

English-Time™



PARENT'S GUIDE

English-Time™ Parent's Guide

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LETTER TO PARENTS

Dear Parents,

Thank you for purchasing English-Time™. You have joined a fellowship of mindful parents who want their children to learn English. We are confident that if your child follows English-Time™ from beginning to end, he or she will learn conversational English.

English-Time™ contains a number of integrated components including books, games, videos and additional learning aids. This guide tells you the language objectives of each unit and provides fun learning tips on how to use the English-Time™ components.

In addition to learning to read, write and speak American English, your child will also learn how to work on a computer, an invaluable skill for school starters these days.

Just a few things to remember as your child embarks on the English-Time™ Program:

- Children learn at different rates. Allow your child to work at his or her own pace.
- Learning with English-Time™ is intended to be fun. Provide your child with a relaxed environment at home and encourage experimentation. It is okay for your child to make mistakes. That is how we learn.
- Create a portfolio of your child's work to encourage his or her achievements and to keep track of progress.
- Remember that you can log on to the online test site at any time to test your child's progress.

Thank you once again for purchasing English-Time™ and best wishes to you and your child as you embark on this exciting English learning adventure.

English-Time™ Team



English-Time™ Components

The English-Time™ Package comprises:

1. 10 Readers*
2. 10 Activity Books*
3. 10 DVDs with videos
4. Song Book*
5. Picture Dictionary*
6. Achievement Chart
7. Play with Zing App Lite for Android/iOS – free download from GooglePlay and Appstore
8. Flash drive (contains ET Quick Start Guide, ET games, Parent's Guide, Teacher's Guide, ET audio and songs MP3, ET User Guide)
9. ET Games Access Code
10. 2 Toys
11. Let's Write with Walter™*
12. My Play Time App
13. 6 Posters*
14. Walter™ Sticker Book*
15. 3D glasses
16. Flashcards (Alphabet, Phonics, High-frequency words)*

*These components can be used with the Walter™ Reading Pen.

Recommended Tips:

1. Establish an English-Time™ learning schedule that is comfortable for you and your child.
2. Begin learning English in the following sequence:
 - 2.1 Use the Readers unit by unit.
 - 2.2 Use the Activity Books unit by unit. Use Walter™ for an interactive experience in learning English.
 - 2.3 Play the games on the flash drive.
 - 2.4 Watch the videos on the DVDs. They are an extension of the Readers by making the Cyberspace characters come alive. They develop visual perception skills and check the child's understanding of various situations.

Once the child reaches Level Three, you may vary the sequence of using the English-Time™ materials according to the child's interest. Make language learning fun, interactive and experiential.

OVERVIEW AND RECOMMENDED ORDER OF USE

It is recommended that the English-Time™ components be used in an order that follows the natural stages of learning a language: exposure (listening), recognition (understanding) and production (using the language in a new situation). The recommended order is as follows:

1. Videos (first viewing)

Start with the English-Time™ videos because they present the new language in a meaningful context. This viewing serves as the first exposure to learning new vocabulary and structures. Your child is not expected to understand all the language presented in this first viewing, but to gain an overall familiarity with the situation and story. Each DVD contains four units. It is recommended that your child views only the unit he or she is currently studying.

2. Flash drive

Your child studies the relevant unit to practice language through multi-sensory experience: listening, reading, speaking, singing, and typing. The Practice It! exercises help your child practice grammatical structures and new vocabulary, and can be used independently.

3. Readers

Readers help to develop reading skills and reinforce listening skills.

4. Activity Books

Working through the exercises in the ten Activity Books and the ETL Learning Writing Book helps to develop writing skills and reinforces reading skills. These reading and writing activities reinforce the vocabulary and language structures that your child has been exposed to through guided listening activities.

5. Videos (Second viewing)

When your child has finished working through the above components, encourage him or her to watch the videos again. This final viewing helps to consolidate and reinforce the new language.

6. Auxiliary Components

The Picture Dictionary serves as a reference tool for your child when he or she is having difficulty understanding English-Time™ content. The Alphabet Poster, the Song Book and ET Songs, the Achievement Chart and the plastic dolls are useful components that can help your child use the English-Time™ program more effectively.

Once your child has completed the recommended sequence for a unit, encourage him or her to go back and view the video, play the games in the flash drive, and read the pages in the Reader for that unit as many times as he or she likes. Repetition is a valuable learning tool and will help your child to learn English more effectively.

English-Time™ DVDs with Videos



The power of video

The combination of simultaneous sound and sight makes video a powerful medium for learning a foreign language.

A dialogue that we read in a textbook is transformed by video into living language. The video focuses on visual as well as verbal communication. Seeing the facial expressions and gestures of the characters helps to make the new language more meaningful.

The video brings different English-speaking characters into your home, exposing your child to a variety of voices and accents, and rates of speech. These features are of particular benefit to children who have very limited opportunities to listen to native English speakers.

English-Time™ videos

In English-Time™, there are ten 35-minute core videos and two review videos. Each core video is divided into four units which correspond with the units in the flash drive, Readers and other accompanying material. The video units are approximately eight minutes in length and consist of the following elements:

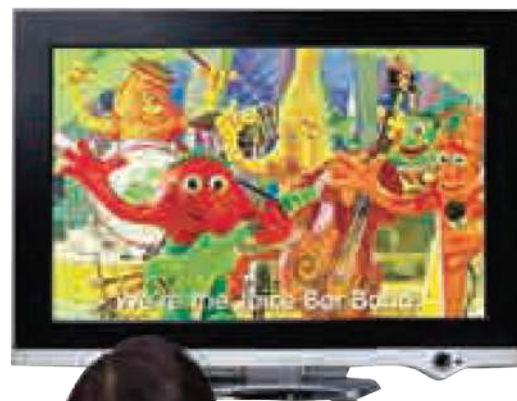
- **Contextual Situation:** An entertaining short story set in a Cyberspace fantasy world. The visual situation contextualizes the new language in a natural and meaningful way.
- **Songs:** Each unit has up to two songs. Some songs further the story line. Other songs focus on new vocabulary and language structures.

- **Review:** Back in Simon's Workshop, Simon and Nicky review the main teaching points presented in the situation.
- **Subtitles:** Although subtitles appear on the videos, children are not expected to read them in the early stages of the program. The subtitles serve as a reference for parents, and also help to familiarize children with the Roman alphabet.

How to use the English-Time™ videos with your child

It is well known that children love videos and enjoy watching the same videos over and over. As such, videos play a very effective role in motivating children to learn. Encourage your child to watch each video unit at least twice.

- **Before viewing:** Set the scene before viewing each video for the first time, to build expectations and encourage attentive purposeful viewing. Talk about the title of the unit. Read the synopsis with your child to familiarize him or her with the story line. Look at the pictures in the relevant unit of the Readers to help him or her with the new vocabulary.
- **After viewing:** Discuss the video with your child in your own language. Discuss what happened in the story and which characters were featured. Encourage role-playing activities and use dolls to act out the story. Try playing the video again without the sound; maybe your child can speak some of the lines for the characters.



English-Time™ Flash drive with games

How do the English-Time™ games help your child learn English?

The English-Time™ program comprises a flash drive, with a total of 330 separate activities providing a multi-sensory learning experience for your child. The activities combine text, graphics, audio, video and animation with computer technology to enable and encourage:

- interactive, self-paced learning,
- independent study,
- instant feedback,
- self-assessment,
- cooperative learning with a friend or sibling, and
- the acquisition of basic computer skills.

The varied games and activities present vocabulary and key language structures, develop listening and reading skills, improve pronunciation and speaking skills and promote communication skills. The exercises have been designed to consolidate new material, build confidence and create an exciting learning environment, in the context of the fun world of Cyberspace.

Along with the wide range of games, puzzles, songs and recording activities, each unit includes a simulated e-mail activity, a Song Workshop with karaoke function, and a task-based Create It! activity in which your child is provided with databanks of graphics, text and sound, and asked to make his or her own multimedia creations. There is

also a comprehensive Practice feature, which provides formal exercises to enable your child to drill and practice the vocabulary and language structures covered in each unit.

In addition to these activities, a number of useful functions make the learning experience more personal. A comprehensive local language "Help" feature provides detailed help for each activity and feature of the program. The Glossary presents new words in each unit both in English and your local language. Your child can keep track of his or her score as he or she works through the program, and can turn the subtitles on or off to suit his or her language ability.

The "Traffic light" button system provides a guided learning route through the activities. By following the recommended glowing green route, your child will do the activities in the order that follows the natural stages of learning a language:

- exposure (listening),
- recognition (understanding), and



- production (using the language).

However, since each child is different, and starts the program with a different level of English proficiency and language-learning skills, the program is designed with some flexibility. An alternative route is available by clicking on the yellow buttons.

Getting Started

Setup is only required the first time you use the flash drive on a new computer. They can be installed in a maximum of three computers. The computer requirements are

- Pentium III, 300 MHz processor, or higher
- Windows XP, Vista or 7
- Memory: 128 MB RAM
- Monitor: 800 x 600 resolution, High color (16 bit)
- 16 MB of available disk space
- Sound card
- Mouse, headset and microphone

ACTIVITIES

Remote controls

For most activities, there is a remote control in the top left-hand corner of the screen.



This remote control will tell your child whether he or she has to click (click), drag (drag) or type (type) on the computer keyboard.



Learn It! and Check Yourself Activities

Each unit has at least one Learn It! and Check Yourself activity, which introduces your child to new

vocabulary or structures.

The Learn It! segment exposes the child to new material. In this example, your child is invited to click on articles



of clothing in order to hear what they are called in English and see how the word is written. Your child can repeat this part of the activity as many times as he or she wants before moving on to the next stage.

In the Check Yourself section, your child is asked recognition questions or given recognition commands. In this example, the child is asked to put clothes on the characters. The child hears the clothes vocabulary in the context of a sentence, and has to correctly identify the new words.



In most Check Yourself activities, the child has three attempts to answer correctly. If he or she does not answer correctly after three attempts, the correct answer will flash briefly. If your child is having difficulty with a Check

Yourself exercise, encourage him or her to go back to the Learn It! segment and try again.



Recording Activities

The recording activities Repeat and Record and Say and Record give your child the opportunity to practice speaking English and to listen to his or her own voices.

In Repeat and Record, your child will hear a short sentence and repeat it. The child's recording is played back, and then the original line is played again for comparison.



In Say and Record, your child is asked a question and records his or her answer. The child's recording is played back, and then the correct answer is played for comparison.



When your child is ready to record his or her answer, he or she should click on the record button on the remote control and speak into the microphone. The forward button is used to move on to the next line

of dialogue. Your child can correct a mistake by clicking on the back button. The start button takes your child to the beginning of the recording activity. Some children may be anxious about

recording their voices in a foreign language. Help your child to feel at ease by repeating the response out loud with him or her before recording. Try not to make your child feel self-conscious about his or her early attempts. He or she will improve with time and will gain confidence through practice.



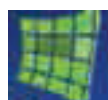
Sing It!

Your child can listen to the English-Time™ songs as many times as he or she wants, by simply clicking on the start button. Once familiar with the song, he or she can try to sing along.

When your child's reading skills are good enough, encourage him or her to follow the English subtitles, and then sing along karaoke style. Click on the start button and then the karaoke button. The karaoke function can be turned on or off by clicking on the karaoke button again.



The song lyrics appear in the Readers. The musical notes and complete song lyrics are in the English-Time™ Song Book.

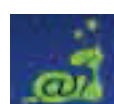


Create It!

