



THE NEW

LET'S BEGIN ENGLISH

BOOK TWO

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DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT

THE NEW LET'S BEGIN ENGLISH

(Oral Program)

BOOK TWO

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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.



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
THE NEW LET'S BEGIN ENGLISH 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

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 those 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

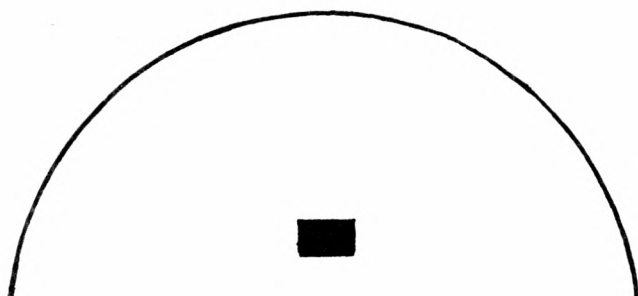
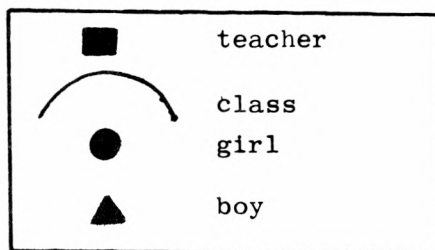
- A. Follow the four essential steps in every lesson:
 - 1. Model - Give a clear and correct Model.
 - 2. Imitation - Ensure that each pupil imitates the Model.
 - 3. Practice - Provide aural (listening) and oral (speaking) activities.
 - 4. Variation - Use 'substitutions' to vary the Patterns.
- B. 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

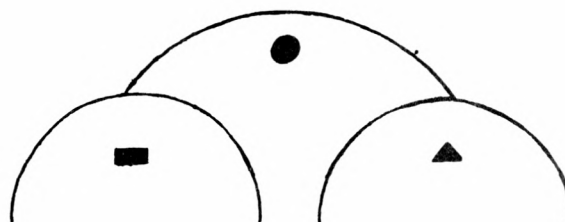
- PICTURE SETS: A Trip to the Zoo (12 Teaching Pictures)
 - David C. Cook
 Perceptual Concepts Charts (8) and Masters
 (16) - F.A. Owen Publishing Company
 Children of many lands - The Instructor
 1967-68 calendar
 THE NEW Let's Begin English Picture Set
 (200, 6" x 9" pictures of objects and
 activities;
 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 grouping)



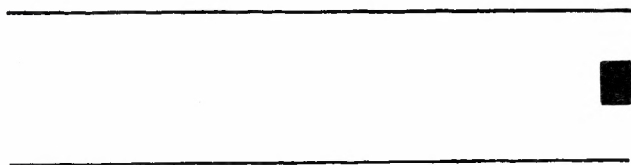
Semi-circle

1.



One or more semi-circles

2.



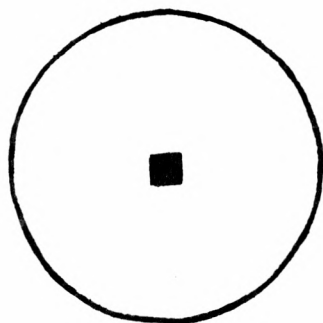
Two lines facing.

3.



Partners

4.



Circle

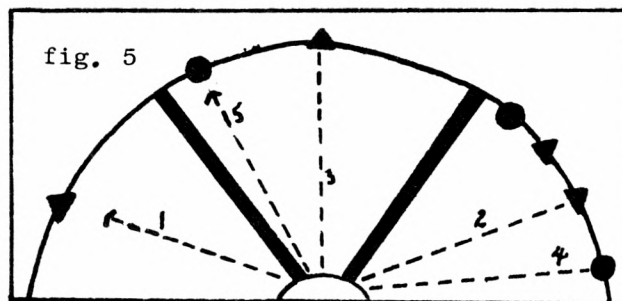
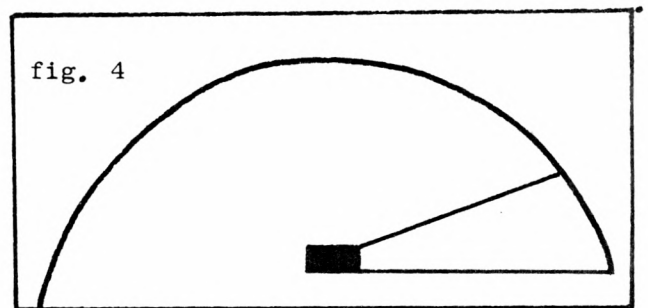
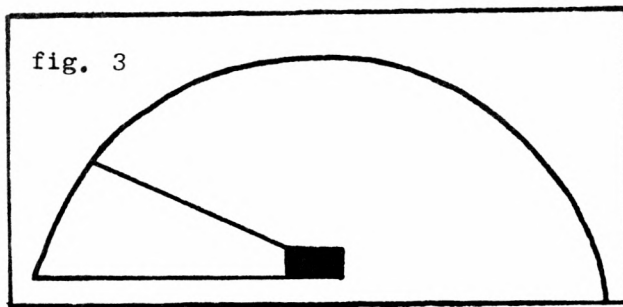
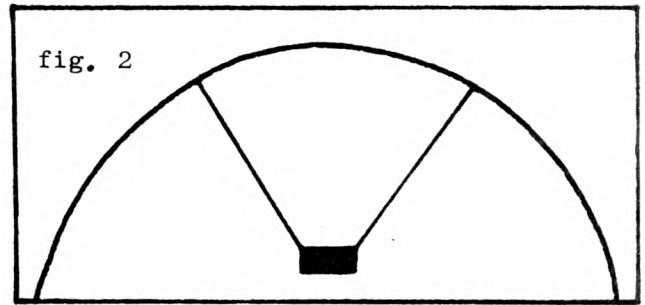
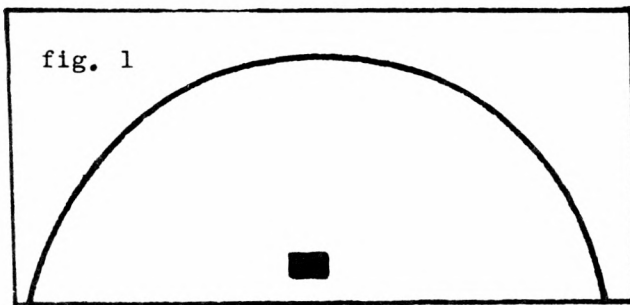
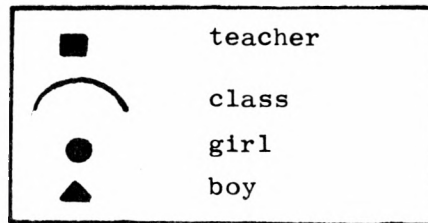
5.



Teacher and pupil

6.

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.

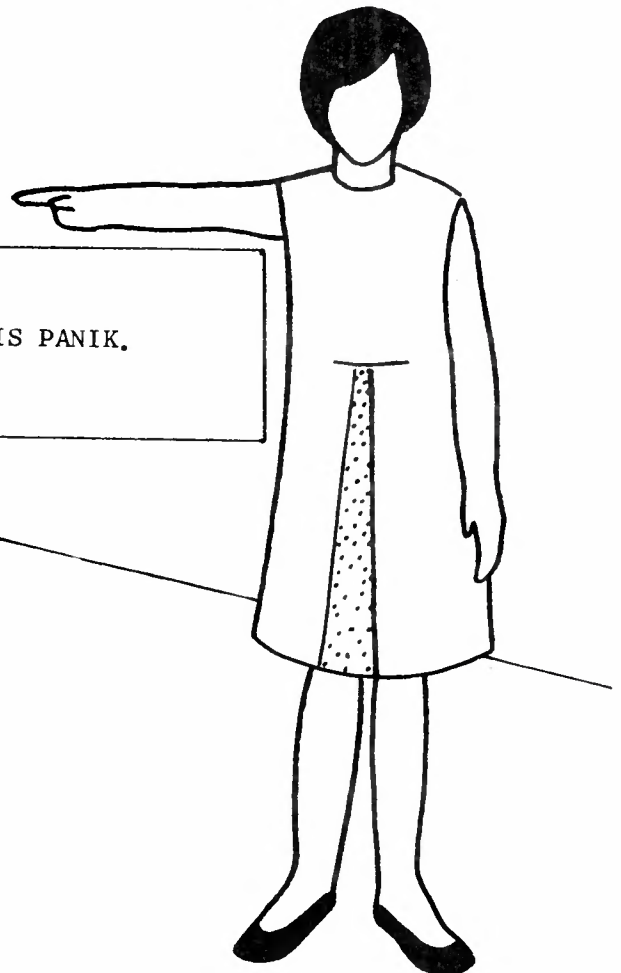
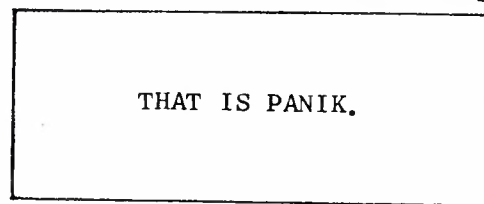
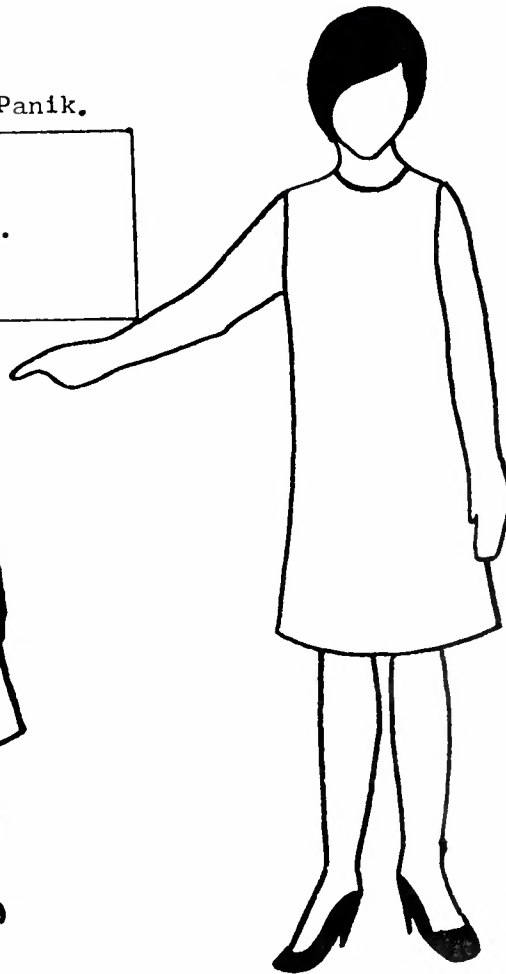
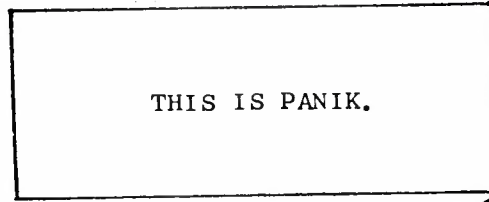
The teacher or leader Conductor involves the Whole Class, the Sections of the Class and the Individuals in any desired order.

