



THE NEW

LET'S BEGIN ENGLISH

BOOK ONE

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THE NEW LET'S BEGIN ENGLISH

(Oral Program)

BOOK ONE

By:

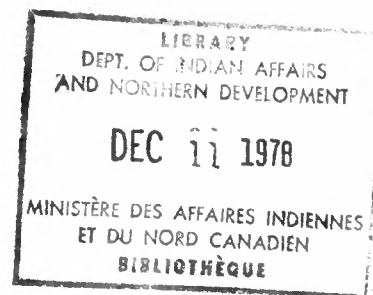
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Curriculum Section
Education Division
Northern Administration Branch
Department of Indian Affairs and Northern Development
OTTAWA
1968



FOREWORD

The New Let's Begin English program has been developed by the 1967-68 Language Arts Committee of the Curriculum Section, Education Division.

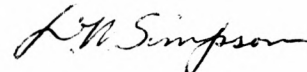
It is an Oral English Program for Beginners who are entering school for the first time and those who have had pre-school training.

The emphasis of each lesson is on the development of aural-oral comprehension.

A kit of materials including pictures, recordings, models and a filmstrip has been provided to assist the teacher in providing interesting variation for the practice activities which are included in every lesson.

It is expected that this kit will be augmented at a later date with additional pictures of the northern environment.

Send comments in care of Mr. R.C. Stewart, Head, Curriculum Section.



D.W. Simpson,
Chief,
Education Division.

P R E F A C E

I. WHAT THE PROGRAM IS

THE NEW LET'S BEGIN ENGLISH consists of these texts:

THE NEW LET'S BEGIN ENGLISH - Book 1
THE NEW LET'S BEGIN ENGLISH - Book 2
THE NEW LET'S BEGIN ENGLISH - Book 3
THE NEW LET'S BEGIN ENGLISH - Book 4

THE NEW LET'S BEGIN ENGLISH - Songbook
THE NEW LET'S BEGIN ENGLISH - Flannelgraph
and Other Patterns

VERBS IN PICTURES

(See the list - CORRELATED AUDIO-VISUAL MATERIALS -
at the end of the Preface.)

II. METHOD

The linguistic approach to second language teaching has been followed in this program. Four basic steps are involved:

Model

Imitation

Practice

Variation (substitution)

The lessons have been written in the form of a play with the Teacher, Panik, Paulusi and the Class as the main characters. The teacher will use the boys and girls in her class to play the roles of Panik and Paulusi.

III. FORMAT

- A. WORDS AND SENTENCE PATTERNS
- B. FORMULAS
- C. NOTES FOR THE TEACHER
- D. PROCEDURE
 - 1. Teaching-Learning Situations
 - 2. Basic Steps of the Linguistic Approach
 - (a) MODEL
 - (b) IMITATION
 - (c) PRACTICE
 - (d) VARIATION
 - 3. Formula Practice
- E. SUMMARY
- F. PREPARATION

A. WORDS AND SENTENCE PATTERNS

The new Words and Sentence Patterns are written in capital letters. The 'substitutions' in the Sentence Patterns are in lower case type. An underlined word in a Pattern indicates that a substitution may be made.

- Example (1) WASH YOUR FACE.
Wash your hands. - The word 'hands' is a substitution for the word 'face'.
- I AM MISS JONES.
I am Paulusi. - The word 'Paulusi' is a substitution for the words 'Miss Jones'.
- I AM MISS JONES.
I am thirsty. - The word 'thirsty' is not a substitution for the words 'Miss Jones' under the terms set down for THE NEW Let's Begin English course.

Only when a word is underlined, may a 'substitution' be made.

| | (pronoun) | | (noun) | | (noun) |
|--------------------|-----------|-------|------------|--------|----------------|
| <u>Example</u> (2) | <u>He</u> | put a | <u>box</u> | on the | <u>table</u> . |
| | She | | hat | | seat. |
| | You | | fork | | plate. |
| | I | | ball | | floor. |
| | They | | trunk | | wharf. |

Words from the immediate environment (i.e. the classroom and/or outside) should be freely substituted by the teacher and pupils.

Example (3) A pencil is on the table. (Unit III - Lesson 5)
 A seal is on the sled.
 A pencil is in the box. (Unit III - Lesson 5)
 A muskrat is in the trap.

Contractions

Contractions are not formally taught in this program, but they may be used.

Example: I am Paulusi. (taught in this program)
 I'm Paulusi. (may be used)

B. FORMULAS

A strict control has been exercised, in this Program, over the introduction of Words and Sentence Patterns in each lesson. The Words, phrases, and Sentence Patterns which are taught incidentally, rather than formally, are called 'Formulas' and these are less controlled. They correlate with the lessons and with daily classroom situations.

Example: Put your coat on the hook.
 Give me the scissors.
 Do it this way.
 That's a pretty dress, Mary.

If the teacher considers that other Formulas are more suitable than those suggested in any lesson, she is free to use them.

C. NOTES FOR THE TEACHER

These notes explain which part of the grammatical structure of English is to be taught in the lesson. The traditional grammar terms have been used rather than the terminology of the new grammar.

The Demonstration Gesture pages which appear at the beginning of a lesson show the teacher how to demonstrate the meaning of a Word or a Sentence Pattern.

D. PROCEDURE

1. Teaching-Learning Situations

Teaching-Learning Situations have been indicated for each lesson to ensure maximum teacher-pupil contact which is so necessary in the learning process.

(see Teaching-Learning Situations and The Orchestrated Style for Oral Practice which follow the Preface.)

2. Basic Steps of the Linguistic Approach

(a) MODEL

During the presentation of the Model the pupils listen and observe as the teacher demonstrates the Word and/or Sentence Pattern. Repetition of the Model is indicated in the lessons, however, the teacher will gauge the number necessary by the reaction of the class.

It is very important for the teacher to enunciate clearly and speak at normal conversational speed.

(b) IMITATION

This step repeats the Model and involves class response. It should be attempted only when the pupils have an adequate understanding of the Model.

In every Imitation the teacher has the last word. This 'fixes' the correct pronunciation, intonation and speed of the Sentence Pattern in the pupil's memory.

In some lessons the Model and Imitation are combined.

(c) PRACTICE (to develop aural-oral abilities)

Aural-Oral Practice

Aural-Oral practice is the third step in each lesson. The Model and the Imitation enable the pupil to understand the Word or Sentence Pattern; the Aural-Oral practice exercises help to fix the Word or Sentence Pattern in the pupil's memory, so that his response becomes automatic.

ON-GOING activities are an important part of this program. Friezes, scrapbooks and puppets which are made and used over a period of time are examples of on-going activities. The purpose of using these activities, and the songs, filmstrips, tape recorder, pictures, records, etc., is to provide maximum practice of the Patterns.

The scrapbook provides an opportunity for the pupils to 'read' their pictures.

Example: A page in the scrapbook shows a picture of a boy.

A pupil 'reads' his picture:

"He.
He is Paulusi.
His name is Paulusi.
He is a boy.
He is here.
He is walking.
He is happy." etc.

An attempt has been made to provide illustrations suitable for the Northwest Territories. However, the teacher and pupils will supplement these to suit the particular environment.

The large Composite Pictures of the agencies (Police Detachment, Nursing Station, School, etc.) provide excellent opportunities for practising Words and Sentence Patterns which relate to the local environment.

(d) VARIATION (substitution)

Variation is the fourth step in the linguistic approach to second language teaching. The Model, Imitation and Practice have been explained on the preceding pages. Variation is found in the 'substitution' tables and some examples have been included in the lessons. The teacher will, however, make use of these substitutions which suit her particular situation.

3. Formula Practice

The Formulas (Words and Sentence Patterns taught informally) appear on the first page of every lesson. One example of formula practice is given in each lesson of Unit I. The teacher will find it necessary to make her own formula practice in the other Units where required.

E. SUMMARY

The Words and Sentence Patterns taught and practised in the lesson are repeated on the last page. This summary provides a quick reference for the Teacher, Classroom Assistant, Principal, Teacher Consultant, and the Superintendent.

F. PREPARATION FOR THE NEXT LESSON

Careful preparation is an essential element of good teaching. It must be stressed that every lesson in this program will require careful and consistent planning if maximum results are to be obtained.

IV. REMINDERS

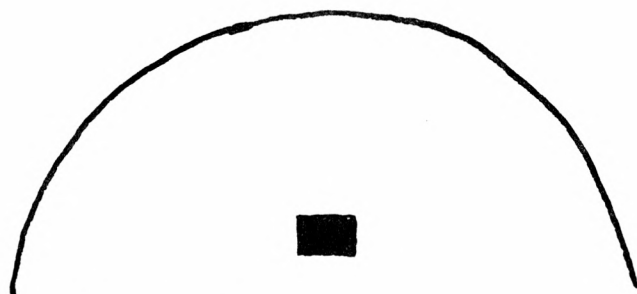
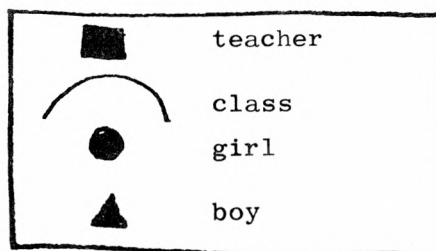
- A. Follow the four essential steps in every lesson:
 - 1. Model - Give a clear and correct Model.
 - 2. Imitation - Ensure that each pupil imitates the Model.
 - 3. Practice - Provide aural (listening) and oral (speaking) activities.
 - 4. Variation - Use 'substitutions' to vary the Patterns.
- B. Lesson planning includes advance preparation of materials.
- C. The attention span of young children is brief.
- D. Alternate periods of activity and rest must be built into your program.
- E. Shy or reluctant children should be encouraged but never forced to participate.
- F. The Classroom Assistant and older pupils can be of invaluable assistance in helping pupils who have difficulty in mastering a Pattern.
- G. Professional books on second language teaching are available in your region. (see Bibliography - Book 4)

Oral English Kit - THE NEW Let's Begin English

CORRELATED AUDIO-VISUAL MATERIALS

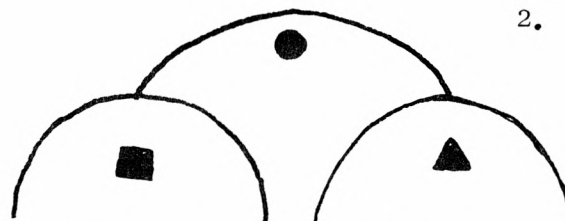
- PICTURE SETS: A Trip to the Zoo (12 Teaching Pictures)
 - David C. Cook
 Perceptual Concepts Charts (8) and Masters
 (16) - F.A. Owen Publishing Company
 Children of many lands - The Instructor
 1967-68 calendar
 THE NEW Let's Begin English Picture Set
 (200, 6" x 9" pictures of objects and
 activities;
 400, 9" x 12" pictures of activities,
 occupations, landscapes, means of
 transportation, housing, animals, etc.
 common to the Northwest Territories)
 All these pictures supplement THE NEW
 Let's Begin English course.
- RECORDS: Ⓞ Rhythm Record - Hand Rhythms (LP)
 Rhythm Record for Primary Children -
 Action and Imitative (LP)
 * English Through Pictures Records - Series 1
 (3 records - LP)
- FILMSTRIPS: * English Through Pictures Filmstrips - Series 1
 (12 filmstrips - Caption and Captionless
 combined)
 # Look About You - Part 1
- MODELS: 1 plastic basket containing 7 plastic fruits
 1 plastic net bag containing 7 plastic vegetables
- FLANNELGRAPH
MATERIALS: 1 pkg. of felt (12 sheets, 12 colors)
- LISTS: A list of the Picture Sets Authorized for Purchase
 by the Education Division (7 pages)
 A list of the Filmstrips Authorized for Purchase -
 Language Arts - by the Education Division
 (10 pages)
- * These records and filmstrips are in all schools as part of the
 basic Permanent Loan Audio-Visual Materials.
- # A script for this filmstrip will be found in THE NEW Let's
 Begin English - Book 2.
- Ⓞ A list of Suggested Formulas for use with this record is
 included in THE NEW Let's Begin English - Book 3.

TEACHING-LEARNING SITUATIONS
(suggested groupings)



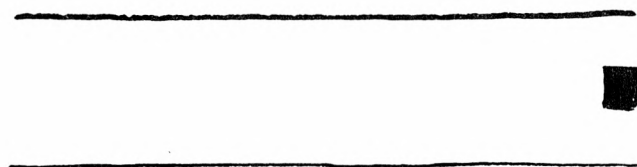
Semi-circle

1.



One or more semi-circles

2.



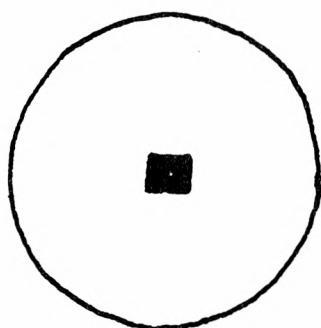
Two lines facing.

3.



Partners

4.



Circle

5.



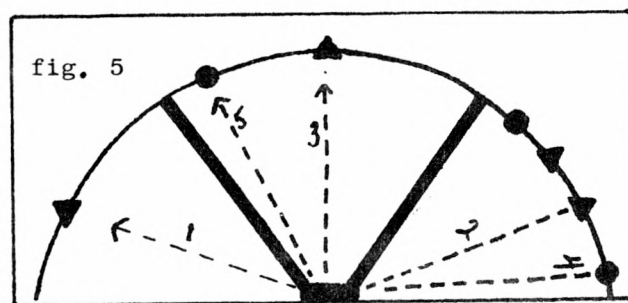
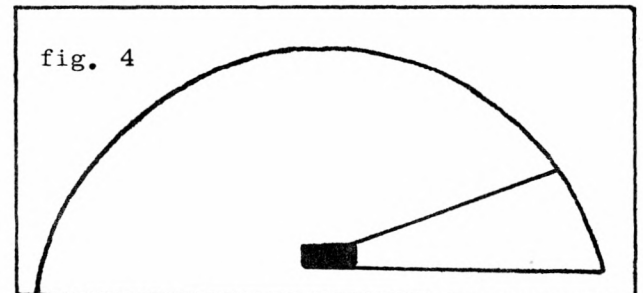
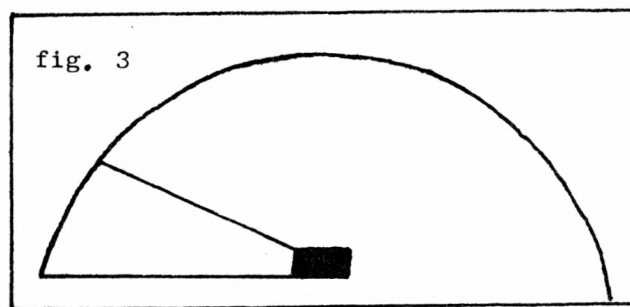
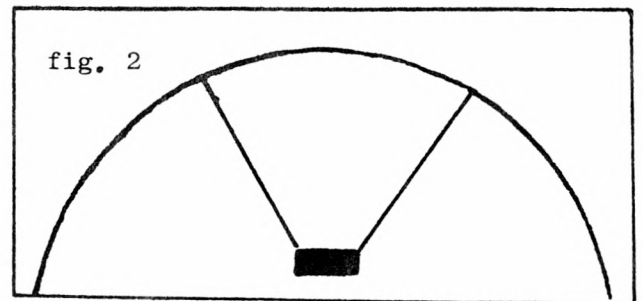
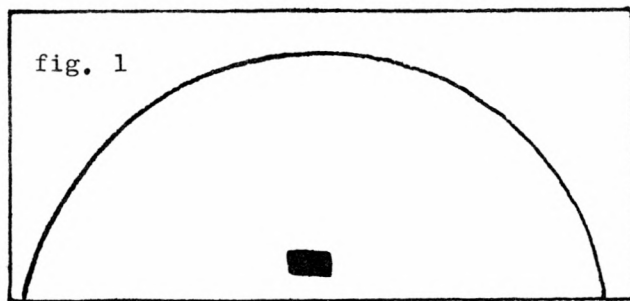
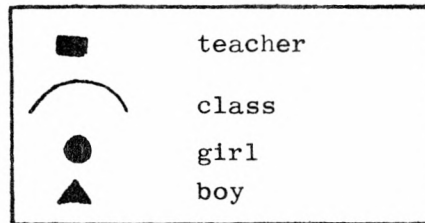
Teacher and pupil

6.

by:

Maxine E. Sutherland

TEACHING-LEARNING SITUATIONS for
THE ORCHESTRATED STYLE for ORAL PRACTICE



The Orchestrated Style for Oral Practice.

(Teaching-Learning Situation - half circle formation)

The half circle formation is a teaching-learning situation which gives the teacher or leader complete eye and hand control. It involves the teacher or leader as a Conductor and the class and sections of it in choral response (see fig. 2, 3 and 4) and individual response (see fig. 5).

Teacher: (repeat pattern)

YOU ARE THERE.

(gesture Whole Class response)

Whole Class: (choruses response)

YOU ARE THERE.

Teacher: (repeat pattern)

YOU ARE THERE.

(gesture Right Section to respond)

Right Section of Class: (choruses response)

YOU ARE THERE.

Teacher: (repeat pattern)

YOU ARE THERE.

(gesture Left Section to respond)

Left Section of Class: (choruses response)

YOU ARE THERE.

Teacher: (repeat pattern)

YOU ARE THERE.

(gesture Whole Class response)

Whole Class: (choruses response)

YOU ARE THERE.

Teacher: (gesture to an individual pupil -
repeat pattern)

YOU ARE THERE.

Paulusi: (repeats pattern)

YOU ARE THERE.

Teacher: (gesture to an individual pupil -
repeat pattern)

YOU ARE THERE.

Panik: (repeats pattern)

YOU ARE THERE.

Teacher: (gesture to an individual pupil -
repeat pattern)

YOU ARE THERE.

Jacobie: (repeats pattern)

YOU ARE THERE.

Teacher: (gesture to an individual pupil -
repeat pattern)

YOU ARE THERE.

Annie: (repeats pattern)

YOU ARE THERE.

Teacher: (repeat pattern)

YOU ARE THERE.

(gesture Whole Class response)

Whole Class: (choruses response)

YOU ARE THERE.

Teacher: (repeat pattern)

YOU ARE THERE.

(gesture Right Section to respond)

Right Section: (choruses response)

YOU ARE THERE.

Teacher: (repeat pattern)

YOU ARE THERE.

(gesture Left Section to respond)

Left Section: (choruses response)

YOU ARE THERE.

Teacher: (gesture to an individual pupil -
repeat pattern)

YOU ARE THERE.

Pupil: (repeats pattern)

YOU ARE THERE. etc.

The teacher or leader Conductor involves the Whole Class, the Sections of the Class and the Individuals in any desired order.

Shy pupils should be asked to respond individually (fig. 5) but must never be forced. Nagging such as "Come on now", "Speak up", etc., is never used. It is embarrassing and demeaning to be thus 'picked on' and it is, above all, a negative technique. Build the shy child's confidence in the choral situations (fig. 1, 2, 3 and 4) giving him at the same time frequent opportunity for individual response (fig. 5).

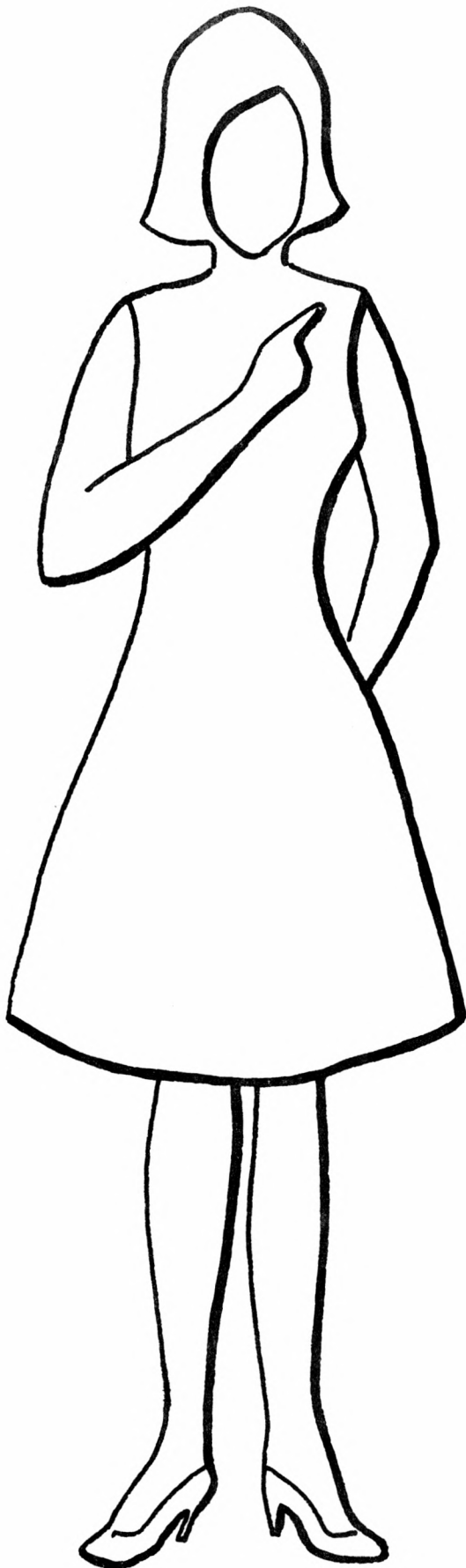
unit 1



DEMONSTRATION GESTURE

Unit I - LESSON 1

Look at class. Point to self.



I

I AM MISS/MRS. ____.

DEMONSTRATION GESTURE

Unit I - LESSON 1

Look at class. Point to self.



I

I AM SISTER ____.

DEMONSTRATION GESTURE

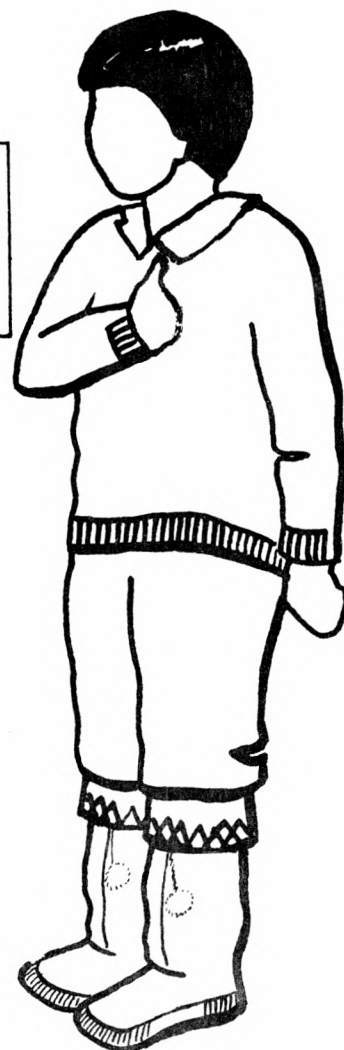
Unit I - LESSON 1

Look at class. Point to self.