Create It! is a task-based activity in which your child is asked to make his or her own multimedia creations that reflect the language themes taught in each unit. This encourages your child to use his or her imagination. He or she can browse through the Create It! data banks, especially designed for beginners of English, and learn to work with backgrounds, graphics, animated pictures, sounds and texts, as well as

how to print and save creations. Your child will manipulate the data, matching text to picture, and sound to picture and text. As your child's English skills grow, he or she will be able to write short lines of text, inserting up to 20 pictures and lines of text per creation and saving up to 10 creations per unit. Encourage your child to show you his or her creations and print them out. If you speak English yourself, have your child describe the creation to you in English, to practice his or her speaking skills.

For a full understanding of how Create It! works, please refer to the Help screens.



E-mail

In each e-mail activity, your child will get at least one simulated e-mail message from one of the Cyberlings.



In this example from Unit 22, Sweepy sends an e-mail asking your child what he or she did yesterday. This provides an opportunity to use

the past tense (the focus of Unit 22). Encourage your child to report accurately. This activity prepares your child not only to correspond in English with children from around the world, but also for using methods of instant communication through the Internet.



Sound and Letter Activities

In some languages, most sounds are made by only one letter, and most letters make only one sound. Unfortunately, the English language is much more complex. An important aspect of learning to read English is learning the correspondences between sounds and letters. Our Sound and Letter activities tackle these problems, each in a slightly different manner. Encourage your child to repeat the words in these exercises out loud as much as possible.



Children enjoy rhyming words. Moreover, rhyming activities help children see the connections between sounds and letters. In the Rhyme It! and Pinball activities, your child is asked to sort

words according to rhyming patterns. Rhyme It! presents 2–4 rhyming patterns; Pinball presents 3–6 rhyming patterns.



In some activities, your child can choose the number of rhyming patterns. If your child finds these activities

difficult, he or she should start with the easier version of the activities.

The objective of the Basketball Game



is to make sure the child sees and hears the differences between two similar sounds, based on both the written and

the spoken word. Make sure your child notices both the sound of the word and how it is spelled.



Spell it! activities are used to show your child that the same sound can be written in two different ways.

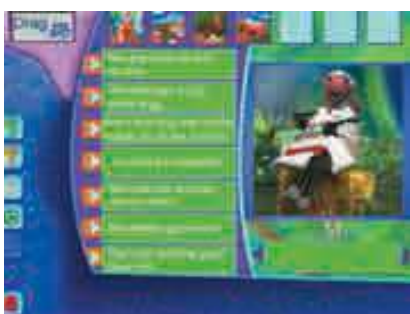
These spelling patterns can only be learned through experience in reading and writing the English language. Spell It! is designed to give your child his or her first experience with these patterns. Your child may not get the answers correct on the first try, but he or she will learn by making an attempt.

Listen and Read Activities

Wherever possible, encourage your child to read the written text. However, some activities focus specifically on the combined skills of listening and reading.

Make a book by matching lines of text to pictures found on the pages of a book. If your child's reading skills are good, encourage him or her to first read the text, then click on the sound icon to listen to the sound. If your child needs more help with reading, have him or her listen to the sound first.

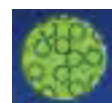
The crossword puzzles encourage your



child to listen to a word and look at the appropriate picture, then select the correct word from a list and type it on the keyboard.



The Yes-No Show gives your child a chance to listen to questions and choose appropriate short answers. Encourage him or her to say the answer out loud before clicking on it.



Memory games are excellent ways of teaching new vocabulary. The child works hard to remember where the picture is, and in the process remembers the name of the picture. Saying the names of the pictures and words out loud also helps your child to remember the new vocabulary. If your child does the activity very quickly, he or she may be working on chance rather than trying to remember where the pictures and words are. Explain that there is no time limit, and that he or she can obtain a better score by working slowly.

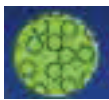
There are a number of activities in



which the correct answers fall or float around the screen. These "Catch the Falling Object" activities demand motor skills as well as English language skills. If your child finds it difficult to click on the moving objects, advise him or her to keep the mouse still and wait until the desired picture comes under the cursor.



The balloon game is a fun, computerized board game that exercises listening comprehension skills. It serves as a review of vocabulary learned in previous units.



Time to Practice

Time to Practice provides formal exercises for your child to drill and practice the vocabulary and language structures covered in each unit. It is recommended that your child first works through the first two or three zone activities, and then completes the Time to Practice exercises before continuing with the rest of the zone activities. This will enable the child to use the new vocabulary and grammatical structures in productive and meaningful ways, in the natural sequence of language acquisition.

Time to Practice can also be used as a review before taking the Online Test.

Time to Practice comprises:

- Practice Activities to exercise new vocabulary, grammar and structures.
- Remember screens to explain rules of grammar or usage in simple terms. When doing an exercise related to the rule, you will often find a remember icon. This allows your child to look at the rule again while doing the exercise.
- Keyboard Activities also exercise new vocabulary, grammar and structures, using an onscreen keyboard. This is an excellent way for your child to get used to typing in English – a skill that will be useful in years to come.



English-Time™ Readers

An integrated approach to reading

The ten English-Time™ Readers provide an integrated approach to reading. They present vocabulary, language structures, song lyrics and sound spelling patterns within the context of the video story line. They reinforce what has been seen and heard on the DVDs and practiced on the activities in the flash drive.

Different children learn to read in different ways and need to acquire various skills. The English-Time™ Readers cater to these different learning styles by using a variety of language learning techniques. The Whole Word Approach, also described as “Look, Listen and Say”, helps your child to build a bank of sight vocabulary. The Phonic Method helps your child to identify sound/spelling patterns, which enable him or her to decode new words and become an independent reader. The Multi-Sensory Response Method involves your child in reading activities that include writing, molding with clay, singing and creating their own multimedia presentations.

Essential reading skills

The English-Time™ Readers will help your child to learn essential reading skills:

1. Reading various types of text such as labels, rhymes, riddles, signs, songs, charts, comics, letters, posters, weather reports and diaries.
2. Recognizing beginnings and endings of sentences.
3. Following left to right eye movements.
4. Using sound spelling patterns to work out how to read unfamiliar words.
5. Using context and picture clues to predict the meaning of unfamiliar words.
6. Recognizing familiar words in new texts.
7. Recognizing common abbreviations and contracted forms.





8. Using context, picture clues and knowledge of the world to predict plots and the outcome of stories.
9. Scanning for specific information in a short text.
10. Skimming a text for the main idea.

The English-Time™ Readers

Each English-Time™ Reader contains four units, corresponding to the units on the videos and flash drive. Each unit comprises:

- A title page that presents the learning objectives, vocabulary and expressions, language structures and sounds/letters/keywords.
- Comic strips or story pages adapted from key scenes in the video.
- Sounds and Letters page(s) to help your child learn the different sound spelling patterns of the English language. One of the hardest things about learning English is that the same letter often has different sounds: for example, the letter “a” in the words “mad” and “made”. In addition, the same sound can be spelled in different ways, as in the long “e” sound: “green” and “year”. The Sounds and Letters page presents these different sound/spelling patterns in the context of short sentences and paragraphs, often with humorous illustrations. The Sound and Letter pages in the Reader correspond with the activities in the flash drive: Rhyme It! Pinball, Basketball and Spell It!
- The Song page(s) provides the words of a song from the video or flash drive. Your child can listen to and sing along with the songs in the flash drive activity Sing It! The notes and complete lyrics of all the songs are provided in the Song Book, so if you or another family member can play a musical instrument, you can accompany your child in song.
- Activity pages take the form of quizzes, with visual clues or short stories that illustrate the new vocabulary and grammatical structures in a fresh context.

- The Review page is the last page of each unit. It takes us to Simon's Workshop— just as each video unit ends in the Workshop. The function here is the same. It is a summary review of the new vocabulary and/or language structures.

How to use the English-Time™ Readers with your child

Read the books together with your child. Reading to your child and listening to your child read is a classic bonding experience and a time-honored and effective learning-to-read method. It is especially productive to read together at bedtime, when it is quiet and there are no distractions.

Do not expect too much of your child in the early stages of reading. Even after listening intently several times, the young beginner will probably “read” by rote rather than by genuine recognition of the text. This is part of a gradual process of learning to read independently. In this process, the child assimilates what he or she hears with the visual recognition of letters, words, sentences and contexts. This process requires practice and positive reinforcement.

Look at and discuss the pictures to get clues about the written text. Encourage your child to respond to the main characters’ questions and comments in the Readers. Refer to the Picture Dictionary with your child to find the meaning of unfamiliar words.

Key for symbols in the Reader



Read



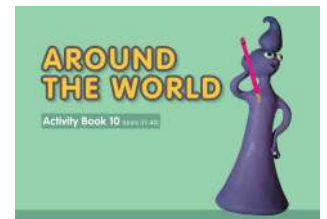
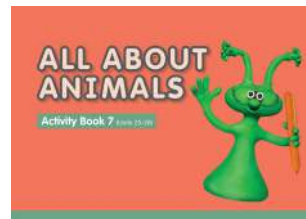
Sing



Record



English-Time™ Activity Books



Activity Books (Levels 1–10) and Let's Write with Walter™

The Activity Books and Let's Write with Walter™ book concentrate on developing key writing skills:

- Recognizing and writing the alphabet letters and a keyword for each letter.
- Writing phrases.
- Forming sentences from groups of words.
- Recognizing beginnings and endings of sentences.
- Using punctuation.
- Leaving spaces between words.
- Writing from left to right.
- Writing activities to practice sound spelling patterns.

Your child will engage in a myriad of writing activities such as sorting jumbled sentences, and writing shopping lists, e-mails, letters, menus, diary entries and crosswords. Children also learn to write answers to comprehension questions and gradually build up the confidence to write a whole letter and a diary account.

An Answer Key is provided at the back of each Activity Book.

Key for symbols in the Activity Book



Read



Write



Word Game



English-Time™ Online Tests and Auxiliary Components

English-Time™ Online Tests

The English-Time™ website allows your child to join a worldwide fellowship of English-Time™ children. It provides access to online testing administered by ETL Learning. Using the online tests, your child can track his or her own progress, taking a test when he or she completes each unit of English-Time™ and receiving instant feedback. There are approximately 50 questions per unit, divided into 2 parts. Older children can take both parts of the test consecutively, while younger children may want to take the 2 parts of the test on separate occasions. When your child has completed the tests for all 4 units of a level, he or she will receive a certificate to print out. You will need to help your child log in the first time he or she visits the site, using the unique serial number, and supervise your child when he or she takes the test.

Auxiliary Components

Picture Dictionary

It is a comprehensive and colorful picture dictionary covering the course vocabulary of about 1500 words. The dictionary entries are in alphabetical order and illustrated by a picture or an example of how the word might be used in a sentence.

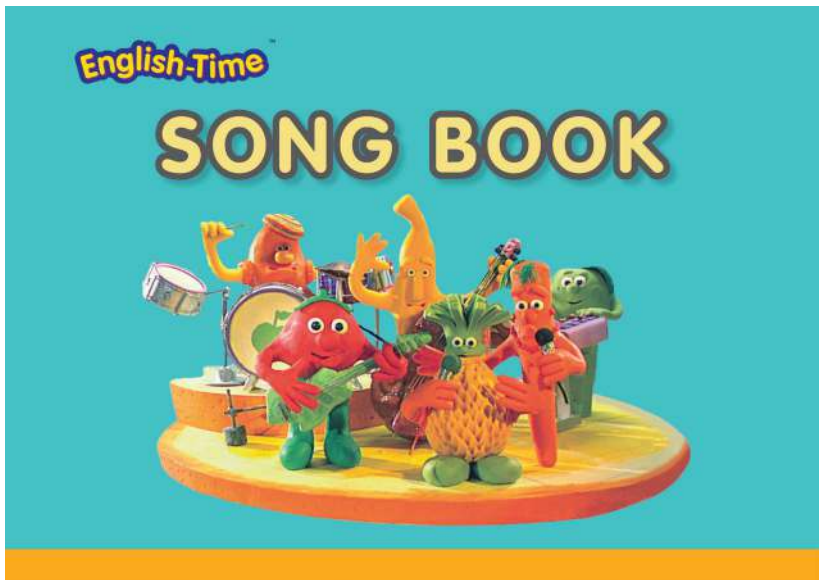


Encourage your child to use the dictionary to find out the meanings of unfamiliar words in the English-Time™ components. You can also do dictionary activities together: "How many words can you find for the letter Y?" "Under which letter will you find the word 'robot'?" "Which word comes first, robot or rat?" Such activities will help your child to become used to looking up words and using a dictionary independently.

