

## Teacher's Guide

## Methodological Approach

The “Three Ps” is a common learning methodology accepted and practiced in English language schools worldwide. *Presentation* is the introduction to the target language. *Practice* is the opportunity for students to practice the target language through various activities. *Production* is the final step of the learning process. By this stage the learner is using the language as opposed to the learning the language.

Each unit in ***Speaking Time*** covers the “Three Ps.” The flow of each unit ensures that the learner first learns the language, then practices the language, then is finally considered a user of the language.

A target printed speech is presented so that students can clearly identify the language goals of the unit.



A practice section provides a variety of activities for the students to become familiar with the unit's target language.



The final section provides students the opportunity to show that they have mastered the target language for the unit.

## Why Choose *Speaking Time*?

*Speaking Time* is a fun, easy-to-use three-level speaking series designed for elementary students of English. The units cover a wide range of theme-based topics. Each unit contains four pages of linked language practice. A modeled speech presents a clear learning target and is reinforced with a variety of practice activities and a final completion activity.

### Features:

- Easy-to-use speaking activities that need minimal teacher preparation
- Subject matter accessible to young learners
- Clearly-presented modeled language samples
- CD with one hundred audio tracks of native- speaker pronunciation
- Full-color pictures to guide comprehension and anticipation of material

# Getting to Know the Book

## Introduction to the *Speaking Time* Student Books

The *Speaking Time* series covers a wide range of theme-based topics. Each unit contains four pages of linked language practice based on a given modeled speech. Additional listening and pair-work activities provide opportunities for students to hear spoken models and practice their own oral skills in communicative situations.

### Student Book Contents:



#### Model Speech:

- Provides students a sample speech using the target language and vocabulary
- Audio CD provides recordings of each speech.

#### Practice:

##### Practice Section covers Sections A-E

- Section A covers connecting simple sentences to pictures.
- Section B gives students the chance to fill in the blanks with key expressions with photo support.
- Section C ensures that students can clearly connect spoken sentences with pictures.
- Section D is a dictation activity.
- Section E focuses on sentence stress and intonation.
- Questions formats prepare students for a variety of standardized tests.





### More Expressions:

- Eight annotated pictures allow students to substitute given key phrases.
- An example of the target phrase structure is always given for the first picture.
- Question format prepares students for speaking tests.



### Speaking Practice:

#### Part A:

- Students create a script based on the modeled speech.
- Scripts are relevant to students' own lives.

#### Part B:

- Students interview a classmate with provided questions.

## Scope and Sequence

### *Speaking Time 1*

Unit	Title	Vocabulary
<b>1</b>	Summertime	cool, hot, ice cream, summer, swim
<b>2</b>	Nearly Lunch Time	chicken, cookies, lunch time, sack lunch, usually
<b>3</b>	Fun at School	difficult, favorite, fun, interesting, school, science, subject
<b>4</b>	Pop Music	great, guitar, pop music, pretend
<b>5</b>	At the Zoo	feed, tigers, visit, watch, zoo
<b>6</b>	Rainy Today	grow, rainy, spring, today, weather
<b>7</b>	Fun Outdoors	insects, lake, outdoors, relax, woods
<b>8</b>	Bedtime	bed, brush, pajamas, ready, teeth, toy
<b>9</b>	My Pet	cage, kitten, pets, pig, spider, tickle
<b>10</b>	Magical Sky	bright, important, magical, small, stars
<b>11</b>	Busy Day	busy, homework, late, long
<b>12</b>	Doing Something Fun	movie theater, shopping, something, stay, sweater
<b>13</b>	On the Farm	adventure, cave, farm, trip, visit
<b>14</b>	Good at Dancing	dancing, dream, famous, true, twice
<b>15</b>	My Friend's Pond	everywhere, pat, pond, sound, splashing
<b>16</b>	Making an Omelet	cheese, eggs, mushrooms, omelet, yummy
<b>17</b>	About Birds	chick, crawl, nests, snakes, worms
<b>18</b>	Fun with Drawing	body, drawing, elephant, head, tail
<b>19</b>	Learning to Play	ball, baseball, basketball, score, volleyball
<b>20</b>	From Kenya	Australia, beef, country, Kenya, pudding

# Suggested Lesson Plan

## Speaking Time 1

### Introduction:

- Teacher shows students the picture that accompanies the modeled speech and writes the unit title on the board. Teacher then asks students what they think the unit will be about.
- Teacher then plays the modeled speech and asks comprehension questions to ensure understanding.
- Teacher plays the speech again and has students read along.
- The Teacher then has students work in groups to practice reading the speech aloud. Teacher circulates the room, focusing on helping students with speed, pronunciation, and intonation.

### Homework Check:

- Teacher selects students to present their homework aloud. Records can be kept to show progress in speech giving.

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### Warm-Up:

- As teacher takes attendance, she/he asks questions related to previous units. Students are encouraged to speak in short phrases or sentences.
- Teacher plays a modeled speech from a previous unit and asks students questions related to the speech.
- Teacher writes a word related to a previous unit on the board and gets students to say as many words as they can about previous units in thirty seconds to one minute.

### Practice A:

- Teacher writes the sentence prompts on the board and asks students for their own ideas to complete the sentences.
- Teacher then plays the audio CD for the students.
- Students try to complete the sentences for pictures 1-4 on their own, without the accompaniment of the audio CD.
- Check the answers together with the audio CD.
- Teacher wraps up the activity by starting the sentence and asking students to chorus the ending, or vice-versa.



### Practice B:

- Teacher writes the sentence prompts on the board and asks students for their own ideas to complete the sentences.
- Teacher assigns students to work in pairs to ask and answer questions about the pictures with the sentence endings provided.
- Check the answers together with the audio CD.

### Practice C:

- Teacher plays the audio CD.
- Students listen and number the pictures.
- Students then work in pairs to ask and answer questions based on the pictures.
- Extend the activity by having students work in pairs to create stories about the pictures. Encourage students to think creatively, but also ensure that stories have clear beginnings, middles, and endings.



### Sum-Up:

- Students listen to the audio CD and fill in the blanks.
- Teacher writes words from the activity on the board, spelled incorrectly, and asks students to find the mistakes and the correct them. This can be turned into a game with two teams.
- Students create their own sentences based on the pictures and read them aloud.
- For additional review, students can work in pairs to ask and answer questions about the sentences and/or pictures.

### Stress:

- Students read the sentences aloud, stressing the words in red.
- Teacher can record students' speaking and create an audio portfolio for each student.

### More Expressions:

- Teacher checks to ensure that students can identify all of the pictures.
- Teacher then assigns students to work in pairs to ask and answer questions about the pictures.
- Teacher extends the activity by having students work in pairs or groups of three to create a story using all the vocabulary from the section.
- Groups then present their stories.





### Speaking Practice A:

- Students create scripts relevant to their own lives, using the modeled speech from the first page.
- Teacher encourages students to use the expressions from the box in the scripts.
- Teacher moves around the classroom, encouraging students and helping them generate new ideas.
- Teacher then has students complete the summary practice activity.

### Speaking Practice B:

- Teacher assigns students to work in pairs and interview each other with the given questions.
- Students then create speeches about the interviews.

### Assign Homework:

- Possible homework assignments include interviewing a family member, creating role-play scripts based on the unit, and listening to the CD at home.

### Wrap-Up:

- Teacher leads a free-talking discussion based on the unit topic, encouraging students to speak as much as possible using key vocabulary and expressions from the unit.

## Test Overview

### *Speaking Time* Midterm Test

Tests assess students' understanding of the material covered in the book.

- Midterm tests should be assigned after students have completed units 1-10.
- Teacher circulates the room as the students are taking the tests to see how easy or difficult the students are finding it.
- If students are struggling with the test, teacher should consider providing additional scoring options, such as a speaking test or a separate written test.
- For individual students who are struggling, extra homework can be assigned.
- Teacher should keep records of students' results to pass to the next teacher.
- Answers / and scripts for all test questions can be found at the end of each test.

## Speaking Time 1 Midterm Test

### A. Talk about the pictures with a partner. Use the prompts.

1.



- \* It's .... day.
- \* She ... to school.
- \* There are many ...

2.



- \* They like to look at ...
- \* They see ...
- \* It has ...

3.



- \* It's time for ...
- \* ... need ... to ...
- \* They like ... in the ...

4.



- \* ... music is ...! It is ...
- \* They think ... is ...
- \* They get their ... Finally, they ...

### B. Listen and write. Then read aloud to a partner.

#### 1. Track 6

It's \_\_\_\_\_ time. I like \_\_\_\_\_ time. I \_\_\_\_\_ lunch at \_\_\_\_\_. I \_\_\_\_\_ lunch. Today, \_\_\_\_\_ sandwich. I will \_\_\_\_\_, too. And \_\_\_\_\_.

