

**TEACHER'S
RESOURCE
GUIDES**
for
***Live Action English
Interactive
WORKBOOKS
1 & 2***

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Note serious printing error in the Level 2 Workbook for Unit 7:

The printers accidentally substituted the Level 1 version of Unit 7 for the Level 2 version in the Level 2 Workbook. We have made an effort to contact people who purchased this faulty version of the first edition of the book, to replace it with a corrected version. If the Workbook(s) you and your students are using do not match the instructions and solutions shown in this Guide, please contact Contee Seely at consee@aol.com to request replacement copies. Or, if your students are already well into the semester when you see this, use the instructions and pages given in this Guide to correct or replace the faulty pages (66-67, 70, 75 and 76 in the Level 2 Workbook).

Please Note:

Sections in blue print refer to the Level 1 Workbook.

Sections in red print refer to the Level 2 Workbook.

The following feature is not yet activated:

If you click on the [items in green print](#) while on our website, you'll be taken to the section referred to.

Last updated on September 9, 2006.

Please email corrections and comments to Contee Seely at consee@aol.com.

UNIT 1 *Good Morning*

Text Page 1: *Action Series from the CD-ROM*

1. Wake up!
2. Stretch and yawn and rub your eyes.
3. Get up.
4. Do your exercises.
5. Wash your face.
6. Get dressed.
7. Make the bed.
8. Eat breakfast.
9. Read the newspaper.
10. Brush your teeth.
11. Put on your sweater.
12. Kiss your family goodbye.
13. Leave the house.

To enact this series of actions in the classroom:

(adapted from *Live Action English*, by Elizabeth Kuizenga Romijn and Contee Seely)

The final objective here is for each student to be able to tell another student to perform the series and, conversely, to be able to respond physically to another person's delivery of the commands. The first six of the following steps are used as a method of preparing students to be ready to work effectively and independently in the seventh and final step (in other words, to pair practice the series together):

A. Receptive Stage: Listening with books closed

1. Setting up (1-2 minutes)

Set up one area of the room as the *bedroom*, with a chair with a small blanket (a doll blanket or baby blanket will do) and a small pillow.

Set up another area as the *bathroom*, with a toothbrush, towel, bar of soap, and a picture of a sink.

Set up one more area as the *kitchen*, with a basic place setting (plate, fork, spoon, cup), and a newspaper on a table or desk.

2. Initial demonstration of series (1-2 minutes)

Sit in the "bedroom" chair with your head on the pillow (behind you against the wall, for example) and the blanket over your shoulders and chest. Tell the students that it is 7:00 in the morning and everybody is sleeping. Tell everyone to close their eyes (and close your own!). When everyone is quiet, make the sound of the alarm clock, and announce each imperative from the series just as you begin to demonstrate it yourself.

Encourage the students to do the actions too. Do not allow them to talk or repeat your words at this time.

At the end of the series, ask for a volunteer to take your place and to repeat the actions, using the props, as you tell him or her what to do (reading the series).

3. Group live action (2-3 minutes)

Read thru the series again several times without performing the actions yourself, to check students' comprehension. They should all be responding physically (pantomiming, without props) to each imperative.

B. Receptive Stage: Reading with books open

4. Have the students open their books to page 1, and read along silently as you read the series again. Ask them still not to repeat, but only to listen while you read it. This is also the time to ask for questions about the meanings of the words.

Hopefully most of the questions can be answered with props and/or actions.

C. Expressive Stage: Speaking**5. Oral repetition and question/answer period (5-10 minutes)**

Now have the students repeat the words of the series after you. Pay particular attention to individual words that give the students problems, and to intonation and words that run together in natural speech.

Ask for questions about the pronunciations of individual words.

6. Student(s) speaking/other person responding (5-10 minutes)

Ask for a volunteer to read the series to you, as you respond appropriately to each command.

Or, as the items of the series are numbered, assign each number to a different student to read in order, as you respond physically to the commands.

Next, have one student read the series while another student responds physically.

7. Students all working in pairs (5-15 minutes)

When you feel that the students are clear enough on the language of the series (comprehending, responding, pronouncing), ask them to work in pairs or threes, one telling (reading) what to do and the other(s) listening and responding physically.

Circulate around the room, listening for problems, answering questions, encouraging reluctant or hesitant students to try it, or just observing all the different ways that different students find to fix the new words in their minds.

The first six steps are only suggestions and can be changed or alternated. You may experiment and do whatever you find necessary to properly prepare students for step 7.

If you run out of time during the class session, start at the beginning again at the next session. The review will go faster and make things easier for everybody.

A more detailed description of these procedures can be found beginning on page *ix* of *Live Action English*.

Text Page 2: Present Progressive, Long Answers

Lesson—The Pantomime Game

Pantomime, without props, one of the actions of the action series on page 1, asking students at the same time, “What am I doing?”

Low Beginners will probably answer with the appropriate line from the series, in the now *inappropriate* imperative form, and High Beginners may answer this way too.

For example, if you are washing your face, and you ask them, “What am I doing?”, they may answer with “wash you face.” Encourage them, saying, “That’s right, I’m *washing* my face.” After they’ve heard your present progressive version several times, write this verb form on the board and explain that you’re no longer giving instructions, as you were doing on page 1 (imperative form), but are now talking about an action that is happening right now, at the same time they’re talking. Repeat this with every action in the series, reminding them to use the *-ing* forms of the verbs as they answer you.

This will probably be an *introduction* to the present progressive tense for users of the Level 1 Workbook, and a *review* of the tense for users of the Level 2 Workbook.

Next, have members of the class do certain actions, and ask them what they’re doing. Better yet, ask them to do *any* action from the lesson—this is much more interesting: “Luis, show us a different action from the same lesson: no, don’t say anything, just do one action. Look, everybody, look at Luis. What is he doing?” Point out (or in the case of High Beginners, *remind* them) that the verb *to be* is used here, and review its various forms, if necessary.

Along with the *present progressive*, introduce or review *possessive adjectives*:

“Luis, wash your face. What’s *he* doing?”

“He’s washing *his* face.”

“Anne, wash your face. What’s *she* doing?”

“She’s washing *her* hands.”

“Look, everybody, what am *I* doing?”

“You’re washing *your* hands.”

Introduction to the Written Exercise (for Level 1)

While presenting and playing the Pantomime Game, you may have written the possessive adjectives on the board. If you have not already done so, list them now with their corresponding subject pronouns:

I	my
you	your
she	her
he	his
we	our
they	their

Then have the students open their books and complete the Long Answer exercise on page 2.

Exercise (or Dictation) (for Level 2)

When you are satisfied that the students have a fairly good grasp of how to formulate the answers to the questions in the Pantomime Game, have them open their books and complete the exercise on page 2. If they experience quite a bit of difficulty with it, or you expect that they will, dictate the answers for them instead.

- | | |
|--------------------------------|--|
| 1. What is she doing? | She’s washing her face. |
| 2. What are you doing? | I’m rubbing my eyes. |
| 3. What are they doing? | They’re brushing their teeth. |
| 4. What is he doing? | He’s putting on his sweater. |
| 5. What are we doing? | We’re doing our exercises. |
| 6. What am I doing? | You’re kissing your family goodbye. |

For either level, at any time the question of consonant doubling may come up. See notes for text **page 46 for tips on teaching or reviewing this rule as well as the rule to drop silent -e.**

Correcting the exercise

After the students are finished, write the answers on the board so that the students can correct their own work, or go around the room and check their work yourself. You can also have individual students volunteer to come to the board to write one item each. This can take a lot less time than just one person (you!) writing the whole exercise, because this way several students may write their respective items at the same time. After students are finished and the entire exercise is on the board, go over each item together, asking the students if anything needs correcting.

Dictation

At this point, Low Beginning students can be given a dictation: dictate the questions and answers of the exercise, *or the answers only* (according to the capabilities of your students). Students can write the dictation on a separate piece of paper or on page 9 of their workbooks.

Students with literacy problems (even if just mild literacy problems) should be allowed to refer to the exercise as often as needed, even to the extent of copying, to ensure that they write the sentences accurately.

After the dictation, have students correct their own, or a classmate's paper, comparing it to the corrected exercise on page 2.

Pronunciation practice

When the exercise has been corrected, have the students repeat the questions and answers after you, to practice their pronunciation.

Pair Practice

Have the students practice the questions and answers in pairs. Suggested instructions:

Now practice speaking, two people together.

One person can read the questions (with beautiful pronunciation!). You're the teacher. Point to the picture, read the question and listen to the answer to see if it's correct. Help your classmate if the answer is not correct.

The other person is the student. Look at the picture and answer the question, but don't read the answer! Only look at the photo in your "teacher's" book. Your "teacher" will help you if you are not correct.

Only one person is supposed to read from the book!

If you have a problem or a question, please ask me.

Demonstrate this process with two students who understand, or who can catch on quickly, or you can demonstrate it yourself with one student.

Group Work

Alternative to Pair Practice: Instead of referring to the photos in the book and working in pairs, have the students get up and move their chairs into circles to form groups of 4 or 5. Then have them tell each other to do (pantomime) an action. When one or more of the students are doing the action, ask the rest of the group the question. For example:

1. (To a female S) Wash your face. (S washes her face.)
(To rest of group) What is she doing? *She's washing her face.*

2. (To one student) Rub your eyes. (S rubs his/her eyes.)
(To same student) What are you doing? *I'm rubbing my eyes.*

3. (To two students) Brush your teeth. (Ss brush their teeth.)
(To rest of group) What are they doing? *They're brushing their teeth.*

4. (To a male S) Put on your sweater. (S puts on his sweater.)
(To rest of group) What is he doing? *He's putting on his sweater.*

5. (To whole group) Do your exercises. (Everyone does their exercises.)
(To whole group) What are we doing? *We're doing our exercises.*

6. (S pantomimes kissing family)
(To rest of group) What am I doing? *You're kissing your family goodbye.*

Demonstrate this with one group before everyone tries this.

While students are practicing, circulate to offer any help needed.

If a group is trying to discuss everything in their own language(s), direct them thru the exercise yourself until they catch on. Before you go on to the next group, tell them to practice more, but to speak only English.

Text Page 3: Present Progressive, Short Answers

Introduction

With students' books closed, ask a student to do an action from the lesson. (You can specify an action or let the student select one.)

While the student is pantomiming the action, ask the rest of the class a yes/no question.

For example, if the student is doing his exercises, ask the class, "Is he eating breakfast?"

When the students say "no", teach them the "Short Answer" form, "No, he isn't".

Next ask two students to rub their eyes.

Ask the rest of the class, "Are they rubbing their eyes?"

When the students say "yes", teach them the "Short Answer" form, "Yes, they are".

With the students' books still closed, go thru the entire exercise on page 3 in this way, eliciting an action from one or two students, and eliciting the correct short answer from the class.

Then have students open their books and **complete (for level 1) or answer (for level 2) the questions on page 3 with short answers, after you all do item 1 together.**

- | | |
|---|-------------------------|
| 1. Is she rubbing her eyes? | No, she isn't. |
| 2. Is she getting dressed? | Yes, she is. |
| 3. Are they reading the newspaper? | Yes, they are. |
| 4. Are they brushing their teeth? | No, they aren't. |
| 5. Is he leaving the house? | No, he isn't. |
| 6. Is he stretching and yawning? | Yes, he is. |
| 7. Are we eating breakfast? | No, we aren't. |
| 8. Are we making the bed? | Yes, we are. |

Correcting the exercise (as for page 2)

Dictation: dictate the questions and answers of the exercise. Students can write the dictation on a separate piece of paper or on page 9 of their workbooks. Upon completion, have volunteers come to the board and each write a different item so that you can correct them with the class' help, and the students can correct their own dictations.

Note on Giving Dictations: Don't hesitate to repeat words and sentences in each item many times. This is excellent aural input during an activity in which the students are very focused on listening to details, but at the same time are very aware of the meaning and content of the sentences they're hearing. Make the most of it by repeating as many times as needed. Also, vary the speed of delivery, sometimes speaking slowly and precisely, and sometimes using a natural, conversational speed and elision.

Pronunciation Practice (as for page 2)
Pair Practice (as for page 2)

Text Page 4: Present Tense Conversation

Introduction/Conversation

With students' books closed, ask several students each question from page 4. Make this as conversational and natural as possible, reacting appropriately to surprising or unusual answers, etc.

Prompting

As students attempt to answer your questions, provide them with any words or phrases or word order they are struggling with. Also, provide complete sentences, and have the class repeat these.

Meaning of the Tense

Be sure that students are answering the questions about their *usual routine*, not what they did this morning. Point out that this is the present tense, not the past, so you're talking about what they do every day, not what they did only this morning.

Writing the exercise

Level 1: When you are satisfied that the students have a fairly good comprehension of the questions and answers, have them open their books and complete the exercise on page 4.

Level 2: When you are satisfied that the students have a fairly good grasp of how to answer the questions, have them open their books and write answers to the questions on page 4.

Correcting the exercise

Since students will have individual answers, circulate and check their work for accuracy yourself.

Pronunciation practice

Have the students repeat the questions after you, to practice their pronunciation.

Pair Practice (as for page 2)

Level 2: Using the answers received during the pair practice about their classmate's morning routine, have the students write the paragraph suggested at the bottom of the page. Some review of the third person singular -s will probably be needed beforehand. Refer also to the story (from the CD-ROM) at the top of page 5.

Text Page 5: Present Tense Story from the CD-ROM

Every Morning

Every morning Carol wakes up at 7:00. She gets up and does her exercises. After that she washes her face. Then she gets dressed and makes her bed. She eats breakfast and reads the newspaper. Then she brushes her teeth. Carol puts on her sweater and kisses her family goodbye. She leaves the house at 8:30.

Pronunciation

Have the students repeat each sentence of this story after you, to practice pronunciation.

Grammar

For Level 1: At this level, the -s to mark the third person singular form of the present tense verbs is not worth all the class time it would take to develop it. It is a rather late-acquired feature for second language learners of English. It appears here, and on the CD-ROM, simply to expose the students to it. Of course, if a student notices it and asks about it, it is appropriate to explain it in very basic and succinct terms. But it can also be added that this is something they will be learning about at a more advanced level. It is not recommended that class time be used to practice it at this level. And if no one notices it nor asks about it, it is not recommended that it be mentioned at all.

Adverbs of Frequency, Personal Questions

Introduction

Ask a student “How often do you eat breakfast? Every day, two or three times a week, never?” Explain that you are asking for a frequency and provide the class with the following adverbs of frequency:

always, usually, often, sometimes, hardly ever, never

Explain the meanings of the words

Use whatever means you have to explain the meanings of these adverbs:

a. Some teachers just let their students look them up in their bilingual dictionaries.

Note: If the students are looking the words up in their dictionaries, tell them to look up “rarely” or “seldom” for the meaning of the phrase “hardly ever”. (“hardly ever” is used here because it is much more commonly used in spoken language than “rarely” or “seldom”.)

b. If all the students have the same language, the teacher can save a lot of time by translating these 5 words.

c. Another approach is to give a range of percentages of time for each phrase:

“I always get up at 6:00” means “I get up at 6:00 every day”, 100% of the time.

“I usually make the bed” means “I make the bed most of the time”, 51-99% of the time, etc.

Conversation

Continue asking students in a natural and conversational way, how often they do various activities in this lesson.

Write the exercise

When you are satisfied that the students have a fairly good comprehension of the meanings of the adverbs of frequency, have them open their books and complete the exercise on page 5.

Tell them to find something in the list at the top of the page that they *always* do, and to copy it for the first item which begins, “I always...”, then to continue with the rest of the items, looking for phrases which are true for them, for each frequency.

The additional blank lines are for those students who finish quickly.

Correcting the exercise

Since students will have individual answers, circulate and check students' work for accuracy, helping anyone who is having difficulty, or who wants to use additional phrases that they don't know how to spell.

Text Page 6: *Past Tense*

For Level 1: Introduction

Go thru the action series once more, this time having a different person perform each action.

When you're finished, and with the students' books closed, ask the class the questions on page 6.

Prompting

When the students respond with the name of the appropriate student for each item, repeat the name and add the word "did":

**Who stretched and yawned?
Roberto did.**

If the students don't know each other's names, or how to spell them all, list on the board, in order, the names of the people who have just performed the actions in response to your commands.

Meaning of the Tense

Point out that you are now using past forms of the verbs, because you are talking about actions that are finished.

Writing the exercise

Have the students open their books and complete the exercise on page 6.

Correcting the exercise/Pronunciation practice

Have the students repeat the questions after you, to practice their pronunciation. They will also be able to make any needed corrections at this time.

Pair Practice (as for page 2)

For additional practice, see the Bingo Game based on this exercise at the end of this unit (below).

For Level 2: Introduction

With students' books closed, have a male student do all of the actions on page 6. Then state in the past tense what he just did, using the sentences of the exercise. Also name one of the female students. Tell them to imagine that she was sick this morning and stayed in bed, so she *didn't* do any of the actions. Then go thru the entire exercise (students' books are still closed!), contrasting the negative statements about her with the affirmative statements about him:

Ex. He woke up at 7:00 this morning. She didn't wake up at 7:00.

- | | |
|-------------------------------------|---------------------------------------|
| 1. He stretched and yawned . | She didn't stretch and yawn . |
| 2. He rubbed his eyes. | She didn't rub her eyes. |
| 3. He did his exercises. | She didn't do her exercises. |
| 4. He washed his face. | She didn't wash her face. |
| 5. He got dressed. | She didn't get dressed. |
| 6. He made the bed. | She didn't make the bed. |
| 7. He ate breakfast. | She didn't eat breakfast. |
| 8. He read the newspaper. | She didn't read the newspaper. |
| 9. He brushed his teeth. | She didn't brush her teeth. |
| 10. He put on his sweater. | She didn't put on her sweater. |
| 11. He kissed his family. | She didn't kiss her family. |
| 12. He left the house. | She didn't leave the house. |

Lesson

Have students open their books. Looking at the example, point out that in the negative we use the basic forms of the verbs because of the presence of the past form "did". Then we use the past forms in the affirmative where we don't use "did".

Writing the exercise

Have the students complete the exercise on pages 6 and 7 after you do the example and item 1 together.

Correcting the exercise

Circulate to check students' work.

Pronunciation practice

Have the students repeat the sentences after you, to practice their pronunciation.

Verb Forms: (page 6 for level 1, page 7 for level 2)

Pronunciation

With their books open to the correct page, have the students listen to and repeat the pronunciation of the basic forms and past forms of the verbs:

basic forms	wake	stretch	yawn	rub
do wash				
past forms	woke	stretched	yawned	rubbed did
washed				
get dressed	make	eat	read	brush put on kiss
leave				
got dressed	made	ate	read	brushed put on kissed
left				

Text Page 7: Past Tense Story from the CD-ROM

Pronunciation

Have the students repeat each sentence of this story after you:

Carol

This morning Carol woke up at 7:00. She got up and did her exercises. After that she washed her face. Then she got dressed and made her bed. She ate breakfast and read the newspaper. Then she brushed her teeth. Carol put on her sweater and kissed her family goodbye. She left the house at 8:30.

Text Page 7: You (Personal Questions in the Past Tense)

Introduction/Conversation/Prompting

Before having the students complete their own personal answers to the questions on page 7, ask several, or many, students the questions (with their books closed), in a natural and conversational manner, reminding them to use the past forms of the verbs.

Correcting the exercise

Since students will have individual answers, circulate and check students' work for accuracy yourself, helping anyone who is having difficulty, or who wants to use additional phrases that they don't know how to spell.

Lesson

After they have completed the exercise, briefly point out that in the questions we use the basic forms of the verbs because of the presence of the past form “did”. Then we use the past forms in the answers where we don’t use “did”.

Pronunciation Practice, Pair Practice

(as for page 2)

Text Page 8: Crossword Puzzle

Before class

If possible, make a transparency of the crossword puzzle on page 8, to be used with an overhead projector.

Introduction

Project the puzzle onto the blackboard.

If your students are unfamiliar with this type of puzzle, explain that the words across and down indicate the direction of the words to be written in the puzzle (point out the spaces for words going across the page and down the page).

Ask the class to look at the clue for #2, the first word that goes across, “Make the _____”. What word from the lesson completes this sentence? Now point out the number 2 on the puzzle, and count the 3 squares there for the word bed. Demonstrate writing each letter of the word bed in a different square on the puzzle.

Now go on to item #3 across. What word can we use to complete this sentence? Point out that here we need a word with exactly 9 letters. Refer to the action series on page 1 to see what word is needed for this sentence. When someone finds the word newspaper, demonstrate writing the word in the 9 squares of the puzzle for #3.

Next, demonstrate one of the words for the “DOWN” list, to be written from top to bottom, instead of from left to right.

Give the students time to complete this, demonstrating more words, and even all of them, if necessary, to help them understand the concepts involved.

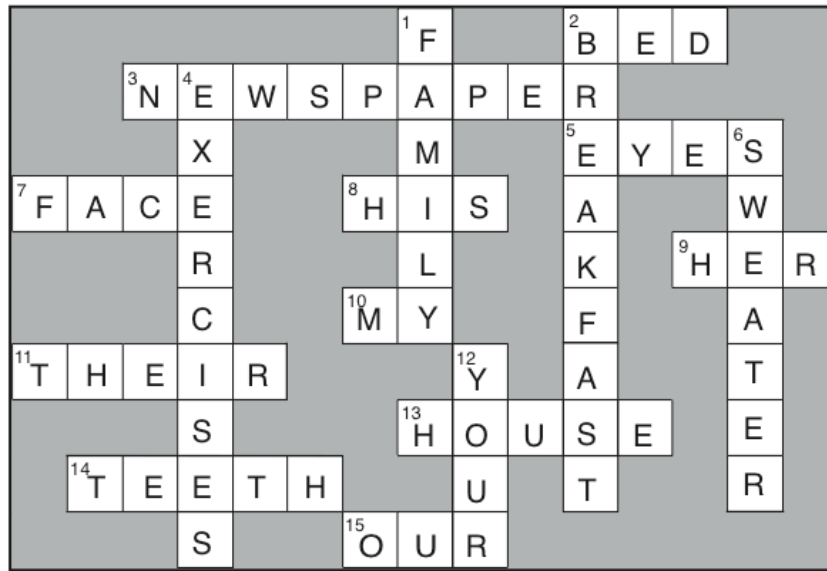
Checking the puzzle

Circulate around the room to help individuals who have more difficulty with this than others, and to check the students’ work.

Finally, fill in the puzzle projected onto the board.

Tip: If you write on the board instead of on the transparency, the transparency can be used again.

Solution:



Text Page 8-9: Compound Sentences

Part A: Lesson

Referring to the story about Carol on page 7, write this sentence on the board:

She rubbed her eyes while she stretched and yawned.

(These verbs are not in the story, but they are in action series on page 1, and in the list of verb forms.)

Circle the word “while” and point out that this is a word connecting two complete sentences. You might also want to circle the two sentences: “She rubbed her eyes” and “she stretched and yawned.”

Now write the sentences:

**She did her exercises after she got up.
and
She got up before she did her exercises.**

Circle the words “after” and “before”, again pointing out that these words connect two complete sentences.

Completing the exercise

Have the students open their books to page 8. Go over the example together. You might want to go thru the entire exercise asking individual students to state the compound sentences for each item. Then have the students write the exercise.

Example: **She rubbed her eyes while she stretched and yawned.**

- 1. She did her exercises after she got up.**
- 2. She got dressed before she made the bed.**
- 3. She ate breakfast while she read the newspaper. Or: She read the newspaper while she ate breakfast.**
- 4. She brushed her teeth before she put on her sweater**
- 5. She left the house after she kissed her family goodbye.**

Correcting the exercise

After the students are finished, have volunteers write the sentences on the board. Together, you and the class can then correct the sentences they write. The students can correct their own work.

Part B: Lesson

Now under the first sentence, write the sentence:

While she stretched and yawned, she rubbed her eyes.

Point out that this is another way to say exactly the same thing. The only difference is that here you are *beginning* with the connecting word “while” and now you need a comma to separate the two complete sentences. (In the first sentence the connecting word “while” separated them.)

Exercise

Now have the students go back and write each sentence of the exercise again, but this time beginning with the connecting word, and remembering to use a comma.

Example: **While she stretched and yawned, she rubbed her eyes.**

- 1. After she got up, she did her exercises.**
- 2. Before she made the bed, she got dressed.**
- 3. While she read the newspaper, she ate breakfast. Or: While she ate breakfast, she read the newspaper.**
- 4. Before she put on her sweater, she brushed her teeth.**
- 5. After she kissed her family goodbye, she left the house.**

Correcting the exercise

Again, have volunteers write the sentences on the board to be corrected by you and the class together.

Writing Assignment

To explain why we vary the sentence form in this way, tell the story of Carol with the same form for each sentence to show how boring and monotonous that sounds:

Carol woke up. She stretched and yawned and rubbed her eyes. She got up. She did her exercises. She washed her face. She got dressed. She made the bed. She ate breakfast. She read the

newspaper. She brushed her teeth. She put on her sweater. She kissed her family goodbye. She left the house.

Then have them write about what *they* did this morning, using compound sentences. Circulate as they write to help people with their sentence structures, and to encourage them to write in a paragraph form rather than making of list of sentences.

Text Page 9: Dictation

This page may be used for a dictation of any of the exercises in this unit, as mentioned in the instructions.

Text Page 10: Listening for Sounds of English

Have the students open their books to page 10 and listen as you read only one of the words for each item. They are to circle the word you pronounce.

- | | |
|--------------------|-----------------|
| 1. John | 5. watch |
| 2. yawn | 6. kiss |
| 3. rubbed | 7. live |
| 4. exercise | 8. eat |

After correcting the exercise together, go over any pairs that the students find particularly difficult to distinguish, by writing them on opposite ends of the board and asking the class to point to the word you pronounce. Repeat the two words in random order many times to allow the students to practice listening and distinguishing them.

Word Search and Word Scramble

On the next two pages there are two more puzzles containing words from Unit 1. Their academic purpose is to provide more practice and experience with the written form of some of the words in this lesson.

They also serve the classroom management purpose of being an activity to give to students who have finished some other activity earlier than the others, or to keep all the students in their seats until the class period is over when one activity is completed and there is not enough time to begin something else. They have been put in the Teacher's Resource Guide instead of in the student Workbooks so that the instructor will be able to use them at the appropriate time. Many students would complete them as soon as they could after buying the book if they had them in their workbooks. There's nothing wrong with that, of course, unless the instructor needs to use them for the above stated purpose of classroom management.

So permission is granted to make copies of the Word Search and the Word Scramble from each unit, to distribute to the students as needed.

The Word Searches in each unit contain words only from the initial "action series" from the "Watch and Read" screen of the CD-ROM (for example, on page 1 in Unit 1). Therefore they can be distributed to the students at any time after the introduction of the CD-ROM lesson, or after the first page of the unit.

The Word Scrambles, on the other hand, contain other words from the lessons in the Workbooks. These include inflected forms of verbs (specifically gerunds and past forms), prepositions, adverbs of frequency, and other vocabulary items introduced in the exercises. Therefore, it would be better to hold the Word Scramble of each unit until after the Past Tense exercises have been covered.

Word Search

The Word Search can be used at any time after the introduction of the CD-ROM lesson, or after the first page of the unit, because it contains only words from the "action series" on the first page of the unit.

For students who have never seen this kind of puzzle before, explain that all the words listed at the bottom of the page are hidden in the square grid of letters. Some are written left to right, some right to left, some top to bottom, some bottom to top, and some are diagonal (use hand motions over the page to illustrate all these directions). Demonstrate circling one of the words hidden in the grid.

For level 2 students, you might want to cut off, or white out, the word list at the bottom of the page to make the puzzle a bit more challenging. Then you'd need to tell them the number of words they are looking for so they'll know when they're finished.

GOOD MORNING
Word Search Solution

```

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

```

WORD LIST

breakfast
exercises
family
leave
read
sweater
wash

brush
eyes
goodbye
make
rub
teeth
yawn

dressed
face
house
newspaper
stretch
wake

Name:

GOOD MORNING Word Search

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

WORD LIST

breakfast
exercises
family
leave
read
sweater
wash

brush
eyes
goodbye
make
rub
teeth
yawn

dressed
face
house
newspaper
stretch
wake

Word Scramble

Do not distribute the Word Scramble until after the Past Tense exercise has been covered, because this puzzle contains additional words that appear in the exercises.

For students who have never seen this kind of puzzle before, explain that all the words listed at the bottom of the page are listed above, but the letters are not in the correct order. Demonstrate by writing one of the scrambled words on the board (choose a short one from the list) and asking if anyone can tell what word the letters are from. When someone comes up with it, or if you have to tell them what word it is, write the word on the board. Then, one by one, point to each letter in the word and then to the same letter in the scrambled word.

Emphasize that there have to be exactly the same letters in the word and in the scrambled word, no more, no less.

Then show them where to write the correct word in the second column (“unscrambled list”).

Explain that they have to finish all the words before they can go to the “alphabetized list.”

With children, wait until all students have completed the unscrambled list to explain how to alphabetize the words. With adults, it is more practical to go around and show each person individually what is required for the alphabetized list, since there will probably be many students who already know how to do this, but others for whom this is a brand new skill to be learned. Remember that some people might not even understand the purpose of alphabetizing, so the place to begin for them is to ask them how they can find their name on the attendance roster, or a word in the dictionary. (And they might not know how to find their name in any systematic way!)

For level 2 students, you might want to cut off, or white out, the word list at the bottom of the page to make the puzzle a bit more challenging.

Word Scramble Solution

Scrambled List

1. aldyhr
2. yfialm
3. nfeot
4. syalaw
5. resesixce
6. eewtrsa
7. yese
8. doybego
9. meesitmos
10. sertbfaka
11. yululsa

Unscrambled List

- hardly
family
often
always
exercises
sweater
eyes
goodbye
sometimes
breakfast
usually

Alphabetized

- always
breakfast
brush
dressed
exercises
eyes
family
goodbye
hardly
never
newspaper

- 12. csthert**
- 13. hrsbu**
- 14. sedresd**
- 15. nibubrg**
- 16. penerspwa**
- 17. rveen**

- stretch**
- brush**
- dressed**
- rubbing**
- newspaper**
- never**

- often**
- rubbing**
- sometimes**
- stretch**
- sweater**
- usually**

Name:

**GOOD MORNING
Word Scramble**

Scrambled List

Unscrambled List

Alphabetized List

1. aldyhr

2. yfialm

3. nfeot

4. syalaw

5. resesixce

6. eewtrsa

7. yese

8. doybego

9. meesitmos

10. sertbfaka

11. yululsa

12. csthert

13. hrsbu

14. sedresd

15. nibubrg

16. penerspwa

17. rveen

WORD LIST

goodbye

sometimes

brush

usually

exercises

rubbing

family

always

hardly

never

sweater

often

eyes

breakfast

stretch

newspaper

dressed

BINGO! *Past Tense*

Before class

1. Bingo grid: Make a copy of the Bingo grid at the end of this unit (below) for each of your students.

2. Markers: Bring a bag of dried beans, macaroni, or cut up cardboard for the students to use as markers.

3. Prizes: Bring a bag of wrapped hard candies or inexpensive pencils or other school supplies to give to the winner of each round of the game. Or think of some other way to reward the winner of each round. (You need some sort of reward, for closure, before beginning the next round.)

Set-up

Go thru the action series once more, this time having a different person perform each action.

When you're finished, ask the class the following questions (reprinted from the Past Tense exercise on page 6 of the Workbook for Level 1).

Write the answers to the questions on the board.

- 1. Who stretched and yawned? _____ did.**
- 2. Who rubbed her eyes? _____ did.**
- 3. Who did his exercises? _____**
- 4. Who washed her face? _____**
- 5. Who got dressed? _____**
- 6. Who made the bed? _____**
- 7. Who ate breakfast? _____**
- 8. Who read the newspaper? _____**
- 9. Who brushed his teeth? _____**
- 10. Who put on her sweater? _____**
- 11. Who kissed her family? _____**
- 12. Who left the house? _____**

(For Level 1: You can play this game directly following the completion of the exercise on page 6, in which case you will have the names of the 12 students who performed the 12 actions already written on the board.)

For 4 additional items, ask the students yes/no questions about the same 12 actions. For example:

Did Ahmad make the bed?	No, he didn't.
Did Sara eat breakfast?	Yes, she did.
Did Masha put on her sweater?	No, she didn't.
Did Chen do his exercises?	Yes, he did.

Write the 4 short answers on the board as the students answer your questions.

Preparation

You now have 16 responses on the board, consisting of 12 student names (with the word “did”) and 4 short answers. Give each student a copy of the Bingo grid. Have them copy each of the responses into one of the 16 squares on the grid, *in random order*.

While the students are preparing their grids, prepare your 16 calling cards by copying one of the 16 responses each on a different card.

Explain the game

(Suggested script:) I'm going to ask one of these questions again, for example, “Who rubbed her eyes?” Don't say anything! Put a marker on the correct answer like this. When you have 4 squares marked in one row, say, “Bingo!” They can be horizontal, like this, or vertical, like this, or diagonal, like this. The first person to say Bingo and is correct is the winner. The second person is—too late!

Play the game

Scramble the 16 calling cards face down, then select one at random and ask the question which elicits the response on that card.

After giving the students enough time to find the correct answer on their Bingo grids, set the card aside and select another card at random and ask the question.

Continue selecting, asking, and setting aside the calling cards until someone says “Bingo!” If no one says *Bingo*, but you notice that someone has four marked squares in a row, point this out and coach them to say *Bingo*!

Check for correct responses

Have the potential winner read the four winning squares to you.

Check them against the calling cards you have called and set aside. If all four squares are correct, reward the winner (see Prizes above).

Have everyone clear their grids of markers and begin again. “New game!”

If the four squares do not match the items you have called, announce that there is “No Bingo!—Let’s continue!”

BINGO!

UNIT 2 *Time to Clean House*

Text Page 11: *Action Series from the CD-ROM*

1. Put on your apron.
2. Sprinkle some kitchen cleanser in the sink.
3. Scrub the sink with a sponge.
4. Sweep the kitchen floor with a broom.
5. Fill a bucket with water.
6. Put some liquid cleaner in it.
7. Stick the mop in it.
8. Mop the kitchen floor.
9. Dust the furniture with a dust cloth.
10. Empty the wastebaskets.
11. Plug in the vacuum cleaner.
12. Turn it on.
13. Vacuum the rugs and carpets.
14. Put all the cleaning stuff away.
15. Look around. It looks much better!