Interactive Posters

These colourful posters cover a diverse range of topics from the alphabet to music, occupations and numbers, and come embedded with a diverse range of sound files. Hang the posters on the wall and use it to play simple word games. Young learners can take turns to call out a letter or keyword, and then point to the appropriate letter on the chart or say the relevant keyword.





Song Book

The Song Book consists of 60 original songs used throughout English-Time™. The lyrics will help your child to learn the songs and the language.

Achievement Chart

The Achievement Chart and the gold star stickers help you and your child to track his or her progress through the 40 teaching units.



LEVELS	UNITS	DVDS	READERS	FLASHCARDS	ACTIVITY BOOKS	ONLINE TESTS
1	1. Hello! 2. Where Are the Colors? 3. Let's Count! 4. Computer Fun	★	★	★	★	★
2	5. Meet My Family 6. Our Home 7. Grandpa's E-Clothes Store 8. What a Mess!	★	★	★	★	★
3	9. Shake Your Body 10. You Can Do It! 11. What Are You Doing? 12. How Do You Feel?	★	★	★	★	★
4	13. What's the Time? 14. Time at School! 15. Time with Friends 16. Time for Fun	★	★	★	★	★
5	17. Calendar Fun 18. Winter and Spring 19. Summer and Fall 20. Time to Eat	★	★	★	★	★
6	21. Tom's Memories 22. What Happened? 23. Where Were You? 24. Who Sent the Virus?	★	★	★	★	★
7	25. All About Pets 26. The Toppy Turry Farm 27. At the Alpha Zoo 28. What Should We Do?	★	★	★	★	★
8	29. Going Camping 30. Come to the Circus 31. Discovery in Space 32. Journey to the Lost Zone	★	★	★	★	★
9	33. Tom's Dream City 34. Dreams Can Come True 35. Come and Visit 36. Welcome to Dream City	★	★	★	★	★
10	37. Friends Around the World 38. More Friends 39. Planning a Farewell Party 40. Surprise!	★	★	★	★	★



Plastic Dolls

Two cute plastic dolls bring English-Time™ characters to life and help your child to relate better to the program.

English-Time™ Flashcards

Why Use Flashcards?

Flashcards are simple and versatile instruments that aid learning. They not only offer a fun and engaging way to introduce new words, images, and concepts, but also present a young learner with a portable learning tool that allows him to learn anytime and anywhere. Flashcards also help a young learner to focus only on the important elements of what he needs to learn, thus making the learning process less overwhelming. For a young learner who takes in information quickly and who may have a shorter attention span, flashcards are especially beneficial: Use the flashcards in various activities (such as those outlined in the following four pages) to reinforce new vocabulary/words and to encourage learning through creative play.

English-Time™ Flashcards

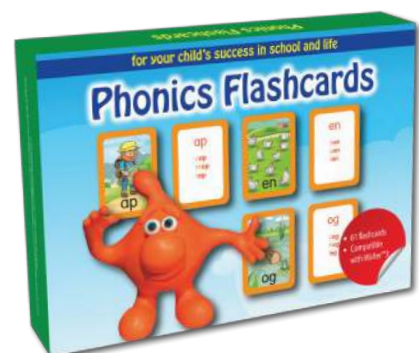
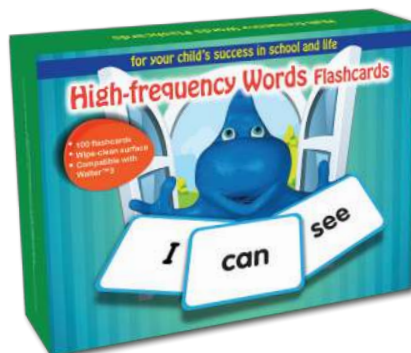
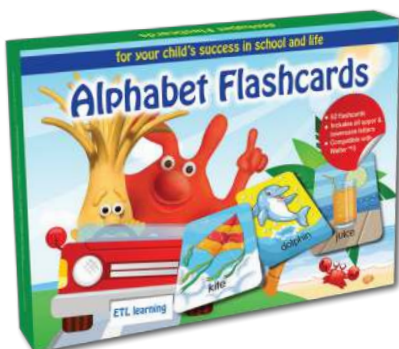
The English-Time™ flashcards are easy to use and promote effective learning through fun games for young learners of the language. They help your child learn important skills to become a better reader.

The “Alphabet” flashcards reinforce identification of the 26 letters and help your child become familiar with the sequence of the alphabet.

The “Phonics” flashcards reinforce the sounds of the English language.

High-frequency words are words that occur frequently in written materials and are essential to fluent reading, but they may not follow phonetic rules and may be difficult to sound out. The “High-frequency Words” flashcards will help the child recognize these words quickly and become a faster and more fluent reader.

These sets of flashcards cater to various learning styles: text and pictures allow the **visual learners** to ‘see’ what they need to learn; speaking and hearing new words on the flashcards will benefit **auditory learners** who need to hear something out loud before they can understand it; tracing out the words on the back of the cards and flipping and sorting the cards through games will also engage the **kinesthetic learners**.



How to use the flashcards

The “Alphabet” Flashcards

Contains: 52 cards (26 uppercase, 26 lowercase)

Recognizing the alphabet

Skills: Letter recognition, reinforces uppercase and lowercase letter identification

1. Choose a few letters of the alphabet (6-7 letters).
2. Shuffle the cards and lay them on the table with the letters facing upwards.
3. Call out a letter (e.g. capital 'B') and let your child pick out that letter from the pile. When your child has successfully identified the correct letter, ask her to find the corresponding upper or lowercase letter that matches.
4. You may want to slowly increase the number of letters to the pile until your child is proficient in picking out the correct letters from the complete set.



Recognizing sequence of the alphabet

Skills: Learning the sequence of the alphabet, reinforces memorization of alphabet sequence

1. Select a series of letters (e.g. A-F). Lay out the cards in order while leaving out some letters. Leave gaps for these 'missing letters' as you lay out the cards.
A, B, ____, D, ____, F
2. Let your child find the missing letters from the remaining cards to complete the sequence.
3. Try this activity with different series of letters (J, K, L, M, N etc).

Picture matching

Skills: Identify letters and words that begin with that letter, reinforcing letter and sound recognition

1. Gather all the uppercase letters and shuffle the cards.
2. Place the remaining cards picture-side up on the table.
3. Ask your child to match the letters with the correct pictures. Read out the letters and the corresponding words when they are matched correctly.
4. You can repeat this activity with the lowercase letters.

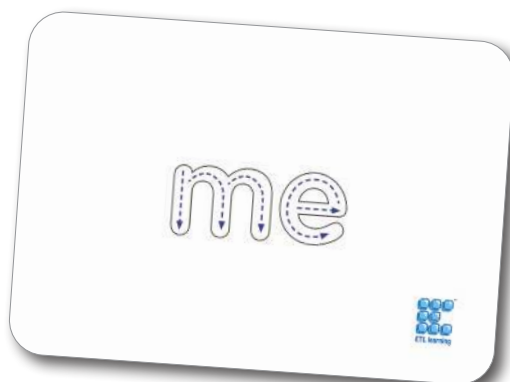
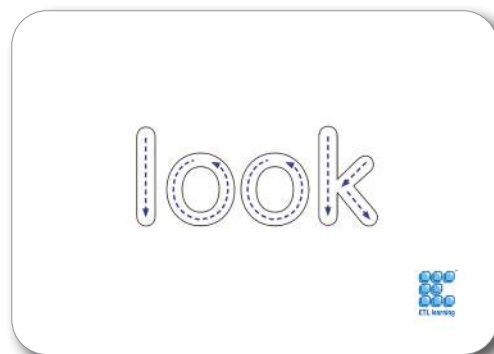
The “High-frequency Words” Flashcards

Contains: 100 cards (100 high-frequency words)

Recognizing words (1)

Skills: Recognizing high-frequency words

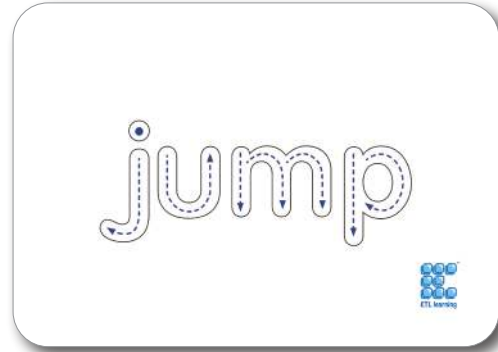
1. Choose 10 words from the set.
2. Show each card to your child as you read the word aloud. Encourage your child to read the word aloud with you.
3. Once your child has read the 10 words, shuffle the cards. Take turns with your child to pick a card and read the word aloud.
4. Once your child is familiar with the words, you can repeat this activity with another set of words.
5. Remember to periodically review each set of words learnt as your child continues to learn new words. You can help your child to reinforce the words learnt by mixing these words together with a new set of words.



Recognizing words (2)

Skills: Recognizing and writing words

1. Identify 5 words that your child can already recognize and read.
2. Show each card to your child and challenge him to read the words as quickly as he can. You may want to repeat this with a different sequence of words each time.
3. When your child has read the word correctly, let him practise writing the word on the back of the card. You can let your child practise writing it as many times as he likes.



Recognizing words (3)

Skills: Forming and reading simple sentences

1. Shuffle the cards and place them on the table.
2. Ask your child to use the words to form a sentence. (You may want to include the picture side of the alphabet cards for the nouns.)
3. Challenge your child to form as many sentences as he can with the cards.



The “Phonics” Flashcards

Contains 61 cards

Word sounds (1)

Skills: Identifying sounds that make up words

1. Select the cards with the sounds that your child is learning.
2. Place the cards on the table with the word sounds facing upwards.
3. Call out a word which contains a sound combination. Ask your child to pick the correct card with that sound combination.
4. Turn the card over and read the list of words together with your child. Point out the similar sounds in these words. Ask your child if he can think of any more similar words.



Word sounds (2)

Skills: Builds phonemic awareness, early reading, writing skills

1. Select the cards with the sounds that your child is learning.
2. Create a simple ‘sound chart’. Divide a large piece of card into as many sections as sound cards. Write the ‘sound’ in each section of the chart.
3. Show the cards one at a time to your child. Ask your child to sound out the letters on each card and write on the chart, as many words that start/end with that sound. Your child can also draw pictures of objects that start/end with that sound.
4. When your child has finished writing, ask him to read out all the words in each group.

Word sounds (3) (For 2-4 players)

Skills: Builds phonemic awareness, motor skills

1. This activity should be carried out in a big open space.
2. Place the cards on the ground with the word sounds facing upwards. Make sure they are spaced far apart.
3. Call out a sound and a word that starts/ends with that sound.
4. The first person to run to the correct card will win 1 point. He will then need to call out another word that starts/ends with that sound. If he correctly identifies a word, he will get another 1 point.
5. Continue the game with different word sounds.
6. The player with the most points wins.

MY PLAY TIME APP

My Play Time is an app that offers a brand new and immersive way of learning to read and speak in English! Your child can choose from any of the 40 story units to re-enact and practice what he has learned in the corresponding unit in the English-Time™ program by “turning” into the story characters. This is cleverly done by superimposing his face onto the various characters in the English-Time™ program. The child can record himself reading the script in the story to produce a movie that he can then share with friends and family. This way of learning-by-doing has proven to be a meaningful and effective way of learning.



