

مجمع زبان ایرانیان

irlanguage

Tiny **3** Talk

Teacher's Book



Susan Rivers



Oxford University Press



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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 3A — Scope And Sequence

UNIT THEME	DIALOGUE	PRACTICE PATTERN	VOCABULARY
1 It's Sunday!	Wake up, Julie! It's late. Oh, Mike. It's Sunday!	What day is today? It's (Sunday).	Sunday, Monday, Tuesday, Wednesday, Thursday Friday, Saturday
2 Our House	Where are you, Mike? I'm in the bathroom. I'm brushing my teeth.	Where are you? I'm in the (bathroom). I'm (brushing my teeth).	bedroom, playing, bathroom, brushing my teeth, kitchen, cooking, living room, watching TV
3 Clothing	I'm wearing a blouse. My blouse is pretty. I'm wearing a T-shirt. My T-shirt is cool.	What are you wearing? I'm wearing (a) (blouse).	a blouse, a T-shirt, a dress, a skirt, pants, shorts, shoes, sneakers
4 Homework	What's that? It's my workbook. I'm coloring. See. It's page 11.	What page? Page (11).	11, 12, 13, 14, 15, 16, 17, 18, 19, 20
5 More Colors	What color is it? Is it brown? No, it's not. It's orange. Orange is my favorite.	What color is it? It's (orange).	orange, black, white, brown, purple, pink, yellow, red, green, blue
6 Shapes	It's a circle. It's orange. It's an orange circle.	It's a (circle). It's (orange). It's (an) (orange) (circle).	circle, square, triangle, diamond, rectangle, heart
7 Time	I'm finished. What time is it? It's 11:00.	What time is it? It's (11:00).	1:00, 2:00, 3:00, 4:00, 5:00, 6:00, 7:00, 8:00, 9:00, 10:00, 11:00, 12:00
8 Getting Ready	Time to go! Clean up this mess! Pick up the crayons, Julie. Turn off the TV, Mike. Go get the keys, Dad. OK, Mom.	Pick up the (crayons). Turn off the (TV). Go get the (keys).	crayons, toys, TV, light, keys, money
9 Places	Fasten your seat belts. Where are we going? We're going to a restaurant and then we're going to the zoo.	Where are we going? We're going to (a) (restaurant).	a restaurant, the zoo, a department store, the park, the movies, the beach
10 At The Restaurant	Do they have french fries? Yes, they do. They have french fries. Do they have pizza? No, they don't. They don't have pizza.	Do they have (french fries)? Yes, they do. They have (french fries). Do they have (pizza)? No, they don't. They don't have (pizza).	french fries, soda pop, cheeseburgers, pizza, donuts, apple juice



Student Book 3B — Scope And Sequence

UNIT THEME	DIALOGUE	PRACTICE PATTERN	VOCABULARY
1 At The Zoo	Four tickets, please. Do you like elephants? Yes, I do. I like elephants. No, I don't. I don't like elephants.	Do you like (elephants)? Yes, I do. I like (elephants). No, I don't. I don't like (elephants).	elephants, bears, tigers, lions, monkeys, giraffes
2 Animals	Look at those bears. They're so big! Look at those giraffes. They're so tall!	Look at those (bears). They're so (big)!	big, small, fierce, sleepy, tall
3 Can It Swim?	Don't go too far! It's a crocodile. Can it swim? Yes, it can. It can swim.	Can a (crocodile) (swim)? Yes, it can. It can (swim). Can it (fly)? No, it can't. It can't (fly).	crocodile, swim, kangaroo, jump, bird, fly, hippo, walk
4 Feeding Time	What do pandas eat? They eat leaves. Where are Mom and Dad?	What do (pandas) eat? They eat (leaves).	pandas, leaves, lions, meat, sharks, fish, lizards, bugs, monkeys, bananas
5 Lost!	Please help us. We're lost! What's your name? Mike Lee. She's Julie. What's your telephone number? It's 223-4567.	What's your telephone number? It's (223-4567).	telephone numbers
6 Found!	Are you mad, Mom? No, I'm not. I'm happy. Are you OK, Julie? Yes, Dad. I'm OK.	Are you (OK)? Yes, I am. I'm (OK).	OK, happy, surprised, mad, sad, scared
7 A Rhyme	Listen, Julie. Eyes, ears, mouth, and nose. Shake your head and touch your toes. Do it again, Mike! Let's go!	These are my (ears). This is my (head).	ears, eyes, toes, mouth, head, nose
8 Family	Grandma! Grandpa! We're here! I love you, Grandma and Grandpa!	This is my family. She's my (grandmother). He's my (grandfather).	grandmother, grandfather, father, mother, aunt, uncle, sister, brother, cousin
9 Happy Birthday!	Happy birthday! How old are you? We're six years old. Can you blow out the candles? Yes, we can.	Can you (blow out the candles)? Yes, I can. No, I can't.	blow out the candles, bake a cake, ride a bike, drive a car, draw a picture, write your name
10 What A Day!	What did you like best today? I liked the presents!	What did he/she like best? He/She liked the (presents).	restaurant, zoo, birthday cake, presents

Introduction

COURSE DESCRIPTION

Tiny Talk is a three-level course designed for preschool and kindergarten children. This series is intended 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 and chants by Carolyn Graham for the ten regular units, as well as listening practice for the two review units. Each song or chant 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.

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. Language 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 to 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 Three. Units are numbered 1–10 (and review units are numbered 1–2) 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 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 let the teacher 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/Chant

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

Games and Activities

Games and activities 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
Song/Chant, Games, and Activities	15 minutes
	<hr/> 60 minutes

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/Chant, 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/Chants

Almost all children enjoy songs and chants. They 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 or chant as follows:

- 1) Introduce or review the main language in the song or chant, 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 or chant.
- 3) Present the song or chant using appropriate gestures, expressions, and/or actions whenever possible. Sing or chant each line, then have the class repeat the words and the actions.
- 4) Play the second (interactive) version of the song or chant. The class sings or chants along and performs the actions. You can divide into interactive groups when appropriate. The Teacher's Book provides additional suggestions for this.
- 5) Once the students have mastered the song or chant,

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. The Mike and Julie puppets can be used, too, for variety.

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 a chair for all but one student. The teacher plays the cassette, then either stops the cassette in the middle of the song/chant 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 or chant 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 3A



PART 1 Pages 4–5

Structures:

Wake up, Julie! It's late. Oh, Mike. It's Sunday!

Materials:

Picture Cards 2B:43–98 (6, 7, 8, 9, 10, buses, teachers, girls, boys, students, trees, birds, butterflies, flowers, clouds, ball, kite, bike, boat, doll, under, in, on, hot dogs, eggs, hamburgers, apples, cookies, ants, hot dog, egg, hamburger, apple, cookie, banana, blowing bubbles, playing ball, playing hide-and-seek, playing tag, flying a kite, riding a bike, singing a song, taking a walk, leg, tummy, head, foot, hand, sleeping, tired, crying, sad, eating, hungry, drinking, thirsty), a calendar, Mike and Julie puppets, Wall Chart 3A:1, tape player, cassette

1 Opening

- Greet each student with *Hello, _____*. *How are you?* Students respond in turn.
- Say the first line from any of the dialogues learned in *Tiny Talk 2B*. Students give the appropriate responses. Use Picture Cards 2B:43–98 to prompt students' answers.
- Arrange students in a circle. Give each student one of the Picture Cards 2B:43–98. Have the students sing any one of the songs from *Tiny Talk 2B* as they pass the cards around the circle in one direction. Call out *Stop!* at any point during the song. Each student must identify the card he/she is holding when the music is stopped.

Note: Skip the two previous activities if you do not have *Tiny Talk Picture Cards 2B*.

2 Introduce New Language

Ⓐ Structure: *It's Sunday.*

- Put the calendar in a place visible to all. Point to Sunday on the calendar and say *Sunday. It's Sunday.* Repeat several times. Continue pointing to Sunday on the calendar and model as follows:

T: *Sunday.*

Ss: *Sunday.*

T: *It's Sunday.*

Ss: *It's Sunday.*

- Ask for volunteers to come to the front of the room, point to Sunday on the calendar, and say *It's Sunday.*

Ⓑ Structures: *Wake up, Julie! It's late.*

- Place the Julie puppet on the desk. Point to the puppet and tell the students *She's sleeping.* Go about other business momentarily. Then look at your watch and act very surprised. Walk over to the Julie puppet, gently shake her awake, and say *Wake up, Julie!* Then, with a distressed look on your face, point to your watch and say *It's late.* Repeat several times. Then model as follows:

T: (gently shake the Julie puppet awake)

Wake up, Julie!

Ss: *Wake up, Julie!*

Point to your watch with an anxious look on your face. Continue:

T: (to Julie) *It's late.*

Ss: *It's late.*

Repeat several times.

- Ask for volunteers to come to the front, gently shake the Julie puppet awake, and say *Wake up, Julie! It's late.*

Ⓒ Structures: *Oh, Mike. It's Sunday!*

- Place the Julie puppet in a sleeping position on a desk at the front. Have the Mike puppet gently "shake" her awake and "say" *Wake up, Julie! It's late.* Julie "gets up," "looks" at the calendar with an exaggerated sigh, and "says" *Oh, Mike. It's Sunday!* Hold up the Julie puppet again and model as follows:

T: (as Julie; with a sigh) *Oh, Mike.*

Ss: *Oh, Mike.*

T: (as Julie) *It's Sunday!*

Ss: *It's Sunday!*

T: (as Julie) *Oh, Mike. It's Sunday!*

Ss: *Oh, Mike. It's Sunday!*

- Ask for volunteers to come to the front. Have each volunteer play the role of Julie, with you acting as Mike.

3 Present the Wall Chart

- Place Wall Chart 3A: I on the board. Point to the characters on the chart and model as follows:

T: (point to Mike) *Wake up, Julie! It's late.*

Ss: *Wake up, Julie! It's late.*

T: (point to Julie and sigh) *Oh, Mike. It's Sunday!*

Ss: *Oh, Mike. It's Sunday!*

Repeat several times.

- Divide the class into two groups. Assign groups the roles of Mike and Julie. Groups role-play the dialogue. Alternate roles and repeat.
- Ask for volunteers to come to the front, point to either or both of the characters, and describe what the character(s) is/are saying.
- Play the cassette for pages 4–5: **Dialogue**. Point to the appropriate characters on the chart as students listen.

Dialogue

Mike: *Wake up, Julie! It's late.*

Julie: *Oh, Mike. It's Sunday!*

(two times)

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

Dialogue Practice

Mike: *Wake up, Julie!* (two times)

It's late. (two times)


Wake up, Julie! It's late. (two times)

Julie: *Oh, Mike.* (two times)

It's Sunday! (two times)

Oh, Mike. It's Sunday! (two times)

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 (characters, colors, day of the week, etc.).
-  Play the cassette sections for pages 4–5 again. Students point to the appropriate pictures in their books as they listen and repeat.

- Hold up your book so that it is visible to all, and ask a student to stand. Point to either Mike or Julie in your book. The student describes what the character is saying. He/She then chooses a classmate and points to one of the characters in his/her book. The second student describes what the character is saying. Continue until all students have participated.

5 Games and Activities

Choose any of the following:

- Place the calendar on the board. Have students put their heads down on their desks and pretend to be asleep. Tap one student on the shoulder. He/She stands and shouts *Wake up! It's late*. The others students “wake up,” sigh, and say *Oh, _____*. (using the first student's name). Point to the calendar and have everyone say *It's Sunday!* Repeat several times.
- Divide the class into two teams. Have both teams put their heads down on their desks and pretend to be asleep. Tap one student from each team on the shoulder and say *Wake up. It's late*. Each student taps a teammate and says *Wake up. It's late*. The second student on each team taps a third student and repeats the dialogue. Continue until all of the students have been tapped. The last student to be tapped stands and says *Oh! It's Sunday!* The first team to completely “wake up” wins.

Variation: Ask a student from each team to come to the front. Have the other students pretend to be asleep. Say *One, two, three. Go!* The two students rush to wake up as many of their teammates as possible by shaking each gently on the shoulder and saying *Wake up. It's late*. Once a team member has been “woken up,” he/she joins in waking up other team members. Once all of the team members are “awake” they shout *Oh! It's Sunday!* The first team to do so wins.

- Using the Mike and Julie puppets, model the following:

T: (as Mike) *Wake up, Julie! It's late.*

(as Julie; sleepy) *Oh, Mike. It's Sunday!*

(as Mike) *I'm sorry.*

(as Julie) *Oh, that's OK.*

- Ask for volunteers to come to the front and reenact the dialogue using their own names. For added reinforcement, have the volunteers point to the clock when saying *It's late.*, and to the calendar when saying *It's Sunday!*

6 Workbook 3A: Pages 4–5

- Have students do Exercise A (Color).

PART 2

Pages 6–7

Structures:

What day is today? It's _____.

Vocabulary:

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

Materials:

a calendar, Picture Cards 3A:1–7 (Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday), Wall Chart 3A:2, tape player, cassette

1 Opening

- Greet each student with *Good night, _____*. Students respond in turn, then sink in their seats and pretend to fall asleep. Gently shake several students awake and say *Wake up, _____*. *It's late*. They in turn wake other students, saying *Wake up, _____*. *It's late*. When everyone is "awake," encourage students to say to you *Oh, (Miss Lee). It's Sunday!*

2 Pattern Practice

Ⓐ **Vocabulary:** *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday*

- Place the calendar on the board, then place Picture Cards 3A: 1–7 in order along the chalk rail under it. Point to Sunday on the calendar, hold up Picture Card 3A: 1, and say *Sunday*. Continue for each day of the week. Then point to the calendar, hold up Picture Card 3A: 1, and model as follows:

T: *Sunday*.

Ss: *Sunday*.

Repeat several times. Then recite all seven days in a row as you point to each card in turn. Have the class repeat all seven days in order. Prompt if necessary.

- Leave Picture Cards 3A: 1–7 in order along the chalk rail. Call a volunteer to the front of the room. Have him/her point to each card in turn and recite the seven days of the week in order.
- Leave Picture Cards 3A: 1–7 in order along the chalk rail. Have a volunteer come to the front. Call out one of the days of the week. The volunteer points to the corresponding card.

- Leave Picture Cards 3A: 1–7 in order along the chalk rail. Ask students to put their heads down on their desks. Remove one of the cards. Ask students to look up. Students try to identify the day of the week for the missing card.

Ⓑ **Structures:** *What day is today? It's _____*.

- Look at the calendar as if somewhat confused and in deep thought, then say *What day is today?* Repeat several times. Smile, point to the appropriate day of the week, and say *It's (Monday)*. Then model as follows:

T: (look at the calendar, confused) *What day is today?*

Ss: *What day is today?*

T: (smile and point to the appropriate day of the week) *It's (Monday)*.

Ss: *It's (Monday)*.

Repeat several times.

- Place Picture Cards 3A: 1–7 in order along the chalk rail. Ask for a volunteer to point to the Picture Card of his/her choice and ask the class *What day is today?* The class responds *It's (Tuesday)*, naming the day on the volunteer's card.

3 Present the Wall Chart

- Place Wall Chart 3A:2 on the board. Ask students to identify the days of the week. Then, point to the Pattern Practice panel on the right-hand side of the chart and ask for volunteers to describe what the characters are saying.
- Ask students to form a line at the front. Call the first student to the chart. Say one of the days of the week. The student points to the corresponding picture. Give each student a chance to point to three or four pictures.
- Keep the students in line. Call the first student to the chart. Point to one of the pictures. The student responds with the appropriate day of the week. Repeat several times before calling the next student.
- Play the cassette for pages 6–7: **Vocabulary**. Point to the appropriate pictures as students listen and repeat each item.

Vocabulary

Narrator: *Sunday*. (two times)
Monday. (two times)
Tuesday. (two times)
Wednesday. (two times)
Thursday. (two times)
Friday. (two times)
Saturday. (two times)

- Play the cassette for pages 6–7: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

Pattern Practice

Mike: *What day is today?*

Julie: *It's Sunday.*

(two times)

Mike: *What day is today?*

Julie: *It's Monday.*

(two times)

Mike: *What day is today?*

Julie: *It's Tuesday.*

(two times)

Mike: *What day is today?*

Julie: *It's Wednesday.*

(two times)

Mike: *What day is today?*

Julie: *It's Thursday.*

(two times)

Mike: *What day is today?*

Julie: *It's Friday.*

(two times)


Mike: *What day is today?*

Julie: *It's Saturday.*

(two times)

- Divide the class into two groups. Groups alternate asking and answering the question *What day is today?* Prompt students by pointing to the chart.

4 Open Student Books

- Have students turn to pages 6–7 in their books. Ask for volunteers to point to any of the days and identify them.
-  Play the cassette sections for pages 6–7 again. Students point to the appropriate pictures in their books as they listen and repeat.

5 Song

- Teach the song “Wake Up, Julie.” (See page 6 for hints on teaching songs.)

Wake Up, Julie

Wake up (clap, clap, clap) *Julie*

It's late (clap, clap, clap) *Julie*

Wake up (clap, clap, clap) *Julie*

It's late (clap, clap, clap) *Julie*

Wake up (clap, clap, clap) *Julie*

It's late (clap, clap, clap) *Julie*

Oh, Mike!

No, Mike!

It's Sunday!

[chorus]

Sunday, Monday, Tuesday, Wednesday

Sunday, Monday, Tuesday, Wednesday

Sunday, Monday, Tuesday, Wednesday

Thursday, Friday, Saturday

(repeat first two verses)

6 Games and Activities

Choose any of the following:

- Ask students to stand. Each student calls out the appropriate day of the week in the correct order. The first student says *Sunday*, the second student says *Monday*, the third *Tuesday*, etc. If a student is unable to do so, ask him/her to sit. Continue for several rounds, picking up speed. Ask the seated students to rejoin the activity after each round.
- Call a volunteer to the front. Ask him/her to choose one of the Picture Cards 3A: 1–7 and conceal it from the rest of the class. He/She stands at the front and asks the other students *What day is today?* The other students try to guess which card the volunteer is holding using the *It's _____* structure. The first student to guess correctly replaces the volunteer and continues the activity.
- Call two volunteers to the front. Give each volunteer one of the Picture Cards 3A: 1–7 without letting the other see it. Ask the two volunteers to stand back to back. Ask *What day is today?* Encourage the rest of the class to join in. On the count of three, the two volunteers face each other and reveal their cards. The first one to respond *It's (Saturday)*, according to the other's card, continues with a new volunteer.
- Ask students to stand or sit in a circle. Give Picture Cards 3A: 1–7 to seven of the students. Ask everyone to sing “Wake Up, Julie” as they pass the cards around the circle. Call out *Stop!* at any point during the song. The students holding cards must identify them when the rest of the class asks them *What day is today?*

7 Workbook 3A: Pages 6–7

- Have students do Exercise B (Match). Although students are not expected to read the days of the week, they should be able to match the calendar pages in numerical order. As a follow-up, have students recite the seven days of the week in order.



PART 1

Pages 8–9

Structures:

Where are you, Mike? I'm in the bathroom. I'm brushing my teeth.

Materials:

a calendar, Picture Cards 3A:10–11 (bathroom, brushing my teeth), Mike and Julie puppets, Wall Chart 3A:3, tape player, cassette

1 Opening

- Greet each student with *Hello, _____*. *What day is today?* Students respond *It's (Tuesday)*.
- Place the calendar on the board. Call two students to the front of the room. Say *It's (Sunday)*. The first student to point to the corresponding day on the calendar and say *It's (Sunday)*., becomes the "teacher" and continues the activity.

2 Introduce New Language

Ⓐ Structure: *I'm in the bathroom.*

- Have the class form a line at the door of the classroom. Take them to the bathroom. Open the door and point inside. Say *bathroom*. Repeat several times. Ask the class to point inside and repeat several times. Then stand inside and say *in the bathroom*. Repeat several times. Ask students to repeat. Then say *I'm in the bathroom*. Have students repeat. Ask for a volunteer to stand inside with you and say *I'm in the bathroom*. Continue until each student has had a chance to participate.
- Place Picture Card 3A:10 on the chalk rail. Point to the card and model as follows:

T: *Bathroom.*

Ss: *Bathroom.*

Repeat several times. Then place the Mike puppet in front of the card. Point to the Mike puppet and model as follows:

T: *In the bathroom.*

Ss: *In the bathroom.*

T: *I'm in the bathroom.*

Ss: *I'm in the bathroom.*

Repeat several times.

- Draw a large bathroom on the board. Stand in front of it and say *I'm in the bathroom*. Ask for volunteers to come to the front, stand in front of the picture, and say *I'm in the bathroom*.

Ⓑ Structure: *Where are you?*

- Place Picture Card 3A:10 on the chalk rail and put the Mike puppet in front of it. Then walk around the room, looking confused. Pretend to be searching and ask *Where are you, Mike?* repeatedly. Then return to the front of the room. As Mike, say *I'm in the bathroom*. Model as follows:

T: (look around the room) *Where are you, Mike?*

Ss: *Where are you, Mike?*

T: (as Mike) *I'm in the bathroom.*

Ss: *I'm in the bathroom.*

Repeat several times.

Ⓒ Structure: *I'm brushing my teeth.*

- Smile and point to your teeth. Say *teeth*. Have students repeat after you. Then perform the motions of brushing your teeth. Say *brushing my teeth*. Ask students to perform the motions along with you and say *brushing my teeth*. Continue "brushing" your teeth and say *I'm brushing my teeth*. Then hold up Picture Card 3A:11, "brush" your teeth, and model as follows:

T: *Brushing my teeth.*

Ss: ("brush" their teeth) *Brushing my teeth.*

T: *I'm brushing my teeth.*

Ss: *I'm brushing my teeth.*

Repeat several times.

- Ask for volunteers to come to the front, perform the motions of brushing their teeth, and say *I'm brushing my teeth*.

3 Present the Wall Chart

- Place Wall Chart 3A:3 on the board. Point to the characters on the chart and model as follows:

T: (point to Mom) *Where are you, Mike?*

Ss: *Where are you, Mike?*

T: (point to Mike) *I'm in the bathroom.*

Ss: *I'm in the bathroom.*

T: (point to Mike) *I'm brushing my teeth.*

Ss: *I'm brushing my teeth.*

T: (point to Mike) *I'm in the bathroom. I'm brushing my teeth.*

Ss: *I'm in the bathroom. I'm brushing my teeth.*

Repeat several times.

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

Dialogue

Mom: *Where are you, Mike?*

Mike: *I'm in the bathroom. I'm brushing my teeth.*
(two times)

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

Dialogue Practice

Mom: *Where are you, Mike?* (two times)


Mike: *I'm in the bathroom.* (two times)

I'm brushing my teeth. (two times)

I'm in the bathroom. I'm brushing my teeth.
(two times)

- Divide the class into two groups. Assign groups the roles of Mom and Mike. Groups produce the appropriate lines from the dialogue as you point to the characters. Alternate roles.
- Ask for volunteers to come to the front, point to the characters, and describe what they are saying.

4 Open Student Books

- Have students turn to pages 8–9 in their books. Ask the class to produce any language pertinent to the unit.
-  Play the cassette sections for pages 8–9 again. Students point to the appropriate characters in their books as they listen and repeat.
- Ask a volunteer to stand. Point to one of the characters in your book. The volunteer responds with the appropriate line from the dialogue. He/She then chooses a classmate to stand, points to either one of the characters, and continues the activity.
- Ask two volunteers to come to the front. Assign the roles of Mom and Mike. Have “Mike” hold Picture Card 3A: 11 and perform the motions of brushing his teeth. The volunteers should stand some distance apart and shout out their lines. Continue until each student has had a chance to role-play at least one of the characters.

5 Games and Activities

Choose any of the following:

- Ask students to put their heads down on their desks. Tap one of the students on the shoulder and ask him/her to stand just outside the classroom, near the door. Tell the others to look up. When they have figured out who is no longer in the classroom, they say *Where are you, (Sarah)?*, using the name of the missing student. That student responds *I'm in the bathroom. I'm brushing my teeth*. Repeat the activity with different students.
- Have students stand in a circle. Ask a volunteer to stand in the middle, hold Picture Card 3A: 10, and keep his/her free arm extended, pointing. Students walk in a circle and chant *Where are you? Where are you?* Call out *Stop!* at any point during the chant. The student being pointed to when the chant stops must ask the volunteer in the middle *Where are you, (Jack)?* The volunteer responds *I'm in the bathroom. I'm brushing my teeth*. The student who was pointed to then replaces the volunteer and continues the activity.
- Divide the class into two teams. Place Picture Cards 3A: 10–11 along the chalk rail. Call one student from each team to the front. Ask either *Where are you?* or *What are you doing?* If you ask *Where are you?*, the first student to bring you Picture Card 3A: 10 and say *I'm in the bathroom.*, wins a point for his/her team. If you ask *What are you doing?*, the first student to bring you Picture Card 3A: 11 and say *I'm brushing my teeth.*, wins a point.
- Keep the class divided into two teams. Ask one student from each team to stand. Ask the two students a question (*What do you have? What do you want? What are you doing? What's wrong? What day is today? Where are you?*, etc.). The first student to give you an appropriate response wins a point for his/her team.

6 Workbook 3A: Pages 8–9

- Have students do Exercise A (Color).

PART 2

Pages 10–11

Structures:

Where are you? I'm in the _____. I'm _____.

Vocabulary:

bedroom, playing, bathroom, brushing my teeth, kitchen, cooking, living room, watching TV

Materials:

Picture Cards 3A:1–15 (Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, bedroom, playing, bathroom, brushing my teeth, kitchen, cooking, living room, watching TV), Mike and Julie puppets, Wall Chart 3A:4, tape player, cassette

1 Opening

- Greet each student with *Hi, I'm _____*. *Nice to meet you*. Students respond in turn.
- Hand Picture Card 3A:10 to the student sitting closest to you. Ask *Where are you, (Tom)?* The student responds *I'm in the bathroom*. He/She then hands the card to the next student and asks *Where are you, (Ann)?* Continue until each student has had a chance to both ask and answer the question.

2 Pattern Practice

Ⓐ Vocabulary: *bedroom, bathroom, kitchen, living room*

- Draw a cutaway view of a two-story house on the board. Leave spaces for a bedroom and a bathroom on the top floor, and a kitchen and a living room on the bottom floor. Place Picture Cards 3A:8, 10, 12, and 14 in the spaces. Point to Picture Card 3A:8 and model as follows:
T: *Bedroom*.
Ss: *Bedroom*.
Repeat several times. Follow the same procedure for *bathroom, kitchen, and living room*, using Picture Cards 3A:10, 12, and 14.
- Leave Picture Cards 3A:8, 10, 12, and 14 in the house on the board. Have students put their heads down on their desks. Remove one of the Picture Cards from the board. Ask students to look up. Students shout out the corresponding word for the missing card.

- Leave the Picture Cards in the house on the board. Ask for volunteers to come to the front of the room. Have them point to and identify the Picture Cards.

Note: Keep your drawing of the house on the board. You will use it again in a later activity.

Ⓑ Structures: *Where are you, Mike?* *I'm in the _____.*

- Place Picture Cards 3A:8, 10, 12, and 14 on the board just above the chalk rail (but not in your house drawing). Place the Mike puppet on the chalk rail beneath Picture Card 3A:10. Pretend to search for Mike, and repeatedly ask *Where are you, Mike? Where are you, Mike?* Smile and return to the board. As Mike, say *I'm in the bathroom*. Then model as follows:

T: (pretend to search for Mike) *Where are you, Mike?*

Ss: *Where are you, Mike?*

T: (as Mike) *I'm in the bathroom*.

Ss: *I'm in the bathroom*.

Follow the same procedure for *bedroom, kitchen, and living room*. You may alternate the Mike and Julie puppets, if desired.

- Ask a volunteer to come to the front and choose one of the Picture Cards 3A:8, 10, 12, and 14. The rest of the class asks *Where are you?* The volunteer responds *I'm in the (bedroom)*. Continue until each student has had a chance to participate.

Ⓒ Structure: *I'm _____.*

- Using Picture Cards 3A:9, 11, 13, and 15, introduce the corresponding actions for each room. Hold up Picture Card 3A:9, and model as follows:

T: *Playing*.

Ss: *Playing*.

Repeat several times. Then perform the appropriate motions of playing, and point to the card. Model as follows:

T: *I'm playing*.

Ss: *I'm playing*.

Repeat several times. Follow the same procedure for *brushing my teeth/I'm brushing my teeth., cooking/I'm cooking., and watching TV/I'm watching TV.,* using Picture Cards 3A:11, 13, and 15.

- Perform one of the four actions from this lesson. Ask the students to join in with you. While performing the motions, say *I'm (cooking)*.

- Ask a volunteer to stand, pantomime the action of his/her choice, and say *I'm (watching TV)*.
- Put Picture Cards 3A:8, 10, 12, and 14 back into the empty spaces of your house drawing on the board. Hold up Picture Card 3A:11 and say *I'm brushing my teeth. Where am I?* Students respond either *in the bathroom* or *bathroom*. Continue with Picture Cards 3A:9, 13, and 15. Ask students individually, in order to make sure they have associated the room with the corresponding activity.

3 Present the Wall Chart

- Place Wall Chart 3A:4 on the board. Point to each room and ask students to identify it. Point to the characters and ask *Who is he/she?* Students identify them. Gesture toward the activity taking place in each room and ask *What is he/she doing?* Students respond accordingly: *(She)'s (cooking)*.
- Play the cassette for pages 10–11: **Vocabulary**. Point to the appropriate pictures as students listen and repeat each item.

Vocabulary

Narrator: *Bedroom*. (two times)
Playing. (two times)
Bathroom. (two times)
Brushing my teeth. (two times)
Kitchen. (two times)
Cooking. (two times)
Living room. (two times)
Watching TV. (two times)

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


Note: In the last dialogue for this section, Mike asks Mom where she is.

Pattern Practice

Mom: *Where are you?*
Mike: *I'm in the bathroom. I'm brushing my teeth.*
(two times)
Mom: *Where are you?*
Julie: *I'm in the bedroom. I'm playing.*
(two times)
Mom: *Where are you?*
Dad: *I'm in the living room. I'm watching TV.*
(two times)
Mike: *Where are you?*
Mom: *I'm in the kitchen. I'm cooking.*
(two times)

- Divide the class into two groups. Groups alternate asking and answering the question *Where are you?*, while you point to the pictures on the chart.
- Ask students to form a line at the front. Call the first student in line to the Wall Chart. Point to one of the rooms and ask *Where are you?* The student responds *I'm in the (kitchen). I'm (cooking)*. He/She then points to one of the rooms and asks the next student *Where are you?* The second student responds *I'm in the (bedroom). I'm (playing)*. Continue until each student has had a chance to both ask and answer the question.

4 Open Student Books

- Have students turn to pages 10–11 in their books. Ask them to produce any language pertinent to the unit.
-  Play the cassette sections for pages 10–11 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Ask a student to stand. Ask *Where are you, _____?*, using one of the character's names (Mike, Julie, Mom, or Dad). The student, playing the character, responds *I'm in the _____. I'm _____*. He/She then chooses a classmate and continues the activity. Continue until each student has had a chance to participate.

5 Song

- Teach "The Bathroom Song." (See page 6 for hints on teaching songs.)

The Bathroom Song

Where are you?
I'm in the bathroom
Where are you?
Where are you?
I'm in the bathroom
Where are you?
I'm in the bathroom

Where are you?
I'm in the bathroom
Where are you?
I'm in the bathroom
Brushing my teeth
In the bathroom

Where is he?
He's in the bathroom
Where is he?

[song text continues on following page]



[song text continued from previous page]

Where is he?
He's in the bathroom
Where is he?
He's in the bathroom

Where is he?
He's in the bathroom
Where is he?
He's in the bathroom
Brushing his teeth
In the bathroom
(not in the kitchen)
In the bathroom

6 Games and Activities

Choose any of the following:

- Place Picture Cards 3A:8, 10, 12, and 14 in four separate areas of the classroom. Divide the class into four groups and assign each group a room. Each student stands in his/her "room" and pantomimes the corresponding activity. Call out to any one student *Where are you, _____?* That student responds *I'm in the (living room). I'm (watching TV).* He/She then joins you at the front and calls out the name of another classmate. Together you say *Where are you, _____?* That student responds accordingly, joins you at the front, and calls out the name of a third classmate. Continue until all the students are standing at the front with you.
- Arrange students in a circle. Hand out Picture Cards 3A:8, 10, 12, and 14. Play "The Bathroom Song" on the cassette. Students pass the cards in a circle as they sing along. Stop the cassette at any point during the song. The students holding the cards when the song is stopped must stand. The class asks them, one by one, *Where are you?* The students with cards respond accordingly: *I'm in the _____. I'm _____.*
- Divide the class into two teams. Ask one student from each team to stand. Say *You're (playing).* The first student to respond *I'm in the (bedroom).*, wins a point. Reverse the pattern for extra practice. Say *You're in the (kitchen).* Students respond *I'm (cooking).*

- Draw a Tic-Tac-Toe grid on the board (nine squares, with three rows across and three rows down). Attach Picture Cards 3A:8–15 faceup on eight of the squares with magnets. Draw a star in the one remaining square. Divide the class into two teams, "X" and "O." Teams take turns; each student must choose a square and answer the question for that square. For Picture Cards 3A:9, 11, 13, and 15, ask *What's he/she doing?* For Picture Cards 3A:8, 10, 12, and 14, ask *Where is he/she?* Ask *What day is today?* for the square with the star. If the student answers correctly, say *Yes.*, remove the card (or erase the star), 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.

7 Workbook 3A: Pages 10–11

- Have students do Exercise B (Match) and Exercise C (Where are you, Mike?).

Note: For the next lesson, you will need to wear either a blouse or a T-shirt to class. Ask your students to do the same.





UNIT
3

PART 1
Pages 12–13

Structures:

I'm wearing a _____. My _____ is _____.

Vocabulary:

blouse, pretty, T-shirt, cool

Materials:

Picture Cards 3A:9, 11, 13, and 15–17 (playing, brushing my teeth, cooking, watching TV, blouse, T-shirt), a blouse and a T-shirt (teacher's and students'), Mike and Julie puppets, Wall Chart 3A:5, tape player, cassette, a ball

1 Opening

- Ask the class *How are you?* The class responds appropriately. Then ask *What day is today?* The class responds as a group *It's (Thursday).*
- Ask two students to stand. Show the students one of the Picture Cards 3A:9, 11, 13, or 15. The first one to respond *I'm (cooking).*, continues with the next student.

2 Introduce New Language

Ⓐ Vocabulary: *blouse, T-shirt*

- Hold up Picture Card 3A:16 and model as follows:

T: *Blouse.*

Ss: *Blouse.*

Repeat several times. If any of your students are wearing blouses, ask them to come to the front. Point to each blouse and ask students to tell you what it is. Follow the same procedure for *T-shirt*, using Picture Card 3A:17.

Ⓑ Structure: *I'm wearing a _____.*

- For this activity, you should be wearing either a blouse or a T-shirt. Point to your blouse or T-shirt, and say *I'm wearing a _____.* Point to it again, and model as follows:

T: *I'm wearing a _____.*

Ss: *I'm wearing a _____.*

Repeat several times.

- Choose a student wearing either a blouse or a T-shirt, and ask him/her to stand. Point to the student's blouse or T-shirt and say *He's/She's wearing a _____.* Ask the student to say *Yes. I'm wearing a _____.*

Ⓒ Structures: *My blouse is pretty.*
My T-shirt is cool.

- Call a student who is wearing a blouse to the front. Point to her blouse, "ooh" and "aah" over it, and say *pretty.* Repeat several times with other students wearing blouses. Then model as follows:

T: *Pretty.*

Ss: *Pretty.*

T: *My blouse is pretty.*

Ss: *My blouse is pretty.*

Ask the students to stand. Have them pat their blouses and say *My blouse is pretty.* Those students not wearing blouses should pretend they are, and join in as well.

- Call on a student wearing a printed T-shirt (or something equally sharp). Point to the T-shirt, make a thumbs-up sign, and say *cool.* Repeat several times with other students who are wearing either T-shirts or shirts. Then model as follows:

T: *Cool.*

Ss: *Cool.*

T: *My T-shirt is cool.*

Ss: *My T-shirt is cool.*

Ask students to stand, point to their T-shirts, make the thumbs-up sign, and say *My T-shirt is cool.* Those students not wearing T-shirts should pretend they are, and join in as well.

3 Present the Wall Chart

- Place Wall Chart 3A:5 on the board. Point to the characters on the chart and model as follows:

T: (point to Julie) *I'm wearing a blouse.*

Ss: *I'm wearing a blouse.*

T: (point to Julie) *My blouse is pretty.*

Ss: *My blouse is pretty.*

T: (point to Julie) *I'm wearing a blouse. My blouse is pretty.*

Ss: *I'm wearing a blouse. My blouse is pretty.*

[Activity continues on following page]

[Activity continued from previous page]

T: (point to Mike) *I'm wearing a T-shirt.*

Ss: *I'm wearing a T-shirt.*

T: (point to Mike) *My T-shirt is cool.*

Ss: *My T-shirt is cool.*

T: (point to Mike) *I'm wearing a T-shirt. My T-shirt is cool.*

Ss: *I'm wearing a T-shirt. My T-shirt is cool.*

- Play the cassette for pages 12–13: **Dialogue**. Point to the appropriate characters on the chart as students listen.

Dialogue

Julie: *I'm wearing a blouse. My blouse is pretty.*

Mike: *I'm wearing a T-shirt. My T-shirt is cool.*

(two times)

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

Dialogue Practice

Julie: *I'm wearing a blouse. (two times)*

My blouse is pretty. (two times)

I'm wearing a blouse. My blouse is pretty.

(two times)

Mike: *I'm wearing a T-shirt. (two times)*


My T-shirt is cool. (two times)

I'm wearing a T-shirt. My T-shirt is cool.

(two times)

- Ask for volunteers to come to the front, point to either one or both of the characters, and describe what they are saying.
- Divide the class into two groups. Assign groups the roles of Mike and Julie. Groups role-play the dialogue. Alternate roles.

4 Open Student Books

- Have students turn to pages 12–13 in their books. Encourage students to produce any language pertinent to the picture.
- 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 the activity with different volunteers.
-  Play the cassette sections for pages 12–13 again. Students point to the appropriate pictures in their books as they listen and repeat.

- Ask for two volunteers to come to the front. Ask them to point to their blouses or T-shirts and role-play the dialogue, using the adjective of their choice. Or, ask students to choose a puppet and reenact the dialogue.

5 Games and Activities

Choose any of the following:

- Arrange students in a circle. Have students pass Picture Cards 3A: 16 and 17 around the circle while they sing any previously taught song. Call out *Stop!* at any point during the song. The students holding the cards stand and say *I'm wearing a _____*. *My _____ is _____*, using the corresponding words.
- Arrange chairs in a circle. Place Picture Cards 3A: 16 and 17 on two of the chairs. Ask students to circle the chairs while singing a previously taught song. Call out *Stop!* at any point during the song. Students rush to sit. The two students who sit in the chairs with cards then stand and say *I'm wearing a _____*. *My _____ is _____*, using the corresponding words.
- Point to your blouse or T-shirt, and say *I'm wearing a (blouse)*. *My (blouse) is _____*, using the adjective of your choice. Then throw a ball to one of the students. He/She points to an article of clothing and says *I'm wearing a _____*. *My _____ is _____*. That student then throws the ball to a second student. Continue until each student has had a chance to participate.
- Place Wall Charts 3A: 1, 3, and 5 on the board. Divide the class into two teams. Ask one student from each team to stand. Point to any character on one of the charts. The first student to correctly describe what that character is saying wins a point for his/her team.

6 Workbook 3A: Pages 12–13

- Have students do Exercise A (Color).

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PART 2

Pages 14–15

Structures:

What are you wearing? I'm wearing (a) _____.

Vocabulary:

a blouse, a T-shirt, a dress, a skirt, pants, shorts, shoes, sneakers

Materials:

Picture Cards 3A:16–23 (blouse, T-shirt, dress, skirt, pants, shorts, shoes, sneakers), Mike and Julie puppets, Wall Chart 3A:6, tape player, cassette

1 Opening

- Ask the class *What day is today?* Students respond appropriately. Then ask them *How are you?* Students respond.
- Ask students to stand one by one, point to an article of clothing, and say *I'm wearing a _____*. *My _____ is _____*. Continue until each student has had a chance to participate.

2 Pattern Practice

ⓐ **Vocabulary:** *a blouse, a T-shirt, a dress, a skirt, pants, shorts, shoes, sneakers*

- Hold up Picture Card 3A:16 and model as follows:

T: *A blouse.*

Ss: *A blouse.*

Repeat several times. Continue with *a T-shirt, a dress, a skirt, pants, shorts, shoes, and sneakers*, using Picture Cards 3A:17–23.

- Pass Picture Card 3A:16 to the student sitting nearest to you, and say *a blouse*. That student then passes it to the next student and says *a blouse*. Continue until each student has had a chance to participate. Follow the same procedure for Picture Cards 3A:17–23.

Note: Make sure students learn that a clothing word in the plural form (for example, *pants*) is not preceded by an article. Although it is not necessary to explain the grammatical rules here, extra drilling of the words is important. After you have taught all the vocabulary, call out one of the clothing words. If the word is preceded by an article, students clap twice; if not, they clap once.