See procedures for page 1.

There are a lot of props needed for this lesson, and you will have much more fun if you bring in as many as possible: apron, kitchen cleanser, sponge, broom, bucket, liquid cleaner (e.g., Lysol, Pine Sol or Mr. Clean), mop, dust cloth, small wastebaskets (the type used at home, plastic or basket-weave, to be emptied into the larger classroom trash can), small rugs, small vacuum cleaner (Can be a photo you pretend to reach for, and then pantomime using it. Or maybe there is some other object in the room that can be “used” as a vacuum cleaner—a wheeled book bag with a long handle can work well, for example, and get a laugh or two as well).

To set up, lay the rugs on the floor, put some trash in the waste baskets, and establish a desk or table as the kitchen sink area.

For the initial demonstration of this lesson, have one student come to the front to follow your instructions (with some guidance from you if necessary).

Text Page 12-13: *Present Progressive, Long Answers*

Lesson/Introduction

With students’ books closed, play the Pantomime Game, as for [page 2](#). Write the -ing forms of the verbs on the board. Refer to notes for text [page 46](#) for the spelling rules needed.

For Level 1: Then have students open their books to pages 12-13 and complete the exercise.

For Level 2: Then have students open their books to pages 12-13 and answer the questions. As for page 2, if they experience quite a bit of difficulty with it, or you expect that they will, dictate the answers for them instead.

- | | |
|-------------------------|---|
| 1. What is she doing? | She's sweeping the kitchen floor with a broom. |
| 2. What are you doing? | I'm vacuuming the rugs and carpets. |
| 3. What are they doing? | They're emptying the wastebaskets. |
| 4. What is he doing? | He's filling a bucket with water. |
| 5. What am I doing? | You're dusting the furniture with a dust cloth. |
| 6. What are we doing? | We're putting all the cleaning stuff away. |
| 7. What is she doing? | She's sprinkling some kitchen cleanser in the sink. |
| 8. What are you doing? | I'm plugging in the vacuum cleaner. |
| 9. What are they doing? | They're looking around. |

Correcting the exercise, Dictation, Pronunciation Practice, Pair Practice or Group Work (as for page 2)

Text Page 14: Questions for Language Learners

Before class

If possible, make a transparency of page 14, to use with an overhead projector.

To have much more fun with this, use the props you have collected for the series on page 11, instead of the photos on page 14.

Realia Lesson

If you have realia (props), hold them up one by one and name each one. Then hold up two at a time, asking "Which one is the bucket?" (These questions are much too easy, but will give the students much needed aural input, which will help them to *acquire* the new words, as well as to *pronounce* them more accurately when they get to that point.)

Lesson

Now use the overhead projector to show students page 14.

Point to each photo, one by one, naming the object.

At first, ask the students not to repeat, but to only listen.

Then ask the class "Which one is the bucket? Right! number 6," asking about each object in random order, until everyone can easily identify each one by its number.

Finally have the students repeat the names of the objects to practice pronunciation.

Oral exercise

Now point to each picture, asking the class "What do you call this?"

When they are all answering easily, have them repeat the question (for pronunciation).

Then have them ask each other in pairs, pointing to the pictures on page 14.

After they have practiced this in pairs, repeat the same steps, but now pointing to the words (the names of the objects listed at the bottom of the page) instead of the photos, and asking the class, "How do you pronounce this word?"

When they are all answering easily, have them repeat the question (for pronunciation).

Then have them ask each other in pairs, pointing to the words on page 14.

After they have practiced this in pairs, ask them how to spell one of the words in the list, "How do you spell 'bucket'?" You can ask the whole class, or an individual. Go over the pronunciation of the letters of the alphabet if necessary. Then have the students practice this in pairs.

Text Page 15: Prepositions

Using the overhead projector again, and with students' books closed, point to photograph #13 which shows all the cleaning stuff together. Point out where each object is in relation to others. For example, "The apron is *on* the vacuum cleaner; the vacuum cleaner is *in front of* the waste basket; the liquid cleaner is *in* the waste basket."

Then ask the class questions about the location of various objects in the picture. If the seven prepositions in the exercise are new to the students, begin with the questions of the form, "What's in the bucket?" (the mop), "What's in front of the waste basket?" (the vacuum cleaner), "What's under the kitchen cleanser?" (the dust cloth), where the students only have to name the object as they continue to hear and acquire the new prepositions.

When they can answer these questions with ease, have them open their books to page 15 and complete the exercise.

- | | | | |
|---------------------------------|------|--------------------|-----------------------------------|
| 1. Where is the apron? | It's | <u>on</u> | the vacuum cleaner. |
| 2. Where is the vacuum cleaner? | It's | <u>in front of</u> | the waste basket. |
| 3. Where is the liquid cleaner? | It's | <u>in</u> | the waste basket. |
| 4. Where is the sponge? | It's | <u>behind</u> | the sink. |
| 5. Where is the bucket? | It's | <u>between</u> | the broom and the vacuum cleaner. |
| 6. Where is the dust cloth? | It's | <u>under</u> | the kitchen cleanser. |
| 7. Where is the waste basket? | It's | <u>next to</u> | the sink. |
| 8. Where is the mop? | It's | <u>in</u> | the bucket. |
| 9. Where is the bucket? | It's | <u>in front of</u> | the sink. |

After correcting the exercise together, have them practice the questions and answers in pairs. Tell them to continue with more similar questions when they finish the questions on the page. This is much more fun if there are real objects to arrange and rearrange at the front of the classroom, so that the students can ask about those objects instead of the ones in the small photograph in the book.

Dictation, Pronunciation Practice, Pair Practice (as for page 2)

Text Page 14-15: Count/Non-count Nouns

Lesson

With students' books closed, ask the class how many minutes there are before the end of the class. After they answer, ask how much *time* there is before the end of the class. Point out that the answer is the same, but there are two ways to ask the question. One question is with the words "how many minutes", the other with the words "how much time".

Explain that we use the question "how many" when we're asking about something you can count, such as minutes (one minute, two minutes, three minutes, etc.) We use the question "how much" when we're asking about a word with no plural, such as time.

Give another example: "How much money do you have in your pocket?" and "How many dollars (or quarters) do you have in your pocket?"

Also explain that if the answer is "Not a lot", you can answer "Just a little" for the question about money or time, but "Just a few" for the question about dollars or minutes.

Oral Practice

Practice this by naming several nouns and asking the students if the correct question is "How much ____ do you have?" or "How many ____ do you have?" You may use the nouns from the exercise on pages 14-15, or any others that the students would understand.

Answer them with "Just a little" or "Just a few". This will give them aural input to help them acquire these responses.

Writing the exercise

When you are satisfied that the students have a fairly good grasp of how to formulate these questions, have them open their books and write the exercise on pages 14-15.

Example How many dollars are there in your wallet? Just a few.

- | | |
|---|----------------|
| 1. How many aprons are there in the drawer? | Just a few. |
| 2. How much kitchen cleanser is there in the can? | Just a little. |
| 3. How many sinks are there in the house? | Just a few. |
| 4. How many sponges are there in the kitchen sink? | Just a few. |
| 5. How many brooms are there in the closet? | Just a few. |
| 6. How many buckets are there in the store? | Just a few. |
| 7. How much water is there in the bucket? | Just a little. |
| 8. How many mops are there in the bucket? | Just a few. |
| 9. How many floors are there in the school? | Just a few. |
| 10. How much dust is there on the furniture? | Just a little. |
| 11. How much furniture is there in the bedroom? | Just a little. |
| 12. How many wastebaskets are there in the house? | Just a few. |
| 13. How many vacuum cleaners are there in the apartment building? | Just a few. |
| 14. How many rugs are there in the dining room? | Just a few. |
| 15. How many carpets are there in the school? | Just a few. |
| 16. How much cleaning stuff is there in the cabinet? | Just a little. |

Correcting the exercise

After the students are finished, have volunteers write the questions and answers on the board. Together, you and the class can then correct the sentences they write. The students can correct their own work, and/or you can go around the room and check their work yourself.

Pronunciation practice

When the exercise has been corrected, have the students repeat the questions and answers after you, to practice their pronunciation.

Pair Practice

Have the students practice the questions and answers in pairs, as for page 2.

Text Page 16: Present Tense Conversation

Introduction/Conversation

With students' books closed, ask several students each question from page 16. Make this as conversational and natural as possible, reacting appropriately to surprising or unusual answers, etc.

Prompting

As students attempt to answer your questions, provide them with any words or phrases they are struggling with. Also, provide complete sentences, and have the class repeat these.

Introduce (for level 1) or review (for Level 2) the phrases "once a week" (one time every week) and "twice a week" (two times every week) and write these and others on the board.

every day

once a week

once a month

**twice a day
three times a day**

**twice a week
three times a week**

**twice a month
three times a month**

Meaning of the Tense

Point out that you are all using the present tense now, talking about what they do on a regular basis or with some frequency. You might also point out the difference between this and the other present tense you've been practicing, the Present Progressive, which is used for actions that are happening at the same time you're talking.

Writing the exercise

For Level 1: When you are satisfied that the students have a fairly good comprehension of the questions and answers, have them open their books and complete the answers on page 16.

For Level 2: When you are satisfied that the students have a fairly good facility with the questions and answers, have them open their books and answer the questions on page 16.

Correcting the exercise

Since students will have individual answers, circulate and check the papers for accuracy.

Pronunciation practice

Have the students repeat the questions after you to practice their pronunciation.

Pair Practice (as for page 2)

Text Page 17: Present Tense Story from the CD-ROM

Every Friday

Every Friday, Robert cleans his house. He scrubs the kitchen sink and sweeps the floor. He fills a bucket, sticks the mop in it, and mops the kitchen floor. He dusts the furniture and empties the wastebaskets. He turns on the vacuum cleaner and vacuums the carpets. After that, the house looks much better.

Pronunciation

Have the students repeat each sentence of this story after you, to practice pronunciation.

Introduction/Conversation

Then ask the class the questions on page 17 orally (with students' books closed) before having them open their books and **complete or select the answers (for Level 1) or write the answers (for Level 2).**

- | | |
|---|---|
| 1. Does Robert clean his house on Saturday? | No, he doesn't. |
| 2. Does he scrub the sink before or after he sweeps the floor? | He scrubs the sink before he sweeps the floor. |
| 3. Does he mop the floor before or after he sweeps it? | He mops the floor after he sweeps it. |
| 4. Does he always dust the furniture? | Yes, he does. |
| 5. Does he empty the wastebaskets? | Yes, he does. |
| 6. How does he clean the carpets? | He vacuums the carpets. |
| 7. How does the house look when he's finished? | It looks much better. |

Correcting the exercise/Pronunciation practice

For Level 1: Have the students repeat the questions and answers after you, to practice their pronunciation. They will also be able to make any needed corrections at this time.

For Level 2: Have volunteers write each answer on the board so that you and the class can correct them together and students can correct their own papers. Then have them repeat the questions and answers after you, to practice their pronunciation.

Pair Practice **as for page 2**

Text Page 18: *Past Tense*

all similar to instructions for page 6 for Level 1:

Introduction
Prompting

Meaning of the Tense
Writing the exercise
Correcting the exercise/Pronunciation practice
Pair Practice

Verb Forms

Pronunciation
With their books open to page 18, have the students listen to and repeat the pronunciation of the basic forms and past forms of the verbs at the bottom of the page:

basic forms	put on	sprinkle scrub	sweep
fill	stick		
past forms	put on	sprinkled scrubbed	swept
filled	stuck		
	mop dust	empty plug	turn on vacuum look
	mopped	dusted emptied	plugged turned
	on vacuumed	looked	

Text Page 19: Past Tense Story from the CD-ROM

Robert

Last Friday, Robert cleaned his house. He scrubbed the kitchen sink and swept the floor. He filled a bucket, stuck the mop in it, and mopped the kitchen floor. He dusted the furniture and emptied the wastebaskets. He turned on the vacuum cleaner and vacuumed the carpets. After that, the house looked much better.

Pronunciation

Have the students repeat each sentence of the story after you.

Written exercise

Then have them write short answers to the questions on page 19.

Correcting the exercise/Pronunciation practice

Have the students repeat the questions and answers after you, to practice their pronunciation. They will also be able to make any needed corrections at this time.

- 1. Did Robert clean his house last Friday? Yes, he did.**
- 2. Did he scrub the sink with a broom? No, he didn't.**
- 3. Did he mop the floor before he swept it? No, he didn't.**
- 4. Did he dust the furniture? Yes, he did.**
- 5. Did he fill the wastebaskets? No, he didn't.**
- 6. Did he mop the carpets? No, he didn't.**
- 7. Did he put all the cleaning stuff away? Yes, he did. or No, he didn't. or I don't know. or I think so.**

Text Page 20: Rhymes

Note

The purpose of the exercise is to help students with English phonology and thru some of the absurdities of English spelling.

Some students may catch on to the concept of rhymes right away. Others may need you to guide them thru the entire exercise the first time, (and even maybe the second or third), providing *all* the answers.

Introduction

Have the students open their books to page 11 again. Ask them to find a word that has the same sounds at the end of the word as “stop”. Typically someone will come up with “stick” or “stuff”. Tell them again that you’re asking for a word with the same sounds at the *end*, not the beginning of the word.

If no one can find “mop”, give it to them. Have them listen to the two words to hear the similarity at the end of the words. Explain that this is what we mean by the word “rhyme”. “*Stop and top rhyme.*”

Repeat this process with as many items as necessary, even if this means doing the entire exercise together. When you get to #4 “enough”, tell them that sometimes the letters or spelling are not the same, but the sounds are.

Pause for several minutes between each item to see if some students are able to complete the exercise or an item on their own. Then provide another correct answer, have them listen to the rhyming pair or trio, and then pause again to let them try the next item.

- 1. stop mop**
- 2. mouse house**
- 3. more floor**
- 4. sleep sweep**
- 5. enough stuff**
- 6. perfume broom vacuum**
- 7. hug plug rug**

For level 2: other words that rhyme with:

- 1. top, cop, pop, drop**
- 2. blouse**
- 3. for, door, or, sore, store, war**
- 4. keep, deep, sheep, cheap**
- 5. tough, rough, cuff, puff**
- 6. room, groom**
- 7. dug, bug, mug, drug**

If students are unable to come up with additional words without help, try giving them hints of words that you are fairly certain they are already familiar with. For example, to help them think of *top* (#1), point to the *top* of the paper, the *top* of the blackboard, the *top* of the cabinet, etc. There are of course other words that rhyme with each set, but try to limit yourself to familiar words. Otherwise this will turn into a vocabulary lesson of words out of context. Try to stick to the phonology lesson at hand by sticking to words the students already know. Note: it's not necessary to list all the words given here—just a few for each set is enough.

Text Page 21: Crossword Puzzle

Before class

If possible, make a transparency of the crossword puzzle on page 21, to be used with an overhead projector.

Introduction

Project the puzzle onto the blackboard.

If your students are unfamiliar with this type of puzzle, explain that the words *across* and *down* indicate the direction of the words to be written in the puzzle (point out the spaces for words going *across* the page and *down* the page).

Ask the class to look at the photo for #4, the first word that goes across, the photo of the *sponge*. Now point out the number 4 on the puzzle, and count the 6 squares there for the word *sponge*. Demonstrate writing each letter of the word *sponge* in a different square on the puzzle.

Now go on to item #5 across. What word can we use to complete this sentence? Point out that again we need a word with exactly 6 letters. Refer to the photo on page 20 to see what preposition is needed for this sentence. Since the sponge is behind the sink in this photo, the word

behind is the one we need to complete the sentence. Demonstrate writing the word **behind** in the 6 squares of the puzzle for #5.

Next, demonstrate one of the words for the “DOWN” list, to be written from top to bottom, instead of from left to right.

Give the students time to complete this, demonstrating more words, and even all of them, if necessary, to help them understand the concepts involved.

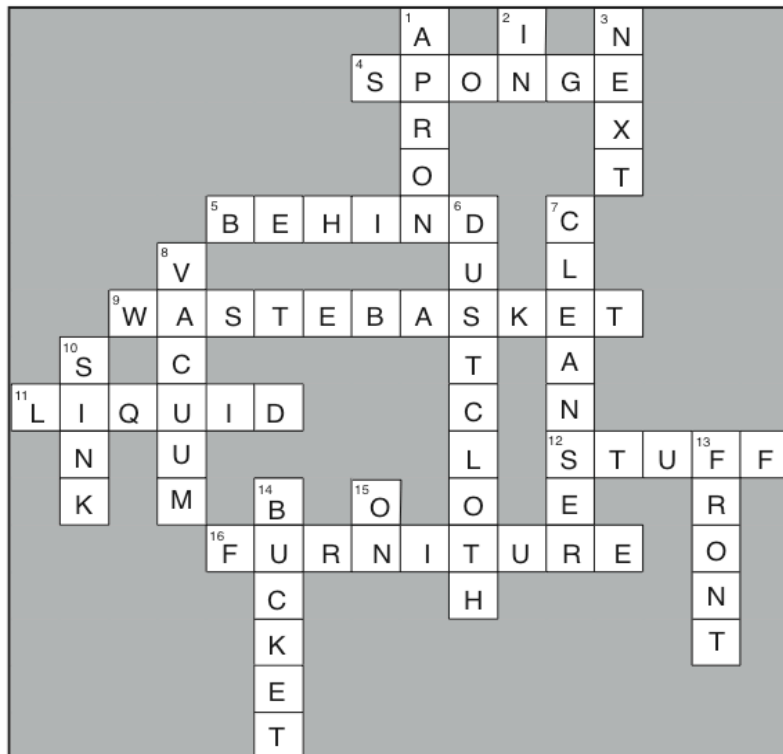
Checking the puzzle

Circulate around the room to help individuals who have more difficulty with this than others, and to check the students’ work.

Finally, fill in the puzzle projected onto the board.

Tip: If you write on the board instead of on the transparency, the transparency can be used again.

Solution:



Any lesson in this unit may be used as the basis for a dictation, as described for **page 2. Students can use page 22 to write their dictation(s).**

Text Pages 21-22: Whole vs. All

Lesson

Whole means complete when we're talking about one single thing:

**my whole house
(only one house)**

All means everything or everybody when we're talking about many things, non-count things or many people:

**all the houses (plural)
all the milk (non-count)
all my sisters (many people)**

Notice the different order of the words:

**the whole house
all the houses**

Complete each sentence with the word in parentheses and whole or all:

example: I have to clean my whole house.

example: Please put all the aprons in the drawer.

- 1. All our kitchen cleanser is gone. We need to get some more.**
- 2. She scrubbed the whole sink with a sponge.**
- 3. Please sweep this whole floor with a broom.**
- 4. All your brooms are broken. You need a new one.**
- 5. They have a whole bucket of water.**
- 6. All the water in the bucket is dirty.**
- 7. Please dust all the furniture and empty all the wastebaskets.**
- 8. Take all the rugs outside and shake them.**
- 9. He didn't vacuum his whole living room.**
- 10. She forgot to put all her cleaning stuff away.**
- 11. All their children and grandchildren are coming to visit them.**
- 12. Their whole family is coming for the weekend.**

BINGO! Prepositions

**adapted from *Puppies or Poppies? ESL Bingo*
(Kuizenga Romijn, Berkeley: Command Performance Language
Institute, 1998)**

Set-up

There are two alternative ways to set up this game:

1. Using the photo on page 20

The first one is the easiest because it uses photo #13 of the “cleaning stuff” on page 20.

With students looking at the photo, ask these questions repeatedly until everyone can answer them easily:

- | | |
|--|-----------------------------|
| 1. Where is the sponge? | behind the sink |
| 2. Where is the dust cloth? | under the kitchen |
| cleanser | |
| 3. Where is the liquid cleaner? | in the |
| wastebasket | |
| 4. Where is the apron? | on the vacuum |
| cleaner | |
| 5. Where is the bucket? | in front of the sink |
| 6. Where is the mop? | in the bucket |
| 7. What’s between the wastebasket and the dust cloth? | the sink |
| 8. What’s in front of the sink? | the bucket |
| 9. What’s in the bucket? | the mop |
| 10. What’s on the vacuum cleaner? | the apron |
| 11. What’s in the wastebasket? | the liquid |
| cleaner | |
| 12. What’s behind the sink? | the sponge |
| 13. What’s under the kitchen cleanser? | the dust cloth |
| 14. What’s in front of the dust cloth? | the broom |
| 15. What’s under the apron? | the vacuum cleaner |
| 16. What’s on the dust cloth? | the kitchen cleanser |

2. Using Realia and TPR

The second alternative, which is more fun and contrasts the prepositions more rigorously, uses the realia which have been gathered for the action series on page 11.

Either arrange them yourself on a table in front of the class where everyone can easily see most of them, or have volunteers come to the front and follow your directions to place the objects *in, on, under, between, behind, in front of, or next to* each other.

For example:

Put the liquid cleaner *in* the bucket.

Put the apron *on* the bucket.

Put the sponge *under* the bucket.

Put the vacuum cleaner *behind* the bucket.

Put the broom *in front of* the bucket.

Put the kitchen cleanser *in* the wastebasket.

Put the dust cloth *on* the wastebasket.

Put the rug *under* the wastebasket.

Put the mop *between* the bucket and the wastebasket.

Then ask these questions repeatedly until everyone can answer them easily:

- | | |
|--|------------------------|
| 1. What's in the bucket?
cleaner | the liquid |
| 2. What's on the bucket? | the apron |
| 3. What's under the bucket? | the sponge. |
| 4. What's behind the bucket?
cleaner | the vacuum |
| 5. What's in front of the bucket? | the broom |
| 6. What's in the wastebasket?
cleanser | the kitchen |
| 7. What's on the wastebasket? | the dust cloth |
| 8. What's under the wastebasket? | the rug |
| 9. What's between the bucket and the wastebasket? | the mop |
| 10. Where's the wastebasket? | next to the mop |
| 11. Where's the mop?
bucket and the rug | between the |
| 12. Where's the liquid cleaner?
bucket | in the |
| 13. Where's the apron? | on the bucket |
| 14. Where's the sponge?
bucket | under the |
| 15. Where's the vacuum cleaner?
bucket | behind the |
| 16. Where's the broom?
bucket | in front of the |

Preparation

Give each student a copy of the **Bingo grid** from the end of Unit 1 of this Teachers' Manual. Point out that there are 16 answers on the board and 16 squares on the grid. Tell them to copy one answer into each square. It's important not to copy them in order, so that each person will have a *different* order.

One student's grid may look like this:

ʒe mop	in ʒe bucket	ʒe apron	between ʒe bucket and ʒe rug
next to ʒe bucket	ʒe liquid cleaner	ʒe kitchen cleanser	ʒe sponge
ʒe broom	behind ʒe bucket	on ʒe bucket	ʒe du} cloʒ
ʒe rug	ʒe vacuum cleaner	in front of ʒe bucket	under ʒe bucket

As the students prepare their grids, you can prepare your calling cards (write each answer on a small card—for example, cut up index cards) and hand out bingo markers to each student.

Explain the game

Suggested script: *I'm going to ask one of the questions again. Don't say anything! Just put a marker on the correct answer on your paper. When you have 4 squares in a row with markers, say, "Bingo!" They can be horizontal, like this, or vertical, like this, or diagonal, like this. The first person to say Bingo and is correct is the winner. The second person is—too late!*

Repeat any of this that is not clear. Try as many examples as necessary to check everyone's comprehension of the procedures and to drill the questions and answers a few more times.

Play the game

Scramble the 16 calling cards face down, then select one at random and read the corresponding question. After giving the students enough time to find the correct answer on their Bingo grids, set the calling card aside and select another one.

Continue selecting, asking, and setting aside the calling cards until someone says “Bingo!” If no one says *Bingo*, but you notice that someone has four marked squares in a row, point this out and coach them to say *Bingo*!

Check for correct responses

Have the potential winner read the four winning squares to you. Check them against the cards you have set aside. If all four are correct, give the winner a prize. Have everyone clear their grids of markers and begin again. “New game!”

If the squares do *not* all match the items you have called, announce that there is “No Bingo!—Let’s continue!”

Word Search and Word Scramble

See **instructions** at the end of Unit 1 in this Teacher’s Resource Guide for introducing these puzzles.

**TIME TO CLEAN HOUSE
Word Search Solution**

```

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

```

Name:

TIME TO CLEAN HOUSE

Word Search

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

WORD LIST

apron	around	better
broom	bucket	carpets
cleaning	cleanser	dustcloth
empty	floor	furniture
kitchen	liquid	plug
rugs	scrub	sponge
sprinkle	stick	stuff
sweep	vacuum	wastebaskets
water		

TIME TO CLEAN HOUSE

Word Scramble Solution

Scrambled List	Unscrambled List	Alphabetized List
1. petws	swept	dusted
2. suetdd	dusted	emptied
3. ecwti	twice	every
4. revye	every	filling
5. uaudmevc	vacuumed	month
6. kcsut	stuck	mopping
7. ncoe	once	once
8. ignilfl	filling	plugging
9. uglpngig	plugging	stuck
10. itedepm	emptied	swept
11. htnmo	month	twice
12. nmogpip	mopping	vacuumed

Name:

TIME TO CLEAN HOUSE

Word Scramble

**Scrambled List
List**

Unscrambled List

Alphabetized

1. petws

2. suetdd

3. ecwti

4. revye

5. uaudmevc

6. kcsut

7. ncoe

8. ignilfl

9. uglpngig

10. itedepm

11. htnmo

12. nmogpip

WORD LIST

filling

mopping

plugging

every

twice

once

month

swept

emptied

stuck

dusted

vacuumed

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UNIT 3 *Playing a Cassette*

Text Page 23: *Action Series from the CD-ROM*

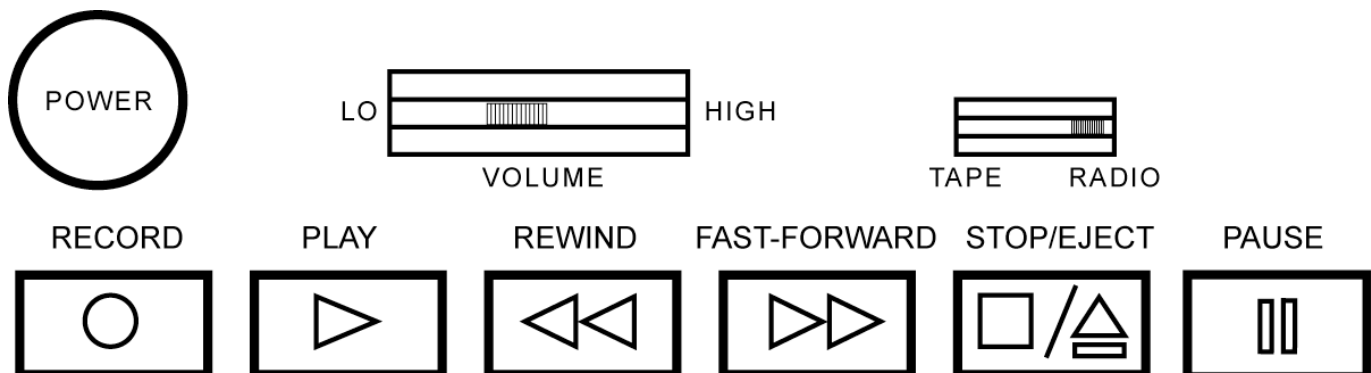
1. Turn on the radio.
2. Switch to tape.
3. Press eject.
4. Stick the cassette in.
5. Press play.
6. That's not it! Fast-forward it.
7. Ok. Hit play again.
8. Oh, no. It's on the other side.
9. Push stop and push it again.
10. Take the tape out.
11. Turn it over and put it back in.
12. Rewind it.
13. Ok, try it here.
14. Oh good, this is it. Listen to this!

See procedures for page 1

Props needed for this lesson: Cassette with a nice, easy song, or something you know is popular with your students; Radio/cassette player with all functions in lesson (radio/tape switch, stop/eject button, fast-forward, rewind, play and record buttons). Also a transparency or enlargement of the illustration below.

Substitute this illustration for the one at the bottom of page 23 in the workbooks for the whole group live action, and for pair practice. The illustration in the workbooks is missing the "PAUSE" button, and while this isn't needed for the action series, the word PAUSE is included in the crossword puzzle on page 29, so it should be introduced here. Permission granted to duplicate this illustration for the purpose of group live action, and for pair practice.

For the initial demonstration of this lesson, have one student come to the front to follow your instructions with the real cassette player (with some prompting from you if necessary, of course).



Text Page 24: Present Progressive, Long Answers

Lesson/Introduction

With students' books closed, play the Pantomime Game, as for page 2. Dictate the -ing forms of the verbs before writing them on the board. (Refer to notes for text page 46 for the spelling rules needed.)

Level 1: Then have students open their books and complete the exercise on page 24.

Level 2: Then have students open their books and answer the questions on page 24. (Or dictate the answers; some of these are difficult to see.)

- | | |
|-------------------------|---|
| 1. What is she doing? | She's pushing stop. |
| 2. What are you doing? | I'm rewinding the tape. |
| 3. What are they doing? | They're listening to music. |
| 4. What is he doing? | He's turning the tape over. |
| 5. What am I doing? | You're fast-forwarding it. |
| 6. What is he doing? | He's pressing play. or He's hitting play. |
| 7. What is she doing? | She's turning on the radio. |
| 8. What are you doing? | I'm taking the tape out. |

As for page 2:

Correcting the exercise

Dictation

Pronunciation Practice

Pair Practice or Group Work

Text Page 25: Present Progressive Story from the CD-ROM

Present Progressive

Ann and I are listening to music. I'm switching the radio to tape and sticking in a cassette. Now I'm pressing play, but this isn't the song I want. Ann is pressing fast-forward. Now she's hitting play. No good. Now we're turning the tape over and rewinding it. Ann is trying it here. Yes! This is the song!

Pronunciation

Have the students repeat each sentence of this story after you, to practice pronunciation.

Introduction/Conversation

Then ask the class the questions on page 25 orally (with students' books closed) before having them open their books and (for level 1) complete the short answers, or (for level 2) write the short answers.

- | | |
|-----------------------------------|------------------------|
| 1. Are we listening to music? | <u>Yes, we are.</u> |
| 2. Am I turning on the radio? | <u>No, you aren't.</u> |
| 3. Is Ann sticking in a cassette? | <u>No, she isn't.</u> |
| 4. Is she rewinding it? | <u>No, she isn't.</u> |
| 5. Am I pressing play? | <u>Yes, you are.</u> |
| 6. Am I pressing fast-forward? | <u>No, you aren't.</u> |
| 7. Is Ann hitting play? | <u>Yes, she is.</u> |

8. Are we turning the tape over? Yes, we are.
9. Is Ann trying it here? Yes, she is.
10. Is this the song? Yes, it is!

Correcting the exercise

After the students are finished, write the answers on the board, or have volunteers write them, so that the students can correct their own work, or go around the room and check their work yourself.

Pronunciation practice

Have the students repeat the questions and answers after you, to practice their pronunciation.

Pair Practice

Have the students practice the questions and answers in pairs, as for page 2.

The student answering should cover up the questions and answers and look only at the story at the top of the page for the answers.

Text Page 26: Present Tense Conversation

Introduction/Conversation

With students' books closed, ask several students each question from page 26. Make this as conversational and natural as possible.

Prompting

As students attempt to answer your questions, provide them with any words or phrases they need help with, and provide complete sentences for the class to repeat. Review the phrases "once a week", "twice a week", "Yes, I do", "No, I don't", and write these and others on the board if necessary.

Meaning of the Tense

Remind students that they are using the present tense now, writing about what they do on a regular basis or with some frequency. Remind them also about the difference between this and the Present Progressive, which is used for actions that are happening at the same time you're talking.

Writing the exercise

Have the students open their books and complete the exercise on page 26.

Correcting the exercise

Since students will have individual answers, circulate and check the papers for accuracy.

Pronunciation practice

Have the students repeat the questions after you to practice their pronunciation.

Pair Practice (as for page 2)

Text Page 27: Verb Forms and Past Tense Story from the CD-ROM

Pronunciation

With their books open to page 27, have the students listen to and repeat the pronunciation of the basic forms and past forms of the verbs:

basic forms	play	turn on	switch	press	stick
fast-forward					
past forms	played	turned on	switched	pressed	stuck
forwarded					fast-
	hit	push	take	turn over	put
listen					rewind
	hit	pushed	took	turned over	put
					rewound
					tried
					listened

Last Night

Last night Ann played a cassette. First she turned on the radio and switched to tape. She stuck in a cassette and pressed play. Then she fast-forwarded it and hit play again, but the song was on the other side. She took out the tape, turned it over and rewound it. Finally, she listened to her song. Then she was happy.

Pronunciation

Have the students repeat each sentence of this story after you, to practice pronunciation.

Written exercise

Then have them write short answers to the questions on page 27.

Correcting the exercise/Pronunciation practice

Have the students repeat the questions and answers after you, to practice their pronunciation. They will also be able to make any needed corrections at this time.

- | | |
|--|--|
| 1. Did Ann listen to the radio last night? | No, she didn't. |
| 2. Did she switch to tape? | Yes, she did. |
| 3. Did she stick in a cassette? | Yes, she did. |
| 4. Did she press eject? | No, she didn't. (Well, later she did.) |
| 5. Did she fast-forward it? | Yes, she did. |
| 6. Did she hit fast-forward again? | No, she didn't. |
| 7. Did she take the tape out? | Yes, she did. |
| 8. Did she rewind it? | Yes, she did. |
| 9. Did she listen to her song? | Yes, she did. |

Pair Practice (as for page 2)

Text Page 28: Short Answers, Mixed Tenses

Introduction/Conversation

With students' books closed, ask several students in a natural, conversational manner, each question from page 28.

Prompting

As students attempt to answer your questions, provide them with the correct auxiliary verbs at first, writing them on the board. Once all the auxiliaries needed for this exercise are on the board, instruct the students to pay attention to the first word of the question in order to know which one to use in the short answer.

Writing the exercise

Have them open their books and answer the questions on page 28.

- | | |
|--|-----------------------------|
| 1. Do you like music? | Yes, I do. / No, I don't. |
| 2. Do you listen to music every day? | Yes, I do. / No, I don't. |
| 3. Are you listening to music right now? | No, I'm not. |
| 4. Are you dancing? | No, I'm not. |
| 5. Did you listen to a cassette yesterday? | Yes, I did. / No, I didn't. |
| 6. Did you listen to a CD last night? | Yes, I did. / No, I didn't. |
| 7. Are you watching TV right now? | No, I'm not. |
| 8. Do you watch TV every day? | Yes, I do. / No, I don't. |
| 9. Do you watch movies in English? | Yes, I do. / No, I don't. |
| 10. Did you watch movies in English last year? | Yes, I did. / No, I didn't. |

Correcting the exercise

Since students will have individual answers, circulate and check the papers for accuracy yourself.

