cartwheel.
5. *He can make a sandwich.*
He can make a sandwich.

2. Check answers by writing numbers 1–7 on the board, then having volunteers come to the board and write their answers next to each number.






B. Listen and circle the correct word.

1. Write short i, short o, and short u on the board. Point to each one and elicit its sound. Then play the recording. Students listen and circle each word they hear. Play the recording as many times as necessary for students to complete the task.

1. *dig, dig*
2. *hot, hot*
3. *bus, bus*

Activity Time





A. Listen and ✓ the correct words.

	He	She	can	can't	
1. 					ride a bike.
2. 					fly a kite.
3. 					drive a car.
4. 					do a cartwheel.
5. 					make a sandwich.

B. Listen and circle the correct word.

1. dig dog 2. hat hot 3. bus bat
4. in on 5. sun sit 6. nut mop

C. Listen and circle ✓ or X.

1.  ✓ X
2.  ✓ X
3.  ✓ X
4.  ✓ X

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4. *on, on*
5. *sit, sit*
6. *nut, nut*

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

C. Listen and circle ✓ or X.

1. Divide the class into pairs, and have students in each pair take turns asking and answering questions about each picture.

2. Play the recording. Students listen and circle ✓ if the sentences they hear correspond to that picture, and X if they do not. Play the recording as many times as necessary for students to complete the task.

1. *She's a teacher.* [twice]
2. *He's a firefighter.* [twice]
3. *Is he a doctor?*
No, he isn't. He's a teacher. [twice]
4. *Is he a firefighter?*
Yes, he is. [twice]

3. Check answers by saying Number 1. She's a teacher, then having students stand up if they circled ✓, and stay seated if they circled X. Do the same for numbers 2–4.

Answer Key

1. X
2. ✓
3. ✓
4. X

Games and Activities

1. **Bingo.** (See Game 10, page 141.) Hold up each Unit 10–12 Word Time Picture Card and elicit its name. Then play the game using the picture cards and 4×4 grids.
2. **What Other Words Have These Sounds?**
Students find the 12 words in Activity B. (**Listen and circle the correct word**) in the Units 10–12 Phonics Time pages (pages 46, 50, and 54). While books are open at these pages, elicit other words with the same initial sounds. For example: *What other /short o/ words can you see?*

Finish the Lesson

1. Explain and assign Checklist 2 (see Student’s Book page 67) for students to do at home or in class.
2. Explain and assign Workbook page 56. (For instructions, see Teacher’s Book page 164.) Students can complete the four remaining review pages (pages 57–60) in class or at home.

Assessment

Explain and assign the Final Test pages 226–231. (For instructions and answer key, see pages 207–209.)



Games and Activities

Games and Activities for Conversation Practice

1. Listen and Act.

Two pairs of volunteers (P1 and P2) come to the front of the classroom. P1 says the conversation, using the Student's Book for reference if necessary, and P2 acts it out. P1 and P2 then change roles and do the activity again. Another two pairs of volunteers then come to the front of the classroom and do the activity. Continue until most students have taken a turn.

2. Puppets.

Each student makes a puppet (see puppet-making ideas below). Divide the class into pairs and have pairs role-play the conversation using their puppets as the speakers. Make sure students give puppets appropriate gestures and facial expressions. Students in each pair then change roles and role-play the conversation again.

PUPPET-MAKING IDEAS:

1. Students draw pictures of the characters, people, or animals on a paper or cardboard. They then cut out the pictures and glue them onto popsicle sticks or pencils.
2. Students use markers to draw a face on a sock, and glue wool on the sock for hair. Students put their hands in the sock with their thumb in the heel and fingers in the toe. They then bring the tips of their thumbs and fingers together to manipulate the puppet's mouth.

3. Three to a Conversation.

Bring three students (S1, S2, and S3) to the front of the classroom. Give S1 a Student's Book for reference. S2 and S3 say the conversation. S1 checks for mistakes and corrects if necessary. S2 then holds the Student's Book and S1 and S3 say the conversation. They then sit down. Divide the class into groups of three, and have each group do the activity as above. Students in each group then change roles and repeat the procedure. Continue until all students have taken on each role.

4. Tic-Tac-Toe Conversation.

Prepare 3x3 grids with one line of the conversation written in each square. Divide the class into pairs. Two pairs (P1 and P2) play together. Give each group of pairs one of the 3x3 grids. P1, in unison, says one of the conversation lines, then says the next line of that conversation. If they correctly say the lines of the conversation, they place their marker on that square of the grid. Then P2 takes a turn. The first pair to place three markers in a row (horizontal, vertical, or diagonal) wins the game.

5. Toss the Ball.

Toss a ball to a student and say the first line of the conversation. That student responds with the second line of the conversation, then tosses the ball to another student who says the third line of the conversation, and so on around the class. Students continue until everyone has said a line of the conversation.

6. Which Line Doesn't Belong?

Write each line of four to five different conversations on a piece of paper, then copy it. Cut up both sheets to make two identical sets of strips of paper, each with one line of a conversation on it. Divide the class into Teams A and B. A volunteer from each team comes to the front of the classroom. Give each volunteer a set of identical strips of paper which includes a complete conversation plus one strip from a different conversation. For example: *Ah-choo! Bless you! Thanks! What's your first name? Say Go!* The volunteers look at their pieces of paper and place the line of conversation that doesn't belong on the chalktray. The first volunteer to place the correct piece of paper on the chalktray wins a point for his/her team. The team wins another point for each line of the conversation the members of the team can correctly say. Continue until each student has had a turn. The team with the most points at the end wins.

7. Who Was That?

Bring a student (S1) to the front of the classroom and have him/her face the board. Ask another student (S2) to say the first line of the conversation. S1 tries to identify S2 and say the second line of the conversation. If S1 identifies S2, they finish the conversation together. If S1 does not identify S2, he/she tries again. If S1 still cannot identify S2, he/she turns around to face the class, and S1 and S2 say the conversation from the beginning. Encourage S2 to change his/her voice to make the activity more challenging. Choose another pair of volunteers, and continue the activity in the same way until most students have had a turn.

Games and Activities for Vocabulary Practice

Note: All the games below can be played using Word Time Picture Cards or Word Cards, or Phonics Time Picture Cards or Word Cards.

8. Around the World.

Students sit in a circle. Two volunteers stand up next to each other to begin the game. Show these two students a picture card. The first student of the pair to correctly name the card wins a point.

The “loser” sits back down, and the “winner” moves to stand beside the student on his/her left. This student then stands up. Show the new pair a different picture card. The first student of this pair to correctly name the card wins a point, then moves to stand beside the next student. Play continues in this way around the circle. If any student can go around the entire circle without having to sit down, he/she has gone “Around the World,” and gets an extra five points. Continue for five to seven minutes. The student with the most points at the end wins.

Option: Get 6 students come to the front of the classroom. they stand in a circle. play as above. the loser gets back to his/her seat the last student who keeps standing is the winner.

Large classes: Instead of moving around a circle, students move along the rows of desks.

9. Basketball.

Preparation: Make two basketballs by cutting out two circles from orange pieces of paper. On each side of the board, draw a column of six horizontal lines. On the top line, draw a basketball hoop. Attach the two basketballs to the board below the bottom line.

Play: Divide the class into two teams and have a student from each team come to the front of the classroom. Show these two students a picture card. The first student to correctly name the card moves his/her team’s basketball up to the first line. These two students return to their seats and another student from each team comes to the board to name a card. Continue play in the same way. The first team to move their basketball to the hoop wins two points. Return the basketball to the starting position and continue play until a pre-determined number of points is reached. The team who reaches this number first wins.

VARIATIONS:

1. Count an incorrect guess as a foul, which results in the loss of one point.
2. Students shoot baskets instead of using the lines on the board. Place a wastebasket at the front of the classroom. After correctly identifying a card, students shoot a ball into the wastebasket. If they make a basket, the team gets a point.

10. Bingo!

Prepare 3x3, 4x4, or 5x5 large grids. Give each student one grid and 9, 16, or 25 picture cards face up. Students place a picture card in each square of the grid. One by one, call out the items illustrated on the picture cards. When a named item is on a student’s grid, he/she places a marker on the card. If a student marks three (or four or five) items in a row (horizontal, vertical, or diagonal), he/she calls out *Bingo!* then names the cards making up the

row, and wins a point. Students then reposition the cards on their grids and play again.

VARIATIONS: 1

1. Give students blank grids. On the board, write a list of words to be practiced. Students choose words from this list and write the word or draw a picture of the item in each grid square.
2. Before beginning play, students take turns naming the cards or pictures on their grids.
3. If beginning students need more support, hold up the picture cards while calling out the items.
4. Instead of calling out the names of items, give only hints about the items. For example: *It’s red. It’s round.* The first student to say the correct word puts his/her marker on that picture.
5. Students try to cover squares to form the shape of a pre-determined letter. For example: T, F, E, I, L, H. When a student covers squares in the shape of the pre-determined letter, he/she shouts *Bingo!*
6. Students try to cover every square on their grid. When a student does this, he/she shouts *Blackout!*
7. Students try to cover just the four corner squares of their grid. When a student does this, he/she shouts *Bingo!*

VARIATIONS: 2

Tell students to draw a bingo card on a piece of paper Read and spell each word on your list. ss listen and write each word in different square on their bingo cards. point out that they can write the words in any order, continue the game as mentioned.

11. Concentration: Picture to Picture.

Shuffle five to ten pairs of matching picture cards and place them face down on a desk. Students take turns turning over two cards and naming them. If a student cannot name the cards, he/she turns the cards face down again and the next student takes a turn. If a student names the cards correctly but they do not match, the cards must also be turned face down, and play moves to the next student. If the student does correctly name the cards and they do match, that student keeps the pair and takes another turn. The student who has the most pairs once all cards are taken wins the game.

Option: students can do this activity in groups of four or five.

12. Concentration: Picture to Word.

Prepare five to ten pairs of picture cards and corresponding word cards. Students play Concentration as in Game 11, matching the picture card to the corresponding word card.

13. Concentration: Pairs.

When playing either Concentration 11 or 12, have students play in pairs in order to make the game more cooperative.

14. Did You Hear That?

Divide the class into groups of three to four and give each group a set of five to seven picture cards. Read the *Talk About the Picture* section of the Word Time lesson in which the words illustrated on the picture cards are featured. Alternatively, read a simple story from a storybook that features words illustrated on the picture cards. Students listen and hold up cards when they hear them named. Check each time to determine which groups are or are not holding up the correct cards. Read the story again, pausing after the featured words in order to give groups a chance to hold up cards they may have missed before.

15. Do It!

Give each student a picture card. Name one of the cards twice then give a command. For example: apple, apple, stand up! Student(s) with that card name the card then do the action. For added challenge, name two or three cards with the same command so that more students are doing the actions. For example: *apple, apple, boy, boy, stand up!* Students then take on the teacher's role. Continue in the same way for four to five minutes.

16. Do You Remember?

Students open their Student's Books to a Conversation Time or Word Time page they have studied, and look at the large scene for one minute. When the time is up, students close their books and name as many items as they can.

17. Draw the Picture.

Divide the class into two teams. Place the target picture cards into a hat, large envelope, or small bag. Bring a volunteer from each team to the front of the classroom and ask them each to choose a card from the hat. The volunteers then draw a picture of their word on the board and their teams try to be the first to identify the picture. The first team to correctly identify the picture wins a point. The volunteers return to their seats and a new volunteer from each team comes to the board. Continue play until all words have been chosen from the hat. The team with the most points at the end wins.

VARIATIONS:

1. Both volunteers draw the same word.
2. Limit the drawing time to one minute. For extra challenge, shorten the amount of time even more.
3. Bring a volunteer from one team to the front of the classroom. Ask him/her to choose a word from the hat, then draw that word. The rest of the team guesses what is being drawn. Time how long it takes them to answer correctly. Record the time, then have a student from the other team take a turn in the same way. Continue until all words have been chosen from the hat. At the end of the game, add up each team's times. The team with the shortest time wins.

18. Eyewitness.

Divide the class into groups of three to four. Give each group a piece of paper. Place a set of ten picture cards face down on a desk at the front of the classroom, and have a volunteer from each group come to the desk. Turn the cards face up. The volunteers look at the cards, run back to their groups, and name as many of the cards as they can. Groups then try to be the first to make a list of those items by writing the name or drawing a picture of each one, then raising their hands. Groups take turns saying the words. Both the group that finishes first and the group that has the most correct win a point. Place a different set of ten cards on the desk at the front of the classroom, bring up different volunteers, and do the activity again in the same way.

19. Four Corners.

Divide the board into three or four sections place a sign with a picture representing a unit category. For example: *animals, school supplies, nature, fruit*. Say a Word Time word that corresponds to one of the categories. For example: pen. Students repeat the word and run to the section on the board with that category's sign. If students are standing in the wrong place, they sit down. Continue in the same way until there is just one student left standing.

LARGE CLASSES: Students point to the correct sign instead of running to it.

20. Guess the Card.

Divide the class into groups of four to five. Give each group 10–15 picture cards. Each group places their cards face down in a row in front of them. One student in each group touches one of the cards and tries to guess what it is, saying *This is a (tree)*, then turns the card over. If the guess is correct, the card is left face up. If the guess is not correct, the student names the card then turns it back over. Students in each group take turns trying to identify the cards until all cards have been turned over.

21. Guess the Order.

Divide the class into groups of three to four. Show students five picture cards, then shuffle the cards and stand them on the chalktray with the pictures facing the board. Write a number from 1–5 above each card (do not use the same number twice). Groups guess which card is below each number by writing numbers 1–5 on a piece of paper, then writing the name of a card next to each number. A volunteer from each group then writes the group's guesses on the board. Turn the cards to face the class, point to each card, and elicit its name. Groups then check how many cards they correctly identified. The group that correctly identified the most cards wins a point. Any group that correctly identified all the cards wins a bonus point. Continue in the same way for five to seven minutes. The group with the most points at the end wins.

VARIATION: Give each group a set of picture cards. Two groups (Group A and Group B) then join together and sit facing each other. Group A shows Group B their cards, shuffles them, and then places them face down between the two groups. Volunteers in Group B point to each card and try to name it. Group A turn the cards face up. Group B wins a point for each correctly named card. The two groups then change roles and Group A takes a turn trying to name Group B's cards.

22. Guess What's Missing.

Place six picture cards on the chalktray. Students study the cards for 10–15 seconds, then close their eyes. Remove one of the cards. Students open their eyes and try to be the first to raise their hands and identify the missing card. When a student correctly identifies the missing card, he/she wins a point. Play until all cards have been removed from the chalktray. Then play again, having volunteers take on the teacher's role of removing cards from the chalktray. The student with the most points at the end wins.

VARIATIONS:

1. For extra challenge, remove more than one card each time.
2. Divide the class into two teams. Play as above, with students in each team cooperating to identify the missing card. The first team to correctly identify the missing card wins a point.

23. Hold It Up!

Give each student a picture card. Name one of the items illustrated on the cards. Students with that card repeat and hold it up. For added challenge, name two or three items at a time, name items for which students do not have cards, or gradually name the items at a faster pace. Continue in the same way for three to four minutes.

24. Hunt for the Words.

Divide the class into two teams. Get a volunteer from each team and ask them to go out of the classroom or just stand behind the door. Hide some picture cards (six to eight) around the classroom. Say *start!* each one of the two volunteers tries to be the first to find the required cards. Then run to the teacher and name those cards. The student with the most cards wins the game with his team.

25. Listen to the Clues.

Hold up a picture card with the back of the card facing the class. Give simple clues about the picture and have students try to identify it. For example (*banana card*): *It's yellow. Monkeys like this. Do the same with five to seven different cards.*

26. Pair Them Up.

Prepare two identical sets of picture cards with enough cards for each student to get one card from each set. Distribute the cards from one of the sets among students, giving each student a card. Place the remaining set of cards face down on a desk in the middle of the classroom. Divide the class into groups of four to six. A volunteer from one of the groups (S1) goes to the cards, points to one, guesses what it is, then turns the card over. If S1 is correct, he/she takes the card and checks to see if it matches a card his/her group has. If it does match, S1 keeps the pair. If it does not match, S1 returns the card to the desk, and a volunteer from another group takes a turn. If S1 does not guess correctly, or cannot correctly name the card, he/she turns the card back over and a volunteer from another group takes a turn. Continue in the same way until one group has placed all of its cards down as pairs. This group wins the game.

LARGE CLASSES: Divide the class into groups of four to six. Each group then plays as above. The student in each group with the most pairs at the end wins.

27. Pantomime and Guess the Word.

Pantomime an action related to a vocabulary word and have students try to identify the word. For example: (*banana*) pantomime peeling a banana and eating it. Continue pantomiming until a student correctly identifies the item. Then bring two to three students to the front of the classroom to take on the teacher's role. Alternatively, students work in groups, with students in each group taking turns pantomiming. Continue in the same way for five to seven minutes.

28. Race Track.

Divide the class into groups of five to six. Give each group two sets of picture cards and a die. Groups place their picture cards face up in a circle. Designate a starting point on each group's

circle and tell students how many times they must go around the circle in order to finish. Each student then places a marker on the designated starting point. Students in each group then take turns rolling the die and moving their markers around the circle, one card per number on the die. When students land on a card, they name it. If they correctly name it, they remain on that card. If they fail to name it, they return their marker to where it was at the start of that turn. The first student in each group to complete the required number of rounds wins. For extra challenge, when a student lands on a card and correctly names it, he/she turns it face down so that the next student to land on that card must name it from memory.

29. Run and Find.

Attach a set of picture cards to the board randomly. Divide the class into Teams A and B. Bring a volunteer from each team to the front of the classroom. Name one of the picture cards. These two volunteers try to be the first to repeat the word, then run to and touch the named card. The student to first touch the correct card wins a point for his/her team. Another student from each team then comes to the front of the classroom. Play continues in the same way until all cards have been named. Students can also come to the front of the classroom and take on the teacher's role, calling out words. The team with the most points at the end wins.

LARGE CLASSES: Divide the class into groups of three to four and give each group a set of picture cards. Groups then place their cards face up in the middle of the group. Say one of the words. Students in each group try to be the first to repeat the word, then find and hold up the named card. If the correct card is held up, the student keeps it. If a student holds up an incorrect card, he/she returns the card to the desk. Play continues until one group has picked up all their cards. The student in each group with the most cards at the end wins.

VARIATION: Assign a number to each student, making sure that for each number on Team A, there is the same number on Team B. Name one of the picture cards. Then say a number. The student from each team with that number tries to be the first to run and touch the named card.

30. Slow Reveal.

Hold up a picture card with another card or piece of paper covering it so that only a small portion of the picture is showing. Students try to name the picture. Each time a student incorrectly names the picture, slide the covering card down to gradually reveal more of the picture. Continue sliding the cover down until a student is able to name the picture. Continue in the same way with five to seven different cards.

31. Snap.

Place a set of picture cards and a set of the corresponding word cards in two piles face down on a desk in the middle of the classroom. Simultaneously turn over one card from each pile. Students look at the two cards, decide if they match or not, then snap their fingers if they do match. The first student to snap his/her fingers to correctly identify a match then names each card and wins a point. If the cards do not match or if students do not correctly identify the match, continue play with two new cards. Play until all cards have been turned over. The student with the most points at the end wins.

LARGE CLASSES: Divide the class into groups of six to eight and have each group play as above.

VARIATION: Play with two sets of word cards. For extra challenge, use words with similar spellings.

32. Tic-Tac-Toe: Words.

Divide the class into pairs. Two pairs play against each other. Give each set of pairs nine picture cards. Pairs place the picture cards face up to make a 3x3 grid between them. Pairs take turns naming a card in the grid. If the pair is correct, they place their marker on that square of the grid. The first pair to place three markers in a row (horizontal, vertical, or diagonal) wins the game.

33. Touch the Card.

Place 10–15 picture cards on a desk in the middle of the classroom. Students gather around that desk. Name a card. Students try to be the first to touch the named card. The first student to touch the correct card and name it keeps the card. Continue in the same way until no cards are left on the desk. The student with the most cards at the end wins. Play again, having a volunteer take on the teacher's role and name the cards.

LARGE CLASSES: Divide the class into groups of four to five. Each group plays as above.

VARIATION: Instead of naming a card, hold up a word card. Students read the word silently and try to be the first to touch and name the corresponding picture card.

34. Verb Relay.

Divide the class into Teams A and B, (rows A,B). Give a set of verb picture cards to the first student (S1) in each row. S1 turns to face his/her team, looks at the first card and pantomimes the action for the second student in his/her row (S2). S2 identifies the action being pantomimed. Then S1 turns over the next card in his/her pile and pantomimes that action for S3 and so on to the end of the row. The first team to finish wins a point. S1 then goes to the back of the row, the student now at the front of the line becomes the new S1, and play continues in the same way. The first team to get five points wins.

35. 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.

36. What's in the Bag?

Place realia of vocabulary items in a bag. A volunteer feels the bag, tries to identify an item without looking at it, then removes it from the bag. If the student identifies the item correctly, he/she keeps it and another volunteer takes a turn. If he/she does not identify the item correctly, the item is put back in the bag and another volunteer takes a turn. Continue in the same way until no items are left in the bag.

VARIATION: When volunteers feel items in the bag, ask them *What's that?* or *What is it?* Volunteers reply *It's a (pencil)*.

37. Where Is It in the Book?

Name an item, a character, or an action from a Student's Book unit. Students try to be the first to find the page on which the item, character, or action appears, point to it, then name it. The first student to do so wins a point. Continue in the same way until students have looked at at least one third of the pages they have studied. The student at the end with the most points wins.

Note: As a character or item may appear on more than one page, including pages not yet studied, accept any answer that is correct.

VARIATION: Students find a character in the Student's Book and mimic that character's actions or gestures. The rest of the class tries to find that character in their Student's Books, and name the character, an item that character has, or what that character is doing.

38. Which Card Doesn't Belong?

Divide the class into two teams. A volunteer from each team comes to the front of the classroom. Give each of these volunteers identical sets of four picture cards, three cards from the same unit or category and one card from a different unit or category. For example: *goat, cat, horse, pencil*. Say *Go!* The volunteers look at their cards, place the card that doesn't belong on the chalktray, and name it. The first volunteer to place the correct card on the chalktray and name it wins a point for his/her team. The team wins another point for each card the members of the team can correctly name. Continue in the same way until every student has had a turn. The team with the most points at the end wins.

Games and Activities for Grammar Practice

39. Complete the Sentences.

Make a list of incomplete sentences, such as *I like _____, I can _____, I'm _____*. Say one of them. A volunteer repeats, filling in the blank with an appropriate word. If the volunteer completes the sentence correctly, he/she wins a point. If he/she does not complete the sentence correctly, any other student can complete the sentence and win a point. Say another incomplete sentence and have another volunteer take a turn. Continue until most students have had a turn. The student with the most points at the end wins.

Variation: Do the activity in groups, with students from each group taking turns coming to the front of the classroom, choosing a strip of paper with the incomplete sentence written on it, and returning to his/her group to read the sentence. The rest of the group completes the sentence.

40. Guess Who.

Divide the class into groups of four to six. Place six picture cards face down on a desk at the front of the classroom. One of the groups comes to the front of the classroom and each member takes one of the cards. Students in the other groups take turns asking questions using the target pattern in order to determine each student's card. For example: (*Mona*), *do you like apples?* If the student has the apples card, he/she answers *Yes, I do*, and gives the card to the group that asked the question. That group then takes another turn. If the student does not have the *apples* card, he/she replies *No, I don't*, and another group takes a turn. Groups continue in the same way until the group at the front of the classroom has no cards left. Another group then comes to the front of the classroom.

41. Make the Sentences.

Divide the class into groups of four to five. Give each group a set of grammar cards and the related Word Time Word Cards. Students use these cards to make statements or questions and answers following the target pattern. For statements: Groups make statements and read them aloud. For questions and answers: One half of each group creates a question, then reads it aloud. The other half of the group then makes the answer and reads it aloud.

VARIATION: Prepare six to eight sentences (or questions and answers) using the target patterns. Dictate each sentence (or question and answer). Students repeat and write

each complete sentence on a piece of paper. When finished, have a volunteer come to the front of the classroom, write the sentence on the board, and read it aloud. If the sentence is incorrect, have volunteers make corrections. Students then check their own sentence and correct it if necessary. Continue in the same way until all the sentences have been written correctly on the board.

