



1st Edition

STORYBOTS

Busy Beavers

Textbook



Books and Songs
by
Dave Martin



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Busy Beavers



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English for Beginners

Books and Songs

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Introduction

What makes *We are Busy Beavers* so great?

- Focus on *speaking* English
- Emphasis on always speaking in full sentences!
- Lays down a solid vocabulary of beginner English words!
- Question and Answer method means students *communicate* not *regurgitate*
- It's fun! Songs, games and colorful pictures help students learn while having fun!

What is *We are Busy Beavers*?

The *We are Busy Beavers* series of books and CDs is a logical, methodical approach to learning to speak English with a focus on asking and answering questions in full, grammatically correct sentences. It's always easy to remember new things when they are accompanied by melodies and vivid, colorful images. These are provided in the songs and books to help students remember new grammar and sentence structure more effectively. Once students have watched the videos and learned the songs, they can apply the melodies to subsequent exercises and remember sentence structure and vocabulary more easily.

How to teach this book

We are Busy Beavers books and CDs are made with teachers in mind. There are plenty of **Teachers' Tips** throughout the book that state the purpose of every section, highlight the key points to focus on and suggest ways to expand on the material outside of the text.

Although English words are written in the book the focus should be less on reading and writing and more on speaking and listening. Once the teacher has introduced the material, his/her role is to act as a facilitator while students ask and answer each other's questions about the material. The teacher must correct the students' mistakes and help with pronunciation. The object is to build good habits right from the very beginning. For example; addressing people formally by Mister and Missus, proper pronunciation of difficult consonants such as F,L,R,V,Z and speaking in full sentences are all emphasized.

How to use the CD

The accompanying CD contains 4 song videos that can be viewed on any Windows computer. Students can watch and sing along with these videos as often as they like. There are 2 audio tracks for each of these songs as well. One track contains vocals and the other does not. These can be played on any CD player. Students can listen to the songs and point at the pictures in the book. When they have mastered the songs they can sing along to the tracks without vocals and do all the singing themselves!

Topics covered in this book

This is *Book 1* in the *We are Busy Beavers* series. It is geared towards complete beginners to the English language. It begins by laying down a basic vocabulary of simple nouns to introduce the alphabet. Students are prompted to answer in full sentences right from the beginning when asked questions like "What's this?" and "What color is it?" The rooms of the house, the classroom and the park are introduced as well as the things inside of them and over 30 of the most commonly used verbs in the English language. Finally there is a series of tests at the end to help gauge students' retention and ability. This is a great starting point for any student!

Contents



The Busy Beaver Song

2



The Alphabet Song

4



The Color Song

12



Rooms in the Home

16



Review Games

22



In The Park

24



The House Song

28

guitar	hat	bed	umb
glass	rug	jam	apple
bat	bat	door	fish
canoe	car	duck	egg

Bingo Games

34



Test Section

37

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj

Kk Ll Mm Nn Op Pp Qq Rr Ss

Tt Uu Vv Ww Xx Yy Zz

Writing the Alphabet

52

The Busy Beaver Song

BUSY BEAVERS

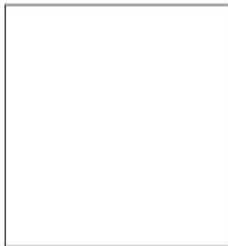


Beavers
Beavers are busy
Busy like me and you
Busy Beavers
I'm a Busy Beaver
Are you a Busy Beaver too?
I'm a Busy Busy Busy Beaver
I'm a Busy Beaver yes it's true
Busy Beavers
We are Busy Beavers
Are you a Busy Beaver too?

We are Busy Beavers!



Are you a Busy Beaver too?



Teachers' Tip

To be "Busy" is a concept everyone understands. Billy and Betty Beaver are very busy in the pictures above. Have your students draw pictures of themselves being "Busy Beavers". They can draw three pictures of anything they like to do such as reading, watching TV, playing a game, anything! Ask them "Are you busy?" and have them answer "Yes I'm busy!"

Busy Beaver Characters

Hello, my name is...



Hello, my name is Billy Beaver.
What's your name?



Hello, my name is Betty Beaver.
What's your name?

Teachers' Tip

Now ask students "What's his name?" and "What's her name?" for every character. Students should answer "His name is..." and "Her name is..." correctly for each character. Finally, ask each student "What's your name?" and make sure they answer in a full sentence "My name is..." After practicing let the students point at the pictures and ask each other "What's his/her name?" to which each student should reply "His/Her name is..."

Try these!



Mr. Martin



Mr. Brown Bear



Mr. Gorilla



Mr. Lion



Mr. Penguin



Mrs. Pig



Mrs. Kangaroo



Baby Kangaroo



Baby Elephant



Silly Monkey

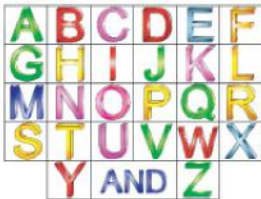
Teachers' Tip

One of the goals of this exercise is to teach the concept of adding the prefix Mister (Mr.) to a man's name and Missus (Mrs.) to a woman's name. It is important that students develop this habit right from the very beginning. It is good manners! The other aim is to teach the concepts of *his*, *her* and *my*. Also at this time you should teach the differences between boy, man, girl and woman.

The Alphabet Song

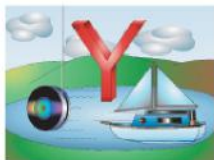
Teachers' Tip

The object of this song is to build a basic vocabulary for students to work with. Begin by watching the video. When students can sing the song very well, move to using the audio track and the book. Listen closely for difficult letters like F, L, R, V and Z.



Sing the song and point at the pictures!





Alphabet Words

A



Apple



Ant

B



Ball



Bat

C



Carrot



Car

D



Duck



Door

E



Elevator



Egg

F



Fish



Flag

G



Guitar



Glass

H



Hammer



Hat

I



Indian



Igloo

J



Jam



Juice

K



Kangaroo



Key

L



Ladder



Leaf

Teachers' Tip

Have students fill in Writing Practice Sheets for all of the objects. We suggest that you work slowly through them. Make up chants to help them associate the letters with their sounds like "What's this?" "It's a B - B - Bat" and "What's this?" "It's a B - B - Ball!". You can photocopy these pages and have students cut the pictures out and make Bingo Games out of them.

M



Monkey



Mouse

N



Nail

Nose

O



Octopus



Orange

P



Paint



Popcorn

Q



Question



Queen

R



Radio



Rake

S



Saw



Snake

T



Tree



Train

U



Umbrella



Unicorn

V



Vacuum



Violin

W



Whale



Watch

X



Axe



Box



Fox

Y



Yoyo



Yacht

Z



Zipper



Zebra

Writing Practice Sheet





















Teachers' Tip

This book focuses more on speaking but writing is still important. When a section is complete and 10 new words have been introduced photocopy this sheet and hand out one to every student. Have students draw a picture of the new objects or places in the boxes on the left and then write out the word as many times as possible on the lines. There are two lines for each object. Grade the students on their writing and award prizes for best penmanship and most improved!

Bingo Sheet

Teachers' Tip

Photocopy this page and hand it out. This game can be played when you have taught 16 new words. If there are less than 16, review old words. Students can draw pictures randomly into the boxes or write the words in English. Play the game until only 3 squares are remaining.

What's this? In the Classroom



Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj

Kk Ll Mm Nn Op Pp Qq Rr Ss

Tt Uu Vv Ww Xx Yy Zz

A=Apple
B=Ball
C=Car

Q: What's this?
A: It's a classroom.



Q: What's This?
A: It's a pencil.



Q: What's This?
A: It's a pen.



Q: What's This?
A: It's a marker.

Try these!



Book



Notebook



Book bag



Pencil case



Desk



Chair



White board



White board eraser

Bonus!



an eraser

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj

Kk Ll Mm Nn Op Pp Qq Rr Ss

Tt Uu Vv Ww Xx Yy Zz

the alphabet

Teachers' Tip

Begin by using the objects in the room. Hold up a pencil case and ask each student "What's this?". You can put several objects on the desk and have students tell you what they are or even question each other. Finally, cover this page so students can only see the classroom picture. Now ask "What's this?" to all the objects until they are memorized. Fill in a Writing Practice Sheet and play some Bingo Games with the words on this page too.

