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ABSTRACT

This elementary text for teaching English as a second language is the first of a seven-volume series on the teaching of beginning and intermediate English to adults. The series was prepared as part of the ongoing demonstration project entitled Bridging the Asian Language and Cultural Gap. The lessons are designed primarily for Chinese, Japanese, Korean, and Filipino students, but with some relevance for Spanish speakers as well. The materials are situationally oriented in order to foster the development of those communication skills necessary for the student's basic language needs in the English-speaking community. Volume 1 consists of 20 lessons for beginning English, each containing the following components: (1) a lesson guide for teachers, with information on the objectives and structural content of each lesson, cultural notes, instructional aids, and procedures for teaching the lesson; (2) a student leaflet for reading and writing practice and home study; (3) an evaluation lesson guide to check on the achievement of objectives; (4) a student evaluation form; (5) a Chinese supplement for those Chinese students needing special assistance; and (6) a listing of relevant holdup pictures and transparency masters contained in volumes 3 and 4. Optional activities and pronunciation drills are also included in each lesson. (LG)



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ASIAN PROJECT

Beginning English for Adults

Volume One

FL00 6163

ED 095703

"BRIDGING THE ASIAN LANGUAGE AND CULTURAL GAP"

BEGINNING ENGLISH FOR ADULTS

VOLUME 1.

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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DIVISION OF CAREER AND CONTINUING EDUCATION

ADULT BASIC EDUCATION PROGRAM

LOS ANGELES UNIFIED SCHOOL DISTRICT

1971-73

Los Angeles Unified School District

BEGINNING ENGLISH FOR ADULTS

(In Four Volumes)

*VOLUME I. FOREWORD

DESIGN OF LESSONS

LESSONS 1 - 20

Components of each lesson: Lesson Guide
Student Leaflet
Evaluation Lesson Guide
Evaluation Student Leaflet
Chinese Supplement

VOLUME II. LESSONS 21 - 40

VOLUME III. DRILL PICTURES P1 - P283

VOLUME IV. TRANSPARENCY MASTERS T1 - T159

FOREWORD

"Bridging the Asian Language and Cultural Gap" was initiated as a curriculum-development and teacher-in-service project designed to help the non-English-speaking Asian adult meet his everyday language needs. Funded by the U.S. Office of Education as a special experimental demonstration project, it operates under the Adult Basic Education Program of the Division of Career and Continuing Education of the Los Angeles Unified School District.

Robert C. Rubin, Supervisor
Adult Basic Education Program

Abram Friedman
Assistant Superintendent
Division of Career and Continuing
Education

PROJECT STAFF

Project Director

Sadae Iwataki

Project Consultants

Young Ahn
Neonetta Cabrera Broussard
Wei-lin Lei
Henry Li
Roger Nakazawa
Carol Waymire

Visuals:

Leila Tong

Project Clerical Staff

Jaine Hagiwara
Evelyn Gee Morenc

Field-test Teachers

Alisa Blatt
Barbara Brown
Earl Bush
Blossom Chen
Helen Chu
Kathleen Echeverria
Miyo Koyamatsu
Bertha Laden

Moonbeam Lau
Tay Leslie
Paula Levi
Gerry Martin
Odile Robinson
Norma Shelton
Richard Shiomi
Carol Waymire

DESIGN OF LESSONS

The beginning level lessons of the Asian Project are designed to help the non-English-speaking adult function in an English-speaking community. Situationally-oriented and structurally-sequenced, these materials foster the development of those communication skills necessary for meeting the student's basic language needs.

Authentic situations provide the framework for the sequential presentation of the structural elements in these lessons. The materials utilize the audio-lingual method and feature instant and constant communication exercises which make drilling a meaningful activity.

The beginning level curriculum consists of 40 lessons. Each lesson contains the following components:

1. a lesson guide for teachers
2. a student leaflet
3. an evaluation lesson guide
4. a student evaluation form
5. a Chinese supplement
6. black and white pictures
7. transparency masters

The lessons are based on a corpus developed from staff research on the linguistic and cultural backgrounds of the Chinese, Japanese, Korean, and Filipino students, together with input on Spanish-speaking students. Structural sequencing goes from the simple to the complex and is a composite of two sources: a staff-conducted inventory of structures gleaned from the most widely-used ESL textbooks for adults and the tentative ESL curriculum outline of the Los Angeles School District Division of Career and Continuing Education. Situations and vocabulary have been selected on the basis of relevancy for the students and a high frequency of occurrence in everyday living.

Extensive field-testing of these materials in a variety of learning situations has established their versatility. They have been used successfully in classes with students from heterogeneous language backgrounds, as well as in Chinese, Japanese, and Spanish bilingual classes.

The lesson guides are essential to the most effective utilization of the materials, in that they contain the vital steps in the progressive acquisition of skills leading to the goals of everyday communication.

The following information appears in the guides for each lesson:

1. The objectives for listening comprehension, for listening and speaking, and for reading and writing--each stated in behavioral terms.
2. A synopsis of structures, including new and review items, together with a list of fixed expressions.
3. A listing of instructional aids required for the lesson.
4. Structural and cultural notes and charts with background information for teachers of Chinese, Filipino, Japanese, and Korean students, as well as of Spanish-speaking students.
5. A suggested procedural guide for teaching the lesson on the left side of the page, corresponding with the student leaflet reproduced in its entirety on the right side.

These are detailed guides, particularly in the earlier lessons, but designed with a built-in flexibility, allowing for utilization by teachers with a variety of teaching experiences. While one teacher may utilize the guide as a step-by-step lesson plan for the day's activities, another teacher may simply use the guides as a convenient checklist, adding notes to herself where appropriate. The teacher of a multi-level class can thus utilize it for all her students by varying the lexical content.

The student leaflet is designed to be used by the student for reading and writing exercises after the oral practice, as well as for home study and review. The generously-illustrated leaflets give even the poor reader an opportunity for self-study.

Listening comprehension exercises set the keynote and introduce the basic vocabulary and/or the structure for each lesson. Additional vocabulary and structural elements are presented through short conversational exchanges or stories. Great care has been taken to coordinate the grammar, the vocabulary, and the cultural setting, in order to accommodate the somewhat conflicting properties of structure and situation.

The dialogues and stories are not designed solely for rote memorization, but are instead a vital step in a systematic skills-development process. The initial teacher-directed practice serves to develop manipulative skills with a particular aspect of language. Constant reinforcement of these skills with meaningful activity allows the student to combine what he knows with what he is learning and leads to creative, innovative language use.

Hold-up drill pictures and/or transparencies are an integral

part of the Asian Project lessons. When used in setting the scene for the situations of the dialogues or stories and in drilling for vocabulary or grammar, these adult-oriented visuals add a realism and a meaningfulness second only to actual settings or realia.

Optional activities providing for additional practice are suggested in the lesson guides and add an extra dimension of flexibility to the materials.

Pronunciation drills which are incorporated in these lessons focus on those features which can predictably cause problems for Asian and Spanish speakers, as established by the phonological research of the Project staff.

The reading and writing exercises reinforce the listening and speaking objectives of the lessons.

Every fifth lesson contains a review of the structures presented in the preceding four lessons.

The evaluation exercises are designed to provide both the student and the teacher with a check on the achievement of the specific objectives of each lesson. Provision is made for group testing of oral production for large classes. Student leaflets are provided for individual evaluation of listening, reading, and writing skills.

A Chinese supplement has been developed for home study use by those Chinese students who may need special assistance. Translations of the lesson objectives and of the basic dialogues and stories appear in these leaflets, together with cultural and structural notes explaining those features of the English language and culture which may need further explanation.

Sadae Iwataki
Project Director
August, 1973

IMPORTANT NOTE: In teaching situations where it would not be feasible to reproduce the student leaflets in quantity for the classes, it would be possible for a teacher to teach these lessons with the use of the lesson guide and visuals alone. The reading and writing exercises and the evaluation exercises can then be reproduced on the chalkboard or on duplicated sheets.

VOLUME I

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Lesson 2.	Section I: What's Your Address? Section II: What Time Is It?
Lesson 3.	Section I: What Is He/She? Section II: What's His/Her Name?
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- Lesson 9. Section I: Where Are My Shoes?
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Section II: It's Wednesday, February 10th
- Lesson 20. Section I: I'm Shaving
Section II: Review

LESSON ONE

OBJECTIVES

Listening Comprehension:

Student will be able to:

1. Respond to the following classroom directions and questions:

Listen
Repeat

Show me a _____.
What's this?

2. Identify common classroom items: pen, pencil, book, notebook, chair, desk, table, flag, chalkboard, window, clock, watch, and door.

Listening and Speaking:

Student will be able to:

1. Give an appropriate response when:

- a. greeted.
- b. asked his name.
- c. asked his first name or last name.
- d. asked to spell his name.
- e. asked to identify a classroom object.

2. Ask questions to elicit all the above information, except "What's this?"

3. Perform the above with acceptable pronunciation (i.e., as judged by the teacher).

Reading and Writing:

1. Student will be able to read:

- a. his full name.
- b. his first and last name.
- c. the dialogues.
- d. the names of the classroom objects.

2. Student will be able to copy:

- a. the printing of "capital" and "small" letters of the alphabet.
- b. the sentences of the dialogues.

3. Student will be able to print:

- a. his full name.
- b. his first and last names.

SYNOPSIS OF STRUCTURES

What's your name?
What's your first name?
What's your last name?

(My name's) Ben Lee.
(My first name's) Ben.
(My last name's) Lee.

It's a (book).
How are you? Fine, thank you.
Hi! Hello!

Reception only: Listen Repeat
Show me a _____.
What's this?

INSTRUCTIONAL AIDS

Drill pictures: P1 - Dialogue (How are you?)
P2 - Dialogue (What's your name?)

Transparency masters: T1 - Dialogue (How are you?)
T2 - Dialogue (What's your name?)
T3 - Objects in the classroom

Student handouts: Student leaflet
Student evaluation form

Lesson Guide: Evaluation form

CULTURAL NOTES

1. The Chinese, Japanese, and Korean are comparatively formal in addressing each other, even on an intimate basis. Consequently, they tend to feel uncomfortable and hesitant in using first names with people in the way that Americans do.
2. Informal greetings such as "Hi!" or "Hello!" would only be used among peers by Asians. Students will need to be reassured that it would not be disrespectful of them to greet their teachers, for example, in that manner.
3. Chinese, Japanese, and Korean give their names with the last name first (e.g., Sue Wong would be Wong Sue).
4. In Spanish, family refers to the father's family name, mother's family or to both. One may use his mother's family name in combination with his father's. If his mother's family is "Gonzalez" and his father's family is "Ruiz" he may call himself "Juan Ruiz Gonzalez." His mother's family name always comes last. It's important for the Spanish to learn that last name or family name in English refers only to the father's last name.



SECTION I: WHAT'S YOUR NAME?

SECTION I. WHAT'S YOUR NAME?

[NOTE: Do not distribute the student leaflet until time for Reading.]

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

OBJECTIVE

In this section you will learn how to ask and answer questions about names.

CLASSROOM DIRECTIONS

Listen

Say "Listen" and gesture for the students to listen only as you repeat 2 or 3 times.

T: (Introduce yourself.) My name's Mrs. Baker.
(Greet the class.) Hello, class!
(Point to yourself.) Hello, Mrs. Baker!

Repeat

Say "Repeat" and gesture for the class to repeat.

T: Hello, Mrs. Baker!
Cl: Hello, Mrs. Baker!

Divide class into groups and have each group repeat. Call on several individuals to repeat.

Answer

Greet the class and gesture for the class to answer

T: Hello, class!
Cl: Hello, Mrs. Baker!

CLASSROOM DIRECTIONS

Listen



Repeat



DIALOGUE #1: HOW ARE YOU?

DIALOGUE #1: HOW ARE YOU?

Show drill picture P1 or transparency T1.

1. Model the dialogue twice.
2. Model each line and have the class repeat.
 - a. Divide the class into groups and have each group repeat.
 - b. Have several individuals repeat.
3. Take one line and have the class take the other. Reverse roles.
4. Have groups take alternate lines.
5. Have individuals take alternate lines.
6. Write the dialogue on the chalkboard or show it on the overhead, and read the lines.
7. Have class, groups, then individuals read the lines after you.



Ken

Ann

Ken: Hi, Ann!

Ann: Hello, Ken!

Ken: How are you?

Ann: Fine, thank you.

DIALOGUE #2: WHAT'S YOUR NAME?

DIALOGUE #2: WHAT'S YOUR NAME?

Preliminary Activity

- A. Introduce yourself, repeating several times.

T: My name's May Baker.
- B. Elicit names from a few students, using gestures and words.

T: What's your name? Joe King? Bill Lee?

S-1: Ken Wong.

S-2: Maria Gomez.

Presenting the Dialogue

Show drill picture P2 or transparency T2 and follow procedure outlined for Dialogue #1.

1. Teacher models - Class listens

2. Teacher models - Class
Group > repeats
Student

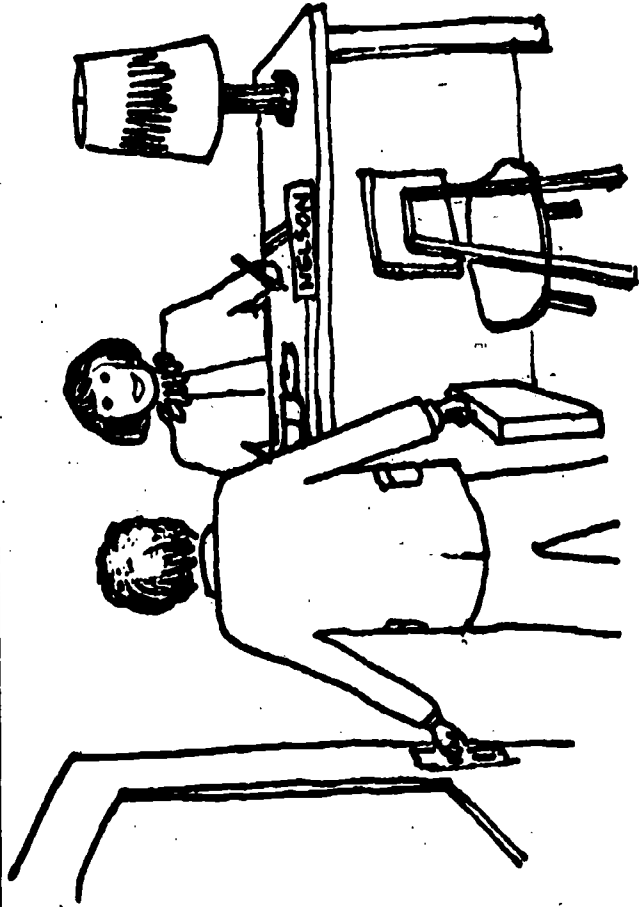
3. Alternate lines: Teacher - Class
Group - Group
Student - Student

4. Write dialogue on board or show on overhead.

a. Teacher reads - Class listens

b. Teacher reads - Class reads

c. Take roles reading



Ben Lee Kay Nelson

Kay Nelson: Hello. How are you?

Ben Lee: Fine, thank you.

Kay Nelson: What's your name?

Ben Lee: My name's Ben Lee.

PRACTICE

"What's your name?"

A. Answer Drill

1. Select students who had given their names during the preliminary activity.

T: What's your name?

S-1: My name's Ken Wong.

T: What's your name?

S-2: My name's Maria Gomez.

2. Ask several other students to give their names.

PRACTICE

"What's your name?"

B. Repetition Drill

Have class repeat.

T: What's your name? Repeat.

Have groups and individuals repeat.

C. Question Drill

Have the class ask you.

C1: What's your name?

T: My name's May Baker.

Have groups and individuals ask you.

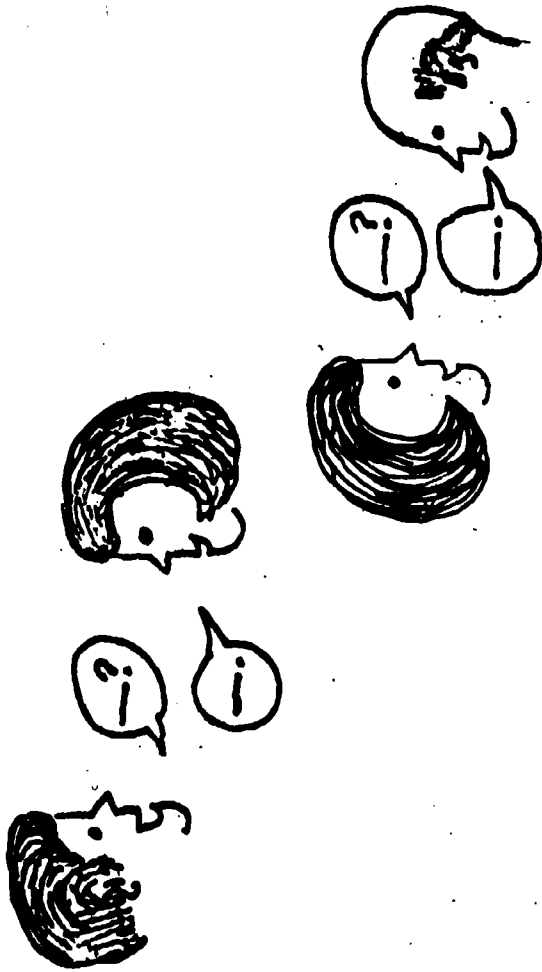
D. Chain Drill

Have individuals ask each other.

S-1: What's your name?

S-2: My name's Maria Gomez. What's your name?

S-3: My name's Bill Wong.



S-1: What's your name?

S-2: My name's Maria Gomez.

What's your name?

S-3: My name's Bill Wong.

DIALOGUE #3: WHAT'S YOUR FIRST NAME?

Preliminary Activity

Write your full name on the board.

T: My name's May Baker.

(Point to first name.) My first name's May.

(Point to last name.) My last name's Baker.

Presenting the Dialogue

1. Teacher models - Class listens

2. Teacher models - Class repeats (etc.)

Show drill picture P2 (transparency T2) and follow procedure outlined for Dialogue #1.

DIALOGUE #3: WHAT'S YOUR FIRST NAME?

Kay Nelson: _____

What's your first name?

Ben Lee: _____

My first name's Ben.

Kay Nelson: _____

What's your last name?

Ben Lee: _____

My last name's Lee.

PRACTICE

"What's your first/last name?"

A. Answer Drill

Teacher asks - Student answers

- F: What's your first name?
- S: My first name's Ken.
- T: What's your last name?
- S: My last name's Wong.

B. Question and Answer Drill

Group \searrow asks - Student answers

- S-1: What's your first name?
- S-2: My first name's Maria.
- S-1: What's your last name?
- S-2: My last name's Gomez.

Continue practice with other individuals.



S-1: What's your first name?
 S-2: My first name's Maria.

S-1: What's your last name?
 S-2: My last name's Gomez.

READING

[NOTE: Distribute the student leaflets at this time.]

A. "My name's Ben Lee"

1. Read each line while the class listens.
2. Read again and have the class repeat.
3. Alternate lines with the class.
4. Divide the class in half and have each half take a line.
5. Have individuals take alternate lines.

B. "My name's Kay Nelson"

Follow the same procedure as in A.

READING

A. "My name's Ben Lee"



Hello!
 My name's Ben Lee.
 My first name's Ben.
 My last name's Lee.

B. "My name's Kay Nelson"



Hi!
 My name's Kay Nelson.
 My first name's Kay.
 My last name's Nelson.

WRITING

A. The Alphabet (printing)

1. Explain briefly the difference between printing and writing.
2. Have the students copy the printing of the capital letters and the small letters.
 - a. Have students trace the dotted lines.
 - b. Have students copy the letters.

WRITING

A. The Alphabet (printing)

ABCDEFGHIJKLM
ABCDEFGHIJKLM

NOPQRSTUVWXYZ
NOPQRSTUVWXYZ

abcdefghijklm
abcdefghijklm

nopqrstuvwxyz
nopqrstuvwxyz

B. Printing Names

1. Have the students print their names in capital letters, first name first.
2. Have students print their names in capital letters, last name first.

B. Print your name.

Examples: KAY NELSON NELSON, KAY

1.

First Name

Last Name

2.

Last Name

First Name

C. Have the students fill in the blanks with their names.

1. My name's _____

2. My first name's _____

3. My last name's _____

SECTION II. IT'S A PEN

[NOTE: Have students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

PRONUNCIATION

1. Print the alphabet (capital letters) on the board.

2. Teacher models the letters - Class listens

[NOTE: Use the falling intonation for each letter.]

3. Teacher models each letter - Class Group Student } repeats

4. Teacher points to the letters at random Class Group Student } pronounces the letter

5. Teacher models the exercise Class Group Student } repeats

6. Have students spell their names.

SECTION II. IT'S A PEN

[NOTE: Put away your leaflets until time for Reading.]

OBJECTIVES

In this section you will:

- 1. Practice pronunciation.
2. Learn the names of some classroom objects.

PRONUNCIATION

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

What's your name?

My name's Ben Lee.

Spell your first name.

Spell your last name.

B - E - N.

L - E - E.

LISTENING COMPREHENSION

Listening and Identifying

A. Hold up or point to an object and identify it.

T: (Hold up a pencil.)

A pencil. It's a pencil.

(Point to or stand by the door.)

A door. It's a door.

Repeat with other items.

B. Direct the class through words and gestures to hold up or point to the objects that you name.

T: Show me a pen.

Cl: (Holds up a pen.)

T: Show me a chair.

Cl: (points to a chair.)

Listening and Repeating

Hold up a pen (or stand by a window) and have the class repeat.

T: What's this? It's a pen.

Cl: It's a pen.

Continue with other objects. Have groups and several individuals repeat.



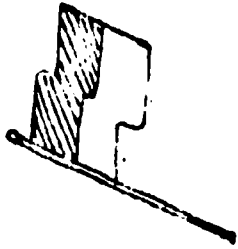
a pen



a pencil



a book



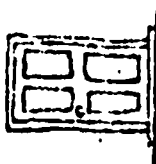
a flag



a notebook



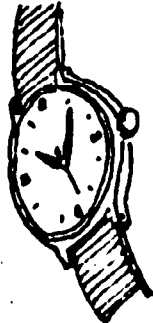
a chair



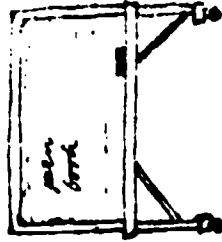
a door



a window



a watch



a chalkboard



a clock



It's a desk.



It's a table.



Show me a book.



Show me a chair.



PRACTICE

A. Substitution Drill

Cue with objects and have class respond.

T: (Hold up a pen.) It's a pen.
Cl: It's a pen.

T: (Point to a window.) window
Cl: It's a window.

Continue with other objects. Have groups and several individuals respond.

B. Identification Drill

Cue with objects and have class answer.

T: (Hold up a book.) What's this?
Cl: It's a book.

Have groups and individuals answer.

READING

Have students open their leaflets to page 7 and read the names of the objects and the sentences below each picture.

WRITING

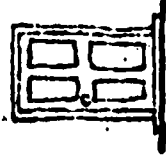
Have the students fill in the blanks.

WRITING

Fill in the blanks.



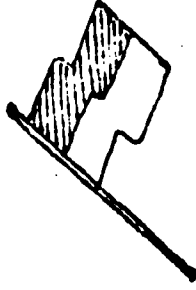
1. It's a _____



2. It's a _____



3. _____ a book.



4. It's _____ flag.



5. It's a _____



6. _____ a chair.
(1) 11

OPTIONAL ACTIVITIES

[NOTE: These are exercises for further practice.]

A. Name Cards

1. Give each student a sheet of paper and instruct him to fold it and print his name on a folded half, first name first. (These can be used henceforth as name plates.)

2. Ask for a volunteer to stand and give his name, showing his card.

My name's _____.

3. Students can ask him his name, first name, and last name.

B. "Listen/Repeat"

1. Hand out slips of paper with words, phrases, and sentences from the lesson.

2. Divide class into 2 groups, calling on students in group 1 to read their slips, giving the second group directions to "listen" or "repeat."

3. If anyone in the second group responds incorrectly, the first group gets a point (and another turn).

C. "Hi, Ben"

Give practice in greeting people, using their names. Chain drill.

Hi, _____.
Hello, _____.

D. Objects Game

[NOTE: Use pictures of lesson objects as instructional aids.]

1. Divide the class into 2 or 3 groups.

2. Hold up a picture card (with the picture not visible to the students) and call on one individual in each group in turn, "What's this?" until someone guesses correctly.

NOT AVAILABLE

Los Angeles Unified School District
Asian Project - ABE
AP-200143

LESSON ONE - STUDENT LEAFLET
SECTION I: What's Your Name?
SECTION II: It's a Pen

LESSON ONE

SECTION I: WHAT'S YOUR NAME?

OBJECTIVE

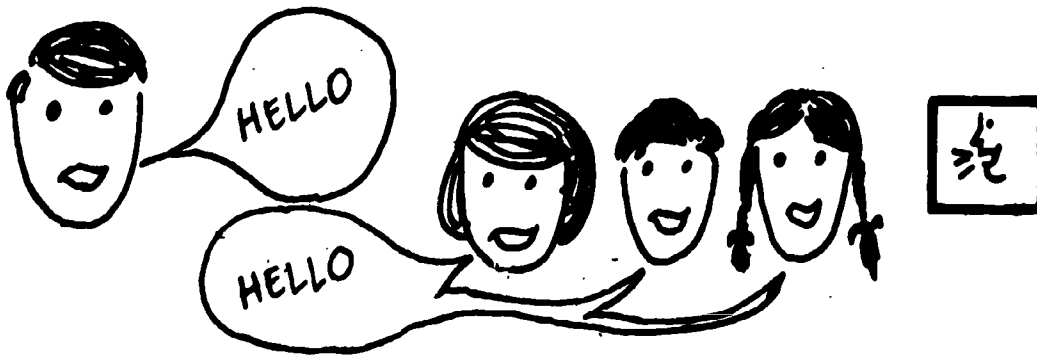
In this section you will learn how to ask and answer questions about names.

CLASSROOM DIRECTIONS

Listen



Repeat



[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

DIALOGUE #1: HOW ARE YOU?



Ken



Ann

Ken: Hi, Ann!

Ann: Hello, Ken!

Ken: How are you?

Ann: Fine, thank you.

DIALOGUE #2: WHAT'S YOUR NAME?



Ben Lee Kay Nelson

Kay Nelson: Hello. How are you?

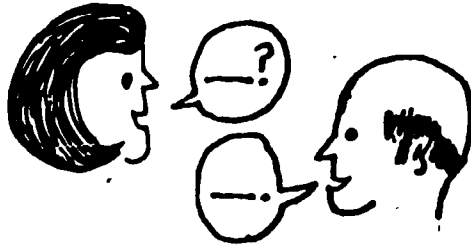
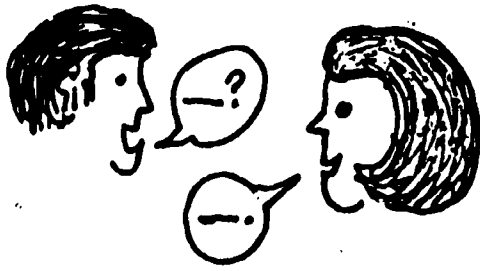
Ben Lee: Fine, thank you.

Kay Nelson: What's your name?

Ben Lee: My name's Ben Lee.

PRACTICE

"What's your name?"



S-1: What's your name? S-2: My name's Maria Gomez.

What's your name? S-3: My name's Bill Wong.

DIALOGUE #3: WHAT'S YOUR FIRST NAME?

Kay Nelson: What's your first name?

Ben Lee: My first name's Ben.

Kay Nelson: What's your last name?

Ben Lee: My last name's Lee.

PRACTICE

"What's your first/last name?"



S-1: What's your first name?

S-1: What's your last name?

S-2: My first name's Maria.

S-2: My last name's Gomez.

READING

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A. "My name's Ben Lee"

B. "My name's Kay Nelson"



Hello!

Hi!

My name's Ben Lee.

My name's Kay Nelson.

My first name's Ben.

My first name's Kay.

My last name's Lee.

My last name's Nelson.

WRITING

A. A B C D E F G H I J K L M

A B C D E F G H I J K L M

Blank handwriting lines for practicing the letters A through M.

N O P Q R S T U V W X Y Z

N O P Q R S T U V W X Y Z

Blank handwriting lines for practicing the letters N through Z.

a b c d e f g h i j k l m

a b c d e f g h i j k l m

n o p q r s t u v w x y z

n o p q r s t u v w x y z

B. Print your name.

Example: KAY NELSON
NELSON, KAY

First Name

Last Name

Last Name

First Name

C. Fill in the blanks with your name.

1. My name's _____

2. My first name's _____

3. My last name's _____

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SECTION II. IT'S A PEN



























[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

In this section you will:

1. Practtice pronunciation.
2. Learn to spell your name.
3. Learn the names of some classroom objects.

PRONUNCIATION

								
A	B	C	D	E	F	G	H	I
								
J	K	L	M	N	O	P	Q	R
								
S	T	U	V	W	X	Y	Z	

What's your name?

My name's Ben Lee.

Spell your first name.

B - E - N

Spell your last name.

L - E - E

LISTENING COMPREHENSION

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Listening and Identifying.



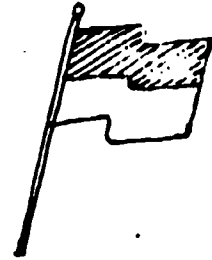
a pen



a pencil



a book



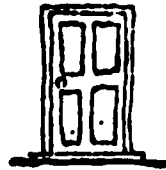
a flag



a notebook



a chair



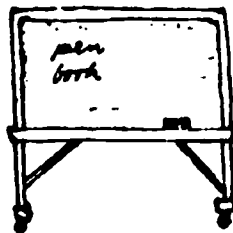
a door



a window



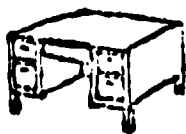
a watch



a chalkboard



a clock

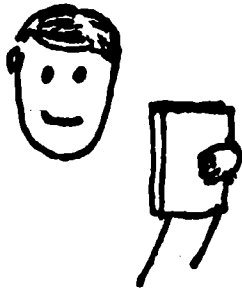


It's a desk.

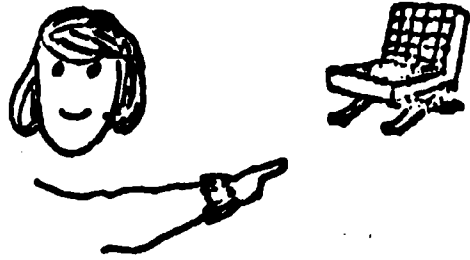


It's a table.

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Show me a book.



Show me a chair.

WRITING

Fill in the blanks.



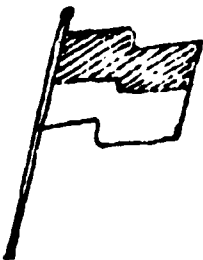
1. It's a _____



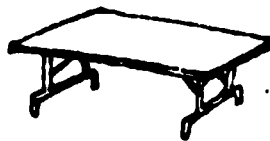
2. It's a _____



3. _____ a book.



4. It's _____ flag.



5. It's a _____



6. _____ a chair.

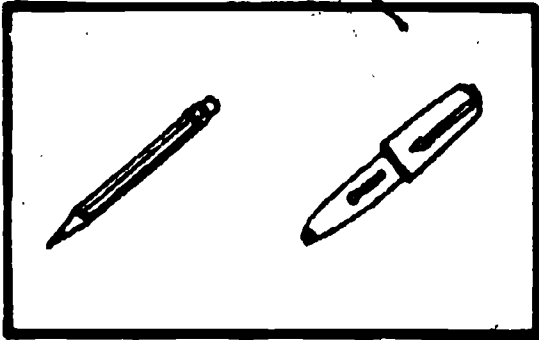
LESSON ONE: STUDENT EVALUATION FORM

I and II. Oral Exercises

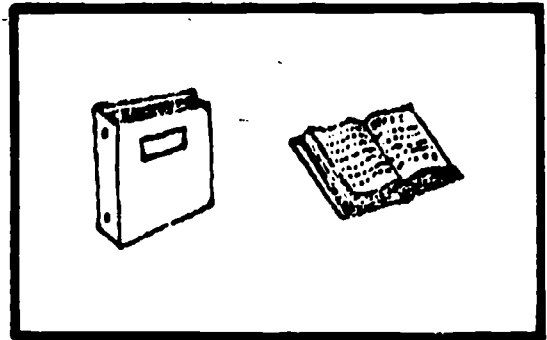
III. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the answer.

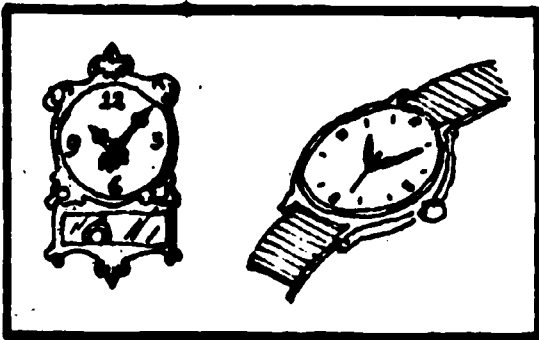
1.



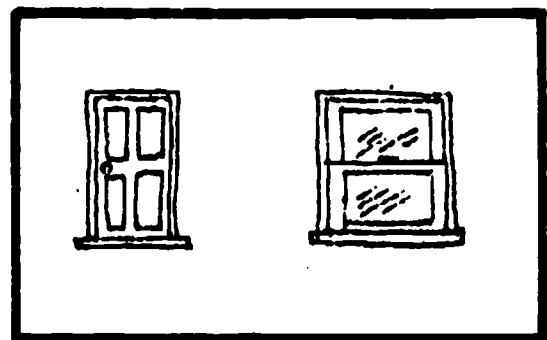
2.



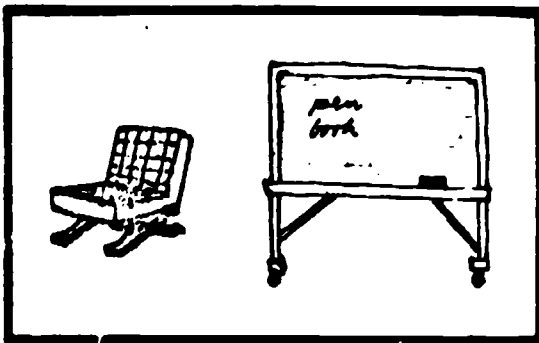
3.



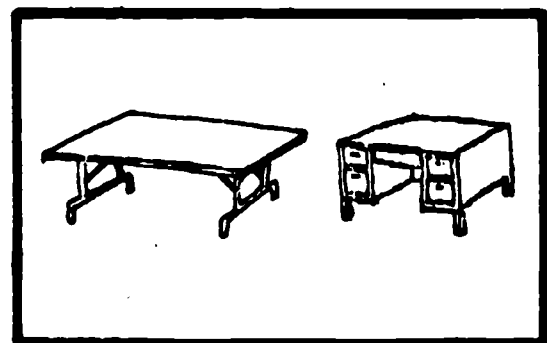
4.



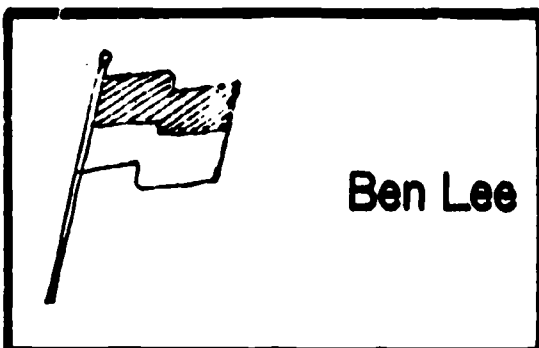
5.



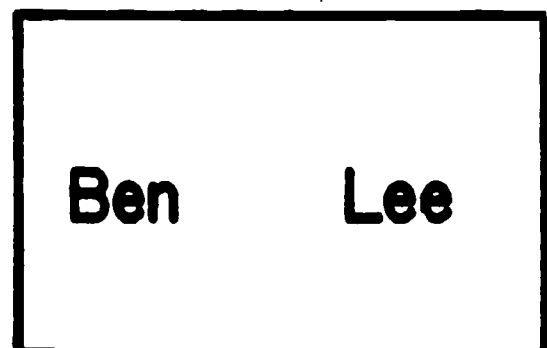
6.



7.



8.



IV. READING

Directions: Circle the answer.

1. What's your _____?

name

last

first

2. _____ name's Ben.

It's

My

What's

3. It's _____ table.

are

a

last

4. How are _____?

you

name

your

V. WRITING

Directions: Write one of these words on each line:

WORDS

What's

clock

thank

It's

desk



1. It's a _____

2. _____ your name?

3. _____ a watch.



4. It's a _____

(1) E2

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LESSON ONE

SECTION I: WHAT'S YOUR NAME?

OBJECTIVE

In this section you will learn how to ask and answer questions about names.

第一課

第一節：你叫什麼？

學習目標

在這一節裡你們學習如何問和答有關姓名的問題。

Dialogue #1

Ken: Hi, Ann!

Ann: Hello, Ken!

Ken: How are you?

Ann: Fine, thank you.

對話(一)：你好嗎？

嗨！Ann！

哈囉！Ken！

你好嗎？

好，謝謝你。

Dialogue #2

Kay Nelson: Hello. How are you?

Ben Lee: Fine, thank you.

Kay Nelson: What's your name?

Ben Lee: My name's Ben Lee.

對話(二)：你叫什麼名字？

哈囉，你好嗎？

好，謝謝你。

你叫什麼名字？

我叫 Ben Lee。

Dialogue #3

Kay Nelson: What's your first name?

Ben Lee: My first name's Ben.

Kay Nelson: What's your last name?

Ben Lee: My last name's Lee.

對話(三)：你叫什麼？

你叫什麼？

我叫 Ben。

你姓什麼？

我姓 Lee。

OBJECTIVES

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學習目標

In this section you will:

在這一節，你們要：

1. Practice pronunciation.
2. Learn to spell your name.
3. Learn the names of some classroom objects.

- 一、練習發音。
- 二、學習拼寫你(自己)的名字。
- 三、學習課室內一些實物的名稱。

NOTES

應注意事項

1. Americans may ask you to spell out a word when they don't understand you. Please learn to say the alphabet correctly. (Listen to the way your teacher pronounces the letters.)
2. The article "a" is usually not stressed in English.
3. "Hi" or "Hello" are greetings that roughly correspond to "Nei hou ma?" in Cantonese. It's perfectly respectful to greet your teachers and friends in this manner.
4. Notice that in English the family name comes after the first name.

- 一、美國人聽不清楚你說什麼的時候，他們常會叫你把那個字拼出來。因此必須留心學習英文字母的正確發音，留心聽教員唸這些英文字母。
- 二、英文的冠詞 "a" 通常是輕讀。
- 三、“嗨”或“哈囉”是問候辭令，畧等於中國人說的“你好嗎？”對師長，對同學都可以應用。
- 四、英文姓名排列的次序是：名先，姓後；跟中國人不同。

LESSON ONE: EVALUATION

EXAMPLE (%)

I. PRONUNCIATION (Check for correct stress and intonation.)

Directions: Divide the class into groups and test each item with one or more groups. Indicate the approximate percentage of students performing acceptably in each group that you check, as in the accompanying example.

GROUP	1				
			✓		
	50%	74%	89%	75%	90%

Have students repeat:

1. Hello, Mrs./Mr. Baker.
2. How are you?
3. Fine, thank you.
4. What's your first name?
5. It's a desk.

GROUP	1	2	3	4	5

II. QUESTION AND ANSWER

Directions: Have individual students answer your questions. Circle the number of students performing acceptably and also the number asked. Use lesson pictures as cues for question 4.

	NUMBER ASKED					PERFORMING ACCEPTABLY				
1. What's your name? (My name's)	1	2	3	4	5	1	2	3	4	5
2. What's your first name? (My first name's)	1	2	3	4	5	1	2	3	4	5
3. What's your last name? (My last name's)	1	2	3	4	5	1	2	3	4	5
4. What's this? (It's a <u>pen</u> .)	1	2	3	4	5	1	2	3	4	5

III. LISTENING COMPREHENSION

Directions: Give out the Student Evaluation Forms at this time. Read the following statements and questions to the class and have them circle the correct answer on their sheet.

- | | |
|------------------|-----------------------|
| 1. It's a pen. | 5. It's a chair. |
| 2. It's a book. | 6. It's a desk. |
| 3. It's a watch. | 7. It's a name. |
| 4. It's a door. | 8. It's a first name. |

IV. READING

V. WRITING

Directions: Have students do the Reading and Writing work on the Student Evaluation Form.

LESSON TWO

OBJECTIVES

Listening Comprehension: Student will be able to:

1. Respond to the following classroom directions:

Ask the question.
Answer the question.
Copy the sentences.

2. Identify the numbers from 0 to 12.

3. Identify the hours and the half hours.

Student will be able to:

1. Give an appropriate response upon being asked his:

- a. address
- b. city
- c. zip code

2. Ask questions to elicit the above information.

3. Give the hour or the half hour upon being asked, "What time is it?"

4. Ask questions to elicit the time.

5. Use and respond to greetings such as: "Good morning/Good afternoon/Good evening."

6. Perform the above with acceptable pronunciation as judged by the teacher.

Student will be able to:

Reading and Writing:

1. Read and write the numerals from 0 to 12.

2. Read and write the sentences in the lesson.

3. Copy the alphabet in cursive writing.

4. Sign his name.

SYNOPSIS OF STRUCTURES

What's your address?
city
zip code

My address is _____.
city
zip code

Reception only:

Ask the question.
Answer the question.

Hold up _____ finger(s).
Copy the sentences.

What time is it?

It's _____ o'clock/It's 1:30.

Numbers: 0 - 12

Good morning/Good afternoon/Good evening.

INSTRUCTIONAL AIDS

1 cardboard clock

Drill pictures:

P3 - Dialogue (What's your address?)

P4 - Dialogue (Good evening)

Transparencies:

T4 - Dialogue (What's your address?)

T5 - Dialogue (Good evening)

Student handouts:

Student leaflet

Student evaluation form

Lesson Guide:

Evaluation form

CULTURAL NOTES

1. In counting on their fingers, the Chinese, Japanese, and Koreans start with an open hand and count inward, beginning with the thumb and ending with the little finger for number 5. The Filipinos also count inward, though they start with the little finger and end with the thumb. The Asian students would be interested in learning that the Americans start with a closed fist and count outward, beginning with the index finger and ending with the thumb.
2. The Chinese have an equivalent expression for "Good morning, " but none for "Good afternoon" or "Good evening." Their greeting for the rest of the day is simply "How are you?" The Koreans use "Hello" for their greetings.
3. Note the ways in which the various speakers give their address:

English	104	Fay Avenue	
Chinese		Fay Avenue	104
Japanese		Fay Avenue	104 number
Korean		Fay Avenue	104 number
Tagalog	104	Fay Avenue	
Spanish		Avenue Fay	number 104

4. In addressing an envelope, the Chinese, Japanese, and Koreans reverse the order of entry, as compared with the American way. For example:

U.S.A., California, Los Angeles
 Fay Avenue, 104
 Lee, Ben, Mr.

5. The English "it" used as a false subject has no equivalent in Chinese, Japanese, Korean, and Tagalog. Hence the speakers of these languages tend to replace the word "it" with other words or to drop it. For example, "What time is it?" is often expressed as: "What time is now?" or "What time is?" or simply "What time?"

SECTION I. WHAT'S YOUR ADDRESS?

[NOTE: Students will not have leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

OBJECTIVES

In this section you will learn:

1. The numbers from 0 to 12.
2. To ask and answer questions about addresses.

REVIEW AND WARM-UP

Direct the students to repeat, ask, and answer the questions from Lesson 1.

What's your name/first name/last name?

SECTION I. WHAT'S YOUR ADDRESS?

1. Teacher models question - Class repeats
2. Teacher models answer - Class repeats
3. Teacher asks - Class Group Student } answers
4. Student asks - Teacher answers
5. Student asks - Student answers

LISTENING COMPREHENSION

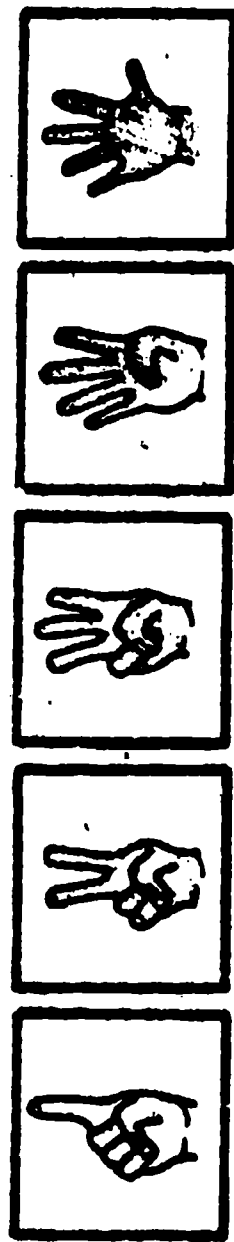
LISTENING COMPREHENSION

Listening and Identifying

- A. Hold up a finger and say "one." Repeat. Class listens.
- B. Repeat with numbers 0 to 12.
- C. Hold up various numbers of fingers at random and say the numbers.
- D. Have the class hold up the correct number of fingers as you give the commands:
T: Hold up one finger. (etc.)

Repeating and Identifying

- A. Hold up a finger and say "one."
Teacher models - Class repeats
Continue with numbers 0 to 12.
- B. Hold up various numbers of fingers and say the numbers.
Teacher models - Class repeats
- C. Cue with your fingers and have the class call out the numbers.
Teacher cues - Class Group Student } responds



1

2

3

4

5



6

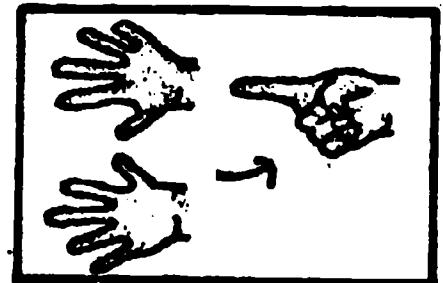
7

8

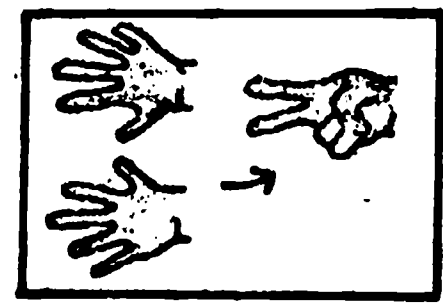
9



10



11



12

Reading and Identifying

- A. Call out the numbers as you write them on the board.
- B. Have students read the numbers after you.

Preliminary Activity

A. Hold up an envelope addressed to yourself, or draw a facsimile on the board (a fictitious address can be used). Point to the street and house number and repeat several times.

My address is 450 Bay Avenue.

B. Point to the city and repeat several times.

My city's Pasadena.

Presenting the Dialogue

A. Introduce Mila and Bill in drill picture P3 (Transparency T4), and show that the envelope contains Bill's address.

B. Using the picture, model each line 2 or 3 times
 - Class listens

C. Teacher models - Class > repeats
 Group > repeats
 Student - Student

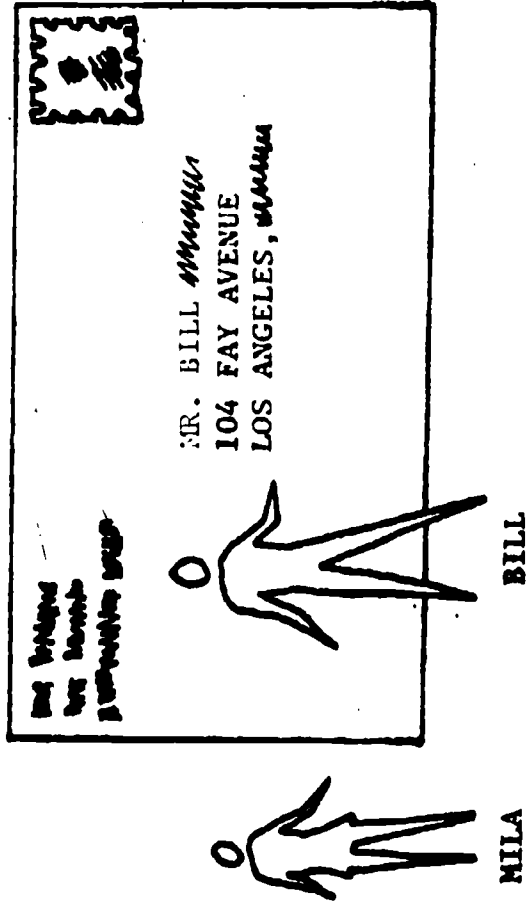
D. Take roles: Teacher - Class
 Group - Group
 Student - Student

E. Write the dialogue on the board.

1. Teacher reads - Class reads silently

2. Teacher reads - Class > repeats
 Group > repeats
 Student > repeats

3. Take roles: Teacher - Group
 Group - Group
 Student - Student



Mila: What's your address?

Bill: (My address is) 104 Fay Avenue.

Mila: What's your city?

Bill: (My city's) Los Angeles.

PRACTICE

"What's your address?"

A. Tell the class your address and then ask several students their addresses.

T: My address is 450 Bay Avenue.

What's your address?

S: My address is _____.

B. Repetition Drill

Teacher models question - Class repeats

T: What's your address?

C. Answer Drill

Teacher } asks - Student answers
Group }
Student }

T: What's your address?

S: My address is _____.

"What's your city?"

A. Repetition Drill

Teacher models - Class } repeats
Group }
Student }

T: (Point to Bill and his city.)
My city's Los Angeles.

B. Answer Drill

Elicit cities from several students.

Teacher asks - Student answers

T: What's your city?

S: My city's _____.

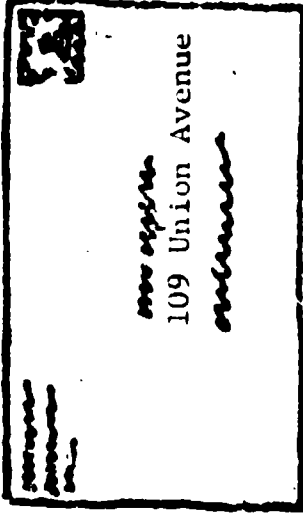
C. Repetition Drill

Teacher models - Class repeats

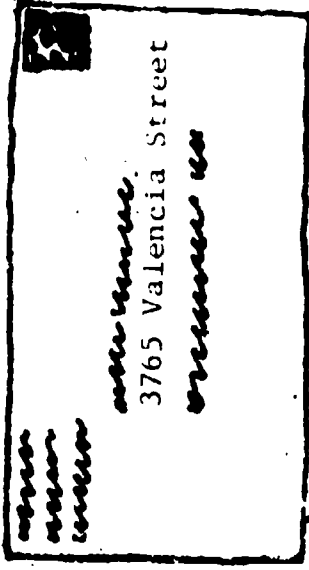
T: What's your city?

PRACTICE

"What's your address?"



1. S-1: What's your address?
S-2: My address is 109 Union Avenue.



2. S-1: What's your address?
S-2: My address is 3765 Valencia Street.

"What's your city?"

D. Question and Answer Drill



S-1: What's your city?

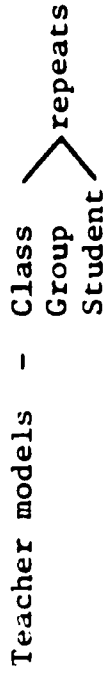
S-2: My city's _____

EXTENSION

"My zip code's 91107"

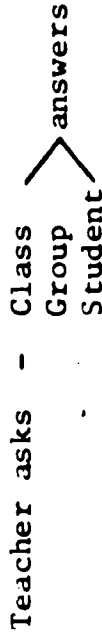
A. Repetition Drill

Using drill picture P3 (or transparency T4), point to the zip code of the sender.



T: My zip code's 91107.

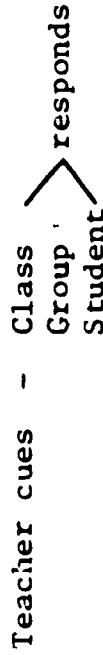
B. Answer Drill



T: What's your zip code?

S: My zip code's 91107.

C. Substitution Drill



T: My zip code's 90005.
 S: My zip code's 90005,
 90026,
 99574,
 10025
 (etc.)

3. S-1: What's your city?
 S-2: My city's Los Angeles.
4. S-1: What's your city?
 S-2: My city's Glendale.

EXTENSION

"My zip code's 91107"

Miss Mila
 Los Angeles, CA 91107

Miss Mila
 Los Angeles, CA 91107

Bill: What's your zip code?

Mila: My zip code's 91107.

"What's your zip code?"

"What's your zip code?"

A. Repetition Drill

Teacher models question - Class
Group - repeats
Student >

90005

99574

T: What's your zip code?

B. Controlled Conversation

Elicit some zip codes from students and place them on the blackboard.

Group > asks - Student answers

S-1: What's your zip code?

S-2: My zip code's 90005.

90026

S-1: What's your zip code?

S-2: My zip code's 90026.

[NOTE: Occasionally give students the directions "Ask the question/Answer the question" in order to teach them these classroom directions.]

READING

[NOTE: Distribute lesson leaflets at this time.]

A. Have class turn to page 2 and read the Practice exercises.

Teacher models - Class listens and reads silently
Teacher models - Class reads
Student reads aloud

B. Have class read the Extension exercises on page 3, following procedures as in A.

C. The Reading Dialogue

Teacher reads - Class reads silently
Teacher reads - Class reads

Alternate roles: Teacher - Class
Class - Teacher
Group - Group
Student - Student

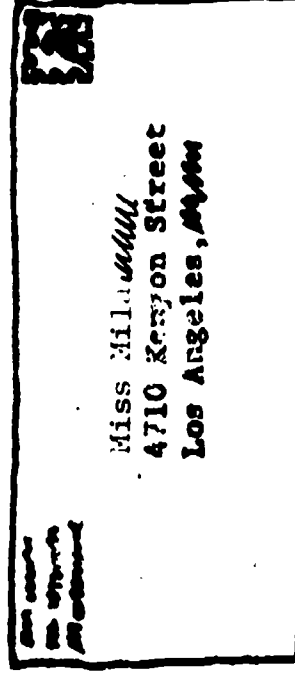
D. Optional Activity: If more practice is desired, write numbers, addresses, etc. on the board for students to read.

READING

A. Read the Practice exercises on page 2.

B. Read the Extension exercises on page 3.

C. Read the Dialogue.



Bill: What's your address?

Mila: My address is 4710 Kenyon Street.

Bill: What's your city?

Mila: My city's Los Angeles.

Listening and Identifying

A. Hold up a cardboard clock or draw a picture of one on the board. Move the hands as you call out the time, repeating 2 or 3 times.

Teacher models - Class listens

B. Set (or draw) the hour hand at various numbers and call out times. Have students nod their heads when you say the correct time and shake their heads when you don't.

T: (Set clock at 2.) Two o'clock.
 Cl: (Nods head.)

T: (Set clock at 7.) Five o'clock.
 Cl: (Shakes head.)

ORAL PRACTICE

"It's 2 o'clock"

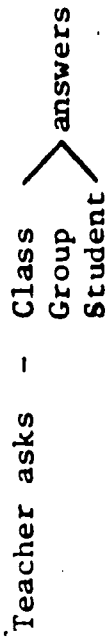
A. Repetition Drill

Teacher cues with clock and models

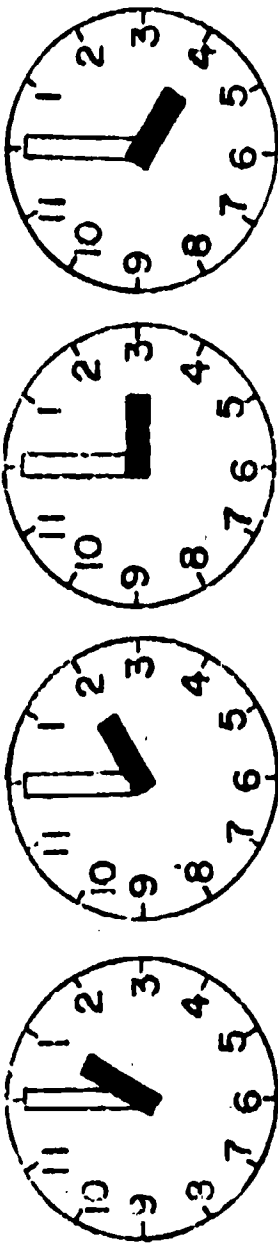


T: It's 2 o'clock.

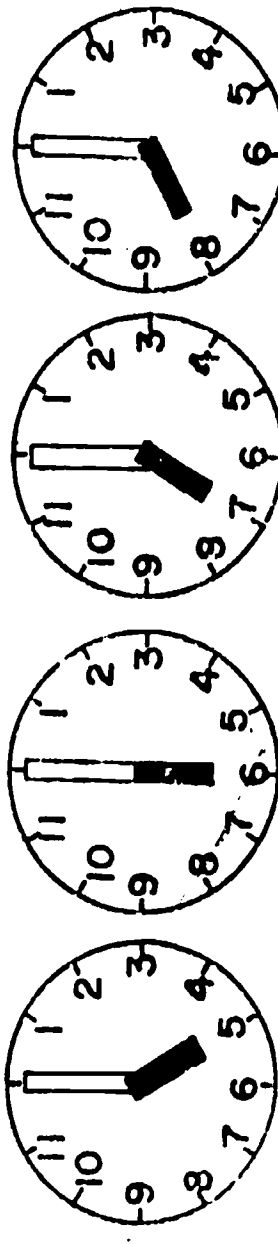
B. Answer Drill



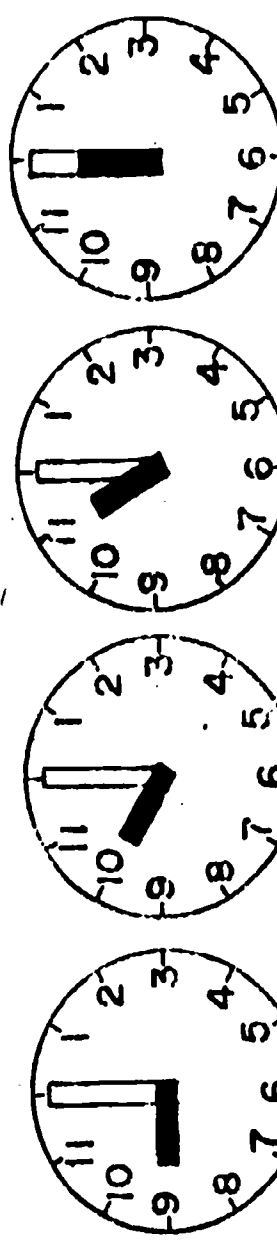
T: What time is it?
 S: It's 2 o'clock.



1 o'clock 2 o'clock 3 o'clock 4 o'clock



5 o'clock 6 o'clock 7 o'clock 8 o'clock



9 o'clock 10 o'clock 11 o'clock 12 o'clock

"What time is it?"

"What time is it?"

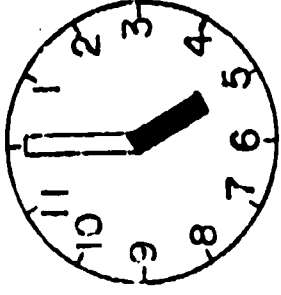
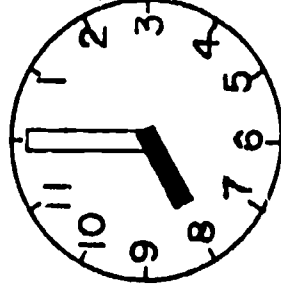
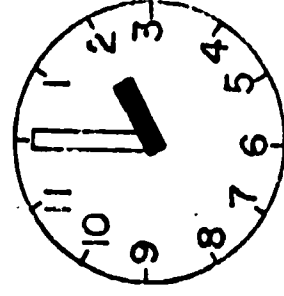
A. Repetition Drill

Teacher models question - Class
Group -> repeats
Student

B. Question and Answer Drill

Teacher cues: Group -> asks - Student -> answers
Group -> answers

S-1: What time is it?
S-2: It's 2 o'clock.



1. S-1: What time is it? S-1: What time is it?
S-2: It's 2 o'clock. S-2: It's 8 o'clock. S-2: It's 5 o'clock.

THE DIALOGUE

A. Introduce Mila and Bill in drill picture P4 (transparency T5) and point out the time on the clock.

B. Teacher models each line 2 or 3 times - Class listens

C. Teacher models - Class -> repeats
Group -> repeats
Student

[NOTE: Remind the students to blend the sounds between words in phrases.]

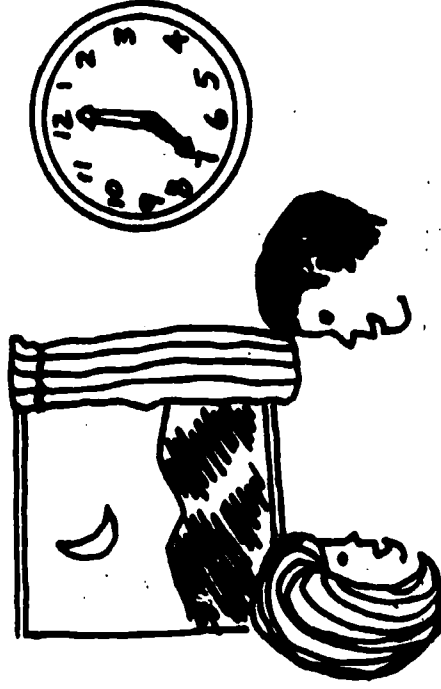
D. Take roles: Teacher - Class
Group - Group
Student - Student

E. Write the dialogue on the board.

1. Teacher reads - Class reads silently

2. Teacher reads - Class -> repeats
Group -> repeats
Student

3. Take roles: Teacher - Group
Group - Group
Student - Student



Mila: Good evening, Bill.

Bill: Good evening, Mila.

Mila: What time is it?

Bill: It's 7 o'clock.

PRACTICE

"Good morning"

A. Listening Drill

Draw pictures of the sun and the moon to illustrate greetings for the morning, afternoon, and evening.

Teacher models - Class listens

B. Repetition Drill

Teacher models - Class Group Student } repeats

T: Good morning.

C. Response Drill

Cue with pictures and practice greetings.

Teacher cues - Class Group Student } responds with greeting

T: (Point to the morning sun.)

S: Good morning.

MINI-DIALOGUES

Carry on mini-dialogues, using the clock together with the sun and the moon pictures as cues.

Teacher cues: Teacher Group Student } asks - Group Student } answers

PRACTICE

"Good morning"

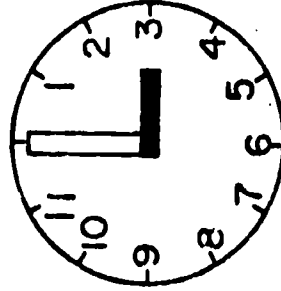
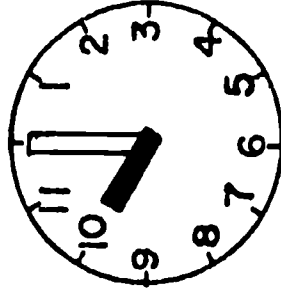


Good afternoon.

Good evening.

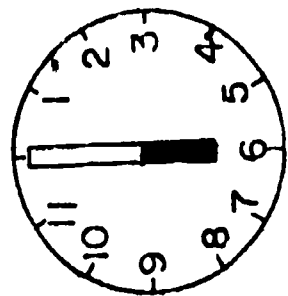


MINI-DIALOGUES

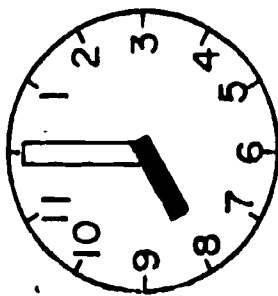


- 1. S-1: Good morning.
- S-2: Good morning.
- What time is it?
- S-1: It's 10 o'clock.

- 2. S-1: Good afternoon.
- S-2: Good afternoon.
- What time is it?
- S-1: It's 3 o'clock.



4. S-1: Good morning.
S-2: Good morning.
What time is it?
S-1: It's 6 o'clock.



3. S-1: Good evening.
S-2: Good evening. What time is it?
S-1: It's 8 o'clock.

EXTENSION

"It's 1:30"

Move the hands of the cardboard clock or redraw the hands of the chalkboard clock as you call out the time.

A. Listening Drill

Teacher models - Class Group Student } listens

T: (Set the clock at 1:30.)
What time is it? It's 1:30.

B. Repetition Drill

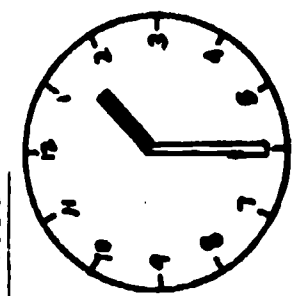
Teacher models - Class Group Student } repeats

T: What time is it? It's 1:30.
S: It's 1:30.

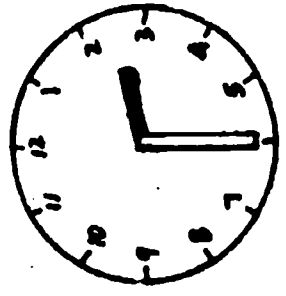
C. Answer Drill

Teacher asks - Class Group Student } answers

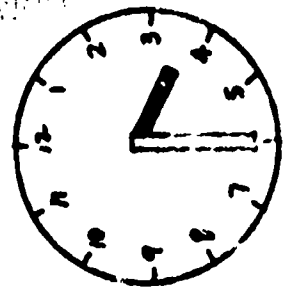
T: What time is it?
S: It's 1:30.



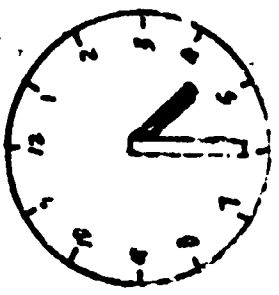
1:30



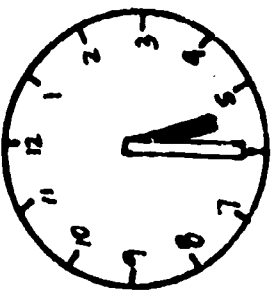
2:30



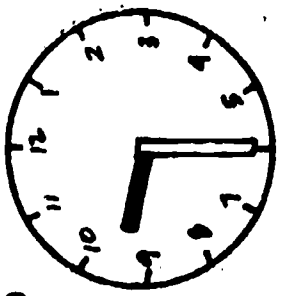
3:30



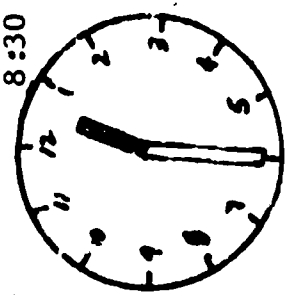
4:30



5:30



9:30



12:30

WRITING

A. Have students copy the dialogue.

A. Copy the dialogue:

Mila: Good morning, Bill. _____

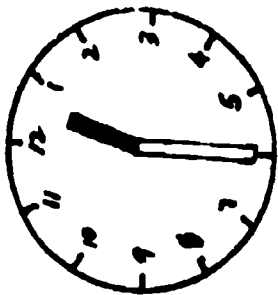
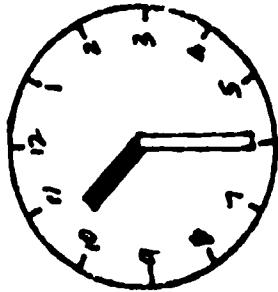
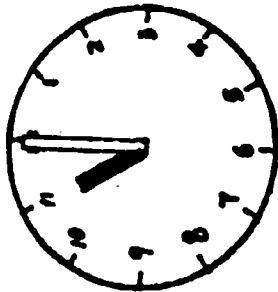
Bill: Good morning, Mila. _____

Mila: What time is it? _____

Bill: It's 7 o'clock. _____

B. Have students write the appropriate sentence on the line below each picture.

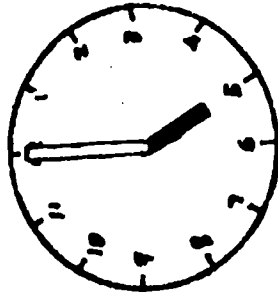
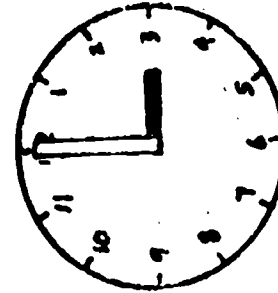
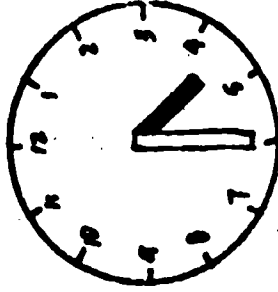
B. Write the question or answer:



1. What time is it? _____

2. What time is it? _____

3. What time is it? _____



4. What time is it? _____

5. _____

6. _____

It's 3 o'clock.

It's 5 o'clock.

CONTROLLED CONVERSATION

"What time is it?"

A. Teacher sets the clock and cues:

Group Group
 Student → asks - Student → answers

T: (Set the clock at 3:30.)

S-1: What time is it?
 S-2: It's 3:30.

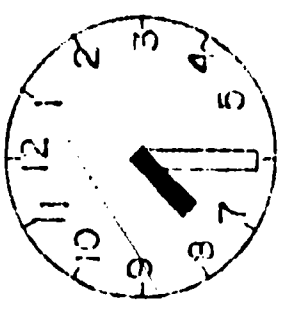
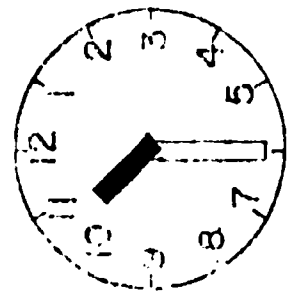
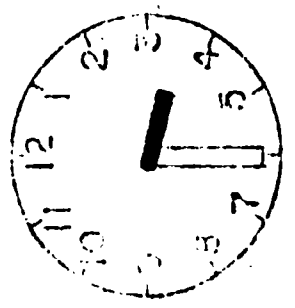
3. Have students set the clock.

Student sets the clock and cues:

Group Group
 Student → asks - Student → answers

CONTROLLED CONVERSATION

"What time is it?"



1. S-1: What time is it? S-1: What time is it?
 S-2: It's 3:30. S-2: It's 10:30.
2. S-1: What time is it? S-1: What time is it?
 S-2: It's 3:30. S-2: It's 7:30.

READING

[NOTE: Have the students open their leaflets at this time.]

A. Have class read the times on the clocks on pages 5 and 7.

Teacher models - Class listens and reads silently
 Teacher models - Class reads
 Student reads aloud

B. Have class read the sentences in the Practice exercises on pages 5 and 6.

C. Have class read the Mini-dialogues on page 6.

D. Have class read the Controlled Conversation on page 7.

Teacher models - Class reads silently
 Teacher reads - Class reads

Alternate roles: Teacher - Class
 Class - Teacher
 Group - Group
 Student - Student

READING

A. Read the times on the clocks on pages 5 and 7.

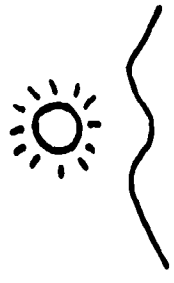
B. Read the sentences in the Practice exercises on pages 5 and 6.

C. Read the Mini-dialogues on page 6.

D. Read the Controlled Conversation on page 7.

C. Have students write the appropriate greeting.

C. Write the greetings:



1.

2.

3.

ERIC

OPTIONAL ACTIVITIES

[Exercises for further practice.]

A. Number Review

1. Write numbers 0 - 12 randomly on the board and have the class read the numbers as you write them.
2. Say numbers at random and have the class write down the numbers on a sheet of paper.

B. Addressing an Envelope

Have students draw an envelope on a piece of paper (or fold paper in the shape of an envelope) and address it to themselves. The return address could be the school's address.

C. It's 2 o'clock

1. Use a cardboard clock or draw one on the board without hands.
2. Call up volunteers.
3. Have them set or draw the correct times as students call them out.

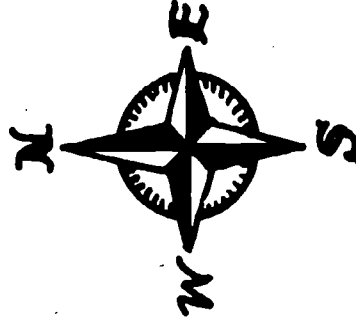
D. North-East-South-West

1. Point to each direction as you repeat the name several times.

T: North
East
South
West

2. Have students point to the direction you name.

T: North Cl: (points North)
South (points South)



LESSON TWO

SECTION I: WHAT'S YOUR ADDRESS?

OBJECTIVES

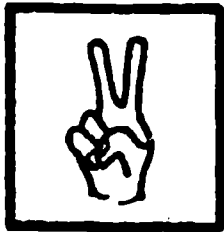
In this section you will learn:

1. The numbers from 0 to 12.
2. To ask and answer questions about addresses.

LISTENING COMPREHENSION



1



2



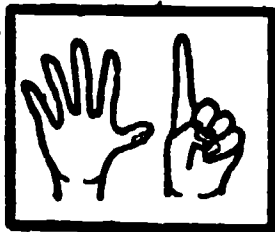
3



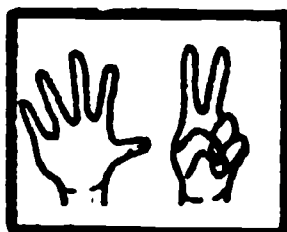
4



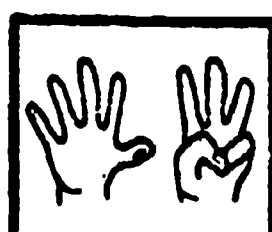
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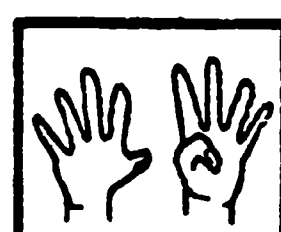
6



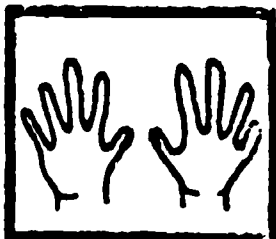
7



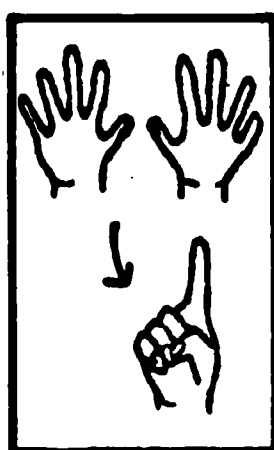
8



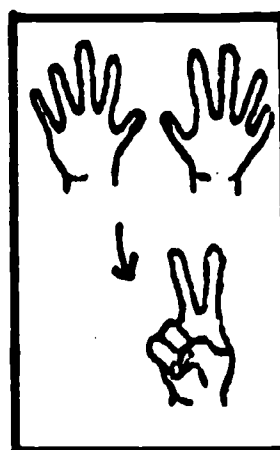
9



10



11



12



0

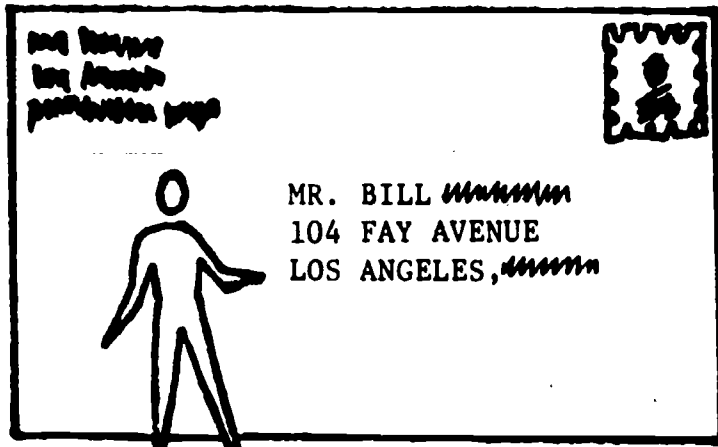
[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

THE DIALOGUE

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MILA



BILL

Mila: What's your address?

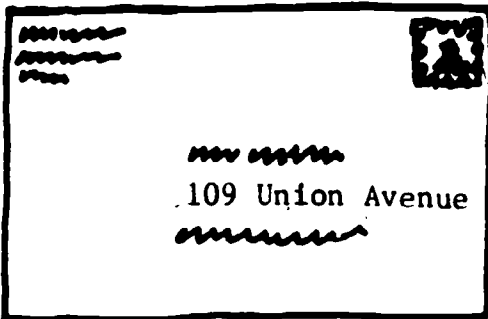
Bill: (My address is) 104 Fay Avenue.

Mila: What's your city?

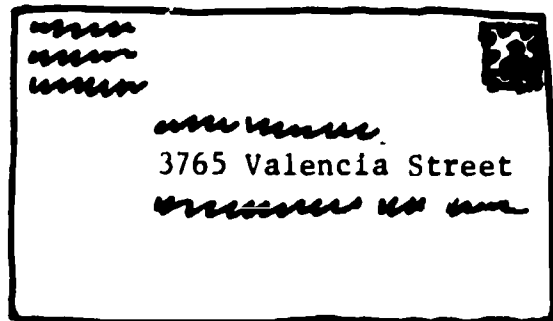
Bill: (My city's) Los Angeles.

PRACTICE

"What's your address?"

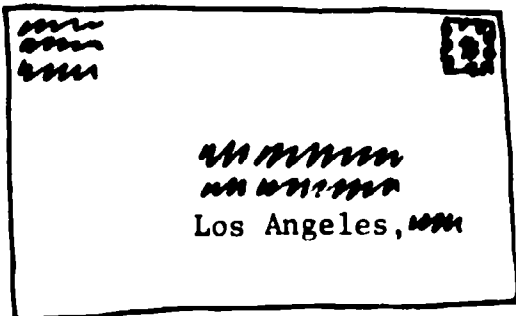


- S-1: What's your address?
S-2: My address is 109 Union Avenue.

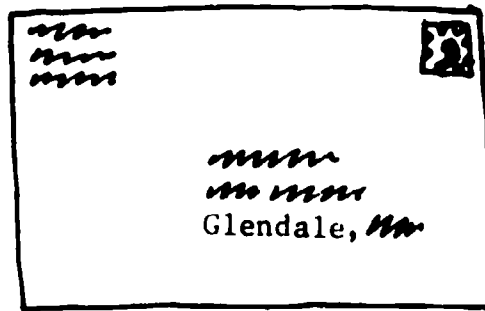


- S-1: What's your address?
S-2: My address is 3765 Valencia Street.

"What's your city?"



- S-1: What's your city?
S-2: My city's Los Angeles.

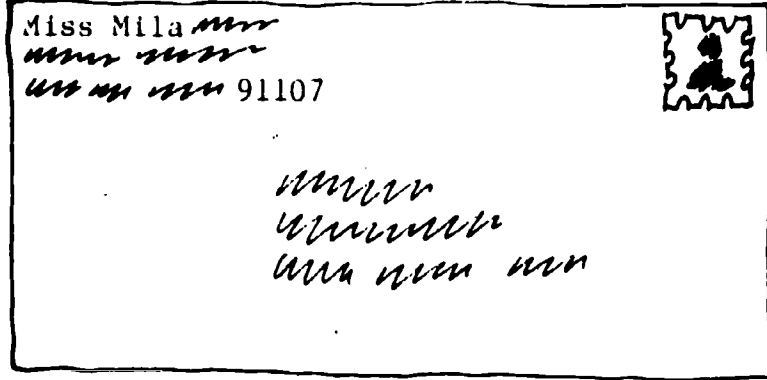


- S-1: What's your city?
S-2: My city's Glendale.

EXTENSION

"My zip code's 91107"

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Bill: What's your zip code?

Mila: My zip code's 91107.

"What's your zip code?"

90005

99574

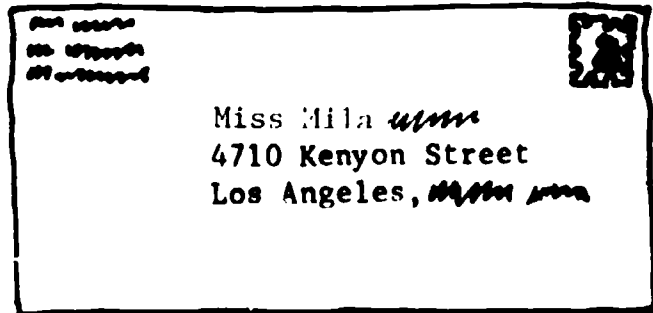
90026

- 1. S-1: What's your zip code? 2. S-1: What's your zip code? 3. S-1: What's your zip code?
- S-2: My zip code's 90005. S-2: My zip code's 99574. S-2: My zip code's 90026.

READING

- A. Read the Practice exercises on page 2.
- B. Read the Extension exercises on this page.
- C. Read the dialogue.

Bill: What's your address?
 Mila: My address is 4710 Kenyon Street.
 Bill: What's your city?
 Mila: My city's Los Angeles.



WRITING

- A. The alphabet: capital letters
- Copy the letters:

a b c d e f g h i j k l m
 n o p q r s t u v w x y z

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B. The alphabet: small letters

Copy the letters:

a b c d e f g h i j k l m
n o p q r s t u v w x y z

C. Sign your name:

D. Copy the dialogue:

Bill: What's your address? _____

Mila: My address is 4710 Kenyon Street.

Bill: What's your city? _____

Mila: My city's Los Angeles.

E. Answer the questions:

1. What's your address? _____

2. What's your city? _____

3. What's your zip code? _____

SECTION II. WHAT TIME IS IT?

[NOTE: Put away your leaflet until time for Reading.]


OBJECTIVES:

- In this section you will:
1. Practice pronunciation.
 2. Learn to ask and answer questions about time.
 3. Learn to use the greetings: Good morning.
Good afternoon.
Good evening.

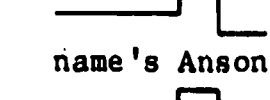
PRONUNCIATION

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Anson




name's Anson



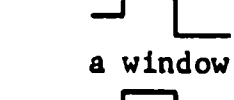
My name's Anson.




window




a window



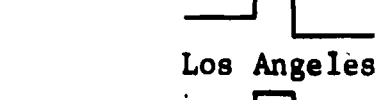
It's a window.




Angeles



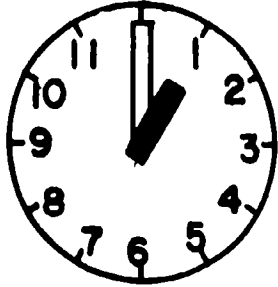
Los Angeles



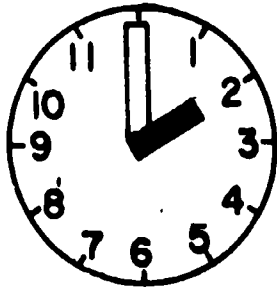
My city's Los Angeles.



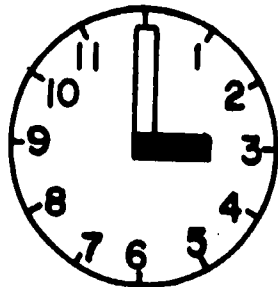
LISTENING COMPREHENSION



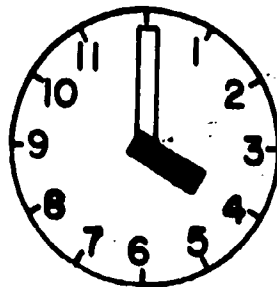
1 o'clock



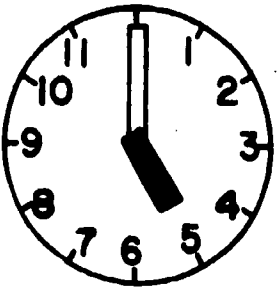
2 o'clock



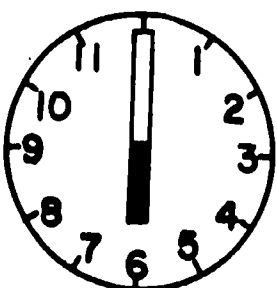
3 o'clock



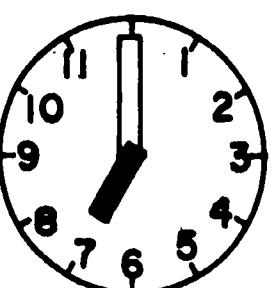
4 o'clock



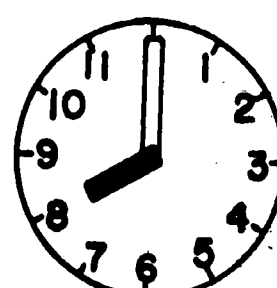
5 o'clock



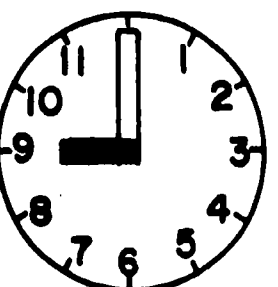
6 o'clock



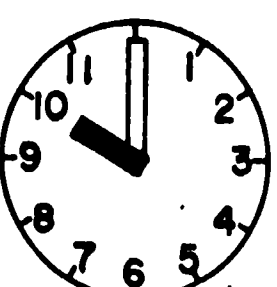
7 o'clock



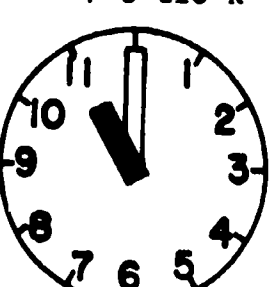
8 o'clock



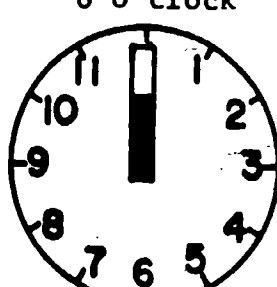
9 o'clock



10 o'clock



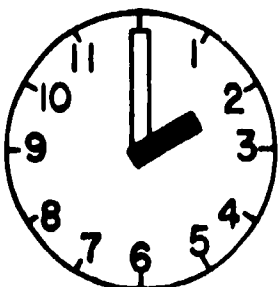
11 o'clock



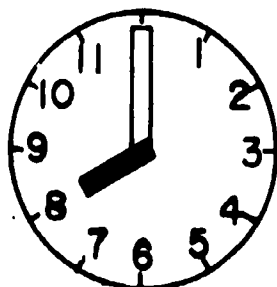
12 o'clock

ORAL PRACTICE

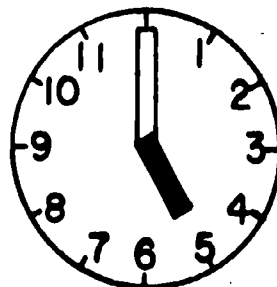
"What time is it?"



1. S-1: What time is it?
S-2: It's 2 o'clock.



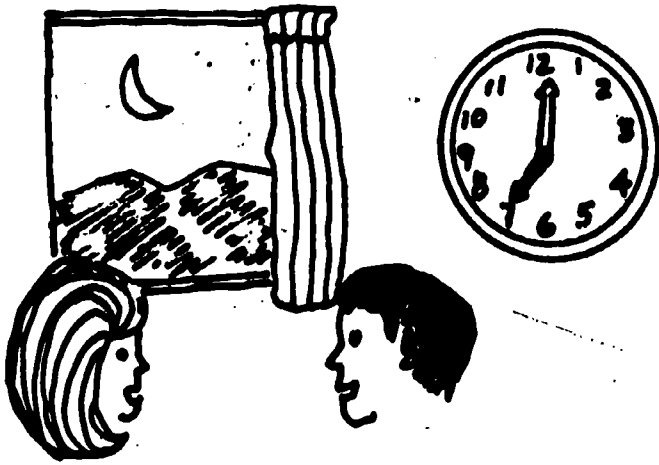
2. S-1: What time is it?
S-2: It's 8 o'clock.



3. S-1: What time is it?
S-2: It's 5 o'clock.

THE DIALOGUE

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Mila: Good evening, Bill.

Bill: Good evening, Mila.

Mila: What time is it?

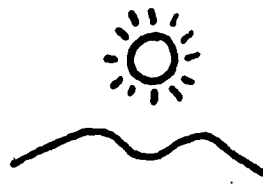
Bill: It's 7 o'clock.

PRACTICE

"Good morning"



Good morning.

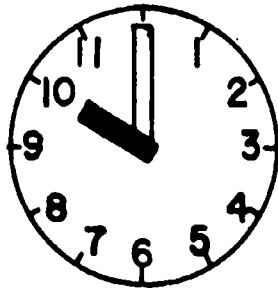


Good afternoon.

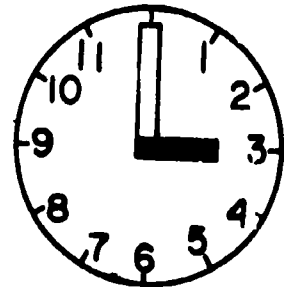
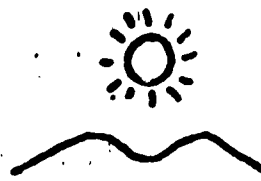


Good evening.

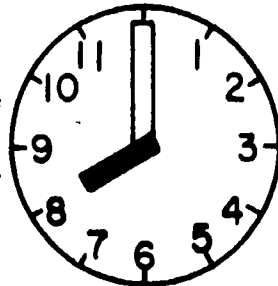
MINI-DIALOGUES



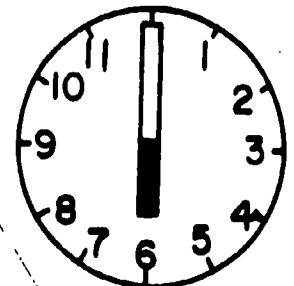
1. S-1: Good morning.
- S-2: Good morning.
What time is it?
- S-1: It's 10 o'clock.



2. S-1: Good afternoon.
- S-2: Good afternoon.
What time is it?
- S-1: It's 3 o'clock.



3. S-1: Good evening.
- S-2: Good evening.
What time is it?
- S-1: It's 8 o'clock.

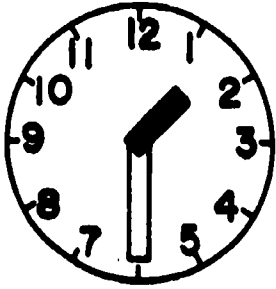


4. S-1: Good morning.
- S-2: Good morning.
What time is it?
- S-1: It's 6 o'clock.

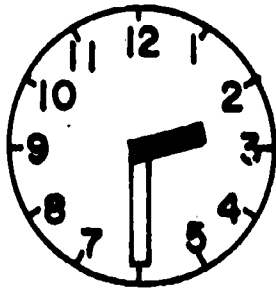
EXTENSION

"It's 1:30"

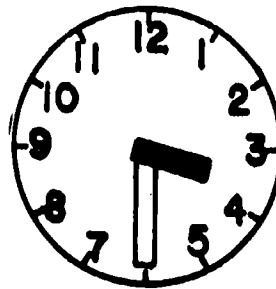
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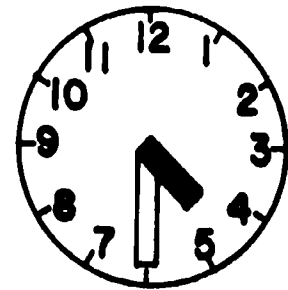
1:30



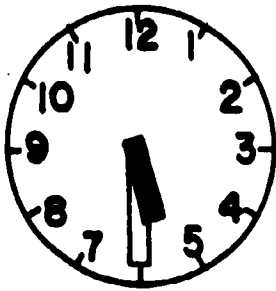
2:30



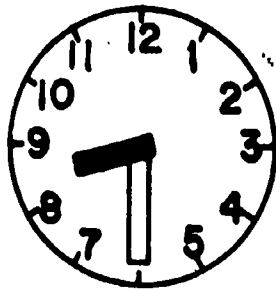
3:30



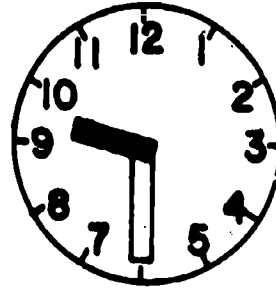
4:30



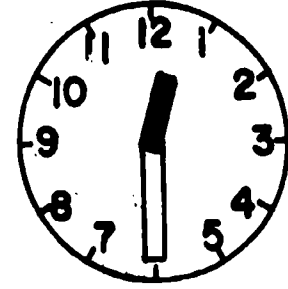
5:30



8:30

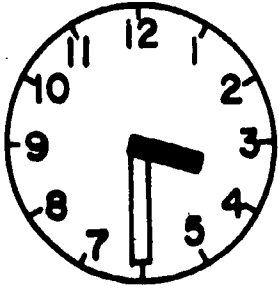


9:30

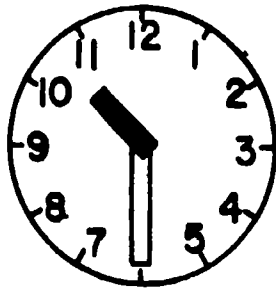


12:30

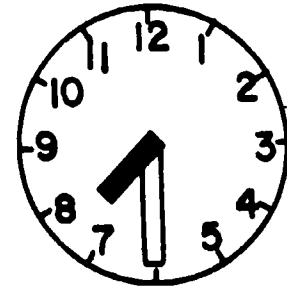
CONTROLLED CONVERSATION



1. S-1: What time is it?
S-2: It's 3:30.



2. S-1: What time is it?
S-2: It's 10:30.



3. S-1: What time is it?
S-2: It's 7:30.

READING

- A. Read the times on the clocks on pages 5 and 7.
- B. Read the sentences in the Practice exercise on pages 5 and 6.
- C. Read the sentences in the Mini-dialogues on page 6.
- D. Read the sentences in the Controlled Conversation on this page.

WRITING

REPRODUCTION COPY AVAILABLE

A. Copy the dialogue:

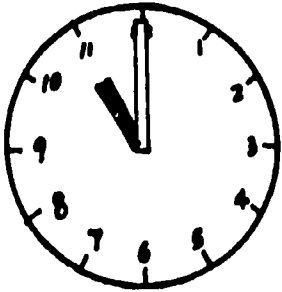
Mila: Good morning, Bill. _____

Bill: Good morning, Mila. _____

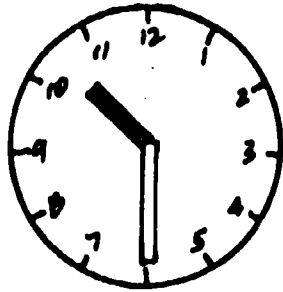
Mila: What time is it? _____

Bill: It's 7 o'clock. _____

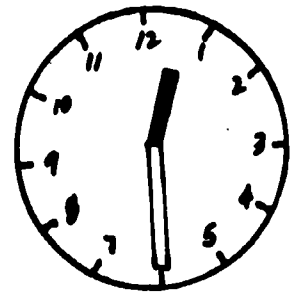
B. Write the question or answer:



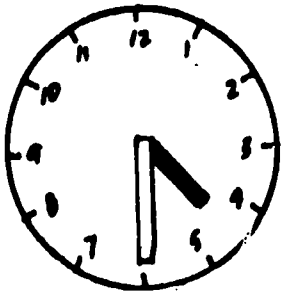
1. What time is it?



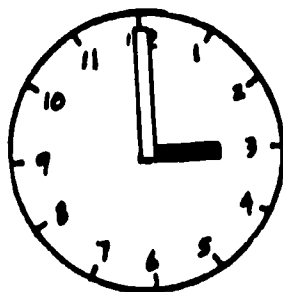
2. What time is it?



3. What time is it?

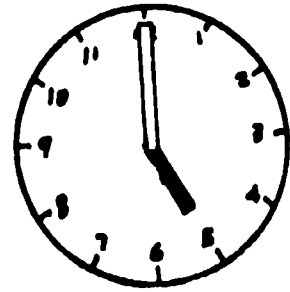


4. What time is it?



5. _____

It's 3 o'clock.



6. _____

It's 5 o'clock.

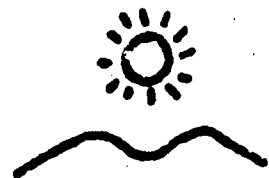
C. Write the greeting:



7. _____



8. _____



9. _____

LESSON TWO. EVALUATION

[NOTE: Students will use their Student Evaluation Form for steps III, IV, and V.]

EXAMPLE (10)

I. PRONUNCIATION: Check for blending, stress, intonation.

Directions: Divide the class into groups. Test each item with one or more of the groups. Check the approximate percentage of students performing acceptably in each group evaluated. See example:

GROUP	1				
			✓		
	50%	74%	89%	100%	90%

Have students repeat:

1. What time is it?
2. It's twelve o'clock.
3. What's your city?
4. What's your address?
5. What's your zip code?

GROUP	1		2		3		4		5	

II. QUESTION AND ANSWER

Directions: Cue with clock or with appropriate gestures and elicit answers/questions as indicated. Circle no. of students asked and no. performing acceptably.

	NUMBER ASKED					PERFORMING ACCEPTABLY				
	1	2	3	4	5	1	2	3	4	5
1. Good afternoon. (Good afternoon.)										
2. What time is it? (It's <u>2</u> o'clock/ <u>2</u> :30.)										
3. What's your address? (My address is ...)										
4. What's your city? (My city's _____)										
5. What's your zip code? (My zip code's _____)										

III. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

- | | |
|--------------------|-----------------------------------|
| 1. It's 1 o'clock. | 5. Good morning. |
| 2. It's 8 o'clock. | 6. Good evening. |
| 3. It's 8:30. | 7. My address is 201 Main Street. |
| 4. It's 6:30. | 8. My zip code's 90021. |

IV. READING

V. Writing

Directions: Have students do the Reading and Writing work on their Student Evaluation Form.

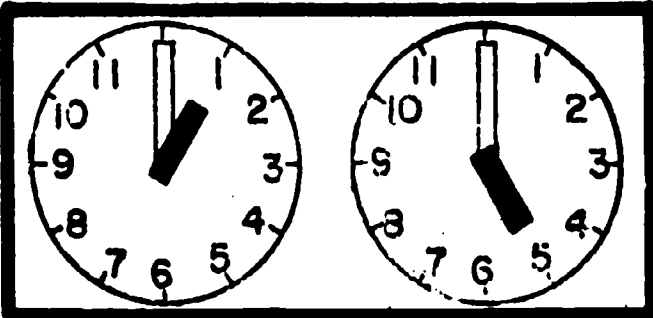
LESSON TWO: STUDENT EVALUATION FORM

I and II. Oral Exercises

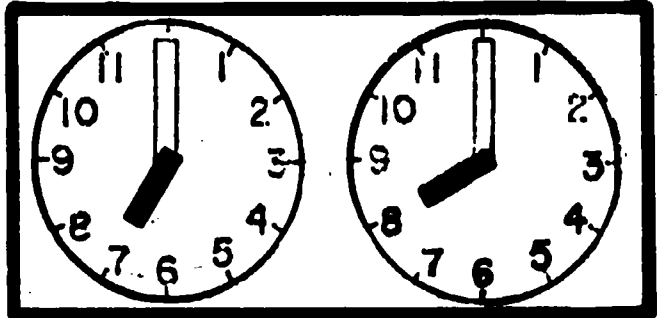
III. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the answer.

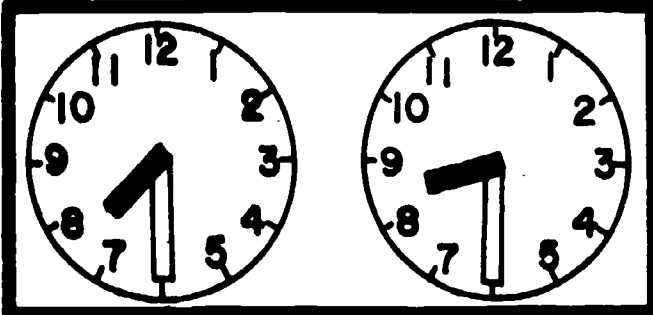
1.



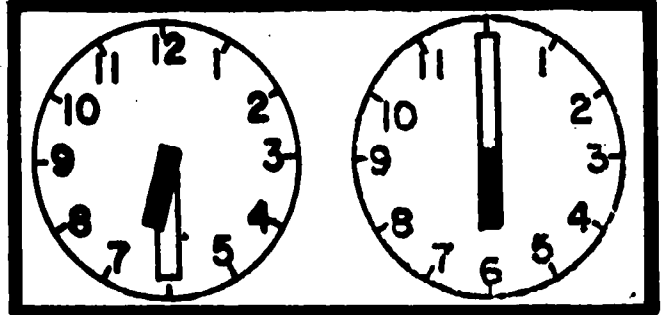
2.



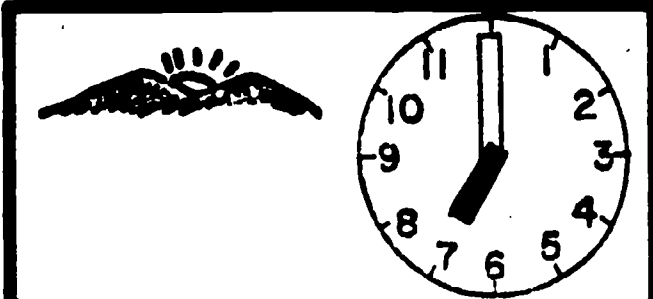
3.



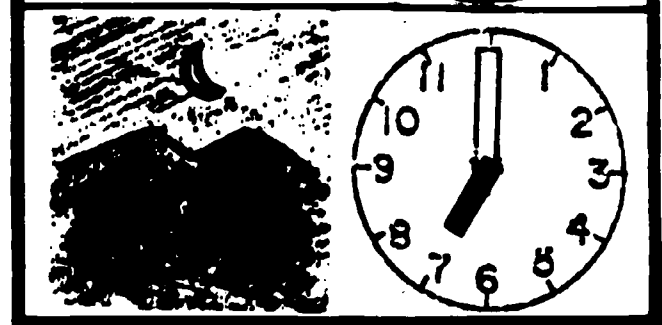
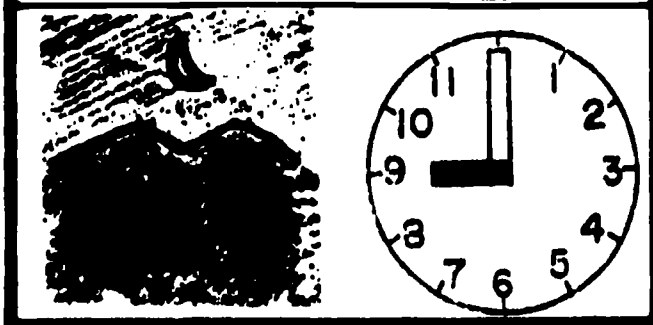
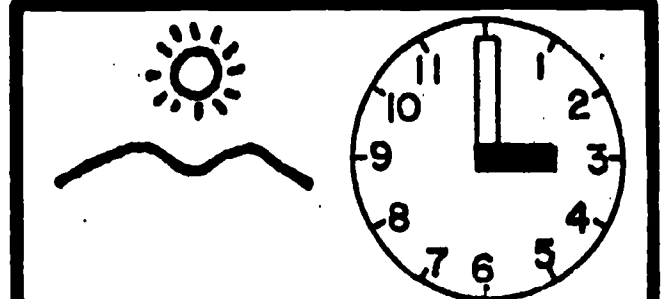
4.



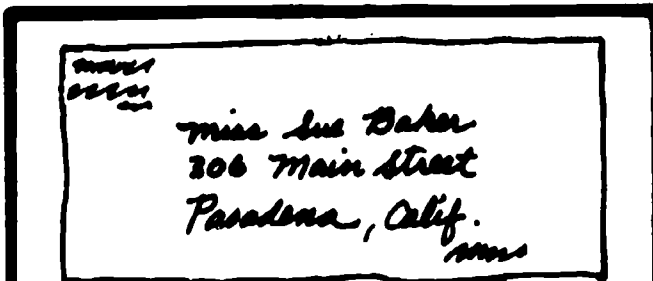
5.



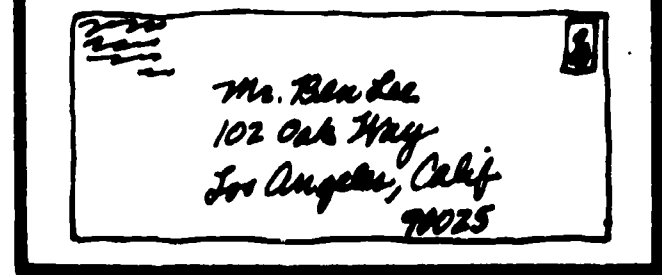
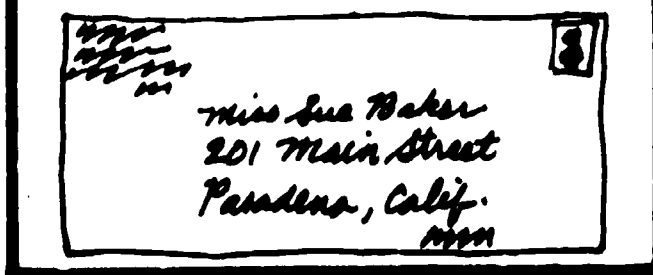
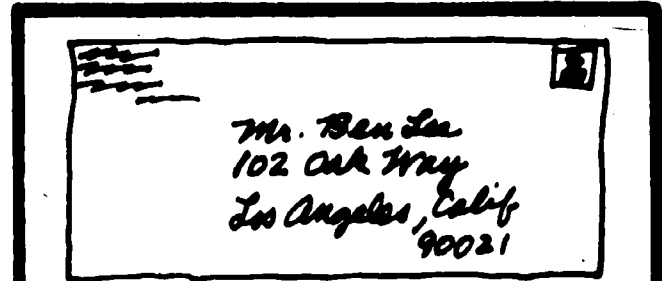
6.



7.



8.



IV. READING

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Directions: Circle the answer.

1. My _____ Los Angeles.

name's

city's

zip code's

2. What _____ is it?

time

five

clock

3. What's your _____?

evening

o'clock

zip code

4. Good _____, Bill.

city

morning

avenue

V. WRITING

Directions: Write one of these words on each line.

WORDS



1. Good _____

name's

evening

Los Angeles

address

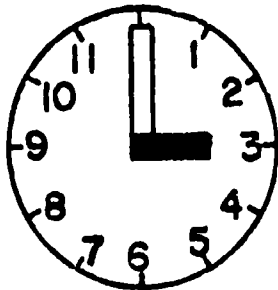
afternoon

three

eleven

2. What's your _____

3. My city's _____



4. It's _____ o'clock.

LESSON TWO

第二課

SECTION I: WHAT'S YOUR ADDRESS?

第一節：你的住址在
什麼地方？

學習目標

OBJECTIVES

In this section you will learn:

1. The numbers from 0 to 12.
2. To ask and answer questions about addresses.

在這一節裡，你們學習：

1. 數目字，從零到十二。
2. 關於住址的問答。

THE DIALOGUE

對話

Mila: What's your address?

你的住址在什麼地方？

Bill: (My address is) 104 Fay Avenue.

(我的住址是) Fay 街 104 號。

Mila: What's your city?

你在哪個城市？

Bill: (My city's) Los Angeles.

(我的城市是) 洛杉磯 (羅省)

EXTENSION

對話引申

Bill: What's your zip code?

你的郵區號碼幾號？

Mila: My zip code's 91107.

我的郵區 91107 號。

SECTION II. WHAT TIME IS IT?

幾點鐘了？

OBJECTIVES

學習目標

In this section you will:

1. Practice pronunciation.
2. Learn to ask and answer questions about time.
3. Learn to use the greetings:
Good morning.
Good afternoon.
Good evening.

這一節，你們要：

- (一) 練習發音
- (二) 學習關於時間的問答。
- (三) 學習問候辭令
早安 午安 晚安

THE DIALOGUE

BEST COPY AVAILABLE

對話

Mila: Good evening, Bill.

Bill, 晚安

Bill: Good evening, Mila.

Mila, 晚安

Mila: What time is it?

幾點鐘了?

Bill: It's 7 o'clock.

七點鐘了。

NOTES

應注意事項

1. The question word "What" is always used at the beginning of a sentence.

(一) 疑問詞 "what" 一定用在句首,

2. Good morning: before 12 p.m.

(二) 早安: 中午十二點以前

Good afternoon: before 6 p.m.

午安: 下午六點以前

Good evening: after 6 p.m.

晚安: 下午六點以後

3. In order to expedite the delivery of mail, the post office divides the nation into various zip code areas.

(三) 郵局為方便及加速郵件的遞送將全國劃分為若干郵區。

4. Always capitalize the following:

(四) 下列情況經常都要大寫

a. The first letter of the first word in each sentence.

a. 句子的第一個字的第一個字母。

b. The first letters of names of persons, places, and other proper nouns.

b. 人名、地名及其他專用名詞的第一個字母。

LESSON THREE

OBJECTIVES

Listening Comprehension:

Student will be able to:

Identify a doctor, a nurse, a waiter, etc.

Listening and Speaking:

Student will be able to:

1. Give an appropriate response upon being asked the occupations of individuals in the lesson.
2. Give a "yes" or "no" answer upon being asked about the occupations of these individuals.
3. Ask a "what" question about the occupations.
4. Ask and answer questions about a third person.
5. Perform the oral work with acceptable pronunciation as judged by the teacher.

Reading and Writing:

Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

What is he/she?

He's/She's a doctor.

Is he/she a doctor? (reception only)

Yes, he's/she's a doctor. Yes, he/she is.

No, he/she isn't a doctor. No, he/she isn't.

What's his/her name?

His/her name's _____.

INSTRUCTIONAL AIDS

- Drill Pictures: P5 - a doctor P15 - Sue
 P6 - a nurse P16 - shoe
 P7 - a waiter P17 - Facial diagram:
 P8 - a cook /s/ - /s/ contrast
 P9 - a housewife P18 - Ben

- Transparency Masters: T6 - Occupations (singular) T8 - Pronunciation: /s/ - /š/ (Sue-shoe)
 T7 - Dialogue (He's a doctor) T9 - Sue and Ben (his - her) + Dialogue

- Student handouts: Lesson leaflet
 Student evaluation form
 Lesson Guide: Evaluation form

STRUCTURAL NOTES

1. See the accompanying chart for the ways in which the formation of "yes-no" questions in these Asian languages differs from that in English.