I

I AM PANIK.



I

I AM PAULUSI.

DEMONSTRATION GESTURE

Unit I - LESSON 1

Look at class. Point to self.



WORD AND SENTENCE PATTERN

I
I AM MISS/MRS./SR./MR.____.
Substitution (see Preface)
I am Paulusi.
I am Panik.

FORMULAS

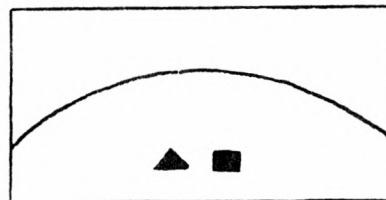
Good morning. Good-bye.
Come. Go to your seat(s).
Stand up. Sit down.
Thank you. Please.

NOTES FOR THE TEACHER

You are teaching the personal pronoun 'I' and the proper names of the teacher and the pupils. (see Demonstration Gesture pages) Demonstration gestures clarify meaning and must be carefully observed. Shy or reluctant pupils should not be forced to speak but should be encouraged to go through the exercise so that they will be led to respond when they are ready.

PROCEDURE

Teaching-Learning Situation



MODEL: A
&
IMITATION

1. Teacher:

(you and Paulusi at front - facing each other - sideways to the class)

(you point to self)

I

(repeat slowly and deliberately several times)

Teacher: (you move behind Paulusi - guide him
to point to himself)

Paulusi: (pointing to self)

I

Teacher: (you point to self)

I

2. Teacher: (you and Panik at front - facing each
other - sideways to the class)

(you point to self)

I

(you move behind Panik - guide her to
point to herself)

Panik: (pointing to self)

I

Teacher: (you point to self)

I

3. Teacher: Repeat with other pupils.



MODEL: B
&
IMITATION

1. Teacher: (you and Paulusi at front - facing
each other - sideways to the class)

(you point to self)

I AM MISS/MRS./SR./MR.__.

(repeat slowly and deliberately
several times)

(you move behind Paulusi - guide him
to point to himself)

Paulusi: (pointing to self)

I AM PAULUSI.

Teacher: (you point to self)

I AM MISS/MRS./SR./MR.__.

2. Teacher: (you and Panik at front - facing each
other - sideways to the class)

(you point to self)

I AM MISS/MRS./SR./MR.__.

(you move behind Panik - guide her to
point to herself)

Panik: (pointing to self)

I AM PANIK.

Teacher: (you point to self)

I AM MISS/MRS./SR./MR.__.

3. Teacher: Repeat with other pupils.

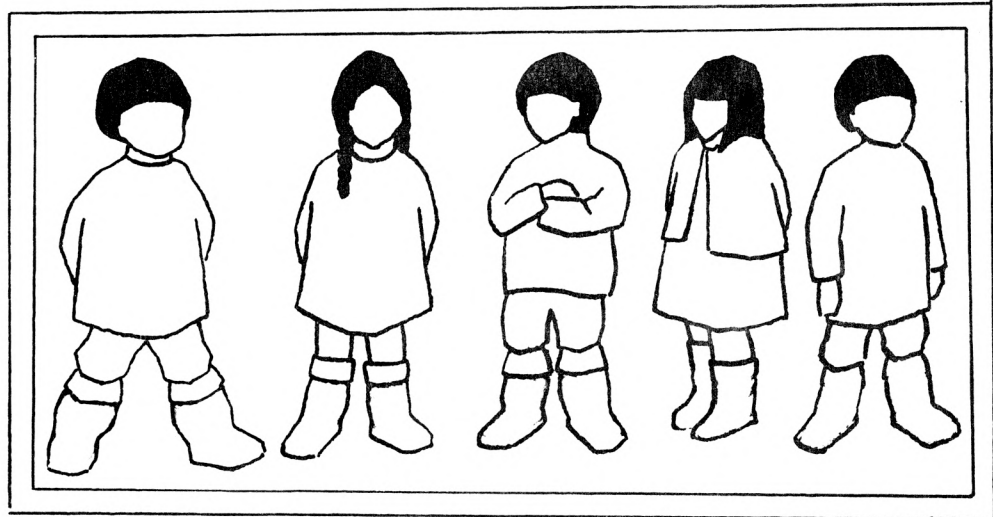
PRACTICE (to develop aural-oral abilities - see the Preface)

1. ON-GOING ACTIVITY - FRIEZE

- (a) Pupils outline each other (lying on the floor or standing against the wall) on brown paper, newspaper or newsprint. Cut out the body outlines and use as an ON-GOING activity to reinforce the sentence patterns.

Note: Since this is an ON-GOING activity no details such as eyes, ears, fingernails, boots or buttons should be added to the outlines.

- (b) The teacher and the pupils display the body outlines. Each pupil attempts to place his name card (made by the teacher before the lesson) under or over his outline - see below. The use of the child's name is most important for the realization of his concept of 'self'.



2. GAME - Pupils in various places around the room are repeating the pattern - I AM (pupil's name). At this early stage the teacher will need to assist the pupils in saying their own names.

3. SONGS - Number 1
(Verse 1)
Number 2
(Verse 1) - THE NEW Let's Begin English Songbook.
4. TAPE RECORDER - Record the voices of the teacher and the pupils on the tape recorder as an ON-GOING activity. At a later date this tape may be used by the teacher and pupils to evaluate progress.

e.g. Teacher: I AM MISS/MRS./SR./MR. (teacher's name).

Pupils: I AM PAULUSI.

I AM PANIK.

The teacher must work individually with those pupils who need sentence pattern practice. While she does this, the other pupils may be engaged in activities using pictures, puppets, dolls, mirrors, blocks, plasticene, etc. A Classroom Assistant could supervise these activities. (see 'Timetables' in the Preface)

Formula Practice

The teacher gives directions using the formulas in this lesson and the pupils follow.

e.g. Teacher: STAND UP.

COME.

GO TO YOUR SEAT(S).

SIT DOWN.



WORD AND SENTENCE PATTERN TAUGHT AND PRACTISED IN THIS LESSON

I

I AM MISS/MRS./SR./MR.____.

Substitution (see Preface)

I am Paulusi.

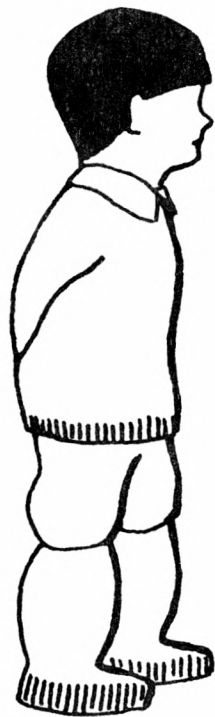
I am Panik.

PREPARATION FOR LESSON 2

1. Study the lesson and the Demonstration Gesture page.
2. Prepare the materials you will need.
3. Refer to the Orchestrated Style for Oral Practice (diagrams and explanation) at the beginning of this Unit.

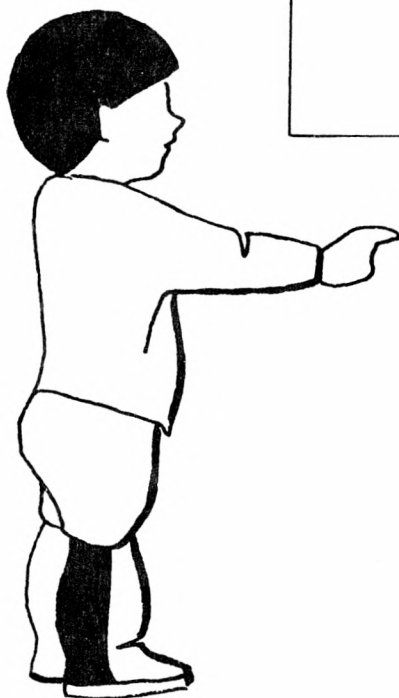


Look at Paulusi/Panik. Point to him/her.



YOU

YOU ARE PAULUSI.



YOU

YOU ARE PANIK.



WORD AND SENTENCE PATTERN

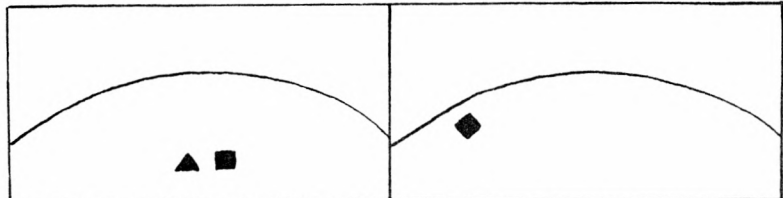
YOU (singular)

YOU ARE PAULUSI.SubstitutionYou are Panik.You are Miss/Mrs./Sr./Mr. .FORMULASPut your coat on the hook.Go to the washroom.Wash your hands.Open the door.The door is open.Shut the door.The door is shut.Come to the table.NOTES FOR THE TEACHER

You are teaching the singular form of the personal pronoun YOU and using it in the sentence pattern-- YOU ARE (person's name).-- to review the names of the teacher and pupils. (see Demonstration Gesture page) Demonstration gestures clarify meaning and must be carefully observed.

PROCEDURE

Teaching-Learning Situation



MODEL: A
&
IMITATION

1. Teacher:

(facing Paulusi and sideways to the class - point to Paulusi)

YOU

(repeat slowly and deliberately several times)

Paulusi: (facing the teacher and sideways to the class - you stand in front of Paulusi - guide him to point to you)

YOU

Repeat with other pupils.

MODEL: B

Teacher: (go to Paulusi - look at him - point)

YOU ARE PAULUSI.

(go to Panik - look at her - point)

YOU ARE PANIK.

(point to yourself at intervals)

I AM MISS/MRS./SR./MR.__.

(go to another pupil - look at him - point)

YOU ARE JACOBI.

Repeat above sequence with other pupils.



IMITATION:

Teacher: (point to yourself)

I AM MISS/MRS./SR./MR. __.

(point to Paulusi)

YOU ARE PAULUSI.

Paulusi:

(guided by the teacher - points to self)

I AM PAULUSI.

(pointing to teacher)

YOU ARE MISS/MRS./SR./MR. __.

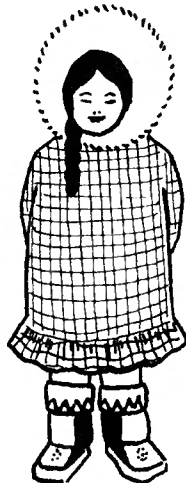
I AM PAULUSI.

(pointing to another pupil)

YOU ARE PANIK.

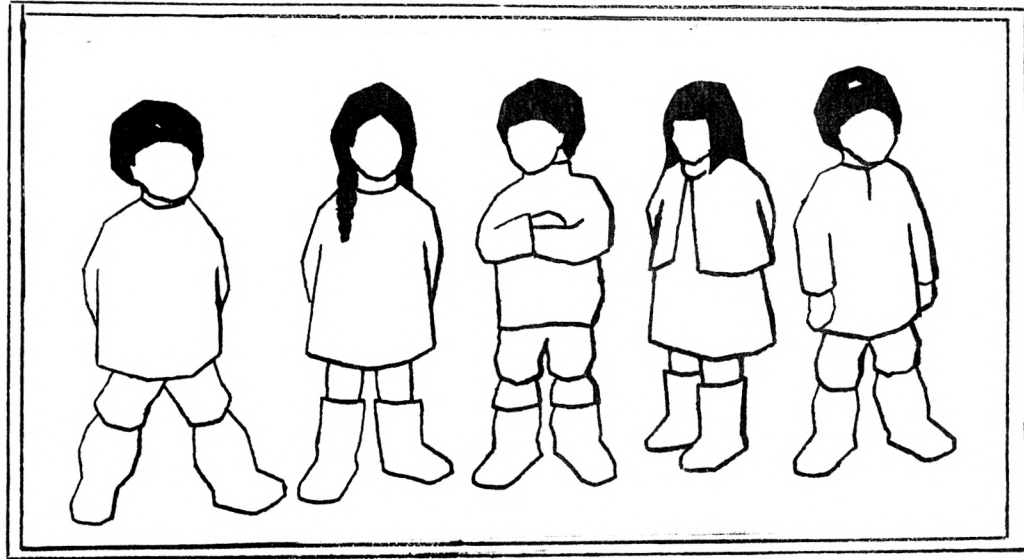
Teacher:

Repeat above sequence with other pupils.



PRACTICE (to develop aural-oral abilities - see the Preface)

1. **ACTIVITY** - Panik and Paulusi as partners stand close to the body outlines made in Lesson 1. (See below)



e.g. Teacher: (point to Paulusi)

YOU

(point to Paulusi's outline)

YOU

(point to Panik)

YOU

(point to Panik's outline)

YOU

Repeat with other pupils.

2. SONGS - Number 1
 (Verse 2)
 - Number 2
 (Verse 2)
 Number 3 - THE NEW Let's Begin English Songbook.

3. ACTIVITY - Paulusi joins teacher at the front.

Teacher: YOU ARE PAULUSI.

I AM MISS/MRS./SR./MR.____.

Paulusi: YOU ARE MISS/MRS./SR./MR.____.

I AM PAULUSI.

Repeat above sequence with other pupils.

4. ACTIVITY - Paulusi joins teacher at the front.

Teacher: I AM MISS/MRS./SR./MR.____.

YOU ARE PAULUSI.

Paulusi remains at the front - teacher joins the class.

Teacher: (point to Paulusi)

YOU ARE PAULUSI.

Class: (pointing to Paulusi - chorus)

YOU ARE PAULUSI.

Repeat above sequence with other pupils.

5. GAME - Teacher blindfolds herself (or one of the pupils) and proceeds to identify a pupil by touch: YOU ARE (person's name). The teacher may on occasion make a mistake such as calling Panik, Paulusi or Josephi, Jacobi, etc. Repeat with volunteers.
6. TAPE RECORDER - Teacher and volunteers tape PRACTICE No. 3 or 4. At a later date this tape may be used by the teacher and pupils to evaluate progress.

Formula Practice

The teacher gives directions using the formulas in Lessons 1 and 2 and the pupils follow.

e.g.

Teacher: (gesture to the class)

STAND UP.

COME TO THE TABLE.

Teacher: (you give specific directions to Panik)

PANIK, GO TO THE DOOR.

OPEN THE DOOR.

COME TO THE TABLE.

Teacher: (you give specific directions to Paulusi)

PAULUSI, GO TO THE DOOR.

SHUT THE DOOR.

COME TO THE TABLE.



WORD AND SENTENCE PATTERN TAUGHT AND PRACTISED IN THIS LESSON

YOU (singular)

YOU ARE PAULUSI.

Substitution

You are Panik.

You are Miss/Mrs./Sr./Mr. ____.

PREPARATION FOR LESSON 3

1. Study the lesson and the Demonstration Gesture pages.
2. Prepare the materials you will need.
3. Refer to the Orchestrated Style for Oral Practice (diagrams and explanation) at the beginning of this Unit.

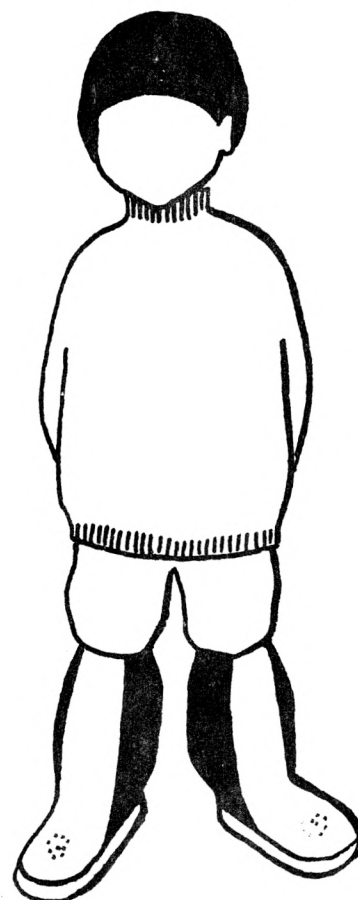


Look at class. Point to Paulusi.

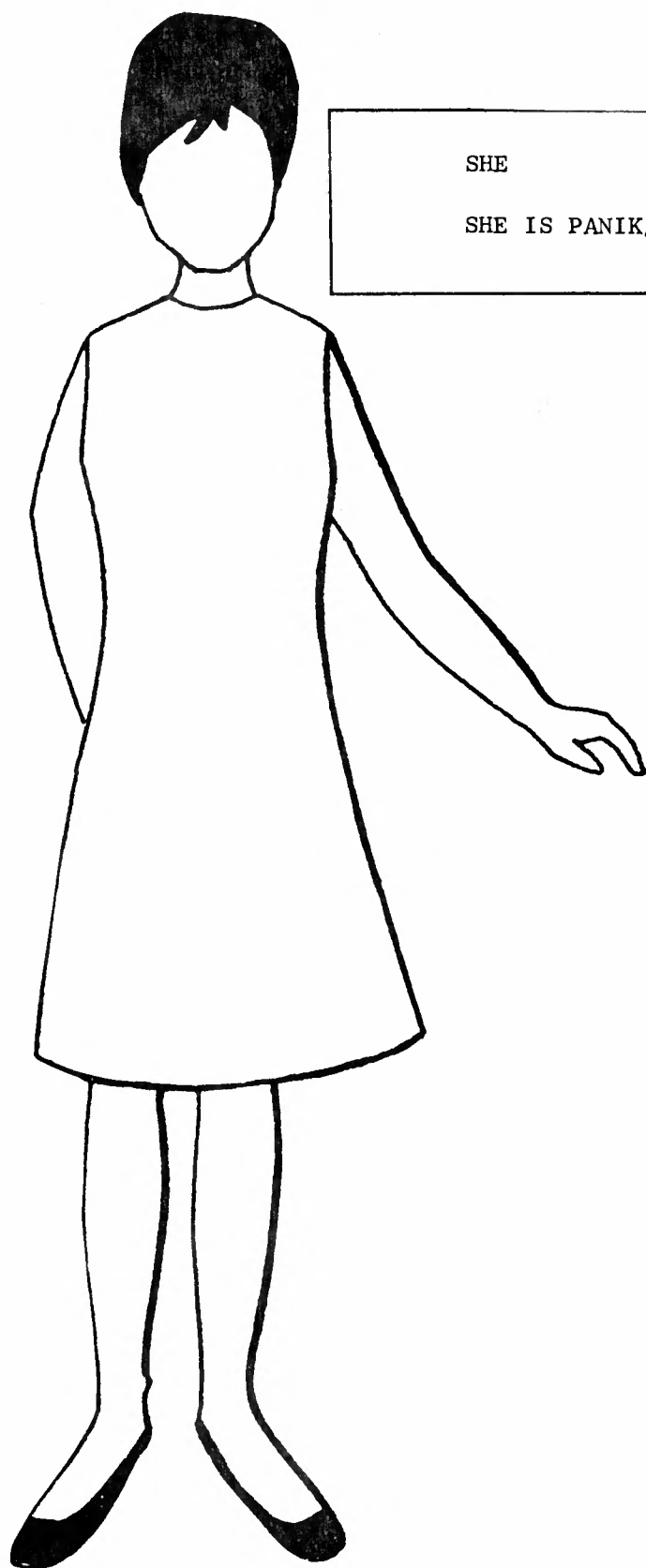


HE

HE IS PAULUSI.



Look at class. Point to Panik.



SHE

SHE IS PANIK.



WORDS AND SENTENCE PATTERN

HE
SHE
HE IS PAULUSI.

Substitution

She is Panik.

FORMULAS

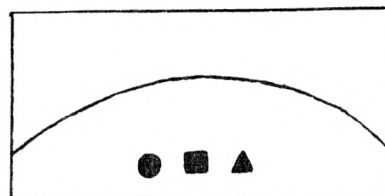
Bring me the paste.
Give me the picture.
Hello.
What is your name?
My name is Paulusi/Panik.
Do you want a kleenex?

NOTES FOR THE TEACHER

You are teaching the personal pronouns HE and SHE, and the pattern - HE IS PAULUSI. She is Panik. (see Demonstration Gesture pages)
Confusion in the use of HE and SHE is widespread in the north. Because of this, careful teaching of the points of this lesson is vital. Re-teaching will be required from time to time.

PROCEDURE

Teaching-Learning Situation



MODEL:

1. Teacher:

(Paulusi and Panik at front - on either side of you)

(look at class - point to Paulusi)

HE

(look at class - point to Panik)

SHE

Repeat with other girl-boy partners.

IMITATION: 1. Teacher: (one boy and three girls at the front -
place the boy apart from the girls - you
join the girls)

(look at the girls - point to the boy)

HE

Girls

&

Teacher: (looking at each other - pointing to the
boy - chorus)

HE

Teacher: HE

Repeat above sequence replacing the boy.

2. Teacher: (one girl and three boys at the front -
place the girl apart from the boys - you
join the boys)

(look at the boys - point to the girl)

SHE

Boys

&

Teacher: (looking at each other - pointing to the
girl - chorus)

SHE

Teacher: SHE

Repeat above sequence replacing the girl.



3. Teacher: (Panik at the front - you look at class -
point to Panik)

SHE

SHE IS PANIK. (repeat)

Class: (chorus - pointing to but not looking
at Panik)

SHE

SHE IS PANIK.

Teacher: SHE

SHE IS PANIK.

Repeat above sequence with other girls.

4. Teacher: (Paulusi at the front - you look at class -
point to Paulusi)

HE

HE IS PAULUSI. (repeat)

Class: (chorus - pointing to but not looking
at Paulusi)

HE

HE IS PAULUSI.

Teacher: HE

HE IS PAULUSI.

Repeat above sequence with other boys.



PRACTICE - (to develop aural-oral abilities - see the Preface)

1. SONG - Number 1
(Verses 3 and 4)
Number 2
(Verses 3 and 4)
Number 4 - THE NEW Let's Begin English Songbook.

2. GAME - See Lesson 2 - PRACTICE No. 5 to practise the patterns:

HE IS PAULUSI.

SHE IS PANIK.

3. Use pictures to have the pupils practise: HE
SHE

4. ON-GOING ACTIVITY - (See the Preface).
Use the body outlines (Lesson 1 - PRACTICE No. 1)
to practise:

HE

SHE

HE IS PAULUSI.

SHE IS PANIK.