Download My Play Time app

My Play Time works on iPads, Android tablets and Windows computers.

For iPad users, please download the app from the Apple App Store by searching for “My Play Time”. For Android users, please download the app from Google Play by searching for “My Play Time”. For Windows users, please install the app from www.ETLlearning.com.

Please ensure the correct app is downloaded and installed. It should bear the app icon shown on the right:



My Play Time icon

Getting started

When you run My Play Time for the first time, you will need to enter the access code to activate the app. You can find this access code in the English-Time™ package.

After the app is successfully activated, register your account by entering your profile information and photo on the Registration screen.



Once you have registered your account, you are ready to use the app!

How to use My Play Time with your child

For every story unit, there are two activities that your child can do: SPELL and ACT. Each activity should take about 10 minutes to complete.

SPELL

SPELL is a set of flash cards that lets your child learn the key words in each story unit. Each card consists of a word, a picture that represents the word and an audio of how the word should be pronounced. After your child is confident enough to spell the words, he can take part in a fun spelling quiz. When your child achieves more than 75% of the maximum possible score for each quiz, the rocket will be sent into space. So encourage your child to set that as a goal!



Learning to spell is key to learning how to read. So when your child is able to spell the words, his reading ability will improve. SPELL can be used independently by your child.

ACT

ACT is a fun and immersive activity that lets your child practice his reading and speaking skills by video-recording himself reading the character's part in the story to produce and star in his very own movie! Some stories feature more than one character and you are strongly encouraged to take on a role to read and act alongside your child.

There are reading aids in ACT to help your child read: every word in the story can be tapped or clicked to sound out its pronunciation. There is also a Read-To-Me function on every page that will help your child to learn how to read the sentences fluently. If your child is not able to read well yet, encourage him to use the Read-To-Me function to listen and learn how a sentence should be read.

Once all the scenes of the story have been recorded, you can compile them into a movie and play it back for your child to enjoy.

OVERVIEW OF COURSE CONTENT

Unit	Themes	Language Structures	Sound/ Spelling
LEVEL 1 : LET'S START			
Unit 1: Hello!	Greetings	What's your name? My name is...I'm... Who is this? This is...	Letters Aa-Ff: apple, bear, cat, dog, egg, fish
Unit 2: Where Are the Colors?	Colors	What color is it? Is it red? Yes, it is. No, it isn't.	Letters Gg-Ll: goat, hippo, ice cream, juice, kite, lion
Unit 3: Let's Count	Numbers 0-10	How many are there? There are...	Letters Mm-Ss: moon, nine, orange, panda, queen, robot, star
Unit 4: Computer Fun	Computer words	What's this? What's that? It's a...	Letters Tt-Zz: telephone, umbrella, violin, waiter, X-ray, yo-yo, zebra
LEVEL 2 : GETTING TO KNOW YOU			
Unit 5: Meet My Family	Members of the family; Personal traits	Personal Pronouns: I, you, he, she, we, they This is Dad, He is tall. This is Pat. She's my sister.	Short vowel a: cat, Dad
Unit 6: Our Home	Rooms and objects in a house: Describing where things are	Prepositions: in, on, under, near Where is the desk? It's near the closet. Personal pronoun: it	Short vowel a: man, cap
Unit 7: Grandpa's E-Clothes Store	Clothes	Have and Has: You have a green hat. She has a blue dress.	Short vowel e: red, pen, dress, pet
Unit 8: What a Mess!	Expressing ownership; Review Units 1-7	Possessive pronouns: This is my ball. It's mine.	Review: short vowels a and e

Unit	Themes	Language Structures	Sound/ Spelling
LEVEL 3 : LET'S MOVE IT!			
Unit 9: Shake Your Body	Parts of the body	Commands: Close your eyes! Touch your toes! Have and Has	Short vowel i: fin, pig, mitt
Unit 10: You Can Do It!	Actions one can and cannot do	We can run. We can't fly. Can you sing? Yes, I can. No, I can't.	Short vowel o: fox, pot, frog
Unit 11: What Are You Doing?	Describing and asking about things that are happening now	Present Progressive: What is he doing? He is drinking. What are they doing? They are dancing. Are you eating? Is she shouting?	Short vowel u: run, bug, cup
Unit 12: How Do You Feel?	Feelings	How does he feel? He's tired. He wants to sleep.	Review short vowels a, e, i, o, u: van, bed, pig, dog, rug
LEVEL 4 : FUN WITH TIME			
Unit 13: What's the Time?	Days of the week; Telling time; Describing one's daily routine at home.	Ordinal numbers: first, second, third, fourth, fifth, sixth, seventh. Present Simple: Pat watches TV at 7:00 pm every evening.	The magic e and the vowel a: tap/tape
Unit 14: Time at School	School subjects; Daily school routine; Likes and dislikes	He likes English. He doesn't like math. Have/don't have. Has/doesn't have	The magic e and the vowel e: pin/pine
Unit 15: Time with Friends	Sports and hobbies	Do you like tennis? Yes, I do. No, I don't. Does she like judo? Yes, she does. No, she doesn't.	Sounds: -s (likes); -z (sings); -iz (catches)
Unit 16: Time for Fun	Habits; Frequency words: always, never, sometimes, often; Review Units 9-15	Wh-questions: Who? What? When? Where?	The magic e and the vowel o: not/note

Unit	Themes	Language Structures	Sound/ Spelling
LEVEL 5 : MORE FUN WITH TIME			
Unit 17: Calendar Fun	Months of the year; The date; Weather	It's a rainy day.	Long vowel a: day, rain
Unit 18: Winter and Spring	Talking about Winter and Spring	Present Simple: It often snows in winter. Present Progressive: Look! It's snowing!	Long vowel e: season, tree
Unit 19: Summer and Fall	Talking about Summer and Fall	Does he like fall? Yes, he does. He loves to rake the leaves in fall.	The magic e and the vowel u: cub/cube
Unit 20: Time to Eat	Meals and food	This is mango. These are mangoes. This is cabbage. These are cabbages.	Two sounds of 'oo': cook, noodles
LEVEL 6 : TALKING ABOUT THE PAST			
Unit 21: Zing's Memories	Telling time in minutes; Describing past activities	Past Simple: Yesterday I woke up at 7:30 am. I played and I rode my bike.	Consonants f and v: fig, vet
Unit 22: What Happened?	Asking and talking about past experiences.	Did she play tennis? Yes, she did. No, she didn't.	Consonants s and sh: sea, shell
Unit 23: Where Were You?	Describing what was happening at a specific time in the past.	Past Simple: was/were Past Progressive: When the phone rang, I was watching TV. Ned and Pat were doing their homework.	Short and long vowel o: got, goat
Unit 24: Who Sent the Virus?	Memories; Talking about things we used to do. Review past forms	Using 'used to' in the past tense: Grandma used to skate. Wh-questions in the past tense: Who played ball? What did she play? Where did she play? When did she play?	Long vowel o: grow, cold

Unit	Themes	Language Structures	Sound/ Spelling
LEVEL 7 : ALL ABOUT ANIMALS			
Unit 25: All About Pets	Pets	'Which' questions Review Present: is/am/are; can/can't; Present Simple and Present Progressive	Short vowels e and i: pet, pit
Unit 26: The Topsy-Turvy Farm	Farm animals	Review: this/these Review: do/does	Consonants ch and sh: chicks, sheep
Unit 27: At the Alpha Zoo	Animals in the zoo	Comparison of adjectives (taller than...): Elephants are bigger than lions.	Short vowel i and long e (ee): ship, sheep
Unit 28: What Should We Do?	Taking care of the environment; Talking about things we should and should not do.	Should we water the flowers? Yes, we should. Should we pick the flowers? No, we shouldn't. Don't throw garbage on the grass!	Consonants bl-, pl-, cl-, gl, fl-, sl-: blue, please, clean, glove, fly, sled
LEVEL 8 : TOMORROW			
Unit 29: Going Camping	Camping; Talking about the future	Future tense using 'going to': Tomorrow, I am going to go camping. Quantities and uncountable nouns: a box of (matches); a sack of (potatoes); a can of (corn)	Consonants -ng and -nk: ring, wink
Unit 30: Come to the Circus	The Circus; Asking and talking about things that are going to happen in the future	Review: Future tense using 'going to'; Superlative adjectives (tallest, fastest): He's the funniest clown in the circus.	Consonants: soft and hard c: cereal, camping
Unit 31: A Discovery in Space	Outer Space; Talking about the future; Making predictions	Future tense using 'will': You will be an astronaut. You will fly to the moon.	'-ar': jar, park, farm
Unit 32: Journey to the Lost Zone	Transportation; Asking and describing ways of getting from place to place	Comparing forms of transportation; Review Future tense forms	Sound Spelling tr-, pr-, br-, fr-: train, price, brown, frog

Unit	Themes	Language Structures	Sound/ Spelling
LEVEL 9 : THE LOST ZONE			
Unit 33: Tom's Dream City	Places in the city; Building a house	Noun phrases (a brick house): A stone house is good. A wooden house is better. A brick house is best.	Consonants th-, z-, d-: this, zoo, desk
Unit 34: Dreams Can Come True	The fire station and the theater	Adverbs of manner: quickly, slowly, happily, sadly. She sang loudly.	Different sounds of 'y': my, happily, yes
Unit 35: Come and Visit	The post office and telecommunications	I want/I want to: I want a stamp, please. I want to send a letter. Do you want an envelope? Yes, I do. No, I don't.	Consonants p- and ph-: park, photo
Unit 36: Welcome to Dream City	The shopping mall; Following directions	Turn right. Cross the street. Walk past the library. Where can I buy...? At the...	Consonants sh-, ch-, th-, ph-: sheep, chair, they, phone
LEVEL 10 : AROUND THE WORLD			
Unit 37: Friends Around the World	People and Places: China, Japan, USA, England	He's from (China). She lives in (Japan). Where does she live? How old are you? What grade are you in? Does he have a favorite hobby? Does she have brothers and sisters? What places do they like to visit? What do you like to do?	Review long and short vowel a: mail, clay, snake, charm, pan

Unit	Themes	Language Structures	Sound/ Spelling
Unit 38: More Friends	People and Places: Mexico, Australia, Kenya, Italy	He's from (Mexico). She lives in (Italy). Where does she live? How old are you? What grade are you in? Does he have a favorite hobby? Does she have brothers and sisters? What places do they like to visit? What do you like to do?	Review long and short vowel e: feet, season, bed
Unit 39: Planning a Farewell Party	Party items; Planning a party; Talking about things we have to do	Have to/has to: I have to bake a cake. Do you have to make decorations? Yes, I do. No, I don't.	Review long and short vowel o: coat, cold, grow, bone, dog
Unit 40: Surprise!	Party activities; Setting a table; Talking about past experiences	Review all tenses – Present, Past and Future: Every day I play with my friends. Now I'm playing with Sweepy. Yesterday I played with Zing. Tomorrow I am going to play with Electra. Tomorrow I will play with Electra.	Review short vowels a, e, i, o, u: man, red, pig, dog, rug



THE WORLD OF CYBERSPACE



Simon is the clay model-maker who begins the whole Cyberspace adventure by making Zing from clay in his workshop and following him into Cyberspace.



Nicky is Simon's clay-modeling student. Eventually, she makes her way to Cyberspace where she joins Simon, Zing and the Cyberlings.



Tick Tock lives in the Time Zone, where all time-related things are represented: past, present, and future. He makes clocks and calendars.



Hatty is an energetic Cyberling who loves sports and entertains her friends in the Park Zone.



Zing was created by Simon. But he quickly discovers he has lots in common with the Cyberlings. He learns English in Cyberspace.