#### 2. Track 11

It's \_\_\_\_\_ time! I \_\_\_\_\_. I \_\_\_\_\_ fun. My favorite \_\_\_\_\_. I think \_\_\_\_\_ is \_\_\_\_\_. I \_\_\_\_\_ math. I think \_\_\_\_\_. How about you?

#### 3. Track 36

It's \_\_\_\_\_ for \_\_\_\_\_. This is \_\_\_\_\_. I \_\_\_\_\_ pajamas. I \_\_\_\_\_ my \_\_\_\_\_. Then, I set \_\_\_\_\_. I get \_\_\_\_\_. Finally, \_\_\_\_\_.

#### 4. Track 46

\_\_\_\_\_ night, \_\_\_\_\_. I like to look \_\_\_\_\_. I think \_\_\_\_\_. \_\_\_\_\_ many \_\_\_\_\_. They are \_\_\_\_\_. There \_\_\_\_\_, too. It is \_\_\_\_\_.

**C. Look at the pictures. Talk to your partner.**

1.



Tell your partner what you do with your pet.

2.



Tell your partner what it is fun to do in this kind of weather.

3.



Tell your partner what you get when you do this activity

4.



Tell your partner about the animals.

**D. Look at the pictures. Listen to your teacher and repeat the sentences.**

1.



Students need ... see.

2.



There ..., too.

3.



I ... in spring.

4.



... have a ...

5.



... think ... boring.

6.



There are ... They ...

**E. Write and Discuss. Write a few things about yourself. Then share with a partner. Use the phrases in the box to help if needed.**

walking in the park	dogs are fun	ride a bike to school
playing the piano	animal is the zebra	spring is the best season
to play outdoors	season is fall	the food at school
look at the stars	time is lunch time	relax after dinner

1. I like \_\_\_\_\_
2. I don't like \_\_\_\_\_
3. I usually \_\_\_\_\_
4. My favorite \_\_\_\_\_
5. I think \_\_\_\_\_
6. I don't think \_\_\_\_\_

**F. Write and interview. Write a few questions you have about your partner. Then ask your partner the questions. Use the phrases in the box to help if needed. Write their answers on the lines given.**

in the winter	go swimming	there outdoors
eat for breakfast	eat a snack	get ready for school
your favorite school subject	go to school	the morning
fun to visit	do at the park	sunny

1. What do you do \_\_\_\_\_  
Answer: \_\_\_\_\_
2. What will you \_\_\_\_\_  
Answer: \_\_\_\_\_
3. How do you \_\_\_\_\_  
Answer: \_\_\_\_\_
4. What is \_\_\_\_\_  
Answer: \_\_\_\_\_
5. When do you \_\_\_\_\_  
Answer: \_\_\_\_\_
6. Where is it \_\_\_\_\_  
Answer: \_\_\_\_\_

## ***Speaking Time 1 Midterm Test Answer Key***

### **A. (Answer will vary.)**

- |                                       |   |
|---------------------------------------|---|
| 1.                                    | 2.  |
| * It's a rainy day.                   | * They like to look at animals in the zoo.              |
| * She walks to school.                | * They see a zebra.                                     |
| * There are many trees near the road. | * It has black and white stripes.                       |
| 3.                                    | 4.  |
| * It's time for their lunch.          | * Pop music is great! It is fun and exciting.           |
| * They need food to eat for lunch.    | * They think playing music is fun.                      |
| * They like to eat in the park.       | * They get their instruments. Finally, they play music. |

### **B.**

1. It's nearly lunch time. I like lunch time. I eat lunch at 1 o'clock. I usually have a sack lunch. Today, it's a chicken sandwich. I will eat some cookies, too. And I will drink some milk.

2. It's school time! I walk to school. I think school is fun. My favorite subject is science. I think science is interesting. I don't like math. I think math is difficult.  
How about you?

3. It's time for bed. This is how I get ready for bed. I put on my pajamas. I brush my teeth. Then, I set my alarm clock. I get my toy. Finally, I go to sleep.

4. At night, I go outdoors. I like to look at the sky. I think the sky is magical. There are many stars. They are bright. There is a moon, too. It is beautiful.

### **C. (Answer will vary.)**

1. I run with my dog.
2. It is fun to build a snowman in snowy weather.
3. I get my brush. Then, I brush my hair.
4. Giraffes are taller than zebras.

### **D.**

1. Students need glasses to see.
2. There is a nice lake, too.
3. I have a picnic in spring.
4. They have a pretty basket.
5. I think art is boring.
6. There are many planets. They are special.

**E.** *(Answers will vary.)*

1. I like to play outdoors / walking in the park / the food at school.
2. I don't like to play outdoors / walking in the park / the food at school.
3. I usually ride a bike to school / look at the stars / relax after dinner.
4. My favorite season is fall / time is lunch time / animal is the zebra.
5. I think dogs are fun / spring is the best season.
6. I don't think dogs are fun / spring is the best season.

**F.** *(Answers will vary.)*

1. What do you do in the winter?

Answer: I go skiing.

2. What will you eat for breakfast?

Answer: I will eat sandwiches.

3. How do you go to school?

Answer: I go to school by bus.

4. What is your favorite school subject?

Answer: My favorite subject is English.

5. When do you go swimming?

Answer: I go swimming after school.

6. Where is it fun to visit?

Answer: My grandma's house is fun to visit.

## Test Overview

### ***Speaking Time Final Test:***

Tests assess students' understanding of the material covered in the book.

- Final tests should be assigned after students have completed units 11-20.
- Teacher circulates the room as the students are taking the tests to see how easy or difficult the students are finding it.
- If students are struggling with the test, teacher should consider providing additional scoring options, such as a speaking test or a separate written test.
- For individual students who are struggling, extra homework can be assigned.
- Teacher should keep records of students' results to pass to the next teacher.
- Answers / and scripts for all test questions can be found at the end of each test.



## Speaking Time 1 Final Test

### A. Talk about the pictures with a partner. Use the prompts.

1.



- \* I ... at ...
- \* I want to ...
- \* It takes less than ...

2.



- \* I'm planning ...
- \* I want to ...
- \* ... lives ...

3.



- \* I am from ...
- \* I am good at ...
- \* I have to ...

4.



- \* Our weather is ...
- \* I ... play with my ...
- \* We can make ...

### B. Listen and write. Then read aloud to a partner.

1. Track 71

My friend \_\_\_\_\_. There \_\_\_\_\_ pond. \_\_\_\_\_ live \_\_\_\_\_ . Fish make \_\_\_\_\_. Gulp! Gulp! Frogs live \_\_\_\_\_ . \_\_\_\_\_ splashing sound. Splish! Splash!

2. Track 76

I can make \_\_\_\_\_. \_\_\_\_\_, I get \_\_\_\_\_. Second, I add \_\_\_\_\_. Then, I \_\_\_\_\_. Next, I \_\_\_\_\_. Finally, \_\_\_\_\_. It's yummy!

3. Track 86

\_\_\_\_\_ is easy. I can \_\_\_\_\_ well. It takes \_\_\_\_\_ minute. I start \_\_\_\_\_. \_\_\_\_\_, I \_\_\_\_\_ body. \_\_\_\_\_, I draw the tail. Look at this!

4. Track 96

Hello! I \_\_\_\_\_ Kenya. I \_\_\_\_\_ Swahili. Kenya \_\_\_\_\_ hot. We \_\_\_\_\_ ugali. \_\_\_\_\_ of pudding. I \_\_\_\_\_!

**C. Look and the pictures. Talk to your partner.**

1.



Tell your partner about what is eaten in France.

2.



Tell your partner what you dream of being.

3.



Tell your partner what activity you enjoy the most and how you do it.

4.



Tell your partner where you can go together.

**D. Look at the pictures. Listen to your teacher and repeat the sentences.**

1.



... do homework ...  
6:30.

2.



... horse. ... a long tail.

3.



... play cards.

4.



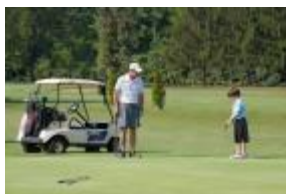
Squirrels ... in the woods.

5.



... call my friend.

6.



... golf. ... not easy.