5. FLANNELBOARD - Use flannelgraphs to practise: HE
SHE

(see Flannelgraph and Other Patterns)

6. Pupils cut out pictures of men, women, and children to illustrate HE and SHE from magazine sheets to practise:

HE
SHE

Formula Practice

Pupils paste the cut-outs in their scrapbooks as the beginning of an ON-GOING activity. During this activity there is an opportunity for formula practice:

e.g. BRING ME THE PASTE.
 BRING ME THE PICTURE.
 GIVE ME THE PASTE.
 GIVE ME THE PICTURE.



WORDS AND SENTENCE PATTERN TAUGHT AND PRACTISED IN THIS LESSON

HE
SHE
HE IS PAULUSI.

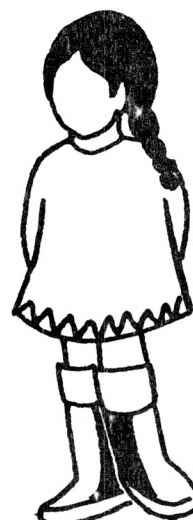
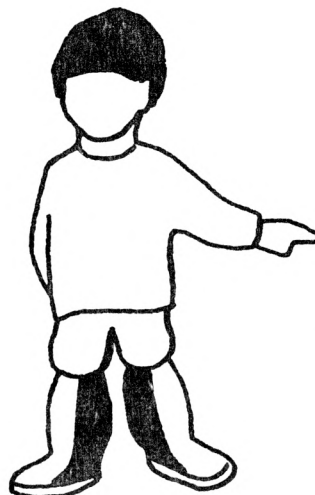
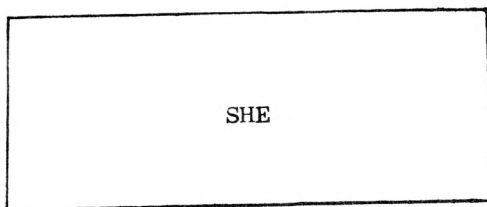
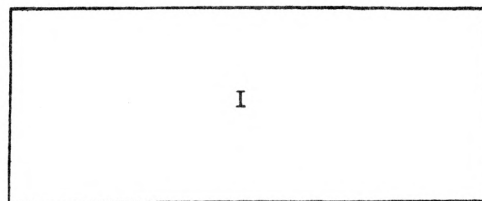
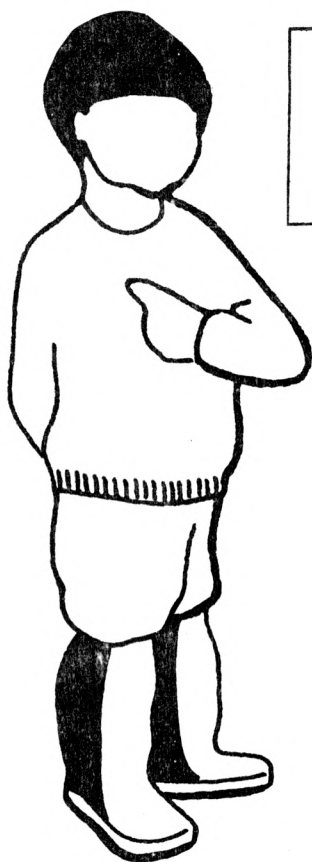
Substitution

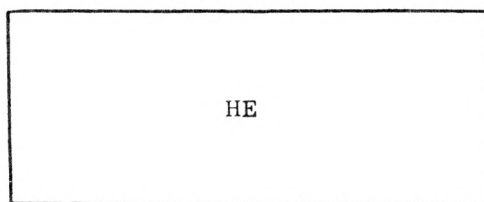
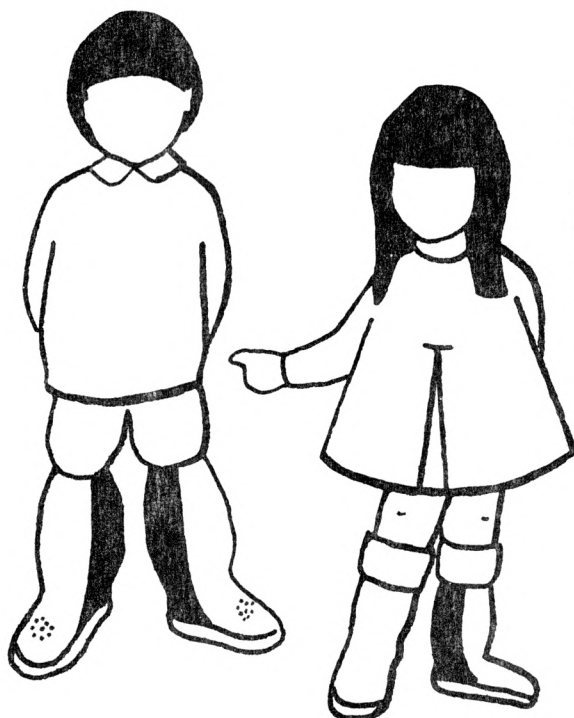
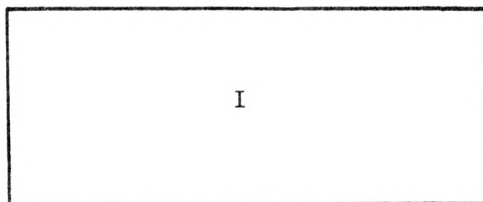
She is Panik.

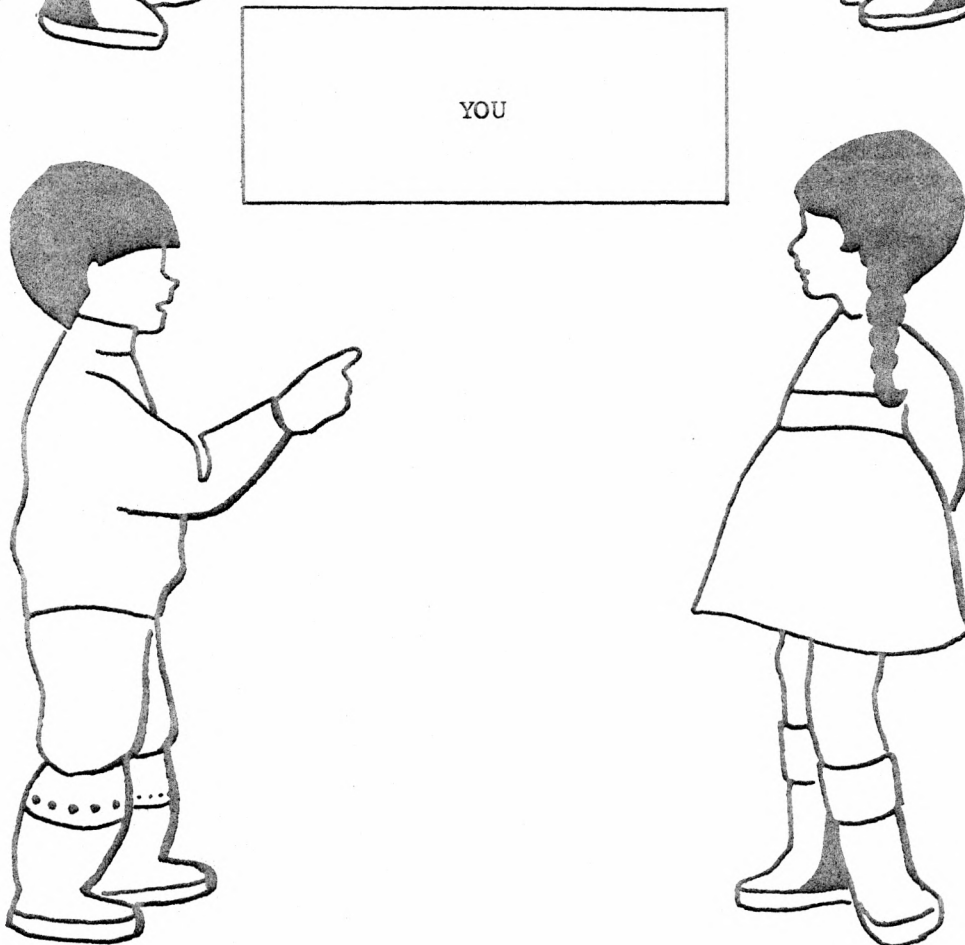
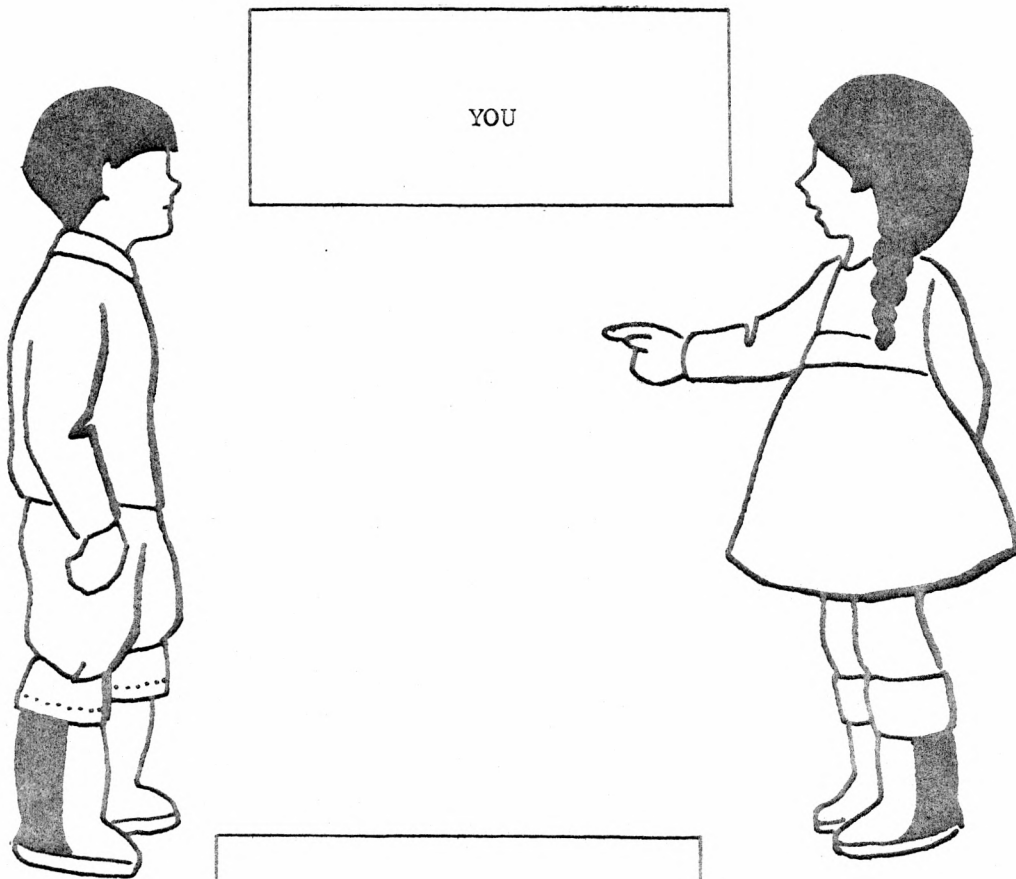
PREPARATION FOR LESSON 4

1. Study the lesson and the Demonstration Gesture pages.
2. Prepare the materials you will need.
3. Refer to the Orchestrated Style for Oral Practice (diagrams and explanation) at the beginning of this Unit.









WORDS AND SENTENCE PATTERNS

I
 You (singular)
 He
 She
 I am (person's name).
 You are (person's name).
 He is (person's name).
 She is (person's name).

FORMULAS

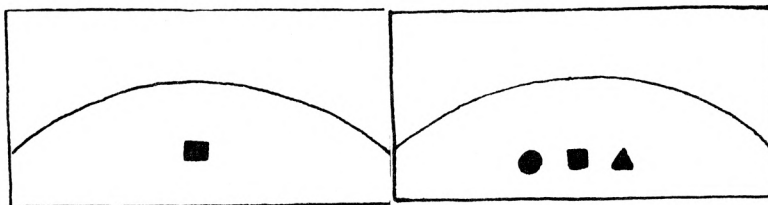
Walk. Run. Jump.
 Hop. Skip.
 Go. Stop.
 Go out (outside).
 Come in (inside).

NOTES FOR THE TEACHER

You are reviewing the pronouns I, YOU (singular), HE, and SHE, and the gestures used to demonstrate them. (see Demonstration Gesture pages) The Sentence Patterns are reviewed in the PRACTICE activities.

PROCEDURE

Teaching-Learning Situation



MODEL: A
 &
 IMITATION

1. Teacher: (class in a semi-circle - you at the front - point to self)

I

Class: (each pupil pointing to self)

I

Teacher: (walk close to Paulusi - face him -
point to him)

YOU

Paulusi: (pointing to teacher)

YOU

Paulusi goes to the front - the teacher
joins the semi-circle.

Paulusi: (at front - pointing to self)

I

Teacher
&

Class: (each pointing to self)

I

Paulusi: (walking close to Panik - facing her -
pointing to her)

(teacher may have to guide him)

YOU

Panik: (pointing to Paulusi)

(teacher may have to guide her)

YOU

2. Teacher: Repeat MODEL A and IMITATION
with other pupils.

MODEL: B
&
IMITATION

1. Teacher: (class in semi-circle - you at the front - place a boy and a girl on either side of you)

(look at the class - point to the boy)

HE

(look at the class - point to the girl)

SHE

Repeat above sequence.
2. Teacher: (join the semi-circle. Paulusi replaces you at front between the boy and the girl)

Paulusi: (looking at the class - pointing to the girl)

SHE

(looking at the class - pointing to the boy)

HE

Repeat above sequence.

Paulusi joins semi-circle and is replaced in the centre by Panik.
3. Teacher: Repeat MODEL B and IMITATION with other pupils.

PRACTICE (To develop aural-oral abilities - see the Preface.)

1. GAME - See Lesson 2 - PRACTICE No. 5 to practise the pattern:

YOU ARE (person's name).

2. DIALOGUE - See Lesson 2 - PRACTICE No. 3 and 4 to practise:

I AM (person's name).

YOU ARE (person's name).

3. SONGS - Number 2
(Verses 1 to 4)
Number 5 - THE NEW Let's Begin English Songbook.

4. FLANNELBOARD - Use flannelgraphs to review the pronouns:

I
YOU
HE
SHE

(see Flannelgraph and Other Patterns)

5. TAPE RECORDER - Teacher and volunteers tape PRACTICE No. 2 or 3.



Formula Practice

The formulas in this lesson may be used for breaks and physical exercises.

e.g. Teacher: WALK
 (class walks)

 RUN
 (class runs)

 STOP
 (class stops)



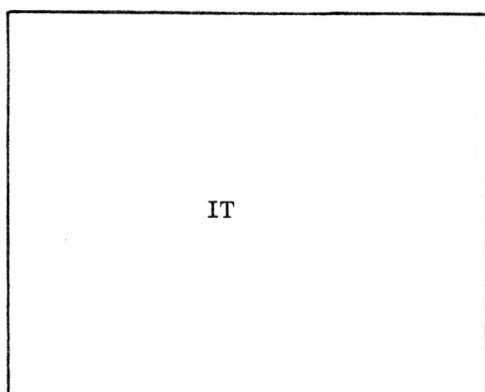
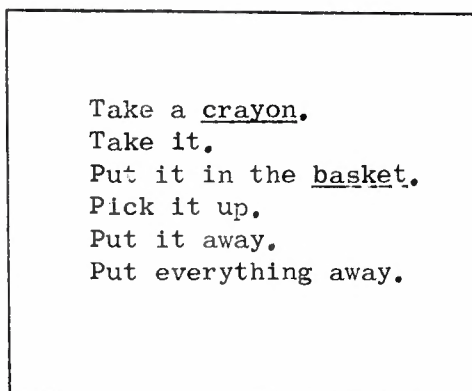
WORDS AND SENTENCE PATTERNS REVIEWED IN THIS LESSON

I
You (singular)
He
She
I am (person's name).
You are (person's name).
He is (person's name).
She is (person's name).

PREPARATION FOR LESSON 5

1. Study the lesson.
2. Prepare the materials you will need.
3. Refer to the Orchestrated Style for Oral Practice (diagrams and explanation) at the beginning of this Unit.

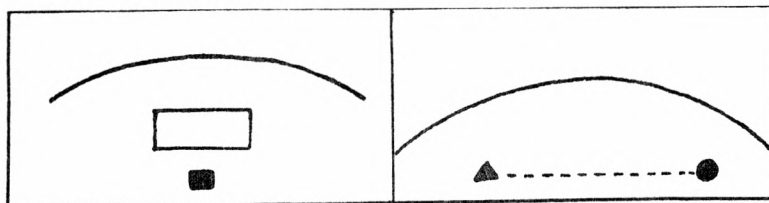


WORDFORMULASNOTES FOR THE TEACHER

You are teaching the pronoun IT. In order to make it clear to the pupils that IT refers to things, HE and SHE are used in opposition to IT.

PROCEDURE

Teaching-Learning Situation



MODEL:

1. Teacher:

(objects such as a pencil, a book, a ruler, a comb, a bottle, a carrot and an apple are placed on a table well apart from one another - pupils stand around the table)

(you point to pencil)

IT (pause)

(point to book)

IT (pause)

Continue with the other objects.

Repeat above sequence.

2. Teacher: (put a chair, a wastebasket, Paulusi,
another chair, and Panik in a line)

(point to chair)

IT (pause)

(point to wastebasket)

IT (pause)

(point to Paulusi)

HE (pause)

(point to other chair)

IT (pause)

(point to Panik)

SHE (pause)

Repeat above sequence.



3. Teacher: (change the order of the objects
and persons in the line)

(point to Paulusi)

HE (pause)

(point to chair)

IT (pause)

(point to wastebasket)

IT (pause)

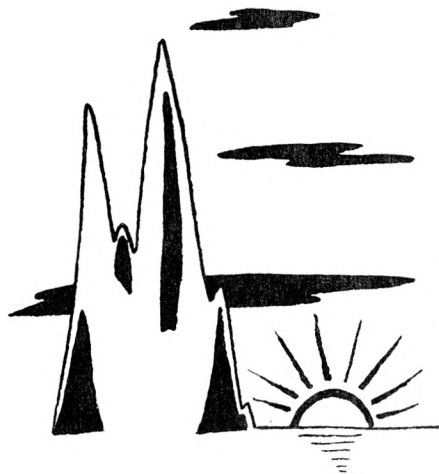
(point to Panik)

SHE (pause)

(point to other chair)

IT (pause)

Repeat above sequence.



- IMITATION 1. Teacher: (use the objects on the table - MODEL 1 -
 pupils stand around the table)
- (point to the comb)
- IT (pause)
- Pupils: (pointing to the comb - chorus)
- IT (pause)
- Teacher: (point to the apple)
- IT (pause)
- Pupils: (pointing to the apple - chorus)
- IT (pause)

Continue the sequence using the
other objects at the table.



PRACTICE (To develop aural-oral abilities - see the Preface)

1. ACTIVITY - Select pictures to practise:

HE
SHE
IT

2. ACTIVITY - Pupils make the Paper Doll Frieze (see Flannelgraph and Other Patterns) to practise on their own:

HE
SHE

3. FLANNELBOARD - Trace and cut out flannelgraphs to practise - IT.
(see Flannelgraph and Other Patterns)

4. MODELS - Use the fruit and vegetables models in the Oral English Kit to practise: IT.

5. ON-GOING ACTIVITY - Pupils cut out own drawings or objects from magazines or catalogues to illustrate IT - paste in scrapbooks.

6. SONG - Number 6
Number 7
(Verses 1 and 2) - THE NEW Let's Begin English Songbook.

7. TAPE RECORDER - Teacher and volunteers tape PRACTICE No. 6.

Formula Practice

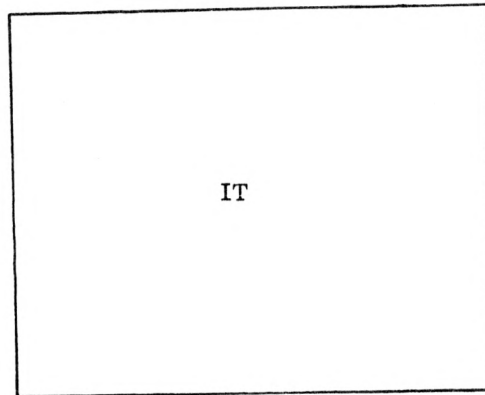
Use the fruit and vegetable models to practise:

e.g. TAKE IT.

PUT IT IN THE BASKET. (fruit)

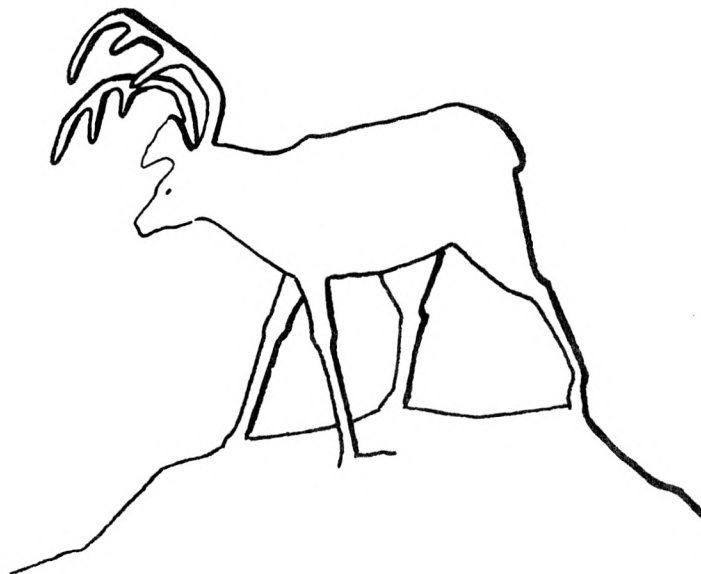


WORD



PREPARATION FOR LESSON 6

1. Study the lesson and the Demonstration Gesture pages.
2. Prepare the materials you will need.
3. Refer to the Orchestrated Style for Oral Practice (diagrams and explanation) at the beginning of this Unit.



Look at class. Point to girl.

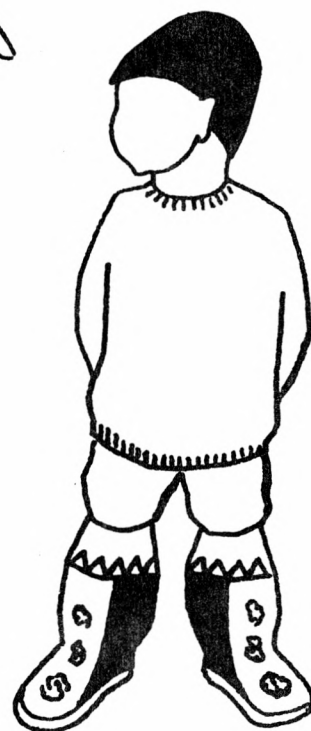


SHE IS A GIRL.