42. Memory Chain.

A student (S1) makes a statement using the target pattern. For example: *I like apples*. The student sitting next to or behind him/her (S2) says S1's name, repeats the statement, then adds his/her own statement. For example: *Jim, you like apples. I like bananas*. The student sitting next to or behind S2 (S3) then repeats S1 and S2's statements, and adds his/her own. Students continue in the same way until someone is unable to repeat all the previous statements. The activity then begins again starting with this student.

43. Pass the Message.

Students work seated in rows. The first student in each row (S1) thinks of a statement using the target pattern and whispers it to the second student in the row (S2). S2 whispers the statement to the third student in the row (S3). S3 then whispers the statement to S4, and so on down the row. When the statement reaches the last student in the row, he/she says it aloud. If it matches S1's original statement, the row wins a point. If it does not match S1's original statement, the row does not win a point. Students in each row then move forward one seat and do the activity again. Continue until all students have had a turn sitting in the first seat of the row.

VARIATION: Play as above, but have the last student ask a question using the question form of the statement. For example: S1: *I like pizza*. Last student: *(S1's name), do you like pizza?*

44. True or False?

Using both target and review sentence patterns, prepare 10–20 statements, some true and some false (try to make the false statements as humorous as possible!). For example: *I'm Mr. Mohamed. I'm an astronaut. I have ten brothers and nine sisters*. Say one of the statements. Students who think the statement is true go to the front of the classroom, and those who think the statement is false go to the back of the classroom. Students who were correct and can repeat the sentence win a point. Continue in the same way until all the statements have been read. The student with the most points at the end wins.

45. What's Different?

Bring four to six volunteers to the front of the classroom. Give each volunteer a picture card. Have the volunteers hold their cards so that the

rest of the class can see them. Seated students make statements about the volunteers using the target pattern and the card the volunteer is holding. For example: if the grammar pattern is *He/She likes (burgers)* and a volunteer is holding the salad card, the student says *(Mary) likes salad*. When a statement has been made about each volunteer, seated students close their eyes and three to four of the volunteers exchange cards. Students then open their eyes and make statements about the students who changed cards. For example: *(Ken) likes salad*. Another four to six volunteers then come to the front of the classroom and do the activity again in the same way.

Games and Activities for Phonics and Spelling Practice

Note: All the games below can be played using either Phonics Time Picture Cards or Word Cards.

46. Bingo: Initial Letter.

Play Bingo. (See Game 10, page 141 for detailed instructions.) Hold up an alphabet card that corresponds to the initial letter of a picture in students' grids. Students place their markers on the corresponding pictures.

47. Bingo: Spelling.

Play Bingo. (See Game 10, page 141 for detailed instructions.) Students spell the named items with alphabet cards. If the spelling is correct, they place a marker over that picture in their grid.

48. Concentration: Picture to Initial Letter.

Play Concentration. (See Game 11, page 141 for detailed instructions.) Use 10–20 pairs of picture cards and alphabet cards that correspond to the picture cards' initial letters. Students match each picture card with its initial letter.

49. Guess from the Initial Letter.

Put a picture card and the alphabet card corresponding to its initial letter back to back. Hold up the cards with the alphabet card facing students. Elicit the sound of the letter, then point to the picture card and ask *What's this?* Students try to identify it by naming items that start with that initial sound. When a student correctly identifies the picture, turn the card to face the class then they repeat the word and its initial sound.

50. Hold Up the Card.

Give each student an alphabet card. Say the sound of one of the letters. The students with the corresponding card hold it up and repeat that letter's sound. For added challenge, say two or more sounds at a time, name letters for which

students do not have cards, or gradually say the sounds at a faster pace.

51. I Spy.

Make sure there are many items in the classroom which students can name in English. If not, place picture cards of familiar items around the classroom. Say, for example: *I spy something that begins with /b/*. Students look around the classroom and try to name an item that begins with b. If they are correct, say *Yes* and give that student(s) a point. If the guess is not correct, reply *No* and have students continue guessing until someone guesses correctly. Give clues to help, if students are having trouble guessing, for example: *It's small, it's red*. Continue in the same way for five to seven minutes.

52. Make the Words.

Divide the class into groups of three to four. Give each group a set of alphabet cards with several extra vowel cards. Groups place all cards face down in the middle of the group, and each student takes seven cards. The rest of the cards are left on the desk. A student (S1) begins by looking at his/her alphabet cards to see if he/she can spell a word. If he/she can spell a word, he/she lays out the alphabet cards to make that word on his/her desk, reads the word aloud, then picks up the same number of alphabet cards from the stack. The next student (S2) takes a turn, and tries to make a new word by adding his/her own letters to one of the letters in S1's word. If S2 can make a word, he/she joins it to the word on the desk like a crossword puzzle and reads the word aloud. If S2 cannot do this, the next student takes a turn. Students continue in the same way until all cards have been used. Students can use their Student's Books for reference.

53. Pass the Sounds.

Divide the class into groups of five to six. Each group stands in a line. Give the first student in each line (S1) a set of alphabet cards. Show the last student in each line a card illustrating a word that starts with one of those letters. Students whisper the word down each line until it reaches S1. S1 says the word and its initial sound, then holds up the alphabet card corresponding to that initial sound. If S1 is correct, he/she wins a point for his/her line. If S1 is not correct, other students in line correct him/her. The last student in each line then goes to the front of the line. Continue in the same way until all students have had a turn being at the front of the line. The line with the most points at the end wins.

VARIATIONS:

1. Students pass the initial letter of the item depicted on the card down the rows by writing the letter corresponding to its initial sound on the back of the student in front of them.

2. Groups whisper the words down the lines in the same way. S1s spell the word they hear with alphabet cards then raise their hands and say the word.

54. Snap.

Play Snap. (See Game 33, page 144 for detailed instructions.) Use a set of alphabet cards and a set of picture cards. Make sure each alphabet card corresponds to the initial letter of one of the picture cards. For example: b matches *ball*.

55. Walk and Spell.

Clear sufficient space for students to walk in the shape of letters. Show a volunteer an alphabet card and have him/her walk in the shape of that letter, as if writing the letter with his/her feet. The rest of the class tries to name the letter and say its sound. The first student to correctly identify the letter is next to "Walk and Spell" a letter. Continue until most students have taken a turn.

56. What Letter Does It Begin With?

Divide the class into groups of three to four, and give each group a set of alphabet cards. Show students a set of picture cards that begin with those letters and elicit the words. Then shuffle the cards and place them along the chalktray facing the board. One of the groups comes to the front of the classroom and places each of their alphabet cards to the left of the picture card that they think begins with that letter. Turn the picture cards around. Students in the group point to the pictures and letters that match, say the initial sound, and name the picture. For example: /b/, *boy*. If some letters and picture cards have not been matched correctly, students rearrange the remaining alphabet cards so that they are beside the pictures that begin with those letters. They again say the initial sounds and name the pictures. Shuffle the cards again and repeat the procedure.

57. What's in the Air?

Face the board and write a letter in the air with your finger. Students try to name the letter and its sound. Do the same with several other letters. A volunteer (S1) then comes to the front of the classroom. Show S1 a picture card. S1 writes the initial letter of that item in the air. The rest of the class tries to identify the letter, naming it and saying its sound. The first student to do so is next to come to the front of the classroom and repeat the procedure. Continue in the same way for three to five minutes.

Workbook Instructions and Answer Key

The Alphabet

Pages vi–vii

Trace and write.

Students trace and write each upper case and lower case letter.

Unit 1

Conversation Time, Page 5

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Read and match.

Students look at the pictures and match each picture to the corresponding line of conversation.

Check answers by saying each line of the conversation and having students point to the corresponding picture.

Answer Key

1. matches the right-hand picture
2. matches the left-hand picture
3. matches the middle picture

B. Look and write.

Using the word bank for support, students complete each line of the conversation.

Check answers by writing the *numbers 1–3* on the board, then having volunteers come to the board and write the word(s) they chose for each number.

Answer Key

1. Good morning.
2. Hello! How are you?
3. Fine, thank you.

Word Time, Page 6

Focus students' attention on the support box at the top of the page. Elicit each word.

A. Look and match.

Students look at each picture and match it to the corresponding word.

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

Answer Key

- | | |
|-----------|------------|
| 1. girl | 2. Sokkara |
| 3. Mona | 4. Kareem |
| 5. puppet | 6. boy |

B. Write the letter.

Students read each word and look at the picture. They then find and write the letter that corresponds to each word.

Check answers by saying *Number 1. Mona*, and having a volunteer name the letter he/she wrote. Do the same for numbers 2–6.

Answer Key

- | | | |
|------|------|------|
| 1. b | 2. d | 3. a |
| 4. e | 5. c | 6. f |

Practice Time, Page 7

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Look and match.

Students look at each picture and match it to the corresponding sentences.

Check answers by pointing to each picture and having volunteers say the corresponding sentence.

Answer Key

1. You're Kareem. You're a boy.
2. I'm Kareem. I'm a boy.
3. I'm Mona. I'm a girl.
4. I'm Sokkara. I'm a Puppet.
5. You're Sokkara. You're a Puppet.
6. You're Mona. You're a girl.

B. Your Turn. Draw and write.

Students draw a picture of themselves. They then write about themselves using the target patterns.

Check answers by having volunteers take turns standing up, showing their picture, and saying the sentences they wrote.

Answer Key

Answers will vary.

Phonics Time, Page 8

Focus students' attention on the support box at the top of the page. Elicit each word.

A. Does it begin with b or p? Look and circle.

Students look at each picture and circle the initial letter of the illustrated word.

Check answers by writing the numbers *1–8* on the board, then having volunteers come to the board and write the letter they circled for each number.

Answer Key

- | | | | |
|------|------|------|------|
| 1. b | 2. p | 3. p | 4. b |
| 5. p | 6. b | 7. p | 8. b |

B. Match and say.

For each number, students match the upper case letter to the corresponding lower case letter. They then say each letter.

Check answers by having volunteers come to the board and write capital and lower case *b* and *p*. Then point to each letter and elicit its name.

Answer Key

1. $\begin{matrix} p & \times & B \\ b & & P \end{matrix}$ 2. $\begin{matrix} B & \times & p \\ P & & b \end{matrix}$ 3. $\begin{matrix} p & \times & B \\ b & & P \end{matrix}$

C. Look and write.

Students look at each picture and write the corresponding word.

Check answers by writing the numbers 1–3 on the board, then having volunteers come to the board and write the word they wrote for each number. Then point to each word and elicit its initial sound.

Answer Key

1. pizza 2. pencil 3. bird

Unit 2

Conversation Time, Page 13

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Read and match.

Students match each line of conversation to the corresponding picture.

Check answers by saying each line of the conversation and having students point to the corresponding picture.

Answer Key

1. matches the right-hand picture
2. matches the left-hand picture
3. matches the middle picture

B. Unscramble, match, and write.

Students draw a line from each scrambled sentence to the corresponding unscrambled sentence. They then write the unscrambled sentence.

Check answers by writing the numbers 1–3 on the board, then having volunteers come to the board and write the unscrambled lines of conversation they wrote for each number. Make sure students have also correctly capitalized and punctuated the sentences.

Answer Key

1. Bless you!
2. Thanks.
3. Ah-choo!

Word Time, Page 14

Focus students' attention on the support box at the top of the page. Elicit each word.

A. Look and circle.

Students look at each picture and circle the corresponding word.

Check answers by pointing to each picture and having a volunteer say the word he/she circled.

Answer Key

1. lake 2. tree
3. butterfly 4. cloud
5. flower 6. bird

B. Look and write.

Students look at each picture and write the corresponding word.

Check answers by writing the numbers 1–6 on the board, then having volunteers come to the board and write the word they wrote for each number.

Answer Key

1. bird 2. cloud
3. tree 4. lake
5. flower 6. butterfly

Practice Time, Page 15

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Look and circle.

Students look at each picture and circle *this* or *that*.

Check answers by saying *Number 1* and having students say *this* and touch their desks if they circled *this*. If they circled *that*, they should say *that* and point to something in the distance. Do the same for numbers 2–4.

Answer Key

1. this 2. that 3. this 4. that

B. Look and write.

Students look at each numbered spot in the large scene. For each number, they then use the target pattern to write a sentence.

Check answers by writing the numbers 1–4 on the board having volunteers come to the board and write the sentence they wrote for each number.

Answer Key

1. This is a flower. 2. That's a lake.
3. That's a cloud. 4. This is a bird.

C. Your turn. Draw and write.

Students draw pictures illustrating *this* and *that* then write a sentence about each picture.

Check answers by having volunteers take turns standing up, showing their picture, and saying the sentences they wrote.

Answer Key
Answers will vary.

Phonics Time, Page 16

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Does it begin with g or k? Circle and write.

Students circle the initial letter of each illustrated word then write the word.

Check answers by writing the numbers 1–6 on the board, then having volunteers come to the board and write both the letter they circled and the word they wrote for each number.

Answer Key

1. k, key 2. g, girl 3. k, kite

B. Which pictures begin with the same sound? Circle.

For each number, students circle the two illustrations of words that begin with the same sound.

Check answers by pointing to and naming each picture, then having volunteers point to and name the pictures they circled.

Answer Key

1. girl, garden 2. king, key
3. goat, girl 4. kite, key

C. Match and say.

For each number, students match each upper case letter to the corresponding lower case letter. They then say each letter.

Check answers by having volunteers come to the board and write upper case and lower case g and k. Then point to each letter and elicit its name.

Answer Key

1. $\begin{matrix} g & K \\ k & G \end{matrix}$ 2. $\begin{matrix} k & G \\ g & K \end{matrix}$ 3. $\begin{matrix} G & g \\ K & k \end{matrix}$

Unit 3

Conversation Time, Page 21

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Read and match.

Students match each line of conversation to the corresponding picture.

Check answers by saying each line of the conversation and having students point to the corresponding picture.

Answer Key

1. matches the middle picture.
2. matches the right-hand picture.
3. matches the left-hand picture.

B. Look and write.

Using the word bank for support, students complete each line of the conversation.

Check answers by writing the numbers 1–3 on the board, then having volunteers come to the board and write the full sentence next to each number.

Answer Key

1. Sh! Be quiet!
2. Sorry.
3. That's okay.

Word Time, Page 22

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Look and match.

Students match the partial view of each animal to the corresponding word to the full view of the animal.

Check answers by pointing to each animal's partial view, then having students say the corresponding word and point to the full view of the animal.

Answer Key

1. horse 2. sheep
3. chicken 4. goat
5. cat 6. cow

B. Find and circle.

Students find and circle each target vocabulary word.

Check answers by saying each word and having students point to and spell the word they circled.

Answer Key

horseckpicatgmslagoatchsheepfambccow
chickenrhose

C. Unscramble and write.

Students unscramble and write each word.

Check answers by writing the numbers 1–6 on the board, then having volunteers come to the board and write the unscrambled word for each number.

Answer Key

1. sheep 2. cat 3. goat
4. horse 5. chicken 6. cow

Practice Time, Page 23

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Look and write.

Students use the target patterns to write a question and answer about each picture.

Check answers by saying *Number 1* and having a volunteer say the sentences he/she wrote. Do the same for numbers 2–6.

Answer Key

1. What's this? It's a cat.
2. What's that? It's a horse.
3. What's this? It's a sheep.
4. What's this? It's a cow.
5. What's that? It's a chicken.
6. What's that? It's a goat.

B. Your turn. Draw and write.

Students draw a picture illustrating the target patterns. They then write about the picture using the target patterns.

Check answers by having volunteers take turns standing up, showing their pictures, and saying the sentences they wrote.

Answer Key

Answers will vary.

Phonics Time, Page 24

Focus students' attention on the support box at the top of the page. Elicit the initial sound of each word.

A. Which picture begins with the letter? Write ✓.

For each number, students read the letter and check the illustration of the word that begins with that letter.

Check answers by saying *Number 1*, then pointing to and naming each picture. Students repeat, then raise their hands if they circled the picture. Do the same for numbers 2–6.

Answer Key

- | | |
|-----------|----------|
| 1. mother | 2. nurse |
| 3. milk | 4. net |
| 5. night | 6. mop |

B. Which pictures begin with the letter? Circle.

For each row, students read the letter then circle the illustrations of the words that begin with that letter.

Check answers by pointing to and naming each picture. Students say each word's initial sound, then nod their heads *yes* if they circled that picture, and shake their heads *no* if they did not.

Answer Key

m: mother, milk n: net, night

Review 1

Page 27

A. Look and match.

Students look at each picture and match it to the corresponding sentence.

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

Answer Key

- | | |
|-------------------------|------------------------------|
| 1. I'm Kareem. | 2. That's a horse. |
| 3. I'm a girl. | 4. What's that? It's a bird. |
| 5. This is a butterfly. | 6. You're a dog. |

B. Look and circle.

Students look at each picture and circle the corresponding word.

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

Answer Key

- | | | |
|---------|---------|---------|
| 1. cow | 2. cat | 3. bird |
| 4. lake | 5. girl | 6. tree |

Page 28

A. Look at the numbers. Write the sentence.

Students look at each number above the writing grids, find the same number in the chart above, and write the corresponding word or punctuation mark on the writing grid.

Check answers by saying *Number 1* and having a volunteer read the sentences he/she wrote. Do the same for numbers 2–4.

Answer Key

1. Good morning. How are you?
2. I'm Mona. I'm a girl.
3. You're Kareem. You're a boy.
4. This is a flower. That's a tree.

B. Which picture begins with a different sound? Write X.

For each number, students write **X** on the illustration of the word that has a different initial sound.

Check answers by saying *Number 1*, then pointing to and naming each picture. Volunteers point to and name the pictures they wrote **X** on. Do the same for numbers 2–4.

Answer Key

- | | | | |
|---------|---------|----------|---------|
| 1. goat | 2. girl | 3. night | 4. ball |
|---------|---------|----------|---------|

Unit 4

Conversation Time, Page 33

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Look and write.

Using the word bank for support, students complete each line of the conversation.

Check answers by writing the numbers 1–3 on the board, then having volunteers come to the board and write the complete sentence for each number.

Answer Key

1. Here you are.
2. Thanks.
3. You're welcome.

B. Unscramble, match, and write.

Students draw a line from each scrambled sentence to the corresponding unscrambled sentence. They then write the unscrambled sentence.

Check answers by writing the numbers 1–3 on the board then having volunteers come to the board and write the unscrambled sentence they wrote for each number. Make sure students have correctly capitalized and punctuated each sentence.

Answer Key

1. You're welcome.
2. Here you are.
3. Thanks.

Word Time, Page 34

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Write the letter.

Students read each word and look at the picture. They then find and write the letter that corresponds to each word.

Check answers by saying *Number 1. book*, and having a volunteer say the letter he/she wrote. Do the same for numbers 2–6.

Answer Key

- | | | |
|------|------|------|
| 1. d | 2. e | 3. b |
| 4. c | 5. f | 6. a |

B. Read the question. Write the answer.

Students read each question and write the answer.

Check answers by saying *Number 1. What's this? A volunteer says the sentence he/she wrote. Do the same for numbers 2–4.*

Answer Key

1. What's this? It's a pencil case.
2. What's this? It's a book.
3. What's this? It's a pencil.
4. What's this? It's a pen.

Practice Time, Page 35

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Look and circle.

Students look at each picture and circle the corresponding phrase.

Check answers by writing the numbers 1–6 on the board, then having volunteers come to the board and write the phrase they circled for each number.

Answer Key

- | | |
|-------------|------------------|
| 1. a pencil | 2. a pen |
| 3. a rubber | 4. a pencil case |
| 5. a ruler | 6. a book |

B. Read the question. Write the answer.

Students read each question and write the answer.

Check answers by reading question and having students read the answer they wrote.

Answer Key

1. Is it a book? No, it isn't. It's a pencil.
2. Is it a ruler? Yes, it is.
3. Is it a rubber? Yes, it is.
4. Is it a pencil? No, it isn't. It's a pen.

Phonics Time, Page 36

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Does it begin with d or t? Write the word.

Students look at the large picture and find all illustrations of words that begin with *d*. They then write those words in the *d words* column. They do the same for the *t* words.

Check answers by writing *d words* and *t words* on the board, then having volunteers come to the board and write the words they wrote in each column.

Answer Key

- | | | | |
|----------|---------|-------|-------|
| d words: | desk | dog | duck |
| t words: | teacher | tiger | table |

B. What letter does it begin with? Read and write ✓.

Students look at the picture at the top of each column. They then determine what letter it begins with and write ✓ in that letter's row.

Check answers by naming each picture and having students say its initial letter.

Answer Key

- | | | | |
|---|-----------|---|--------------|
| d | duck, dog | t | tiger, table |
| b | ball | p | pencil |
| g | goat | k | key |
| m | milk | n | net |

Unit 5

Conversation Time, Page 41

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Look and write.

Using the word bank for support, students complete each line of conversation.

Check answers by saying *Number 1* and having a volunteer say the sentence. Do the same for numbers 2–4.

Answer Key

1. What's your first name? Kareem.
2. What's your last name? Ahmed.

B. Look and circle.

Students look at the picture cues then circle the words that make up the corresponding sentence.

Check answers by saying *Number 1* and having students say the sentence they circled. Do the same for number 2.

Answer Key

1. What's your first name?
2. What's your last name?

C. Your turn. Read the question. Write the answer.

Students read each question and write the answer about themselves.

Check answers by asking volunteers the questions and having them answer.

Answer Key

Answers will vary.

Word Time, Page 42

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Write the number.

Students read the word form of each number, then write the corresponding numeral.

Check answers by writing the numbers 1–4 on the board, then having volunteers come to the board and write the number they wrote for each number.

Answer Key

1. 1
2. 4
3. 11
4. 6

B. Write the word.

Students look at each numeral, then write its corresponding word form.

Check answers by writing 12 on the board and having a volunteer say and spell the word he/she wrote. Do the same for the remaining numbers.

Answer Key

1. twelve
2. eight
3. two
4. seven
5. three
6. ten

C. Look and match.

Students look at each picture and match it to the corresponding phrase.

Check answers by pointing to each picture and having volunteers say the phrase they circled.

Answer Key

1. twelve birds
2. five cows
3. four dogs
4. two trees
5. eight pens
6. one boy

D. Find and circle the numbers.

Students find and circle six different vocabulary words.

Check answers by saying each word and having students point to and spell the word they circled.

Answer Key

two twelve th one ve nine ht eleven on four x seven en

Practice Time, Page 43

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Count and write.

Students look at the picture cue to the right of each number. They then find that item in the large scene, count how many of that item there are, and write that number and item name in the space provided.

Check answers by saying *Number 1*. *How many goats?* A volunteer says the answer he/she wrote. Do the same for numbers 2–4.

Answer Key

1. six goats
2. one cow
3. two trees
4. five cats

B. Look and write.

Students look at each picture and, using the target patterns, write a question and answer about each one.

Check answers by pointing to each picture and eliciting both the question and its answer.

Answer Key

1. How many books? Seven books.
2. How many boys? Eight boys.
3. How many pens? Four pens.
4. How many clouds? Five clouds.

Phonics Time, Page 44

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Does it begin with h or w? Look and match.

Students match each picture to the letter that corresponds to its initial sound.

Check answers by saying *Number 1* and having a volunteer say the word and its initial letter. Do the same for numbers 2–6.

Answer Key

- | | | |
|------|------|------|
| 1. h | 2. h | 3. w |
| 4. w | 5. w | 6. h |

B. Match and say.

Students match the upper case letter to the corresponding lower case letter. They then say each letter.

Check answers by having volunteers come to the board and write capital and lower case *h* and *w*. Then point to each letter and elicit its name.

Answer Key

- | | | |
|----------|--------|--------|
| 1. h — H | 2. W h | 3. h W |
| w — W | H w | w H |

C. Does it begin with h or w? Circle and write.

Students circle the initial letter of each illustrated word then write the word.

Check answers by writing the numbers 1–6 on the board, then having volunteers come to the board and write both the letter they circled and the word they wrote for each number.