Pronunciation practice

Have the students repeat the questions after you to practice their pronunciation.

Pair Practice

(as for page 2)

Text Page 28: Compounds with Too/Either

Introduction

Turn on the radio again and ask a male student to listen to it. Ask the class, "What is he doing?" Hopefully they will answer, "He's listening to the radio." (If they don't, prompt them with this answer.) Then ask everyone to listen to the radio, and ask, "What are we doing?" The answer, "We're listening to the radio."

a. Write the two sentences on the board: *He's listening to the radio.*
We're listening to the radio.

b. Explain what you are doing as you connect the two sentences with the word *and* to create a compound sentence: *He's listening to the radio and we're listening to the radio.*

c. Explain that it's not necessary to repeat the phrase *listening to the radio*, as you erase the end of the sentence so that all that's left is *He's listening to the radio and we're....*

d. Separate the contraction *we're* into its components *we are* and add *too*:

He's listening to the radio and we are too.

e. Repeat this sentence once or twice in a natural manner for aural input.

Now ask the class "Are we dancing?" They will answer "No, we aren't." Point to the first male student who listened to the radio: "Is he dancing?" "No, he isn't."

Repeat the steps a-e to combine these two sentences, this time using the word *either* instead of *too* because these sentences are negative.

Repeat the steps again for sentences with *can/can't* (items 7- 8) and with *will/won't* (items 9-10).

Writing the Exercise

Have the students open their books to page 28. Read the first two items together. Then have the students complete the exercise, instructing them to pay attention to the verb tense and to use the correct auxiliary verb in their completions.

- | | |
|--|-----------------------|
| 1. He's listening to the radio and we | <u>are too.</u> |
| 2. We aren't dancing and he | <u>isn't either.</u> |
| 3. She doesn't like this song and you | <u>don't either.</u> |
| 4. He likes this music and I | <u>do too.</u> |
| 5. We didn't hear this song last week and they | <u>didn't either.</u> |
| 6. I heard it yesterday and she | <u>did too.</u> |

- | | |
|--|----------------------|
| 7. He can't dance and I | <u>can't either.</u> |
| 8. He can play the guitar and she | <u>can too.</u> |
| 9. They'll listen to the radio in their car and we | <u>will too.</u> |
| 10. I won't record the song and you | <u>won't either.</u> |
| 11. They don't have a CD player and we | <u>don't either.</u> |
| 12. You love to dance and I | <u>do too.</u> |

Correcting the Exercise

Circulate to check and correct students' work, and to give individual help with the concepts, or have volunteers come to the board to write the completed sentences on the board so that you can make the corrections together and students can correct their own work.

Text Page 29: Rhymes and Crossword

Rhymes

Note and Introduction (as for page 20)

On Page 23, find a word that rhymes with:

- | | | | | | |
|-----------|--------------|---------|---------------|---------|----------------|
| 1. make | <u>take</u> | 5. find | <u>rewind</u> | 9. day | <u>play ok</u> |
| 2. yes | <u>press</u> | 6. past | <u>fast</u> | 10. sit | <u>it hit</u> |
| 3. mother | <u>other</u> | 7. then | <u>again</u> | | |
| 4. my | <u>try</u> | 8. ear | <u>here</u> | | |

For level 2: other words that rhyme with

- | | |
|--|----------------------------------|
| 1. shake, steak, break, lake, cake | 5. kind, mind, behind, signed |
| 2. mess, less, guess, dress | 6. last |
| 3. brother | 7. hen, pen, ten, when |
| 4. sky, lie, fry, fly, why, tie, buy, die, dry, cry, high, pie | 8. beer, dear, clear, near, year |
| 9. bay, gay, gray, may, pay, pray, say, stay, way | |
| 10. bit, quit | |

See note for page 20.

Crossword

Before class

If possible, make a transparency of the crossword puzzle on page 29, to be used with an overhead projector.

Introduction

Project the puzzle onto the chalkboard.

If your students are unfamiliar with this type of puzzle, explain that the words *across* and *down* indicate the direction of the words to be written in the puzzle (point out the spaces for words going *across* the page and *down* the page).

Ask the class to look at the first word that goes across: number 1, “try to hear”. Explain that they need to find a word on page 23 that has the same meaning as “try to hear”. If no one can find it, give it to them (*listen*) and demonstrate writing each letter in a different square on the puzzle itself.

Give the students time to complete this, demonstrating more words, and even all of them, if necessary, to help them understand the concepts involved.

NOTE: The clue for item 5-Down was inadvertently omitted from the Workbooks. Tell the students that it is “another time”, showing them where to write this clue at the end of the DOWN list.

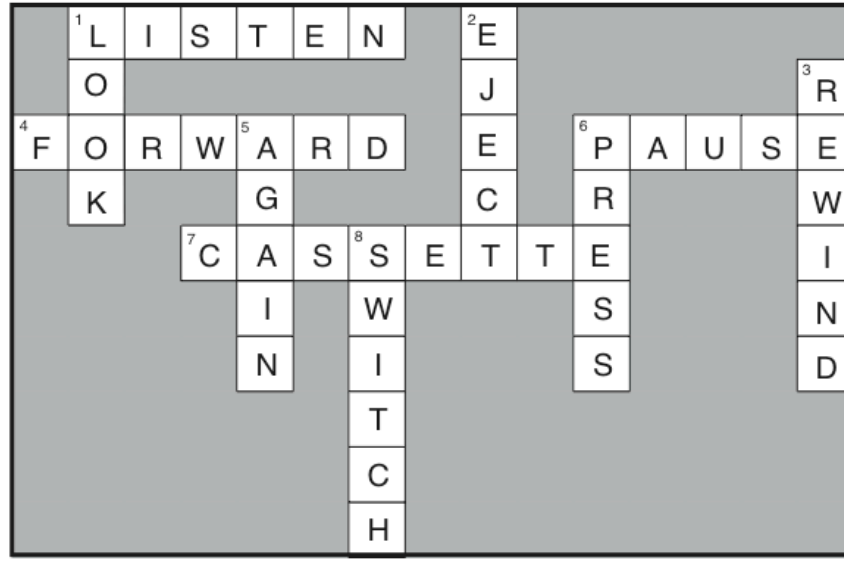
Checking the puzzle

Circulate around the room to help individuals who have more difficulty with this than others, and to check the students’ work.

Finally, fill in the puzzle projected onto the board.

Tip: If you write on the board instead of on the transparency, the transparency can be used again.

Solution:



Text Page 30: Dictation

Any lesson in this unit may be used as the basis for a dictation, as described for page 2. Students can use this page to write their dictation.

Text Page 30: Separable Two-Word Verbs

Lesson/Introduction

With students' books closed, write the first example on the board:

Turn the radio on. = Turn on the radio. = Turn it on.

Explain that many verbs in English are made of two words.

Demonstrate the difference between "turn" (one word only), "turn on (the radio or the TV)", and "turn over (the paper, or the cassette)" to show how the second word changes the meaning of the verb. Other examples to use are "turn up" and "turn down" the volume of the radio or TV.

Explain also that the first two sentences have exactly the same meaning. In the first sentence "Turn the radio on", the object (the radio) is between the two words of the verb. In the second sentence, it follows them: "Turn on the radio".

Finally explain that when you use a pronoun for the object (*it* instead of *the radio*), it goes *between* the two words, not after them. (So *Turn it on*, not *Turn on it*.)

Present the second example in a similar way:

Stick the cassette in. = Stick in the cassette. = Stick it in.

Writing the exercise

Have the students open their books to page 30. Read the two examples together.

Do a few more of the items together, if necessary.

Then have the students complete the exercise.

Examples

Turn the radio on. = Turn on the radio. = Turn it on. (Not possible: Turn on it.)

Stick the cassette in. = Stick in the cassette. = Stick it in. (Not possible: Stick in it.)

- | | | |
|---------------------------------------|------------------------------------|-----------------------|
| 1. Take the tape out. | Take out the tape. | Take it out. |
| 2. Turn the cassette over. | Turn over the cassette. | Turn it over. |
| 3. Put the books down. | Put down the books. | Put them down. |
| 4. Turn off the water. | Turn the water off. | Turn it off. |
| 5. Put on your sweater. | Put your sweater on. | Put it on. |
| 6. Plug in the vacuum cleaner. | Plug the vacuum cleaner in. | Plug it in. |
| 7. Put the newspaper away. | Put away the newspaper. | Put it away. |
| 8. Pick up the toothbrush. | Pick the toothbrush up. | Pick it up. |
| 9. Throw away the garbage. | Throw the garbage away. | Throw it |
| away. | | |
| 10. Take off your apron. | Take your apron off. | Take it off. |

Correcting the exercise

After the students are finished, have volunteers write the sentences on the board, so that the students can correct their own work. Or you can go around the room to make corrections yourself.

BINGO! Short Answers

Level 1

Set-up

Ask the class any questions that elicit 16 short answers used in this unit. You might begin with some of the questions on text page 28. Write the short answers on the board as the students respond with them:

**I am. I do. I did.
I'm not. I don't. I didn't.**

**She is. She does. She did.
She isn't. She doesn't. She didn't.**

**We are. We do.
We aren't. We don't.**

Preparation

Give each student a copy of the **Bingo grid from the end of Unit 1 in this manual. Point out that there are 16 squares on their Bingo grids and 16 answers on the board. Point to one of the answers and tell them to copy it into one of the squares. After allowing enough time for everyone to do this, point to a second answer and tell them to copy it into another square. Tell them that for Bingo everyone needs to have a different order, so urge them not to copy them all in the order they see on the board.**

One student's grid might look like this:

Yes, Be does.	^o,Be didn't.	Yes, I am.	^o, we don't.
^o, we aren't	^o, I'm not.	Yes, Be is.	^o, I didn't.
Yes, Be did.	Yes, I did.	^o,Be doesn't.	^o, I don't.

Yes, I do.	Yes, we are..	Yes, we do.	No, he isn't.
---------------	------------------	----------------	------------------

While the students are preparing their grids, give each student a handful of markers (as for *Past Tense Bingo* at the end of Unit 1). Also prepare your calling cards by copying each of these short answers on a different card.

Explain the game: (Suggested script:) I'm going to ask a question such as "Is Maria listening to Music?" Don't answer! Find the correct answer on your paper and put a marker on it. When you have 4 squares in a row with markers, say "Bingo!" They can be horizontal, like this, or vertical, like this, or diagonal, like this. The first person to say *Bingo* and is correct is the winner. The second person is—too late!

Repeat any of this that is not clear. Try as many examples as necessary to check everyone's comprehension of the procedures.

Play the game

Scramble the 16 calling cards face down, then select one at random and ask any question *familiar to the students* which will elicit the answer you have drawn.

After giving the students enough time to find the correct answer on their *Bingo* grids, set the calling card aside and select another one.

Continue selecting, asking, and setting aside the calling cards until someone says "Bingo!" If no one says *Bingo*, but you notice that someone has four marked squares in a row, point this out and coach them to say *Bingo*!

Check for correct responses

Have the potential winner read the four winning squares to you.

Check them against the cards you have called and set aside. If all four squares are correct, give the winner a prize. Have everyone clear their grids of markers and begin again. "New game!"

If the four squares do not all match the items you have called, announce that there is "No Bingo!—Let's continue!"

Level 2

Set-up

Ask the class any questions that elicit short answers with the following 8 auxiliary verbs and their negative forms. You might begin with some of the questions from text page 28 of the Level 1 workbook (printed in blue in this guide). Write the forms on the board as the students respond with them:

is are was were
isn't aren't wasn't weren't
do does did can
don't doesn't didn't can't

Preparation

Give each student a copy of the Bingo grid from the end of Unit 1 of this guide. Have them copy each word on the board into a different square on their grid. Tell them that for Bingo everyone needs to have a different order, so urge them *not* to copy them all in the order they see on the board.

One student's grid might look like this:

can't	don't	did	wasn't
was	are	is	does
doesn't	were	can	weren't

didn't	isn't	aren't	do
---------------	--------------	---------------	-----------

While the students are preparing their grids, give each student a handful of markers (as for *Past Tense Bingo* at the end of Unit 1). Also prepare your calling cards by copying each of these forms on a different card.

Explain the game: (Suggested script:) I'm going to ask a question such as "Is Maria listening to music? No, she _____" Don't answer! Find the correct answer on your paper and put a marker on it. When you have 4 squares in a row with markers, say "Bingo!" They can be horizontal, like this, or vertical, like this, or diagonal, like this. The first person to say *Bingo* and is correct is the winner. The second person is—too late!

Repeat any of this that is not clear. Try as many examples as necessary to check everyone's comprehension of the procedures.

Play the game

Scramble the 16 calling cards face down, then select one at random and ask any question *familiar to the students* which will elicit the form you have drawn.

After giving the students enough time to find the correct form on their Bingo grids, set the calling card aside and select another one.

Continue selecting, asking, and setting aside the calling cards until someone says "Bingo!" If no one says *Bingo*, but you notice that someone has four marked squares in a row, point this out and coach them to say *Bingo*!

Check for correct responses: Have the potential winner read the four winning squares to you.

Check them against the cards you have called and set aside. If all four squares are correct, give the winner a prize. Have everyone clear their grids of markers and begin again. "New game!"

If the four squares do not all match the items you have called, announce that there is "No Bingo!—Let's continue!"

Word Search and Word Scramble

See **instructions** at the end of Unit 1 in this Teacher's Resource Book for introducing these puzzles.

PLAYING A CASSETTE
Word Search Solution

.
.
.
. r e w i n d t .
. g f a . .
. o o p . . .
. o r e
. d . . p w s k c i t s
. . . r a t r
. . e r o e y . e . s c
. s d p j a . h . w a
s . . e l . t . i s
. . c o p . o . t s h
. t . b i c e s
. a . . a d h t u
. c . g . a t p
. k a . . r e t
. i u
. n r
. n e t s i l .

Name:

PLAYING A CASSETTE**Word Search**

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

WORD LIST**again****eject****listen****press****rewind****switch****back****forward****other****push****stick****tape****cassette****good****play****radio****stop****turn**

PLAYING A CASSETTE

Word Scramble Solution

Scrambled List

- 1. nsgo**
- 2. wrduoen**
- 3. tetscesa**
- 4. eydlpa**
- 5. uredtn**
- 6. koto**
- 7. nlniegtis**
- 8. eritd**
- 9. nitrgy**
- 10. aphy**
- 11. tighin**
- 12. scuim**

Unscrambled List

- song**
- rewound**
- cassette**
- played**
- turned**
- took**
- listening**
- tried**
- trying**
- happy**
- hitting**
- music**

Alphabetized List

- cassette**
- happy**
- hitting**
- listening**
- music**
- played**
- rewound**
- song**
- took**
- tried**
- trying**
- turned**

Name:

PLAYING A CASSETTE

Word Scramble

**Scrambled List
List**

Unscrambled List

Alphabetized

1. nsgo

2. wrduoen

3. tetscesa

4. eydlpa

5. uredtn

6. koto

7. nlniegtis

8. eritd

9. nitrgy

10. aphyyp

11. tigthin

12. scuim

WORD LIST

**music
song
took**

**listening
rewound
cassette**

**trying
hitting
turned**

**happy
tried
played**

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UNIT 4 *Grocery Shopping*

Text Page 31: Action Series from the CD-ROM

1. Go to the produce section.
2. Choose some fruit.
3. Put it in your cart.
4. Choose some vegetables.
5. Weigh them.
6. That's too much. Put some back.
7. Go to the dairy section.
8. Choose some eggs.
9. That's enough food. Go to the checkout.
10. Stand in line.
11. Say hello to the cashier.
12. Pay him for your groceries.
13. Wait for him to bag them.
14. Take the groceries to your car.

PLEASE NOTE: Error in the first edition of the Level 2 Workbook: item 6 in incomplete: it should read: "That's too much. Put some back." Instruct students to add "Put some back." To item 6 on page 31.

See **procedures** for page 1

Props needed for this lesson:

Real or plastic produce, as much as you can bring to class. Arrange them on a table or desktop to look more or less like a store display (as much as you have time for).

Plastic bags for the customer to put the selected fruit and vegetables in.

Scale: can be just a box or book on which to lay the vegetables for #5. Could also be a hanging basket or box.

Egg carton(s), can be empty, or filled with plastic Easter eggs.

As many other dairy product containers as you can collect: butter box, milk cartons, cottage cheese, yogurt or sour cream containers.

Arrange the dairy products on a surface in a different part of the room.

Paper and plastic grocery bags for cashier to use to bag the groceries.

It's a good idea to have both. The "bagger" will quite likely ask the "customer", "Paper or Plastic?"

Grocery cart: a chair with a box or basket in the seat works well (especially if the chair has wheels).

The bare minimum: a piece of fruit, a vegetable, an egg carton, a grocery bag, the "scale" and "grocery cart" as described above.

Text Page 32-33: Present Progressive Story from the CD-ROM

Present Progressive

Al and I are in the grocery store. We're choosing some fruit and vegetables. I'm weighing them and putting them in the cart. Now we're standing in line. I'm saying hello to the cashier and paying. Now we're waiting for him. He's bagging the groceries. Now I'm picking them up and we're going home.

Pronunciation as for page 5

Long Answers

Follow instructions for page 2

- | | |
|-------------------------|---|
| 1. What are we doing? | We're choosing some fruit. |
| 2. What are you doing? | I'm weighing them and putting them in the cart. |
| 3. What are they doing? | They're standing in line. |
| 4. What is she doing? | She's saying hello to the cashier. |
| 5. What is he doing? | He's bagging the groceries. |
| 6. What am I doing? | You're waiting for your groceries. |
| 7. What are we doing? | We're taking the groceries to our car. Or You're taking...to your car. |

Text Page 34-35: Present Progressive: Don't!

Introduction

After the students have done the action series on page 31 together in pairs, tell them they're going to "go grocery shopping" one more time. Begin it again by saying "Go to the produce section." This time when they pantomime the action of walking in response to this imperative, tell them, "Don't go to the restroom!"

Prompting

Hopefully at least some of them will understand what you have said, laughing or saying "no!" At this point prompt them to say "I'm not going to the restroom!" Then repeat the two lines again to get this response from them, helping them again if necessary, and/or having everyone repeat "I'm not going to the restroom!" Then proceed to the question, "Where are you going?" Prompt them again if no one answers correctly "I'm going to the produce section" and have everyone repeat this after you.

Continue thru this entire exercise in this way, orally, with students' books closed, using as much humor and exaggerated expression as possible to make this an engaging and amusing "conversation".

Lesson

Notice that this dialog contrasts the formation, use and meaning of:

- 1. the affirmative and negative forms of the imperative and**
- 2. the affirmative, negative and interrogative forms of the present progressive.**

Point this out to the students, showing them the contrasting verb forms in each sentence.

Example: Go to the produce section.
 Don't go to the restroom!
 I'm not going to the restroom.
 Where are you going?
 I'm going to the produce section.

Level 1: Cloze Dictation

Have the students open their books to page 34 and complete the exercise as you dictate the sentences and questions for them.

Level 2: Completing the Exercise

Have the students open their books to page 34 and complete the exercise.

- | | |
|--|---|
| <p>1. Choose some fruit.
 Don't <u>choose</u> some flowers.
 I'm not <u>choosing</u> some flowers.
 What are you <u>choosing</u>?
 I'm <u>choosing</u> some fruit.</p> | <p>4. Stand in line.
 Don't <u>sit</u> down.
 I'm not <u>sitting</u> down.
 What are you <u>doing</u>?
 I'm <u>standing</u> in line.</p> |
| <p>2. Put it in your cart.
 Don't <u>put</u> it in your mouth!
 I'm not <u>putting</u> it in my mouth.
 Where are you <u>putting</u> it?
 I'm <u>putting</u> it in my cart.</p> | <p>5. Say hello to the cashier.
 Don't <u>say</u> I love you!
 I'm not <u>saying</u> I love you.
 What are you <u>saying</u>?
 I'm <u>saying</u> hello.</p> |
| <p>3. Weigh the vegetables.
 Don't <u>eat</u> them.
 I'm not <u>eating</u> them.
 What are you <u>doing</u>?
 I'm <u>weighing</u> them.</p> | <p>6. Pay for your groceries.
 Don't <u>pay</u> for cigarettes!
 I'm not <u>paying</u> for cigarettes.
 What are you <u>paying</u> for?
 I'm <u>paying</u> for my groceries.</p> |

**7. Wait for the cashier to bag them.
Don't wait for him to cook them!
I'm not waiting for him to cook
them.
What are you waiting for?
I'm waiting for him to bag them.**

**8. Take your groceries to the car.
Don't take them to the garbage.
I'm not taking them to the garbage.
Where are you taking them?
I'm taking them to my car.**

Correcting the exercise

Circulate to see how students are doing with this, making some corrections as you go. When all or most students are finished, write the missing words on the board so students can correct their own work.

Pair Practice

Before having students practice in pairs, model the dialogs with them again, first with the whole group responding to you, then with individuals. Point out that the response to the first line is *not the second line*, but rather an *action*.

Text Page 36: *Present Tense Conversation*

Follow instructions for [page 26](#).

As the students answer the questions orally, make lists on the board of :

Frequencies (for #1, 2, 8): every day, once a week, twice a week, three times a month

Fruit (for #3)

Vegetables (for #4)

Dairy Products (for #5)

Other Groceries (for #6)

Measures of milk (for #7): gallon, half gallon, quart, pint

Family Members (for #10b): husband, wife, parents, son, daughter

Text Page 37: *Verb Forms and Past Tense Story from the CD-ROM*

Pronunciation

With their books open to page 37, have the students listen to and repeat the pronunciation of the basic forms and past forms of the verbs:

**basic forms go choose put weigh stand say wait
 bag take**

past forms went chose put weighed stood said waited
bagged took

pay pick up
paid picked up

Yesterday

Yesterday I went shopping. I chose some fruit and put it in my cart. Then I weighed some vegetables and put some back. I chose some eggs, too. Next I stood in line at the checkout. I said hello to the cashier and paid him. I waited while he bagged the groceries. Then I picked up the bag and went home.

Pronunciation Practice

With students' books open, have students repeat the verb forms and each sentence of the story after you.

Questions

With students' books closed, ask the class these questions orally. Then have students open their books and complete the answers on page 37.

- | | |
|--|---|
| 1. When did I go shopping? | You <u>went shopping yesterday.</u> |
| 2. What did I choose? | You <u>chose some fruit.</u> |
| 3. Where did I put it? | You <u>put it in your cart.</u> |
| 4. What did I do with the vegetables? | You <u>weighed them and put some</u> |
| back. | |
| 5. What else did I choose? | You <u>chose some eggs (too).</u> |
| 6. What did I do then? | You <u>stood in line.</u> |
| 7. What did I say to the cashier? | You <u>said hello.</u> |
| 8. Did I pay him? | <u>Yes, you did.</u> |
| 9. What did I do while he bagged my groceries? | You <u>waited.</u> |
| 10. Where did I go after I picked up my groceries? | You <u>went home.</u> |

Correct the Exercise, Pronunciation Practice and Pair Practice, as for page 2.

[Text Page 38: Questions for Language Learners](#)

As for page 14

[Text Page 38: Count/Non-Count Nouns, Comparatives](#)

Bring to class

- 1. A large container of water.**
- 2. very small clear containers (plastic cups), one for each student.**

3. A bag of beans (or any other cheap, safe, small object such as very small nails (2-3 pounds are good for adults; don't use nails with children)).

Set up

Pour each student some water, telling them *not to drink it* and trying to put a different amount in each cup — some only a few drops, some a small trickle, some full to the top and every amount in between.

Ask each student

Do you have *a little water* or *a lot of water*?

Or: Do you have *a little* or *a lot*?

Write these two questions on the board or overhead, underlining a little and a lot and a little water and a lot of water. Be sure they all understand the meanings.

Pair practice

Have them ask each other the questions.

Practice this also in the 3rd person:

Does Anna have *a little* or *a lot*?

Comparatives

Now ask them to compare:

Who has *more water*, you or Li?

And:

Who has *less water*, you or Li?

Write these questions on the board, underlining the words more and less.

Now write *more than* and *less than* on the board. Ask the same questions again, prompting students to give full answers.

Pair practice

Have them ask each other the questions.

Where two people seem to have equal amounts of water, point this out to everybody and teach them the expression *We have the same amount*.

Write this sentence on the board also and have everyone practice it in pairs, referring to two people who actually do have the same amount: "Bill and Lynda have the same amount."

Action Dialog

Take a cup with only a little water for yourself and go to a student with a lot.

Ask:

T: Can I have some more water?

S: (pours some into your cup)

T: Oh, that's too much! Here, take a little back.

S: (pours some back into his/her cup)

Write the spoken lines on the board.

Have several pairs practice them while everyone else watches.

Pair practice

Then have everyone practice them in pairs. Be sure that they all understand that they must do the action, that without the action it's all meaningless.

Additional action dialog to do in the same fashion

T: Can I have some more water?

S: (pours some into your cup)

T: Oh, that's not enough! Give me a little more!

S: (pours you more)

Again, it is important to keep reminding students that they should do the actions in these action dialogs, that the words refer to their actions and if the actions are not done, the words are meaningless.

Superlatives

Before you collect the water, ask the whole group:

Who has *the most* water?

Who has *the least* water?

Show everybody as you exclaim:

Dhakil has the most.

Rosario has the least.

Pair practice

Tell the whole class to stand up, and have everyone move around the room, asking these questions of 3 or 4 other students.

Paradigm

Write this paradigm on the board:

a little

less than

the least

a lot

more than

the most

and discuss and show the differences in meaning and use.

What you have done above is teach and provide hands-on practice with a *non-count noun*. What follows is a similar treatment of a *count noun*. You may do it immediately in the same class session, or you may do it

in the following one. If you do it the same one, collect the water before you pass out the beans (or you'll have soggy beans in no time!).

Comparatives with Count Nouns

Pass out the beans:

Give each student a different number of beans, from just one or two to a large handful or two. Tell the students to count how many beans they have.

Ask each student

How many beans do you have?

Do you have a *lot* of beans or a *few*?

How many beans does Xiao have?

Does Xiao have a *lot* or a *few*?

Comparing count nouns

Explain that for something you can count, like beans, you talk about a *lot* or a *few*, but with something you can't count, like water, you talk about a *lot* or a *little*.

Now ask individuals:

Who has *more* beans, you or me?

Who has *fewer* beans, you or Sonja?

(You may wish to point out that the word *less* is often used in speech in place of the word *fewer*.)

Where you notice that some students have *the same number* of beans, write this phrase on the board and compare to the count-noun phrase *the same amount*.

Action dialogs

Repeat the action dialogs from above, changing water to beans.

Can I have *some more* beans?

Oh, that's too many! Here, take a *few* back.

And:

Can I have *some more* beans?

Oh, that's not enough! Give me a *few* more.

Superlatives for count nouns:

Before collecting the beans, ask the whole group:

Who has *the most* beans?

Who has *the fewest* beans?

Ask the above questions of 3 or 4 other people, just for additional aural input.

Pair practice

Tell the whole class to stand up, and have everyone move around the room, asking these questions of 3 or 4 other students.

Paradigm

Write this paradigm on the board:

a few	fewer than	the fewest
a lot	more than	the most

Again, go over the differences in meaning. Then compare this paradigm to the previous one for non-count nouns.

Distinguishing Count and Non-count Nouns

Name the following items, asking the students whether each should be:

<i>a few</i>	or	<i>a little?</i>
<i>not many</i>	or	<i>not much?</i>
<i>how many</i>	or	<i>how much?</i>
<i>the same number of</i>	or	<i>the same amount of?</i>

To do this, go thru the entire list (or at least several items) for each of the above pairs.

**sugar
salad oil
eggs
milk
apples
fruit**

**money
dollars
chicken (live chickens are *count* but food chicken is *non-count*)
vegetables
broccoli
corn
rice
potatoes**

**bread
butter
bananas
cookies**

Point out that *a lot, more than* and *the most* are all used with both count and non-count nouns.

Group Work

Divide the class into groups of 3-5 people. Have each group put together a list of 10 grocery items that they often buy. Tell them to include 5 *count nouns* and 5 *non-count nouns*. Each student should copy the list in the spaces provided on page 38.

Pair Practice

When they are ready, have the students leave their groups and find a partner from a different group. Students are now in pairs rather than groups.

Have the students present their lists to each other orally by using each noun in one of the following sentences.

Give a few examples of how to select an appropriate item for each sentence.

Dictation

Close any or each of the above steps with a dictation of any of the sentences used.

Text Page 39: Prepositions, Vocabulary

Level 1: Answer the questions about the photo of the groceries on page 38 (#18).

Level 2: Answer the questions about the photo at the top of the page:

- 1. Where are the peppers?**
- 2. Where is the cheese?**
- 3. Where is the milk?**
- 4. Where is the butter?**
- 5. Where is the spinach?**

- They're on the eggs.**
It's under the green beans.
It's behind the cheese.
It's next to the eggs.
It's between the milk and the broccoli.

- | | |
|--------------------------------|--|
| 6. Where are the eggs? | They're <u>in front of</u> the yogurt. |
| 7. Where is the potato? | It's <u>on</u> the yogurt. |
| 8. Where is the broccoli? | It's <u>behind</u> the eggs. |
| 9. Where is the yogurt? | It's <u>next to</u> the broccoli. |
| 10. Where is the milk? | It's <u>under</u> the grapes. |
| 11. Where are the apples? | They're <u>between</u> the bananas and the cheese. |
| 12. Where are the green beans? | They're <u>in front of</u> the milk. |

Practice pronunciation (as for page 2)

Pair Practice (as for page 2) After students finish practicing these 12 questions and answers, have them ask more questions with *Where?* About the groceries in the photograph. (*Where is the potato? Where are the green beans? Where are the peppers? Etc.*)

On the board, write the words for the items pictured that are not included in the questions: pineapple, orange, strawberries, tomato(es). They'll need these words for this exercise, as well as for the crossword puzzle on page 41.

What kind of food is this?

Fruit	vegetables	dairy
<u>apple</u>	<u>green beans</u>	<u>eggs</u>
<u>pineapple</u>	<u>broccoli</u>	<u>yogurt</u>
<u>orange</u>	<u>peppers</u>	<u>milk</u>
<u>bananas</u>	<u>tomatoes</u>	<u>butter</u>
<u>grapes</u>	<u>potato</u>	<u>cheese</u>
<u>strawberries</u>	<u>spinach</u>	

Text Page 40: Rhymes

Note and Introduction (as for page 20)

- | | |
|---|----------------------------|
| 1. start <u>cart</u> 1. star <u>car</u> | 6. Mary <u>dairy</u> |
| 2. hand <u>stand</u> | 7. election <u>section</u> |
| 3. flag <u>bag</u> | 8. news <u>choose</u> |
| 4. boot <u>fruit</u> | 9. here <u>cashier</u> |
| 5. yellow <u>hello</u> | |
| 10. day <u>pay say weigh</u> | |

For level 2: other words that rhyme with

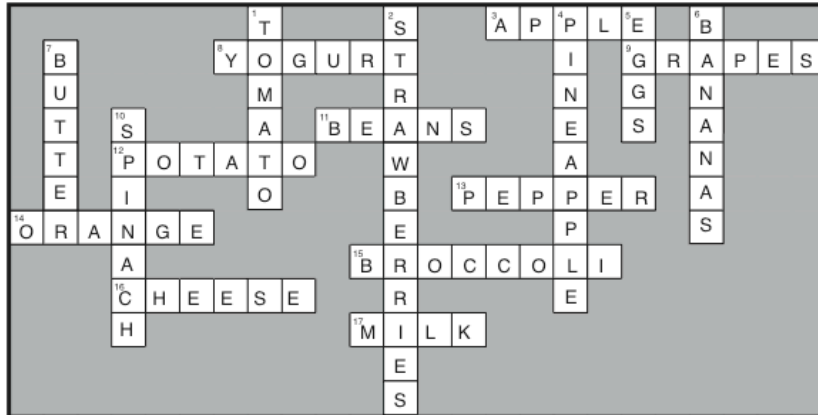
- | | |
|------------------|---------------------------------------|
| 1. far, bar, are | 6. carry, very, ferry, Harry, Larry |
| 2. and, land | 7. direction, correction, collection |
| 3. tag, rag | 8. lose, blues, views, use |
| 4. cute, suit | 9. ear, beer, dear, clear, near, year |

5. fellow, jello

10. play, may, pray, gray, lay, way

Text Page 41: Crossword

Solution:



BINGO! Prepositions

from **Unit 2**, using the vocabulary and props from this unit, or the photo on page 38

or:

Text Page 42: *ch/sh Bingo*

Adapted from page 151 of ***Puppies or Poppies***

Time allotment

Allow about 30 minutes for the lesson and preparation of this game. Additionally, allow at least 10 minutes but not more than 25 minutes to play the game several times.

Lesson

Write the digraph *ch* on one side of the board, and the digraph *sh* on the other. Under the *ch* write the word *choose*. Under the *sh* write the word *shoes*.

Discuss the meanings of the two words.

Pronounce the two *sounds* in isolation (pointing to the letters) and then point to and pronounce the two *words* several times to allow students to clearly hear the contrast in pronunciation.

Point out that the *sh* sound can be made continuously, as when you are shushing someone (demonstrate by putting forefinger to lips and saying “Shhhhh!”) but that the *ch* sound is more like an explosion, as if there were a *t* at the beginning of the sound (it may help to pronounce the *ch* loudly, crinkling up your face as if you are sneezing).

Be sure that your pronunciation is loud and clear. Raising your pitch may help. If necessary, *exaggerate* the difference until the students catch on to it, but then return to a more *normal* pronunciation.

Now write an additional pair of words from the game, such as *watch* and *wash* under the ones already on the board, so that you have the beginnings of a list of words under each sound. Briefly discuss the meanings of the two new words.

Aural discrimination

Next ask the students to point to the word or sound that you pronounce. Standing between the two lists, but looking out at the class, pronounce one of the items of either list. After a few students point to one side of the board or the other (they are all *supposed* to, but it may take a few tries to engage the whole class), point to the item you just pronounced.

