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# Tiny **1** Talk

Teacher's Book



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Susan Rivers

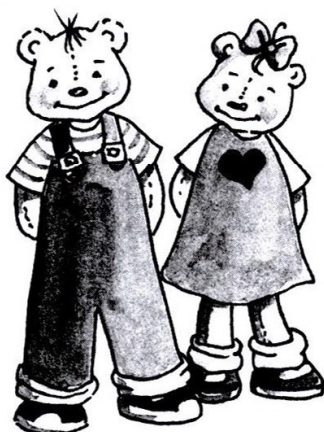


Oxford University Press

# Tiny **1** Talk

Teacher's Book

**ir**language



**Susan Rivers**

**with songs by Carolyn Graham**

**Oxford University Press**

این مجموعه با لوگوی مرجع زبان ایرانیان  
به صورت نشر بر خط و حامل به ثبت رسیده است.  
کپی برداری از آن خلاف شرع، قانون و اخلاق است و شامل پیگرد خواهد شد.



## Student Book 1B — Scope And Sequence

UNIT	THEME	DIALOGUE	PRACTICE PATTERN	VOCABULARY
1	Weather	Hurry up! It's raining. I'm wet.	It's (raining). I'm (wet).	raining, sunny, snowing, wet, hot, cold
2	Lunchtime	I'm hungry. Have some chicken. Mmm. It's good.	I'm hungry. Have some (chicken).	chicken, soup, noodles
3	Nap Time	That's my pillow. No! It's my pillow. Shh! Be quiet!	That's my (pillow). No! It's my (pillow).	pillow, blanket, bear
4	In Town	Red light. Stop! Green light. Go! She's a police officer.	She's a (police officer). He's a (farmer).	police officer, farmer, doctor
5	Shopping	I want candy. No, Benny. Not today.	I want (candy). No. Not today.	candy, chips, ice cream
6	Play Time	Play with me. OK. Let's swing.	Play with me. OK. Let's (swing).	swing, slide, run
7	At Home	Hey! Daddy's home. I'm home. He's my daddy.	He's my (daddy). She's my (mommy).	daddy, mommy, brother, sister
8	Dinnertime	Dinner's ready! Yum! I like fish. Yuck! I don't like fish.	I like (fish). I don't like (fish).	fish, rice, meat, bread
9	Bath Time	Where's the soap? Here it is.	Where's the (soap)? Here it is.	soap, shampoo, towel
10	Bedtime	Look at the moon! Good night, Mommy. Good night.	Look at the (moon)!	moon, stars, sky

# Introduction

## COURSE DESCRIPTION

*Tiny Talk* is a three-level course designed for preschool and kindergarten children. The goal of this series is to help young children build strong listening and speaking skills in English by having them interact with warm, lovable characters in everyday real-life situations.

The three levels are each divided into A and B sections. Each section includes a Student Book, a Workbook, Picture Cards, Wall Charts, and a cassette. The Teacher's Book that accompanies each level combines instructions for both the A and the B sections. Puppets of the series' four main characters are also available. By coordinating the use of all these components, the teacher can enable students to understand and practice a wide variety of basic English patterns.

### **Student Book**

Each Student Book contains ten units and two review units. Each regular unit is four pages long and is divided into two parts. Part 1 is a two-page storybook scene featuring the main characters in a situation pertinent to young learners. Patterns, structures, and conversational language are introduced through beautiful illustrations with a special appeal for young students.

Part 2 focuses on individual vocabulary items and a simple practice pattern using these items. A sticker activity concludes each of the ten units.

### **Workbook**

The Workbook provides a variety of fun activities that reinforce the language taught in the Student Book. Designed especially with the young learner in mind, the Workbook may be used in the classroom and/or at home.

### **Puppets**

The puppets are plush replicas of the series' four main characters — Benny and Sue (the toy bears), and Mike and Julie (the young children). The Teacher's Book clearly explains how to use the puppets and make them a fun and integral part of each lesson plan.

### **Picture Cards**

The Picture Cards are 7" by 10" in size (18 cm by 25 cm) and are full-color replicas of the vocabulary items presented in the Student Book. The Teacher's Book provides many suggestions for using these cards in a wide variety of drills and activities.

### **Wall Charts**

The Wall Charts are enlargements of the Student Book pages. They are especially helpful for presentation and basic practice activities. Their use is explained in the Teacher's Book.

### **Cassette**

The cassette contains all the dialogues, vocabulary items, practice patterns, and songs by Carolyn Graham for the ten regular units, as well as listening practice for the two review units. Each song is presented in three forms: a model version, a sing-along version, and a music-only version.

### **Teacher's Book**

The Teacher's Book offers step-by-step instructions for teaching each unit. Each lesson plan contains detailed suggestions for presenting new language, group and individual practice, reinforcement activities and games, and how and when to use the other components. This book also includes a syllabus and a complete list of Picture Cards for this level.

### **Songbook**

The *Tiny Talk Songbook* features the words and music to all 60 songs written especially for this series by Carolyn Graham.

### **ABC Workbook**

The *Tiny Talk ABC Workbook* introduces the letters of the alphabet and their basic sounds, and provides simple practice exercises for reading and writing these letters.

Both the *Songbook* and the *ABC Workbook* can be used separately or as supplements to the *Tiny Talk* course.

## PHILOSOPHY AND PRINCIPLES

*Tiny Talk* helps young beginners learn basic communicative English skills. Students are eager to learn language that is both interesting and understandable to them. Material is thus presented through themes that young children experience in their own daily lives. The language throughout the series is age-appropriate and allows children to communicate at their own level of ability in a fun and relaxed classroom atmosphere.

New language is presented in context with the use of puppets and the beautiful full-color illustrations appearing in the Student Books, on the Picture Cards, and on the Wall Charts.

Listening comprehension is developed by presenting and modeling new language and by playing the cassette in conjunction with the other components.

Students are given meaningful and memorable practice in using new language through communicative activities, games, dialogue practice, and songs — all of which are outlined in the Teacher's Book.

## TOUR OF A UNIT

Part 1 of each Student Book unit consists of a two-page storybook scene featuring the series characters in a daily situation similar to one a young child would experience. The scene introduces speech patterns and some vocabulary in a conversational setting that is expanded in Part 2. It also introduces useful phrases and expressions.



Part 2 consists of a two-page spread that introduces new vocabulary related to the unit theme. The Pattern Practice panel, on the right-hand side of the spread, enables students to combine the vocabulary with appropriate sentence structures to produce short dialogues. At the bottom of the Pattern Practice panel is a dotted-line outline of a sticker. Students are expected to find the matching sticker on a sheet at the back of the Student Book, then place the sticker over the outline. By working with the stickers, students get not only enjoyment but also a strong sense of achievement after completing each unit.

The Workbook pages correspond directly with the Student Book pages. There are two pages of Workbook exercises for every two Student Book pages. There are no active reading or writing exercises in any of the Workbooks in this series.

## **LESSON PLANNING**

The Teacher's Books offer detailed plans for each lesson in the course, including the review lessons. Teachers are encouraged to develop their own lesson plans, using the Teacher's Books as a guide, to meet the special needs of their students. It is important to plan many short activities as the attention span of very young learners is considerably shorter than that of older children.

Very young students generally prefer the familiarity and predictability of several favorite activities, whereas students in the higher levels of the series prefer new and more challenging activities.

As students need to understand new language before attempting to use it, listening comprehension activities should always be conducted prior to speaking or drilling activities.

## **USING THE TEACHER'S BOOK**

This Teacher's Book covers both the A and B sections of Level One. Units are numbered 1 to 10 (and review units are numbered 1 and 2) in each section. Each unit is divided into Parts 1 and 2.

### **Opening**

Each lesson begins with one or two quick activities designed both to bring students back into an English environment and to review language previously taught.

### **Introduce New Language/Pattern Practice**

In Part 1, the Introduce New Language section suggests how to present and model new vocabulary, patterns, and conversational expressions through the use of the puppets, Picture Cards, objects, and body language. It also offers listening comprehension activities and drills.

In Part 2, the Pattern Practice section provides ideas on how to reinforce the patterns introduced in Part 1, plus a wide variety of role plays, exercises, and activities.

### **Present the Wall Chart**

Wall Charts are to be used after all new language has been presented, modeled, and drilled. The Teacher's Book shows how and when to use the charts along with the cassette, and outlines group activities that allow the teacher to gauge students' progress. The Wall Charts help students — particularly very young children — focus their attention; the charts also offer a smooth transition into the Student Book.

### **Open Student Books**

This section details how to use the Student Books in class. It also offers suggestions on using the cassette with the Student Books, and provides listening/speaking activities for dialogues and pattern practice.

### **Song**

This section allows students to practice the language they have been learning in an interactive song. The corresponding cassette section contains a model version of the song, followed by an interactive "sing-along" version, and concludes with a music-only version that gives students the chance to sing the song completely on their own.

### **Games and Activities**

Games and activities help motivate students to use the language and allow them to enjoy doing so. This section provides a wide variety of teaching tips for helping students recycle, absorb, and retain the new language.

### **Workbook**

Teachers may refer to this section to note corresponding Workbook exercises they can assign either for quiet classroom activity or for home study.

## **TIME GUIDELINES**

As *Tiny Talk* is a communicative series for young children with no reading or writing skills, each lesson emphasizes presentation, modeling, interactive activities, songs, and games. The majority of the time will therefore be spent on these lesson parts.

While class times and ability levels vary according to the age group being taught, the following is an approximate guideline for teaching either Part 1 or Part 2 of a unit:

Opening	5 minutes
Introduce New Language/Pattern Practice	20 minutes
Present the Wall Chart	10 minutes
Open Student Books	10 minutes
Songs, Games, and Activities	15 minutes
	<u>60 minutes</u>

Teachers with a shorter time span may teach a unit part over two class meetings. Consider the following example:

*First class meeting:*

Opening	5 minutes
Introduce New Language/ Pattern Practice	20 minutes
Present the Wall Chart	5 minutes
	<hr/>
	30 minutes

*Second class meeting:*

Present the Wall Chart	5 minutes
Open Student Books	10 minutes
Song, Games, and Activities	15 minutes
	<hr/>
	30 minutes

**Pacing**

Young children lose interest quickly, so it is imperative that lessons are fast-paced and lively. Activities should last no longer than three to five minutes. A particular activity should be stopped at the height of involvement — even if students appear to be enjoying it — to preempt both overexcitement and boredom. Extra activities should be available in case students do not respond well to the ones originally planned.

If possible, large classes should have a teaching assistant who can help out when drilling and role-playing. This gives each student an opportunity to participate and ensures smooth classroom management.

**TEACHING METHODS**

**Pronunciation**

Very young children learning English will generally have better pronunciation than older children. One reason is a keener sense of hearing; another factor is that most young children are fairly uninhibited and not as fearful of making mistakes.

Teachers should speak clearly, yet at a normal pace. They should not pronounce the words in a sentence one by one, but link them together instead. The class should be drilled as a group before moving on to individual practice. This allows the teacher to pick out and correct pronunciation errors early on, without embarrassing any one student in particular. Students should be encouraged and praised frequently.

Some students at this age are unable to pronounce some sounds in their own language. If a student makes a correctable error, the teacher can simply say *Very good!*, then model the language again and give the student a chance to repeat. Extra practice time may be necessary for difficult sounds such as *th* or *z*, although too much attention on pronunciation mistakes will discourage students from participating and they will quickly lose confidence. The majority of students will eventually improve their pronunciation as their overall English skills gradually increase.

**Modeling**

The puppets, Picture Cards, objects, and gestures allow English to be taught in a meaningful context. When used to present new language or illustrate an activity or game, these options help keep students alert and attentive. The Teacher's Book gives detailed instructions for modeling all new vocabulary and patterns.

**Group and Individual Practice**

Group activities are the most successful for teaching very young children. It is important to make sure that each student is getting an equal amount of practice in these activities. Shy students are easily overlooked while more outgoing students tend to get more attention.

Some individual practice is necessary, but this should be kept fast-paced so as not to lose control of the class. In large classes, students may be asked to practice in pairs instead of one by one. Students should not be forced to participate if they are uncomfortable doing so. Praise should be used rather than criticism — each student learns at his or her own rate and may respond differently to activities and exercises.

**Dialogues, Vocabulary, and Patterns**

Using all the components of the *Tiny Talk* series helps keep activities interesting and fun. For example, students can perform role plays with their favorite puppets. Classes should be as student-centered as possible; the teacher acts as a guide but most of the actual work is done by the students themselves. Whenever possible, students should be encouraged to offer secondary information (in English) about the language being practiced. If necessary, students can be prompted when practicing dialogues.

**Songs**

Almost all children enjoy singing, and songs help students remember important English expressions, patterns, and vocabulary. Using the Wall Chart or the Student Book as a reference, the teacher can present a song as follows:

- 1) Introduce or review the main language in the song, using either the pictures or the actual objects (if possible).
- 2) Play the first (model) version on the cassette to familiarize students with the song.
- 3) Present the song using appropriate gestures, expressions, and/or actions whenever possible. Sing each line, then have the class repeat the words and the actions.
- 4) Play the second (interactive) version of the song while the class sings along and performs the actions. The class can be divided into interactive groups when appropriate. The Teacher's Book provides additional suggestions for this.
- 5) Once the students have mastered the song, they can perform the third (music-only) version with other verses.

If there are a few extra minutes remaining at the end of class, students can request their particular favorites.

### **Total Physical Response (TPR)**

The TPR method links physical actions to language and is an excellent way for young children to retain new language, burn off energy, and have fun. Teachers should always try to link new vocabulary to gestures and actions. In addition, teachers should frequently conduct activities in which students respond physically to commands and/or songs and chants.

### **Parental Involvement**

Teachers should maintain close contact with each student's parents to keep them informed of the child's progress and of any problems that may arise. Most parents are anxious for their children to do well and are willing to help with home review and practice.

## **DRILLS, GAMES, AND ACTIVITIES**

Drills, games, and activities will take up the majority of the class time. Below is a list of frequently used activities for easy reference.

### **Choral Drill**

The teacher models the language and the class repeats. This type of drill should be conducted every time new language has been introduced. Students should be given the chance to repeat each item several times. This gives the teacher a chance to correct any collective pronunciation errors as well as gauge the degree of difficulty the new language presents to students. Choral drills should always be conducted before moving on to individual drills.

### **Chain Drill**

This drill can be used for conversational patterns or simple dialogues. The teacher hands either a Picture Card or the object depicted on the card to one of the students while saying the appropriate language. That student then repeats the procedure with the next student. The drill is continued until each student has had a chance to participate.

### **Line Pairs**

This type of drill is for teachers who like pairwork but need more structure for younger children. Students are arranged in two equal lines (A and B) facing each other. The first students in the lines practice the language by role-playing a dialogue. The student in line B gives the response, then initiates the dialogue with the second student in line A, who responds in turn. That student then initiates the dialogue with the second student in line B, and so on. The dialogue is role-played throughout the two lines, and each student has a chance to both initiate and respond. The teacher should move down the lines, listening to each pair of students as they practice.

### **Guessing Games**

Young children love to play guessing games, and these games provide numerous opportunities to use the language. Many variations appear in the Teacher's Book. Here is one very popular example: The teacher chooses a student to come to the front of the class, then gives him/her a Picture Card without letting the other students see it. Using the language being practiced, the other students try to guess which Picture Card the first student is holding. If a student guesses correctly, he/she replaces the student at the front, and the game is continued.

### **Benny Says**

Using either the Sue or the Benny puppet, the teacher gives the class a series of commands. If a command is preceded by either *Benny says* or *Sue says*, the students should perform the appropriate action. If not, the students should remain still. Students who perform the action when the teacher does not call out *Benny/Sue says* are out of the game.

### **Musical Games**

Many games in the Teacher's Book use songs that are played on the cassette. "Musical chairs" is a popular game among children of this age group. The chairs should be arranged so that there is one for all but one student. The teacher plays the cassette, then either stops the cassette or calls out *Stop!* Students rush to sit. The student left standing must identify selected vocabulary, or respond to a part of a conversation being practiced.

Another musical game, particularly helpful for practicing vocabulary, is to arrange students in a circle. The teacher hands out Picture Cards to some of the students, then plays the cassette. Students pass the cards in one direction around the circle while the song plays. When the teacher stops the cassette, those students who are holding cards must stand and identify them.

### **Team Games**

The class is divided into two teams. Students compete to bring the teacher an appropriate Picture Card, identify a vocabulary word, give the proper response in a dialogue, or answer a question. The first student to do so correctly earns a point for his/her team.

# Student Book 1A



## PART 1 Pages 4–5

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### Structures:

Hello! Hi!

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### Materials:

Benny and Sue puppets, Wall Chart 1A:1, tape player, cassette

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### 1 Opening

- Greet each student with either *Hello!* or *Hi!* Do not expect students to respond just yet.
- Confirm students' names. If you assign English names, make sure students are able to pronounce them easily. Use students' names immediately and frequently so that they will become quickly accustomed to hearing them in class.

### 2 Introduce New Language

**Structures:** *Hello! Hi!*

- Introduce *Hello!* and *Hi!* using the Benny and Sue puppets. Model as follows:

T: (hold a waving Benny puppet) *Hello!*

Ss: (wave back) *Hello!*

T: (hold a waving Sue puppet) *Hi!*

Ss: (wave back) *Hi!*

Encourage students to wave back as they respond. Repeat several times.

- Using a Benny or Sue puppet, greet each student with either *Hello!* or *Hi!* Students respond with either greeting.
- Ask for volunteers to choose a puppet and greet a classmate with either *Hello!* or *Hi!* Classmates should respond in turn.

### 3 Present the Wall Chart

- Place Wall Chart 1A:1 on the board. Point to Benny and model as follows:

T: *Hello!*

Ss: *Hello!*

Follow the same procedure for Sue.

- Encourage students to greet their neighbors.
- Ask for volunteers to say the appropriate greetings while you point to the characters on Wall Chart 1A:1.

### 4 Open Student Books

- Have students turn to pages 4–5 in their books. Ask the class to identify the characters and describe what they are saying.
- Play the cassette for pages 4–5: **Dialogue**. Students listen and point to the characters in their books.

#### Dialogue

Benny: *Hello!*

Sue: *Hi!*

(two times)

- Play the cassette for pages 4–5: **Dialogue Practice**. Students listen and repeat each line.

#### Dialogue Practice

Benny: *Hello!* (two times)

Sue: *Hi!* (two times)



## 5 Song

- Teach the song “Hi! Hello!” (See page 6 for hints on teaching songs.)

### Hi! Hello!

Hi.  
Hello, hello  
Hi  
Hello, hello  
Hi  
Hello  
Hi  
Hello  
Hi  
Hello  
Hi  
Hello  
Hi  
Hello  
Hi  
Hello, hello

- Divide the class into two groups. One group sings *Hi*, and the other group sings *Hello*. Have each group stand and wave when they sing their parts.

## 6 Games and Activities

Choose any of the following:

- Leave the classroom. Come back in again and greet the students with either *Hello!* or *Hi!* Students return the greeting. Now choose a volunteer to continue the activity. If class size permits, make sure each student has a chance to participate.
- Ask students to put their heads down on their desks with no peeking. Tap one student on the shoulder. That student stands and calls out either greeting. The other students look up and respond in turn.
- Arrange the chairs so that there is a chair for all but one student. Play the song “Hi! Hello!” on the cassette. Students circle around the chairs. Stop the cassette at any point during the song. Students race to sit down, and the student left standing must greet the others using either one of the greetings.

- Arrange the students in two equal lines facing the front of the room. The first students in the lines greet each other with *Hello!* or *Hi!* Then each student goes to the rear of the other’s line. The next students in the lines do the same, and so on to the last students in the lines. Continue until each student has gone through the line again.
- Have the Benny and Sue puppets wave and greet each other with both *Hello!* and *Hi!* Ask for volunteers to come to the front of the class and role-play the dialogue.

## 7 Workbook 1A: Pages 4–5

- Have students do Exercise A (Color).



## PART 2

### Pages 6–7

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**Structures:**

I'm \_\_\_\_\_. Hello, \_\_\_\_\_.

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**Vocabulary:**

Benny, Sue

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**Materials:**

Benny and Sue puppets, Picture Cards 1A:1–2 (Benny, Sue), Wall Chart 1A:2, tape player, cassette

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### 1 Opening

- Greet each student with *Hello!* or *Hi!* Students respond in turn.
- Use the Benny and Sue puppets to review greetings. Ask for volunteers to come to the front and exchange greetings with the puppet of their choice.

### 2 Pattern Practice

#### ⓐ Vocabulary: *Benny, Sue*

- Using the Benny and Sue puppets, model the names:

T: (hold the Benny puppet) *Benny*.

Ss: *Benny*.

Repeat several times. Follow the same procedure for *Sue*.

- Pass Picture Cards 1A:1–2 to the student closest to you. Identify each card as you pass it. The student then passes the cards to another student while identifying each card. Students continue until everyone has had a turn. The last student to receive the cards identifies them and passes them back to you.
- Place Picture Cards 1A:1–2 on the board. Ask students to close their eyes. Remove one of the cards. The first student to correctly identify the missing card comes to the front and continues the activity.

#### ⓑ Structure: *I'm \_\_\_\_\_.*

- Model the *I'm \_\_\_\_\_.* structure for the students using the Benny and Sue puppets:

T: (hold the Benny puppet) *I'm Benny*.

Ss: *I'm Benny*.

Repeat this procedure for *Sue*.

- Encourage students to come to the front, choose a puppet, and say either *I'm Benny.* or *I'm Sue.*
- Encourage students to come to the front and use the *I'm \_\_\_\_\_.* structure with their own names. Have them point to themselves while doing so. Prompt with names if necessary.

#### ⓒ Structure: *Hello, \_\_\_\_\_.*

- Introduce *I'm Benny.* and *Hello, Benny.*, using the Benny and Sue puppets. Model as follows:

T: (hold the Benny puppet) *I'm Benny*.

Ss: *I'm Benny*.

T: (hold a waving Sue puppet) *Hello, Benny*.

Ss: *Hello, Benny*.

Repeat several times.

- Have two volunteers come to the front and reenact the role play with the puppet of their choice. Continue until each student has had a chance to participate.
- Pointing to yourself, repeat the *I'm \_\_\_\_\_.* structure using your own name. Encourage the students to greet you using the *Hello, \_\_\_\_\_.* structure. Now ask for volunteers to stand and identify themselves. The remaining students greet them in turn.

### 3 Present the Wall Chart

- Place Wall Chart 1A:2 on the board. Encourage students to talk about the unit.
- Pointing to Benny, model the word:

T: *Benny*.

Ss: *Benny*.

Repeat several times, then repeat the procedure for *Sue*.

- Play the cassette for pages 6–7: **Vocabulary**. Point to the appropriate pictures on the chart as students listen and repeat each item.

#### Vocabulary

Narrator: *Benny*. (two times)

*Sue*. (two times)

- Review the vocabulary. Point to Benny and Sue on the chart and have the students identify them — first as a class, then individually.

- Go over the *I'm (Benny). Hello, (Benny).* pattern. Point to each character in the Pattern Practice panel on the right side of the chart and say the appropriate line. Students repeat. Continue practicing the pattern, using *Sue*.
- Play the cassette for pages 6–7: **Pattern Practice**. Point to the Wall Chart as students listen to the cassette.

### Pattern Practice

Benny: *I'm Benny.*

Sue: *Hello, Benny.*

(two times)

Sue: *I'm Sue.*

Benny: *Hello, Sue.*

(two times)


- Using the Benny and Sue puppets, model the following dialogue:

Benny: *Hello! I'm Benny.*

Sue: *Hi! I'm Sue.*

- Ask for volunteers to role-play the dialogue using the puppets or their own names.

### **4** Open Student Books

- Have students turn to pages 6–7 in their books. Ask the class to identify the characters and describe what they are saying.
-  Play the cassette sections for pages 6–7 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Point to yourself and identify yourself incorrectly, using one of the students' names. For example, say *I'm (Lucy)*. Frown, shake your head, and say *No!* Repeat several times, each time using the name of a different student. Finally, identify yourself correctly: *I'm (Miss Lee)*. Smile and say *Yes!* Choose a volunteer to continue the activity. If necessary, quietly prompt the student with various student names.

### **5** Games and Activities

Choose any of the following:

- Students stand in a circle. One student, chosen to be *It*, stands in the middle with one arm extended and pointing. Play the song "Hi! Hello!" on the cassette. The circle rotates while the song is being played. Stop the cassette at any point during the song. The student *It* is pointing to when the cassette is stopped must say *I'm \_\_\_\_\_*. The other students greet that student with *Hello, \_\_\_\_\_*. That student then becomes the next *It* and the activity continues.

- Arrange the students in two equal lines facing the front of the room. The first students in the lines role-play the structure *I'm \_\_\_\_\_*, and greet each other with *Hello, \_\_\_\_\_*. Then each student goes to the rear of the other's line. The next students in the lines do the same, and so on to the last students in the lines. Continue until each student has gone through the line again.
- Students put their heads down on their desks with no peeking. Tap one of the students on the shoulder. Return to the front of the room and say *OK!* The student tapped stands up and says *I'm \_\_\_\_\_*. The other students look up and greet him/her with *Hello, \_\_\_\_\_*.

### **6** Workbook 1A: Pages 6–7

- Have students do Exercise B (Circle Benny) and Exercise C (Circle Sue).

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# UNIT 2

## PART 1 Pages 8–9

### Structures:

My name's \_\_\_\_\_. Good morning, \_\_\_\_\_.

### Materials:

Benny and Sue puppets, Wall Chart 1A:3, tape player, cassette

### ① Opening

- Greet each student with *Hello. I'm \_\_\_\_\_*. Students respond in turn.
- Turn to the student closest to you and say *I'm \_\_\_\_\_*. Prompt that student to greet you with *Hello, \_\_\_\_\_*. That student then identifies himself/herself to the next student, who responds with the appropriate greeting. Continue until each student has had a chance to participate.

### ② Introduce New Language

Ⓐ **Structure:** *My name's \_\_\_\_\_*.

- Introduce the *My name's \_\_\_\_\_* structure using the Benny and Sue puppets. Model as follows:

T: (hold the Benny puppet) *My name's Benny.*

Ss: *My name's Benny.*

Repeat several times. Follow the same procedure for *Sue*.

**Note:** Be sure students are pronouncing the final consonant sound *m* in the word *name*. Some students may need extra practice.

- Ask for volunteers to come to the front of the class and practice the *My name's \_\_\_\_\_* structure using the puppet of their choice.

Ⓑ **Structure:** *Good morning, \_\_\_\_\_*.

- Make a simple picture on the board of the sun rising up between two mountains. Point to the picture and model the word:

T: *Morning.*

Ss: *Morning.*

Repeat several times. Then, smiling and waving to the students, model the sentence:

T: *Good morning.*

Ss: *Good morning.*

Repeat several times.

- Greet the student closest to you with *Good morning*. That student returns the greeting, then greets the next student. Continue until each student has had a chance to participate.

- Hold up both the Benny and Sue puppets and model the following:

T: (as Benny) *Good morning, Sue.*

Ss: *Good morning, Sue.*

T: (as Sue) *Good morning, Benny.*

Ss: *Good morning, Benny.*

Repeat several times.

- Ask for volunteers to come to the front and greet the puppet of their choice with *Good morning, \_\_\_\_\_*. You (as the puppet character) should return the greeting, using the students' names.
- Choose a student to come to the front. Greet the student with *Good morning, \_\_\_\_\_*. Prompt the student to return the greeting, using your name. That student then chooses a classmate to come to the front and continue the activity.
- Combine the two structures, *My name's \_\_\_\_\_* and *Good morning, \_\_\_\_\_*, using the two puppets. Model as follows:  
T: (hold the Benny puppet) *My name's Benny.*  
Ss: *My name's Benny.*  
T: (wave to Benny) *Good morning, Benny.*  
Ss: *Good morning, Benny.*

Repeat the same procedure for *Sue*.

- Have two volunteers come to the front. Ask one of the students to choose a puppet. Prompt the volunteers to role-play the pattern *My name's \_\_\_\_\_. Good morning, \_\_\_\_\_*.
- Choose a student to come to the front and identify herself/himself using the *My name's \_\_\_\_\_* structure. The rest of the class greets that student with *Good morning, \_\_\_\_\_*. Continue until each student has had a chance to participate.



### 3 Present the Wall Chart

- Place Wall Chart 1A:3 on the board. Encourage students to talk about what they see.
- Pointing to Sue, model the following:
 

T: *Sue.*  
Ss: *Sue.*  
T: *My name's Sue.*  
Ss: *My name's Sue.*
- Pointing to Miss Dolly, model the following:
 

T: *Good morning.*  
Ss: *Good morning.*  
T: *Good morning, Sue.*  
Ss: *Good morning, Sue.*
- Ask for volunteers to say all the sentences while you point to the characters on the Wall Chart.
- Play the cassette for pages 8–9: **Dialogue**. Point to the characters on the chart as students listen.

### Dialogue

Sue: *My name's Sue.*  
Miss Dolly: *Good morning, Sue.*  
(two times)

- Play the cassette for pages 8–9: **Dialogue Practice**. Students listen and repeat each line.

### Dialogue Practice

Sue: *My name's Sue.* (two times)  
Miss Dolly: *Good morning, Sue.* (two times)

### 4 Open Student Books

- Have students turn to pages 8–9 in their books. Ask the class to identify the characters and describe what they are saying.
- Play the cassette sections for pages 8–9 again. Students point to the characters in their books as they listen to the dialogue and repeat each line.

### 5 Song

- Teach the song “My Name’s Benny.” (See page 6 for hints on teaching songs.)

### My Name’s Benny

*My name's Benny*  
*Good morning, Benny*  
*My name's Benny*  
*Good morning, Benny*  
*My name's Benny*  
*Good morning, Benny*  
*Good morning, girls and boys!*

*My name's Sue*  
*Good morning, Sue*  
*My name's Sue*  
*Good morning, Sue*  
*My name's Sue*  
*Good morning, Sue*  
*Good morning, girls and boys!*

- Divide the class into two groups. In the first verse, one group sings *My name's (Benny).*, and the other group sings *Good morning, (Benny).* Both groups sing the final line: *Good morning, girls and boys!* Have each group stand and wave as they sing their parts. Switch groups with the second verse.

### 6 Games and Activities

Choose any of the following:

- Leave the classroom. Come back in again and greet the students with *Good morning*. Prompt the class to greet you using the *Good morning, \_\_\_\_\_* structure. Now choose a volunteer to continue the activity. Make sure each student has a chance to participate.
- Ask students to put their heads down on their desks with no peeking. Tap one student on the shoulder. That student stands and calls out *Good morning*. The other students look up and return the greeting using that student’s name.
- Students stand in a circle. One student is chosen to be *It* and stands in the middle of the circle, one arm extended and pointing. Play the song “My Name’s Benny” on the cassette. The circle rotates while the song is being played. Stop the cassette at any point during the song. The student *It* is pointing to when the cassette stops must say *My name's \_\_\_\_\_*. The other students greet that student with *Good morning, \_\_\_\_\_*. That student then becomes the next *It* and the activity continues.

### 7 Workbook 1A: Pages 8–9

- Have students do Exercise A (Color).

## PART 2

### Pages 10–11

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**Structures:**

My name's \_\_\_\_\_. Good morning, \_\_\_\_\_.

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**Vocabulary:**

Benny, Sue, Miss Dolly

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**Materials:**

Picture Cards 1A:1–3 (Benny, Sue, Miss Dolly),  
Wall Chart 1A:4, tape player, cassette

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### 1 Opening

- Greet each student with *Good morning, \_\_\_\_\_*. Students respond in turn.
- Pointing to yourself, say *My name's \_\_\_\_\_*. Call out a student's name. That student stands and points to himself/herself, says *My name's \_\_\_\_\_*, and then calls out the name of another student. Continue until all students have had a chance to identify themselves.

### 2 Pattern Practice

#### Ⓐ Vocabulary: *Benny, Sue, Miss Dolly*

- Holding Picture Card 1A:3, model the name:  
T: *Miss Dolly*.  
Ss: *Miss Dolly*.  
Repeat several times.
- Pass Picture Card 1A:3 to the student closest to you and say *Miss Dolly* as you pass it. The student then passes the card to another student and says *Miss Dolly*. Students continue until everyone has had a turn. The last student to receive the card identifies it and passes it back to you.
- Place Picture Cards 1A:1–3 on the board. Say *Sue* and hit Picture Card 1A:2 with the palm of your hand. Do the same for *Benny* and *Miss Dolly*. Then call two volunteers to the front. Call out one of the names. The first student to hit the correct card may become the "teacher" and call out the next name.
- Place Picture Cards 1A:1–3 on the board. Have the students close their eyes. Remove one of the cards. Ask students to look up. Students should call out the name on the card that is missing.

#### Ⓑ Structures: *My name's \_\_\_\_\_*. *Good morning, \_\_\_\_\_*.

- Using Picture Cards 1A:1–3, review the *My name's \_\_\_\_\_*. *Good morning, \_\_\_\_\_*. pattern. Model as follows:

T: (hold up Picture Card 1A:1) *My name's Benny*.  
Ss: *My name's Benny*.

Then place Picture Card 1A:1 on the board and address it:

T: (to Picture Card 1A:1) *Good morning, Benny*.  
Ss: *Good morning, Benny*.

Repeat several times. Follow the same procedure for *Sue* and *Miss Dolly*.

### 3 Present the Wall Chart

- Place Wall Chart 1A:4 on the board. Pointing to Benny, model the following:

T: *Benny*.  
Ss: *Benny*.

Repeat several times. Follow the same procedure for *Sue* and *Miss Dolly*.

- Play the cassette for pages 10–11: **Vocabulary**. Point to the appropriate pictures on the chart as the students listen.