Answer Key

- | | | |
|-------------|-------------|--------------|
| 1. h, house | 2. w, water | 3. h, horse |
| 4. w, woman | 5. h, hand | 6. w, window |

Unit 6

Conversation Time, Page 49

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Read and match.

Students match each line of conversation to the corresponding picture.

Check answers by saying each line of conversation and having students point to the corresponding picture.

Answer Key

1. matches the middle picture (b)
2. matches the right-hand picture (c)
3. matches the left-hand picture (a)

B. Unscramble and match.

Students draw a line from each scrambled sentence to the corresponding unscrambled sentence.

Check answers by saying *Number 1* and having a volunteer say the sentence he/she matched it to. Do the same for numbers 2–3.

Answer Key

1. Are you okay?
2. I think so.
3. Ouch!

C. Circle and write.

Students circle the correct lines of the conversation, paying particular attention to capitalization and punctuation. They then write it.

Check answers by writing the numbers 1–3 on the board, then having volunteers come to the board and write the sentence they circled and wrote for each number.

Answer Key

1. Ouch!
2. Are you okay?
3. I think so.

Word Time, Page 50

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Look and write.

Students look at each picture and write the corresponding word.

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

Answer Key

- | | | |
|-----------|---------|------------|
| 1. happy | 2. hot | 3. sad |
| 4. hungry | 5. cold | 6. thirsty |

B. Read and complete the pictures.

Students read the words in each speech bubble and draw the corresponding expression on the blank face.

Check answers by having several volunteers stand up and show their pictures to the class.

Answer Key

Answers will vary.

C. Your turn. Draw and write.

Students draw a picture of themselves experiencing one of the target feelings. They then write a sentence about their picture.

Check answers by having volunteers take turns standing up, showing their picture, and saying the sentence they wrote.

Answer Key

Answers will vary.

Practice Time, Page 51

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Look and write.

Using the target patterns, students write a question and answer about each picture.

Check answers by pointing to each picture and having a volunteer read both the question and the answer he/she wrote.

Answer Key

1. Are you hungry? Yes, I am.
2. Are you cold? No, I'm not. I'm hot.
3. Are you happy? Yes, I am.
4. Are you thirsty? No, I'm not. I'm hungry.

B. Your turn. Read the question. Write the answer.

Students use the target patterns to answer each question about themselves.

Check answers by reading each question and having three to four volunteers say the answers they wrote.

Answer Key

Answers will vary.

Phonics Time, Page 52

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Which pictures begin with the letter? Circle.

For each row, students read the letter, then circle the illustrations of the words that begin with that letter.

Check answers by pointing to and naming each picture. Students say each word's initial sound, then nod their heads *yes* if they circled that picture and shake their heads *no* if they did not.

Answer Key

f: fish, fork, feet v: violin, van

B. Look and write.

Students look at each picture and write the corresponding word.

Check answers by saying *Number 1* and having a volunteer say the word he/she wrote and its initial sound. Do the same for numbers 2–6.

Answer Key

- | | | |
|---------|-----------|---------|
| 1. van | 2. violin | 3. fork |
| 4. fish | 5. feet | 6. vase |

C. Match and say.

Students match each upper case letter to the corresponding lower case letter. They then say each letter.

Check answers by writing lower case *d, n, k, p, b, w, f, t, g, m, v*, and *h* on the board. Then have volunteers come to the board and write the

corresponding upper case letter next to each lower case letter. Then point to each letter and elicit its name.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| d D | n N | k K | p P |
| b B | w W | f F | t T |
| g G | m M | v V | h H |

Review 2

Page 55

A. Look and match.

Students match each picture to the corresponding sentence.

Check answers by pointing to each picture and having volunteers say the corresponding sentence.

Answer Key

1. Here you are!
2. What's your first name? Mona.
3. Sh! Be quiet!
4. Ouch!
5. Good morning.

B. Write the letter.

Students read each word and look at the picture. They then find and write the letter that corresponds to each word.

Check answers by saying *Number 1. book* and having a volunteer say the letter he/she wrote. Do the same for numbers 2–6.

Answer Key

- | | | |
|------|------|------|
| 1. f | 2. d | 3. a |
| 4. c | 5. e | 6. b |

Page 56

A. Read and circle the mistakes.

Students read each sentence and circle any capitalization or punctuation mistakes.

Check answers by writing the sentences on the board, then having volunteers come to the board and circle the mistakes.

Answer Key

- | | |
|---|---|
| 1. good morning?
my name is kareem.
what's your first name. | 2. this is a
butterfly.
what's that!
is it a cloud. |
| 3. hello.
how are you.
are you hungry. | 4. this is a rubber?
is it a pen.
no! it isn't. it's a
pencil! |

B. Complete the puzzle.

Students look at the picture cues and write the corresponding words in the puzzle.

Check answers by saying *Across, Number 1* and having a volunteer say and spell the word he/she wrote. They also say its initial sound. Do the same for the remaining words.

Answer Key

Across	Down
1. pen	1. pen
2. hungry	2. nurse
3. water	3. ball
4. eraser	4. vase
5. house	5. table
6. lake	5. ruler

Unit 7

Conversation Time, Page 5

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Circle and write.

Students read each sentence then circle and write the missing word.

Check answers by reading each sentence, pausing at the blank for volunteers to say the correct word.

Answer Key

1. Are you finished?
2. No, not yet.
3. Please hurry!

B. Read and connect.

Students connect the words and punctuation marks that make up each line of the conversation.

Check answers by having a volunteer read each line of conversation he/she connected.

Answer Key

1. Are you finished?
2. No, not yet.
3. Please hurry!

Word Time, Page 6

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Look and match.

Students match the partial view of each food item to the corresponding word to the full view of the food item.

Check answers by pointing to the partial view of each food item, then having students say the corresponding word and point to the full view of the food item.

Answer Key

- | | | |
|--------------|----------|------------|
| 1. salad | 2. fish | 3. rice |
| 4. spaghetti | 5. pizza | 6. chicken |

B. Unscramble and write.

Students unscramble and write each word.

Check answers by writing the numbers 1–6 on the board, then having volunteers come to the board and write the unscrambled word next to each number.

Answer Key

- | | |
|--------------|------------|
| 1. fish | 2. chicken |
| 3. spaghetti | 4. pizza |
| 5. salad | 6. rice |

C. Find and circle.

Students look at the puzzle and circle each vocabulary word.

Check answers by saying each word and having students point to and spell the word they circled.

Answer Key

pizza, lingu~~s~~ spaghetti, fish, chicken, rice, fish, price, milk, salad

Practice Time, Page 7

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Read and write ✓ or X.

Students look at the picture. They then write ✓ if the statement is true, and X if it is not.

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

Answer Key

- | | | |
|------|------|------|
| 1. X | 2. X | 3. X |
| 4. ✓ | 5. X | 6. ✓ |

B. Unscramble and write.

Students unscramble each sentence and write it.

Check answers by having a volunteer write each sentence on the board.

Answer Key

1. You don't like spaghetti.
2. You like pizza.

C. Your turn. Draw and write.

Students draw pictures of food items that they like and don't like (items they can name in English). They then use the target patterns to write sentences about these items.

Check answers by having volunteers take turns standing up, showing their pictures, and saying the sentences they wrote.

Answer Key

Answers will vary.

Phonics Time, Page 8

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Does it begin with *s* or *z*? Circle and write.

Students circle the initial letter of each illustrated word then write the word.

Check answers by writing the numbers 1–3 on the board, then having volunteers come to the board and write both the letter they circled and the word they wrote for each number.

Answer Key

1. s, soup 2. z, zip 3. s, sock

B. Which picture begins with a different sound? Write X.

For each number, students write X on the illustration of the word that has a different initial sound.

For each number, check answers by pointing to and naming each picture, then having volunteers point to and name the pictures they wrote X on.

Answer Key

1. zebra 2. sea 3. zebra 4. soup

C. Which pictures begin with the letter? Circle.

For each row, students read the letter, then circle the illustrations of the words that begin with that letter.

Check answers by saying /s/, pointing and naming each picture in the *s* row. Students repeat, then raise their hands if they circled the picture. Do the same for the *z* row.

Answer Key

- s: sock, sea, soup z: zip, zebra

Unit 8

Conversation Time, Page 13

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Look and write.

Using the word bank for support, students complete each line of the conversation.

Check answers by writing the numbers 1–3 on the board then having volunteers come to the board and write the complete line of conversation for each number.

Answer Key

1. May I borrow a pencil?
2. Sure. Here you are.
3. Thanks.

B. Circle and write.

Students read each sentence then circle and write the missing word.

Check answers by saying *Number 1.* and having a volunteer say the word he/she circled and wrote. Do the same for numbers 2–3.

Answer Key

1. May I borrow a pen?
2. Sure. Here you are.
3. Thanks.

Word Time, Page 14

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Count and write.

Students look at the picture cue to the right of each number and find that item in the large scene. They then count how many of that item are in the large scene and write the number and item name in the space provided.

Check answers by asking *How many apples?* Elicit *Three apples.* Do the same for numbers 2–6.

Answer Key

1. three apples 2. seven carrots
3. two potatoes 4. four oranges
5. five bananas 6. six cucumbers

B. Unscramble and write.

Students unscramble and write each word.

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

Answer Key

1. apples 2. potatoes 3. bananas
4. carrots 5. oranges 6. cucumbers

Practice Time, Page 15

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Look and write.

Students use the target patterns to write a question and answer about each picture.

Check answers by saying *Number 1* and having a volunteer say both the question and answer he/she wrote. Do the same for numbers 2–4.

Answer Key

1. Do you like carrots? No, I don't.
2. Do you like bananas? Yes, I do.
3. Do you like cucumbers? Yes, I do.
4. Do you like oranges? No, I don't.

B. Your turn. Read the question. Write the answer.

Students read each question and write the answer about themselves.

Check answers by reading each question and having two to three volunteers say the answers they wrote.

Answer Key

Answers will vary.

Phonics Time, Page 16

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Circle and write.

Students look at each picture, then circle and write the corresponding word.

Check answers by writing the numbers 1–4 on the board, then having volunteers come to the board and write the word they circled and wrote for each number.

Answer Key

1. bag 2. map 3. hat 4. ant

B. Circle the short a words.

Students circle the *short a* words.

Check answers by reading each word and having students repeat and raise their hands if they circled it.

Answer Key

1. cat 2. sad 3. bat 4. pan 5. map

C. Does it have short a? Circle.

Students circle the illustrations of words that have *short a*.

Check answers by pointing to and naming each picture. Students repeat and raise their hands if they circled it.

Answer Key

Circled pictures: map, ant, hat, cat, van

Unit 9

Conversation Time, Page 21

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Circle and write.

Students read each sentence then circle and write the missing word.

Check answers by saying *Number 1* and having a volunteer say the word he/she circled and wrote. Do the same for numbers 2–3.

Answer Key

1. What's wrong?
2. I feel sick.
3. That's too bad.

B. Unscramble, match, and write.

Students match each scrambled sentence to the corresponding unscrambled sentence. They then write the unscrambled sentence.

Check answers by writing the numbers 1–3 on the board then having volunteers come to the board and write the unscrambled sentence for each number. Make sure students have correctly capitalized and punctuated the sentences.

Answer Key

1. I feel sick.
2. That's too bad.
3. What's wrong?

Word Time, Page 22

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Circle and write.

Students look at each picture then circle and write the corresponding word.

Check answers by pointing to each picture and having volunteers say and spell the corresponding word.

Answer Key

1. young 2. tall 3. fat
4. thin 5. short 6. old

B. Write the letter.

Students read each phrase and look at the picture. They then find and write the letter that corresponds to each phrase.

Check answers by saying *Number 1. a fat cat. A volunteer says the letter he/she wrote. Do the same for numbers 2–6.*

Answer Key

1. d 2. f 3. b
4. a 5. e 6. c

Practice Time, Page 23

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Look and match.

Students look at each picture and match it to the corresponding sentences.

Check answers by pointing to each picture and having students say the corresponding sentences.

Answer Key

1. He's young. He isn't old.
2. He's fat. He isn't thin.
3. He's tall. He isn't short.
4. She's old. She isn't young.
5. She's short. She isn't tall.
6. She's thin. She isn't fat.

B. Look and write.

Students use the target patterns to write both a positive and a negative sentence about each picture.

Check answers by pointing to each picture and having students say the sentences they wrote.

Answer Key

1. He's short. He isn't tall.
2. She's old. She isn't young.
3. He's fat. He isn't thin.

Phonics Time, Page 24

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Look and write.

Students look at each picture cue and write the corresponding word in the space provided.

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

Answer Key

- | | | |
|--------|--------|--------|
| 1. pen | 2. hen | 3. net |
| 4. egg | 5. bed | 6. vet |

B. Which pictures have the vowel sound? Circle.

For each row, students read the vowel, then circle the illustrations of words that have the vowel sound.

Check answers by pointing to and naming each picture. Students repeat each word's vowel sound, then nod their heads *yes* if they circled that picture, and shake their heads *no* if they did not.

Answer Key

short e: vet, pen, egg
short a: bag, ant, hat

C. Circle the words you can read.

Students circle any words they can read. They then count how many words they have circled and write that number in the space provided.

Answer Key

Answers will vary.

Review 1

Page 27

A. Read and connect.

Students connect the lines that make up each conversation.

Check answers by saying the first line of each conversation and having volunteers say the next two lines.

Answer Key

1. May I borrow a pen?/Sure. Here you are./Thanks.
2. What's wrong?/I feel sick./That's too bad.
3. Are you finished?/No, no yet./Please hurry!
4. Ouch!/Are you okay?/I think so.
5. Here you are./Thanks./You're welcome.

B. Look and write.

Students look at each numbered spot in the large scene. Then, for each number, they write the corresponding word below.

Check answers by saying *Number 1* and having a volunteer say the word he/she wrote. Do the same for numbers 2–12.

Answer Key

- | | | |
|--------------|------------|------------|
| 1. spaghetti | 2. oranges | 3. salad |
| 4. pizza | 5. apples | 6. carrots |
| 7. potatoes | 8. chicken | 9. rice |
| 10. bananas | 11. cat | 12. dog |

Page 28

A. Read and circle the mistakes.

Students read each sentence and circle any capitalization or punctuation mistakes.

Check answers by writing the sentences on the board, then having volunteers come to the board and circle the mistakes.

Answer Key

- | | |
|----------------------------|-----------------------------------|
| 1. <u>what's</u> that. | 2. <u>i</u> like apples! |
| <u>i</u> 's pizza? | <u>do</u> you like apples. |
| <u>i</u> don't like pizza? | yes, <u>i</u> <u>do</u> ? |
| 3. i'm <u>mona</u> . | 4. <u>this</u> is <u>kareem</u> ? |
| <u>i</u> 'm a girl? | <u>he</u> 's young. |
| <u>i</u> 'm young? | <u>he</u> isn't old? |

B. Read and match.

Students match each phrase to the corresponding picture.

Check answers by pointing to each picture and having volunteers say the corresponding phrase.

Answer Key

1. three tall trees matches the third picture
2. two short boys matches the fourth picture
3. *two old dogs* matches the second picture
4. *one fat cat* matches the first picture

C. Look and match.

Students look at each picture and match it to the corresponding sentence(s).

Check answers by saying *Number 1* and having a volunteer say the corresponding sentence. Do the same for numbers 2–4.

Answer Key

1. He's hungry. He isn't thirsty.
2. He's tall. He isn't short.
3. I like apples.
4. You don't like oranges.

Unit 10

Conversation Time, Page 33

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Read the question. Write the answer.

Students answer the question, pretending to be each of the characters.

Check answers by saying *Number 1. What's your telephone number?* A volunteer says the corresponding telephone number. Do the same for numbers 2–4.

Answer Key

1. It's 612-4321.
2. It's 761-3942.
3. It's 881-9841.
4. It's 235-6011.

B. Read and circle.

Students circle the words that make up each line of the conversation.

Check answers by saying *Number 1* and having a volunteer say the words he/she circled. Do the same for number 3.

Answer Key

1. What's your telephone number?
2. It's 769-1485.
3. Pardon me?
4. 769-1485

C. Your turn. Read the question. Write the answer.

Students answer the question using their own telephone numbers.

Check answers by asking several volunteers the question, then eliciting the answer.

Answer Key

Answers will vary.

Word Time, Page 34

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Which picture is different? Circle and write.

Students circle the picture that is different. They then write the word corresponding to the circled picture.

Check answers by writing the numbers 1–6 on the board then having volunteers come to the board and write the word(s) they wrote for each number.

Answer Key

1. doctor
2. teacher
3. nurse
4. firefighter
5. police officer

B. Look and write.

Students write a *He's/She's a _____* sentence about each picture to identify each person's occupation.

Check answers by saying *Number 1* and having a volunteer say the sentence he/she wrote. Do the same for numbers 2–4.

Answer Key

1. He's a police officer.
2. She's a doctor.
3. He's a firefighter.
4. She's a teacher.

Practice Time, Page 35

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Read the question. Write the answer.

Students use the target pattern to write a question and answer about each picture.

Check answers by saying *Number 1. Is he a teacher?* A volunteer says the answer he/she wrote. Do the same for numbers 2–4.

Answer Key

1. Is he a teacher? No, he isn't. He's a police officer.
2. Is she a nurse? Yes, she is.
3. Is he a firefighter? No, he isn't. He's a teacher.
4. Is she a doctor? Yes, she is.

B. Look and write.

Students look at the pictures and, using the target pattern, write a question and answer about each picture.

Check answers by pointing to each picture and having a volunteer read the question and answer he/she wrote. Do the same for number 2.

Answer Key

1. Is she a nurse? No, she isn't. She's a doctor.
2. Is he a police officer? No, he isn't. He's a teacher.

Phonics Time, Page 36

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Look and write.

Students look at the square, star, and rectangle for number 1. They then find each of those shapes above and write the corresponding letters in the space provided for number 1. They then do the same for numbers 2–8.

Check answers by saying *Number 1* and having a volunteer read and spell the word he/she wrote. Do the same for numbers 2–8.

Answer Key

- | | | | |
|--------|--------|--------|---------|
| 1. pin | 2. in | 3. sit | 4. sick |
| 5. dig | 6. pin | 7. kit | 8. tin |

B. Circle the short i words.

Students circle the *short i* words.

Check answers by reading each word and having students repeat and raise their hands if they circled it.

Answer Key

- | | | |
|--------|------------|--------|
| 1. pin | 2. in | 3. sip |
| 4. pin | 5. is, sit | |

C. Does it have short i? Write ✓ or X.

Students look at each picture and write ✓ if the illustrated word has *short i*, and X if it does not.

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

Answer Key

- | | | |
|------|------|------|
| 1. ✓ | 2. X | 3. X |
| 4. ✓ | 5. ✓ | 6. X |

Unit 11

Conversation Time, Page 41

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Look and write.

Using the word bank for support, students complete each line of the conversation.

Check answers by saying *Number 1* and having a volunteer read the sentence he/she wrote. Do the same for numbers 2–3.

Answer Key

1. Dad, this is my friend, Hisham.

2. Nice to meet you, Hisham.
3. Hello.

B. Unscramble and write.

Students unscramble and write each sentence.

Check answers by writing the numbers 1–3 on the board, then having volunteers come to the board and write the sentence they wrote for each number.

Answer Key

1. Mum, this is my friend, Laila.
2. Nice to meet you, Laila.
3. Hello.

Word Time, Page 42

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Look and circle.

Students look at each picture, then circle the corresponding words.

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

Answer Key

- | | |
|--------------------|-------------------|
| 1. ride a bike | 2. sing a song |
| 3. play basketball | 4. drive a car |
| 5. climb a tree | 6. draw a picture |

B. Complete the puzzle.

Students look at the picture cues and write the corresponding words in the puzzle. They then take the letters from the bordered box and write them in the space provided to find out the mystery word.

Check answers by saying *Number 1* and having a volunteer say and spell the phrase he/she wrote. Do the same for numbers 2–6. Then elicit the mystery word.

Answer Key

- | | |
|--------------------|-------------------|
| 1. ride a bike | 2. draw a picture |
| 3. play basketball | 4. climb a tree |
| 5. drive a car | 6. sing a song |
- What's the mystery word? apples

Practice Time, Page 43

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Look and circle.

Students look at each picture and circle the words that make up the corresponding sentence.

Check answers by writing the numbers 1–4 on the board, then having volunteers come to the board and write the sentence they wrote for each number.

Answer Key

1. He can't sing a song.
2. You can ride a bike.
3. I can climb a tree.

B. Look and write.

Using the target pattern, students write a sentence about each picture.

Check answers by saying *Number 1* and having a volunteer read the sentence he/she wrote. Do the same for numbers 2–3.

Answer Key

1. You can draw a picture.
2. He can't drive a car.
3. It can climb a tree.

Phonics Time, Page 44

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Look and write.

Students look at each picture cue and write the corresponding word in the space provided.

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

Answer Key

- | | | |
|--------|---------|--------|
| 1. hot | 2. mop | 3. pot |
| 4. dog | 5. sock | 6. on |

B. Circle the short o words.

Students circle the *short o* words.

Check answers by reading each word and having students repeat and raise their hands if they circled it.

Answer Key

1. hot
2. dot
3. Tom
4. pot
5. mop

C. Which pictures have the vowel sound? Circle.

For each box, students read the vowel, then circle the illustrations of words that have the vowel sound.

Check answers by pointing to and naming each picture. Students repeat each word's vowel sound, then nod their heads *yes* if they circled that picture, and shake their heads *no* if they did not.

Answer Key

- | | |
|-------------------|-------------------|
| short a: hat, ant | short e: bed, egg |
| short i: sit, pin | short o: on, pot |

Unit 12

Conversation Time, Page 49

Focus students' attention on the support box at the top of the page. Elicit the conversation.

A. Read and match.

Students match each line of conversation to the corresponding picture.

Check answers by pointing to each picture and having volunteers say the corresponding line of conversation.

Answer Key

1. matches the middle picture
2. matches the right-hand picture
3. matches the left-hand picture

B. Circle and write.

Students circle the correct lines of conversation, paying particular attention to capitalization and punctuation. They then write each sentence.

Check answers by writing the numbers 1–3 on the board, then having volunteers come to the board and write the sentence they circled and wrote for each number.

Answer Key

1. I'm going now.
2. Bye-bye!
3. See you tomorrow.

Word Time, Page 50

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Circle and write.

Students look at each picture and circle the corresponding words. They then write the phrase.

Check answers by saying *Number 1* then having students pantomime the action and say the phrase. Do the same for numbers 2–4.

Answer Key

- | | |
|--------------------|--------------------|
| 1. make a sandwich | 2. play the guitar |
| 3. do a cartwheel | 4. fly a kite |

B. Unscramble and write.

Students unscramble and write each word.

Check answers by writing the numbers 1–6 on the board, then having volunteers come to the board and write the word(s) they wrote for each number.

Answer Key

1. do a cartwheel
2. make a sandwich
3. play football

4. fly a kite
5. swim
6. play the guitar

Practice Time, Page 51

Focus students' attention on the support box at the top of the page. Elicit the patterns.

A. Read the question. Check (✓) the correct answer.

Students read the question, look at the picture, and write ✓ for the correct answer.

Check answers by saying *Number 1. Can she do a cartwheel?* A volunteer says the answer he/she checked. Do the same for numbers 2–4.

Answer Key

1. Can she do a cartwheel? Yes, she can.
2. Can he play the guitar? No, he can't.
3. Can it swim? Yes, it can.
4. Can he make a sandwich? No, he can't.

B. Look and write.

Students use the target pattern to write a question and answer about each picture.

Check answers by saying *Number 1* and having a volunteer say the question and answer he/she wrote. Do the same for numbers 2–3.

Answer Key

1. Can she fly a kite? Yes, she can.
2. Can he make a sandwich? No, he can't.
3. Can she play the guitar? Yes, she can.

Phonics Time, Page 52

Focus students' attention on the support box at the top of the page. Elicit the words.

A. Find and circle.

Students look at each picture cue, then find and circle the words in the puzzle.

Check answers by saying *Number 1* then having a volunteer say and spell the word he/she circled. Do the same for numbers 2–4.

