



THE NEW

LET'S BEGIN ENGLISH

BOOK FOUR

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DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT



THE NEW LET'S BEGIN ENGLISH

(Oral Program)

BOOK FOUR

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Northern Administration Branch
Department of Indian Affairs and Northern Development
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FOREWORD

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

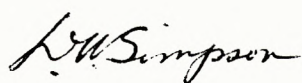
It is an Oral English Program for Beginners who are entering school for the first time and those who have had pre-school training.

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 (2)</u>	<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

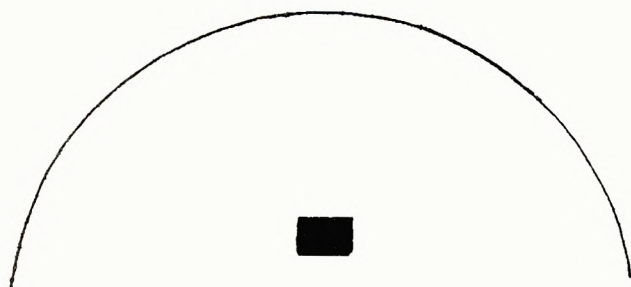
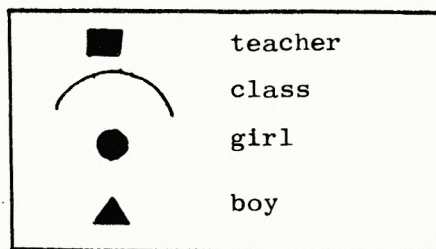
- A. Follow the four essential steps in every lesson:
 - 1. Model - Give a clear and correct Model.
 - 2. Imitation - Ensure that each pupil imitates the Model.
 - 3. Practice - Provide aural (listening) and oral (speaking) activities.
 - 4. Variation - Use 'substitutions' to vary the Patterns.
- B.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

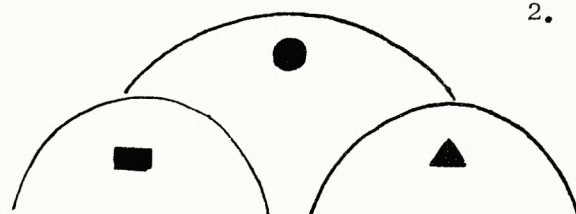
- PICTURE SETS: A Trip to the Zoo (12 Teaching Pictures)
 - David C. Cook
 Perceptual Concepts Charts (8) and Masters
 (16) - F.A. Owen Publishing Company
 Children of many lands - The Instructor
 1967-68 calendar
 THE NEW Let's Begin English Picture Set
 (200, 6" x 9" pictures of objects and
 activities;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



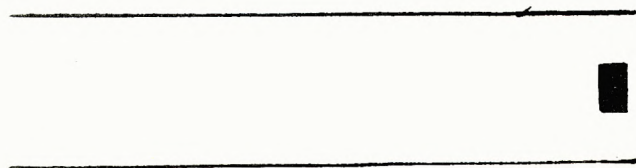
Semi-circle

1.



One or more semi-circles.

2.



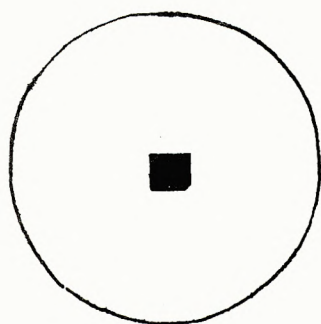
Two lines facing.

3.



Partners

4.



Circle

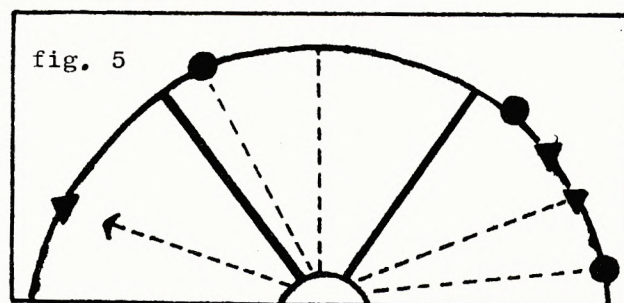
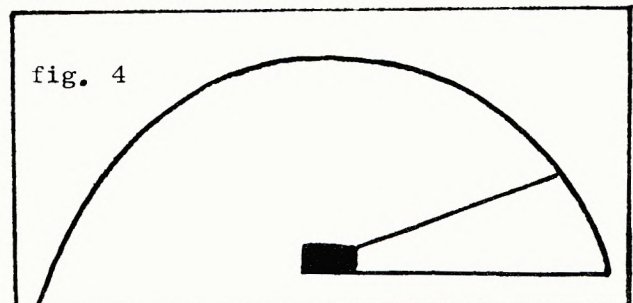
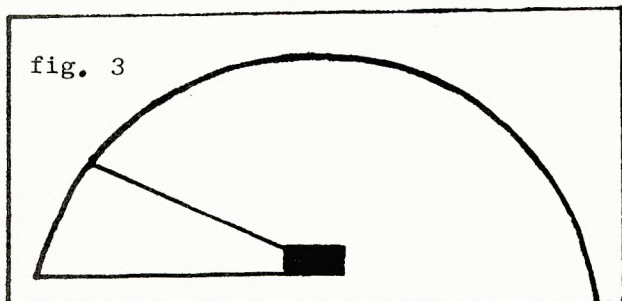
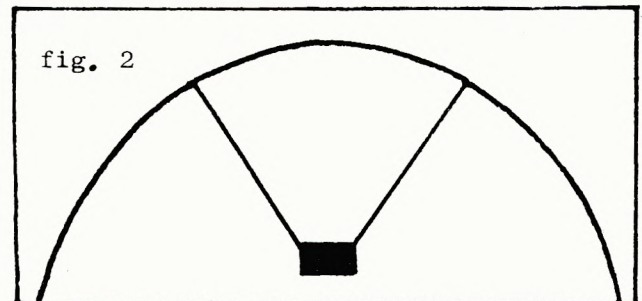
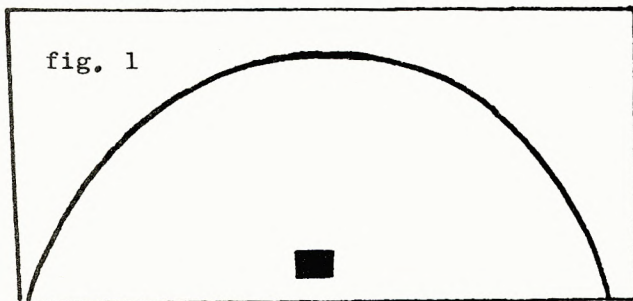
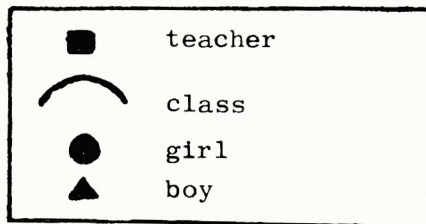
5.



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.

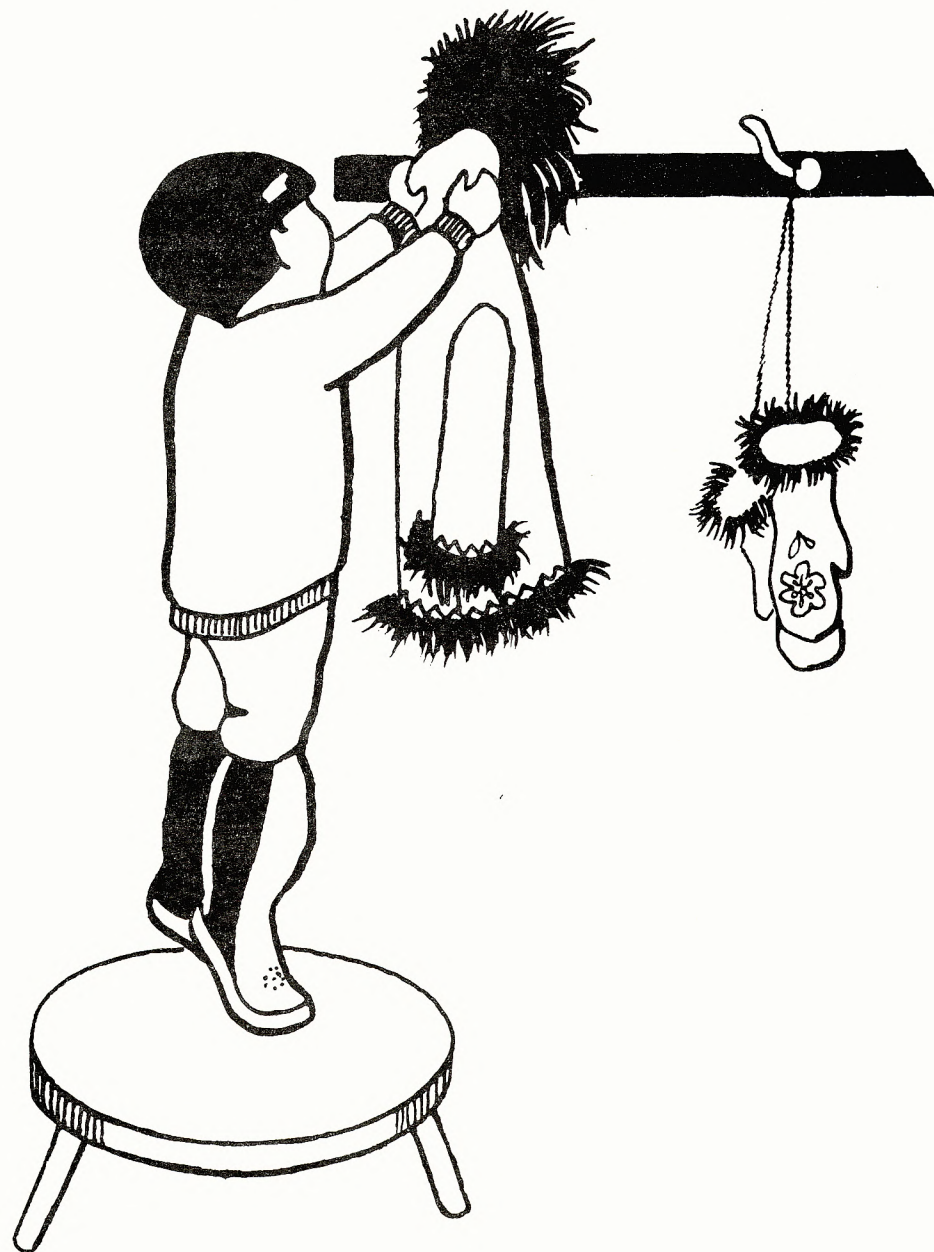
Pupil: (repeats pattern)