Vowels

A

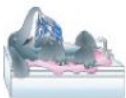


Q: What's this?
A: It's an apple.



Q: What's this?
A: It's an ant.

E



Q: What's this?
A: It's an elephant.



Q: What's this?
A: It's an elevator.

I



Q: What's this?
A: It's an igloo.



Q: What's this?
A: It's an indian.

O



Q: What's this?
A: It's an oven.



Q: What's this?
A: It's an octopus.

U



Q: What's this?
A: It's an umbrella.



Q: What's this?
A: It's an undershirt.

Let's Practice!

What's this?



Alarm Clock



Arm Chair



Eraser



Orange

Teachers' Tip

The purpose of this exercise is to teach the difference between "a" and "an" when talking about an object. For example, "It's a ball" is correct because the word ball begins with the consonant b. For words that begin with vowels "a" changes to "an". For example, "It's a apple" is incorrect because the word apple begins with the vowel a. "It's an apple" is correct.

Now review the Alphabet words by asking "What's this?" for each object. Make sure students clearly pronounce the word "an" when an object begins with the letters a, e, i, o, u.

(Unicorn is the exception to that rule)

The Color Song

Red

Green

Yellow

Orange

Blue

Black

White

Brown

Pink

Purple



Black Words



Blue Words



Pink Words



Q: What's this?

A: It's a book.

Q: What color is the book?

A: The book is red
just like this bed.



Q: What's this?

A: It's a tree.

Q: What color is the tree?

A: The tree is green.
You see? I see.



Q: What's this?

A: It's a lemon.

Q: What color is the lemon?

A: The lemon is yellow
just like this jello.



Q: What's this?

A: It's a box.

Q: What color is the box?

A: The box is orange
just like this fox.



Q: What's this?

A: It's a pen.

Q: What color is the pen?

A: The pen is blue.
That's true. It's true!



Q: What's this?

A: It's a hat.

Q: What color is the hat?

A: The hat is black
just like this cat.



Q: What's this?

A: It's an egg.

Q: What color is the egg?

A: The egg is white.
That's right. I'm right!



Q: What's this?

A: It's a mouse.

Q: What color is the mouse?

A: The mouse is brown
just like this house.



Teachers' Tip

Have students take turns singing the three different singing parts which are color coded.



Q: What's this?
 A: It's a bird.
 Q: What color is the bird?
 A: The bird is pink
 just like this drink.



Q: Do you really think
 this bird is pink?
 A: Yes, I really think
 that bird is pink.



A: I really think
 that bird is pink.
 That bird is pink
 just like this drink.



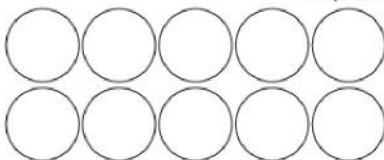
Q: What's this?
 A: It's a grape.
 Q: What color is the grape?
 A: The grape is purple
 just like this tape.



Teachers' Tip

The purpose of asking "Do you really think...?" is for students to practice saying "Yes, I really think..." Now try some other examples of "Do you really think...?" For example, "Do you really think this grape is purple?" or "Do you really think this is an apple?" This simple repetition will help students become more comfortable speaking.

Try this!



Red, Green, Yellow, Orange, Blue

Black, White, Brown, Pink, Purple

Have every student make a chart like this on a sheet of scrap paper. Have them write the color names into the circles and then color them in correctly.

The Color Game



Teachers' Tip

Play the color game like Billy and Betty do in the video! Play in teams or individually. Ask "What's this?" and "What color is the...?" for each item. Students receive points for correct answers. 1 point for "It's a..." and 1 point for "The...is..." The team with the most points wins. Have the opposite team ask the questions. Words that begin with vowels are all at the top right.

What color is it?



Q: What's this?
A: It's a zipper.
Q: What color is the zipper?
A: The zipper is red.



Q: What's this?
A: It's a zebra.
Q: What color is the zebra?
A: The zebra is purple.

Practice!

Red



Radio



Rose

Green



Fish



Bed

Yellow



Lamp



Lion

Orange



Violin



Table

Blue



Fan



Fork

Black



Fly



Cat

White



Bathtub



Oven

Brown



Piano



Chair

Pink



Octopus



Vase

Purple



Sofa



Vacuum

Bonus!



Q: What's this?
A: It's a toaster.
Q: What color is the toaster?
A: The toaster is orange and green.



Telephone

Try these!



Xylophone

Teachers' Tip

The letters F, L, R, V, Z and the "th" sound are often difficult for students to pronounce. This page contains a lot of those sounds. Some students may be inclined to say "The jeepuh is led" instead of correctly "The zipper is red". Listen to the students pronunciation and correct their mistakes until it sounds like English, not "Konglish". The new vocabulary on this page will continue on in the next section.

Rooms in the Home

Bedroom



Q: What's this?
A: It's a bedroom.

Bathroom



Q: What's this?
A: It's a bathroom.

Living Room



Q: What's this?
A: It's a living room.

Dining Room



Q: What's this?
A: It's a dining room.

Kitchen



Q: What's this?
A: It's a kitchen.

In the Bedroom



Q: What's this?
A: It's a lamp.
Q: Where is the lamp?
A: The lamp is in the bedroom.



Q: What's this?
A: It's a wardrobe.
Q: Where is the wardrobe?
A: The wardrobe is in the bedroom.

Try these!



Alarm Clock



Night Table



Window



Picture



Rug



Dresser



Mirror



Bed



Blanket



Pillow

What is in your bedroom?

Draw 4 pictures and write their name. For example Toy, Book, Game, Sock.



Teachers' Tip

Have the students complete a Writing Practice Sheet and play two Bingo Games after completing every room in the house. This will give them valuable repetition and practice.

In the Bathroom



Q: What's this?
A: It's a cup.
Q: Where is the cup?
A: The cup is in the bathroom.



Q: What's this?
A: It's a shower.
Q: Where is the shower?
A: The shower is in the bathroom.

Try these!



Sink



Towel



Toilet



Toilet Paper



Bathtub



Bath Mat



Medicine



Medicine Cabinet



Soap

What is in your bathroom?
Draw 3 pictures and write their name.
For example Tooth Brush, Tooth Paste, Shampoo.



Teachers' Tip

With uncountable things like soap and medicine "It's a soap" is incorrect. Simply "It's soap" and "It's medicine" are correct. Be sure to correct this common mistake.

In the Living Room



Q: What's this?

A: It's a fan.

Q: Where is the fan?

A: The fan is in the living room.



Q: What's this?

A: It's a lamp.

Q: Where is the lamp?

A: The lamp is in the living room.

Try these!



Sofa



Arm Chair



Coffee Table



Coffee Cup



TV



DVD Player
and a VCR



Picture



Telephone



Vacuum

What is in your living room?
Draw 3 pictures and write their name.
For example Air Conditioner, Magazine, Book,
Newspaper, Plant, Rug.



In the Dining Room



Q: What are these?

A: Those are candles.

Q: Where are the candles?

A: The candles are in the dining room.

Q: What are these?

A: Those are flowers.

Q: Where are the flowers?

A: The flowers are in the dining room.

Try these!



Books



Curtains



Chairs



Birds



Shelf



Piano



Piano Stool



Vase



Table



Radio



Grandfather
Clock



Rug

Teachers' Tip

The purpose of this page is to teach "these" and "those" when talking about more than one object. Create some examples using classroom objects such as markers, pens, pencils, erasers etc. Ask the students "What are these?" They will be in the habit of responding "It's a ..." Now they must say "Those are..." Also be careful with "is" and "are". Students will want to say "The books is in the dining room" and must be taught "is" changes to "are" when dealing with more than one object.

In the Kitchen



Q: What are these?

A: Those are chopsticks.

Q: Where are the chopsticks?

A: The chopsticks are in the kitchen.

Q: What's this?

A: It's a fork.

Q: Where is the fork?

A: The fork is in the kitchen.

Try these!