**E. Write and Discuss. Write a few things about yourself. Then share with a partner. Use the phrases in the box to help if needed.**

at painting	ride a bike	a famous athlete
go to school / 8 o'clock	a trip to France	learn Spanish
the piano	eat lunch / 12:30	to visit Russia
at running	soccer	a police officer

1. I \_\_\_\_\_ at \_\_\_\_\_
2. I want to \_\_\_\_\_
3. I dream of being \_\_\_\_\_
4. I'm planning \_\_\_\_\_
5. I'm good \_\_\_\_\_
6. I'm learning to play \_\_\_\_\_

**F. Write and interview. Write a few questions you have about your partner. Then ask your partner the questions. Use the phrases in the box to help if needed. Write their answers on the lines given.**

do you play often	to play	are you good at
do you like least	languages do you speak	wake up in the morning
dream of being	can you make	do you enjoy most

1. What \_\_\_\_\_  
Answer: \_\_\_\_\_
2. What do you \_\_\_\_\_  
Answer: \_\_\_\_\_
3. When do you \_\_\_\_\_  
Answer: \_\_\_\_\_
4. What food \_\_\_\_\_  
Answer: \_\_\_\_\_
5. What are you learning \_\_\_\_\_  
Answer: \_\_\_\_\_
6. What game \_\_\_\_\_  
Answer: \_\_\_\_\_

## ***Speaking Time 1* Final Test Answer Key**

### **A. (Answers will vary.)**

- |  |   |
|--|---|
| 1.<br>* I go jogging at 5:30.<br>* I want to get in shape.<br>* It takes less than forty-five minutes. | 2.<br>* I'm planning a trip to the country.<br>* I want to visit my grandmother.<br>* My grandmother lives on a farm. |
| 3.<br>* I am from Russia.<br>* I am good at dancing.<br>* I have to practice a lot.                    | 4.<br>* Our weather is cold.<br>* I often play with my family in the snow.<br>* We can make a snowman.                |

### **B.**

1. My friend has a big pond. There are animals in the pond. Fish live in the water. Fish make a funny sound. Gulp! Gulp! Frogs live in the water, too. Frogs make a splashing sound. Splish! Splash!

2. I can make an omelet. First, I get some eggs. Second, I add mushrooms and cheese. Then, I mix it. Next, I fry it in a pan. Finally, I eat it. It's yummy!

3. Drawing is easy. I can draw an elephant well. It takes less than a minute. I start with the ears. Then, I draw the body. Finally, I draw the tail. Look at this!

4. Hello! I am from Kenya. I speak English and Swahili. Kenya is in Africa. Our weather is hot. We eat a lot of ugali. It is a type of pudding. I love my country!

### **C. (Answers will vary.)**

1. People eat a lot of cheese.
2. I dream of being an astronaut.
3. I enjoy hiking the most. You have to walk in nature.
4. Maybe we can go to the theater.

### **D.**

1. I do homework at 6:30.
2. Look at the horse. It has a long tail.
3. I want to play cards.
4. Squirrels live in the woods.
5. Maybe I can call my friend.
6. I'm learning to play golf. It's not easy.

**E.** *(Answers will vary.)*

1. I go to school at 8 o'clock / eat lunch at 12:30.
2. I want to ride a bike / learn Spanish.
3. I dream of being a famous athlete / a police officer.
4. I'm planning a trip to France / to visit Russia.
5. I'm good at painting / at running.
6. I'm learning to play soccer / the piano.

**F.** *(Answers will vary.)*

1. What languages do you speak?

Answer: I speak English and Chinese.

2. What do you have for lunch?

Answer: I eat pizza for lunch.

3. When do you wake up in the morning?

Answer: I wake up 6:00 in the morning.

4. What food can you make?

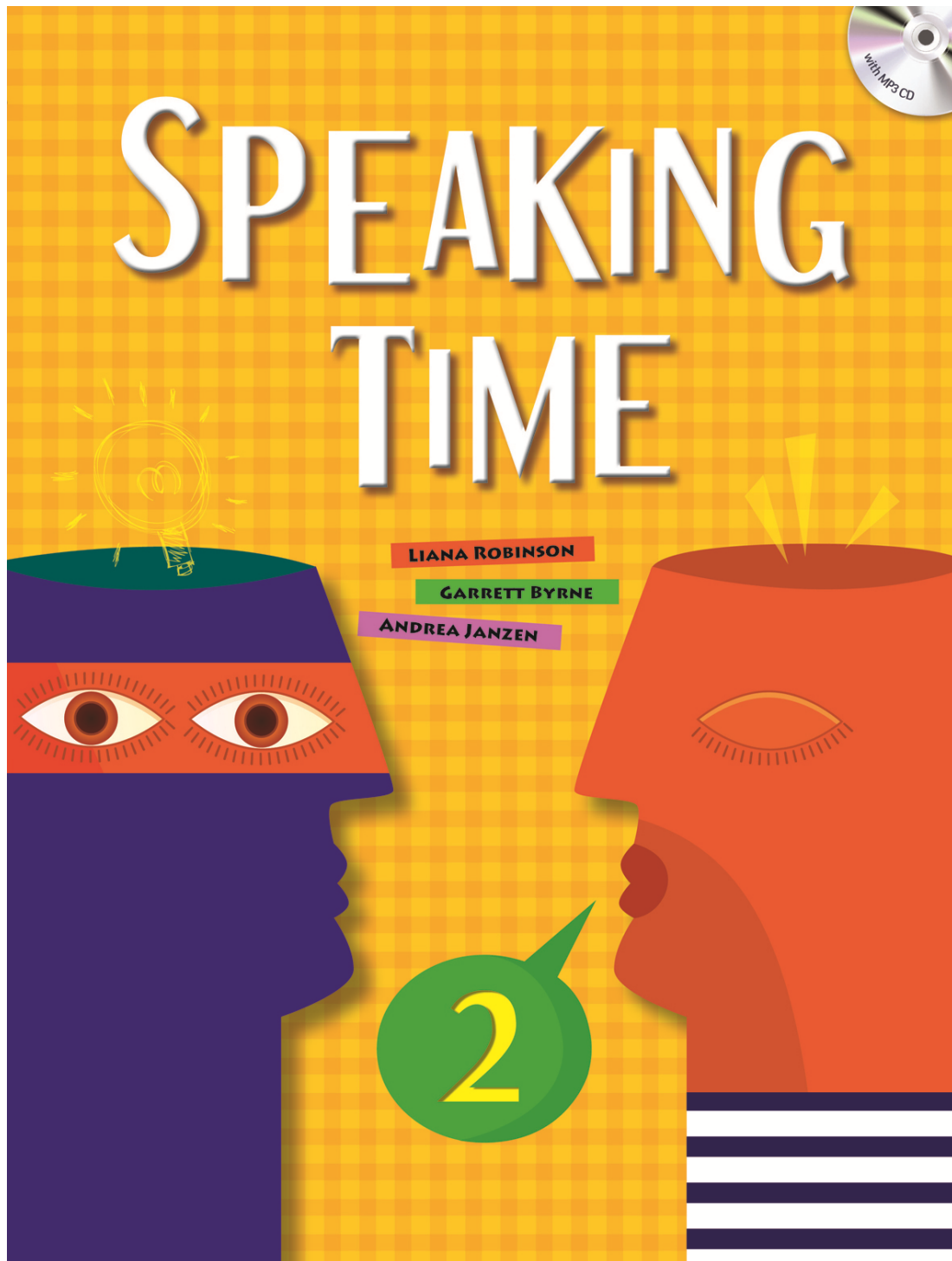
Answer: I can make spaghetti.

5. What are you learning to play?

Answer: I am learning to play the piano.

6. What game do you play often?

Answer: I often play soccer.



## Teacher's Guide

## Scope and Sequence

### *Speaking Time 2*

<b>Unit</b>	<b>Title</b>	<b>Vocabulary</b>
<b>1</b>	Shopping with My Mom	apartment, food, park, store, supermarket
<b>2</b>	My Favorite Holiday	Christmas, favorite, holiday, presents, special
<b>3</b>	My Favorite Food	Chinese, choose, noodles, streets, weekends
<b>4</b>	What We Like to Make	beautiful, leis, necklace, peace, together
<b>5</b>	My Bad Day	earlier, experience, instead, overslept, wrong
<b>6</b>	Interesting Animals	circles, nocturnal, raccoons, smart, stripes
<b>7</b>	Being Creative	clay, dirty, mistakes, pottery wheel
<b>8</b>	Fascinating Plants	branches, counting, leaves, science, underground
<b>9</b>	On Vacation	another, bored, different, spend, vacation
<b>10</b>	Six-Legged Friends	dangerous, families, ladybugs, strong, weight
<b>11</b>	When I Am Bored	jigsaw puzzles, jokes, laugh, quiet, tell
<b>12</b>	Becoming a Tour Guide	ancient, guide, history, museums, pyramids
<b>13</b>	A Good Place to Visit	boat, old, place, river, sight
<b>14</b>	Helping Out	chores, helping out, takes out, trash, wash
<b>15</b>	Endangered Species	cold-blooded, endangered, lays, protect, tortoise
<b>16</b>	A Healthy Lifestyle	exercise, healthily, meal, need, sunscreen
<b>17</b>	A Good Friend	chatty, person, secrets, since, shy
<b>18</b>	All About Ecuador	capital city, Ecuador, mountains, read, tall
<b>19</b>	One Thing I Want to Make	cool, hammering, live, nails, tree house
<b>20</b>	"Please" and "Thank You"	elbows, knives, laps, manners, puts

## Suggested Lesson Plan

### Speaking Time 2

#### Introduction:

- Teacher shows students the picture that accompanies the modeled speech and writes the unit title on the board. Teacher then asks students what they think the unit will be about.
- Teacher then plays the modeled speech and asks comprehension questions to ensure understanding.
- Teacher plays the speech again and has students read along.
- The teacher then has students work in groups to practice reading the speech aloud. Teacher circulates the room, focusing on helping students with speed, pronunciation, and intonation.