- Line up Picture Cards 3A:16–23 along the chalk rail. Ask students to put their heads down on their desks. Remove one of the cards. Have students look up and try to identify the missing card.
- Ask two volunteers to stand. Hold Picture Cards 3A:16–23 so the volunteers cannot see them. Then show one of the cards to the volunteers for only a second or two. The first volunteer to correctly identify the clothing word for that card may repeat the activity with the next student. Continue until each student has had a chance to participate.

ⓑ **Structures:** *What are you wearing?*
I'm wearing (a) _____.

- Hold up the Julie puppet, look at her, and ask *What are you wearing?* As Julie, reply *I'm wearing a blouse*. Then hold up the Mike puppet and ask *What are you wearing?* As Mike, reply *I'm wearing a T-shirt*. Then hold up both puppets and model as follows:

T: (to Julie) *What are you wearing?*

Ss: *What are you wearing?*

T: (as Julie) *I'm wearing a blouse.*

Ss: *I'm wearing a blouse.*

Repeat, using the Mike puppet and *a T-shirt*. Continue modeling the pattern, using the other articles of clothing with the appropriate puppet.

- Ask a student to come to the front, choose a Picture Card, and say the corresponding word. The students wearing that particular article of clothing stand up. Ask *What are you wearing?* The students standing reply *I'm wearing (a) _____*. Continue until you have covered each vocabulary word.
- Place Picture Cards 3A:16–23 along the chalk rail. Call a student to the front. Ask him/her *What are you wearing?* The student chooses a Picture Card that corresponds with an article of clothing that he/she is wearing, and replies *I'm wearing (a) _____*. He/She then chooses a classmate to come to the front, and they continue the activity.

3 Present the Wall Chart

- Place Wall Chart 3A:6 on the board. Ask students to identify the various articles of clothing and describe what the characters are saying.



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

Vocabulary

Narrator: *A blouse.* (two times)
A T-shirt. (two times)
A dress. (two times)
A skirt. (two times)
Pants. (two times)
Shorts. (two times)
Shoes. (two times)
Sneakers. (two times)

- Play the cassette for pages 14–15: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.


Note: For *blouse, dress, skirt, and shoes*, Mike will ask Julie what she is wearing. For *T-shirt, pants, shorts, and sneakers*, Julie will ask Mike what he is wearing.

Pattern Practice

Mike: *What are you wearing?*
 Julie: *I'm wearing a blouse.*
 (two times)
 Julie: *What are you wearing?*
 Mike: *I'm wearing a T-shirt.*
 (two times)
 Mike: *What are you wearing?*
 Julie: *I'm wearing a dress.*
 (two times)
 Mike: *What are you wearing?*
 Julie: *I'm wearing a skirt.*
 (two times)
 Julie: *What are you wearing?*
 Mike: *I'm wearing pants.*
 (two times)
 Julie: *What are you wearing?*
 Mike: *I'm wearing shorts.*
 (two times)
 Mike: *What are you wearing?*
 Julie: *I'm wearing shoes.*
 (two times)
 Julie: *What are you wearing?*
 Mike: *I'm wearing sneakers.*
 (two times)

- Ask students to form a line at the front. Choose a student, point to an article of his/her clothing, and ask *What are you wearing?* That student replies *I'm wearing (a) _____*. He/She then points to an article of clothing on a second student and asks *What are you wearing?* The second student responds accordingly. Continue until each student has had a chance to practice both parts of the pattern.
- Divide the class into two groups. Groups alternate asking *What are you wearing?* and answering *I'm wearing (a) _____*. Prompt them by gesturing toward various articles of clothing.

4 Open Student Books

- Have students turn to pages 14–15 in their books. Ask volunteers to stand and identify the articles of clothing pictured in their books. Then ask for volunteers to describe what Mike and Julie 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.
- Ask one of the students *What are you wearing?* The student points to the article of clothing he/she wishes to identify, then points to the corresponding picture in the book. He/She then responds *I'm wearing (a) _____*. That student then chooses a classmate, and they continue the activity.

5 Song

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

What Are You Wearing, Julie?

What are you wearing, Julie?
What are you wearing today?
Julie, what are you wearing?
What are you wearing today?

Are you wearing a dress?
What are you wearing today?
Are you wearing a skirt?
What are you wearing today?

I'm wearing
Shoes, socks, pants and a blouse
Shoes, socks, pants and a blouse
Shoes, socks, pants and a blouse
That's what I'm wearing today

[song text continues on following page]

[song text continued from previous page]

*Shoes, socks, pants and a blouse
Shoes, socks, pants and a blouse
Shoes, socks, pants and a blouse
That's what I'm wearing today*

*What are you wearing, Mike?
What are you wearing today?
Mike, what are you wearing?
What are you wearing today?*

*Are you wearing sneakers?
What are you wearing today?
Are you wearing shorts?
What are you wearing today?*

*I'm wearing
Shoes, socks, pants and a T-shirt
Shoes, socks, pants and a T-shirt
Shoes, socks, pants and a T-shirt
That's what I'm wearing today*

*Shoes, socks, pants and a T-shirt
Shoes, socks, pants and a T-shirt
Shoes, socks, pants and a T-shirt
That's what I'm wearing today*

6 Games and Activities

Choose any of the following:

- Place Wall Chart 3A:6 on the board. Place Picture Cards 3A: 16–23 on a desk at the front. Divide the class into two teams. Call one student from each team to the front. Point to an article of clothing on the chart and ask *What are you wearing?* The first student to bring you the corresponding card and say *I'm wearing (a) _____*, wins a point for his/her team.
- Arrange students in a circle. Hand out Picture Cards 3A: 16–23 to eight of them. Play the song "What Are You Wearing, Julie?" on the cassette. Students pass the cards in a circle while singing the song. Stop the cassette at any point during the song. The students holding cards when the song stops must stand in the middle of the circle. The rest of the class asks each of them *What are you wearing?* Each student holding a card responds *I'm wearing (a) _____*.

- Draw a Tic-Tac-Toe grid on the board (nine squares, with three rows across and three rows down). Attach Picture Cards 3A: 16–23 faceup to the board with magnets, one card for each square. Write the number 1 in the ninth square. Divide the class into two teams, "X" and "O." Teams take turns; each student chooses a square. Using the item of clothing in the chosen square, that student tries to answer the question *What are you wearing?* For the square numbered 1; ask any question previously learned (for example, *What day is today? Where are you? What are you doing?*). If the student answers correctly, 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.
- Have a volunteer come to the front. Ask him/her to choose one of the Picture Cards 3A: 16–23 without letting the others see it. The rest of the class tries to guess which card the volunteer is holding by saying *You're wearing (a) _____*. The first one to guess correctly replaces the volunteer and continues the activity.

7 Workbook 3A: Pages 14–15

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

UNIT 4

PART 1 Pages 16–17

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Structures:

What's that? It's my workbook. I'm coloring. See. It's page 11.

Materials:

Mike and Julie puppets, various objects (a pencil, a book, etc.), a *Tiny Talk Workbook*, crayons, Picture Card 3A:24 (11), Wall Chart 3A:7, tape player, cassette

1 Opening

- Greet the class with *Hello. What day is today?* Students respond accordingly.
- Have a student stand up. Ask *What are you wearing?* The student replies *I'm wearing (a) _____*, using any one of the clothing words taught in Unit 3. He/She then chooses a classmate to stand and asks *What are you wearing?* Continue until each student has had a chance to ask and answer the question.
- Write the numbers 1–10 on the board. Point to the numbers at random and ask the class to identify them. Then call on individual students and continue the activity.

2 Introduce New Language

Ⓐ Structures: *What's that? It's my workbook.*

- Hold up a pencil in one hand and the Mike puppet in the other. As Mike, ask *What's that?* Reply *It's my pencil.* Repeat several times, using various objects such as a crayon, a book, etc. Then hold up a *Tiny Talk Workbook*, and have Mike "ask" *What's that?* Reply *It's my workbook.* Then model as follows:

T: (as Mike) *What's that?*

Ss: *What's that?*

T: *Workbook.*

Ss: *Workbook.*

T: *It's my workbook.*

Ss: *It's my workbook.*

Repeat several times.

- Ask students to take out their workbooks. Point to one student's workbook and ask *What's that?* The student responds *It's my workbook.* That student then points to a second student's workbook and asks the question. Continue until all of the students have asked and answered the question.

Ⓑ Structure: *I'm coloring.*

- Sit at a desk at the front of the room with an open *Tiny Talk Workbook* and some crayons in front of you. Begin to color one of the "A" Exercises. Say *I'm coloring.* Then model as follows:

T: (still coloring) *I'm coloring.*

Ss: *I'm coloring.*

Repeat several times. Ask for volunteers to come to the front, color a little bit of the exercise, and say *I'm coloring.*

Ⓒ Structures: *See. It's page 11.*

- Keep Picture Card 3A:24 handy. Write the numbers 1–11 on the board. Count off the numbers 1–10, and encourage students to count along with you. When you get to the number 11, hold up the Picture Card and say *Eleven.* Model as follows:

T: (hold up Picture Card 3A:24) *Eleven.*

Ss: *Eleven.*

Repeat several times.

- Have the students pass the card around the room as they say *eleven.* Continue until each student has had a chance to say the number.
- Hold up the workbook and open it to page 4. Point to the page number in the book and say *Page four.* Continue until you have covered each page up to page 11. Then ask a volunteer to stand, point to any page from 4 to 11 in any book, and say *Page (six).* Now, gesture from your eye to the workbook, and model as follows:

T: *See.*

Ss: *See.*

T: (point to page 11) *Page eleven.*

Ss: *Page eleven.*

T: *It's page eleven.*

Ss: *It's page eleven.*

T: (still holding up the book) *See. It's page eleven.*

Ss: *See. It's page eleven.*

Repeat several times. Ask for volunteers to turn to any page from 4 to 11 in any one of their books, and say *See. It's page (seven).*

3 Present the Wall Chart

- Place Wall Chart 3A:7 on the board. Point to the characters on the chart and model as follows:

T: (point to Mike) *What's that?*

Ss: *What's that?*

T: (point to Julie) *It's my workbook. I'm coloring. See. It's page eleven.*

Ss: *It's my workbook. I'm coloring. See. It's page eleven.*

Repeat several times. Model Julie's part in sections if necessary.

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

Dialogue

Mike: *What's that?*

Julie: *It's my workbook. I'm coloring. See. It's page eleven.*
(two times)

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


Dialogue Practice

Mike: *What's that?* (two times)

Julie: *It's my workbook.* (two times)
I'm coloring. (two times)
See. It's page eleven. (two times)
It's my workbook. I'm coloring. See.
It's page eleven. (two times)

- Divide the class into two groups. Assign groups the roles of Mike and Julie. Groups role-play the dialogue. Alternate roles.
- Ask students to form a line at the front. Call the first student in line to the chart. Point to either Mike or Julie. The student describes what the character is saying. Continue until each student has participated.

4 Open Student Books

-  Play the cassette sections for pages 16–17. Students point to the appropriate pictures in their books as they listen and repeat. Play the cassette again. Students listen and repeat.

- Ask a student to stand. Point to one of the characters in your book. The student describes what the character is saying. That student then chooses a classmate and points to one of the characters. The second student describes what the character is saying. Continue until all students have participated.

5 Games and Activities

Choose any of the following:

- Arrange students in a circle. Open a workbook to any page from 1 to 11, and give it to one of the students. Students pass the open workbook around the circle and chant *What's that? What's that?* Call out *Stop!* at any point during the chant. The student holding the workbook when the chant is stopped stands in the middle, points to a page number, and says *It's my workbook. See. It's page (eight)*.
- Divide the class into two teams. Call one student from each team to the front of the room. Show the two students any one page from the workbook. The first student to respond *It's page (six)*., wins a point for his/her team.
- Keep the class divided into two teams. Review all of the “-ing” verbs taught in the *Tiny Talk* course up to this point: *playing, flying a kite, riding a bike, singing a song, taking a walk, sleeping, brushing my teeth, cooking, watching TV, coloring*. Call a volunteer from one of the teams up to the front, and whisper one of the verbs to him/her. The volunteer mimes the action. The first team to correctly identify the action by saying *He's/She's _____*., wins a point. Alternate volunteers and continue the activity.
- Model the following dialogue, using the Mike and Julie puppets if desired. Have Julie “sitting” and “coloring” a workbook page.

T: (as Mike) *Where are you, Julie?*

(as Julie) *I'm in the living room.*

(as Mike) *What are you doing?*

(as Julie) *I'm coloring.*

(as Mike) *What's that?*

(as Julie) *It's my workbook.*

Repeat several times. Call two volunteers to the front to role-play the dialogue.

6 Workbook 3A: Pages 16–17

- Have students do Exercise A (Color).

PART 2

Pages 18–19

Structures:

What page? Page ____.

Vocabulary:

11, 12, 13, 14, 15, 16, 17, 18, 19, 20

Materials:

a *Tiny Talk Workbook*, Picture Cards 3A:24–33 (11, 12, 13, 14, 15, 16, 17, 18, 19, 20), Wall Chart 3A:8, tape player, cassette, a ball

1 Opening

- Greet each student with *Hello. How are you?* Students respond in turn. Then ask the class *What day is today?* The class responds accordingly.
- Ask students to take out their workbooks and turn to any page from 4 to 11. Ask the student closest to you *What's that?* That student responds *It's my workbook. See. It's page ____.*, filling in the corresponding page number. That student then asks a second student. Continue until each student has had a chance to participate.

2 Pattern Practice

ⓐ **Vocabulary:** 11, 12, 13, 14, 15,
16, 17, 18, 19, 20

- Line up Picture Cards 3A:24–33 along the chalk rail. Hold up Picture Card 3A:24 and model as follows:

T: *Eleven.*

Ss: *Eleven.*

Repeat several times. Follow the same procedure for the numbers 12–20, using Picture Cards 3A:25–33. As a follow-up, drill the students by having them count from 1 to 20 several times.

- Ask a volunteer to come to the front of the room. Call out a number at random. The volunteer points to the corresponding Picture Card. Repeat several times. Give each student a chance to participate.
- Have a volunteer come to the front. Point to a number at random. The volunteer tells you the appropriate number. Repeat several times.
- Ask for a volunteer to stand and count from 1 to 20. If time allows, give each student an opportunity to do so.

ⓑ **Structures:** *What page? Page ____.*

- Hold up a *Tiny Talk Workbook* and thumb through it with a perplexed look on your face. Keep asking yourself *What page?* Then “find” a page between 11 and 20, and smile. Hold up the book, point to the page number on the page you have selected, and say *Page (twelve)*. Model as follows:

T: *What page?*

Ss: *What page?*

T: (hold up the book and point to the page number)
Page (twelve).

Ss: *Page (twelve).*

Repeat several times using different page numbers between 11 and 20.

- Ask students to take out their workbooks and turn to any page from 4 to 20. Ask each student *What page?* The student responds *Page (nine)*.
- Choose a page from 4 to 20 in your workbook. Hold up the book and ask a student *What page?* The student responds *Page (six)*. He/She then chooses a page in his/her book, shows it to a second student, and asks *What page?* Continue until each student has had a chance to participate.

3 Present the Wall Chart

- Place Wall Chart 3A:8 on the board. Point to the page numbers in the pictures at random and ask volunteers to identify them. Ask students to describe what the characters are saying.
- Play the cassette for pages 18–19: **Vocabulary**. Point to the appropriate pictures as students listen and repeat each item.

Vocabulary

Narrator: *Eleven.* (two times)

Twelve. (two times)

Thirteen. (two times)

Fourteen. (two times)

Fifteen. (two times)

Sixteen. (two times)

Seventeen. (two times)

Eighteen. (two times)

Nineteen. (two times)

Twenty. (two times)

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

- Go over the *What page? Page _____* pattern. Point to the characters on the chart and say each sentence. Students repeat. Continue practicing the structures, using all the numbers from 11 to 20.
- Play the cassette for pages 18–19: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

Pattern Practice

Mike: *What page?*

Julie: *Page eleven.*
(two times)

Mike: *What page?*

Julie: *Page twelve.*
(two times)

Mike: *What page?*

Julie: *Page thirteen.*
(two times)

Mike: *What page?*

Julie: *Page fourteen.*
(two times)

Mike: *What page?*

Julie: *Page fifteen.*
(two times)

Mike: *What page?*

Julie: *Page sixteen.*
(two times)

Mike: *What page?*

Julie: *Page seventeen.*
(two times)

Mike: *What page?*

Julie: *Page eighteen.*
(two times)

Mike: *What page?*


Julie: *Page nineteen.*
(two times)

Mike: *What page?*

Julie: *Page twenty.*
(two times)

- Place Wall Chart 3A:8 on the board. Ask students to line up at the front. Call the first student to the chart. Ask *What page?* The student points to the picture of his/her choice and responds *Page (ten)*. He/She then calls the second student in line to the chart and asks *What page?* Continue until each student has participated.
- Divide the class into two groups. Assign groups the roles of Mike and Julie. Groups alternate asking and answering questions while you point to the page numbers on the chart.

4 Open Student Books

- Have students turn to pages 18–19 in their books. Ask them to identify the page numbers and describe what the characters 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.
- Ask two volunteers to stand. Assign the roles of Mike and Julie. The volunteers role-play the dialogue. “Julie” may respond with any of the page numbers in her workbook.

5 Song

- Teach the song “What Page?” (See page 6 for hints on teaching songs.)

What Page?

*I see an apple
What page?
It's on page eleven*

*I see a tree
What page?
It's on page fourteen*

*I see a blue bird
What page?
It's on page thirteen*

*I see a butterfly
On page fifteen*

*I see an apple
What page?
It's on page eleven*

*I see a flower
What page?
It's on page sixteen*

*I see a cookie
What page?
It's on page eighteen*

*I see a butterfly
On page fifteen!*

(continued)

6 Games and Activities

Choose any of the following:

- Call ten students to the front. Give one of the Picture Cards 3A:24–33 at random to each student. Say *Go!* The students arrange themselves in numerical order. Then have them call out the numbers of the cards they are holding in order.
- Ask students to stand. In turn, students count off from 1 to 20. If a student is unable to do so, he/she sits down. Continue for several rounds, and ask those who are seated to rejoin the game. Pick up the pace a bit with each round.
- Ask a volunteer to bring a workbook and leave the room with you for a moment. Ask him/her to show you any one page in the book from 4 to 20. Come back into the classroom together. The volunteer asks the class *What page?* The others try to guess which page the volunteer has chosen by saying *Page _____*. The student who guesses correctly replaces the volunteer and continues the activity.
- Throw a ball to one of the students and say *What page?* The student responds *Page one*. He/She tosses the ball to a second student and says *What page?* The second student responds *Page two*. Students continue the activity, calling out page numbers in order. If a student is unable to respond, he/she returns the ball to you and sits down. If you play the game a second time, ask the seated students to rejoin the activity.

7 Workbook 3A: Pages 18–19

- Have students do Exercise B (Write and match) and Exercise C (Circle and write). For each workbook shown in Exercise C, students circle the missing page number in the small box below, then write that number in the corner space on the workbook page. The first workbook has been completed as an example.



UNIT
5

PART 1
Pages 20–21

Structures:

What color is it? Is it brown? No, it's not. It's orange. Orange is my favorite.

Vocabulary:

brown, orange

Materials:

eight crayons (brown, orange, purple, pink, yellow, red, green, and blue), Picture Cards 3A:34 and 37 (orange, brown), Wall Chart 3A:9, tape player, cassette, a *Tiny Talk Workbook*

1 Opening

- Greet students with *Hello. What day is today?* Students respond accordingly.
- Ask students to take out their books. Open your book to any page from 4 to 20. Hold up the book and ask *What page?* Students turn to the same page in their books, point to the page number, and say *Page _____*. Ask for several volunteers to continue the activity.
- Review the colors *purple, pink, yellow, red, green, and blue*. Hold up crayons of these colors and ask students to identify them.

2 Introduce New Language

ⓐ Vocabulary: *brown, orange*

- Hold up Picture Card 3A:37 and a brown crayon, and model as follows:

T: *Brown.*
Ss: *Brown.*

Repeat several times. Follow the same procedure for *orange*, using Picture Card 3A:34.

- Pass the orange and brown crayons to the student sitting closest to you and say *orange and brown*. That student then passes them to the next student and says *orange and brown*. Continue until each student has participated.

ⓑ Structures: *What color is it? It's _____.*

- Hold up an orange crayon with a perplexed look on your face, and ask *What color is it?* repeatedly. Then smile, nod your head, and say *It's orange*. Do the same using a brown crayon. Then model as follows:

T: (hold up an orange crayon) *What color is it?*
Ss: *What color is it?*
T: (point to the crayon) *It's orange.*
Ss: *It's orange.*

Repeat. Do the same for *It's brown.*, using a brown crayon.

- Keep your crayons in a place visible to all. Hold up one of them and ask the class *What color is it?* The students respond *It's (purple)*. Then call a volunteer to the front of the room. Ask him/her to choose one of the crayons, hold it up, and ask *What color is it?* The class responds *It's _____*. Continue until you have covered all eight colors.

ⓒ Structures: *Is it brown? No, it's not. It's orange.*

- Hold up the orange crayon and pretend to observe it closely. Then ask *Is it brown?* Shake your head, smile, and say *No, it's not. It's orange*. Hold up the orange crayon, and model as follows:

T: *Is it brown?*
Ss: *Is it brown?*
T: *No, it's not.*
Ss: *No, it's not.*
T: *It's orange.*
Ss: *It's orange.*

Repeat several times. Then model again, using the brown crayon.

- Place one crayon for each color in a place visible to all. Hold up one of them — for example, green — and say *Is it (blue)?* Students respond *No, it's not*. Ask *What color is it?* Students respond *It's green*. Continue until you have covered all eight colors.



④ Structure: *Orange is my favorite.*

- Display all the crayons on a desk at the front. Hold up the red crayon and say mildly *I like red*. Do the same with the yellow and blue crayons. Then hold up the orange crayon, smile broadly, and say enthusiastically *I like orange. Orange is my favorite.* (Stress *favorite*.) Then hold up the orange crayon again, smile broadly, and model as follows:

T: *Favorite.*

Ss: *Favorite.*

T: *Orange is my favorite.*

Ss: *Orange is my favorite.*

Repeat several times.

- Ask for volunteers to come to the front, hold up their favorite color crayon, and say _____ *is my favorite.* Continue until each student has had a chance to participate.

③ Present the Wall Chart

- Place Wall Chart 3A:9 on the board. Encourage students to produce any language pertinent to the picture on the chart (who they see, what they are wearing, where they are, colors, etc.).
- Point to the characters on the chart and model as follows:

T: (point to Dad) *What color is it? Is it brown?*
 Ss: *What color is it? Is it brown?*
 T: (point to Mike) *No, it's not.*
 Ss: *No, it's not.*
 T: (point to Julie) *It's orange. Orange is my favorite.*
 Ss: *It's orange. Orange is my favorite.*
- Ask students to form a line at the front. Call the first student in line to the chart. Say any one line from the dialogue. The student points to the appropriate character.
- Play the cassette for pages 20–21: **Dialogue**. Point to the appropriate characters on the chart as students listen.

Dialogue

Dad: *What color is it? Is it brown?*

Mike: *No, it's not.*

Julie: *It's orange. Orange is my favorite.*

(two times)

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

Dialogue Practice

Dad: *What color is it?* (two times)

Is it brown? (two times)

What color is it? Is it brown? (two times)

Mike: *No, it's not.* (two times)


Julie: *It's orange.* (two times)

Orange is my favorite. (two times)

It's orange. Orange is my favorite. (two times)

- Ask the class to form a line at the front. Call the first student to the chart. Point to any one of the characters. The student describes what the character is saying. That student then points to a character for the next student in line, who in turn describes what the character is saying. Continue until all of the students have participated.
- Divide the class into three groups. Assign groups the roles of Dad, Mike, and Julie. Groups role-play the dialogue as you point to the characters on the chart. Alternate roles.

④ Open Student Books

- Open your book to pages 20–21 and hold it up. Point to page 20 and ask *What page?* Students respond *Page twenty*. Ask for volunteers to describe what the characters on both pages are saying.
-  Play the cassette sections for pages 20–21 again. Students point to the appropriate characters in their books as they listen and repeat.
- Put a *Tiny Talk Workbook* and an orange crayon on a desk at the front. Call three volunteers to the front. Assign the roles of Dad, Mike, and Julie. “Julie” sits at the desk and colors, while “Mike” stands at her side. “Dad” stands and looks over “Julie”’s shoulder. The three volunteers role-play the dialogue. Alternate roles if time allows.

⑤ Games and Activities

Choose any of the following:

- Arrange chairs so that there is a chair for all but one student. Place the eight crayons on a desk at the front. Ask the students to circle the chairs and chant *What color is it? What color is it?* Or, you can have students sing the song “I Like Pink” from *Tiny Talk 1A*. Call out *Stop!* at any point during the chant/song. The students rush to sit. The student left standing walks over to the crayons, chooses the one he/she likes best, and says _____ *is my favorite.*

- Divide the class into two teams. Ask one student from each team to stand. Hold up a crayon. Ask *Is it _____?*, using the wrong color. The first student to respond *No, it's not. It's _____.*, wins a point for his/her team.

Note: You may alternate this with *What color is it?* Students should respond with the correct color: *It's _____.*

- Take a student out of the room. Ask him/her to choose the crayon of the color he/she likes best. Return to the classroom. The classmates try to guess the student's favorite color by asking *Is it _____?* If the guess is incorrect, the student replies *No, it's not.* If it is correct, the student replies *Yes. _____ is my favorite.* He/She is then replaced by the classmate who guessed correctly.
- Ask two students to stand. Say *No, it's not. It's _____.*, using any one of the color words. The first student to respond with an appropriate *Is it _____?* question continues the activity with the next student.

Note: If possible, alternate with some *It's _____.* statements. Students should respond *What color is it?*

6 Workbook 3A: Pages 20–21

- Have students do Exercise A (Color).

irlanguage

PART 2

Pages 22–23

Structures:

What color is it? It's _____.

Vocabulary:

orange, black, white, brown, purple, pink, yellow, red, green, blue

Materials:

ten crayons (orange, black, white, brown, purple, pink, yellow, red, green, blue), Picture Cards 3A:34–43 (orange, black, white, brown, purple, pink, yellow, red, green, blue), Wall Chart 3A:10, tape player, cassette, Mike and Julie puppets, a *Tiny Talk Workbook*

1 Opening

- Greet each student with *Hello. What are you wearing?* Each student responds accordingly.
- Ask two students to stand. Hold up one of these crayons: brown, orange, purple, pink, yellow, red, green, or blue. The first student to identify the color by saying *It's _____*, may continue the activity with the next student.

2 Pattern Practice

ⓐ **Vocabulary:** *orange, black, white, brown, purple, pink, yellow, red, green, blue*

- Use the crayons and Picture Cards 3A:34–43 to review the color vocabulary. Hold up either Picture Card 3A:37 or a brown crayon, and model as follows:

T: *Brown.*
Ss: *Brown.*

Repeat several times. Follow the same procedure for the other color words, using either Picture Cards 3A:34–36 and 38–43 or the matching crayons.

- Line up Picture Cards 3A:34–43 along the chalk rail. Write the numbers 11–20 on the board above the cards. Call out a color word. The class responds as a group with the corresponding number. Repeat several times. Then drill students individually, using the same procedure.
- Leave Picture Cards 3A:34–43 along the chalk rail. Call out a number. The class responds with the corresponding color. Again, drill the class as a group first, then drill students individually.

- Ask students to put their heads down on their desks. Remove one of the ten Picture Cards from the chalk rail. Ask students to look up. Students call out the color word for the missing card.

ⓑ **Structures:** *What color is it? It's _____.*

- Hold up the black crayon with a perplexed look on your face, and ask *What color is it?* repeatedly. Then smile, nod your head, and say *It's black.* Model as follows:

T: (hold up the black crayon) *What color is it?*

Ss: *What color is it?*

T: *It's black.*

Ss: *It's black.*

Repeat several times. Do the same for *brown, orange,* and *white.* Review the other colors if desired.

- Point to various objects in the classroom, or to the pictures in the Student Book, and ask the class *What color is it?* Students respond accordingly. Have students hold up or point to various objects and ask their classmates *What color is it?*

3 Present the Wall Chart

- Place Wall Chart 3A:10 on the board. Point to the colors on the chart and ask students to identify them. Then point to the characters and ask the students to describe what they are saying.
- Play the cassette for pages 22–23: **Vocabulary.** Point to the appropriate pictures as students listen and repeat each item.

Vocabulary

Narrator: *Orange.* (two times)
Black. (two times)
White. (two times)
Brown. (two times)
Purple. (two times)
Pink. (two times)
Yellow. (two times)
Red. (two times)
Green. (two times)
Blue. (two times)

- Play the cassette for pages 22–23: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

Pattern Practice

Dad: *What color is it?*

Julie: *It's orange.*

(two times)

Dad: *What color is it?*

Julie: *It's black.*

(two times)

Dad: *What color is it?*

Julie: *It's white.*

(two times)

Dad: *What color is it?*

Julie: *It's brown.*

(two times)

Dad: *What color is it?*

Julie: *It's purple.*

(two times)

Dad: *What color is it?*

Julie: *It's pink.*

(two times)

Dad: *What color is it?*

Julie: *It's yellow.*

(two times)

Dad: *What color is it?*

Julie: *It's red.*

(two times)

Dad: *What color is it?*

Julie: *It's green.*

(two times)

Dad: *What color is it?*


Julie: *It's blue.*

(two times)

- Ask a volunteer to come to the chart and choose a classmate. The volunteer points to one of the colors and asks *What color is it?* The classmate responds *It's _____*. The classmate then replaces the volunteer and continues the activity.
- Divide the class into two groups. Groups alternate asking and answering the question *What color is it?* Prompt by pointing to the pictures on the chart.

4 **Open Student Books**

- Have students turn to pages 22–23 in their books. Ask the class to identify the various colors. Then ask them to describe what Dad and Julie are saying.

-  Play the cassette sections for pages 22–23 again. Students point to the appropriate pictures in their books as they listen and repeat.

- Hold up your book, point to any one of the colors, and ask a student *What color is it?* The student responds *It's _____*. That student then chooses a classmate, points to one of the colors in his/her book, and asks *What color is it?* Continue until each student has participated.

- Hold up your book, point to the color you like best, and say *_____ is my favorite*. Ask students to do the same.

5 **Song**

- Teach the song “What Color Is It?” (See page 6 for hints on teaching songs.)

What Color Is It?

What color is it?

It's purple

What color is it?

It's blue

Orange is my favorite

It's my favorite, too

What color is it?

It's yellow

What color is it?

It's blue

Orange is my favorite color

It's my favorite, too

Is it red?

No, it's not

Is it white?

No, it's not

Is it pink?

No, it's not

No, it's not

No, it's not

Is it brown?

No, it's not

Is it black?

No, it's not

Is it orange?

Yes, it is

It's orange

(repeat first verse)

(continued)

6 Games and Activities

Choose any of the following:

- Draw a Tic-Tac-Toe grid on the board (nine squares, with three rows across and three rows down). Attach any nine of the Picture Cards 3A:34–43 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 answer either *What color is it?* or *Is it ___?* If the student answers correctly, 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 the students in a circle. Pass out Picture Cards 3A:34–43 (or the matching crayons) to ten of the students. Play the song “What Color Is It?” on the cassette. The students pass the cards around the circle as they sing the song. Stop the cassette at any point during the song. The students holding cards step into the middle of the circle. The rest of the class asks them, one by one, *What color is it?* Each card-holding student responds *It’s _____.*
- Divide the class into two teams. Ask one student from each team to stand. Hold up a Picture Card or a crayon and ask *What color is it?* The first student to respond correctly wins a point for his/her team.
- Model the following dialogue, using the Mike and Julie puppets if desired. Have Julie “sitting” and “coloring” a workbook page.

T: (as Mike) *What are you doing?*

(as Julie) *I’m coloring. See.*

(as Mike) *Is it (red)?*

(as Julie) *No, it’s not.*

(as Mike) *What color is it?*

(as Julie) *It’s (pink). (Pink) is my favorite.*

Model several times. Then ask for volunteers to come to the front and role-play the dialogue with the puppets of their choice.

7 Workbook 3A: Pages 22–23

- Have students do Exercise B (Color) and Exercise C (Color). In Exercise B, students look at the objects in the right-hand column to determine their color (for example, the burned toast is black). Then they follow the matching lines to the left-hand column, and color each crayon accordingly.



REVIEW UNIT 1

Pages 24–25 **irlanguage**

Structures:

Wake up, Julie! It's late. Oh, Mike. It's Sunday! Where are you, Mike? I'm in the bathroom. I'm brushing my teeth. I'm wearing a blouse. My blouse is pretty. I'm wearing a T-shirt. My T-shirt is cool. What's that? It's my workbook. I'm coloring. See. It's page 11. What color is it? Is it brown? No, it's not. It's orange. Orange is my favorite.

Vocabulary:

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, bedroom, playing, bathroom, brushing my teeth, kitchen, cooking, living room, watching TV, a blouse, a T-shirt, a dress, a skirt, pants, shorts, shoes, sneakers, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, orange, black, white, brown, purple, pink, yellow, red, green, blue

Materials:

Picture Cards 3A:1–43 (Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, bedroom, playing, bathroom, brushing my teeth, kitchen, cooking, living room, watching TV, blouse, T-shirt, dress, skirt, pants, shorts, shoes, sneakers, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, orange, black, white, brown, purple, pink, yellow, red, green, blue), Wall Charts 3A:1–10, Mike and Julie puppets, tape player, cassette

1 Opening

- Greet the class with *Hello. How are you?* Students respond in turn. Then ask the class *What day is today?* Students respond accordingly.
- Using Picture Cards 3A:1–43, quickly review the vocabulary from Units 1–5. Divide the class into two teams. Spread the cards out on a desk at the front of the room. Have one student from each team come to the front. Call out a vocabulary word. The first student to bring you the card and correctly identify the vocabulary word wins a point for his/her team.

2 Pattern Practice

a Vocabulary

- Keep the class divided into two teams. Place Picture Card 3A:8 on the chalk rail. Ask the first team to identify it. Then place Picture Card 3A:9 on the chalk rail. Ask the second team to identify both the first and second cards. Put Picture Card 3A:10 on the chalk rail. Ask the first team to identify all three cards. Continue, adding a new card each time, until one of the teams is unable to identify a card correctly.

b Structures

- Place Wall Charts 3A:1, 3, 5, 7, and 9 on the board. Review all the dialogues from Units 1–5. Ask for a volunteer to come to the front and choose a puppet. Take the other puppet and role-play any one of the dialogues with the volunteer. Choose a new volunteer and continue the activity.
- Review the dialogues again, and point to the characters on the Wall Charts as you do so. Then have students form a line at the front. Ask two or three students to stand by any one of the charts. Have them point to the characters on the chart as they role-play the dialogue.
- Place Wall Charts 3A:2, 4, 6, 8, and 10 on the board. Play the cassette for pages 24–25: **Review**. Students listen as you point to the pictures on the charts.

Review

Narrator: *Sunday.* (two times)
Monday. (two times)
Tuesday. (two times)
Wednesday. (two times)
Thursday. (two times)
Friday. (two times)
Saturday. (two times)
Bedroom. (two times)
Playing. (two times)
Bathroom. (two times)
Brushing my teeth. (two times)
Kitchen. (two times)
Cooking. (two times)
Living room. (two times)
Watching TV. (two times)
A blouse. (two times)
A T-shirt. (two times)
A dress. (two times)
A skirt. (two times)
Pants. (two times)

[tapescript continues on following page]


[tapescript continued from previous page]

Shorts. (two times)
Shoes. (two times)
Sneakers. (two times)
Eleven. (two times)
Twelve. (two times)
Thirteen. (two times)
Fourteen. (two times)
Fifteen. (two times)
Sixteen. (two times)
Seventeen. (two times)
Eighteen. (two times)
Nineteen. (two times)
Twenty. (two times)
Orange. (two times)
Black. (two times)
White. (two times)
Brown. (two times)
Purple. (two times)
Pink. (two times)
Yellow. (two times)
Red. (two times)
Green. (two times)
Blue. (two times)

3 Open Student Books

- Have students turn to pages 24–25 in their books. Ask for volunteers to identify the vocabulary items.

Note: The color words *pink*, *yellow*, *red*, *green*, and *blue* are not pictured on page 25 of the Student Book. They can be found on pages 22–23.

- Divide the class into two teams. Ask one student from each team to stand. Point to any one of the vocabulary items. The first student to correctly identify the word wins a point for his/her team.
-  Play the cassette section for pages 24–25 again. (Stop the cassette after the word *purple*.) Students point to the appropriate pictures in their books as they listen and repeat.

4 Songs

- Divide the class into five teams. Call out the key words or patterns from any one of the songs from Units 1–5. The first team to correctly identify the song by singing a part of it wins a point. Then have the whole class sing the song together.
- Keep the class divided into five teams. Assign each team a song. Each team comes to the front and sings its assigned song. Alternate songs if time allows.

- Play a very little bit of any song on the cassette. Ask the 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:

- Arrange the students in a circle. Give each student a Picture Card. Play any song from Units 1–5 on the cassette. Students pass the cards around the circle as they sing the song. Stop the cassette at any point during the song. One by one, students must identify the cards they are holding.
- Draw a Tic-Tac-Toe grid on the board (nine squares, with three rows across and three rows down). Attach any nine of the Picture Cards 3A:8–43 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 appropriate word (in combination with the appropriate structure, if possible). 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.
- Ask a volunteer to leave the classroom with you. Have him/her choose a Picture Card. Return to the classroom and ask the class a question related to the vocabulary item on the card (for example, *What day is today? Where is he/she? What is he/she wearing? What page? What color is it?*). The class tries to identify the volunteer’s card by asking *Is it _____?* The first student to guess correctly chooses another card and continues the activity.
- Place Wall Charts 3A: 1, 3, 5, 7, and 9 on the board. Point to any one of the charts. Ask an appropriate number of students to come to the front and role-play the dialogue (using Picture Cards when appropriate). Continue until each student has had a chance to participate.

6 Workbook 3A: Pages 24–25

- Have students do the Exercise (Trace and color).

UNIT 6

PART 1 Pages 26–27

Structures:

It's a circle. It's orange. It's an orange circle.

Vocabulary:

circle

Materials:

ten crayons (orange, black, white, brown, purple, pink, yellow, red, green, blue), Picture Cards 1A:7–9, 34–37, 1B:47, 2A:34, 36–37, 2B:73, 75, 77, and 3A:44 (book, crayon, puppet, car, bus, truck, motorcycle, pillow, bag, jacket, hat, egg, apple, banana, circle) or teacher-made cards of these items, Wall Chart 3A:11, tape player, cassette, Mike and Julie puppets, a ball

1 Opening

- Greet the class with *Hello. How are you?* Students respond accordingly. Then ask the class *What day is today?* Students respond with the correct day of the week.
- Place ten crayons (orange, black, white, brown, purple, pink, yellow, red, green, and blue) on a desk at the front of the room. Hold up your favorite color crayon and say *It's (brown). (Brown) is my favorite.* Ask for volunteers to come to the front and continue the activity.

2 Introduce New Language

Ⓐ Structures: *It's a circle. It's orange.*

- Hold up Picture Card 3A:44 and model as follows:

T: *Circle.*
Ss: *Circle.*

Repeat several times. Continue:

T: *It's a circle.*
Ss: *It's a circle.*

Ask volunteers to come to the front, point to the Picture Card, and say *It's a circle.*

- Hold up Picture Card 3A:44 and ask the class *What color is it?* Students respond *It's orange.* Then model as follows:

T: *It's a circle. It's orange.*
Ss: *It's a circle. It's orange.*

Repeat several times.

- Pass Picture Card 3A:44 to the student sitting closest to you and say *It's a circle. It's orange.* That student then passes it to the next student and repeats the two sentences. Continue until each student has had a chance to participate.
- Point to previously taught objects located in the classroom, or to pictures of such objects in the book, and repeatedly say *It's a(n) _____.* *It's _____.*, filling in first the object and then the color. Ask for volunteers to point to objects of their choice and continue the activity.

Ⓑ Structure: *It's an orange circle.*

- Point to Picture Card 3A:44 and say *It's a circle. It's orange.* Then nod your head, smile, and say *Yes! It's an orange circle.* Follow the same procedure by pointing to objects that are already familiar to the students. Then hold up the card and model as follows:

T: *An orange circle.*
Ss: *An orange circle.*
T: *It's an orange circle.*
Ss: *It's an orange circle.*

- Ask for volunteers to come to the front, point to the Picture Card, and say *It's an orange circle.* Or have them stand, point to any object of their choice, and say *It's a(n) _____.*

Note: You may want to do some extra practice to help remind students that some objects are preceded by *an* and some by *a*. Don't be discouraged if students need frequent prompting from you.

3 Present the Wall Chart

- Place Wall Chart 3A:11 on the board. Point to the characters on the chart and model as follows:

T: (point to Mike) *It's a circle. It's orange.*
Ss: *It's a circle. It's orange.*
T: (point to Julie) *It's an orange circle.*
Ss: *It's an orange circle.*

Repeat several times.

