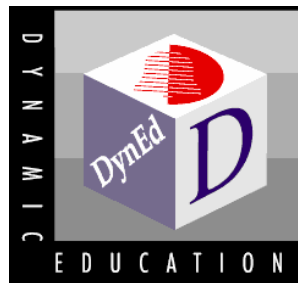




First English

Instructor's Guide



Version 1.0

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Introduction

Welcome to *First English*, a multimedia English course for students ages 10-17 who have no knowledge of English. The course prepares students to continue their English studies with the follow-up course, *English For Success*, which prepares students for immersion in content areas.

In addition to providing vocabulary and structures of a general nature, the communicative focus of *First English* is on school life and the classroom. Animated characters Judy, Shawn, Maria and Ken help make the course interesting and practical as they interact with each other in a school setting. The course also develops reading skills, beginning with the alphabet and moving on to key letter-sound relationships in a series of lessons supported by the rest of the course so that the language skills of listening, speaking, grammar, vocabulary and reading reinforce each other at all times.



Visual and glossary support throughout help make the language comprehensible and interactive tasks and quizzes help students acquire the target language in a natural but accelerated mode of learning. *Mastery Tests* help motivate students and are useful for teachers who can easily monitor student activity and progress through the use of DynEd's award-winning *Records Manager* and its built-in *Intelligent Tutor*.

Each unit of the course is built around listening comprehension activities based on short presentations and comprehension questions in context, followed up by exercises that focus on grammar, oral fluency development, and written reinforcement. DynEd's unique interactive program enables students to work at their own pace, with instant access to repetition and learning aids such as voice-recording and playback, multilingual Glossary support, on-screen text, translation (for some languages) and Mastery Tests.

The interactive multimedia material in this course represents a significant advance over traditional language laboratory materials. As with any new set of tools, however, teachers and students alike need to develop techniques and strategies for using it most effectively. This *Instructor's Guide* contains suggestions for classroom use as well as guidelines for directing self-study.

Note: For updates to DynEd products, please go to DynEd's website at:
<http://www.dyned.com>

Level

First English is divided into 8 units. Units 1~4 are at the beginner level, and Units 5~8 transition from basic to pre-intermediate. Students who complete the first 4 units of *First English* are ready to begin study of *English For Success* in parallel, where the focus shifts to content areas and moves toward intermediate and upper-intermediate levels. The language content in both courses develops in a spiral fashion, with new language being introduced while familiar language is being practiced and reviewed.

To help determine a student's level, DynEd's *Placement Test* is recommended. *First English* is appropriate for students who place at or below 0.5 on the Placement Test. The *Mastery Tests* within the course help assess student progress and gauge when students are ready to move on.

Once the program is underway, the *Records Manager* monitors and evaluates the progress of each student. The *Records Manager* also allows teachers to control student learning paths by locking or unlocking specific lessons and *Mastery Tests*. Please see the *Records Manager Guide* for detailed information.

Lesson Organization

Depending on the learner's level and native language, each Unit generally requires six to ten hours of study over an extended period of at least two weeks, with frequent review being a key to success. Each unit has 5 lessons, each with a different focus:



1. The *Listening* lessons are divided into sections. Each section introduces key language and provides intensive practice, first in listening, and then in speaking -- when students record and monitor their speech and pronunciation in comparison with the native speakers. Comprehension questions help students focus on meaning and give students extensive practice with Wh- and Yes/No questions. Sample topics include: name, nationality, languages, countries, age, gender, locations, directions and much more. The content of these lessons will expand as a student's *shuffler level* increases.

2. The *Dialog* lessons focus on conversational English in and around school. Each lesson includes two or more dialogs with comprehension questions and glossary support. The animated characters are two girls, Maria and Judy, and two boys, Shawn and Ken.


3. The *Vocabulary* lessons focus on objects and actions important for beginners who need to use English in a school setting. Each vocabulary lesson is divided into several sections with comprehension tasks for each and a scored Quiz that covers all sections.

4. The *Grammar* lessons focus on the key grammar patterns that were presented in the Listening, Dialog, and Vocabulary lessons. Scored *Focus Exercises* in a Quiz format give students practice manipulating the language and learning important grammatical rules and relationships.

5. The *Letters & Numbers* lessons develop reading and vocabulary skills. The alphabet, phonics, numbers, times, and calendar language are presented and practiced in sections. Each lesson includes a Quiz.

The Shuffler™ Level and Completion Percentage

A unique feature of DynEd courseware is the *Shuffler*. As a student answers questions and completes activities, the "Shuffler Level" (from 0.0 to 3.0) rises or falls, and the computer adjusts the depth or difficulty of the lesson accordingly. In *First English*, this takes the form of additional sentences and comprehension questions at higher shuffler levels in some lessons. A lesson is fully open when the shuffler level reaches a level of 2.0 or higher.

The **Completion Percentage** is shown in the *Student Records*. It is also shown by *meter icons*  that show under the Unit buttons when the mouse moves over the Student Records meter icon on the main menu screen. This indicates how effectively the student has studied and practiced each lesson. For more detailed information, please see the **Records Manager Guide**. In general, students should attain an 80-85% *Completion Percentage* in each lesson. This will ensure that they are going through each lesson several times, repeating and recording sentences, and moving from comprehension and practice to mastery. These steps lead to acquisition and long-term learning.

To assist students in reaching the goal of communicative competence, the **Completion Percentage** sets completion goals based on the following study activities: sentence repetitions, voice recording attempts, use of the glossary, shuffler level, and the number of questions which are answered correctly.

Intelligent Tutor

Many students feel ready to stop an activity when they 'understand' it. However, effective language learning should be approached as a skill to be acquired, and not merely an 'understanding' of grammar rules and vocabulary. The development of communicative competence and language automaticity requires regular focused practice through a cycle of preview, comprehension, practice, and review – and this over an extended period of time.

DynEd's **Intelligent Tutor** analyzes the study data for each student and class, including Completion Percentages, study frequency, test score levels, and usage of features such as voice record, and makes recommendations for improving study practices. This feature is a real time-saver for teachers and should be consulted on a regular basis. For more information about the **Intelligent Tutor**, please consult the **Records Manager Guide**.

Scope and Sequence

The following pages present the scope and sequence for each unit of the course. The language is presented in an incremental, spiral fashion, with each unit introducing new language while reinforcing earlier language. The language content is both conceptual and functional, with grammar and vocabulary always presented in phrases and sentences, and in a rich context that helps students understand the meaning. In each lesson, repetition plays a key role, with key patterns recurring throughout so that the meaning of the language becomes clear and underlying patterns are acquired. Language concepts that are difficult to teach are repeated more often and are gradually developed so that students have a chance to learn them.

The scope and sequence for each Unit gives the important structures and topics from the lessons in the unit. Example sentences or phrases are provided to give an idea of the level and context of the presentation.

Scope and Sequence: *First English* – Units 1 & 2

Unit	Main Learning Points	Topics
1	<ul style="list-style-type: none"> • Demonstratives (<i>this, that, these, here</i>) <i>This is a book. These are stairs.</i> • Pronouns: <i>he, she, it, I, you, they</i> • Possessive Pronouns: <i>my, her, his, your</i> • Singular/Plural: <i>book(s), pencil(s), person/people, city/cities, country/countries,</i> • be, do, Contractions, Negation: <i>They're, He's, His, It's, She's, You're, I'm, doesn't come from; isn't from...</i> • Subject-verb agreement: <i>I am, she/he/it/they is/are</i> <i>She comes from Mexico. They are students.</i> • Present tense: <i>come from, is from</i> • Commands: <i>open the door; close the book</i> • Wh- questions: <i>Where is she from? Where does she come from? What is his name? What are their names? Who is in the middle? Where is London?</i> • Yes-No questions: <i>Does she come from Mexico? Is this person a man or a woman?</i> 	<ul style="list-style-type: none"> • Greetings: <i>How are you today? I'm fine, thanks.</i> • Introduction: <i>It's nice to meet you.</i> • Country & Nationality: <i>She comes from Mexico. She's Mexican. London is in England.</i> • Gender: <i>This person is a man. She's a woman.</i> • Classroom objects: <i>It's a book. This is a chair. This is a computer.</i> • Classroom actions: <i>Open the door. Close the book. Put up your hand.</i> • Letters & Numbers: Alphabet A~Z • Letters & Numbers: Numbers 1~10
2	<ul style="list-style-type: none"> • Possessives: <i>Tom's father; her name, his father's name; this boy's name...</i> • Adjectives: <i>short, long, red, the green book, this book is open, large, small, etc.</i> • Singular/Plural: <i>country, countries, sister(s), brother(s) languages</i> • Can/can't: <i>can speak Spanish, can play the piano</i> • Contractions, Negation: <i>can't...isn't...not any... doesn't have any</i> • Subject-verb agreement: <i>She can; he can; they can; they are; he isn't; They like...</i> • Present tense: <i>speak play the violin, study, sing</i> • Commands: <i>write your name, read a book, ask a question, etc...</i> • Wh- questions: <i>Which country...which of these cities... Who isn't a good singer? Who can't sing very well? How old is she? Which way is the cafeteria?</i> • Yes-No questions: <i>Are these two cities both in Europe? Is Tokyo in Japan or England? Can she speak Spanish?</i> 	<ul style="list-style-type: none"> • Age: <i>She's fifteen years old.</i> • Suggestion: <i>let's eat; let's go...</i> • Asking & Giving Directions: <i>which way is...</i> • Languages: <i>She speaks Spanish</i> • Ability: <i>She can speak Spanish and French.</i> • Family relations: <i>sister, brother, father, mother, etc..</i> • Classroom objects: <i>a map, a line, a circle, an open door, a short pencil, a red book, etc.</i> • Classroom actions: <i>Draw a line, read a book, turn on the light, write your name, ask a question, etc...</i> • Letters & Numbers: A~H (initial) • Letters & Numbers: Numbers 11~20 • Time: 1:00~12:00

Scope and Sequence: *First English* – Units 3 & 4

Unit	Main Learning Points	Topics
3	<ul style="list-style-type: none"> • Prepositions of location and direction: <i>in a house, near a park, from Mexico, to the door, from the door, with his family, at night, on, under, between, inside, outside, above, below, in front of, through, around...</i> • Present tense: <i>teaches, lives, works, has, goes, likes, drives, knows; They live in a house near a park. Ana goes to school. She does homework almost every night. Her father works in a bookstore. She teaches science.</i> • Present progressive: <i>walking, looking out, going to, coming from, sitting on, crossing a street, He is walking up some stairs. She is looking out the window. He is sitting on a bench.</i> • Wh- questions: <i>Whose book is it? What is he looking at? Who is walking through the door? Which book is under the table? Where is the short pencil? What does Ana's mother do? Where do his mother and father work? When does she do homework?</i> • Yes-No questions: <i>Are they crossing a street? Does she live with her family? Is the book on the table? Is Helen a good teacher? Do his parents have jobs? Do you know what time it is?</i> 	<ul style="list-style-type: none"> • Occupation: <i>Helen is a teacher. His father works for a newspaper. His mother is an artist.</i> • Greeting & Parting: <i>Good morning! See you...</i> • Suggestion: <i>Let's look inside. Let's call her.</i> • Asking & Giving Directions: <i>which way is...</i> • Asking & Giving Time: <i>Do you know what time it is?</i> • Relative Location: <i>under the table, outside the circle, behind the computer, etc.</i> • Colors: <i>the orange pencil is next to the black pen; the green book is under the table.</i> • Letters & Numbers: <i>I-P (initial)</i> • Letters & Numbers: <i>Numbers 10~100</i> • Time: <i>1:10, 2:30, 3:45, etc.</i>
4	<ul style="list-style-type: none"> • Present progressive: <i>He is reading a book, she's smiling because she's happy. I'm going to the library. She's wearing a blue school uniform.</i> • Object pronouns: <i>him, her, them His friends like him. He has lunch with them.</i> • Adverbs of frequency: <i>They usually have lunch together, Sometimes they do their homework together, Does Helen always take the bus? Sometimes she drives her car to school.</i> • Adjectives: <i>a good teacher, the wrong direction, happy, sad, tired, big, small, blue, brown, weak, strong...He reads many books. He is a great student. Jim has black hair and brown eyes. He's thin but very strong.</i> • Reason and logical connection: <i>He's thin but very strong, she's smiling because she's happy</i> • There is (existential): <i>there is a bus stop in front of the park, Is there a bus stop near the park?</i> • Wh- questions: <i>What does she like? What is he doing? What is in front of the park? How does Helen usually get to school? What is she wearing? How tall is she? What color is his hair. How much does he weigh?</i> • Yes-No questions: <i>Does he have blue eyes? Does Helen ever drive to school? Is there a bus stop near the park? Does she have a lot of CDs?</i> 	<ul style="list-style-type: none"> • Parts of the Body: <i>She has brown eyes, He has little hands; She has a small nose... etc.</i> • Emotions: <i>She has a sad face; This man is afraid; This man is angry... etc</i> • Senses & Use: <i>We hear with our ears, we see with our eyes, we walk with our feet</i> • Likes & Abilities: <i>She likes music, Her parents don't like her music, She does well in school, Her favorite subject is science. She can sing very well.</i> • Location & Address: <i>across the street from their house; both sides of the park; her address is 15 Maple Street.</i> • Schedule: <i>Bus number 38 comes at 7:05, 7:35, and 7:50.</i> • Letters & Numbers: <i>Q ~W (initial)</i> • Letters & Numbers: <i>Ordinals & Fractions</i> • Time: <i>w/fractions, a quarter past</i>

Scope and Sequence: *First English* – Units 5 & 6

Unit	Main Learning Points	Topics & Sample Sentences
5	<ul style="list-style-type: none"> • Future: <i>Next week; I'll ask them and phone you tonight. When are they going to have the party?</i> • Frequency: <i>She goes to school five days a week. On Monday and Wednesday afternoons...They often have a match on Saturdays...</i> • Sequence & Duration: <i>After dinner she listens to music. From 7:30 until 10:30 she does her homework. Then she checks her e-mail. They practice for around an hour and a half. How long do they practice?</i> • Present progressive: <i>He is getting on a bus; he's running very fast. He is standing on a corner. She's usually sleeping by 12:00. She is waiting for a bus.</i> • Adjectives: <i>fast, long, new, old, red, large, busy</i> • Wh-questions: <i>When does she check her e-mail? When are they going to have a party? What does she do between 7:00 and 7:15? What often happens on Saturdays? How far do you go? Which way do you turn?</i> 	<ul style="list-style-type: none"> • Invitation/Suggestion: <i>Would you like something to eat? What kind of pizza would you like? How about next Saturday? Let's have it at my house.</i> • Transportation: <i>You can take this bus to the library, this is an old motorcycle. She is waiting for a bus We get on an airplane at an airport.</i> • Daily Schedule: <i>She gets up at 7:00. She gets dressed between 7:00 and 7:15. etc...</i> • Giving Directions: <i>Take the subway to City Center. Go out the Maple Street exit. Turn left.</i> • Letters & Numbers: X ~Z • Letters & Numbers: Calendar: <i>days of the week, months of the year</i>
6	<ul style="list-style-type: none"> • Future w/going to: <i>Next week Tom is going to take a trip. He's going to visit his grandparents.</i> • Duration: <i>It takes her about twenty minutes to get to school. How long does it take her?</i> • Present progressive: <i>I'm doing my homework. He's drinking some juice from a glass. She's cutting an apple. He's pouring from a bottle into a glass.</i> • Needs and Ability: <i>Without her password she can't get her e-mail. Without her keys, she can't drive her car. I'd like to, but I can't. Do you know how to play chess? Yes, I do. How well can you swim? I'm a good swimmer.</i> • Prepositions of location: <i>across, inside, above, below, between, next to.</i> • Wh-questions: <i>Why can't Joan buy lunch? What can't Judy get without her password? What can't Joan find? What is Tom going to do next week? How far away do his grandparents live? When is Shawn going to go to the gym?</i> 	<ul style="list-style-type: none"> • Food & Drink: <i>Two oranges, a piece of cake, a sandwich, cook some fish, buy an apple; He's opening a bottle. She's buying an apple. She's making a salad.</i> • Telephone Expressions: <i>Hello. Hi, It's Shawn.</i> • Promise: <i>I'll see on Monday. I'll be there.</i> • Letters & Numbers: b, p, d, t, l, r final consonants • Letters & Numbers: m, n, f, g, k final consonants • Letters & Numbers: large numbers, decimal fractions

Scope and Sequence: *First English* – Units 7 & 8

Unit	Main Learning Points	Topics & Sample Sentences
7	<ul style="list-style-type: none"> • Past: <i>was/were, did, got up, watched, checked, talked, turned on; She was sick. She had a headache, so she stayed at home. She took some medicine. She drank some tea. She ate an apple. etc.</i> • Future: <i>I have two tests tomorrow. You can pay me the rest tomorrow. I'll call her back later. She'll be back in about two hours.</i> • Have to/ have got to: <i>I've got to finish a book. She has to finish before midnight.</i> • Quantification & Amounts: <i>How much is it? I've got a lot of homework. She drank some tea. How many sandwiches did she eat? How much did he drink? Who didn't have any salad?</i> • Comparison: <i>Which costs more? Which costs the most? It costs less than... It costs more than... Ten is less than twenty.</i> • Wh-questions w/past: <i>What did she eat? Who ate the most? How many did he eat? Where did they have lunch? Why didn't she eat lunch?</i> • Yes/No questions w/past: <i>Did she drink any juice? Did she check her e-mail?</i> 	<ul style="list-style-type: none"> • Prices, Buying, Selling: <i>It's five dollars. How much is it? You can pay me the rest tomorrow. I'm selling tickets. Do you want to buy one? A salad costs \$1.00.</i> • Schedule w/past: <i>At 4:30 she took a nap. After dinner she talked with a friend on the telephone.</i> • Telephone Expressions <i>May I speak to Maria, please? Is Maria there? Maria isn't here right now. etc.</i> • Occupations & Activities: <i>a dentist checks teeth, a cook works in a kitchen. A doctor gives people medicine. A mechanic fixes cars. A teacher teaches students.</i> • Letters & Numbers: Consonant Clusters + ch, sh, th • Letters & Numbers: Money and Prices
8	<ul style="list-style-type: none"> • Past: <i>was/were, They took a test. There were 20 questions on the test. She got 16 questions right. She didn't miss any. What was her score? Where were you yesterday? Last night he watched a movie... What did he do last night?</i> • Modal: will: <i>It will last for an hour. It will finish around 10:00. She will go with her best friend. She'll be at the library for about 30 minutes.</i> • Look forward to: <i>She's looking forward to the game.</i> • Comparison: <i>Jim did a little better than Jean. Joan got the highest score. a is less than b.</i> • Adjectives: <i>cold, hot, warm, wet, black, small</i> • Frequency: <i>always, often, usually, How often, He practices every day.</i> • Wh-questions w/past & future: <i>How long will she be at the library? When will the game finish? When is the game going to start? When was the science test? How many questions were on the test?</i> • Yes/No questions w/past: <i>Did Joan get a perfect score? Did Jim do better than Joan?</i> 	<ul style="list-style-type: none"> • Weekly Schedule <i>He has music lessons every Tuesday afternoon. He practices every day.</i> • Weather <i>People carry umbrellas in rainy weather. People wear a coat in cold weather. How was the weather yesterday?</i> • Times of day <i>We get up in the morning. The sun rises in the morning. We can see the moon at night.</i> • Letters & Numbers: ee, er, ing, le, or; dy, ty, own, rn, rm, st (final) • Letters & Numbers: Numerical Operations & Numerical Relations

General Orientation

First English can be used in a variety of classroom and self-study situations. It is best to use the program in frequent but fairly short (25-30 minute) sessions. If possible, these individual study sessions should be reinforced, reviewed and extended through classroom activities. The guidance, coaching and encouragement of a teacher is highly recommended, even if only once or twice per week.

When a student uses the course individually, the program keeps detailed study records that track everything the student does. It tracks the number of times the student uses the voice record and repeat buttons, for example, which helps to assess whether a student is using the course effectively. This information is available to the teacher through the **Records Manager** and **Intelligent Tutor**.

Individual study gives students the listening and speaking practice not possible in a classroom. It also allows less confident students to practice in a private, stress-free environment.

In many teaching situations, it isn't possible for all students to work individually on computers at the same time. One option is to divide the class into groups. While one group uses the computers for 20~25 minutes, another group works with the teacher, and a third group does written work, such as a lesson summary or the **Written Exercises** from this manual. This approach allows the teacher to work with smaller groups and allows students to use computers even when there aren't enough computers for each student in the class. It also allows teachers to group students by level.

The multimedia lessons of *First English* also provide exciting opportunities for whole-group activities. By using a large-screen monitor or projector and speakers to present the images, the teacher can use the program as a teaching assistant, for example to model the language in a way that some teachers may not be able to if they are not fluent in English. Using one computer with the whole class can add an element of speaking and listening to the lesson and can be a lively activity involving all the students. For example, after a group of sentences, students can work in pairs or small groups to review or summarize the language.

Orienting Students

Before students begin to use the program, explain the function and purpose of each button on the **Control Bar**. It is important that students know how to use the program to *practice* listening and speaking. This means they should use the repeat button, the voice-record button, the playback button, and the text buttons appropriately and in every study session. Their use of each button is monitored in the **Records Manager** and reflected in their **Completion Percentage** which they can see in their **Student Records**.

As students go through a lesson, comprehension questions check their understanding. The questions may change in response to student level. This helps to maintain student interest and involvement. See [Student Practice Guidelines](#).

Mastery Tests

To see the Mastery Test menu, click the yellow button above the Unit 8 and Student Records buttons on the main menu. Each **Mastery Test** covers 2 units. A **Mastery Test** should be taken after students have studied and reviewed all lessons in the covered units. A good indicator of this is when students have an **80%** or more **Completion Percentage** in the lessons to be tested. At this point, students should be confident that they can understand and use the language of the lessons, and they should pass the **Mastery Test** with ease. For grading purposes, the following is recommended as a guide:

- 96-100 A Excellent
- 90-95 B Good
- 84-89 C Adequate
- 80-83 D Poor
- 0—79 F Fail

In order for students to take a **Mastery Test**, the teacher must use the **Records Manager** to unlock the test. Once a **Mastery Test** is taken, it will automatically lock again to prevent students from retaking it. In general, students should score *at least* 80% to pass. The tests are not designed to be tricky or to test unimportant details. Rather they check to see that students have mastered the key points of the units and are ready to go on. Students who score less than 80-85% should review the lessons and try again. If this is done, the students will take great strides in acquiring the target language as opposed to short-term memorization,

which quickly fades. Language acquisition means *mastery*, not momentary 'understanding' or short-term memorization.

Records Manager

DynEd's *Records Manager* is a tool for teachers and administrators that keeps and manages student and class records. It is required for *Mastery Tests*, for locking and unlocking lessons, and for assessing detailed study activities. For detailed information on installing and using the *Records Manager*, please refer to the *Records Manager Guide*.

General Classroom Guidelines

First English is most effective when used with at least some classroom and teacher support. Classroom activities allow the student to practice using and extending the language presented in the course and provide motivation for more effective self-study when not in class.

Multimedia Role

Successful language learning requires frequent and effective practice. This multimedia program provides a variety of activities that encourage and facilitate intensive practice not possible in a classroom (see [Student Practice Guidelines](#)). In addition, the language content of the program is presented and sequenced so that language learning is accelerated and acquired as a skill, not just in short-term memory.

