

DOCUMENT RESUME

ED 033 341

AL 002 137

TITLE English [Curriculum Improvement Program in English Language Skills for Schools of the Trust Territory of the Pacific Islands]. Books V-VI.

INSTITUTION Hawaii Univ., Honolulu. Coll. of Education. Spons Agency Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No ER-6-1025

Pub Date Jun 69

Grant OEG-4-7-01025-2077

Note 162p.; 2vols.

EDRS Price MF-\$0.75 HC-\$8.20

Descriptors Achievement Tests, Audiolingual Methods, Audiovisual Aids, Bilingual Students, Contrastive Linguistics, Cross Cultural Studies, Cultural Context, *Elementary Grades, *English (Second Language), *Instructional Materials, Intonation, *Language Instruction, Pattern Drills (Language), Pronunciation, *Teaching Guides

Identifiers *Fonapean

Abstract

These two volumes comprise Books V and VI in the Curriculum Improvement Program in English Language Skills for Schools of the Trust Territory of the Pacific Islands materials. See related documents AL 002 134 for a description of the Program, AL 002 135-6 for Books I-IV, AL 002 141-2 for picture books for the first four volumes, and AL 002 143 for picture books to accompany these two volumes. (AMM)

ED033341

CURRICULUM RESEARCH CONTRACT
Project Number 6-1025
Grant Number 4-7-01025-2077

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ENGLISH

BOOK V

AL 002 137

ED033341

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Grant Number 4-7-01025-2077

E N G L I S H

Book V

The curriculum materials herein were developed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Researchers undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view do not necessarily represent official Office of Education position.

University of Hawaii
Honolulu, Hawaii
June, 1969

Corpus (Book V)

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To the Teacher:

The emphasis in the following units is twofold: listening comprehension and oral production. At the beginning of each unit, there is a narrative. The teacher tells the narrative to the children, using the accompanying pictures, gestures, expressions --- anything that will help the children to understand.

After the students have heard the story in English, comprehension questions are asked in Ponapean to ascertain that the narrative has been understood. If the students have not understood the story, it should be summarized (not translated) in Ponapean for them. (This will probably have to be done with the first few narratives.)

Do not expect complete comprehension at the first presentation of the narrative. The story is repeated everyday of the unit.

Most of the structures in the narrative are presented for comprehension not production. Structures for production will be taken from the narrative and presented usually in the form of a dialog.

Aim of Lesson: At the beginning of each lesson there is a statement of the aims for the lesson. Be sure you read this before you teach the lesson.

Visual Aids Needed: All the visual aids - pictures, objects, etc. are listed. Look this part over so you will know what aids you will need. Most of the pictures are provided for you. Color the pictures and mount them on hard paper for easier handling. Real objects, you are expected to prepare. Do not hesitate to make your own aids that you think might be helpful.

Procedure: The procedure tells you step by step how to proceed with the lessons. Follow the steps carefully. You may insert songs, and relaxation activities in between steps when children seem restless.

Dialog:

Dialogs should be taught as follows:

1. The teacher models the dialog. Students listen.
2. Teacher repeats the dialog. Children repeat.
3. Divide class into two parts. One-half takes one role other half takes the other role. (Teacher can prompt both halves.)
4. Assign parts to rows of students.
5. Assign parts to individuals. (It is not asked that all students must have a chance to participate individually daily. Rotate so that everyone has a turn at least once every two days.)

Songs: The songs are a part of the lesson. They have been chosen either to reinforce a pattern or to practice certain sounds. The songs provide a useful break for the students. All of the songs have been recorded on tape. Use the tape to teach the song if you cannot sing well.

Physical Education Activities: These activities are provided for two reasons:

1. To give opportunity for little children to move around in an orderly way to counteract the restlessness resulting from sitting too long.

2. To provide language practice in listening to and obeying commands. The teacher should first demonstrate the activity while the students watch. The second time the children try to follow the motions. The third time they try to repeat the words and follow the motions. When the children know the activity well, a student may be called on to act as leader.

Drills: The drills are provided to give practice in using the structures. In doing drills with the class, work for entire group response at first, then smaller groups until you get down to individual responses.

Achievement Tests of Units: An achievement test (or tests) follows each unit of this book. The test is to be used by the teacher to evaluate what proportion of the class has mastered certain structures taught in that unit. However, not necessarily all the structures presented in the unit are tested.

The format of the tests is as follows:

- 1) Indication of the structure(s) to be tested.
- 2) List of items needed to give the test, such as certain visual-aids.
- 3) Instructions as to how to give the test, usually including examples for the teacher and/or the students.
- 4) Instructions as to how to score the test.

Each test should be looked over by the teacher several days before it is given so as to insure easy presentation. Also, it will allow ample time to make or gather the needed visual-aids.

After the test is completed, the teacher will want to find what proportion of his class seemingly has mastered the tested structures. This is called finding the class-percentage-right. Here is how to compute class-percentage-right:

DIVIDE THE NUMBER OF TOTAL POSSIBLE CORRECT ANSWERS INTO THE
NUMBER OF ACTUAL CORRECT ANSWERS.

For example: 1) If each child can receive 1 point for answering correctly, and if you ask 20 children, then there are 20 possible correct responses.

- 2) If the scores of those 20 children were as follows, it can be seen that there were 10 actual correct responses:
1,0,1,0,0,0,1,1,0,0,1,1,1,0,1,0,1,0,1,0
- 3) If the total number of possible correct answers is divided into the number of actual correct answers, it is:

$$\frac{10 \text{ (actual)}}{20 \text{ (possible)}} = .50 \text{ or } 50\%$$

- 4) Therefore, 50% or half the class has mastered the structure.

SOMETIMES a test will allow more than 1 point per child, such as in the more advanced written tests. In this case, there are many more possible correct responses than on the individual oral tests.

How to compute class-percentage-right on tests that give more than 1 point per student:

MULTIPLY THE TOTAL NUMBER OF POSSIBLE CORRECT ANSWERS OF THE TEST BY THE NUMBER OF STUDENTS TAKING THE TEST; DIVIDE THAT NUMBER INTO THE TOTAL COUNT OF ACTUAL CORRECT ANSWERS OF ALL THE STUDENTS.

For example: 1) If the test has 10 sentences of one blank each to be filled in, then each student can receive a possible 10 points.

- 2) If there are 20 children in the class, by multiplying 20 times 10 (i.e., number of students times number of possible answers), the result is 200.

- 3) Here are the scores (actual correct answers) of the 20 children:

5	8	5	5	9	10	10	4	0	0
3	5	7	8	9	1	7	3	3	8

Adding these scores together, the total count of actual correct answers is 110.

- 4) Looking at the original formula, multiply the total number of possible correct answers by the number of students taking the test (2), divide that number (200) into the total count of actual correct answers (110) of all the students.

$$\frac{110}{200} = .55 \text{ or } 55\%$$

- 5) Therefore, 55% or a little over half the class has mastered the structure. However, this statistic may disguise the fact certain parts of the test had been mastered and other parts had not. It would be wise to review the test papers to see if the errors were on the part of certain children or on certain test items.
-

Almost all the aural-oral tests require a randomized list of the students of the class being tested. This can be accomplished by drawing their names out of a box before class. This will insure impartial selection of students as they are called upon to answer orally.

In the beginning books especially, the tests have been written to be presented aurally and responded to orally; obviously, this is because young beginning English students cannot read or write. However, as the books progress, more and more of the tests are written so as to be presented in a written form or aurally, and to be answered on paper. These latter tests, being written rather than oral, therefore, enable more questions to be asked of more pupils. This should be taken into account when computing class-percentage-right, (as previously explained).

It is understood that not all of the students will have mastered the structures taught in a unit in just one week. It is for this reason that the achievement tests are included after every unit. Hopefully, the tests will give the teacher an indication of the number of students who have learned the structures, or which structures have been mastered.

BOOK FIVE, Unit I

Listening Comprehension Narrative

The lion is a very big animal. He is very strong. He is the king of the jungle. Everyday he walks proudly in the jungle.

But one day the lion stayed in his cave. The next day he did not come out either. The news spread through the jungle that the lion was sick. He might die. He wanted to see all the animals. He wanted to see the cats and dogs. He wanted to see the goats and deer. He wanted to see the pigs and monkeys. He wanted to see the mice and crocodiles. He wanted to see the horses and cows. He wanted to see the chickens and the birds.

But if all of the animals went, there would be no room in the lion's cave. So it was decided that only five of each animal would go. And only ten animals would go each day.

So on the first day five cats and five dogs went to see him. Five goats and five deer went on the second day. The next day five pigs and five monkeys went to see him. Five mice and five crocodiles went to see him on the fourth day. Five horses and five cows went on the fifth day. And on the sixth day, five chickens and five birds went to see him. Five, ten, fifteen, twenty, twenty-five, thirty, thirty-five, forty, forty-five, fifty, fifty-five, sixty. Sixty animals went to see the sick lion.

Only one animal did not go. It was the turtle. The seventh day, the lion sent a message to the turtle. "You are my good friend. I want to see you."

So the turtle went. But he stopped outside the lion's cave. He would not go inside.

"Come in," the lion said. "I'm very happy to see you. Don't stand outside. Come in and sit beside me. I want to see you. I want to talk to you."

"I'm sorry you're sick," the turtle said. "But I won't come in. I see something out here."

"What's that?" the lion asked.

"There are many foot prints of animals out here," the turtle said. "But all the foot prints point only one way. The animals went in, but they didn't come out."

Structures previously taught: Ordinal numbers

There are _____.

I won't _____.

New for production: Counting by fives

I want to _____

The animals went in, but they didn't come out.

New for recognition: He walks proudly in the jungle.

I see something out here.

BOOK FIVE, Unit I

Suggested Comprehension Questions:

1. Is the lion a very strong animal?
2. How does he walk?
3. Who did the lion want to see?
4. Who went to see the lion?
5. How many of each kind of animal went to see him?
6. How many animals went to see him each day?
7. How many animals in all went to see him?
8. Which animal did not go?
9. Was the turtle wise?
10. Was the lion really sick?
11. What happened to all the animals?

BOOK FIVE, Unit I

Lesson 1

A. Aim of Lesson: To teach counting by five.

B. Visual Aids Needed: Pictures for narrative.
Articles for counting.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Pronunciation and Intonation.

Practice: /-s/, /-z-/

Five cats, five goats, and five mice went to see him.

Five dogs, five pigs, five monkeys, five crocodiles and
five horses went to see him.

Five chickens, five cows, and five birds went to see him.

3. Using pictures of animals, count together with class by fives.

Five, ten, fifteen, twenty, twenty-five, thirty, thirty-
five, forty, forty-five, fifty, fifty-five, sixty.

Place several pictures on the chalk tray.

Have children count the number of animals.

4. Pass out seeds or shells to each pair of students and have
them separate the items into groups of fives. Then ask them
to count the total number of the item by fives.

5. Teach rhyme:

Five, ten,
Big men
Fifteen, twenty,
Tall and lanky
Twenty-five, thirty,
Strong and healthy.

BOOK FIVE, Unit I

Lesson 2

A. Aim of Lesson: To teach: I want to _____.

B. Visual Aids Needed: Pictures for narrative.

Procedure:

1. Review pronunciation practice from Lesson 1.

2. Present listening comprehension narrative.
Have children count along by fives.
Ask questions.

3. Teach dialogue:

Lion : I'm happy to see you.

Turtle: I'm sorry you're sick.

Lion : I want to see you.

Turtle: I won't come in.

Lion : I want to talk to you.

Turtle: I'm sorry. I won't come in.

4. Teach song: "Hello, Hello"

Hello, Hello, Hello, Hello
I'm happy to see you
Hello, Hello, Hello, Hello
Hello.

5. Drill:

I want to talk to you.
play with you
see you
go with you
sing for you
dance with you
read to you
write to you
eat with you

BOOK FIVE, Unit I

Lesson 3

A. Aim of Lesson: To teach: The animals went in but they didn't come out.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Review pronunciation practice from Lesson 1.
2. Present listening comprehension narrative and ask questions.
3. Repetition exercises:

The animals went in but they didn't come out.
The dogs went in but they didn't come out.
The cats went in but they didn't come out.
The goats went in but they didn't come out.
The deer went in but they didn't come out.

4. Sing: "Hello, Hello"

5. Drill:

a. The animals went in but they didn't come out.

dogs
cats
goats
deer
pigs
monkeys
mice
crocodiles
horses
cows
chickens
birds

b. The animals went in but they didn't come out.
up down
left right
forward backward

BOOK FIVE, Unit I

Lesson 4

A. Aim of Lesson: To review: I want to _____.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Sing: "Hello, Hello"
2. Present listening comprehension narrative and ask questions.
3. Teach dialogue:

Tony : I'm hungry. I want to eat something.

Maria : I'm thirsty. I want to drink something.

Tony : Let's go home.

4. Drills:

a. I want to eat something.

a doughnut
some fish
some rice
some breadfruit
some cake
some vegetables
some taro
some yam
etc.

b. I want to drink something.

a coke
some water
some milk
some juice
some Kool Aid
etc.

c. I want to see you.

go home
play baseball
draw a boat
read a book
paint a picture
go to the movies
go on a picnic
go to Nan Madol
etc.

BOOK FIVE, Unit I

Lesson 5

A. Aim of Lesson: To review counting by fives.

B. Visual Aids Needed: Pictures for narrative.
Countable items.

C. Procedure:

1. Have children dramatize narrative.
2. Practice Pronunciation and Intonation from Lesson 1.
3. Have children count off from one to five. Have all the one's form one group, all the two's form another group, etc.
4. Give each group some items to count such as marbles, pebbles, shells, etc. Have them separate the items into groups of five, then count the total by fives. Have them report how many of each item they have by counting the items by fives aloud to the class.
5. Using pictures from narrative, count by fives the animals that appear. Teacher might show a varying number of pictures each time so the count will be different.
6. Show children how we tally things by marking: 1, 11, 111, 1111, 11111.

Place several such tallies on the board such as:

1111 1111 1111 1111 1111 1111
1111 1111 1111 1111
1111 1111 1111 1111 1111 1111 1111 1111 1111 1

Teach children how to count these marks.

Try to let them use this system for tallying whenever they have opportunities to do so from now on.

ACHIEVEMENT TESTS: BOOK FIVE, Unit I

Test A

Structure to be tested: I want to _____.

Items required: Randomized list of students.

Instructions:

Tell the students that you are going to call on them individually and will ask, "What do you want to do?" The student should respond with, "I want to _____."

If he needs prompting, or if you want to prevent repetition in answers, you can follow your question with, "Talk?", or "Play?" or "Dance?", etc.

Example:

Teacher: John, what do you want to do?
John : I want to eat some breadfruit.
Teacher: Lia, what do you want to do? Play?
Lia : I want to play with you.

Scoring:

Score each student 1 point for responding with a completely correct statement.

ACHIEVEMENT TESTS: BOOK FIVE, Unit I

Test B

Structure to be tested: counting by fives

Items required: Blackboard and chalk.

Instructions:

Tell the students that they are going to come to the board 2, 3, or 4 at-a-time.

To those children at the board, you will give individual instructions about how many tally marks each is to make on the board. When they have finished marking the number of tallies you have told them, have each individual count his marks by 5's.

Example:

Teacher: (calls John, Mary, Ruth, and Peter)
(tells John 10, Mary 20, Ruth 25, and Peter 15)
Students: (mark tallies on board; i.e.,
 John *IIII* *IIII*
 Mary *IIII* *IIII* *IIII* *IIII*
 etc.
Teacher: John, count by 5's.
John : 5, 10
Teacher: Mary, count by 5's.
Mary : 5, 10, 15, 20
 etc.

Scoring:

Score each student 1 point for making the correct number of marks in correct tally form, and 1 point for counting by fives correctly.

BOOK FIVE, Unit II

Listening Comprehension Narrative

Toshimi is a Japanese boy. He lives in Japan.

Every morning Toshimi gets up at 5:30. Before he eats breakfast, he rolls up his mattress. He sweeps his room. Then he picks up any dry leaves in the garden.

At 6:15 his mother tells him to get ready for breakfast. He washes his face and hands. He brushes his teeth. He puts on his school uniform.

At 6:30, Toshimi, his father and mother eat their breakfast. They sit on the floor and eat from a low table. His father eats rice and soup for breakfast. Toshimi and his mother eat toast and milk.

After breakfast, Toshimi gathers his school books. He checks his homework papers. He puts everything into his school bag. At 7:15 he gets on his bicycle and pedals to school.

Before school starts, Toshimi plays with his friends. They like to play baseball.

After school they sit and draw. They like to paint the small shrine next to the school. They all want to become artists when they grow up.

Structures previously taught: like to _____
habitual present: sweeps, washes, etc.

New for production: Telling time: half and quarter hours
before
after

New for recognition: They want to become artists when they grow up.

Suggested Comprehension Questions:

1. Where does Toshimi live?
2. What does he do before breakfast?
3. Does he wear a uniform to school?
4. What does his father eat for breakfast?
5. What does Toshimi eat for breakfast?
6. Do they sit on chairs?
7. How does Toshimi get to school?
8. Where is the shrine?
9. What do the boys like to play?
10. What do they want to be when they grow up?

BOOK FIVE, Unit II

Lesson 1

A. Aim of Lesson: Review counting by fives.

Teach: ten-thirty, ten-fifteen.

B. Visual Aids Needed: Clock, and individual clocks.*

Picture for narrative.

C. Procedure:

1. Present listening comprehension narrative and ask questions.
2. Draw a big clock on the board. Mark all the minutes on it. Tell the children that between all the numbers on a clock there are five minutes. Count the minutes one by one to show this. Then count by fives as you point to each number.
3. Ask the children to set their clocks at ten. Then ask them to set their clocks at ten-thirty. Count with them to show thirty minutes will be at the number 6. Do this with several other hours and half-hours.
4. Set your clock at 1:15. Tell the children, "It's 1:15," as you show them the clock. Set it at 15 minutes after other hours and ask them, "What time is it?" Have them respond, "It's two-fifteen," etc.
5. Have the children work in groups of four or five. Have one person be "teacher." The "teacher" tells the others, "Set your clock at six-thirty." (or four fifteen, ten o'clock, etc.) "Teacher" checks to see if the others have set their clocks correctly. (Be sure to walk around and check to see that everything goes smoothly. Help those who seem to be having trouble.)

* Instructions for making individual clocks are given in Book Four, page 76.

BOOK FIVE, Unit II

Lesson 2

A. Aim of Lesson: To teach: five-forty; five-ten, etc.

B. Visual Aids Needed: Pictures for narrative.
Clocks.

C. Procedure:

1. Present narrative and ask comprehension questions.
2. Count together with the children the sixty minutes on the clock. (Count by fives!)
3. Review very quickly reading and setting the clock at half hours and fifteen minutes after the hour.
4. Ask if anyone can set the clock at five-forty. When someone does it correctly, count aloud the minutes by fives to verify. Ask children to set their clocks at various times such as four-twenty, eight-ten, twelve-thirty five, etc.
5. Guessing Game:

Select an IT. Give the IT any number from one through twelve. IT uses that number as his hour and sets his clock to any number of minutes after the hour. He asks the class, "What time is it?" They try to guess by asking, "Is it ten-fifteen?" "Is it ten fifty?", etc. The one who guesses correctly gets to be the next IT.

BOOK FIVE, Unit II

Lesson 3

A. Aim of Lesson: To teach: before school

B. Visual Aids Needed: Pictures for narrative.
Action pictures.

C. Procedure:

1. Present narrative and ask comprehension questions.
2. Song: Explain that this is a Japanese song about children hearing the temple bell ring telling them it is time to go home from playing.

Yuyake koyake ni
Hi ga kurete
Yama no otera no
Kane ga naru
Otete tsunaide
Minna kaero
Karasu to issho e
Kaerimashoo.

3. Teacher: What does Toshimi do before breakfast?
What does he do in school before class starts?
4. Teacher: What do you do before you come to school every day?
(Show pictures)
Student: I wash my face before I come to school.
I brush my teeth before I come to school.
I comb my hair before I come to school.
I eat breakfast before I come to school.
I clean my room before I come to school.

5. Chain drill:

- A: What did you do before class today?
B: I played baseball.
What did you do before class today?
C: I talked with my friends.
What did you do before class today?
D: I finished my homework.
What did you do before class today?
etc.

BOOK FIVE, Unit II

Lesson 4

A. Aim of Lesson: To teach: after breakfast

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Practice song from yesterday.

3. Teacher : What does Toshimi do after breakfast?

Students: He gathers his school books.