- Ask students to form a line at the front. Call the first student up to the chart. Say one line from the dialogue. The student points to the appropriate character.
- Play the cassette for pages 26–27: **Dialogue**. Point to the appropriate characters on the chart as students listen.

Dialogue

Mike: *It's a circle. It's orange.*

Julie: *It's an orange circle.*

(two times)

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

Dialogue Practice

Mike: *It's a circle. (two times)*

It's orange. (two times)


It's a circle. It's orange. (two times)

Julie: *An orange circle. (two times)*

It's an orange circle. (two times)

- Divide the class into two groups. Assign groups the roles of Mike and Julie. Groups role-play the dialogue while you point to the characters on the chart. Alternate roles.

4 Open Student Books

- Have students turn to pages 26–27 in their books. Ask the class to produce any language pertinent to the picture (characters' names, location, activities taking place, colors, etc.). Then ask students to describe what the characters are saying.
-  Play the cassette sections for pages 26–27 again. Students point to the appropriate characters in their books as they listen to the tape and repeat each line.
- Ask a student to stand. Point to either Mike or Julie in your book. The student describes what that character is saying. He/She then calls another student to stand and continues the activity.



5 Games and Activities

Choose any of the following:

- Have Picture Cards 1A:7–9, 34–37, 1B:47, 2A:34, 36–37, 2B:73, 75, and 77 handy. (If these cards aren't available, use teacher-made cards of *book, crayon, puppet, car, bus, truck, motorcycle, pillow, bag, jacket, hat, egg, apple, and banana*.) Divide the class into two teams. Call one student from each team to the front. Hold up one of the cards — for example, Picture Card 2B:75 — and say *It's an apple. It's red*. The first student to combine the two sentences into one by saying *It's a red apple.*, wins a point for his/her team.
- Arrange chairs in a circle. Place Picture Card 3A:44 on one of the chairs. Students circle the chairs and chant *What color is it? It's orange*. Call out *Stop!* at any point during the chant. Students rush to sit. The student who has the card holds it up and says *It's an orange circle*. Continue the activity with objects (or Picture Cards) familiar to students; for example, a blue crayon, a yellow umbrella, a green bag, etc.
- Toss a ball to one of the students. Say *It's a circle. It's orange*. He/She responds *It's an orange circle*. The student then tosses the ball to a second student and says *It's (a banana). It's (yellow)*. The second student responds *It's (a yellow banana)*. Continue until each student has had a chance to participate.

Note: It may be necessary to review previously taught objects before attempting this activity.

- Model the following dialogue using the Mike and Julie puppets:

T: (as Mike) *Where are you, Julie?*

(as Julie) *I'm in the living room.*

(as Mike) *What are you doing?*

(as Julie) *I'm coloring.*

(as Mike) *What's that?*

(as Julie) *It's a circle.*

(as Mike) *What color is it?*

(as Julie) *It's orange. It's an orange circle.*

Ask for volunteers to come to the front and role-play the dialogue with the puppet of their choice. You may act the part of the other puppet.

6 Workbook 3A: Pages 26–27

- Have students do Exercise A (Color).

PART 2

Pages 28–29

Structures:

It's a _____. It's _____. It's a(n) _____.

Vocabulary:

circle, square, triangle, diamond, rectangle, heart

Materials:

Picture Cards 3A:44–49 (circle, square, triangle, diamond, rectangle, heart), Wall Chart 3A:12, tape player, cassette

1 Opening

- Greet the class with *Hello. What day is today?* The class responds accordingly.
- Have individual students stand. Ask each one *What are you wearing?* Students respond *I'm wearing (a) _____*, filling in one of their articles of clothing.
- Using objects and colors familiar to the class, say *It's a (pencil). It's (yellow)*. Students combine the two sentences by saying *It's a (yellow) (pencil)*. Ask for volunteers to stand and make sentence pairs for the class to combine.

2 Pattern Practice

ⓐ **Vocabulary:** *circle, square, triangle, diamond, rectangle, heart*

- Using Picture Cards 3A:44–49, introduce the new words as follows:

T: (hold up Picture Card 3A:44) *Circle.*

Ss: *Circle.*

T: *A circle.*

Ss: *A circle.*

Repeat several times. Follow the same procedure for *square, triangle, diamond, rectangle, and heart*, using Picture Cards 3A:45–49.

- Place Picture Cards 3A:44–49 along the chalk rail. Write the numbers 1–6 on the board above them. 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.

- Leave Picture Cards 3A:44–49 on the chalk rail. Call out one of the numbers. The class responds with the corresponding word. Cover each word at least once with the class. Then drill students individually.

- Ask a volunteer to come to the front of the room, draw any one of the shapes on the board, and ask the class *What is it?* The class responds *A (heart)*.

ⓑ **Structures:** *It's a _____.* *It's _____.*

- Using Picture Cards 3A:44–49, model as follows:

T: (hold up Picture Card 3A:44) *It's a circle.*

Ss: *It's a circle.*

T: *It's orange.*

Ss: *It's orange.*

T: *It's a circle. It's orange.*

Ss: *It's a circle. It's orange.*

Repeat several times. Follow the same procedure for *square/white, triangle/brown, diamond/purple, rectangle/black, and heart/pink*, using Picture Cards 3A:45–49.

- Place Picture Cards 3A:44–49 along the chalk rail. Ask for volunteers to come to the front, point to the Picture Card of their choice, and say *It's a (diamond). It's (purple)*.

ⓒ **Structure:** *It's a(n) _____.*

- Hold up one of Picture Cards 3A:44–49, say *It's a (rectangle). It's (black)*. Students combine the two sentences into one by saying *It's a (black) (rectangle)*.
- Again, place Picture Cards 3A:44–49 along the chalk rail. Ask volunteers to come to the front, point to the card of their choice, and say *It's a(n) _____.*

3 Present the Wall Chart

- Place Wall Chart 3A:12 on the board. Point to one of the shapes and ask *What is it?* Still pointing to the shape, ask *What color is it?* Then encourage students to combine the sentences into one. Repeat for all the shapes. Then ask for volunteers to describe what the characters are saying.

- Play the cassette for pages 28–29: **Vocabulary**. Point to the appropriate pictures as students listen and repeat each item.

Vocabulary

Narrator: *Circle*. (two times)
Square. (two times)
Triangle. (two times)
Diamond. (two times)
Rectangle. (two times)
Heart. (two times)

- Review the vocabulary. Point to the shapes on the chart and have students identify them — first as a class, then individually.
- Play the cassette for pages 28–29: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.


Pattern Practice

Mike: *It's a circle. It's orange.*
 Julie: *It's an orange circle.*
 (two times)
 Mike: *It's a square. It's white.*
 Julie: *It's a white square.*
 (two times)
 Mike: *It's a triangle. It's brown.*
 Julie: *It's a brown triangle.*
 (two times)
 Mike: *It's a diamond. It's purple.*
 Julie: *It's a purple diamond.*
 (two times)
 Mike: *It's a rectangle. It's black.*
 Julie: *It's a black rectangle.*
 (two times)
 Mike: *It's a heart. It's pink.*
 Julie: *It's a pink heart.*
 (two times)

- Ask students to form a line at the front. Have the first two students come to the chart. Assign the roles of Mike and Julie. The students point to one of the shapes and produce the appropriate pattern.

4 Open Student Books

- Have students turn to pages 28–29 in their books. Call out the vocabulary words at random. Students point to the appropriate pictures in their books.

-  Play the cassette sections for pages 28–29 again. Students point to the appropriate pictures in their books as they listen and repeat.

- Ask a student to stand. Point to one of the shapes and say *It's a (diamond). It's (purple)*. The student responds *It's a (purple) (diamond)*. That student then asks a second student to stand, and continues the activity.

5 Chant

- Teach “The Shapes And Colors Chant.” Each line is chanted two times on the cassette. (See page 6 for hints on teaching chants.)

The Shapes And Colors Chant

It's a circle
It's orange
It's an orange circle

It's a square
It's white
It's a white square

It's a triangle
It's brown
It's a brown triangle

It's a diamond
It's purple
It's a purple diamond

It's a rectangle
It's black
It's a black rectangle

It's a heart
It's pink
It's a pink heart

6 Games and Activities

Choose any of the following:

- Arrange students in a circle. Give Picture Cards 3A:44–49 to six of the students. Play “The Shapes And Colors Chant” on the cassette. Students pass the cards around the circle as they chant along. Stop the cassette at any point during the chant. The students holding the cards step into the middle of the circle. One by one, they say *It's a (heart). It's (pink)*. The rest of the class responds *It's a (pink) (heart)*.

- Divide the class into two teams. Ask one student from each team to stand. Show the two students any one of the Picture Cards 3A:44–49. The first student to respond *It's a(n) _____*. — filling in the appropriate shape and color — wins a point for his/her team.
- Ask a volunteer to come to the front. Let the volunteer choose one of the Picture Cards 3A:44–49, and ask him/her not to show it. The volunteer asks the class *What is it?* The other students try to guess which card the volunteer is holding by asking *Is it (a) (black) (rectangle)?* The volunteer responds either *Yes, it is.* or *No, it isn't.* If a student guesses correctly, he/she replaces the volunteer holding the identified card, and continues the activity.
- Place Picture Cards 3A:44–49 in six separate areas of the classroom. Call out *It's (a) (triangle).* *It's (brown).* Students rush to the appropriate Picture Card and say *It's (a) (brown) (triangle).*

7 Workbook 3A: Pages 28–29

- Have students do Exercise B (Find and circle) and Exercise C (Trace, match, and color).

UNIT 7

PART 1 Pages 30–31

Structures:

I'm finished. What time is it? It's 11:00.

Materials:

several whiteboard markers of different colors, Picture Card 3A:60 (11:00), Wall Chart 3A:13, tape player, cassette, Mike and Julie puppets

1 Opening

- Greet the class with *Good morning. What day is today?* Students respond accordingly.
- Have several whiteboard markers of different colors handy. Ask for volunteers to come to the board and draw one of the six shapes (circle, square, triangle, rectangle, diamond, or heart) in the color of their choice. Having finished, the student points to his/her drawing and says *It's a _____ . It's _____ .* The seated students respond *It's a(n) _____ .* Continue until each student has had a chance to participate.

2 Introduce New Language

Ⓐ Structure: *It's 11:00.*

- Draw a large clock on the board without hands. Point to the numbers on the clock and review the numbers 1–12 with the students. Then draw two hands on the clock; put the big hand on the twelve and the little hand on the eleven. Point to the clock and model as follows:

T: *O'clock.*

Ss: *O'clock.*

T: *Eleven o'clock.*

Ss: *Eleven o'clock.*

T: *It's eleven o'clock.*

Ss: *It's eleven o'clock.*

Repeat several times. If desired, go over all twelve hourly times with the students. (While ample practice will be given for the other eleven times in Part 2 of this unit, you may feel your students will benefit from early familiarization.)

- Place Picture Card 3A:60 on the board. Ask for volunteers to come to the front of the room, point to the card, and say *It's eleven o'clock.*

Ⓑ Structure: *What time is it?*

- Leave your drawing of the clock on the board. Ask *What time is it?* repeatedly, with a confused look on your face. Finally, look at the board, smile, point to the clock, and say *It's eleven o'clock.* Then model as follows:

T: *What time?*

Ss: *What time?*

T: *What time is it?*

Ss: *What time is it?*

T: *It's eleven o'clock.*

Ss: *It's eleven o'clock.*

Repeat several times.

Ⓒ Structure: *I'm finished.*

- Erase everything on the board slowly and carefully. When you have finished, put the eraser down, smile, and say *I'm finished.* Draw a picture of a house, clouds, and a sun on the board. After having done so, put the marker down, smile, and say *I'm finished.* Then model as follows:

T: *Finished.*

Ss: *Finished.*

T: *I'm finished.*

Ss: *I'm finished.*

Repeat several times.

- Have students come to the front, draw simple pictures on the board, and say *I'm finished.* when they are done. Give everyone a chance to participate.

3 Present the Wall Chart

- Place Wall Chart 3A:13 on the board. Point to the characters on the chart and model as follows:

T: (point to Julie) *I'm finished.*

Ss: *I'm finished.*

T: (point to Julie) *What time is it?*

Ss: *What time is it?*

T: (point to Mike) *It's eleven o'clock.*

Ss: *It's eleven o'clock.*

- Ask students to form a line at the front. Call the first student in line to the chart. Say one line from the dialogue. The student points to the appropriate character.

- Play the cassette for pages 30–31 : **Dialogue**. Point to the appropriate characters on the chart as students listen.

Dialogue

Julie: *I'm finished. What time is it?*

Mike: *It's eleven o'clock.*
(two times)

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

Dialogue Practice

Julie: *I'm finished.* (two times)


What time is it? (two times)

I'm finished. What time is it? (two times)

Mike: *It's eleven o'clock.* (two times)

- Divide the class into two groups. Assign groups the roles of Mike and Julie. Groups role-play the dialogue while you point to the characters on the chart. Alternate roles.
- Ask students to form a line at the front. Call the first student in line up to the chart. Ask him/her to point to one or more of the characters and describe what each character is saying.

4 Open Student Books

- Have students turn to pages 30–31 in their books. Encourage them to produce any language pertinent to the picture (who the characters are, where they are, what they are wearing, colors, objects, etc.). Then ask for volunteers to point to the characters and describe what they are saying.
-  Play the cassette sections for pages 30–31 again. Students point to the appropriate characters in their books as they listen and repeat.
- Ask two students to stand up. Assign the roles of Julie and Mike. Have the students role-play the dialogue as they point to the characters in their books. Ask the student who played Julie to sit down, and ask the student who played Mike to choose another classmate. The student who played Julie now becomes "Julie," while the chosen classmate becomes "Mike." Continue until each student has had a chance to participate.

5 Games and Activities

Choose any of the following:

- Ask a volunteer to leave the room. Give Picture Card 3A:60 to one of the students and ask him/her to conceal it. When the volunteer returns, he/she must guess who has the card by asking individual classmates *What time is it?* If the classmate does not have the card, he/she replies *I don't know*. If the classmate has the card, he/she holds it up and says *It's eleven o'clock*.
- Arrange students in a circle. Give Picture Card 3A:60 to one of the students. Ask students to chant *I'm finished. I'm finished.* as they pass the card around the circle. Call out *Stop!* at any point during the chant. The student holding the card stands. The rest of the class asks *What time is it?* The student with the card responds *It's eleven o'clock*.
- Draw a Tic-Tac-Toe grid on the board (nine squares, with three rows across and three rows down). Write the numbers 1–9 in the squares. Divide the class into two teams, "X" and "O." Teams take turns; each student chooses a square and tries to answer any question or give a response to any of the dialogues taught in Units 1–7. If the student is correct, say *Yes.*, erase the number from the chosen square, and write an "X" or an "O" in the square. If the student is incorrect, say *No*. The first team with three squares in a row — diagonally, horizontally, or vertically — wins the game.
- Set the Julie puppet on a desk at the front. In front of her, set a piece of paper with an orange circle drawn on it, and an orange crayon — as if she is coloring. Hold up the Mike puppet beside her, and model the following dialogue:
T: (as Mike) *What are you doing?*
(as Julie) *I'm coloring.*
(as Mike) *What color is it?*
(as Julie) *It's orange.*
(as Mike) *It's a circle.*
(as Julie) *Yes. It's an orange circle.* (pause)
I'm finished. What time is it?
(as Mike) *It's eleven o'clock.*

Ask for volunteers to come to the front and choose a puppet. Each time, take the part of the other puppet and reenact the dialogue.

6 Workbook 3A: Pages 30–31

- Have students do Exercise A (Color).

PART 2

Pages 32–33

Structures:

What time is it? It's _____.

Vocabulary:

1:00, 2:00, 3:00, 4:00, 5:00, 6:00, 7:00, 8:00, 9:00, 10:00, 11:00, 12:00

Materials:

Picture Cards 3A:50–61 (1:00, 2:00, 3:00, 4:00, 5:00, 6:00, 7:00, 8:00, 9:00, 10:00, 11:00, 12:00), Wall Chart 3A:14, tape player, cassette, a toy car, a spoon, a newspaper, a spatula

1 Opening

- Greet the class with *Hi. How are you?* Students respond in turn.
- Write the numbers 1–12 on the board. Go over them quickly with the students. Erase one of the numbers and ask students to identify the missing number. Ask the class to count from 1 to 12, then backwards from 12 to 1. Ask for volunteers to do so individually.

2 Pattern Practice

Ⓐ **Vocabulary:** 1:00, 2:00, 3:00, 4:00,
5:00, 6:00, 7:00, 8:00,
9:00, 10:00, 11:00, 12:00

- Draw a large clock on the board. Draw the big hand on the twelve and a small hand on the one. Point to the clock as you hold up Picture Card 3A:50, and model as follows:

T: *One o'clock.*

Ss: *One o'clock.*

Repeat several times. Follow the same procedure for 2:00 through 12:00. Redraw the small hand on the clock each time.

- Place Picture Cards 3A:50–61 along the chalk rail. Ask a volunteer to come to the front of the room. Call out three or four of the times at random. The student points to the corresponding card each time. Continue until each student has had a chance to participate.
- Ask two volunteers to stand. Hold Picture Cards 3A:50–61 so the volunteers cannot see them. Then show one of the cards to the volunteers for only a second or two. The first volunteer to correctly identify the time for that card continues the activity with the next student.

Ⓑ **Structures:** *What time is it? It's _____.*

- Leave the drawing of the clock on the board. Redraw the time at one o'clock. Model as follows:

T: *What time is it?*

Ss: *What time is it?*

T: (point to the clock) *It's one o'clock.*

Ss: *It's one o'clock.*

Repeat the same procedure for 2:00 through 12:00. Redraw the small hand on the clock each time.

- Erase the small hand on the clock. Call a volunteer to the front. Encourage the volunteer to ask you *What time is it?* Respond *It's (7:00).* The student draws the small hand on the clock accordingly.
- Use dotted lines to draw any one of the twelve times on the clock. Ask a student to stand, and ask *What time is it?* The student responds *It's (8:00).* Have the student come to the front, draw over both hands on the clock with solid lines, and repeat the time out loud. The student then draws a new set of clock hands with dotted lines, chooses a classmate, and asks *What time is it?* Continue until all of the students have participated.

3 Present the Wall Chart

- Place Wall Chart 3A:14 on the board. Ask students to form a line in front of and parallel to the board. Call out the times at random. Students point to the correct clock each time.
- Play the cassette for pages 32–33: **Vocabulary.** Point to the appropriate pictures as students listen and repeat each item.

Vocabulary

Narrator: *One o'clock. (two times)*
Two o'clock. (two times)
Three o'clock. (two times)
Four o'clock. (two times)
Five o'clock. (two times)
Six o'clock. (two times)
Seven o'clock. (two times)
Eight o'clock. (two times)
Nine o'clock. (two times)
Ten o'clock. (two times)
Eleven o'clock. (two times)
Twelve o'clock. (two times)

- Ask students to line up at the front. Call the first student in line to the chart. Point to any one of the clocks on the chart. The student responds with the correct time.


- Go over the *What time is it? It's _____* pattern. Point to each character on the chart and say the appropriate line. Students repeat. Continue practicing the pattern, using all twelve hourly times.
- Play the cassette for pages 32–33: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

Pattern Practice

Julie: *What time is it?*
 Mike: *It's one o'clock.*
 (two times)
 Julie: *What time is it?*
 Mike: *It's two o'clock.*
 (two times)
 Julie: *What time is it?*
 Mike: *It's three o'clock.*
 (two times)
 Julie: *What time is it?*
 Mike: *It's four o'clock.*
 (two times)
 Julie: *What time is it?*
 Mike: *It's five o'clock.*
 (two times)
 Julie: *What time is it?*
 Mike: *It's six o'clock.*
 (two times)
 Julie: *What time is it?*
 Mike: *It's seven o'clock.*
 (two times)
 Julie: *What time is it?*
 Mike: *It's eight o'clock.*
 (two times)
 Julie: *What time is it?*
 Mike: *It's nine o'clock.*
 (two times)
 Julie: *What time is it?*
 Mike: *It's ten o'clock.*
 (two times)
 Julie: *What time is it?*
 Mike: *It's eleven o'clock.*
 (two times)
 Julie: *What time is it?*
 Mike: *It's twelve o'clock.*
 (two times)

- Divide the class into two groups. Groups alternate asking and answering the question *What time is it?*, while you point to the various clocks on the chart.

4 Open Student Books

- Have students turn to pages 32–33 in their books. Ask the class to identify the times 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.
- Ask a student to stand. Point to any one of the clocks in your book and ask *What time is it?* The student responds *It's _____*. He/She then asks a second student to stand, points to a clock in his/her book, and asks *What time is it?* The second student responds *It's _____*. Continue until each student has had a chance to participate.

5 Song

- Teach the song “What Time Is It?” (See page 6 for hints on teaching songs.)

What Time Is It?

What time is it?
It's time to go
It's time to say good-bye
What time is it?
It's three o'clock
I'm finished
So am I

What time is it?
It's time to go
It's time to say good-bye
What time is it?
It's four o'clock
I'm finished
So am I

6 Games and Activities

Choose any of the following:

- Ask students to stand. Have them call off the times one by one, starting with 1:00 and ending with 12:00. If they are unable to do so, ask them to sit down. Play several rounds, picking up speed each time. Ask the seated students to rejoin the activity after each round.

(continued)

- Draw two large clocks on the board, each with the big hand on the twelve. (Do not draw the small hand.) Divide the class into two teams. Ask one student from each team to come to the front. Give each student a marker. Call out a time. The first student to draw the small hand indicating the correct time on the clock wins a point for his/her team.
- Ask a volunteer to come to the front, choose one of the Picture Cards 3A:50–61, and conceal it from the others. The volunteer then asks the class *What time is it?* Students guess which card the volunteer is holding by saying *It's _____*. (or *Is it _____?*, if possible). If the guess is incorrect, the volunteer says *No, it isn't*. If it is correct, the volunteer says *Yes. It's _____*.
- Ask students to stand in a circle and hold hands. Ask three volunteers to be “rabbits” and stand in the middle of the circle. Ask one more volunteer to stand outside the circle to play the part of “Mr. Wolf.” Mr. Wolf walks around the circle, taps the students one by one, and asks *What time is it?* Each student responds with the time of his/her choice. When one of the students responds *It's lunchtime!*, the students in the circle lift their arms and let the rabbits out. The first rabbit to be caught by Mr. Wolf becomes the next Mr. Wolf and continues the activity.

7 Workbook 3A: Pages 32–33

- Have students do Exercise B (Trace and draw) and Exercise C (Match).





UNIT

8

PART 1 Pages 34–35 **irlanguage**

Structures:

Time to go! Clean up this mess! Pick up the crayons, Julie. Turn off the TV, Mike. Go get the keys, Dad. OK, Mom.

Materials:

Picture Cards 3A:50–62, 64, 66, 68, 70, 72 (1:00, 2:00, 3:00, 4:00, 5:00, 6:00, 7:00, 8:00, 9:00, 10:00, 11:00, 12:00, crayons, TV, keys, Pick up the crayons., Turn off the TV., Go get the keys.), Mike and Julie puppets, various realia (books, papers, crayons, a set of keys, a pencil, an eraser, an umbrella, etc.), Wall Chart 3A:15, tape player, cassette

1 Opening

- Greet students with *Good morning*. Students respond accordingly. Point to one of the students, pretend you have forgotten his/her name and ask *Who is he/she?* Students respond accordingly. Repeat several times.
- Using Picture Cards 3A:50–61, quickly review the times with the students. Hold the cards so the class cannot see them, and ask two students to stand. Ask *What time is it?* Turn the top card over quickly, and show it for only a second or two. The first student to respond correctly continues the activity with the next student.

2 Introduce New Language

@ Structure: *Time to go!*

- Call two students to the front of the room. Give them the Mike and Julie puppets to play with freely. Make a big show of looking at your watch, then call out *Time to go!*, and interrupt the two students at play. Take both students by the hand, say *Time to go!* again, and lead them out of the room. Bring them back in. Look at your watch again, beckon to the students to come with you, and model as follows:

T: *Time to go!*
Ss: *Time to go!*

Repeat several times with different pairs of students.

- Have students put their heads down on their desks. Secretly tap one of the students on the shoulder, return to the front of the room, and clap your hands once. The tapped student stands up and calls out *Time to go!* The whole class gets up and walks over to the door. Continue several times, tapping a different student each time, until you are sure everyone understands the structure and is comfortable with it.

ⓑ Structure: *Clean up this mess!*

- Scatter books, papers, crayons, and anything else available on a desk at the front. Point to the desk, frown, and say *mess*. Repeat several times and ask students to repeat. Hold up the Julie puppet and say somewhat sternly to her *Clean up this mess!* Have the Julie puppet “tidy up” the desk. Then model as follows:

T: *Mess.*
Ss: *Mess.*
T: *This mess.*
Ss: *This mess.*
T: *Clean up this mess!*
Ss: *Clean up this mess!*

Repeat several times.

- Make another mess on the desk at the front. Ask for volunteers to come to the front and give the order *Clean up this mess!* to the puppet of their choice. As the puppet, you “clean up” the mess.

ⓒ Structure: *Pick up the crayons.*

- Leave some books and crayons on a desk at the front. Hold up the Julie puppet and say *Pick up the crayons.* Have Julie “pick up” the crayons. Then say *Pick up the books.* Have Julie “pick up” the books. Hold up Picture Card 3A:62 and model as follows:

T: *Crayons.*
Ss: *Crayons.*

Now, hold up Picture Card 3A:68 and pretend to pick up crayons off the desk. Continue modeling:

T: *Pick up the crayons.*
Ss: *Pick up the crayons.*

Repeat several times.

- Spread some crayons out on a desk at the front. Ask for volunteers to come to the front and order the puppet of their choice to pick up the crayons.

d) Structure: *Turn off the TV.*

- Walk over to the light switch, say *Turn off.*, and turn off the light. Walk to any other electrical appliances (fan, air conditioner, etc.) and do the same. Hold up Picture Card 3A:64 and model as follows:

T: *TV.*
Ss: *TV.*

Now, hold up Picture Card 3A:70 and pretend to turn off the TV. Continue modeling:

T: *Turn off the TV.*
Ss: *Turn off the TV.*

Repeat several times.

- Place Picture Card 3A:64 on the board. Ask for a volunteer to come to the front. Say *Turn off the TV.* The volunteer pretends to turn off the TV on the Picture Card. Ask the volunteer to choose a classmate to come to the front and continue the activity.

e) Structure: *Go get the keys.*

- Hold up Picture Card 3A:66, and perhaps a set of your own keys, and say *keys.* Repeat several times, and ask students to repeat. Put your keys in a place a distance away from the front. Hold up the Mike puppet, and have Mike “say” to you *Go get the keys.* Walk over to the keys, pick them up, and return to the front. Hold up Picture Card 3A:66, and model as follows:

T: *Keys.*
Ss: *Keys.*

Now, hold up Picture Card 3A:72 and pretend to get the keys. Continue modeling:

T: *Go get the keys.*
Ss: *Go get the keys.*

Repeat several times.

- Place your keys, some crayons, some books, some pencils, an eraser, an umbrella, and anything else you have handy in separate areas of the room. Review the words as you do so. Then ask a student to stand. Say *Go get the (books).* The student walks over to the area and bring the item(s) to you. That student then chooses a classmate and continues the activity.

3 Present the Wall Chart

- Place Wall Chart 3A:15 on the board. Point to the characters on the chart and model as follows:

T: (point to Mom) *Time to go!*
Ss: *Time to go!*
T: (point to Mom) *Clean up this mess!*
Ss: *Clean up this mess!*
T: (point to Mom) *Pick up the crayons, Julie.*
Ss: *Pick up the crayons, Julie.*
T: (point to Mom) *Turn off the TV, Mike.*
Ss: *Turn off the TV, Mike.*
T: (point to Mom) *Go get the keys, Dad.*
Ss: *Go get the keys, Dad.*
T: (point to Julie) *OK, Mom.*
Ss: *OK, Mom.*

Repeat several times.

- Have volunteers come to the front, point to Mom, and give any one of the commands.
- Play the cassette for pages 34–35: **Dialogue.** Point to the appropriate characters on the chart as students listen.

 **Dialogue**

Mom: *Time to go!*
Clean up this mess!
Pick up the crayons, Julie.
Turn off the TV, Mike.
Go get the keys, Dad.
Julie: *OK, Mom.*
(two times)

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


 **Dialogue Practice**

Mom: *Time to go!* (two times)
Clean up this mess! (two times)
Pick up the crayons, Julie. (two times)
Turn off the TV, Mike. (two times)
Go get the keys, Dad. (two times)
Julie: *OK, Mom.* (two times)

4 Open Student Books

- Have students turn to pages 34–35 in their books. Encourage the class to produce any language pertinent to the picture (characters, activities, objects, location, colors, etc.). Ask for volunteers to say any of the commands Mom is giving.



-  Play the cassette sections for pages 34–35 again. Students point to the appropriate characters in their books as they listen and repeat.
- Place Picture Cards 3A:68, 70, and 72 along the chalk rail. Ask four volunteers to come to the front. Assign the roles of Mom, Julie, Mike, and Dad. (Dad and Mike do not speak, but add to the context of the dialogue.) Students role-play the dialogue and mime the activities, using the Picture Cards as prompts.

5 Games and Activities

Choose any of the following:

- Arrange chairs in a circle. Place Picture Cards 3A:68, 70, and 72 on three of the chairs. Students circle the chairs and chant *Clean up this mess! Clean up this mess!* Call out *Stop!* at any point during the chant. Students rush to sit. The students who have cards must give the command associated with the object on the card. For example, the student with Picture Card 3A:70 on his/her chair would say *Turn off the TV.*
- Place Picture Cards 3A:68, 70, and 72 along the chalk rail. Divide the class into two teams. Call one student from each team to the front. Say the first two words of any of the commands. The first student to bring you the appropriate card and repeat the complete command wins a point for his/her team.
- “Say” any one of the commands by moving your lips without making any sound. Students must lip-read the command and repeat it.

6 Workbook 3A: Pages 34–35

- Have students do Exercise A (Color).

PART 2

Pages 36–37

Structures:

Pick up the _____. Turn off the _____. Go get the _____.

Vocabulary:

crayons, toys, TV, light, keys, money

Materials:

Picture Cards 3A:62–73 (crayons, toys, TV, light, keys, money, Pick up the crayons., Pick up the toys., Turn off the TV., Turn off the light., Go get the keys., Go get the money.), realia (crayons, a crayon box, a set of keys, money, some toys, a bag, a TV remote control), Wall Chart 3A:16, tape player, cassette

1 Opening

- Greet students with *Good morning. What day is today?* Students respond accordingly. If your class begins on the hour, ask *What time is it?*
- Place Picture Cards 3A:62, 64, and 66 in three separate areas of the classroom. Call out one of the commands taught in Part 1 of this unit. Students rush to the appropriate Picture Card and mime the corresponding action. Ask for volunteers to be the “teacher” and continue the activity.

2 Pattern Practice

Ⓐ **Vocabulary:** *crayons, toys, TV, light, keys, money*

- Hold up Picture Card 3A:62 (and a bunch of crayons, if possible) and model as follows:
T: *Crayons.*
Ss: *Crayons.*

Repeat several times. Follow the same procedure for *toys, TV, light, keys,* and *money,* using Picture Cards 3A:63–67 and/or the corresponding objects.
- Place Picture Cards 3A:62–67 along the chalk rail. Write the numbers 1–6 on the board above them. Call out any one of the vocabulary items. Students respond with the corresponding number. Repeat several times. Then drill students individually using the same procedure.

- Leave Picture Cards 3A:62–67 and the numbers above them as they are. Call out one of the numbers. Students respond with the corresponding word. Repeat several times. Then drill students individually using the same procedure.

Ⓑ **Structures:** *Pick up the _____.*
Turn off the _____.
Go get the _____.

- Review the structures with the students. Hold up Picture Card 3A:68 and model as follows:

T: *Pick up the crayons.*
Ss: *Pick up the crayons.*

Repeat several times. Do the same for the other five commands, using Picture Cards 3A:69–73.

- Place Picture Cards 3A:68–73 along the chalk rail. Ask for volunteers to come to the front of the room and identify as many commands as they can.

3 Present the Wall Chart

- Place Wall Chart 3A:16 on the board. Point to the pictures and ask students to identify the vocabulary. Then ask for volunteers to identify the commands.
- Ask students to form a line at the front. Call the first student in line to the chart. Say any one of the commands. The student points to the correct picture on the chart.
- Play the cassette for pages 36–37: **Vocabulary.** Point to the appropriate pictures as students listen and repeat each item.

Vocabulary

Narrator: *Pick up the crayons.* (two times)
Pick up the toys. (two times)
Turn off the TV. (two times)
Turn off the light. (two times)
Go get the keys. (two times)
Go get the money. (two times)

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


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

Pattern Practice

Mom: *Pick up the crayons.* (two times)
Pick up the toys. (two times)
Turn off the TV. (two times)
Turn off the light. (two times)
Go get the keys. (two times)
Go get the money. (two times)

- Divide the class into two groups. Groups take turns giving commands as you point to the pictures on the chart.

4 Open Student Books

- Have students turn to pages 36–37 in their books. Encourage the class to produce any language pertinent to the picture (character, location, colors, objects, etc.).
-  Play the cassette sections for pages 36–37 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Ask a student to stand. Point to one of the pictures in your book, and have the student give the appropriate command. That student then asks a classmate to stand. He/She points to one of the pictures in the book, and the classmate responds accordingly. Continue until each student has had a chance to participate.

5 Song

- Teach the song “Pick Up The Crayons.” (See page 6 for hints on teaching songs.)

Pick Up The Crayons

Pick up the crayons
Pick up the toys
Clean up the mess
And stop that noise

Turn off the light
And pick up the toys
Clean up the mess
And stop that noise [loudly]

Turn off the TV
Pick up the toys
Clean up the mess
And stop that noise [shouted]

Go get the keys
And pick up the toys
Clean up the mess
And stop that noise [whispered]

6 Games and Activities

Choose any of the following:

- Draw two large faces on the board: a happy face with a checkmark beneath it, and a sad face with an “X” beneath it. Divide the class into two teams. Call one student from each team to the front. Show the two students a Picture Card and give them a command. If the command matches the picture on the card, students rush to hit the happy face. If it is not, they hit the sad face. The first one to do so correctly wins a point for his/her team.
- Place some crayons, a crayon box, some toys, and an empty bag on a desk at the front. Next, place a set of keys and some money in two separate areas of the room. Place Picture Card 3A:64 on the board and a remote-control device nearby. Have Picture Cards 3A:68–73 handy. Arrange chairs so that there is a chair for all but one student. To begin the activity, play the song “Pick Up The Crayons” on the cassette. Students circle the chairs while singing the song. Stop the cassette at any point during the song. Students rush to sit. Show one of the Picture Cards 3A:68–73 to the seated students. They give the appropriate command. The student left without a seat must perform the correct action, using the appropriate object(s).
- Keep the objects from the previous activity where they are. Divide the class into two teams. Ask one student from each team to stand. Give one of the commands. The first of the two students to perform the correct action with the proper object(s) wins a point for his/her team.
- Leave the objects where they are. Perform the action for one of the commands. The first student to call out the appropriate command becomes the “teacher” and continues the activity.

7 Workbook 3A: Pages 36–37

- Have students do Exercise B (Look and match) and Exercise C (Match). In Exercise C, students match each silhouetted picture at the top of the page with the corresponding character in the center illustration, and draw a matching line between them. Then they match each character with the object corresponding to the action that character is performing. Students then draw a matching line between the character in the center and the object at the bottom.



PART 1

Pages 38–39

Structures:

Fasten your seat belts. Where are we going? We're going to a restaurant and then we're going to the zoo.

Materials:

Picture Cards 3A:74–75 (restaurant, zoo), Mike and Julie puppets, Wall Chart 3A:17, tape player, cassette

1 Opening

- Greet the students with *Hello. How are you?* Students respond accordingly.
- Say one of the vocabulary words from Unit 8 (*crayons, toys, TV, light, keys, money*). Students respond with the appropriate command. Review first as a class, then individually.

2 Introduce New Language

ⓐ **Structure:** *We're going to a restaurant and then we're going to the zoo.*

- Hold up Picture Card 3A:74, and model as follows:
T: *A restaurant.*
Ss: *A restaurant.*

Repeat several times. Do the same for *zoo*, using Picture Card 3A:75.
- Pass Picture Card 3A:74 to the student sitting closest to you and say *a restaurant*. That student then passes the card to the next student and says *a restaurant*. Continue until each student has had a chance to participate. Follow the same procedure for *the zoo*, using Picture Card 3A:75.

Note: The indefinite article *a* precedes *restaurant* here, as there would be many restaurants to choose from in a community. The definite article *the* precedes *zoo*, however, as there would generally be only one zoo to go to. Do not try to explain the difference in articles at this time. Students will eventually associate *a* with *restaurant*, and *the* with *zoo*, through constant drilling and practice.

- Place Picture Cards 3A:74 and 75 in different corners of the classroom. Take one of the students by the hand and lead him/her to the corner with Picture Card 3A:74. As you do, keep saying *We're going to a restaurant*. Repeat several times with different students, going to one corner (*a restaurant*) or the other (*the zoo*). Then go to the corner with Picture Card 3A:74 and model as follows:

T: *We're going to a restaurant.*

Ss: *We're going to a restaurant.*

Now go to the corner with Picture Card 3A:75. Continue:

T: *We're going to the zoo.*

Ss: *We're going to the zoo.*

Repeat several times. Then have a volunteer take a classmate by the hand, lead him/her to the Picture Card of his/her choice, and say *We're going to a/the*

- Keep the Picture Cards where they are. Take a student by the hand. Lead him/her first to Picture Card 3A:74 and then to card 3A:75, and say *We're going to a restaurant and then we're going to the zoo*. Model as follows:

T: (point to Picture Card 3A:74) *We're going to a restaurant.*

Ss: *We're going to a restaurant.*

T: (slowly point straight up) *And then.*

Ss: *And then.*

T: (point to Picture Card 3A:75) *And then we're going to the zoo.*

Ss: *And then we're going to the zoo.*

Point to Picture Card 3A:74, then point straight up, and then point to card 3A:75. Continue:

T: *We're going to a restaurant and then we're going to the zoo.*

Ss: *We're going to a restaurant and then we're going to the zoo.*

Repeat several times.

ⓑ Structure: *Where are we going?*

- Keep the Picture Cards in the corners. Hold up the Mike puppet. Have Mike “ask” *Where are we going?* Lead him to Picture Card 3A:74 and say *We’re going to a restaurant.* Then lead him to Picture Card 3A:75 and say *And then we’re going to the zoo.* Repeat several times. Model as follows:

T: *Where?*

Ss: *Where?*

T: *Where are we going?*

Ss: *Where are we going?*

T: *We’re going to a restaurant.*

Ss: *We’re going to a restaurant.*

T: *And then we’re going to the zoo.*

Ss: *And then we’re going to the zoo.*

Repeat several times.

- Ask a volunteer to come to the front of the room. Say *Where are we going?* The volunteer leads you to the Picture Card of his/her choice and says *We’re going to a/the _____.* He/She then choose a classmate to come to the front, and continues the activity.

ⓒ Structure: *Fasten your seat belts.*

- Put four chairs at the front, in two rows of two, to resemble car seats. Point to the chairs and say *It’s a car.* Sit in the “driver’s seat.” Ask for three volunteers to come to the front and sit in the “car” with you. Pretend to start the car. Then pretend to fasten your seat belt. Look at the others and say *Fasten your seat belts.* If they do not “fasten” their seat belts, help them to do so while saying *Fasten your seat belts.* Model as follows:

T: *Seat belts.*

Ss: *Seat belts.*

T: *Fasten your seat belts.*

Ss: *Fasten your seat belts.*

Repeat several times.

- Have four new volunteers sit in the “car.” The student in the “driver’s seat” tells the others *Fasten your seat belts.* All volunteers pretend to do so.

③ Present the Wall Chart

- Place Wall Chart 3A:17 on the board. Point to the characters on the chart and model as follows:

T: (point to Mom) *Fasten your seat belts.*

Ss: *Fasten your seat belts.*

T: (point to Mike) *Where are we going?*

Ss: *Where are we going?*

T: (point to Dad) *We’re going to a restaurant and then we’re going to the zoo.*

Ss: *We’re going to a restaurant and then we’re going to the zoo.*

Repeat several times.

- Ask students to form a line at the front. Call the first student in line to the chart. Say any line from the dialogue. The student points to the appropriate character.
- Play the cassette for pages 38–39: **Dialogue.** Point to the appropriate characters on the chart as students listen.

Dialogue

Mom: *Fasten your seat belts.*

Mike: *Where are we going?*

Dad: *We’re going to a restaurant and then we’re going to the zoo.*
(two times)

- Ask students to line up at the Wall Chart. Call the first student in line to the chart. Point to any one of the characters. The student responds with the appropriate line from the dialogue.
- Play the cassette for pages 38–39: **Dialogue Practice.** Students listen and repeat each line.

Dialogue Practice

Mom: *Fasten your seat belts.* (two times)

Mike: *Where are we going?* (two times)


Dad: *We’re going to a restaurant.* (two times)
And then. (two times)

We’re going to the zoo. (two times)

We’re going to a restaurant and then we’re going to the zoo. (two times)

- Separate the students into three groups. Assign groups the roles of Mom, Mike, and Dad. Groups role-play the dialogue while you point to the characters on the chart. Alternate roles.