#### Homework Check:

- Teacher selects students to present their homework aloud. Records can be kept to show progress in speech giving.

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#### Warm-Up:

- As teacher takes attendance, she/he asks questions related to previous units. Students are encouraged to speak in short phrases or sentences.
- Teacher plays a modeled speech from a previous unit and asks students questions related to the speech.
- Teacher writes a word related to a previous unit on the board and gets students to say as many words as they can about previous units in thirty seconds to one minute.

#### Practice A:

- Teacher writes the sentence prompts on the board and asks students for their own ideas to complete the sentence.
- Teacher then plays the audio CD for the students.
- Students try to complete the sentences for pictures 1-4 on their own, without the accompaniment of the audio CD.
- Check the answers together with the audio CD.
- Teacher wraps up the activity by starting the sentence and asking students to chorus the ending, or vice-versa.





### Practice B:

- Teacher writes the sentence prompts on the board and asks students for their own ideas to complete the sentences.
- Teacher assigns students to work in pairs to ask and answer questions about the pictures with the sentence endings provided.
- Check the answers together with the audio CD.

### Practice C:

- Teacher plays the audio CD.
- Students listen and number the pictures.
- Students then work in pairs to ask and answer questions based on the pictures.
- Extend the activity by having students work in pairs to create stories about the pictures. Encourage students to think creatively, but also ensure that stories have clear beginnings, middles, and endings.



### Sum-Up:

- Students listen to the audio CD and fill in the blanks.
- Teacher writes words from the activity on the board, spelled incorrectly, and asks students to find the mistakes and correct them. This can be turned into a game with two teams.
- Students create their own sentences based on the pictures and read them aloud.
- For additional review, students can work in pairs to ask and answer questions about the sentences and/or pictures.

### Stress:

- Students read the sentences aloud, stressing the words in red.
- Teacher can record students' speaking and create an audio portfolio for each student.

### More Expressions:

- Teacher checks to ensure that students can identify all of the pictures.
- Teacher then assigns students to work in pairs to ask and answer questions about the pictures.
- Teacher extends the activity by having students work in pairs or groups of three to create a story using all the vocabulary from the section.
- Groups then present their stories.



### Speaking Practice A:

- Students create scripts relevant to their own lives using the modeled speech from the first page.
- Teacher encourages students to use the expressions from the box in the scripts.
- Teacher moves around the classroom, encouraging students and helping them generate new ideas.

### Speaking Practice B:

- Teacher assigns students to work in pairs and interview each other with the given questions.
- Students then create speeches about the interviews.

### Assign Homework:

- Possible homework assignments include interviewing a family member, creating role-play scripts based on the unit, and/or listening to the CD at home.

### Wrap-Up:

- Teacher leads a free-talking discussion based on the unit topic, encouraging students to speak as much as possible using key vocabulary and expressions from the unit.

## Test Overview

### ***Speaking Time 2 Midterm Test:***

Tests assess students' understanding of the material covered in the book.

- Midterm tests should be assigned after students have completed units 1-10.
- Teacher circulates the room as the students are taking the tests to see how easy or difficult the students are finding it.
- If students are struggling with the test, teacher should consider providing additional scoring options such as a speaking test or a separate written test.
- For individual students who are struggling, extra homework can be assigned.
- Teacher should keep records of students' results to pass to the next teacher.
- Answers / and scripts for all test questions can be found at the end of each test.

## Speaking Time 2 Midterm Test

### A. Talk about the pictures with a partner. Use the prompts.

1.



- \* I really like to eat ... food.
- \* In my country, people like to make ...
- \* They are a type of ...

2.



- \* My favorite holiday is ...
- \* We often ...
- \* ... is always fun.

3.



- \* I look forward to ... vacation.
- \* I often go shopping with my ...
- \* I like it because I can ...

4.



- \* I think ... would be fun.
- \* I like it because I can ...
- \* I get to ...

### B. Listen and write. Then read aloud to a partner.

#### 1. Track 6

My \_\_\_\_\_ Day. It happens on December 25<sup>th</sup>.  
 \_\_\_\_\_ have a special dinner. Everybody \_\_\_\_\_. I  
 \_\_\_\_\_. And \_\_\_\_\_. I also like it  
 \_\_\_\_\_. We usually \_\_\_\_\_.

#### 2. Track 16

\_\_\_\_\_, people like to make leis. Leis \_\_\_\_\_. \_\_\_\_\_ peace.  
 Leis \_\_\_\_\_. They \_\_\_\_\_. It \_\_\_\_\_  
 lei. You \_\_\_\_\_. I think leis are very beautiful.

#### 3. Track 21

I \_\_\_\_\_. \_\_\_\_\_, in the morning, \_\_\_\_\_. \_\_\_\_\_ house  
 late. Then, \_\_\_\_\_. I \_\_\_\_\_. The taxi went  
 \_\_\_\_\_. \_\_\_\_\_, I was late for school. \_\_\_\_\_, I'm going to leave  
 the house earlier!

#### 4. Track 36

\_\_\_\_\_, I learned about trees. I \_\_\_\_\_. Looking at trees,  
 \_\_\_\_\_. \_\_\_\_\_ the rings.  
 \_\_\_\_\_ and a trunk. The roots grow \_\_\_\_\_. They  
 get water \_\_\_\_\_. The trunk \_\_\_\_\_  
 \_\_\_\_\_.

**C. Look and the pictures. Talk to your partner.**

1.



Tell your partner what you go shopping for.

2.



Tell your partner what you think is an interesting animal.

3.



Tell your partner what kind of food you like to eat.

4.



Tell your partner what you think would be fun.

**D. Look at the pictures. Listen to your teacher and repeat the sentences.**

1.



In my country, people like to make ...

2.



The ...

3.



First, in the morning ...

4.



I also like ... because they ...

5.



They can ...!

6.



She gets to ...

**E. Write and Discuss. Write a few things about yourself. Then share with a partner. Use the phrases in the box to help if needed.**

roses	go shop with brother	whales interesting
vacation	to eat Korean food	to give on Valentine's Day
choose nachos with salsa	knitting would be	pelicans because

1. I really like \_\_\_\_\_
2. I often \_\_\_\_\_
3. I think \_\_\_\_\_
4. I learned \_\_\_\_\_
5. I look forward to \_\_\_\_\_

**F. Write and interview. Write a few questions you have about your partner. Then ask your partner the questions. Use the phrases in the box to help if needed. Write their answers on the lines given.**

do for vacation	have a bad experience	favorite restaurant
made from	would be	learn

1. What is your \_\_\_\_\_  
Answer: \_\_\_\_\_
2. What are your \_\_\_\_\_  
Answer: \_\_\_\_\_
3. When did you \_\_\_\_\_  
Answer: \_\_\_\_\_
4. What do you think \_\_\_\_\_  
Answer: \_\_\_\_\_
5. What did you \_\_\_\_\_  
Answer: \_\_\_\_\_

## ***Speaking Time 2 Midterm Test Answer Key***

### **A. (Answers will vary.)**

1.

- \* I really like to eat Italian food.
- \* In my country, people like to make layered cakes.
- \* They are a type of dessert.

2.

- \* My favorite holiday is Christmas.
- \* We often spend time with our family.
- \* Opening presents is always fun.

3.

- \* I look forward to spring vacation.
- \* I often go shopping with my sister.
- \* I like it because I can have fun with her.

4.

- \* I think painting would be fun.
- \* I like it because I can make beautiful artwork.
- \* I get to give my art to my parents.

### **B.**

1. My favorite holiday is Christmas Day. It happens on December 25<sup>th</sup>. On that day we have a special dinner. Everybody comes to my house to eat. I like it because I can play games. And I get to stay up late. I also like it because we get presents. We usually open our presents in the morning.