Repeat several times, pronouncing and then pointing to a different item each time, and selecting as randomly as you can from one list or the other. (Don't be obvious by switching from one list to the other *every* time or by providing them with other cues such as a change in your intonation *only* when you switch lists. The only cue they should be getting is the difference in pronunciation between the two lists.)

Continue adding pairs of words to the lists in this manner until you have written on the board all eight minimal pairs. The board will look something like this:

<u>ch</u>	<u>ß</u>
choose	Boes
watch	waß
catch	caß
chips	ßips
chin	ßin
chop	ßop
chair	ßare
match	maß

Set up

Have the students open their books to page 42. Read the first pair of sentences (numbers 1 and 2). Have the students repeat the sentences. Discuss the meaning of anything that's not clear.

Now tell the students to listen to your pronunciation of the first part of one of the sentences and to tell you the correct ending. For example, "I'm going to wash... which one: *TV*? Or *my shirt*? Which ending is correct? Yes, *my shirt* is correct. Listen again." Repeat several times, sometimes using *watch* and sometimes using *wash*.

As with the words on the board before, don't be obvious by switching from one sentence to the other every time or by providing them with other cues such as a change in your intonation *only* when you switch sentences. The only cue the students should be getting is the difference in pronunciation between the two words, in this case *watch* and *wash*.

Continue this listening, repeating, sentence completion/sound discrimination practice with the remaining seven pairs of sentences in the game.

Preparation

Give each student a copy of the **Bingo grid** from Unit 1. Show them that there are 16 squares on their Bingo grids and 16 sentences on page 42. Tell them to copy the *endings only* of the 16 sentences into the 16 squares of the Bingo grid.

It's important not to copy them in order, so that each person will have a *different* order.

As the students prepare their grids, you can hand out bingo markers to each student. You can also use this time to write each of the endings onto a separate little card. These cards will then be used to call the Bingo game.

Explain the game

(Suggested script) I'm going to read one of the sentences, for example, "I'm going to watch [pause]" This time don't say anything! Just put a

marker on the correct ending on your paper. When you have 4 squares in a row with markers, say, “Bingo!” They can be horizontal, like this, or vertical, like this, or diagonal, like this. The first person to say *Bingo* and is correct is the winner. The second person is—too late!

Repeat any of this that is not clear. Try as many examples as necessary to check everyone’s comprehension of the procedures and to drill the sound differences a few more times.

Play the game

Scramble the 16 call cards face down, then select one at random and read the corresponding sentence, pausing instead of reading the ending. (You may have to say *shhh!* A few times in place of the ending to remind students not to give away the answer: “I’m going to watch *shhh!*” [with forefinger to lips])

After giving the students enough time to find the correct sentence on their papers and then the correct ending on their Bingo grids, place the call card aside and select another call card.

Note: For this game, do *not* continue selecting call cards *completely* at random. It’s a good idea to avoid calling both items of a contrasting pair, if possible. If, for example, *TV* has already been drawn, then if *my shirt* (which contrasts with *TV*) comes up, set it aside *without* calling it until one of each contrasting pair has been drawn. If no one achieves Bingo after these first 8 (one of each pair) *then* go back and call the others until someone says Bingo. Why? Whenever both *TV* and *my shirt* are called, the students may mark *TV* for *my shirt* and vice versa, thereby possibly getting Bingo without having heard either item correctly. This, of course, defeats the whole purpose of the game.

Continue selecting, reading, and placing the call cards aside until someone says “Bingo!” If no one says *Bingo*, but you notice that someone has four marked squares in a row, point this out and coach them to say *Bingo!*

Check for correct responses

Have the potential winner read the four winning squares to you. Check them against the call cards you have called and set aside. If all four squares are correct, give the winner a prize. Have everyone clear their grids of markers and begin again. “New game!”

If the four squares do *not* all match the items you have called, announce that there is “No Bingo!—Let’s continue!”

Note: Do not reveal *which* of their answers is not correct because then other students will begin rearranging their markers according to this information, and at least one person, but probably several, will come up with a winning combination without having identified the correct endings themselves.

So make a point of listening to all four of the potential winner's answers *before* declaring that there is "No Bingo!" And when the students ask, "Which one is not correct?" say that you can't tell them that.

- | | |
|---------------------------|------------------------|
| 1. I'm going to watch | TV. |
| 2. I'm going to wash | my shirt. |
| 3. She wants to catch | the ball. |
| 4. She wants to cash | the check. |
| 5. The corn chips | are delicious. |
| 6. The corn ships | came to San Francisco. |
| 7. My chin is part of my | face. |
| 8. My shin is part of my | leg. |
| 9. Are you going to chop | the vegetables? |
| 10. Are you going to shop | for groceries? |
| 11. I want my chair | to sit on. |
| 12. I want my share | of the food. |
| 13. I saw her choose | some eggs. |
| 14. I saw her shoes | on the floor. |
| 15. Will you please match | your socks? |
| 16. Will you please mash | the potatoes? |

Suggestions for clarification of the meanings of the sentences in this game:

- 1, 2. If your students don't understand these two sentences, this game is too advanced for them. It would be better to do something else.**
- 3. Refer to the picture of the woman trying to *catch* a fly ball.**

- 4. *Cash the check* means *change the check for cash*.**
- 5. If your students don't understand this sentence, this game is too advanced for them. Do something else (and offer them some corn chips to try.)**
- 6. *Corn ships* are *cargo ships (boats) full of corn*. Refer to the picture of the *ship*.**
- 7, 8. Refer to parts of your own leg and face, or pictures of someone else.**
- 9. *Chop* means *cut into small pieces*.**
- 10. *Shop* means *go shopping, look for groceries to buy*.**
- 11. Same as 5 above.**
- 12. *My share* means *my part (of something divided up)*.**
- 13, 14. *Saw* is the past form of *see*.**
- 15. Refer to the picture of the man with mismatched socks.**
- 16. Demonstrate mashing potatoes.**

Word Search and Word Scramble

See *instructions* at the end of Unit 1 in this Teacher’s Resource Guide for introducing these puzzles .

**GROCERY SHOPPING
Word Search Solution**

```

. . h . . . . . . . . . . . . . . . .
. . . e . . . s e i r e c o g . . . . .
. . . . l . . . . p . . . . . . . . . .
. . . . . l . . . . r . . . . . . . . . .
. . . . . . o . . . . o . . . . . . . . .
. . . . . . . . . . . . d c h o o s e .
. . . . c . . . . . . . . . u . . . . .
. . . . a . . . . . . . . . . c . . . . .
. . r . s e l b a t e g e v . e . . . . .
. t . . . . . . . . n . . c . . . . f .
. . . . . . . . r o . . h . d . . r . .
. . . . . . . e I . . e . . . n u . . .
. d . . . . i t . . c . . . . i a . . .
. a . . . h c . . k . . . . t . h t . .
. I . . s e . . o . . . . . . . g . s .
. r . a s . . u . . . . . . . . u . . .
. y c . s . t . . . . . . . . . o . . .
. . . . g . . . . . . . . . . n . . .
. . . . g . . . . w e i g h . . e . . .
. . . . e . . . . . . . . . . . . . .
    
```

Name:

GROCERY SHOPPING Word Search

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

WORD LIST

cart
choose
enough
hello
stand

cashier
dairy
fruit
produce
vegetables

checkout
eggs
groceries
section
weigh

GROCERY SHOPPING

Word Scramble Solution

Scrambled List

- 1. ceiegrsro**
- 2. tirfu**
- 3. sbletavege**
- 4. yradi**
- 5. hniecck**
- 6. icharse**
- 7. pelpsa**
- 8. eeeshc**
- 9. ipeplane**
- 10. oesaomtt**
- 11. hcnsapi**
- 12. bsrareistwe**
- 13. torguy**
- 14. ooirbclc**
- 15. tbretu**
- 16. egrspa**
- 17. ebnsa**
- 18. espeprp**

Unscrambled List

- groceries**
- fruit**
- vegetables**
- dairy**
- chicken**
- cashier**
- apples**
- cheese**
- pineapple**
- tomatoes**
- spinach**
- strawberries**
- yogurt**
- broccoli**
- butter**
- grapes**
- beans**
- peppers**

Alphabetized List

- apples**
- beans**
- broccoli**
- butter**
- cashier**
- cheese**
- chicken**
- dairy**
- fruity**
- grapes**
- groceries**
- peppers**
- pineapple**
- spinach**
- strawberries**
- tomatoes**
- vegetables**
- yogurt**

Name:

GROCERY SHOPPING

Word Scramble

Scrambled List

Unscrambled List

Alphabetized List

1. ceiegrsro

2. tirfu

3. sbletavege

4. yradi

5. hniecck

6. icharse

7. pelpsa

8. eeeshc

9. ipeplane

10. oesaomtt

11. hcnsapi

12. bsrareistwe

13. torguy

14. ooirbclc

15. tbretu

16. egrspa

17. ebnsa

18. espeprp

WORD LIST

groceries

fruit

vegetables

dairy

chicken

cashier

apples

cheese

pineapple

tomatoes

spinach

yogurt

broccoli

butter

grapes

beans

peppers

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UNIT 5 *Giving Directions*

Text Page 43: Action Series from the CD-ROM

1. Do you want to drive? I'll sit in the passenger seat.
2. It's that way. Turn around.
3. Go up there to the light.
4. Turn left at the light.
5. Get on the freeway just past that sign.
6. I think it's the second exit.
 There it is—Carlson Boulevard. Get off here.
7. Go straight ahead for three blocks.
8. Turn right at the stop sign.
9. Hey, slow down.
10. Go up the hill. It's near the top.
11. Oh! We passed it. Back up.
12. Here it is . Look. It's across the street from the school.
13. OK. Park here.

See *procedures* for page 1
Props needed for this lesson:

Option 1: Make a transparency of the map on page 44 to use with an overhead projector, and a small toy car or other small object (a piece of chalk?) to “drive” on the map.

And/or

Option 2: car (two chairs), steering wheel (real or picture or toy or imaginary); stop light (toy or picture) and stop sign (toy or picture); Pictures of streets, freeway, hill, store, school; signs: FREEWAY ENTRANCE (with arrow), Carlson Boulevard 1/4 MILE and two EXIT signs (because Carlson is “the second exit” according to the lesson)

Bare minimum: the map on page 44

Text Page 45: *Writing Directions*

Go over the map on page 44 together; have one student follow your directions, using a finger to trace the movement, from a starting place to a destination on the map. Then give a different student directions from a different starting point to a different destination. Continue this until students are able to follow your directions easily.

You may also have them follow directions around the classroom, turning left and right, going straight, etc.

Then have students practice giving directions orally, using the map on page 44, with you and the whole class listening.

Finally, on page 45, have them write the directions from Mom's house (on the map) to the library. **Level 1: If this is too difficult a task for them, dictate the directions for them to write on Page 45. Level 2: This process can be repeated, if necessary, before students write directions to their own homes from the school for additional practice.**

Directions from Mom's house to the library: Go down the hill. Turn left at the stop sign (or Carlson Blvd). Go straight for 3 blocks (or 2 1/2). Turn right on Study St. Go one block to the library on Alphabet Ave (or at the corner of Alphabet Ave. and Study St.)

Some students may write directions for a slightly different route. Circulate to check students' work and to help those having problems.

Text Page 46: Spelling –ing forms

Spelling Lesson

This should be a review of the spellings of the -ing forms found so far in this lesson as well as in the four previous lessons.

English -ing forms use the two most consistently applied of all English spelling rules.

(These rules apply not only to -ing forms, but also to regular past forms of verbs—with -ed, comparative and superlative forms of adjectives—with -er and -est, or anywhere an ending beginning with a vowel or -y is added to a word: fog-foggy, big-bigger, red-reddest, stir-stirred.)

Consonant doubling

When a final accented syllable ends in a single consonant and has only one vowel before the consonant, double the consonant when you add -ing (or any suffix beginning with a vowel).

Show these examples:

So win-winning, sit-sitting,

but no double for eat-eating, because there are two vowels, and no double for dust-dusting, because there are already two consonants,

and no double for open-opening, because the accent is on the first syllable, not the final one,

but begin-beginning, because here the accent is on the final syllable.

Drop final silent -e

When a word ends in silent -e, drop the -e before adding -ing (or any suffix beginning with a vowel).

So drive-driving, choose-choosing, make-making.

After you do this, don't make any other changes! (No doubling after dropping final -e!)

Two-word verbs

The list on page 46 also serves as a lesson about two-word verbs, using verbs the students are already familiar with. Point out that the word *get* has one meaning when it stands alone, but the verbs listed here—*get dressed*, *get on* and *get off* (the freeway, or the bus, or the plane, or the bicycle), and *get up*, all have different meanings.

Similarly, several verbs beginning with the words *put* and *turn* are included in the list.

Some students may make the mistake of adding -ing to the second word, so this is also something to help them with.

1. back up	<u>backing up</u>	15. hit	<u>hitting</u>
2. brush	<u>brushing</u>		
3. choose	<u>choosing</u>	16. kiss	<u>kissing</u>
4. do	<u>doing</u>	17. leave	<u>leaving</u>
5. drive	<u>driving</u>		
		18. listen	<u>listening</u>
6. dust	<u>dusting</u>	19. look	<u>looking</u>
7. eat	<u>eating</u>	20. make	<u>making</u>
8. empty		21. mop	<u>mopping</u>
emptying		22. park	<u>parking</u>
9. fast-forward	<u>fast-</u>	23. pass	<u>passing</u>
forwarding		24. pay	<u>paying</u>
10. fill	<u>filling</u>		
		25. plug in	<u>plugging</u>
11. get dressed	<u>getting</u>		
dressed		26. press	<u>pressing</u>
12. get off	<u>getting</u>	27. push	<u>pushing</u>
off		28. put away	<u>putting away</u>
13. get on	<u>getting</u>		
on		29. put back	<u>putting back</u>
14. get up	<u>getting</u>		
up		30. put on	<u>putting</u>
		on	

31.	read	<u>reading</u>
32.	rewind rewinding	
33.	rub	<u>rubbing</u>
34.	say	<u>saying</u>
35.	scrub	<u>scrubbing</u>
36.	slow down	<u>slowing down</u>
37.	sprinkle	<u>sprinkling</u>
38.	stand	<u>standing</u>
39.	stick	<u>sticking</u>
40.	stretch stretching	
41.	sweep sweeping	
42.	switch switching	
43.	take	<u>taking</u>
44.	take out	<u>taking out</u>
45.	think	<u>thinking</u>
46.	try	<u>trying</u>
47.	turn around around	<u>turning</u>
48.	turn on on	<u>turning</u>
49.	turn over	<u>turning over</u>
50.	vacuum	<u>vacuuming</u>
51.	wait	<u>waiting</u>
52.	wake up	<u>waking up</u>
53.	want	<u>wanting</u>
54.	wash	<u>washing</u>
55.	weigh	<u>weighing</u>
56.	yawn	<u>yawning</u>

Pantomime Game As for **page 2****Present Progressive Dictation** As for **page 2**

1. **What are you doing?** **I'm sitting in the passenger seat.**
2. **What am I doing?** **You're driving the car.**
3. **What are we doing?** **We're turning around.**
4. **What is she doing?** **She's getting on the freeway.**
5. **Where are they going?** **They're going straight.**
6. **What is he doing?** **He's slowing down and parking here.**

Correcting the Dictation, Pronunciation Practice, Pair Practice or Group Work As for **page 2****Text Page 47: Present/Present Progressive Story from the CD-ROM****Present, Present Progressive**

It's Sunday and we're going to Mom's house. We go every Sunday. Ted drives and I sit in the passenger seat. Right now we're getting on the freeway. Here's the exit. We're getting off. We're turning right. Now we're backing up. We always back up because Ted always passes it. OK. Now we're parking. Hi, Mom!

Pronunciation

Have the students repeat each sentence of this story after you, to practice pronunciation.

Questions

Have individual students, or the whole class, answer the questions orally before they write the answers in their books. As usual, if the exercise is too difficult for your class, dictate the answers to them instead of having them attempt them on their own.

1. **What day is it?** **It's Sunday.**
2. **Where are they going?** **They're going to Mom's (or their mother's) house.**
3. **How often do they go?** **They go every Sunday. (or once a week)**
4. **Who drives?** **Ted (drives).**
5. **Where does the other person sit?** **(The other person sits) in the passenger seat.**
6. **Are they getting on the freeway?** **Yes, they are.**
7. **Do they turn right when they get off the freeway?** **Yes, they do.**
8. **How often do they back up?** **They always back up.**
9. **Why do they back up?** **(They always back up) because Ted always passes it.**

10. Where are they parking? They're parking in front of Mom's house (or across the street from the school).

Correct the exercise, practice pronunciation, and pair practice, as for page 2.

Text Page 48: Past Tense Story from the CD-ROM

As for page 7

basic forms	drive	want	think	sit	turn	go	get
past forms	drove	wanted	thought	sat	turned	went	got
	slow	pass	back		look	park	
parked	slowed		passed	backed		looked	

Past Tense: Last Sunday

Last Sunday we went to Mom's house. Ted drove and I sat in the passenger seat. We got on the freeway and got off at Carlson Boulevard. Then we turned right and went up the hill. We backed up because we passed Mom's house. We parked across the street from the school.

- | | |
|---|---|
| 1. When did we go to Mom's house? | <u>You went last Sunday.</u> |
| 2. Who drove? | <u>Ted drove.</u> |
| 3. Where did I sit? | <u>You sat in the passenger's seat.</u> |
| 4. Where did we get off the freeway? | <u>You got off at Carlson Boulevard.</u> |
| 5. Did we turn left or right? | <u>You turned right.</u> |
| 6. Did we go up the hill or down the hill? | <u>You went up the hill.</u> |
| 7. Why did we back up? | <u>You backed up because you passed Mom's house.</u> |
| 8. Where did we park? | <u>You parked across the street from the school.</u> |

Text Page 49: Rhymes

Note and Introduction (as for page 20)

1. wait	<u> </u>	6. Bill	<u> </u>
2. line	<u> </u>	7. dust	<u> </u>
3. chair	<u> </u>	8. five	<u> </u>
4. boss	<u> </u>	9. say	<u> </u>
5. dark	<u> </u>	10. learn	<u> </u>
	straight		hill
	sign		just
	there		drive
	across		way hey
	park		turn
11. no	<u> </u>	slow oh	
12. night	<u> </u>	right	
13. beer	<u> </u>	near	
14. meet	<u> </u>	seat	

For level 2: other words that rhyme with

- | | |
|---|---|
| 1. late, date, eight, hate, plate, state | 6. fill, still, kill, pill, will |
|---|---|

2. fine, wine, mine, nine, pine

3. care, hair, pear/pair, where

4. loss, floss, sauce, Ross

5. mark

11. blow, low, row, toe

12. bite, bright, fight, height, might, quite, tight, white

wheat

7. must

8. live

9. day, gray, lay, may, pay

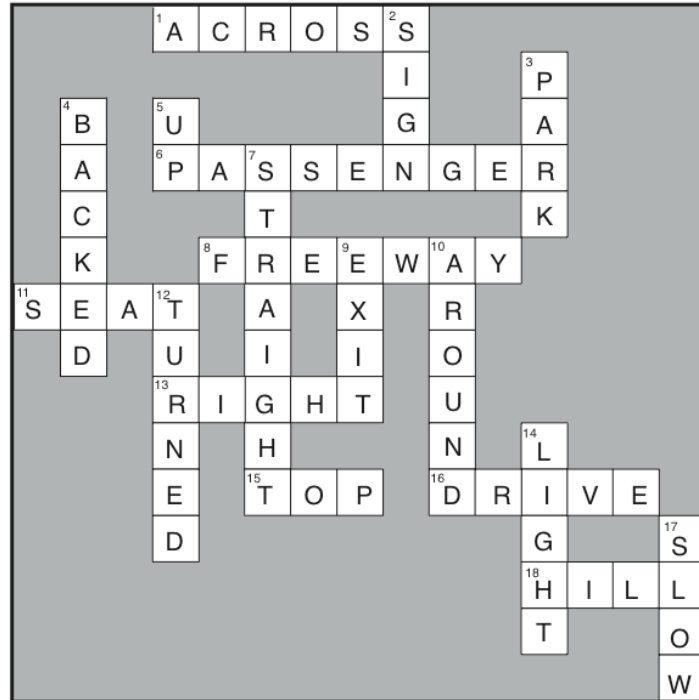
10. earn, burn

13. ear, dear, clear, year

14. neat, beet, feet, heat,

Text Page 50: Crossword

Solution:



Text Page 51: *Short Answers, BINGO*

After students have answered the personal questions on page 51 with short answers, orally and then written, corrected their papers, and practiced the questions and answers in pairs, follow the instructions for **Short Answer Bingo** at the end of Unit 3.

Level 1:

1. Do you drive to school?	Yes, I do.	No, I don't.
2. Do you live near the school?	Yes, I do.	No, I don't.
3. Are you driving right now?	No, I'm not.	
4. Are you practicing English?	Yes, I am.	
5. Did you come to school yesterday?	Yes, I did.	No, I didn't.
6. Did your sister come to school yesterday?		Yes, she did. No, she didn't.
7. Does she live in this city?	Yes, she does.	No, she doesn't.
8. Is she in this class?	Yes, she is.	No, she isn't.
9. Are we playing Bingo?	Yes, we are.	No, we aren't.
10. Do we play Bingo every day?	No, we don't.	

In this game, there are 16 different short answers to copy into the grid, and 16 squares on the grids. Have the students copy the short answers in random order *without the words yes or no*.

Level 2:

1. Can you drive?	Yes, I can.	No, I can't
2. Do you drive to school?	Yes, I do.	No, I don't.
3. Do you live near the school?	Yes, I do.	No, I don't.
4. Are you driving right now?	No, I'm not.	
5. Are you practicing English?	Yes, I am.	
6. Did you come to school yesterday?	Yes, I did.	No, I didn't.
7. Did your sister come to school yesterday?		Yes, she did. No, she didn't.
8. Does she live in this city?	Yes, she does.	No, she doesn't.
9. Is she in this class?	Yes, she is.	No, she isn't.
10. Are we playing Bingo?	Yes, we are.	No, we aren't.
11. Do we play Bingo every day?	No, we don't.	
12. Was it cold yesterday?	Yes, it was.	No, it wasn't.
13. Were we here last week?	Yes, we were.	No, we weren't.
14. Were your brothers here last week?	Yes, they were.	No, they weren't.

Have the students copy the following 16 auxiliary words, in random order, onto their grids:

can do does did is are was
 were
 can't don't doesn't didn't isn't aren't
 wasn't weren't

GIVING DIRECTIONS
Word Search Solution

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

Name:

GIVING DIRECTIONS

Word Search

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

WORD LIST

across
blocks
exit
just
near

right
second
straight
think

ahead
down
freeway
left
passed
passenger
school
sign
street

around
drive
hill
light

seat
slow
there

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GIVING DIRECTIONS

Word Scramble Solution

Scrambled List **List**

- 1. vried**
- 2. sepegrsna**
- 3. roadun**
- 4. yfweare**
- 5. scdnoc**
- 6. ihrtgast**
- 7. hdeaa**
- 8. sokblc**
- 9. rvedo**
- 10. rassco**
- 11. hcolso**
- 12. nawetd**
- 13. igtetgn**
- 14. ekerpd**
- 15. inogg**

Unscrambled List Alphabetized

- | | |
|------------------|------------------|
| drive | across |
| passenger | ahead |
| around | around |
| freeway | blocks |
| second | drive |
| straight | drove |
| ahead | freeway |
| blocks | getting |
| drove | going |
| across | parked |
| school | passenger |
| wanted | school |
| getting | second |
| parked | straight |
| going | wanted |

Name:

GIVING DIRECTIONS

Word Scramble

Scrambled List

**Unscrambled List
Alphabetized List**

1. vried

2. sepegrsna

3. roadun

4. yfweare

5. scdnoc

6. ihrtgast

7. hdeaa

8. sokblc

9. rvedo

10. rassco

11. hcolso

12. nawetd

13. igtetgn

14. ekarpd

15. inogg

WORD LIST

drive

passenger

around

freeway

second

straight

ahead

blocks

drove

across

school

wanted

getting

parked

going

UNIT 6 *Sending a Postcard*

Text Page 52: Postcards

These postcards can be used during pair practice for steps 6-11 of the action series on the facing page (53), or for additional practice writing real postcard messages for page 62.

Text Page 53: Action Series from the CD-ROM

1. You are visiting San Francisco.
2. Take pictures and enjoy the view.
3. Find a shop that sells postcards.
4. Choose a pretty one.
5. Sit down and write your card.
6. Write the date at the top.
7. Write the message.
8. Sign your name at the bottom.
9. Write your friend's name and address on the card.
10. Tear off a stamp.
11. Put the stamp in the right place!
12. Take the postcard to the mailbox.
13. Mail it.

SORRY! Typo in Level 1 book: item 10. Tell students to correct their books: "Tear off the a stamp."

See **procedures** for page 1

Props needed for this lesson: camera, toy or real (just pantomiming taking pictures is quite clear too), several postcards (can be index cards) to choose from, stamps or stickers (I use the magazine stamps that come in the mail—be sure to give each person a strip of at least three or four so that they have to *tear off* a stamp for item 10.)

Text Pages 54-55: Vocabulary

Lesson

Hold up a piece of paper and point out the *top*, the *bottom*, the *center*, the 4 *corners*, the *left side*, and the *right side*. Then point to the same parts of the chalkboard and/or any picture or map on the wall.

Next, point to the top of the board or piece of paper, and ask the students, "Is this the bottom or the top?" Ask similar "or" questions with other words in the list above.

Pronunciation Practice and Writing the Exercise

Now have students open their books to page 54 and repeat after you items #1-6 to practice pronunciation. Then have them pair practice, with one person giving the instructions, and the other person pointing to appropriate areas of the card on the next page (page 55).

Next, have them complete the answers to the questions on page 55.

1. Where are you going to put the stamp? In the corner.
2. Where are you going to write the date? At the top of the card on the left side.
3. Where are you going to write the address? On the right side.
4. Where are you going to sign your name? At the bottom of the message on the left side.

Finally, have them pair practice these questions and answers.

Text Page 54-55: Comparisons

Lesson

Make sure that everyone understands what an adjective is. Explain that adjectives are words used for description. Write the adjectives *large, small, long, short, pretty, ugly*, on the board and point out some things in the room that can be described by each word. For example, “Is this picture pretty or ugly? Is it large or small? Is this pencil long or short?”

Then ask the students to compare two objects, “Which picture is prettier, this one or that one? Which pencil is shorter, this one or this one?” Use all six comparative forms repeatedly in this way to give students a lot of aural input.

Now write the comparative forms on the board next to their respective adjectives. Explain that *larger* means “*more large*”, but that we never say “*more large*”, we say *larger*, and add the word *than* when comparing two objects. Write at least one complete sentence on the board, such as *This picture is larger than that one.*

Next hold up a group of objects, such as several used pencils, and pick out the shortest and the longest pencils in the bunch. Explain that to describe the *one* shortest of *many*, we use the word *shortest*, and to describe the *one* longest of *many*, we use the word *longest*. Write at least one of these sentences on the board, such as *This pencil is the longest of all.*

Note that the spelling rules, described for page 46, for adding -ing and -ed, apply to the ending -er and -est in exactly the same way.

Writing the Exercise

Then have the students open their books to pages 54-55 and complete the exercise at the top of page 54. This matching exercise is absurdly easy, but serves as a warm-up.

smaller 1. small
shorter 2. short

uglier 3. ugly
longer 4. long

larger 5. large
prettier 6. pretty

Circulate as students write the answers to the questions. If they are having quite a bit of trouble with it, dictate the answers instead of having them try to write them on their own.

- | | |
|--|--|
| 1. Which postcards are pretty? | <u>A and C are pretty.</u> |
| 2. Which postcards are ugly? | <u>B and D are ugly.</u> |
| 3. Which postcard is prettier, A or C? | <u>C is prettier than A..</u> (or <u>A is prettier than C.</u>) |
| 4. Which postcard is uglier, B or D? | <u>B is uglier than D.</u> (or <u>D is uglier than B.</u>) |
| 5. Which is the prettiest? | <u>C is the prettiest.</u> (or <u>A is the prettiest.</u>) |
| 6. Which is the ugliest? | <u>B is the ugliest.</u> (or <u>D is the ugliest.</u>) |
| | |
| 7. Which card is larger, F or G? | <u>F is larger than G.</u> |
| 8. Which card is smaller, E or F? | <u>F is smaller than E.</u> |
| 9. Which one is the largest? | <u>E is the largest.</u> |
| 10. Which one is the smallest? | <u>G is the smallest.</u> |
| | |
| 11. Which message is shorter, H or J? | <u>J is shorter than H.</u> |
| 12.. Which message is longer, I or J? | <u>J is longer than I.</u> |
| 13. Which one is the shortest? | <u>I is the shortest.</u> |
| 14. Which one is the longest? | <u>H is the longest.</u> |

Correct the exercise, practice pronunciation, and pair practice, as for page 2.

Bear in mind that the ugly/prettier questions are a matter of opinion, so students' answers to 1-6 may vary.

Text Pages 56-57: Present Progressive: Don't!

Introduction and review of lesson for pages 34-35.

Example: Take pictures.
Don't take a break!
I'm not taking a break.
What are you taking ?
I'm taking pictures.

1. Find a shop that sells postcards.
Don't find a shop that sells beer!
I'm not finding a shop that sells
beer.

What are you finding?
I'm finding a shop that sells
postcards.

2. Choose a pretty card.**Don't choose an ugly card!****I'm not choosing an ugly card.****What are you choosing ?****I'm choosing a pretty card.****3. Sit down.****Don't stand up.****I'm not standing up.****What are you doing?****I'm sitting down.****4. Write the date at the top.****Don't write it at the bottom.****I'm not writing it at the bottom.****Where are you writing it?****I'm writing it at the top.****5. Sign your name at the bottom.****Don't sign it at the top!****I'm not signing it at the top.****Where are you signing it?****I'm signing it at the bottom.****6. Tear off a stamp.****Don't tear off a paper towel!****I'm not tearing off a paper towel.****What are you tearing off?****I'm tearing off a stamp.****7. Take the postcard to the mailbox.****Don't take it home!****I'm not taking it home.****Where are you taking it?****I'm taking it to the mailbox.****8. Mail it.****Don't throw it away.****I'm not throwing it away.****What are you doing ?****I'm mailing it.****Correcting the Exercise, Pair Practice as for pages 34-35****Text Page 58: Present Tense Story**

My cousins love San Francisco and visit there every year. They usually take pictures and enjoy the beautiful views. Then they find a shop that sells postcards. They always choose a pretty one for Bob and write him a message. After they sign it at the bottom, they tear off a stamp and put it on the card. Then they take the postcard to the mailbox and mail it to him.

Pronunciation**Have the students repeat each sentence of this story after you, to practice pronunciation.****Questions****Have individual students, or the whole class, answer the questions orally before they write the answers in their books. As usual, if the exercise is too difficult for your class, dictate the answers to them instead of having them attempt them on their own.****1. Why do Bob's cousins visit San Francisco every year?**

love it there.	They visit San Francisco every year because they
2. What do they usually do there?	They usually <u>take pictures and</u>
<u>enjoy the views.</u>	
3. What do they find there?	They <u>find</u> a shop that
sells postcards.	
4. Do they sometimes choose an ugly postcard for Bob?	No, they
always <u>choose</u> a pretty one.	
5. Where do they sign it?	They <u>sign</u> it at the
bottom.	
6. How many stamps do they tear off?	They <u>tear off</u> one
stamp.	
7. Where do they take the postcard?	They <u>take</u> it to a mailbox.
8. Who do they mail it to?	They <u>mail</u> it to Bob.
9. When you go to a new place, do you take pictures of the views? [variable]	[variable]
10. Do you send postcards to your friends?	[variable]
11. What city do you love to visit?	I love to visit <u>[variable]</u>.

Note: If you expect this exercise to be easy for your class, have the students read the story silently and try to answer the questions in their books before you read it aloud together.

Bob's sister loves San Francisco and visits there every year. She usually takes pictures and enjoys the beautiful views. Then she finds a shop that sells postcards. She always chooses a pretty one for Bob and writes him a message. After she signs it at the bottom, she tears off a stamp and puts it on the card. Then she takes the postcard to the mailbox and mails it to him.

Pronunciation

Have the students repeat each sentence of this story after you, to practice pronunciation.

Questions

Have individual students, or the whole class, answer the questions orally before they write the answers in their books. As usual, if the exercise is too difficult for your class, dictate the answers to them instead of having them attempt them on their own.

1. Why does my sister visit San Francisco every year?

She visits San Francisco every year because she

loves it there.

2. What does she usually do there?

She (usually) takes pictures and enjoys the

views.

3. What does she find there?

She finds a shop that

sells postcards.

4. Does she sometimes choose an ugly postcard for Bob?

No, she always

chooses a pretty one.

5. Where does she sign it?
bottom.

She signs it at the

6. How many stamps does she tear off?
stamp.

She tears off one

7. Where does she take the postcard?
mailbox.

She takes it to a

8. Who does she mail it to?

She mails it to Bob.

9. When you go to a new place, do you take pictures of the views? [variable]

10. Do you send postcards to your friends?

[variable]

11. What city do you love to visit?

I love to visit [variable].

Correct the exercise, practice pronunciation, and pair practice, as for page 2.

Text Page 59: Future Tense Story from the CD-ROM

Future Tense

Next week Christina, a student, is going to visit San Francisco. On Monday she is going to take pictures and enjoy the views. On Tuesday she'll find a shop that sells postcards. She'll choose a pretty one. The following day she'll write the postcard, sign it, and put a stamp on it. After that she's going to mail it.

Pronunciation

Have the students repeat each sentence of this story after you, to practice pronunciation.

Questions

Have individual students, or the whole class, answer the questions orally before they write the answers in their books.

Point out that you are now practicing the future tense, talking about something that hasn't happened yet. Tell students to use going to or will with the basic forms of the verbs.

Again, if writing the exercise is too difficult for them, dictate the answers instead of having them answer them on their own.

1. When is Christina going to visit San Francisco? She 's going to visit San Francisco next week.

2. What is she going to do on Monday? She 's going to take pictures and enjoy the views.

3. What will she find on Tuesday? She 'll find a shop that sells postcards.

4. What will she choose? She 'll choose a pretty one.

5. What will she do on Wednesday? She 'll write the postcard, sign it, and put a stamp on it.

6. What is she going to do after that? She 's going to mail it.

Correct the exercise, practice pronunciation, and pair practice, as for page 2.