Look at class. Point to boy.



HE IS A BOY.



SENTENCE PATTERNHE IS A BOY.SubstitutionShe is a girl.FORMULAS

Line up.

Point to a boy.Show me a pencil.

Say it again.

Do it like this.

Put up your hand.

NOTES FOR THE TEACHER

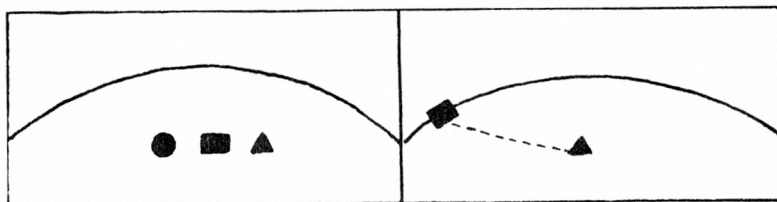
You are teaching the nouns, BOY and GIRL in the pattern - HE IS A BOY. She is a girl.

(see Demonstration Gesture pages)

Normal conversational speech (rhythm and speed) is to be encouraged.

PROCEDURE

Teaching-Learning Situation



MODEL:

1. Teacher:

(class in semi-circle - you at the front - Paulusi and Panik on either side of you)

(look at the class - point to Paulusi)

HE IS A BOY. (pause)

(look at the class - point to Panik)

SHE IS A GIRL. (pause)

Repeat above sequence.

2. Teacher: (look at the class - point to Paulusi)

HE IS PAULUSI.

HE IS A BOY. (pause)

(look at the class - point to Panik)

SHE IS PANIK.

SHE IS A GIRL. (pause)

Repeat above sequence.

3. Teacher: (look at the class - point to Paulusi)

HE IS A BOY. (pause)

(look at the class - point to Panik)

SHE IS A GIRL. (pause)

4. Teacher: Repeat the MODEL with other boy-girl partners.

IMITATION: 1. Teacher: (join the class - send a boy to the front - you point to the boy)

HE IS PAULUSI.

Class: (chorus)

HE IS PAULUSI.

Teacher: (point to the boy)

HE IS A BOY.

Class: (chorus)

HE IS A BOY.

Teacher: HE IS A BOY.

Repeat.

Repeat above sequence with Panik.

2. Teacher: (send a boy to the front - point to him)

HE IS PAULUSI.

HE IS A BOY.

Class: (chorus)

HE IS PAULUSI.

HE IS A BOY.

Teacher: HE IS PAULUSI.

HE IS A BOY.

Repeat.

Repeat above sequence with Panik.

3. Teacher: (a mixed group of six pupils in a line at the front)
- (go close to a girl - point to her - look at the class)
- SHE IS A GIRL. (pause)
- (go close to a boy - point to him - look at the class)
- HE IS A BOY. (pause)
- (go close to another boy - point to him - look at the class)
- HE IS A BOY. (pause)
- (go close to another girl - point to her - look at the class)
- SHE IS A GIRL. (pause)
- Repeat above sequence with the other two pupils.
4. Teacher: Select a pupil from the class to replace you - guide him to repeat IMITATION No. 3.

5. Teacher: (you, Paulusi, Panik and Maria stand in a line at the front - direct Paulusi to stand apart from the group)

(you, Panik and Maria point to Paulusi - chorus)

HE IS PAULUSI.

HE IS A BOY. (pause)

(Paulusi returns to the line - Panik stands apart)

(you, Paulusi and Maria point to Panik - chorus)

SHE IS PANIK.

SHE IS A GIRL. (pause)

(Panik returns to the line - Maria stands apart)

(you, Paulusi and Panik point to Maria - chorus)

SHE IS MARIA.

Repeat above sequence with other pupils.

PRACTICE (to develop aural-oral abilities - see the Preface)

1. ACTIVITY - Select pictures of boys and girls to practise:

HE IS A BOY.

SHE IS A GIRL.

See The Instructor Supplement
Children of Many Lands - February 1968.

2. ON-GOING ACTIVITY - Use the body outlines made in Lesson 1 to practise:

HE IS A BOY.

SHE IS A GIRL.

3. SONGS - Number 8
(Verses 1 and 2)
Number 9
Number 10 - THE NEW Let's Begin English Songbook.

4. Select flannelgraphs to practise: HE IS A BOY.
SHE IS A GIRL.

(see Flannelgraph and Other Patterns)

5. ON-GOING ACTIVITY - Pupils paste cut-outs or their own drawings in their scrapbooks to illustrate:

BOY

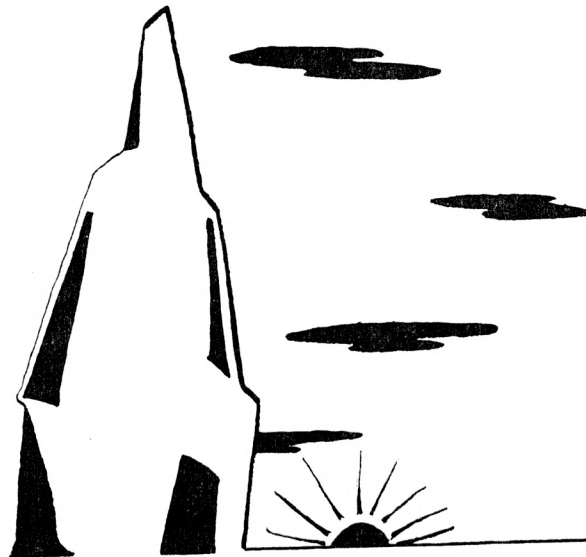
GIRL

6. TAPE RECORDER - Teachers and volunteers tape PRACTICE No. 3.

Formula Practice

SONGS - Number 9

Number 10 - THE NEW Let's Begin English Songbook.



SENTENCE PATTERN TAUGHT AND PRACTISED IN THIS LESSON

HE IS A BOY.

Substitution

She is a girl.

PREPARATION FOR LESSON 7

1. Study the Lesson.
2. Prepare the materials you will need.
(see Flannelgraph and Other Patterns
for directions for making a basket)



SENTENCE PATTERNIT IS A BOOK.Substitution

It is a crayon.
 It is a door.
 It is a hook.
 It is a boy.
 It is a girl.

FORMULAS

What is it?
 It is a bird.
 Who is it?
 It is (person's name).
 Who is he?
 He is (person's name).
 Who is she?
 She is (person's name).

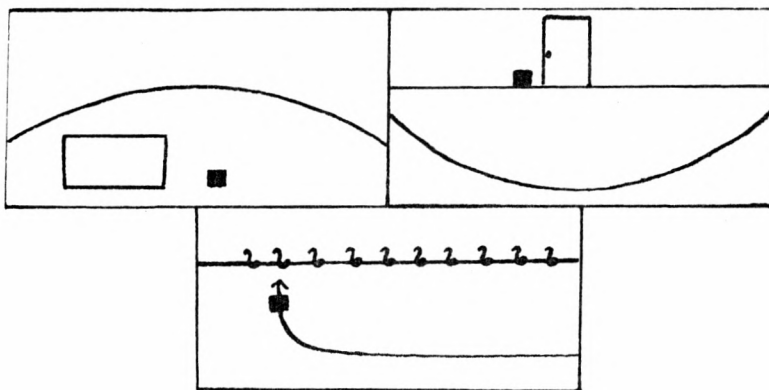
NOTES FOR THE TEACHER

The nouns used to teach the pattern IT IS A (thing) - have been used in the formulas, sentence patterns, and practice of Lessons 1 - 6. You may wish to substitute other objects that are known to, and have been used by, the pupils.

For the pattern IT IS A (person). - the substitutions can be BOY and GIRL. Other words known and used by the pupils such as MAN, FATHER, WOMAN, MOTHER, and BABY may be used as substitutions.

PROCEDURE

Teacher-Learning Situation



MODEL: A
 &
 IMITATION

1. Teacher:

(place a crayon, a book, a basket on a table - each pupil places a crayon, a book, and the basket he made the previous day on his desk)

(you hold up a crayon - look at the class - point to the crayon)

IT IS A CRAYON. (pause - repeat)

Class: (each pupil picks up his crayon - looks
at the teacher - points to the crayon)

IT IS A CRAYON, (pause - repeat)

Teacher: IT IS A CRAYON.

Teacher: (hold up a book - look at the class -
point to the book)

IT IS A BOOK, (pause - repeat)

Class: (each pupil holds up his book - looks
at the teacher - points to the book)

IT IS A BOOK.

Teacher: IT IS A BOOK.

Repeat above sequence.

2. Teacher: (at the door - gesture to class -
"Come to the door.")

(class at door - you point to the door
using a sweeping motion of your hand
which takes in the whole door)

IT IS A DOOR. (pause - repeat)

Class: (pointing to the door - chorus)

IT IS A DOOR.

Teacher: IT IS A DOOR,

Repeat above sequence.

3. Teacher: (pupils back in places - you pick up your basket (made the day before) - point to it)

IT IS A BASKET. (pause - repeat)

Class: (each pupil picks up his basket - points to it - chorus)

IT IS A BASKET.

Teacher: (pick up the plastic fruit basket from the Oral English Kit - point to it)

IT IS A BASKET.

(pick up a wastepaper basket - point to it)

IT IS A BASKET.

(pick up your basket again - point to it)

IT IS A BASKET.

Repeat above sequence.

4. Teacher: (gesture to the class to come - lead them to the coat hooks - point to a hook)

IT IS A HOOK. (pause - repeat)

Teacher
&

Class: (encourage each pupil to point to a hook - chorus)

IT IS A HOOK.

Teacher: IT IS A HOOK.

Repeat above sequence.

MODEL: B
&
IMITATION

1. Teacher: (use flannelgraphs of BOYS and GIRLS -
place a boy on the flannelboard - point to
the boy)

IT IS A BOY. (pause - repeat)

Teacher
&

Class: (pointing - chorus)

IT IS A BOY. (pause - repeat)

Teacher: IT IS A BOY.

Repeat above sequence.

Teacher: (place a flannelgraph of a girl on the
flannelboard - point to the girl)

IT IS A GIRL. (pause - repeat)

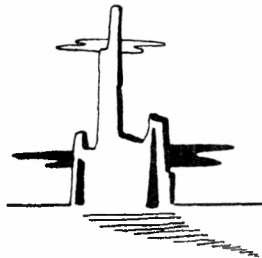
Teacher
&

Class: (pointing - chorus)

IT IS A GIRL. (pause - repeat)

Teacher: IT IS A GIRL.

Repeat above sequence.



PRACTICE (to develop aural-oral abilities - see the Preface)

1. ACTIVITY - Put the following in a box: a crayon, a book, a basket; pictures of a boy, a girl, a man, a woman, and a baby; and objects such as a hook, a doll and/or a puppet.

The pupils one at a time pull an object from the box to practise:

IT IS A (thing).

IT IS A (person).

2. FLANNELBOARD - The teacher hands out flannelgraphs of persons to 5 or 6 pupils. (see Flannelgraph and Other Patterns)

1st Pupil: (putting a flannelgraph of a boy
on the flannelboard - points to it)

IT IS A BOY.

Teacher
&

Class: (pointing - chorus)

IT IS A BOY.

2nd Pupil: (putting a flannelgraph of a girl on
the flannelboard - points to it)

IT IS A GIRL.

Teacher
&

Class: (pointing - chorus)

IT IS A GIRL.

Continue until all the flannelgraphs are on the flannelboard. Repeat with another group of 5 or 6 pupils.

3. ON-GOING ACTIVITY - Use the body outlines made in Lesson 1.

Teacher: (gesture to the class to line up in a single file behind you - lead them to the body outlines)

(point to the first outline)

IT IS A GIRL.

(point to the next outline)

IT IS A GIRL.

(point to the next outline)

IT IS A BOY. etc.

You move out of the line. Encourage and guide the pupils to go down the row of body outlines repeating as they go:

IT IS A BOY/GIRL.

After each pupil points to the last body outline, he goes to his seat.

4. SONG - Number 11 - THE NEW Let's Begin English Songbook.



5. TAPE RECORDER (a) Teacher and volunteers tape the sentence patterns and the formulas in this lesson.

e.g.

Teacher: (hold up a crayon)

IT IS A CRAYON.

Pupil: IT IS A CRAYON.

Class: (chorus)

IT IS A CRAYON.

Teacher: IT IS A CRAYON.

e.g.

Teacher: (hold up a puppet)

WHAT IS IT?

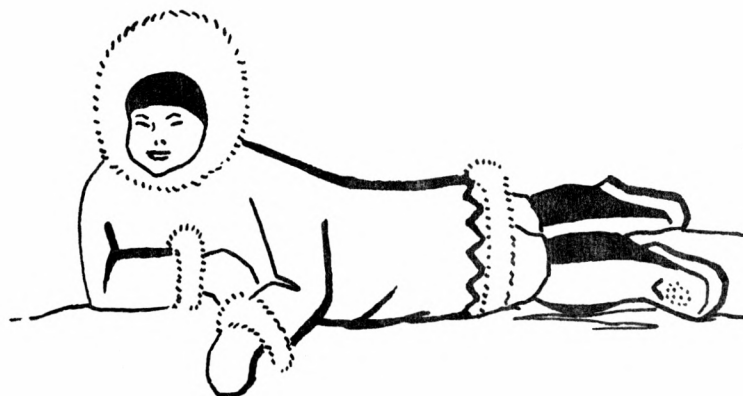
Pupil: IT IS A BOY.

Class: (chorus)

IT IS A BOY.

Teacher: IT IS A BOY.

- (b) Teacher and volunteers tape PRACTICE No. 4.



Formula Practice

1. At the body outlines each pupil faces an outline:

1st Pupil: (pointing to an outline)

Who is it?

Class: It is (person's name).

2nd Pupil: (pointing to an outline)

Who is it?

Class: It is (person's name).

Continue.

2. Use the box and objects mentioned in PRACTICE No. 1 to practise the formula:

What is it?

It is a (thing).



SENTENCE PATTERN TAUGHT AND PRACTISED IN THIS LESSON

IT IS A BOOK.

Substitution

It is a crayon.

It is a door.

It is a hook.

It is a boy.

It is a girl.

PREPARATION FOR LESSON 8

1. Study the Lesson and the Demonstration Gesture page.
2. Prepare the materials you will need.
3. Refer to the Orchestrated Style for Oral Practice (diagrams and explanation) at the beginning of this Unit.

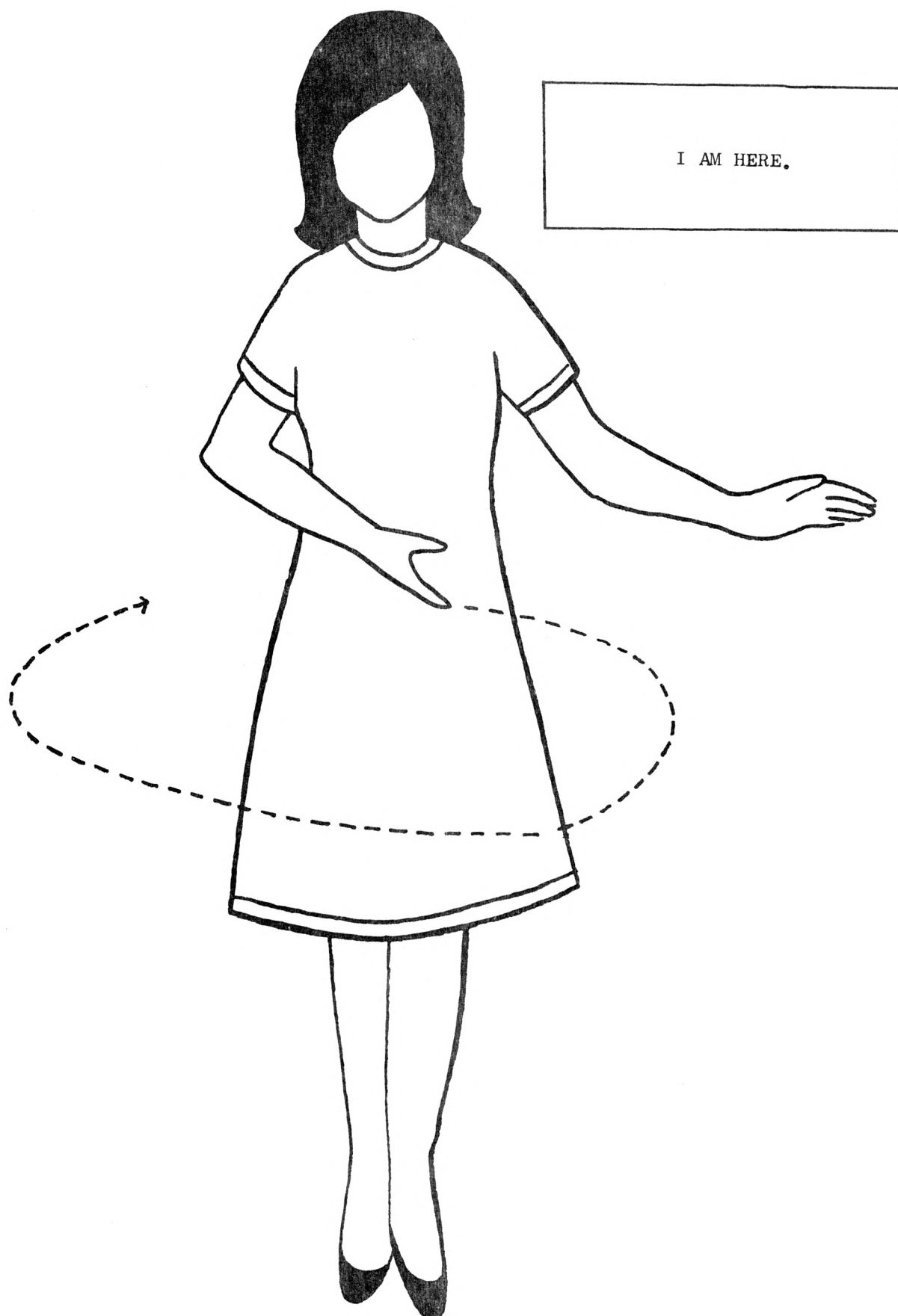


DEMONSTRATION GESTURE

Unit I - LESSON 8

Look at the class.

Make a sweeping gesture to indicate 'here'.



SENTENCE PATTERN

I AM HERE.

Substitution

He is here.
She is here.

FORMULAS

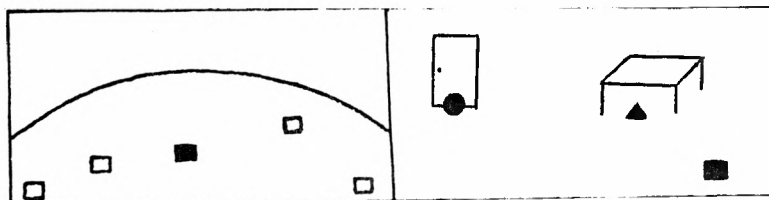
Make a circle.
Clap your hands.
Join hands.
Circle right. Circle left.
Face your partner.
Change your partner.
Tiptoe.
It is time to rest.

NOTES FOR THE TEACHER

You are teaching HERE in the pattern I AM HERE. - He is here. She is here. You are now beginning to use location statements, that is, saying where someone or something is.
(see Demonstration Gesture page)

PROCEDURE

Teaching-Learning Situation



MODEL: A

Teacher: (at the front of class - gesture)

I AM HERE.

(Teacher should slowly and carefully take various positions in the room. THERE SHOULD BE NO WORDS OR GESTURES UNTIL THE TEACHER HAS ASSUMED HER POSITION.)

Teacher: (you stand on a chair)

I AM HERE. (pause)

(you sit on a desk)

I AM HERE. (pause)

(you stand beside a desk/door/window/etc.)

I AM HERE. (pause)

(you kneel in a corner)

I AM HERE. (pause)

(you stand behind/in front of
a desk/pupil/door/etc.)

I AM HERE. (pause)

(you crouch under a table)

I AM HERE. (pause)



- IMITATION: 1. Teacher: (position Paulusi in a doorway, Panik under a table, another pupil beside the bookcase, another behind a desk, etc. - you stay by Paulusi in the doorway)
- (look at the class - gesture)
- I AM HERE. (pause)
- Paulusi: (looking at the class - gestures)
- I AM HERE. (pause)
- Teacher: (look at the class - gesture)
- I AM HERE. (pause)
- (look at the class - point to Paulusi - gesture)
- HE IS HERE.
2. Teacher: (you go under a table with Panik - turn sideways to the class)
- (look at the class - gesture)
- I AM HERE. (pause)
- Panik: (looking at the class - gestures)
- I AM HERE. (pause)
- Teacher: (look at the class - gesture)
- I AM HERE. (pause)
- (look at the class - point to Panik - gesture)
- SHE IS HERE.

3. Teacher: Repeat the IMITATION with other pupils in other locations.

PRACTICE (to develop aural-oral abilities - see the Preface)

1. ACTIVITY - Pupils position themselves - beside, on, under, behind, in, in front of, etc. - various objects.

Teacher: (at front of the room)

I AM HERE.

(you call Paulusi)

Paulusi: (from his position)

I AM HERE.

Teacher: I AM HERE.

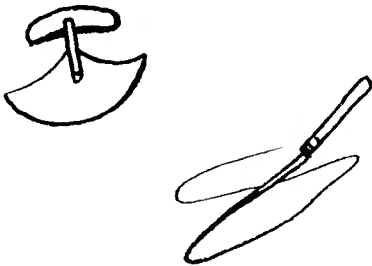
(you call Panik)

Panik: (from her position)

I AM HERE.

Teacher: I AM HERE.

Continue with other pupils. Volunteers may take the teacher's place.



2. ACTIVITY - Pupils in a circle - teacher in the centre.

Teacher: I AM HERE.

Pupils: (chorus)
I AM HERE.

Teacher: (join circle between Panik and Paulusi)
I AM HERE.

(point to Paulusi)
HE IS HERE.

(point to Panik)
SHE IS HERE.

Paulusi: I AM HERE.

(pointing to the teacher)
SHE IS HERE.

(pointing to Maria - on other side)
SHE IS HERE.

Maria: I AM HERE.

(pointing to Paulusi)
HE IS HERE.

(pointing to Annie - on other side)
SHE IS HERE.

Continue around the circle.