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).

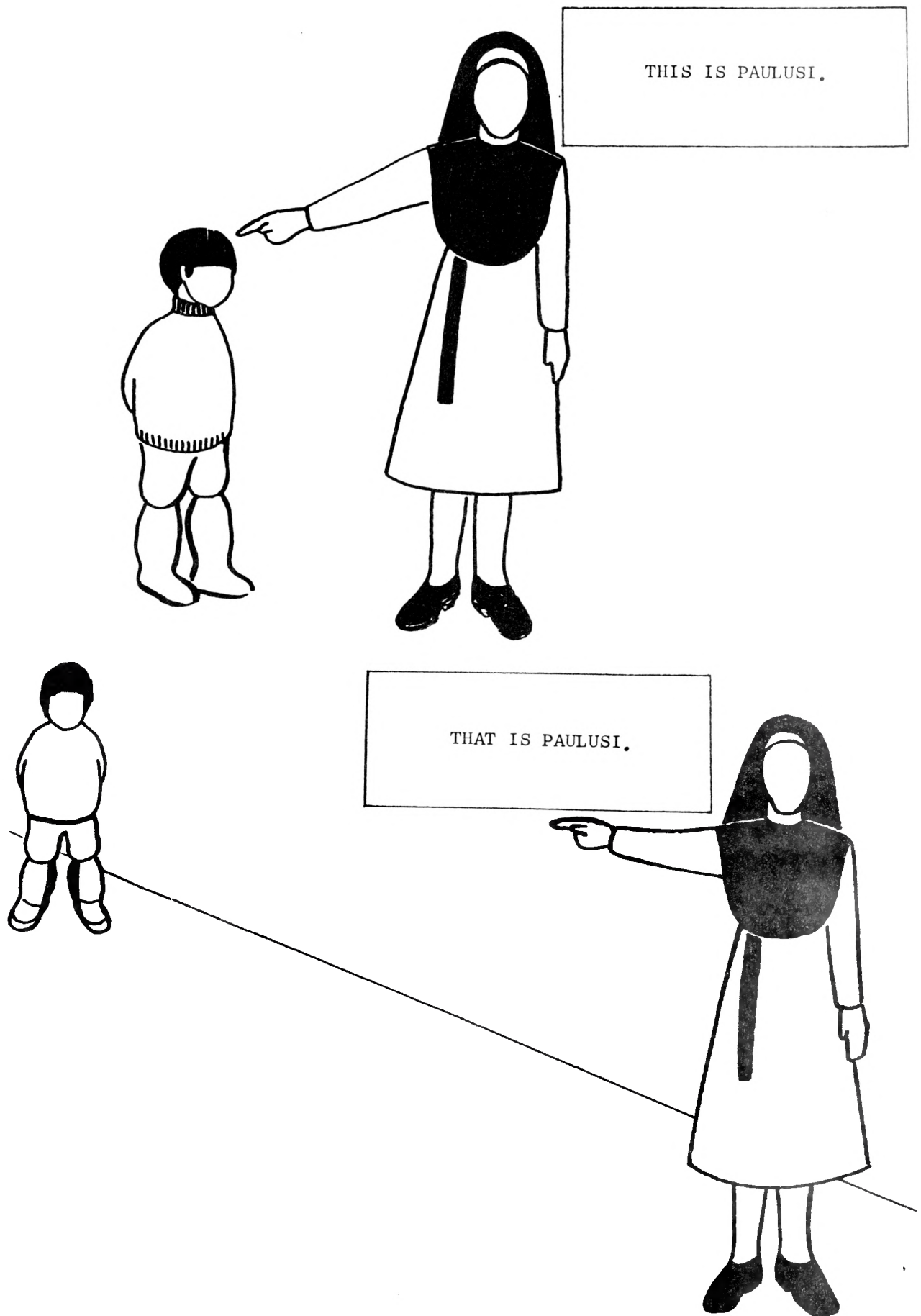
unit II



Look at the class. Point to Panik.



Look at the class. Point to Paulusi.



SENTENCE PATTERN

THIS IS PAULUSI.
 THAT IS PAULUSI.

Substitution

This is Panik.
 That is Panik.

FORMULAS

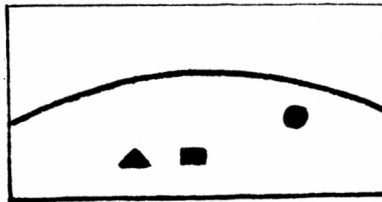
Bend down.
 Stand up.
 Down. Up.
 Spread your arms apart.
 Touch your hips.
 Put your arms up.
 Put your arms down.

NOTES FOR THE TEACHER

You are teaching the demonstrative pronouns THIS and THAT in the pattern - THIS/THAT IS (person). The HERE and the THERE in the sentence patterns - HE IS HERE/THERE, SHE IS HERE/THERE, - are used in contrast to THIS and THAT to clarify meaning. (see Demonstration Gesture pages)
 Demonstration Gestures clarify meaning and must be carefully observed.

PROCEDURE

Teaching-Learning Situation



- MODEL: 1. Teacher: (you and Paulusi stand together - Panik stands at a distance from both of you - you look at the class - point to Paulusi)

THIS IS PAULUSI.

(gesture)

HE IS HERE. (pause - repeat)

(you look at the class - outward gesture toward Panik)

THAT IS PANIK.

(outward gesture toward Panik)

SHE IS THERE.

2. Teacher: (you point to Paulusi)

THIS IS PAULUSI.

(outward gesture toward Panik)

THAT IS PANIK.

Repeat above sequence several times emphasizing THIS and THAT.

3. Teacher: Repeat the MODEL with other pupils.



IMITATION: 1. Teacher: (Paulusi and Panik remain at the front -
you join the class - outward gesture
toward Paulusi)

THAT IS PAULUSI.

(outward gesture toward Paulusi)

HE IS THERE. (pause - repeat)

Teacher

&

Class:

(outward gesture toward Paulusi)

THAT IS PAULUSI.

(outward gesture toward Paulusi)

HE IS THERE.

Teacher:

THAT IS PAULUSI.

HE IS THERE.

Teacher:

(outward gesture toward Panik)

THAT IS PANIK.

(outward gesture toward Panik)

SHE IS THERE.

Teacher

&

Class:

(outward gesture toward Panik)

THAT IS PANIK.

(outward gesture toward Panik)

SHE IS THERE.

Teacher:

THAT IS PANIK.

SHE IS THERE.

2. Each child takes a turn touching each pupil in the semi-circle.

e.g. Paulusi: (touching Jamie)

THIS IS JAMIE.

(touching Maria)

THIS IS MARIA.

(touching Panik)

THIS IS PANIK. etc.



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

1. ACTIVITY - Teacher: (at front - "Come here, Paulusi.")
THIS IS PAULUSI.

Class: (chorus)
THAT IS PAULUSI.

Paulusi: (points to teacher)
THIS IS MISS/MRS./SR./MR. __.

Class: (chorus)
THAT IS MISS/MRS./SR./MR. __.

Continue with other pupils.

2. ACTIVITY - Pupils stand at a distance from the body outlines and face them. (Each pupil faces another pupil's outline.) One at a time, each pupil points to the body outline opposite him.

Pupil A: THAT IS PAULUSI.

Pupil B: THAT IS JAMESIE.

Pupil C: THAT IS PANIK. etc.



3. FLANNELBOARD - Use flannelgraphs of boys and girls.

Paulusi: (putting a flannelgraph of a boy
on the flannelboard)

THIS IS A BOY.

Class: (chorus)

THAT IS A BOY.

Paulusi: (putting a flannelgraph of a girl
on the flannelboard)

THIS IS A GIRL.

Class: (chorus)

THAT IS A GIRL.

Continue with other pupils

4. SONGS - Number 16
Number 17 - THE NEW Let's Begin English Songbook.

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

Formula Practice

Correlate the Formulas with your daily activities.

SENTENCE PATTERN TAUGHT and PRACTICED IN THIS LESSON

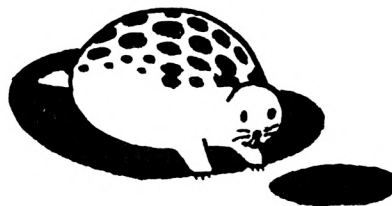
THIS IS PAULUSI.
THAT IS PAULUSI.

Substitution

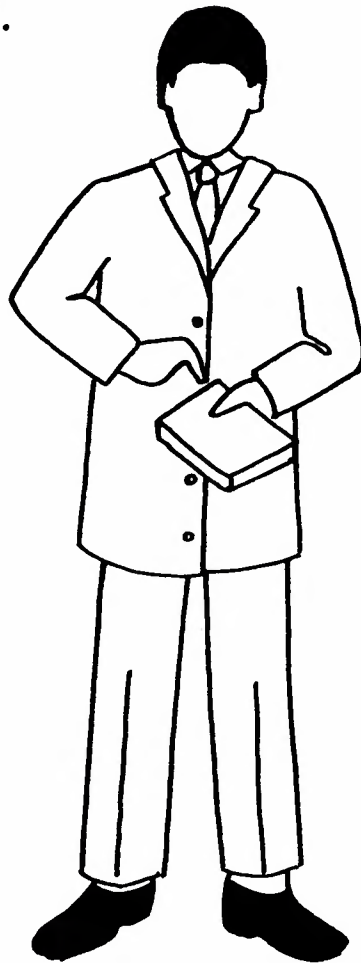
~~This~~ is Panik.
~~That~~ is Panik.