The program addresses all four language skills: *listening*, *speaking*, *reading* and *writing*. Lessons should begin with a listening focus, then speaking, then with text support, and finally with written exercises and follow-up assignments. We call this the "Four Skills Path."

Classroom Role

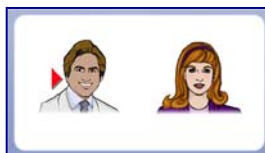
Classroom and teacher support give the language learner advantages not possible with multimedia alone. Some of these include:

- Group support and a social context for learning.
- Opportunities for small and large group preview and review activities.
- Opportunities for individual students to make *short* oral presentations.
- Opportunities to personalize and localize the content.

- Opportunities for language explanation and extension by the teacher, including the assignment of supplementary readings and programs.

For schools that provide at least some classroom support, the following sections give teaching suggestions for each type of lesson: *Listening*, *Dialog*, *Vocabulary*, *Grammar*, and *Letters and Numbers*. Depending on how much time is available, teachers can spend 3-5 minutes for each lesson type (~ 15 minutes) per class session over a period of several classes or focus on only one lesson-type per class. In general however, it is more effective to vary the focus of a class session and not spend too much time on a single activity.

Teaching Activities: *Listening*



Each unit begins with a *Listening* lesson built around the lives of several characters and general information such as countries, schedules and prices. For each part of the lesson, there are several presentation sentences followed by comprehension questions that help students focus on the main points of the section. As the student goes through the lesson several times, the sentences and questions will vary as the student's *shuffler level* increases.

The visuals in each part help the students infer, process and remember the meaning expressed by the language patterns.

First, encourage the students to go through the lesson on their own, one part at a time. Then, in class, the following activities are a useful way to check comprehension, to see if the students have practiced effectively, and to personalize and extend the vocabulary:

- **Speaking:** Practice saying several sentences from a part, either as a class, as groups, or as individuals. Pay attention to the pronunciation, stress and intonation.
- **Grammar:** Put one or two key sentences on the blackboard and review or discuss the grammar.
- **Dictation:** For each part, dictate two or three sentences. Then have the students work in pairs to correct each other.

- **Extension:** Ask the students to vary the language to fit their own lives. This can be done in pairs or small groups.
- **Summarization:** As the students become confident, ask them to summarize each part.
- **Written Exercises:** Have students complete the Written Exercise A sheet from this guide for the Unit., either in class, or as homework.

Teaching Activities: *Dialog*



The second lesson in each unit is built around animated dialogs. Students should learn and practice these dialogs in several study sessions until they are memorized. In class,

the following activities are useful:

- **Speaking:** Check to see that students can repeat each of the sentences clearly.
- **Role-Play:** Have students practice role-playing the scene in pairs. Then choose one or two pairs of students to role-play the scene in front of the class.
- **Phrase & Grammar Focus:** Make a list of important vocabulary and phrases from each dialog and have students practice using this language in new ways. For example, if Judy is talking about what food she likes or doesn't like, your students should use the same language to talk about their own likes and dislikes.
- **Hot Seat:** Choose or have the class choose a student to be in the *hot seat*. This student should then model the phrases or questions for the class. The teacher may evaluate and score each hot seat student.
- **Personalization:** Have students vary the dialogs so that the dialogs express their own personal situation. For example, if Maria comes from Mexico, then the students should say where they are from. If a student doesn't know how to say it, provide them with the language necessary to do so.
- **Written Exercises:** Have students complete the Written Exercises B & C from this guide, either in class, or as homework. These worksheets can be corrected and discussed in class.

Teaching Activities: *Vocabulary*



These lessons are built around the vocabulary of familiar objects and actions. Each part of the lesson presents a set of several vocabulary items, followed by 5 comprehension questions. A Quiz gives students additional practice. These lessons are generally the easiest in a unit, but they should be studied frequently so that the vocabulary items are not forgotten.

First, encourage the students to go through each part on their own. Then, in class, the following activities are a useful way to check comprehension, to see if the students have practiced effectively, and to extend or vary the vocabulary:

- **Speaking:** Check to see that students can say each word or phrase clearly, both as an individual word or phrase and in a short sentence such as "This is a computer."
- **Vocabulary Focus:** List important vocabulary on the blackboard and provide explanations and additional examples as needed.
- **Dictations:** Once all parts have been studied, dictate short phrases or sentences to the class that use the vocabulary items. Then have the students work in pairs to correct them.
- **Written Exercises:** Have students complete the Written Exercises D & E from this guide, either in class, or as homework.

Teaching Activities: *Grammar*



These lessons review the language from previous lessons, but focus on basic points of grammar such as pronouns, *is/are*, contractions, subject-verb agreement, word order, *Wh*-questions, and prepositions, etc.

As with the other lessons, encourage students to go through the lesson on their own. Then, in class, the following activities may be useful:

- **Grammar Focus:** List important vocabulary and grammar structures on the blackboard and provide explanations and additional examples as needed.

- **Written Exercises:** Have students complete the appropriate *Written Exercises* from this guide, either in class, or as homework.

Teaching Activities: *Letters and Numbers*



The fifth lesson of each unit develops reading and vocabulary skills. In Unit 1, the alphabet is introduced, along with the numbers 1-

10. In subsequent units, the focus is on key sound-letter relationships, first initial sounds, and then consonant clusters and final sounds. In addition, these units introduce and develop the vocabulary of numbers, basic math, prices, calendar, and time. As with all lessons, students should go through these lessons frequently, until the language is *mastered*, just as music students practice the scales each day -- as a part of every practice session.

- **Scrambled Words:** Divide the class into teams, and make 10 or 20 picture cards that have the words with blanked out letters, such as “an ___pple.” Shuffle the cards and put them face down on a desk. Then have one member of each team come to the desk. The teacher turns over the card. When one of the students thinks they know what the missing letter(s) is, they can pick up the card. Then the student has five seconds to say the word and spell it aloud. If they make a mistake, the other student can try. A mistake results in a loss of one point. A success results in a one point gain. At the end of the term, the winning team gets a ‘spelling’ trophy.
- **Spelling Bee:** Have a spelling bee, where 5 students from each team stand up. The teacher says a word and asks the first student from Team A to spell it. If the student makes a mistake, he/she sits down. If the student gets it right, the teacher gives a new word to the first student on the other side. Cycle through each team until each student has had at least one chance to spell a word. The team with the most students still standing wins.

Classroom Follow-up

Follow-up tasks may be oral or written. They may involve the whole class, small groups, pairs or individual students.

After students have spent time in a lesson, the teacher should ask the class to repeat some of the basic sentences from the lesson and answer simple comprehension questions. Whenever possible, ask the students to personalize the information. For example, in a lesson that focuses on Ana’s daily schedule, students should try to present and answer questions about their *own* daily schedules. The *Lesson Scripts* in this manual can be used to help develop questions about the material. Whatever the assignment, keep it short, focused, and well within the ability of the students.

Student Practice Guidelines

Effective and frequent practice is the key to language learning. Short, frequent sessions are generally more effective than longer, infrequent sessions, because fatigue and other factors lead to inattention. More frequent study reduces the *total* time required to move from one language level to another. Ideally, students should use the program on a daily basis, in 25~45 minute sessions, and meet with a class and/or teacher once or twice per week. This model is similar to how students learn to play a musical instrument: Periodic meetings with a teacher or group, supported by daily practice sessions.

The amount of time and effort required to complete a particular lesson depends on level, language background, and whether the course is used as the main course or as a course supplement. Generally, each Unit will require 4-7 hours of study over a period of at least one week. Students should go through each lesson in the following ways:

- (1) **Preview**, where they gain an overview of the lesson and general meaning *without* using the text;
- (2) **Comprehension**, where they understand the content in increasing detail and confidence, repeating each sentence as many times as is necessary;
- (3) **Language Focus**, where they check the text and glossary entries as needed. At this stage, students focus on the grammar and structure of the sentences, as well as new vocabulary;
- (4) **Language Practice**, where they say each sentence or word, *record* it and *compare* it with the model;

- (5) **Review**, where they regularly go over the language that they have previously practiced;
- (6) **Intermittent Review**, where they periodically return to the lesson to confirm their mastery of the material.

In one study session, students should work on parts of several lessons, (*Listening, Dialog, Vocabulary, Grammar, Letters & Numbers*) and *not* be restricted to just one lesson (see [Learning Path](#)). It is better to work through a lesson in a series of shorter sessions spread out over several days than spend a large amount of time in a single study session.

For intensive, accelerated programs, and once the students have completed Unit 4 of *First English*, an effective strategy is to use the course in parallel with *English For Success*. This allows students to work in 2 25-minute blocks, each with a different look and orientation. This keeps students actively engaged for a longer period of time without becoming bored. Another advantage of using these courses in parallel is that each provides review and extension of similar language but in different contexts. The resulting synergy reduces the total time that would be required if each course were used separately.

Note: To improve listening skills, students should *not* rely on text too early. When the text is visible, the listening process is completely different. Therefore, students should *not* look at the text until *after* they have listened to the language several times. If the material is too difficult to be used in this way, they should work with less advanced material or review previous Units.

Instructor's Guide

This guide is designed to help teachers prepare lesson plans based on *First English*. For each Unit, the guide contains:

- Goals and Main Learning Points for the Unit
- Lesson Scripts for the Unit
- Exercises for the Unit

Main Learning Points

The goals and main learning points for each unit are summarized and listed. To get an overview of the unit and for each lesson within the unit, begin here. It provides language examples that can be focused on and extended in class.

Lesson Scripts

These scripts give the key language for each lesson and for each part within each lesson. These scripts should *not* be given to students. They are for the use of the teacher only. Please note that in many cases the order of the sentences will not match what is presented in the course. This is because the course provides several alternative sentences and varies the presentation. The Lesson Scripts list all the alternatives, some of which may not be presented until the student reaches a higher shuffler level.

Written Exercises

The written *Exercises* in this guide *may* be copied and handed out to students who are using this course under a valid license, but may not be republished or *sold* without a separate licensing agreement with DynEd. These handouts are designed to serve as written reinforcement of the language presented in the Units. They are short and simple to do, and should be done quickly, *after* the students have studied the lessons. They are not intended to be tests, though they can easily serve as sample test questions for 5 minute mini-quizzes that can be used as another means to follow-up each lesson. The *Exercises* can be assigned as follow-up activities for in-class work or as homework.

Students should also be encouraged to write their own exercises. Instead of asking *Wh-* questions about the characters in the courseware (Maria, Judy, Ken, Shawn, etc.) for example, students may ask about each other or about people they know.

Unit 1

This first unit introduces basic sentences, phrases and vocabulary that are immediately useful for students in a school setting.

Listening: Parts 1, 2, & 3

Students learn to understand and ask simple questions about the most basic personal information: name, country of residence, nationality, and gender. They are also introduced to the names of countries and cities from around the world.

Dialog: Dialogs 1, 2, and Hot Seat

Students learn to introduce and greet each other. Students learn to ask and answer these questions: What's your name? Where are you from? Who is that? What is her name? Where is she from?

Vocabulary: Part 1, 2, and Quiz

This lesson focuses on classroom objects and actions.

Grammar: Pronouns, am/is/are, Contractions

Students learn about personal pronouns, the forms of *be*, and the most common contractions: *I'm*, *he's*, *she's*, *they're*, etc. Students also learn about basic word order: S-V.

Letters and Numbers: A-Z, 1-10, and Quiz

Students are introduced to the letters of the alphabet and the numbers 1-10.

Main Learning Points

Demonstratives

this, that, these, here, This is a book. These are stairs. Here are two people. That is Helen.

Pronouns, nominative & possessive

he, his, she, her, it, they, their, I, my, you, your She is Mexican. He comes from India. They are both people. My name is Judy. Her name is Helen. What's your name?

Singular/Plural: book(s), name(s), person/people,

Here are three countries. This is one pen and these are two pencils. Here are two people. This person is a woman. Their names are Max and Helen.

be, do, Contractions, Negation: They're, He's, It's, She's, You're, I'm, She doesn't come from; She isn't from...Helen is from Canada

Subject-verb agreement

I am, she/he/it/they is/are She comes from Mexico. They are students. My name is Judy. It's a book.

Present simple

She comes from Mexico. She is from Mexico. They are students.

Commands

Open the door, close the book, stand up, sit down, go to the door, come from the door, put up your hand,, etc.

Wh- questions: Where is she from? Where does she come from? What is his name? What are their names? Who is in the middle? Where is London?

Yes-No questions: Does she come from Mexico? Is this person a man or a woman?

Lesson Scripts

Listening

Part 1

This is Ana. She comes (is from) from Mexico.
She's Mexican.

This is Tony. He comes (is from) from England.
He's British.

Ana and Tony come from different countries. They
don't come from the same country.

This is Helen. She comes from Canada. She's
Canadian.

This is Sanjay. He comes from India. He's Indian.

Helen and Sanjay don't come from the same country.
They come from different countries.

Part 2

Here are two people. This person is a man. His name is
Max.

He's Spanish.

This person is a woman. Her name is Helen. She's
Canadian.

Here are three people. These two people are men. This
person isn't a man. She's a woman.

The person in the middle is a woman. The person on
the left is a man. The person on the right is a man.

Part 3

Here are two countries. This country is Mexico. This
country is England.

Here are three countries. The country on the left is
Mexico. The country in the middle is England. The
country on the right is India.

Here are two cities, London and New Delhi. London is
in England. New Delhi is in India.

Dialog

Dialog 1

Maria: Hi! What's your name?

Judy: My name is Judy. What's your name?

Maria: My name is Maria.

Judy: Where are you from, Maria?

Maria: I'm from Mexico. Where are you from?

Judy: I'm from San Francisco.

Maria: It's nice to meet you Judy.

Judy: It's nice to meet you too.

Dialog 2

Ken: Hi Shawn. How are you today?

Shawn: I'm fine thanks. How are you?

Ken: I'm fine. Who is that?

Shawn: That's Sanjay. He's from India.

Ken: India? Where in India?

Shawn: He's from New Delhi.

Ken: Who's that over there?

Shawn: Oh, that's Helen.

Ken: Where's she from?

Shawn: She comes from Canada.

Hot Seat

What's your name?

Judy: What's my name? My name is Judy.

What's her name?

Judy: Her name is Maria.

Where are you from?

Judy: Where am I from? I'm from San Francisco.

Where is she from?

Judy: She comes from Mexico.

Vocabulary

Part 1

A book – This is a book.

A chair – This is a chair.

A pencil – This is a pencil.

A door – It is a door.

A window – It is a window.

A pen – It is a pen.

A calculator – This is a calculator.

A computer – It is a computer.

A hand – This is a hand.

Stairs – These are stairs.

A desk – It is a desk.

A book bag – It's a book bag.

Two books – These are two books.

Four pencils – These are four pencils.

Three notebooks – These are three notebooks.

A desk and a chair – This is a desk and this is a chair.

One pen and two pencils – This is one pen and these are
two pencils.

Part 2

Stand up.

Sit down.

Open your book.

Close your book.

Open the door.

Close the door.

Go to the door.

Come from the door.

Go up the stairs.

Go down the stairs.

Put up your hand.

Put down your hand.

Grammar

Pronouns

She ~ She is from Canada.
He ~ He comes from England.
She ~ She comes from Mexico.
He ~ He is from India.
It ~ It is a pen.
It ~ It is a door.
They ~ They are students.
They ~ They are a computer and a book.
They ~ They are both people.
They ~ They are both men.
I ~ I'm from San Francisco.
I ~ I'm fine, thanks.
You ~ How are you?
You ~ Where are you from?

Am/is/are

Is ~ She is from Canada.
Is ~ He is from India.
Is ~ This is a computer.
Are ~ These are two books.
Are ~ Here are two people.
Is ~ My name is Judy.
Are ~ Their names are Max and Helen.
Are ~ These are stairs.
Is ~ London is in England.

Contractions

She's ~ She is (She's) from Canada.
He's ~ He is (He's) from India.
It's ~ It is (It's) a book.
It's ~ It is (It's) a chair.
They're ~ They are (They're) students.
I'm ~ I am (I'm) from Mexico.

Letters & Numbers

A-Z

A~G
H~N
O~U
V~Z

1-10


1~5
6~10

EXERCISES


Exercise A


1. Write the correct word in the blank.


Mexico	a man	a country	people
England	a woman	a city	Tony

1.  Mexico is _____

2. Helen is _____ 

3.  Max is _____

4. Here are two _____ 

5.  His name is _____

2. Circle the correct word.

Example: Ana is / are from Mexico.

1. Ana is *Mexico* / *Mexican*.

2. Tony *come* / *comes* from England.

3. India is *a country* / *countries*.

4. London is *from* / *in* England.

5. Ana and Tony *doesn't* / *don't* come from the same country.

EXERCISES

Exercise B

1. Listen to the *Dialogs*. Write in the correct words.

Example: *Hi. What's your name?*

1. My (a) _____ is Judy. What's (b) _____ name?
2. _____ are you from, Maria?
3. I'm from (a)_____. (b) _____ are you from?
4. I'm _____ San Francisco.
5. It's _____ to meet you, Judy.

2. Listen to the *Dialogs*. Write in the correct letter.

Example: *How are you (b)*

1. I'm fine, _____
2. Who is _____
3. He's from _____
4. Who's that over _____
5. What's your _____
6. Where are you _____

- a. that?
- b. today?
- c. India.
- d. thanks.
- e. name?
- f. there?
- g. from?

3. Answer these questions.

1. What's your name? _____
2. Where are you from? _____
3. Where is Maria from? _____

EXERCISES

Exercise C

Write in the correct answer.

book pen	book bag pencil	chair stairs	desk window
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Example:



a door

1.



a _____

2.



3.



a _____

4.



a _____

5.



a _____

6.



a _____

7.



a _____

8.




a _____


EXERCISES


Exercise D


Write in the correct answer.


close open	go down put down	go to put up	go up stand up
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Example:  close the door

1.  _____ the door


2.  _____ the stairs


3.  _____

4.  _____ your hand

5.  _____ your book

6.  _____ the stairs

7.  _____ the door

8.  _____ your hand

EXERCISES

Exercise E

1. Practice writing the English letters A~H

A a _____ B b _____

C c _____ D d _____

E e _____ F f _____

G g _____ H h _____

I i _____ J j _____

K k _____ L l _____

M m _____ N n _____

2. Practice writing the English letters O~Z

O o _____ P p _____

Q q _____ R r _____

S s _____ T t _____

U u _____ V v _____

W w _____ X x _____

Y y _____ Z z _____

EXERCISES

Exercise F

Write in the names of the numbers 1~10:

one	two	three	four	five
six	seven	eight	nine	ten

1 one one 2 _____

3 _____ 4 _____

5 _____ 6 _____

7 _____ 8 _____

9 _____ 10 _____

Unit 2

This unit reviews and extends the language from Unit 1. The communicative focus is on personal information, the classroom environment, and telling time. Pre-reading skills are also developed as limited word-and letter recognition tasks are incorporated into comprehension exercises.

Listening: Parts 1, 2, & 3

Students extend their ability to talk about themselves, the details and spelling of their names, their age, family relationships, languages spoken, and abilities to do things, such as playing a musical instrument or speaking a foreign language.

Dialog: Dialogs 1, 2, and Hot Seat

In Dialog 1 and the Hot Seat, the students talk about which languages they can speak and how well. In Dialog 2, the focus is on asking for the time, asking for directions, and making a suggestion: *Let's eat lunch together.*

Vocabulary: Part 1, 2, and Quiz

This lesson focuses on describing classroom objects, such as *a red book*, and classroom commands, such as: *draw a line, read a book, turn on the light*, etc. Adjectives such as *red, green, large, small, big, little, open* and *closed* are also introduced.

Grammar: Part 1, 2, 3 and Quiz

Students learn about possessive pronouns such as *his, her, and their*, Yes/No questions with *be/do*, and expressing negation with contractions such as *isn't, doesn't, aren't* and *don't*.

Letters and Numbers: A-H, 11-20, Time 1, and Quiz

Students focus on the sound-letter relationships for initial *A-H* in such words as *apple, ace, atom, Brazil, bananas*, the numbers 11-20, and how to express times on the hour for 1:00-12:00.

Main Learning Points

Possessives

Tom's father; her name, his father's name; this boy's name; My mother comes from Russia.

Adjectives

short, long, red, the green book, this book is open, large, small, her first name, his last name, his older sister, etc

Singular/Plural

country, countries, sister(s), brother(s) languages

can/can't

can speak Spanish; can't speak French; can understand, can't play; They can speak two languages. Tom can't play the violin, but he can play the piano.

Contractions, Negation

can't, isn't, not any, doesn't have any; I don't speak any other languages.

Subject-verb agreement

She can; he can; they can; they are; he isn't; They like...

Pronouns, nominative & possessive

he, his, she, her, it, they, their, I, my, you, your

be, do, Contractions, Negation

What's...They're...He's...It's...She's...You're...I'm doesn't have, isn't a good teacher

Subject-verb agreement

She has...They have...I am...You are...Many families are...It means, etc...

Present tense

speak play the violin, study, sing; Tom speaks Spanish with his mother.

Commands

write your name, read a book, ask a question, etc

Yes/No and Wh-questions

Are these two cities both in Europe? Is Tokyo in Japan or England? Can she speak Spanish? Which country...Which of these cities...Who isn't a good singer? Who can't sing very well? How old is she? Which way is the cafeteria?

Lesson Scripts

Listening

Part 1

Here are two people. This person is a girl. This person is a boy. They are both 15 years old.

The girl's name is Ana Santana. Her first name is Ana. Her last name is Santana. She's 15 years old.

The boy's name is Tony Harris. His first name is Tony. His last name is Harris. He's 15 years old.

Here are two people. This person is a woman. This person is a man.

The woman's name is Helen Harris. Her first name is Helen. Her last name is Harris. She's twenty-five years old.

The man's name is Max Bond. His first name is Max. His last name is Bond. Max is twenty-seven years old.

Part 2

This boy's name is Tom. This is Tom's family. This is his father. His father's name is Jim. This is his mother. His mother's name is Rita.

He has two sisters. This is his older sister. Her name is Sara. She is 13 years old. His younger sister is eight years old. Her name is Kathy. Tom doesn't have any brothers.

Tom's mother comes from Spain. She can speak two languages. She can speak Spanish, and she can speak English.

At home, Tom speaks Spanish with his mother. At school, he speaks English. His father can understand Spanish, but he can't speak it very well. Tom and his sisters can understand and speak both languages. They can speak two languages.

Tom's older sister can play the violin. She can play it very well. Tom can't play the violin, but he can play the piano.

Tom's sisters can also sing very well. They are very good singers. Tony isn't a good singer. He can't sing very well.

Sometimes Tom plays the piano and his sisters sing. They like to play music together.

Part 3

Here are four cities. This is Paris. Paris is in France. This is Tokyo. Tokyo is in Japan. This is New York. New York is in the United States. This is London. London is in England.

London and Paris are both in Europe. Mexico City and New York are both in North America.

Tokyo isn't in Europe or North America. Tokyo is in Asia. Japan is an Asian country.

In France, French people speak French. France is in Europe. It's a European country.

Mexico is in North America. In Mexico, people speak Spanish. Spanish is the language of Mexico.

Brazil is in South America. In Brazil, people speak Portuguese.

In all three of these countries, students study English in school. English is their second language. Right now you are studying English.

Dialog

Dialog 1

Judy: Hi Maria. Can you speak Spanish?

Maria: Yes, I can. I can speak Spanish. How about you?