Sweepy is the keeper of the junkyard where he recycles junk. He is in love with Electra and likes to send her presents.



Electra is very cool and sophisticated, and is the object of Sweepy's affections. She inhabits the Digital Zone, a data center where the latest technologies can be found and information is stored.



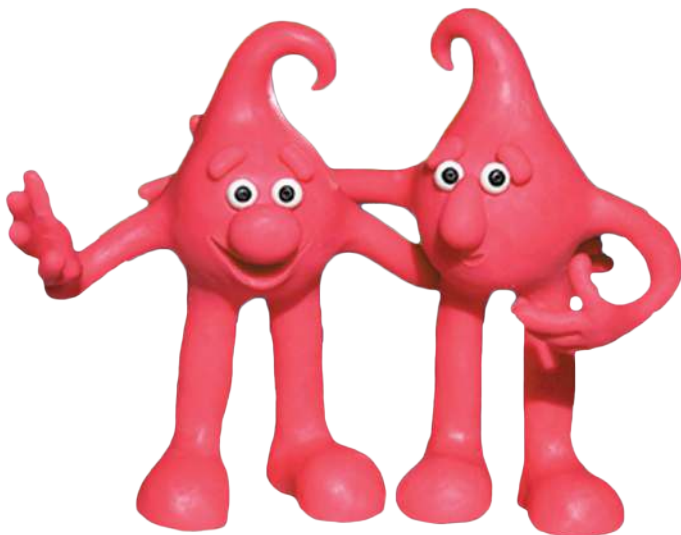
Juicy is the friendly owner of the Juice Bar, the Cyberlings' favorite hangout. Here they meet to eat, drink, chat, sing and dance to the music of the Juice Bar Band.



Professor Mixit is a smart scientist. She works in the high-tech Cyberlab.



Jungo is the multi-talented keeper of the Alpha Zoo, where the alphabet letters are kept along with all the animals. He's a detective and a vet, too.



Topsy and Turvy are twins. They never agree on anything. They have a lever machine that can change people's physical appearance, emotions and behavior.



TV Star is the smooth-talking presenter of the Yes-No Show TV quiz.



Miss Malice is a wicked clay character created by Simon. She comes to life and causes chaos in Cyberspace, with the help of a computer virus. All is well when she changes into the good **Alice**.



The Green Family: Grandma, Grandpa, Mr Green, Mrs Green, Ned, Pat and baby Timmy take Simon into their home in Cyberspace. Zing spends many happy hours in Ned and Pat's box of toys.

UNIT BY UNIT BREAKDOWN FOR LEVELS ONE TO TEN

Note: All page numbers refer to the Readers.



LEVEL 1: LET'S START

Unit 1: Hello!

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
<p>Greeting people and responding to greetings and farewells.</p> <p>Identifying letters Aa-Ff and keywords that begin with each letter.</p>	<p>A friend, a computer, a student, Cyberspace, Simon, Nicky, Zing, Sweepy, Mixit, Tick Tock, the Juice Bar Band, the Junkyard, the Time Zone, a waiter, apple juice, Yes, No.</p> <p>Hello, Welcome to... What's your name? My name is... How are you? Fine, thank you. Nice to meet you. Goodbye. Have a nice day. Yours truly, Click on...! Sorry, try again later.</p>	<p><u>Be-pattern:</u> This is...</p> <p>I'm, You're, He's, She's, We're, They're.</p> <p><u>Yes-no questions</u></p>	<p><u>Aa – Ff:</u> Aa – apple Bb – bear Cc – cat Dd – dog Ee – egg Ff – fish</p>

FUN LANGUAGE TIPS

1. "Let's start" is to introduce the child to the English-Time™ series.
2. Role-play (Pg 7): Emphasizing on the words "Hello", "I'm", "Hi".
3. Rehearse "Hello", "Hi" and using the phrase "My name is..."
4. Sing "Nice to meet you" (Pg 11); change the name in "My name is Peter" to the child's name.
5. Make letter cards for the child to form words with, e.g. "a", "p", "p", "l", "e" (Pg 12).
6. Practice Yes-No questions (Pg 13).
7. Read Pg 14, replacing the characters' names with names familiar to the child.
8. Play English-Time™ songs at home and during commutes.
9. Sound out the letters and get the child to trace/write/find the letters.

Unit 2: Where Are The Colors?

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
<p>Identifying colors.</p> <p>Identifying letters Aa-Ll and keywords that begin with each letter.</p> <p>Following instructions.</p>	<p>Red, blue, yellow, green, brown, gray, pink, orange, purple, white, black, the Cyberlab, colors.</p> <p>What color is it? What's your favorite color? My favorite color is... Paint "g" green. Mix the color. Catch the letter...</p>	<p><u>Be-pattern:</u> Is this a...? Yes, it is. No, isn't.</p>	<p><u>Gg-Ll:</u> Gg-goat Hh-hippo Ii-ice cream Jj-juice Kk-kite Ll-lion</p>

FUN LANGUAGE TIPS

1. Teach the child's favorite colors first and the rest after.
2. Once the child learns the names of two or three colors, get him or her to identify those colors in their surroundings.

Unit 3: Let's Count

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
Identifying and practicing numbers. Identifying letters Aa-Ss and keywords that begin with each letter. Following instructions.	Telephone numbers, 0-zero, 1-one, 2-two, 3-three, 4-four, 5-five, 6-six, 7-seven, 8-eight, 9-nine, 10-ten. Electra, Hatty, the Park Zone. How many are there? My favorite number is... Telephone calls. I want to call... Please help me.	<u>Be-pattern:</u> How many are there? There are...	<u>Mm-Ss:</u> Mm-moon Nn-nine Oo-orange Pp-panda Qq-queen Rr-robot Ss-star

FUN LANGUAGE TIPS

1. Make number cards for 1-10 and crush up old newspapers into paper balls for counting and addition.
2. Role-play: Practice making phone calls with the child.
3. Practice identifying letters and numbers on a computer keyboard.

Unit 4: Computer Fun

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
Identifying parts of the computer. Identifying letters Aa-Zz and keywords that begin with each letter. Following instructions.	A present, computer, a disk, mouse, monitor, keyboard, printer, an e-mail, the Digital Zone, Digit. A new computer. Turn on the computer. Turn off the computer. Write an e-mail. Send an e-mail. Get e-mail. Print. Click on new e-mail.	<u>Be-pattern:</u> What is this? What is that? It's a...	<u>Tt-Zz:</u> Tt-telephone Uu-umbrella Vv-violin Ww-waiter Xx-x-ray Zz-zebra

FUN LANGUAGE TIPS

1. Show and identify real computer parts to the child.
2. Create your own TV star character and role-play (Pg 38–39).
3. Show the child an e-mail on the computer screen and type out letters on it.
4. Play English-Time™ songs at home and during commutes.

LEVEL 2: GETTING TO KNOW YOU

Unit 5: Meet My Family

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
Identifying members of the family.	Family, mother, mom, father, dad, sister, brother, baby, son, daughter, grandmother, grandma, grandfather, grandpa, a cat. Meet my family. Adjectives: tall/short, big/small, long/short, fat/thin.	<u>Personal Pronouns:</u> He, She, We, You, They. <u>Be-pattern:</u> Examples: This is Ned. He is my brother. He's tall.	<u>Vowel a as in:</u> -at: cat, rat, fat, mat, hat. -ad: dad, sad, glad, mad.

FUN LANGUAGE TIPS

1. Make finger puppets to role-play "Meet my family" (Pg 7).
2. Play English-Time™ songs at home and during commutes.
3. Use "fat, thin, short and tall" to describe people and things at home and outside.
4. Use "Who Am I" and create riddles with "fat, thin, short, tall" (Pg 11).

Unit 6: Our Home

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
Identifying rooms and objects in a house. Describing where things are. Following instructions.	Home, a house, rooms, a door, a window, a kitchen, a living room, a bedroom, a bathroom, a table, a chair, a sofa, a lamp, a bed, a TV, a desk, a shelf, a closet, a computer, toys, books. <u>Prepositions of Place:</u> In, on, under, near. Where is the...? It's under the bed.	<u>Personal Pronouns:</u> It. This is a book. It is red. This is a cat. It is fat. <u>Be-pattern:</u> Where is the...? It's in, on, under, near. <u>Yes-no questions:</u> Is the book on the desk? Yes, it is. No, isn't. Are the books on the table? Yes, they are. No, they aren't.	<u>Vowel a as in :</u> -an: man, pan, van, fan. -ap: cap, tap, map. Review: -at, -ad.

FUN LANGUAGE TIPS

1. Label the objects in a house: kitchen, bathroom, living room, bedroom (Pg 17).
2. Play a game of "in, under, on, near" using a box and a ball. Give instructions using the prepositions on Pg 24.

Unit 7: Grandpa's E-Clothes Store

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
<p>Naming and describing articles of clothing by color, number and size.</p> <p>Describing ownership using "have" and "has".</p>	<p>A shirt, a hat, a dress, a jacket, a skirt, pants, socks, shoes, clothes, nice, pretty, large, big, small, long, short.</p> <p>Let's make clothes. Put the...on...</p>	<p><u>Have/has</u></p> <p><u>Noun phrase</u> (<u>Determiner + objective + noun</u>): I have a blue dress.</p>	<p><u>Vowel e as in:</u> -ed: red, bed, Ed, Ted. -en: ten, hen, pen, Ken, Ben. -es(s): dress, mess, yes. -et: pet, vet, wet, net.</p>

FUN LANGUAGE TIPS

1. Make word cards of clothing (Pg 27) and play a clothing-word matching game.
2. Role-play: Setting up a clothing store.
3. Play-fold the clothes.
4. Conduct a "Color the Clothes" session using an easel board or markers (Pg 33).

Unit 8: What a Mess!

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
<p>Expressing ownership.</p> <p>Review units 1–7.</p>	<p><u>Review key vocabulary in levels 1 and 2</u></p> <p>What a mess! Clean up this room! Whose is it? It's mine, yours, hers, his, ours, theirs.</p>	<p><u>Possessive Pronouns:</u> I-my, You-your, He-his, She-her, We-our, They-their.</p>	<p><u>Review vowels a, e:</u> -an: fan, man. -at: cat, hat. -ad: dad, sad. -en: hen, pen. -et: net, vet.</p>

FUN LANGUAGE TIPS

1. Use puppets to practice possessive pronouns (Pg 37).
2. Use "Whose Is It?" for role-play (Pg 41).
3. Hold an Ask-and-Answer session (Pg 43).

LEVEL 3: LET'S MOVE IT

Unit 9: Shake Your Body

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
Identifying parts of the body. Commands requiring a physical response. Have/has.	Everybody, body, head, face, hair, eyes, nose, mouth, teeth, feet, neck, knees, legs, toes, arms, hands, fingers. Who is it? Touch your toes. Move your fingers. Close your eyes. Touch your nose. Clap your hands. Touch your hand. Touch your ears. Move your feet. Shake your body.	<u>Imperatives:</u> Close your eyes. Touch your toes, etc. <u>Have/has</u>	<u>Vowel i as in:</u> -in: pin, tin, bin, fin. -ig: pig, big, wig, fig. -it: sit, mitt, pit, kit.

FUN LANGUAGE TIPS

1. Point to parts of the body (Pg 10).
2. Make a laminated figure with detachable body parts and two dices with body parts on each face. Toss dice and position the body parts on the figure (Pg 10).
3. Role-play: "Simon Says". Take turns with the child to play the role of "Simon" (Pg 8–9).

Unit 10: You Can Do It!

