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Second Edition

# Hip Hip Hooray! 6

## Teacher's Edition

PEARSON
Longman

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# Syllabus

| | Grammar | Vocabulary |
|---|---|---|
| **1** | **Meet Jonathan Huckleberry** | |
| Learn 1 | Have you/they combed your/their hair<br>Yes, I/we/they have. / No, not yet.<br>Has he/she combed his/her hair?<br>Yes, he/she has. / No, not yet. | **Actions:** combed (your) hair, completed (your) science project, clipped (your) nails, drunk (your) milk, chosen a flavor, taken a shower |
| Learn 2 | What have you done?<br>I don't know. I just pushed the button | **Actions:** pushed the button, pulled the rope, opened the can, closed the lid, moved the statue, leaned on the rock, touched the wall, sat on the stool |
| Learn 3 | Did you remember to brush your teeth?<br>Yes, I remembered. / No, I forgot.<br>Did you forget to brush your teeth?<br>Yes, I forgot. / No, I remembered. | **Actions:** brush your teeth, floss your teeth, clean your ears, take your vitamins, put away your shoes, tidy up your room, print out your book report, feed the gerbil |
| **2** | **In a strange land** | |
| Learn 1 | Why are you/they going to the (hospital)?<br>Because I/we/they want to sign up as a volunteer/sign up as volunteers<br>Why is he/she going to the (hospital)?<br>Because he/she wants to sign up as a volunteer. | **Actions:** sign up as a volunteer, buy a birthday gift, shoot some baskets, check out a new book, mail a package, see a friend off |
| Learn 2 | Are you yelling because you're (excited)?<br>Yes, I am. / No, it's because I'm (angry). | **Actions:** yelling, resting, sweating, blushing, frowning, yawning, complaining, shaking |
| Learn 3 | If we take good notes, we'll pass the test. | **Actions:** take good notes, follow the trail, miss the bus, get out of school early, pass the test, see many flowers, be late for school, hang out at the mall |
| **3** | **Into the jungle** | |
| Learn 1 | What does he/she look like? He/She has short black hair.<br>Does he/she have gray eyes?<br>Yes, he/she does. / No, he/she has blue eyes. | **Physical features:** short black hair, gray eyes, long blond hair, blue eyes, curly red hair, green eyes, straight brown hair, brown eyes |
| Learn 2 | What could it be? It could be a scorpion.<br>Could it be a scorpion?<br>Yes, it could be. / No, but it could be a tarantula. | **Animals:** a scorpion, a tarantula, a rattlesnake, a bobcat, a donkey, a zebra, a grizzly bear, an antelope |
| Learn 3 | What did it/they look like?<br>It/They had a striped mane/scaly skin.<br>Did it/they have a striped mane/striped manes?<br>Yes, it/they did. / No, it/they did not. It/They had scaly skin. | **Physical features:** a striped mane, a curved stinger, scaly skin, spotted fur, floppy ears, furry legs, sharp claws, spiral horns |
| **4** | **Finding the treasure** | |
| Learn 1 | I (hear) something. Me, too. Someone's laughing.<br>Me, too. Something's beeping. I don't (hear) anything. | **Actions:** laughing, baking, coming, beeping, burning, flashing |
| Learn 2 | This is the most wonderful music I've ever (heard). | **Adjective phrases:** wonderful music, exciting movie, confusing game, beautiful picture, delicious pie, interesting book |
| Learn 3 | What was the (saddest) moment of your life?<br>It was losing my MP3 player.<br>Was losing your MP3 player the (saddest) moment of your life?<br>Yes, it was. / No, it was giving my dog away. | **Gerunds:** losing (my) MP3 player, giving (my) dog away, losing the basketball game, failing (my) final test, winning first place at the science fair, getting a perfect score on (my) math test, listening to ghost stories at camp, riding a roller coaster |