Judy: No, I can't. I can't speak Spanish.

Maria: What languages do you speak?

Judy: I can speak French.

Maria: Can you speak any other languages?

Judy: No, I can't. Just English and French. How about you?

Maria: I can speak a little Russian.

Judy: Russian?

Maria: Yes. My mother comes from Russia.

Dialog 2

Maria: Hi Judy.

Judy: Hi Maria. What time is it?

Maria: It's 12:15. It's time for lunch.

Judy: Let's eat together, okay?

Maria: Sure. Which way is the cafeteria.

Judy: It's in the next building. Let's go.

Hot Seat

Can you speak French?

Ken: No, I can't. I can't speak French.

Can you speak Spanish?

Ken: Yes, I can. I can speak Spanish very well.

What languages do you speak?

Ken: I speak Spanish and English.

What other languages do you speak?

Ken: I don't speak any other languages.

How old are you?

Ken: How old am I? I'm fourteen.

Vocabulary

Part 1

A map - This is a map.

A line - It is a line.

A clock - This is a clock.

A ruler - It's a ruler.

A watch - This is a watch.

A circle - It's a circle.

A green book - It is a green book.

A red book - This book is red.

An open door - It is an open door

A closed door - This door is closed.

A short pencil - This pencil is short.

A long pencil - This is a long pencil.

An open book - This book is open.

A closed book - This is a closed book.

A large window - This is a large window.

A small window - This window is small.

A big chair - It's a big chair.

A little chair - It's a little chair.

Part 2

Take out your book

Put away your book

Draw a line

Turn on the light

Turn off the light

Draw a map

Read a book

Write your name

Study English

Stand in a line

Sit in a circle

Ask a question

Grammar

Part 1

Her ~ Her name is Helen.

His ~ His name is Sanjay.

Her ~ Her first name is Ana.

His ~ His last name is Bond.

My ~ My name is Judy.

Your ~ What's your name?

Their ~ Their names are Max and Helen.

Part 2

Is ~ Is this Canada?

Is ~ Is Helen from Canada?

Does ~ Does Helen come from Canada?

Do ~ Do they come from the same country?

Are ~ Are they from the same country?

Are ~ Are these notebooks?

Is ~ Is this a book?

Does ~ Does he come from India?

Part 3

Isn't ~ She isn't from England.

Isn't ~ This person isn't a woman.

Doesn't ~ She doesn't come from England.

Doesn't ~ Tom doesn't have any brothers.

Aren't ~ They aren't from the same country.

Don't ~ They don't come from the same country.

Letters & Numbers

A-E (initial)

A- an apple ~ This is an apple.

A- an ace ~ This is an ace.

A- an atom

A- angry

A- an arm ~ This is an arm.

A- Africa ~ Here is Africa.

A- Asia ~ Here is Asia.

B- a book

B- bananas

B- a bird

B- Brazil ~ Brazil is a country.

B- boots

B- a boy ~ This boy is a student.

C- a city

C- a clock

C- a cell ~ This is a cell.

C- the center

C- a car

C- a circle

C- cold

C- Canada

C- colors ~ These are colors.

C- a computer ~ This is a computer.

D- a desk

D- a day

D- a door ~ This door is open.

D- a dentist ~ This man is a dentist.

D- a dress

D- danger ~ This is the danger sign. Be careful!

E-H: (initial)

E- an ear ~ We have two ears.

E- east

E- Egypt ~ Egypt is a country in Africa.

E- an elbow

E- eleven

E- England

E- equal

E- eggs

F- feet

F- fingers

F- folders

F- fifteen

F- five ~ This is the number five.

F- four

F- France ~ France is a country in Europe.

F- Fire

G- a girl ~ Ana is a girl.

G- a gym ~ This is a gym.

G- a game

G- genes

G- Germany

G- green

G- grey

H- hot

First English ~ Unit 2

H- a hospital ~ This is a hospital.

H- a hand

H- hair

H- a house

H- happy ~ This woman is happy.

Numbers: 11-20

11: These are eleven strawberry ice-cream cones.

12: There are twelve eggs [in]AH the box.

13: These are thirteen beautiful butterflies.

14: Here are fourteen light bulbs.

15: Here are fifteen game balls.

16: Here are sixteen birthday candles.

17: These are seventeen expensive stones.

18: Here are eighteen cherries.

19: Here are nineteen leaves.

20: Here are twenty cookies.

Time 1

one o'clock: It is one o'clock.

two o'clock: It is two o'clock

three o'clock: It is three o'clock.

four o'clock: It is four o'clock.

five o'clock: It is five o'clock.

six o'clock: It is six o'clock.

seven o'clock: It is seven o'clock.

eight o'clock: It is eight o'clock.

nine o'clock: It is nine o'clock.

ten o'clock: It's ten o'clock.

eleven o'clock: It's eleven o'clock.


twelve o'clock: It's twelve o'clock.

EXERCISES

Exercise A

1. Write in the correct word.


a boy	family	sisters	languages
a girl	father's	brothers	school

1.  This is Tom's _____

2. His _____ name is Jim

3. Tom has two _____

4. Tom doesn't have any _____

5.  This person is _____

2. Circle the correct word.

Example: Paris is / are in France.

1. Tom's mother can *speak* / *speaks* two languages.

2. Tom and his sisters *are* / *can* speak two languages.

3. Tom *doesn't* / *isn't* a good singer.

4. Tom's sisters *are* / *can* very good singers.

5. Tom can't sing very *good* / *well*.

EXERCISES

Exercise B

1. Listen to the *Dialogs*. Write in the correct words.

Example: *Hi Maria. Can you speak Spanish?*

1. Yes, I (a) _____ . I can (b) _____ Spanish. (c) _____ you?
2. No, I (a) _____ . I (b) _____ speak Spanish.
3. What (a) _____ do you (b) _____ ?
4. How old _____ you?
5. How old (a) _____ I? (b) _____ fourteen.

2. Listen to the *Dialogs*. Write in the correct letter.

Example: *Can you speak (b)*

1. How about _____
2. What languages do you _____
3. What time is _____
4. It's time for _____
5. Which way is the _____
6. It's in the next _____

- a. it?
- b. Spanish?
- c. lunch.
- d. cafeteria?
- e. you?
- f. building.
- g. speak?

3. Answer these questions.

1. What languages do you speak? _____
2. Can you speak Russian? _____
3. What time is it? _____

EXERCISES

Exercise C

1. Write in the correct answer.

clock	closed	large	long
open	map	ruler	short

Example:



a little chair

1.



It's a _____.

2.



a _____

3.



a _____

4.



a _____ door

5.



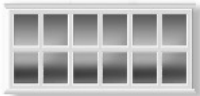
a _____ pencil

6.



an _____ book

7.



a _____ window

8.



a _____ pencil

2. Circle the correct word.

Example: Draw a map / name.

1. Please open your *book* / *pencil*.
2. It's a *small* / *short* window.
3. The *door* / *ruler* is closed.
4. The pencil is *short* / *tall*.









EXERCISES

Exercise D

1. Write in the correct answer.

ask	draw	put away	read
study	take out	turn on	write

Example:  sit in a circle

- | | | | | | |
|----|---|-----------------|----|--|------------------|
| 1. |  | _____ a book | 2. |  | _____ your name |
| 3. |  | _____ your book | 4. |  | _____ a question |
| 5. |  | _____ a line | 6. |  | _____ the light |
| 7. |  | _____ your book | 8. |  | _____ English |

2. Circle the correct word.

Example: Draw / Write a map.

- Stand / Ask in a line.
- Put away / Turn on your book.
- Ask / Draw a question.
- Turn off / Take off the light.

EXERCISES

Exercise E

Fill in the blanks with the correct letters.

A a B b C c D d

Example:



This is an apple.

1.



Here is ___sia.

2.



___razil is a __ountry.

3.



This ___oor is open.

4.



___anger! Please be careful!

5.



This man is a ___entist.

6.



This is an ___ce.

7.



This ___oy is a student.

8.



This is a ___omputer.

9.



Here is ___frica.

10.



These are ___olors.

EXERCISES

Exercise F

Fill in the blanks with the correct letter.

A a B b C c D d E e F f G g H h

Example:  This is an apple.



This is a ___ym.



This is the number ___ive.



___rance is in ___urope.



___gypt is in ___frica.



This woman is ___appy.



Ana is a ___irl.



Here are six e___s.



London is a ___ity in ___ngland.



We ___ave two ___ars.



This is a ___ospital.

EXERCISES

Exercise G

Write in the names of the numbers 11~20:

eleven	twelve	thirteen	fourteen	fifteen
sixteen	seventeen	eighteen	nineteen	twenty

11 eleven _____ 12 _____

13 _____ 14 _____

15 _____ 16 _____

17 _____ 18 _____

19 _____ 20 _____

Unit 3

This unit reviews and extends the language from Unit 2. The communicative focus extends to occupations, and students learn to describe and ask about on-going actions and relative locations. Pre-reading skills are further developed as limited word-and letter recognition tasks are incorporated into comprehension exercises.

Listening: Parts 1, 2, & 3

Students extend their ability to talk about themselves and their family, including the occupations of their parents and where their parents work and live.

Dialog: Dialogs 1, 2, and Hot Seat

In Dialog 1 students learn to greet each other and ask about the time. In Dialog 2, the focus is finding out information such as one's telephone number, and making suggestions: *Let's look inside*. The Hot Seat reviews the material from Unit 2: first and last name, spelling, and age.

Vocabulary: Part 1, 2, and Quiz

This lesson focuses on location and direction prepositions: the book is *on/under* the table; the pencil is *inside/outside* the circle; they are *going to/coming from* the door. Students also learn to use the progressive *be+V(ing)* to express ongoing actions: *they are crossing a street; he is looking at a clock*.

Grammar: Part 1, 2, 3 and Quiz

Students learn more about the present tense, subject-verb agreement, the use of *can/can't*, and question formation with *What, Where, and Who*: *Where do they live? Who works for a newspaper?*

Letters and Numbers: I-P, 10-100, Time and Quiz

Students focus on the sound-letter relationships for initial *I-P* in such words as *Italy, ice, left, north*, the numbers 10-100, and how to express times such as: 1:10, 3:30, and 10:15.

Main Learning Points

Prepositions of location and direction

in a house, near a park, from Mexico, at a school, to the door, from the door, with his family, at night, on, under, between, inside, outside, above, below, in front of, through the door, around the track

Present simple

teaches, lives, works, has, goes, likes, drives, knows; They live in a house near a park. Ana goes to school. She does homework almost every night. Her father works in a bookstore. She teaches science.

Present progressive *be+V(ing)*

walking, looking out, going to, coming from, sitting on, crossing a street, He is walking up some stairs. She is looking out the window. He is sitting on a bench..

Relative Location

under the table, outside the circle, behind the computer, around the track, etc.

Wh-questions

Whose book is it? What is he looking at? Who is walking through the door? Which book is under the table? Where is the short pencil? What does Ana's mother do? Who works for a newspaper? Where do his mother and father work? When does she do homework?

Yes/No questions

Are they crossing a street? Does she live with her family? Is the book on the table? Is Helen a good teacher? Do his parents have jobs? Do you know what time it is?

Lesson Scripts

Listening

Part 1

Ana comes from Mexico. She speaks two languages, Spanish and English. Ana lives in Mexico City. She lives there with her family. They live in a house near a park.

Ana is a student. She goes to school. She does homework almost every night.

Her father works in a bookstore. He sells books. Her mother is a teacher. She teaches English at a high school. The high school is in Mexico City.

Tony comes from England. He lives in London. Tony is a student. He doesn't live with his family. He lives in a dormitory with other students.

Tony's family lives in the United States. His mother and father both have jobs in New York. His father works for a newspaper. His mother is an artist. His sisters go to school in New York.

Part 2

Helen comes from Canada. She speaks English and French. She lives in Toronto. Helen is a teacher. She teaches science. She is a good teacher and her students like her.

Helen is married. She and her husband live in a house. Her husband is a policeman. Sometimes he works at night. He drives a police car in the city of Toronto.

Part 3

Ana and Tony are the same age. They are both 15 years old. Ana doesn't know Tony. Tony doesn't know Ana. They don't know you.

Ana and Tony are from different countries. They live in different cities.

Ana lives in Mexico City and Tony lives in London.

Ana and Tony are both students. They both go to school. Ana lives with her family, but Tony doesn't. He lives in a dormitory with other students.

Ana can speak Spanish, but Tony can't. He can't speak Spanish.

Dialog

Dialog 1

Maria: Good morning Shawn.

Shawn: Good morning Maria. Do you know what time it is?

Maria: Yes, I do. It's 8:00.

Shawn: Oh, I'm late for class. See you.

Dialog 2

Shawn: Is this your book?

Ken: No, it isn't.

Shawn: Whose book is it?

Ken: Let's look inside.

Shawn: It says, *Maria*. Where is she?

Ken: She isn't here today.

Shawn: Why isn't she here?

Ken: I don't know. Maybe she's sick.

Shawn: Let's call her.

Ken: Good idea. Do you know her telephone number?

Shawn: No, I don't, but I have her e-mail address.

Ken: Oh, okay.

Hot Seat

What's your last name?

Maria: My last name is Gomez.

How do you spell it?

Maria: How do I spell it? G O M E Z.

What's your first name?

Maria: My first name is Maria. M A R I A.

Who is that?

Maria: That's Judy. She's my friend.

Who is that man?

Maria: That's my father.

How old are you?

Maria: How old am I? I'm fourteen.

Vocabulary

Part 1

On - The book is on the table.

Under - The green book is under the table.

Between - The apple is between the books.

Next to - The pencil is next to the pen.

Inside - The pencil is inside the circle.

Outside - The pencil is outside the circle.

The long pencil is outside the circle.

Above - The ball is above the table.

Below - The window is below the clock.

In front of - The ball is in front of the computer.

Behind - The ball is behind the computer.

In line - He is in line.

Not in line - They are not in line.

Part 2

Walk up - He is walking up some stairs.

Walk down - She is walking down some stairs.

Look out - She is looking out the window.

Go to - They are going to the door.

Come from - He is coming from the door.

Sit on - He is sitting on a bench.

Cross - They are crossing a street.

Look at - He is looking at a clock.

Walk through - He's walking through the door.

Run around - They are running around a track.

Go into - He's going into a room.

Come out of - She's coming out of a room.

First English ~ Unit 3

Grammar

Part 1

lives ~ Ana lives in Mexico City. She lives there with her family.

live ~ They live in a house near a park.

comes from ~ He comes from India. Tom's mother comes from Spain.

come from ~ They come from different countries.

speak ~ He speaks English at school. She speaks two languages, Spanish and English.

speak ~ I speak Spanish and English. In Mexico, people speak Spanish.

Part 2

can ~ She can speak two languages.

can ~ Tom's older sister can play the violin. She can play it very well.

Can ~ Can Tom's sisters sing very well? Tom's sisters can sing very well.

can't ~ He can't sing very well.

Can ~ Can Tom play the violin?

can't ~ No, he can't. Tom can't play the violin, but he can play the piano.

Can ~ Can you speak Spanish?

can ~ Yes, I can. I can speak Spanish.

Part 3

What ~ What are their names?

What ~ What is his first name?

What ~ What does Ana do?

What ~ What country is Paris in?

Where ~ Where is London?

Where ~ Where do they live?

Where ~ Where does his family live?

Where ~ Where do his mother and father work?

Where ~ Where are you from?

Who ~ Who works for a newspaper?

Who ~ Who is an artist?

Who ~ Who isn't from India?

Who ~ Who can play the violin?

Letters & Numbers

I-L (initial)

I- ice ~ Ice is cold.

I- in

I- India ~ India is a country in Asia.

I- ill

I- Ireland ~ Ireland is a country in Europe.

I- Italy ~ Italy is a European country.

J- juice

J- Japan ~ Japan is an Asian country.

J- jeans ~ He wears jeans at home.

J- Jupiter

J- jello

J- a judge ~ This man is a judge.

K- a kitchen ~ This is a kitchen.

K- a king

K- keys ~ These are keys.

K- kids

K- a kidney ~ We have two kidneys.

K- a kilogram

L- a library ~ People study in libraries.

L- left ~ Turn left!

L- listen

L- a lamp

L- legs

L- a leaf

L- London ~ London is in England.

M-P (initial)

M- the moon,

M- a month

M- a map

M- Mexico

M- Malaysia

M- music ~ He likes music.

M- a mouth ~ She has a big mouth.

N- notebooks

N- night

N- a nose

N- nineteen ~ This is the number 19.

N- north ~ North is the opposite of south.

N- a neck

O- an orange

O- an ocean ~ This is the Atlantic Ocean.

O- on

O- off ~ The light is off.

O- open

O- Oxygen

P- a pencil

P- paper ~ Here is some paper.

P- Paris

P- Portugal ~ Portugal is a European country.

P- a pilot

P- a piano

Numbers 10-100

0: Water freezes at 0 degrees centigrade.

10: We have 10 fingers.

20: Here are 20 cookies.

30: The month of September has 30 days.

40: Here are 40 bowling pins.

50: This is a 50 cent coin.

60: There are 60 minutes in one hour.

70: The speed limit is 70 kilometers per hour in some cities.

80: Here is 80 Euro cents.

90: This is a 90 degree angle.

100: Water boils at 100 degrees centigrade.

Time 2

1:10 It's ten past one.

2:25 It's 2:25.

3:30 It's half past three.

4:45 It's 4:45. It's a quarter to five.

5:50 It's ten to six. It's five fifty.

6:05 It's five after six.

7:35 It's seven-thirty five.

8:40 It's eight-forty.

9:20 It's nine-twenty.

10:15 It's a quarter past ten.

11:30 It's half past eleven.

12:25 It's twelve-twenty five.

EXERCISES

Exercise A

1. Fill in the following chart:

<i>Ex</i>	<i>Ana</i>	<i>comes from</i>	<i>Mexico.</i>
1.	<i>She</i>		<i>two languages.</i>
2.	<i>She</i>		<i>in Mexico City.</i>
3.	<i>Her father</i>		<i>in a bookstore.</i>
4.	<i>He</i>		<i>books.</i>
5.	<i>Her mother</i>		<i>English at a high school.</i>
6.	<i>Tony</i>		<i>in a dormitory.</i>
7.	<i>He</i>		<i>with his family.</i>
8.	<i>They</i>		<i>in New York.</i>
9.	<i>His sisters</i>		<i>to school in New York.</i>
10.	<i>His father</i>		<i>for a newspaper.</i>

2. Circle the correct word.

Example: Helen's husband drives / works a police car.

1. Helen *teach* / *teaches* science.
2. Helen is a good (a) *teach* / *teacher* and her students (b) *like* / *likes* her.
3. Ana and Tony (a) *are* / *is* both students. They both (b) *go* / *live* to school.
4. They are *different* / *the same* age.
5. They live in *different* / *the same* cities.

EXERCISES

Exercise B

1. Listen to the *Dialogs*. Write in the correct words.

Example: Good morning Shawn.

1. Do you (a) _____ time (b) _____ is?
2. Yes, I (a) _____ . (b) _____ eight o'clock.

3. Is _____ your book?
4. No, _____ .
5. Whose book _____ ?

2. Listen to the *Dialogs*. Write in the correct letter.

Example: Oh, I'm late for (b)

1. Let's look _____
2. Where is _____
3. She isn't here _____
4. Why isn't she _____
5. I don't _____
6. Let's call _____

- a. today.
- b. class.
- c. know.
- d. inside.
- e. she?
- f. her.
- g. here?

3. Answer these questions.


1. What's your last name? _____
2. How old are you? _____
3. What's your e-mail address? _____


EXERCISES

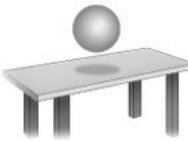
Exercise C


1. Write in correct answer.


above	behind	in front of	in line
inside	next to	on	under


Example:  The window is below the clock.


1.  The ball is _____ the computer.


2.  The ball is _____ the table.


3.  The book is _____ the table.

4.  The pencil is _____ the circle.

5.  The ball is _____ the computer.

6.  The book is _____ the table.

7.  The pencil is _____ the pen.

8.  He is standing _____.

2. Circle the correct word.

Example: The red book is inside / ~~under~~ the table.

- The pencil is *inside* / *in line* the circle.
- The apple is *between* / *inside* the books.
- They are standing *in* / *at* line.
- The window is *below* / *on* the clock.

EXERCISES

Exercise D









1. Write the correct answer in the blank.

crossing	going to	looking at	looking out
running around	sitting on	walking through	walking up

Example:



He is coming from the door.

- | | |
|---|---|
| <p>1.  He is _____ a bench.</p> | <p>2.  She is _____ the window.</p> |
| <p>3.  He is _____ some stairs.</p> | <p>4.  He's _____ the door.</p> |
| <p>5.  They are _____ a track.</p> | <p>6.  They are _____ a street.</p> |
| <p>7.  He is _____ a clock.</p> | <p>8.  They are _____ the door.</p> |

2. Circle the correct word.

Example: He is walking up / walking through the stairs.

1. She is *coming out* / *come out* of a room.
2. He is *looking at* / *looking out* a clock.
3. She is *running around* / *running in* a track.
4. He is *coming from* / *going into* the door.
5. He is *sitting on* / *sitting under* a bench.

EXERCISES

Exercise E

Fill in the blanks with the correct letter.

I i J j K k L l

Example:



This is an apple.

1.



These are ___eys.

2.



___ondon is ___n England.

3.



This man is a ___udge.

4.



___taly is a European country.

5.



___apan is an Asian country.

6.



___ndia is a country ___n Asia.

7.



This is a ___itchen.

8.



People study ___n ___ibraries.

9.



We have two ___idneys.

10.



Turn ___eft!


EXERCISES

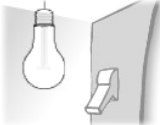
Exercise F


Fill in the blanks with the correct letter.


I i J j K k L l M m N n O o P p


Example:  This is an apple.


1.  He ___ikes ___usic.


2.  The ___ight is ___ff.


3.  ___exico is a country
___n ___orth America.


4.  This is the ___umber ___ineteen.


5.  She has a ___ong ___eck.

6.  ___xygen is a gas.

7.  This door is ___pen.

8.  This ___an is a ___ilot.

9.  This is an ___range.

10.  ___aris is a city in France.

EXERCISES

Exercise G

Write in the names of the numbers 0~100:

zero	ten	twenty	thirty	forty
fifty	sixty	seventy	eighty	ninety
one hundred				

0 zero _____ 10 _____

20 _____ 30 _____

40 _____ 50 _____

60 _____ 70 _____

80 _____ 90 _____

100 _____


EXERCISES


Exercise H


Write in the correct time:


one-ten	two-twenty five	three-thirty	four-forty five	five-fifty
six-o-five	twelve-twenty five	eight-forty	nine-twenty	ten-fifteen


Example:  It is one o' clock.


1.  It is _____.


2.  It is _____.


3.  It is _____.


4.  It is _____.


5.  It is _____.

6.  It is _____.

7.  It is _____.

8.  It is _____.

9.  It is _____.

10.  It is _____.

Unit 4

This unit focuses on likes and dislikes, progressive actions, frequency and schedules, while reviewing and reinforcing the language from previous units. Upon completing this Unit, students should be ready to begin concurrent study of *English For Success* with the rest of *First English*.

Listening: Parts 1, 2, & 3

In Part 1, students learn to talk about their likes and abilities. In Part 2, the focus is on address, telephone number, location (*across the street from...*), means of transportation, and a bus schedule. In Part 3, students learn to describe each other, including eye and hair color, weight and height.