English	Is	he		a	doctor	?
Chinese		he	is		doctor	question particle
Japanese		(he + subject particle)			doctor	is + question particle
Korean		(he + subject particle)			doctor	is + question particle
Tagalog		Doctor + question particle			he	?
Spanish	¿	Is (he)			doctor	?

2. Chinese, Japanese, and Koreans use no articles. The use of articles in English is therefore likely to cause difficulty for these Asians.
3. The Japanese, Korean, and Spanish languages contain personal pronouns, but in actual usage, the pronoun is frequently omitted.

SECTION I: WHAT IS HE/SHE?

SECTION I: WHAT IS HE/SHE?

[NOTE: Do not distribute student leaflet until time for Reading.]

REVIEW

Cue by moving the hands of a cardboard clock or of a picture of a clock on the board.

Teacher } asks - Class
 Group } - Group
 Student } answers

T: What time is it?

S: It's 6:30.

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

OBJECTIVE

In this section you will learn to ask and answer questions about a person's occupation.

LISTENING COMPREHENSION

Listening and Identifying

A. Show three pictures P5-15 (or T9) and identify.

T models - CI listens

T: He's a doctor.

B. Show 2 or 3 pictures at a time and have the students point to the correct picture.

T: He's a doctor.

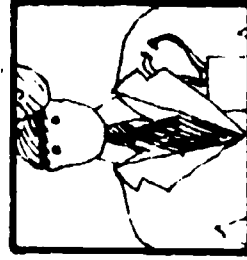
S: (Point to the doctor.)

Listening and Repeating

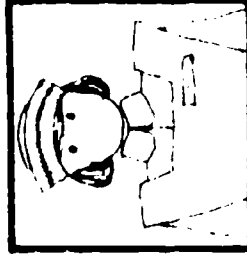
T models - CI or repeats
 St

T: A doctor.

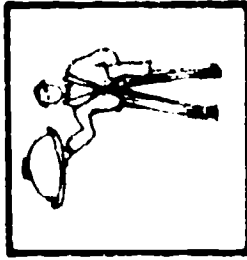
LISTENING COMPREHENSION



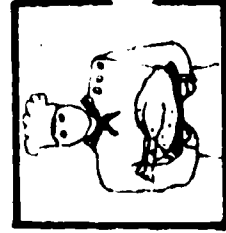
a doctor



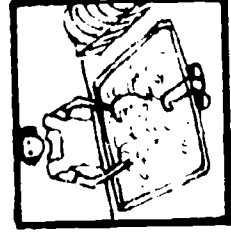
a nurse



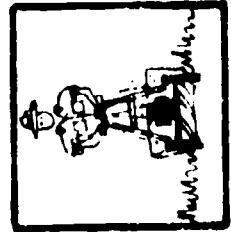
a waiter



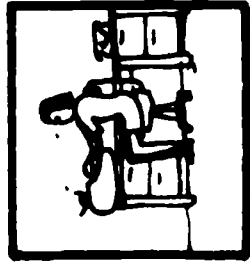
a cook



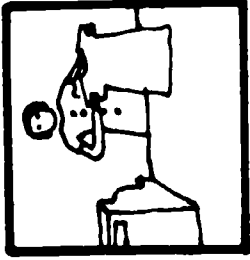
a housewife



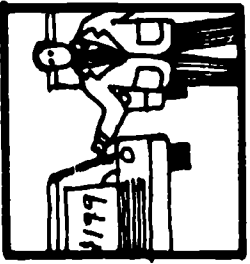
a gardener



a secretary



a saleslady



a salesman

THE DIALOGUE

Preliminary Activity

T (holding up pairs of pictures of a man and a woman) cues with "he" or "she"

Cl > points to correct picture
- Gr >
St >

T: (hold up pictures of a doctor and a nurse.) He.

S: (Points to the doctor.)

Presenting the Dialogue

[REMEMBER: Students will not have their leaflets at this point.]

A. Show dialogue picture P14 (or T7) and present the dialogue.

1. I models - Cl listens

2. I models - Cl > repeats
Gr >
St >

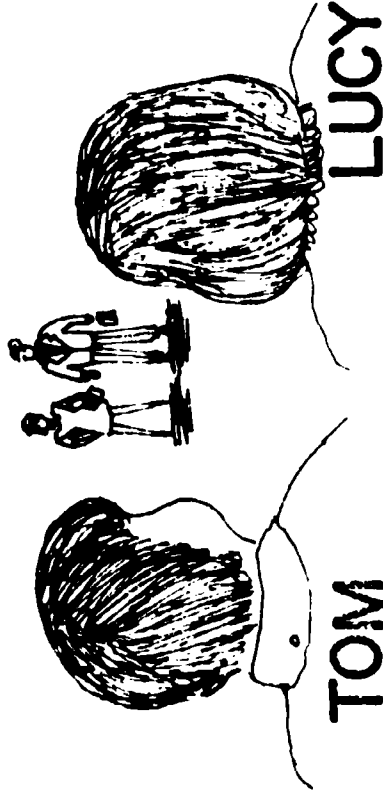
3. Take roles: I - Cl
Gr - Gr
St - St

B. Write the dialogue on the board or show it on the overhead.

1. I models - Cl reads silently

2. I models - Cl > repeats
Gr >

THE DIALOGUE



Lucy:

What is he?

Tom:

He's a doctor.

Lucy:

Is she a nurse?

Tom:

Yes, she's a nurse.

REPRODUCTION AVAILABLE

PRACTICE

[NOTE: Cue with pictures for all drills.]

"She's a secretary"

A. Repetition Drill

T models - Cl Gr St
 repeats

T: She's a secretary.

B. Answer Drill

T asks - Cl Gr St
 answers

T: What is she?

S: She's a secretary.

"What is she?"

A. Repetition Drill

T models - Cl Gr St
 repeats

T: What is she?

B. Question and Answer Drills

1. T Cl Gr St
 Gr asks - answers
 St

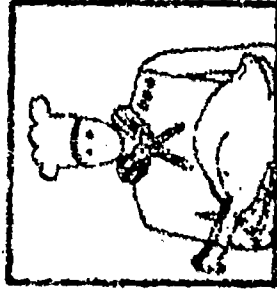
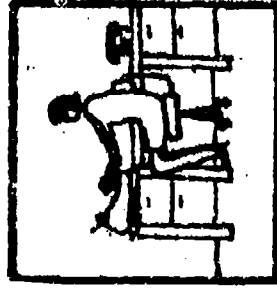
S-1: What is she?

S-2: She's a secretary.

2. Distribute the pictures among the students and have them ask each other questions.

Gr St asks - Gr St answers

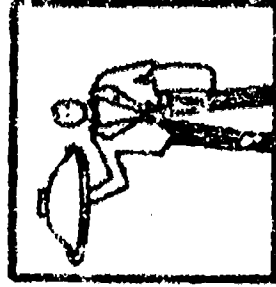
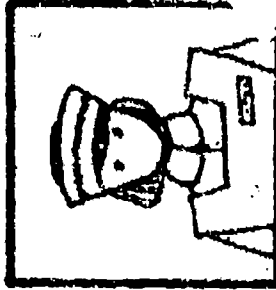
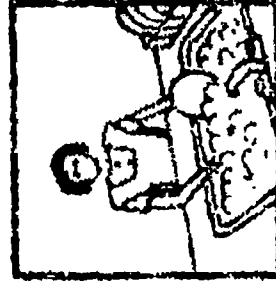
"What is she?"



1. S-1: What is she?
 S-2: She's a secretary.

2. S-1: What is he?
 S-2: He's a doctor.

3. S-1: What is he?
 S-2: He's a cook.



4. S-1: What is she?
 S-2: She's a housewife.

5. S-1: What is she?
 S-2: She's a nurse.

6. S-1: ~~What is he?~~
 S-2: He's a waiter.

EXTENSION

"Yes, she is"

A. Repetition Drill

T models - Cl Gr St
 repeats

T: (Show a picture of a saleslady.)
Is she a saleslady?
Yes, she's a saleslady.
Yes, she is. Repeat.
S: Yes, she is.

(NOTE: Place examples of complete and short answer forms on the board and show how the sentence is shortened. Tell the class that "Yes, she is" is the usual form.)

B. Answer Drill

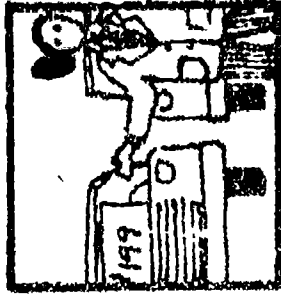
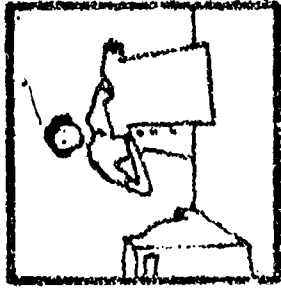
Elicit affirmative answers only.

Teacher - Cl Gr St
 answers

T: Is she a saleslady?
S: Yes, she is.

EXTENSION

"Yes, she is"



1. T: Is she a saleslady?
S: (Yes, she's a saleslady.)
Yes, she is.

2. T: Is he a salesman?
S: (Yes, he's a salesman.)
Yes, he is.



3. T: Is he a doctor?
S: (Yes, he's a doctor.)
Yes, he is.

4. T: Is she a secretary?
S: (Yes, she's a secretary.)
Yes, she is.

A. Repetition Drill

T models - Cl Gr St repeats

T: (Show a picture of a doctor.)

Is he a waiter?
No, he isn't a waiter.
No, he isn't.

S: No, he isn't.

Continue with several other pictures.

[NOTE: Place examples of the complete and short answers on the board and show briefly how the sentence is shortened. Tell the class that "No, he's not" can also be used in place of "No, he isn't." Accept either as correct answers.)

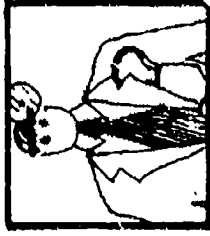
B. Answer Drill

Elicit negative answers only.

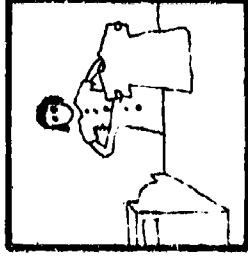
T asks - Cl Gr St answers

T: (Show a picture of a teacher.)
Is she a secretary?

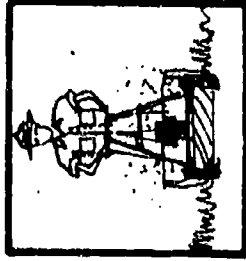
S: No, she isn't.



5. T: Is he a waiter?
S: (No, he isn't a waiter.)
No, he isn't.



6. T: Is she a secretary?
S: (No, she isn't a secretary.)
No, she isn't.



7. T: Is he a cook?
S: (No, he isn't a cook.)
No, he isn't.



8. T: Is she a saleslady?
S: (No, she isn't a saleslady.)
No, she isn't.

"Yes, she is/No, she isn't"

Cue with pictures to elicit both affirmative and negative answers.

Answer Drill

T asks - Cl
Gr } answers
St

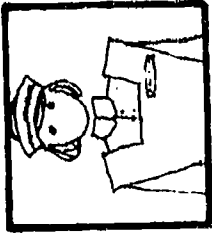
T: Is she a nurse?

S: Yes, she is.

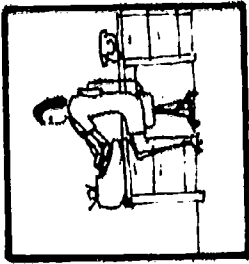
T: Is she a doctor?

S: No, she isn't.

"Yes, she is/No, she isn't"



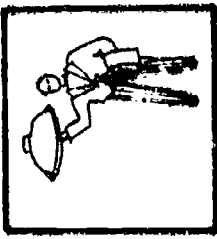
9. T: Is she a nurse?
S: Yes, she is.



10. T: Is she a doctor?
S: No, she isn't.



11. T: Is he a doctor?
S: Yes, he is.



12. T: Is he a gardener?
S: No, he isn't.

THEY AVAILABLE

READING

[Distribute the student leaflets at this time.]

A. Have the class turn to the Listening Comprehension exercise on page 1.

T models - Cl
Gr } reads and repeats
St

B. Have the class turn to Practice exercise on page 2.

T models - Cl
Gr } repeats
St

Cl
Gr } takes roles and reads
St

A. Read the occupations on page 1.

B. Read the Practice exercises on page 2.

C. Have the class read the Extension exercises on pages 3 and 4.

C. Read the Extension exercises on pages 3 and 4.

WRITING

WRITING

A. Have the students copy the dialogue, using proper spelling and capitalization.

A. Copy the dialogue.

Lucy: What is he?

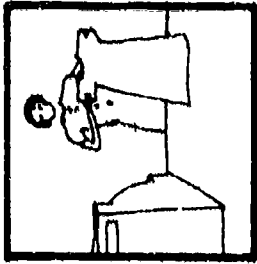
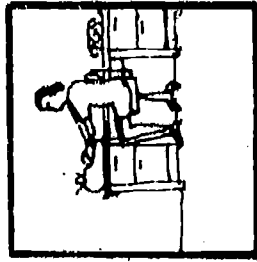
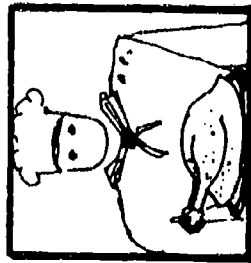
Tom: He's a doctor.

Lucy: Is she a nurse?

Tom: Yes, she is.

B. Have the students write the appropriate question or answer about the pictures, and correct on the overhead or chalkboard.

B. Write the question or answer.

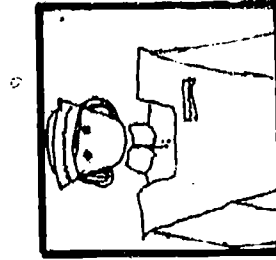


1. What is he?

2. What is she?

3. _____

She's a saleslady.

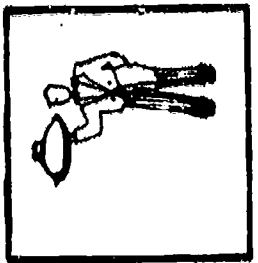
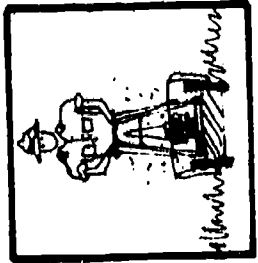
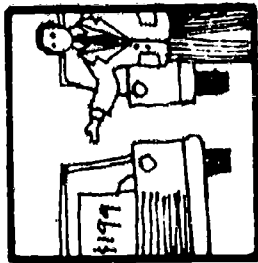


4. What is she?

5. _____

6. Is she a housewife?

He's a doctor.



7. Is he a salesman? 8. Is he a doctor? 9. Is he a waiter?

SECTION II: WHAT'S HIS NAME?

[NOTE: Have students put away their leaflets until time for Reading.]

OBJECTIVES

Explain briefly what the students will learn in this section.

PRONUNCIATION

Give students practice in discriminating between the sounds of /s/ and /s/ in both listening and production.

1. Show the pictures of Sue and shoe (drill pictures P15 and P16 or T8) as you identify them.

2. Have the class repeat.

3. Have the students point to the proper picture as you call out the two words at random.

4. Using the facial diagram, drill picture P17 (transparency T8), point out the relative positions of the tongue in producing these sounds.

SECTION II: WHAT'S HIS NAME?

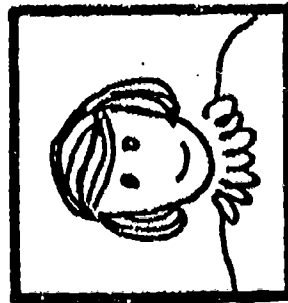
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

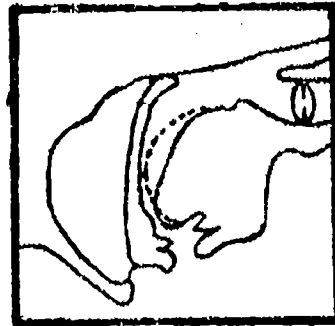
In this section you will:

1. Practice pronunciation.
2. Learn to use his and her.

PRONUNCIATION



/s/ Sue



/s/ — /s/



/s/ shoe

REPRODUCTION COPY AVAILABLE

shoe

It's a shoe.

Mrs. (missuz)

It's Mr. Sam Shaw.

Sue

It's Sue.

Mr. (mister)

It's Miss Sue Song

THE DIALOGUE

Preliminary Activity

A. Use pictures of Sue and Ben (P15, 18 or T9) to establish the difference between "his" and "her."

T models - CI listens

T: My name's _____.

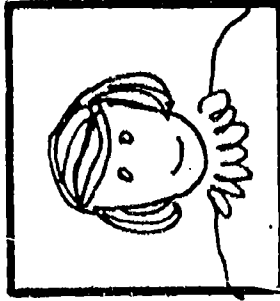
Her name's Sue.

His name's Ben.

B. Repetition Drill

T models - CI repeats
G St

THE DIALOGUE



Her name's Sue.



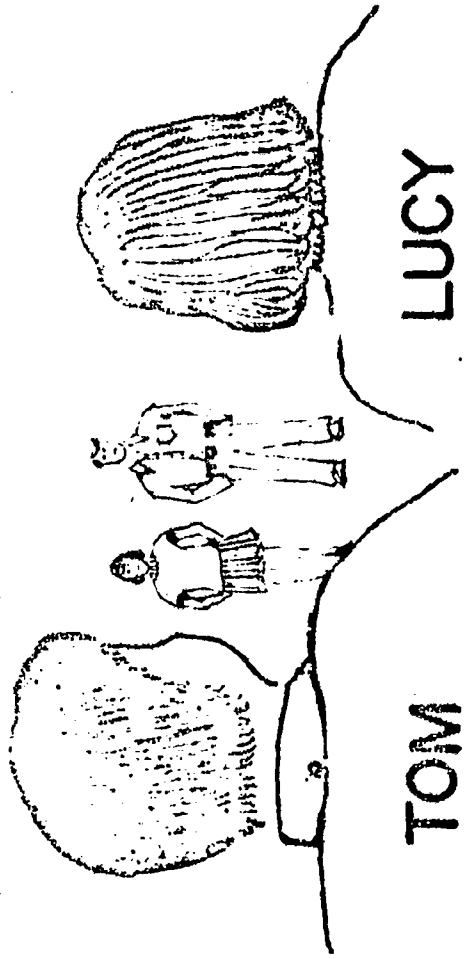
His name's Ben.

Presenting the Dialogue

Use dialogue picture P14 (T9) and set the scene for the conversation.

- 1. T models - Cl listens
- 2. T models - Cl Gr St > repeats

3. Take roles: T - Cl
Gr - Gr
St - St



WEST COAST A.S. 1968

Tom: What's his name?

Lucy: His name's Ben.

Tom: What's her name?

Lucy: Her name's Sue.

PRACTICE

[NOTE: Cue with pictures for all drills.]

"His name's Ben"

A. Repetition Drill

T models - Cl repeats

T: His name's Ben.
Her name's Sue.

B. Identification Drill

Have the students say "his" or "her" as you quickly hold the pictures up.



C. Answer Drill

T asks - CI
Gr } answers
St }

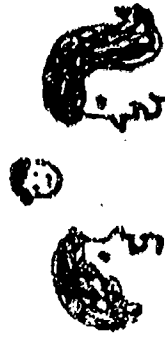
T: What's his name?
S: His name's Ben.

1. S-1: What's his name?
S-2: His name's Ben.
2. S-1: What's her name?
S-2: Her name's Sue.

D. Repetition Drill

T models question - CI repeats

T: What's his/her name?



E. Question and Answer Drill

3. S-1: What's her name?
S-2: Her name's Kay.
4. S-1: What's his name?
S-2: His name's Tom.

Gr } asks - Gr } answers
St }

CONTROLLED CONVERSATION

1. Ask one student his name. Then ask the class (or another student), "What's his name?"
2. Have St-1 ask St-2 his name. Then have St-1 ask St-3 (or the class) St-2's name.

CONTROLLED CONVERSATION

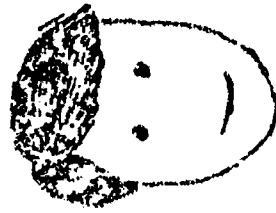
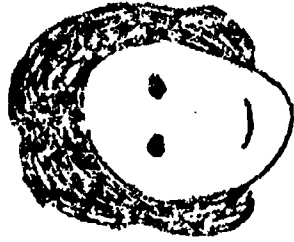
1. S-1: What's your name?
S-2: My name's Jose.
S-1: What's his name?
S-3: His name's Jose.
2. S-1: What's your name?
S-2: My name's Maria.
S-1: What's her name?
S-3: Her name's Maria.

READING

- A. Have students open their leaflets to page 7 and read the sentences in the Practice section.
- B. Have students read the Controlled Conversation.
- C. Have students read the selection.

READING

- A. Read the Practice exercises on page 7.
- B. Read the Controlled Conversation on page 8.
- C. Read:



Her name is Lucy. She's a secretary.
 Her address is 512 Union Avenue. His name
 is Tom. He's a gardener.

WRITING

Have students write the answers to the questions about the Reading section.

WRITING

Answer the questions about Lucy and Tom.

1. What's her name?

2. What is she?

3. What's his name?

4. What's her address?

5. What is he?

LESSON THREE

SECTION I: WHAT IS HE/SHE?

OBJECTIVE

In this section you will learn to ask and answer questions about a person's occupation.

LISTENING COMPREHENSION



a doctor



a nurse



a waiter



a cook



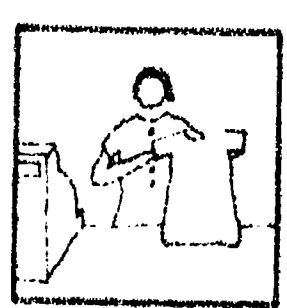
a housewife



a gardener



a secretary



a saleslady

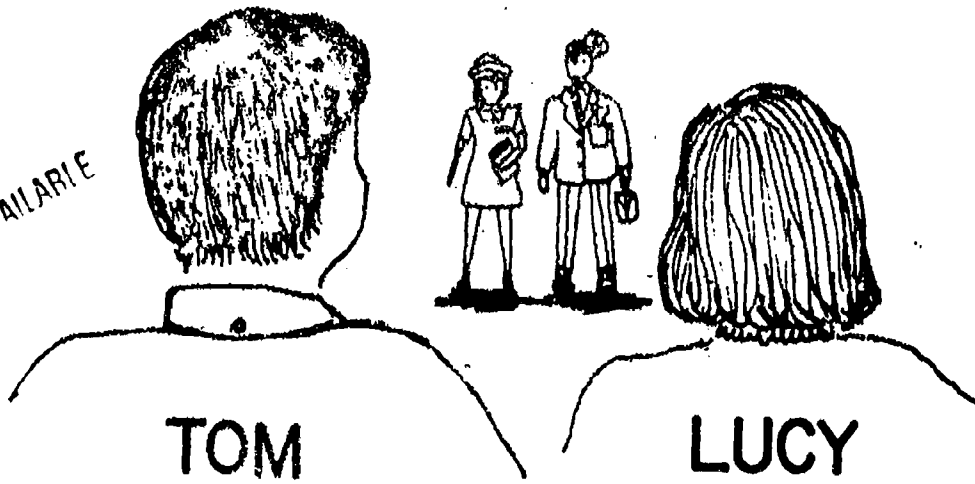


a salesman

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

THE DIALOGUE

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Lucy: What is he?

Tom: He's a doctor.

Lucy: Is she a nurse?

Tom: Yes, she's a nurse.

PRACTICE

"What is she?"



1. S-1: What is she?
S-2: She's a secretary.



2. S-1: What is he?
S-2: He's a doctor.



3. S-1: What is he?
S-2: He's a cook.



4. S-1: What is she?
S-2: She's a housewife.



5. S-1: What is she?
S-2: She's a nurse.



6. S-1: What is he?
S-2: He's a waiter.

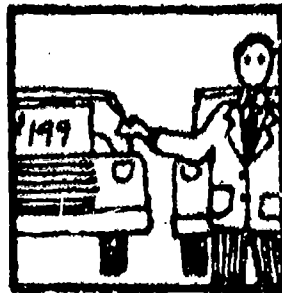
EXTENSION

"Yes, she is"

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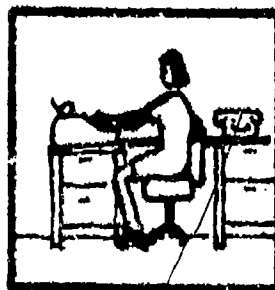
1. T: Is she a saleslady?
S: (Yes, she's a saleslady.)
Yes, she is.



2. T: Is he a salesman?
S: (Yes, he's a salesman.)
Yes, he is.



3. T: Is he a doctor?
S: (Yes, he's a doctor.)
Yes, he is.



4. T: Is she a secretary?
S: (Yes, she's a secretary.)
Yes, she is.

"No, he isn't"



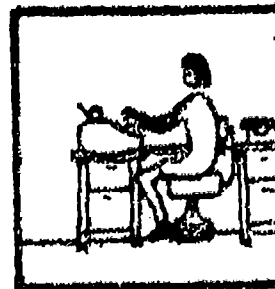
5. T: Is he a waiter?
S: (No, he isn't a waiter.)
No, he isn't.



6. T: Is she a secretary?
S: (No, she isn't a secretary.)
No, she isn't.



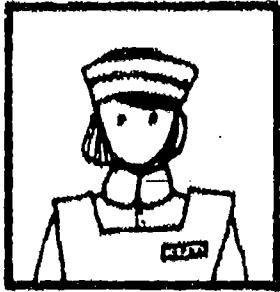
7. T: Is he a cook?
S: (No, he isn't a cook.)
No, he isn't.



8. T: Is she a saleslady?
S: (No, she isn't a saleslady.)
No, she isn't.

"Yes, she is/No, she isn't"

BEST COPY AVAILABLE



9. T: Is she a nurse?

S: Yes, she is.



10. T: Is she a doctor?

S: No, she isn't.



11. T: Is he a doctor?

S: Yes, he is.



12. T: Is he a gardener?

S: No, he isn't.

READING

- A. Read the names of occupations on page 1.
- B. Read the Practice exercises on page 2.
- C. Read the Extension exercises on pages 3 and 4.

WRITING

A. Copy the dialogue

Lucy: What is he? _____

Tom: He's a doctor. _____

Lucy: Is she a nurse? _____

Tom: Yes, she is. _____

B. Write the question or answer.

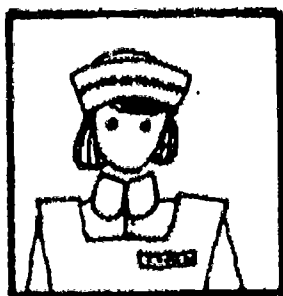


1. What is he?

2. What is she?

3. _____

She's a saleslady.

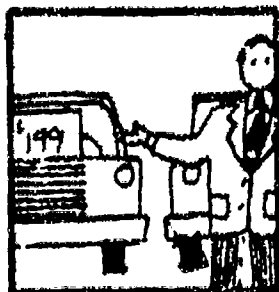


4. What is she?

5. _____

6. Is she a housewife?

He's a doctor.



7. Is he a salesman?

8. Is he a doctor?

9. Is he a waiter?

SECTION II: WHAT'S HIS NAME?

[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

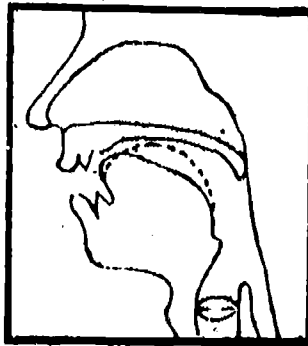
In this section you will:

1. Practice pronunciation.
2. Learn to use his and her.

PRONUNCIATION



/s/ Sue



/s/ — /s/ —



/s/ shoe



Sue

It's Sue.



Miss

It's Miss Sue Song.



shoe

It's a shoe.



Mrs. (missuz)



Mr. (Mister)

It's Mr. Sam Shaw.

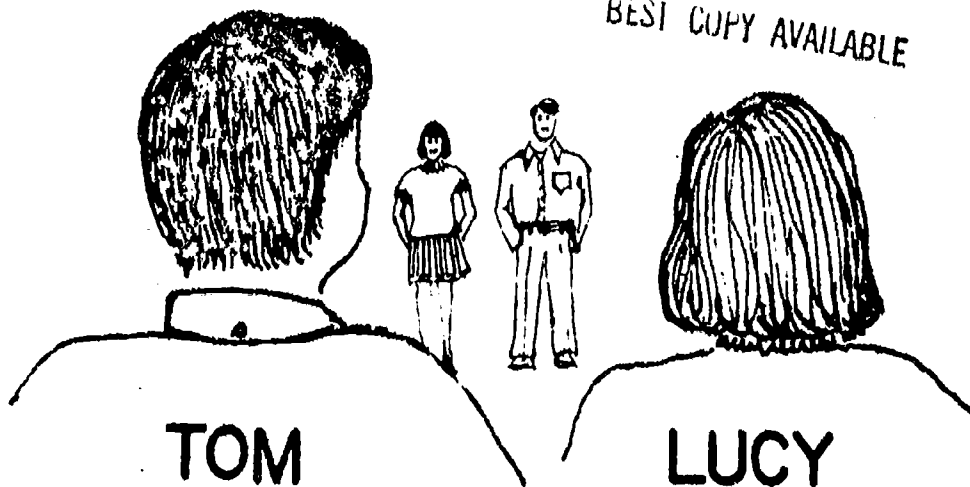
THE DIALOGUE



Her name's Sue.



His name's Ben.



Tom: What's his name?

Lucy: His name's Ben.

Tom: What's her name?

Lucy: Her name's Sue.

PRACTICE

"His name's Ben"



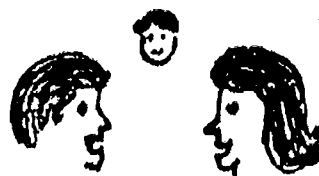
1. S-1: What's his name?
S-2: His name's Ben.



2. S-1: What's her name?
S-2: Her name's Sue.



3. S-1: What's her name?
S-2: Her name's Kay.



4. S-1: What's his name?
S-2: His name's Tom.

CONTROLLED CONVERSATION

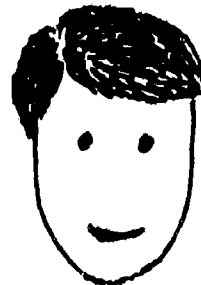
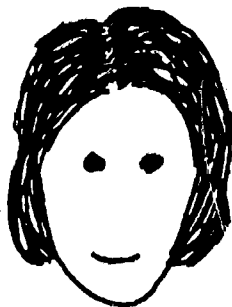
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- 1. S-1: What's your name?
S-2: My name's Jose.
S-1: What's his name?
S-3: His name's Jose.

- 2. S-1: What's your name?
S-2: My name's Maria.
S-1: What's her name?
S-3: Her name's Maria.

READING

- A. Read the sentences in the Practice exercises on page 7.
- B. Read the Controlled Conversation on this page.
- C. Read:



Her name is Lucy. She's a secretary. Her address is 512 Union Avenue. His name is Tom. He's a gardener.

WRITING

Answer the questions about Lucy and Tom.

- 1. What's her name? _____
- 2. What is she? _____
- 3. What's his name? _____
- 4. What's her address _____
- 5. What is he? _____

LESSON THREE. EVALUATION

[NOTE: Students will use their Student Evaluation Form for steps III, IV, and V.]

I. PRONUNCIATION: Check for blending, stress, intonation.
 Directions: Divide the class into groups. Test each item with one or more of the groups. Check the approximate percentage of students performing acceptably in each group evaluated. See example:

EXAMPLE (%)

GROUP					
			✓		
	50%	74%	89%	100%	50%

Have students repeat:

1. What is she?
2. She's a nurse.
3. Yes, she is.
4. No, he isn't.
5. What's her name?

GROUP	1	2	3	4	5

II. QUESTION AND ANSWER

Directions: Cue with pictures and elicit answers/questions from individual students. Circle number of students asked and number performing acceptably.

	NUMBER ASKED					PERFORMING ACCEPTABLY				
	1	2	3	4	5	1	2	3	4	5
1. What is she? (She's a <u>nurse</u> .)										
2. What is he? (He's a <u>salesman</u> .)										
3. Is she a <u>nurse</u> ? (Yes, she is/No, she isn't.)										
4. (Have S ask "what" question about occupation.)										
5. (Have S ask "What's his/her name?")										

III. LISTENING COMPREHENSION

Directions: Give out Student Evaluation Forms. Read the following sentences and have the class circle the correct answer (picture or statement) on their sheets.

- | | |
|-----------------------|----------------------|
| 1. She's a housewife. | 5. Is he a gardener? |
| 2. She's a saleslady. | 6. Is he a waiter? |
| 3. He's a doctor. | 7. What's his name? |
| 4. Is she a nurse? | 8. What's her name? |

IV. READING
 V. WRITING

Directions: Have students do the Reading and Writing work on their Student Evaluation Form.

LESSON THREE: STUDENT EVALUATION FORM

I and II. Oral Exercises

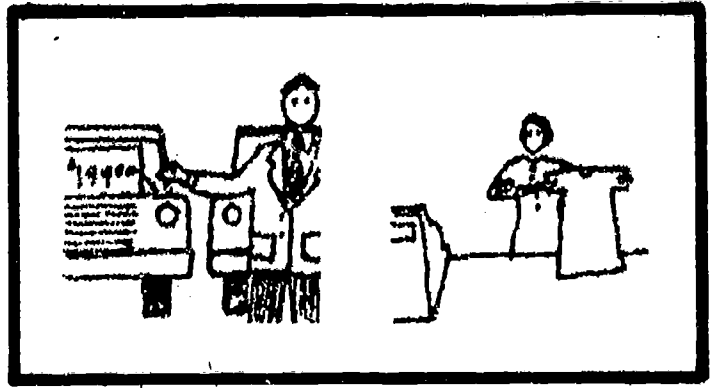
III. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the answer.

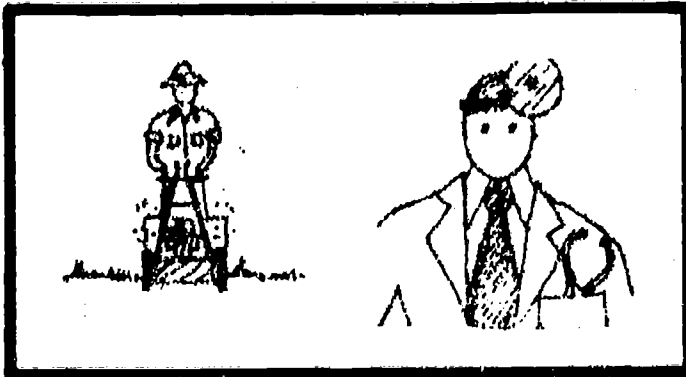
1.



2.



3.



4.



Yes, she is.

No, she isn't.

5.



Yes, he is.

No, he isn't.

6.



Yes, he is.

No, he isn't.

7.



Ben

Sue

8.



Ben

Sue

IV. READING

BEST COPY AVAILABLE

Directions: Circle the answer.

1. What is _____?

her

his

he

2. _____, he is.

What

No

Yes

3. He's a _____.

gardener

housewife

saleslady

4. What's _____ name?

she

he

her

V. WRITING

Directions: Write one of these words on each line.



1. What is she?

WORDS

He

isn't

She's a _____.

his

nurse



2. Is he a doctor?

Her

no

No, he _____.

she

doctor



3. _____ name's Sue.



4. What's _____ name?

LESSON THREE

第三課

SECTION I: WHAT IS HE/SHE?

第一節：他是什么(職業)?

OBJECTIVE

學習目標

In this section you will learn to ask and answer questions about a person's occupation.

這一節你們要學習關於職業的問答。

THE DIALOGUE

對話

Lucy: What is he?

他是什么職業?

Tom: He's a doctor.

他是醫生。

Lucy: Is she a nurse?

她是護士嗎?

Tom: Yes, she's a nurse.

是的，她是護士。

EXTENSION

對話引申

"Yes, she is"

"(是)她是"

T: Is she a saleslady?

她是女售貨員嗎?

S: (Yes, she's a saleslady.)

(是，她是女售貨員。)

T: Yes, she is.

是，她是。

"No, he isn't"

"不，他不是"

T: Is he a waiter?

他是招待員嗎?

S: (No, he isn't a waiter.)

(不，他不是招待員。)

No, he isn't.

不，他不是。

NOTE: The sentences in parentheses are the complete answer forms. The other sentences are the short answer forms. In English, the short forms are normally used.

注意 = 在括號內的句子是完整的答語形式，不在括號內的句子是簡單的答語形式。英文的簡單答語形式比較常用。

SECTION II. WHAT'S HIS/HER NAME? 第二節 他的名字叫什麼？

OBJECTIVES

學習目標

In this section you will

這一節你們要：

- 1. Practice pronunciation.
- 2. Learn to use "his" and "her."

一. 練習發音

二. 學習應用“他的”和“她的”。

DIALOGUE

對話

Tom: What's his name?

他的名字叫什麼？

Lucy: His name's Ben.

他的名字叫 Ben。

Tom: What's her name?

她的名字叫什麼？

Lucy: Her name's Sue.

她的名字叫 Sue。

NOTES

應注意事項

- 1. In English, the third person singular for a male and a female are two different words:

一. 英文的第三人稱單數“他”分為男性和女性。字形不同，發音也不同：he 他, she 她
his 他的, her 她的。

he she

his her

2. She's - She is 二. she's 是 she is 的縮寫。
She isn't she isn't 是 she is not 的縮寫。
- She is not she's not 也是 she is not 的縮寫。
She's not
3. The difference between the 三. /s/ 的發音, 舌尖靠近齒齦。
sounds of /s/ as in Sue and /ʃ/ 的發音, 前舌面應靠硬顎,
/ʃ/ as in shoe. 同時圓唇。
4. An article always precedes a 四. 英文在可以計數的名詞
singular count noun. 前面, 多半有冠詞(如: a)。

LESSON FOUR

OBJECTIVES

- Listening Comprehension: Student will be able to:
1. Identify the occupations presented in the lesson.
 2. Demonstrate his understanding of singular and plural.
- Listening and Speaking: Student will be able to:
1. Give an appropriate response upon:
 - a. being asked his occupation.
 - b. being asked the occupation of other persons.
 - c. being asked where he's from.
 2. Elicit the above information.
 3. Perform the above with acceptable pronunciation.

Reading and Writing:

- Student will be able to:
1. Read the sentences in the lesson.
 2. Write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

<u>New:</u> What are you?	I'm a dentist/We're dentists.	Review: Yes, he is.
they	They're dentists.	No, he isn't.
we	We're students/You're students.	

What am I? (reception only) You're a teacher.

Is he/she a lawyer?

Are you/we/they waiters? Yes, we/you/they are.

 No, we/you/they aren't.

Where are you from?

 I'm from Japan.

NOT AVAILABLE



INSTRUCTIONAL AIDS

- Drill pictures: P19 - a dentist P27 - bakers P35 - doctors
 P20 - a baker P28 - barbers P36 - Dialogue (We're teachers)
 P21 - a barber P29 - lawyers P37 - Facial diagram: /s/
 P22 - a lawyer P30 - waiters P38 - Facial diagram: /z/
 P23 - a busboy P31 - busboys P39 - Dialogue (Where are you from?)
 P24 - a teacher P32 - teachers
 P25 - a student P33 - students
 P26 - dentists P34 - cooks
- Also: P5 - P13 (singular occupations)

- Transparencies: T10 - Occupations - singular and plural
 T11 - Dialogue (We're teachers)
 T12 - Pronunciation: /s/ - /z/ ("C" - "Z")
 T13 - Dialogue (Where are you from?)

- Student handouts: Student leaflet
 Student evaluation form

- Lesson Guide: Evaluation form

STRUCTURAL NOTES

1. The number agreement structure found in English is not present in any of the four Asian languages as shown by the following chart.

English	They	are	doctors.
Chinese	they	is	doctor.
Japanese	(they + subject particle)		doctor is
Korean	(taey + subject particle)		doctor istatement particle
Tagalog	They	order marker	doctor.
Spanish	(They)	are	doctors.

2. Note in the following chart that the short answer forms in English are not found either in any of these Asian languages or in Spanish. Note the position of "is" in the negative statement in Spanish.

English	Yes,	he	is	(a doctor).	No,	he	is	not	(a doctor).
Chinese	yes	(he)	is	doctor).	no	(he)		not	is doctor).
Japanese	yes	that so	is		no	that so	negative particle	is	not
Korean	yes	that so	is + particle	statement:	no	that so	negative particle	not	is + particle
Tagalog	Yes.	(he)	order marker	doctor).	No	(he)	order marker	no:	doctor).
Spanish	Yes,	[(he)	is	doctor].	No,	[(he)		not	is doctor].

SECTION I: WHAT ARE THEY?

SECTION I: WHAT ARE THEY?

REVIEW AND WARM-UP

- Using the pictures from Lesson 3 (P5-13), review the questions: What is he/she?

T asks - Gr answers
St

T: What is he?
S: He's a doctor.
(etc.)

- Cue with pictures to review:

Is he a _____? (reception only)

Yes, he is/No, he isn't.

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

OBJECTIVE

In this section you will learn to ask and answer questions about people and their occupations.

LISTENING COMPREHENSION

Listening and Identifying

1. Show each singular picture (P19-25 or T10) and identify the occupations.

I: He's a dentist.

2. Show pairs of singular pictures and have the students identify occupations by pointing to the correct person.

F: (Hold up pictures of a dentist and a baker.) He's a dentist.

S: (Points to the dentist.)

3. Show the plural occupation pictures (P26-35 or T10) and identify.

F: They're dentists.

4. Have students hold up one finger for one person and two fingers for two or more as you call out the words.

I: a dentist

S: (Holds up one finger.)

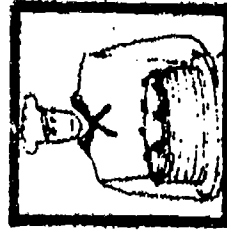
I: dentists

S: (Holds up two fingers.)

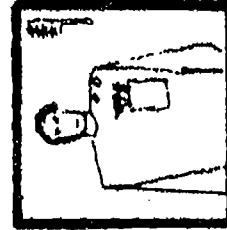
LISTENING COMPREHENSION



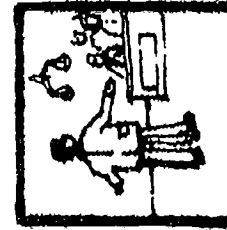
a dentist



a baker



a barber



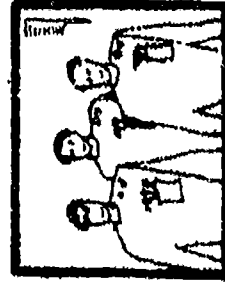
a lawyer



dentists



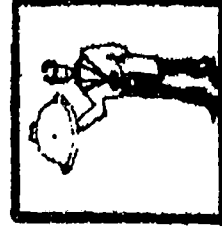
bakers



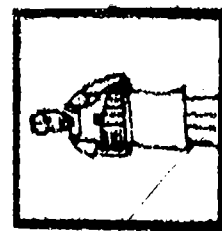
barbers



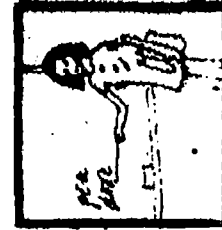
lawyers



a waiter



a busboy



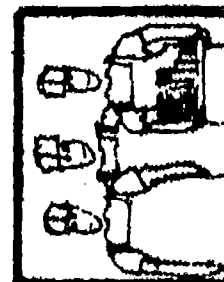
a teacher



a student



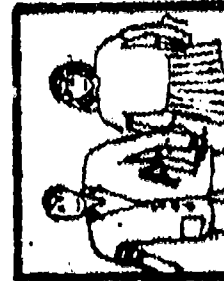
waiters



busboys



teachers



students

"He's a dentist/They're dentists"

[NOTE: Cue with picture cards or overhead transparencies for all drills.]

A. Repetition Drill

T models - Cl > repeats
Gr >
St >

T: He's a dentist.
They're dentists.

B. Answer Drill

T asks - Cl > answers
Gr >
St >

T: What are they?
S: They're dentists.

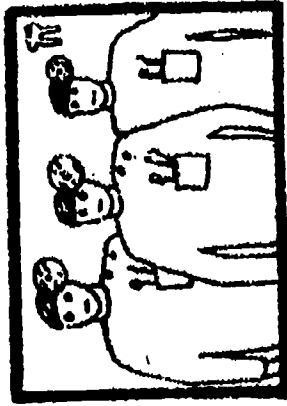
C. Question and Answer Drill

Cl > asks - Gr > answers
Gr >
St >

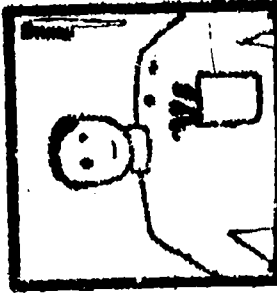
S-1: What are they?
S-2: They're dentists.

"He's a dentist/They're dentists"

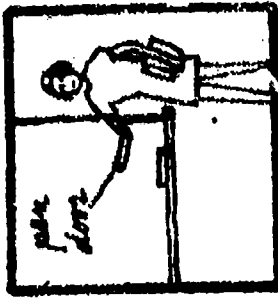
REST COPY AVAILABLE



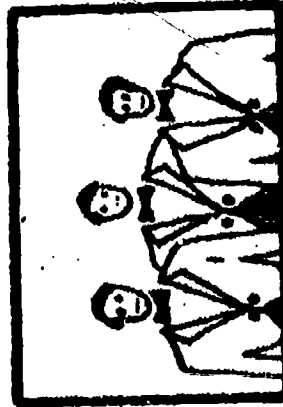
1. S-1: What are they?
S-2: They're dentists.



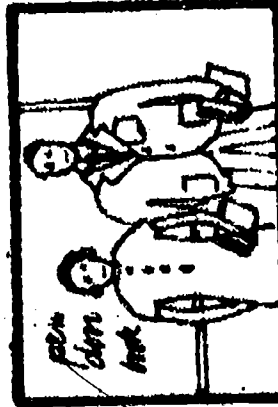
2. S-1: What is he?
S-2: He's a barber.



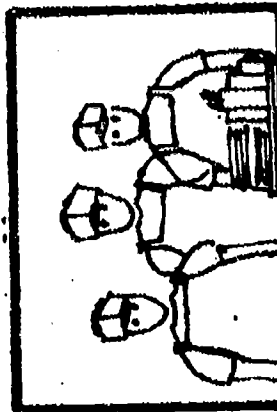
3. S-1: What is she?
S-2: She's a teacher.



4. S-1: What are they?
S-2: They're waiters.



5. S-1: What are they?
S-2: They're teachers.



6. S-1: What are they?
S-2: They're busboys.
(4) 5

Preliminary Activity

A. Point to yourself and repeat several times.

I'm a teacher.

B. T models question - Cl
Gr repeats
St

T: What are you?

C. S asks - T answers

S: What are you?

T: I'm a teacher.

D. Elicit a response from a student.

T: What are you? A nurse? A student?

S: I'm a student.

Presenting the Dialogue

[REMINDER: Students will not have their leaflets at this point.]

A. Show the dialogue picture P36 (T11) and identify the speakers and the student in the distance.

1. T models - Cl listens

2. T models - Cl
Gr repeats
St

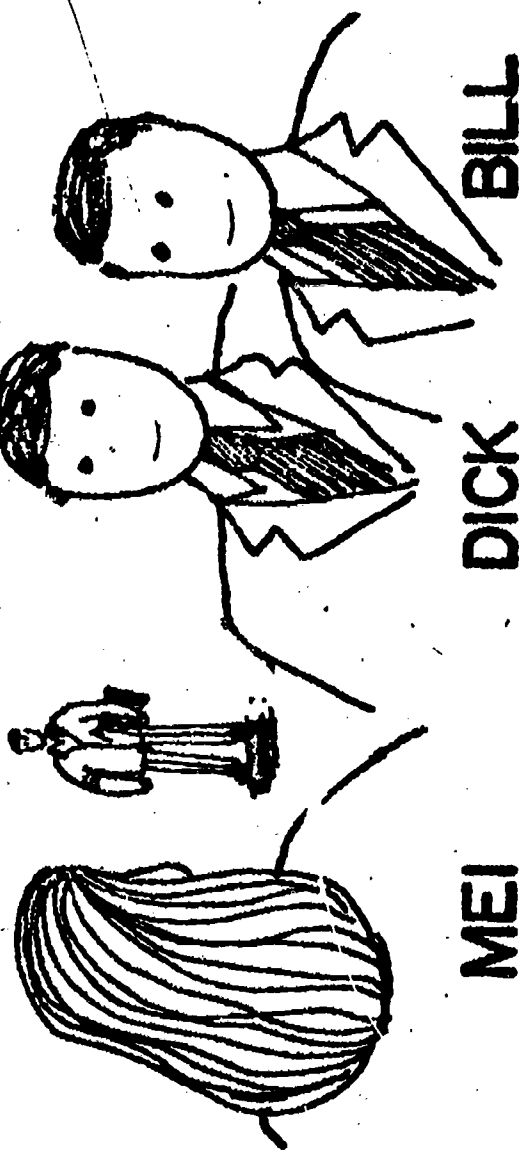
3. Take roles: T - Cl
Gr - Gr
St - .St

B. Show the dialogue on the board or overhead.

1. T reads - Cl reads silently

2. T reads - Cl reads

3. Take roles: T - Cl
Gr - Gr
St - St



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Mei: Is he a student?

Dick: Yes, he is.

Mei: Are you students?

Bill: No, we aren't.

Mei: What are you?

Dick: We're teachers.

"Is he a dentist?"

"Is he a dentist?"

A. Answer Drill

T asks - Cl
Gr } answers
St }

T: (Hold up picture of a dentist.)
Is he a dentist?

S: Yes, he is.

B. Substitution Drill

T cues - Cl
Gr } makes substitution
St }

T: Is he a dentist?
barber
busboy
waiter

S: Is he a dentist?
Is he a barber?
Is he a busboy?
Is he a waiter?

A. Substitution Drill

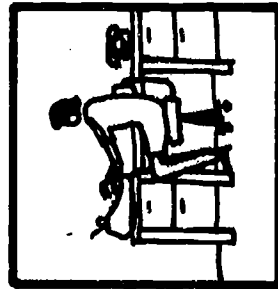
Is she a secretary?
housewife
nurse
saleslady

Is she a secretary?
Is she a housewife?
Is she a nurse?
Is she a saleslady?

C. Question and Answer Drill

T cues with pictures -

Gr } asks - Gr } answers
St }



1. S-1: Is she a secretary?
S-2: Yes, she is.

2. S-1: Is he a dentist?
S-2: No, he isn't.

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"Yes, they are"

"Yes, they are"

(Use pictures as cues for all drills.)

A. Listening

T models - Cl listens

T: Are they dentists?

Yes, they're dentists.

Yes, they are.

[NOTE: Write both forms of the answer on the board and explain that the complete answer is "Yes, they're dentists," but that the short answer "Yes, they are (without contraction) is used in conversations.]

B. Repetition Drill

T models - Cl } repeats answer
Gr }
St }

T: Are they dentists? Yes, they are.

S: Yes, they are.

C. Answer Drill

T asks - Cl } answers
Gr }
St }

T: Are they dentists?

S: Yes, they are.

D. Repetition Drill

T models - Cl } repeats
Gr }
St }

T: Are they lawyers?

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E. Substitution Drill

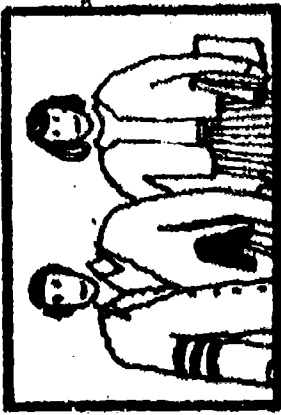
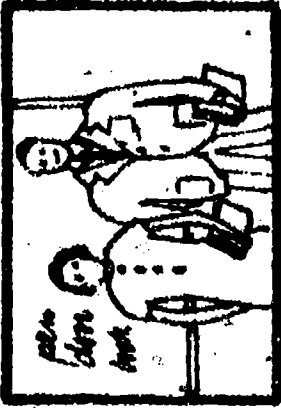
T gives word/picture cues - Cl } responds
Gr }
St }

T: Are they lawyers? S: Are they lawyers?
doctors? Are they doctors?
cooks? (etc.)
(etc.)

F. Question and Answer Drill

Gr } answers
St } asks - St } answers

S-1: Are they dentists?
S-2: Yes, they are.



3. S-1: Are they lawyers? S-1: Are they teachers?
S-2: Yes, they are. S-2: Yes, they are.
4. S-1: Are they students?
S-2: Yes, they are.

"No, they aren't"

"No, they aren't"

A. Listening

T models - Cl listens

T: Are they gardeners?
No, they aren't gardeners.
No, they aren't.

[NOTE: Write both forms of the answer on the board and explain the use of the short answer in conversation.]

B. Repetition Drill

T models - Cl } repeats short answer
Gr }
St }

T: Are they gardeners?
No, they aren't.

C. Answer Drill

T asks - Cl } answers
 Gr }
 St }

T: Are they gardeners?
 S: No, they aren't.

D. Question and Answer Drills

T cues to elicit negative answers

Cl } answers
 - Gr }
 St }

T: (Show a picture of dentists.)
 cooks

S-1: Are they cooks?
 S-2: No, they aren't.

"Yes, they are/No, they aren't"

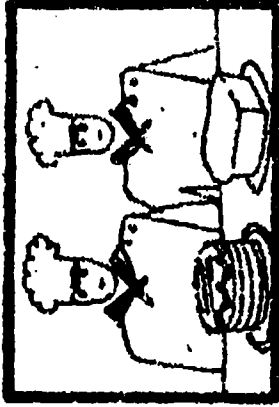
Question and Answer Drills

1. Cue with pictures and words to elicit questions for both "yes" and "no" answers.

T cues: St asks
 Gr } answers
 - St }

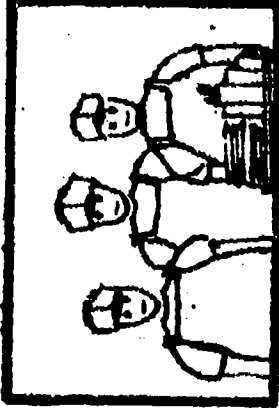
2. Pass out pictures to students and instruct them to ask questions for "yes" and "no" answers.

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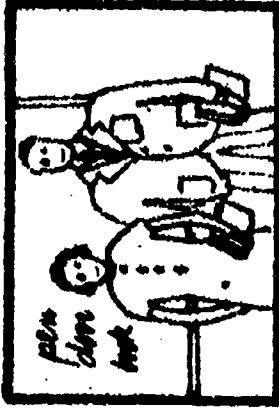
6. S-1: Are they cooks?

S-2: No, they aren't.



7. S-1: Are they waiters?

S-2: No, they aren't.



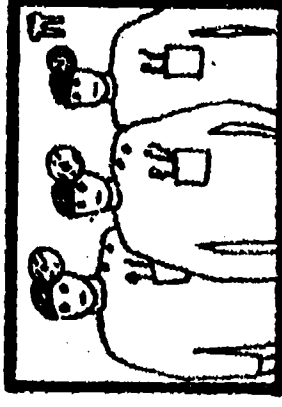
8. S-1: Are they students?

S-2: No, they aren't.



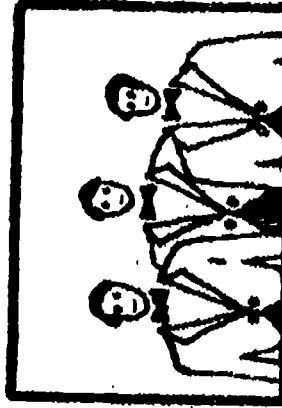
9. S-1: Are they bakers?

S-2: No, they aren't.



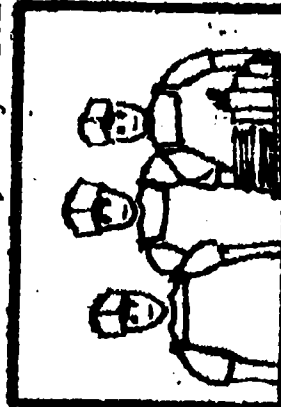
10. S-1: Are they dentists?

S-2: Yes, they are.



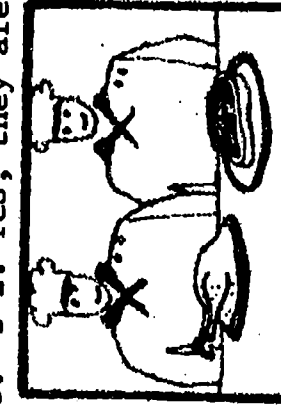
11. S-1: Are they doctors?

S-2: No, they aren't.



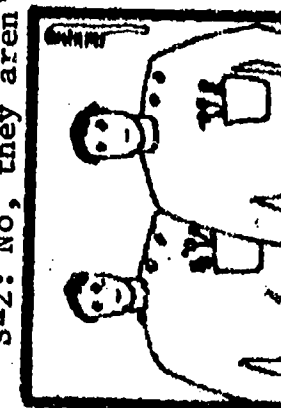
12. S-1: Are they busboys?

S-2: Yes, they are.



13. S-1: Are they gardeners?

S-2: No, they aren't.



14. S-1: Are they barbers?

S-2: Yes, they are.

READING

READING

[NOTE: Distribute the student leaflets at this time.]

A. Have students read the names of occupations on page 1.

A. Read the names of occupations on page 1.

B. Have students read the Practice exercises on pages 2, 3, and 4.

B. Read the Practice exercises on pages 2, 3, and 4.

WRITING

WRITING

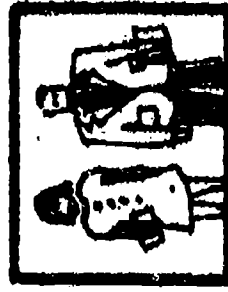
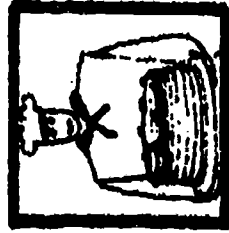
A. Have students copy the sentences.

A. Copy the sentences.

- 1. What are you? _____
- 2. I'm a student. _____
- 3. Are you teachers? _____
- 4. No, we aren't. _____

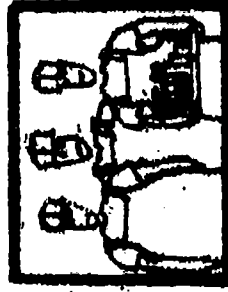
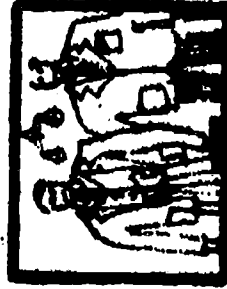
B. Have students write the answer to the question for each picture.

B. Answer the questions.



1. Is he a baker?

2. Are they students?



3. Are they lawyers?

4. What are they?

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SECTION II: WHERE ARE YOU FROM?

SECTION II: WHERE ARE YOU FROM?

[NOTE: Have students put away their leaflets until time for Reading.]

[NOTE: Put away your leaflet until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn to ask and answer the question: Where are you from?

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PRONUNCIATION

Give the students practice in discriminating between the /s/ sound in "C" and the /z/ sound in "Z" in both listening and production.

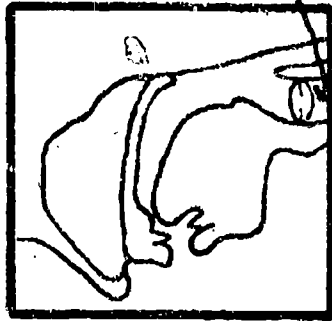
1. T models the sounds of "C" and "Z" - Cl listens

2. Write "C" and "Z" on the board and label them 1 and 2. Have students hold up one finger or two fingers to indicate which of the letters they hear.

3. Using the facial diagrams (P37 and 38 or T12), point out the vocal chords and their use in producing these sounds.

4. T models the exercise - Cl > repeats
Gr
St

PRONUNCIATION



/s/ C

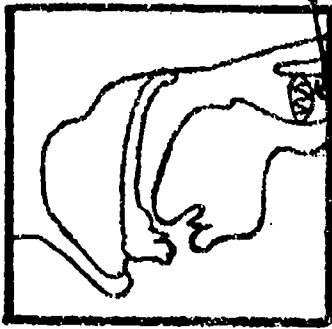
It's a "C."

saleslady.

She's a saleslady.

busboys

They're busboys.



/z/ Z

It's a "Z."

dentists

You're dentists.

Preliminary Activity

A. Point to the U.S. on a map, then to yourself and say:

I'm from the U.S.A.

B. Elicit the names of their native countries from several students by pointing to some possible locations on the map.

T: Where are you from? China? Korea?

S: China.

T: I'm from China.

S: I'm from China.



Presenting the Dialogue

A. Show dialogue picture P39 (T13).

1. T models - Cl listens

2. T models - Cl
Gr > repeats
St

3. Take roles: T - Cl
Gr - Cl
St - St

B. Show the dialogue on the board or overhead.

1. T reads - Cl reads silently

2. T reads - Cl
Gr > reads
St

3. Take roles: T - Cl
Gr - Gr
St - St

Maria Gomez: _____
Where are you from?

Miyo Ota: _____
I'm from Japan.

Where are you from?

Maria Gomez: _____
I'm from Mexico.

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PRACTICE

"Where are you from?"

Question and Answer Drills

1. T asks - St answers
Cl

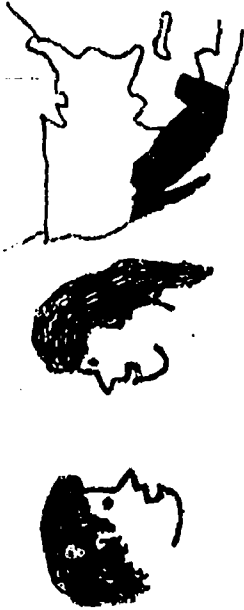
T: Where are you from?

S: I'm from Mexico.

2. St asks - St answers

PRACTICE

"Where are you from?"



S-1: Where are you

from? S-2: I'm from Mexico.

Where are you

from? S-3: I'm from Japan.

READING

READING

[NOTE: Have students open their leaflets at this time.]

A. T reads - Cl reads silently

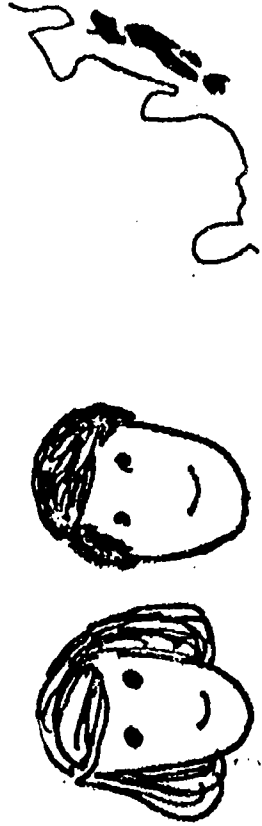
B. T reads - Cl repeats
Gr St

C. Cl reads
Gr St

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His name's Joe Gomez. He's from Mexico.
He's a lawyer.



Suzuko and Shiro are students. They're

WRITING

A. Have the students copy the missing words from the Reading lesson.

A. Fill in the blanks.



His _____ Joe Gomez.

He's from _____.

He's a _____.

B. Have the students write the answers to these questions.

B. Write the answers to these questions.

1. What's Suzuko?

2. What's Shiro?

3. Where are Suzuko and Shiro from?

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OPTIONAL ACTIVITIES

[Additional exercises to provide further practice.]

A. Talking about Occupations

1. Have individual students act out various occupations and have the other students ask each other questions for "yes-no" answers.

Example: S-1: (Pretends to write on the blackboard.)

S-2: Is she a teacher?

S-3: Yes, she is.

2. Ask some volunteers to give their occupations and list them on the board. (If a new vocabulary word appears, give a simple explanation if necessary.)

- a. List the occupations, along with the names of the students.

Example: waiter - Mr. Lee, Mr. Garcia

housewife - Mrs. Gomez, Mrs. Park, Mrs. Nakano

salesman - Mr. Lau

- b. Have students ask each other questions about these students and their occupations.

B. Where are You from? (Needed: a map of the world)

1. Have students point to their native countries on a map of the world as they respond to the question.

T: Where are you from?

S: I'm from Korea. (Points to Korea on the map)

2. Write the names of the countries on the board as the students make their responses.

3. Tally the number from each country.

Example: Hong Kong

Japan

Mexico

(etc.)

LESSON FOUR

SECTION I: WHAT ARE THEY?

OBJECTIVE

In this section you will learn to ask and answer questions about people and their occupations.

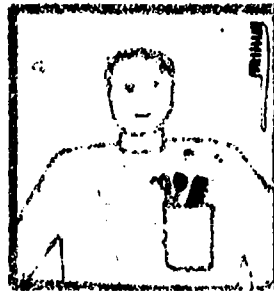
LISTENING COMPREHENSION



a dentist



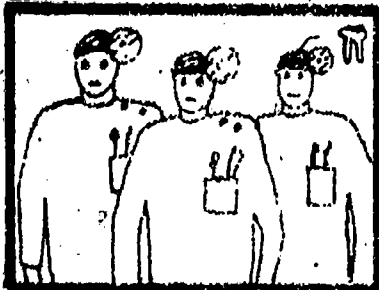
a baker



a barber



a lawyer



dentists



bakers



barbers



lawyers



a waiter



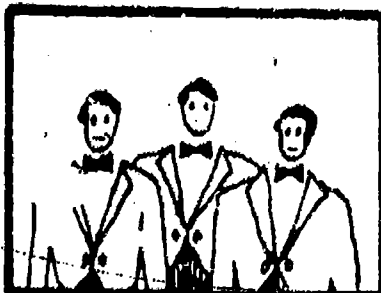
a busboy



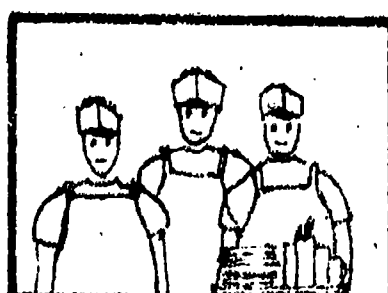
a teacher



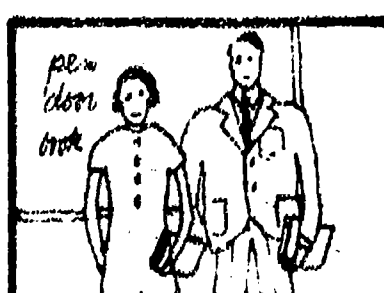
a student



waiters



busboys



teachers



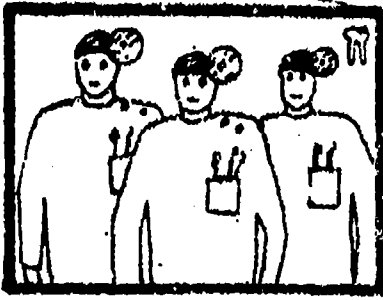
students

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

PRACTICE

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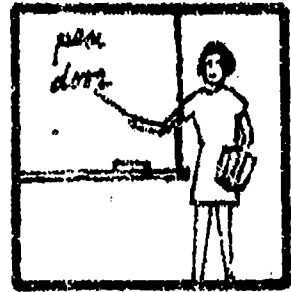
"He's a dentist/They're dentists"



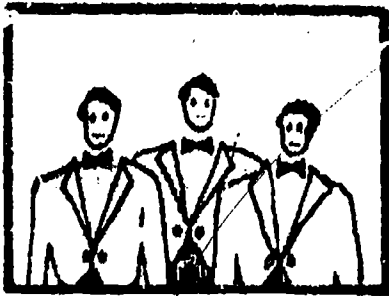
1. S-1: What are they?
S-2: They're dentists.



2. S-1: What is he?
S-2: He's a barber.



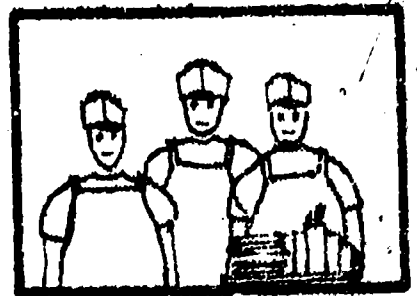
3. S-1: What is she?
S-2: She's a teacher.



4. S-1: What are they?
S-2: They're waiters.

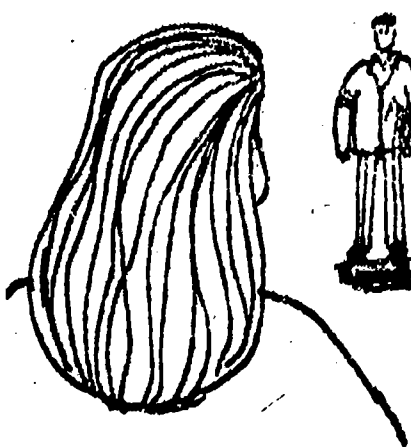


5. S-1: What are they?
S-2: They're teachers.

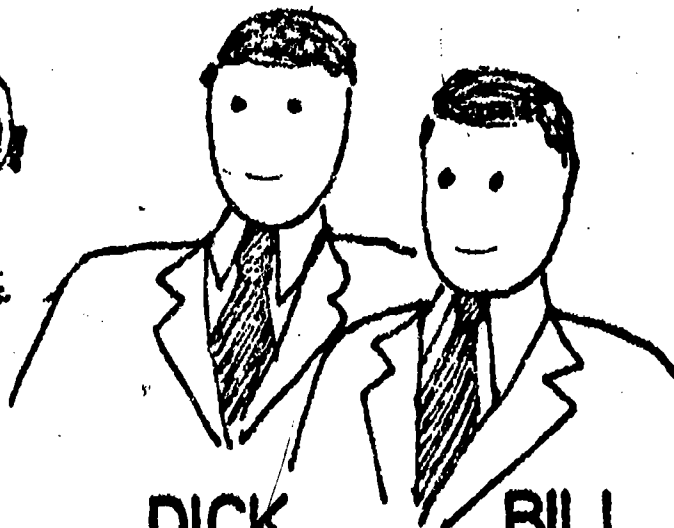


6. S-1: What are they?
S-2: They're busboys.

THE DIALOGUE



MEI



DICK

BILL

Mei: Is he a student?

Dick: Yes, he is.

Mei: Are you students?

Bill: No, we aren't.

Mei: What are you?

Dick: We're teachers.

PRACTICE

"Is he a dentist?"

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A. Substitution Drill

T: Is he a dentist?

barber?

busboy?

waiter?

Is she a secretary?

housewife?

nurse?

saleslady?

S: Is he a dentist?

Is he a barber?

Is he a busboy?

Is he a waiter?

Is she a secretary?

Is she a housewife?

Is she a nurse?

Is she a saleslady?

B. Question and Answer Drill

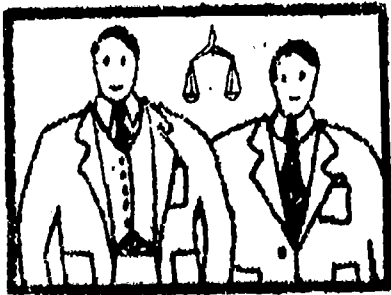


1. S-1: Is she a secretary?
S-2: Yes, she is.



2. S-1: Is he a dentist?
S-2: No, he isn't.

"Yes, they are"



3. S-1: Are they lawyers?
S-2: Yes, they are.



4. S-1: Are they teachers?
S-2: Yes, they are.

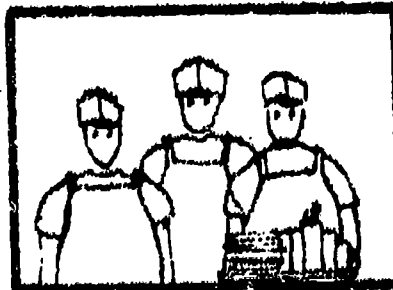


5. S-1: Are they students?
S-2: Yes, they are.

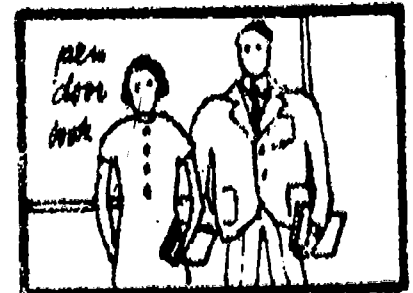
"No, they aren't"



6. S-1: Are they cooks?
S-2: No, they aren't.

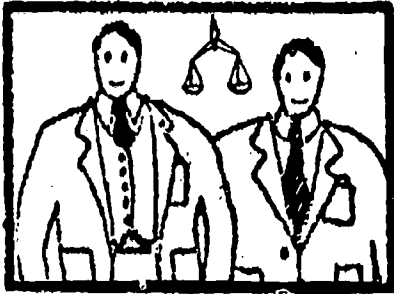


7. S-1: Are they waiters?
S-2: No, they aren't.

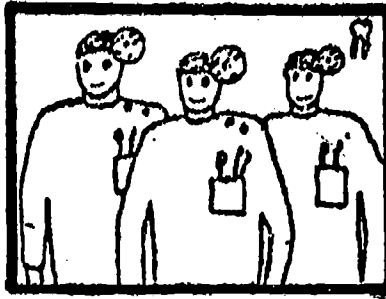


8. S-1: Are they students?
S-2: No, they aren't.

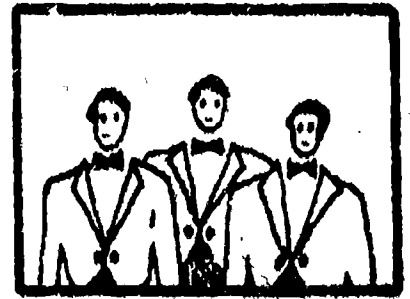
"Yes, they are/No, they aren't"



9. S-1: Are they bakers?
S-2: No, they aren't.



10. S-1: Are they dentists?
S-2: Yes, they are.



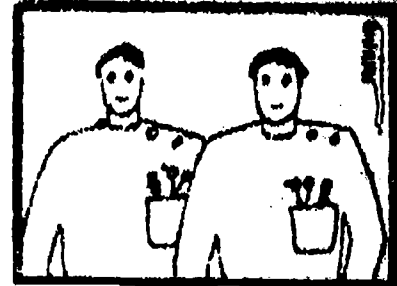
11. S-1: Are they doctors?
S-2: No, they aren't.



12. S-1: Are they busboys?
S-2: Yes, they are.



13. S-1: Are they gardeners?
S-2: No, they aren't.



14. S-1: Are they barbers?
S-2: Yes, they are.

READING

- A. Read the names of occupations on page 1.
- B. Read the Practice exercises on pages 2, 3, and 4.

WRITING

A. Copy the sentences.

1. What are you? _____

I'm a student. _____

2. Are you teachers? _____

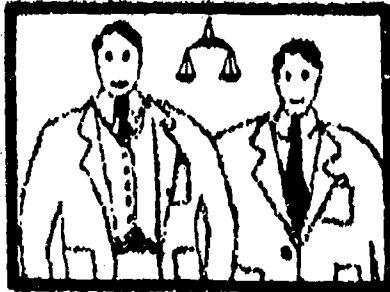
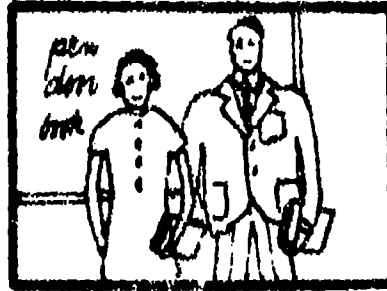
No, we aren't. _____

B. Answer the questions.



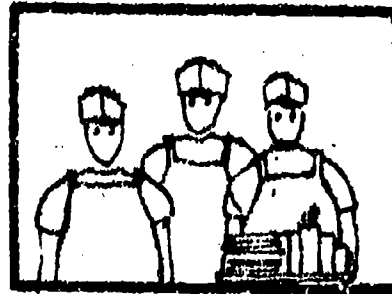
1. Is he a baker?

2. Are they students?



3. Are they lawyers?

4. What are they?



SECTION II. WHERE ARE YOU FROM?

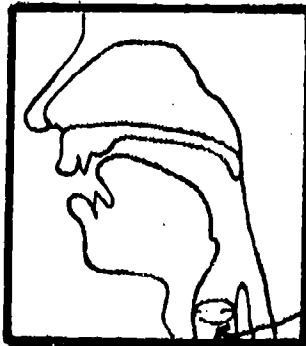
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES


In this section you will:

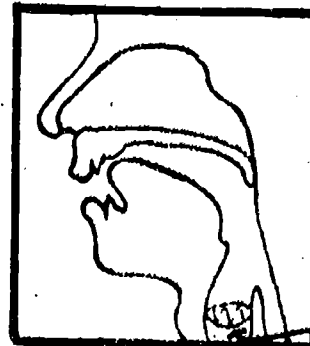
1. Practice pronunciation.
2. Learn to ask and answer the question: Where are you from?

PRONUNCIATION

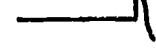


Note

/s/ c

 It's a "c".



Note

/z/ z

 It's a "z".

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saleslady

dentists

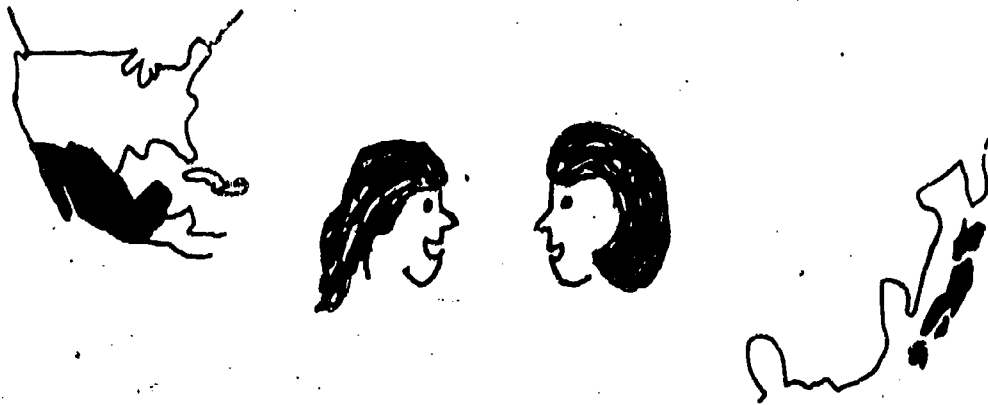
busboys

She's a saleslady.

You're dentists.

They're busboys.

THE DIALOGUE



Maria Gomez: Where are you from?

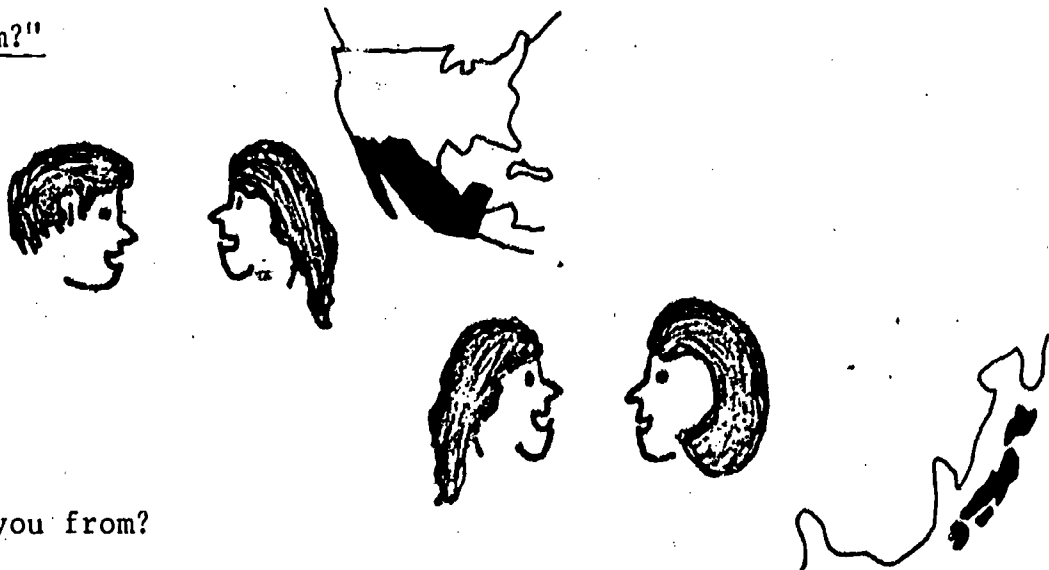
Miyo Ota: I'm from Japan.

Where are you from?

Maria Gomez: I'm from Mexico.

PRACTICE

"Where are you from?"



S-1: Where are you from?

S-2: I'm from Mexico.

Where are you from?

S-3: I'm from Japan.

READING

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His name's Joe Gomez. He's from Mexico. He's a lawyer.



Suzuko and Shiro are students. They're from Japan.

WRITING

A. Fill in the blanks.



His _____ Joe Gomez.

He's from _____

He's a _____

B. Write the answers to these questions.

1. What's Suzuko?

2. What's Shiro?

3. Where are Suzuko and Shiro from?

LESSON FOUR: EVALUATION

[NOTE: Students will use Student Evaluation Form for steps III, IV, and V.]

I. PRONUNCIATION: Check for correct stress, intonation, and the /s/ - /z/ contrast.

Directions: Divide the class into groups. Test each item with one or more of the groups. Check the approximate % of students performing acceptably in each group evaluated. See example.

EXAMPLE (%)

GROUP	1			
			✓	
	0-50%	50-74%	75-89%	90-100%

Have students repeat:

1. What are you?
2. We're cooks.
3. Is she a teacher?
4. They're lawyers.
5. Are they busboys?

GROUP	1	2	3	4	5

II. QUESTION AND ANSWER

Directions: Cue with pictures and elicit answers/questions from individual students. Circle number of students asked and number performing acceptably.

	NUMBER ASKED					PERFORMING ACCEPTABLY				
1. What are you? (I'm a _____)	1	2	3	4	5	1	2	3	4	5
2. What are they? (They're _____s)	1	2	3	4	5	1	2	3	4	5
3. Are they (<u>busboys</u>)? (Affirmative answer)	1	2	3	4	5	1	2	3	4	5
4. Is he (a <u>dentist</u>)? (Negative answer)	1	2	3	4	5	1	2	3	4	5
5. (Have S ask identity of group using "What")	1	2	3	4	5	1	2	3	4	5
6. Where are you from? (I'm from _____)	1	2	3	4	5	1	2	3	4	5

III. LISTENING COMPREHENSION

Directions: Give out the Student Evaluation Forms at this time. Read the following sentences and have the class circle the correct answer on their sheets.

- | | |
|---------------------|----------------------|
| 1. He's a barber. | 5. Is he a student? |
| 2. She's a teacher. | 6. Is she a teacher? |
| 3. They're waiters. | 7. Are they cooks? |
| 4. They're bakers. | 8. Are they lawyers? |

IV. READING WRITING

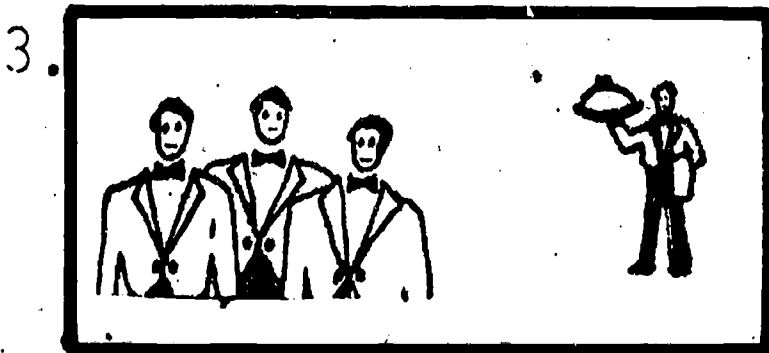
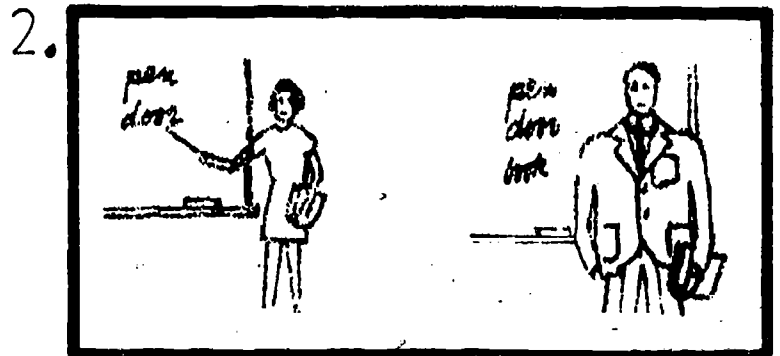
Directions: Have students do the Reading and Writing work on the Student Evaluation Form.

LESSON FOUR: STUDENT EVALUATION FORM

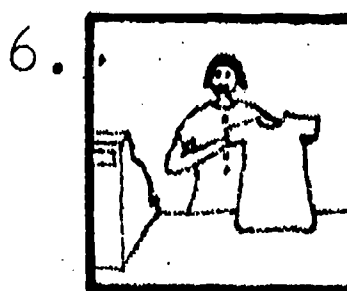
I and II. Oral Exercises

III. LISTENING COMPREHENSION

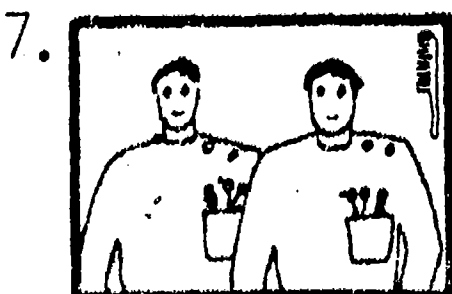
Directions: Listen to the teacher. Circle the answer.



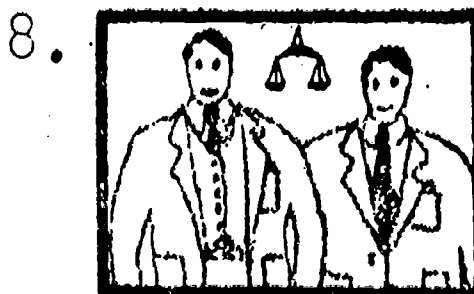
Yes, he is.
Yes, she is.



Yes, she is.
No, she isn't.



Yes, they are.
No, they aren't.



Yes, they are.
No, they aren't.

IV. READING

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Directions: Circle the answer.

1. What are _____?

the

they

she

2. They're _____.

nurse

dentist

lawyers

3. _____ she a doctor?

Is

Are

Am

4. Where _____ you from?

is

are

am

V. WRITING

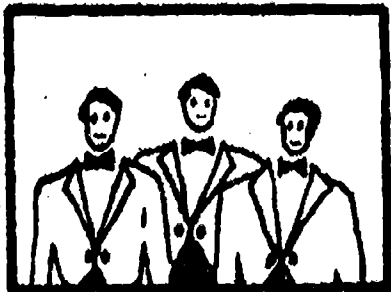
Directions: Write one word on each line.



1. _____ are they?

2. _____ he a baker?

3. _____ they teachers?



4. They're _____.

5. I'm from _____.

WORDS

Korea

Are

students

Is

waiters

What

lawyer

they're

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LESSON FOUR

第四課

SECTION I: WHAT ARE THEY?

第一節：他們是什麼(職業)?

OBJECTIVE

學習目標

In this section you will learn to ask and answer questions about people and their occupations.

在這一節裡,你們要學習有關職業的問答。

THE DIALOGUE

對話

Mei: Is he a student?

他是學生嗎?

Dick: Yes, he is.

是的,他是。

Mei: Are you students?

你們是學生嗎?

Bill: No, we aren't.

不是,我們不是。

Mei: What are you?

你們是什麼(職業)?

Dick: We're teachers.

我們是教員。

SECTION II: WHERE ARE YOU FROM?

第二節：你是那裡人?

OBJECTIVES

學習目標

In this section you will:

在這一節裡,你們要:

1. Practice pronunciation.

一. 練習發音

2. Learn to ask and answer

二. 學習有關籍貫的問答。

the question: Where are you from?

Maria Gomez: Where are you from?

Miyo Ota: I'm from Japan.

Where are you from?

Maria Gomez: I'm from Mexico.

你是那裡人？

我是日本人。

你是那裡人？

我是墨西哥人。

NOTES

1. You is used for the second person singular and plural.

2. The plural form for the third person is they.

3. we're = we are
they're = they are
you're = you are

4. The literal translation of "Where are you from?"

應注意的事項

一、第二人称的单數和複數相同，都是you。所以you are是“你是”也是“你們是”。

二、第三人称的单數是he/she，複數是they。

三、請注意左面的縮寫。

四、Where are you from? (你是那裡人) 的直譯是“你從那裡(來)？”

LESSON FIVE

OBJECTIVES

Listening Comprehension:

Student will be able to:

1. Identify the quarter hours and three-quarter hours and set the clock correctly as the teacher calls out the time.
2. Identify the days of the week.
3. Discriminate between words containing the /s/, /s/, and /z/ sounds.

Listening and Speaking:

Student will be able to:

1. Give an appropriate response upon being asked:
 - a. What time is it? (the quarter hours, the half hours, the three-quarter hours and the hours)
2. Ask questions to elicit the above information.
3. Use structures and vocabulary learned in Lessons 1 through 4.
4. Perform the above with acceptable pronunciation as judged by the teacher.

Reading and Writing:

Student will be able to:

1. Fill out a simple I. D. form.
2. Read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

Review:

Structures presented in Lessons 1 through 4

New:

It's 1:15.
2:45.

What day is it?

It's Monday/Tuesday, etc.

INSTRUCTIONAL AIDS

Drill pictures:

- P40 - Pronunciation: She's sewing a dress
- P41 - Pronunciation: He's sipping it.
- P42 - Pronunciation: He's zipping it.
- P43 - Dialogue (What day is it?)

Also: P12 - a saleslady (She's showing a dress)

Transparencies:

- T14 - Dialogue (How time flies!)
- T15 - Pronunciation: sewing - showing; sipping - zipping
- T16 - Dialogue (What' day is it?)

Student handouts:

- Lesson leaflet
- Student evaluation form

Lesson Guide:

- Evaluation form

CULTURAL NOTES

1. The Chinese consider Monday to be the first day of the week. The literal translation for the days of the week would be: "week one" (for Monday), "week two" (for Tuesday), and so on. Sunday, however, is "week day."
2. Emphasize to the Asian and Spanish speakers that the days of the week are capitalized in English.

SECTION I: IT'S 1:15/1:45
REVIEW

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

OBJECTIVES

In this section you will:

1. Learn to ask and answer questions about the 15-minute hour and the 45-minute hour.
2. Review what you learned in Lessons 1-4.

SECTION I: IT'S 1:15/1:45
REVIEW



LISTENING COMPREHENSION

"It's 1:15"

A. Review

Set the cardboard clock or draw a clock on the board.

T asks - Cl } answers
Gr }
St }

T: (Set clock at 10:00/10:30.)

What time is it?

S: It's 10 o'clock/10:30.

B. Listening

Set the clock at the quarter hour.

T models - Cl listens

T: What time is it? It's 1:15.

C. Listening and Identifying

Call for several volunteers and have them set the time as you call it out.

T gives time - St sets clock

"It's 1:45"

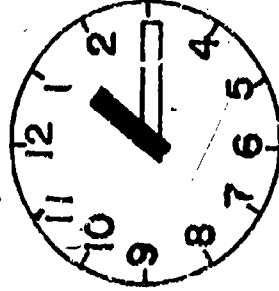
Set the clock at the 45-minute hour.

T models - Cl listens

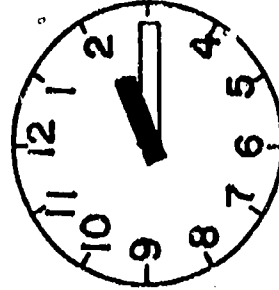
T: What time is it? It's 1:45

LISTENING COMPREHENSION

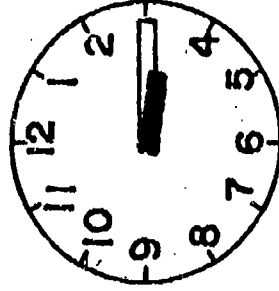
"It's 1:15"



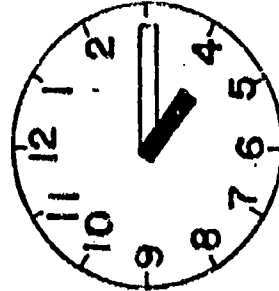
1:15



2:15

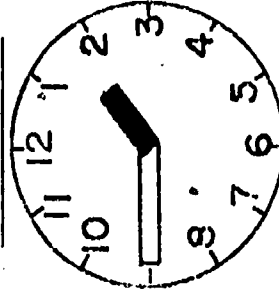


3:15

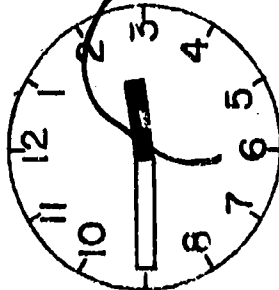


4:15

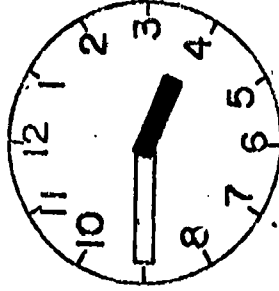
"It's 1:45"



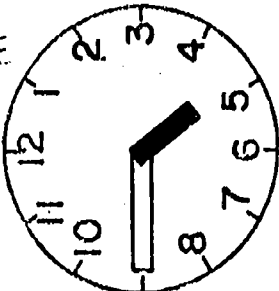
1:45



2:45



3:45



4:45

ORAL PRACTICE

"What time is it?"

(Cue by setting times on the model clock.)

A. Repetition Drill

T models - Cl Gr St } repeats

T: It's 6:15.

B. Answer Drill

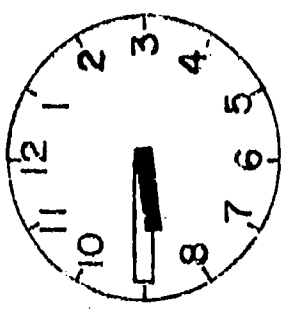
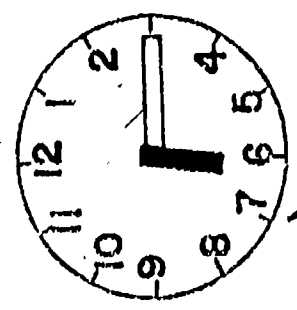
T asks - Cl Gr St } answers

T: What time is it?
S: It's 6:15.

C. Question and Answer Drill

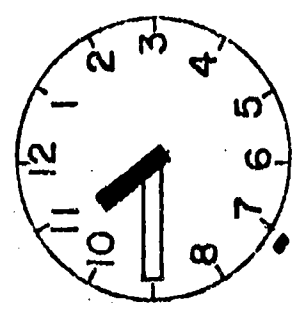
Have volunteers set times on the model clock and ask - Cl Gr St } answers

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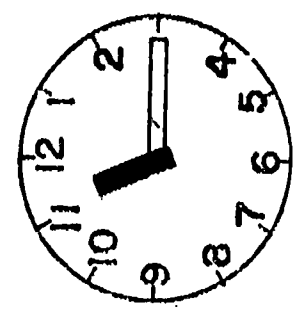


1. S-1: What time is it?
S-2: It's 6:15.

2. S-1: What time is it?
S-2: It's 8:45.



3. S-1: What time is it?
S-2: It's 10:45.



4. S-1: What time is it?
S-2: It's 11:15.

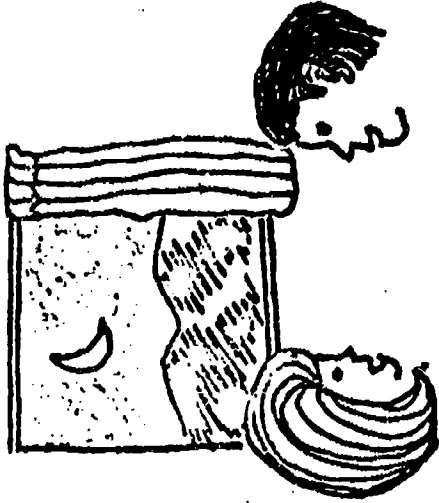
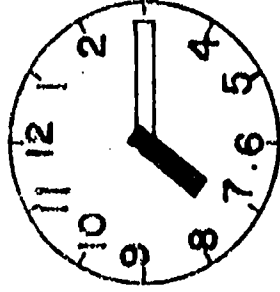
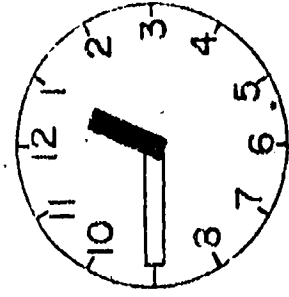
- A Show dialogue picture P4 (Good evening) and set the scene (T14 - one half only).
- B. Show 7:15 on the model clock and present the first dialogue, following the format presented below.
- C. Then show 12:45 on the model clock to show that time has elapsed and present the second dialogue.

Presenting the Dialogue.

- 1. T models - Cl listens
- 2. T models - Cl
Gr repeats
St
- 3. Take roles: T - Cl
Gr - Gr
St - St

- 4. Write dialogue on board
or use overhead.
- T reads - Cl reads
silently
T reads - Cl reads
Gr reads
St

Take roles reading



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Mila: Good evening, Bill.
Bill: Good evening, Mila.
Mila: What time is it?
Bill: It's 7:15.

Mila: What time is it?
Bill: It's 12:45.
Mila: Good night, Bill.
Bill: Good night, Mila.

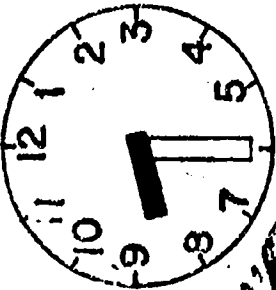
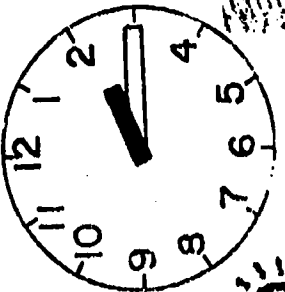
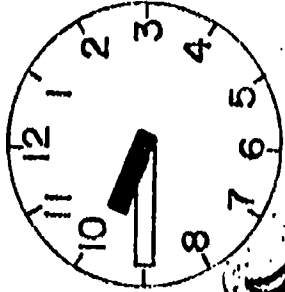
How time flies!

CONTROLLED CONVERSATION

"What time is it?"

- A. Draw pictures of the sun and the moon to indicate different times of the day.
- B. Cue with the pictures and the clock and set the pattern for the conversations.

T cues: Gr > asks - St > answers



1. S-1: Good morning. S-2: Good afternoon. 3. S-1: Good evening.
S-2: Good morning. S-2: Good afternoon. S-2: Good evening.
- S-1: What time is it? S-1: What time is it?
S-2: It's 8:30. S-2: It's 2:15. S-1: What time is it?
S-2: It's 9:45.

"Where are you from?"

Set the pattern and have students ask each other their names and countries.

T > asks - St answers



"Where are you from?"



HONG KONG

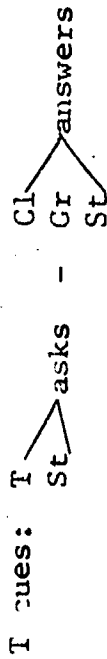
BILL WONG

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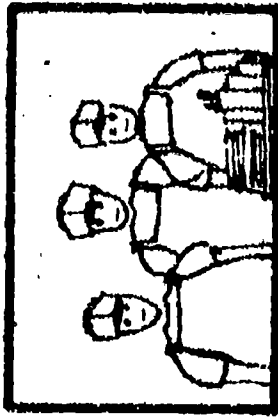
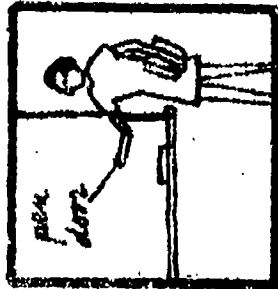
4. S-1: Hello. What's your name? S-1: What's his name?
S-2: My name's Bill Wong. S-2: His name's Bill Wong.
S-1: Where are you from? S-1: Where's he from?
S-2: I'm from Hong Kong. S-2: He's from Hong Kong.

"What is he/are they?"

A. Cue with pictures and set the patterns for the conversations.



B. Distribute pictures among students and have them carry on conversations with each other.



6. S-1: Is he a dentist? S-1: Are you a nurse?
 S-2: No, he isn't. S-2: No, I'm not.
 S-1: What is he? S-1: What are they?
 S-2: He's a doctor. S-2: I'm a teacher.
 S-1: Are they waiters?
 S-2: No, they aren't.
 S-1: What are they?
 S-2: They're busboys.

READING

READING

[NOTE: Distribute the student leaflets at this time.]

A. Have students read the times on the clocks and the exercise on page 1.

B. Have students read the Controlled Conversation on pages 2 and 3.

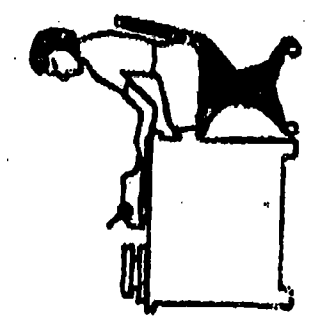
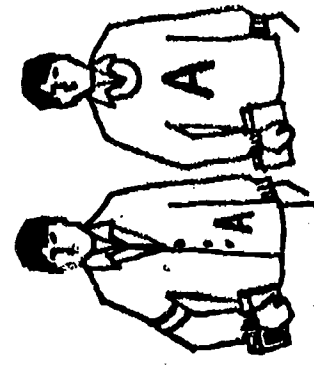
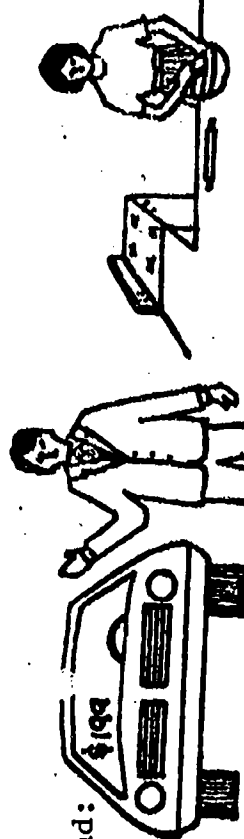
C. Identify the people in the reading picture.

1. T reads - Cl reads silently

2. T reads - Cl repeats
 Gr St

3. Have several students read one or two sentences each.

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Mr. Yano is from Tokyo. He's a salesman. Mrs. Yano is from Hawaii. She's a housewife. Sam and Yuzo are students. Suzuki is not a student. She's a secretary.

B. Read the answers to the questions:

1. What's Mr. Yano?
2. Is Mrs. Yano a saleslady?
3. What is she?
4. Are Sam and Yuzo teachers?
5. What are they?
6. What's Suzuki?

B. Have students read the sentences which answer the questions.

- T: What's Mr. Yano?
 S: He's a salesman.

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WRITING


Identification Form

A. Show Suzuki Yano's picture and identification form and model her introduction as you point to the information on the form.


T: Her name's _____
 Her address is _____
 (etc.)

WRITING

Identification Form

	NAME: <u>YANO,</u> <u>SUZUKO</u>
	(LAST) (FIRST)
ADDRESS: <u>5119 LAKE STREET</u>	<u>PASADENA</u> <u>CALIF</u> <u>91124</u>
	(CITY) (STATE) (ZIP CODE)
OCCUPATION: <u>SECRETARY</u>	
SIGNATURE: <u>Suzuko Yano</u>	

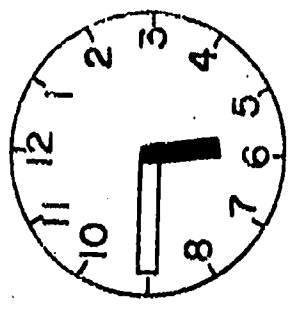
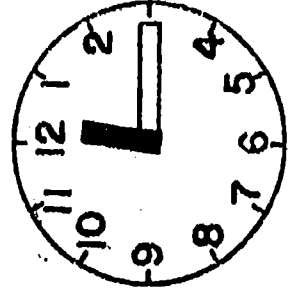
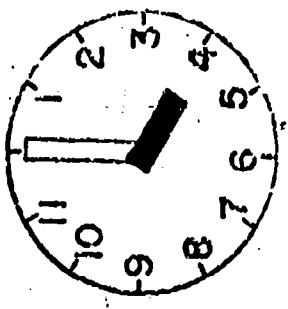
B. Using Suzuko Yano's I.D. form as a model, have the students fill in the blanks with their own name, address, etc.

	NAME: _____ (LAST) _____ (FIRST)	
	ADDRESS: _____	
_____ (CITY)	_____ (STATE)	_____ (ZIP CODE)
OCCUPATION: _____		
SIGNATURE: _____		

Time

C. Have students write the answer or question for each picture.

Write the questions or answers.



1. What time is it? _____ 2. _____ 3. What time is it?
It's _____ It's 12:15.

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SECTION II: WHAT DAY IS IT?

SECTION II: WHAT DAY IS IT?

[Have students put away their leaflets until time for Reading.]

[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

Explain briefly what the students will learn in this section.

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn the days of the week.

PRONUNCIATION

1. Show sets A and B in pairs as you identify the activities (P12, 40-42 or T15).

T identifies - Cl listens

2. Show a picture from set A and call out sentence 1 or 2. Have students say "yes" if the action is identified correctly and "no" if it is not.

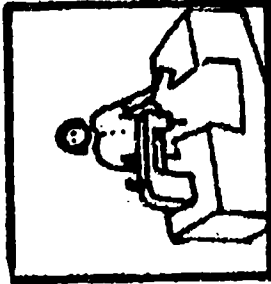
T: (Hold up the "sewing" picture.)
She's showing it.

S: No.

3. Have the students repeat the words and phrases after you.

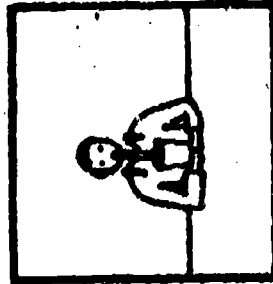
PRONUNCIATION

A.



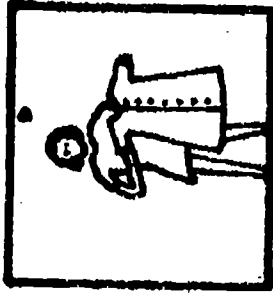
1. She's sewing a dress.

B.

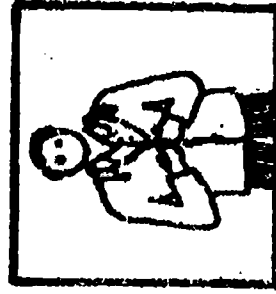


1. He's sipping it.

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2. She's showing a dress.



2. He's zipping it.

sewing

sewing it

She's sewing it.

sipping

sipping it

He's sipping it.

showing

showing it

She's showing it.

zipping

zipping it

He's zipping it.

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THE DIALOGUE

Preliminary Activity

A. Repetition Drill

T draws a calendar on the board (or uses T16) and models

Cl } repeats
Gr }
St }

T: (Point to Monday.)
It's Monday.

B. Substitution Drill

T cues - Cl } responds
Gr }
St }

T: It's Monday. S: It's Monday.
Tuesday It's Tuesday.
Wednesday (etc.)
(etc.)

C. Reading

1. Write the names of the days of the week on the board, together with the usual abbreviations.

SEPTEMBER

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Sunday	Sun.	Wednesday	Wed.
Monday	Mon.	Thursday	Thur.
Tuesday	Tues.	Friday	Fri.
Saturday	Saturday	Sat.	

2. Have students read, following the usual procedure.

- T reads - Cl reads silently
- T reads - Cl reads
- St reads

Presenting the Dialogue

Set the scene for the dialogue.

1. T models - Cl listens
2. T models - Cl repeats

- 3. Take roles: T - Cl
- Gr - Gr
- St - St

4. Write the dialogue on the board or use T16.

- T reads - Cl reads silently
- T reads - Cl reads
- Gr reads
- St

- Take roles reading: T - Cl
- Gr - Gr
- St - St

PRACTICE

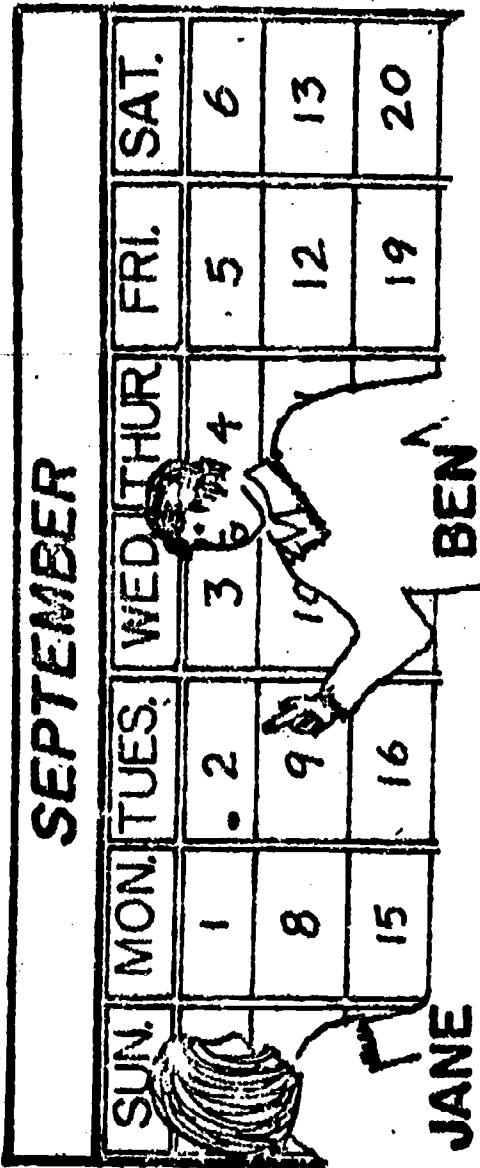
"What day is it?"

A. Answer Drill

- T cues with calendar and asks - Cl answers
- Gr
- St

T: (Point to Wednesday.) What day is it?

S: It's Wednesday.



JANE: Hi, Ben. How are you?
 BEN: Fine, thank you.
 JANE: What day is it?
 BEN: It's Tuesday.

PRACTICE

"What day is it?"

B. Controlled Conversation

Have a student point to a day on the calendar.

St cues - Cl
or
St responds

S-1: What day is it?
S-2: It's Thursday.

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
				●		

S-1: What day is it?
S-2: It's Thursday.