PREPARATION FOR LESSON 2

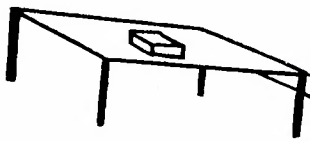
1. Study the Lesson and the Demonstration Gesture page.
2. Prepare the materials you will need.
(see Flannelgraph and Other Patterns for items for Practice No. 2.)
3. Refer to the Orchestrated Style for Oral Practice (diagrams and explanation) at the beginning of this Unit.



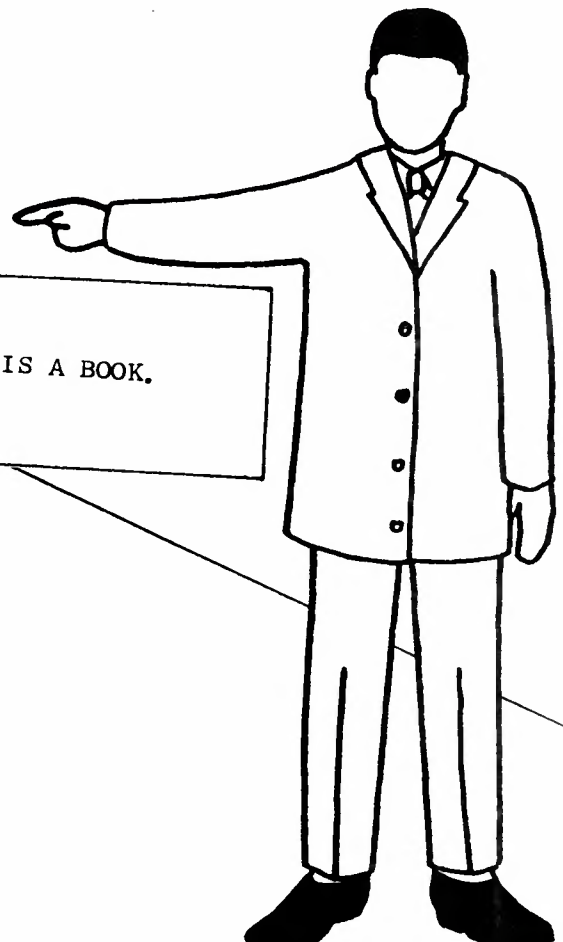
Look at the class.
Point to the book.



THIS IS A BOOK.



THAT IS A BOOK.



SENTENCE PATTERN

THIS IS A BOOK.
THAT IS A BOOK.

FORMULAS

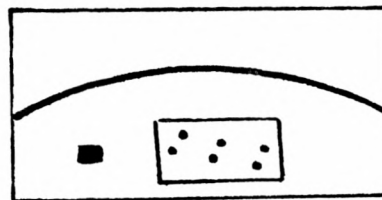
I have a book.
Do you have a book?
Yes, I have.
No, I have not.
This is a circle.
This is a square.
Paste carefully.

NOTES FOR THE TEACHER

You are continuing the teaching of the demonstrative pronouns THIS and THAT in the pattern - THIS/THAT IS A (thing). (see Demonstration Gesture page)

PROCEDURE

Teaching-Learning Situation



MODEL:

1. Teacher:

(place 2 boxes, 2 cups, and 2 bottles on a table - put one book on the table and another on a shelf or in some other location which is at a distance from the table)

2. Teacher: (take the book from the table -
hold it up - point to it)

THIS IS A BOOK. (pause - repeat)

(place the book on the table again -
look at the class - point to the book)

THIS IS A BOOK.

(outward gesture toward the book on
the shelf)

THAT IS A BOOK.

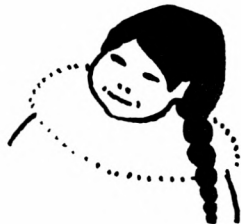
(point to the book on the table beside you)

THIS IS A BOOK.

(outward gesture toward the book on
the shelf)

THAT IS A BOOK.

Repeat above sequence using the 2 boxes,
the 2 cups, and the 2 bottles. In each
repetition of the sequence one item remains
on the table while the other is placed at
a distance from the table. The 3 objects
(the box, the cup, and the bottle) which
are placed in the distance should be
clearly visible to the pupils.



IMITATION:

1. Teacher: (each pupil has a book on his desk)

(you face the class - point to the book
in your hand)

THIS IS A BOOK.

(you join the class - point to the book
in your hand)

THIS IS A BOOK.

Teacher
&
Class: (each person holding up his book -
pointing to it - chorus)

THIS IS A BOOK. (repeat)

Teacher: THIS IS A BOOK

2. Teacher: (move to the front of the room)

Teacher
&
Class: (put their books on their desks)

Teacher: (point to your book on your desk)

THIS IS A BOOK.

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

THIS IS A BOOK.

Teacher: THIS IS A BOOK.

Repeat above sequence.

3. Teacher: (outward gesture toward the book on the shelf)

THAT IS A BOOK.

Class: (outward gesture toward the book on the shelf - chorus)

THAT IS A BOOK.

(teacher repeats 'THAT IS A BOOK.')

Teacher: (outward gesture toward the cup in the distance)

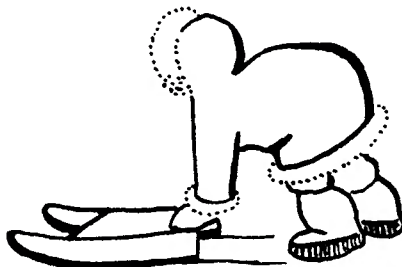
THAT IS A CUP.

Class: (outward gesture toward the cup - chorus)

THAT IS A CUP.

Teacher: THAT IS A CUP.

Continue, using the bottle in the distance, and then the box.



4. Teacher: (individual pupils put a book in different, but visible places in the room)

Paulusi: (goes to the place where he has put his book - points to it)

THIS IS A BOOK.

Teacher
&

Class: (gesturing toward Paulusi's book - chorus)

THAT IS A BOOK.

Panik: (goes to the place where she has put her book - points to it)

THIS IS A BOOK.

Teacher
&

Class: (gesturing toward Panik's book - chorus)

THAT IS A BOOK.

Teacher: THAT IS A BOOK.

Continue with other pupils.



PRACTICE

1. SONGS - Number 18
Number 19 - THE NEW Let's Begin English Songbook.
2. FLANNELBOARD - The pupils use flannelgraphs to practise:

THIS/THAT IS A (thing).
3. PICTURES - Repeat PRACTICE No. 2 (above) using pictures.
4. TAPE RECORDER - Teacher and volunteers tape PRACTICE No. 1.
5. GAME - A pupil feels an object in a bag held by the teacher and guesses what the object is - THIS IS A (thing). The pupil then draws the object from the bag and if his identification is correct, he places the object on the teacher's desk and returns to his seat.

Pupil: (gesturing toward the object on the teacher's desk)

THAT IS A (thing).

Class: (gesturing toward the object - chorus)

THAT IS A (thing).

Place another object in the bag and continue.

Formula Practice

Correlate the Formulas with your daily activities.



SENTENCE PATTERN TAUGHT AND PRACTISED IN THIS LESSON

THIS IS A BOOK.

THAT IS A BOOK.

PREPARATION FOR LESSON 3

1. Study the lesson.
2. Prepare the materials you will need.

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SENTENCE PATTERNSTHIS IS A BOOK.THAT IS A BOOK.IT IS A BOOK.FORMULAS

What is this?

It is a marble.

What is that?

That is an airplane.It is a dress.

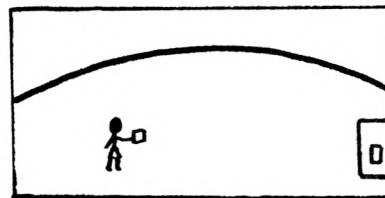
It is clean/dirty.

NOTES FOR THE TEACHER

You are introducing the personal pronoun IT as a substitution for the demonstrative pronouns THIS and THAT in the sentence pattern - THIS/THAT IS A (thing).

PROCEDURE

Teaching-Learning Situation



MODEL:

1. Teacher:

(one book in your hand and one on the window ledge in the distance)

(point to the book in your hand)

THIS IS A BOOK. (repeat)

(outward gesture toward the book on the window ledge)

THAT IS A BOOK. (repeat)

2. Teacher: (put your book on your desk - point to it)

THIS IS A BOOK. (pause)

IT IS A BOOK. (pause - repeat)

(outward gesture toward the book on the window ledge)

THAT IS A BOOK. (pause)

IT IS A BOOK. (pause - repeat)

3. Teacher: (point to the book on your desk)

IT IS A BOOK.

(pick it up - point to it)

IT IS A BOOK.

(point to the book on the window ledge)

IT IS A BOOK.

Repeat above sequence.



IMITATION: 1. Teacher: (you join the class - point to the
book in your hand)

THIS IS A BOOK.

IT IS A BOOK.

Class: (each pupil pointing to a book in his
hand - chorus)

THIS IS A BOOK.

IT IS A BOOK.

Teacher: (outward gesture toward the book on the
window ledge)

THAT IS A BOOK.

IT IS A BOOK.

Class: (outward gesture toward book - chorus)

THAT IS A BOOK.

IT IS A BOOK.

Teacher: (you point to the book in your hand)

THIS IS A BOOK.

IT IS A BOOK.

Class: (each pupil pointing to a book in his
hand - chorus)

THIS IS A BOOK.

IT IS A BOOK.

Teacher: THIS IS A BOOK.

IT IS A BOOK.

THAT IS A BOOK.

IT IS A BOOK.

Repeat above sequence.

2. Paulusi: (at the front - a book in his hand -
pointing to the book)

THIS IS A BOOK.

IT IS A BOOK.

Class: (each pupil holding a book in his hand -
pointing to the book - chorus)

THIS IS A BOOK.

IT IS A BOOK.

Paulusi: (outward gesture toward the book on the
window ledge)

THAT IS A BOOK.