2. In my country, people like to make leis. Leis are a type of necklace. They are a symbol of peace. Leis are made for special days. They are made from flowers, leaves, and feathers. It is easy to make a lei. You just need to tie everything together. I think leis are very beautiful.

3. I had a bad experience yesterday. First, in the morning, I overslept. Because of this, I left the house late. Then, I missed the bus. I took a taxi instead. The taxi went the wrong way. As a result, I was late for school. Next time, I'm going to leave the house earlier!

4. In science class, I learned about trees. I learned how they grow. Looking at trees, we know their age. We know this by counting the rings. A tree has roots, leaves, branches, and a trunk. The roots grow underground. They get water and food for the tree. The trunk holds the branches and leaves.

### **C. (Answers will vary.)**

1. I go shopping for clothes.
2. I think the elephant is an interesting animal.
3. I like to eat Indian food.
4. I think going hiking would be fun.

**D.**

1. In my country, people like to make fans.
2. The roots drink water.
3. First, in the morning I was sick.
4. I also like beetles because they are strong.
5. They can smell with their tongues!
6. She gets to ride a camel.

**E. (*Answers will vary.*)**

1. I really like to eat Korean food / winter vacation / pelicans because they look funny / going camping.
2. I often go shopping with my brother / choose nachos with salsa.
3. I think whales are interesting animals / knitting would be fun / about roses.
4. I learned about roses / how cacti grow.
5. I look forward to winter vacation / going camping.

**F. (*Answers will vary.*)**

1. What is your favorite restaurant?  
Answer: My favorite restaurant is SuSiRo.
2. What are your shoes made from?  
Answer: They are made from leather.
3. When did you have a bad experience?  
Answer: I had a bad experience in high school.
4. What do you think would be fun?  
Answer: Bungee-jumping would be fun.
5. What did you do for summer vacation?  
Answer: I went to Disneyland in Japan.



## Test Overview

### *Speaking Time Final Test*

Tests assess students' understanding of the material covered in the book.

- Final tests should be assigned after students have completed units 11-20.
- Teacher circulates the room as the students are taking the tests to see how easy or difficult the students are finding it.
- If students are struggling with the test, teacher should consider providing additional scoring options, such as a speaking test or a separate written test.
- For individual students who are struggling, extra homework can be assigned.
- Teacher should keep records of students' results to pass to the next teacher.
- Answers / and scripts for all test questions can be found at the end of each test.

## Speaking Time 2 Final Test

**A. Talk about the pictures with a partner. Use the prompts.**

1.



- \* When we are bored, we like to ...
- \* We all take turns ...
- \* We share lots of ... together.

2.



- \* One day, I want to be ...
- \* They are well known for ...
- \* I ... and ...

3.



- \* A good place to visit is ...
- \* We ... until ...
- \* We ... and ...

4.



- \* I have a good friend named ...
- \* We ... and ...
- \* We'll need ...

**B. Listen and write. Then read aloud to a partner.**

1. Track 66

In my family, \_\_\_\_\_. We have \_\_\_\_\_. For example, my dad \_\_\_\_\_. On Sundays, my mom \_\_\_\_\_. I usually \_\_\_\_\_. Sometimes, my brother \_\_\_\_\_. \_\_\_\_\_ vacuuming. There are many \_\_\_\_\_. Everyone has chores!

2. Track 71

A turtle looks \_\_\_\_\_. It lives on \_\_\_\_\_. It has \_\_\_\_\_. It is \_\_\_\_\_ and lays eggs. The turtle is also \_\_\_\_\_. But the turtle is \_\_\_\_\_. This means \_\_\_\_\_. Please look after them.

3. Track 81

I have a good \_\_\_\_\_ Tamsin. I have known \_\_\_\_\_. At that time, \_\_\_\_\_. Now, \_\_\_\_\_. We share lots of \_\_\_\_\_ together. Tamsin is good at keeping secrets. She is \_\_\_\_\_. I'm glad to be her friend.

4. Track 86

\_\_\_\_\_ I know about. I read \_\_\_\_\_. Ecuador is \_\_\_\_\_

in \_\_\_\_\_. Its \_\_\_\_\_ Quito. \_\_\_\_\_. Much of the Spanish. Their flag \_\_\_\_\_. There are \_\_\_\_\_.

**C. Look and the pictures. Talk to your partner.**



Tell your partner what you share with your friends.



Tell your partner what food you eat lots of.



Tell your partner something about this animal.



Tell your partner when you do this chore.

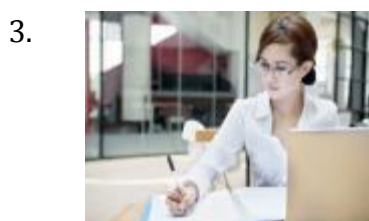
**D. Look at the pictures. Listen to your teacher and repeat the sentences.**



... orangutan ...  
human being.



... Morocco ... desert.



... write stories.



... a needle and some thread.



... ironing.



... eats all the food on his or her

plates.

**E. Write and Discuss. Write a few things about yourself. Then share with a partner. Use the phrases in the box to help if needed.**

with a	helping	make a
cleaning	lots of	Los Angeles, USA

1. I usually eat \_\_\_\_\_
2. I want to \_\_\_\_\_
3. I share \_\_\_\_\_
4. I take turns \_\_\_\_\_
5. I visited \_\_\_\_\_

**F. Write and interview. Write a few questions you have about your partner. Then ask your partner the questions. Use the phrases in the box to help if needed. Write their answers on the lines given.**

healthy lifestyle	place to visit	want to be
your good friend	want to make	your favorite color

1. What is a \_\_\_\_\_  
Answer: \_\_\_\_\_
2. What do you \_\_\_\_\_  
Answer: \_\_\_\_\_
3. What things do you \_\_\_\_\_  
Answer: \_\_\_\_\_
4. How long have \_\_\_\_\_  
Answer: \_\_\_\_\_
5. What is something \_\_\_\_\_  
Answer: \_\_\_\_\_

## ***Speaking Time 2 Final Test Answer Key***

### **A. (Answers will vary.)**

1.

- \* When we are bored, we like to play outside.
- \* We all take turns on the slide.
- \* We share lots of laughs together.

2.

- \* One day, I want to be a vet.
- \* They are well known for helping animals.
- \* I want to help and save animals.

3.

- \* A good place to visit is London, England.
- \* We visit the museums until dinnertime.
- \* We walk and see a lot.

4.

- \* I have a good friend named Susan.
- \* We climb rocks and hike.
- \* We'll need rope and good shoes.

### **B.**

1. In my family, everyone helps out. We have different things to do each day. For example, my dad cooks dinner on Tuesdays. On Sundays, my mom does laundry. I usually wash dishes on Wednesdays and Fridays. Sometimes, my brother does it instead. We all take turns vacuuming. There are many things to do at home. Everyone has chores!

2. A turtle looks like a tortoise. It lives on land and in water. It has a hard shell to protect it. It is cold-blooded and lays eggs. The turtle is also a good swimmer. But the turtle is endangered. This means there are not many of them. Please look after them.

3. I have a good friend named Tamsin. I have known her since first grade. At that time, she was quiet and shy. Now, she is chatty and funny. We share lots of secrets together. Tamsin is good at keeping secrets. She is a special person in my life. I'm glad to be her friend.

4. Ecuador is one country that I know about. I read a book about it at school. Ecuador is in South America. Its capital city is Quito. Most people there speak Spanish. Their flag is yellow, blue, and red. Much of the land in Ecuador is rainforest. There are also many tall mountains.

### **C. (Answers will vary.)**

1. I share pizza with my friends.
2. I eat lots of mangos.
3. It has claws to climb trees.
4. I usually make my bed on Saturdays.

**D.**

1. A(n) orangutan looks like a human being.
2. Much of the land in Morocco is desert.
3. Another thing I do is write stories.
4. I'll need a needle and some thread.
5. We all take turns ironing.
6. Everyone eats all the food on his or her plates.

**E.** *(Answers will vary.)*

1. I usually eat with a spoon.
2. I want to make a tree house.
3. I share lots of toys.
4. I take turns helping my teacher / cleaning the bathroom.
5. I visited lots of places / Los Angeles, USA.

**F.** *(Answers will vary.)*

1. What is a fun place to visit?

Answer: An amusement park is a fun place to visit.

2. What do you want to be one day?

Answer: I want to be a teacher.