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
●						

S-1: What day is it?
S-2: It's Sunday.

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
		●				

S-1: What day is it?
S-2: It's Tuesday.

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
		●				

S-1: What day is it?
S-2: It's Monday.

"What day is it?"

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
					●	

S-1: What day is it?
S-2: It's Friday.

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
						●

S-1: What day is it?
S-2: It's Saturday.

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
			●			

S-1: What day is it?
S-2: It's Wednesday.

AVAILABLE

READING

[NOTE: Have the students open their leaflets at this time.]

A. Have students turn to page for the calendar and read the days of the week as you call out a number for that day.

T: 10 - Cl
Gr }
St } Wednesday

B. Have the students read the Practice exercise on this page.

WRITING

A. Have the students fill in the missing days of the week.

	MON.				FRI.	SAT.
	1	2	3	4	5	6
7	8	9	10	11	12	13

B. Have the students write the days of the week on the lines provided.

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____
- (6) _____
- (7) _____

READING

A. Read the days of the week for the following numbers. See the calendar on page 6.

13 9 12 29 5 22

B. Read the Practice exercise on this page.

WRITING

A. Fill in the missing days.

B. Write the names of the days of the week.

LESSON FIVE

SECTION I: IT'S 1:15/1:45
REVIEW

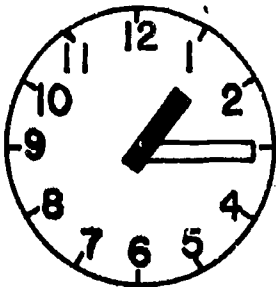
OBJECTIVES

In this section you will:

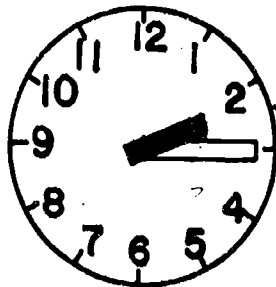
1. Learn to ask and answer questions about the 15-minute hour and the 45-minute hour.
2. Review what you learned in Lessons 1 - 4.

LISTENING COMPREHENSION

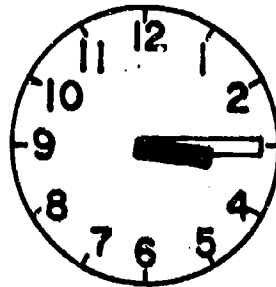
"It's 1:15"



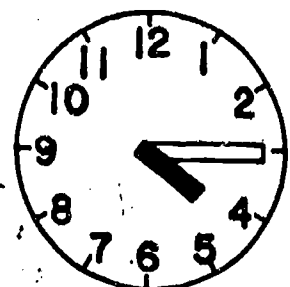
1:15



2:15

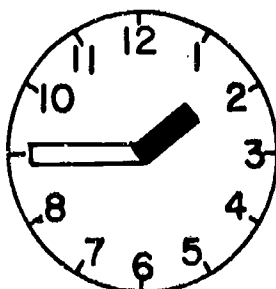


3:15

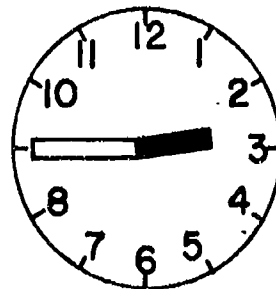


4:15

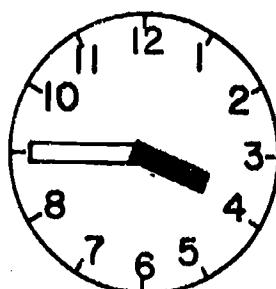
"It's 1:45"



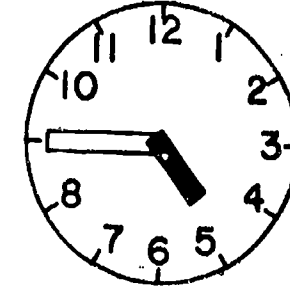
1:45



2:45

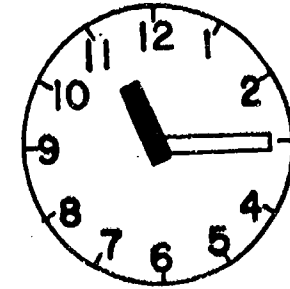
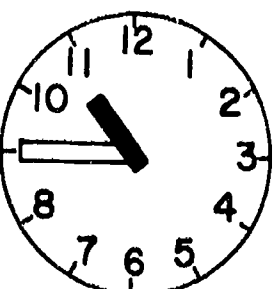
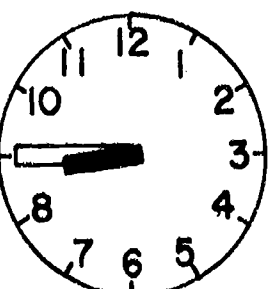
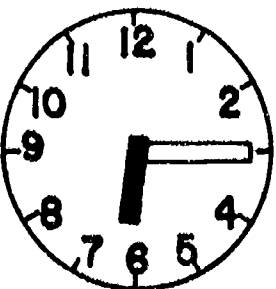


3:45



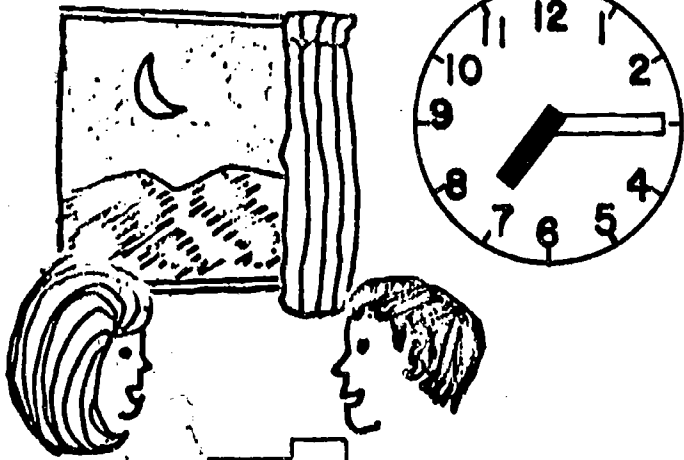
4:45

"What time is it?"



1. What time is it?
It's 6:15.
2. What time is it?
It's 8:45.
3. What time is it?
It's 10:45.
4. What time is it?
It's 11:15.

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

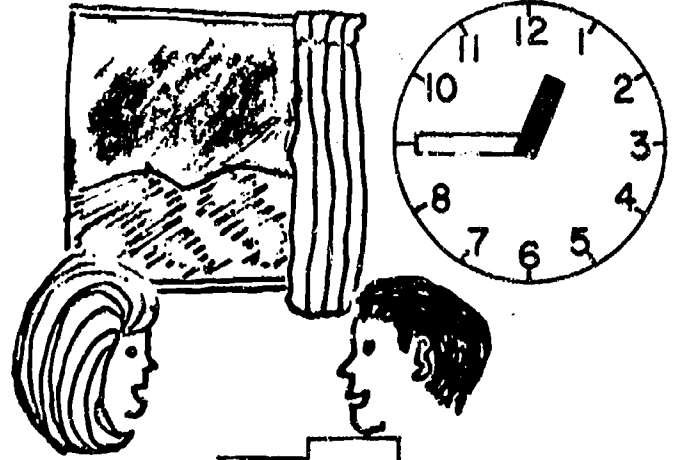


Mila: Good evening, Bill.

Bill: Good evening, Mila.

Mila: What time is it?

Bill: It's 7:15.



Mila: What time is it?

Bill: It's 12:45.

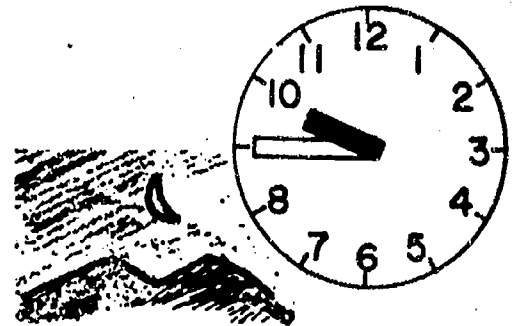
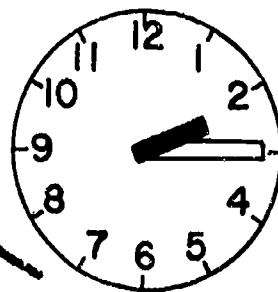
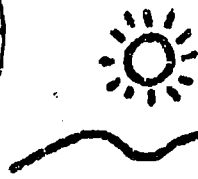
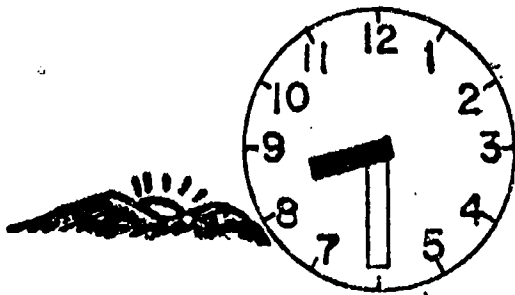
Mila: Good night, Bill.

Bill: Good night, Mila.

How time flies!

CONTROLLED CONVERSATION

"What time is it?"



1. S-1: Good morning.
S-2: Good morning.
S-1: What time is it?
S-2: It's 8:30.

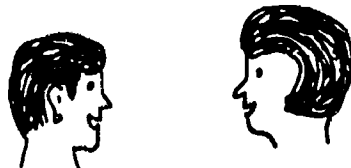
2. S-1: Good afternoon.
S-2: Good afternoon.
S-1: What time is it?
S-2: It's 2:15.

3. S-1: Good evening.
S-2: Good evening.
S-1: What time is it?
S-2: It's 9:45.

"Where are you from?"



HONG KONG



BILL WONG



HONG KONG

BILL WONG

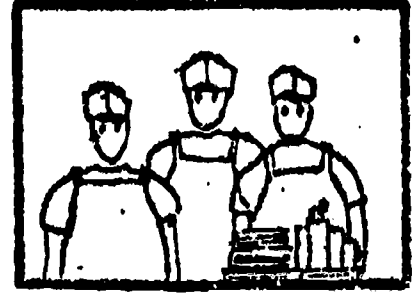


4. S-1: Hello. What's your name?
S-2: My name's Bill Wong.
S-1: Where are you from?
S-2: I'm from Hong Kong.

5. S-1: What's his name?
S-2: His name's Bill Wong.
S-1: Where's he from?
S-2: He's from Hong Kong.

"What is he/are they?"

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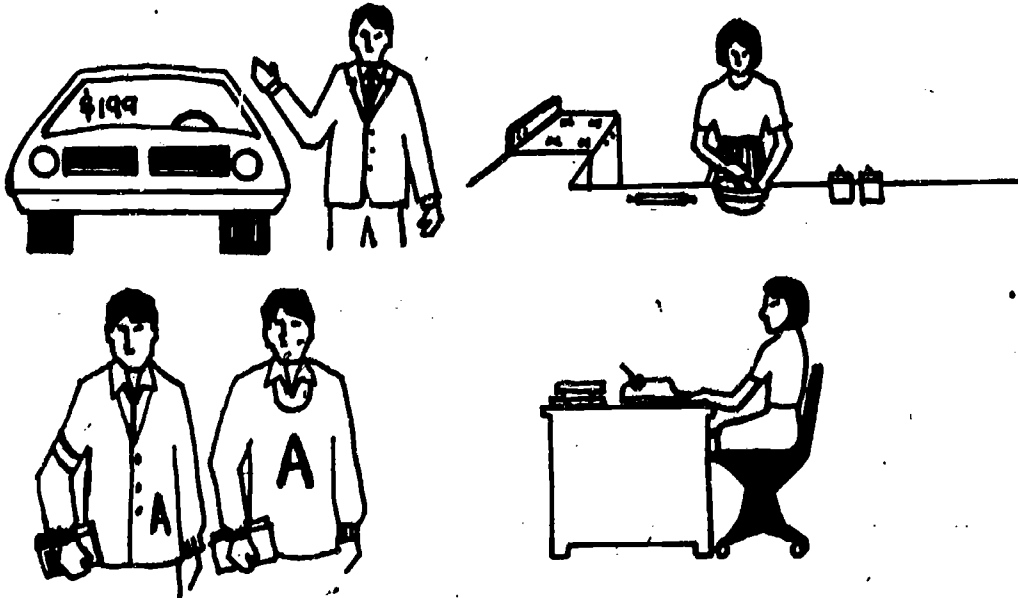
6. S-1: Is he a dentist?
S-2: No, he isn't.
S-1: What is he?
S-2: He's a doctor.

7. S-1: Are you a nurse?
S-2: No, I'm not.
S-1: What are you?
S-2: I'm a teacher.

8. S-1: Are they waiters?
S-2: No, they aren't.
S-1: What are they?
S-2: They're busboys.

READING

- A. Read the times on the clocks and the exercise on page 1.
B. Read the Controlled Conversation on pages 2 and 3.
C. Read:



Mr. Yano is from Tokyo. He's a salesman. Mrs. Yano is from Hawaii. She's a housewife. Sam and Yuzo are students. Suzuko is not a student. She's a secretary.

- D. Read the answers to the questions:

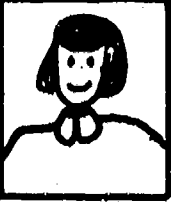
- | | |
|------------------------------|-------------------------------|
| 1. What's Mr. Yano? | 4. Are Sam and Yuzo teachers? |
| 2. Is Mrs. Yano a saleslady? | 5. What are they? |
| 3. What is she? | 6. What's Suzuko? |

WRITING

BEST COPY AVAILABLE

Identification Form

A.



NAME: YANO SUZUKO
(LAST) (FIRST)


ADDRESS: 5119 LAKE STREET

PASADENA CALIF. 91124
(CITY) (STATE) (ZIP CODE)

OCCUPATION: SECRETARY

SIGNATURE: Suzuko Yano

B.



NAME: _____
(LAST) (FIRST)

ADDRESS: _____

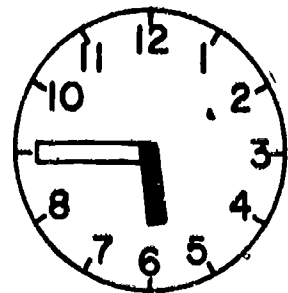
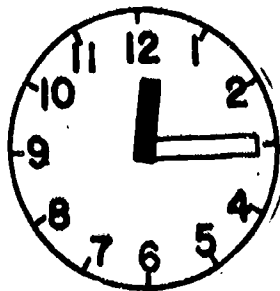
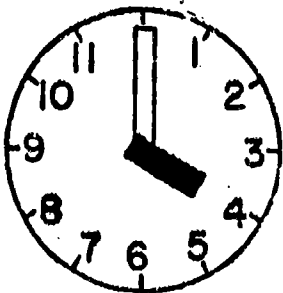
_____ (CITY) _____ (STATE) _____ (ZIP CODE)

OCCUPATION: _____

SIGNATURE: _____

Time

Write the questions or answers.



1. What time is it?

2. _____

3. What time is it?

It's _____

It's 12:15.

[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn the days of the week.

PRONUNCIATION

A.



1. She's sewing a dress..



2. She's showing a dress.

B.



1. He's sipping it.



2. He's zipping it.



sewing



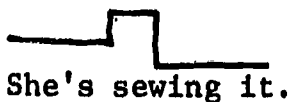
showing



sewing it



showing it



She's sewing it.



She's showing it.



sipping



zipping



sipping it



zipping it



He's sipping it.



He's zipping it.

SEPTEMBER						
SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Sunday - Sun.

Thursday - Thur.

Monday - Mon.

Friday - Fri.

Tuesday - Tues.

Saturday - Sat.

Wednesday - Wed.

THE DIALOGUE

SEPTEMBER						
SUN	MON	TUES	WED	THUR	FRI	SAT
	1	2	3	4	5	6
	8	9	10	11	12	13
	15	16			19	20

JANE **BEN**

Jane: Hi, Ben. How are you?

Ben: Fine, thank you.

Jane: What day is it?

Ben: It's Tuesday.

"What day is it?"

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
				●		

S-1: What day is it?

S-2: It's Thursday.

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
					●	

S-1: What day is it?

S-2: It's Friday.

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
●						

S-1: What day is it?

S-2: It's Sunday.

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
						●

S-1: What day is it?

S-2: It's Saturday.

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
		●				

S-1: What day is it?

S-2: It's Tuesday.

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
			●			

S-1: What day is it?

S-2: It's Wednesday.

SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
	●					

S-1: What day is it?

S-2: It's Monday.

READING

A. Read the days of the week for the following numbers. See the calendar on page 6.

13 9 12 29 5 22

B. Read the Practice exercise on this page.

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WRITING

A. Fill in the missing days.

	MON.				FRI.	SAT.
	1	2	3	4	5	6
7	8	9	10	11	12	13

B. Write the names of the days of the week.

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____
- (6) _____
- (7) _____

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LESSON FIVE: EVALUATION

[NOTE: Students will use the Student Evaluation Form for steps III, IV, and V.]

I. PRONUNCIATION: Check for stress, intonation, and the /s/, /z/, and /s/ contrasts.

EXAMPLE (%)

Directions: Divide the class into groups. Test each item with one or more of the groups. Check the approximate % of students performing acceptably in each group evaluated. See example.

GROUP	1	2	3	4	5
			✓		
50%	0%	74%	89%	75%	90%

Have students repeat:

1. Is she a nurse?
2. No, she isn't.
3. What day is it?
4. She's showing a dress.
5. Are you busboys?

GROUP	1	2	3	4	5

II. QUESTION AND ANSWER

Directions: Cue with pictures and elicit answers/questions from individual students. Circle number of students asked and number performing acceptably.

	NUMBER ASKED					PERFORMING ACCEPTABLY				
	1	2	3	4	5	1	2	3	4	5
1. What's this? (It's a _____)										
2. What is she? (She's a _____)										
3. What are they? (They're _____)										
4. What's your address? (My address is _____)										
5. (Have S ask occupation of a person using "Is")										
6. (Have S ask occupation of a group using "Are")										

III. LISTENING COMPREHENSION

Directions: Give out the Student Evaluation Forms at this time. Read the following sentences and have the class circle the correct answer on their sheets.

- | | |
|----------------------|-----------------------------------|
| 1. It's a "Z." | 6. She's a teacher. |
| 2. It's Thursday. | 7. His address is 403 Bay Avenue. |
| 3. Good morning! | 8. My zip code's 90405. |
| 4. It's 7:45. | 9. Are they lawyers? |
| 5. They're dentists. | 10. Is he a waiter? |

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

LESSON FIVE: STUDENT EVALUATION FORM

I and II. Oral Exercises

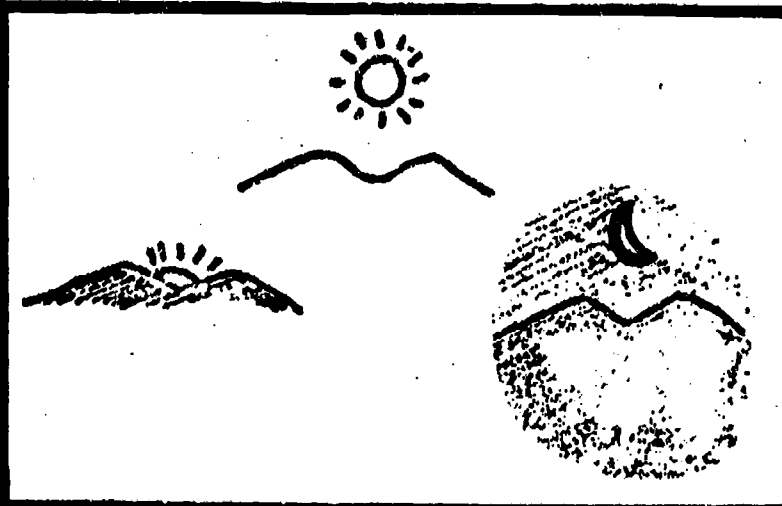
III. LISTENING COMPREHENSION

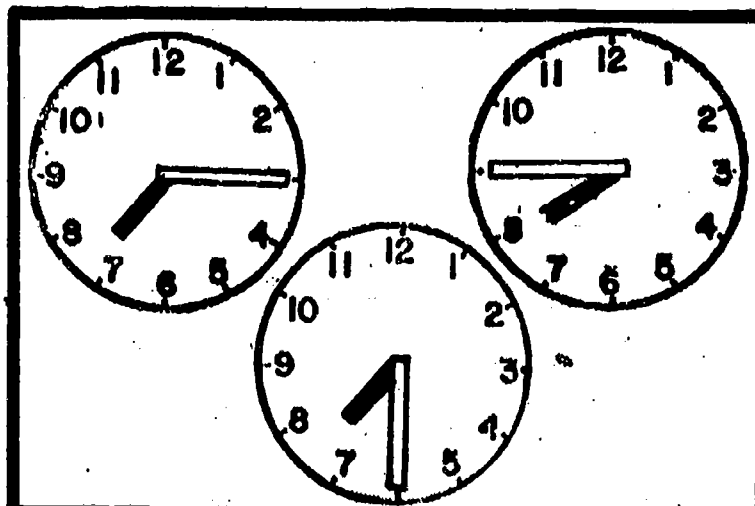
Directions: Listen to the teacher. Circle the answer


1. C Z S


2.

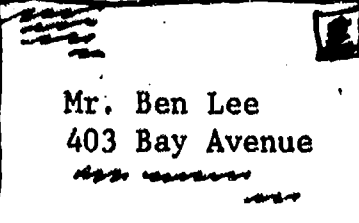
SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
7	8	9	10	11	12	13

3. 

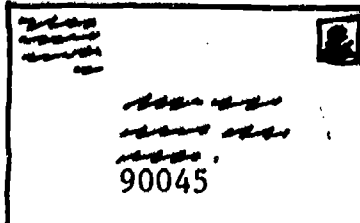
4. 

5. 

6. 

7. 


Miss Sue Lee
 403 Bay Avenue

8. 

90405

9. 

Yes, they are.
 No, they aren't.

10. 

Yes, he is.
 No, he isn't.
 (5) E1

IV. READING

Directions: Read this. Circle the answers.

Mr. Lee is from Korea. He's a lawyer. Mrs. Lee is a teacher. Miyo and Kay are from Japan. They're students.

1. Mr. Ben Lee is from _____ . 2. _____ is a teacher.

Korea

Miyo

Japan

Mr. Lee

Mexico

Mrs. Lee

3. Miyo and Kay _____ from Japan.

4. They're _____ .

is

doctors

are

students

am

teachers

5. Mr. Lee is a _____ .

teacher

lawyer

student

V. WRITING

A. Directions: Write the word or number on the line.

His name's Ben Lee. His first name's _____ .

WORDS

His last name's _____ . His address is

lawyer My

Korea Lee

_____ Main Street. His zip code's _____ .

Your Ben

His You're

_____ a lawyer. He's from _____ .

He's Japan

NUMBERS

B. Directions: Write in the days of the week.

90405 405

Sunday _____

Wednesday

Friday _____

(5) E2

LESSON FIVE

第五課

SECTION I: IT'S 1:15/1:45
REVIEW

第一節: 一點十五分/一點四十五分
複習

OBJECTIVES

學習目標

In this section you will:

在這一節裡,你們要:

1. Learn to ask and answer questions about the 15-minute hour and the 45-minute hour.

一: 學習有關十五分和四十五分的時間問答。

2. Review what you learned in

二: 複習第一課至第四課所學過的教材。

Lessons 1-4.

THE DIALOGUE

對話

Mila: Good evening, Bill.

Bill, 晚安。

Bill: Good evening, Mila.

晚安, Mila。

Mila: What time is it?

幾點鐘了?

Bill: It's 7:15.

七點十五分了。

Mila: What time is it?

幾點鐘了?

Bill: It's 12:45.

十二點四十五分。

Mila: Good night, Bill.

再見, Bill。

Bill: Good night, Mila.

再見, Mila。

How time flies!

時間過得真快!

SECTION II: WHAT DAY IS IT?

第二節：今天禮拜幾？

OBJECTIVES

學習目標

In this section you will:

在這一節裡，你們要：

1. Practice pronunciation.

一、練習發音。

2. Learn the days of the week.

二、學習星期的日子。

THE DIALOGUE

對話

Jane: Hi, Ben. How are you?

嗨，Ben，你好嗎？

Ben: Fine, thank you.

好。謝：你。

Jane: What day is it?

今天禮拜幾？

Ben: It's Tuesday.

禮拜二。

NOTES

應注意事項

1. One of the functions of it includes

its use as an artificial subject

as in "It's 1 o'clock."

一、英文句子必需要有主詞。

在 "It's 1 o'clock." 裡，"it" 的

功用是做這句子的虛主詞，

本身並無意義。

2. The Occidental way of writing an

address is exactly the opposite of

the Chinese: house-number-street-

city-state-country

二、西式的地址寫法和中文

相反，次序是：門牌號

數—街名—城市—

州(省)—國

3. One-thirty vs. "one o'clock-half."

三、英文半點鐘的說法，

通常是“某點三十分”而

不說“某點半”。

4. A brief explanation of the articulations

of /s/ vs. /s/ and /s/ vs. /z/.

四. 唸 "sewing" 時, "s" 的音是

舌尖靠近齒齦。唸 "showing"

時 "sh" 的音是前舌面靠硬顎, 同時是圓唇。

"zipping" 的 "z" 音, 發音和

"s" 一樣, 但發音時聲帶要顫動。

5. The English expression "Good night"

is used at night and has the same

meaning as "good-bye."

五. 英文的 "Good night" 僅用

於夜間, 和 "Good-bye" 一

樣用法。是“再見”的意思。

LESSON SIX

OBJECTIVES

Listening Comprehension: Student will be able to:

1. Identify the coins and food items presented in the lesson.
2. Distinguish between "this" and "that."

Listening and Speaking: Student will be able to:

1. Give an appropriate response upon being asked to identify lesson items.
2. Ask "what" and "yes-no" questions with "this" and "that" to elicit above information.
3. Give answers using "it."
4. Ask and/or give the money value of coins.
5. Ask and/or give the price of lesson items.
6. Perform the above with acceptable pronunciation .

Reading and Writing: Student will be able to:

1. Read the sentences in the lesson.
2. Write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New: What's that?

How much is a hamburger/it?

It's 50 cents.

Is this/that a nickel?

Yes, it is/No, it isn't.

Review: What's this?

It's a penny/hot dog.

INSTRUCTIONAL AIDS

Drill pictures:

- P44 - a penny
- P45 - a nickel
- P46 - a dime
- P47 - a quarter
- P48 - a half dollar
- P49 - a hamburger
- P50 - a hot dog

- P51 - a soft drink
- P52 - a doughnut
- P53 - Dialogue (The Vending Truck)
- P54 - Facial diagram: /ʃ/ and /d/
- P55 - this/that (a cup of coffee and a cup of tea)
- P56 - Dialogue (Coffee or tea?)

Transparencies:

- T17 - U.S. coins
- T18 - Vending truck items (a hamburger, a hot dog, a doughnut, a soft drink, a cup of coffee, and a cup of tea)
- T19 - Dialogue (The Vending Truck)
- T20 - Pronunciation: /ʃ/ and /d/ (they-day)
- T21 - this/that (a cup of coffee and a cup of tea)
- T22 - Dialogue (Coffee or tea?)

Student handouts:

- Student leaflet
- Student evaluation form

Lesson Guide:

- Evaluation form

CULTURAL AND STRUCTURAL NOTES

1. The fact that a dime is smaller in size than a penny or a nickel, yet is worth more, seems strange to an Asian whose coins graduate in size according to their value.
2. The Chinese have a word ("how" in Cantonese, "mau" in Mandarin) which is an equivalent of the American dime and is used as a unit of count in expressing cent values. For example, 20 cents would be expressed as "two dime," 50 cents as "five dime," and 75 cents as "seven dime half (or five)." The word "cents" is not necessary because their word for a dime signifies coin value. Possible difficult words for Asians are "twenty," "thirty," and "fifty."
3. The following chart shows possible points of difficulty for students in learning to ask the price of an item. Note especially:
 - a. The Chinese: "how many money"
 - b. The Japanese and Koreans: no article
 - c. The Filipino: no verb
 - d. For all: word order

English	How much	is	a	sandwich			?
Chinese			one	sandwich	is	how many	money
Japanese				sandwich+(one) subject particle	how much		is+ question particle
Korean				sandwich+(one) subject particle	how much		question is+ particle
Tagalog	How much	the	one	sandwich			?
Spanish	How much	is	a	sandwich			?

SECTION I: HOW MUCH IS IT?

[NOTE: Do not distribute the student leaflet until time for Reading.]

REVIEW AND WARM-UP

A. Use pictures and realia from previous lessons for the oral review.

B. Suggested items for review:

1. "What time is it?"
2. "What day is it?"

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

OBJECTIVES

In this section you will learn:

1. The names of U.S. coins and some food items.
2. To ask and/or give the cost of these items.

LISTENING COMPREHENSION

LISTENING COMPREHENSION

Listening and Identifying

A. T holds up coins (or pictures P44-48 or T17) and models - Cl listens

T: This is a penny.
a dime. (etc.)

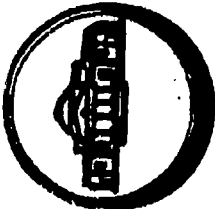
B. T shows a coin or a picture
- Cl responds with "yes" when coin is identified correctly and "no" when it is not

T: (Hold up a penny.)
This is a penny. Cl: Yes.

T (Hold up a nickel.)
This is a dime. Cl: No.



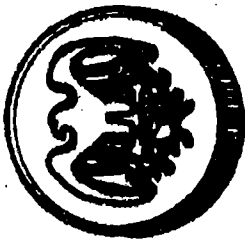
a penny



a nickel



a dime



a quarter



a half dollar

PRACTICE

PRACTICE

[NOTE: Cue with coins or pictures for all drills.]

"It's a penny"

A. Repetition Drill

T models - Cl
Gr repeats
St

T: What's this? It's a penny
S: It's a penny.

[NOTE: Point out to students that "it" is normally used in responses.]

B. Answer Drill

T asks - Cl
Gr answers

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"What's this?"

A. Repetition Drill

T models - CL
Gr repeats
St

T: What's this?

B. Question and Answer Drill

Have students cue each other with coins or picture cards.

"It's 1 cent"

A. Repetition Drill

T models - CL
Gr repeats
St

T: How much is a penny? It's 1 cent.
S: It's 1 cent.

B. Answer Drill

T asks - CL
Gr answers
St

T: How much is a nickel?
S: It's 5 cents.

"How much is a penny?"

A. Substitution Drill

T models - CL
Gr responds
St

"What's this?"



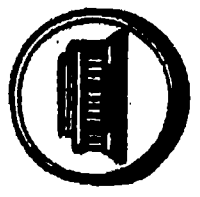
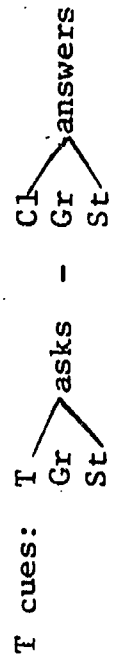
1. S-1: What's this? 2. S-1: What's this? 3. S-1: What's this?
S-2: It's a penny. S-2: It's a quarter. S-2: It's a dime.

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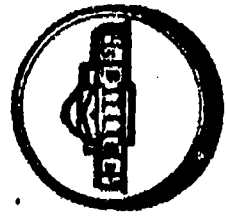
"How much is a penny?"

T: How much is a penny?
a nickel?
(etc.)

B. Question and Answer Drill



1¢



5¢



10¢

4. S-1: How much is a penny? S-1: How much is a dime?
S-2: It's 1 cent. S-2: It's 5 cents. S-2: It's 10 cents.



25¢



50¢

7. S-1: How much is a quarter? S-1: How much is a half dollar?
S-2: It's 25 cents. S-2: It's 50 cents.



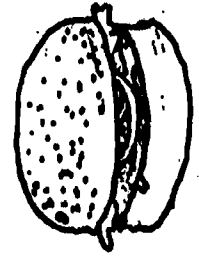
THE DIALOGUE

Preliminary Activity

A. Listening Drill

T shows drill pictures P49-52 or T18 and models
- Cl listens

T: This is a hamburger.



50¢



30¢

a hamburger

a hot dog

B. Repetition Drill

T cues with pictures and models



T: What's this?
It's a hamburger.
S: It's a hamburger.

Presenting the dialogue

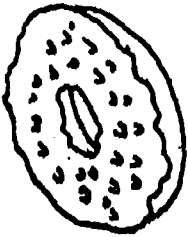
[REMINDER: Students will not have their leaflets at this point.]

A. Show dialogue picture P53 or T19 and present the dialogue.

1. T models - Cl listens
2. T models - Cl repeats
3. Take roles: T - Cl
Gr - Gr
St - St

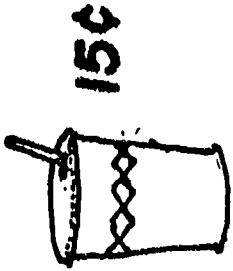
B. T writes dialogue on the board

1. T reads - Cl reads silently
2. T reads - Cl reads
3. Take roles reading: T - Cl
Gr - Gr
St - St



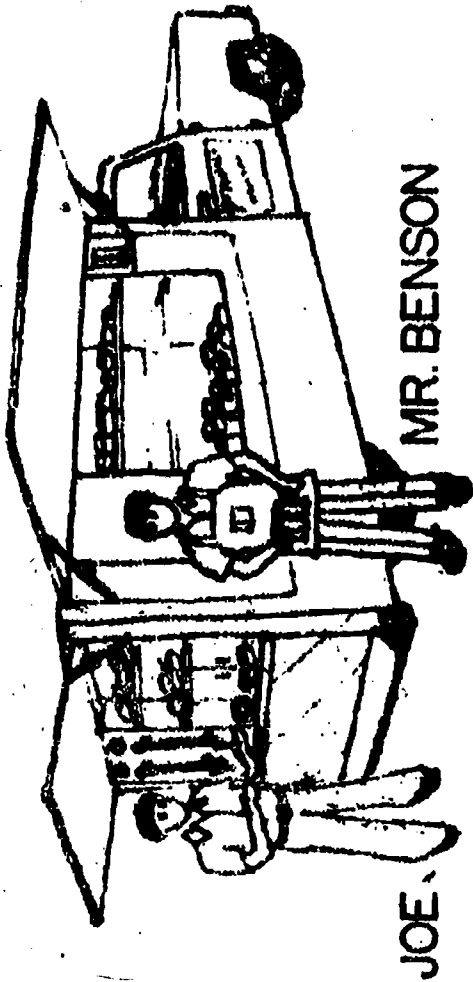
15¢

a doughnut



15¢

a soft drink



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Joe: What's this?
Mr. Benson: It's a hamburger.
Joe: How much is it?
Mr. Benson: It's 50 cents.

PRACTICE

"It's a hot dog"

Question and Answer Drill

T cues: T asks - Cl answers
 St asks - Gr answers
 St answers

"How much is a hot dog?"

A. Substitution Drill

T cues and models - Cl responds
 Gr
 St

T: How much is a hamburger?
 a hot dog?
 (etc.)

B. Question Drill

T cues: Cl asks - T answers
 Gr asks - T answers
 St

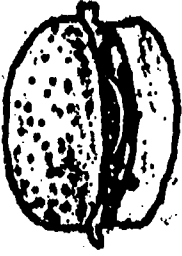
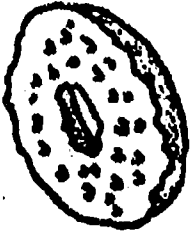
T: (Show picture of a hot dog.)
 S: How much is a hot dog?
 T: It's 30 cents.

C. Question and Answer Drill

T cues: Gr asks - St answers
 St asks - St answers

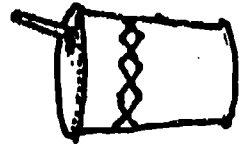
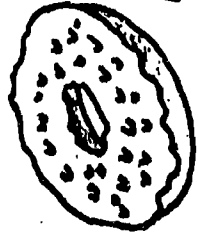
PRACTICE

"It's a hot dog"



1. S-1: What's this? 2. S-1: What's this? 3. S-1: What's this?
 S-2: It's a hot dog. S-2: It's a doughnut. S-2: It's a hamburger.

"How much is a hot dog?"



4. S-1: How much is a hot dog? 5. S-1: How much is a soft drink?
 S-2: It's 30 cents. S-2: It's 15 cents. S-2: It's 15 cents.

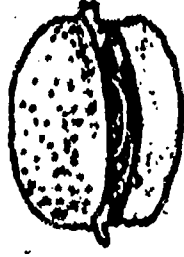
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Call on students to cue with pictures and carry on dialogue.

St cues and asks - Cl answers
 Gr
 St



25¢



50¢

1. S-1: What's this?
 S-2: It's a quarter.
 S-1: How much is it?
 S-2: It's 25 cents.

2. S-1: What's this?
 S-2: It's a hamburger.
 S-1: How much is it?
 S-2: It's 50 cents.

READING

READING

- A. Have students read the names of coins on page 1 of their leaflets.
- B. Have students read the Practice exercises on pages 1, 2, and 3.
- C. Have students read the Mini-dialogues on page 3.
- D. Have students read the dialogue.

A. Read the names of the coins on page 1.

B. Read the Practice exercises on pages 1, 2, and 3.

C. Read the Mini-dialogues on this page.

D. Read this dialogue.

Joe: What's that?

Mr. Benson: It's a soft drink.

Joe: How much is it?

Mr. Benson: It's 15 cents.



15¢

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WRITING

Have students write the answers or the questions.

WRITING

Write the answers or questions.

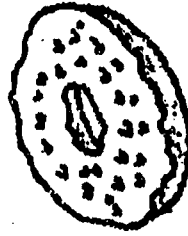


5¢

1. What's this? _____

2. What's this? _____

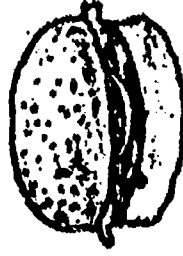
3. How much is a nickel?
nickel? _____
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15¢



10¢



50¢

4. How much is a doughnut?

5. _____

6. What's this?

It's a dime.

How much is it?

It's 10 cents.

SECTION II: WHAT'S THIS/THAT?

[NOTE: Have students put away their leaflet until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn to use "this" and "that."

SECTION II: WHAT'S THIS/THAT?

[NOTE: Put away your leaflet until time for Reading.]

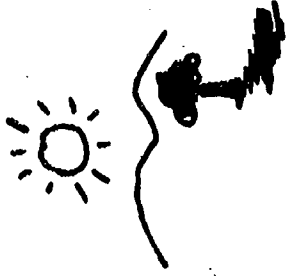
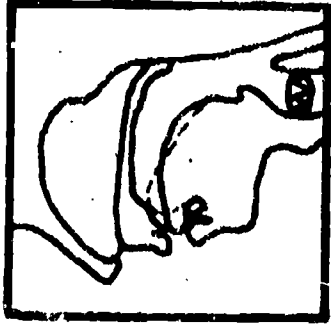
PRONUNCIATION

Give students practice in discriminating between the sounds of /θ/ in "they" and /d/ in "day" in both listening and production.

1. T models "they" and "day" - Cl listens
2. T models - Cl repeats
3. Write "they" and "day" on the board and label them 1 and 2. Have the students hold up one finger or two fingers to indicate which of the words you are pronouncing.
4. Using the facial diagram P54 or T20, point out the relative positions of the tongue in producing these sounds.

5. T models the exercise - Cl repeats

PRONUNCIATION



/θ/ they /θ/ --- /d/ ---

/d/ day

BEST COPY AVAILABLE

this

What's this?

they

What are they?

a dime

It's a dime.

dentists

They're dentists.

LISTENING COMPREHENSION

Listening

A. T models this/that relationship
- Cl listens

T: (Point to your wrist/watch.)
This is a watch.

(Point to the clock on the wall.)
That's a clock.

B. Use other objects in the classroom to demonstrate the this/that relationship.

C. Use drill pictures to demonstrate the this/that relationship (hold up some pictures for "this," and place some away from you and the students for "that").

D. Show drill picture P55 (T21) introduce the new vocabulary items in context of the this/that relationship.

Listening and Identifying

Have students nod and say "yes" for a correct statement and shake heads and say "no" for an incorrect one.

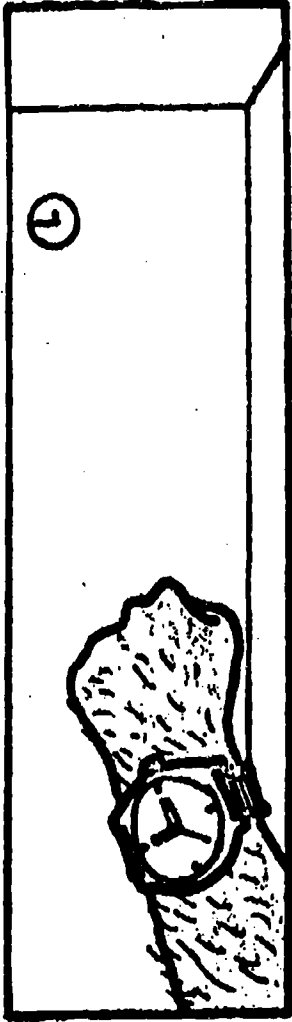
T: (Point to the clock.)
This is a clock.

S: No.

T: That's a clock.

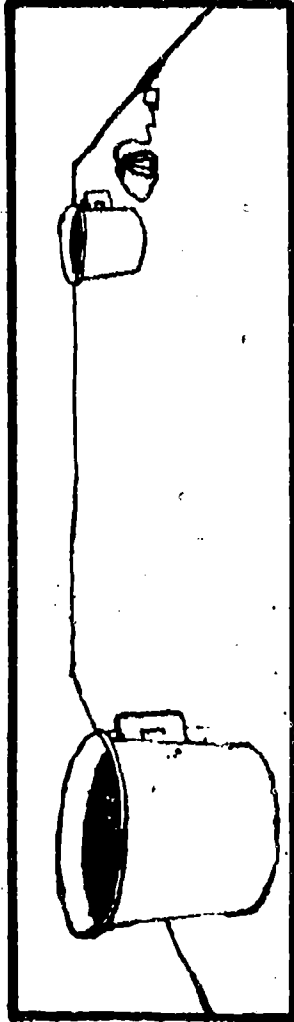
S: Yes.

LISTENING COMPREHENSION



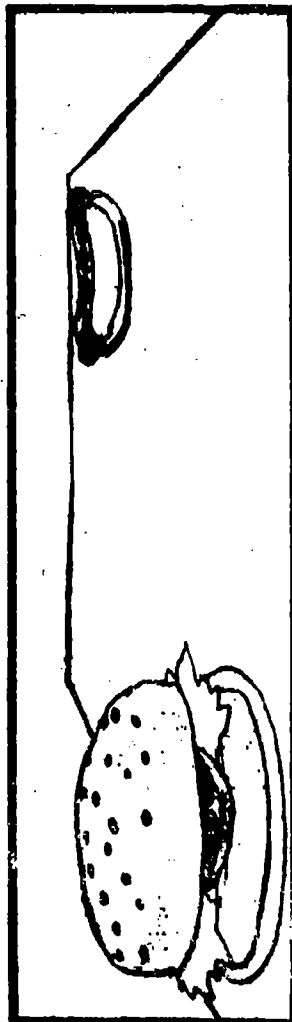
This is a watch.

That's a clock.



This is a cup of coffee.

That's a cup of tea.



This is a hamburger.

That's a hot dog.

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A. Reintroduce Joe and Mr. Benson in dialogue picture P55 or T22.

B. Present dialogue

- 1. T models - Cl listens
- 2. T models - Cl Gr St } repeats
- 3. Take roles: T - Cl
Gr - Gr
St - St

C. Show dialogue on board or overhead.

- 1. T reads - Cl reads silently
- 2. T reads - Cl Gr St } reads
- 3. Take roles reading

PRACTICE

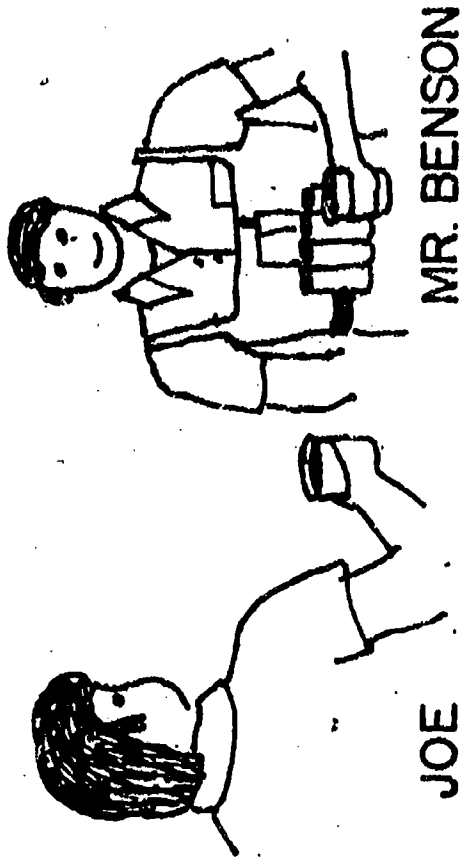
[NOTE: Use pictures as cues for all drills.]

"It's a cup of coffee"

A. Substitution Drill

- T cues - Cl Gr St } responds

T: It's a cup of coffee.
a cup of tea.
(etc.)



JOE

MR. BENSON

Joe: Is this a cup of coffee?

Mr. Benson: Yes, it is.

Joe: What's that?

Mr. Benson: It's a cup of tea.

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B. Answer Drill

T asks - Cl } answers
 Gr }
 St }

T: What's this? T: What's that?
S: It's a cup of coffee. S: It's a cup of tea.

"What's this/that?"

A. Repetition Drill

T models question - Cl } repeats
 Gr }
 St }

B. Question and Answer Drill

T cues: T } asks - Cl } answers
 St } Gr }
 St }

"Is this a hot dog?"

A. Substitution Drills

1. T cues with objects or pictures close

to students - Cl } responds
 Gr }
 St }

T: Is this a hot dog?
 a cup of coffee?
 (etc.)

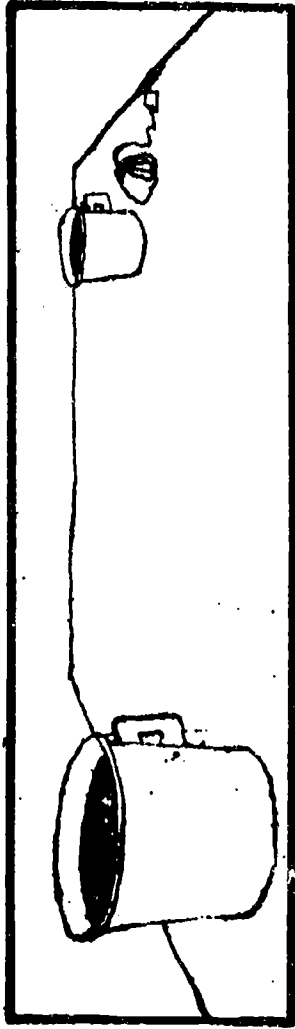
2. T cues for "that" items - Cl } responds
 Gr }
 St }

T: Is that a cup of tea?
 hot dog? (etc.)

B. Question Drill

1. Student asks for "yes" answers - T answers

S: Is this a watch?
T: Yes, it is.



"What's this/that?"

1. S-1: What's this? 2. S-1: What's that?
 S-2: It's a cup of coffee. S-2: It's a cup of tea.

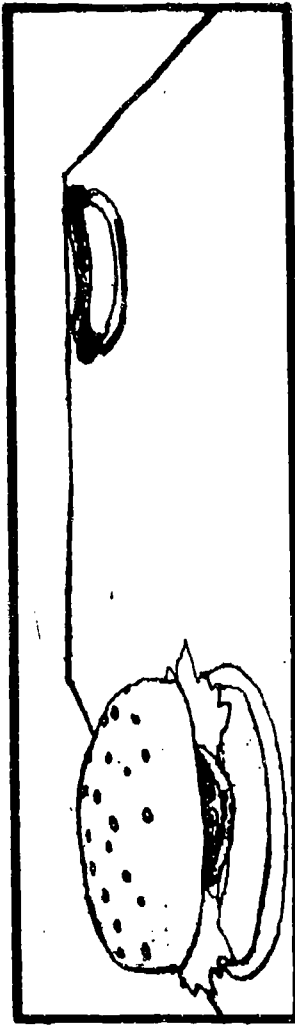
"Is this a hot dog?"

BEST COPY AVAILABLE

2. Student asks for "no" answers - T answers
 S: (Point to the clock.)
 Is that a watch?

C. Question and Answer Drill

T cues: T asks - Cl answers
 St asks - Gr answers
 St

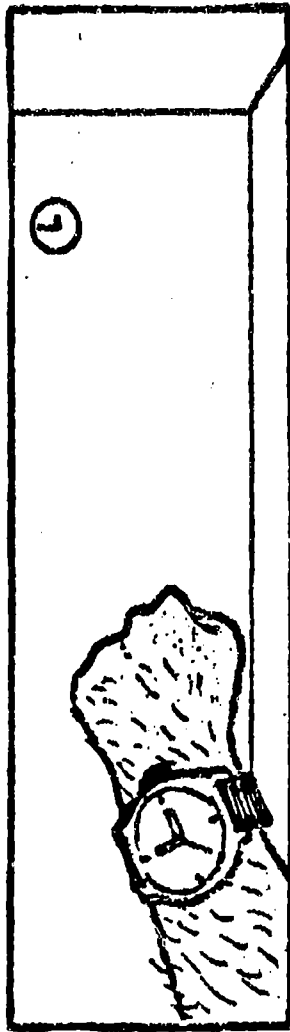


3. S-1: Is this a hot dog?
 S-2: No, it isn't.
4. S-1: Is that a hot dog?
 S-2: Yes, it is.

MINI-DIALOGUES

Cue with pictures and set pattern for dialogues.

T cues: St asks - St answers



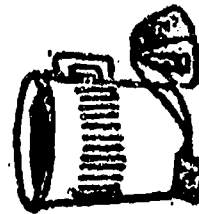
1. S-1: Is this a clock?
 S-2: No, it isn't.
 S-1: What is it?
 S-2: It's a watch.
2. S-1: Is that a watch?
 S-2: No, it isn't.
 S-1: What is it?
 S-2: It's a clock.

READING

- A. Have students read the Practice exercises on pages 6 and 7.
 B. Have students read the Mini-dialogues on page 7.
 C. Have the students read the story.



15¢



15¢



15¢

A cup of coffee is 15 cents and a cup of tea is 15 cents. A soft drink is 15 cents, too.

WRITING

A. Have students write the answers to the questions about the Reading picture.

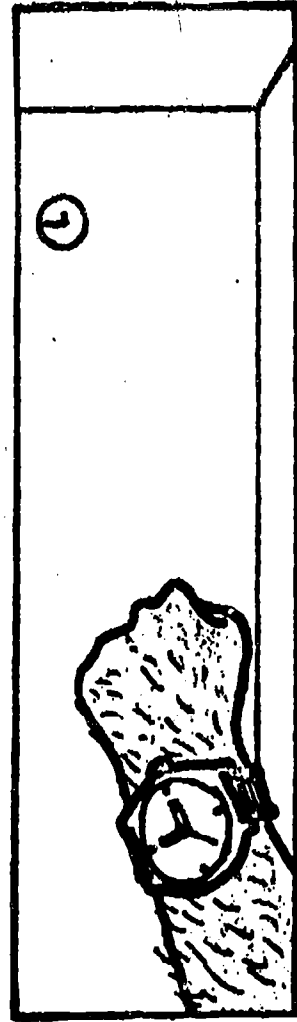
WRITING

A. Write the answers to the questions about the Reading picture on page 7.

1. How much is a cup of coffee? _____
2. Is a cup of tea 20 cents? _____
3. How much is it? _____
4. How much is a soft drink? _____

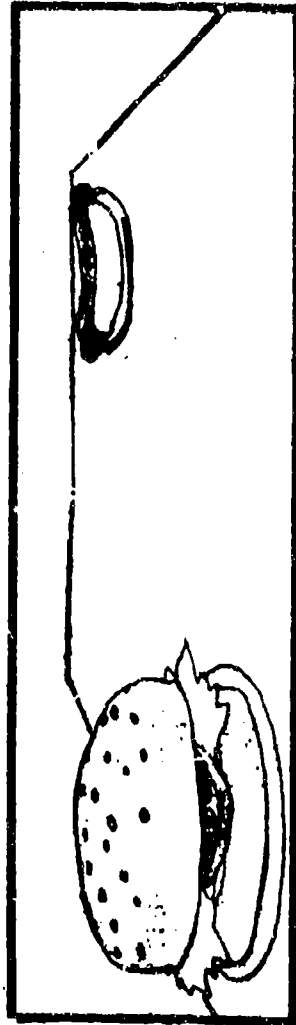
B. Have students write the missing questions or answers.

B. Write the questions or answers.



1. _____
2. What's that? _____

It's a watch.



3. Is this a hot dog? _____
4. _____
Yes, it is.

LESSON SIX

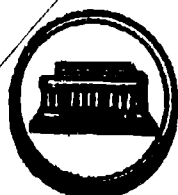
SECTION I: HOW MUCH IS IT?

OBJECTIVES

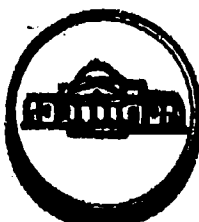
In this section you will learn:

1. The names of U. S. coins and some food items.
2. To ask and/or give the cost of these items.

LISTENING COMPREHENSION



a penny



a nickel



a dime



a quarter



a half-dollar

PRACTICE

"What's this?"

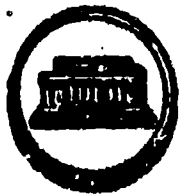


1. S-1: What's this? 2. S-1: What's this? 3. S-1: What's this?
S-2: It's a penny. S-2: It's a quarter. S-2: It's a dime.

[TEACHER: Follow Lesson Guide for the most effective use of this material.]

"How much is a penny?"

BEST COPY AVAILABLE



1¢



5¢



10¢

4. S-1: How much is a penny?
S-2: It's 1 cent.

5. S-1: How much is a nickel?
S-2: It's 5 cents.

6. S-1: How much is a dime?
S-2: It's 10 cents.



25¢

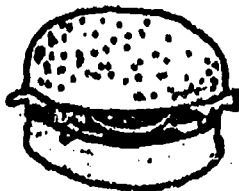


50¢

7. S-1: How much is a quarter?
S-2: It's 25 cents.

8. S-1: How much is a half dollar?
S-2: It's 50 cents.

THE DIALOGUE



a hamburger

50¢



a hot dog

30¢



a doughnut

15¢



a soft drink

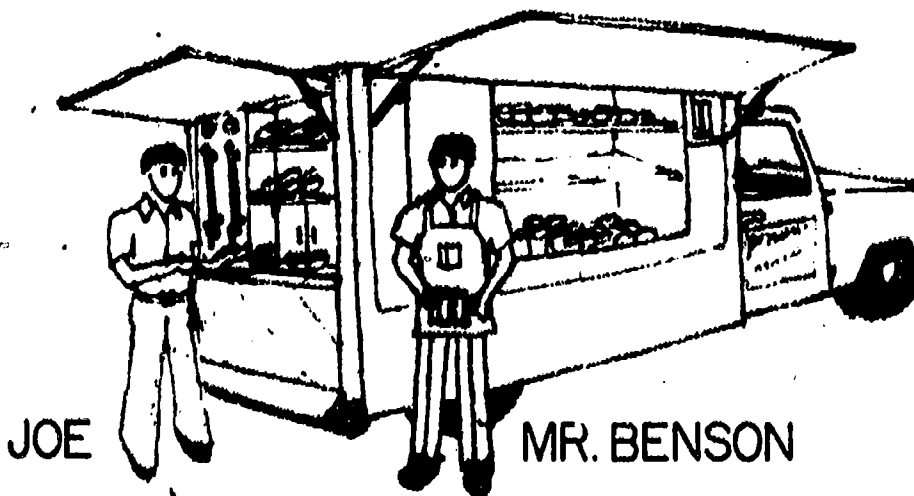
15¢

Joe: _____
What's this?

Mr. Benson: _____
It's a hamburger.

Joe: _____
How much is it?

Mr. Benson: _____
It's 50 cents.

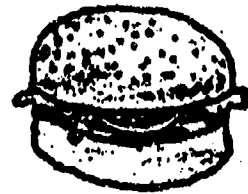


125

PRACTICE

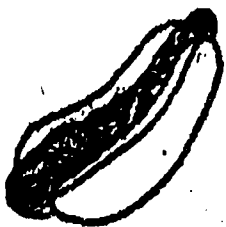
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"It's a hot dog"



- 1. S-1: What's this?
S-2: It's a hot dog.
- 2. S-1: What's this?
S-2: It's a doughnut.
- 3. S-1: What's this?
S-2: It's a hamburger.

"How much is a hot dog?"



30¢



15¢



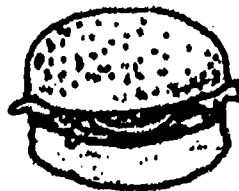
15¢

- 4. S-1: How much is a hot dog?
S-2: It's 30 cents.
- 5. S-1: How much is a doughnut?
S-2: It's 15 cents.
- 6. S-1: How much is a soft drink?
S-2: It's 15 cents.

MINI-DIALOGUES



25¢



50¢

- 1. S-1: What's this?
S-2: It's a quarter.
S-1: How much is it?
S-2: It's 25 cents.
- 2. S-1: What's this?
S-2: It's a hamburger.
S-1: How much is it?
S-2: It's 50 cents.

READING

- A. Read the names of the coins on page 1.
- B. Read the Practice exercises on pages 1, 2, and 3.
- C. Read the Mini-dialogues on this page.

D. Read this dialogue:

Joe: What's that?

Mr. Benson: It's a soft drink.

Joe: How much is it?

Mr. Benson: It's 15 cents.



15¢

BEST COPY AVAILABLE

WRITING

Write the answers or questions.



1. What's this?



2. What's this?



5¢

3. How much is a nickel?



15¢

4. How much is a doughnut?

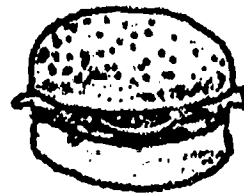


10¢

5.

It's a dime.

It's 10 cents.



50¢

6. What's this?

How much is it?

SECTION II: WHAT'S THIS/THAT?

[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn to use "this" and "that."

PRONUNCIATION



/ð/ they



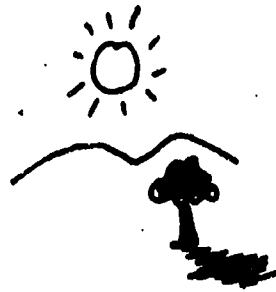
/θ/ — /d/ -----

this

What's this?

they

What are they?



/d/ day

a dime

It's a dime.

dentists

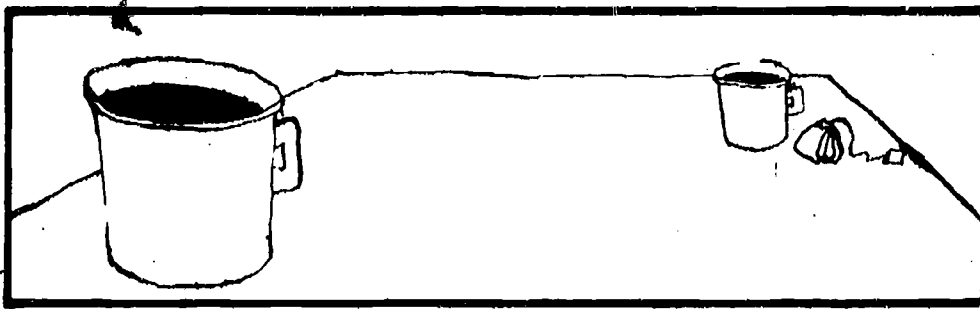
They're dentists.

LISTENING COMPREHENSION



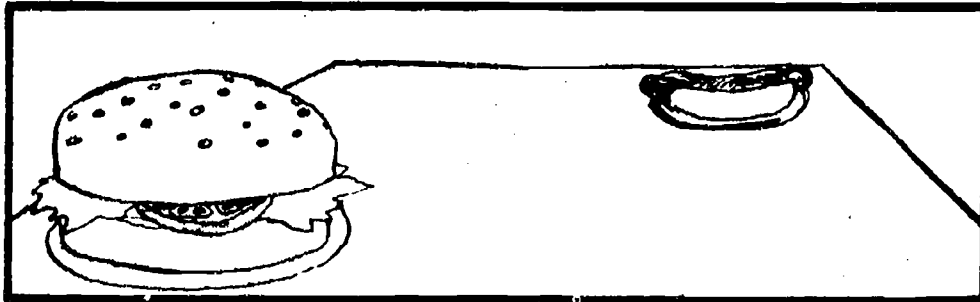
This is a watch.

That's a clock.



This is a cup of coffee.

That's a cup of tea.



This is a hamburger.

That's a hot dog.

THE DIALOGUE

Joe: Is this a cup of coffee?

Mr. Benson: Yes, it is.

Joe: What's that?

Mr. Benson: It's a cup of tea.

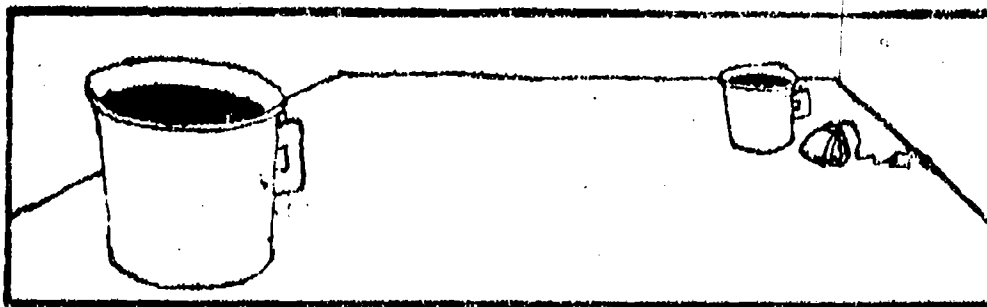


JOE

MR. BENSON

PRACTICE

"What's this/that?"



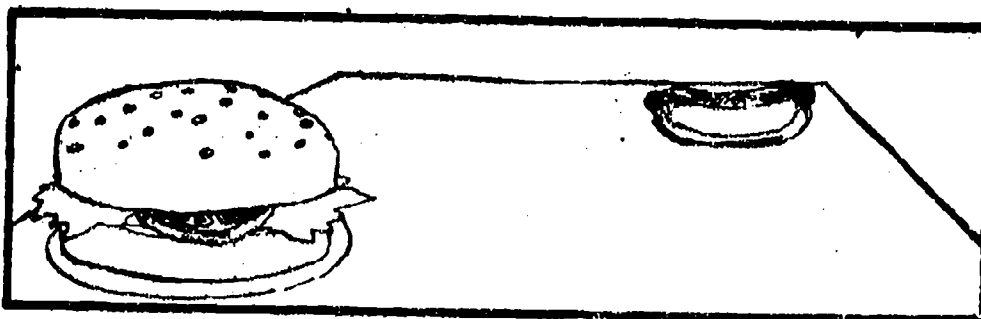
1. S-1: What's this?

S-2: It's a cup of coffee.

2. S-1: What's that?

S-2: It's a cup of tea.

"Is this a hot dog?"



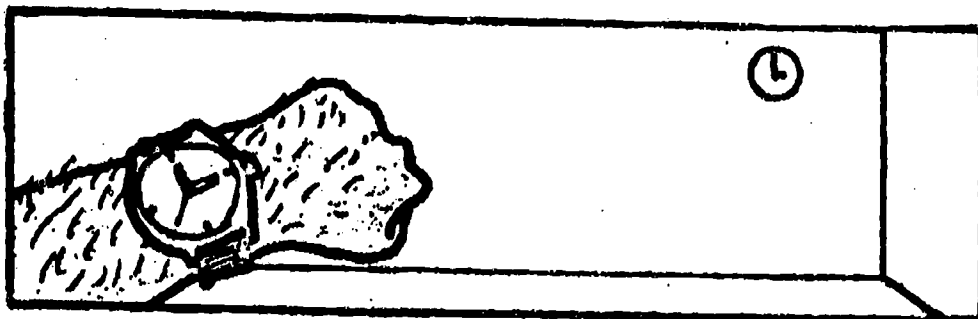
3. S-1: Is this a hot dog?

S-2: No, it isn't.

4. S-1: Is that a hot dog?

S-2: Yes, it is.

MINI-DIALOGUES



1. S-1: Is this a clock?

S-2: No, it isn't.

S-1: What is it?

S-2: It's a watch.

2. S-1: Is that a watch?

S-2: No, it isn't.

S-1: What is it?

S-2: It's a clock.

READING

A. Read the Practice exercises on pages 6 and 7.

B. Read the Mini-dialogues on this page.

C. Read:



15¢

A cup of coffee is 15 cents.

and a cup of tea is 15 cents. A

soft drink is 15 cents, too.



15¢



15¢

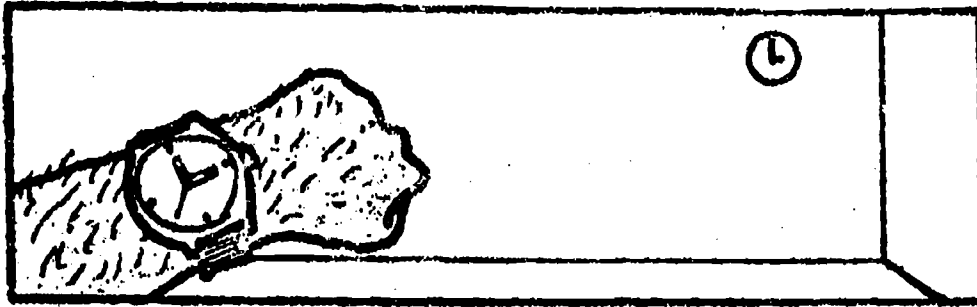
WRITING

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A. Write the answers to these questions about the Reading picture on page 7.

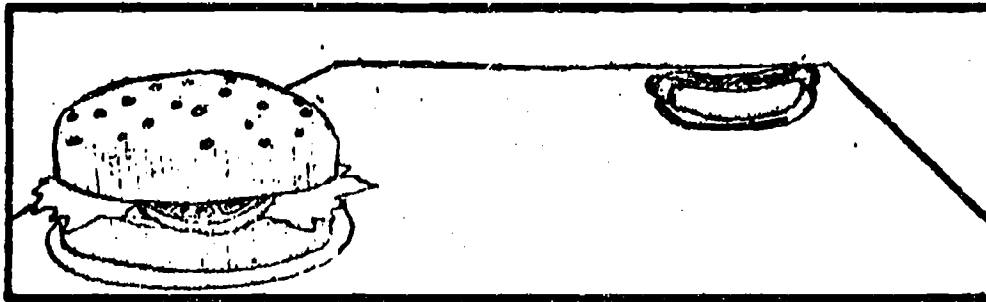
- 1. How much is a cup of coffee? _____
- 2. Is a cup of tea 20 cents? _____
- 3. How much is it? _____
- 4. How much is a soft drink? _____

B. Write the questions or answers.



- 1. _____
- 2. What's that?

It's a watch.



- 3. Is this a hot dog?
- 4. _____

Yes, it is.

BEST COPY AVAILABLE

LESSON SIX: EVALUATION

[NOTE: Students will use the Student Evaluation Form for steps III, IV, and V.]

EXAMPLE (%)

I. PRONUNCIATION: Check for stress, intonation, and the /d/- /ʒ/ contrast.

Directions: Divide the class into groups. Test each item with one or more of the groups. Check the approximate % of students performing acceptably in each group evaluated. See example.

GROUP					
			✓		
	50%	74%	89%	75%	90%

Have students repeat:

1. This is a doughnut.
2. That's a hot dog.
3. Is that a half-dollar?
4. How much is a cup of tea?

GROUP	1	2	3	4	5

II. QUESTION AND ANSWER

Directions: Cue with coins or pictures and elicit answers/questions from individual students. Circle no. of students asked and no. performing acceptably.

	NUMBER ASKED					PERFORMING ACCEPTABLY				
	1	2	3	4	5	1	2	3	4	5
1. Is this a <u>nickel</u> ? (Yes, it is/No, it isn't)										
2. How much is a <u>doughnut</u> ? (It's <u>15</u> cents)										
3. What's this? (It's a <u>watch</u>)										
4. What's that? (It's a <u>clock</u>)										
5. Have S ask value of a coin using "How much".										
6. Have S ask price of an item using "How much".										

III. LISTENING COMPREHENSION

Directions: Give out Student Evaluation Form at this time. Read the following sentences and have the class circle the answer on their sheets.

- | | |
|-----------------------|-----------------------------|
| 1. It's a nickel. | 5. It's 50 cents. |
| 2. It's a hot dog. | 6. It's 15 cents. |
| 3. It's a quarter. | 7. Is this a cup of coffee? |
| 4. It's a soft drink. | 8. Is that a cup of tea? |

IV. READING
 V. WRITING

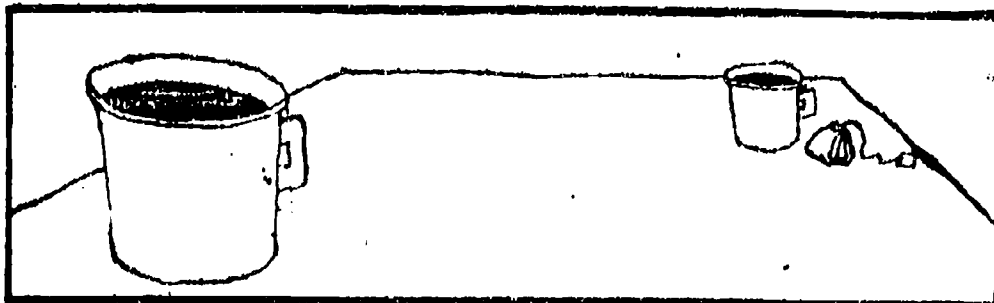
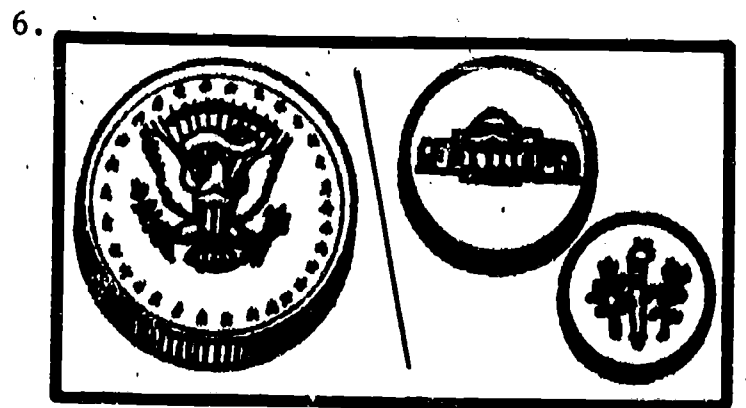
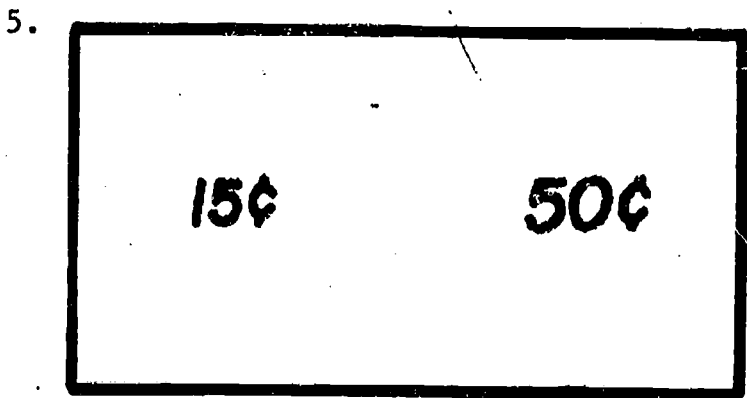
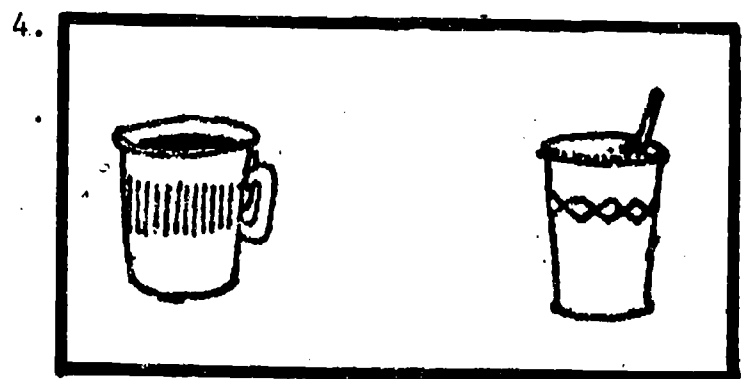
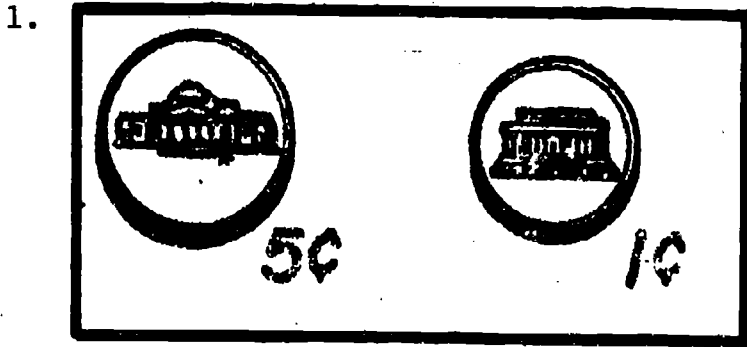
Directions: Have students do the Reading and Writing on the Student Evaluation Form.

LESSON SIX: STUDENT EVALUATION FORM

I. and II. Oral Exercises

III. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the correct answer.



7. Yes.

No.

8. Yes.

No.

IV. READING

Directions: Circle the answer. BEST COPY AVAILABLE

1. What's _____?

much

the

this

2. It's _____ quarter.

a

is

isn't

3. How _____ is a quarter?

much

this

what

4. A dime is _____ cents.

10

25

35

V. WRITING

Directions: Write one word on each line.

WORDS

this

cent

What's

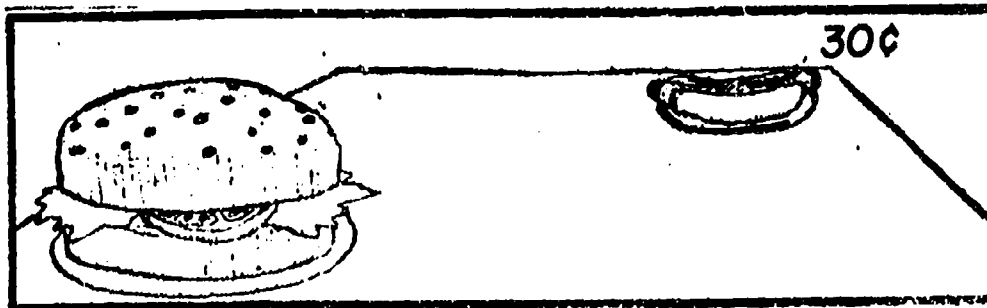
that

cents

Is

much

isn't



1. What's _____? It's a hot dog.

2. How much is it? It's 30 _____.

3. _____ this a hot dog?

4. No, it _____. It's a hamburger.

LESSON SIX

第六課

SECTION I: HOW MUCH IS IT?

第一節：多少錢？

OBJECTIVES

學習目標

In this section you will learn:

在這一節裡，你們要學習：

1. The names of U.S. coins and some food items.

一. 美國的銀幣和一些食物名稱。

2. To ask and/or give the cost of these items.

二. 問或說這些食品的價格。

THE DIALOGUE

對話

Joe: What's this?

這是什麼？

Mr. Benson: It's a hamburger.

是牛肉餅麵包。

Joe: How much is it?

多少錢？

Mr. Benson: It's 50 cents.

五毛錢。

SECTION II: WHAT'S THIS/THAT?

第二節：這/那是什麼？

OBJECTIVES

學習目標

In this section you will:

在這一節裡，你們要：

1. Practice pronunciation.
2. Learn to use "this and "that."

一. 練習發音。

二. 學習“這”和“那”的用法(6) 1

Joe: Is this a cup of coffee?

這是一杯咖啡嗎?

Mr. Benson: Yes, it is.

是的。

Joe: What's that?

那是什麼?

Mr. Benson: It's a cup of tea.

那是一杯茶。

NOTES

應注意事項

1. The denominations of American coins

一、美國幣制的單位是一分、

are:

五分、一毛、二毛五、半塊

a penny (one cent),

和一塊等; 沒有二毛錢。

a nickel (5 cents),

一元以下直接用“分”

a dime (10 cents),

的單位。例如: a nickel

a quarter (25 cents),

是五分錢。a dime 是“十分

and a dollar.

錢”。a quarter 是“二十五分

錢”等。

2. In English, when WHAT, WHO, HOW MUCH

二、英文疑問句裡的疑問

or other question-word is used to

詞, 如: who, what, how much

form a question, it always begins

等一定都在句首。

the sentence.

LESSON SEVEN

OBJECTIVES

Listening Comprehension: Student will be able to:

1. Identify the lesson fruit and vegetable items.
2. Differentiate between the articles "a" and "an" when used with lesson items.

Listening and Speaking: Student will be able to:

1. Give an appropriate response upon being asked to identify lesson items.
2. Ask "who" questions and "yes-no" questions with "these" and "those" to elicit above information.
3. Differentiate between the use of "a" and "an" with lesson items.
4. Purchase produce items in a market.
5. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New: What are these/those? They're onions.
How much are the lemons? They're 10 cents each.
It's an apple.

Review: Is this/that/i* an orange? Yes, it is/No, it isn't.
Are these/those/they apples? Yes, they are/No, they aren't.

Fixed Expression: Give me two, please.

INSTRUCTIONAL AIDS

Drill Pictures:

- | | |
|-------------------------------|-------------------------------------|
| P57 - an apple | P65 - apples |
| P58 - an orange | P66 - oranges |
| P59 - an onion | P67 - onions |
| P60 - a lemon | P68 - peppers (green) |
| P61 - a pepper (green) | P69 - a cabbage and cabbages |
| P62 - a grapefruit | P70 - a carrot and carrots |
| P63 - Dialogue (It's a lemon) | P71 - Dialogue (Are these carrots?) |
| P64 - lemons | |

Transparency Masters:

- T23 - an apple, an orange, and an onion (brown)
 a lemon, a grapefruit, and a pepper (green)
- T24 - this/that. a lemon and an orange, an apple and a grapefruit,
 an onion (brown) and a pepper (green)
- T25 - Dialogue (It's a lemon)
- T26 - Plurals: lemons, oranges, apples
 onions, peppers, carrots, and cabbages
- T27 - Dialogue (Are these carrots?)

Student handouts:

- Lesson leaflet
- Student Evaluation Form

Lesson Guide:

- Evaluation Form

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STRUCTURAL NOTES

1. There is no indefinite article in the four Asian languages. The use of "a/an" in English is therefore likely to cause difficulty for these Asians, who will also need practice in pronouncing these words in their unstressed form.
2. Chinese, Japanese, and Korean nouns do not inflect in number. The plural noun form therefore will be new to these students.
3. The demonstratives in the four Asian languages do not inflect in number. The distinctions between "this" vs. "these" and "that" vs. "those" are hence also new to the Asian students. The contrast between "this" and "these" is further complicated by the pronunciation of these two words.

SECTION I: IT'S AN APPLE

SECTION I: IT'S AN APPLE

[NOTE: Do not distribute the student leaflets until time for Reading.]

REVIEW AND WARM-UP

A. Teacher cues with realia and pictures from previous lessons.

T cues	-	T		Cl	
		St.	asks	-	Gr
					St
					answers

B. Suggested items for review:

1. What's this/that? It's a hot dog.
2. Yes-no questions:
Is that a hot dog? Yes, it is/No, it isn't.
3. How much is a hamburger? It's 50 cents.

RECORDS AVAILABLE

PRESENTING THE OBJECTIVES

OBJECTIVES

Give students a brief explanation of what they will learn in this lesson.

In this section you will learn:

1. The names of some fruit and vegetables.
2. To use "a" and "an" with lesson items.

LISTENING COMPREHENSION

Listening and Identifying

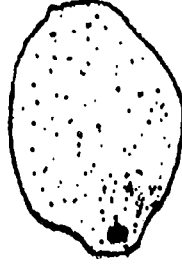
Show pictures P57-62 (T23)

T models - Cl listens

T: It's an apple.
It's a lemon.
(etc.)



an apple



a lemon

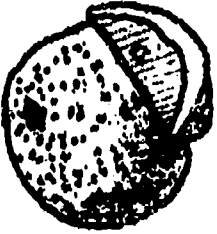
[NOTE: Make the class aware of the "a/an" distinction as you model the sentences. If the class is receptive, you may want to demonstrate and explain briefly the difference in usage.]

Listening and Repeating

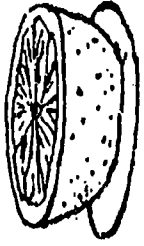
T shows pictures and models - Cl
 Gr repeats
 St

T: It's an apple.

[NOTE: Point out the blending of the words: Itsa-napple.]



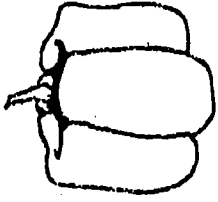
an orange



a grapefruit



an onion



a pepper

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THE DIALOGUE

THE DIALOGUE

A. Show dialogue picture P63 (T25) and introduce Mrs. Kim at Mr. Lee's market.

B. Present dialogue

1. T models - Cl listens

2. T models - Cl
 Gr repeats
 St

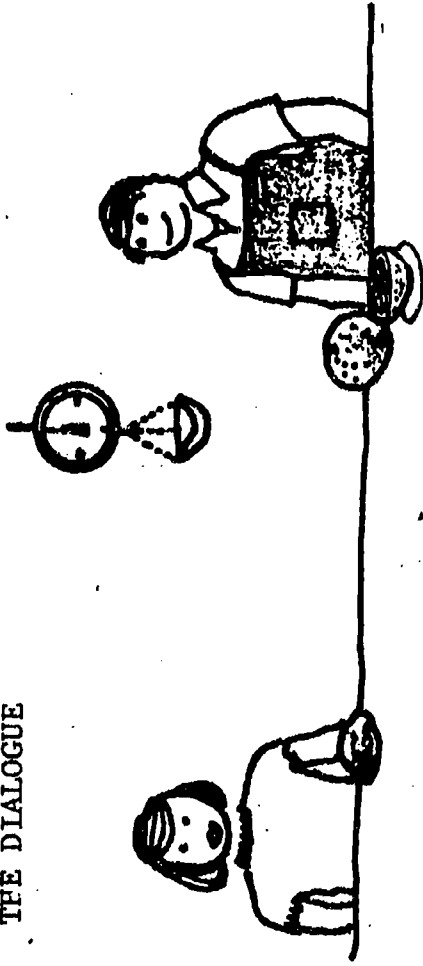
3. Take roles: T - Cl
 Gr - Gr
 St - St

C. Show the dialogue on the board or overhead.

1. T reads - Cl reads silently

2. T reads - Cl
 Gr reads

3. Take roles reading.



Mrs. Kim: Is this an orange?

Mr. Lee: No, it isn't. It's a lemon.

Mrs. Kim: What's that?

Mr. Lee: It's a grapefruit.

[IMPORTANT NOTE: Place some pictures and/or realia near you and some away from you for the following "this/that" drills. (Or use T24.)]

"It's a lemon"

A. Repetition Drill

Indicate items near you for "this" and those away from you for "that."

T models - Cl } repeats
Gr }
St }

T: What's this? What's that?
It's a lemon. It's an orange.

B. Answer Drill

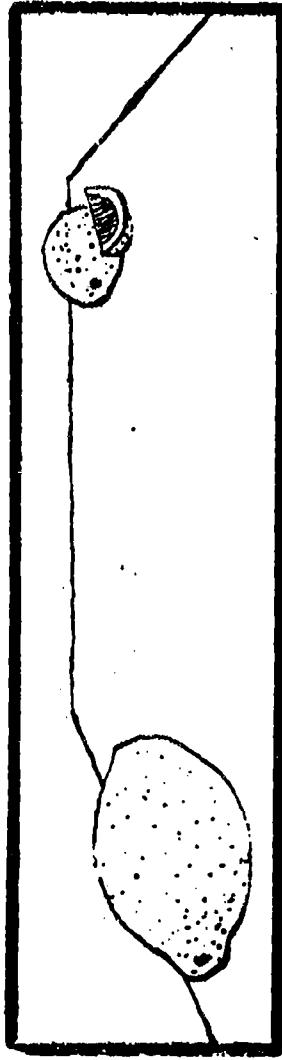
T cues and asks - Cl } answers
Gr }
St }

T: What's this? T: What's that?
S: It's a lemon. S: It's an orange.

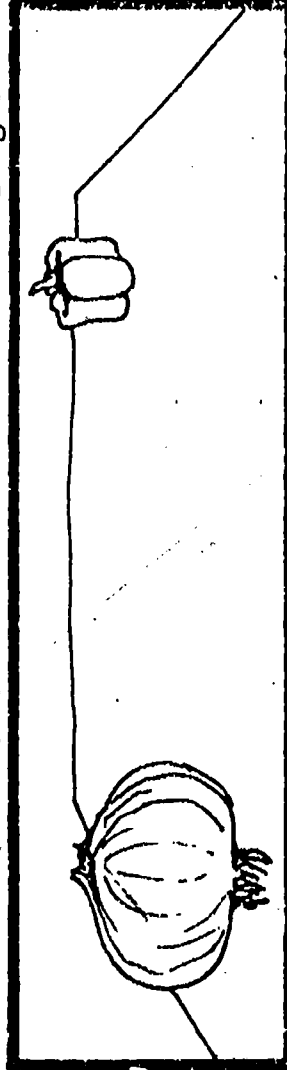
C. Question and Answer Drill

T cues: Gr } asks - Gr } answers
St } St }

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1. S-1: What's this? S-2: It's a lemon.
2. S-1: What's that? S-2: It's an orange.



3. S-1: What's this? S-2: It's an onion.
4. S-1: What's that? S-2: It's a pepper.
(7) 5

"Yes, it is"

"Yes, it is"

A. Answer Drill

T cues to elicit "yes" answers and asks

Cl } answers
- Gr }
St }

T: (Hold up the apple picture.)

Is this an apple?

S: Yes, it is.

T: (Point to the grapefruit picture.)

Is that a grapefruit?

S: Yes, it is.

B. Substitution Drill

T cues - Cl } responds
Gr }
St }

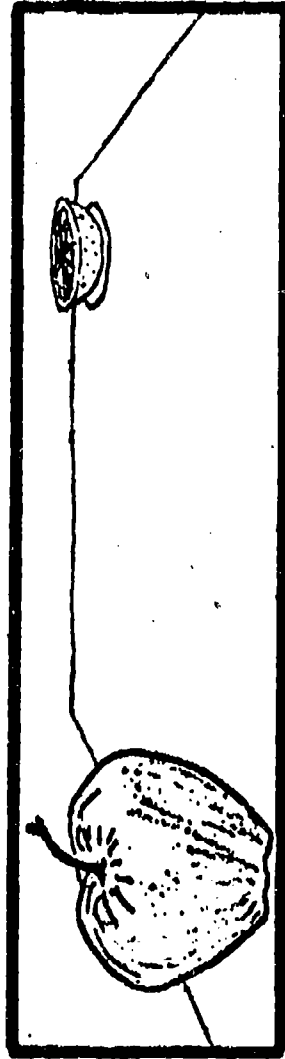
T: Is this an apple?
a lemon?
(etc.)

T: Is that a grapefruit?
an orange?
(etc.)

C. Question and Answer Drill

T cues: St asks - Gr } answers
St }

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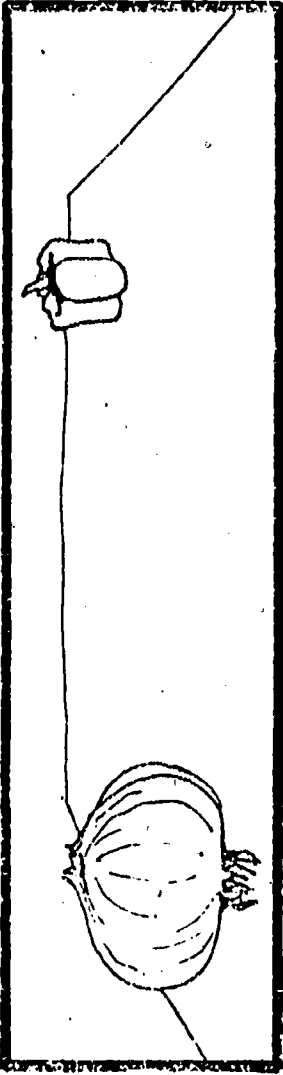
5. S-1: Is this an apple? S-2: Yes, it is.
6. S-1: Is that a grapefruit? S-2: Yes, it is.

D. Question and Answer Drill

T cues to elicit "no" answers:

St asks - Cl } answers
 Gr }
 St }

"No, it isn't"



- 7. S-1: Is this an orange? S-2: No, it isn't.
- 8. S-1: Is that an apple? S-2: No, it isn't.

CONTROLLED CONVERSATION

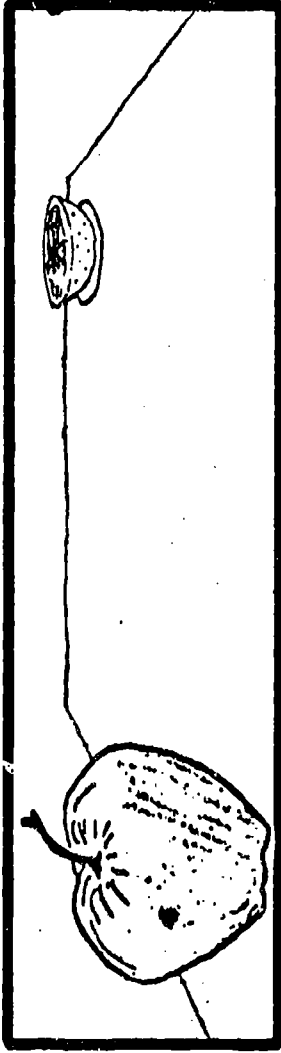
"Yes, it is/No, it isn't"

T cues for both "yes" and "no" answers:

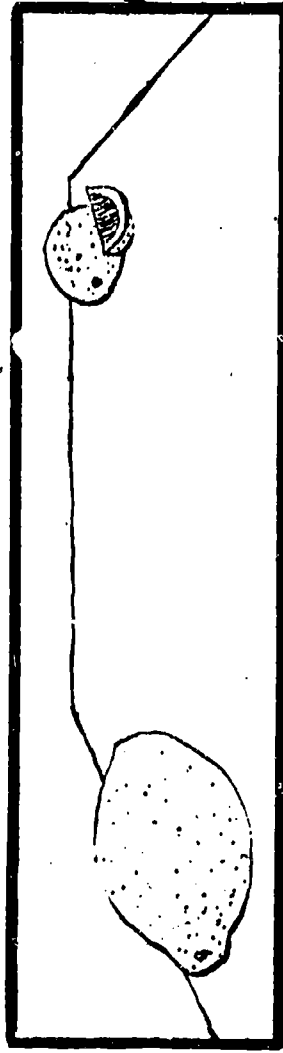
St asks - Gr } answers
 St }

CONTROLLED CONVERSATION

"Yes, it is/No, it isn't"



- 1. S-1: Is this an apple? S-2: Yes, it is.
- 2. S-1: Is that an orange? S-2: No, it isn't.

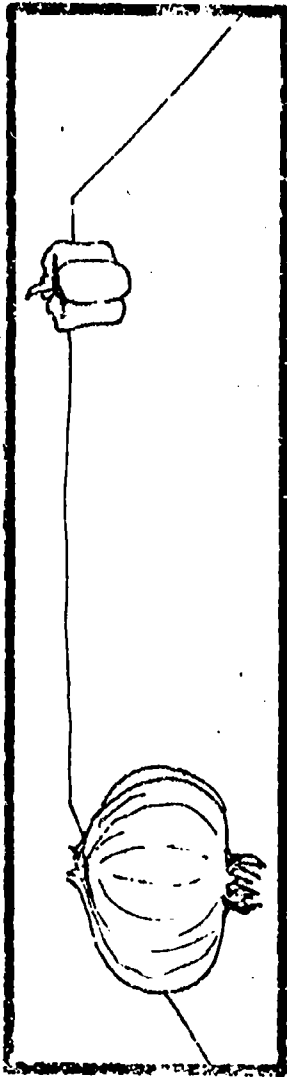


- 3. S-1: Is this an onion? S-2: No, it isn't.
- 4. S-1: Is that a grapefruit? S-2: No, it isn't.

MINI-DIALOGUES

Cue with pictures and set the pattern for conversation drill.

MINI-DIALOGUES



- 1. S-1: Is this an orange? 2. S-1: Is that a lemon?
- S-2: No, it isn't. S-2: No, it isn't.
- S-1: What is it? S-1: What is it?
- S-2: It's an onion. S-2: It's a pepper.

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READING

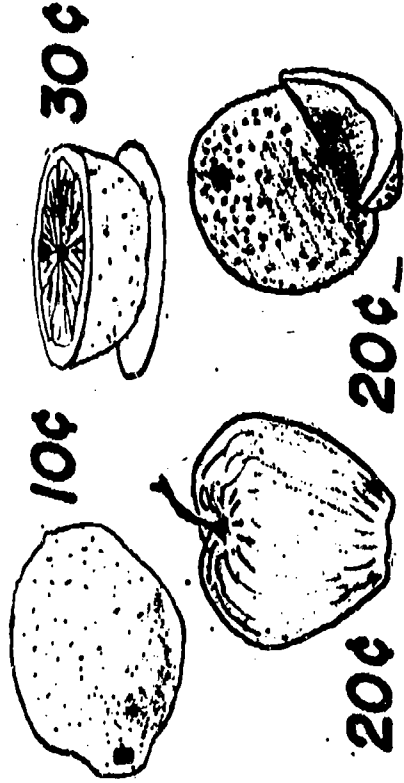
[NOTE: Distribute the student leaflets at this time.]

- A. Have students read the exercises as noted in the student leaflet.
- B. Have students read the story, then answer comprehension questions about it.

READING

- A. Read the names of the fruit and vegetables on page 1.
- B. Read the Practice exercises on pages 2 and 3.
- C. Read the Controlled Conversation on page 3.
- D. Read the Mini-dialogues on page 4.

E. Read:



- A lemon is 10 cents.
- A grapefruit is 30 cents.
- An apple is 20 cents and an orange is 20 cents.

WRITING

A. Have students write the answers to the questions about the story in Reading.

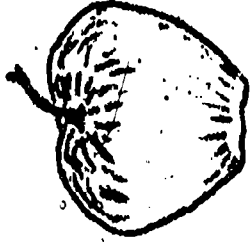
WRITING

A. Write the answers to these questions about the story in Reading:

- 1. How much is a lemon? _____
- 2. How much is an apple? _____
- 3. How much is a grapefruit and how much is an orange? _____

B. Have students write the appropriate questions or answers.

B. Write the question or answer.



30¢



20¢

- 1. Is this a grapefruit? _____
- 2. What's this? _____
- 3. _____

Yes, it is.

What is it? _____ How much is it? _____

It's 20 cents.

SECTION II: WHAT ARE THESE/THOSE?

[NOTE: Have students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Give students a brief explanation of what they will learn in this section.

SECTION II: WHAT ARE THESE/THOSE?

[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

In this section you will:

- 1. Practice pronunciation.
- 2. Learn the names of new food items.
- 3. Learn to use "these" and "those" with plural words.

PRONUNCIATION

This is an exercise in the blending of words.
Have the students concentrate on joining the words as they pronounce these sentences.

Examples: This is a watch. Thi-sisa-watch.
That's an apple. Thatsa-napple.

PRONUNCIATION

Pronounce these sentences. Remember to join the words.

_____ This is a watch.

_____ That's a clock.

_____ This is a hamburger.

_____ That's a hot dog.

_____ This is an orange.

_____ That's an apple.

_____ This is an orange drink.

_____ That's an apple drink.

_____ This is a cup of coffee.

_____ That's a cup of tea.

LISTENING COMPREHENSION

Listening and Identifying

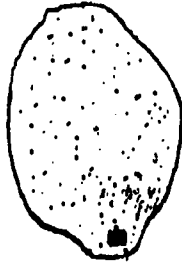
A. Show drill pictures P57 and P60 (T23) and P64-70 (T26).

T models - CI listens

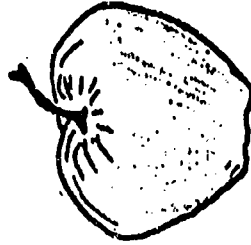
T: (Show pictures of a lemon and lemons.)
This is a lemon.
These are lemons.

(Show pictures of an apple and apples.)
This is an apple.
These are apples.

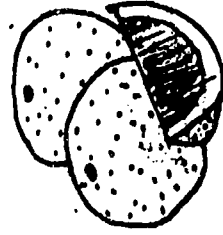
LISTENING COMPREHENSION



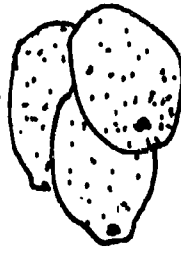
a lemon



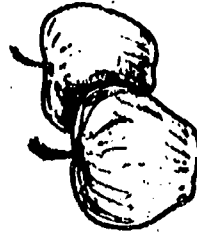
an apple



oranges



lemons



apples



onions

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peppers



carrots



cabbages



THE DIALOGUE

THE DIALOGUE

A. Show dialogue picture P71 (T27).

B. Present dialogue

1. T models - Cl listens

2. T models - Cl
 Gr > repeats
 St

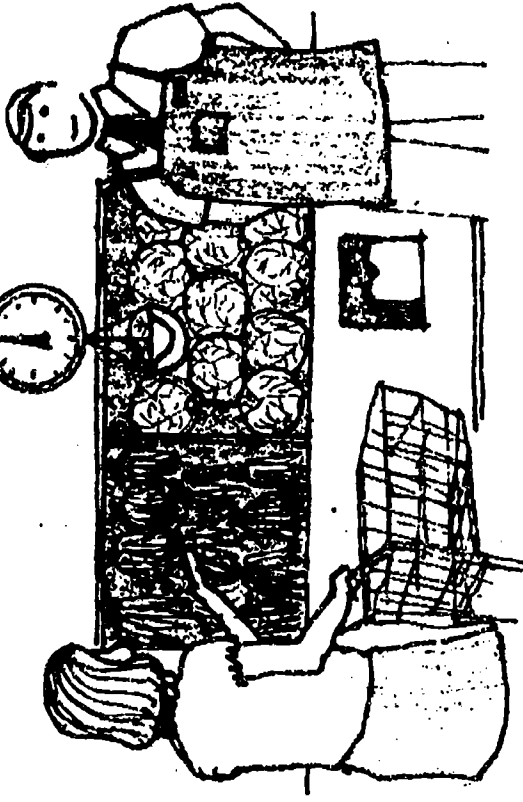
3. Take roles:
 T - Cl
 Gr - Gr
 St - St

C. Show the dialogue on the board or overhead.

1. T reads - Cl reads silently

2. T reads - Cl
 Gr reads

3. Take roles:
 T - Cl
 Gr - Gr
 St - St



Mrs. Kim: Are these carrots?

Mr. Lee: Yes, they are.

Mrs. Kim: What are those?

Mr. Lee: They're cabbages.

Mrs. Kim: Give me one, please.

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PRACTICE

[NOTE: Place "those" items on board or wall, away from both you and the class.]

"These are lemons"

A. Listening Drill

1. T indicates single items for this/that contrast review - Cl listens

T: This is a lemon and that's an orange.

2. T holds up or points to plural items for these/these contrast and models

- Cl listens

T: These are lemons and those are oranges.

B. Repetition Drill

T cues and models - Cl
Gr repeats
St

T: These are lemons and those are oranges.

"What are these/those?"

A. Repetition Drill

T models question - Cl
Gr repeats
St

B. Question Drill

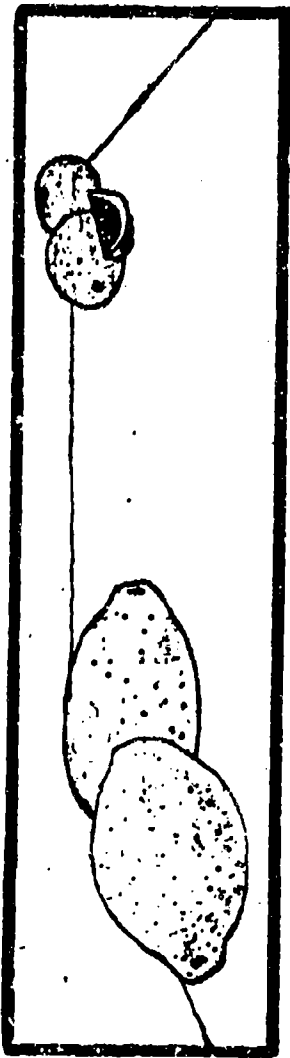
T cues: Cl
Gr asks - T answers
St

S: What are these?

T: They're carrots.

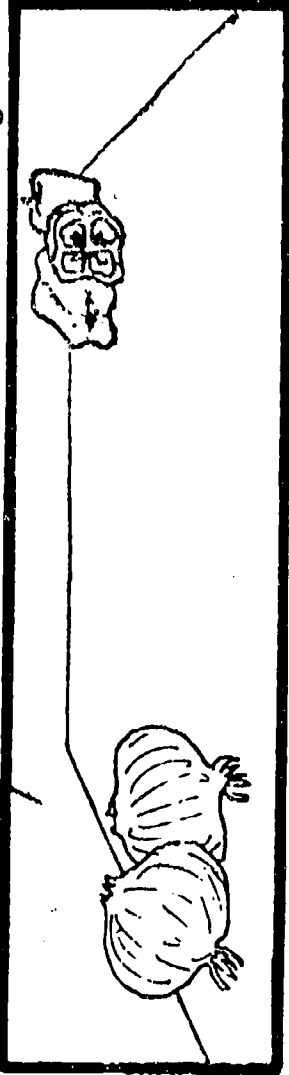
PRACTICE

"These are lemons"



1. These are lemons.

2. Those are oranges.



3. These are onions.

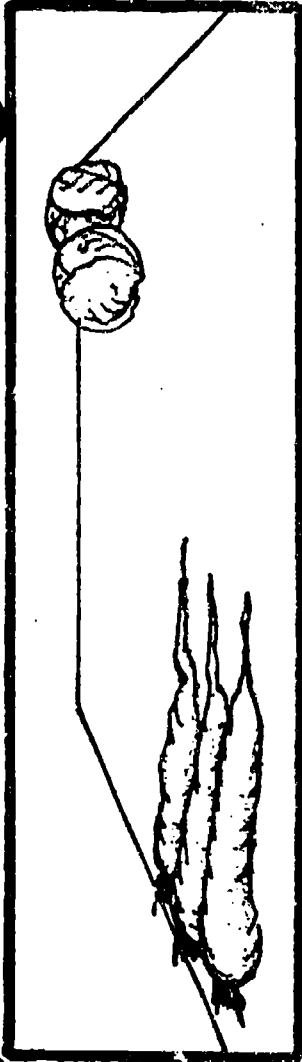
4. Those are peppers.

"What are these/those?"

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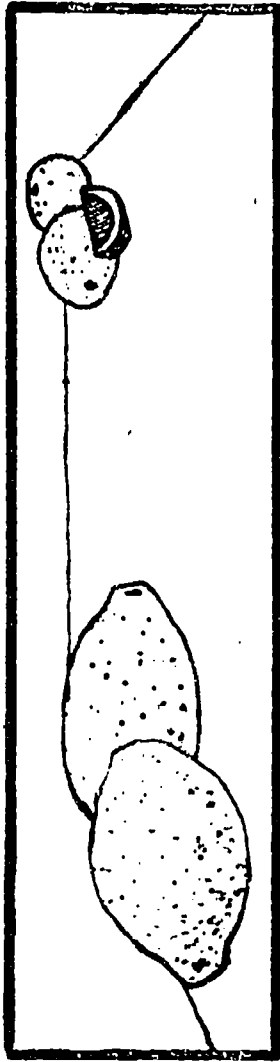
C. Question and Answer Drill

Cl } asks - Gr } answers
 Gr }
 St }



5. S-1: What are these?
 S-2: They're carrots.

6. S-1: What are those?
 S-2: They're cabbages.



7. S-1: What are these?
 S-2: They're lemons.

8. S-1: What are those?
 S-2: They're oranges.

"Are these onions?"

A. Substitution Drills

1. Use picture cues and objects close to the students.

T cues - Cl } responds
 Gr }
 St }

T: Are these onions?
 lemons?
 (etc.)

2. Use picture cues and objects away from the students.

T: Are those oranges?
 peppers?
 (etc.)

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B. Question Drill

1. Have students elicit "yes" answers

S asks - T answers

S: Indicates objects close to or far from him.) Are these lemons?

T: Yes, they are.

2. Have students elicit "no" answers

S asks - T answers

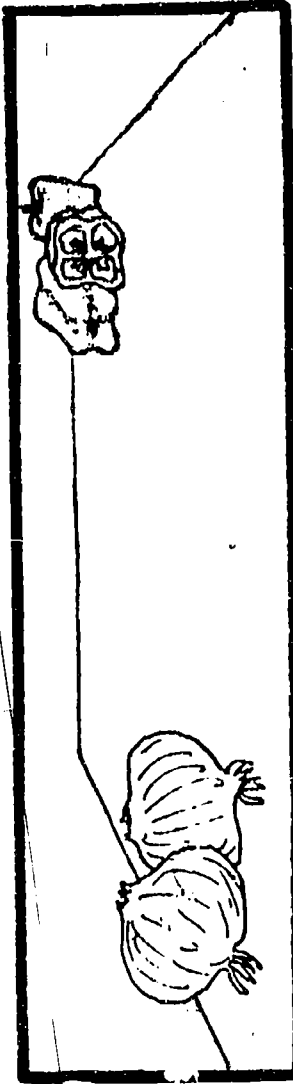
S: (Points to a picture placed away from him.) Are those onions?

T: No, they aren't.

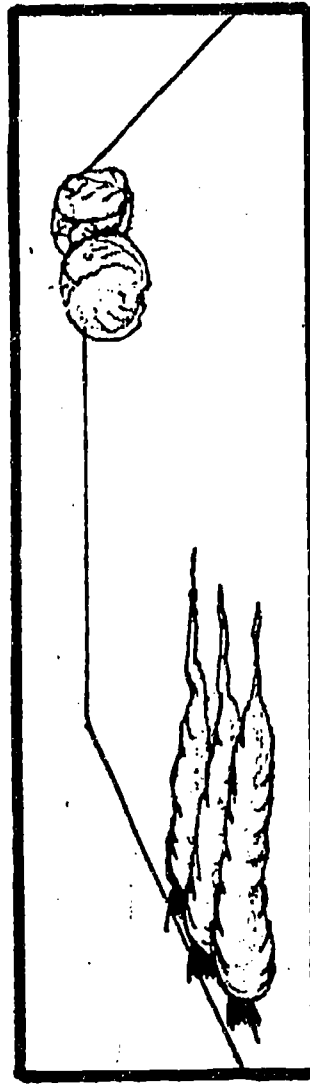
C. Question and Answer Drill

T cues with objects and pictures:

St asks - Gr answers
T asks - St answers



9. S-1: Are these onions? S-2: Yes, they are.
10. S-1: Are those peppers? S-2: Yes, they are.



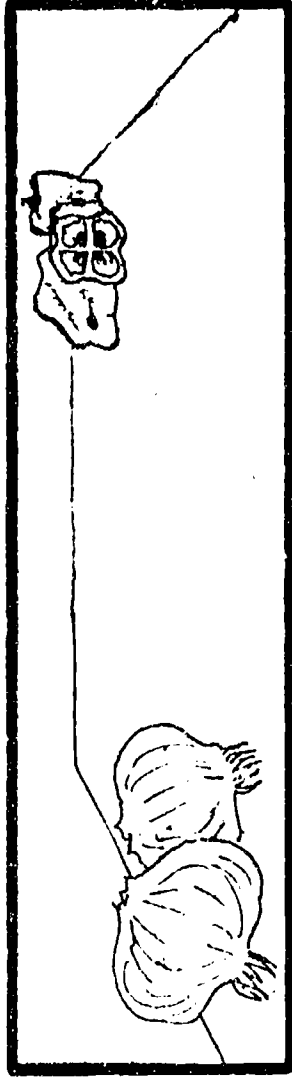
11. S-1: Are these peppers? S-2: No, they aren't.
12. S-1: Are those cabbages? S-2: Yes, they are.

MINI-DIALOGUES

Cue with drill pictures or with objects, and set pattern for the dialogue.

Continue to cue if necessary.

MINI-DIALOGUES



- 1 S-1: Are these apples?
 S-2: No, they aren't.
 S-1: What are they?
 S-2: They're onions.
2. S-1: Are those carrots?
 S-2: No, they aren't.
 S-1: What are they?
 S-2: They're peppers.

READING

- A. Have the students read the sentences in the Pronunciation exercise, paying special attention to the blending of words.
- B. Have the students read the Practice exercises on pages 6 and 7.
- C. Have the students read the Mini-dialogues on page 8.
- D. Have the students read the dialogue.

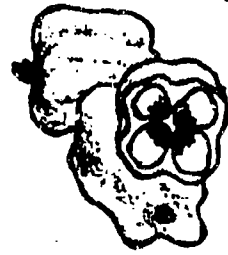
1. T reads - Cl reads silently
 2. T reads - Cl reads
 Gr > reads
 St
3. Take roles reading: T - Cl
 Gr - Gr
 St - St

[NOTE: Explain to the students that "each" indicates a single item.]

READING

- A. Read the sentences in the Pronunciation exercise on page 5.
- B. Read the Practice exercises on pages 6 and 7.
- C. Read the Mini-dialogues on page 8.