Dialog: Dialogs 1, 2, and Hot Seat

In Dialog 1, students are introduced to *when* questions: *When is your birthday?* In Dialog 2, the focus is on *where* questions with the progressive form: *Where are you going?* In Hot Seat, the focus is on likes and dislikes: *Do you like music?*

Vocabulary: Part 1, 2, and Quiz

This lesson focuses on parts of the body (*a big nose*), emotions (*She's crying because she's sad.*), and the senses: *We see with our eyes.*

Grammar: Part 1, 2, 3 and Quiz

In Part 1, the focus is on object pronouns (*him, her, them*) and the difference between *their* and *there*. In Part 2, students learn about *Wh*-questions using the progressive form *be+V(ing)*: *Why is she smiling?* Part 3 focuses on the prepositions *in, at, to, from, with* and *of*.

Letters and Numbers: Q-W, Ordinals & Fractions, Time and Quiz

Students focus on the sound-letter relationships for initial *Q-W* in such words as a *question, right, red, south, under, volleyball*, the ordinals (*1st, 2nd*, etc), fractions (*1/2, 1/3, 3/4*, etc.) and how to express times with fractions: a quarter past, half past, etc.

Main Learning Points

Present progressive *be+V(ing)*

He is reading a book. She's smiling because she's happy. I'm going to the library. You're going the wrong way. She is wearing a blue school uniform. They are playing volleyball.

Object pronouns

*him, her, them...*His friends like him. He lives with her. He has lunch with them. He has contact lenses, but you can't see them.

Adverbs of frequency

always, usually, sometimes, They usually have lunch together. Sometimes they do their homework together. Does Helen always take the bus?

Adjectives

*a good teacher, the wrong direction, happy, sad, tired, big, small, blue, brown, weak, strong...*He reads many books. He is a great student. Jim has black hair and brown eyes. He's thin but very strong.

Reason and logical connection

He's thin but very strong. She's smiling because she's happy. She's sleeping because she's tired.

there: existential

There are houses on both sides of the park. There is a bus stop in front of the park, Is there a bus stop near the park?...

Wh-questions

What does she like? What is he doing? What is in front of the park? How does Helen usually get to school? What is she wearing? How tall is she? What color is his hair. How much does he weigh?

Yes/No questions

Does he have blue eyes? Does Helen ever drive to school? Is there a bus stop near the park? Does she have a lot of CDs?

Lesson Scripts

Listening

Part 1

Ana likes music. She has a lot of CDs. She listens to music every day. Her parents don't like her music. Ana can play the piano, and she can sing very well. Ana is a good student. She does well in school. Her favorite subject is English.

Tony likes sports. He watches sports on TV. He can play soccer and basketball. He is on his school's basketball team.

Unfortunately, his team isn't very good.

Tony likes hamburgers. He hates milk. Tony likes some of his classes at school. He doesn't like his science class. His science teacher gives too much homework.

Sanjay likes to read. He reads many books. He is a great student. He's also a good soccer player. He's a very fast runner.

Sanjay really likes school. His favorite subject is science. Sanjay has many friends. His friends like him. Sanjay likes to be with his friends. They usually have lunch together in the cafeteria. Sometimes they do their homework together in the school library.

Part 2

This is Helen's house. She lives here with her husband. Her address is 15 Maple Street. Her telephone number is 858-6502.

Their house is across the street from a small park. The park is on the north side of the street. Her house is on the south side of the street.

There are houses on both sides of the park. There is a bus stop in front of the park.

This is the bus schedule between 7 and 8 o'clock in the morning. Bus number 86 comes at 7:15 and again at 7:40. Bus number 38 comes at 7:05, 7:35, and 7:50.

Helen usually takes the 86 bus to school in the morning. Sometimes she drives her car to school.

Part 3

Jean has blond hair and blue eyes. She's very tall. She's five feet 9 inches tall. She is wearing a blue school uniform.

Jim has black hair and brown eyes. He's thin but very strong. He weighs 140 pounds.

He has contact lenses, but you can't see them.

Joan has brown hair and brown eyes. She's short, and she wears glasses. She's 5 feet 1 inch tall.

Dialog

Dialog 1

Shawn: Do you have any brothers or sisters?

Ken: Yes, I do. I have a brother.

Shawn: How old is your brother?

Ken: He's sixteen. How old are you?

Shawn: I'm fourteen.

Ken: So am I. When is your birthday?

Shawn: My birthday is next week.

Dialog 2

Shawn: Where are you going, Ken?

Ken: I'm going to the library.

Shawn: You're going the wrong way! The library is down the stairs. It's on the 1st floor.

Ken: Oh, right! Thanks!

Hot Seat

Do you like music?

Shawn: Do I like music? Yes, I do. I love music.

Do you like school?

Shawn: Do I like school? Sometimes I do and sometimes I don't.

Do you eat meat?

Shawn: Yes, I do. I eat meat.

Do you like milk?

Shawn: Milk? No, I hate milk.

Do you like hamburgers?

Judy: No, I don't. I don't like hamburgers.

Why don't you like hamburgers?

Judy: I don't like hamburgers because I don't eat meat.

Do you like ice cream?

Judy: Yes, I do. I like ice cream.

Vocabulary

Part 1

A nose - She has a small nose.

Ears - He has big ears.

A mouth - She has a big mouth.

Hands - He has little hands.

Feet - He has big feet.

Eyes - She has brown eyes.

Legs - This woman has weak legs.

Arms - This man has strong arms.

A face - She has a sad face.

Hair - Her hair is blue.

Fingers - We have fingers on our hands.

Toes - We have toes on our feet.

Sad - She has a sad face.

Happy - She has a happy face.

Afraid - This man is afraid.

Angry - This man is angry.

Tired - This man is tired.

Sick - This man is sick.

Part 2

Hear - We hear with our ears.

See - We see with our eyes.

Touch - We touch with our hands.

Speak - We speak with our mouth.

First English ~ Unit 4

Walk - We walk with our feet.
Smell - We smell with our nose.

Smile - She's smiling because she's happy.
Laugh - He's laughing.
Cry - She's crying because she's sad.
Sleep - She's sleeping because she's tired.
Shout - He's shouting because he's angry.
Scream - She's screaming because she's scared.

Grammar

Part 1

him ~ His friends like him.
him ~ She lives with him.
her ~ He lives with her.
him ~ She doesn't know her.
her ~ He doesn't know her.
them ~ He has lunch with them.
them ~ He has contact lenses, but you can't see them.
their ~ Their house is across the street from a park.
their ~ They do their homework together in the school library.
there ~ There is a bus stop in front of the park.
there ~ There are houses on both sides of the park.

Part 2

What ~ What is he doing? He is walking up some stairs.
Who ~ Who is wearing a blue school uniform? Jean is wearing a blue school uniform.
Where ~ Where are they going? They are going to the cafeteria.
Where ~ Where is he going? He is going to his class.
Where ~ Where is he sitting? He is sitting on a bench.
Is ~ Is he going to right way? No, he isn't. He's going the wrong way.
Why ~ Why is she smiling? She's smiling because she is happy.
Why ~ Why isn't she here? I don't know. Maybe she's sick.

Part 3

in ~ London is in England.
in ~ Brazil is in South America.
in ~ They live in a house near the park.
in ~ He is in line.
at ~ He speaks English at school.
at ~ Bus number 86 comes at 7:15.
to ~ They go to different schools.
to ~ They are going to the door.
from ~ He is coming from the door.
from ~ She comes from Mexico.
with ~ She lives with her husband.
with ~ We see with our eyes.
of ~ Spanish is the language of Mexico.
of ~ This is a map of the world.

Letters & Numbers

Q-T (initial)

Q- a question ~ This is a question mark.
Q- a queen ~ This woman is a queen.
Q- a quarter ~ A quarter is 25 cents.
Q- a quart
Q- a quiz

R- Russia
R- right ~ Turn right!
R- red ~ This color is red.
R- radius
R- read ~ He reads many books.
R- a ruler ~ This is a ruler.

S- the sun
S- sad ~ This woman is sad.
S- six
S- seven ~ This is the number seven.
S- south
S- Singapore ~ Singapore is an Asian country.

T- a taxi
T- a tomato
T- twenty ~ This is the number twenty.
T- ten
T- toes ~ We have ten toes.
T- a teacher

U-W (initial)

U- under
U- unhappy ~ This man is unhappy.
U- an umbrella
U- the universe ~ The universe is very large.
U- uniforms
U- the United States

V- vegetables
V- a violin
V- Vietnam ~ Vietnam is a country in Asia.
V- volleyball ~ They are playing volleyball.
V- Venice
V- a virus ~ Some viruses are very dangerous.

W- water ~ This is a glass of water.
W- a woman
W- a watch
W- a week ~ A week has seven days.
W- a window
W- west ~ West is the opposite of east.

Numbers: Ordinals and Fractions

1st- He is first.
2nd- He's second.
3rd- He is third.
4th- He's fourth.
5th- He is fifth.

1/2- This is half of a chocolate cake.

1/3- This is one third of a chocolate cake.

3/4- This is three quarters of a chocolate cake.

4/5- This is four fifths of a chocolate cake.

3/10- This is three tenths of a chocolate cake.

1/4- This is a quarter of a chocolate cake.

Time 3

1:15 It's a quarter past one.

2:45 It's a quarter to three.

3:25 It's three-twenty five.

4:10 It's ten past four.

5:30 It's half past five.

6:55 It's five to seven.

7:05 It's five past seven.

8:15 It's a quarter past eight.

9:50 It's nine-fifty.

10:10 It is ten after ten.

11:20 It's eleven-twenty.

12:45 It's twelve-forty five.

EXERCISES

Exercise A

1. Fill in the following chart:

Ex	Ana	likes	music.
1.	She		a lot of CDs.
2.	Her parents		her music.
3.	She		well in school.
4.	Tony		sports on TV.
5.	He		soccer and basketball.
6.	Sanjay		many books.
7.	He		many friends.
8.	Jean		blue eyes.
9.	Jim		140 pounds.
10.	Joan		glasses.

2. Circle the correct word.

Example: Helen lives / likes with her husband.

1. Their house is (a) *across* / *after* the street (b) *from* / *to* a small park.
2. The park is (a) *in* / *on* the north side (b) *at* / *of* the street.
3. There are houses (a) *of* / *on* both sides (b) *of* / *on* the street.
4. Bus number 38 comes *at* / *to* 7:15.
5. Helen usually (a) *takes* / *wears* the bus (b) *on* / *to* school.

EXERCISES

Exercise B

1. Listen to the *Dialogs* and *Hot Seat*. Write in the correct words.

Example: Do you like music?

1. Do you _____ bothers or sisters?
2. Yes, I (a) _____. I (b) _____ a brother.

3. Where (a) _____ you (b) _____, Ken?
4. I'm (a) _____ to the (b) _____.
5. You're _____ the wrong way!

2. Listen to the *Dialogs*. Write in the correct letter.

Example: When is _____ (b)

1. My birthday is _____
2. The library is _____
3. It's on _____
4. You're going the _____
5. Why don't you _____
6. I hate _____

- a. down the stairs.
- b. your birthday?
- c. wrong way.
- d. next week.
- e. milk.
- f. like hamburgers?
- g. the first floor.

3. Answer these questions.

1. Do you like music? _____
2. What's your favorite food? _____
3. What sports do you like? _____

EXERCISES

Exercise C

1. Write in correct answers.

angry	arms	fingers	hands
mouth	sick	tired	toes

Example:



He has big ears.

1. We have _____ 2. This man is _____.
on our hands.
3. He has strong _____ 4. We have _____
on our feet.
5. This man is _____ 6. She has a big _____.
7. He has little _____ 8. This man is _____.

2. Circle the correct word.

Example: He has little hands / nose.


- We have *fingers* / *toes* on our hands.
- We walk with our *hands* / *feet*.
- She has a small *eyes* / *nose*.
- We have *nose* / *toes* on our feet.
- We hear with our *eyes* / *ears*.


EXERCISES


Exercise D


1. Write the correct answer in the blank.


hear	see	shouting	sleeping
smiling	speak	touch	walk


Example:  We smell with our nose.


1.  We _____ with our eyes.


2.  She's _____ because she's happy.


3.  She's _____ because she's tired.

4.  We _____ with our ears.

5.  He's _____ because he's angry.

6.  We _____ with our hands.

7.  We _____ with our mouth.

8.  We _____ with our feet.

2. Circle the correct word.

Example: She's smiling / smile because she's happy.

- We *spea*k / *spea*king with our mouth.
- She is *cry*ing / *laugh*ing because she is sad.
- She's *scream*ing / *scream* because she's scared.
- We *hear* / *see* with our eyes.
- We *hear* / *see* with our ears.











EXERCISES

Exercise E

Fill in the blanks with the correct letter.

Q q R r S s T t

Example:  This is an apple.

1.  A ___uarter is 25 cents.
2.  This woman is ___ad.
3.  Turn ___ight!
4.  This is the numbe___ __even.
5.  He ___eads many books.
6.  We have ___en ___oes.
7.  This woman is a ___ueen.
8.  ___ingapore is in A__ia.
9.  This number is __wen__y.
10.  This is a ___uestion mark.


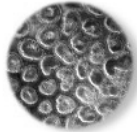









EXERCISES

Exercise F

Fill in the blanks with the correct letters.

Q q R r S s T t U u V v W w

Example:  This is an apple.

1.  This man is __nhappy.
2.  __ome __iruses are dangerous.
3.  This is a glass of __ater.
4.  This is a new __iolin.
5.  They are ___earing
___niforms.
6.  W ←  → E
S ↑ ↓ N
___est is the opposite of east.
7.  ___ietnam is in Asia.
8.  The __niverse is very large.
9.  ___hey are playing
___olleyball.
10.  A ___eek has ___even days.


EXERCISES

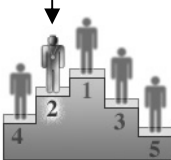
Exercise G


Fill in the blanks with the correct choice:

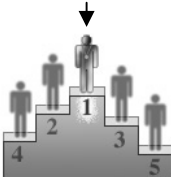
fifth	first	four fifths	fourth	one fourth
one third	one half	second	third	three tenths


Example:  three fourths of a cake.

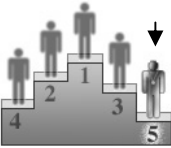
1.  _____


2.  He's _____.

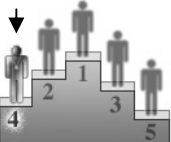
3.  _____


4.  He is _____.

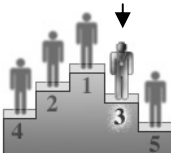
5.  _____

6.  He's _____.

7.  _____

8.  He is _____.

9.  _____

10.  He is _____.

EXERCISES

Exercise H

Write in the correct time:

eight-fifteen	five-thirty	nine-fifty	three-twenty five	seven-o-five
six-fifty five	ten-ten	one fifteen	twelve-forty five	two-forty five

Example:



It is one o' clock.

1.



It is _____.

2.



It is _____.

3.



It is _____.

4.



It is _____.

5.



It is _____.

6.



It is _____.

7.



It is _____.

8.



It is _____.

9.



It is _____.

10.



It is _____.

Unit 5

This unit focuses on the student's daily schedule, sequence of events, frequency, giving directions, and the calendar. It also continues to develop the present progressive, including Wh-questions.

Listening: Parts 1, 2, & 3

In Part 1, students learn to talk about their daily schedule and the sequence of events. In Part 2, the focus is on a weekly schedule, including the frequency and duration of events: *They never practice on Friday.* In Part 3, we learn how to give directions and describe locations: *The library is on Pine Street, about 30 meters past the bank.*

Dialog: Dialogs 1, 2, and Hot Seat

In Dialog 1, students learn to make suggestions and objections about future time: *not on a week night.* In Dialog 2, students make suggestions and decide about ordering a mixed pizza: *What kind of pizza would you like? Anything is okay.* In the Hot Seat, students answer the important questions: *What's wrong?* and *What's the matter?*

Vocabulary: Part 1, 2, and Quiz

This lesson focuses on transportation and modes of transportation: *a long train, a train station, we get on a bus at a bus stop, we park cars in a parking lot*

Grammar: Part 1, 2, 3 and Quiz

In Part 1, the focus is on frequency adverbs (usually, sometimes, often) and sequence prepositions (after, before, on). In Part 2, students contrast and practice *When do/does* and *What do/does* questions. In Part 3, students practice making sentences that express time and frequency.

Letters and Numbers: X-Z & Calendar

Students focus on the sound-letter relationships for initial X-Z in such words as *exit, yellow, and zero.* In the Calendar section, students learn the days of the week (Monday~Sunday) and the months of the year.(January~December). Ordinal and sequential designations are also practiced: *the first day, the month before September.*

Main Learning Points

Future

Next week; I'll ask them and phone you tonight.
When are they going to have the party?

Frequency

She goes to school five days a week. On Monday and Wednesday afternoons...They often have a match on Saturdays. Sometimes she talks with her friends on the telephone. She usually checks her e-mail...They never practice on Friday.

Sequence & Duration

*before, after...*After dinner she listens to music. From 7:30 until 10:30 she does her homework. Then she checks her e-mail. They practice for around an hour and a half. How long to they practice?

Adjectives

fast, long, new, old, red, large, busy

Present progressive, be+V(ing)

He is getting on a bus; he's running very fast. He is standing on a corner. She's usually sleeping by 12:00. She is waiting for a bus. They are getting on a bus.

Giving directions

Take the subway to City Center. Go out the Maple Street exit. Turn left. Go 3 blocks, to 1st Avenue.

Invitation/Suggestion

Would you like something to eat? What kind of pizza would you like? How about next Saturday? Let's have pizza.

Wh-questions

When does she check her e-mail? When are they going to have a party? What does she do between 7:00 and 7:15? What often happens on Saturdays? How far do you go? Which way do you turn?

Calendar

Days of the week, Months of the year,... Tuesday comes after Monday and before Wednesday. Friday is the fifth day of the week.

Lesson Scripts

Listening

Part 1

Ana goes to school five days a week. This is her daily schedule. She gets up at 7:00. She gets dressed between 7:00 and 7:15. At 7:15 she eats breakfast. She leaves for school at 7:30. She gets to school around 7:50.

Her first class begins at 8:00. At 12:00 she has lunch in the cafeteria. School ends at 3:30. After school, she goes home. She usually gets home around 4:00. Then she checks her e-mail. She usually practices the piano from 4:30 until 5:15. At 6:00 she eats dinner with her family.

After dinner she listens to music and washes the dishes. From 7:30 until 10:30 she does her homework. Sometimes she talks with her friends on the telephone. She usually checks her e-mail at 11:00. At 11:30 she goes to bed. Sometimes she goes to sleep right away. Sometimes she can't sleep, so she reads a book. She's usually sleeping by 12:00.

Part 2

Sanjay usually has soccer practice after school. On Monday and Wednesday afternoons they practice for an hour and a half. They practice from 4:00 until 5:30. On Tuesday and Thursday afternoons they practice from 3:45 to 5:30. They never practice on Friday. On Friday, Sanjay usually goes home early.

On Saturdays they often have a match against other schools. This year Sanjay's team is doing very well. Their record is 4 wins and 1 loss.

Part 3

These are the directions to the city library. Take the subway to City Center. Go out the Maple Street exit. In front of the exit is a park. Turn left and go west on Maple street. Go 3 blocks, to 1st Avenue.

Turn right on 1st Avenue and go two blocks. Then cross the street. 1st Avenue is a busy street, with many cars, so please be careful.

You'll see a bank on the corner of 1st Avenue and Pine Street. The library is on Pine Street about 30 meters past the bank. There's a large statue of a horse in front of the library. The library's address is 153 Pine Street.

Dialog

Dialog 1

Maria: When is your birthday?
 Judy: It's next week, on Wednesday.
 Maria: Let's have a party, okay?

Judy: I can't. Not on a week night.
 Maria: How about next Saturday?
 Judy: Okay. Where?
 Maria: Let's have it at my house.
 Judy: Is it okay with your parents?
 Maria: I think so. I'll ask them and phone you tonight.
 Judy: Okay. Bye!

Dialog 2

Shawn: I'm hungry. Would you like something to eat?
 Ken: Sure. I'm hungry too.
 Shawn: What do you want to eat?
 Ken: How about some pizza?
 Shawn: Okay. What kind of pizza would you like?
 Ken: Anything is okay.
 Shawn: Let's get a mixed pizza with everything on it.
 Ken: Okay.

Hot Seat

What's wrong, Maria?
 Maria: I can't find my science book.
 What's the matter?
 Maria: I don't feel good. I think I'm sick.
 What time do you usually get up?
 Maria: I usually get up at 6:30.
 What time do you usually go to bed?
 Maria: What time do I usually go to bed? I usually go to bed at 11:30.
 When do you eat breakfast?
 Maria: I eat breakfast around 7:00.

Vocabulary

Part 1

A bus - You can take this bus to the library.
 A car - This is a fast car.
 A train - This is a long train.
 An airplane - An airplane can fly across an ocean.
 A motorcycle - This is an old motorcycle.
 A bicycle - This is a new bicycle.

A bus stop - We get on a bus at a bus stop.
 A parking lot - We park cars in a parking lot.
 You can park your car in a parking lot.
 A park - Many people walk in a park.
 An airport - We get on an airplane at an airport.
 A bridge - This bridge crosses a river.
 A train station - We get on a train at a train station.

A crosswalk - These people are walking in a crosswalk.
 A corner - He is standing on a corner.
 A traffic light - This is a red traffic light.
 A sidewalk - People walk on a sidewalk.
 A street - We drive cars on a street.
 Restrooms - These are public restrooms.

Part 2

Ride a bicycle - He is riding a bicycle.

First English ~ Unit 5

Get on a bus - They are getting on a bus.
Get off a bus - They are getting off a bus.
Wait for a bus - She is waiting for a bus.
Run - He's running very fast.
Walk - She is walking on a sidewalk.

Grammar

Part 1

(sometimes)

Sometimes she drives her car to school.
Sometimes they do their homework together in the school library..
Sometimes she goes to sleep right away.
Sometimes she can't sleep, so she reads a book.
Sometimes she talks with her friends on the telephone.

(usually)

What bus does Helen usually take? She usually takes the 86 bus.
How does Helen usually get to school? She usually goes by bus.
What time do I usually go to bed? I usually go to bed at 11:30.
Where do Sanjay and his friends have lunch? They usually have lunch in the cafeteria.

(often)

What often happens on Saturdays? On Saturdays they often have a match against other schools.

(after)

What does she do after school? She goes home after school.
What does she do after dinner? After dinner she listens to music and washes the dishes.
What month comes before September? August comes before September.

(on)

What often happens on Saturdays? On Saturdays they often have a match against other schools.
What does Sanjay usually do on Friday afternoon?
He usually goes home early on Friday afternoon.

Part 2

(When)

When does she get up? She gets up at 7:00.
When does she get dressed? She gets dressed between 7:00 and 7:15.
When does she get to school? She gets to school around 7:50.
When does her first class begin? At 8:00 her first class begins.
When does she do her homework? She does her homework from 7:30 to 10:30.
When do they practice on Monday and Wednesday afternoons? They practice from 4:00 until 5:30.
When is your birthday? It's next week, on Wednesday.

(What)

What does she do at 7:00? She gets up at 7:00.
What does she do between 7:00 and 7:15? She gets dressed between 7:00 and 7:15.
What does she do from 7:30 until 10:30? From 7:30 until 10:30 she does her homework.
What does she do after dinner? After dinner she listens to music and washes the dishes.
What is she usually doing at 12:00? She is usually sleeping by 12:00.