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.
-  Play the cassette sections for pages 38–39 again. Students point to the appropriate characters in their books as they listen and repeat.

(continued)

- Set up the “car” again by arranging four chairs at the front. Have four volunteers come to the front, and assign the roles of Mom, Dad, Mike, and Julie. Students role-play the dialogue. (“Julie” does not speak, but she adds to the role play’s context.) Alternate roles if time allows.

5 Games and Activities

Choose any of the following:

- Arrange the chairs in a circle. Put four of the chairs in the middle of the circle to resemble a car. Students walk around the chairs and chant *Fasten your seat belts. Fasten your seat belts.* Call out *Stop!* at any point during the chant. Students rush to sit. The four students left standing must sit in the “car” and role-play the dialogue.

- Have students put their heads down on their desks. Give one of them either Picture Card 3A:74 or 75. He/She calls out *Fasten your seat belts.* The other students turn to him/her and ask *Where are we going?* The student replies *We’re going to a restaurant/the zoo.*

Variation: Arrange students in a circle. Give Picture Card 3A:74 or 75 to one of them. Students chant *Fasten your seat belts. Fasten your seat belts.* as they pass the card around the circle. Call out *Stop!* at any point during the chant. The class turns to the student holding the card and asks *Where are we going?* The student with the card responds *We’re going to a restaurant/the zoo.*

- Draw a Tic-Tac-Toe grid on the board (nine squares, with three rows across and three rows down). Write the numbers 1–9 in the squares. Divide the class into two teams, “X” and “O.” Teams take turns; each student chooses a square number. Say a line from the dialogue in the corresponding unit. (For example, if the student chooses square number 7, you must say a line of dialogue from Unit 7.) The student must give the correct response. If the student is correct, say *Yes.*, erase the number from the chosen square, 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.

6 Workbook 3A: Pages 38–39

- Have students do Exercise A (Color).

PART 2

Pages 40–41

Structures:

Where are we going? We're going to a (restaurant).
We're going to the (zoo).

Vocabulary:

a restaurant, the zoo, a department store, the park,
the movies, the beach

Materials:

Picture Cards 3A:74–79 (restaurant, zoo,
department store, park, movies, beach), Mike
puppet, Wall Chart 3A:18, tape player, cassette

1 Opening

- Greet students with *Good morning. What day is today? What time is it?* Students respond accordingly.
- Place Picture Cards 3A:74 and 75 on the board. Call out *Fasten your seat belts.* Students pretend to fasten their seat belts, then ask *Where are we going?* Point to either Picture Card and say *We're going to (the) (zoo).* Continue the activity with several different volunteers.

2 Pattern Practice

Ⓐ **Vocabulary:** *a restaurant, the zoo,
a department store, the park,
the movies, the beach*

- Hold up Picture Card 3A:74 and model as follows:

T: *A restaurant.*
Ss: *A restaurant.*

Repeat several times. Follow the same procedure for *the zoo, a department store, the park, the movies, and the beach*, using Picture Cards 3A:75–79.

Note: Again, call students' attention to the articles *a* and *the*, but do not spend much time explaining the rules of usage. Students should simply acquire the correct articles through practice. It may be necessary to do extra drilling. Say the word, and students respond with the appropriate article.

- Place Picture Cards 3A:74–79 along the chalk rail. Write the numbers 1–6 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.

- Leave the Picture Cards along the rail with the numbers written above them. Call out one of the numbers 1–6. The class responds with the corresponding vocabulary. Repeat several times. Then drill students individually.
- Leave Picture Cards 3A:74–79 along the chalk rail. Have students put their heads down. Remove one of the cards. Ask students to look up and call out the missing item (including the correct article: *a* or *the*).
- Leave the cards along the chalk rail. Ask volunteers to come to the front of the room and identify as many of the vocabulary items as they can.

Ⓑ Structures: *Where are we going?*

We're going to a/the _____.

- Place Picture Cards 3A:74–79 along the chalk rail. Hold up the Mike puppet and have Mike "ask" *Where are we going?* Lead Mike to one of the Picture Cards and say *We're going to (a) (restaurant).* Hold up the Mike puppet again, and model as follows:

T: (as Mike) *Where are we going?*
Ss: *Where are we going?*

Lead the Mike puppet to Picture Card 3A:74. Continue:

T: *We're going to a restaurant.*
Ss: *We're going to a restaurant.*

Repeat several times. Follow the same procedure for *the zoo, a department store, the park, the movies, and the beach*, using Picture Cards 3A:75–79.

- Place Picture Cards 3A:74–79 in six separate areas of the classroom. Have the class ask *Where are we going?* Say *We're going to (the) (movies).* Students rush to the corresponding Picture Card.
- Leave Picture Cards 3A:74–79 where they are. Take a student by the hand. Prompt the student to ask you *Where are we going?* Respond *We're going to (a) (department store).*, and lead the student to the appropriate Picture Card. Have that student choose a classmate and continue the activity. Make sure each student has had a chance to participate.

3 Present the Wall Chart

- Place Wall Chart 3A:18 on the board. Have the students line up at the board. Call the first student in line to the chart. Call out any one of the vocabulary items (include the appropriate article). The student points to the appropriate picture on the chart.

- Play the cassette for pages 40–41: **Vocabulary**. Point to the appropriate pictures as students listen and repeat each item.

Vocabulary

Narrator: *A restaurant.* (two times)
The zoo. (two times)
A department store. (two times)
The park. (two times)
The movies. (two times)
The beach. (two times)


- Review the vocabulary. Ask students to line up at the board. Call the first student in line to the chart. Point to two or three pictures at random. The student identifies the vocabulary.
- Go over the *Where are we going? We're going to a/the _____.* pattern. Point to each character in the Pattern Practice panel on the chart and say the appropriate line from the dialogue. Students repeat. Continue practicing the pattern until you have covered all the vocabulary items.
- Play the cassette for pages 40–41: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

Pattern Practice

Mike: *Where are we going?*
 Dad: *We're going to a restaurant.*
 (two times)
 Mike: *Where are we going?*
 Dad: *We're going to the zoo.*
 (two times)
 Mike: *Where are we going?*
 Dad: *We're going to a department store.*
 (two times)
 Mike: *Where are we going?*
 Dad: *We're going to the park.*
 (two times)
 Mike: *Where are we going?*
 Dad: *We're going to the movies.*
 (two times)
 Mike: *Where are we going?*
 Dad: *We're going to the beach.*
 (two times)

- Divide the class into two groups. Groups alternate asking and answering the question *Where are we going?* Prompt them by pointing at the various pictures on the chart.

4 Open Student Books

- Have students turn to pages 40–41 in their books. Ask the class to point to the pictures and identify the words. Have volunteers 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 a student to stand, and ask him/her *Where are we going?* The student points to the picture of his/her choice in the book and responds *We're going to (the) (beach).* He/She then chooses a classmate and continues the activity. Continue until each student has had a chance to participate.

5 Song

- Teach the song “Where Are We Going?” (See page 6 for hints on teaching songs.)

Where Are We Going?

Fasten your seat belts
Where are we going?
We're going to the zoo
Fasten your seat belts
Where are we going?
We're going to a restaurant too

Fasten your seat belts
Where are we going?
We're going to the zoo
Fasten your seat belts
We're going to the zoo, and
We're going to a restaurant too
Yeah!

6 Games and Activities

Choose any of the following:

- Divide the class into two teams. Ask one student from each team to stand. Hold Picture Cards 3A:74–79 so that the students cannot see them, and ask *Where are we going?* Then show one of the cards to the students for only a second or two. The first student to respond *We're going to a/the _____.* wins a point for his/her team.

- Keep the class divided into two teams. Place Picture Cards 3A:74–79 along the chalk rail. Have one student from each team come to the front. Ask *Where are we going?* Then “say” one of the vocabulary items without making any sound. The students lip-read the destination, rush to bring you the appropriate card, and respond *We’re going to a/the _____*. The first one to do so correctly wins a point for his/her team.
- Ask a volunteer to choose a Picture Card and conceal it from the rest of the class. The volunteer asks *Where are we going?* The other students guess which card the volunteer is holding by using the *We’re going to a/the _____* structure. The first student to guess correctly replaces the volunteer and continues the activity.

7 Workbook 3A: Pages 40–41

- Have students do Exercise B (Where are we going?) and Exercise C (Match).

UNIT 10

PART 1 Pages 42–43

Structures:

Do they have french fries? Yes, they do. They have french fries. Do they have pizza? No, they don't. They don't have pizza.

Materials:

Picture Cards 3A:74–80 and 83 (restaurant, zoo, department store, park, movies, beach, french fries, pizza), realia (crayons, pencils, erasers, markers, books, etc.), Wall Chart 3A:19, tape player, cassette, Mike and Julie puppets

1 Opening

- Greet the students with *Good morning. How are you?* Students respond accordingly.
- Place Picture Cards 3A:74–79 along the chalk rail. Ask students to put their heads down on their desks. Remove one of the cards. Tell students to look up. Ask *Where are we going?* Students respond *We're going to (the) (park).*

2 Introduce New Language

Ⓐ **Structures:** *They have french fries.*
They don't have pizza.

- Hold up Picture Card 3A:80, and model as follows:

T: *French fries.*

Ss: *French fries.*

Repeat several times. Follow the same procedure for *pizza*, using Picture Card 3A:83.

- Ask three students to come to the front of the room. Give them Picture Card 3A:80. Point to the students and say *They have french fries.* Ask three more students to come to the front. Give them Picture Card 3A:83. Point to them and say *They have pizza.* Model as follows:

T: (point to the “french fry” group) *They have french fries.*

Ss: *They have french fries.*

Repeat several times. Follow the same procedure for *pizza*, with the “pizza” group.

- Keep the two groups at the front. Have volunteers come to the front, point to the group of their choice, and make a sentence. The students in the groups may participate, too.
- Either ask the two groups to stay in front, or choose new volunteers to participate. Point to the “french fry” group and say *Pizza? No. They don't have pizza.* Then point to the “pizza” group and say *French fries? No. They don't have french fries.* Then model as follows:

T: (point to the “french fry” group) *They don't have pizza.*

Ss: *They don't have pizza.*

Repeat several times. Follow the same procedure for *french fries*, with the “pizza” group.

- Ask for volunteers to come to the front, point to the group of their choice, and make a negative statement.

Ⓑ **Structure:** *Do they have _____?*

- Ask two students to come to the front. Give each a crayon. Point to them and ask *Do they have crayons?* Nod your head and say *Yes, they do.* Then point to the students again and ask *Do they have markers?* Shake your head and say *No, they don't.* Then model as follows:

T: (point to the two students) *Do they have crayons?*

Ss: *Do they have crayons?*

T: *Yes, they do.*

Ss: *Yes, they do.*

Repeat several times. Continue:

T: (point to the two students) *Do they have markers?*

Ss: *Do they have markers?*

T: *No, they don't.*

Ss: *No, they don't.*

Repeat several times.

- Place some objects on a desk at the front (crayons, pencils, erasers, markers, books, etc.). Ask a volunteer to come to the front. Have him/her choose two or three classmates and give them each the same kind of objects. The volunteer then asks the class *Do they have _____s?* The class responds with either *Yes, they do.* or *No, they don't.* Continue until each student has had a chance to participate.

Note: You may practice the pattern with the pronouns *you* and *I*, if desired.

3 Present the Wall Chart

- Place Wall Chart 3A:19 on the board. Point to the characters on the chart and model as follows:

T: (point to Julie) *Do they have french fries?*

Ss: *Do they have french fries?*

T: (point to Dad) *Yes, they do. They have french fries.*

Ss: *Yes, they do. They have french fries.*

T: (point to Mike) *Do they have pizza?*

Ss: *Do they have pizza?*

T: (point to Mom) *No, they don't. They don't have pizza.*

Ss: *No, they don't. They don't have pizza.*

Repeat several times.

- Ask students to form a line at the front. Call the first student in line to the chart. Call out any line from the dialogue. The student points to the appropriate character.
- Play the cassette for pages 42–43: **Dialogue.** Point to the appropriate characters on the chart as students listen.

Dialogue

Julie: *Do they have french fries?*

Dad: *Yes, they do. They have french fries.*

Mike: *Do they have pizza?*

Mom: *No, they don't. They don't have pizza.*
(two times)

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

Dialogue Practice

Julie: *Do they have french fries?* (two times)

Dad: *Yes, they do.* (two times)

They have french fries. (two times)

Yes, they do. They have french fries. (two times)

Mike: *Do they have pizza?* (two times)

Mom: *No, they don't.* (two times)


They don't have pizza. (two times)

No, they don't. They don't have pizza.

(two times)

- Ask for volunteers to come to the front, point to any or all of the characters, and describe what they are saying.
- Divide the class into four groups. Assign groups the roles of Julie, Mom, Mike, and Dad. Groups role-play the dialogue as you point to the characters on the chart. Alternate roles.

4 Open Student Books

- Have students turn to pages 42–43 in their books. Ask the class to produce any language pertinent to the picture (location, characters, objects, colors, time of day, etc.). Then ask for volunteers to describe what the characters are saying.
-  Play the cassette sections for pages 42–43 of the Student Book again. Students point to the appropriate characters in their books as they listen and repeat.
- Arrange chairs around a desk as shown in the restaurant scene on pages 42–43 of the Student Book. Call four students to the front. Assign them the roles of Julie, Mom, Mike, and Dad. The students sit in the appropriate seats and role-play the dialogue. Continue until every student in the class has had a chance to role-play at least one part.

5 Games and Activities

Choose any of the following:

- Draw two restaurants on the board. Place Picture Card 3A:80 over one of the restaurants and Picture Card 3A:83 over the other. Divide the class into two teams. Ask one student from each team to stand. Point to one of the restaurants and make a *have* or *don't have* statement. If the statement is true, the first student to call out *Yes!* wins a point for his/her team. If the statement is false, the first student to call out *No!* wins a point.

(continued)

- Keep the restaurants and the Picture Cards on the board, and the class divided into two teams. Again, have one student from each team stand. Point to one of the restaurants and ask *Do they have _____?* The students respond either *Yes, they do.* or *No, they don't.* The first one to do so correctly wins a point for his/her team.
- Arrange chairs so that there is a chair for all but two students. Place either Picture Card 3A:80 or 83 on the chalk rail. Ask students to walk in a circle around the chairs chanting *We're going to a restaurant. We're going to a restaurant.* Call out *Stop!* at any point during the chant. Students rush to sit. The two students left without chairs walk over to the card on the chalk rail and hold it up together. Point to the two students and ask the class *Do they have (pizza)?* The seated students respond either *Yes, they do.* or *No, they don't.*
- Draw a restaurant on the board and place Picture Card 3A:80 over it. Use the Mike and Julie puppets to model the following dialogue:

T: (as Mike) *Where are we going?*
 (as Julie) *We're going to a restaurant.*
 (as Mike) *I'm hungry!*
 (as Julie) *Me, too.*
 (as Mike) *Do they have pizza?*
 (as Julie) *No, they don't. They have french fries.*
 (as Mike) *Yum! I like french fries!*

Ask for volunteers to come to the front and choose a puppet. Each time, take the part of the other puppet and reenact the dialogue.

6 Workbook 3A: Pages 42–43

- Have students do Exercise A (Color).

PART 2

Pages 44–45

Structures:

Do they have ____? Yes, they do. They have ____.
No, they don't. They don't have ____.

Vocabulary:

french fries, soda pop, cheeseburgers, pizza, donuts, apple juice

Materials:

Picture Cards 3A:80–85 (french fries, soda pop, cheeseburgers, pizza, donuts, apple juice), Wall Chart 3A:20, tape player, cassette

1 Opening

- Greet the class with *Hello. What day is today?* Students respond accordingly.
- Draw two restaurants on the board. Place Picture Card 3A:80 over one and Picture Card 3A:83 over the other. Ask students to form a line at the back of the room. Say *Fasten your seat belts.* Students mime the action, and ask *Where are we going?* Say *We're going to a restaurant.* Lead the line to the first restaurant. Point to one of the cards on the board and ask *Do they have ____?* Students respond accordingly. Proceed to the next restaurant and continue the activity.

2 Pattern Practice

ⓐ **Vocabulary:** *french fries, soda pop, cheeseburgers, pizza, donuts, apple juice*

- Hold up Picture Card 3A:80, and model as follows:

T: *French fries.*

Ss: *French fries.*

Repeat several times. Follow the same procedure for *soda pop, cheeseburgers, pizza, donuts, and apple juice*, using Picture Cards 3A:81–85.

- Place Picture Cards 3A:80–85 in six separate areas of the classroom. Call out one of the words. Students rush to the corresponding card.
- Place Picture Cards 3A:80–85 along the chalk rail. Ask students to put their heads down. Remove one of the cards. Tell students to look up. Students call out the vocabulary for the missing card.

- Keep the Picture Cards along the chalk rail. Ask for volunteers to come to the front of the room and identify as many of the vocabulary items as possible.

ⓑ **Structures:** *Do they have ____?
Yes, they do. They have ____.
No, they don't.
They don't have ____.*

- Review the structures, then have two students come to the front. Give them Picture Card 3A:82. Point to the students and ask *Do they have cheeseburgers?* Nod your head and say *Yes, they do. They have cheeseburgers.* Point to the two students again, and model as follows:

T: *Do they have cheeseburgers?*

Ss: *Do they have cheeseburgers?*

T: *Yes, they do. They have cheeseburgers.*

Ss: *Yes, they do. They have cheeseburgers.*

Repeat several times. Then point to the two students again and ask *Do they have pizza?* Shake your head and say *No, they don't. They don't have pizza.* Point to the two students again and model as follows:

T: *Do they have pizza?*

Ss: *Do they have pizza?*

T: *No, they don't. They don't have pizza.*

Ss: *No, they don't. They don't have pizza.*

Repeat several times.

- Have a volunteer come to the front. Ask him/her to choose two classmates and give them one of the Picture Cards 3A:80–85. The volunteer then asks the rest of the class *Do they have (soda pop)?* The class responds accordingly. Continue until each student has asked the class a question.
- Draw a restaurant on the board. Place one of the Picture Cards 3A:80–85 over the restaurant. Say either *Yes, they do. They have (french fries).*, or *No, they don't. They don't have (pizza).* Students respond with the appropriate question. Repeat several times, changing cards each time.

3 Present the Wall Chart

- Place Wall Chart 3A:20 on the board. Point to each picture and ask students to identify the vocabulary item. Point to the characters and ask for volunteers to describe what the characters are saying.

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

Vocabulary

Narrator: *French fries*. (two times)

Soda pop. (two times)

Cheeseburgers. (two times)

Pizza. (two times)

Donuts. (two times)

Apple juice. (two times)

- Review the vocabulary. Ask students to form a line at the front. Call the first student in line to the chart. Point to several pictures at random. The student responds with the appropriate vocabulary each time.
- Play the cassette for pages 44–45: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

Pattern Practice

Julie: *Do they have french fries?*

Dad: *Yes, they do. They have french fries.*
(two times)

Julie: *Do they have soda pop?*

Dad: *Yes, they do. They have soda pop.*
(two times)

Julie: *Do they have cheeseburgers?*

Dad: *Yes, they do. They have cheeseburgers.*
(two times)

Julie: *Do they have pizza?*

Mom: *No, they don't. They don't have pizza.*
(two times)

Julie: *Do they have donuts?*

Mom: *No, they don't. They don't have donuts.*
(two times)


Julie: *Do they have apple juice?*

Mom: *No, they don't. They don't have apple juice.*
(two times)

- Divide the class into two groups. Groups alternate asking *Do they have _____?* Prompt the answers by pointing to various pictures on the chart and shaking or nodding your head for *Yes*. or *No*.

4 Open Student Books

- Have students turn to pages 44–45 in their books. Ask the class to identify the vocabulary and describe what the characters are saying.

-  Play the cassette sections for pages 44–45 again. Students point to the appropriate pictures in their books as they listen and repeat.

- Tell the students that you will ask them questions about the items on pages 44–45. They are to answer *Yes, they do*. *They have _____*. to the three items in the top row, and *No, they don't*. *They don't have _____*. to the three items in the bottom row. Ask a student to stand. Point to one of the items in your book and ask *Do they have _____?* The student responds accordingly. That student then chooses a classmate and continues the activity. Continue until each student has had a chance to both ask and answer a question.

5 Song

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

The French Fries Song

Do they have french fries?

Yes, they do

I love french fries

I do, too

Do they have donuts?

Yes, they do

I love donuts

I do, too

Do they have pizza?

No, they don't

Do they have noodles?

No, they don't

Do they have cheeseburgers?

Yes, they do

I love cheeseburgers

I do, too

6 Games and Activities

Choose any of the following:

- Draw two restaurants on the board. Place three of the Picture Cards 3A:80–85 over one of the restaurants, and the other three cards over the other restaurant. Divide the class into two teams. Ask one student from each team to stand. Pointing to one of the restaurants, ask *Do they have _____?* The first student to respond appropriately wins a point for his/her team.

- Keep the restaurants and the Picture Cards where they are. Keep the class divided into two teams. Ask one student from each team to stand. Point to one of the restaurants on the board and say either *Yes, they do. They have (pizza).*, or *No, they don't. They don't have (pizza).* The student who first says the correct question — *Do they have (pizza)?* — wins a point for his/her team.
- Ask a volunteer to come to the front, choose a Picture Card, and conceal it from the class. The seated students guess which card the volunteer is holding by asking *Do they have _____?* If a guess is incorrect the volunteer responds *No, they don't. They don't have _____.* If it is correct, the volunteer responds *Yes, they do. They have _____.* The student who guesses correctly replaces the volunteer, and continues the activity.
- Arrange students in a circle. Distribute Picture Cards 3A:80–85 to six of the students. Play “The French Fries Song” on the cassette. Students pass the cards around the circle as they sing along. Stop the cassette at any point during the song. Students who are holding cards when the music is stopped must stand and ask the others *Do they have _____?* The cardholders must nod their heads if they want the other students to answer *Yes, they do. They have _____.* They must shake their heads if they want the others to answer *No, they don't. They don't have _____.*

7 Workbook 3A: Pages 44–45

- Have students do Exercise B (Look and write a checkmark or an X). Students look at the menu on the wall and determine whether or not the restaurant has the food pictured in the boxes at the bottom of the page. As an example, the hand-drawn X indicates *They don't have soda pop.*

Pages 46–47

Structures:

It's a circle. It's orange. It's an orange circle. I'm finished. What time is it? It's 11:00. Time to go! Clean up this mess! Pick up the crayons. Turn off the TV. Go get the keys. Fasten your seat belts. Where are we going? We're going to a restaurant and then we're going to the zoo. Do they have french fries? Yes, they do. They have french fries. Do they have pizza? No, they don't. They don't have pizza.

Vocabulary:

circle, square, triangle, diamond, rectangle, heart, 1:00, 2:00, 3:00, 4:00, 5:00, 6:00, 7:00, 8:00, 9:00, 10:00, 11:00, 12:00, crayons, toys, TV, light, keys, money, a restaurant, the zoo, a department store, the park, the movies, the beach, french fries, soda pop, cheeseburgers, pizza, donuts, apple juice

Materials:

Picture Cards 3A:34–39 and 44–85 (orange, black, white, brown, purple, pink, circle, square, triangle, diamond, rectangle, heart, 1:00, 2:00, 3:00, 4:00, 5:00, 6:00, 7:00, 8:00, 9:00, 10:00, 11:00, 12:00, crayons, toys, TV, light, keys, money, Pick up the crayons., Pick up the toys., Turn off the TV., Turn off the light., Go get the keys., Go get the money., restaurant, zoo, department store, park, movies, beach, french fries, soda pop, cheeseburgers, pizza, donuts, apple juice), Wall Charts 3A:11–20, tape player, cassette

1 Opening

- Greet students with *Hello. How are you?* Students respond accordingly. Then say the first line(s) from any dialogue in Units 6–10. Students respond accordingly.
- Using Picture Cards 3A:44–85, quickly review the vocabulary from Units 6–10. Divide the class into two teams. Hold up one of the cards. Students must call out the appropriate vocabulary word. The first team to do so keeps the card. The team with the most cards at the end of the activity wins.

2 Pattern Practice

a Vocabulary

- Place Wall Charts 3A:12, 14, 16, 18, and 20 on the board. Ask students to line up at the front of the room. Students come to the charts one by one and identify the vocabulary items in order. Continue until all the words have been identified.
- Divide the class into two teams. Ask one student from each team to stand. Point to one of the items on the charts. The first student to identify the item wins a point for his/her team.
- Keep the class divided into two teams. Ask one student from each team to stand. Say one of the words without making any sound. The first student to run to the correct chart, point to the corresponding word, and call it out wins a point for his/her team.

b Structures

- Quickly review the patterns in the Pattern Practice panels on Wall Charts 3A:12, 14, 16, 18, and 20. Call two volunteers to the front. Call out any one of the patterns taught in Units 6–10. The first volunteer to point to the correct character on the appropriate chart remains at the front and continues the activity with the next volunteer.
- Place Wall Charts 3A:11, 13, 15, 17, and 19 on the board. Review all the dialogues from Units 6–10 while pointing to the appropriate characters on the charts. Have one or more volunteers (depending on the number of speakers needed) come to the front. Choose one of the dialogues. Take the part of one of the characters and role-play the dialogue with the volunteer(s). Continue with new volunteers each time.
- Place Wall Charts 3A:12, 14, 16, 18, and 20 on the board. Play the cassette for pages 46–47: **Review**. Students listen as you point to the pictures on the charts.



Review


Narrator: *Circle.* (two times)
Square. (two times)
Triangle. (two times)
Diamond. (two times)
Rectangle. (two times)
Heart. (two times)
One o'clock. (two times)
Two o'clock. (two times)
Three o'clock. (two times)
Four o'clock. (two times)

[tapescript continues on following page]

[tapescript continued from previous page]

Five o'clock. (two times)
Six o'clock. (two times)
Seven o'clock. (two times)
Eight o'clock. (two times)
Nine o'clock. (two times)
Ten o'clock. (two times)
Eleven o'clock. (two times)
Twelve o'clock. (two times)
Pick up the crayons. (two times)
Pick up the toys. (two times)
Turn off the TV. (two times)
Turn off the light. (two times)
Go get the keys. (two times)
Go get the money. (two times)
A restaurant. (two times)
The zoo. (two times)
A department store. (two times)
The park. (two times)
The movies. (two times)
The beach. (two times)
French fries. (two times)
Soda pop. (two times)
Cheeseburgers. (two times)
Pizza. (two times)
Donuts. (two times)
Apple juice. (two times)

3 Open Student Books

- Have students turn to pages 46–47 in their books. Ask volunteers to identify the vocabulary items. (Only four time phrases are pictured on pages 46–47. All twelve are pictured on pages 32–33 of the Student Book.)
-  Play the cassette section for pages 46–47 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Ask a student to stand. Point to any one of the vocabulary items in your book. The student identifies the word. That student then chooses a classmate and continues the activity.

4 Songs

- Say any important sentence or phrase from one of the songs taught in Units 6–10. Students identify the song. Then sing the song together as a class. Continue until you have sung each of the five songs from Units 6–10 (and any from Units 1–5, if time allows).
- Divide the class into groups of three or four students each. Assign each group a song. Each group comes to the front and sings their song.

- 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 on the board (nine squares, with three rows across and three rows down). Attach any nine of the Picture Cards 3A:44–85 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 the square. If the student is correct, say *Yes.*, remove the card, and draw an “X” or an “O” on 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.
- Place Picture Cards 3A:44–85 on a desk at the front. Ask two students to come to the front. Call out a vocabulary item. The students rush to bring you the corresponding card and tell you the correct structure. For example, if you say *orange circle*, the students should bring you Picture Card 3A:44 and say *It's an orange circle.* If you say *donuts*, the students should bring you Picture Card 3A:84 and say *They have donuts.*
- Place Wall Charts 3A:11, 13, 15, 17, and 19 on the board. Divide the class into two teams. Whisper one of the dialogues to the first student of each team. The first student then whispers it to the second, 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 the odd-numbered Wall Charts on the board. Divide the class into two teams. Ask the first student in one of the teams to stand. Point to the first character on Wall Chart 3A:11. The student describes what the character is saying. If he/she is able to do so, give his/her team a point. Then go to the first student of the other team. Point to the second character on the same Wall Chart. That student describes what the character is saying. If he/she does so correctly, give his/her team a point. Continue in order, alternating between the two teams, until each student has had a chance to participate. The team with the most points at the end of the activity wins the game.

6 Workbook 3A: Pages 46–48

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

Student Book 3B



PART 1 Pages 4–5

Structures:

Four tickets, please. Do you like elephants? Yes, I do. I like elephants. No, I don't. I don't like elephants.

Vocabulary:

elephants, tickets

Materials:

Picture Cards 1B:57, 2A:20, 2B:71, 3A:75, and 3B:86 (ice cream, milk, ants, zoo, elephants) or similar teacher-made cards, a roll of tickets (or five teacher-made tickets), Mike and Julie puppets, several pieces of paper money, Wall Chart 3B:1, tape player, cassette

1 Opening

- Greet each student with *Hello, _____ . How are you?* Students respond in turn.
- Ask the class *What day is today?* The class responds accordingly. Now ask individual students until everyone has had a chance to participate.
- Draw a picture of a zoo on the board at the front of the room, or attach Picture Card 3A:75 to the board with a magnet. Ask students to form a line at the back. Say *Fasten your seat belts.* Students mime the action. Ask *Where are we going?* Students respond *We're going to the zoo.* Lead the line to the picture of the zoo on the board and say *We're here!* Students repeat. Choose a volunteer to become the "leader" and repeat the activity.

2 Introduce New Language

Ⓐ Vocabulary: *tickets*

- Make an "entrance" to the zoo above. Place two chairs around two meters in front of the zoo picture on the board. Put the chairs back to back, about 60 centimeters apart. Place several tickets on one of the chairs. Stand "outside" the chairs with the Mike puppet, and have Mike "hold up" several pieces of paper money (e.g., dollar bills). Model as follows:

T: *Money.*

Ss: *Money.*

Now stand at the "entrance" chairs and hold up the tickets in your other hand. Continue:

T: *Tickets.*

Ss: *Tickets.*

Have Mike "pay" you with one bill. Give him a ticket in return, then have him "enter" the zoo. Repeat until you feel students understand what tickets are.

- Pass a few tickets to the student sitting closest to you and say *tickets*. That student then passes them to the next student and says *tickets*. Continue until each student has had a chance to participate.

Ⓑ Structure: *Four tickets, please.*

- Keep the chairs up front. Call three students to the front and join the Mike puppet at the "zoo entrance." You play the ticket vendor. Have Mike "give" you some of the bills and "say" *Four tickets, please.* Model as follows:

T: (as Mike, to the three students) *We're going to the zoo.*

Ss: *We're going to the zoo.*

T: (as Mike, to you) *Four tickets, please.*

Ss: *Four tickets, please.*

"Hand" the four tickets to Mike, one by one, and continue:

T: (as the ticket vendor) *One, two, three, four. Here you are.*

Ss: *One, two, three, four. Here you are.*

Have Mike "keep" one ticket and "hand" the other tickets to the three students with him. Continue:

T: (as Mike) *Here you are.*

Ss: *Here you are.*

[activity continues on following page]

[activity continued from previous page]

Now have Mike “enter” the zoo with the three students.
Continue:

T: (as Mike) *Let’s go!*
Ss: *Let’s go!*

Repeat the procedure with three new students.

- Ask for two volunteers to come to the front. One volunteer holds the Mike (or Julie) puppet and some money, and the other holds some tickets. The volunteers role-play the above dialogue, asking for tickets, selling tickets, and “entering” the zoo.

© **Structures:** *Do you like elephants?*
Yes, I do. I like elephants.

- Hold up Picture Card 3B:86 and model as follows:

T: *Elephants.*
Ss: *Elephants.*

Repeat several times. Then, place the card on the chalk rail and hold up the Mike puppet. Smile broadly and have Mike “point” to the card. Model as follows:

T: (to Mike; shrug shoulders) *Do you like elephants?*
Ss: (shrug shoulders) *Do you like elephants?*
T: (as Mike, “nod” his head enthusiastically)
Yes, I do.
Ss: (nod enthusiastically) *Yes, I do.*
T: (as Mike) *I like elephants.*
Ss: *I like elephants.*

Repeat several times.

- Have the student sitting closest to you hold up the Mike puppet. Ask *Do you like elephants?* The student (as Mike) responds *Yes, I do. I like elephants.* He/She then gives the puppet to a second student and asks *Do you like elephants?* The second student (as Mike) responds *Yes, I do. I like elephants.*, then continues the activity.

© **Structures:** *No, I don’t.*
I don’t like elephants.

- Place Picture Card 3B:86 on the chalk rail. Point to it, place your hands on your hips emphatically, shake your head, and frown. Model as follows:

T: *I don’t like elephants.*
Ss: *I don’t like elephants.*

Hold up the Julie puppet. Continue:

T: (to Julie) *Do you like elephants?*
Ss: *Do you like elephants?*
T: (as Julie, “shake” her head emphatically)
No, I don’t.
Ss: (shake their heads emphatically) *No, I don’t.*

Repeat several times.

- Have the student sitting closest to you hold up the Julie puppet. Ask *Do you like elephants?* The student (as Julie) responds *No, I don’t. I don’t like elephants.* He/She then gives the puppet to a second student and asks *Do you like elephants?* The second student (as Julie) responds *No, I don’t. I don’t like elephants.*, then continues the activity.

③ Present the Wall Chart

- Place Wall Chart 3B:1 on the board. Point to the characters on the chart and model as follows:

T: (point to Dad) *Four tickets, please.*
Ss: *Four tickets, please.*
T: (point to Mom, then to the elephants) *Do you like elephants?*
Ss: *Do you like elephants?*
T: (point to Mike, then to the elephants) *Yes, I do. I like elephants.*
Ss: *Yes, I do. I like elephants.*
T: (point to Julie, then to the elephants) *No, I don’t. I don’t like elephants.*
Ss: *No, I don’t. I don’t like elephants.*

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

Dialogue

Dad: *Four tickets, please.*
Mom: *Do you like elephants?*
Mike: *Yes, I do. I like elephants.*
Julie: *No, I don’t. I don’t like elephants.*
(two times)

(continued)

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



Dialogue Practice

Dad: *Four tickets, please.* (two times)

Mom: *Do you like elephants?* (two times)

Mike: *Yes, I do.* (two times)

I like elephants. (two times)

Yes, I do. I like elephants. (two times)


Julie: *No, I don't.* (two times)

I don't like elephants. (two times)

No, I don't. I don't like elephants. (two times)

- Divide the class into four groups. Assign groups the roles of Dad, Mom, Mike, and Julie. Groups role-play the dialogue as you point to the characters on the chart.
- Have four volunteers come to the front. Assign the roles of Dad, Mom, Mike, and Julie. Point to the characters and have each volunteer describe what his/her character is saying.

4 Open Student Books

- Have students turn to pages 4–5 in their books. Encourage the class to produce any language pertinent to the picture (location, characters, colors, etc.). Then ask volunteers to point to the characters and describe what they are saying.
-  Play the cassette sections for pages 4–5 again. Students point to the appropriate characters in their books as they listen and repeat.
- Ask four students to stand up. Assign the roles of Dad, Mom, Mike, and Julie. Students role-play the dialogue as they point to the characters in their books. Choose four other students and continue the activity.

5 Games and Activities

Choose any of the following:

- Have students form two equal lines facing each other. Give five tickets to the first student in line 1. The first student in line 2 asks for a number of tickets: (*Three tickets, please.* The line 1 student hands over the tickets and says *Here you are.* The students finish with the *Thank you. You're welcome.* pattern, and each goes to the end of the opposite line. Continue until each student has had a chance to perform in both lines.

- Arrange chairs in a circle so that there are enough for all but one student. Have students walk around the chairs and chant *Where are we going? Where are we going?* Call out at any time *We're going to the zoo!*, and clap your hands loudly. Students rush to sit. Give the student left standing two to five tickets, but conceal them from the others. Tell him/her to keep the tickets out of sight and ask the class *How many tickets?* The seated students take turns guessing the number of tickets by saying (*Two tickets!* If the guess is incorrect, the ticket holder responds *No, not (two) tickets.* If the guess is correct, he/she responds *Yes, (two) tickets!* Do the activity again from the beginning.

- Show the class Picture Cards 1B:57, 2A:20, 2B:71, and 3B:86. (If these cards aren't available, substitute teacher-made picture cards of *ice cream, milk, ants, elephants,* and any other items students may know.) Have four volunteers come to the front, and give each a picture card. The volunteers must hold the cards behind their backs so the class cannot see them. The other students guess which volunteer is holding which card by asking each *Do you like (ice cream)?* If the guess is correct, the volunteer responds *Yes, I do. I like (ice cream).*, and shows the card. If the guess is incorrect, the volunteer responds *No, I don't. I don't like (ice cream)* and the activity continues. When the class has found all four cards, give them to four new volunteers and repeat the activity.

6 Workbook 3B: Pages 4–5

- Have students do Exercise A (Color).

PART 2

Pages 6–7

Structures:

Do you like ____? Yes, I do. I like _____. No, I don't. I don't like _____.

Vocabulary:

elephants, bears, tigers, lions, monkeys, giraffes

Materials:

Picture Cards 1A:19, 1B:57, 2B:71, 3A:75, and 3B:86–91 (cookies, ice cream, ants, zoo, elephants, bears, tigers, lions, monkeys, giraffes) or similar teacher-made picture cards, ten tickets (actual or teacher-made), Wall Chart 3B:2, tape player, cassette, a stopwatch (or a digital watch with a stopwatch function)

1 Opening

- Greet each student with *Hello, _____! How are you?* Students respond in turn.
- Hold up Picture Card 3A:75 and ask each student *Where are we going?* Each student responds *We're going to the zoo.* (If the card is not available, draw a simple picture of a zoo on the board instead.)
- Hold up a number of tickets and ask *How many tickets?* Students call out the correct number of tickets. Give some tickets to between two and ten students. Have them hold up their tickets and ask the class *How many tickets?* The class calls out the correct number of tickets.
- Hold up Picture Card 3B:86 and point to it. Smile and ask individual students *Do you like elephants?* Students respond according to their own preferences: *Yes, I do. I like elephants.,* or *No, I don't. I don't like elephants.*

2 Pattern Practice

ⓐ Vocabulary: *elephants, bears, tigers, lions, monkeys, giraffes*

- Place Picture Cards 3B:86–91 along the chalk rail, then draw a corresponding single animal above each card. Model the singular and plural forms. Point to the single elephant drawing, hold up one finger, and model:

T: *One elephant.*

Ss: (hold up one finger) *One elephant.*

T: (hold up Picture Card 3B:86 and two fingers) *Two elephants.*

Ss: (hold up two fingers) *Two elephants.*

Repeat several times. Follow the same procedure for *bears, tigers, lions, monkeys, and giraffes.*

- Have the class identify the animals. Hold up Picture Card 3B:90 and model as follows:

T: *What are they?*

Ss: *What are they?*

T: *They're monkeys.*

Ss: *They're monkeys.*

Repeat several times. Follow the same procedure for *elephants, bears, tigers, lions, and giraffes*, using Picture Cards 3B:86–89 and 91.

ⓑ Structures: *Do you like _____? Yes, I do. I like _____. No, I don't. I don't like _____.*

- Arrange Picture Cards 3B:86–91 along the chalk rail. Point to Picture Card 3B:86, shrug your shoulders, and model the question as follows:

T: *Do you like elephants?*

Ss: (shrug their shoulders) *Do you like elephants?*

T: (point to Picture Card 3B:86 and nod your head) *Yes, I do.*

Ss: (nod their heads) *Yes, I do.*

T: (point to Picture Card 3B:86 and nod your head) *Yes, I do. I like elephants.*

Ss: (nod their heads) *Yes, I do. I like elephants.*

Point to Picture Card 3B:87 and shrug your shoulders. Continue:

T: *Do you like bears?*

Ss: (shrug their shoulders) *Do you like bears?*

T: (point to Picture Card 3B:87 and shake your head) *No, I don't.*

Ss: (shake their heads) *No, I don't.*

T: (point to Picture Card 3B:87 and shake your head) *No, I don't. I don't like bears.*

Ss: (shake their heads) *No, I don't. I don't like bears.*

Repeat several times, then do the same procedure using the other four cards. Continue until students are comfortable asking questions about all six groups of animals.