3. SONG - Number 12
(Verses 1 to 3) - THE NEW Let's Begin English Songbook.
4. TAPE RECORDER - Teacher and volunteers tape the sentence patterns and formulas of this Lesson and/or PRACTICE No. 3.
5. PUPPET PLAY - (see Flannelgraph and Other Patterns - numbers 14 - 18)
Position four pupils out of sight behind the teacher's desk. The teacher guides each pupil to hold up his hand puppet.

e.g. Paulusi: (holding up his hand puppet)

I AM HERE.

Panik: (holding up her hand puppet)

I AM HERE.

Marie: (holding up her hand puppet)

I AM HERE.

Jacobi: (holding up his hand puppet)

I AM HERE.

As they are out of sight when they speak, this practice will be helpful to shy pupils. They may even wish to disguise their voices.

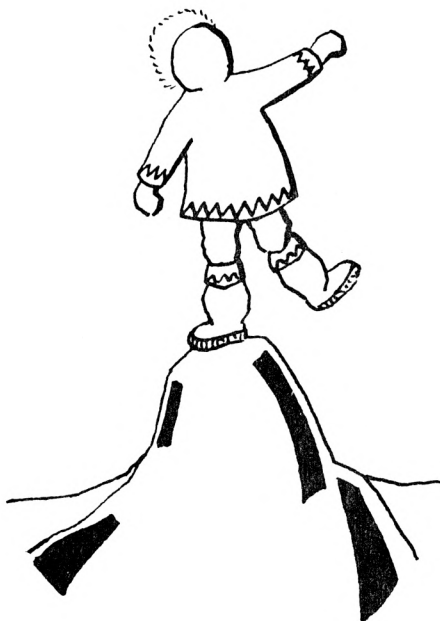


Formula Practice

Put on a record which is suitable for dancing. Use the formulas for the dance instructions.

e.g. Teacher: MAKE A CIRCLE.
 JOIN HANDS.
 CIRCLE LEFT.
 CIRCLE RIGHT.
 FACE YOUR PARTNER.
 CLAP YOUR HANDS.
 CHANGE YOUR PARTNER.

When the pupils understand the commands, they repeat them as they do the action. At a later time volunteers may take the teacher's place.



SENTENCE PATTERN TAUGHT AND PRACTISED IN THIS LESSON

I AM HERE.

Substitution

He is here.

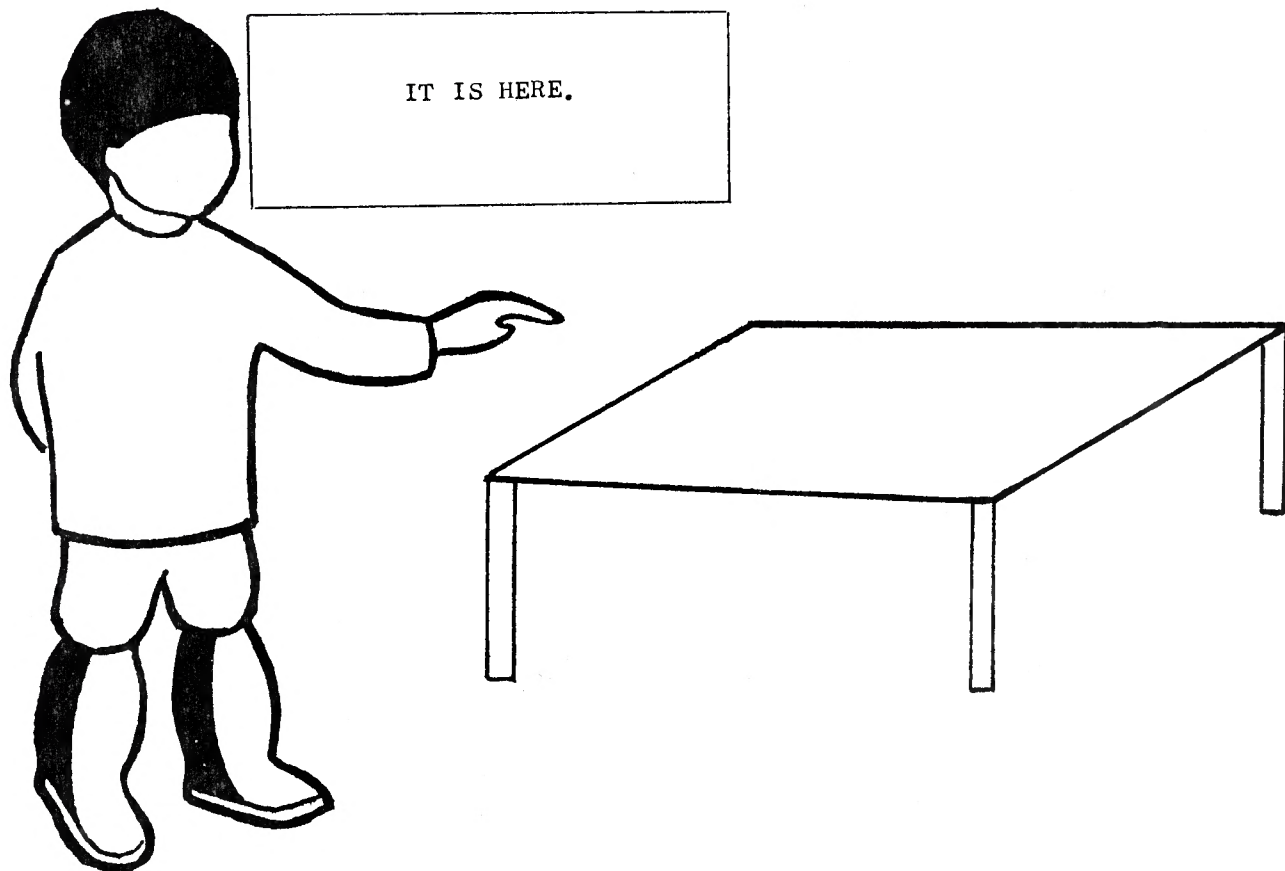
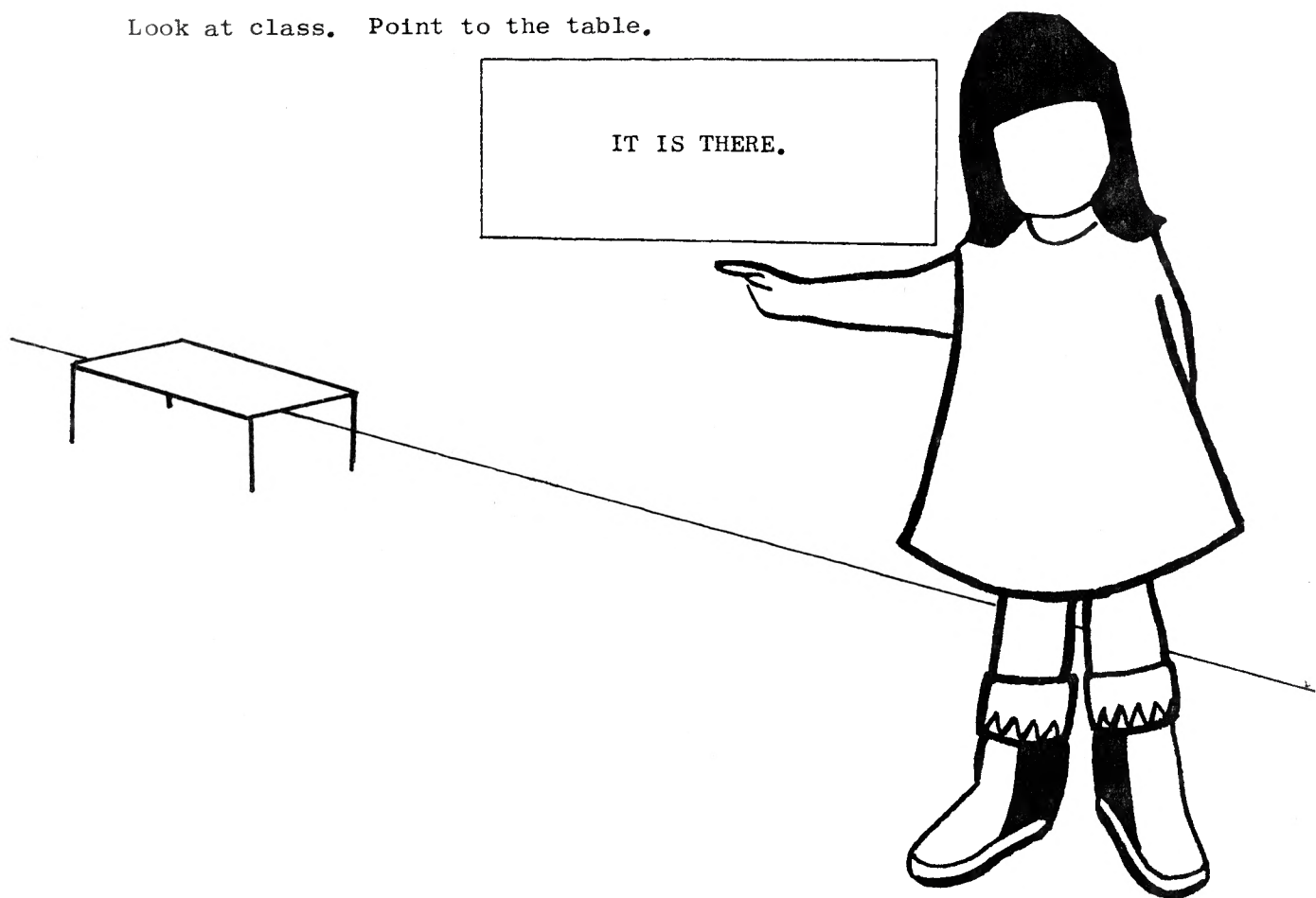
She is here.

PREPARATION FOR LESSON 9

1. Study the Lesson and the Demonstration Gesture pages.
2. Prepare the materials you will need.
3. Refer to the Orchestrated Style for Oral Practice (diagrams and explanation) at the beginning of this Unit.



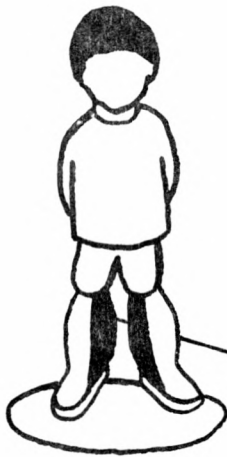
Look at class. Point to the table.



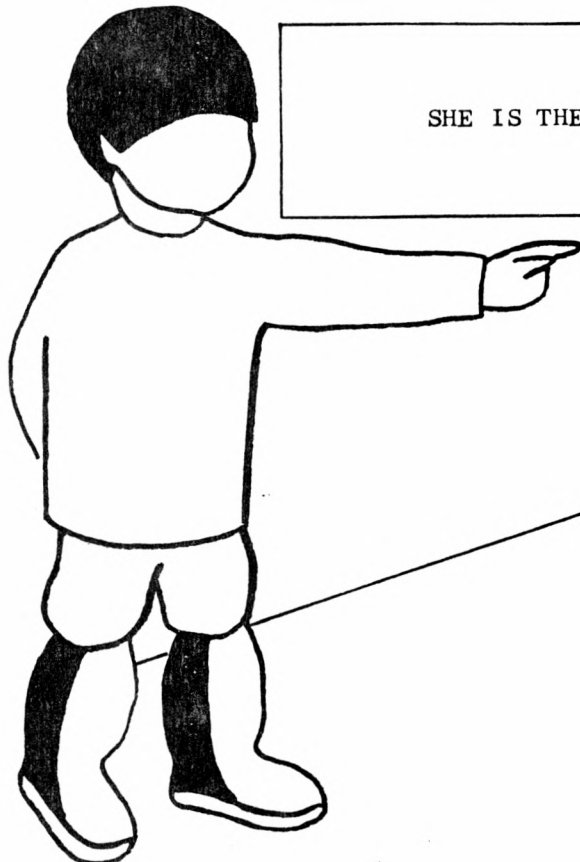
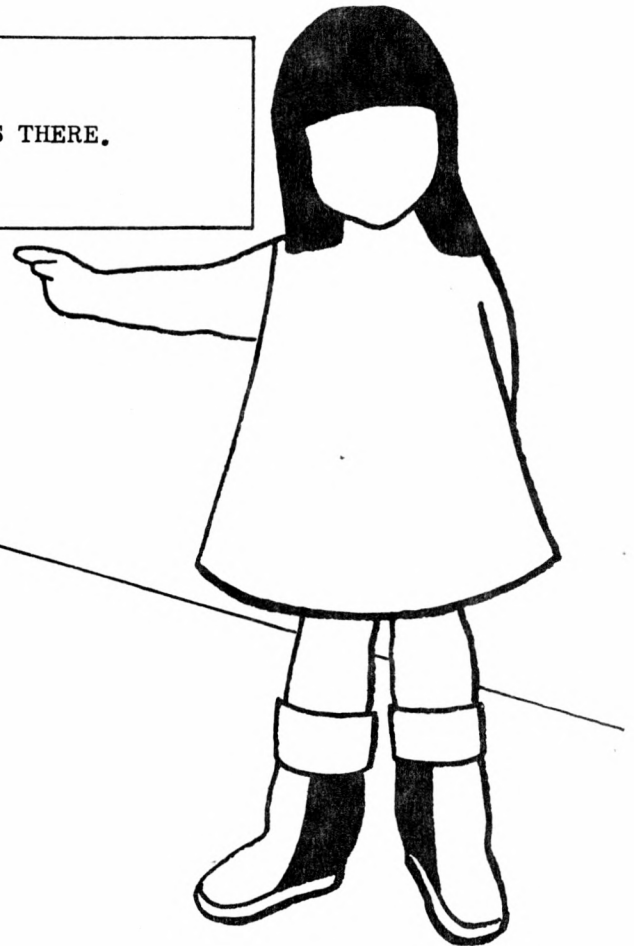
DEMONSTRATION GESTURE

Unit I - LESSON 9

Look at class. Point to boy/girl.



HE IS THERE.



SHE IS THERE.



SENTENCE PATTERN

IT IS HERE.
 IT IS THERE.
 HE IS THERE.
 SHE IS THERE.

Substitution

He is here.
 She is here.

FORMULAS

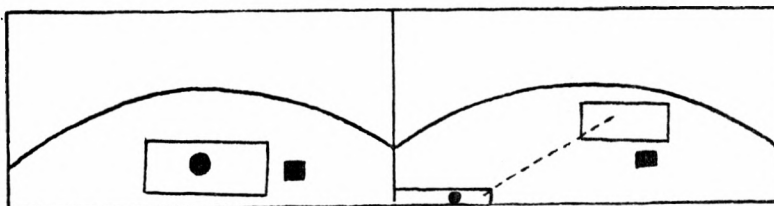
Walk quietly.
 Sit here. Sit there.
 Stand here. Stand there.
 Make a circle here.
 Make a circle there.
 Put it here.
 Put it there.

NOTES FOR THE TEACHER

You are continuing location statements and teaching THERE in opposition to HERE in the sentence pattern - IT IS HERE/THERE. HE IS HERE/THERE. SHE IS HERE/THERE. (see Demonstration Gesture pages)

PROCEDURE

Teaching-Learning Situation



- MODEL: A 1. Teacher: (objects such as a box, a bottle, a basket, and a book are placed on a table well apart from one another - pupils stand around the table)

Teacher: (face the class - stand near the table -
point to the box)

IT (pause - repeat)

(now point to the box with a sweeping
gesture taking in the position of the
box on the table)

IT IS HERE. (pause - repeat)

Repeat above sequence.

2. Teacher: (move the box to a window ledge or any
other location which is at a distance
from the table - you return to your
original position)

(point to the box)

IT (pause - repeat)

(now point to the box using a sweeping
gesture outward)

IT IS THERE. (pause - repeat)

Repeat above sequence.

3. Teacher: Repeat the above sequence with other
objects placing them in other locations
in the room which are at a distance from
the table so that the pupils will not
associate the word THERE with just one
location in the room.



IMITATION: 1. Teacher: (place a bottle, a book, and a basket
on the table - place another bottle
at a distance from the table - class
around the table - you join the
class)

(point to the bottle on the table)

IT IS HERE. (pause - repeat)

Teacher

&

Class: (pointing - chorus)

IT IS HERE. (pause - repeat)

Teacher: IT IS HERE.

Teacher: (point to the bottle beyond the table -
use outward gesture)

IT IS THERE. (pause - repeat)

Teacher

&

Class: (gesturing - chorus)

IT IS THERE. (pause - repeat)

Teacher: IT IS THERE.

2. Teacher: (point to the bottle on the table)

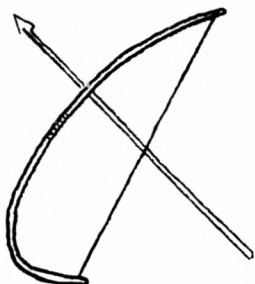
IT IS HERE.

(point to the bottle beyond the table)

IT IS THERE.

Repeat above sequence.

Repeat IMITATION of MODEL A using
the book, and then the basket.



MODEL: B 1. Teacher: (you and Paulusi at front - you look at the class - point to Paulusi - gesture)

HE IS HERE. (pause - repeat)

(you say - "Go to the window, Paulusi." - after he has arrived there - use outward gesture)

HE IS THERE. (pause - repeat)

(join the class - look at them - point to Paulusi - gesture)

HE IS THERE. (pause - repeat)

(you say - "Paulusi, come here." - when he has arrived - gesture)

HE IS HERE. (pause - repeat)

Repeat above sequence with other boys.



2. Teacher: (you and Panik at front - you look at the class - point to Panik - gesture)

SHE IS HERE. (pause - repeat)

(you say - "Go to the window, Panik." - after she has arrived there - gesture)

SHE IS THERE. (pause - repeat)

(join the class - look at them - point to Panik - gesture)

SHE IS THERE. (pause - repeat)

(you say - "Panik, come here." - when she has arrived - gesture)

SHE IS HERE. (pause - repeat)

Repeat above sequence with other girls.



IMITATION: 1. Teacher: (say to Panik - "Go under the table." -
when she arrives there - gesture)

SHE IS THERE. (pause - repeat)

Teacher:

&

Class: (gesturing - chorus)

SHE IS THERE. (pause - repeat)

2. Teacher: (say to Paulusi - "Go to the corner." -
when he arrives there - gesture)

HE IS THERE. (pause - repeat)

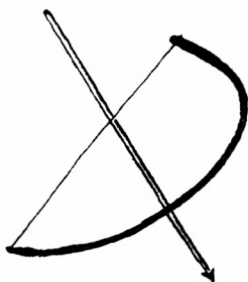
Teacher

&

Class: (gesturing - chorus)

HE IS THERE. (pause - repeat)

3. Teacher: Repeat IMITATION of MODEL B with other
pupils in various locations.



PRACTICE (to develop aural-oral abilities - see the Preface)

NOTE: The following practices emphasize that whether you say HERE or THERE depends upon where you are in relation to persons or things.

1. ACTIVITY - Teacher: (join the class in a semi-circle - point to Paulusi)

HE IS HERE.

(you say - "Paulusi, go to the bookcase."
when he arrives there - use outward gesture)

HE IS THERE.

Teacher

&

Class: (gesturing - chorus)

HE IS THERE.

Teacher: (you and the class join Paulusi at the bookcase)

Teacher

&

Class: (gesturing - chorus)

HE IS HERE.

Repeat above sequence with other pupils - send them to various places.



2. ACTIVITY - Put an object on the window ledge. A pupil points to the object from the door, from a table, from the bookcase, from his seat in the class. Each time he says:

IT IS THERE.

This activity re-emphasizes to the pupil that he may be standing in any place but that he must be at a distance from an object when he says:

IT IS THERE.

3. GAMES - The teacher and the pupils should be able to devise games of hide and seek to practise:

IT IS HERE.

IT IS THERE.

HE IS HERE.

HE IS THERE.

SHE IS HERE.

SHE IS THERE.

4. FLANNELBOARD - Use flannelgraphs of persons and things to practise:

IT IS HERE/THERE.

SHE IS HERE/THERE.

HE IS HERE/THERE.

(see Flannelgraph and Other Patterns)

5. SONG - Number 13
(Verses 1 to 3) - THE NEW Let's Begin English Songbook.

6. TAPE RECORDER - Teacher and volunteers tape PRACTICE No. 5.

7. PUPPET PLAY - Devise a play using the patterns:

HE IS HERE/THERE.

SHE IS HERE/THERE.

Formula Practice

Use the formulas for breaks, games, physical education exercises, etc.

e.g. Teacher: (to class)

HOP.

RUN.

WALK QUIETLY.

RUN.

WALK QUIETLY.



SENTENCE PATTERN TAUGHT AND PRACTISED IN THIS LESSON

IT IS HERE.
IT IS THERE.
HE IS THERE.
SHE IS THERE.

Substitution

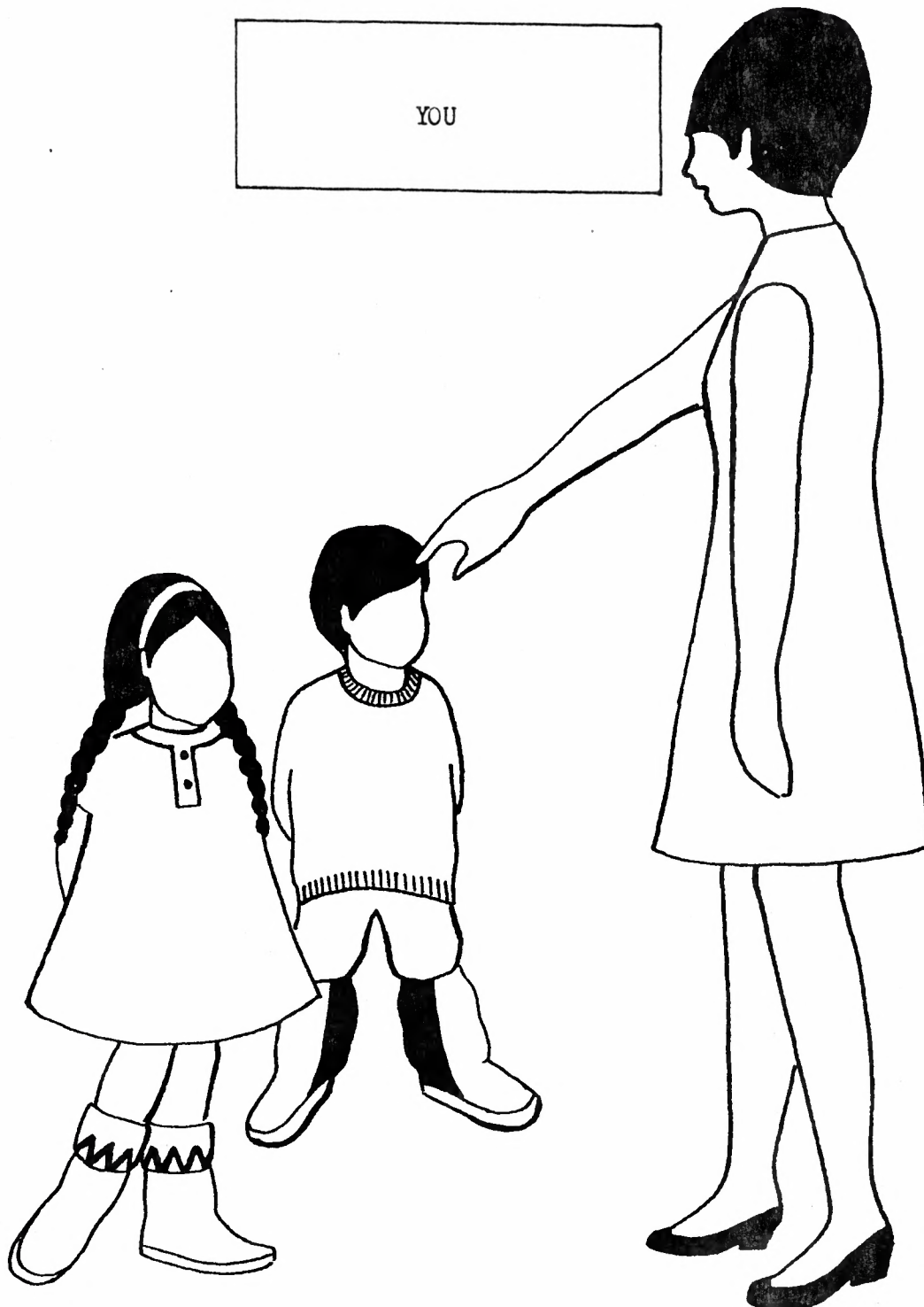
He is here.
She is here.

