

**ENGLISH  
TIME**

Storybook



# Annie and the Map



**Setsuko Toyama**

**OXFORD**

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# Sunnyville



school

farm

T

supermarket

park

Annie's grandfather's apartment

Annie's house

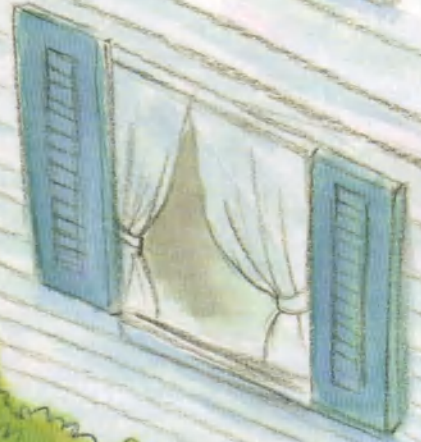
grandfather's house



# Chapter 1

This is Annie's house.

This is Annie's grandfather.



This is Digger the dog.



grandfather

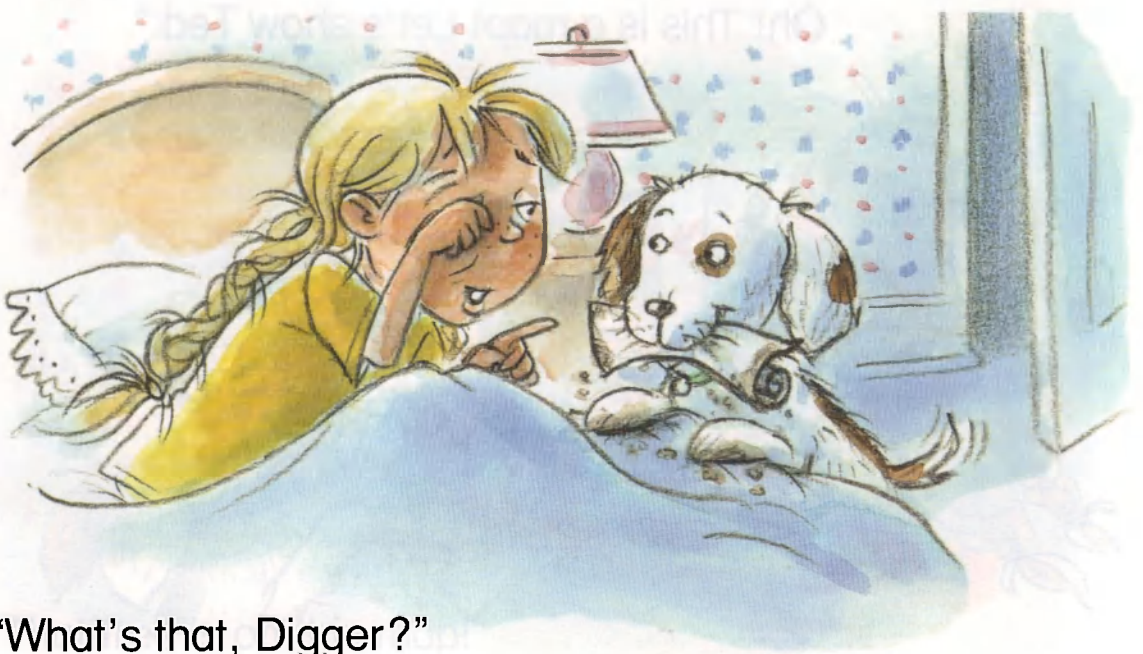


house



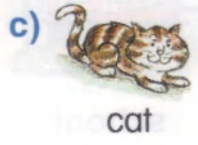
This is Annie.

“Good morning, Digger,” says Annie.



“What’s that, Digger?”

? Digger is a \_\_\_\_\_.





“This is a house...a tree...a house....”



“This is a school...a cow...a horse...a pig.  
Oh! This is a map! Let’s show Ted.”



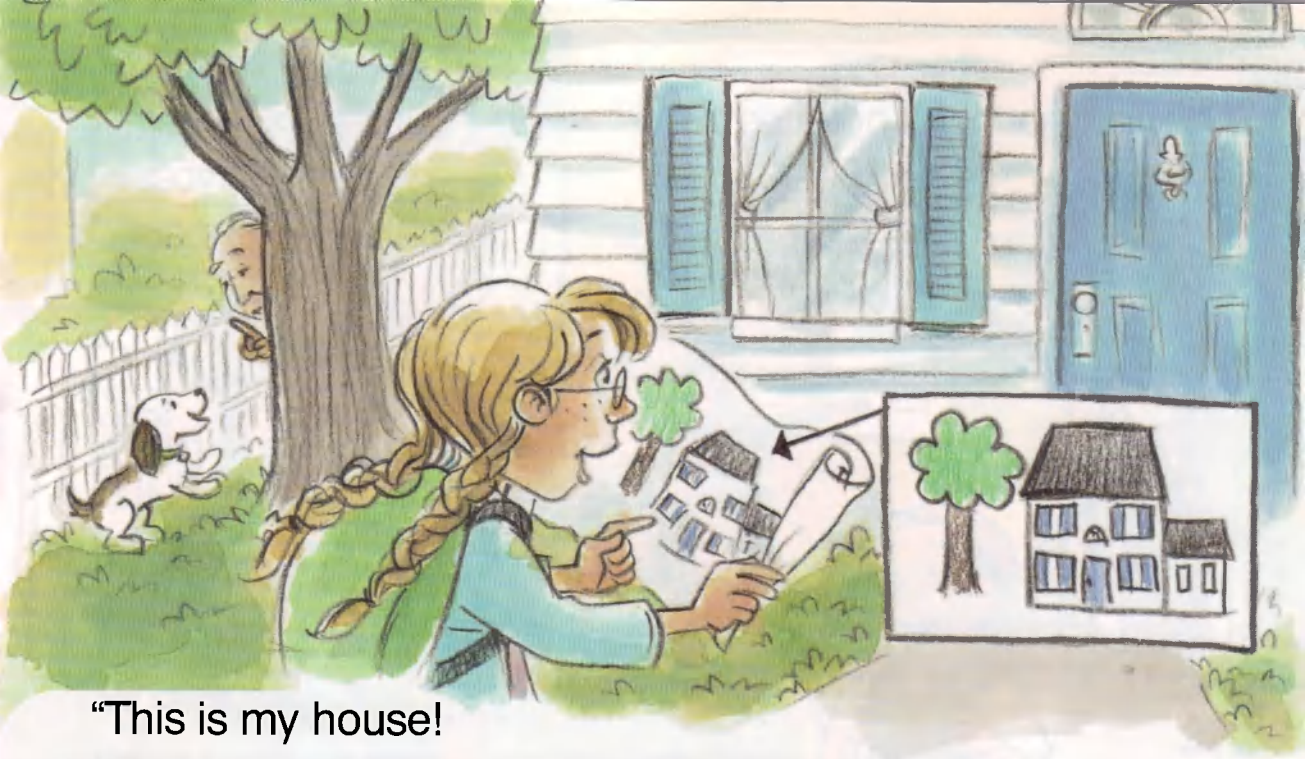
school



map




show

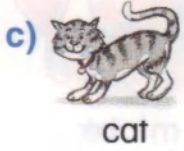


“This is my house!  
My house is on this map,” says Annie.