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
Inquiring about and expressing ability: things one can and cannot do.	I can: read, talk, draw, sing, jump, run, dance, catch, throw a ball. You can do anything. You can try!	<u>Can/can't</u> Can you...? Yes, I can. No, I can't.	<u>Vowel o as in:</u> -ox: box, ox, fox. -ot: hot, pot, dot. -op: stop, hop, mop. -og: log, dog, frog.

FUN LANGUAGE TIPS

1. Explain to the child the meaning of "cave" and make a pretend cave, using a cloth and table. Cover the table with a cloth and role-play the "Let's go into the cave" conversation (Pg 19–20).
2. Play English-Time™ songs at home and during commutes.

Unit 11: What Are You Doing?

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
<p>Describing things that are happening now.</p> <p>Asking and describing what people are doing.</p>	<p>Playing ball, talking, typing, climbing, jumping, singing, dancing, drinking, drawing, running, standing, sitting, eating, throwing a ball, shouting.</p> <p>What's he/she/it doing?</p>	<p><u>Be-pattern in Present Progressive Yes-No Questions</u></p> <p>Is he/she/it verb+ing? Yes, he is. No, he isn't.</p> <p>Are you/we/they verb+ing? Yes, we are. No, we aren't.</p> <p><u>WH-Questions</u></p> <p>What is he/she/it doing? What are you/we/they doing?</p>	<p><u>Vowel u as in:</u> -un: sun, run, bun. -ug: bug, rug, hug. -up: pup, cup.</p>

FUN LANGUAGE TIPS

1. Read and describe ongoing activities at home and while doing things together (Pg 27).
2. Explain what a virus is and the meaning behind " Miss Malice" and "bad" (Pg 28–29).
3. Role-play: Use the phone to carry out the dialogue for "What is Zing doing?" (Pg 32).
4. Role-play: Make finger puppets out of paper.

Unit 12: How Do You Feel?

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
<p>Inquiring about and expressing feelings.</p>	<p>Happy, sad, glad, afraid, angry, tired, sick, cold, hot, hungry, thirsty.</p> <p>How do you/they feel?</p>	<p><u>How does he/she feel?</u> Tired, sick, cold, hot, hungry, thirsty.</p> <p>He/she wants to sleep.</p>	<p><u>Review all vowels a, e, i, o, u:</u> Pan-fan Hen-pen Wig-pig Dog-frog Rug-bug</p>

FUN LANGUAGE TIPS

1. Role-play: Making different facial expressions (Pg 37).
2. Call out different facial expressions and get the child to draw them out.
3. Ask the question "How does...feel?" in relation to toys and animals (Pg 43).
4. Play English-Time™ songs at home and during commutes.
5. Use emotion words to help the child to describe feelings, e.g. "I'm angry/afraid/sad" (Pg 44).
6. Teach empathy in relation to feelings.

LEVEL 4: FUN WITH TIME

Unit 13: What's the Time?

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
<p>Naming the days of the week.</p> <p>Identifying ordinal numbers: first–seventh.</p> <p>Asking about and telling the time.</p> <p>Describing one's daily routine at home.</p>	<p>Today, a week, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, first, second, third, fourth, fifth, sixth, seventh, time, o'clock, eleven, twelve, every morning, afternoon, evening, night.</p> <p>What is the time? What time is it? It's...o'clock. Days of the week. What day is it? It is... What's today? Today is... Every day, Good morning, Good afternoon, Good evening, Good night, woke up, go to school, come home, do homework, play with my friends, eat dinner, watch TV, go to sleep, teacher.</p>	<p><u>Present Simple to describe one's daily routine:</u> Pat watches TV at 7.00 every day.</p> <p><u>Contrast "things we do regularly" with "things we are doing right now":</u> It's 7.00. Pat is watching TV. She watches TV every evening.</p>	<p><u>The magic e: _a_e</u> Cap-cape Tap-tape Can-cane Hat, man, rat, cat, cake, rake</p>

FUN LANGUAGE TIPS

- Make a blank calendar with the seven days of the week and:
 - Get the child to fill each square with his or her favorite activities.
 - Choose a day and divide the day into morning (8am), afternoon (12pm), evening (7pm) and night (10pm). Tell the time.
- Read Pg 10 and give the child 4" by 4" square cards to draw out the activities. Shuffle the cards and get the child to arrange the activities in chronological order.
- Copy each stanza of the "Good Day" song (Pg 10) on a card. Get the child to arrange the cards according to the time of the day. Turn the cards face down, pick a card and sing the stanza together.
- Read the story on Pg 12 and replace the words/items with words taught in Readers 1-3.

Unit 14: Time at School

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
<p>Identifying people, subjects and things at school.</p> <p>Asking about and describing one's daily routine at school.</p> <p>Expressing likes and dislikes.</p>	<p>Students, classroom, desks, chairs, pen, pencil, eraser, school bag, crayons, notebook, computer lessons, English, science, math, art, music, like, don't like.</p> <p>My favorite subject is... On Monday, I have...</p>	<p><u>Present Simple:</u> <u>3rd person singular</u></p> <p>I like English. He likes English. He doesn't like math. Have/don't have. Has/doesn't have.</p>	<p><u>The magic e: _i_e</u> Pin-pine Win-wine Fig, hive, bike, lid, line, nine, pig, time</p>

FUN LANGUAGE TIPS

1. Read aloud "A Clay Lesson with Simon" (Pg 18–19), and act out the dialogue using stuffed toys.
2. Use a shoe box to create a puppet show and practice saying statements "I have...", "I like..." (Pg 20).
3. Sing "My Favorite Subject" (Pg 21) stanza by stanza. May replace subject names with things that the child likes.
4. Cut out the stanzas "My Favorite Subject" (Pg 21) and match each stanza to its respective questions on Pg 23.
5. Make a clock face using a paper plate; help the child to relate/associate time with everyday activities.

Unit 15: Time with Friends

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
<p>Asking about and describing one's daily routine with friends.</p> <p>Talking about things we like to do.</p> <p>Talking about sports.</p>	<p>Run, swim, climb, play, ride, skate, watch, win, love, sports, a bike, judo lessons, tennis, basketball, computer games, video games, friends.</p> <p>Climb mountains, take judo lessons, ride a bike, go to the park, play the piano.</p> <p>What's your favorite sport? What do you like to do with your friends?</p>	<p><u>Present simple:</u> Yes-No Questions With do/does</p> <p>Does...like...? Yes, she does. No, she doesn't.</p> <p>Do...like...? Yes, they do. No, they don't.</p>	<p><u>Sounds:</u> /s/: wakes, works, likes, types.</p> <p>/z/: sings, comes, plays, reads.</p> <p>/iz/: watches, teaches, dances</p> <p>(Third person singular of verbs in present tense)</p>

FUN LANGUAGE TIPS

1. Show YouTube videos on skating, mountain climbing, playing tennis, table tennis, judo and basketball. Play one new sport that the child likes (Pg 28).
2. Sing the song "Time with Friends" (Pg 30) and replace the sports in the song with the child's favorite sports.
3. Make laminated flash cards (Pg 32). Practice the sounds: s (zzz), _s (sss), and _es (iz).
4. Use "do/don't, does/doesn't" in daily conversation with the child (Pg 33).

Unit 16: Time for Fun

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
<p>Talking about habits using frequency expressions: always, sometimes, often, never.</p>	<p>Always, sometimes, often, never.</p> <p>Review vocabulary in Units 9-15. How often...? Call someone on the phone. Listen to music. Play the guitar.</p>	<p><u>Present simple with frequency words:</u> Always, never, sometimes, often</p> <p><u>Present simple with WH-questions:</u> Who, what, when, where</p>	<p><u>The magic e: _o_e</u> Not-note, Rod-rode, Dog, rose, dot, robe, pole, hot, home, log, nose, cone, pot</p>

FUN LANGUAGE TIPS

1. Make "Frequency Word" cards: always, often, sometimes, never (Pg 37).
2. Make conversation with the child using the frequency cards. Take turns to pick a card and ask WH-questions using the word picked (Pg 37).
3. Read aloud "Zing is Tired" (Pg 43). Add variety by replacing "Zing" with the child's name and his or her activities.

LEVEL 5: MORE FUN WITH TIME

Unit 17: Calendar Fun

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
<p>Naming the months of the year.</p> <p>Giving the date.</p> <p>Describing the weather/season.</p>	<p>Calendar, month, year, January, February, March, April, May, June, July, August, September, October, November, December.</p> <p>Weather, rain/rainy, sun/sunny, snow/snowy, wind/windy, cloud/cloudy, hot, cold.</p> <p>Cardinal numbers: 1–31. Ordinal numbers: first–thirty-first.</p> <p>What’s the date today? Weather report. What’s the weather like today?</p>	<p><u>Determiner + Adjective + Noun:</u> It’s a rainy day</p>	<p><u>The vowel a:</u> (Contrasting two ways of spelling the “a” sound) -ay: May, day, play, clay, gray, ray, tray, way. -ai: rain, train, mail, nial, pail, sail, tail.</p>

FUN LANGUAGE TIPS

1. Show the child the months of the year using a table calendar and say them out loud.
2. Identify the cardinal numbers of the month.
3. Talk about the total number of days in each month.
4. Make a calendar for the new year with the child (Pg 7).
5. Count down from 10 to 1 and shout out “Happy New Year” at the end (Pg 10).
6. Role-play: A dialogue on “What’s the weather today?” (Pg 11). Encourage the child to use the vocabulary and expressions: rain/rainy, sun/sunny, snow/snowy, wind/windy, cloud/cloudy, wet, cold.
7. Play English-Time™ songs at home and during commutes.

Unit 18: Winter and Spring

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
<p>Describing the seasons: winter and spring.</p>	<p>Winter, cold, windy, rainy, snowy, wind, rain, snow, coat, scarf, boots, raincoat, jacket, hat, mittens, umbrella, a snowman.</p> <p>Spring, cool, warm, windy, sweater, birds, bees, flowers, a picnic basket.</p> <p>The flowers are blooming. Let’s go on a picnic. Fly a kite.</p>	<p><u>Present Simple vs. Present Progressive</u></p> <p><u>Now vs. Every day</u></p>	<p><u>The magic e:</u> (Contrasting two ways of spelling the “e” sound) -ea: season, ear, hear, meal, eat, read, ice cream, please. -ee: queen, feet, green, tree, bee, feel.</p>

FUN LANGUAGE TIPS

1. Role-play: Dramatize “Winter in the Digital Zone” (Pg 18–19).
2. Sing “Spring is Here” (Pg 20) and memorise at least one stanza.
3. Read aloud “Spring in the Park Zone” (Pg 21).

- Use Walter™ and sound out the vowel “e”, “_ea”, “_ee” (Pg 22).
- Decode the pictures and read aloud “What season is it?” (Pg 23).

Unit 19: Summer and Fall

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
Describing the seasons: summer and fall.	Summer, hot, sunny, beach, bathing suit, sunglasses, sun block, sand, the sea, swim, a pail and shovel, a sandcastle, surfboard, a towel, fall, to fall, leaves, trees, a rake, to rake, sweater. The leaves are falling. The wind is blowing.	<u>Present Simple:</u> <u>3rd person singular</u>	<u>The magic e: _u_e</u> Tub-tube Cut-cute Us-use Fuss-fuse Duck, duke, cure, pure, sure

FUN LANGUAGE TIPS

- Role-play: Act out Simon’s role in “Summer in the Alpha Zoo” (Pg 28–29).
- Read aloud in an excited voice “Fall in the Time Zone” (Pg 30).
- Sing along with the song “Falling Leaves” (Pg 31) while pretending to move like falling leaves.
- Make picture cards showing the activities in “What Seasons Do They Like?” (Pg 33). Answer each of the four questions by picking out the correct card.