PREPARATION FOR LESSON 10

1. Study the Lesson and the Demonstration Gesture pages.
2. Prepare the materials you will need.
3. Refer to the Orchestrated Style for Oral Practice (diagrams and explanation) at the beginning of this Unit.



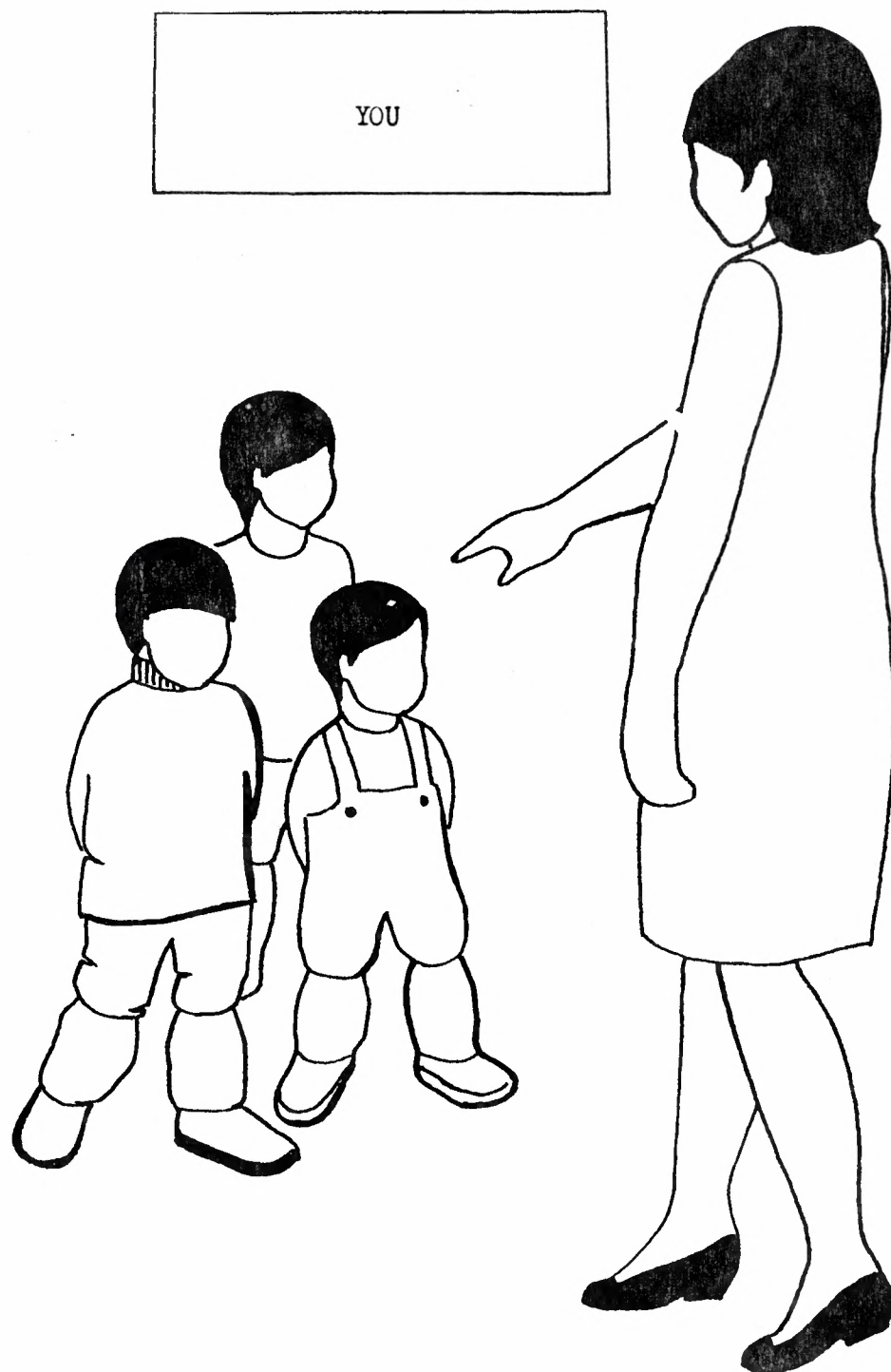
Look at pupils. Point to them.



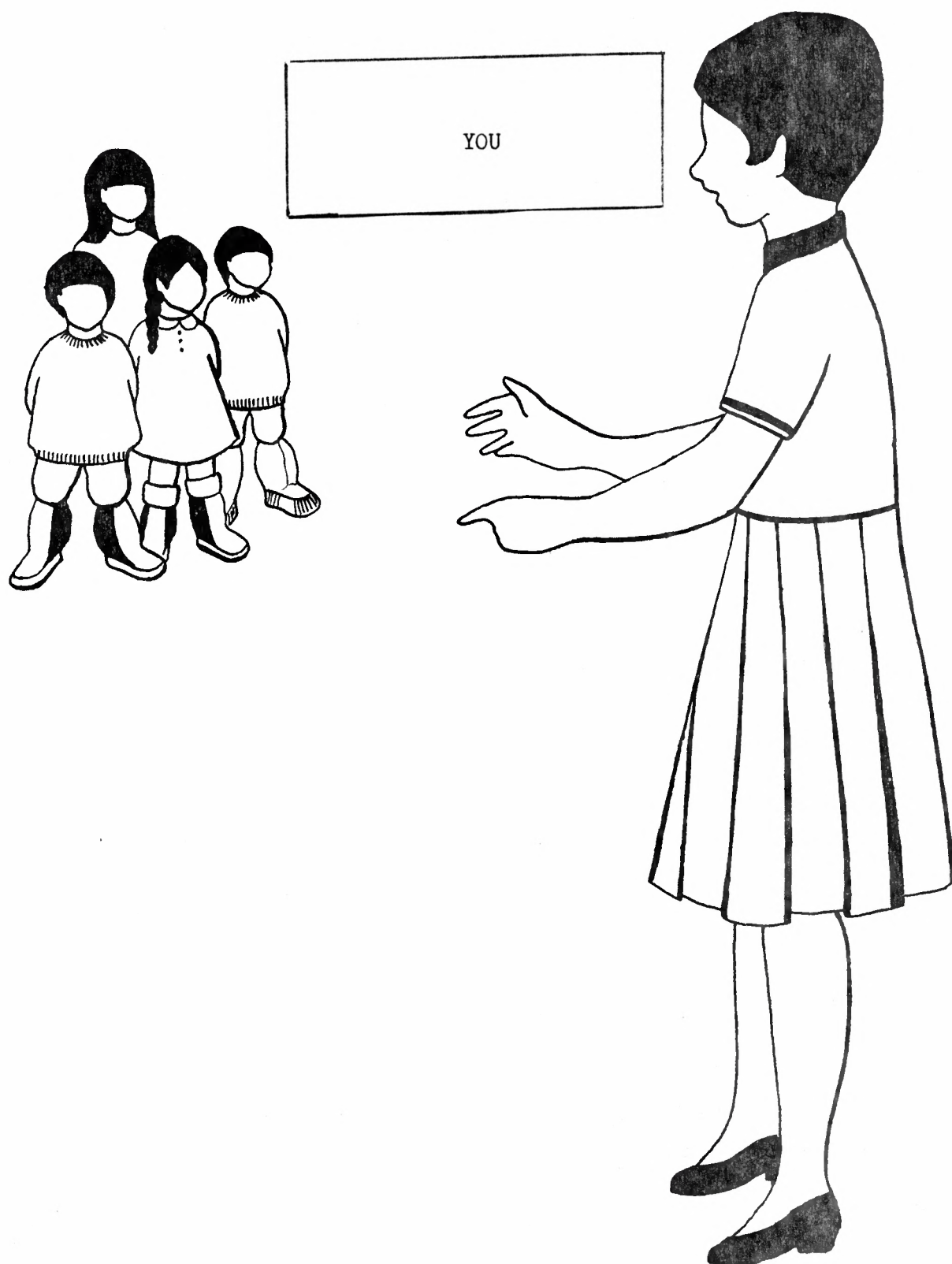
DEMONSTRATION GESTURE

Unit I - LESSON 10

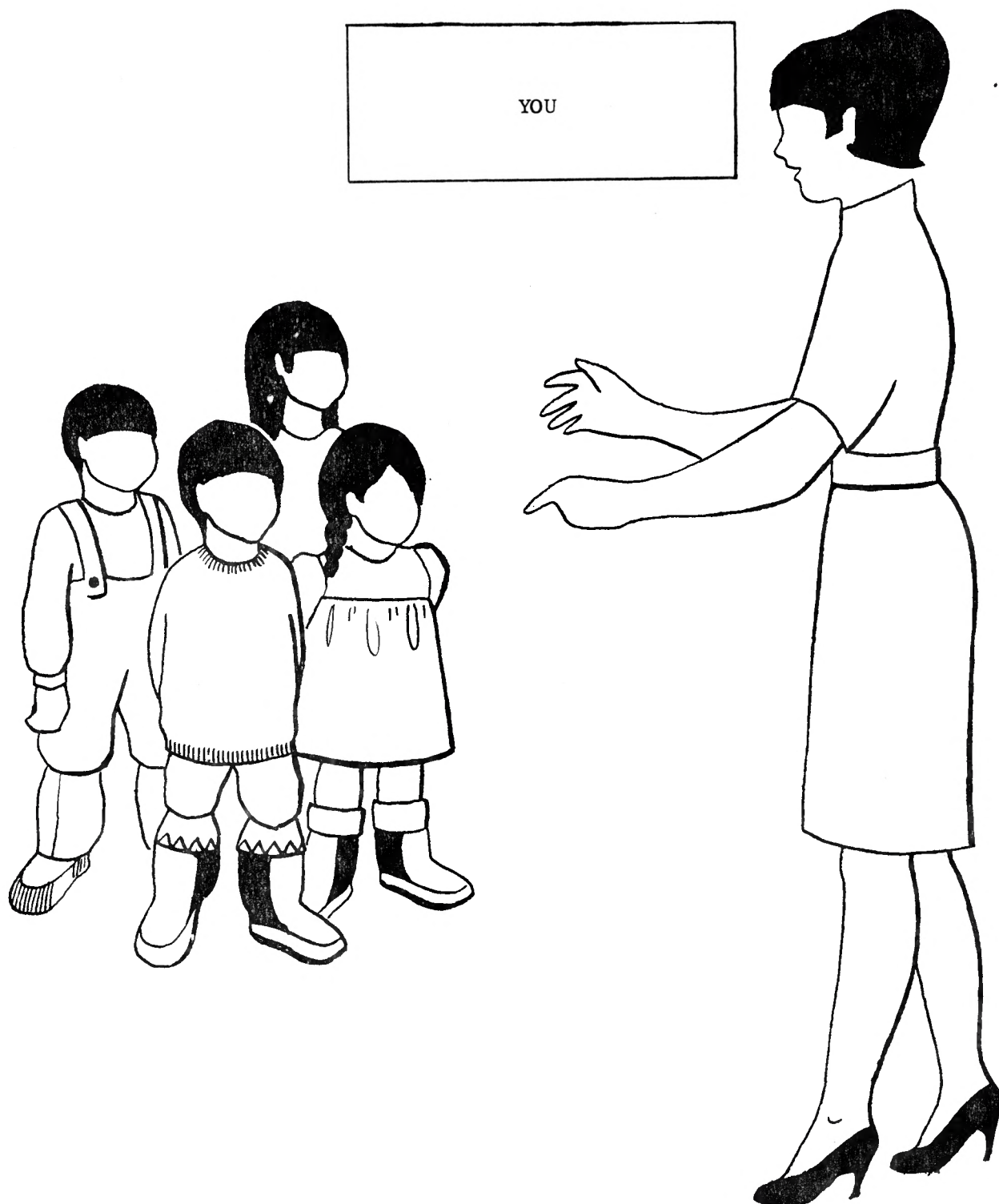
Look at pupils. Point to them.



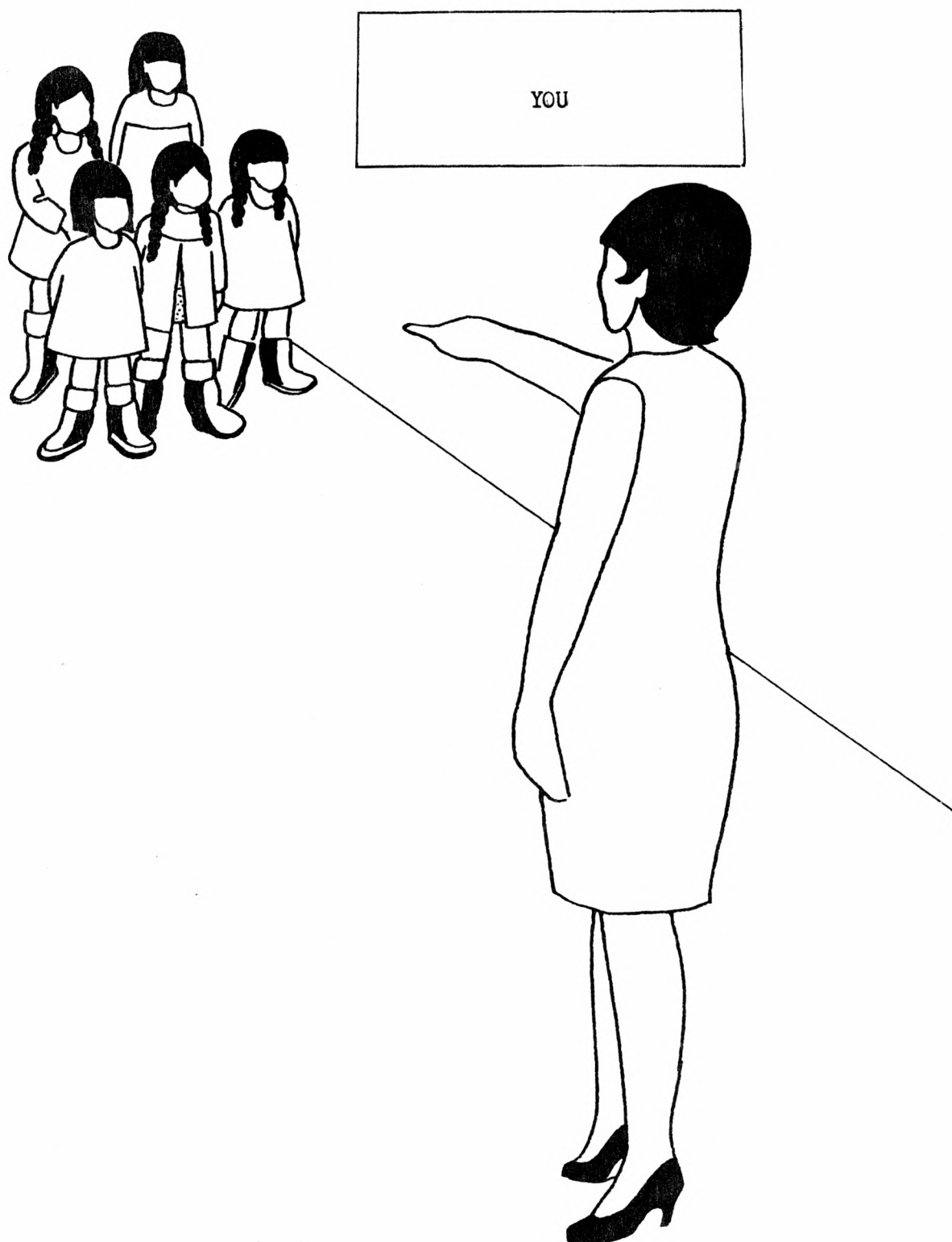
Look at pupils. Point to them.



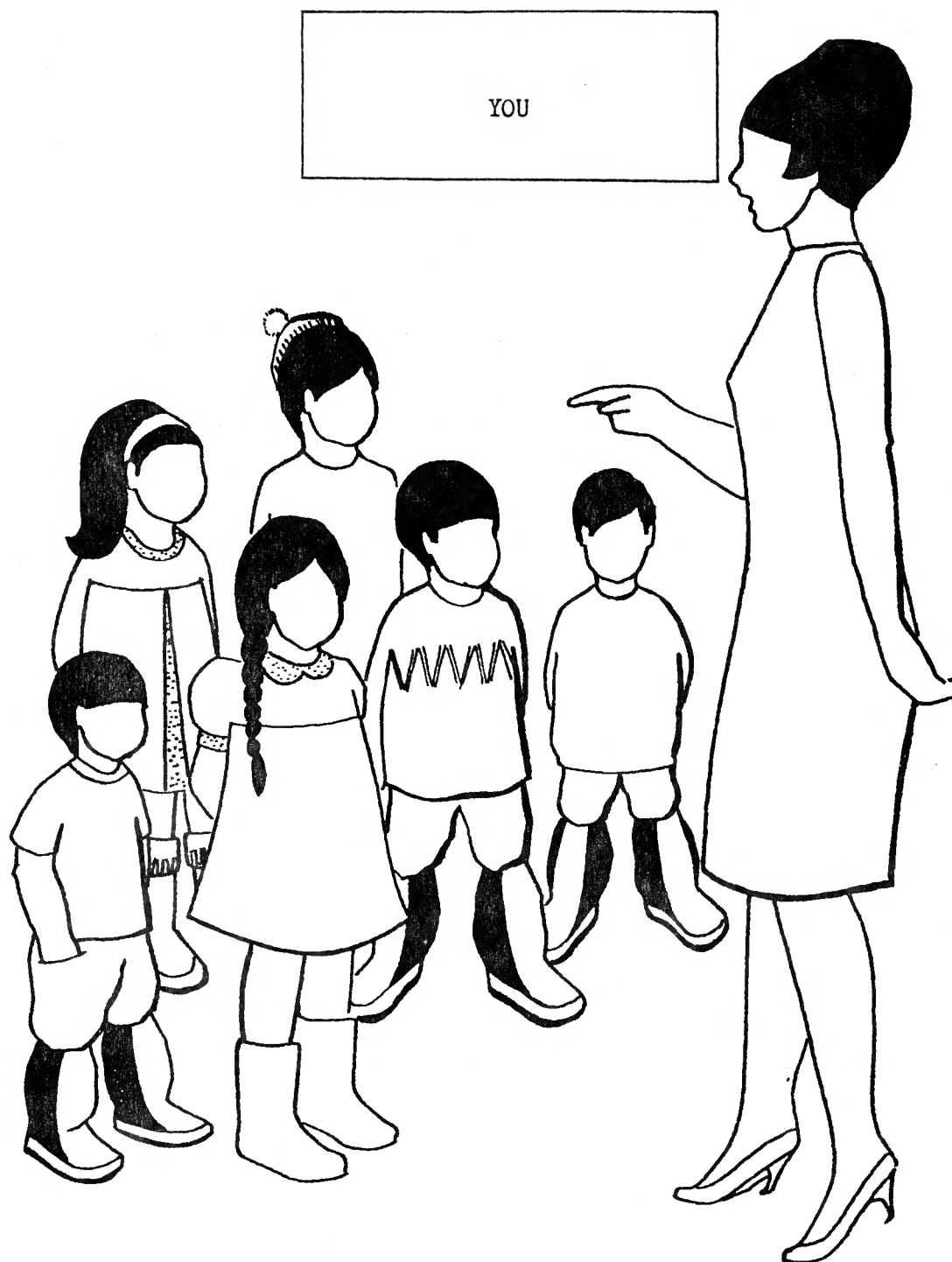
Look at pupils. Point to them.

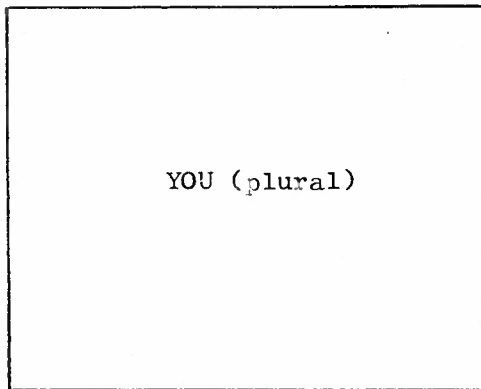
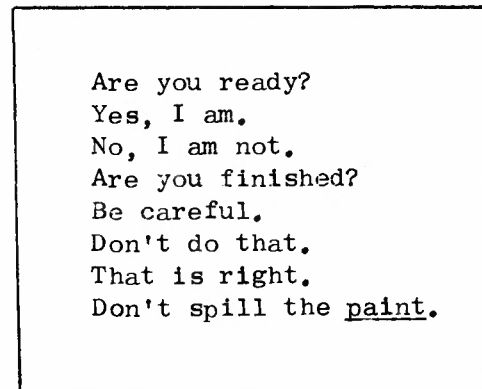


Look at pupils. Point to them.



Look at pupils. Point to them.