He checks his homework papers.

He puts everything in his bag.

He gets on his bicycle.

He pedals to school.

Teacher : What do Toshimi and his friends do after school?

Students: They sit and draw.

They paint the shrine next to the school.

4. Chain drill:

A: What do you do after breakfast?

B: I brush my teeth.

What do you do after breakfast?

C: I change my clothes.

What do you do after breakfast?

etc.

5. Chain drill:

A: What do you do after school?

B: I watch the baby.

What do you do after school?

C: I help my father.

What do you do after school?

etc.

BOOK FIVE, Unit II

Lesson 5

- A. Aim of Lesson: To review all structures taught in this unit.
- B. Visual Aids Needed: Pictures for narrative.
- C. Procedure:
 - 1. Have any child who is willing and able to do so, tell the narrative.
 - 2. Play "Guessing Game". See #5, Lesson 2.
 - 3. Sing song, #2, Lesson 3.
 - 4. Ask the following questions of various pupils:
 - a. What did you do before breakfast?
 - b. What did you do after school?
 - c. What did you do after three o'clock?
 - d. What did you do before lunch?
 - e. What did you do before supper?
 - f. What did you do after supper?

ACHIEVEMENT TESTS: BOOK FIVE, Unit II

Test A

Structure to be tested: before; after

Items required: Randomized list of students.

Instructions:

Ask individual students the questions from the list below. Each one is to respond with an answer, "I _____ before school," or "I _____ after school." The answer should be a "true" one so that you know the student understands the difference between before and after.

Example:

Teacher: John, when do you eat breakfast?

John : I eat breakfast before school.

Teacher: When do you come home?

Tom : I come home after school.

Questions:

1. When do you wash your face?
2. " " " brush your teeth?
3. " " " play baseball?
4. " " " do your homework?
5. " " " comb your hair?
6. " " " help your mother?
7. " " " take a shower?
8. " " " feed the pigs?
9. " " " help your father?
10. " " " gather breadfruit?

Note: If a student answers and you are not sure whether or not he differentiates between the two, then you can ask him in Ponapean (or the vernacular) what he means.

Scoring:

Score each student 1 point for answering correctly.

ACHIEVEMENT TESTS: BOOK FIVE, Unit II

Test B

Structures to be tested: Telling time

Items required: 1) Randomized list of students.
2) Large clock with movable hands.

Instructions:

Calling on individuals at random, set the hands of the clock at various time-positions, and ask each child what time it is.

Try any clock positions that are countable by 5's; e.g., 8:10, 7:45, 3:20.

Example:

Teacher: (sets clock at 8:05)
Mikel, what time is it?
Mikel : It's eight o'five.
Teacher: (sets clock at 4:25)
Dora, what time is it?
Dora : It's four twenty-five.

Scoring:

Score each child 1 point for telling the correct time.

BOOK FIVE, Unit III

Listening Comprehension Narrative

Supati is a Masai boy. He lives in East Africa in the country of Kenya. He lives in Nairobi which is the capital city of Kenya.

Nairobi is a modern city. It has big buildings and sidewalks. It has many stores and cars. It has people from Europe and India as well as Africa.

Right outside Nairobi is the Royal National Park. They have many wild animals in this park. They have zebras and lions. They have giraffes. They have elephants and antelopes.

One day Supati went back to the village where he was born. The warriors were having a ceremony. They had long tiny braids. They had spears and arm bands. They had necklaces and bracelets.

The warriors began to chant. They began to dance. At first it was slow. Then it got faster and faster. The warriors jumped higher and higher into the air. Some jumped as high as six feet. Everyone watched them as they danced.

After the dance the chief of the ceremony spat on my head and rubbed it. I had become one of them.

Structures previously taught: lives in _____.
after _____.

New for production: has, have, had

New for recognition: as high as
which clauses

Suggested Comprehension Questions:

1. Where does Supati live?
2. Find Kenya on the map.
3. What is the capital city of Kenya?
4. What does the modern city of Nairobi have?
5. Where is the Royal National Park?
6. What kind of animals do they have at the Park?
7. Did the warriors wear their hair in long curls?
8. What did they have on their arms?
9. What kind of weapons did they have?
10. What did the warriors do?

BOOK FIVE, Unit III

Lesson 1

A. Aim of Lesson: To teach: He/She/It has

B. Visual Aids Needed: Pictures for narrative.
Classroom objects.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Teacher : What does the modern city of Nairobi have?

Students: It has big buildings.

It has sidewalks.

It has many stores and cars.

It has people from Europe, India, and Africa.

3. Teach Song: "My Hat"

My hat

It has three corners.

Three corners has my hat

And had it not three corners

It would not be my hat.

4. Tell the children to suppose they were in Hawaii. They want to tell the children what they have in Kolonia. What could they say?

Teacher: Kolonia is on the island of Ponape. It has a hotel and a Post Office. (Have children continue.)

5. Have each child hold some object in his hand. As a child stands up $\frac{1}{2}$ of the class asks, "What does he/she have?" The other $\frac{1}{2}$ responds, "He/She has a pencil."

BOOK FIVE, Unit III

Lesson 2

A. Aim of Lesson: To teach: They have _____.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Sing: "My Hat"

2. Present narrative and ask comprehension questions.

3. Teacher : What kind of animals do they have in the Royal
National Park?

Students: They have giraffes.

They have lions and tigers.

They have zebras.

They have antelopes.

4. Teacher : What animals do we have on Ponape?

Students: We have deer.

We have goats.

etc.

(Ask what kinds of fruits and vegetables do we have.)

5. Teacher asks the following questions one at a time and has individuals answer.

a. What do we have in our classroom?

b. What kind of people do we have in Ponape District?

c. What kind of flowers do we have in Ponape?

(Have students begin each answer with "We have _ _ _ _ .")

BOOK FIVE, Unit III

Lesson 3

A. Aim of Lesson: To teach: They/he/she had _____.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Teach song: "Old MacDonald"

Old MacDonald had a farm.
ee-ay-ee-ay-o.
And on this farm he had some chicks.
ee-ay-ee-ay-o
Peep-peep here and a peep-peep there,
Here peep, there peep, everywhere peep-peep
Old MacDonald had a farm
ee-ay-ee-ay-o.

(pigs -wee-wee; ducks -quack-quack;
goats -maa-maa; cows -moo-moo)

2. Present narrative and ask comprehension questions.

3. Teacher : What did the warriors look like?
Students: They had little braids.
They had necklaces and bracelets.
They had spears.
They had arm bands.

4. Tell the students:
"A hundred years ago people on Ponape did not have rice or
canned goods to eat. What did they have?"
Students: They had meat.
They had fish.
They had taro.
They had yams.
etc.

5. Teacher asks questions of various individuals:

- a. What did you have for breakfast this morning?
- b. What did you have for supper last night?

BOOK FIVE, Unit III

Lesson 4

A. Aim of Lesson: To contrast has and have.

B. Visual Aids Needed: Picture of a goat and some goats.

C. Procedure:

1. Have students listen to the following:

A goat has four legs.

It has two eyes. It has two ears.

It has one mouth and one nose.

(Now have students listen and repeat the above sentences.)

2. Have students listen to the following:

Goats have four legs.

They have two eyes. They have two ears.

They have one mouth and one nose.

(Now have students listen and repeat the above sentences.)

3. Drill:

<u>Teacher</u>	<u>Individual Students</u>
goat	A goat has two eyes.
goat	A goat has four legs.
goats	Goats have two ears.
goats	Goats have two eyes.
goat	A goat has one nose.
etc.	

4. Sing "Old MacDonald"

5. Drill:

<u>Teacher</u>	<u>Individual Students</u>
girl	A girl has two legs.
boys	Boys have two hands.
chick	A chick has two feet.
pig	A pig has four legs.
dogs	Dogs have two ears.
etc.	

BOOK FIVE, Unit III

Lesson 5

A. Aim of Lesson: To contrast has and had.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Have students listen to the following:

Long ago when man wanted to build a house he had to get his own materials. He had trees for posts and beams. He had grass for roofs. He had reeds for walls.

2. Ask these questions:

- a. Long ago, could a man go to the store to buy materials?
- b. Where did he get the materials?
- c. What did he have for posts and beams?
- d. What did he have for roofs?
- e. What did he have for walls?

3. Teacher : Today when a man builds a house he has other things. What does he have?

Students: He has roof iron.
He has lumber.
etc.

4. Teacher: Long ago a house had no furniture.

a. Teacher	Class
It had no <u>tables</u> .	It had no tables.
<u>chairs</u> .	It had no chairs.
<u>shelves</u> .	It had no shelves.
<u>louvers</u> .	It had no louvers.
	etc.

b. Teacher	$\frac{1}{2}$ class	$\frac{1}{2}$ class
It had no <u>tables</u> .	It had no tables.	It has tables now.
<u>chairs</u> .	It had no chairs.	It has chairs now.
	etc.	

ACHIEVEMENT TESTS: BOOK FIVE, Unit III

Test A

Structures to be tested: has; have

Items required: 1) Randomized list of students.
2) Pictures of singular and plural animals and/or people.

Instructions:

Holding up the pictures one-at-a-time, ask individuals questions about the pictures so as to obtain a response with has or have, e.g., "What does the goat have?" (answer: He has two ears, or He has four legs, etc.) Do the same for have (plural pictures).

For example:

Teacher: (holds up picture of a dog)
What does the dog have?
Student: He has a tail.
Student: He has four legs.
Teacher: (holds up picture of some chickens)
What do the chickens have?
Student: They have two eyes.
Student: They have a beak.

Note: You can prompt them, such as saying "Eyes?" or "Feet?", etc.

Scoring:

Each child can receive 1 point for a correct response. You may want to keep a record so as to elicit both has and have from each child. Therefore, each student could receive 2 points for two correct statements.

ACHIEVEMENT TESTS: BOOK FIVE, Unit III

Test B

Structure to be tested: has; had

Items required: Several objects (about 10) large enough for the class to see but small enough to hold, e.g., ball, flower, book, etc.)

Instructions:

Pass out all the objects to individuals in the class. Have the children "study" the class to try to remember who is holding what objects. Then, have about half of the children holding objects, take theirs to the front of the room, put them down, and return to their seats.

To test has and have, call on an individual and ask, "Who has the _____?" (mentioning someone's name who is holding an object) or "Who had the _____?" (mentioning an object on the front table).

The student should answer appropriately, saying, "X has the _____." or "X had the _____."

Examples:

Teacher: (Gives 8 objects to 8 children)
(After class looks around to memorize who is holding the objects, 4 children bring theirs to the front of the room.)
John, who has the ball?
John : (seeing Mary holding a ball)
Mary has the ball.
Teacher: Sulis, who had the crayons?
(the crayons are on the front table and were put there by Don)
Don had the crayons.

Scoring:

Each child can receive 1 point for using has or had correctly.

BOOK FIVE, Unit IV

Listening Comprehension Narrative

Teiva is an island boy. He lives on the island of Tahiti. Tahiti is a beautiful place. The climate is good and food is easy to find. There is a coral reef around Tahiti.

Teiva likes to walk on the coral reef. There are many sea animals on the reef. There are all kinds of shells. There are sea urchins and oysters that Teiva likes to eat. There are many fish, too.

There are high mountains on Tahiti. Sometimes Teiva rides on his horse up the mountainside. There are many beautiful flowers and trees. There are giant ferns and vanilla vines. There are many waterfalls and rivers. There are many birds. There are many breadfruit and bananas.

Sometimes Teiva's mother makes a feast. She invites many people. Flowers are given to everyone. There are many different kinds of food to eat. There are dancers in grass skirts. There is soft music from the guitars and ukuleles.

Everyone is happy. Teiva is happy, but he is tired. He is soon asleep.

Review Lesson: is, are

Suggested Comprehension Questions:

1. Where does Teiva live?
2. Is the climate good in Tahiti?
3. What surrounds the island of Tahiti?
4. What are there on the coral reef?
5. What are there on the mountainside?
6. What do they do at a feast?
7. What happens to Teiva after the feast?

BOOK FIVE, Unit IV

Lesson 1

- A. Aim of Lesson: To review the use of is.
- B. Visual Aids Needed: Pictures for narrative.
- C. Procedure:
1. Present narrative and ask comprehension questions.
 2. Repeat first paragraph of narrative as children listen:

Teiva is an island boy.

He lives on the island of Tahiti.

Tahiti is a beautiful place.

The climate is good.

Food is easy to find.

There is a coral reef around Tahiti.

(Have children repeat each line following the teacher's model.)

3. Teacher asks children to substitute other words for the underlined words, so that the paragraph applies to Ponape.
4. Teach rhyme: (Watch final /z/ sound)

Large banana trees
With leaves like elephant ears
Their ripe yellow fruit
Is eaten by birds and boys and girls.

5. Repeat #2 this time using other words for the underlined words such as Kusaie, Pingelap, etc.

BOOK FIVE, Unit IV

Lesson 2

A. Aim of Lesson: To review the use of are.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Repeat second paragraph from narrative as children listen:

Teiva likes to walk on the coral reef. There are many
sea animals on the reef. There are all kinds of shells.
There are sea urchins and oysters. There are many fish, too.

(Have children repeat each line following the teacher's model.)

3. Repeat third paragraph from narrative as children listen:

There are high mountains on Tahiti. Sometimes Teiva
rides his horse up the mountainside. There are many beau-
tiful flowers and trees. There are giant ferns and vanilla
vines. There are waterfalls and rivers. There are many
birds. There are many breadfruit and bananas.

(Have children repeat each line following the teacher's model.)

4. Have children draw either a scene of the reef or the mountainside in Ponape. Let them tell what can be found on the reef or the mountainside.

BOOK FIVE, Unit IV

Lesson 3

A. Aim of Lesson: Change statements using is to questions.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present listening comprehension narrative and have children say it along with you where they are able to.

2. Have children listen. Tell them you are going to make a Statement then change it to a Question:

S: Teiva is an island boy.

Q: Is Teiva an island boy?

S: Tahiti is a beautiful place.

Q: Is Tahiti a beautiful place?

S: The climate is good.

Q: Is the climate good?

3. Now, tell the children you will give the statement and they will change it to a questions.

<u>Teacher</u>	<u>Students</u>
Teiva is an island boy.	Is Teiva an island boy?
Teiva is a beautiful place.	Is Tahiti a beautiful place?
The climate is good.	Is the climate good?
Food is easy to find.	Is food easy to find?
There is a coral reef.	Is there a coral reef?
There is soft music.	Is there soft music?
Everyone is happy.	Is everyone happy?
Teiva is happy.	Is Teiva happy?
He is tired.	Is he tired?
He is asleep.	Is he asleep?

4. Individual Drill:

Have each child ask a question beginning with "Is". Class responds according to truth of statement.

Student 1: Is John a boy?

Class : Yes, he is.

Student 2: Is there a table in the room?

Class : Yes, there is.

Student 3: Is Dakio the teacher?

Class : No, he isn't.
etc.

BOOK FIVE, Unit IV

Lesson 4

A. Aim of Lesson: Change statements using are to questions.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Review pronunciation rhyme from Lesson 1.
2. Have children who are able to do so tell the narrative using pictures.
3. Have children listen. Tell them you are going to make a Statement then change to a Question.

S: There are many sea animals.
Q: Are there many sea animals?
S: There are all kinds of shells.
Q: Are there all kinds of shells?
4. Now, tell the children you will give the statement and they will change it to a question.

<u>Teacher</u>	<u>Students</u>
There are many sea animals.	Are there many sea animals?
There are many shells.	Are there many shells?
There are sea urchins and oysters.	Are there sea urchins and oysters?
There are many fish.	Are there many fish?
There are high mountains.	Are there high mountains?
There are many beautiful flowers.	Are there many beautiful flowers?
There are waterfalls and rivers.	Are there waterfalls and rivers?
There are many birds.	Are there many birds?
There are many fruits.	Are there many fruits?

5. Individual Drill:

Teacher : There are many things in the room.
Student 1: Are there many chairs?
Class : Yes, there are.
Student 2: Are there many children?
Class : Yes, there are.
Student 3: Are there many animals?
Class : No, there aren't.
etc.

BOOK FIVE, Unit IV

Lesson 5

A. Aim of Lesson: To review the use of is and are.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Review rhyme from Lesson 1.
2. Select various children to tell parts of the narrative.
3. Ask the class if any children have been in another place beside Ponape. (Such as Mokil, Nukuoro, Pingelap, etc.) Have the class ask that child questions using "is" and "are" and have the child answer.

For example:

Are there coconuts in Pingelap?
Is there a hospital?
Are there yams and breadfruit?
etc.

4. Place one item in a bag. Have children guess what's in it.

For example:

Is there a book in the bag?
Is there a pencil in the bag?
etc.

The person who guesses correctly selects the next items to be hidden in the bag.

5. Drill: Teacher will say a word and call on a student. The student must form a question using the word beginning with "is" or "are".

- | | |
|------------|----------------|
| a. girl | j. pens |
| b. chair | k. book |
| c. tables | l. students |
| d. desk | m. shells |
| e. bananas | n. broom |
| f. women | o. wastebasket |
| g. teacher | p. doors |
| h. boys | q. window |
| i. pencil | |

ACHIEVEMENT TEST: BOOK FIVE, Unit IV

Structure to be tested: is; are

Items required: 1) Randomized list of students.
2) (optional) Pictures of things listed below.

Instructions:

Calling on the students individually, give each a word from the list below and/or show a picture of the word you say. Tell the students that they are to make up a sentence beginning with there is or there are, depending on which "key word" is given.

Word list: (Mix singular and plural words.)

flower	flowers
breadfruit	breadfruit
ukelele	ukeleles
boy	boys
girl	girls
shell	shells
bird	birds
table	tables
coconut	coconuts
glass	glasses
cup	cups
spoon	spoons
box	boxes
zori	zori@

Examples:

Teacher: Mary , ...spoon (holds up picture of a spoon)
Mary : There is a spoon on the table.

Teacher: Henry, ...shells
Henry : There are shells in my pocket.

Scoring:

Give each student 1 point for forming a correct statement using there is or there are.

BOOK FIVE, Unit V

Listening Comprehension Narrative

Amak and Toota are Eskimos. They live in the Arctic. They live in a tent near the sea. The tent is made of deerskin sewn together.

Mama sews clothes for the whole family. She makes warm deerskin shirts with hoods for them. She chews and chews the sealskin to soften it. Then she makes soft warm shoes from them.

Daddy always goes hunting. Amak sometimes goes with him. Eskimos must hunt for their meat. They hunt for wolves and white whales. They hunt for seals and polar bears. They hunt in the snow fields and in the chilly water.

Toota takes care of her little brother and sister. In the summer they play outdoors all day long. They like to pick the bright-colored flowers.

The summer is very short. Soon the snow begins to fall and it is winter again. The children love winter. When the snow piles high they make an igloo.

Daddy cuts a huge circle in the snow. Then they cut big blocks of snow and fit them together. Daddy fills up the holes and cracks and mama puts down some warm furs.

Sometimes Amak goes fishing. He takes a long spear. The water is covered with ice so he makes a hole in the ice first. Then he waits and waits. When he sees a fish, he spears it.

Eskimo children like to hear stories about other countries. They like to hear about cars and trains. They laugh when they learn that some people get meat out of a small tin can.

Structures previously taught: like to
where, when, who, what

New for production: Answering and asking why and how questions

For recognition: When clauses
Conjunction "so"

Suggested Comprehension Questions:

1. Where do Amak and Toota live?
2. Where do Amak and his father go hunting?
3. Who sews clothes for the family?
4. Who finds meat for the family?
5. Who takes care of the little children?
6. What animals does father hunt for?
7. How does mother soften the seal skin? What does she make
8. How does Amak catch fish? from it?
9. What does the Eskimo live in during the summer? winter?
10. How does Toota help her mother?
11. When do the Eskimo children play outdoors?
12. When do the Eskimos make an igloo?
13. Why do Eskimo children laugh when they learn that some people get meat out of a small can?

BOOK FIVE, Unit V

Lesson 1

A. Aim of Lesson: To review interrogatives who and what.

B. Visual Aids Needed: Pictures for narrative.
Pictures of Dakio carrying a toy airplane.

1. Present narrative and ask comprehension questions.

2. Ask again the following questions:

- a. Who sews all the clothes?
- b. Who goes hunting for meat?
- c. Who watches the little children?
- d. Who goes fishing sometimes?
- e. Who loves winter?

3. Chain drill:

A: Who sews your clothes?

B: My mother. Who sews your clothes?

C: My aunty. Who sews your clothes?
etc.