| | Grammar | Vocabulary |
|---|---|---|
| **5** | **Back to camp** | |
| Learn 1 | How long have you been waiting for the bus?<br>I've been waiting for the bus for (30 minutes).<br>I've been waiting for the bus since (this morning). | **Actions and conditions:** waiting (for the bus), taking (karate lessons), studying (dinosaurs), playing (the tuba), using (crutches), living (in Belgium) |
| Learn 2 | What do you want to be?<br>I want to be a cartoonist.<br>What does a cartoonist do?<br>A cartoonist draws comic strips. | **Occupations:** a cartoonist, a meteorologist, a computer programmer, an astronaut, an architect, an archaeologist<br>**Tasks:** draws comic strips, studies the weather, writes software programs, flies a spaceship, designs buildings, studies how people lived in the past |
| Learn 3 | Come on. We have to get to the mountains. | **Prepositional phrases:** to the mountains, into the forest, up the cliff, out of the cave, through the jungle, around the lake, past the desert, over the river |
| **6** | **Danger on the bridge** | |
| Learn 1 | I wish I had a compass. | **Tools:** a compass, a pocket knife, a screwdriver, a hammer, a shovel, binoculars |
| Learn 2 | If I had (a camera), I'd take a picture. | **Actions:** take a picture, dig a hole, find the way, cut the rope, text my friend, watch birds, go sailing, give to the poor |
| Learn 3 | I used to do tap dance, but now I do hip hop dance. | **Activities:** do tap dance, do hip hop dance, collect comic books, collect insects, have good dreams, have nightmares, solve crossword puzzles, solve sudoku puzzles |
| **7** | **The stones to safety** | |
| Learn 1 | Did you/he/she/they install the software (before bed)?<br>Yes, I/he/she/they did. / No, I/he/she/they forgot. | **Activities:** install the software, pump up the basketball, read (your) notes, play catch, see a doctor, take (your) medicine |
| Learn 2 | What did you/he/she/they do (before going to the nurse's office)?<br>I/We/He/She/They returned the library books. | **Activities:** returned the library books, warmed up with the team, made shadows on the wall, roasted marshmallows, had a picnic, played in the sprinklers |
| Learn 3 | Who do you think is the fastest (runner)?<br>I think (Usain Bolt) is the fastest (runner).<br>What do you think is the smartest (animal)?<br>I think the (dolphin) is the smartest (animal). | **Superlative adjectives:** fastest, strongest, most beautiful, smartest, longest, most expensive |
| **8** | **Catching the thieves** | |
| Learn 1 | I've never seen so many people.<br>I've never seen so much traffic. | **Countable nouns:** people, seagulls, hot air balloons<br>Uncountable nouns: traffic, graffiti, garbage |
| Learn 2 | I wonder what happened here.<br>Maybe there was a tornado. | **Disasters:** a tornado, a blizzard, a tidal wave, a volcanic eruption, a lightning strike, a meteor crash, an accident, an earthquake |
| Learn 3 | If you could go anywhere in the world, where would you go?<br>I'd go to (the United States) and see the Grand Canyon. | **Tourist attractions:** the Grand Canyon, the Mayan pyramids, the Great Barrier Reef, the Forbidden City, Stonehenge, Machu Picchu |

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# Introduction

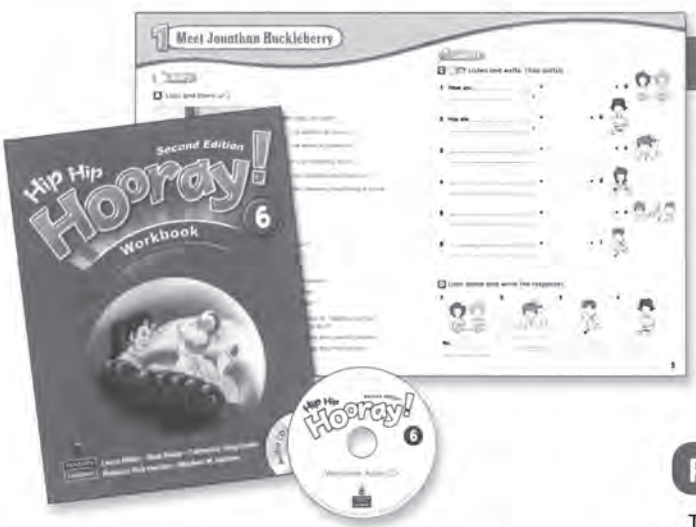
**Hip Hip Hooray! Second Edition** is a six-level primary course that features updated classic children's stories to motivate students for success in English.

The course presents over 1,000 target vocabulary items and 144 target language structures through a four-skills step-by-step sequence of presentation, practice and production. Students learn language through engaging stories, cross-curricular reading and a variety of practice activities.

## Components

### Student Book

The Student Book is the central component of *Hip Hip Hooray! Second Edition*. It is split into eight 12-page units with a 2-page review after every two units. Each unit contains three presentations of target vocabulary and language structures that are recycled throughout the course. The Student Book includes cross-curricular reading passages, a variety of practice activities and an updated classic children's story in the form of a comic strip that runs through the eight units. It comes with its own audio CD containing the story and reading audio only.

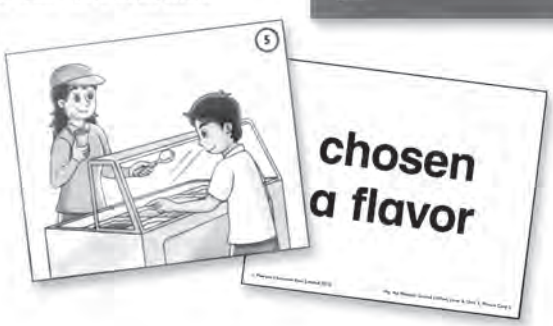



### Workbook

The Workbook follows the structure of the eight units in the Student Book. There is one page of activities for each of the 12 pages of the Student Book unit to provide reinforcement for the language learning in the Student Book. The Workbook comes with its own audio CD for listening activities, and can be used in class or for homework.

### Picture Cards

The Picture Cards include all the target vocabulary items in the Student Book. One side shows the color picture, while the other side shows the word. They are large cards for use in vocabulary presentations or reinforcement activities.