- Keep Picture Cards 3B:86–91 on the board. Have volunteers come to the board, point to the cards, and ask, *Do you like _____?* If you nod, the class responds *Yes, I do. I like _____.* If you shake your head, the class responds *No, I don't. I don't like _____.* Go through all six Picture Cards several times.
- Form the class in two equal lines. Hold up Picture Cards 3B:86–91 one by one. The students in line 1 point to each card and ask *Do you like _____?* The students in line 2 respond *Yes, I do. I like _____.* if you nod your head, and *No, I don't. I don't like _____.* if you shake your head. Repeat several times, then switch roles so all students can practice asking and answering questions.
- **Optional:** Encourage the students to combine two cards and create a contrasting set of sentences, and have them use contrasting facial expressions:

T: (hold up Picture Cards 3B:87 and 89) *Do you like bears? Do you like lions?*

Ss: *I like bears.* (nod and smile) *I don't like lions.* (shake their heads and frown)

Repeat several times. Ask for volunteers to choose two cards, make two contrasting facial expressions, and say the sentences *I like _____.* *I don't like _____.*

3 Present the Wall Chart

- Place Wall Chart 3B:2 on the board. Encourage students to describe what they see.
- Point to the pictures on the chart and review the six pairs of animals. Then have volunteers come to the front of the room and say the words as you point to the animals.
- Point to the characters in the Pattern Practice panel on the right side of the chart, and go over the question-and-answer pattern. Model as follows:

T: (point to Mom) *Do you like elephants?* (point to the elephants)

Ss: *Do you like elephants?*

T: (point to Mike and nod) *Yes, I do. I like elephants.*

Ss: (nod) *Yes, I do. I like elephants.*

T: (point to Julie and shake your head) *No, I don't. I don't like elephants.*

Ss: (shake their heads) *No, I don't. I don't like elephants.*

Model the same dialogue for the other five pairs of animals on the chart.

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

Vocabulary

Narrator: *Elephants.* (two times)
Bears. (two times)
Tigers. (two times)
Lions. (two times)
Monkeys. (two times)
Giraffes. (two times)

- Play the cassette for pages 6–7: **Pattern Practice.** Point to the appropriate characters on the chart as the students listen and repeat.

Pattern Practice

Mom: *Do you like elephants?*

Mike: *Yes, I do. I like elephants.*

Julie: *No, I don't. I don't like elephants.* (two times)

Mom: *Do you like bears?*

Mike: *Yes, I do. I like bears.*

Julie: *No, I don't. I don't like bears.* (two times)

Mom: *Do you like tigers?*

Mike: *Yes, I do. I like tigers.*

Julie: *No, I don't. I don't like tigers.* (two times)

Mom: *Do you like lions?*

Mike: *Yes, I do. I like lions.*

Julie: *No, I don't. I don't like lions.* (two times)

Mom: *Do you like monkeys?*

Mike: *Yes, I do. I like monkeys.*

Julie: *No, I don't. I don't like monkeys.* (two times)


Mom: *Do you like giraffes?*

Mike: *Yes, I do. I like giraffes.*

Julie: *No, I don't. I don't like giraffes.* (two times)

- Ask students to form a line in front of the chart. Call the first three students and assign the roles of Mom, Mike, and Julie. Point to a set of animals and have the students produce the appropriate dialogue. Continue until everyone has had a chance to participate.

4 Open Student Books

- Have students turn to pages 6–7 in their books. Encourage them to name each pair of animals. Then prompt them to ask *Do you like (giraffes)?*
-  Play the cassette sections for pages 6–7 again. Student point to the appropriate pictures in their books as they listen and repeat.

- Ask for volunteers to perform the pattern with Mom, Mike, and Julie. Choose another three volunteers and continue the activity.

5 Song

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

The Elephant Song

Elephants, boom, boom
Elephants, boom, boom
 Do you like elephants?
 Yes, I do
 I like elephants
 I do, too
 I like elephants
 One, two, three
 I like elephants
 And they like me!

Elephants, boom, boom
Elephants, boom, boom
 Do you like elephants?
 No, I don't
 I don't like elephants
 No, I don't
 I don't like elephants
 One, two, three
 I don't like elephants
 They don't like me!

(repeat first verse)

- Divide the class into two groups. Group B sings the lines that are indented; Group A sings the remaining lines. Switch groups after a while to give everyone a chance to sing both sets of lines.

6 Games and Activities

Choose any of the following:

- Place Picture Cards 3B:86–91 along the chalk rail. Divide the class into two teams (A and B). Have the team A students put their heads down on their desks, then quietly remove one of the cards. Team A has five seconds to call out either *I like _____* or *I don't like _____*. If team A successfully completes the structure within five seconds, give them a point. Then have the team B students put their heads down and continue the game.

- Draw a Tic-Tac-Toe grid on the board (nine squares, with three rows across and three rows down). Attach Pictures Cards 1A:19, 1B:57, 2B:71, and 3B:86–91 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 by saying either *I like _____* or *I don't like _____*. If the student is correct, say *Yes.*, remove the card, and draw an “X” or an “O” on 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 the Picture Cards from *Tiny Talk 1A*, *1B*, and *2B* are not available, substitute teacher-made picture cards of *cookies*, *ice cream*, and *ants*.

- Draw two large faces on the board, a smiling face on the left and a frowning face on the right. Place three of the Picture Cards 3B:86–91 facedown along the chalk rail under the smiling face, and the other three cards facedown under the frowning face. Divide the class into two teams (A and B). Teams take turns racing against the clock to complete the following sequence:

Prompt the students in team A by either nodding or shaking your head, then start your stopwatch. (If you don't have a stopwatch, start counting off seconds out loud.) If you nod, the first student in team A runs to the front, holds up one of the cards under the smiling face, and asks his/her teammates *Do you like _____?* The teammates shout back *Yes, I do. I like _____*. If you shake your head, the student holds up a card from under the frowning face and asks the question. Teammates shout back *No, I don't. I don't like _____*. Stop your watch (or stop counting) and record the team A's “running time.”

Repeat the same procedure with team B. Alternate between teams until every student has run to the front, chosen a card, and asked a question. The team with the shortest “running time” is the winner.

7 Workbook 3B: Pages 6–7

- Have students do Exercise B (Write a checkmark or an X) and Exercise C (Match).



UNIT
2

PART 1
Pages 8–9

Structures:

Look at those bears. They're so big! Look at those giraffes. They're so tall!

Vocabulary:

big, tall

Materials:

ten tickets (actual or teacher-made), Picture Cards 3B:86–91 (elephants, bears, tigers, lions, monkeys, giraffes), Mike and Julie puppets, Wall Chart 3B:3, tape player, cassette, a ball

1 Opening

- Greet each student with *Hello, _____*. *What day is today?* Each student responds *Hello, (Miss Lee). It's (Monday)*.
- Place ten tickets on a desk at the front of the room. Call two students to the desk. One student asks for between two and ten tickets by saying *(Nine) tickets, please*. The second student counts out the requested number of tickets, hands them to the first student, and says *(One, two, three, four, five, six, seven, eight, nine). Here you are*. The two students finish with the *Thank you. You're welcome*. pattern. Continue, calling up a new pair of students each time until everyone has had a chance to participate.
- Place Picture Cards 3B:86–91 facedown on a desk at the front. Have two volunteers come to the front. One chooses a card and asks *Do you like _____?* The other volunteer answers according to his/her personal preference by either nodding and responding *Yes, I do. I like _____*, or shaking his/her head and saying *No, I don't. I don't like _____*.

2 Introduce New Language

Ⓐ Structure: *Look at those _____.*

- Place Picture Card 3B:87 on the chalk rail. Have the Mike puppet "tap" a few students on the shoulder and ask them to look at the card. Point at the card with the puppet, and model as follows:

T: (as Mike) *Look at those bears.*

Ss: *Look at those bears.*

Repeat several times. Follow the same procedure for *giraffes*, using Picture Card 3B:91 with the Julie puppet. Listen for pronunciation and correct any errors.

- Place Picture Cards 3B:87 and 91 on the chalk rail two or three meters apart. Have one student choose a classmate, point to the board from his/her seat, and say *Look at those (giraffes)*. The chosen classmate goes to the board and looks closely at the animals mentioned. He/She then returns to his/her seat, chooses a third classmate, and continues the activity. Keep going until everyone has had a chance to participate.

Ⓑ Vocabulary: *big, tall*

- On the left side of the board, draw a small figure of a child holding a very large ball. On the right side of the board, draw a very tall tree beside a small flower. Then use these drawings to model the word *big* as follows:

T: (point to the ball) *It's a ball.*

Ss: *It's a ball.*

T: (point to the ball and spread your arms fairly widely) *It's big.*

Ss: (spread their arms fairly widely) *It's big.*

Repeat several times. Then model the word *tall* as follows:

T: (point to the tree) *It's a tree.*

Ss: *It's a tree.*

T: (point to the tree and stretch one arm above your head) *It's tall.*

Ss: (stretch one arm above their heads) *It's tall.*

Repeat several times.

- Have volunteers come to the board. Each one either points to the ball and says *It's big.*, or points to the tree and says *It's tall*. Volunteers should perform the appropriate gesture when they say *big* or *tall*. Continue until each student has had a chance to participate.

© **Structure:** *They're so big! They're so tall!*

- Erase the previous pictures. On the left side of the board, draw a few big elephants. Draw a figure of a small girl beside them to emphasize the elephants' size. On the right side of the board, draw a few tall trees with a figure of a small boy beside them to emphasize the trees' height. Model as follows:

T: (point to the elephants) *Look at those elephants.*

Ss: (point to the elephants) *Look at those elephants.*

T: (stretch your arms wide) *They're so big!*

Ss: (stretch their arms wide) *They're so big!*

Important: As you say *so big*, exaggerate your gesture and voice. Students should do the same.

Repeat several times. Follow the same procedure for *trees* and *tall*. When saying *so tall*, stretch one arm over the head as high as you can, and stand on tiptoe. Repeat several times.

- Have two volunteers stand about three or four meters in front of the board. The first volunteer points to the elephants, then opens his/her arms widely as he/she says *Look at those elephants. They're so big!* The second volunteer points to the trees, then stretches one hand over his/her head and stands on tiptoes as he/she says *Look at those trees. They're so tall!* Choose two new volunteers and continue the activity.

- Place Picture Cards 3B:87 and 91 on the board. Hold up the Julie and Mike puppets, and model the following:

T: (as Julie, point at the bears) *Look at those bears.*

Ss: (point at the bears) *Look at those bears.*

T: (as Julie, stretch arms wide) *They're so big!*

Ss: (stretch arms wide) *They're so big!*

T: (as Julie, point at the bears) *Look at those bears.*

They're so big!

Ss: (point at the bears) *Look at those bears. They're so big!*

T: (as Mike, point at the giraffes) *Look at those giraffes.*

Ss: (point at the giraffes) *Look at those giraffes.*

T: (as Mike, stretch one arm overhead) *They're so tall!*

Ss: (stretch their arms overhead) *They're so tall!*

T: (as Mike, point at the giraffes) *Look at those giraffes. They're so tall!*

Ss: (point at the giraffes) *Look at those giraffes. They're so tall!*

Repeat several times. Then have pairs of volunteers role-play the dialogue using the Mike and Julie puppets.

③ **Present the Wall Chart**

- Place Wall Chart 3B:3 on the board. Point to the appropriate characters on the chart and model as follows:

T: (point to Julie and the bears) *Look at those bears. They're so big!*

Ss: *Look at those bears. They're so big!*

T: (point to Mike and the giraffes) *Look at those giraffes. They're so tall!*

Ss: *Look at those giraffes. They're so tall!*

Repeat several times.

- Call a student to the chart. Say one of the lines from the dialogue. The student points to the appropriate character. Choose another student and continue the activity.
- Play the cassette for pages 8–9: **Dialogue**. Point to the appropriate characters and animals on the chart as students listen.

 **Dialogue**

Julie: *Look at those bears. They're so big!*

Mike: *Look at those giraffes. They're so tall!*

(two times)

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

 **Dialogue Practice**

Julie: *Look at those bears. (two times)*

They're so big! (two times)

Look at those bears. They're so big! (two times)


Mike: *Look at those giraffes. (two times)*

They're so tall! (two times)

Look at those giraffes. They're so tall! (two times)

- Divide the class into two groups. Assign groups the roles of Julie and Mike. Groups role-play the dialogue while you point to the animals on the chart. Alternate roles to give everyone practice with both characters' lines.

④ **Open Student Books**

- Have students turn to pages 8–9 in their books. Encourage them to produce any language pertinent to the picture (characters' names, location, animals, colors, etc.). Then ask the class to describe what the characters are saying.
-  Play the cassette sections for pages 8–9 again. Students point to the appropriate characters in their books as they listen and repeat.

(continued)

- Ask for pairs of volunteers to come to the front, choose a puppet, and role-play the dialogue.

5 Games and Activities

Choose any of the following:

- Place Picture Cards 3B:87 and 91 on the chalk rail, and have the class form a circle. Toss a ball to one of the students. Point to one of the cards and say *Look at those (giraffes)*. The student responds *They're so (tall)!* He/She then tosses the ball to another classmate, points to a card, and says *Look at those (bears)*. The classmate responds *They're so (big)!* Continue until each student has had a chance to participate.
- Arrange chairs in a circle so there is a chair for all but one student. Play "The Elephant Song" 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 either Picture Card 3B:87 or 91. He/She points to the card and says *Look at those (bears)*. The other students respond *They're so (big)!*
- Place Picture Cards 3B:87 and 91 at opposite ends of the chalk rail. Divide the class into two teams (A and B), and have them line up at the back of the room. Perform the gesture for either *big* or *tall* for team A. All but the first student in team A must shout *Look at those bears/giraffes.*, then point to the appropriate card at the front (depending on which gesture you performed). The first student in team A then goes up to the board, inspects the appropriate card, and says *They're so big/tall!* (He/She then returns to the end of his/her line.) Give the team a point if they perform the activity correctly, then repeat the exercise with team B. Alternate between teams. The first team to score ten points wins.

Variation: This game can be played as a race, where both teams respond at the same time to your gesture. The first student to return to the end of the line wins a point for his/her team.

6 Workbook 3B: Pages 8–9

- Have students do Exercise A (Color).



PART 2

Pages 10–11

Structures:

Look at those _____. They're so _____!

Vocabulary:

big, small, fierce, sleepy, tall

Materials:

Picture Cards 2B:53 and 3B:86–96 (trees, elephants, bears, tigers, lions, monkeys, giraffes, big, small, fierce, sleepy, tall), two erasers, Wall Chart 3B:4, tape player, cassette

1 Opening

- Greet each student with *Hello, _____*. *What day is today?* Students respond *Hello, (Miss Lee). It's (Monday)*.
- Place Picture Cards 2B:53, 3B:86, 87, and 91 along the chalk rail (if card 2B:53 is not available, then draw trees on the board). Tap one of the students gently on the shoulder, then point to one of the pictures on the board and say *Look at those (elephants). They're so (big)!* The student taps his/her neighbor, points to another picture card on the board, and says *Look at those (trees). They're so (tall)!* Continue the activity until all students have had a chance to participate.

2 Pattern Practice

Ⓐ Vocabulary: *big, small, fierce, sleepy, tall*

- Draw two large balls and two tall trees on the board. Place two erasers on a desk at the front of the room. Point at the balls as you model the following:

T: (stretch arms wide) *Big.*

Ss: (stretch their arms wide) *Big.*

T: (stretch arms extremely wide) *They're so big!*

Ss: (stretch their arms extremely wide) *They're so big!*

Important: As you say *so big*, exaggerate your gesture and voice. Students should do the same.

Repeat several times. Continue the same procedure with the erasers and *small*, and with the trees and *tall*. Repeat several times for each set of items.

- Point at random to the balls, to the erasers, or the trees. Students respond *They're big/small/tall*. Repeat several times, then have volunteers come to the front and continue the activity.

- Rub your eyes, yawn, stretch, and say *sleepy*. Perform the gestures again as you model the following. Have the students do the same as they respond:

T: *Sleepy.*

Ss: *Sleepy.*

T: *I'm sleepy.*

Ss: *I'm sleepy.*

Repeat several times.

- Look at the students threateningly, bend your fingers like claws, and say *fierce*. Look at the students with a wild, threatening expression on your face as you model the following. Have the students do the same as they respond:

T: *Fierce.*

Ss: *Fierce.*

T: *I'm fierce.*

Ss: *I'm fierce.*

Repeat several times.

- Place Picture Cards 3B:92–96 along the chalk rail. Point to each card in turn and say the appropriate word. Students repeat.
- Keep the cards along the chalk rail. Ask students to form a line at the front. Call the first student to the board. Say one of the vocabulary words. The student points to the corresponding Picture Card.

Ⓑ Structures: *Look at those _____.* *They're so _____!*

- Place Picture Cards 3B:92–96 along the chalk rail. Point to Picture Card 3B:92, stretch your arms wide, and model the following. Have the students do the same as they respond:

T: *Look at those bears. They're so big!*

Ss: *Look at those bears. They're so big!*

Repeat several times. Follow the same procedure for, *monkeys/small, tigers/fierce, lions/sleepy, and giraffes/tall* using Picture Cards 3B:93–96.

- Keep the cards along the chalk rail. Have a volunteer stand, point to a Picture Card at random, and say *Look at those _____*. The rest of the class makes the appropriate comment: *They're so _____!* Choose a new volunteer and continue the activity.

3 Present the Wall Chart

- Place Wall Chart 3B:4 on the board. Ask students to form a line at the front. Call the first student to the chart. Say *Look at those _____*. The student points to the corresponding animals on the chart, makes the appropriate gesture or expression, and says *They're so _____!*
- Keep the students in line. Have two students come to the chart. Call out one of the animal names. The two students point to the appropriate animal on the chart and say *They're so _____!* Continue with several other animals before going on to the next pair of students.
- 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: *Big*. (two times)
Small. (two times)
Fierce. (two times)
Sleepy. (two times)
Tall. (two times)


- Name the animals on the chart at random. The class responds with the corresponding adjective.
- Play the cassette for pages 10–11: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

Pattern Practice

Julie: *Look at those bears*.
Mike: *They're so big!*
(two times)
Julie: *Look at those monkeys*.
Mike: *They're so small!*
(two times)
Julie: *Look at those tigers*.
Mike: *They're so fierce!*
(two times)
Julie: *Look at those lions*.
Mike: *They're so sleepy!*
(two times)
Julie: *Look at those giraffes*.
Mike: *They're so tall!*
(two times)

- Ask students to form a line at the front. Call the first two students in line to the chart. Assign the roles of Mike and Julie. Students point to one of the pictures and produce the appropriate pattern.

4 Open Student Books

- Have students turn to pages 10–11 in their books. Call out the five vocabulary words at random. Students point to the appropriate pictures in their books.
-  Play the cassette sections for pages 10–11 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Call ten volunteers to the front. Put them in two lines of five each. Give each volunteer in line 1 one of the Picture Cards 3B:92–96. The first volunteer places his/her Picture Card on the chalk rail and gets back in line, then points to the card and says *Look at those (tigers)*. The first volunteer in line 2 responds *They're so (fierce)!* The two volunteers then go to the ends of the opposite lines. Once each volunteer has had a chance to participate, call another group of students to the front and continue the activity.

5 Chant

- Teach “The Animal Chant.” Each line is chanted two times on the cassette. (See page 6 for hints on teaching chants.)

The Animal Chant

Look at those bears!
They're so big!
Look at those bears!

Look at those giraffes!
They're so tall!
Look at those giraffes!

Look at those monkeys!
They're so small!
Look at those monkeys!

Look at those tigers!
They're so fierce!
Look at those tigers!

Look at those lions!
They're so sleepy!
Look at those lions!

[chant text continues on following page]

[chant text continued from previous page]

Look at those bears! They're so big!
Look at those giraffes! They're so tall!
Look at those lions! They're so sleepy!
Look at those monkeys! They're so small!

- Place Picture Cards 3B:92–96 along the chalk rail, then divide the class into two groups. Group A chants the *Look at those _____* lines while pointing at the corresponding card. Group B chants the *They're so _____!* lines while producing the appropriate gestures or expressions. Switch groups after a while to give everyone a chance to chant both sets of lines.

6 Games and Activities

Choose any of the following:

- Place Picture Cards 3B:92–96 along the chalk rail. Have students walk slowly around the room. Call out *Stop!* at any time. Each student must point to one of the cards and comment on the animals. Continue for several rounds.
- Keep the cards along the chalk rail. Ask students to put their heads down on their desks and pretend to be asleep. Stand by one of the Picture Cards on the chalk rail. Call one of the students, saying *Wake up, (Mary)!* All the students raise their heads. The student you have called points to the card by your side and says *Look at those _____*. The rest of the class responds *They're so _____!*
- Arrange students in a circle. Give Picture Cards 3B:92–96 to five students. Play “The Animal Chant” on the cassette. Students pass the cards around the circle as they chant. Stop the cassette at any point during the chant. The students holding cards must step into the middle of the circle. The remaining students point to each card and say *Hey! Look at those _____*. The card-holding students look at their cards and respond *They're so _____!*

7 Workbook 3B: Pages 10–11

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



UNIT
3

PART 1
Pages 12–13

Structures:

Don't go too far! It's a crocodile. Can it swim? Yes, it can. It can swim.

Vocabulary:

crocodile, swim

Materials:

Picture Cards 3A:75 and 3B:92–98 (zoo, big, small, fierce, sleepy, tall, crocodile, swim), a large ball, Mike and Julie puppets, Wall Chart 3B:5, tape player, cassette

1 Opening

- Greet each student with *Hi, (George)! How are you?* Students respond in turn. Ask *What day is today? What time is it?* Students respond accordingly.
- Point to Picture Card 3A:75 and ask *Where are we going?* Students respond *We're going to the zoo.* (If card 3A:75 is not available, then draw a simple picture of a zoo on the board.)
- Ask students to form a circle. Lead the circle around the room and either sing "The Elephant Song" or chant "The Animal Chant."
- Place Picture Cards 3B:92–96 along the chalk rail, then tell the students to stand in a circle. Toss a ball gently to one of the students, point to one of the cards, and say *Look at those (giraffes).* The student responds *They're so (tall)!* He/She then tosses the ball to a second student, points to a new card, and continues the dialogue. Continue until everyone has had a chance to participate.

2 Introduce New Language

@ Structure: *Don't go too far!*

- Introduce *too far*. First, indicate that staying inside the classroom is all right, but going outside the classroom is not. Walk slowly toward the door, smiling and pointing to the area around you with each step, and keep saying *OK. OK. OK.* When you get to the door, point outside the room, shrug your shoulders, and ask *OK?* Immediately frown, shake your head, and say *Too far!* Return to the center of the room, then retrace your steps toward the door. Prompt the class to say when you have gone too far:

T: (take one step toward the door, shrug your shoulders) *OK?*

Ss: (smile and nod) *OK!*

T: (take another step, shrug your shoulders) *OK?*

Ss: (smile and nod) *OK!*

T: (take a third step, shrug your shoulders) *OK?*

Ss: (smile and nod) *OK!*

Now, walk over to the door and turn to face the class just as you are about to go out. Continue:

T: *OK?*

Ss: (shake heads and frown) *No! Too far!*

Repeat several times.

- Ask a volunteer to come to the front of the room. Have him/her walk slowly toward the door. When he/she is about to go outside, shake your head, call out *Don't go too far!*, and motion for him/her to come back into the center of the room. Repeat several times with different volunteers.
- Have the students line up in pairs. The first pair walks toward the door as if they are going outside. The second pair calls out to them *Don't go too far!* The first pair turns around and goes to the back of the line. The second pair then heads for the door, and the third pair in line calls out *Don't go too far!* Continue until everyone has had a chance to participate.

b Vocabulary: *crocodile, swim*

- Hold up Picture Card 3B:97 and model as follows:

T: *Crocodile.*

Ss: *Crocodile.*

T: *It's a crocodile.*

Ss: *It's a crocodile.*

Repeat several times.

- Pass Picture Card 3B:97 to the student sitting closest to you and say *It's a crocodile*. That student then passes it to the next student and says *It's a crocodile*. Continue until each student has had a chance to participate.

- Draw a beach scene on the board and pretend to “dive” into the water. Perform exaggerated “swimming” strokes and model as follows:

T: (make swimming motions) *Swim*.
Ss (make swimming motions): *Swim*.

Now hold up and point to Picture Card 3B:98. Continue:

T: *Swim*.
Ss: *Swim*.

Repeat several times.

- Pass Picture Card 3B:98 to the student sitting closest to you and say *swim*. That student then passes it to the next student and says *swim*. Continue until each student has had a chance to participate.

© **Structures:** *It's a crocodile. Can it swim?*
Yes, it can. It can swim.

- Erase everything from the board. Draw a large fat fish above the left end of the chalk rail, and a long thin fish above the center of the chalk rail. Place Picture Card 3B:97 above the right end of the chalk rail. Model the following, and point to the large, fat fish throughout. Have students point to the large, fat fish as they respond:

T: *It's a fish*.
Ss: *It's a fish*.
T: (shrug your shoulders) *It's a fish. Can it swim?*
Ss: (shrug their shoulders) *It's a fish. Can it swim?*
T: (smile and nod) *Yes, it can*.
Ss: (smile and nod) *Yes, it can*.
T: (shrug your shoulders) *It's a fish. Can it swim?*
Ss: (shrug their shoulders) *It's a fish. Can it swim?*
T: (smile and nod) *Yes, it can. It can swim*.
Ss: (smile and nod) *Yes, it can. It can swim*.

Repeat several times. Follow the same procedure for the long thin fish in the middle and the crocodile on the right.

- Have two volunteers come to the front. Give one the Mike puppet, and give the other the Julie puppet. The volunteers conduct a role-play in which Mike points to one of the three pictures on the board and asks *Can it swim?* Julie nods, points at the same picture, and responds *Yes, it can. It can swim*. Choose two new volunteers and continue the activity.

③ Present the Wall Chart

- Place Wall Chart 3B:5 on the board. Point to the appropriate characters on the chart and model as follows:

T: (point to Mom) *Don't go too far!*
Ss: *Don't go too far!*
T: (point to Mike and the crocodile) *It's a crocodile. Can it swim?*
Ss: *It's a crocodile. Can it swim?*
T: (point to Julie) *Yes, it can. It can swim*.
Ss: *Yes, it can. It can swim*.

Repeat several times.

- Call two students to the chart. Say one line from the dialogue. The first student points to the appropriate character. Say another line, and the second student points to the appropriate character.
- Play the cassette for pages 12–13: **Dialogue**. Point to the appropriate characters on the chart as the students listen.

Dialogue

Mom: *Don't go too far!*
Mike: *It's a crocodile. Can it swim?*
Julie: *Yes it can. It can swim*.
(two times)

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


Dialogue Practice

Mom: *Don't go too far!* (two times)
Mike: *It's a crocodile.* (two times)
Can it swim? (two times)
It's a crocodile. Can it swim? (two times)
Julie: *Yes, it can.* (two times)
It can swim. (two times)
Yes, it can. It can swim. (two times)

- Divide the class into three groups. Assign groups the roles of Mom, Mike, and Julie. Groups role-play the dialogue as you point to the characters on the chart. Alternate roles so groups can practice all three characters' lines.

(continued)

4 Open Student Books

- Have students open their books to pages 12–13. Ask the class to identify the characters, location, animals, etc. Then ask students to describe what the characters are saying.
-  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 play the roles of Mom, Mike, and Julie. Students playing Mike and Julie may use the hand puppets.

5 Games and Activities

Choose any of the following:

- Choose a volunteer to come to the front and close his/her eyes. Hide a toy somewhere in the room. The volunteer opens his/her eyes and tries to find the toy, following cues from the other students. The volunteer takes one step in what he/she thinks is the proper direction toward the toy. The other students respond accordingly with either *OK!* or *Too far!* The classmates continue to “guide” the volunteer step by step until he/she finds the toy. Choose a new volunteer and continue the activity.
- Place Picture Card 3B:97 on the left end of the chalk rail and draw a large fish on the board above the right end. Draw a butterfly in the middle of the board. Have students form two equal lines. The first student in line 1 points to one of the three pictures and says *It’s a (fish). Can it swim?* If asked about the crocodile or the fish, the first student in line 2 nods and responds *Yes, it can. It can swim.* If asked about the butterfly, he/she simply shakes his/her head and says *No!* (The full negative pattern will be taught in Part 2 of this unit.) The line 2 student then asks the second student in line 1 a question. Continue down the lines until each student has answered and asked a question.

- Leave the three pictures on the board and chalk rail. Have students stand in a circle, then hand out the Mike and Julie puppets. Play one of the songs from Units 1–2 on the cassette. Students pass the puppets around the circle while the cassette plays. Stop the cassette at any point during the song. The student holding the Mike puppet puts it on, points to one of the three pictures at the front, and says (as Mike) *It’s a (fish). Can it swim?* The other student puts on the Julie puppet, and (as Julie) either nods and says *Yes, it can. It can swim.*, or shakes his/her head and says *No!* Repeat the activity until most of the students have had a chance to participate.

6 Workbook 3B: Pages 12–13

- Have students do Exercise A (Color).

PART 2

Pages 14–15



Structures:

Can a _____? Yes, it can. It can _____. Can it _____? No, it can't. It can't _____.

Vocabulary:

crocodile, swim, kangaroo, jump, bird, fly, hippo, walk

Materials:

Picture Cards 3B:97–104 (crocodile, swim, kangaroo, jump, bird, fly, hippo, walk), Wall Chart 3B:6, tape player, cassette, store-bought stickers

1 Opening

- Greet each student with *Hi! How are you?* Students respond in turn.
- Place Picture 3B:98 on the middle of the chalk rail. To its left, place Picture Card 3B:97, and to its right, draw a simple butterfly on the board. Point to either the crocodile or the butterfly, and ask the student next to you *Can it swim?* The student responds either *Yes, it can. It can swim.*, or simply *No*. He/She then repeats the activity with another classmate. Continue in similar fashion until all students have participated.

2 Pattern Practice

Ⓐ Vocabulary: *crocodile, kangaroo, bird, hippo*

- Place Picture Cards 3B:97, 99, 101, and 103 along the chalk rail. Hold up Picture Card 3B:99 and model as follows:

T: *It's a kangaroo.*

Ss: *It's a kangaroo.*

Repeat several times. Follow the same procedure for *crocodile, bird, and hippo*, using the other Picture Cards on the chalk rail.

- Pass Picture Card 3B:99 to the student sitting closest to you and say *It's a kangaroo*. That student then passes it to the next student and says *It's a kangaroo*. Continue until each student has participated. Follow the same procedure using Picture Cards 3B:97, 101, and 103.

Optional: The class may have fun trying to say the “long name” *hippopotamus*. You can teach the pronunciation and tell students you will give an extra sticker at the end of class to all who can pronounce *hippopotamus* correctly.

- Have four volunteers come to the front of the room. Each in turn picks up one of the Picture Cards 3B:97, 99, 101, and 103, holds it up to the class, and says *It's a _____*. Choose another four volunteers and continue.

Ⓑ Vocabulary: *swim, jump, fly, walk*

- Perform exaggerated body motions and use Picture Cards 3B:98, 100, 102, and 104 to model *swim, jump, fly, and walk*:

T: (make swimming motions) *Swim.*

Ss: (make swimming motions) *Swim.*

Now hold up and point to Picture Card 3B:98. Continue:

T: *Swim.*

Ss: *Swim.*

Repeat several times. Do the same for *jump, fly, and walk*, using the other Picture Cards. Make sure you and the students exaggerate the corresponding body motions of jumping, flying (flap your arms), and walking.

- Pass Picture Card 3B:98 to the student sitting closest to you and say *swim*. That student then passes it to the next student and says *swim*. Continue until each student has had a chance to participate. Then repeat the entire procedure using Picture Cards 3B:100, 102, and 104.
- Call two volunteers to the front, and have them face each other from about five meters apart. Whisper one of the four actions (*swim, jump, fly, walk*) into the first volunteer's ear. He/She performs the appropriate body motions, and the second volunteer says out loud what the action is. Continue with new pairs of volunteers until everyone has participated.

Ⓒ Structures: *Can a _____? Yes, it can. It can _____.*

- Place Picture Cards 3B:97 and 98 along the chalk rail. Point first to card 3B:97, then to card 3B:98, as you model the following:

[activity continues on following page]

[activity continued from previous page]

T: *Can a crocodile swim?* (mime the action and shrug your shoulders)

Ss: *Can a crocodile swim?*

T: (nod) *Yes, it can.*

Ss: (nod) *Yes, it can.*

T: (nod and smile) *Yes, it can. It can swim.* (mime the action)

Ss: (nod and smile) *Yes, it can. It can swim.* (mime the action)

Repeat the pattern, using Picture Card pairs 3B:99–100, 101–102, and 103–104: *Can a (kangaroo) (jump)? Yes, it can. It can (jump).* Act out the corresponding body motions each time.

- Place Picture Cards 3B:97–104 on a desk at the front. Have two students come to the front, choose a matching pair of cards and role-play the dialogue: *Can a (bird) (fly)? Yes, it can. It can (fly).* Choose another two students and continue.

d Structures: *No, it can't. It can't _____.*

- Use different animal-action Picture-Card pairs to model the negative forms. Start with Picture Cards 3B:97 and 102. Point first to card 3B:97, then to card 3B:102, as you model:

T: *Can a crocodile fly?* (make weak, wobbly flying motions and shrug your shoulders)

Ss: *Can a crocodile fly?*

T: (shake your head sadly) *No, it can't.*

Ss: (shake their heads sadly) *No, it can't.*

T: (shake your head sadly) *No, it can't. It can't fly.*

Ss: (shake their heads sadly) *No, it can't. It can't fly.*

Repeat several times. Then repeat the procedure using “incongruent” pairs: *Can a kangaroo (fly)? Can a hippo (jump/fly)?* Point to the appropriate Picture Cards and model the action in question each time.

Note: As some birds can perform all four actions in the book (*swim, jump, fly, walk*), you may want to use *ride a bike* to elicit a *No* answer. Draw a bicycle on the board before beginning, then point to it when asking *Can a bird ride a bike?* Act as if you are grasping at wobbly handlebars and are about to fall off a bike, then shake your head sadly. Students respond *No, it can't. It can't ride a bike.*

3 Present the Wall Chart

- Place Wall Chart 3B:6 on the board. Point to each of the four pictures on the chart and elicit the animal and the action: *It's a _____. It can _____.*

- Guide the class through a set of *Yes/No* questions and answers. Point to Mike and Julie in the Pattern Practice panel, then to one of the animals on the left. Now point to Mike at the top of the panel, then to the crocodile, and model as follows:

T: *Can a crocodile swim?* (shrug your shoulders)

Ss: (shrug) *Can a crocodile swim?*

T: (point to Julie and nod) *Yes, it can. It can swim.*

Ss: (nod) *Yes, it can. It can swim.*

Now point to Mike in the lower half of the panel and then to the crocodile. Continue:

T: *Can it fly?* (shrug your shoulders)

Ss: (shrug) *Can it fly?*

T: (point to Julie and shake your head sadly)

No, it can't. It can't fly.

Ss: (shake their heads sadly) *No, it can't. It can't fly.*

Repeat several times, using other animals with different sets of positive and negative combinations: *Can a kangaroo jump? Yes, it can. It can jump. Can it fly? No, it can't. It can't fly.,* etc.

- Play the cassette for pages 14–15: **Vocabulary.** Point to the pictures on the chart as students listen and repeat each item. (In this unit, the cassette has two vocabulary items — an animal and an action — for each picture.)

 **Vocabulary**

Narrator: *Crocodile.* (two times)

Swim. (two times)

Kangaroo. (two times)

Jump. (two times)

Bird. (two times)

Fly. (two times)

Hippo. (two times)

Walk. (two times)

- Play the cassette for pages 14–15: **Pattern Practice.** Point to the pictures on the chart as students listen and repeat.

 **Pattern Practice**

Mike: *Can a crocodile swim?*

Julie: *Yes, it can. It can swim.*

Mike: *Can it fly?*

Julie: *No, it can't. It can't fly.*

(two times)


[tapescript continues on following page]

[tapescript continued from previous page]

Mike: *Can a kangaroo jump?*
Julie: *Yes, it can. It can jump.*
Mike: *Can it fly?*
Julie: *No, it can't. It can't fly.*
(two times)
Mike: *Can a bird fly?*
Julie: *Yes, it can. It can fly.*
Mike: *Can it ride a bike?*
Julie: *No, it can't. It can't ride a bike.*
(two times)
Mike: *Can a hippo walk?*
Julie: *Yes, it can. It can walk.*
Mike: *Can it jump?*
Julie: *No, it can't. It can't jump.*
(two times)

- Have two students come to the chart. Students put on the Mike and Julie puppets, and role-play a single pattern of Yes/No questions and answers. Prompt the two students when necessary by pointing to the chart and miming different actions. Choose another two students and continue the activity.

4 Open Student Books

- Have students turn to pages 14–15 in their books. Call out the vocabulary words (animals and actions) at random. Students point to the appropriate pictures.
-  Play the cassette sections for pages 14–15 again. Students point to the appropriate pictures in their books as they listen and repeat.

5 Song

- Teach the song “Can A Crocodile Swim?” (See page 6 for hints on teaching songs.)

Can A Crocodile Swim?

Can a crocodile swim?
Yes, it can
Yes, it can
Can a crocodile swim?
Yes, it can
Can a crocodile fly?
No, it can't
No, it can't
But a crocodile can swim
So can I

Can a kangaroo jump?
Yes, it can
Yes, it can
Can a kangaroo jump?
Yes, it can
Can a kangaroo fly?
No, it can't
No, it can't
But a kangaroo can jump
So can I

- Divide the class into two groups. Group A sings the question lines and mimes the corresponding actions. Group B sings the answer lines while either nodding and smiling, or shaking their heads sadly. Switch groups after a while to give everyone a chance to sing both question and answer lines.

6 Games and Activities

Choose any of the following:

- Using either the Mike or Julie puppet, give the class a series of commands (*swim, walk, jump, fly*). If you precede a command with either *Mike says* or *Julie says*, the students should perform the appropriate action. If not, the students should remain still. Students who perform the action when you do not call out *Mike/Julie says* are out of the game. The last remaining player is the winner — he/she becomes the next Mike or Julie and starts a new game with the class.
- Divide the class into two teams (A and B). Hold up one of the Picture Cards 3B:98, 100, 102, and 104, then mime the appropriate action for the first student in team A. He/She says *Can a _____?*, using the correct action and any animal. The second student on team A answers accordingly. Give team A a point if both teammates perform correctly. Repeat the same procedure with team B. The team with the most points at the end of the allotted time is the winner.

7 Workbook 3B: Pages 14–15

- Have the students do Exercise B (Can it or can't it? Circle) and Exercise C (Can a kangaroo jump?).

UNIT 4

PART 1 Pages 16–17

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Structures:

What do pandas eat? They eat leaves. Where are Mom and Dad?

Vocabulary:

panda, leaves

Materials:

Picture Cards 3B:97, 99, 101, 103, 105, 106, 133, and 134 (crocodile, kangaroo, bird, hippo, pandas, leaves, Dad, Mom), Mike and Julie puppets, a bunch of large leaves, two books, two pencils, Wall Charts 3B:5 and 7, tape player, cassette

1 Opening

- Greet each student with *Hello, _____*. *What day is today?* Students in turn respond *Hello, (Miss Lee). It's (Monday)*.
- Place Picture Cards 3B:97, 99, 101, and 103 along the chalk rail. Divide the class into two groups (A and B). Put on the Mike and Julie puppets. As Mike, point to card 3B:97 and ask *Can a crocodile swim?* Group A repeats. As Julie, nod to Group B and say *Yes, it can. It can swim.* Group B repeats. As Mike, ask *Can a crocodile jump?* Group A repeats. As Julie, shake your head, and say *No, it can't. It can't jump.* Group B repeats. Follow the same procedure for the animals on the other three cards. Alternate roles to give both groups practice with questions and answers.
- Place Picture Cards 3B:97, 99, 101, and 103 facedown on a desk at the front of the room. Have two volunteers come to the front. One chooses a card and asks *Can a _____?* His/Her partner either nods and responds *Yes, it can. It can _____*, or shakes his/her head and says *No, it can't. It can't _____*. Prompt volunteers with gestures and/or body motions, if necessary.

2 Introduce New Language

Ⓐ Vocabulary: *pandas, leaves*

- On the left side of the board, make a large but simple drawing of two pandas (black and white, each with a black patch around one eye). On the right side of the board, draw a few stalks of bamboo with several leaves. Point to the pandas on the board, hold up Picture Card 3B:105, and model as follows:

T: *Pandas.*

Ss: *Pandas.*

Repeat several times. Follow the same procedure for *leaves*, using Picture Card 3B:106.

- Point to the pandas on the board. Pass Picture Card 3B:105 to the student sitting closest to you and say *pandas*. The student points to the pandas on the board, passes the card to the next student, and says *pandas*. Continue until every student has had a chance to participate. Follow the same procedure for *leaves*, using the bamboo picture on the board and Picture Card 3B:106. (Hold up an actual bunch of real leaves as well, if available.)

Ⓑ Structures: *What do pandas eat? They eat leaves.*

- Model the pattern using Picture Cards 3B:105 and 106. (If they're available, use actual leaves instead of card 3B:106.) First "feed" Picture Card 3B:106 (or actual leaves) to the pandas on card 3B:105:

T: *Pandas eat leaves.* (make chewing motions with your mouth)

Ss: *Pandas eat leaves.*

Repeat several times, then go on to the question-and-answer forms. "Feed" two books to the pandas on card 3B:105 and make chewing motions:

T: *Do pandas eat books?* (raise your eyebrows and shrug your shoulders)

Ss: (shake their heads vehemently) *No!*

Now, "feed" two pencils to the pandas on Picture Card 3B:105 and make chewing motions. Continue:

T: *Do pandas eat pencils?* (raise your eyebrows and shrug your shoulders)

Ss: (shake their heads vehemently) *No!*

[activity continues on following page]

[activity continued from previous page]

Hold up Picture Card 3B: 105 and continue:

T: (shrug your shoulders) *What do pandas eat?*
Ss: (shrug their shoulders) *What do pandas eat?*

Hold up Picture Card 3B: 106 and continue:

T: (smile triumphantly) *They eat leaves.*
Ss: (smile) *They eat leaves.*

Repeat several times.