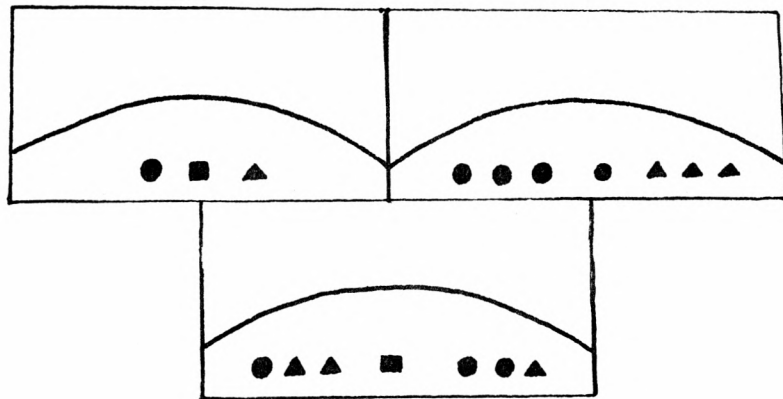


WORDFORMULASNOTES FOR THE TEACHER

You are teaching the plural form of the personal pronoun YOU. (see the Demonstration Gesture pages)

PROCEDURE

Teaching-Learning Situation



MODEL:

1. Teacher: (Paulusi and Panik on either side of you - face Paulusi - point to him)

YOU (pause - repeat)

(face Panik - point to her)

YOU (pause - repeat)

(move Paulusi and Panik close together -
face them - point to them)

YOU (pause - repeat)

(you stand between Paulusi and Panik -
face Paulusi - point to him)

YOU (pause - repeat)

Repeat above sequence.

2. Teacher: (call two boys to join Paulusi - call
two girls to join Panik)

(face boys - point)

YOU (pause - repeat)

(face girls - point)

YOU (pause - repeat)

Repeat above sequence.

3. Teacher: (mix up the six pupils already at the
front - stand apart from them - face
them - gesture)

YOU (pause - repeat)

4. Teacher: Repeat the entire MODEL with other pupils.



IMITATION: 1. Teacher: Arrange some pupils in various groups of YOU (plural).

Paulusi: (goes to the 2 girls - gestures)
YOU

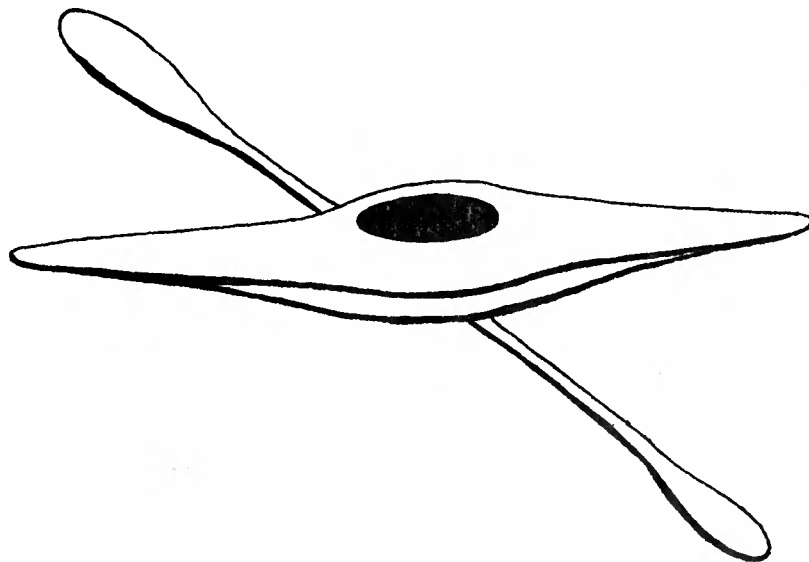
2 Girls: (pointing to Paulusi)
YOU

Paulusi: (goes to the 3 boys and the 2 girls -
points to them)
YOU

3 Boys
&
2 Girls: (pointing to Paulusi)
YOU

Paulusi goes to each of the remaining groups and repeats the procedure.

Teacher: Change the pupils in the groups. Another pupil takes Paulusi's place.



PRACTICE (to develop aural-oral abilities - see the Preface)

1. ACTIVITY Paulusi: (in the centre of a circle)

Teacher (pointing to Paulusi)
&
Class: YOU

Paulusi: (calls out the name of another pupil
who joins him)

JACOBI

Teacher (pointing to Paulusi and Jacobi)
&
Class: YOU

Jacobi: (calls out the name of another pupil who
joins him and Paulusi in the centre)

Continue until all the pupils are in
the centre.
2. SONGS - Number 1
(Verse 2)
Number 14 - THE NEW Let's Begin English Songbook.
3. ON-GOING ACTIVITY - Pupils cut out pictures of persons to illustrate
YOU (plural) and paste in their scrapbooks.
Use for oral practice.
4. TAPE RECORDER - Teacher and volunteers tape PRACTICE No. 2.

Formula Practice

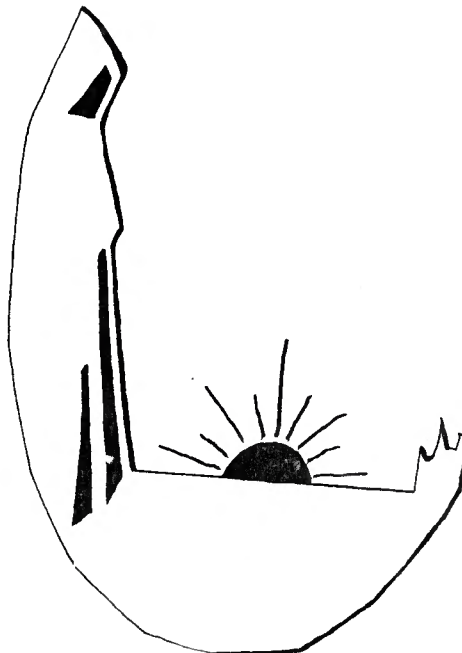
SONG - Number 14 - THE NEW Let's Begin English Songbook.

WORD TAUGHT AND PRACTISED IN THIS LESSON

YOU (Plural)

PREPARATION FOR LESSON 11

1. Study the Lesson and the Demonstration Gesture pages.
2. Prepare the materials you will need.





SENTENCE PATTERN

WE ARE HERE.

Substitution

You are here. (sing.)
 You are here. (pl.)
 You are there. (sing.)
 You are there. (pl.)

FORMULAS

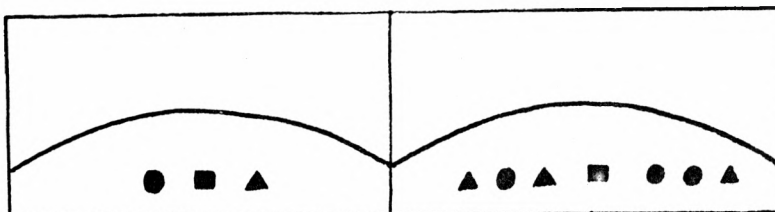
Throw the ball.
 Pass the books.
 Turn the taps on/off.
 Put your boots together.
 Wait.
 Listen.

NOTES FOR THE TEACHER

You are teaching the pronoun WE in the pattern
 WE ARE HERE. - and the use of HERE and THERE in
 the patterns - You are here/there. (sing.)
 You are here/there. (pl.)

PROCEDURE

Teaching-Learning Situation



MODEL:

Teacher: (Paulusi and Panik on either side of you)
 (gesture)
 I AM HERE.
 (look at Paulusi - gesture)
 YOU ARE HERE.

Teacher: (gesture)

I AM HERE.

(look at Panik - gesture)

YOU ARE HERE.

(look at each other - you, Panik, Paulusi -
pause)

WE ARE HERE.

Repeat above sequence with other pupils.

2. Teacher: (Josephie at the front with you - gesture)

I AM HERE.

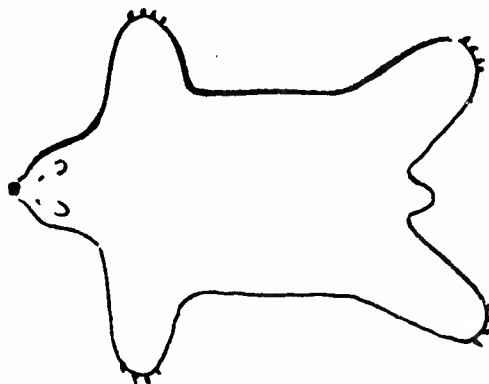
(look at Josephie - gesture)

YOU ARE HERE.

(you and Josephie join Paulusi and Panik -
gesture)

WE ARE HERE.

Continue with other pupils one at a time
until there are at least 6 at the front.



Note: (see the Preface on grouping - re: orchestrated style)

IMITATION: 1. Teacher: (bring six more pupils to the front
with you, Panik and Paulusi)

I AM HERE.

Pupil: (each pupil in this group repeats pattern)

I AM HERE.

Teacher: (you and the pupils make a circle - join
hands - look at each other - pause)

WE ARE HERE.

Teacher
&

Pupils: (in circle - chorus)

WE ARE HERE.

Teacher: WE ARE HERE.

Teacher: (you and the same pupils make a straight
line - you at one end)

(look at the pupils who are in their seats -
gesture)

YOU ARE THERE.

Teacher
&

Pupils: (gesture toward class - chorus)

YOU ARE THERE.



Teacher: (you and pupils make a circle again)

WE ARE HERE.

Teacher

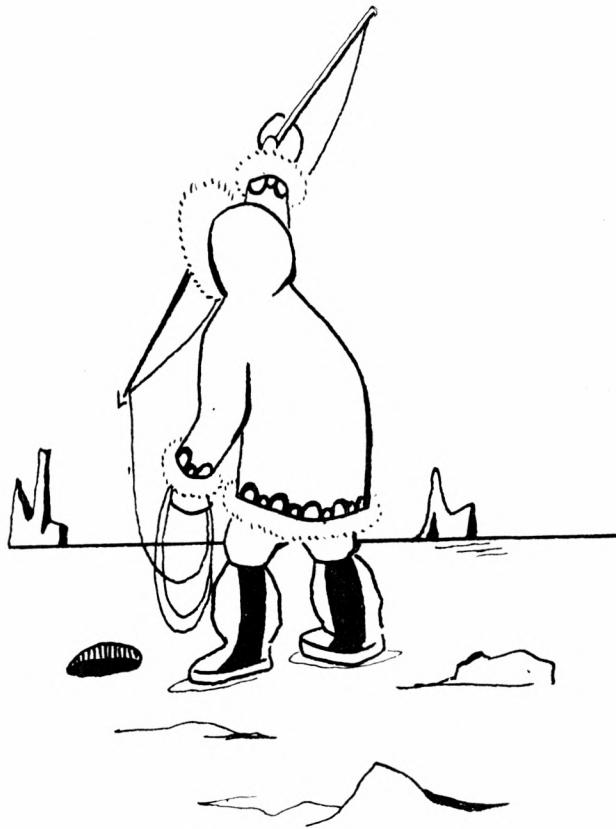
&

Pupils: (in circle - chorus)

WE ARE HERE.

Teacher: WE ARE HERE.

Pupils make a straight line again.



2. Teacher: (you join the class who are in their seats)
I AM HERE.

Class: (each pupil repeats pattern - gestures)
I AM HERE.

Teacher: (you and the class stand in a line facing
the 6 pupils at front - join hands)
WE ARE HERE.

Teacher
&
Class: (in line - chorus)
WE ARE HERE.

Teacher: (gesture toward 6 pupils at front)
YOU ARE THERE.

Teacher
&
Class: (gesture - chorus)
YOU ARE THERE.

Teacher: (you and class make a circle)
WE ARE HERE.

Teacher
&
Class: (in circle - chorus)
WE ARE HERE.

Teacher: WE ARE HERE.

3. Teacher: (you join the 6 pupils at the front)

Teacher

&

Pupils: (chorus)

WE ARE HERE.

(outward gesture toward class - chorus)

YOU ARE THERE.

Teacher: (now join the class)

Teacher

&

Class: (chorus)

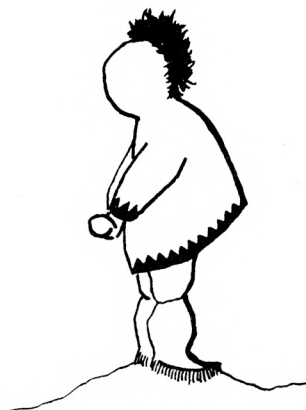
WE ARE HERE.

(outward gesture toward 6 pupils at
front - chorus)

YOU ARE THERE.

Teacher: WE ARE HERE.

YOU ARE THERE.



PRACTICE (to develop aural-oral abilities - see the Preface)

1. ACTIVITY - Pupils arrange themselves in small groups - under desks, on tables, in corners, by tables, etc.

Teacher: (call Paulusi and Josephi who are
under the desk)

PAULUSI, JOSEPHI.

Paulusi

&

Josephi: WE ARE HERE.

Teacher: YOU ARE THERE.

Continue with the other groups.

2. ACTIVITY - Class in two lines, facing - at a distance from each other.

(a) Line 1: (pupils gesture one by one)

I AM HERE.

(chorus)

WE ARE HERE.

(outward gesture to Line 2 - chorus)

YOU ARE THERE.

Line 2: Repeat above sequence.

(b) Line 1: (outward gesture to Line 2 - chorus)

YOU ARE THERE.

WE ARE HERE.

Line 2: (outward gesture to Line 1 - chorus)

YOU ARE THERE.

WE ARE HERE.

3. SONG - Number 1
(Verse 5)
Number 15 - THE NEW Let's Begin English Songbook.

4. TAPE RECORDER - Teacher and volunteers tape PRACTICE No. 3.

Formula Practice

e.g. TURN THE RECORD PLAYER ON.

 WAIT.

 PUT A RECORD ON.

 LISTEN.

 TURN THE RECORD PLAYER OFF.

 TAKE THE RECORD OFF.

 PUT IT AWAY.



SENTENCE PATTERN TAUGHT AND PRACTISED IN THIS LESSON

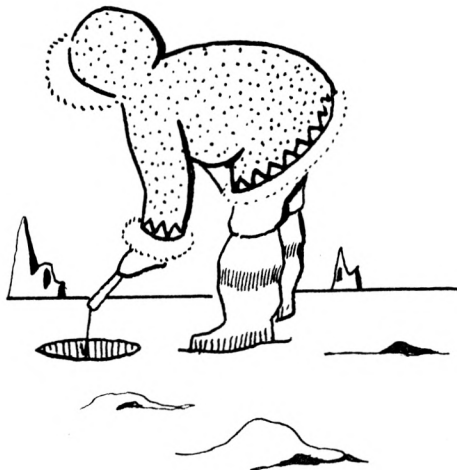
WE ARE HERE.

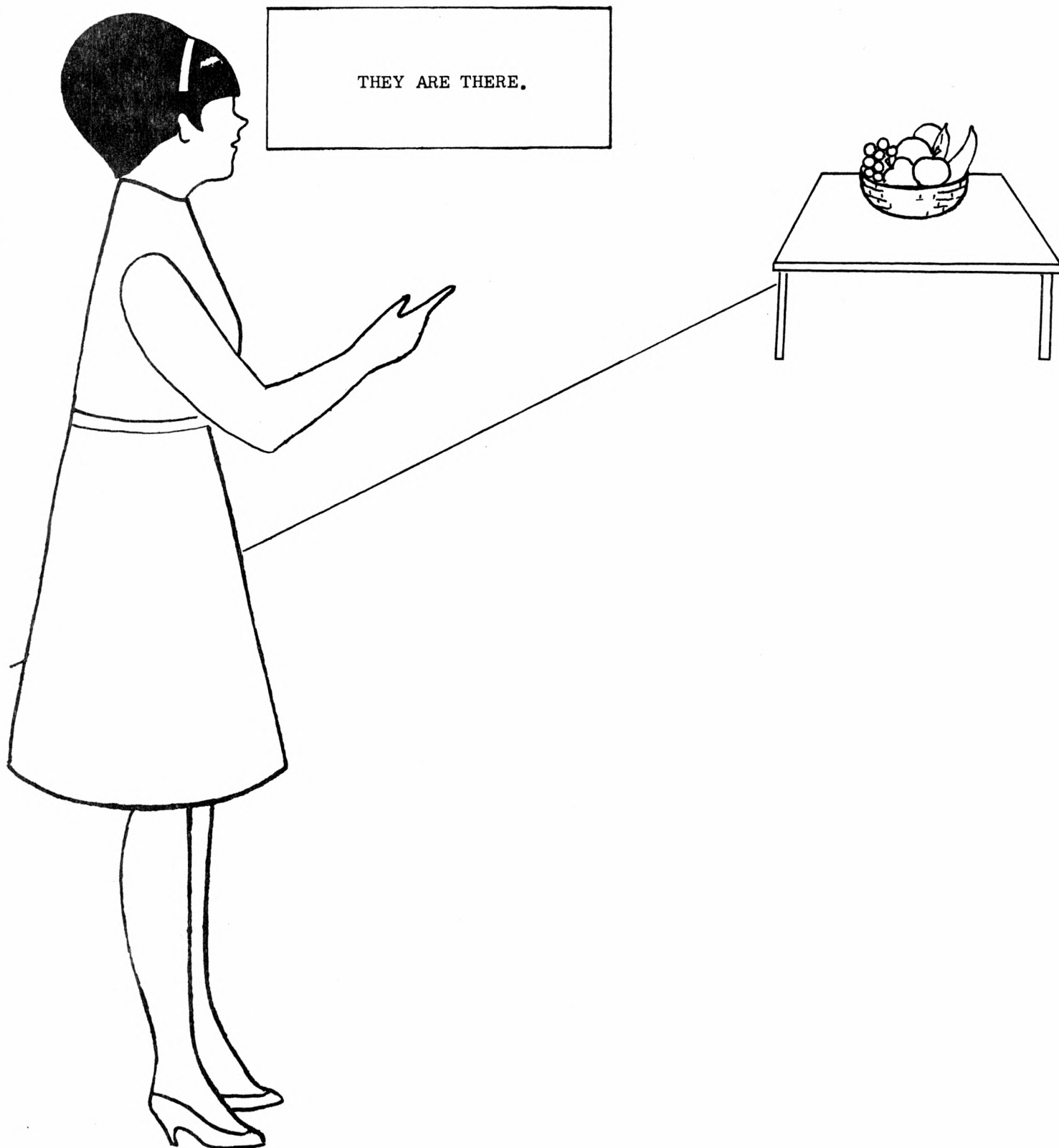
Substitution

You are here. (sing.)
You are here. (pl.)
You are there. (sing.)
You are there. (pl.)

PREPARATION FOR LESSON 12

1. Study the lesson and the Demonstration Gesture page.
2. Prepare the materials you will need.





SENTENCE PATTERN

THEY ARE THERE.

Substitution

We are here.

FORMULAS

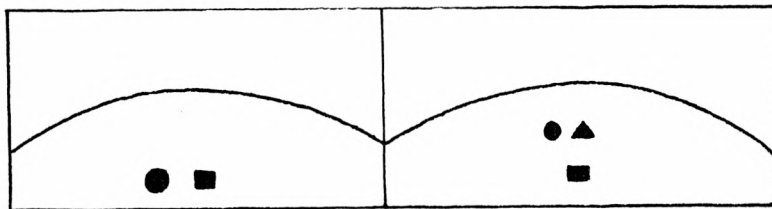
Where is your hat?
 Where are your mittens?
 Where is he?
 Where are they?
 Where am I?
 Where is the chair?
 Where are the crayons?

NOTES FOR THE TEACHER

You are teaching THEY in the pattern - THEY ARE THERE. - in opposition to - We are here. (see Demonstration Gesture page) You will note that the reference (THEY) in Model A is to persons; in Model B it is to things.

PROCEDURE

Teaching-Learning Situation



MODEL: A 1. Teacher: (you and Panik at front - facing class but looking at each other)

WE ARE HERE.

(outward gesture toward class)

THEY ARE THERE.

WE (pause)



(outward gesture toward class)

THEY (pause)

2. Teacher: (Paulusi joins Panik - they face you -
their backs to the class)

WE ARE HERE.

(outward gesture toward class)

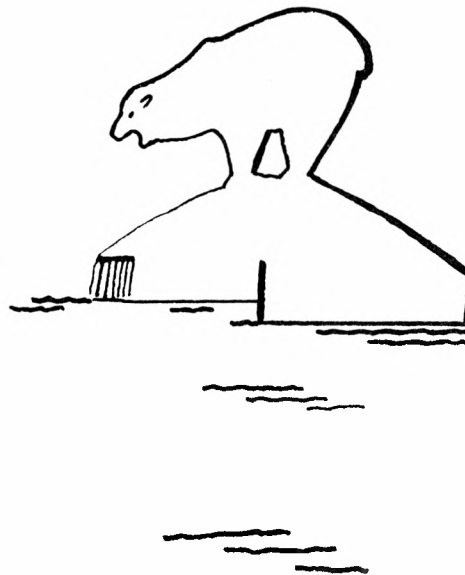
THEY ARE THERE.

WE (pause)

(outward gesture toward class)

THEY (pause)

As other pupils join Panik and Paulusi,
one by one, you repeat above sequence.



Note: (see the Preface on grouping - re: orchestrated style)

IMITATION: 1. Teacher: (Panik and Paulusi on either side of
you - you take one step backwards -
you look at Panik and Paulusi)

(outward gesture toward class)

THEY ARE THERE.

Panik: (looking at you and Paulusi)

(outward gesture toward class)

THEY ARE THERE.

Paulusi: (looking at you and Panik)

(outward gesture toward class)

THEY ARE THERE.

Teacher: THEY ARE THERE.

2. Teacher: (join the class - look at them)

(outward gesture toward Panik and Paulusi)

THEY ARE THERE.

Teacher
&

Class: (outward gesture toward Panik and Paulusi -
chorus)

THEY ARE THERE.

Teacher: THEY ARE THERE.



3. Teacher: (return to Panik and Paulusi - call two
or three more pupils to join you)

(look at pupils in group)

WE ARE HERE.

Teacher
&

Pupils: (looking at each other - chorus)

WE ARE HERE.

Teacher: (look at the pupils - outward gesture
toward class)

THEY ARE THERE.

Teacher
&

Pupils: (looking at each other - outward gesture
toward class - chorus)

THEY ARE THERE.

Teacher: (look at pupils)

WE ARE HERE.

Teacher
&

Pupils: (looking at each other - chorus)

WE ARE HERE.

Teacher: WE ARE HERE.



MODEL: B

1. Teacher:

(you and class around table - you pile
at least five books on the table)

(point to them)

THEY ARE HERE.

(put some fruit from the Oral English Kit
on the table)

(point to the fruit)

THEY ARE HERE.

(put some crayons on the table)

(point to them)

THEY ARE HERE.