### Class Audio CDs

The Class Audio CDs contain all the listening activities, language models, reading passages, and story episodes from the Student Book. There are two CDs for each Student Book: CD A covers Units 1–4 and the first two reviews; CD B covers Units 5–8 and the last two reviews.

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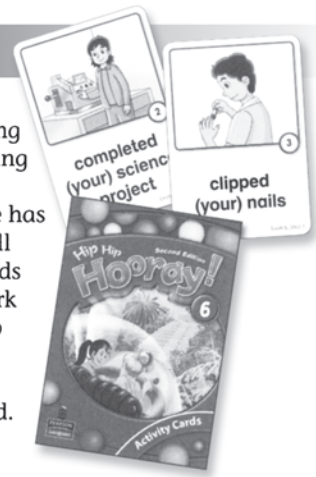
## Activity Cards

The Activity Cards are similar to common playing cards with one side showing the color picture and the word, while the other side has an identical pattern on all cards. They are small cards for use when students work in pairs or in small group activities. All the target vocabulary items in the Student Book are included.




## Poster Pack

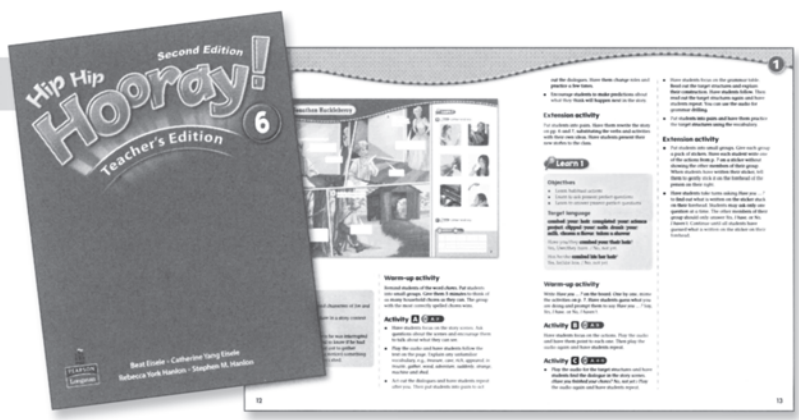
The Poster Pack contains eight large posters of the story episodes in the Student Book. Each poster covers the two story episodes in each unit. They can be put up on the wall to increase the opportunities for students to practice reading, and to assist in story role-plays and picture talk.

## Active Teach

The Active Teach is a full digital version of the Student Book. It contains audio- and answer-tagged Student Book pages, interactive practice activities and picture cards with audio. It can be used to engage students in classroom practice on an interactive whiteboard, a flat surface via a projector, or a computer as an eBook.

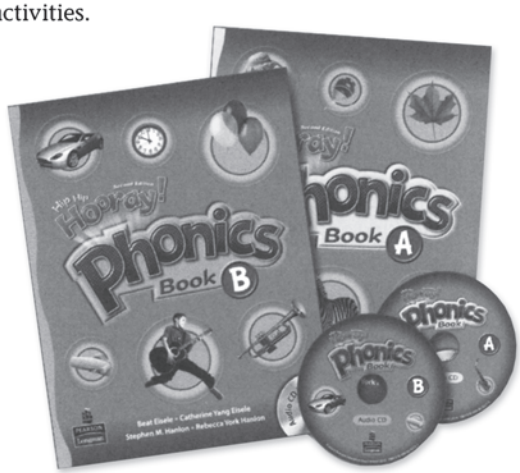
## Teacher's Edition

The Teacher's Edition provides lesson plans for every section of the Student Book. The lesson plans follow a step-by-step approach and include ideas for warm-up activities to begin lessons, and optional extension activities. It also includes photocopiable activity sheets, an activity bank, the Workbook answer key and the Workbook audio script.




## Phonics Book A & B

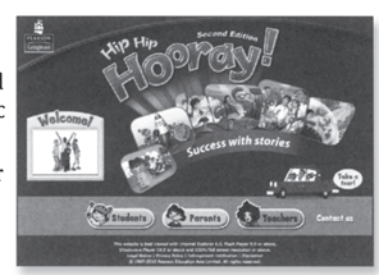
The two levels of Phonics Books use a systematic syllabus to teach the rules and relationship between letters and sounds, and develop phonemic awareness and reading. Each Phonics Book comes with an audio CD for presentations and listening activities.




## www.HipHipHoorayOnline.com

The course website provides support and downloadable materials for teachers, including the *Hip Hip Hooray! Second Edition* Test Bank, a section for parents with Home Practice Support Guides, and an Online Learning Center for students. The Online Learning Center includes:

- Progress reports for performance tracking of all target language
- Listen-and-record tool for pronunciation practice
- Dictation tasks for listening and writing practice, with automatic scoring
- Interactive practice activities for grammar reinforcement, with automatic scoring



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# Course planning

The following are suggested lesson schedules, depending on the number of lessons allocated. The course can be extended to suit any number of lessons through use of the variety of components and support activities.