IT IS A BOOK.

Class: (outward gesture toward the book)

THAT IS A BOOK.

IT IS A BOOK.

Repeat above sequence with other pupils.



3. Class: (the pupils face each other in two lines -
each pupil has a book in his hand)

Line A: (each pupil pointing to his book - chorus)

THIS IS A BOOK.

IT IS A BOOK.

(each pupil gesturing toward the book of
the opposite pupil in Line B - chorus)

THAT IS A BOOK.

IT IS A BOOK.

Line B: Repeat above sequence.

4. 1st Pupil -

Line A: (pointing to his book)

THIS IS A BOOK.

IT IS A BOOK.

Opposite
Pupil -

Line B: (gesturing toward the book of the
1st Pupil - Line A)

THAT IS A BOOK.

IT IS A BOOK.

Repeat on down the two lines.

PRACTICE

1. SONG - Number 20 - THE NEW Let's Begin English Songbook.
2. GAME - Display a group of objects - the plastic fruits and vegetables would be ideal at this point. Do not neglect the importance of the sense of touch. Give pupils every opportunity to handle the objects as they say the patterns:

THIS IS A (thing).

IT IS A (thing).

3. ACTIVITY - Each pupil chooses a partner. One asks the question and the other gives the answer. Use the plastic fruits and vegetables from the Oral English Kit.

e.g. Paulusi: (showing a banana to Panik)

WHAT IS THIS?

Panik: THAT IS A BANANA.

Panik: (showing a carrot to Paulusi)

WHAT IS THIS?

Paulusi: THAT IS A CARROT.

Simultaneously, other partners with other fruits or vegetables are doing the same.

4. TAPE RECORDER - Teacher and volunteers tape PRACTICE No. 1.

Formula Practice - Continue with the use of questions.

Teacher: (holding up a pencil)
WHAT IS THIS?

Class: (chorus)
THAT IS A PENCIL.

Teacher: (pointing to a table in the distance)
WHAT IS THAT?

Class: (chorus)
THAT IS A TABLE.

Teacher: (pointing to a box)
WHAT IS IT?

Class: (chorus)
IT IS A BOX.

Pupils may take over the role of the teacher.



SENTENCE PATTERNS REVIEWED AND PRACTISED IN THIS LESSON

THIS IS A BOOK.

THAT IS A BOOK.

IT IS A BOOK.

PREPARATION FOR LESSON 4

1. Study the lesson.
2. Prepare the materials you will need. (see Flannelgraph and Other Patterns for directions for making hand puppets)



SENTENCE PATTERNS

THIS/THAT IS A MAN.
THIS/THAT IS FATHER.

Substitution

This/That is a woman.
This/That is Mother.
This/That is Baby.
This/That is a boy.
This/That is a girl.
This/That is a baby.

FORMULAS

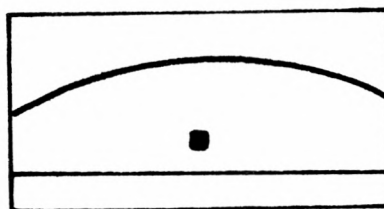
Who is this/that?
This/That is Father.
He is old.
This/That is Mother.
She is old.
This/That is Baby.
He/She is young.

NOTES FOR THE TEACHER

It is very important to emphasize the family group. The pupils have been taught the words, BOY, GIRL, MAN, WOMAN, and BABY. This lesson teaches the words FATHER and MOTHER in the pattern - THIS/THAT IS FATHER/MOTHER. It is quite possible that the pupils may already understand and use the words MOTHER and FATHER. The sequence - THIS IS A MAN. THIS IS FATHER.- is used to bring attention to the omission of the article, "a", in the second pattern of the sequence.

PROCEDURE

Teaching-Learning Situation



MODEL:

1. Teacher:

(put a flannelgraph of a man on the flannelboard - point to it)

THIS IS A MAN.

THIS IS FATHER. (repeat)

Teacher: (put a flannelgraph of a woman on the
flannelboard - point to it)

THIS IS A WOMAN.

THIS IS MOTHER. (repeat)

IMITATION: 1. Teacher: (point to the flannelgraph of the man)

THIS IS FATHER.

Paulusi: (goes to the flannelboard - points to
the man)

THIS IS FATHER.

Teacher: (point to the flannelgraph of the woman)

THIS IS MOTHER.

Paulusi: (pointing to the flannelgraph of the
woman)

THIS IS MOTHER.

Teacher: THIS IS MOTHER.

Repeat above sequence with other pupils.

2. Teacher: (point to the flannelgraph of the man)
THIS IS FATHER.

Class: (outward gesture toward the flannelgraph
of the man - chorus)
THAT IS FATHER.

Teacher: (point to the flannelgraph of the woman)
THIS IS MOTHER.

Class: (outward gesture toward the flannelgraph
of the woman - chorus)
THAT IS MOTHER.

Teacher: THAT IS MOTHER.

Repeat above sequence.

3. Teacher: (put a flannelgraph of a baby on the
flannelboard - point to it)
THIS IS BABY.

Class: (outward gesture toward the flannelgraph
of the baby - chorus)
THAT IS BABY.

Teacher: THAT IS BABY.

Repeat above sequence.

PRACTICE:

1. SONG - Number 21 - THE NEW Let's Begin English Songbook.

2. PICTURES - Pupils point to the men, women, and babies in the pictures to practise:

THIS/THAT IS FATHER.

THIS/THAT IS MOTHER.

THIS/THAT IS BABY.

3. PUPPET PLAY - Use patterns No. 14 to 17 and/or Pattern No. 18 for making hand puppets to practise:

THIS/THAT IS FATHER.

THIS/THAT IS MOTHER.

THIS/THAT IS BABY.

4. PHOTOGRAPHS - Ask the pupils to bring any family snapshots they may have. Use for sentence pattern practice.

5. PICTURE FILE - Select pictures of fathers, mothers, and babies. Use for sentence pattern practice.

6. ON-GOING ACTIVITY - Pupils draw pictures of their own family group in their scrapbooks. Use these for oral pattern practice.

7. TAPE RECORDER - Teacher and volunteers tape PRACTICE No. 1.

Formula Practice

Correlate the Formulas with your daily activities.



SENTENCE PATTERNS TAUGHT AND PRACTISED IN THIS LESSON

THIS/THAT IS A MAN.
THIS/THAT IS FATHER.

Substitution

This/That is a woman.
This/That is Mother.
This/That is Baby.
This/That is a boy.
This/That is a girl.
This/That is a baby.

PREPARATION FOR LESSON 5

1. Study the Lesson.
2. Prepare the materials you will need.

SENTENCE PATTERNTHIS IS MY HAND.Substitution

That is my hand.
 This is your hand.
 That is your hand.

FORMULAS

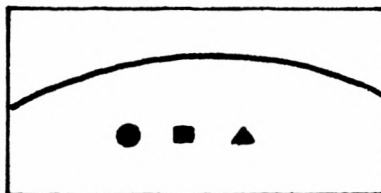
Point to your hand.
 Is this/that your hand?
 Is this/that your pencil?
 Yes, it is.
 No, it is not.
 This is a big/little circle.
 That is a big/little square.

NOTES FOR THE TEACHER

You are teaching the possessive pronouns MY and YOUR
 in the pattern - THIS IS MY HAND. - in opposition to -
 This is your hand.

PROCEDURE

Teaching-Learning Situation



MODEL:
 &
 IMITATION

1. Teacher:

(Paulusi and Panik on either side of you -
 hold up your hand - point to it)

THIS IS MY HAND.

(point to Panik's hand)

THAT IS YOUR HAND.

(point to your other hand)

THIS IS MY HAND.

(point to Panik's other hand)

THAT IS YOUR HAND.

2. Teacher: Repeat the above sequence with Paulusi.

3. Teacher: (continue with 5 or 6 other pupils who
join Paulusi and Panik at the front)

(hold up one hand)

THIS IS MY HAND.

Pupils: (at front - pointing to your hand - chorus)

THAT IS YOUR HAND.

Teacher: THIS IS MY HAND.

Pupils: (each holding up one hand - pointing to
it - chorus)

THIS IS MY HAND.

(holding up other hand - point to it -
chorus)

THIS IS MY HAND.

Teacher: (hold up one hand)

THIS IS MY HAND.

Pupils: (pointing to teacher's hand - chorus)

THAT IS YOUR HAND.

Teacher: (hold up the other hand)

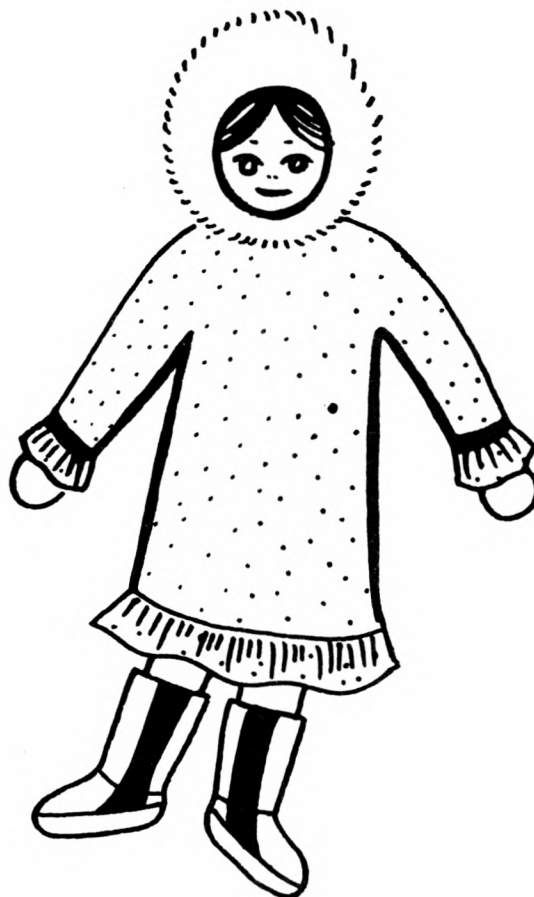
THIS IS MY HAND.

Pupils: (pointing to teacher's hand - chorus)

THAT IS YOUR HAND.

Teacher: THIS IS MY HAND.

Repeat above sequence with small groups
and individual pupils.