Answer Key

s a n e t
u b u s a
v e s u n
z n u p o
n u t a t

B. Circle the short u words and pictures.

Students look at the words and pictures, and circle all *short u* words and illustrations of *short u* words.

Check answers by pointing to each word and picture, then saying the word or naming the picture. Students stand up if they circled the word or picture and stay seated if they did not.

Answer Key

Circled words: sun, cup, bus, up
Circled pictures: bus, nut, sun, up

C. Does it have short u? Circle and write.

For each number, students circle the illustration of the *short u* word, then write the word.

Check answers by pointing to and naming each picture. Students repeat, then stand up if they circled the picture and stay seated if they did not.

Answer Key

1. bus
2. up
3. sun
4. nut

Review 2

Page 55

A. Circle the mistakes. Then rewrite the sentences.

Students read each sentence and circle any capitalization or punctuation mistakes. They then write each corrected sentence.

Check answers by writing the sentences on the board, then having volunteers come to the board and circle the mistakes. Each volunteer then writes the correctly capitalized and punctuated sentence for each number.

Answer Key

1. see You tomorrow?
See you tomorrow.
2. dad. this is My friend! Soha.
Dad, this is my friend, Soha.
3. what's your Telephone number.
What's your telephone number?

B. Look and write.

Students look at each picture and write the corresponding sentence.

Check answers by saying *Number 1* and having a volunteer say the sentence he/she wrote. Do the same for numbers 2–4.

Answer Key

1. She can fly a kite.
2. She's a nurse.
3. I can climb a tree.
4. She's a police officer.

C. Read and match.

Students match each sentence(s) to the corresponding picture.

Check answers by saying *Number 1. Can she drive a car? No, she can't.* and having students point to the corresponding picture. Do the same for numbers 2–4.

Answer Key

1. matches the third picture
2. matches the fourth picture
3. matches the second picture
4. matches the first picture

Page 56

A. Look and write.

Students look at each picture, then write the corresponding word.

Check answers by saying *Number 1* and having a volunteer repeat and spell the word he/she wrote. Then have another volunteer say the word's vowel sound. Do the same for numbers 2–8.

Answer Key

- | | | | |
|--------|--------|--------|--------|
| 1. mop | 2. sit | 3. sun | 4. bus |
| 5. pin | 6. pot | 7. bed | 8. cat |

B. Read the question. Write the answer.

Students read each question and answer it based on the picture cue.

Check answers by reading each question and having a volunteer read the answer he/she wrote.

Answer Key

1. Can she fly a kite? Yes, she can.
2. Is she a postwoman? No, she isn't. She's a doctor.
3. Can she swim? No, she can't.

C. Your turn. Draw and write what you can do.

Students draw a picture of themselves doing an activity they can name in English. They then complete the sentence using this activity.

Check answers by having several volunteers take turns standing up, showing the class their pictures, and saying the sentence they wrote.

Answer Key

Answers will vary.

Units 1–12 Reviews

Conversation Time Review, Page 57

A. Read and connect.

Student match the lines of each conversation.

Check answers by saying *Number 1. Ah-choo!* A volunteer then says the next 2 lines of conversation. Do the same for numbers 2–5 and Exercise B. *Answer Key*

1. Ah-choo!/Bless you!/Thank you.
2. Good morning./Hello! How are you?/Fine,

thank you.

3. Here you are./Thanks./You're welcome.
4. Sh! Be quiet!/Sorry./That's okay.
5. Are you finished?/No, not yet./Please hurry!

B. Read and connect.

1. What's wrong?/I feel sick./That's too bad.
2. Ouch!/Are you okay?/I think so.
3. May I borrow a pen?/Sure. Here you are./Thanks.
4. I'm going now./Bye-bye./See you tomorrow.
5. Dad, this is my friend, Dalia./Nice to meet you,
Dalia./Hello.

Word Time Review, Page 58

A. Complete the puzzle.

Students look at the picture cues and write the corresponding words in the puzzle.

Check answers by saying *Across, Number 1* and having a volunteer say and spell the word he/she wrote. Do the same for the remaining words.

Answer Key

- | | |
|-----------|------------|
| Across | Down |
| 1. horse | 1. young |
| 2. hungry | 2. happy |
| 3. pencil | 3. oranges |
| 4. apples | 4. sad |
| 5. tree | 5. pen |
| 6. garden | |

B. Which picture is different? Write X.

For each number, students write **X** on the picture that is different.

Check answers by pointing to and naming each picture. Students repeat, then stand up if they wrote **X** on that picture and stay seated if they did not.

Answer Key

- | | | | |
|--------|---------|--------|--------|
| 1. pen | 2. lake | 3. vet | 4. cow |
|--------|---------|--------|--------|

Practice Time Review, Page 59

Read and match.

Students read each sentence in the left column then match it to the most logical response in the right-hand column.

Check answers by saying *Number 1. What's that?* and having a volunteer say the sentence he/she matched it to. Do the same for numbers 2–6 and Exercise B.

Answer Key

A. Read and match.

1. What's that?/It's a horse.
2. I'm Mona. I'm a girl./You're Kareem. You're a boy.
3. Is it a pen?/No, it isn't. It's a pencil.
4. He can swim./She can ride a bike.
5. How many books? /Twelve books.
6. Are you happy?/Yes, I am.

B. Read and match.

1. Do you like bananas?/No, I don't.
2. This is a lake./That's a tree.
3. Is he a teacher?/No, he isn't. He's a doctor.
4. I like pizza./You don't like chicken.
5. Can he swim?/Yes, he can.
6. She's short./She isn't tall.

Phonics Time Review, Page 60

A. Circle the words you can read.

Students circle any words they can read. They then count how many words they have circled and write that number in the space provided.

Answer Key

Answers will vary.

B. Which picture begins with a different sound? Write X.

For each number, students write **X** on the illustration of the word that begins with a different sound.

For each number, check answers by pointing to and naming the pictures then having volunteers point to and name the picture they wrote **X** on.

Answer Key

- | | |
|----------|-----------|
| 1. bus | 2. violin |
| 3. zebra | 4. duck |

C. Match and say.

Students match each lower case letter to the corresponding upper case letter. They then say each letter.

Check answers by writing lower case *a, i, t, m, g, u, e, w, o, v, n, z, s,* and *h* on the board. Then have volunteers come to the board and write the corresponding upper case letter next to each lower case letter. Point to each letter and elicit its name.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| a A | i I | t T | m M |
| g G | u U | e E | w W |
| o O | v V | n N | z Z |
| s S | h H | | |

Worksheet Instructions and Answer Key

Unit 1

Worksheet 1: Name Game

A. Write and circle.

Each student writes his/her own name in the blank, then circles either girl or boy.

Answer Key

Answers will vary.

B. Listen to seven classmates introduce themselves. Write and circle.

Have volunteer come to the front of the classroom and introduce themselves to their classmates. When the seated students hear the classmate's name and gender, they write his/her name in the space provided and circle the appropriate picture and word.

Answer Key

Answers will vary.

Worksheet 2: Phonics Fun b and p

A. Does it begin with b or p? Look and write.

Students look at each picture, then write either b or p to complete the word.

Answer Key

- | | |
|-----------|----------|
| 1. ball | 2. pizza |
| 3. pencil | 4. boy |
| 5. piano | 6. bird |

B. Pairwork. Does it begin with b or p?

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. A student in each pair (Student 1) begins by saying the first word in the left-hand column, boy. Student 2 listens and circles the word's initial letter, b, in the right-hand column. Student 1 then says the second word, pencil, and Student 2 circles its initial letter. Student 2 then says both of the words in his/her column, and Student 1 circles each word's initial letter.

Answer Key

1. b
2. p
3. b
4. p

C. Does it begin with b or p? Read and circle.

Students circle all the words that begin with either b or p.

Answer Key

Circled words: ball, piano, pencil, bird, boy, pizza

Unit 2

Worksheet 3: This/That Bingo

Cut out the cards. Make a Bingo grid. Play Bingo.

Students cut out each square, and arrange them in any order in the shape of a 3x3 grid. Cut out a set to use when calling out the words. Play Bingo using these cards. (See Game 10, page 141.) When calling the cards, say This is/That's a (flower).

Worksheet 4: Phonics Fun g and k

A. Does it begin with g or k? Look and write.

Students look at each picture, then write either g or k to complete the word.

Answer Key

- | | |
|-----------|---------|
| 1. kite | 2. key |
| 3. goat | 4. girl |
| 5. garden | 6. king |

B. Pairwork. Does it begin with g or k?

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. A student in each pair (Student 1) begins by saying the first word in the left-hand column, goat. Student 2 listens and circles the word's initial letter, g, in the right-hand column. Student 1 then says the second word, key, and Student 2 circles its initial letter. Student 2 then says both of the words in his/her column, and Student 1 circles each word's initial letter.

Answer Key

1. g
2. k
3. k
4. g

C. Does it begin with g or k? Write the words.

Students look at the picture of the kangaroo, then write kangaroo in the row that corresponds to its initial sound, k. They then do the same for the remaining pictures, writing each word in the row that corresponds to its initial sound.

Answer Key

Gg: goat garden girl
Kk: king kite key

Unit 3

Worksheet 5: What's This?/ What's That?

Point to a number. Play the game with a partner.

Divide the class into pairs. Each student chooses an item to be a marker, such as a coin, a pen top, or a rubber, and places it on the Start square. Students in each pair take turns closing their eyes, pointing to a number at the top of the page, and moving their marker along the game board the corresponding number of squares. They then look at the square on which they have landed and ask What's this? or What's that? using the pointing fingers as cues for this/that. Partners answer the question using It's a (cat). If students correctly ask the question, they remain on that square. If they do not, they return the marker to where it was at the beginning of the turn. The first student in each pair to reach the Finish square wins.

Option: Students can use dice instead of closing their eyes.

Worksheet 6: Phonics Fun m and n

A. Do they both begin with the same sound? Write ✓ or X.

For each number students look at two pictures and decide if they both have the same initial sound. If they do, students write ✓. If they do not have the same initial sound, students write X.

Answer Key

- | | |
|------|------|
| 1. X | 2. ✓ |
| 3. ✓ | 4. X |
| 5. ✓ | 6. ✓ |

B. Pairwork. Does it begin with m or n?

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. A student in each pair (Student 1) begins by saying the first word in the left-hand column, milk. Student 2 listens and circles the word's initial letter, m, in the right-hand column. Student 1 then says the second word, net, and Student 2 circles its initial letter. Student 2 then says both of the words in his/her column, and Student 1 circles each word's initial letter.

Answer Key

- m
- n
- n
- m

C. Look and match.

Students match each picture to the letter that corresponds to its initial sound.

Answer Key

- n
- b
- m
- g
- n
- n

Unit 4

Worksheet 7: Make a Guess

A. Pairwork.

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. A student in each pair (Student 1) begins by looking at the first set of pictures in the left-hand column, and guessing which item Student 2 has for number 1, asking Is it a (book)? Student 2 answers saying either Yes, it is. or No, it isn't. It's a ruler. Student 1 then circles the correct picture. Students do the same for numbers 2–3. Student 2 then takes a turn, asking questions in the same way for numbers 4–6.

Answer Key

- | | |
|-----------|----------------|
| 1. ruler | 2. rubber |
| 3. pencil | 4. pencil case |
| 5. book | 6. pen |

B. Read the question. Write the answer.

Students read each question and answer it based on the picture cue.

Answer Key

- Is it a pencil? Yes, it is.
- Is it a rubber? No, it isn't. It's a book.

Worksheet 8: Phonics Fun d and t

A. Does it begin with d or t? Look and write.

Students look at each picture, then write either d or t to complete the word.

Answer Key

- | | |
|------------------|--------------------|
| 1. <u>d</u> uck | 2. <u>t</u> eacher |
| 3. <u>d</u> esk | 4. <u>t</u> iger |
| 5. <u>t</u> able | 6. <u>d</u> og |

B. Pairwork. Do they both begin with the same sound?

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. A student in each pair (Student 1) begins by saying the first set of words in the left-hand column, table and tiger. Student 2 listens and circles ✓ if both words have the same initial sound, and X if they do not. Student 1 then says the second set of words, duck and teacher, and Student 2 circles ✓ or X. Student 2 then says both sets of words in his/her column, and Student 1 circles ✓ or X.

Answer Key

- | | | | |
|------|------|------|------|
| 1. ✓ | 2. X | 3. X | 4. ✓ |
|------|------|------|------|

C. Does it begin with d or t? Circle and write.

Students circle the initial letter of each illustrated word, then write the word.

Answer Key

- | | |
|--------------------|---------------------|
| 1. <u>d</u> , dog | 2. <u>t</u> , table |
| 3. <u>d</u> , desk | 4. <u>t</u> , tiger |

Unit 5

Worksheet 9: On My Farm

A. Draw goats, sheep, cows, birds, trees, and flowers.

Students decide how many of each specified item they would like to have on their make-believe farms. They then draw a farm, including their chosen number of animals or nature items.

Answer Key

Answers will vary.

B. Pairwork. Ask questions about your partner's farm. Listen and write the number.

Divide the class into pairs. A student in each pair (Student 1) asks his/her partner (Student 2) How many (cows)? for each illustrated item. Student 2 answers using the number of that animal or nature item he/she drew in A. Student 1 records these responses in the space provided. Student 2 then takes a turn and asks Student 1 the questions.

Answer Key

Answers will vary.

Worksheet 10: Phonics Fun h and w

A. Does it begin with h or w? Look and write.

Students look at each picture, then write either h or w to complete the word.

Answer Key

- | | |
|------------------|-------------------|
| 1. <u>h</u> orse | 2. <u>w</u> indow |
| 3. <u>w</u> oman | 4. <u>h</u> ouse |
| 5. <u>w</u> ater | 6. <u>h</u> and |

B. Pairwork. Does it begin with h or w?

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. A student in each pair (Student 1) begins by saying the first word in the left-hand column, hand. Student 2 listens and writes the word's initial letter, h, in the right-hand column. Student 1 then says the second word, water, and Student 2 writes its initial letter. Student 2 then says both of the words in his/her column, and Student 1 writes each word's initial letter.

Answer Key

- h
- w
- w
- h

C. Circle the h and w words.

Students look at the pictures and circle each one that has h or w as its initial sound.

Answer Key

Pictures 1, 3, and 4 are circled.

Unit 6

Worksheet 11: Feelings

Ask six classmates the questions. Listen and write ✓ or X.

Students ask six classmates Are you (happy)? They then record the answers on their charts by writing ✓ for positive answers and X for negative answers.

Answer Key

Answers will vary.

Worksheet 12: Phonics Fun f and v

A. Does it begin with f or v? Look and write.

Students look at each picture, then write either f or v to complete the word.

Answer Key

- | | |
|-------------------|-----------------|
| 1. <u>f</u> ee | 2. <u>f</u> ish |
| 3. <u>v</u> iolin | 4. <u>v</u> ase |
| 5. <u>f</u> ork | 6. <u>v</u> an |

B. Pairwork. Does it begin with f or v?

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. A student in each pair (Student 1) begins by saying the first word in the left-hand column, fork. Student 2 listens and circles the word's initial letter, f, in the right-hand column. Student 1 then says the second word, van, and Student 2 circles its initial letter. Student 2 then says both of the words in his/her column, and Student 1 circles each word's initial letter.

Answer Key

- f
- v
- v
- f

C. Look and match.

Students match each picture to the letter that corresponds to its initial sound.

Answer Key

- h
- d
- f
- T
- h
- v

Unit 7

Worksheet 13: I Like Pizza!

A. Draw lines to items you like and don't like.

Students draw lines from the happy face, representing I like, to food items that they like. They then draw lines from the sad face, representing I don't like, to food items that they do not like.

Answer Key

Answers will vary.

B. Pairwork.

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. A student in each pair (Student 1) begins by saying I like (chicken) or I don't like (chicken) about each food item in his/her column. Student 2 listens and circles ☺ if Student 1 likes the item, and ☹ if he/she does not. Student 2 then does the same with the food items depicted in his/her column, with Student 1 circling either ☺ or ☹.

Answer Key

Answers will vary.

Worksheet 14: Phonics Fun s and z

A. Which pictures begin with the same sound? Circle.

For each number, students circle the pictures that begin with the same sound.

Answer Key

1. soup, sock
2. zoo, zebra
3. zebra, zip
4. sea, soup

B. Pairwork.

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. A student in each pair (Student 1) begins by saying the first letter in the left-hand column, S. Student 2 listens and writes that letter in the right-hand column. Student 1 then says the second letter, z, and Student 2 writes it. Student 2 then says each of the letters in his/her column, and Student 1 writes them.

Answer Key

1. S
2. z
3. Z
4. s

C. Does it begin with s or z? Circle and write.

Students circle the initial letter of each illustrated word, then write the word.

Answer Key

1. s, soup
2. z, zebra
3. z, zip
4. s, sock

Unit 8

Worksheet 15: Do You Like Bananas?

Ask six classmates the questions. Listen and draw ☺ or ☹.

Students walk around the classroom and ask six classmates if they like each food item, saying Do you like (apples)? Students record the answers in their charts by drawing ☺ for positive answers, and ☹ for negative answers.

Answer Key

Answers will vary.

Worksheet 16: Phonics Fun short a

A. Read the words.

Students read each word.

B. Look and write.

Students look at each picture, then write the missing vowel to complete the word.

Answer Key

1. ant
2. bag
3. map

C. Pairwork. Does it have short a?

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. A student in each pair (Student 1) begins by saying the first word in the left-hand column, hat. Student 2 listens and circles ✓ if the word has short a, and ✗ if it does not. Student 1 then says the second word, hot, and Student 2 circles ✓ or ✗. Student 2 then reads each of the words in his/her column, and Student 1 circles ✓ or ✗.

Answer Key

1. ✓
2. ✗
3. ✗
4. ✓

D. Write the words in the correct columns. Then read the words.

Students write each word in the column corresponding to its ending.

Answer Key

- ad: dad, sad, bad
-ag: bag, tag, nag
-an: pan, fan, man
-at: bat, hat, pat

Unit 9

Worksheet 17: Old or Young?

Pairwork.

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. A student in each pair (Student 1) begins by using the target pattern to describe the illustrations in numbers 1–3. Student 2 listens and circles the picture that corresponds to each description. Student 2 then describes the illustrations in numbers 4–6, and Student 1 circles the appropriate picture in his/her column.

Answer Key

- | | | |
|------|------|------|
| 1. a | 2. b | 3. a |
| 4. a | 5. b | 6. a |

Worksheet 18: Phonics Fun short e

A. Read the words.

Students read each word.

B. Find and circle.

Students look at each picture cue, then find and circle that word in the small puzzle.

Answer Key

- | | | |
|-----------------------------------|-----------------------------------|-----------------------------------|
| 1. z m i
b e d
v t n | 2. v w o
e i n
t b b | 3. z k e
f a p
e g g |
|-----------------------------------|-----------------------------------|-----------------------------------|

C. Pairwork. Does it have short a or short e?

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. A student in each pair (Student 1) begins by reading the first word in the left-hand column, egg. Student 2 listens and circles short a if the word has short a, and short e if it has short e. Student 1 then reads the second word, map, and Student 2 circles the appropriate short vowel. Student 2 then says each of the words in his/her column, and Student 1 circles either short a or short e.

Answer Key

- short e
- short a
- short a
- short e

D. Does it have short a or short e? Look and match.

Students match each picture to the corresponding vowel.

Answer Key

- short e
- short a
- short a
- short e

Unit 10

Worksheet 19: Teacher or Nurse?

A. Pairwork.

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. A student in each pair (Student 1) begins by looking at the first set of pictures in the left-hand column, and guessing which picture Student 2 has for number 1, asking Is she a (nurse)? Student 2 answers either Yes, she is or No, she isn't. She's a firefighter. Student 1 then circles the correct picture. Students do the same for numbers 2–3. Student 2 then takes a turn, asking questions in the same way for numbers 4–6.

Answer Key

- | | |
|----------------|-------------------|
| 1. firefighter | 2. nurse |
| 3. doctor | 4. police officer |
| 5. baker | 6. teacher |

B. Read the question. Write the answer.

Students read each question and answer it based on the picture cue.

Answer Key

- Is she a police officer? Yes, she is.
- Is he a firefighter? No, he isn't. He's a teacher.

Worksheet 20: Phonics Fun short i

A. Read the words.

Students read each word.

B. Follow the short i words to Sokkara.

Students find a path to Sokkara made up of only short i words. They can either circle the words along the path, or connect them with a line.

Answer Key

Words along the path to Sokkara: in, zip, big, sit, pin, dig, win, fin, nip, zip, fig, in, sit, pin, fin, hit, big, dip, dig, nip, wig, bit, win

C. Say, circle, and write.

Students name each picture, then circle one letter from each column to spell the corresponding word. They then write the word.

Answer Key

- sit
- hat
- bed
- pin

Unit 11

Worksheet 21: Play a Game!

Point to a number. Play the game with a partner.

Divide the class into pairs. Each student chooses an item to be a marker, such as a coin, a pen top, or a rubber, and places it on the Start square. Students in each pair take turns closing their eyes, pointing to a number at the top of the page, and moving their marker along the game board the corresponding number of squares. They then look at the picture on which they have landed and make a statement about it using the target pattern. If students make the statement correctly, they remain on that picture. If they do not, they return the marker to where it was at the beginning of the turn. The first student in each pair to reach the Finish square wins.

Worksheet 22: Phonics Fun short o

A. Read the words.

Students read each word.

B. Pairwork. Does it have short a, short e, short i, or short o?

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. A student in each pair (Student 1) begins by reading the first word in the left-hand column, mop. Student 2 listens and circles the corresponding short vowel in the right-hand column. Student 1 then reads the remaining words, pan and bed, and Student 2 circles the corresponding short vowels. Student 2 then reads each word in his/her column, and Student 1 circles the corresponding short vowels.

Answer Key

1. short o
2. short a
3. short e
4. short i
5. short e
6. short o

C. Circle the short o pictures.

For each number, students circle the illustrations of words that have short o.

Answer Key

1. hot
2. mop
3. pot
4. on

Unit 12

Worksheet 23: Can You Swim?

A. Ask four classmates the questions. Listen and write ✓ or X.

Students walk around the classroom and use the target question to ask four classmates if they can do the illustrated activities. Students record the answers on their charts by writing ✓ for positive answers, and X for negative answers.

Answer Key

Answers will vary.

B. Read the question. Write the answer.

Students read each question and answer it based on the picture cue.

Answer Key

1. Can he fly a kite? No, he can't.
2. Can it swim? Yes, it can.
3. Can she do a cartwheel? Yes, she can.

Worksheet 24: Phonics Fun short u

A. Read the words.

Students read each word.

B. Pairwork. Does it have short a, short e, short i, short o, or short u?

Divide the class into pairs. Students fold the page on the dotted line and look at their respective columns. A student in each pair (Student 1) begins by circling one of the pictures in the first row in the left-hand column, then naming it. Student 2 listens and circles the corresponding short vowel in the right-hand column. They do the same for numbers 2–3. Student 2 then circles and names a picture in each of numbers 4–6, and Student 1 circles the corresponding short vowels.

Answer Key

Answers will vary.

C. Follow the short u words to Kareem.

Students find a path to Kareem made up of only short u words. They can either circle the words along the path, or connect them with a line.

Answer Key

Words along the path to Kareem: bus, nut, hut, gum, up, dug, bug, pun, bug, tug, sun, up

Unit 1, Worksheet 1: Name Game

I'm Mona. I'm a girl.



A. Write and circle.

I'm _____ . I'm a

















girl.



boy.




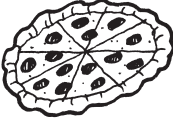




B. Listen to seven classmates introduce themselves. Write and circle.

	Name		
1.			
2.			
3.			
4.			
5.			
6.			
7.			