#### Vocabulary

Narrator: *Benny*. (two times)  
*Sue*. (two times)  
*Miss Dolly*. (two times)

- Review the vocabulary. Point to the characters on the chart and have the students identify them — first as a class, then individually.
- Go over the *My name's (Sue)*. *Good morning, (Sue)*. pattern. Point to each character in the Pattern Practice panel on the chart and say the appropriate line. Students repeat. Continue practicing the pattern, using *Benny* and *Miss Dolly*.

**irlanguage**

- Play the cassette for pages 10–11: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

### Pattern Practice

Sue: *My name's Sue.*

Miss Dolly: *Good morning, Sue.*  
(two times)


Benny: *My name's Benny.*

Miss Dolly: *Good morning, Benny.*  
(two times)

Miss Dolly: *My name's Miss Dolly.*

Benny: *Good morning, Miss Dolly.*  
(two times)

### 4 Open Student Books

- Have students turn to pages 10–11 in their books. Ask the class to identify the characters and describe what they are saying.
-  Play the cassette sections for pages 10–11. Students point to the appropriate pictures in their books as they listen and repeat.
- Ask for volunteers to identify all the characters and describe what they are saying.

### 5 Games and Activities

Choose any of the following:

- Point to yourself and identify yourself incorrectly, using one of the students' names. For example, say *My name's (Lucy)*. Frowning, shake your head and say *No!* Repeat several times, each time using the name of a different student. Finally, identify yourself correctly: *My name's (Miss Lee)*. Smile and say *Yes!* Choose a volunteer to continue the activity. If necessary, quietly prompt the student with various student names.
- Arrange the chairs so that there is a chair for all but one student. Play the song "My Name's Benny" on the cassette. Students circle around the chairs. Stop the cassette at any point during the song. Students race to sit down. The student left standing must say *My name's \_\_\_\_\_*. The students seated greet him/her with *Good morning, \_\_\_\_\_*. Continue.
- Place Picture Cards 1A: 1–3 in three separate areas of the classroom. Call out *My name's (Sue)*. Students run to the area where you have placed the appropriate Picture Card. Then they say *Good morning, (Sue)*. Choose a volunteer to be the "teacher" and continue the activity, using a different card each time.

- Ask the students to put their heads down on their desks with no peeking. Give a student one of the Picture Cards 1A: 1–3 and return to the front. Say *OK!* The student with the Picture Card should stand and say *My name's (Benny)*. The other students run to him/her and say *Good morning, (Benny)*. Continue.
- Choose one of the Picture Cards 1A: 1–3 but do not show it. Encourage students to guess which one you have chosen, using the *Good morning, \_\_\_\_\_* structure. The first student to guess correctly comes to the front, chooses a Picture Card, and continues the activity.
- Review the songs "Hi! Hello!" and "My Name's Benny."

### 6 Workbook 1A: Pages 10–11

- Have students do Exercise B (Which are the same? Circle) and Exercise C (Match).

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# UNIT 3

## PART 1 Pages 12–13

### Structures:

How are you? Fine, thank you.

### Materials:

Benny and Sue puppets, Wall Chart 1A:5, tape player, cassette, large ball

### 1 Opening

- Greet each student with either *Hello, \_\_\_\_\_*. or *Good morning, \_\_\_\_\_*. Students respond in turn.
- Call a volunteer to the front of the classroom. You and the student say *Hello!* to each other. Then say to the student *My name's \_\_\_\_\_*. Prompt the student to identify herself/himself in turn. Then shake hands. Ask the student to choose a classmate to continue the activity.

### 2 Introduce New Language

**Structures:** *How are you? Fine, thank you.*

- Model the *How are you? Fine, thank you.* pattern, using the Benny and Sue puppets as follows:

T: (as Sue) *How are you?*

Ss: *How are you?*

T: (as Benny) *Fine, thank you.*

Ss: *Fine, thank you.*

Repeat several times.

- You may need to do some choral repetition at this point. Start with the question *How are you?* Repeat several times and check the students' pronunciation. Then have volunteers ask you the question. For extra listening practice, respond with *Fine, thank you.* Then drill the phrase *thank you.* Make sure students are pronouncing the *th* sound correctly. Again, ask for volunteers and listen to individual pronunciation. Finally, drill *Fine, thank you.*, using the same procedure.
- Have volunteers come to the front and ask the puppet of their choice *How are you?* Respond as the puppet with *Fine, thank you.*

- Ask the student closest to you *How are you?* That student responds *Fine, thank you.*, then turns and asks a classmate *How are you?* The classmate answers *Fine, thank you.*, and continues the activity.

### 3 Present the Wall Chart

- Place Wall Chart 1A:5 on the board. Encourage students to produce any language they can about the picture, but otherwise you should remain silent.

- Model the following dialogue while pointing to the appropriate characters on the chart:

T: (point to Miss Dolly) *How are you?*

Ss: *How are you?*

T: (point to Benny) *Fine, thank you.*

Ss: *Fine, thank you.*

- Have volunteers point to one or both characters on the chart and describe what they are saying.
- Play the cassette for pages 12–13: **Dialogue**. Point to the appropriate characters on the chart as students listen.

#### Dialogue

Miss Dolly: *How are you?*

Benny, Sue, and class: *Fine, thank you.*  
(two times)

- Play the cassette for pages 12–13: **Dialogue Practice**. Students listen and repeat each line.

#### Dialogue Practice

Miss Dolly: *How are you?* (two times)


Benny, Sue, and class: *Fine, thank you.* (two times)

- Place Wall Charts 1A:1, 3, and 5 on the board. Have a student come to the front. Say the text from one of the first three units. The student points to the appropriate chart. This student becomes the “teacher” and continues the activity by calling a classmate to the front.

### 4 Open Student Books

- Have students turn to pages 12–13 in their books. Ask the class to identify the characters and describe what they are saying.



-  Play the cassette sections for pages 12–13. Students point to the appropriate pictures in their books as they listen and repeat.

## 5 Song

- Teach the song “How Are You, Sue?” (See page 6 for hints on teaching songs.)

### How Are You, Sue?

*How are you, Sue?  
How are you, Sue?*

*How are you?  
How are you?  
How are you?*

*How are you, Sue?  
How are you, Sue?*

*I’m fine, thank you  
How are you?*

- Divide the class into two groups. One group sings the first three verses, and the other group sings the final verse. Have each group stand and wave as they sing their part. Switch groups so that students have a chance to sing both parts.
- Sing the song again, substituting the students’ own names. Each time, the chosen student sings the last two lines alone.

## 6 Games and Activities

Choose any of the following:

- Ask the question *How are you?*, and toss a large ball to one of the students. That student should stand and answer the question with *Fine, thank you*. Then he/she asks the question and tosses the ball to another student who responds. Continue until each student has had a chance to participate.
- Students sit in a circle. Play the song “How Are You, Sue?” on the cassette. Students pass a large ball around the circle. Stop the cassette at any point during the song. The student holding the ball when the cassette is stopped must stand and ask *How are you?* The other students respond *Fine, thank you*.

- Arrange students in two equal lines facing each other. The first students in the lines role-play the pattern *How are you? Fine, thank you*. Then each student goes to the rear of the other’s line. The second students in the lines do the same, and so on to the last students in the lines. Continue until each student has gone through the line again.

- Ask for a volunteer to practice the following dialogue with the puppet of his/her choice. You play the puppet’s part. Hold up the puppet and practice as follows:

T: (as the puppet) *Good morning.*

S: *Good morning.*

T: (as the puppet) *My name’s (Benny).*

S: *My name’s \_\_\_\_\_.*

T: (as the puppet) *How are you?*

S: *Fine, thank you. How are you?*

T: (as the puppet) *Fine, thank you.*

If possible, let two students practice the dialogue without your intervention.

## 7 Workbook 1A: Pages 12–13

- Have students do Exercise A (Color).



## PART 2

### Pages 14–15

#### Structure:

I'm a \_\_\_\_\_ .

#### Vocabulary:

teacher, girl, boy

#### Materials:

Picture Cards 1A:4–6 (teacher, girl, boy), Wall Chart 1A:6, tape player, cassette

### 1 Opening

- Greet each student with either *Hello, \_\_\_\_\_.* or *Good morning, \_\_\_\_\_.* Students respond in turn. Then ask each student *How are you?* Students respond *Fine, thank you.*
- Choose a volunteer, and have him/her choose a classmate. Ask both students to repeat the greetings above.

### 2 Pattern Practice

#### Ⓐ Vocabulary: *teacher, girl, boy*

- Using Picture Cards 1A:4–6, introduce the new words. Model as follows:

T: (hold up Picture Card 1A:5) *Girl.*

Ss: *Girl.*

T: *A girl.*

Ss: *A girl.*

Repeat several times. Follow the same procedure for *boy* and *teacher*.

- Place Picture Cards 1A:4–6 on the board apart from each other. Call out one of the words. Have the whole class point to the appropriate card.
- Keep the cards on the board. Call two students to the front of the class. Call out one of the words. The two students hit the appropriate card with the palms of their hands.
- Point to one of the Picture Cards on the board. Have the whole class call out the corresponding word for that card. You can extend the activity by pointing to one of the cards and having individual students call out the word.

- Have students put their heads down on their desks. Remove one of the three Picture Cards from the board. Ask students to look up and call out the word for the missing card.
- Ask two volunteers to stand. Hold Picture Cards 1A:4–6 so that the volunteers cannot see them. Then show one of the cards to the volunteers for no more than a second. The first volunteer to correctly identify the word for that card may repeat the activity with the next student. Continue until each student has had a chance to participate.

#### Ⓑ Structure: *I'm a \_\_\_\_\_.*

- Hold up Picture Card 1A:4. Have two volunteers — a girl and a boy — hold up Picture Cards 1A:5–6, respectively. Model the structure as follows:

T: (point to yourself) *I'm a teacher.*

Ss: *I'm a teacher.*

T: (stand behind the girl) *I'm a girl.*

Ss: *I'm a girl.*

T: (stand behind the boy) *I'm a boy.*

Ss: *I'm a boy.*

Repeat several times.

- Call three volunteers to the front, and give one of the Picture Cards 1A:4–6 to each. The students hold up their cards, point to themselves, and make appropriate sentences: *I'm a (girl).* Continue until each student has had a chance to participate.
- Choose one of the Picture Cards 1A:4–6 but do not show the students. Encourage students to guess which card you chose. The student who guesses correctly comes to the front, chooses a card, and continues the activity.

### 3 Present the Wall Chart

- Place Wall Chart 1A:6 on the board. Have students point to and talk about the pictures on the chart. Encourage students to produce any pertinent language, but otherwise you should remain silent.
- Review *teacher, girl, and boy* by pointing to the characters on Wall Chart 1A:6 and saying the words. Then point to the characters again and ask students to identify them.
- Have a volunteer come to the front and point to the appropriate characters on the chart as you say the words. Ask the volunteer to remain at the front and be the “teacher” for the next volunteer.

- Play the cassette for pages 14–15: **Vocabulary**. Point to the appropriate pictures on the chart as students listen and repeat each item.

### Vocabulary

Narrator: *Teacher*. (two times)  
*Girl*. (two times)  
*Boy*. (two times)


- Review the vocabulary. Point to the characters on the chart and have the students identify them — first as a class, then individually.
- Go over the *I'm a (teacher)* structure. Point to each character in the Pattern Practice panel on the chart and say the appropriate line. Students repeat. Continue practicing the structure, using *girl* and *boy*.
- Play the cassette for pages 14–15: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

### Pattern Practice

Teacher: *I'm a teacher*. (two times)  
 Girl: *I'm a girl*. (two times)  
 Boy: *I'm a boy*. (two times)

- Point to the Pattern Practice panel on the right side of Wall Chart 1A:6 and review the *I'm a \_\_\_\_\_* structure. Ask students to come to the front, point to the characters, and say the appropriate sentences.

## 4 Open Student Books

- Have students turn to pages 14–15 in their books. Ask the class to identify the characters and describe what they are saying.
-  Play the cassette sections for pages 14–15. Students point to the appropriate pictures in their books as they listen and repeat.

## 5 Games and Activities

Choose any of the following:

- Students sit in a circle. Give Picture Cards 1A:4–6 to three of the students (one card per student). Play the song “How Are You, Sue?” on the cassette. The students pass the cards in a designated direction around the circle. Stop the cassette at any point during the song. The students who now hold the Picture Cards must stand and say *I'm a \_\_\_\_\_*, each filling in the appropriate word to match his/her card.

- Choose two students to come to the front and face each other. Give the students one Picture Card each to hold behind their backs facing outward. The students maneuver around each other; each tries to identify the card the other is holding and at the same time tries to keep his/her own card from being seen. If one of them sees the other's card, he/she says the appropriate word. Continue with two other students.

- Students sit in a circle. Place Picture Cards 1A:4–6 in the center of the circle. Choose one student to be *It*. This student walks around the outside of the circle, taps one of the other students on the shoulder, and calls out one of the words. The tapped student runs to the center, picks up the correct card, and says *I'm a \_\_\_\_\_*, using the word. This student becomes the next *It*, and the previous student sits down in his/her place. Continue.

- Ask for volunteers to come to the front and role-play the following dialogue with or without a puppet:

S1: *Hello!*  
 S2: *Hi.*  
 S1: *I'm (name). I'm a (girl).*  
 S2: *I'm (name). I'm a (boy).*  
 S1: *How are you?*  
 S2: *Fine, thank you. How are you?*  
 S1: *Fine, thank you.*

## 6 Workbook 1A: Pages 14–15

- Have students do Exercise B (Circle the girls) and Exercise C (Circle the boys).

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# UNIT 4

## PART 1 Pages 16–17

### Structures:

A book. Thank you. You're welcome.

### Vocabulary:

book

### Materials:

Picture Card 1A:7 (book), Benny and Sue puppets, a ball, Wall Chart 1A:7, tape player, cassette

### 1 Opening

- Greet each student with *Hello, \_\_\_\_\_*. Students respond in turn. Then ask each student *How are you?* Students respond *Fine, thank you.*
- Role-play the following dialogue with a volunteer (you may want to model the dialogue with a puppet first):

T: *Hello!*

S: *Hello!*

T: *How are you?*

S: *Fine, thank you. How are you?*

T: *My name's \_\_\_\_\_.*

S: (shake hands with T) *My name's \_\_\_\_\_.*

Continue as long as desired. If possible, ask two students to practice the dialogue, prompting if necessary.

### 2 Introduce New Language

#### Ⓐ Vocabulary: *book*

- Introduce the word *book*. Hold up either a book or Picture Card 1A:7. Model as follows:

T: *Book.*

Ss: *Book.*

T: *A book.*

Ss: *A book.*

Repeat several times.

- Pass either the book or Picture Card 1A:7 to the student sitting closest to you and say *book* as you pass it. That student then passes it to the next student and says *book*. Continue until each student has had a chance to participate. The last student to receive the card or book passes it back to you as he/she says *book*.

#### Ⓑ Structures: *A \_\_\_\_\_ . Thank you. You're welcome.*

- Introduce the *A \_\_\_\_\_ . Thank you. You're welcome.* pattern using the Sue puppet. Model as follows:

T: ("hand" book to Sue puppet) *A book.*

Ss: *A book.*

T: (as Sue) *Thank you.*

Ss: *Thank you.*

T: (as yourself) *You're welcome.*

Ss: *You're welcome.*

Repeat several times.

- Spend some extra time drilling the structures. Review the *Thank you.* structure by handing each student a ball. Students say *Thank you.*, and you respond *You're welcome.* Then ask for volunteers to hand the ball to you. Say *Thank you.* Each student responds *You're welcome.*

- Hand a book to a student and say *A book.* The student says *Thank you.*, and you respond *You're welcome.* That student then hands the book to a second student, both students using the language pattern. Continue until each student has had a chance to participate. The last student to receive the book passes it back to you as you both use the language pattern.

### 3 Present the Wall Chart

- Place Wall Chart 1A:7 on the board. Encourage students to produce any language they can about the pictures, but otherwise remain silent.

- Pointing to the appropriate characters on the chart, model the following:

T: (point to Sue) *A book.*

Ss: *A book.*

T: (point to Benny) *Thank you.*

Ss: *Thank you.*

T: (point to Miss Dolly) *You're welcome.*

Ss: *You're welcome.*

- Have volunteers come to the front of the class and point to the appropriate characters as you say the sentences at random.
- Have volunteers come to the front. Point to the pictures at random and ask them to describe what the characters are saying.
- Play the cassette for pages 16–17: **Dialogue**. Point to the appropriate characters on the chart as students listen.

### Dialogue

Sue: *A book.*

Benny: *Thank you.*

Miss Dolly: *You're welcome.*

(two times)

- Play the cassette for pages 16–17: **Dialogue Practice**. Students listen and repeat each line.


### Dialogue Practice

Sue: *A book.* (two times)

Benny: *Thank you.* (two times)

Miss Dolly: *You're welcome.* (two times)

## 4 Open Student Books

- Have students turn to pages 16–17 in their books. Ask the class to identify the characters and describe what they are saying.
-  Play the cassette sections for pages 16–17. Students point to the appropriate pictures in their books as they listen and repeat.

## 5 Song

- Teach the song “Thank You, You’re Welcome.” (See page 6 for hints on teaching songs.)

### Thank You, You’re Welcome

*Thank you*

*You're welcome*

*Thank you*

*You're welcome*

*Thank you*

*You're welcome*

*Thank you very much*

*You're welcome*

*Thank you*

*You're welcome*

*Thank you*

*You're welcome*

*Thank you, thank you very much*

*You're welcome*

- Divide the class into two groups. One group stands to sing each *Thank you* line; then sits down. The other stands to sing each *You're welcome* line, then sits down. Switch groups after a while to give students practice singing both parts.

## 6 Games and Activities

Choose any of the following:

- Arrange students in a circle. Choose a volunteer to be *It* and give him/her a book. Play the song “Thank You, You’re Welcome” on the cassette. *It* stands in the center, holding out the book with both hands, while the students circle around him/her. Stop the cassette at any point during the song. When you do, the student who is standing directly in front of *It* takes the book and says *Thank you*. *It* responds *You're welcome*. The student now holding the book becomes the next *It* and the activity is continued.
- Have students put their heads down on their desks with no peeking. Give one student a book. That student stands and says *A book*. The other students look up. The student with the book then gives it to a second student who says *Thank you*. The first student responds *You're welcome*. Continue the activity by having the second student give the book to a third student.
- Arrange students in two equal lines facing each other. Give a book to the first student in line A. That student says *A book*, and hands it to the first student in line B, who responds *Thank you*. The first student in line A says *You're welcome*. The student in line B now hands the book to the second student in line A and they repeat the dialogue. Continue until each student has had a chance to participate.
- Students stand or sit in a circle. Play the song “Thank You, You’re Welcome” on the cassette. Pass either a book or Picture Card 1A:7 around the circle. Stop the cassette. The student holding the book says *A book*. *Thank you*. The other students respond *You're welcome*.

## 7 Workbook 1A: Pages 16–17

- Have students do Exercise A (Color).

## PART 2

### Pages 18–19

#### Structures:

A \_\_\_\_\_. Thank you. You're welcome.

#### Vocabulary:

book, crayon, puppet

#### Materials:

Picture Cards 1A:7–9 (book, crayon, puppet), Benny and Sue puppets, Wall Chart 1A:8, tape player, cassette

### 1 Opening

- Greet each student with either *Hello, \_\_\_\_\_* or *Good morning, \_\_\_\_\_*. Students respond in turn. Then hand each student an object. Students say *Thank you.*, to which you reply *You're welcome*.

### 2 Pattern Practice

#### ⓐ Vocabulary: *book, crayon, puppet*

- Review *book* and introduce *crayon* and *puppet*, using either the actual objects or Picture Cards 1A:7–9. Model as follows:

T: (hold up a book) *Book*.

Ss: *Book*.

T: (hold up the book) *A book*.

Ss: *A book*.

Repeat several times. Follow the same procedure for *crayon* and *puppet*.

- Place Picture Cards 1A:7–9 on the board apart from each other. Call out one of the words. Have the whole class point to the appropriate card.
- Keep Picture Cards 1A:7–9 on the board. Point to one of them. Students call out the appropriate word.
- Place Picture Cards 1A:7–9 in different areas of the classroom. Call out one of the words. Students run to the area where you have placed the corresponding card.
- Place Picture Cards 1A:7–9 or their corresponding objects on a desk in front of the class. Call two volunteers to the front. Say *Bring me a (crayon)*. The first volunteer to hand you the correct card or object may continue the activity with the next student.

- Hand one of the Picture Cards 1A:7–9, or a corresponding object, to the student sitting closest to you. Say the appropriate word as you pass the item. That student then passes the item to the next student and says the word. Continue until each student has had a chance to participate. The last student to receive the card says the word and passes it back to you.

#### ⓑ Structures: A \_\_\_\_\_. *Thank you. You're welcome.*

- Review the pattern A \_\_\_\_\_. *Thank you. You're welcome.*, using the Benny puppet. Model as follows:

T: ("hand" book to Benny puppet) *A book*.

Ss: *A book*.

T: (as Benny) *Thank you*.

Ss: *Thank you*.

T: (as yourself, to Benny) *You're welcome*.

Ss: *You're welcome*.

Repeat several times. Follow the same procedure for *crayon* and *puppet*.

- Have volunteers come to the front and role-play the above dialogue.

### 3 Present the Wall Chart

- Place Wall Chart 1A:8 on the board. Encourage students to talk about the unit.
- Point to the pictures on the Wall Chart and review the words. Then have volunteers come to the front and say the words as you point to them.
- Point to the Pattern Practice panel on the right side of the chart and model the following:

T: (point to Miss Dolly) *A book*.  
Ss: *A book*.  
T: (point to Benny) *Thank you*.  
Ss: *Thank you*.  
T: (point to Miss Dolly) *You're welcome*.  
Ss: *You're welcome*.
- Play the cassette for pages 18–19: **Vocabulary**. Point to the appropriate pictures on the chart as students listen and repeat each item.

#### Vocabulary

Narrator: *Book*. (two times)

*Crayon*. (two times)

*Puppet*. (two times)

- Point to the vocabulary items on the chart and have the students identify them — first as a class, then individually.
- Go over the *A (book). Thank you. You're welcome.* pattern. Point to each character in the Pattern Practice panel on the chart and say the appropriate line. Students repeat. Continue practicing, using *crayon* and *puppet*.
- Play the cassette for pages 18–19: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

### Pattern Practice

Miss Dolly: *A book.*

Benny: *Thank you.*

Miss Dolly: *You're welcome.*

(two times)

Miss Dolly: *A crayon.*

Benny: *Thank you.*

Miss Dolly: *You're welcome.*

(two times)

Miss Dolly: *A puppet.*


Benny: *Thank you.*

Miss Dolly: *You're welcome.*

(two times)

- Place either Picture Cards 1A:7–9 or a book, a crayon, and a puppet on a desk in front of the class. Assign two volunteers the roles of Miss Dolly and Benny. The students role-play the dialogue, using the item of their choice.
- Place Wall Charts 1A:1, 3, and 5 on the board. Have two volunteers come to the front. Call out one of the sentences from the Wall Charts on the board. The volunteers rush to the appropriate Wall Chart. The first one to do so correctly becomes the next “teacher.”

### **4** Open Student Books

- Have students turn to pages 18–19 in their books, identify the characters, and describe what they are saying.
-  Play the cassette sections for pages 18–19. Students point to the appropriate pictures in their books as they listen and repeat.
- Call out a vocabulary word from Part 2 of any unit (*Benny, Sue, Miss Dolly, teacher, girl, boy, book, crayon, puppet*). Students rush to find the appropriate picture in their books.

### **5** Games and Activities

Choose any of the following:

- Arrange chairs in a circle so that there is a chair for all but one student, who stands in the center. Play a song on the cassette (either from this or a previous unit). Stop the cassette at any point during the song. All students, including the student in the middle, must get up and run to a new seat. The student left standing must produce the first sentence of any of the dialogues introduced in Units 1–4. The other students must give the proper response.

**Note 1:** This activity may be hard for young children to understand at first, unless you clearly model the game. You may need to “rehearse” the game a few times with the students before beginning actual play.

**Note 2:** Dialogues learned up to this point include *Hello! Hi!*; *My name's \_\_\_\_\_.* *Good morning, \_\_\_\_\_.*; and *How are you? Fine, thank you.*

- Choose one of the Picture Cards 1A:7–9, but don't show it. Encourage students to guess which one it is. The first one to guess correctly comes to the front, chooses one of the cards, and continues the activity.
- Blindfold a volunteer. Ask another volunteer to hand him/her a book, a crayon, or a puppet. The blindfolded volunteer responds *Thank you.*, then identifies the object.
- Pass out a number of books, crayons, and puppets to the class, one object per student. Place Picture Cards 1A:7–9 along the chalk rail. Call out a word. The students holding the matching objects run to touch the appropriate card on the chalk rail. Ask for a volunteer to become the “teacher” and continue the activity.
- Model the following dialogue with a puppet, the books, and the crayons. Then have two volunteers role-play it:

S1: *Hello.*

S2: *Hello.*

S1: *How are you?*

S2: *Fine, thank you. How are you?*

S1: *Fine, thank you. My name's \_\_\_\_\_.*

S2: (shake hands with S1) *My name's \_\_\_\_\_.*

S1: (hand S2 one of the objects) *A \_\_\_\_\_.*

S2: *Thank you.*

S1: *You're welcome.*

### **6** Workbook 1A: Pages 18–19

- Have students do Exercise B (Match) and Exercise C (Which is different? Write an X).



## PART 1

### Pages 20–21

#### Structures:

Up! Down! Turn around! Jump! Ouch! I'm sorry.

#### Materials:

Benny and Sue puppets, Wall Chart 1A:9, tape player, cassette

### 1 Opening

- Greet each student with either *Hello.* or *Good morning.* *My name's \_\_\_\_\_.* Students respond in turn. Shake hands with each student and ask *How are you?* Students respond *Fine, thank you.*
- Greet each student with either *Hello.* or *Good morning,* \_\_\_\_\_. Then hand the student an object. Prompt the student to say *Thank you.* Respond with *You're welcome.*
- Place a book, a crayon, and a puppet on a desk in front of the class. Call a student to the front. Ask him/her to pick up one of the objects, say what it is, and give it to another student. Then they role-play the dialogue *Thank you. You're welcome.*

### 2 Introduce New Language

#### ⓐ Structures: *Up! Down! Turn around! Jump!*

- Model the structures *Up!* and *Down!* using the appropriate motions:  
T: (with your arms raised in the air) *Up!*  
Ss: *Up!*  
T: (with your arms down at your sides) *Down!*  
Ss: *Down!*  
  
Repeat several times. Then introduce and practice *Turn around!* and *Jump!* in similar fashion.
- Give the *Up!*, *Down!*, *Turn around!*, and *Jump!* commands. Students listen and perform the appropriate actions.
- Students come to the front individually and call out one of the commands. The class performs the appropriate action.

#### ⓑ Structures: *Ouch! I'm sorry.*

- Model the *Ouch! I'm sorry.* pattern using the Benny and Sue puppets. Create a situation between the puppets (Benny bumping into Sue; Sue hitting Benny while putting her arms up; etc.) where the language is appropriate.

T: (hold the Benny and Sue puppets) *Ouch!*

Ss: *Ouch!*

T: (as one puppet to the other) *I'm sorry.*

Ss: *I'm sorry.*

Repeat several times.

- Walk around the classroom and pretend to bump into students or step on toes. Prompt students to say *Ouch!* Respond with *I'm sorry.*
- Ask two volunteers to come to the front. Have one student bump gently into the other. Prompt the "bumped" student to say *Ouch!*, and the other to say *I'm sorry.*

### 3 Present the Wall Chart

- Place Wall Chart 1A:9 on the board. Point to the characters on the chart, especially characters from previous units. Encourage students to produce any language they can about the picture (*girl, boy, teacher, Miss Dolly*, and so on), but otherwise you should remain silent.
- Point to Miss Dolly and review the commands *Up!*, *Down!*, *Turn around!*, and *Jump!* Then, pointing to Benny and his classmate, review *Ouch! I'm sorry.* Have volunteers come to the front and point to the pictures as you repeat the sentences.
- Have volunteers come to the front, point to the pictures, and describe what the characters are saying.
- Play the cassette for pages 20–21: **Dialogue.** Point to the appropriate characters on the chart as students listen.

#### 🎧 Dialogue

Miss Dolly: *Up! Down!*

Classmate: *Ouch!*

Benny: *I'm sorry.*

(two times)

- Play the cassette for pages 20–21: **Dialogue Practice.** Students listen and repeat each line.

#### 🎧 Dialogue Practice

Miss Dolly: *Up!* (two times)


*Down!* (two times)

Classmate: *Ouch!* (two times)

Benny: *I'm sorry.* (two times)



#### 4 Open Student Books

- Have students turn to pages 20–21 in their books. Ask the class to identify the characters and describe what they are saying.
-  Play the cassette sections for pages 20–21 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Call out one of the patterns from the first lesson in any of the units. Students find the appropriate page in their books and hold up their books for you to see.

**Note:** You may precede the pattern with the command *Show me...*

#### 5 Song

- Teach the song “Up, Down, Turn Around.” (See page 6 for hints on teaching songs.)

#### Up, Down, Turn Around

*Up, down  
Turn around, turn around  
Up, down  
Turn around, turn around  
Up, up, up  
Down, down, down, down, down  
Turn around!  
Jump!*

- Divide the class into two groups. One group sings lines 1, 3, 5, and 7; the other group sings lines 2, 4, 6, and 8. Have each group perform the actions as they sing their part.
- Instead of the previous activity, you may have the whole class perform all the actions as they sing together. Sing the song several times, going faster and faster each time.

#### 6 Games and Activities

*Choose any of the following:*

- Students sit in a circle. One student, chosen to be *It*, walks around the outside of the circle tapping each student on the head. When *It* taps a student and says *Ouch!*, that student must chase *It* around the circle back to the empty seat. The student who remains standing must say *I'm sorry.*, and he/she becomes the next *It*.

- Blindfold a volunteer. Students walk in a circle around the volunteer several times before stopping. The volunteer slowly walks toward the circle and bumps into one of the students. That student calls out *Ouch!* The volunteer responds *I'm sorry.* Ask only for volunteers to continue the activity, as some students may not like to be blindfolded.

- Model the following dialogue with the Benny and Sue puppets. Then ask for volunteers to role-play the dialogue themselves:

S1: *Hello.*

S2: *Hello.*

S1: *How are you?*

S2: *Fine, thank you. How are you?*

S1: *Fine, thank you. My name's \_\_\_\_\_.*

S2: (shake hands with S1) *My name's \_\_\_\_\_.*

S2: (bump gently into S1)

S1: *Ouch!*

S2: *I'm sorry.*

#### 7 Workbook 1A: Pages 20–21

- Have students do Exercise A (Color).

## PART 2

### Pages 22–23

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#### Structures:

Up! Down! Turn around! Jump!

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#### Materials:

Benny and Sue puppets, Picture Cards 1A:10–13 (Up!, Down!, Turn around!, Jump!), Wall Chart 1A:10, tape player, cassette, large ball

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### 1 Opening

- Greet each student with either *Hello, \_\_\_\_\_* or *Good morning, \_\_\_\_\_*. Each student responds in turn. Then gently bump up against him/her. The student says *Ouch!* You respond *I'm sorry*.
- Ask students to stand. Give the commands *Up!*, *Down!*, *Turn around!*, and *Jump!* several times. Students perform the appropriate actions.

### 2 Pattern Practice

**Structures:** *Up! Down! Turn around! Jump!*

- Review the *Up!*, *Down!*, *Turn around!*, and *Jump!* structures, using the Benny puppet. Model as follows:

T: (raise Benny puppet's arms) *Up!*

Ss: (raise their arms) *Up!*

Repeat several times. Follow the same procedure for the other three commands.

- Place Picture Cards 1A:10–13 on the board. Point to one of the cards and say the corresponding command. Students perform the appropriate action.
- Ask four students to stand. Give each student one of the Picture Cards 1A:10–13. Students say the word and perform the appropriate action. Continue with four other students.
- Have a volunteer come to the front of the room. Give him/her one of the Picture Cards 1A:10–13, but do not show it to the class. Have the volunteer perform the action shown on the card. The first classmate to correctly identify the command receives the next card.

### 3 Present the Wall Chart

- Place Wall Chart 1A:10 on the board. Encourage the students to talk about the pictures on the chart.

- Review the commands by pointing to the pictures and saying the words. Then point to them again and ask students to identify them.
- Play the cassette for pages 22–23: **Vocabulary**. Point to the appropriate pictures on the chart as students listen and repeat each item.

### Vocabulary

Narrator: *Up!* (two times)

*Down!* (two times)

*Turn around!* (two times)

*Jump!* (two times)

- Review the vocabulary. Point to the items on the chart and have the students identify them — first as a class, then individually.
  - Go over the *Up!*, *Down!*, *Turn around!*, and *Jump!* structures. Point to each character in the Pattern Practice panel on the chart and say the appropriate line. Students repeat.
- Note:** Here and in the following activity, point to both Miss Dolly and the character performing the corresponding action.
- Play the cassette for pages 22–23: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.


### Pattern Practice

Miss Dolly: *Up!* (two times)

*Down!* (two times)

*Turn around!* (two times)

*Jump!* (two times)

- Have volunteers come to the front and point to the appropriate pictures as you say the words.
  - Ask for a volunteer to come to the front, point to one of the pictures on Wall Chart 1A:10, and say the appropriate command. The other students must stand and perform the appropriate action.
- ### 4 Open Student Books
- Have students turn to pages 22–23 in their books. Ask the class to identify the characters and describe what they are doing.
  -  Play the cassette sections for pages 22–23 again. Students point to the appropriate pictures in their books as they listen and repeat.