“That tree is on this map!”

 A \_\_\_\_\_ is on the map.





“Ted! Ted! Look!” says Annie.  
“Hi, Annie! What’s that?” asks Ted.  
“It’s a map,” says Annie.



look



farm



go to

“My house is on this map. That tree is on this map,”  
says Annie.

“Annie, Annie! This is *my* house!” says Ted.



“This is a horse...a cow.... Oh, it’s a farm!” says Ted.

“Go to school!” says Ms. Lee.

“Ted, Ted! A school is on this map,” says Annie.

**?** Ms. Lee says, “Go to \_\_\_\_\_!”





## Review 1

A. Look and match.

1.



Ms. Lee

2.



Ted

3.



Annie

4.



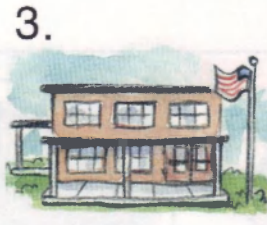
Digger

5.



Annie's grandfather

**B.** Look and match.



●  
tree

●  
map

●  
farm

●  
school

**C.** Read. Then write ✓ or ✗.

1. Annie is a girl.

2. Digger is a cat.

3. Ted is a boy.

4. Ms. Lee is a boy.

5. Annie's grandfather is a girl.

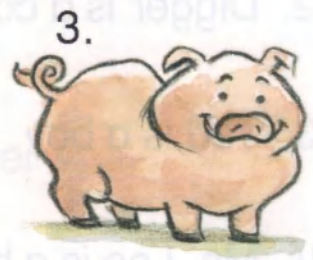
D. Complete the puzzle.



Good m o r n i n g, Digger!



	1. →	m		
		o		
2. →		r		
		n		
3. →		i		
		n		
4. →			g	



E. Circle the correct character.

Digger

1.



2.



3.



Annie

1.



2.



3.



Ted

1.



2.



3.





## Chapter 2

This is Ted and Annie's classroom.



classroom



everyone



letter



today




“Good morning, everyone!” says Ms. Apple.

“Let’s go to a farm today.”

Everyone is happy.

“A farm is on this map!” say Ted and Annie.

 Kim asks, “Is it a \_\_\_\_\_?”

a)



map

b)



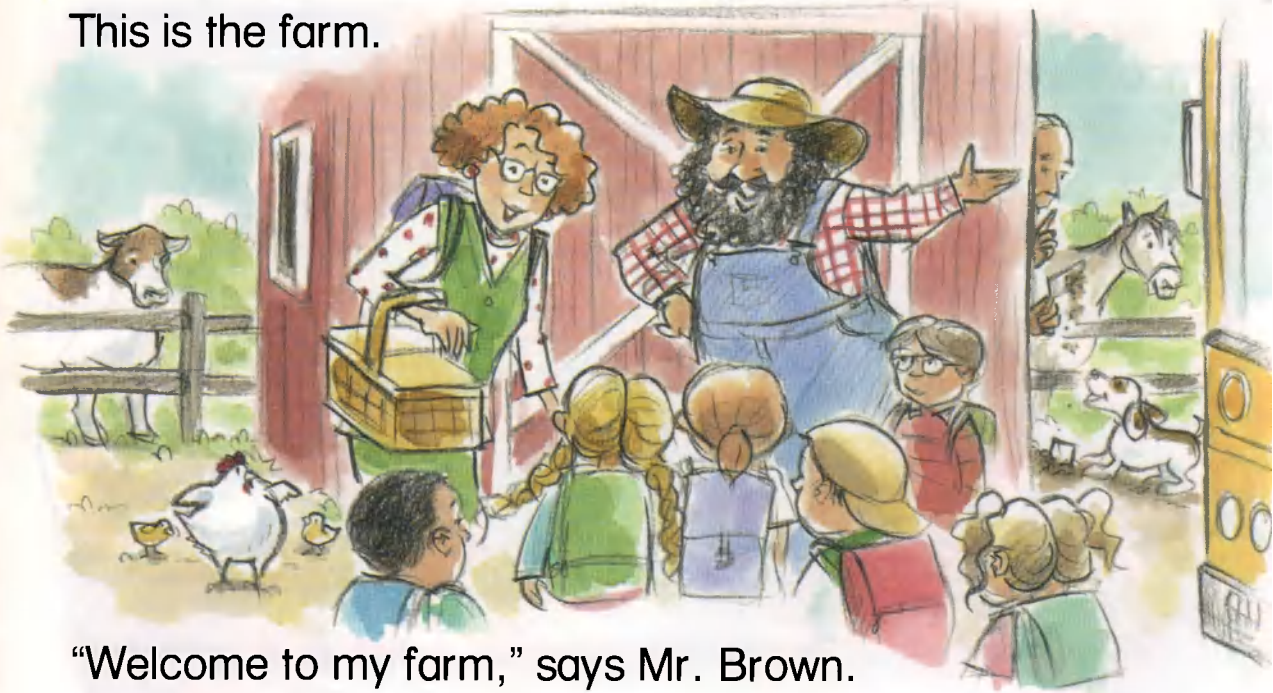
pen

c)



letter

This is the farm.



“Welcome to my farm,” says Mr. Brown.



“How many cows?” asks Mr. Brown.

“Six cows!” says Joe.



barn



“How many horses?” asks Ms. Apple.  
“Two horses!” says Kim.



“Ted, Ted! Look! That barn is on this map!” says Annie.  
“Oh! This is the farm on the map!” says Ted.

 Two \_\_\_\_\_ are on the farm.