| | 30 lessons per level | 32 lessons per level | 36 lessons per level | 40 lessons per level | 60 lessons per level |
|---|---|---|---|---|---|
| Unit 1 | 1–3 | 1–3 | 1–4 | 1–4 | 1–7 |
| Unit 2 | 4–6 | 4–6 | 5–8 | 5–8 | 8–14 |
| Review | 7 | 7–8 | 9 | 9–10 | 15 |
| Unit 3 | 8–10 | 9–11 | 10–13 | 11–14 | 16–22 |
| Unit 4 | 11–13 | 12–14 | 14–17 | 15–18 | 23–29 |
| Review | 14 | 15–16 | 18 | 19–20 | 30 |
| Unit 5 | 15–17 | 17–19 | 19–22 | 21–24 | 31–37 |
| Unit 6 | 18–20 | 20–22 | 23–26 | 25–28 | 38–44 |
| Review | 21–22 | 23–24 | 27 | 29–30 | 45 |
| Unit 7 | 23–25 | 25–27 | 28–31 | 31–34 | 46–52 |
| Unit 8 | 26–28 | 28-30 | 32–35 | 35–38 | 53–59 |
| Review | 29–30 | 31–32 | 36 | 39–40 | 60 |

<table>
<tr><th></th><th>3 lessons per unit</th><th>3 lessons per unit</th><th>4 lessons per unit</th><th>4 lessons per unit</th><th>7 lessons per unit</th></tr>
<tr><td>1st page – Story</td><td rowspan="4">1</td><td rowspan="4">1</td><td rowspan="3">1</td><td rowspan="3">1</td><td>1</td></tr>
<tr><td>2nd page – Learn 1</td><td>2</td></tr>
<tr><td>3rd page – Learn 2</td><td rowspan="2">3</td></tr>
<tr><td>4th page – Practice</td><td rowspan="3">2</td><td rowspan="3">2</td></tr>
<tr><td>5th page – Learn 3</td><td rowspan="4">2</td><td rowspan="4">2</td><td rowspan="2">4</td></tr>
<tr><td>6th page – Practice</td></tr>
<tr><td>7th page – Story</td><td rowspan="3">3</td><td rowspan="3">3</td><td rowspan="2">5</td></tr>
<tr><td>8th page – Practice</td></tr>
<tr><td>9th page – Reading</td><td rowspan="4">3</td><td rowspan="4">3</td><td rowspan="2">6</td></tr>
<tr><td>10th page – What about you?</td><td rowspan="3">4</td><td rowspan="3">4</td></tr>
<tr><td>11th page – Test</td><td rowspan="2">7</td></tr>
<tr><td>12th page – Have fun!</td></tr>
</table>

## Lesson structure

All *Hip Hip Hooray! Second Edition* Student Book units follow the same unit structure and can be taught using the same pattern. The lesson plans provided in this Teacher's Edition are for each section of the unit and can be taught at various paces depending on lesson times.

### Warm-up activity

This is a gentle, short introduction activity to get the class back into using English and to review previously taught language. The activity should be fun and engaging for students.

### Student Book activities

This part of the lesson plan explains the activities in each section of the unit, with steps for presentation, setting up and conducting activities, and checking.

### Extension activity

This is an optional classroom activity that can be used to further practice language covered in the lesson. The activity often makes use of Picture Cards or Activity Cards, and sometimes requires simple preparation before the lesson.

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| 68 lessons per level | 96 lessons per level | 144 lessons per level | 180 lessons per level | 280 lessons per level | |
|---|---|---|---|---|---|
| 1–8 | 1–11 | 1–17 | 1–21 | 1–32 | Unit 1 |
| 9–16 | 12–22 | 18–34 | 22–42 | 33–64 | Unit 2 |
| 17 | 23–24 | 35–36 | 43–45 | 65–70 | Review |
| 18–25 | 25–35 | 37–53 | 46–66 | 71–102 | Unit 3 |
| 26–33 | 36–46 | 54–70 | 67–87 | 103–134 | Unit 4 |
| 34 | 47–48 | 71–72 | 88–90 | 135–140 | Review |
| 35–42 | 49–59 | 73–89 | 91–111 | 141–172 | Unit 5 |
| 43–50 | 60–70 | 90–106 | 112–132 | 173–204 | Unit 6 |
| 51 | 71–72 | 107–108 | 133–135 | 205–210 | Review |
| 52–59 | 73–83 | 109–125 | 136–156 | 211–242 | Unit 7 |
| 60–67 | 84–94 | 126–142 | 157–177 | 243–274 | Unit 8 |
| 68 | 95–96 | 143–144 | 178–180 | 275–280 | Review |
| **8 lessons per unit** | **11 lessons per unit** | **17 lessons per unit** | **21 lessons per unit** | **32 lessons per unit** | |
| 1 | 1 | 1–2 | 1–2 | 1–3 | 1st page – Story |
| 2 | 2 | 3–4 | 3–4 | 4–6 | 2nd page – Learn 1 |
| 3 | 3 | 5 | 5 | 7–9 | 3rd page – Learn 2 |
| | | 6 | 6–7 | 10–11 | 4th page – Practice |
| 4 | 4 | 7–8 | 8–-9 | 12–14 | 5th page – Learn 3 |
| | 5 | 9 | 10–11 | 15–16 | 6th page – Practice |
| 5 | 6 | 10–11 | 12–13 | 17–19 | 7th page – Story |
| | 7 | 12 | 14–15 | 20–21 | 8th page – Practice |
| 6 | 8 | 13–14 | 16–17 | 22–24 | 9th page – Reading |
| 7 | 9 | 15 | 18–19 | 25–27 | 10th page – What about you? |
| 8 | 10 | 16 | 20 | 28–29 | 11th page – Test |
| | 11 | 17 | 21 | 30–32 | 12th page – Have fun! |