4. Teach dialogue:

(Have picture of Tony carrying a toy airplane)

Tony : Who's that?

Maria: That's Dakio.

Tony : What's he carrying?

Maria: A toy airplane.

(When children have mastered the dialogue change the underlined words.)

5. Chain drill:

A: Who's that? (Pointing to Y.)

B: That's Y.

C: That's X.
etc.

BOOK FIVE, Unit V

Lesson 2

A. Aim of Lesson: To review where and when.

B. Visual Aids Needed: Pictures for narrative.
Flash cards for Drill.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Teach dialogue:

Tony : Where's Maria going?

Dakio: She's going to Guam.

Tony : When is she leaving?

Dakio: Next Monday.

3. Drill:

a. Where's Maria going?

Tony
Alenson
Dakio
Sihter
Conrad
Rena
etc.

(Cue with flash cards.)

b. $\frac{1}{2}$ class
Where's Maria going?

Dakio
Sihter
Charles
Henry
Judah
Oscar

etc.

$\frac{1}{2}$ class
To Truk.

Kiti
Guam
Kusaie
Mokil
Palau
Pingelap

c. $\frac{1}{2}$ class
When's Maria leaving?

Julida
Jonathan
Johnny
Silas
Ruth
Nora
Steve

etc.

$\frac{1}{2}$ class
On Monday.

the 5th
Tuesday
Next week
the 16th
the 23rd
Tomorrow
the 30th

BOOK FIVE, Unit V

Lesson 3

- A. Aim of Lesson: To teach the use of how.
- B. Visual Aids Needed: Pictures for narrative.
- C. Procedure:

1. Present narrative and ask comprehension questions.
2. Teach dialogue:

Tony : How do eskimos catch seals?

Dakio: They shoot them.

Tony : How does mother soften the skin?

Dakio: She chews on it.

3. Song: "Hi Ho"

Hi Ho, Hi Ho
And out to play we go
Trala lala, Tralalala
Hi Ho, Hi Ho.

4. Drills:

- | | | |
|----|------------------------------------|--------------------|
| a. | <u>½ class</u> | <u>½ class</u> |
| | How do eskimos catch <u>seals?</u> | They shoot them. |
| | <u>bears?</u> | |
| | <u>wolves?</u> | |
| | <u>deer?</u> | |
| | <u>rabbits?</u> | |
| b. | <u>Class</u> | <u>Individuals</u> |
| | How do you get to <u>Guam?</u> | By airplane. |
| | <u>Mokil?</u> | By ship. |
| | <u>Uh?</u> | By boat/canoe |
| | <u>Sekere?</u> | By car/walking |
| | | etc. |

BOOK FIVE, Unit V

Lesson 4

A. Aim of Lesson: To teach the use of why.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Song: "Hi Ho"

2. Present narrative and ask comprehension questions.

3. Teach dialogue:

Tony : Why are you carrying an umbrella?

Dakio: Because it's raining.

Tony : It's not raining now.

Dakio: Well, it was a minute ago.

4. Teach rhyme:

I wonder why, why, why,
Although I try, try, try,
I cannot fly, fly, fly.

5. Response drill: (Students answer on their own initiative.
Teacher may prompt if necessary.)

Teacher

Student

Why are you carrying an umbrella?

Because it's raining.

Why are you carrying a paddle?

Because I'm going
canoeing.

Why are you carrying a net?

etc.

Why are you carrying a sack?

Why are you crying?

Why are you laughing?

Why are you walking quietly?

Why are you standing?

Why are you singing?

Why are you hurrying?

Why are you smiling?

etc.

BOOK FIVE, Unit V

Lesson 5

A. Aim of Lesson: To review the use of interrogatives.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Sing: "Hi Ho"
2. Have children help tell the narrative. Ask comprehension questions.
3. Practice rhyme from yesterday.
4. Listen to this story:

Dakio and Anita live in Kepinle. They go to Ohmine Elementary School. They are ten years old. They're in the third grade.

Dakio's father is a carpenter. He makes houses and furniture. Anita's father is a mechanic. He fixes cars.

Dakio likes to play baseball. Anita is a girl. She doesn't like to play baseball. She likes to play with her dolls. Everyday after school Dakio helps his father in the garden. Every Saturday Anita helps her mother wash the clothes.

Dakio's father has a car. He takes Dakio to school every morning. Anita's father has a scooter. He takes Anita to school every morning.

5. Have children make up questions using what, where, when, who, why, and how. (Teacher may have to repeat parts of story and prompt the children.)

ACHIEVEMENT TEST: BOOK FIVE, Unit V

Structure to be tested: Why _____?
How _____?

Items required: Randomized list of students.

Instructions: Tell the students you will give them a statement.
They are to make up a question to go with it, using
Why or How.

Examples:

- 1) Teacher: Because it's raining.
Student: Why are you carrying an umbrella?
- 2) Teacher: By plane.
Student: How did he go to Guam?

Scoring: Score each student 1 point for a correct answer. Accept
any question that fits the answer given.

- Statements:
1. By ship
 2. Because I'm going fishing
 3. Because my mother's sick
 4. By canoe
 5. I got an A on the test
 6. By scooter
 7. It's raining
 8. By boat
 9. I went by jeep
 10. I didn't feel well

Scoring: Score 1 point for each correct answer.

BOOK FIVE, Unit VI

Listening Comprehension Narrative

My name is Meng and this is my sister Neari. We live in Cambodia. We live with our mother and father.

Our house is very simple. The roof is made of palm leaves. The floor is made of bamboo. The walls are made of bamboo, too. The house stands high on stilts. The stilts are made of logs.

Our house is in the village. There are many other houses in the village. They are just like ours.

Near our village are the rice fields. In May we plant the rice seeds. The rains fill our fields with water. Father plows the rice field. Two strong carabao pull the plow.

The women plant the rice. The young boys carry the seedlings. Day after day the women stand in the knee deep water. They bend and plant, bend and plant.

The rice grows taller and taller. Soon it is time to harvest the rice.

The men cut the ripe rice. The women winnow the rice. Then we have plenty of good rice to eat.

After the rice is harvested, we sing and dance. The young men and women are the best dancers. The older men and women watch and clap their hands.

Structures previously taught: My name is _____.
This is _____.
We live in _____.

New for production: _____ made of _____
S + V + O

New for recognition: just like
it is time to _____

Suggested Comprehension Questions:

1. Where do Meng and Neari live?
2. Find Cambodia on the map.
3. Describe Meng's house.
4. Are the houses far apart in Cambodia?
5. Where are the rice fields?
6. When do they plant the rice seeds?
7. What animal helps the farmers?
8. Who plants the rice?
9. What do Meng and his friends do?
10. What do the Cambodians do after the rice is harvested?

BOOK FIVE, Unit VI

Lesson 1

A. Aim of Lesson: To teach the use of made of.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Repeat the second paragraph.

Ask the children:

a. What is the roof made of?

b. What is the floor made of?

c. What are the walls made of?

d. What are the stilts made of?

3. Teach dialogue:

Tony : Where's your house?

Maria: It's in the Kusaien village.

Tony : What is it made of?

Maria: The roof is made of iron.

Tony : What is the floor made of?

Maria: Wood.

4. Drills:

T : Look at our school building. What is it made of?

S₁: The roof is made of iron.

S₂: The walls are made of hollow tile.

S₃: The floor is made of concrete.

S₄: The door is made of wood.

S₅: The windows are made of wood.
etc.

5. Teach rhyme:

Why are little boys made of?

Little boys are made of nails, snails, and puppy dog tails.

What are little girls made of?

Little girls are made of sugar and spice and everything nice.

BOOK FIVE, Unit VI

Lesson 2

A. Aim of Lesson: Review: made of
Teach : S + V + O

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Review rhyme from yesterday's lesson.

2. Chain drill:

Teacher: What is the desk made of, Frank?

Frank : It's made of wood. What is the chair made of, Mona?

Mona : It's made of wood. What is the floor made of, John?

John : It's made of concrete.
etc.

3. Present narrative and ask comprehension questions.

4. Have children repeat the following sentences after you,
first as a class, then as groups and finally individually.

Father plows the field.
The carabao pulls the plow.
The women plant the rice.
The boys carry the seedlings.
The men cut the rice.
The women winnow the rice.

5. Teach Song: "Planting Rice"

Planting rice is never fun
Bent from morn 'til set of sun
Cannot stand and cannot sit
Cannot rest a little bit.
Planting rice is no fun
Bent from morn 'til set of sun
Cannot stand, cannot sit
Cannot rest a little bit.

BOOK FIVE, Unit VI

Lesson 3

A. Aim of Lesson: To continue teaching S + V + O
To review What do the men do?

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Sing: "Planting Rice"
2. Present narrative and ask comprehension questions.
3. Teach dialogue:

Tony : Everyone helps to plant rice.

The men plow the fields.

Maria: What do the women do?

Tony : They plant the rice.

Maria: What do the boys do?

Tony : They carry the seedlings.

4. Drills:

a.	<u>½ class</u>	<u>½ class</u>
	What do the <u>men</u> do?	They plow the fields.
	women	They plant the rice.
	boys	They carry the seedlings.
	carabao	They pull the plow.
	men	They cut the rice.
	women	They winnow the rice.
	boys	They eat the rice.
	girls	They watch the babies.

b. Chain drill:

A: What does your mother do?

B: She cooks supper.

What does your father do?

C: He catches fish.

What does your sister do?

D: She washes our clothes.

etc.

BOOK FIVE, Unit VI

Lesson 4

A. Aim of Lesson: To continue teaching S + V + O.
To review: What do you like?

B. Visual Aids Needed: Pictures for narrative.
Pictures of various foods.

C. Procedure:

1. Review rhyme from Lesson 1.

2. Teacher: Meng and Neari live in Cambodia. They like rice.
Who can tell us about two children on Ponape?

Student 1: Meriko and Tony like on Ponape. They like breadfruit.

Student 2: Gideon and Esther live on Mokil. They like pilolo.

Student 3: Erafe and Anako live on Kusaie. They like fafa.

Student 4: James and Mary live in Yap. They chew beetle nuts.

etc.

3. Teach dialogue:

Tony : Meng and Neari like rice. What do you like?

Maria: I like rice, too. And I like taro.

Tony : I like rice, too. And I like bananas.

Maria: My brother likes bananas, too.

4. Drill:

a. Chain drill: (Have pictures of foods on display)

T : I like mangoes. What do you like?

S1: I like watermelons. What do you like?

S2: I like soursop. What do you like?

etc.

b. Teacher

Meng likes rice.

Meng and Neari

Tony

Maria

bananas

They

Mother and father

grandmother

taro

Class

Meng likes rice.

Meng and Neari like rice.

Tony likes rice.

Maria likes rice.

Maria likes bananas.

They like bananas.

Mother and father like bananas.

Grandmother likes bananas.

Grandmother likes taro.

etc.

BOOK FIVE, Unit VI

Lesson 5

A. Aim of Lesson: To review all structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Sing: "Planting Rice"

2. Have one or more students tell the narrative using the pictures as cues.

3 Teach dialogue:

Meng: Father plows the rice fields.

Tony: Who pulls the plow?

Meng: The carabao pulls the plow.

Tony: And the women plant the rice?

Meng: Yes, the women plant the rice.

4. Rhyme from Lesson 1.

5. Drill:

<u>Teacher</u>	<u>Class</u>
<u>Father</u> plows the rice fields.	Father plows the rice fields.
The men	The men plow the rice fields.
Mother	Mother plows the rice fields.
plants the rice	Mother plants the rice.
the women	The women plant the rice.
carry the seedlings	The women carry the seedlings.
Meng	Meng carries the seedlings.
the boys	The boys carry the seedlings.
watch the children	The boys watch the children.
Neari	Neari watches the children.
the girls	The girls watch the children.
cut the rice	The girls cut the rice.
the men	The men cut the rice.
father	Father cuts the rice.

ACHIEVEMENT TESTS: BOOK FIVE, Unit VI

Test A

Structure to be tested: _____ made of _____

Items required: Randomized list of students.

Instructions: Tell the students you will call on them individually.
They must answer your question using "made of" in the sentence.

Example:

- 1) Teacher: What are books made of?
Student: They're made of paper.
- 2) Teacher: What are desks made of?
Student: They're made of wood.

Questions:

1. What are shelves made of?
2. What are magazines made of?
3. What are mwaremware made of?
4. What are roofs made of?
5. What are cars made of?
6. What are windows made of?
7. What are walls made of?
8. What are shoes made of?
9. What are zoris made of?
10. What are notebooks made of?

Scoring:

Score 1 point for each correct answer.

ACHIEVEMENT TESTS: BOOK FIVE, Unit VI

Test B

Structure to be tested: S + V + O

Items required: Randomized list of students.

Instructions: Tell the students that you will ask them a questions.
They must answer in a complete sentence.

Example:

Teacher: What did you do last night?

Student: I went to the movie.

Questions:

1. What did you eat last night?
2. How did you help your mother/father?
3. What song did you sing yesterday?
4. Who cleaned the room yesterday?
5. Who pulls the plow?

Scoring:

Score 1 point for each correct answer.

BOOK FIVE, Unit VII

Listening Comprehension Narrative

Kai Ming is a Chinese boy who lives in Hong Kong. He doesn't live in a house like we do. He lives on a junk.

A junk is a Chinese sail boat. It is flat and wide. It has a tall mast and a sail.

Kai Ming has an older sister and a younger brother. His mother, father, and grandfather also live on the junk. Kai Ming was born on the junk and he will live on it all his life.

Everyone on the junk has to work. Kai Ming has to watch the baby. Sometimes he has to help his father. Sister has to dry the nets. She has to help mother, too. Grandfather has to fix the nets. Father has to fish. Mother has to cook and wash.

People who live on junks do not go to the store. The vendors come to the junks to sell them the many things they need.

The mothers have to buy fruits and vegetables. They have to buy rice. They have to buy firewood. They even have to buy water sometimes. But they never have to buy fish. They have plenty of fish.

Structures previously taught: linking verb is

New for production: has to
have to

New for recognition: People who live on junks do not go to the store.

Suggested Comprehension Questions:

1. Where does Kai Ming live?
2. What is a junk?
3. How many are there in Kai Ming's family?
4. What are some of Kai Ming's jobs?
5. What is grandfather's job?
6. How do people who live on junks buy what they need?
7. What do the vendors sell?
8. What don't people on junks need to buy?

BOOK FIVE, Unit VII

Lesson 1

A. Aim of Lesson: To review the use of the linking verb is.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Sing: "Planting Rice"

2. Present narrative and ask comprehension questions.

3. Teach dialogue:

Tony : What's a junk?

Maria: A junk is a sail boat.

Tony : Is it narrow like a canoe?

Maria: No, it's flat and wide.

4. Drills:

- | | | |
|----|--|--|
| a. | <u>Teacher</u> | <u>Class</u> |
| | A junk is a boat. | A junk is a boat. |
| | sailboat | A junk is a sailboat. |
| | wide | A junk is wide. |
| | flat | A junk is flat. |
| | Chinese sailboat | A junk is a Chinese sailboat. |
| b. | <u>Teacher</u> | <u>Class</u> |
| | <u>Kai Ming</u> is a <u>Chinese</u> boy. | Kai Ming is a Chinese boy. |
| | Eri | Mortlockese Eri is a Mortlockese boy. |
| | Aniwo | Trukese Aniwo is a Trukese boy. |
| | Ioanis | Ponapean Ioanis is a Ponapean boy. |
| | Albert | Pinglapese Albert is a Pinglapese boy. |
| | Joni | Marshallese Joni is a Marshallese boy. |
| | Masao | Palauan Masao is a Palauan boy. |
| | | etc. |

BOOK FIVE, Unit VII

Lesson 2

- A. Aim of Lesson: To teach the use of has to.
- B. Visual Aids Needed: Pictures for narrative.
- C. Procedure:

1. Song: "Blue Flower" (Chinese folk song)

Bright blue flower as blue as day,
Loved both near and far;
None so bright and none so gay,
As our pretty Lan Hua - hua.

2. Present narrative and ask comprehension questions.

3. Teach dialogue:

Tony : Everyone on the junk has to work.

Maria: Yes. Kai Ming has to watch the baby.

Tony : And sister has to dry the nets.

Maria: Even old grandfather has to fix the nets.

4. Drills:

<u>Teacher</u>	<u>Class</u>
Everyone has to <u>work</u> .	Everyone has to work.
<u>watch the baby</u>	Everyone has to watch the baby.
Kai Ming	Kai Ming has to <u>watch the baby</u> .
<u>dry the nets</u>	Kai Ming has to dry the nets.
Sister	Sister has to dry the nets.
<u>help mother</u>	Sister has to help mother.
grandfather	Grandfather has to help mother.
<u>fix the nets</u>	Grandfather has to fix the nets.
father	Father has to fix the nets.
<u>fish</u>	Father has to fish.
Mother	Mother has to fish.
<u>cook</u>	Mother has to cook.

BOOK FIVE, Unit VII

Lesson 3

A. Aim of Lesson: To teach the use of have to.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Sing: "Blue Flower"

2. Present listening comprehension narrative. Have pupils repeat after you each sentence in the fourth paragraph. Ask questions.

3. Teach dialogue:

Maria: The mothers have to buy many things.

Tony : Yes. They have to buy fruits and vegetables.

Maria: They have to buy rice, too.

Tony : Sometimes they even have to buy water.

4. Drill:

<u>Teacher</u>	<u>Class</u>
Mothers have to buy many <u>things</u> .	Mothers have to buy many things.
fruits	They have to buy fruits.
vegetables	They have to buy vegetables.
firewood	They have to buy firewood.
water	They have to buy water.
rice	They have to buy rice.
clothes	They have to buy clothes.
pots	They have to buy pots.
dishes	They have to buy dishes.
	etc.

BOOK FIVE, Unit VII

Lesson 4

A. Aim of Lesson: To contrast have to/has to.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Teach the 2nd verse to "Blue Flower"

Tall and graceful grows the grain.
Many stems there are
Of the maids who live on the plain,
None so fair as Lan Hua Hua.

2. Have children assist in telling the narrative. Have them ask questions of others.

3. Teach dialogue:

Tony : Kai Ming has to work hard.

Maria: They all have to work hard.

Tony : Everyone has to do his job.

Maria: They have to help each other.

4. Drills:

- | | <u>Teacher</u> | <u>Class</u> |
|----|--|---|
| a. | Kai Ming has to <u>work hard</u> .
watch the baby
help his father
carry firewood | Kai Ming has to work hard.
Kai Ming has to watch the baby.
Kai Ming has to help his father.
Kai Ming has to carry firewood. |
| b. | Teacher: Dakio is a Ponapean boy.
What does he have to do?
Student 1: He has to gather breadfruit.
Student 2: He has to clean the yard.
etc. | |
| c. | <u>Teacher</u>
They have to buy <u>water</u> .
rice
firewood
fruits
vegetables | <u>Class</u>
They have to buy water.
They have to buy rice.
They have to buy firewood.
They have to buy fruits.
They have to buy vegetables.
etc. |
| d. | Teacher: What do we have to buy in Ponape?
Student 1: We have to buy rice.
Student 2: We have to buy clothes.
etc. | |

BOOK FIVE, Unit VII

Lesson 5

A. Aim of Lesson: To review structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Sing two verses of "Blue Flower"

2. Have children tell the narrative.

3. Teach dialogue:

Tony : Kai Ming's house is a boat.

Maria: He has to work very hard.

Tony : Kai Ming and his sister have to help their parents.

Maria: We do, too.

4. Drill:

<u>Teacher</u>	<u>Class</u>
Kai Ming has to work very hard.	Kai Ming has to work very hard.
They	They have to work very hard.
buy many things.	They have to buy many things.
He	He has to buy many things.
Mother	Mother has to buy many things.
rice	Mother has to buy rice.
We	We have to buy rice.
	etc.

ACHIEVEMENT TEST: BOOK FIVE, Unit VII

Structure to be tested: has to, have to

Items required: Randomized list of students.

Instructions: Tell the students you will ask them a question.
They will respond using "has to" or "have to" in
their answer.

Examples:

- 1) Teacher: Where are you going?
Student: I have to sharpen my pencil.
- 2) Teacher: What does Michi have to do?
Student: He has to watch the baby.

Questions:

1. What do you have to buy?
2. What do mothers have to do?
3. What does your sister have to do?
4. What does Maria have to do?
5. What do policemen have to do?

Scoring:

Score 1 point for each correct answer.