Knife



Spoon



Pot



Frying Pan



Bowl



Plate



Cup



Glass



Refrigerator



Oven



Microwave



Toaster

Teachers' Tip

Explain the concept "Washing the dishes" and that utensils, cups, dishes, pots and pans are all called "dishes". It will come up later. Don't forget! "Chopsticks" is plural and "oven" begins with a vowel.



Sink



Kettle

In The Park



Soccer Ball



Soccer Net



Tennis Ball



Tennis Net



Tennis Racket



Basketball



Basketball Net



Baseball



Baseball Bat



Baseball Glove



Swings



Slide



Merry-go-round

Teachers' Tip

Teach the sport names and things in the park to students. We will now begin to deal with the first person as well as the third. Don't forget to complete a Writing Practice Sheet and a Bingo Game for this page.

Playing Games



Q: Where is Billy Beaver?
A: Billy Beaver is in the park.
Q: What is Billy Beaver doing?
A: Billy Beaver is playing baseball.



Q: Where is Betty Beaver?
A: Betty Beaver is in the park.
Q: What is Betty Beaver doing?
A: Betty Beaver is playing soccer.

Try these!



Mrs. Kangaroo
park
tennis



Mrs. Pig
park
basketball



Mr. Gorilla
bedroom
computer games



Mr. Brown Bear
kitchen
cards

Teachers' Tip

The purpose of this exercise is to introduce the concept of "doing". Students will confuse this with "what is it?" and "where is it?". With repetition they will understand. Also, it is important not to use the pronoun "he" or "she" yet and use full names to encourage students to say as much as possible. When they have mastered this, begin to ask them first person questions like "Where are you?" and "What are you doing?". Teach them to answer "I am in the park" and "I am playing baseball".

Playing Instruments



Q: Where is Billy Beaver?
 A: Billy Beaver is in the bedroom.
 Q: What is Billy Beaver doing?
 A: Billy Beaver is playing the guitar.



Q: Where is Betty Beaver?
 A: Betty Beaver is in the dining room.
 Q: What is Betty Beaver doing?
 A: Betty Beaver is playing the piano.

Try these!



Mrs. Kangaroo
 kitchen
 violin



Mrs. Pig
 classroom
 saxophone



Mr. Gorilla
 living room
 drums



Mr. Brown Bear
 bathroom
 xylophone

Teachers' Tip

Students will tend to avoid saying "the". For example "Mr. Gorilla is playing drums" which is incorrect. "Mr. Gorilla is playing the drums" is correct. The same applies to all examples. Remember to practice first person answers and complete a Writing Practice Sheet and Bingo Games for this section.

The House Song



Q: Where's Mr. Penguin?
A: He's in the bedroom.
Q: What's he doing?
A: He's reading a book.



Q: Where's Baby Elephant?
A: He's in the bathroom.
Q: What's he doing?
A: He's taking a bath.



Bedroom



Bathroom



Living Room



Dining Room



Kitchen



Not Chicken!

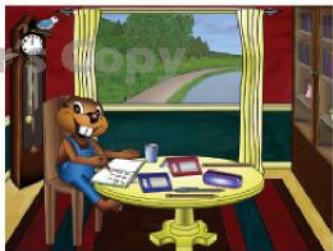
Teachers' Tip

The purpose of this song is to teach "Where is...?" which students have been practicing, as well as simple verbs like reading, studying, cooking and washing. You can build on this model with other examples as students learn more verbs. Have students take turns singing the different parts. Also, although "kitchen" and "chicken" may sound similar, they are quite different as the song shows.



Q: Where's Mr. Lion?
 A: He's in the living room.
 Q: What's he doing?
 A: He's watching TV.

(Repeat Chorus)



Q: Where's Billy Beaver?
 A: He's in the dining room.
 Q: What's he doing?
 A: He's studying English.



Q: Where's Mr. Brown Bear?
 A: He's in the kitchen.
 Q: What's he doing?
 A: He's cooking spaghetti.



Q: Where's Mr. Zebra?
 A: He's in the kitchen.
 Q: What's he doing?
 A: He's washing the dishes.



What are you doing?

One word answers, walking, talking...



Q: Where's Billy Beaver?
A: He's in the park.
Q: What's he doing?
A: He's walking.



Q: Where's Betty Beaver?
A: She's in the park.
Q: What's she doing?
A: She's running.



Q: Where's Silly Monkey?
A: He's in the bedroom.
Q: What's he doing?
A: He's dancing.

Try these!



Betty Beaver
park
talking



Billy Beaver
park
laughing



Baby Kangaroo
kitchen
crying



Mr. Penguin
park
skating



Betty Beaver
bedroom
singing



Baby Elephant
bedroom
sleeping

Teachers' Tip

The House Song taught some of the most common verbs in the English language. Let's learn some more. The characters' names can now be substituted for the pronouns "he" and "she" in the answers. You can also ask "Where are you?" and "What are you doing?" and students will answer with "I am..." They must be able to both answer and ask all of the questions. Singing will help them construct sentences and is more fun too! You should make a Writing Practice Sheet and a Bingo Game for every page in this section as there are a lot of verbs to learn.

What are you doing?

Eating and drinking...



Q: Where's Mr. Gorilla?
A: He's in the bedroom.
Q: What's he doing?
A: He's eating pizza.



Q: Where's Betty Beaver?
A: She's in the kitchen.
Q: What's she doing?
A: She's drinking juice.



Q: Where's Mr. Penguin?
A: He's in the park.
Q: What's he doing?
A: He's eating popcorn.

Try these!



Mr. Penguin
dining room
coffee



Betty Beaver
kitchen
ice cream



Mr. Gorilla
kitchen
soda



Billy Beaver
dining room
ice cream



Billy Beaver
bedroom
pizza



Q: Where's Mr. Brown Bear?
A: He's in the living room.
Q: What's he doing?
A: He's eating popcorn,
drinking soda and
watching TV.

Teachers' Tip

The word "drinking" tends to be forgotten quite often by beginner students. To expand on the exercise make up two groups of pictures, one of food and one of drinks. Point to objects from each group and ask "What are you doing?" The students must answer "I am eating cake" and "I am drinking water".

What are you doing?

Playing...



Q: Where's Betty Beaver?
A: She's in the living room.
Q: What's she doing?
A: She's playing the guitar.



Q: Where's Billy Beaver?
A: He's in the kitchen.
Q: What's he doing?
A: He's playing cards.



Q: Where's Betty Beaver?
A: She's in the park.
Q: What's she doing?
A: She's in-line skating.

Try these!



Mr. Penguin
park
baseball



Mrs. Kangaroo
park
soccer



Billy Beaver
dining room
piano



Mr. Brown Bear
living room
computer games



Mr. Penguin
park
drums

Bonus!



Q: Where's Betty Beaver?
A: She's at the beach.
Q: What's she doing?
A: She's swimming.

Teachers' Tip

With activities like swimming and skating which are fun, often students want to say "She's playing swimming" which is incorrect. Simply, "She's swimming" is correct. The word "playing" refers only to games and instruments. Don't forget with instruments to say "She" as in "He's playing the guitar".

What are you doing?

Teachers' Copy



Q: Where's Mr. Brown Bear?
A: He's in the living room.
Q: What's he doing?
A: He's reading the newspaper.



Q: Where's Billy Beaver?
A: He's in the classroom.
Q: What's he doing?
A: He's studying math.



Q: Where's Billy Beaver?
A: He's in the dining room.
Q: What's he doing?
A: He's writing his name.

Try these!



Betty Beaver
dining room
painting a picture



Mr. Penguin
living room
watching TV



Mr. Gorilla
dining room
listening to the radio



Mrs. Kangaroo
kitchen
cooking a pizza



Billy Beaver
bathroom
washing his hands



Betty Beaver
bathroom
washing her hands



Mr. Penguin
bathroom
taking a bath



Silly Monkey
bathroom
taking a shower

Teachers' Tip

Remember the first exercise "His name is..." and "Her name is..."? Now we revisit that concept with "washing his hands" and "washing her hands". Be sure to clarify why they are different when talking about boys and girls. Remember to complete Writing Practice Sheets and play Bingo Games with all of these words.

Bedroom Test



What's this?

Lamp
Clock
Night table
Rug
Bed
Pillow
Blanket
Picture
Window
Wardrobe
Computer
Desk

What's his/her name?