- Arrange students in a line facing the front of the room. The first student in the line comes to the front and faces the line. He/she calls out one of the commands. The rest of the students perform the appropriate action. The first student then goes to the end of the line and the next student comes to the front. Continue until each student has had a chance to participate.
- Call out one of the commands on pages 22–23 and then toss a large ball to one of the students. That student must stand and perform the appropriate action. He/she then calls out a command and tosses the ball to another student, who in turn performs the action. Continue until all the students have participated.

## 5 Games and Activities

Choose any of the following:

- Ask students to stand. Hold up the Benny puppet and explain to them that you will give a series of commands. If the command is preceded by *Benny says...*, the students should perform the appropriate action. If they perform the command without hearing *Benny says...*, ask them to sit. Continue until three or four students are left standing.
- Place Picture Cards 1A: 10–13 in different areas around the classroom. Call out one of the commands. Students rush to the correct Picture Card and perform the appropriate action.
- Students stand in a circle. Place Picture Cards 1A: 10–13 in the center of the circle. Have a volunteer walk around the outside of the circle and tap a student on the shoulder. The tapped student runs to the center, picks up a card, and calls out the appropriate command. The remaining students perform the appropriate action. The tapped student then becomes the next one to walk around the circle.
- Ask students to put their heads down on their desks with no peeking. Secretly give one of the students one of the Picture Cards 1A: 10–13. When you clap your hands, the student calls out the action on the card you have given him/her. The other students stand and perform the appropriate action. The first student becomes the “teacher” and continues the activity by giving a card to another student.
- Place Picture Cards 1A: 10–13 on the board. Call two volunteers to the front. Call out one of the commands. The first student to hit the correct card and perform the appropriate action becomes the “teacher” and continues the activity.

## 6 Workbook 1A: Pages 22–23

- Ask students to do Exercise B (Which are the same? Circle) and Exercise C (Match).



**Pages 24–25**

**Structures:**

Hello! Hi! I'm Benny. Hello, Benny. My name's Sue. Good morning, Sue. How are you? Fine, thank you. I'm a girl. A book. Thank you. You're welcome. Up! Down! Turn around! Jump! Ouch! I'm sorry.

**Vocabulary:**

Benny, Sue, Miss Dolly, teacher, girl, boy, book, crayon, puppet, up, down, turn around, jump

**Materials:**

Picture Cards 1A:1–13 (Benny, Sue, Miss Dolly, teacher, girl, boy, book, crayon, puppet, Up!, Down!, Turn around!, Jump!), Wall Charts 1A:1–10, Benny and Sue puppets, tape player, cassette

**1 Opening**

- Greet each student with either *Hello, \_\_\_\_\_* or *Good morning, \_\_\_\_\_*. Students respond in turn. Then say the first part of any of the dialogues covered in Units 1–5. Students respond appropriately.
- Using Picture Cards 1A:1–13, quickly review all the vocabulary covered in Units 1–5. Then spread out the cards on a desk, or place them along the chalk rail. Have two students come to the front of the class. Say *Bring me (a) \_\_\_\_\_*. The first student to bring you the correct card becomes the “teacher” and continues the activity.

**2 Pattern Practice**

**a Vocabulary**

- Place Wall Charts 1A:2, 4, 6, 8, and 10 on the board. Ask for volunteers to come to the front and identify the words on the left side of each chart.
- Go over the vocabulary items on the left sides of Wall Charts 1A:2, 4, 6, 8, and 10 with the students. Then have students form a line at the board. Point to any three items on any chart and ask the first student in line to identify them. Continue until each student has had a chance to participate.

- Divide the class into two teams. Point to one of the pictures on Wall Charts 1A:2, 4, 6, 8, or 10 and ask the first team to identify it. Then point to a second picture and ask the other team to identify both the first and the second pictures. Point to a third picture and ask the first team to identify all three pictures. Continue — adding a new picture each time — until one of the teams is unable to answer completely.
- Place Picture Cards 1A:1–13 on a desk in front of the class. Call two volunteers to the front. Point to a picture on the even-numbered Wall Charts and say the corresponding word. The volunteers race to the cards and choose the correct one, then run to you and repeat the word. The first one to do so correctly becomes the “teacher” and the activity continues.


**b Structures**

- Using the Benny and Sue puppets, review all the dialogues from Units 1–5. Ask a volunteer to come to the front and choose a puppet. Take the part of the other puppet and role-play any one of the dialogues with that student.
- Place the odd-numbered Wall Charts on the board. Pointing to these charts, go over the dialogues with the students.
- Keep the Wall Charts on the board. Have students form a line at the front. Ask the first student in the line to come to the board. Point to any chart and say the first part of the dialogue. The student gives the appropriate response. Continue with the other students.
- Call the next student in line to the Wall Charts. Point to any chart, give the student the response, and ask him/her to tell you the first part of the dialogue. Continue with the other students.
- Play the cassette for pages 24–25: **Review**. Students listen as you point to the vocabulary items on the charts.

**Review**

Narrator: *Benny*. (two times)  
*Sue*. (two times)  
*Miss Dolly*. (two times)  
*Teacher*. (two times)  
*Girl*. (two times)  
*Boy*. (two times)  
*Book*. (two times)  
*Crayon*. (two times)  
*Puppet*. (two times)  
*Up!* (two times)  
*Down!* (two times)  
*Turn around!* (two times)  
*Jump!* (two times)

### 3 Open Student Books

- Have students turn to pages 24–25 in their books. Ask the class to identify the words.
-  Play the cassette section for pages 24–25. Students point to the appropriate vocabulary items in their books as they listen and repeat.

**Note:** Although *Turn around!* does not appear on page 25 of the Student Book, you can still practice this vocabulary item by asking the students which command is missing from this page.

### 4 Songs

- Ask students to request the songs they would like to sing. Continue until you have sung each of the songs from Units 1–5.
- Ask for two or three volunteers to come to the front and sing the song of their choice.
- Play a very little bit of any song on the cassette. Ask students to identify the song. If they cannot, play a bit more until they can. Then sing the song with the class.

### 5 Games and Activities

*Choose any of the following:*

- Arrange chairs in a circle so that there is a chair for all but one student. Play any song on the cassette as students walk around the chairs. Stop the cassette at any point during the song. Students rush to sit down. The student left standing must role-play any dialogue of your choosing with you.
- Draw a Tic-Tac-Toe grid (nine squares, with three rows across and three rows down) on the board. Attach nine of the Picture Cards 1A: 1–13 faceup to the board with magnets, one card for each of the nine squares. Divide the class into two teams, “X” and “O.” Teams take turns; each student chooses a square and tries to identify the Picture Card on that square. If the student is correct, say *Yes.*, remove the card, and draw an “X” or an “O” in the square. If the student is wrong, say *No.* The first team with three squares in a row — diagonally, horizontally, or vertically — wins the game.  
**Note:** Younger children may not grasp the object of the game but will still enjoy earning squares for their teams.
- Ask students to stand or sit in a circle. Pass out Picture Cards 1A: 1–13. Play any song on the cassette and ask students to pass the cards to the left as they sing the song. Stop the cassette at any point during the song. Each student must identify the card that he/she is now holding.

- Arrange students in two equal lines. Whisper one of the dialogues to the first student in each line. Then call out *OK!* The first student in each line whispers the dialogue to the second student, the second to the third, and so on. The last student in each line must run to you and whisper the dialogue to you. The first line to do so correctly wins.
- Say any vocabulary item, or the first part of any dialogue, by moving your lips and not making any sound. Students must identify what you are saying by lip-reading.

### 6 Workbook 1A: Pages 24–25

- Ask students to do Exercise A (Trace and color) and Exercise B (Match).



**PART 1**  
**Pages 26–27**



**Structures:**

Count! 1, 2, 3, 4, 5. I can count.

**Vocabulary:**

1, 2, 3, 4, 5

**Materials:**

Benny and Sue puppets, five crayons, Picture Cards 1A:14–18 (1, 2, 3, 4, 5), Wall Chart 1A:11, tape player, cassette

**1 Opening**

- Using the Benny puppet, play a quick round of *Benny says...* with the four commands from Unit 5 (*Up!*, *Down!*, *Turn around!*, and *Jump!*).

**2 Introduce New Language**

**Ⓐ Vocabulary: 1, 2, 3, 4, 5**

- Introduce the numbers using five crayons of one color. Model as follows:

T: (hold up one crayon) *One*.

Ss: *One*.

T: (hold up two crayons) *Two*.

Ss: *Two*.

Follow this procedure for the numbers 3–5. Repeat several times.

- Pass one of the crayons to the student closest to you, saying *one* as you do so. The student passes the crayon on to a classmate and says *one*. The last student to receive the crayon passes it back to you and says *one*. Continue the activity for the numbers 2–5, using the appropriate number of crayons.
- Place five crayons on a desk in front of the class. Ask for a volunteer to come to the front. Call out a number. The student should give you the correct number of crayons.

- Place Picture Cards 1A:14–18 on the board. Have students put their heads down on their desks. Remove one of the cards. Ask students to look up and call out the number on the card (1, 2, 3, 4, or 5) you have removed.
- Hold up from one to five crayons, and ask students to tell you the correct number. Continue until you have covered all the numbers. Then ask for volunteers to come to the front and continue the activity individually.

**Ⓑ Structure: Count!**

- Hold the Sue puppet in one hand and three crayons in the other to introduce the command *Count!* Model as follows:

T: *Count!*

Ss: *Count!*

T: (count the crayons as Sue) *One, two, three*.

Ss: *One, two, three*.

Continue for each of the numbers so that students understand and respond to the command.

- Ask for a volunteer to come to the front and choose a classmate. The volunteer holds up from one to five crayons and says *Count!* The classmate counts the crayons, then takes them and repeats the procedure with a third student. Continue until each student has had a chance to participate.

**Ⓒ Structure: I can count.**

- Using the Sue puppet and five crayons, introduce *I can count*. Have the Sue puppet “point” to two crayons and model as follows:

T: (as Sue) *One, two. I can count*.

Ss: *One, two. I can count*.

Follow the same procedure for various amounts of crayons. Repeat several times.

- Place five crayons in front of the class. Ask for volunteers to come to the front, choose any number of crayons, and say (*One, two*). *I can count*.
- Hold up from one to five crayons and say *Count!* Students respond with the correct number(s) and say *I can count*. Continue until you have covered all five numbers. Then ask for individual students to come to the front and role-play the activity with you.

### 3 Present the Wall Chart

- Place Wall Chart 1A:11 on the board. Model as follows:  
T: (point to Miss Dolly) *Count!*  
Ss: *Count!*  
T: (point to Sue) *One, two, three, four, five. I can count.*  
Ss: *One, two, three, four, five. I can count.*  
  
Repeat several times.
- Play the cassette for pages 26–27: **Dialogue**. Point to the appropriate characters on the chart as students listen.

### Dialogue


Miss Dolly: *Count!*  
Sue: *One, two, three, four, five. I can count.*  
(two times)

- Play the cassette for pages 26–27: **Dialogue Practice**. Students listen and repeat each line.

### Dialogue Practice

Miss Dolly: *Count!* (two times)  
Sue: *One, two, three, four, five.* (two times)  
*I can count.* (two times)

### 4 Open Student Books

- Have students turn to pages 26–27 in their books. Ask the class to talk about the picture using any pertinent language (crayon, colors, character names, etc.).
- Ask the class to describe what the characters are saying. Then ask for two volunteers to role-play the conversation as Miss Dolly and Sue.
-  Play the cassette sections for pages 26–27 again. Students point to the appropriate pictures in their books as they listen and repeat.

### 5 Song

- Teach the song “Count to Five.” (See page 6 for hints on teaching songs.)

### Count to Five

*One, two, three, four, five*  
*Listen to me*  
*I can count to five*  
*One, two, three, four, five*  
*I can count to five*  
(two times)

*One, two, three, four, five — Hey!*  
*One, two, three, four, five — Yes!*  
*One, two, three, four, five — Wow!*  
*One, two, three, four, five!*

- Have students hold up one hand and point to each finger as they sing each number word. For the final verse, students should whisper the first line, then sing each following line slightly louder so that they shout the final line.

### 6 Games and Activities

*Choose any of the following:*

- Have a volunteer come to the front and choose one of the Picture Cards 1A: 14–18 without showing the class. The other students try to guess which card the volunteer has chosen by calling out numbers. If a student guesses correctly, he/she replaces the volunteer, chooses a card, and continues the activity.
- Place five crayons in a bag. Call a volunteer to the front. Ask him/her to reach into the bag and take out any number of crayons. Say *Count!* The student responds by counting the crayons and saying *I can count*. Continue until each student has had a chance to participate.
- Place Picture Cards 1A: 14–18 along the chalk rail in random order. Ask a volunteer to come to the front and arrange them in the correct order, saying the numbers while doing so.
- Ask students to stand. The student closest to you says *one*. The next student says *two*, the next *three*, and so on. After reaching *five*, start all over again with *one*. Students who are unable to count off must sit. Keep going around the classroom until there are only a few students left standing.

### 7 Workbook 1A: Pages 26–27

- Have students do Exercise A (Color).

## PART 2

### Pages 28–29

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#### Structures:

How many? 1./2./3./4./5.

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#### Vocabulary:

1, 2, 3, 4, 5.

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#### Materials:

five crayons, Picture Cards 1A:14–18 (1, 2, 3, 4, 5), Sue puppet, Wall Chart 1A:12, tape player, cassette, a large ball

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### 1 Opening

- Greet each student with *Hello, \_\_\_\_\_*. *How are you?* Students respond in turn. Display five crayons in a place everyone can see. Choose any number of crayons and say *Count*. Students tell you the correct number. Repeat several times.
- Hold up five crayons. Ask students to put their heads down on their desks. Remove some of the crayons. Ask students to look up. The first student to tell you the correct number of crayons remaining comes to the front of the class, becomes the “teacher,” and continues the activity.

### 2 Pattern Practice

#### Ⓐ Vocabulary: 1, 2, 3, 4, 5

- Review the numbers using either Picture Cards 1A:14–18 or five crayons. Model as follows:

T: (hold Picture Card 1A:14 or one crayon) *One*.  
Ss: *One*.

Repeat several times. Follow the same procedure for the numbers 2–5.

- Place Picture Cards 1A:14–18 along the chalk rail. Have volunteers come to the front and identify the numbers.
- Hold from one to five crayons behind your back. Encourage students to guess the correct number. The first student to guess correctly comes to the front and chooses a number of crayons. Holding them out of sight behind his/her back, the student continues the activity.

#### Ⓑ Structure: *How many?*

- Holding the Sue puppet in one hand and two crayons in the other, model *How many?* as follows:

T: *How many?*  
Ss: *How many?*  
T: (as Sue) *Two*.  
Ss: *Two*.

Repeat several times, using a different number of crayons each time.

- Ask a student to stand. Hold up (three) fingers or crayons and ask the student *How many?* Prompt the student to answer (*Three*). Follow the same procedure for various objects in the classroom (books, pencils, etc.). Ask for volunteers to take over the role of “teacher” once everyone has become comfortable with the language.
- Have a volunteer come to the front. Give him/her a marker. The volunteer should draw from one to five objects on the board. After drawing the object(s), the volunteer should choose a classmate and ask *How many?* The classmate answers with the correct number. Continue with another volunteer.

**Note:** As students enjoy coming to the front and drawing on the board, you may ask for several volunteers to draw at the same time.

### 3 Present the Wall Chart

- Place Wall Chart 1A:12 on the board. Pointing to the pictures on the chart, ask *How many?* Have a volunteer come to the front, point to one of the pictures, and count the items silently. Then ask the volunteer *How many?* The volunteer should answer with the correct number. Continue with another volunteer.
- Point to the characters in the Pattern Practice panel and ask the students to describe what the characters are saying. Ask for volunteers to come to the front and role-play the dialogue using Picture Cards 1A:14–18.
- Play the cassette for pages 28–29: **Vocabulary**. Point to the appropriate pictures on the chart as students listen and repeat each item.

#### Vocabulary

Narrator: *One*. (two times)  
*Two*. (two times)  
*Three*. (two times)  
*Four*. (two times)  
*Five*. (two times)

- Review the vocabulary. Point to the items on the chart and have the students identify them — first as a class, then individually.



- Go over the *How many? (One)*. pattern. Point to each character in the Pattern Practice panel on the chart and say the appropriate line. Students repeat. Continue practicing the pattern, using *two, three, four, and five*.
- Play the cassette for pages 28–29: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

### Pattern Practice

Miss Dolly: *How many?*

Sue: *One.*

(two times)

Miss Dolly: *How many?*

Sue: *Two.*

(two times)

Miss Dolly: *How many?*

Sue: *Three.*

(two times)

Miss Dolly: *How many?*

Sue: *Four.*


(two times)

Miss Dolly: *How many?*

Sue: *Five.*

(two times)

### 4 Open Student Books

- Have students turn to pages 28–29 in their books. Have volunteers point to the pictures and count each set of objects or people. Then ask for volunteers to describe what the characters are saying.
- Turn to a previous unit and count objects or characters (for example, crayons, girls, boys, etc.). After counting each set, ask *How many?* Students respond with the correct number. Continue with other objects or characters from previous units.
-  Play the cassette sections for pages 28–29 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Students turn to Part 1 of any previous unit and describe what the characters are saying.

### 5 Games and Activities

Choose any of the following:

- Gently toss a large ball to one of the students and hold up (four) fingers. Ask the student with the ball *How many?* The student responds (*Four*). That student then tosses the ball to a second student, holds up from one to five fingers, and asks *How many?* The second student responds with the correct number and continues the activity. Keep going until every student has had a chance to participate.
- Place Picture Cards 1A: 14–18 in different areas of the classroom. Prompt the whole class to ask in chorus *How many?* You respond with a number from one to five; for example, *Three*. Students rush to the area of the appropriate Picture Card (in this example, Picture Card 1A: 16). Have a volunteer continue the activity as the “teacher.”
- Arrange chairs in a circle so that there is a chair for all but one student. Play the song “Count To Five” on the cassette. Students walk around the chairs. Stop the cassette at any point during the song and hold up (two) fingers. Students rush to sit down. To the student left standing, the others ask *How many?* That student responds (*Two*). Continue, using all the numbers 1–5.

### 6 Workbook 1A: Pages 28–29

- Have students do Exercise B (Color) and Exercise C (Trace and match).



**PART 1**  
**Pages 30–31**

**irlanguage**

**Structures:**

Snack time! Cookies, please. Here you are.

**Vocabulary:**

cookies

**Materials:**

realia (five crayons), a package of cookies, Picture Card 1A:19 (cookies), Benny and Sue puppets, Wall Chart 1A:13, tape player, cassette

**1 Opening**

- Greet each student with *Good morning, \_\_\_\_\_*. Students respond in turn. Hold up from one to five fingers and ask *How many?* Students respond with the correct number.
- Place five crayons in a bag. Call a volunteer to the front of the class. Ask the volunteer to take any number of the crayons out of the bag. Say *Count*. The student counts the crayons and says *I can count*. That student continues the activity as the “teacher” by choosing a classmate to come to the front.

**2 Introduce New Language**

**ⓐ Vocabulary:** *cookies*

- Hold up a package of cookies. Model as follows:

T: *Cookies.*

Ss: *Cookies.*

Repeat several times.

- Pass the package of cookies to the student closest to you and say *cookies*. That student passes the cookies to the next student and says *cookies*. Continue until each student has had a chance to participate.

**Note:** Save the actual eating of the cookies until after students are able to reproduce the entire dialogue.

**ⓑ Structures:** *Cookies, please. Here you are.*

- Using the Benny puppet, model the following:

T: (as Benny) *Cookies, please.*

Ss: *Cookies, please.*

T: (“hand” the cookies to the Benny puppet)  
*Here you are.*

Ss: *Here you are.*

Repeat the dialogue several times. Check pronunciation.

- Use the Benny puppet. Have volunteers come to the front and hold the cookies. As Benny, say *Cookies, please*. Students respond *Here you are.*, and “offer” the cookies to Benny.
- Prompt the student closest to you to say *Cookies, please*. Hand the student the package of cookies and say *Here you are*. Pass the package of cookies around the room until each student has had a chance to participate.
- Open the package of cookies and put it on a desk in front of the class. (Make sure you have at least two cookies for each student.) Call out *Snack time!*, and ask students to line up at the desk. Each student must say *Cookies, please.*, in order to receive his/her cookies. Respond *Here you are.*, and offer the package to the student. Have each student take two cookies. If possible, add *Thank you. You're welcome.* to complete the dialogue.

**Note:** You may also let individual students be the “teacher” and pass out the cookies so they can practice the response.

**ⓒ Structure:** *Snack time!*

- Place Picture Card 1A:19 along the chalk rail. Look at your watch, place your hands on either side of your mouth as if about to shout, and call out *Snack time!* Encourage students to rush to the front and line up for “snacks.” Ask students to sit. Model as follows:

T: *Snack time!*

Ss: *Snack time!*

Repeat several times.

- Ask students to put their heads down on their desks with no peeking. Give Picture Card 1A:19 to one of the students. That student stands and says *Snack time!* The other students run or turn to the first student and say *Cookies, please*. The first student pretends to pass out cookies, saying *Here you are.* to each student.

**3 Present the Wall Chart**

- Place Wall Chart 1A:13 on the board. Encourage students to produce any pertinent language about the picture.

- Review the structures while pointing to the appropriate characters on the chart:

T: (point to Sue) *Snack time!*

Ss: *Snack time!*

T: (point to Benny) *Cookies, please.*

Ss: *Cookies, please.*

T: (point to Miss Dolly) *Here you are.*

Ss: *Here you are.*

- Ask for volunteers to come to the front, point to one or more of the characters and describe what they are saying.
- Play the cassette for pages 30–31: **Dialogue**. Point to the appropriate characters on the chart as students listen.

### Dialogue

Sue: *Snack time!*

Benny: *Cookies, please.*

Miss Dolly: *Here you are.*

(two times)

- Play the cassette for pages 30–31: **Dialogue Practice**. Students listen and repeat each line.


### Dialogue Practice

Sue: *Snack time!* (two times)

Benny: *Cookies, please.* (two times)

Miss Dolly: *Here you are.* (two times)

## 4 Open Student Books

- Have students turn to pages 30–31 in their books. Ask the class to identify the characters and describe what they are saying.
-  Play the cassette sections for pages 30–31 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Have volunteers point to the characters in their books and describe what the characters are saying.

## 5 Song

- Teach “The Snack Time Song.” (See page 6 for hints on teaching songs.)

## The Snack Time Song

*Cookies, cookies*

*One, two, three*

*Cookies, cookies*

*One, two, three*

*One for you, one for me*

*One for the teacher, one, two, three*

*Apples, apples*

*One, two, three*

*Apples, apples*

*One, two, three*

*One for you, one for me*

*One for the teacher, one, two, three*

- Divide the class into two groups. The first group sings the first, third, and fifth lines of each verse; the second group sings the second, fourth, and sixth lines. Change groups after a while to give students practice singing both parts.
- Put students in pairs. Have students hold up one hand and point to each finger as they sing each number word. For the last two lines in each verse, students should point to their partners, themselves, and the teacher.

## 6 Games and Activities

Choose any of the following:

- Ask a volunteer to leave the room. Give Picture Card 1A: 19 to one of the other students and ask him/her to keep it hidden. Have the volunteer come back into the room and try to find the card. The volunteer walks around the room saying *Cookies, please.* to each student, until the one who has the card responds *Here you are.* Continue with another volunteer.
- Students sit in a circle. One student, chosen to be *It*, walks around the outside of the circle tapping each student on the head and saying *Cookies*. When *It* taps a student and says *Cookies, please.*, that student must chase *It* around the circle back to the empty seat. The student who remains standing must pretend to pass out cookies to the other students, saying *Here you are.* to each. Continue with another volunteer.

## 7 Workbook 1A: Pages 30–31

- Have students do Exercise A (Color).

## PART 2

### Pages 32–33

#### Structures:

\_\_\_\_\_, please. Here you are.

#### Vocabulary:

cookies, juice, apples, pudding

#### Materials:

Picture Cards 1A:19–22 (cookies, juice, apples, pudding), Benny puppet, Wall Chart 1A:14, tape player, cassette

### 1 Opening

- Greet each student with either *Hello, \_\_\_\_\_.* or *Good morning, \_\_\_\_\_.* Students respond in turn. Have Picture Card 1A:19 on a table nearby and say *Cookies, please.* to a student. The student hands you the Picture Card and says *Here you are.* You say *Thank you.*, and the student responds *You're welcome.* Continue with other students.

### 2 Pattern Practice

#### ⓐ Vocabulary: *cookies, juice, apples, pudding*

- Review the word *cookies*, and introduce *juice, apples,* and *pudding*, using Picture Cards 1A:19–22 (or the matching objects, if possible). Model as follows:  
T: (hold up Picture Card 1A:19) *Cookies.*  
Ss: *Cookies.*  
  
Repeat each item several times, paying extra attention to the new words.
- Place Picture Cards 1A:19–22 on the board apart from each other. Call out one of the words. Students point to the appropriate card.
- Keep the cards on the board. Ask for a volunteer to come to the front of the class. The volunteer points to the appropriate Picture Cards as you say the words.
- Pass Picture Cards 1A:19–22 one at a time to the student nearest you, saying the appropriate word as you pass each card. That student says the words and passes the cards on to another student, who does the same. Continue until everyone has had a chance to participate.
- Place Picture Cards 1A:19–22 on the board. Ask students to put their heads down on their desks. Remove one of the cards. Tell students to look up. Ask them which card is missing. Repeat several times.

#### ⓑ Structures: \_\_\_\_\_, please. Here you are.

- Use the Benny puppet to review the \_\_\_\_\_, please. Here you are. pattern. (*Thank you. You're welcome.* is optional.) Model as follows:  
T: (as Benny) *Cookies, please.*  
Ss: *Cookies, please.*  
T: ("hand" Picture Card 1A:19 to Benny) *Here you are.*  
Ss: *Here you are.*  
T: (as Benny) *Thank you.*  
Ss: *Thank you.*  
T: (to Benny) *You're welcome.*  
Ss: *You're welcome.*

Repeat, using *juice, apples,* and *pudding.*

- Have volunteers come to the front and ask for the snack of their choice, using Picture Cards 1A:19–22 (or the matching objects). Students say *Thank you.* as they receive their snacks. Respond *You're welcome.*
- Have three volunteers come to the front. The first volunteer plays the role of the "teacher" and calls out *Snack time!* The other two select the snack of their choice (cookies, juice, apples, or pudding), using the (*Cookies, please.* structure. The "teacher" hands out the snacks, saying *Here you are.* The volunteers receiving the snacks say *Thank you.*, and the "teacher" responds *You're welcome.* Continue with three other volunteers.

### 3 Present the Wall Chart

- Place Wall Chart 1A:14 on the board. Encourage students to produce any language they can about the picture, but otherwise you should remain silent.
- Review the new vocabulary by pointing to the pictures and saying the words. Point to the items again and ask students to identify them.
- Review the structures by pointing to the characters in the Pattern Practice panel of Wall Chart 1A:14 and repeating the dialogue. Point to them again and ask students to describe what they are saying.
- Play the cassette for pages 32–33: **Vocabulary.** Point to the appropriate pictures on the chart as students listen and repeat each item.

#### Vocabulary


Narrator: *Cookies.* (two times)  
*Juice.* (two times)  
*Apples.* (two times)  
*Pudding.* (two times)

- Review the vocabulary. Point to the items on the chart and have the students identify them — first as a class, then individually.
- Go over the *(Cookies), please. Here you are.* pattern. Point to each character in the Pattern Practice panel on the chart and say the appropriate line. Students repeat. Continue practicing the pattern, using *juice, apples, and pudding.*
- Play the cassette for pages 32–33: **Pattern Practice.** Point to the appropriate characters on the chart as students listen and repeat.

### **Pattern Practice**

Benny: *Cookies, please.*  
 Miss Dolly: *Here you are.*  
 (two times)  
 Benny: *Juice, please.*  
 Miss Dolly: *Here you are.*  
 (two times)  
 Benny: *Apples, please.*  
 Miss Dolly: *Here you are.*  
 (two times)  
 Benny: *Pudding, please.*  
 Miss Dolly: *Here you are.*  
 (two times)

### **4** **Open Student Books**

- Have students turn to pages 32–33 in their books. Ask the class to identify the pictures and describe what the characters are saying.
-  Play the cassette sections for pages 32–33 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Have students turn back to pages 6–7 in their books. Ask for volunteers to identify the vocabulary and describe what the characters in the Pattern Practice panel are saying. Continue until you have reviewed Part 2 of each of the Units 1–7.

### **5** **Games and Activities**

Choose any of the following:

- Place Picture Cards 1A: 19–22 in four different areas of the classroom. Call out *(Pudding), please.* Students must race to get the correct Picture Card, give it to you, and say *Here you are.* The first student to do so becomes the next “teacher” and continues the activity.

- Choose three volunteers to come to the front of the room. Give each student one of the Picture Cards 1A: 19–22 and ask him/her not to show it. The rest of the class tries to guess which student has which card. If a student guesses incorrectly, the volunteer responds *No, I’m sorry.* If a student guesses correctly, he/she replaces the volunteer holding the identified card. Redistribute the cards and continue the activity.
- Ask students to put their heads on their desks with no peeking. Pass out Picture Cards 1A: 19–22 to four of the students. Return to the front and call out *Snack time!* The students look up. The four students with the Picture Cards stand, and each calls out the appropriate word for his/her picture. The other students choose which snack they want and line up by the student holding the Picture Card for that snack. Using the *\_\_\_\_\_, please. Here you are. Thank you. You’re welcome.* pattern, students pretend to pass out and receive snacks.
- Arrange students in a circle. Give Picture Cards 1A: 19–22 to any four students. Play “The Snack Time Song” on the cassette. Students pass the cards around the circle as the song plays. Stop the cassette at any point during the song. The four students now holding the Picture Cards stand and call out *Snack time!* The other students choose which snack they want and line up by the student holding the Picture Card for that snack. Using the same structures as in the preceding activity, students pretend to pass out and receive snacks.

### **6** **Workbook 1A: Pages 32–33**

- Have students do Exercise B (Find the snacks) and Exercise C (Which are the same? Circle).





UNIT  
8

PART 1  
Pages 34–35 **irlanguage**

**Structures:**

I like pink. Me, too!

**Vocabulary:**

pink

**Materials:**

Picture Cards 1A:7–9 and 19–23 (book, crayon, puppet, cookies, juice, apples, pudding, pink), various pink objects, Benny and Sue puppets, Wall Chart 1A:15, tape player, cassette

**1 Opening**

- Greet each student with either *Hello, \_\_\_\_\_* or *Hi, \_\_\_\_\_*. Students respond in turn. Display Picture Cards 1A:19–22 in the front of the classroom. Call out *Snack time!* and have the students line up by the “snack” (Picture Card) of their choice. Pretend to pass out snacks to the students, saying *Here you are*. Students say *Thank you.*, and you respond *You’re welcome*.
- Display Picture Cards 1A:7–9 and 19–22 in a place visible to all. Call two volunteers to the front. Say *(A) \_\_\_\_\_, please*. The first student to hand you the appropriate Picture Card and say *Here you are* becomes the “teacher” and continues the activity.

**2 Introduce New Language**

**(a) Vocabulary: pink**

- Introduce the word *pink*, using Picture Card 1A:23 and any pink objects available. Model as follows:

T: (hold Picture Card 1A:23) *Pink*.

Ss: *Pink*.

Repeat several times, each time holding a different pink object so that students clearly understand the word is a color word.

- Pass Picture Card 1A:23 and one or two pink objects to the student closest to you. Say *pink* as you pass each object. The student then passes the objects to another student, saying *pink* as he/she passes each object. Continue until everyone has had a chance to participate.
- Encourage students to find other pink objects either in the classroom or in their books. Ask them to stand, point to an object, and say *Pink*.

**(b) Structures: I like pink. Me, too!**

- Place a number of different color crayons (including pink) on a desk in front of the class. Sort through the crayons, finally choosing the pink one. Smile, hold it up, and model as follows:

T: *I like pink*.

Ss: *I like pink*.

Repeat several times.

- Holding the pink crayon in one hand and the Sue puppet in the other, model as follows:

T: (point to yourself with the crayon) *I like pink*.

Ss: *I like pink*.

T: (as Sue) *Me, too!*

Ss: *Me, too!*

Repeat several times.

- Using Picture Card 1A:19 and the Sue puppet, model the following:

T: (point to yourself) *I like cookies*.

Ss: *I like cookies*.

T: (as Sue) *Me, too!*

Ss: *Me, too!*

Model once for each of the Picture Cards 1A:20–23.

- Ask for volunteers to come to the front, choose one of the Picture Cards 1A:19–23, and say *I like \_\_\_\_\_*. The remaining students respond *Me, too!*

**Note:** To avoid confusion, it is best at this stage not to use words that have been taught only in singular form (e.g., *book, crayon, puppet*) with this pattern.

- Place Picture Cards 1A:19–23 on a desk in front of the class. Call two volunteers to the front. Say *I like \_\_\_\_\_*. The first student to give you the appropriate Picture Card and say *Me, too!* becomes the “teacher” and continues the activity.

### 3 Present the Wall Chart

- Place Wall Chart 1A: 15 on the board. Pointing to the appropriate characters on the chart, model the following:

T: (point to Miss Dolly) *Pink.*

Ss: *Pink.*

T: (point to Sue) *I like pink.*

Ss: *I like pink.*

T: (point to the classmate) *Me, too!*

Ss: *Me, too!*

- Have volunteers come to the front. Say any one of the sentences. Students point to the appropriate character on the chart.
- Ask for volunteers to come to the front, point to any one (or all) of the characters, and describe what they are saying.
- Play the cassette for pages 34–35: **Dialogue**. Point to the appropriate characters on the chart as students listen.

#### Dialogue

Miss Dolly: *Pink.*

Sue: *I like pink.*

Classmate: *Me, too!*

(two times)

- Play the cassette for pages 34–35: **Dialogue Practice**. Students listen and repeat each line.