Part 3

She [usually] [goes] to [bed] at 11:30.
April comes [after] March and [before] May.
They can't [have] the party [on] a weeknight.
Sometimes [she] drives [her] car to school.
Sometimes she [can't] [sleep], so she [reads] a book.
She [usually] [takes] the 86 [bus].
He usually [has] lunch [with] [his] friends.
She [is] usually [sleeping] by 12:00.
On Saturdays they [often] [have] a match against other schools.
She [checks] her e-mail [after] she [gets] home.

Letters & Numbers

X-Z (initial & final)

-X a box ~ Nothing is inside this box.
X- an X-ray ~ This is an X-ray.
-X an ax ~ We cut wood with an ax.
-X six ~ This is the number six.
-X- exit ~ This is the exit sign.

Y- yogurt ~ Many people like yogurt.
Y-.yellow ~ This color is yellow.
Y- yarn
Y- a year ~ A year has 12 months.
Y- yolk ~ This is an egg yolk.

Z- a zebra ~ A zebra is an animal.
Z- zero ~ This is the number 0.
Z- a zipper
Z- a zoo ~ You can see animals in a zoo.

Calendar

(days of the week)

There are seven days in a week.
Sunday ~ Sunday is the last day of the week.
Monday ~ Monday is the first day of the week.
Tuesday ~ Tuesday is the second day of the week.
Wednesday ~ Wednesday is the third day of the week.
Wednesday comes between Tuesday and Thursday.
Thursday ~ Thursday is the fourth day of the week.
Friday ~ Friday is the fifth day of the week. Friday comes after Thursday.
Saturday ~ Saturday is the first day of the weekend.
Saturday and Sunday are on the weekend.
The weekend days are Saturday and Sunday.

Which day is between Monday and Wednesday?
Tuesday comes after Monday and before Wednesday.
Which day comes between Tuesday and Thursday?
Which day comes after Thursday?
Which day comes after Friday?
Saturday comes after Friday.

(months of the year)

There are twelve months in a year.
January ~ January is the first month of the year.
February ~ February is the second month of the year.
March ~ March is the third month of the year. March
comes after February.
April ~ April is the fourth month of the year. April
comes after March and before May.
May ~ May is the fifth month of the year. May comes
after April and before June.
June ~ June is the sixth month of the year.
July ~ July is the seventh month of the year.
August ~ August is the eighth month of the year.
August comes before September.
September ~ September is the ninth month of the year.
October ~ October is the tenth month of the year.
October comes after September.
November is the eleventh month of the year.
December is the last month of the year. December is the
twelfth month of the year.

What is the first month of the year?
What is the second month of the year?
What is the third month of the year?
What month comes after February?
What month is the fourth month of the year?
What month is between March and May?
What month is between April and June?
What is the fifth month of the year?
What is the sixth month of the year?
Which month is the eighth month of the year?
Which month is the seventh month of the year?
What month comes before September?
What month comes after September?
What is the ninth month of the year?
What is the tenth month of the year?
What is the eleventh month of the year?
What is the last month of the year?

EXERCISES

Exercise A

1. Answer these questions:

Example: What does Ana do five days a week? Ana goes to school.

1. When does Ana get up? She _____
 2. What does she do at 7:15? She _____
 3. Where does she have lunch? She _____
 4. What does she do after school? After school, _____
 5. When does she go to bed? She _____
-

2. Write in the letter.

1. Sometimes Ana goes to sleep _____
2. Sanjay usually has practice _____
3. They never practice _____
4. On Friday, Sanjay usually _____
5. This year, Sanjay's team _____
6. Take the subway _____
7. In front of the exit _____
8. Turn right on 1st Avenue and _____
9. The library is about 30 meters _____
10. There's a large statue of a horse _____

- a. goes home early.
- b. on Friday.
- c. to City Center.
- d. right away.
- e. go two blocks.
- f. after school.
- g. is doing very well.
- h. in front of the library.
- i. past the bank.
- j. is a park.

EXERCISES

Exercise B

1. Listen to the *Dialogs* and *Hot Seat*. Write in the correct words.

Example: Let's have a party, okay?

1. I can't. Not _____
2. How about _____?

3. I'm hungry. (a) _____ you (b) _____ something to eat?
4. Sure. (a) _____ hungry (b) _____.
5. What _____ to eat?

2. Listen to the *Dialogs*. Write in the correct letter.

Example: Let's have it (b)

1. Is it okay with _____
2. I'll ask them and _____
3. What kind of pizza _____
4. I can't find _____
5. I think _____
6. I eat breakfast _____

- a. phone you tonight.
- b. at my house.
- c. my science book.
- d. your parents?
- e. I'm sick.
- f. around 7:00.
- g. would you like?

3. Answer these questions.


1. What time do you usually get up? _____
2. When do you eat breakfast? _____
3. What kind of pizza do you like? _____



EXERCISES



Exercise C



1. Write in the correct answers.



bus	motorcycle	parking lot	restrooms
sidewalk	traffic light	train	train station

Example:  An airplane can fly across an ocean.

1.  You can take this _____ 2.  This is a _____
to the library. _____.

3.  People walk on a _____ 4.  We get on a train at a _____
_____.

5.  This is an old _____ 6.  This is a long _____
_____.

7.  We park cars in a _____ 8.  These are public _____
_____.

2. Circle the correct word.

Example: These are public restrooms / restaurant.

- The bridge *crosses* / *across* a river.
- We *get on* / *get over* a bus at a bus stop.
- People like to *walk* / *running* in a park.
- We drive cars on a *sidewalk* / *street*.
- Some trains are very *long* / *high*.
- People *parking* / *park* cars in a parking lot.
- Cross the street at a *crosswalk* / *sidewalk*.
- Turn left *at* / *to* the corner.

EXERCISES

Exercise D









1. Write in the correct words.

get on	getting off	getting on	riding
running	standing	waiting	walking

Example:



An airplane can fly across an ocean.

- | | |
|--|--|
| <p>1.  He's _____ very fast.</p> | <p>2.  They are _____ a bus.</p> |
| <p>3.  He is _____ a bicycle.</p> | <p>4.  She is _____ on a sidewalk.</p> |
| <p>5.  They are _____ a bus.</p> | <p>6.  She is _____ for a bus.</p> |
| <p>7.  He is _____ on the corner.</p> | <p>8.  We _____ an airplane at an airport.</p> |

2. Circle the correct word.

Example: Where do we get on / get up an airplane?

- | | |
|--|--|
| 1. She is walking <i>at / on</i> a sidewalk. | 5. They are waiting <i>at / to</i> the airport. |
| 2. You can take this bus <i>in / to</i> the library. | 6. She is waiting <i>at / for</i> bus number 86. |
| 3. We <i>take / park</i> cars in a parking lot. | 7. Cross the street <i>at / for</i> the traffic light. |
| 4. They are walking <i>at / in</i> a crosswalk. | 8. You can get off the bus <i>at / on</i> the next corner. |

EXERCISES

Exercise E

Fill in the blanks with the correct choice:

X x Y y Z z

Example:  This is an apple.



We cut wood with an a__.



Man__ people like __ogurt.



This is an __- ray.



Nothing is inside this bo__.



This is an egg __olk.



This is the e__it sign.



A __ebra is an animal.



This is the number si__.



You can see animals in a __oo.



This is the number __ero.

EXERCISES

Exercise F

1. Answer these questions:

Monday	Saturday	Sunday	Thursday
Tuesday	Friday	Wednesday	

Example: What is the fifth day of the week? Friday is the fifth day of the week.

1. What is the **second** day of the week? _____ *is the* _____
2. What is the **fourth** day of the week? _____ *is the* _____
3. What is the **first** day of the week? _____ *is the* _____
4. What is the **third** day of the week? _____ *is the* _____
5. Which days are on the **weekend**? The weekend days are _____ and _____

2. Write in the correct letter.

1. It is the **tenth** month of the year. _____
2. It's the **first** month of the year. _____
3. Which is the **last** month of the year? _____
4. It is the **seventh** month of the year. _____
5. It's the month between January and March. _____
6. Which is the **eighth** month of the year? _____
7. It's after October and before December. _____
8. It's the **ninth** month of the year. _____
9. Which is the **third** month of the year? _____
10. It's the **fifth** month of the year. _____
11. It is the **sixth** month of the year. _____
12. Which is the **fourth** month of the year? _____

- | |
|--------------|
| a. February |
| b. April |
| c. October |
| d. September |
| e. March |
| f. January |
| g. July |
| h. November |
| i. June |
| j. May |
| k. December |
| l. August |

Unit 6

This unit reviews and extends the language from Unit 5, with a particular focus on *going to* to express the future.

Listening: Parts 1, 2, & 3

In Part 1, students review and extend daily schedules and sequence of events. In Part 2, the focus is on *going to* (*he's going to take a trip*) and an extension of spatial relationships in town (*across the street from the hotel is a bank*). In Part 3, we focus on needs and ability: *She can't remember her password. Without her password she can't get her e-mail.*

Dialog: Dialogs 1, 2, and Hot Seat

Dialog 1 focuses on a telephone call and an invitation: *Do you want to come?* There are two different responses, one affirmative and one negative: *I'd like to but I can't.* In Dialog 2, Judy asks Maria about the spelling of *there*. This brings out the difference between *their* and *there*. In Hot Seat, the focus is on ability, manner (*how well*) and *know how*: *Do you know how to play chess?*

Vocabulary: Part 1, 2, and Quiz

This lesson focuses on food and actions related to food (*making a salad, cutting an apple, cooking some fish*).

Grammar: Part 1, 2, 3 and Quiz

In Part 1, the focus is on *going to* in both questions and statements. In Part 2, students practice using pronouns, prepositions and verbs to make sentences such as: *They watch it and it watches them.* Part 3 focuses on the prepositions *across, above, below, next to, between*, etc.

Letters and Numbers: Final Consonants, Large Numbers, Decimal Fractions and Quiz

Students focus on the sound-letter relationships for the final consonants: *b, p, d, t, l, r, m, n, f, g*, and *k*. In the Numbers section, students focus on very large numbers and decimal fractions such as: *0.1*.

Main Learning Points

Future w/going to

Next week Tom is going to take a trip. He's going to visit his grandparents. Without his umbrella, he's going to get wet. He's going to go to the gym. She's going to ask her parents.

Duration

It takes her about twenty minutes to get to school. I'll be there between 2:30 and 3:00. How long does it take her?

Present progressive

I'm doing my homework. He's drinking some juice from a glass. He's buying some milk. She's cutting an apple. He's pouring from a bottle into a glass. I'm going to the gym this afternoon.

Needs and Ability

Without her password she can't get her e-mail. Without her keys, she can't drive her car. I'd like to, but I can't. I'm not very good at spelling. Do you know how to play chess? Yes, I do. How well can you swim? I'm a good swimmer.

Prepositions of location

across, inside, above, below, between, next to; *Across the street from the hotel is a bank.*

Telephone expressions

Hello. Hi, It's Shawn.

Wh-questions

Why can't Joan buy lunch? What can't Judy get without her password? What can't Joan find? What is Tom going to do next week? How far away do his grandparents live? What is she doing? When is Shawn going to go to the gym? What time is he going to be at the gym? What time will you be there?

Lesson Scripts

Listening

Part 1

Helen likes to get up early. She usually gets up at 6:00. Then she turns on the radio and listens to music. She likes to listen to music. At 6:30, Helen cooks breakfast. She likes to cook.

Helen usually has a small breakfast. She has fruit, eggs, toast, and coffee. After breakfast she gets dressed. She leaves her house at 7:10 and walks to the bus stop. The bus stop is across the street from her house.

The bus usually comes at 7:15. It takes her about twenty minutes to get to school. She usually gets to school before 7:45. Her first class is at 8:00. She has 30 students in her class. She teaches five classes each day. She works hard, and her students like her.

Part 2

Next week Tom is going to take a trip. He's going to visit his grandparents. They live about 150 miles away. They live in a little town in the mountains.

It's a beautiful town. A river goes through the center of the town. An old bridge crosses the river. There are many nice shops in the town.

His grandparents own a little restaurant. Their restaurant is next to an old hotel. Across the street from the hotel is a bank. Next to the bank is a bookstore. Inside the store is a big green parrot. Its name is Harry.

Harry is a talking parrot. It says many things, and it can sing. Many people come to see it. But sometimes Harry doesn't do anything. It doesn't talk and it doesn't sing. It just watches the people. They watch it and it watches them. In front of its cage is a sign. The sign says: Don't get too close. He bites!

Part 3

Joan can't find her wallet. Her wallet has her lunch money in it. Without her lunch money, she can't buy lunch.

Helen can't find her keys. Without her keys, she can't drive her car.

Jim doesn't have his umbrella. His umbrella is at home. Without his umbrella he's going to get wet. It's raining very hard.

Judy doesn't remember her password. Without her password she can't get her e-mail!

Dialog

Dialog 1

Ken: Hello!

Shawn: Hi Ken. It's Shawn.

Ken: Oh, hi Shawn.

Shawn: What are you doing?

Ken: I'm doing my homework. Why?

Shawn: I'm going to the gym this afternoon. Do you want to come?

(variation 1)

Ken: I'd like to, but I can't. I have a dentist's appointment at 3:00.

Shawn: Oh! That's too bad. Good luck.

Ken: Thanks. I'll see on Monday.

(variation 2)

Ken: Sure. What time will you be there?

Shawn: I'll be there around 2:30.

Ken: Great. I'll be there between 2:30 and 3:00.

Dialog 2

Maria: Excuse me. How do you spell 'there'?

Judy: Which 'there' do you mean? The place, over there?

Maria: No, not that one. I mean the other one, *their* house.

Judy: Oh. That *their*. That's T-H-E-I-R.

Maria: Thanks. I'm not very good at spelling.

Hot Seat

Can you swim?

Shawn: Yes, I can.

How well can you swim?

Shawn: I'm a good swimmer.

Do you know how to play chess?

Shawn: Yes, I do. I know how to play chess.

Can you swim?

Ken: Yes, I can.

How well can you swim?

Ken: I'm not a very good swimmer.

Do you know how to play chess?

Ken: Yes, I do. I'm a good chess player.

Vocabulary

Part 1

Two oranges - Here are two oranges.

A hamburger - Many people like to eat hamburgers.

A cup of tea - Many people like to drink tea.

A glass of milk - Milk comes from cows.

A glass of water - Here is a glass of water.

A bowl of soup - This is a bowl of soup. You eat soup in a bowl.

Cake - This is a piece of cake.

Ice cream - This is chocolate ice cream.

A sandwich - This is half of a sandwich.

Salad - This salad looks good.

Noodles - Let's have noodles for lunch.

Fish - Let's have fish for dinner.

Part 2

Buy some milk - He is buying some milk.

Make a salad - She is making a salad.

Cook some fish - He is cooking some fish.

Eat a sandwich - She is eating a sandwich.
Drink some tea - He is drinking some tea.
Cut a cake - She is cutting a cake.

Buy an apple - She's buying an apple.
Wash an apple - She's washing an apple.
Cut an apple - She's cutting an apple.
Open a bottle - He's opening a bottle.
Pour into a glass - He's pouring from a bottle into a glass.
Drink from a glass - He's drinking from a glass.

Grammar

Part 1

(going to)

What is Tom going to do next week? Next week Tom is going to take a trip.
When are they going to have a party? They're going to have the party on Saturday.
What kind of pizza are they going to get? They're going to get a mixed pizza.
What time is he going to be at the gym? He'll be there around 2:30.
Who is she going to ask? She's going to ask her parents.
When is Shawn going to go to the gym? He's going to go to the gym this afternoon.

Part 2

Do you often eat salad?
~ I [often] [eat] a salad [with] my dinner.
What stops in front of the library?
~ This bus [stops] in [front] [of] the library.
What is she doing?
~ She [is] [making] a salad.
(Make a sentence.)
They [watch] it and [it] watches [them].
Without [her] lunch money, she [can't] [buy] lunch.
She [usually] [gets] to school [before] 7:45.
It [says] [many] things, and it can [sing].
He lives [in] a dormitory [with] [other] students.

Part 3

(across)

What is across the street from the hotel? Across the street from the hotel is a bank.
An airplane can fly across an ocean.

(inside)

What is inside the bookstore? Inside the store is a big green parrot.
What is inside Joan's wallet? Her wallet has her lunch money in it.

(above)

The letter d is above the letter k.

(below)

The letter n is below the letter k.

(between)

The letter f is between the letters d and g.

(next to)

The letter p is next to the n and below the l.

Letters & Numbers

-b, -p, -d, -t, -l, -r

-b. a cab ~ This is a yellow cab.
-b. a lab ~ This is a science lab.
-b. a crab ~ Crabs live in the ocean.

-p. a map ~ This is a map.
-p. sleep ~ We sleep at night.
-p. a lamp

-d. a bird ~ This is a bird.
-d. a hand ~ A hand has five fingers.
-d. sad ~ This woman is sad.

-t. right ~ Turn right!
-t. feet ~ We have two feet.
-t. night ~ We sleep at night.

-l. mail ~ A mail carrier delivers mail.
-l. a girl ~ Ana is a girl.
-l. a ball

-r. a car ~ This car is red.
-r. hair ~ She has black hair.
-r. a door

-m, -n, -f, -g, -k

-m. a gym ~ This is a gym.
-m. an arm ~ This is an arm.
-m. uniforms

-n. open
-n. eleven ~ This is the number eleven.
-n. green ~ Green is a color.

-f. a leaf ~ This leaf is yellow.
-f. one half ~ This is one half of an apple.
-f. off ~ The light is off.

-g. eggs
-g. legs ~ We walk with our legs.
-g. a dog ~ A dog is an animal.

-k a book ~ This is a book.
-k a neck ~ She has a long neck.
-k milk

Numbers

one thousand
ten thousand
one hundred thousand
one million
one million one hundred thousand
three thousand five hundred seventy five
thirty five thousand seven hundred fifty
three hundred fifty seven thousand five hundred
three million five hundred seventy five thousand
thirty five million seven hundred fifty thousand

zero point one ~ one tenth
zero point two five ~ one fourth
zero point five ~ one half
zero point zero ten- one hundredth
zero point seventy five ~ three fourths
zero point zero zero ~ one one thousandth
zero point one five
one point five
zero point zero one five
zero point zero one two five

EXERCISES

Exercise A

1. Fill in the correct letter.

- | | | | | | | |
|----------|--------|-------------|------------|------------|------------|-------------|
| a. about | b. buy | c. can't | d. crosses | e. find | f. get | g. going to |
| h. money | i. of | j. remember | k. takes | l. through | m. usually | n. visit |

Example: He (c) go to school because he's sick.

- The bus _____ comes at 7:15. It _____ her _____ twenty minutes to _____ to school.
- Next week Tom is _____ take a trip. He's going to _____ his grandparents.
- A river goes _____ the center _____ the town. An old bridge _____ the river.
- Joan can't _____ her wallet. Without her lunch _____, she can't _____ lunch.
- Judy doesn't _____ her password. Without her password she _____ get her e-mail.

2. Connect the two parts of each sentence.

- Helen likes to listen _____
- After breakfast, she _____
- She usually gets to school _____
- Tom's grandparents _____
- Many people come _____
- They watch it and it _____
- Without her keys, she _____
- Without his umbrella, he's _____
- It's raining _____
- Joan's wallet has _____

- | |
|-----------------------------|
| a. own a little restaurant. |
| b. watches them. |
| c. to music. |
| d. can't drive her car. |
| e. get dressed. |
| f. very hard. |
| g. her lunch money in it. |
| h. before 7:45. |
| i. going to get wet. |
| j. to see Harry. |

EXERCISES

Exercise B

1. Listen to the *Dialogs* and *Hot Seat*. Write in the correct words.

Example: Hi Ken. It's Shawn.

1. What are you _____ ?
2. I'm (a) _____ my homework. (b) _____ ?
3. I'm (a) _____ the gym this afternoon. (b) _____ to come?
4. I'd like to, (a) _____. I have a (b) _____ appointment at 3:00.
5. Oh! _____ . Good luck.

2. Listen to the *Dialogs*. Write in the correct letter.

Example: I'll see you (b)

1. What time will you _____
2. I'll be _____
3. How do you _____
4. Which *there* _____
5. I know how _____
6. I'm a good _____

- a. spell *there*?
- b. on Monday.
- c. to play chess.
- d. be there?
- e. chess player.
- f. there around 2:30.
- g. do you mean?

3. Answer these questions.

1. Do you know how to play chess? _____
2. How well can you swim? _____
3. Are you a good speller? _____







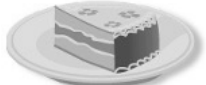

EXERCISES

Exercise C

1. Write the correct answer in the blank.

cake	fish	ice cream	noodles
oranges	a sandwich	soup	tea

Example:  This salad looks good.

- | | | | |
|--|---------------------------------------|---|--------------------------------------|
| 1.  | Here are two _____. | 2.  | Many people like to drink _____. |
| 3.  | This is chocolate _____. | 4.  | This is a bowl of _____. |
| 5.  | Let's have _____
_____ for dinner. | 6.  | Let's have _____
_____ for lunch. |
| 7.  | This is a piece of _____. | 8.  | This is half of _____. |

2. Circle the correct word.

Example: This is a piece of cake / noodles.

1. Tea / Milk comes from cows.
2. You eat soup in a bowl / glass.
3. I'd like a piece / bowl of cake, please.
4. She is making a salad / fish.
5. I'd like a glass / piece of water, please.


EXERCISES


Exercise D


1. Write the correct answer in the blank.


buying	cooking	cutting	drinking
making	opening	pouring	washing


Example:  She's buying an apple.


1.  She's _____ an apple.


2.  She is _____ a salad.


3.  He is _____ some tea.

4.  He's _____ from a bottle into a glass.

5.  He is _____ some milk.

6.  He is _____ some fish.

7.  He's _____ a bottle.

8.  She's _____ an apple.

2. Circle the correct word.

Example: She is making / pouring a salad.

1. He's *drinking* / *eating* from a glass.
2. She is *cutting* / *washing* a cake.
3. He is *drinking* / *cooking* some tea.
4. He is *cooking* / *pouring* some fish for dinner.
5. They are *making* / *buying* some apples for the party.

EXERCISES

Exercise E

Fill in the blanks with the correct letter.

-b -p -d -t -l -r

Example:



This is an apple.



We have two fee__.



This is a science la__.



This is a yellow ca__.



A mai__ carrier delivers mai__.



This is a ma__.



Turn righ__.



A han__ has five fingers.



Ana is a gir__.



This is a bir__.



She has black hai__.



We slee__ at night.



This is an open doo__.

EXERCISES

Exercise F

Fill in the blanks with the correct letter.

-m -n -f -g -k

Example:



This is an apple.

1.



We walk with our le___. 2.



A do__ is an animal.

3.



This lea__ is yellow. 4.



There are twelve e___s in the box.

5.



This is a boo__.

6.



This is one hal__ of an apple.

7.



The light is o___.

8.



This is the number eleven__.

9.



She has a long nec__.

10.



This is an ar__.

11.



Ope__ the door.

12.



This is a gy__.