PRACTICE

1. ACTIVITY - Outline hands and cut them out. Teacher encourages pupil to hold up his cut out and repeat the pattern:

Pupil: THIS IS MY HAND.

Teacher: THAT IS YOUR HAND.

Pupils paste hand in scrapbook or on a brown paper frieze for pattern practice.

2. ON-GOING ACTIVITY - Use the body outlines to practise the patterns:

THIS IS MY HAND.

THAT IS PAULUSI'S HAND.

THAT IS PANIK'S HAND.

3. ACTIVITY - Quick drill (one hand on the desk).

1st Pupil: THIS IS MY HAND.

2nd Pupil: THAT IS YOUR HAND.

3rd Pupil: THIS IS MY HAND.

4th Pupil: THAT IS YOUR HAND.

Substitute other parts of the body for hand and continue the drill.

4. ACTIVITY - Pupils in their seats practise:

THIS IS MY PENCIL.

THIS IS MY BOX.

THIS IS MY CRAYON.

THIS IS MY HAND.

Use other objects that are familiar to the pupils and continue.

5. ACTIVITY - To emphasize the possessive MY, the teacher encourages the pupils to move freely in the classroom shouting:

MY HAND - MY HAND.

6. SONG - Number 22 - THE NEW Let's Begin English Songbook.

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

Formula Practice

Using familiar classroom objects, pupils ask each other questions.

- e.g. 1st Pupil: WHAT IS THIS?
 2nd Pupil: THIS IS MY HAND.
 1st Pupil: WHAT IS THAT?
 2nd Pupil: THAT IS A WINDOW.

SENTENCE PATTERN TAUGHT AND PRACTISED IN THIS LESSON

THIS IS MY HAND.

Substitutions

That is my hand.
This is your hand.
That is your hand.

PREPARATION FOR LESSON 6

1. Study the lesson.
2. Prepare the materials you will need.
(pupils make paper hats with name bands on them)

SENTENCE PATTERN

THIS IS HIS PENCIL.

Substitution

That is his pencil.

This is her hand.

That is her hand.

FORMULAS

Is this/that his watch?

Is this/that her ribbon?

I lost my eraser.

Where is it?

Who can find it?

Paulusi forgot his brush.

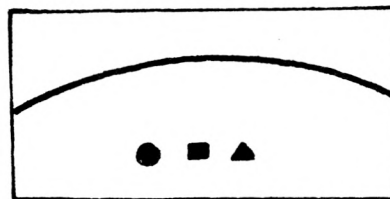
Come and get it, please.

NOTES FOR THE TEACHER

You are teaching the possessive pronouns HIS and HER in the pattern - THIS IS HIS PENCIL. - in opposition to - This is her pencil. Confusion in the use of HIS and HER 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: A 1. Teacher: (look at the class - point to Paulusi who has a pencil in his hand)

THIS IS PAULUSI.

(raise Paulusi's arm - point to the pencil)

THIS IS PAULUSI'S PENCIL. (pause)

THIS IS HIS PENCIL.

2. Teacher: (look at the class - point to Panik who has a pencil in her hand)

THIS IS PANIK.

(raise Panik's arm - point to the pencil)

THIS IS PANIK'S PENCIL. (pause)

THIS IS HER PENCIL.

Continue with other pupils.



- IMITATION:
1. Teacher: (divide the class into groups of four or five - each with a pupil leader)

Leader: (goes close to Jacobi - pointing to his pencil)

THIS IS JACOBI'S PENCIL.

THIS IS HIS PENCIL.

(pointing to Maria's book)

THIS IS MARIA'S BOOK.

THIS IS HER BOOK.

(pointing to Josephi's hat)

THIS IS JOSEPHI'S HAT.

THIS IS HIS HAT.

Teacher: Continue with all groups working simultaneously.

2. Teacher: (class remains divided into groups of four or five - each with a pupil leader)

Leader: (at a distance from his group - picks up Paulusi's hat)

THIS IS PAULUSI'S HAT.

THIS IS HIS HAT.

(gestures to Paulusi to take the hat)

Paulusi: (returns to his place)

Leader: (pointing to Paulusi's hat)

THAT IS PAULUSI'S HAT.

THAT IS HIS HAT.

Teacher:
or
Leader Continue with the remainder of the group.



MODEL: B 1. Teacher: (Paulusi at a distance - point to him)
THAT IS PAULUSI.

(point to Paulusi's hat on the table)

THAT IS PAULUSI'S HAT.

(put the hat on his head - point to the
hat from a distance)

THAT IS HIS HAT.

(remove the hat from Paulusi's head)

Repeat the above sequence.

2. Teacher: (Panik at a distance - point to her)
THAT IS PANIK.

(point to Panik's hat on the table)

THAT IS PANIK'S HAT.

(put the hat on her head - point to the
hat from a distance)

THAT IS HER HAT.

(remove the hat from Panik's head)

Repeat the above sequence.

3. Teacher: Continue with other pupils.

IMITATION: 1. Teacher: (Paulusi at a distance - you point to him)
THAT IS PAULUSI.

Class: (pointing to Paulusi - chorus)
THAT IS PAULUSI.

Teacher: (you point to Paulusi's hat on the table -
at a distance)
THAT IS PAULUSI'S HAT.

Class: (pointing to Paulusi's hat - chorus)
THAT IS PAULUSI'S HAT.

Teacher: (you point again to Paulusi's hat)
THAT IS HIS HAT.

Class: (pointing again to Paulusi's hat)
THAT IS HIS HAT.

Teacher: THAT IS HIS HAT.

Repeat the above sequence with Panik.

PRACTICE

1. ACTIVITY - Use pupil outlines on the wall to practise: HIS HAND, HER HAND.

Use any other parts of the body or clothing, the names of which are known to the children.

2. ACTIVITY - Arrange the class on both sides of a long piece of brown paper. Each pupil traces his own hand. Use the outlines to practise:

THIS IS MY HAND.

THIS/THAT IS YOUR HAND.

THIS/THAT IS HIS/HER HAND.

3. GAME - Pupils in a circle. Paulusi and Panik in the centre.

Teacher: (go to Paulusi - point to his hand)

..... HIS HAND.

..... HIS HAND.

THIS IS HIS HAND.

(point to Panik's hand)

..... HER HAND.

..... HER HAND.

THIS IS HER HAND.

Continue with other pupils.

4. PICTURES - Select pictures to practise the patterns.

5. FLANNELBOARD - Use the hands made in PRACTICE No. 2 to practise:

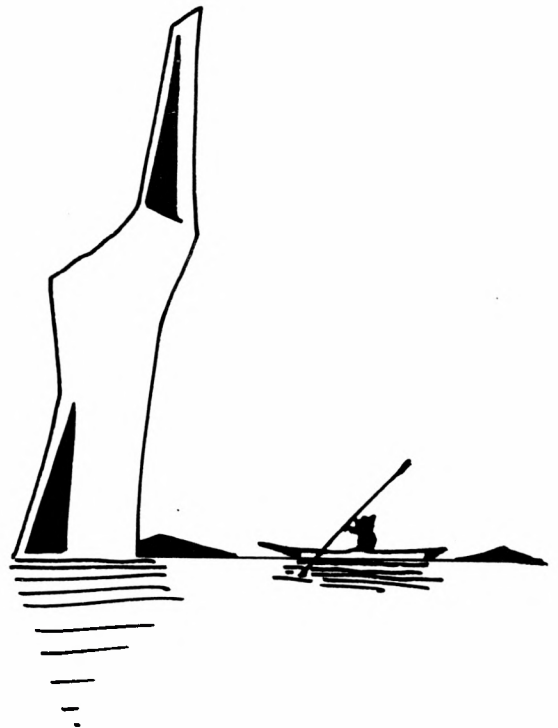
THIS IS MY HAND.

THIS/THAT IS YOUR HAND. etc.

6. TAPE RECORDER - Teacher and volunteers tape the Formula Practice.

Formula Practice

Correlate the Formulas with your daily activities.



SENTENCE PATTERN TAUGHT AND PRACTISED IN THIS LESSON

THIS IS HIS PENCIL.

Substitution

That is his pencil.

This is her hand.

That is her hand.

PREPARATION FOR LESSON 7

1. Study the lesson.
2. Prepare the materials you will need.

SENTENCE PATTERNS

(review of body parts)

This is my face.
That is your arm.
This is his leg.
That is her foot.

FORMULAS

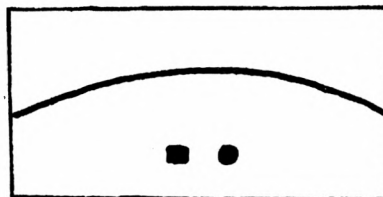
This is my pencil.
It is long/short.
Is it long/short?
Yes, it is long/short.
No, it is short/long.
Today is Monday.

NOTES FOR THE TEACHER

You are reviewing the sentence patterns of LESSONS 5 and 6 using the parts of the body, some of which the pupils may know, others which will be new. It is not necessary to teach all the parts of the body in this lesson.

PROCEDURE

Teaching-Learning Situation



MODEL: A
&
IMITATION

1. Teacher:

(you and Panik at the front - you hold up your hand)

THIS IS MY HAND.

Panik:

(holding up her hand)

THIS IS MY HAND.

Teacher: (pointing to Panik's hand)
THAT IS YOUR HAND.

Class: (pointing to Panik's hand - chorus)
THAT IS YOUR HAND.

Teacher: (pointing to Panik's hand)
THAT IS YOUR HAND.

2. Teacher: (move your hand from your wrist to your
shoulder to indicate the arm)
THIS IS MY ARM.

Class: (imitating teacher's gesture - chorus)
THIS IS MY ARM.

Teacher: THIS IS MY ARM.

Teacher: (use your hand to outline your face)
THIS IS MY FACE.

Class: (imitating teacher's gesture - chorus)
THIS IS MY FACE.

Teacher: (indicate your hair)
THIS IS MY HAIR.

Class: (imitating teacher's gesture - chorus)
THIS IS MY HAIR.

Teacher: THIS IS MY HAIR.

3. Teacher: (gesture)
THIS IS MY HAND.

(gesture)
THIS IS MY ARM.

(gesture)
THIS IS MY FACE.