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.

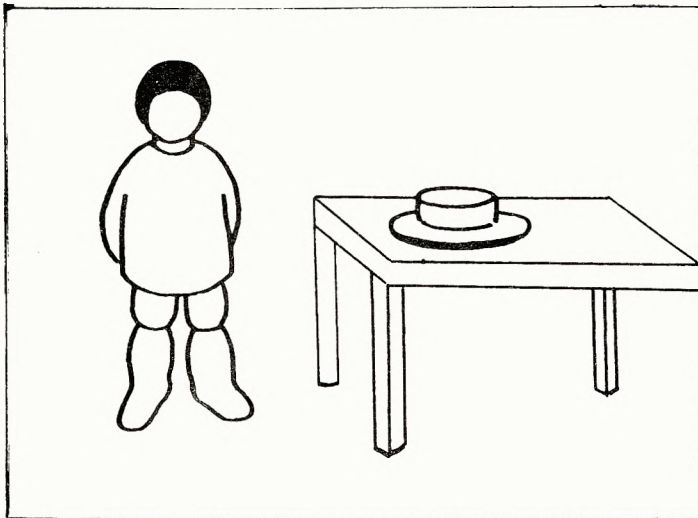
Shy pupils should be asked to respond individually (fig. 5) but must never be forced. Nagging such as "Come on now", "Speak up", etc., is never used. It is embarrassing and demeaning to be thus 'picked on' and it is, above all, a negative technique. Build the shy child's confidence in the choral situations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

unit IV

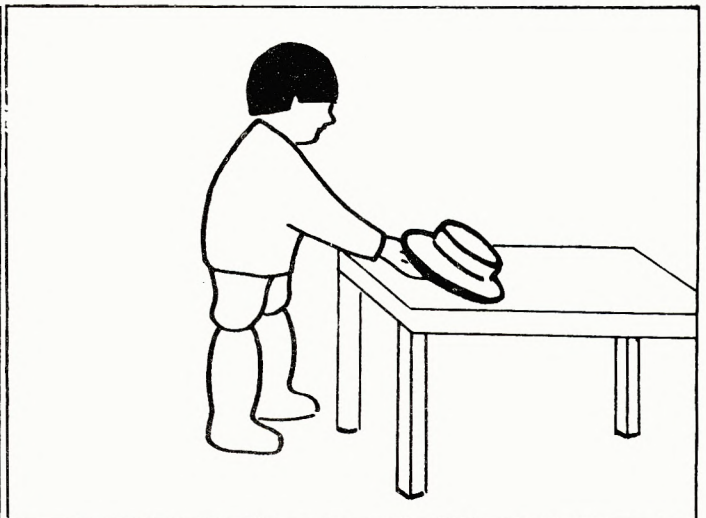


NOTE TO THE TEACHER

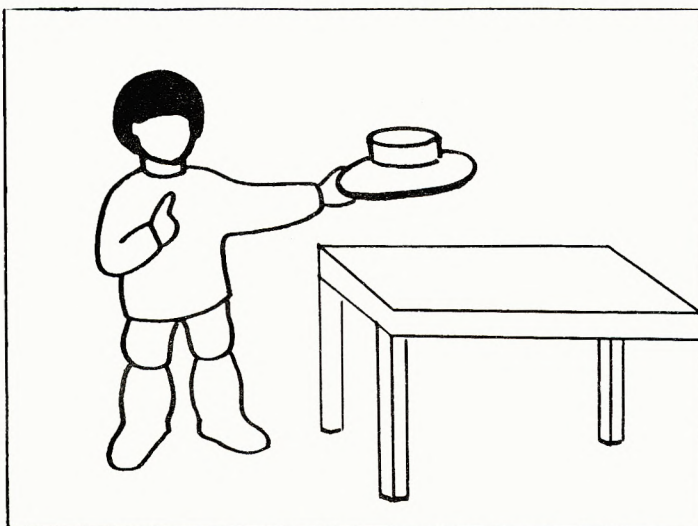
Demonstration gestures for the action chain for a verb (future, present and past tenses) must be very clearly made.



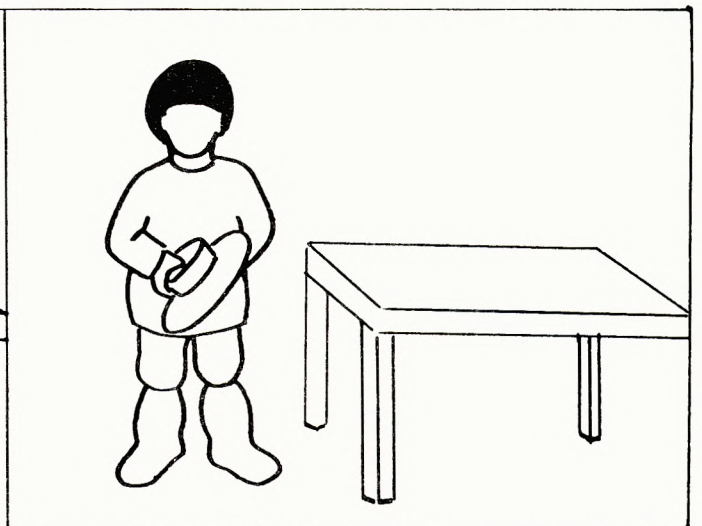
I will take my hat off the table.



I am taking my hat off the table.



I took my hat off the table.



I took my hat off the table.

SENTENCE PATTERNS

I WILL TAKE MY HAT OFF
THE TABLE.

I AM TAKING MY HAT OFF
THE TABLE.

I TOOK MY HAT OFF THE
TABLE.

FORMULAS

Take some.
Take a few.
Take a big one.
Take a red block.
Did you take a red block?
Yes, I did.
No, I did not.

NOTES FOR THE TEACHER

You are teaching the preposition OFF in opposition to ON and the three most common tenses (present, past, future) in an action chain.
(see Demonstration Gesture page)

PROCEDURE

Teaching-Learning Situation

Continue to use the Teaching-Learning Situations such as illustrated in the previous Units.

MODEL: A 1. Teacher: (put a pencil on the table)

IT IS ON THE TABLE.

(raise the pencil straight up from the table)

IT IS OFF THE TABLE.

(put the pencil on the table again)

ON

(raise the pencil)

OFF

Repeat above sequence several times.

IMITATION: 1. Teacher: (put a pencil on the desk)

ON

Class: (pencils on their desks - chorus)

ON

Teacher: (take the pencil off the desk)

OFF

Class: (taking pencils off the desks - chorus)

OFF

Teacher: Continue the above sequence in other locations such as the floor, head, book, etc.



MODEL: B 1. Teacher: (face class - hat on the table - point to hat)

MY HAT IS ON THE TABLE.

I (point to self)

WILL TAKE (make a lifting gesture near hat but not touching it)

MY HAT (point to hat)

OFF (make a gesture straight up from the table)

THE TABLE (point to the table)

Repeat above sequence.