BOOK FIVE, Unit VIII

Listening Comprehension Narrative

The Chinese people eat plenty of rice, fish, and vegetables. A Chinese family always eats together. Kai Ming eats with chopsticks. He doesn't eat with a spoon or fork like some of us do.

Kai Ming's father fishes with a big net. All the other fishermen fish with big nets, too. Sometimes Kai Ming fishes with a line. Sometimes he catches a big fish.

Kai Ming often carries his baby brother on his back. Mother ties the baby with a long piece of cloth.

Kai Ming does not go to school. The school is too far away. He cannot read or write. When he is older his father will teach him how to write. First he will learn to write with a pencil. Later he will write with a brush.

Kai Ming likes to watch the boat races during the Dragon Boat Festival.

The boats are decorated like dragons. The fifty men on the boat paddle with oars. The air is filled with the sound of firecrackers.

Kai Ming is tired at the end of the day. He sleeps in a room without furniture. He sleeps without a bed and without a pillow. He puts a piece of cloth on the floor and lies on it.

Structures previously taught: likes to
always, sometimes

New for production: with a net
with chopsticks
without a pillow

New for recognition: when clauses

Suggested Comprehension Questions:

1. What do Chinese people eat?
2. How does Kai Ming eat?
3. Who does he eat with?
4. How does Kai Ming's father fish?
5. Does Kai Ming fish, too?
6. Does he use a net for fishing?
7. How does Kai Ming carry his brother?
8. Does Kai Ming go to school?
9. Who will teach him to read and write?
10. What does Kai Ming like to do on the Dragon Boat Festival day?
11. Does Kai Ming sleep on a bed?
12. Would you like to live on a boat like Kai Ming? Why or why not?

BOOK FIVE, Unit VIII

Lesson 1

A. Aim of Lesson: To review the use of do and does.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Sing: "Blue Flower"
2. Present narrative and ask comprehension questions.
3. Pronunciation rhyme /z/

New shoes, new shoes,
Red and pink and blue shoes,
Tell me, what would you choose,
If they'd let us buy?

4. Teach dialogue:

Tony : Do you like to eat rice?

Maria: Yes. I like rice.

Tony : Does Kai Ming like to eat rice.

Maria: Yes. My brothers do, too.

5. Drill:

Teacher
Does Kai Ming like rice?
your sisters
John
the teacher
the babies
chickens
mother

Class
Does Kai Ming like rice?
Do your sisters like rice?
Does John like rice?
Does the teacher like rice?
Do the babies like rice?
Do chickens like rice?
Does mother like rice?
etc.

BOOK FIVE, Unit VIII

Lesson 2

A. Aim of Lesson: To teach the use of with a fork.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Teach dialogue:

Tony : I eat with a fork.

Maria: I do, too. But Kai Ming eats with chopsticks.

Tony : Do all Chinese eat with chopsticks?

Maria: Yes. The Japanese eat with chopsticks, too.

3. Drill:

a. <u>Teacher</u>		<u>Class</u>
Kai Ming eats with chopsticks.		Kai Ming eats with chopsticks.
John	a fork	John eats with chopsticks.
		John eats with a fork.
Mary		Mary eats with a fork.
	spoon	Mary eats with a spoon.
I		I eat with a spoon.
	my fingers	I eat with my fingers.

b. <u>Teacher</u>	<u>Class</u>
I see _____	with my eyes.
I smell _____	with my nose.
I hear _____	with my ears.
I feel _____	with my hands.
I taste _____	with my tongue.
I chew _____	with my teeth.
I walk _____	with my legs.
I stamp _____	with my feet.
I clap _____	with my hands.

BOOK FIVE, Unit VIII

Lesson 3

- A. Aim of Lesson: To continue to teach the use of with a fork.
- B. Visual Aids Needed: Pictures for narrative.
Real objects: pen, pencil, eraser, scissors, knife, hammer, fork, spoon, crayon, ruler.

C. Procedure:

1. Teach rhyme:

I see with my eyes,
I smell with my nose
I count with my fingers
And sometimes with my toes.

2. Present narrative and ask comprehension questions.

3. Teach dialogue:

Tony : What do you do with a pencil?

Maria: I write with a pencil.

Tony : Do you write with a pen?

Maria: Sometimes.

4. Drill:

Teacher
Cues by holding up:

pencil
scissors
eraser
glass
crayon
brush
pen

Class

I write with a pencil.
I cut paper with scissors.
I erase with an eraser.
I drink with a glass.
I color with crayons.
I paint with a brush.
I write with a pen.

etc.

BOOK FIVE, Unit VIII

Lesson 4

A. Aim of Lesson: To teach the use of without

B. Visual Aids Needed: Pictures for narrative.
Real objects from yesterday's lesson.

C. Procedure:

1. Review rhyme from yesterday's lesson.
2. Have children try to tell the narrative as teacher prompts.
3. Teach dialogue:

Tony : Kai Ming sleeps without a bed.

Maria: He sleeps on the floor like we do.

Tony : He sleeps without a pillow, too.

Maria: I can't sleep without a pillow.

4. Drill:

Teacher

Class

pillow

I can't sleep without a pillow.

scissors

I can't cut without scissors.

crayons

I can't color without crayons.

brush

I can't paint without a brush.

etc.

BOOK FIVE, Unit VIII

Lesson 5

A. Aim of Lesson: To review all structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.
Real objects.

C. Procedure:

1. Sing: "Blue Flower"
2. Review rhyme from Lesson 3.
3. Play guessing game.

Have real objects used in yesterday's lesson in a box.
Have IT select one object without class seeing it.

Students must ask:

"Can you cut with it?"

"Can you color with it?", etc.

If IT answers "No", they go on asking questions using "Can".

If IT says "Yes", they must ask "Is it a crayon?" or some such similar question. The person who guesses correctly becomes the next IT.

4. Drill:

Teacher
pencil-with
knife-without
hammer-without
erase-eraser

Students
I write with a pencil.
I can't cut without a knife.
I can't pound without a hammer.
I erase with an eraser.

etc.

ACHIEVEMENT TEST: BOOK FIVE, Unit VIII

Structure to be tested: with a net, without a knife

Items required: 1) Randomized list of students.
2) Pictures or real objects (scissors, eraser, pen, pencil, crayon, brush, eye glasses, drinking glasses, fork, spoon.)

Instructions:

Tell the students you will hold up an object (or picture) and say the word "with" or "without". They must make a sentence using the object and the word.

Examples:

- 1) Teacher: "without" (holding a book)
Student: I can't read without a book.
- 2) Teacher: "with" (holding a machete)
Student: I cut grass with a machete.

Cues:

- 1. with (drinking glass)
- 2. with (spoon)
- 3. without (pen)
- 4. with (fork)
- 5. without (eraser)
- 6. without (brush)
- 7. without (pencil)
- 8. with (scissors)
- 9. with (crayon)
- 10. without (eye glasses)

Scoring:

Score 1 point for each correct answer.

BOOK FIVE, Unit IX

Listening Comprehension Narrative

Rikka and Rindji live on a beautiful island called Bali. They are very happy children and they live a simple life.

Rikka and Rindji use banana leaves for plates. They don't have to wash dishes. They eat with their fingers. They do not use forks or spoons.

On rainy days, Rikka and Rindji use a banana leaf for an umbrella. On hot days they use a banana leaf for shade.

The banyan tree is very big. Children use the roots to swing on. People use the big branches for shade.

The Balinese use horses to pull carts. They use carabaos to pull the plows. The men use long poles to carry their bundles. The women use baskets to carry food and flowers.

Rikka and Rindji must practice dancing everyday. The Balinese use their fingers and body to dance. They use their heads also. When Rikka becomes 13, she will be a dancer in the temple.

When Rikka dances many people help her get ready. She uses a sarong and a sash for her costume. She uses white rice powder to make up her face. She uses bracelets and a headdress for jewels.

The music of Bali is very different. The Balinese use small brass xylophones. They use wooden hammers to hit the xylophone. They also use drums, gongs, and flutes to make music.

The people of Bali worship many gods. They use flowers to worship. They also use food and incense.

Structures previously taught: They are very happy.
They eat with their fingers.

New for production: They use banana leaves for plates.
They use the roots to swing on.

New for recognition: when clauses
must

Suggested Comprehension Questions:

1. Where do Rikka and Rindji live?
2. What do they use for plates?
3. What else do they use banana leaves for?
4. How do the Balinese eat?
5. Is a banyan tree very big?
6. What pulls the carts in Bali?
7. What do the women carry in their baskets?
8. What do the Balinese use for music?
9. When will Rikka dance when she becomes 13?
10. Do Balinese women use jewelry?

BOOK FIVE, Unit IX

Lesson 1

A. Aim of Lesson: To review with their fingers.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Chain drill:

A: What do you do with your nose?

B: I smell with my nose. What do you do with your teeth?

C: I chew with my teeth. What do you do with your eyes?
etc.

2. Have children listen as you say:

Rikka and Rindji eat with their fingers.
They eat without forks or spoons.
They eat without plates, too.
They eat off banana leaves.
They don't have to wash dishes.

3. Have children repeat each sentence as you model it.

4. Drill:

- | | | |
|----|------------------------------|---------------------------------|
| a. | <u>Teacher</u> | <u>Class</u> |
| | Rikka eats with his fingers. | Rikka eats with his fingers. |
| | Rindji | Rindji eats with his fingers. |
| | a fork | Rindji eats with a fork. |
| | Marda | Marda eats with a fork. |
| | a spoon | Marda eats with a spoon. |
| | Dakio | Dakio eats with a spoon. |
| | Kai Ming | Kai Ming eats with a spoon. |
| | chopsticks | Kai Ming eats with chopsticks. |
| b. | <u>Teacher</u> | <u>Class</u> |
| | Rikka eats without a fork. | Rikka eats without a fork. |
| | Rindji | Rindji eats without a fork. |
| | Kai Ming | Kai Ming eats without a fork. |
| | spoon | Kai Ming eats without a spoon. |
| | Dakio | Dakio eats without a spoon. |
| | Maria | Maria eats without a spoon. |
| | plate | Maria eats without a plate. |
| | Francisco | Francisco eats without a plate. |

BOOK FIVE, Unit IX

Lesson 2

A. Aim of Lesson: To teach: They use banana leaves for plates.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Pronunciation rhyme /ay/

Mice

I think mice are rather nice.
Their tails are long,
Their faces small,
They haven't any chins at all.
Their ears are pink,
Their teeth are white,
They run about the house at night.
They nibble things
They shouldn't touch
And no one seems to like them much.
But I think mice are nice.

2. Present narrative and ask comprehension questions.

3. Have children listen to all of the sentences first then repeat after teacher's model:

Rikka and Rindji use banana leaves for plates.

They use banana leaves for umbrellas, too.

The Balinese use horses to pull the carts.

They use carabaos to pull the plows.

The girls use sarongs for costumes.

They use bracelets for jewelry.

4. Response drill:

Teacher: What do Rikka and Rindji use banana leaves for?

Student: They use banana leaves for plates.

Student: They use banana leaves for umbrellas.

Teacher: What do we use banana leaves for?

Student: We use banana leaves for plates, too.

etc.

Teacher: What do Balinese girls use for costumes?

Student: They use sarongs.

Student: They use bracelets for jewelry.

Teacher: What do we use for costumes?

Student: We use grass skirts.

Student: We use mwaramwars. etc.

BOOK FIVE, Unit IX

Lesson 3

A. Aim of Lesson: To teach: He uses a banana leaf for a plate.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Continue learning rhyme from yesterday.

2. Teach dialogue:

Tony : Rikka and Rindji use banana leaves for umbrellas.

Maria: Dakio uses a banana leaf for an umbrella.

Tony : I use a taro leaf for an umbrella, sometimes.

Maria: I do, too.

3. Present narrative and ask comprehension questions.

4. Drill:

½ class
Rikka and Rindji use banana
leaves for plates.

They use banana leaves for
umbrellas.

They use sarongs for costumes.

They use banana leaves for
shade.

They use bracelets for
jewelry.

½ class
Rindji uses a banana leaf
for a plate.

He uses a banana leaf for
an umbrella.

He uses a sarong for a
costume.

He uses a banana leaf for
shade.

He uses a bracelet for
jewelry.

BOOK FIVE, Unit IX

Lesson 4

- A. Aim of Lesson: To teach: She uses her fingers to eat with.
- B. Visual Aids Needed: Pictures for narrative.
Pictures or Real objects: pencil, pen, crayon, marker, chair, mat, bench, stool, blocks, ball, rope, doll

C. Procedure:

1. Present narrative and ask comprehension questions.
2. Teach dialogue:

Tony : Rikka uses her fingers to eat with.

Maria: Kai Ming uses chopsticks to eat with.

Tony : What do you eat with?

Maria: I eat with a fork.

3. Drills: (Pointing to pictures or real objects)

a. Teacher: What do we use to write with?

Student 1: We use a marker to write with.

Student 2: We use a pen to write with.

Student 3: We use a pencil to write with.

Student 4: We use a crayon to write with.

b. Teacher: What do we use to play with?

Student 1: We use a doll to play with.

Student 2: We use a rope to play with.

Student 3: We use a ball to play with.

Student 4: We use blocks to play with.

c. Teacher: What do we use to sit on?

Student 1: We use a chair to sit on.

Student 2: We use a mat to sit on.

Student 3: We use a bench to sit on.

Student 4: We use a stool to sit on.

d. Teacher (cues)

pen

ball

bench

chair

pencil

toys

Class

We use a pen to write with.

We use a ball to play with.

We use a bench to sit on.

We use a chair to sit on.

We use a pencil to write with.

We use toys to play with.

etc.

BOOK FIVE, Unit IX

Lesson 5

A. Aim of Lesson: To review structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Review rhyme from Lesson 2.
2. Have children tell the narrative cooperatively.
3. Break children up into little groups of five or four. Assign each of them a plant such as coconut, banana, taro, breadfruit, etc. Have them think of the many uses of that plant and report back to the class saying,
 "We use the coconut for food."
 "We use the leaves for baskets."
 "We use the husks for fuel." etc.
4. Teacher asks the following questions of individuals:
 - a. How does Kai Ming, eat?
 - b. How does Rikka eat?
 - c. How do you eat?
 - d. What do you use to sleep on?
 - e. What does Kai Ming use to sleep on?
 - f. What do you use to write with?
 - g. What do the Chinese use to write with?
 - h. What does Rindji use for an umbrella?
 - i. What do you use for an umbrella?
 - j. What do you use for a costume?
 - k. What does Rikka use for a costume?

ACHIEVEMENT TEST: BOOK FIVE, Unit IX

Structure to be tested: They use banana leaves for plates.
They use banana leaves to sit on.

Items Needed: Randomized list of students.

Instructions:

Tell the students to complete the sentences you begin for them.

Examples:

- 1) Teacher: We use carabao ____
Student: to plow the fields.
- 2) Teacher: We use mangrove branches ____
Student: for firewood.

Statements:

1. We use coconut husks ____.
2. We use taro leaves ____.
3. We use banana leaves ____.
4. We use nets ____.
5. We use pens ____.
6. We use cups ____.
7. We use our nose ____.
8. We use our eyes ____.
9. We use chair ____.
10. We use a lamp ____.

Scoring:

Score 1 point for each correct answer.

BOOK FIVE, Unit X

Listening Comprehension Narrative

On the sunny banks of a brown river in Thailand lives a boy named Nu Dang. He likes to swim in the river on hot days. He likes ice cakes. But most of all, he likes his kite.

Every boy in his village has a kite. All of the kites are of different shapes. Some are round and some are square. Some are triangles and others are rectangles. Some are shaped like fish and others are shaped like snakes. Nu Dang's kite is shaped like a bird. He likes his kite best of all.

Nu Dang likes all the kites. He likes the square ones and the round ones. He likes the snakes and the fish. But he likes his bird most of all.

One day the wind was very strong. Nu Dang lost his kite. The string slipped out of his hand. Nu Dang was very sad. He must have his kite.

So Nu Dang got into his canoe and paddled down the river. He first met a cake seller. "Have you seen my kite?" he asked.

"No," the vendor said. "I haven't seen it anywhere."

Nu Dang passed a group of priests. He bowed and asked, "Have you seen my kite?"

"No," they answered. "We haven't seen your kite anywhere."

Nu Dang came to the "Floating Market." Here the boats sold fruits and vegetables and all kinds of fish. "Have you seen my kite?" he asked.

"No," they all said. "We haven't seen it anywhere."

Poor Nu Dang was very sad. He paddled home slowly. When he got to his home he was very tired. Then he heard a quiet flap, flap, flap. There was his kite. It had come home with the wind. Nu Dang was very happy. He was the happiest boy in the world.

Structures previously taught: He likes to _____.
Some of _____.
All of _____.

New for production: Have you seen _____?
Shapes: squares, circle, rectangles, triangles

New for recognition: most of all, best of all

Suggested Comprehension Questions:

1. Where does Nu Dang live?
2. What does he like to do on hot days?
3. Are the kites all the same?
4. Does Nu Dang love his kite?
5. How did Nu Dang lose his kite?
6. What did he ask everyone he met?
7. What did they answer?
8. What did Nu Dang find when he got home?
9. Was he happy? Have you ever made a kite?

BOOK FIVE, Unit X

Lesson 1

A. Aim of Lesson: To teach: squares and circles.

B. Visual Aids Needed: Pictures for narrative.
Cut outs - squares & circles of various
colors and sizes.

C. Procedure:

1. Present narrative and ask comprehension questions.
2. Show children a cut out of a circle. Tell them "This is a circle. It's round."
Show children a cut out of a square. Tell them, "This is a square. It has four sides. All the sides are equal."
3. Group children into fours or fives. Give each group a set of at least 25 circles and squares of different sizes. Have them separate the big circles, small circles, big squares, and small squares. Have them report on how many of each kind they have. ("We have four small squares, etc.")
4. Give each child a circle and a square. Have them differentiate square and circle by saying, "This is a square and this is a circle."
5. Have various children get up and talk about their cut outs.

"This is a circle.
It's big. It's red.
It's a big red circle."

etc.

BOOK FIVE, Unit X

Lesson 2

- A. Aim of Lesson: To teach: triangles and rectangles.
- B. Visual Aids Needed: Pictures for narrative.
Cutouts of triangles and rectangle of various colors and sizes.

C. Procedure:

1. Teacher: (Holding up a circle) What's this?
Class : It's a circle.
Teacher: (Holding up a square) What's this?
Class : It's a square.
Teacher: (Holding up a triangle) What's this?
Class : (Prompted if necessary) It's a triangle.
Teacher: How many sides does a triangle have?
Class : Three.
Teacher: How many sides does a rectangle have?
Class : Four.
Teacher: (Holding up rectangle) What's this?
Class : (Prompted if necessary) It's a rectangle.
Teacher: How many sides does it have?
Class : Four.
Teacher: Are all the sides equal?
Class : No.
Teacher: How many sides are equal?
Class : Two.
2. Give each child a rectangle and a triangle and have him differentiate as we did yesterday between triangle and circle.
(See #4)
3. Have various children talk about their triangles and rectangles.

This is a rectangle.
It's big. It's yellow.
It's a big yellow rectangle.
4. Break into groups giving each group large and small circles, squares, triangles, and rectangles. Have them report on how many of each they have.

BOOK FIVE, Unit X

Lesson 3

- A. Aim of Lesson: To teach: Have you seen _____?
No, we haven't seen _____.
- B. Visual Aids Needed: Pictures for narrative.
- C. Procedure:
1. Present narrative and ask comprehension questions.
 2. Dramatize part of the narrative. Assign students to be Nu Dang, the cake seller, the priests, and the boat vendors. Have Nu Dang go to each group asking, "Have you seen my kite?" Each group responds, "No, I/We haven't seen your kite."
 3. Choose an IT. Let IT choose a cutout of a rectangle, square, circle, or triangle. He leaves it on his desk. He leaves the room. Teacher calls on someone to take the cutout. IT comes back. He looks for his cutout. He goes to pupils asking, "Have you seen my circle?" until he finds the person who has it. That person responds, "Yes. Here it is." Everyone else answers, "No, I haven't seen your circle." Choose new IT and continue game.

BOOK FIVE, Unit X

Lesson 4

- A. Aim of Lesson: To review shapes.
- B. Visual Aids Needed: Pictures for narrative.
- C. Procedure:
 - 1. Have children dramatize and tell the narrative.
 - 2. Draw a figure on the board like this:



Ask children what animal it is. Then have them notice the shapes in the drawing:

- The mouth is a circle.
 - The ears are triangles.
 - The eyes are rectangles.
 - The head is a circle.
 - The nose is a square.
 - The body is a circle.
- 3. Ask children to draw an animal of their own using the various shapes. Put the pictures on the bulletin board and have the children look at them and talk about them.