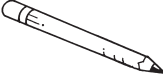


Unit 1, Worksheet 2: Phonics Fun b and p

ball bird boy pencil piano pizza

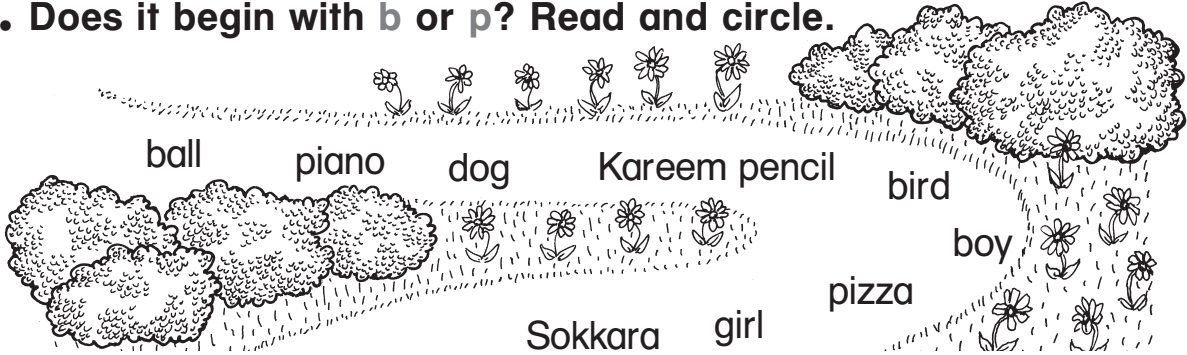
A. Does it begin with b or p? Look and write.

- | | | |
|---|--|---|
| 1.  ___all | 2.  ___izza | 3.  ___encil |
| 4.  ___oy | 5.  ___iano | 6.  ___ird |

B. Pairwork. Does it begin with b or p?

Student 1	Student 2
<p>Say the word.</p> <p>1. boy </p> <p>2. pencil </p> <p>Listen and circle.</p> <p>3. b p</p> <p>4. b p</p>	<p>Listen and circle.</p> <p>1. b p</p> <p>2. b p</p> <p>Say the word.</p> <p>3. ball </p> <p>4. piano </p>

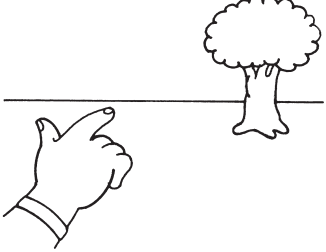
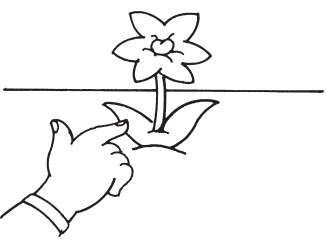
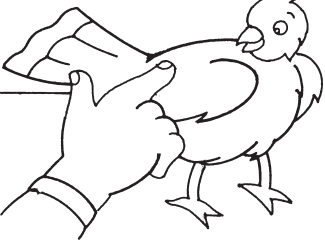

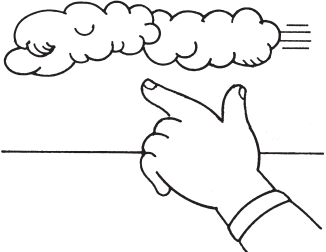
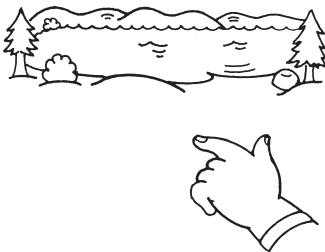
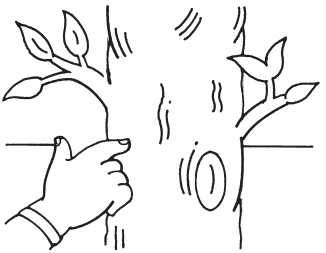
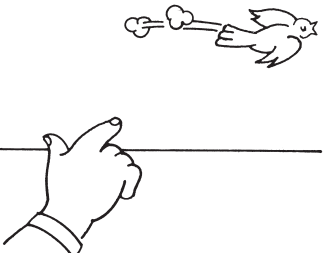
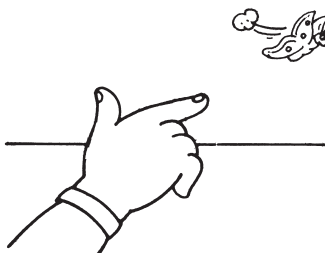
C. Does it begin with b or p? Read and circle.



Unit 2, Worksheet 3: This/That Bingo

This is a flower.
That's a lake.







Cut out the cards. Make a Bingo grid. Play Bingo.

 <p>tree</p>	 <p>flower</p>	 <p>bird</p>
 <p>butterfly</p>	 <p>cloud</p>	 <p>lake</p>
 <p>tree</p>	 <p>bird</p>	 <p>butterfly</p>





Unit 2, Worksheet 4: Phonics Fun g and k

kite girl goat key king garden

A. Does it begin with g or k? Look and write.

- | | | |
|---|---|---|
| 1.  ___ite | 2.  ___ey | 3.  ___oat |
| 4.  ___irl | 5.  ___arden | 6.  ___ing |

B. Pairwork. Does it begin with g or k?

Student 1	Student 2	
<p>Say the word.</p> <p>1. goat </p> <p>2. key </p> <p>Listen and circle.</p> <p>3. g k</p> <p>4. g k</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">FOLD</p>	<p>Listen and circle.</p> <p>1. g k</p> <p>2. g k</p> <p>Say the word.</p> <p>3. kite </p> <p>4. garden </p>

C. Does it begin with g or k? Write the words.



G g _____

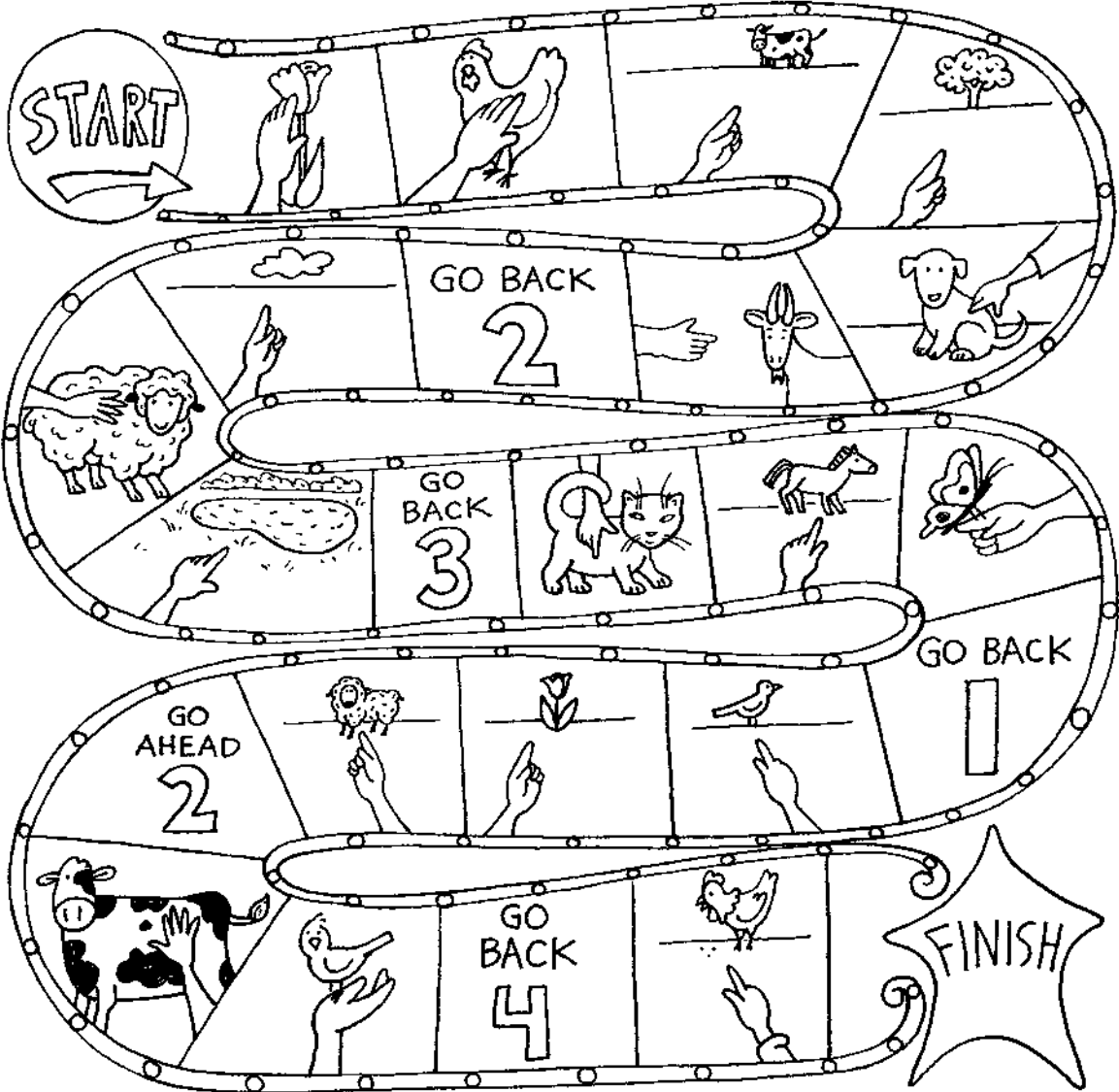
K k _____

Unit 3, Worksheet 5: What's This?/What's That?

What's this? It's a cat. What's that? It's a goat.

Point to a number. Play the game with a partner.



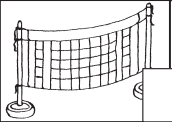

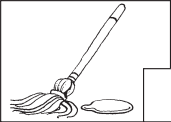

- 5
- 1
- 3
- 4
- 2
- 1
- 6
- 6
- 2
- 4
- 3
- 1
- 5



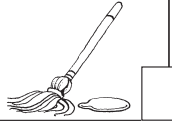


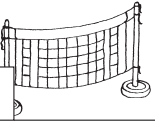


Unit 3, Worksheet 6: Phonics Fun m and n


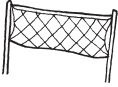


nurse mother net milk mop night

A. Do they both begin with the same sound? Write ✓ or X.

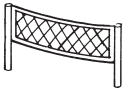





1.   2.   3.  

4.   5.   6.  

B. Pairwork. Does it begin with m or n?

Student 1	Student 2
Say the word.	Listen and circle.
1. milk 	1. m n
2. net 	2. m n
Listen and circle.	Say the word.
3. m n	3. night 
4. m n	4. mop 

C. Look and match.

1.  2.  3.  4.  5.  6. 

● ● ● ● ● ●

● ● ● ● ● ●

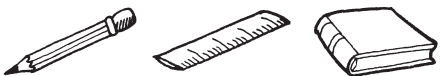
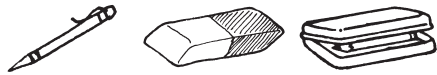





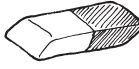
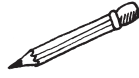



n m b n n g

Unit 4, Worksheet 7: Make a Guess

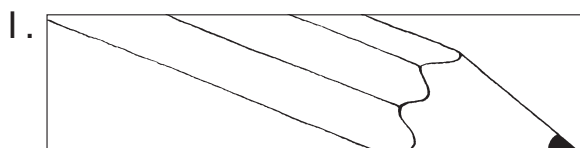
Is it a book? Yes, it is.

Is it a rubber? No, it isn't.

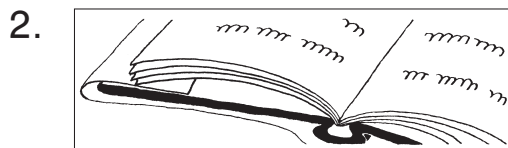
A. Pairwork.

Student 1	FOLD	Student 2
<p>Ask the question. Then listen and circle.</p> <p>1. </p> <p>2. </p> <p>3. </p> <p>Answer the question.</p> <p>4. </p> <p>5. </p> <p>6. </p>		<p>Answer the question.</p> <p>1. </p> <p>2. </p> <p>3. </p> <p>Ask the question. Then listen and circle.</p> <p>4. </p> <p>5. </p> <p>6. </p>

B. Read the question. Write the answer.



Is it a pencil?

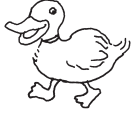







Is it a rubber?









Unit 4, Worksheet 8: Phonics Fun d and t

dog tiger desk teacher duck table


A. Does it begin with d or t? Look and write.


- | | | | |
|--|--|---|--|
| 1.  ___uck | 2.  ___eacher | 3.  ___esk | |
| 4.  ___iger | 5.  ___able | 6.  ___og | |

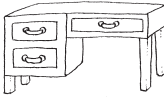
B. Pairwork. Do they both begin with the same sound?


<p style="text-align: center; font-size: 1.2em;">Student 1</p> <p>Say the words.</p> <p>1. table  tiger </p> <p>2. duck  teacher </p> <p>Listen and circle.</p> <p>3. ✓ X</p> <p>4. ✓ X</p>	<p style="text-align: center; font-size: 1.2em;">Student 2</p> <p>Listen and circle.</p> <p>1. ✓ X</p> <p>2. ✓ X</p> <p>Say the words.</p> <p>3. desk  teacher </p> <p>4. dog  duck </p>
--	---

C. Does it begin with d or t? Circle and write.

- | | | | |
|---|---|--|---|
| 1. 
d
t

_____ | 2. 
d
t

_____ | 3. 
d
t

_____ | 4. 
d
t

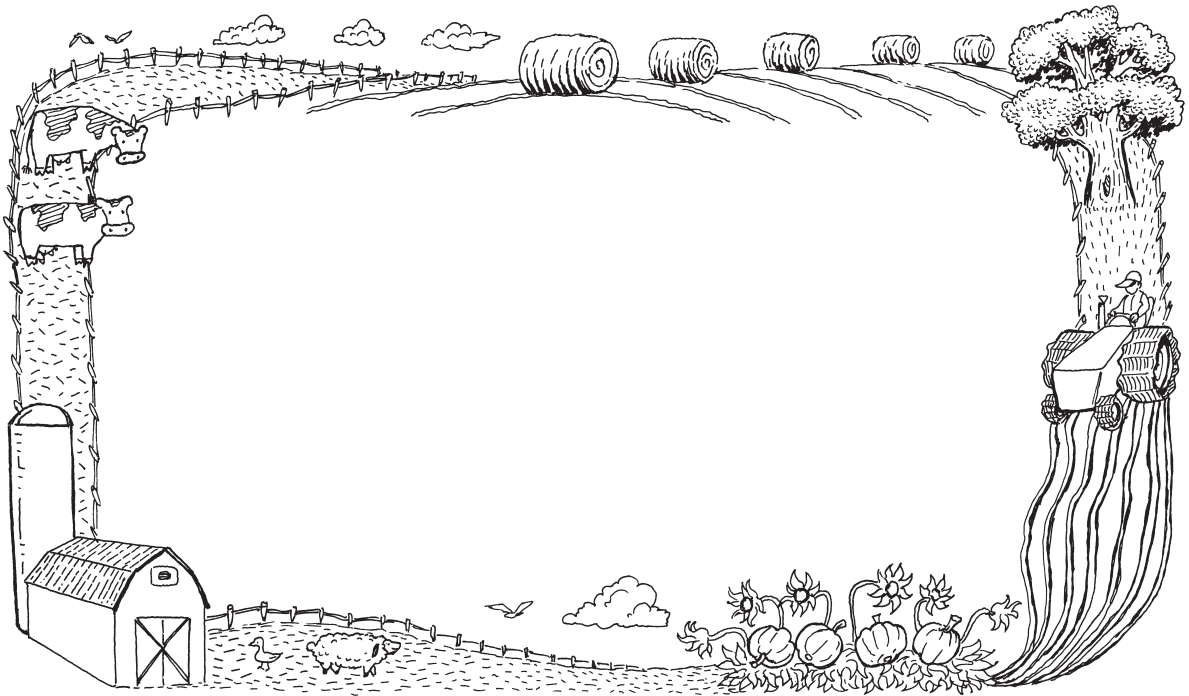
_____ |
|---|---|--|---|

Unit 5, Worksheet 9: On My Farm

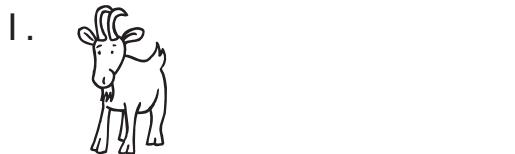
How many goats? One goat.

How many birds? Two birds.

A. Draw goats, sheep, cows, birds, trees, and flowers.




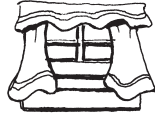




B. Pairwork. Ask questions about your partner's farm. Then listen and write the number.





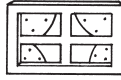

Unit 5, Worksheet 10: Phonics Fun h and w

water hand woman house window horse



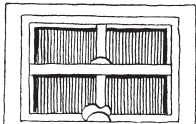


A. Does it begin with h or w? Look and write.

- | | | |
|--|---|--|
| 1.  ___orse | 2.  ___indow | 3.  ___oman |
| 4.  ___ouse | 5.  ___ater | 6.  ___and |

B. Pairwork. Does it begin with h or w?

Student 1	FOLD	Student 2
<p>Say the word.</p> <p>1. hand </p> <p>2. water </p> <p>Listen and write the letter.</p> <p>3. _____</p> <p>4. _____</p>		<p>Listen and write the letter.</p> <p>1. _____</p> <p>2. _____</p> <p>Say the word.</p> <p>3. window </p> <p>4. house </p>

C. Circle the h and w words.




- | | | | | |
|--|--|--|---|--|
| 1.  | 2.  | 3.  | 4.  | 5.  |
|--|--|--|---|--|




Unit 6, Worksheet 11: Feelings

Are you cold? Yes, I am.

Are you hungry? No, I'm not. I'm thirsty.

Ask six classmates the questions. Listen and write ✓ or X.





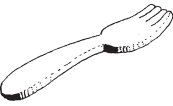

Name	 happy	 thirsty	 hot
1. _____			
2. _____			
3. _____			

Name	 cold	 hungry	 sad
1. _____			
2. _____			
3. _____			





Unit 6, Worksheet 12: Phonics Fun f and v

fish vase feet van fork violin







A. Does it begin with f or v? Look and write.

- | | | |
|---|---|---|
| 1.  ___eet | 2.  ___ish | 3.  ___iolin |
| 4.  ___ase | 5.  ___ork | 6.  ___an |

B. Pairwork. Does it begin with f or v?

Student 1	FOLD	Student 2
<p>Say the word.</p> <p>1. fork </p> <p>2. van </p> <p>Listen and circle.</p> <p>3. f v</p> <p>4. f v</p>		<p>Listen and circle.</p> <p>1. f v</p> <p>2. f v</p> <p>Say the word.</p> <p>3. vase </p> <p>4. feet </p>

C. Look and match.

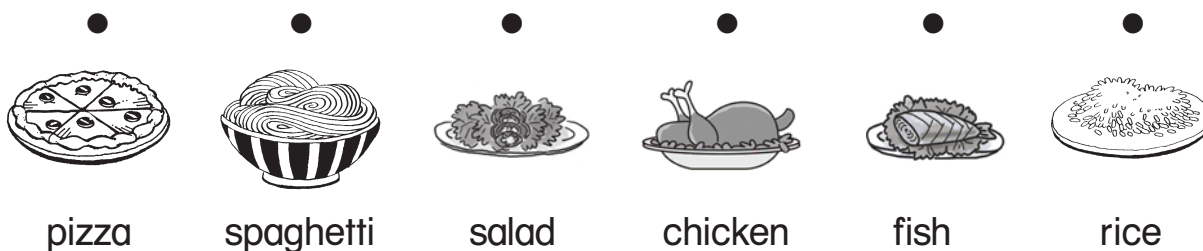
- | | | | | | |
|--|--|--|--|--|--|
| 1.  | 2.  | 3.  | 4.  | 5.  | 6.  |
| ● | ● | ● | ● | ● | ● |
| ● | ● | ● | ● | ● | ● |
| d | T | h | b | f | v |

Unit 7, Worksheet 13: I Like Pizza!

I like chicken.

I don't like spaghetti.

A. Draw lines to items you like and don't like.



pizza

spaghetti

salad

chicken

fish

rice

B. Pairwork.

Student 1

Say what you like and don't like.



Listen and circle



or



Student 2

Listen and circle or .



Say what you like and don't like.


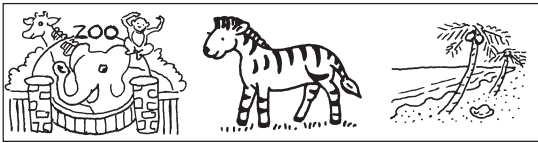



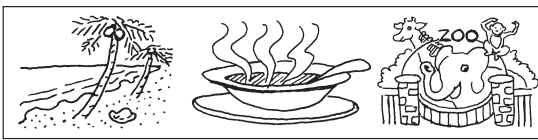
FOLD

Unit 7, Worksheet 14: Phonics Fun s and z

sea sock zebra soup zoo zip

A. Which pictures begin with the same sound? Circle.


1.  2. 


3.  4. 

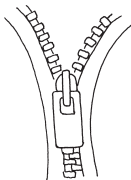
B. Pairwork.


Student 1	Student 2
Say the letter.	Listen and write.
1. S	1. _____
2. z	2. _____
Listen and write.	Say the letter.
3. _____	3. Z
4. _____	4. s

C. Does it begin with s or z? Circle and write.

1.  S Z

2.  S Z

3.  S Z

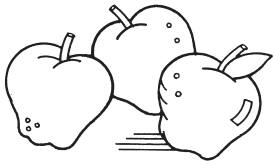
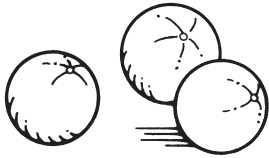
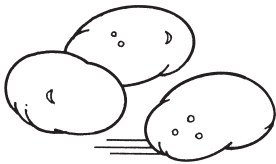
4.  S Z

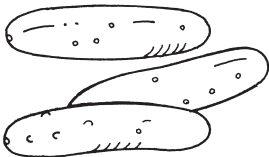
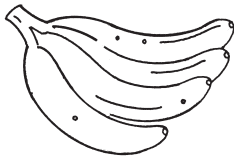
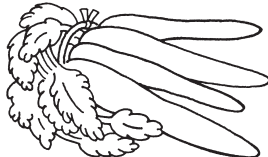
Unit 8, Worksheet 15: Do You Like Bananas?

Do you like oranges? Yes, I do.

Do you like carrots? No, I don't.

Ask six classmates the questions. Listen and draw 😊 or ☹️.

Name	 apples	 oranges	 potatoes
1. _____			
2. _____			
3. _____			




Name	 cucumbers	 bananas	 carrots
1. _____			
2. _____			
3. _____			

Unit 8, Worksheet 16: Phonics Fun short a





A. Read the words.

1. ant 2. hat 3. map 4. bag 5. gap 6. fat

B. Look and write.

1.  _nt 2.  b_g 3.  m_p

C. Pairwork. Does it have short a?

<i>Student 1</i>	FOLD	<i>Student 2</i>
<p>Say the word.</p> <p>1. hat </p> <p>2. hot </p> <p>Listen and circle.</p> <p>3. ✓ X</p> <p>4. ✓ X</p>		<p>Listen and circle.</p> <p>1. ✓ X</p> <p>2. ✓ X</p> <p>Say the word.</p> <p>3. pen </p> <p>4. sad </p>

D. Write the words in the correct columns. Then read the words.

bag dad pan bat fan sad hat tag bad man nag pat			
-ad	-ag	-an	-at

Unit 9, Worksheet 17: Old or Young?







He's short. He isn't tall.

She's fat. She isn't thin.






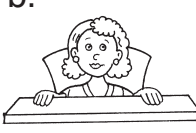
Pairwork.

Student 1

Say the sentence.







1.  
2.  
3.  

Listen and circle.







4. a.  b. 
5. a.  b. 
6. a.  b. 

Student 2

Listen and circle.

1. a.  b. 
2. a.  b. 
3. a.  b. 

Say the sentence.

4.  
5.  
6.  