Text Page 60: Past Tense Story from the CD-ROM

As for **page 7**

basic forms	visit	take	enjoy	find	sell	choose	sit
past forms	visited	took	enjoyed	found	sold	chose	sat

write	sign	tear	put	mail
wrote	signed	tore	put	mailed

Past Tense: Last Week...

Last week Christina visited San Francisco. She took some pictures and enjoyed the views. She found a shop that sold postcards and chose a pretty one. She wrote a message and signed her name at the bottom. Then she tore off a stamp and put it on the postcard. She took the card to a mailbox and mailed it.

1. Which city did Christina visit last week? **She visited San Francisco.**
2. What did she do there? **She took some pictures and enjoyed the views.**
3. What did she find? **She found a shop that sold postcards.**
4. What did she choose? **She chose a pretty one.**
5. What did she write? **She wrote a message.**
6. Where did she sign her name? **She signed her name at the bottom.**
7. What did she tear off? **She tore off a stamp.**
8. Where did she mail it? **She mailed it from a mailbox.**

Correct the exercise, Pronunciation Practice, Pair Practice as for page 2

Text Page 61: *Four Tenses***Introduction**

Copy on the board the contents of the first box on page 61, or make a transparency and project it onto the board.

Point to each question and ask the class if this question is in the present, the past, or the future.

When they answer correctly, ask them how they know. If no one can tell you that it's because of the word *did* (for the past tense question) or *do* (for the present tense question) or the *-ing* form (for the other present tense question) or *going to* (for the future), point these markers out to them.

Next, ask them if the two present tense questions are the same. Remind them that one is talking about action that is happening right now, as we are speaking about it, and the other is talking about an action that happens every time, or regularly, or with some frequency, *but not at this moment*. For a good example to illustrate this, ask if anyone in the

class smokes. (If no one does, ask if anyone chews gum, or drives to school, or eats fish., etc.) Then ask the class if that student is smoking. Some may say yes. Explain that the correct answer is *no*, because when we use the *-ing* form of the verb, we mean *Is she smoking right now?* So altho she *smokes*, she *isn't smoking* right now. Give a few more examples.

Now point to each time expression at the top of the box, and ask if each one is in the present time, in the past, or in the future.

Have the students open their books and complete the questions with the correct time expressions listed at the top of each box.

Also tell them to give short answers, reminding them to use the same auxiliary verb from the question.

1. Did you visit San Francisco	<u>last year?</u>	<u>No, I didn't.</u> or	<u>Yes, I did.</u>
2. Do you visit San Francisco	<u>every year?</u>	<u>No, I don't.</u> or	<u>Yes, I</u>
do.			
3. Are you visiting San Francisco	<u>right now?</u>	<u>No, I'm not.</u>	
4. Are you going to visit San Francisco	<u>next year?</u>	<u>No, I'm not.</u>	<u>Or</u>
<u>Yes, I am.</u>			

5. Did Christina take pictures	<u>yesterday?</u>	<u>Yes, she did.</u>	<u>Or</u>	<u>No,</u>
<u>she didn't.</u>				
6. Does Christina take pictures	<u>every day?</u>	<u>Yes, she does.</u>	<u>Or</u>	<u>No,</u>
<u>she doesn't.</u>				
7. Is Christina taking pictures	<u>at this moment?</u>			<u>No, she isn't.</u>
8. Is Christina going to take pictures	<u>tomorrow?</u>	<u>Yes, she is.</u>	<u>Or</u>	<u>No,</u>
<u>she isn't.</u>				

9. Did he mail you a card	<u>the last time he was on vacation?</u>	<u>No, he</u>
<u>didn't.</u> or <u>Yes, he did.</u>		
10. Does he mail you a card	<u>every time he's on vacation?</u>	<u>No, he</u>
<u>doesn't.</u> or <u>Yes, he does.</u>		
11. Is he mailing you a card	<u>at this moment?</u>	<u>No, he isn't.</u> or
<u>Yes, he is.</u>		
12. Will he mail you a card	<u>the next time he's on vacation?</u>	<u>No, he won't.</u>
or <u>Yes, he will.</u>		

Note that there is more than one possible correct answer for some of these questions. For example, *Did they write postcards every week?* Is not incorrect, and neither is *Is Christina taking pictures tomorrow?* Or *Is Christina going to take pictures at this moment?* At this level you may not want to confuse your students with these subtleties, but you also probably don't want to tell them that they're wrong for making these selections. If it comes up, you can mention briefly that sometimes we use the *present progressive* for talking about the future, and the expression *at this moment* for something that's going to

happen immediately, so these answers are also correct. Otherwise, don't bring it up at this level.

Pair Practice Have students practice the questions and answers in pairs.

Text Page 62: *Writing a Postcard*

Circulate to help students with any English words or expressions they need to write their messages.

Level 1: If your students have literacy problems, you may want to have them write the first postcard in their native language, to establish the correct place for the date, salutation, message, signature, and address. Then the second postcard can be used to repeat the whole process in English, this time taking care to write the message with correct English.

Level 2: The second postcard is for additional practice.

There are also postcards on page 52 that can be used for additional practice if needed.

Text Page 63: *Rhymes*

Note and Introduction (as for **page 20**)

On Page 53, find a word that rhymes with:

- | | | | |
|----------|---------------|----------|--------------|
| 1. wait | <u>date</u> | 6. boy | <u>enjoy</u> |
| 2. night | <u>write</u> | 7. fine | <u>sign</u> |
| 3. city | <u>pretty</u> | 8. chair | <u>tear</u> |
| 4. hard | <u>card</u> | 9. lamp | <u>stamp</u> |
| 5. sale | <u>mail</u> | 10. two | <u>view</u> |

Find two words that rhyme with

11. stop shop top

For level 2: other words that rhyme with

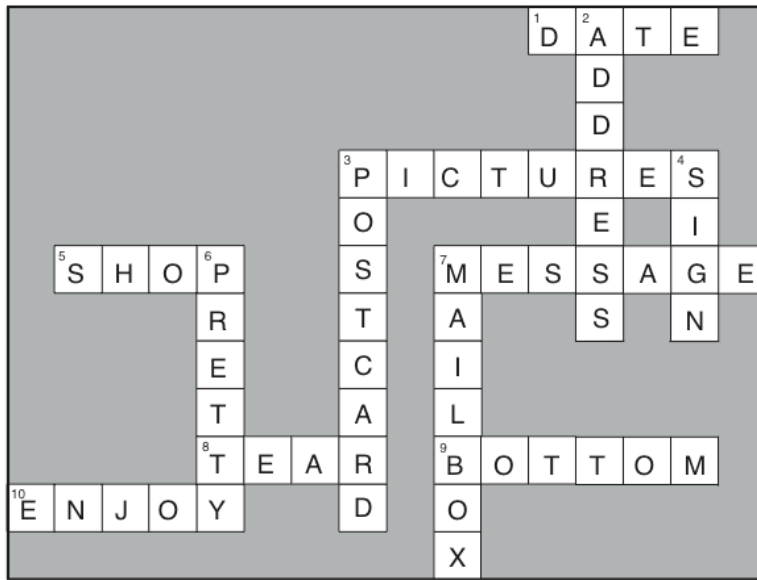
- | | |
|--|---------------------------------|
| 1. late, eight, hate, plate, state | 6. soy (sauce), toy, joy |
| 2. bite, bright, fight, height, might, quite, tight, white | 7. wine, mine, nine, pine |
| 3. kitty | 8. care, hair, pear/pair, where |
| 4. yard | 9. camp |

5. jail, nail, pale, rail, tail, whale

10. blue, do, few, who, new
11. cop, drop, pop

Text Page 64: Crossword

As for page 30
Solution:



BINGO! TPR Verbs

This game is a review of the present progressive tense and of many of the verb phrases already covered by your class. Refer to the **end of Unit 1 of this manual for general instructions for preparing and playing bingo.**

Review lesson

Select at least 16 verb phrases from the units already covered in your class. Review them with your class with or without props. To do this, you may wish to review the complete action series already covered (probably the series from units 1-6, on pages 1, 11, 23, 31, 43 53). Or you may prefer to limit yourself to only the 16 or more actions you have selected for this bingo game. If you're not using props, be sure that each action selected is very distinct and easily distinguishable visually from every other action selected. You may find that you need props for some (for the sake of clarity) but not for others.

Suggested verb phrases:

from unit 1: stretching and yawning

getting dressed

reading the newspaper

from unit 2: sweeping the floor

filling a bucket

looking around

from unit 3: turning the cassette over

pressing eject (You'll need at least a drawing of the

cassette player

console for this one.)

from unit 4: choosing some fruit

standing in line

paying for your groceries

from unit 5: turning around

backing up

from unit 6: taking pictures

writing a postcard

tearing off a stamp

After having the students perform the actions, do each action yourself, asking as you do, "What am I doing?" (similar to the **Pantomime Game for text page 2). For more review, play the **Pantomime Game** using these actions.**

Set up

When the students are very clear on all the verbs and their meanings, perform each action one more time, again asking, "What am I doing?" as you do the action. This time, as the students answer you, write the -

ing form of the verb on the board, including the second word of two-word verbs (as indicated by bold type, above).

Give each student a copy of the **bingo grid** at the end of Unit 1 of this teachers' manual. Have them copy each of the verb forms on the board into one of the squares on the grid, making sure they copy them *in random order* so that each student's grid will have a different arrangement of the verbs. If you have selected more than 16 verb phrases, point out to the students that there are only 16 squares on the grid, so they will be able to copy only 16 of the verbs onto their grids, leaving the rest of the verbs off their papers.

As the students are preparing their grids, prepare your calling cards by writing each of the verb phrases on a small card. Then distribute a handful of markers to each student.

Explain the game

Suggested script: *I'm going to pantomime one of these actions and ask "What am I doing?" Don't say anything! Put a marker on the correct verb (if you have it on your paper) like this. When you have 4 squares marked in one row, say, "Bingo!" They can be horizontal, like this, or vertical, like this, or diagonal, like this. The first person who says Bingo and is correct is the winner. The second person is—too late!*

Play the game, and check for correct responses as at the **end of Unit 1.**

Word Search and Word Scramble

See **instructions** at the end of Unit 1 in this Teacher’s Resource Guide for introducing these puzzles .

SENDING A POSTCARD
Word Search Solution

```

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

```

Name:

SENDING A POSTCARD
Word Search

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

WORD LIST

address
date
friend

pictures
shop
tear
visiting

bottom
enjoy
mailbox
message
postcards
sign
top
write

choose
find

pretty
stamp
view

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SENDING A POSTCARD

Word Scramble Solution

Scrambled List List	Unscrambled List	Alphabetized
1. scisnou	cousins	choose
2. yulg	ugly	cousins
3. trptye	pretty	enjoyed
4. topsdrac	postcard	friends
5. oeshoc	choose	mailbox
6. psatms	stamps	mailing
7. rntegia	tearing	message
8. eotr	tore	Monday
9. deirsn	friends	postcard
10. oymdna	Monday	pretty
11. deutsya	Tuesday	sold
12. eanwysedd	Wednesday	stamps
13. lobaxmi	mailbox	tearing
14. odls	sold	tore
15. owetr	wrote	Tuesday
16. deenyjo	enjoyed	ugly
17. gmlaini	mailing	Wednesday
18. eaesmgs	message	wrote

Name:

**SENDING A POSTCARD
Word Scramble**

Scrambled List

**Unscrambled List
Alphabetized List**

- 1. scisnou**
- 2. yulg**
- 3. trptye**
- 4. topsdrac**
- 5. oeshoc**
- 6. psatms**
- 7. rntegia**
- 8. eotr**
- 9. deirsfm**
- 10. oymdna**
- 11. duetsya**
- 12. eanwysedd**
- 13. lobaxmi**
- 14. odls**
- 15. owetr**
- 16. deenyjo**
- 17. gmlaini**
- 18. eaesmg**

WORD LIST

**cousins
choose
friends**

**ugly
stamps
Monday
Wednesday**

**pretty
tearing
Tuesday**

**postcard
tore**

**mailbox
mailing**

**sold
message**

wrote

enjoyed

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UNIT 7 *Going Fishing*

Text Page 65: Action Series from the CD-ROM

1. Find a good place.
2. Put your fishing pole together.
3. Tie a weight to the end of the line.
4. Tie a hook above the weight.
5. Put some bait on the hook.
6. Throw your line in the water.
7. Wait for the fish to bite.
8. Have something to eat.
9. The pole moved! Pull it in!
10. It's too small. Throw it back in the water.
11. Try again
12. Hey! You got one. This one is big.

See **procedures** for page 1

Props needed for this lesson: A fishing pole, real, or any stick or rod with do. For step number two, you need to put two sections, or sticks together in some way. One of the sections should have a line attached to it (real fishing line, or string or thread). You also need a sinker or weight, a hook, which can be fashioned from a piece of wire, and some bait, which can be just about any substance that can be balled up and put on the hook. Then you need an area of the room designated as the water (a river, lake or ocean) and a lunch (can be nothing more than a brown bag or lunch box from which you pretend to take a sandwich or apple. But of course a real food item would be more fun.) Finally, you need two fish, one small and one large. These can be toy fish or just paper drawings which have been cut out.

Also have a float (or "sinker") on hand for the preposition exercise on page 71.

Note serious printing error in the Level 2 Workbook for this unit:

The printers accidentally substituted the Level 1 version of Unit 7 for the Level 2 version in the Level 2 Workbook. We have made an effort to contact people who purchased this faulty version of the first edition of the book, to replace it with a corrected version. If the Workbook(s) you and your students are using do not match the instructions and solutions shown in this Guide, please contact Contee Seely at consee@aol.com to request replacement copies. Or, if your students are already well into the semester when you see this, use the instructions and pages given in this Guide to correct or replace the five faulty pages (66-67, 70, 75 and 76) in the Level 2 Workbook.

Text Pages 66-67: Present Progressive, Long Answers

Lesson/Introduction

With students' books closed, play the **Pantomime Game**, as for page 2. **For level 1, dictate the -ing forms of the verbs before writing them on the board. (Refer to page 46 for the spelling rules needed.)** Then have students open their books and **complete the questions, or answer the questions** on pages 66-67.

- | | |
|-------------------------|--|
| 1. What is he doing? | <u>He's tying a weight to the end of the line.</u> |
| 2. What is she doing? | <u>She's putting her fishing pole together.</u> |
| 3. What am I doing? | <u>You're looking for a good place.</u> |
| 4. What are you doing? | <u>I'm throwing the fish back in the water.</u> |
| 5. What are we doing? | <u>We're having something to eat.</u> |
| 6. What is he doing? | <u>He's tying a hook above the weight.</u> |
| 7. What are they doing? | <u>They're waiting for the fish to bite.</u> |
| 8. What am I doing? | <u>You're pulling in a fish.</u> |
| 9. What is he doing? | <u>He's throwing his line in the water.</u> |
| 10. What are you doing? | <u>I'm putting some bait on the hook.</u> |

Correcting the exercise, Dictation, Pronunciation Practice, and Pair Practice or Group Work as for **page 2**

The next page is the corrected version of Pages 66-67 for the Level 2 book. Since it is difficult to duplicate the small color photographs on these pages, print out the following page, duplicate it, and then cut the page in half. Students can cover the simpler Level 1 version of the exercise with the half pages you give them. These can be glued, taped, or simply held in place (to match each question to the corresponding photograph).

Page 66

Page 67

1. What is he doing?

2. What is she doing?

3. What am I doing?

4. What are you doing?

5. What are we doing?

6. What is he doing?

7. What are they doing?

8. What am I doing?

9. What is he doing?

10. What are you doing?

Text Page 68-69: *Sounds of English*

Note: these two pages are meant to be exactly the same for both levels, so no correction is needed for the faulty level 2 books.

Lesson

A few of these words may be unfamiliar: pool, beat, tree, fin, hawk. Introduce these words before doing this exercise. It is also a good idea to practice some of the sound discriminations in this exercise before having the students mark the answers in their books. (See the section titled **Aural discrimination for Ch/Sh Bingo at the end of Unit 4 of this Guide.)**

Suggested instructions

Look at number 1. I'm going to read one of the three words there. Listen carefully to hear if I pronounce the word after letter a, the word after letter b, or the word after letter c. Draw a circle around the letter of the word I pronounce.

Number 1: pole. [Repeat the word pole.] Did you hear letter a, b, or c? Yes, letter b, pole. Now go to number 2.

Continue giving the correct answer for one or two more examples. Then tell students not to say the letter out loud any more. The word for the teacher to pronounce for each item is indicated in bold.

- | | | | | |
|-----|---------------------|----------------------|----------------|----------------|
| 1. | a. pull | b. pole | c. pool | |
| 2. | a. pull | b. pole | c. pool | |
| 3. | a. pull | b. pole | c. pool | |
| 4. | a. bit | b. bite | c. bait | d. beat |
| 5. | a. bit | b. bite | c. bait | d. beat |
| 6. | a. bit | b. bite | c. bait | d. beat |
| 7. | a. bit | b. bite | c. bait | d. beat |
| 8. | a. something | b. same thing | | |
| 9. | a. something | b. same thing | | |
| 10. | a. tea | b. tie | c. try | d. tree |
| 11. | a. tea | b. tie | c. try | d. tree |
| 12. | a. tea | b. tie | c. try | d. tree |
| 13. | a. tea | b. tie | c. try | d. tree |
| 14. | a. find | b. fine | c. fin | |
| 15. | a. find | b. fine | c. fin | |
| 16. | a. find | b. fine | c. fin | |

17. a. *weight* b. *way* c. *waited*
18. a. *weight* b. *way* c. *waited*
19. a. *weight* b. *way* c. *waited*
20. a. *hook* b. *hawk* c. *who* d. *how*
21. a. *hook* b. *hawk* c. *who* d. *how*
22. a. *hook* b. *hawk* c. *who* d. *how*
23. a. *hook* b. *hawk* c. *who* d. *how*

For students with literacy problems or low academic backgrounds, it is a good idea to follow this exercise, or any multiple choice exercise, with an introduction to Scantron-type answer sheets. These are used so often in the United States, that any student living there will need to be familiar with this way of marking answers.

So after correcting the exercise, give each student a Scantron, have them fill in their names in the indicated space, and show them how to transfer their answers from the exercise in the book to the corresponding items on the Scantron. After they have all done this, collect the Scantrons and put them thru a Scantron machine as soon as possible, immediately if possible. Then return them to the students and point out the red marks made by the machine, explaining what they mean.

Text Page 70: Questions for Learners

Refer to the procedures for page 14. Use the props for page 65, or an enlargement of the drawing on page 70.

Have the students repeat these words to practice the pronunciation:
a. water b. line c. pole d. hook e. weight f. bait g. float

Text Page 70: Present Tense Story

Cindy and Greg go fishing twice a month. After they find a good place, Cindy puts the fishing poles together. Greg always ties a weight and a hook to each line and Cindy puts some bait on each hook. Then they throw their lines in the water and wait for the fish to bite. They often have something to eat while they wait. When the pole moves, they pull in the fish. If it's too small, they throw it back and try again. But they usually get a big one.

Pronunciation

Have the students repeat each sentence of this story after you, to practice pronunciation.

Oral practice

With books closed, ask students the questions on page 70.

Writing the exercise

Have the students open their books and complete the answers.

- | | |
|--|--|
| 1. How often do Cindy and Greg go fishing? | <u>They go fishing twice a month.</u> |
| 2. What does Cindy do after they find a good place? | <u>She puts the fishing poles together.</u> |
| 3. Who ties a weight and a hook to each line? | <u>Greg does.</u> |
| 4. Who puts some bait on each hook? | <u>Cindy does .</u> |
| 5. What do they do then? | <u>They throw their lines in the water.</u> |
| 6. What do they wait for? | <u>They wait for the fish to bite.</u> |
| 7. What do they do while they wait? | <u>They have something to eat.</u> |
| 8. What do they do when the pole moves? | <u>They pull it in.</u> |
| 9. What do they do if the fish is too small? | <u>They throw it back in the water.</u> |
| 10. Do they ever get a big one? | <u>Yes, they usually get a big one.</u> |

Correcting the exercise, Dictation, Pronunciation Practice, and Pair Practice as for page 2

Note: Copy the following page and distribute it to your students if they have the faulty books.

Present Tense

Cindy and Greg go fishing twice a month. After they find a good place, Cindy puts the fishing poles together. Greg always ties a weight and a hook to each line and Cindy puts some bait on each hook. Then they throw their lines in the water and wait for the fish to bite. They often have something to eat while they wait. When the pole moves, they pull in the fish. If it's too small, they throw it back and try again. But they usually get a big one.

1. How often do Cindy and Greg go fishing? _____

2. What does Cindy do after they find a good place? _____

3. Who ties a weight and a hook to each line? _____

4. Who puts some bait on each hook? _____

5. What do they do then? _____

6. What do they wait for? _____

7. What do they do while they wait? _____

8. What do they do when the pole moves? _____

9. What do they do if the fish is too small? _____

10. Do they ever get a big one? _____

Text Page 71: Prepositions

Use the drawing on page 70.

Use the drawing on page 71, or if your students have faulty version of the first printing of the Level 2 Workbook, use the drawing on page 70.

Preposition questions

- | | |
|--------------------------------------|---|
| 1. Where is the float? | It's <u>on</u> the water. |
| 2. Where is the fishing pole? | It's <u>above</u> the water. |
| 3. Where is the hook? | It's <u>in</u> the water. |
| 4. Where is the weight? | It's <u>below</u> the hook. |
| 5. Where is the bait? | It's <u>on</u> the hook. |
| 6. Where is the hook? | It's <u>between</u> the weight and the float. |
| 7. Which things are above the water? | <u>The fishing pole and the line</u> |
| 8. Which things are on the water? | <u>The float</u> |
| 9. Which things are in the water? | <u>The line, the hook, the bait, the weight</u> |
| 10. Which things are on the line? | <u>The hook, the float, the weight</u> |

Pronunciation Practice and Pair Practice as for **page 2**

Text Page 72 : Future Tense Story from the CD-ROM

Note: this page is meant to be exactly the same for both levels, so no correction is needed for the faulty level 2 books.

Future

Alex's going to go fishing tomorrow. He'll find a good place. He'll put his pole together and tie a weight and a hook to the line. Then he'll put some bait on the hook and throw his line in the water. When the pole moves, he'll pull it in. If the fish is too small, he'll throw it back. But he's going to get a big one!

Pronunciation

Have the students repeat each sentence of this story after you, to practice pronunciation.

Oral practice

With books closed, ask students the questions on page 72. Remind them, and prompt them, to use *going to* or *will*, according to which one you use in the question.

Writing the exercise

Then have them open their books to page 72 and write the answers.

- | | |
|---|---|
| 1. When is Alex going to go fishing?
<u>tomorrow.</u> | <u>He's going to go fishing</u> |
| 2. What will he do after he finds a good place?
<u>together.</u> | <u>He'll put his pole</u> |
| 3. What else will he do before he throws his line in the water?
<u>and a hook to the line</u>
<u>some bait on the hook.</u> | <u>He'll tie a weight</u>
<u>and put</u> |
| 4. What will he do when the pole moves? | <u>He'll pull it in.</u> |
| 5. What will he do if the fish is too small? | <u>He'll throw it back.</u> |
| 6. Is he going to get a big one? | <u>Yes, he is.</u> |

Text Page 73: Future Tense Dictation

Note: this page is meant to be exactly the same for both levels, so no correction is needed for the faulty level 2 books.

Lesson/Introduction

Assign a different person to each step of the series on page 65. Then you can discuss who's going to do what *before you let anyone actually perform any of the actions*, thus practicing the future tense in a realistic context. The instructions to the students will go something like this:

Cleo, will you please come over here by the water (the part of the classroom that was designated as the river or lake for page 65) and find a good place to fish?

OK, good, Cleo, but not yet, don't get up yet, wait a minute.

Thi, when Cleo finds a good place, will you put the fishing pole together? [Hand Thi the fishing pole sections.]

Ok, but not yet, wait.

Then Sara, will you tie a weight to the end of the line? [Hand Sara the weight.] And then give it to Boris.

And Boris, when she gives it to you, will you please tie the hook above the weight? [Hand Boris the hook.]

Great, but not yet. Wait till she gives you the pole and the line.

Then Roberto, will you put some bait on the hook? [Hand Roberto the bait.]

Then give it all to Tsang, and Tsang will throw the line in the water, ok, Tsang?

Now wait a minute. Do you remember? [Ask the whole class:]

Who's going to find a good place to fish? (Cleo is.)

Who's going to put the fishing pole together? (Thi is.)

Who's going to tie the weight to the end of the line? (Sara is.)

Who's going to tie the hook above the weight? (Boris is.)

Who's going to put some bait on the hook? (Roberto is.)

Who's going to throw the line in the water? (Tsang is.)

Note: This question may come up: "Isn't the answer Cleo will...instead of Cleo is...?"

Explain that the answer is will when the question begins with will, but these questions all begin with the auxiliary verb is, with going to, so the correct answer is Cleo is....

Now continue in this manner to the end of the series, checking frequently to make sure the students are following who is going to perform each step. If your students are not familiar with each others' names, it is helpful to list the names on the board as you assign each student a step.

When the questions become too monotonous, vary them by changing to this form: "What is Sara going to do?" This requires the students to answer with complete sentences instead of just a name plus is: Sara is going to tie the weight to the end of the line. It may be necessary to remind them repeatedly at first to include going to in their answers.

Dictation

(Ask a volunteer to) Write one of these questions and its answer on the board as an example, to be sure the students know the spelling of every word they'll need for the dictation.

Then have the students open their books to page 73, and have them write each question and answer as you dictate it.

Encourage the students to refer to page 65 if they are not sure of the spelling of any of the words.

Here is a suggested dictation. Of course it can be altered in any way to personalize it for your students and classroom situation, and to fine-tune it to the level of your class.

1. Who's going to find a good place to fish? (Cleo is.)

- 2. Who's going to put the fishing pole together? (Thi is.)**
- 3. Who's going to tie the weight to the end of the line? (Sara is.)**
- 4. Who's going to tie the hook above the weight? (Boris is.)**
- 5. Who's going to put some bait on the hook? (Roberto is.)**
- 6. Who's going to throw the line in the water? (Tsang is.)**
- 7. Who's going to wait for the fish to bite? (Everybody is)**
- 8. Who's going to have something to eat? (Chen is.)**
- 9. Who's going to pull in the fish? (Stella is.)**
- 10. Who's going to throw it back in the water? (Isabel is)**

- 1. What's (Cleo) going to do? She's going to find a good place to fish.**
- 2. What's (Thi) going to do? She's going to put the fishing pole together.**
- 3. What's (Sara) going to do? She's going to tie the weight to the end of the line.**
- 4. What's (Boris) going to do? He's going to tie the hook above the weight.**
- 5. What's (Roberto) going to do? He's going to put some bait on the hook.**
- 6. What's (Tsang) going to do? He's going to throw the line in the water.**
- 7. What are we going to do then? We're going to wait for the fish to bite.**
- 8. What's (Chen) going to do? He's going to have something to eat.**
- 9. What's (Stella) going to do? She's going to pull in the little fish.**
- 10. What's (Isabel) going to do? She's going to throw it back in the water.**

Or mix the two types of questions in the dictation for Level 2.

Correcting the Dictation

Have several individuals come to the board to each write a different question and answer of the dictation. When they are finished, correct the work on the board with the whole class, and instruct the students to correct their own work.

Pronunciation Practice

Have the whole class repeat the questions and answers after you to practice the pronunciation.

Pair Practice

Have the students practice the questions and answers in pairs.

Suggested instructions:

Practice the questions, two people together. One person is the teacher and reads the questions and checks the answers. Pay attention to the answer, and tell the other person if they're not correct. The other person is the student. Don't read the questions and answers! Listen to the question and remember the answer. If you are not correct, your "teacher" will tell you. When you are finished, the other person can be the teacher. If you have any questions or problems with pronunciation, please ask me.

Live Action—Important! Don't skip this step!

When the students are finished with the Pair Practice, be sure to have them actually go thru with the "plan", in other words, have Cleo get up and find a good place, have Thi put the fishing pole together, have Sara tie the weight to the end of the line, etc. This step is very important, as it provides the actual context for the Future tense you have just practiced, as well as the context for the Present Progressive (next paragraph), and the past tense you'll practice for page 74.

Ask them questions in the Present Progressive tense as they perform the actions: "What is she doing?" "She's finding a good place." This helps bring to consciousness the difference between the Future tense they have just been practicing with *going to*, and the Present Tense with *-ing* forms of the verbs.

Text Page 74: Verb Forms and Past Tense Dictation

Note: this page is meant to be exactly the same for both levels, so no correction is needed for the faulty level 2 books.

Lesson

After the Live Action for the Future Tense Dictation, ask students questions about who did what, now in the Past Tense:

**Who found a good place to fish? (Cleo did.)
Who put the fishing pole together? (Thi did.)
etc.**

For Level 2 students, also ask the questions of the form *What did Cleo do?* This question requires the students to actively use the past form in the answer, while the *Who?* Questions require only a passive comprehension of the past form.

Meaning of the Tense

Remind students that you are now using past forms of the verbs, because you are talking about actions that are finished.

Have the students open their books to page 74 and repeat after you the pronunciation of the verb forms there.

Basic forms	find	put	tie	throw	wait	have
past forms	found	put	tied	threw	waited	had
	move	pull	try	get		
	moved	pulled	tried	got		

Dictation

Now have the students write the questions and answers in the past (from the lesson above) as you dictate them. Again, encourage the students to refer to page 65 and to the list of verb forms if they are not sure of the spelling of any of the words. If there is not enough space on page 74, students can complete the dictation on a separate piece of paper.

Here is a suggested dictation. Of course it can be altered in any way to personalize it for your students and classroom situation, and to fine-tune it to the level of your class.

- 1. Who found a good place to fish? (Cleo did.)**
- 2. Who put the fishing pole together? (Thi did.)**
- 3. Who tied the weight to the end of the line? (Sara did.)**
- 4. Who tied the hook above the weight? (Boris did.)**
- 5. Who put some bait on the hook? (Roberto did.)**
- 6. Who threw the line in the water? (Tsang did.)**
- 7. Who waited for the fish to bite? (Everybody did.)**
- 8. Who had something to eat? (Chen did.)**
- 9. Who pulled in the fish? (Stella did.)**
- 10. Who threw it back in the water? (Isabel did.)**

- 1. What did (Cleo) do? She found a good place to fish.**
- 2. What did (Thi) do? She put the fishing pole together.**
- 3. What did (Sara) do? She tied the weight to the end of the line.**
- 4. What did (Boris) do? He tied the hook above the weight.**
- 5. What did (Roberto) do? He put some bait on the hook.**
- 6. What did (Tsang) do? He threw the line in the water.**
- 7. What did we do then? We waited for the fish to bite.**
- 8. What did (Chen) do? He had something to eat.**

- 9. What did (Stella) do? She pulled in the little fish.**
- 10. What did (Isabel) do? She threw it back in the water.**

Or mix the two types of questions in the dictation for Level 2.

Correcting the Dictation, Pronunciation Practice, Pair Practice as for the Future Tense Dictation above.

Text Page 75: Past Tense Story from the CD-ROM

As for page 7

Past Tense: ...this morning

Alex went fishing this morning. He found a good place. He put his pole together and tied a weight and a hook to the line. He put some bait on the hook and threw his line in the water. When the pole moved, he pulled it in. The fish was too small, so he threw it back and tried again. He finally got a big one.

Pronunciation

Have the students repeat each sentence of this story after you, to practice pronunciation.

Oral practice

With books closed, ask students the following questions, encouraging them, and prompting them, to use complete sentences in order to practice the past forms of the verbs.

- | | |
|---|--|
| 1. When did Alex go fishing? | <u>He went fishing this morning.</u> |
| 2. What did he find? | <u>He found a good place.</u> |
| 3. What did he tie to his line? | <u>He tied a weight and a hook to the line.</u> |
| 4. What did he put on the hook? | <u>He put some bait on the hook.</u> |
| 5. Where did he throw his line? | <u>He threw his line in the water.</u> |
| 6. When did he pull it in? | <u>He pulled it in when the pole moved.</u> |
| 7. Why did he throw the fish back? | <u>He threw it back because it was too small.</u> |
| 8. What did he get when he tried again? | <u>He got a big one.</u> |

Note: the above questions are not supposed to appear in the level 2 workbook. If students who have the corrected version of the Level 2 Workbook want to see these questions and answers written, present them as an additional dictation on a separate piece of paper, to be corrected and practiced in the usual way. Otherwise, this is an oral exercise only for the Level 2 students.

Text Page 75 (continued): Compound Sentences

Follow procedures as for page 8.

A.

- 1. He tied a weight to the line after he put his pole together.**
- 2. He put some bait on the hook before he threw the line in the water.**
- 3. He had something to eat while he waited for the fish to bite.**
- 4. He got a big one when he tried again.**

B. Reverse order:

- 1. After he put his pole together, he tied a weight to the line.**
- 2. Before he threw the line in the water, he put some bait on the hook.**
- 3. While he waited for the fish to bite, he had something to eat.**
- 4. When he tried again, he got a big one.**

Writing exercise:

Follow this exercise with a writing exercise. Have the students write about what they did last weekend, or last night, using some compound sentences similar to the ones on page 75.

Note: Copy the following page and distribute it to your students if they have the faulty books.

COMPOUND SENTENCES

Combine the two phrases in a sentence in the past tense, using the indicated word to connect them:

**Example: when go fishing
 find a good place**

Alex found a good place when he went fishing †is morning.

**1. after put his pole together
 tie a weight to the line**

A.

B.

**2. before put some bait on the hook
 throw the line in the water**

A.

B.

**3. while have something to eat
 wait for the fish to bite**

A.

B.

**4. when try again
 get a big one**

A.

B.

Now write the sentences again, but reverse the order of the phrases. Begin with the connecting word (while, before, after).

You need a comma (,) for these sentences:

Example: When he went fishing, Alex found a good place.