(gesture)
THIS IS MY HAIR.

(gesture)
THIS IS MY HAND.

4. Teacher: (move hand from your toe to your heel)
THIS IS MY FOOT.

Class: (imitating teacher's gesture - chorus)
THIS IS MY FOOT.

Teacher: THIS IS MY FOOT.

Teacher: (move your hand from your ankle to your
thigh to indicate your leg)
THIS IS MY LEG.

Class: (imitating teacher's gesture - chorus)
THIS IS MY LEG.

Teacher: THIS IS MY LEG.

MODEL: B
&
IMITATION

1. Teacher: (you, Paulusi and Panik at front - you touch Panik's hand)

THIS IS HER HAND.

(point to Paulusi's hand)

THIS IS HIS HAND.

Paulusi: (pointing to Panik's hand)

THIS IS HER HAND.

Panik: (pointing to Paulusi's hand)

THIS IS HIS HAND.

Teacher: THIS IS HER HAND.

THIS IS HIS HAND.

2. Teacher: Repeat above sequence substituting foot for hand.

3. Teacher: Replace Paulusi and Panik with Jacobi and Maria.

4. Teacher: (gesture)

THIS IS MY LEG.

(gesture to Jacobi)

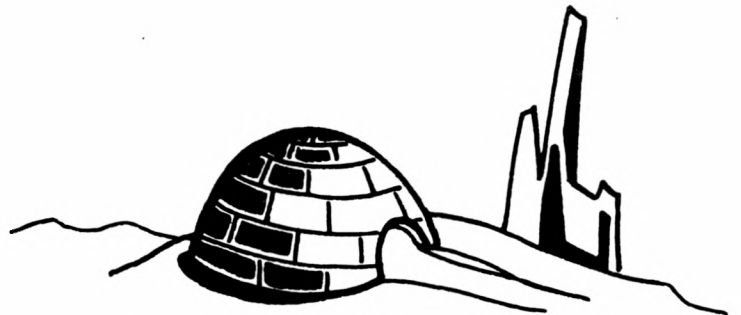
THAT IS HIS LEG.

(gesture to Maria)

THAT IS HER LEG.

(gesture)

THIS IS MY LEG.



PRACTICE

1. ACTIVITY - Pupils use outline forms on wall to practice the sentence patterns in this lesson.
2. GAMES - Pupils in two lines on the floor - legs outstretched, Paulusi and Panik each go down a line touching a foot saying:

JACOBI'S FOOT.

HIS FOOT.

MARIA'S FOOT.

HER FOOT.

3. SONGS - Number 23 - THE NEW Let's Begin English Songbook
4. TAPE RECORDER - Teacher and volunteers tape PRACTICE No. 3.
5. ON-GOING ACTIVITY - Pupils make faces using brown paper or cardboard. Fill in the details to practise:

HIS/HER/MY/YOUR FACE

EYE

NOSE, etc.

Formula Practice

Correlate the Formulas with your daily activities.

6. FILMSTRIP - Review frames 1 - 10 (Captionless)
Series 1 - Number 1 of English Through Pictures Filmstrip.

7. RECORD - Use Record 1 - Side 1, English Through Pictures Record.
Correlate with frames 1 - 10 (Captionless).
Series 1 - Number 1 of the filmstrip.

Formula Practice

Correlate the Formulas with your daily activities.



SENTENCE PATTERNS REVIEWED IN THIS LESSON

(a Review - body parts)

This is my face.
That is your arm.
This is his leg.
That is her foot.

PREPARATION FOR LESSON 8.

1. Study the lesson.
2. Prepare the materials you will need.

WORDS

Cup (singular)

Cups (plural)

FORMULAS

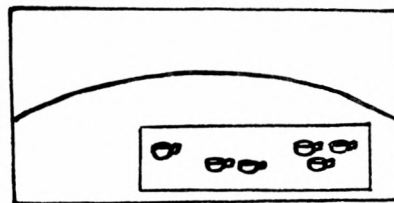
One bead. Two beads.
 Three beads. Four beads.
 Five beads. Six beads.
 (Now) Count the spoons.
 How many are there?
 There are three spoons.

NOTES FOR THE TEACHER

You are teaching the plural of nouns formed by the addition of "s" in preparation for the sentence pattern - THESE ARE CUPS. - Lesson 9. Over-emphasis on the "s" sound may be necessary to ensure that the pupils hear it correctly. Larger objects such as cups, balls, cans, bottles, etc., are likely to be more visible to the pupils than pencils, crayons, books, etc.

PROCEDURE

Teaching-Learning Situation



MODEL:

1. Teacher:

Because the "s" sound is usually difficult for pupils to hear and to say, you should begin your lesson by introducing the sound in isolation. Make an emphatic and prolonged Ssssss sound (such as you would make for the "s" in the word CUPS). Move around so that all the pupils may see and hear you; encourage them to produce the sound.

2. Teacher: (place one cup on the table - point to it)

CUP (pause - repeat)

(take a cup in your hand)

CUP

(place that cup on the table apart from
cup number one - point to it)

CUP

(take another cup in your hand)

CUP

(place that cup with cup number two to
make a set of two cups - point to them)

CUPS (pause - repeat)

(point to cup number one)

CUP (repeat)

(point to the set of two cups)

CUPS (pause - repeat)

3. Teacher: (take another cup in your hand)

CUP

(begin to build a set of three cups by
placing this one on the table apart from
the others)

CUP

(take another cup in your hand)

CUP

(continue to build your set of three cups
by placing this one beside the first in
the set - point to the cups)

CUPS (pause - repeat)

(take another cup in your hand)

CUP

(place it on the table to complete the set
of three cups - point to them)

CUPS (pause - repeat)

4. Teacher: Continue with a set of four cups and
a set of five cups.

- IMITATION: 1. Teacher: (you and the class around the table - the five sets of cups on it - point to the set of one cup)
- CUP
- Class: (chorus)
- CUP
- Teacher: (indicate the set of three cups - emphasize the "s" sound)
- CUPS
- Class: (chorus)
- CUPS
- Teacher: CUPS
- Teacher: Repeat above sequence until you hear the "s" sound clearly and until the pupils are aware they are saying it. Individuals may require further drill.
2. Teacher: Repeat above sequence using:
- A set of one cup with a set of two cups.
- A set of one cup with a set of four cups.
- A set of one cup with a set of five cups.

3. Teacher: (you and class around the table - combine
the five sets of cups)

(place one cup apart from the set)

CUP

Class: (chorus)

CUP

Teacher: (put a set of two cups with the set of one cup)

CUPS

Class: (chorus)

CUPS

Teacher: (place a cup apart from both sets)

CUP

Class: (chorus)

CUP

Teacher: (place a set of three cups apart from
the rest)

CUPS

Class: (chorus)

CUPS

Teacher: (remove one cup from any set and set it
apart)

CUP

Class: (chorus)

CUP

Teacher: (put a set of three cups with the set of seven cups)

CUPS

Class: (chorus)

CUPS

Teacher: (put a set of one cup with a set of three cups)

CUPS

Class: (chorus)

CUPS

Teacher: (indicate the set of 10 cups)

CUPS

Class: (chorus)

CUPS

Teacher: (point to the set of one cup)

CUP

Class: (chorus)

CUP

Teacher: (indicate the set of four cups)

CUPS

Class: (chorus)

CUPS

Teacher: (put the set of four cups with the set
of 10 cups - indicate)

CUPS

Class: (chorus)

CUPS

Teacher: (point to the set of one cup)

CUP

Class: (chorus)

CUP

Teacher: (put the set of one cup with the rest of
the cups)

CUPS

Class: (chorus)

CUPS

Teacher: CUP

CUPS

PRACTICE:

1. CHORAL SPEECH

- (a) Pupils in a line with hands on hips, snake dance around the room making the sound - Sssssssss....
- (b) Pupils in two lines face each other and - Ssssss - at each other.

2. ACTIVITY

Take individuals, groups or class around the room to practise:

window	-	windows	
parka	-	parkas	
hat	-	hats	etc.

3. SONG - Number 24 - THE NEW Let's Begin English Songbook.

4. FLANNELBOARD - Pupil partners or groups place flannelgraphs on the flannelboard to practise:

mitt	-	mitts	
hand	-	hands	
boy	-	boys	etc.

5. ON-GOING ACTIVITY - Pupils cut out and paste drawings in their scrapbooks to illustrate hat - hats, girl - girls, pencil - pencils. Use only those nouns, the plural form of which is formed by the addition of "s".
6. TAPE RECORDER - Teacher and volunteers tape PRACTICE No. 3.
7. GAME - Pupil leaders take turns moving sets of objects as in IMITATION No. 3. The aim is for the pupil leader to catch the pupil or pupils who confuse the singular and plural forms.

Formula Practice

Correlate the Formulas with your daily activities.

