

# UNIT 3 Playing a Cassette

## Introducing New Vocabulary

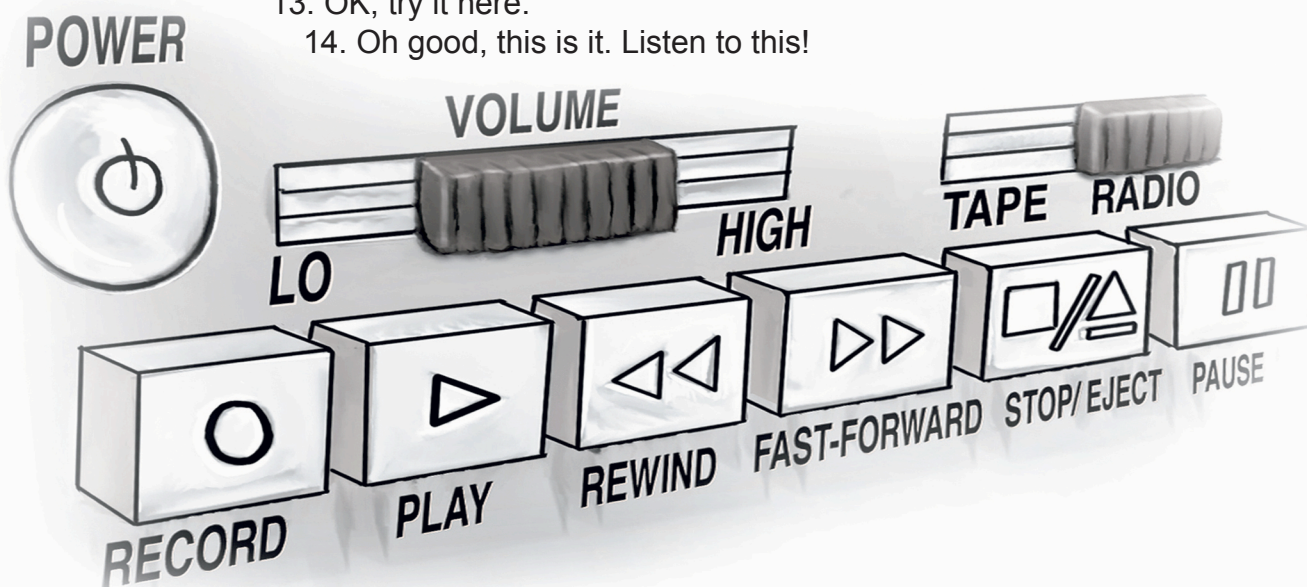
### Action Series

### Imperative Forms

#### Text Page 23: Action Series from the Software

Here is a lesson in which the technology is dated, but the vocabulary is not. Many of the vocabulary items here (*turn on, switch, press, stick in, fast-forward, hit, push*) are applicable to digital devices as well as to cassettes. And while we never take a disc out, turn it over and then put it back in, the two-part verb *turn over* is a very basic and useful one to know for many other contexts. If, by the time you are using this book, you are no longer able to get your hands on a cassette player, just use the illustration at the bottom of this page. Alternatively, change the wording of the action series so that it is about some more current type of music player. Of course, then the other exercises in this unit will have to be changed accordingly.

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 text 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 the lesson (radio/tape switch, stop/eject button, fast-forward, rewind, play and record buttons). Also a transparency or enlargement of the illustration on the previous page.

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).

**Note:** See “LAEi Playing a Cassette” on YouTube. This video could be especially helpful if you don’t have a real cassette and player.

## Practicing the Present Progressive Tense

### *The Pantomime Game*

### *What...? Questions with Long Answers*

### *Action Series in the Present Progressive Tense*

### *Yes/No Questions with Short Answers*

## Text Page 24: *Present Progressive, Long Answers*

### Lesson/Introduction

With students' books closed, play the Pantomime Game, as on page 10-11.