Betty Beaver
Baby Elephant
Mr. Monkey
Mr. Gorilla
Billy Beaver

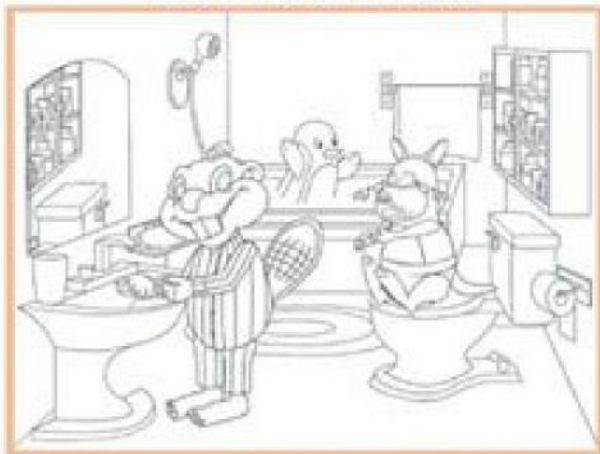
What's _____ doing?

singing
sleeping
dancing
playing computer games
laughing

Teachers' Tip

The scoring for this test is left up to you the teacher to decide. We recommend a nice even number like out of 50 or a percentage out of 100. Write the student's score in the space above. Questions for all tests flow from left to right. Have students take this test orally in groups of two. One student plays the "teacher" and one plays the "student". The "teacher" will point at the picture, ask all of the questions and the student will answer them. When the test is finished they can switch roles. The actual score is less important than their ability to both ask and answer clearly. You can award points for how well they asked the questions and give bonus points for pronunciation and volume. It is important to practice this quiz many times before testing the students. Finally during test time, students can color in the picture above to keep them busy while their friends are being tested.

Bathroom Test



- | | | |
|------------------|----------------------|---------------------|
| What's this? | What's his/her name? | What's _____ doing? |
| Sink | Billy Beaver | washing his hands |
| Cup | Mc Penguin | taking a bath |
| Mirror | Baby Kangaroo | crying |
| Soap | | |
| Shower | | |
| Bathtub | | |
| Bath Mat | | |
| Towel | | |
| Medicine Cabinet | | |
| Toilet | | |
| Toilet Paper | | |

Teachers' Tip

Remember it is very important that students always answer in full sentences! If they use short one word answers correct them. Students who make a lot of mistakes can write out their mistakes 10 times in their notebooks and then be questioned again for a chance to improve their score. Remember not to let students begin to color until testing begins so they have something to do while you test them. You may want to photocopy test pages and make handouts for students instead. Collect them at the end of every test and save them. When all the tests are finished out, cut the pictures and staple them together to make a mini picture book.

Living Room Test



What's this?

Guitar
TV
Coffee Table
Coffee Cup
Sofa
Picture
Lamp
Newspaper
Telephone

What's his/her name?

Betty Beaver
Mr. Penguin
Mr. Brown Bear

What's _____ doing?

playing the guitar
watching TV
reading the newspaper

Teachers' Tip

There are more things in the living room than in this picture. Have students draw the arm chair, fan and vacuum in the boxes above and then write their names on the line below them. Then you can include those objects in the test as well.

Make sure students are correctly saying "His name is..." for boys and "Her name is..." for girls. Also for "What's _____ doing?" questions, students should understand and be able to answer both ways "Betty Beaver is playing the guitar" and "She's playing the guitar".

Dining Room Test



- | | | |
|---------------------------------------|----------------------|------------------------|
| What's this?
or
What are these? | What's his/her name? | What's _____ doing? |
| Chair | Mr. Penguin | drinking coffee |
| Piano | Billy Beaver | playing the piano |
| Piano Stool | Mr. Gorilla | listening to the radio |
| Vase | Betty Beaver | drinking juice |
| Flowers | | |
| Books | | |
| Grandfather Clock | | |
| Bird | | |
| Hat | | |
| Curtains | | |
| Window | | |
| Radio | | |
| Table | | |
| Rug | | |
| Glass | | |

Teachers' Tip

Remember with objects like books and curtains the question "What's this?" is incorrect. You must ask "What are these?" because there are more than one. Likewise students must answer "Those are books" and not "It's a books" which is wrong. If many students have problems with this section you may want to go back to the section on "these" and "those" and practice some more.

Kitchen Test



What's this?

or

What are these?

- Kettle
- Toaster
- Microwave
- Frying Pan
- Pot
- Refrigerator
- Stove
- Pizza
- Sink
- Spoon
- Ice Cream
- Bowl
- Cards
- Table
- Chair

What's his/her name?

- Mr. Brown Bear
- Mrs. Kangaroo
- Billy Beaver
- Betty Beaver

What's _____ doing?

- playing cards
- cooking a pizza
- eating pizza
- eating ice cream

Teachers' Tip

There are a lot more things in the kitchen that aren't in this picture. Have the students draw the knife, fork, chopsticks and plate in the boxes above and write their names below them. Then include those objects in the test as well.

Classroom Test



What's this?

- Desk
- Chair
- Notebook
- Popcorn
- Soda
- Pencil
- Pencil Case
- White Board
- Saxophone

What's his/her name?

- Mr. Penguin
- Mr. Gorilla
- Billy Beaver
- Mrs. Pig

What's _____ doing?

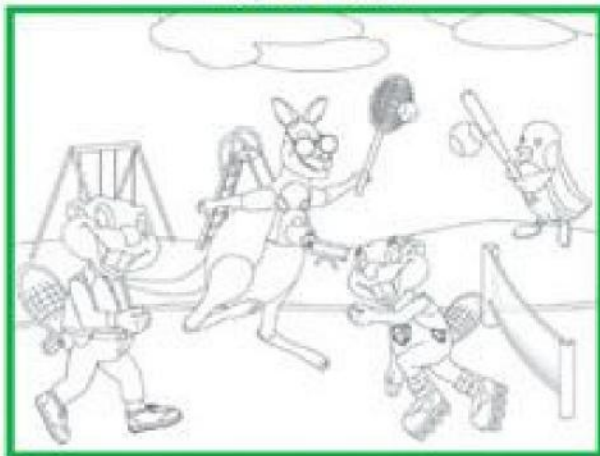
- eating popcorn
- drinking soda
- studying math
- playing the saxophone



Teachers' Tip

There are a lot more things in the classroom that aren't in this picture. Have the students draw the book bag, pen, eraser, white board eraser and marker in the boxes above and write their names below them. Then include these objects in the test as well.

Park Test



What's this?

Swing
Slide
Tennis Racket
Tennis Ball
Tennis Net
Baseball Bat
Baseball

What's his/her name?

Billy Beaver
Mrs. Kangaroo
Betty Beaver
Mr. Penguin

What's _____ doing?

walking
playing tennis
in-line skating
playing baseball



Teachers' Tip

There are a lot more things in the park that aren't in this picture. Have the students draw the basketball, basketball net, soccer ball, soccer net and baseball glove in the boxes above and write their names below them. Then include those objects in the test as well.

How Are You? (Song)



Today is Monday.



Today I'm sleepy.



How are you?



I'm sleepy too.



Today is Tuesday.



Today I'm okay.



How are you?



I'm okay too.

Chorus:



Today I feel



Happy!!



Not Angry!!



Today is Wednesday.



Today I'm bored.



How are you?



I'm bored too.

Teachers' Tip

This song is a chant with an "echo" so there are many possibilities for singing it. The teacher can sing the first part and have students sing the echo, or divide the class in half. One half sing the first part and the other half sing the echo. The loudest wins! Or you could roleplay the video and have the girls sing Betty's part and the boys sing Billy's.



Today is Thursday.

(Repeat Chorus)



Today is Friday.



Today is Saturday.



Today is Sunday.



Today I'm hungry.



Today I'm thirsty.



Today I'm hot.



Today I'm happy.

Chorus:



How are you?



I'm hungry too.



How are you?



I'm thirsty too.



How are you?



I'm hot too.



How are you?



I'm happy too.



Today I feel



Happy!!



Not Angry!!

What day is it?



Okay

Q: What day is today?
A: Today is Monday.