FOLD

Unit 9, Worksheet 18: Phonics Fun short e


A. Read the words.

1. egg 2. pen 3. bed 4. vet 5. web 6. hem


B. Find and circle.

1. 

z	m	i
b	e	d
v	t	n


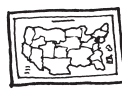


2. 

v	w	o
e	i	n
t	b	b

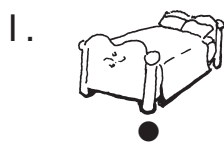
3. 

z	k	e
f	a	p
e	g	g

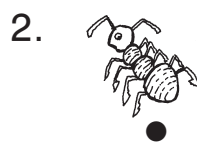
C. Pairwork. Does it have short a or short e?

Student 1	FOLD	Student 2
<p>Read the word.</p> <p>1. egg </p> <p>2. map </p> <p>Listen and circle.</p> <p>3. short a short e</p> <p>4. short a short e</p>	FOLD	<p>Listen and circle.</p> <p>1. short a short e</p> <p>2. short a short e</p> <p>Read the word.</p> <p>3. cat </p> <p>4. pen </p>

D. Does it have short a or short e? Look and match.



●
●
short a



●
●
short e



●
●
short a


























●
●
short e

Unit 10, Worksheet 19: Teacher or Nurse?

Is she a nurse? Yes, she is. Is he a teacher? No, he isn't. He's a doctor.

A. Pairwork.

Student 1	FOLD	Student 2
<p>Ask the question. Then listen and circle.</p> <p>1.  </p> <p>2.   </p> <p>3.   </p> <p>Answer the question.</p> <p>4. police officer </p> <p>5. baker </p> <p>6. teacher </p>		<p>Answer the question.</p> <p>1. firefighter </p> <p>2. nurse </p> <p>3. doctor </p> <p>Ask the question. Then listen and circle.</p> <p>4.   </p> <p>5.   </p> <p>6.   </p>

B. Read the question. Write the answer.



Is she a police officer?



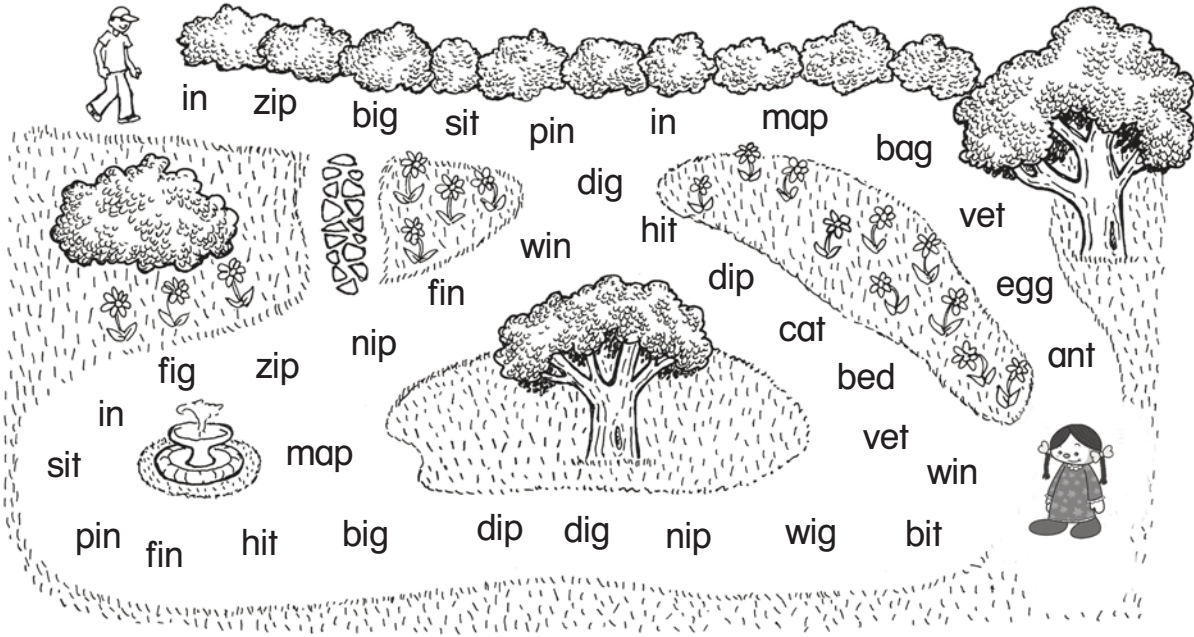
Is he a firefighter?

Unit 10, Worksheet 20: Phonics Fun short i




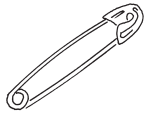
A. Read the words.

1. dig 2. sit 3. pin 4. in 5. fit 6. hid

B. Follow the short i words to Sokkara.



C. Say, circle, and write.

	Say	Circle	Circle	Circle
1.		s z	e i	d t
2.		s h	a i	v t
3.		b z	e i	d t
4.		g p	a i	n m

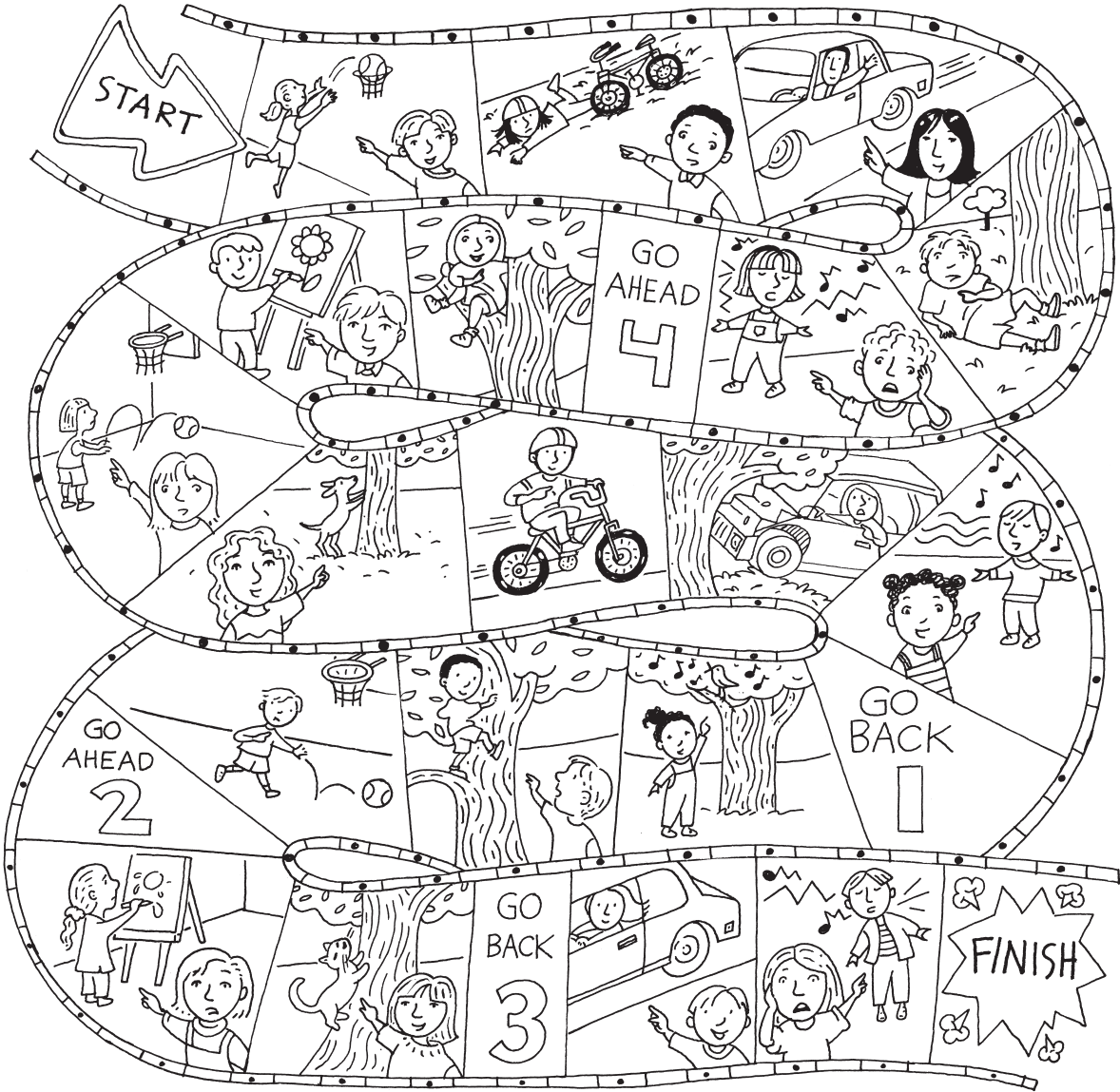
Write

Unit 11, Worksheet 21: Play a Game!

I can play basketball.	It can climb a tree.
You can't play basketball.	She can't climb a tree.

Point to a number. Play the game with a partner.

- 5
- 6
- 1
- 2
- 3
- 4
- 3
- 1
- 2
- 6
- 3
- 4
- 1
- 5









Unit 11, Worksheet 22: Phonics Fun short o

















A. Read the words.

1. hot 2. mop 3. on 4. pot 5. Tom 6. jot

B. Pairwork. Does it have short a, short e, short i, or short o?

Student 1	FOLD	Student 2
<p>Read the word.</p> <p>1. mop </p> <p>2. pan </p> <p>3. bed </p> <p>Listen and circle.</p> <p>4. short a short e short i</p> <p>5. short a short e short o</p> <p>6. short a short i short o</p>	FOLD	<p>Listen and circle.</p> <p>1. short a short i short o</p> <p>2. short a short e short i</p> <p>3. short e short i short o</p> <p>Read the word.</p> <p>4. in </p> <p>5. net </p> <p>6. pot </p>

C. Circle the short o pictures.

<p>1.    </p>	<p>2.    </p>
<p>3.    </p>	<p>4.    </p>




Unit 12, Worksheet 23: Can You Swim?

Can you swim? Yes, I can.

Can she do a cartwheel? No, she can't.

A. Ask four classmates the questions. Listen and write ✓ or X.

Name	 fly a kite	 play football	 make a sandwich
1. _____			
2. _____			

Name	 swim	 play the guitar	 do a cartwheel
1. _____			
2. _____			

B. Read the question. Write the answer.



Can he fly a kite?



Can it swim?















Can she do a cartwheel?

Unit 12, Worksheet 24: Phonics Fun short u

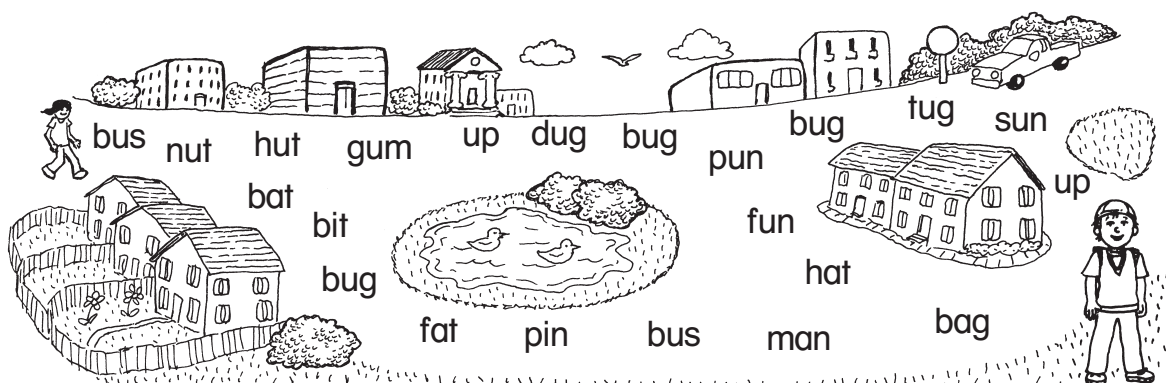
A. Read the words.

1. up 2. bus 3. nut 4. sun 5. dug 6. hum

B. Pairwork. Does it have short a, short e, short i, short o, or short u?

Student 1	Student 2
Circle one. Then say the word.	Listen and circle.
1.  	1. short a short e short u
2.  	2. short a short i short o
3.  	3. short e short o short u
Listen and circle.	Circle one. Then say the word.
4. short e short i short u	4.  
5. short i short o short u	5.  
6. short a short e short u	6.  

C. Follow the short u words to Kareem.



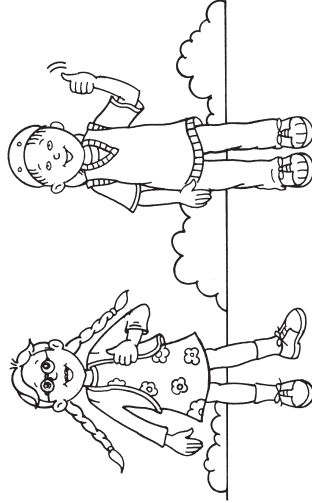
Certificate of Merit

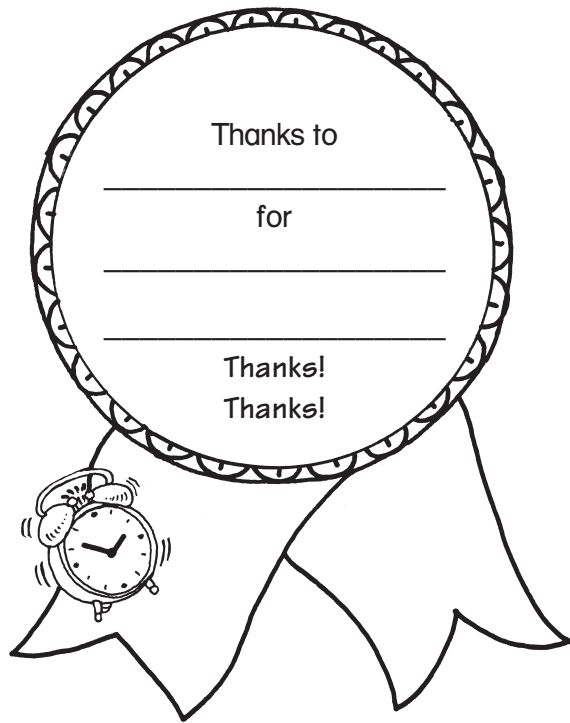
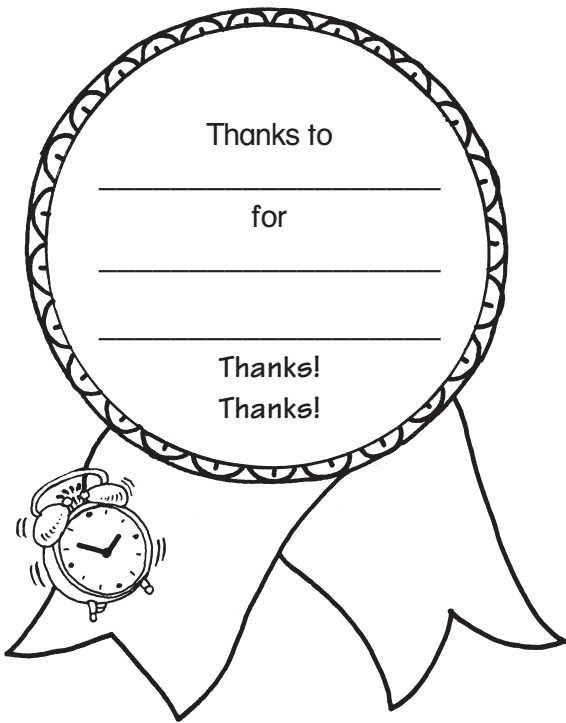
Awarded to _____

For _____

Signed _____

Date _____





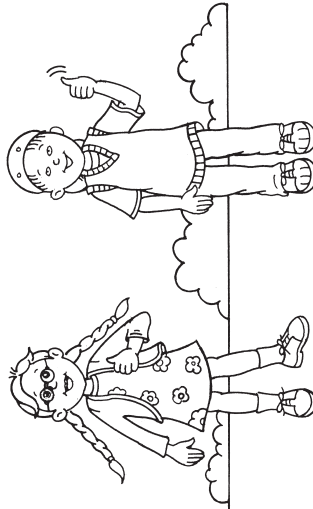
Congratulations!

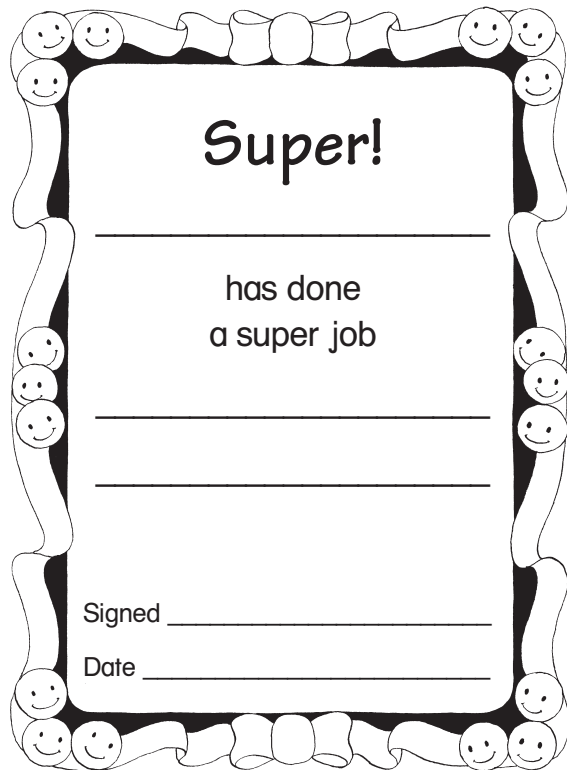
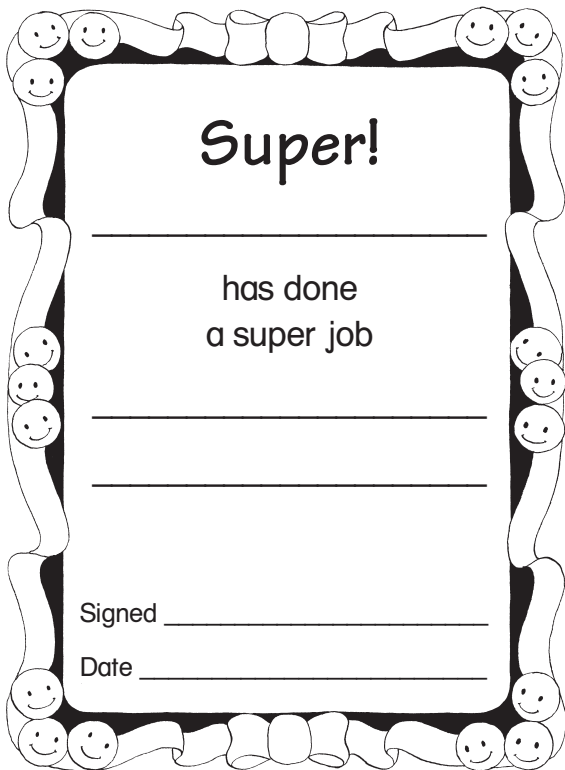
Awarded to _____

For _____

Signed _____

Date _____





Test Instructions and Answer Key

For each listening exercise, read the script as many times as necessary for students to complete the task.

Unit 1 Test

A. Listen and write the number.

Read the script. Students listen and find the picture that corresponds to each line of the conversation. They then write that line's number in the space provided.

Teacher:

A. Listen and write the number.

1. Good morning!
2. Hello! How are you?
3. Fine, thank you.

Answer Key

- 2
- 1
- 3

B. Does it begin with b or p? Listen and match.

Read the script. Students listen and match each picture to the letter that corresponds to its initial sound.

Teacher:

B. Does it begin with b or p? Listen and match.

1. bird
2. pencil
3. pizza
4. piano
5. boy
6. ball

Answer Key

- | | |
|-------|-------|
| 1. Bb | 2. Pp |
| 3. Pp | 4. Pp |
| 5. Bb | 6. Bb |

C. Look and circle.

Students look at each picture and circle the corresponding word.

Answer Key

1. Mona 2. puppet 3. girl

D. Complete the sentences.

Students write the missing words to complete each sentence, including correct capitalization. If students need additional support, write the following on the board: *a boy puppet girl I'm You're*

Answer Key

1. I'm Kareem. I'm a boy.
2. You're Sokkara. You're a puppet.
3. You're Mona. You're a girl.
4. I'm Sokkara. I'm a puppet.

5. I'm Mona. I'm a girl.
6. You're Kareem. You're a boy.

Unit 2 Test

A. Listen and circle.

Read the script. For each number, students listen and circle the corresponding line of conversation.

Teacher:

A. Listen and circle.

1. Ah-choo!
2. Bless you!
3. Thanks.

Answer Key

1. a
2. b
3. a

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

Read the script. For each number, students listen to the words. If both words begin with the same sound, students write ✓. If the words begin with different sounds, students write X.

Teacher:

B. Do they both begin with the same sound?

Listen and write ✓ or X.

1. kite, key
2. girl, goat
3. king, garden

Answer Key

1. ✓
2. ✓
3. X

C. Unscramble and write.

Students unscramble and write each word.

Answer Key

1. bird
2. lake
3. tree
4. cloud

D. Look and circle.

Students look at each picture and circle the corresponding sentence.

Answer Key

1. That's a butterfly.
2. This is a flower.
3. This is a bird.
4. That's a cloud.

Unit 3 Test

A. Listen and circle.

Read the script. For each number, students listen and circle the corresponding line of conversation.

Teacher:

A. Listen and circle.

1. *Sh! Be quiet!*
2. *Sorry.*
3. *That's okay.*

Answer Key

1. a
2. b
3. a

B. Does it begin with m or n? Listen and write.

Students listen and write either *m* or *n* to complete each word.

Teacher:

B. Does it begin with m or n? Listen and write.

1. *milk*
2. *mop*
3. *net*
4. *nurse*
5. *night*
6. *mother*

Answer Key

1. milk
2. mop
3. net
4. nurse
5. night
6. mother

C. Look and circle.

Students look at each picture and circle the corresponding word.

Answer Key

1. cow
2. chicken
3. cat

D. Look and write.

Students look at each picture and complete the corresponding sentences, including correct capitalization and punctuation. If students need additional support, write the following on the board: *this that bird horse goat It's sheep ? What's . a*

Answer Key

1. What's this? It's a goat.
2. What's that? It's a bird.
3. What's that? It's a horse.
4. What's this? It's a sheep.

Unit 4 Test

A. Listen and write the number.

Read the script. Students listen and find the picture that corresponds to each line of the conversation. They then write that line's number in the space provided.

Teacher:

A. Listen and write the number.

1. *Here you are.*
2. *Thanks.*
3. *You're welcome.*

Answer Key

- 1
- 3
- 2

B. Does it begin with d or t? Listen and match.

Read the script. Students listen and match each picture to the letter that corresponds to its initial sound.

Teacher:

B. Does it begin with d or t? Listen and match.

1. *dog*
2. *teacher*
3. *tiger*
4. *duck*

Answer Key

1. Dd
2. Tt
3. Tt
4. Dd

C. Look and write.

Students look at each picture and write the corresponding word.

Answer Key

1. pen
2. ruler
3. book

D. Look and write.

Students look at each picture and complete the corresponding sentences, including correct capitalization and punctuation. If students need additional support, write the following on the board: *Yes . a Is it isn't , No is an eraser*

Answer Key

1. Is it a pencil case? Yes, it is.
2. Is it a ruler? No, it isn't. It's an eraser.
3. Is it a pencil? Yes, it is.

Unit 5 Test

A. Listen and write.

Read the script. Students listen and complete the conversation. If students need additional support, write the following on the board: *last first What's name*

Teacher:

A. Listen and write.

1. What's your first name? Hany.
2. What's your last name? Sabry.

Answer Key

1. What's your first name? Hany.
2. What's your last name? Sabry.

B. Which picture begins with a different sound? Listen and write X.

Read the script. For each number, students listen and write **X** on the picture that begins with a different sound.

Teacher:

B. Which picture begins with a different sound? Listen and write X.

1. water, woman, house
2. hand, window, horse
3. horse, house, water
4. hand, woman, window

Answer Key

1. house
2. window
3. water
4. hand

C. Read the question. Write the answer.

Students look at the picture and answer each question, including correct capitalization and punctuation. If students need additional support, write the following on the board: *One cats Four lake. trees Three birds clouds Two flowers Twelve Six*

Answer Key

1. How many trees? Two trees.
2. How many lakes? One lake.
3. How many clouds? Three clouds.
4. How many cats? Four cats.
5. How many birds? Six birds.
6. How many flowers? Twelve flowers.