(put some pencils on the table)

(point to them)

THEY ARE HERE.



2. Teacher: (move books from table to shelf or
another place distant from table -
you return to table)

(outward gesture toward books)

THEY ARE THERE. (pause)

(point to fruit on table)

THEY ARE HERE. (pause)

(outward gesture toward books)

THEY ARE THERE. (pause)

(point to crayons on table)

THEY ARE HERE. (pause)

(outward gesture toward books)

THEY ARE THERE. (pause)

(point to pencils on table)

THEY ARE HERE. (pause)

(outward gesture toward books)

THEY ARE THERE.



IMITATION: 1. Teacher: (return the books to the table -
point to them)

THEY ARE HERE.

Class: (pointing - chorus)

THEY ARE HERE.

Teacher: (point to the fruit)

THEY ARE HERE.

Class: (pointing - chorus)

THEY ARE HERE.

Teacher: (point to the crayons)

THEY ARE HERE.

Class: (pointing - chorus)

THEY ARE HERE.

Teacher: (point to the pencils)

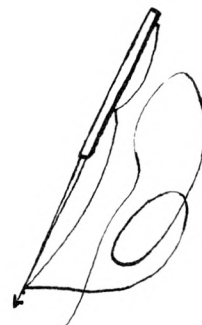
THEY ARE HERE.

Class: (pointing - chorus)

THEY ARE HERE.

Teacher: (point to the pencils)

THEY ARE HERE.



2. Teacher: (move the pile of books to a shelf
or another place distant from table -
you return to class)

(outward gesture toward books)

THEY ARE THERE.

Class: (outward gesture toward books)

THEY ARE THERE.

Teacher: (point to the fruit)

THEY ARE HERE.

Class: (point to the fruit)

THEY ARE HERE.

Teacher: (outward gesture toward books)

THEY ARE THERE.

Class: (outward gesture toward books)

THEY ARE THERE.

Teacher: (point to the crayons)

THEY ARE HERE.

Class: (point to the crayons)

THEY ARE HERE.

Teacher: THEY ARE HERE.



PRACTICE (to develop aural-oral abilities - see the Preface)

1. ACTIVITY - Pupils in opposing arrangements: partners to partners; group to group; group to rest of class; line of pupils to line of pupils, etc., in various locations in the room.

e.g. a line at the front facing the rest of the class in their seats; a line of pupils at the side wall facing a line along the opposite wall; a group in their seats facing a group they can see in the corridor near the door, etc. These groups practise:

WE ARE HERE.

THEY ARE THERE.

2. ACTIVITY - Practise THEY ARE HERE. THEY ARE THERE. - with the fruit and vegetable models; crayons; pencils; etc., in various places.

Let the pupils put the items in the various places.

e.g. Paulusi: (putting some of the fruit models on the table at the front of the room)

(pointing to model fruit)

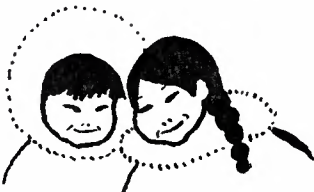
THEY ARE HERE.

Class: (in their seats)

(outward gesture)

THEY ARE THERE.

Volunteers take Paulusi's place and repeat the activity using the other objects.



3. SONGS - Number 1
(Verse 6)
Number 13
(Verse 4) - THE NEW Let's Begin English Songbook.

4. FLANNELBOARD - Use flannelgraphs of persons to practise:

THEY ARE THERE.

e.g. Teacher: (put several flannelgraphs of boys
on the flannelboard)

(point to them)

THEY ARE HERE.

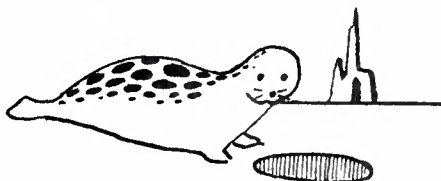
Class: (outward gesture toward boys on
flannelboard - chorus)

THEY ARE THERE.

Pupils take the teacher's place and
arrange flannelgraphs (boys, girls,
men, women, babies) on the flannelboard.

(see Flannelgraph and Other Patterns)

5. TAPE RECORDER - Teacher and volunteers tape PRACTICE No. 3.
6. FILMSTRIP - Frames 1 to 8 (Captionless)
Series 1 - Number 1 of English Through Pictures Filmstrip.



7. RECORD - English Through Pictures Record - Series 1, Side 1.
Use that portion that refers to the first eight
(captionless) frames of the above filmstrip.

NOTE: Practices No. 6 and No. 7 may be used
separately or together.

Formula Practice

e.g.

Teacher: WHERE ARE YOUR CRAYONS?

Class: (each pupil pointing to crayons on
his desk - chorus)

THEY ARE HERE.

Teacher: (put some crayons on your desk -
point to them)

WHERE ARE THEY?

Class: (pointing to crayons on teacher's
desk - chorus)

THEY ARE THERE.



SENTENCE PATTERN TAUGHT AND PRACTISED IN THIS LESSON

THEY ARE THERE.

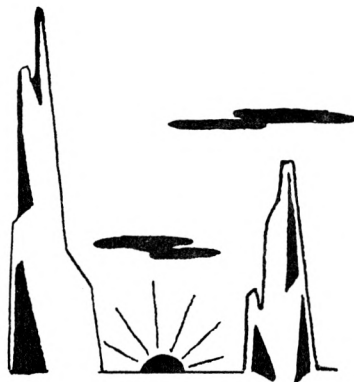
Substitution

We are here.

PREPARATION FOR REVIEW OF UNIT ONE

Study the Review Unit. It is important that you read this Review CAREFULLY and decide the areas of weakness in your pupils. It is suggested that the teacher:

1. Listen to the Practice tapes.
2. See how many oral sentence patterns the pupils can give from the (captionless) frames (1 - 8) of Filmstrip No. 1 - Series 1.
3. See how many oral sentence patterns the pupils can give from their scrapbooks.
4. Keep a list of the voluntary use of English sentence patterns (in speech or song) outside the formal oral English lesson.



REVIEW OF UNIT ONE

NOTES FOR THE TEACHER

You use this REVIEW to test, assess, and record each pupil's progress. By now, you will have at least two or three groups working at various levels, and your groups should be flexible enough to allow movement from one to another. Any re-grouping done at this point will be based on the results of the testing carried out in the REVIEW.

This REVIEW also provides a summary of all Words, Sentence Patterns (including Substitutions) and Formulas found in Unit I.

The nouns used in Unit One (excluding those used in the formulas) are:

| | | |
|--------|-------|------|
| boy | girl | book |
| crayon | door | hook |
| man | woman | baby |

Since it is understood that as soon as a sentence pattern is known, substitutions may be made in it, the number of nouns in any pupil's speaking vocabulary will exceed the number listed here.

PRACTICE (REVIEW)

1. ACTIVITY - Set up meaningful situations to encourage the pupils to repeat the following sequences from the Sentence Patterns and Formulas taught in Unit One.

I AM PAULUSI/PANIK.
I AM A BOY/GIRL.
I AM HERE.

HE/SHE IS PAULUSI/PANIK.
HE/SHE IS A BOY/GIRL.
HE/SHE IS HERE/THERE.

YOU ARE PAULUSI/PANIK.
YOU ARE A BOY/GIRL.
YOU ARE HERE/THERE.

HE/SHE IS A BOY/GIRL.
HE/SHE IS JUMPING HERE/THERE.

HE/SHE IS A BOY/GIRL.
HE/SHE IS RUNNING.

HE/SHE IS A BOY/GIRL.
HE/SHE IS SKIPPING.
HE/SHE IS HERE/THERE.

WE ARE BOYS/GIRLS.
WE ARE CLAPPING.

WE ARE BOYS/GIRLS.
WE ARE HOPPING.

2. ACTIVITY - Warm-up exercise. Class in semi-circle. Under the teacher's guidance the pupils respond to the frames 1 - 8 (captionless) in English Through Pictures filmstrip - No. 1, Series 1 in an orchestrated style.

e.g. 1st frame - Whole Class: (replies in chorus)
2nd frame - Half Class: (replies in chorus)
3rd frame - Other Half: (replies in chorus)
4th frame - 3 Pupils
 extreme right (reply in chorus)
5th frame - 3 Pupils
 extreme left (reply in chorus), etc.

Although you are working toward individual response, do not force shy pupils to speak.

3. FILMSTRIP - Use the first eight (captionless) frames of English Through Pictures filmstrip - No. 1, Series 1 to test each pupil's ability to give the required sentence pattern(s) for each frame.

4. RECORD - Use the English Through Pictures record - Series 1, Side 1 and have each pupil repeat the sentence pattern(s) which correlate with filmstrip No. 1, Series 1, frames 1 - 8. The teacher should keep a careful record of each pupil's performance on this test. Shy pupils must not be forced.
5. FILMSTRIP - Use the first eight (captionless) frames of filmstrip No. 1, Series 1 English Through Pictures to test each pupil's ability to give the required sentence pattern(s) for each frame.
6. TAPE RECORDER - Pupils listen to the PRACTICE tapes made in this unit to make an evaluation of their progress. This is an excellent opportunity for informal evaluation. It is likely that some pupils will be quite critical of the performances; in any event, it usually provides a great deal of entertainment.
7. ORAL PICTURE READING - Pupils "read" their scrapbooks, that is, they look at the pictures, page by page, and give the appropriate sentence pattern(s).
8. ACTIVITY - You can readily devise other opportunities for sentence pattern practice using such things as:
 - puppets
 - the dress-up box
 - models
 - pictures
 - the flannelboard, etc.

FORMULA REVIEW - Use as an exercise or game.

Teacher: RUN.

(Class runs)

Teacher: STOP.

(Class stops)

Teacher: WALK.

(Class walks)

Teacher: STOP.

(Class stops)

Teacher: CLAP YOUR HANDS.

(Class claps hands)

Teacher: STOP.

Continue with Command Formulas - SIT.

STAND.

CIRCLE.

JOIN HANDS.

HOP.

CHANGE PARTNERS. etc.

NOTE: The words which appear in type are to be found in the lessons. The words printed by hand are possible 'substitutions' for the typed words.

VARIATION (Substitution Tables) - Suggestions for Unit I

| | | | | | | | |
|---|----|---------------|------------------------|--|-----------------------------|---|--------------------------|
| <u>Lesson 1</u> | Go | to | your my | seats. desk. | | | |
| * <u>Sentences:</u> Go to your seats. Go to your desk. Go to my desk. | | | | | | | |
| <u>Lesson 2</u> | a) | Put | your | coat hand hat eraser | on | the | hook. table. desk. |
| | b) | Shut Open | the | door. book. window. | | | |
| | c) | The | door window book | is | open. shut. | | |
| <u>Lesson 3</u> | | Bring Give | me | the a | paste. picture. hook. | | |
| <u>Lesson 5</u> | a) | Take | a the | crayon. hat. book. picture. basket. pencil. brush. | | | etc. |
| | b) | Put | it | in | the a | basket. book hat. cup. bowl. glass. sink. desk. bottle. | etc. |

| | | | | | |
|-----------------|----|---------------|----|----------|--|
| <u>Lesson 6</u> | a) | Bring Give | me | the a | crayon. picture. basket. hook. book. pencil. brush. cup. puzzle. bowl. hat. spoon. etc. |
| | b) | Point | to | the a | pencil. boy. hook. book. table. door. picture. crayon. doll. brush. hat. ruler. desk. window. fork. towel. etc. |
| | c) | Show | me | a | (all the <u>nouns</u> in b) |

| | | | | |
|-----------------|----|----|---|---|
| <u>Lesson 7</u> | It | is | a | hook. washroom. door. table. picture. crayon. book. basket. boy. girl. pencil. bird. facecloth. calendar. needle. ball. house. toothbrush. shirt. sweater. stocking. etc. |
|-----------------|----|----|---|---|

Lesson 9

a) Walk
Run
Hop
Go
Talk
Sing
Whisper
Work

quietly.
quickly.
softly.
carefully.

b) Stand
Sit
Jump
Run
Walk
Come
Go

here.
there.

c) Stand
Sit
Lean

on
in
the
a

table.
box.
book.
circle.
chair.
cushion.
mat.
corner.
ball.
bench.
clothes hamper.
ladder.
wash tub.
railing.
merry-go-round. etc.

Lesson 10

Are
Is
Am
you
he
she
I

ready?
finished?
warm?
cold?
sick?
thirsty?
sleepy?
tired?
happy?
quiet?
late?
early? etc.

Lesson 11

a) Turn the

taps
lights
record player
tape recorder

on.
off.

(continued)

Lesson 11 (continued)

| | | | |
|----|------|-----|--|
| b) | Pass | the | books. crayons. pencils. picture. ball. scissors. cups. brushes. paper. paste. cushion. kleenex. blocks. button. candy. etc. |
|----|------|-----|--|

| | | | | |
|----|-----|------|---|---------------------|
| c) | Put | your | boots books hands. feet. knees. thumbs. fingers. chairs. heads. etc. | together. apart. |
|----|-----|------|---|---------------------|

Lesson 12

| | | | |
|----|---|-----------------|-----------------|
| a) | I You He She It We They | am are is | here. there. |
|----|---|-----------------|-----------------|

| | | | | |
|----|-------|-----------|-----|--|
| b) | Where | is are | the | basket? books? birds? hat? bird? door? boots? windows? tilt? kitchen? slide? dogs? hammer? thumb tacks? bookcase? key? etc. |
|----|-------|-----------|-----|--|

Lesson 12 (continued)

| | | | |
|----|-------|-----|------|
| c) | Where | is | he? |
| | Who | are | she? |
| | What | am | I? |
| | | | you? |

SUGGESTIONS FOR 'SUBSTITUTION TABLES'

(To be used when Unit I is completed)

| | | | | | | |
|----|-----|------|-----------|----|-----|------------|
| a) | Put | your | coat | on | the | hook. |
| | | my | picture | in | a | table. |
| | | his | hand | | | desk. |
| | | her | pencil | | | book. |
| | | | crayon | | | floor. |
| | | | mittens | | | basket. |
| | | | foot etc. | | | boy. |
| | | | | | | girl. |
| | | | | | | tap. |
| | | | | | | ball. etc. |

e.g. Put your hand on the boy.

| | | | | |
|----|-------|----|-----|--------------|
| b) | Come | to | the | table. |
| | Go | on | a | washroom. |
| | Walk | | | kitchen. |
| | Skip | | | floor. |
| | Hop | | | bookcase. |
| | Sit | | | window. |
| | Stand | | | boy. |
| | | | | desk. |
| | | | | chair. |
| | | | | door. |
| | | | | blackboard. |
| | | | | book. |
| | | | | hook. |
| | | | | house. |
| | | | | picture. |
| | | | | crayon. |
| | | | | basket. etc. |

e.g. Walk to the bookcase.

| | | | | |
|----|-----|----|---|---------|
| c) | It | is | a | circle. |
| | He | | | boy |
| | She | | | girl. |

e.g. She is a girl.

| | | | |
|----|---|------|--|
| d) | Wash Face Clap Shut Close Open Change | your | face. partner. hands. eyes. hand. book. mouth. partner. boots. shoes. easel. |
|----|---|------|--|

e.g. Face your easel.

| | | | | |
|----|--|------------------|----------|--|
| e) | Bring Show Throw Give Draw Make | me him her | a the | toy. basket. crayon. box. ball. mat. cushion. picture. brush. block. boy. girl. dog. muskrat. needle. spoon. towel. toothbrush. thimble. sink. toilet. ruler. kleenex. bottle. rag. bell. flower. tree. boat, etc. |
|----|--|------------------|----------|--|

e.g. Give him a towel.

| | | | | |
|----|------------|------|----|---|
| f) | My Your | name | is | Panik. Joseph. Miss Cook. Mrs. Smith. Mr. Brown. Sister Mary, etc. |
|----|------------|------|----|---|

e.g. Your name is Mr. Brown.

| | | | | | |
|----|------|-----|----|-----|-----------------|
| g) | Put | it | in | the | desk. |
| | Take | her | on | a | washing tub. |
| | | him | to | | table. |
| | | | | | desk. |
| | | | | | cupboard. |
| | | | | | basket. |
| | | | | | chair. |
| | | | | | blackboard. |
| | | | | | washroom. |
| | | | | | kitchen. |
| | | | | | library corner. |
| | | | | | office. |
| | | | | | bed. |
| | | | | | blanket. etc. |

e.g. Put her (a doll) in the bed.

| | | | | | | | |
|----|------|-----|-----|--------------|----|-----|-----------|
| h) | I | put | the | hat | in | the | book. |
| | You | | a | book | on | a | table. |
| | He | | | pencil | | | desk. |
| | She | | | needle | | | floor. |
| | We | | | paste | | | washroom. |
| | You | | | comb | | | cup. |
| | They | | | brush | | | box. |
| | | | | crayon | | | cupboard. |
| | | | | box | | | hat. |
| | | | | coat | | | glass. |
| | | | | basket | | | basket. |
| | | | | mittens | | | purse. |
| | | | | chair | | | holder. |
| | | | | toothbrush | | | kitchen. |
| | | | | cushion | | | office. |
| | | | | mat | | | case. |
| | | | | doll | | | cradle. |
| | | | | ball | | | bed. etc. |
| | | | | puppet | | | |
| | | | | penny | | | |
| | | | | candle | | | |
| | | | | bottle | | | |
| | | | | feather etc. | | | |

e.g. You put the comb in the case.

| | | | | |
|----|------|------|---------|-----------|
| i) | Put | your | boots | together. |
| | Pull | my | hands | apart. |
| | Push | | feet | |
| | | | desks | |
| | | | mittens | |

e.g. Pull my hands apart. (You are obviously holding them together.)

NOTE:

VARIATIONS will not be found in Books 2, 3, or 4.
It rests with the teacher to draw up her own
'SUBSTITUTION TABLES'.

RESUME OF WORDS, SENTENCE PATTERNS, SUBSTITUTIONS, AND FORMULAS

| LESSON | WORD(S) SENTENCE PATTERN(S) | SUBSTITUTION | FORMULAS |
|--------|--|--|--|
| 1 | I I AM MISS/MRS./SR./MR.____. | I am <u>Paulusi</u> . I am <u>Panik</u> . | Good Morning. Good-bye. Come. Go to your seat(s). Stand up. Sit down. Thank you. Please. |
| 2 | YOU (singular) YOU ARE <u>PAULUSI</u> . | You are <u>Panik</u> . You are Miss/Mrs./Sr./Mr.____. | Put your <u>coat</u> on the <u>hook</u> . Go to the <u>washroom</u> . Wash your <u>hands</u> . Open the <u>door</u> . The <u>door</u> is open. Shut the <u>door</u> . The <u>door</u> is shut. Come to the <u>table</u> . |

| LESSON | WORD(S) SENTENCE PATTERN(S) | SUBSTITUTION | FORMULAS |
|--------|--|-----------------------|--|
| 3 | HE SHE HE IS <u>PAULUSI</u> . | She is <u>Panik</u> . | Bring me the <u>paste</u> . Give me the <u>picture</u> . Hello. What is your name? My name is <u>Paulusi/Panik</u> . Do you want a <u>kleenex</u> ? |
| 4 | I You (singular) He She I am (person's name). You are (person's name). He is (person's name). She is (person's name). | | Walk. Run. Jump. Hop. Skip. Go. Stop. Go out (outside). Come in (inside). |

| LESSON | WORD(S) SENTENCE PATTERN(S) | SUBSTITUTION | FORMULAS |
|--------|--------------------------------|------------------------|--|
| 5 | IT | | Take a <u>crayon</u> . Take it. Put it in the <u>basket</u> . Pick it up. Put it away. Put everything away. |
| 6 | HE IS A <u>BOY</u> . | She is a <u>girl</u> . | Line up. Point to a <u>boy</u> . Show me a <u>pencil</u> . Say it again. Do it like this. Put up your hand. |

| LESSON | WORD(S) SENTENCE PATTERN(S) | SUBSTITUTION | FORMULAS |
|--------|--------------------------------|--|---|
| 7 | IT IS A <u>BOOK</u> . | <p>It is a <u>crayon</u>.</p> <p>It is a <u>door</u>.</p> <p>It is a <u>hook</u>.</p> <p>It is a <u>boy</u>.</p> <p>It is a <u>girl</u>.</p> | <p>What is it?</p> <p>It is a <u>bird</u>.</p> <p>Who is it?</p> <p>It is (person's name).</p> <p>Who is he?</p> <p>He is (person's name).</p> <p>Who is she?</p> <p>She is (person's name).</p> |
| 8 | I AM HERE. | <p>He is here.</p> <p>She is here.</p> | <p>Make a circle.</p> <p>Clap your hands.</p> <p>Join hands.</p> <p>Circle right. Circle left.</p> <p>Face your partner.</p> <p>Change your partner.</p> <p>Tiptoe.</p> <p>It is time to <u>rest</u>.</p> |

| LESSON | WORD(S) SENTENCE PATTERN(S) | SUBSTITUTION | FORMULAS |
|--------|---|--|---|
| 9 | <p>IT IS HERE.</p> <p>IT IS THERE.</p> <p>HE IS THERE.</p> <p>SHE IS THERE.</p> | <p>He is here.</p> <p>She is here.</p> | <p>Walk quietly.</p> <p>Sit here. Sit there.</p> <p>Stand here. Stand there.</p> <p>Make a circle here.</p> <p>Make a circle there.</p> <p>Put it here.</p> <p>Put it there.</p> |
| 10 | YOU (plural) | | <p>Are you ready?</p> <p>Yes, I am.</p> <p>No, I am not.</p> <p>Are you finished?</p> <p>Be careful.</p> <p>Don't do that.</p> <p>That is right.</p> <p>Don't spill the <u>paint</u>.</p> |

| LESSON | WORD(S) SENTENCE PATTERN(S) | SUBSTITUTION | FORMULAS |
|--------|--------------------------------|---|---|
| 11 | WE ARE HERE. | <p>You are here. (sing.)</p> <p>You are here. (pl.)</p> <p>You are there. (sing.)</p> <p>You are there. (pl.)</p> | <p>Throw the <u>ball</u>.</p> <p>Pass the <u>books</u>.</p> <p>Turn the <u>taps</u> on/off.</p> <p>Put your <u>boots</u> together.</p> <p>Wait.</p> <p>Listen.</p> |
| 12 | THEY ARE THERE. | We are here. | <p>Where is your <u>hat</u>?</p> <p>Where are your <u>mittens</u>?</p> <p>Where is <u>he</u>?</p> <p>Where are <u>they</u>?</p> <p>Where am I?</p> <p>Where is the chair?</p> <p>Where are the crayons?</p> |