3. What things do you do for a healthy lifestyle?

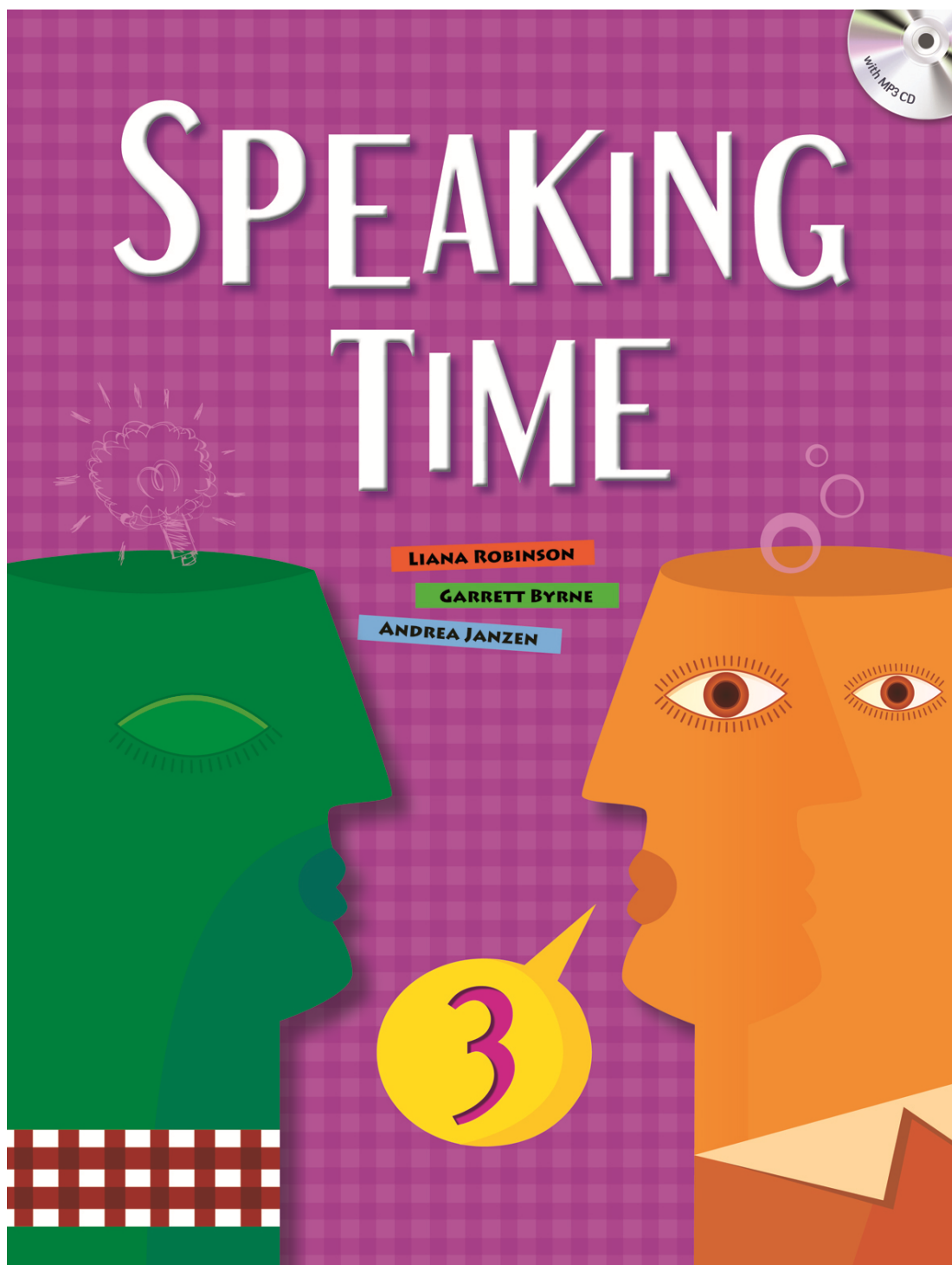
Answer: I exercise twice a week.

4. How long have you known your good friend?

Answer: I have known my friend Julie since I was 7 years old.

5. What is something you want to make?

Answer: I want to make a nice chair for my brother.



## Teacher's Guide

## Scope and Sequence

### *Speaking Time 3*

<b>Unit</b>	<b>Title</b>	<b>Vocabulary</b>
<b>1</b>	A Sport I Can Play	catch, hit, net, points, taught
<b>2</b>	To Be Outdoors	babysit, backyard, bicycle, Frisbee, warm
<b>3</b>	My Computer	assignment, computer, easy, quickly, send
<b>4</b>	Some Famous Places	famous, future, including, population, wish
<b>5</b>	Something I Like Making	ingredients, pitcher, pour, refreshing, squeeze
<b>6</b>	Our Special Place	board games, campfire, camping, hide-and-seek, plenty
<b>7</b>	The Importance of Friendship	celebrate, friendship, life, part, practice
<b>8</b>	Baby Rabbits	blind, fluffy, opinion, rabbits, wall
<b>9</b>	Turn Left	continue, crosswalk, easier, map, straight
<b>10</b>	A Special Animal	chasing, floor, garage, shake, treat
<b>11</b>	Once Upon a Time	awesome, evil, prince, recently, wizard
<b>12</b>	Fun to Watch on TV	agree, exciting, hours, last, professional
<b>13</b>	The Stinky Skunk	claws, furry, raises, skunk, smell
<b>14</b>	Body Parts	curly, grandma, nose, smile, toenails
<b>15</b>	Being Green	environment, pollute, recycling, reducing, superhero
<b>16</b>	Field Trips	aquarium, bottle, educational, experiments, jellyfish
<b>17</b>	One of My Favorite Relatives	grandpa, hanging out, neighbors, relatives, younger
<b>18</b>	Visit Switzerland	encourage, glaciers, highest, historical, mostly
<b>19</b>	A Fun Sport	equipment, poles, skiing, snow, thrilling
<b>20</b>	A Big Spender	allowance, bought, cost, magazine, money



## Suggested Lesson Plan

### Speaking Time 3

#### Introduction:

- Teacher shows students the picture that accompanies the modeled speech and writes the unit title on the board. Teacher then asks students what they think the unit will be about.
- Teacher then plays the modeled speech and asks comprehension questions to ensure understanding.
- Teacher plays the speech again and has students read along.
- Teacher then has students work in groups to practice reading the speech aloud. Teacher circulates the room, focusing on helping students with speed, pronunciation, and intonation.

#### Homework Check:

- Teacher selects students to present their homework aloud. Records can be kept to show progress in speech giving.

Page 1)



#### Warm-Up:

- As teacher takes attendance, she/he asks questions related to previous units. Students are encouraged to speak in short phrases or sentences.
- Teacher plays a modeled speech from a previous unit and asks students questions related to the speech.
- Teacher writes a word related to a previous unit on the board and gets students to say as many words as they can about previous units in thirty seconds to one minute.

#### Practice A:

- Teacher writes the sentence prompts on the board and asks students for their own ideas to complete the sentence.
- Teacher then plays the audio CD for the students.
- Students try to complete the sentences for pictures 1-4 on their own, without the accompaniment of the audio CD.
- Check the answers together with the audio CD.
- Teacher wraps up the activity by starting the sentence and asking students to chorus the ending, or vice-versa.



### Practice B:

- Teacher writes the sentence prompts on the board and asks students for their own ideas to complete the sentences.
- Teacher assigns students to work in pairs to ask and answer questions about the pictures with the sentence endings provided.
- Check the answers together with the audio CD.

### Practice C:

- Teacher plays the audio CD.
- Students listen and number the pictures.
- Students then work in pairs to ask and answer questions based on the pictures.
- Extend the activity by having students work in pairs to create stories about the pictures. Encourage students to think creatively, but also ensure that stories have clear beginnings, middles, and endings.



### Sum-Up:

- Students listen to the audio CD and fill in the blanks.
- Teacher writes words from the activity on the board, spelled incorrectly, and asks students to find the mistakes and correct them. This can be turned into a game with two teams.
- Students create their own sentences based on the pictures and read them aloud.
- For additional review, students can work in pairs to ask and answer questions about the sentences and/or pictures.

### Stress:

- Students read the sentences aloud, stressing the words in red.
- Teacher can record students' speaking and create an audio portfolio for each student.

### More Expressions:

- Teacher checks to ensure that students can identify all of the pictures.
- Teacher then assigns students to work in pairs to ask and answer questions about the pictures.
- Teacher extends the activity by having students work in pairs or groups of three to create a story using all the vocabulary from the section.
- Groups then present their stories.



### Speaking Practice A:

- Students create scripts relevant to their own lives, using the modeled speech from the first page.
- Teacher encourages students to use the expressions from the box in the scripts.
- Teacher moves around the classroom, encouraging students and helping them generate new ideas.

### Speaking Practice B:

- Teacher assigns students to work in pairs and interview each other with the given questions.
- Students then create speeches about the interviews.

### Assign Homework:

- Possible homework assignments include interviewing a family member, creating role-play scripts based on the unit, and/or listening to the CD at home.