- Place Picture Cards 3B: 105 and 106 at opposite ends of the chalk rail. Call two volunteers to the front and have them put on the Mike and Julie puppets. “Mike” points to Picture Card 3B: 105 and asks *What do pandas eat?* “Julie” points to Picture Card 3B: 106 and answers *They eat leaves.*

© **Structure:** *Where are Mom and Dad?*

- Use Picture Cards 3B: 133 and 134 to model *Dad* and *Mom*:

T: (hold up Picture Card 3B:133) *Dad.*
Ss: *Dad.*
T: (hold up Picture Card 3B:134) *Mom.*
Ss: *Mom.*

Repeat several times. (Although these cards will be used in Unit 8 to teach *father* and *mother*, they can easily be used to identify Mike and Julie’s parents as Dad and Mom here.)

- Put on the Julie puppet, then send two students out of the classroom. Walk around the room, looking confused, and pretend to search for them. As Julie, ask the class repeatedly *Where are (Tom) and (Janet)?*
- Keep the Julie puppet on. Send two more students out of the classroom. Hide Picture Cards 3B: 133 and 134 where the rest of the class can see them, then call the two students back in. As Julie, ask the two students repeatedly *Where are Mom and Dad?* The two students try to find the two cards, and say *Here!* when they finally do. Repeat the activity with three new students: two go outside at first, and the third becomes “Julie.”

③ **Present the Wall Chart**

- Place Wall Chart 3B:7 on the board. Point to the appropriate characters on the chart and model as follows:

T: (point to Mike) *What do pandas eat?*
Ss: *What do pandas eat?*
T: (point to the zoo attendant) *They eat leaves.*
Ss: *They eat leaves.*
T: (point to Julie) *Where are Mom and Dad?*
Ss: *Where are Mom and Dad?*

Repeat several times.

- Ask students to form a line at the front. Call the first student in line to the chart. Say any one line from the dialogue at random. The student points to the appropriate character.
- Play the cassette for pages 16–17: **Dialogue**. Point to the appropriate characters on the chart as students listen.

 **Dialogue**

Mike: *What do pandas eat?*
Zoo attendant: *They eat leaves.*
Julie: *Where are Mom and Dad?*
(two times)


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

 **Dialogue Practice**

Mike: *What do pandas eat?* (two times)
Zoo attendant: *They eat leaves.* (two times)
Julie: *Where are Mom and Dad?* (two times)

- Divide the class into three groups. Assign groups the roles of Mike, the zoo attendant, and Julie. The three groups role-play the dialogue as you point to the characters on the chart. Alternate roles.

④ **Open Student Books**

- Have students turn to pages 16–17 in their books. Encourage them to produce any language pertinent to the picture (characters’ names, location, animals, colors, etc.). Then ask the class to describe what the characters are saying.
-  Play the cassette sections for pages 16–17 again. Students point to the appropriate characters in their books as they listen and repeat.

(continued)

- Ask a volunteer to stand. Point to one of the characters in your book. The student responds with the appropriate line from the dialogue. He/She then asks another student to stand, points to one of the three characters, and continues the activity.

5 Games and Activities

Choose any of the following:

- Ask students to put their heads down on their desks. Tap two students on the shoulders and ask them to stand just outside the classroom, near the door. Tell the others to look up. When they have figured out who is no longer in the classroom, they ask you *Where are (Tom) and (Lesley)?* Walk over to the door, point to the two students outside, and simply say *Here*.
- Ask students to sit in a circle. Play the song “Can A Crocodile Swim?” on the cassette while students pass Picture Cards 3B: 105 and 106 around the circle. Stop the cassette at any point. The two students holding the cards when the music stops must stand up. One holds up Picture Card 3B: 105 and asks *What do pandas eat?* The other student holds up card 3B: 106 and answers *They eat leaves*. Start the music again and continue.
- Divide the class into two teams (A and B). Hold Picture Cards 3B: 105, 106, 133, and 134 facedown in your hands. Call two students from team A to the front, and have one take a card from you. When you say *Go!*, the two partners have five seconds to role-play an appropriate dialogue, depending on which card is chosen. For example, if card 3B: 133 or 134 is chosen, the two students role-play *Where are Mom and Dad? Here!* If card 3B: 105 or 106 is chosen, they role-play *What do pandas eat? They eat leaves*. Give team A a point if the role-play is performed correctly within five seconds. Then choose two students from team B to continue.

6 Workbook 3B: Pages 16–17

- Have students do Exercise A (Color).



PART 2

Pages 18–19

Structures:

What do _____ eat? They eat _____.

Vocabulary:

pandas, leaves, lions, meat, sharks, fish, lizards, bugs, monkeys, bananas

Materials:

Picture Cards 3B:89–90, 105–112, and 133–134 (lions, monkeys, pandas, leaves, meat, sharks, fish, lizards, bugs, bananas, Dad, Mom), Wall Chart 3B:8, a bunch of large leaves, tape player, cassette

1 Opening

- Greet each student with *Hello, _____*. *What day is today?* Students respond in turn *Hello, (Miss Lee). It's (Monday)*.
- Divide the class into two teams. Hold up Picture Cards 3B:105 and 106 and ask the class *What do pandas eat?* The class responds *They eat leaves*. Repeat the question-and-answer practice with individual students.
- Place Picture Cards 3B:89, 90, 105, 106, 133, and 134 facedown on a desk at the front of the room. Call two volunteers to the front and ask them *Where are Mom and Dad?* The two students rummage through the six cards on the desk until they find the correct cards. Then they hold up the two cards (3B:133 and 134) and say *Here!* Choose two new volunteers and continue the activity.

2 Pattern Practice

Ⓐ **Vocabulary:** *pandas, leaves, lions, meat, sharks, fish, lizards, bugs, monkeys, bananas*

- Hold up Picture Card 3B:89 and model as follows:

T: *Lions.*

Ss: *Lions.*

Repeat several times. Follow the same procedure for *monkeys, pandas, leaves, meat, sharks, fish, lizards, bugs, and bananas*, using Picture Cards 3B:90 and 105–112.

- Pass Picture Card 3B:89 to the student sitting closest to you and say *lions*. That student then passes the card to next student and says *lions*. Continue until every student has participated. Repeat the activity for *monkeys, pandas, leaves, meat, sharks, fish, lizards, bugs, and bananas*, using Picture Cards 3B:90 and 105–112.
- Place Picture Cards 3B:89, 90, 105, 108, and 110 along the chalk rail. Write the numbers 1–5 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. Replace the five cards along the chalk rail with Picture Cards 3B:106, 107, 109, 111, and 112, and continue the activity.
- Keep all the Picture Cards along the chalk rail. Touch one of the cards at random. The class responds with the appropriate word.
- Have students put their heads down on their desks. Remove one of the cards, then ask students to look up. Students call out the corresponding word for the missing card.

Ⓑ **Structures:** *What do _____ eat?*
They eat _____.

- Place Picture Cards 3B:89, 90, and 105–112 on the board with magnets, paired left to right, respectively, as follows: cards 3B:105 (left) and 3B:106 (right), 3B:89 (left) and 3B:107 (right), 3B:108 (left) and 3B:109 (right), 3B:110 (left) and 3B:111 (right), and 3B:90 (left) and 3B:112 (right). Now, model questions and answers about what the animals eat. Hold up the Mike and Julie puppets. Have the Mike puppet “point” to Picture Card 3B:89:

T: (as Mike, shrug your shoulders) *What do lions eat?*

Ss: (point to Picture Card 3B:89 and shrug) *What do lions eat?*

T: (as Julie, point to Picture Card 3B:107) *They eat meat.*

Ss: (point to card 3B:107) *They eat meat.*

Repeat several times. Follow the same procedure for *pandas/leaves, sharks/fish, lizards/bugs, and monkeys/bananas*, using the other pairs of Picture Cards.

- Leave the cards on the board. Call two volunteers to the front, and have them put on the Mike and Julie puppets. Mike “points” to the different animal Picture Cards and “asks” Julie what they eat. Each time, Julie “points” to the appropriate food Picture Card and “responds” accordingly. Choose two new volunteers and continue the activity.

- Point to the animal Picture Cards at random, and ask *What do _____ eat?* The class responds *They eat _____*.

3 Present the Wall Chart

- Place Wall Chart 3B:8 on the board. Ask students to form a line at the front parallel to the chalk rail. Have students point to the appropriate pictures as you call out the vocabulary words. Alternate animal and food items.
- Keep students in a line at the front. Call two students to the chart. Name one of the animal groups. The students point to the appropriate pictures on the chart and role-play the corresponding dialogue. For example:

T: *Lizards.*

S1: (point to the lizards) *What do lizards eat?*

S2: (point to the bugs) *They eat bugs.*

- Ask for volunteers to describe what the characters are saying in the Pattern Practice panel.
- Play the cassette for pages 18–19: **Vocabulary**. Point to the appropriate pictures as students listen and repeat each item.

Vocabulary

Narrator: *Pandas.* (two times)

Leaves. (two times)

Lions. (two times)

Meat. (two times)

Sharks. (two times)

Fish. (two times)

Lizards. (two times)

Bugs. (two times)

Monkeys. (two times)

Bananas. (two times)

- Review the vocabulary. Point to the items on the chart and have students identify them — first as a class, then individually.
- Play the cassette for pages 18–19: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

Pattern Practice

Mike: *What do pandas eat?*

Zoo attendant: *They eat leaves.*

(two times)

Mike: *What do lions eat?*

Zoo attendant: *They eat meat.*

(two times)

Mike: *What do sharks eat?*

Zoo attendant: *They eat fish.*

(two times)

Mike: *What do lizards eat?*

Zoo attendant: *They eat bugs.*

(two times)


Mike: *What do monkeys eat?*

Zoo attendant: *They eat bananas.*

(two times)

- Divide the class into two groups. Assign groups the roles of Mike and the zoo attendant. Groups role-play the dialogue as you point to the vocabulary pictures on the chart. Alternate roles.

4 Open Student Books

- Have students turn to pages 18–19 in their books. Ask for volunteers to point to the pictures and identify the vocabulary.
-  Play the cassette sections for pages 18–19 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Call ten students to the front and put them in two equal lines (A and B). At random, give each line A student one of the Picture Cards 3B:89, 90, 105, 108, and 110. Give each line B student one of the Picture Cards 3B:106, 107, 109, 111, and 112. The first line A student holds up his/her card and says *What do _____ eat?* The line B student with the corresponding food card holds it up and says *They eat _____*. Continue with the other pairs of students, then choose another ten students.

5 Song

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

The Hungry Monkeys Song

What do lions eat?

They eat meat

What do lions eat?

They eat meat

What do lizards eat?

They eat bugs

But hungry monkeys eat bananas

Hungry monkeys, hungry monkeys

Hungry monkeys eat bananas

*Hungry monkeys, hungry monkeys
Hungry little monkeys eat bananas*

What do lions eat?

They eat meat

What do pandas eat?

They eat leaves

What do hungry sharks eat?

They eat fish

But hungry monkeys eat bananas

Hungry monkeys, hungry monkeys

Hungry monkeys eat bananas

Hungry monkeys, hungry monkeys

Hungry little monkeys eat bananas

- Divide the class into two groups. Group A sings the question lines; Group B sings the answer lines. Both groups sing the *Hungry monkeys* chorus lines together. Switch groups after a while to give everyone a chance to sing both questions and answers.

6 Games and Activities

Choose any of the following:

- Place Wall Chart 3B:8 on the board. Divide the class into two teams. Ask one student from each team to stand. Point to one of the food pictures on the chart and say *They eat (bananas)*. The student who correctly responds *What do (monkeys) eat?* wins a point for his/her team. Choose another student from each team and continue the game.
- Keep Wall Chart 3B:8 on the board. This time, form the teams into two lines at the back of the room. Teammates should be at least one arm's length apart. Have the first student in line from each team approach you at the front. Simultaneously whisper *What do (sharks) eat? They eat (fish)*. to both students. Each student runs back to the head of his/her line and whispers the complete pattern to the second student in line. The second student whispers the pattern to the third, and so on. The last student in line races to you and repeats the dialogue. The first team to complete the activity correctly wins a point.

- Keep Wall Chart 3B:8 on the board. Arrange chairs in a circle so that there are chairs for all but two students. Play "The Hungry Monkeys Song" on the cassette as students walk around the chairs. Stop the cassette at any point during the song. Students rush to sit. Cue the two students left standing by pointing to one of the animals (for example, lizards) on the chart. The first student asks *What do (lizards) eat?*, and the other responds *They eat (bugs)*.

7 Workbook 3B: Pages 18–19

- Have students do Exercise B (Match) and Exercise C (Find and circle the bananas).



PART 1 Pages 20–21

Structures:

Please help us. We're lost! What's your name? Mike Lee. She's Julie. What's your telephone number? It's 223-4567.

Vocabulary:

telephone number

Materials:

Picture Cards 3B:89, 90, 105–113, 133, and 134 (lions, monkeys, pandas, leaves, meat, sharks, fish, lizards, bugs, bananas, 223-4567, Dad, Mom), Mike and Julie puppets, a telephone (real or toy), a police officer's cap (or one that's similar), Wall Chart 3B:9, tape player, cassette

1 Opening

- Greet each student with *Hello, _____*. Students respond in turn *Hello, (Miss Lee)*.
- Place Picture Cards 3B:89, 90, and 105–112 on the board with magnets, in corresponding animal-food pairs (see page 85). Divide the class into two groups (A and B). Put on the Mike puppet. As Mike, "point" to Picture Card 3B:90 and ask *What do monkeys eat?* Group A repeats. As the zoo attendant, point to card 3B:112 and say *They eat bananas*. Group B repeats. Follow the same procedure for the other animal-food pairs. Alternate roles to give both groups practice with questions and answers.
- Place Picture Cards 3B:89, 90, 105, 108, and 110 facedown on one desk, and Picture Cards 3B:106, 107, 109, 111, and 112 on another desk, at the front of the room. Have two students come to the front. The first holds up one of the animal Picture Cards and asks *What do (sharks) eat?* His/her partner holds up the corresponding food Picture Card and responds *They eat (fish)*. Call two new volunteers up to the front and continue the activity.

2 Introduce New Language

Ⓐ Vocabulary: *telephone number*

- Draw a simple telephone on the board. Under the telephone, write the number *223-4567*. Model as follows:

T: (point to the telephone) *Telephone*.

Ss: *Telephone*.

T: (point to the number) *Telephone number*.

Ss: *Telephone number*.

Repeat several times.

- Hold up the telephone and say *telephone*. Students repeat. Hold up Picture Card 3B:113 and say *telephone number*. Students repeat. Now pass the telephone to the student sitting nearest you and say *telephone*. Then give him/her Picture Card 3B:113 and say *telephone number*. That student passes the phone and card to the next student and says *telephone* and *telephone number*, respectively. Continue until each student has had a chance to participate.

Ⓑ Structures: *What's your telephone number? It's 223-4567.*

- Place the Julie puppet on a desk at the front. Place the telephone beside her, together with Picture Card 3B:113. Point to the telephone and ask Julie *What's your telephone number?* Move to Julie's side of the desk and (as Julie) answer *It's 223-4567*. Point to each digit on the Picture Card as you say the telephone number. Model as follows:

T: (point to Julie and the telephone) *What's your telephone number?*

Ss: *What's your telephone number?*

T: (as Julie, point to card 3B:113) *It's 223-4567.*

Ss: *It's 223-4567.*

Repeat several times, then have two students come to the front and role-play the dialogue. Choose another two students and continue the activity.

© **Structures:** *Please help us. We're lost!*

- Draw a simple bird's-eye view of a zoo so that it fills up the entire board. Add a long path winding back and forth down through the zoo from the top left corner of the board to the bottom right corner. Place Picture Cards 3B: 133 and 134 on the path in the top left-hand corner of the board. Put on the Mike and Julie puppets, smile, and hold them up by the cards. Say *Let's go!* Have Mike and Julie "walk" down the path until they are in the bottom right corner, far away from the Picture Cards. Now hold up the puppets with the Picture Cards once more, and model as follows:

T: (as Julie) *Let's go!*
Ss: *Let's go!*

Have Mike and Julie "walk" down the path further away from the Picture Cards until you bring them to the bottom right corner of the board. Continue:

T: (as Julie, look around frantically) *Uh-oh. Where are Mom and Dad?*
Ss: *Uh-oh. Where are Mom and Dad?*
T: (as Mike, look around frantically) *Oh, no! We're lost!*
Ss: *Oh, no! We're lost!*

Repeat several times.

- On the board, draw simple figures of two police officers at the end of the path, in the bottom right corner of the zoo picture. Point to the two figures and say *police officers*. Students repeat. Hold the Mike and Julie puppets up again by the Picture Cards in the top left corner. Say *Let's go!*, then have them "walk" down the path until they are in the bottom right corner, far away from the Picture Cards. Model as follows:

T: (as Julie) *Let's go!*
Ss: *Let's go!*

Have Mike and Julie "walk" down the path further away from the Picture Cards until you bring them to the bottom right corner of the board. Continue:

T: (as Julie, look around frantically) *Uh-oh. Where are Mom and Dad?*
Ss: *Uh-oh. Where are Mom and Dad?*
T: (as Mike, look around frantically) *Oh, no! We're lost!*
Ss: *Oh, no! We're lost!*

Now have Mike and Julie "turn" to the police officers. Continue:

T: (as Mike, in a concerned tone) *Please help us.*
Ss: (in a concerned tone) *Please help us.*
T: (as Mike, concerned) *Please help us. We're lost!*
Ss: (concerned) *Please help us. We're lost!*

Repeat several times.

- Put on the police officer's cap. Call two students to the front. Have them put on the Julie and Mike puppets and wander aimlessly around the classroom, calling out (as Julie) *Where are Mom and Dad?* and (as Mike) *We're lost!* several times. The students then have Mike and Julie "come up" to you (as the police officer) and "say" *Please help us. We're lost!* Choose another two students and continue the activity.

ⓐ **Structures:** *What's your name? Mike Lee. She's Julie.*

- Keep the police officer's cap on. Put on the Mike puppet, and place the Julie puppet on a desk at the front. Model as follows:

T: (as a concerned Mike, to you) *Please help us. We're lost!*
Ss: *Please help us. We're lost!*
T: (as the police officer, to Mike) *What's your name?*
Ss: *What's your name?*
T: (as Mike, to you) *Mike Lee.*
Ss: *Mike Lee.*
T: (as Mike, point to Julie) *She's Julie.*
Ss: (point to Julie) *She's Julie.*

Repeat several times.

- Call two students to the front. Ask the first student *What's your name?* That student points to him/herself and says his/her name: (*Tom*). He/She then points to the second student and says his/her name: *She's (Lisa)*. Choose two new students and continue the activity.

③ **Present the Wall Chart**

- Place Wall Chart 3B:9 on the board. Encourage students to produce any pertinent language about the picture (characters, what they are saying, where they are, etc.).

(continued)

- Point to the appropriate characters on the chart and model as follows:

T: (point to Mike) *Please help us. We're lost!*

Ss: *Please help us. We're lost!*

T: (point to the male police officer) *What's your name?*

Ss: *What's your name?*

T: (point to Mike) *Mike Lee. She's Julie.*

Ss: *Mike Lee. She's Julie.*

T: (point to the female police officer) *What's your telephone number?*

Ss: *What's your telephone number?*

T: (point to Julie) *It's 223-4567.*

Ss: *It's 223-4567.*

- Have students line up at the front. Call them to the chart one at a time. Say any one line from the dialogue. The student points to the appropriate character on the chart.
- Play the cassette for pages 20–21: **Dialogue**. Point to the appropriate characters on the chart as students listen.

Dialogue

Mike: *Please help us. We're lost!*

Male police officer: *What's your name?*

Mike: *Mike Lee. She's Julie.*

Female police officer: *What's your telephone number?*

Julie: *It's 223-4567.*

(two times)

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

Dialogue Practice

Mike: *Please help us. We're lost!* (two times)

Male police officer: *What's your name?* (two times)

Mike: *Mike Lee. She's Julie.* (two times)


Female police officer: *What's your telephone number?*
(two times)

Julie: *It's 223-4567.* (two times)

- Divide the class into four groups. Assign groups the roles of Mike, Julie, and the male and female police officers. The four groups role-play the dialogue while you point to the characters on the chart. Alternate roles.

4 Open Student Books

- Have students turn to pages 20–21 in their books. Ask volunteers 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.

- Ask a volunteer to stand. Point to one of the characters in your book. The volunteer responds with the appropriate lines from the dialogue. He/She then chooses a classmate to stand, points to one of the four characters, and continues the activity.

5 Games and Activities

Choose any of the following:

- Arrange chairs in a circle so that there are chairs for all but two students. Play “The Hungry Monkeys Song” on the cassette. Students walk around the chairs. Stop the cassette at any point during the song. The class asks one of the students left standing *What's your name?* The student says his/her name (*Sam*), then points to a classmate and says *He/She's (Bobby)*. The other students extend their hands and say *Hi, (Sam)! Hi, (Bobby)!*
- Students stand in a circle. Toss the police officer's cap to one of the students and call out *Please help us. We're lost!* That student puts on the cap and asks *What's your name?* Say your name, then point to a second student and say *He's/She's (Pat)*. The first student then tosses the cap to a third student, who continues the activity.
- Arrange the students in a circle. Play “The Hungry Monkeys Song” on the cassette as students pass around Picture Card 3B: I 13. Stop the cassette at any point during the song. The student holding the card when the music is stopped stands up. The other students ask him/her *What's your telephone number?* The card-holding student shows the card, points to it, and says *It's 223-4567.*

6 Workbook 3B: Pages 20–21

- Have students do Exercise A (Color).

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PART 2

Pages 22–23

Structures:

What's your telephone number? It's _____.

Vocabulary:

various telephone numbers: 223-4567; 680-4960, 415-3153, 829-6611, 987-6543, 250-1234

Materials:

a police officer's cap (or one that's similar), Mike and Julie puppets, Picture Cards 3B:113–118 (the telephone numbers 223-4567, 680-4960, 415-3153, 829-6611, 987-6543, 250-1234), Wall Chart 3B:10, tape player, cassette

1 Opening

- Greet each student with *Hello. How are you?* Students respond in turn *Fine, thank you.*
- Put on the police officer's cap, then ask two volunteers to come to the front of the room and put on the Mike and Julie puppets. Role-play the following dialogue:

S1: (as Mike) *Please help us. We're lost!*

T: (as the police officer, to Mike) *What's your name?*

S1: (as Mike) *Mike Lee.* (point to Julie) *She's Julie.*

T: (as the police officer, to Julie) *What's your telephone number?*

S2: (as Julie) *It's 223-4567.*

Repeat several times.

- Choose three students to come to the front, put on the police officer's cap and the two puppets, respectively, and role-play the dialogue. Continue until each student has had a chance to participate.

2 Pattern Practice

Structures: *What's your telephone number?*
It's _____.

- Write the numbers 0–9 in order on the board. Have the class repeat each number as you point to it. Pronounce the number zero as "oh."
- Place Picture Cards 3B:113–118 along the chalk rail. Touch one of the cards at random, and have the class say the telephone numbers.

- Keep the Picture Cards on the chalk rail. Put on the police officer's cap, and use the Julie puppet to model as follows:

T: (as the police officer) *What's your telephone number?*

Ss: *What's your telephone number?*

T: (as Julie, point to card 3B:113) *It's 223-4567.*

Ss: *It's 223-4567.*

Repeat several times. Continue with the other five cards and telephone numbers. Make sure the students pronounce the number zero as "oh."

- Choose two students to come to the front. One puts on the police officer's cap, and the other puts on either the Mike or the Julie puppet. The two students role-play the above dialogue, with Mike/Julie pointing to and saying any of the six telephone numbers along the chalk rail. Choose two new students and continue until everyone has had a chance to participate.

3 Present the Wall Chart

- Place Wall Chart 3B:10 on the board. Have students come to the front. Call out a telephone number. Students point to the appropriate picture on the chart.
- Ask for volunteers to describe what the characters are saying in the Pattern Practice panel.
- Play the cassette for pages 22–23: **Vocabulary.** Point to the appropriate telephones as students listen and repeat the numbers.

Vocabulary

Narrator: 223-4567. (two times)

680-4960. (two times)

415-3153. (two times)

829-6611. (two times)

987-6543. (two times)

250-1234. (two times)

- Play the cassette for pages 22–23: **Pattern Practice.** Point to the appropriate telephone numbers on the chart as students listen and repeat.

Pattern Practice

Female police officer: *What's your telephone number?*
Julie: *It's 223-4567.*

(two times)

Female police officer: *What's your telephone number?*
Julie: *It's 680-4960.*

(two times)

Female police officer: *What's your telephone number?*
Julie: *It's 415-3153.*

(two times)

Female police officer: *What's your telephone number?*
Julie: *It's 829-6611.*

(two times)

Female police officer: *What's your telephone number?*
Julie: *It's 987-6543.*


(two times)

Female police officer: *What's your telephone number?*
Julie: *It's 250-1234.*

(two times)

- Divide the class into two groups. Assign groups the roles of the female police officer and Julie. Groups role-play the dialogue as you point to the characters and telephone numbers on the chart. Alternate roles.

4 Open Student Books

- Have students turn to pages 22–23 in their books. Ask for volunteers to point to the pictures and say the corresponding telephone numbers.
-  Play the cassette sections for pages 22–23 again. Students point to the appropriate telephones in their books as they listen and repeat.
- **Optional:** Ask students to write down their telephone numbers if they can. Then have them practice the dialogue in chain-drill fashion:

S1: (*S2*), *what's your telephone number?*

S2: *It's (777-5269).* (*S3*), *what's your telephone number?*

S3: *It's (467-5210).* (*S4*), *what's your telephone number?*

Continue until all those who are able to have participated.

5 Song

- Teach the song "Please Help Us." (See page 6 for hints on teaching songs.)

Please Help Us

*Please help us
Help us, please
Help us, please
We're lost*

*Please help us
Help us, please
Help us, please
We're lost*

*What's your name?
Mike
Help us, please
We're lost*

*What's her name?
Julie
Help us, please
We're lost*

*What's your telephone number?
Help us, please
We're lost*

*What's your telephone number?
Help us, please
We're lost*

*What's your telephone number?
Help us, please
We're lost
223-4567
Help us, please, we're lost*

*223-4567
Help us, please, we're lost*

- Divide the class into three groups representing Mike, Julie, and the police officer. The "police officer" group sings all the question lines. The "Mike" group sings the remaining lines in the first three verses. The "Julie" group sings the remaining lines in the fourth verse. The "Mike" and "Julie" groups sing the last verse together. Switch groups after a while to give everyone a chance to sing all the lines.

6 Games and Activities

Choose any of the following:

- Choose two students to come to the front and face each other. Give each student one of the Picture Cards 3B: 113–118 to hold behind his/her back 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 card from being seen. If one of them sees the other's card, he/she says the appropriate telephone number. Continue with two other students.

Note: If it is too difficult for students to guess and repeat the complete telephone number, have them say just the first three digits instead.

- Divide the class into two teams (A and B). Ask students to write their telephone numbers on slips of paper. Put all the slips of paper on a desk at the front. Two students from team A come to the front, and each picks up a slip. The first student asks *What's your telephone number?* The second student replies *It's (729-9056).*, using the number on the slip of paper he/she is holding. The two students switch roles and repeat. Then two students from team B come to the front, choose two slips with numbers on them, and continue the activity. Award teams a point for each correct question and one for each correct answer.
- Have the class form two teams at the back of the room. Place Wall Chart 3B: 10 on the board, and place Picture Cards 3B: 113–118 facedown on a desk at the front. Ask the first student from each team to take one step toward the front. Hold up one of the Picture Cards. Both students race to touch the corresponding telephone on the chart. The first student to do so gets to ask his/her teammates *What's your telephone number?* The teammates at the back respond *It's (415-3153).* Award the team a point if they complete both parts of the dialogue successfully.

7 Workbook 3B: Pages 22–23

- Have students do Exercise B (Color and match). Students use differently colored crayons to trace each telephone line from the child at the top to the corresponding telephone in the center. Then they match each child's head in the boxes below to the corresponding telephone number at the bottom.

REVIEW UNIT 1

Pages 24–25

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Structures:

Four tickets, please. Do you like elephants? Yes, I do. I like elephants. No, I don't. I don't like elephants. Look at those bears. They're so big! Look at those giraffes. They're so tall! Don't go too far! It's a crocodile. Can it swim? Yes, it can. It can swim. No, it can't. It can't swim. What do pandas eat? They eat leaves. Where are Mom and Dad? Please help us. We're lost! What's your name? Mike Lee. She's Julie. What's your telephone number? It's 223-4567.

Vocabulary:

elephants, bears, tigers, lions, monkeys, giraffes, big, small, fierce, sleepy, tall, crocodile, swim, kangaroo, jump, bird, fly, hippo, walk, pandas, leaves, lions, meat, sharks, fish, lizards, bugs, monkeys, bananas, 223-4567, 680-4960, 415-3153, 829-6611, 987-6543, 250-1234

Materials:

Picture Cards 3B:86–118 (elephants, bears, tigers, lions, monkeys, giraffes, big, small, fierce, sleepy, tall, crocodile, swim, kangaroo, jump, bird, fly, hippo, walk, pandas, leaves, meat, sharks, fish, lizards, bugs, bananas, 223-4567, 680-4960, 415-3153, 829-6611, 987-6543, 250-1234), Mike and Julie puppets, Wall Charts 3B:1–10, tape player, cassette

1 Opening

- Greet the class with *Hello. How are you?* Then randomly ask individual students *What day is today? What's your name? What's your telephone number?* Continue the activity until all students have had a chance to participate.

- Quickly review the animal words from Units 1–4, using Picture Cards 3B:86–91, 97, 99, 101, 103, 105, 108–110. Divide the class into two teams (A and B). Place Picture Card 3B:86 on the chalk rail. Ask team A to identify it. Then place Picture Card 3B:87 on the chalk rail. Ask team B to identify both the first and second cards. Place Picture Card 3B:88 on the chalk rail. Ask team A to identify the first, second, and third cards. Continue, adding a new animal card each time, until one of the teams is unable to identify a card correctly.

2 Pattern Practice

Ⓐ Vocabulary

- Line up as many of the Picture Cards 3B:86–91, 97, 99, 101, 103, 105, and 108–110 as you can along the chalk rail. Keep the class divided into two teams. Ask two students from each team to stand. "Say" one of the descriptive vocabulary words (*big, small, fierce, sleepy, tall*) without making any sound. The two students lip-read what you are "saying," rush to the board, and point to the animal that fits the description. Then they say the word out loud. The first student to do so correctly wins a point for his/her team. Choose another two students and continue the game.
- Spread Picture Cards 3B:86–91, 105, and 108–110 on a desk at the front of the room. The students form two lines (A and B) facing the desk. One student from each line comes to the desk and picks up a card. Each line A student picks up a big-animal Picture Card; each line B student picks up a small-animal Picture Card. Then they place the pictures along the chalk rail. Each student says *Look at those _____. They're so big/small!*
- Keep the students in their lines. Place Picture Cards 3B:86–89, 91 and 111 on the desk at the front. Place Picture Cards 3B:106 and 107 on the floor in the middle of the room. The first line A student picks up a card from the desk and asks a line B student *What do _____ eat?* The line B student takes the Picture Card from the line A student, places it by the corresponding card on the floor, and responds *They eat leaves/meat.* Choose two new students and continue the activity.


b Structures

- Students sit in a circle. Scatter Picture Cards 3B:86–91, 97, 99, 101, 103, 105, and 108–110 on the floor in the middle of the circle. Pick up a card and ask the student sitting closest to you one of the related questions from Units 1–4; for example, *Can a kangaroo jump?* The student responds *Yes, it can. It can jump.* Then he/she returns the card to the floor, picks up another card, and asks another student a question about that card (*What do lizards eat?*). Continue the activity until all students have had a chance to participate.
- Keep the students in a circle. Ask each to write down his/her telephone number on a piece of paper. Using the Mike or Julie puppet, turn to the student next to you and ask him/her (as the puppet) *What's your name? What's your telephone number?* The student answers, then takes the puppet from you and asks a second student the same questions. Continue the activity until all students have had a chance to participate.
- Place Wall Charts 3B: 1, 3, 5, 7, and 9 on the board. Review the dialogues from Units 1–5. Ask for two volunteers to come to the front and have each choose a puppet. Review one of the dialogues with them, and take the part of any third or fourth speakers. Choose two new volunteers and continue the activity.
- Review the dialogues again, and point to the characters on the Wall Charts as you do so. Ask students to form a line at the front. Have from two to four students come to one of the charts. The students point to the chart as they role-play the dialogue. (Choose as many students as there are speakers.)
- Play the cassette for pages 24–25: **Review.** Students listen as you point to the pictures on the charts.

Review

Narrator: *Elephants.* (two times)
Bears. (two times)
Tigers. (two times)
Lions. (two times)
Monkeys. (two times)
Giraffes. (two times)
Look at those bears. They're so big!
(two times)
Look at those monkeys. They're so small!
(two times)
Look at those tigers. They're so fierce!
(two times)
Look at those lions. They're so sleepy!
(two times)
Look at those giraffes. They're so tall!
(two times)
A crocodile can swim. (two times)
A kangaroo can jump. (two times)
A bird can fly. (two times)
A hippo can walk. (two times)
Pandas eat leaves. (two times)
Lions eat meat. (two times)
Sharks eat fish. (two times)
Lizards eat bugs. (two times)
Monkeys eat bananas. (two times)
223-4567. (two times)
680-4960. (two times)
415-3153. (two times)
829-6611. (two times)
987-6543. (two times)
250-1234. (two times)

3 Open Student Books

- Have students turn to pages 24–25 in their books. Ask for volunteers to identify the vocabulary items. (Only two of the telephone numbers are pictured on page 25. All six are pictured on pages 22–23 of the Student Book.)
- Divide the class into two teams. Ask one student from each team to stand. Point to any of the vocabulary items in your book. The first student to correctly identify the word wins a point for his/her team.
-  Play the cassette section for pages 24–25 again. (Stop the cassette after 680-4960.) Students point to the appropriate pictures in their books as they listen and repeat.

(continued)

4 Songs/Chants

- Divide the class into five teams. Call out the key words or patterns from any one of the songs or the chant from Units 1–5. The first team to correctly identify the song/chant by singing or chanting a part of it wins a point. Then have the whole class sing the song or chant together.
- Keep the class divided into five teams. Assign each team a song or chant. Each team comes to the front and performs its assigned song or chant. Alternate if time allows.
- Ask volunteers to request any song or chant they would like to perform. Continue until you have performed each song or chant from Units 1–5 (and any from *Tiny Talk 3A*, if time allows).

5 Games and Activities

Choose any of the following:

- Arrange chairs in a circle, and place Picture Cards 3B:98, 100, 102, and 104 on the chairs. Play any song or chant from Units 1–5 on the cassette. Students walk around the chairs. Stop the cassette at any point during the song or chant. Students rush to sit. Each student who finds a card on his/her chair must mime the action and say *I can _____!*
- Divide the class into two or three teams. Show the first team one of the Picture Cards 3B:86–118. The team must identify the item along with the appropriate pattern. (For example, for card 3B:117, the pattern is *What's your telephone number? It's 987-6543.*) If they do so correctly, the team keeps the card. Follow the same procedure for the other team(s). Alternate turns. The team with the most cards at the end wins the game.
- Draw a Tic-Tac-Toe grid on the board (nine squares, with three rows across and three rows down). Attach any nine of the Picture Cards 3B:86–118 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, then tries to identify the Picture Card on that square by using the word with the appropriate structure. 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.

6 Workbook 3B: Pages 24–25

- Have students do Exercise A (Do you like _____? Circle) and Exercise B (What's wrong? Circle). In Exercise A, students respond according to their own personal preferences. In Exercise B, the following items are incorrect: lions eating leaves, a hippo flying, a shark walking, and a giraffe eating bugs.



PART 1 Pages 26–27

Structures:

Are you mad, Mom? No, I'm not. I'm happy. Are you OK, Julie? Yes, Dad. I'm OK.

Vocabulary:

happy, mad

Materials:

Picture Cards 3B:113, 119, 120, 122, 133, and 134 (223-4567, OK, happy, mad, Dad, Mom), Mike and Julie puppets, Wall Chart 3B:11, tape recorder, cassette

1 Opening

- Hold up Picture Cards 3B:133 and 134, and review *Dad* and *Mom* with the class. Conceal the cards, then shrug your shoulders and pretend to forget where they are. Search the room anxiously and repeatedly ask *Where are Mom and Dad?* When you "find" the cards, hold them up and say *Here!* Ask a volunteer to leave the room while you hide the cards again. Then have him/her reenter the room and search it while asking *Where are Mom and Dad?* Continue.

Note: Although Picture Cards 3B:133–134 will be used to teach *father* and *mother* in Unit 8, you can use them here to review *Dad* and *Mom*.

- Put on the Mike and Julie puppets. Have two students come to the front of the room. As Mike, say *Please help us. We're lost!* The first student asks Mike *What's your name?* As Mike, respond *Mike Lee.*, then have him "point" to Julie and "say" *She's Julie.* The second student asks Julie *What's your telephone number?* Respond (as Julie) *It's 223-4567.* Choose two new students and repeat the entire activity.

2 Introduce New Language

a Vocabulary: *happy, mad*

- Draw two simple faces on the board — one angry, one happy. Model as follows:

T: (point to the angry face) *Mad.*

Ss: *Mad.*

T: (point to yourself and scowl) *I'm mad.*

Ss: (point to themselves and scowl) *I'm mad.*

Repeat several times.

Follow the same procedure for *happy* and *I'm happy.*, using the happy face:

T: (point to the happy face) *Happy.*

Ss: *Happy.*

T: (point to yourself and smile) *I'm happy.*

Ss: (point to themselves and smile) *I'm happy.*

Repeat several times.

- Call a volunteer to the front and have him/her point to one of the faces on the board. If the volunteer points to the angry face, he/she says *mad*, then scowls and says *I'm mad*. If the volunteer points to the happy face, he/she says *happy*, then smiles and says *I'm happy*. Continue with new volunteers each time.
- Pass Picture Card 3B:122 to the student sitting nearest you and say *I'm mad*. That student passes the card to a second student and says *I'm mad*. Continue until each student has had a chance to participate. Follow the same procedure for *I'm happy.*, using Picture Card 3B:120.

b Structures: *Are you mad, Mom?*

No, I'm not. I'm happy.

- Keep your drawing of the angry face on the board. Place Picture Card 3B:134 on the board beside the drawing, then put on the Mike puppet. Now point with your free hand from the card to the angry face, then shrug your shoulders. Model as follows:

T: (as Mike, to Mom) *Are you mad, Mom?*

Ss: (shrug) *Are you mad, Mom?*

[activity continues on following page]

[activity continued from previous page]

Point to Picture Card 3B: 134 with your free hand, shake your head, and look calm. Smile reassuringly and model as follows:

T: (as Mom, smile and shake your head) *No, I'm not.*

Ss: (smile and shake their heads) *No, I'm not.*

T: (as Mom, smile and shake your head) *No, I'm not. I'm happy.*

Ss: (smile and shake their heads) *No, I'm not. I'm happy.*

Repeat several times.

- Ask for a volunteer to come to the front. As Mom, role-play the dialogue with him/her. Choose a new volunteer and continue.

© **Structures:** *Are you OK, Julie?*
Yes, Dad. I'm OK.

- Walk briskly across the front of the room and pretend to suddenly stumble. Regain your balance, heave a sigh of relief, and say reassuringly to the class *I'm OK*. Sit down on your chair, pretend to fall off suddenly, then quickly regain your balance. Heave another sigh of relief and say reassuringly to the class *I'm OK*.

- Hold up Picture Card 3B: 133 in one hand and the Julie puppet in the other. Have Dad and Julie “take” a short walk together. Have Julie “stumble” briefly then quickly regain her balance. Model as follows:

T: (as Julie) *Let's go!*

Ss: *Let's go!*

Dad and Julie “walk along” together, then Julie suddenly “stumbles.” Continue:

T: (as Dad, concerned) *Are you OK, Julie?*

Ss: (concerned) *Are you OK, Julie?*

T: (as Julie, nod reassuringly) *Yes, Dad. I'm OK.*

Ss: (nod reassuringly) *Yes, Dad. I'm OK.*

Repeat several times.

- Ask two volunteers to come to the front. Give one Picture Card 3B: 133 and the other the Julie puppet. The volunteers act out the dialogue above (prompt them if necessary). Continue with two new volunteers.