## Lesson timings

Depending on the time allocated, the following is a breakdown of a typical lesson.

| Classroom activity | Lesson time (minutes) | | | | | | |
|---|---|---|---|---|---|---|---|
| Warm-up | 5 | 5 | 5 | 5 | 5 | 10 | 15 |
| Homework check | 2 | 5 | 5 | 5 | 5 | 10 | 15 |
| Student Book activities | 10 | 12 | 15 | 15 | 20 | 30 | 40 |
| Extension activity | 10 | 15 | 15 | 20 | 25 | 35 | 45 |
| Homework assignment | 3 | 3 | 5 | 5 | 5 | 5 | 5 |
| **Total minutes** | **30** | **40** | **45** | **50** | **60** | **90** | **120** |

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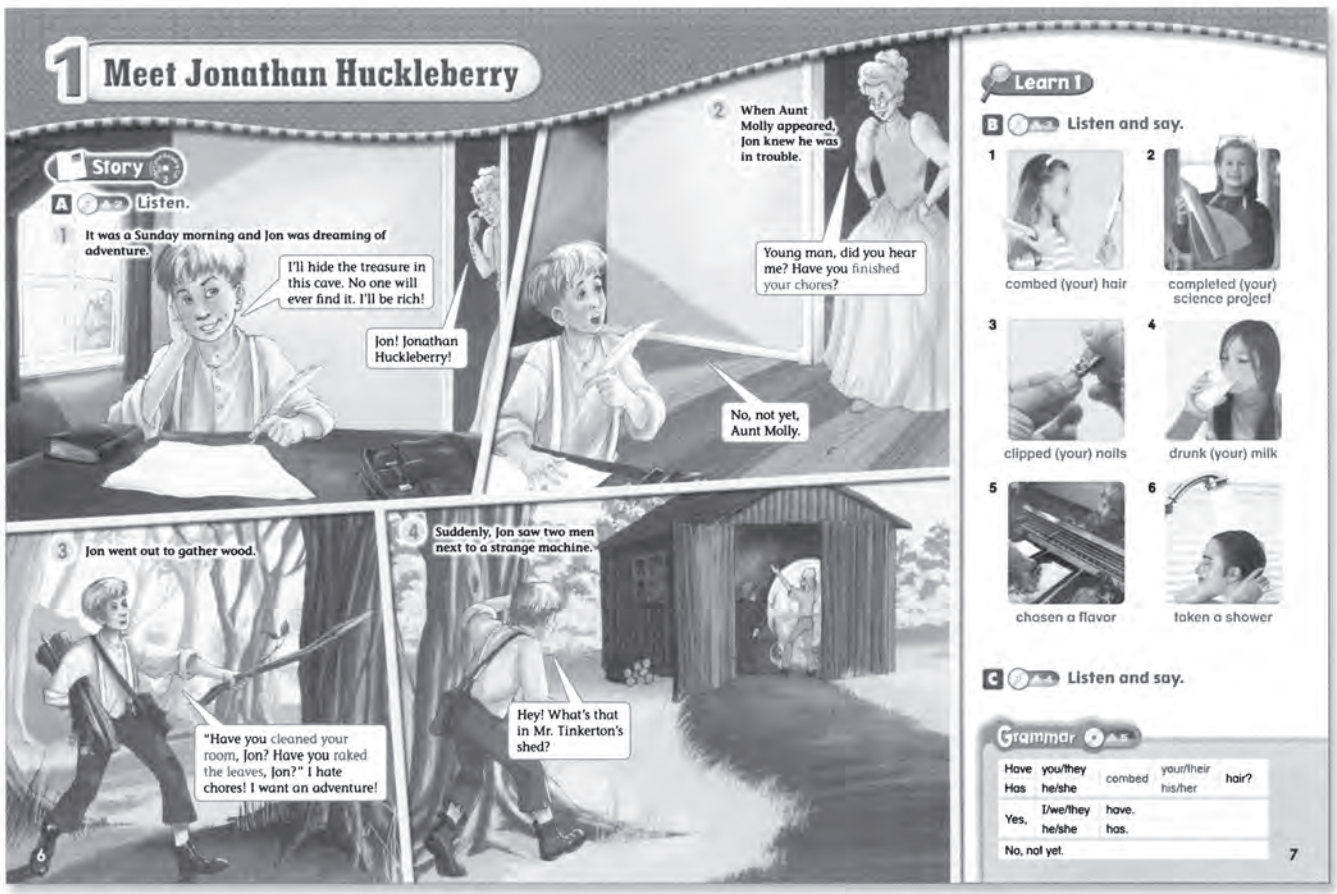
# 1




## Story

### Objectives

- Introduce the story and characters of *Jon and the Treasure Key*
- Present Learn 1 structure in a story context

### Storyline

Jon was daydreaming when he was interrupted by Aunt Molly, who wanted to know if he had finished his chores. He went out to gather wood, but stopped when he noticed something happening in Mr. Tinkerton's shed.