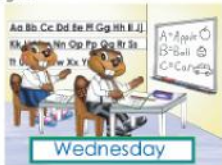


Excellent!

Q: Excuse me, what day is today?
A: Today is Monday.
Q: Oh, thank you.
A: You're welcome.

Try these!

Point at the pictures and speak the dialogue!



Teachers' Tip

The above exercise has two functions.
1. to teach the days of the week
2. to introduce some polite words.
Good manners are important! Follow the example in the model for every day of the week. You can begin simply by asking "What day is today?" and slowly expand the dialogue to include "excuse me", "thank you" and "you're welcome".

Try this!

Put the days of the week in the correct order from Monday to Sunday.

- Friday
- Tuesday
- Sunday
- Wednesday
- Monday
- Thursday
- Saturday

- 1 Monday _____
- _____
- _____
- _____
- _____
- _____
- _____

Repeat this exercise on the board or in a notebook.

Yesterday, Today, Tomorrow



Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday



Tuesday



Okay

Q: What day is today?

A: Today is Tuesday.



Excellent!

Q: Excuse me, what day is today?

A: Today is Tuesday.

Q: Oh, thank you.

A: You're welcome.

Try these!



Wednesday



Okay

Q: What day is tomorrow?

A: Tomorrow is Wednesday.



Excellent!

Q: Excuse me, what day is tomorrow?

A: Tomorrow is Wednesday.

Q: Oh, thank you.

A: You're welcome.



Monday



Okay

Q: What day was yesterday?

A: Yesterday was Monday.



Excellent!

Q: Excuse me, what day was yesterday?

A: Yesterday was Monday.

Q: Oh, thank you.

A: You're welcome.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
--------	---------	-----------	----------	--------	----------	--------

Make boxes like this on scrap paper, have students cut each box out, jumble them up and then put them back in the correct order.

Teachers' Tip

These exercises will introduce the words yesterday, today and tomorrow. Point at the days of the week at the top and ask the questions. Slowly demand that students use the polite words. Have students ask each other and answer the questions. Repeat this section every day to build speed. Don't forget *is* changes to *was* for yesterday as it is past tense. Students *must* memorize the days of the week. It is very important. Through simply repeating chants and songs they will.

How are you today?



Okay



Excellent!

Q: How are you today?
A: Today I'm happy.

Q: Hello Betty, how are you today?
A: Hello Billy, today I'm happy.



Q: How are you today?
A: Today I'm happy.



Q: How are you today?
A: Today I'm sad.



Q: How are you today?
A: Today I'm okay.

Try these!



Sick



Sleepy



Bored



Hot



Cold



Lonely



Angry



Hungry



Thirsty

Teachers' Tip

Students should practice this dialogue with you and each other every day. Have students complete a Writing Practice Sheet and Bingo Games for this page.

The Weather



Q: How's the weather today?
A: Today the weather is nice.



Sunny



Rainy



Cloudy



Hot



Cold



Windy



Snowy

Teachers' Tip

Have students practice this dialogue with you and each other every day. Also have them complete a Writing Practice Sheet for these new words.

The Food Song

Sing the song and point at the pictures!



Some of these foods are healthy and some are junk. Point at the foods in this picture and say "Apples are healthy food" or "Pizza is junk food".



Q: Do you like apples?



A: Yes, I like apples.



Q: Do you like oranges?



A: Yes, I like oranges.



Q: Do you like candy?



A: No, I don't like candy.



Q: Do you like chips?



A: No, I don't like chips.

Chorus:



I like to eat



Healthy Food!



Not Junk Food!

Teachers' Tip

This song is also a chant with an "echo" just like the *How Are You?* song. There are a lot of different possibilities for singing it. Divide the class into two groups, roleplay or have the students echo the teacher. This song is a great way for students to learn how to say "I like..." and "I don't like..." about their favorite subject, food! It also encourages them to have a healthy diet.



Q: Do you like potatoes?



A: Yes, I like potatoes.



Q: Do you like carrots?



A: Yes, I like carrots.



Q: Do you like hot dogs?



A: No, I don't like hot dogs.



Q: Do you like french fries?



A: No, I don't like french fries.

(Repeat Chorus)



Q: Do you like soup?



A: Yes, I like soup.



Q: Do you like salad?



A: Yes, I like salad.



Q: Do you like hamburgers?



A: No, I don't like hamburgers.



Q: Do you like pizza?



A: No, I don't like pizza.



I like to eat



Healthy Food!



Not Junk Food!

Teachers' Tip

Have students sing this song as often as they like. You can make your own version of this song by choosing some different healthy and junk foods!

Daily Diary

- ① Today is _____.
- ② The weather is _____.
- ③ I feel _____.
- ④ Today I ate _____.
- ⑤ Later I will _____.

①	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
②	 nice sunny rainy cloudy hot windy cold snowy
③	 happy sad okay sick sleepy bored hot cold lonely angry hungry thirsty
④	 rice kimchi soup fish meat a sandwich eggs fruit vegetables water milk juice ice cream candy
⑤	 practice the piano practice taekwondo read a book play computer games watch TV watch a movie

Teachers' Tip

Use this template to have students write a diary every day. They can copy the sentences at the top of the page into their notebooks. Have students read their diary out loud every day.

Food Picture Dictionary

Do you like these?



Q: Do you like watermelons?
A: Yes, I like watermelons.



Q: Do you like watermelons?
A: No, I don't like watermelons.

Fruit



Apples



Bananas



Cherries



Coconuts



Grapes



Kiwis



Lemons



Oranges



Peaches



Pears



Pineapples



Raspberries



Strawberries



Watermelons

Teachers' Tip

This section contains a lot of different kinds of foods and can be used in many different ways. Begin by teaching the names of all of the different foods and asking students "Do you like...?" Students must always answer in a full sentence "Yes, I like..." or "No, I don't like..." Many of the food names are the same in both languages but the pronunciation is different. Listen carefully and make sure students use the English pronunciation.

These pictures can be photocopied, cut and pasted into Bingo Games or have the students draw their own pictures into Bingo Games. Don't forget to have students fill out a Writing Practice Sheet for every section. There are flash cards on page 36 that will help students learn the names of the foods.

Vegetables



Q: Do you like vegetables?

A: Yes, I like vegetables.

Q: Do you like meat?

A: Yes I like meat.



Broccoli



Cabbage



Carrots



Celery



Corn



Cucumbers



Green Onions



Green Pepper
Red Pepper
Yellow Pepper



Chili Peppers



Lettuce



Mushrooms



Onions



Peas



Potatoes



Pumpkins



Tomatoes



Zucchini

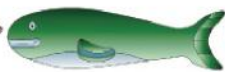
Meats



Beef



Chicken



Fish



Ham



Octopus



Pork



Sausage



Steak

Drinks



Chocolate Milk



Coffee



Grape Juice



Hot Chocolate



Milk



Orange Juice



Soda



Tea



Tomato Juice



Water

Condiments



Q: Do you like honey?

A: Yes, I like honey.

Do you like Jam?

Q: Yes, I like Jam.

A: Here you are.

Q: Thank you.



Butter



Honey



Jam



Ketchup



Mustard



Pepper



Salt



Salad Dressing



Soy Sauce



Sugar



Tomato Sauce

Junk Food



Q: Do you like hot dogs?
A: No, I don't like hot dogs.



Chips



French Fries



Hamburgers



Hot Dogs



Pizza



Popcorn

Sweets



Cake



Candy



Chocolate



Cookies



Donuts



Gum



Ice Cream



Pie

Healthy Snacks I like to eat



Teachers' Tip

Of course children like to eat sweets and some junk foods but, as we all know, we should encourage them to snack on healthy foods rather than junk. Have students draw pictures of healthy food they like to eat for a treat. How about strawberries, nuts, raisins and boiled eggs?

Breakfast, Lunch, Dinner

Breakfast



Q: What did you eat for breakfast?
A: I ate toast, fruit and cereal for breakfast.



Cereal



Eggs



Fruit



Kimchi



Orange Juice



Rice



Soup



Toast

Lunch



Q: What did you eat for lunch?
A: I ate soup, a sandwich and milk for lunch.



Fish



Kimchi



Milk



Sandwich



Rice



Soup



Tea



Vegetables

Dinner



Q: What did you eat for dinner?
A: I ate rice, pork, fish and a salad for dinner.