#### Dialogue Practice

Miss Dolly: *Pink.* (two times)

Sue: *I like pink.* (two times)

Classmate: *Me, too!* (two times)

### 4 Open Student Books

- Have students turn to pages 34–35 in their books. Ask the class to identify the characters and describe what they are saying.
- Assign the roles of the three characters on pages 34–35 to three volunteers. Ask the volunteers to stand and role-play the conversation.
-  Play the cassette sections for pages 34–35 again. Students point to the appropriate pictures in their books as they listen and repeat.

### 5 Games and Activities

Choose any of the following:

- Place Picture Cards 1A: 19–23 in a place visible to everyone. Ask students to put their heads down on their desks. Remove one of the cards. Ask students to look up. The first student to identify the missing card using the *I like \_\_\_\_\_* structure becomes the “teacher” and continues the activity.

- Have four volunteers come to the front of the class. Each volunteer whispers to you which one of the Picture Cards 1A: 19–23 he/she likes. The other students try to guess which cards each of the four volunteers likes, using the *I like \_\_\_\_\_* structure as follows:

S1: *I like (pudding).*

Volunteer 1: *(No).*

(continue if answer is *No*)

S2: *I like (pink).*

Volunteer 1: *Me, too!*

Each volunteer sits down after he/she answers *Me, too!* After all four volunteers are seated, choose another four volunteers, redistribute the cards, and continue. This time, the student who guesses correctly replaces that volunteer.

- Using the Benny and Sue puppets, model the following dialogue:

Benny: *Hello. My name's Benny.*

Sue: *Hi. My name's Sue.*

Benny: *How are you?*

Sue: *Fine, thank you. How are you?*

Benny: *Fine, thank you. (“hand” Sue a pink crayon)*  
*A crayon.*

Sue: *Thank you.*

Benny: *You're welcome.*

Sue: *I like pink.*

Benny: *Me, too!*

Have two volunteers role-play the dialogue.

### 6 Workbook 1A: Pages 34–35

- Have students do Exercise A (Color).

## PART 2

### Pages 36–37

#### Structures:

I like \_\_\_\_\_. Me, too!

#### Vocabulary:

pink, yellow, blue, red, green, purple

#### Materials:

Picture Cards 1A:19–28 (cookies, juice, apples, pudding, pink, yellow, blue, red, green, purple), Benny and Sue puppets, six crayons (pink, yellow, blue, red, green, and purple), Wall Chart 1A:16, tape player, cassette, a large ball

### 1 Opening

- Greet each student with *How are you?* Students respond in turn. Display Picture Cards 1A:19–23 in a place visible to everyone. Point to Picture Card 1A:19 and say *I like cookies*. Students who also like cookies should respond *Me, too!* Continue.

### 2 Pattern Practice

#### Ⓐ Vocabulary: *pink, yellow, blue, red, green, purple*

- Using either Picture Cards 1A:23–28 or one crayon of each color, introduce the colors as follows:  
T: (hold up one card or crayon) *(Pink)*.  
Ss: *(Pink)*.  
  
Repeat several times.
- Place Picture Cards 1A:23–28 on the board. Point to a card and say the color word. Students respond by pointing to any object of the same color. Make sure the students say the appropriate color word as they point.
- Point to any object colored pink, yellow, blue, red, green, or purple. Students respond by saying the correct color word.

#### Ⓑ Structures: *I like \_\_\_\_\_. Me, too!*

- Holding the Sue puppet in one hand and a pink crayon in the other, review the *I like \_\_\_\_\_. Me, too!* pattern as follows:  
T: (as Sue) *I like pink*.  
Ss: *I like pink*.  
T: (to Sue) *Me, too!*  
Ss: *Me, too!*

Repeat several times. Follow the same procedure using the Benny puppet and a different color crayon, using the pattern with each color word.

- Have six or more crayons of different colors on hand. Ask six volunteers to come to the front and have each choose a crayon. (It is all right if more than one student chooses the same color.) The six volunteers walk around the room trying to find a partner who also likes the same color. They do so by saying *I like \_\_\_\_\_*. If a student who is approached does not like the color, he/she simply says *No*. If the student does like the color, he/she responds *Me, too!*, and returns to the front of the room with the volunteer. As a wrap-up, have each volunteer and his/her partner stand in front and repeat the dialogue. Continue until each student has had a chance to volunteer.

### 3 Present the Wall Chart

- Place Wall Chart 1A:16 on the board. Point to the colors and ask students to identify them.
- Point to the Pattern Practice panel on the chart and ask students to describe what the characters are saying.
- Play the cassette for pages 36–37: **Vocabulary**. Point to the appropriate pictures on the chart as students listen and repeat each item.

#### Vocabulary

Narrator: *Pink*. (two times)  
*Yellow*. (two times)  
*Blue*. (two times)  
*Red*. (two times)  
*Green*. (two times)  
*Purple*. (two times)

- Review the vocabulary. Point to the items on the chart and have the students identify them — first as a class, then individually.
- Go over the *I like (pink). Me, too!* pattern. Point to each character in the Pattern Practice panel on the chart and say the appropriate line. Students repeat. Continue practicing the pattern, using *yellow, blue, red, green, and purple*.




- Play the cassette for pages 36–37: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

### Pattern Practice

Sue: *I like pink.*  
 Classmate: *Me, too!*  
 (two times)  
 Sue: *I like yellow.*  
 Classmate: *Me, too!*  
 (two times)  
 Sue: *I like blue.*  
 Classmate: *Me, too!*  
 (two times)  
 Sue: *I like red.*  
 Classmate: *Me, too!*  
 (two times)  
 Sue: *I like green.*  
 Classmate: *Me, too!*  
 (two times)  
 Sue: *I like purple.*  
 Classmate: *Me, too!*  
 (two times)

### **4** Open Student Books

- Have students turn to pages 36–37 in their books. Ask for volunteers to point to the pictures and identify the words. Then ask the class to point to the Pattern Practice panel and describe what the characters are saying.
-  Play the cassette sections for pages 36–37 again. Students point to the appropriate pictures in their books as they listen and repeat.

### **5** Song

- Teach the song “I Like Pink.” (See page 6 for hints on teaching songs.)

### I Like Pink

*I like pink*  
*I like blue*  
*I like yellow*  
*I do, too*  
*Pink and blue and yellow too*  
*I like pretty colors*

*I like red*  
*I like blue*  
*I like purple*  
*I do, too*  
*Red and blue and purple too*  
*I like pretty colors*

*I like green*  
*I like blue*  
*I like yellow*  
*I do, too*  
*Green and blue and yellow too*  
*I like pretty colors*

- Separate the class into two groups. For each verse, one group sings the first and third lines, and the other group sings the second and fourth lines. The whole class sings the last two lines together. Students point to the colors in their books as they sing.
- Give out crayons and have students hold them up as they sing each color word.

### **6** Games and Activities

Choose any of the following:

- Place Picture Cards 1A:23–28 in six separate areas of the classroom. Call out one of the colors. Students run to the appropriate Picture Card.
- Toss a large ball to one of the students and state your own color preference using the *I like \_\_\_\_\_* structure. That student then tosses the ball to a second student and states his/her own color preference using the same structure. Continue until each student has had a chance to participate.
- Arrange chairs in a circle so that there is a chair for all but one student. Play the song “I Like Pink” on the cassette. Students walk around the chairs. Stop the cassette at any point during the song. Students rush to sit. The student left standing chooses a card or crayon with his/her preferred color and says *I like (purple)*.

### **7** Workbook 1A: Pages 36–37

- Have students do Exercise B (Color) and Exercise C (Color). You may want to help students choose which colors to use.



**UNIT**  
**9**

**PART 1**  
**Pages 38–39**

**Structures:**

Good-bye! Bye! See you tomorrow!

**Materials:**

Picture Cards 1A:23–28 (pink, yellow, blue, red, green, purple), Benny and Sue puppets, Wall Chart 1A:17, tape player, cassette

**1 Opening**

- Display either Picture Cards 1A:23–28 or six crayons of the same colors in a visible place. Ask students to choose one color, identify it, and use the *I like \_\_\_\_\_* structure to state his/her personal preference.
- Ask two volunteers to stand. Hold Picture Cards 1A:23–28 so that the volunteers cannot see them. Then show one of the cards to the volunteers for no more than a second. The first volunteer to correctly identify the word for that card may repeat the activity with the next student. Continue until each student has had a chance to participate.

**2 Introduce New Language**

**@ Structures: Good-bye! Bye!**

- With your hand on the doorknob, wave to the students and model as follows:

T: *Good-bye!*

Ss: *Good-bye!*

Leave the classroom for an instant, waving as you do so. Say *Good-bye!* to the students and have them respond *Good-bye!* Repeat several times.

- Ask a volunteer to leave the classroom while waving and saying *Good-bye!* The other students respond by waving and saying *Good-bye!* Continue until each student has had a chance to volunteer.

- Repeat the two activities above substituting *Bye!* for *Good-bye!* Make sure students understand that these two forms are interchangeable, and practice using both of them until everyone is comfortable with them.

**b Structure: See you tomorrow!**

- Using the Benny and Sue puppets, model as follows:

T: (as Benny) *Bye!*

Ss: *Bye!*

T: (as Sue) *See you tomorrow!*

Ss: *See you tomorrow!*

Repeat several times.

- It may be necessary to do some extra drilling. Since the word *tomorrow* will probably create the most difficulty for students, use a backward build-up drill as follows:

T: *Tomorrow.*

Ss: *Tomorrow.*

T: *You tomorrow.*

Ss: *You tomorrow.*

T: *See you tomorrow!*

Ss: *See you tomorrow!*

- Have volunteers say *Bye!* to the puppet of their choice. You (as the puppet character) respond *See you tomorrow!*
- Ask for volunteers to choose a puppet. You (as the puppet) say *Bye!* Students respond *See you tomorrow!*

**3 Present the Wall Chart**

- Place Wall Chart 1A:17 on the board. Pointing to the appropriate characters, model as follows:

T: (point to Miss Dolly) *Good-bye!*

Ss: *Good-bye!*

T: (point to the first group of students) *Bye!*

Ss: *Bye!*

T: (point to the second group of students) *See you tomorrow!*

Ss: *See you tomorrow!*

- Have volunteers come to the front of the class. Students point to the appropriate characters on the chart as you repeat the conversation.
- Ask for volunteers to come to the front, point to the characters on the chart, and describe what one or more of the characters are saying.

- Play the cassette for pages 38–39: **Dialogue**. Point to the appropriate characters on the chart as students listen.

### Dialogue

Miss Dolly: *Good-bye!*

Students 1–4: *Bye!*

Students 5–8: *See you tomorrow!*  
(two times)

- Play the cassette for pages 38–39: **Dialogue Practice**. Students listen and repeat each line.


### Dialogue Practice

Miss Dolly: *Good-bye!* (two times)

Students 1–4: *Bye!* (two times)

Students 5–8: *Tomorrow!* (two times)  
*See you tomorrow!* (two times)

## 4 Open Student Books

- Have students turn to pages 38–39 in their books. Ask the class to point to the picture and describe what the characters are saying.
- Have three volunteers come to the front and role-play the conversation. Continue until each student has had a chance to participate.
-  Play the cassette sections for pages 38–39 again. Students point to the appropriate pictures in their books as they listen and repeat.

## 5 Song

- Teach “The Bye Bye Song.” (See page 6 for hints on teaching songs.)

### The Bye Bye Song

*Bye bye*

*See you tomorrow*

*Bye bye*

*See you tomorrow*

*Bye bye*

*See you tomorrow*

*Bye bye*

*Bye bye*

(two times)

- Divide the class into two groups. One group sings *Bye bye*; the other group sings *See you tomorrow* and the last *Bye bye*. However, the entire class waves their hands as they sing. Change groups after a while to give students practice singing both parts.

## 6 Games and Activities

Choose any of the following:

- Ask students to put their heads down on their desks with no peeking. Tap one of the students on the shoulder. That student stands and says *Bye!* The other students look up, run or turn to that student, and say *See you tomorrow!*
- Arrange students in a circle. Have students sing any song from Units 1–8. At any point during the song, shout *Good-bye!* Students move toward the door and respond either *Bye!* or *See you tomorrow!*
- Play a round of *Benny says...*, using the commands *Up!*, *Down!*, *Turn around!*, *Jump!*, and *Count!*

**Note:** You may want to review these commands before starting the activity. This activity may also be conducted solely as a Total Physical Response activity if desired (see page 7 for points on TPR).

- Model the dialogue below, using the Benny and Sue puppets:

Benny: *Hi!*

Sue: *Hello.*

Benny: *My name's Benny.*

Sue: *My name's Sue.*

Benny: *How are you?*

Sue: *Fine, thank you. How are you?*

Benny: *Fine, thank you.*

Sue: *Bye!*

Benny: *See you tomorrow!*

Have volunteers come to the front and role-play the dialogue.

## 7 Workbook 1A: Pages 38–39

- Have students do Exercise A (Color).

## PART 2

### Pages 40–41

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#### Structures:

Clean up! Stand up! Line up! March!

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#### Materials:

Benny and Sue puppets, Picture Cards 1A:10–13 and 29–32 (Up!, Down!, Turn around!, Jump!, Clean up!, Stand up!, Line up!, March!), Wall Chart 1A:18, tape player, cassette

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### 1 Opening

- Leave the classroom, come back and wave to the students, and say *Hello*. Students respond with either *Hello*, or *Hi*. Then wave again and say *Bye!* Students respond *See you tomorrow!* Leave the classroom momentarily. Ask for volunteers to continue the activity.

### 2 Pattern Practice

**Structures:** *Clean up! Stand up! Line up! March!*

- Introduce *Clean up!* by demonstrating the motions of cleaning up (picking up books, papers, crayons, straightening things into piles, etc.) while you model as follows:

T: *Clean up!*

Ss: *Clean up!*

T: (hold up Picture Card 1A:29) *Clean up!*

Ss: *Clean up!*

Repeat several times. Follow the same procedure for *Stand up!*, *Line up!*, and *March!*, using Picture Cards 1A:30–32.

**Note:** To show the meanings of the commands *Line up!* and *March!*, have several students come to the front of the class, then arrange them in the appropriate positions.

- Pass Picture Card 1A:29 to the student sitting closest to you and say *Clean up!* The student passes the card to another student and says *Clean up!* Continue until each student has had a chance to participate. Follow the same procedure for Picture Cards 1A:30–32.
- Hold up Picture Cards 1A:29–32 one at a time and ask groups of students to perform each action. (It may be necessary to demonstrate the actions again.) Repeat several times for each card. Finally, say each command and ask the groups to perform the action.

- Place Picture Cards 1A:29–32 along the chalk rail. Ask a volunteer to come to the front. That student points to the appropriate card as you say each command.
- Keep Picture Cards 1A:29–32 along the chalk rail. Have volunteers come to the front and say the commands as you point to the cards.

### 3 Present the Wall Chart

- Place Wall Chart 1A:18 on the board. Point to the *Clean up!* action and model as follows:

T: *Clean up!*

Ss: *Clean up!*

Repeat several times. Follow the same procedure for the *Stand up!*, *Line up!*, and *March!* actions.

- Ask for volunteers to come to the front, point to the chart, and identify any or all the commands.
- Ask for volunteers to come to the front and give the command of their choice. The other students respond by performing the appropriate action.
- Play the cassette for pages 40–41: **Vocabulary**. Point to the appropriate pictures on the chart as students listen and repeat each item.

### Vocabulary

Narrator: *Clean up!* (two times)

*Stand up!* (two times)

*Line up!* (two times)

*March!* (two times)

- Review the vocabulary. Point to the items on the chart and have the students identify them — first as a class, then individually.
- Go over the *Clean up!*, *Stand up!*, *Line up!*, and *March!* structures. Point to each character in the Pattern Practice panel on the chart and say the appropriate line. Students repeat.


**Note:** Here and in the following activity, point to both Miss Dolly and the character performing the corresponding action.

- Play the cassette for pages 40–41: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

### **Pattern Practice**

Miss Dolly: *Clean up!* (two times)  
*Stand up!* (two times)  
*Line up!* (two times)  
*March!* (two times)

### **4 Open Student Books**

- Have students turn to pages 40–41 in their books. Ask the class to look the pictures and describe the commands.
-  Play the cassette sections for pages 40–41 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Call out a vocabulary word from Part 2 of any of the Units 1–8. Students quickly find that word in their books and show it to you.

### **5 Games and Activities**

*Choose any of the following:*

- Place Picture Cards 1A:29–32 in four separate areas of the classroom. Call out a command. Students run to the appropriate Picture Card.
- Arrange chairs in a circle so that there is a chair for all but one student. Play “The Bye Bye Song” on the cassette as students walk around the chairs. Stop the cassette at any point during the song. Students rush to sit. The student left standing gives a command. The others respond by performing the action.
- Play *Benny says...*, using the four commands. Continue until only several students are left standing, then start over again.
- Draw a Tic-Tac-Toe grid (nine squares, with three rows across and three rows down) on the board. Attach Picture Cards 1A:10–13 and 29–32 faceup to the board with magnets, one card for each of the eight outer squares. Fill in the center square with a question mark. Divide the class into two teams, “X” and “O.” Teams take turns; each student chooses a square and tries to identify the Picture Card on that square. If the student is correct, say *Yes.*, remove the card, and draw an “X” or an “O” in the square. If the student is wrong, say *No.* (If a student chooses the question mark, say *Bye!* The student should respond *See you tomorrow!* in order to win the square for his/her team.) The first team with three squares in a row — horizontally, vertically, or diagonally — wins.

### **6 Workbook 1A: Pages 40–41**

- Have students do Exercise B (Which are the same? Circle) and Exercise C (Match).





UNIT  
10

**PART 1**  
**Pages 42–43**

**Structures:**

Look! It's a car. It's blue. Sit down!

**Vocabulary:**

car

**Materials:**

Picture Cards 1A:7–9, 23–34 (book, crayon, puppet, pink, yellow, blue, red, green, purple, Clean up!, Stand up!, Line up!, March!, Sit down!, car), Benny and Sue puppets, Wall Chart 1A:19, tape player, cassette, a crayon

**1 Opening**

- Greet each student with *Hello, \_\_\_\_\_ . How are you?* Students respond in turn. Call out the names of several students. Give the selected students one of the commands from Unit 9 (*Clean up!*, *Stand up!*, *Line up!*, or *March!*). These students respond by performing the appropriate action.

**2 Introduce New Language**

**Ⓐ Vocabulary: car**

- Introduce *car* by holding up either Picture Card 34 or a toy car, and model as follows:

T: *Car.*

Ss: *Car.*

T: *A car.*

Ss: *A car.*

Repeat several times.

- Pass either Picture Card 1A:34 or the toy car to the student sitting closest to you and say *A car*. The student passes the card to a second student and says *A car*. Continue until everyone has had a chance to participate.

**Ⓑ Structure: It's a car.**

- Holding up either Picture Card 1A:34 or a toy car, model the structure as follows:

T: *It's a car.*

Ss: *It's a car.*

Repeat several times. Give the card or car to a student and have him/her continue the drill as the "teacher." Continue until all the students have had a chance to participate.

- Holding up either Picture Card 1A:7 or a book, model the *It's a \_\_\_\_\_* structure as follows:

T: *It's a book.*

Ss: *It's a book.*

Repeat several times. Follow the same procedure for *crayon* and *puppet*, using either Picture Cards 1A:8–9 or the actual objects.

**Ⓒ Structure: It's blue.**

- Review the color words using Picture Cards 1A:24–27. Model as follows:

T: (hold up Picture Card 1A:25) *Blue.*

Ss: *Blue.*

T: *It's blue.*

Ss: *It's blue.*

Repeat several times. Then, pointing to various blue objects in the classroom, say *It's blue*. Follow the same procedure for *pink*, *yellow*, *red*, *green*, and *purple*.

- Have volunteers point to objects in the classroom and say *It's (blue)*. Continue until each student has had a chance to participate.

- Pointing to Picture Card 1A:34, combine the three sentences. Model as follows:

T: *Look! It's a car. It's blue.*

Ss: *Look! It's a car. It's blue.*

Repeat several times. You may continue modeling this type of dialogue using Picture Cards 1A:7–9.

**Ⓓ Structure: Sit down!**

- Hold up Picture Card 1A:30, say *Stand up!*, and perform the action. Then hold up Picture Card 1A:33, say *Sit down!*, and perform the action.
- Review *Sit down!* by giving the command and then quickly sitting down. Then give the command *Stand up!* After students stand, say *Sit down!* Repeat several times.

### 3 Present the Wall Chart

- Place Wall Chart 1A:19 on the board. Pointing to the characters on the chart, model as follows:  
T: (point to Sue) *Look! It's a car.*  
Ss: *Look! It's a car.*  
T: (point to Benny) *It's blue.*  
Ss: *It's blue.*  
T: (point to the bus driver) *Sit down!*  
Ss: *Sit down!*
- Have volunteers come to the front and point to the appropriate characters as you say the sentences.
- Play the cassette for pages 42–43: **Dialogue**. Point to the appropriate characters on the chart as students listen.

### Dialogue


Sue: *Look! It's a car.*  
Benny: *It's blue.*  
Bus driver: *Sit down!*  
(two times)

- Play the cassette for pages 42–43: **Dialogue Practice**. Students listen and repeat each line.

### Dialogue Practice

Sue: *Look!* (two times)  
*Look! It's a car.* (two times)  
Benny: *It's blue.* (two times)  
Bus driver: *Sit down!* (two times)

### 4 Open Student Books

- Have students turn to pages 42–43 in their books. Encourage students to produce any pertinent language.
- Ask for three volunteers to come to the front and role-play the conversation. Assign the roles of Benny, Sue, and the bus driver.
-  Play the cassette sections for pages 42–43 again. Students point to the appropriate pictures in their books as they listen and repeat.

### 5 Song

- Teach the song “Stand Up, Sit Down.” (See page 6 for hints on teaching songs.)

### Stand Up, Sit Down

*Stand up*  
*Stand up*  
*Stand up*  
*Sit down, down, down*  
(two times)

*Stand up*  
*Sit down*  
*Stand up*  
*Sit down*  
*Stand up*  
*Sit down, sit down*

- Divide the class into two groups. One group sings *Stand up* and the other sings *Sit down*. (You can cue each group by holding up Picture Cards 1A:30 and 33.) However, the entire class performs both actions together as they sing. Change groups after a while to give students practice singing both parts.

### 6 Games and Activities

Choose any of the following:

- Play several rounds of *Benny says...*, using the commands *Up!*, *Down!*, *Turn around!*, *Jump!*, *Stand up!*, *March!*, and *Sit down!*
- Ask students to put their heads down on their desks. Give Picture Card 1A:34 to one of the students and return to the front. That student stands and says *Look! It's a car*. The other students look up, run or turn to that student, and respond *It's blue*.
- Place Picture Card 1A:8 on the chalk rail. Then hold up the Benny and Sue puppets and model the dialogue below:  
Benny: *Hello.*  
Sue: *Hello.*  
Benny: (“point” to Picture Card 1A:8) *Look! It's a crayon.*  
Sue: *It's red.*  
Benny: *I like red.*  
Sue: *Me, too!*  
Have volunteers come to the front and role-play the dialogue using Picture Cards 1A:7-9.

### 7 Workbook 1A: Pages 42–43

- Have students do Exercise A (Color).

## PART 2

### Pages 44–45

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**Structures:**

It's a \_\_\_\_\_. It's \_\_\_\_\_.

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**Vocabulary:**

car, bus, truck, motorcycle

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**Materials:**

Picture Cards 1A:24–27, 34–37 (yellow, blue, red, green, car, bus, truck, motorcycle), toy vehicles (car, bus, truck, motorcycle), Benny and Sue puppets, Wall Chart 1A:20, tape player, cassette

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### 1 Opening

- Greet each student with *Hello, \_\_\_\_\_ . How are you?* Students respond in turn. Place Picture Cards 1A:24–27 along the chalk rail. Ask students to put their heads down on their desks. Remove one of the cards and ask students to look up. Students identify the missing card using the *It's \_\_\_\_\_ .* structure.
- Hold up Picture Card 1A:34 and say *Look! It's a car. It's blue.* Hand the card to the student sitting closest to you and say *Look! It's a car.* That student responds *It's blue.* He/She then hands the card to a second student and says *Look! It's a car.* The second student responds *It's blue.* Continue until each student has had a chance to participate.

### 2 Pattern Practice

#### Ⓐ Vocabulary: *car, bus, truck, motorcycle*

- Using Picture Cards 1A:34–37, model the vocabulary as follows:  
T: (hold up Picture Card 1A:34) *A car.*  
Ss: *A car.*  
  
Repeat several times.
- Pass Picture Card 1A:34 around the room. Each student says *A car.* as he/she passes the card on to a classmate. Continue until every student has had a chance to participate. Follow the same procedure for *bus, truck,* and *motorcycle.*

- Place Picture Cards 1A:34–37 along the chalk rail. Number them 1–4, writing the numbers on the board above each card. Say a word, point to the corresponding number, and then say the number (e.g., for *car*, point to the number 1 and say *One.*). Tell the class that you will say the words and they must say the corresponding numbers. Continue until you have repeated each word several times. Then drill students individually using the same procedure.
- Keeping the Picture Cards along the chalk rail, tell students that you will say the numbers and they are to respond with the corresponding words. After practicing several times with the whole class as a group, continue with individual students.
- Have volunteers come to the front of the class, point to any or all of the Picture Cards, and identify the words.
- Place the toy vehicles (car, bus, truck, and motorcycle) in a bag. Put your hand in the bag and hold one of the objects, identifying it as you hold it. Take it out and show it to the students. Have volunteers come to the front and continue the activity.

#### Ⓑ Structures: *It's a \_\_\_\_\_. It's \_\_\_\_\_.*

- Review the pattern using Picture Cards 1A:34–37. Model as follows:  
T: (hold up Picture Card 1A:34) *It's a car.*  
Ss: *It's a car.*  
T: *It's blue.*  
Ss: *It's blue.*

Repeat several times. Follow the same procedure for *bus/yellow, truck/green, and motorcycle/red.*

- Place Picture Cards 1A:34–37 along the chalk rail. Hold up the Benny and Sue puppets and have them “point” to Picture Card 1A:36. Then model as follows:  
T: (as Sue) *It's a truck.*  
(as Benny) *It's green.*

Repeat once for each of the other Picture Cards. Then have two volunteers come to the front, point to a card, and role-play the dialogue.

### 3 Present the Wall Chart

- Place Wall Chart 1A:20 on the board. Pointing to the pictures, ask students to identify the modes of transportation and their colors.
- Point to the Pattern Practice panel and ask students to describe what the characters are saying.



- Play the cassette for pages 44–45: **Vocabulary**. Point to the appropriate pictures on the chart as students listen and repeat each item.

### Vocabulary


Narrator: *Car*. (two times)  
*Bus*. (two times)  
*Truck*. (two times)  
*Motorcycle*. (two times)

- Review the vocabulary. Point to the items on the chart and have the students identify them — first as a class, then individually.
- Go over the *It's a (car). It's (blue)*. pattern. Point to each character in the Pattern Practice panel on the chart and say the appropriate line. Students repeat. Continue practicing the pattern, using *bus/yellow*, *truck/green*, and *motorcycle/red*.
- Play the cassette for pages 44–45: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

### Pattern Practice

Sue: *It's a car*.  
 Benny: *It's blue*.  
 (two times)  
 Sue: *It's a bus*.  
 Benny: *It's yellow*.  
 (two times)  
 Sue: *It's a truck*.  
 Benny: *It's green*.  
 (two times)  
 Sue: *It's a motorcycle*.  
 Benny: *It's red*.  
 (two times)

## 4 Open Student Books

- Have students turn to pages 44–45 in their books. Ask the class to identify the modes of transportation and their colors, using the patterns. Then ask the class to describe what the characters are saying.
- Assign two students the roles of Sue and Benny (using the puppets if desired). Pointing to any one of the pictures on pages 44–45, have the students role-play the dialogue *It's a (bus). It's (yellow)*.
-  Play the cassette sections for pages 44–45 again. Students point to the appropriate pictures in their books as they listen and repeat.

## 5 Games and Activities

Choose any of the following:

- Place Picture Cards 1A:34–37 in four different areas of the classroom. Call out *It's a (car). It's (blue)*. Students run to the area of the appropriate card. As a variation, have a volunteer be the “teacher” and call out the sentences.
- Arrange chairs in a circle so that there is a chair for all but one student. Play the song “Stand Up, Sit Down” on the cassette. Students walk around the chairs. Stop the cassette at any point during the song. Students rush to sit. Show the student left standing one of the Picture Cards 1A:34–37. That student says *It's a (motorcycle)*. The other students respond *It's (red)*.
- Have a volunteer come to the front and choose one of the Picture Cards 1A:34–37 without showing it to the class. Students try to guess which card he/she has chosen, using the *It's a \_\_\_\_\_*. structure. The first one to guess correctly replaces the volunteer and the activity continues.
- Review the colors (*yellow, blue, red, and green*) and the four modes of transportation (*car, bus, truck, and motorcycle*) with the students. Then say one of the words by moving your lips and not making any sound. Students must identify what you are saying by lip-reading.

## 6 Workbook 1A: Pages 44–45

- Have students do Exercise B (Match) and Exercise C (Which is different? Write an X).

**Pages 46–47**

**Structures:**

Count! 1, 2, 3, 4, 5. I can count. Snack time! Cookies, please. Here you are. I like pink. Me, too! Good-bye! Bye! See you tomorrow! Clean up! Stand up! Line up! March! Look! It's a car. It's blue. Sit down!

**Vocabulary:**

1, 2, 3, 4, 5, cookies, juice, apples, pudding, pink, yellow, blue, red, green, purple, stand up, clean up, line up, march, sit down, car, bus, truck, motorcycle

**Materials:**

Benny and Sue puppets, Wall Charts 1A:11–20, Picture Cards 1A:14–37 (1, 2, 3, 4, 5, cookies, juice, apples, pudding, pink, yellow, blue, red, green, purple, Clean up!, Stand up!, Line up!, March!, Sit down!, car, bus, truck, motorcycle), tape player, cassette

**1 Opening**

- Greet each student with either *Hello, \_\_\_\_\_.* or *Good morning, \_\_\_\_\_.* Students respond in turn. Then say the first part of any dialogue from Units 6–10. Students respond appropriately.
- Using Picture Cards 1A:14–37, quickly review all the vocabulary in Units 6–10. Divide the class into two teams. Students identify words to earn points for their teams.

**2 Pattern Practice**

**a Vocabulary**

- Place Picture Cards 1A:14–37 on the board using magnets. Have volunteers come to the front of the class and identify the words.
- Keep the cards on the board. Ask students to form a line. Have the first student in line come to the board. Point to any three pictures and ask that student to identify them. Continue until each student has had a chance to participate.

- Keep the cards on the board. Divide the class into teams A and B. Point to one of the Picture Cards and ask team A to identify it. Then point to both the first card and a second card. Ask team B to identify both cards. Add a third card and, pointing to all three cards, ask team A to identify them. Continue going back and forth between the teams, adding a new Picture Card each time, until one of the teams is unable to answer completely and correctly.

- Place Wall Charts 1A:12, 14, 16, 18, and 20 on the board, then place Picture Cards 1A:14–37 on a desk in front of the class. Call two volunteers to the front. Point to a picture on one of the Wall Charts and say the word. The volunteers race to choose the corresponding Picture Card, run to you, and say the word. The first one to do so correctly becomes the “teacher” and continues the activity.

**b Structures**


- Keep the Wall Charts on the board. Point to the Pattern Practice panels on any one of them and ask volunteers to describe what the characters are saying.
- Place Wall Charts 1A:11, 13, 15, 17, and 19 on the board. Using the Benny and Sue puppets, review all the dialogues from Units 6–10. Have a volunteer come to the front and choose a puppet. Take the other puppet and role-play any one of the dialogues with the volunteer.
- Keep the Wall Charts on the board. Review the dialogues again with the students, pointing to the pictures on the Wall Charts for Units 6–10 as you do so. Ask students to form a line in the front. Have the first student in line come to any one of the Wall Charts. Point to one of the charts and say the first part of the dialogue. The student tells you the appropriate response.
- Keep the students in line and call the first two students to the front. Point to any of the Wall Charts from Units 6–10. The first student tells you the first part of the dialogue, while the second student gives the appropriate response.

- Play the cassette for pages 46–47: **Review**. Students listen as you point to the pictures on the charts.

### **Review**

Narrator: *One.* (two times)  
*Two.* (two times)  
*Three.* (two times)  
*Four.* (two times)  
*Five.* (two times)  
*Cookies.* (two times)  
*Juice.* (two times)  
*Apples.* (two times)  
*Pudding.* (two times)  
*Pink.* (two times)  
*Yellow.* (two times)  
*Blue.* (two times)  
*Red.* (two times)  
*Green.* (two times)  
*Purple.* (two times)  
*Clean up!* (two times)  
*Stand up!* (two times)  
*Line up!* (two times)  
*March!* (two times)  
*Car.* (two times)  
*Bus.* (two times)  
*Truck.* (two times)  
*Motorcycle.* (two times)

### **3 Open Student Books**

- Ask students to turn to pages 46–47 in their books. Ask for volunteers to identify the words.
-  Play the cassette section for pages 46–47. Students point to the appropriate vocabulary items in their books as they listen and repeat.

### **4 Songs**

- Ask students to make requests for any song they would like to sing. Continue until you have sung each of the five songs from Units 6–10 (and any from Units 1–5 if time allows).
- Have two or three volunteers come to the front and sing the song of their choice.
- Play a very little bit of any song on the cassette. Ask students to identify the song. If they cannot do so, play a bit more until they can. Then sing the song together with the entire class.