BOOK FIVE, Unit X

Lesson 5

A. Aim of Lesson: To review shapes.

B. Visual Aids Needed: Thin paper (onion skin)
Bamboo slats (very thin)
Paste, string, scissors

C. Procedure:

1. Give each child a sheet of paper. Have him draw a large picture of an animal using various shapes.
2. Cut out the animal.
3. Tie bamboo slats so you have them large enough to reach the farthest points of the drawing.



4. Paste bamboo to paper drawing.
5. Tie string to make a kite.
6. Have each child show and talk about his finished kite.

ACHIEVEMENT TEST: BOOK FIVE, Unit X

Structure to be tested: Shapes (circles, squares, triangles, rectangles) modifiers of size and color.

Items required: 1) Randomized list of students.
2) Bulletin board display of the four shapes mentioned above in various colors and sizes.

Instructions: Tell children you will point to one of the shapes. They must give you the size, color, and shape:

Example:

Student: That's a small orange circle.

Scoring:

Score 1 point for each completely correct answer.

ED033341

CURRICULUM RESEARCH CONTRACT
Project Number 6-1025
Grant Number 4-7-01025-2077

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ENGLISH

BOOK VI

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Curriculum Research Contract
Project Number 6-1025
Grant Number 4-7-01025-2077

E N G L I S H

Book VI

The curriculum materials herein were developed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Researchers undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view do not necessarily represent official Office of Education position.

University of Hawaii
Honolulu, Hawaii
June, 1969

Corpus (Book VI)

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INTRODUCTION

The emphasis in the following units is twofold: listening comprehension and oral production. At the beginning of each unit, there is a narrative. The teacher tells the narrative to the children, using the accompanying pictures, gestures, expressions - anything that will help the children to understand.

After the students have heard the story in English, comprehension questions are asked in Ponapean to ascertain that the narrative has been understood. If the students have not understood the story, it should be summarized (not translated) into Ponapean for them. (This will probably have to be done with the first few narratives.)

Do not expect complete comprehension at the first presentation of the narrative. The story will be repeated in English everyday of the unit.

Most of the structures in the narrative are presented for comprehension and not for production. Structures for production will be extracted from the narrative and presented usually in the form of a dialog.

Aim of Lesson: At the beginning of each lesson there is a statement of the aims for the lesson. Be sure you read this before you teach the lesson.

Visual Aids Needed: All the visual aids - pictures, objects, etc. are listed. Look this part over so you will know what aids you will need. Most of the pictures are provided for you. Color the pictures and mount them on hard paper for easier handling. Real objects you are expected to prepare. Do not hesitate to make your own aids that you think might be helpful.

Procedure: The procedure tells you step by step how to proceed with the lesson. Follow the steps carefully. You may insert songs and relaxation activities in between steps when children seem restless.

Dialog:

Dialog should be taught as follows:

1. The teacher models the dialog. Students listen.
 2. Teacher repeats the dialog. Children repeat.
 3. Divide class into two parts. One-half takes one role; other half takes the other role. (Teacher can prompt both halves.)
 4. Assign parts to rows of students.
 5. Assign parts to individuals.
- (It is not asked that all students must have a chance to participate individually daily. Rotate so that everyone has a turn as least once every two days.)

Songs: The songs are a part of the lesson. They have been chosen either to reinforce a pattern or to practice certain sounds. The songs provide a useful break for the students. All of the songs have been recorded on tape. Use the tape to teach the song if you cannot sing well.

Physical Education Activities: These activities are provided for two reasons:

1. To give opportunity for little children to move around in an orderly way to counteract the restlessness resulting from sitting too long.
2. To provide language practice in listening to and obeying commands. The teacher should first demonstrate the activity while the students watch. The second time the children try to follow the motions. When the children know the activity well, a student may be called on to act as leader.

Drills: The drills are provided to give practice in using the structures. In doing drills with the class, work for entire group response at first then smaller groups until you get down to individual responses.

Achievement Tests of Units: An achievement test (or tests) follows each unit of this book. The test is to be used by the teacher to evaluate what proportion of the class has mastered certain structures taught in that unit. However, not necessarily all the structures presented in the unit are tested.

The format of the tests is as follows:

- 1) Indication of the structure(s) to be tested.
- 2) List of items needed to give the test, such as certain visual-aids.
- 3) Instructions as to how to give the test, usually including examples for the teacher and/or the students.
- 4) Instructions as to how to score the test.

Each test should be looked over by the teacher several days before it is given so as to insure easy presentation. Also, it will allow ample time to make or gather the needed visual-aids.

After the test is completed, the teacher will want to find what proportion of his class seemingly has mastered the tested structures. This is called finding the class-percentage-right. Here is how to compute class-percentage-right:

DIVIDE THE NUMBER OF TOTAL POSSIBLE CORRECT ANSWERS INTO THE
NUMBER OF ACTUAL CORRECT ANSWERS.

- For example:
- 1) If each child can receive 1 point for answering correctly, and if you ask 20 children, then there are 20 possible correct responses.
 - 2) If the scores of those 20 children were as follows, it can be seen that there were 10 actual correct responses:
1,0,1,0,0,0,1,1,0,0,1,1,1,0,1,0,1,0,1,0
 - 3) If the total number of possible correct answers is divided into the number of actual correct answers, it is:

$$\frac{10 \text{ (actual)}}{20 \text{ (possible)}} = .50 \text{ or } 50\%$$

- 4) Therefore, 50% or half the class has mastered the structure.

SOMETIMES a test will allow more than 1 point per child, such as in the more advanced written tests. In this case, there are many more possible correct responses than on the individual oral tests.

How to compute class-percentage-right on tests that give more than 1 point per student:

MULTIPLY THE TOTAL NUMBER OF POSSIBLE CORRECT ANSWERS OF THE TEST BY THE NUMBER OF STUDENTS TAKING THE TEST: DIVIDE THAT NUMBER INTO THE TOTAL COUNT OF ACTUAL CORRECT ANSWERS OF ALL THE STUDENTS.

For example:

- 1) If the test has 10 sentences of one blank each to be filled in, then each student can receive a possible 10 points.
- 2) If there are 20 children in the class, by multiplying 20 times 10 (i.e., number of students times number of possible answers), the result is 200.

Therefore, the number of possible correct answers for the entire class is 200.

- 3) Here are the scores (actual correct answers) of the 20 children:

5 8 5 5 9 10 10 4 0 0
3 5 7 8 9 1 7 3 3 8

Adding these scores together, the total count of actual correct answers is 110.

- 4) Looking at the original formula,
multiply the total number of possible correct answers by the number of students taking the test (20); divide that number (200) into the total count of actual correct answers (110) of all the students.

$$\frac{110}{200} = .55 \text{ or } 55\%$$

- 5) Therefore, 55% or a little over half the class has mastered the structure. However, this statistic may disguise the fact certain parts of the test had been mastered and other parts had not. It would be wise to review the test papers to see if the errors were on the part of certain children or on certain test items.

Almost all the aural-oral tests require a randomized list of the students of the class being tested. This can be accomplished by drawing their names out of a box before class. This will insure impartial selection of students as they are called upon to answer orally.

In the beginning books especially, the tests have been written to be presented aurally and responded to orally; obviously, this is because young beginning English students cannot read or write. However, as the books progress, more and more of the tests are written so as to be presented in written form or aurally, and to be answered on paper. These latter tests, being written rather than oral, therefore, enable more questions to be asked of more pupils. This should be taken into account when computing class-percentage-right, (as previously explained).

It is understood that not all of the students will have mastered the structures taught in a unit in just one week. It is for this reason that the achievement tests are included after every unit. Hopefully, the tests will give the teacher an indication of the number of students who have learned the structures, or which structures have been mastered.

BOOK SIX, Unit I

Listening Comprehension Narrative

Lakhmi and her brother Gopal live in India. India is one of the largest countries in the world. The Ganges River flows for more than 1,000 miles across India.

Early in the morning Lakhmi and Gopal bathe in the Ganges River. After their bath, Gopal puts on a dhoti. It is a long straight cloth around his waist. Lakhmi wears a sari because she's a girl.

Lakhmi washes their dirty clothes, because that is a woman's job. Lakhmi always wears jewels because she's a girl. She wears bracelets and sometimes a jewel in her nose.

Today, Lakhmi and Gopal decide to go and see the animals. They walk first to the monkey house. The streets are very crowded because there are so many people in India. There is a cow walking in the streets. The cow can walk freely in the city because it is a sacred animal.

Soon Gopal and Lakhmi came to the monkey house. The monkeys run around freely. They are not caged because monkeys are sacred, too. The monkeys are very tame because people are very kind to them.

Lakhmi and Gopal go to a nearby park to see the elephants. Gopal loves the elephants because they are big and smart. Elephants are useful because they are very big. They can carry very heavy loads.

On their way to see the snakes, Gopal and Lakhmi see two mongooses. These animals are very important because they kill snakes.

Lakhmi and Gopal hurry on for they hear horns of the snake charmers. The snakes cannot bite because their teeth have been removed. They watch the snakes for a long time. Finally, they start walking home.

Structures previously taught: Lakhmi and Gopal live in India.
is, are

New for production: Lakhmi wears a sari because she's a girl.

New for recognition: on their way _____

Suggested Comprehension Questions:

1. Where do Lakhmi and Gopal live?
2. Is India a large country?
3. What river flows through India?
4. Where do Lakhmi and Gopal bathe?
5. Who washes their clothes?
6. Do Indian girls wear jewelry?
7. What animals did the children go to see?
8. What animal walks freely in the streets of India?
9. Are the monkeys tame?
10. What are elephants used for?
11. Can the snakes bite?
12. Can the mongoose kill a snake?

BOOK SIX, Unit I

Lesson 1

A. Aim of Lesson: To review: Lakhmi and Gopal live in India.
Dakio lives in Kolonia.
Where do/does _____ live?

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Song: "Will You Tell Us Where You Live?"

2. Present narrative and ask comprehension questions.

3. Teach dialogue: (Use map or globe)

Anita: Lakhmi and Gopal live in India.

Dakio: Where does Teiva live?

Anita: He lives in Tahiti. Where do you live?

Dakio: I live in Kolonia.

4. Drills:

a. Response:

½ class

Where does Teiva live?

Where do Lakhmi & Gopal live?

Where does Kai Ming live?

Where does Du Nang live?

Where do Neari and Meng live?

Where does Maria live?

Where does Toshimi live?

Where do Amak and Tooto live?

½ class

He lives in Tahiti.

They live in India.

He lives in Hong Kong.

He lives in Thailand.

They live in Cambodia.

She lives in Kolonia.

He lives in Japan.

They live in the Arctic.

b. Show picture of children from Bk. V narratives. Call on individuals to ask and answer questions.

Teacher: (Holding up picture of Toshimi) John.

John : Where does Toshimi live, Aptin?

Aptin : He lives in Japan.

Teacher: (Holding up picture of Tokhmi & Gopal) Sihter.

Sihter : Where do Lakhmi and Gopal live, Desia?

Desia : They live in India.
etc.

BOOK SIX, Unit I

Lesson 2

A. Aim of Lesson: To review is and are.

B. Visual Aids Needed: Pictures for narrative and pictures of plural and singular vegetables/fruits.

C. Procedure:

1. a. Have children repeat these sentences after you:

Lakhmi is a girl. Gopal is a boy.

The Ganges is a river. India is a country.

b. Now tell the students you will give them a name and they must complete the sentence:

Teacher

Students

Toshimi

Toshimi is a boy.

Thailand

Thailand is a country.

Nanpil

Nanpil is a river.

Rikka

Rikka is a girl.

Ponape

Ponape is an island.

Tahiti

Tahiti is an island.

Teiva

Teiva is a boy.

Toota

Toota is a girl.

Cambodia

Cambodia is a country.

2. a. Have children repeat these sentences:

Meng and Amok are boys.

Lakhmi and Toota are girls.

Kai Ming and Teiva are boys.

Rikka and Neari are girls.

b. Teacher gives clue and students complete the sentences:

Teacher

Students

Lakhmi and Neari

Lakhmi and Neari are girls.

Dakio and Tony

Dakio and Tony are boys.

etc.

3. Using pictures of fruits and vegetables as cues, chain drill.

Teacher: What's this?

Student 1: That's a cucumber. What are those?

Student 2: Those are bananas. What are those?

Student 3: Those are eggplants. What's that?

Student 4: That's an orange.

etc.

BOOK SIX, Unit I

Lesson 3

A. Aim of Lesson: Teach the use of because.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Teach dialogue:

Anita: Lakhmi wears a sari because she's a girl.

Dakio: Gopal wears a dhoti because he's a boy.

Anita: Why doesn't Gopal wear bracelets?

Dakio: Because he's a boy.

3. Repetition Exercises:

Lakhmi wears a sari because she's a girl.
She wears jewels because she's a girl.
She washes the clothes because she's a girl.

Gopal doesn't wear a sari because he's a boy.
He wears a dhoti because he's a boy.
He doesn't wear jewels because he's a boy.
He doesn't wash the clothes because he's a boy.

4. Have $\frac{1}{2}$ class put together the two sentences using because and have $\frac{1}{2}$ class invert the sentence:

Teacher: Lakhmi wears a sari.
 She's a girl.

$\frac{1}{2}$ class: Lakhmi wears a sari because she's a girl.

$\frac{1}{2}$ class: Because she's a girl, Lakhmi wears a sari.

Other sentences to use:

- a. Gopal wears a dhoti. He's a boy.
- b. Maria wears a dress. She's a girl.
- c. Daro wears a shirt. He's a boy.
- d. Dakio carries the heavy bundles. He's a boy.
- e. Anita helps mother cook. She's a girl.
- f. The teacher's wearing a raincoat. It's raining.
- g. Primer took his shirt off. It was hot.
- h. I was absent yesterday. I was sick.
- i. There's no school on Monday. It's a holiday.
- j. Mark got a zero. He didn't do his homework.

BOOK SIX, Unit I

Lesson 4

A. Aim of Lesson: To continue teaching the use of because.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present narrative and ask comprehension questions.

- a. Why does Gopal wear a dhoti?
- b. Why doesn't Lakhmi wear a dhoti?
- c. Why doesn't Gopal wear jewels?
- d. Why doesn't Gopal wash their clothes?
- e. Why can the cow walk freely in the city?
- f. Why aren't the monkeys caged?
- g. Why does Gopal love the elephants?
- h. Why are mongooses important animals?
- i. Why can't the snakes bite?

2. Teach dialogue:

Gopal : I like the elephants because they are smart.

Lakhmi: I like the monkeys because they are funny.

Gopal : Can the snakes bite us?

Lakhmi: No, they can't because they don't have any teeth.

3. Have students finish these sentences:

- a. Gopal likes the elephants because _____.
- b. The baby's crying because _____.
- c. The monkeys are tame because _____.
- d. I come to school because _____.
- e. I want to go swimming because _____.
- f. I like Saturdays because _____.
- g. I study hard because _____.
- h. He went home because _____.
- i. I was late because _____.
- j. I went to the store because _____.

4. Have children answer these questions:

- a. Why are you late?
- b. Why are you carrying an umbrella?
- c. Why are you running?
- d. Why is Sepe crying?
- e. Why is John absent?
- f. Why is Julida angry?
- g. Why didn't you eat breakfast?
- h. Why are you laughing?

BOOK SIX, Unit I

Lesson 5

- A. Aim of Lesson: To review all structures taught in this unit.
- B. Visual Aids Needed: Pictures for narratives.
Pictures of people of various occupations.
- C. Procedure:

1. Present narrative and ask comprehension questions.
2. Place pictures of occupations on chalk tray. Ask individuals what they would like to be and why.

For example:

I want to be a doctor because I want to help the sick.
I want to be a farmer because I like to plant vegetables.
etc.

3. Teacher tells children that they must complete the sentence
"Because I'm a boy _____" or "Because I'm a girl _____"
See whether the boys or girls can make more sentences.

For example:

Because I'm a boy, I go fishing.
Because I'm a girl, I wash the dishes.
Because I'm a boy, I play baseball.
Because I'm a girl, I skip rope.

4. Rhyme:

Girls: I like to play with a doll,
I like my hair in a curl,
I always answer when mother calls,
Why?
Because I'm a girl.

Boys : I like to play baseball,
Little girls I like to annoy,
I like to romp, climb, and fall,
Why?
Because I'm a boy.

ACHIEVEMENT TEST: BOOK SIX, Unit I

Structure to be tested: I wash the dishes because I'm a girl.

Items required: Randomized list of students.

Instruction: Tell the students you will call on them and give them an unfinished sentence. They must finish it using the word "because" in the sentence.

Example:

Teacher: I was absent _____.

Student: I was absent because I had a stomachache.

1. I'm wet _____.
2. I want to go swimming _____.
3. I wear a dress _____.
4. I wear a shirt _____.
5. Maria wears earrings _____.
6. Lakhmi washes the clothes _____.
7. The teacher scolded us _____.
8. She's wearing a raincoat _____.
9. They're all going to church _____.
10. John and I are late _____.

Scoring:

Score 1 point from each correct answer.

BOOK SIX, Unit II

Listening Comprehension Narrative

Lakhmi usually helps her mother cook lunch. Today mother is teaching Lakhmi how to make chapattis.

First she says, "Wash the fruit, Lakhmi. Then slice it." Lakhmi does as her mother says. "Mix the flour and water. Now roll it out into round cakes."

Lakhmi works quickly. She is soon ready to cook the chapattis.

Lakhmi and Gopal eat outside. They do not have tables or chairs. They squat on the ground. They do not use forks or spoons. They eat with their fingers.

They do not eat pork or beef. They do not eat chicken or carabao. They eat lots of vegetables and fruits.

After lunch mother asks Lakhmi and Gopal to go to the market place. She wants them to buy some fruit for tomorrow.

The market place is very crowded. Thousands of merchants sell many things there. Lakhmi and Gopal look at the fruits. "Do you want some mangoes or a jacq?" Gopal asks. "Let's get a jacq." Lakhmi says. They buy a big one. It is green on the outside but yellow inside. It is very sweet.

Lakhmi and Gopal walk home along the river. They stop and watch the fishing boats coming home. They wish they could get on a boat and go far away. "I'd go to Japan or China," Gopal says. "And I'd go to Manila or Hong Kong," Lakhmi says.

But both of them love India best. They love their country and their river.

Structures previously taught: Usually
with their fingers

New for production: _____ or _____
commands
do not = don't

New for recognition: I would = I'd
She wants them to buy some fruit.

Suggested Comprehension Questions:

1. Who helps mother cook lunch?
2. What are they cooking?
3. Where do Lakhmi and Gopal eat?
4. Do they sit on chairs?
5. Do they eat with forks or spoons?
6. What do they eat?
7. What do Lakhmi and Gopal buy at the market place?
8. What is sold at the market place?
9. Is a jacq sweet?
10. Where would Gopal like to go?
11. Where would Lakhmi like to go?
12. Do the children love their country?

BOOK SIX, Unit II

Lesson 1

A. Aim of Lesson: To review: with their fingers.

To teach : _____ or _____

B. Visual Aids Needed: Pictures for narrative.

Pictures of fruits.

Strips of colored paper.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Teach dialogue:

Tony : Do Lakhmi and Gopal eat with forks or spoons?

Maria: Neither. They eat with their fingers.

Tony : Do you eat with a fork or your fingers?

Maria: Both. Sometimes I eat with a fork. Sometimes I eat with my fingers.

3. Chain drill: (Use pictures as cues.)

A: Do you want a mango or an orange?

B: I want a mango. Do you want a soursop or a papaya?

C: I want a papaya.

etc.

4. Drills:

a. Teacher

I eat with a fork.

write

color

cut

smell

Class

I eat with a fork.

I write with a pencil.

I color with a crayon.

I cut with a knife.

I smell with my nose.

etc.

b. Chain drill: (Cue with paper.)

A: Which color do you like? Blue or red?

B: Blue. Which color do you like? Green or yellow?

C: Yellow.

etc.

BOOK SIX, Unit II

Lesson 2

A. Aim of Lesson: To review commands already taught.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. P.E. activity:

Step forward, step forward,	Stretch to the ceiling
Step back, step back	Point to the floor
Step to the left	Look out the window
Step to the right	And knock on the door
Turn around.	

2. Break class up into groups of five. Select a leader for each group. When the teacher gives a command, the group leader repeats the command and everyone does what is told.