EXERCISES

Exercise G

Write in the names of the numbers:

_____ one thousand _____	1000	_____
_____	2,000	_____
_____	6,500	_____
_____	150,000	_____
_____	1,000,000	_____
_____	3,575	_____
_____	35,000	_____
_____	1050	_____
_____	400,000	_____
_____	35,000,000	_____

EXERCISES

Exercise H

Write in the names of the numbers:

zero point one	0.1	
	0.25	
	0.75	
	0.21	
	1.5	
	2.5	
	7.25	
	0.015	
	0.001	
	1.025	

Unit 7

This unit introduces the past tense, comparisons, countable/uncountable quantities, telephone expressions, money and prices.

Listening: Parts 1, 2, & 3

In Part 1, students learn to use the past tense to talk about what they did yesterday. In Part 2, the focus is on a price list, prices of lunch items and price comparisons. Part 3 presents and compares the amounts of food and drink consumed by 3 students at yesterday's lunch. Countable (*How many*) and uncountable (*How much*) quantities are compared.

Dialog: Dialogs 1, 2, and 3

Dialog 1 presents a *telephone conversation* between Judy and Maria's mother. In Dialog 2, Shawn is selling basketball tickets to Ken, who doesn't have enough money. In Dialog 3, Maria and Judy talk about what they *have to do* this evening. They both have a lot of homework.

Vocabulary: Part 1, 2, and Quiz

This lesson focuses on occupations (*a doctor, a dentist, a pilot*) and the things they do: *an artist paints pictures, a writer writes books*.

Grammar: Part 1, 2 and Quiz

In Part 1, the focus is on *was, were* and *did* in questions and statements. In Part 2, students practice with comparisons and superlatives: *more, less, the most, the least*.

Letters and Numbers: ch/sh/th; bl/br/cl/cr/dr/pl/pr/tr; sk/sp/st; Money & Prices; and Quiz

Students focus on consonant clusters and *ch, sh, th* in such words as *a chair, a shirt, black, brown*. In the Money & Prices lesson, students learn to talk about money, coins, and prices.

Main Learning Points

Past ~ regular/irregular

was/were, did, got up, watched, checked, talked, turned on, went to bed; She was sick. She had a headache, so she stayed at home. She took some medicine. She drank some tea. She ate an apple.

Future

I have two tests tomorrow. You can pay me the rest tomorrow. I'll call her back later. She'll be back in about two hours.

Have to/have got to

I've got to finish a book. She has to finish before midnight. Who has to write a paper?

Quantification & Amount

How much is it? I've got a lot of homework. She drank some tea. How many sandwiches did she eat? How much did he drink? Who didn't have any salad? I only have four dollars.

Comparison

Which costs more? Which costs the most? It costs less than... It costs more than... Ten is less than twenty.

Telephone Expressions

May I speak to Maria, please? Is Maria there? Maria isn't here right now. I'll call back later.

Prices, Buying, Selling

How much is it? It's five dollars. I'm selling tickets. Do you want to buy one? A salad cost \$1.00.

Wh-questions w/past

What did she eat? Who ate the most? How many did he eat? Where did they have lunch? Why didn't she eat lunch? How much did Jim drink? Who didn't drink any juice?

Yes/No questions w/past

Did she drink any juice? Did she check her e-mail?

Lesson Scripts

Listening

Part 1

Maria wasn't at school yesterday. She was sick. She had a headache, so she stayed at home.

In the morning, she stayed in bed and took some medicine. She stayed in bed until 10:30. At 10:30 she got up and watched television. She watched television for about an hour and a half. She wasn't hungry, so she didn't eat lunch. She just drank some tea. She also ate an apple. Then she took a bath.

In the afternoon, around 2:00, she turned on her computer. She checked her e-mail. She didn't have any e-mail. Then she did some homework. She did some math problems.

At 4:30 she took a nap. She slept until dinner, at 6:00. After dinner she talked with a friend on the telephone. At 10:00 she went to bed. She was very tired, so she went to sleep right away.

Part 2

Here is the price list from the school cafeteria.

A hamburger costs \$2.50. A large piece of pizza costs \$1.50. A salad costs \$1.00. A bottle of juice costs 1.00. An apple costs 50 cents.

A hamburger costs more than a piece of pizza. A hamburger costs the most. A salad costs the least.

Part 3

Yesterday Jean, Jim and Joan had lunch in the cafeteria. This is what they had:

Jean had a hamburger and a salad. She also had a cup of soup. Jean didn't drink any juice. Jean didn't eat any potato chips.

Jim ate 2 hamburgers and drank 2 bottles of juice. He also ate some potato chips. Jim didn't have any salad.

Joan had half a sandwich and a bottle of juice. She also had a salad. Joan ate the least.

Dialog

Dialog 1

Maria's mother: Hello!

Judy: This is Judy! May I speak to Maria, please?

M's mother: Oh, hi Judy. Maria isn't here right now.

Judy: Oh, that's okay. I'll call her back later. When will she be back?

M's mother: She'll be back in about two hours.

Judy: Great. Thanks, Mrs. Gomez.

M's mother: You're welcome Judy. Good-bye.

Judy: Bye.

Dialog 2

Shawn: I'm selling tickets for tonight's basketball game.

Do you want to buy one?

Ken: How much is it?

Shawn: It's five dollars.

Ken: I'd like to, but I only have four dollars.

Shawn: Okay. Give me four dollars. You can pay me the rest tomorrow.

Ken: Okay. Thanks!

Dialog 3

Judy: Where are you going?

Maria: I'm going home. I've got a lot of homework.

Judy: Me too. I have two tests tomorrow. What do you have?

Maria: I've got to finish a book and write a paper.

Judy: Good luck. I hope you can finish before midnight.

Maria: I'll try. And I hope you do well on your tests.

Judy: Thanks. See you tomorrow.

Vocabulary

Part 1

A dentist - A dentist checks teeth.

A firefighter - A firefighter puts out fires.

A mail carrier - A mail carrier delivers mail. A mail carrier brings the mail.

A cook - A cook works in a kitchen.

A businessperson - A businessperson works in an office.

A doctor - This doctor works in a clinic. A doctor gives people medicine.

A pilot - A pilot flies airplanes.

A bank teller - A bank teller counts money.

A bank teller works in a bank.

A salesclerk - A salesclerk sells things in a store.

A salesclerk works in a store.

A musician - A musician plays music.

A mechanic - A mechanic fixes cars.

A bus driver - A bus driver drives buses.

A singer - A singer sings songs.

Part 2

An artist - An artist paints pictures.

A taxi driver - A taxi driver drives a taxi.

A waiter - A waiter takes your order. A waiter takes your order for food.

A nurse - A nurse helps sick people.

A thief - A thief steals things.

A janitor - A janitor cleans floors.

A teacher - A teacher teaches students.

A writer - A writer writes books.

A hairdresser - A hairdresser cuts hair.

A farmer - A farmer grows food.

A fisherman - A fisherman works on a boat.

First English ~ Unit 7

Grammar

Part 1

(was/were)

Where was Maria yesterday? She was at home.
Was Maria at school yesterday? Maria wasn't at school yesterday.

(did)

Why did Maria stay at home? She stayed at home because she was sick.
What time did she get up? She got up at 10:30.
When did she take a nap? She took a nap at 4:30.
When did she eat dinner? She ate dinner at 6:00.
What did she do between 4:30 and 6:00? She took a nap between 4:30 and 6:00.
Why didn't she eat lunch? She didn't eat lunch because she wasn't hungry.
What did Joan drink? Joan drank one bottle of juice.
Who didn't have any salad? Jim didn't have any salad.
Where did they have lunch? They had lunch in the cafeteria.

Part 2

(more)

Which costs more, a hamburger or a piece of pizza?
~ A hamburger costs more than a piece of pizza.
Who ate more hamburgers, Jean or Jim?
~ Jim ate more hamburgers than Jean did.

(less)

Which costs less, a hamburger or a piece of pizza?
~ A piece of pizza costs less than a hamburger.
Ten is less than 20.

(the most)

Which costs the most?
~ A hamburger costs the most.
Who drank the most?
~ Jim drank the most.

(the least)

Which costs the least?
~ A salad costs the least.
Who ate the least?
~ Joan ate the least.

Letters & Numbers

ch, sh, th

ch- a chair ~ This is a chair.
ch- cherries
ch- chicken ~ Some people eat chicken for lunch.
-ch a bench ~ He is sitting on a bench.
-ch a peach
-ch a beach

sh- shoes ~ These shoes are brown.
sh- a shirt ~ This is a red shirt.
-sh a fish
sh- short ~ This pencil is short.
-sh wash ~ She's washing an apple.

-th a month ~ The month of May has 31 days.
-th a mouth
th- three ~ This is the number three.
th- they
th- think
-th- a mother ~ This mother has two kids.
-th- weather ~ I like sunny weather.

bl, br, cl, cr, dr

bl- black ~ This color is black.
bl- blue
bl- a blanket ~ This is a blue blanket.
br- bring ~ A mail carrier brings mail.
br- bread ~ Here are different kinds of bread.
br- brown
br- a brain
br- a broom
cl- a clock
cl- clouds ~ There are many clouds in the sky.
cl- a classroom
cl- closed ~ This door is closed.
cl- a clinic

cr- cry
cr- crayons
cr- a creek
cr- a crown ~ The king has a crown.
Cr- a crosswalk ~ They are in a crosswalk.

dr- a dress
dr- drink ~ This man usually drinks tea in the afternoon.
dr- draw ~ She is drawing a picture.

pl, pr, tr

pl- plus
pl- play ~ These kids are playing outside.
pl- an airplane ~ This is a big airplane.
pl- a plant

pr- a prince
pr- presents ~ These are birthday presents
pr- price ~ The price of this dress is \$60.00.

tr- a tree ~ This is an apple tree.
tr- a train ~ This is a fast train.
tr- a truck
tr- a triangle

sk, sp, st

sk- ski ~ Skiing is a winter sport.
sk- a skirt ~ This woman is wearing a long blue skirt.
sk- sky ~ The sky is blue.

sp- a spoon
sp- Spain ~ Spain is a European country.
sp- speak ~ We speak with our mouth.

st- stars ~ Here are five stars.
st- a street ~ They are crossing the street.

st- stop ~ This is the stop sign.

st- a store

Money and Prices

a penny ~ A penny is one cent.

a nickel ~ A nickel is 5 cents.

a dime ~ A dime is 10 cents.

a quarter ~ A quarter is 25 cents.

a dollar ~ One dollar is 100 cents.

5 dollars ~ This is a 5 dollar bill.

10 dollars ~ This is a 10 dollar bill.

20 dollars ~ This is a 20 dollar bill.

50 dollars ~ This is a 50 dollar bill.

100 dollars ~ This is a 100 dollar bill.

2 dollars and 50 cents ~ The hamburger costs \$2.50.

1 dollar and 50 cents ~ It costs a dollar fifty.

1 dollar ~ The bottle of juice costs \$1.00.

50 cents ~ The apple costs 50 cents.

3 dollars and 50 cents

4 dollars and 75 cents

35 dollars and 99 cents ~ The backpack costs \$35.99.

60 dollars

99 dollars and 99 cents ~ The price of this bicycle is \$99.99.

29 dollars and 50 cents ~ This pair of shoes costs \$29.50.

19 dollars and 75 cents ~ This shirt costs \$19.75.

75 dollars

(comprehension questions)

How much does the hamburger cost?

What costs \$2.50?

What's the price of a large piece of pizza?

How much does the salad cost?

How much is the bottle of juice?

What costs a dollar?

What costs 50 cents?

How much does the backpack cost?

What costs \$35.99?

What costs \$99.99?

How much is this pair of shoes?

What costs \$19.75?

How much is this watch?

The price of this watch is \$75.00.

EXERCISES

Exercise A

1. Fill in the correct letter.

- | | | | | | |
|---------------------|------------------|-------------------|------------------|-------------------|---------------------|
| a. afternoon | b. any | c. checked | d. didn't | e. got up | f. morning |
| g. sick | h. stayed | i. until | j. wasn't | k. watched | l. yesterday |

1. Maria _____ at school _____. She was _____, so she _____ at home.
2. In the _____, she stayed in bed _____ 10:30. Then she _____ and _____ television.
3. In the _____, she _____ her e-mail. She _____ have _____ e-mail.

2. Write in the past tense form, V(d) of each verb.

Example: have had

- | | | | | |
|-------------|-----------------|---------------|----------------|----------------|
| 1. is _____ | 2. check _____ | 3. talk _____ | 4. watch _____ | 5. stay _____ |
| 6. do _____ | 7. get up _____ | 8. go _____ | 9. sleep _____ | 10. take _____ |

3. Connect the two parts of each sentence.

1. Maria had a headache, so _____
2. Maria stayed home because _____
3. She wasn't hungry, so _____
4. She watched television _____
5. A hamburger costs _____
6. Jean didn't eat _____
7. Jim ate more _____
8. A piece of pizza _____
9. Two large pieces of pizza _____
10. Joan drank _____

- a.** she didn't eat lunch.
- b.** more than a piece of pizza.
- c.** than Joan did.
- d.** any potato chips.
- e.** she stayed home.
- f.** cost \$3.00.
- g.** she was sick.
- h.** one bottle of juice.
- i.** costs less than a hamburger.
- j.** for about an hour and a half.

EXERCISES

Exercise B

1. Listen to the *Dialogs*. Write in the correct words.

Example: Hello! This is Judy.

1. (a) _____ speak to Maria, (b) _____?
2. Oh, hi Judy. Maria _____.
3. Oh, that's okay. I'll _____ later.
4. She'll (a) _____ in about two hours.
5. _____ Gomez.
6. _____ Judy. Good-bye.

2. Listen to the *Dialogs*. Write in the correct letter.

1. How much is it? _____
2. I'd like to, but I _____
3. You can pay me _____
4. Where are you going? _____
5. I've got to _____
6. I hope you can _____

- a. the rest tomorrow.
- b. only have four dollars.
- c. finish a book.
- d. I'm going home.
- e. I'll try to finish.
- f. finish before midnight.
- g. It's five dollars.

3. Answer these questions.


1. Do you have a lot of homework tonight? _____
2. Do you have any tests tomorrow? _____
3. Do you have to write a paper tonight? _____









EXERCISES

Exercise C

1. Write in correct answer.

checks teeth delivers mail flies airplanes gives people medicine
 puts out fires sings songs teaches students works on a boat

Example:  A businessperson works in an office.

- | | |
|--|---|
| <p>1.  A dentist _____
 _____.</p> | <p>2.  A firefighter _____
 _____.</p> |
| <p>3.  A singer _____
 _____.</p> | <p>4.  A mail carrier _____
 _____.</p> |
| <p>5.  A pilot _____
 _____.</p> | <p>6.  A teacher _____
 _____.</p> |
| <p>7.  A doctor _____
 _____.</p> | <p>8.  A fisherman _____
 _____.</p> |

2. Circle the correct word.

Example: A mail carrier delivers / drives mail.

- | | |
|---|--|
| 1. A cook works in a <i>library</i> / <i>kitchen</i> . | 6. Teachers <i>teach</i> / <i>study</i> in a classroom. |
| 2. A bank teller counts <i>money</i> / <i>packages</i> . | 7. Bank tellers <i>sell</i> / <i>work</i> in a bank. |
| 3. A salesclerk <i>steals</i> / <i>sells</i> things in a store. | 8. People <i>buy</i> / <i>order</i> food from a waiter. |
| 4. An artist <i>paints</i> / <i>writes</i> pictures. | 9. Many nurses <i>help</i> / <i>work</i> in hospitals. |
| 5. A nurse <i>makes</i> / <i>helps</i> sick people. | 10. Farmers <i>cut</i> / <i>grow</i> food for people to eat. |

EXERCISES

Exercise D

1. Answer the questions:

*Example: What does a farmer grow? A farmer **grows food**.*

1. What does a dentist do? A dentist _____
2. Where does a cook work? A cook _____
3. Who works in a bank? _____
4. What does a pilot fly? A pilot _____
5. Who sells things in a store? _____

2. Complete each sentence.





1. Many doctors work _____
2. Doctors give people _____
3. A mail carrier _____
4. Waiters take _____
5. Nurses help _____
6. A fisherman works _____
7. Teachers teach students _____
8. Businesspeople work _____
9. A cook works _____
10. Salesclerks work _____





- a.** orders for food.
- b.** sick people.
- c.** in offices.
- d.** in a clinic.
- e.** delivers mail.
- f.** medicine.
- g.** in a kitchen.
- h.** on a boat.
- i.** in stores.
- j.** in a classroom.

EXERCISES

Exercise E

1. Circle the correct sounds for each picture:

			
<i>ch</i>		<i>ch</i>	<i>ch</i>
<i>sh</i>	oes	<i>sh</i>	<i>sh</i>
<i>th</i>		<i>th</i>	<i>th</i>

			
<i>ch</i>	<i>ch</i>	<i>ch</i>	<i>ch</i>
ben	mon	mou	ort
<i>sh</i>	<i>sh</i>	<i>sh</i>	<i>sh</i>
<i>th</i>	<i>th</i>	<i>th</i>	<i>th</i>

2. Write in the correct letters to complete each sentence:

1. ___ ___ **is** man is sitting on a **ben** ___ ___.



2. **Whi** ___ ___ way is the ___ ___ **eater**?

ch sh th

3. Please **wa** ___ ___ your hands before dinner.




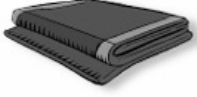
4. The **wea** ___ ___ **er** is nice today!





5. ___ ___ **erries** are usually red.

EXERCISES

Exercise F

1. Circle the correct sounds for each picture:

			
<i>cl</i>		<i>cr</i>	<i>bl</i>
<i>cr</i>	ouds	air	ane
<i>pr</i>			oom
			anket

			
<i>br</i>	<i>br</i>	<i>cl</i>	<i>br</i>
<i>pl</i>	ice	ink	ab
<i>pr</i>			ee

2. Write in the correct letters to complete each sentence:





- The mailman ___ ___ **ings** the mail.
- Two ___ ___ **us** two is four.
- Do you know how to ___ ___ **aw** a person's face?
- We don't have a ___ ___ **oom**, so we can't ___ ___ **ean** the sidewalk.
- He is opening a birthday ___ ___ **esent**.
- A ___ ___ **ince** usually wears a ___ ___ **own**.
- She didn't ___ ___ **ing** her book to ___ ___ **ass**!





bl	br	cl
cr	dr	pl
pr	tr	

EXERCISES

Exercise G

1. Circle the correct sounds for each picture:

			
<i>sk</i>	<i>sk</i>	<i>sk</i>	<i>sk</i>
<i>sp</i>	<i>sp</i>	<i>sp</i>	<i>sp</i>
<i>st</i>	<i>st</i>	<i>st</i>	<i>st</i>
irt	ain	ore	op

			
<i>sk</i>	<i>sk</i>	<i>sk</i>	<i>sk</i>
<i>sp</i>	<i>sp</i>	<i>sp</i>	<i>sp</i>
<i>st</i>	<i>st</i>	<i>st</i>	<i>st</i>
oon	reet	i	ars

2. Write in the correct letters to complete each sentence:



1. Please **and** at the bus **op**.
2. **iiing** is a winter **ort**.
3. **ain** is a European country.
4. Can you **eak** **anish**?
5. Cars **op** at a **op** sign.
6. There are many **ars** in the **y**.
7. She has to **udy** for a **elling** test.



sk sp st



EXERCISES



Exercise H



Fill in the blanks with the correct choice:

1.  a _____ 2.  a _____

3.  a _____ 4.  a _____

5.  a _____ 6.  _____

7.  _____ 8.  _____

9.  _____ 10.  _____

EXERCISES

Exercise I

Price List	
Bicycle	\$99.99
Watch	\$75.00
Backpack	\$35.99
Shoes	\$29.50
Shirt	\$19.75
Skirt	\$39.00
Hat	\$10.00

1. Write the correct answer in the blank:

Example: *How much is a hat?* A hat costs ten dollars.

- How much is a pair of shoes? _____
- What costs ten dollars? _____
- What costs nineteen dollars and seventy five cents? _____
- How much does a skirt cost? _____
- What costs seventy five dollars? _____

2. Write the correct answer in the blank:

Example: *Maria has forty dollars. Can she buy a skirt?* Yes, she can buy a skirt.

- Jane has one hundred dollars. **Can she buy a bicycle?** _____
- Sanjay has five dollars. **Can he buy a hat?** _____
- Helen has eleven dollars. **What can she buy?** _____
- Max has nineteen dollars. **Can he buy a shirt?** _____
- Ken has thirty six dollars. **Can he buy a backpack?** _____

Unit 8

This unit focuses on both the past and future, including the interrogatives with *when, what, where, how, etc.*. It also extends comparisons to numerical relations such as *a is less than b*.

Listening: Parts 1& 2

In Part 1, the focus is on what 3 characters are going to do this evening, how long it will last. In Part 2, we compare the test scores of 3 students: *Joan did better than both Jim and Jean. Joan got the highest score.*

Dialog: Dialogs 1, 2, and Hot Seat

In Dialog 1, Judy asks Maria where she was yesterday: *Where were you yesterday?* In Dialog 2, Shawn and Ken talk about what they *are going to do* later this afternoon. In the Hot Seat, Shawn and Judy are asked questions such as: *Where were you last night?* and *What are you going to do this evening?*

Vocabulary: Part 1, 2, and Quiz

Part 1 focuses on weather and what we do in different types of weather: *People wear sunglasses in sunny weather.* In Part 2, the focus is on times of day: *morning, afternoon, night.* and what we do: *We go to sleep at night.*

Grammar: Part 1, 2, 3 and Quiz

In Part 1, the focus is on questions: *How often, How much, How many, How long, and How.* In Part 2, students learn about *Wh*-questions using the past tense: *What did he do last night?* Part 3 focuses on *When/What* questions about the future: *When will the game finish? When is Jean going to the library?*

Letters and Numbers: ee/er/ing/le/or; dy/ty/own/rn/rm/st; Math & Numerical Relations; and Quiz

Students focus on the sound-letter relationships for final letter combinations such as in *three* and *under*. In the Math section, students practice talking about arithmetic operations and comparing numbers, such as: $a < b$, $a > b$, $a = b$, and 10 is less than 20.

Main Learning Points

Past

was, were, did They took a test. There were 20 questions on the test. She got 16 questions right. She didn't miss any. What was her score? Where were you yesterday? Last night he watched a movie. What did he do last night?

Modal: will

It will last for an hour. She will go with her best friend. She'll be at the library for about 30 minutes.

Look forward to

She's looking forward to the game.

Comparison

Jim did a little better than Jean. Joan got the highest score. Jean got the lowest score.. *a is less than b.*

Weather

People carry umbrellas in rainy weather. People wear a coat in cold weather. How was the weather yesterday?

Adjectives

cold, hot, warm, sunny, rainy, windy, wet, black, small, long

Frequency

always, often, usually, every week, every Tuesday, How often does Shawn practice? ...

Wh-questions w/past & future

Who was at the library yesterday? Where were you last night? When was the science test? How many questions were on the test? How many questions did Jim get wrong? How did Joan do on the test? How long will she be at the library? When will the game finish? When is the game going to start? When will Maria be back? What are you going to do this evening?

Yes/No questions w/past

Did Joan get a perfect score? Did Jim do better than Joan?

Lesson Scripts

Listening

Part 1

This evening Jean is going to a basketball game. It starts at 7:30. It will last for about an hour and a half. It will finish around 9:00. She's looking forward to the game. She will go to the game with her best friend, Judy.

This evening Jim is going to a concert. It starts at 8:00. It will last for about 2 hours. It will finish around 10:00. He's looking forward to it. He will go to the concert with his sister.