### **5 Games and Activities**

Choose any of the following:

- Ask students to stand or sit in a circle. Pass out Picture Cards 1A: 14–37, one per student. Play any song from Units 6–10 on the cassette. Students pass the cards to the left around the circle. Stop the cassette at any point during the song. Any student holding a Picture Card must stand and identify the appropriate word for his/her card.
- Divide the class into two teams standing in separate lines. Whisper any one of the dialogues to the first student of each team (for example, *I like pink. Me, too!*). At a signal from you, the first student of each team whispers it to the second, the second to the third, and so on. The last student in each team races to you and repeats the dialogue. The first team to do so correctly wins.
- Arrange students in two equal lines facing the front. Using the Benny and Sue puppets, model any dialogue from Units 6–10 (for example, *Cookies, please. Here you are.*). The first students from the lines face each other and role-play the dialogue, using Picture Cards when appropriate. Then each student goes to the rear of the other's line. The second students in the lines do the same, and so on to the last students in the lines. Students go through the lines again. Continue until you have covered all the dialogues in Units 6–10.

### **6 Workbook 1A: Pages 46–48**

- Have students do Exercise A (Find and circle), Exercise B (Match), and Exercise C (Color).

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# Student Book 1B



## PART 1 Pages 4–5

### Structures:

Hurry up! It's raining. I'm wet.

### Materials:

Picture Cards 1A:1–37 and 1B:38 (raining), cup of water, tissues, Wall Chart 1B:1, tape player, cassette, a ball, umbrellas, Benny and Sue puppets

### 1 Opening

- Greet each student with *Hello, \_\_\_\_\_*. or *Good morning, \_\_\_\_\_*. Students respond in turn. Then say the first part of any of the conversational language learned in *Tiny Talk 1A*. Students give the appropriate response (*How are you? Fine, thank you. / Ouch! I'm sorry. / Thank you. You're welcome. / Cookies, please. Here you are. / I like pink. Me, too!, etc.*).
- Place Picture Cards 1A:1–37 on the floor. Call two volunteers to the front of the class. Say *Bring me (a) \_\_\_\_\_*. The first student to bring you the correct card and identify it continues with the next volunteer.

### 2 Introduce New Language

#### Ⓐ Structure: *Hurry up!*

- Ask a student sitting toward the back to come to the front of the class. As that student is approaching, rush over and guide him/her very quickly to the front while you say *Hurry up!* Now ask the student to sit down. Keep saying *Hurry up!* as you quickly guide the student back to his/her seat. Repeat several times with several different students.
- Model the structure as follows:  
T: *Hurry up!*  
Ss: *Hurry up!*

Repeat several times.

#### Ⓑ Structure: *It's raining.*

- Draw a window frame on the board. Within the window, draw a few dark clouds with raindrops falling from them. Point to the drawing and model the following:

T: *Raining.*  
Ss: *Raining.*  
T: *It's raining.*  
Ss: *It's raining.*

Repeat several times.

- Using Picture Card 1B:38, model the structure again for the students. Hand the card to the student closest to you and say *It's raining*. That student then repeats the structure and hands the card to the next student. Continue until each student has had a chance to participate.

#### Ⓒ Structure: *I'm wet.*

- Have a cup of water and several tissues handy. Pour a little water on the tissues, hold them up and say *Wet*. Repeat several times, asking students to repeat after you. Have volunteers come to the front, feel the tissues, and say *Wet*. Continue until each student has had a chance to participate.
- Now take the wet tissues and wipe some water on your hand. Hold up your wet hand and model as follows:

T: *I'm wet.*  
Ss: *I'm wet.*

Repeat several times. Have volunteers come to the front, get their hands wet, and say *I'm wet*.

### 3 Present the Wall Chart

- Place Wall Chart 1B:1 on the board. Pointing to the characters on the chart, model as follows:

T: (point to Mommy) *Hurry up!*  
Ss: *Hurry up!*  
T: (still pointing to Mommy) *It's raining.*  
Ss: *It's raining.*  
T: (point to Benny) *I'm wet.*  
Ss: *I'm wet.*

Repeat several times.

- Ask for volunteers to come to the front and describe what any one of the characters is saying. The other students point to the appropriate character. Continue until each student has had a chance to participate.

- Play the cassette for pages 4–5: **Dialogue**. Point to the appropriate characters on the chart as students listen.

### Dialogue

Mommy: *Hurry up! It's raining.*  
 Benny: *I'm wet.*  
 (two times)


- Play the cassette for pages 4–5: **Dialogue Practice**. Students listen and repeat each line.

### Dialogue Practice

Mommy: *Hurry up!* (two times)  
*It's raining.* (two times)  
*Hurry up! It's raining.* (two times)  
 Benny: *I'm wet.* (two times)

- Again, have volunteers come to the front of the class. Point to any one of the characters and have them describe what the character is saying.

## 4 Open Student Books

- Have students turn to pages 4–5 in their books. Ask the class to talk about the picture using any pertinent language (who they see, any colors, weather, etc.).
-  Play the cassette sections for pages 4–5 again. Students point to the appropriate pictures in their books as they listen to the dialogue and repeat each line.
- Have volunteers come to the front, two at a time, and role-play the dialogue. Assign the roles of Benny and Mommy. Have each pair of students alternate roles if time allows.

## 5 Song

- Teach “The Weather Song.” (See page 6 for hints on teaching songs.)

### The Weather Song

*It's raining here*  
*It's raining there*  
*It's raining, raining everywhere*

*It's raining here*  
*It's raining there*  
*It's raining everywhere*

*I'm wet*  
*I'm wet*  
*I'm very, very wet*

*It's raining here*  
*It's raining there*  
*It's raining everywhere*

- Have students pretend to catch raindrops, or hold up umbrellas, as they sing the song.

## 6 Games and Activities

Choose any of the following:

- Ask students to put their heads down on their desks. Tap one student on the shoulder. That student comes to the front of the class and calls out *Hurry up! It's raining.* The other students rush to the front while saying *I'm wet.*
- Arrange chairs in a circle so that there is a chair for all but one student. Students walk around the chairs chanting *It's raining. It's raining.* At any point during the chant call out *Hurry up!* Students rush to sit. The student left standing says *I'm wet.* Continue.
- Toss a ball to one of the students and say *Hurry up! It's raining.* That student responds *I'm wet.*, then tosses the ball to a second student and says *Hurry up! It's raining.* The second student also responds *I'm wet.* Continue until each student has had a chance to participate.
- Place Picture Cards 1A: 34–37 along the chalk rail. Model the following conversation using the Benny and Sue puppets:

Benny: *Hi.*

Sue: *Hello.*

Benny: *How are you?*

Sue: *Fine, thank you.*

Benny: (point to Picture Card 1A:34) *Look! It's a car.*

Sue: (point to Picture Card 1A:34) *It's blue.*

Benny: *Hurry up! It's raining.*

Sue: *I'm wet.*

Repeat several times. Do the same for *bus*, *truck*, and *motorcycle*. Then have volunteers come to the front of the class and role-play the dialogue with the puppet and card of their choice.

## 7 Workbook 1B: Pages 4–5

- Have students do Exercise A (Color).

## PART 2

### Pages 6–7

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**Structures:**

It's \_\_\_\_\_. I'm \_\_\_\_\_.

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**Vocabulary:**

raining, sunny, snowing, wet, hot, cold

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**Materials:**

Picture Cards 1B:38–43 (raining, sunny, snowing, wet, hot, cold), Wall Chart 1B:2, tape player, cassette, a ball

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### 1 Opening

- Greet each student with *Hello, \_\_\_\_\_ . How are you?* Students respond in turn. Opening an umbrella, call out to one of the students *Hurry up! It's raining.* That student rushes over to you and says *I'm wet.* Give the umbrella to that student and ask him/her to continue with the classmate of his/her choice.

### 2 Pattern Practice

#### Ⓐ Structure: *It's \_\_\_\_\_ .*

- Draw three window frames on the board. Within the first window frame draw raindrops falling from some dark clouds. Within the second window draw a shining sun. Within the third draw snowflakes falling from some clouds. Pointing to the first window, model as follows:

T: *Raining.*

Ss: *Raining.*

T: *It's raining.*

Ss: *It's raining.*

Repeat several times. Follow the same procedure for *sunny* and *snowing*.

- Place Picture Cards 1B:38–40 on the chalk rail. Write the numbers 1–3 on the board above the cards. Call out one of the words. The class responds as a group with the corresponding number. Repeat several times. Then drill students individually using the same procedure.
- Call two volunteers to the front of the class. Say *It's (sunny)*. The first volunteer to point to the appropriate card remains at the front; the other volunteer sits down and is replaced by a new volunteer. The first volunteer then continues the activity with the new volunteer. Continue with all three kinds of weather until every student has had a chance to participate.

- Hand Picture Card 1B:38 to the student next to you. Say *It's raining.* That student then passes the card to another student and says *It's raining.* Keep going until everyone has had a turn. Continue, using Picture Cards 1B:39–40.

#### Ⓑ Structure: *I'm \_\_\_\_\_ .*

- Hold up Picture Card 1B:41, pretend to dry yourself off, and say *Wet.* Have the students “dry” themselves off and say *Wet.* Still holding up the card, repeat the motion and say *I'm wet.* Have the students do the same, saying *I'm wet.* Repeat several times. Follow the same procedure for *hot* and *cold*.

**Note:** To show *hot*, fan yourself with Picture Card 1B:42 and wipe away imaginary perspiration. For *cold*, hold up Picture Card 1B:43, then clutch your arms and shiver.

- Hand Picture Card 1B:41 to the student next to you. Say *I'm wet.* That student then passes the card to another student and says *I'm wet.* Continue until everyone has had a turn. Continue with Picture Cards 1B:42 and 1B:43.
- Hold up Pictures Cards 1B:38 and 1B:41 and model the structures:

T: *It's raining.*

Ss: *It's raining.*

T: *It's raining. I'm wet.*

Ss: *It's raining. I'm wet.*

Repeat several times. Follow the same procedure for *sunny/hot* (Picture Cards 1B:39 and 1B:42) and *snowing/cold* (Picture Cards 1B:40 and 1B:43).

- Have two volunteers come to the front of the class and choose a pair of Picture Cards (1B:38 and 41, 39 and 42, or 40 and 43). Ask them to role-play the structure pair for the cards they have chosen: *It's (snowing). I'm (cold).*

### 3 Present the Wall Chart

- Place Wall Chart 1B:2 on the board. Have students identify the vocabulary and produce any pertinent language about the pictures (who they see, how they feel, etc.). Then point to the Pattern Practice panel on the chart and ask for volunteers to describe what Mommy and Benny are saying.

- Play the cassette for pages 6–7: **Vocabulary**. Point to the appropriate pictures on the chart as students listen and repeat each item.

## Vocabulary


Narrator: *Raining*. (two times)  
*Sunny*. (two times)  
*Snowing*. (two times)  
*Wet*. (two times)  
*Hot*. (two times)  
*Cold*. (two times)

- Review the vocabulary. Point to the items on the chart and have the students identify them — first as a class, then individually.
- Go over the *It's (raining). I'm (wet).* pattern. Point to each character in the Pattern Practice panel on the chart and say the appropriate line. Students repeat. Continue practicing the pattern, using *sunny/hot* and *snowing/cold*.
- Play the cassette for pages 6–7: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

## Pattern Practice

Mommy: *It's raining*.  
 Benny: *I'm wet*.  
 (two times)  
 Mommy: *It's sunny*.  
 Benny: *I'm hot*.  
 (two times)  
 Mommy: *It's snowing*.  
 Benny: *I'm cold*.  
 (two times)

## 4 Open Student Books

- Have students turn to pages 6–7 in their books. Encourage them to produce any pertinent language (who they see, any colors, weather, feelings, etc.). Have volunteers point to and identify any of the vocabulary in the unit.
-  Play the cassette sections for pages 6–7 again. Students point to the appropriate pictures in their books as they listen to the dialogue and repeat each line.

- Have six volunteers come to the front, and put them in pairs. Pass out a set of Picture Cards (1B:38 and 41, 39 and 42, or 40 and 43) to each pair, and assign them the roles of Mommy and Benny. The volunteers role-play the structures according to their cards. Repeat with six new volunteers. Continue until each student has had a chance to participate.
- Have the class sing “The Weather Song” again, this time replacing the words *raining/wet* with *sunny/hot* and *snowing/cold*. Have students perform the appropriate actions as they sing these weather words.

## 5 Games and Activities

Choose any of the following:

- Toss a ball to one of the students and say *It's (sunny)*. The student responds *I'm (hot)*., then tosses the ball to a second student and says *It's (snowing)*. The second student responds *I'm (cold)*., then tosses the ball to a third student. Continue the activity until each student has had a chance to participate.
- Arrange students standing in a circle. Have a volunteer stand in the center with his/her arm extended, pointing. Students chant *It's (snowing). It's (snowing)*., as the circle rotates. At any point during the chant call out *Hurry up!* The circle stops rotating, and the student who is being pointed to responds *I'm (cold)*.
- Have a volunteer come to the front of the class and perform the actions for *wet*, *hot*, or *cold* as described on page 54. The first student to identify the word correctly by saying *I'm (hot)*., comes to the front and continues the activity.
- Place Picture Cards 1B:38–43 in different areas of the classroom. Call out one of the structures, for example, *I'm cold*., or *It's sunny*. Students run to the appropriate Picture Card. Continue with a volunteer playing the “teacher.”

## 7 Workbook 1B: Pages 6–7

- Have students do Exercise B (Match) and Exercise C (Which are the same? Circle).



## PART 1

### Pages 8–9

#### Structures:

I'm hungry. Have some chicken. Mmm. It's good.

#### Materials:

Picture Cards 1A:19, 21–22, 1B:38–40, and 44 (cookies, apples, pudding, raining, sunny, snowing, chicken), Benny and Sue puppets, Wall Chart 1B:3, tape player, cassette

### 1 Opening

- Greet each student with either *Hello, \_\_\_\_\_*, or *Good morning, \_\_\_\_\_*. Students respond in turn. Review the weather structures. Say *It's (snowing)*. The class responds *I'm (cold)*. Reverse the order, giving the response. Students say *It's \_\_\_\_\_*, using the appropriate weather word.
- Ask students to put their heads down on their desks with no peeking. Give one of the Picture Cards 1B:38–40 to one of the students. That student stands and says *It's (raining)*. The other students look up and respond *I'm (wet)*.

### 2 Introduce New Language

#### ⓐ Structure: *I'm hungry*.

- Draw a simple face on the board with a thought bubble containing a picture of an item of food. Put a hand on your stomach, lick your lips, and model as follows:

T: *Hungry*.

Ss: *Hungry*.

T: *I'm hungry*.

Ss: *I'm hungry*.

Repeat several times.

- Have volunteers stand up, rub their stomachs, and say *I'm hungry*. Continue until each student has had a chance to participate.

#### ⓑ Structure: *Have some chicken*.

- Hold up Picture Card 1B:44 and model as follows:

T: *Chicken*.

Ss: *Chicken*.

Repeat several times.

- Hand Picture Card 1B:44 to the student next to you. Say *Have some chicken*. That student then passes the card to another student and says *Have some chicken*. Continue until every student has had a chance to participate.

- Using the Sue puppet and Picture Card 1B:44, model as follows:

T: (hold up Sue puppet) *I'm hungry*.

Ss: *I'm hungry*.

T: ("pass" Picture Card 1B:44 to Sue) *Have some chicken*.

Ss: *Have some chicken*.

Repeat several times.

- Using Picture Cards 1A:19, 21–22, and 1B:44, walk around the room offering students different types of food with the *Have some \_\_\_\_\_* structure. Then have a volunteer choose one of the cards and offer food to a classmate using this structure. Repeat with a new volunteer. Continue until each student has had a chance to participate.
- Ask for two volunteers to come to the front of the class. The first student says *I'm hungry*. The second chooses one of the Picture Cards 1A:19, 21–22, or 1B:44 and offers the food, using the *Have some \_\_\_\_\_* structure.

#### ⓒ Structure: *Mmm. It's good*.

- Hold up Picture Card 1B:44 and model as follows:

T: (look at the card hungrily) *I'm hungry*.

Ss: *I'm hungry*.

T: *Chicken*.

Ss: *Chicken*.

Pretend to take a piece of chicken from Picture Card 1B:44 and eat it, then continue:

T: *Mmm. It's good*.

Ss: *Mmm. It's good*.

Repeat several times.

- Place Picture Cards 1A:19, 21–22, and 1B:44 on a desk at the front of the class. Call for volunteers to come to the front, "eat" the food of their choice, and say *Mmm. It's good*.



- Use Picture Cards 1A:19, 21–22, and 1B:44, and the Sue puppet, to model the following:

T: (to Sue) *I'm hungry.*  
Ss: *I'm hungry.*

Then pretend to be Sue and offer one of the cards:

T: (as Sue) *Have some \_\_\_\_\_.*  
Ss: *Have some \_\_\_\_\_.*  
T: ("eat" the food) *Mmm. It's good.*  
Ss: *Mmm. It's good.*

Repeat several times. Have two volunteers come to the front and role-play the conversation using the card of their choice.

### 3 Present the Wall Chart

- Place Wall Chart 1B:3 on the board. Model the conversation as you point to the characters on the chart.

T: (point to Sue) *I'm hungry.*  
Ss: *I'm hungry.*  
T: (point to Mommy) *Have some chicken.*  
Ss: *Have some chicken.*  
T: (point to Benny) *Mmm. It's good.*  
Ss: *Mmm. It's good.*

Repeat several times.

- Play the cassette for pages 8–9: **Dialogue**. Point to the appropriate characters as students listen.

#### Dialogue

Sue: *I'm hungry.*  
Mommy: *Have some chicken.*  
Benny: *Mmm. It's good.*  
(two times)

- Play the cassette for pages 8–9: **Dialogue Practice**. Students listen and repeat each line.


#### Dialogue Practice

Sue: *I'm hungry.* (two times)  
Mommy: *Have some chicken.* (two times)  
Benny: *Mmm. It's good.* (two times)

- Have volunteers come to the front. Say any line from the dialogue. The volunteers point to the appropriate character on the chart. Continue until each student has had a chance to participate.

- Divide the class into three groups and assign them the roles of Sue, Mommy, and Benny. Each group produces the appropriate part of the conversation as you point to the characters. Alternate roles if time allows.

### 4 Open Student Books

- Have students turn to pages 8–9 in their books. Ask the class to talk about the picture using any pertinent language (who they see, any food, any colors, who is saying what, etc.).
-  Play the cassette sections for pages 8–9 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Have three volunteers come to the front of the class. Assign them the roles of Sue, Mommy, and Benny. The volunteers role-play the dialogue. Continue with new volunteers.

### 5 Games and Activities

Choose any of the following:

- Place Picture Cards 1A:19, 21–22, and 1B:44 in a place visible to all. Have two volunteers come to the front. Say *I'm hungry*. The first student to bring you one of the cards and say *Have some \_\_\_\_\_*, using the correct vocabulary word, becomes the "teacher" and continues the activity.
- Leave Picture Cards 1A:19, 21–22, and 1B:44 where they are and call two volunteers to the front. Say *Have some (pudding)*. The first student to take the appropriate card, pretend to eat the food, and say *Mmm. It's good.*, becomes the "teacher" and continues the activity.
- Arrange chairs in a circle so that there is a chair for all but one student. Students walk around the chairs chanting *I'm hungry. I'm hungry*. At any point during the chant, call out *Sit down!* Students rush to sit. The student left standing must choose one of the Picture Cards 1A:19, 21–22, or 1B:44, then offer the card to the others and say *Have some (cookies)*.
- Using the Benny and Sue puppets, model the following dialogue:  
Benny: *I'm hungry.*  
Sue: ("hand" Picture Card 1B:44 to Benny) *Have some chicken.*  
Benny: ("eat" the chicken) *Mmm. It's good. Thank you.*  
Sue: *You're welcome.*

Repeat several times. Then have volunteers come to the front of the class and role-play the dialogue.

### 6 Workbook 1B: Pages 8–9

- Have students do Exercise A (Color).

## PART 2

### Pages 10–11

#### Structures:

I'm hungry. Have some \_\_\_\_\_.

#### Vocabulary:

chicken, soup, noodles

#### Materials:

Picture Cards 1A:19, 21–22, and 1B:44–46 (cookies, apples, pudding, chicken, soup, noodles), Benny and Sue puppets, Wall Chart 1B:4, tape player, cassette

### 1 Opening

- Greet each student with *Hi. How are you?* Students respond in turn. Have four volunteers come to the front of the class, and hand each of them one of the Picture Cards 1A:19, 21–22, and 1B:44. Ask a second set of four volunteers to come to the front, and pair up each one with a volunteer from the first set. The cardless volunteer in each pair says *I'm hungry*. His/her partner offers the card he/she is holding and says *Have some \_\_\_\_\_*. The cardless volunteer accepts the card, pretends to eat the food, and says *Mmm. It's good*. Have the first four volunteers return to their seats, and continue with four new volunteers.

### 2 Pattern Practice

#### Ⓐ Vocabulary: *chicken, soup, noodles*

- Using Picture Cards 1B:44–46, model the vocabulary:

T: (hold up Picture Card 1B:44) *Chicken*.

Ss: *Chicken*.

Repeat several times. Follow the same procedure for *soup* and *noodles*.

- Place Picture Cards 1B:44–46 along the chalk rail. Write the numbers 1–3 on the board above the cards. Say one of the words. The whole class responds as a group with the corresponding number. Repeat several times. Then drill students individually using the same procedure.
- Leave Picture Cards 1B:44–46 on the chalk rail. Say one of the numbers you have written above the cards. The whole class responds as a group with the corresponding vocabulary word. Repeat several times. Then drill students individually using the same procedure.

#### Ⓑ Structures: *I'm hungry. Have some \_\_\_\_\_*.

- Review the *I'm hungry. Have some (chicken)* pattern using the Sue and Benny puppets. Model as follows:

T: (as Sue) *I'm hungry*.

Ss: *I'm hungry*.

Have the Benny puppet “hand” Picture Card 1B:44 to the Sue puppet, and continue:

T: (as Benny) *Have some chicken*.

Ss: *Have some chicken*.

Repeat several times. Follow the same procedure for *soup* and *noodles*, using Picture Cards 1B:45 and 46.

- Have a volunteer come to the front and offer the puppet of his/her choice one of the food items using the *Have some \_\_\_\_\_* structure. As the puppet character, say *I'm hungry*. The student responds *Have some (soup)*. You may have a second volunteer play the puppet character, if desired.

### 3 Present the Wall Chart

- Place Wall Chart 1B:4 on the board. Have volunteers come to the front and point to the appropriate pictures as you identify the vocabulary. Then ask volunteers to describe what the characters in the Pattern Practice panel are saying.
- Play the cassette for pages 10–11: **Vocabulary**. Point to the appropriate pictures on the chart as students listen and repeat each item.

#### Vocabulary

Narrator: *Chicken*. (two times)

*Soup*. (two times)

*Noodles*. (two times)

- Review the vocabulary. Point to the items on the chart and have the students identify them — first as a class, then individually.
- Go over the *I'm hungry. Have some (chicken)* pattern. Point to each character in the Pattern Practice panel on the chart and say the appropriate line. Students repeat. Continue practicing the pattern, using *soup* and *noodles*.


- Play the cassette for pages 10–11: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

### Pattern Practice

Sue: *I'm hungry.*  
 Mommy: *Have some chicken.*  
 (two times)  
 Sue: *I'm hungry.*  
 Mommy: *Have some soup.*  
 (two times)  
 Sue: *I'm hungry.*  
 Mommy: *Have some noodles.*  
 (two times)

- Have volunteers come to the front and identify any or all of the vocabulary on the chart. If possible, ask them to point to the food they prefer and say *I like (noodles)*.

### 4 Open Student Books

- Have students turn to pages 10–11 in their books. Encourage them to produce any pertinent language about the pictures (who they see, what food they recognize, etc.).
-  Play the cassette sections for pages 10–11 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Have two volunteers come to the front, and assign them the roles of Mommy and Sue. Give “Mommy” one of the Picture Cards 1B:44–46. The volunteers role-play the pattern. Alternate roles, then continue with two new volunteers.

### 5 Song

- Teach the song “Chicken Noodle Soup.” (See page 6 for hints on teaching songs.)

### Chicken Noodle Soup

*I'm hungry*  
*Have some chicken soup*  
*I'm hungry*  
*Have some chicken soup*  
*I'm hungry*  
*Have some chicken soup*  
*Have some chicken noodle soup (clap, clap)*  
 (two times)

*Chicken noodle, one, two*  
*Chicken noodle soup for you*  
*Chicken noodle, one, two, three*  
*Chicken noodle soup for me*

- Divide the class into two groups. One group sings *I'm hungry.*, and the other sings *Have some chicken soup.* Have each group perform the appropriate actions as they sing their parts (“hungry” students hold their stomachs; other students “offer” soup). Both groups chant the last verse together.

### 6 Games and Activities

Choose any of the following:

- Place Picture Cards 1B:44–46 in three different areas of the classroom. Call out *Have some (noodles)*. Students run to the appropriate Picture Card. Encourage students to come to the front and be the “teacher.” Continue, using a different food item each time.
- Arrange students in a circle. Have a volunteer stand in the center with his/her arm extended, pointing. Give the volunteer one of the Picture Cards 1B:44–46. Play the song “Chicken Noodle Soup” on the cassette as the circle rotates. Stop the cassette at any point during the song. The student who is being pointed to when the music stops must say *I'm hungry*. The student in the center “offers” the food on one of the cards and says *Have some (soup)*.
- Place one of the Picture Cards 1B:44–46 on the chalk rail. Using the Benny and Sue puppets, model the following dialogue:  
 Benny: (“look” at Picture Card 1B:46) *Noodles.*  
 Sue: (also “looking” at the card) *I like noodles.*  
 Benny: *Me, too!*

Have the Sue puppet “hand” the Picture Card to the Benny puppet, and continue:

Sue: *Here you are.*  
 Benny: (“eat” the food) *Mmm. It's good. Thank you.*  
 Sue: *You're welcome.*

Repeat several times. Then ask for two volunteers to come to the front of the class and role-play the dialogue. Follow the same procedure for *chicken* and *soup*, using Picture Cards 1B:44 and 45.

### 7 Workbook 1B: Pages 10–11

- Have students do Exercise B (Help Benny and Sue find lunch) and Exercise C (Match).



UNIT  
3

**PART 1**  
**Pages 12–13**

**Structures:**

That's my pillow. No! It's my pillow. Shh! Be quiet!

**Vocabulary:**

pillow

**Materials:**

Picture Cards 1B:44–47 (chicken, soup, noodles, pillow), realia (e.g., a book or a crayon), Benny and Sue puppets, Wall Chart 1B:5, a pillow, tape player, cassette

**1 Opening**

- Greet each student with *Hello. My name's \_\_\_\_\_*. Students respond in turn. Put Picture Cards 1B:44–46 in a place visible to all. Have a volunteer come to the front of the class. Say *I'm hungry*. The volunteer responds by choosing one of the cards and “offering” you the appropriate food, using the *Have some \_\_\_\_\_* structure. Pretend to eat the food and say *Mmm. It's good*. Then have the volunteer choose a classmate and continue the activity.

**2 Introduce New Language**

**Ⓐ Vocabulary:** *pillow*

- Hold up Picture Card 1B:47 and model the word *pillow*:

T: *Pillow.*

Ss: *Pillow.*

Repeat several times.

- Pass either Picture Card 1B:47 or a pillow to the student closest to you and say *A pillow*. That student then passes the card or pillow to another classmate and says *A pillow*. Continue until each student has had a chance to participate.

**Ⓑ Structure:** *That's my pillow.*

- Put the pillow on a desk at the front of the class. Point to the pillow and then to yourself as you model the following:

T: *My pillow.*

Ss: *My pillow.*

T: (point to the pillow) *That's my pillow.*

Ss: *That's my pillow.*

Repeat several times. Correct any pronunciation errors on the *th* sound in *that's*.

- Pointing to objects of your own (e.g., a book or a crayon), say *That's my (crayon)*. Encourage each student to point to his/her book or crayon and say *That's my (crayon)*.

**Ⓒ Structures:** *No! It's my pillow.*

- Hold up the pillow in one hand and the Benny puppet in the other, and model the following:

T: *That's my pillow.*

Ss: *That's my pillow.*

Have the Benny puppet “take” the pillow away from you as you continue:

T: (as Benny) *No!*

Ss: *No!*

T: (as Benny) *It's my pillow.*

Ss: *It's my pillow.*

Have the Benny puppet “take” the pillow away from you again, and continue:

T: (as Benny) *No! It's my pillow.*

Ss: *No! It's my pillow.*

Repeat several times.

- Have volunteers come to the front of the class and role-play the dialogue with the puppet of their choice. Playing the puppet character, hold up the pillow and model:

T: *That's my pillow.*

S: (take pillow away) *No! It's my pillow.*

- Ask students to put their books on their desks. Walk around the room, pick up students' books one at a time, and say *That's my book*. Each student responds *No! It's my book*.

**Ⓓ Structure:** *Shh! Be quiet!*

- Ask students to sing the song “Chicken Noodle Soup” from Unit 2. At any point during the song, hold your finger to your lips and say *Shh! Be quiet!* Have a volunteer come to the front, and ask students to sing the song again. At some point during the song, the volunteer should put a finger to his/her lips and say *Shh! Be quiet!* Continue several times with different volunteers.

### 3 Present the Wall Chart

- Place Wall Chart 1B:5 on the board. Encourage students to produce any pertinent language (who the characters are, what colors they see, any objects they recognize, etc.).
- Pointing to the characters on the chart, model the conversation:  
T: (point to Sue) *That's my pillow.*  
Ss: *That's my pillow.*  
T: (point to Benny) *No! It's my pillow.*  
Ss: *No! It's my pillow.*  
T: (point to Mommy) *Shh! Be quiet!*  
Ss: *Shh! Be quiet!*
- Play the cassette for pages 12–13: **Dialogue**. Point to the appropriate characters on the chart as students listen.

#### Dialogue

Sue: *That's my pillow.*  
Benny: *No! It's my pillow.*  
Mommy: *Shh! Be quiet!*  
(two times)


- Play the cassette for pages 12–13: **Dialogue Practice**. Students listen and repeat each line.

#### Dialogue Practice

Sue: *That's my pillow.* (two times)  
Benny: *No! It's my pillow.* (two times)  
Mommy: *Shh! Be quiet!* (two times)

- Ask for volunteers to come to the front, point to any of the characters on the chart, and describe what they are saying.

### 4 Open Student Books

- Have students turn to pages 12–13 in their books. Ask a volunteer to stand and describe what any one character is saying. The other students point to the appropriate character in their books. Continue with different volunteers.
-  Play the cassette sections for pages 12–13 again. Students point to the appropriate characters in their books as they listen and repeat.
- Ask for three volunteers to come to the front, and assign them the roles of Benny, Sue, and Mommy. Give “Benny” a pillow. The volunteers should have an actual tug-of-war as they role-play the dialogue.

### 5 Games and Activities

Choose any of the following:

- Arrange chairs in a circle so that there is a chair for all but two students. Put the pillow in a place visible to all. Play the song “Chicken Noodle Soup” from Unit 2 on the cassette. Students walk around the chairs. Stop the cassette at any point during the song. Students rush to sit. The two students left standing run for the pillow and have a tug-of-war. One student says *That's my pillow.* The other says *No! It's my pillow.* The students seated respond *Shh! Be quiet!* (Don't be concerned if students mix up the order of the sentences, or if both say the same one.)
- Have students put their heads down on their desks. Give the pillow to one student and choose a second student. This student walks over to the first and says *That's my pillow.* The first student looks up and starts a tug-of-war with the second, saying *No! It's my pillow.* The other students look up and say *Shh! Be quiet!*
- Arrange students in two equal lines (A and B) facing each other. Give the pillow to the first student in line A. The first student in line B says to him/her *That's my pillow.* The first student in line A says *No! It's my pillow.*, and the two students start a tug-of-war. The other students say *Shh! Be quiet!* Continue with the second students in the lines, and so on until each pair of students has had a chance to participate.

### 6 Workbook 1B: Pages 12–13

- Have students do Exercise A (Color).



## PART 2

### Pages 14-15

#### Structures:

That's my \_\_\_\_\_. No! It's my \_\_\_\_\_.

#### Vocabulary:

pillow, blanket, bear

#### Materials:

Picture Cards 1B:47–49 (pillow, blanket, bear) plus any six of the Picture Cards 1A:1–37 and 1B:38–46, Benny and Sue puppets, Wall Chart 1B:6, tape player, cassette

### 1 Opening

- Greet the students with *Hello. How are you?* Students respond in turn. Then walk to the door as if leaving the classroom and say *Bye*. Students respond *See you tomorrow*.
- Ask students to put their books on their desks. Walk around the room, picking up students' books one at a time and saying *That's my book*. Each student responds *No! It's my book*.

### 2 Pattern Practice

#### Ⓐ Vocabulary: *pillow, blanket, bear*

- Using Picture Cards 1B:47–49, model the vocabulary:

T: (hold up Picture Card 1B:47) *Pillow*.

Ss: *Pillow*.

Repeat several times.

- Pass Picture Card 1B:47 to the student nearest you and say *A pillow*. That student passes the card to the next student and says *A pillow*. Continue until each student has had a chance to participate. Follow the same procedure for *blanket* and *bear*, using Picture Cards 1B:48 and 49.
- Place Picture Cards 1B:47–49 in three separate areas of the classroom. Call out one of the vocabulary words. Students run to the area of the appropriate card.
- Place Picture Cards 1B:47–49 on the chalk rail. Have volunteers come to the front of the class and identify as many of the objects as possible.

#### Ⓑ Structures: *That's my \_\_\_\_\_. No! It's my \_\_\_\_\_.*

- Using the Benny and Sue puppets and Picture Card 1B:47, model as follows:

T: (as Sue, "take" the card away from Benny) *That's my pillow*.

Ss: *That's my pillow*.

T: (as Benny, "take" the card away from Sue) *No! It's my pillow*.