Text Page 76: Four Tenses

as on page 61

1. Did you go fishing	<u>last week?</u>	<u>No, I didn't.</u>	
2. Do you go fishing	<u>every week?</u>	<u>No, I don't.</u> or	<u>Yes, I do.</u>
3. Are you fishing	<u>right now?</u>	<u>No, I'm not.</u>	
4. Are you going to go fishing	<u>next week?</u>	<u>No, I'm not.</u>	or <u>Yes, I am.</u>
5. Did the pole move	<u>a few minutes ago?</u>	<u>Yes, it did.</u> or	<u>No, it didn't.</u>
6. Does the pole move	<u>every time a fish bites?</u>	<u>Yes, it does.</u>	
7. Is the pole moving	<u>right now?</u>	<u>No, it isn't.</u>	
8. Will the pole move	<u>in a few minutes?</u>	<u>Yes, it will.</u> or	<u>No, it won't.</u>
9. Did Alex have something to eat	<u>before class today?</u>	<u>Yes, he did.</u> or	<u>No, he didn't.</u>
10. Does Alex have something to eat	<u>before class every day?</u>	<u>Yes, he does.</u> or	<u>No, he doesn't.</u>
11. Is Alex having something to eat	<u>at this moment?</u>	<u>Yes, he is.</u> or	<u>No, he isn't.</u>
12. Is Alex going to have something to eat	<u>after class today?</u>	<u>Yes, he is.</u>	<u>No, he isn't.</u>

Text Page 76: Compounds with Too/Either

as for page 28

1. We never go fishing and you don't either.
2. She loves to go fishing and they do too.
3. He can't find a good place and I can't either.
4. We'll throw the small fish back, and you will too.
5. This fish isn't very big, and those aren't either.
6. They didn't put any bait on the hook, and I didn't either.
7. She threw her line in the water and you did too.
8. They're waiting for the fish to bite and he is too.
9. We got a big one, and they did too.
10. He didn't pull it in and I didn't either.
11. We aren't having lunch yet and he isn't either.
12. I can go fishing tomorrow and my sister can too.

Note: Copy the following page and distribute it to your students if they have the faulty books.

TOO, EITHER

**Complete these compound sentences,
using the correct auxiliary verb with *too* or *either*.**

- 1. We never go fishing and you don't either .**
- 2. She loves to go fishing and they do too .**
- 3. He can't find a good place and I _____ .**
- 4. We'll throw the small fish back, and you _____ .**
- 5. This fish isn't very big, and those _____ .**
-
- 6. They didn't put any bait on the hook, and I _____ .**
- 7. She threw her line in the water and you _____ .**
- 8. They're waiting for the fish to bite and he _____ .**
- 9. We got a big one, and they _____ .**
- 10. He didn't pull it in and I _____ .**
- 11. We aren't having lunch yet and he _____ .**
- 12. I can go fishing tomorrow and my sister _____ .**

Text Page 77: a/e/i Bingo

Adapted from pages 130-131 of *Puppies or Poppies? ESL Bingo* by Elizabeth Kuizenga Romijn

Note: Altho these three *sounds* are not difficult for most ESL/EFL students, speakers of other languages which use the Roman alphabet often have trouble at first remembering *which letter* is pronounced *how*. Thanks to the Great Vowel Shift which took place in English several hundred years ago, our letter *a* is pronounced like their *e* plus a glide: *ey*; our *e* is pronounced like their *i* plus a glide: *iy*; and our *i* is pronounced like their *a* plus a glide: *ay*. Less literate students find this particularly confusing and benefit from the practice offered by this Bingo game.

As for **page 42**.

- | | |
|---|---------------------------------|
| 1. A is the first letter of the word | America. |
| 2. E is the first letter of the word | English. |
| 3. I is the first letter of the word | India. |
| 4. Take the bait | to catch some fish. |
| 5. Take the beet | to the kitchen. |
| 6. Take the bite | of apple to the garbage. |
| 7. I'm waiting for a little whale | to swim past my boat. |
| 8. I'm waiting for a little wheel | for my bike. |
| 9. I'm waiting for a little while | longer. |
| 10. You told May | to come to school. |
| 11. You told me | NO. |
| 12. You told my | sister YES. |
| 13. Do you have a paint | brush? |
| 14. Do you have a pint | of milk? |
| 15. My mother is weeping | because she's sad. |
| 16. My mother is wiping | the table. |

Suggestions for clarification of the meanings of the sentences in this game:

- 5. Bring a real or plastic beet, or a photo of one, to show the students.**
- 6. Pantomime biting into an apple and then making a face to indicate that the apple is bad. Then pantomime removing the bite from your mouth and taking it to the garbage receptacle in your classroom.**
- 7, 8. Refer to the drawings of a *whale* and several *wheels* of various sizes.**
- 9. *A little while longer means a short time (or a few minutes) more.***
- 10, 11, 12. *Told* is the past form of *tell*. If your students still don't understand these 3 sentences, have one stand up. Identify another student as "May." Tell the person standing to tell May to come to school. Ask her if *you* can come to school, too. Tell her to tell you *no*. Now identify another student as your "sister". Ask if your sister can come to school. Tell her to tell your sister *yes*. Now recap what has just taken place: "You told May to come to school; you told me *no*; you told my sister *yes*."****
- 13. Suggested prop: a paintbrush of any kind.**
- 14. Suggested prop: a pint sized milk carton.**
- 15, 16. *Demonstrate wiping the table and weeping (crying quietly).***

Word Search and Word Scramble

See **instructions** at the end of Unit 1 in this Teacher’s Resource Guide for introducing these puzzles .

GOING FISHING
Word Search Solution

```

. . . . . . . . . . . . . . . .
. . t i a w . t . g n i h s i f . . . .
. . . . . h h a v e . . . . . . . .
. . . . . r k o o h . . . . . . . .
. . . . . o . . . . . w a t e r . . e .
. . . w . . . . . w . . e . . . . t . .
. . . . . . . . . e . . . v . . i . . .
l i n e . . . . . i . . . . . o b . . . b
. . . . . . . . . g . . . . . b . . . i
. . . . . . . . . h . . . . . a . . . g
. . . . . . . . . t . . . . . . . . .
l l u p . . . . . l l a m s . . . . .
m . . . . . . . . . . . t i e . t . . . .
o . a g a i n . . . . . . . . . i . . . .
v . . . . . . . . . . . . . . a . . . .
e . . . . . t o g e t h e r . b . . . .
d . . . . . . . . . . . . . . . . . .
. . . . . . . p o l e . . . . . . . .
. . . . . . . . . . . g n i h t e m o s .
. . . . . . . . . . . . . . . . . .

```

Name:

GOING FISHING
Word Search

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

WORD LIST

above
big
have
moved
small
tie
water

again
bite
hook
pole
something
together
weight

bait
fishing
line
pull
throw
wait

GOING FISHING
Word Scramble Solution

**Scrambled List
List**

- 1. hretgteo**
- 2. gtiwhe**
- 3. rhwto**
- 4. hwter**
- 5. tgianiw**
- 6. invgha**
- 7. dufno**
- 8. niemhsogt**
- 9. lpdelu**
- 10. gtynri**
- 11. tfalo**
- 12. ebwlo**
- 13. eetenbw**
- 14. cihwh**
- 15. edomv**
- 16. diert**

Unscrambled List

- together**
weight
throw
threw
waiting
having
found
something
pulled
trying
float
below
between
which
moved
tried

Alphabetized

- below**
between
float
found
having
moved
pulled
something
threw
throw
together
tried
trying
waiting
weight
which

Name:

**GOING FISHING
Word Scramble**

**Scrambled List
List**

Unscrambled List

Alphabetized

1. hretgteo

2. gtiwhe

3. rhwto

4. hwter

5. tgianiw

6. invgha

7. dufno

8. niemhsogt

9. lpdelu

10. gtynri

11. tfalo

12. ebwlo

13. eetenbw

14. cihwh

15. edomv

16. diert

WORD LIST

together

weight

throw

threw

waiting

having

found

something

pulled

trying

float

below

between

which

moved

tried

UNIT 8 *Using a Pay Phone*

Text Page 79: Action Series from the CD-ROM

1. Find a pay phone.
2. Check the coin return.
3. Pick up the receiver.
4. Take out the correct change.
5. Stick it in the slot.
6. Listen for the dial tone...
Do you hear it?
7. Dial the number.
8. It's busy. Hang up.
9. Get your money back.
10. Wait a few minutes.
11. Read a book.
12. Try again.
13. OK, good. It's ringing.
14. Talk to your friend.

See **procedures** for page 1

All you'll need in the way of props for this lesson is the photo of the pay phone on page 78. Remove it from a copy of the book and hang it on the wall somewhere in the classroom. If there is a *real* pay phone near your classroom, however, it would be much better to take the class to that, if convenient, for the initial demonstration of this lesson.

Text Pages 80-81: Present Progressive: Don't!

As for **pages 34-35**

Example: Stick the change in the slot.
Don't stick it in your mouth!
I'm not sticking it in my mouth.
Where are you sticking it?
I'm sticking it in the slot.

1. Listen for the dial tone.
Don't listen for music.
I'm not listening for music.
What are you listening for?
I'm listening for the dial tone.
2. Dial your friend's number.
Don't dial your zip code!
I'm not dialing my zip code.
What are you dialing?
I'm dialing my friend's number.

3. Get your money back.
Don't forget your money!

I'm not forgetting my money.
(Tell the students that there should be two blanks in this sentence.)

What are you doing?
I'm getting my money back.
(Tell the students that the second blank in this line is an error. They only need to add one word to this sentence.)

4. Wait a few minutes.
Don't wait an hour!

- I'm not waiting an hour.**
What are you doing?
I'm waiting a few minutes.
5. **Read a book.**
Don't read the newspaper!
I'm not reading the newspaper.
What are you reading?
I'm reading a book.
6. **Talk to your friend.**
Don't hang up!
I'm not hanging up.
What are you doing?
I'm talking to my friend.
1. **Listen for the dial tone.**
Don't listen for music.
I'm not listening for music.
What are you listening for ?
I'm listening for the dial tone.
2. **Dial your friend's number.**
Don't dial your zip code!
I'm not dialing my zip code.
What are you dialing?
- I'm dialing my friend's number.**
3. **Get your money back.**
Don't forget your money!
- I'm not forgetting my money.**
What are you doing?
I'm getting my money back.
4. **Wait a few minutes.**
Don't wait an hour!
I'm not waiting an hour.
What are you doing?
I'm waiting a few minutes.
5. **Read a book.**
Don't read the newspaper!
I'm not reading the newspaper.
What are you reading?
I'm reading a book.
6. **Talk to your friend.**
Don't hang up!
I'm not hanging up.
What are you doing?
I'm talking to my friend.

Text Page 82: Present/Present Progressive Story from the CD-ROM

Present, Present Progressive

When Maria finds a pay phone, she always checks the coin return. Then she picks up the receiver, sticks the change in the slot and dials the number. She's dialing right now, but it's busy, so she's hanging up. Now she's getting her money back and trying again. Oh! It's ringing! Now she's talking to her friend. They always talk for hours.

Pronunciation

Have the students repeat each sentence of this story after you, to practice pronunciation.

Oral practice

With books closed, ask students the questions on page 82.

Level 1: Point out that we add a final -s to a verb in the present tense for he, she, or it (third person singular). Give examples of other verbs, contrasting the third person singular form with the other forms, preferably in some sort of context.

Level 2: Remind them that we add a final -s to a verb in the present tense for he, she, or it (third person singular).

Writing the exercise

Then have them open their books and complete the answers.

1. **What does Maria do when she finds a pay phone?** **She (always) checks the coin return.**
2. **What does she do after she picks up the receiver?** **She sticks the change in the slot (and dials the number).**
3. **What is she doing right now?** **She 's dialing right now.**
4. **Why is she hanging up?** **She 's hanging up because it's busy.**
5. **What is she doing now?** **She 's getting her money back.**
6. **How long do they always talk?** **They always talk for hours.**

Text Page 83: Past Tense Story from the CD-ROM

As for page 7

Past Tense: A few minutes ago...

A few minutes ago Maria found a pay phone. She checked the coin return. She picked up the receiver and stuck the change in the slot. Then she dialed the number, but it was busy so she hung up. She got her money back and waited. Then she tried again. This time it rang and she talked to her friend.

Pronunciation

Have the students repeat each sentence of this story after you, to practice pronunciation.

Oral practice

With books closed, ask students the questions on page 83, encouraging them, and prompting them, to use complete sentences in order to practice the past forms of the verbs.

Writing the exercise

Have the students open their books and complete the answers.

1. **When did Maria find a pay phone?** **She found a pay phone a few minutes ago.**
2. **What did she check?** **She checked the coin return.**
3. **What did she pick up?** **She picked up the receiver.**
4. **Where did she stick the change?** **She stuck it in the slot.**
5. **Why did she hang up?** **She hung up because it was busy.**
6. **What did she do after she got her money back?** **She tried again.**
7. **What happened when she tried again?** **The phone rang.**
8. **Who did she talk to?** **She talked to her friend.**

Text Page 84-85: Past Tense Affirmative/Negative

Past Tense

Introduction

With students' books closed, have a female student do all of the actions on page 79. Then state in the past tense what she just did, using the sentences of the exercise. Also name one of the male students, pointing out that he *didn't* do the actions, contrasting the negative statements about him with the affirmative statements about her:

**Example: She found a pay phone.
He didn't find anything.**

- 1. She checked the coin return.
He didn't check anything.**
- 2. She picked up the receiver.
He didn't pick up anything.**
- 3. She took out 25 cents.
He didn't take out any.**
- 4. She stuck it in the slot.
He didn't stick it anywhere.**
- 5. She listened for the dial tone.
He didn't listen for anything.**
- 6. She dialed her friend's number.
He didn't dial any number.**
- 7. She hung up because it was busy.
He didn't hang up.**
- 8. She got her money back.
He didn't get anything back.**
- 9. She waited a few minutes.
He didn't wait .**
- 10. She read a book.
He didn't read anything.**
- 11. She tried again in a few minutes.
He didn't try again.**
- 12. She talked for half an hour.
He didn't talk to his friend.**

Lesson

Point out the fact that in the negative we use the basic forms of the verbs because of the presence of the past form "did". Then we use the past forms in the affirmative where we don't use "did".

Writing the exercise

Have the students open their books and complete the exercise on page 84 after you do the example and item 1 together.

Correcting the exercise

Circulate to check students' work.

Pronunciation practice

Have the students repeat the sentences after you, to practice their pronunciation.

Text Page 84: Negative and Indefinite Pronouns

Lesson: Negative Pronouns

Ask a student to do all the actions on page 79 one more time (or refer to Maria on the CD-ROM, or a student in the class who has already done all the actions in the series with the whole class watching). Ask the class the following questions:

What did she find? (She found a pay phone.)
How much change did she take out? (She took out 35 cents.)
Where did she stick it? (She stuck it in the slot.)
What did she listen for? (She listened for the dial tone.)
Which number did she dial, her sister's number, or her friend's

number?

(She dialed her friend's number.)

How many numbers did she dial? (She dialed one number.)

Who did she talk to? (She talked to her friend.)

When did she try again? (She tried again after she waited a few minutes.)

With student's books closed, write the six negative pronouns on the board: *nobody, nowhere, none, nothing, never, neither one.*

Now refer to a student ("Marlon" in the written exercise) who has *not* made a phone call, nor done any of the actions on page 79. Ask the students the questions on page 84, about this student, asking them to use one of the negative words on the board for each answer. If they make incorrect selections, point out that the word

<i>nobody</i>	is for questions about	<u>people</u>	beginning
with the word	<i>who</i>		
<i>nowhere</i>	is for questions about	<u>places</u>	beginning
with the word	<i>where</i>		
<i>none</i>	is for questions about	<u>quantity or</u>	beginning
with the words	<i>how much or</i>		
	<u>number</u>		<i>how many</i>
<i>nothing</i>	is for questions about	<u>things</u>	beginning
with the word	<i>what</i>		

never is for questions about time or beginning
 with the words when or frequency
neither one is for questions with how often
choices beginning with the word which two

Writing the Exercise

Have students open their books and write the short answers to the questions they have just answered orally.

Correcting the exercise

When students are finished, ask the questions again, writing the correct answers on the board as students answer and correct their own work.

Note: *It is recommended that, as you write the correct short answer, you also say the long answer, to give the students aural input for the next step of the exercise.*

Pair Practice

Have the students practice the questions and short answers in pairs, with only one person looking at the book (to read the questions and check the accuracy of their partner's response) and the other answering with book closed.

Lesson: Indefinite Pronouns

Now write the indefinite pronouns beneath or next to their respective negative pronouns:

anybody, anywhere, any, anything, ever, either one

Explain that these are words we use in negative long answers to avoid using two negative words in one sentence. So

~~He didn't find nothing.~~

is not correct because it has two negative words *not* and *nothing*.

The correct sentence is

He didn't find anything.

With students' books closed, ask all the questions on page 84 again, this time asking for long answers. Prompt them with the correct indefinite pronoun only when they get stuck.

Writing the Exercise

Have students open their books and write the long answers to the questions they have just answered orally.

1. What did Marlon find? Nothing He didn't find anything.
2. How much change did he take out? None He didn't take out any (change).

3. Where did he stick it? Nowhere He didn't stick it anywhere.
 4. What did he listen for? Nothing He didn't listen for anything.
 5. Which number did he dial, his sister's number, or his friend's number?
Neither one He didn't dial either one.
 6. How many numbers did he dial? None He didn't dial any (numbers).
 7. When did he try again? Never He didn't ever try again.
 8. Who did he talk to? Nobody He didn't talk to anybody.

Note in item 7 that the word order is different. The word *ever* usually follows the auxiliary instead of going at the end of the sentence as the other indefinites do. Note also that it is just as usual, if not more so, to say *He never tried again*.

Correcting the Exercise

Have volunteers come to the board to write the long answers as students correct their own work.

Pair Practice

as above for short answer pair practice.

Text Page 85: Past Tense Verb Forms and Past Tense Dictation

Pronunciation practice as for page 7:

basic forms	find	check	pick up	take out	stick		
listen	dial						
past forms	found	checked	picked up	took out	stuck		
listened	dialed						
	hang up	get	wait	read	try	ring	talk
	hung up	got	waited	read	tried	rang	talked

Past Tense Dictation

Suggested dictation

Use the sentences from the exercises for page 84, alternating the questions with affirmative answers with the questions with negative answers:

1. What did Maria find? **She found a pay phone.**
 2. What did Marlon find? **Nothing He didn't find anything.**

- 3. How much change did Maria take out? She took out 35 cents.**
- 4. How much change did Marlon take out? None out any. He didn't take out any.**
- 5. Where did Maria stick the change? She stuck it in the slot.**
- 6. Where did Marlon stick it? Nowhere He didn't stick it anywhere.**
- 7. Which number did Maria dial, her sister's number, or her friend's number? She dialed her friend's number.**
- 8. Which number did Marlon dial? Neither one He didn't dial either one.**
- 9. How many numbers did Maria dial? She dialed one number.**
- 10. How many numbers did Marlon dial? None He didn't dial any.**
- 11. When did Maria try again? She tried again after she waited a few minutes.**
- 12. When did Marlon try again? Never He didn't ever try again.**
- 13. Who did Maria talk to? She talked to her friend.**
- 14. Who did Marlon talk to? Nobody He didn't talk to anybody.**

Correcting the Dictation, Pronunciation Practice, Pair Practice as for page 2

Text Pages 86-87: Phone Dialogs

Props: for this exercise, it is fun (but not necessary) to have toy phones or anything else that can be held up to the ear like a phone (a stapler, a block of wood, a candy bar, a plastic banana, etc.)

Introduction: The teacher takes on the role of Paul in these dialogs, "ringing" up various students. Begin by announcing, "I'm going to

call Catarina: rrrring! Catarina, please answer the phone.” Hopefully Catarina will put her hand, or prop, up to her ear and say hello. Then you can proceed with any of the dialogs on page 86.

Repeat this process with other students until you have demonstrated all of the dialogs.

Lesson: Four points to emphasize as you go thru these dialogs with the students:

1. The difference between “Is Laura there?” and “Is this Laura?”, as it can create an awkward miscommunication over the phone when someone doesn’t understand the distinction between these two questions.

2. The fact that we never identify ourselves with the words “I am (Paul)” when talking on the phone. We say instead “This is (Paul).” Also “Who’s this?” instead of “Who are you?”, and “Is this Laura?” instead of “Are you Laura?”

3. The fact that phone etiquette in the U.S. tends to be much more polite, with a lot more “pleases” and “thank you’s”, than face-to-face communication. And it is generally considered impolite for the caller not to identify himself (or herself) soon after the other person answers the phone.

4. Wrong number: tell the person the number you are trying to reach, and ask if that’s his or her number. If it is, then you have written down the wrong number, and need to look it up again. If it isn’t the number you are trying to reach, you can try again to dial it correctly. Also, be sure to apologize for bothering them.

Ask students for questions they may have about language problems they have encountered when using the phone in any English speaking country.

Pronunciation: Have the students repeat the most difficult, if not all, the lines of the dialogs for pronunciation practice.

Pair Practice: Have several pairs of students each try a dialog (one pair at a time) while everyone else listens. Then have all students practice the various dialogs in pairs. Circulate to listen for pronunciation problems and to answer any additional questions which may come up.

Text Page 87: *Rhymes*

Note and Introduction (as for page 20)

1. hot	<u>slot</u>	5. elect	<u>correct</u>
2. mile	<u>dial</u>	6. eight	<u>wait</u>
3. singing	<u>ringing</u>	7. then	<u>again</u>
4. walk	<u>talk</u>	8. buy	<u>try</u>

Find two words that rhyme with:

9. loan phone tone

For level 2: other words that rhyme with

- | | |
|------------------------------------|--|
| 1. got, lot, not, pot, shot | 5. connect, protect, select, eject |
| 2. file, style, tile, while, smile | 6. date, plate, late, state |
| 3. bringing | 7. hen, pen, ten, when |
| 4. chalk | 8. cry, die, fly, guy, high, lie, my, pie, why |
| 9. bone, cone, zone, stone | |

Text Page 88: *m/n/ng Bingo*

Adapted from pp 144-145 of *Puppies or Poppies? ESL Bingo* by Elizabeth Kuizenga Romijn

Follow the procedures for the bingo game on **page 42**.

- | | |
|--------------------------|-------------------------|
| 1. Look at her ham | and eggs. |
| 2. Look at her hand | waving goodbye. |
| 3. Look at her hang | up the phone. |
| 4. That's the first rum | I ever drank. |
| 5. That's the first run | of the season. |
| 6. That's the first rung | of the ladder. |
| 7. We have three Tums | for our stomachaches. |
| 8. We have three tons | of sand from the beach. |
| 9. We have three tongues | to speak English. |
| 10. That's a funny thin | man. |
| 11. That's a funny thing | to say. |
| 12. My Kim | is a wonderful girl. |
| 13. My kin | are my family. |
| 14. My king | is very rich. |
| 15. Keep the gum | in your mouth! |
| 16. Keep the gun | away from me! |

Suggestions for clarification of the meanings of the sentences in this game:

1. Refer to the picture of the *ham* and eggs breakfast.
2. Refer to the picture of the girl waving goodbye.
3. Refer to item number 8 on page 79.
4. Suggested prop:* *rum* bottle; *pantomime* drinking a bit very cautiously and then declaring that it's the first rum you've ever had.
5. Refer to the picture of the footrace.
6. Refer to the picture of the ladder (against the truck).
7. Suggested prop:* roll of *Tums*. Make it clear that you're not endorsing them!
8. Refer to the picture of a truck of sand at the beach.

- 9. Point to your *tongue*. Indicate that between you and two of the students, you have 3 *tongues*.**
- 10. *Thin* is the opposite of *fat*. Point out the thin man at the beach.**
- 11. If students are not sure what this means, remind them of something comical that has been said in your class today that made everyone laugh.**
- 12. Refer to the picture of the girl and call her your daughter named *Kim*.**
- 13. Bring a picture of an extended family that could be (or is) yours.***
- 14. Refer to the picture of the *king* counting his money.**
- 15. Refer to the picture of the child (*Kim* from #12) playing with her chewing *gum*.**
- 16. Refer to the picture of the person in the footrace pushing a *gun* away from herself.**

***Note: The more advanced your students, the less need there is for props (but it's still a lot of fun to use them.)**

Word Search and Word Scramble

See **instructions** at the end of Unit 1 in this Teacher's Resource Book for introducing these puzzles.

USING A PAY PHONE

. r
. . . . e . . . r . . . r i n g i n g
. . . t . c . . . e
. . u . . h . c . . a
. r . . . a . h . . . d
n . . g . n . e c k .
. . . n . g . c . . n e t s i l o l r .
. . . i . e . k r a e . .
. . . h p h o n e r t v . . .
. . . t e . i
. . . o r . . c . e
. . . n a . t . c
. . b u s y . . . e . . e
. h . r g . . .
. . . . l . s e t u n i m n . . .
s t i c k a . . . y e n o m . . . a . . .
. i s l o t h
. d o
. n
. e

Name:

USING A PAY PHONE

Word Search

z n u z b r b w t v m f z l n x q d a b
 u u c m e k t x r i s m t r i n g i n g
 e g f t q c r l m e q d u z k w u h d s
 a t u e w h r c s c a g e c g v o r y n
 z r v j s a y h e b c d l m f l m t n c
 n b v g z n a e s b y e e l m v m c k k
 x z c n d g w c a q n e t s i l o l r s
 g z i i t e j k w r o k c d n r a e u o
 y m k h r e q h p p h o n e r t v k g j
 u a g t v f o e t a q o w e i i z a j c
 h n l o f t w s y r m k c q e f t m g l
 w u a n t a t t c a b t w c j p x b u d
 o h b u s y y f v e r v e a o r m e g x
 m z o w q g g d j h i r q t q o e g h c
 r m m o l f s e t u n i m l g s u n j d
 s t i c k a d u i y e n o m o d d a u h
 s i t t x I i p b j t a p s l o t h s l
 d f q f r s w d v e o p r a b p o j r g
 u 0 y u p e h u a v f k j m j g n b p n
 t c j t x d d u f m r t t w j v e b i q

WORD LIST

busy**correct****hear****money****read****ringing****talk****change****dial****listen****nothing****receiver****slot****tone****check****hang****minutes****phone****return****stick**

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USING A PAY PHONE

**Scrambled List
List**

- 1. kinchcge**
- 2. uternr**
- 3. ecerervi**
- 4. reccrto**
- 5. aenhgc**
- 6. tsieendl**
- 7. radhe**
- 8. rnebum**
- 9. glaidni**
- 10. ysub**
- 11. uhng**
- 12. yoenm**
- 13. enutmsi**
- 14. sgmasee**
- 15. gnardei**
- 16. agrn**

Unscrambled List Alphabetized

- checking**
return
receiver
correct
change
listened
heard
number
dialing
busy
hung
money
minutes
message
reading
rang

- busy**
change
checking
correct
dialing
heard
hung
listened
message
minutes
money
number
rang
reading
receiver
return

Name:

**USING A PAY PHONE
Word Scramble**

Scrambled List Unscrambled List Alphabetized List

1. kinchcge	_____	_____
2. uternr	_____	_____
3. ecerervi	_____	_____
4. reccrto	_____	_____
5. aenhgc	_____	_____
6. tsieendl	_____	_____
7. radhe	_____	_____
8. rnebum	_____	_____
9. glaidni	_____	_____
10. ysub	_____	_____
11. uhng	_____	_____
12. yoenm	_____	_____
13. enutmsi	_____	_____
14. sgmasee	_____	_____
15. gnardei	_____	_____
16. agrn	_____	_____

WORD LIST

checking	return	receiver	correct
change	listened	heard	number
dialing	busy	hung	money
minutes	message	reading	rang

UNIT 9 *Planting a Seed*

Text Page 89: Action Series from the CD-ROM

1. Dig a hole in the ground.
2. Drop a tomato seed in it.
3. Cover the seed with soil.
4. Water it.
5. The plant is dry. Water it.
6. Wait for the plant to grow flowers.
7. Watch the tomatoes grow from the flowers.
8. Watch them turn red.
9. Pick a tomato.
10. Eat it. Mmmm! Can I have one?

See **procedures** for page 1

Props needed for this lesson:

A hand spade or small shovel (optional—you can dig the hole with your fingers)

Packet of tomato seeds

A small flower pot or other container full of soil

A watering can or other vessel of water

Real or plastic tomato plant, and/or pictures of tomato plants: one seedling, one dry, one in bloom, one with green tomatoes, one with red tomatoes.

Real cluster of tomatoes on a vine, to demonstrate “picking a tomato.”

Text Page 90: Present Progressive, Long Answers

Lesson/Introduction

With students’ books closed, play the **Pantomime Game, as for page 2.**

Dictate the -ing forms of the verbs before writing them on the board.

(Refer to page 46 for the spelling rules needed.)

Then have students open their books and complete the questions on page 90.

1. What is he doing?
2. What is she doing?
3. What am I doing?
4. What is she doing?
5. What is he doing?
6. What are you doing?

He’s watering the plant because it’s dry.
She’s picking a tomato.
You’re digging a hole in the ground.
She’s covering the seed with soil.
He’s dropping a tomato seed in the hole.
I’m eating a tomato.

Then have students open their books and answer the questions on page 90.

- | | |
|-------------------------------|---|
| 1. What is he doing? | <u>He's watering the plant because it's dry.</u> |
| 2. What is she doing? | <u>She's picking a tomato.</u> |
| 3. What am I doing? | <u>You're digging a hole in the ground.</u> |
| 4. What is she doing? | <u>She's covering the seed with soil.</u> |
| 5. What is he doing? | <u>He's dropping a tomato seed in the hole.</u> |
| 6. What are you doing? | <u>I'm eating a tomato.</u> |

Correcting the exercise, Dictation, Pronunciation Practice, and Pair Practice as for page 2

Text Page 91: Present Progressive, Short Answers

Oral whole group practice

If possible, prepare a transparency of p 91. If not, hold page 91 up in front of the class. Point to each photo on page 91 and ask the accompanying yes/no question, eliciting the short answers orally from the class.

Level 1: Then have students write the short answers to the questions.

Level 2: Then have students open their books and write the questions as you dictate them. After the dictation, have them write the short answer to each question.

- | | |
|--|-----------------------|
| 1. Are we waiting for the plants to grow flowers? | No, we're not. |
| 2. Are they watching the tomatoes turn red? | Yes, they are. |
| 3. Am I covering the seed with soil? | Yes, you are. |
| 4. Are you watering the plant? | No, I'm not. |
| 5. Is he eating a tomato? | No, he isn't. |
| 6. Is he digging a hole in the ground? | Yes, he is. |
| 7. Is he dropping a tomato seed in the hole? | No, he's not. |

Correcting the exercise

After the students are finished, write the questions and answers on the board, or have volunteers write them, so that the students can correct their own work, or go around the room and check their work yourself.

Pronunciation practice

Have the students repeat the questions and answers after you, to practice their pronunciation.

Pair Practice

Have the students practice the questions and answers in pairs, as for page 2.

Text Page 92: Present Progressive/Future Story from the CD-ROM

Present Progressive, Future

Look. Nick is planting a seed. He's digging a hole and dropping a seed in it. Now he's covering it and watering it. In a few weeks it'll grow into a tomato plant. He's going to water it and wait for it to grow flowers. The tomatoes are going to grow from the flowers. They'll turn red and he'll eat one.

Pronunciation

Have the students repeat each sentence of this story after you, to practice pronunciation.

Writing the exercise

Have the students complete the answers.

- | | |
|--|---|
| 1. What is Nick planting? | <u>He's planting a seed.</u> |
| 2. Where is he digging a hole? | <u>He's digging a hole in the ground.</u> |
| 3. What is he dropping in the hole? | <u>He's dropping a seed in the hole.</u> |
| 4. What is he covering it with? | <u>He's covering it with soil.</u> |
| 5. When will the seed grow into a tomato plant? | <u>It'll grow into a tomato plant in a few weeks.</u> |
| 6. What is he going to do while he waits for it to grow flowers? | <u>He's going to water it.</u> |
| 7. Where will the tomatoes grow? | <u>They'll grow from the flowers.</u> |
| 8. What color will they turn? | <u>They'll turn red.</u> |
| 9. How many will he eat? | <u>He'll eat one.</u> |

Correcting the exercise, Pronunciation practice, Pair Practice, as for page 91

Text Page 93: Personal Questions

Introduction/Conversation

With students' books closed, ask several students each question from page 93. Make this as conversational and natural as possible.

Prompting

As students attempt to answer your questions, provide them with any words or phrases they need help with, and provide complete sentences or short answers for the class to repeat. Review the short answers "Yes,

I do/did”, “No, I don’t/didn’t”, provide the names of different flowers and vegetables, and write these on the board if necessary.

Meaning of the Tenses

Remind them that you are using the present tense in some of these questions, and the past tense in others, talking about what they do on a regular basis or with some frequency, as well as things they did in the past.

Writing the exercise

Have them open their books and answer the questions on page 93.

Correcting the exercise

Since students will have individual answers, circulate and check the papers for accuracy yourself.

1. Do you have a garden?

Yes, I do. **No, I don’t.**

2. Did you have a garden in your country?

Yes, I did. **No, I didn’t.**

3. Do you like to grow vegetables?

Yes, I do. **No, I don’t.**

4. What kind of vegetables do you like to grow?

I like to grow lettuce, beans, peas, tomatoes, potatoes, squash,

cabbage, corn, peppers, onions, asparagus, carrots (etc.)

5. Do you like to grow flowers?

Yes, I do. **No, I don’t.**

6. What kind of flowers do you like to grow?

I like to grow roses, violets, poppies,

daffodils, iris, daisies,

nasturtiums, morning glories, gladiolas, (etc.)

Pronunciation practice

Have the students repeat the questions and some of their answers after you to practice their pronunciation.

Pair Practice as for **page 2**

Text Page 93: Verb Forms

as for **page 7**

basic forms	plant	dig	drop	cover	water	wait	watch
past forms	planted	dug	dropped	covered	watered	waited	watched

grow	turn	pick	eat
grew	turned	picked	ate

Text Page 94: Past Tense Story from the CD-ROM

As for page 7

Past Tense: Last May...

Last May Nick planted a tomato seed. First he dug a hole and dropped the seed in it. Next he covered it with soil and watered it. It grew into a tomato plant. He waited for it to grow flowers. He watched tomatoes grow from the flowers. Then they turned red. Today he picked a tomato and ate it. Mmmm.

Pronunciation

Have the students repeat each sentence of this story after you, to practice pronunciation.

Oral practice

With books closed, ask students the questions on page 96, encouraging them, and prompting them, to use complete sentences in order to practice the past forms of the verbs.

Writing the exercise

Have the students open their books and complete the answers.