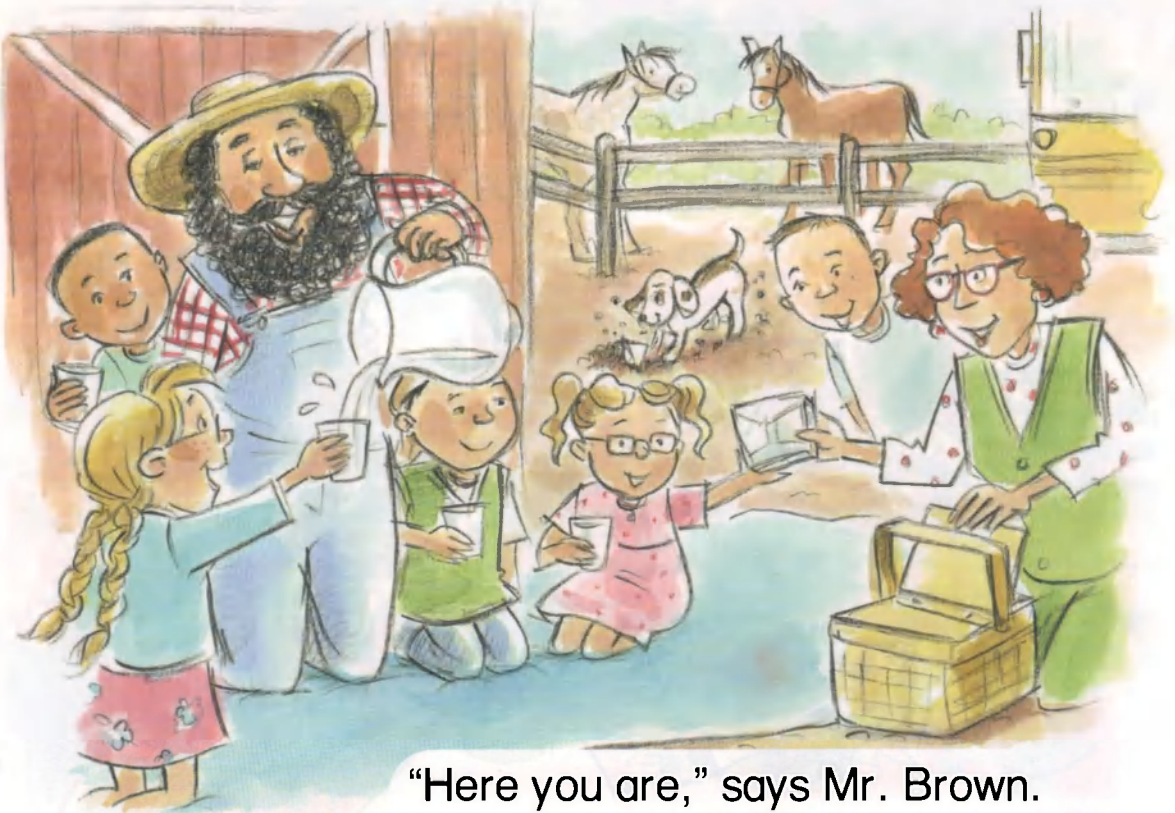




"I'm hungry," says Ted.

"I'm thirsty," says Annie.

"Let's eat lunch," says Ms. Apple.



"Here you are," says Mr. Brown.

"Thank you, Mr. Brown," says Annie.

"You're welcome," says Mr. Brown.



eat



lunch



read

“Thank you, Mr. Brown,” says everyone.  
“Bye-bye!”



“What’s this, Digger?” asks Annie.



“Is it a map?” asks Ted.

“No, it isn’t. It’s a letter,” says Annie.

“Let’s read the letter,” says Ted.

? Ted is \_\_\_\_\_.

a)



hot

b)



thirsty

c)



hungry



## Review 2

A. Look and match.



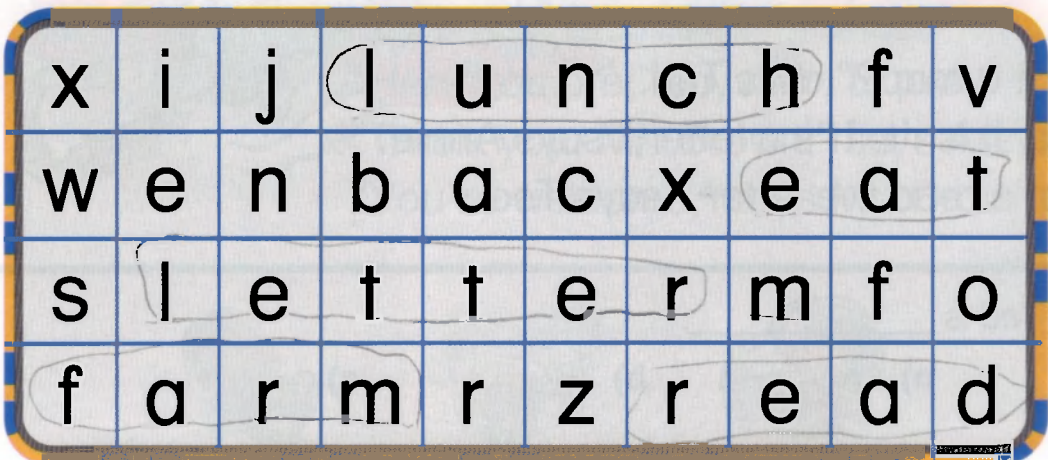
Ms. Apple

Mr. Brown

Annie's grandfather

B. Find and circle the words.

eat    read    lunch    farm    letter



C. Read, circle, and write.

1. "Let's go to a \_\_\_\_\_ today," says Ms. Apple.



**farm**



**house**

2. "How many \_\_\_\_\_?" asks Ms. Apple.



**horses**



**pigs**

3. "Let's eat \_\_\_\_\_," says Ms. Apple.

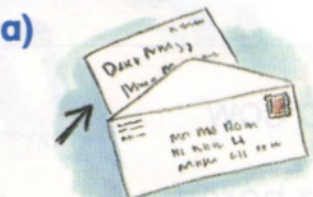


**pizza**



**lunch**

4. "Is it a \_\_\_\_\_?" asks Ted.



**letter**



**map**



**D.** What's missing? Draw. Then circle the correct words.

1.



Mr. Brown  
Annie's grandfather

2.



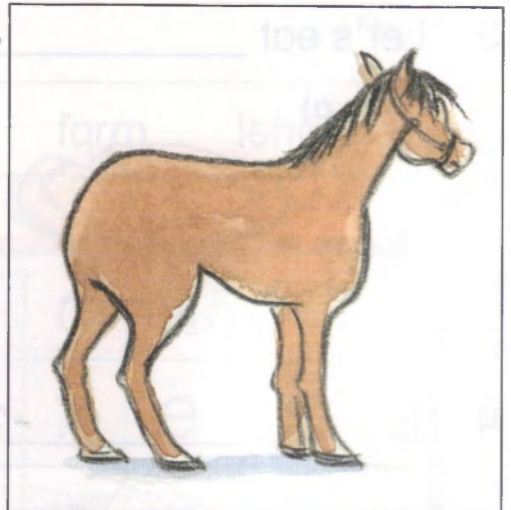
Ms. Apple  
Ms. Lee

3.