2. Teacher: I

AM TAKING (right hand under hat)

MY HAT (begin to remove)

OFF (raise hat straight up from the table)

THE TABLE (point to the table with your left hand)

Repeat above sequence.

3. Teacher: I (hat in right hand)

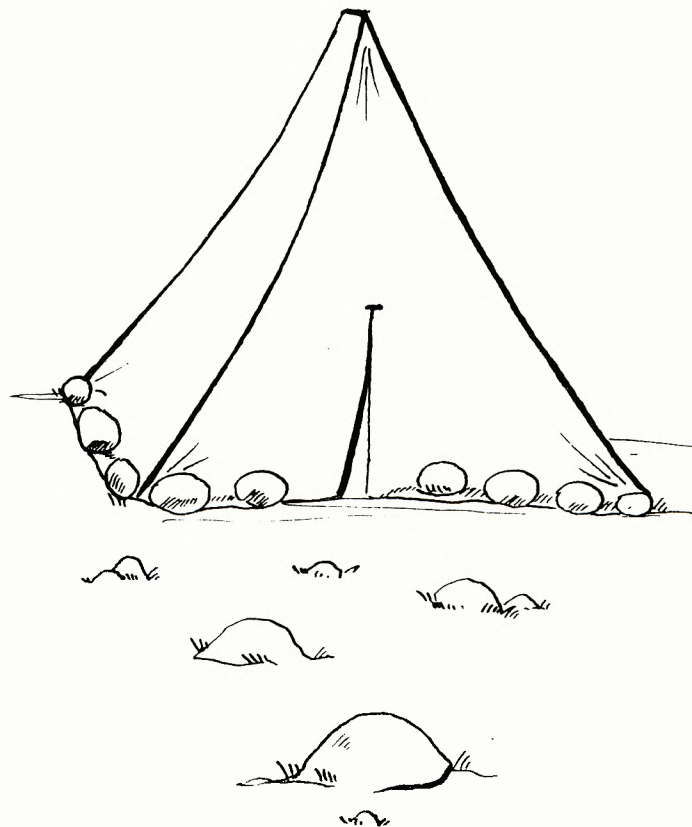
TOOK (make sweeping gesture with left
hand on table surface)

MY HAT

OFF (make a gesture straight up from the
table where the hat was)

THE TABLE (point to the table)

Repeat above sequence.



IMITATION: 1. Teacher: (hat on her desk - point to self)

I

Class: (each pointing to self - chorus)

I

Teacher: (make a lifting gesture, near but not touching the hat)

WILL TAKE MY HAT

Class: (imitating the teacher's gesture - chorus)

WILL TAKE MY HAT

Teacher: (raise the hat straight up from the desk)

OFF

Class: (imitating the teacher's gesture - chorus)

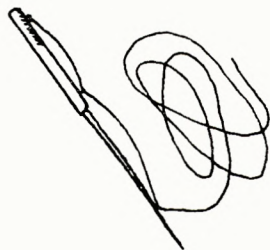
OFF

Teacher: (point to desk)

THE DESK

Class: (imitating the teacher's gesture - chorus)

THE DESK



IMITATION: B 2. Teacher: (point to self)

I

Class: (pointing to self - chorus)

I

Teacher: (right hand under hat begin to remove hat)

AM TAKING MY HAT

Class: (imitating the teacher's gesture - chorus)

AM TAKING MY HAT

Teacher: (raise hat straight up from the desk)

OFF

Class: (imitating the teacher's gesture - chorus)

OFF

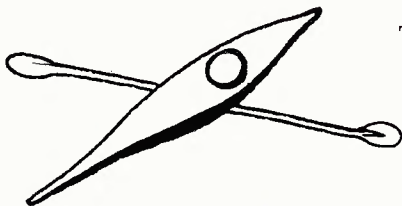
Teacher: (point to desk)

THE DESK

Class: (imitating the teacher's gesture - chorus)

THE DESK

Teacher: Pause before going on to the next step.



3. Teacher: (hat in your right hand)

I

Class: (imitating the teacher's gesture - chorus)

I

Teacher: (make sweeping gesture with left hand on
table surface)

TOOK MY HAT

Class: (imitating the teacher's gesture - chorus)

TOOK MY HAT

Teacher: (make a gesture straight up from the table
where the hat was)

OFF

Class: (imitating the teacher's gesture - chorus)

OFF

Teacher: (point to the desk)

THE DESK.

Class: (imitating the teacher's gesture - chorus)

THE DESK

4. Teacher: Repeat all of IMITATION B.

PRACTICE

1. ACTIVITY - Action chain practice.

e.g.

HE WILL TAKE HIS COAT OFF THE HOOK.

HE IS TAKING HIS COAT OFF THE HOOK.

HE TOOK HIS COAT OFF THE HOOK.

HE TOOK IT OFF THE HOOK.

SHE WILL TAKE HER CUP OFF THE TRAY.

SHE IS TAKING HER CUP OFF THE TRAY.

SHE TOOK HER CUP OFF THE TRAY.

SHE TOOK IT OFF THE TRAY.

2. SONG - Teacher and pupils make up songs to the tune of
'Farmer in the Dell'. Use the Sentence Patterns

e.g.

I'LL TAKE MY HAT OFF THE HOOK.

3. TAPE RECORDER - Tape PRACTICE NO. 1 and 2.

4. SCRAPBOOK - Draw pictures to illustrate the action chain, and for
picture reading. (see Demonstration Gesture page)

5. FILMSTRIP - Frames 1 to 4.
Series 1 - Number 2 of
English Through Pictures Filmstrip.

6. RECORD - Number 1 - Side 1.
English Through Pictures Record.

NOTE:

It may be necessary for you to reinforce the patterns of this lesson using the following:

HE/SHE WILL TAKE HIS/HER HAT OFF THE TABLE.

THEY WILL TAKE THEIR HATS OFF THE TABLE.

WE WILL TAKE OUR HATS OFF THE TABLE.

HE/SHE IS TAKING HIS/HER HAT OFF THE TABLE.

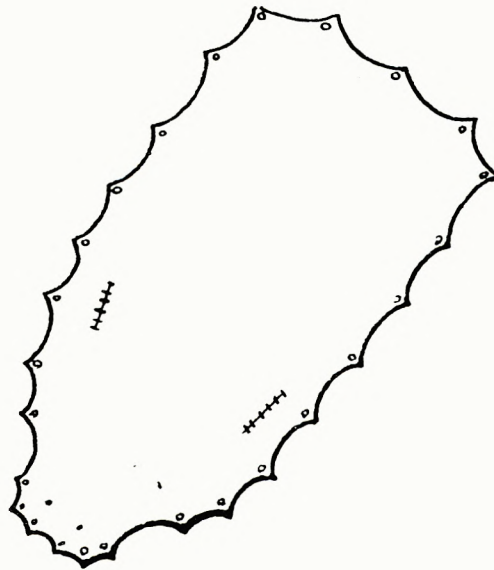
THEY ARE TAKING THEIR HATS OFF THE TABLE.

WE ARE TAKING OUR HATS OFF THE TABLE.

HE/SHE TOOK HIS/HER HAT OFF THE TABLE.

THEY TOOK THEIR HATS OFF THE TABLE.

WE TOOK OUR HATS OFF THE TABLE.



VARIATIONSubstitution for Lesson 1

She	will take	her	hat(s)	off	the	table.
			book			desk.
			apple			shelf.
He		his	comb			floor.
			pencil(s)			ledge.
You		you	basket(s)			chair.
They	will take	their	hand(s)			box.
She	is taking	her	foot	off	the	table.
He	is taking	his	scissors			bookcase.
We	are taking	our	ruler			book.
You	are taking	your	ring			hand.
They	are taking	their	box			head.
She	took	her	hat	off	the	table.
He		his	shoe			arm.
We		our	slipper			foot.
You		your	boot			
They		their	picture			
Panik	took	her	hat	off	the	table.
Paulusi	took	his	eraser			

SENTENCE PATTERNS TAUGHT AND PRACTISED IN THIS LESSON

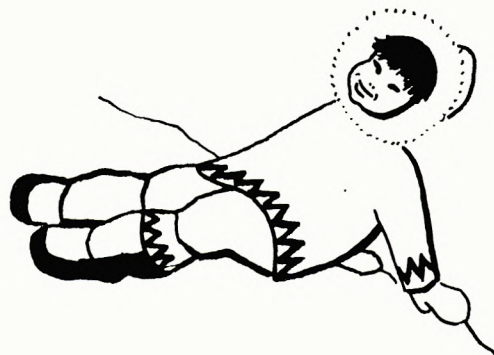
I WILL TAKE MY HAT OFF
THE TABLE.

I AM TAKING MY HAT OFF
THE TABLE.

I TOOK MY HAT OFF THE
TABLE.

PREPRATION FOR LESSON 2

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.