### Wrap-Up:

- Teacher leads a free-talking discussion based on the unit topic, encouraging students to speak as much as possible using key vocabulary and expressions from the unit.

## Test Overview

### *Speaking Time* Midterm Test

Tests assess students' understanding of the material covered in the book.

- Midterm tests should be assigned after students have completed units 1-10.
- Teacher circulates the room as the students are taking the tests to see how easy or difficult the students are finding it.
- If students are struggling with the test, teacher should consider providing additional scoring options, such as a speaking test or a separate written test.
- For individual students who are struggling, extra homework can be assigned.
- Teacher should keep records of students' results to pass to the next teacher.
- Answers / and scripts for all test questions can be found at the end of each test.

## Speaking Time 3 Midterm Test

### A. Talk about the pictures with a partner. Use the prompts.

1.



- \* ... play volleyball.
- \* .... over the net.

2.



- \* .... theater with .... mother.
- \* ... fun because ... movies.

3.



- \* ... often ... listen to music.
- \* ... download ... songs.

4.



- \* ... chocolate chip cookies.
- \* The ingredients I need ....

### B. Listen and write. Then read aloud to a partner.

#### 1. Track 6

When \_\_\_\_\_. My favorite thing to do \_\_\_\_\_.

My second \_\_\_\_\_. Sometimes, \_\_\_\_\_.

At times, I \_\_\_\_\_. When this happens, \_\_\_\_\_. Often, \_\_\_\_\_.

I \_\_\_\_\_, too.

#### 2. Track 16

In the future, \_\_\_\_\_. It's located \_\_\_\_\_.

The population of \_\_\_\_\_. The \_\_\_\_\_

Dublin, \_\_\_\_\_. \_\_\_\_\_ the Blarney Stone. People \_\_\_\_\_. You \_\_\_\_\_, too.

Maybe you have heard of U2 or Oscar Wilde? They are Irish, and \_\_\_\_\_.

#### 3. Track 31

\_\_\_\_\_ is very important to me. \_\_\_\_\_, I would feel lonely and bored. I like \_\_\_\_\_. Usually, \_\_\_\_\_. My friends and I have also joined the tennis team. We practice \_\_\_\_\_. My \_\_\_\_\_ when I am sad. They \_\_\_\_\_ when I am successful. My friends are an important \_\_\_\_\_.

#### 4. Track 36

\_\_\_\_\_, the cutest animals are rabbits. \_\_\_\_\_ store. I like their soft, \_\_\_\_\_. But \_\_\_\_\_. Do you know that \_\_\_\_\_ kittens? They are \_\_\_\_\_ and with no fur. I \_\_\_\_\_, but my parents \_\_\_\_\_ it. Instead, I have a poster of Bugs Bunny \_\_\_\_\_!

**C. Look and the pictures. Talk to your partner.**

1.



Tell your partner what you do at the beach.

2.



Tell your partner where you would like to visit.

3.



Tell your partner how you would feel without your friends.

4.



Tell your partner what your favorite thing to do is.

**D. Look at the pictures. Listen to your teacher and repeat the sentences.**

1.



..., I have to help on the farm.

2.



Education...

3.



...peanut butter and jelly sandwiches.

4.



wonderful... we get such a great view.

5.



...to watch videos!

6.



...a bat and a glove.

**E. Write and Discuss.** Write a few things about yourself. Then share with a partner. Use the phrases in the box to help if needed.

play / soccer	shop / clothes	ocean / warm
Peru / future	pumpkin pie / whipped cream	

1. I know \_\_\_\_\_
2. I like to go \_\_\_\_\_
3. I often use \_\_\_\_\_
4. I really like making \_\_\_\_\_
5. I'd like to \_\_\_\_\_

**F. Write and interview.** Write a few questions you have about your partner. Then ask your partner the questions. Use the phrases in the box to help if needed. Write their answers on the lines given.

do / friends	easy / computer	stay / vacation
need / basketball	favorite / mountains	

1. What do you \_\_\_\_\_  
Answer: \_\_\_\_\_
2. What is your \_\_\_\_\_  
Answer: \_\_\_\_\_
3. What is \_\_\_\_\_  
Answer: \_\_\_\_\_
4. How long \_\_\_\_\_  
Answer: \_\_\_\_\_
5. What have \_\_\_\_\_  
Answer: \_\_\_\_\_

## Speaking Time 3 Midterm Test Answer Key

### A. (Answers will vary.)

- |  |   |
|--|---|
| 1.<br>* I know how to play volleyball.<br>* You have to get the ball over the net.       | 2.<br>* We often go to the theater with our mother.<br>* It's fun because we love movies.                               |
| 3.<br>* I often use my computer to listen to music.<br>* Sometimes I download new songs. | 4.<br>* I really like making chocolate-chip cookies.<br>* The ingredients I need are flour, sugar, eggs, and chocolate. |

### B.

1. When the weather is warm, I like to be outdoors. My favorite thing to do is ride my bicycle. My second favorite thing to do is play Frisbee. Sometimes, there are other things that I have to do. At times, I have to study or babysit my sister. When this happens, I try to do it outdoors. Often, I study on the grass in my backyard. I play games with my sister in the backyard, too.

2. In the future, I'd like to visit Ireland. It's located next to England, Wales, and Scotland. The population of Ireland is around six million people. The capital city is Dublin, which is in the northeast. There are some famous places including the Blarney Stone. People kiss this stone and make a wish. You can see many sheep farms in that country, too. Maybe you have heard of U2 or Oscar Wilde? They are Irish, and they are very famous.

3. Friendship is very important to me. Without my friends, I would feel lonely and bored. I like to spend time with them every day. Usually, we eat in the school cafeteria together. My friends and I have also joined the tennis team. We practice playing together after school. My friends make me feel better when I am sad. They help me celebrate when I am successful. My friends are an important part of my life.

4. In my opinion, the cutest animals are rabbits. I saw some rabbits at the pet store. I like their soft, fluffy tails and big ears. But they don't look so cute when they are born. Do you know that baby rabbits are called kittens? They are born blind and with no fur. I wish I had a rabbit, but my parents won't allow it. Instead, I have a poster of Bugs Bunny on my wall!

### C. (Answers will vary.)

1. I usually go swimming at the beach.
2. I'd like to visit Brazil.
3. Without my friends, I would feel lonely.
4. My favorite thing to do is play with my dog.



**D.**

1. At times, I have to help on the farm.
2. Education is very important to me.
3. I really like making peanut butter and jelly sandwiches.
4. It's wonderful because we get such a great view.
5. I often used my computer to watch videos!
6. You also need a bat and a glove.

**E.** *(Answers will vary.)*

1. I know how to play soccer.
2. I like to go to the ocean when the weather is warm.
3. I often use my computer to shop for clothes.
4. I really like making pumpkin pie with whipped cream.
5. I'd like to visit Peru in the future.

**F.** *(Answers will vary.)*

1. What do you need to play basketball?  
Answer: I need a ball and a place to play.
2. What is your favorite thing to do in the mountains?  
Answer: Taking pictures at the top of the mountains is my favorite thing to do.
3. What is something easy to do with your computer?  
Answer: Playing computer games is easy.
4. How long do you stay on vacation?  
Answer: I stay for one month.
5. What have you done with your friends?  
Answer: I have done homework with my friends.

## Test Overview

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- Answers and scripts for all test questions can be found at the end of each test.

## Speaking Time 3 Final Test

### A. Talk about the pictures with a partner. Use the prompts.

1.



- \* a play
- \* a rich man / lesson

2.



- \* picking up trash
- \* street cleaner

3.



- \*long legs / short legs
- \*basketball

4.



- \* cousin Jordan
- \* makes me laugh

### B. Listen and write. Then read aloud to a partner.

#### 1. Track 61

\_\_\_\_\_ about the skunk. The skunk \_\_\_\_\_. The skunk \_\_\_\_\_ protecting itself. Instead of using teeth or claws, \_\_\_\_\_. When a skunk \_\_\_\_\_. It sprays a \_\_\_\_\_. This liquid \_\_\_\_\_ run away. Then, the skunk \_\_\_\_\_. What a \_\_\_\_\_ animal!

#### 2. Track 86

I want to encourage \_\_\_\_\_. Switzerland \_\_\_\_\_. One of the most famous \_\_\_\_\_ Jungfrauoch. It' \_\_\_\_\_ and glaciers. It \_\_\_\_\_ Europe's highest railway line. I \_\_\_\_\_ Switzerland. It's \_\_\_\_\_ France, Germany, and Italy. The land \_\_\_\_\_ and mountains, \_\_\_\_\_. Come and visit my beautiful country!