Unit 20: Time to Eat

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
Describing when and what one has for meals.	Waiter, menu, breakfast, lunch, dinner, eggs, toast, cereals, congee, milk, juice, hamburger, salad, rice, ice cream, fish, soup, noodle, vegetables, fruit salad, cake, tea, tomatoes, cucumbers, cabbage, carrots, potatoes, bananas, apples, oranges, mangoes, melon, pineapple. Enjoy your meal. How to make a salad. I always have... I never have...	<u>Plurals:</u> This is a/an... These are...	<u>Oo sound:</u> The cook took the book and put it on the hook. The moon eats noodles with a spoon.

FUN LANGUAGE TIPS

- Write out the dialogue of “At the Cybermarket” (Pg 38–39) onto script cards. Visit the supermarket to carry out role-play using the same dialogue on the script cards.
- Read aloud “Meet the Band” (Pg 40). Get the child to answer the questions by drawing out the characters in the band.
- Play and sing “The Juice Bar Song” (Pg 41) and replace the fruits’ names, e.g. “guava juice” instead of “apple juice”.
- Practice using “always” and “never” in your conversations with the child.

LEVEL 6: TALKING ABOUT THE PAST

Unit 21: Zing's Memories

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
Asking and telling about past experiences. Telling time in minutes.	Yesterday, diary, memories, detective, virus, last night, last week, a moment ago, Dear Diary, It's time to..., It's time for... <u>Regular verbs:</u> played, smiled, closed, climbed, watched, danced, touched, typed, erased. <u>Irregular verbs:</u> woke up, went, had, sang, rode, read, met, flew, threw, swarm. Numbers: 30–60	<u>Past simple:</u> Every day I wake up at 7.15, but yesterday I woke up at 7.30.	<u>F vs. v</u> Father, fun, fat, fig, frog, fin, fox. Virus, van, vat, vest, vet, video.

FUN LANGUAGE TIPS

1. Play and sing aloud "Dear Diary" (Pg 8–9). Give the child a diary to write down what he or she did using the Past Simple tense.
2. Read aloud "The Virus in the Time Zone" (Pg 10–11) and explain the meaning of "computer virus".

Unit 22: What Happened?

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
Asking and telling about past experiences. Describing what people did at a specific point in time.	Pretty, vase, the recycling machine. A strange sound. Nothing's working. Something strange is happening. What happened? What's the matter? What did you do? I didn't do it. Stop it! <u>Regular verbs:</u> opened, started, watched, clicked on, mixed. <u>Irregular verbs:</u> sent, made, ate, spoke, fell, broke.	<u>Past simple: positive and negative sentences</u> Yesterday, I played basketball. I did not play tennis. <u>Past simple: yes-no questions</u> Did she play tennis? Yes, she did. No, she didn't.	<u>Sh vs. s</u> Shoe, ship, shovel, shirt, shed, shell, she, sad, sack, sick, sit, sun, sea shell, sip, skirt.

FUN LANGUAGE TIPS

1. Sing along to "Nothing's Working" (Pg 19). Memorise the first stanza and sing it when trying to operate other gadgets.
2. Role-play: Act out "The Virus in the Juice Bar" (Pg 20–21).
3. Use Walter™ to listen to the words with "sh_" and "s" (Pg 22). Make a flash card for each word. Take turns to flash the card and practice sounding out the words.
4. Explain to the child the difference between "computer virus" and "virus that make us sick".

Unit 23: Where Were You?

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
Describing where people and objects were at a specific time in the past and what they were doing at that time.	Was, were, dancing, playing, working, eating, reading, riding, running, writing, sleeping, true, false. Tell the truth. Yes, that's true. No, that's false.	<u>Be-pattern sentences in the present and the past:</u> Now: am/is/are Yesterday: was/were <u>Yes-no questions:</u> Was he happy? Yes, he was. No, he wasn't. Were they happy? Yes, they were. No, they weren't. <u>Past progressive:</u> When the phone rang, I was watching TV.	<u>The vowel o as in cot and coat:</u> cot, got, hot, log, rot, boat, goat, coat, toad, road, soap, foal.

FUN LANGUAGE TIPS

1. Read along with Walter™ in the activities described for "Where Were You?" (Pg 27). Act out the activities as you read, e.g. dancing when you are reading "Zap and Zoot were dancing".
2. Role-play: Get the child to take on the role of Jungo (Pg 28–31). Make your own "truth machine" using a box, and a toilet roll as a microphone.
3. Make flash cards and practice sounding out the words on Pg 32.
4. Read aloud the five statements on Pg 33 and answer "true" or "false" accordingly.

Unit 24: Who Sent the Virus?

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
Telling about things we used to do. Review past forms.	<u>Review vocabulary taught in Reader 6.</u> <u>Used to:</u> When Grandma was young, she used to fly kites. When Grandpa was a boy, he used to climb mountains.	<u>Past tense with Used to:</u> Grandpa used to skate. <u>WH-questions in the past:</u> Who? what? where? when?	<u>The vowel o as in cold and snow:</u> Cold, old, gold, sold, told, hold. Snow, know, grow, show, low, slow.

FUN LANGUAGE TIPS

1. Dress up like a grandma and read slowly along with Walter™ "Who Sent the Virus?" (Pg 37).
2. Role-play: Act out "Detective Jungo and Miss Malice" (Pg 38–40).
3. Draw your very own computer virus (Pg 42).

LEVEL 7: ALL ABOUT ANIMALS

Unit 25: All About Pets

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
Identifying and talking about pets.	Animals, pets, dog/dogs, puppy/puppies, cat/kitten, parrot, goldfish, rabbit, mouse, turtle, frog, bug, a dog house, cage, spots, fur, long tail, whiskers, fins, feathers, wings, long ears, a shell, milk, lettuce, a riddle, hop, fly, jump, bark, talk, swim, drink. Which animal is it?	<u>WH-questions with which</u> <u>Review: Be-pattern</u> Can/can't <u>Present simple and Present progressive</u>	<u>Vowels e vs. i:</u> Bed, desk, hen, jet, Ned, net. Pit, pill, bin, bib, fig, hill, pin, ship.

FUN LANGUAGE TIPS

1. Have the child draw his or her ideal pet by combining three features of three different animals. Get the child to describe his or her pet.
2. Sing along with Walter™ to "What am I?" (Pg 10). Create your own riddle song with the child.
3. Have the child draw a self-portrait and describe why he or she is special.
4. Read aloud "Mixit's Pet Quiz" (Pg 13) and answer the questions.
5. Create your own animal riddles with the child (Pg 14).

Unit 26: The Topsy Turvy Farm

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
Identifying and talking about farm animals.	Hens, roosters, chicks, ducks, goose, geese, horse, cow, sheep, goat, pig, farm, farmer, corn, hay, stripes, lays eggs, give milk, give wool, feed the animals. <u>Animal sounds:</u> moo, oink, baa, neigh, meow, cock-a-doodle-doo.	<u>Review:</u> This/these Do/does	<u>Ch vs. sh</u> Chicken, chips, cheese, chocolate, checkers, chair, chess, chain. Sheep, ship, short, shark, shell, shelf, shoe, shower.

FUN LANGUAGE TIPS

1. Read aloud "The Little Virus at the Farm" (Pg 18–19) and have fun making strange animal sounds.
2. Read aloud "A Day at the Topsy Turvy Farm" (Pg 22).
3. Make farm animal stick puppets: goat, chick, horse, hen, pig. Hold up the correct puppet to answer the questions on Pg 23.

Unit 27: The Alpha Zoo

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
Identifying and talking about animals in the zoo.	Bear, elephant, giraffe, gorilla, hippo, lion, monkey, kangaroo, panda, penguin, zebra, stripes, tail, trunk, vet, bamboo, leaves, honey, funny, roars, behind. Taller, shorter, bigger, smaller, longer, sadder, happier, fatter, funnier, cuter.	<u>Comparison of adjectives:</u> Elephants are bigger than lions.	<u>The sounds i vs. ee:</u> Ship, bib, big, fin, fig, mitt. Sheep, beet, deer, feet, peel, queen.

FUN LANGUAGE TIPS

1. Read aloud "At the Alpha Zoo" (Pg 28–30). Search on the Internet ways to make paper animals such as the zebra and the elephant.
2. Sing "Animal Calypso" (Pg 31). Experiment with replacing the names of the animals.
3. Make flash cards and practice sounding out the words on Pg 32.
4. Practice using comparative adjectives in everyday conversation.

Unit 28: What Should We Do?

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
Talking about things we should and should not do.	Should-should not, clean, dirty, signs, bins, garbage, garbage can, cans, glass, plastic, paper, bottles, grass, flowers, birds, bees, lake. Keep the park green and clean. Don't pick the flowers. Don't throw garbage on the grass/ into the lake. Put paper in the paper bin. Put glass in the glass bin. Put plastic in the plastic bin. Put garbage in the garbage can. Put cans into the tin bin.	<u>Sentences with should and shouldn't:</u> Should we water the flowers? Yes, we should. Should we pick the flowers? No, we shouldn't.	<u>Bl, cl, fl, gl, pl, sl</u> Blue, black, blanket, blond. Clean, click, claw, clip. Flower, flag, fly, flamingo. Glass, glove, glue, glad. Plastic, plant, plane, please. Sled, slipper, sleep.

FUN LANGUAGE TIPS

1. Read aloud "In the Park Zone" (Pg 38–39). Get the child to act out the different characters and vary his or her tone of voice.
2. Practice throwing garbage in the bin and putting recyclable materials in the right recycling bins.

LEVEL 8: TOMORROW

Unit 29: Going Camping

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
<p>Talking about things that are going to happen in the future and using "going to".</p> <p>Talking about camping.</p> <p>Talking about quantities.</p>	<p>Tomorrow, next week, campsite, tents, sleeping bags, backpacks, first-aid kit, flashlight, campfire, matches, marshmallows, potatoes, hotdogs, water, roast, burn.</p> <p>What do you need? Go camping, make a campfire, to put up a tent, a bottle of water, a box of matches, a bag of marshmallows, a can of corn, a package of hotdogs, a sack of potatoes.</p> <p>Look into my crystal ball. What's going to happen? What's he going to do?</p>	<p><u>Future tense: going to</u> Tomorrow, I am going to go camping. We are going to live in tents. Sweepy is going to make a campfire.</p> <p><u>Expression of quantity:</u> A package of, a bag of, a can of, a sack of, a box of, a bottle of.</p>	<p><u>ng vs. nk</u> Zing, ring, fang, sing, wing.</p> <p>Pink, sink, wink, link, drink, junk, rink.</p>

FUN LANGUAGE TIPS

1. Read "Going Camping" (Pg 7). Search for these camping items and help the child to set up a pretend camping tent.
2. Sing the song "Going Camping" (Pg 8) in the pretend camping tent.
3. Make picture cards to illustrate the quantity words on Pg 9.
4. Role-play: Act out "The Camping Trip" (Pg 10–12). To further challenge the child, get him or her to describe his or her ideal camping trip.

Unit 30: Come to the Circus

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
<p>Talking about the circus.</p> <p>Using superlatives (the greatest show in Cyberspace).</p> <p>Using future tense with "going to".</p>	<p>Circus, town, down, juggler, fortune-teller, magician, magic tricks, poster, man, woman, come to the circus, the cyber TV circus, come join the show, choose a costume.</p> <p>The strongest woman, the tallest man, the wisest fortune-teller, the fastest juggler, the funniest clown in town, the best magician, to join the circus.</p>	<p><u>Adjective superlatives:</u> The greatest show on earth, tallest, shortest, funniest, strongest, longest, fastest, wisest, best.</p> <p><u>Future tense:</u> going to.</p>	<p><u>"soft c" vs. "hard c"</u> Circus, cent, cereal, circle, centipede, Cyberspace, camping, cat, can, camera, clown, computer, congee, clay.</p>

FUN LANGUAGE TIPS

1. Make circus stick puppet figures with the child, e.g. acrobat, magician.
2. Role-play: Act out one of the characters in "Simon, Nicky and Zing Join the Circus" (Pg 18–20).
3. Make flash cards and practice sounding out the words on Pg 22.