SENTENCE PATTERN

This is a book.
It is on the table.
NOW IT IS IN MY HAND.
IT WAS ON THE TABLE.

FORMULAS

Where is your book?
Where was it?
Where is it now?
What time is it?
It is 2 o'clock.

NOTES FOR THE TEACHER

You are teaching the adverb - NOW - in the pattern - NOW IT IS IN MY HAND. : and the past tense of the verb to be (WAS) in the pattern - IT WAS ON THE TABLE.

PROCEDURE

Teaching-Learning Situation

Continue to use the Teaching-Learning Situations such as illustrated in the previous Units.

MODEL: A 1. Teacher: (face class - point to book on the table)

THIS IS A BOOK.

IT IS ON THE TABLE. (pause)

(you take the book in your hand - pause)

NOW IT IS IN MY HAND. (pause - repeat)

IT WAS ON THE TABLE.

Repeat above sequence.

2. Teacher: (you put the book on the table - pause)

NOW THE BOOK IS ON THE TABLE.

IT WAS IN MY HAND. (pause)

(you put the book in your hand)

NOW THE BOOK IS IN MY HAND.

IT WAS ON THE TABLE.

Repeat above sequence several times.



IMITATION: 1. Teacher: (you put two books on the table - Panik
and Paulusi join you at the front)

THIS IS A BOOK.

IT IS ON THE TABLE.

Paulusi: THIS IS A BOOK.

IT IS ON THE TABLE.

Teacher: (you take the book in your hand - pause)

NOW IT IS IN MY HAND.

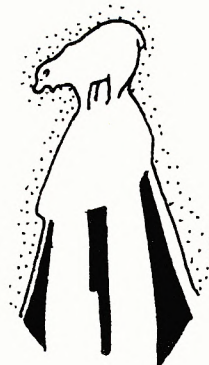
IT WAS ON THE TABLE.

Paulusi: (takes the other book in his hands)

NOW IT IS IN MY HAND.

IT WAS ON THE TABLE.

2. Teacher: Repeat above sequence with Panik.



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

THIS IS A BOOK.

IT IS ON THE DESK.

Class: (chorus)

THIS IS A BOOK.

IT IS ON THE DESK.

Teacher: (you take the book in your hand)

NOW IT IS IN MY HAND.

IT WAS ON THE DESK.

Class: (each pupil taking his book in his hand -
chorus)

NOW IT IS IN MY HAND.

IT WAS ON THE DESK.

Teacher: (you and pupils put your books on the desk)

NOW IT IS ON THE DESK.

IT WAS IN MY HAND.

Teacher
&

Class: (chorus)

NOW IT IS ON THE DESK.

IT WAS IN MY HAND.

MODEL: B
&
IMITATION

Teacher: (place four pupils at various points in
the classroom - Paulusi at the door -
Panik at the window - Josephee at the
table - Maria at a desk)

PAULUSI IS AT THE DOOR.

Class: (chorus)

PAULUSI IS AT THE DOOR.

Teacher: PANIK IS AT THE WINDOW.

Class: (chorus)

PANIK IS AT THE WINDOW.

Teacher: JOSEPHEE IS AT THE TABLE.

Class: (chorus)

JOSEPHEE IS AT THE TABLE.

Teacher: MARIA IS AT A DESK.

Class: (chorus)

MARIA IS AT A DESK.

Teacher: (you move the pupils clockwise so that
Paulusi is at the window - Panik is at
the table - Josephee is at a desk -
Maria is at the door)

PAULUSI WAS AT THE DOOR.

NOW HE IS AT THE WINDOW.

Class: (chorus)

PAULUSI WAS AT THE DOOR.

NOW HE IS AT THE WINDOW.

Teacher: PANIK WAS AT THE WINDOW.
NOW SHE IS AT THE TABLE.

Class: (chorus)
PANIK WAS AT THE WINDOW.
NOW SHE IS AT THE TABLE.

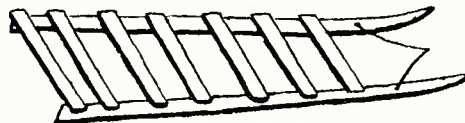
Teacher: JOSEPHÉE WAS AT THE TABLE.
NOW HE IS AT A DESK.

Class: (chorus)
JOSEPHÉE WAS AT THE TABLE.
NOW HE IS AT A DESK.

Teacher: MARIA WAS AT A DESK.
NOW SHE IS AT THE DOOR.

Class: (chorus)
MARIA WAS AT A DESK.
NOW SHE IS AT THE DOOR.

Teacher: Continue with other pupils at various
points in the classroom.



PRACTICE

1. SONGS - Teacher and pupils use the Sentence Patterns to make up songs to the tune of 'Farmer in the Dell'.

2. ACTIVITY - Use a clock to practise:

e.g. NOW IT IS TEN O'CLOCK.
 IT WAS NINE O'CLOCK.

3. GAME - Pupils take an object from a box saying:

e.g. IT WAS IN THE BOX.
 NOW IT IS IN MY HAND.

Drop the object back into the box.

e.g. NOW IT IS IN THE BOX.
 IT WAS IN MY HAND.

4. FILMSTRIP - Frame 19 & 20.
 Series 1 - Number 2 of
 English Through Pictures Filmstrip.

5. RECORD - Side 1 - English Through Pictures Record #1.

SENTENCE PATTERNS TAUGHT AND PRACTISED IN THIS LESSON

This is a book.
It is on the table.
NOW IT IS IN MY HAND.
IT WAS ON THE TABLE.

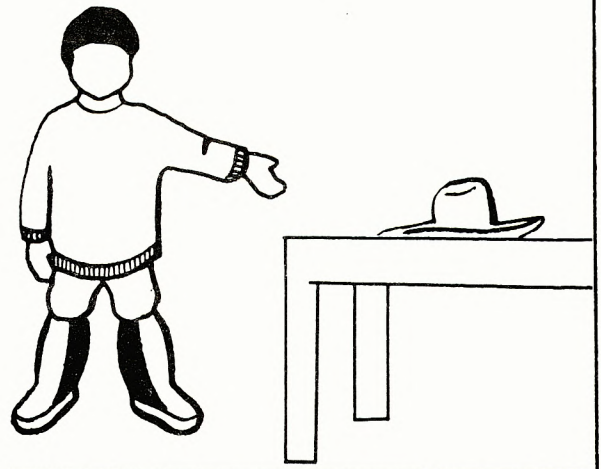
PREPARATION FOR LESSON 3

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

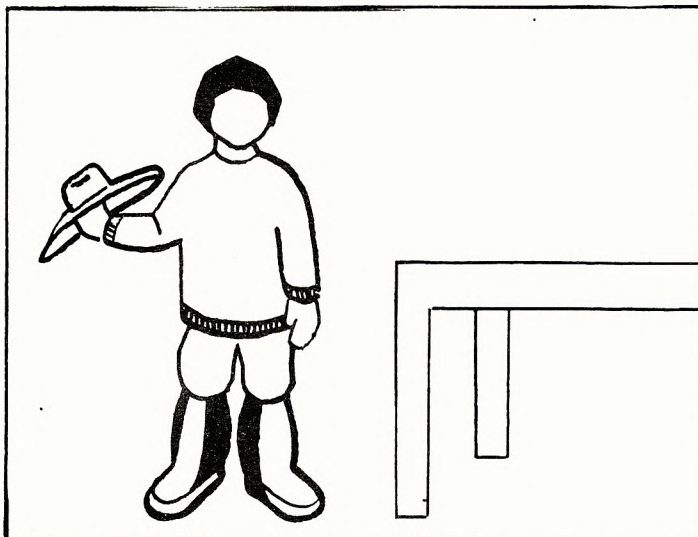


NOTE TO THE TEACHER

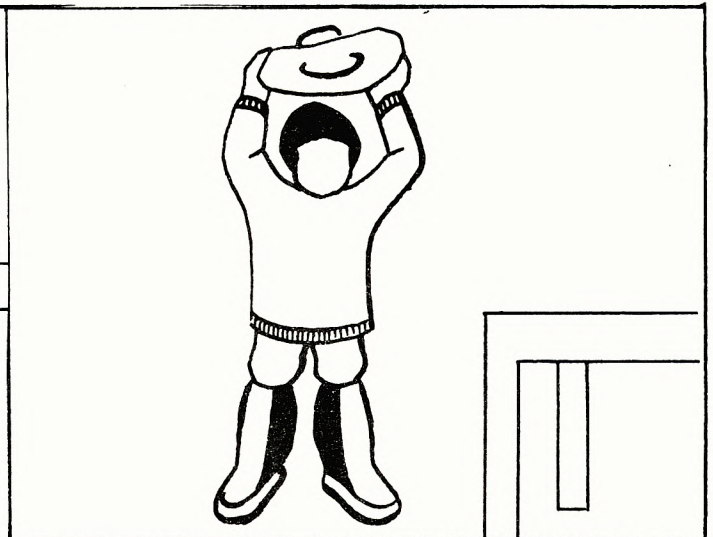
Demonstration gestures for the action chain for a verb (future, present and past tenses) must be very clearly made.