Ss: *No! It's my pillow*.

Repeat several times.

- Have two volunteers come to the front and role-play the pattern with one of the Picture Cards 1B:47–49 and the puppet of their choice.

### 3 Present the Wall Chart

- Place Wall Chart 1B:6 on the board. Encourage students to produce any pertinent language (any vocabulary, colors, characters, etc. that they recognize).
- Play the cassette for pages 14–15: **Vocabulary**. Point to the appropriate pictures on the chart as students listen and repeat each item.

#### Vocabulary

Narrator: *Pillow*. (two times)

*Blanket*. (two times)

*Bear*. (two times)

- Review the vocabulary. Point to the items on the chart and have the students identify them — first as a class, then individually.
- Go over the *That's my (pillow). No! It's my (pillow)*. pattern. Point to each character in the Pattern Practice panel on the chart and say the appropriate line. Students repeat. Continue practicing the pattern, using *blanket* and *bear*.
- Play the cassette for pages 14–15: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

#### Pattern Practice

Sue: *That's my pillow*.

Benny: *No! It's my pillow*.

(two times)

Sue: *That's my blanket*.

Benny: *No! It's my blanket*.

(two times)


Sue: *That's my bear*.

Benny: *No! It's my bear*.

(two times)

- Have a volunteer come to the front and identify the three vocabulary words on the chart (*pillow, blanket, bear*). Then ask him/her to point to the characters in the Pattern Practice panel and describe what they are saying.
- Ask a volunteer to come to the front of the class. Point to one of the vocabulary words and say *That's my (blanket)*. The student responds *No! It's my (blanket)*.

#### 4 Open Student Books

- Have students turn to pages 14–15 in their books. Ask the class to identify the three vocabulary words, name the characters, and describe what they are saying.
-  Play the cassette sections for pages 14–15 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Have two volunteers come to the front of the class, and assign them the roles of Benny and Sue. Hand one of the volunteers one of the Picture Cards 1B:47–49. The volunteers role-play the *That's my \_\_\_\_\_ . No! It's my \_\_\_\_\_ .* pattern. Alternate roles if time allows. Continue with two new volunteers.

#### 5 Song

- Teach “The Yellow Pillow Song.” (See page 6 for hints on teaching songs.)

#### The Yellow Pillow Song

*That's my pillow  
No, no, no  
Yellow pillow  
No, no, no  
That's my pillow  
No, no, no  
That's my yellow pillow*

*It's my pillow  
No, no, no  
Yellow pillow  
No, no, no  
It's my pillow  
No, no, no  
It's my yellow pillow*

- Divide the class into two groups. In the first verse, one group sings the *No, no, no* lines and the other group sings the remaining lines. In the second verse, groups switch lines. Have the students in each group “pull” the imaginary pillow toward themselves as they sing their parts.

#### 6 Games and Activities

*Choose any of the following:*

- Place Picture Cards 1B:47–49 on the board. Have students put their heads down on their desks. Remove one of the cards. Ask students to look up. The first student to correctly identify the missing card becomes the “teacher” and continues the activity.
- Have a volunteer come to the front of the class. Give him/her one of the Picture Cards 1B:47–49 without letting the other students see it. Students must guess which card the volunteer is holding by saying *That's my (pillow)*. If a guess is wrong, the volunteer simply responds *No*. If a student guesses correctly, the volunteer responds *No! It's my (pillow)*., and that student replaces him/her at the front.
- Draw a Tic-Tac-Toe grid (nine squares, with three rows across and three rows down) on the board. Attach Picture Cards 1B:47–49, and any six of the Picture Cards 1A:1–37 and 1B:38–46, faceup on the board with magnets, one card for each of the nine squares. Divide the class into two teams, “X” and “O.” Teams take turns; each student chooses a square and tries to identify the Picture Card on that square. If the student is correct, say *Yes.*, remove the card, and draw an “X” or an “O” in the square. If the student is wrong, say *No*. The first team with three squares in a row — diagonally, horizontally, or vertically — wins the game.

**Note:** Younger children may not grasp the object of the game but will still enjoy earning squares for their teams.

#### 7 Workbook 1B: Pages 14–15

- Have students do Exercise B (Match) and Exercise C (Which is different? Write an X).

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**UNIT**  
**4**

**PART 1**  
**Pages 16–17**

**Structures:**

Red light. Stop! Green light. Go! She's a police officer.

**Vocabulary:**

police officer

**Materials:**

Picture Cards 1A:26–27 and 1B:50–52 (red, green, red light, green light, police officer); Wall Chart 1B:7, tape player, cassette

**1 Opening**

- Greet each student with *Hello, \_\_\_\_\_ . How are you?* Students respond in turn.
- Conduct a quick TPR activity by reviewing these commands: *Up! Down! Turn around! Jump! Sit down! Stand up! Line up! March!* (See page 7 for points on Total Physical Response.)

**2 Introduce New Language**

**Ⓐ Structures:** *Red light. Stop! Green light. Go!*

- Using Picture Cards 1A:26 and 1B:50, model the following:

T: (hold up Picture Card 1A:26) *Red.*

Ss: *Red.*

T: (hold up Picture Card 1B:50) *Red light.*

Ss: *Red light.*

Extend Picture Card 1B:50 outward and motion to stop:

T: *Stop!*

Ss: *Stop!*

Repeat several times. Follow the same procedure for *Green light. Go!*, using Picture Cards 1A:27 and 1B:51.

- Call out to the students *Line up!* After the students have lined up, call out *March!* Students march around the room, with you at the head of the line. At any point during the march turn to the students, hold up Picture Card 1B:50, and say *Red light. Stop!* Then hold up Picture Card 1B:51 and say *Green light. Go!* The students resume marching. Continue by having a volunteer lead the march.

**Ⓑ Vocabulary:** *police officer*

- Hold up Picture Card 1B:52 and model as follows:

T: *Officer.*

Ss: *Officer.*

T: *Police officer.*

Ss: *Police officer.*

Repeat several times. Check for pronunciation as the words may present some difficulty for students.

**Ⓒ Structure:** *She's a police officer.*

- Call a female student to the front of the class. Gesturing toward her, model as follows:

T: *She.*

Ss: *She.*

T: *She's a girl.*

Ss: *She's a girl.*

Repeat several times.

- Have volunteers point to the female classmate of their choice and say *She's a girl.*
- Hold up Picture Card 1B:52 and model the sentence as follows:

T: *She's a police officer.*

Ss: *She's a police officer.*

Repeat several times.

**3 Present the Wall Chart**

- Place Wall Chart 1B:7 on the board. Point to the appropriate characters as you model the following:

T: (point to the police officer) *Red light. Stop!*

Ss: *Red light. Stop!*

T: (point to the police officer) *Green light. Go!*

Ss: *Green light. Go!*

T: (point to Sue) *She's a police officer.*

Ss: *She's a police officer.*





- Play the cassette for pages 16–17: **Dialogue** and **Dialogue Practice**. Point to the appropriate pictures on the chart as students listen.

### Dialogue

Police officer: *Red light. Stop!*  
*Green light. Go!*

Sue: *She's a police officer.*  
(two times)

### Dialogue Practice

Police officer: *Red light. Stop!* (two times)  
*Green light. Go!* (two times)

Sue: *She's a police officer.* (two times)

- Have volunteers come to the front, point to and identify any or all of the characters on the chart, and describe what they are saying.

### 4 Open Student Books

- Have students turn to pages 16–17 in their books. Ask for volunteers to identify both the characters and any colors they can see in the picture.
- Play the cassette sections for pages 16–17 again. Students point to the appropriate pictures in their books as they listen and repeat.

### 5 Song

- Teach “The Traffic Light Song.” (See page 6 for hints on teaching songs.)

### The Traffic Light Song

*Red light*  
*Stop*  
*Green light*  
*Go*  
*Green light*  
*Yes*  
*Red light*  
*No, no, no*

*Green light*  
*Yes*  
*Red light*  
*No*  
*Yellow light, yellow light*  
*Please be careful*

*Red light*  
*Stop*  
*Green light*  
*Go*  
*Green light*  
*Yes*  
*Red light*  
*No, no, no*

*Red light, green light, yellow light*  
*Oh!*  
*Yellow light, yellow light*  
*Please be careful*  
*Yellow light*  
*Go slow!*

- Divide the class into two groups. One group sings the “color” lines (*Red light, Green light, etc.*), and the other sings the “instruction” lines (*Stop, Go, Yes, No, etc.*). Have the groups switch lines after a while so everyone has a chance to sing both parts. Students can use hand signals for *Stop* and *Go*, and they can nod and shake their heads for *Yes* and *No*.

### 6 Games and Activities

Choose any of the following:

- Arrange students in a circle. Students pass around Picture Card 1B:50. At any point, tap the student who is currently holding the card. That student says *Red light. Stop!* The remaining students freeze. Restart the activity by holding up Picture Card 1B:51 and saying *Green light. Go!* Students resume passing around the card.
- Have a volunteer, named *It*, stand at the front of the room with his/her back toward the class. Designate a starting point at the rear of the room where the other students line up. *It* calls out *Green light. Green light.*, for as long as he/she desires. The other students walk quickly toward *It*. At any point *It* may call out *Red light. Stop!*, and turn around. The other students must immediately stop and freeze. Any students that fail to do so, and are seen moving by *It*, must return to the starting point. Continue with a new *It* when students are ready for a change.

**Note:** This activity may require a large open area.

### 7 Workbook 1B: Pages 16–17

- Have students do Exercise A (Color).

## PART 2

### Pages 18–19

#### Structures:

She's a \_\_\_\_\_. He's a \_\_\_\_\_.

#### Vocabulary:

police officer, farmer, doctor

#### Materials:

Picture Cards 1A:4–6 and 1B: 50–54 (teacher, girl, boy, red light, green light, police officer, farmer, doctor) plus any three of the Picture Cards 1A:1–37 and 1B:38–49 that show objects, Wall Chart 1B:8, tape player, cassette, Benny and Sue puppets

### 1 Opening

- Greet each student with *Hello, \_\_\_\_\_*. Students respond in turn. Keeping Picture Cards 1B:50–51 handy, call out *Line up!* After students line up, call out *March!* At any point during the march hand Picture Card 1B:50 to one of the girls, who calls out *Red light. Stop!* Students immediately stop, point to her, and say *She's a police officer*. After the student returns the card to you, hold up Picture Card 1B:51 and restart the activity by saying *Green Light. Go!* Repeat several times.

### 2 Pattern Practice

#### Ⓐ Vocabulary: *police officer, farmer, doctor*

- Using Picture Cards 1B:52–54, model the following:

T: (hold up Picture Card 1B:52) *Police officer.*  
Ss: *Police officer.*

Repeat several times. Follow the same procedure for *farmer* and *doctor*, using Picture Cards 1B:53 and 54.

- Place Picture Cards 1B:52–54 on the chalk rail. Write the numbers 1–3 on the board above the cards. Call out one of the three occupations. The whole class responds as a group with the number of the corresponding card. Repeat several times, then drill the students individually.
- Leave Picture Cards 1B:52–54 on the chalk rail. Have two volunteers come to the front of the class. Call out one of the vocabulary items. The first volunteer to bring you the correct card may continue with a new volunteer.

- Leave Picture Cards 1B:52–54 on the chalk rail, and renumber them if necessary. Call out one of the numbers. The whole class calls out the corresponding vocabulary item. Then conduct the drill individually.

#### Ⓑ Structures: *She's a \_\_\_\_\_.* *He's a \_\_\_\_\_.*

- As a pre-pattern activity, ask all the girls and one boy to stand. Point to the girls one at a time and say *she* each time you do. Students should automatically join in with you. Finally, point to the boy and say *she*. Shake your head and say *No!* Point to him again and say *he*. Then ask the boys to stand. Point to any one of them and say *he*. Have volunteers point to several classmates and say *she* or *he*.

- Ask two or three girls to come to the front of the class. Point to each one individually and model as follows:

T: *She's a girl.*  
Ss: *She's a girl.*

Repeat several times. Follow the same procedure for *He's a boy*.

- Hold up Picture Cards 1B:52–54 and ask students to establish whether *she* or *he* is appropriate. Then model as follows:

T: (hold up Picture Card 1B:52) *She's a police officer.*  
Ss: *She's a police officer.*

Repeat several times. Follow the same procedure for *He's a farmer*. and *She's a doctor*., using Picture Cards 1B:53 and 54.

- Have volunteers come to the front, point to one of the Picture Cards 1B:52–54, and make an appropriate sentence using either *She's a \_\_\_\_\_* or *He's a \_\_\_\_\_*.

### 3 Present the Wall Chart

- Place Wall Chart 1B:8 on the board. Encourage students to produce any language pertinent to the pictures (who they see, any colors, etc.).
- Play the cassette for pages 18–19: **Vocabulary**. Point to the appropriate pictures on the chart as students listen and repeat each item.

#### Vocabulary

Narrator: *Police officer.* (two times)  
*Farmer.* (two times)  
*Doctor.* (two times)

- Review the vocabulary. Point to the items on the chart and have the students identify them — first as a class, then individually.
- Go over the *(She's) a (police officer)*. structure. Point to each character in the Pattern Practice panel on the chart and say the appropriate line. Students repeat. Continue practicing the pattern, using *farmer* and *doctor*.
- Play the cassette for pages 18–19: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

### Pattern Practice


Sue: *She's a police officer.* (two times)

Benny: *He's a farmer.* (two times)

Sue: *She's a doctor.* (two times)

- Have volunteers come to the front of the class, point to any or all of the pictures on the chart, and make *She's/He's a \_\_\_\_\_*. sentences.

### 4 Open Student Books

- Have students turn to pages 18–19 in their books. Ask the class to describe what the characters in the Pattern Practice panel are saying.
-  Play the cassette sections for pages 18–19 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Have a volunteer stand and identify one of the vocabulary items, using the *She's/He's a \_\_\_\_\_*. structure. Continue with a new volunteer until each student has had a chance to participate. Make sure all the vocabulary items have been identified.
- Review Part 2 of each of the Units 1–3 with the class. Then have volunteers identify all the vocabulary from any one of the Units 1–4.

### 5 Games and Activities

Choose any of the following:

- Call a volunteer to the front of the room. Give him/her one of the Picture Cards 1B:52–54 without letting the others see it. The other students try to guess which card the volunteer is holding by using the *She's/He's a \_\_\_\_\_*. structure. The first student to guess correctly comes to the front and continues the activity.

- Ask volunteers to stand and have each one perform the motions of his/her chosen occupation. (You may add Picture Card 1A:4 [teacher] to the three new occupations.) The first student to correctly identify the occupation using the *She's/He's a \_\_\_\_\_*. structure, stands up and continues the activity. Some suggested actions are: a police officer directing traffic, a farmer hoeing a field, a doctor putting on a stethoscope and listening to a heartbeat, a teacher holding a book and writing on the board.
- Hold up a book, point to it, and say *It*. Then point to a girl and say *She*. Finally, point to a boy and say *He*. Repeat several times. Have volunteers point to other students and say the appropriate pronoun. Then draw a Tic-Tac-Toe grid on the board (nine squares, with three rows across and three rows down). Attach with magnets Picture Cards 1A:4–6, 1B:52–54, and any three Picture Cards that show objects, faceup to the board, one card per square. Divide the class into two teams, “X” and “O.” Teams take turns; each student chooses a square and tries to identify the Picture Card on that square. If the student is correct, say *Yes.*, remove the card, and draw an “X” or an “O” in the square. If the student is wrong, say *No*. The first team with three squares in a row — diagonally, horizontally, or vertically — wins the game.

**Note:** If desired, play a second time, and ask students to provide complete sentences using the *It's/She's/He's a \_\_\_\_\_*. structure.

- Model the following dialogue with the Benny puppet:

T: (to Benny) *Hello. My name's \_\_\_\_\_.*

(as Benny) *Hello. My name's Benny.*

(to the class) *He's Benny. He's a bear.*

(as Benny, to you) *Bye.*

(to Benny) *See you tomorrow.*

Repeat several times. Then have volunteers come to the front of the class and role-play the dialogue with the puppet of their choice.

### 6 Workbook 1B: Pages 18–19

- Have students do Exercise B (Match) and Exercise C (Which are the same? Circle).

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UNIT  
5

**PART 1**  
**Pages 20–21**

**Structures:**

I want candy. No, Benny. Not today.

**Vocabulary:**

candy

**Materials:**

Picture Cards 1A:19–22, 1B:44–46, and 52–55 (cookies, juice, apples, pudding, chicken, soup, noodles, police officer, farmer, doctor, candy), a bag of candy, Benny puppet, Wall Chart 1B:9, tape player, cassette, a ball

**1 Opening**

- Greet each student with *Hi. How are you?* Students respond in turn. Holding Picture Cards 1B:52–54, point to the first card and say *Look! She's a police officer.* Show the students Picture Cards 1B:52–54 at random; students complete the pattern appropriately.
- Play a couple of rounds of the second *Red light. Stop!* game described in the Unit 4 Games and Activities section on page 65.

**2 Introduce New Language**

**Ⓐ Vocabulary: candy**

- Hold up a bag of candy and model as follows:

T: *Candy.*

Ss: *Candy.*

Repeat several times.

- Pass the bag of candy to the student nearest you and say *candy*. That student then passes the candy to a second student and says *candy*. Continue until each student has had a chance to participate.

**Ⓑ Structure: I want candy.**

- Draw a simple face on the board. Over the head draw a thought bubble and place Picture Card 1B:55 within the bubble. Point to your drawing and model as follows:

T: *I want candy.*

Ss: *I want candy.*

Repeat several times.

- Pass the bag of candy around the room again. While holding the candy, each student says in turn *I want candy*.

**Ⓒ Structures: No, Benny. Not today.**

- Using the Benny puppet, model the conversation for the students:

Benny: (to you) *I want candy.*

T: (shaking your head, to Benny) *No, Benny. Not today.*

- Have volunteers come to the front of the class, pick up the candy, and say *I want candy*. Shake your head, take the candy away, and say *No, (Lisa). Not today.*

**Note:** Use the students' own names here.

- Drill the sentences with the students:

T: *No, Benny.*

Ss: *No, Benny.*

T: *Not today.*

Ss: *Not today.*

T: *No, Benny. Not today.*

Ss: *No, Benny. Not today.*

Repeat several times. When the students are fairly capable of producing the sentences, drill them again and substitute some of their names for *Benny*.

- Have volunteers refuse to give you the candy when you say *I want candy*. Volunteers respond *No, (Miss Lee). Not today.*

**3 Present the Wall Chart**

- Place Wall Chart 1B:9 on the board. Encourage students to produce any pertinent language (who they see, what the characters are saying, what color the candy is, etc.).
- Point to the appropriate pictures on the chart and model the dialogue as follows:

T: (point to Benny) *I want candy.*

Ss: *I want candy.*

T: (point to Mommy) *No, Benny. Not today.*

Ss: *No, Benny. Not today.*

- Have volunteers come to the front, point to one or both of the characters on the chart, and describe what they are saying.
- Play the cassette for pages 20–21 : **Dialogue**. Point to the appropriate characters on the chart as students listen.

### Dialogue

Benny: *I want candy.*

Mommy: *No, Benny. Not today.*  
(two times)

- Play the cassette for pages 20–21 : **Dialogue Practice**. Students listen and repeat each line.


### Dialogue Practice

Benny: *I want candy.* (two times)

Mommy: *No, Benny.* (two times)  
*Not today.* (two times)

- Using the Benny puppet, role-play the dialogue with a volunteer. The volunteer plays the role of Mommy while you play the part of Benny. Continue with another volunteer.

## 4 Open Student Books

- Have students turn to pages 20–21 in their books. Ask for volunteers to point to the pictures in their books and describe what the characters are saying.
-  Play the cassette sections for pages 20–21 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Have two volunteers come to the front and role-play the dialogue on pages 20–21, using the bag of candy as a prop. Assign the roles of Mommy and Benny to two students at a time. Alternate roles, then continue with two new volunteers.

## 5 Games and Activities

Choose any of the following:

- Arrange chairs in a circle so that there is a chair for all but one student. Students walk around the chairs chanting *I want candy. I want candy.* At any point during the chant, call out *Stop!* Students rush to sit. The student left standing says to the other students *No. Not today.*

- Ask students to put their heads down on their desks with no peeking. Tap one of the students on the shoulder. That student stands and says *I want candy.* The other students turn to that student and say *No, (Henry). Not today.*
- Toss a ball to one of the students and say *I want candy.* The student responds *No, (Miss Lee). Not today.* That student then tosses the ball to a second student and says *I want candy.* The second student responds appropriately, and so on. Continue until each student has had a chance to participate.
- Using Picture Cards 1A: 19–22, 1B: 44–46, and 55, review the previously studied food words with the students. Place these cards along the chalk rail. Ask students to put their heads down. Remove one of the cards. Ask students to look up. The first student to identify the missing card using the *I want \_\_\_\_\_* structure continues the activity as the new “teacher.”

## 6 Workbook 1B: Pages 20–21

- Have students do Exercise A (Color).

## PART 2

### Pages 22–23

#### Structures:

I want \_\_\_\_\_. No. Not today.

#### Vocabulary:

candy, chips, ice cream

#### Materials:

Picture Cards 1B:55–57 (candy, chips, ice cream), Wall Chart 1B:10, tape player, cassette, Benny and Sue puppets

### 1 Opening

- Greet each student with *Good morning, \_\_\_\_\_*. Students respond in turn. Have a volunteer come to the front of the class. Give him/her Picture Card 1B:55. Speaking to the class, the student says *I want candy*. The other students respond *No, (Tina). Not today*. The student then gives the card to a second student, who continues the activity.

### 2 Pattern Practice

#### a Vocabulary: *candy, chips, ice cream*

- Hold up Picture Card 1B:55 and model the vocabulary as follows:

T: *Candy*.

Ss: *Candy*.

Repeat several times. Follow the same procedure for *chips* and *ice cream*, using Picture Cards 1B:56–57.

- Put Picture Cards 1B:55–57 in three separate areas of the classroom. Call out one of the items. Students run to the appropriate Picture Card.
- Place Picture Cards 1B:55–57 on the chalk rail. Write the numbers 1–3 on the board above the cards. Call out one of the items. The class responds as a group with the corresponding number. Repeat several times, then conduct the drill individually.
- Keep Picture Cards 1B:55–57 on the chalk rail. Have volunteers come to the front of the class and identify any or all of the items.

#### b Structure: *I want \_\_\_\_\_*.

- Review the *I want \_\_\_\_\_* structure. Look longingly at Picture Card 1B:55, and model as follows:

T: *I want candy*.

Ss: *I want candy*.

Repeat several times. Follow the same procedure for *chips* and *ice cream*, using Picture Cards 1B:56–57.

- Place Picture Cards 1B:55–57 on the chalk rail. Have volunteers come to the front, choose the snack of their choice, and say *I want \_\_\_\_\_*. Continue until each student has had a chance to participate.

### 3 Present the Wall Chart

- Place Wall Chart 1B:10 on the board. Point to the vocabulary items and ask students to identify them. Then point to the Pattern Practice panel and ask students to describe what Benny is saying.
- Play the cassette for pages 22–23: **Vocabulary**. Point to the appropriate pictures on the chart as students listen and repeat each item.

#### Vocabulary

Narrator: *Candy*. (two times)

*Chips*. (two times)

*Ice cream*. (two times)

- Review the vocabulary. Point to the items on the chart and have the students identify them — first as a class, then individually.
- Go over the *I want (candy). No. not today* pattern. Point to each character in the Pattern Practice panel on the chart and say the appropriate line. Students repeat. Continue practicing the pattern, using *chips* and *ice cream*.
- Play the cassette for pages 22–23: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

#### Pattern Practice

Benny: *I want candy*.

Mommy: *No. Not today*.

(two times)

Benny: *I want chips*.

Mommy: *No. Not today*.

(two times)


Benny: *I want ice cream*.

Mommy: *No. Not today*.

(two times)

- Have volunteers come to the front and choose a puppet. Using the puppet, each volunteer points to his/her desired snack on the chart and says *I want (chips)*.

#### 4 Open Student Books

- Have students turn to pages 22–23 in their books, and ask them to identify the various snacks. Then ask them to describe what Benny is saying, using both the pattern and the vocabulary.
-  Play the cassette sections for pages 22–23 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Call out a food item from either Unit 2 or Unit 5 (*chicken, soup, noodles, candy, chips, ice cream*). Students find the appropriate picture in their books and use the word with the *I want \_\_\_\_\_* structure.

#### 5 Song

- Teach the song “Not Today.” (See page 6 for hints on teaching songs.)

#### Not Today

*Mommy, Mommy*  
*I want candy*  
*Not today*  
*Not today*  
*Mommy, Mommy*  
*I want candy*  
*I want candy today*  
*No, no, no*  
*Not today*  
*Not today*  
*No candy today*

*No, no, no*  
*Not today*  
*Not today*  
*No candy today*

- Divide the class into two groups. One group sings the call-out lines (*Mommy, Mommy / I want \_\_\_\_\_*), and the other sings the response lines (*No, no, no / Not today / No candy today*). Have the groups switch lines after a while to give everyone a chance to sing both parts.

**Note:** Students can sing extra verses, substituting *chips* and *ice cream* in place of *candy*.

#### 6 Games and Activities

*Choose any of the following:*

- Review the three food items from this unit with the students (*candy, chips, ice cream*). Then say one of the words by moving your lips and not making any sound. Students must identify what you are saying by lip-reading.
- Arrange students in a circle. Play the song “Not Today” on the cassette. Students pass Picture Cards 1B:55–57 around the circle. Stop the cassette at any point during the song. Each student holding a card must stand and say *I want \_\_\_\_\_*, according to the card he/she is holding. The students without cards respond *No. Not today*.
- Place Picture Cards 1B:55–57 on the chalk rail. Call two volunteers to the front of the class. Say *I want (ice cream)*. The first student to bring you the appropriate card and say *Here you are.*, becomes the “teacher” and continues the activity.
- Keep Picture Cards 1B:55–57 on the chalk rail. Using the Benny and Sue puppets, model the following dialogue:  
  
Benny: (point to all three cards) *Candy, chips, ice cream.*  
Sue: (point to Picture Card 1B:56) *I want (chips).*  
Benny: (“hand” Picture Card 1B:56 to Sue) *Here you are.*  
Sue: *Thank you.*  
Benny: *You’re welcome.*  
Sue: (“eats” a chip) *Mmm. It’s good.*  
  
Repeat several times. Then have volunteers come to the front of the class and role-play the dialogue with the puppet of their choice.

#### 7 Workbook 1B: Pages 22–23

- Have students do Exercise B (Find and circle) and Exercise C (Match).

# REVIEW UNIT



## Pages 24–25

### Structures:

Hurry up! It's raining. I'm wet. I'm hungry. Have some chicken. Mmm. It's good. That's my pillow. No! It's my pillow. Shh! Be quiet! Red light. Stop! Green light. Go! She's a police officer. I want candy. No, Benny. Not today.

### Vocabulary:

raining, sunny, snowing, wet, hot, cold, chicken, soup, noodles, pillow, blanket, bear, police officer, farmer, doctor, candy, chips, ice cream

### Materials:

Picture Cards 1B:38–57 (raining, sunny, snowing, wet, hot, cold, chicken, soup, noodles, pillow, blanket, bear, red light, green light, police officer, farmer, doctor, candy, chips, ice cream), Wall Charts 1B:1–10, Benny and Sue puppets, tape player, cassette

## 1 Opening

- Greet each student with *Hello. My name's \_\_\_\_\_*. Students respond in turn. Then say the first part of any dialogue in Units 1–5. Students respond appropriately.
- Using Picture Cards 1B:38–57, quickly review all the vocabulary from Units 1–5. Divide the class into two teams. Pass out an equal number of cards to the students of both teams (one card per student). Say a vocabulary word, using its corresponding structure; for example, *She's a police officer*. Then count to ten. If the student holding the matching Picture Card (in this case, 1B:52) brings it to you before you have finished counting, that student's team earns a point.

## 2 Pattern Practice

### Ⓐ Vocabulary

- Place Picture Cards 1B:38–57 on the board. Call two volunteers to the front of the class. The volunteers take turns identifying vocabulary items.

- Keep Picture Cards 1B:38–57 on the board. Divide the class into teams A and B. Point to one of the Picture Cards and ask team A to identify it. Then point to both the first card and a second card. Ask team B to identify both cards. Add a third card and, pointing to all three cards, ask team A to identify them. Continue going back and forth between the teams, adding a new Picture Card each time, until one of the teams is unable to answer completely and correctly.
- Place Wall Charts 1B:2, 4, 6, 8, and 10 on the board. Place Picture Cards 1B:38–57 in a place visible to all. Call two volunteers to the front. Point to a picture on one of the Wall Charts and say the corresponding word. The volunteers race to choose the corresponding Picture Card and say the word. The first one to do so correctly becomes the “teacher” and continues the activity.

### Ⓑ Structures

- Leave the same Wall Charts on the board and call two volunteers to the front. Call out a pattern from the Pattern Practice panels in Units 1–5. The first volunteer to point to the correct character on the appropriate chart becomes the “teacher” and continues the activity.
- Place Wall Charts 1B:1, 3, 5, 7, and 9 on the board. Using the Benny and Sue puppets, review all the dialogues from Units 1–5. Have a volunteer come to the front and choose a puppet. Take the other puppet and role-play any one of the dialogues with the volunteer. Continue with a new volunteer.
- Review the dialogues again with the students, pointing to the pictures on the odd-numbered Wall Charts for Units 1–5 as you do so. Have students form a line at the front of the classroom. Ask two or three students (depending on what the dialogue requires) to come to any one of the Wall Charts. The students role-play the dialogue as they point to the chart.




- Play the cassette for pages 24–25: **Review**. Students listen as you point to the pictures on the charts.

### **Review**

Narrator: *Raining*. (two times)  
*Sunny*. (two times)  
*Snowing*. (two times)  
*Wet*. (two times)  
*Hot*. (two times)  
*Cold*. (two times)  
*Chicken*. (two times)  
*Soup*. (two times)  
*Noodles*. (two times)  
*Pillow*. (two times)  
*Blanket*. (two times)  
*Bear*. (two times)  
*Police officer*. (two times)  
*Farmer*. (two times)  
*Doctor*. (two times)  
*Candy*. (two times)  
*Chips*. (two times)  
*Ice cream*. (two times)

### **3 Open Student Books**

- Have students turn to pages 24–25 in their books. Ask for volunteers to identify the vocabulary items.
- Divide the class into two teams. Teams take turns earning points by identifying the vocabulary items.
-  Play the cassette section for pages 24–25. Students point to the appropriate vocabulary items in their books as they listen and repeat.

### **4 Songs**

- Divide the class into five teams. Assign each team one of the five songs from Units 1–5. Teams come to the front of the class and sing their assigned songs. Alternate songs if time allows.
- Keep the class divided into five teams. Tell the teams the key words of any one of the songs (for example, *Not today*). The first team to correctly identify and sing the song (in this case, “Not Today” from Unit 5) wins a point.
- Play a very little bit of any song on the cassette. Ask students to identify the song. If they cannot do so, play a bit more until they can. Then sing the song with the class.

### **5 Games and Activities**

*Choose any of the following:*

- Arrange chairs in a circle. Place Picture Cards 1B:38–57 on the seats of the chairs. Play any song from Units 1–5 on the cassette. Students walk around the chairs. Stop the cassette at any point during the song. Students rush to sit, and one by one, each student must identify the card that is on his/her chair. (You may place more than one card on each chair, if desired.)
- Draw a Tic-Tac-Toe grid (nine squares, with three rows across and three rows down) on the board. Attach nine of the Picture Cards 1B:38–57 faceup to the board with magnets, one card for each of the nine squares. Divide the class into two teams, “X” and “O.” Teams take turns; each student chooses a square and tries to identify the Picture Card on that square. If the student is correct, say *Yes.*, remove the card, and draw an “X” or an “O” in the square. If the student is wrong, say *No*. The first team with three squares in a row — diagonally, horizontally, or vertically — wins the game.

**Note:** As a variation, you may ask students to tell you the related dialogue or pattern for the card. For example, students would recite the *I want candy. No. Not today.* pattern for Picture Card 1B:55.

- Have two volunteers come to the front. Give each volunteer one of the Picture Cards 1B:38–57, making sure he/she doesn’t see the other’s card. The two volunteers stand back-to-back. On the count of three, the two volunteers face each other and show their cards. The first one to correctly identify the other’s card wins. The winner continues the activity with a new volunteer.
- Place Wall Charts 1B: 1, 3, 5, 7, and 9 on the board. Point to Wall Chart 1B:1 and, using the Benny and Sue puppets, model the dialogue from Unit 1. Have two students come to the front of the class and role-play the dialogue (using Picture Cards when appropriate), then sit down. Point to Wall Chart 1B:3. Have three new students come to the front of the class and role-play the dialogue on the chart. Continue until you have covered all the dialogues from Units 1–5, and each student has had a chance to participate.

**Note:** For some charts you may need to call only two students, for others you may need to call three.

### **6 Workbook 1B: Pages 24–25**

- Have students do Exercise A (Match) and Exercise B (Which is different? Write an X).



UNIT  
6

**PART 1**  
**Pages 26–27**

**Structures:**

Play with me. OK. Let's swing.

**Materials:**

Picture Cards 1B:50, 52, and 58 (red light, police officer, swing), a ball, several different toys, Benny and Sue puppets, Wall Chart 1B:11, tape player, cassette

**1 Opening**

- Greet each student with either *Hello, \_\_\_\_\_* or *Good morning, \_\_\_\_\_*. Students respond in turn. Then call out *Line up!* Students line up. Give the first student in line Picture Cards 1B:50 and 52. Say *He's/She's a police officer*. The other students repeat. Then ask the students to walk in line around the classroom chanting *He's/She's a police officer*. At any point during the chant, the first student turns around, holds up Picture Card 1B:50, and says *Red light. Stop!* The other students come to a halt. Continue with another student as the new "police officer."