3 Present the Wall Chart

- Place Wall Chart 3B: 11 on the board. Point to the appropriate characters on the chart and model as follows:

T: (point to Mike) *Are you mad, Mom?*

Ss: *Are you mad, Mom?*

T: (point to Mom) *No, I'm not. I'm happy.*

Ss: *No, I'm not. I'm happy.*

T: (point to Dad) *Are you OK, Julie?*

Ss: *Are you OK, Julie?*

T: (point to Julie) *Yes, Dad. I'm OK.*

Ss: *Yes, Dad. I'm OK.*

- Divide the class into four groups. Assign groups the roles of Mike, Mom, Dad, and Julie. Groups role-play the dialogue. Alternate roles and repeat.
- Have four volunteers come to the front and role-play the dialogue.
- Play the cassette for pages 26–27: **Dialogue**. Point to the appropriate characters on the chart as students listen.

Dialogue

Mike: *Are you mad, Mom?*

Mom: *No, I'm not. I'm happy.*

Dad: *Are you OK, Julie?*

Julie: *Yes, Dad. I'm OK.*

(two times)

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

Dialogue Practice

Mike: *Are you mad, Mom?* (two times)

Mom: *No, I'm not. I'm happy.* (two times)

I'm happy. (two times)

No, I'm not. I'm happy. (two times)

Dad: *Are you OK, Julie?* (two times)


Julie: *Yes, Dad. I'm OK.* (two times)

I'm OK. (two times)

Yes, Dad. I'm OK. (two times)

4 Open Student Books

- Have students turn to pages 26–27 in their books. Ask the class to identify the characters and describe what they are saying.

-  Play the cassette sections for pages 26–27 again. Students point to the appropriate characters in their books as they listen and repeat.
- Ask two volunteers to stand. Point to Mike and have one volunteer say *Are you mad, Mom?* Have the class respond *No, I'm not. I'm happy.* Then point to Dad and have the other volunteer ask *Are you OK, Julie?* The class responds *Yes, Dad. I'm OK.*

5 Games and Activities

Choose any of the following:

- Draw on the board four simple pictures of Mike, Dad, and the male and female police officers from Unit 5. Write the numbers 1–4 above the pictures. Give each of the four characters a speech balloon with a large question mark inside it. Point to each picture and elicit from the class the following questions:

1: (Mike) *Are you mad, Mom?*

2: (Dad) *Are you OK, Julie?*

3: (male police officer) *What's your name?*

4: (female police officer) *What's your telephone number?*

Divide the class into two teams, and line them up at the back of the room. Quickly hold up between one and four fingers for the first student in each line. The student who says the corresponding question first gets a point for his/her team. For example, if you hold up three fingers, the two students should try to call out *What's your name?* Continue down the lines until all students have participated. The team with the most points at the end wins the game.

- Keep the four pictures on the board and the two teams of students at the back of the room. Have the first student from each line take one step forward. Call out one of the four questions: *(Are you mad, Mom)?* The two students rush to hit the appropriate picture on the board. The first student to touch the correct picture and say *(No, I'm not). I'm (happy).* scores a point for his/her team. Continue down the lines until all students have participated. The team with the most points at the end wins the game.

- Arrange chairs in a circle so there is one chair for all but one student. Play any song or chant from Units 1–5 on the cassette while students walk around the chairs. Stop the cassette at any time during the song. Students rush to sit. Toss the Julie puppet to the student left standing, and have him/her “accidentally” drop Julie. The seated students call out anxiously *Are you OK, Julie?* The standing student picks up Julie and says reassuringly *Yes. I'm OK.*

6 Workbook 3B: Pages 26–27

- Have students do Exercise A (Color).

PART 2

Pages 28–29

Structures:

Are you _____? Yes, I am. I'm _____.

Vocabulary:

OK, happy, surprised, mad, sad, scared

Materials:

Picture Cards 3B:94 and 119–124 (fierce, OK, happy, surprised, mad, sad, scared), Mike and Julie puppets, Wall Chart 3B:12, tape player, cassette, six blank sheets of paper for each student

1 Opening

- Greet some students with *Hi, _____*. *How are you? What's your telephone number?* Those students respond appropriately. Greet other students with *Hi _____*. *Are you mad?* Those students respond *No, I'm not. I'm happy*.
- Have a volunteer come to the front of the room, pretend to stumble, then quickly regain his/her balance. Ask him/her in a concerned tone of voice *Are you OK, (Kim)?* He/She responds reassuringly *Yes, (Miss Lee). I'm OK*.

2 Pattern Practice

Ⓐ Vocabulary: *OK, happy, surprised, mad, sad, scared*

- Place Picture Card 3B:94 on the chalk rail, then have a volunteer put on the Mike puppet. Gesture for Mike to “walk” slowly by the tigers on the card. Have the tigers on the card “growl” menacingly at Mike. Gesture for Mike to “run” and “hide” behind a chair. Model as follows:

T: (point to the tigers on Picture Card 3B:94) *Fierce*.
Ss: *Fierce*.

Point to Mike “hiding” behind a chair. Model:

T: (crouch down timidly) *Scared*.
Ss: (crouch down timidly) *Scared*.

Now hold up Picture Card 3B:124. Model again:

T: (crouch down timidly) *Scared*.
Ss: (crouch down timidly) *Scared*.

Repeat several times.

- Draw a picture of a startled girl looking at a jack-in-the-box that has just jumped out at her. Model as follows:

T: (point to the girl) *Surprised*.
Ss: *Surprised*.

Now hold up Picture Card 3B:121. Model again:

T: (jump as if startled) *Surprised*.
Ss: (jump as if startled) *Surprised*.

Repeat several times.

- Take a few steps, then pretend to fall down suddenly. Jump up quickly, “brush” yourself off, smile, and say *I'm OK*. Point to yourself and say *OK*. Students repeat. Hold up Picture Card 3B:119 and say *OK*. Students repeat. Continue for several repetitions.
- Hold up Picture Card 3B:122. With an angry expression on your face, model the following:
T: *Mad*.
Ss: (with angry expressions) *Mad*.
Repeat several times. Follow the same procedure for *happy* and *sad*, using Picture Cards 3B:120 and 123 and the corresponding facial expressions.
- Place Picture Cards 3B:119–124 along the chalk rail. Ask volunteers to come to the front. One by one, call out one of the vocabulary words. The volunteers point to the corresponding card.
- Ask for other volunteers to come to the front. Each points to a card, names it, and acts out the appropriate feeling.
- Mime each feeling before the class and have the students guess what it is.

Ⓑ Structures: *Are you _____?* *Yes, I am. I'm _____.*

- Place Picture Cards 3B:119–124 along the chalk rail. Put the Mike puppet on one hand and the Julie puppet on the other. Have Mike “ask” Julie questions about how she feels. Point to one of the cards. Julie responds with *Yes* answers. Model as follows:

T: (as Mike, to Julie) *Are you OK, Julie?*
Ss: *Are you OK, Julie?*

T: (as Julie) *Yes, I am. I'm OK*.
Ss: *Yes, I am. I'm OK*.

T: (as Mike, to Julie) *Are you happy, Julie?*
Ss: *Are you happy, Julie?*

T: (as Julie) *Yes, I am. I'm happy*.
Ss: *Yes, I am. I'm happy*.

Follow the same procedure for the remaining four cards (*Are you surprised, Julie? Are you mad, Julie? Are you sad, Julie? Are you scared, Julie?*). Repeat each dialogue several times.

- Divide the class into two groups. Have a volunteer come to the front and hold up Picture Cards 3B: 119–124 one by one. One group asks the appropriate questions, and the other group gives *Yes* answers.

3 Present the Wall Chart

- Place Wall Chart 3B: 12 on the board. Point to the vocabulary pictures and ask students to name each feeling. Then point to the Pattern Practice panel, and ask for volunteers to describe what the characters are saying.
- Have students form two lines at the front. Point to a vocabulary picture. The first student in line 1 (“Dad”) asks the first student in line 2 (“Julie”) an appropriate question. “Julie” gives a *Yes* answer. Then the two students go to the ends of the opposite lines. Continue until each student has had a turn in each line.
- Play the cassette for pages 28–29: **Vocabulary**. Point to the appropriate pictures as students listen and repeat each item.

Vocabulary

Narrator: *OK*. (two times)

Happy. (two times)

Surprised. (two times)

Mad. (two times)

Sad. (two times)

Scared. (two times)

- Place Picture Cards 3B: 119–124 along the chalk rail. Ask for a student to come to the front and identify several vocabulary items. Rearrange the cards and ask other students to come to the front and identify more items. Continue the activity until all students have had a chance to participate.
- Play the cassette for pages 28–29: **Pattern Practice**. Point to the appropriate characters on the chart as students listen and repeat.

Pattern Practice

Dad: *Are you OK?*

Julie: *Yes, I am. I'm OK.*

(two times)

Dad: *Are you happy?*

Julie: *Yes, I am. I'm happy.*

(two times)

Dad: *Are you surprised?*

Julie: *Yes, I am. I'm surprised.*

(two times)

Dad: *Are you mad?*

Julie: *Yes, I am. I'm mad.*

(two times)

Dad: *Are you sad?*

Julie: *Yes, I am. I'm sad.*

(two times)


Dad: *Are you scared?*

Julie: *Yes, I am. I'm scared.*

(two times)

- Divide the class into two groups. Assign groups the roles of Dad and Julie. Have each group role-play the dialogue as you point to the pictures (both characters and vocabulary) on the chart. Alternate roles.

4 Open Student Books

- Have students turn to pages 28–29 in their books. Ask for volunteers to point to the pictures and identify the vocabulary.
-  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 song “Are You Mad, Mommy?” (See page 6 for hints on teaching songs.)

Are You Mad, Mommy?

Are you mad, Mommy?

No, I'm not

I'm happy to see you again

Are you OK, Julie?

Yes, I am

I'm happy to see you again

Mommy's OK

Daddy's OK

Mike's OK

Julie's OK

Everybody's happy, very very happy

We're happy to see you again

Everybody's happy, very very happy

We're happy to see you again

(continued)

- Divide the class into four groups representing Mike, Mom, Dad, and Julie. The “Mike” group sings the first line and the “Mom” group sings the next two lines. The “Dad” group sings *Are You OK, Julie?* The “Julie” group sings the following two lines. Together, all four groups chant the four *OK* lines in the next verse. The “Mike” and “Julie” groups sing the two lines that follow (*Everybody’s happy...*); all four groups sing the last two lines together.

6 Games and Activities

Choose any of the following:

- Place Picture Cards 3B: 119–124 facedown on a desk at the front. Arrange students into two teams. Teams take turns. A student from one team comes to the front, draws a Picture Card, and looks at it without showing it to anyone. That student then mimes the feeling depicted on the card. His/Her team must respond with the appropriate question: *Are you (scared)?* Give the team a point if they perform correctly.
- Place Picture Cards 3B: 119–124 facedown on a desk at the front of the room. Divide the class into two teams (A and B). Teams line up. The first student in team A comes to the front, draws a Picture Card, and looks at it without showing it to anyone. One by one, the students in team B say *I’m not (mad)*. The object is to use a vocabulary item that is not on the card. When a student says the feeling depicted on the card, the card-holding team A student says *Yes, you are!* and shows the card. Give team B one point for each student who avoided saying the appropriate word. Have the first student in team B draw a Picture Card from the desk. Now the team A students must form *I’m not _____* sentences without saying the matching vocabulary item. The team with the most points at the end of the allotted time is the winner.
- Have each student draw six faces, one each on six different sheets of paper. Each face must show one of the six expressions taught in this unit. When everyone has finished, put all the pictures together in the center of the room and mix them up. Then have the students sort all the drawings into groups according to the expression. Students must say the vocabulary word matching the expression on each face they sort.

Optional: You can have students show you how a drawing expresses a particular feeling, either by tracing relevant parts of the drawing with their fingers, or by explaining it to you in their native language.

7 Workbook 3B: Pages 28–29

- Have students do Exercises B (Look and draw) and C (Which is different? Write an X). In Exercise B, students look at the four children’s faces at the top of the page. Then they draw the same expressions on the corresponding blank faces in the illustration below.



UNIT
7

PART 1
Pages 30–31

Structures:

Listen, Julie. Eyes, ears, mouth, and nose. Shake your head and touch your toes. Do it again, Mike! Let's go!

Vocabulary:

eyes, ears, toes, mouth, head, nose

Materials:

Picture Cards 3B:119–130 (OK, happy, surprised, mad, sad, scared, eyes, ears, toes, mouth, head, nose), Mike and Julie puppets, tape player, cassette, Wall Chart 3B:13

1 Opening

- Greet each student with *Good morning/afternoon, _____*. *Are you happy/OK/sad?* Each student responds accordingly.
- Divide the class into two groups. Place Picture Cards 3B:119–124 facedown on a desk at the front of the room. Hold up the cards one by one. One group asks *Are you (sad)?* Cue the other group by nodding or shaking your head. Accordingly, that group responds either *Yes, I am. I'm _____*, or *No, I'm not. I'm not _____*.
- Place Picture Cards 3B:119–124 along the chalk rail. Place the Mike puppet on one side and the Julie puppet on the other. Have students come to the board and role-play the *Are you _____? Yes, I am. I'm _____* pattern from Unit 6.

2 Introduce New Language

Ⓐ Vocabulary: *eyes, ears, toes, mouth, head, nose*

- Stand in front of the class. Touch your head with both hands and say *head*. Then touch your nose with a finger and say *nose*. Do the same for *mouth, eyes, ears, and toes*. Repeat several times. Model as follows:

T: (touch your head) *Head*.
Ss: (touch their heads) *Head*.

Follow the same procedure with *eyes, ears, toes, mouth, and nose*. Repeat several times. Then say the six body parts one by one: Students touch the respective parts of their bodies and repeat after you each time.

- Practice saying the six body parts using Picture Cards 3B:125–130. Hold up Picture Card 3B:125 and model as follows:

T: *Eyes*.
Ss: *Eyes*.

Repeat several times. Follow the same procedure for *ears, toes, mouth, head, and nose*, using Picture Cards 3B:126–130.

- Pass Picture Card 3B:125 to the student sitting nearest you and say *eyes*. That student then passes the card to the next student and says *eyes*. Continue until each student has participated. Then go through the complete procedure again with *ears, toes, mouth, head, and nose*, using Picture Cards 3B:126–130.
- Place Picture Cards 3B:125–130 on the chalk rail. Write the numbers 1–6 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.
- Leave the Picture Cards on the chalk rail. Call out one of the numbers. The class responds as a group with the corresponding vocabulary word. Repeat several times. Then drill students individually using the same procedure.
- Place Picture Cards 3B:125–130 in six separate areas of the room. Call out one of the words. Students rush to the appropriate area of the classroom.

Ⓑ Structures: *Listen. Shake your head.*

Touch your toes. Do it again!

- Play any song on the tape player. Cup your ear by the tape player. Hold up the Julie puppet, place Julie's head/ear by the tape player, and say *Listen, Julie*. The class repeats. Call a student to the tape player and say *Listen, _____*. He/She cups an ear and "listens." That student then calls a classmate to the tape player and gives the command. Continue until each student has had a chance to participate.

- Point to your head. When everyone is looking, shake your head, point to it, and say *Shake your head*. Students repeat. Hold up the Julie puppet and say *Shake your head, Julie*. Have Julie “carry out” the command as the class repeats it. Then, one after the other, have each student tell his/her neighbor to shake his/her head.

- Ask a volunteer to come to the front. As you touch your toes with one hand, point to the volunteer with the other and say *Touch your toes, _____*. The class repeats as the volunteer performs the action.

- Give these commands to the class while miming the actions: *Listen! Shake your head! Touch your toes!* Repeat several times, changing the order of the commands frequently.

- Have students sit or stand in a circle. Each student gives a command to his neighbor. Go around the circle until everyone has had a chance to participate.

- Hold up the Mike puppet and model as follows:

T: *Shake your head, Mike*. (Mike “shakes” his head)
 Ss: *Shake your head, Mike*. (Mike “shakes” his head)
 T: *Do it again, Mike!* (Mike “shakes” his head)
 Ss: *Do it again, Mike!* (Mike “shakes” his head)

Repeat several times. Follow the same procedure, addressing the class this time, for the command *Touch your toes*. Students repeat.

- Divide the class into two groups. Give different orders to each group. For example, say to Group 1 *Touch your toes*. The Group 1 students touch their toes as they repeat the command. Then say *Do it again*. The Group 1 students touch their toes again as they repeat. Then say to Group 2 *Shake your head*. The Group 2 students shake their heads as they repeat the command. Then say *Do it again*. The Group 2 students shake their heads again as they repeat. Repeat several times. Then have volunteers come to the front and give commands to the class. Students repeat each command out loud, then perform the required action.

- Using the Julie puppet, model the following:

T: (cup your hand behind your ear, to Julie)
Listen, Julie.

Ss: *Listen, Julie.*

T: (point to your body parts) *Eyes, ears, mouth, and nose.*

Ss: (point to their body parts) *Eyes, ears, mouth, and nose.*

T: (perform the actions) *Shake your head and touch your toes.*

Ss: (perform the actions) *Shake your head and touch your toes.*

T: (as Julie) *Do it again, Mike!*

Ss: *Do it again, Mike!*

Perform the actions again with the students.

© Structure: *Let's go!*

- Draw a simple zoo entrance on the far left side of the board and place the Julie puppet just outside it, facing into the zoo. Draw a simple house on the far right side of the board. Stand in the middle of the board, beckon to Julie, and model as follows:

T: *Julie! We're going!*

Ss: (beckon to Julie) *Julie! We're going!*

Pretend there is no response from Julie. Beckon to Julie again, point to your watch impatiently, and continue:

T: (voice slightly raised) *Julie! We're going!*

Ss: (beckon to Julie and point to their “watches” impatiently) *Julie! We're going!*

Pretend there is still no response from Julie. Continue:

T: (beckon to Julie furiously) *Julie! We're going!*
Let's go!

Ss: (beckon to Julie furiously) *Julie! We're going!*
Let's go!

Note: Make sure both you and the students stress *Let's go!*

- Call two students to the board and have them role-play the dialogue, using the appropriate gestures and tones of voice. Choose two other students and continue the activity.

③ Present the Wall Chart

- Place Wall Chart 3B: 13 on the board. Encourage students to produce any pertinent language about the picture (characters, what they are saying, where they are, etc.).
- Point to the appropriate characters on the chart and model as follows:

T: (point to Mike) *Listen, Julie. Eyes, ears, mouth, and nose. Shake your head and touch your toes.*

Ss: *Listen, Julie. Eyes, ears, mouth, and nose. Shake your head and touch your toes.*

T: (point to Julie) *Do it again, Mike!*

Ss: *Do it again, Mike!*

T: (point to Mom) *Let's go!*

Ss: *Let's go!*

- Have students line up at the front. Call them to the chart one at a time. Say any one line from the dialogue. The student points to the appropriate character on the chart.
- Play the cassette for pages 30–31: **Dialogue**. Point to the appropriate characters on the chart as students listen.

Dialogue

Mike: *Listen, Julie. Eyes, ears, mouth, and nose.
Shake your head and touch your toes.*

Julie: *Do it again, Mike!*

Mom: *Let's go!*
(two times)

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

Dialogue Practice


Mike: *Listen, Julie. (two times)
Eyes, ears, mouth, and nose. (two times)
Shake your head and touch your toes. (two times)*

Julie: *Do it again, Mike! (two times)*

Mom: *Let's go! (two times)*

- Divide the class into three groups. Assign groups the roles of Julie, Mike and Mom. The groups role-play the dialogue while you point to the characters on the chart. Alternate roles.

4 Open Student Books

- Have students turn to pages 30–31 in their books. Ask for volunteers 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.
- Ask a volunteer to stand. Point to one of the characters in your book. The volunteer produces the appropriate line(s) from the dialogue. He/She then chooses a classmate to stand, points to one of the two characters, and continues the activity.

5 Games and Activities

Choose any of the following:

- Divide the class into two teams. Place Picture Cards 3B: 125–130 facedown on a desk at the front. Ask a student in each team to come to the front, pick up a card, name it, and point to the equivalent part on his/her own body. Each team scores a point for a correct response.

- Arrange chairs so that there is a chair for all but one student. Play the song “Are You Mad, Mommy?” on the cassette as students circle around the chairs. Stop the cassette at any point during the song. Students race to sit down. The student left standing gives the command *Shake your head and touch your toes*. The other students perform the actions as they repeat out loud. Then the standing student says *Do it again!* The other students perform the actions again, then stand up. Continue the activity several times.

- Students stand in a circle. One student stands in the middle, with the right arm extended outward, pointing. The other students walk slowly around him/her, singing the song from the previous activity. At any point during the song, the student in the middle calls out *Stop!* The other students stop singing and stand still. The classmate being pointed to when the singing is stopped steps forward. The student in the middle says to him/her *Listen, (Sally). Shake your head and touch your toes*. The classmate performs the actions. Then the class says *Do it again, (Sally)!* The classmate repeats the actions. Then he/she replaces the student in the middle and the activity continues.

6 Workbook 3B: Pages 30–31

- Have students do Exercise A (Color).

PART 2

Pages 32–33

Structures:

These are my _____. This is my _____.

Vocabulary:

eyes, ears, toes, mouth, head, nose

Materials:

Picture Cards 3B:125–130 (ears, eyes, toes, mouth, head, nose), Mike and Julie puppets, Wall Chart 3B:14, tape player, cassette

1 Opening

- Greet each student with *Good morning/afternoon, _____*. *Are you happy/OK/sad?* Each student responds accordingly.
- Place Picture Cards 3B:125–130 facedown on a desk at the front of the room. Ask two students to come to the front. Have each pick up a card, name it, and point to the equivalent part on his/her own body. Choose another two students and continue the activity.
- Students stand in a circle. Give one of the students the command to either *Shake your head*. or *Touch your toes*. He/She performs the action. Say *Do it again!* The student performs the action again, then gives one of the two orders to the classmate on his/her right. Continue the activity until all the students have had a chance to participate.

2 Pattern Practice

Ⓐ **Vocabulary:** *eyes, ears, toes, mouth, head, nose*

- Review the vocabulary. Say the words *eyes, ears, toes, mouth, head, and nose* one by one as you point to the corresponding body parts. Students touch their respective parts and repeat after you.
- Point to one of the six body parts on either the Mike or the Julie puppets. Students call out the corresponding part. Call a volunteer to the front to replace you as the “leader.” Switch volunteers after several repetitions and continue the activity.

Ⓑ **Structures:** *These are my _____.*
This is my _____.

- Point to your head with a finger on one hand, hold up one finger on your other hand, and say *one*. Point to your head again and ask *How many?* Students respond *one*. Repeat the same procedure for your mouth and nose, then model the following:

T: (point to your head) *This is my head.*

Ss: (point to their heads) *This is my head.*

Repeat several times. Follow the same procedure for *This is my mouth.* and *This is my nose.* Students point to the corresponding body parts as they repeat.

- Point to your eyes with two fingers on one hand, hold up two fingers on your other hand, and say *two*. Point to your eyes again and ask *How many?* Students respond *two*. Repeat the same procedure for your ears and toes (substitute *ten* when modeling your toes). Model the following:

T: (point to your eyes) *These are my eyes.*

Ss: (point to their eyes) *These are my eyes.*

Repeat several times. Follow the same procedure for *These are my ears.* and *These are my toes.* Students point to the corresponding body parts as they repeat.

- Have students sit in a circle. Alternate saying *This is my _____*. and *These are my _____*. Students touch their heads, eyes, etc. as they repeat.

3 Present the Wall Chart

- Have students line up at the front. Place Wall Chart 3B:14 on the board. Ask students to come to the chart and point to the appropriate picture as you say either *These are my _____*. or *This is my _____*. Use the Mike and Julie puppets to model the language as well, if desired.
- Play the cassette for pages 32–33: **Vocabulary**. Point to the appropriate pictures as students listen and repeat.

Vocabulary

Narrator: *Eyes.* (two times)
Ears. (two times)
Toes. (two times)
Mouth. (two times)
Head. (two times)
Nose. (two times)



- Play the cassette for pages 32–33: **Pattern Practice**. Point to the appropriate pictures on the chart as students listen and repeat.

Pattern Practice

Mike: *These are my eyes.*

Julie: *This is my mouth.*
(two times)

Mike: *These are my ears.*


Julie: *This is my head.*
(two times)

Mike: *These are my toes.*

Julie: *This is my nose.*
(two times)

- Divide the class into two groups. Assign groups the roles of Mike and Julie. Groups role-play the pattern as you point to the pictures on the chart. Alternate roles after a while to give everyone a chance to practice both singular and plural structures.

4 Open Student Books

- Have students turn to pages 32–33 in their books. Ask for volunteers to point to the pictures and describe what the characters in the Pattern Practice panel 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 pairs of students stand, point to different body parts in their books, and say *These are my _____.* and/or *This is my _____.*

5 Song

- Teach the song “Two Little Eyes.” (See page 6 for hints on teaching songs.)

Two Little Eyes

*Two little eyes
One little nose
Ten little fingers
And ten little toes*

*Two little ears
One little nose
Ten little fingers
And ten little toes*

*One little mouth
One little nose
Ten little fingers
And ten little toes*

*One little head
One little nose
Ten little fingers
And ten little toes*

- Divide the class into two groups. Group A sings the plural lines, and Group B sings the singular lines. Switch groups after a while to give everyone a chance to sing both singular and plural forms.

6 Games and Activities

Choose any of the following:

- Place Wall Chart 3B: 14 on the board. Place Picture Cards 3B: 125–130 on a desk at the front. Divide the class into two teams. Call one student from each team to the front. Point to one of the body parts on the chart and say either *These are my _____.* or *This is my _____.* The first student to bring you the corresponding card from the desk and say either *These are my _____.* or *This is my _____.* wins a point for his/her team.
- Arrange students in a circle. Pass out Picture Cards 3B: 125–130 to six of the students. Play the song “Two Little Eyes” on the cassette. The students pass the cards around as they sing the song. Stop the cassette at any point during the song. Each of the six card-holding students steps into the middle of the circle in turn and says either *These are my _____.* or *This is my _____.*, according to what is on his/her card.

7 Workbook 3B: Pages 32–33

- Have students do Exercise B (Trace) and Exercise C (Look, write, and draw). In Exercise C, students look at the large face in the middle of the page to determine the number of each body part. Next, they write the numbers in the corresponding boxes in the corners of the page. Finally, they draw the body parts over the numbers on the large face.



UNIT
8

PART 1
Pages 34–35

Structures:

Grandma! Grandpa! We're here! I love you,
Grandma and Grandpa!

Vocabulary:

Grandma, Grandpa

Materials:

Picture Cards 3A:75, 3B:125–134 (zoo, ears, eyes, toes, mouth, head, nose, grandmother, grandfather, father, mother), Mike and Julie puppets, Wall Chart 3B:15, tape player, cassette

1 Opening

- Greet each student with *Good morning/afternoon*, _____. *What's your telephone number?* Each student responds accordingly.
- Place Picture Cards 3B: 125–130 in separate areas around the room. Point to your body parts and say either *These are my _____*. or *This is my _____*. Students rush to the appropriate Picture Card and repeat the sentence.
- Call out one of the vocabulary words; for example, *eyes*. The student sitting next to you points to his/her eyes and says *These are my eyes*. He/She then calls out a vocabulary word, and the next student responds accordingly. Continue until all students have had a chance to participate. Make sure both singular and plural forms are used.

2 Introduce New Language

Ⓐ Vocabulary: *Grandma, Grandpa*

- Place the Mike and Julie puppets on the chalk rail. Place Picture Cards 3B: 133 and 134 on the board directly above the puppets. Place Picture Cards 3B: 131 and 132 on the board directly above cards 3B: 133–134. (Although these cards will be used to teach *father*, *mother*, *grandmother*, and *grandfather* in Part 2 of this unit, you can use them here to review *Dad* and *Mom*, and to introduce *Grandma* and *Grandpa*.) Model as follows:

T: (point to Mike) *Mike*.

Ss: (point to Mike) *Mike*.

T: (point to Julie) *Julie*.

Ss: (point to Julie) *Julie*.

T: (point to Picture Card 3B:133) *Dad*.

Ss: (point to Picture Card 3B:133) *Dad*.

T: (point to Picture Card 3B:134) *Mom*.

Ss: (point to Picture Card 3B:134) *Mom*.

T: (point to Picture Card 3B:131) *Grandma*.

Ss: (point to Picture Card 3B:131) *Grandma*.

T: (point to Picture Card 3B:132) *Grandpa*.

Ss: (point to Picture Card 3B:132) *Grandpa*.

Repeat several times.

- Pass Picture Card 3B: 131 to the student sitting closest to you and say *Grandma*. That student passes the card to a second student and says *Grandma*. Continue until each student has had a chance to participate. Repeat the entire procedure for *Grandpa*, using Picture Card 3B: 132.

Ⓑ Structures: *Grandma! Grandpa!*
We're here!

- Draw a picture of a zoo on the board (or attach Picture Card 3A:75 to the board with a magnet). Ask students to form a line at the back of the room. Say *Fasten your seat belts*. Students mime the action. Ask *Where are we going?* Students respond *We're going to the zoo*. Lead the line to the picture of the zoo on the board, and say *We're here!* Students repeat. Choose a volunteer to become the "leader" and repeat the activity.
- Erase the zoo picture. Draw a simple house on the right side of the board. Place Picture Cards 3B: 131 and 132 just "outside" the house. Put on the Mike and Julie puppets, and have them "walk" from the left side of the board and "come up" to the house on the right side. Have the puppets "wave" at the grandparents as you model the following:

T: *Grandma! Grandpa!*
 Ss: (wave to the grandparents) *Grandma! Grandpa!*
 T: (still waving) *We're here!*
 Ss: (still waving) *We're here!*
 T: (still waving) *Grandma! Grandpa! We're here!*
 Ss: (still waving) *Grandma! Grandpa! We're here!*

Repeat several times.

- Have students line up at the front of the room. Call two students to the board at a time. The students put on the Mike and Julie puppets and role-play the dialogue. The puppets should “point” to the grandparents in front of the house as they “say” *Grandma! Grandpa! We're here!*

© Structure: *I love you!*

- Keep your drawing of the house on the board, and place Picture Cards 3B: 131–134 on the board. Have the Julie puppet “hug” Mom and Dad (cards 3B: 133–134) on the board, and model as follows:

T: (as Julie) *I love you, Mom and Dad!*
 Ss: (hold out arms in hugging gesture) *I love you, Mom and Dad!*

Now have the Julie puppet “hug” Grandma and Grandpa (cards 3B: 131–132) on the board, and model as follows:

T: (as Julie) *I love you, Grandma and Grandpa!*
 Ss: (hold out arms in hugging gesture) *I love you, Grandma and Grandpa!*

Repeat several times.

③ Present the Wall Chart

- Place Wall Chart 3B: 15 on the board. Encourage students to produce any pertinent language about the picture (characters, what they are saying, clothing, colors, etc.).
- Have students line up at the front. Call them to the chart one at a time. Say any one line from the dialogue. The student points to the appropriate character on the chart.
- Play the cassette for pages 34–35: **Dialogue**. Point to the appropriate characters on the chart as students listen.

Dialogue

Mike: *Grandma! Grandpa! We're here!*
 Julie: *I love you, Grandma and Grandpa!*
 (two times)


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

Dialogue Practice

Mike: *Grandma! Grandpa!* (two times)
We're here! (two times)
Grandma! Grandpa! We're here! (two times)
 Julie: *Grandma and Grandpa!* (two times)
I love you! (two times)
I love you, Grandma and Grandpa! (two times)

- Divide the class into two groups. Assign groups the roles of Mike and Julie. Groups role-play the dialogue while you point to the characters on the chart. Alternate roles.

④ Open Student Books

- Ask students to turn to pages 34–35 in their books. Have volunteers identify the characters and describe what they are saying.
-  Play the cassette sections for pages 34–35 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Ask a volunteer to stand. Point to one of the characters in your book. The student produces the appropriate line from the dialogue. He/She then chooses a classmate to stand, points to one of the speaking characters, and continues the activity.

⑤ Games and Activities

Choose any of the following:

- Keep Picture Cards 3B: 131–132 and the picture of the house on the board. Arrange the chairs in a circle so that there are chairs for all but two students. Play the song “Two Little Eyes” on the cassette as students circle around the chairs. Stop the cassette at any point during the song. Students race to sit down. The two students left standing put on the Mike and Julie puppets, walk up to the Picture Cards and the house on the board, and say *Grandma! Grandpa! We're here!*
- Keep Picture Cards 3B: 131–132 and the picture of the house on the board. Keep the chairs arranged in a circle, but add one chair this time so that there is now a chair for all but one student. Students walk around the chairs and repeatedly chant *Grandma! Grandpa! We're here!* Call out *Stop!* at any time. Students rush to sit down. The student left standing puts on the Julie puppet, goes up to the Picture Cards on the board, and says *I love you, Grandma and Grandpa!*

(continued)

- Draw a Tic-Tac-Toe grid on the board (nine squares, with three rows across and three rows down). Attach Picture Cards 3B: 125–132 faceup to the board with magnets, one card for eight of the nine squares. Write a large question mark in the center square. Divide the class into two teams, “X” and “O.” Teams take turns; each student chooses a square and tries to use the pattern corresponding to the card on that square: *I love you, Grandma/Grandpa! These are my eyes/ears/toes. This is my mouth/nose/head.* If a student chooses a question mark, say *Listen, Julie.* The student must then say Mike’s complete rhyme from Unit 7: *Eyes, ears, mouth, and nose./Shake your head and touch your toes.* (Explain the game to the students, and give them a few chances to practice before you begin.) 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 — horizontally, vertically, or diagonally — wins.

6 Workbook 3B: Pages 34–35

- Have students do Exercise A (Color).

Important: For the next class, ask students either to bring in family photographs or to draw pictures of their families. You can explain to the students in their own language that pictures of their own grandmothers, grandfathers, fathers, mothers, aunts, uncles, brothers, sisters, and cousins will be used in one of the activities.

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PART 2

Pages 36–37

Structures:

This is my family. She's my _____. He's my _____.

Vocabulary:

grandmother, grandfather, father, mother, aunt, uncle, sister, brother, cousin

Materials:

Picture Cards 3B:131–139 (grandmother, grandfather, father, mother, aunt, uncle, sister, brother, cousin), Wall Chart 3B:16, tape player, cassette

1 Opening

- Greet each student with *Hello. What's your telephone number?* Students respond in turn.
- Send two students out of the room. The class asks *Where are (Jim) and (Maria)?* The two students reenter the class and say *We're here!* Choose two new students and continue the activity.
- Place Picture Cards 3B:131–134 in pairs on the chalk rail. Ask students to line up at the front of the room. Students come to the front, two by two, and put on the Mike and Julie puppets. As Mike and Julie, they point to the pairs of pictures on the board and role-play the following dialogue:

S1: (as Mike, "point" to cards 3B:133–134) *Mom! Dad! We're here!*

S2: (as Julie, "hug" cards 3B:133–134) *I love you, Mom and Dad!*

S1: (as Mike, "point" to cards 3B:131–132) *Grandma! Grandpa! We're here!*

S2: (as Julie, "hug" cards 3B:131–132) *I love you, Grandma and Grandpa!*

Continue the activity until all students have had a chance to participate.

2 Pattern Practice

Ⓐ **Vocabulary:** *grandmother, grandfather, father, mother, aunt, uncle, sister, brother, cousin*

- Place Picture Cards 3B:131–134 along the chalk rail. Model as follows:

T: (point to Picture Card 3B:131) *Grandma.*

Ss: *Grandma.*

T: *Listen.* (point to Picture Card 3B:131 again) *Grandma. Grandmother.*

Ss: *Grandma. Grandmother.*

T: (point to Picture Card 3B:131 again) *Grandmother.*

Ss: *Grandmother.*

Repeat several times: Follow the same procedure for *Grandpa/grandfather, Dad/father* and *Mom/mother*, using Picture Cards 3B:132–134.

- Draw the family tree from pages 36–37 on the board. Place Picture Cards 3B:131–139 in corresponding positions on the tree. Model as follows:

T: (point to Picture Cards 3B:131–132) *Grandmother. Grandfather.*

Ss: *Grandmother. Grandfather.*

T: (point to Picture Cards 3B:133–134) *Father. Mother.*

Ss: *Father. Mother.*

T: (point to Picture Cards 3B:137–138) *Sister. Brother.*

Ss: *Sister. Brother.*

Repeat several times. Continue:

T: (point to Picture Card 3B:135) *Aunt.*

Ss: *Aunt.*

T: (point to Picture Card 3B:136) *Uncle.*

Ss: *Uncle.*

T: (point to Picture Card 3B:139) *Cousin.*

Ss: *Cousin.*

Repeat several times.

- Keep the Picture Cards on the chalk rail. Point to each card and have the class, as a group, identify the family member.
- One by one, students come to the board and name as many family members as they can. Continue until all students have had a chance to participate.

Ⓑ Structures: *This is my family.*

She's my _____.

He's my _____.

- Review the pronouns *he* and *she*. Have students form two lines (A and B) at the front. Point to each student in line A and say either *He's (Tim).* or *She's (Sally).* Each time, the line B students point to the student and repeat the structure. Alternate between lines and continue the activity.

- Attach Picture Cards 3B: 131–139 to your drawing of the family tree on the board. Put on the Mike and Julie puppets. Have Mike “gesture” at all the characters together on the board, and model as follows:

T: (as Mike) *This is my family.*

Ss: (gesture at all the characters) *This is my family.*

T: (as Mike, point to Picture Card 3B:131) *She’s my grandmother.*

Ss: *She’s my grandmother.*

T: (as Julie, point to Picture Card 3B:132) *He’s my grandfather.*

Ss: *He’s my grandfather.*

Follow the same procedure for the other family members, using Picture Cards 3B: 133–139. (Use the Mike puppet to model the female family members, and the Julie puppet to model the male family members.)

- Keep the Picture Cards and the family tree on the board. Have a student come to the board. Using one of the puppets, the student points to the other eight cards on the board and says *This is my family.* He/She then names each member using the *He’s/She’s my _____.* structure. Choose a new student and continue the activity.
- Have students get out the photographs or drawings of their families. Divide the class into two groups (A and B). Group A students line up at the front. Each student shows a picture to Group B and identifies one family member. Then Group B comes to the front and repeats the activity.

3 Present the Wall Chart

- Place Wall Chart 3B: 16 on the board. Have students come to the board. Students point to the appropriate character when you call out a family member.
- Play the cassette for pages 36–37: **Vocabulary.** Point to the appropriate character as students listen and repeat each item.

Vocabulary

Narrator: *Grandmother.* (two times)

Grandfather. (two times)

Father. (two times)

Mother. (two times)

Aunt. (two times)

Uncle. (two times)

Sister. (two times)

Brother. (two times)

Cousin. (two times)

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

Pattern Practice

Mike: *This is my family. She’s my grandmother.*

Julie: *He’s my grandfather.*

(two times)

Mike: *This is my family. She’s my mother.*

Julie: *He’s my father.*

(two times)

Mike: *This is my family. She’s my aunt.*

Julie: *He’s my uncle.*

(two times)

Mike: *This is my family. She’s my sister.*


Julie: *He’s my brother.*

(two times)

Mike: *This is my family. She’s my cousin.* (two times)

- Divide the class into two groups. Assign groups the roles of Mike and Julie. Groups role-play the dialogue as you point to the characters on the chart. Alternate roles.

4 Open Student Books

- Have students turn to pages 36–37 in their books. Ask for volunteers to identify the characters and describe what they are saying.
-  Play the cassette sections for pages 36–37 again. Students point to the appropriate characters in their books as they listen and repeat.
- Have two volunteers stand. Assign them the roles of Mike and Julie. Call out two vocabulary words. The volunteers point to the appropriate pictures in their books. Then they role-play the dialogue using those words. Prompt students when necessary.

5 Song

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

The Family Song

He’s my father

She’s my mother

She’s my sister

He’s my brother

She’s my grandma

He’s my grandpa

This is my family

*I love my father
I love my mother
I love my sister
I love my brother
I love my grandma
I love my grandpa
I love my family!*

*I love my grandma
I love my grandpa
I love my family!*

- Divide the class into two groups. Group A sings the first, third, fifth, and seventh lines in each verse; Group B sings the second, fourth, and sixth lines. Both groups sing the last three lines together. Switch groups after a while to give everyone a chance to sing all the lines.

6 Games and Activities

Choose any of the following:

- Arrange chairs in a circle, and place Picture Cards 3B: 131–139 on them. Students sing “The Family Song” as they circle the chairs. Call out *Stop!* at any point. Students rush to sit. The students who find pictures on their chairs hold them up and say *This is my family. He’s/She’s my _____.*
- Divide the class into two teams. Ask a student from each team to stand. Quickly show them one of the Picture Cards 3B: 131–139. The first student to correctly identify the picture wins a point for his/her team.
- Keep the class divided into two teams (A and B), but have them form two lines at the back of the room. Place Wall Chart 3B: 16 on the board, and place Picture Cards 3B: 131–139 facedown on a desk at the front. The first student in team A holds up a card from the table and says (*cousin*). The second student in team A goes up to the chart and says *This is my family. He/She then points to the corresponding family member on the chart and says He’s/She’s my (cousin).* Continue with the first two students in team B, awarding a point to each team for every turn correctly completed.

7 Workbook 3B: Pages 36–37

- Have students do Exercise B (Match) and Exercise C (Draw your family). In Exercise B, students match male and female family members on the family tree (for example, *aunt* and *uncle*). In Exercise C, students draw their own families freehand. (Do not worry about artistic merit; the main objective is for students to enjoy drawing and describing their own family members.)