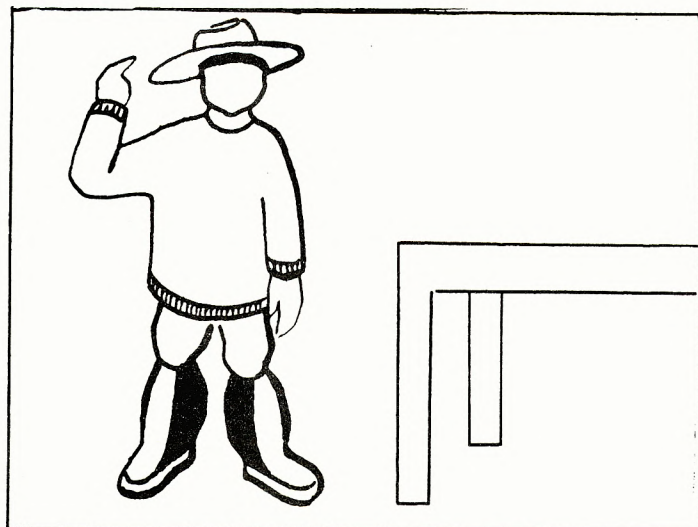
My hat is on the table.



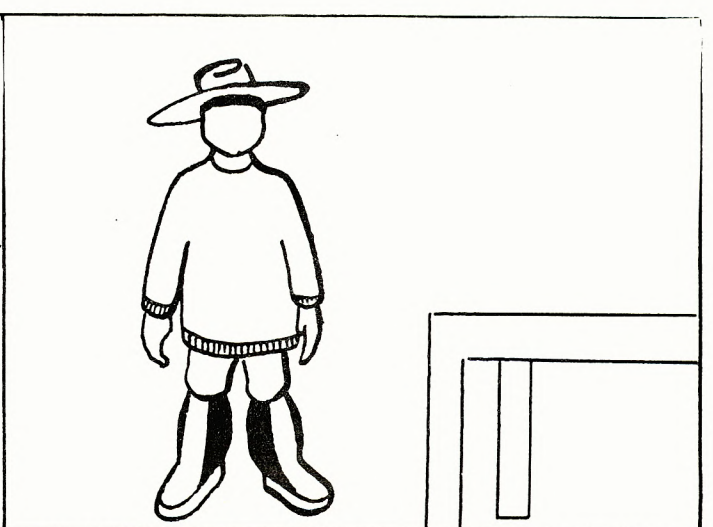
I will put my hat on my head.



I am putting my hat on my head.



I put my hat on my head.



Now it is on my head.

SENTENCE PATTERNS

MY HAT IS ON THE TABLE.
I WILL PUT MY HAT ON MY HEAD.
I AM PUTTING MY HAT ON MY HEAD.
I PUT MY HAT ON MY HEAD.
I PUT IT ON MY HEAD.
IT WAS ON THE TABLE.
NOW IT IS ON MY HEAD.

FORMULAS

Put the cup in the cupboard.
Put it here/there.
Where did you put it?
Put it on the tray.

NOTES FOR THE TEACHER

This important pattern needs careful teaching. If hats are not available have each pupil make one. Use slow motion act of PUTTING. (See Demonstration Gesture page)

PROCEDURE

Teaching-Learning Situation

Continue to use the Teaching-Learning Situations such as illustrated in the previous Units.

MODEL: 1 Teacher: (point to your hat)

MY HAT IS ON THE TABLE.

(take hat and slowly move it toward your head)
I WILL PUT MY HAT ON MY HEAD.

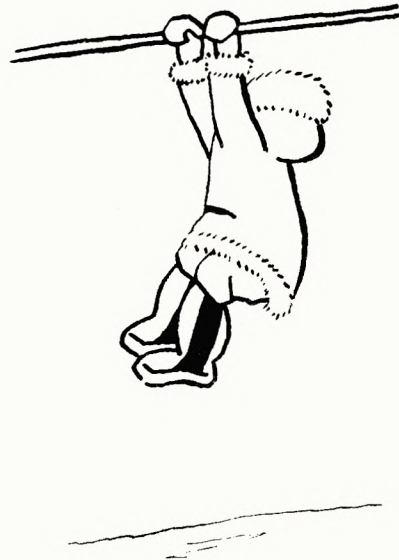
(put the hat on your head)
I AM PUTTING MY HAT ON MY HEAD.

I PUT MY HAT ON MY HEAD. (repeat)

IT WAS ON THE TABLE.

IT IS ON MY HEAD.

Repeat above sequence.



IMITATION:

Teacher: (point to your hat)

MY HAT IS ON THE DESK.

Class: (pointing to their hats - chorus)

MY HAT IS ON THE DESK.

Teacher: (take hat and slowly moving it toward
your head)

I WILL PUT MY HAT ON MY HEAD.

Class: (taking hats and slowly moving them toward
head - chorus)

I WILL PUT MY HAT ON MY HEAD.

Teacher: (put hat on your head)

I AM PUTTING MY HAT ON MY HEAD.

Class: (putting hats on their heads - chorus)

I AM PUTTING MY HAT ON MY HEAD.

Teacher: I PUT MY HAT ON MY HEAD.

I PUT IT ON MY HEAD.

Class: (chorus)

I PUT MY HAT ON MY HEAD.

I PUT IT ON MY HEAD. (repeat)

Teacher: NOW IT IS ON MY HEAD.
IT WAS ON THE DESK.

Class: (chorus)
NOW IT IS ON MY HEAD.
IT WAS ON THE DESK.

Teacher: NOW IT IS ON MY HEAD.
IT WAS ON THE DESK.



PRACTICE

1. ACTIVITY - Practice the patterns using the pupils' own clothing, crayons, pencils, etc.

e.g. HE/SHE IS PUTTING HIS/HER BOOTS ON.
HE/SHE IS PUTTING HIS/HER PENCIL IN THE BOX.
HE/SHE PUT THE BOOK ON THE DESK.

2. SONG - Teacher and pupils use the Sentence Patterns to make up songs to the tune of the Farmer in the Dell.

3. TAPE RECORDER - Tape PRACTICE No. 1 and 2.

e.g. Use the names of the pupils and as their names are called they only carry out the appropriate action.

Teacher's Voice: JAMIE IS PUTTING HIS PENCIL IN
THE BOX.

(Pause)

Teacher's Voice: Repeating above and at this time
Jamie carries out the appropriate
action.

It is suggested that such an exercise should have about five patterns using the names of five different pupils. It should be a surprise to the pupils when their names are called for the first time.

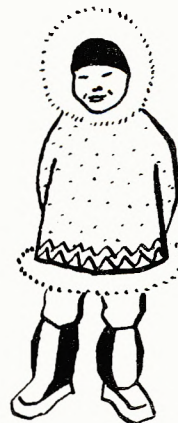
4. FILMSTRIP - Frames 29 - 30
Series 1 - Number 1 of
English Through Pictures Filmstrip.

SENTENCE PATTERNS TAUGHT AND PRACTISED IN THIS LESSON

MY HAT IS ON THE TABLE.
I WILL PUT MY HAT ON MY HEAD.
I AM PUTTING MY HAT ON MY HEAD.
I PUT MY HAT ON MY HEAD.
I PUT IT ON MY HEAD.
IT WAS ON THE TABLE.
NOW IT IS ON MY HEAD.

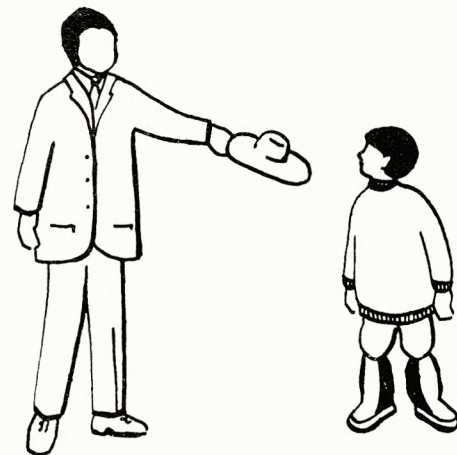
PREPARATION FOR LESSON 4

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

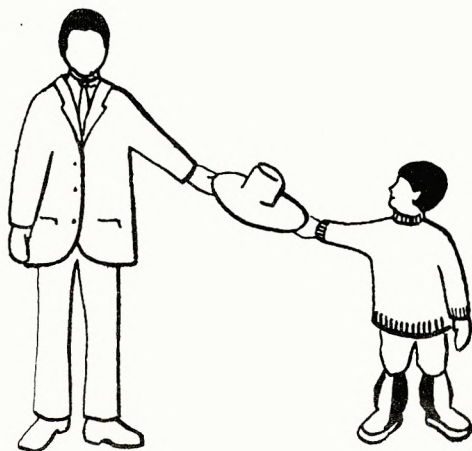


NOTE TO THE TEACHER

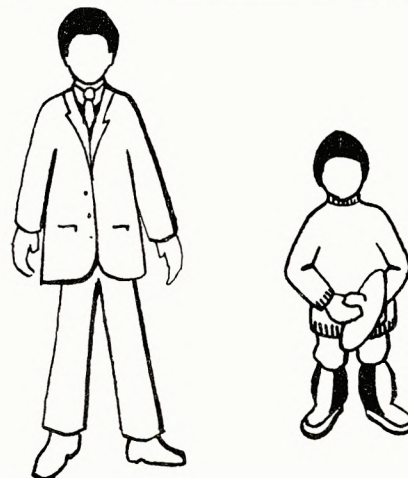
Demonstration gestures for the action chain for a verb (future, present and past tenses) must be very clearly made.