D. Read:

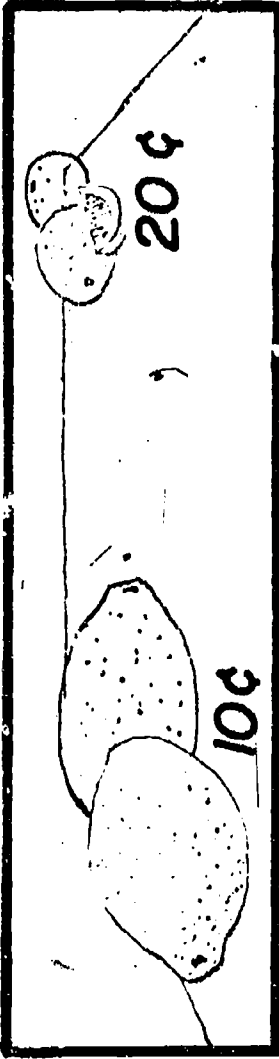


25¢

- Mrs. Kim: How much are the peppers?
 Mr. Lee: They're 25 cents each.
 Mrs. Kim: Give me one, please.
 Mr. Lee: All right.
 Mrs. Kim: Thank you.
 Mr. Lee: You're welcome.

WRITING

A. Have the students write Mr. Lee's answers to Mrs. Kim's questions.



1. Mrs. Kim: What are these? 2. Mrs. Kim: What are those?

Mr. Lee: _____

Mr. Lee: _____

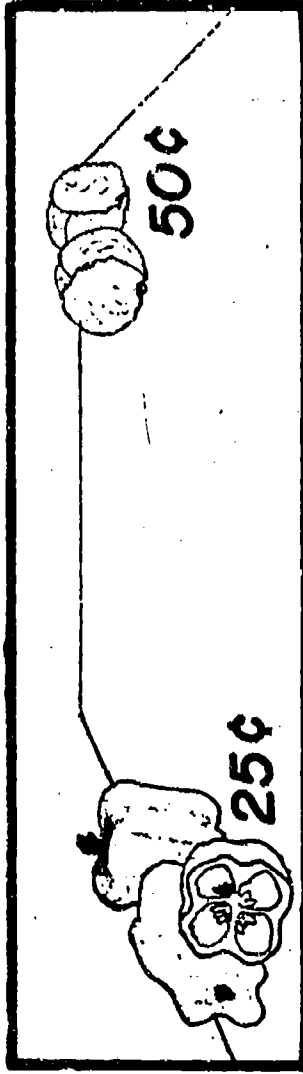
Mrs. Kim: How much are they?

Mrs. Kim: How much are they?

Mr. Lee: _____

Mr. Lee: _____

B. Have the students write Mrs. Kim's questions about the picture.



1. Mrs. Kim: _____ these? 2. Mrs. Kim: _____ those?

Mr. Lee: They're peppers.

Mr. Lee: They're cabbages.

Mrs. Kim: _____

Mrs. Kim: _____

Mr. Lee: They're 25 cents each.

Mr. Lee: They're 50 cents each.

LESSON SEVEN

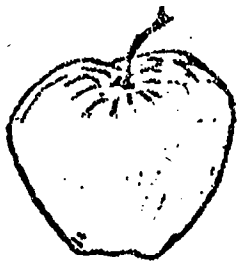
SECTION I: IT'S AN APPLE

OBJECTIVES

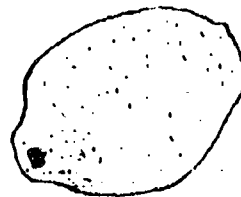
In this section you will learn:

1. The names of some fruit and vegetables.
2. To use "a" and "an" with lesson items.

LISTENING COMPREHENSION



an apple



a lemon



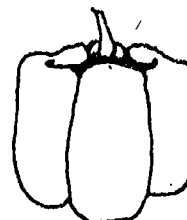
an orange



a grapefruit



an onion

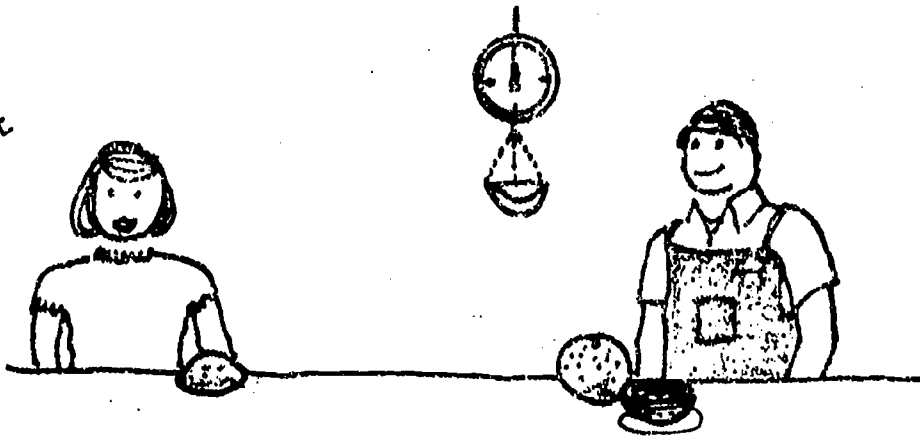


a pepper

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

THE DIALOGUE

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Mrs. Kim: Is this an orange?

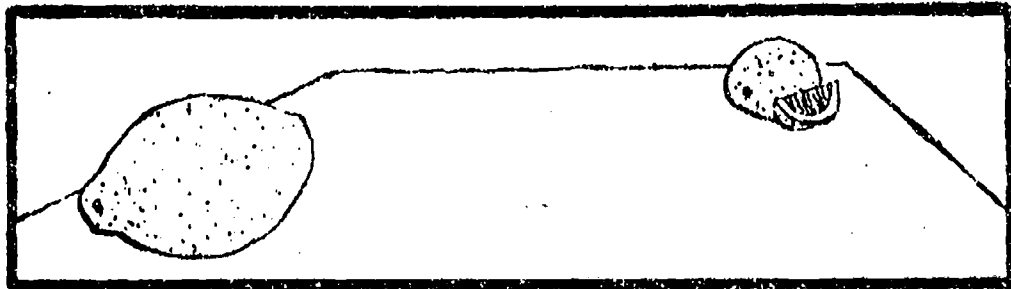
Mr. Lee: No, it isn't. It's a lemon.

Mrs. Kim: What's that?

Mr. Lee: It's a grapefruit.

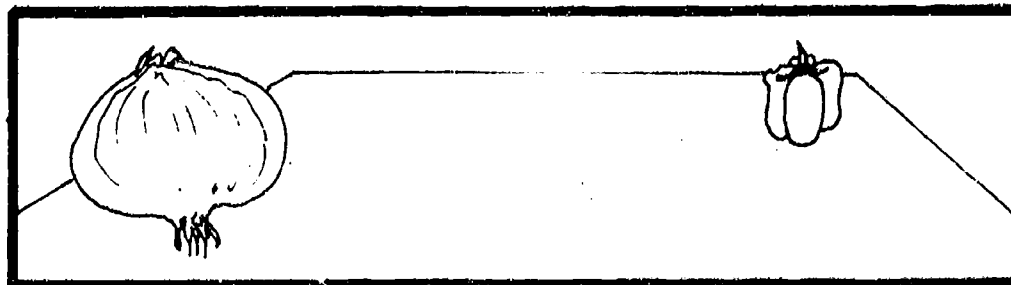
PRACTICE

"It's a lemon"



1. S-1: What's this?
S-2: It's a lemon.

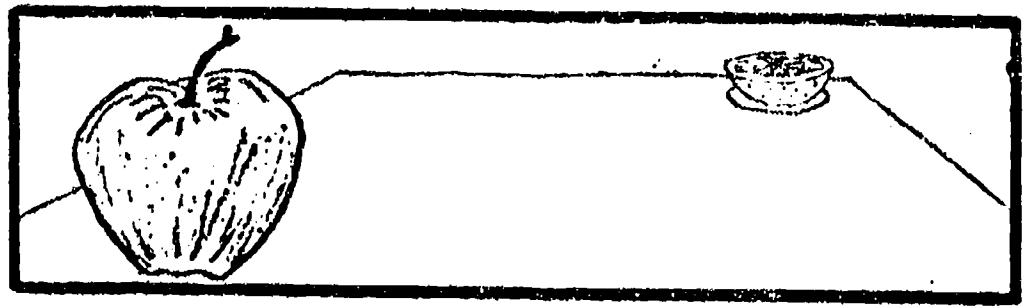
2. S-1: What's that?
S-2: It's an orange.



3. S-1: What's this?
S-2: It's an onion.

4. S-1: What's that?
S-2: It's a pepper.

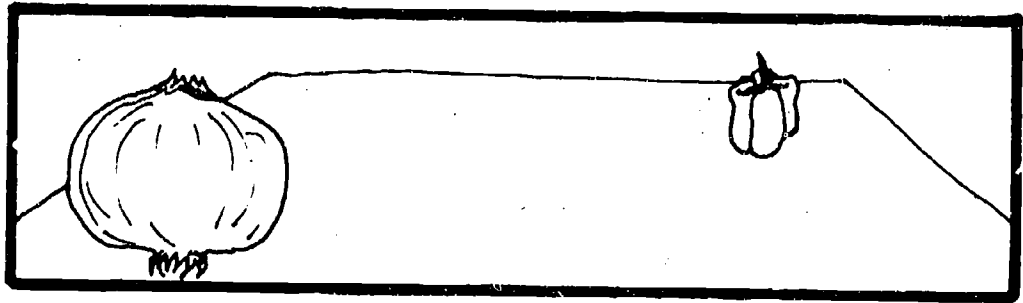
"Yes, it is"



5. S-1: Is this an apple?
S-2: Yes, it is.

6. S-1: Is that a grapefruit?
S-2: Yes, it is.

"No, it isn't"

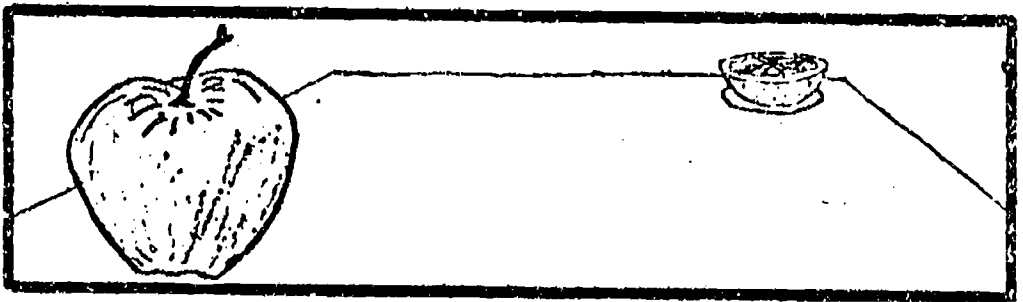


7. S-1: Is this an orange?
S-2: No, it isn't.

8. S-1: Is that an apple?
S-2: No, it isn't.

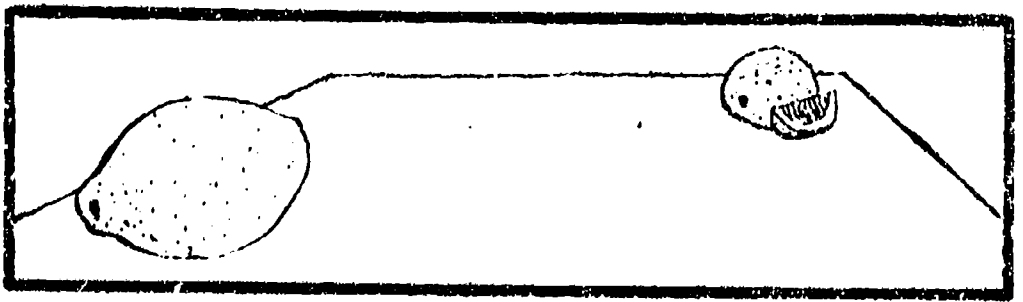
CONTROLLED CONVERSATION

"Yes, it is/No, it isn't"



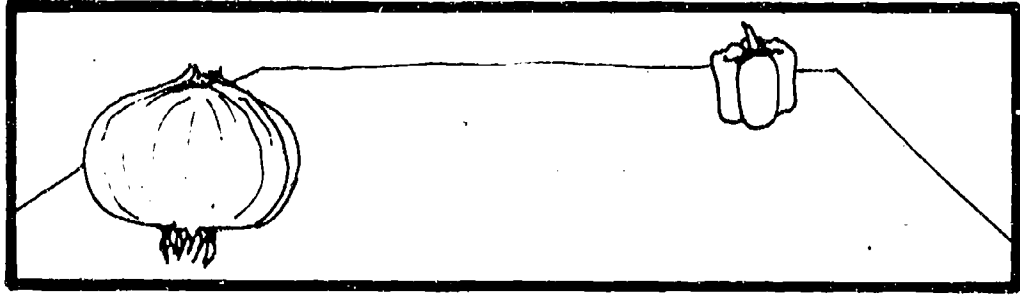
1. S-1: Is this an apple?
S-2: Yes, it is.

2. S-1: Is that an orange?
S-2: No, it isn't.



3. S-1: Is this an onion?
S-2: No, it isn't.

4. S-1: Is that a grapefruit?
S-2: No, it isn't.



1. S-1: Is this an orange?
 S-2: No, it isn't.
 S-1: What is it?
 S-2: It's an onion.

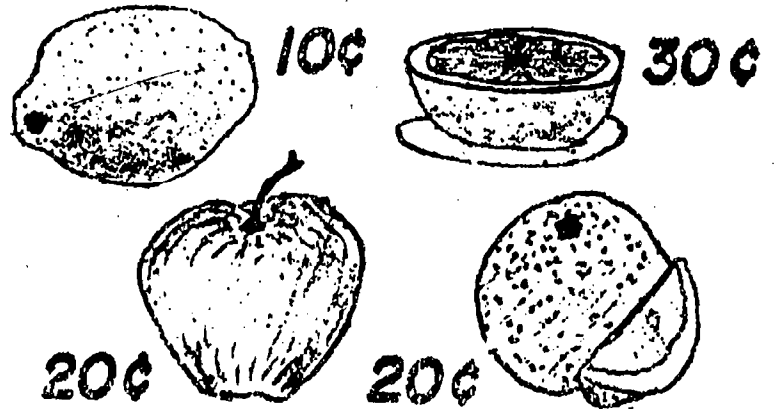
2. S-1: Is that a lemon?
 S-2: No, it isn't.
 S-1: What is it?
 S-2: It's a pepper.

READING

- A. Read the names of the fruit and vegetables on page 1.
- B. Read the Practice exercises on pages 2 and 3.
- C. Read the Controlled Conversation on page 3.
- D. Read the Mini-dialogues on this page.
- E. Read:

A lemon is 10 cents.

A grapefruit is 30 cents. An
 apple is 20 cents and an orange
 is 20 cents.



WRITING

A. Write the answers to these questions about the story in Reading.

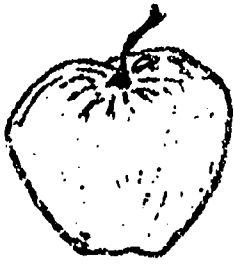
1. How much is a lemon? _____

2. How much is an apple? _____

3. How much is a grapefruit and how much is an orange? _____

B. Write the question or answer.

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30¢



20¢

1. Is this a grapefruit?

2. What's, this?

3. _____

Yes, it is.

What is it?

How much is it?

It's 20 cents.

SECTION II: WHAT ARE THESE/THOSE?

[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn the names of new food items.
3. Learn to use the words "these" and "those" with plural words.

PRONUNCIATION

Pronounce these sentences. Remember to join the words.

_____ This is a watch.

_____ That's a clock.

_____ This is a hamburger.

_____ That's a hot dog.

_____ This is an orange.

_____ That's an apple.

_____ This is an orange drink.

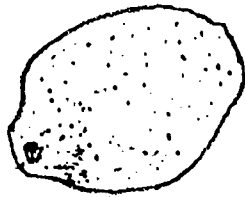
_____ That's an apple drink.

_____ This is a cup of coffee.

_____ That's a cup of tea.

LISTENING COMPREHENSION

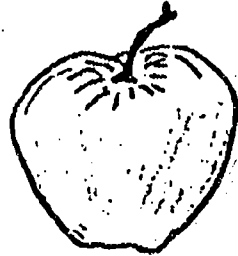
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a lemon



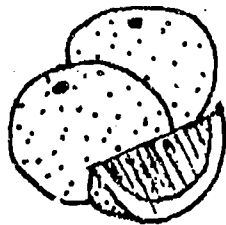
lemons



an apple



apples



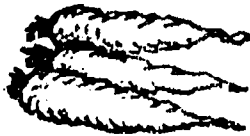
oranges



onions



peppers



carrots



cabbages

THE DIALOGUE



Mrs. Kim: Are these carrots?

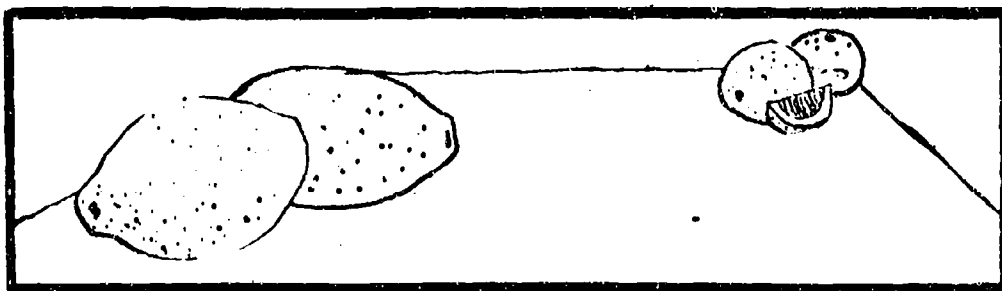
Mr. Lee: Yes, they are.

Mrs. Kim: What are those?

Mr. Lee: They're cabbages.

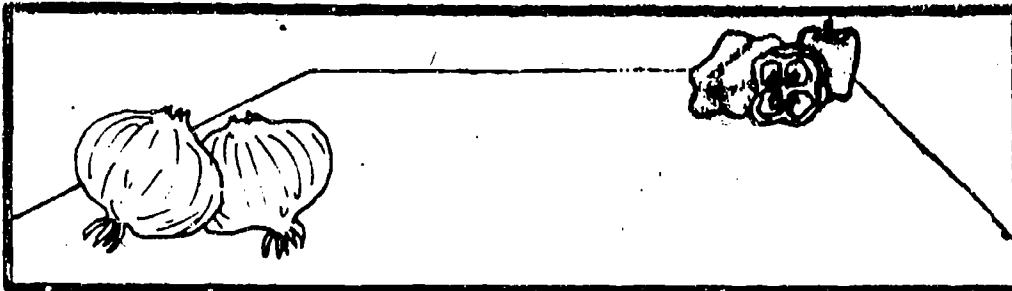
Mrs. Kim: Give me one, please.

"These are lemons"



1. These are lemons.

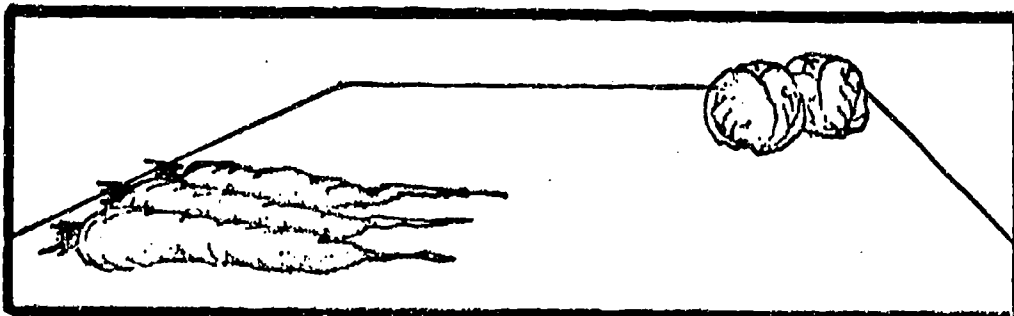
2. Those are oranges.



3. These are onions.

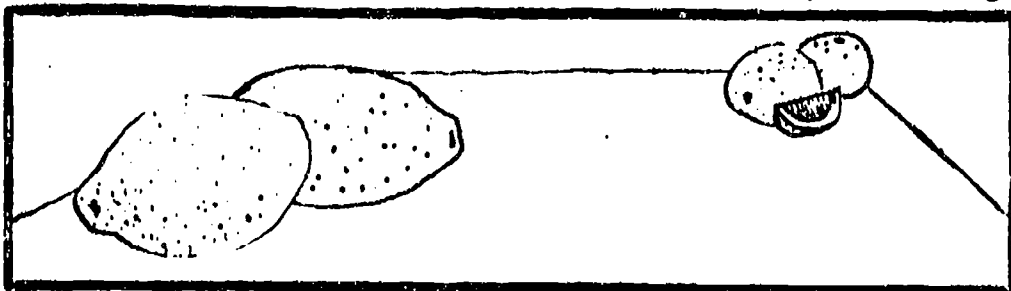
4. Those are peppers.

"What are these/those?"



5. S-1: What are these?
S-2: They're carrots.

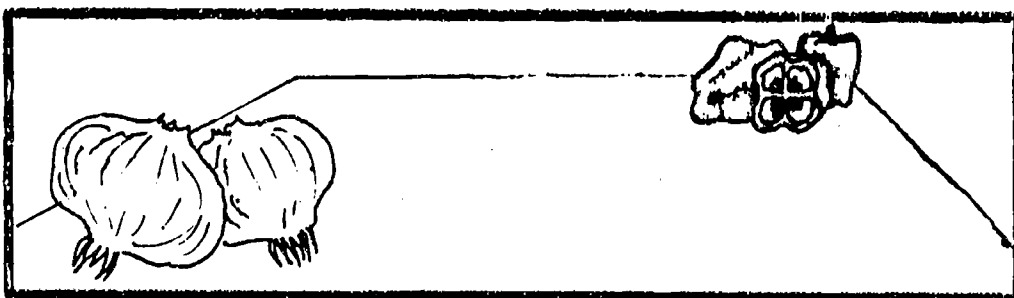
6. S-1: What are those?
S-2: They're cabbages.



7. S-1: What are these?
S-2: They're lemons.

8. S-1: What are those?
S-2: They're oranges.

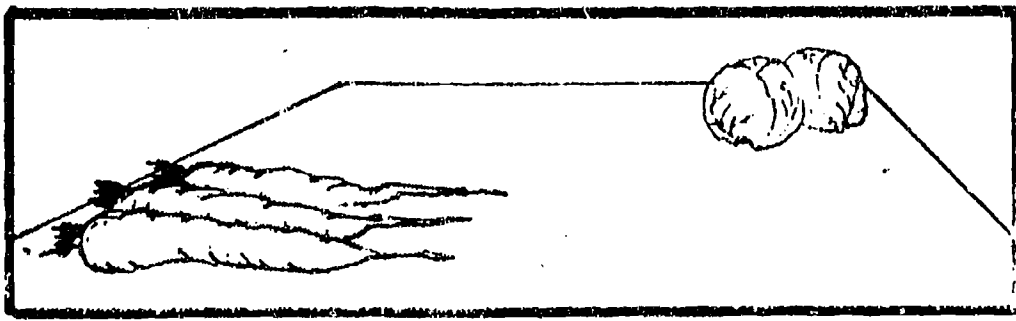
"Are these onions?"



9. S-1: Are these onions?
S-2: Yes, they are.

10. S-1: Are those peppers?
S-2: Yes, they are.

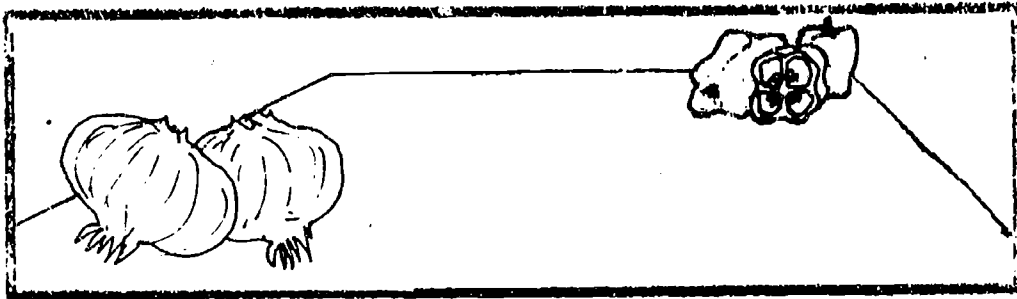
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11. S-1: Are these peppers?
S-2: No, they aren't.

12. S-1: Are those cabbages?
S-2: Yes, they are.

MINI-DIALOGUES

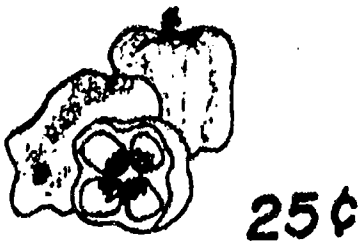


1. S-1: Are these apples?
S-2: No, they aren't.
S-1: What are they?
S-2: They're onions.

2. S-1: Are those carrots?
S-2: No, they aren't.
S-1: What are they?
S-2: They're peppers.

READING

- A. Read the sentences in the Pronunciation exercise on page 5.
- B. Read the Practice exercises on pages 6 and 7.
- C. Read the Mini-dialogues on this page.
- D. Read this conversation:

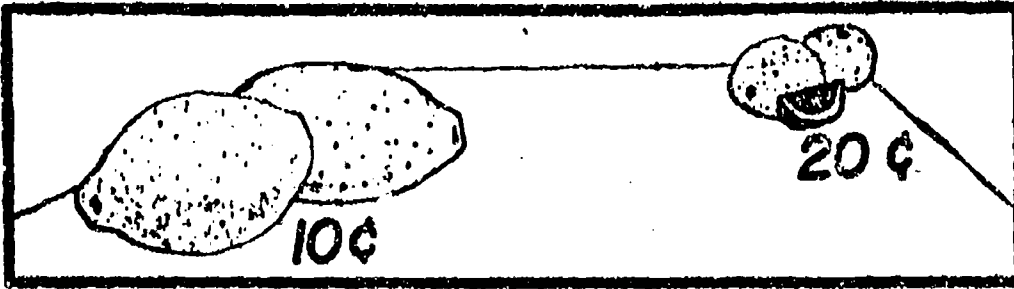


Mrs. Kim: How much are the peppers?
 Mr. Lee: They're 25 cents each.
 Mrs. Kim: Give me one, please.
 Mr. Lee: All right.
 Mrs. Kim: Thank you.
 Mr. Lee: You're welcome.

A. Write Mr. Lee's answers to Mrs. Kim's questions.

1.

2.



Mrs. Kim: What are these?

Mrs. Kim: What are those?

Mr. Lee: _____

Mr. Lee: _____

Mrs. Kim: How much are they?

Mrs. Kim: How much are they?

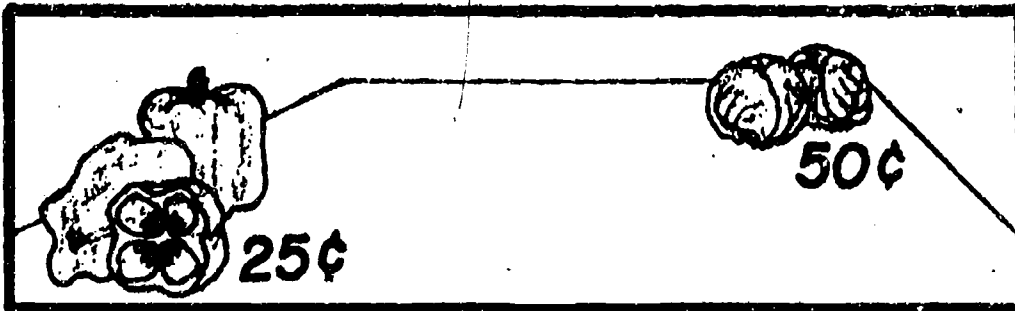
Mr. Lee: _____

Mr. Lee: _____

B. Write Mrs. Kim's questions about the pictures.

1.

2.



Mrs. Kim: _____ these?

Mrs. Kim: _____ those?

Mr. Lee: They're peppers.

Mr. Lee: They're cabbages.

Mrs. Kim: _____

Mrs. Kim: _____

Mr. Lee: They're 25 cents each.

Mr. Lee: They're 50 cents each.

LESSON SEVEN: EVALUATION

[NOTE: Students will use the Student Evaluation Form for steps III, IV, and V.]

I. PRONUNCIATION: Check for stress, intonation, and the blending of words.

EXAMPLE (%)

GROUP			
		✓	
0	50	75	90
50%	74%	89%	100%

Directions: Divide the class into groups. Test each item with one or more of the groups. Check the approximate percentage of students performing acceptably in each group evaluated. See example.

Have students repeat:

1. These are cabbages.
2. Those are onions.
3. What are these?
4. Is this an orange?
5. That's an apple.

GROUP	1	2	3	4	5

II. QUESTION AND ANSWER

Directions: Cue with pictures and elicit answers/questions from individual students. Circle number of students asked and number performing acceptably.

	NUMBER ASKED					PERFORMING ACCEPTABLY				
1. Are these <u>lemons</u> ? (Yes, they are/ No, they aren't)	1	2	3	4	5	1	2	3	4	5
2. What are those? (They're <u>cabbages</u>)	1	2	3	4	5	1	2	3	4	5
3. What are these? (They're <u>carrots</u>)	1	2	3	4	5	1	2	3	4	5
4. How much is a <u>lemon</u> ? (It's 10 cents)	1	2	3	4	5	1	2	3	4	5
5. Have S ask name of fruit or vegetable.	1	2	3	4	5	1	2	3	4	5
6. Have S ask price using "How much."	1	2	3	4	5	1	2	3	4	5

III. LISTENING COMPREHENSION

Directions: Give out the Student Evaluation Forms at this time. Read the following sentences and have the class circle the answer on their sheets.

- | | |
|---------------------|-------------------------------|
| 1. It's an apple. | 5. How much is a grapefruit? |
| 2. They're oranges. | 6. How much are the cabbages? |
| 3. It's an onion. | 7. What are these? |
| 4. They're peppers. | 8. What are those? |

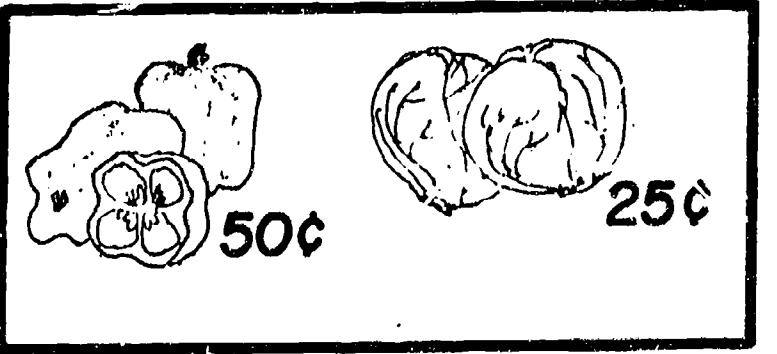
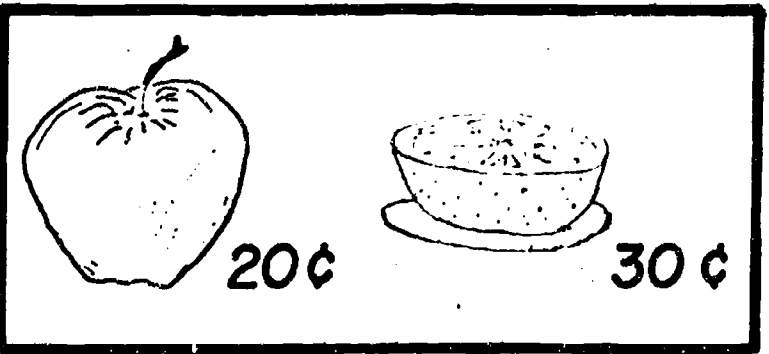
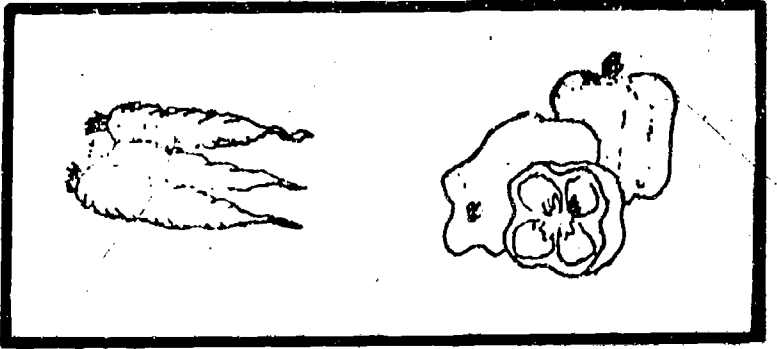
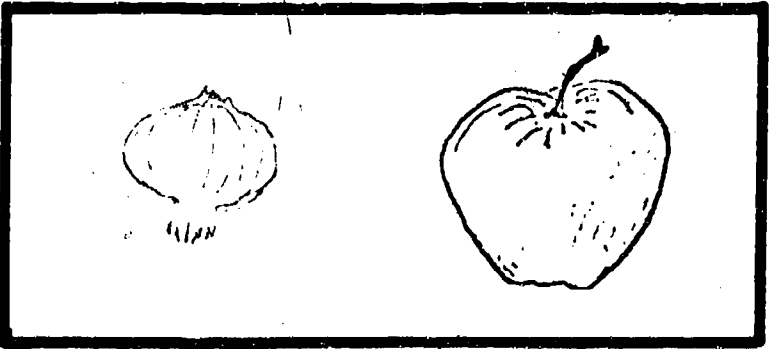
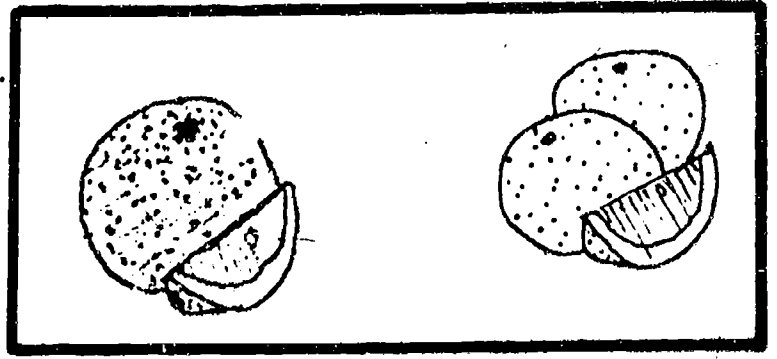
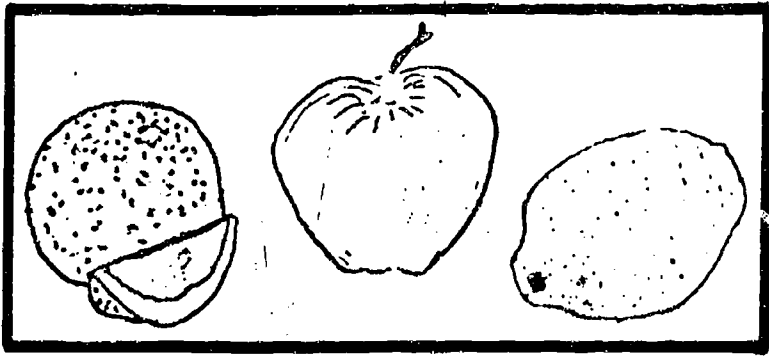
IV. READING - WRITING - Directions: Have students do the Reading and Writing on the Student Evaluation Form.

LESSON SEVEN: STUDENT EVALUATION FORM

I. and II. Oral Exercises

III. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the answer.

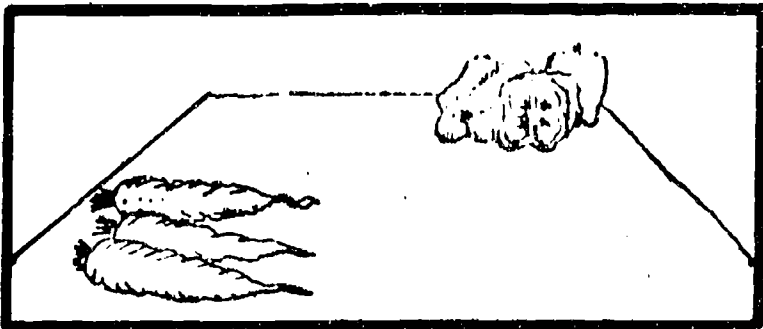


It's 20 cents.

It's 30 cents.

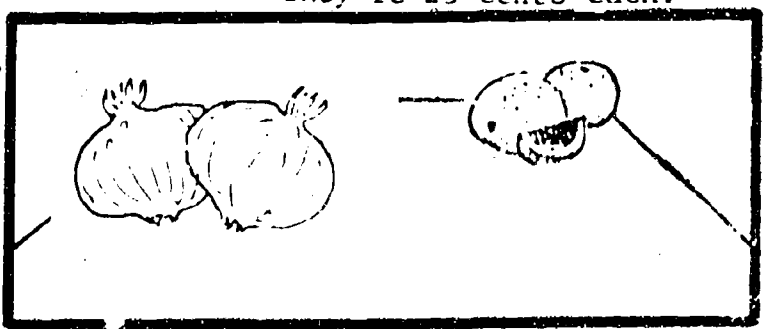
They're 50 cents each.

They're 25 cents each.



They're carrots.

They're peppers.



They're onions.

They're oranges.

IV. READING

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Directions: Circle the correct answers.

1. Is _____ a grapefruit?

these

this

those

2. Are _____ carrots?

this

that

those

3.

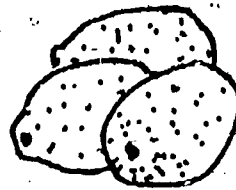


It's a carrot.

They're oranges.

They're carrots.

4.



They're lemons.

It's a lemon.

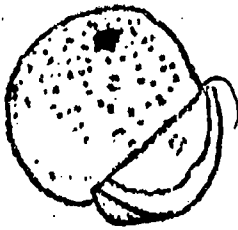
It's an apple.

V. WRITING

Directions: Write in the correct answers.

Sentences to copy:

1.



Tom: Is this an apple?

Ann: _____

Tom: What is it?

Ann: _____

Yes, it is.

No, it isn't.

No, they aren't.

It's an orange.

They're oranges.

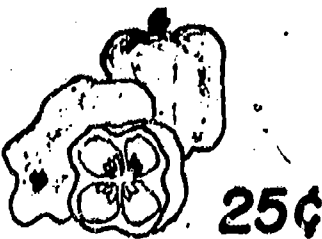
How much are they?

How much is it?

Is this a pepper?

Are these peppers?

2.



Ann: _____

Tom: Yes, they are.

Ann: _____

Tom: They're 25 cents each.

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LESSON SEVEN

第七課

SECTION I: IT'S AN APPLE

第一節：是一個蘋果

OBJECTIVES

學習目標

In this section you will learn:

在這一節裡，你們要學習：

1. The names of some fruit and vegetables.

一、一些水果和蔬菜的名稱。

2. To use "a" and "an" with lesson items.

二、不定冠詞 "a" 和 "an" 的用法。

THE DIALOGUE

對話

Mrs. Kim: Is this an orange?

這是一個橘子嗎？

Mr. Lee: No, it isn't. It's a lemon.

不是。是一個檸檬。

Mrs. Kim: What's that?

那是什麼？

Mr. Lee: It's a grapefruit.

是(美國)柚子。

SECTION II: WHAT ARE THESE/THOSE?

第二節：這些/那些是什麼？

OBJECTIVES

學習目標

In this section you will:

在這一節裡，你們要：

1. Practice pronunciation.

一、練習發音。

2. Learn the names of new food items.

二、學習新的食品名稱。

3. Learn to use the words "these" and "those" with plural words.

三. 學習 "these" "those" 和複數名詞在一起的用法。

THE DIALOGUE

對話

Mrs. Kim: Are these carrots?

這些是胡蘿蔔嗎?

Mr. Lee: Yes, they are.

是的。

Mrs. Kim: What are those?

那些是什麼?

Mr. Lee: They're cabbages.

是椰菜(或稱包心菜)

Mrs. Kim: Give me one, please.

請給我一個。

NOTES

應注意事項

1. You will notice that an, instead of a, is used in:

一. 在元音 a, e, i, o, u 之前, 不定冠詞應用 "an" 而不用 "a"。

an orange

an apple

an egg

An is used when it is followed by a vowel (a, e, i, o, u).

2. Use singular "this" or "that" with singular nouns:

二. 單數名詞用單數指定代名詞時, 應用 "this" (這) 或

this student, this book,

"that" (那)。如:

that student, that book

this student (這個學生)

that student (那個學生)

Use plural "these" or "those" with plural nouns:

these students, these books

those students, those books

複數名詞用複數代名詞時，
應用 "these" (這些) 或 "those" (那些)。如：

these students (這些學生)

those books (那些書)

3. English speakers blend words together

within phrases or thought groups.

For example, the sentence "This is a watch" is pronounced like: "Thi-sisa-watch."

三. 英文常常將音節連在一起

唸。如 "This is a watch."

(這是一個手表) 通常唸作 "Thi-sisa-watch."。應經常留心教員的唸法。

LESSON EIGHT

OBJECTIVES

Listening Comprehension: Students will be able to:

1. Identify common locations: at the bank, at the beauty shop, at the barber shop, at the market, at the laundromat, at the hospital, at the department store, at the airport, at the post office.
2. Distinguish between the expressions "here" and "there."

Listening and Speaking: Student will be able to:

1. Give an appropriate response upon being asked to identify lesson locations.
2. Ask "where" questions and "yes-no" questions to elicit information about the locations of people.
3. Give an appropriate response to above questions about the locations of people.
4. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New: Where's Tom/he/she/the doctor?

He's/She's at the bank.
here/there.

Where are Tom and Bill/they/the nurses?

They're at the hospital.
here/there.

Review: Is Tom/he/she at the market/here/there?

Yes, he/she is. No, he/she isn't.

Are Tom and Bill/they at the post office/
here/there?

Yes, they are/No, they aren't.

INSTRUCTIONAL AIDS

Drill pictures:

- P72 - at the bank
- P73 - at the post office
- P74 - at the department store
- P75 - at the beauty shop
- P76 - at the laundromat
- P77 - at the airport

- P78 - at the market
- P79 - at the hospital
- P80 - a map
- P81 - a mop
- P82 - Facial diagram: /æ/ and /a/

Also: P21 - the barber shop

- Transparencies:
- T28 - locations: at the bank, barber shop, post office, department store, beauty shop, laundromat, airport, market, and hospital
 - T29 - Dialogue (They're at the market)
 - T30 - Pronunciation: /æ/ - /a/ (map-mop)
 - T31 - Dialogue (Where's the nurse?)

Student handouts:

- Student leaflet
- Student evaluation form

Lesson Guides:

- Evaluation form

STRUCTURAL NOTES

1. The concept of number agreement between subject and verb does not exist in any of the four Asian languages.
2. The question word "where" does not ordinarily come at the beginning of questions in Chinese, Japanese, and Korean.

See the chart for illustration of the above points.

English	Where	are	the	nurses	?
Chinese	nurse	exist	where		?
Japanese	nurse + subject particle	where + locative particle			exist/be + question particle
Korean	nurse + subject particle	where + locative particle			exist/be + question particle
Tagalog	Where	the	plural marker	nurse	?
Spanish	¿Where	are	the	nurses	?

PRONUNCIATION NOTES

1. The English /æ/ sound does not exist in Chinese, Japanese, Spanish, or Tagalog. It does occur in Korean. Chinese students tend to substitute /ɛ/ for /æ/. Japanese, Filipino, and Spanish students tend to substitute /a/ for /æ/. The contrast between /æ/ and /a/ in English therefore causes special difficulty.
2. The /a/ sound appears in the four Asian languages and in Spanish, but with somewhat different characteristics from the English /a/, which is a more open sound. Encourage the students to open their mouths wide to make this sound.

SECTION I. HE'S AT THE BANK

SECTION I. HE'S AT THE BANK

[NOTE: Do not distribute the student leaflet until time for Reading.]

REVIEW AND WARM-UP

- A. Use pictures from previous lessons or objects in the room for oral review.

T St > asks - Cl Gr > answers
St

- B. Suggested items for review:

1. What are these those?
2. How much are the apples?
3. Are they onions?
4. Mini-dialogues: S-1: Are these oranges?
S-2: No, they aren't.
S-1: What are they?
S-2: They're lemons.

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

OBJECTIVE

In this section you will learn to ask and answer questions about the locations of people.

LISTENING COMPREHENSION

Listening

T shows pictures P21 and P72-79 (T28) and models - CI listens

T: (Show the picture of Tom at the bank.)
Where's Tom? He's at the bank.

Listening and Identifying

T cues with pictures and statements

CI }
- Gr } confirms or denies statement
St }

T: (Show the picture of Tom at the bank.)
He's at the bank.

S: Yes.

T: (Show the picture of Ann at the beauty shop.)
She's at the barber shop.

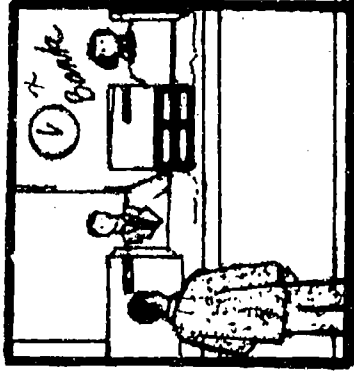
S: No.

Listening and Repeating

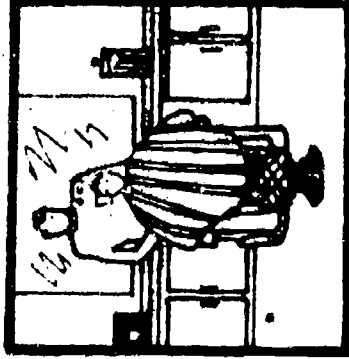
T cues with picture and models - CI } repeats
Gr }
St }

T: (Show a picture of Tom at the bank.)
He's at the bank.

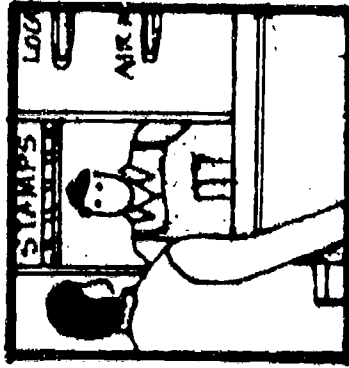
LISTENING COMPREHENSION



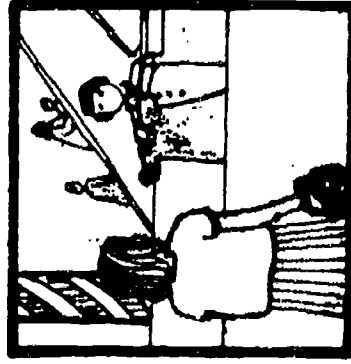
He's at the bank.



He's at the barber shop.



He's at the post office.



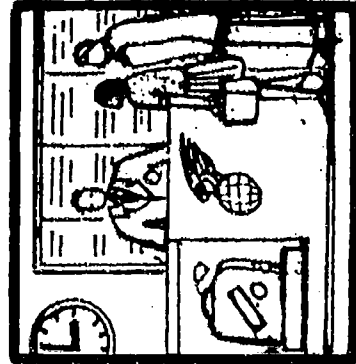
She's at the department store.



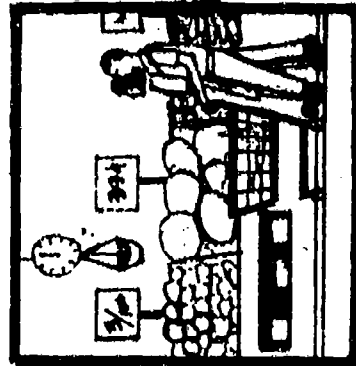
She's at the beauty shop.



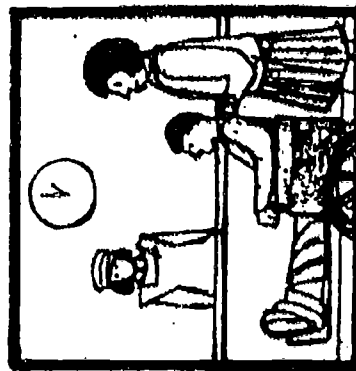
She's at the laundromat.



They're at the airport.



They're at the market.



They're at the hospital.

THE DIALOGUE

[REMINDER: Students will not have their leaflets at this point.]

- A. Show drill picture P78 (T29) and set the scene.
- B. Follow procedure for dialogue presentation.

- 1. T models - Cl listens
- 2. T models - Cl repeats
- 3. Take roles: T - Cl
Gr - Gr
St - St
- 4. Show dialogue on overhead or on board
 - a. T reads - Cl reads silently
 - b. T reads - Cl reads
 - c. Take roles reading

PRACTICE

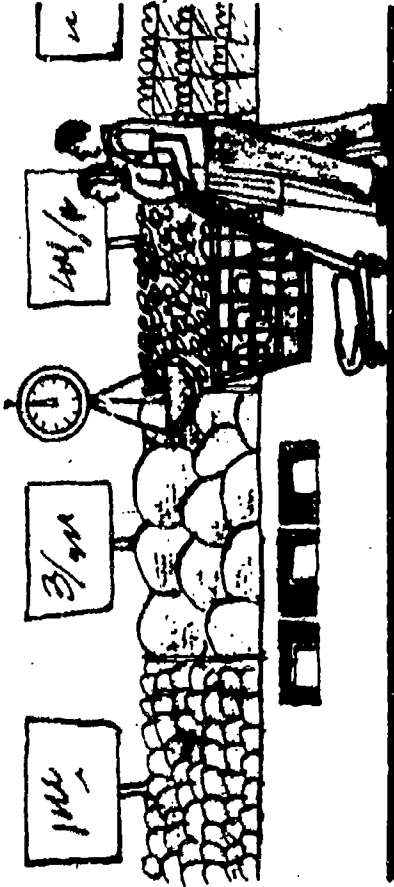
"He's at the bank"

A. Substitution Drills

T cues - Cl
Gr } responds
St

- 1. T: He's at the bank.
the barber shop
the post office
- 2. T: She's at the department store.
the beauty shop.
the laundromat.

THE DIALOGUE



Sue: Are Tom and Ann at the post office?

John: No, they aren't.

Sue: Where are they?

John: They're at the market.

PRACTICE

3. T: They're at the airport.
the market
the hospital

B. Answer Drills

T cues and asks - Cl
Gr } answers
St

1. T: Where's Tom?
S: He's at the bank.
2. T: Where's Ann?
S: She's at the department store.
3. T: Where are Tom and Ann?
S: They're at the airport.

"Where's Tom?"

A. Repetition Drill

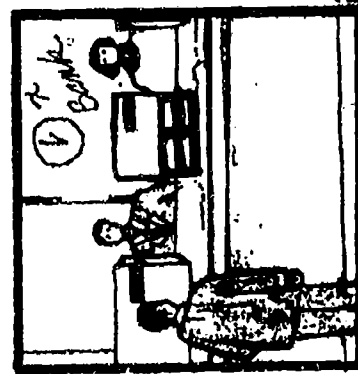
T models - Cl
Gr } repeats
St

T: Where's Tom?
Where's Ann?
Where are Tom and Ann?

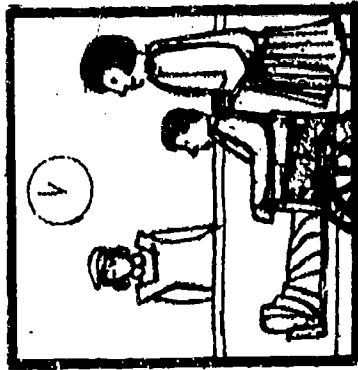
B. Question and Answer Drill

T cues with pictures:

T
Gr } asks - Cl
St } answers



"Where's Tom?"



1. S-1: Where's Tom?
S-2: He's at the bank.
2. S-1: Where's Ann?
S-2: She's at the laundromat.
3. S-1: Where are Ann and Tom?
S-2: They're at the hospital.

"Yes, he is"

Answer Drill

T cues for "yes" answers - Cl
Gr responds
St

T: (Show the picture of Tom at the bank.)
Is Tom at the bank?

S: Yes, he is.

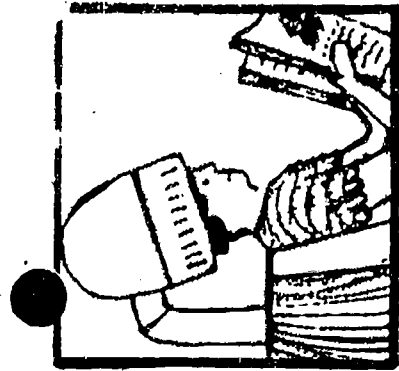
"No, she isn't"

Answer Drill

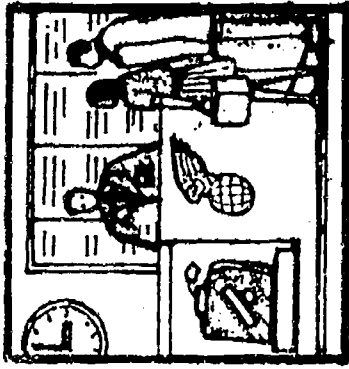
T cues for "no" answers - Cl
Gr responds
St

T: (Show the picture of Ann at the
department store.)
Is Ann at the post office?

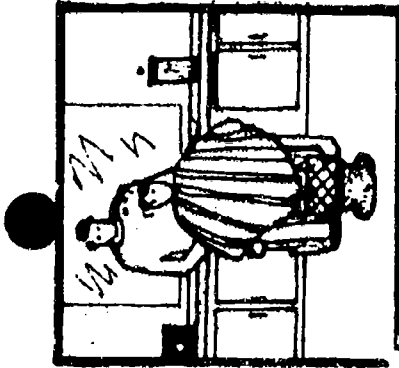
S: No, she isn't.



4. S-1: Where's Ann?
S-2: She's at the beauty shop.

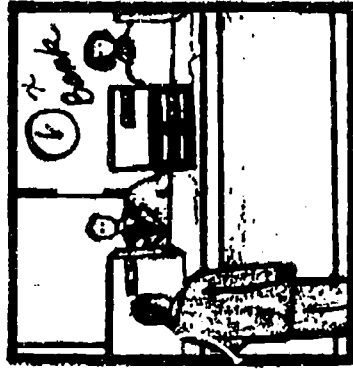


5. S-1: Where are they?
S-2: They're at the airport.



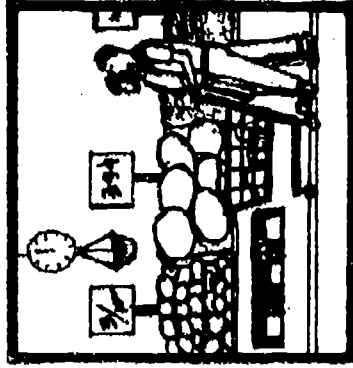
6. S-1: Where's Tom?
S-2: He's at the barber shop.

"Yes, he is"



7. S-1: Is Tom at the bank?

S-2: Yes, he is.



8. S-1: Are Tom and Ann at the market?

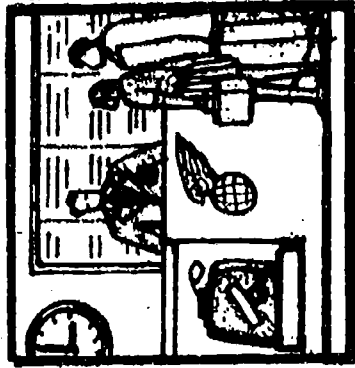
S-2: Yes, they are.

"No, she isn't"



9. S-1: Is Ann at the post office?

S-2: No, she isn't.



10. S-1: Are Tom and Ann at the department store?

S-2: No, they aren't.

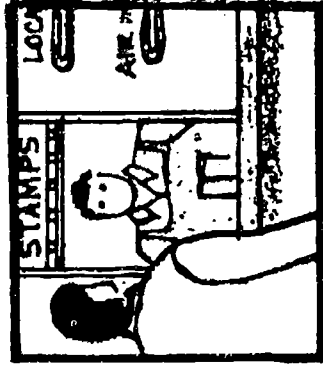
CONTROLLED CONVERSATION

A. T cues with pictures and asks for "yes" or "no" answers

Cl } responds
- Cr }
St }

B. T cues: St asks - Gr } responds
St }

CONTROLLED CONVERSATION



1. S-1: Is Tom at the barber shop?

S-2: No, he isn't.



2. S-1: Is Ann at the beauty shop?

S-2: Yes, she is.



3. S-1: Are Tom and Ann at the airport?

S-2: Yes, they are.

READING

[NOTE: Distribute the student leaflets at this time.]

- A. Have the students read the names of locations on page 1.
- B. Have the students read the Practice exercises on pages 2 and 3.
- C. Have the students read the Controlled Conversation on page 4.
- D. T reads - Cl reads silently.
T reads - Cl reads

Take roles: T - Cl
Gr - Gr
St - St

READING

D. Read:



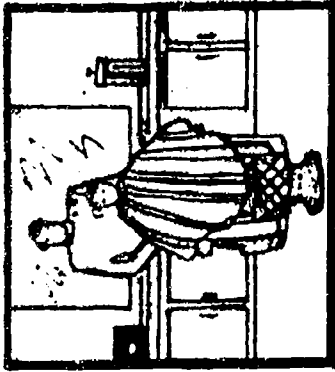
Sue: Good morning, Tom. What time is it?

Tom: Good morning, Sue. It's 10:15.

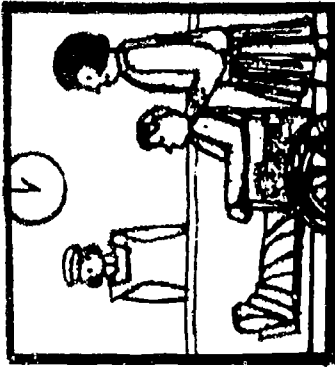
Sue: Is Ann at the laundromat?

Tom: No, she isn't. She's at the beauty shop.

A. Have the students write the answers to the questions below the pictures.



1. Where's Tom?

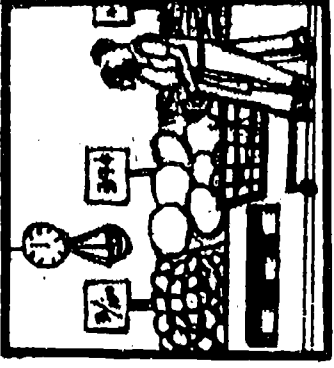


2. Are they at the airport?

B. Have the students write the questions for the answers below the pictures.



B. Write the questions for these answers.



Yes, she is.

They're at the market.

1.

2.

SECTION II: HE'S HERE/THERE

SECTION II: HE'S HERE/THERE

[NOTE: Have students put away their leaflets until time for Reading.]

[NOTE: Put away your leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

OBJECTIVES

Explain briefly what the students will learn in this section.

In this section you will:

- 1. Practice pronunciation.
- 2. Learn to use the words "here and "there."

PRONUNCIATION

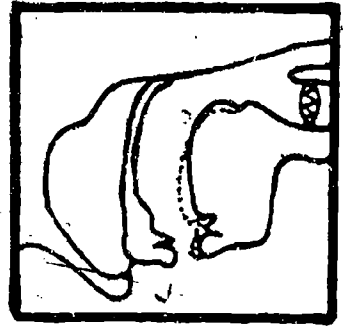
Give students practice in discriminating between the sounds of /æ/ as in "map" and /a/ as in "mop" in both listening and production.

1. T holds up pictures of a map and a mop (P80 and 81 or P30) and models - Cl listens

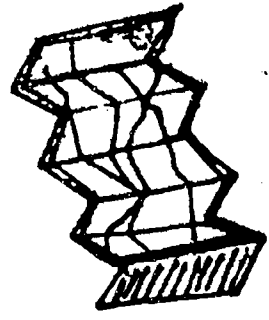
[NOTE: Use the same intonation each time you repeat a word.]

2. Call "map" #1 and "mop" #2. Have the students hold up 1 finger for "map" and 2 fingers for "mop."
3. Using the facial diagram P82 (T30), point out the relative positions of the tongue and degree of mouth opening in producing these sounds.
4. T holds up pictures - Cl pronounces "map" or "mop"
5. T models the exercise - Cl repeats

PRONUNCIATION



/æ/ /a/



/æ/ a map



/a/ a mop

It's a map.	It's a mop.
apple	doctor
It's an apple.	He's a doctor.
Where's Ann?	Where's Tom?
She's at the bank.	He's at the hospital.

THE DIALOGUE

Preliminary Activity

Demonstrate the concept of "here" and "there" by using objects and individuals (singular and plural) in the classroom, together with appropriate gestures.

- T: Where's the book?
 (Point to a book near you.) It's here.
- Where's John?
 (Point to a student away from you.) He's there.
 (etc.)

Presenting the Dialogue

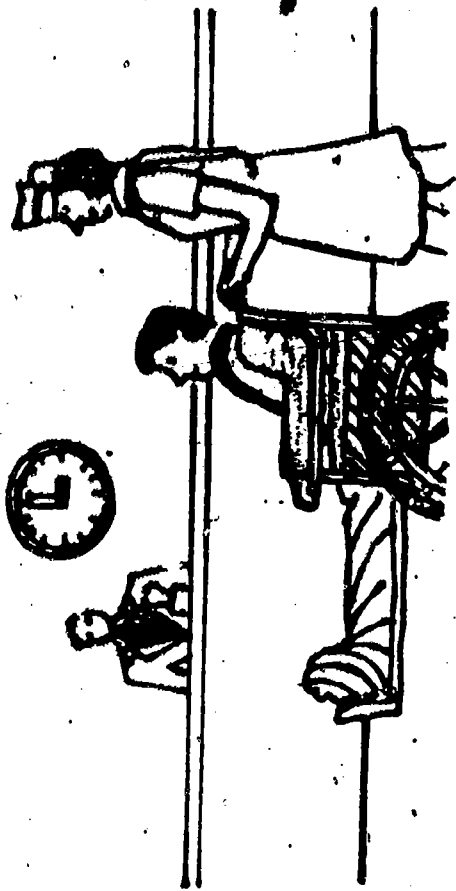
Show P79 (T31) and present dialogue, following normal procedure.

- 1. T models - Cl listens
- 2. T models - Cl
Gr repeats
St

3. Take roles: T - Cl
Gr - Gr
St - St

4. Show dialogue on overhead or on board

- a. T reads - Cl reads silently
- b. T reads - Cl reads
- c. Take roles reading



Tom: Where's the nurse?

Ann: She's here.

Tom: Where's the doctor?

Ann: He's there.

PRACTICE

"Here" and "there"

A. Repetition Drills

- 1. T: Where's my watch?
(Point to your watch.) It's here.

Where's your watch?

(Point to students' watches and have them repeat after you.) It's here.

Cl: (Point to their watches.) It's here.



1. Where's the watch?
It's here.

2. Where's the clock?
It's there.

2. T: Where's the clock?
(Point to the clock.) It's there.

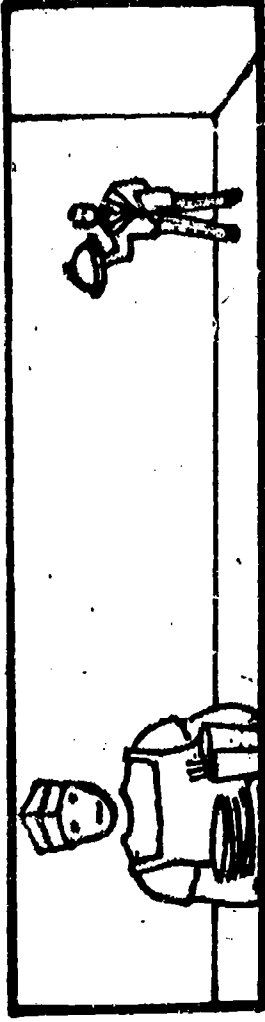
Cl: It's there.

3. T: Where's Henry?
(Point to a student.) He's there.

Cl: He's there.

4. T: Where are the windows?
(Point to the windows.) They're there.

Cl: They're there.



3. Where's the busboy?
He's here.

4. Where's the waiter?
He's there.



5. Where are the students?
They're here.

6. Where are the teachers?
They're there.

CONTROLLED CONVERSATION

Cué with individuals, objects in the classroom, or drill pictures and call for "here/there" answers.

T cues: Gr \nearrow asks - St \nearrow answers
 Gr

T: (Point to a student.)

S-1: Where's Henry?

S-2: He's there.

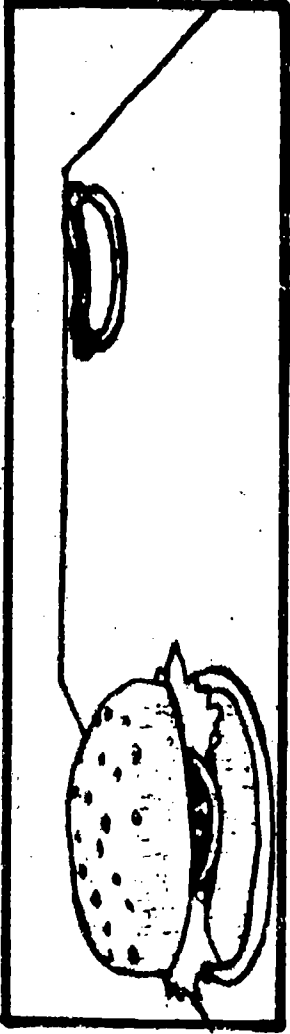
READING

[NOTE: Have students open their leaflets at this time.]

A. Have students read each paragraph silently to themselves. A. Read the sentences and answer the questions.

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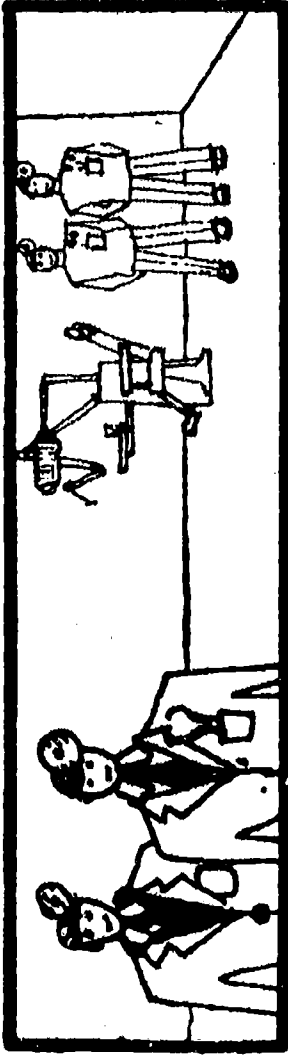
B. Have students read the answers to the comprehension questions about each story.



1. This is a hamburger. It's not a hot dog. That's a hot dog. The hamburger is here and the hot dog is there.

Read the answers to these questions:

- a. Is this a hot dog? c. Where's the hot dog?
- b. What is it? d. Where's the hamburger?



2. Those are dentists. They are not doctors. These are doctors. The doctors are here. The dentists are there.

Read the answers to these questions:

- a. Are those doctors? c. Where are the doctors?
- b. What are they? d. Where are the dentists?

WRITING

A. Complete the sentences.

Have the students complete the sentences.

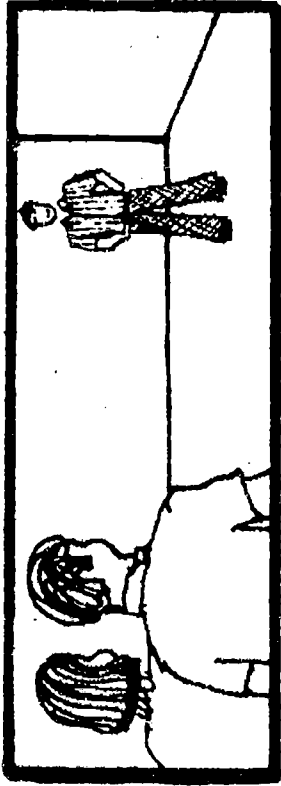


1. Tom: Where's the watch?

Ann: _____ here.

Tom: _____ the clock?

Ann: It's _____

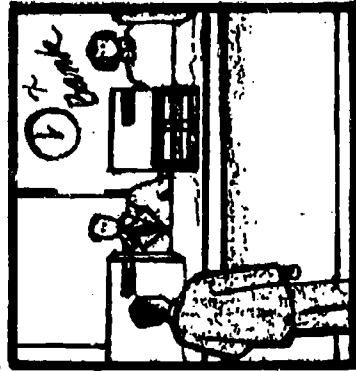
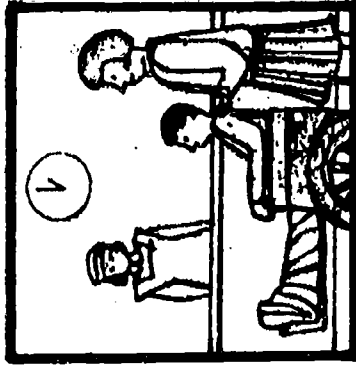


2. Ann: Is John here? Ann: Where _____

Tom: No, _____ Tom: He's _____

B. Have the students read the story and answer the questions.

B. Read the story and answer the questions.



John and Sue are at the hospital. Tom is at the bank. Ann is at the beauty shop.

1. Where is Tom? _____
2. Are John and Sue at the market? _____
3. Where are they? _____
4. Where is Ann? _____

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Los Angeles Unified School District
Asian Project - ABE
AP-200843

LESSON EIGHT - STUDENT LEAFLET
SECTION I: He's at the Bank
SECTION II: He's Here/There

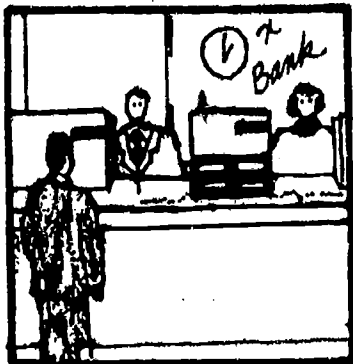
LESSON EIGHT

SECTION I: HE'S AT THE BANK

OBJECTIVE

In this section you will learn to ask and answer questions about the locations of people.

LISTENING COMPREHENSION



He's at the bank.



He's at the barber shop.



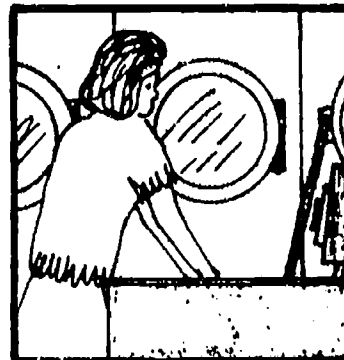
He's at the post office.



She's at the department store.



She's at the beauty shop.



She's at the laundromat.



They're at the airport.



They're at the market.

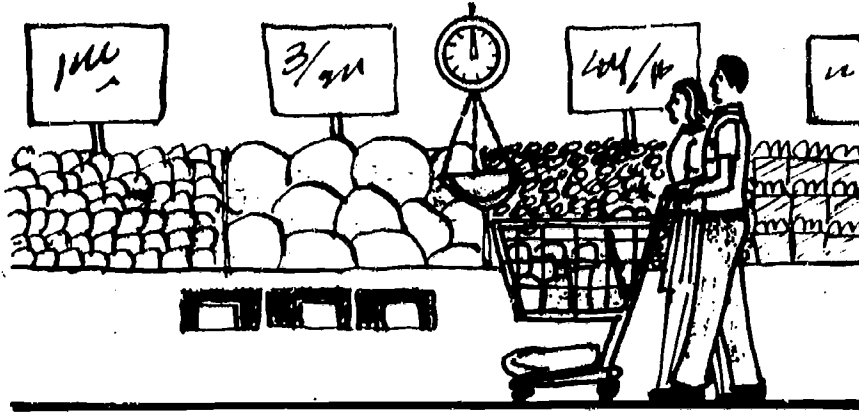


They're at the hospital.

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

THE DIALOGUE

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Sue: Are Tom and Ann at the post office.

John: No, they aren't.

Sue: Where are they?

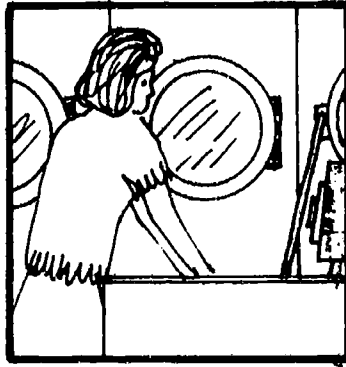
John: They're at the market.

PRACTICE

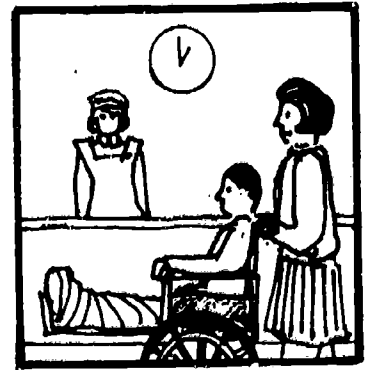
"Where's Tom?"



1. S-1: Where's Tom?
S-2: He's at the bank.



2. S-1: Where's Ann?
S-2: She's at the laundromat.



3. S-1: Where are Tom and Ann?
S-2: They're at the hospital.



4. S-1: Where's Ann?
S-2: She's at the beauty shop.



5. S-1: Where are they?
S-2: They're at the airport.



6. S-1: Where's Tom?
S-2: He's at the barber shop.

"Yes, he is"

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7. S-1: Is Tom at the bank?
S-2: Yes, he is.



8. S-1: Are Tom and Ann at the market?
S-2: Yes, they are.

"No, she isn't"



9. S-1: Is Ann at the post office?
S-2: No, she isn't.



10. S-1: Are Tom and Ann at the department store?
S-2: No, they aren't.

CONTROLLED CONVERSATION



1. S-1: Is Tom at the barber shop?
S-2: No, he isn't.



2. S-1: Is Ann at the beauty shop?
S-2: Yes, she is.



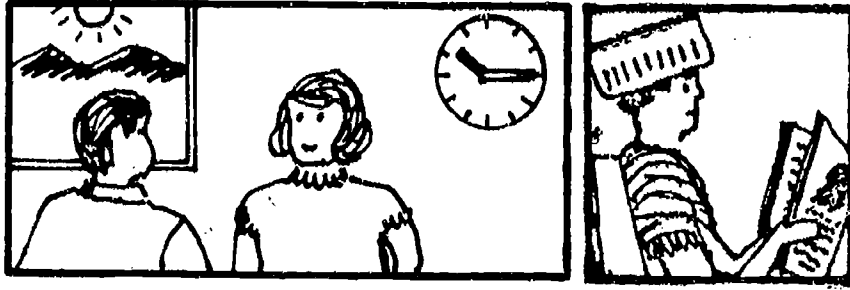
3. S-1: Are Tom and Ann at the airport?
S-2: Yes, they are.

READING

- A. Read the names of locations on page 1.
B. Read the sentences in the Practice exercises on pages 2 and 3.
C. Read the Controlled Conversation on this page.

D. Read:

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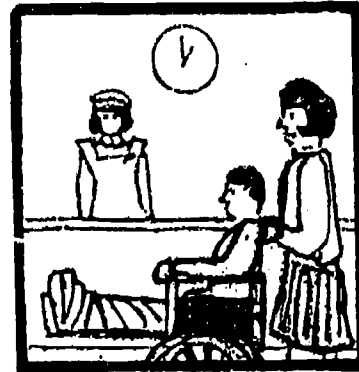
Sue: Good morning, Tom. What time is it?
Tom: Good morning, Sue. It's 10:15.
Sue: Is Ann at the laundromat?
Tom: No, she isn't. She's at the beauty shop.

WRITING

A. Write the answers for these questions.



1. Where's Tom?



2. Are they at the airport?

B. Write the questions for these answers.



1. _____

Yes, she is.



2. _____

They're at the market.

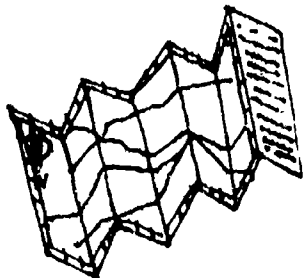
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn to use the words "here" and "there."

PRONUNCIATION

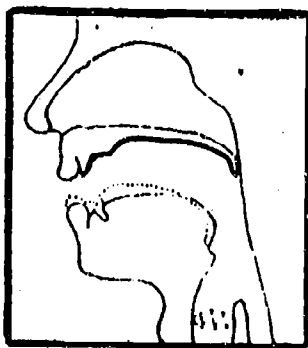


/æ/ a map

It's a map.

apple
It's an apple.

Where's Ann?
She's at the bank.



/æ/ /a/



/a/ a mop

It's a mop.

doctor
He's a doctor.

Where's Tom?
He's at the hospital.

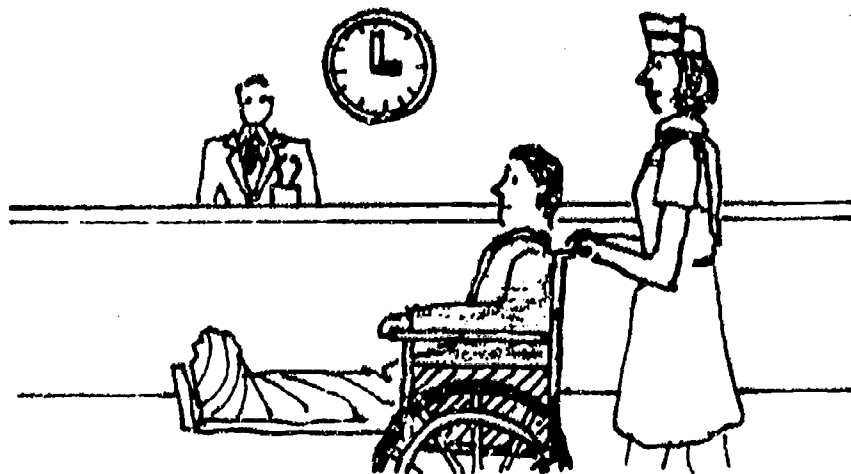
THE DIALOGUE

Tom: Where's the nurse?

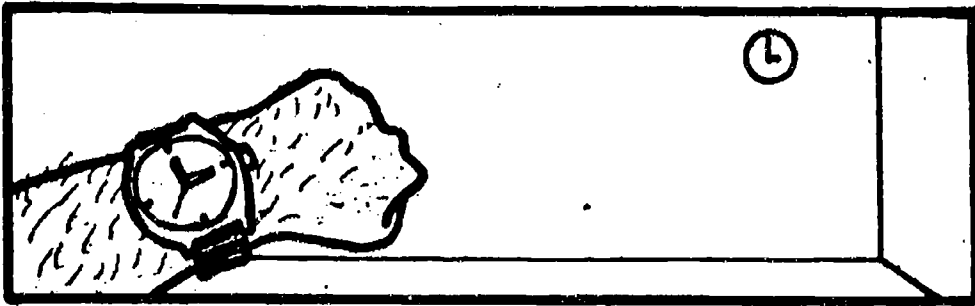
Ann: She's here.

Tom: Where's the doctor?

Ann: He's there.

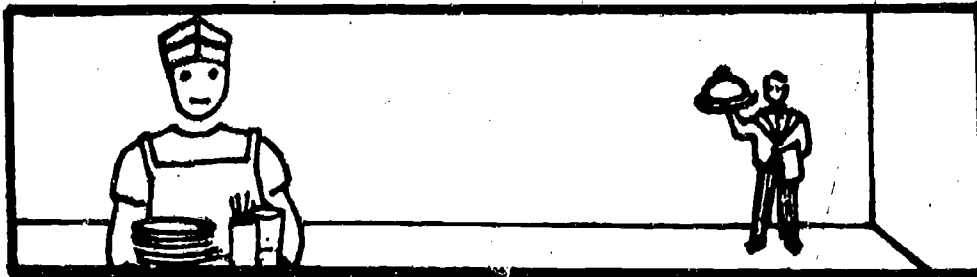


"Here" and "there"



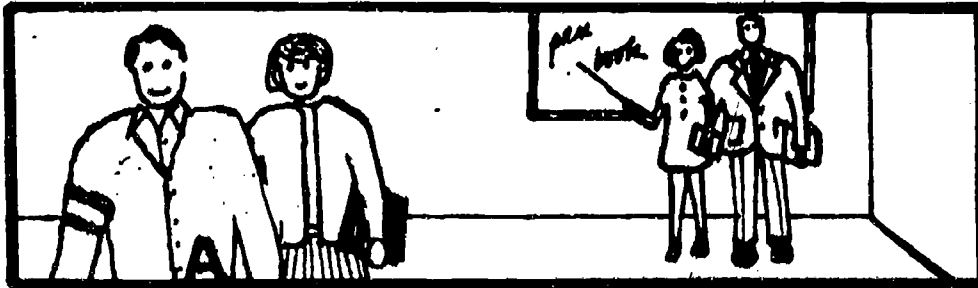
1. Where's the watch?
It's here.

2. Where's the clock?
It's there.



3. Where's the busboy?
He's here.

4. Where's the waiter?
He's there.

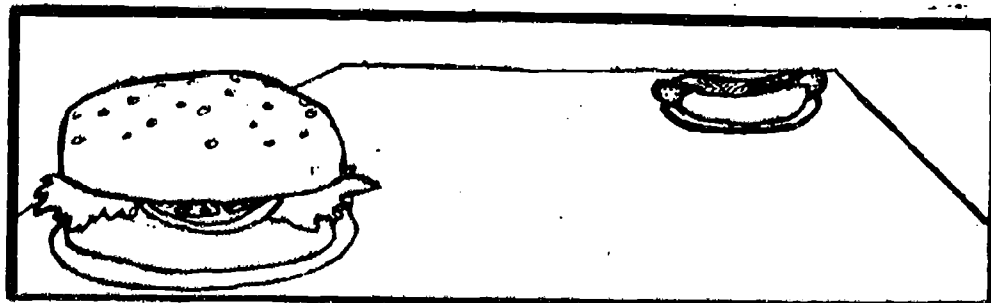


5. Where are the students?
They're here.

6. Where are the teachers?
They're there.

READING

A. Read the sentences and answer the questions.

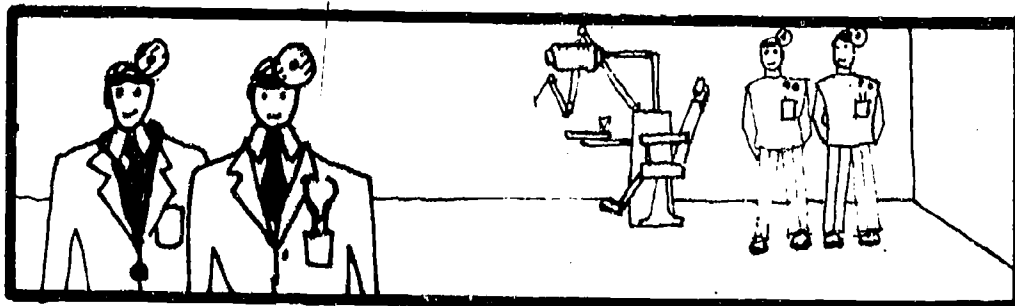


1. This is a hamburger. It's not a hot dog. That's a hot dog.
The hamburger is here and the hot dog is there.

Read the answers to these questions:

- a. Is this a hot dog?
- b. What is it?
- c. Where's the hot dog?
- d. Where's the hamburger?

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2. Those are dentists. They are not doctors. These are doctors.
The doctors are here. The dentists are there.

Read the answers to these questions:

- a. Are those doctors?
- b. What are they?
- c. Where are the doctors?
- d. Where are the dentists?

WRITING

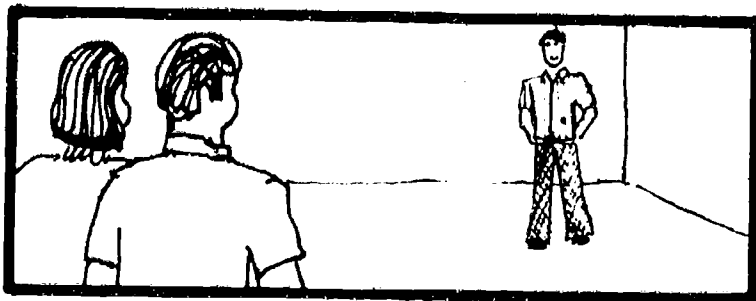
A. Complete the sentences.

1. Tom: Where's the watch?

Ann: _____ here.

Tom: _____ the clock?

Ann: It's _____



2. Ann: Is John here?

Tom: No, _____

Ann: Where _____

Tom: He's _____

B. Read the story and answer the questions.



John and Sue are at the hospital. Tom is at the bank. Ann is at the beauty shop.

1. Where is Tom?

2. Are John and Sue at the market?

3. Where are they?

4. Where is Ann?

LESSON EIGHT: EVALUATION

I. PRONUNCIATION (Check for correct stress and intonation)

Directions: Divide the class into groups and test each item with one or more of the groups. Indicate the approximate percentage of students performing acceptably in each group that you check, as in the accompanying example.

EXAMPLE (%)

GROUP	1	2	3	4	5
			✓		
	50%	74%	89%	100%	90%

Have students repeat:

- Where are they?
- They're at the market.
- Is Tom at the barber shop?
- No, he isn't. He's at the bank.

GROUP	1	2	3	4	5

II. QUESTION AND ANSWER

Directions: Hold up pictures as cues and elicit answers/questions as indicated from individual students. Circle number of students asked and number performing acceptably.

	NUMBER ASKED					PERFORMING ACCEPTABLY				
	1	2	3	4	5	1	2	3	4	5
1. Where's he? (He's _____.)										
2. Are they at the post office?										
3. Is she at the drugstore?										
4. (S asks question using "Where.")										
5. (S asks question using "Is/Are.")										

III. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

- | | |
|-----------------------------|------------------------------|
| 1. Tom's at the bank. | 5. She's at the post office. |
| 2. Ann's at the laundromat. | 6. They're there. |
| 3. They're at the hospital. | 7. Is Tom at the airport? |
| 4. It's a mop. | 8. Are they at the market? |

IV. READING

V. WRITING

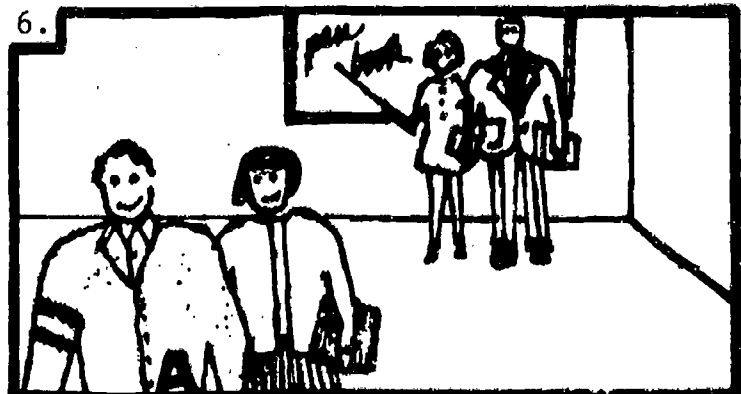
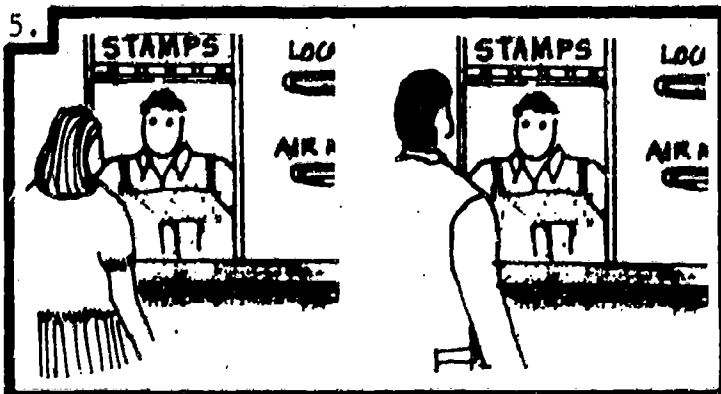
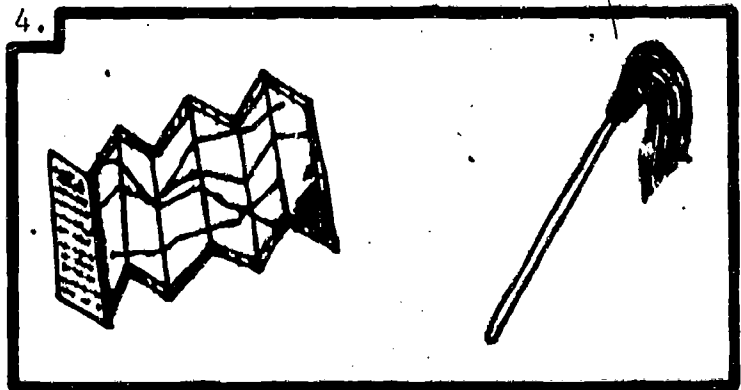
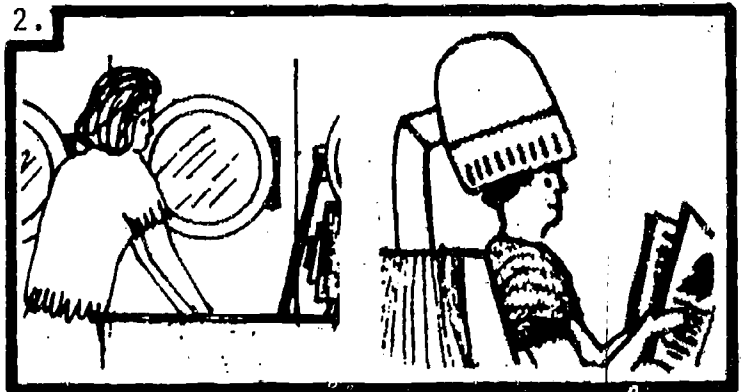
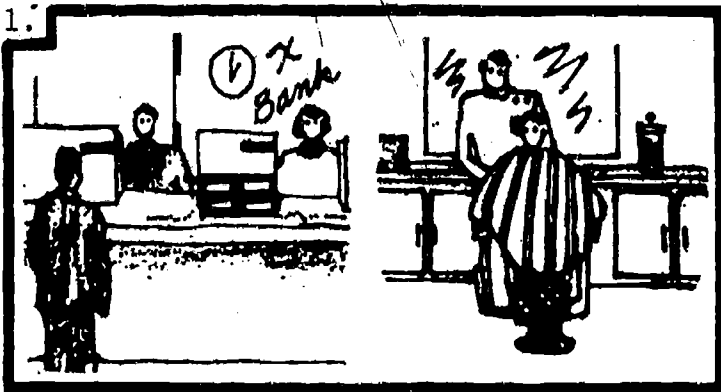
Directions: Have students do the Reading and Writing on the Student Evaluation Form.

LESSON EIGHT: STUDENT EVALUATION FORM

I. and II. Oral Exercises

III. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the correct answer.



Yes, he is.
No, he isn't.



Yes, they are.
No, they aren't.

IV. READING

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Directions: Circle the correct answers.

1. She's _____ the bank.

is

at

to

2. He's at the barber _____.

store

office

shop

3.



- a. They're at the market.
- b. They're at the airport.
- c. They're at the department store.

4.



- a. He's at the post office.
- b. He's not at the post office.
- c. She's at the post office.

V. WRITING

Directions: Copy the correct answers.

1. Bill: _____

2. Tom: He's _____ the barber shop.

3. Bill: Is Lucy _____

4. Tom: No, _____

5. Bill: Where _____

6. Tom: _____

Answers to Copy

for

at

she is

she isn't

is she

Where's Ben?

She's at the laundromat

They're at the market

at the barber shop

LESSON EIGHT

第八課

SECTION I: HE'S AT THE BANK

第一節：他在銀行

OBJECTIVE

學習目標

In this section you will learn to ask
and answer questions about the locations
of people.

在這一節裡，你們要學
習各種場所及地點的問
答。

THE DIALOGUE

對話

Sue: Are Tom and Ann at the post
office?

Ann和Tom在郵局嗎？

John: No, they aren't.

不在。

Sue: Where are they?

他們在那裡？

John: They're at the market.

他們在市場(或"好結")

SECTION II: HE'S HERE/THERE

第二節：他在這裡/那裡

OBJECTIVES

學習目標

In this section you will:

在這一節裡，你們要：

1. Practice pronunciation.

一、練習發音

2. Learn to use the words "here"

二、學習"here" (這裡) 和 "there"

and "there".

(那裡) 的用法。

Tom: Where's the nurse?

護士在那裡?

Ann: She's here.

他在這裡。

Tom: Where's the doctor?

醫生在什麼地方?

Ann: He's there.

他在那裡。

NOTES

應注意事項

At is usually used:

"at" 略等於中文的"在"。用來:

1) to indicate a specific

一. 指示明確的地點,

location,

2) when the name of a street is

二. 指示有門牌號數的地址。

preceded by a number.

(Note that at never precedes here

例外: 在 "here" 和 "there" 之前,

or there.)

不用介詞 "at"。

LESSON NINE

OBJECTIVES

Listening Comprehension:

Student will be able to identify common objects such as a wallet and a purse, as well as some pieces of furniture in a bedroom and a kitchen, and discriminate among the locations specified by the prepositions in, on, and under by pointing to these objects in specific locations.

Listening and Speaking:

Student will be able to:

1. Give an appropriate response upon being asked to identify lesson items.
2. Give an appropriate response upon being asked the location of objects in the bedroom and kitchen.
3. Ask "wh" questions and "yes-no" questions and give responses using locative phrases with in, on, and under.
4. Perform the above with acceptable pronunciation.

Reading and Writing:

Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New: Is my purse/Are my shoes in the bedroom?
 on the chair?
 under the table?

Oh, yes, here it is/they are.
there it is/they are.

Review: Where's my/her/the purse?

Where is it?

Where are my glasses?

What's this/that? It's a bed/chair.

INSTRUCTIONAL AIDS

Drill pictures:

- P83 - a wallet and in the purse
- P84 - on the table
- P85 - under the table
- P86 - a bedroom

- P87 - Dialogue (Where are my shoes?)
- P88 - Facial diagram: /~~æ~~/ and /~~ε~~/
- P89 - a kitchen

Transparencies:

- T32 - Prepositions: in the purse, on the table, under the table
- T33 - a bedroom
- T34 - Dialogue (Where are my shoes?)
- T35 - Pronunciation: /æ/ - /ɛ/ (man - men)
- T36 - a kitchen

Student handouts:

- Student leaflet
- Student evaluation form

Lesson guides:

- Evaluation form

STRUCTURAL NOTES

1. Some locative prepositions in English do not have a one-to-one equivalency in any of the four Asian languages. In most cases there is only one form in these languages to equate with two or more prepositions in English. The following chart illustrates the Asian students' problem with the English preposition "at" as in the prepositional phrase: at the bank.

English	at	the bank
Chinese	in/at	bank
Japanese		bank in/at
Korean		bank in/at
Tagalog	in/at	bank
Spanish	in	the bank

2. The chart below illustrates the contrasting word order of the locative phrase in the closet. Note that when referring to specific locations, Chinese speakers use specific prepositions like inside or outside in addition to the prepositions in or at, and put them after the noun.

English	in	the closet
Chinese	in/at	closet inside
Japanese		closet (of) inside in/at
Korean		closet inside in/at

Note also the absence of the article the in the prepositional phrase in the Asian languages.



PRONUNCIATION NOTE

The /æ/ - /ɛ/ distinction is very difficult for speakers of Chinese, Japanese, Tagalog, and Spanish to hear and produce. Chinese students tend to substitute /ɛ/ in place of /æ/, while the Filipino, Japanese, and Spanish students tend to substitute /a/ for /æ/.

SECTION I. WHERE ARE MY SHOES?

[NOTE: Do not distribute student leaflets until time for Reading.]

REVIEW AND WARM-UP

A. Teacher cues with realia and pictures from previous lessons.

T	asks	-	Cl	Gr	St	answers
			/			

B. Suggested items for review:

1. S-1: Where's the doctor?
S-2: He's at the hospital.
2. S-1: Are they at the market?
S-2: Yes, they are.
3. S-1: Are they at the post office?
S-2: No, they aren't.
S-1: Where are they?
S-2: They're at the bank.

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

OBJECTIVES

In this section you will learn:

1. The names of objects such as a purse and a wallet, and names of furniture in a bedroom.
2. To ask and answer questions about such places as: in the purse, on the chair, and under the bed.

SECTION I: WHERE ARE MY SHOES?

LISTENING COMPREHENSION

Listening and Identifying

A. Show pictures P83-85 (T32) and identify items and locations - CI listens

T: This is a wallet.
The money is in the wallet.

B. Hold up the pictures and have students point to the proper picture as you call out locations.

T: The wallet is on the table.
S: (Point to P84.)

OPTIONAL ACTIVITY: Call on volunteers to place their wallets (or any other small item) in the proper locations as you call them out.
T: The wallet is under the table.
S: (Places item there and points to it.)

Listening and Repeating

T models - CI > repeats
Gr >
St >

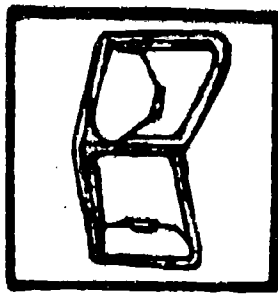
T: Where's the money? It's in the wallet.
S: It's in the wallet.

Answering

T cues and asks - CI > answers
Gr >
St >

T: Where's the wallet?
S: It's on the table.

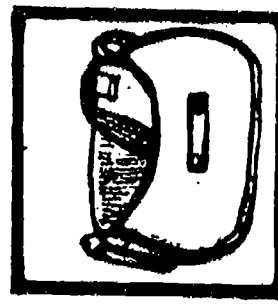
LISTENING COMPREHENSION



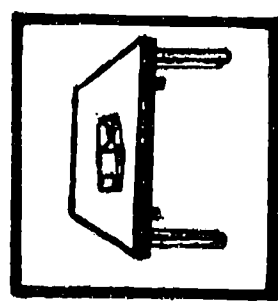
This is a wallet.



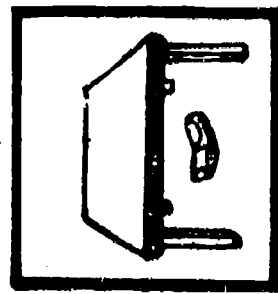
The money is in the wallet.



The wallet is in the purse.



The wallet is on the table.



The wallet is under the table.

THE DIALOGUE

Preliminary Activity

A. Show picture P86 (T33) and identify the bedroom and the pieces of furniture.

T models - C' listens

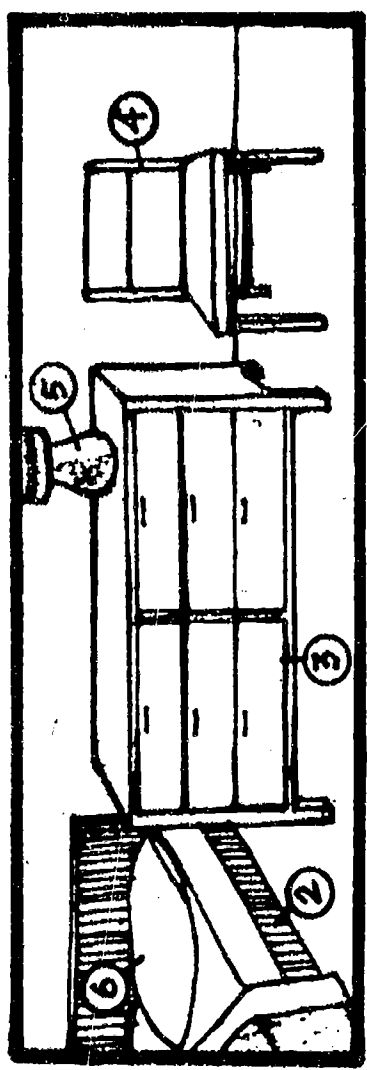
T: What's this? It's a bedroom.
What's that? It's a bed.

B. T models - Cl
Gr } repeats
St }

C. T asks - Cl
Gr } answers
St }

T: What's that?
S: It's a bed.

THE DIALOGUE



① A Bedroom

1. What's this?
It's a bedroom.
2. What's that?
It's a bed.
3. What's that?
It's a dresser.
4. What's that?
It's a chair.
5. What's that?
It's a lamp.
6. What are those?
They're pillows.

Presenting the Dialogue

A. Show dialogue picture P87 (T34).

1. T models - Cl listens

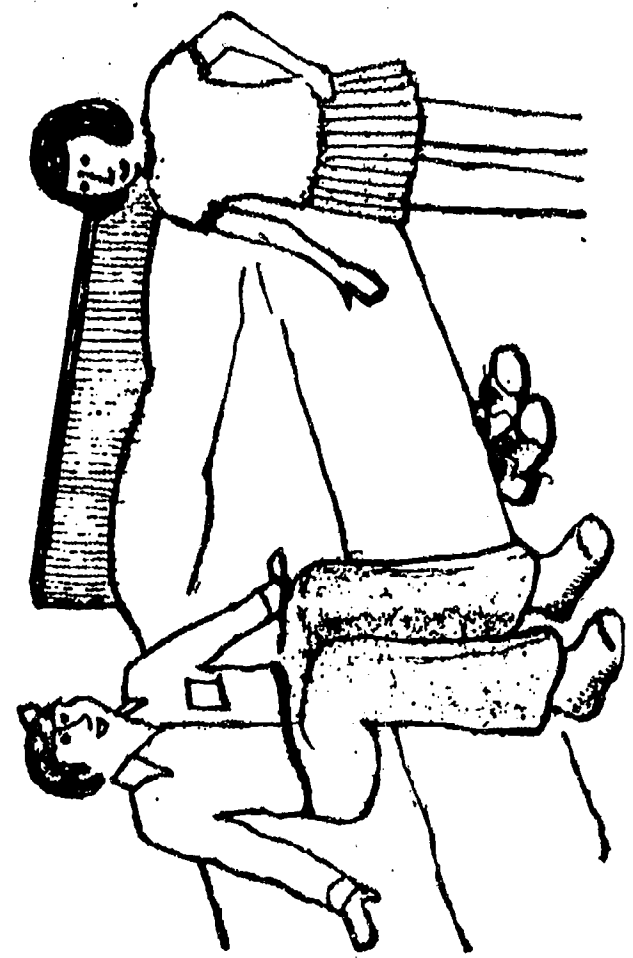
2. T models - Cl
Gr } repeats
St }

3. Take roles: T - Cl
Gr - Gr
St - St

B. Show dialogue on board or overhead.

1. T reads - Cl reads silently

2. T reads - Cl
Gr } reads



3. Take roles: T - Cl
 Gr - Gr
 St - St

Bill: Where are my shoes?
 Kay: They're under the bed.
 Bill: Oh, yes. Here they are!
Where are my glasses?
 Kay: They're on your head!

PRACTICE

"They're under the chair"

A. Substitution Drill

T cues with bedroom picture
 Cl } responds
 - Gr }
 St }

T: They're under the chair
 dresser
 bed

B. Answer Drill

T asks - Cl } answers
 Gr }
 St }

T: Where are the shoes?
 S: They're under the chair.

"Where's the lamp?"

A. Substitution Drills

T cues - Cl } responds
 Gr }
 St }

A. Substitution Drills

1. T: Where's the lamp?
 money
 wallet
 bed
 dresser
 S: Where's the lamp?
 Where's the money?
 Where's the wallet?
 Where's the bed?
 Where's the dresser?

"Where's the lamp?"

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2. T: Where are the shoes? S: Where are the shoes?
 pillows Where are the pillows?
 glasses Where are the glasses?
 chairs Where are the chairs?

B. Question and Answer Drill

Cues: Gr → asks - Gr → answers
 St → asks - St → answers

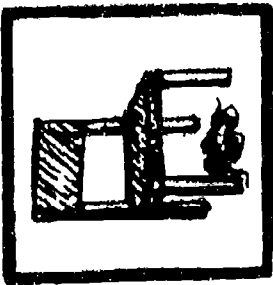
OPTIONAL ACTIVITY: My, your, his, and her drills can be conducted with these sentences.



1. S-1: Where's the lamp?
 S-2: It's on the dresser.



2. S-1: Where are pillows?
 S-2: They're on the bed.



3. S-1: Where are the shoes?
 S-2: They're under the chair.

"Here/There it is!"

A. Repetition Drill

T cues with pictures - C1 answers, then repeats

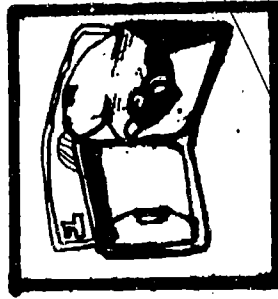
- T: (Show the wallet picture P83.)
 Where's the money?
 S: It's in the wallet.
 T: Oh, yes. Here it is! Repeat.
 S: Oh, yes. Here it is!

B. Response Drill

S-1 asks - S-2 answers - S-1 responds

OPTIONAL EXERCISES:

- Use objects in the classroom as cues.
- S-1: Where's the money?
 S-2: There it is! It's in the wallet!



4. S-1: Where's the money?
 S-2: It's in the wallet.
 S-1: Oh, yes. Here it is!



5. S-1: Where are the shoes?
 S-2: They're under the dresser.
 S-1: Oh, yes. There they are!

MINI-DIALOGUES

Use objects in the classroom as cues, and lead students into conversation with each other.

OPTIONAL ACTIVITY: Practice this dialogue, using people in the room and in pictures.

- S-1: Where's the teacher?
- S-2: She's in the classroom.
- S-1: Oh, yes. Here she is!

READING

[NOTE: Have students open their student leaflets at this time.]

- A, B, C, and D. Have students follow the directions as noted in the student leaflet.

E. Have students read the paragraph.

- 1. T reads - Cl reads silently
- 2. T reads - Cl reads
- Gr reads
- St reads
- 3. Alternate sentences: T - Cl
- Gr - Gr
- St - St

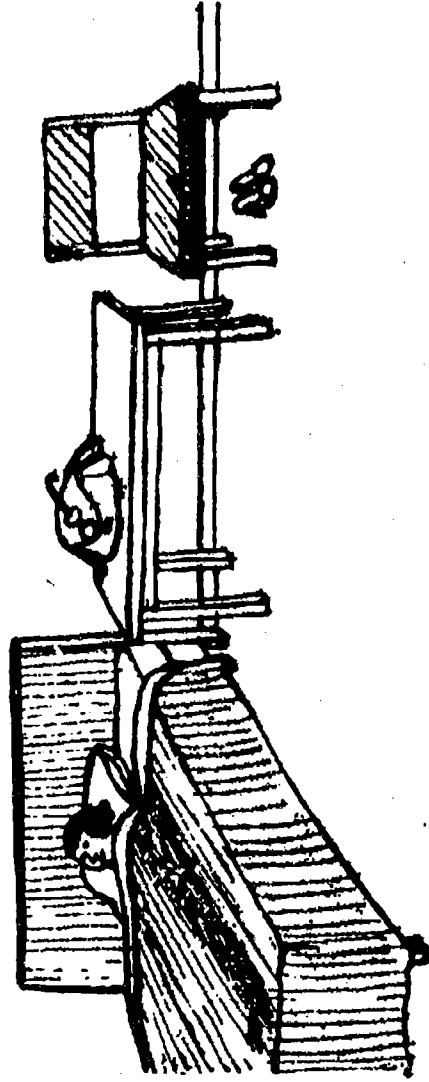
MINI-DIALOGUES

Ask each other questions about objects in the classroom.

- 1. S-1: Where's my notebook? 3. S-1: Where's my pen?
- S-2: It's on your desk. S-2: It's under your book.
- S-1: Oh, yes. Here it is! S-1: Oh, yes. Here it is!
- 2. S-1: Where are my glasses? 4. S-1: Where's my watch?
- S-2: They're in your purse. S-2: It's under your notebook.
- S-1: Oh, yes. There they are! S-1: Oh, yes. Here it is!

READING

- A. Read the sentences about the locations of objects on page 1.
- B. Read the sentences about the bedroom on page 2.
- C. Read the Practice exercises on page 3.
- D. Read the Mini-dialogues on page 4.
- E. Read this paragraph:



Kay is in her bedroom. She's in her bed
and her pillow is under her head. Her glasses
are in her purse. It's on the table. Her shoes
are under the chair.

WRITING

Have the class write the answers to the questions
about the story in Reading.

WRITING

Write the answers to the questions about the story in
Reading.

1. Where's Kay? _____
2. Are her glasses on the chair? _____
3. Where are her glasses? _____
4. Where's her purse? _____
5. Are her shoes under the bed? _____
6. Where are they? _____

SECTION II: IT'S A KITCHEN

[NOTE: Have the students put away their leaflets
until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in
this section.

SECTION II: IT'S A KITCHEN

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn the names and locations of objects in a
kitchen.

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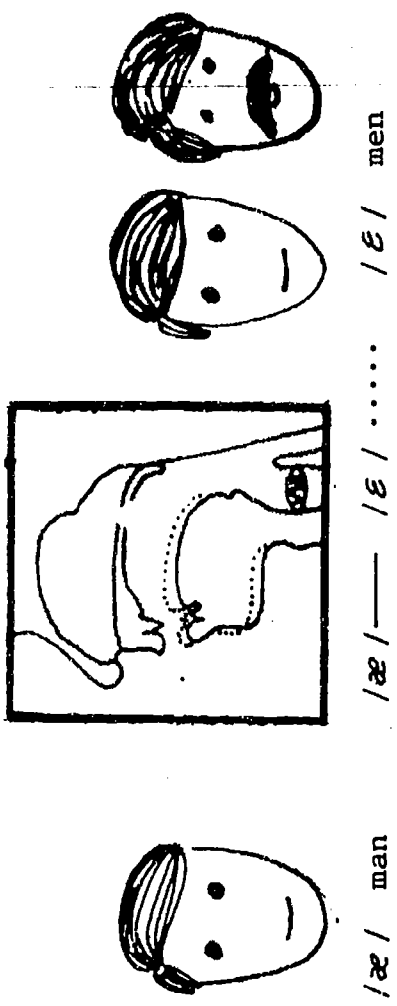
PRONUNCIATION

Give students practice in discriminating between the sounds of /æ/ as in "man" and /ɛ/ as in "men" in both listening and production.

1. Point to a male student and say "man."
2. Point to a group of male students and say "men."
3. Indicate that "man" is #1 and "men" #2. Have the students hold up 1 finger when you say "man" and 2 fingers when you say "men."
4. Using the facial diagram P88 (T35), point out the relative positions of the tongue and the degree and shape of mouth opening in producing these sounds.

5. T models exercise - Cl
Gr } repeats
St

PRONUNCIATION



man
the man
See the man.
Hello, Dan.
Where's Ann?

men
the men
See the men.
Hello, Ben.
She's in bed.