Dictate the *-ing* forms of the verbs before writing them on the board. (Refer to notes on page 97-98 in Unit 4 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 <u>pushing</u> stop.                       |
| 2. What are you doing?  | I'm <u>rewinding</u> the tape.                   |
| 3. What are they doing? | They're <u>listening</u> to music.               |
| 4. What is he doing?    | He's <u>turning</u> the tape over.               |
| 5. What am I doing?     | You're <u>fast-forwarding</u> it.                |
| 6. What is he doing?    | He's <u>pressing</u> play. or He's hitting play. |
| 7. What is she doing?   | She's <u>turning</u> on the radio.               |
| 8. What are you doing?  | I'm <u>taking</u> the tape out.                  |

As on page 12:

### Correcting the Exercise

#### Dictation

#### Pronunciation Practice

#### Pair Practice or Group Work

## Text Page 25: Present Progressive Story from the Software

### 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?  | <u>Yes, we are.</u>    |
| 9. Is Ann trying it here?         | <u>Yes, she is.</u>    |
| 10. Is this the song?             | <u>Yes, it is!</u>     |

### 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 on page 12.

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.

**Note:** For additional practice of short answers, play the Short Answer Bingo game on pp. 64-67.

## Practicing the Present Tense

### *Conversation About Students' Lives*

#### **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" and "No, I don't." and write these and others on the board as needed.

##### **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 on page 12

## Practicing the Past Tense

### *Past Tense Verb Forms*

### *Action Series in the Past Tense*

### *Short Answers, Mixed Tenses*

## Text Page 27: Verb Forms and Past Tense Story from the Software

### 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:

<b>basic forms</b>	play	turn on	switch	press	stick	fast-forward		
<b>past forms</b>	played	turned on	switched	pressed	stuck	fast-forwarded		
	hit	push	take	turn over	put	rewind	try	listen
	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.

### Introduction/Conversation

Then ask the class the questions on page 27 orally (with students' books closed) before having them open their books and (for Level 1) select the correct short answer for each question, or (for level 2) write the short answers.

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

### Correcting the Exercise

After the students are finished, ask them the questions again. This time, as they answer, students can check their written answers.

### 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 on page 12.

**Note:** For more practice of short answers, see the Bingo game on p. 64-67.

## 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 on page 12

**Note:** For more practice of short answers, play the Short Answer Bingo game on pp. 64-67.

## Introducing Compounds With *Too/Either*

### *Present Progressive Tense*

### Text Page 28: *Compounds with Too/Either*

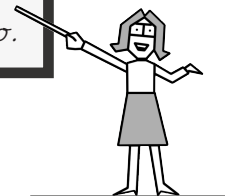
Here is another auxiliary verb exercise. This one is quite easy for students who have already practiced and at least partially acquired the use of *short answers*, but quite tricky for those who have not.

## 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?” They answer, “We’re listening to the radio.”

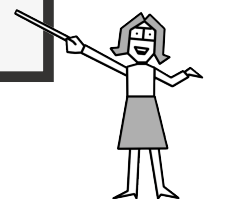
- a. Write the two sentences on the board:

*He's listening to the radio. We're listening to the radio.*



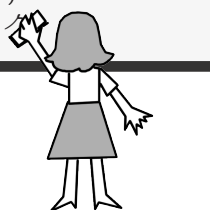
- b. Explain what you are doing as you connect the two sentences with the word *and* to create a compound sentence:

*He's listening to the radio and we're listening to the radio.*



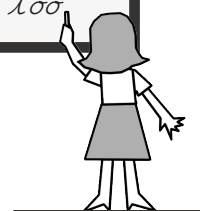
- c. Explain that it's not necessary to repeat the phrase *listening to the radio*, as you erase the end of the sentence so that all that's left is

*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*

See pp. 63-64,

### Text Page 30: *Dictation*

Any lesson in this unit may be used as the basis for a dictation, as described on page 78. Students can use this page to write their dictation.

## Introducing Separable Two-Word Verbs

### 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. To show how the second word changes the meaning of the verb, physically demonstrate the difference between “turn” (one word only), “turn on (the radio or the TV),” and “turn over (the paper, or the cassette)” .

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*), the pronoun 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 to the whole class.