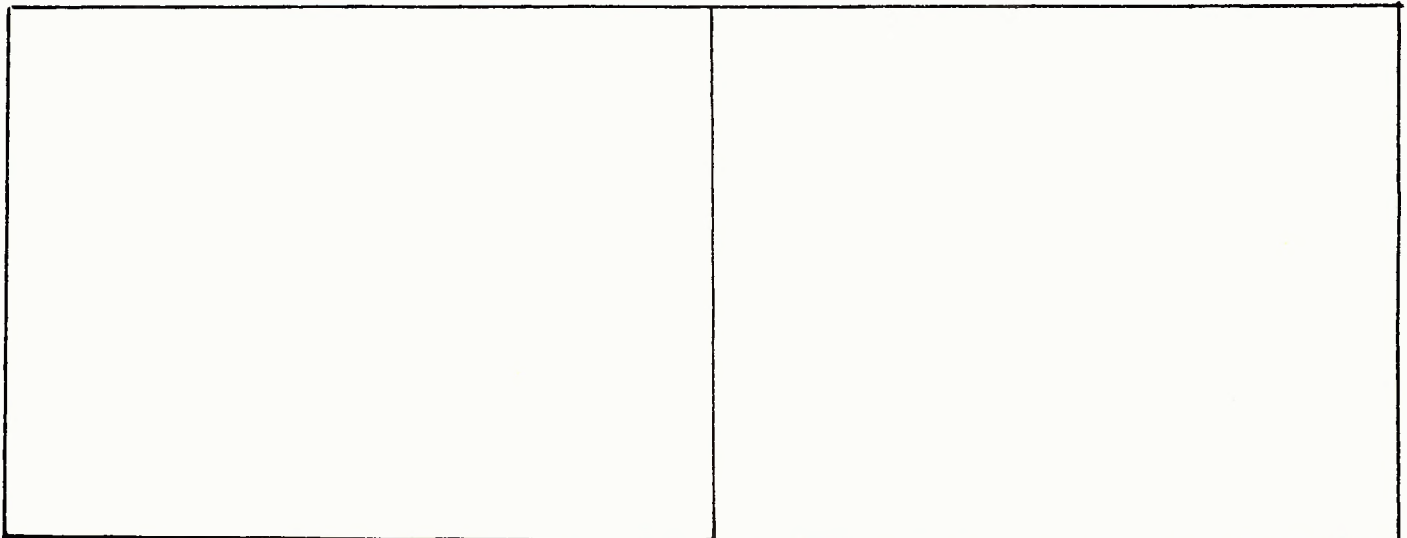
I will give my hat to the boy.



I am giving my hat to the boy.



I gave my hat to the boy.



SENTENCE PATTERNS

I WILL GIVE MY HAT TO THE BOY.
I WILL GIVE IT TO HIM.
I AM GIVING MY HAT TO THE BOY.
I AM GIVING IT TO HIM.
I GAVE MY HAT TO THE BOY.
I GAVE IT TO HIM.

FORMULAS

Give the pencil to Paulusi.
Give the red stick to Panik.
Did you give the blue bead
to Paulusi?
Yes, I did.
No, I did not.

NOTES FOR THE TEACHER

You are teaching the three most common tenses of the verb GIVE in an action chain. Note the reduction of 'my hat' to 'it' and 'the boy' to 'him'. (see Demonstration Gesture page)

PROCEDURE

Teaching-Learning Situation

Continue to use the Teaching-Learning Situations such as illustrated in the previous Units.

MODEL: A 1. Teacher: (you and Paulus! at the front - your hat in
 your hand)

(extend hat toward the boy)

I WILL GIVE MY HAT

(extend hat further toward boy)

TO THE BOY (pause)

2. Teacher: (extend hat again toward the boy)

I AM GIVING MY HAT

(put hat in boy's hand)

TO THE BOY

3. Teacher: (outward gesture from you to the boy)

I GAVE MY HAT TO THE BOY.

I GAVE IT TO HIM.

4. Teacher: Repeat MODEL A several times.

5. Teacher: Repeat MODEL A with Panik.

I WILL GIVE MY HAT TO THE GIRL.

I AM GIVING MY HAT TO THE GIRL.

I GAVE MY HAT TO THE GIRL.

I GAVE IT TO HER.



IMITATION: 1. Teacher: (a line of boys facing a line of girls -
all have hats in hands - you join the
boys)

(gesture)

I WILL GIVE MY HAT TO THE GIRL.

Boys: (each gesturing to girl opposite - chorus)

I WILL GIVE MY HAT TO THE GIRL.

Teacher: I WILL GIVE MY HAT TO THE GIRL.

Teacher: (gesture)

I AM GIVING MY HAT TO THE GIRL.

Boys: (gesturing - chorus)

I AM GIVING MY HAT TO THE GIRL.

Teacher: I AM GIVING MY HAT TO THE GIRL.

Teacher: (gesture)

I GAVE MY HAT TO THE GIRL.

I GAVE IT TO HER.

Boys: (gesturing - chorus)

I GAVE MY HAT TO THE GIRL.

I GAVE IT TO HER.

Teacher: I GAVE MY HAT TO THE GIRL.

I GAVE IT TO HER.

2. Teacher: You join the girls and repeat the above IMITATION with them.

I WILL GIVE MY HAT TO THE BOY.

I AM GIVING MY HAT TO THE BOY.

I GAVE MY HAT TO THE BOY.

I GAVE IT TO HIM.



PRACTICE

1. ACTIVITY - Class in circle formation - teacher in the centre -
Teacher gives a ball to Paulusi.

Paulusi: (teacher gives a ball to Paulusi who will
pass it to Panik)

I AM GIVING IT TO HER.

I GAVE IT TO HER.

Panik takes the ball and repeats the same
patterns to the pupil beside her. Continue
in a clockwise manner.

2. SINGING GAME - A box of objects in the centre of a circle.
Teacher or pupil takes a ball from the box
and sings:
(Tune - Farmer in the Dell)

(a) I'M GIVING THE BALL TO HER.
I'M GIVING THE BALL TO HER.
LA LA LA LA LA LA
I GAVE THE BALL TO HER.

(b) I'M GIVING THE BOOK TO HIM.
I'M GIVING THE BOOK TO HIM.
LA LA LA LA LA LA
I GAVE THE BOOK TO HIM.

3. TAPE RECORDER - Tape PRACTICE No. 2.

4. FILMSTRIP - Frames 21 - 26

Series 1 - Number 1 of

English Through Pictures Filmstrip.

4. SCRAPBOOK - Make picture sequences of the Sentence Patterns:

I WILL GIVE MY _____ to the boy/girl.

I AM GIVING MY _____ to the boy/girl.

I GAVE MY _____ to the boy/girl.

5. ACTIVITY - Teacher arranges the boys and girls in two lines facing. Practice the Sentence Patterns.

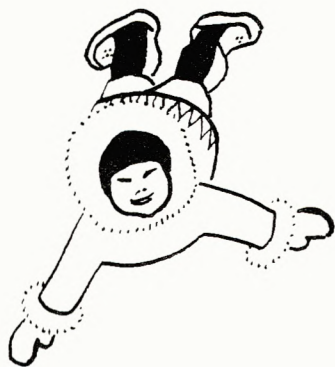
e.g.

Boy: (facing a girl)

I WILL GIVE MY HAT TO HER.

Girl: I WILL GIVE MY HAT TO HIM.

Continue down the lines.



SENTENCE PATTERNS TAUGHT AND PRACTISED IN THIS LESSON

I WILL GIVE MY HAT TO THE BOY.
I WILL GIVE IT TO HIM.
I AM GIVING MY HAT TO THE BOY.
I AM GIVING IT TO HIM.
I GAVE MY HAT TO THE BOY.
I GAVE IT TO HIM.