Joan is going to the library in about an hour. She's going to check out some books. She'll be at the library for about 30 minutes. Then she'll go home and study. She has to study for a history test. The test is tomorrow. She wants to do well on the test. Her history tests are always difficult.

Part 2

Yesterday in science class these three students took a test. There were 20 questions on the test.

Jean got 80%. She got 16 questions right and 4 questions wrong.

Jim did a little better than Jean. Jim got 85%. He got 17 questions right and 3 questions wrong.

Joan did better than both Jim and Jean. She got the highest score. Joan got a 100%. She got all of the questions right. She didn't miss any. Joan got a perfect score.

Dialog

Dialog 1

Judy: Where were you yesterday?

Maria: I was at the library.

Judy: I was there too, but I didn't see you.

Maria: What time were you there?

Judy: I was there in the morning, from ten to ten thirty.

Maria: You were there early! I didn't get there until later, around 11:00.

Dialog 2

Ken: What are you doing later this afternoon?

Shawn: I have a music lesson.

Ken: A music lesson? What instrument do you play?

Shawn: I play the saxophone.

Ken: The saxophone! So you have lessons every week?

Shawn: Yeah, every Tuesday. And I have to practice every day.

Ken: Do you like it?

Shawn: Yeah, the saxophone is a great instrument. It's fun to play.

Hot Seat

Where were you last night?

Shawn: Where was I? I was in the computer lab.

What are you going to do this evening?

Shawn: I'm going to watch TV and do my homework.

What are you going to eat for lunch?

Shawn: I'm going to eat a hamburger.

What is your favorite sport?

Judy: What's my favorite sport? My favorite sport is volleyball.

Can you play any musical instruments?

Judy: Yes, I can. I can play the piano.

Do you know how to play chess?

Judy: No, I don't. I don't know how to play chess.

Vocabulary

Part 1

Sunny - Sunny weather is usually warm.

Rainy - Rainy weather is always wet.

Cloudy - There are many clouds in the sky.

Cold - This ice is cold. The opposite of hot is cold.

Hot - This fire is hot. The opposite of cold is hot.

Windy - Windy weather is good for sailing.

An umbrella - People carry umbrellas in rainy weather.

A coat - People wear a coat in cold weather.

Sunglasses - People wear sunglasses in sunny weather.

Boots - These boots are black.

Gloves - These gloves are small. You can wear gloves on your hands.

A rain coat - This is a long rain coat.

Part 2

The morning - We get up in the morning.

The afternoon - Students are at school in the afternoon.

The evening - We eat dinner in the evening.

At night - We go to sleep at night.

The sun - The sun rises in the morning.

The moon - We can see the moon at night.

Rain - It rained yesterday.

Watch - Last night he watched a movie on TV.

Go swimming - Yesterday they went swimming because it was hot.

Look at - Last night they looked at the stars.

Get up - He got up early this morning.

Eat - This morning she ate an egg for breakfast.

Grammar

Part 1

(How often)

How often does Shawn practice?

~ He practices every day.

How often do you practice the piano?

~ I practice the piano almost every day.

(How much)

How much is a large piece of pizza?

~ A large piece of pizza costs a dollar fifty.

How much is Ken going to pay tomorrow?
 ~ He's going to pay four dollars today and one dollar tomorrow.

(How many)

How many tests does Judy have tomorrow?
 ~ Tomorrow she has two tests.

How many questions were on the test?
 ~ There were twenty questions on the test.

How many questions did Jean get right?
 ~ She got sixteen questions right.

(How long)

How long will she be at the library?
 ~ She'll be at the library for about 30 minutes.

How long is the game?
 ~ It will last for about an hour and a half.

(How)

How was the weather yesterday?
 ~ It rained yesterday.

How is his team doing this year?
 ~ His team is doing very well this year.

How did Joan do on the test?
 ~ Joan did very well on the test.

Part 2

(was/were)

Where were they yesterday?
 ~ They were at the library.

Where were you yesterday?
 ~ I was at the library.

Who was at the library yesterday?
 ~ Both of them were at the library.

(did)

What did he do last night?
 ~ Last night he watched a movie on TV.

What did they do last night?
 ~ Last night they looked at the stars.

What time did Judy get to the library yesterday?
 ~ Judy got there at 10:00.

What time did Judy leave the library yesterday?
 ~ She left the library at 10:30.

When did Maria get to the library?
 ~ Maria got to the library around 11:00.

How did Joan do on the test?
 ~ Joan did very well on the test.

Part 3

(When)

When will the game finish?
 ~ It will finish around 9:00.

When is Joan going to the library?
 ~ She's going to the library in about an hour.

When are they going to have the party?
 ~ They're going to have the party on Saturday.

When is Shawn going to go to the gym?
 ~ He's going to go to the gym this afternoon.

When will Maria be back?
 ~ She'll be back in about 2 hours.

(What)

What is Jean going to do this evening?
 ~ This evening Jean is going to a basketball game.

What does Maria have to finish?
 ~ She has to finish a book and write a paper.

What is he going to do later this afternoon?
 ~ He's going to go to his music lesson.

What are you going to do this evening?
 ~ I'm going to watch TV and do my homework.

Letters & Numbers

-ee, -er, -ing, -le, -or

-ee three ~ This is the number three.

-ee a tree ~ This is an apple tree.

-ee a bee ~ This is a honey bee.

-ee see ~ We see with our eyes.

-er a ruler ~ This is a ruler.

-er a computer ~ This is a computer.

-er under ~ The book is under the table.

-er a farmer

-er a mother ~ This mother has two kids.

-or a doctor ~ Doctors help sick people.

-or an elevator

-or colors

-or a janitor ~ This janitor works in a hospital.

-ing a king ~ This man is a king.

-ing bring

-ing sing

-ing morning ~ We wake up in the morning.

-le an apple ~ This is an apple.

-le a table

-le vegetables ~ Carrots and corn are both vegetables.

-le a bottle ~ This is a bottle of water.

-or a doctor ~ Doctors help sick people.

-or an elevator

-or colors

-or a janitor ~ This janitor works in a hospital.

-dy, -ty, -own, -rn, -rm, -st

-dy study ~ Right now you are studying English.

-dy windy

-dy cloudy

-dy a body ~ This is our body.

-ty thirty ~ This is the number thirty.

-ty a city ~ This city is in England.

-ty a party

-own a town

-own down ~ He is going down the stairs.

-own. Brown ~ This color is brown.

-own. a clown

-rn turn ~ Turn left!

-rn corn

-rn yarn ~ This yarn is yellow.

-rm an arm ~ This is an arm.

-rm a farm ~ A farmer works on a farm.

-rm uniforms

-st a dentist

-st an artist ~ She is an artist.

-st fast ~ He is a very fast runner.

+ - x / > < =

plus ~ a plus b, two plus two, ten plus five

minus ~ a minus b, four minus two, fifteen minus ten

times ~ a times b, two times two, ten times two, five times four

divided by ~ a divided by b, four divided by two, ten divided by five

Comparing numbers

(> greater than)

a is greater than b

a is greater than b plus c

a is greater than ten times b

(< less than)

a is less than b

a is less than b plus c

a is less than ten times b

(= equal to)

a is equal to b

a is equal to b plus c

a is equal to ten times b

Look at these two numbers: 10 and 20.

10 is smaller than 20.

10 is less than 20. It is the smaller of the two numbers.

Look at these two numbers: 50 and 40.

50 is larger than 40.

50 is greater than 40. It is the larger of the two numbers.

Look at these numbers: 10, 20, 30, 40, 50.

50 is the biggest number in the group.

All the other numbers are less than 50.

10 is the smallest number in the group.

All the other numbers are greater than 10.

20 is the second smallest number.

30 is the third smallest number.

Which number is the second smallest number?

Which number is the second largest number?

Which of these numbers are less than 35?

Which of these numbers are greater than 30?

Which is the largest number in this group of numbers?

Which is the smallest number in this group?

Which of these numbers are smaller than 45?

25 and 30 are smaller than 45.

EXERCISES

Exercise A

1. Fill in the correct letter.

a. evening	b. finishes	c. forward	d. going	e. going to	f. has to
g. last	h. looking	i. starts	j. test	k. tomorrow	l. will

1. This _____ Jim is _____ to a concert. It _____ at 8:00 and _____ around 10.00.
2. Jim is _____ _____ to the concert. It _____ _____ for about two hours.
3. Joan is _____ check out some books. She _____ study for a history _____. The test is _____.

2. Listen to Part 2. Answer the questions.

*Example: How many questions were on the test? There were **20 questions on the test.***

1. What was Jean's score? Jean _____.
2. How many questions did Jean get right? She _____.
3. Who got the highest score? _____.

3. Put the words into the correct order.

Example: This evening / is going / Jean / to a basketball game/

This evening Jean is going to a basketball game.

1. The game / for more / than / will / last / an hour / .

2. She / best friend / to the game / go / will / her / with / .

3. Joan / an hour / going / about / in / to the library / is / .

4. Joan / be / for about / will / at the library / thirty minutes / .

5. She / well / to do / wants / on the test / .

EXERCISES

Exercise B

1. Listen to the *Dialogs*. Write in the correct words.

Example: Where was I? I was in the computer lab.

1. Where (a) _____ you (b) _____?
2. What time (a) _____ you (b) _____?
3. You (a) _____ early! I didn't (b) _____ until later.

4. What (a) _____ you (b) _____ later this (c) _____?
5. What instrument (a) _____ you (b) _____?
6. I (a) _____ practice (b) _____ day.

2. Listen to the *Dialogs*. Write in the correct letter.

1. I was there too, but _____
2. I didn't get there _____
3. Can you play _____
4. Do you know how _____
5. What are you going _____
6. Last night I _____

- a. to play chess?
- b. until around 11:00.
- c. to eat for lunch?
- d. was in the computer lab.
- e. I didn't see you.
- f. practice every day.
- g. any musical instruments?

3. Answer these questions.


1. Where were you last night? _____
2. What are you going to do this evening? _____
3. What's your favorite food? _____









EXERCISES

Exercise C

1. Write the correct answer in the blank.

in the afternoon	boots	clouds	cold
in the morning	gloves	the sun	windy

Example:  We eat dinner in the evening.

1.  There are many _____ 2.  These _____
in the sky. are black.
3.  We get up _____ 4.  _____ weather is
_____ good for sailing.
5.  _____ rises in the 6.  Students are at school
morning. _____.
7.  You can wear _____ 8.  This ice is _____
on your hands.

2. Circle the correct word.

Example: People usually eat dinner in the evening / in the morning.

- Sunny weather is *usually* / *never* warm.
- The sun *always* / *usually* rises in the east.
- There were *many* / *much* clouds in the sky.
- People *usually* / *sometimes* go to sleep at night.
- The opposite of cold is *ice* / *hot*.

EXERCISES

Exercise D

1. Write the correct answer in the blank.

ate	a coat	got up	looked at
rained	sunglasses	watched	went swimming

Example:



She woke up early this morning.

1.



Last night they _____ the stars.

2.



He _____ early this morning.

3.



This morning, she _____ an egg for breakfast.

4.



It _____ yesterday.

5.



Yesterday they _____ because it was hot.

6.



Last night he _____ a movie on TV.

7.



People wear _____ in sunny weather.

8.



People wear _____ in cold weather.

2. Circle the correct word.

Example: It rain / rained yesterday afternoon.

1. Yesterday they go / went sailing.

5. It will probably rain / rained next week.

2. We can see / looked the moon at night.

6. Last night, she went / goes to a party.

3. Today he watch / watched a movie on TV.

7. It's going to be cold, so take / took warm clothes.





4. She wake up / woke up this morning.





8. We ate / eat dinner early last night.

EXERCISES

Exercise E

1. Circle the correct sounds for each picture:

			
k	tab	b	elevat
<i>ee</i>	<i>el</i>	<i>e</i>	<i>ee</i>
<i>ing</i>	<i>er</i>	<i>ee</i>	<i>er</i>
<i>or</i>	<i>le</i>	<i>ing</i>	<i>or</i>

			
und	comput	s	morn
<i>er</i>	<i>er</i>	<i>e</i>	<i>ee</i>
<i>ing</i>	<i>le</i>	<i>ee</i>	<i>ing</i>
<i>or</i>	<i>or</i>	<i>ing</i>	<i>le</i>

2. Write in the correct letters to complete each sentence:





- There are **thr** ___ ___ people in the **elevat** ___ ___.
- We sit at the **tab** ___ ___ in the **morn** ___ ___.
- The **b** ___ ___s are **fly** ___ ___ in the trees.
- Did you **s** ___ ___ the **k** ___ ___ today?
- The **teach** ___ ___ has an **app** ___ ___ on her desk.
- What **col** ___ ___ is your new **comput** ___ ___?
- Some **farm** ___ ___s grow **vegetab** ___ ___s.


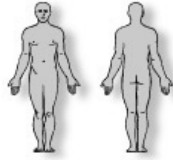


<i>ee</i>	<i>er</i>	<i>ing</i>
<i>le</i>	<i>or</i>	

EXERCISES

Exercise F

1. Circle the correct sounds for each picture:

							
a	own	par	dy	d	own	co	n
	rn		ty		rn		rm
	rm		y		rn		rn

							
arti	ing	bo	dy	unifo	m	s	dy
	st		rn		rn		ty
	ty		ty		rm		y

2. Write in the correct letters to complete each sentence:

1. A **cl**____ ____ is at the **par**____ ____.
2. A human **bo**____ ____ has two **a**____ ____s.
3. What is the **smalle**____ ____ **ci**____ ____?
4. Today the weather is **clou**____ ____ and **win**____ ____.
5. The **re**____ ____ **room** is **d**____ ____ the hall.
6. His father works on a **fa**____ ____ and his mother works in the **ci**____ ____.
7. Does she like to use **br**____ ____ **ya**____ ____?

dy	own	rn
rm	st	ty

EXERCISES

Exercise G

1. Write in the correct operation name:

1.	>	<i>greater than</i>
2.	<	
3.	-	
4.	\times	
5.	\div	
6.	=	
7.	+	

2. Put the words into the correct order:

Example: $a = b$ /equal/ /b/ /is/ /a/ /to/
a is equal to b

1. $a > b$ /greater/ /a/ /b/ /than/ /is/

2. $a > b + c$ /than/ /b/ /is/ /a/ /greater/ /plus/ /c/

3. $a = 10 \times b$ /times/ /equal/ /b/ /a/ /is/ /to/ /ten/

4. $a = b + c$ /c/ /is/ /equal/ /b/ /a/ /plus/ /to/

5. $a > 10 \times b$ /greater/ /is/ /than/ /a/ /times/ /b/

Appendix A: Using the Software

DynEd's courseware has been designed for ease of use by students and teachers. Nevertheless, before students begin to study on their own, it is important to introduce the basic functions of the program and to give suggestions about how best to study. For additional information, please consult the *User's Guide*.

The DynEd Control Bar



The *Control Bar* appears at the bottom of the screen in each lesson and allows students to:

- Exit from a lesson
- Pause the program
- Record and playback their voices
- Repeat individual words and sentences
- See the written text and access the Glossary

Learners use the *Control Bar* to control the pace and focus of their learning experience. When students first use the program, encourage them to click the buttons and explore their functions. Here is a description of the function of each of the buttons:



When you want to hear something again, click the **Repeat** button. You can listen to each sentence or question as many times as you'd like.



Click the **Pause/Play** button whenever you want to stop for a short time or if you need time to answer a question. When the **Pause/Play** button is flashing green, the program is paused and will not move on to the next sentence. Click the **Pause/Play** button again in order to continue.



Whenever you click any *Control Bar* button, the **Pause/Play** button will begin to flash and the program will pause until you click the **Play** button again.



To see the spelling of a word or group of words, click the **Text** button. If you click a highlighted word, you will see a **Glossary** screen.



The **Voice Record** button lets students record themselves. Click it to start recording and *again* to stop the recording. Then click the **Voice Playback** button to listen to the recording. Students can then compare their voices with the model by using the **Repeat** button. This important feature helps students improve their pronunciation, intonation, and fluency.

Use the **Exit** button to leave a lesson at any time. You can then choose another lesson or quit the program completely.



The **Rewind** button allows students to go back in the program one frame at a time, for example to hear a previous sentence



The **Fast-Forward** button allows students to move ahead in the program one frame at a time. Students cannot fast-forward through an exercise or comprehension question. The program will pause until the question is answered.



When it is your turn to make a choice or to speak, the **Timer** will begin to time down.



If you don't understand an English sentence, click the **Translation** button (if available). You will see the same sentence translated into your own language.



Pull Down Menus

The DynEd pull-down menus are at the top of your screen: **Options**, **Speech Recognition**, and **Help**.

Use the **Options** menu to:

- View Student Records
- Access the Glossary
- Adjust the volume on your computer
- Increase or decrease the pause between sentences

Student Records

The Student Records show the time spent in each lesson, the number of study sessions, the Completion Percentage ([Completion Percentage](#)), Quiz and Test scores, and the Shuffler Levels ([Shuffler Level](#)). Teachers can access the Student Records through the **Records Manager**.

Glossary

This provides alphabetical access to the Glossary screens for this course. The Glossary can also be accessed through the highlighted text whenever it occurs in a lesson.

Levels

This allows the user to set or view the levels of the following controls:

Volume: The Volume settings enable the user to control the volume of the audio, as well as for sound recorded using the *Voice Record* feature.

Pause Length: The language of the courseware is natural language spoken at a normal pace. Students can, however, adjust the amount of time between each sentence. A longer pause gives students more time to process the sounds they have just heard and to access comprehension aids (repeat, translation, text on) if necessary. A shorter pause more closely approximates natural speech and provides more of a listening challenge.

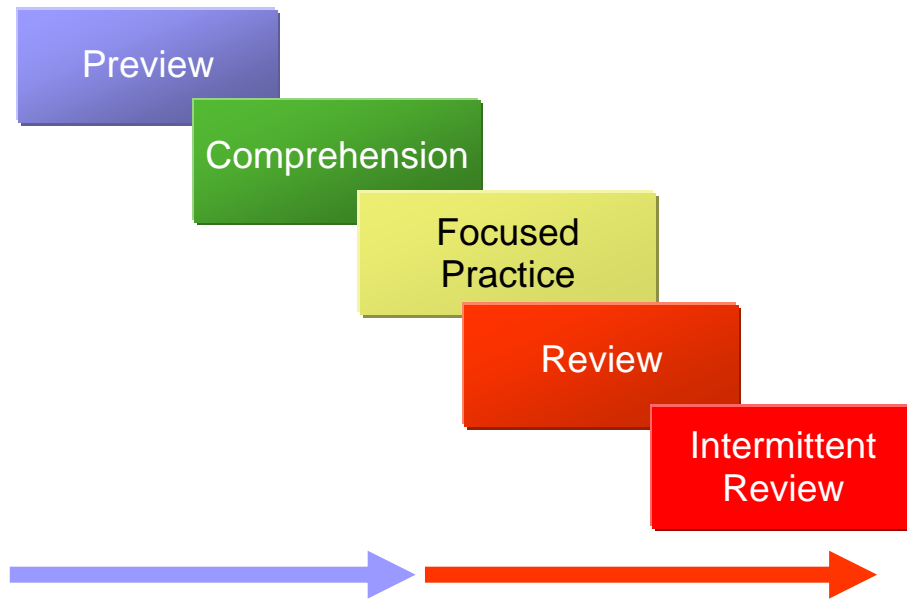
Help Screens

The Help screens can be accessed through the Help pull-down menu at the top of the screen. For bilingual versions, the Help screens are available with native language support.

Appendix B: Student Learning Path

Many students feel ready to stop an activity when they *understand* it. However, that is when real language learning begins. Language skills such as listening and speaking need to be *mastered through practice*.

To help students practice effectively, teachers should instruct and coach the students about how to go through the lessons in *First English*, not once or twice, but multiple times. The following learning sequence is recommended:



1. **Preview**, where they gain an overview of the lesson and general meaning *without* using the text;
2. **Comprehension**, where they understand the content in increasing detail and repeat each sentence as many times as is necessary;
3. **Language Focus**, where they check the text and glossary entries as needed. At this stage, students focus on the grammar and structure of the sentences., as well as new vocabulary;
4. **Language Practice**, where they say or paraphrase each sentence, *record* it and *compare* it with the model. This kind of practice is *very important to ensure long-term learning*.
5. **Review**, where they regularly go over the sentences that they have previously practiced;
6. **Intermittent Review**, where they periodically return to the lesson to confirm their mastery of the material.

In addition to effective practice, students need to use their study time so that they are fully engaged. This means breaking up the time into shorter time segments, generally 4-6 minutes long, and varying the kind of activities they are working on in a study session. Students should not, for example, spend 30 minutes previewing one day and then 30 minutes reviewing another day. The activities need to *alternate* in each study session. In addition, students needn't spend the entire study period on one *lesson*, but should do several lessons in parallel. For example, in a 40~50-minute session, students can do parts of the *Listening*, *Dialog* and *Vocabulary* lessons, all from Unit 3, and review the *Grammar* and *Letters & Number* lessons from Unit 2.

Sample Learning Path for a Unit

There are 8 Units in *First English*. To determine which Unit to begin with, students should take the Placement Test. If a student places in Unit 5, begin with Unit 5 and *also review Units 1~4*, including the Mastery Tests. Review is an important element of language learning and should be a part of every study session. It is also important to meet with a teacher at least once a week to keep up motivation and also to help the student transfer the language of the course into their own life and circumstances.

There are 5 Lessons in a Unit. Let's assume the student is beginning to study Unit 3.

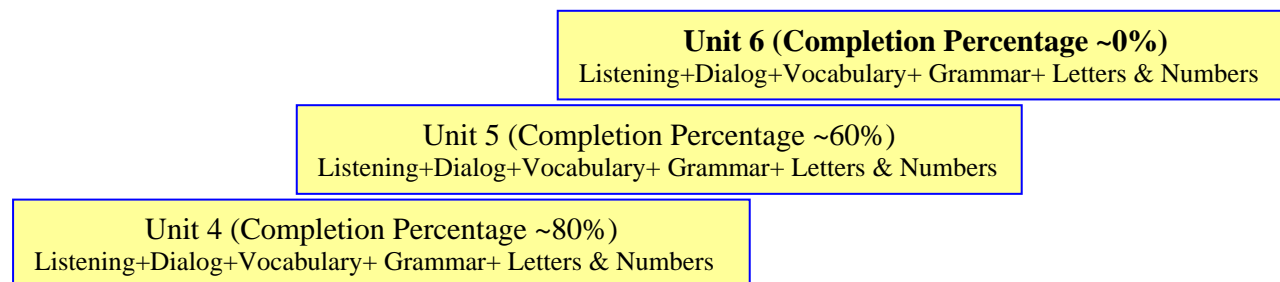
Step 1: Have the student preview *all* lessons in Unit 3 and *review* all lessons in Unit 2.

Step 2: Study all lessons of Unit 3 in each study session until the Completion Percentage for those lessons is 50~70%. *While studying Unit 3*, review the lessons in Units 1 & 2 for a portion of each study session, and take the Mastery Test for Units 1 & 2 as a check to confirm student level. Students should score *at least 85 points* on the tests if they have been placed properly and are studying efficiently.

Step 3: When the Completion Percentage for the lessons in Unit 3 is 50~70%, begin Unit 4 while continuing to study and *practice* Unit 3: a combination of study and review.