Bread



Cheese



Ice Cream



Meat



Potatoes



Salad



Spaghetti



Water

Teachers' Tip

The goal of this exercise is to teach the words breakfast, lunch and dinner, however, there is a lot more that can be done with this page. The examples here are in the past tense as in the Daily Diary. You can expand on this dialogue to cover future and present tenses also. For example, "What will you eat for dinner?" and "What are you eating now for lunch?" This could become a roleplay where students ask each other these questions. Don't forget to have students make a Writing Practice Sheet and Bingo Games for these new foods.

What do you like?



Teachers' Tip

Repeat this dialogue with students. If they don't like a food make sure they answer in a sentence "No, I don't like..." then ask them "What do you like?" Have them point at another food and say "I like..." Have students pair up and ask each other questions.

What do they like?



Q: Does he like eggs?
A: No, he doesn't like eggs.



Q: What does he like?
A: He likes carrots.

Try these!

He



Chili Peppers



Chicken

She



Hamburgers



Sandwiches

They



Hot Dogs



Knots

Teacher's Tip

So far we have dealt with the first person (I) but it is time to teach he, she, we, they. Students may have difficulty with the singular form and conjugating "he doesn't" and "they don't". Practice these examples with the students and have them ask each other the questions. They must speak in full sentences. Listen closely for correct pronunciation. "Hendbrotch" and "Sandwiches" are incorrect. Students must recognize the difference between English and Arabic pronunciation.

Continued...

He



She



They



Teacher's Tip

I like apples	I don't like apples	I like fish	I don't like fish	I like soda	I don't like soda
---------------	---------------------	-------------	-------------------	-------------	-------------------

Make a chart like the one at the top of the activity book. Choose any 3 or more foods. Ask each student "Do you like apples?" and so on. Write the student's name under the correct column. Then you can discuss the results using the sentences they have just learned. For example you can ask the class "Does Johnny like apples?" and they must answer "Yes, he likes apples" or you can say "Johnny and Jenny do you like apples?" to which they must answer "Yes, we like apples!" Of course, answering in the negative is more difficult so there can be a lot of speaking practice in this exercise.

The Weather Song

(To the tune of "How are You?" song.)

Monday



Today is Monday.
Today it's sunny.
Do you like sunny days?
Yes, I like sunny days.

Tuesday



Today is Tuesday.
Today it's cloudy.
Do you like cloudy days?
No, I don't like cloudy days.

Chorus:



Today it is



Sunny.



Not Rainy.

Wednesday



Today is Wednesday.
Today it's snowy.
Do you like snowy days?
Yes, I like snowy days.

Thursday



Today is Thursday.
Today it's rainy.
Do you like rainy days?
No, I don't like rainy days.

Chorus:



Today it is



Sunny.



Not Rainy.

Friday



Today is Friday.
Today it's windy.
Do you like windy days?
Yes, I like windy days.

Saturday



Today is Saturday.
Today it's hot.
Do you like hot days?
No, I don't like hot days.

Sunday



Today is Sunday.
Today it's nice.
Do you like nice days?
Yes, I like nice days.

Repeat Chorus:

Teachers' Tip

The purpose of this song is to combine some of the concepts we've studied so far and review them one more time. This song reviews the days of the week, the weather and "do you like...?" There is no video or audio track for this song on the CD. Simply replay the version of the How Are You? song with no vocals. The music and structure of this song is exactly the same. Every line of this song has an "echo" and should be sung twice just like in the earlier songs. You can also divide the students into groups or have them repeat after you.

Do You Have It? (Song)

Chorus:



Q: Do you have it?
A: Yes, I have it.



Q: Is it yours?
A: Yes, it's mine.



Q: Are you ready?
A: Yes, I'm ready.
Let's go! Let's go!



Q: Do you have a bike?
A: Yes, I have a bike.



Q: Do you have a kite?
A: Yes, I have a kite.



Q: Do you have a hat?
A: Yes, I have a hat.



Q: Do you have a ball?
A: Yes, I do.



Q: Do you have a guitar?
A: Yes, I have a guitar.



Q: Do you have a car?
A: Yes, I have a car.



Q: Do you have a kite?
A: Yes, I have a kite.



Q: Do you have a snake?
A: Yes, I do.

Repeat Chorus:



Q: Do you have some
juice?
A: Yes, I have some juice.



Q: Do you have some
chicken?
A: Yes, I have some chicken.



Q: Do you have some
juice?
A: Yes, I have some juice.



Q: Do you have some beach?

A: Yes, I do.



Q: Do you have some grapes?

A: Yes, I have some grapes.



Q: Do you have some cake?

A: Yes, I have some cake.



Q: Do you have some houses?

A: Yes, I have some houses.



Q: Do you have some money?

A: Yes, I do.



Q: Do you have a bike?

A: No, I don't have a bike.



Q: Do you have a kite?

A: No, I don't have a kite.



Q: Do you have a hot?

A: No, I don't have a hot.



Q: Do you have a hot?

A: No, I don't.



Q: Do you have a rose?

A: Yes, I have a rose.



Q: Do you have a nose?

A: Yes, I have a nose.



Q: Do you have a watch?

A: Yes, I have a watch.



Q: Do you have a box?

A: Yes, I do.

Repeat Chorus:

Teacher's Tip

The word *do* has one of the most commonly used affixes in any language. It is important that students not only grasp the meaning of the word but also remember to answer in a full sentence when asked if they have something. Another goal of this song is to teach the difference between "do" and "does". This will be dealt with further in the following exercises.

Do you have...? (positive)



Q: Does he have a sandwich?
A: Yes, he has a sandwich.

Try these!

He



a steak



some salt



some soda

She



a pear



some milk



some orange juice

They



a fish



some cake



some pie

Try these!



a pencil

a pen

a marker

a notebook

a pencil case

a ruler

a book bag

an eraser

some color pencils

some tape

some glue

some scissors

Teachers' Tip

Have students point at the pictures and ask each other if they have these things. For now they can focus on just the positive answer "Yes, I have a..."

Do you have...? (negative)



Q: Does he have a newspaper?
A: No, he doesn't have a newspaper.
Q: Oh, what does he have?
A: He has a notebook.



NOT FOR SALE

Try these!

He



a marker



a ruler



some color pencils



some scissors

She



a pencil case



a book bag



some glue



some tape

They



a cat



a puppy



some jam



some honey

Teachers' Tip

These pages teach several new concepts. 1. *I, you, he, she, we, they* 2. *have vs. has* 3. *a vs. some*
Practice these dialogues with students and have them ask each other the questions. You can roleplay by simply using objects in the classroom and asking students "Does Johnny have a pencil?"

May I borrow your pen?



Try these!



Q: May I borrow a pencil?
A: Okay, here you are.
Q: Thank you
A: You're welcome



Q: Excuse me, do you have a pencil?
A: No, I'm sorry I don't have a pencil.
Q: Oh, what do you have?
A: I have a pen.
Q: May I borrow your pen?
A: Okay, here you are.
Q: Thank you
A: You're welcome

Teachers' Tip

Let's practice good manners! Begin by pointing at the pictures and pretending to give students things they want to borrow. This can be made into a roleplay using objects in the classroom. Gradually expand on the dialogue until they can do the excellent example.

Whose pencil is this?



Teachers' Tip

Hold a pencil over each picture and have students repeat after you "It's my pencil", "It's your pencil" and so on. The idea is to teach the concepts of the words above. You can also turn this into a roleplay. Every student draws a picture of an animal and gives it to you. Then hold up the pictures and say "Whose monkey is this?" They will reply "It's his monkey" and you can say "Johnny, is this your monkey?" and Johnny will answer "Yes, it's my monkey".

Places in your Neighborhood



Toy Store



Pet Store



Shoe Store



Music Store



Glasses Store



Cell Phone Store



Drug Store



Clothing Store



Supermarket



Bank



Hospital



Movie Theatre



Restaurant



Health Club



Violin Academy



Piano Academy



Taekwondo Academy



Outside

Questions

- 1 Q: What's this?
A: It's a toy store.
- 2 Q: Do you like toy stores?
A: Yes, I like toy stores.
(No, I don't like toy stores.)
- 3 Q: Do you have a toy store in your neighborhood?
A: Yes, I have a toy store in my neighborhood.
(No, I don't have a toy store in my neighborhood.)