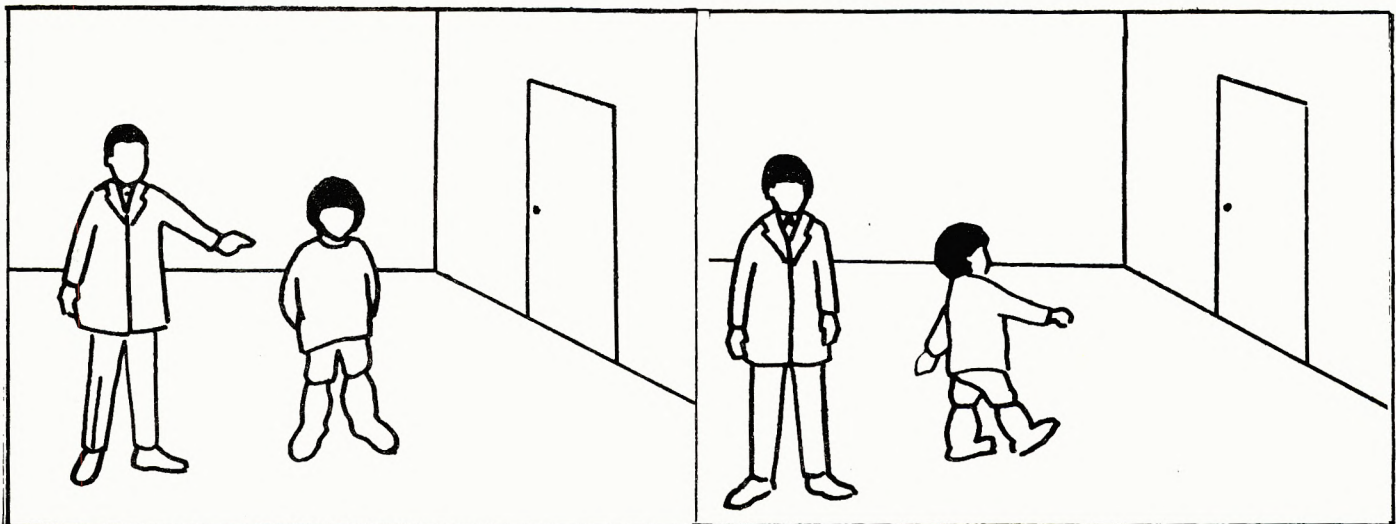
PREPARATION FOR LESSON 5

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



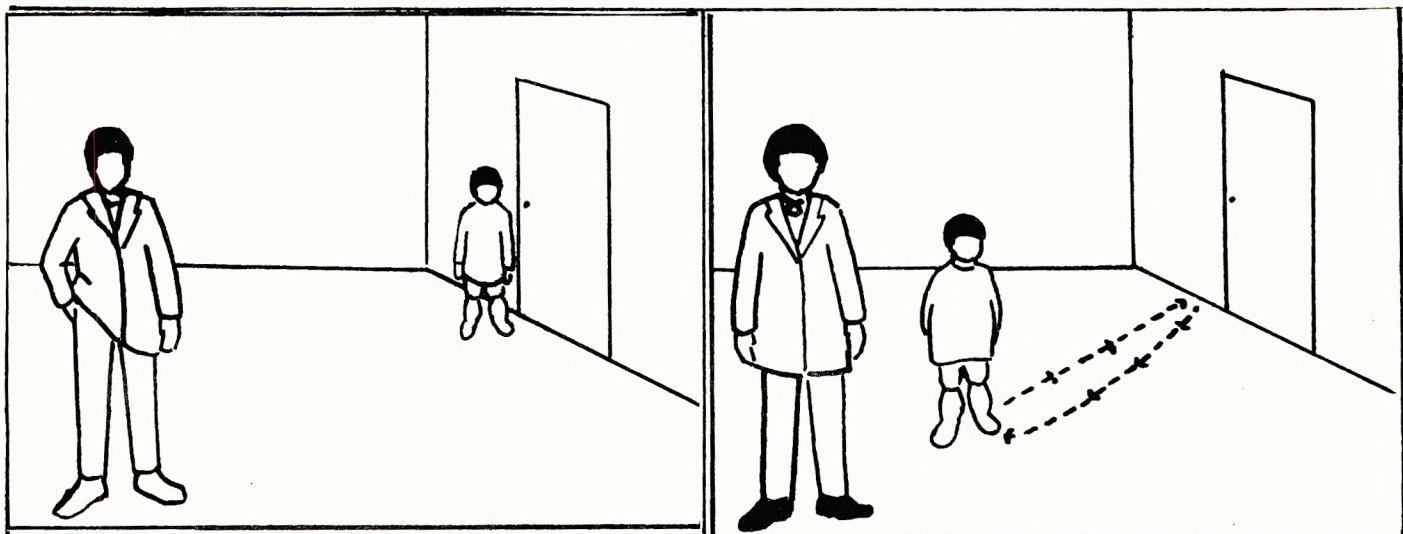
NOTE TO THE TEACHER

Demonstration gestures for the action chain for a verb (future, present and past tenses) must be very clearly made.



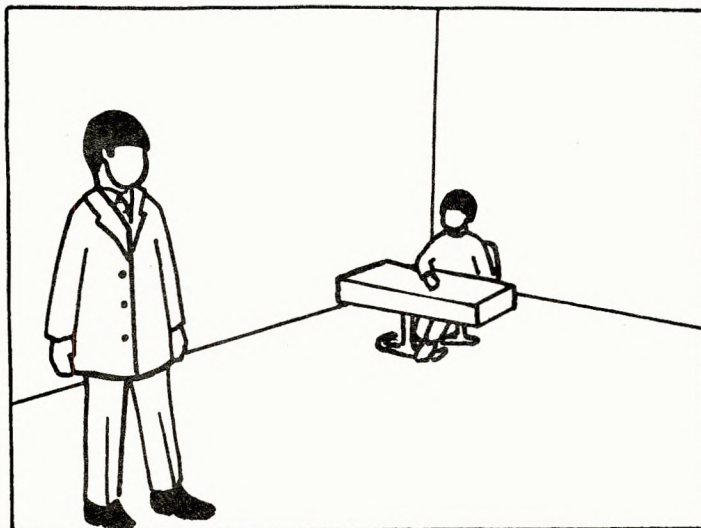
He will go to the door.

He is going to the door.

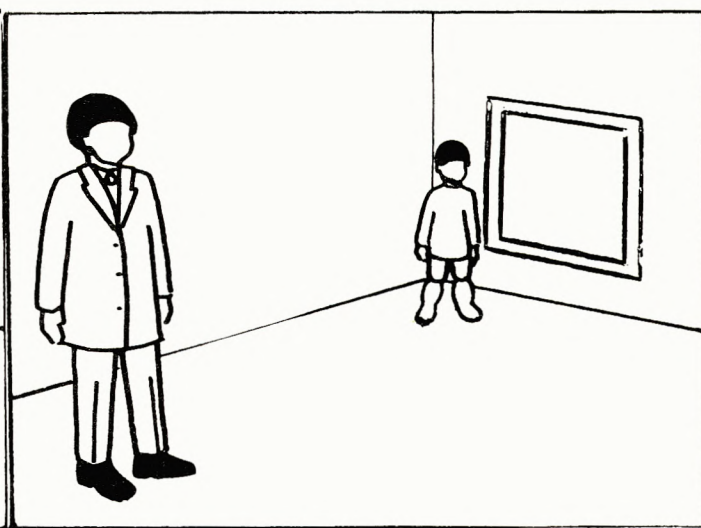


Now he is at the door.

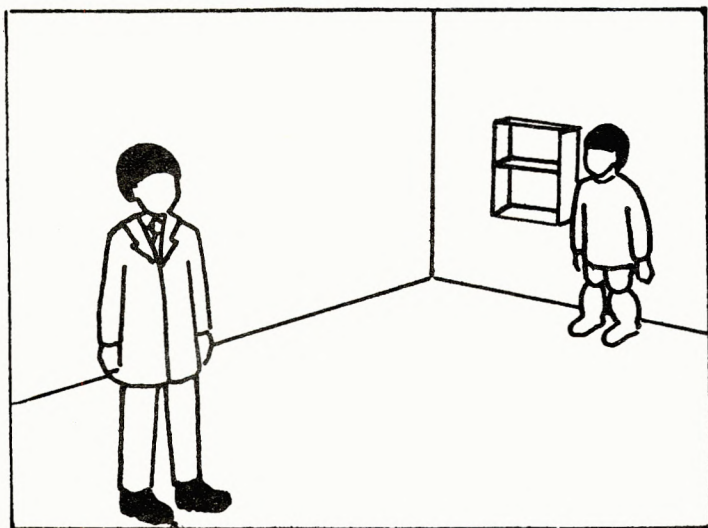
He went to the door.



He went to the desk.



He went to the picture.



He went to the shelf.