Unit 31: A Discovery in Space

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
<p>Asking and telling about things that will happen in the future.</p> <p>Making predictions.</p> <p>Talking about space.</p>	<p>The future, astronaut, outer space, a planet, a telescope, sky, sun, moon, star, a spaceship, a spacesuit, a robot, a wife, children, travel, looking at.</p>	<p><u>Future: will/won't + base form of verb:</u> Zing will fly to outer space.</p> <p><u>Yes-no questions with will</u></p>	<p><u>The sound ar</u> Star, car, jar, park, shark, lark, arm, farm, charm, art, cart, dart, chart.</p>

FUN LANGUAGE TIPS

1. Get the child to draw his or her own "Day" and "Night" picture (Pg 27).
2. Make flash cards and practice sounding out the words on Pg 31.
3. Read aloud "Your Future" (Pg 33) and get the child to draw what he or she wants to be in the future.
4. Ask the child questions based on what he or she wants to be in the future.

Unit 32: Journey to the Lost Zone

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
<p>Talking about transportation.</p> <p>Asking and describing ways of getting from place to place.</p> <p>Comparison of adjectives and adverbs.</p> <p>Using all forms of the future tense.</p>	<p>Land travel: a bus, a train, a taxi, a car, a van, a truck.</p> <p>Air travel: an airplane, a helicopter, a spaceship.</p> <p>Sea travel: a ship, a boat.</p> <p>The Central Station, travel by, drive a car, ride in a bus, fly a spaceship, sail a boat.</p> <p>Fasten your seatbelts! We are going to land.</p>	<p><u>Future tense using will</u></p> <p><u>Comparatives and superlatives:</u> Faster than, the fastest, the most comfortable.</p> <p><u>Comparing modes of transport</u></p>	<p><u>Tr, pr, br, fr</u> Train, tree, truck.</p> <p>Printer, present, price.</p> <p>Brown, bread, broom.</p> <p>Friends, frog, fruit.</p>

FUN LANGUAGE TIPS

1. Make "Air", "Space" and "Land" travel picture cards (Pg 37).
2. Sing "So Many Ways to Travel". Once familiar with the lyrics, replace the names of transport with others.
3. Make flash cards and practice sounding out the words on Pg 43.
4. Role-play: Read out the dialogue between Simon and Nicky (Pg 44).

LEVEL 9: THE LOST ZONE

Unit 33: Tom's Dream City

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
<p>Identify places in the city.</p> <p>Talking about transportation.</p> <p>Asking about and describing ways of getting from place to place.</p>	<p>Build a building, city, a dream, a plan, school, playground, library, post office, police station, fire station, hospital, cinema, a clay house, a wooden house, a stone house, a brick house, a roof, chimney, gate, flower, box, windows, good, better, best, beautiful.</p> <p>I have a dream. Let's build a house together. To build a city. Which is better? Which is the best?</p>	<p><u>Noun phrases:</u> A brick house.</p> <p><u>Good-better-best:</u> A wooden house is good. A stone house is better than a wooden house. A brick house is the best.</p>	<p><u>Th, d, z</u> The, this, that, those.</p> <p>Desk, dog, dad, door.</p> <p>Zero, zone, zebra, zoo.</p>

FUN LANGUAGE TIPS

1. Use shoeboxes or other boxes to create the buildings of a dream city with the child.
2. Sketch a map of the dream city with the child.
3. Use the three different types of materials (Pg 10) to make three houses.
4. Get the child to label the different parts of the houses.
5. Read aloud "Better and Best" (Pg 13). Use "good, better, best" to create different statements.

Unit 34: Dreams Can Come True

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
<p>Talking about fire fighters and how they help us.</p> <p>Talking about the theatre.</p> <p>Describing how people do things.</p>	<p>Fire fighter, fire station, fire engine, ladder, siren, water hose, smoke alarm, fire, theatre, actor, actress, stage, lights, director, a play, loudly, quietly, quickly, slowly, happily, sadly.</p> <p>Be careful.</p>	<p><u>Manner adverbs:</u> Loud/loudly Quiet/quietly Quick/quickly Slow/slowly Happy/happily Sad/sadly</p>	<p><u>The three sounds of the letter y</u> Yes, yellow, year, yo-yo.</p> <p>My, sky, fly, try.</p> <p>Softly, loudly, happily, sadly.</p>

FUN LANGUAGE TIPS

1. Make picture and word cards of things related to the fire station or the theatre.
2. Role-play: Act out "The Actress, the Fire Fighter and the Director" (Pg 18–22) with the child. Vary the tone of voice for each character.
3. Sing "Walk Slowly" (Pg 23). Once the child is familiar with the song, replace the words "slowly" with "quickly", and "loudly" with "softly".

Unit 35: Come and Visit

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
Describing activities that take place in the post office.	Stamps, envelope, postcard, package, mail box, letter, post office, invitation, to mail a letter. Do you want/need...? Do you want to...?	<u>I want vs. I want to</u> Do you want stamps? Yes, I do. No, I don't. <u>Review of do/does with want.</u> Does she want postcards? Yes, she does. No, she doesn't.	<u>P vs. ph</u> Pear, panda, pot, park, pen. Photo, phone, graph, elephant.

FUN LANGUAGE TIPS

1. Get the child to create a postcard with his or her own drawing. Make a trip to the post office and mail the postcard to a friend or relative.
2. Read aloud "Come and Visit" (pg 28–31). Set up a pretend post office with the child.
3. Write invitation cards or letters with the child and pretend-post it at the pretend post office.

Unit 36: Welcome to Dream City

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
Following directions. Talking about things you can buy and do in a shopping mall.	A mall, bookstore, camera store, clothes store, cinema, movie, restaurant, toy store, map, traffic light, corner, supermarket. How do I get to the...? Turn left, turn right, cross the street, go straight, go back, walk past the...	<u>Imperative: giving directions</u> Where can I buy a...? At the... How do you get to...? Turn left. Cross the street.	<u>Sh, ch, ph, th</u> Sheep, shelf, shoe. Chick, chess, cheese. Phone, photo. This, they, the.

FUN LANGUAGE TIPS

1. Read aloud "Visitors in Dream City" (Pg 38–39). Get the child to create a map showing the directions to the nearest shopping mall or supermarket.
2. Sing along to "In the City" (Pg 40–41). Try replacing the activities in the song with other ones, e.g. "shopping" with "swimming".
3. Practice sounding out the words on Pg 42.
4. Create a farm map and write directions on how to navigate the map (Pg 42).

LEVEL 10: AROUND THE WORLD

Unit 37: Friends Around the World

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
<p>Asking and telling about people and places in China, Japan, the USA, England.</p> <p>Talking about the Internet.</p> <p>Following instructions to "surf the web" and gather information about a country.</p>	<p>Electronic globe, search, link, world, country, e-mail, friend, log onto the Internet, USA/American, England/English, Japan/Japanese, China/Chinese, hotdogs, apple pies, brownies, sushi, dim sum, congee, noodles, computer games, bowling, origami, Chinese chess, tai chi, baseball, table-tennis, football, judo, volleyball.</p> <p>The Statue of Liberty, Mount Fuji, The Great Wall of China, The Forbidden City, Big Ben.</p>	<p>He's from...</p> <p>He lives in...</p> <p>Where does he live?</p> <p>How old are you?</p> <p>What grade are you in?</p> <p>Does he have brothers and sisters?</p> <p>What's his favorite food?</p> <p>Sport? Hobby?</p> <p>Does he have a hobby?</p> <p>What does he like?</p> <p>What does he like to do?</p> <p>What places does he like to visit?</p>	<p><u>Review the vowel a:</u> _a_, _a_e_, _ay_, _ai_</p> <p>Bag, pan, map, cake, rake, made, gray, hay, day, tail, rain, train.</p>

FUN LANGUAGE TIPS

1. Create a collage of magazine pictures and objects that best represent the USA. Do the same for other countries.
2. Read "Sweepy Disappears" (Pg 8). Create an information book about China.
3. Sing "It's a Wonderful World" (Pg 9). Play a sorting game by categorizing pictures of food, things and activities according to countries: the USA, China, Japan, England.
4. Role-play: Take on the roles of the characters from Japan and the USA.
5. Get the child to answer the questions on Pg 14.

Unit 38: More Friends

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
<p>Asking and telling about people in Mexico, Kenya, Australia and Italy.</p>	<p>Mexico/Mexican, Kenya/Kenyan, Australia/Australian, Italy/Italian, taco, pineapples, steak, spaghetti, tennis, computer games, making wooden masks, soccer, safari, folk songs, guitar, Sydney Opera House, Mount Kenya, Mayan Temple.</p>	<p>He's from...</p> <p>He lives in...</p> <p>Where does he live?</p> <p>How old are you?</p> <p>What grade are you in?</p> <p>Does he have brothers and sisters?</p> <p>What's his favorite food?</p> <p>Sport? Hobby?</p> <p>Does he have a hobby?</p> <p>What does he like?</p> <p>What does he like to do?</p> <p>What places does he like to visit?</p>	<p><u>Review the vowel e:</u> _e_, _ee_, _ea_</p> <p>Ned, red, hen, pen.</p> <p>Feet, green, jeep, queen.</p> <p>Head, meal, meat, bean.</p>

FUN LANGUAGE TIPS

1. Share with the child if you have friends from the countries listed on Pg 17.
2. Get the child to write or draw about his or her family, school, country, hobbies, favorite sport and food.
3. Create a scrapbook documenting interesting things/people of a country the child likes.

Unit 39: Planning a Farewell Party

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
Talking about things we have to do.	<p>Balloons, candy, popcorn, candles, cakes, invitation, gift, party hat, decorations, games.</p> <p>Bake a cake, invite guests, make popcorn, plan a party, make decorations, buy candies, make a gift, make sandwiches, clean the Juice Bar.</p>	<p><u>Have to/has to</u> Do you have to...? Yes, I do. No, I don't. Does she have to...? Yes, she does. No, she doesn't.</p>	<p><u>Review the vowel</u> o: _o_, o_e, oo_, oa_, _ow</p> <p>Dog, pot. Rose, home. Moon, spoon. Toad, boat. Snow, crow.</p>

FUN LANGUAGE TIPS

1. Discuss with the child the things he or she would need for a party and sketch them out.
2. Bake a cake with the child for a party.
3. Make word cards with the phrases:
They have to He has to You have to She has to I have to
Take turns picking a card with the child and creating sentences.

Unit 40: Surprise!

LANGUAGE OBJECTIVES	VOCABULARY & EXPRESSIONS	LANGUAGE STRUCTURES	SOUNDS, LETTERS AND KEYWORDS
<p>Talking about setting a table.</p> <p>Talking about a party.</p> <p>Talking about past experiences.</p>	<p>Plate, knife, fork, spoon, glass, napkin, cup, teaspoon, tablespoon, set the table.</p> <p><u>Review vocabulary covered in Level 10</u></p>	<p><u>Review all tenses: Time expression with Present Simple, Present Progressive, Past Simple and Future + going to/will</u> Everyday, I watch TV. Now, I am watching TV. Yesterday, I watched TV. Tomorrow, I will watch TV. Tomorrow, I am going to watch TV.</p>	<p><u>Review the vowel sounds:</u> a, e, i, o, u</p> <p>Can, hat. Red, pen. Pig, fin. Dog, pot. Rug, bug.</p>

FUN LANGUAGE TIPS

1. Set the table according to your family or cultural practices.
2. Help the child to make his or her own Cyberspace memories by making picture cards of his or her favorite Cyberling and its activities. Put these picture cards in a ziplock bag and label it "My Cyberspace Memories".