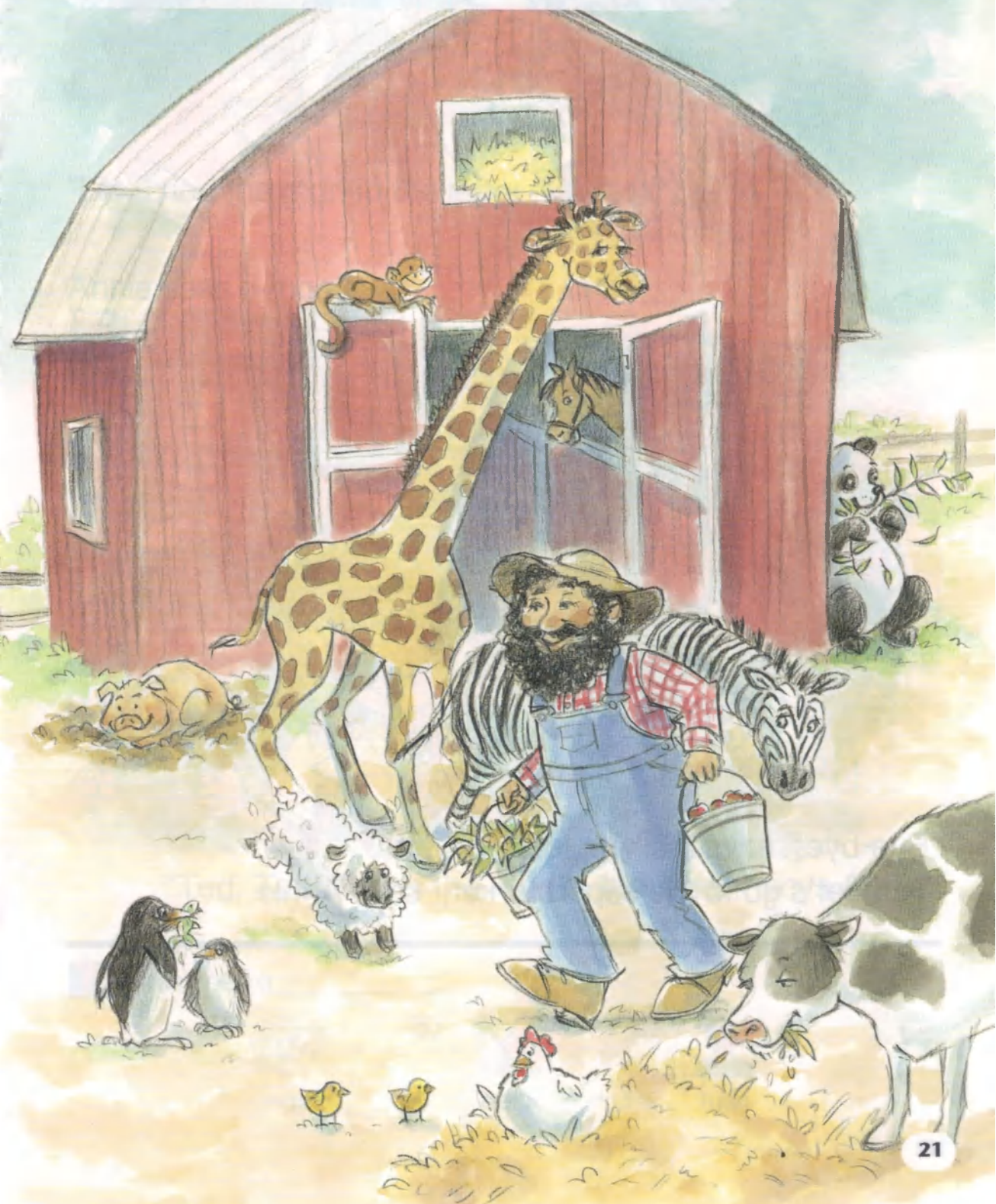
Annie's cat  
Annie's dog

4.



a cow  
a horse

**E.** Circle the animals that belong on a farm.  
Write **X** on the animals that do not belong on a farm.



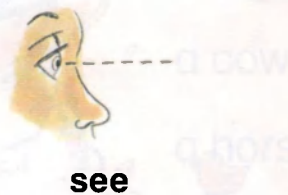
## Chapter 3

Annie and Ted read the letter.



"Bye-bye!" says Ms. Apple.

"Ted, let's go to the supermarket," says Annie.



Annie and Ted are at the supermarket.




“Let’s find the man in the letter,” says Annie.

Annie sees a man.



“Ted, Ted! That’s the man in the letter!” says Annie.

 Annie sees a \_\_\_\_\_.

a)



map

b)



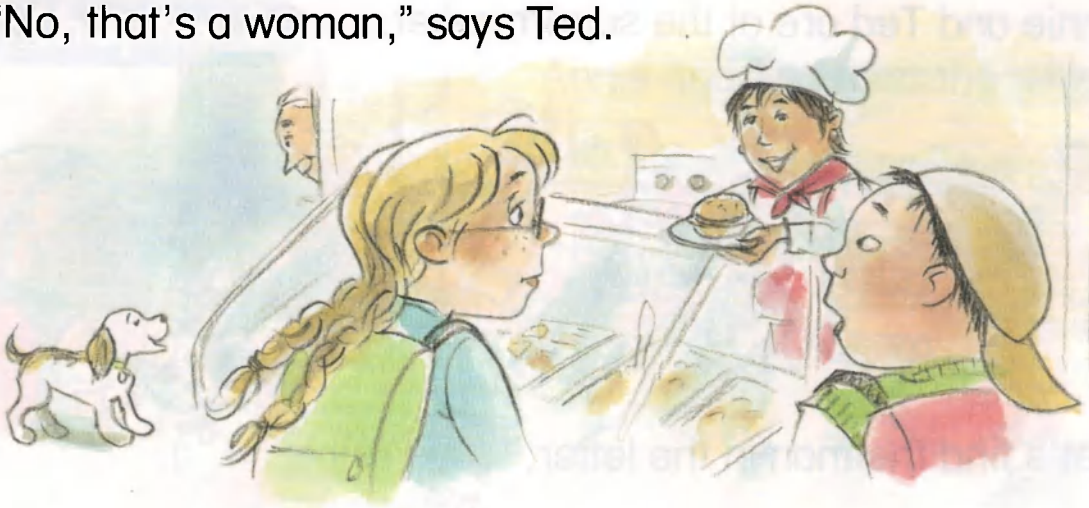
mop

c)



man

"No, that's a woman," says Ted.



Ted sees a man.



"He's the man in the letter!" says Ted.



woman



bark

“No, he’s thin,” says Annie.

“*This man is fat.*”



Digger barks at a man.

“Ted, Ted! *That man is in the letter!*” says Annie.



**?** Digger barks at a \_\_\_\_\_.

a)



woman

b)