SENTENCE PATTERNS

HE WILL GO TO THE DOOR.
 HE IS GOING TO THE DOOR.
 NOW HE IS AT THE DOOR.
 HE WENT TO THE DOOR.

FORMULAS

Where did Paulusi/he go?
 Where did Panik/she go?
 Where did you go? (pl.)
 I went to the washroom.

NOTES TO THE TEACHER

You are teaching the three most common tenses of the word GO. In this lesson GO indicates motion toward a place or point. (see Demonstration Gesture pages)

PROCEDURE

Teaching-Learning Situation

Continue to use the Teaching-Learning Situations such as illustrated in the previous Units.

MODEL: A 1. Teacher: (place Paulusi at a distance from door)
 (point to him)
 HE
 WILL GO (with a sweeping motion of the hand indicate the space through which Paulusi will move - slight pause)
 TO THE DOOR (point to it)
 Repeat the above sequence.

2. Teacher: (gesture to Paulusi to move toward the door)

(point to Paulusi as he starts to move)

HE

(outward gesture to indicate Paulusi's movement toward the door)

IS GOING TO THE DOOR.

IS GOING TO THE DOOR.

IS GOING TO THE DOOR.

Paulusi should not reach the door until you have repeated 'IS GOING TO THE DOOR' at normal conversational speed as he moves toward it.

Repeat above sequence.

3. Teacher: (point to Paulusi who is now at the door)

NOW HE IS AT THE DOOR.

(outward gesture to Paulusi)

HE WENT TO THE DOOR.

Repeat the above sequence.

IMITATION: 1. Teacher: (place a boy other than Paulusi at a distance from the door - point to the boy)

HE

Class: (pointing to the boy - chorus)

HE

Teacher: (outward gesture toward the door)

WILL GO

Class: (imitating teacher's gesture - chorus)

WILL GO

Teacher: (point to the door)

TO THE DOOR.

Class: (pointing to the door - chorus)

TO THE DOOR.

Teacher: (outward gesture toward the door to indicate the space through which Paulusi will move)

2. Teacher: (gesture to the boy to move toward the door)

(point to him as he starts to move)

HE

Class: (pointing to the boy)

HE

Teacher: (outward gesture to indicate the boy's movement toward the door)

IS GOING TO THE DOOR.

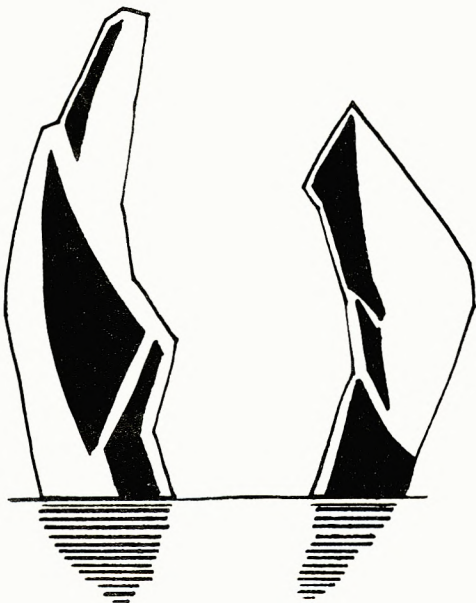
Class: (imitating the teacher's gesture)

IS GOING TO THE DOOR.

Teacher: IS GOING TO THE DOOR.

Class: IS GOING TO THE DOOR.

Teacher: The boy should not reach the door until 'IS GOING TO THE DOOR' has been repeated two or three times at normal conversational speed as he moves.



3. Teacher: (point to the boy who is now at the door)
NOW HE IS AT THE DOOR.

Class: NOW HE IS AT THE DOOR.

Teacher: (outward gesture toward the boy at the door)
HE WENT TO THE DOOR.

Class: (imitating teacher's gesture)
HE WENT TO THE DOOR.

Teacher: HE WENT TO THE DOOR.

4. Repeat the IMITATION with two or three
other boys going to different locations -
e.g. desk, window.

MODEL: B

Repeat MODEL A with Panik.

IMITATION: 2.

Repeat IMITATION 1 with a girl other than
Panik.
Continue with two or three other girls
going to different locations.

PRACTICE

1. SONG: Correlate with daily activities.
2. FLANNELBOARD: Have a child place flannelgraphs of objects, animals, persons, etc., on the flannelboard and tell the story of GOING. e.g.

Pupil: THIS IS JOANI/A BOY. (point to cut-out of boy)

THIS IS A/HIS HOUSE. (point to it)

JOANI/HE WILL GO TO THE/HIS HOUSE. (indicate distance through which he will move)

JOANI/HE IS GOING TO THE/HIS HOUSE. (move the cut-out toward the house)

JOANI WENT TO THE/HIS HOUSE. (point to the cut-out of the boy at his house)

The teacher will probably have to tell one or two stories about GOING before the individual child can attempt it on his own.



3. TAPE RECORDER: Teacher pre-records an exercise related to the verb TO GO. The exercise should involve about five pupils going to five different places. When the pupil hears his name he will carry out the appropriate action.

e.g.

Teacher's voice: MARY WILL GO TO THE CUPBOARD.

(pause)

Teacher's voice: MARY WILL GO TO THE CUPBOARD.

(this time Mary stands)

Teacher's voice: MARY IS GOING TO THE CUPBOARD.

(Mary begins to move toward the cupboard)

(pause)

MARY IS GOING TO THE CUPBOARD.

A trial run may have to precede this exercise so that the pupils know how to perform on each cue.

4. A pupil is sent to a place. "JOHN, GO TO THE WASHROOM."

Upon his return the question is asked - "WHERE DID YOU GO?"

The pupil is encouraged to reply - "I WENT TO THE WASHROOM/
BLACKBOARD/DOOR/WINDOW/etc."

A pupil may later assume the role taken by the teacher and send other pupils to particular places. Pupil leaders may take turns.

SENTENCE PATTERNS TAUGHT AND PRACTISED IN THIS LESSON

HE WILL GO TO THE DOOR.

HE IS GOING TO THE DOOR.

NOW HE IS AT THE DOOR.

HE WENT TO THE DOOR.



RESUME OF SENTENCE PATTERNS, SUBSTITUTIONS, AND FORMULAS

LESSON	SENTENCE PATTERN(S)	SUBSTITUTION	FORMULAS
1	<p>I WILL TAKE MY HAT OFF THE TABLE.</p> <p>I AM TAKING MY HAT OFF THE TABLE.</p> <p>I TOOK MY HAT OFF THE TABLE.</p>		<p>Take some.</p> <p>Take a few.</p> <p>Take a <u>big</u> one.</p> <p>Take a <u>red</u> block.</p> <p>Did you take a red block?</p> <p>Yes, I did.</p> <p>No, I did not.</p>
2	<p>This is a book.</p> <p>It is on the table.</p> <p>NOW IT IS IN MY HAND.</p> <p>IT WAS ON THE TABLE.</p>		<p>Where is your book?</p> <p>Where was it?</p> <p>Where is it now?</p> <p>What time is it?</p> <p>It is <u>2 o'clock</u>.</p>

LESSON	SENTENCE PATTERN(S)	SUBSTITUTION	FORMULAS
3	<p>MY HAT IS ON THE TABLE.</p> <p>I WILL PUT MY HAT ON MY HEAD.</p> <p>I AM PUTTING MY HAT ON MY HEAD.</p> <p>I PUT MY HAT ON MY HEAD.</p> <p>I PUT IT ON MY HEAD.</p> <p>IT WAS ON THE TABLE.</p> <p>NOW IT IS ON MY HEAD.</p>		<p>Put the cup in the cupboard.</p> <p>Put it here/there.</p> <p>Where did you put it?</p> <p>Put it on the tray.</p>
4	<p>I WILL GIVE MY <u>HAT</u> TO THE <u>BOY</u>.</p> <p>I WILL GIVE IT TO HIM.</p> <p>I AM GIVING MY <u>HAT</u> TO THE BOY.</p> <p>I AM GIVING IT TO HIM.</p> <p>I GAVE MY <u>HAT</u> TO THE <u>BOY</u>.</p> <p>I GAVE IT TO HIM.</p>		<p>Give the <u>pencil</u> to <u>Paulusi</u>.</p> <p>Give the <u>red</u> stick to <u>Panik</u>.</p> <p>Did you give the blue <u>bead</u> to <u>Paulusi</u>?</p> <p>Yes, I did.</p> <p>No, I did not.</p>

LESSON	SENTENCE PATTERN(S)	SUBSTITUTION	FORMULAS
5	HE WILL GO TO THE DOOR. HE IS GOING TO THE DOOR. NOW HE IS AT THE DOOR. HE WENT TO THE DOOR.		Where did <u>Paulusi</u> /he go? Where did <u>Panik</u> /she go? Where did you go? (pl.) I went to the <u>washroom</u> .

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