LISTENING COMPREHENSION

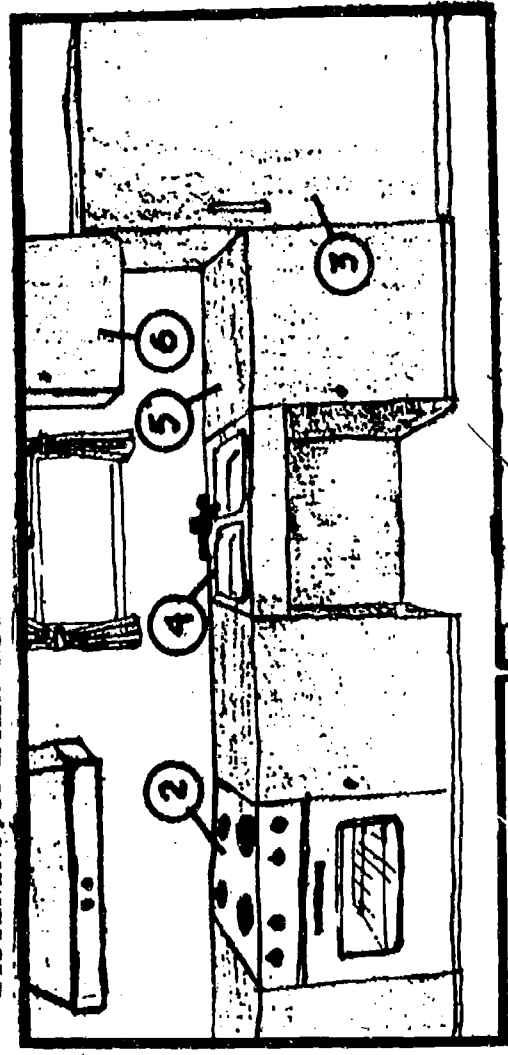
Listening

Show the picture of a kitchen (P89 or T36) and identify the items.

T models - Cl listens

T: This is a kitchen.
That's a stove.

LISTENING COMPREHENSION



A Kitchen

Listening and Repeating

T models - Cl } repeats
Gr }
St }

T: It's a stove.

Identifying

T asks - Cl } answers
Gr }
St }

T: What's that?
S: It's a stove.

1. What's this? It's a kitchen.
2. What's that? It's a stove.
3. What's that? It's a refrigerator.
4. What's that? It's a sink.
5. What's that? It's a counter.
6. What's that? It's a cabinet.

A READING LESSON

A. T reads - Cl reads silently

B. T reads - Cl } reads
Gr }
St }

C. Alternate lines: T - Cl
Gr - Gr
St - St

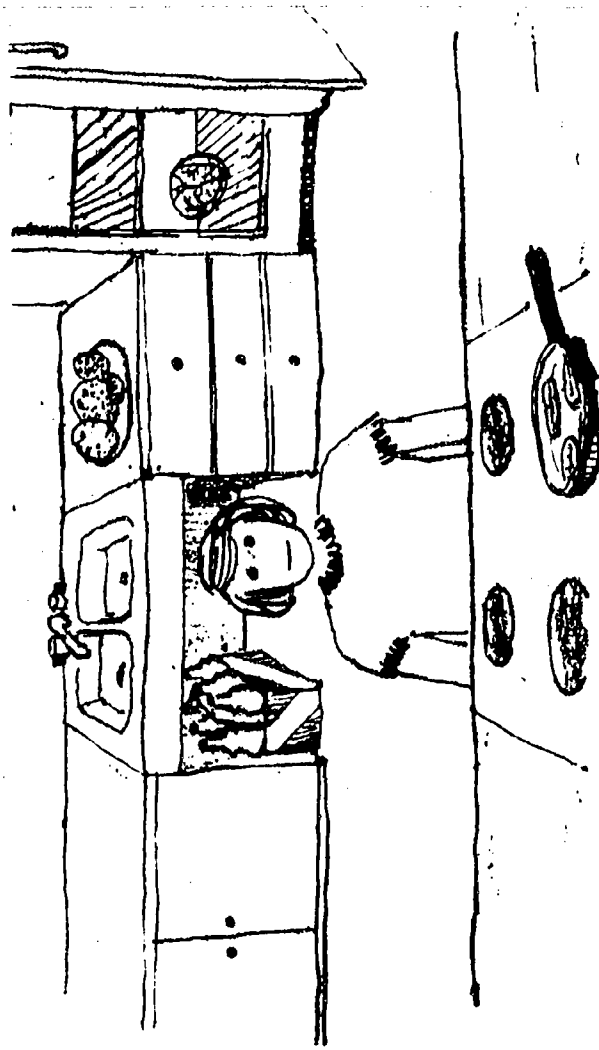
D. Ask "where" and "yes-no" questions about the story.

T } asks - Cl } answers
St } Gr }
St }

T: Where are the hamburgers?
S: They're on the stove.

T: Is the cabbage in the refrigerator?
S: Yes, it is.

A READING LESSON



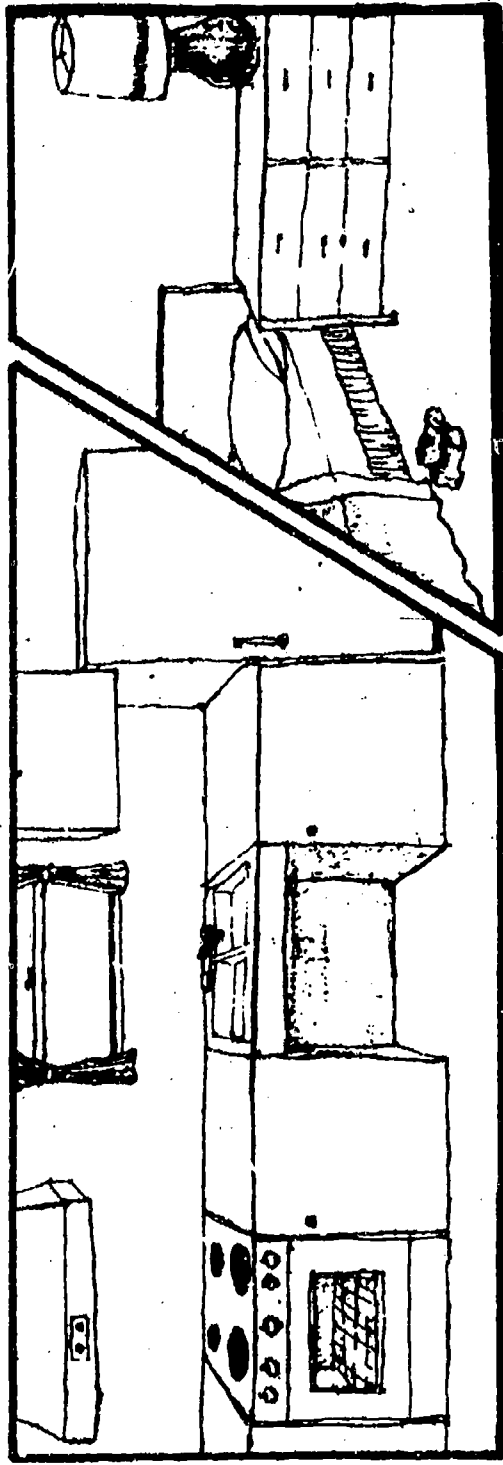
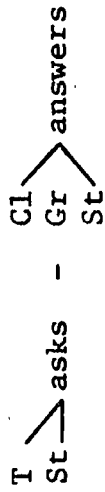
Kay is in the kitchen. The hamburgers are on the stove. The cabbage is in the refrigerator. The oranges are on the counter. The soft drinks are under the sink.

CONTROLLED CONVERSATION

[NOTE: Students will not use their leaflets for this exercise.]

The Kitchen and the Bedroom

Cue with pictures of the kitchen and the bedroom (P86 and P89) for this exercise.



The Kitchen and the Bedroom

[NOTE: Put away your leaflet for this exercise.]

CONTROLLED CONVERSATION

1. S-1: Where's the stove?
S-2: It's in the kitchen.
2. S-1: Is the sink in the kitchen?
S-2: Yes, it is.
3. S-1: Where's the lamp?
S-2: It's in the bedroom.
4. S-1: Are the shoes in the bedroom?
S-2: Yes, they are.

READING

[NOTE: Have the students reopen their leaflets at this time.]

Have the students follow the directions as noted in the student leaflet.

READING

- A. Read the sentences about the kitchen on page 6.
- B. Read the questions and answers in the Controlled Conversation on page 6.

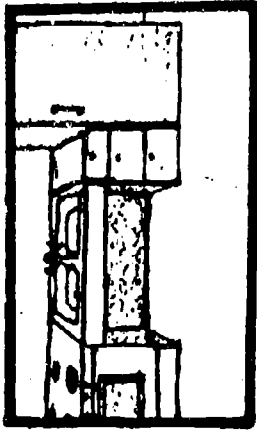
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WRITING

WRITING

Have the students do the writing exercises as noted in the student leaflet.

A. Write the correct questions or answers for the pictures.

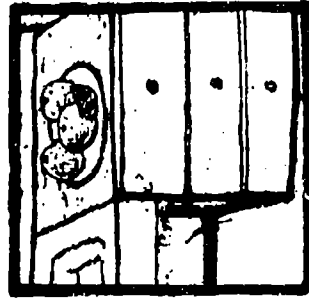


1. Where's the sink?



2.

It's in the bedroom.



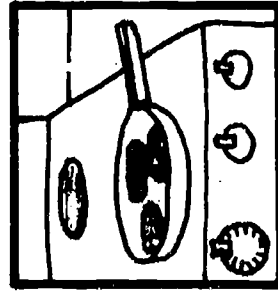
3.

They're on the counter.

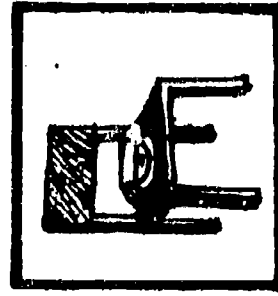


4. Are the soft drinks under the sink?

NO SOFT DRINKS AVAILABLE



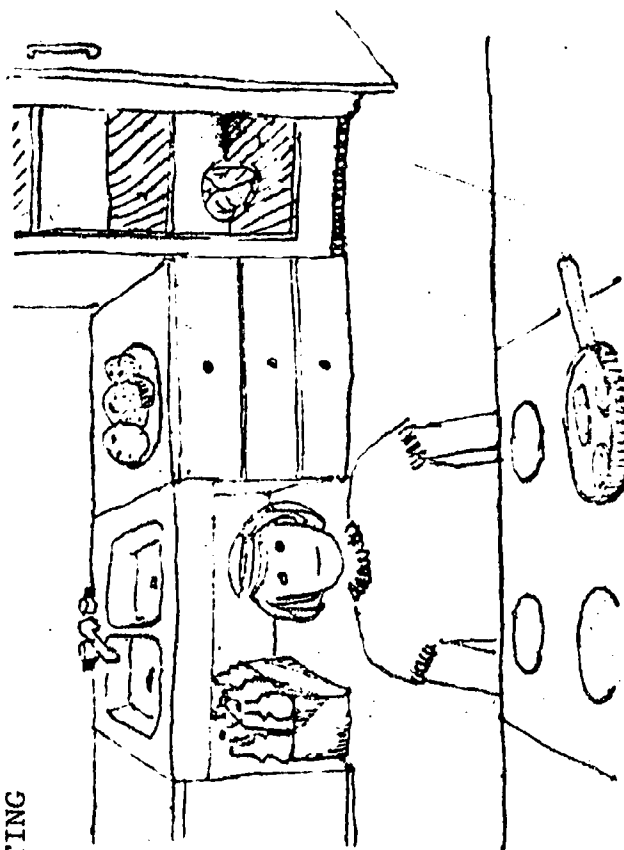
5. Are the hamburgers on the table?



6.

Yes, it is.

WRITING



B. 1. Where's Kay?

2. Is the cabbage on the counter?

3. Where are the hamburgers?

4. Are the soft drinks in the refrigerator?

5. Where are they?

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LESSON NINE

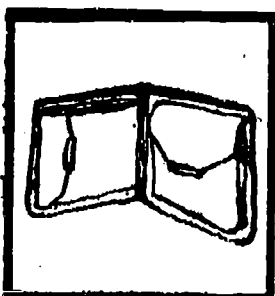
SECTION I: WHERE ARE MY SHOES?

OBJECTIVES

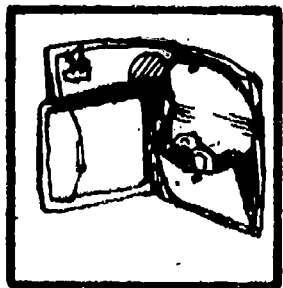
In this section you will learn:

1. The names of objects such as a purse and a wallet, and of furniture in a bedroom.
2. To ask and answer questions about places such as: in the purse, on the chair, under the bed, etc.

LISTENING COMPREHENSION



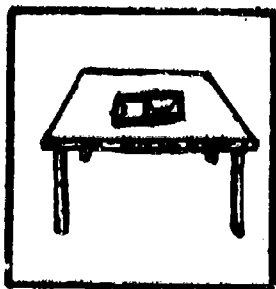
This is a wallet.



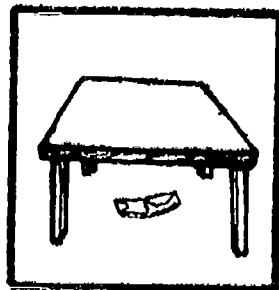
The money is in the wallet.



The wallet is in the purse.

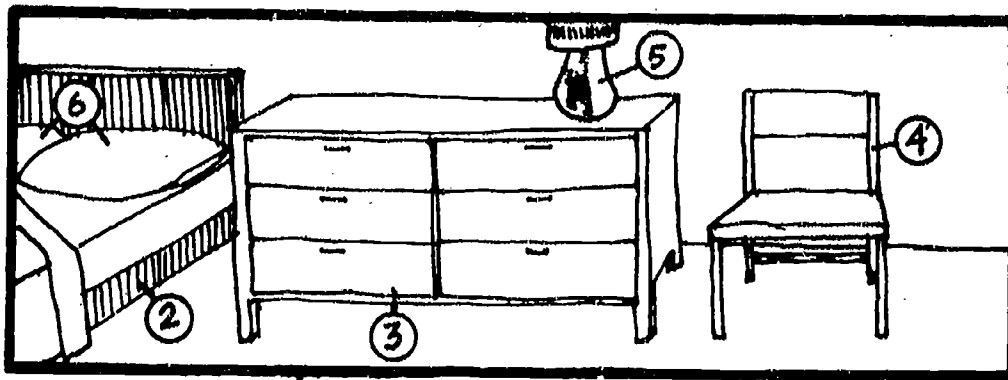


The wallet is on the table.



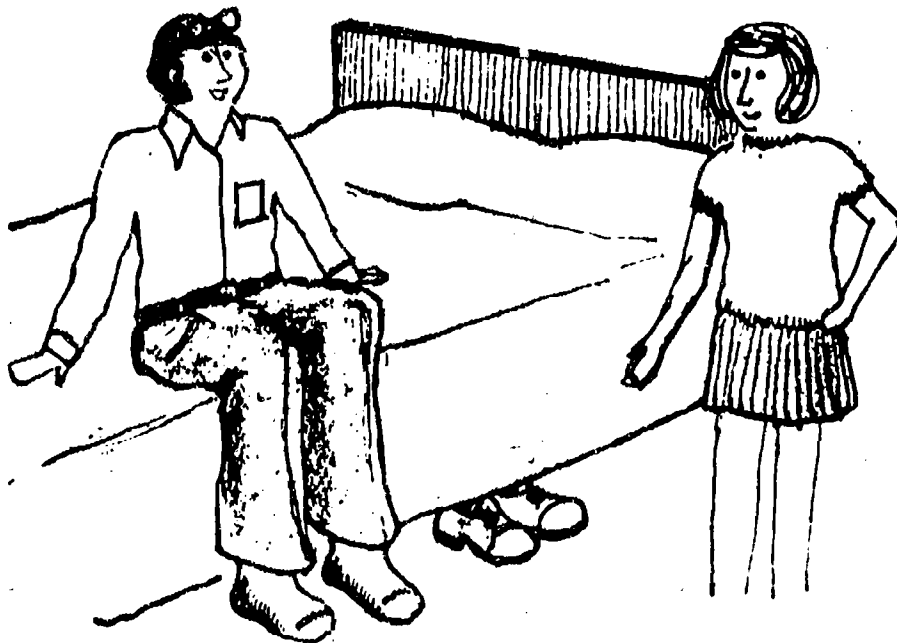
The wallet is under the table.

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]



① A Bedroom

- 1. What's this?
It's a bedroom.
- 2. What's that?
It's a bed.
- 3. What's that?
It's a dresser.
- 4. What's that?
It's a chair.
- 5. What's that?
It's a lamp.
- 6. What are those?
They're pillows.



Bill: Where are my shoes?

Kay: They're under the bed.

Bill: Oh, yes. Here they are!

Where are my glasses?

Kay: They're on your head!

"Where's the lamp?"

A. Substitution Drills

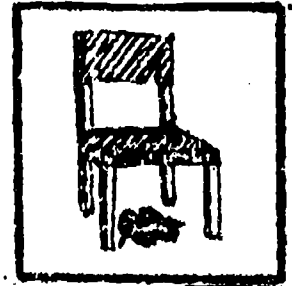
1. T: Where's the lamp?
 money
 wallet
 bed
 dresser

S: Where's the lamp?
 Where's the money?
 Where's the wallet?
 Where's the bed?
 Where's the dresser?

2. T: Where are the shoes?
 pillows
 glasses
 chairs

S: Where are the shoes?
 Where are the pillows?
 Where are the glasses?
 Where are the chairs?

B. Question and Answer Drill

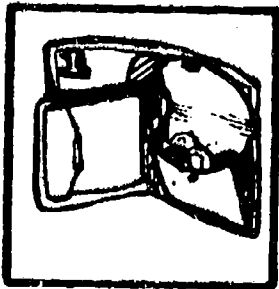


1. S-1: Where's the lamp?
 S-2: It's on the dresser.

2. S-1: Where are the pillows?
 S-2: They're on the bed.

3. S-1: Where are the shoes?
 S-2: They're under the chair.

"Here/There it is!"



4. S-1: Where's the money?
 S-2: It's in the wallet.
 S-1: Oh, yes. Here it is!

5. S-1: Where are the shoes?
 S-2: They're under the dresser.
 S-1: Oh, yes. There they are!

MINI-DIALOGUES

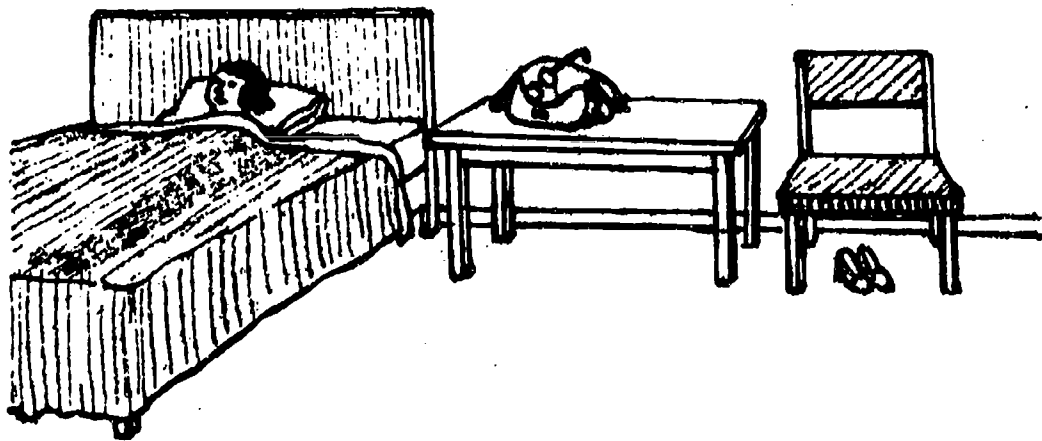
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Ask each other questions about objects in the classroom.

- | | |
|---|--|
| 1. S-1: Where's my notebook?
S-2: It's on your desk.
S-1: Oh, yes. Here it is! | 3. S-1: Where's my pen?
S-2: It's under your book.
S-1: Oh, yes. Here it is! |
| 2. S-1: Where are my glasses?
S-2: They're in your purse.
S-1: Oh, yes. There they are! | 4. S-1: Where's my watch?
S-2: It's under your notebook.
S-1: Oh, yes. Here it is! |

READING

- A. Read the sentences about the locations of objects on page 1.
- B. Read the sentences about the bedroom on page 2.
- C. Read the Practice exercises on page 3.
- D. Read the Mini-dialogues on page 4.
- E. Read this paragraph:



Kay is in her bedroom. She's in her bed and her pillow is under her head. Her glasses are in her purse. It's on the table. Her shoes are under the chair.

WRITING

Write the answers to the questions about the story in Reading.

- 1. Where's Kay? _____
- 2. Are her glasses on the chair? _____
- 3. Where are her glasses? _____
- 4. Where's her purse? _____
- 5. Are her shoes under the bed? _____
- 6. Where are they? _____

SECTION II: IT'S A KITCHEN

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OBJECTIVES

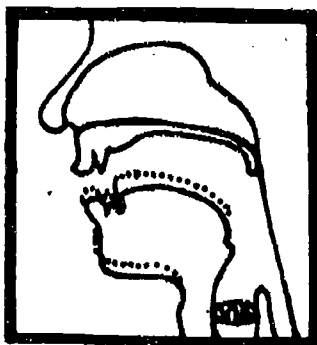
In this section you will:

1. Practice pronunciation.
2. Learn the names and locations of objects in a kitchen.

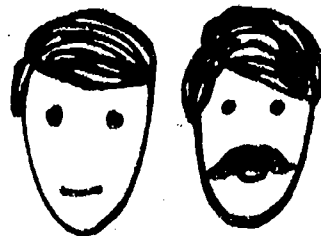
PRONUNCIATION



/z/ man



/z/ — /e/

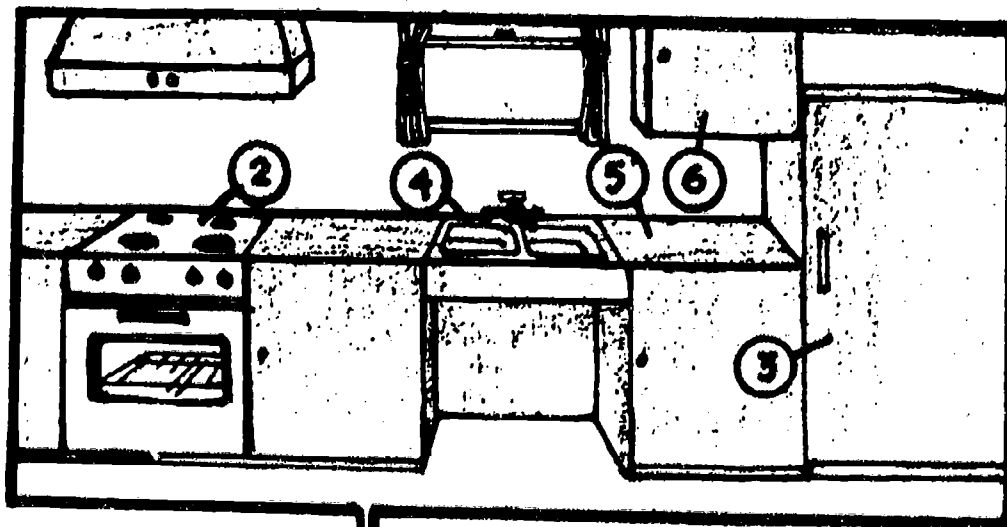


/e/ men

man
 the man
 See the man.
 Hello, Dan.
 Where's Ann?

men
 the men
 See the men.
 Hello, Ben.
 She's in bed.

LISTENING COMPREHENSION



1 A Kitchen

1. What's this?
It's a kitchen.

2. What's that?
It's a stove.

3. What's that?
It's a refrigerator.

4. What's that?
It's a sink.

5. What's that?
It's a counter.

6. What's that?
It's a cabinet.

A READING LESSON

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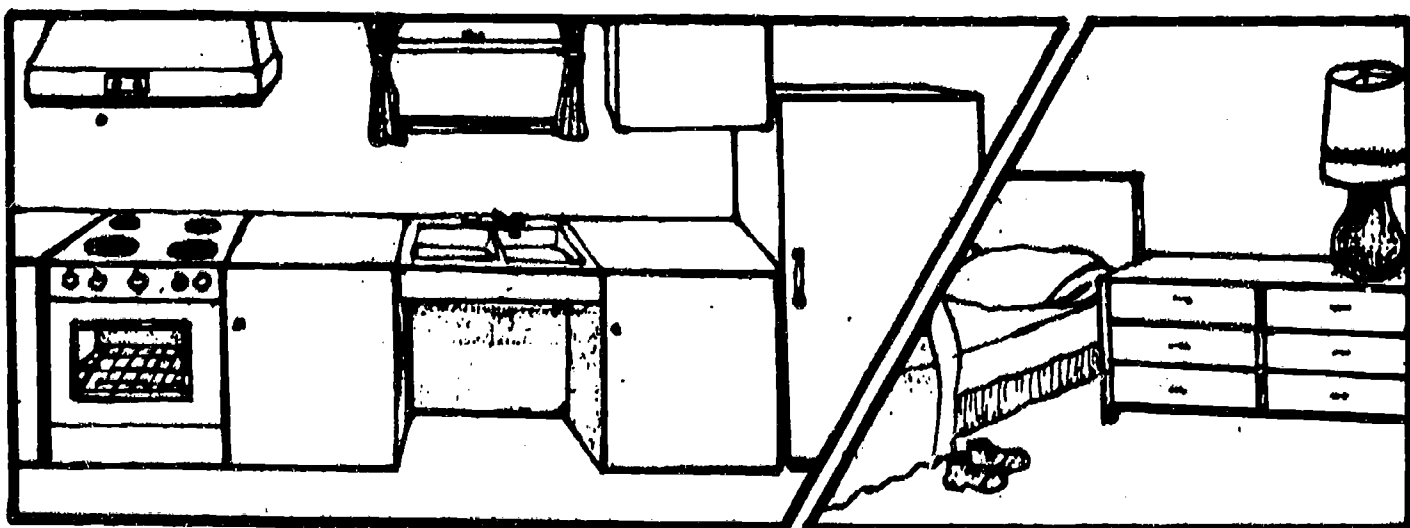


Kay is in the kitchen. The hamburgers are on the stove. The cabbage is in the refrigerator. The oranges are on the counter. The soft drinks are under the sink.

CONTROLLED CONVERSATION

[NOTE: Put away your leaflet for this exercise.]

The Kitchen and the Bedroom



1. S-1: Where's the stove?
S-2: It's in the kitchen.

2. S-1: Is the sink in the kitchen?
S-2: Yes, it is.

3. S-1: Where's the lamp?
S-2: It's in the bedroom.

4. S-1: Are the shoes in the bedroom?
S-2: Yes, they are.

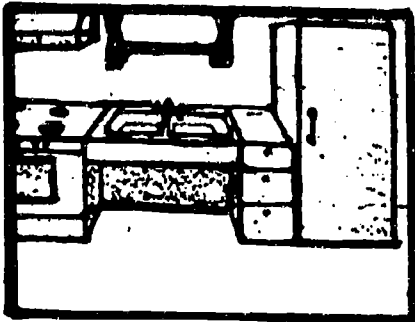
READING

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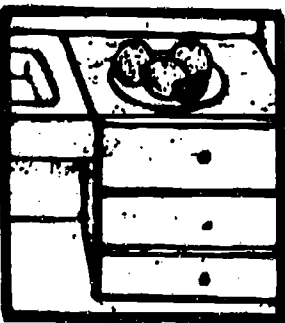
A. Read the sentences about the kitchen on page 6.

B. Read the questions and answers in the Controlled Conversation on page 6.

WRITING

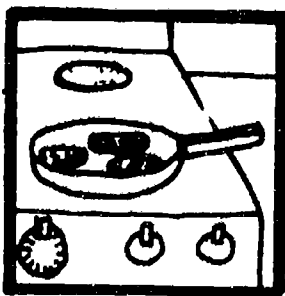


1. Where's the sink?



3. _____

They're on the counter.

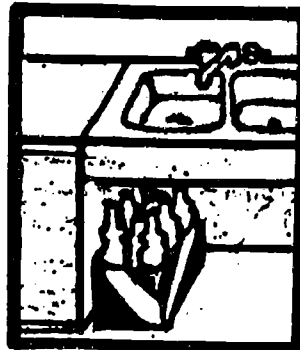


5. Are the hamburgers on the table?

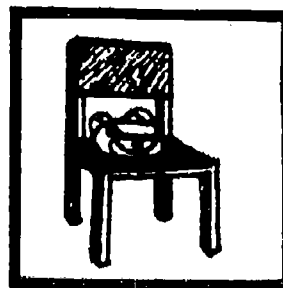


2. _____

It's in the bedroom.



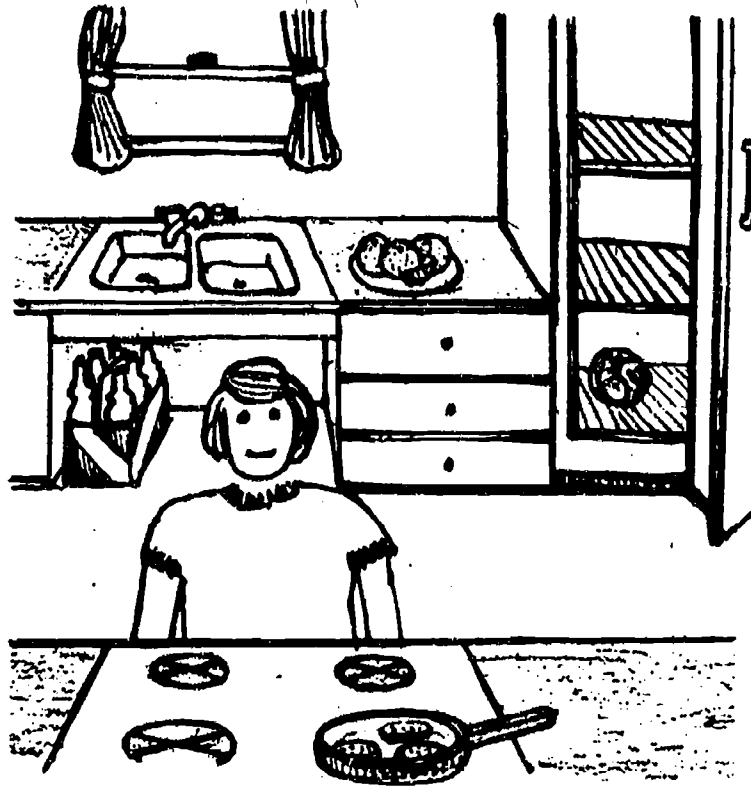
4. Are the soft drinks under the sink?



6. _____

Yes, it is.

WRITING



B. 1. Where's Kay?

2. Is the cabbage on the counter?

3. Where are the hamburgers?

4. Are the soft drinks in the refrigerator?

5. Where are they?

LESSON NINE: EVALUATION

I. PRONUNCIATION: Check for stress, intonation, and the /æ/ and /e/ contrasts.

Directions: Divide the class into groups. Test each item with one or more of the groups. Check the approximate % of students performing acceptably in each group evaluated. See example:

EXAMPLE (%)

GROUP		1	
		✓	
0-	50-	75-	90-
50%	74%	89%	100%

Have students repeat:

1. Where's the lamp?
2. It's on the dresser.
3. Is Ann in the bedroom?
4. Your glasses are on your head.
5. The hamburger is on the stove.

GROUP	1	2	3	4	5

II. QUESTION AND ANSWER

Directions: Hold up pictures as cues and elicit answers/questions from individual students. Circle number of students asked and number performing acceptably.

	NUMBER ASKED					PERFORMING ACCEPTABLY				
	1	2	3	4	5	1	2	3	4	5
1. Are these <u>glasses</u> ? (Yes, they are/No, they aren't.)										
2. Is the <u>lamp</u> on the <u>dresser</u> ? (Yes, it is/No, it isn't.)										
3. Where are the <u>shoes</u> ? (They're <u>under the bed</u> .)										
4. (Have S ask question using "Where")										
5. (Have S ask question using "Is/Are")										

III. LISTENING COMPREHENSION

Directions: Give out the Student Evaluation Forms at this time. Read the following statements and questions to the class and have them circle the correct answers on their sheets.

- | | |
|-------------------------------------|---|
| 1. The money is in the wallet. | 4. Where are the pillows? |
| 2. The shoes are under the dresser. | 5. Where's the sink? |
| 3. The wallet is on the table. | 6. Are the soft drinks in the refrigerator? |

IV. READING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

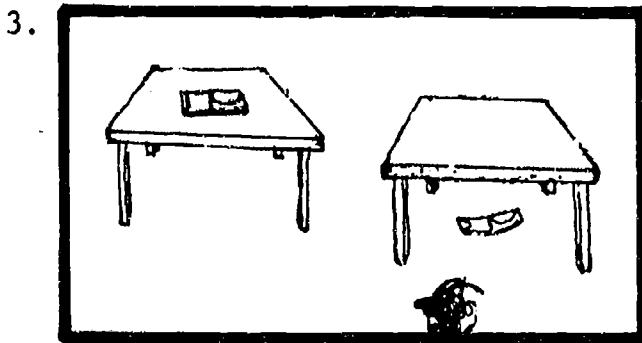
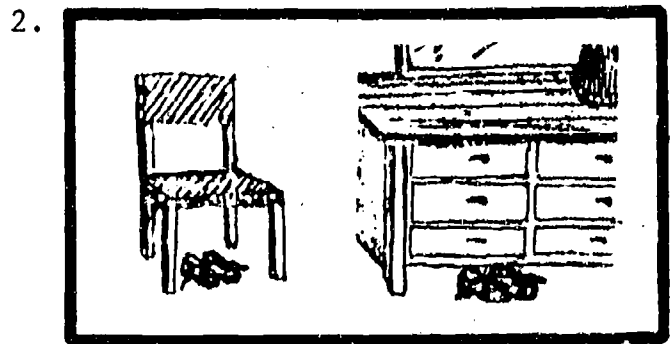
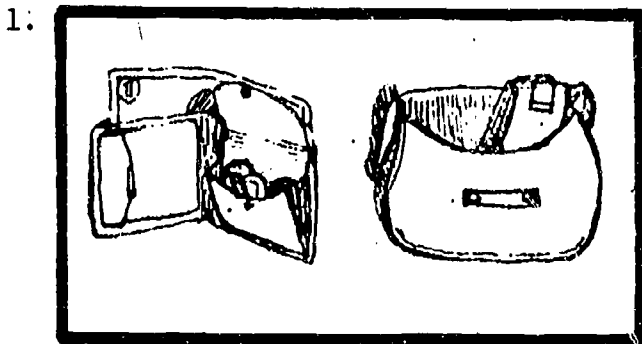
V. WRITING

LESSON NINE: STUDENT EVALUATION FORM

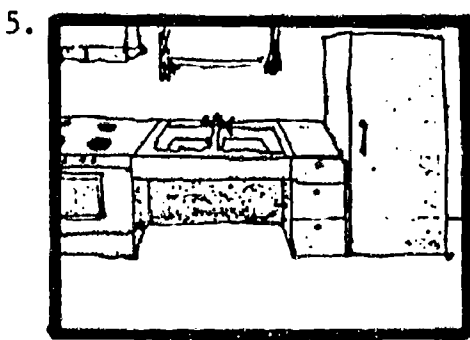
I and II. Oral Exercises

III. LISTENING COMPREHENSION

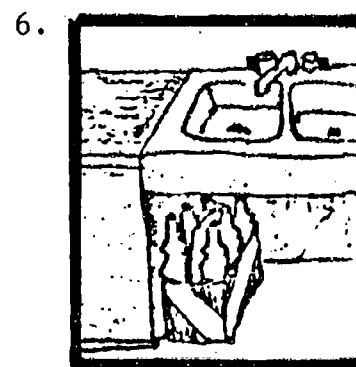
Directions: Listen to the teacher. Circle the correct answer.



On the bed.
Under the bed.



In the kitchen.
In the bedroom.



Yes, they are.
No, they aren't.

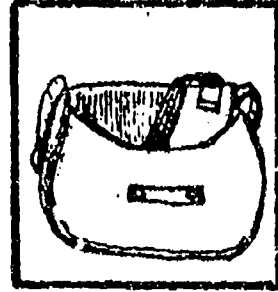
IV. READING

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Directions: Circle the correct answers.

1. My wallet is _____ my purse.

- in
- on
- under

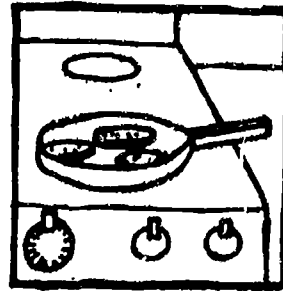


2. The lamp is _____ the dresser.

- in
- on
- under

3. The hamburgers are _____ the stove.

- in
- on
- under



V. WRITING.

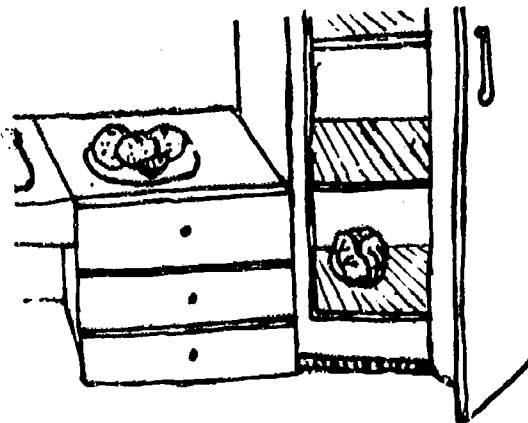
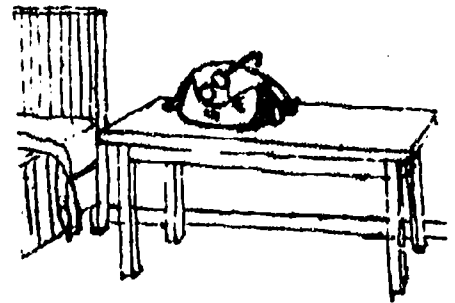
Directions: Write the missing lines in the dialogues.

1. Kay: Where are my glasses?

Bill: _____

Kay: _____

Bill: It's on the table.



2.

Bill: _____

Kay: They're on the counter.

Bill: _____

Kay: It's in the refrigerator.

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LESSON NINE

SECTION I: WHERE ARE MY SHOES?

OBJECTIVES

In this section you will learn:

1. The names of objects such as a purse and a wallet, and of furniture in a bedroom.
2. To ask and answer questions about places such as: in the purse, on the chair, under the bed, etc.

THE DIALOGUE

Bill: Where are my shoes?
 Kay: They're under the bed.
 Bill: Oh, yes. Here they are!
 Where are my glasses?
 Kay: They're on your head!

第九課

第一節：我的鞋在那裡？

學習目標

在這一節你們要學習：

- 一) 一些物件的名稱，如：錢包、皮夾子和臥房的傢具。
- 二) 有關位置的問答，譬如：在錢包裡，在椅子上，在床下等。

對話

我的鞋在那裡？
 在床底下。
 噢，對了，是在這裡。
 我的眼鏡在那裡？
 在你頭上！

SECTION II: IT'S A KITCHEN

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn the names and locations of objects in a kitchen.

第二節：廚房

學習目標

在這一節裡，你們要：

- 一) 練習發音
- 二) 學習一些廚房物件的名稱及其位置。

A READING LESSON

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閱讀課文

Kay is in the kitchen. The hamburgers are on the stove. The cabbage is in the refrigerator. The oranges are on the counter. The soft drinks are under the sink.

Kay 在廚房裡。牛肉餅麵包在爐灶上。捲心菜在電冰箱裡。橘子在櫃台上。冷飲在洗滌盤底下。

NOTES:

應注意事項

1. "Money" is a mass noun. It is used in singular form.

一) "錢" 是集合詞, 只用於單數。

2. Where's is pronounced as wherz.

二) where's 的尾音是 z。

What's is pronounced as whats.

what's 的尾音是 s。

3. "Here/There it is!" is an idiomatic expression.

三) "Here/There it is" 是英文成語, 是 "在這/那裡" 的意思。

LESSON TEN

OBJECTIVES

Listening Comprehension: Student will be able to:

1. Identify family relationships within the immediate family.
2. Recognize the numerals from 1 to 100.

Listening and Speaking: Student will be able to:

1. Ask and answer "who" questions about family members.
2. Give family relationships using the noun possessive ('s).
3. Make grammatically correct statements about locations such as at school, at home,
and at work.
4. Use the numerals from 1 to 100 in answering "How much?" questions.
5. Perform the above with acceptable pronunciation as judged by the teacher.

Reading and Writing: Student will be able to:

1. Read and write the numerals from 1 to 100.
2. Read and write the sentences in the lesson

SYNOPSIS OF STRUCTURES

New: Who's Mr. Kim? He's the father/husband.
Who is he/she? Lucy's father/Mrs. Kim's husband

Review: Is he/she the father? Yes, he/she is.
Mrs. Kim his/her mother? No, she isn't.
Where is he/she/Tom? He's/She's at home.
are they? They're at work/at school.
How much is it? It's 17 cents.

INSTRUCTIONAL AIDS

Drill pictures:

- P90 - the Kim family
- P91 - husband and wife
- P92 - father and son
- P93 - mother and daughter
- P94 - brother and sister
- P95 - Dialogue (This is my wife)
- P96 - Dialogue (Is your husband at home?)
- P97 - at home

- Also:
- P9 - at home (a housewife)
 - P13 - at work (a salesman)
 - P44-48 - coins
 - P49-52 - vending truck items
 - P57-70 - produce items
 - P72-79 - locations

Transparencies:

- T37 - the Kim family; husband and wife; father and son; mother and daughter; brother and sister
- T38 - Dialogue (This is my wife)
- T39 - Dialogue (Is your husband at home?)
- T40 - at home, at work, at school

Student handouts:

Student leaflets

Student evaluation form

Lesson Guide:

Evaluation form

CULTURAL AND STRUCTURAL NOTES

1. Statements such as "He is the brother" and "She is the sister" would ordinarily be expressed as "He is the 'older brother' (or 'younger brother'))" and "She is the 'older sister' (or 'younger sister'))" by the Chinese, Japanese, and Koreans. Tagalog contains a general term which is more or less equivalent to "sibling," and the gender is indicated by the gender word. Thus the Filipinos say "male sibling" for "brother" and "female sibling" for "sister."
2. The possessive ('s) construction is relatively easy for the Asian students because it is similar to that in their languages. The following points, however, will need to be brought to their attention.
 - a. The pronunciation of the possessive ('s) as /s/, /z/, or /ɪz/, depending on the final endings of the individual words.
 - b. The syntactic difference between the /' / used as the abbreviation form for "is" and the /' / used as the possessive marker.
3. The four Asian languages express the numerals 20, 30, 40, etc. in the following way: two ten, three ten, four ten, etc.

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4. Note the patterns for the who-question constructions in the four Asian languages, as compared to those in English and Spanish.

English	Who	is	Joe	?
Chinese	Joe	is	who	?
Japanese	Joe + subject particle		who	is + question particle
Korean	Joe + subject particle		who	is + question particle
Tagalog	Who	article	Joe	?
Spanish	¿ Who	is	Joe	?

SECTION I: THE FAMILY
REVIEW

SECTION I: THE FAMILY
REVIEW

[NOTE: Do not distribute student leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

OBJECTIVES

In this section you will:

1. Learn to ask and answer questions about your family.
2. Review what you learned in Lessons 6-9.

LISTENING COMPREHENSION

Listening

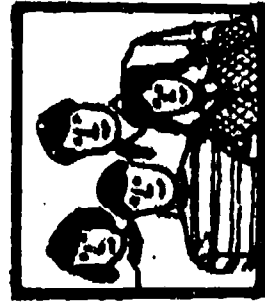
Show the pictures of the Kim family and identify each member (P90-94 or T37).

T models - C1 listens

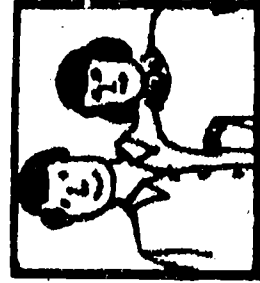
T: This is the Kim family.

This is Mr. Kim. He's the husband.

This is Mrs. Kim. She's the wife.



The Kim Family



husband and wife



Father and son

Listening and Identifying

Have the class say "yes" when you identify a member of the family correctly and "no" when you don't.

T: (Show the picture of Mr. and Mrs. Kim.)

Mr. Kim's the husband.

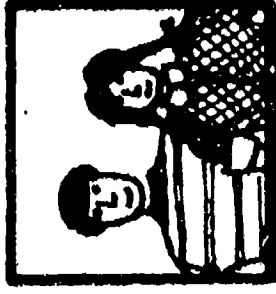
S: Yes.

T: Mrs. Kim's the daughter.

S: No.



mother and daughter



brother and sister

PRACTICE

"He's the husband"

A. Repetition Drill

T models - Cl Gr St repeats

T: Mr. Kim's the husband.

Mrs. Kim's the wife.

B. Answer Drill

T asks - Cl Gr St answers

T: Who's Joe?

S: He's the brother.

"Who's Mr. Kim?"

A. Repetition Drill

T models question - Cl Gr St repeats

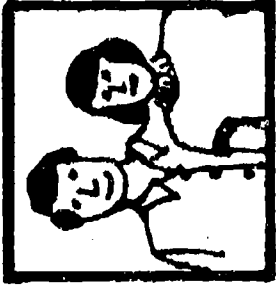
T: Who's Mr. Kim?

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B. Question and Answer Drill

T cues: Cl \triangleright asks - St \triangleright answers

S-1: Who's Mr. Kim?
S-2: He's the husband.



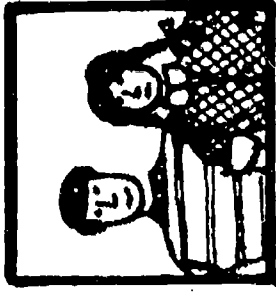
1. S-1: Who's Mr. Kim?
S-2: He's the husband.

2. S-1: Who's Mrs. Kim?
S-2: She's the wife.



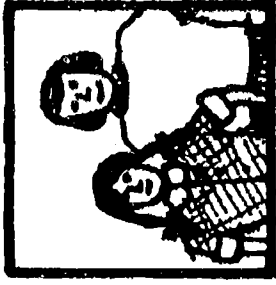
5. S-1: Who's Mr. Kim?
S-2: He's the father.

6. S-1: Who's Joe?
S-2: He's the son.



3. S-1: Who's Joe?
S-2: He's the brother.

4. S-1: Who's Lucy?
S-2: She's the sister.



7. S-1: Who's Mrs. Kim?
S-2: She's the mother.

8. S-1: Who's Lucy?
S-2: She's the daughter.

THE DIALOGUE

Preliminary Activity

Hold up the dialogue picture P95 (T38) and introduce Jim and his family. Use "his" and "her."

T: This is Jim.
Maria's his wife.
Peter's his son.
Rosa's his daughter.

Presenting the Dialogue

A. Set the scene for the dialogue.

- 1. T models - Cl listens
- 2. T models - Cl Gr St repeats

3. Take roles: T - Cl
Gr - Gr
St - St

B. Show dialogue on board or overhead.

1. T reads - Cl reads silently

2. T reads - Cl Gr reads

3. Take roles: T - Cl
Gr - Gr
St - St

OPTIONAL ACTIVITIES:

- 1. Show a photo of some members of your family and introduce them.
- 2. Ask for volunteers to bring family pictures to class. Have them introduce the members of their families.

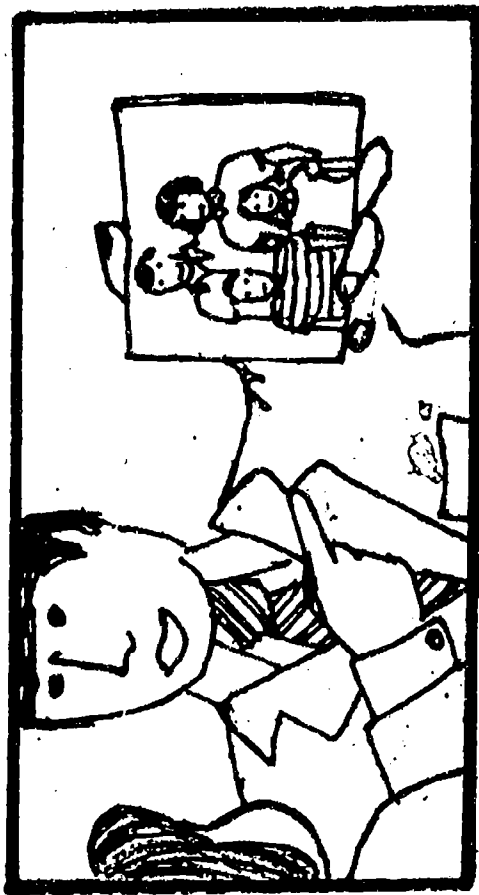
PRACTICE

"She's Mr. Kim's wife"

A. Repetition Drill

T models - Cl Gr St repeats

T: (Show the Kim family picture and point to Mrs. Kim.)



Jim: This is my wife. Her name's Maria.

Sue: Who's he?

Jim: He's Peter. He's my son.

Sue: Is she your daughter?

Jim: Yes, she is. Her name's Rosa.

PRACTICE

"She's Mr. Kim's wife"

She's Mr. Kim's wife.
 She's Lucy's mother.
 She's Joe's mother.

[NOTE: Show briefly on the blackboard how the noun possessive is formed and contrast with the "She's" contraction.]

B. Answer Drill

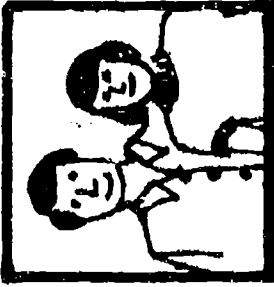
T asks "who" and "yes-no" questions

Cl / answers
 - Gr /
 St /

T: Who's Lucy?
 S: She's Joe's sister.
 T: Is she Mr. Kim's wife?
 S: No, she isn't.

C. Question and Answer Drill

T cues: Gr / asks - St / answers



1. S-1: Who's Mrs. Kim?
 S-2: She's Mr. Kim's wife.
2. S-1: Who's Mr. Kim?
 S-2: He's Mrs. Kim's husband.
3. S-1: Who's Joe?
 S-2: He's Lucy's brother.
4. S-1: Who's Lucy?
 S-2: She's Joe's sister.

READING

READING

[NOTE: Distribute the student leaflets at this time.]

A. Have students read the exercises as noted in the student leaflet.

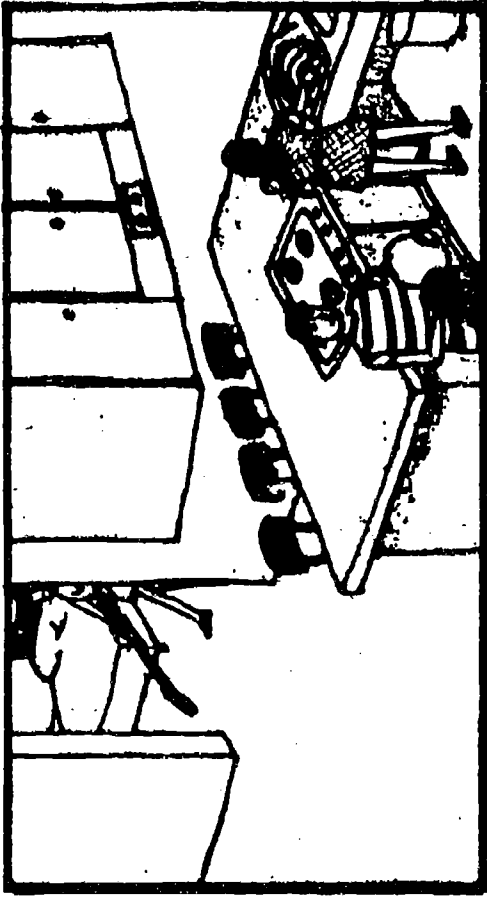
A. Read the sentences in the Practice exercises on pages 2 and 3.

B. Present the reading, following the usual procedure.

1. T reads - Cl reads silently

2. T reads - Cl
Gr reads
St

3. Alternate lines: T - Cl
Gr - Gr
St - St



Mrs. Kim is Lucy's mother. She's in the bedroom. Lucy and her brother are in the kitchen. Her father is not there. It's Monday. He's at work.

C. Have students read the sentences that answer the questions.

C. Read the answers to the questions about the story above.

1. Who's Mrs. Kim?
2. Where is she?
3. Is Lucy's brother in the bedroom?
4. Where is he?
5. What day is it?
6. Is Lucy's father there?
7. Where is he?

WRITING

Have the students write the answers to the questions about the reading.

WRITING

Write the answers to these questions about the reading.

1. Where's Mrs. Kim? _____
2. Who is she? _____
3. Where's Lucy? _____
4. Where's Lucy's brother? _____
5. What day is it? _____
6. Is her father there? _____
7. Where is he? _____

[NOTE: Have students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

OBJECTIVES

In this section you will:

1. Learn to use the expressions "at home," "at work," and "at school."
2. Learn the numbers from 1 to 100.
3. Continue to review lessons 6-9.

PRONUNCIATION

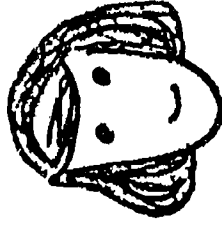
- A. Make simple drawings of three faces on the board (or simply write the three names).
- B. Introduce the three people as Ben, Ann, and Tom. Point out and contrast the vowel sounds in their names.

PRONUNCIATION



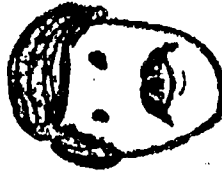
C. T models - C1
Gr > repeats
St

D. T models exercise - C1 > repeats
Gr >
St



Ben /ɛ/
He's Ben.
a dentist
Ben's a dentist.

Ann /æ/
She's Ann.
a dancer
Ann's a dancer.

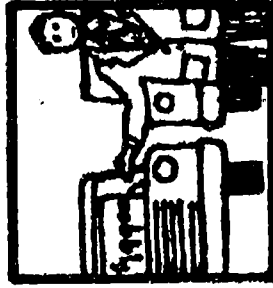


Tom /a/
He's Tom.
a doctor
Tom's a doctor.

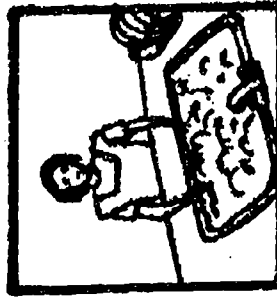
THE DIALOGUE

Preliminary Activity

- A. Listening
 - T identifies - C1 listens
 - T: Mr. Kim's a salesman. He's at work.
 - Mrs. Kim's a housewife. She's at home.



He's at work.



She's at home.

E. Repetition Drill

T models - Cl
Gr > repeats
St

Presenting the Dialogue

A. Show the dialogue picture P96 (T39).

1. T models - Cl listens

2. T models - Cl
Gr > repeats
St

3. Take roles: T - Cl
Gr - Gr
St - St

B. Write the dialogue on the board or overhead.

1. T reads - Cl reads silently

2. T reads - Cl
Gr > reads
St

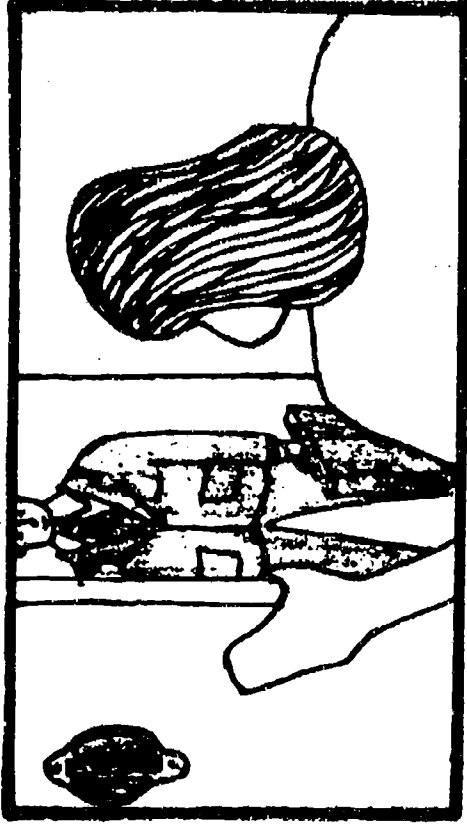
3. Take roles reading.

PRACTICE

"He's at work"

A. Substitution Drills

T cues - Cl
Gr > responds
St



Mr. Jones: Is your husband at home?

Mrs. Kim: No, he isn't. He's at work.

Mr. Jones: Where are your children?

Mrs. Kim: They're at school.

PRACTICE

"He's at work"

A. Substitution Drills

1. T: He's at work.
at home
at school

They're
She's

at home
at work

He's

S: He's at work
He's at home.
He's at school.
They're at school.
She's at school.
She's at home.
She's at work.
He's at work.

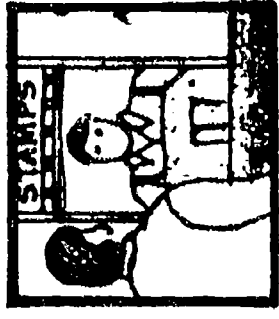
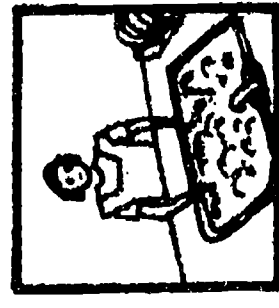
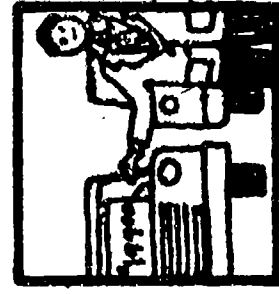
[NOTE: Point out the absence of "the" in the expressions "at home," "at work," and "at school."]

2. T: He's at the barber shop. S: He's at the barber shop.
 at the post office. He's at the post office.
 at the hospital He's at the hospital.
 at work He's at work.
 at home He's at home.
 at the market He's at the market.

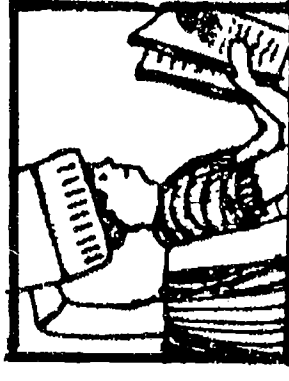
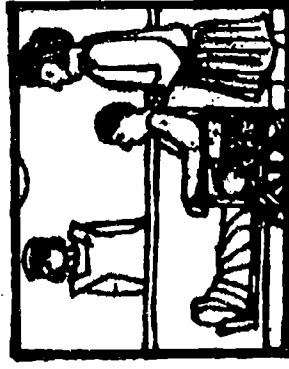
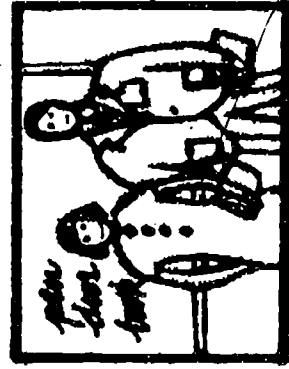
B. Question and Answer Drill

T cues: Gr → asks - St → answers

B. Question and Answer Drill



1. S-1: Where is he? 2. S-1: Where is she? 3. S-1: Where is he?
 S-2: He's at work. S-2: She's at home. S-2: He's at the post office.



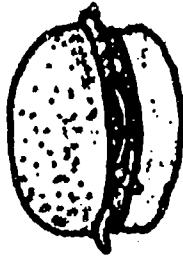
4. S-1: Where are they?
 S-2: They're at school.
 5. S-1: Where are they?
 S-2: They're at the hospital.
 6. S-1: Where is she?
 S-2: She's at the beauty shop.

REVIEW

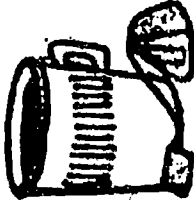
"How much is a hamburger?"

Use the food drill pictures from lessons 6 and 7 to review.

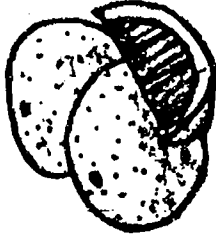
T cues: T $\left\{ \begin{array}{l} \text{Gr} > \text{asks} \\ \text{St} > \end{array} \right.$ - $\left\{ \begin{array}{l} \text{Cl} > \text{answers} \\ \text{Gr} > \\ \text{St} > \end{array} \right.$



50¢



15¢



20¢

1. S-1: How much is a hamburger? S-2: It's 50 cents.
 2. S-1: How much is a cup of tea? S-2: It's 15 cents.
 3. S-1: How much are oranges? S-2: They're 20 cents each.

"How much is it?"

A. Introduce the numbers from 10 to 20 by writing them on the board and identifying them.

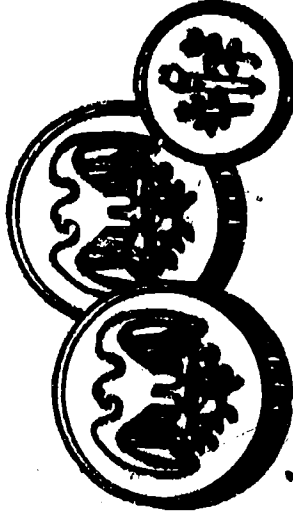
1. T models - Cl repeats
 2. T points - Cl $\left\{ \begin{array}{l} \text{Gr} > \text{identifies} \\ \text{St} > \end{array} \right.$

B. Follow the same procedure for:

1. the 10's to 100
 2. the 5's to 50
 3. various assorted numbers from 1 to 100

C. T shows combinations of coins and asks - Cl $\left\{ \begin{array}{l} \text{Gr} > \text{answers} \\ \text{St} > \end{array} \right.$

"How much is it?"



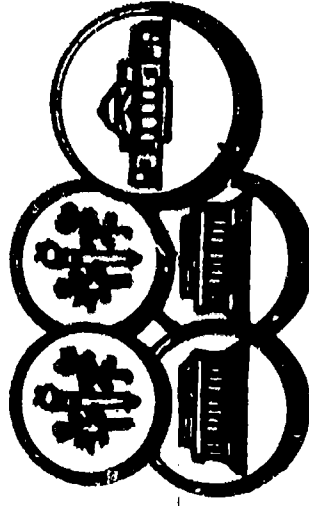
4. S-1: How much is it?
 S-2: It's 60 cents.



5. S-1: How much is it?
 S-2: It's 75 cents.



6. S-1: How much is it?
 S-2: It's 31 cents.



7. S-1: How much is it?
 S-2: It's 27 cents.

READING

[NOTE: Have the students open their leaflets at this time.]

Have the students follow the directions for reading as noted in the student leaflet.

READING

A. Read the exercises in the Practice sections on pages 5 and 6.

B. Read the sentences in the Review section on pages 6 and 7.

C. Read the following numbers:

13	19	11	17	15	12
25	55	35	75	95	46
40	80	60	30	20	100

D. Read:

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Hamburger	- 35¢
Hot Dog	- 25¢
Doughnuts	- 15¢
Soft Drinks	- 10¢
Coffee	- 10¢
Tea	- 10¢

Mrs. Kim and Lucy are at the hamburger stand.

Have students follow the usual procedure for reading.

1. T reads - Cl reads silently
2. T reads - Cl \nearrow reads
Gr \nearrow reads
3. Take roles reading

Mrs. Kim: Please give me two doughnuts and a cup of coffee.

Lucy: Give me a hot dog and an orange drink, please.

Neonetta: All right. Here they are.

Mrs. Kim: How much are they?

Neonetta: They're 75 cents.

WRITING

Have the students do the writing exercise.

WRITING

Answer these questions about the story in Reading.

1. Where's Mrs. Kim? _____
2. Who's Lucy? _____
3. How much are two doughnuts? _____
4. Is a hamburger 25 cents? _____
5. How much is it? _____
6. How much is a soft drink? _____

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LESSON TEN

SECTION I: THE FAMILY
REVIEW

OBJECTIVES

In this section you will:

1. Learn to ask and answer questions about your family.
2. Review what you learned in Lessons 6-9.

LISTENING COMPREHENSION



THE KIM FAMILY



husband and wife



father and son



mother and daughter



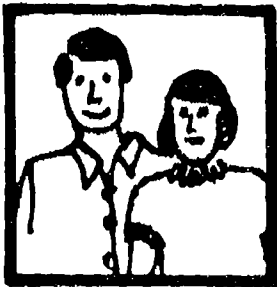
brother and sister

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

PRACTICE

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"Who's Mr. Kim?"



1. S-1: Who's Mr. Kim?
S-2: He's the husband.

2. S-1: Who's Mrs. Kim?
S-2: She's the wife.



3. S-1: Who's Joe?
S-2: He's the brother.

4. S-1: Who's Lucy?
S-2: She's the sister.



5. S-1: Who's Mr. Kim?
S-2: He's the father.

6. S-1: Who's Joe?
S-2: He's the son.



7. S-1: Who's Mrs. Kim?
S-2: She's the mother.

8. S-1: Who's Lucy?
S-2: She's the daughter.

THE DIALOGUE



Jim: This is my wife. Her name's Maria.

Sue: Who's he?

Jim: He's Peter. He's my son.

Sue: Is she your daughter?

Jim: Yes, she is. Her name's Rosa.

BEST COPY AVAILABLE

PRACTICE

"She's Mr. Kim's wife"



1. S-1: Who's Mrs. Kim?
S-2: She's Mr. Kim's wife.

3. S-1: Who's Joe?
S-2: He's Lucy's brother.

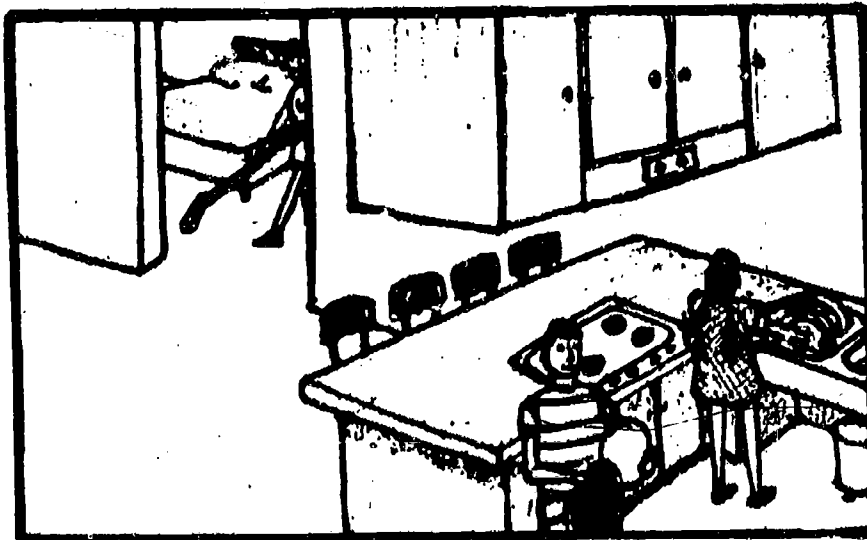
2. S-1: Who's Mr. Kim?
S-2: He's Mrs. Kim's husband.

4. S-1: Who's Lucy?
S-2: She's Joe's sister.

READING

A. Read the sentences in the Practice exercises on pages 2 and 3.

B. Read:



Mrs. Kim is Lucy's mother. She's in the bedroom. Lucy and her brother are in the kitchen. Her father is not there. It's Monday. He's at work.

C. Read the answers to the questions about the story above.

1. Who's Mrs. Kim?

2. Where is she?

3. Is Lucy's brother in the bedroom?

- 4. Where is he?
- 5. What day is it?
- 6. Is Lucy's father there?
- 7. Where is he?

WRITING

Write the answers to these questions about the reading.

- 1. Where's Mrs. Kim? _____
- 2. Who is she? _____
- 3. Where's Lucy? _____
- 4. Where's Lucy's brother? _____
- 5. What day is it? _____
- 6. Is her father there? _____
- 7. Where is he? _____

SECTION II: AT SCHOOL
REVIEW

OBJECTIVES

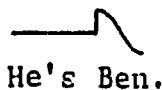
In this section you will:

- 1. Learn to use the expressions "at home," "at work," and "at school."
- 2. Learn the numbers from 1 to 100.
- 3. Continue to review Lessons 6-9.

PRONUNCIATION



Ben /ɛ/



He's Ben.



Ann /æ/



She's Ann.



Tom /ɑ/



He's Tom.

a dentist

Ben's a dentist.

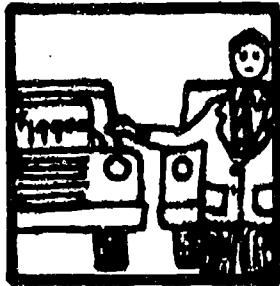
a dancer

Ann's a dancer.

BEST COPY AVAILABLE a doctor

Tom's a doctor.

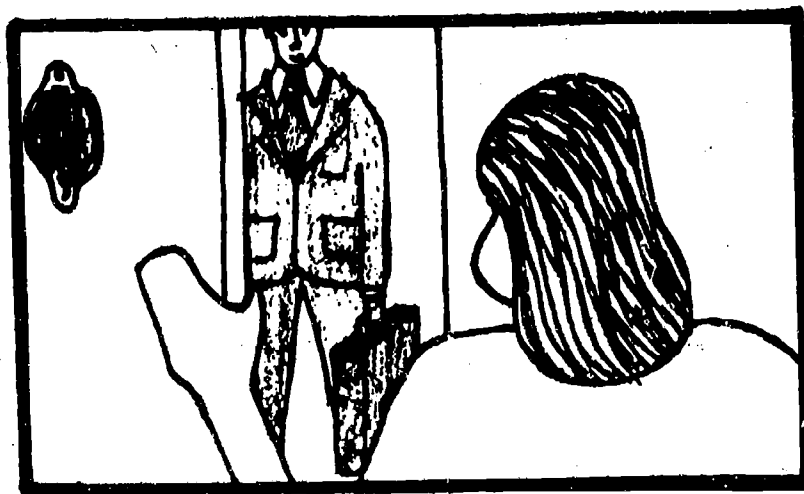
THE DIALOGUE



He's at work.



She's at home.



Mr. Jones: Is your husband at home?

Mrs. Kim: No, he isn't. He's at work.

Mr. Jones: Where are your children?

Mrs. Kim: They're at school.

PRACTICE

"He's at work"

A. Substitution Drills

1. T: He's at work.
at home
at school

They're
She's
at home
at work
He's

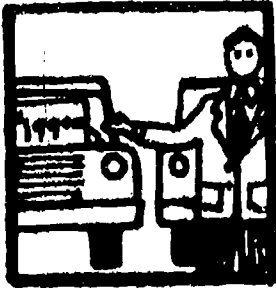
S: He's at work.
He's at home.
He's at school.
They're at school.
She's at school.
She's at home.
She's at work.
He's at work.

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2. T: He's at the barber shop.
at the post office
at the hospital
at work
at home
at the market

S: He's at the barber shop.
He's at the post office.
He's at the hospital.
He's at work.
He's at home.
He's at the market.

B. Question and Answer Drill



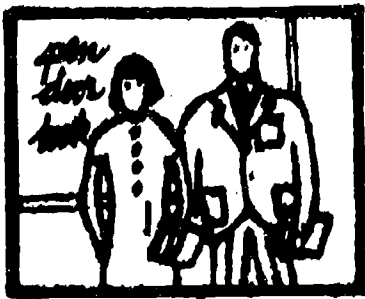
1. S-1: Where is he?
S-2: He's at work.



2. S-1: Where is she?
S-2: She's at home.



3. S-1: Where is he?
S-2: He's at the post office.



4. S-1: Where are they?
S-2: They're at school.



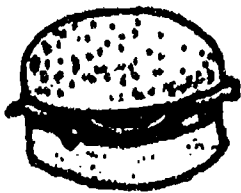
5. S-1: Where are they?
S-2: They're at the hospital.



6. S-1: Where is she?
S-2: She's at the beauty shop.

REVIEW

"How much is a hamburger?"



50¢



15¢



20¢

1. S-1: How much is a hamburger?
S-2: It's 50 cents.

2. S-1: How much is a cup of tea?
S-2: It's 15 cents.

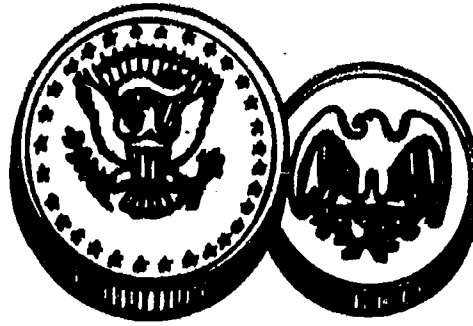
3. S-1: How much are oranges?
S-2: They're 20 cents each.

"How much is it?"

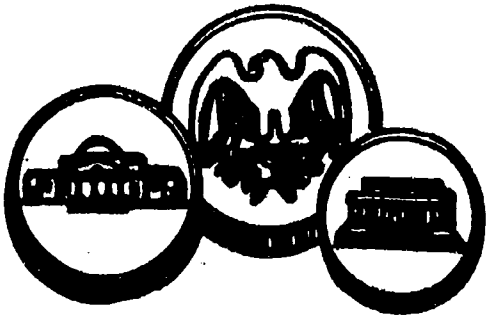
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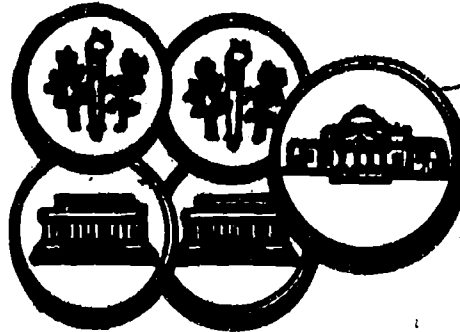
4. S-1: How much is it?
S-2: It's 60 cents.



5. S-1: How much is it?
S-2: It's 75 cents.



6. S-1: How much is it?
S-2: It's 31 cents.



7. S-1: How much is it?
S-2: It's 27 cents.

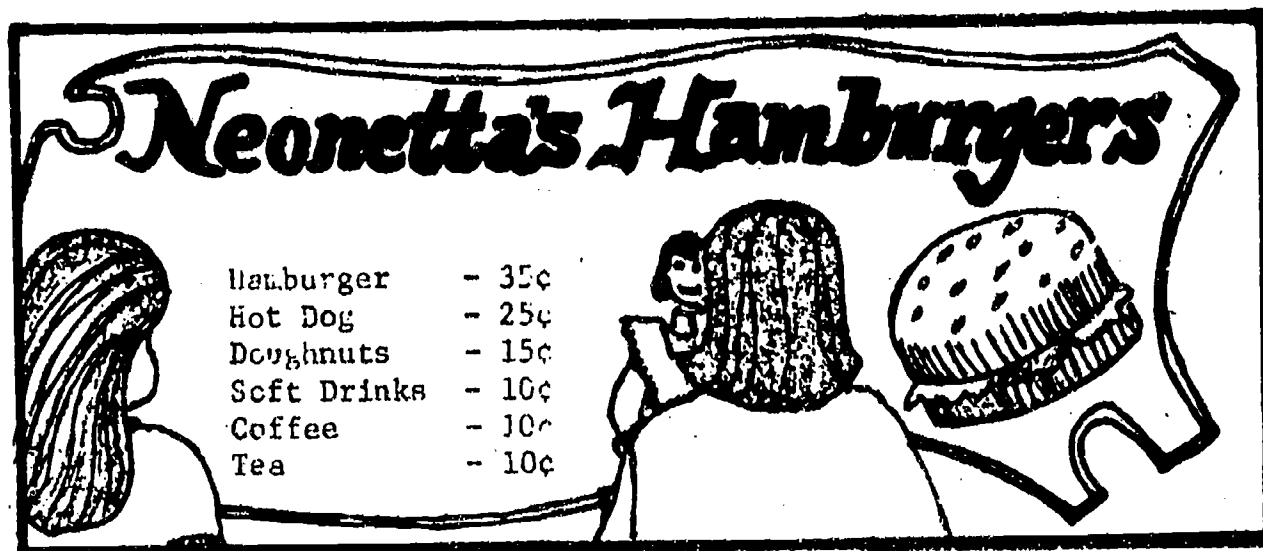
READING

- A. Read the exercises in the Practice sections on pages 5 and 6.
- B. Read the sentences in the Review section on pages 6 and 7.
- Read the following numbers:

13	19	11	17	15	12
25	55	35	75	95	46
40	80	60	30	20	100

D. Read:

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Mrs. Kim and Lucy are at the hamburger stand.

Mrs. Kim: Please give me two doughnuts and a cup of coffee.

Lucy: Give me a hot dog and an orange drink, please.

Neonetta: All right. Here they are.

Mrs. Kim: How much are they?

Neonetta: They're 75 cents.

WRITING

Answer these questions about the story in Reading.

1. Where's Mrs. Kim? _____
2. Who's Lucy? _____
3. How much are two doughnuts? _____
4. Is a hamburger 25 cents? _____
5. How much is it? _____
6. How much is a soft drink? _____

LESSON TEN: EVALUATION

I. PRONUNCIATION: Check for stress, intonation, and the /æ/, /ɛ/, and /a/ contrasts.

Directions: Divide the class into groups. Test each item with one or more groups. Check the approximate % of students performing acceptably in each group evaluated. See example.

EXAMPLE (%)

GROUP	1			
			✓	
0-50%	50-74%	75-89%	90-100%	X

Have students repeat:

1. Who's Tom's father?
2. Is Ann at the bank?
3. How much is an apple?
4. It's twenty cents.
5. Is the doctor at the hospital?

GROUP	1	2	3	4	5

II. QUESTION AND ANSWER

Directions: Hold up pictures as cues and elicit answers/questions as indicated from individual students. Circle number of students asked and number performing acceptably.

	NUMBER ASKED					PERFORMING ACCEPTABLY				
1. Who is <u>he</u> ? (<u>He's</u> the <u>father</u>)	1	2	3	4	5	1	2	3	4	5
2. Is he at the <u>bank</u> ?	1	2	3	4	5	1	2	3	4	5
3. (Have S ask questions using "Who")	1	2	3	4	5	1	2	3	4	5
4. (Have S ask questions using "Where")	1	2	3	4	5	1	2	3	4	5
5. (Have S ask questions using "How much")	1	2	3	4	5	1	2	3	4	5

III. LISTENING COMPREHENSION

Directions: Give out the Student Evaluation Forms at this time. Read the following statements and questions to the class and have them circle the correct answers on their sheets.

1. He's the husband.
2. She's the daughter.
3. Who's the brother?
4. Where's Mrs. Kim?
5. How much is an apple?
6. Is Joe's father at work?

IV. READING
 V. WRITING

Directions: Have students do the Reading and Writing work on the Student Evaluation Form.

LESSON TEN: STUDENT EVALUATION FORM

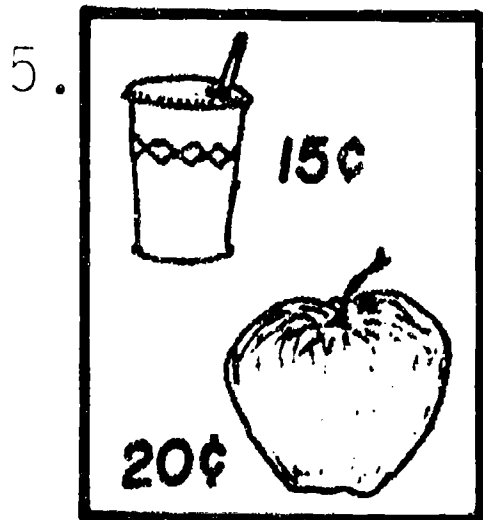
I and II. Oral Exercises.

III. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the correct answer.



At home.
At school.



It's 20 cents.
It's 15 cents.



Yes, he is.
No, he isn't.

IV. READING

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Directions: Circle the correct answers.

1. Joe's the _____.

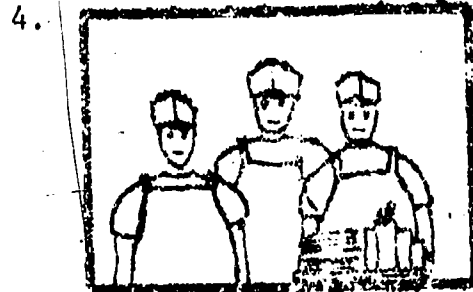
- son
- sister
- mother

2. My father is _____.

- at post office
- at work
- at bank



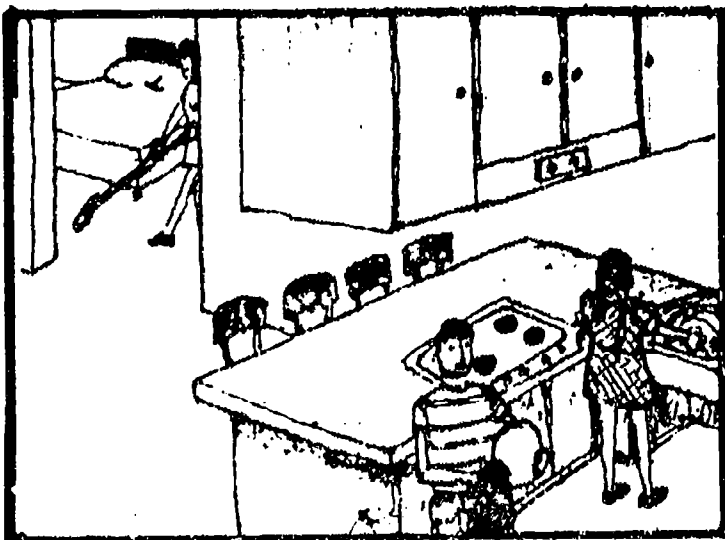
- a. It's 31 cents.
- b. It's 76 cents.
- c. It's 87 cents.



- a. They're at school.
- b. They're at work.
- c. They're at home.

V. WRITING

Directions: Copy the correct words in the blank.



- 1. _____ is Lucy's mother. Mrs. Kim
- 2. Her father is not _____. Mr. Kim
- 3. Lucy and her _____ at home.
are in the kitchen. Who
- 4. Her mother is in the _____ mother
brother
kitchen
bedroom.

LESSON TEN

第十課

SECTION I: THE FAMILY; REVIEW

第一節：家庭複習

OBJECTIVES

學習目標

In this section you will:

這一節裡，你們要：

1. Learn to ask and answer questions about your family.
2. Review what you learned in lessons 6-9.

一、學習有關家庭的問答。

二、複習第六課至第九課的教材。

THE DIALOGUE

對話

Jim: This is my wife.

這是我太太，她叫 Maria。

Her name's Maria.

他是誰？

Sue: Who's he?

他是 Peter。是我的兒子。

Jim: He's Peter. He's my son.

她是你的女兒嗎？

Sue: Is she your daughter?

Jim: Yes, she is. Her name's Rosa.

是的，她叫 Rosa。

SECTION II: AT SCHOOL; REVIEW

第二節：在學校（複習）

OBJECTIVES

學習目標

In this section you will:

在這一節裡，你們要：

1. Learn to use the expressions "at home," "at work," and "at school."
2. Learn the numbers from 1 to 100.
3. Continue to review lessons 6-9.

一、學習關於地點的成語。

二、學習從一到一百的數目字。

三、繼續複習第六課至第九課的教材。

THE DIALOGUE

對話

Mr. Jones: Is your husband at home?

你的丈夫在家嗎?

Mrs. Kim: No, he isn't. He's at work.

不在。他在工作。

Mr. Jones: Where are your children?

你的孩子在那裡?

Mrs. Kim: They're at school.

他們在學校。

NOTES:

應注意事項

1. In spoken English, the contracted forms of the verb to be are used more often than the formal forms.

英文會話, 縮短的 "to be 動詞" (am, are, is) 比較常用。

I'm	=	I am	I'm not	=	I am not
you're	=	you are	you aren't	=	you are not
he's	=	he is	he isn't	=	he is not
she's	=	she is	she isn't	=	she is not

2. Persons:

人稱

- 1) First person refers to the one who is talking.
- 2) Second person refers to the one being addressed.
- 3) Third person refers to the one being talked about.

一) 說話的人(我)是第一人稱。

二) 聽我說話的人(你)是第二人稱。

三) 其他的人(他)是第三人稱。

3. Numbers:

數目

Singular: one

單數: 一個

Plural: more than one

複數: 多於一個

	Singular 單數	Plural 複數
First Person 第一人稱	I 我	we 我們
Second Person 第二人稱	you 你	you 你們
Third Person 第三人稱	he, she 他, 她	they 他們

LESSON ELEVEN

OBJECTIVES

Listening Comprehension: Student will be able to:

1. Identify common ailments presented in the lesson.
2. Identify parts of a telephone.

Listening and Speaking: Student will be able to:

1. Carry on conversations about the ailments presented in the lesson, using the following structures:
 - a. "What" and "yes-no" questions with the verb "have"
 - b. Short answers with "do/does" to "yes-no" questions
2. Ask and/or give telephone numbers.
3. Carry on a conversation with a doctor about common ailments.
4. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New: I have a headache/a sore arm.

Do you have a fever? Yes, I do/No, I don't.

Is this 391-4850? Yes, it is/No, it isn't.

Review: What's your telephone number? It's 391-4850.

Fixed expressions: What's the matter? I think I have the flu.

Take an aspirin and go to bed.

That's too bad.

Not very well.

INSTRUCTIONAL AIDS

Drill pictures:

- P98 - a headache
- P99 - a toothache
- P100 - a backache
- P101 - a stomach ache
- P102 - Dialogue (I have a headache)
- P103 - a sore arm
- P104 - a sore shoulder

- P105 - a sore elbow
- P106 - a sore leg
- P107 - a sore knee
- P108 - a sore ankle
- P109 - a telephone
- P110 - Dialogue (Do you have a fever?)

Transparencies:

- T41 - a headache, a toothache, a backache, a headache, a stomach ache
- T42 - Dialogue (I have a headache)
- T43 - a sore arm, elbow, shoulder, leg, knee, and ankle
- T44 - Dialogue (Do you have a fever?)

Student handouts:

- Student leaflet
- Student evaluation form

Lesson Guide:

- Evaluation form

CULTURAL AND STRUCTURAL NOTES

1. Note the different ways in which the Asians say, "I have a headache."

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English	I	have	a	headache.
Chinese	I/My		head	hurt.
Japanese	subject (I+particle)		head+subject particle	hurt is
Korean	subject (I+particle)		head+subject particle	hurt is+statement particle
Tagalog	Hurting	article	head	my.
Spanish	I	have	a	headache.

2. There is no equivalent form for the English auxiliary verb "do" in the four Asian languages or in Spanish. Patterns with "do" are likely to prove difficult for these speakers.

English	Do you	have	a	headache	?
Chinese	you(r)		head	hurt	question particle
Japanese	(you+ subject particle)		head+ subject particle	hurt	question is+ particle
Korean	(you+ subject particle)		head+ subject particle	hurt	question is+ particle
Tagalog	Hurting		question particle	article	your head
Spanish	You	have	a	headache	?

3. The following charts show the short answer response patterns of the Asian and Spanish speakers.

English	Yes, I	do.
Chinese	I/My	head hurt.
Japanese	yes	that so is
Korean	yes	that so is+ statement particle
Tagalog	Yes. (Hurting)	article head my.)
Spanish	Yes, (I	have a headache.)

English	No,	I	don't.	
Chinese	I/My		head	not hurt.
Japanese	no	that so+ negative particle		
Korean	no	that so+ negative particle		is+ statement particle
Tagalog	No	(not hurting	article	head
Spanish	No,	(no	have	a headache.)

4. "Take an aspirin" is an American idiom which translates into the Asian languages as "eat" or "drink."

SECTION I: I HAVE A HEADACHE

SECTION I: I HAVE A HEADACHE

[NOTE: Do not distribute student leaflets until time for Reading.]

REVIEW

A. Cue with pictures from previous lessons.

T cues: T asks - Cl answers
 St - Gr St

B. Suggested items for review

"At home," "at work," "at school" in contrast with "at the post office," etc.

PRESENTING THE OBJECTIVE

OBJECTIVE

Explain briefly what the students will learn in this section.

In this section you will learn to ask and answer questions about simple ailments.

LISTENING COMPREHENSION

Listening and Identifying

T identifies ailments - Cl listens and observes

1. T: (Act out a headache.)
I have a headache.

2. T: (Show picture of a headache.)
A headache.

(Use drill pictures P98-101 or T41.)

3. T calls out an ailment

Cl } acts it out
Gr }
St }

Listening and Repeating

T models - Cl } repeats
Gr }
St }

T: (Hold hand to head or show picture of a headache.)
A headache.

Identifying

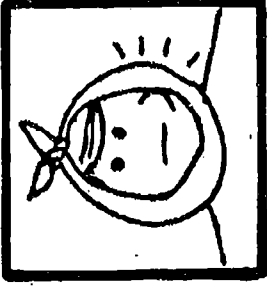
T acts out an ailment - Cl } identifies
Gr }
St }

T: (Hold hand to head.)
S: A headache.

LISTENING COMPREHENSION



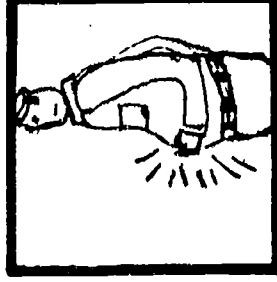
a headache



a toothache



a backache



a stomach ache

THE DIALOGUE

THE DIALOGUE

Presenting the Dialogue

A. Show dialogue picture P102 (T42) and introduce the characters.

1. T models - Cl listens

2. T models - Cl
Gr } repeats
St }

3. Take roles: T - Cl
Gr - Gr
St - St

B. Show the dialogue on the board or overhead.

1. T reads - Cl reads silently

2. T reads - Cl
Gr } reads

3. Take roles: T - Cl
Gr - Gr
St - St

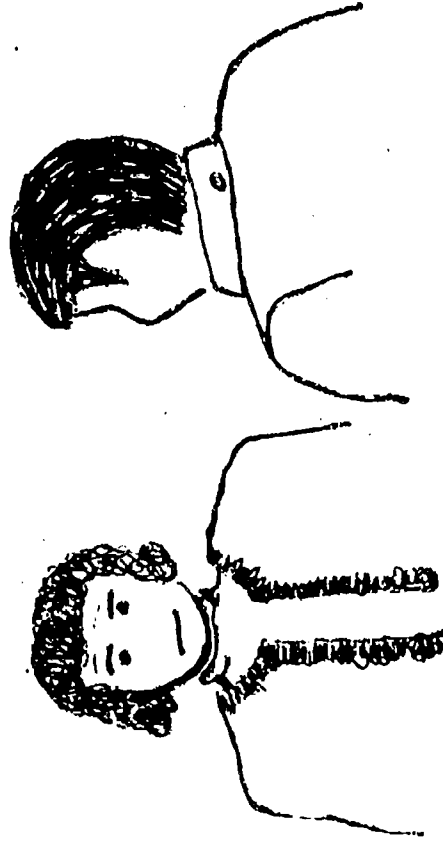
PRACTICE

"I have a headache"

A. Repetition Drill

T models - Cl
Gr } imitates and repeats
St }

T: What's the matter?
(Act out a headache or show picture.)
I have a headache.



James: How are you, Mrs. Nelson?

Mrs. Nelson: Not very well, James.

James: What's the matter?

Mrs. Nelson: I have a headache.

James: That's too bad.

PRACTICE

"I have a headache"

B. Answer Drill

T cues with pictures and/or gestures

Cl } answers
- Gr }
St }

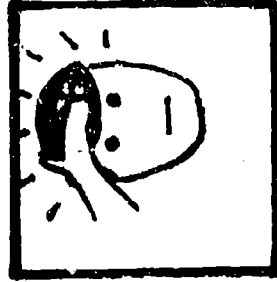
T: (Act out a headache or show picture.)

What's the matter?

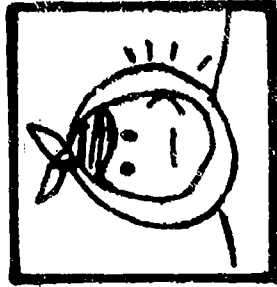
S: I have a headache.

C. Question and Answer Drill

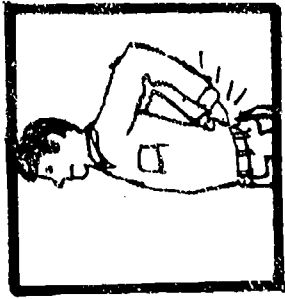
T cues: Cl } asks - St answers
Gr }
St }



1. S-1: What's the matter?
S-2: I have a headache.



2. S-1: What's the matter?
S-2: I have a toothache.



3. S-1: What's the matter?
S-2: I have a backache.

EXTENSION

"I have a sore arm"

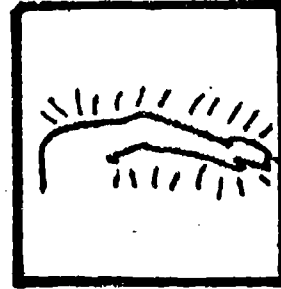
A. Identification Drills

1. T acts out each ailment and identifies - Cl observes and listens
2. T shows pictures P103-108 or T 43 and identifies - Cl looks and listens
3. T names a sore spot - Cl acts it out

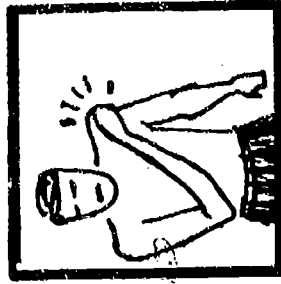
B. Repetition Drill

T cues and models - Cl } repeats
Gr }
St }

T: I have a sore arm.



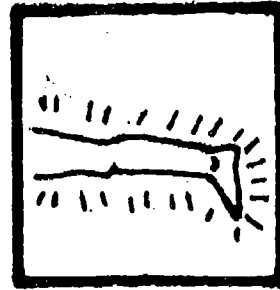
a sore arm



a sore shoulder



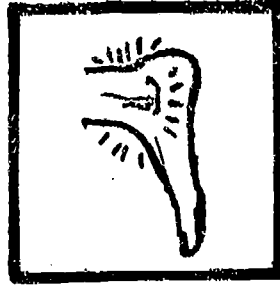
a sore elbow



a sore leg



a sore knee



a sore ankle

C. Answer Drill

T cues and asks - Cl answers
 Gr
 St

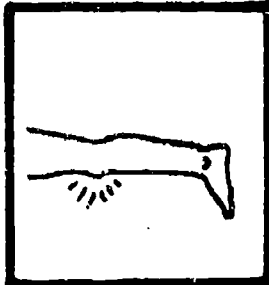
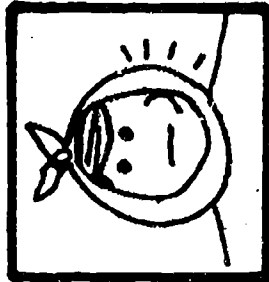
T: What's the matter?
 (Act out a sore arm)
 S: I have a sore arm.

MINI-DIALOGUES

Lead students into dialogues about ailments, cueing when necessary.

OPTIONAL ACTIVITY: Give volunteers an opportunity to tell about their particular ailments.

MINI-DIALOGUES



1. S-1: What's the matter?
 S-2: I have a toothache.
 S-1: That's too bad.
2. S-1: What's the matter?
 S-2: I have a sore knee.
 S-1: That's too bad.
3. S-1: What's the matter?
 S-2: I have a sore ankle.
 S-1: That's too bad.

READING

[NOTE: Have the students open their leaflets at this time.]

- A. and B. Have students follow the directions as noted in the student leaflet.
- C. Have students read the paragraph silently.
1. Ask comprehension questions about the story.
 2. Have individuals read one or two sentences e' h.

READING

- A. Read the Practice exercise on page 2.
- B. Read the Mini-dialogues on page 3.

C. Read:

I'm at home today. I'm not at work. I have a headache and a backache. I have a sore shoulder. I'm in bed.



WRITING

A. Have students write answers to the questions about the story in Reading.

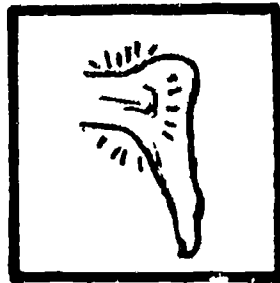
WRITING

A. Write the answers to the following questions about the story in Reading.

1. Are you at work today? _____
2. Where are you? _____
3. What's the matter? _____

B. Have students write the answers to the questions.

B. Write the answers to the questions.



1. S-1: What's the matter?

S-2: _____

2. S-1: What's the matter?

S-2: _____



3. S-1: What's the matter?

S-2: _____

4. S-1: What's the matter?

S-2: _____

SECTION II. DO YOU HAVE A FEVER?

SECTION II. DO YOU HAVE A FEVER?

[NOTE: Have students put away their leaflets until time for Reading.]

[NOTE: Put away your leaflet until time for Reading.]

PRESENTING THE OBJECTIVES

OBJECTIVES

Explain briefly what the students will learn in this section.

In this section you will learn:

- 1. To give and identify telephone numbers.
- 2. To call a doctor and tell him about simple ailments.

PRONUNCIATION

PRONUNCIATION

Give students practice in giving and identifying telephone numbers.

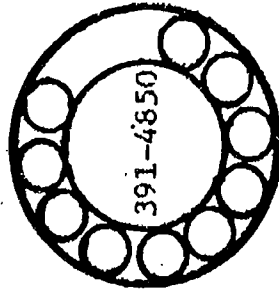
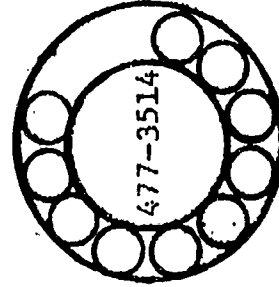
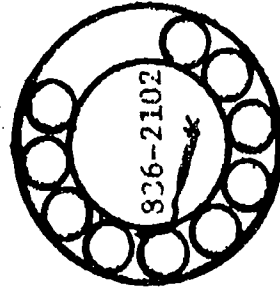
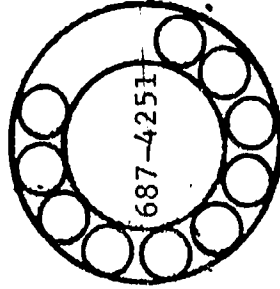
- 1. T writes a telephone number on board and models it - Cl listens

[NOTE: For clarity, pause between digits as indicated: 687 - 42 - 51.]

- 2. T models - Cl
Gr
St } repeats

- 3. Have students volunteer their numbers and write them on the board.

- 4. T models - Cl
Gr
St } repeats



Listening

T shows model telephone or picture P109 and identifies - Cl listens

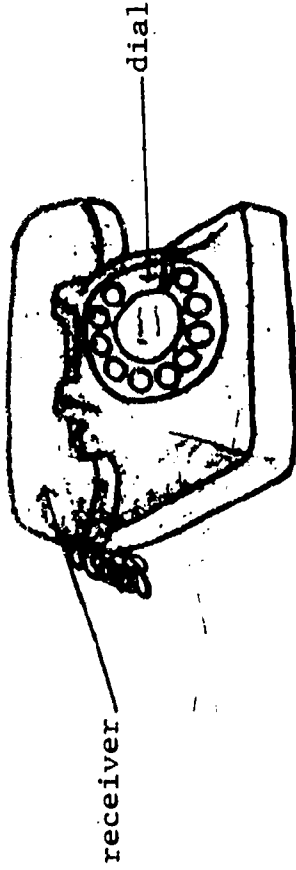
T: That's a receiver.
That's a dial.
That's the telephone number.

Repeating

T identifies and models - Cl repeats
Gr
St

Identifying

T points to parts of the telephone - Cl identifies
Gr
St



A Telephone

THE DIALOGUE

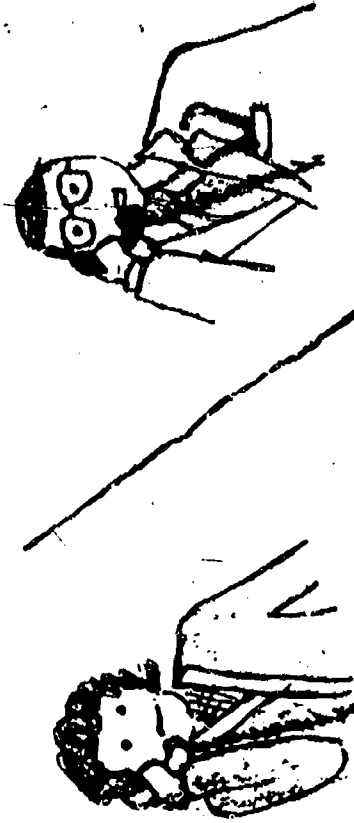
Preliminary Activity

- A. Show dialogue picture P110 or T44 and introduce Mrs. Nelson and Dr. Gray.
- B. Explain that Mrs. Nelson isn't feeling well and that she has just called her doctor.

Presenting the Dialogue

- A. Follow the usual procedure for presentation of dialogue.
- B. Show the dialogue on the board or overhead for reading lesson.

[NOTE: 1. "I think . . ." can be taught as a fixed expression at this point, without grammatical explanation.]



THE DIALOGUE

2. Demonstrate and explain on the board the formation of simple questions with verbs other than "be."

Mrs. Nelson: Hello, Dr. Gray. This is Mrs.

Nelson. I think I have the flu.

Dr. Gray: Do you have a fever?

Mrs. Nelson: Yes, I do.

Dr. Gray: Take an aspirin and go to bed.

PRACTICE

"Yes, I do"

A. Repetition Drill

T models - Cl repeats

T: (Hold hand to back as though in pain.)

Do I have a backache?

Yes, I have a backache.

Yes, I do.

S: Yes, I do.

[NOTE: Place examples of the question and both the complete and short answer forms on the board, and show briefly how the "Yes, I do" answer is formed. Inform the class that the short answer is the form normally used, as in "Yes, I am," etc.]

B. Answer Drill

T cues to elicit affirmative answers

Cl } answers
- Gr }
St }

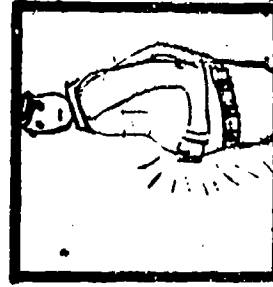
"No, I don't"

A. Repetition Drill

T models - Cl repeats

PRACTICE

"Yes, I do"



1. T: Do you have a stomach ache?
S: Yes, I do.

2. T: Do you have a sore leg?
S: Yes, I do.

"No, I don't"

T: (Hold hand to head.)
Do I have a backache?
No, I don't have a backache.
No, I don't.

[NOTE: Explain the formation and use of the short negative answer form.]

B. Answer Drill

T cues to elicit negative answers

Cl } answers
- Gr }
St }

"Yes, I do/No, I don't"

A. Substitution Drill

T models - Cl } responds
Gr }
St }

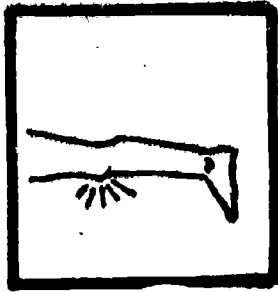
T: Do you have a toothache?
a headache?
a sore leg?
(etc.)

B. Answer Drill

T cues to elicit both affirmative and negative answers - Cl } answers
Gr }
St }

C. Question and Answer Drill

T cues: Gr } asks - St } answers

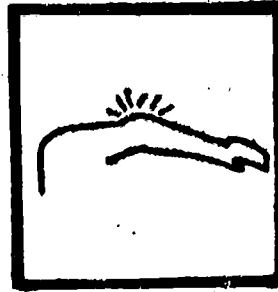
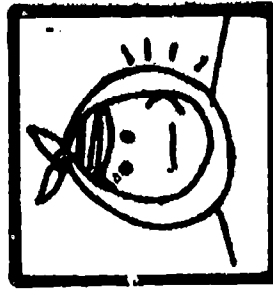


3. T: Do you have a sore elbow? 4. T: Do you have a sore ankle?

S: No, I don't.
I have a sore ankle.

S: No, I don't.
I have a sore knee.

"Yes, I do/No, I don't"



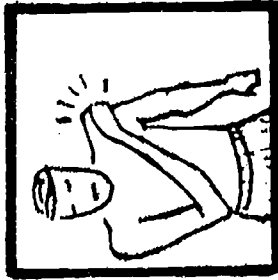
5. S-1: Do you have a headache? 6. S-1: Do you have a sore elbow?

S-2: No, I don't.
I have a toothache.

S-2: Yes, I do.

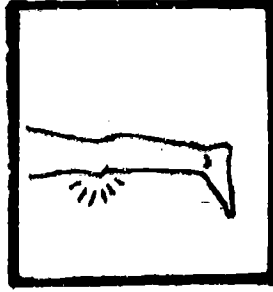
OPTIONAL ACTIVITY: Use classroom objects to drill:

S-1: Do you have a pencil?
S-2: Yes, I do/No, I don't.



7. S-1: Do you have a sore shoulder?

S-2: Yes, I do.



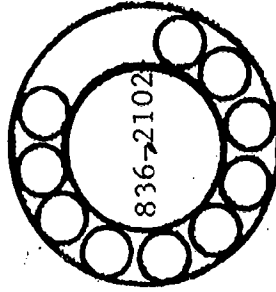
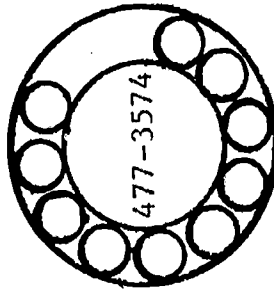
8. S-1: Do you have a sore arm?

S-2: No, I don't.
I have a sore knee.

MINI-DIALOGUES

"What's your number?"

Set pattern and have students carry on conversations, using their own telephone numbers if they wish.



MINI-DIALOGUES

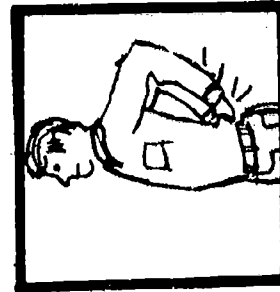
"What's your number?"

1. S-1: Do you have a telephone? 2. S-1: Do you have a telephone?
S-2: Yes, I do. S-2: Yes, I do.
S-1: What's your number? S-1: What's your number?
S-2: It's 477-3574. S-2: It's 836-2102.

"I think I have the flu"

Cue and set pattern for dialogues.

OPTIONAL ACTIVITY: Have students volunteer their favorite remedies for the various ailments. Cue, if necessary, and set the pattern for the exchange:



S-1: Do you have a stomach ache?
 S-2: Yes, I do.
 S-1: Take baking soda.

3. S-1: I think I have the flu. 4. S-1: I think I have the flu.
 S-2: Do you have a headache? S-2: Do you have a backache?
 S-1: Yes, I do. S-1: Yes, I do.
 S-2: Go to bed. S-2: Go to bed.

READING

[NOTE: Have students open their leaflets at this time.]

Have students follow the directions as noted in the student leaflet.

READING

- A. Read the Practice exercises on pages 6 and 7.
- B. Read the Mini-dialogues on 7 and 8.

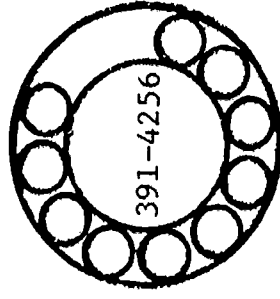
WRITING

Have students write the missing words and sentences.

WRITING

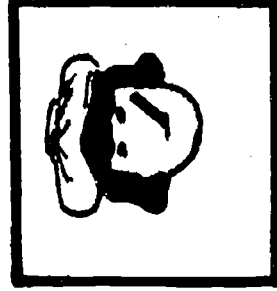
Write the missing words and sentences:

1. Mrs. Nelson: Is this _____?
 Dr. Gray: ~~Yes~~ it is.
 Mrs. Nelson: Hello, Dr. Gray.
 _____ Mrs. Nelson.



OPTIONAL ACTIVITY (for further oral practice):
 Present and practice this telephone dialogue.

Nurse: Dr. Gray's office.
 Mrs. Nelson: This is Mrs. Nelson. Is the
 doctor in?
 Nurse: Yes, he is. One moment, please.



2. Dr. Gray: _____ the matter?
 Mrs. Nelson: I think _____
 Dr. Gray: Do you have a fever?
 Mrs. Nelson: _____
 Dr. Gray: Take an aspirin _____

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Los Angeles Unified School District
Asian Project - ABE
AP-201143

LESSON ELEVEN - STUDENT LEAFLET
SECTION I: I Have a Headache
SECTION II: Do You Have a Fever?

LESSON ELEVEN

SECTION I: I HAVE A HEADACHE

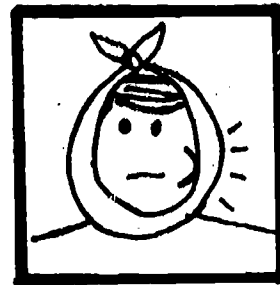
OBJECTIVE

In this section you will learn to ask and answer questions about simple ailments.

LISTENING COMPREHENSION



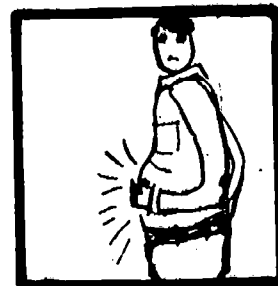
a headache



a toothache



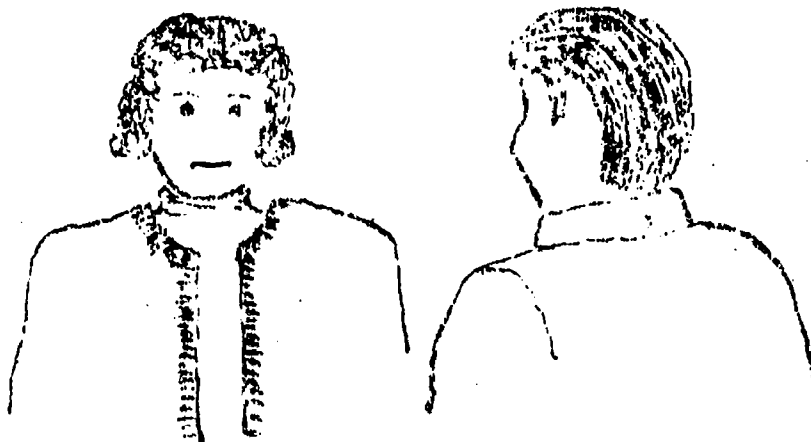
a backache



a stomach ache

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

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James: How are you, Mrs. Nelson?

Mrs. Nelson: Not very well, James.