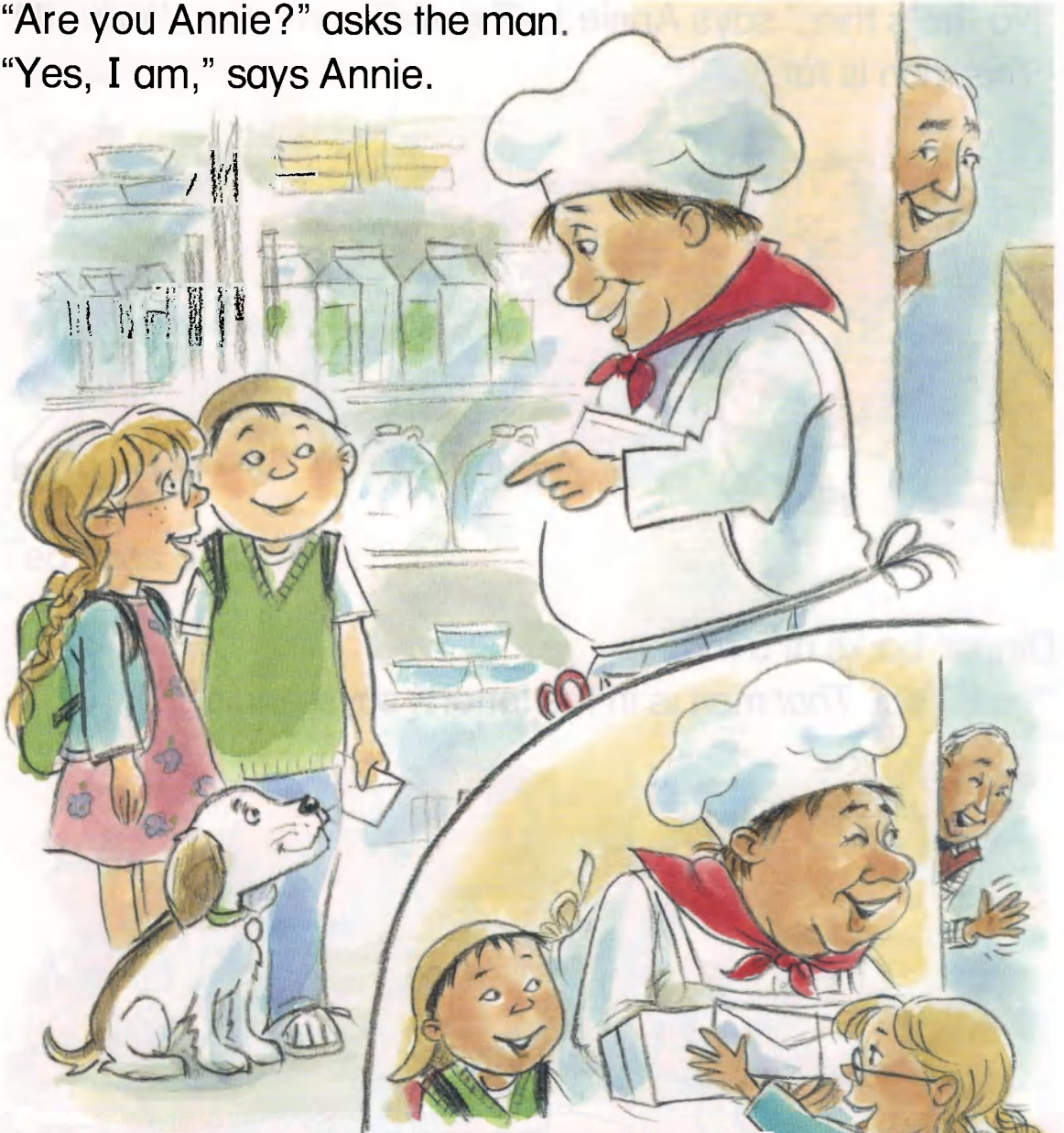
cat

c)



man

“Are you Annie?” asks the man.  
“Yes, I am,” says Annie.



“Here you are, Annie,” says the man.  
“Oh! A box! Thank you,” says Annie.  
“Oh! It’s a box *and* a letter!” says Ted.



**box**



**scissors**



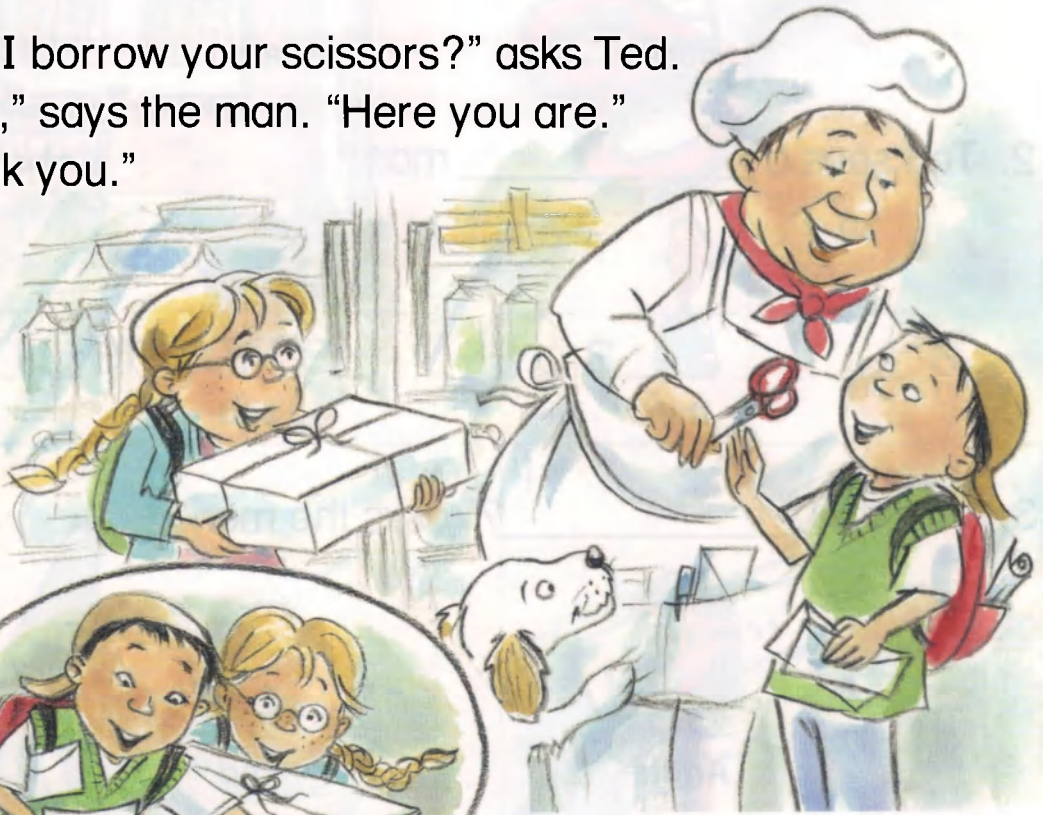
“Let’s read the letter,” says Ted.

“Yes,” says Annie. “Please hurry!”

“May I borrow your scissors?” asks Ted.

“Sure,” says the man. “Here you are.”

“Thank you.”



“Please hurry!” says Annie.

? A letter is with the \_\_\_\_\_.



pencil case



book



box



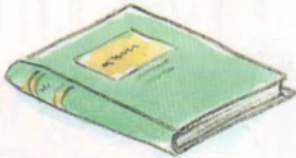


## Review 3

**A.** Read, circle, and write.

1. Annie and Ted read the \_\_\_\_\_.

a)



**book**

b)



**letter**

2. Ted sees a \_\_\_\_\_ man.

a)



**thin**

b)



**sad**

3. "Are you \_\_\_\_\_?" asks the man.

a)



**Annie**

b)



**Ted**

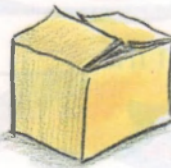
4. "May I borrow your \_\_\_\_\_?" asks Ted.

a)



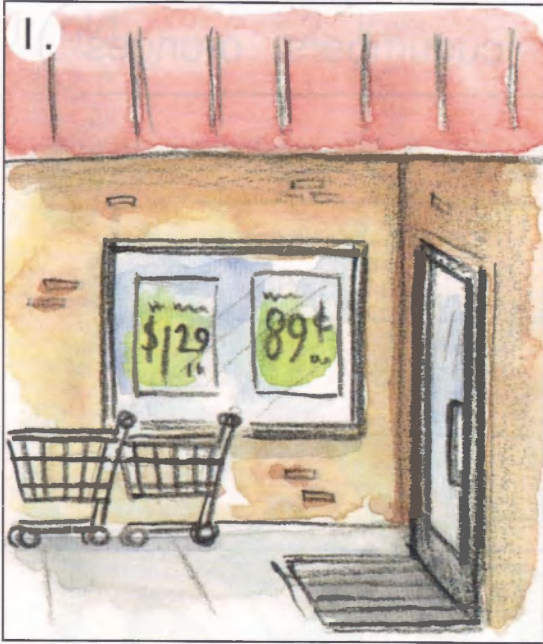
**scissors**

b)

