







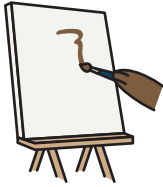


# Afternoon Routine

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# 1 Picture Dictionary



paint



brown



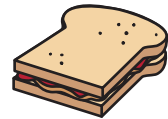
blue



black



hungry



sandwich



peanut butter



jam



tea

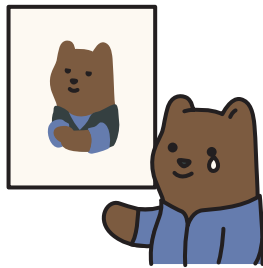
## 2 Picture Story



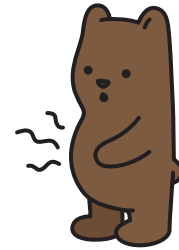
Hi, I'm Benji. I like to paint in the afternoon.



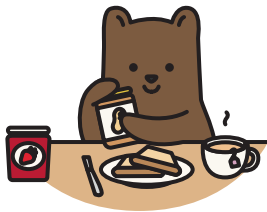
I use brown, blue, and black paint.



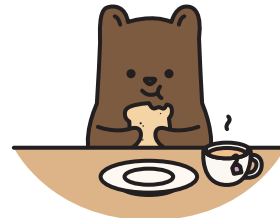
Ta-da! It's beautiful!



After I paint, I feel hungry.






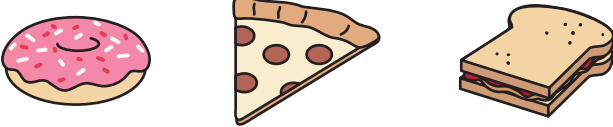
I have a sandwich with peanut butter and jam for lunch. I also have a cup of tea.



I love lunchtime!

# 3 Comprehension

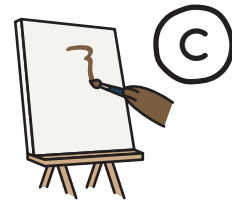
Circle the correct answer.

#	Question	Answer
Ex	What does Benji do in the afternoon?	
1	What colour does Benji NOT use?	
2	How does Benji feel after he paints?	
3	What does Benji have for lunch?	

# 4 Matchup



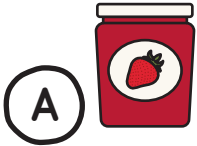
3. jam



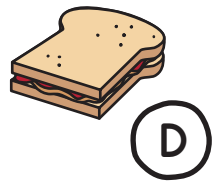
1. tea



6. hungry



2. brown



5 sandwich

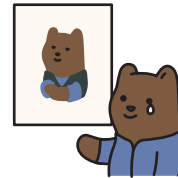


4. paint

# 5 Listening

Listen to the recording. Fill in the blanks.  
Listen again and check your answers.

- 1 Hi, I'm Benji. I like to \_\_\_\_\_ in the afternoon.
- 2 I use brown, \_\_\_\_\_, and \_\_\_\_\_ paint.
- 3 Ta-da! It's beautiful!
- 4 After I paint, I feel \_\_\_\_\_.
- 5 I have a sandwich with peanut butter and \_\_\_\_\_ for lunch.  
I also have a cup of \_\_\_\_\_.
- 6 I love lunchtime!





# Answer Key

## 1 Picture Dictionary

Review the words with your students. You may want to say the words out loud and have them repeat after you for pronunciation practice.

## 2 Picture Story

Have students read the story individually or out loud as a class. This story is also available as a listening task on page 6 and as cards on page 8.

## 3 Comprehension

1. pink                      2. hungry                      3. sandwich

## 4 Matchup

1. E      2. F      3. A      4. C      5. D      6. B

## 5 Listening

Play the recording or read the story out loud.

1. paint  
2. blue, black  
4. hungry  
5. jam, tea

### Editor's Note:

The cards on page 8 can be used in different ways for review or assessment:

- Put students in groups and give each group a pile of cards in the order of the story. Have them take turns retelling the story in their own words.
- Put students in pairs and give each pair a set of mixed-up cards. Have pairs place the cards in the order of the story.
- Put students in pairs and give each pair a set of mixed-up cards. Have students say as many vocabulary words as they can for each card.
- Use the cards as a review the following day. Show each card to the class (in order or mixed up) and call on students to make a sentence or say a vocabulary word related to the card.