Step 4: When the Completion Percentage for the lessons in Unit 4 is 50~70%, begin Unit 5 while continuing to study Unit 4. By now the Completion Percentage for the lessons in Unit 3 should be 70~90% or higher.

Step 5: When the Completion Percentage for the lessons in Unit 5 is 50~70%, begin Unit 6 while continuing to study Unit 5. By now the Completion Percentage for the lessons in Unit 4 should be 70~90%. At this point the students should take the Mastery Test for Units 3 and 4. *This diagram shows the situation when starting Unit 6.*



Step 6: When the Completion Percentage for the lessons in Unit 6 is 50~70%, begin Unit 7 while continuing to study Unit 6.

Step 7: When the Completion Percentage for the lessons in Unit 7 is 50~70%, begin Unit 8 and review Units 5~ 6. At this point students should take the Mastery Test for Units 5~6.

Note: Most students should score at least 90% on the Mastery Test. If not, Completion Percentage needs to be adjusted so that students spend more time in the lessons before taking the Mastery Tests. The teacher can do this by using the DynEd's Records Manager.

Students should study several times in a week, generally 30~50 minutes per study session. In each study session, students should go through all lessons in a unit and also review lessons from a previous unit. In this way, the Completion Percentage will serve to guide the students and indicates when to take a Mastery Test.

Look at the chart on the next page to see how students should distribute their study time in each study session. Each column represents one study session. Note that the students shift from one lesson to another every few minutes. This keeps their minds alert and engaged, and allows for more frequent repetitions over a longer period of time.

Sample Study Plan

40~50 minutes per session

Listening Focus

Speaking Focus

Review

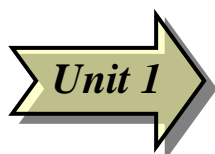
Mastery Test

<i>Lessons</i>	Session 1	Session 2	Session 3	Session 4	Session 5
Unit 5					
Listening: Part 1					
Listening: Part 2					
Listening: Part 3					
Dialog: Dialog 1					
Dialog: Dialog 2					
Dialog: Hot Seat					
Vocabulary: Part 1					
Vocabulary: Part 2					
Vocabulary: Quiz					
Grammar: Part 1					
Grammar: Part 2					
Grammar: Part 3					
Grammar: Quiz					
Letters & Numbers					
Mastery Test: Units 1 & 2					
Unit 6					
Listening: Part 1					
Listening: Part 2					
Listening: Part 3					
Dialog: Dialog 1					
Dialog: Dialog 2					
Dialog: Hot Seat					
Vocabulary: Part 1					
Vocabulary: Part 2					
Vocabulary: Quiz					
Grammar: Part 1					
Grammar: Part 2					
Grammar: Part 3					
Grammar: Quiz					
Letters & Numbers					

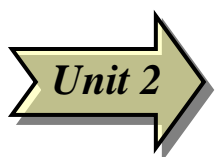
In the lessons marked *listening*, the student will preview and then move on to comprehension. In the lessons marked *speaking*, the student will listen and then *record* several sentences and use the *playback* button to listen to their speaking in comparison with the model voice. The teacher should show and periodically confirm that students know how to use the *record* and *playback* features of this program. The teacher should use the **Records Manager** and **Intelligent Tutor** to check that students are using these features as instructed. The **Records Manager** keeps track of every time a student uses each button, so it is easy to monitor student practice sessions. This allows the teacher to give specific, constructive feedback to students about how to improve their study sessions. For detailed instructions about the Records Manager and **Intelligent Tutor**, please see the **Records Manager Guide**.

Appendix C: Unit Menus

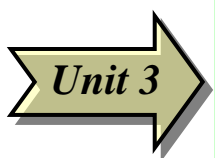
Units 1~4



Listening: Parts 1~3: Name, gender, nationality, countries
Dialog: Dialogs 1, 2 and Hot Seats:
Vocabulary: Parts 1, 2 & Quiz: Classroom Objects and Actions
Grammar: Pronouns; be/am/is/are; Contractions; Quiz
Letters & Numbers: Alphabet; Numbers 1~10; Quiz



Listening: Parts 1~3: Age, family, languages, abilities w/can
Dialog: Dialogs 1, 2 and Hot Seats. Asking for directions, time...
Vocabulary: Parts 1, 2 & Quiz: Describing Objects and Actions
Grammar: Parts 1~3 & Quiz: Possess pron, Ques. be/do; Negation
Letters & Numbers: A-H; 11~20, Time; Quiz

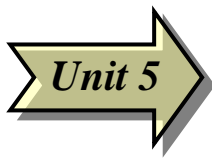


Listening: Parts 1~3: Family, occupations, place of residence
Dialog: Dialogs 1, 2 and Hot Seats. Greetings; Asking for information
Vocabulary: Parts 1, 2 & Quiz: Location, Directions, Actions
Grammar: Parts 1~3 & Quiz: Pres tense verbs; can; Wh-questions
Letters & Numbers: I-P; 10~100, Time; Quiz

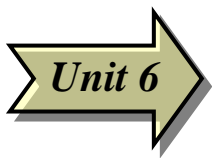


Listening: Parts 1~3: Likes; Abilities; Transportation; Descriptions
Dialog: Dialogs 1, 2 and Hot Seats. When/Where/Likes
Vocabulary: Parts 1, 2 & Quiz: Body & Emotions
Grammar: Parts 1~3 & Quiz; Object pron; Wh-ques; Prepositions
Letters & Numbers: Q-W; Ordinals/Fractions; Time; Quiz

Units 5~8



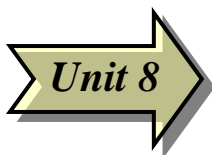
Listening: Parts 1~3: Daily & weekly schedules; Map Directions
Dialog: Dialogs 1, 2 and Hot Seats. Suggestions; Weekdays
Vocabulary: Parts 1, 2 & Quiz: Transportation
Grammar: Parts 1~3 & Quiz: Frequency Adv; Wh-ques and ans
Letters & Numbers: X-Z; Calendar; Time; Sequence; Quiz



Listening: Parts 1~3: Future; Places of Business; Needs
Dialog: Dialogs 1, 2 and Hot Seats. Telephone; Invitation
Vocabulary: Parts 1, 2 & Quiz: Food and Actions
Grammar: Parts 1~3 & Quiz: going to; Sentence formation; Preps
Letters & Numbers: Final Consonants; Numbers/Fractions; Quiz



Listening: Parts 1~3: Past tense; Prices; Quantities
Dialog: Dialogs 1, 2 and Hot Seats. Telephone; Future plans
Vocabulary: Parts 1, 2 & Quiz: Occupations & Actions
Grammar: Parts 1,2 & Quiz: Past tense; Comparisons
Letters & Numbers: ch/sh/bl/sk etc...; Money/Prices; Quiz



Listening: Parts 1~2: Future & Past; Comparisons
Dialog: Dialogs 1, 2 and Hot Seats. Past tense & Future
Vocabulary: Parts 1, 2 & Quiz: Weather; Times of day; Quiz
Grammar: Parts 1~3 & Quiz; Wh-questions; Past tense; Future
Letters & Numbers: ee, er, dy, st, etc. Math relations; Quiz

Answer Key for Written Exercises

Unit 1

Exercise A

Part 1

1. a country
2. a woman
3. a man
4. people
5. Tony

Part 2

1. Ana is *Mexican*.
2. Tony *comes* from England.
3. India is a *country*.
4. London is *in* England.
5. Ana and Tony *don't* come from the same country.

Exercise B

Part 1

1. (a) name (b) your
2. Where
3. (a) Mexico (b) Where
4. from
5. nice

Part 2

1. (d)
2. (a)
3. (c)
4. (f)
5. (e)
6. (g)

Part 3.

Example answers:

1. My name is John. etc.
2. I'm from Canada. etc.
3. She's from Mexico. etc.

Exercise C

Part 1

1. book
2. stairs
3. window
4. desk
5. book bag
6. pencil
7. pen
8. chair

Unit 1

Exercise D

Part 1

1. open
2. go down
3. stand up
4. put up
5. open
6. go up
7. go to
8. put down

Exercise E

Part 1

Letters A-N should be written legibly.

Part 2

Letters O-Z should be written legibly.

Exercise F

Part 1

1. one
2. two
3. three
4. four
5. five
6. six
7. seven
8. eight
9. nine
10. ten

Unit 2

Exercise A

Part 1

1. family 2. father's 3. sisters 4. brothers 5. a girl

Part 2

- Tom's mother can *speak* two languages.
- Tom and his sisters *can* speak two languages.
- Tom *isn't* a good singer.
- Tom's sisters *are* very good singers.
- Tom can't sing very *well*.

Exercise B

Part 1

- (a) can (b) speak (c) How about
- (a) can't (b) can't
- (a) languages (b) speak
- are
- (a) am (b) I'm

Part 2

1. (e) 2. (g) 3. (a) 4. (c) 5. (d) 6. (f)

Part 3

Example answers:

- I can speak Spanish and German. etc.
- No, I can't speak Russian. etc.
- It's time for dinner. etc.

Exercise C

Part 1

1. clock 2. ruler 3. map 4. door 5. short
6. open 7. large 8. long

Part 2

- Please open your *book*.
- It's a *small* window.
- The *door* is closed.
- The pencil is *short*.

Exercise D

Part 1

1. read 2. write 3. take out 4. ask 5. draw
6. turn on 7. put away 8. study

Part 2

- Stand* in a line.
- Put away* your book.
- Ask* a question.
- Turn off* the light.

Exercise E

Part 1

- | | |
|--------------------|-------------|
| 1. Asia | 6. Danger |
| 2. Brazil, country | 7. dentist |
| 3. door | 8. ace |
| 4. boy | 9. computer |
| 5. Africa | 10. colors |

Exercise F

Part 1

- | | |
|-------------------|------------------|
| 1. Gym | 6. girl |
| 2. five | 7. eggs |
| 3. France, Europe | 8. city, England |
| 4. Egypt, Africa | 9. have, ears |
| 5. happy | 10. hospital |

Exercise G

- eleven
- twelve
- thirteen
- fourteen
- fifteen
- sixteen
- seventeen
- eighteen
- nineteen
- twenty

Unit 3

Exercise A

Part 1

1. speaks 2. lives 3. works 4. sells 5. teaches
6. lives 7. doesn't live 8. live 9. go 10. works

Part 2

- Helen *teaches* science.
- Helen is a good *teacher* and her students *like* her.
- Ana and Tony *are* both students. They both *go* to school.
- They are *the same* age.
- They live in *different* cities.

Exercise B

Part 1

- (a) know what (b) it
- (a) do (b) It's
- this
- it isn't
- is it

Part 2

1. (d) 2. (e) 3. (a) 4. (g) 5. (c) 6. (f)

Part 3

Example answers:

- My last name is Lara. etc.
- I'm fifteen years old. etc.
- My e-mail address is kathy@dyned.com. etc.

Exercise C

Part 1

1. in front of 2. above 3. under 4. inside 5. behind
6. on 7. next to 8. in line

Part 2

- The pencil is *inside* the circle.
- The apple is *between* the books.
- They are standing *in* line.
- The window is *below* the clock.

Exercise D

Part 1

- He is *sitting on* a bench.
- She is *looking out* a window.
- He is *walking up* some stairs.
- He is *walking through* the door.
- They are *running around* a track.
- They are *crossing* a street.
- He is *looking at* a clock.
- They are *going to* the door.

Part 2

1. She is *coming out* of a room.
2. He is *looking at* a clock.
3. She is *running around* a track.
4. He is *coming from* the door.
5. He is *sitting on* a bench.

Exercise E

Part 1

1. keys
2. London, in
3. judge
4. Italy
5. Japan
6. India, in
7. kitchen
8. in, libraries
9. kidneys
10. left

Exercise F

Part 1

1. likes, music
2. light, off
3. Mexico, in, North
4. number, nineteen
5. long, neck
6. oxygen
7. open
8. man, pilot
9. orange
10. Paris

Exercise G

Part 1

1. ten
2. twenty
3. thirty
4. forty
5. fifty
6. sixty
7. seventy
8. eighty
9. ninety
10. one hundred

Exercise H

Part 1

1. one-ten
2. nine-twenty
3. eight-forty
4. four-forty
5. three-thirty
6. six-o-five
7. twelve-twenty five
8. five-fifty
9. two-twenty five
10. ten-fifteen

Unit 4

Exercise A

Part 1

1. has
2. don't like
3. does
4. watches
5. can play
6. reads
7. has
8. has
9. weighs
10. wears

Part 2

1. (a) across (b) from
2. (a) on (b)of
3. (a) on (b)of
4. at

Exercise B

Part 1

1. have any
2. (a) do (b) have
3. (a) are (b) going
4. (a) going (b) library
5. going

Part 2

1. (d)
2. (a)
3. (g)
4. (c)
5. (f)
6. (e)

Part 3

Example answers:

1. Yes, I like music. etc.
2. My favorite food is ice cream. etc.
3. I like soccer and tennis. etc.

Exercise C

Part 1

1. fingers
2. tired
3. arms
4. toes
5. angry
6. mouth
7. hands
8. sick

Part 2

1. We have *fingers* on our hands.
2. We walk with our *feet*.
3. She has a small *nose*.
4. We have *toes* on our feet.
5. We hear with our *ears*.

Exercise D

Part 1

1. see
2. smiling
3. sleeping
4. hear
5. shouting
6. touch
7. speak
8. walk

Part 2

1. We *speak* with our mouth.
2. She is *crying* because she is sad.
3. She's *screaming* because she's scared.
4. We *see* with our eyes.
5. We *hear* with our ears.

Exercise E

Part 1

1. quarter
2. sad
3. right
4. number, seven
5. reads
6. ten, toes
7. queen
8. Singapore, Asia
9. twenty
10. question

Exercise F

Part 1

1. unhappy
2. Some, viruses
3. water
4. violin
5. wearing, uniforms
6. West
7. Vietnam
8. universe
9. They, volleyball
10. week, seven

Exercise G

Part 1

1. one third
2. second
3. one half
4. first
5. three tenths
6. fifth
7. four fifths
8. fourth
9. one fourth
10. third

Exercise H

Part 1

1. six-fifty five
2. two-forty five
3. nine-fifty
4. five-thirty
5. twelve-forty five
6. one fifteen
7. ten-ten
8. eight-fifteen
9. seven-o-five
10. three-twenty five

Unit 5

Exercise A

Example answers:

1. She gets up at 7:00.
2. At 7:15 she eats breakfast.
3. She has lunch in the cafeteria.
4. After school, she goes home.
5. She goes to bed at 11:30.

Part 2

1. (d) 2. (f) 3. (b) 4. (a) 5. (g) 6. (c) 7. (j) 8. (e) 9. (i) 10. (h)

Exercise B

Part 1

1. ...on a weeknight
2. ...next Saturday
3. (a) would (b) like
4. (a) I'm (b) too
5. do you want

Part 2

1. (d) 2. (a) 3. (g) 4. (c) 5. (e) 6. (f)

Part 3

Example answers:

1. I usually get up at 8:00. etc.
2. I eat breakfast at 8:30. etc.
3. I like cheese pizza. etc.

Exercise C

Part 1

1. bus 2. traffic light 3. sidewalk 4. train station
5. motorcycle 6. train 7. parking lot 8. restrooms

Part 2

1. The bridge *crosses* a river.
2. We *get on* a bus at a bus stop.
3. People like to *walk* in a park.
4. We drive cars on a *sidewalk*.
5. Some trains are very *long*.
6. People *park* cars in a parking lot.
7. Cross the street at a *crosswalk*.
8. Turn left *at the corner*.

Exercise D

Part 1

1. running 2. getting on 3. riding 4. walking
5. getting off 6. waiting 7. standing 8. get on

Part 2

1. She is walking *on* a sidewalk.
2. You can take this bus *to* the library.
3. We *park* cars in a parking lot.
4. They are walking *in* a crosswalk.
5. They are waiting *at* the airport.
6. She is waiting *for* bus number 86.
7. Cross the street *at* the traffic light.
8. You can get off the bus *at* the next corner.

Exercise E

Part 1

1. ax 2. Many, yogurt 3. X-ray
4. box 5. yolk 6. exit 7. zebra
8. six 9. zoo 10. zero

Exercise F

Part 1

1. *Tuesday* is the second day of the week
2. *Thursday* is the fourth day of the week.
3. *Monday* is the first day of the week.
4. *Wednesday* is the third day of the week.
5. The weekend days are *Saturday* and *Sunday*.

Part 2

1. (c) 2. (f) 3. (k) 4. (g) 5. (a) 6. (l) 7. (h) 8. (d)
9. (e) 10. (j)

Unit 6

Exercise A

Part 1

- (m) (k) (a) (f)
- (g) (n)
- (l) (i) (d)
- (e) (h) (b)
- (j) (c)

Part 2

- (c) 2. (e) 3. (h) 4. (a) 5. (j) 6. (b) 7. (d) 8. (i) 9. (f) 10. (g)

Exercise B

Part 1

- doing
- (a) doing (b) Why
- (a) going to (b) Do you want
- (a) but I can't (b) dentist's
- That's too bad

Part 2

- (d) 2. (f) 3. (a) 4. (g) 5. (c) 6. (e)

Part 3

Example answers:

- Yes, I know how to play chess. etc.
- I can't swim very well. etc.
- Yes, I'm a good speller. etc.

Exercise C

Part 1

- oranges 2. tea 3. ice cream 4. soup
- fish 6. noodles 7. cake 8. a sandwich

Part 2

- Milk* comes from cows.
- You eat soup in a *bowl*.
- I'd like a *piece* of cake please.
- She is making a *salad*.
- I'd like a *glass* of water please.

Exercise D

Part 1

- cutting 2. making 3. drinking 4. pouring
- buying 6. cooking 7. opening 8. washing

Part 2

- He's *drinking* from a glass.
- She is *cutting* a cake.
- He is *drinking* some tea.
- He is *cooking* some fish for dinner.
- They are *buying* some apples for the party.

Exercise E

- feet 2. lab 3. cab 4. mail, mail
- map 6. right 7. hand 8. girl
- bird 10. hair 11. sleep 12. door

Exercise F

- legs 2. dog 3. leaf 4. eggs
- book 6. half 7. off 8. eleven
- neck 10. arm 11. Open 12. gym

Exercise G

- one thousand
- two thousand
- six thousand five hundred
- one hundred fifty thousand

- one million
- three thousand five hundred seventy five
- thirty five thousand
- one thousand fifty
- four hundred thousand
- thirty five million

Exercise H

- zero point one
- zero point two five
- zero point seven five
- zero point two one
- one point five
- two point five
- seven point two five
- zero point zero one five
- thirty five million

Unit 7

Exercise A

Part 1

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

Part 2

- was
- checked
- talked
- watched
- stayed
- did
- got up
- went
- slept
- took

Part 3

- (e)
- (g)
- (a)
- (j)
- (b)
- (d)
- (c)
- (i)
- (f)
- (h)

Exercise B

Part 1

- (a) May I (b) please
- isn't here right now
- call her back
- be back
- Thanks, Mrs.
- You're welcome

Part 2

- (g)
- (b)
- (a)
- (d)
- (c)
- (f)

Part 3

Example answers:

- Yes, I have a lot of homework tonight. etc.
- No, I don't have any tests tomorrow. etc.
- Yes, I have to write two papers tonight. etc.

Exercise C

Part 1

- checks teeth
- puts out fires
- sings songs
- delivers mail
- files airplanes
- teaches students
- gives people medicine
- works on a boat

Part 2

- A cook works in a *kitchen*.
- A bank teller counts *money*.
- A salesclerk *sells* things in a store.
- An artist *paints* pictures.
- A nurse *helps* sick people.
- Teachers *teach* in a classroom.
- Bank tellers *work* in a bank.
- People *order* food from a waiter.
- Many *nurses* work in hospitals.
- Farmers *grow* food for people to eat.

Exercise D

Part 1

Example answers:

- A dentist checks teeth. etc.
- A cook works in a kitchen. etc.
- A bank teller works in a bank. etc.
- A pilot flies an airplane. etc.
- A salesclerk sells things in a store. etc.

Part 2

- (d)
- (f)
- (e)
- (a)
- (b)
- (h)
- (j)
- (c)
- (g)
- (i)

Exercise E

Part 1

- sh, th, ch, sh
- ch, th, th, sh

Part 2

- Th, ch
- ch, th
- sh
- th
- Ch

Exercise F

Part 1

- cl, pl, br, bl
- pr, dr, cr, tr

Part 2

- br
- pl
- dr
- br, cl
- pr
- pr, cr
- br, cl

Exercise G

Part 1

- sk, sp, st, st
- sp, st, sk, st

Part 2

- st, st
- Sk, sp
- Sp
- sp, Sp
- st, st
- st, sk
- st, sp

Exercise H

- penny
- nickel
- dime
- quarter
- dollar
- five dollars
- ten dollars
- twenty dollars
- fifty dollars
- one hundred dollars

Exercise I

Part 1

Example answers:

- A pair of shoes costs twenty nine dollars and fifty cents.
- A hat costs ten dollars.
- A shirt costs nineteen dollars and seventy five cents.
- A skirt costs thirty nine dollars.
- A watch costs seventy five dollars.

Part 2

- Yes, she can buy a bicycle.
- No, he can't buy a hat.
- She can buy a hat.
- No, he can't buy a shirt.
- Yes, he can buy a backpack.

Unit 8

Exercise A

Part 1

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

Part 2

- Jean got 80%. etc.
- She got 16 questions right. etc.
- Joan got the highest score. etc.

Part 3

- The game will last for more than an hour.
- She will go to the game with her best friend.
- Joan is going to the library in about an hour.
- Joan will be at the library for thirty minutes.
- She wants to do well on the test.

Exercise B

Part 1

- (a) were (b) yesterday
- (a) were (b) there
- (a) were there (b) get there
- (a) are (b) doing (c) afternoon
- (a) do (b) play
- (a) have to (b) every

Part 2

- (e) 2. (b) 3. (g) 4. (a) 5. (c) 6. (d)

Part 3

Example answers:

- I was at my friend's house. etc.
- I'm going to watch TV. etc.
- My favorite food is bananas. etc.

Exercise C

Part 1

- clouds 2. boots 3. in the morning
- Windy 5. The sun 6. in the afternoon
- gloves 8. cold

Part 2

- Sunny weather is *usually* warm.
- The sun *always* rises in the east.
- There were *many* clouds in the sky.
- People *usually* go to sleep at night.
- The opposite of cold is *hot*.

Exercise D

Part 1

- looked at 2. got up 3. ate
- rained 5. went swimming 6. watched
- sunglasses 8. a coat

Part 2

- Yesterday they *went* sailing.
- We can *see* the moon at night.
- Today he *watched* a movie on TV.
- She *woke up this morning*.
- It will probably *rain* next weekend.
- Last night, she *went* to a party.
- It's going to be cold, so *take* warm clothes
- We *ate* dinner early last night.

Exercise E

Part 1

- ing, le, ee, or
- er, er, ee, ing

Part 2

- ee, or
- le, ing
- ee, ing
- ee, ing
- er, le
- or, er
- er, le

Exercise F

Part 1

- rm, ty, own, rn
- st, dy, rm, ty

Part 2

- own, ty
- dy, rm
- st, ty
- dy, dy
- st, own
- rm, ty
- own, rn

Exercise G

Part 1

- greater than
- less than
- minus
- multiplication sign
- division sign
- equal sign
- plus sign

Part 2

- a is greater than b
- a is greater than b plus c
- a is equal to ten times b
- a is equal to b plus c
- a is greater than ten times b