WORDS REVIEWED AND PRACTISED IN THIS LESSON

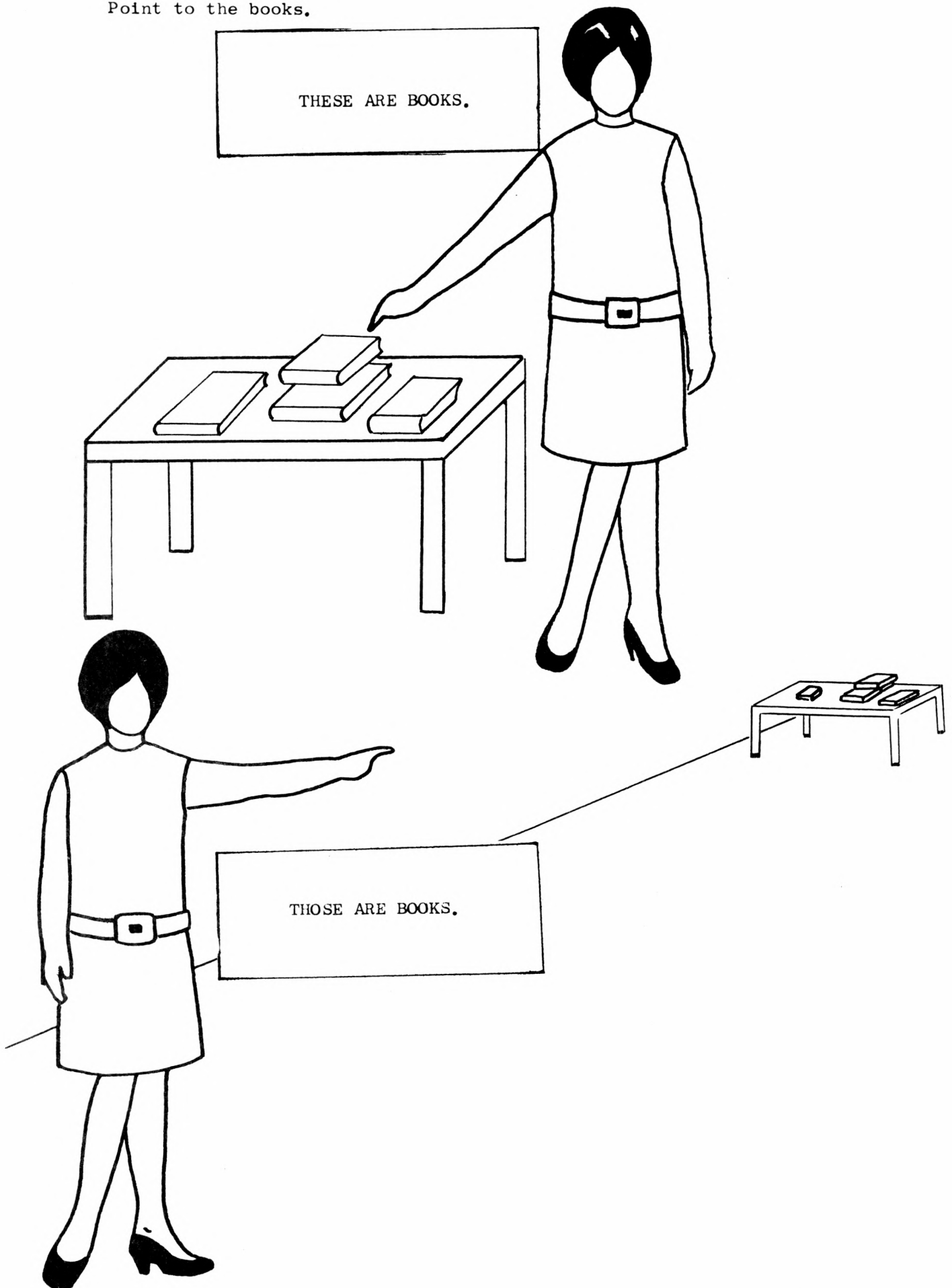
Cup (singular)

Cups (plural)

PREPARATION FOR LESSON 9

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

Look at the class.
Point to the books.



SENTENCE PATTERNS

This is a book.

THESE ARE BOOKS.

THOSE ARE BOOKS.

FORMULAS

Are these squares?

Are those circles?

Yes, they are.

No, they are not.

How many buttons do you have?

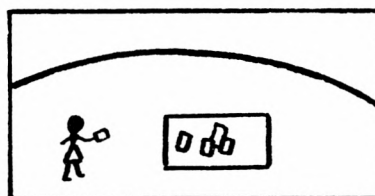
I have two buttons.

NOTES FOR THE TEACHER

You are teaching the plural form of - This is a book. - using the contrasting sentence patterns THESE ARE BOOKS. THOSE ARE BOOKS. You are continuing the use of location statements, that is, saying where someone or some thing is. (see Demonstration Gesture page)

PROCEDURE

Teaching-Learning Situation



MODEL

&

IMITATION:

1. Teacher:

(one book in hand)

THIS IS A BOOK, (pause - repeat)

(point to a pile of books on the table beside you)

THESE ARE BOOKS, (pause - repeat)

(point to the book in your hand)

THIS IS A BOOK.

(point to the pile of books on the table)

THESE ARE BOOKS.

Class: (pointing to several books on their desks -
chorus)

THESE ARE BOOKS.

Teacher: THESE ARE BOOKS.

2. Teacher: (point to another pile of books on the
table)

THESE ARE BOOKS.

(you join the class - point to the books
on the table)

THOSE ARE BOOKS.

Teacher
&

Class: (chorus)

THOSE ARE BOOKS. (repeat)

Teacher: THOSE ARE BOOKS.

3. Teacher: (point to a pile of books on a shelf at a distance)

THOSE ARE BOOKS. (pause - repeat)

(point to a pile of books on the table)

THESE ARE BOOKS.

(point to the book in your hand)

THIS IS A BOOK.

(point to a pile of books at a distance)

THOSE ARE BOOKS.

4. Teacher: (indicate several chairs together)

THESE ARE CHAIRS.

(you join class - point to chairs)

THOSE ARE CHAIRS.

Teacher
&

Class: (chorus)

THOSE ARE CHAIRS.

Teacher: THOSE ARE CHAIRS.

5. Teacher: (you point to several cups)

THESE ARE CUPS.

(you join the class - point to cups)

THOSE ARE CUPS.

6. Teacher: (point to pencils in your hand)
THESE ARE PENCILS.

Class: (pointing to pencils in their hands -
chorus)
THESE ARE PENCILS.

Teacher: (point to pencils in your hand)
THESE ARE PENCILS.

Teacher: (point to crayons in your hand)
THESE ARE CRAYONS.

Class: (pointing to pencils in their hands -
chorus)
THESE ARE CRAYONS.

Teacher: (point to crayons in your hand)
THESE ARE CRAYONS.

Teacher
&
Class: (chorus)
THOSE ARE CUPS.

Teacher: THESE ARE CUPS.

Continue with other objects.

PRACTICE

1. ACTIVITY - Arrange sets of objects to practise:

e.g. Teacher: This is a stick.
These are sticks.
Those are sticks.

2. SONG - Number 25 - THE NEW Let's Begin English Songbook

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

4. CHORAL SPEECH - Teacher in front of class clearly emphasizing the vowel sounds.

THIS (pause)

THESE (pause)

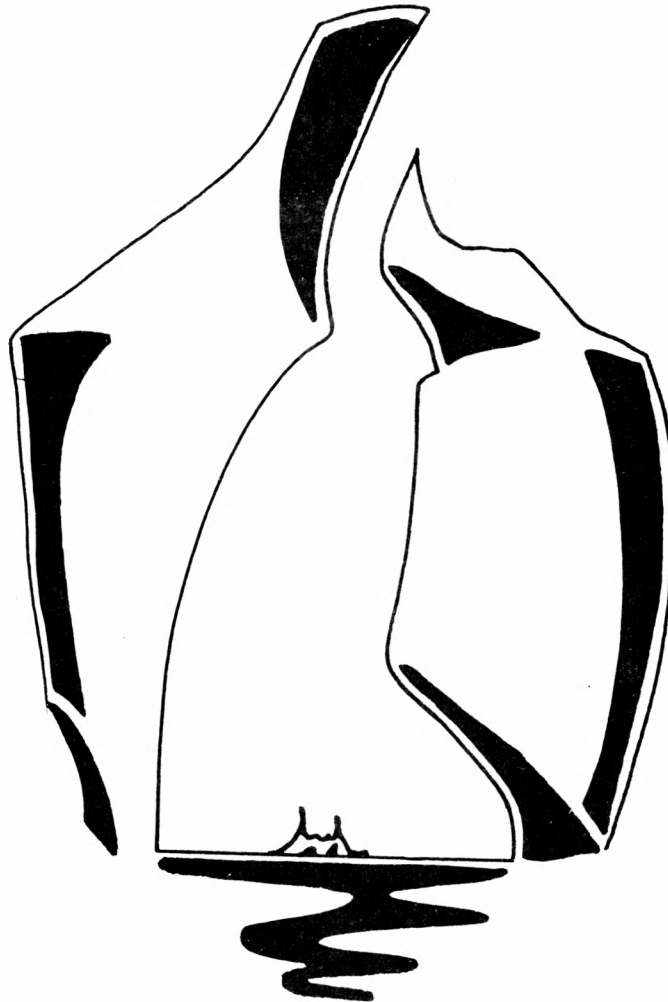
Repeat several times and encourage pupils to imitate.

5. FLANNELBOARD - Use flannelgraphs to practise: THIS
THESE
THOSE

6. FILMSTRIP - Review frame 13.
Series 1 - Number 1 of English Through Pictures Filmstrip.

Formula Practice

Correlate the Formulas with your daily activities.



SENTENCE PATTERNS TAUGHT AND PRACTISED IN THIS LESSON

This is a book.

THESE ARE BOOKS.

THOSE ARE BOOKS.

PREPARATION FOR LESSON 10

1. Study the lesson.
2. Prepare the materials you will need.

SENTENCE PATTERNS

This is a hand.
THIS IS A FINGER.
THIS IS THE THUMB.

FORMULAS

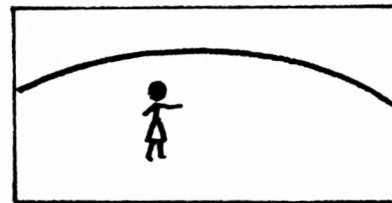
This/That is a star.
This/That is the moon.
This/That is the sun.
This/That is a hill.
These/Those are stars.
Are these/those stars?

NOTES FOR THE TEACHER

You are teaching the indefinite article 'a' in opposition to the definite article 'the' in the sentence patterns - THIS IS A FINGER. THIS IS THE THUMB. We use 'the' because there is only one thumb on the hand.

PROCEDURE

Teaching-Learning Situation



MODEL:

1. Teacher:

(hold up your hand - point to each finger in turn)

THIS IS A FINGER.

(point to the thumb)

THIS IS THE THUMB.

Repeat above sequence using other hand.

2. Teacher: (use either hand and point)

THIS IS A FINGER.

(point to another finger)

THIS IS A FINGER.

(point to the thumb)

THIS IS THE THUMB THE THUMB THE THUMB.

THIS IS THE THUMB.

(point to another finger)

THIS IS A FINGER.

(point to the thumb)

THIS IS THE THUMB.

Repeat using the other hand.



3. Teacher: (Paulusi at the front - you take Paulusi's hand - point to his index finger)

THIS IS A FINGER.

(point to his thumb)

THIS IS THE THUMB.

(point to the little finger)

THIS IS A FINGER.