## Warm-up activity

Remind students of the word *chores*. Put students into small groups. Give them 5 minutes to think of as many household chores as they can. The group with the most correctly spelled chores wins.

## Activity A A 2

- Have students focus on the story scenes. Ask questions about the scenes and encourage them to talk about what they can see.
- Play the audio and have students follow the text on the page. Explain any unfamiliar vocabulary, e.g., *treasure, cave, rich, appeared, in trouble, gather, wood, adventure, suddenly, strange, machine* and *shed*.
- Act out the dialogues and have students repeat after you. Then put students into pairs to act

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out the dialogues. Have them change roles and practice a few times.

- Encourage students to make predictions about what they think will happen next in the story.

## Extension activity

Put students into pairs. Have them rewrite the story on pp. 6 and 7, substituting the verbs and activities with their own ideas. Have students present their new stories to the class.

### Objectives

- Learn names of habitual actions
- Learn to ask present perfect questions
- Learn to answer present perfect questions

### Target language

**combed (your) hair**, **completed (your) science project**, **clipped (your) nails**, **drunk (your) milk**, **chosen a flavor**, **taken a shower**

Have you/they **combed your/their hair**?
Yes, I/we/they have. / No, not yet.

Has he/she **combed his/her hair**?
Yes, he/she has. / No, not yet.

## Warm-up activity

Write *Have you ... ?* on the board. One by one, mime the activities on p. 7. Have students guess what you are doing and prompt them to say *Have you ... ?* Say, *Yes, I have.* or *No, I haven't.*

## Activity B A 3

Have students focus on the actions. Play the audio and have them point to each one. Then play the audio again and have students repeat.

## Activity C A 4-5

- Play the audio for the target structures and have students find the dialogue in the story scenes. *(Have you finished your chores? No, not yet.)* Play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.
- Put students into pairs and have them practice the target structures using the vocabulary.

## Extension activity

- Put students into small groups. Give each group a pack of stickers. Have each student write one of the actions from p. 7 on a sticker without showing the other members of their group. When students have written their sticker, tell them to gently stick it on the forehead of the person on their right.
- Have students take turns asking *Have you ... ?* to find out what is written on the sticker stuck on their forehead. Students may ask only one question at a time. The other members of their group should only answer *Yes, I have.* or *No, I haven't.* Continue until all students have guessed what is written on the sticker on their forehead.

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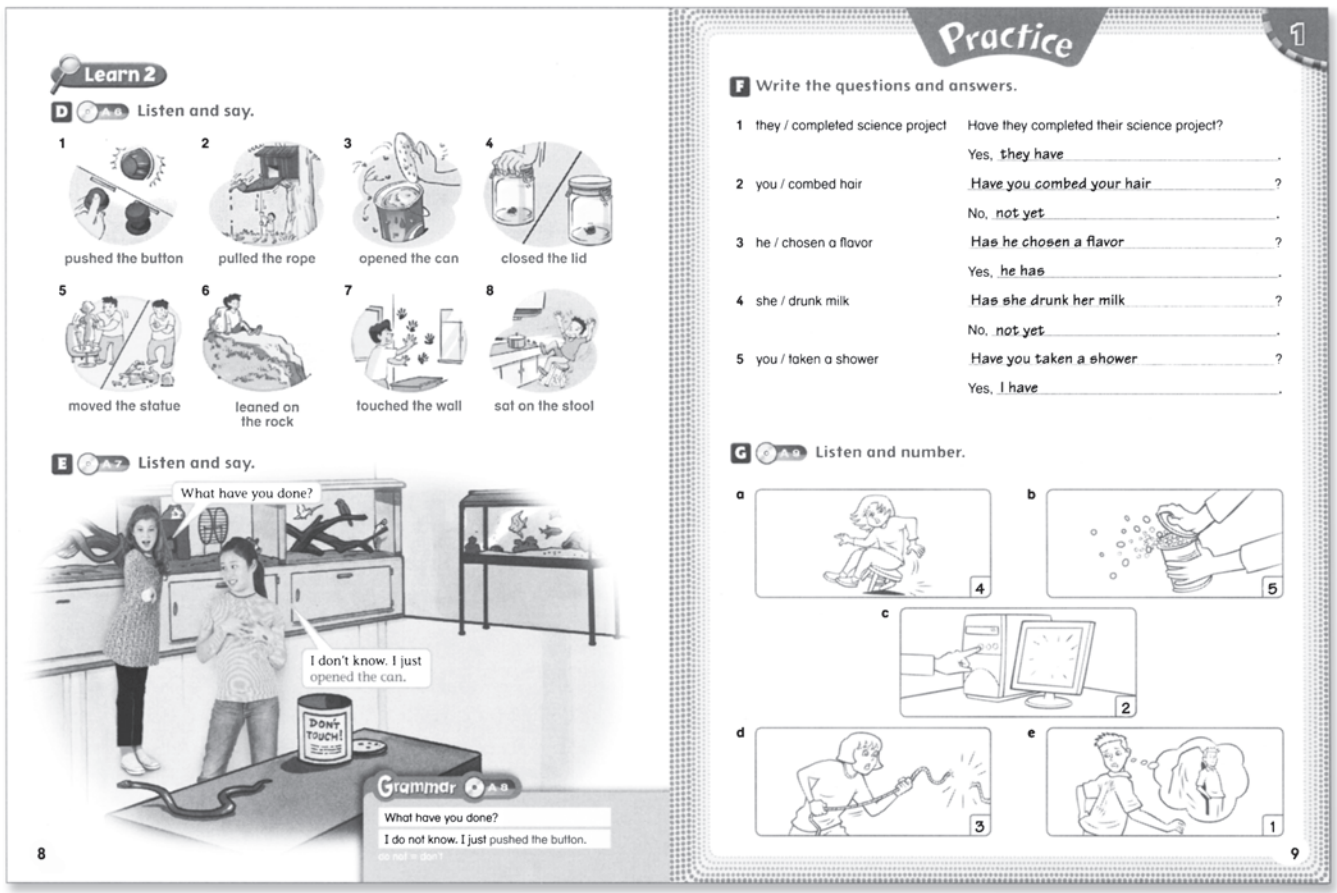