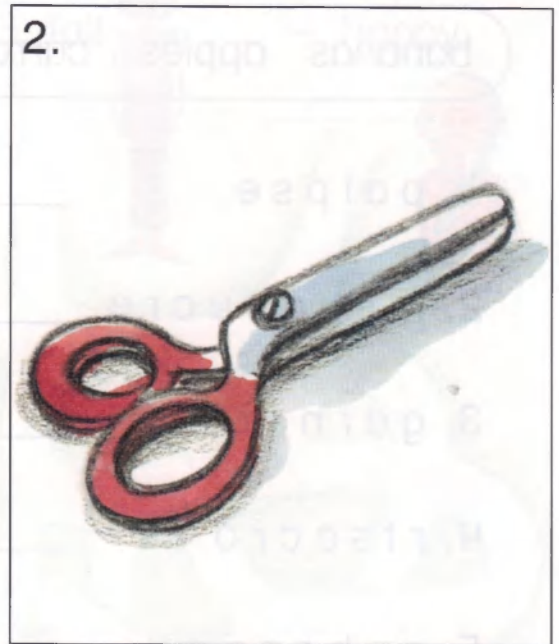


**box**

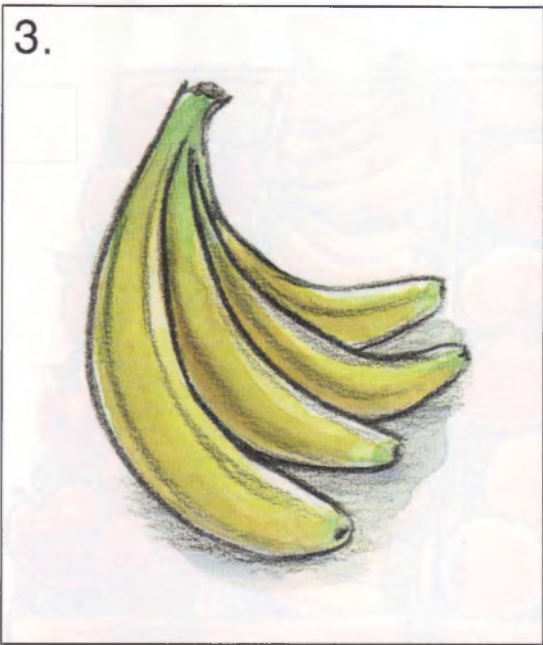
**B.** Look and write.



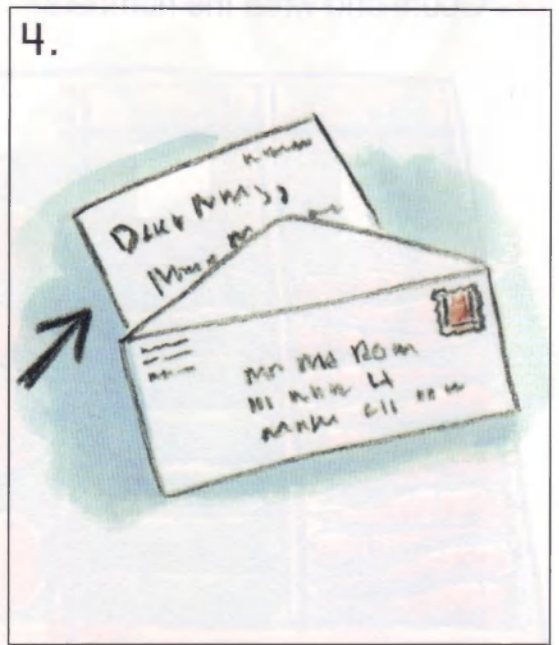
\_u\_er\_ar\_e\_



s \_ \_ \_ \_ s



\_ \_ \_ a \_ \_ \_



\_ e \_ \_ \_ r

C. Unscramble and write.

bananas apples carrots cucumbers oranges

1. palps e \_\_\_\_\_

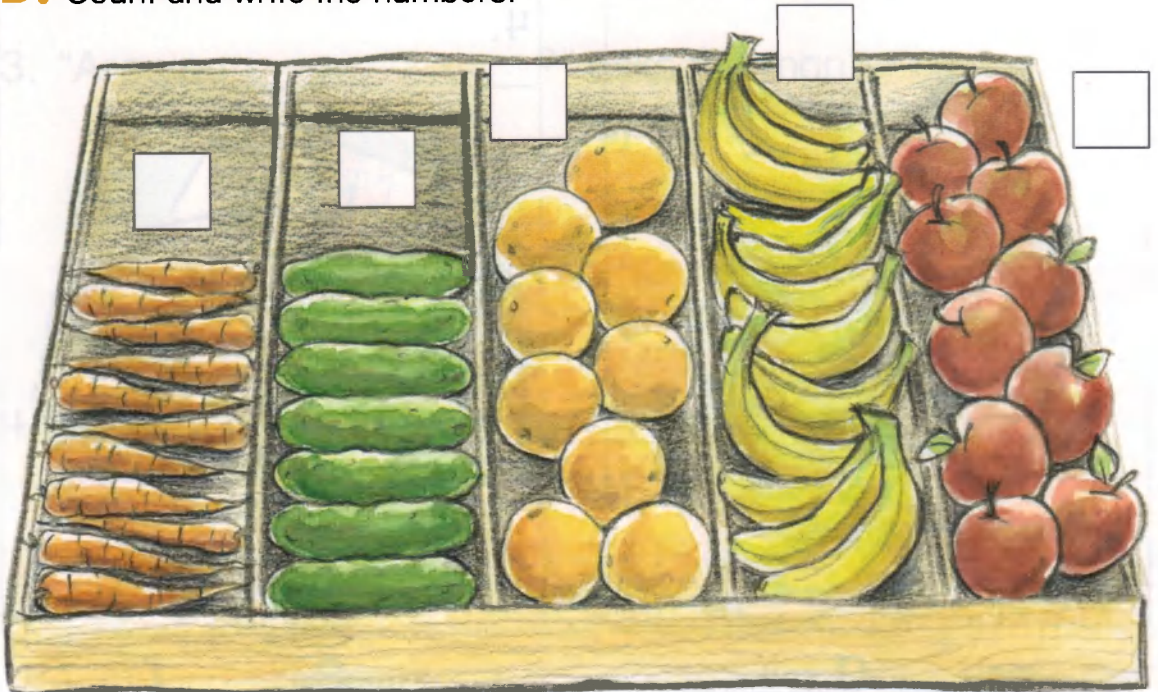
2. msucbucre \_\_\_\_\_

3. garneos \_\_\_\_\_

4. rtsacro \_\_\_\_\_

5. nabsnaa \_\_\_\_\_

D. Count and write the numbers.



Connect the opposite words.