- | | |
|---|---|
| 1. When did Nick plant the tomato seed? | He <u>planted the tomato seed last May.</u> |
| 2. What did he do first? | He <u>dug a hole in the ground.</u> |
| 3. Where did he drop the seed? | <u>He dropped the seed in the hole.</u> |
| 4. What did he cover it with? | He <u>covered it with soil.</u> |
| 5. What did he do next? | He <u>watered it.</u> |
| 6. What happened to the seed? | <u>It grew into a tomato plant.</u> |
| 7. What happened to the flowers? | <u>They grew tomatoes.</u> |
| 8. What color did the tomatoes turn? | <u>They turned red.</u> |
| 9. What did Nick do then? | He <u>picked a tomato and ate it.</u> |

Pair Practice as for page 2

Text Page 95: Past Tense: Affirmative/Negative

Introduction

With students' books closed, have a female student do all of the actions on page 89. Then state in the past tense what she just did, using the affirmative answers of the exercise. Also name one of the male students, pointing out that he *didn't* do the actions, contrasting the negative statements about him with the affirmative statements about her:

- | | |
|------------------------------------|---|
| Example: What did Elsa dig? | She <u>dug</u> a hole. |
| What did David dig? | David <u>didn't dig</u> anything. |
| 1. What did she drop in the hole? | She <u>dropped</u> a tomato seed in it. |
| What did David drop in the hole? | He <u>didn't drop</u> anything. |
| 2. What did she cover it with? | She <u>covered</u> it with soil. |
| What did he cover it with? | He <u>didn't cover</u> it with anything. |
| 3. Why did she water it? | She <u>watered</u> it because it was dry. |
| Why did he water it? | He <u>didn't water</u> it. |

- | | |
|---|---|
| 4. What did she wait for?
What did he wait for? | She waited for the plant to grow flowers.
He didn't wait for anything. |
| 5. What did she watch?
What did he watch? | She watched the tomatoes grow.
He didn't watch anything. |
| 6. What did she pick?
What did he pick? | She picked a tomato.
He didn't pick anything. |
| 7. What did she eat?
What did he eat? | She ate the tomato.
He didn't eat anything. |

Lesson, Writing the exercise, Correcting the exercise, Pronunciation practice, as for the level 2 instructions for text page 6.

Pair Practice questions and answers.

Text Page 96: Four Tenses

as for page 61

1. Did you grow tomatoes	<u>last year?</u>	<u>No, I didn't.</u> or	<u>Yes, I did.</u>
2. Do you grow tomatoes	<u>every year?</u>	<u>No, I don't</u> or	<u>Yes, I do.</u>
3. Are you growing tomatoes	<u>this year?</u>	<u>No, I'm not.</u> or	<u>Yes, I am.</u>
4. Are you going to grow tomatoes	<u>next year?</u>	<u>No, I'm not.</u>	or <u>Yes, I am.</u>

5. Did Elsa water the plant <u>she did.</u>	<u>a few hours ago?</u>	<u>No, she didn't.</u> or	<u>Yes,</u>
6. Does Elsa water the plant <u>Yes, she does.</u>	<u>every time it's dry?</u>	<u>No, she doesn't.</u> or	
7. Is Elsa watering the plant <u>Yes, she is.</u>	<u>right now?</u>	<u>No, she isn't.</u> or	
8. Will Elsa water the plant <u>Yes, she will.</u>	<u>in a few hours?</u>	<u>No, she won't.</u> or	

9. Did we watch the tomatoes turn red or <u>Yes, we did.</u>	<u>last month?</u>	<u>No, we didn't.</u>	
10. Do we watch the tomatoes turn red or <u>Yes, we do.</u>	<u>every month?</u>	<u>No, we don't.</u>	
11. Are the tomatoes turning red or <u>Yes, they are.</u>	<u>at this time?</u>	<u>No, they're not.</u>	
12. Will the tomatoes turn red <u>Yes, they will.</u>	<u>next month?</u>	<u>No, they won't.</u> or	

Text Page 97: Compounds with Too/Either

as for page 28

1. He's digging a hole and I am too.
2. They don't like to grow vegetables and he doesn't either.
3. She has a nice garden and I do too.
4. We aren't watering our garden and she isn't either.
5. The tomato plant isn't dry and the roses aren't either.
6. The apples are turning red and the strawberries are too.
7. I didn't pick any tomatoes and they didn't either.
8. You waited a long time for the tomatoes to grow and we did too.
9. They can have one and you can too.
10. She can't see the plants and I can't either.
11. He won't plant tomatoes next year and I won't either.
12. I'll have a tomato in my sandwich and he will too.

BINGO! TPR Verbs

As for the **Bingo** game at the end of Unit 6, review these actions from lessons 1-9, by having students act them out. You may prefer to substitute some other actions or verbs for some of them. Be sure that all the verbs you use are clear and distinct from each other in the way that you and the students enact them, be it with props, or just pantomiming.

- | | |
|--------------------------------------|-----------------------------|
| 1. Wash your face. | 13. Turn around. |
| 2. Read the newspaper. | 14. Back up. |
| 3. Brush your teeth. | |
| | 15. Take pictures. |
| 4. Sweep the floor. | 16. Write a postcard. |
| 5. Empty the wastebasket. | 17. Mail the postcard. |
| 6. Look around. | |
| | 18. Tie a hook to the line. |
| 7. Turn the cassette over.
water. | 19. Throw the line in the |
| 8. Listen to the radio. | 20. Wait for the fish. |
| | |
| 9. Choose some fruit. | 21. Dial the number. |
| 10. Weigh the fruit. | 22. Talk to your friend. |
| 11. Pay for your groceries. | 23. Hang up. |
| | |
| 12. Drive the car. | 24. Dig a hole. |
| | 25. Cover the seed. |

Next, act them out yourself and ask, "What am I doing?" As the students answer, write the *-ing forms* of the verbs on the board:

washing	sweeping	turning over	choosing	driving
reading	emptying	listening	weighing	turning around
brushing	looking around		paying	backing up
taking	tying	dialing	digging	
writing	throwing	talking	covering	
mailing	waiting	hanging up		

Give each student a copy of the grid below **or use the grid on text page 97**. Have them copy one of the 25 *-ing forms* into each square on the grid in random order. As they copy the words in the squares, you can copy each on a different card. Follow the general instructions for **Bingo** given in unit 1. As you draw the cards at random, act out, or pantomime, the verb on the card and ask, "What am I doing?" The students will put their markers on the appropriate verb. The first person to have 5 squares marked in a row is the winner.

BINGO!

Word Search and Word Scramble

See **instructions** at the end of Unit 1 in this Teacher's Resource Guide for introducing these puzzles .

PLANTING A SEED
Word Search Solution

```

. c . . . d r o p . . . . . . . . . .
. a . . s r e w o l f g . . . . . . d
. n . . . e . . . . n . . . . . e .
. . . . . a . . i w . . . . . r . r
. . . . . . . t t . o . . . . . e
. . . . . . . n . . r . . . . . v
. . . . . . a . . . g . . . . . o
. . . . . l . . . . . t o m a t o . c
. . . . . p . . . . . . . . . .
. . . . . . . . . p i c k . . . . .
. . . . . . . . . . . . . . . .
. . . . . . . . . . . . . . . .
. . . . . w . . . . . . . . . .
. . . . . a . . d n u o r g . d . d i g
. . . . . . . t . . . . h o l e . r . .
. . . . . . . c w a t e r t . . . y . .
. s . . . . . h . d . . u . . . . .
. . o . . . . . . . . e . r . . w a i t
. . . i . . . . . . . e n . . . . .
. . . . l . . . . . . . . s . . . . .

```

Name:

PLANTING A SEED
Word Search

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

WORD LIST

can
drop
flowers
hole
red
tomato
watch

cover
dry
ground
pick
seed
turn
water

dig
eat
grow
planting
soil
wait

PLANTING A SEED
Word Scramble Solution

**Scrambled List
List**

- 1. rnudog**
- 2. otomeast**
- 3. iernvogc**
- 4. dwreeta**
- 5. oswlefr**
- 6. rweg**
- 7. igwhncat**
- 8. kdecip**
- 9. operdpd**
- 10. tienag**
- 11. ehpapnd**
- 12. irwggon**
- 13. dnraeg**
- 14. eletebvsga**

Unscrambled List

- ground**
- tomatoes**
- covering**
- watered**
- flowers**
- grew**
- watching**
- picked**
- dropped**
- eating**
- happened**
- growing**
- garden**
- vegetables**

Alphabetized

- covering**
- dropped**
- eating**
- flowers**
- garden**
- grew**
- ground**
- growing**
- happened**
- picked**
- tomatoes**
- vegetables**
- watching**
- watered**

Name:

**PLANTING A SEED
Word Scramble**

**Scrambled List
List**

Unscrambled List

Alphabetized

1. **rnudog**

2. **otomeast**

3. **iernvogc**

4. **dwreeta**

5. **oswlefr**

6. **rweg**

7. **igwhncat**

8. **kdecip**

9. **operdpd**

10. **tienag**

11. **ehepapnd**

12. **irwggon**

13. **dnraeg**

14. **eletebvsga**

WORD LIST

ground

tomatoes

covering

watered

flowers

grew

watching

picked

dropped

eating

happened

growing

garden

vegetables

UNIT 10 *Making a Table*

Text Page 99: Action Series from the CD-ROM

1. Make a drawing of your table.
2. Choose some nice boards.
3. Take out your tape measure.
4. Measure and mark the boards where you want to cut them.
5. Draw a line across each board.
6. Saw through each board.
7. Get out your hammer and nails.
8. Make a frame.
9. Nail the top to the frame.
10. Pound the nails all the way in.
11. Turn it upside down.
12. Nail the legs to the corners.
13. Turn it over. Hey, that's a nice table!
14. You're a great carpenter!

See **procedures** for page 1

Depending on your own carpentry skills, you may

- 1. try to replicate the table made in the video on the software**
- 2. simply pantomime the actions of putting the table together, using real props, but not actually sawing or nailing anything together**
- 3. substitute the lesson on page 64 of the book *Live Action English*, where a comical table is made by simply pounding four gigantic nails into each corner of a board (which you only pretend to saw thru). This demonstrates all the vocabulary of the lesson very clearly, including turning it upside down. And it's good for a laugh as well. The nails can be pulled out after each demonstration, to be pounded into the board that the next person chooses.**

Props:

paper, pencil, 3 or 4 boards, tape measure, saw, hammer, nails

Text Pages 100-101: Present Progressive, Long Answers

Lesson/Introduction

With students' books closed, play the **Pantomime Game, as for page 2. Include questions ending in the word "with" as in items 2, 4, and 6 on page 100.**

Dictate the -ing forms of the verbs before writing them on the board. (Refer to notes for page 46 for the **spelling rules needed.)**

Then have students open their books and complete the questions on pages 100-101.

- | | |
|------------------------------------|---|
| 1. What is he doing? | <u>He's measuring the board.</u> |
| 2. What is he measuring it with? | <u>He's measuring it with a tape measure.</u> |
| 3. What am I doing? | <u>You're sawing through the board.</u> |
| 4. What am I sawing with? | <u>You're sawing with a saw.</u> |
| 5. What is she doing? | <u>She's pounding the nails all the way in.</u> |
| 6. What is she pounding them with? | <u>She's pounding them with a hammer.</u> |
| 7. What is he doing? | <u>He's making a drawing of his table.</u> |
| 8. What am I doing? | <u>You're turning it upside down. (or over)</u> |
| 9. What are you doing? | <u>I'm nailing the top to the frame.</u> |
| 10. What is he doing? | <u>He's drawing a line across each board.</u> |

Correcting the exercise, Dictation, Pronunciation Practice, and Pair Practice
as for page 2

Text Pages 100-101: Comparisons

Lesson

Point out the features, as described by the adjectives below, of the four boards pictured on page 100. (Alternatively, bring 4 boards with these features to class so that students can see them and handle them.)

Ask if each board is dark or light, wide or narrow, long or short, rough or smooth, thick or thin. In order to provide plenty of listening input, be sure to use each of the ten adjectives to describe each board. Write the adjectives on the board as you introduce them.

Then begin comparing the boards using the -er forms with *than*. Interrupt this discussion from time to time to contrast the basic forms of the adjectives with the comparative forms, for example:

Which board is lighter, A or B? Yes, B is lighter than A. But is B *light*? No, B is *dark*, B is not *light*, but it's *lighter than A*. Point out this difference.

Write the comparative forms on the board next to the respective basic forms. Note that the **spelling rules (for page 46) for adding -ing and -ed apply to the endings -er and -est in exactly the same way.**

After all this discussion, have the students open their books and match each adjective with its opposite:

- | | |
|-------------------|-----------|
| <u>b</u> 1. dark | a. thin |
| <u>c</u> 2. wide | b. light |
| <u>e</u> 3. long | c. narrow |
| <u>d</u> 4. rough | d. smooth |
| <u>a</u> 5. thick | e. short |

After correcting this exercise together, have students answer the questions on pages 100 and 101.

- | | |
|------------------------------------|-----------------------------|
| 1. Which board is darker, A or B? | <u>A is darker than B.</u> |
| 2. Which board is lighter, C or D? | <u>C is lighter than D.</u> |

- | | | |
|---|------------------------------|---|
| 3. Which one is the darkest? | <u>D is the darkest.</u> | |
| 4. Which one is the lightest? | <u>C is the lightest.</u> | |
| 5. Which board is wider, B or C? | <u>B is wider than C.</u> | |
| 6. Which one is narrower, A or D? | <u>D is narrower than A.</u> | |
| 7. Which one is the widest? | <u>B is the widest.</u> | |
| 8. Which one is the narrowest? | <u>C is the narrowest.</u> | |
| 9. Which one is longer, A or C? | <u>A is longer than C.</u> | |
| 10. Which one is shorter, C or D? | <u>C is shorter than D.</u> | |
| 11. Which one is the longest? | <u>D is the longest.</u> | |
| 12. Which one is the shortest? | <u>C is the shortest.</u> | |
| 13. Which one is rougher, A or B?
(the other way around) | <u>A is rougher than B.</u> | (difficult to see; could be the other way around) |
| 14. Which one is smoother, A or C? | <u>A is smoother than C.</u> | |
| 15. Which one is the roughest? | <u>C is the roughest.</u> | |
| 16. Which one is the smoothest? | <u>B is the smoothest.</u> | (or A) |
| 17. Which one is thicker, B or C? | <u>B is thicker than C.</u> | |
| 18. Which one is thinner, B or D? | <u>D is thinner than B.</u> | |
| 19. Which one is the thickest? | <u>B is the thickest.</u> | |
| 20. Which one is the thinnest? | <u>D is the thinnest.</u> | |

Correcting the exercise

Ask volunteers to come to the board to write their answers. Have students correct their own papers, or go around and correct them yourself.

Dictation, Pronunciation Practice, Pair Practice as for page 2

Text Page 102: Vocabulary

Lesson

With students' books closed, point out the different materials from which various familiar things, most of them around the classroom, are made of, writing the names of the materials on the board and going over the pronunciation of the new words. Then have the students open their books and write one-word answers to the questions on page 102.

- | | |
|-------------------------------------|------------------------------------|
| 1. What is the table made of? | <u>wood</u> |
| 2. What are cars made of? | <u>metal</u> |
| 3. What is your notebook made of? | <u>paper</u> and/or <u>plastic</u> |
| 4. What are windows made of? | <u>glass</u> |
| 5. What are your shoes made of? | <u>leather</u> |
| 6. What is your comb made of? | <u>plastic</u> |
| 7. What are candles made of? | <u>wax</u> |
| 8. What is your shirt made of? | <u>cloth</u> |
| 9. What is the coat hanger made of? | <u>wire</u> |
| 10. What is your sweater made of? | <u>wool</u> |

Correct the exercise by checking students' books as you go around the room.

Dictation, Pronunciation Practice, Pair Practice as for **page 2****Text Page 103: Past/Present Progressive/Future Tense Story, CD-ROM**

Past, Present Progressive, Future

Yesterday you made a drawing. Then you chose some boards. You measured and marked them where you wanted to cut them. Now you're sawing through each one. You're making the frame and nailing the top to it. Next you'll turn it upside down. Then you're going to nail the legs to the corners. It's going to be a nice table.

Pronunciation

Have the students repeat each sentence of this story after you, to practice pronunciation.

Writing the exercise

Have the students complete the answers.

1. When did you make a drawing?

I made a drawing yesterday.

2. What did you choose?

I chose some boards.

3. Where did you mark them?
to cut them.

I marked them where I wanted

4. What are you doing now?

I'm sawing through each one.

5. What are you making?

I'm making the frame.

6. What will you do after you nail the top to the frame?

I'll turn it upside down.

7. Where are you going to nail the legs?
corners.

I'm going to nail the legs to the

8. Is it going to be a nice table?

Yes, it is.

Dictation, Pronunciation Practice, Pair Practice as for **page 2****Text Page 104: Future Tense Dictation**

Make "future plans" with the class, as for text **page 73.**

Suggested Dictation:

1. Who's going to make a drawing of the table?

(student's name) is

2. Who's going to choose some nice boards?

(student's name) is

3. Who's going to take out the tape measure?

(student's name) is

4. Who's going to measure and mark the boards?

(student's name) is

5. Who's going to draw a line across each board?

(student's name) is

6. Who's going to saw through each board?

(student's name) is

7. Who's going to get out the hammer and nails? (student's name) is
 8. Who's going to make a frame? (student's name) is
 9. Who's going to nail the top to the frame? (student's name) is
 10. Who's going to pound the nails all the way in? (student's name) is
 11. Who's going to turn it over? (student's name) is

**Correcting the Dictation, Pronunciation Practice, Pair Practice,
 Live Action—Important! Don't skip this step!
 as for page 73**

Suggested Dictation:

1. What's (student's name) going to make a drawing of? **S/he's going to make a drawing of a table.**
 2. What's (student's name) going to choose? **S/he's going to choose some nice boards.**
 3. What's (student's name) going to take out? **S/he's going to take out the tape measure.**
 4. What's (student's name) going to measure and mark? **S/he's going to measure and mark the boards.**
 5. What's (student's name) going to do? **S/he's going to draw a line across each board.**
 6. What's (student's name) going to do? **S/he's going to saw through each board.**
 7. What's (student's name) going to get out? **S/he's going to get out the hammer and nails.**
 8. What's (student's name) going to make? **S/he's going to make a frame.**
 9. What's (student's name) going to do? **S/he's going to nail the top to the frame.**
 10. What's (student's name) going to do? **S/he's going to pound the nails all the way in.**
 11. What's (student's name) going to do? **S/he's going to turn it over.**

**Correcting the Dictation, Pronunciation Practice, Pair Practice,
 Live Action—Important! Don't skip this step!
 as for page 73**

Text Page 105: *Past Tense Verb Forms and Past Tense Dictation*

as for page 74

basic forms	make	choose	take	measure	mark	want
past forms	made	chose		took	measured	
	marked	wanted				

draw	saw	get	nail	pound	turn
cut					
drew	sawed	got	nailed	pounded	
turned	cut				

For the dictation, be creative! Fine tune the dictation for the level of your class by mixing items from the two dictations (for Levels 1 and 2) or otherwise altering the questions for your class situation.

Suggested Dictation:

- 1. Who made a drawing of the table? (student's name) did.**
- 2. Who chose some nice boards? (student's name) did.**
- 3. Who took out the tape measure? (student's name) did.**
- 4. Who measured and marked the boards? (student's name) did.**
- 5. Who drew a line across each board? (student's name) did.**
- 6. Who sawed through each board? (student's name) did.**
- 7. Who got out the hammer and nails? (student's name) did.**
- 8. Who made a frame? (student's name) did.**
- 9. Who nailed the top to the frame? (student's name) did.**
- 10. Who pounded the nails all the way in? (student's name) did.**
- 11. Who turned it over? (student's name) did.**

Correcting the Dictation, Pronunciation Practice, Pair Practice, as for page 74

Suggested Dictation:

- 1. What did (student's name) make a drawing of? S/he made a drawing of a table.**
- 2. What did (student's name) choose? S/he chose some nice boards.**
- 3. What did (student's name) take out? S/he took out the tape measure.**
- 4. What did (student's name) measure and mark? S/he measured and marked the boards.**
- 5. What did (student's name) do? S/he drew a line across each board.**
- 6. What did (student's name) do? S/he sawed through each board.**
- 7. What did (student's name) get out? S/he got out the hammer and nails.**
- 8. What did (student's name) make? S/he made a frame.**
- 9. What did (student's name) do? S/he nailed the top to the frame.**
- 10. What did (student's name) do? S/he pounded the nails all the way in.**
- 11. What did (student's name) do? S/he turned it over.**

Correcting the Dictation, Pronunciation Practice, Pair Practice, as for page 74

Text Page 106: Past Tense Story from the CD-ROM

As for page 7

Past Tense: Last Year...

Isaac made this table last year. He chose some nice boards. He measured and marked them. He drew a line where he wanted to cut them. He sawed through each board. He made a frame and nailed the top to it. Then he turned it upside down and nailed the legs to the corners. He's a great carpenter.

Pronunciation

Have the students repeat each sentence of this story after you, to practice pronunciation.

Oral practice

With books closed, ask students the questions on page 106, encouraging them, and prompting them, to use complete sentences in order to practice the past forms of the verbs.

Writing the exercise

Have the students open their books and complete the answers.

- | | |
|------------------------------------|--|
| 1. When did Isaac make this table? | He made it last year. |
| 2. What did he choose? | He chose some nice boards. |
| 3. Where did he draw a line? | He drew a line where he wanted to cut them. |
| 4. What did he saw through? | He sawed through each board. |
| 5. What did he nail the top to? | He nailed the top to the frame. |
| 6. What did he nail the legs to? | He nailed the legs to the corners. |
| 7. Is he a good carpenter? | Yes, he is. |

Correcting the Exercise, Pronunciation Practice, Pair Practice, as for page 2

Text Page 107: Four Tenses

as for page 61

1. Did he make a table	<u>recently?</u>	<u>No, he didn't.</u>	or	<u>Yes, he did.</u>
2. Does he make a table	<u>often?</u>	<u>No, he doesn't.</u>	or	<u>Yes, he does.</u>
3. Is he making a table	<u>right now?</u>	<u>No, he isn't.</u>	or	<u>Yes, he</u>
<u>is.</u>				
4. Will he make a table	<u>soon?</u>	<u>No, he won't.</u>	or	
<u>Yes, he will.</u>				

5. Did they choose a pretty table or <u>No, they didn't.</u>	<u>a few months ago?</u>	<u>Yes, they did.</u>
6. Do they choose a pretty table or <u>No, they don't.</u>	<u>every month?</u>	<u>Yes, they do.</u>
7. Are they choosing a pretty table <u>No, they aren't.</u>	<u>at this time?</u>	<u>Yes, they are.</u> or
8. Will they choose a pretty table <u>No, they won't.</u>	<u>in a few months?</u>	<u>Yes, they will.</u> or

9. Did you draw a picture or <u>Yes, I did.</u>	<u>before class today?</u>	<u>No, I didn't.</u>
10. Do you draw a picture or <u>Yes, I do.</u>	<u>during every class?</u>	<u>No, I don't.</u>
11. Are you drawing a picture or <u>Yes, I am.</u>	<u>in class at this moment?</u>	<u>No, I'm not.</u>
12. Will you draw a picture or <u>Yes, I will.</u>	<u>after class today?</u>	<u>No, I won't.</u>

Text Page 108: Rhymes

Note and Introduction (as for page 20)

- | | | | |
|----------|----------------|--------------|----------------|
| 1. name | <u>frame</u> | 8. rice | <u>nice</u> |
| 2. stop | <u>top</u> | 9. park | <u>mark</u> |
| 3. Ford | <u>board</u> | 10. fine | <u>line</u> |
| 4. mail | <u>nail</u> | 11. late | <u>great</u> |
| 5. news | <u>choose</u> | 12. learn | <u>turn</u> |
| 6. cable | <u>table</u> | 13. pleasure | <u>measure</u> |
| 7. blue | <u>through</u> | | |

Find two words that rhyme with:

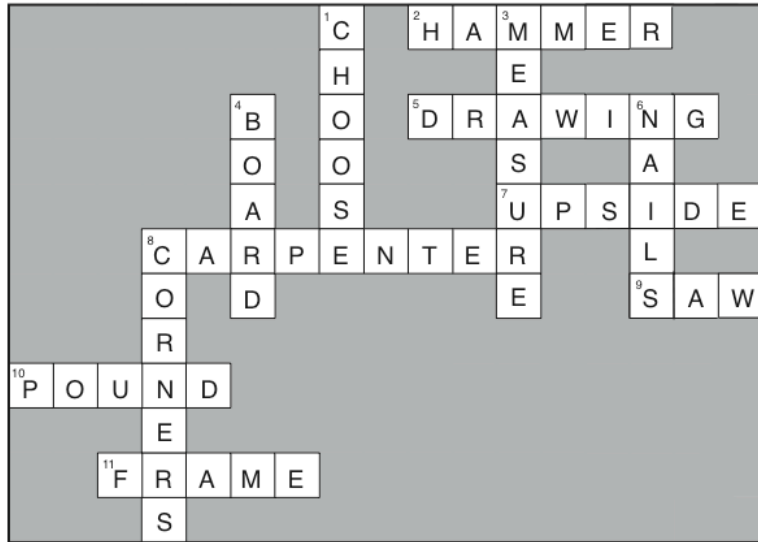
14. law draw saw
 15. cake make take

For level 2: other words that rhyme with

- | | |
|---|----------------------------|
| 1. came, game, same | 8. twice, mice, price |
| 2. shop, chop, mop, drop, cop, pop | 9. dark |
| 3. cord, poured, toward | 10. mine, wine, pine, sign |
| 4. sale, fail, jail, pale, rail, tail, whale | 11. date, plate, state |
| 5. shoes, fuse, use, lose, views | 12. earn, burn |
| 6. label | |
| 7. do, shoe, chew, few, who, new, to, view, you | |

Text Page 109: Crossword

As for page 30



BINGO! Short Answers

After students have written short answers to the questions on page 107, corrected their papers, and practiced the questions and answers in pairs, follow the instructions for Short Answer Bingo at the end of Unit 3.

However, this time use the grid on the next page because it has space for 24 answers. Have the students exclude the words *Yes* and *No* from their grids. The answers they will copy into their grids will be:

- | | | | | |
|----------------|--------------------|---------------|---------------------|------------------|
| he is | he isn't | I am | I'm not | they are |
| he does | he doesn't | | I do I don't | they do |
| he did | he didn't | I did | I didn't | they did |
| he will | he won't | I will | I won't | they will |
| | they aren't | | | |
| | they don't | | | |
| | they didn't | | | |
| | they won't | | | |

When calling the questions from page 107 for the game, provide the answer *Yes* or *No*. For example:

“Did he make a table recently? Yes, _____,” where the student will place a marker on *he did*.

This will be much more interesting if you substitute a male student's name for *he*, and two students' names for *they*. It will also help the students learn to use the pronouns correctly.

Other questions may be substituted as well, just as long as the question you ask is easily comprehensible to your students and will elicit the response on the calling card you have drawn.

BINGO!

		FREE		

Word Search and Word Scramble

See **instructions** at the end of Unit 1 in this Teacher’s Resource Guide for introducing these puzzles .

MAKING A TABLE
Word Search Solution

```

. . . . .
. e d i s p u . . . . m e a s u r e .
. . . . . t a p e . . . . .
. . . . m . . . . .
. . . e . . a . . e . . . . .
. . . k . . . r . m . . . . .
g . . a . . . . k a . s c h o o s e . .
. n . t . . . . . r . . d . . . . .
. r i . . . . . e f . . . r . . . . .
. e . w . . . . n . . . h . a . . h . .
. t . . a . . . i . . . a . . o . c . .
. n e . . r d . l . . . m . . . b a . .
. e c . . . d n . . . . m . . . e . .
. p i . . . . s u . . . e e l b a t . .
. r . . . . r . . o . . r . . e . . . .
. a . . r e v o . . p . . . . g . . . .
. c . . n . . . . g r e a t . . . s . .
. . . r . . . . . . . . . . . . .
. . o . . . . . . . . . . . . .
. c . . . . . s l i a n . s s o r c a .

```

Name:

**MAKING A TABLE
Word Search**

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

WORD LIST

**across
choose
each
hammer
mark
nice
table
upside**

**boards
corners
frame
legs
measure
over
take**

**carpenter
drawing
great
line
nails
pound
tape**

MAKING A TABLE

Word Scramble

Scrambled List List

1. idwgran
2. redw
3. dorba
4. eamrsdue
5. agnwis
6. nonupidg
7. amrehm
8. nrersoc
9. adniel
10. sgasl
11. telaheer
12. htolc
13. csplati
14. aeltn
15. owlo
16. oowd

Unscrambled List Alphabetized

- | | |
|--|--|
| <ol style="list-style-type: none"> drawing drew board measured sawing pounding hammer corners nailed glass leather cloth plastic metal wool wood | <ol style="list-style-type: none"> board cloth corners drawing drew glass hammer leather measured metal nailed plastic pounding sawing wood wool |
|--|--|

Name:

MAKING A TABLE
Word Scramble

Scrambled List
Unscrambled List

Alphabetized

1. **idwgran**

2. **redw**

3. **dorba**

4. **eamrsdue**

5. **agnwis**

6. **nonupidg**

7. **amrehm**

8. **nrersoc**

9. **adniel**

10. **sgasl**

11. **telaher**

12. **htolc**

13. **csplati**

14. **aeltm**

15. **owlo**

16. **oowd**

WORD LIST

drawing

drew

board

sawing

measured

hammer

corners

nailed

pounding

leather

cloth

plastic

glass

wool

wood

metal

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UNIT 11 Office Worker

Text Page 111: Action Series from the CD-ROM

1. Sit at your desk.
2. Relax.
3. Take off your jacket.
4. Loosen your tie.
5. Unbutton your collar.
6. Roll up your sleeves.
7. Untie your shoes.
8. Uh-oh. Here comes the boss.
9. Button your collar.
10. Tighten your tie.
11. Put on your jacket.
12. Tie your shoes.
13. Get to work.
14. Say hello to the boss.

See **procedures** for page 1

Props needed for this lesson: sports jacket or blazer, a shirt that buttons all the way up to the collar, and has long sleeves that can be rolled up, and, a man's tie, any shoes that tie (all worn by the instructor for the initial demonstration), a table or desk to sit at.

Set up

Explain that today everyone in the class is a man (none are women), and that you are working in an office, not studying at school. Also explain that you don't feel like working today. Have the students pantomime the actions while you actually take off the jacket, loosen the tie, unbutton your collar, etc. When the "boss comes", get very flustered and demonstrate the actions in a hurried manner.

Text Page 112: Word Study

Opposites:

- | | |
|-------------------------|----------------|
| <u>e</u> 1. relax | e. get to work |
| <u>a</u> 2. loosen | a. tighten |
| <u>f</u> 3. unbutton it | f. button it |
| <u>c</u> 4. take it off | c. put it on |
| <u>b</u> 5. roll up | b. roll down |
| <u>d</u> 6. untie | d. tie |

Note typo in the following item 6: Have students correct their books to "tie your shoes."

Words that are similar:

- | | |
|--------------------|------------------|
| <u>g</u> 1. relax | g. take it easy |
| <u>d</u> 2. loosen | d. make it loose |

- a 3. unbutton a. open the buttons
b 4. untie your shoes b. open your shoes
c 5. tighten c. make it tight
e 6. tie your shoes e. close your shoes
f 7. button it f. close your buttons
h 8. get to work h. begin working

Opposites:

- | | |
|----------------|--------------------|
| 1. get to work | <u>relax</u> |
| 2. tighten | <u>loosen</u> |
| 3. button it | <u>unbutton it</u> |
| 4. put it on | <u>take it off</u> |
| 5. roll down | <u>roll up</u> |
| 6. tie | <u>untie</u> |

Same as:

- | | |
|----------------------|-----------------------|
| 1. make it tight | <u>tighten it</u> |
| 2. make it loose | <u>loosen it</u> |
| 3. close the buttons | <u>button it</u> |
| 4. close your shoes | <u>tie your shoes</u> |
| 5. take it easy | <u>relax</u> |
| 6. begin working | <u>get to work</u> |

Write the plural forms of these nouns:

- | | | | |
|-----------|----------------|-----------|----------------|
| 1. desk | <u>desks</u> | 5. boss | <u>bosses</u> |
| 2. jacket | <u>jackets</u> | 6. office | <u>offices</u> |
| 3. sleeve | <u>sleeves</u> | 7. collar | <u>collars</u> |
| 4. shoe | <u>shoes</u> | | |

After providing the students with the correct answers by writing them on the board, have them repeat them after you to practice the pronunciation, paying special attention to the extra syllable after the final /s/ sound for *bosses* and *offices*, and to the tricky consonant cluster at the end of *desks*.

Text Page 113: Review of Opposites

This lesson reviews some of the pairs of opposite phrases from several of the past units of the CD-ROM and workbook.

Introduction

With students' books closed, describe a situation where a friend is rolling up their sleeves against your wishes. With a lot of expression and natural intonation, tell the friend, "Don't roll up your sleeves. Roll them down!"

Now remind students of the office worker who doesn't feel like working on the CD-ROM (or in the classroom enactment of page 111). Tell him "Don't relax." Then ask the students for the opposite of "relax". When someone says "Get to work", repeat the whole sequence: "Don't relax. Get to work!" If no one can think of *get to work*, tell them to look on page 111 to find it.

Proceed in a similar way to the remaining 15 items on page 113, being sure that the students' books remain closed. Students may need quite a bit of help and prompting to use the pronouns *it* and *them* properly.

Writing the Exercise

Have students open their books and complete the exercise on page 113.

For level 1, this is a matching exercise. The phrases needed to complete the exercise are all at the bottom of the page. For level 2, it's a fill-in-the-blank exercise. In case a student doesn't remember a phrase and/or its opposite, the unit where it can be found is provided.