# Learn 2

## Objectives

- Learn names of actions based on cause and effect
- Learn to ask what someone has done
- Learn to say what one has done

## Target language

**pushed the button**, **pulled the rope**, **opened the can**, **close the lid**, **moved the statue**, **leaned on the rock**, **touched the wall**, **sat on the stool**

What have you done?
I don't know. I just **pushed the button**.

## Warm-up activity

Show students Picture Cards 7–14. Have them talk about what they can see in each picture. Praise students who guess the words even if they say them in their native language. Then say the English words and have students repeat.

## Activity D A 6

Have students focus on the actions. Play the audio and have them point to each one. Then play the audio again and have students repeat.

## Activity E A 7-8

- Have students focus on the dialogue presenting the target structures. *(What have you done? I don't know. I just opened the can.)* Play the audio and have them follow. Then play the audio again and have students repeat.
- Have students focus on the grammar table. Read out the target structures and explain

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their construction. Have students follow. Then read out the target structures again and have students repeat. You can use the audio for grammar drilling.

- Put students into pairs and have them practice the target structures using the vocabulary.

## Extension activity

- Have students each write one action on a small piece of paper and fold it up. Have them put their pieces of paper in a box or bag.
- Put students into pairs and have each student draw a piece of paper from the box. Have them ask each other *What have you done?* and respond according to the action on their piece of paper.

**Objective**

Practice target language from Learn 1–2

## Warm-up activity

Hold up Picture Cards 1–14 and name the words incorrectly. Have students correct your mistakes.

## Activity F

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Have students look at the given text and write the missing text. Walk around and monitor progress.
- Check that students have completed the activity correctly. Give out the answers and have students check their own or each other's answers.

## Activity G A 9

- Have students focus on the activity and explain how it should be completed. If necessary, model or elicit one or two answers to ensure all students are clear on what to do.
- Play the audio once and let students become familiar with it. Then play it again for them to number the pictures.
- Check that students have completed the activity correctly. Give out the answers and have them check their own or each other's answers. Play the audio once more if necessary.

## Extension activity

- Prepare two small bags and put seven activity cards of actions in each one. Give the bags to two students. Play some music and have the students some pass the bags. When the music stops, the students holding a bag must take out one card and mime the action. Have the rest of the class ask, *What have you done today?* and have the student with the card answer.
- Play the music and repeat.