Teacher, then group leader:

a. Stand up.	h. Raise your right hand.
b. Stamp on the floor.	i. Stand up.
c. Point to your nose.	j. Turn around.
d. Show me your hands.	k. Walk around the desk.
e. Sit down.	l. Stop.
f. Put your hands on your desk.	m. Hop three times.
g. Touch your hair.	n. Sit down quietly.

3. Select eight children to stand in front of room and do action as teacher gives command:

a. Touch your ears.	e. Touch your shoulders.
b. Touch your eyes.	f. Touch your knees.
c. Touch your mouth.	g. Touch your legs.
d. Touch your nose.	h. Touch your toes.

4. Give individuals various commands.

- a. Bring me a pencil.
- b. Open the door.
- c. Erase the board.
- d. Walk quietly around the room.
- e. Show us the teacher's desk.
- f. Point to the blocks.
- g. Close the window.
- h. Be quiet.
- i. Look at the board.
- j. Write your name on the board.
- k. Bring me an eraser.
- l. Show me a book.
- m. Let me see your hands.
- n. Count to ten.

BOOK SIX, Unit II

Lesson 3

A. Aim of Lesson: To teach commands.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. What did mother say to Lakhmi?

"Wash the fruit. Then slice it."

"Mix the flour and water. Now roll it out into cakes."

3. Teach dialogue:

Mother: Help me, Maria.

Maria : What can I do?

Mother: Wash the breadfruit. Peel it.

Maria : Shall I cut it?

Mother: Yes, cut it into fourths.

4. Give children a piece of paper.

Tell them:

Draw a house.

Draw two big trees.

Draw some flowers.

Draw some birds.

Color the house yellow.

Color the trees green.

Color the flowers red.

Color the birds blue.

BOOK SIX, Unit II

Lesson 4

A. Aim of Lesson: To teach do not = don't.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Teacher reads from story as children listen:

Lakhmi and Gopal eat outside. They do not have tables or chairs. They squat on the ground. They do not use forks or spoons. They eat with their fingers.

2. Teacher says as children listen:

Lakhmi and Gopal eat outside. They don't have tables or chairs. They squat on the ground. They don't use forks or spoons. They eat with their fingers.

3. Have children repeat #2 sentence by sentence.

4. Teach dialogue:

Tony : Lakhmi and Gopal eat outside.

Maria: They don't have tables or chairs.

Tony : They don't use forks or spoons.

Maria: They eat with their hands.

5. Drill:

They don't use forks or spoons.
Lakhmi and Gopal

tables or chairs

We

The children

their fingers
chopsticks

The boys

The girls

brooms or mops

The women

etc.

BOOK SIX, Unit II

Lesson 5

A. Aim of Lesson: To review all structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Teach dialogue:

Tony : The Indians don't eat pork or beef.

Maria: They don't eat chicken or carabao.

Tony : They eat lots of vegetables.

Maria: And they eat lots of fruits.

3. Drill:

Teacher
pork, beef

½ class
Do they eat pork or beef?

½ class
They don't eat
either.

mangoes, onions Do they eat mangoes or
onions?

They eat both.

chicken, apples Do they eat chicken or
apples?

They don't eat
chicken.

eggplants, fish Do they eat eggplants
or fish?

They eat apples.
They eat eggplants.
The don't eat fish.

4. Have a volunteer be "teacher" and give commands for the children to follow. Rotate "teacher" having each one give about five commands.

5. Action Rhyme:

Turn around, touch the ground,
Knock on the door,
Stamp on the floor.

Point to your eyes,
Show me your nose,
Scratch your arm,
Stand on your toes.

ACHIEVEMENT TEST: BOOK SIX, Unit II

Structure to be tested: use of don't and or.

Items required: Randomized list of students.
Pictures of fruits and vegetables.

Instructions:

Tell the students you will hold up two pictures. The first student must ask a question using "or". The second student must answer that he wants one but not the other.

Example:

Teacher: (holding up picture of apple and orange)

Student 1: Do you want an apple or an orange?

Student 2: I want an apple. I don't want an orange.

Use any two fruits or vegetables.

Scoring:

Score 1 point for each correct answer and 1 point for each correct question.

BOOK SIX, Unit III

Listening Comprehension Narrative

In the town of Capistrano in California lived a little Mexican boy named Juan. Juan loved to go to the Mission.

The Mission grounds were very beautiful. There were many flowers and trees and birds. There were humming birds, white pigeons, sparrows, and other birds. But the birds Juan loved most were the swallows.

Juan watched the swallows build their nests. He watched the mothers sit on their eggs. He watched them huddle and sleep together in the evenings.

Juan liked to climb the vines. He liked to see the nests. He liked to count the eggs. He liked to watch the parents feed the birds. He liked to watch the baby birds fly.

One day in the late summer, the swallows were very noisy. They were getting ready to leave. Soon they rose into the air and flew to the south. Juan watched them. He was very sad. All his little friends were leaving him.

Juan knew the swallows would come back in the spring when it was warm again. He wanted to make a nice home for them. So he planted flowers in his garden. He made a pool in the garden.

Soon it was spring again and the flowers began to bloom. And then one day the swallows came back again. Juan was very happy. He jumped up and down. He rang the church bells to tell everyone the swallows were back.

When Juan got home that day two swallows were fluttering in his garden. They were building a nest. He loved them most of all the swallows. They were his two special friends.

Review Lesson: past tense
to watch

Suggested Comprehension Questions:

1. Where does Juan live?
2. Where does Juan go?
3. What makes the mission a beautiful place?
4. What did the swallows do in the trees?
5. What did Juan like to watch?
6. Why were the swallows very noisy one day?
7. Where were they going?
8. What did Juan do after the swallows left?
9. What did Juan do when the swallows returned?
10. Did Juan get some swallows in his garden?

BOOK SIX, Unit III

Lesson 1

A. Aim of Lesson: To review: There were _____.
Were there _____?

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Teacher: Why were the mission grounds so beautiful?

Student: (Teacher might prompt answers.)

There were many flowers. There were pigeons.

There were many trees. There were sparrows.

There were many birds. There were swallows.

There were humming birds.

3. Teach dialogue:

Tony : There were many flowers and trees.

Maria: Were there any birds?

Tony : Yes. There were pigeons and sparrows.

Maria: Were there any swallows?

Tony : Yes, there were.

4. Drills: (Teacher cues only with underlined word.)

½ class

½ class

There were many flowers. Were there many flowers?

There were many swallows. Were there many swallows?

There were many pigeons. Were there many pigeons?

people

children

trees

sparrows

humming birds

5. P.E. Activity "Birds Fly."

Tell children that whenever you say the name of something that can fly, they are to flap their wings. If you say the name of something that cannot fly, they keep their arms at their sides:

Teacher: Birds fly. Bees fly. Cows fly. Cats fly. Airplanes fly. Dogs fly. Batman flies. Mosquitoes fly. Tables fly. Chairs fly. Flies fly. Kites fly. etc.

BOOK SIX, Unit III

Lesson 2

A. Aim of Lesson: To review the regular past tense.

B. Visual Aids Needed: Pictures for narrative.
Action pictures.

C. Procedure:

1. Teach monologue:

Tony: Juan loved the swallows.

He always watched them.

He watched them catch worms.

He watched them fly.

He watched them sleep.

2. Present narrative and ask comprehension questions.

3. Rhyme:

Juan watched the swallows build their nest,
He watched them awake, he watched them asleep,
He watched them fly and sit and rest,
He watched them when they cried peep, peep, peep.

4. Drill: (Use action pictures.)

Have children make a sentence in the regular past about the picture.

For example:

I brushed my teeth.
I combed my hair.
I changed my clothes.
I washed my clothes.
I cleaned the house.
I erased the board.
I closed the window.
I colored my picture.
etc.

BOOK SIX, Unit III

Lesson 3

A. Aim of Lesson: To review to watch, to climb, etc.

B. Visual Aids Needed: Pictures for narrative.
Action pictures.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Teach monologue:

Juan liked to climb the vines.

He liked to see the nests.

He liked to count the eggs.

He liked to watch the parents feed the babies.

He liked to watch the baby birds fly.

3. Drills:

a. Teacher

Juan likes to climb the vines.
to watch the birds.
to count the eggs.
to go to the mission.
to feed the birds.
to watch them sleep.

Class (repeats)

Juan likes to
Juan likes to
Juan likes to
Juan likes to
Juan likes to
Juan likes to

b. Holds picture of:

Teacher

boys playing baseball
fishing
boy eating banana
girl bathing
boys swimming
girls singing

Class

I like to play baseball.
I like to go fishing.
I like to eat bananas.
I like to take a bath.
I like to go swimming.
I like to sing.

etc.

c. Chain drill:

1. A: Where do you want to go?

B: I want to go to Mokil. Where do you want to go?

C: I want to go to Guam. Where do you want to go?
etc.

2. A: I want to play volleyball.

What do you want to play?

B: I want to play baseball.

What do you want to play?

etc.

BOOK SIX, Unit III

Lesson 4

A. Aim of Lesson: To review the irregular past tense.

B. Visual Aids Needed: Pictures for narrative.
Action pictures.

C. Procedure:

1. Review rhyme from Lesson 2.

2. Teacher says:

The swallows left the mission. Juan knew they would come back. He made a nice home for them. He planted flowers. He made a pool in the garden. The swallows came back in the spring.

Ask these questions: (Demand full answers.)

- a. Did the swallows leave the mission?
- b. Did Juan know they would come back?
- c. Did he make a nice home for them?
- d. Did he make a pool in the garden?
- e. Did the swallows come back?

3. Teach dialogue:

Tony : Juan was sad when the swallows left.

Maria: But he knew they would come back.

Tony : Did they come back?

Maria: Yes. They came back in the spring.

4. Chain drill: (Teacher cues with action pictures.)

A: What did you eat yesterday?

B: I ate a mango. What did you sing yesterday?

C: I sang "Hello." What did you write yesterday?

D: I wrote a story. What did you draw yesterday?

E: I drew a boat.

etc..

BOOK SIX, Unit III

Lesson 5

A. Aim of Lesson: To contrast the present/past tense.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Teacher reads as children listen:

The mission grounds are very beautiful. There are many flowers. There are many trees. There are many birds. There are many pigeons and sparrows. There are many swallows.

Teacher: The mission grounds are very beautiful.

Group 1: The mission grounds are very beautiful.

Group 2: The mission grounds were very beautiful.

(Do the same with all the other sentences.)

3. Play "Birds Fly."

4. Teacher reads as children listen:

The swallows left the mission. Juan was sad. But he knew they would return. He made a house for them. He planted flowers. He made a pool in the garden.

Have class repeat lines after teacher's model.

5. Repeat rhyme from Lesson 2.

ACHIEVEMENT TEST: BOOK SIX, Unit III

Structure to be tested: past tense

Items required: Randomized list of pupils.
Pictures for sentences.

Instructions: Tell the students you will show them a picture and say a sentence. They must change the sentence to the past tense.

For example:

Teacher: I wash the dishes everyday.

Student: I washed the dishes yesterday.

1. I eat an apple everyday.
2. The swallows fly away.
3. Juan loves the birds.
4. Juan makes a garden.
5. There are many flowers in the mission.
6. I sing a song everyday.
7. I brush my teeth every morning.
8. There are many birds in the mission.
9. I take a bath everyday.
10. I comb my hair every morning.

Scoring:

Score 1 point for each correct answer.

BOOK SIX, Unit IV

Listening Comprehension Narrative

Adong lives in a barrio in the Philippines. A barrio is a small village. His house is made of bamboo and nipa set on big logs.

Adong is only twelve years old but he works very hard. His parents died when he was ten. Adong left school and began to work for other people.

Early in the morning, Adong takes the carabaos to the river. He scrubs them with a brush. At the end of the day Adong takes them to their corral and feeds them grass.

During the day Adong works in his garden. He plants many kinds of vegetables. He grows the best beans and cabbages in the village.

Adong also gathers fruit and sells them. He gathers papayas and mangoes. He picks the guavas and avacadoes. He sells them in the market place.

Celia is Adong's sister. Celia is fourteen years old. Every morning Celia goes to Mass at the barrio church. Then she lays flowers on her parents' grave.

Celia is very busy all day, too. She must clean the house. She must go marketing and cook. She must wash and iron.

Celia is a good seamstress. She sews clothes for other people. She must help Adong earn money. On Sundays Adong and Celia do not work. After church they go to the spring to bathe. Adong likes to go to the cockfights but Celia doesn't. She likes to go to the movie.

Structure previously taught: made of _____ but _____

For review: he, she, they
Habitual present

New for recognition: must

Suggested Comprehension Questions:

1. Where does Adong live?
2. What's a barrio?
3. What is his house made of?
4. How old is Adong?
5. Why doesn't he go to school?
6. What does Adong do early in the morning?
7. What does Adong feed the carabao?
8. What kinds of vegetables does he plant?
9. What kinds of fruit does he sell?
10. Where does he sell his fruits and vegetables?
11. Where does Celia go every morning?
12. What does she do everyday?
13. What's a seamstress?
14. Do Adong and Celia work on Sundays?
15. Does Celia like the cockfights?

BOOK SIX, Unit IV

Lesson 1

A. Aim of Lesson: To review the use of he.
To review the habitual present tense.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Teach Song: "My Nipa Hut"

My nipa hut is very small,
But the garden is full.
There's food for us all.
Beans, peanuts, and eggplants
Cucumbers and squash
There's plenty of food for us all.

2. Present narrative and ask comprehension questions.

3. Teach dialogue:

Tony : Adong works very hard.

Maria: Yes. He wakes up very early.

Tony : He washes the carabao.

Maria: He works in his garden.

4. Drill: (Teacher cues with underlined words.)

a. $\frac{1}{2}$ class

Adong lives in a barrio.

Adong is twelve years old.

Adong wakes up early.

Adong scrubs the carabao.

Adong feeds the carabao grass.

Adong plants many vegetables.

Adong gathers fruits and sells them.

$\frac{1}{2}$ class

He lives in a barrio.

He's twelve years old.

He wakes up early.

He scrubs the carabao.

He feeds the carabao grass.

He plants many vegetables.

He gathers fruits and sells them.

b. Chain drill: (Use proper noun in question, pronoun in answer.)

A: What does Adong do?

B: He scrubs the carabaos.

How does Adong scrub them?

C: He scrubs them with a brush.

Where does Adong live?

D: He lives in a barrio.

etc.

BOOK SIX, Unit IV

Lesson 2

A. Aim of Lesson: To review the use of she.
To review the habitual present tense.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Sing "My Nipa Hut".

2. Pronunciation rhyme: /s/
shhh, shhh, shhh,
Baby's fast asleep.
Don't make a peep.
Shhhhhh.

3. Teach dialogue:

Tony : Celia is very busy, too.

Maria: She goes to mass every morning.

Tony : She cleans and cooks and washes and irons.

Maria: She can sew dresses, too.

4. Drills:

a. ½ class

Celia is Adong's sister.

Celia goes to mass every morning.

Celia lays flowers on her parents' grave.

Celia cleans the house.

Celia works and washes and irons.

Celia sews clothes for other people.

Celia helps Adong earn money.

½ class

She's Adong's sister.

She goes to mass every morning.

She lays flowers on her parents' grave.

She cleans the house.

She works and washes and irons.

She sews clothes for other people.

She helps Adong earn money.

b. Chain drill:

A: What does Celia do every day?

B: She goes to mass every morning.
What else does Celia do?

C: She cleans the house.
What else does Celia do?

D: She goes marketing.
etc.

BOOK SIX, Unit IV

Lesson 3

- A. Aim of Lesson: To review the use of they.
To review the habitual present tense.
- B. Visual Aids Needed: Pictures for narrative.
- C. Procedure:
1. Present narrative and ask comprehension questions.
 2. Sentences for pronunciation: /s/ - /ʒ/ - /z/ - /ʒ/
She goes to church.
She's busy all day.
She sews clothes.
 3. Teach dialogue:

Tony : Celia and Adong help each other.

Maria: They don't fight.

Tony : They don't work on Sundays.

Maria: They go to church.

Tony : Then Celia goes to the movies.

Adong goes to the cockfights.

4. Drills:

a. ½ class

Celia and Adong help each other.

Celia and Adong go to church on Sunday.

Celia and Adong don't work on Sunday.

Celia and Adong bathe at the spring on Sunday.

The boys go to the cockfight.

The girls go to the movies.

½ class

They help each other.

They go to church on Sunday.

They don't work on Sunday.

They bathe at the spring on Sunday.

They go to the cockfight.

They go to the movies.

b. Chain drill:

A: What do Celia and Adong do on Sunday?

B: They go to church on Sunday.

What else do Celia and Adong do on Sunday?

C: They bathe at the spring.

What do the boys do on Sunday?

D: They go to the cockfight.

etc.

BOOK SIX, Unit IV

Lesson 4

- A. Aim of Lesson: To contrast habitual singular/plural.
- B. Visual Aids Needed: Pictures for narrative.
- C. Procedure:
1. Present narrative and ask comprehension questions.
 2. Sing: "My Nipa Hut"
 3. Teach dialogue:

Tony : Celia and Adong work very hard.

They help each other.

Maria: Celia is busy all day.

She cooks, washes, cleans, and sews.

Tony : Adong works in his garden and gathers fruit.

He sells them in the market.

Maria: They are good children.

4. Drill:

Teacher

Adong gathers fruit.
Celia and Adong
The boys
go to the cockfight
Adong
to the movies
Celia
The girls
to church
Adong
Tony
Tony and Maria
work very hard
Celia
cleans the house
Mother and I

Class

Adong gathers fruit.
Celia and Adong gather fruit.
The boys gather fruit.
The boys go to the cockfight.
Adong goes to the cockfight.
Adong goes to the movies.
Celia goes to the movies.
The girls go to the movies.
The girls go to church.
Adong goes to church.
Tony goes to church.
Tony and Maria go to church.
Tony and Maria work very hard.
Celia works very hard.
Celia cleans the house.
Mother and I clean the house.

etc.

BOOK SIX, Unit IV

Lesson 5

A. Aim of Lesson: To contrast he/she/they.

B. Visual Aids Needed: Pictures for narrative.
Action pictures.

C. Procedure:

- 1. Present narrative and ask comprehension questions.**
- 2. Place picture of various actions on the board.**
Divide children into two groups. One side will ask the questions, the other side will answer. After the first round, the team answering asks the questions and the other side answers. Count the scores -- 1 point for each correct question; 1 point for each correct answer.

Team A. Student 1: (Holding picture of Dakio sleeping)
What does Dakio do every night?

Team B. Student 1: He sleeps every night.

Team A. Student 2: (Holding picture of two girls singing)
What do Anita and Maria do everyday?

Team B. Student 2: They sing everyday.
etc.

BOOK SIX, Unit V

Listening Comprehension Narrative

Simi and Eseta live on the island of Upolu in Samoa. They live in a house that has no walls. Their home has a thatched roof.

Simi and Eseta get up early when it is still cool. "Get up and get dressed," their mother tells them. Simi puts on a lavalava and Eseta wears a blouse and skirt.

Father tells Simi, "Help me fetch some water," and the two of them go down to the river.

Mother says, "Sweep the floor, Eseta," and Eseta gets her broom made of coconut midribs.

At 7:30 Simi and Eseta go to school. Simi is in the fourth grade and Eseta is in the third grade. Their class starts at 8 and ends at noon.

When they got home, father asked, "Would you like to go fishing, Simi?"

"Oh, yes," Simi answered.

"Bring your spear," father said. "And bring my net, too." Father and Simi went fishing in a big canoe.

"Eseta," mother called, "would you like to go to town?"

"Oh, yes," Eseta said. "Buy me some cloth, please. I want a new dress."

Mother bought some cloth for Eseta's new dress and a new shirt for Simi.

On their way home, mother and Eseta met father and Simi. "Look at our catch," Simi called.

"Show me your fish, Simi," Eseta called. Simi had a big fish and father carried a big turtle. They had a good supper that night.

Structures previously taught: I want a _____
Habitual present tense

Review: Would you like _____?
Show me _____.
Bring me _____.
Help me _____.

New for recognition: They had a good supper that night.

Suggested Comprehension Questions:

1. Where do Simi and Eseta live?
2. Is it a warm or cold country?
3. What does Eseta usually wear?
4. Where do they get their water?
5. What is Eseta's broom made of?
6. What grade is Simi in?
7. At what time is school over?

BOOK SIX, Unit V

Listening Comprehension Narrative (continued)

8. Where did father take Simi?
9. What did Simi fish with?
10. Did they go fishing in a speedboat?
11. Where did Eseta and mother go?
12. What did mother buy?
13. Did Simi catch any fish?
14. What did father catch?
15. What did the family have for supper that night?