James: What's the matter?

Mrs. Nelson: I have a headache.

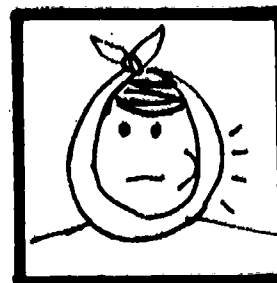
James: That's too bad.

PRACTICE

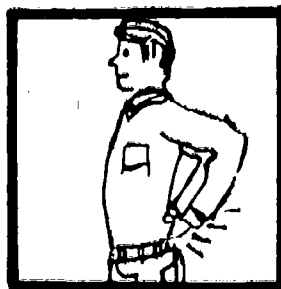
"I have a headache"



1. S-1: What's the matter?
S-2: I have a headache.



2. S-1: What's the matter?
S-2: I have a toothache.

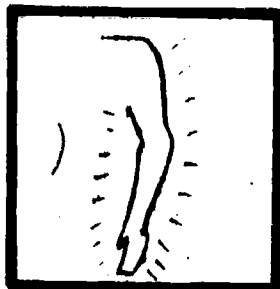


3. S-1: What's the matter?
S-2: I have a backache.

EXTENSION

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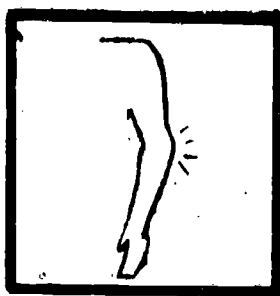
"I have a sore arm"



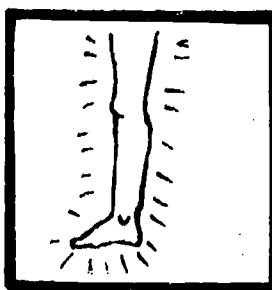
a sore arm



a sore shoulder



a sore elbow



a sore leg

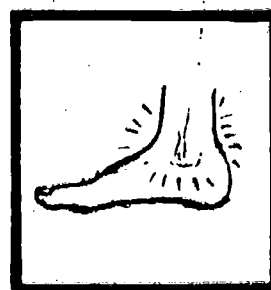
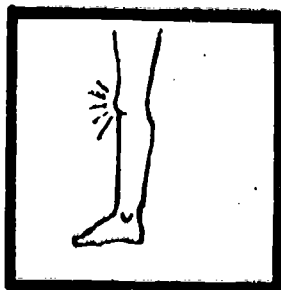
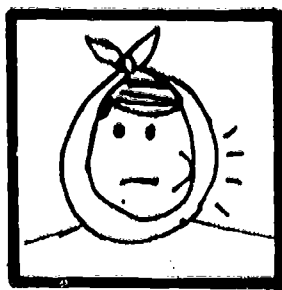


a sore knee



a sore ankle

MINI-DIALOGUES



1. S-1: What's the matter?
S-2: I have a toothache.
S-1: That's too bad.

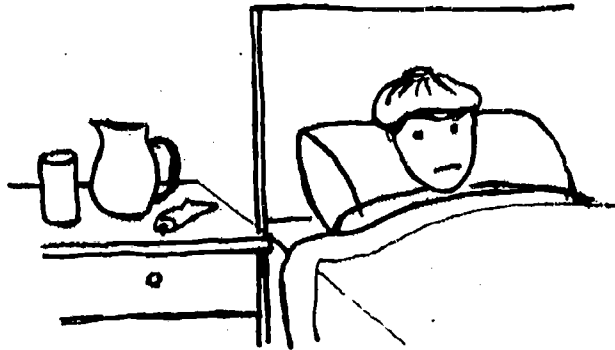
2. S-1: What's the matter?
S-2: I have a sore knee.
S-1: That's too bad.

3. S-1: What's the matter?
S-2: I have a sore ankle.
S-1: That's too bad.

READING

- A. Read the Practice exercise on page 2.
- B. Read the Mini-dialogues on page 3.
- C. Read:

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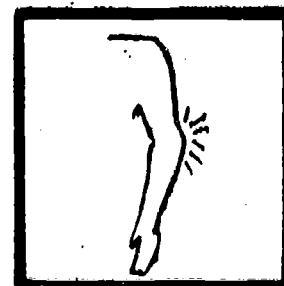
I'm at home today. I'm not at work. I have a headache and a backache. I have a sore shoulder. I'm in bed.

WRITING

A. Write the answers to the following questions about the story in Reading.

- 1. Are you at work today? _____
- 2. Where are you? _____
- 3. What's the matter? _____

B. Write the answers to the questions.

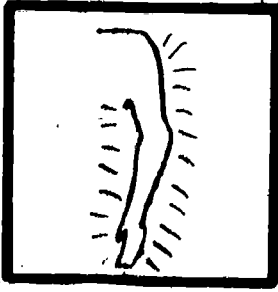


1. S-1: What's the matter?

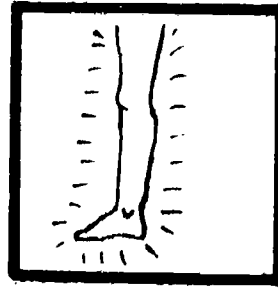
S-2: _____

2. S-1: What's the matter?

S-2: _____



FEET ONLY



3. S-1: What's the matter?

S-2: _____

4. S-1: What's the matter?

S-2: _____

SECTION II: DO YOU HAVE A FEVER?

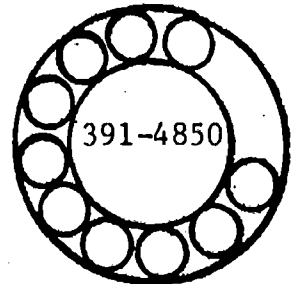
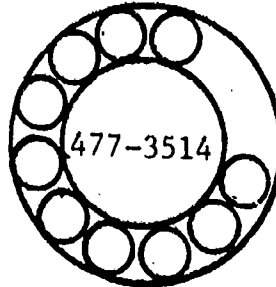
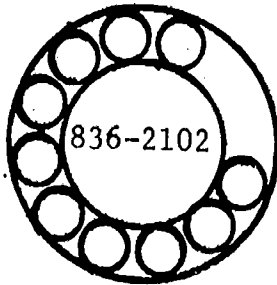
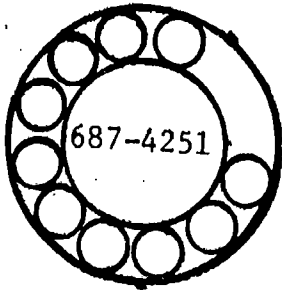
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

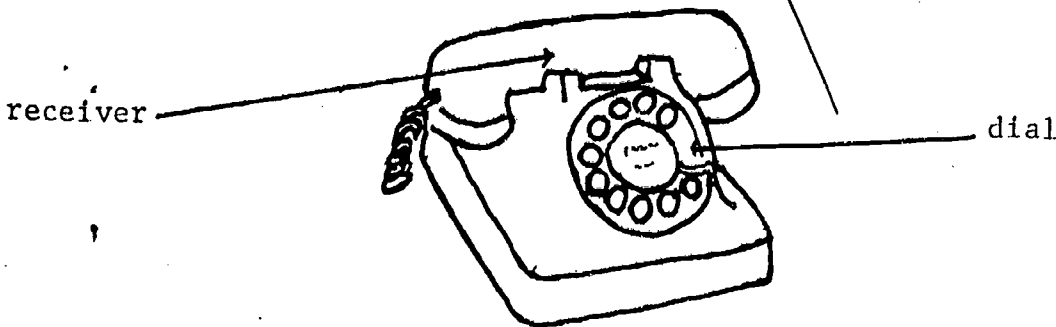
In this section you will learn:

1. To give and identify telephone numbers.
2. To call a doctor and tell him about simple ailments.

PRONUNCIATION



LISTENING COMPREHENSION



A Telephone

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Mrs. Nelson: Hello, Dr. Gray.

This is Mrs. Nelson.

I think I have the flu.

Dr. Gray: Do you have a fever?

Mrs. Nelson: Yes, I do.

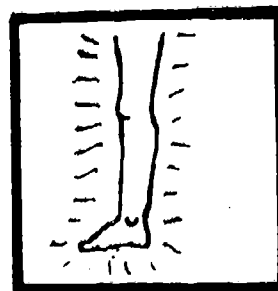
Dr. Gray: Take an aspirin and go to bed.

PRACTICE

"Yes, I do"



1. T: Do you have a stomach ache?
S: Yes, I do.

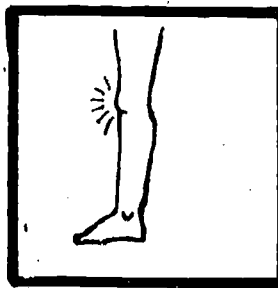


2. T: Do you have a sore leg?
S: Yes, I do.

"No, I don't"



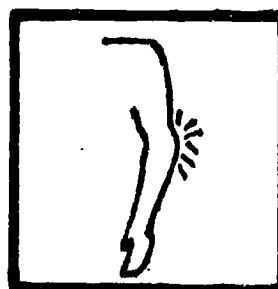
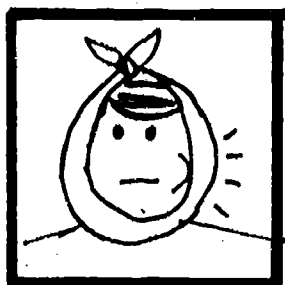
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3. T: Do you have a sore elbow?
S: No, I don't.
I have a sore ankle.

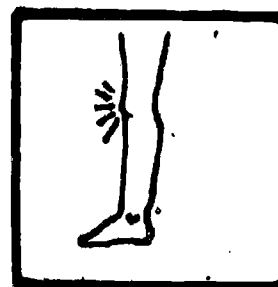
4. T: Do you have a sore ankle?
S: No, I don't.
I have a sore knee.

"Yes, I do/No, I don't"



5. S-1: Do you have a headache?
S-2: No, I don't. I have a toothache.

6. S-1: Do you have a sore elbow?
S-2: Yes, I do.

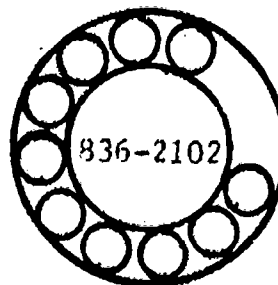
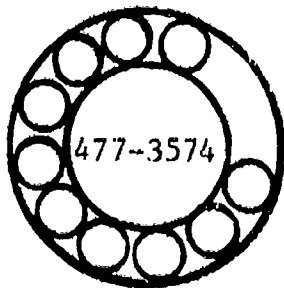


7. S-1: Do you have a sore shoulder?
S-2: Yes, I do.

8. S-1: Do you have a sore arm?
S-2: No, I don't. I have a sore knee.

MINI-DIALOGUES

"What's your number?"



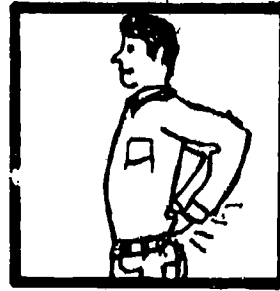
1. S-1: Do you have a telephone?
S-2: Yes, I do.
S-1: What's your number?
S-2: It's 477-3574.

2. S-1: Do you have a telephone?
S-2: Yes, I do.
S-1: What's your number?
S-2: It's 836-2102.

"I think I have the flu"



BEST COPY AVAILABLE



3. S-1: I think I have the flu.
S-2: Do you have a headache?
S-1: Yes, I do.
S-2: Go to bed.

4. S-1: I think I have the flu.
S-2: Do you have a backache?
S-1: Yes, I do.
S-2: Go to bed.

READING

- A. Read the Practice exercises on pages 6 and 7.
- B. Read the Mini-dialogues on pages 7 and 8.

WRITING

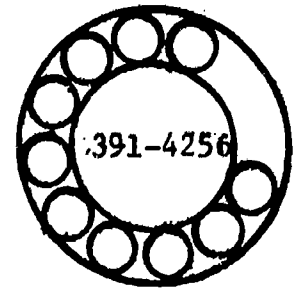
Write the missing words and sentences:

1. Mrs. Nelson: Is this _____ ?

Dr. Gray: Yes, it is.

Mrs. Nelson: Hello, Dr. Gray.

_____ Mrs. Nelson.



2. Dr. Gray: _____ the matter?

Mrs. Nelson: I think _____

Dr. Gray: Do you have a fever?

Mrs. Nelson: _____

Dr. Gray: Take an aspirin _____



LESSON ELEVEN: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with pictures of ailments and telephone numbers or with appropriate gestures and elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED					PERFORMING ACCEPTABLY				
1. How are you? (Not very well/Fine, thank you.)	1	2	3	4	5	1	2	3	4	5
2. What's the matter? (I have a <u>toothache</u> .)	1	2	3	4	5	1	2	3	4	5
3. Have students ask "yes-no" questions with "do." (Do you have a <u>fever</u> ?)	1	2	3	4	5	1	2	3	4	5
4. Have students answer the questions from #3. (Yes, I do/No, I don't.)	1	2	3	4	5	1	2	3	4	5
5. Have students ask "yes-no" questions using numbers on the board. (Is this <u>477-3514</u> ?)	1	2	3	4	5	1	2	3	4	5
6. Have students answer the questions from #5. (Yes, it is/No, it isn't.)	1	2	3	4	5	1	2	3	4	5

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

- | | |
|----------------------------|----------------------------|
| 1. I have a backache. | 4. It's 687-4350. |
| 2. I have a sore shoulder. | 5. Is this a dial? |
| 3. I have a sore ankle. | 6. Do you have a headache? |

III. READING

IV. WRITING

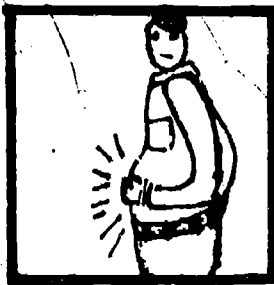
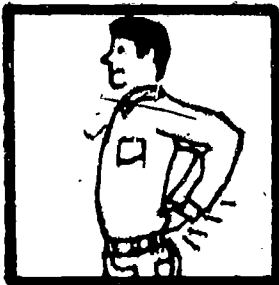
Directions: Have students do the Reading and Writing on the Student Evaluation Form.

LESSON ELEVEN: STUDENT EVALUATION FORM

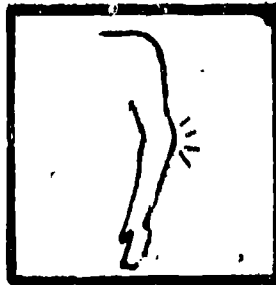
I. Oral Exercises

II. LISTENING COMPREHENSION

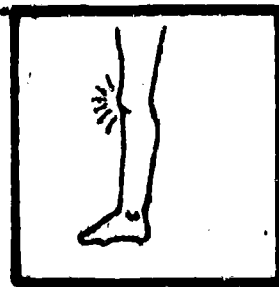
1.



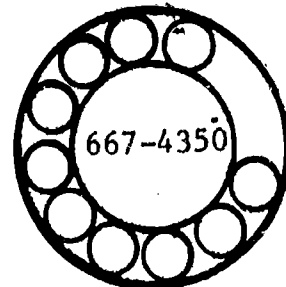
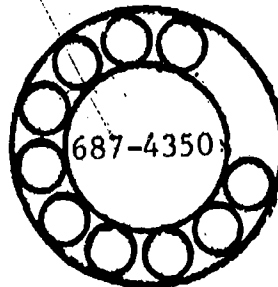
2.



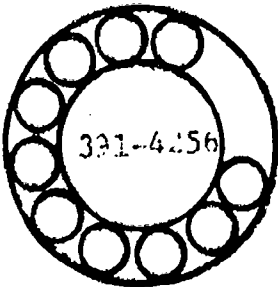
3.



4.



5.



Yes, it is.
No, it isn't.

6.



Yes, it is.
Yes, I do.

III. READING

Directions: Circle the correct answers.

1. I have _____.

toothache

sore arm

a fever

2. _____ you have a sore knee?

How

Do

Are

3. Is your telephone number 292-7809?

Yes, _____.

it's

it is

it isn't

4. _____ the matter?

What

What's

How

IV. WRITING

Directions: Copy the correct words in the blanks.

Words to Copy

1. Mrs. Nelson: Dr. Gray, this _____ Mrs. Nelson. I think I have the _____.

are

fever

is

2. Dr. Gray: Do _____ have a fever?

flu

you

3. Mrs. Nelson: _____, I do.

Yes

4. Dr. Gray: _____ an aspirin and go to bed.

Drink

Take

LESSON ELEVEN

第十一課

SECTION I: I HAVE A HEADACHE

第一節：我頭痛

OBJECTIVE

學習目標

In this section you will learn to ask and answer questions about simple ailments.

在這一節裡，你們要學習有關普通病痛的簡單問答。

THE DIALOGUE

對話

James: How are you, Mrs. Nelson?

Nelson 太太，你好嗎？

Mrs. Nelson: Not very well, James.

James，不太好。

James: What's the matter?

怎麼了？

Mrs. Nelson: I have a headache.

我頭痛。

James: That's too bad.

那真糟糕。

SECTION II: DO YOU HAVE A FEVER?

第二節：你發燒嗎？

OBJECTIVES

學習目標

In this section you will:

在這一節裡，你們要：

1. Learn to give and identify telephone numbers.

一、學習說電話號碼和辨認電話號碼。

2. Learn to call a doctor and tell him about simple ailments.

二、學習打電話告訴醫生關於普通的病痛。

THE DIALOGUE

ENTER HERE

對話

Mrs. Nelson: Hello, Dr. Gray.
 This is Mrs. Nelson.
 I think I have the flu.

Dr. Gray: Do you have a fever?

Mrs. Nelson: Yes, I do.

Dr. Gray: Take an aspirin and go
 to bed.

「哈囉，Gray 醫生。
 我是 Nelson 太太。
 我想我是感冒了。
 你發燒嗎？
 是的，我發燒。
 吃一粒阿司匹靈然後去
 睡覺吧。」

NOTES

1. When the main verb is not the verb "to be," the auxiliary verb "do" is usually placed before the subject to form a question.
(Example: You have a headache.
Do you have a headache?)
2. In answering the "do" questions, the short answer form "Yes, I do" or "No, I don't" is commonly used.
3. "What's the matter?" is an idiomatic expression.
4. In a telephone conversation, the sentence "This is Mrs. Nelson" has the same meaning as "I'm Mrs. Nelson."

應注意事項

- 一. 如果主要動詞不是 "to be" (is, are, am), 英文常會加一個助動詞 "do" 在句首, 來形成問句的形式。請看左邊的英文例子。
- 二. 回答用 "Do" 形式的問句, 英文通常用 "Yes, I do." 來作肯定的答覆。用 "No, I don't." 來作否定的答覆。
- 三. "What's the matter?" 是一句成語, 意思是 "怎麼了" 或 "怎樣了?"
- 四. 在電話對話中, "我是 Nelson 太太" 通常的說法是:
"This is Mrs. Nelson."

LESSON TWELVE

OBJECTIVES

Listening Comprehension: Student will be able to identify types of homes such as a room, an apartment, and a house.

Listening and Speaking: Student will be able to:

1. Give an appropriate response upon being asked to identify lesson items.
2. Discuss dwelling places.
3. Discuss the number of children in a family.
4. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New: What do you want/have? I want/have an apartment
 How many sons/daughters/children I want/have two (sons/daughters/children).
 Do you have any children? Yes, we do/No, we don't.
 May I help you? I don't have any.

Fixed Expression: May I help you?

INSTRUCTIONAL AIDS

Drill pictures: P111 - a room
 P112 - an apartment
 P113 - a house
 P114 - Dialogue (I want a house)
 P115 - 2 sons
 P116 - 2 daughters

P117 - Pronunciation: a lick
P118 - Pronunciation: a leak
P119 - Facial diagram: /I/ and /iy/
Also: P1 - (How are you?)
 P90 - 94 - (family members)



Transparencies:

- T45 - a room, an apartment, a house
- T46 - Dialogue (I want a house)
- T47 - Pronunciation: /I/ - /iy/ (a lick - a leak)
- T48 - 2 children, 4 children, 1 son, 2 sons, 1 daughter, 2 daughters, and no children
- T49 - Dialogue (Do you have any children?)

Student handouts:

- Student leaflet
- Student evaluation form

Lesson Guide:

- Evaluation form

STRUCTURAL NOTES

1. The use of "do" as an auxiliary verb in English will need special attention, as was pointed out in Lesson 11.
2. The expression. "how many" can also mean "how much" in Chinese. Therefore, it is quite possible that the Chinese student will want to say, "How much children (do) you have?"

SECTION I: I WANT AN APARTMENT

[NOTE: Do not distribute student leaflets until time for Reading.]

REVIEW

- A. Cue with pictures from previous lessons.

T cues: T asks - Cl answers
 St asks - Gr answers
 St

B. Suggested items for review:

1. T: What's the matter?
 S: I have a headache.
2. T: Do you have a fever?
 S: Yes, I do/No, I don't.

SECTION I: I WANT AN APARTMENT

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

OBJECTIVES

In this section you will:

1. Learn the names of some types of homes.
2. Learn to discuss some types of homes.

LISTENING COMPREHENSION

Listening

T shows pictures P111-113 (T45) and identifies
- CI listens

Listening and Repeating

T cues and models - CI
Gr repeats
St

T: (Show the room.) What's this?
It's a room.

THE DIALOGUE

Preliminary Activities

A. Set up situations to contrast the concepts of "have" and "want."

Example: T: (Hand an item to a student--a sheet of paper, a piece of candy, etc.)
What do you have?

S-1: I have a piece of candy.

T: (To S-2) Do you want a piece of candy, too?

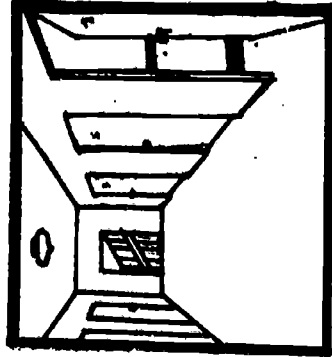
B. Listening Drill

T cues with pictures and models - CI listens

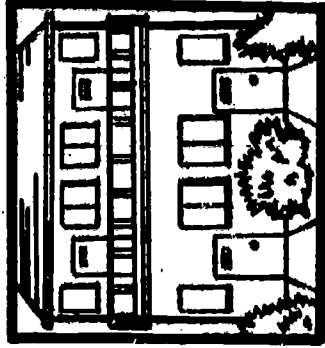
T: I have a room.

I want an apartment

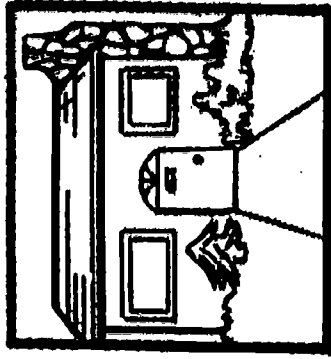
LISTENING COMPREHENSION



a room

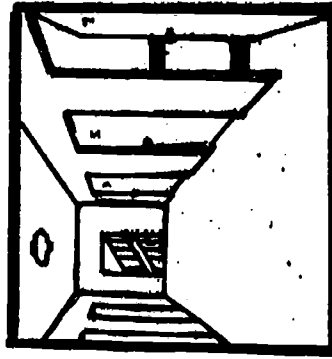


an apartment



a house

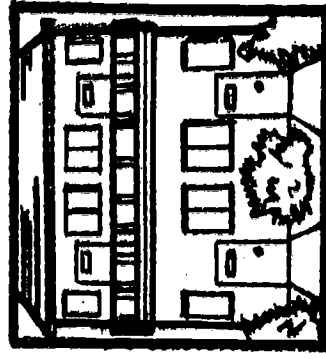
THE DIALOGUE



I have a room.



I want an apartment.



2. Repetition Drill

T cues and models - Cl } repeats answer
Gr }
St }

T: What do you have?

I have a room.

What do you want?

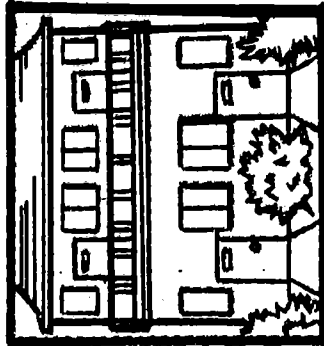
I want an apartment.

3. Answer Drill

T asks - Cl } answers
Gr }
St }

T: What do you have?

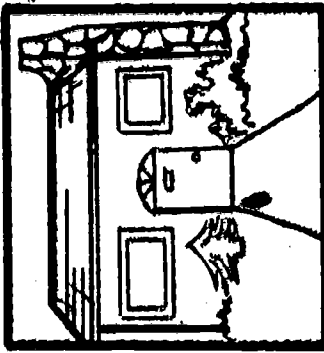
What do you want?



I have an apartme. . .



I want a house.



Presenting the Dialogue

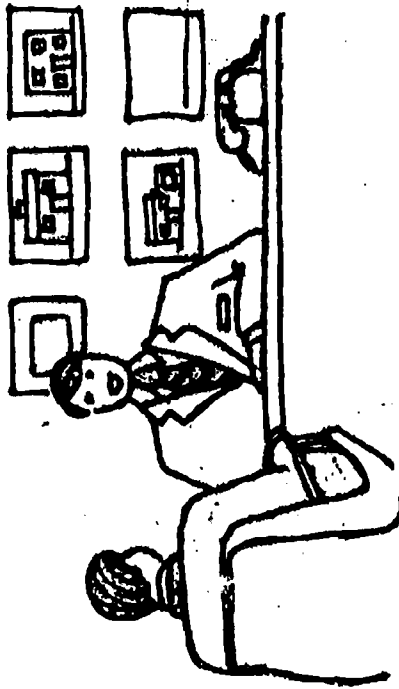
[REMINDER: Students will not have their leaflets at this point.]

A. Show dialogue picture P114 (T46) and set the scene.

B. Present dialogue following the usual procedure.

[NOTE: Explain concept of a "home."]

C. Show dialogue on the board or overhead for reading lesson.

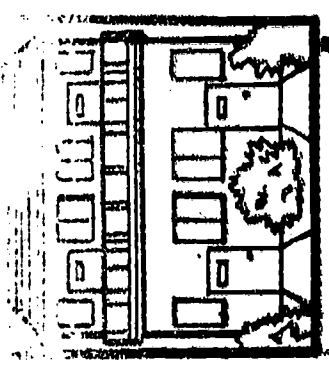
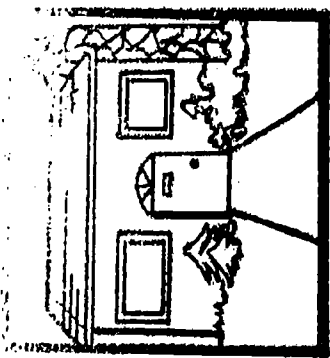


Agent: May I help you?

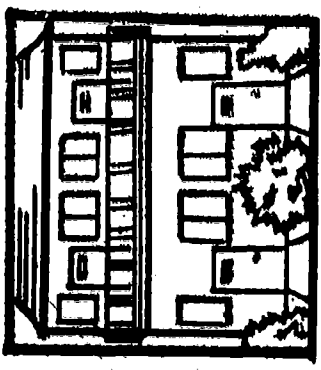
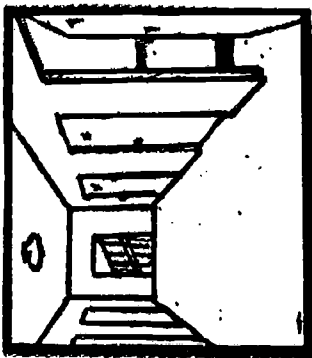
Mr. Kim: Yes, please. I want a home near a school.

Agent: Do you want a house or an apartment?

Mr. Kim: I want a house.

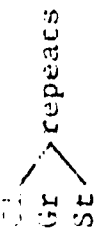


1. S-1: What do you have? S-2: I have a house.
2. S-1: What do you want? S-2: I want an apartment.



3. S-1: What do you have? S-2: I have a room.
4. S-1: What do you want? S-2: I want an apartment.

"Do you have/want an apartment?"



B. Question and Answer Drill

T cues: T asks - Gr answers
St asks - St answers

OPTIONAL ACTIVITY: Distribute pictures among students.

St asks - St answers

S-1: What do you have?
S-2: I have a room.
S-1: What do you want?
S-2: I want a house.

A. Substitution Drills

T cues and models - Cl responds
Gr St

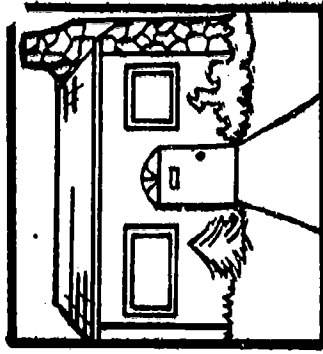
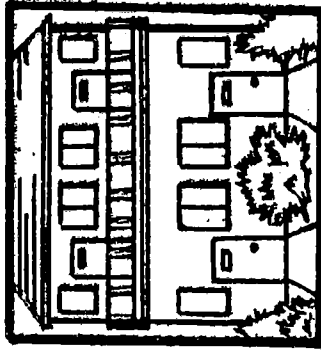
T: Do you have a house?
an apartment?
a room?

T: Do you want an apartment?
a room?
a house?

B. Question and Answer Drills

Redistribute pictures.

Gr asks - St answers



5. S-1: Do you want a house? 6. S-1: Do you want a house?
S-2: No, I don't. S-2: Yes, I do.

"I want a home near a school"

A. Substitution Drill

T: I want a home near a school.
a market.
a hospital
(etc.)

B. Response Drill

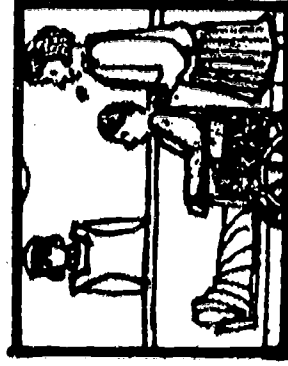
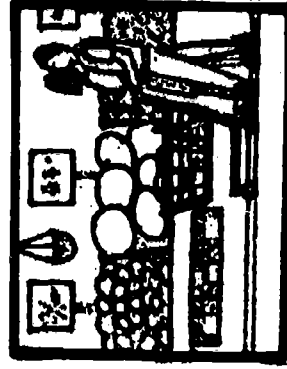
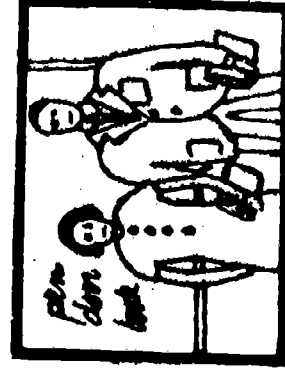
T asks - St responds

T: May I help you?
S: I want a home near a school.

C. Question and Answer Drill

T cues: Gr asks - St answers

OPTIONAL ACTIVITY: Repeat the drill, with the students responding with a desired location of a home for themselves.



7. S-1: May I help you?
S-2: I want a home near a school.

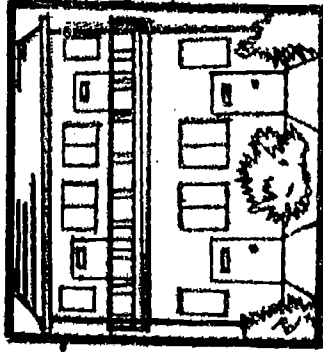
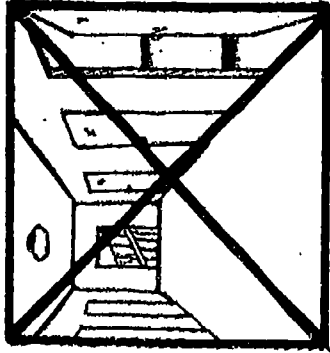
8. S-1: May I help you?
S-2: I want a home near a market.

9. S-1: May I help you?
S-2: I want a home near a hospital.

MINI-DIALOGUES

T cues and sets pattern:

St asks - St answers



1. S-1: Do you want a room?

S-2: No, I don't.

S-1: What do you want?

S-2: I want an apartment.

2. S-1: Do you want a home near a hospital?

S-2: No, I don't.

S-1: What do you want?

S-2: I want a home near a school.

READING

READING

[NOTE: Have students open their leaflets at this time.]

A. Have students follow directions as noted in the student leaflet.

A. Read the lesson items on page 1.

B. Read the Practice exercises on pages 2 and 3.

C. Read the Mini-dialogues on page 3.

B. Ask comprehension questions about the story.

D. Read:

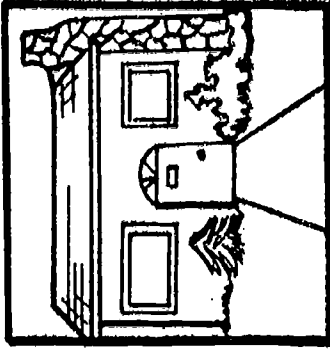
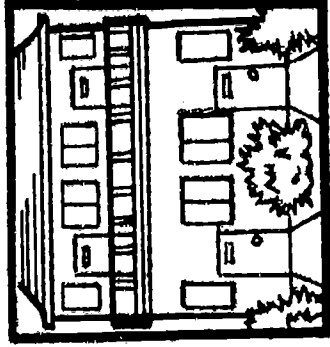
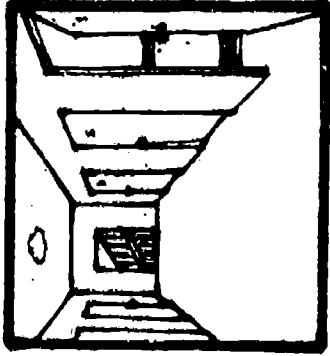
I have a family. I have a wife, a son, and a daughter. We have an apartment. We want a house near a school.

WRITING

WRITING

Have students follow directions as noted in the student leaflet.

Write the questions and answers.

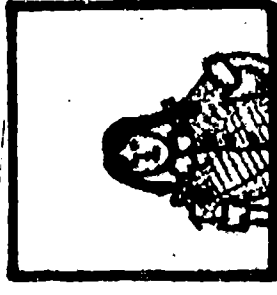


1. What do you want? 2. _____ 3. Do you want a room?

_____ I want an apartment.

4. Do you have a son?

I have a daughter.



SECTION II: I HAVE 2 CHILDREN

[NOTE: Have students put away their leaflets at this time.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

OBJECTIVES

- In this section you will:
 1. Practice pronunciation.
 2. Discuss the number of children in a family.

PRONUNCIATION

- 1. T shows pictures P117-118 (T47) and models - C1 listens

PRONUNCIATION

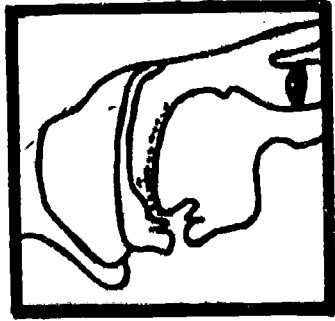
2. Hold up the pictures and have the students identify them as you say the words.

3. T models - Cl
Gr repeats
St

4. Have students say the proper word as you hold up each picture at random.

5. Using facial diagram P119 (T47), point out the relative positions of the tongue and the degree and shape of mouth opening in producing these sounds.

6. T models exercise - Cl
Gr repeats
St



/l/ - lick /l/ - /ly/ /ly/ - leak

He's licking.

Good evening, Jim.

Good evening, Dick.

It's leaking.

How do you feel?

I feel ill.

LISTENING COMPREHENSION

A. Listening Drill

T shows P91-95 and P119-120 (T48) and models - Cl listens

B. Substitution Drill

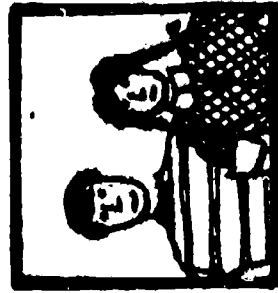
T: I have 2 children.
3
5
(etc.)

C. Answer Drill

T asks - St gives real information

T: How many children do you have?
S: I have ___ children.

LISTENING COMPREHENSION



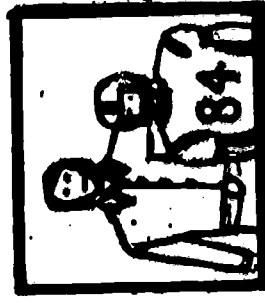
I have 2 children.



I have 4 children.



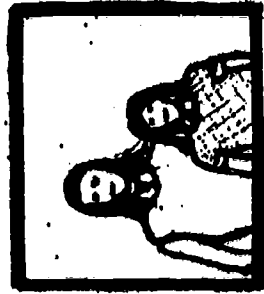
I have a son.



I have 2 sons.



I have a daughter.



I have 2 daughters.

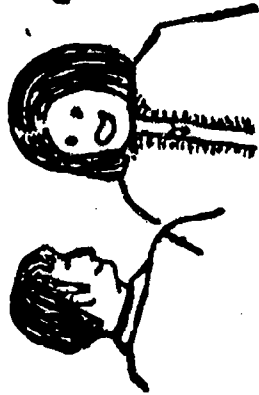
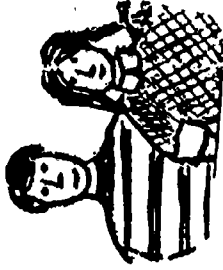
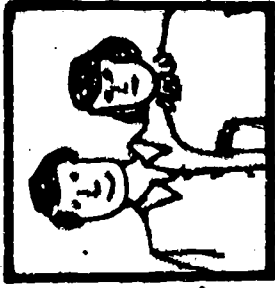
[NOTE: "We don't have any children" is included in this lesson as it appears to be the most natural response in this situation.]

THE DIALOGUE

- A. Show dialogue picture P1 (T49) and introduce Mrs. Kim and Mr. Nelson as the two speakers.
- B. Follow the usual procedure for presenting a dialogue.
- C. Show dialogue on the board or overhead for the reading.

THE DIALOGUE

We don't have any children.



NOT COPY BY HAND

Mrs. Kim: Do you have any children?
 Mr. Nelson: No, I don't. Do you?
 Mrs. Kim: Yes, I do. I have 2 (children).

PRACTICE

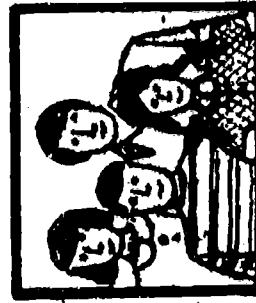
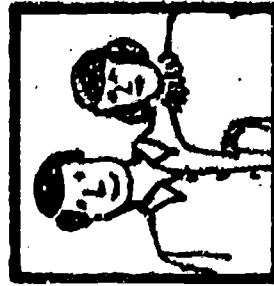
"Do you have any children?"

A. Substitution Drill

T: Do you have any children?
 sons
 sisters
 (etc.)

B. Question and Answer Drill

T cues: T asks - St answers



1. S-1: Do you have any children?

2. S-1: Do you have any children?

S-2: No, we don't.

S-2: Yes, we do.

"How many children do you have?"

A. Repetition Drill

T models - Cl
Gr } repeats
St

T: How many children do you have?

B. Question and Answer Drill

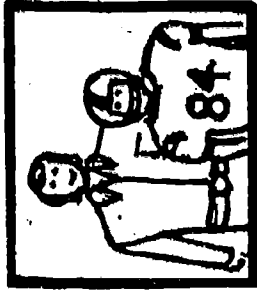
St asks - St gives real information

"How many children do you have?"



3. S-1: How many children do you have?

S-2: I have 4 (children).



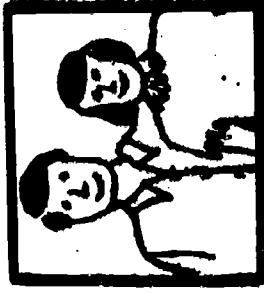
4. S-1: How many sons do you have?

S-2: I have 2 (sons).



5. S-1: How many daughters do you have?

S-2: I have 2 (daughters).



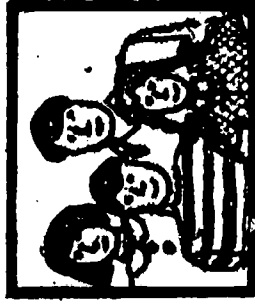
6. S-1: How many children do you have?

S-2: We don't have any.

MINI-DIALOGUES

T cues and sets pattern:

St asks - St answers

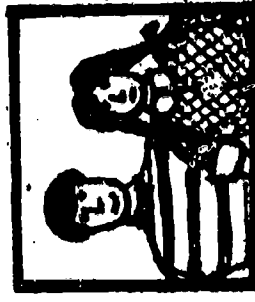


1. S-1: Do you have any children?

S-2: Yes, I do.

S-1: How many (children) do you have?

S-2: I have 4.



2. S-1: Do you have any children?

S-2: Yes, I do.

S-1: How many (children) do you have?

S-2: I have 2. (12) 11

READING

[NOTE: Have students open their leaflets at this time.]

A. and B. Have students follow directions as noted in the student leaflet.

C. Follow the usual procedure for practicing reading.

D. Ask comprehension questions about the story.

READING

A. Read the Practice exercises on pages 6 and 7.

B. Read the Mini-dialogues on page 7.

C. Read:

Kay and Bill Nelson do not have any children. They want 2 children. They want a son and a daughter.

WRITING

Have students follow directions as noted in the student leaflet.

WRITING

A. Write the questions or answers about the reading.

1. How many children do Kay and Bill Nelson have?

They _____

2. Do they want any children?

3. How many _____

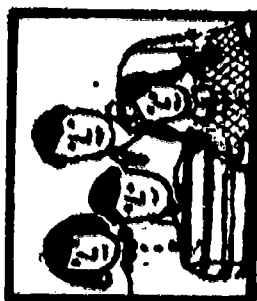
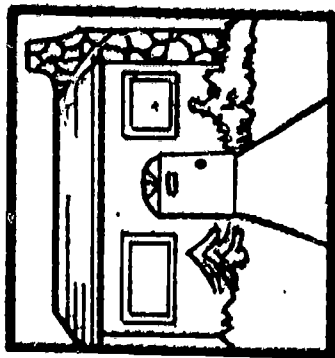
They want 2 children.

4. How many sons do they want?

5. _____

They want one daughter.

B. Complete the sentences.

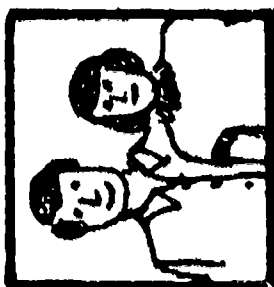
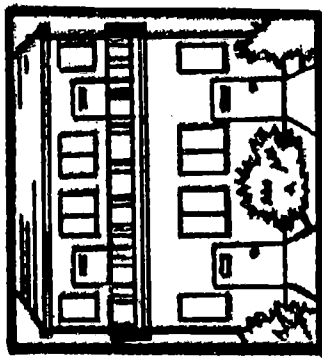


1. Agent: May I help you?

Mr. Gomez: I want _____

Agent: How many children _____

Mr. Gomez: _____



2. Agent: What _____ want?

Mrs. Nelson: I _____

Agent: _____ have _____ children?

Mrs. Nelson: No, we _____

LESSON TWELVE

SECTION I: I WANT AN APARTMENT

OBJECTIVES

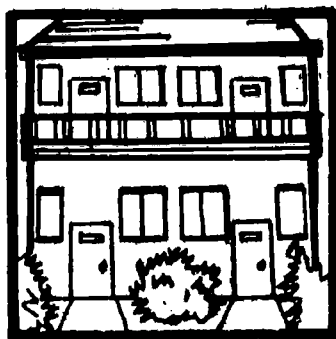
In this section you will:

1. Learn the names of some types of homes.
2. Learn to discuss some types of homes.

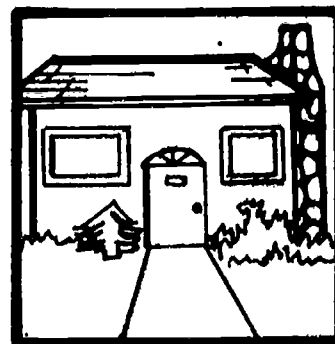
LISTENING COMPREHENSION



a room



an apartment

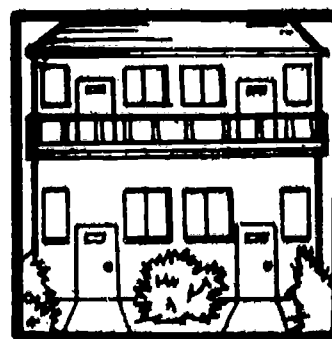


a house

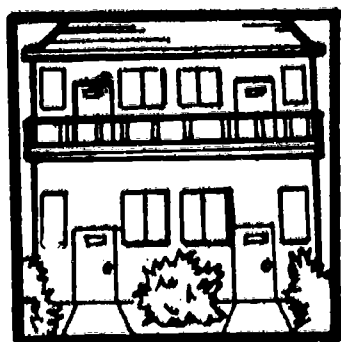
THE DIALOGUE



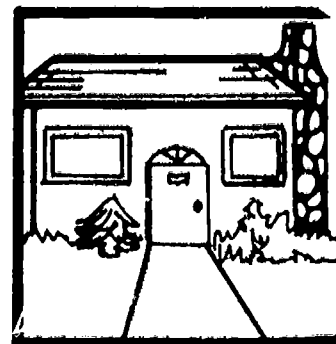
I have a room.



I want an apartment.



I have an apartment.



I want a house.

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

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Agent: May I help you?

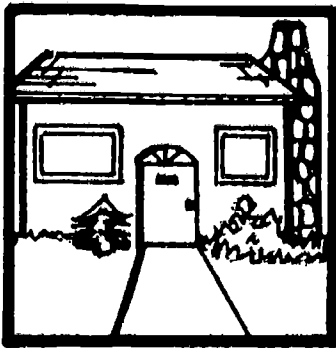
Mr. Kim: Yes, please. I want a home near a school.

Agent: Do you want a house or an apartment?

Mr. Kim: I want a house.

PRACTICE

"What do you have/want?"



1. S-1: What do you have?
S-2: I have a house.



2. S-1: What do you want?
S-2: I want an apartment.



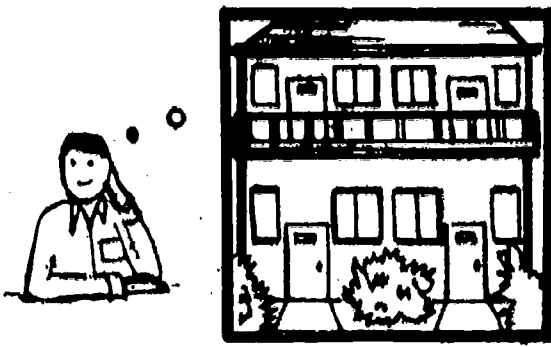
3. S-1: What do you have?
S-2: I have a room.



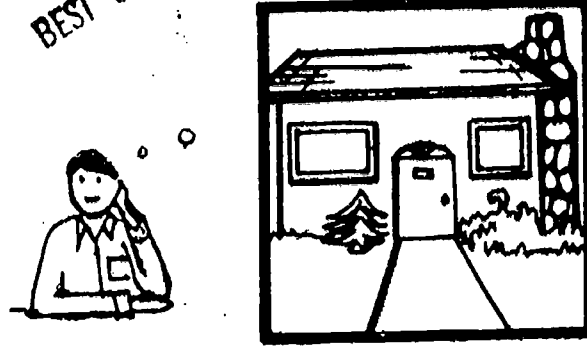
4. S-1: What do you want?
S-2: I want an apartment.

"Do you have/want an apartment?"

BEST COPY AVAILABLE



5. S-1: Do you want a house?
S-2: No, I don't.



6. S-1: Do you want a house?
S-2: Yes, I do.

"I want a home near a school"



7. S-1: May I help you?
S-2: I want a home near a school.

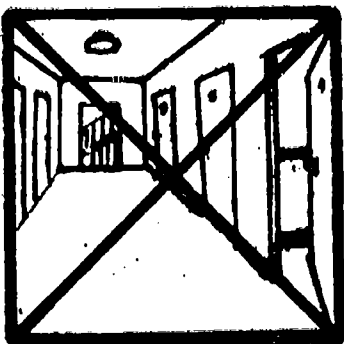


8. S-1: May I help you?
S-2: I want a home near a market.



9. S-1: May I help you?
S-2: I want a home near a hospital.

MINI-DIALOGUES



1. S-1: Do you want a room?
S-2: No, I don't.
S-1: What do you want?
S-2: I want an apartment.



2. S-1: Do you want a home near a hospital?
S-2: No, I don't.
S-1: What do you want?
S-2: I want a home near a school.



READING

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- A. Read the lesson items on page 1.
- B. Read the Practice exercises on pages 2 and 3.
- C. Read the Mini-dialogues on page 3.
- D. Read:

I have a family. I have a wife, a son, and a daughter. We have an apartment. We want a house near a school.

WRITING

Write the questions and answers.

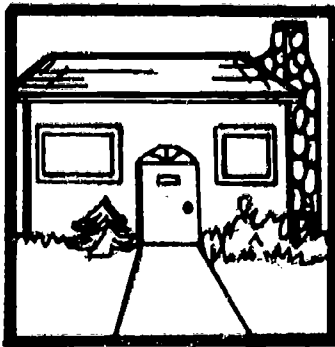


1. What do you want?



2. _____

I want an apartment.



3. Do you want a room?



4. Do you have a son?

I have a daughter.

SECTION II: I HAVE 2 CHILDREN

OBJECTIVES

In this section you will:

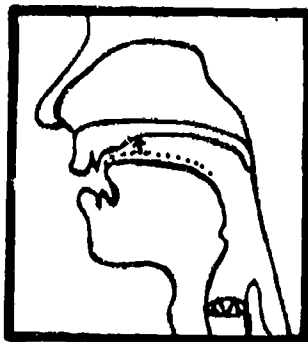
1. Practice pronunciation.
2. Discuss the number of children in a family.

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PRONUNCIATION



/I/ - lick



/I/ — /iy/



/iy/ - leak

He's licking.
 Good evening, Jim.
 Good evening, Dick.

It's leaking.
 How do you feel?
 I feel ill.

LISTENING COMPREHENSION



I have 2 children.



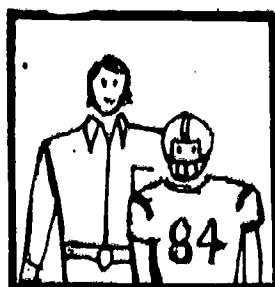
I have a son.



I have a daughter.



I have 4 children.

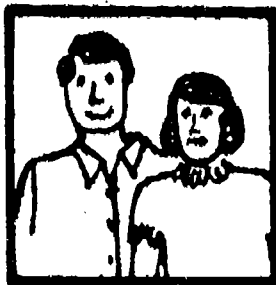


I have 2 sons.



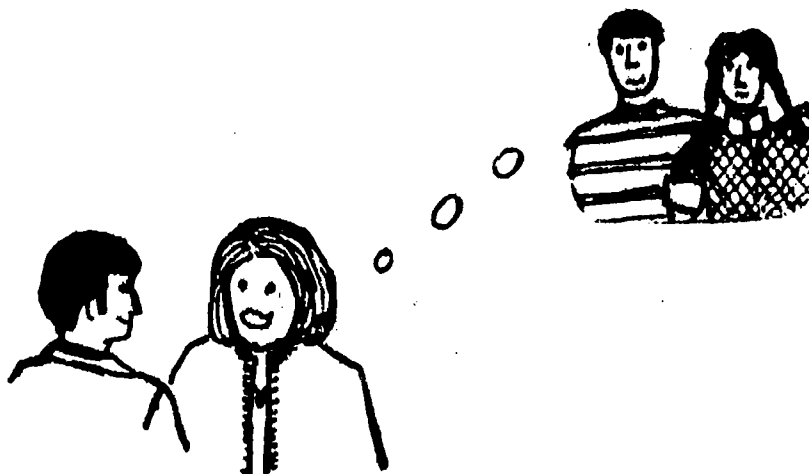
I have 2 daughters.

BEST COPY AVAILABLE



We don't have any children.

THE DIALOGUE



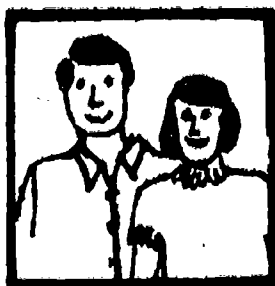
Mrs. Kim: Do you have any children?

Mr. Nelson: No, I don't. Do you?

Mrs. Kim: Yes, I do. I have 2 (children).

PRACTICE

"Do you have any children?"

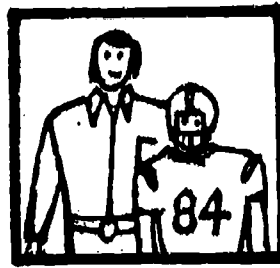


1. S-1: Do you have any children?
S-2: No, we don't.

2. S-1: Do you have any children?
S-2: Yes, we do.

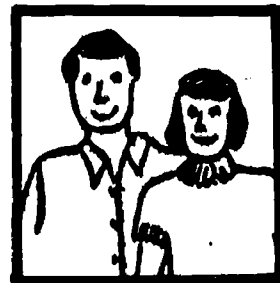
"How many children do you have?"

BEST COPY AVAILABLE



3. S-1: How many children do you have?
S-2: I have 4 (children).

4. S-1: How many sons do you have?
S-2: I have 2 (sons).



5. S-1: How many daughters do you have?
✓ S-2: I have 2 (daughters).

6. S-1: How many children do you have?
S-2: We don't have any.

MINI-DIALOGUES



1. S-1: Do you have any children?
S-2: Yes, I do.
S-1: How many (children) do you have?
S-2: I have 4.

2. S-1: Do you have any children?
S-2: Yes, I do.
S-1: How many (children) do you have?
S-2: I have 2.

READING

- A. Read the Practice exercises on pages 6 and 7.
- B. Read the Mini-dialogues on this page.
- C. Read:

Kay and Bill Nelson do not have any children. They want 2 children. They want a son and a daughter.

WRITING

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A. Write the questions or answers about the reading.

1. How many children do Kay and Bill Nelson have?

They _____

2. Do they want any children?

3. How many _____

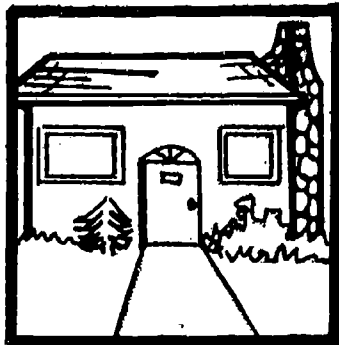
They want 2 children.

4. How many sons do they want?

5. _____

They want one daughter.

B. Complete the sentences.

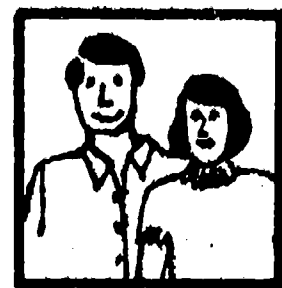
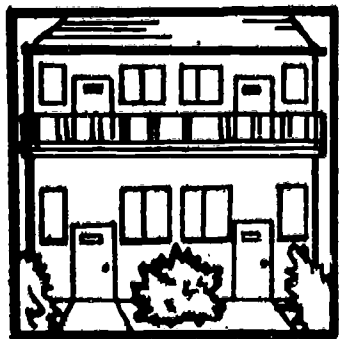


1. Agent: May I help you?

Mr. Gomez: I want _____

Agent: How many children _____

Mr. Gomez: _____



2. Agent: What _____ want?

Mrs. Nelson: I _____

Agent: _____ have _____ children?

Mrs. Nelson: No, we _____

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LESSON TWELVE: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with pictures of dwellings, floor plan, and family members and elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED					PERFORMING ACCEPTABLY				
1. What do you want? (I want <u>an apartment.</u>)	1	2	3	4	5	1	2	3	4	5
2. What do you have? (I have <u>a room.</u>)	1	2	3	4	5	1	2	3	4	5
3. Have students make questions using, "How many." (How many children do you want?)	1	2	3	4	5	1	2	3	4	5
4. Have students answer questions from #3. (I want <u>2</u> children.)	1	2	3	4	5	1	2	3	4	5
5. Have students make questions using "do." (Do you have <u>a house</u> ?)	1	2	3	4	5	1	2	3	4	5
6. Have students answer questions from #5. (Yes, I do/No, I don't.)										

 II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

- | | |
|--------------------------|--------------------------------|
| 1. I want an apartment. | 4. We don't have any children. |
| 2. I have four children. | 5. It's a leak. |
| 3. I have two sons. | 6. Do you have a house? |
-

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

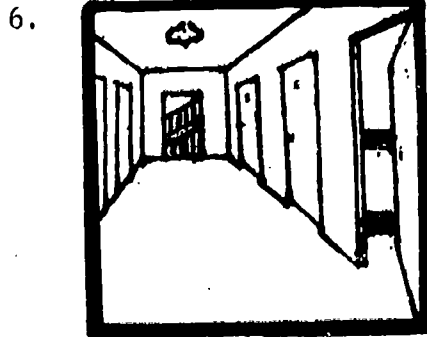
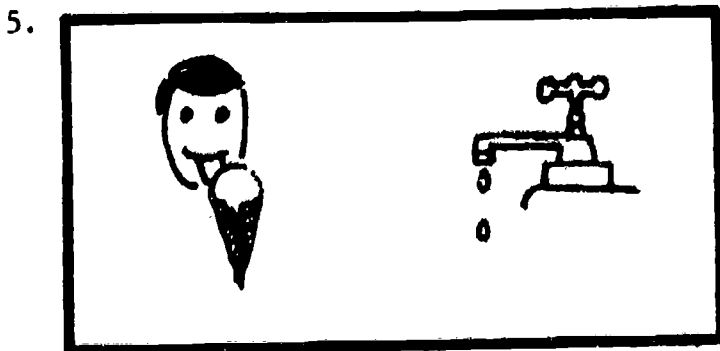
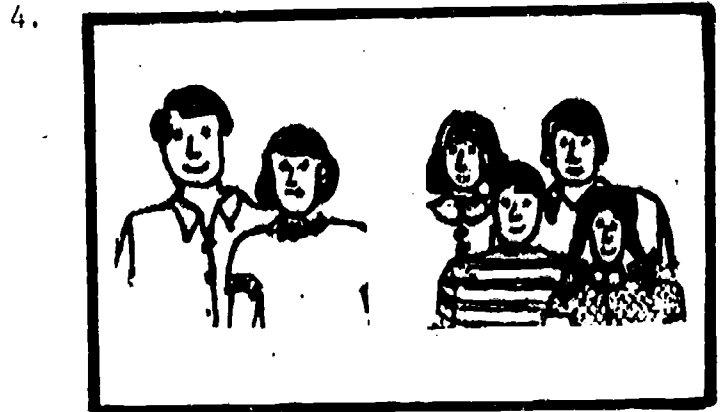
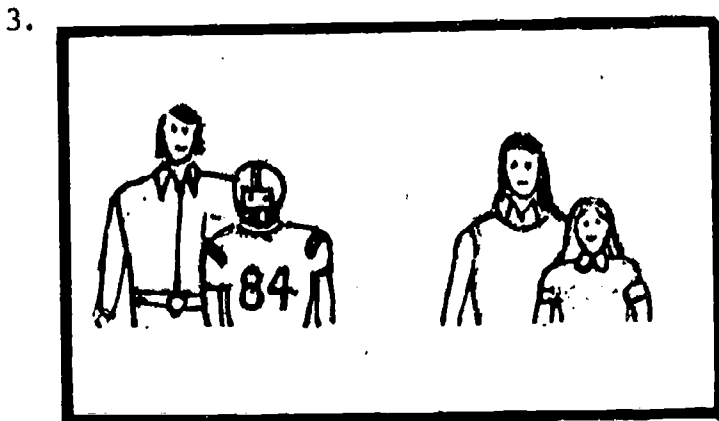
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LESSON TWELVE: STUDENT EVALUATION FORM

I. Oral Exercises

II. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the correct answer.



Yes, I do.

No, I don't.

III. READING

Directions: Circle the correct answers.

1. I don't have _____ children. 2. Do you want _____ apartment?

any

a

no

an

not

on

3. How many daughters _____ you
want?

are

do

have

4. I want _____ children.

one

a

two

IV. WRITING

Directions: Copy the correct words in the blanks.

Words to Copy

1. We have an _____

house

2. I _____ a wife and a daughter.

am

3. We want a _____

do

near

4. I want a house _____ a school.

at

apartment

5. How many children _____ you have?

have

LESSON TWELVE

第十二課

SECTION I: I WANT AN APARTMENT

第一節：我(想)要一間公寓

OBJECTIVES

學習目標

In this section you will:

在這一節，你們要：

1. Learn the names of some types of homes.
2. Learn to discuss some types of homes.

- 一、學習一些房屋的名稱
- 二、學習談論一些房屋的種類。

THE DIALOGUE

對話

Agent: May I help you?

我能幫你(些什麼)嗎?

Mr. Kim: Yes, please. I want a home near a school.

我想要一間靠近學校的房子。

Agent: Do you want a house or an apartment?

你想要一間公寓還是一間房屋。

Mr. Kim: I want a house.

我想要一間房屋。

SECTION II: I HAVE 2 CHILDREN

第二節：我有兩個孩子

OBJECTIVES

學習目標

In this section you will:

在這一節，你們要：

1. Practice pronunciation.

- 一、練習發音

2. Discuss the number of children
in a family.

二. 討論家庭中的小孩人數

THE DIALOGUE

對話

Mrs. Kim: Do you have any children?

你有小孩嗎?

Mr. Nelson: No, I don't. Do you?

沒有。你呢?

Mrs. Kim: Yes, I do. I have 2

我有。我有兩個(孩子)。

(children).

NOTE

應注意事項

The literal translation for "May I
help you?"

"May I help you?" 的直譯是
"我能幫你嗎?" 意思是
"我能替你做些什麼嗎?"

LESSON THIRTEEN

OBJECTIVES

Listening Comprehension: Student will be able to identify the rooms in an apartment or a house.

Listening and Speaking: Student will be able to:

1. Give an appropriate response upon being asked to identify lesson items.
2. Carry on a discussion with a landlady/landlord regarding a rental.
3. Discuss the number and types of rooms in an apartment or a house, as well as certain items of furniture.
4. Ask "yes-no" questions using "there" and give the correct short answers.
5. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New: Is there a kitchen in the apartment? Yes, there is/No, there isn't.
Are there 2 bedrooms in the apartment? Yes, there are/No, there aren't.
Is there a school nearby?

Review: How much is the rent? It's \$150 a month.

Fixed Expression: There's only one.

INSTRUCTIONAL AIDS

Drill pictures: P120 - a living room Also: P86 - a bedroom
P121 - a dining room P89 - a kitchen
P122 - a bathroom P96 - There are 2 bedrooms (Is your husband
P123 - a closet at home?)
P124 - Pronunciation: a pin P72-79 - location pictures
P125 - Facial diagram: /I/ and /ey/ P104 - a sore shoulder

Transparencies: T50 - a living room, a dining room, etc.
 T51 - Dialogue (There are 2 bedrooms in this apartment)
 T52 - Pronunciation: /I / - /ey/ (a pin - a pain)

T53 - Dialogue (How much is the rent?)
 Also: T28 - locations

Student handouts: Student leaflet
 Student evaluation form

Lesson Guide: Evaluation form

STRUCTURAL NOTES

The English expression "there is/are" translates into "have" in the four Asian languages.

English	Is there	a	kitchen	in this apartment?
Chinese	this apartment	have	kitchen	question particle ?
Japanese	(this of apartment + locative subject + particle)	subject + particle	kitchen + subject + particle	have + question particle
Korean	(this apartment + locative subject + particle)	subject + particle	kitchen subject + particle	have + question particle
Tagalog	Have		kitchen	question particle in this apartment?
Spanish	Exist. a		kitchen	in this apartment?

English	Yes, there is.
Chinese	have (this apartment have kitchen).
Japanese	have
Korean	have
Tagalog	Yes. Have.
Spanish	Yes, it exist.

English	No, there isn't.
Chinese	not have (this apartment not have kitchen).
Japanese	no have not
Korean	no none
Tagalog	Not have.
Spanish	No, not it exist.



SECTION I: THERE ARE TWO BEDROOMS
IN THIS APARTMENT

SECTION I: THERE ARE TWO BEDROOMS
IN THIS APARTMENT

[NOTE: Students will not have their leaflets until time for Reading.]

REVIEW

A. Cue with drill pictures from Lesson 12.

B. Suggested items for review:

1. T: What do you have/want?

S: I have/want a house.

2. T: How many children do you have/want?

S: I have/want 2.

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

OBJECTIVE

In this section you will learn the names of rooms in an apartment or a house.

LISTENING COMPREHENSION

Listening and Identifying

A. T shows pictures P120-123 and P86, 89 (T50) and identifies - Cl listens

T: This is a living room.

B. T cues and asks "yes-no" questions

Cl } answers
- Gr }
St }

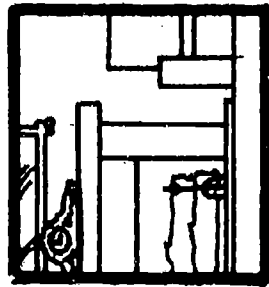
T: (Show a living room.)

Is this a living room?

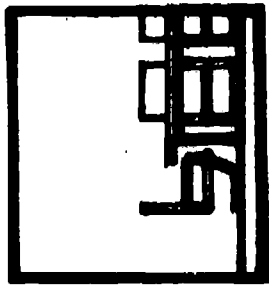
Listening and Repeating

T cues and models - Cl } repeats answer
Gr }
St }

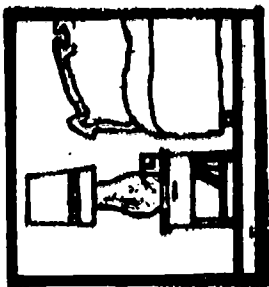
LISTENING COMPREHENSION



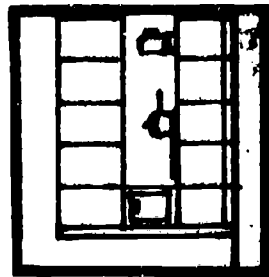
a living room



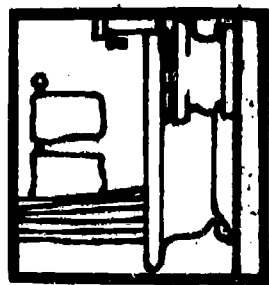
a dining room



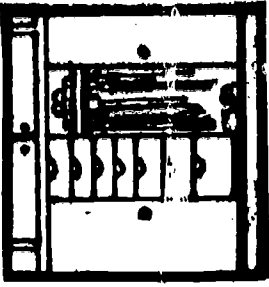
a bedroom



a kitchen



a bathroom



a closet

T: (Show a dining room.) What's this?
It's a dining room.

Identifying

T cues and asks - Cl } identifies room
Gr }
St }

THE DIALOGUE

Preliminary Activity

A. Make a rough sketch of the floor plan on the blackboard.

B. T models - Cl listens

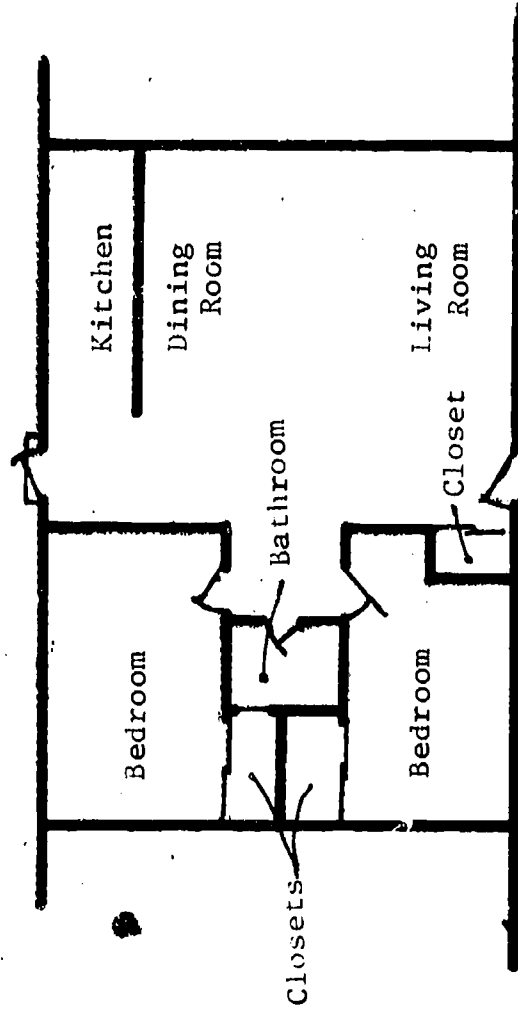
T: This is an apartment.
There's a living room in the apartment.

C. Substitution Drill

T cues - Cl } responds
Gr }
St }

T: There's a living room in the apartment.
dining room
(etc.)

THE DIALOGUE

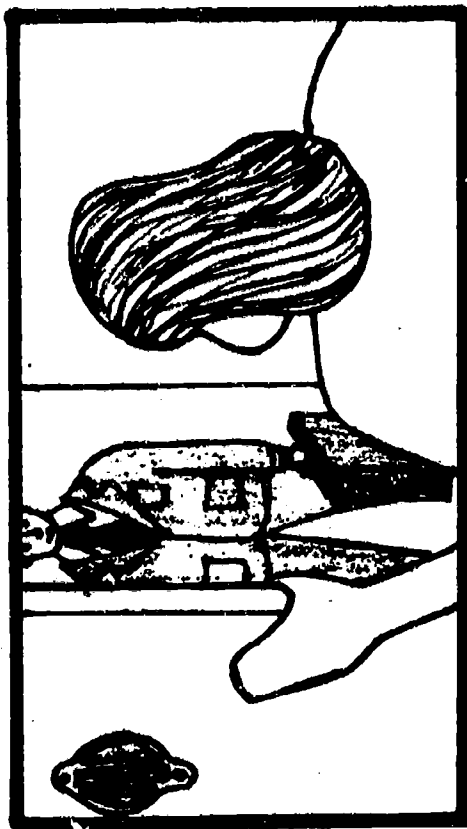


This is an apartment.

1. There's a living room in the apartment.
2. There's a dining room in the apartment.
3. There are 2 bedrooms in the apartment.
4. There's a kitchen in the apartment.
5. There's 1 bathroom in the apartment.
6. There are 3 closets in the apartment.

Presenting the Dialogue

- A. Show dialogue picture P96 (T51) and set the scene: Jim Garcia is talking to the landlady about renting an apartment.
- B. Follow the usual procedure for presenting the dialogue.
- C. Show the dialogue on the Board or overhead for the reading lesson.



Jim Garcia: Do you have a large apartment for rent?

Landlady: Yes, I do. There are 2 bedrooms in this apartment.

Jim Garcia: Is there a school nearby?

Landlady: Yes, there is.

PRACTICE

"Yes, there is/there are"

[NOTE: Cue with a floor plan for these drills.]

A. Repetition Drill

T cues and models - Cl } repeats short answer
Gr }
St }

T: Is there a kitchen in the apartment?

Yes, there's a kitchen in the apartment.

Yes, there is.

Are there bedrooms in the apartment?

Yes, there are bedrooms in the apartment.

Yes, there are.

[NOTE: Show how the short answer is formed by deletion of the rest of the sentence.]

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B. Answer Drill

T asks - Cl / Gr / St answers

T: Is there a kitchen in this apartment?
S: Yes, there is.
T: Are there closets in this apartment?
S: Yes, there are.

"Is there a bathroom in the apartment?"

A. Substitution Drills

T cues with floor plan or word cues
Cl / Gr / St responds

"Is there a bathroom in the apartment?"

A. Substitution Drills

T: Is there a bathroom in the apartment?
S: Is there a bathroom in the apartment?
kitchen
S: Is there a kitchen in the apartment?
living room
S: Is there a living room in the apartment?
dining room
S: Is there a dining room in the apartment?

T: Are there bedrooms in the apartment?

S: Are there bedrooms in the apartment?
closets
S: Are there closets in the apartment?
bathrooms
S: Are there bathrooms in the apartment?

B. Question and Answer Drill

[NOTE: Have students refer to floor plan of apartment.]

T cues: St asks - Gr / St answers

B. Question and Answer Drill

[NOTE: See floor plan of apartment.]

- 1. S-1: Is there a kitchen in the apartment?
S-2: Yes, there is.
- 2. S-1: Are there closets in the apartment?
S-2: Yes, there are.
- 3. S-1: Is there a dining room in the apartment?
S-2: Yes, there is.



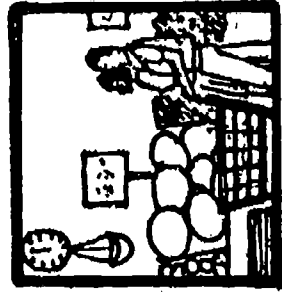
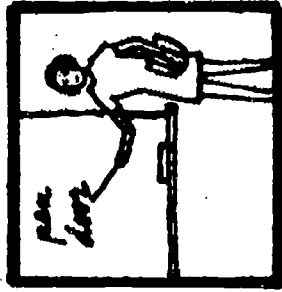
"Is there a school nearby?"

A. Substitution Drill

T: Is there a school nearby?
a market
a hospital
(etc.)

B. Question and Answer Drill

T cues: Gr \triangle asks - St \triangle answers



1. S-1: Is there a school nearby? S-2: Yes, there is.
2. S-1: Is there a market nearby? S-2: Yes, there is.
3. S-1: Is there a laundromat nearby? S-2: Yes, there is.

READING

[NOTE: Have students open their leaflets at this time.]

A. and B. Have students follow the directions as noted in the student leaflet.

C. Follow the usual procedure for practicing reading.

D. Ask comprehension questions about the story.

READING

A. Read the names of the rooms on page 1.

B. Read the Practice exercises on pages 2 and 3.

C. Read:

I have a large apartment. There are three bedrooms, a dining room, a kitchen, and a bathroom in my apartment. There's a market nearby.

WRITING

Have the students do the writing exercises as noted in the student leaflet.

WRITING

Complete the sentences about the story in Reading.

1. Do you have a large apartment? _____

2. Is there a dining room _____

Yes, _____

3. _____ three bedrooms in the apartment?

4. _____ a bathroom _____

_____, there is.

5. _____ a market nearby? _____

SECTION II: HOW MUCH IS THE RENT?

SECTION II: HOW MUCH IS THE RENT?

[NOTE: Have students put away their leaflets at this time.] [NOTE: Put away your leaflet until time for Reading.]

PRESENTING THE OBJECTIVES

OBJECTIVES

Explain briefly what the students will learn in this section.

In this section you will:

1. Practice pronunciation.

2. Learn to ask about the rent on a house or apartment.

PRONUNCIATION

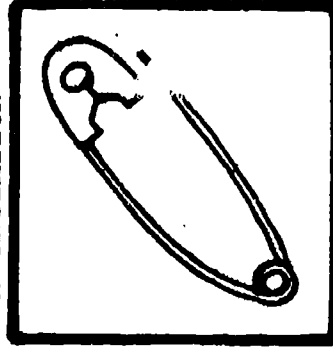
1. T shows pictures P124 and 104 (T50) and models - CI listens

2. Hold up the two pictures and have the students point to the proper picture as you pronounce the words.

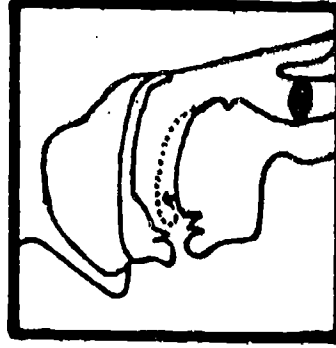
3. T models the words - CI repeats

4. Using the facial diagram P125 (T50), point out the relative positions of the tongue and the degree and shape of mouth opening in producing these sounds.

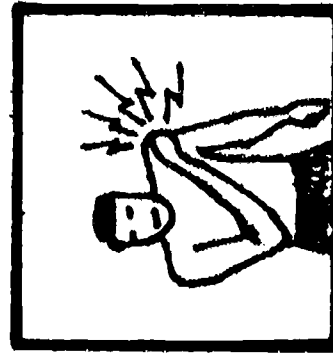
PRONUNCIATION



/I/ pin



/I/ ... /ey/—



/ey/ pain

a pin
I have a pin.

a pain
I have a pain.

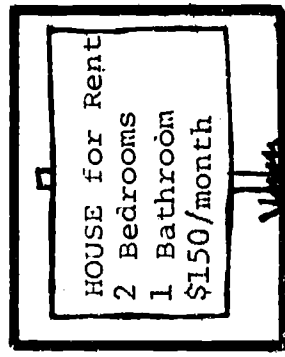
What's the date?
It's May 6.

Is the steak on the table?
Yes, it is.

THE DIALOGUE

- A. Draw the "House for Rent" sign on the board and set the scene for the dialogue.
- B. Follow the usual procedure for presenting a dialogue.
- C. Show the dialogue on the board or overhead for the reading lesson (T53).

THE DIALOGUE



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[NOTE. Teach "There's only one" as a fixed expression.]

Mr. Kim: How much is the rent?
Landlord: It's \$150 a month.
Mr. Kim: Are there 2 bathrooms in this house?
Landlord: No, there aren't. There's only one.

PRACTICE

"No, there isn't/there aren't"

[NOTE: Cue with pictures of the bedroom and kitchen.]

A. Repetition Drill

T cues and models - Cl
Gr } repeats short answer
St }

PRACTICE

T: Is there a lamp in the kitchen?
 No, there isn't a lamp in the kitchen.
 No, there isn't.

Are there beds in the living room?
 No, there aren't beds in the living room.
 No, there aren't.

[NOTE: Explain the formation and use of the short negative answer.]

b. Answer Drill

T asks - Cl answers
 Gr answers
 St answers

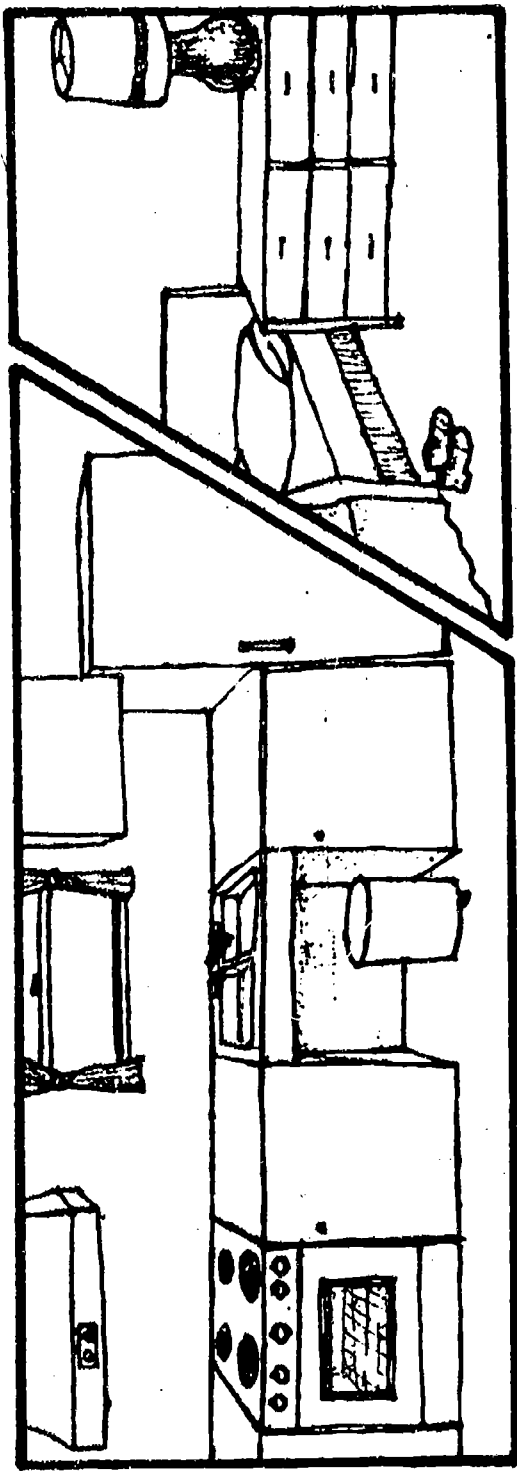
T: Is there a lamp in the kitchen?
 S: No, there isn't.

T: Are there lamps in the bathroom?
 S: No, there aren't.

CONTROLLED CONVERSATION

T cues with pictures of a bedroom and a kitchen: St asks - St answers

CONTROLLED CONVERSATION



The Kitchen and the Bedroom

- S-1: Is there a bed in the kitchen?
 S-2: No, there isn't.
- S-1: Is there a counter in the kitchen?
 S-2: Yes, there is.
- S-1: Are there pillows in the bedroom?
 S-2: Yes, there are.
- S-1: Are there lamps in the kitchen?
 S-2: No, there aren't.
- S-1: Is there a cabinet in the bedroom?
 S-2: No, there isn't.

PRACTICE

PRACTICE

"It's \$150 a month"

A. Substitution Drill

T: It's \$150 a month.
 75
 125
 (etc.)

B. Answer Drill

T cues and asks - Cl Gr St
 answers

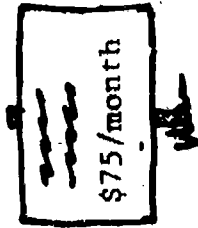
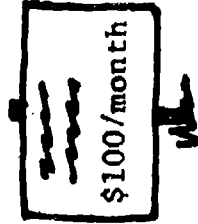
T: (Show a house and write \$200 on board.)
 How much is the rent?

S: It's \$200 a month.

"How much is the rent?"

Question and Answer Drill

T cues: Gr St asks - Cl Gr St
 answers



1. S-1: How much is the rent? 2. S-1: How much is the rent?
 S-2: It's \$100 a month. S-2: It's \$75 a month.

MINI-DIALOGUES

T cues by drawing "For Rent" signs on board: St asks - St answers



OPTIONAL ACTIVITIES: Have students role play a landlady/landlord and a house/apartment seeker. Have them converse with each other, using the sentence patterns and expressions learned in this lesson.

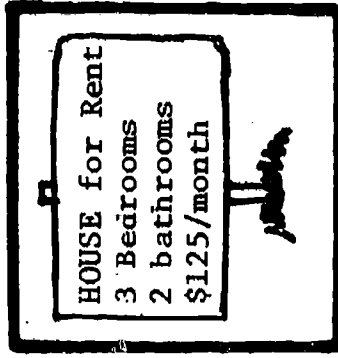
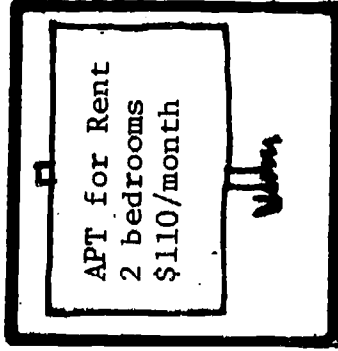
READING

[NOTE: Have students open their leaflets at this time.]

A., B., and C. Have students follow the directions as noted in the student leaflet.

D. Have students read the paragraph silently to themselves.

MINI-DIALOGUES



1. S-1: How much is the rent?
S-2: It's \$110 a month.
S-1: Are there 2 bedrooms in this apartment?
S-2: Yes, there are.

2. S-1: How much is the rent?
S-2: It's \$125 a month.
S-1: Are there 2 bathrooms in this house?
S-2: Yes, there are.

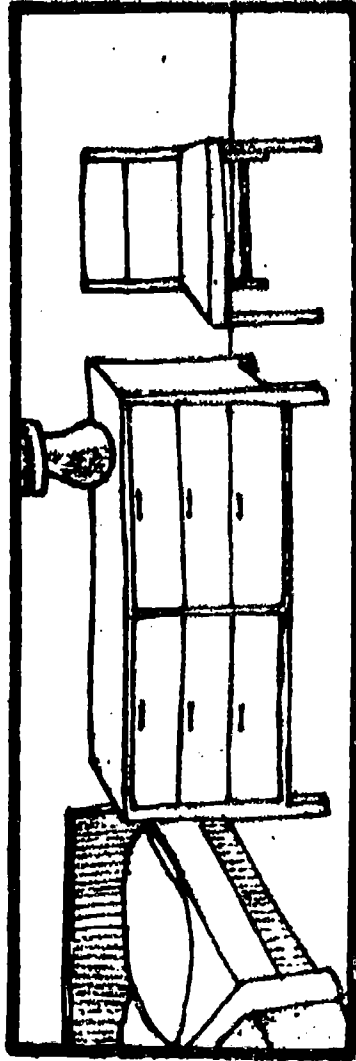
READING

A. Read the Controlled Conversation on page 5.

B. Read the Practice exercises on page 6.

C. Read the Mini-dialogues on page 6.

D. Read:



This is the bedroom in Sue's apartment. There's a bed, a dresser, and a chair in her bedroom. There's a lamp on the dresser. There are 2 pillows on her bed. There's no telephone in her bedroom.

L. Have students read the answers to the questions. E. Read the answers to these questions:

1. What's this room?
2. Is there a dresser in her bedroom?
3. Are there 2 beds in her apartment?
4. Is there a telephone in her bedroom?
5. Is there a telephone in your bedroom?
6. Are there pillows on her bed?

WRITING

Have students follow the directions as noted in the student leaflet.

WRITING

Complete the sentences.

1. Agent: There _____ in _____

_____ this apartment.

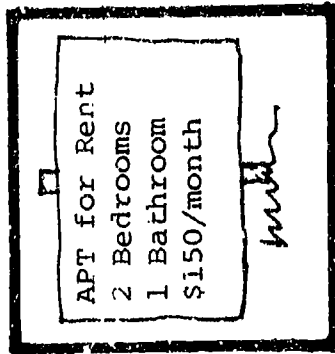
Bill: _____ a bathroom

_____ in this apartment.

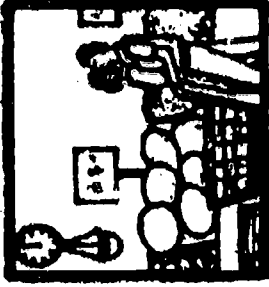
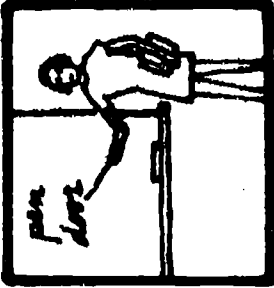
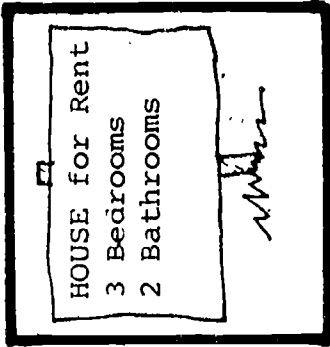
Agent: Yes, _____

Bill: How much _____

Agent: It's _____



2.



I have 4 children. I want this _____.

There's a _____ and a _____ nearby. There _____

3 _____ and 2 _____ in this house.

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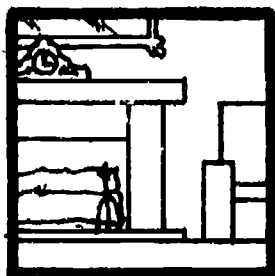
LESSON THIRTEEN

SECTION I: THERE ARE TWO BEDROOMS IN THIS APARTMENT

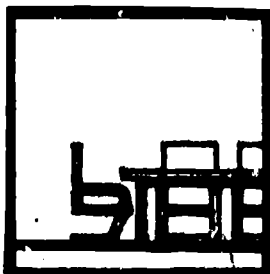
OBJECTIVE

In this section you will learn the names of rooms in an apartment or a house.

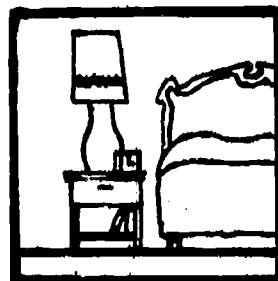
LISTENING COMPREHENSION



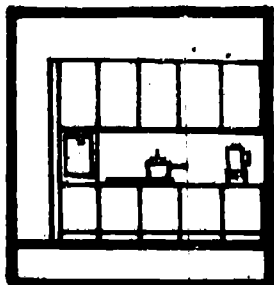
a living room



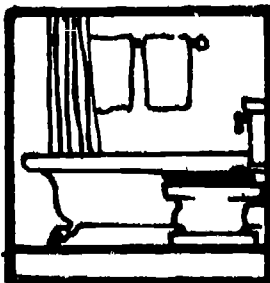
a dining room



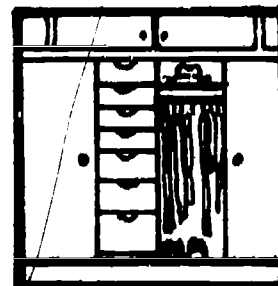
a bedroom



a kitchen

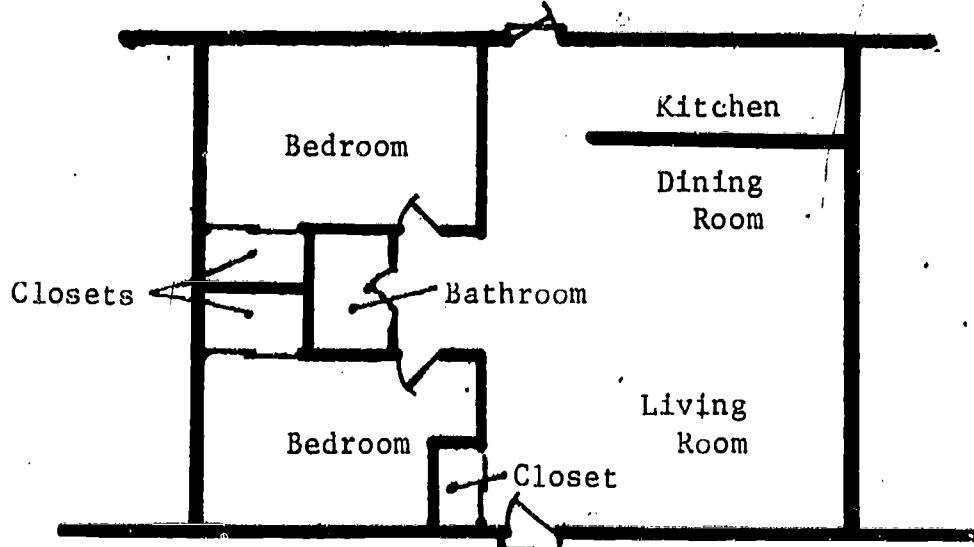


a bathroom



a closet

THE DIALOGUE

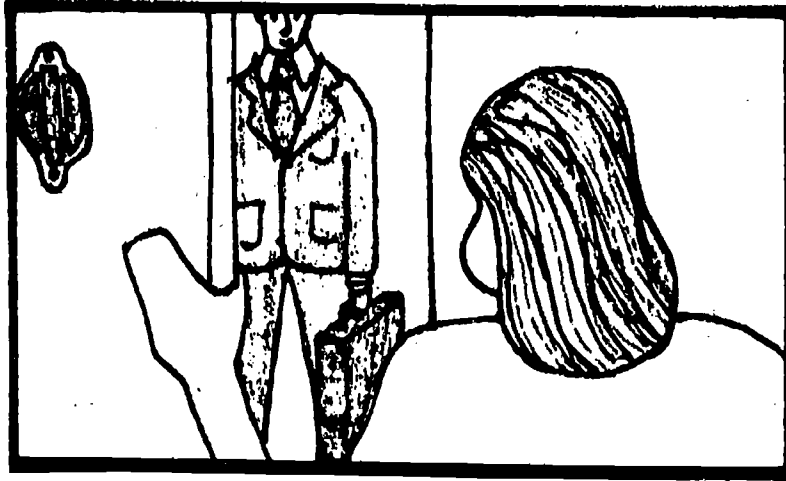


This is an apartment.

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

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1. There's a living room in the apartment.
2. There's a dining room in the apartment.
3. There are 2 bedrooms in the apartment.
4. There's a kitchen in the apartment.
5. There's 1 bathroom in the apartment.
6. There are 3 closets in the apartment.



Jim Garcia: Do you have a large apartment for rent?

Landlady: Yes, I do. There are 2 bedrooms in this apartment.

Jim Garcia: Is there a school nearby?

Landlady: Yes, there is.

PRACTICE

"Is there a bathroom in the apartment?"

A. Substitution Drills

T: Is there a bathroom in the apartment?

kitchen

living room

dining room

S: Is there a bathroom in the apartment?

Is there a kitchen in the apartment?

Is there a living room in the apartment?

Is there a dining room in the apartment?

T: Are there bedrooms in the apartment?

closets

bathrooms

S: Are there bedrooms in the apartment?

Are there closets in the apartment?

Are there bathrooms in the apartment?

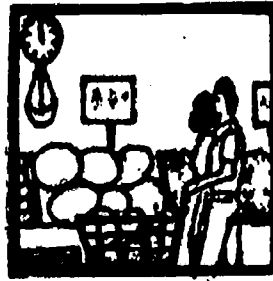
B. Question and Answer Drill

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[NOTE: See floor plan of apartment.]

1. S-1: Is there a kitchen in the apartment?
S-2: Yes, there is.
2. S-1: Are there closets in the apartment?
S-2: Yes, there are.
3. S-1: Is there a dining room in the apartment?
S-2: Yes, there is.

"Is there a school nearby?"



1. S-1: Is there a school nearby?
S-2: Yes, there is.
2. S-1: Is there a market nearby?
S-2: Yes, there is.
3. S-1: Is there a laundromat nearby?
S-2: Yes, there is.

READING

- A. Read the names of the rooms on page 1.
- B. Read the Practice exercises on pages 2 and 3.
- C. Read:

I have a large apartment. There are three bedrooms,
a dining room, a kitchen, and a bathroom in my apartment.
There's a market nearby.

WRITING

Complete the sentences about the story in Reading.

1. Do you have a large apartment?

2. Is there a dining room _____

Yes, _____

3. _____ three bedrooms in the apartment?

4. _____ a bathroom _____

_____, there is.

5. _____ a market nearby?

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SECTION II: HOW MUCH IS THE RENT?

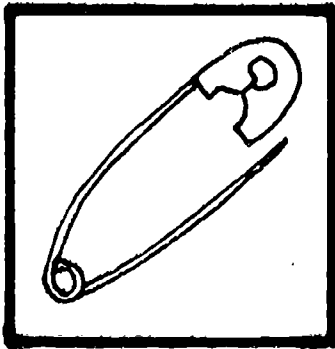
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

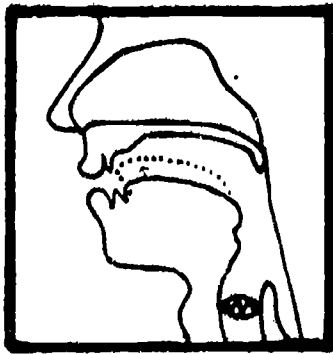
In this section you will:

1. Practice pronunciation.
2. Learn to ask about the rent on a house or apartment.

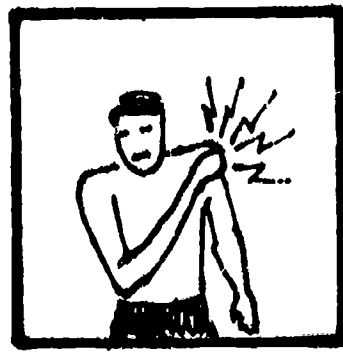
PRONUNCIATION



/I/ pin



/I/..... /ey/—



/ey/ pain

_____ a pin
 I have a pin.

 What's the date?

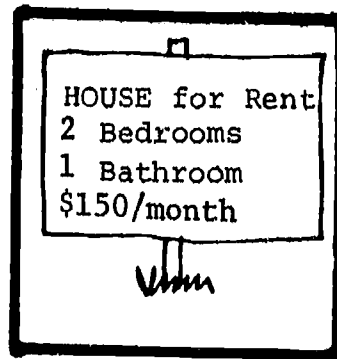
 It's May 6.

_____ a pain
 I have a pain.

 Is the steak on the table?

 Yes, it is.

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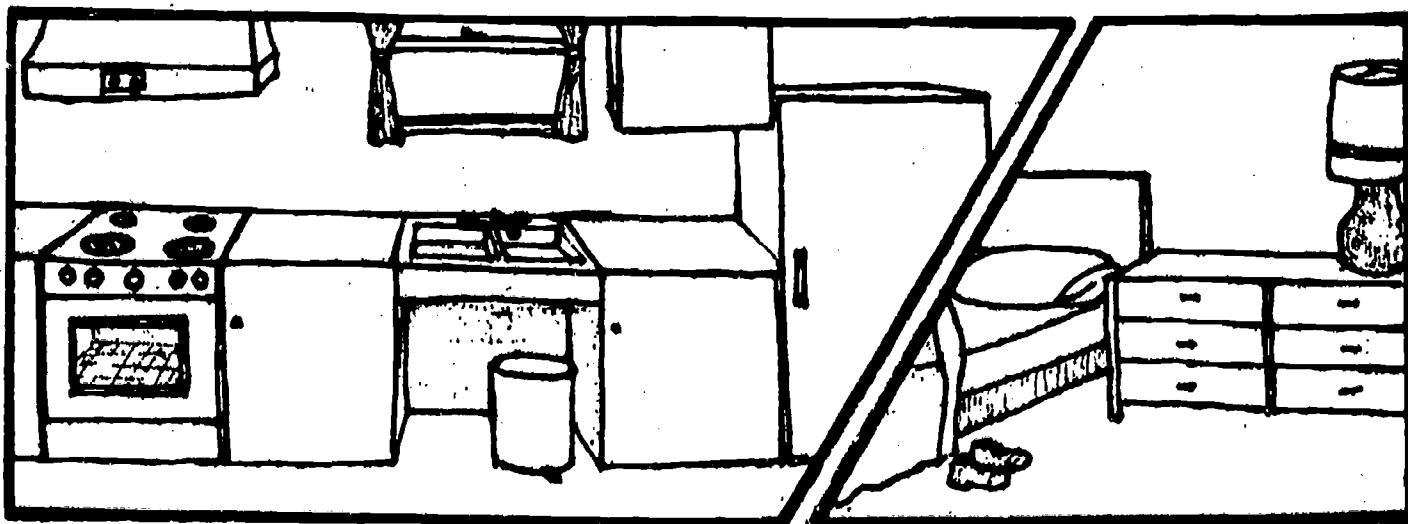
Mr. Kim: How much is the rent?

Landlord: It's \$150 a month.

Mr. Kim: Are there 2 bathrooms in this house?

Landlord: No, there aren't. There's only one.

CONTROLLED CONVERSATION



The Kitchen and the Bedroom

S-1: Is there a bed in the kitchen?

S-2: No, there isn't.

S-1: Is there a counter in the kitchen?

S-2: Yes, there is.

S-1: Are there pillows in the bedroom?

S-2: Yes, there are.

S-1: Are there lamps in the kitchen?

S-2: No, there aren't.

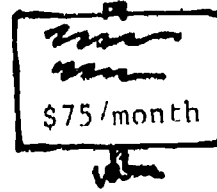
S-1: Is there a cabinet in the bedroom?

S-2: No, there isn't.

PRACTICE

"How much is the rent?"

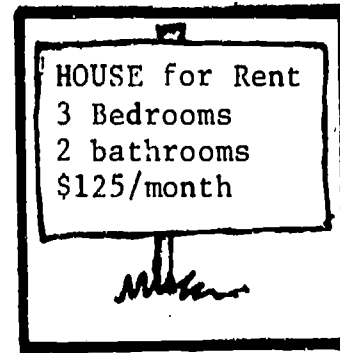
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1. S-1: How much is the rent?
S-2: It's \$100 a month.

2. S-1: How much is the rent?
S-2: It's \$75 a month.

MINI-DIALOGUES



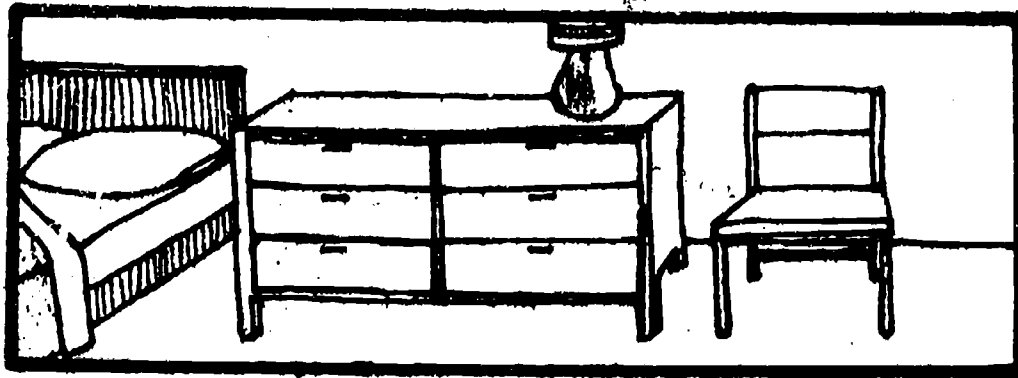
1. S-1: How much is the rent?
S-2: It's \$110 a month.
S-1: Are there 2 bedrooms in this apartment?
S-2: Yes, there are.

2. S-1: How much is the rent?
S-2: It's \$125 a month.
S-1: Are there 2 bathrooms in this house?
S-2: Yes, there are.

READING

- A. Read the Controlled Conversations on page 5.
B. Read the Practice exercises on this page.
C. Read the Mini-dialogues on this page.

D. Read:



This is the bedroom in Sue's apartment. There's a bed, a dresser, and a chair in her bedroom. There's a lamp on the dresser. There are 2 pillows on her bed. There's no telephone in her bedroom.

E. Read the answers to these questions:

1. What's this room?
2. Is there a dresser in her bedroom?
3. Are there 2 beds in her apartment?
4. Is there a telephone her bedroom?
5. Is there a telephone in your bedroom?
6. Are there pillows on her bed?

WRITING

BEST COPY AVAILABLE

Complete the sentences.

1. Agent: There _____
in this apartment.

Bill: _____ a bathroom in this
apartment?

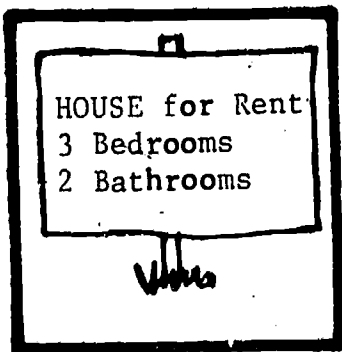
Agent: Yes, _____

Bill: How much _____

Agent: It's _____



2.



I have 4 children. I want this _____

There's a _____ and _____

nearby. There _____ 3 _____ and

2 _____ in this house.

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LESSON THIRTEEN: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with drill pictures of dwellings, rooms, locations, and "For Rent" signs and elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED					PERFORMING ACCEPTABLY				
	1	2	3	4	5	1	2	3	4	5
1. Have students ask "yes-no" questions. (Is there a <u>dining room</u> in the apartment?)										
2. Have students answer question #1. (Yes, there <u>is</u> /No, there <u>isn't</u> .)										
3. Have students ask question about locations. (Is there a market nearby?)										
4. Have students answer question #3. (Yes, there <u>is</u> /No, there <u>isn't</u> .)										
5. How much is the rent? (It's <u>\$200</u> a month.)										

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

- | | |
|---|---|
| 1. There's a living room in the apartment. | 5. Are there two bathrooms in this house? |
| 2. There's a post office nearby. | 6. Is the rent \$150 a month? |
| 3. Where's the pin? | 7. Is there a cabinet in the bedroom? |
| 4. There's only one bedroom in the apartment. | |

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

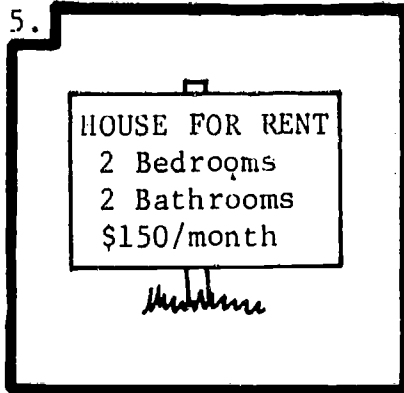
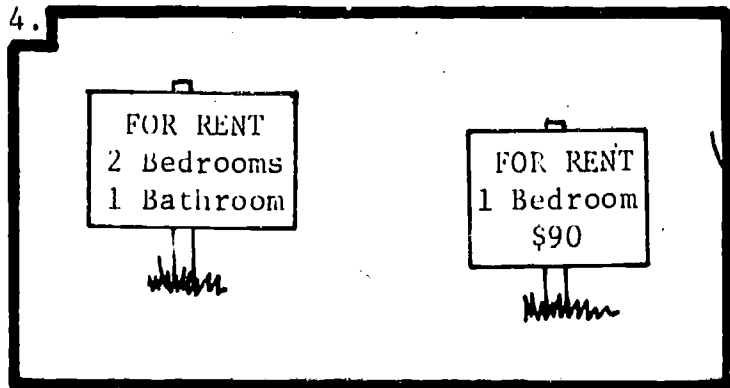
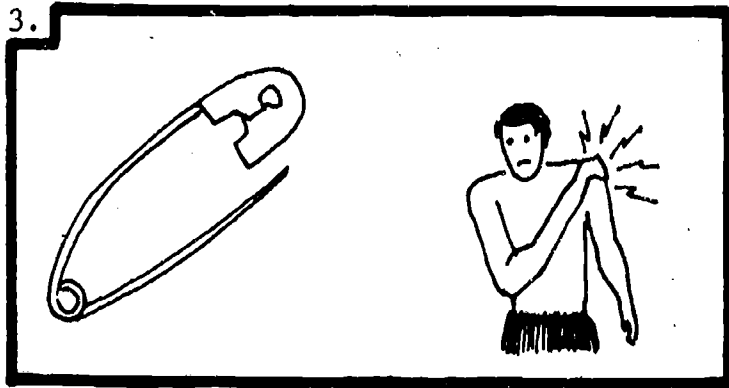
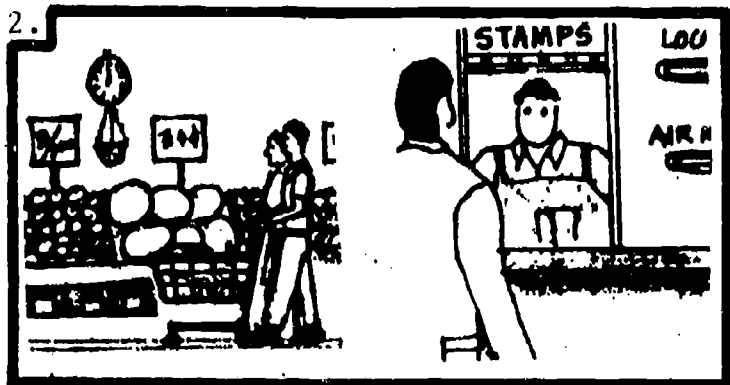
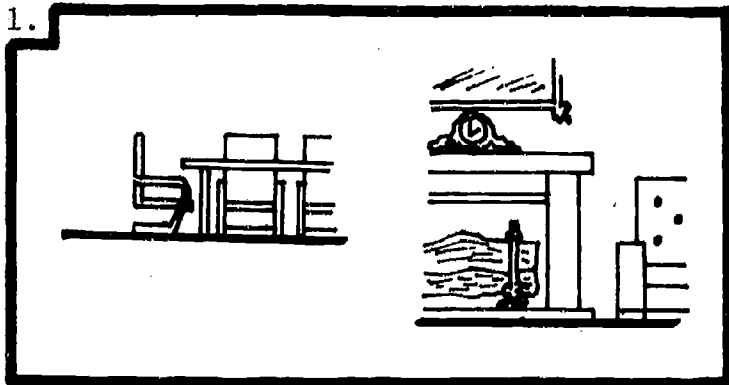
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LESSON THIRTEEN: STUDENT EVALUATION FORM

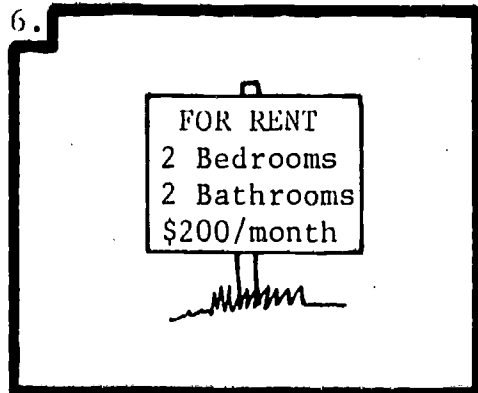
I. Oral Exercise

II. LISTENING COMPREHENSION

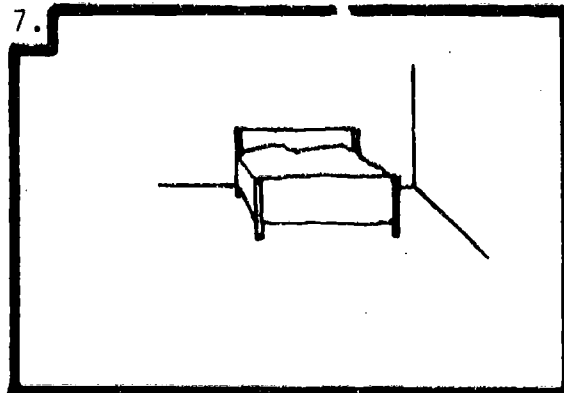
Directions: Listen to the teacher. Circle the correct answer.



Yes, it is.
Yes, there are.



No, it isn't.
No, there isn't.



No, there isn't.
No, it isn't.

III. READING

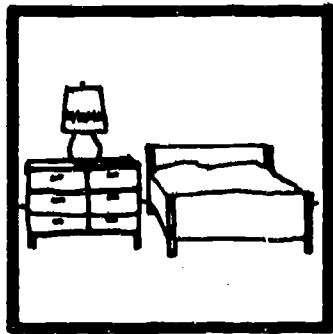
RENT SIGN AVAILABLE

Directions: Circle the correct answers.

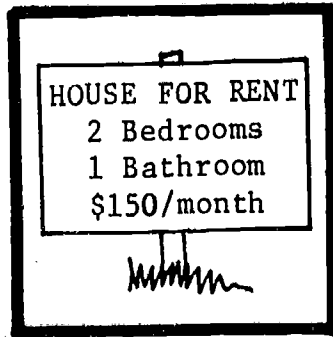
1. There _____ a school nearby. 2. There are _____ in the kitchen.
 have beds
 is pillows
 are counters
3. Are there two bedrooms?
 Yes, _____.
 they are
 there is
 there are
4. There's _____ telephone in the
 not bedroom.
 nothing
 no

IV. WRITING

Directions: Write the correct answers.