**2 Introduce New Language**

**Ⓐ Structure: Play with me.**

- Have a ball handy. Start bouncing the ball and throwing it up in the air. Stop and choose a student. Take the student by the hand and bring him/her to the front of the class as you say *Play with me*. Then you and the student play with the ball for several seconds. Have the student sit down. Next, have several toys spread out on a desk in the front. Sit down and play with the toys. Stop and choose a second student. Take this student by the hand and follow the same procedure. Continue several times, alternating between activities. Then model as follows:

T: (point to yourself) *Me*.

Ss: *Me*.

T: *With me*.

Ss: *With me*.

T: *Play with me*.

Ss: *Play with me*.

Repeat several times.

- Say *Play with me* to the student nearest you. Have that student turn and repeat the sentence to the student nearest him/her, and so on. Continue until each student has had a chance to practice the sentence individually.
- Ask a volunteer to take a classmate by the hand and say *Play with me*. The two students come to the front and play together for several seconds. Have a new volunteer choose another classmate to continue the activity. Keep going until each student has had a chance to participate.

**Ⓑ Structures: OK. Let's swing.**

- Hold up Picture Card 1B:58 and model as follows:

T: *Swing*.

Ss: *Swing*.

Repeat several times.

- Pass Picture Card 1B:58 to the student closest to you and say *swing*. That student passes the card to the student nearest him/her and says *swing*. Continue until every student has had a chance to participate.
- Draw a swing set on the board (or place Picture Card 1B:58 there). Using the Benny or Sue puppet, say *Play with me*. Then point to and walk toward the swing set on the board, and say *OK. Let's swing*.
- Using the Benny and Sue puppets, model the following:
  - T: (hold up Benny puppet) *Play with me*.
  - Ss: *Play with me*.
  - T: (hold up Sue puppet) *OK*.
  - Ss: *OK*.
  - T: (hold up Sue puppet) *Let's swing*.
  - Ss: *Let's swing*.
  - T: (hold up Sue puppet) *OK. Let's swing*.
  - Ss: *OK. Let's swing*.

Repeat several times.

- Have a volunteer come to the front and role-play Benny in the dialogue, while you take the part of Sue. Continue until each student has had a chance to participate. Then reverse roles and ask volunteers to play the part of Sue, while you play the part of Benny.

- Have two volunteers come to the front and role-play the dialogue. Continue with different pairs of students until everyone has had a chance to participate.

### 3 Present the Wall Chart

- Place Wall Chart 1B:11 on the board. Pointing to the appropriate characters on the board, model the following:

T: (point to Benny) *Play with me.*

Ss: *Play with me.*

T: (point to the boy pig) *OK. Let's swing.*

Ss: *OK. Let's swing.*

- Say *Line up!* The class forms a line at the blackboard. Say either one of the sentences on Wall Chart 1B:11. Students point to the appropriate character.
- Again, ask the class to line up at the blackboard. Students point to one or both of the characters and describe what they are saying.
- Play the cassette for pages 26–27: **Dialogue**. Point to the appropriate characters on the chart as students listen.

### Dialogue

Benny: *Play with me.*

Boy pig: *OK. Let's swing.*

(two times)


- Play the cassette for pages 26–27: **Dialogue Practice**. Students listen and repeat each line.

### Dialogue Practice

Benny: *Play with me.* (two times)

Boy pig: *OK. Let's swing.* (two times)

### 4 Open Student Books

- Have students turn to pages 26–27 in their books. Ask the class to describe what the characters are saying. Also ask students to produce any other language pertinent to the picture (who they see, what colors they see, etc.).
- Hold up the book so that everyone can see pages 26–27. Point to either one of the characters. Students call out the appropriate sentence.
-  Play the cassette sections for pages 26–27 again. Students point to the appropriate pictures in their books as they listen and repeat.

### 5 Games and Activities

Choose any of the following:

- Students stand in a circle. One student, chosen to be *It*, stands in the center of the circle with one arm extended, pointing. Students walk in a circle around *It* and chant *Play with me*. At any point during the chant, call out *Stop!* The student *It* is pointing to when the chant is stopped says *Play with me. It says OK. Let's swing.* Continue with a new volunteer to play *It*.
- Choose one student to leave the classroom. Give Picture Card 1B:58 to a second student and ask him/her to conceal it. Ask the first student to come back into the classroom. The first student must walk around the room saying *Play with me* to each classmate. If the classmate does not have the card, he/she simply says *No*. If the classmate is holding the card, he/she says *OK. Let's swing*. That student then leaves the classroom and the activity continues.
- Ask students to put their heads down on their desks. Tap one of the students on the shoulder. That student stands and says *Play with me*. The other students turn to him/her and say *OK. Let's swing*.
- Model the following dialogue using the Benny and Sue puppets. Then ask for volunteers to come to the front of the class and role-play the dialogue with the puppet or a classmate of their choice:

Benny: *Hi.*

Sue: *Hello.*

Benny: *My name's Benny.*

Sue: *My name's Sue.*

Benny: *Play with me.*

Sue: *OK. Let's swing.*

Have Sue accidentally "bump" into Benny. Continue:

Benny: *Ouch!*

Sue: *I'm sorry.*

Continue until each student has had a chance to role-play the dialogue at least once.

### 6 Workbook 1B: Pages 26–27

- Have students do Exercise A (Color).

## PART 2

### Pages 28–29

#### Structures:

Play with me. OK. Let's \_\_\_\_\_.

#### Vocabulary:

swing, slide, run

#### Materials:

Picture Cards 1B:58–60 (swing, slide, run), Benny and Sue puppets, Wall Chart 1B:12, tape player, cassette, a ball

### 1 Opening

- Greet each student with *Hi. How are you?* Students respond in turn. Draw a swing set on the board. Take the hand of one student and say *Play with me*. That student responds *OK. Let's swing.*, points to the swing set, and leads you to it. The student then chooses a classmate and continues the activity.

### 2 Pattern Practice

#### Ⓐ Vocabulary: *swing, slide, run*

- Hold up Picture Card 1B:58 and introduce the new word as follows:

T: *Swing.*

Ss: *Swing.*

Repeat several times. Follow the same procedure for *slide* and *run*, using Picture Cards 1B:59 and 60.

- Pass Picture Card 1B:58 to the student nearest you and say *swing*. That student then passes the card on to the next student and says *swing*. Continue until each student has had a chance to participate. Model and practice *slide* and *run*, following the same procedure, using Picture Cards 1B:59 and 60.
- Place Picture Cards 1B:58–60 on the chalk rail. Write the numbers 1–3 on the board above the cards. Say one of the words, point to the number above the corresponding card, and then say the number. Tell the students that you will say the words and they are to respond with the corresponding numbers. Continue until you have repeated each word several times. Then continue the drill by asking individual students to respond with the corresponding numbers. Continue until each student has had a chance to participate.

- Leave Picture Cards 1B:58–60 on the chalk rail. Call out one of the corresponding numbers on the board. Students respond with the appropriate word. Repeat several times. Then drill students individually.

#### Ⓑ Structures: *Play with me.*

*OK. Let's \_\_\_\_\_.*

- Review the *Play with me. OK. Let's swing.* pattern, using the Benny and Sue puppets. Place Picture Card 1B:58 on the chalk rail. First, hold up the Benny puppet and model as follows:

T: *Play with me.*

Ss: *Play with me.*

Then, hold up the Sue puppet in your other hand and bring both puppets to the card. Continue:

T: *OK. Let's swing.*

Ss: *OK. Let's swing.*

Repeat several times. Follow the same procedure for *slide* and *run*, using Picture Cards 1B:59 and 60.

- Place Picture Cards 1B:58–60 on the board some distance apart. Choose a student, take him/her by the hand, and say *Play with me*. Lead the student to the board. The student responds *OK. Let's (slide).*, and points to the activity of his/her choice (e.g., Picture Card 1B:59). Continue until each student has had a chance to participate.
- Have two volunteers role-play the dialogue using the activity of their choice (swing, slide, or run). Continue until each student has had a chance to play at least one of the roles.

### 3 Present the Wall Chart

- Place Wall Chart 1B:12 on the board. Point to the three play activities (swing, slide, run) and ask students to identify them.
- Point to the Pattern Practice panel on the chart and ask students to describe what the characters are saying.
- Have several volunteers line up at the board. Two volunteers at a time stand in front of the chart. The first says *Play with me*. The second says *OK. Let's \_\_\_\_\_*, and points to the activity of his/her choice. Continue.

- Play the cassette for pages 28–29: **Vocabulary**. Point to the appropriate pictures on the chart as students listen and repeat each item.

### Vocabulary


Narrator: *Swing*. (two times)  
*Slide*. (two times)  
*Run*. (two times)

- Review the vocabulary. Point to the items on the chart and have the students identify them — first as a class, then individually.
- Go over the *Play with me*. *OK. Let's (swing)*. pattern. Point to each character in the Pattern Practice panel on the chart and say the appropriate line. Students repeat. Continue practicing the pattern, using *slide* and *run*.
- Play the cassette for pages 28–29: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

### Pattern Practice

Benny: *Play with me*.  
 Boy pig: *OK. Let's swing*.  
 (two times)  
 Benny: *Play with me*.  
 Boy pig: *OK. Let's slide*.  
 (two times)  
 Benny: *Play with me*.  
 Boy pig: *OK. Let's run*.  
 (two times)

## 4 Open Student Books

- Have students turn to pages 28–29 in their books. Call out the play activity words at random. Students point to the appropriate pictures in their books. Then ask students to describe what the characters are saying.
-  Play the cassette sections for pages 28–29 again. Students point to the appropriate pictures in their books as they listen and repeat.

## 5 Song

- Teach “The Playtime Song.” (See page 6 for hints on teaching songs.)

### The Playtime Song

*Let's play* (clap, clap)  
*Let's swing on the swing*  
*Let's slide on the slide*  
*Let's run* (clap, clap)  
 (two times)

*Let's swing on the swing*  
*Slide on the slide*  
*Run, run, run, run, run* (clap, clap)

*Let's swing on the swing*  
*Slide on the slide*  
*Run, run, run, run, run* (clap, clap)

- Have the students act out the actions in the song. (See page 7 for points on Total Physical Response.)

## 6 Games and Activities

Choose any of the following:

- Place Picture Cards 1B:58–60 in three separate areas of the classroom. Prompt students to say *Play with me*. You respond *OK. Let's (run)*. Students rush to the appropriate Picture Card. Have a volunteer come to the front of the class and continue the activity.
- Toss a ball to one of the students and say *Play with me*. The student responds *OK. Let's (slide)*. That student then tosses the ball to a second student and says *Play with me*. The second student replies *OK. Let's (swing)*., and continues the activity with a third student. Continue until each student has had a chance to participate.
- Arrange chairs in a circle so that there is a chair for all but one student. Play “The Playtime Song” on the cassette. Students walk in a circle around the chairs. Stop the cassette at any point during the song, or say *Stop!* Students rush to sit. Those who find a chair turn to the student left standing and say *Play with me*. That student chooses one of the Picture Cards 1B:58–60 and says *OK. Let's (swing)*.
- Choose a volunteer to come to the front of the class. Give him/her one of the Picture Cards 1B:58–60, but do not show it to the class. The volunteer says to the class *Play with me*. Students try to guess which card the volunteer is holding by saying *OK. Let's (slide)*. The first student to guess correctly becomes the next volunteer and continues the activity.

## 7 Workbook 1B: Pages 28–29

- Have students do Exercise B (Match) and Exercise C (Which are the same? Circle).



**PART 1**  
**Pages 30–31**

**irlanguage**

**Structures:**

I'm home. Hey! Daddy's home. He's my daddy.

**Materials:**

Picture Cards 1B:58–61 (swing, slide, run, daddy), Benny and Sue puppets, realia (various objects), Wall Chart 1B:13, tape player, cassette

**1 Opening**

- Greet each student with *Hello, \_\_\_\_\_*. Students respond in turn. Place Picture Cards 1B:58–60 on the board. Call five students to the front of the class. Prompt them to say *Play with me*. You reply *OK. Let's (run)*. The five students rush to the corresponding card. Keep one of the students at the front to be the “teacher,” and continue with four new students.

**2 Introduce New Language**

**Ⓐ Structure: I'm home.**

- Draw a large house on the board. Using the Benny puppet, model as follows:  
T: (hold Benny puppet just outside the house) *Home*.  
Ss: *Home*.  
T: (hold Benny puppet “inside” the house) *I'm home*.  
Ss: *I'm home*.

Repeat several times.

- Ask for volunteers to come to the front, stand in front of the house on the board, and say *I'm home*.

**Ⓑ Structures: Hey! Daddy's home.**

- Hold up Picture Card 1B:61, point to it, and model as follows:

T: *Daddy*.  
Ss: *Daddy*.

Repeat several times.

- Place Picture Card 1B:61 within the house drawn on the board. Model as follows:

T: (point to the card) *Daddy's home*.  
Ss: *Daddy's home*.

- Leave Picture Card 1B:61 as is. Hold up the Benny puppet so that it is “looking” at the card, and model as follows:

T: (as Benny) *Hey!*  
Ss: *Hey!*  
T: (as Benny) *Hey! Daddy's home*.  
Ss: *Hey! Daddy's home*.

Repeat several times.

- Ask for volunteers to come to the front of the class, point to the card within the house, and say *Hey! Daddy's home*.

**Ⓒ Structure: He's my daddy.**

- Hold up your book and point to yourself. Model as follows:

T: *My book*.  
Ss: *My book*.

Repeat several times using different objects. Then have volunteers hold up something of their own and identify it, using the *My \_\_\_\_\_* structure.

- Hold up both the Sue puppet and Picture Card 1B:61 so that the puppet is “pointing” to the card. Then model as follows:

T: (as Sue) *My daddy*.  
Ss: *My daddy*.  
T: (as Sue) *He's my daddy*.  
Ss: *He's my daddy*.

Repeat several times. Have volunteers come to the front and model *He's my daddy*, using both the card and the puppet of their choice.

**3 Present the Wall Chart**

- Place Wall Chart 1B:13 on the board. Pointing to the appropriate characters, model as follows:

T: (point to Benny) *Hey! Daddy's home*.  
Ss: *Hey! Daddy's home*.  
T: (point to Daddy) *I'm home*.  
Ss: *I'm home*.  
T: (point to Sue) *He's my daddy*.  
Ss: *He's my daddy*.

- Have volunteers come to the front. Students point to the appropriate characters on the chart as you repeat the conversation.
- Play the cassette for pages 30–31: **Dialogue**. Point to the appropriate characters on the chart as students listen.

### Dialogue

Benny: *Hey! Daddy's home.*

Daddy: *I'm home.*

Sue: *He's my daddy.*

(two times)

- Play the cassette for pages 30–31: **Dialogue Practice**. Students listen and repeat each line.


### Dialogue Practice

Benny: *Hey! Daddy's home.* (two times)

Daddy: *I'm home.* (two times)

Sue: *He's my daddy.* (two times)

## 4 Open Student Books

- Have students turn to pages 30–31 in their books. Ask for volunteers to point to the pictures and describe what the characters are saying.
-  Play the cassette sections for pages 30–31 again. Students point to the appropriate pictures in their books as they listen and repeat.

## 5 Song

- Teach the song “Daddy’s Home.” (See page 6 for hints on teaching songs.)

### Daddy’s Home

*Daddy's home*

*He's my daddy*

*Daddy's home*

*He's my daddy*

*Daddy's home*

*He's my daddy*

*I'm so happy my daddy's home*

*Daddy's home*

*Here comes Daddy*

*Daddy's home*

*Here comes Daddy*

*Daddy's home*

*Here comes Daddy*

*I'm so happy my daddy's home*

*I'm so glad*

*He's my daddy*

*I'm so glad*

*He's my daddy*

*I'm so glad*

*He's my daddy*

*I'm so happy my daddy's home*

- Divide the class into two groups. One group sings the first, third, fifth, and seventh lines in each verse, and the other group sings the remaining lines. Switch groups after a while to give students practice singing both parts of the song.

## 6 Games and Activities

Choose any of the following:

- Ask a volunteer to leave the classroom. Have him/her return and say *I'm home*. upon entering the classroom. The other students respond *Hey! (Mary)'s home*. Continue with another volunteer.
- Ask a volunteer to leave the room. Give one of the remaining students Picture Card 1B:61 and ask him/her to conceal it. The volunteer reenters the room and tries to guess who has the card by walking up to classmates and saying *He's my daddy*. Students who are not holding the card simply say *No*. The student holding the card stands when approached by the volunteer and says *I'm home*. That student then leaves the room and the activity continues.
- Students stand in a circle. Give Picture Card 1B:61 to one of the students. Play the song “Daddy’s Home” on the cassette. Students pass the card around in a circle. Stop the cassette at any point during the song. The student holding the card when the music stops must stand and say *I'm home*. The other students respond *Hey! Daddy's home. He's my daddy*.

## 7 Workbook 1B: Pages 30–31

- Have students do Exercise A (Color).

**Important:** For the next class, ask students to either bring in family photographs or draw pictures of their families. They will be used in one of the activities.

## PART 2

### Pages 32–33

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**Structures:**

He's/She's my \_\_\_\_\_.

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**Vocabulary:**

daddy, mommy, brother, sister

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**Materials:**

Picture Cards 1B:61–64 (daddy, mommy, brother, sister), Benny and Sue puppets, Wall Chart 1B:14, tape player, cassette, students' family photographs and drawings

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### 1 Opening

- Greet each student with *Hello, \_\_\_\_\_*. *How are you?* Students respond in turn. Ask students to put their heads down on their desks. Give one of the students Picture Card 1B:61. That student stands and says *I'm home*. The other students look up, turn to the student with the card, and say *Hey! Daddy's home*.

### 2 Pattern Practice

#### Ⓐ Vocabulary: *daddy, mommy, brother, sister*

- Hold up Picture Card 1B:62 and model the vocabulary word as follows:  
T: *Mommy*.  
Ss: *Mommy*.  
Repeat several times.
- Pass Picture Card 1B:62 around the room and have each student say *mommy* as he/she passes the card on to a classmate. Follow the same procedure for *daddy*, *brother*, and *sister*, using Picture Cards 1B:61, 63, and 64.
- Place Picture Cards 1B:61–64 along the chalk rail. Write the numbers 1–4 on the board above the cards. Say one of the words, point to the number above the corresponding card, and then say the number. Tell the students that you will say the words and they are to respond with the corresponding numbers. Continue until you have repeated each word several times. Then drill students individually using the same procedure.

- Keep Picture Cards 1B:61–64 along the chalk rail. Have two volunteers come to the front of the class. Call out one of the four family words. The volunteers race to bring you the corresponding Picture Card. The first one to do so correctly remains up front and continues the activity with the next volunteer.

- Ask students to put their heads down on their desks. Remove one of the Picture Cards from the chalk rail. Ask students to look up. Students call out the corresponding word of the missing card. Continue until you have removed each card at least once.
- Ask for volunteers to come to the front, point to any or all of the cards, and identify the words.

#### Ⓑ Structure: *He's/She's my \_\_\_\_\_*.

- Review the pronouns *he* and *she* by pointing to various students and saying the appropriate pronoun. After several repetitions, encourage students to join in.
- Place Picture Cards 1B:61–64 along the chalk rail. Pointing to one of the cards, encourage students to tell you the appropriate pronoun (*he* or *she*). Have volunteers come to the front, point to each card, and say the appropriate pronoun.
- Keep Picture Cards 1B:61–64 along the chalk rail. Hold up the Benny puppet and have it "point" to Picture Card 1B:62, then model as follows:

T: (as Benny) *She's my mommy*.

Ss: *She's my mommy*.

Repeat several times. Follow the same procedure for *daddy*, *brother*, and *sister*, using Picture Cards 1B:61, 63, and 64.

**Note:** The Sue puppet must be used for *brother*, while the Benny puppet must be used for *sister*.

- Ask for volunteers to come to the front, choose a puppet and have it point to one of the Picture Cards 1B:61–64, and then use the *She's/He's my \_\_\_\_\_* structure.

**Note:** The Sue puppet must be used for *brother*, while the Benny puppet must be used for *sister*.

### 3 Present the Wall Chart

- Place Wall Chart 1B:14 on the board. Have students line up at the board, and ask them to point to the pictures and identify the words.



- Point to the Pattern Practice panel and ask students to describe what the characters are saying. Have a volunteer come to the front and point to two pictures on the chart: one of the characters in the Pattern Practice panel and one of the vocabulary pictures. The volunteer then makes an appropriate sentence using the *\_\_\_\_\_’s my \_\_\_\_\_*. structure. Continue with a new volunteer.
- Play the cassette for pages 32–33: **Vocabulary**. Point to the appropriate pictures on the chart as students listen and repeat each item.

### Vocabulary


Narrator: *Daddy*. (two times)  
*Mommy*. (two times)  
*Brother*. (two times)  
*Sister*. (two times)

- Review the vocabulary. Point to the items on the chart and have the students identify them — first as a class, then individually.
- Go over the *(He’s) my (daddy)*. structure. Point to each character in the Pattern Practice panel on the chart and say the appropriate line. Students repeat. Continue practicing the pattern, using *She’s/mommy*, *He’s/brother*, and *She’s/sister*.
- Play the cassette for pages 32–33: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

### Pattern Practice

Sue: *He’s my daddy*. (two times)  
 Benny: *She’s my mommy*. (two times)  
 Sue: *He’s my brother*. (two times)  
 Benny: *She’s my sister*. (two times)

### **4** Open Student Books

- Have students turn to pages 32–33 in their books. Ask them to identify the characters and describe what they are saying.
- Ask two students to point to the pictures in their books and role-play the dialogue. Continue with two new students.
-  Play the cassette sections for pages 32–33 again. Students point to the appropriate pictures in their books as they listen and repeat.

### **5** Games and Activities

*Choose any of the following:*

- Ask students who brought to class photos or drawings of their families to come to the front and describe them, using the *He’s/She’s my \_\_\_\_\_*. structure.
- Place Picture Cards 1B:61–64 in separate areas of the classroom. Call out one of the words. Students rush to the of the corresponding Picture Card. Continue with a volunteer playing the “teacher.”
- Arrange students in a circle. Distribute Picture Cards 1B:61–64 to four students. Play the song “Daddy’s Home” on the cassette. Students pass the cards around the circle. Stop the cassette at any point during the song. Each student holding a card when the music stops must stand and say *He’s/She’s my \_\_\_\_\_*.
- Choose a volunteer to leave the classroom with you. Give the volunteer one of the Picture Cards 1B:61–64 and ask him/her to conceal it from the others. The volunteer then enters the classroom and says *I’m home*. Using the *He’s/She’s my \_\_\_\_\_*. structure and the vocabulary words, students try to guess which card the student is holding. If a guess is incorrect, the student simply says *No*. If a guess is correct, the student responds *He’s/She’s my \_\_\_\_\_*. The first student to guess correctly replaces the volunteer and continues the activity.

### **6** Workbook 1B: Pages 32–33

- Have students do Exercise B (Match) and Exercise C (Which is different? Write an X).





## PART 1 Pages 34–35

### Structures:

Dinner's ready! Yum! I like fish. Yuck! I don't like fish.

### Vocabulary:

fish

### Materials:

Picture Cards 1A:19–22, 1B:44–46, 55–57, and 61–65 (cookies, juice, apples, pudding, chicken, soup, noodles, candy, chips, ice cream, daddy, mommy, brother, sister, fish), Benny and Sue puppets, Wall Chart 1B:15, tape player, cassette

### 1 Opening

- Greet each student with *Hello. My name's \_\_\_\_\_*. Students respond in turn. Place Picture Cards 1B:61–64 along the chalk rail. Have two students come to the front of the class, and assign them the roles of Benny and Sue (use the puppets, if desired). Students identify the cards using the *He's/She's my \_\_\_\_\_* structure.

### 2 Introduce New Language

#### Ⓐ Vocabulary: *fish*

- Hold up Picture Card 1B:65 and model as follows:

T: *Fish*.

Ss: *Fish*.

Repeat several times.

- Pass Picture Card 1B:65 around the classroom. Have each student say *fish* as he/she passes it on to a classmate.

#### Ⓑ Structures: *Yum! I like fish*.

- Using any of the Picture Cards 1A:19–22, 1B:44–46, 55–57, and 65, model as follows:

T: (hold up Picture Card 1B:46, look at it, and smile)  
*Yum!*

Ss: *Yum!*

T: (look at the card and smile) *I like noodles*.

Ss: *I like noodles*.

T: (hold up the card) *Yum! I like noodles*.

Ss: *Yum! I like noodles*.

Repeat several times, using the other cards.

- Have volunteers come to the front, choose a card, and use the appropriate word with the *Yum! I like \_\_\_\_\_* pattern.

#### Ⓒ Structures: *Yuck! I don't like fish*.

- Hold up Picture Card 1B:56 and model as follows:

T: (look at the card with distaste) *Yuck!*

Ss: *Yuck!*

T: *I don't like chips*.

Ss: *I don't like chips*.

T: *Yuck! I don't like chips*.

Ss: *Yuck! I don't like chips*.

Repeat several times using any of the Picture Cards 1A:19–22, 1B:44–46, 55, 57, and 65.

- Have a volunteer come to the front, choose one of the above-mentioned Picture Cards, and say *Yuck! I don't like (pudding)*. Continue until each student has had a chance to participate.

#### Ⓓ Structure: *Dinner's ready!*

- Put four or five of the Picture Cards 1A:19–22, 1B:44–46, 55–57, and 65 along the chalk rail to make a "dinner." Model as follows:

T: (indicate the cards) *Dinner's ready!*

Ss: *Dinner's ready!*

Repeat several times. Ask volunteers to come to the front, indicate the cards, and say *Dinner's ready!*

- Have volunteers come to the front and "prepare" a dinner using any of the above-mentioned Picture Cards. Each volunteer should indicate his/her "dinner" and say *Dinner's ready!*

### 3 Present the Wall Chart

- Place Wall Chart 1B:15 on the board. Point to the appropriate characters on the chart and model as follows:

T: (point to Mommy) *Dinner's ready!*

Ss: *Dinner's ready!*

T: (point to Benny) *Yum! I like fish.*

Ss: *Yum! I like fish.*

T: (point to Sue) *Yuck! I don't like fish.*

Ss: *Yuck! I don't like fish.*

Repeat several times.

- Have two students come to the front. Call out any line of dialogue on Wall Chart 1B:15. The first student to point to the appropriate character remains up front and continues the activity with another student. Continue until everyone has had a chance to participate.
- Ask for volunteers to come to the front, point to any or all of the characters, and describe what they are saying.
- Play the cassette for pages 34–35: **Dialogue**. Point to the appropriate characters on the chart as students listen.

#### Dialogue

Mommy: *Dinner's ready!*

Benny: *Yum! I like fish.*

Sue: *Yuck! I don't like fish.*

(two times)

- Play the cassette for pages 34–35: **Dialogue Practice**. Students listen and repeat each line.


#### Dialogue Practice

Mommy: *Dinner's ready!* (two times)

Benny: *Yum! I like fish.* (two times)

Sue: *Yuck! I don't like fish.* (two times)

### 4 Open Student Books

- Have students turn to pages 34–35 in their books. Ask individual students to point to a designated character and describe what he/she is saying.
-  Play the cassette sections for pages 34–35 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Call three volunteers to the front and assign them the roles of Mommy, Benny, and Sue. The volunteers role-play the dialogue on pages 34–35. Continue until each student has had a chance to participate.

### 5 Games and Activities

Choose any of the following:

- Draw a Tic-Tac-Toe grid (nine squares, with three rows across and three rows down) on the board. Attach any nine of the Picture Cards 1A:19–22, 1B:44–46, 55–57, and 65 faceup to the board with magnets, one card for each of the nine squares. Divide the class into two teams, “X” and “O.” Teams take turns; each student chooses a square and tries to identify the Picture Card on that square. If the student is correct, say *Yes.*, remove the card, and draw an “X” or an “O” in the square. If the student is wrong, say *No*. The first team with three squares in a row — diagonally, horizontally, or vertically — wins the game.
- Arrange students in a circle. Give Picture Card 1B:65 to one of the students. Play the song “Daddy’s Home” on the cassette. Students pass the card around the circle. Stop the cassette at any point during the song. Students call out *Dinner's ready!* The student holding the card stands and says either *I like fish.* or *I don't like fish.*, according to his/her personal preference.
- Place Picture Cards 1A:19–22, 1B:44–46, 55–57, and 65 along the chalk rail. Have two volunteers come to the front. Call out any one of the food words. The volunteers race to bring you the corresponding card and state their own personal like or dislike of the food. The first volunteer to do so correctly becomes the “teacher” and continues the activity.
- Place the above-mentioned Picture Cards in a convenient place near you. Hold up the Benny and Sue puppets and model the following dialogue:

Sue: *Dinner's ready!*

Benny: *I'm hungry.*

Sue: (“hand” Benny Picture Card 1B:65) *Have some fish.*

Benny: (“eat” the food) *I like fish. Thank you.*

Sue: *You're welcome.*

Benny: *Mmm. It's good!*

Call volunteers to the front and have them role-play the dialogue, using any of the above-mentioned cards.

### 6 Workbook 1B: Pages 34–35

- Have students do Exercise A (Color).

## PART 2

### Pages 36–37

#### Structures:

I like \_\_\_\_\_. I don't like \_\_\_\_\_.

#### Vocabulary:

fish, rice, meat, bread

#### Materials:

Picture Cards 1A:19–22, 1B:44–46, 55–57, and 65–68 (cookies, juice, apples, pudding, chicken, soup, noodles, candy, chips, ice cream, fish, rice, meat, bread), Benny and Sue puppets, Wall Chart 1B:16, tape player, cassette, a ball

### 1 Opening

- Greet each student with *Hello. How are you?* Students respond in turn. Pass Picture Card 1B:65 to the student closest to you and say *Dinner's ready!* That student responds with either *Yum! I like fish.* or *Yuck! I don't like fish.*, according to his/her personal preference. That student then passes the card to the next student and they repeat the dialogue. Continue around the room until each student has had a chance to participate.

### 2 Pattern Practice

#### ⓐ Vocabulary: *fish, rice, meat, bread*

- Hold up Picture Card 1B:65 and model as follows:

T: *Fish.*

Ss: *Fish.*

Repeat several times. Follow the same procedure for *rice*, *meat*, and *bread*, using Picture Cards 1B:66–68.

- Place Picture Cards 1B:65–68 along the chalk rail. Write the numbers 1–4 on the board above the cards. Call out one of the words. The class responds as a group with the corresponding number. Continue until you have repeated each word several times. Then drill students individually using the same procedure.
- Leave Picture Cards 1B:65–68 along the chalk rail. Ask students to put their heads down on their desks. Remove one of the cards. Tell students to look up. Students call out the word of the missing card.

#### ⓑ Structures: *I like \_\_\_\_\_.* *I don't like \_\_\_\_\_.*

- Review the *I like \_\_\_\_\_.* *I don't like \_\_\_\_\_.* structures. Hold up the Benny and Sue puppets and model as follows:

T: (as Benny, looking at Picture Card 1B:65) *I like fish.*

Ss: *I like fish.*

T: (as Sue, looking at Picture Card 1B:65) *I don't like fish.*

Ss: *I don't like fish.*

Repeat several times, and have the Benny and Sue puppets alternate “liking” and “disliking” the various food items.

- Place Picture Cards 1B:65–68 along the chalk rail. Say *Line up!* Students form a line at the board. Ask one student to come up to the cards. Call out one of the words. The student points to the appropriate card and says either *I like \_\_\_\_\_.* or *I don't like \_\_\_\_\_.*, using the word. Continue.

### 3 Present the Wall Chart

- Place Wall Chart 1B:16 on the board. Point to the pictures on the chart and ask students to identify the foods. Call a student to the front, point to a picture, and ask him/her to identify the word. Continue with a new student each time until everyone has had a chance to participate.
- Play the cassette for pages 36–37: **Vocabulary.** Point to the appropriate pictures on the chart as students listen and repeat each item.

#### Vocabulary

Narrator: *Fish.* (two times)

*Rice.* (two times)

*Meat.* (two times)

*Bread.* (two times)

- Review the vocabulary. Point to the items on the chart and have the students identify them — first as a class, then individually.
- Go over the *I like (fish).* *I don't like (fish).* structures. Point to each character in the Pattern Practice panel on the chart and say the appropriate line. Students repeat. Continue practicing the structures, using *rice*, *meat*, and *bread*.

- Play the cassette for pages 36–37: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.


### **Pattern Practice**

Benny: *I like fish.*  
 Sue: *I don't like fish.*  
 (two times)  
 Benny: *I like rice.*  
 Sue: *I don't like rice.*  
 (two times)  
 Benny: *I like meat.*  
 Sue: *I don't like meat.*  
 (two times)  
 Benny: *I like bread.*  
 Sue: *I don't like bread.*  
 (two times)

### **4 Open Student Books**

- Have students turn to pages 36–37 in their books. Ask for volunteers to identify the food items and describe what the characters are saying.
- Ask volunteers to role-play the parts of Benny and Sue. Point to any one of the foods and have Benny and Sue state whether they like or dislike it.

**Note:** With the exception of *fish*, students are free to choose whether Benny and Sue like or dislike any particular food. (Benny likes fish but Sue does not.)

-  Play the cassette sections for pages 36–37 again. Students point to the appropriate pictures in their books as they listen and repeat.

### **5 Song**

- Teach the song “I Don’t Like Fish.” (See page 6 for hints on teaching songs.)

### **I Don’t Like Fish**

*I don't like fish*  
*I do*  
*I like it*  
*I do, too*

*I don't like fish*  
*I do*  
*I love it*  
*I do, too*

*I don't like fish*  
*I do*  
*I like it*  
*I do, too*  
*I love it*  
*I do, too*

*I don't*  
*I do*  
*Me, too!*

- Divide the class into three groups. One group sings the first line in each verse; the second group sings the middle lines, and the third group sings the *I do, too/Me, too!* lines. Switch groups after a while to give students practice singing all three parts of the song.