BOOK SIX, Unit V

Lesson 1

A. Aim of Lesson: To review: Would you like _____?

B. Visual Aids Needed: Pictures of narrative.
Pictures of things to eat.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Teach dialogue:

Father: Would you like to go fishing, Simi?

Simi : Oh, yes.

Mother: Would you like to go to town, Eseta?

Eseta : Oh, yes.

3. Drill:

Would you like to go fishing?
hiking
canoeing
riding
to town
to Hawaii
to Sekere
to school
etc.

4. (Cue with pictures.)

Would you like to eat a banana?
an apple
an orange
some rice
some taro
etc.

5. Pronunciation Rhyme:

If you had an airplane
And if you could fly,
Where would you like to go?
Would you like to go to Paris?
Would you like to go to Rome?
Would you like to go to Tokyo?
Or would you like to stay home?

BOOK SIX, Unit V

Lesson 2

A. Aim of Lesson: To review the use of: Bring me, Show.

B. Visual Aids Needed: Pictures for narrative.
Real objects in classroom.

C. Procedure:

1. Sing: "Hokey, Pokey"
2. Present narrative and ask comprehension questions.

3. Teach dialogue:

Tony : Show me your picture, Maria.

Maria: (Holding up picture.) Here it is.

Tony : Bring me your green crayon.

Maria: Okay. (Brings green crayon to Tony.)

4. Divide children into two groups. Choose an IT. IT will command to either "Show me" or "Bring me" something. The first children in the row must obey the command and act. The one who completes the correct action first gets a point. When the first two children in each row complete their action, they go to the end of the row. IT may need prompting from teacher.

Examples of commands:

Bring me a blue zori.
Show me an open window.
Show me a red book.
Bring me a pink flower.
Show me your right hand.
Bring me a yellow pencil.
etc.

BOOK SIX, Unit V

Lesson 3

A. Aim of Lesson: Review: Buy me, Please _____.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Review rhyme from Lesson 1.

2. Teach dialogue:

Eseta : Buy me some cloth, mother.

Mother: Say, "please."

Eseta : Please buy me some cloth.

Mother: That's better.

3. Once students have mastered the narrative, have them pretend they've gone shopping with their mother. Substitute something they want instead of cloth.

4. Drill:

<u>½ class</u>	<u>½ class</u>
Buy me <u>some cloth</u> , mother.	Please buy me some cloth, mother.
a shirt	
some ice cream	
some candy	
a toy	
some popcorn	
a soft drink	
a radio	
	etc.

BOOK SIX, Unit V

Lesson 4

A. Aim of Lesson: To review commands.

B. Visual Aids Needed: Real objects.

C. Procedure:

Divide children into groups of five. Select a leader for each group. Give each group a situation. Let them work out their own play for the rest of the class.

Sample situations:

1. Children go shopping with their mother to a vegetable/fruit market.
2. Children are going to help their teacher clean the classroom.
3. Children are going on a picnic. Teacher is assigning them what to bring and do.
4. Father is sick. He cannot get out of bed. He asks children to do things for him.

BOOK SIX, Unit V

Lesson 5

A. Aim of Lesson: To review commands.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Have children dramatize listening comprehension narrative.
2. Divide children into five groups. Tell the children that they must stand in line and move quietly, otherwise their team will not score a point. Select three children to be Kings. The kings in turn give commands.

Sample commands:

1. Bring me a spoon.
 2. Open the door.
 3. Sing a song.
 4. Clap your hands.
 5. Wave your hand.
- etc.

ACHIEVEMENT TEST: BOOK SIX, Unit V

Structure to be tested: commands

Items required: Randomized list of students.

Instructions: Tell the students you will give them part of a command. They must complete it.

Example:

Teacher: Open _____
Student: Open your eyes.
Teacher: Count _____
Student: Count the boys in the room.

Possible Cues:

1. Show _____
2. Bring _____
3. Close _____
4. Buy _____
5. Give _____
6. Clap _____
7. Stand _____
8. Sit _____
9. Eat _____
10. Go _____

Scoring:

Score 1 point for each correct command.

BOOK SIX, Unit VI

Listening Comprehension Narrative

Ahmed Bin Mohamed is ten years old. He lives on a rubber plantation in Malaya. The plantation which stretches for two miles is very large. At the entrance to the plantation is a big sign which reads "Rubber Plantation."

Ahmed is waiting to show us around. We see many small houses which are the homes of the trappers. Trappers are people who cut the rubber trees and collect the juice.

There is a plantation store which sells food and clothing. There is an elementary school which the plantation children attend. Some of the older children who go to the high school go by bus.

Most of the people who work on the plantation are from India. They are Hindus who have their own temple for worship. The Indians who are very good workers are quite thin and small.

We go with Ahmed to tap a tree. We take a knife, a bucket, and a coconut shell. Ahmed chooses a tree which has been tapped before. He cuts the bark in a V shape. Soon a sticky juice runs down. Ahmed ties a coconut shell around the tree to catch the liquid. While this is filling, Ahmed taps other trees.

We help Ahmed. We empty the coconut shells into the bucket. We put the cups back on the tree.

Ahmed carries the full bucket to the smokehouse which is a tall wooden building. Ahmed empties the bucket into a vat. He adds some acid which he stirs in with a long stick.

After several hours he will put pieces of it through a roller to squeeze out the water. Then the pieces will be dried and sent to a factory.

Structures previously taught: habitual present tense is, are

New for production: who, which clauses

New for recognition: while clauses

Suggested Comprehension Questions:

1. Where does Ahmed Bin Mohamed live?
2. What are trappers?
3. What does the plantation store sell?
4. Do all of the children who live on the plantation go to
5. Where are most of the plantation people from? school?
6. What is their religion?
7. Are they good workers?
8. Are they big people?
9. How do you tap a tree for rubber?
10. Where does Ahmed empty the buckets?
11. What does he add to the rubber sap?
12. Why is the rubber run through rollers?
13. Are the pieces of rubber dry or wet when they're sent to the factory?

BOOK SIX, Unit VI

Lesson 1

A. Aim of Lesson: To teach which clauses.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Teach dialogue:

Maria: Is there a store on the plantation?

Tony : Yes. There is a store which sells food and clothing.

Maria: Is there a school?

Tony : Yes. There's an elementary school which the children attend.

3. Drill:

Teacher

There is a store.
It sells food and clothing.

There is a store which
sells food and clothing.

There's an elementary school.
The children attend the school.
There is a big sign.
It reads "Rubber Plantation."

There's an elementary
school the children attend.
There is a big sign which
reads "Rubber Plantation."

Ahmed chooses a tree.
It has been tapped before.

Ahmed chooses a tree which
has been tapped before.

Ahmed goes to the smokehouse.
It is a tall wooden building.

Ahmed goes to the smoke-
house which is a tall wood-
en building.

He adds some acid.
He stirs with a long stick.

He adds some acid which
he stirs with a long stick.

BOOK SIX, Unit VI

Lesson 2

A. Aim of Lesson: To continue using which clauses.

B. Visual Aids Needed: Real objects for story: book, notebook, pencils, crayons.

C. Procedure:

1. Have children listen to the story:

Sometimes Elihna was very lazy. She didn't put her things away before she went to bed.

One day she left her book on the floor. She left her crayons on the table. She left her pencils on the chair. She left her notebook on the chair, too.

Mother picked up Elihna's things. She picked up the book which was on the floor. She picked up the crayons which were on the chair. She picked up the notebook which was on the chair, too. She put them on the shelf.

The next day, Elihna couldn't find her things. She searched and searched. Finally mother gave them to her. She gave her the book which was on the floor. She gave her the crayons which were on the table. She gave her the pencils which were on the chair. She gave her the notebook which was on the chair.

Elihna promised that she would put them away from now on.

Ask questions:

- a. Where did Elihna leave her books? her crayons? her pencils? her notebook?
- b. What did mother pick up?
- c. Where did mother put Elihna's things?
- d. What did mother give back to Elihna?
- e. What did Elihna promise?

2. Drill:

Teacher

She picked up the book.
It was on the floor.

She picked up the crayons.
They were on the floor.

She picked up the pencils.
They were on the floor.

She picked up the notebook.
It was on the floor.

She picked up the paper.
It was on the floor.

Class

She picked up the book which
was on the floor.

She picked up the crayons which
were on the floor.

She picked up the pencils which
were on the floor.

She picked up the notebook which
was on the floor.

She picked up the paper which
was on the floor.

BOOK SIX, Unit VI

Lesson 2 (continued)

3. Drill:

Teacher: Pick up the pencil on the desk, Anita.

What did Anita do, class?

Class : She picked up the pencil which was on the desk.

Teacher: Pick up the book on the chair, Dakio.

What did Dakio do, class?

Class : He picked up the book which was on the chair.
etc.

BOOK SIX, Unit VI

Lesson 3

A. Aim of Lesson: To teach the use of who clauses.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present listening comprehension narrative.

2. Teach dialogue:

Tony : Most of the people on the rubber plantation are
Indians.

Maria: They are Hindus who have their own temples.

Tony : They are thin, small people who are good workers.

3. Rhyme: "There Was a Crooked Man."

There was a crooked man
Who walked a crooked mile,
He found a crooked nickel
Against a crooked sickle.
He bought a crooked cat
Which caught a crooked mouse,
And they all lived together
In a little crooked house.

4. Drill:

Teacher

They are Hindus.
They have their own temples.

They are thin, small people.
They are good workers.

They are high school students.
They go by bus.

He's the policeman.
He helped us.

That's the lady.
She gave us some candy.

We saw the man.
He fell off the canoe.

We listened to the baby.
He cried all night.

Class

They are Hindus who have
their own temples.

They are thin small people
who are good workers.

They are high school stu-
dents who go by bus.

He's the policeman who
helped us.

That's the lady who gave
us some candy.

We saw the man who fell
off the canoe.

We listened to the baby
who cried all night.

BOOK SIX, Unit VI

Lesson 4

A. Aim of Lesson: To continue using who clauses.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present listening comprehension questions.

2. Teach Song: "Baa Baa Black Sheep"

Baa, Baa, black sheep
Have you any wool?
Yes sir, yes sir,
Three bags full.
One for my master
And one for my dame
And one for the little boy
Who lives in the lane.

3. Chain drill:

A: Who's John?

B: He's the boy who's wearing the blue shirt.
Who's Martha?

C: She's the girl who's wearing the pink dress.
Who's Jonathan?

etc.

4. Complete the sentences:

Mechanics are people who fix cars.

Clerks are people _____.

Fishermen are people _____.

Farmers are people _____.

Teachers are people _____.

Doctors are people _____.

Nurses are people _____.

Storekeepers are people _____.

BOOK SIX, Unit VI

Lesson 5

A. Aim of Lesson: To review who and which clauses.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Teacher

That boy is noisy.
That boy is talking.

That pencil is mine.
It's on the desk.

The lady is my mother.
She's wearing a green dress.

The book is new.
It is on the teacher's desk.

The pen is John's.
It's in the box.

The girl is crying.
She's my sister.

Class

That boy who is talking
is noisy.

That pencil which is on
the desk is mine.

The lady who is wearing a
green dress is my mother.

The book which is on the
teacher's desk is new.

The pen which is in the
box is John's.

The girl who is crying is
my sister.

3. Complete the following sentences:

Sailors are people who sail.

Fliers are _____.

Runners are _____.

Talkers are _____.

Typists are _____.

Winners are _____.

Losers are _____.

Writers are _____.

Readers are _____.

Painters are _____.

ACHIEVEMENT TEST: BOOK SIX, Unit VI

Structure to be tested: Who, which clauses

Items required: Randomized list of students.

Instructions:

Tell the pupils they must complete the sentences you give them.

Example:

Teacher: Pencils which are very short

Student: Pencils which are very short are hard to write with.

Teacher: People who work hard

Student: People who work hard make lots of money.

Sentences:

1. Pencils which are sharp _____.
2. People who always smile _____.
3. The sign which is on the building _____.
4. The teacher who is in the first grade _____.
5. The man who plants vegetables _____.
6. The car which is painted red _____.
7. The woman who's wearing the red dress _____.
8. The crayons which are in the box _____.
9. The book which is on the shelf _____.
10. The men who are laughing _____.

Scoring:

Score 1 point for each correctly completed sentence.

Listening Comprehension Narrative

Tonabuna is a Fijian boy. He has dark brown skin and thick fuzzy hair. He lives on an island which is called Viti Levu.

Everyday Tonabuna wears a shirt and a sulu which is like our lavalava. He goes to a village school where there are three teachers. He has many friends who play games with him.

The village houses are built on the banks of a river. There are banana plantations where the men in the village work.

Tonabuna's father works very hard. He is one of the men who works on the plantation. When the bananas are cut, he must carry them on his back to the river. He loads them on a barge which is pulled by a canoe. When father is very busy, Tonabuna sometimes helps him.

Once when he helped his father, he rode the barge down the river. They went to a big building, where the bananas are packed. There he saw boys and girls who come from other villages. When he got home, Tonabuna told his friends about his trip.

When he grows up, Tonabuna wants to go to Suva which is the capital of Fiji. Suva is a big city where there are big buildings. It has a big airport where jet planes land. It has a big port where big ships dock.

Structures previously taught: which, who clauses

New for production: where clauses

New for recognition: He is one of the men _____

Suggested Comprehension Questions:

1. What is the name of Tonabuna's island?
2. What does Tonabuna wear everyday?
3. How many teachers are there in Tonabuna's school?
4. Where are the village houses built?
5. Do the men work on rubber plantations?
6. What does Tonabuna's father do?
7. What pulls the banana barge?
8. Does Tonabuna sometime help his father?
9. What is done in the big building down the river?
10. Where does Tonabuna want to go when he grows up?
11. What can he see in Suva?

BOOK SIX, Unit VII

Lesson 1

A. Aim of Lesson: To review who clauses.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Teach dialogue:

Tony : Tonabuna is very lucky.

Maria: Why?

Tony : He has many friends who play games with him.

Maria: You have friends who play with you, too.

3. Drill:

a. Teacher

He has many friends.
They play games with him.

He has many teachers.
They help him.

They have many babies.
They drink lots of milk.

They have many women.
They cook for them.

They have many girls.
They make the mwaramwars.

Class

He has many friends who
play games with him.

He has many teachers who
help him.

They have many babies who
drink lots of milk.

They have many women who
cook for them.

They have many girls who
make the mwaramwars.

b. Ask children to make up their own who clauses to complete the sentences:

1. The girls _____ are fifth graders.
2. The lady _____ is our teacher.
3. The man _____ is my father.
4. The boy _____ sits in the corner.
5. The women _____ are my aunts.

BOOK SIX, Unit VII

Lesson 2

A. Aim of Lesson: To review which clauses.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present listening comprehension narrative.

2. Teach dialogue:

Maria: I wonder what Fijian girls wear?

Tony : I don't know.

Maria: Tonabuna wears a sulu which is like our lavalava.

Tony : The girls probably wear sulus, too.

3. Drills:

a. Teacher

Tonabuna wears a sulu.
It's like our lavalava.

They have some pawpaws.
They're like our papayas.

I saw another dress.
It looks like yours.

There is a big barge.
It carries the bananas.

There is a big river.
It flows through the island.

He lives in a village.
It is by a river.

Class

Tonabuna wears a sulu which
is like our lavalava.

They have some pawpaws
which are like our papayas.

I saw another dress which
looks like yours.

There's a big barge which
carries the bananas.

There is a big river which
flows through the island.

He lives in a village which
is by a river.

4. Have students complete the following sentences:

- a. Which is ripe
- b. Which is in the closet
- c. Which are on the floor
- d. Which was on your desk
- e. Which are ridden

BOOK SIX, Unit VII

Lesson 3

A. Aim of Lesson: To teach where clauses.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Have children listen:

Suva is a big city where there are big buildings. It has a big airport where jet planes land. It has a big port where big ships dock.

Have children repeat the sentences one by one after the teacher's model.

3. Drill:

Teacher
It has a big park.
Children can play there.

Class
It has a big park where
children can play.

It has a big zoo.
There are many animals there.

It has a big zoo where
there are many animals.

It has a big hospital.
Sick people go there.

It has a big hospital
where sick people go.

It has a big library.
There are many books there.

It has a big library where
there are many books.

It has a big school.
All the children go there.

It has a big school where
all the children go.

It has a big store.
They have many foods.

It has a big store where
they have many foods.

4. Repetition Exercises:

There is a big building where the bananas are packed.
There are big banana fields where the men work.
There is a village school where the children study.
There is a big airport where the airplanes land.
There is a port where the ships dock.

BOOK SIX, Unit VII

Lesson 4

A. Aim of Lesson: To continue teaching where clauses.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Teacher: Let's talk about Kolonia.

What are some of the things we have here?

(starts) Kolonia has a new airport where the airplane lands.
What else do we have?

Students: We have an agricultural station where there are
many fruit trees.

We have a hotel where there are many tourists.

We have a school where there are many students
and teachers.

We have a church where we go to pray.

We have big stores where we can buy many things.

We have a market where we can buy fruits and vege-
tables.

We have a market where we can buy fish.
etc.

3. Have children draw pictures of various buildings talked
about and make a bulletin board display.

BOOK SIX, Unit VII

Lesson 5

A. Aim of Lesson: To review which, who, and where clauses.

B. Visual Aids Needed: Pictures for narrative.
Real objects.

C. Procedure:

1. Present narrative and ask comprehension questions.
2. Have children talk about the pictures they drew yesterday.
3. Call on various children giving them either the word who, where, or which and have them form their own sentences.
4. Have children draw a picture for a who, where, or which clause based on the narrative. Talk about the pictures when finished.

ACHIEVEMENT TEST: BOOK SIX, Unit VII

Structure to be tested: who, which, where clauses

Items required: Randomized lists of students.

Instructions:

Use the pictures that children drew in lessons 4 and 5. Tell children that they can talk about any picture but they must use a who, which, or where clause.

Example:

This is the big building
where the bananas are packed.

Scoring:

Score 1 point for each correct answer.

BOOK SIX, Unit VIII

Listening Comprehension Narrative

This is Siew Han and she lives in Taiwan. She's nine years old. Yesterday her class went to Keelung to see how ships are made.

The class got into a big bus. Siew Han carried some snacks to eat and a notebook to write in. Siew Han sat by the window. She wanted to wave to her father when they passed her house.

Siew Han's father grows vegetables to sell in Taipei at the market. He plants cabbages, beans, watermelons, and tomatoes to sell. Other farmers plant oranges, limes, and lemons to sell.

The bus passed through the narrow streets of the city. There were many tall buildings to see. There were long poles to dry clothes on. There were many bicycles, trishaws, buses, and taxis to ride.

Soon the bus passed by the big factories. Here they pack many foods to eat. They print many books to read. They make plastic toys to play with.

At last the bus came to Keelung where the ships are made. There are many ships being built. The children watched the men climb the scaffolds and work.

After that the children were taken to a restaurant to eat. There were many different foods. There was sharks fin soup, noodles, chicken, and vegetables to eat. For dessert there was ice cream to eat. Then finally there was lemon tea to drink.

When Siew Han got home it was almost dark.

Structures previously taught: There were, when clauses

For review: to see, to ride, to sell

Sustained intonation in series

Contrast past tense/present tense

Suggested Comprehension Questions:

1. Can you find Taiwan on the map?
2. Where are the big ships made?
3. How did Siew Han and her class go to Keelung?
4. What does Siew Han's father do?
5. Does Siew Han live in the city?
6. What did she see when the bus passed through the city?
7. What did they see in Keelung?
8. What did the children have for lunch?
9. Was it late when Siew Han got home?
10. Would you have liked to go on that trip?

BOOK SIX, Unit VIII

Lesson 1

A. Aim of Lesson: To review to see.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Teach dialogue:

Tony : The bus passed through the city.

Maria: There were many tall buildings to see.

Tony : There were many bicycles and buses to ride.

Maria: There were many stores with many things to sell.

3. Drill:

a. <u>Teacher</u>	<u>Class</u>
There were many <u>bicycles</u> to ride.	There were many bi- cycles to ride.
cars	There were many cars to ride.
buses	There were many bus- es to ride.
taxis	There were many taxis to ride.
books	There were many books to read.
foods	There were many foods to eat.
fruits	There were many fruits to eat.
vegetables	There were many vege- tables to eat.

b. Repetition exercises:

There were many things to do at home.

There were rooms to clean.

There were dishes to wash.

There was grass to cut.

There were clothes to wash.