Teachers' Tip

This exercise and the following pages are a continuation of the "What are you doing?" section at the end of Book 1. Some of the really important verbs and places from Book 1 will be reviewed later. Here we will introduce more places in the neighborhood. First explain the concept of a neighborhood to the students. Then ask them the above 3 questions. Number 3 may take some practice. Don't forget to have students fill out a Writing Practice Sheet and Bingo Games for these new places. (The example for "outside" is an exception and question 3 will not work.)

The Shopping Song

Sing the song and point at the pictures!

Teacher's Copy



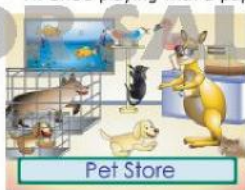
- Q: Where's Mr. Penguin?
A: He's in the toy store.
Q: What's he doing?
A: He's riding a skateboard.



- Q: Where's Mrs. Kangaroo?
A: She's in the pet store.
Q: What's she doing?
A: She's playing with a puppy.



Toy Store



Pet Store



Shoe Store



Music Store



Bank



Not Tank!!!

Teachers' Tip

This song has the same tune as "The House Song" in Book 1. Divide the students into 2 groups. Have one group sing the questions and the other group sing the answers. There are a lot of possibilities for different singing groups.



Q: Where's Mrs. Pig?
 A: She's in the shoe store.
 Q: What's she doing?
 A: She's buying shoes and boots.



Q: Where's Mr. Brown Bear?
 A: He's in the music store.
 Q: What's he doing?
 A: He's listening to music.

(Repeat Chorus)



Q: Where's Betty Beaver?
 A: She's in the bank.
 Q: What's she doing?
 A: She's writing her name.



Q: Where's Billy Beaver?
 A: He's in the bank.
 Q: What's he doing?
 A: He's waiting for Betty.



Toy Store



Pet Store



Shoe Store



Music Store



Bank



Not Tank!!!

What are you doing?

Buying things, playing with...

Try these!



Q: Where's Mrs. Kangaroo?
A: She's in the supermarket.
Q: What's she doing?
A: She's shopping.



Billy Beaver
clothing store
buying a T shirt



Mrs. Pig?
drug store
buying some medicine



Mr. Gorilla
supermarket
shopping



Mr. Penguin
cell phone store
buying a cell phone



Silly Monkey
glasses store
buying some glasses



Mrs. Kangaroo
pet store
playing with a puppy



Billy Beaver
toy store
playing with a yo-yo



Betty Beaver
the park
playing with a toy train

Teachers' Tip

Follow the first example for the other pictures. The purpose of the first is to show the difference between shopping vs. buying and some vs. a. When students are comfortable answering these questions in the third person begin to ask them in the first person. For example; Q: Where are you? A: I'm in the supermarket, Q: What are you doing? A: I'm shopping. Make sure they have mastered answering in both the third and first person for all examples in the "What are you doing?" section.

What are you doing?

Practicing, studying, reading, writing...



Q: Where's Betty Beaver?
A: She's *at* violin academy.
Q: What's she doing?
A: She's practicing the violin.



Billy Beaver
at piano academy
practicing the piano



Betty Beaver
at taekwondo academy
practicing taekwondo



Billy Beaver
in the classroom
studying math



Betty Beaver
in the classroom
studying English



Billy Beaver
in the kitchen
studying English



Mr. Brown Bear
in the restaurant
reading a menu



Mr. Brown Bear
in the living room
reading a newspaper



Betty Beaver
in the bank
writing her name



Billy Beaver
in the dining room
writing his name



Betty Beaver
in the dining room
painting a picture

Teachers' Tip

For the first three we don't say "*in* ... academy" but rather "*at* ... academy". All of the other places are *in*. This page aims to show the differences between practicing, studying, reading and writing.

What are you doing?

Everyday Activities + Review



Mr. Penguin
toy store
riding a skateboard



Silly Monkey
toy store
riding a bicycle



Mr. Koala
toy store
driving a car



Mr. Martin
outside
driving a car



are Billy and Betty Beaver
they're outside
they're walking



Mr. Gorilla
health club
exercising



Billy and Betty Beaver
movie theatre
watching a movie



Mr. Penguin
living room
watching TV



Mr. Brown Bear
music store
listening to music



Mr. Gorilla
dining room
listening to the radio



Betty Beaver
hospital
waiting for Billy



Billy Beaver
bank
waiting for Betty

What are you doing? (negative)



You



- ① Q: Are you in the pet store?
A: No, I'm not in the pet store.

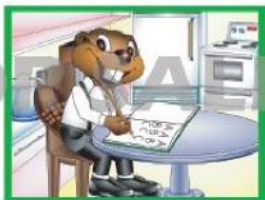
- ② Q: Oh, so where are you?
A: I'm in the classroom.

- ③ Q: Are you playing with a puppy?
A: No, I'm not playing with a puppy.

- ④ Q: Oh, so what are you doing?
A: I'm studying English.



He



- ① Q: Is he in the clothing store?
A: No, he isn't in the clothing store.

- ② Q: Oh, so where is he?
A: He's in the kitchen.

- ③ Q: Is he buying a T shirt?
A: No, he isn't buying a T shirt.

- ④ Q: Oh, so what is he doing?
A: He's studying English.



She



- ① Q: Is she in the park?
A: No, she isn't in the park.

- ② Q: Oh, so where is she?
A: She's in the classroom.

- ③ Q: Is she playing with a toy train?
A: No, she isn't playing with a toy train.

- ④ Q: Oh, so what is she doing?
A: She's studying English.

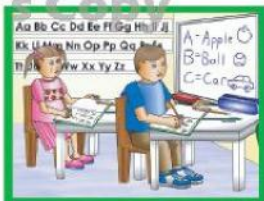
Teachers' Tip

The picture on the left is false. The picture on the right is what's really happening. Point at the picture on the right as you ask the questions. This exercise will teach students to respond negatively *and* in full sentences. Once students have mastered this ability the possibilities for English conversation are endless!

What are you doing? (negative)



You



- 1 Q: Are you in the park?
A: No, we're not in the park.
- 2 Q: Oh, so where are you?
A: We're in the classroom.
- 3 Q: Are you riding skateboards?
A: No, we're not riding skateboards.
- 4 Q: Oh, so what are you doing?
A: We're studying English.



They



- 1 Q: Are they in the movie theatre?
A: No, they're not in the movie theatre.
- 2 Q: Oh, so where are they?
A: They're outside.
- 3 Q: Are they watching a movie?
A: No, they're not watching a movie.
- 4 Q: Oh, so what are they doing?
A: They're walking.

Teachers' Tip

Once students have mastered this you can ask them any question about where they are and what they are doing and they should be able to answer you in a perfect sentence. For example, you can ask "Johnny, are you in a restaurant?" and he should answer "No, I'm not in a restaurant." Then you can say "So, where are you?" and he will reply "I'm in the classroom." Then you say "Are you listening to music?" "No, I'm not listening to music." "So, what are you doing?" "I'm studying English!"

Flash Cards Ahead!

Page 36 is the beginning of 7 pages of "Flash Cards". There are 36 "Food" flash cards and 26 "Place" flash cards. The 36 foods were chosen because their English names are different from their Korean names. The places are a review of the 26 places we have studied so far in Book 1 and Book 2 as well as a look at some of the most common verbs. There are no words on the cards so students are forced to memorize the English words rather than simply read them.

You can use these flash cards in several different ways to help teach the students. The cards first need to be photocopied or scanned and printed and then cut out. The most common way to use the cards is to hold them up one at a time and ask questions like "What's this?" (for the food cards) or "Where is he/she?" and "What is he/she doing?" (for the place cards). However, there are several games you can play with these cards that will have the students practicing English while they're having fun! There is a list of games and instructions at the end of this book on page 49.