- | | |
|--|--------------------------------------|
| 1. Don't relax. | k. <u>Get to work!</u> |
| 2. Don't button your collar. | h. <u>Unbutton it!</u> |
| 3. Don't loosen your tie. | a. <u>Tighten it!</u> |
| 4. Don't hang up the phone. | n. <u>Pick up the receiver!</u> |
| 5. Don't tie the hook below the weight. | p. <u>Tie it above the weight!</u> |
| 6. Don't choose an ugly card. | j. <u>Choose a pretty one!</u> |
| 7. Don't sign your name at the top of your note. | i. <u>Sign it at the bottom!</u> |
| 8. Don't go straight ahead. | c. <u>Turn around! or Back up!</u> |
| 9. Don't go faster. | g. <u>Slow down! (or Go slower!)</u> |
| 10. Don't turn left. | b. <u>Turn right!</u> |
| 11. Don't take the tape out. | m. <u>Stick it in!</u> |
| 12. Don't turn off the radio. | d. <u>Turn it on!</u> |
| 13. Don't fast-forward the cassette. | f. <u>Rewind it!</u> |
| 14. Don't take out all the cleaning stuff. | l. <u>Put it away!</u> |
| 15. Don't fill the wastebaskets. | o. <u>Empty them!</u> |
| 16. Don't go to sleep. | e. <u>Wake up!</u> |

Dictation, Pronunciation Practice (as for page 2)

Pair Practice

Have students practice in groups of three instead of in pairs. One student is the "friend" who is doing the "undesirable" action. The second student gives the friend the negative imperative (printed in the book) and then the third student gives the friend the affirmative imperative (which the students have filled in the blank). Suggest that the third student try to do this without reading it from the book, and that the others act as teachers to check for correctness. Model this procedure yourself with two students.

Text Pages 114-115: Present Progressive, Long Answers

Lesson/Introduction

With students' books closed, play the **Pantomime Game**, as for page 2. Dictate the **-ing forms of the verbs before writing them on the board.** (Refer to notes for page 46 for the **spelling rules** needed.)

Then have students open their books and complete or answer the questions on pages 114-115.

- | | |
|-------------------------|--|
| 1. What is he doing? | <u>He's sitting at his desk.</u> |
| 2. What are they doing? | <u>They're taking off their jackets.</u> |
| 3. What am I doing? | <u>You're loosening your tie.</u> |
| 4. What is she doing? | <u>She's rolling up her sleeves.</u> |
| 5. What are we doing? | <u>We're tying our shoes.</u> |
| 6. What are you doing? | <u>I'm tightening my tie.</u> |
| 7. What is she doing? | <u>She's putting on her jacket.</u> |
| 8. What am I doing? | <u>You're unbuttoning your collar.</u> |
| 9. What is he doing? | <u>He's saying hello to the boss.</u> |

Correcting the exercise, Dictation, Pronunciation Practice, Pair Practice
(as for **page 2**)

Text Page 116: Past/Present Progressive/Future Tense Story, CD-ROM

Past, Present Progressive, Future

Right now Max is relaxing at his desk. A few minutes ago he took off his jacket and loosened his tie. Now he's rolling up his sleeves and untying his shoes. But now he's tightening his tie because the boss is coming! In a minute he'll put on his jacket, tie his shoes and get to work. Then he'll say hello to the boss.

Pronunciation

Have the students repeat each sentence of this story after you, to practice pronunciation.

Writing the exercise

Have the students complete the answers. Tell them to pay special attention to the verb tense of each sentence.

- | | |
|--------------------------------------|--|
| 1. What is Max doing right now? | He <u>'s relaxing at his desk.</u> |
| 2. When did he take off his jacket? | He <u>took off his jacket a few minutes ago.</u> |
| 3. What did he loosen? | He <u>loosened his tie.</u> |
| 4. What is he rolling up now? | He <u>'s rolling up his sleeves</u> |
| 5. What is he untying? | He <u>'s untying his shoes.</u> |
| 6. Why is he tightening his tie now? | He <u>'s tightening his tie(now) because the boss is coming.</u> |
| 7. What will he put on? | He <u>'ll put on his jacket and tie his shoes.</u> |
| 8. What will he say to the boss? | He <u>'ll say hello (to the boss).</u> |

Correcting the exercise, Pronunciation practice, Pair Practice, as for page 92

Text Page 117: Compound Sentences

Follow the procedures for the Lesson, Completing and Correcting the Exercise, for pages 8-9. There's a similar exercise on page 75. However both these previous exercises are for forming compound sentences in the past tense. The exercise on page 117 is for forming compound sentences in the future tense.

As you review compound sentences, explain that when we form compounds in the future tense, we use the *present tense instead of the future tense* for the *time phrase* (the phrase that begins with *when, before, or after*).

So, instead of

~~He'll relax when he'll sit at his desk,~~ we say *He'll relax when he sits at his desk.*

Remind students of the -s ending on the *third person singular verbs in the present tense.*

A. Example: He'll relax when he sits at his desk.

1. He'll take off his jacket before he rolls up his sleeves.
2. He'll untie his shoes after he loosens his tie.
3. He'll get to work when he sees the boss.
4. He'll button his collar before he tightens his tie.
5. He'll say hello to the boss after he puts on his jacket.

B. Example: When he sits at his desk, he'll relax.

1. Before he rolls up his sleeves, he'll take off his jacket.
2. After he loosens his tie, he'll untie his shoes.
3. When he sees the boss, he'll get to work.
4. Before he tightens his tie, he'll button his collar.
5. After he puts on his jacket, he'll say hello to the boss.

Writing exercise

Follow this up with a writing exercise. Ask students to write about what their plans are for the evening or the weekend, using some compound sentences similar to the ones in this exercise.

Text Page 117: Future Tense Dictation

Lesson/Introduction

As for page 73, assign a different person to each step of the series on page 111. Then you can discuss who's going to do what *before you let anyone actually perform any of the actions*, thus practicing the future tense in a realistic context. The instructions to the students will go something like this:

Let's imagine again that this is an office and the boss is going to come in half an hour. But right now we don't feel like working.

Manuel, will you please come and sit at the desk? But not yet, wait a minute.

And everybody, when Manuel sits at the desk, let's all relax, ok?

Then, Mabel, will you please take off your jacket? But not yet, wait till we all relax after Manuel sits at the desk.

And Hamid, will you please loosen your tie? (Select a student who is wearing a tie. If no one is wearing a tie, hand a tie to Hamid as you make this request.)

And Hanah, please unbutton your collar after Hamid loosens his tie, ok?

And Feng, will you please roll up your sleeves?

And Carlos and Marco, will you untie your shoes?

Then I'm going to say, "Uh-oh! Here comes the boss!"

When I say that, Hanah, please button your collar, ok?

And Hamid, please tighten your tie.

And Mabel, put on your jacket.

And Carlo and Marco, tie your shoes.

And everybody, get to work!

Then Manuel, you can say hello to the boss.

Now wait a minute, does everyone remember?

Who's going to sit at the desk? Right, Manuel is.

And who's going to relax? Yes, everybody.

Who's going to take off her jacket?

Who's going to loosen his tie?

And who's going to unbutton her collar?

Who's going to roll up her sleeves?

And who's going to untie their shoes?

Repeat these questions several times, sometimes out of order until the students have the plan straight. Then continue:

Then what is Hanah going to do after the boss comes? Yes, she's going to unbutton her collar.

And what's Hamid going to do when the boss comes? Right, he's going to tighten his tie.

And what's Mabel going to do?

What are Carlos and Marco going to do?

And what are we all going to do?

What's Manuel going to do?

**What's he going to do before the boss comes?
etc.**

Continue asking the questions, now in random order for more practice, reminding students to use *going to* before the verb in their replies.

Level 2 students will have to write this future tense dictation on a separate piece of paper.

**Suggested Dictation:
as for **page 73****

- 1. What's Manuel going to do before the boss comes? He's going to sit at the desk.**
- 2. What will he do after the boss comes? He'll say hello.**
- 3. Who's going to relax? Everybody is.**
- 4. What will we do when the boss comes? We'll get to work.**
- 5. What's Mabel going to do before the boss comes? She's going to take off her jacket.**
- 6. What will she do after the boss comes? She'll put her jacket on.**
- 7. What's Hamid going to do before the boss comes? He's going to loosen his tie.**
- 8. What'll he do after the boss comes? He'll tighten his tie.**
- 9. What's Hanah going to do before the boss comes? She's going to unbutton her collar.**
- 10. What's Feng going to do? She's going to roll up her sleeves.**
- 11. What are Carlos and Marco going to do? They're going to untie their shoes.**
- 12. What will they do after the boss comes? They'll tie their shoes.**

Then proceed with Correcting the Dictation, Pronunciation Practice, and Pair Practice, as for **page 73. And finally, don't forget to follow all of this with *live action*, to make the context of the verb tense real, and to create the context for the Past Tense Dictation, which comes next.**

As for page 7

basic forms sit relax take off loosen (un)button

roll up

past forms sat relaxed took off loosened (un)buttoned

rolled up

come (un)tie tighten put on get say

came (un)tied tightened put on got said

Suggested Dictation:

as for page 74

1. What did Manuel do before the boss came? He sat at the desk.
2. What did he do after the boss came? He said hello.
3. Who relaxed? Everybody did.
4. What did we do when the boss came? We got to work.
5. What did Mabel do before the boss came? She took off her jacket.
6. What did she do after the boss came? She put her jacket on.
7. What did Hamid do before the boss came? He loosened his tie.
8. What did he do after the boss came? He tightened his tie.
9. What did Hanah do before the boss came? She unbuttoned her collar.
10. What did Feng do? She rolled up her sleeves.
11. What did Carlos and Marco do before the boss came? They untied their shoes.
12. What did he do after the boss came? He tied his shoes.

Correcting the Dictation, Pronunciation Practice, Pair Practice as for page 74

Text Page 119: Past Tense Story from the CD-ROM

Past Tense: This afternoon...

This afternoon Max sat at his desk and relaxed. He took off his jacket, loosened his tie, and unbuttoned his collar. Then he rolled up his sleeves and untied his shoes. But then the boss came! Max buttoned his shirt, tightened his tie and put on his jacket. Then he tied his shoes and got to work. He said hello to the boss.

Pronunciation

Have the students repeat each sentence of this story after you, to practice pronunciation.

Oral practice

With books closed, ask students the questions on page 119, encouraging them, and prompting them, to use complete sentences in order to practice the past forms of the verbs.

Writing the exercise

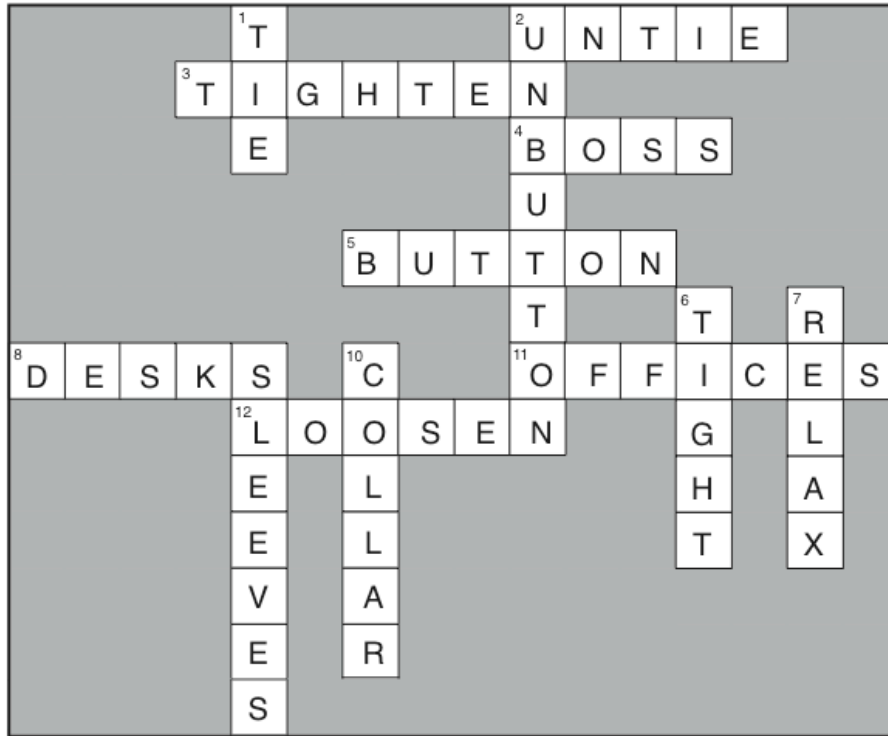
Have the students open their books and complete the answers.

1. Where did Max sit this afternoon? He sat at his desk.
2. What did he take off? He took off his jacket.
3. What did he unbutton? He unbuttoned his collar.
4. What did he roll up? He rolled up his sleeves.
5. What did he untie? He untied his shoes.
6. Why did he get to work? He got to work because the boss came.
7. What did he tighten? He tightened his tie.
8. What did he say to the boss? He said hello.

Correcting the exercise, Pronunciation practice, Pair Practice, as for page 93

Text Page 120: Crossword

As for page 30



Text Page 121: Separable Two-Word Verbs

Lesson/Introduction, as for page 30.

Writing the exercise

**Have the students open their books to page 121. Read the two examples together.
Do a few more of the items together, if necessary.
Then have the students complete the exercise.**

Note the typos in items 7 and 8 below. The article a should be replaced with *the* in item 7; the word *some* should be replaced with *the* in item 8. Have students make these corrections in their books.

Examples

**Take off your jacket. = Take your jacket off. = Take it off. (Not possible: Take off it.)
Roll your sleeves up. = Roll up your sleeves. = Roll them up. (Not possible: Roll up them.)**

- 1. Put your jacket on. Put on your jacket. Put it on.
- 2. Get out your hammer and nails. Get your hammer and nails out. Get them out.
- 3. Take your tape measure out. Take out your tape measure. Take it out.

4. Turn the boards over.

5. Pull in the fish.

6. Throw the fish back.

7. Tear off a stamp.

8. Put some vegetables back.

9. Pick up the receiver.

10. Put the seeds down.

Turn over the boards.

Pull the fish in.

Throw back the fish.

Tear a stamp off.

Put back some vegetables

Pick the receiver up.

Put down the seeds.

Turn them over.

Pull it in.

Throw it back.

Tear it off.

Put them

Pick it up.

Put them down.

Correcting the exercise, as for page 30

BINGO! Opposites

This game uses the sentences from page 113.

Have students copy each written response in a square of the grid, being sure they copy them *in random order*.

Follow the procedures for **Short Answer Bingo at the end of unit 3. Instead of asking questions, you will be reading the negative imperative sentence; students will put their markers on the appropriate affirmative imperative on their grids.**

Word Search and Word Scramble

See instructions at the end of Unit 1 in this Teacher’s Resource Guide for introducing these puzzles .

OFFICE WORKER
Word Search Solution

. . . . h j a c k e t . . .
. . . . e
. . . . l . . s e v e e l s b u t t o n
. . . . l e .
. . . . o t . .
. n o t t u b n u . . h . .
. g
. w i
. l . . . o . . . t . c
k o . . . r . . . o
. s o . . . k . . . l x . . .
. . e s . . . e . . l a . . .
t . . d e . o . r . a l . . .
i u s h o e s . . . n f . . . r e . . .
s . n f . . . s r . . .
. . . t i . . . s
. . . . i c . o
. e e b
.

Name:

OFFICE WORKER
Word Search

q x g k h l p y m t t j a c k e t t h z
 r x k k e o g k u e w m v w s i b g n n
 x i z c l w g s e v e e l s b u t t o n
 t m f n l z w r m b h r q t h n s c e p
 d w t w o k t i x i t l u g u h m t j z
 s f k b g y n o t t u b n u e j h q u i
 b m y t y q e m z c t x k y t g p v a p
 k x x u c q p t w n x h x q i u z l v g
 m r g j u l o b c o o y r t d c c w v m
 k w a u q w o o n c r k m o v o z x j t
 q s e q q b h o k o f k c w m l x r r d
 g v e r o a o u s d z m e k w l a p h b
 t j d d w u e p l e b o w r a a l c q r
 i u s h o e s i c k n f t c v r e r z x
 s v n h v g p o h a x f n x r s r f q l
 q b r t r k s h b n s i j f s y k r v x
 c i s q i q c p q i l c y o p g u y j a
 r r q v h e q n d i w e b j u x a n e y
 m x o m h g j x j k r e c j n b n n v f
 j f t t n h d w d z u z p q 9 b n a h q

WORD LIST

boss
desk
loosen
shoes

tighten
worker

button
hello
office
sit
sleeves
unbutton

collar
jacket
relax

untie

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OFFICE WORKER
Word Scramble Solution

**Scrambled List
List**

1. xlear
2. noloes
3. nettghi
4. nontbtuu
5. olrgiln
6. eudnit
7. ibgtounnt
8. sjektac
9. veesels
10. sosesb
11. ffocies
12. lsrloca
13. idas
14. maec
15. gityn

Unscrambled List

- relax
loosen
tighten
unbutton
rolling
untied
buttoning
jackets
sleeves
bosses
offices
collars
said
came
tying

Alphabetized

- bosses
buttoning
came
collars
jackets
loosen
offices
relax
rolling
said
sleeves
tighten
tying
unbutton
untied

Name:

**OFFICE WORKER
Word Scramble**

**Scrambled List
List**

Unscrambled List

Alphabetized

1. xlear

2. noloes

3. nettghi

4. nontbtuu

5. olrgiln

6. eudnit

7. ibgtounnt

8. sjektac

9. veesels

10. sosesb

11. ffocies

12. lsrloca

13. idas

14. maec

15. gityn

WORD LIST

relax

loosen

tighten

rolling

unbutton

buttoning

jackets

sleeves

untied

offices

collars

said

bosses

tying

came

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UNIT 12 *Soup for Lunch*

Text Page 123: Action Series from the CD-ROM

1. Pick up the can opener.
2. Open the can.
3. Pour the soup into a pan.
4. Add one can of water.
5. Stir it up.
6. Put it on the stove.
7. Cover it.
8. Turn on the stove.
9. Wait for the soup to heat up.
10. Take off the lid and check it.
11. It's ready. Turn off the heat.
12. Pour some soup into your bowl.
13. Take a sip.
14. Ah! Perfect..

Level 1 book: Note typo in item 3. Have students change the word *the* to *a*:

Pour the soup into a pan.

**Level 2 book: Note typo in item 9. Have students insert the article *the*:
Wait for *the* soup to heat up.**

See **procedures** for page 1

Props needed for this lesson: soup can, empty or unopened, any kind of manual can opener, small sauce pan with lid, soup spoon (can be used both for stirring the soup and for taking a sip), soup bowl, stove (can be anything—a box or large book—just pantomime turning it on and off). Adding water can also be pantomimed (first fill the can from an imaginary faucet, unless you have a real or toy faucet handy, of course). After the soup has been “heated” handle it as if it really is hot!

Text Pages 124-125: Present Progressive: Don't!

See **procedures** for p. 34

Example: Pick up the can opener.
Don't pick up your pencil!
I'm not picking up my pencil.
What are you picking up?
I'm picking up the can opener.

1. Open the can.
Don't open your mouth.
I'm not opening my mouth.
What are you opening?

I'm opening the can.
2. Pour the soup into a pan.

Don't pour the soup into the stove!
I'm not pouring the soup into the stove.

Where are you pouring it?
I'm pouring it into a pan.

3. **Add one can of water.**
Don't add three cans of water!

I'm not adding three cans of water.
How much water are you adding?

I'm adding one can of water.

4. **Stir it up.**
Don't stir it with your fingers!

I'm not stirring it with my fingers.
What are you stirring it with?
I'm stirring it with a spoon.

Note typo in number 4 in Level 1 book: tell students there should be one more blank, for a total of 3, for

three words to be added to the question (4th line).

5. **Put it on the stove.**
Don't put it on the table!
I'm not putting it on the table.
Where are you putting it?
I'm putting it on the stove.
6. **Turn on the stove.**
Don't turn on the TV!
I'm not turning on the TV.
What are you turning on?
I'm turning on the stove.
7. **Wait for the soup to heat up.**
Don't wait for the bus!
I'm not waiting for the bus.
What are you waiting for?
I'm waiting for the soup (to heat up).
8. **Take off the lid.**
Don't take off your sweater!
I'm not taking off my sweater.
What are you taking off?
I'm taking off the lid.

Text Page 126: Present Progressive/Future Tense Story from the CD-ROM

Past, Present Progressive, Future

It's 12:30 and I'm heating up some soup. At 12:25 I poured the soup into a pan. I added some water and put it on the stove. Now I'm waiting for it. OK, I'm taking off the lid and checking it. In a minute I'm going to turn off the heat. Then I'll pour some soup into my bowl and take a sip.

Pronunciation

Have the students repeat each sentence of this story after you, to practice pronunciation. Point out the 3 different verb tenses in this story, both in formation and meaning.

Writing the exercise

Have the students complete the answers. Tell them to pay special attention to the verb tense of each sentence.

- | | |
|---|---|
| 1. What am I doing right now? | You 're heating up some soup. |
| 2. When did I pour the soup into a pan? | You poured the soup into a pan at 12:25. |
| 3. What did I add? | You added some water. |
| 4. Where did I put it? | You put it on the stove. |
| 5. What am I waiting for? | You 're waiting for the soup. |
| 6. Why am I taking off the lid? | You 're taking off the lid to check it. |

7. What am I going to do in a minute?
8. Where will I pour the soup?

**You 're going to turn off the heat.
You 'll pour some soup into your bowl.**

Correcting the exercise, Pronunciation practice, Pair Practice, as for page 93.

Text Page 127: Present Tense Conversation, Writing a Recipe

Follow procedures as for page 4.

Text Page 128: Count/Non-Count Nouns, Comparisons

Review as much of the lesson and procedures for page 38 as you feel your students would find useful. Don't forget the dictations and group work!

Students will need help with some words where it is not obvious if the word is count or non-count. For example celery, cilantro, parsley, chicken, beef, fish are all usually non-count in the context of making soup; we normally don't count out 2 or 3 chickens or fish to add to the soup; we cut up what we need and then the amount we add is non-count.

Circulate to check their lists before they go on to the sentences.

Text Page 128: Future Tense Dictation

as for pages 73 and 117 (in level 1 book)

For level 2, follow procedures for page 73, but have students write their dictation on a separate paper. Another possibility is to have them practice the future tense in pairs *without* writing the dictation.

This is also a good opportunity to review the negative and indefinite pronouns (as in the exercise on text page 84). To do this, intersperse the following questions with questions about students who are *not* going to do the actions. For example, if you have asked Fara to pour the soup into the pan, after you ask question #3 below, "Where is Fara going to pour the soup?" (*She's going to pour the soup into the pan.*), follow this with a question about Melou: "Where is Melou going to pour the soup?" (*Nowhere. Or, Melou's not going to pour the soup anywhere.*)

Suggested dictation

1. What's (student's name) going to pick up? S/he's going to pick up the can opener.
2. What's (student's name) going to open? S/he's going to open the can.
3. Where is (student's name) going to pour the soup? S/he's going to pour it into the pan.
4. How much water is (student's name) going to add? S/he's going to add one can of water.
5. What's (student's name) going to do? S/he's going to stir it up.
6. Where is (student's name) going to put it? S/he's going to put it on the stove.
7. What's (student's name) going to do? S/he's going to cover it.
8. What's (student's name) going to turn on? S/he's going to turn on the stove.
9. Who's going to wait for the soup to heat up? Everybody is.
10. What's (student's name) going to do? S/he's going to take off the lid and check it.
11. What will (student's name) do when it's ready? S/he'll turn off the heat.
12. What will (student's name) do? S/he'll pour it into a bowl.
13. What will (student's name) do? S/he'll take a sip.

Text Page 129: Verb forms and *Past Tense Dictation*

basic forms	pick	open	pour	add	stir	put
past forms	picked	opened	poured	added	stirred	put
	cover	turn	wait	heat	take	check
	covered	turned	waited	heated	took	checked

Suggested dictation

Go thru the action series one more time, this time with a different person doing each action. After all the action is finished, ask these questions orally to elicit the answers before giving the dictation:

1. What did (student's name) pick up? S/he picked up the can opener.
2. What did (student's name) open? S/he opened the can.
3. Where did (student's name) pour the soup? S/he poured it into the pan.
4. How much water did (student's name) add? S/he added one can of water.

- | | |
|--|----------------------------------|
| 5. What did (student's name) do? | S/he stirred it up. |
| 6. Where did (student's name) put it? | S/he put it on the stove. |
| 7. What did (student's name) do? | S/he covered it. |
| 8. What did (student's name) turn on? | S/he turned on the stove. |
| 9. Who waited for the soup to heat up? | Everybody did. |
| 10. What did (student's name) do?
checked it. | S/he took off the lid and |
| 11. When did (student's name) turn off the heat?
when it was ready. | S/he turn off the heat |
| 12. Where did (student's name) pour the soup?
bowl. | S/he poured it into a |
| 13. Who took a sip? | (student's name) did. |
| 14. How was it? | It was perfect. |

Suggested dictation

Tell the students to imagine that your student (woman's name) heated soup for everyone today, and your student (man's name) didn't help with any of it. Ask these questions orally to elicit both long and short answers before giving the dictation.

- | | |
|--|-------------------------|
| 1. What did (woman's name) open? | the can |
| 2. What did (man's name) open? | nothing |
| 3. He didn't open | anything. |
| 4. How much water did (woman's name) add? | one can of water |
| 5. How much water did (man's name) add? | none |
| 6. He didn't add | any. |
| 7. Where did (woman's name) put the pan? | on the stove |
| 8. Where did (man's name) put the pan? | nowhere |
| 9. He didn't put it | anywhere. |
| 10. Who did (woman's name) heat the soup for? | for everybody |
| 11. Who did (man's name) heat the soup for? | Nobody |
| 12. He didn't heat it for | anybody. |

13. When did (woman's name) turn off the stove? when the soup was ready

14. When did (man's name) turn off the stove? never

15. Which dish did (woman's name) pour the soup into, the plate or the bowl?

the bowl

16. Which dish did (man's name) pour the soup into, the plate or the bowl?

Neither one

Note: This dictation can serve as the basis of a Bingo game, with the words in bold type being the words to copy into the squares of the grid. To cue these answers, ask the question; for the long negative answer, read the beginning of the answer as well. For example: Where did he put the pan? He didn't put it...[pause].

Text Page 130: Past Tense Story from the CD-ROM

Past Tense: Yesterday...

Yesterday I heated up some soup. I opened a can and poured the soup into a pan. I added a can of water and stirred it up. I put it on the stove, covered it, and turned on the stove. I waited 15 minutes. Then I took off the lid and checked it. It was ready! I poured some soup into my bowl and took a sip.

- | | |
|---|--|
| 1. When did I heat up some soup?
yesterday. | You <u>heated up some soup</u> |
| 2. Where did I pour the soup?
pan. | You <u>poured the soup into a</u> |
| 3. How much water did I add? | You <u>added a can of water.</u> |
| 4. What did I do then? | You <u>stirred it up.</u> |
| 5. What did I do after I put it on the stove?
turned on the stove. | You <u>covered it and</u> |
| 6. How long did I wait? | You <u>waited 15 minutes</u> |
| 7. How did I check it? | You <u>took off the lid.</u> |
| 8. Was it ready? | Yes, it was |
| 9. What did I do after I poured the soup into my bowl? | You <u>took a sip.</u> |

Please tell Level 1 students: There are three extra lines at the bottom of this page (number 9) where you won't need to write anything. Sorry for the error.

Correcting the exercise, Pronunciation practice, Pair Practice, as for page 93.

Text Page 131: Four Tenses

as on page 61

- | | | | | |
|---|----------------------------------|-----------------------------|-----------|-----------------------------|
| 1. Did he add a can of water
didn't. | <u>a few minutes ago?</u> | <u>Yes, he did.</u> | or | <u>No, he</u> |
| 2. Does he add a can of water
doesn't. | <u>every time?</u> | <u>Yes, he does.</u> | or | <u>No, he</u> |
| 3. Is he adding a can of water | <u>at this moment?</u> | <u>Yes, he is.</u> | or | <u>No, he isn't.</u> |
| 4. Will he add a can of water
won't. | <u>in a few minutes?</u> | <u>Yes, he will.</u> | or | <u>No, he</u> |

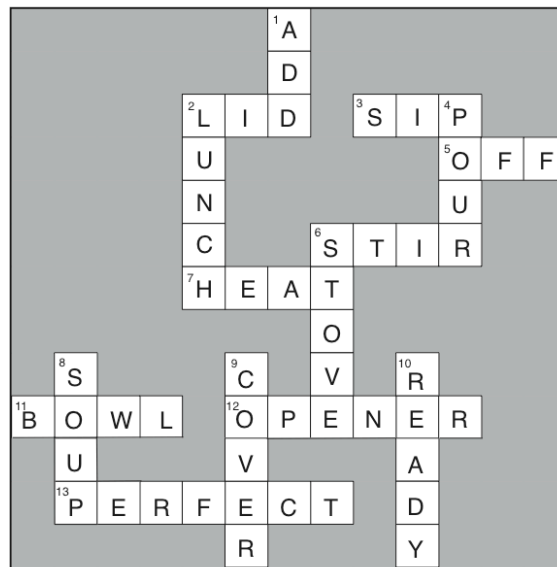
- | | | | | |
|---|--------------------------|------------------------------|-----------|-------------------|
| 5. Did they heat up some soup
No, they didn't. | <u>yesterday?</u> | <u>Yes, they did.</u> | or | |
| 6. Do they heat up some soup
they don't. | <u>every day?</u> | <u>Yes, they do.</u> | or | <u>No,</u> |
| 7. Are they heating up some soup
they're not. | <u>right now?</u> | <u>Yes, they are.</u> | or | <u>No,</u> |

8. Are they going to heat up some soup later today? Yes, they are. or No, they aren't.

9. Did she pour some soup into her bowl she did. or a little while ago? Yes,
 10. Does she pour some soup into her bowl Yes, she does. or No, she didn't.
 11. Is she pouring some soup into her bowl now? or whenever she's hungry? No, she doesn't.
 12. Is she going to pour some into her bowl in a little while? Yes, she is. or No, she isn't.
No, she's not.

Text Page 132: Crossword

As for page 30



Text Page 133: Intervocalic r/t Bingo

Adapted from pp 138-139 of *Puppies or Poppies? ESL Bingo* by Elizabeth Kuizenga Romijn

Note: Altho these two *sounds* are not difficult for anyone to discriminate, speakers of other languages which use the Roman alphabet and/or have a “rolled r” often hear the American English intervocalic *t* (and *d*) as an *r* and tend to picture it that way before they see a word with it spelled out. Less literate students find this

particularly confusing and benefit from the practice offered by this Bingo game.

Follow the **instructions** for ch/sh Bingo at the end of Unit 4.

r/t Bingo

- | | |
|--|------------------|
| 1. I want you to meet Barry, my | brother. |
| 2. I want you to meet Betty, my | sister. |
| 3. Can you hear it | outside? |
| 4. Can you heat it | on the stove? |
| 5. I can see her earring | under the chair. |
| 6. I can see her eating | her lunch. |
| 7. Where are you | going? |
| 8. What are you | doing? |
| 9. Where is it? | Here it is! |
| 10. What is it? | It's a flower. |
| 11. He's pouring the soup | in the bowl. |
| 12. He's putting the soup | on the table. |
| 13. What is he wearing | today? |
| 14. What is he waiting | for? |
| 15. You're supposed to spell Carrie with | double r. |
| 16. You're supposed to spell Katie with | a t. |

Suggestions for clarification of the meanings of the sentences in this game:

- 1, 2. Act out the "introduction" to the class of your imaginary sister and brother, explaining that *Barry* is a man's name in English and *Betty* is a woman's name.
3. Cup your ear and tell the students to listen. When everyone is quiet, pick out a sound coming from outside that you hear clearly. For example, if you hear traffic, ask, "Do you hear the traffic? *Can you hear it... outside?*"
4. Pantomime cooking something on an imaginary stove. *Heat* means *make it hot*.

- 5. Have one of the women in your class take off one *earring* and put it under her chair. Then ask, "Where's her earring? [pointing to it] I can see it under the chair! I can see her earring under the chair."**
- 6. Now have her pantomime *eating* her lunch. Look out the window and pretend you see another student eating out the window. "Look, She's eating her lunch too. I can see *her* eating her lunch."**
- 7, 8, 9. If your students don't understand these questions, this game is too advanced for them. It would be better to do something else.**
- 10. Draw a strange or oversimplified flower on the board and ask, "What is it?" If no one can tell, explain, "It's a flower."**
- 11, 12. *Demonstrate pouring* soup into a bowl and *putting* soup on the table. Also refer to the illustration.**
- 13, 14. Same as 7, 8, 9.**
- 15, 16. Have a student spell (aloud) the names *Carrie* and *Katie* (while looking at the paper if necessary).**

Name:

SOUP FOR LUNCH
Word Search

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

WORD LIST

add

**check
into
pour
soup
takeoff**

bowl

**canopener
cover
pan
ready
stir
turnon**

**heatup
perfect
sip
stove
wait**

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**SOUP FOR LUNCH
Word Scramble Solution**

**Scrambled List
List**

- 1. iikcgnp**
- 2. uhotm**
- 3. aeconrenp**
- 4. thiange**
- 5. rietdgeisnn**
- 6. eeiprc**
- 7. tmnehgosi**
- 8. ritdres**
- 9. erdya**
- 10. ecckhign**
- 11. verocde**
- 12. enuimt**
- 13. iogpnru**
- 14. ewrat**

Unscrambled List

- picking**
- mouth**
- can opener**
- heating**
- ingredients**
- recipe**
- something**
- stirred**
- ready**
- checking**
- covered**
- minute**
- pouring**
- water**

Alphabetized

- can opener**
- checking**
- covered**
- heating**
- ingredients**
- minute**
- mouth**
- picking**
- pouring**
- ready**
- recipe**
- something**
- stirred**
- water**

Name:

SOUP FOR LUNCH
Word Scramble

Scrambled List **Unscrambled List**

Alphabetized

1. iikcgnp	_____	_____
2. uhotm	_____	_____
3. aeconrenp	_____	_____
4. thiange	_____	_____
5. rietdgeisnn	_____	_____
6. eeiprc	_____	_____
7. tmnehgosi	_____	_____
8. ritdres	_____	_____
9. erdya	_____	_____
10. ecckhign	_____	_____
11. verocde	_____	_____
12. enuimt	_____	_____
13. iogpnru	_____	_____
14. ewrat	_____	_____

WORD LIST

picking	mouth	can opener	heating
ingredients	recipe	something	stirred
ready	checking	covered	minute
pouring	water		

Dear Teacher,

Want more? Now that you have a good idea and lots of examples of the kinds of exercises that can be based on an action series of imperatives, go ahead and write similar exercises to any of the remaining 58 action series in the book *Live Action English*. Or write your own action series!

Enjoy!

Elizabeth Kuizenga Romijn