There were children to watch.

BOOK SIX, Unit VIII

Lesson 2

A. Aim of Lesson: To review sustained intonation.

B. Visual Aids Needed: Pictures for narrative.
Pictures of various scenes.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Teach poem:

Good Green Bus

Rumbling and rattling good green bus
Where are you going to carry us?
Up the shiny lengths of avenue
Where lights keep company two by two;
Where windows glitter with things to buy,
And churches hold their steeples high,
Round the circle and past the park,
Still and shadowy, dim and dark
Over the asphalt and into the drive
Isn't it fun to be alive?
Look to the left and the river's there
With ships and whistles and good fresh air,
To the right more windows, row on row
And everyone like a picture show,
Or little stages where people play
At being themselves by night and day,
And never guess that they have us
For audience in the good green bus!

3. Teach dialogue:

Tony : What did Siew Han see in the city?

Maria: She saw many tall buildings, many people, and stores.

Tony : Did she see any cars?

Maria: Yes. She saw buses, taxis, and other cars.

4. Drill: Using pictures of various scenes ask children what they see in the picture. Children respond using three or more items to practice sustained intonation.

For example:

I see some ducks, some goats, some houses, and some pigs.

BOOK SIX, Unit VIII

Lesson 3

A. Aim of Lesson: To review the irregular past tense.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Review rhyme from yesterday.

2. Listen: (Today)

The class is going to Keelung. They get into a bus. They ride through the city. They see many buildings and cars. They come to Keelung. They watch how the men make ships.

- a. Where's the class going?
- b. How are they going?
- c. Where does the bus pass?
- d. What do the children see in the city?
- e. What do they see in Keelung?

3. Listen: (Yesterday)

The class went to Keelung. They got into a bus. They rode through the city. They saw many buildings and cars. They came to Keelung. They watched how the men make ships.

- a. Where did the class go?
- b. What did they ride through?
- c. What did they see in the city?
In Keelung?

4. Teacher

The class is going to Keelung.
They get into a bus.

Class

The class went to Keelung.
They got into a bus.

etc.

BOOK SIX, Unit VIII

Lesson 4

A. Aim of Lesson: To review the regular past tense.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Listen: (Today)

Siew Han wants to sit by the window. She wants to wave to her father. The bus passed through the city. It passes the big factories. They watch the men work in Keelung. The men climb the high scaffolds.

(Have children help frame these questions:)

- a. Where does Siew Han want to sit?
- b. Why does she want to sit there?
- c. Where does the bus pass?
- d. What does it pass?
- e. What do the men climb?

2. Listen: (Yesterday)

Siew Han wanted to sit by the window. She wanted to wave to her father. The bus passed through the city. It passed the big factories.

They watched the men work in Keelung. They climbed high scaffolds.

(Have children help frame these questions:)

- a. Where did Siew Han want to sit?
- b. Why did she want to sit there?
- c. What did the bus pass through?
- d. What did they do in Keelung?
- e. What did they climb?

3. Teacher

Siew Han wants to sit by the window.

She wants to wave to her father.

Class

Siew Han wanted to sit by the window.

She wanted to wave to her father.

etc.

4. Present narrative and ask comprehension questions.

BOOK SIX, Unit VIII

Lesson 5

A. Aim of Lesson: To review all structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present listening comprehension narrative and have children ask questions of each other.

2. Teacher: If you could take a free ride, what would you like to ride?

Student: I'd like to ride a jet plane.

I'd like to ride a ship.

I'd like to ride a helicopter. etc.

Teacher: If you could eat anything you wanted what would you eat?

Student: I'd like to eat some ice cream.

I'd like to eat some cake. etc.

Teacher: If you could buy anything at the store, what would you buy?

Student: I'd like to buy the toy plane.

I'd like to buy a new shirt. etc.

3. Teacher: Suppose you could go on a trip to Hawaii. You can take three people. Who would you take?

Student: I'd take my mother, my father, and Toni.

I'd take Elias, John, and Nelson. etc.

4. Teacher: I'm going to say a sentence using yesterday or today. If I use yesterday I want you to change it to today. If I use today, I want you to change it to yesterday.

For example:

Teacher: Today Siew Han is going to Keelung.

Students: Yesterday, Siew Han went to Keelung.

- a. Yesterday I saw three airplanes.
- b. Yesterday I rode on father's scooter.
- c. Today I buy a new shirt.
- d. Yesterday I took my brother to the hospital.
- e. Today I walk to the Post Office.
- f. Today I visit the hospital.
- g. Yesterday I played baseball.
- h. Today my brother comes home.
- i. Yesterday my father got a new car.
- j. Yesterday John went to Sekere.

ACHIEVEMENT TEST: BOOK SIX, Unit VIII

Structure to be tested: present/past tense.

Items required: 1) Randomized list of pupils.
2) Action pictures.

Instructions: Tell the students you will show a picture and say the word yesterday or today. They must make a sentence using the word and talk about the picture.

For example:

Teacher: (Holding picture of boys swimming) Yesterday.

Student: Yesterday we went swimming.

Teacher: (Holding picture of girl sweeping) Today.

Student: I help my teacher sweep the floor today.

Scoring:

Score 1 point for each correct answer.

BOOK SIX, Unit IX

Listening Comprehension Narrative

Abun is a twelve year old boy who lives in Sarawak. Today is a special day. Today is Abun's birthday.

It is still early in the morning. Inside the house everyone is still sleeping but outside the birds are whistling. Abun lives in a long house. Eight families live in this house.

Abun sits up. He is awake but everyone else is still asleep. He puts on his loin cloth. He gets his knife and blow pipe. Today for the first time he can go hunting. Abun's pipe is not a pipe to smoke but a pipe to hunt with. It is a long hollow bamboo stem. An arrow is put in the bamboo and blown hard. Abun has done this many times. But today for the first time Abun could use poison on his arrows.

Our men cut their hair short but the men in Sarawak wear their hair long. Most of our men hunt with guns but most of them hunt with blow pipes.

The men and dogs get into canoes and paddle down the river. They go down into the thick jungles. The dogs bark up at a tree. There are two fat squirrels in the tree. Abun dips his arrow into the poison, puts the arrow in his pipe, aims, and blows. The squirrel drops to the ground.

The men catch other squirrels and some pigs, too. Some of them gather fruits from the trees.

That night there is a feast. After the eating, there is singing and dancing. Abun stays up until very late. Yesterday he was a boy but today he is a man.

Abun is tired but he cannot sleep. He is too happy. He is too excited.

Structures previously taught: who clauses
Habitual present tense

New for production: for the first time
_____ but _____

New for recognition: Abun dips his arrow into the poison, puts the arrow in his pipe, aims, and blows.

Suggested Comprehension Questions:

1. How old is Abun today?
2. How many families live in Abun's house?
3. Is today a special day for Abun?
4. Why is he so excited?
5. Do men in Sarawak cut their hair short?
6. How do the men hunt?
7. Are there jungles in Sarawak?
8. What animal did Abun hunt?
9. What happens on the night of Abun's birthday?
10. Does Abun go to sleep early?

BOOK SIX, Unit IX

Lesson 1

- A. Aim of Lesson: To teach the use of the conjunction but.
- B. Visual Aids Needed: Pictures for narrative.
- C. Procedure:
1. Present narrative and ask comprehension questions.
 2. Talk about squirrels. Show the children a picture of a squirrel. Learn rhyme: "Whisky Frisky"

Whisky Frisky,
Hippity-hop
Up he goes
To the treetop!

Whirly, twirly,
Round and round,
Down he scampers
To the ground.

What a tail!
Tall as a feather,
Broad as a sail!

Where's his supper?
In the shell,
Snap, cracky,
Out if fell.

3. Teach dialogue:

Tony : Everyone is asleep but the birds are awake.

Maria: It's still very early.

Tony : Yes. It's early in the morning.

Maria: Now Abun is awake but everyone else is still sleeping.

4. Drill:

<u>Teacher</u>	<u>Class</u>
Abun is awake but everyone else is sleeping.	Abun is awake but everyone else is sleeping.
The baby	The baby is awake but everyone else is sleeping.
John	etc.
Mother	
etc.	

BOOK SIX, Unit IX

Lesson 2

A. Aim of Lesson: To continue teaching the use of but.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Repeat rhyme from yesterday.

2. Present narrative and ask comprehension questions.

3. Teach dialogue:

Maria: I'm tall but John's short.

Tony : How old are you?

Maria: Ten.

Tony : How old is John?

Maria: Six.

Tony : That's why you're tall but he's short. He's four years younger.

4. Drills:

a. Teacher

I'm tall but John's short.
old
thin
ten
big
a girl

Class

I'm tall but John's short.
I'm old but John's young.
I'm thin but John's fat.
I'm ten but John's six.
I'm big but John's small.
I'm a girl but John's a boy.

b. Teacher

I go to school but John
doesn't.
can write
like to sing

read Ponapean

can write my name

Class

I go to school but John
doesn't.
I can write but John can't.
I like to sing but John
doesn't.
I read Ponapean but John
doesn't.
I can write my name but
John can't.

etc.

BOOK SIX, Unit IX

Lesson 3

A. Aim of Lesson: To teach: for the first time.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Tell narrative. Have children be Abun and act out what he does as you tell the story.

2. Teach dialogue:

Tony : Do you know why Abun is up early?

Maria: He's going hunting for the first time.

Tony : Yes. And he's going to use poison for the first time.

Maria: Do you think he'll catch something?

3. Drill:

a. He's going hunting for the first time.
fourth
second
seventh
fifth
ninth
etc.

b. He's going hunting for the first time.
fishing
shopping
canceing
sailing
boating
to Guam
chelling

BOOK SIX, Unit IX

Lesson 4

A. Aim of Lesson: To review who clauses.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Review rhyme from Lesson 1.

2. Play "Abun went a hunting."

Teacher says and acts out each step.

Children act along as they listen.

Abun went a hunting one day. (walk in place)

He walked and walked.

He paddled the canoe. (paddle)

He climbed the tree. (climb)

He looked for animals. (hands over eyes)

He walked some more. (walk)

He saw a squirrel. (point to squirrel)

He dips his arrow in poison. (dip arrow)

He puts the arrow in his pipe. (put arrow in)

He aims and blows. (aim and blow)

The squirrel falls.

He runs to pick up the squirrel.

He slings it on his back. (flip it on back)

He walks to his canoe. (walk)

He paddles the canoe. (paddle)

He walks home. (walk)

3. Teach dialogue:

Tony : Abun is a boy who lives in Sarawak.

Maria: He's twelve.

Tony : He's the boy who's going hunting.

Maria: He's the one who will catch the squirrels.

4. Drill:

Teacher

Abun is a boy.

He lives in Sarawak.

Dakio is a boy.

He lives in Ponape.

Kai Ming

Hong Kong.

Class

Abun is a boy

who lives in Sarawak.

Dakio is a boy

who lives in Ponape.

Kai Ming is a boy

who lives in Hong Kong.

BOOK SIX, Unit IX

Lesson 4 (continued)

Drill:

Teacher

Class

Nu Dang

Nu Dang is a boy who lives in Thailand.

Siew Han

Siew Han is a girl who lives in Taiwan.

Teiva

Teiva is a boy who lives in Tahiti.

Maria

Maria is a girl who lives in Ponape.

BOOK SIX, Unit IX

Lesson 5

A. Aim of Lesson: To review all structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Rhyme from Lesson 1.

2. Teach dialogue:

Tony : Everyone's asleep but Abun is awake.

Maria: Yes. He's excited. Today he goes hunting for the
first time.

3. Play "Abun went a hunting."

4. Do dialogue variations changing hunting to other words children can think of.

ACHIEVEMENT TEST: BOOK SIX, Unit IX

Structure to be tested: _____ but _____

Items required: Randomized list of students.

Instructions: Tell students you will give them part of a sentence and they are to finish it using but.

For example:

Teacher: I can reach the roof

Student: You can reach the roof but I can't.

1. John can sing nicely
2. Maria always gets a hundred
3. Mother says she'll come to school
4. I like to go swimming
5. Dakio can't read
6. Sihter doesn't like candy
7. Masao is sick
8. Yesterday it rained
9. Tonio went to Sokehs
10. Olter went to the movies

Scoring:

Score 1 point for each correct answer.

BOOK SIX, Unit X.

Listening Comprehension Narrative

Van Vong is a Thai boy. He lives in Songkhla, a quiet town in Thailand. Many tourists come to Songkhla.

Van Vong's house with concrete floors and tiled roof is unpainted. It has three rooms, one for eating and two for sleeping.

Today is a holiday. It is Friday, the Muslim day of rest. Many people in Songkhla are Muslims. Van Vong is a Buddhist. He worships in the "wat", a beautiful, bell-shaped temple.

Today Van Vong's father has promised to take him to a bull fight. They will go on his Uncle's jeep to Sungei Golok, a big busy city. The road, narrow and twisting, is hard clay.

They pass many rice fields. Girls and women wearing straw hats are planting rice. This work, slow and back breaking, is never done by men.

Finally the jeep arrives in Sungei Golok. Van Vong, his father and uncle get to their seats just in time.

The bulls, big and furious, rush at each other. They lock horns and try to push each other back. They groan and push until one gives up.

Altogether there are four bull fights with eight bulls. In Thailand, men do not fight bulls as in Spain. In Thailand, bulls fight other bulls.

By three o'clock the fights are over. Van Vong, his father, and uncle start for home. Van Vong, tired and hungry, reaches home at six o'clock.

Structures previously taught: It has _____
with concrete floors

New for production: post modifiers

New for recognition: just in time

Suggested Comprehension Questions:

1. What kind of house does Van Vong have?
2. Why is it a holiday on Friday?
3. Is Van Vong a Muslim?
4. What will Van Vong go to see in Sungei Golok?
5. What do they pass on the way?
6. Explain what a bull fight is like.
7. Is a bull fight in Thailand the same as in Spain?

BOOK SIX, Unit X

Lesson 1

A. Aim of Lesson: To teach the use of appositives.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Present narrative and ask comprehension questions.

2. Teach poem: /aw/

The bull is big
His eyes are round
He makes a very scary sound.
I'm rather glad the fence is tall
I ~~don't~~ feel quite so weak and small.

3. Teacher: Listen: "Van Vong lives in Songkhla, a quiet town in Thailand." What kind of town is Songkhla?

Class : A quiet town.

Teacher: Repeat: "Van Vong lives in Songkhla, a quiet town in Thailand."

Class : "Van Vong lives in Songkhla, a quiet town in Thailand."

Teacher: Listen: "Today they will go to Sungei Golok, a big busy city." What kind of city is Sungei Golok?

Class : A big busy city.

Teacher: Repeat: "Today they will go to Sungei Golok, a big busy city." Where does Van Vong live?

Class : He lives in Songkhla, a quiet town in Thailand.

Teacher: Where will Van Vong, his father, and his uncle go today?

Class : They will go to Sungei Golok, a big busy city.

BOOK SIX, Unit X

Lesson 1 (continued)

4. Drill:

<u>Teacher</u>	<u>Class</u>
Van Vong lives in Songkhla. It is a quiet town in Thailand.	Van Vong lives in Songkhla, a quiet town in Thailand.
They will go to Sungei Golok. It is a big, busy city.	They will go to Sungei Go- lok, a big busy city.
We live in Kolonia. It is Ponape's district center.	We live in Kolonia, Ponape's district center.
They live on Pingelap. It is a small atoll.	They live on Pingelap, a small atoll.
He went to Saipan. It's the capital of the Trust Territory.	He went to Saipan, the capital of the Trust Terri- tory.
They come from Sekere. It's a quiet village in Sokehs.	They come from Sekere, a quiet village in Sokehs.
We shop at K.C.C.A. It's a big store in Kolonia.	We shop at K.C.C.A., a big store in Kolonia.
They go to Ohmine. It's a new school.	They go to Ohmine, a new school.

BOOK SIX, Unit X

Lesson 2

A. Aim of Lesson: To continue teaching appositives.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Review poem from Lesson 1.

2. Present narrative and ask comprehension questions.

3. Teacher: Listen: "Friday is a holiday, the Muslim day of rest." Why is Friday a holiday?

Class : It is the Muslim day of rest.

Teacher: Repeat: "Friday is a holiday, the Muslim day of rest."

Class : "Friday is a holiday, the Muslim day of rest."

Teacher: Listen: "Sunday is a holiday, the Christian day of rest."

(Continue as with previous sentence.)

4. Repetition exercises:

Friday is a holiday, Micronesian Day. Tuesday is a holiday, Memorial Day. Wednesday is a holiday, UN Day.
etc.

BOOK SIX, Unit X

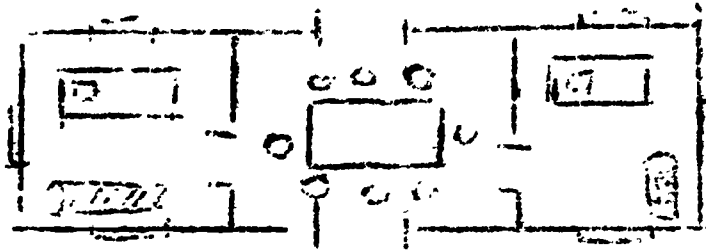
Lesson 3

A. Aim of Lesson: To continue teaching post modifiers.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. On the blackboard have a drawing of Van Vong's house looking from the top down through the roof:



(Label the rooms in the children's own language.)

Teacher: (Pointing to the picture) Van Vong's house has three rooms, a dining room and two bedrooms. How many rooms does Van Vong's house have?

Class : Three, one dining room and two bedrooms.

2. Ask children to draw similar pictures of their own homes. Let them talk about their own homes:
"My house has four rooms, a kitchen, and three bedrooms."
etc.
3. Review poem from Lesson 1.

BOOK SIX, Unit X

Lesson 4

A. Aim of Lesson: To continue teaching post modifiers.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Sing: "Planting Rice"

2. Teacher: Listen: "The road, narrow and twisting, is hard
clay." What kind of a road is it?

Class : Narrow and twisting.

Teacher: Repeat: "The road, narrow and twisting, is hard
clay."

Class : "The road, narrow and twisting, is hard clay."

Teacher: Listen: "The bulls, big and furious, rush at
each other." What are the bulls like?

Class : They're big and furious.

(Continue as with previous sentence)

3. Drill:

<u>Teacher</u>	<u>Class</u>
Planting rice is a woman's job. slow and back breaking	Planting rice is a woman's job. Planting rice, slow and back breaking, is a woman's job.
The road is full of holes. wet and muddy	The road is full of holes. The road, wet and muddy, is full of holes.
The scooter is still good. old and noisy	The scooter is still good. The scooter, old and noisy, is still good.
The day was good for sleeping. rainy and cold	The day was good for sleeping. The day, rainy and cold, was good for sleeping.
The car was ours. shiny and new	The car was ours. The car, shiny and new, was ours.

BOOK SIX, Unit X

Lesson 5

A. Aim of Lesson: To review structures taught in this unit.

B. Visual Aids Needed: Pictures for narrative.

C. Procedure:

1. Have children tell the narrative and ask questions.

2. Sing: "Planting Rice"

3. Drill:

Teacher

The watermelon is good to eat.
It is sweet and juicy.

The girls were very happy.
They were talking and laughing.

The flowers are pretty.
They are big and red.

The boys look nice.
They are neat and combed.

The old table is shiny.
It was waxed and polished.

Class

The watermelon, sweet and
juicy, is good to eat.

The girls, talking and
laughing, were very happy.

The flowers, big and red,
are pretty.

The boys, neat and combed,
look nice.

The old table, waxed and
polished, is shiny.

4. Review poem from Lesson 1.

5. Review Drill #3 from yesterday's lesson.

ACHIEVEMENT TEST: BOOK SIX, Unit X

Structure to be tested: post modifiers

Items required: Randomized list of students.

Instructions: Tell the students you will give them a sentence. They will repeat the sentence after you. You will then give them two words. They must add the two words to the sentence.

For example:

Teacher: The watermelon looked sweet.

Student: The watermelon looked sweet.

Teacher: red and juicy.

Student: The watermelon, red and juicy, looked sweet.

1. The car looked new.
washed and polished
2. The children were tired.
sunburned and thirsty
3. The flowers were beautiful.
fresh and fragrant
4. The classroom was clean.
scrubbed and swept
5. The road was slippery.
muddy and wet
6. The toads hopped happily.
soaked and wet
7. The police marched in the parade.
dressed in blue and gray
8. The team came home with a medal.
tired but happy
9. The jet soared into the air.
big and noisy
10. The men came home very late.
tired and hungry