### **6 Games and Activities**

*Choose any of the following:*

- Arrange students in a circle. Give Picture Cards 1B:65–68 to any four students. Play the song “I Don’t Like Fish” on the cassette. Students pass the cards around the circle. Stop the cassette at any point during the song. The students holding the cards when the music stops must stand and state whether they like or dislike the items on their cards.
- Keep Picture Cards 1B:65–68 handy. Draw two large faces on the board, one happy and one unhappy. Call two volunteers to the front. Tell the volunteers that you will hold up a Picture Card showing the food item. If they like the food on the card, they should rush to hit the happy face. If not, they should hit the unhappy face. After hitting one of the faces, each volunteer makes an appropriate sentence using either *I like \_\_\_\_\_* or *I don't like \_\_\_\_\_*. Continue with two new volunteers.
- Using any or all of the Picture Cards 1A:19–22, 1B:44–46, 55–57, and 65–68, review all of the food words you have learned up to now. Toss a ball to one of the students and call out a food word. The student must tell you whether or not he/she likes the food. He/She then tosses the ball to a second student and says a food word. The second student tells the class whether or not he/she likes the food, and so on. Continue until each student has had a chance to participate.

### **7 Workbook 1B: Pages 36–37**

- Have students do Exercise B (Match) and Exercise C (Find and circle).





**PART 1**  
**Pages 38–39**

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**Structures:**

Where's the soap? Here it is.

**Vocabulary:**

soap

**Materials:**

Picture Cards 1B:65–69 (fish, rice, meat, bread, soap), a bar of soap, a book, a crayon, Benny and Sue puppets, Wall Chart 1B:17, tape player, cassette

**1 Opening**

- Greet each student with *Good morning, \_\_\_\_\_*. Students respond in turn. Say the first part of any of the dialogues from Units 1–8. Students respond accordingly.
- Quickly review Picture Cards 1B:65–68. Place the cards in separate areas of the classroom. Tell students to run to the card that shows the food they like the best and say *I like \_\_\_\_\_*. Ask them to sit down. Then ask students to run to a card that shows a food they do not like and say *I don't like \_\_\_\_\_*.

**2 Introduce New Language**

**Ⓐ Vocabulary: soap**

- Hold up either a bar of soap or Picture Card 1B:69, and model as follows:

T: *Soap.*

Ss: *Soap.*

Repeat several times.

- Pass either the bar of soap or Picture Card 1B:69 to the student sitting closest to you and say *soap*. That student then passes it to the next student and says *soap*. Continue until each student has had a chance to participate.

**Ⓑ Structure: Where's the soap?**

- Place the soap, your book, a crayon, and one of the puppets in semi-concealed places. Starting with the soap, walk around and look under books, in desks, and behind students, asking *Where's the soap?* Have students join in the search if possible. Upon finding the item, smile and continue on to the next item. When you feel students understand the meaning of the structure, model as follows:

T: *Where's.*

Ss: *Where's.*

T: *Where's the soap?*

Ss: *Where's the soap?*

Repeat several times. Have volunteers stand and ask *Where's the soap?*

**Ⓒ Structure: Here it is.**

- Again, place several items (including the soap) in semi-concealed places. Walk around asking *Where's the \_\_\_\_\_?* Encourage students to join in the search. Upon finding an item, smile, hold up the item, and model as follows:

T: *Here it is.*

Ss: *Here it is.*

Repeat several times. Have volunteers stand and say *Here it is.*

- Ask students to put their heads down on their desks. Hide the soap, the book, the crayon, and one of the puppets. Have students look up. Start with one item and ask *Where's the (soap)?* Students walk around the room, looking for the item and asking *Where's the (soap)?* The student who finds it calls out *Here it is*. Continue until you have found all four items.

**3 Present the Wall Chart**

- Place Wall Chart 1B:17 on the board. Pointing to the characters, model as follows:

T: (point to Daddy) *Where's the soap?*

Ss: *Where's the soap?*

T: (point to Sue) *Here it is.*

Ss: *Here it is.*

Repeat several times.

- Keep Wall Chart 1B:17 on the board. Ask students to form a line at the board. Call the first student to the chart and say one part of the dialogue. The student points to the appropriate character. Continue.

- Keep students in line at the board. Call one student to the chart and point to one of the characters. The student responds with the appropriate part of the dialogue. Continue.
- Play the cassette for pages 38–39: **Dialogue**. Point to the appropriate characters on the chart as students listen.
- Arrange students in a circle. Hand the bar of soap to one of the students. Have the class chant *Where's the soap?* while passing the soap around the circle. Say *Stop!* at any point during the chant. The class turns to the student holding the soap and asks *Where's the soap?* The student replies *Here it is*.

### Dialogue


Daddy: *Where's the soap?*  
 Sue: *Here it is.*  
 (two times)

- Play the cassette for pages 38–39: **Dialogue Practice**. Students listen and repeat each line.

### Dialogue Practice

Daddy: *Where's the soap?* (two times)  
 Sue: *Here it is.* (two times)

## 4 Open Student Books

- Have students turn to pages 38–39 in their books. Ask for volunteers to identify the characters and describe what they are saying.
- Have volunteers stand and role-play the parts of Daddy and Sue, then alternate roles. Continue until each student has had a chance to participate.
-  Play the cassette sections for pages 38–39 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Ask students to turn to pages 4–5 in their books. Have two volunteers role-play the dialogue. Continue until you have reviewed the Part 1 dialogues from all of the previous units.

## 5 Games and Activities

*Choose any of the following:*

- Ask a volunteer to leave the room. Give the bar of soap (or Picture Card 1B:69) to one of the remaining students and ask him/her to conceal it. Have the volunteer come back into the classroom. The volunteer walks around the classroom asking various students *Where's the soap?* If the student who is asked does not have it, he/she simply shrugs (or says *I don't know*). If the student does have it, he/she responds *Here it is*. That student then leaves the classroom and the activity is continued.

- Have a volunteer come to the front of the class. Ask the other students to put their heads down on their desks. Give the soap to a volunteer. Ask him/her to hide it and then say *Where's the soap?* The other students stand and search for the soap. The first student to find the soap brings it to the volunteer and says *Here it is*. That student becomes the next volunteer and the activity continues.
- Arrange the chairs in a circle so that there is a chair for each student. Place the bar of soap on one of the chairs. Play the song "I Don't Like Fish" on the cassette while students walk around the chairs. Stop the cassette at any point during the song. Students rush to sit. Classmates turn to the student whose chair has the soap and ask *Where's the soap?* The student responds *Here it is*.

## 6 Workbook 1B: Pages 38–39

- Have students do Exercise A (Color).

## PART 2

### Pages 40–41

#### Structures:

Where's the \_\_\_\_? Here it is.

#### Vocabulary:

soap, shampoo, towel

#### Materials:

Picture Cards 1B:69–71 (soap, shampoo, towel), Benny and Sue puppets, Wall Chart 1B:18, tape player, cassette

### 1 Opening

- Greet each student with *Hello. How are you?* Students respond in turn. Pass Picture Card 1B:69 to the student closest to you and ask *Where's the soap?* The student responds *Here it is.* He/She then passes it to the next student and asks *Where's the soap?* That student also responds *Here it is.*, and so on. Continue until each student has had a chance to participate.

### 2 Pattern Practice

#### Ⓐ Vocabulary: soap, shampoo, towel

- Review the word *soap*, and introduce the words *shampoo* and *towel*, using Picture Cards 1B:69–71. Model as follows:

T: (hold up Picture Card 1B:69) *Soap.*

Ss: *Soap.*

Repeat several times. Follow the same procedure for *shampoo* and *towel*, using Picture Cards 1B:70–71.

- Ask volunteers to come to the front of the class, point to Picture Card 1B:69, and say *soap*. Follow the same procedure for *shampoo* and *towel*, using Picture Cards 1B:70–71.
- Place Picture Cards 1B:69–71 on the board. Ask students to put their heads down on their desks. Remove one of the cards. Tell students to look up and ask them which card is missing. Repeat several times.

#### Ⓑ Structures: *Where's the \_\_\_\_? Here it is.*

- Use the Benny and Sue puppets with Picture Card 1B:69 to review the *Where's the (soap)? Here it is.* pattern. Hold up the puppets and model as follows:

T: (as Benny) *Where's the soap?*

Ss: *Where's the soap?*

T: (as Sue, "hand" Picture Card 1B:69 to Benny) *Here it is.*

Ss: *Here it is.*

Repeat several times. Follow the same procedure for *shampoo* and *towel*, using Picture Cards 1B:70–71.

- Place the Picture Cards 1B:69–71 in three separate areas of the classroom. Ask *Where's the (towel)?* Students rush to the area of the corresponding Picture Card and say *Here it is.*

### 3 Present the Wall Chart

- Place Wall Chart 1B:18 on the board and have students line up nearby. Call students to the chart one at a time. Say any one of the vocabulary words. Each student points to the appropriate picture on the chart.
- Play the cassette for pages 40–41: **Vocabulary.** Point to the appropriate pictures on the chart as students listen and repeat each item.

#### Vocabulary

Narrator: *Soap.* (two times)

*Shampoo.* (two times)

*Towel.* (two times)

- Review the vocabulary. Point to the items on the chart and have the students identify them — first as a class, then individually.
- Go over the *Where's the (soap)? Here it is.* pattern. Point to each character in the Pattern Practice panel on the chart and say the appropriate line. Students repeat. Continue practicing the pattern, using *shampoo* and *towel*.
- Play the cassette for pages 40–41: **Pattern Practice.** Point to the appropriate characters on the chart as students listen and repeat.

#### Pattern Practice

Daddy: *Where's the soap?*

Sue: *Here it is.*

(two times)

Daddy: *Where's the shampoo?*

Sue: *Here it is.*

(two times)


Daddy: *Where's the towel?*

Sue: *Here it is.*

(two times)



#### 4 Open Student Books

- Have students turn to pages 40–41 in their books. Ask the class to identify the pictures and describe what the characters are saying.
-  Play the cassette sections for pages 40–41 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Ask two volunteers to stand. Assign the roles of Daddy and Sue. Call out one of the vocabulary words. The volunteers point to the appropriate picture in their books. Then they role-play the dialogue using the vocabulary word they have just pointed to.

#### 5 Song

- Teach the song “Where’s The Soap?” (See page 6 for hints on teaching songs.)

##### Where’s The Soap?

*Where’s the soap, Benny?  
Where’s the soap, Benny?  
Where’s the soap? (clap, clap, clap)  
Here it is!*

*Where’s the towel, Benny?  
Where’s the towel, Benny?  
Where’s the towel? (clap, clap, clap)  
Here it is!*

*Where’s the shampoo, Benny?  
Where’s the shampoo, Benny?  
Where’s the shampoo? (clap, clap)  
Here it is!*

*Where’s the soap, Benny?  
Where’s the soap, Benny?  
Where’s the soap? (clap, clap, clap)  
Here it is!*

- Divide the class into two groups. One group sings the question lines. The other group “holds up” each imaginary object and sings *Here it is!* Switch groups after a while to give students practice singing both parts of the song.

#### 6 Games and Activities

*Choose any of the following:*

- Place Picture Cards 1B:69–71 along the chalk rail. Call three volunteers to the front. Ask *Where’s the (towel)?* The first volunteer to bring you the item and say *Here it is.*, returns to his/her seat. Continue with the other two volunteers and the two remaining cards. The first volunteer to bring you the next card also returns to his/her seat. Continue with the last volunteer, who brings you the third card, says *Here it is.*, and returns to his/her seat. Call three new volunteers to the front. Continue the activity until each student has had a turn.

- Give Picture Cards 1B:69–71 to three students. Play the song “Where’s The Soap?” on the cassette, and ask students to pass the three cards to their neighbors on the right. Stop the cassette at any point during the song. The three students holding the cards stand up. Point to one of the three students and have the class identify the word on that student’s card. Then ask *Where’s the (shampoo)?*, encouraging the class to ask along with you. The student holding the card says *Here it is.*, then gives you the card and sits down. Follow the same procedure with the other two students. Then pass out the cards to three new students, start the song again, and continue the activity.

- Have three volunteers leave the classroom with you. Give each of them one of the Picture Cards 1B:69–71. Come back into the classroom. Encourage the other students to ask the volunteers *Where’s the (soap)?* The volunteer holding the corresponding card says *Here it is.*, then gives you the card and sits down. Follow the same procedure with the other two volunteers. Continue with three new volunteers.

- Arrange students in two equal lines facing each other. The first students in the lines (S1 and S2) role-play the dialogue below, using one of the Picture Cards 1B:69–71. For example:

S1: *Where’s the shampoo?*

S2: (hand S1 Picture Card 1B:70) *Here it is.*

S1: *Thank you.*

S2: *You’re welcome.*

Then each student goes to the rear of the other’s line. The second students in the lines do the role-play, and so on to the last students in the lines. Continue until each student has gone through the line again (and said both parts of the dialogue).

#### 7 Workbook 1B: Pages 40–41

- Have students do Exercise B (Find the soap) and Exercise C (Match).





**PART 1**  
**Pages 42–43**

**Structures:**

Look at the moon! Good night, Mommy. Good night.

**Vocabulary:**

moon

**Materials:**

a book, a crayon, Benny and Sue puppets, Picture Cards 1A:4–9, 19–22, 34–37, 1B:44–57, 61–62, and 65–72 (teacher, girl, boy, book, crayon, puppet, cookies, juice, apples, pudding, car, bus, truck, motorcycle, chicken, soup, noodles, pillow, blanket, bear, red light, green light, police officer, farmer, doctor, candy, chips, ice cream, daddy, mommy, fish, rice, meat, bread, soap, shampoo, towel, moon), Wall Chart 1B:19, tape player, cassette, a ball

**1 Opening**

- Greet each student with *Hello, \_\_\_\_\_*. Students respond in turn.
- Prior to class, place your book, a crayon, and one of the puppets in different inconspicuous places. During class, walk around the classroom and “search” for the items, saying *Where’s the (crayon)?* Students join in the “search.” The first student to find each item brings it to you and says *Here it is*.

**2 Introduce New Language**

**Ⓐ Vocabulary:** *moon*

- Using Picture Card 1B:72, model as follows:

T: *Moon.*

Ss: *Moon.*

T: *The moon.*

Ss: *The moon.*

Repeat several times.

- Pass Picture Card 1B:72 to the student sitting closest to you and say *The moon*. That student then passes the card to the next student and says *The moon*. Continue until each student has had a chance to participate.

**Ⓑ Structure:** *Look at the moon!*

- Model the structure. Point to various things around the classroom and say *Look at the (book)*. After giving each command, make an exaggerated gesture of looking at it yourself. Place Picture Card 1B:72 on the board, then model as follows:

T: (look at Picture Card 1B:72) *Look.*

Ss: *Look.*

T: (point to Picture Card 1B:72) *Look at the moon!*

Ss: *Look at the moon!*

Repeat several times.

- Place Picture Cards 1A:4–9, 19–22, 34–37, 1B:44–57, and 65–72 on a desk in front of the class. Have volunteers come to the front, choose a card, and say *Look at the (police officer)!*

**Note:** Do not use Picture Cards 1B:61–64 for this exercise, as *daddy*, *mommy*, *brother*, and *sister* do not use the definite article *the*.

**Ⓒ Structure:** *Good night.*

- Draw a moon and some stars on the board. Point to the drawing and model as follows:

T: *Night.*

Ss: *Night.*

Repeat several times. Now point to the drawing, yawn, stretch your arms, and say *Good night*. Then pretend to go to sleep. Model as follows:

T: *Good night.*

Ss: *Good night.*

Repeat several times.

- Yawn and say *Good night* to the student sitting closest to you, then pretend to go to sleep. That student then says *Good night* to the next student and pretends to go to sleep. Continue around the room until all the students are “asleep.”

**3 Present the Wall Chart**

- Place Wall Chart 1B:19 on the board. Encourage students to produce any pertinent language about the picture (time of day, who they see, what the characters are saying, any colors they recognize, etc.).

- Model the structures while pointing to the appropriate pictures on the chart:

T: (point to Sue) *Look at the moon!*

Ss: *Look at the moon!*

T: (point to Benny) *Good night, Mommy.*

Ss: *Good night, Mommy.*

T: (point to Mommy) *Good night.*

Ss: *Good night.*

Repeat several times.

- Have volunteers come to the front, point to any or all of the characters, and describe what they are saying.
- Play the cassette for pages 42–43: **Dialogue**. Point to the appropriate characters on the chart as students listen.

### Dialogue

Sue: *Look at the moon!*

Benny: *Good night, Mommy.*

Mommy: *Good night.*

(two times)

- Play the cassette for pages 42–43: **Dialogue Practice**. Students listen and repeat each line.


### Dialogue Practice

Sue: *Look at the moon!* (two times)

Benny: *Good night, Mommy.* (two times)

Mommy: *Good night.* (two times)

## 4 Open Student Books

- Ask students to turn to pages 42–43 in their books. Have the class identify the characters and describe what they are saying.
-  Play the cassette sections for pages 42–43 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Draw a window on the board with the moon and some stars within it. Ask three volunteers to come to the front. Assign them the roles of Benny, Sue, and Mommy. The volunteers role-play the dialogue. Alternate roles among them. Continue with three new volunteers.

## 5 Games and Activities

Choose any of the following:

- Place Picture Card 1B:72 on the board. Toss a ball to one of the students. Say *Look at the moon!* The student responds *Good night, \_\_\_\_\_*, using your name. That student then tosses the ball to a second student, points to the card, and says *Look at the moon!* The second student responds *Good night, \_\_\_\_\_*, using the first student's name. Continue until each student has had a chance to participate.
- Arrange students in a circle and give Picture Card 1B:72 to one of them. Play the song "Where's The Soap?" on the cassette. Students pass the card around the circle. Stop the cassette at any point during the song. The student holding the card stands and says *Look at the moon!* The class responds *Good night, \_\_\_\_\_*, using the student's name, and then pretends to go to sleep.
- Ask students to put their heads down on their desks. Give Picture Card 1B:72 to one of the students. That student stands and says *Look at the moon!* The others look up, turn to that student, and say *Good night, \_\_\_\_\_*, using the student's name.
- Using Picture Cards 1B:47–49, review the words *pillow*, *blanket*, and *bear*. Attach Picture Card 1B:62 to the board with a magnet (to indicate *mommy*). Hold up the Benny and Sue puppets so that Sue is "holding" Picture Card 1B:47. As you model the following dialogue, stand by Picture Card 1B:62 when it is Mommy's turn to speak:  
Sue: ("hold up" Picture Card 1B:47) *That's my pillow.*  
Benny: *No! It's my pillow.*  
Mommy: *Shh! Be quiet!*  
Benny: *Good night, Mommy.*  
Sue: *Good night, Mommy.*  
Mommy: *Good night.*

Repeat several times, alternating the words *pillow*, *blanket*, and *bear*.

- Have volunteers come to the front and role-play the dialogue. If desired, put Picture Card 1B:61 on the board (to indicate *daddy*) for the boys.

## 6 Workbook 1B: Pages 42–43

- Have students do Exercise A (Color).



## PART 2

### Pages 44–45

#### Structures:

Look at the \_\_\_\_!

#### Vocabulary:

moon, stars, sky

#### Materials:

Picture Cards 1A:4–9, 19–22, 34–37, 1B:44–57, and 65–74 (teacher, girl, boy, book, crayon, puppet, cookies, juice, apples, pudding, car, bus, truck, motorcycle, chicken, soup, noodles, pillow, blanket, bear, red light, green light, police officer, farmer, doctor, candy, chips, ice cream, fish, rice, meat, bread, soap, shampoo, towel, moon, stars, sky), Wall Chart 1B:20, tape player, cassette

### 1 Opening

- Greet the student closest to you with *Good night, \_\_\_\_\_*. The student responds in turn, then the two of you pretend to go to sleep. The student then greets a classmate of his/her choice with *Good night, \_\_\_\_\_*. The second student responds in turn. Then both students pretend to sleep. Continue until each student has had a chance to participate.

### 2 Pattern Practice

#### @ Vocabulary: moon, stars, sky

- Using Picture Cards 1B:72–74, review the word *moon* and introduce the words *stars* and *sky*. Hold up Picture Card 1B:72 and model as follows:

T: *Moon.*

Ss: *Moon.*

T: *The moon.*

Ss: *The moon.*

Repeat several times, paying extra attention to *stars* and *sky*.

**Note:** Be sure to include the definite article *the* before each word when introducing it, to prevent students from using the article *a*.

- Place Picture Cards 1B:72–74 along the chalk rail. Write the numbers 1–3 on the board above the cards. Call out a word in combination with the article *the*. The class responds as a group with the corresponding number. Repeat each word several times. Then drill students individually using the same procedure.

- Leave Picture Cards 1B:72–74 on the chalk rail with the numbers 1–3 written above them on the board. Call out one of the numbers. The class responds with the corresponding word, using the *The (moon).* structure. Repeat each number several times. Then drill students individually using the same procedure.

#### b Structure: Look at the \_\_\_\_\_!

- Review the structure, using Picture Cards 1B:72–74. Look at Picture Card 1B:72, point to it, and model as follows:

T: *Look at the moon!*

Ss: *Look at the moon!*

Repeat several times, substituting *stars* and *sky*.

- Put Picture Cards 1B:72–74 on the board. Have volunteers come to the front, point to a Picture Card, and give the command *Look at the \_\_\_\_\_!*

### 3 Present the Wall Chart

- Place Wall Chart 1B:20 on the board. Ask students to line up at the front of the classroom. Call students to the chart one at a time. Point to one of the pictures. Each student responds with the corresponding word.
- Play the cassette for pages 44–45: **Vocabulary**. Point to the appropriate pictures on the chart as students listen and repeat each item.

#### Vocabulary

Narrator: *Moon.* (two times)

*Stars.* (two times)

*Sky.* (two times)

- Review the vocabulary. Point to the items on the chart and have the students identify them — first as a class, then individually.
- Go over the *Look at the (moon).* structure. Point to each character in the Pattern Practice panel on the chart and say the appropriate line. Students repeat. Continue practicing the structure, using *stars* and *sky*.
- Play the cassette for pages 44–45: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.


#### Pattern Practice

Sue: *Look at the moon!* (two times)

*Look at the stars!* (two times)

*Look at the sky!* (two times)

#### 4 Open Student Books

- Have students turn to pages 44–45 in their books. Ask the class to identify the vocabulary and describe what Sue is saying in the Pattern Practice panel on the right.
- Draw a dark sky, the moon, and several stars on the board. Call three volunteers to the front. The volunteers take turns identifying the vocabulary items, using the *Look at the \_\_\_\_\_!* structure.
-  Play the cassette sections for pages 44–45 again. Students point to the appropriate pictures in their books as they listen and repeat.

#### 5 Song

- Teach “The Bedtime Song.” (See page 6 for hints on teaching songs.)

#### The Bedtime Song

*Good night, Mommy  
Look at the moon!  
Good night, Mommy  
Look at the moon!  
Good night, Mommy  
Look at the moon!  
Look at the yellow moon!*

*Good night, Benny  
Look at the stars!  
Good night, Benny  
Look at the stars!  
Good night, Benny  
Look at the stars!  
Look at the yellow moon!*

*Good night, Sue  
Look at the sky!  
Good night, Sue  
Look at the sky!  
Good night, Sue  
Look at the sky!  
Look at the yellow moon!*

- Divide the class into two groups. One group sings the first, third, and fifth lines in each verse; the other group sings the second, fourth, and sixth lines. Both groups sing the last line together (*Look at the yellow moon!*). Switch groups after a while to give students practice singing both parts of the song.

#### 6 Games and Activities

*Choose any of the following:*

- Have three volunteers come to the front, and give each of them one of the Picture Cards 1B:72–74. Ask them not to show their cards to the rest of the class. The other students try to guess which card each volunteer is holding. If a student guesses incorrectly, the volunteer responds *No, I'm sorry*. If a student guesses correctly, the volunteer turns the card around and says *Yes. Look at the \_\_\_\_\_!* That volunteer is replaced by the student who identified the card. Redistribute the cards and continue the activity.
- Ask students to put their heads down on their desks. Give one of the students one of the Picture Cards 1B:72–74. That student stands and says *The (moon)*. The other students look up, run to the card, point to it, and say *Look at the (moon)!*
- For this activity, use Picture Cards 1A:4–9, 19–22, 34–37, 1B:44–57, and 65–74. Divide the class into two teams. Show one of the cards to the first team and ask them to use the word with the *Look at the \_\_\_\_\_!* structure. If they are able to do so, give the team a point. Do the same with the second team. Continue until each student has had a chance to participate. The team with the most points wins.  
**Note:** Cards not listed above do not work with the *Look at the \_\_\_\_\_!* structure.
- Using the same Picture Cards from the previous activity, arrange students in a circle. Ask for a volunteer to stand in the center of the circle with his/her arm extended, pointing. Give the volunteer one of the Picture Cards to hold. Play “The Bedtime Song” on the cassette as the circle rotates. Stop the cassette at any point during the song. The student to whom the volunteer is pointing must identify the card, using the *Look at the \_\_\_\_\_!* structure.

#### 7 Workbook 1B: Pages 44–45

- Have students do Exercise B (Connect the dots and color).

## REVIEW UNIT 2

### Pages 46–47

#### Structures:

Play with me. OK. Let's swing. Hey! Daddy's home. I'm home. He's my daddy. Dinner's ready! Yum! I like fish. Yuck! I don't like fish. Where's the soap? Here it is. Look at the moon! Good night.

#### Vocabulary:

swing, slide, run, daddy, mommy, brother, sister, fish, rice, meat, bread, soap, shampoo, towel, moon, stars, sky

#### Materials:

Picture Cards 1B:58–74 (swing, slide, run, daddy, mommy, brother, sister, fish, rice, meat, bread, soap, shampoo, towel, moon, stars, sky), Wall Charts 1B:1–20, Benny and Sue puppets, tape player, cassette

### 1 Opening

- Greet each student with *Hi. How are you?* Students respond in turn. Then say the first part of any dialogue from Units 6–10. Students respond appropriately.
- Using Picture Cards 1B:58–74, quickly review all the vocabulary from Units 6–10. Arrange students in a circle and separate them into two teams. Place the cards on the floor in the center of the circle. Call one student from the first team. That student chooses a card, tries to identify it, and keeps the card if his/her answer is correct. Call a student from the second team to do the same. Alternate between teams. When all the cards are gone, the team holding the most cards wins the game.

### 2 Pattern Practice

#### @ Vocabulary

- Place Wall Charts 1B:12, 14, 16, 18, and 20 on the board. Line students up at the front of the classroom. The first student comes to the charts and identifies the first vocabulary word. The second student comes to the charts and identifies the second vocabulary word, and so on. Continue until students have identified all the vocabulary.

- Divide the class into teams A and B. Point to one of the vocabulary items on Wall Charts 1B:12, 14, 16, 18, or 20 and ask team A to identify it. Then point to a second item. Ask team B to identify both items. Point to a third item, then indicate all three items and ask team A to identify them. Continue going back and forth between the teams, adding a new item each time, until one of the teams is unable to answer completely and correctly.
- Keep Wall Charts 1B:12, 14, 16, 18, and 20 on the board. Place Picture Cards 1B:58–74 on a desk at the front of the class. Call two volunteers to the front. Hold up one of the cards. Students race to the charts, point to the appropriate picture, and say the word. The first one to do so correctly becomes the “teacher” and continues the activity.

#### b Structures

- Quickly review the patterns on the Pattern Practice panels on Wall Charts 1B:12, 14, 16, 18, and 20. Call two volunteers to the front. Point to any one of the Pattern Practice panels. The first volunteer to respond with the appropriate pattern remains at the front and the other one sits down. Call a new volunteer to the front and continue the activity.
- Place Wall Charts 1B:11, 13, 15, 17, and 19 on the board. Using the Benny and Sue puppets, review all the dialogues from Units 6–10. Have a volunteer come to the front and choose a puppet. Take the part of the other puppet and role-play any one of the dialogues with that student. Continue with a new volunteer.
- Review the dialogues again with the class as you point to the characters on Wall Charts 1B:11, 13, 15, 17, and 19. Have students form a line at the front of the classroom. Point to one of the charts and say the first part of the dialogue. The first student in line tells you the appropriate response. Continue the activity with succeeding students in the line.
- Keep the students in line. Ask the first two students in line to step forward. Point to any one of the Wall Charts 1B:11, 13, 15, 17 and 19. The first student tells you the first part of the dialogue, and the second student gives the appropriate response. Continue with the third and fourth students in the line, and so on.


**Note:** For some charts you may need to call three students.

- Place Wall Charts 1B: 12, 14, 16, 18, and 20 on the board. Play the cassette for pages 46–47: **Review**. Students listen and repeat as you point to each vocabulary item on the charts.

### Review

Narrator: *Swing*. (two times)  
*Slide*. (two times)  
*Run*. (two times)  
*Daddy*. (two times)  
*Mommy*. (two times)  
*Brother*. (two times)  
*Sister*. (two times)  
*Fish*. (two times)  
*Rice*. (two times)  
*Meat*. (two times)  
*Bread*. (two times)  
*Soap*. (two times)  
*Shampoo*. (two times)  
*Towel*. (two times)  
*Moon*. (two times)  
*Stars*. (two times)  
*Sky*. (two times)

### 3 Open Student Books

- Have students turn to pages 46–47 in their books. Ask for volunteers to identify the vocabulary items on the pages.
-  Play the cassette section for pages 46–47. Students point to the appropriate vocabulary items in their books as they listen and repeat.

### 4 Songs

- Have students request any song they would like to sing. Continue until you have sung each of the five songs from Units 6–10 (and any from Units 1–5, if time allows).
- Have two or three volunteers come to the front and choose one song to sing together. Continue with two or three new volunteers.
- Play a few notes from any song on the cassette. Ask students to identify the song. If they cannot do so, play a bit more until they can. Then sing the song together with the class.

### 5 Games and Activities

Choose any of the following:

- Draw a Tic-Tac-Toe grid (nine squares, with three rows across and three rows down) on the board. Attach any nine of the Picture Cards 1B: 58–74 faceup to the board with magnets, one card for each of the nine squares. Divide the class into two teams, “X” and “O.” Teams take turns; each student chooses a square and tries to identify the Picture Card on that square. If the student is correct, say *Yes.*, remove the card, and draw an “X” or an “O” in the square. If the student is wrong, say *No*. The first team with three squares in a row — diagonally, horizontally, or vertically — wins the game.
- Say any of the vocabulary items from Units 6–10 by moving your lips and not making any sound. Students must try to identify what you are saying by lip-reading.
- Review all the dialogues with the class. Place Wall Charts 1B: 11, 13, 15, 17, and 19 on the board. Divide the class into two teams. Whisper any one of the dialogues to the first student of each team. The first student then whispers it to the second student, the second to the third, and so on. The last student races to you and repeats the dialogue. The first team to complete the activity correctly wins the game.
- Keep Wall Charts 1B: 11, 13, 15, 17, and 19 on the board. Arrange students in two equal lines facing each other. Using the Benny and Sue puppets, model the Unit 6 dialogue *Play with me*. *OK. Let's swing*. The first students in the lines role-play any dialogue from Units 6–10, using the puppets — and Picture Cards, when appropriate (prompt students when necessary). Then each student goes to the rear of the other's line. The second students in the lines do the same for Unit 7, and so on to the last students in the lines. Keep going until each student has had a chance to role-play a dialogue from each unit.

### 6 Workbook 1B: Pages 46–48

- Have students do Exercise A (Which is different? Write an X) and Exercise B (Color).

# Picture Card List

## Tiny Talk 1A

- 1 Benny
- 2 Sue
- 3 Miss Dolly
- 4 teacher
- 5 girl
- 6 boy
- 7 book
- 8 crayon
- 9 puppet
- 10 Up!
- 11 Down!
- 12 Turn around!
- 13 Jump!
- 14 1
- 15 2
- 16 3
- 17 4
- 18 5
- 19 cookies
- 20 juice
- 21 apples
- 22 pudding
- 23 pink
- 24 yellow
- 25 blue
- 26 red
- 27 green
- 28 purple
- 29 Clean up!
- 30 Stand up!
- 31 Line up!
- 32 March!
- 33 Sit down!
- 34 car
- 35 bus
- 36 truck
- 37 motorcycle

## Tiny Talk 1B

- 38 raining
- 39 sunny
- 40 snowing
- 41 wet
- 42 hot
- 43 cold
- 44 chicken
- 45 soup
- 46 noodles
- 47 pillow
- 48 blanket
- 49 bear
- 50 red light
- 51 green light
- 52 police officer
- 53 farmer
- 54 doctor
- 55 candy
- 56 chips
- 57 ice cream
- 58 swing
- 59 slide
- 60 run
- 61 daddy
- 62 mommy
- 63 brother
- 64 sister
- 65 fish
- 66 rice
- 67 meat
- 68 bread
- 69 soap
- 70 shampoo
- 71 towel
- 72 moon
- 73 stars
- 74 sky





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*Tiny Talk* is a three-level listening and speaking series in American English for preschool and kindergarten children. The course provides a simple but steady development of new language through characters, themes, and situations relevant and appealing to very young students. Songs by Carolyn Graham appear in every lesson.

The three levels are divided into A and B sections. Each section includes a **Student Book**, a **Workbook**, a **Cassette**, **Picture Cards**, and **Wall Charts**. The easy-to-use **Teacher's Book** provides step-by-step lesson plans and a wide variety of games and fun activities. **Puppets** of the main characters attract and hold children's attention throughout the course.

Also available are the *Tiny Talk ABC Workbook* and the *Tiny Talk Songbook*, which features all 60 songs in the series. These components can be used either independently or as supplements to the *Tiny Talk* course.

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