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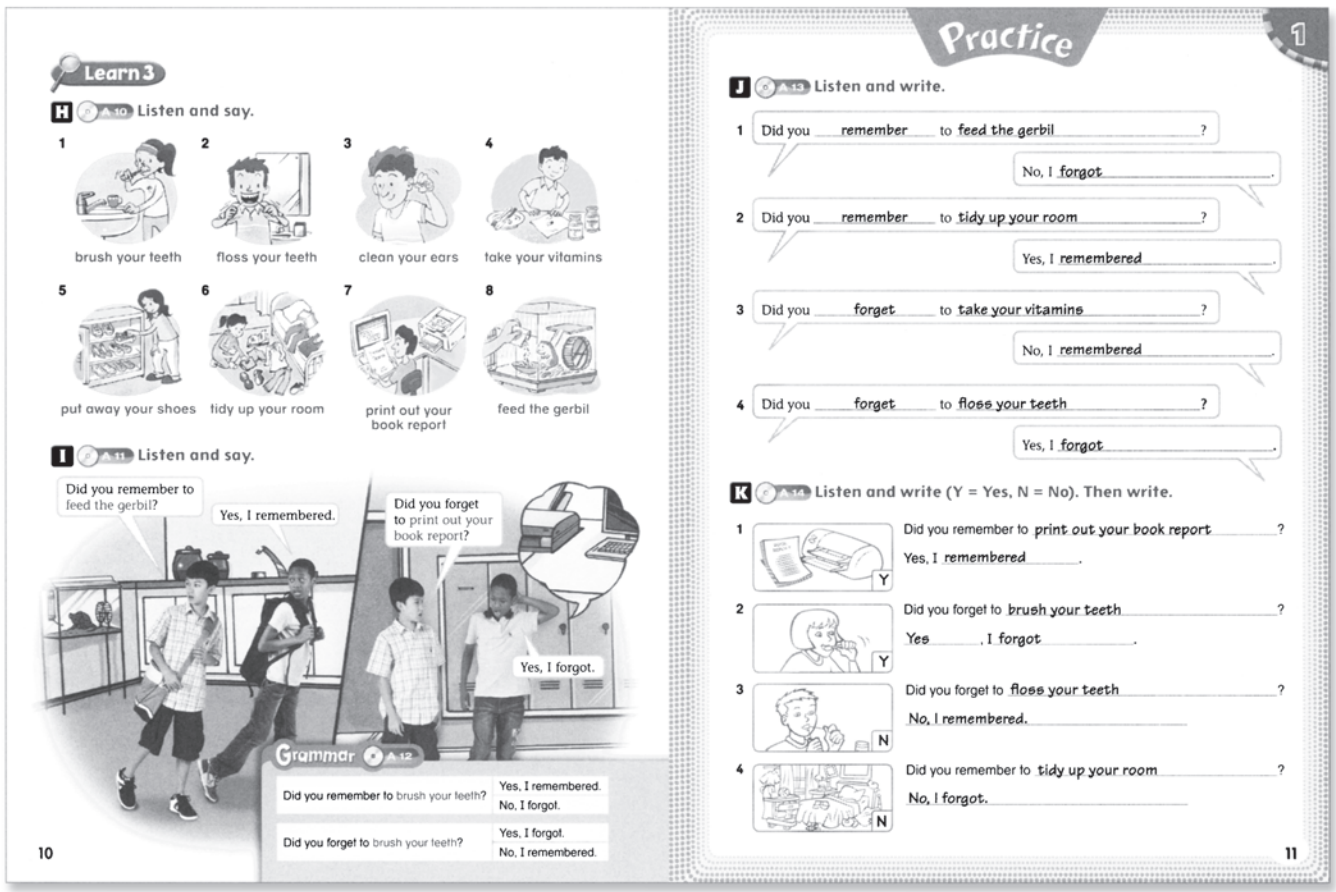
Learn 3

H A 10 Listen and say.

1 brush your teeth
2 floss your teeth
3 clean your ears
4 take your vitamins
5 put away your shoes
6 tidy up your room
7 print out your book report
8 feed the gerbil

I A 11 Listen and say.

Did you remember to feed the gerbil?
Yes, I remembered.
Did you forget to print out your book report?
Yes, I forgot.

Grammar A 12

| | |
|---|---|
| Did you remember to brush your teeth? | Yes, I remembered. / No, I forgot. |
| Did you forget to brush your teeth? | Yes, I forgot. / No, I remembered. |

10

Practice 1

J A 13 Listen and write.

1 Did you remember to feed the gerbil? — No, I forgot.
2 Did you remember to tidy up your room? — Yes, I remembered.
3 Did you forget to take your vitamins? — No, I remembered.
4 Did you forget to floss your teeth? — Yes, I forgot.

K A 14 Listen and write (Y = Yes, N = No). Then write.

1 Y — Did you remember to print out your book report? Yes, I remembered.
2 Y — Did you forget to brush your teeth? Yes, I forgot.
3 N — Did you forget to floss your teeth? No, I remembered.
4 N — Did you remember to tidy up your room? No, I forgot.

11

# Learn 3

## Objectives

- Learn names of habitual actions
- Learn to ask past tense questions
- Learn to respond to past tense questions

## Target language

**brush your teeth**, **floss your teeth**, **clean your ears**, **take your vitamins**, **put away your shoes**, **tidy up your room**, **print out your book report**, **feed the gerbil**

Did you remember to **brush your teeth**?
Yes, I remembered. / No, I forgot.

Did you forget to **brush your teeth**?
Yes, I forgot. / No, I remembered.

## Warm-up activity

Tell students that you are going to mime some actions and that they should guess what you are doing. Mime the actions on p. 10. Praise students who guess the words even if they say them in their native language. Then say the English words and have students repeat.

## Activity H A 10

Have students focus on the actions. Play the audio and have them point to each one. Then play the audio again and have students repeat.

## Activity I A 11-12

- Have students focus on the dialogues presenting the target structures. *(Did you remember to feed the gerbil? Yes, I remembered. Did you forget to print out your book report? Yes, I forgot.)* Play the audio and have them follow. Then play the audio again and have students repeat.

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