1. What's this?
 It's a _____.
2. Is there a lamp in the bedroom?
 Yes, _____.



3. How much is the rent?
 It's _____ a _____.
4. Are there two bathrooms in this house?
 No, _____.
5. _____'s only one.

LESSON THIRTEEN

SECTION I: THERE ARE TWO BEDROOMS
IN THIS APARTMENT

OBJECTIVE

In this section you will learn the
names of rooms in an apartment or a
house.

THE DIALOGUE

Jim Garcia: Do you have a large
apartment for rent?

Landlady: Yes, I do. There are 2
bedrooms in this apartment.

Jim Garcia: Is there a school nearby?

Landlady: Yes, there is.

SECTION II: HOW MUCH IS THE RENT?

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn to ask about the rent on
a house or apartment.

第十三課

第一節：這間公寓有兩間臥房

學習目標

在這一節，你要學習公寓或
房屋房間的名稱。

對話

你有大的公寓出租嗎？

有的。這間公寓有兩間臥房。

附近有學校嗎？

有。

第二節：租金多少錢？

學習目標

在這一節，你們要：
一、練習發音
二、學習問房屋或公寓的
租金。

Mr. Kim: How much is the rent?

租金多少錢?

Landlord: It's \$150 a month.

一百五十塊錢一個月。

Mr. Kim: Are there 2 bathrooms in
this house?

這間房屋有兩間浴室嗎?

Landlord: No, there aren't. There's
only one.

沒有, 只有一間。

NOTES

應注意事項

1. The expression "there is/are" has the same meaning as the word "have" in Chinese. In English, the expression "there is/are" usually comes at the beginning of the sentence, while the word "have" usually comes after the subject.

一. 英文成語 "there is/are" (有) 和動詞 "have" (有), 在中文裡是同樣一個字: 有。"there is/are" 通常用在句首, 而動詞 "have" 通常用在主詞的後面。

2. The words "how much" and "how many" are the same in Chinese. However, in English, "how much" is used for asking the price or is used with mass nouns, and "how many" is used with count nouns. Examples:

二. "how much" 和 "how many" 在中文都是 "多少"。"how much" 用於問價錢和不能計數的集體名詞。"how many" 用於問能夠計數的普通名詞。
例如:

How much is the rent?

租金多少錢?

How much coffee do you want?

你要多少咖啡?

How many bedrooms do you want?

你要多少間臥房?

LESSON FOURTEEN

Objectives:

Listening Comprehension: Student will be able to identify:

1. Names of chicken parts.
2. Expressions for feelings of hunger and thirst.

Listening and Speaking:

Student will be able to:

1. Purchase fried chicken parts at a take-out stand.
2. Discuss feelings of hunger and thirst.
3. Tell time, using all the numerals.
4. Use the third person singular form in the conversations.
5. Perform the above with acceptable pronunciation.

Reading and Writing:

Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New:

What does he/she/your husband want?
Are you/Is he hungry?

He/She wants some chicken/drumsticks.
I'm/He's hungry/thirsty.

Review:

What do you want?

I want a hamburger/some coffee.

Do you want a hamburger?

Yes, I do/No, I don't.

What time is it?

Yes, I am/No, I'm not.

It's 8:25.

INSTRUCTIONAL AIDS

Drill pictures:

- P126 - a chicken
- P127 - wings
- P128 - breasts
- P129 - drumsticks
- P130 - thighs
- P131 - Dialogue (He wants drumsticks)

P132 - I'm hungry

P133 - I'm thirsty

P134 - Facial diagram: / > / and /ow/

Also: P1 - Are you hungry? (How are you?)

Lesson 6 food pictures P49-52

(He wants drumsticks)

(14) 1

- Transparencies: T54 - a chicken and its parts
 T55 - Dialogue (He wants drumsticks)
 T56 - Pronunciation: /ɔ/ - /ow/ (ball - bowl)
 T57 - I'm hungry, I'm thirsty + Dialogue (Are you hungry?)

CULTURAL AND STRUCTURAL NOTES

1. The concept of subject and verb agreement is new to the Asian students.

English	He	wants	drumsticks.
Chinese	he	want	drumstick .
Japanese	subject (he+particle)		drumstick+ subject particle desirable is
Korean	subject (he+particle)		drumstick+ object particle want do
Tagalog		want he	drumstick .
Spanish	He	wants	drumsticks.

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2. In Chinese and Tagalog, no verb is needed when the adjective is in the predicate position, not modifying any noun.

English	I	am	hungry.
Chinese	I		hungry.
Tagalog			hungry I.
Spanish	I	have	hunger.



SECTION I: HE WANTS 2 DRUMSTICKS

SECTION I: HE WANTS 2 DRUMSTICKS

[NOTE: Do not distribute leaflets until time for Reading.]

REVIEW

A. Use pictures from Lesson 13 for oral review.

T cues: T asks - Cl answers
St asks - Gr answers
St answers

B. Suggested items for review

1. "Is/Are there a closet/closets in your apartment?"
2. "How many bedrooms do you have/want?"

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

OBJECTIVES

In this section you will learn:

1. The names of chicken parts.
2. To buy chicken parts at a take-out store.

LISTENING COMPREHENSION

Listening and Identifying

A. T shows pictures P126-130 (T54) and identifies - Cl listens

B. T cues and asks "yes-no" questions - Cl identifies

T: (Show wings.) Are they wings?

Listening and Repeating

T cues and models - Cl repeats
Gr repeats
St repeats

LISTENING COMPREHENSION



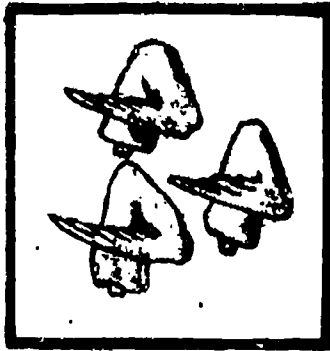
a chicken

Identifying

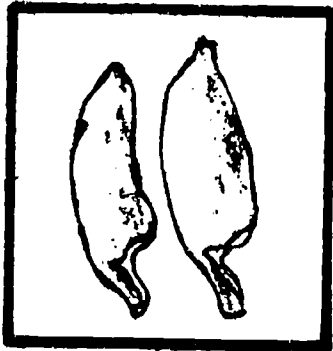
T cues and asks identity - Cl
Gr } answers
St }

OPTIONAL ACTIVITY: Pass out some pictures to students, placing others away from them. Have students ask each other:

S-1: What are these/those?
S-2: They're drumsticks.



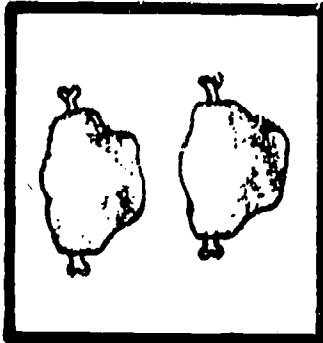
wings



breasts



drumsticks



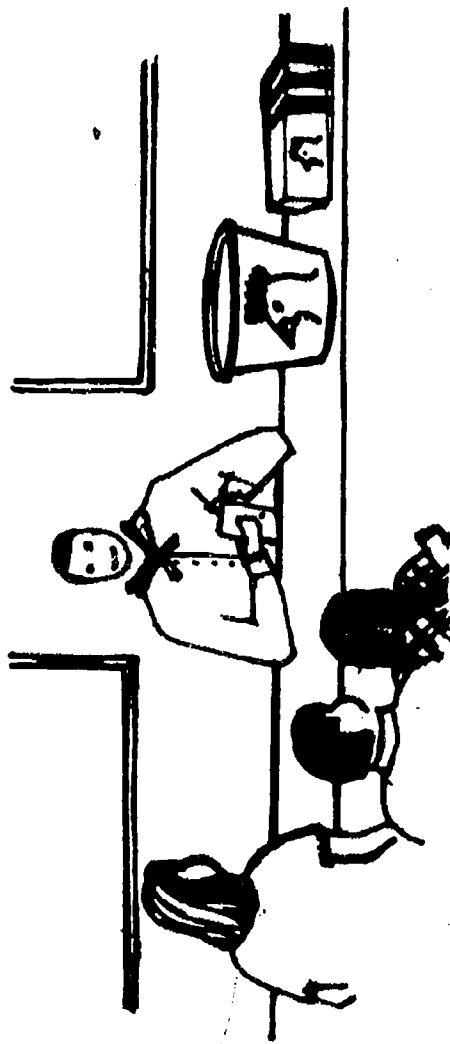
thighs

THE DIALOGUE

A. Show dialogue picture P131 (T55) and set the scene.

B. Present dialogue following the usual procedure.

C. Show the dialogue on the board or overhead for reading lesson.



[NOTE: Give a brief grammatical explanation of the formation and structure of the third person singular of verbs other than "be":
 1. Simple statement: He wants drumsticks.
 2. "What" question: What does he want?]

Mrs. Kim: My children want some chicken today.
 Clerk: What does your son want?
 Mrs. Kim: He wants 2 drumsticks.
 Clerk: What does your daughter want?
 Mrs. Kim: She wants 3 wings.

PRACTICE

"He wants drumsticks"

A. Substitution Drill

T models and cues: Cl } responds
 Gr }
 St }

B. Answer Drill

T cues and asks: Cl } answers
 Gr }
 St }

T: What does he want?
 (Show wings.)

S: He wants wings.

"What does he want?"

A. Substitution Drill

T models and cues: Cl } responds
 Gr }
 St }

PRACTICE

"He wants drumsticks"

Substitution Drill

T: He wants drumsticks. S: He wants drumsticks.
 She She wants drumsticks.
 Lucy Lucy wants drumsticks.
 My son My son wants drumsticks.
 Joe Joe wants drumsticks.

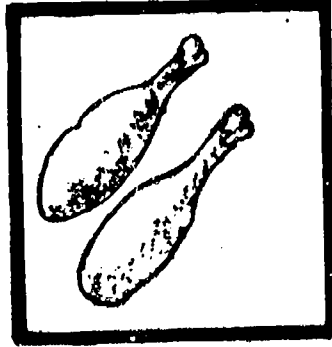
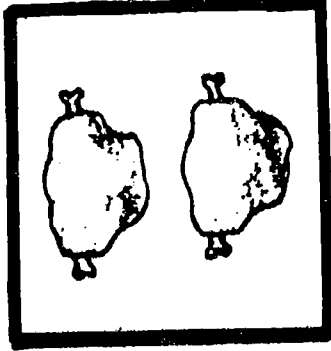
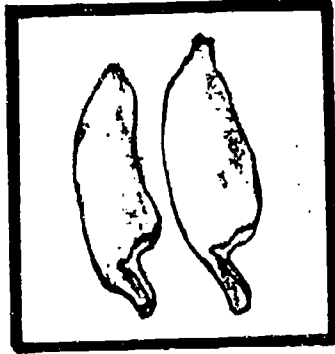
"What does he want?"

A. Substitution Drill

T: What does he want? S: What does he want?
 she What does she want?
 your husband What does your husband want?
 your son What does your son want?
 Lucy What does Lucy want?

B. Question and Answer Drill

T cues: T asks - Cl answers
Gr - Gr answers
St - St answers



1. S-1: What does Lucy want? S-1: What does your husband want?
S-2: She wants breasts. S-2: He wants drumsticks.
2. S-1: What does he want? S-1: What does she want?
S-2: He wants thighs. S-2: He wants drumsticks.

MINI-DIALOGUES

1. S-1: What do you want? 2. S-1: What do you want?
S-2: I want wings. S-2: I want thighs.
S-1: What does he want? S-1: What does she want?
S-2: He wants drumsticks. S-2: She wants breasts.

OPTIONAL ACTIVITY: Have students role play to practice buying chicken parts at a take-out stand.

READING

[NOTE: Have the students open their leaflets at this time.]

- A., B., and C. Have students follow the directions as noted in the student leaflet.
- D. Have students read the paragraph.
Mrs. Kim's family wants some chicken today.
Her husband wants thighs. Joe wants drumsticks and Lucy wants breasts. Mrs. Kim wants wings.
- E. Ask comprehension questions about the paragraph.

WRITING

Have students follow the directions as noted in the student leaflet.

WRITING

Write the questions or answers about the Reading.

- 1. What does Mrs. Kim's family want today?

They _____

- 2. What does her husband want?

- 3. _____

He wants drumsticks.

- 4. What does Lucy want?

- 5. _____

She wants wings.



SECTION II: ARE YOU HUNGRY?

SECTION II: ARE YOU HUNGRY?

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

In this section you will:

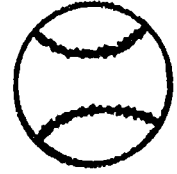
- 1. Practice pronunciation.
- 2. Learn to talk about common feelings like "hungry" and "thirsty."

PRONUNCIATION

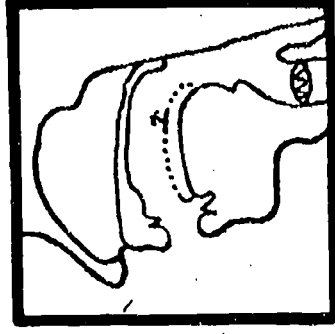
- 1. T draws a ball and a bowl on the board (T56) and identifies - CI listens
- 2. Have students point to the proper picture as you say the words.
- 3. T models - CI repeats



PRONUNCIATION



/b/ ball



/h/—/ow/.... /ow/ bowl



/ow/ bowl

4. Point to the object and have the students pronounce the words.
5. Using the facial diagram P134 (I56) and yourself as models, contrast the positions of the tongue and the shape of mouth opening in producing these sounds.

6. I models exercise - Cl
 Gr > repeats
 St

See the ball.

Where's the strong coffee?
 It's all gone.

See the bowl.

Is her coat very old?
 I don't know.

THE DIALOGUE

Preliminary Activity

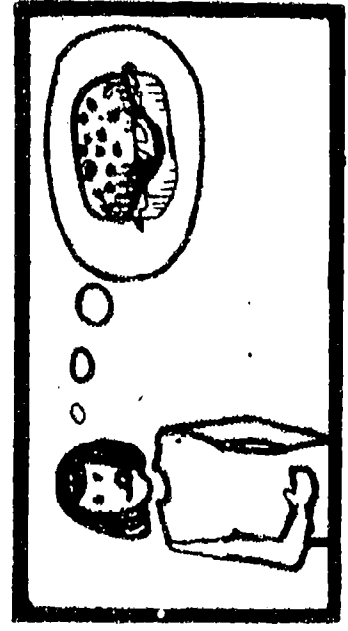
- A. I acts out and identifies feeling - Cl observes and listens.
- B. I shows P132-133 (T57-top part only) and identifies - Cl looks and listens
- C. I acts out and models - Cl imitates action
- D. I names a feeling - Cl acts it out

Presenting the Dialogue

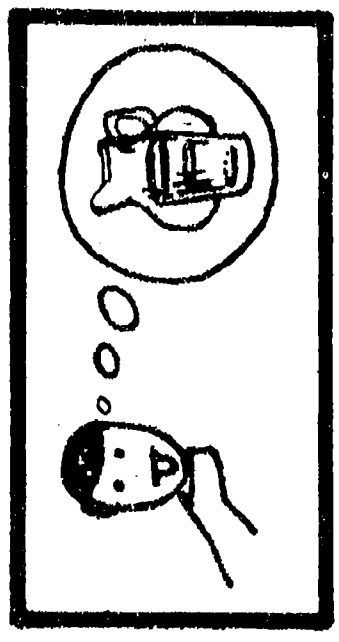
- A. Show P1 (T57) and present the dialogue, following the usual procedure.
- B. Show dialogue on board or overhead for reading lesson.

[NOTE: Draw clock on the board, showing 12:40.]

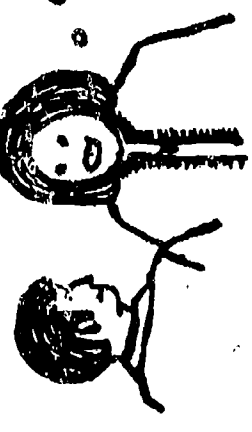
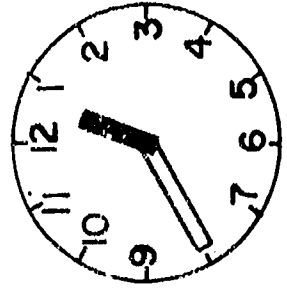
THE DIALOGUE



I'm hungry.
 I want a hamburger.



I'm thirsty.
 I want some water.



Kay: Are you hungry?
 Bill: Yes, I am. What time is it?
 Kay: It's 12:40.
 Bill: Do you want a hamburger?
 Kay: Yes, I do. I'm thirsty, too.

PRACTICE

"Are you hungry?"

OPTIONAL REVIEW: Substitution Drill

T: Is he hungry?

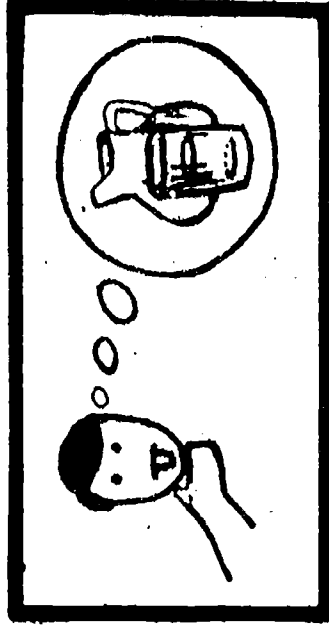
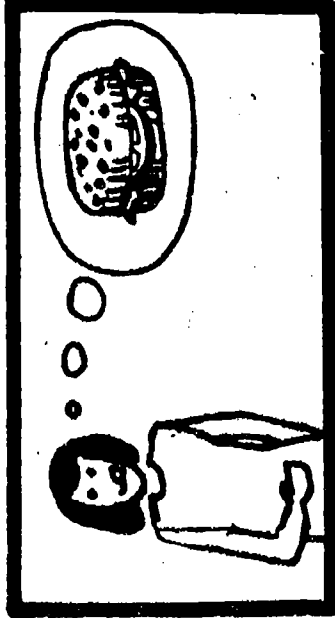
- she
- Bill
- you
- they

Question and Answer Drill

T cues: Cl } asks - St answers
 Gr }
 St }

PRACTICE

"Are you hungry?"



1. S-1: Are you hungry?
 S-2: Yes, I am.

3. S-1: Is he thirsty?
 S-2: No, he isn't.

2. S-1: Is she hungry?
 S-2: Yes, she is.

4. S-1: Are you thirsty?
 S-2: No, I'm not.

"It's 12:40"

[NOTE: Cue with cardboard clock or with a clock drawn on the blackboard.]

A. Listening Drill

T cues and models - Cl looks and listens

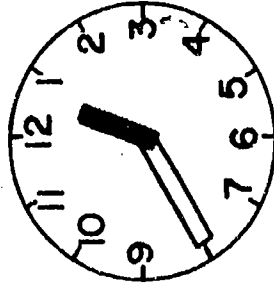
B. Repetition Drill

T cues and models - Cl } repeats
 Gr }
 St }

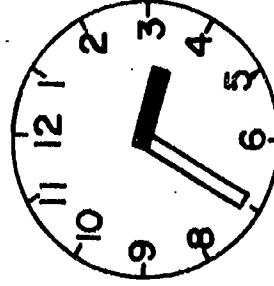
C. Answer Drill

T cues and asks - Cl } answers
 Gr }
 St }

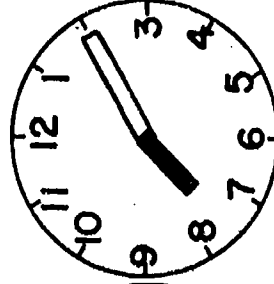
T: What time is it?



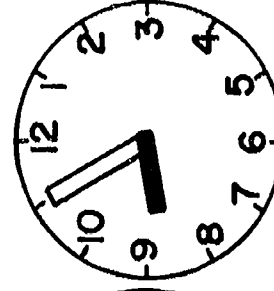
12:40



3:35



7:10

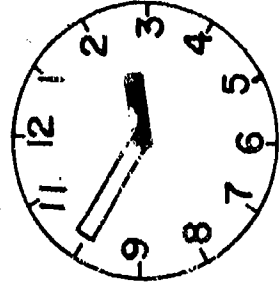


8:55

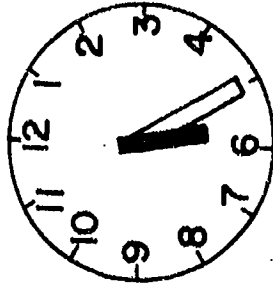
D. Question and Answer Drill

T cues: Gr asks - Cl answers
St asks - Gr answers
St answers

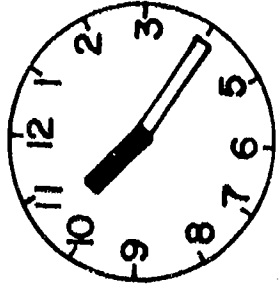
OPTIONAL ACTIVITY: Have students cue each other with cardboard clock or with the blackboard clock and discuss the time.



5. S-1: What time is it?
S-2: It's 2:50.



6. S-1: What time is it?
S-2: It's 5:25.



7. S-1: What time is it?
S-2: It's 10:20.

"Do you want a hamburger?"

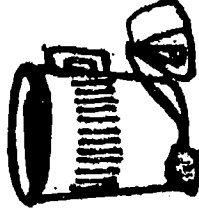
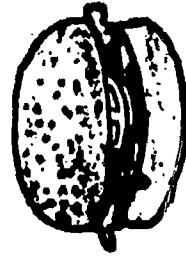
[NOTE: Cue with food pictures from lesson 6.]

A. Substitution Drill

T: Do you want a hamburger?
doughnut
soft drink
(etc.)

B. Question and Answer Drill

T cues: T asks - Cl answers
Gr asks - Gr answers
St asks - St answers



8. S-1: Do you want a hamburger?
S-2: Yes, I do.

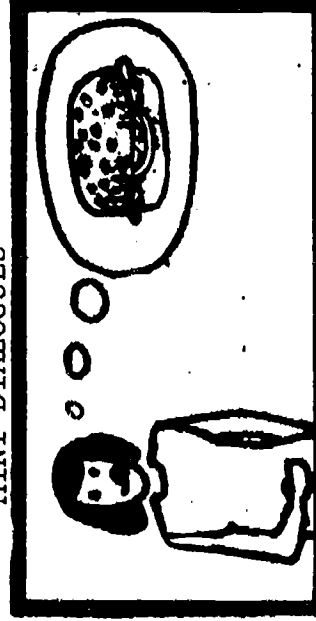
9. S-1: Do you want a soft drink?
S-2: No, I don't.

10. S-1: Do you want some coffee?
S-2: Yes, I do.

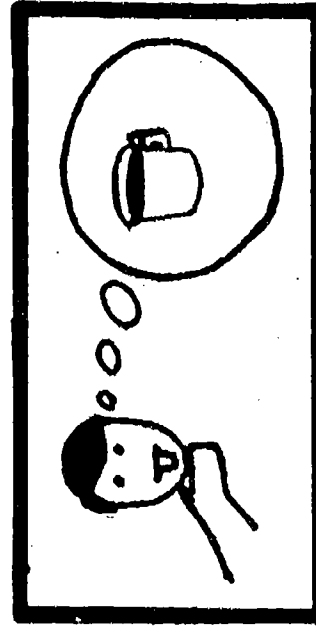
MINI-DIALOGUES

T sets pattern and cues with pictures:

St asks - St answers



1. S-1: Are you hungry?
S-2: Yes, I am.
S-1: Do you want a hamburger?
S-2: Yes, I do.



2. S-1: Are you thirsty?
S-2: Yes, I am.
S-1: Do you want some coffee?
S-2: Yes, I do.

READING

[NOTE: Have students reopen their leaflets at this time.]

Have students follow the directions as noted in the student leaflet.

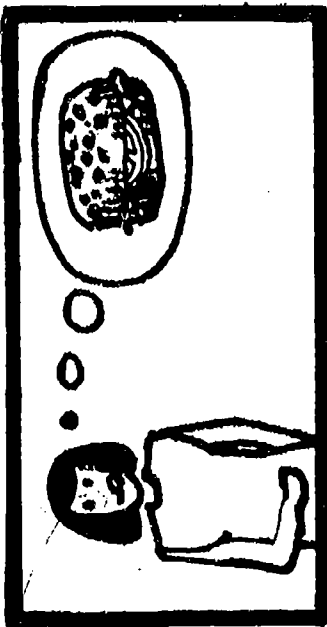
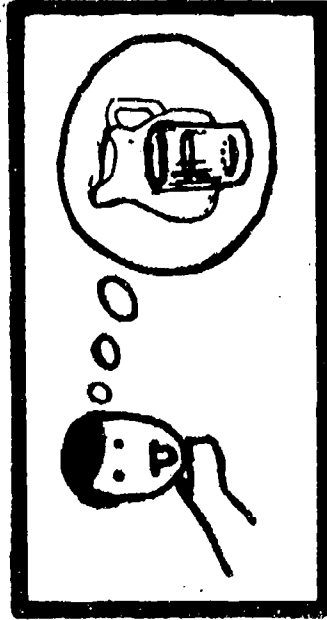
- A. Read the Practice exercises on pages 5 and 6.
- B. Read the Mini-dialogues on page 6.

WRITING

Have students follow the directions as noted in the student leaflet.

WRITING

Write the questions or answers.



1. _____

Yes, I am.

Do you want some water?

2. Are you hungry?

Yes, I do.

3. Bill: Are you hungry?

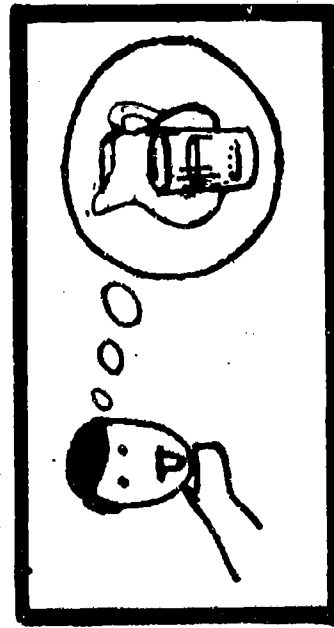
Kay: No, _____

Bill: _____ thirsty?

Kay: Yes, I am.

Bill: _____

Kay: Yes, I do.



LESSON FOURTEEN

SECTION I: HE WANTS 2 DRUMSTICKS

OBJECTIVES

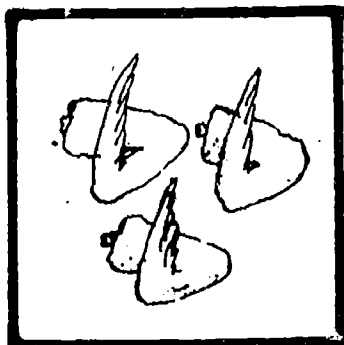
In this section you will learn:

1. The names of chicken parts.
 2. To buy chicken parts at a take-out store.
-

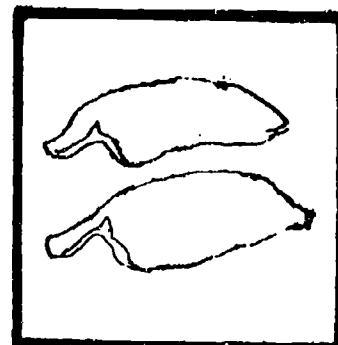
LISTENING COMPREHENSION



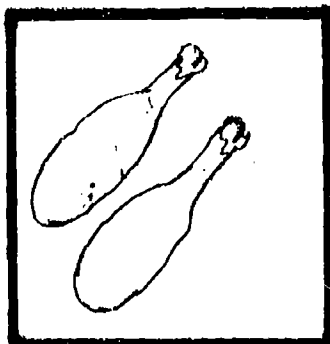
a chicken



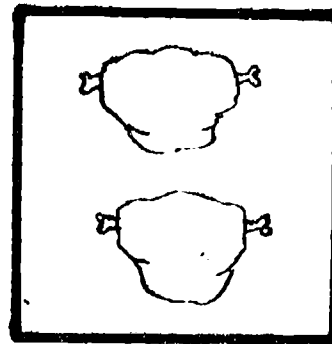
wings



breasts



drumsticks



thighs

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

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Mrs. Kim: My children want some chicken today.

Clerk: What does your son want?

Mrs. Kim: He wants 2 drumsticks.

Clerk: What does your daughter want?

Mrs. Kim: She wants 3 wings.

PRACTICE

"He wants drumsticks"

Substitution Drill

T: He wants drumsticks.
 She
 Lucy
 My son
 Joe

S: He wants drumsticks.
 She wants drumsticks.
 Lucy wants drumsticks.
 My son wants drumsticks.
 Joe wants drumsticks.

"What does he want?"

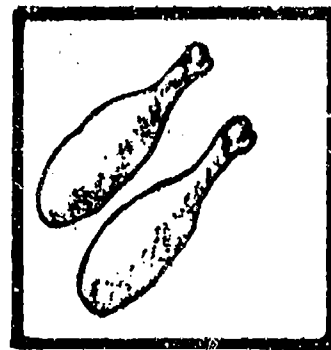
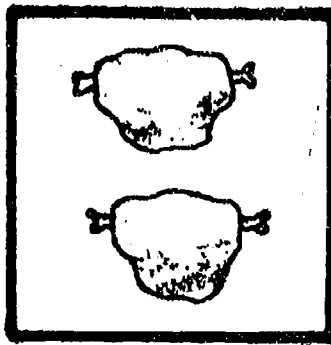
A. Substitution Drill

T: What does he want?
 she
 your husband
 your son
 Lucy

S: What does he want?
 What does she want?
 What does your husband want?
 What does your son want?
 What does Lucy want?

B. Question and Answer Drill

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1. S-1: What does Lucy want? 2. S-1: What does he want? 3. S-1: What does your husband want?
 S-2: She wants breasts. S-2: He wants thighs. S-2: He wants drumsticks.

MINI-DIALOGUES

1. S-1: What do you want? 2. S-1: What do you want?
 S-2: I want wings. S-2: I want thighs.
 S-1: What does he want? S-1: What does she want?
 S-2: He wants drumsticks. S-2: She wants breasts.

READING

- A. Read the names of chicken parts on page 1.
 B. Read the Practice exercises on pages 2 and 3.
 C. Read the Mini-dialogues on this page.
 D. Read:

Mrs. Kim's family wants some chicken today.
 Her husband wants thighs. Joe wants drumsticks and
 Lucy wants breasts. Mrs. Kim wants wings.

WRITING

Write the questions or answers about the Reading.

1. What does Mrs. Kim's family want today?
 They _____
 2. What does her husband want?

- 3. _____
He wants drumsticks.
- 4. What does Lucy want?

- 5. _____
She wants wings.

SECTION II: ARE YOU HUNGRY?

OBJECTIVES

In this section you will:

- 1. Practice pronunciation.
- 2. Learn to talk about common feelings like "hungry" and "thirsty."

PRONUNCIATION



/b/ ball



/b/ — /ow/...



/ow/ bowl

See the ball.

See the bowl.

Where's the strong coffee?

Is her coat very old?

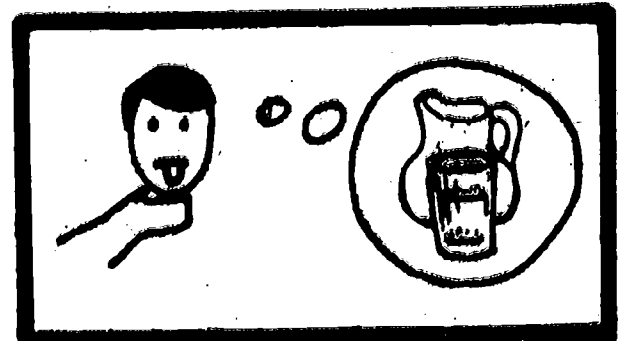
It's all gone.

I don't know.

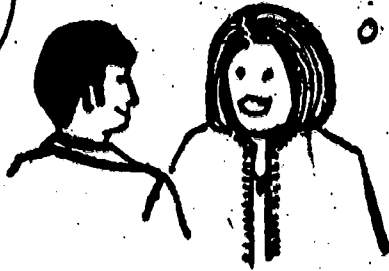
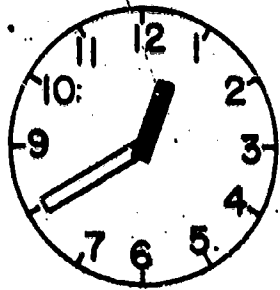
THE DIALOGUE



I'm hungry.
I want a hamburger.



I'm thirsty.
I want some water.



Kay: Are you hungry?

Bill: Yes, I am. What time is it?

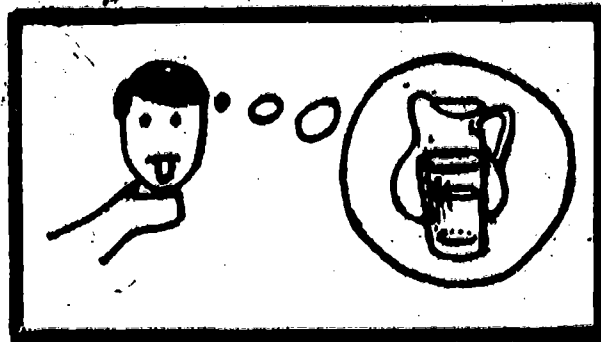
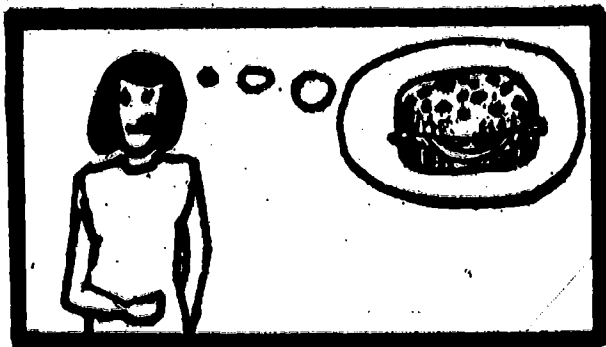
Kay: It's 12:40.

Bill: Do you want a hamburger?

Kay: Yes, I do. I'm thirsty, too.

PRACTICE

"Are you hungry?"



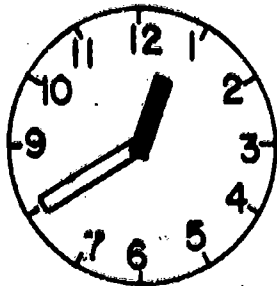
1. S-1: Are you hungry?
S-2: Yes, I am.

3. S-1: Is he thirsty?
S-2: No, he isn't.

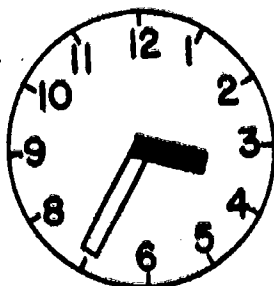
2. S-1: Is she hungry?
S-2: Yes, she is.

4. S-1: Are you thirsty?
S-2: No, I'm not.

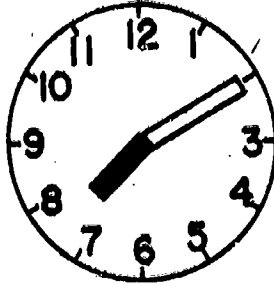
"It's 12:40"



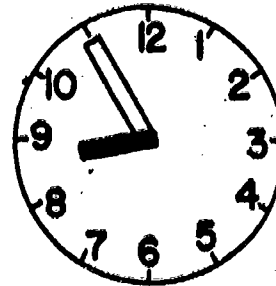
12:40



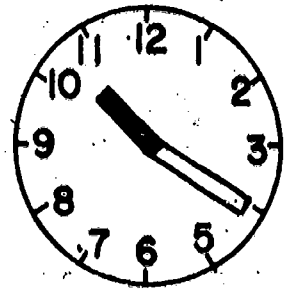
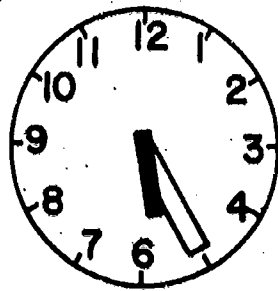
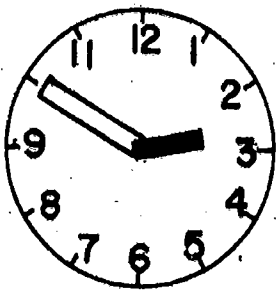
3:35



7:10



8:55

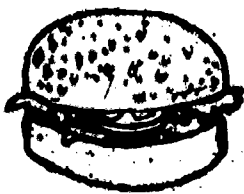


5. S-1: What time is it?
S-2: It's 2:50.

6. S-1: What time is it?
S-2: It's 5:25.

7. S-1: What time is it?
S-2: It's 10:20.

"Do you want a hamburger?"

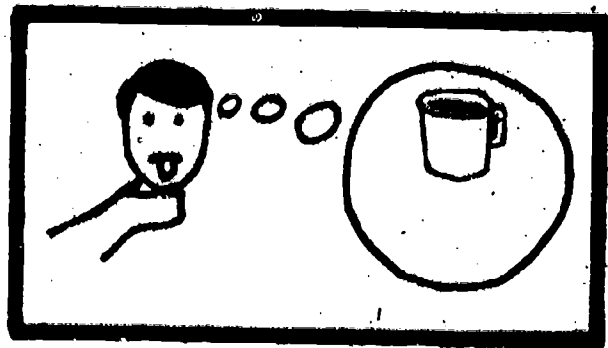


8. S-1: Do you want a
hamburger?
S-2: Yes, I do.

9. S-1: Do you want a
soft drink?
S-2: No, I don't.

10. S-1: Do you want some
coffee?
S-2: Yes, I do.

MINI-DIALOGUES



1. S-1: Are you hungry?
S-2: Yes, I am.
S-1: Do you want a hamburger?
S-2: Yes, I do.

2. S-1: Are you thirsty?
S-2: Yes, I am.
S-1: Do you want some coffee?
S-2: Yes, I do.

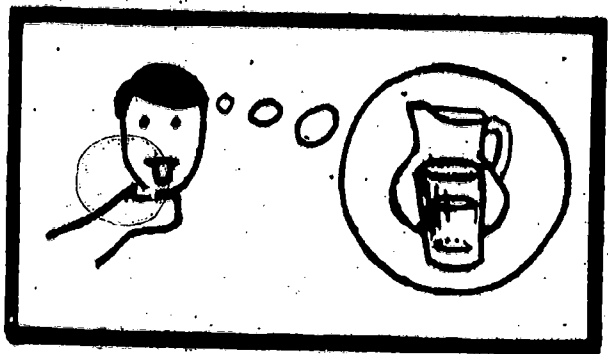
READING

- A. Read the Practice exercises on pages 5 and 6.
- B. Read the Mini-dialogues on this page.

WRITING

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Write the questions or answers.



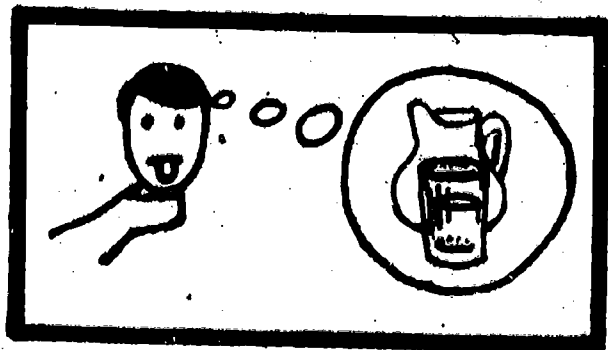
1. _____

Yes, I am.

Do you want some water?

2. Are you hungry?

Yes, I do.



3. Bill: Are you hungry?

Kay: No, _____

Bill: _____ thirsty?

Kay: Yes, I am.

Bill: _____

Kay: Yes, I do.

LESSON FOURTEEN: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with pictures and appropriate gestures and elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED					PERFORMING ACCEPTABLY				
	1	2	3	4	5	1	2	3	4	5
1. What does he want? (He wants <u>drumsticks</u> .)										
2. Have students ask question (What does <u>she</u> want?)										
3. Have students ask question (Are <u>you</u> hungry?)										
4. Have students answer question #3. (Yes, <u>I</u> am/ No, <u>I'm</u> not.)										
5. What time is it? (It's <u>3:45</u> .)										

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

- 1. She wants wings.
- 2. Joe wants thighs.
- 3. He's thirsty.
- 4. It's a bowl.
- 5. Do you want some coffee?
- 6. Is he hungry?

III. READING

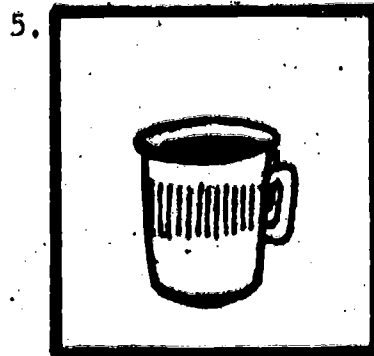
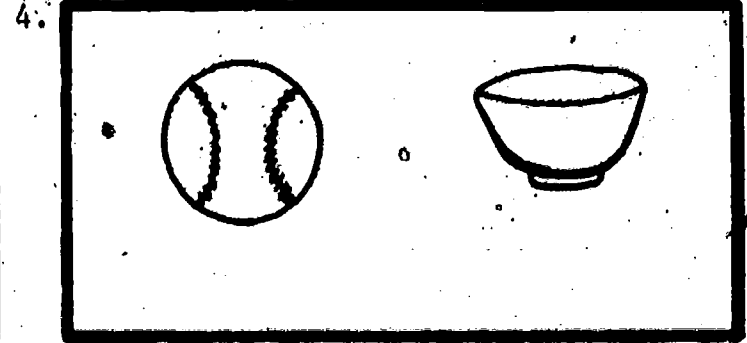
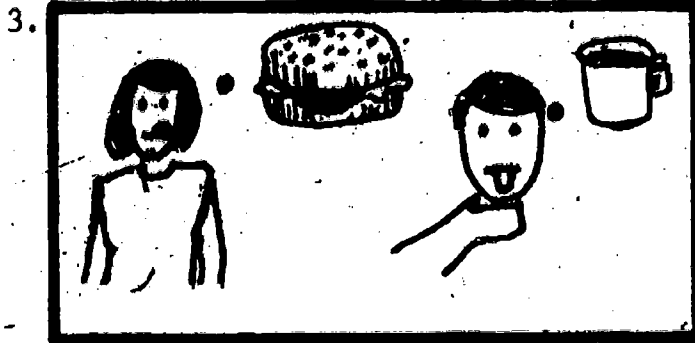
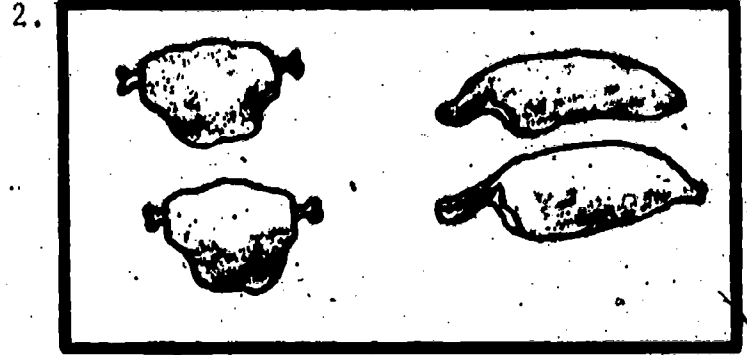
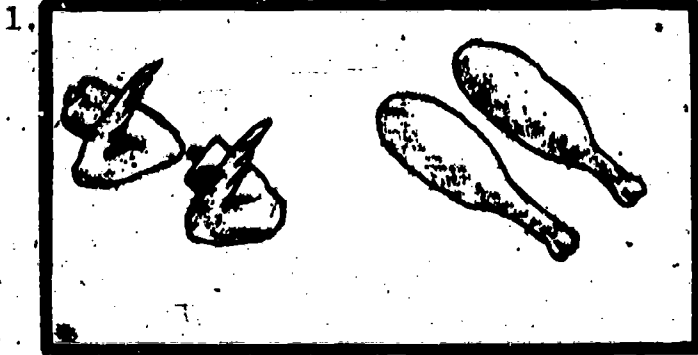
IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

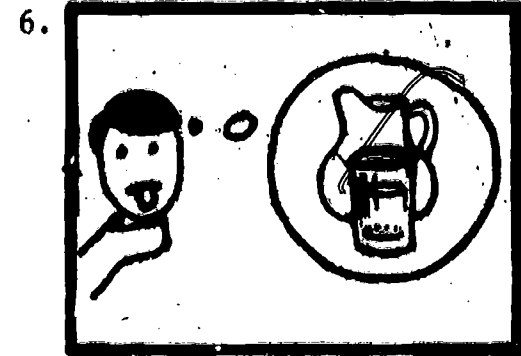
LESSON FOURTEEN: STUDENT EVALUATION FORM

I. Oral Exercises

II. LISTENING COMPREHENSION



Yes, I am.
Yes, I do.



No, he isn't.
No, he doesn't.

III. READING

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Directions: Circle the correct answers.

1. He _____ drumsticks.

want

wants

does

2. What _____ she want?

does

do

is

3. She's thirsty. She wants _____

a hamburger

an apple

a soft drink

4. What does Joe _____?

wants

want

wanted

5. Lucy wants _____

wing

wings

2 wing

IV. WRITING

Directions: Write the correct answers in the blanks.

It's 12:10. Tom and Susie are _____

They want some _____. Tom _____

drumsticks and Susie wants _____. They

_____ a soft drink too. They _____

also thirsty.

Words to Copy

chicken

hungry

want

wants

wings

do

are

LESSON FOURTEEN

第十四課

SECTION I: HE WANTS 2 DRUMSTICKS

第一節：他要兩個雞腿

OBJECTIVES

學習目標

In this section you will learn:

在這一節，你們要學習：

1. The names of chicken parts.
2. To buy chicken parts at a take-out store.

一、雞各部分的名稱

二、在外賣店點購雞肉。

THE DIALOGUE

對話

Mrs. Kim: My children want some chicken today.

我的孩子今天(想)要些雞。

Clerk: What does your son want?

你的兒子要什麼呢?

Mrs. Kim: He wants 2 drumsticks.

他要兩個雞腿。

Clerk: What does your daughter want?

你的女兒(想)要些什麼呢?

Mrs. Kim: She wants 3 wings.

她要三個翅膀。

SECTION II: ARE YOU HUNGRY?

第二節：你餓嗎？

OBJECTIVES

學習目標

In this section you will:

在這一節，你們要：

1. Practice pronunciation.

一、練習發音

2. Learn to talk about common feelings like "hungry" and "thirsty."

二. 學習談論有關“餓”和“渴”的問題。

THE DIALOGUE

對話

I'm hungry.

我餓了。

I want a hamburger.

我(想)要一個牛肉餅麵包。

I'm thirsty.

我渴了。

I want some water.

我(想)要點水。

Kay: Are you hungry?

你餓嗎?

Bill: Yes, I am. What time is it?

我餓了。幾點鐘了?

Kay: It's 12:40.

十二點四十分了。

Bill: Do you want a hamburger?

你(想)要一個牛肉餅麵包嗎?

Kay: Yes, I do. I'm thirsty, too.

要。我也渴了。

NOTES

應注意事項

1. Note the verb "to be" in sentences like:

一. 中文說：“我餓了”，但

I'm hungry.

英文說：“I'm hungry.” (直譯

Are you hungry?

是：“我是餓”)。在這類英文

句子中，一定要用繫詞 (verb

to be)。如果你說：“*I hungry”

那是錯的，應說：“I'm hungry.”

2. The concept of "subject-verb" agreement is new to the Chinese students.

In English if the subject is a third person singular, the main verb takes a suffix "s" in the present tense.

Example:

He wants 2 drumsticks.

3. The auxiliary verb "do" should also agree with its subject in English.

Therefore, the students should learn the following forms:

I do	we do
you do	you do
he/she does	they do
Mr. Kim does	Mr. & Mrs. Kim do

Once the auxiliary verb agrees with its subject, the main verb remains in the basic form. Example:

What does your son want?

二. 英文文法規定, 如果主詞是第三人稱單數, 它的主要動詞要加 "s"。這叫做 "主詞和動詞的一致" (subject-verb agreement)。請看下邊的例子: He wants two drumsticks.

三. 英文的助動詞 "do" 也應當和它的主詞一致。所以在左列的表應留心熟記:

如果助動詞和主詞一致, 則第三人稱單數的主要動詞不用加 "s"。保留它的基本形式。例如:

What does your son want?

Los Angeles Unified School District
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AP-211543.

LESSON FIFTEEN - LESSON GUIDE
SECTION I: He Likes Japanese Food
SECTION II: Review

LESSON FIFTEEN

OBJECTIVES

Listening Comprehension: Student will be able to identify foods of several different countries.

Listening and Speaking: Student will be able to:

1. Carry on conversations about types of food of different countries.
2. Use the third person singular in "what" and "yes/no" questions and answers with verbs other than "be."
3. Carry on conversations in situations and on subjects listed as performance objectives in Lessons 11-14.
4. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New: Does he/your husband like American food?

Review: What does he like/want?
do you

Do they like drumsticks?

How many children do you want/have?

How much is the rent?

Yes, he does/No, he doesn't.

He likes Chinese food.

I like American food.

Yes, they do/No, they don't.

I want/have 2 children.

It's \$150.

INSTRUCTIONAL AIDS

Drill pictures:

P135 - American food

P136 - Chinese food

P137 - Japanese food

P138 - Mexican food

P139 - Dialogue (He likes Japanese food)

Also: P49-52 - Vending truck items

P95 - This is my wife

NOT AVAILABLE



Transparencies: T58 - American, Chinese, Japanese, and Mexican food Also: T18 - Vending truck items
 T59 - Dialogue (He likes Japanese food)

Student handouts: Student leaflet
 Student evaluation form
 Lesson Guide: Evaluation form

SECTION I: HE LIKES JAPANESE FOOD

[NOTE: Do not distribute student leaflet until time for Reading.]

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

LISTENING COMPREHENSION

Listening and Identifying

T shows pictures P135-138 (T58) and identifies

- Cl listens

T: (Show the American food picture.)
 This is American food.

Listening and Repeating

T identifies and models - Cl Gr St repeats

Identifying

T cues and asks "yes-no" questions

Cl Gr identifies

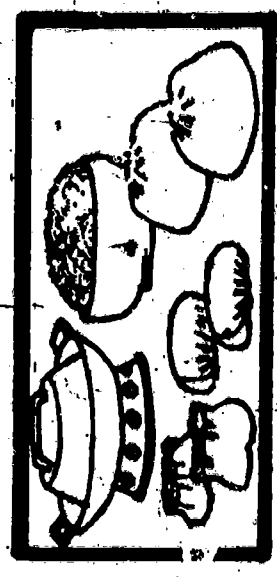
OBJECTIVE

In this section you will learn to talk about foods of different countries.

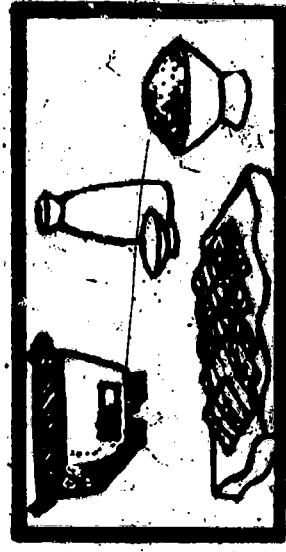
LISTENING COMPREHENSION



American food



Chinese food



Japanese food



Mexican food

THE DIALOGUE

[REMINDER: Students will not have their leaflets at this point.]

- A. Show dialogue picture P139 (T59) and set the scene.
- B. Follow the usual procedure for presenting the dialogue.
- C. Show 'dialogue' on board or overhead for reading lesson.

[NOTE: Explain briefly the formation of the "yes-no" questions and short answers with "does."]



Mrs. Nelson: Does your husband like American food?

Mrs. Kono: No, he doesn't. He likes Japanese food.

Mrs. Nelson: What do your children like?

Mrs. Kono: They like hamburgers and hot dogs.

PRACTICE

"He likes American food"

A. Substitution Drill

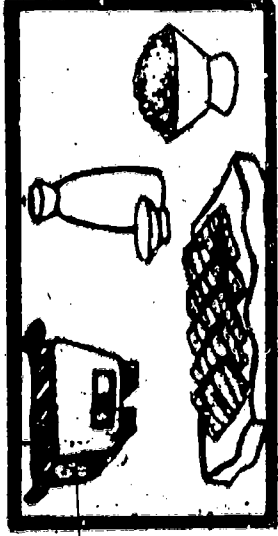
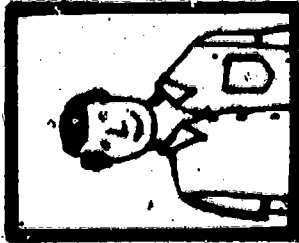
T: He likes American food.
Chinese food
(etc.)

B. Answer Drill

T cues and asks - Cl } answers
 Gr }
 St }

T: What does he like?
S: He likes American food.

THE DIALOGUE



PRACTICE

"He likes American food"

C. Question and Answer Drill

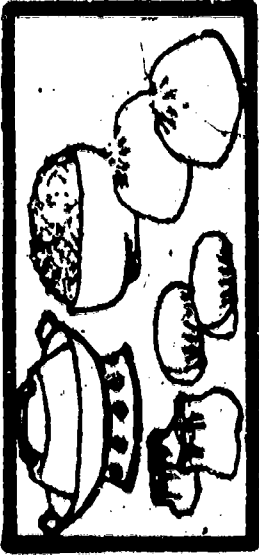
T cues: T asks - St answers
 Gr St



1. S-1: What does he like?
 S-2: He likes American food.



3. S-1: What does Joe like?
 S-2: He likes Mexican food.



2. S-1: What does she like?
 S-2: She likes Chinese food.



4. S-1: What does Mrs. Kono like?
 S-2: She likes Japanese food.

"Yes, he does/No, he doesn't"

A. Repetition Drill

T cues and models "yes-no" responses
 - Cl repeats

T: (Show dialogue picture.)
 Does he like Japanese food?
 Yes, he does.

B. Answer Drill

T cues with dialogue pictures and asks
 "yes-no" questions - Cl answers
 Gr St

"Does he like Japanese food?"

A. Substitution Drill

T: Does he like Japanese food?
 Mrs. Kono
 she
 (etc.)

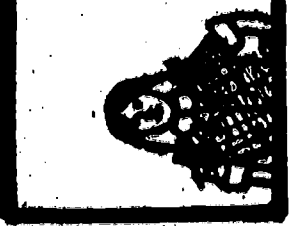
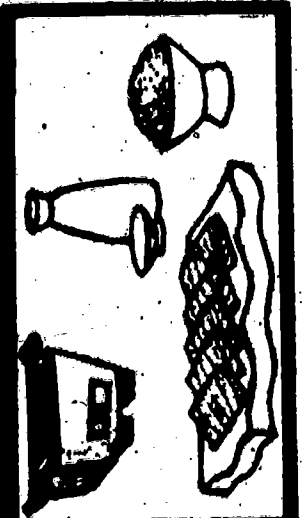
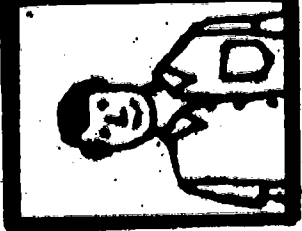
"Does he like Japanese food?"

B. Question and Answer Drill

T cues with dialogue picture for

"Yes-no" questions

Gr > asks - St > answers



T: Mr. Kono - Japanese food

S-1: Does Mr. Kono like Japanese food?

S-2: Yes, he does:

5. S-1: Does Mr. Kono like Japanese food?

S-2: Yes, he does.

6. S-1: Does he like American food?

S-2: No, he doesn't.

7. S-1: Does Jane like Japanese food?

S-2: No, she doesn't.

8. S-1: Does she like American food?

S-2: Yes, she does.

CONTROLLED CONVERSATION

T sets pattern and cues if necessary:

S-1 asks - S-2 responds

S-1 asks - Cl responds

OPTIONAL ACTIVITIES: 1. Have students carry on conversations with each other about the types of food they like or dislike.
2. Have students ask each other about the food preferences of their family members.

CONTROLLED CONVERSATION

1. S-1: Do you like Chinese food?

S-2: Yes, I do.

S-1: Does he like Chinese food?

Cl: Yes, he does.

2. S-1: Do you like Mexican food?

S-2: No, I don't.

S-1: Does she like Mexican food?

Cl: No, she doesn't.

READING

[NOTE: Distribute student leaflets at this time.]

A., B., and C. Have students follow the directions for Reading as noted in the student leaflet.

READING

A. Read the names of foods on page 1.
B. Read the Practice exercises on pages 2 and 3.
C. Read the Controlled Conversation on page 3.

D. Have students read the paragraph silently to themselves.

E. Have students answer comprehension questions about the story.

D. Read:

Mr. and Mrs. Lee are from Hong Kong. They like Chinese food. Their son doesn't like Chinese food. He likes hot dogs and hamburgers. Their daughter likes Chinese food. She likes American food, too.

WRITING

Have students follow the directions for Writing as noted in the student leaflet.

WRITING

A. Write the questions and answers about the story in Reading.

1. Are Mr. and Mrs. Lee from Hong Kong?

2. Do they like Chinese food?

3.

No, he doesn't.

4. What does he like?

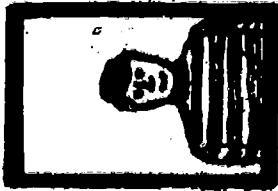
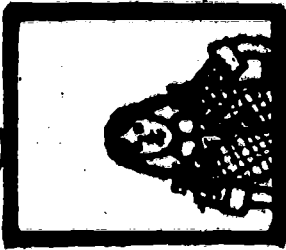
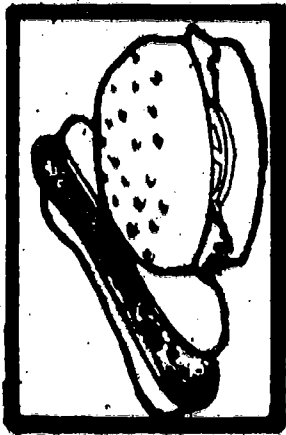
5. Does their daughter like Chinese and American food?

B. Write the questions or answers.

1. What _____ she like?

She _____
_____ Japanese food?

No, _____



2. _____ American food?

No, _____

What _____

He _____

SECTION II: REVIEW

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

A READING LESSON.

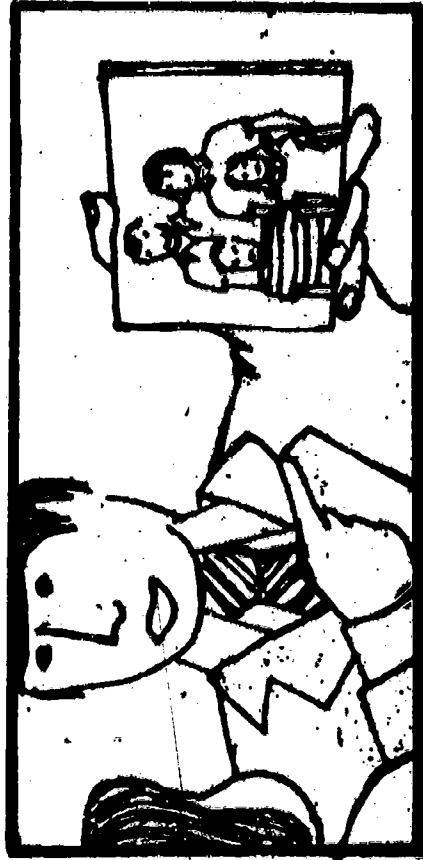
- A. Show picture P95 and follow the usual procedure for presenting the reading.
- B. Ask comprehension questions about the story.
- C. Have students ask each other questions about the story.

SECTION II: REVIEW

OBJECTIVE

In this section you will review and practice talking about common ailments, feelings, and types of homes.

A READING LESSON



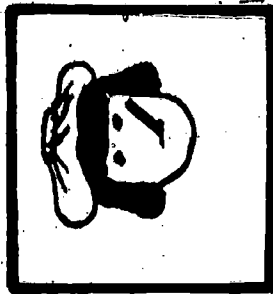
Mr. Jim Garcia. This is my family. We have 2 children. We have a son and a daughter. We rent an apartment. There are 3 bedrooms and 2 bathrooms in our apartment. The rent is \$150 a month. There's a school nearby.

CONTROLLED CONVERSATION

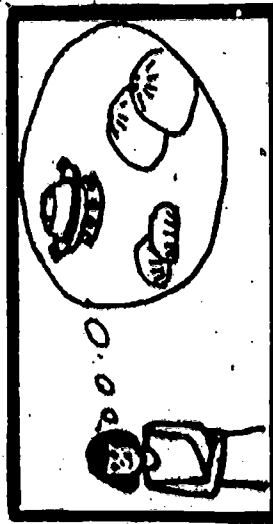
Lead students into conversations asking "what" and "yes-no" questions about the following situations. Cue if necessary.

Common Ailments and Feelings

T cues: T > asks - St answers



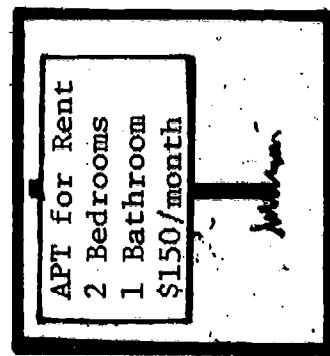
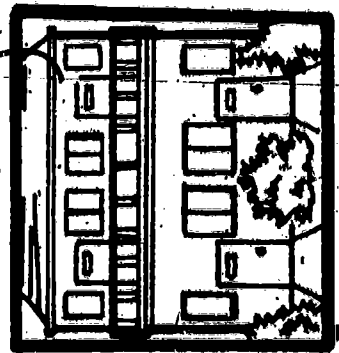
- 1. S-1: What's the matter?
- S-2: I have a headache.
- S-1: Do you have a fever?
- S-2: Yes, I do.



- 2. S-1: What's the matter?
- S-2: I'm hungry.
- S-1: Do you want a hamburger?
- S-2: No, I don't.

Types of Homes

T cues: T > asks - St answers



2

- 3. S-1: Do you want an apartment?
- S-2: Yes, we do.
- S-1: How many children do you have?
- S-2: We have 1.
- 4. S-1: How many bedrooms do you have?
- S-2: I have 2 (bedrooms).
- S-1: How much is the rent?
- S-2: It's \$150 a month.

READING

READING

[NOTE: Have students reopen their leaflets at this time.]

- A. Have students follow the directions as noted in the student leaflet.
- B. Have students read the dialogue silently.
- C. Ask comprehension questions about the paragraph.

A. Read the Controlled Conversation on pages 5 and 6.

B. Read:

At a Take-out Stand

Mrs. Garcia: Do your children like chicken?

Mrs. Kim: Yes, they do. Joe likes thighs and

Lucy likes wings.

Mrs. Garcia: Peter likes breasts. He likes thighs, too.

Mrs. Kim: Does your daughter like thighs?

Mrs. Garcia: No, she doesn't. She likes drumsticks.

WRITING

Have students follow the directions for Writing as noted in the student leaflet.

WRITING

Write the questions or answers about the Reading.

1. Do Mrs. Kim's children like chicken?

2.

Joe likes thighs and Lucy likes wings.

3. What does Peter like?

4. _____ Mrs. Garcia's daughter

No, she

5. What does she like?

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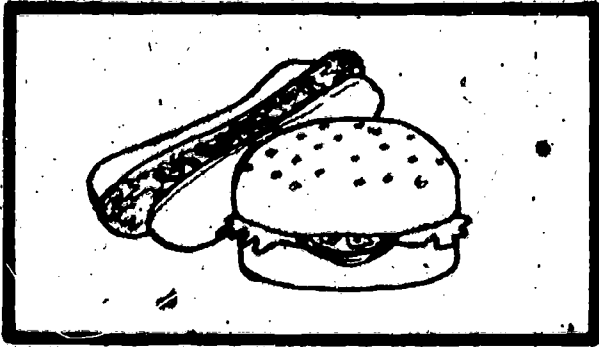
LESSON FIFTEEN

SECTION I: HE LIKES JAPANESE FOOD

OBJECTIVE

In this section you will learn to talk about foods of different countries.

LISTENING COMPREHENSION



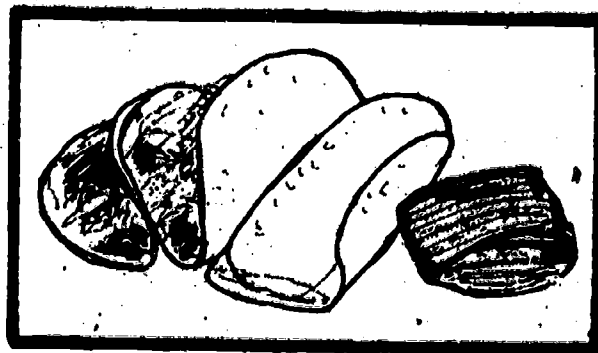
American food



Chinese food

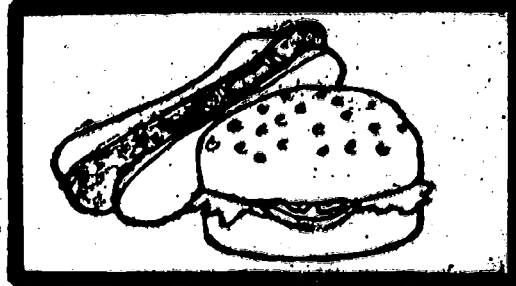
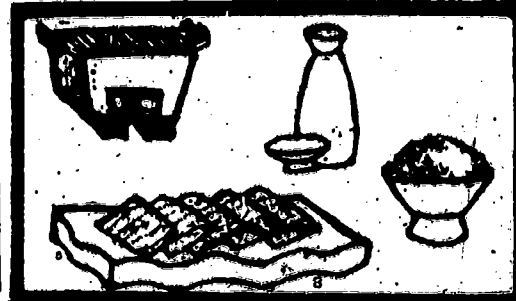


Japanese food



Mexican food

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]



Mrs. Nelson: Does your husband like American food?

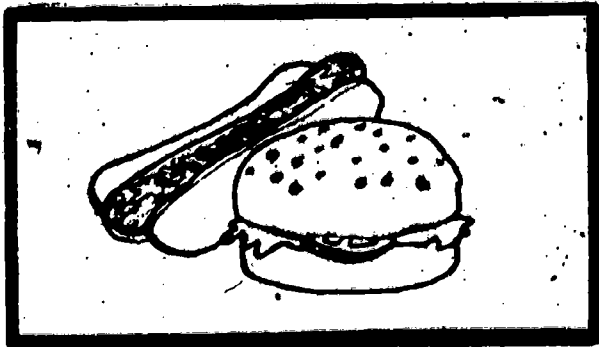
Mrs. Kono: No, he doesn't. He likes Japanese food.

Mrs. Nelson: What do your children like?

Mrs. Kono: They like hamburgers and hot dogs.

PRACTICE

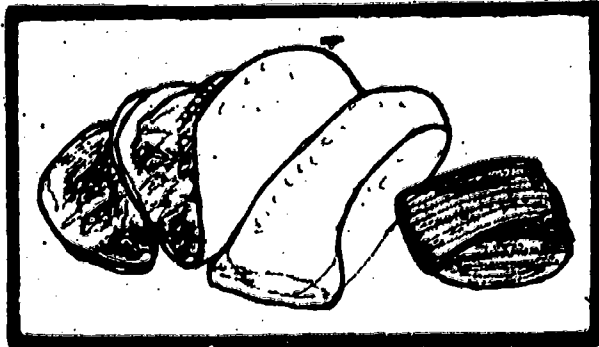
"He likes American food"



1. S-1: What does he like?
S-2: He likes American food.



2. S-1: What does she like?
S-2: She likes Chinese food.



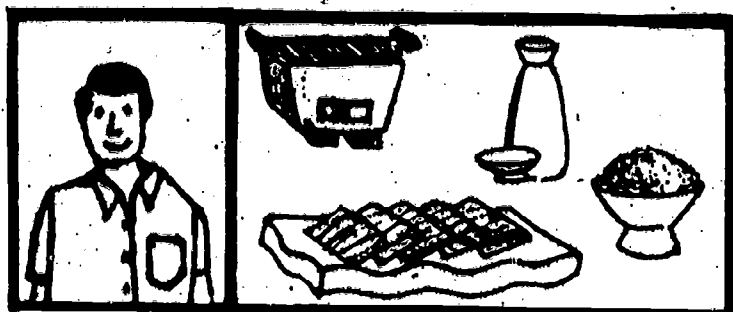
3. S-1: What does Joe like?
S-2: He likes Mexican food.



4. S-1: What does Mrs. Kono like?
S-2: She likes Japanese food.

"Does he like Japanese food?"

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5. S-1: Does Mr. Kono like Japanese food?
S-2: Yes, he does.

7. S-1: Does Jane like Japanese food?
S-2: No, she doesn't.

6. S-1: Does he like American food?
S-2: No, he doesn't.

8. S-1: Does she like American food?
S-2: Yes, she does.

CONTROLLED CONVERSATION

1. S-1: Do you like Chinese food?
S-2: Yes, I do.
S-1: Does he like Chinese food?
C1: Yes, he does.

2. S-1: Do you like Mexican food?
S-2: No, I don't.
S-1: Does she like Mexican food?
C1: No, she doesn't.

READING

- A. Read the names of foods on page 1.
- B. Read the Practice exercises on pages 2 and 3.
- C. Read the Controlled Conversation on this page.
- D. Read:

Mr. and Mrs. Lee are from Hong Kong. They like Chinese food. Their son doesn't like Chinese food. He likes hot dogs and hamburgers. Their daughter likes Chinese food. She likes American food, too.

WRITING

A. Write the questions and answers about the story in Reading.

1. Are Mr. and Mrs. Lee from Hong Kong?

2. Do they like Chinese food?

3. _____

No, he doesn't.

4. What does he like?

5. Does their daughter like Chinese and American food?

B. Write the questions or answers.

1. What _____ she like?

She _____

_____ Japanese food?

No, _____



2. _____ American food?

No, _____

What _____

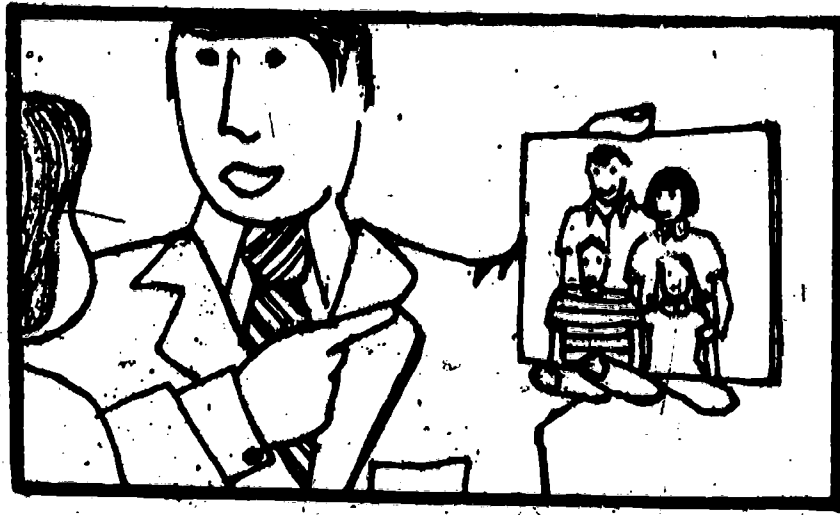
He _____

SECTION II: REVIEW

OBJECTIVE

In this section you will review and practice talking about common ailments, feelings, and types of homes.

A READING LESSON



I'm Jim Garcia. This is my family. We have 2 children. We have a son and a daughter. We rent an apartment. There are 3 bedrooms and 2 bathrooms in our apartment. The rent is \$150 a month. There's a school nearby.

CONTROLLED CONVERSATION

Common Ailments and Feelings

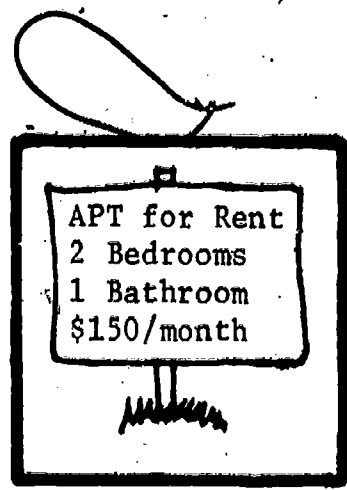
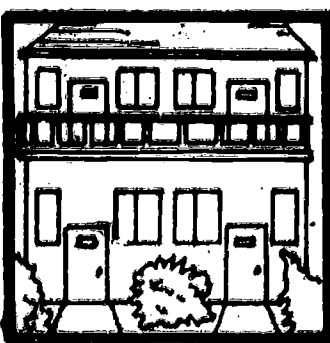


- 1. S-1: What's the matter? S-2: I have a headache. S-1: Do you have a fever? S-2: Yes, I do.



- 2. S-1: What's the matter? S-2: I'm hungry. S-1: Do you want a hamburger? S-2: No, I don't.

Types of Homes



3. S-1: Do you want an apartment?

S-2: Yes, we do.

S-1: How many children do you have?

S-2: We have 1.

4. S-1: How many bedrooms do you have?

S-2: I have 2 (bedrooms).

S-1: How much is the rent?

S-2: It's \$150 a month.

READING

A. Read the Controlled Conversation on pages 5 and 6.

B. Read:

At a Take-out Stand

Mrs. Garcia: Do your children like chicken?

Mrs. Kim: Yes, they do. Joe likes thighs and Lucy likes wings.

Mrs. Garcia: Peter likes breasts. He likes thighs, too.

Mrs. Kim: Does your daughter like thighs?

Mrs. Garcia: No, she doesn't. She likes drumsticks.

WRITING

Write the questions or answers about the Reading.

1. Do Mrs. Kim's children like chicken?

2.

Joe likes thighs and Lucy likes wings.

3. What does Peter like?

4. _____ Mrs. Garcia's daughter _____

No, she _____

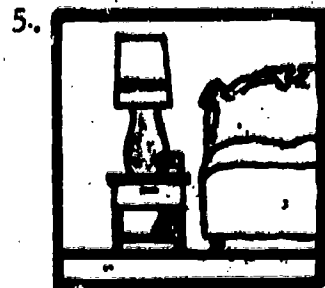
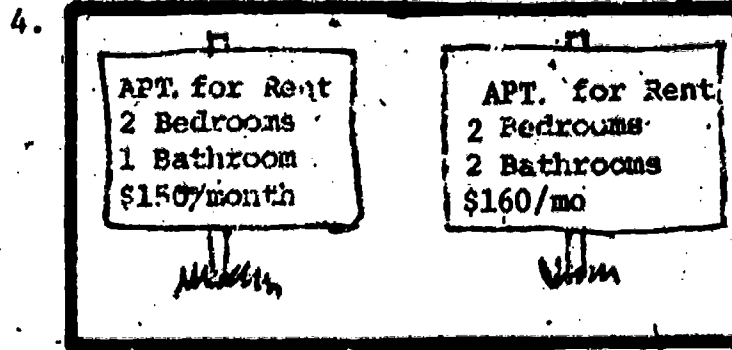
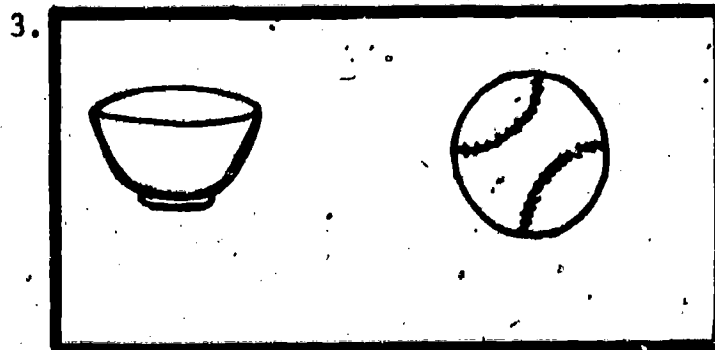
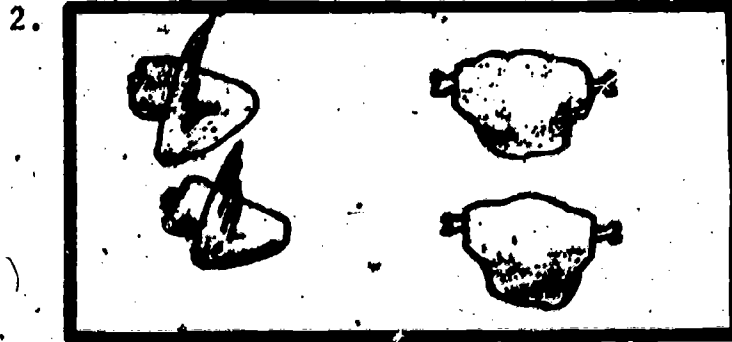
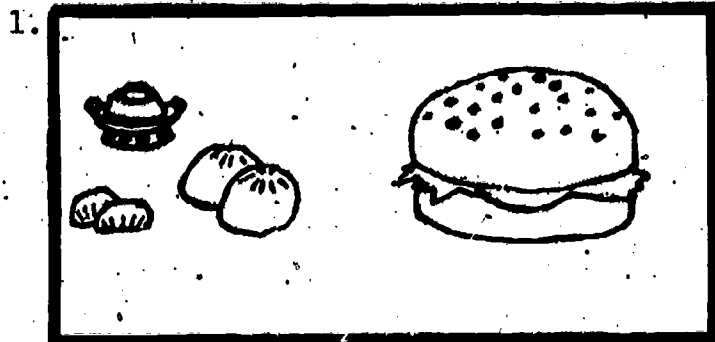
5. What does she like?

LESSON FIFTEEN: STUDENT EVALUATION FORM

I. Oral Exercises

II. LISTENING COMPREHENSION.

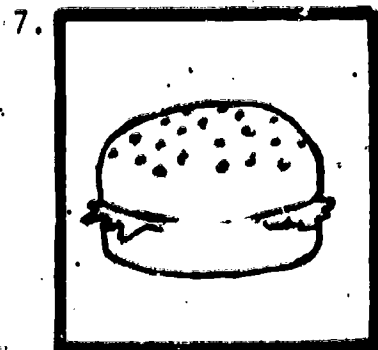
Directions: Listen to the teacher. Circle the correct answer.



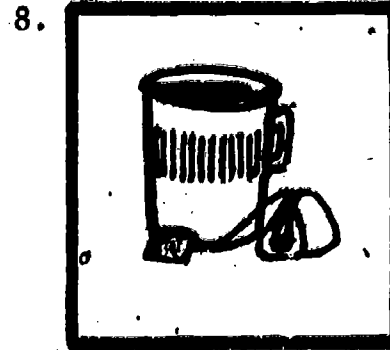
Yes, there is.
Yes, it is.



No, she isn't.
No, she doesn't.



Yes, he is.
Yes, he does.



No, I'm not.
No, I don't.

III. READING

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Directions: Circle the correct answers.

1. _____ he like drumsticks? 2. What does she _____?

Do

Does

Don't

wants

want

likes

3. Ann _____ hungry.

is

has

are

4. Do you want _____?

2 wing

breast

breasts

5. No, he _____.

don't

aren't

doesn't

6. _____ there closets in the apartment?

Is

Are

Do

IV. WRITING

A. Write the correct words in the blanks.

Mr. Garcia _____ a large apartment.

Mr. and Mrs. Garcia _____ 2 children.

_____ are 3 bedrooms in their apartment.

The rent is _____ a month.

Words to Copy

have

wants

There

These

\$180

house

B. Complete the question or answer.

1. Does she want drumsticks?

Yes, _____

2. _____ hungry?

Yes, I am.

3. What _____?

She likes Chinese food.

LESSON FIFTEEN

第十五課

SECTION I: HE LIKES JAPANESE FOOD

第一節：他喜歡日本菜

OBJECTIVE

學習目標

In this section you will learn to
talk about foods of different
countries.

在這一節裡，你們要學習
談論各國的飯菜。

THE DIALOGUE

對話

Mrs. Nelson: Does your husband like
American food?

你的丈夫喜歡美國菜嗎？

Mrs. Kono: No, he doesn't. He likes
Japanese food.

不。他喜歡日本菜。

Mrs. Nelson: What do your children
like?

你孩子喜歡什麼菜？

Mrs. Kono: They like hamburgers and
hot dogs.

他們喜歡牛肉餅麵包
和熱狗。

SECTION II: REVIEW

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第二節：複習

OBJECTIVE

學習目標

In this section you will review and practicing talking about common ailments, feelings, and types of homes.

在這一節裡，你們要複習和練習談論普通病痛，各式的房屋。

A READING LESSON

閱讀課文

This is my family. We have 2 children. We have a son and a daughter. We rent an apartment. There are 3 bedrooms and 2 bathrooms in our apartment. The rent is \$150 a month. There's a school nearby.

這是我的家庭。我有兩個孩子，一個男孩，一個女孩。我們租了一間公寓。這間公寓有三間臥房和兩間浴室。每月租金一百五十元。在附近有一間學校。

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LESSON FIFTEEN: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with drill pictures of types of food of different countries, types of dwellings, parts of a house or apartment, and pictures of ailments and/or appropriate gestures and elicit answers/questions as indicated.

	NUMBER ASKED					PERFORMING ACCEPTABLY				
1. Have students ask "yes-no" question. (Does <u>he</u> want <u>drumsticks</u> ?)	1	2	3	4	5	1	2	3	4	5
2. Have students answer question #1. (Yes, <u>he</u> does/No, <u>he</u> doesn't.)	1	2	3	4	5	1	2	3	4	5
3. Have students ask question. (Are there <u>closets</u> in the apartment?)	1	2	3	4	5	1	2	3	4	5
4. Have students answer question #3. (Yes, there are/No, there aren't.)	1	2	3	4	5	1	2	3	4	5
5. What does <u>he</u> like? (He likes <u>Japanese</u> food.)	1	2	3	4	5	1	2	3	4	5

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

- | | |
|---|--------------------------------|
| 1. He likes Chinese food. | 6. Is she thirsty? |
| 2. Lucy wants thighs. | 7. Does he like American food? |
| 3. It's a bowl. | 8. Do you want some coffee? |
| 4. The rent is \$150 a month. | |
| 5. Is there a bedroom in the apartment? | |

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

LESSON SIXTEEN

OBJECTIVES

Listening Comprehension:

Student will be able to:

1. Identify some common articles of clothing.
2. Identify the descriptive words presented in the lesson.
3. Identify the months of the year and the 1st twelve ordinal numbers.
4. Identify the seasons of the year.

Listening and Speaking:

Student will be able to:

1. Discuss and describe some common articles of clothing.
2. Name the months of the year.
3. Discuss the seasons of the year.
4. Perform the above with acceptable pronunciation.

Reading and Writing:

Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New:

He has a heavy coat.

January is the 1st month of the year.

Review:

What does he have/need?

Does he have/need a new coat?

Yes, he does/No, he doesn't.

Fixed Expression:

Her poor husband!

INSTRUCTIONAL AIDS

Drill pictures:

PI40 - a short dress
PI41 - a long skirt
PI42 - a new suit
PI43 - an old shirt

PI44 - a light jacket
PI45 - a heavy coat
PI46 - Reading (Ann likes pretty dresses)

Transparencies: T60 - a short dress, a long skirt, a new suit, an old shirt
a light jacket, and a heavy coat
T61 - Reading (Ann likes pretty dresses)

T62 - Months of the year
+ Dialogue (I
like summer)

Student handouts: Student leaflets
Student evaluation forms

Lesson guides: Evaluation form

CULTURAL AND STRUCTURAL NOTES

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1. In Tagalog, an adjective can come either before or after the noun: bagong damit (new dress)
damit no bago (dress new).
2. In Spanish, the adjective normally comes after the noun: niña bonita (girl beautiful),
año nuevo (year new)
3. The Asians describe clothing as being "thin/thick" rather than "light/heavy."
4. The Asians form ordinal numbers in a very regular way. Therefore, irregular English ordinals like 1st,
2nd, 3rd, etc. will need special attention.
5. The Chinese, Japanese and Korean speakers use numbers to name the months of the year. For example, March
is "3 month," April is "4 month," etc.

SECTION I: SHE LIKES PRETTY DRESSES

SECTION I: SHE LIKES PRETTY DRESSES

[NOTE: Do not distribute student leaflet until time
for Reading.]

REVIEW

- A. Cue with pictures from previous lessons.
- B. Suggested items for review:
"What does your husband like?"
"Does your son like American food?"
"Do your children like hot dogs?"

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in
this section.

OBJECTIVE

In this section you will learn to ask and answer
questions about some items of clothing.

LISTENING COMPREHENSION

Listening

T cues with E140-145 (T60) and identifies
- Cl listens

T: This is a dress.
It's a short dress.

Listening and Identifying

T asks "yes-no" questions - Cl answers
Gr
St

T: (Show the dress.)
Is this a short dress?
S: Yes, it is.

Listening and Repeating

T cues and models - Cl repeats
Gr
St

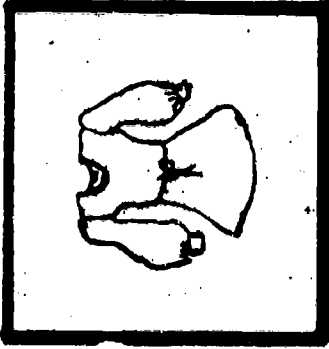
T: (Show the dress.) What's this?
It's a short dress.

Identifying

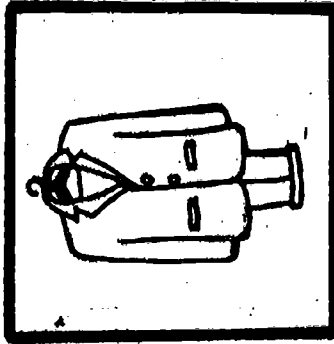
T cues and asks - Cl answers
Gr
St

T: (Show the dress.) What's this?
S: It's a short dress.

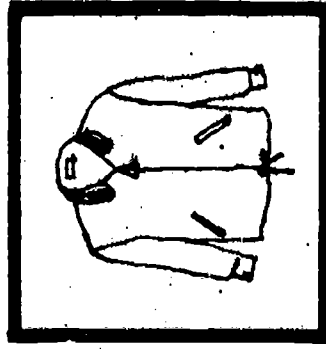
LISTENING COMPREHENSION



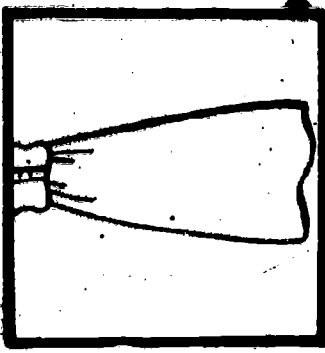
a short dress



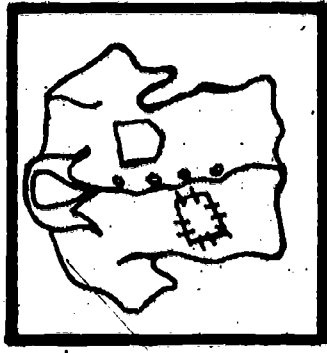
a new suit



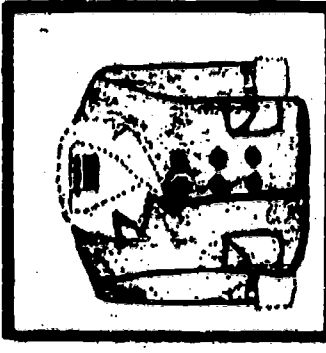
a light jacket



a long skirt



an old shirt



a heavy coat

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READING

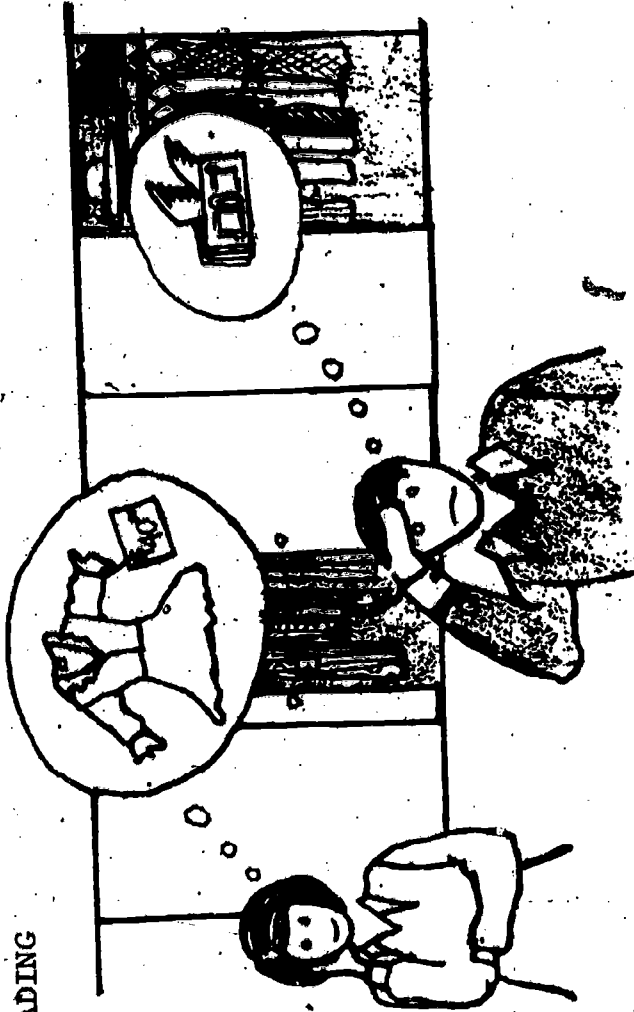
A. Show P146 (T61) and set the scene.

B. Present the Reading.

- 1. T models - CI listens
- 2. T models. - CI repeats
- 3. Take roles: T - CI
Gr - Gr
St - St

C. Ask "yes-no" questions about the story.
[NOTE: Point out the meaning of "her poor husband" in the context of this story.]

D. Show the paragraph on the board or overhead for reading lesson.



Ann likes pretty dresses. She wants a new dress. Ann has many dresses. She doesn't need a new dress. Her poor husband! He has a terrible headache.

PRACTICE

"Ann has a new dress"

A. Substitution Drills

- 1. T: Ann has a new dress.
She
Mrs. Kim
(Indicate a student.)
(etc.)
- 2. T: Ann has a pretty dress.
short
new
(etc.)

PRACTICE

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B. Answer Drill

T asks - Cl
Gr } answers
St

T: What does Ann have?

[NOTE: Point out the use of "has" in "he/she has" and contrast with "I/you/they have."]

"What does Ann have?"

A. Substitution Drill

T: What does Ann have?

Tom
she
(etc.)

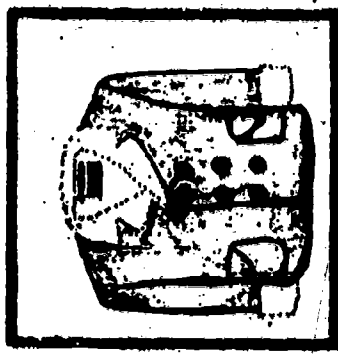
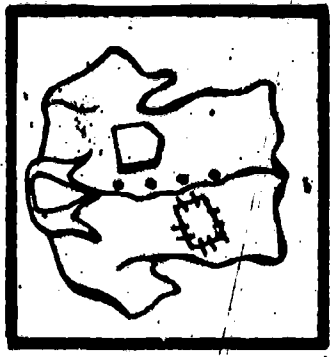
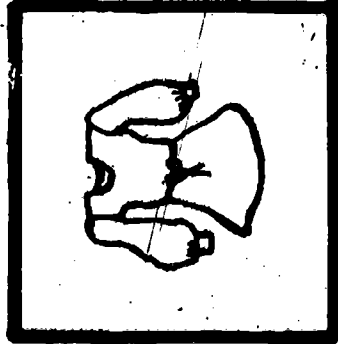
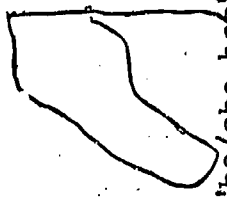
[NOTE: Point out the formation of questions with "have."]

What do you have? I have a new dress.
What does he have? He has a new suit.]

B. Question and Answer Drill

T cues: T } asks - St answers
Gr }
St

OPTIONAL ACTIVITY: Distribute drill pictures among students and have them ask each other questions.



- 1. S-1: What does Ann have?
S-2: She has a short dress.
- 2. S-1: What does Tom have?
S-2: He has an old shirt.
- 3. S-1: What does Tom have?
S-2: He has a heavy coat.
- 4. S-1: What does Ann have?
S-2: She has a light jacket.
- 5. S-1: What does Tom have?
S-2: He has a new shirt.
- 6. S-1: What does Ann have?
S-2: She has a long skirt.

"Tom doesn't have/need a new suit"

Substitution Drills

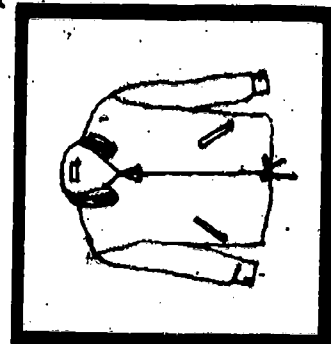
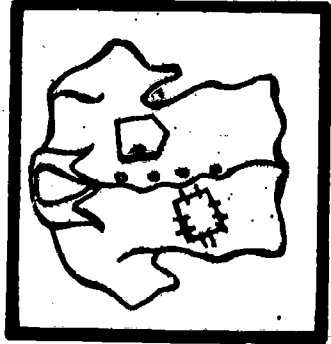
- 1. T: Tom doesn't have a new shirt.
suit
jacket
(etc.)
- 2. T: Ann doesn't need a new dress.
skirt
jacket
(etc.)

"Yes, he does/No, he doesn't"

Contrast the meanings of "have" and "need" with this drill.

T cues and asks - Cl } answers
 Gr }
 St }

OPTIONAL ACTIVITY: Have students ask each other what they have or don't have, and what they need or don't need.



- 7. S-1: Does Tom have a new shirt? 8. S-1: Does Ann have a light jacket?
S-2: No, he doesn't. S-2: Yes, she does.
S-1: Does he need a new shirt? S-1: Does she need a new jacket?
S-2: Yes, he does. S-2: No, she doesn't.

CONTROLLED CONVERSATION

Set the pattern and have students carry on conversation.

CONTROLLED CONVERSATION

- 1. S-1: What does he have?
S-2: He has an old shirt.
S-1: What does he need?
S-2: He needs a new shirt.
- 2. S-1: What does she have?
S-2: She has a light jacket.
S-1: What does she need?
S-2: She needs a heavy jacket.

READING

[NOTE: Have students reopen their leaflets at this time.]

Have students follow the directions as noted in the student leaflet.

READING

- A. Read the names of the items of clothing on page 1.
- B. Read the Practice exercises on page 2.
- C. Read the Controlled Conversation on page 3.

D. Read:

Ann: I want a new coat, Tom.
 Tom: You have many clothes, Ann. Do you need a new coat?
 Ann: I have a light coat. I need a heavy coat.
 Tom: I have a terrible headache!

WRITING

Have students follow the directions as noted in the student leaflet.

WRITING

Write the questions or answers about the dialogue in Reading.

- 1. What does Ann want?

- 2. What does she have?

- 3. Does she have a coat?

- 4. _____

No, she doesn't.

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5. _____

She needs a heavy coat.

6. What does Tom have?

SECTION II: I LIKE SUMMER

[NOTE: Have students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this lesson.

OBJECTIVES

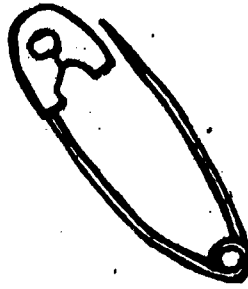
In this section you will:

1. Practice pronunciation.
2. Learn the names of the months.
3. Learn the seasons of the year.

PRONUNCIATION

1. Draw a face on the board and label him "Pete."
2. T holds up a pin and a pen, points to "pete" and models each word - Cl listens
3. Have students say the proper word as you point out the three items.
4. T models the three words - Cl repeats
5. Review the relative positions of the tongue and the degree and shape of the mouth opening in producing these sounds.

6. T models exercise - Cl } repeats
 Gr }
 St }



/I/ a pin
 a pin
 a big pin
 It's a big pin.



/E/ a pen
 a pen
 a red pen
 It's a red pen.



/iy/ Pete
 Pete
 It's Pete.
 Meet Pete.

LISTENING COMPREHENSION

Listening

Show T62 (Top only) or write the names of the months on the board.

T identifies months of the year - Cl listens

T: This is January. It's the 1st month of the year. (Hold up 1 finger.)

[NOTE: This segment of the lesson emphasizes the months of the year. The ordinal numbers will be learned in the Dialogue segment.]

Listening and Identifying

A. T holds up various numbers of fingers and names a month - Cl identifies

T: (Hold up 5 fingers.) It's March.

S: No.

B. T calls out a month - Cl holds up proper number of fingers

T: July.

S: (Holds up 7 fingers.)

Listening and Repeating

T models months of the year - Cl
Gr repeats
St

THE DIALOGUE

Preliminary Activity

A. Listening

T models ordinal numbers - Cl listens

THE DIALOGUE

1. January is the 1st month of the year.
2. February is the 2nd month of the year.
3. March is the 3rd month of the year.

LISTENING COMPREHENSION

THE MONTHS OF THE YEAR

1. January 7. July
2. February 8. August
3. March 9. September
4. April 10. October
5. May 11. November
6. June 12. December

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B. Identifying

T asks "yes-no" questions - C1 reponds

T: Is October the 11th month of the year?

S: No, it isn't.

C. Repeating

T holds up fingers and models - C1 repeats

T: (Hold up 1 finger.)

January is the 1st month of the year.

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4. April is the 4th month of the year.
5. May is the 5th month of the year.
6. June is the 6th month of the year.
7. July is the 7th month of the year.
8. August is the 8th month of the year.
9. September is the 9th month of the year.
10. October is the 10th month of the year.
11. November is the 11th month of the year.
12. December is the 12th month of the year.

Presenting the Dialogue

A. Write the names of the seasons on the board, together with their respective months.

B. Present the dialogue, following the usual procedure.

C. Ask comprehension questions about the dialogue.

D. Show the dialogue on board or overhead for reading practice (T62).

[NOTE: It is not necessary for the students to memorize the months of each season.]

WINTER	SPRING
Dec.	Mar.
Jan.	Apr.
Feb.	May
FALL	SUMMER
Sep.	June
Oct.	July
Nov.	Aug.

Pete: Do you like winter?

Ann: No, I don't. I don't like cold weather.

Pete: What season do you like?

Ann: I like summer. I like the hot weather in July and August.



"January is the 1st month of the year"

A. Substitution Drill

T: January is the 1st month of the year.
February (2nd)
March
(etc.)

B. Answer Drill

T asks - Cl } answers
 Gr }
 St }

T: What's the 1st month of the year?
S: It's January.

"What's the 1st month of the year?"

A. Substitution Drill

T: What's the 1st month of the year?
4th
9th
(etc.)

B. Question and Answer Drill

T cues: Gr } Cl } answers
 St } Gr }
 } St }

"They're March, April, and May"

A. Substitution Drill

T: What are the spring months?
winter
autumn
summer

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"What's the 1st month of the year?"

- | | | |
|-------------|-----------|--------------|
| 1. January | 5. May | 9. September |
| 2. February | 6. June | 10. October |
| 3. March | 7. July | 11. November |
| 4. April | 8. August | 12. December |

1. S-1: What's the 1st 2. S-1: What's the 2nd 3. S-1: What's the 7th month of the year? month of the year? of the year?
- S-2: It's January. S-2: It's February. S-2: It's July.

"They're March, April, and May"



B. Question and Answer Drill

T cues: Gr > asks - St > answers

SPRING

March, April, May

SUMMER

June, July, August

AUTUMN

September, October, November December, January, February

WINTER

- 4. S-1: What are the autumn months? S-1: What are the winter months?
- S-2: They're September, October, and November. S-2: They're December, January, and February.

CONTROLLED CONVERSATION

Set the pattern and have students carry on conversation.

OPTIONAL ACTIVITY

Have students converse with each other about the months of the year and the seasons, using the patterns learned in the lesson.

CONTROLLED CONVERSATION

- 1. S-1: Do you like the winter months? S-1: Do you like the summer months?
- S-2: No, I don't. I don't like cold weather. S-2: No, I don't. I don't like hot weather.
- S-1: What season do you like? S-1: What season do you like?
- S-2: I like spring. S-2: I like autumn.

READING

[NOTE: Have students reopen their leaflets at this time.]

Have students follow the directions as noted in the student leaflet.

READING

- A. Read the names of the months of the year on page 4.
- B. Read the sentences in the Dialogue on page 4.
- C. Read the Practice sentences on page 5.
- D. Read the Controlled Conversation on page 6.

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Have students follow the directions as noted in the student leaflet.

A. Copy the names of the months.

- 1. January _____
- 2. February _____
- 3. March _____
- 4. April _____
- 5. May _____
- 6. June _____
- 7. July _____
- 8. August _____
- 9. September _____
- 10. October _____
- 11. November _____
- 12. December _____

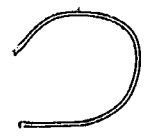
B. Complete the sentences.

- 1. August is the _____ month of the year.
- 2. October is the _____ month of the year.
- 3. April is the _____ month of the year.
- 4. February is the _____ month of the year.
- 5. January is the _____ month of the year.

C. Complete the sentences.

- 1. The spring months are _____
- 2. The autumn months are _____
- 3. The summer months are _____
- 4. The winter months are _____

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LESSON SIXTEEN

SECTION I: SHE LIKES PRETTY DRESSES

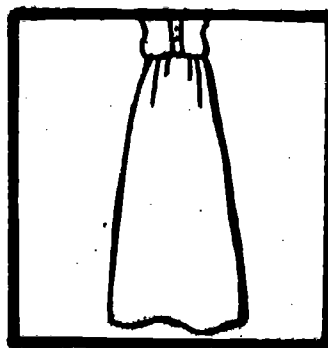
OBJECTIVE

In this section you will learn to ask and answer questions about some items of clothing.

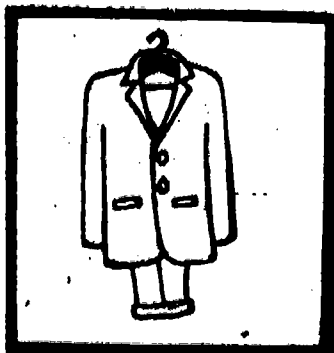
LISTENING COMPREHENSION



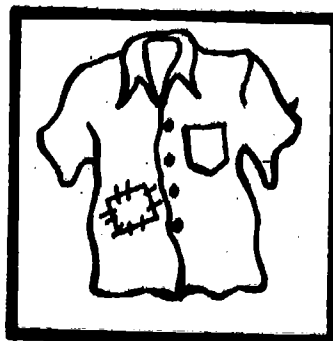
a short dress



a long skirt



a new suit



an old shirt



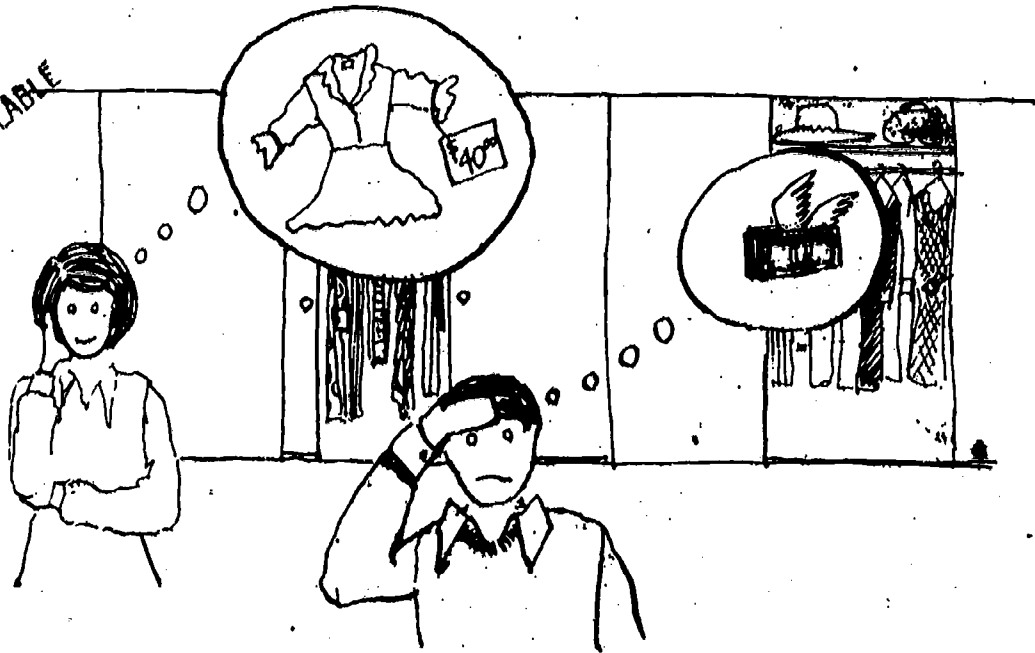
a light jacket



a heavy coat

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

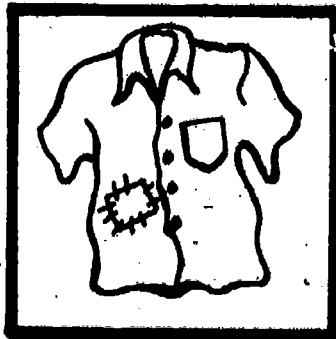
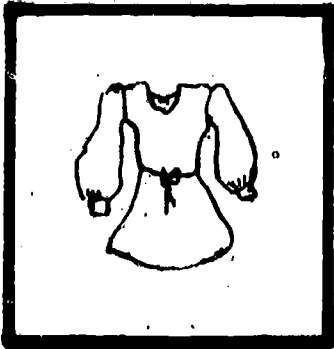
BEST COPY AVAILABLE



Ann likes pretty dresses. She wants a new dress.
Ann has many dresses. She doesn't need a new dress. Her poor husband! He has a terrible headache.

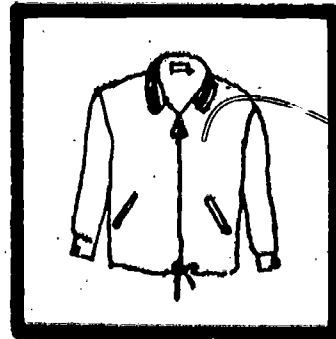
PRACTICE

"What does Ann have?"



- | | | |
|---|--|---|
| 1. S-1: What does Ann have?
S-2: She has a short dress. | 2. S-1: What does Tom have?
S-2: He has an old shirt. | 3. S-1: What does Tom have?
S-2: He has a heavy coat. |
| * | * | * |
| 4. S-1: What does Ann have?
S-2: She has a light jacket. | 5. S-1: What does Tom have?
S-2: He has a new shirt. | 6. S-1: What does Ann have?
S-2: She has a long skirt. |

"Yes, he does/No, he doesn't"



- | | |
|--|---|
| 7. S-1: Does Tom have a new shirt?
S-2: No, he doesn't.
S-1: Does he need a new shirt?
S-2: Yes, he does. | 8. S-1: Does Ann have a light jacket?
S-2: Yes, she does.
S-1: Does she need a new jacket?
S-2: No, she doesn't. |
|--|---|

CONTROLLED CONVERSATION

BEST COPY AVAILABLE

1. S-1: What does he have?

S-2: He has an old shirt.

S-1: What does he need?

S-2: He needs a new shirt.

2. S-1: What does she have?

S-2: She has a light jacket.

S-1: What does she need?

S-2: She needs a heavy jacket.

READING

- A. Read the names of the items of clothing on page 1.
- B. Read the Practice exercises on page 2.
- C. Read the Controlled Conversation on this page.
- D. Read:

Ann: I want a new coat, Tom.

Tom: You have many clothes, Ann. Do you need a new coat?

Ann: I have a light coat. I need a heavy coat.

Tom: I have a terrible headache!

WRITING

Write the questions or answers about the dialogue in Reading.

1. What does Ann want?

2. What does she have?

3. Does she have a coat?

4. _____

No, she doesn't.

5. _____

She needs a heavy coat.

6. What does Tom have?

SECTION II: I LIKE SUMMER

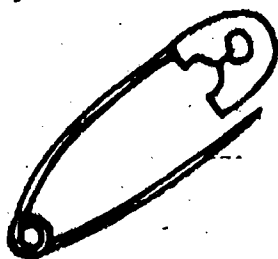
OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn the names of the months.
3. Learn the seasons of the year.

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PRONUNCIATION



/I/ a pin



a pin



a big pin



It's a big pin.



/ɛ/ a pen



a pen



a red pen



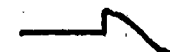
It's a red pen.



/iy/ Pete



Pete



It's Pete



Meet Pete.

LISTENING COMPREHENSION

THE MONTHS OF THE YEAR

- | | | | |
|-------------|----------|--------------|--------------|
| 1. January | 4. April | 7. July | 10. October |
| 2. February | 5. May | 8. August | 11. November |
| 3. March | 6. June | 9. September | 12. December |

THE DIALOGUE

1. January is the 1st month of the year.
2. February is the 2nd month of the year.
3. March is the 3rd month of the year.
4. April is the 4th month of the year.
5. May is the 5th month of the year.
6. June is the 6th month of the year.
7. July is the 7th month of the year.
8. August is the 8th month of the year.
9. September is the 9th month of the year.
10. October is the 10th month of the year.
11. November is the 11th month of the year.
12. December is the 12th month of the year.

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WINTER

SPRING

Dec.
Jan.
Feb.

Mar.
Apr.
May

FALL

SUMMER

Sep.
Oct.
Nov.

June
July
Aug.

Pete: Do you like winter?

Ann: No, I don't. I don't like cold weather.

Pete: What season do you like?

Ann: I like summer. I like the hot weather in July and August.

PRACTICE

"What's the 1st month of the year?"

- | | | | |
|-------------|----------|--------------|--------------|
| 1. January | 4. April | 7. July | 10. October |
| 2. February | 5. May | 8. August | 11. November |
| 3. March | 6. June | 9. September | 12. December |

- | | | |
|---|---|---|
| 1. S-1: What's the 1st month of the year? | 2. S-1: What's the 2nd month of the year? | 3. S-1: What's the 7th month of the year? |
| S-2: It's January. | S-2: It's February. | S-2: It's July. |

"They're March, April, and May"

SPRING

SUMMER

March, April, May

June, July, August

AUTUMN

WINTER

September, October, November

December, January, February

- | | |
|---|--|
| 4. S-1: What are the autumn months?
S-2: They're September, October, and November. | 5. S-1: What are the winter months?
S-2: They're December, January, and February. |
|---|--|

CONTROLLED CONVERSATION

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1. S-1: Do you like the winter months?