UNIT
9

PART 1
Pages 38–39

Structures:

Happy birthday! How old are you? We're six years old. Can you blow out the candles? Yes, we can.

Materials:

Mike and Julie puppets, Picture Cards 3B:131–140 (grandmother, grandfather, father, mother, aunt, uncle, sister, brother, cousin, blow out the candles), ten candles (including six birthday candles), Wall Chart 3B:17, tape player, cassette

1 Opening

- Greet each student with *Hi, _____ . How are you?* Each responds *Fine, thank you.* in turn.
- Have two volunteers put on the Mike and Julie puppets. Hold up Picture Card 3B:131 and ask "Mike" *Who's she?* The student holding the Mike puppet responds *She's my grandmother.* Hold up Picture 3B:132 and ask "Julie" *Who's he?* The student holding the Julie puppet responds *He's my grandfather.* Choose two new volunteers and continue the activity, using any of the Picture Cards 3B:131–139. Continue until each student has had a chance to participate.

2 Introduce New Language

a Vocabulary: *blow out the candles*

- Draw two candles on the board, point to them, and say *candles.* Have students say the word. Repeat several times. Then hold up two or three actual candles and say *candles.* Students repeat. Continue for several repetitions.
- Hold either a sheet of paper or your hand in front of your mouth, and blow long and hard as if you were blowing out birthday candles. Model as follows:

T: (blow on paper or on your hand) *Blow!*

Ss: (blow on paper or on their hands) *Blow!*

Repeat several times. Then hold some actual candles in front of you and blow at them energetically. Model as follows:

T: (blow at the candles) *Blow out the candles.*

Ss: (blow out imaginary candles) *Blow out the candles.*

Repeat several times. Then hold up Picture Card 3B:140 and pretend to blow out the candles on the card. Have students say *blow out the candles.*

- Pass Picture Card 3B:140 to the student sitting closest to you and say *blow out the candles.* That student then "blows out" the candles on the card, passes the card to the next student, and says *blow out the candles.* Continue until everyone has had a chance to participate.

b Structures: *Can you blow out the candles? Yes, we can.*

- Place Picture Card 3B:140 on the chalk rail, and put on the Mike and Julie puppets. Point to the candles on the card, shrug your shoulders, and model as follows:

T: *Can you blow out the candles?*

Ss: (point to the candles and shrug) *Can you blow out the candles?*

Have Mike and Julie "blow out" the candles as you continue:

T: (smile, as Mike and Julie) *Yes, we can.*

Ss: (smile and pretend to blow out the candles) *Yes, we can.*

Repeat several times.

- Choose two volunteers to come to the front. Hold out Picture Card 3B:140 to them and ask *Can you blow out the candles?* The two students, nod, smile, and say *Yes, we can.*, then pretend to blow out the candles on the card. Choose two new volunteers and continue the activity.

c Structure: *Happy birthday!*

- Draw four children wearing party hats on the board. Draw two children sitting on one side of a table, and two on the other side. On the table itself, draw a large cake with six candles on it. Give the two children on the left a shared, empty speech bubble. Point to the speech bubble, smile, throw up your hands, and model as follows:

T: *Happy birthday!*

Ss: (throw up their hands and smile) *Happy birthday!*

Repeat several times.



d Structures: *How old are you?*

We're six years old.

- Keep the drawing on the board. Erase the speech bubble, then hold up the Mike and Julie puppets. Face them toward the birthday picture on the board, have them “throw” up their arms, and model as follows:

T: (as Mike and Julie) *Happy birthday!*

Ss: (throw up their arms) *Happy birthday!*

T: (as Mike, to the two children on the right) *How old are you?*

Ss: (shrug) *How old are you?*

Count the candles on the cake, then point at the two children on the right. Continue:

T: *Six. We're six years old.*

Ss: *Six. We're six years old.*

Repeat several times.

- Have two volunteers come to the board and put on the Mike and Julie puppets. As Mike and Julie, they first shout *Happy birthday!* Then, they turn to the board and ask the two children on the right *How old are you?* Prompt the class to respond (as the two children) *We're six years old.* Choose two new volunteers and continue the activity.
- Put students in pairs and have them form a line. Give six birthday candles to the first pair in line. Ask them *How old are you?* The first pair responds *We're six years old.* Then they turn to the pair behind them, hand them the candles, and repeat the dialogue. Continue to the end of the line.

3 Present the Wall Chart

- Place Wall Chart 3B: 17 on the board. Encourage the students to produce any pertinent language about the picture (what they see, who they see, colors, etc.).
- Point to the appropriate characters on the chart and model as follows:

T: (point to Mom): *Happy birthday!*

Ss: *Happy birthday!*

T: (point to the aunt): *How old are you?*

Ss: *How old are you?*

T: (point to Julie): *We're six years old.*

Ss: *We're six years old.*

T: (point to Dad): *Can you blow out the candles?*

Ss: *Can you blow out the candles?*

T: (point to Mike): *Yes, we can.*

Ss: *Yes, we can.*

- Ask for four volunteers to come to the front. Say any one line from the dialogue and have a volunteer point to the appropriate character. Say all the lines and give each volunteer a chance to respond.

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

Dialogue

Mom: *Happy birthday!*

Aunt: *How old are you?*

Julie: *We're six years old.*

Dad: *Can you blow out the candles?*

Mike: *Yes, we can.*

(two times)

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

Dialogue Practice

Mom: *Happy birthday!* (two times)

Aunt: *How old are you?* (two times)


Julie: *We're six years old.* (two times)

Dad: *Can you blow out the candles?* (two times)

Mike: *Yes, we can.* (two times)

- Divide the class into five groups. Assign groups the roles of Mom, Aunt, Julie, Dad, and Mike. Groups role-play the dialogue while you point to the characters on the chart. Alternate roles.
- Have five volunteers come to the front and role-play the dialogue. When necessary, prompt by pointing to the characters on the chart and mouthing the words soundlessly. Choose five new volunteers and continue.

4 Open Student Books

- Have students turn to pages 38–39 in their books. Ask the class to identify the characters and describe what they are saying.
-  Play the cassette sections for pages 38–39 again. Students point to the appropriate characters in their book as they listen and repeat.

(continued)



5 Games and Activities

Choose any of the following:

- Arrange enough chairs in a circle for all but two students. Play “The Family Song” on the cassette. Students circle the chairs. Stop the cassette at any point during the song. Students rush to sit down. Give Picture Card 3B: 140 to the students left standing. The seated students ask the standing students *Can you blow out the candles?* The standing students respond *Yes, we can.*, then pretend to blow out the candles on the card.
- Have the students form two circles of equal number, one inside the other. Play “The Family Song” on the cassette and have the circles rotate in opposite directions. Stop the cassette at any point during the song. The students in the circles stop and face each other. The “insiders” ask their counterparts in turn *How old are you?* Each “outsider” answers *I’m ____ years old.* Start the music again and continue. When the cassette stops again, the “outsiders” ask the question and the “insiders” answer.
- Have the students stand up, move freely around the room, and ask one another *How old are you?* Each student responds with his/her age. Students of the same age gather in a group. When the groups are formed, have two groups produce the following dialogue:

Older group: (to younger group) *How old are you?*

Younger group: *We’re ____ years old.*

One member of the older group holds out the appropriate number of candles. Continue:

Older group: *Can you blow out the candles?*

Younger group: (blow toward the candles)

Yes, we can.

Continue the dialogue(s) until all groups have participated.

6 Workbook 3B: Pages 38–39

- Have students do Exercise A (Color).

PART 2

Pages 40–41

Structures:

Can you _____? Yes, I can. No, I can't.

Vocabulary:

blow out the candles, bake a cake, ride a bike, drive a car, draw a picture, write your name

Materials:

ten birthday candles, Picture Cards 3B:140–146 (blow out the candles, bake a cake, ride a bike, drive a car, draw a picture, write your name, birthday cake), Wall Chart 3B:18, Mike and Julie puppets, tape player, cassette

1 Opening

- Greet each students with *Hello, _____*. *How old are you?* Students respond in turn.
- Hold up between four and ten candles and ask *How many candles?* Students respond as a group. Repeat several times. Then continue the activity with individual students.

2 Pattern Practice

ⓐ **Vocabulary:** *blow out the candles, bake a cake, ride a bike, drive a car, draw a picture, write your name*

- Hold some birthday candles in one hand and Picture Card 3B:140 in the other. Hold up the actual candles in front of you and pretend to blow them out. Model as follows:
T: (“blow out” the candles) *Blow out the candles.*
Ss: *Blow out the candles.*
T: (hold up Picture Card 3B:140) *Blow out the candles.*
Ss: *Blow out the candles.*

Repeat several times.
- Place Picture Card 3B:146 facedown on the board. Draw a simple oven on the board to the right and a big mixing bowl to the left. Start “adding” imaginary ingredients to the bowl and “stir” vigorously. Pretend to place the bowl in the oven, then look at your watch and hum out loud for a few seconds (as if waiting). “Open” the oven, turn over Picture Card 3B:146, and say *bake a cake*. Pick up Picture Card 3B:141 and model as follows:

T: (“mix” the cake and “put” it in the oven) *Bake a cake.*

Ss: (“mix cakes” and “put” them in imaginary ovens) *Bake a cake.*

T: (hold up Picture Card 3B:141) *Bake a cake.*

Ss: *Bake a cake.*

Repeat several times.

- Go to the door and pretend you are wheeling a bicycle into the room. “Get on” the bike and “pedal” in place. Pick up Picture Card 3B:142 and model as follows:

T: (mime riding a bike) *Ride a bike.*

Ss: (mime riding a bike) *Ride a bike.*

T: (hold up Picture Card 3B:142) *Ride a bike.*

Ss: *Ride a bike.*

Repeat several times.

- Mime driving a car. Hold an imaginary steering wheel and “drive away” while holding up Picture Card 3B:143. Model as follows:

T: (mime driving) *Drive a car.*

Ss: (hold imaginary steering wheels and “drive”) *Drive a car.*

T: (hold up Picture Card 3B:143) *Drive a car.*

Ss: *Drive a car.*

Repeat several times.

- Draw a simple picture frame on the board. Draw a vase with flowers inside the frame. Stand back and admire the picture. Pick up Picture Card 3B:144 and turn to the students. Trace over the flowers you have just drawn with your finger, and model as follows:

T: *Draw a picture.*

Ss: (draw a picture in the air) *Draw a picture.*

T: (hold up Picture Card 3B:144) *Draw a picture.*

Ss: *Draw a picture.*

Repeat several times.

- Hold up the Mike puppet and have him “say” to you *Write your name*. Write your name on the board. Pick up Picture Card 3B:145, and trace over your name on the board as you model:

T: *Write your name.*

Ss: (“write” in the air) *Write your name.*

T: (hold up Picture Card 3B:145) *Write your name.*

Ss: *Write your name.*

- Have the class stand and respond to your commands: *ride a bike*, *write your name*, *bake a cake*, *draw a picture*, *drive a car*, and *blow out the candles*. Students should repeat each command as they mime the action.
- Mime the actions one by one, and have the class call out the corresponding commands.

ⓑ Structures: *Can you _____?*
Yes, I can. No, I can't.

- Mime blowing out candles on a cake. Hold up the Julie puppet in one hand and Picture Card 3B: 140 in the other. Look at Julie, and mime blowing out the candles on Picture Card 3B: 140 as you model:

T: *Can you blow out the candles?*

Ss: (shrug shoulders) *Can you blow out the candles?*

T: (as Julie, "blow out" the candles on the card)
Yes, I can.

Ss: ("blow out" imaginary candles) *Yes, I can.*

Repeat several times. Follow the same procedure with Julie for *ride a bike* and *draw a picture*, miming the appropriate actions and holding up Picture Cards 3B: 142 and 144, respectively. Julie responds *Yes, I can.* each time.

- Mime driving a car. Hold up the Mike puppet in one hand and Picture Card 3B: 143 in the other. Look at Mike. Mime driving a car, and hold up Picture Card 3B: 143, as you model:

T: *Can you drive a car?*

Ss: (mime driving a car) *Can you drive a car?*

T: (as Mike, shake his head sadly) *No, I can't.*

Ss: (shake their heads sadly) *No, I can't.*

Repeat several times. Follow the same procedure with Mike for *bake a cake* and *write your name*, miming the appropriate actions and holding up Picture Cards 3B: 141 and 145, respectively. Mike sadly responds *No, I can't.* each time.

- Place Picture Cards 3B: 140–145 along the chalk rail. Ask for two volunteers to come to the front. The first points to a card and asks the second *Can you (ride a bike)?* The classmate responds either *Yes, I can.* or *No, I can't.*, according to his/her own ability. Choose two new volunteers and continue the activity.

ⓓ Present the Wall Chart

- Place Wall Chart 3B: 18 on the board. Have students form a line at the front. Call students to the chart one at a time. Point to any one vocabulary item on the chart and have each student identify the action.

- Have volunteers come to the front. Point to an action on the chart. The volunteers ask *Can you _____?* The class responds as a group; prompt their answers by either nodding or shaking your head.
- Play the cassette for pages 40–41: **Vocabulary.** Point to the appropriate pictures as students listen and repeat each item.

🎧 Vocabulary

Narrator: *Blow out the candles.* (two times)

Bake a cake. (two times)

Ride a bike. (two times)

Drive a car. (two times)

Draw a picture. (two times)

Write your name. (two times)

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

🎧 Pattern Practice

Dad: *Can you blow out the candles?*

Julie: *Yes, I can.*

(two times)

Dad: *Can you bake a cake?*

Mike: *No, I can't.*

(two times)

Dad: *Can you ride a bike?*

Julie: *Yes, I can.*

(two times)

Dad: *Can you drive a car?*

Mike: *No, I can't.*

(two times)

Dad: *Can you draw a picture?*

Julie: *Yes, I can.*

(two times)

Dad: *Can you write your name?*


Mike: *No, I can't.*

(two times)

- Divide the class into two groups, which alternate asking and answering questions as you point to the pictures on the chart. Cue their responses by nodding or shaking your head.

④ Open Student Books

- Have students turn to pages 40–41 in their books. Ask the class to identify the vocabulary. Then ask them to describe what Dad, Julie, and Mike are saying in the Pattern Practice panel.

-  Play the cassette sections for pages 40–41 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Hold up your book and point to any of the vocabulary pictures. Have a student choose a classmate and ask him/her *Can you (bake a cake)?* The classmate responds either *Yes, I can.* or *No, I can't.* Point to another vocabulary picture in your book. The classmate then chooses a third student, and continues the activity. Keep going until each student has participated.

5 Song

- Teach the song “Can You Blow Out The Candles?” (See page 6 for hints on teaching songs.)

Can You Blow Out The Candles?

Can you blow out the candles?

Yes, I can

Can you bake a cake?

No, I can't

I can blow out the candles

Yes, I can

But I can't bake a cake

Can you ride a bike?

Yes, I can

Can you drive a car?

No, I can't

I can ride a bike

Yes, I can

But I can't drive a car

Can you draw a picture?

Yes, I can

Can you write your name?

No, I can't

I can draw a picture

Yes, I can

But I can't write my name

(repeat first verse)

- Divide the class into two groups. Group A sings the question lines; Group B sings the answer lines. Switch groups after a while to give everyone a chance to sing both questions and answers.

6 Games and Activities

Choose any of the following:

- Divide the class into two teams. Call two students from each team to the front of the room. Mime one of the six actions taught in this unit. The first pair of students to correctly ask and answer the appropriate question wins a point for their team: *Can you (bake a cake)? (No, I can't).* Choose another pair from each team to come to the front and continue the game.
- Using either the Mike or Julie puppet, give the class a series of commands. If a command is preceded by either *Mike says* or *Julie says*, the class should perform the appropriate action as they repeat the command out loud. If not, the students should remain still. Students who perform the action when the teacher does not call out *Mike/Julie says* are out of the game.

Expansion: The commands for this lesson can be combined with the actions from Unit 7 (*shake your head, touch your toes/eyes/ears/mouth/nose*) to expand the language in the game.

- Choose two students to come to the front and face each other. Give each student one of the Picture Cards 3B: 140–145 to hold behind his/her back 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 command. Continue with two other students.

7 Workbook 3B: Pages 40–41

- Have students do Exercise B (Match. Write a checkmark or an X) and Exercise C (Can you bake a cake?). In Exercise B, students match the action suggested in the left-hand pictures with that suggested in the right-hand pictures. If the character in the right-hand picture can perform the action, students write a checkmark in the ballot box. If the character can't perform the action, students write an X.

UNIT 10

PART 1 Pages 42–43

Structures:

What did you like best today? I liked the presents!

Vocabulary:

presents

Materials:

Picture Cards 3A:74–75, 3B:140–145, and 147 (restaurant, zoo, blow out the candles, bake a cake, ride a bike, drive a car, draw a picture, write your name, presents), Wall Charts 3A:19, 3B:1, 17, and 19, Mike and Julie puppets, tape player, cassette

1 Opening

- Greet each student with *Hello, _____*. *What day is today?* Students respond in turn.
- Ask the student sitting closest to you *How old are you?* He/She responds *I'm _____ years old*. That student then asks a classmate the same question. Continue until each student has asked and answered the question.
- Place Picture Cards 3B:140–145 facedown on a desk at the front of the room. Have two students come to the front. The first student holds up a card and asks *Can you _____?* The second student responds either *Yes, I can* or *No, I can't*, according to his/her own ability. Choose another two students and continue the activity.

2 Introduce New Language

Ⓐ Vocabulary: *presents*

- Have Picture Card 3B:147 handy. Draw a very simple picture of two children in party hats in the center of the board, with the child on the left giving a wrapped present to the child on the right. Give the child on the left an empty speech bubble. In the background, add a table holding a large cake with six birthday candles. Point to the speech bubble above the child on the left, and model as follows:

T: *Happy birthday!*

Ss: *Happy birthday!*

T: (point to the wrapped present on the board)
Present.

Ss: *Present.*

T: (hold up Picture Card 3B:147) *Presents.*

Ss: *Presents.*

Repeat several times.

- Pass Picture Card 3B:147 to the student sitting nearest you and say *presents*. That student then passes the card to a second student and says *presents*. Continue until each student has participated.

Ⓑ Structures: *What did you like best today?* *I liked the presents!*

- Place Wall Chart 3A:19 at the top left corner of the board. Point to the chart and say *restaurant*. Students repeat. Place Wall Chart 3B:1 at the top center part of the board. Point to the chart and say *zoo*. Students repeat. Place Wall Chart 3B:17 at the top right corner of the board. Point to the presents in the picture and say *presents*. Students repeat. Go over the three pictures several times, and have students repeat the three words accordingly.

- Keep the Wall Charts on the board. Draw a large circle on the board below each chart. In the left-hand circle, draw a face with a very slight smile. In the middle circle, draw a face with a happier smile. In the right-hand circle, draw a face with a broad, extremely happy smile (add "happiness" lines radiating off the face). Put on the Julie puppet, point to Wall Chart 3A:19, and model as follows:

T: (to Julie) *Did you like the restaurant today?*

Ss: *Did you like the restaurant today?*

Have Julie "point" to the face with the slight smile. Continue:

T: (as Julie, quietly) *Yes, I liked the restaurant.*

Ss: (quietly) *Yes, I liked the restaurant.*

Now, point to Wall Chart 3B:1. Continue:

T: (to Julie) *Did you like the zoo today?*

Ss: *Did you like the zoo today?*

Have Julie "point" to the face with the happier smile and "nod" once. Continue:

T: (as Julie, a little more loudly) *Yes, I liked the zoo.*

Ss: *Yes, I liked the zoo.*

Now, point to Wall Chart 3B:17. Continue:

T: (to Julie) *Did you like the presents today?*
Ss: *Did you like the presents today?*

Have Julie “point” to the extremely happy face, “nod” several times, and “bounce” up and down. Continue:

T: (as Julie, shout) *Yes, I liked the presents!*
Ss: *Yes, I liked the presents!*

Gesture to all three Wall Charts. Continue:

T: (to Julie) *What did you like best today?*
Ss: (gesture to all three charts) *What did you like best today?*

(Be sure both you and the students stress the word *best*.)
Have Julie “point” again to the extremely happy face, “bounce” up and down, and “point” to the presents on Wall Chart 3B:17. Continue:

T: (as Julie, shout) *I liked the presents!*
Ss: (point to the presents; bounce up and down)
I liked the presents!

Repeat the last question-and-response role-play several times with the corresponding gestures and stress: *What did you like best today? I liked the presents!*

- Pass Picture Cards 3A:74–75 and 3B:147 to the student sitting closest to you, and ask *What did you like best today?* That student holds up card 3B:147, smiles broadly, and answers *I liked the presents!* He/She then passes the cards to the next student and asks *What did you like best today?* Continue until all students have participated. Listen for the proper pronunciation and stress, and correct any errors.
- Put Wall Charts 3A:19, 3B:1, and 17 on the board, and draw the three faces (happy, happier, extremely happy) below them. Call two students to the front, and have one of them put on the Julie puppet. The students role-play the question-and-response pattern, using the corresponding gestures and stress. S1 gestures to all three Wall Charts and asks Julie *What did you like best today?* S2 has the Julie puppet “point” to the extremely happy face, “bounce” up and down and “point” to the presents on Wall Chart 3B:17, then “shouts” *I liked the presents!*

Continue with two new students each time until several students have participated. Prompt students when necessary by mouthing the words soundlessly and using the appropriate body motions (gesture to all three charts for the question; nod enthusiastically and bounce up and down for the answer).

3 Present the Wall Chart

- Put Wall Chart 3B:19 on the board. Encourage students to produce any pertinent language about the picture (what they see, who they see, what the characters are saying, etc.).
- Point to the appropriate characters on the chart and model as follows:
T: (point to Mike) *What did you like best today?*
Ss: *What did you like best today?*
T: (point to Julie and to the presents) *I liked the presents!*
Ss: *I liked the presents!*
- Have students line up at the front. Call them to the chart one at a time. Say any one line from the dialogue. The student points to the appropriate character on the chart.
- Play the cassette for pages 42–43: **Dialogue**. Point to the appropriate characters on the chart as students listen.

Dialogue

Mike: *What did you like best today?*
Julie: *I liked the presents!*
(two times)


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

Dialogue Practice

Mike: *What did you like best today?* (two times)
Julie: *I liked the presents!* (two times)

- Divide the class into two groups. Assign groups the roles of Mike and Julie. The groups role-play the dialogue while you point to the characters on the chart. Alternate roles.

4 Open Student Books

- Ask students to turn to pages 42–43 in their books. Have volunteers 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.
- Ask a volunteer to stand. Point to one of the characters in your book. The student produces the appropriate line from the dialogue. He/She then chooses a classmate to stand, points to one of the characters in his/her book, and continues the activity.

(continued)

5 Games and Activities

Choose any of the following:

- Arrange the chairs so that there is a chair for all but one student. Play the song "Can You Blow Out The Candles?" on the cassette as students circle the chairs. Stop the cassette at any point during the song. Students race to sit down. The seated students ask the student left standing *What did you like best today?* The student standing responds *I liked the presents!*
- Attach Picture Cards 3A:74–75 and 147 to the board. Divide the class into two teams, and have the teams line up. The students in each line should spread out so that they are at least one arm's length behind one another. Have the first student in each line approach you, then whisper simultaneously to both of them *What did you like best today? I liked the restaurant/zoo/ presents.* (Use only one of these three answers.) Each of the two students returns to the front of his/her line and whispers the dialogue to the second student in line. The second student then whispers the dialogue to the next student in line, and so on. The first team to repeat the dialogue all the way down the line sits down and raises their hands. Have them repeat the dialogue out loud as a group, then declare them the winner if they complete the question and answer correctly.
- Place Picture Cards 3A:74–75, and 3B: 147 along the chalk rail. Say each vocabulary item a few times and have students repeat. Divide the class into two teams (A and B), then have everyone put their heads down on their desks. Rearrange the cards, turn all three facedown to the board, then have the class look up. Have one student from team A stand up, and point to the card in the middle. As a group, team B asks the standing team A student *What did you like best today?* He/She responds *I liked the _____!*, and fills in the item he/she thinks appears on the other side of the middle card. Give team A a point if the student guesses correctly. If the student guesses incorrectly, have everyone put their heads down again, rearrange the cards, have everyone look up, then give team B a chance. (That is, team A asks the question, and a team B student must guess correctly.)

6 Workbook 3B: Pages 42–43

- Have students do Exercise A (Color).

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PART 2

Pages 44–45

Structures:

What did he/she like best? He/She liked the _____.

Vocabulary:

restaurant, zoo, birthday cake, presents

Materials:

Mike puppet, Picture Cards 3A:74–75, 3B:133–134, 137–138, and 146–147 (restaurant, zoo, grandmother, grandfather, father, mother, aunt, uncle, sister, brother, cousin, birthday cake, presents), Wall Chart 3B:20, tape player, cassette, a stopwatch (or a digital watch with a stopwatch function)

1 Opening

- Greet each student with *Hello, _____*. *What day is today?* Students respond accordingly.
- Arrange the students in two equal lines (A and B) facing each other. Pass the Mike puppet to the first student in line A, and Picture Cards 3A:74–75 and 3B:147 to the first student in line B. The line A student asks *What did you like best today?* The line B student holds up card 3B:147 and says *I liked the presents*. Each student goes to the rear of the other's line. The second students in the lines role-play the dialogue using the puppet and the card, and so on to the last students in the lines. Continue the activity until all students have participated.

2 Pattern Practice

Ⓐ Vocabulary: *restaurant, zoo, birthday cake, presents*

- Hold up Picture Card 3B:146 and model as follows:

T: *Cake.*

Ss: *Cake.*

T: *Birthday cake.*

Ss: *Birthday cake.*

Repeat several times.

- Pass Picture Card 3B:146 to the student sitting closest to you and say *birthday cake*. That student then passes the card to a second student and says *birthday cake*. Continue until each student has participated. Follow the same procedure for *restaurant, zoo, and presents*, using Picture Cards 3A:74–75 and 3B:147.

- Place Picture Cards 3A:74–75 and 3B:146–147 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. Repeat several times. Then drill students individually using the same procedure.
- Keep Picture Cards 3A:74–75 and 3B:146–147 along the chalk rail. Call out one of the numbers 1–4. The class responds as a group with the corresponding vocabulary word. Repeat several times. Then drill students individually using the same procedure.
- Place Picture Cards 3A:74–75 and 3B:146–147 in four separate areas of the room. Call out one of the words. Students rush to the appropriate area of the classroom and say the vocabulary item out loud.

Ⓑ Structures: *What did he/she like best?* *He/She liked the _____.*

- Place along the chalk rail the following Picture Cards in this order: 3B:134 (for Mom), 133 (for Dad), 138 (for Mike), and 137 (for Julie). Point out that each Picture Card can represent a character from the Student Book. Draw a large thought balloon above each character. Place the Picture Cards 3A:74–75 and 3B:146–147 inside the thought balloons as follows: 3A:74 for Mom, 3A:75 for Dad, 3B:146 for Mike, and 3B:147 for Julie. Model as follows:

T: (point to Picture Card 3B:133) *What did he like best?*

Ss: (point to Picture Card 3B:133) *What did he like best?*

T: (point to Picture Card 3B:133, then to Picture Card 3A:75) *He liked the zoo.*

Ss: (point to Picture Card 3A:75) *He liked the zoo.*

Repeat several times, then continue the same procedure for Mom/*restaurant*, Mike/*birthday cake*, and Julie/*presents*.

Note: Be sure both you and the students stress the pronouns *he* and *she* when asking the question.

- Have students form a line at the front of the room. Two by two, students come to the board, point to one of the four characters on the chalk rail, and practice the pattern *What did he/she like best? He/She liked the _____*. Continue the activity until all the students have had a chance to participate.

3 Present the Wall Chart

- Place Wall Chart 3B:20 on the board. Have students line up at the front. Students come to the chart and point to the appropriate picture as you call out a vocabulary word.
- Play the cassette for pages 42–43: **Vocabulary**. Point to the appropriate picture as students listen and repeat.

Vocabulary

Narrator: *Restaurant*. (two times)
Zoo. (two times)
Birthday cake. (two times)
Presents. (two times)


- Play the cassette for pages 42–43: **Pattern Practice**. Point to the appropriate picture on the chart as students listen and repeat.

Pattern Practice

Aunt: *What did she like best?*
Uncle: *She liked the restaurant.*
(two times)
Aunt: *What did he like best?*
Uncle: *He liked the zoo.*
(two times)
Aunt: *What did he like best?*
Uncle: *He liked the birthday cake.*
(two times)
Aunt: *What did she like best?*
Uncle: *She liked the presents.*
(two times)

- Divide the class into two groups. Assign groups the roles of Aunt and Uncle. Groups role-play the dialogue as you point to pictures on the chart. Alternate roles.

4 Open Student Books

- Have students turn to pages 42–43 in their books. Ask for volunteers to point to the pictures in their books and say *He/She liked the _____*.
-  Play the cassette sections for pages 42–43 again. Students point to the appropriate pictures in their books as they listen and repeat.
- Ask two volunteers to stand. Point to one of the pictures in your book. The two students produce the appropriate dialogue. Continue the activity until all students have had a chance to participate.

5 Song

- Teach the song “What Did They Like Best Today?” (See page 6 for hints on teaching songs.)

What Did They Like Best Today?

What did Daddy like best today?
What did Daddy like best?
What did Daddy like best today?
What did Daddy like best?

He liked the zoo ooo ooo ooo
He liked the zoo ooo ooo ooo
He liked the zoo ooo ooo ooo
Yes, Daddy liked the zoo best

What did Mommy like best today?
What did Mommy like best?
What did Mommy like best today?
What did Mommy like best?

She liked the zoo ooo ooo ooo
She liked the zoo ooo ooo ooo
She liked the zoo ooo ooo ooo
But Mommy liked the restaurant best

What did Mike like best today?
What did Mike like best?
What did Mike like best today?
What did Mike like best?

He liked the zoo ooo ooo ooo
He liked the zoo ooo ooo ooo
He liked the zoo ooo ooo ooo
But Mike liked the birthday cake best

What did Julie like best today?
What did Julie like best?
What did Julie like best today?
What did Julie like best?

She liked the zoo ooo ooo ooo
She liked the zoo ooo ooo ooo
She liked the zoo ooo ooo ooo
But Julie liked the presents best

- Divide the class into two groups. Group A sings the question lines; Group B sings the answer lines. Switch groups after a while to give everyone a chance to sing both questions and answers.

6 Games and Activities

Choose any of the following:

- Arrange students in a circle. Hand out Picture Cards 3A:74–75 and 3B:146–147 to four of the students. Play the song “What Did They Like Best Today?” on the cassette. Students pass the cards around as they sing. Stop the cassette at any point during the song. The students holding cards stand in the middle of the circle. The rest of the class asks them, one by one, *What did you like best?* Each card-holding student responds *I liked the _____*.
- Line up Picture Cards 3A:74–75 and 3B:146–147 along the chalk rail. Divide the class into two teams, then ask everyone to put their heads down on their desks. Remove one of the cards. Call out the names of one student from each team (but do not let them look up), then say *Ready? What did you like best?* Everyone looks up. The first of the two chosen students to correctly identify the missing card by saying *I liked the _____*, wins a point for his/her team.
- Place Wall Chart 3B:20 on a board as a visual reference for students while playing this next game. Then put Picture Cards 3B:133–134 and 137–138 (characters) on a desk at the left side of the room, and Picture Cards 3A:74–75 and 3B:146–147 (items) on another desk at the right side of the room. Divide the class into two teams (A and B). Have two students from team A stand. Set your stopwatch at “zero.” Say *Ready? Go!* — and start the stopwatch. One of the students runs to the left-hand table, holds up any one of the character cards and says *What did (he) like best?* The other student finds the matching item card, holds it up, and responds *(He) liked the (birthday cake)*. (Students can confirm which cards match by looking at the Wall Chart.) Stop your watch and record the time on the board. Do the same with two students from team B. The team with the shortest cumulative time after everyone has participated wins the game. (If you don’t have a watch, simply start counting off seconds out loud.)

7 Workbook 3B: Pages 42–43

- Have students do Exercise B (Follow Mike and Julie) and Exercise C (What did he/she like best? Match).

REVIEW UNIT 2

Pages 46–47 مرجع زبان ایرانیان

Structures:

Are you mad, Mom? No, I'm not. I'm happy. Are you OK, Julie? Yes, Dad. I'm OK. Listen, Julie. Eyes, ears, mouth, and nose. Shake your head and touch your toes. Do it again, Mike! Let's go! Grandma! Grandpa! We're here! I love you, Grandma and Grandpa! Happy birthday! How old are you? We're six years old. Can you blow out the candles? Yes, we can. What did you like best today? I liked the presents!

Vocabulary:

OK, happy, surprised, mad, sad, scared, eyes, ears, toes, mouth, head, nose, grandmother, grandfather, father, mother, aunt, uncle, sister, brother, cousin, blow out the candles, bake a cake, ride a bike, drive a car, draw a picture, write your name, restaurant, zoo, birthday cake, presents

Materials:

Picture Cards 3A:74–75 and 3B:119–147 (restaurant, zoo, OK, happy, surprised, mad, sad, scared, eyes, ears, toes, mouth, head, nose, grandmother, grandfather, father, mother, aunt, uncle, sister, brother, cousin, blow out the candles, bake a cake, ride a bike, drive a car, draw a picture, write your name, birthday cake, presents), Wall Charts 3B:11–20, Mike and Julie puppets, tape player, cassette

1 Opening

- Greet the class with *Hello. How are you?* Then ask individual students at random *What's your name? How old are you? Are you happy/sad/OK?* Students respond accordingly. Continue until all students have had a chance to participate.

2 Pattern Practice

a Vocabulary

- Keep the class divided into two teams. Line up Picture Cards 3B:119–124 along the chalk rail. Say any vocabulary item by moving your lips and not making any sound. Students must lip-read what you are saying, rush to the board, and point to the appropriate vocabulary item. Then they say the word out loud. The first student to do so correctly wins a point for his/her team.
- Spread Picture Cards 3B:125–130 on a desk at the front of the room. The students form two lines (A and B) facing the desk. One student from each line comes to the desk and picks up a card. Each line A student picks up a card depicting a singular body part, and each line B student picks up a card showing more than one body part. They place the cards along the chalk rail and say *These are my (ears).* and *This is my (head).* Continue the activity until all students have had a chance to participate.
- Using Picture Cards 3B:131–139, quickly review the vocabulary words from Unit 8. Divide the class into two teams (A and B). Place Picture Card 3B:131 on the chalk rail. Ask team A to identify it. Then place Picture Card 3B:132 on the chalk rail. Ask team B to identify both cards. Now place Picture Card 3B:133 on the chalk rail. Ask team A to identify all three cards. Continue, adding a new card each time, until all the cards are on the chalk rail.
- Line up Picture Cards 3A:74–75 and 3B:146–147 along the chalk rail. Ask students to put their heads down on their desks. Remove one of the cards. Have students look up. Students try to identify the missing card by saying *What did you like best? I liked the _____.* Continue for several rounds.

b Structures


- Have students sit in a circle. Place Picture Cards 3B:140–145 on the floor in the middle. A student picks up a card and asks his/her neighbor *Can you _____?* The neighbor responds accordingly, then takes the picture and puts it back on the floor. He/She picks up another picture and continues the activity.
- Place Wall Charts 3B:11, 13, 15, 17, and 19 on the board. Review all the dialogues from Units 6–10 as you point to the appropriate characters on the charts. Next, ask for two volunteers to come to the front and have each choose a puppet. Using the puppets, the volunteers role-play any one of the dialogues. (You play the parts of any extra speakers.) Choose two new volunteers and continue the activity.

- Keep Wall Charts 3B: 11, 13, 15, 17, and 19 on the board. Ask students to form a line at the front. Have two or three students come to any one of the charts. Students point to the characters on the chart as they role-play the dialogue. Continue until each student has had a chance to play at least one part in a dialogue.
- Place Wall Charts 3B: 12, 14, 16, 18, and 20 on the board. Play the cassette for pages 46–47: **Review**. Students listen as you point to the pictures on the charts.

Review

Narrator: *OK.* (two times)
Happy. (two times)
Surprised. (two times)
Mad. (two times)
Sad. (two times)
Scared. (two times)
Eyes. (two times)
Ears. (two times)
Toes. (two times)
Mouth. (two times)
Head. (two times)
Nose. (two times)
Grandmother. (two times)
Grandfather. (two times)
Father. (two times)
Mother. (two times)
Aunt. (two times)
Uncle. (two times)
Sister. (two times)
Brother. (two times)
Cousin. (two times)
Blow out the candles. (two times)
Bake a cake. (two times)
Ride a bike. (two times)
Drive a car. (two times)
Draw a picture. (two times)
Write your name. (two times)
Restaurant. (two times)
Zoo. (two times)
Birthday cake. (two times)
Presents. (two times)

3 Open Student Books

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

- Ask a student to stand. Point to any one of the vocabulary items in your book. The student identifies the word. Then he/she chooses a classmate and continues the activity.

4 Songs/Chants

- Play a few notes from any song or chant on the cassette. Ask students to identify the song or chant. If they cannot do so, play a bit more until they can. Then sing or chant together with the class.
- Divide the class into five teams. Assign each team a song or chant. Each team comes to the front and performs its assigned song or chant. Alternate if time allows.

5 Games and Activities

Choose any of the following:

- Divide the class into two or three teams. Show the first team one of Picture Cards 3A:74–75 and 3B: 119–147. The team must identify the word along with the appropriate pattern. For example, the pattern for Picture Card 3A:74 is *What did you like best today? I liked the restaurant.* If they do so correctly, the team keeps the card. Follow the same procedure for the other team(s). Teams take turns. The team with the most cards at the end wins the game.
- Draw a Tic-Tac-Toe grid on the board (nine squares, with three rows across and three rows down). Attach any nine of the Picture Cards 3A:74–75 and 3B: 119–147 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, then tries to identify the Picture Card on that square by using the vocabulary item with the appropriate structure. 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.

6 Workbook 3B: Pages 46–48

- Have students do Exercise A (Look and write the numbers) and Exercise B (Color). In Exercise A, students look at the main picture and determine who each silhouetted family member is. Then they write the number for each silhouette in the corresponding picture on either side of the page.

Picture Card List

Tiny Talk 3A

- 1 Sunday
- 2 Monday
- 3 Tuesday
- 4 Wednesday
- 5 Thursday
- 6 Friday
- 7 Saturday
- 8 bedroom
- 9 playing
- 10 bathroom
- 11 brushing my teeth
- 12 kitchen
- 13 cooking
- 14 living room
- 15 watching TV
- 16 blouse
- 17 T-shirt
- 18 dress
- 19 skirt
- 20 pants
- 21 shorts
- 22 shoes
- 23 sneakers
- 24 11
- 25 12
- 26 13
- 27 14
- 28 15
- 29 16
- 30 17
- 31 18
- 32 19
- 33 20
- 34 orange
- 35 black
- 36 white
- 37 brown
- 38 purple
- 39 pink
- 40 yellow
- 41 red
- 42 green
- 43 blue

- 44 circle
- 45 square
- 46 triangle
- 47 diamond
- 48 rectangle
- 49 heart
- 50 1:00
- 51 2:00
- 52 3:00
- 53 4:00
- 54 5:00
- 55 6:00
- 56 7:00
- 57 8:00
- 58 9:00
- 59 10:00
- 60 11:00
- 61 12:00
- 62 crayons
- 63 toys
- 64 TV
- 65 light
- 66 keys
- 67 money
- 68 Pick up the crayons.
- 69 Pick up the toys.
- 70 Turn off the TV.
- 71 Turn off the light.
- 72 Go get the keys.
- 73 Go get the money.
- 74 restaurant
- 75 zoo
- 76 department store
- 77 park
- 78 movies
- 79 beach
- 80 french fries
- 81 soda pop
- 82 cheeseburgers
- 83 pizza
- 84 donuts
- 85 apple juice

Tiny Talk 3B

- 86 elephants
- 87 bears
- 88 tigers
- 89 lions
- 90 monkeys
- 91 giraffes
- 92 big
- 93 small
- 94 fierce
- 95 sleepy
- 96 tall
- 97 crocodile
- 98 swim
- 99 kangaroo
- 100 jump
- 101 bird
- 102 fly
- 103 hippo
- 104 walk
- 105 pandas
- 106 leaves
- 107 meat
- 108 sharks
- 109 fish
- 110 lizards
- 111 bugs
- 112 bananas
- 113 223-4567
- 114 680-4960
- 115 415-3153
- 116 829-6611
- 117 987-6543
- 118 250-1234
- 119 OK
- 120 happy
- 121 surprised
- 122 mad
- 123 sad
- 124 scared
- 125 eyes
- 126 ears
- 127 toes
- 128 mouth

- 129 head
- 130 nose
- 131 grandmother
- 132 grandfather
- 133 father
- 134 mother
- 135 aunt
- 136 uncle
- 137 sister
- 138 brother
- 139 cousin
- 140 blow out the candles
- 141 bake a cake
- 142 ride a bike
- 143 drive a car
- 144 draw a picture
- 145 write your name
- 146 birthday cake
- 147 presents



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Tiny Talk is a three-level listening and speaking series for preschool and kindergarten children learning English. 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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