Unit 6 Test

A. Listen and write the number.

Read the script. Students listen and find the picture that corresponds to each line of the conversation. They then write that line's number in the space provided.

Teacher:

A. Listen and write the number.

1. Ouch!
2. Are you okay?
3. I think so.

Answer Key

- 2
- 1
- 3

B. Does it begin with f or v? Listen and write.

Read the script. Students listen and write either *f* or *v* to complete each word.

Teacher:

B. Does it begin with f or v? Listen and write.

1. feet
2. vase
3. fish
4. van
5. violin
6. fork

Answer Key

1. fet
2. vase
3. fish
4. van
5. violin
6. fork

C. Look and write.

Students look at each picture and write the corresponding word.

Answer Key

1. hot
2. happy
3. hungry

D. Read and circle.

Students read each question and circle the correct answer, based on the picture cue.

Answer Key

1. a
2. b
3. b
4. a

Midterm Test

A. Listen and write.

Read the script. Students listen and complete the conversations, including correct capitalization and punctuation.

Teacher:

A. Listen and write.

1. Good morning!
2. Hello! How are you?
3. Fine, thank you.

1. Ah-choo!
2. Bless you!
3. Thanks.

Answer Key

1. Good morning!
2. Hello! How are you?
3. Fine, thank you.

1. Ah-choo!
2. Bless you!
3. Thanks.

B. Listen and circle.

Read the script. For each number, students look at the picture and listen to the conversation. If the picture illustrates the conversation, students circle ✓. If it does not, students circle ✗.

Teacher:

B. Listen and circle.

1. Ouch!
Are you okay?
I think so.

2. Sh! Be quiet!
Sorry.
That's okay.

3. What's your first name? Sarah.
What's your second name? Hassan.

Answer Key

1. ✗
2. ✓
3. ✗

C. Listen and circle.

Read the script. Students listen and circle the corresponding line of conversation.

Teacher:

C. Listen and circle.

1. Here you are.
2. Thanks.
3. You're welcome.

Answer Key

1. a
2. b
3. a

D. Which picture begins with a different sound? Listen and write ✗.

Read the script. For each number, students listen and write ✗ on the picture that begins with a different sound.

Teacher:

D. Which picture begins with a different sound?

Listen and write ✗.

1. pencil, pen, boy
2. violin, feet, fish
3. goat, kite, key
4. milk, night, nurse

Answer Key

1. boy
2. violin
3. goat
4. milk

E. Listen and write.

Read the script. Students listen and write the initial letter of each word they hear.

Teacher:

E. Listen and write.

1. vase
2. house
3. goat
4. desk

Answer Key

1. vase
2. house
3. water
4. desk

F. Find and circle.

Students find and circle the words from the word bank.

Answer Key

v	p	o	w	l	s	b	e
u	e	p	c	a	h	i	f
r	f	l	o	w	e	r	i
a	s	a	w	p	e	d	m
m	n	k	i	r	p	a	a
p	t	e	h	o	r	s	e
b	c	h	i	c	k	e	n
r	a	g	i	r	l	n	i

G. Look and circle.

Students look at each picture and circle the corresponding word.

Answer Key

1. ruler
2. hot
3. cloud

Unit 7 Test

H. Look and write.

Students look at each picture and complete the corresponding sentences, including correct capitalization and punctuation.

Answer Key

1. I'm Mona. I'm a girl.
2. You're Sokkara. You're a puppet.
3. You're Kareem. You're a boy.

I. Read and write.

Students look at each picture, read the corresponding text, and write the question or answer, including correct capitalization and punctuation.

Answer Key

1. Are you sad? No, I'm not. I'm happy.
2. Are you cold? Yes, I am.
3. Are you hungry? Yes, I am.

J. Look and write.

Students look at each picture and complete the sentences, including correct capitalization and punctuation.

Answer Key

1. This is a cat.
2. What's that? It's a tree.
3. That's a horse.
4. What's this? It's a butterfly.

K. Look and write.

Students complete each sentence based on the picture cue.

Answer Key

1. How many pens? Eight pens.
2. How many pencil cases? Two pencil cases.

L. Look and write.

Students look at each picture and complete the corresponding sentences, including correct capitalization and punctuation.

Answer Key

1. Is it a book? Yes, it is.
2. Is it a ruler? No, it isn't. It's a pencil.
3. Is it an eraser? Yes, it is.
4. Is it a pencil? No, it isn't. It's a pencil case.

A. Listen and circle.

Read the script. For each number, students listen and circle the corresponding line of conversation.

Teacher:

A. *Listen and circle.*

1. *Are you finished?*
2. *No, not yet.*
3. *Please hurry!*

Answer Key

1. a
2. b
3. b

B. Does it begin with s or z? Listen and match.

Read the script. Students listen and match each picture to the letter that corresponds to its initial sound.

Teacher:

B. *Does it begin with s or z? Listen and match.*

1. *sea*
2. *zebra*
3. *zipper*
4. *sock*

Answer Key

1. Ss
2. Zz
3. Zz
4. Ss

C. Look and circle.

Students look at each picture and circle the corresponding word.

Answer Key

1. chicken
2. spaghetti
3. pizza

D. Look and write.

Students look at each picture and complete the corresponding sentence, including correct capitalization and punctuation. If students need additional support, write the following on the board: *don't rice . like chicken I spaghetti*

Answer Key

1. I like fish.
2. You don't like rice.
3. I don't like pizza.

Unit 8 Test

A. Listen and write.

Read the script. Students listen and complete the conversation, including correct capitalization and punctuation. If students need additional support, write the following on the board: *Here . May book Thanks you*

Teacher:

A. *Listen and write.*

1. *May I borrow a book?*
2. *Sure. Here you are.*
3. *Thanks.*

Answer Key

1. May I borrow a book?
2. Sure. Here you are.
3. Thanks.

B. Does it have short a? Listen and write ✓ or X.

Read the script. Students listen to each word. They write ✓ if it has *short a* and X if it does not.

Teacher:

B. *Does it have short a? Listen and write ✓ or X.*

1. *ant*
2. *hat*
3. *net*
4. *mop*

Answer Key

1. ✓
2. ✓
3. X
4. X

C. Read and write the letter.

Students read each word and look at the picture. They then find and write the letter that corresponds to each word.

Answer Key

1. c bananas
2. a apples
3. d potatoes
4. b cucumbers

D. Your turn. Read the question. Write the answer.

Students read each question and write an answer about themselves. If students need additional support, write the following on the board: *Yes . No I , do don't*

Answer Key

Answers will vary.

Unit 9 Test

A. Listen and circle.

Read the script. For each number, students listen and circle the corresponding line of conversation.

Teacher:

A. *Listen and circle.*

1. *What's wrong?*
2. *I feel sick.*
3. *That's too bad.*

Answer Key

1. a
2. b
3. a

B. Does it have short a or short e? Listen and write.

Read the script. Students listen and write either *a* or *e* to complete each word.

Teacher:

B. *Does it have short a or short e? Listen and write.*

1. *bed*
2. *pen*
3. *cat*
4. *egg*
5. *hat*

Answer Key

1. bed
2. pen
3. cat
4. egg
5. hat

C. Look and write.

Students look at each picture and write the corresponding word.

Answer Key

1. thin
2. fat
3. young
4. old

D. Look and match.

Students look at each picture and match it to the corresponding sentences.

Answer Key

1. He's old. He isn't young.
2. She's tall. She isn't short.
3. He's thin. He isn't fat.
4. She's short. She isn't tall.

Unit 10 Test

A. Listen and write.

Read the script. Students listen and complete the conversation, including correct capitalization and punctuation. If students need additional support, write the following on the board: *telephone . 831-4968 What's Pardon*

Teacher:

A. Listen and write.

1. What's your telephone number?
2. It's 831-4968.
3. Pardon me?
4. 831-4968.

Answer Key

1. What's your telephone number?
2. It's 831-4968.
3. Pardon me?
4. 831-4968.

B. Does it have short e or short i? Listen and write.

Read the script. Students listen and write either *e* or *i* to complete each word.

Teacher:

B. Does it have short e or short i? Listen and write.

1. *net*
2. *sit*
3. *Ted*
4. *pen*
5. *dig*

Answer Key

1. net
2. sit
3. bed
4. pen
5. dig

C. Unscramble and write.

Students unscramble and write each word.

Answer Key

1. doctor
2. nurse
3. firefighter
4. police officer
5. teacher
6. baker

D. Read and write.

Students look at each picture and complete the corresponding question and answer, including correct capitalization and punctuation. If students need additional support, write the following on the board: *Yes No . is he She's isn't , firefighter He's a she nurse Is*

Answer Key

1. Is he a teacher? Yes, he is.
2. Is he a doctor? No, he isn't. He's a firefighter.
3. Is she a police officer? No, she isn't. She's a nurse.

Unit 11 Test

A. Listen and write.

Read the script. Students listen and complete the conversation, including correct capitalization and punctuation. If students need additional support, write the following on the board: *this . Nice my Ramy meet Hello*

Teacher:

A. Listen and write.

1. Dad, this is my friend, Ramy.
2. Nice to meet you, Ramy.
3. Hello.

Answer Key

1. Dad, this is my friend, Ramy.
2. Nice to meet you, Ramy.
3. Hello.

B. Does it have short a, short e, short i, or short o? Listen and write.

Read the script. Students listen and write *a, e, i, or o* to complete each word.

Teacher:

B. Does it have short a, short e, short i, or short o?

Listen and write.

1. *hot*
2. *bag*
3. *vet*
4. *mop*
5. *sick*

Answer Key

1. hot
2. bag
3. vet
4. mop
5. sick

C. Look and circle.

Students look at each picture and circle the corresponding verb phrase.

Answer Key

1. climb a tree
2. draw a picture
3. drive a car
4. play basketball

D. Look and write.

Students look at each picture and complete the corresponding sentence. If students need additional support, write the following on the board: *can play basketball sing a song can't ride a bike*

Answer Key

1. I can play basketball.
2. She can ride a bike.
3. It can't sing a song.

Unit 12 Test

A. Listen and circle.

Read the script. For each number, students listen and circle the corresponding line of conversation.

Teacher:

A. Listen and circle.

1. *I'm going now.*
2. *Bye-bye.*
3. *See you tomorrow.*

Answer Key

1. b
2. b
3. a

B. Does it have short o or short u? Listen and write.

Read the script. Students listen and write either *o* or *u* to complete each word.

Teacher:

B. Does it have short o or short u? Listen and write.

1. *pot*
2. *nut*
3. *sun*
4. *mop*
5. *up*

Answer Key

1. ot
2. ut
3. un
4. op
5. up

C. Look and write.

Students look at each picture and write the corresponding words.

Answer Key

1. fly a kite
2. play football
3. do a cartwheel
4. make a sandwich

D. Write the question and the answer.

Students look at each picture and read the cue words. They then write the appropriate question and its answer, including correct capitalization and punctuation. If students need additional support, write the following on the board: *can Yes , . he can't she No Can*

Answer Key

1. Can she ride a bike? No, she can't.
2. Can he play the guitar? Yes, he can.
3. Can it swim? Yes, it can.

Final Test

A. Listen and circle.

Read the script. For each number, students look at the picture and listen to the conversation. If the picture and the conversation are the same, students circle ✓. If the picture and the conversation are different, students circle ✗.

Teacher:

A. Listen and circle.

1. *Dad, this is my friend, Hisham.
Nice to meet you, Hisham.
Hello.*

2. *What's wrong?
I feel sick.
That's too bad.*

3. *May I borrow a ruler?
Sure. Here you are.
Thanks.*

4. *I'm going now.
Bye-bye!
See you tomorrow.*

Answer Key

1. ✓
2. ✗
3. ✗
4. ✓

B. Listen and circle.

Read the script. For each number, students listen and circle the corresponding line of conversation.

Teacher:

B. Listen and circle.

1. *What's your telephone number?*
2. *It's 483-0094.*
3. *Pardon me?*
4. *483-0094.*

1. *Good morning!*
2. *Hello! How are you?*
3. *Fine, thank you.*

Answer Key

1. a
2. b
3. a
4. a
1. a
2. a
3. b

C. Listen and write.

Read the script. Students listen and complete the conversations, including correct capitalization and punctuation.

Teacher:

A. Listen and write.

1. Are you finished?
2. No, not yet.
3. Please hurry!
1. Sh! Be quiet!
2. Sorry.
3. That's okay.

Answer Key

1. Are you finished?
2. No, not yet.
3. Please hurry!
1. Sh! Be quiet!
2. Sorry.
3. That's okay.

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

Read the script. For each number, students listen to the words. If both words have the same vowel sound, students write ✓. If the words have different vowel sounds, students write X.

Teacher:

D. Do they both have the same vowel sound?

Listen and write ✓ or X.

1. up, bus
2. cow, pot
3. van, ant
4. bed, egg
5. bag, in
6. on, sit
7. vet, map
8. pen, pin

Answer Key

1. ✓
2. X
3. ✓
4. ✓
5. X
6. X
7. X
8. X

E. Does it have short a, short e, short i, short o or short u? Listen and write.

Read the script. Students listen and write a, e, i, o, or u to complete each word.

Teacher:

B. Does it have short a, short e, short i, short o or short u? Listen and write.

1. sun
2. sock
3. six
4. map
5. nut
6. bag
7. hat
8. vet

Answer Key

- | | |
|----------------|-----------------|
| 1. <u>s</u> un | 2. <u>s</u> ock |
| 3. <u>s</u> ix | 4. <u>m</u> ap |
| 5. <u>n</u> ut | 6. <u>b</u> ag |
| 7. <u>h</u> at | 8. <u>v</u> et |

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

Read the script. For each number, students listen to the words. If both words begin with the same sound, students write ✓. If the words begin with different sounds, students write X.

Teacher:

F. Do they both begin with the same sound?

Listen and write ✓ or X.

1. desk, duck
2. sea, soup
3. pizza, boy
4. girl, kite

Answer Key

1. ✓
2. ✓
3. X
4. X

G. Which picture begins with a different sound? Listen and write X.

Read the script. For each number, students listen and write X on the picture that begins with a different sound.

Teacher:

G. Which picture begins with a different sound?

Listen and write X.

1. zip, zebra, sock
2. milk, net, map
3. fork, vet, violin
4. ball, pen, bird
5. hand, window, horse
6. night, nurse, mop

Answer Key

- | | |
|-----------|--------|
| 1. sock | 2. net |
| 3. fork | 4. pen |
| 5. window | 6. mop |

H. Look and write.

Students look at each picture and write in the missing letters to complete each word.

Answer Key

- | | |
|--------------------|-------------------|
| 1. <u>te</u> acher | 2. <u>sw</u> im |
| 3. <u>th</u> in | 4. <u>pi</u> zza |
| 5. <u>ch</u> icken | 6. <u>do</u> ctor |

I. Unscramble and write.

Students unscramble and write each word.

Answer Key

- | | |
|-------------------|------------|
| 1. oranges | 2. old |
| 3. police officer | 4. carrots |
| 5. tall | 6. rice |

J. Circle and write.

Students look at each picture and circle the corresponding words. They then write each verb phrase.

Answer Key

- make a sandwich
- play the guitar
- climb a tree
- drive a car

K. Find and circle.

Students find and circle the words from the word bank.

Answer Key

t	e	a	c	h	e	r	
s	a	l	a	d	s	i	o
e	t	h	r	e	e	s	t
v	c	o	e	n	v	a	a
n	o	t	d	l	e	s	t
e	l	p	o	n	a	o	
n	d	o	o	l	e	d	e
t	b	a	n	a	n	a	s

L. Read and circle.

Students look at each picture and read the question. They then circle the correct answer.

Answer Key

- | | |
|------|------|
| 1. a | 2. a |
| 3. b | 4. a |
| 5. b | 6. a |

M. Look and write.

Students look at each picture and complete the sentences, including correct capitalization and punctuation.

Answer Key

- She's fat. She isn't thin.
- He's old. He isn't young.
- She's short. She isn't tall.
- He's thin. He isn't fat.

N. Write the question and the answer.

Students look at each picture and read the cue words. They then write the appropriate question and its answer, including correct capitalization and punctuation.

Answer Key

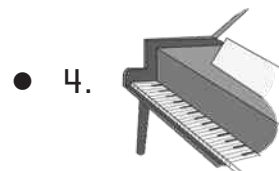
- Is he a firefighter? Yes, he is.
- Is she a police officer? No, she isn't. She's a doctor.
- Is he a teacher? No, he isn't. He's a police officer.
- Is she a nurse? Yes, she is.

UNIT 1 TEST

A. Listen and write the number.



B. Does it begin with b or p? Listen and match.



C. Look and circle.



D. Complete the sentences.

1. I'm Kareem. I'm a _____.
2. You're Sokkara. You're a _____.
3. _____ Mona. You're _____.
4. _____ Sokkara. I'm _____.
5. I'm Mona. _____ a _____.
6. _____ Kareem. You're _____.

UNIT 2 TEST

A. Listen and circle.

1.



- a. Ah-choo!
- b. Hello!

2.



- a. Good morning!
- b. Bless you!

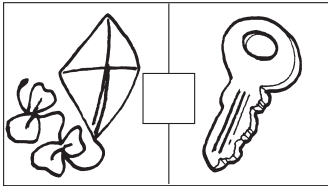
3.



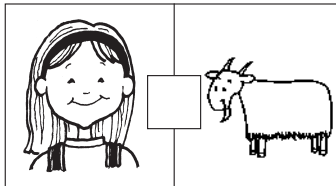
- a. Thanks.
- b. How are you?

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

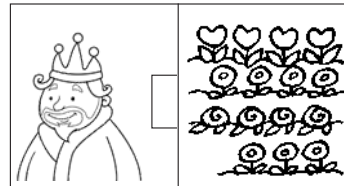
1.



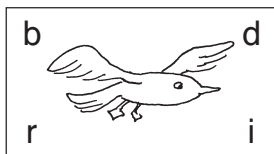
2.



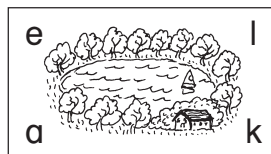
3.



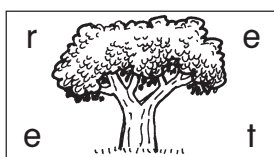
1.



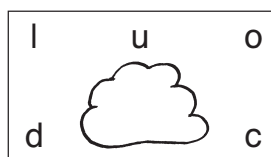
2.



3.

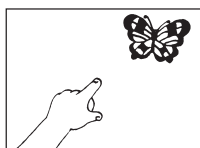


4.



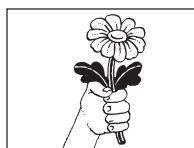
D. Look and circle.

1.



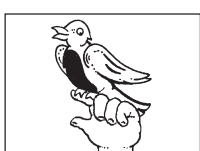
This is _____
That's a butterfly.

2.



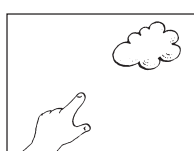
This is _____
That's a flower.

3.



This is _____
That's a bird.

4.



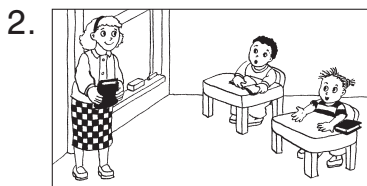
This is _____
That's a cloud.

UNIT 3 TEST

A. Listen and circle.



- a. Sh! Be quiet!
b. Bless you!

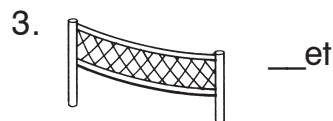


- a. Thank you.
b. Sorry.



- a. That's okay.
b. Sorry.

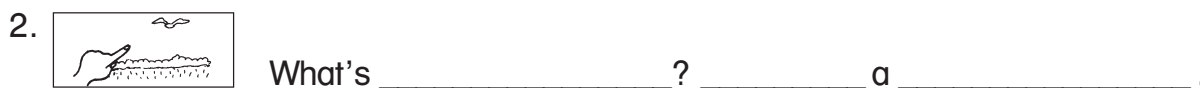
B. Does it begin with m or n? Listen and write.



C. Look and circle.



D. Look and write.



UNIT 4 TEST

A. Listen and write the number.



B. Does it begin with d or t? Listen and match.

1.



•



• 2.



3.



•



• 4.

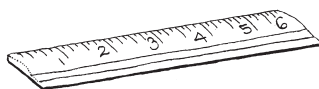


C. Look and write.

1.



2.

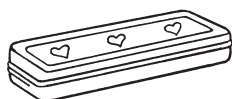


3.



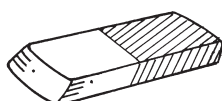
D. Look and write.

1.



Is it a pencil case? _____

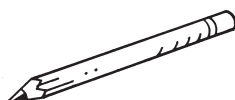
2.



_____ ruler?

It's _____.

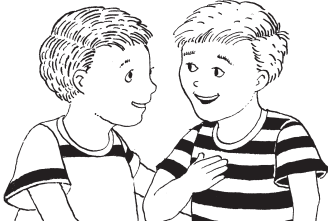
3.



_____ pencil? _____





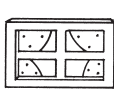






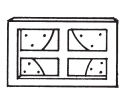
UNIT 5 TEST

A. Listen and write.

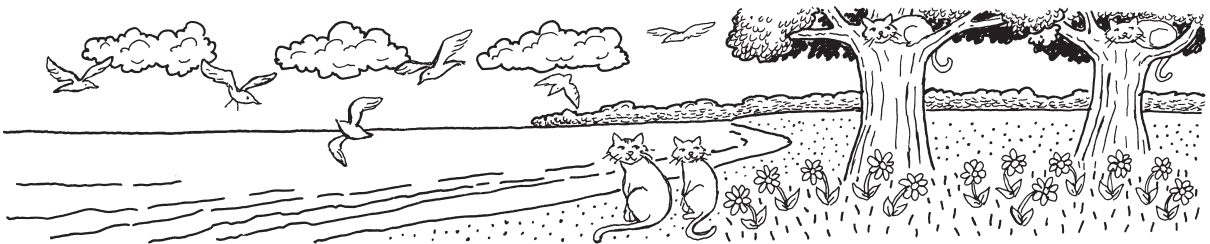


1. What's your _____?
Hany.
2. _____ your _____ name?
Sabry.

B. Which picture begins with a different sound? Listen and write X.

- | | |
|---|--|
| <p>1.   </p> | <p>2.   </p> |
| <p>3.   </p> | <p>4.   </p> |

C. Read the question. Write the answer.



1. How many trees? _____.
2. How many lakes? _____.
3. How many clouds? _____.
4. How many cats? _____.
5. How many birds? _____.
6. How many flowers? _____.

UNIT 6 TEST

A. Listen and write the number.



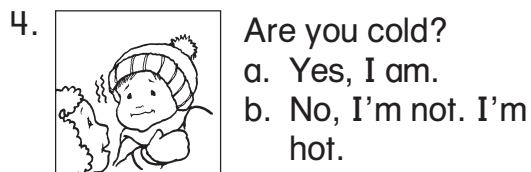
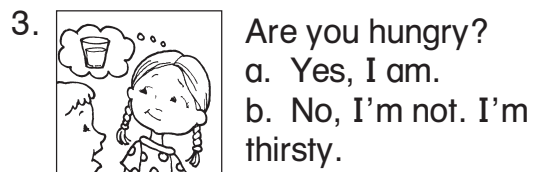
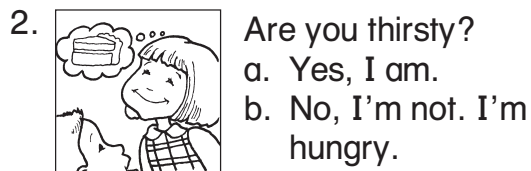
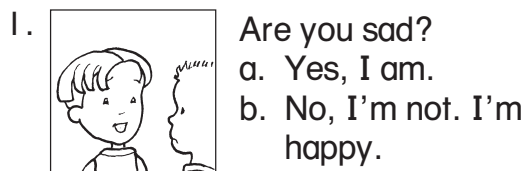
B. Does it begin with f or v? Listen and write.