(point to the thumb)

THIS IS THE THUMB.

(point to his ring finger)

THIS IS A FINGER.

(point to his thumb)

THIS IS THE THUMB.

(point to his middle finger)

THIS IS A FINGER.

(point to his thumb)

THIS IS THE THUMB.

4. Teacher: Repeat with Panik - change the sequence.

IMITATION: 1. Teacher: (hold up your hand - point to a finger)
THIS IS A FINGER.

Class: (holding up a hand - pointing to a finger)
THIS IS A FINGER.

Teacher: Continue with other fingers.

Teacher: (point to your thumb)
THIS IS THE THUMB.

Class: (pointing to their thumb)
THIS IS THE THUMB.

Teacher: (make a fist of fingers - thumb up)
THE THUMB THE THUMB THE THUMB

Class: (making a fist of fingers - thumb up)
THE THUMB THE THUMB THE THUMB

Teacher: THIS IS A FINGER.
THIS IS THE THUMB.

2. Teacher: (separate the semi-circle into a right group, left group and a middle group - hold up a finger)

THIS IS A FINGER

(you indicate to a group that they hold up a finger and repeat)

THIS IS A FINGER.

Continue using the thumb and the other fingers. Move quickly from group to group.



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

1. SONGS - Number 26
Number 27 - THE NEW Let's Begin English Songbook.
2. ACTIVITY - Pupils outline their hands on brown paper, manilla tag or newsprint to practise:

e.g. THIS/THAT IS A FINGER.
 THIS/THAT IS THE THUMB.
3. ON-GOING ACTIVITY - Pupils draw in the fingers and thumbs on the body outline FRIEZE or use cut outs of hands and paste or staple them on it.
4. ACTIVITY - Partners using their own hands practise:

THIS IS MY FINGER.

THAT IS YOUR FINGER.

THIS IS MY THUMB.

THAT IS YOUR THUMB.

5. ACTIVITY - Use pattern number 19 to make a stuffed hand from paper or cloth to practise:

THIS/THAT IS A FINGER.

THIS IS MY FINGER.

THAT IS YOUR FINGER.

THIS/THAT IS HIS/HER FINGER.

THESE/THOSE ARE FINGERS.

Repeat the above patterns using thumb.

6. FLANNELBOARD - Use flannelgraphs of sun, moon and stars to practise:

THIS/THAT IS A STAR.

THIS/THAT IS THE SUN.

THIS/THAT IS THE MOON.

7. TAPE RECORDER - Pupils volunteer using the various 'hands' to give as many patterns as they can.
This is a good evaluation technique.

8. FILMSTRIP - Review frame 26 (Captionless)
Series 1 - Number 1 of English Through Pictures
Filmstrip.

Formula Practice

Use pictures or cut-outs to practise the following:

e.g.

Paulusi: WHAT IS THIS/THAT?

Panik: THIS/THAT IS A STAR.

THIS/THAT IS THE SUN/MOON.

Jacobi: WHAT ARE THESE/THOSE?

Maria: THESE/THOSE ARE STARS.



SENTENCE PATTERNS REVIEWED AND TAUGHT IN THIS LESSON

This is a hand.

THIS IS A FINGER.

THIS IS THE THUMB.



ORAL ENGLISH PROGRAM

SEE THE FILMSTRIP - LOOK ABOUT YOU - Part I

which is in the ORAL ENGLISH KIT

(Sentence patterns suggested for use with this filmstrip
for Oral English Practice)

FRAME	SENTENCE PATTERN
1.	Nil
2.	Nil
3.	Nil
4.	That is a girl. She is looking at the slide.
5.	That is a girl. She is looking at the water. Her boots are red. Her coat is green. Her hat is on her head.
6.	That is a girl. She is looking at the houses.
7.	That is a boy. Those are his hands.
8.	That is a boy. Those are his eyes.
9.	That is a boy. That is his ear.
10.	That is a boy. That is his nose.
11.	That is a boy. That is his mouth.
12.	That is a boy. Those are his fingers.

FRAME	SENTENCE PATTERN
13.	There are two boys. They are looking.
14.	That is a girl. That is a shell. The shell is at her ear.
15.	That is a cat. His feet are black. Those are two girls. They are touching the cat.
16.	That is a boy. His nose is in the flower. The flower is red.
17.	That is a girl. She is eating.
18.	Those are his eyes. That is his nose. That is his mouth. Those are his fingers. That is his ear.
19.	Those are eyes. They are the eyes of the boy.
20.	Those are eyes. They are the eyes of the cat.
21.	That is a light. It is in his fingers.
22.	That is a light. It is a candle.
23.	That is a light.
24.	This is the sun. It is in the sky. Soon it will be night.
25.	This is the moon. It is in the sky. Now it is night.

FRAME	SENTENCE PATTERN
26.	This is a light. It is a bulb.
27.	Red.
28.	Yellow.
29.	Pink.
30.	Orange.
31.	Blue.
32.	Green.
33.	many colours
34.	many colours
35.	many colours
36.	That is a square. That is a circle. That is a triangle.
37.	That is a cup. Those are scissors. That is a hammer.
38.	That is a mitten. That is a ball. That is a brush.
39.	The mitten is green. The ball is brown. The handle of the brush is red.
40.	That is a box.
41.	That is a box.
42.	It is red.
43.	It is red.
44.	That is a truck. It is red.

FRAME	SENTENCE PATTERN
45.	That is a telephone.
46.	That is a bell.
47.	That is a circle. That is a star. That is a triangle.
48.	The circles are red. The stars are white. The triangles are orange. The square is yellow.
49.	That is a dot.
50.	Those are dots.
51.	These are dots.
52.	Those are grapes. Those are cherries.
53.	Those are dots.
54.	That is a girl. There are dots on her dress.
55.	Those are dots. Those are orange dots.
56.	Those are dots. Those are red dots.
57.	This is a line.
58.	Those are lines.
59.	Those are red lines. These are black lines.
60.	many colours
61.	There are two boys. Their arms are on each other.
62.	many colours

FRAME	SENTENCE PATTERN
63.	That is a fence. The fence is in the snow. It is winter.
64.	Those are bricks.
65.	Nil
66.	Nil
67.	Nil
68.	Nil
69.	Nil
70.	That is a house. It is a big house.
71.	That is a tree.
72.	Nil
73.	Those are stars.
74.	Those are lines. They are red lines.
75.	That is a flag.
76.	That is a flag. It is in the sky.

RESUME OF WORDS, SENTENCE PATTERNS, SUBSTITUTIONS, AND FORMULAS

LESSON	WORD(S) SENTENCE PATTERN(S)	SUBSTITUTION	FORMULAS
1	THIS IS <u>PAULUSI</u> . THAT IS <u>PAULUSI</u> .	This is <u>Panik</u> . That is <u>Panik</u> .	Bend down. Stand up. Down. Up. Spread your <u>arms</u> apart. Touch your <u>hips</u> . Put your <u>arms</u> up. Put your <u>arms</u> down.
2	THIS IS A <u>BOOK</u> . THAT IS A <u>BOOK</u> .		I have a book. Do you have a <u>book</u> ? Yes, I have. No, I have not. This is a circle. This is a square. <u>Paste</u> carefully.

LESSON	WORD(S) SENTENCE PATTERN(S)	SUBSTITUTION	FORMULAS
3	THIS IS A <u>BOOK</u> . THAT IS A <u>BOOK</u> . IT IS A <u>BOOK</u> .		What is this? It is a <u>marble</u> . What is that? That is an <u>airplane</u> . It is a <u>dress</u> . It is clean/dirty.
4	THIS/THAT IS A MAN. THIS/THAT IS FATHER.	This/That is a woman. This/That is Mother. This/That is Baby. This/That is a boy. This/That is a girl. This/That is a baby.	Who is this/that? This/That is Father. He is old. This/That is Mother. She is old. This/That is Baby. He/She is young.

LESSON	WORD(S) SENTENCE PATTERN(S)	SUBSTITUTION	FORMULAS
5	THIS IS MY <u>HAND</u> .	That is my <u>hand</u> . This is your <u>hand</u> . That is your <u>hand</u> .	Point to your <u>hand</u> . Is this/that your <u>hand</u> ? Is this/that your <u>pencil</u> ? Yes, it is. No, it is not. This is a big/little <u>circle</u> . That is a big/little <u>squáre</u> .
6	THIS IS HIS <u>PENCIL</u> .	That is his <u>pencil</u> . This is her <u>hand</u> . That is her <u>hand</u> .	Is this/that his <u>watch</u> ? Is this/that her <u>ribbon</u> ? I lost my <u>eraser</u> . Where is it? Who can find it? <u>Paulus</u> forgot his <u>brush</u> . Come and get it, please.

LESSON	WORD(S) SENTENCE PATTERN(S)	SUBSTITUTION	FORMULAS
7		<p>(review of body parts)</p> <p>This is my face.</p> <p>That is your arm.</p> <p>This is his leg.</p> <p>That is her foot.</p>	<p>This is my <u>pencil</u>.</p> <p>It is long/short.</p> <p>Is it long/short?</p> <p>Yes, it is long/short.</p> <p>No, it is short/long.</p> <p>Today is <u>Monday</u>.</p>
8	<p>Cup (singular)</p> <p>Cups (plural)</p>		<p>One <u>bead</u>. Two <u>beads</u>.</p> <p>Three <u>beads</u>. Four <u>beads</u>.</p> <p>Five <u>beads</u>. Six <u>beads</u>.</p> <p>(Now) Count the <u>spoons</u>.</p> <p>How many are there?</p> <p>There are three <u>spoons</u>.</p>

LESSON	WORD(S) SENTENCE PATTERN(S)	SUBSTITUTION	FORMULAS
9	This is a <u>book</u> . THESE ARE <u>BOOKS</u> . THOSE ARE <u>BOOKS</u> .		Are these <u>squares</u> ? Are those <u>circles</u> ? Yes, they are. No, they are not. How many <u>buttons</u> do you have? I have two <u>buttons</u> .
10	This is a hand. THIS IS A FINGER. THIS IS THE THUMB.		This/That is a star. This/That is the moon. This/That is the sun. This/That is a <u>hill</u> . These/Those are stars. Are these/those stars?