1. old



2. thin



3. tall



4. happy



fat



short



sad



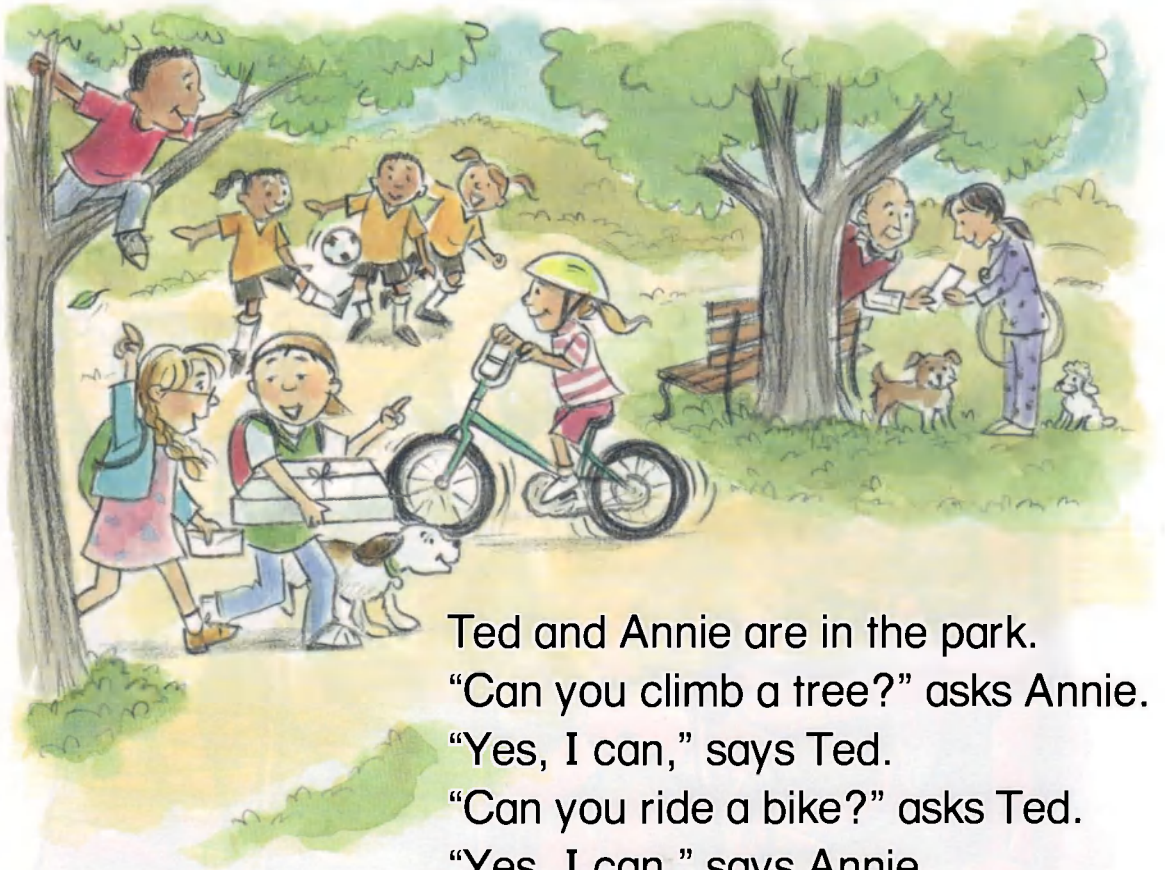
young

## Chapter 4

Annie and Ted read the letter.



"Let's go to the park!" says Ted.



Ted and Annie are in the park.

"Can you climb a tree?" asks Annie.

"Yes, I can," says Ted.

"Can you ride a bike?" asks Ted.

"Yes, I can," says Annie.



dog trainer



jump



“Ted, look! That’s Ms. Spot,” says Annie.

“Ms. Spot is a dog trainer. Look! Pat can jump.

Pip can sing.”



“Hello, Ms. Spot. This is my friend, Ted,” says Annie.

“Nice to meet you, Ted,” says Ms. Spot.

“Hello, Ms. Spot,” says Ted.

**?** Ms. Spot is a \_\_\_\_\_.

a)



doctor

b)



dog trainer

c)

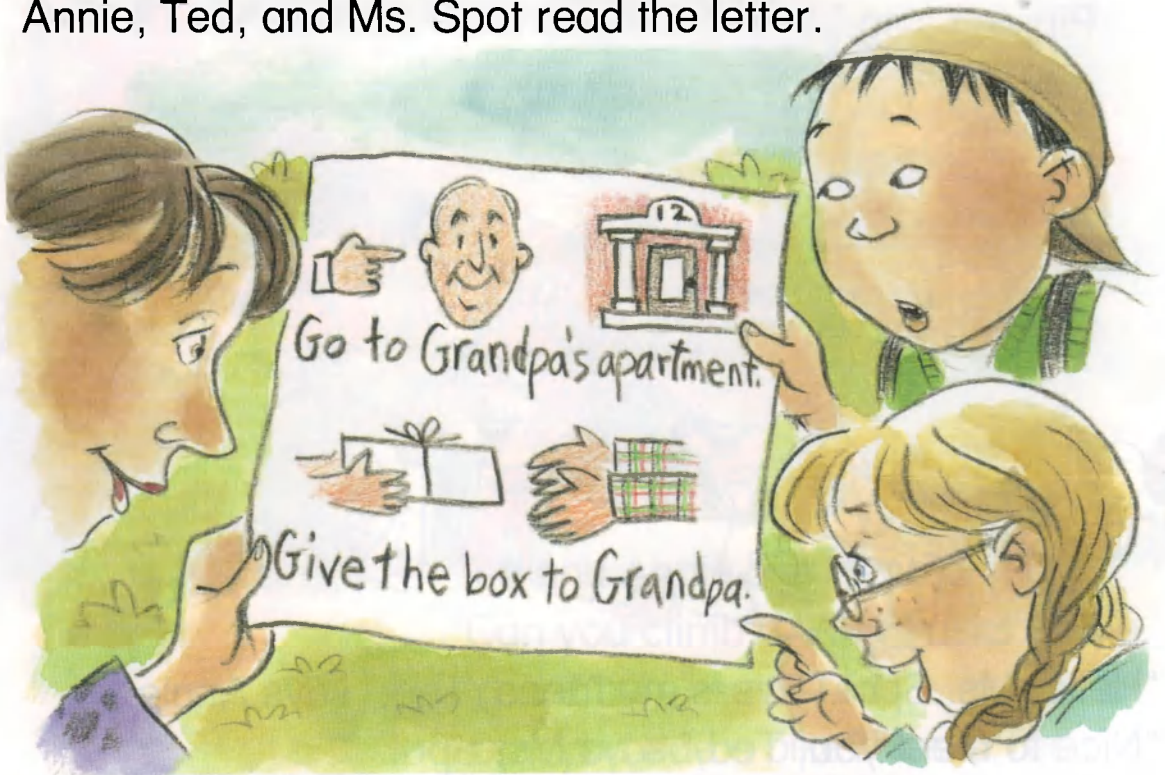


police officer

“Oh, Digger! It’s a letter! Thank you,” says Annie.  
“Let’s read the letter,” says Ted.



Annie, Ted, and Ms. Spot read the letter.



“Let’s go to Grandpa’s apartment,” says Annie.



knock



door



Annie, Ted, and Ms. Spot go to Grandpa's apartment.  
Annie knocks on the door.