Practice Page

You



park
riding a skateboard



classroom
studying English

He



piano academy
practicing the piano



toy store
playing with a yoyo

She



bank
writing her name



dining room
painting a picture

You



pet store
playing with a puppy



classroom
studying English

They



park
in-line skating



classroom
studying English

You



cell phone store
buying a cell phone



drug store
buying some medicine

He



toy store
riding a bicycle



glasses store
buying some glasses

She



pet store
playing with a puppy



supermarket
shopping

You



clothing store
buying some T shirts



music store
listening to music

They



health club
exercising



hospital
waiting for Mr. Penguin

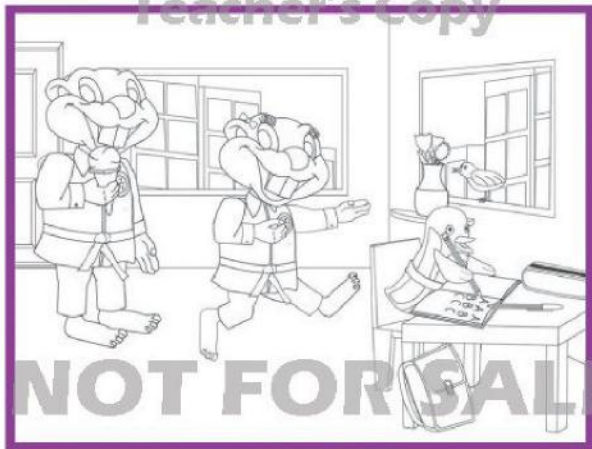
Teachers' Tip

Follow the dialogue formulae of the previous pages to ask negative questions about these pictures. There is a lot here to study! Cover up the words so students can't simply read the answers.



Taekwondo Test

Teacher's Copy



Positive Questions

Where is _____?

Billy Beaver
Betty Beaver
Mr. Penguin

What is _____ doing?

eating an ice cream cone
practicing taekwondo
studying English

Does _____ have _____?

Billy Beaver an ice cream cone
Mr. Penguin a pencil

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Negative Questions

Is _____ at _____? So, where is _____?

Billy Beaver piano academy
Betty Beaver violin academy
Mr. Penguin school

Billy Beaver
Betty Beaver
Mr. Penguin

Is _____? So, what is _____ doing?

Billy Beaver eating a sandwich
Betty Beaver practicing violin
Mr. Penguin studying math

Billy Beaver
Betty Beaver
Mr. Penguin

Teachers' Tip

These tests are meant to be taken aurally, however, you can easily add a written component to them. Write out these questions on the white board and have students copy the questions into their notebooks. They must write the correct answer after every question themselves. You may want to photocopy test pages and make handouts for students. Collect them at the end of every test and save them. Cut out the finished pictures and staple them together to make a mini picture book.

Supermarket Test



Positive Questions

- Where is _____ ? What is _____ doing?
- | | |
|--------------|--------------------------|
| Betty Beaver | playing with a toy train |
| Mr. Penguin | buying some soda |
| Mr. Gorilla | buying a watermelon |
| Billy Beaver | shopping |
- Does _____ have _____ ?
- | | |
|--------------|--------------|
| Betty Beaver | a toy train |
| Mr. Penguin | some soda |
| Mr. Gorilla | a watermelon |

Negative Questions

- Is _____ in _____ ? So, where is _____ ?
- | | | |
|--------------|-----------------|--------------|
| Betty Beaver | the toy store | Betty Beaver |
| Mr. Penguin | the music store | Mr. Penguin |
| Mr. Gorilla | the health club | Mr. Gorilla |
| Billy Beaver | the restaurant | Billy Beaver |
- Is _____ ? So, what is _____ doing?
- | | | |
|--------------|----------------------|--------------|
| Betty Beaver | playing with a puppy | Betty Beaver |
| Mr. Penguin | buying some honey | Mr. Penguin |
| Mr. Gorilla | buying a hamburger | Mr. Gorilla |
| Billy Beaver | dancing | Billy Beaver |

Teachers' Tip

It is often very difficult for students to answer negatively even when they understand the question. Encourage them and practice as much as possible!

Health Club Test



Positive Questions

Where is _____?

- Mr. Brown Bear
- Mr. Gorilla
- Betty Beaver
- Mr. Penguin

What is _____ doing?

- listening to music
- exercising
- playing with a puppy
- watching TV

Does _____ have _____?

- | | |
|----------------|----------------|
| Mr. Brown Bear | some earphones |
| Mr. Gorilla | a barbell |
| Betty Beaver | a puppy |

Negative Questions

Is _____ in _____? So, where is _____?

- | | |
|----------------|-------------------|
| Mr. Brown Bear | the music store |
| Mr. Gorilla | the park |
| Betty Beaver | the pet store |
| Mr. Penguin | the movie theatre |

- Mr. Brown Bear
- Mr. Gorilla
- Betty Beaver
- Mr. Penguin

Is _____? So, what is _____ doing?

- | | |
|----------------|---------------------|
| Mr. Brown Bear | watching a movie |
| Mr. Gorilla | swimming |
| Betty Beaver | playing with a cat |
| Mr. Penguin | riding a skateboard |

- Mr. Brown Bear
- Mr. Gorilla
- Betty Beaver
- Mr. Penguin

Teachers' Tip

This is the first time the words "earphones" and "barbell" have appeared so teach them first.

Toy Store Test



Positive Questions

Where is _____ ?

Mr. Koala
Silly Monkey
Billy Beaver
Mr. Penguin

What is _____ doing?

driving a car
riding a bicycle
playing with a yoyo
riding a skateboard

Does _____ have _____ ?

Mr. Koala a car
Silly Monkey a bicycle
Billy Beaver a yoyo
Mr. Penguin a skateboard

Negative Questions

Is _____ in _____ ? So, where is _____ ?

Mr. Koala the movie theatre
Silly Monkey the park
Billy Beaver the classroom
Mr. Penguin the bank

Mr. Koala
Silly Monkey
Billy Beaver
Mr. Penguin

Is _____ ? So, what is _____ doing?

Mr. Koala riding a skateboard
Silly Monkey driving a car
Billy Beaver playing with a toy train
Mr. Penguin eating pizza

Mr. Koala
Silly Monkey
Billy Beaver
Mr. Penguin

Hospital Test



Positive Questions

Where is _____?

Billy Beaver
the Nurse
Mr. Brown Bear
Betty Beaver

What is _____ doing?

sleeping
listening to the radio
reading the newspaper
waiting for Billy

Does _____ have _____?

Billy Beaver a blanket
the Nurse a radio
Mr. Brown Bear a newspaper

Negative Questions

Is _____ in _____? So, where is _____?

Billy Beaver the bedroom
the Nurse the drug store
Mr. Brown Bear the classroom
Betty Beaver the living room

Billy Beaver
the Nurse
Mr. Brown Bear
Betty Beaver

Is _____ _____?

Billy Beaver walking
the Nurse watching TV
Mr. Brown Bear reading a book
Betty Beaver drinking juice

So, what is _____ doing?

Billy Beaver
the Nurse
Mr. Brown Bear
Betty Beaver

Teachers' Tip

This is the first time "Nurse" has been introduced. You will have to quickly teach that concept.

Teachers' Tip

First have students write the names of the foods in the spaces beside them. Then complete the word search. If it is too difficult, have students black-out X and Z squares. They don't contain words.

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



Teachers' Tip

First have students write the names of the foods in the spaces beside them. Then complete the word search. If it is too difficult, have students black-out X and Z squares. They don't contain words.

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

Places Game!

Teacher's Copy

Move around the board!
It's Fun!

Start!



NOT FOR SALE



NOT FOR SALE

Teachers' Tip

Students will need dice and a "man" each to play this game. The first student rolls the dice and moves his "man" forward that many spaces. He must say where he is and what he is doing in the space he landed on. For example, if he rolled a 4 he would say "I am in the classroom. I am studying math". If he makes a speaking mistake he must move back 1 space, 2 mistakes move back 2 spaces.

You can make your own rules for this game to make it easier or more difficult depending on the students' level. For example, to make it easy they could simply say the place and the verb. To make it difficult they could say much longer sentences or have more penalties. A roll of 5 could equal back 1 space and a roll of 6 could equal back 2.



Finish!

STORYBOTS

Busy Beavers

Textbook



Don't miss these other books starring the StoryBots!