C. Look and write.



D. Read the question. Circle the answer.



MIDTERM TEST

A. Listen and write.

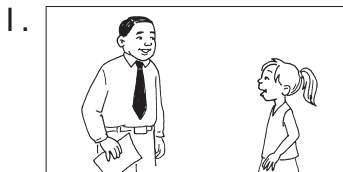


1. Good _____!
2. Hello! _____ are _____?
3. _____, thank you.

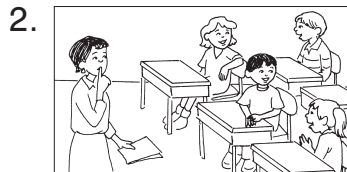


1. Ah-choo!
2. _____.
3. _____.

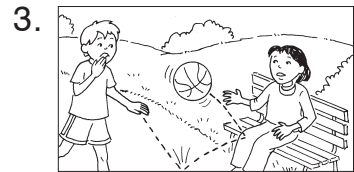
B. Listen and circle.



✓ X

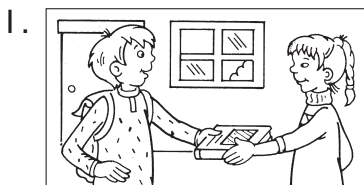


✓ X



✓ X

C. Listen and circle.



- a. Here you are.
- b. Sh! Be quiet!



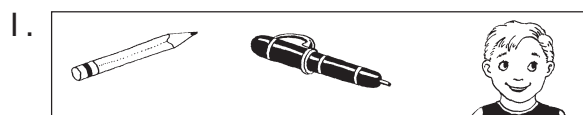
- a. Sorry.
- b. Thanks.



- a. You're welcome.
- b. That's okay.

MIDTERM TEST

D.  Which picture begins with a different sound? Listen and write X.



E.  Listen and write.



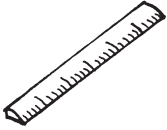
F. Find and circle.

chicken horse bird flower girl lake sheep cow

v	p	o	w	l	s	b	e
u	e	p	c	a	h	i	f
r	f	l	o	w	e	r	i
a	s	a	w	p	e	d	m
m	n	k	i	r	p	a	a
p	t	e	h	o	r	s	e
b	c	h	i	c	k	e	n
r	a	g	i	r	l	n	i

MIDTERM TEST


G. Look and circle.

1.  eraser
ruler
pencil case


2.  cold
thirsty
hot

3.  cloud
tree
flower


H. Look and write.


1.  I'm Mona. _____ a _____.

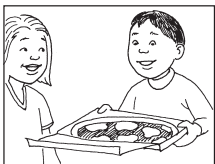
2.  _____ Sokkara. You're a _____.

3.  _____ Kareem. _____.

I. Look and write.

1.  Are you sad?
_____.

2.  Yes, I am.
_____.

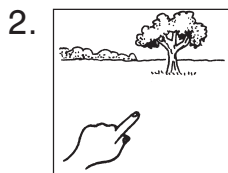
3.  Are you hungry?
_____.

MIDTERM TEST

J. Look and write.

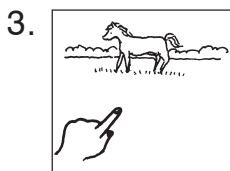


This _____.

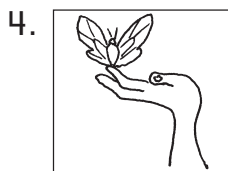


What's _____?

It's a _____.

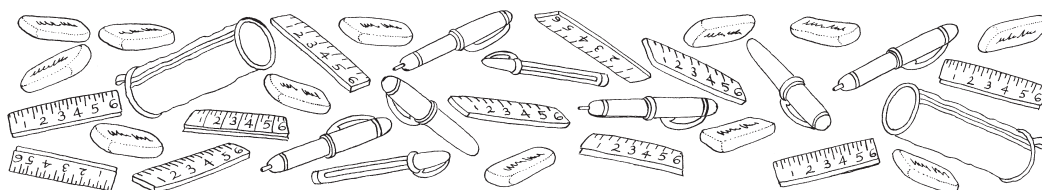


_____ a _____.



It's _____.

K. Look and write.



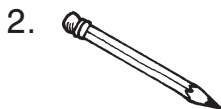
1. How _____ pens? _____.

2. _____ many pencil cases? _____.

L. Look and write.



Is it a book? Yes, _____.



Is _____ ruler? No, _____. It's _____.



_____ eraser? _____.



_____ pencil? _____.

UNIT 7 TEST

A. Listen and circle.

1.



- a. Are you finished?
- b. Are you hot?

2.



- a. No, it isn't.
- b. No, not yet.

3.



- a. Sh! Be quiet!
- b. Please hurry!

B. Does it begin with s or z? Listen and match.

1.



• 2.



3.



• 4.



C. Look and circle.

1.



chicken chips

2.



salad spaghetti

3.



pizza rice

D. Look and write.

1.



I like _____.

2.



You _____.

3.



_____.

UNIT 8 TEST

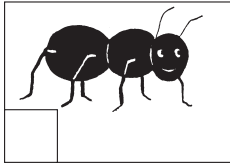
A. Listen and write.



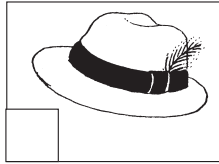
1. _____ I borrow a _____?
2. Sure. _____ are.
3. _____

B. Does it have short a? Listen and write ✓ or X.

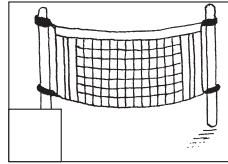
1.



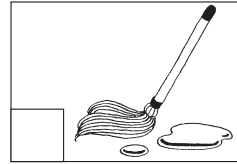
2.



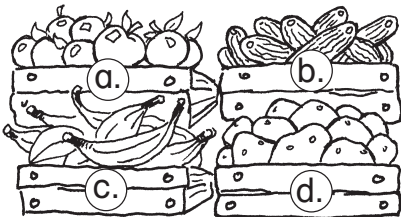
3.



4.



C. Read and write the letter.



1. _____ bananas

2. _____ apples

3. _____ potatoes

4. _____ cucumbers

D. Your turn. Read the question. Write the answer.

1. Do you like apples? _____
2. Do you like oranges? _____
3. Do you like bananas? _____
4. Do you like carrots? _____

UNIT 9 TEST

A. Listen and circle.

1.



- a. What's wrong?
- b. How are you?

2.



- a. I'm happy.
- b. I feel sick.

3.



- a. That's too bad.
- b. That's okay.

B. Does it have short a or short e? Listen and write.

1. b__d

2. p__n

3. c__t

4. __gg

5. h__t

C. Look and write.

1.



2.



3.



4.



D. Look and match.

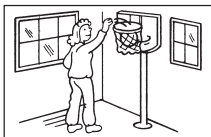
1.



●

● She's tall. She isn't short.

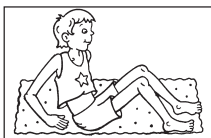
2.



●

● He's thin. He isn't fat.

3.



●

● He's old. He isn't young.

4.



●

● She's short. She isn't tall.

UNIT 10 TEST

A. Listen and write.



1. _____ your _____ number?
2. It's _____.
3. _____ me?
4. _____.


B. Does it have short e or short i? Listen and write.


1. n__t 2. s__t 3. b__d 4. p__n 5. d__g


C. Unscramble and write.

1. tdcoor _____
2. runse _____
3. erfifierght _____
4. pociel ffocier _____
5. chetare _____
6. kreab _____

D. Read and write.

1.  Is he a teacher? _____

2.  _____ a doctor? _____

3.  _____ a police officer? _____

UNIT 11 TEST

A. Listen and write.

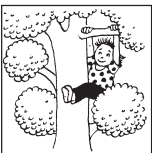





1. Dad, _____ is _____ friend, Ramy.
2. _____ to _____ you, _____
3. _____

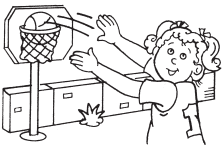


B. Does it have short a, short e, short i, or short o? Listen and write.

1. h__t 2. b__g 3. v__t 4. m__p 5. s__ck

C. Look and circle.

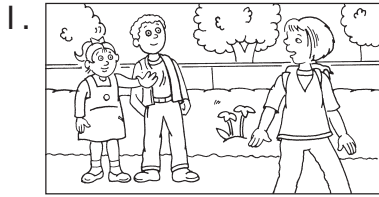
- | | |
|---|---|
| <p>1.  a tree climb
a table</p> | <p>2.  draw a pencil
a picture</p> |
| <p>3.  drive a bike
a car</p> | <p>4.  play butterfly
basketball</p> |

D. Look and write.

1.  I _____.
2.  She _____.
3.  It _____.

UNIT 12 TEST

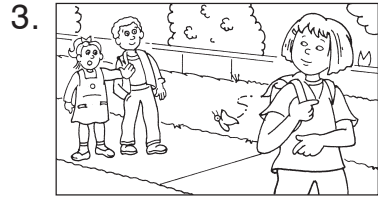
A. Listen and circle.



- a. Are you finished?
b. I'm going now.



- a. Pardon me?
b. Bye-bye.



- a. See you tomorrow.
b. Sure. Here you are.

B. Does it have short o or short u? Listen and write.

1. p__t

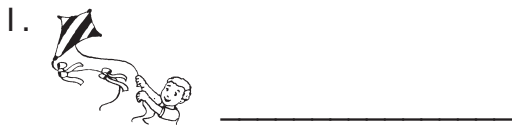
2. n__t

3. s__n

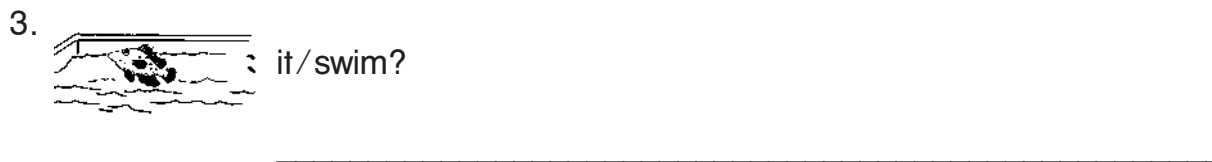
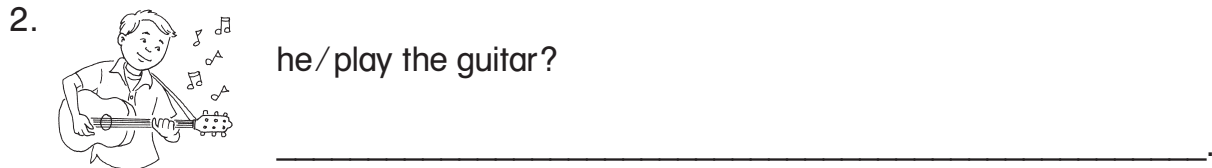
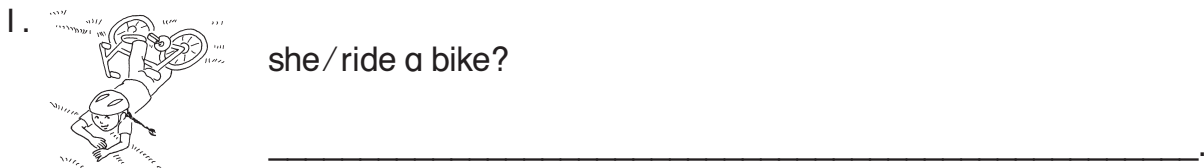
4. m__p

5. __p

C. Look and write.

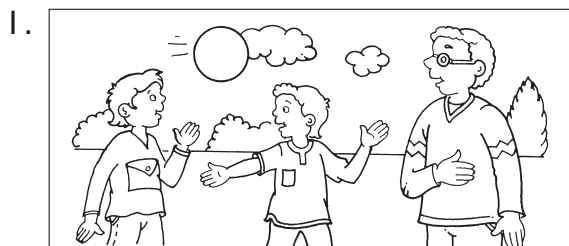


D. Write the question and the answer.

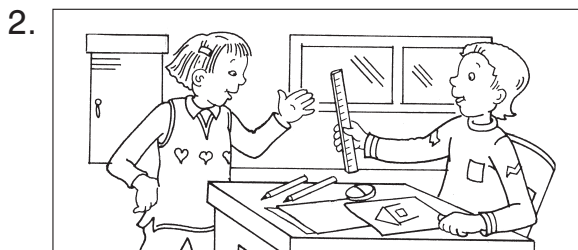


FINAL TEST

A. Listen and circle.



✓ X



✓ X



✓ X



✓ X

B. Listen and circle.

1. a. What's your telephone number?
b. What's your first name?
2. a. Sarah.
b. It's 4830094-.
3. a. Pardon me?
b. Please hurry!
4. a. 4830094-.
b. Sorry.

1. a. Good morning!
b. Are you finished?
2. a. Hello! How are you?
b. Here you are.
3. a. I feel sick.
b. Fine, thank you.

FINAL TEST

C. Listen and write.

1. _____ finished?

2. No, _____ yet.

3. Please _____!

1. Sh! _____

2. _____

3. That's _____.

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

1.

2.

3.

4.

5.

6.

7.

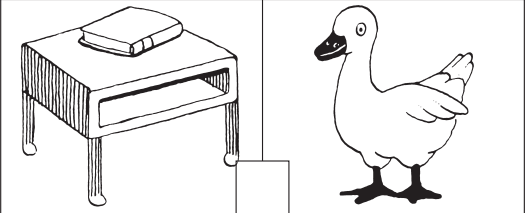
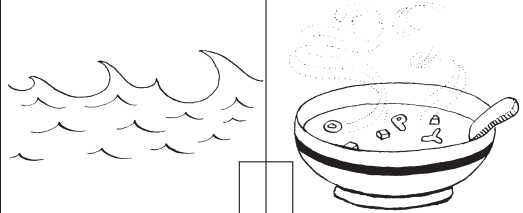
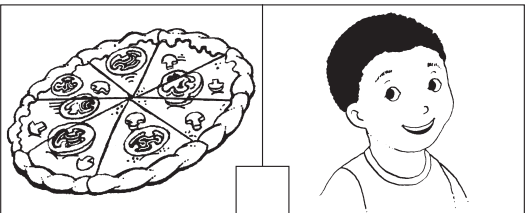
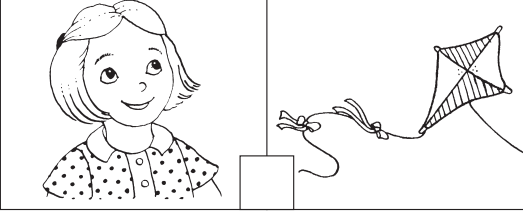
8.

FINAL TEST

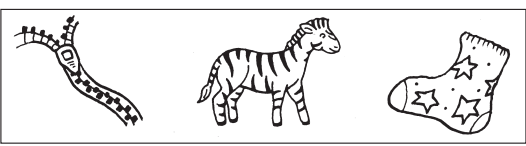
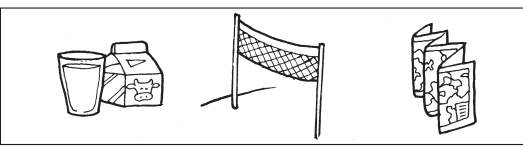

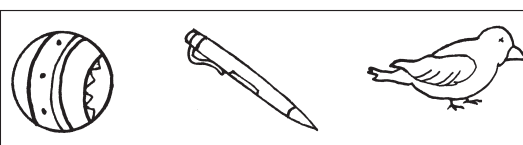
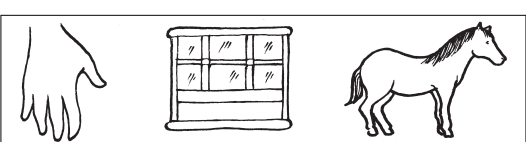

E.  Does it have short a, short e, short i, short o, or short u? Listen and write.

- | | | | |
|---------|----------|---------|---------|
| 1. s__n | 2. s__ck | 3. s__x | 4. m__p |
| 5. n__t | 6. b__g | 7. h__t | 8. v__t |

F.  Do they both begin with the same sound? Listen and write ✓ or ✗.

- | | |
|---|--|
| <p>1. </p> | <p>2. </p> |
| <p>3. </p> | <p>4. </p> |

G.  Which picture begins with a different sound? Listen and write ✗.

- | | |
|---|--|
| <p>1. </p> | <p>2. </p> |
| <p>3. </p> | <p>4. </p> |
| <p>5. </p> | <p>6. </p> |

FINAL TEST

H. Look and write.

1.



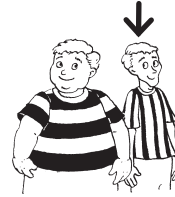
t h

2.



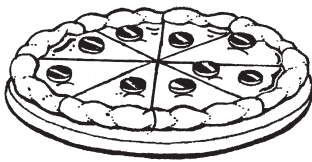
 w

3.



t

4.



 z

5.



 ck

6.



d or

I. Unscramble and write.

1. serogan _____

2. dol _____

3. police officer _____

4. otsracr _____

5. lalt _____

6. ceir _____

J. Circle and write.

1.



make a sandwich
milk

2.



pencil the guitar
play

3.



cloud a tree
climb

4.



drive a car
draw

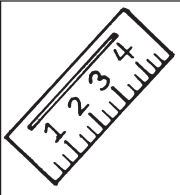





FINAL TEST

K. Find and circle.

salad hot potatoes seven bananas teacher three cold

t	e	a	c	h	e	r	p
s	a	l	a	d	s	i	o
e	t	h	r	e	e	s	t
v	c	o	e	n	v	a	a
n	o	t	d	l	e	l	t
e	l	l	p	o	n	a	o
n	d	o	o	l	e	d	e
t	b	a	n	a	n	a	s

L. Read and circle.

- | | |
|--|---|
| <p>1.  Is it a ruler?
a. Yes, it is.
b. No, it isn't. It's a pen.</p> | <p>2.  Can it sing a song?
a. Yes, it can.
b. No, it can't.</p> |
| <p>3.  Do you like apples?
a. Yes, I do.
b. No, I don't.</p> | <p>4.  How many birds?
a. One bird.
b. Three birds.</p> |
| <p>5.  Are you cold?
a. Yes, I am.
b. No, I'm not. I'm hot.</p> | <p>6.  What's this?
a. It's a butterfly.
b. It's a bird.</p> |

FINAL TEST

M. Look and write.

1.



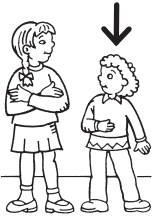
_____ fat.

_____ isn't _____.

2.



3.



4.



N. Write the question and the answer.

1.



he / firefighter?

2.



she / police officer?

3.



he / teacher?

4.



she / nurse?

Card List

Unit 1: Pages 1-4

Mona
Kareem
Sokkara
girl
boy
puppet
ball
bird
piano
pencil
point

pizza

Unit 2: Pages 9-12

tree
butterfly
flower
cloud
bird
lake
garden
girl
goat
king
key

kite

Unit 3: Pages 17-20

goat
cow
horse
chicken
sheep
cat
milk
mop
mother
net
night
nurse

Unit 4: Pages 29-32

pen
book
rubber
pencil
ruler
pencil case
desk
dog
duck
table
teacher
tiger

Unit 5: Pages 37-40

one
two
three
four
five
six
seven
eight
nine
ten
eleven
twelve
hand
horse
house
water
window
woman

Unit 6: Pages 45-48

happy
sad
cold
hot
hungry
thirsty
feet
fish
fork
van
vase
violin

Unit 7: Pages 1-4

salad
fish
rice
chicken
spaghetti
pizza
sea
sock
soup
zebra
zip
zoo

Unit 8: Pages 9-12

apples
oranges
bananas
cucumbers
potatoes
carrots
ant
bag
hat
map

Unit 9: Pages 17-20

tall
short
fat
thin
young
old
bed
egg
pen
vet

Unit 10: Pages 29-32

doctor
nurse
police officer
teacher
baker
firefighter
dig
in
pin
sit

Unit 11: Pages 37-40

ride a bike
climb a tree
drive a car
draw a picture
play basketball
sing a song
hot
mop
on
pot

Unit 12: Pages 45-48

swim
play football
fly a kite
make a sandwich
do a cartwheel
play the guitar
bus
nut
sun
up

Word List

The numbers to the right of the entries indicate the Student Book page on which the word is introduced. Words in pink appear only in the art (on the Conversation Time pages).

A		fish	48	milk	20	stand up	iii
a	3	five	38	mop	20	stop	iii
ah-choo	9	flower	10	morning	1	T	
am	47	fork	48	mother	20	table	32
an	31	four	38	N		take out	iv
angry	45	fourteen	37	name	37	teacher	32
are	1	frog	9	net	20	ten	38
B		G		night	20	thanks	9
baby	1	garden	12	nine	38	thank you	1
ball	4	girl	2	no	31	that	19
be quiet	17	goat	17	not	47	that's	11
bee	9	good morning	1	notebook	29	think	45
bird	4	H		nurse	20	thirsty	46
bless you	9	hand	40	O		thirteen	37
book	30	happy	46	okay	17	this	11
book bag	29	hello	1	one	38	three	38
boy	2	here you are	29	open	iv	tiger	32
bush	9	hi	1	ouch	45	tired	45
butterfly	10	hot	46	P		tree	10
C		horse	18	pen	30	turkey	17
cat	18	house	40	pencil	4	twelve	38
chicken	18	how are you	1	pencil case	30	two	38
close	iv	hungry	46	pizza	4	V	
cloud	10	I		point	4	van	48
circle	iv	I think so	45	proud	45	vase	48
cold	46	I'm	3	puppet	2	violin	48
cow	18	is	11	put away	iv	W	
crayon	29	isn't	31	Q		water	40
D		it	31	quiet	iii	welcome	29
desk	32	it's	19	R		what's	19
duck	32	K		ruler	30	window	40
E		key	12	S		woman	40
eight	38	king	12	sad	46	work in pairs	iv
eleven	38	kite	12	seven	38	work in groups	iv
eraser	30	L		sheep	18	Y	
F		lake	10	sit down	iii	yes	31
feet	48	last	37	six	38	you	1
fifteen	37	listen	iii	so	45	your	iv
fine	1	M		Sokkara	2	you're	3
first	37	man	1	sorry	17	you're welcome	29
		many	39				

A

actor 30
ant 32
apples 10

B

bad 17
bag 32
baker 30
bananas 10
basketball 38
beautiful 17
bed 20
big 17
bike 38
borrow 9
burgers 2
bus 48
bye-bye 45

C

can 39
can't 39
car 38
carrots 10
cartwheel 46
climb a tree 38
cucumbers 10

D

dad 37
dance 45
dig 36
do 11
do a cartwheel 46
doctor 30
don't 3
draw a picture 38
drive a car 38

E

egg 20

F

fat 18
feel 17
finished 1
firefighter 30
fly a kite 52
friend 37

G

going 45
grapes 9
guitar 46

H

hat 32
he 19
he's 19
hot dogs 1
hurry 1

I

in 36

J

jump 45
jump rope 37

L

like 3

M

make a sandwich 46
map 32
may 9
me 29
meet 37
my 37

N

nice to meet you 37
not yet 1
now 45
number 29
nut 48

O

old 18
on 44
oranges 10

P

pardon me 29
pears 9
picture 38
pin 36
play basketball 38
play football 37
play the guitar 46
please 1
police officer 30
postman 30
pot 50
potatoes 10

R

read a book 37
rice 2
ride a bike 38
run 45

S

salad 1
sandwich 46
sea 4
see you tomorrow 45
she 19
she's 19
short 18

sick 17
sing a song 38
sit 36
small 17
sock 4
song 38
soup 4
spaghetti 1
sun 48
sure 9
swim 46

T

tall 18
telephone 29
that's too bad 17
thin 18
to 37
tomatoes 9
tomorrow 45
too 17

U

ugly 17
up 48
use a fork 46

V

vet 20

W

what's wrong 17
wrong 17

Y

yet 1
young 18

Z

zebra 4
zipper 4
zoo 4

Book size : 20 × 28
Number of pages : 236
Weight of paper sheet : 80 gm
Weight of cover sheet : 300 gm
Print colour : 4 colours
Registration No. :