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

## Text Page 29: Rhymes and Crossword Puzzle

### Rhymes

**Note and Introduction** as on page 44

**On Page 23, find a word that rhymes with:**

- |           |              |         |               |         |             |            |
|-----------|--------------|---------|---------------|---------|-------------|------------|
| 1. make   | <u>take</u>  | 5. find | <u>rewind</u> | 9. day  | <u>play</u> | <u>OK</u>  |
| 2. yes    | <u>press</u> | 6. past | <u>fast</u>   | 10. sit | <u>it</u>   | <u>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                                | 6. last  |
| 2. mess, less, guess, dress                                       | 7. hen, pen, ten, when                               |
| 3. brother  | 8. beer, dear, clear, near, year                     |
| 4. sky, lie, fry, fly, why, tie, buy, die, dry,<br>cry, high, pie | 9. bay, gay, gray, may, pay, pray, say, stay,<br>way |
| 5. kind, mind, behind, signed                                     | 10. bit, quit  |

See note on page 44.

### Crossword Puzzle

#### Before Class

If possible, make a transparency of the crossword puzzle on text 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:

	<sup>1</sup> L	I	S	T	E	N		<sup>2</sup> E						
	O							J						<sup>3</sup> R
<sup>4</sup> F	O	R	W	<sup>5</sup> A	R	D		E		<sup>6</sup> P	A	U	S	E
	K			G				C		R				W
			<sup>7</sup> C	A	S	<sup>8</sup> S	E	T	T	E				I
				I		W				S				N
				N		I				S				D
						T								
						C								
						H								

### BINGO! Short Answers

**Note:** These two Short Answer Bingo games differ in their difficulty, one for the lower level students using the Level 1 Workbook, and the other for the higher level students using the Level 2 Workbook. Units 5 and 10 also have Short Answer Bingo games, each of which also increases in difficulty and complexity.

**Set-up** for Level 1

Ask the class any questions that elicit the 16 short answers used in this unit. You might begin with some of the questions on text pages 25-28. Write the short answers on the board as the students respond with them:

Yes, I am.      Yes, I do.      Yes, I did.  
No, I'm not.      No, I don't.      No, I didn't.

Yes, she is.      Yes, she does.      Yes, she did.  
No, she isn't.      No, she doesn't.      No, she didn't.

Yes, we are.      Yes, we do.  
No, we aren't.      No, we don't.

**Preparation**

Give each student a copy of the 4x4 Bingo at the end of this section. If the copier you use will let you, enlarge the grid. You can also copy the grid on page 121 of the Level 1 Workbook. Another alternative is for each student to draw a grid. 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:

<i>Yes, she does.</i>	<i>No, She didn't.</i>	<i>Yes, I am.</i>	<i>No, we don't.</i>
<i>No, we aren't</i>	<i>No, I'm not.</i>	<i>Yes, she is.</i>	<i>No, I didn't.</i>
<i>Yes, she did.</i>	<i>Yes, I did.</i>	<i>No, she doesn't.</i>	<i>No, I don't.</i>
<i>Yes, I do.</i>	<i>Yes, we are.</i>	<i>Yes, we do.</i>	<i>No, she isn't.</i>

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 four 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 to every student. 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!”

### Set-up for Level 2

Ask the class any questions that elicit short answers with the following eight auxiliary verbs and their negative forms. You might begin with some of the questions from text pages 25-27. 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 4x4 Bingo grid at the end of this section. 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:

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

While the students are preparing their grids, give each student a handful of markers. 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 four 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 to all students. Try as many examples as necessary to check everyone's comprehension of the procedures.

### Play the Game and Check for Correct Responses

See the instructions for Level 1 on page 66.

## Word Search and Word Scramble

See instructions on page 29 for introducing these puzzles.

### 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 .

```

### Word Scramble Solution

	Scrambled List	Unscrambled List	Alphabetized List
1.	nsgo	song	cassette
2.	wrduoen	rebound	happy
3.	tetscesa	cassette	hitting
4.	eydlpa	played	listening
5.	uredtn	turned	music
6.	koto	took	played
7.	nlneigtis	listening	rebound
8.	eritd	tried	song
9.	nitrgy	trying	took
10.	aphyp	happy	tried
11.	tigthin	hitting	trying
12.	scuim	music	turned



Date: \_\_\_\_\_

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

**UNIT**  
**3**

Date: \_\_\_\_\_

Name: \_\_\_\_\_

## PLAYING A CASSETTE

## Word Scramble

Scrambled List	Unscrambled List	Alphabetized List
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	listening	trying	happy
song	rewound	hitting	tried
took	cassette	turned	played

UNIT  
3

# BINGO!