#### 3. Track 91

I would \_\_\_\_\_. Skiing \_\_\_\_\_. The best thing \_\_\_\_\_ speed. \_\_\_\_\_ going down \_\_\_\_\_ by yourself. In order to ski, \_\_\_\_\_. This includes \_\_\_\_\_. I don't have any of \_\_\_\_\_, so I need to get some. Maybe \_\_\_\_\_. But then \_\_\_\_\_ some snow!

#### 4. Track 96

Every Saturday, \_\_\_\_\_ from my dad. If \_\_\_\_\_ ten dollars. Sometimes, \_\_\_\_\_ my money, \_\_\_\_\_ it. For example, \_\_\_\_\_ candy store. I \_\_\_\_\_ and \_\_\_\_\_. That cost two dollars and fifty cents. \_\_\_\_\_ near my house. There, I bought \_\_\_\_\_. By Sunday, \_\_\_\_\_!

**C. Look and the pictures. Talk to your partner.**

1.



Tell your partner what you would buy with an allowance.

2.



Tell your partner what you need in order to do ballet.

3.



Tell your partner where you have gone on a field trip.

4.



Tell your partner which of your body parts you don't like.

**D. Look at the pictures. Listen to your teacher and repeat the sentences.**

1.



Pool . . . boring. . .

2.



Instead of . . . , the . . . uses

3.



...use a mug instead of a paper cup.

4.



...fire station.

5.



It's ...

6.



He treats me ...

**E. Write and Discuss.** Write a few things about yourself. Then share with a partner. Use the phrases in the box to help if needed.

runners / ready	reuse / paper	snowboard / winter
terrible / witches	lips / nose	surfing / summer

1. I don't \_\_\_\_\_
2. I like it when \_\_\_\_\_
3. I read a \_\_\_\_\_
4. I help the \_\_\_\_\_
5. I would like \_\_\_\_\_

**F. Write and interview.** Write a few questions you have about your partner. Then ask your partner the questions. Use the phrases in the box to help if needed. Write their answers on the lines given.

favorite	allowance	best / karate
remember / field trip	sport / TV	like to do / free time

1. What is the \_\_\_\_\_  
Answer: \_\_\_\_\_
2. What do \_\_\_\_\_  
Answer: \_\_\_\_\_
3. Who is \_\_\_\_\_  
Answer: \_\_\_\_\_
4. What do you \_\_\_\_\_  
Answer: \_\_\_\_\_
5. What is a \_\_\_\_\_  
Answer: \_\_\_\_\_

## Speaking Time 3 Final Test Answer Key

### A. (Answers will vary.)

- |   |  |
|---|--|
| 1.<br>* I saw an amazing play recently.<br>* It was about a rich man who learned a lesson.                              | 2.<br>* I help the environment by picking up trash in my neighborhood.<br>* This helps by making our street cleaner.         |
| 3.<br>* Some people have long legs, while others have short legs.<br>* In order to play basketball, you need long legs. | 4.<br>* One of my favorite relatives is my cousin Jordan.<br>* I really like visiting her because she always makes me laugh. |

### B.

1. Let me tell you about the skunk. The skunk is a black and white furry animal. The skunk has an interesting way of protecting itself. Instead of using teeth or claws, the skunk uses smell. When a skunk thinks it's in danger, it raises its tail. It sprays a special liquid from its tail. This liquid is so smelly that other animals run away. Then, the skunk can escape. What a smelly animal!

2. I want to encourage people to visit my country. Switzerland has many things to see and do. One of the most famous places to visit is the Jungfrauoch. It's a very high mountain covered in snow and glaciers. It can be reached by Europe's highest railway line. I think everyone should visit Switzerland. It's surrounded by France, Germany, and Italy. The land is mostly lakes and mountains, with lots of farms. Come and visit my beautiful country!

3. I would like to try skiing. Skiing looks like a fun sport. The best thing about skiing is the speed. It would be thrilling going down a mountain fast by yourself. In order to ski, you need special equipment. This includes skis, ski boots, ski goggles, and poles. I don't have any of this equipment, so I need to get some. Maybe my dad can buy them for me. But then I'll have to find some snow!

4. Every Saturday, I get an allowance from my dad. If I've been good, I usually get \$10. Sometimes, I save my money, and sometimes I spend it. For example, last week, I went to the candy store. I bought some chocolate and some bubble gum. That cost two dollars and fifty cents. After that, I went to the bookstore near my house. There, I bought a comic book and a magazine. By Sunday, I had no money left!

### C. (Answers will vary.)

1. I would buy new shoes with an allowance.
2. In order to do ballet, you need special shoes.
3. I visited the art museum on a field trip.
4. I don't really care for my eyes.

**D.**

1. Pool is a boring sport to watch on TV.
2. Instead of biting, the octopus uses ink.
3. I also use a mug instead of a paper cup.
4. We're going to visit a fire station.
5. It's the world's largest coral reef.
6. He treats me badly.

**E.** *(Answers will vary.)*

1. I don't really like my lips or my nose.
2. I like it when runners get ready to race.
3. I read a terrible book about witches recently.
4. I help the environment by reusing scraps of paper.
5. I would like to try snowboarding in the winter.

**F.** *(Answers will vary.)*

1. What is the best thing about karate?

Answer: It is a sport which doesn't need equipment.

2. What do you do with your allowance?

Answer: I go shopping with my friends

3. Who is your favorite relative?

Answer: Uncle Jamie is my favorite relative.

4. What do you remember about your last field trip?

Answer: I remember that I went to the art museum with my classmates.

5. What is a good sport to watch on TV?

Answer: Basketball is a good sport to watch on TV.

## Optional Activities

### Speaking Fluency:

- Teacher records students as they read the modeled speech aloud.
- Teacher has students work in pairs to create additional speeches based on the model speeches that they then present to the class.
- Students create role-plays based on the modeled speeches and present them to the rest of the class.
- Students choose a topic and, over the course of a month, create a lengthy speech on the topic that they then present to the rest of the class.

### Vocabulary:

- Teacher writes key vocabulary on the board and has students create stories and then present them.
- Students create questions about new vocabulary words and ask them to the rest of the class.
- Teacher tapes vocabulary words around the classroom then gives students two minutes to find the words. Once the words have been found, students either present their words with direct meanings or riddles for other students to guess.

### Extension:

- Students create games based on the focus of the unit. They have to plan the game, design it, and present instructions for how to play it.
- Students play charades based on the unit vocabulary or topic.
- Students create vocabulary word cards in groups, and play *Go Fish*.
- Teacher lines students up in two teams. Teacher asks a question, and the first team to answer the question gets a point.
- Teacher has a ball. When teacher plays music, the students pass the ball around. The teacher stops the music, and whoever has the ball has to ask a question or say a sentence about the unit.



## Pacing Suggestion

The following is a pacing suggestion for a 28-week program:

Week	Class 1	Class 2
1	Unit 1, pages 9, 10	Unit 1, pages 11, 12
2	Unit 2, pages 13, 14	Unit 2, pages 15, 16
3	Unit 3, pages 17, 18	Unit 3, pages 19, 20
4	Unit 4, pages 21, 22	Unit 4, pages 23, 24
5	<b>Review using extension activities</b>	
6	Unit 5, pages 25, 26	Unit 5, pages 27, 28
7	Unit 6, pages 29, 30	Unit 6, pages 31, 32
8	Unit 7, pages 33, 34	Unit 7, pages 35, 36
9	Unit 8, pages 37, 38	Unit 8, pages 39, 40
10	<b>Review using extension activities</b>	
11	Unit 9, pages 41, 42	Unit 9, pages 43, 44
12	Unit 10, pages 45, 46	Unit 10, pages 47, 48
13	<b>Midterm Test</b>	
14	Unit 11, pages 49, 50	Unit 11, pages 51, 52
15	Unit 12, pages 53, 54	Unit 12, pages 55, 56
16	Unit 13, pages 57, 58	Unit 13, pages 59, 60
17	Unit 14, pages 61, 62	Unit 14, pages 63, 64
18	<b>Review using extension activities</b>	
19	Unit 15, pages 65, 66	Unit 15, pages 67, 68
20	Unit 16, pages 69, 70	Unit 16, pages 71, 72
21	Unit 17, pages 73, 74	Unit 17, pages 75, 76
22	Unit 18, pages 77, 78	Unit 18, pages 79, 80
23	<b>Review using extension activities.</b>	
24	Unit 19, pages 81, 82	Unit 19, pages 83, 84
25	Unit 20, pages 85, 86	Unit 20, pages 87, 88
26	<b>Review using extension activities focusing on Units 1-10. **Complete speaking fluency assessments</b>	
27	<b>Review using extension activities focusing on Units 11-20. **Complete speaking fluency assessments</b>	
28	<b>Final Test</b>	<b>Final test review and wrap-up.</b>