"Hi, Annie! Hi, everyone! Come in," says Grandpa.  
"Here you are, Grandpa," says Annie.  
"Thanks," says Grandpa.

**?** Annie gives Grandpa the \_\_\_\_\_.

a)



bag

b)



box

c)



map





“Happy birthday, Digger!” say Grandpa and Grandma.



Grandma



birthday



## Review 4

A. Read and circle ✓ or ✗.

1. Ms. Spot is a doctor.



✓	✗
---	---

2. Pat can jump.



✓	✗
---	---

3. Ted and Annie are in the park.



✓	✗
---	---

4. Grandma and Grandpa are happy.



✓	✗
---	---

**B.** Complete the puzzle.

Happy birthday, Digger!

1.



	H		
1. →	a		



2.



	p								
2. →	p								

3.



	y								
	b								
3. →	i								

4.



4. →				
------	--	--	--	--

	r			
--	---	--	--	--

	t			
	h			
	d			

5.



5. →	a		
------	---	--	--

	y		
--	---	--	--



C. Where did Ted and Annie go? Connect the places.



# New Word List

The words presented in the New Word List represent words that are not included in *English Time* Student Book 1. Words in pink appear on the letters in the art.

<b>A</b>		<b>G</b>		<b>P</b>	
apartment	34	give	34	park	32
		go to	6		
<b>B</b>		grandfather	2	<b>R</b>	
bark	24	Grandma	36	read	16
barn	14	Grandpa	34		
birthday	36			<b>S</b>	
box	26	<b>H</b>		scissors	26
		house	2	school	4
<b>C</b>				see	22
classroom	12	<b>J</b>		show	4
		jump	32	supermarket	22
<b>D</b>				<b>T</b>	
dog trainer	32	<b>K</b>		today	12
door	34	knock	34		
				<b>W</b>	
<b>E</b>		<b>L</b>		woman	24
eat	16	letter	12		
everyone	12	look	6		
		lunch	16		
<b>F</b>		<b>M</b>			
farm	6	man	22		
find	22	map	4		

# Teacher's Notes

## General Description of the English Time Storybooks

The *English Time* Storybooks and Cassettes accompany Student Books 1 through 6. Each Storybook reviews the Student Book language in a new and exciting context. Students easily understand and enjoy each story because only previously learned structures are used. New vocabulary items are illustrated so that students can quickly comprehend their meaning. Enrichment activities provide further reinforcement of the Student Book language.

## Storybook 1 Format

Storybook 1 opens with an introductory spread that presents the characters of the story and the town in which they live. The story is divided into four chapters, with each chapter covering the target language of three Student Book units as follows:

- Storybook **Chapter 1** covers Student Book **Units 1–3**;
- Storybook **Chapter 2** covers Student Book **Units 4–6**;
- Storybook **Chapter 3** covers Student Book **Units 7–9**;
- Storybook **Chapter 4** covers Student Book **Units 10–12**.

Following each chapter are review pages that check comprehension and reinforce the target language through a variety of puzzles and activities. An answer key is provided at the back of *English Time* Teacher's Book 1.

## How to Use Storybook 1

### A. Before Reading the Storybook

Direct students' attention to the introductory spread. Encourage them to

talk about what they see in the picture and try to predict the story line. Stimulate interest in the story by asking simple questions about the picture. Sample questions are provided in *English Time* Teacher's Book 1.

### B. Reading the Storybook

#### FOR EACH CHAPTER: Introduce the Chapter

1. Instruct students to turn to the first two pages of the chapter and take turns naming any items they recognize in the scenes. Then they guess what the characters might be saying in each scene.
2. Instruct students to look at the text accompanying each scene. Encourage them to point to and say any words they recognize. Then teach the new vocabulary items at the bottom of the left-hand page or in the letters that Ted and Annie read.
3. Do the same for the next four pages of the chapter.

#### Read the Chapter

1. Hold up your Storybook so that students can see it. Read the text on the first two pages of the chapter clearly, at natural speed, and dramatically, using a different voice for each character. Pause between scenes to indicate the change to the next scene. Students listen.
2. Read the text again in the same way. Students listen and follow along in their Storybooks.
3. Read the sentence at the bottom of the right-hand page, pausing at the blank. Students circle the word and picture they think fills in the blank. Check answers by reading the sentence, pausing at the blank, and having

volunteers say the word they circled. Answer keys are provided in *English Time Teacher's Book 1*.

4. Do the same for the next two pages in the chapter, starting with Step 1 of Read the Chapter. Then do the same for the last two pages in the chapter.

### **Play the Recording**

1. Play the recording of the entire chapter. Students listen and follow along in their Storybooks, pointing to each scene or the text for each scene. Play the recording as many times as necessary for students to follow along with ease.
2. Play the recording again. Pause after each line and have students repeat.
3. Ask volunteers to try to read the text for each scene out loud. Prompt when necessary.
4. Divide the class into groups of three to four. Each group works together to read the text. Circulate between the different groups, and prompt when necessary.

### **Check Comprehension**

1. Check students' comprehension of the chapter by asking questions about the story. Sample questions are provided in *English Time Teacher's Book 1*.
2. Do the chapter's review pages in class or assign them as homework. Answer keys for the review activities are provided in *English Time Teacher's Book 1*.

### **Do the Activities**

1. **Favorite Scenes.** Students take turns holding up their Storybooks, pointing to their favorite scenes in the chapter, and naming items or characters they recognize.
2. **Listing.** Students close their Storybooks and name any characters, actions, or

items that they remember from the chapter. Write these on the board. Then point to each word on the board. The entire class tries to read it, or looks over the scenes in their Storybooks and points to the item.

3. **Act It Out.** Divide students into groups with the same number of students as there are characters in the chapter. Each student in each group takes on the role of one of these characters. Play the recording, and have students in each group act out the story as the recording plays.
4. **Role Play.** Bring the same number of volunteers as there are characters in the chapter to the front of the classroom. Each volunteer takes on the role of one of the characters and says that character's lines. Choose another volunteer to read the narration.

### **C. After Reading the Storybook**

1. Play the recording of the entire Storybook. Students listen and follow in their books, reading along where they can.
2. Students draw a picture or design a poster of their favorite character or scene and show it to the class.
3. Students form groups and role-play their favorite scene(s) or chapter.
4. Students create their own version of the story and read or role-play it to the class.



# ENGLISH TIME

## Storybook

*English Time* is a six-level communicative course for children who are studying English for the first time. The series develops students' speaking, listening, reading, and writing skills through activities that appeal to their curiosity and sense of fun.

The syllabus progresses at a natural, steady pace and offers students many opportunities to practice new language. Three recurring characters—Ted, Annie, and Digger the dog—help to maintain student interest and involvement throughout the series.

*English Time* is preceded by the two-level introductory series *Magic Time*. These two series can be used separately or as one complete eight-level course.

Each level of *English Time* contains:

- Student Book
- Audio Cassette and CD
- Workbook
- Teacher's Book
- Storybook
- Storybook Audio Cassette
- Picture and Word Card Book
- Wall Charts

*English Time* Storybook 1 presents the language and main characters of *English Time* Student Book 1 in a compelling, continuing story. An audio cassette for Storybook 1 is also available.