S-2: No, I don't. I don't like cold weather.

S-1: What season do you like?

S-2: I like spring.

2. S-1: Do you like the summer months?

S-2: No, I don't. I don't like hot weather.

S-1: What season do you like?

S-2: I like autumn.

READING

- A. Read the names of the months of the year on page 4.
- B. Read the sentences in the Dialogue on page 4.
- C. Read the Practice sentences on page 5.
- D. Read the Controlled Conversation on this page.

WRITING

A. Copy the names of the months.

- | | |
|-------------------|--------------------|
| 1. January _____ | 7. July _____ |
| 2. February _____ | 8. August _____ |
| 3. March _____ | 9. September _____ |
| 4. April _____ | 10. October _____ |
| 5. May _____ | 11. November _____ |
| 6. June _____ | 12. December _____ |

B. Complete the sentences.

- 1. August is the _____ month of the year.
- 2. October is the _____ month of the year.
- 3. April is the _____ month of the year.
- 4. February is the _____ month of the year.
- 5. January is the _____ month of the year.

C. Complete the sentences.

- 1. The spring months are _____
- 2. The autumn months are _____
- 3. The summer months are _____
- 4. The winter months are _____

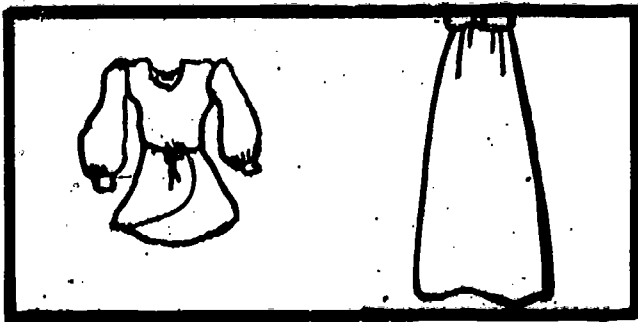
LESSON SIXTEEN: STUDENT EVALUATION FORM

I. Oral Exercises

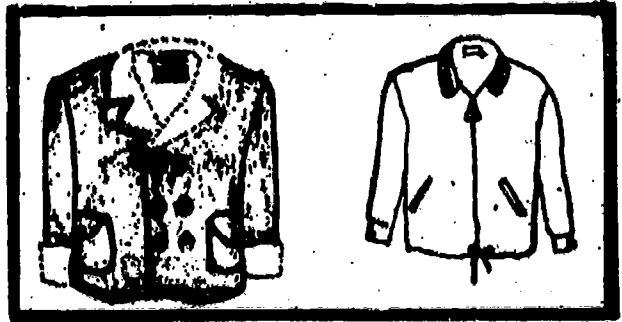
II. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the correct answer.

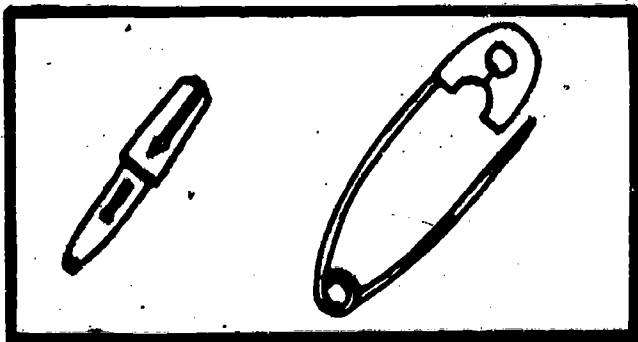
1.



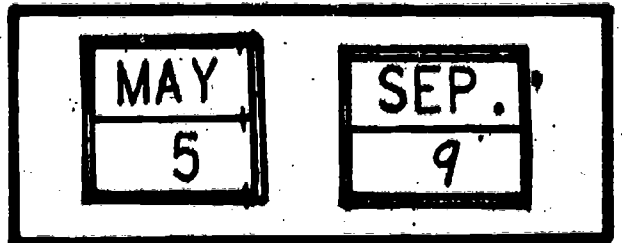
2.



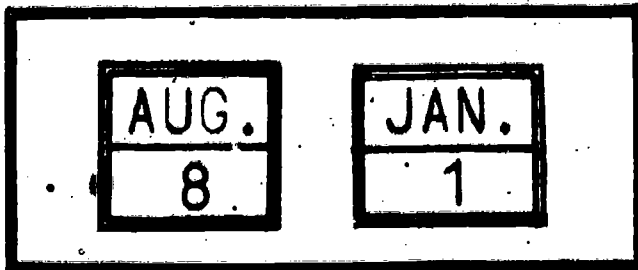
3.



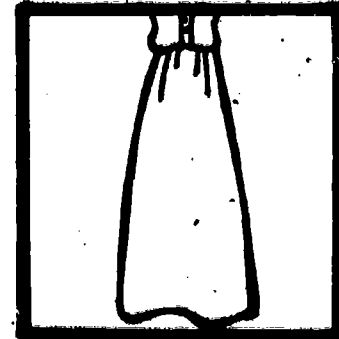
4.



5.



6.



No, she hasn't.
No, she doesn't.

7.



Yes, he does.

Yes, he is.

III. READING

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Directions: Circle the correct answers.

1. Ann _____ a short dress.
have
has
need

2. Does Tom _____ a new suit?
needs
has
have

3. He likes the _____ weather in _____ summer.
cold
hot
rainy

4. _____ is the 8th month of the year.
June
August
October

5. Ann has many dresses. She _____ a new dress.
needs
doesn't need
doesn't needs

IV. WRITING

Directions: Write the correct answers in the blanks.

_____ is the 2nd month of the year. It's
a _____ month. Sue _____ a
light jacket. It's very _____ in winter. She needs
a _____ jacket.

Words to Copy

- June
February
summer
winter
have
has
cold
heavy



LESSON SIXTEEN

第十六課

SECTION I: SHE LIKES PRETTY DRESSES

第一節：她喜歡美麗的衣服

OBJECTIVE

學習目標

In this section you will learn to ask
and answer questions about some items
of clothing.

在這一節，你們要學習
有關衣服的問題。

READING

閱讀

Ann likes pretty dresses. She wants
a new dress. Ann has many dresses.
She doesn't need a new dress. Her poor
husband! He has a terrible headache.

Ann 喜歡花色衣服。她想
要一件新衣服。Ann 有很多
衣服，她不需要新衣服。
她那可憐的丈夫！他頭痛
得很。

SECTION II: I LIKE SUMMER

第二節：她喜歡夏天

OBJECTIVES

學習目標

1. Practice pronunciation.
2. Learn the names of the months.
3. Learn the seasons of the year.

一、練習發音。

二、學習月份的名稱

三、學習季節的名稱

Pete: Do you like winter?

你喜歡冬天嗎？

Ann: No, I don't. I don't like
cold weather.

不喜歡。我不喜歡冷的天氣。

Pete: What season do you like?

你喜歡什麼季節？

Ann: I like summer. I like the hot
weather in July and August.

我喜歡夏天。我喜歡七月
和八月的熱天。

NOTES

應注意事項

1. The sentence, "He has a terrible headache," is used figuratively in this lesson.
2. English, unlike Chinese, does not use numbers to name the twelve months of the year. Students should learn the names of the months.
3. The English ordinal numbers are not as regular as in Chinese. Students should learn how to say the ordinals in English.

- 一、左面英文句子的直譯是“他頭痛得很”，在此表示“他很煩惱。”
- 二、英文不用數目字來稱呼月份。學生應留心熟記英文十二個月份的說法。
- 三、英文的序數構成方法不如中文的那樣有規則。學生應注意學習英文序數的說法和寫法。

LESSON SIXTEEN: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with drill pictures of articles of clothing and names of months of the year and elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED					PERFORMING ACCEPTABLY				
1. What does he have? (He has a <u>new shirt</u> .)	1	2	3	4	5	1	2	3	4	5
2. Have students ask question #1. (What does <u>Ann</u> have?)	1	2	3	4	5	1	2	3	4	5
3. Have students ask questions with "what." (What's the <u>1st</u> month of the year?)	1	2	3	4	5	1	2	3	4	5
4. Have students answer question #3. (<u>January</u> is the <u>1st</u> month of the year.)	1	2	3	4	5	1	2	3	4	5
5. What are the <u>spring</u> months?	1	2	3	4	5	1	2	3	4	5

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

1. She has a short dress.
2. He has a light jacket.
3. She needs a pin.
4. It's the 5th month of the year.
5. It's a summer month.
6. Does she have a short skirt?
7. Does he need a new shirt?

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

LESSON SEVENTEEN

OBJECTIVES

Listening Comprehension: Student will be able to identify occupations of people in the lesson, along with their activities at the present moment.

Listening and Speaking:

Student will be able to:

1. Discuss certain activities going on at the present moment.
2. Discuss what people in certain occupations are doing at the present moment.
3. Shop for specific items.
4. Use the present progressive form of the verb in carrying on above conversations.
5. Perform the above with acceptable pronunciation.

Reading and Writing:

Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New:

What's he/she doing (now)?
What are you doing?
Is he listening?
Are you/they listening?

Review:

What is he/she?
How much is it?

He's/She's studying.
I'm talking.

He's a barber/She's a secretary.
It's only 15 dollars.
That's a pretty dress.
Yes, he is/No, he isn't.
Yes, I am/No, I'm not.
Yes, they are/No, they aren't.

Fixed expressions:

I'm looking for a summer dress.
We're having a sale.

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INSTRUCTIONAL AIDS

Drill pictures:

- P147 - Read : (It's Saturday morning)
- P148 - Pronunciation: ties
- P149 - Faci diagram: /t/ and /θ/
- P150 - a waitress
- P151 - a florist

- Also: P11 - a secretary.
- P21 - a barber
- P40 - a seamstress
- P74 - at the department store
- P75 - a hairdresser (at the beauty shop)

Transparencies:

- T63 - Read : (It's Saturday morning)
- T64 - Pronunciation: /t/ - /θ/ (ties - thighs)
- T65 - a barber, a hairdresser, a seamstress, a secretary, a waitress, a florist
- T66 - Dialogue (A summer dress)

P130 - thighs

Student handouts:

- Student leaflets
- Student evaluation form

Lesson guide:

Evaluation

CULTURAL AND STRUCTURAL NOTES

English	He	is	working.
Chinese	he	(now)	work(ing).
Japanese	(he+subject particle)	(work+object particle)	is
Korean	(he+subject particle)	work+object particle	is+statement particle
Tagalog			she now..
Spanish	(He)	is	working.

1.

From this chart we can make the following observations:

- a. Complicating the learning of the progressive tenses in English for Asians is the use of the verb "to be" with its conjugation
- b. In Chinese, if the time adverb "now" appears in the sentence, the progressive suffix is not necessary to express the present progressive. Thus the Chinese sentence for the above example could be: "She now work."
- c. Most Tagalog verbs have the same form for both the simple present and the present progressive, and only the time adverb "now" can distinguish one from the other.

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2. The Chinese, Japanese, and Filipino have adopted the word "jacket" as a loan word, but use it in referring only to the casual, zip-type garment.

SECTION I: SHE'S CLEANING

SECTION I: SHE'S CLEANING

[NOTE: Do not distribute student leaflets until time for Reading.]

REVIEW

- A. Cue with drill pictures from previous lessons.
- B. Suggested items for review:
 1. "What does Ann have/need/like/want?"
 2. "Does Ann have/need/like/want pretty dresses?"

PRELIMINARY THE OBJECTIVE

OBJECTIVE

Explain briefly what the students will learn in this lesson.

In this section you will learn to discuss some actions that are going on at the moment.

LISTENING COMPREHENSION

LISTENING COMPREHENSION

Listening and Identifying

A. T acts out and identifies the following actions:

- | | |
|-----------|----------|
| standing | walking |
| sitting | reading |
| listening | writing |
| talking | studying |

T: What am I doing now? I'm standing.
I'm talking.

What are you doing now? You're sitting.
You're listening.

B. Teacher acts out and asks "yes-no" questions

Cl	}	answers
Gr		
St		

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T: (Act out reading.) Am I writing?
S: No, you aren't.

C. Repetition Drill

T acts out and models statement

Cl } repeats statement
Gr }
St }

T: What am I doing?
You're standing.

D. Answer Drill

T acts out and asks - Cl } answers
Gr }
St }

T: What am I doing?

E. Repetition Drill

T models question - Cl repeats

F. Question and Answer Drill

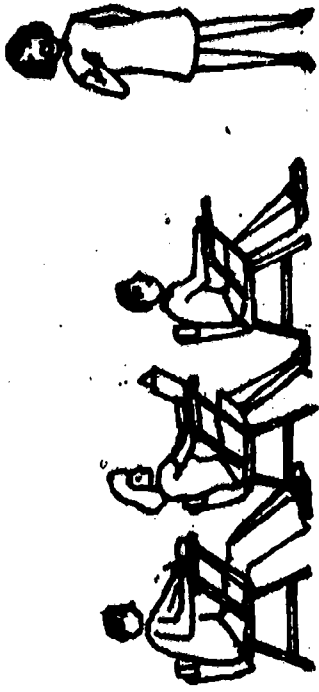
St acts and asks - St answers

S-1: (Walks around.) What am I doing?
S-2: You're walking.

A READING LESSON

- A. Show the reading picture P147 (T63) and set the scene.
- B. Present the paragraph, following usual procedure.
- C. Ask comprehension questions about the story.
- D. Show the paragraph on the board or overhead for reading practice.

[NOTE: If neither is possible, have students open their leaflet for the reading activity only.]



Pete Pat Ted Teacher

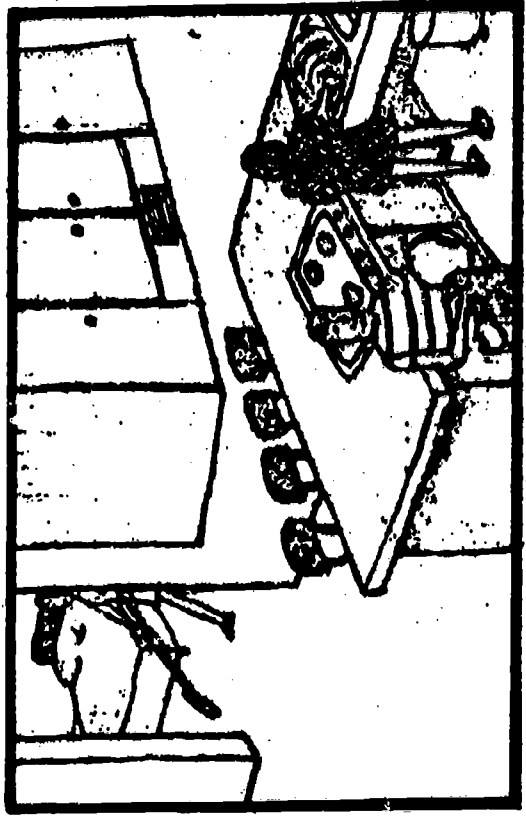
Teacher: I'm standing and talking.

Ted: I'm sitting and listening.

Pat: I'm reading.

Pete: I'm writing.

A READING LESSON



It's Saturday morning. Mrs. Kim is in the bedroom. She's cleaning. Joe and Lucy are in the kitchen. Lucy is washing the dishes and Joe is helping her. Mr. Kim is not at home. He's at work today.

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PRACTICE

"She's cleaning"

A. Substitution Drills

T models and cues - Cl } responds
 Gr }
 St }

B. Answer Drill

T asks - Cl } answers
 Gr }
 St }

T: What's Mrs. Kim doing?
 S: She's cleaning.

"What's Mrs. Kim doing?"

A. Substitution Drill

T models and cues - Cl } responds
 Gr }
 St }

PRACTICE

"She's cleaning"

1. T: She's cleaning.

washing
 working
 helping
 talking

S: She's cleaning.

She's washing.
 She's working.
 She's helping.
 She's talking.

2. T: She's working.

He
 I
 We
 They
 You
 She

S: She's working.

He's working.
 I'm working.
 We're working.
 They're working.
 You're working.
 She's working.

"What's Mrs. Kim doing?"

A. Substitution Drill

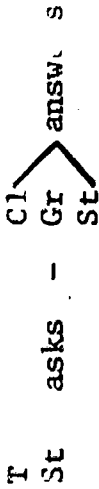
3. T: What's Mrs. Kim doing?
 I
 you
 Pete
 they

S: What's Mrs. Kim doing?
 What am I doing?
 What are you doing?
 What's Pete doing?
 What are they doing?



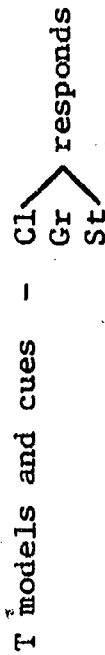
B. Question and Answer Drill

T cues with Reading picture:



"Are you listening?"

A. Substitution Drill



OPTIONAL ACTIVITY

T: Are you listening?
talking?
reading
(etc.)

B. Question and Answer Drill

T cues by pointing to self and to various students: St asks - St answers

B. Question and Answer Drill

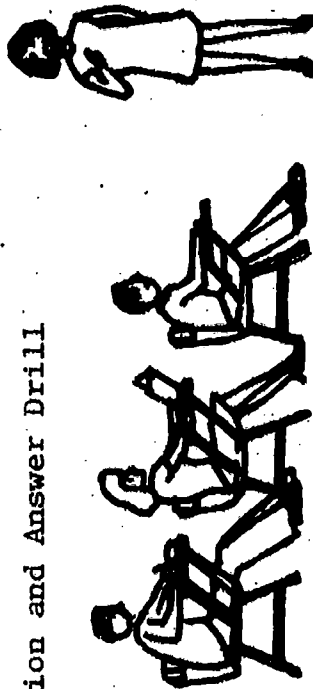
- 4. S-1: What's Mrs. Kim doing? S-1: What's Joe doing?
- S-2: She's cleaning. S-2: He's helping Lucy.
- 6. S-1: What's Lucy doing? S-1: What's Mr. Kim doing?
- S-2: She's washing the dishes. S-2: He's working.

"Are you listening?"

A. Substitution Drill

- 8. T: Are you listening?
she
they
Pete
I
you
- S: Are you listening?
Is she listening?
Are they listening?
Is Pete listening?
Am I listening?
Are you listening?

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B. Question and Answer Drill

Pete Pat Ted Teacher

- 9. S-1: Is Ted listening? S-1: Is Pat talking?
- S-2: Yes, he is. S-2: No, she isn't.
- 11. S-1: Is Ted standing? S-1: Is Pete writing?
- S-2: No, he isn't. S-2: Yes, he is.

MINI-DIALOGUES

MINI-DIALOGUES

T cues and sets patterns for dialogues:
St asks - St answers

1. S-1: Is Mrs. Kim washing
the dishes?

S-2: No, she isn't.

S-1: What is she doing?

S-2: She's cleaning.

2. S-1: Are Joe and Lucy
studying?

S-2: No, they aren't.

S-1: What are they doing?

S-2: They're washing the
dishes.

OPTIONAL ACTIVITY: Have students act out
then ask each other questions about
actions they're performing at the
moment.

READING

[NOTE: Have students open their leaflets at this time.]

A. Have students follow the directions
as noted in the student leaflet.

A. Read the sentences on page 1.

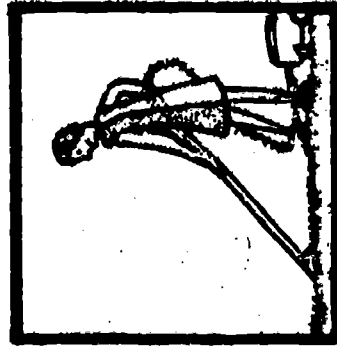
B. Read the Practice exercises on pages 2 and 3.

C. Read the Mini-Dialogues on page 3.

WRITING

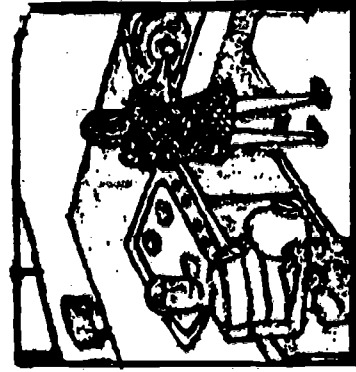
Have students follow the directions
as noted in the student leaflet.

A. Write the questions or answers.



1. Is Mrs. Kim washing the dishes?

2. What is she doing?

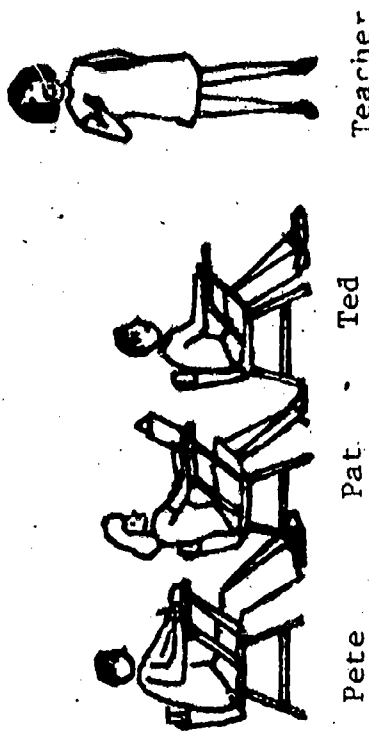


3. Are Joe and Lucy cleaning?

4.

They're washing the dishes.

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5. Are the students sitting?

6. _____
He's listening.

7. _____
She's standing and talking.

8. What's Pat doing?

9. Is Pete writing?

10. What is he doing?

SECTION II: I'M LOOKING FOR A SUMMER DRESS

[NOTE: Have students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

SECTION II: I'M LOOKING FOR A SUMMER DRESS

[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn to discuss what people in various jobs are doing at the moment.

PRONUNCIATION

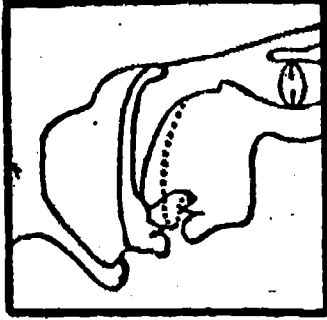
1. T shows pictures P130 (thighs) and P148 (ties) or T64 and models - C1 listens
2. Have students point to the proper picture as you say the words.
3. T models - C1 repeats
4. Have students say the proper word as you hold up the pictures.
5. Using facial diagram P149 (T64), point out the relative positions of the tip of the tongue in producing these sounds.

6. T models exercise - C1 }
 Gr } ref
 St }

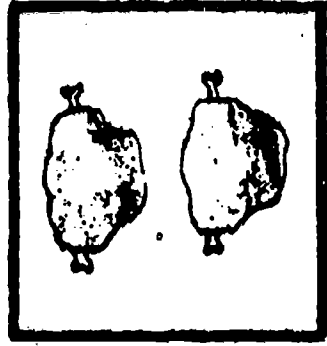
PRONUNCIATION



/t/ ties



/t/—/θ/....



/θ/ thighs

ties
 They're ties.

thighs
 They're thighs.

They're old ties.

They're fat thighs.

What's the matter?

I'm thirsty.

What's the tenth month?

It's October.

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LISTENING COMPREHENSION

[NOTE: Use drill pictures P11, 21, 40, 75, 150, and 151 (T65) as cues.]

Listening

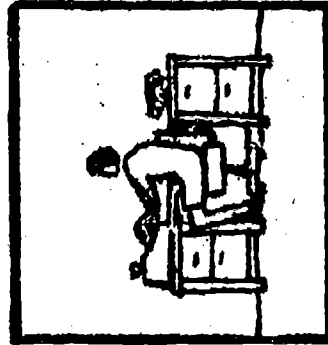
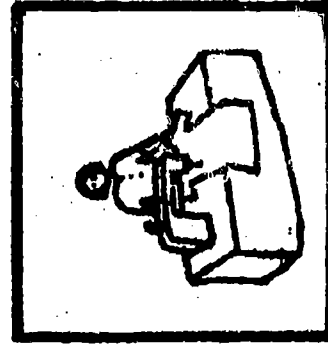
T identifies - C1 listens

T: She's a seamstress.
 She's sewing a dress.

Identifying

A. T cues and asks identity - C1 responds

LISTENING COMPREHENSION



She's a seamstress.
 She's sewing a dress.

She's a secretary.
 She's typing a letter.

She's a waitress.
 She's taking an order.

T: Is she a seamstress?
 S: Yes, she is/No, she isn't.

B. T cues and asks about action - Cl responds

T: Is she sewing a dress?
 S: Yes, she is/No, she isn't.

Repeating

T cues and models - Cl repeats response

T: What is she? She's a seamstress.

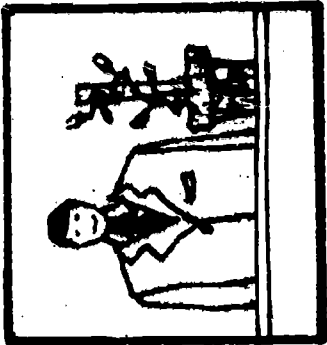
What's she doing now? She's sewing a dress.



He's a barber.
 He's giving a haircut.



She's a hairdresser.
 She's giving a shampoo.



He's a florist.
 He's selling flowers.

PRACTICE

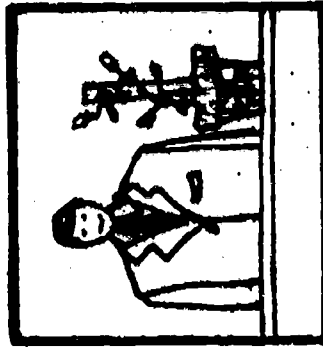
"What's the waitress doing?"

A. Substitution Drill

T: She's taking an order.
 giving a shampoo
 selling flowers
 (etc.)

B. Question and Answer Drill

T cues: St asks - St answers



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1. S-1: What's the waitress doing? 2. S-1: What's the florist doing?
 S-2: She's taking an order. S-2: He's selling flowers.

* * *

3. S-1: What's the seamstress doing?
 S-2: She's sewing a dress.
4. S-1: What's the secretary doing?
 S-2: She's typing a letter.

MINI-DIALOGUES

T cues and sets pattern:

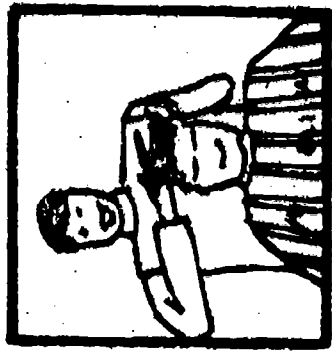
St asks - St answers

OPTIONAL ACTIVITY: Have students carry on conversations about the occupations and present activities of members of their families.

MINI-DIALOGUES



- 1. S-1: What is she?
- S-2: She's a hairdresser.
- S-1: What's she doing?
- S-2: She's giving a shampoo.



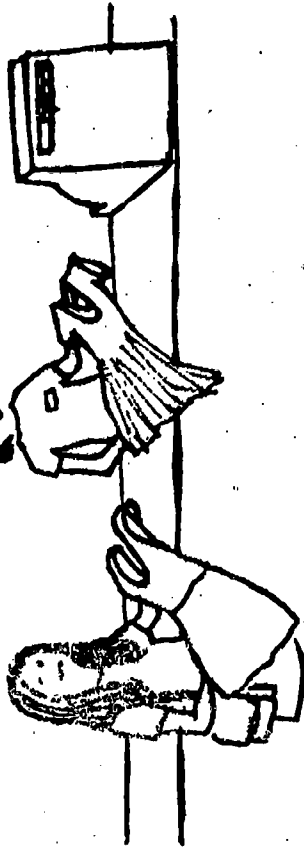
- 2. S-1: What is he?
- S-2: He's a barber.
- S-1: What's he doing?
- S-2: He's giving a haircut.

THE DIALOGUE

- A. Show P74 (T66) and read the introductory sentences to set the scene.
- B. Follow the usual procedure for presenting the dialogue.
- C. Ask comprehension questions about the story.
- D. Show the dialogue on the board or overhead for reading practice.

[NOTE: Explain the meanings of "looking for" and "having a sale."]

THE DIALOGUE



Ann is shopping at the department store. A saleslady is helping her.

Ann: I'm looking for a summer dress.

Saleslady: That's a pretty dress.

Ann: How much is it?

Saleslady: It's only 15 dollars. We're having a sale today.

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PRACTICE

PRACTICE

"I'm looking for a dress"

A. Substitution Drills

1. T: I'm looking for a dress.
shirt
jacket
(etc.)

2. T: He's looking for a coat.
She
I
(etc.)

B. Answer Drill

T asks - CI
Gr } answers
St }

T: What are you looking for?
S: I'm looking for a dress.

"What are you looking for?"

A. Substitution Drill

T: What are you looking for?
she
they
(etc.)

B. Question and Answer Drill

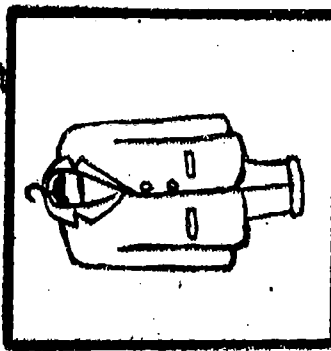
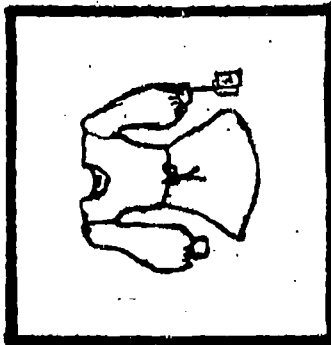
T cues: T CI } answers
St asks - Gr }
St

OPTIONAL DRILL

T: Ann is shopping at the department store.
market
take-out stand
(etc.)

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"What are you looking for?"



1. S-1: What are you looking for? S-1: What are you looking for?
S-2: I'm looking for a dress. S-2: I'm looking for a suit.

MINI-DIALOGUES

T sets pattern and cues:

St asks - St answers

MINI-DIALOGUES

- 1. S-1: I'm looking for a winter coat.
- S-2: This is a heavy coat.
- S-1: How much is it?
- S-2: It's only 50 dollars.

- 2. S-1: I'm looking for a spring jacket.
- S-2: This is a light jacket.
- S-1: How much is it?
- S-2: It's only 10 dollars.

READING

[NOTE: Have students reopen their leaflets at this time.]

Have students follow the directions as noted in the student leaflet.

READING

- A. Read the occupations and activities on pages 5 and 6.
- B. Read the Practice exercises on pages 6 and 7.
- C. Read the Mini-dialogues on pages 6 and 7.

WRITING

Have students follow the directions as noted in the student leaflet.

WRITING

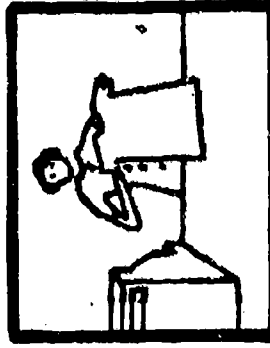
Write the correct questions or answers.



- 1. Is the hairdresser giving a haircut?

What's she doing?

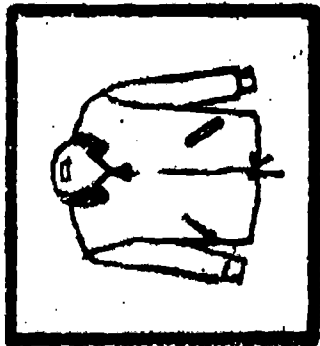
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- 2. _____ selling flowers?

No, she isn't.

She's selling dresses.



3. Are you looking for a shirt?

No, _____

What are you looking for?

4. _____ a suit?

No, he isn't.

He's looking for a coat.

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LESSON SEVENTEEN

SECTION I: SHE'S CLEANING

OBJECTIVE

In this section you will learn to discuss some actions that are going on at the moment.

LISTENING COMPREHENSION



Pete



Pat



Ted



Teacher

Teacher: I'm standing and talking.

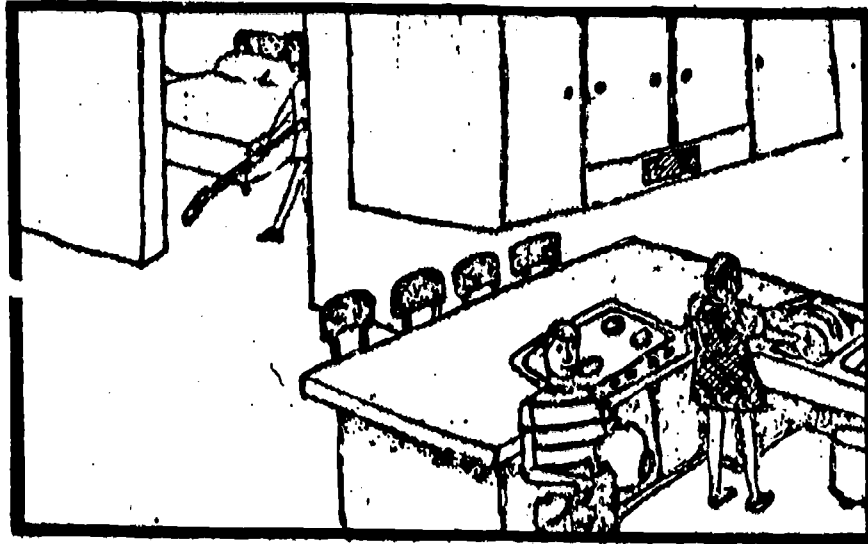
Ted: I'm sitting and listening.

Pat: I'm reading.

Pete: I'm writing.

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

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It's Saturday morning. Mrs. Kim is in the bedroom. She's cleaning. Joe and Lucy are in the kitchen. Lucy is washing the dishes and Joe is helping her. Mr. Kim is not at home. He's at work today.

PRACTICE

"She's cleaning"

1. T: She's cleaning.
washing
working
helping
talking

S: She's cleaning.
She's washing.
She's working.
She's helping.
She's talking.

2. T: She's working.
He
I
We
They
You
She

S: She's working.
He's working.
I'm working.
We're working.
They're working.
You're working.
She's working.

"What's Mrs. Kim doing?"

A. Substitution Drill

3. T: What's Mrs. Kim doing?
I
you
Pete
they

S: What's Mrs. Kim doing?
What am I doing?
What are you doing?
What's Pete doing?
What are they doing?

B. Question and Answer Drill

4. S-1: What's Mrs. Kim doing?
S-2: She's cleaning.

5. S-1: What's Joe doing?
S-2: He's helping Lucy.

6. S-1: What's Lucy doing?
S-2: She's washing the dishes.

7. S-1: What's Mr. Kim doing?
S-2: He's working.



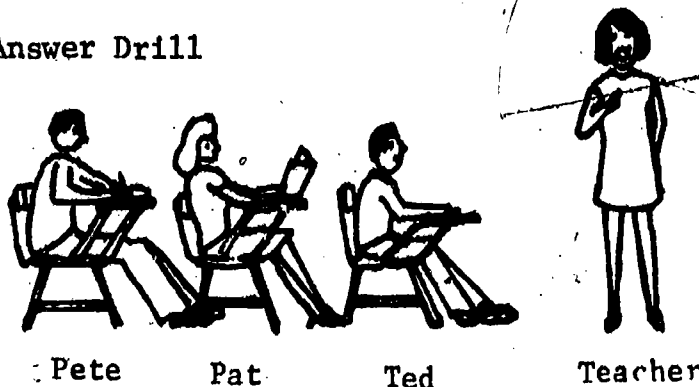
"Are you listening?"

A. Substitution Drill

8. T: Are you listening?
she
they
Pete
I
you

S: Are you listening?
Is she listening?
Are they listening?
Is Pete listening?
Am I listening?
Are you listening?

B. Question and Answer Drill



9. S-1: Is Ted listening?
S-2: Yes, he is.

10. S-1: Is Pat talking?
S-2: No, she isn't.

11. S-1: Is Ted standing?
S-2: No, he isn't.

12. S-1: Is Pete writing?
S-2: Yes, he is.

MINI-DIALOGUES

1. S-1: Is Mrs. Kim washing the dishes?
S-2: No, she isn't.
S-1: What is she doing?
S-2: She's cleaning.

2. S-1: Are Joe and Lucy studying?
S-2: No, they aren't.
S-1: What are they doing?
S-2: They're washing the dishes.

READING

A. Read the sentences on page 1.

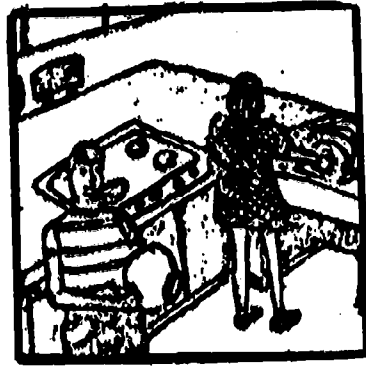
B. Read the Practice exercises on pages 2 and 3.

C. Read the Mini-Dialogues on this page.

WRITING

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A. Write the questions or answers.



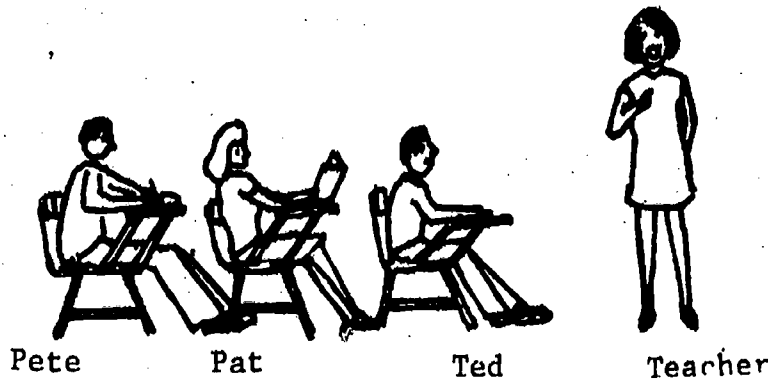
1. Is Mrs. Kim washing the dishes?

2. What is she doing?

3. Are Joe and Lucy cleaning?

4.

They're washing the dishes.



Pete

Pat

Ted

Teacher

5. Are the students sitting?

6.

He's listening.

7.

She's standing and talking.

8. What's Pat doing?

9. Is Pete writing?

10. What is he doing?

SECTION II: I'M LOOKING FOR A SUMMER DRESS

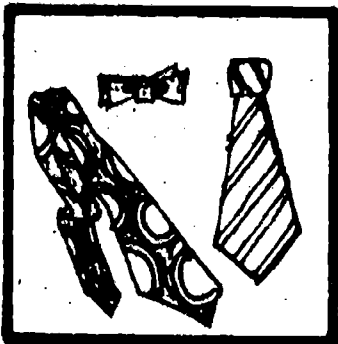
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

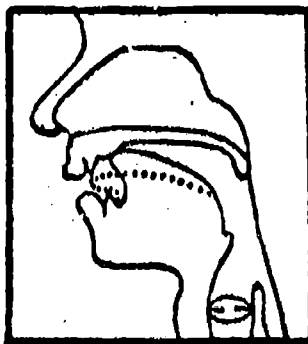
In this section you will:

1. Practice pronunciation.
2. Learn to discuss what people in various jobs are doing at the moment.

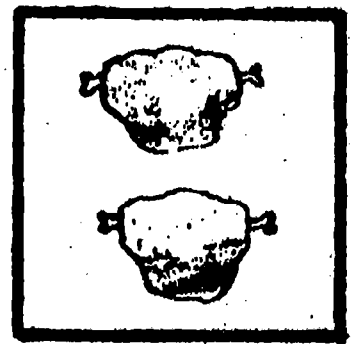
PRONUNCIATION



/t/ ties



/t/ — /θ/ ····

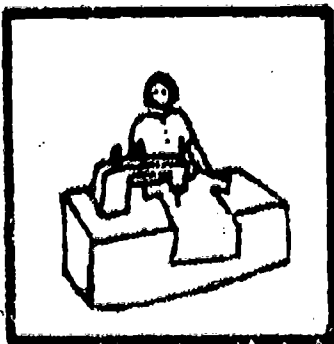


/θ/ thighs

ties
 They're ties.
 They're old ties.
 What's the matter?
 What's the tenth month?

thighs
 They're thighs.
 They're fat thighs.
 I'm thirsty.
 It's October.

LISTENING COMPREHENSION



She's a seamstress.
She's sewing a dress.



She's a secretary.
She's typing a letter.



She's a waitress.
She's taking an order.

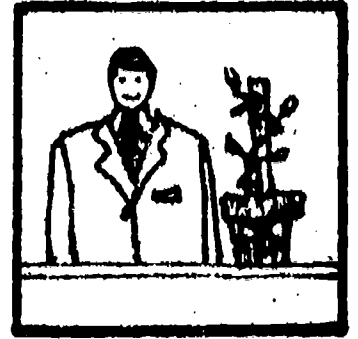
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He's a barber.
He's giving a haircut.



She's a hairdresser.
She's giving a shampoo.



He's a florist.
He's selling flowers.

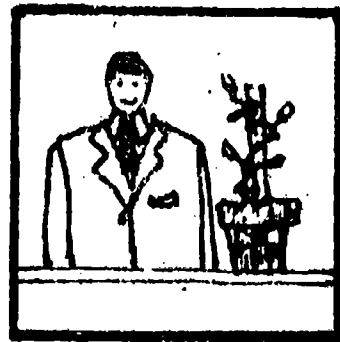
PRACTICE

"What's the waitress doing?"



- 1. S-1: What's the waitress doing?
S-2: She's taking an order.

*



- 2. S-1: What's the florist doing?
S-2: He's selling flowers.

*

*

- 3. S-1: What's the seamstress doing?
S-2: She's sewing a dress.

- 4. S-1: What's the secretary doing?
S-2: She's typing a letter.

MINI-DIALOGUES



- 1. S-1: What is she?
S-2: She's a hairdresser.
S-1: What's she doing?
S-2: She's giving a shampoo.



- 2. S-1: What is he?
S-2: He's a barber.
S-1: What's he doing?
S-2: He's giving a haircut.

THE DIALOGUE

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Ann is shopping at the department store. A saleslady is helping her.

Ann: I'm looking for a summer dress.

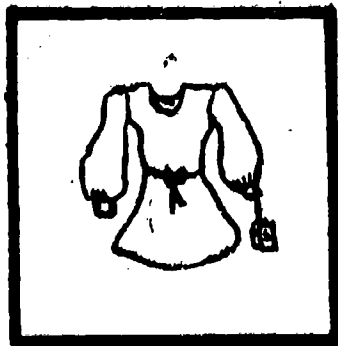
Saleslady: That's a pretty dress.

Ann: How much is it?

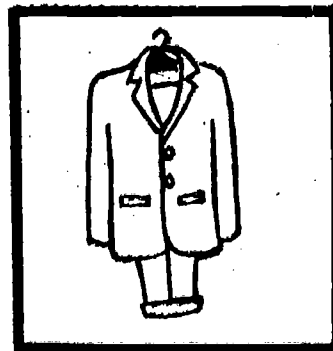
Saleslady: It's only 15 dollars. We're having a sale today.

PRACTICE

"What are you looking for?"



1. S-1: What are you looking for?
S-2: I'm looking for a dress.



2. S-1: What are you looking for?
S-2: I'm looking for a suit.

MINI-DIALOGUES

1. S-1: I'm looking for a winter coat.
S-2: This is a heavy coat.
S-1: How much is it?
S-2: It's only 50 dollars.

2. S-1: I'm looking for a spring jacket.
S-2: This is a light jacket.
S-1: How much is it?
S-2: It's only 10 dollars.

READING

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- A. Read the occupations and activities on pages 5 and 6.
- B. Read the Practice exercises on pages 6 and 7.
- C. Read the Mini-dialogues on pages 6 and 7.

WRITING

Write the correct questions or answers.



1. Is the hairdresser giving a haircut?

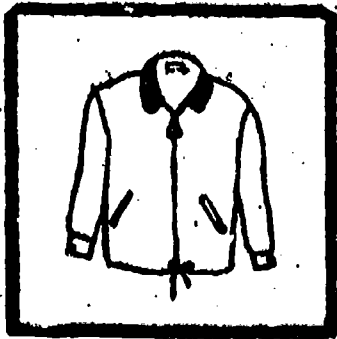
What's she doing?



2. _____ selling flowers?

No, she isn't.

She's selling dresses.



3. Are you looking for a shirt?

No, _____

What are you looking for?



4. _____ a suit?

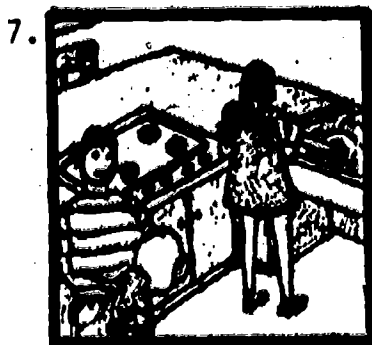
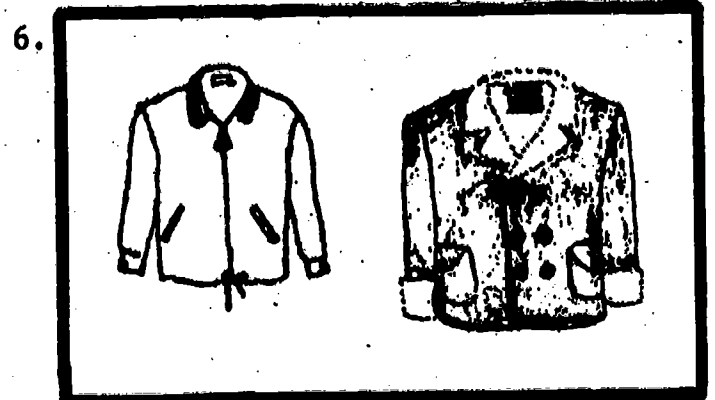
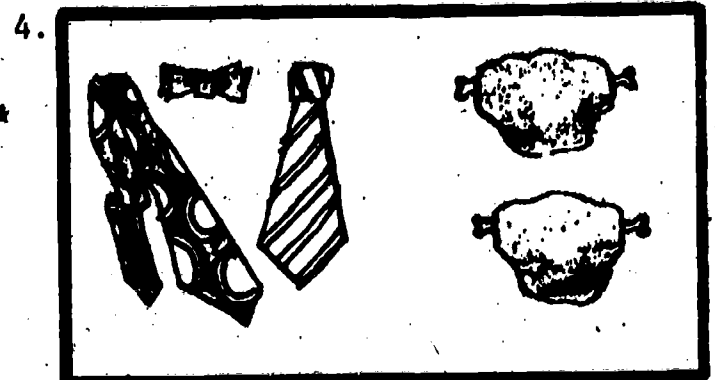
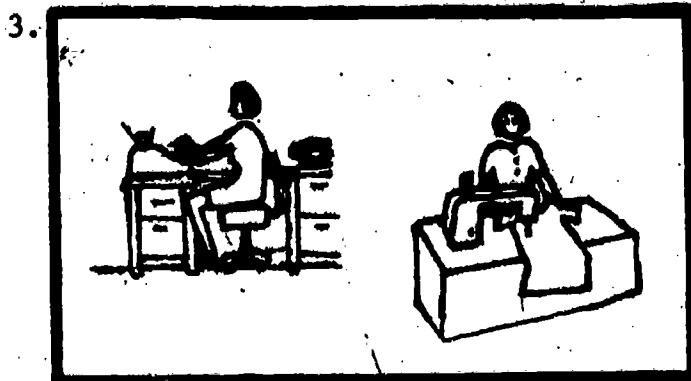
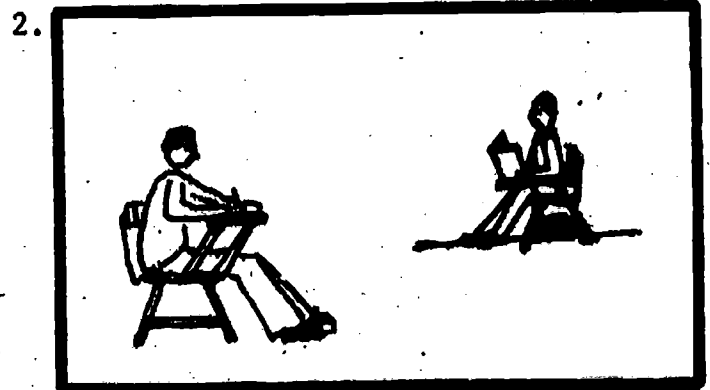
No, he isn't.

He's looking for a coat.

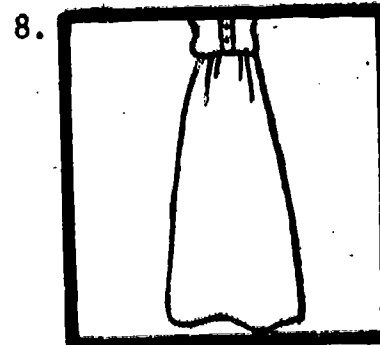
LESSON SEVENTEEN: STUDENT EVALUATION FORM

I. Oral Exercise

II. LISTENING COMPREHENSION



Yes, they are.
Yes, they do.



No, she doesn't.
No, she isn't.

III. READING

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Directions: Circle the correct answer.

1. _____ he doing?

- Does
- What's
- What are

2. Ted is _____.

- stands
- stand
- standing

3. _____ they studying?

- Do
- Are
- What

4. The _____ is giving a shampoo.

- seamstress
- secretary
- hairdresser

5. Is she talking? Yes, she _____.

- does
- is
- do

IV. WRITING

Directions: Complete the question or answer.



1. a. Is the waitress typing a letter?

No, _____

b. What's she doing?

She's _____



2. a. _____ a florist?

Yes, he is.

b. _____

He's selling flowers.

LESSON SEVENTEEN

SECTION I: SHE'S CLEANING

OBJECTIVE

In this section you will learn to discuss some actions that are going on at the moment.

A READING LESSON

It's Saturday Morning.

Mrs. Kim is in the bedroom. She's cleaning. Joe and Lucy are in the kitchen. Lucy is washing the dishes and Joe is helping her. Mr. Kim is not at home. He's at work today.

SECTION II: I'M LOOKING FOR A
SUMMER DRESS

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn to discuss what people in various jobs are doing at the moment.

第十七課

第一節：她正在打掃

學習目標

在這一節，你們要學習一些正在進行的活動。

閱讀

星期六早上，Kim太太在臥室裡。她正在打掃。Joe和Lucy都在廚房。Lucy正在洗盤子，Joe在幫她。Kim先生不在家。今天他工作。

第二節：我在找一件夏天穿的衣服

學習目標

在這一節，你們要：
一、練習發音。
二、學習談論各種行業的人正在做的事情。

對話

Ann is shopping at the department store. A saleslady is helping her.

Ann 正在一間百貨公司買東西。一位女售貨員正在幫她。

Ann: I'm looking for a summer dress.

我在找一件夏天穿的衣服。

Saleslady: That's a pretty dress.

那是一件很好看的衣服。

Ann: How much is it?

多少錢?

Saleslady: It's only 15 dollars. We're having a sale today.

只賣十五塊錢。我們今天大減價。

NOTES

應注意事項

1. The English present progressive tense is used to express present moment activity. It is formed by using the present forms of "be" before the verb and adding the suffix "-ing" to the verb. Examples:

一. 英文的現在進行式是用來表示現在正在進行的活動。其構成方法是在動詞前面加一個 "verb to be" 又在動詞後面加上字尾 -ing。例如:

- stand 站
- I am standing. 我正在站着。
- read 看書
- He is reading. 他正在看書。

2. In English, the term "jacket" can refer to a part of a suit or to the casual, zip-type garment.

二. 英文的 "jacket" (茄克) 可指西裝的上衣, 或是一般較普通運動型的上衣 (通常有拉鍊)

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LESSON SEVENTEEN: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with drill pictures of items of clothing, occupations, activities going on at the moment and/or appropriate gestures and elicit answers/questions as indicated.

	NUMBER ASKED					PERFORMING ACCEPTABLY				
	1	2	3	4	5	1	2	3	4	5
1. Have students ask question. (What's <u>she</u> doing?)										
2. Have students answer question #1. (She's <u>giving a shampoo.</u>)										
3. Have students ask "yes-no" question. (Is <u>he</u> listening?)										
4. Have students answer question #3. (Yes, <u>he</u> is/ No, <u>he</u> isn't?)										
5. Have students ask question. (What <u>are you</u> looking for?)										
6. Have students answer question #5. (<u>I'm</u> looking for <u>a coat.</u>)										

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

- | | |
|------------------------|---------------------------------------|
| 1. I'm cleaning. | 5. She's taking an order. |
| 2. He's writing. | 6. She's looking for a winter coat. |
| 3. She's a seamstress. | 7. Are they washing the dishes? |
| 4. They're ties. | 8. Is she looking for a summer dress? |

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

LESSON EIGHTEEN

OBJECTIVES

Listening Comprehension: Student will be able to:

1. Identify some driving activities.
2. Identify some activities as swimming, diving, and drawing.

Listening and Speaking: Student will be able to:

1. Give an appropriate response upon being asked to identify lesson activities.
2. Discuss some driving activities.
3. Discuss activities that one is learning to perform.
4. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New: Is she taking driving lessons?

What are you/is he learning to do? I'm/He's learning to drive.

Review: What are you/is he doing? I'm/He's drawing.
Yes, he is/No, he isn't.

INSTRUCTIONAL AIDS

Drill pictures:

P152 - Reading (He's parking the car now)

P153 - Pronunciation: Put it into the hole

P154 - Pronunciation: Put it into the hole

P155 - Facial diagram: / U / and / ə /

P156 - Reading (He's learning to dive)

Transparencies:

T67 - I'm steering, shifting, slowing down, making a right turn, making a left turn

T68 - Pronunciation: /U/ - /ə/ (put - putt)

T69 - Reading (He's parking the car now) + (He's learning to dive)

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Student handouts: Student leaflet
Student evaluation form

Lesson guide: Evaluation form

CULTURAL AND STRUCTURAL NOTES

1. In Asian countries, owning a car is still considered a luxury. Japan is probably the only exception. Since few Asians know how to drive when they come to the United States, the driving activities introduced in this lesson will be new and unfamiliar to them.
2. There are certain verbs in English which are followed by infinitives (learn, want, hope, etc.). This structure is difficult for the Chinese, Japanese, and Koreans, who have the tendency to drop the "to" in the infinitive.

English	I	am	learning	to	drive.	
Chinese	I		learn		drive.	
Japanese	(I + subject particle)				drive+object particle	learn+progressive particle
Korean	(I + subject particle)				drive+object particle	learn+progressive particle
Tagalog			learning	I	to	drive.
Spanish	I	am	learning	to	drive.	is

SECTION I: HE'S PARKING THE CAR NOW

[NOTE: Do not distribute student leaflets until time for Reading.]

REVIEW

- A. Cue with drill pictures from previous lessons.
- B. Suggested items for review:
 1. "What are you doing now?"
 2. "What's he/she doing now?"
 3. "Are you/is he working now?"

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

OBJECTIVES

In this section you will learn:

1. The names of some driving activities.
2. To ask each other questions about these activities.

LISTENING COMPREHENSION

Listening

T acts out driving activities and models
- Cl listens and observes

[NOTE: Simulate the various activities, such as steering, shifting, etc.]

T: (Act out steering.) I'm steering.

Identifying

T acts out and asks "yes-no" questions
- Cl identifies

T: (Act out steering.) Am I steering?

Repeating

T simulates action and models

Cl	}	action
Gr		and words
St		

T: (Act out steering.) I'm steering.

Answering

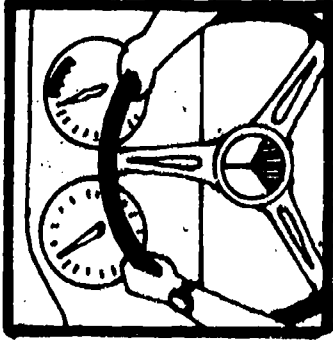
T simulates action and asks

Cl	}	identifies
Gr		
St		

T: (Act out shifting.) What am I doing?
S: You're shifting.

LISTENING COMPREHENSION

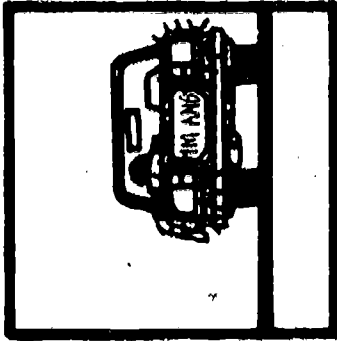
I'm learning to drive.



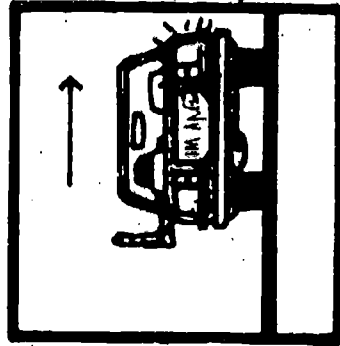
I'm steering.



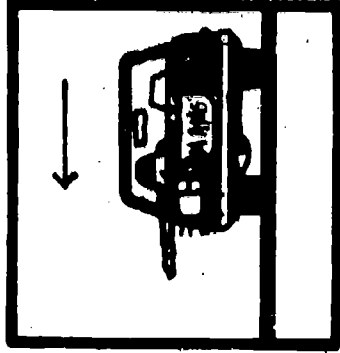
I'm shifting.



I'm slowing down.



I'm making a right turn.



I'm making a left turn.

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OPTIONAL ACTIVITIES

1. Call out an action and have volunteers simulate the activity.

T: Steer.

S: (Acts out steering.)

2. Have students call out the action for volunteers to simulate.

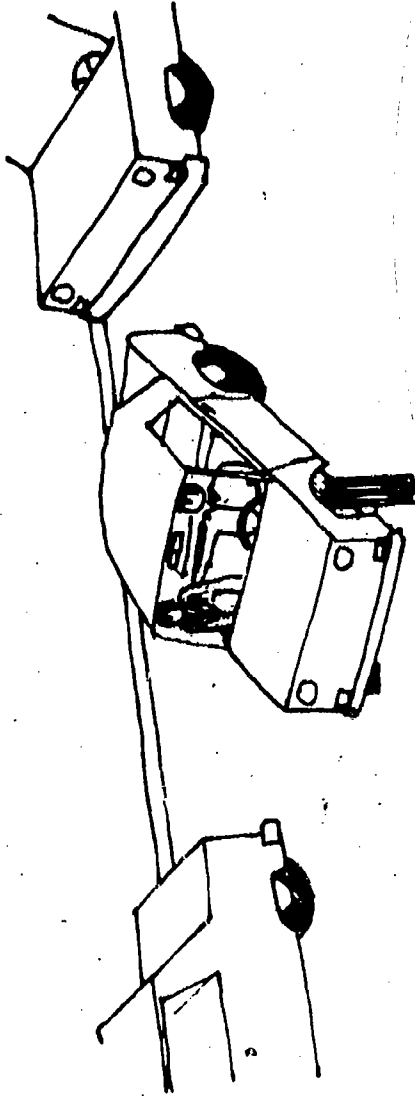
A READING LESSON

A. Show picture P152 (T69) and set the scene for the reading lesson.

B. Follow the usual procedure for presenting a reading lesson.

C. Show the story on the board or overhead, or have the students open their leaflets after the oral practice.

A READING LESSON



Sam Lee has a new car. He is at a driving school today. He is learning to drive. He is parking the car now. His teacher is helping him.

PRACTICE

"He's steering"

A. Substitution Drills

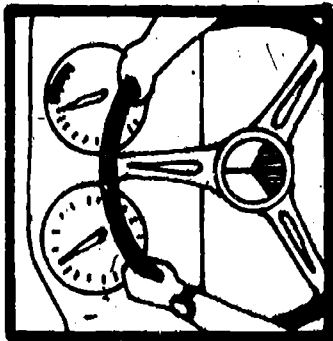
1. T: He's steering.
shifting
parking
(etc.)

PRACTICE

2. T: He's steering.
I
You
(etc.)

"What's he doing?"

T cues: Gr \triangleright asks - St \triangleright answers



"What's he doing?"



1. S-1: What's he doing?
S-2: He's steering.

2. S-1: What's he doing?
S-2: He's shifting.

*

*

3. S-1: What's he doing?
S-2: He's parking the car.

4. S-1: What's he doing?
S-2: He's slowing down.

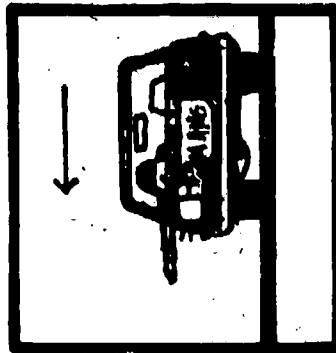
"Is he parking the car?"

A. Substitution Drill

T: Is he parking the car?
she
you
(etc.)

B. Question and Answer Drill

T cues: Gr \triangleright asks - St answers



"Is he parking the car?"

5. S-1: Is he parking the car?
S-2: No, he isn't.

6. S-1: Is he shifting?
S-2: Yes, he is.



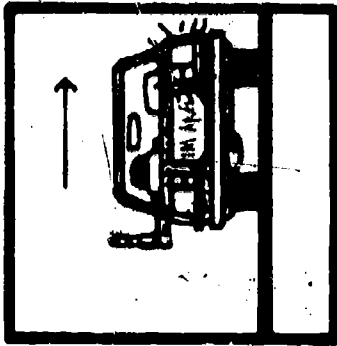
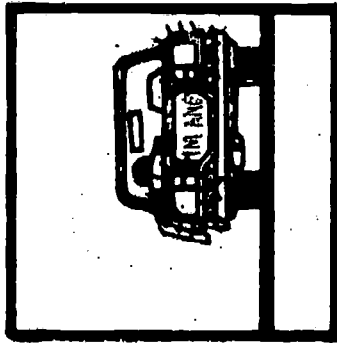
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MINI-DIALOGUES

T sets pattern and cues:
St asks - St answers

OPTIONAL ACTIVITY: Have students simulate driving actions and carry on conversations with each other on their actions.

MINI-DIALOGUES



1. S-1: Is he making a right turn? S-1: Is he parking the car?
 S-2: No, he isn't. S-2: No, he isn't.
 S-1: What's he doing? S-1: What's he doing?
 S-2: He's slowing down. S-2: He's making a right turn.

READING

[NOTE: Have students open their leaflets at this time.]

Have students follow the directions as noted in the student leaflet.

READING

- A. Read the driving activities on page 1.
 B. Read the Practice exercises on page 2.
 C. Read the Mini-dialogues on page 3.
 D. Read: Sam is learning to drive. His father is helping him.

Mr. Lee: What are you doing?

Sam: I'm slowing down.

Mr. Lee: Are you parking the car?

Sam: Yes, I am.

WRITING

Have students follow the directions as noted in the student leaflet.

WRITING

- A. Write the questions or answers about the dialogue in Reading.

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1. Is Sam learning to drive?

2. Mr. Lee

Yes, he is.

3. What's Sam doing?

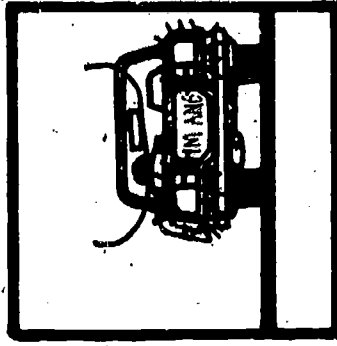
down.

4. Sam _____ a right turn?

No, he isn't.
5. _____

He's parking the car.

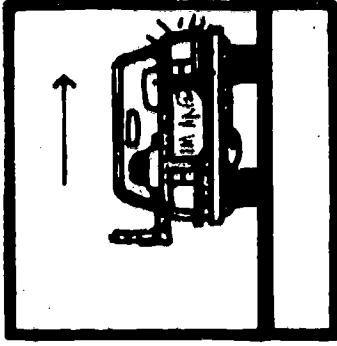
B. Write the questions or answers.



6. Is he shifting?

What's he doing?

He's making a right turn.



7. Is he parking?

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SECTION II: HE'S LEARNING TO SWIM

[NOTE: Have students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

OBJECTIVES

In this section you will:

1. Practice pronunciation.
2. Learn to discuss activities that a person is learning to perform.

PRONUNCIATION

1. T shows "put-ing" and "putt-ing" actions on P153-154 (T68) and models - Cl listens
2. Have students point to the proper picture as you call out the words.
3. T models - Cl repeats
4. Have students say the proper word as you hold up each picture.
5. Using facial diagram P155 (T68), point out the relative positions of the tongue and the degree and shape of mouth opening in producing these sounds.

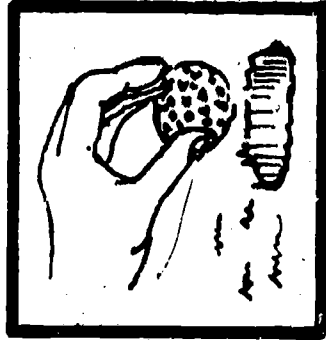
6. T models exercise - Cl
Gr repeats
St

SECTION II: HE'S LEARNING TO SWIM

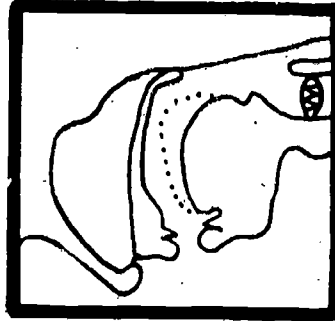
[NOTE: Put away your leaflet until time for Reading.]

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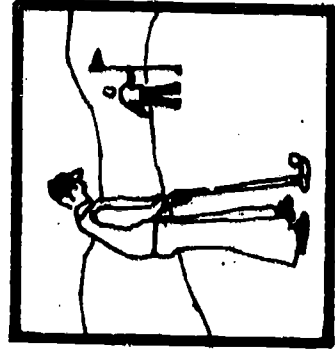
PRONUNCIATION



/U/ - put



/U/... /ə/ - putt



/ə/ - putt

put it
Put it into the hole.

putt it
Putt it into the hole.

a book
He wants a book.

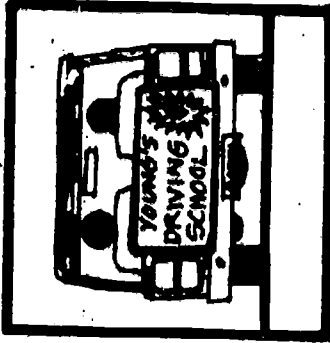
a buck
He wants a buck.

Preliminary Activity

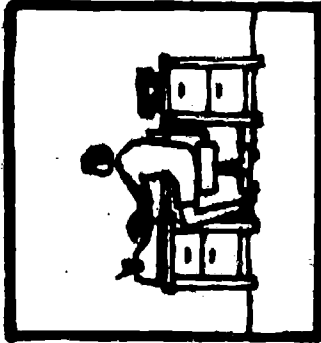
- A. T acts out activity and models
 - CI watches and listens

T: I'm learning to type.
(Act out typing.) I'm typing.
- B. T acts out and asks "yes-no" questions
 - CI answers

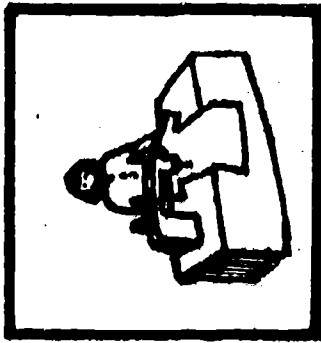
T: (Act out typing.) Am I driving?



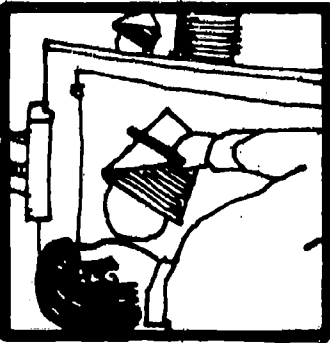
I'm learning to drive.
I'm driving.



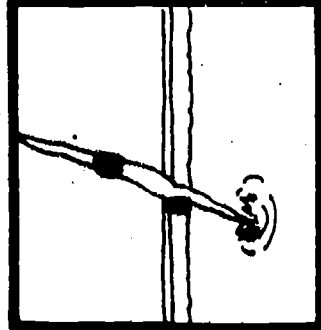
I'm learning to type.
I'm typing.



I'm learning to sew.
I'm sewing.



I'm learning to draw.
I'm drawing.



Pete Garcia is learning to swim. He is taking swimming lessons. He is at the pool today. He is learning to dive now.

Presenting the Reading Lesson

- A. Show picture P156 (T69) and present the reading lesson, following the usual procedure.
- B. Ask comprehension questions about the story.
- C. Show the story on the board or overhead, or have the students open their leaflets after oral practice.

6

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PRACTICE

"He's learning to swim"

A. Substitution Drill

T: He's learning to swim.
dive
draw
(etc.)

B. Answer Drill

T asks - Cl } answers
Gr }
St }

T: What's he learning to do?
S: He's learning to swim.

"What's he learning to do?"

A. Substitution Drill

T models and cues - Cl } responds
Gr }
St }

B. Question and Answer Drill

T cues: Gr } asks - St } answers
St }

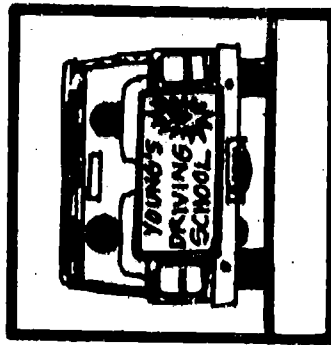
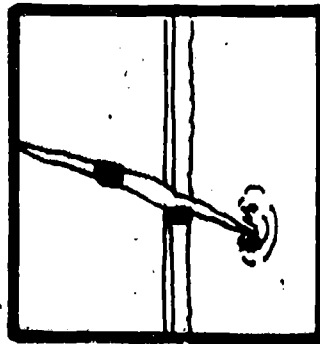
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"What's he learning to do?"

A. Substitution Drill

T: What's he learning to do? S: What's he learning to do?
she What's she learning to do?
you What are you learning to do?
they What are they learning to do?
Pete What's Pete learning to do?

B. Question and Answer Drill



1. S-1: What's he learning to do? S-1: What's he learning to do?
S-2: He's learning to dive. S-2: He's learning to drive.

OPTIONAL ACTIVITIES: Have students ask each other what they are learning to do. Elicit actual activities from students or suggest others: e.g., "play the piano/guitar/golf," "speak English," "dance," etc.

"Is he diving?"

a. Substitution Drill

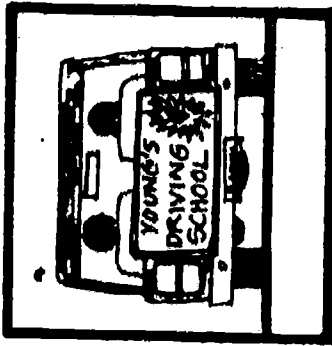
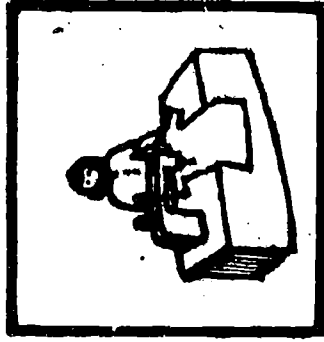
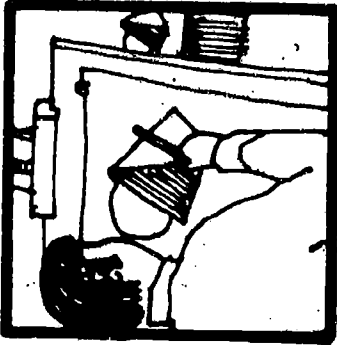
T: Is he diving?
 driving?
 drawing?
 (etc.)

b. Question and Answer Drill

T cues: St asks - St answers

3. S-1: What's she learning to do?
 S-2: She's learning to type.
4. S-1: What's she learning to do?
 S-2: Sue's learning to sew.

"Is he diving?"



5. S-1: Is he diving?
 S-2: No, he isn't.
6. S-1: Is she sewing?
 S-2: Yes, she is.
7. S-1: Is he typing?
 S-2: No, he isn't.

MINI-DIALOGUES

MINI-DIALOGUES

T sets pattern and cues:
 St asks - St answers

1. S-1: What's she learning to do?
 S-2: She's learning to type.
 S-1: What's she doing now?
 S-2: She's typing.
2. S-1: What's he learning to do?
 S-2: He's learning to draw.
 S-1: What's he doing now?
 S-2: He's drawing.

OPTIONAL ACTIVITIES (for further drill):

1. S-1: Is he diving?
 S-2: No, he isn't.
 S-1: What's he doing?
 S-2: He's swimming.
2. S-1: Is he taking driving lessons?
 S-2: Yes, he is.
 S-1: What's he learning to do?
 S-2: He's learning to park.

NOT AVAILABLE

READING

[NOTE: Have students reopen their leaflets at this time.]

Have students follow the directions as noted in the student leaflet.

OK BY MISS HARRISON

- A. Read the sentences on page 5.
- B. Read the Practice exercises on page 6.
- C. Read the Mini-dialogues on page 6.
- D. Read:

Sue is taking sewing lessons at school.

Sam: What are you learning to do at school?

Sue: I'm learning to sew.

Sam: What are you making now?

Sue: I'm making a skirt.

[NOTE: Point out the use of the verb "making" in "I'm making a skirt."]

WRITING

Have students follow the directions as noted in the student leaflet.

WRITING

Write questions and answers about the Reading.

1. Is Sue taking drawing lessons at school?

2. What's she learning to do?

3. Is she making a dress?

4. _____ a shirt?

5. _____

She's making a skirt.

LESSON EIGHTEEN

SECTION I: HE'S PARKING THE CAR NOW

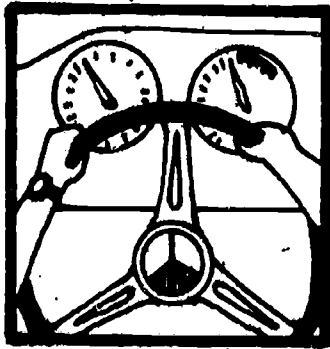
OBJECTIVES

In this section you will learn:

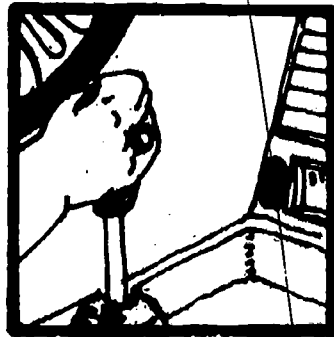
1. The names of some driving activities.
2. To ask each other questions about these activities.

LISTENING COMPREHENSION

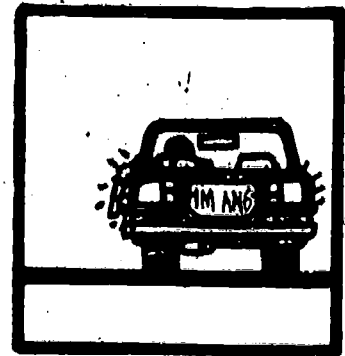
I'm learning to drive.



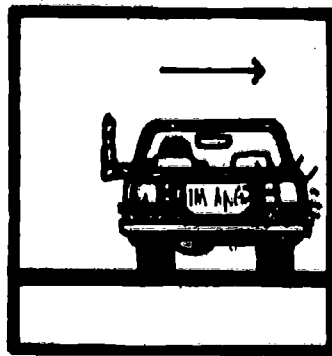
I'm steering.



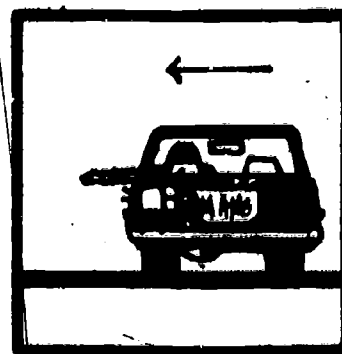
I'm shifting.



I'm slowing down.



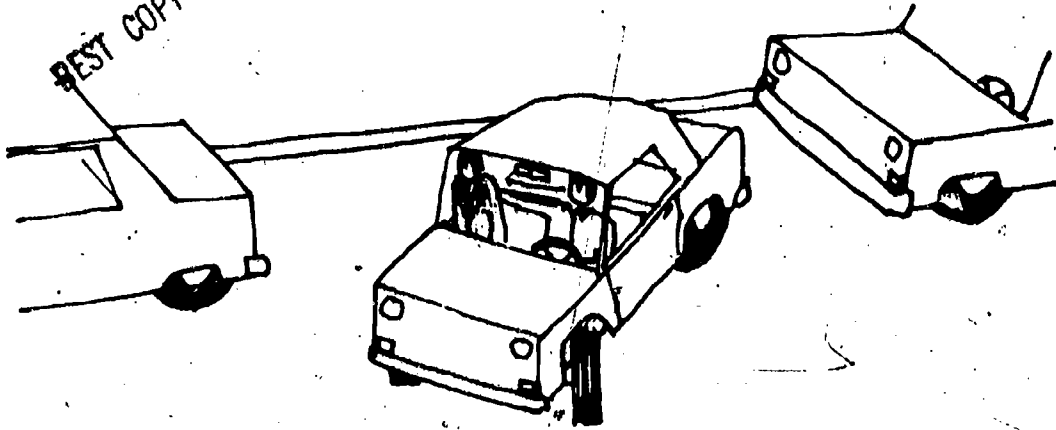
I'm making a right turn.



I'm making a left turn.

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]

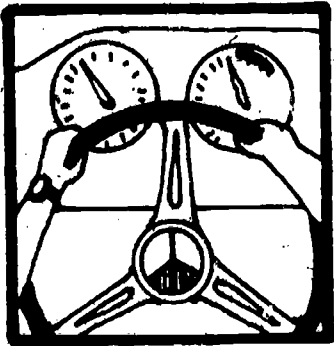
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Sam Lee has a new car. He is at a driving school today. He is learning to drive. He is parking the car now. His teacher is helping him.

PRACTICE

"What's he doing?"



- 1. S-1: What's he doing?
S-2: He's steering.

*



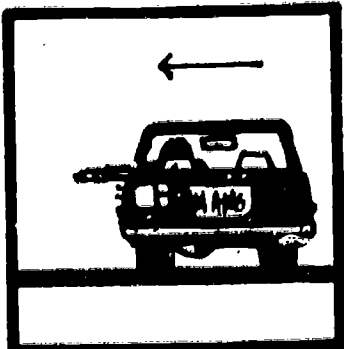
- 2. S-1: What's he doing?
S-2: He's shifting.

*

- 3. S-1: What's he doing?
S-2: He's parking the car.

- 4. S-1: What's he doing?
S-2: He's slowing down.

"Is he parking the car?"



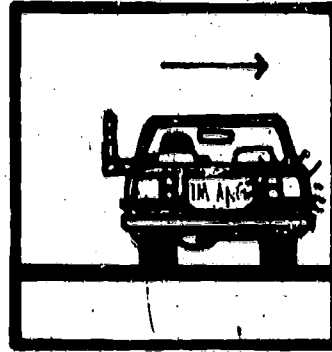
- 5. S-1: Is he parking the car?
S-2: No, he isn't.



- 6. S-1: Is he shifting?
S-2: Yes, he is.

MINI-DIALOGUES

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1. S-1: Is he making a right turn?

S-2: No, he isn't.

S-1: What's he doing?

S-2: He's slowing down.

2. S-1: Is he parking the car?

S-2: No, he isn't.

S-1: What's he doing?

S-2: He's making a right turn.

READING

- A. Read the driving activities on page 1.
- B. Read the Practice exercises on page 2.
- C. Read the Mini-dialogues on this page.
- D. Read:

Sam is learning to drive. His father is helping him.

Mr. Lee: What are you doing?

Sam: I'm slowing down.

Mr. Lee: Are you parking the car?

Sam: Yes, I am.

WRITING

A. Write the questions or answers about the dialogue in Reading.

1. Is Sam learning to drive?

2. _____ Mr. Lee _____

Yes, he is.

3. What's Sam doing?

_____ down.

4. _____ Sam _____ a right turn?

No, he isn't.

5. _____

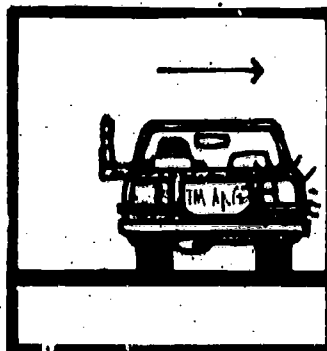
He's parking the car.

B. Write the questions or answers.



6. Is he shifting?

What's he doing?



7. Is he parking?

He's making a right turn.

SECTION II: HE'S LEARNING TO SWIM

[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

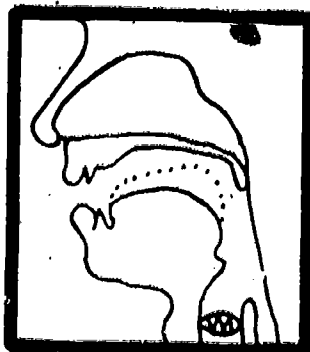
In this section you will:

1. Practice pronunciation.
2. Learn to discuss activities that a person is learning to perform.

PRONUNCIATION



/ʊ/ - put



/ʊ/... /ə/



/ə/ - putt

put it

Put it into the hole.

a book

He wants a book.

putt it

Putt it into the hole.

a buck

He wants a buck.

A READING LESSON



I'm learning to type.
I'm typing.



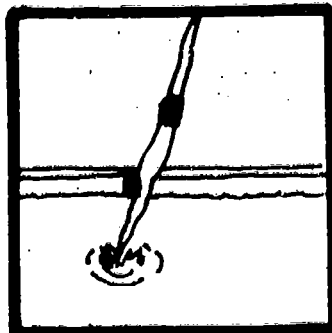
I'm learning to drive.
I'm driving.



I'm learning to draw.
I'm drawing.



I'm learning to sew.
I'm sewing.



Pete Garcia is learning to swim. He is taking swimming lessons. He is at the pool today. He is learning to dive now.

"What's he learning to do?"

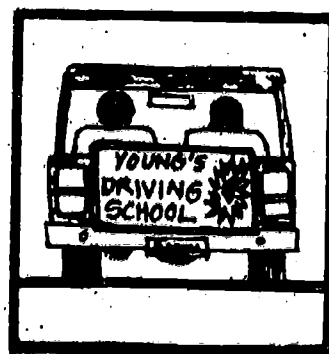
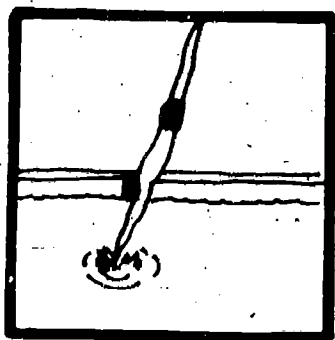
A. Substitution Drill

T: What's he learning to do?

- she
- you
- they
- Pete

S: What's he learning to do?
 What's she learning to do?
 What are you learning to do?
 What are they learning to do?
 What's Pete learning to do?

B. Question and Answer Drill



1. S-1: What's he learning to do?
 S-2: He's learning to dive.

2. S-1: What's he learning to do?
 S-2: He's learning to drive.

*

*

*

3. S-1: What's she learning to do?
 S-2: She's learning to type.

4. S-1: What's she learning to do?
 S-2: She's learning to sew.

"Is he diving?"



5. S-1: Is he diving?
 S-2: No, he isn't.

6. S-1: Is she sewing?
 S-2: Yes, she is.

7. S-1: Is he typing?
 S-2: No, he isn't.

MINI-DIALOGUES

1. S-1: What's she learning to do?
 S-2: She's learning to type.
 S-1: What's she doing now?
 S-2: She's typing.

2. S-1: What's he learning to do?
 S-2: He's learning to draw.
 S-1: What's he doing now?
 S-2: He's drawing.

READING

- A. Read the sentences on page 5.
- B. Read the Practice exercises on page 6.
- C. Read the Mini-dialogues on page 6.
- D. Read:

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Sue is taking sewing lessons at school.

Sam: What are you learning to do at school?

Sue: I'm learning to sew.

Sam: What are you making now?

Sue: I'm making a skirt.

WRITING

Write the questions and answers about the Reading.

- 1. Is Sue taking drawing lessons at school?

- 2. What's she learning to do?

- 3. Is she making a dress?

- 4. _____ a shirt?

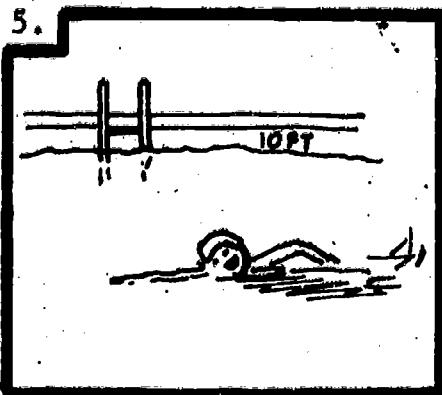
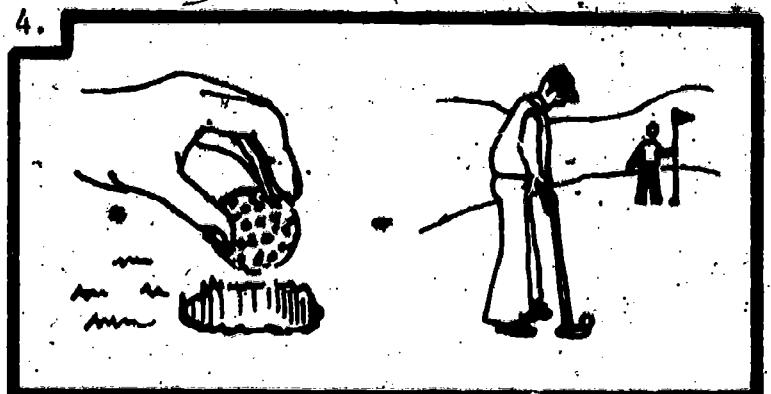
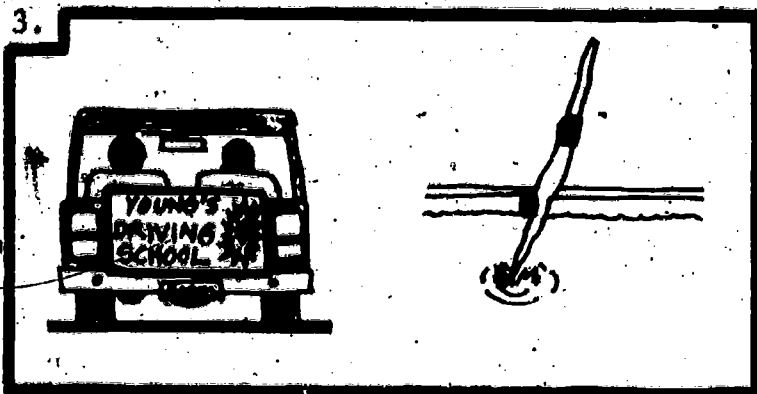
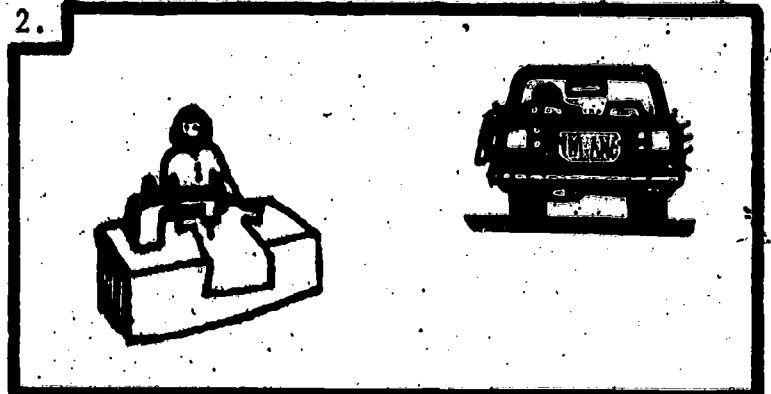
- 5. _____

She's making a skirt.

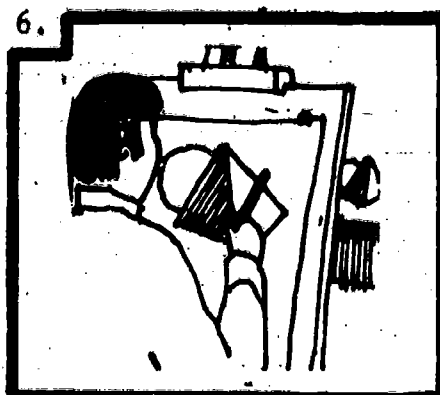
LESSON EIGHTEEN: STUDENT EVALUATION FORM

I. Oral Exercise

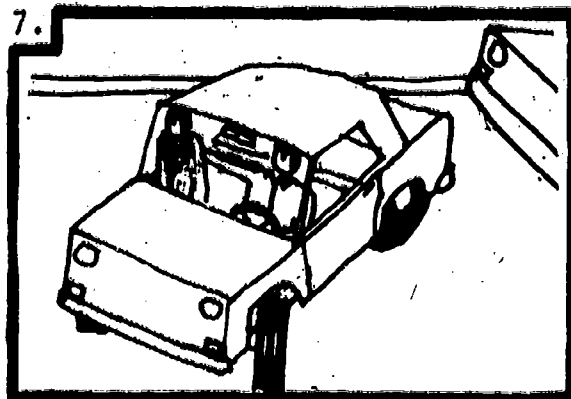
II. LISTENING COMPREHENSION



No, she isn't.
No, she doesn't.



Yes, I do.
Yes, I am.



Yes, he does.
Yes, he is.

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III. READING

Directions: Circle the correct answers.

1. What's she _____ to do?

learn

learning

learns

2. Are you learning _____?

sew

sews

to sew

3. He's learning to swim.

He's _____ now.

diving

driving

steering

4. She's a secretary.

She's _____ now.

type

types

typing

IV. WRITING

Directions: Write the correct words in the blanks.

Sam Lee is taking driving _____.

He's _____ to drive. His father is

_____ him. Sam is _____

now. He's learning _____ the car now.

Words to Copy

learn

lessons

learning

helping

to dive

to park

slowing down

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LESSON EIGHTEEN

第十八課

SECTION I: HE'S PARKING THE CAR NOW

第一節：他現在正在停車

OBJECTIVES

學習目標

In this section you will learn:

在這一節，你們要學習：

1. The names of some driving

一、一些駕駛活動的名稱。

activities.

2. To ask each other questions

二、有關這類活動的問答。

about these activities.

A READING LESSON

閱讀課文

Sam Lee has a new car.

Sam Lee 有一部新車。

He is at a driving school today. He is learning to drive. He is parking the car now. His teacher is helping him.

他今天在駕駛學校。他正在學習駕駛。他現在正在停車。他的老師正在幫他。

SECTION II: HE'S LEARNING TO SWIM

第二節：他在學習游泳

OBJECTIVES

學習目標

In this section you will:

在這一節，你要：

1. Practice pronunciation.

一、練習發音

2. Learn to discuss activities that a person is learning to perform.

二、學習談論正在學習的活動。

A READING LESSON

閱讀課文

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I'm learning to type.

我正在學習打字。

I'm typing.

我在打字。

I'm learning to drive.

我正在學習駕駛。

I'm driving.

我正在駕駛。

I'm learning to draw.

我正在學習畫圖。

I'm drawing.

我在畫圖。

I'm learning to sew.

我在學習縫衣服。

I'm sewing.

我在縫衣服。

Pete Garcia is learning to swim.

Pete Garcia 在學游泳。他上

He is taking swimming lessons. He is at the pool today. He is learning to dive

游泳課。他今天在游泳池。他正在學習跳水。

now.

NOTES

應注意事項

Learn the following expressions in this lesson:

學習下列的詞語：

steering

把輪盤(控制駕駛方向盤)

shifting

換排擋

make a left turn

左轉

make a right turn

右轉

slowing down

慢下來

LESSON EIGHTEEN: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with drill pictures of activities going on at the moment and/or appropriate gestures and elicit answers/questions as indicated.

	NUMBER ASKED					PERFORMING ACCEPTABLY				
	1	2	3	4	5	1	2	3	4	5
1. Have students ask "what" questions. (What's <u>he</u> doing?)										
2. Have students answer question #1. (He's <u>parking the car.</u>)										
3. What's he learning to do? (He's learning to <u>swim.</u>)										
4. Have students ask "yes-no" questions. (Is <u>she</u> <u>typing/learning to sew?</u>)										
5. Have students answer question #4. (Yes, <u>she</u> is/No, <u>she</u> isn't.)										

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

- | | |
|-------------------------------------|------------------------------|
| 1. She's making a left turn. | 5. Is she learning to drive? |
| 2. She's slowing down. | 6. Are you learning to draw? |
| 3. I'm learning to dive. | 7. Is he parking the car? |
| 4. I want to putt it into the hole. | |

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

LESSON NINETEEN

OBJECTIVES

Listening Comprehension: Student will be able to identify:

1. Common stamps for regular and air mail to domestic and foreign destinations.
2. Ordinal numbers.
3. The names of the days of the week.

Listening and Speaking: Student will be able to:

1. Obtain information about and/or purchase postage stamps for regular and air mail to domestic and foreign destinations.
2. Use the names of the days of the week and the days of the month in conversations.
3. Talk about birthdays.
4. Perform the above with acceptable pronunciation.

Reading and Writing:

Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

New:

How much is an air mail stamp for the U.S./Japan?

I need an 11-cent stamp.

What's the date today?

It's Monday, February 1st.

When is your birthday?

Review:

It's 25 cents.

Fixed expressions:

Give me 5 air letters, please.

Air letters are 15 cents each.

How old are you?

I'm 80 years old.

Happy birthday!

RECEIVED AVAILABLE

INSTRUCTIONAL AIDS

Drill pictures:

- P157 - an 8-cent stamp
- P158 - an 11-cent air mail stamp
- P159 - a 17-cent air mail stamp
- P160 - a 21-cent air mail stamp
- P161 - an air letter (aerogram)

- P162 - a post card
- P163 - Pronunciation: a puppy
- P164 - Pronunciation: a poppy
- P165 - Facial diagram: /ə/ and /a/
- P166 - a calendar

Also: P73 - Dialogue (How much is an air-mail stamp?) (at the post office)

Transparencies:

- T 70 - stamps (8-cent, 11-cent, 17-cent, 21-cent), air letter, post card
- T 71 - Dialogue (How much is an air mail stamp?)
- T 72 - Pronunciation: /ə/ - /a/ (a puppy - a poppy)
- T 73 - February calendar + Dialogue (When is your birthday?)

Student handouts:

- Student leaflet
- Student evaluation form

Lesson guides:

- Evaluation form

CULTURAL AND STRUCTURAL NOTES

1. In both China and the Philippines, it is possible to buy stamps, post cards, and air letters in neighborhood grocery stores. People do not have to go to the post office unless they want to mail a registered letter or a package.
2. The Chinese, Japanese, and Koreans usually express the date in the following order:
 year - month - date - day (of the week)
 They may therefore tend to say, *"February 15 Monday" instead of "Monday, February 15."

SECTION I: HOW MUCH IS AN AIR MAIL STAMP?

SECTION I: HOW MUCH IS AN AIR MAIL STAMP?

[NOTE: Do not distribute student leaflet until time for Reading.]

REVIEW

- A. Cue with pictures from previous lessons.
- B. Suggested items for review:
 1. "What is she?" "She's a seamstress."
 2. "What's she doing?" "She's sewing a dress."



PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

OBJECTIVE

In this section you will learn to ask and answer questions about stamps and post cards for the U.S. and other countries.

LISTENING COMPREHENSION

[CAUTION: As postal rates fluctuate periodically revise and update the prices when necessary.]

Listening

T shows P157-162 (T70) and identifies

- CI listens

Listening and Identifying

T cues and asks "yes-no" questions

CI
Gr
St } answers

Repeating

T cues and models - CI repeats answer
Gr
St

T: What's this?

S: It's an 8-cent stamp for the U.S.

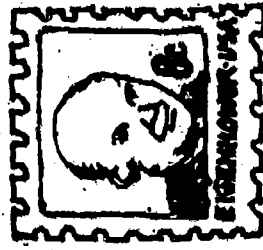
Identifying

T cues and asks - CI answers
Gr
St

T: What's this?

S: It's an 8-cent stamp for the U.S.

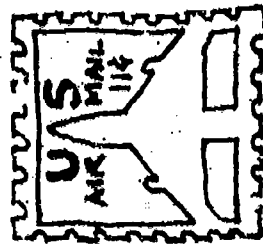
LISTENING COMPREHENSION



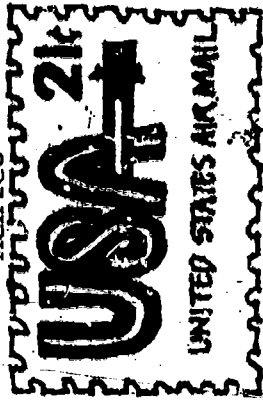
an 8-cent stamp for:
the U.S.
Canada
Mexico



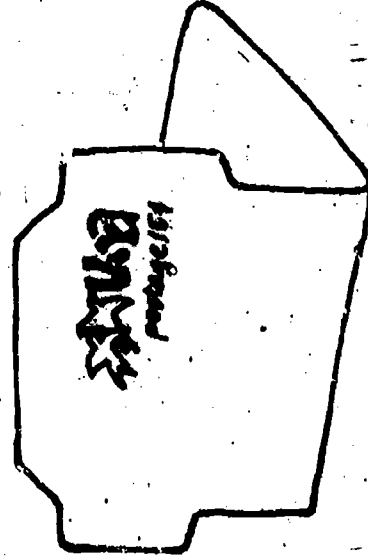
an air mail stamp for:
Central America
South America



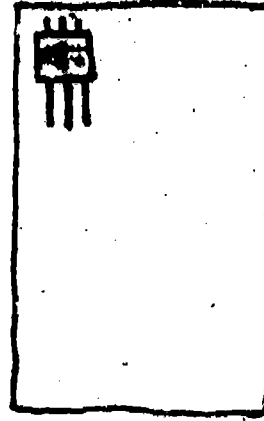
an air mail stamp for:
the U.S.
Canada
Mexico



an air mail stamp for
overseas countries



an air letter for all the
countries of the world



a post card for the U.S.
(19) 3

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THE DIALOGUE

THE DIALOGUE

Preliminary Activity

- A. T models - Cl listens
- T: An air mail stamp for the U.S. is 11 cents.
- B. T models - Cl repeats
- C. T asks - Cl $\left\{ \begin{array}{l} \text{Gr} \\ \text{St} \end{array} \right\}$ answers
- T: How much is an air mail stamp for Canada?
- S: (It's) 11 cents.

Presenting the Dialogue

- A. Show Mr. Kono at the post office (P73 or T71).
- B. Present the dialogue following the usual procedure.
- C. Ask comprehension questions about the dialogue.
- D. Show the dialogue on the board or overhead for reading practice.

PRACTICE

"How much is an air mail stamp?"

A. Substitution Drill

T models and cues - Cl $\left\{ \begin{array}{l} \text{Gr} \\ \text{St} \end{array} \right\}$ responds

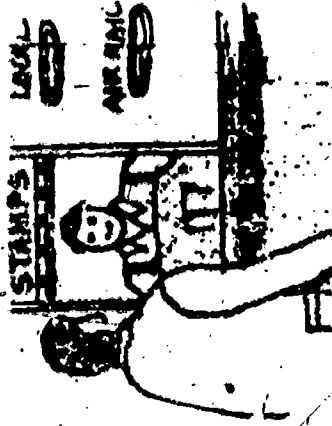
T: How much is an air mail stamp for Japan?

S: How much is an air mail stamp for Mexico?

S: How much is an air mail stamp for Mexico?

T: For Hong Kong?

S: How much is an air mail stamp for Hong Kong?



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Mr. Kono: How much is an air mail stamp?

Clerk: For the United States or for an _____ country?

Mr. Kono: For Japan.

Clerk: An air mail stamp is 21 cents. Air letters are 15 cents each.

Mr. Kono: Give me 5 air letters, please.

PRACTICE

"How much is an air mail stamp?"

A. Substitution Drill

T: How much is an air mail stamp for Japan?

S: How much is an air mail stamp for Mexico?

S: How much is an air mail stamp for Mexico?

T: For Hong Kong?

S: How much is an air mail stamp for Hong Kong?

T: For the Philippines?

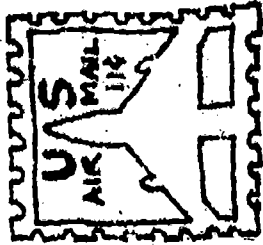
S: How much is an air mail stamp for the Philippines?

T: For the U.S.?

S: How much is an air mail stamp for the U.S.?

B. Question and Answer Drill

T cues: Gr asks - St answers
Gr answers - St asks



OPTIONAL ACTIVITIES:

1. Distribute pictures among students and have them ask each other the prices of the various items.

St asks - St answers

S-1: How much is an air letter?

S-2: It's 15 cents.

2. T cues with stamps and names of countries:

St asks - St answers

S-1: Is this an air letter?

S-2: Yes, it is/No, it isn't.

1. S-1: How much is an air mail stamp for Mexico? S-2: It's 11 cents. *
2. S-1: How much is an air mail stamp for China? S-2: It's 21 cents. *
3. S-1: How much is an air mail stamp for Brazil? S-2: It's 17 cents. *
4. S-1: How much is an air mail stamp for the Philippines? S-2: It's 21 cents.
5. S-1: How much is an air mail stamp for the U.S.? S-2: It's 11 cents.

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MINI-DIALOGUES

A. T cues: St asks - St answers.

B. Have students take roles of post office clerk and customer and carry on conversations with each other.

MINI-DIALOGUES

1. S-1: How much is an air mail stamp for Korea? S-1: How much is an air letter?

S-2: It's 21 cents.

S-2: It's 15 cents.

S-1: Give me 2 stamps, please.

S-1: Give me 3, please.

S-2: That's 42 cents.

S-2: That's 45 cents.

READING

NOTE: Distribute student leaflets at this time.]

Have students follow the directions as noted in the student leaflet.

READING

- A. Read the information about stamps on page 1.
- B. Read the Practice exercises on pages 2 and 3.
- C. Read the Mini-dialogues on page 3.
- D. Read the sentences and choose the correct answers for the blanks.

1. How much is an air letter? It's _____ cents.
 all
 15
 17

2. I need some air mail stamps for Brazil. Give me 6 _____ stamps, please.

- 11-cent
- 17-cent
- 21-cent

3. How much is _____ for Korea?

- a post card
- an air letter
- an airmail stamp

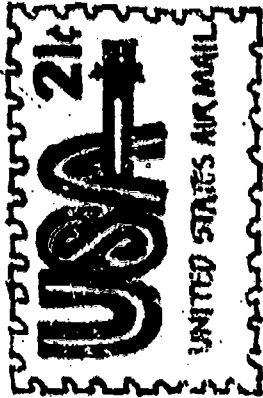
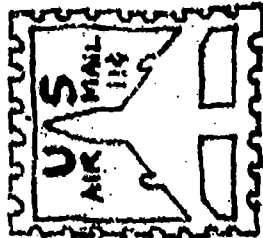
It's 21 cents.

WRITING

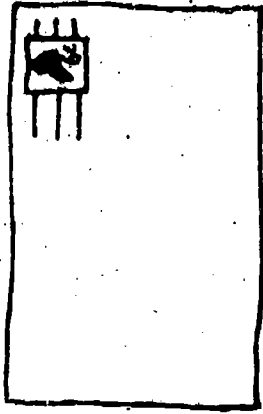
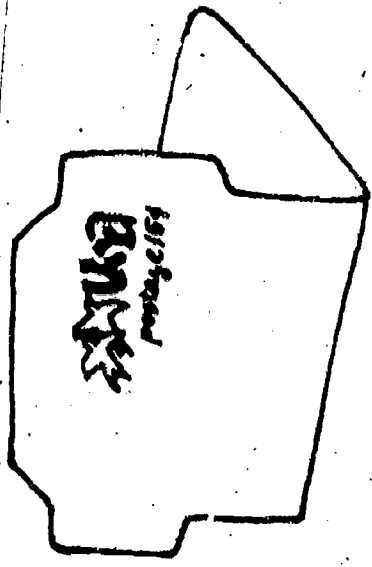
Have students follow the directions as noted in the student leaflet.

WRITING

Write the questions or answers.



- 1. How much is an air mail stamp for Mexico?
- 2. How much is an air mail stamp for Japan?



3.

It's 6 cents.

4.

It's 15 cents.

SECTION II: IT'S WEDNESDAY, FEBRUARY 10TH

[NOTE: Have students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVES

Explain briefly what the students will learn in this section.

SECTION II: IT'S WEDNESDAY, FEBRUARY 10TH

[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

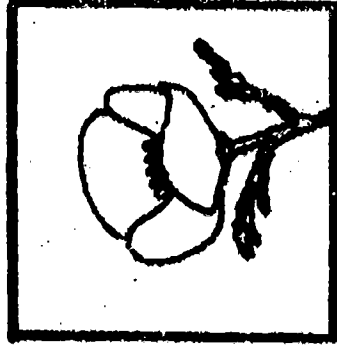
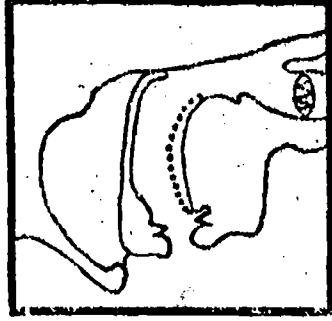
In this section you will:

1. Practice pronunciation.
2. Learn to use the names of the days of the week and the days of the month.
3. Learn to talk about birthdays.

PRONUNCIATION

1. T shows pictures P163-164 (T72) and models names - C1 listens
2. Have students point to the proper picture as you say the names.
3. T models - C1 repeats
4. Have students call out the names as you hold up the pictures.

PRONUNCIATION



/ə/ puppy

/ə/ ...

/ə/ —

/ə/ poppy

5. Using the facial diagram P165 (T72) and yourself's model, contrast the position of the tongue and the shape of the mouth opening in producing these sounds.

6. T models exercise - Cl } repeats
 Gr }
 St }

a puppy } a puppy }
 a white puppy } a yellow puppy }
 What's mother doing? } What's father doing?
 She's cutting flowers. } He's buying socks.

LISTENING COMPREHENSION

Listening

T shows P166 (T73) and identifies

- Cl listens

T: It's February 1st.
 etc.

Listening and Repeating

T cues and models - Cl } repeats
 Gr }
 St }

T: (Point to date on calendar)
 It's February 1st.

S: It's February 1st.

Identifying

T cues and asks - Cl } answers
 Gr }
 St }

T: (Point to a date on calendar.)
 What's the date?

LISTENING COMPREHENSION

F E B R U A R Y

SUN	MON	TUES	WED	THUR	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

1st (first) 11th 20th
 2nd (second) 12th 21st
 3rd (third) 13th 22nd
 4th (fourth) 14th 23rd
 5th (fifth) 15th 24th
 6th (sixth) 16th 25th
 7th (seventh) 17th 26th
 8th (eighth) 18th 27th
 9th (ninth) 19th 28th
 10th (tenth)

Repeating

T models question - Cl repeats

Question and Answer Drill

T points to dates:

Gr > asks - St > answers

1. S-1: What's the date? S-1: What's the date?
S-2: It's February 1st. S-2: It's Feb. 3rd.
3. S-1: What's the date? 4. S-1: What's the date?
S-2: It's February 2nd. S-2: It's Feb. 28th.

THE DIALOGUE

Preliminary Activity

(Cue with calendar picture.)

1. T points to the names of the days of the week on calendar and identifies

- Cl listens

T: The days of the week are: Sunday, Monday, Tuesday, etc.

2. T cues and models - Cl > repeats
Gr > repeats
St > repeats

T: What day is February 1st?
It's Monday.

S: It's Monday.

THE DIALOGUE

Preliminary Activity

- February 1st is Monday.
- 2nd is Tuesday.
- 3rd is Wednesday.
- 4th is Thursday.
- 5th is Friday.
- 6th is Saturday.
- 7th is Sunday.

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Presenting the Dialogue

- A. Show the calendar and set the scene for the conversation.
- B. Present the dialogue, following usual procedure.
- C. Show the dialogue on the board or overhead for reading lesson.

F E B R U A R Y						
SUN	MON	TUES	WED	THUR	FRI	SAT
		2	3	4	5	6
		9	10	11	12	13



[NOTE: Inform the class of Washington's birthday on February 22nd.]

Today is Wednesday, February 10th.

It's Maria's birthday.

Dan Jones: Happy birthday, Maria.

Maria Garcia: Thank you. When is your birthday?

Dan: It's on Friday. It's February 12th.

Maria: Is that Lincoln's birthday?

Dan: Yes, it is.

PRACTICE

PRACTICE

A. Substitution Drill

- T: It's Monday, February 22nd. S: It's Monday, February 22nd.
 Monday, February 15th. It's Monday, February 15th.
 Wednesday, February 3rd.
 Sunday, February 7th.
 Saturday, February 13th.
 Tuesday, February 2nd.
 Thursday, February 11th.
 Friday, February 26th.

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OPTIONAL ACTIVITY

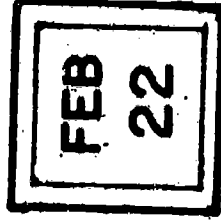
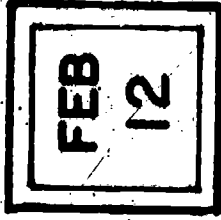
T: When's your birthday?
his
your mother's
(etc.)

B. Question and Answer Drill

T cues: Gr > asks - St > answers

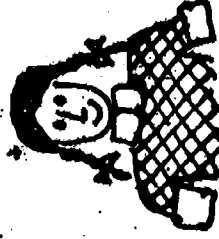
T: Lincoln - February 12
Washington - February 22

OPTIONAL ACTIVITY: Have students ask each other their birthdays and the birthdays of their family members.

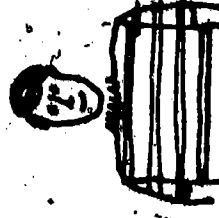


1. S-1: When is Lincoln's birthday?
S-2: It's February 12th.

2. S-1: When is Washington's birthday?
S-2: It's February 22nd.



SEP 15



MAY 20

3. S-1: When is her birthday?
S-2: It's September 15th.

4. S-1: When is your birthday?
S-2: It's May 20th.

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MINI-DIALOGUES

- A. Review days of the week.
- B. T sets pattern for dialogue and cues if necessary.

F E B R U A R Y						
SUN	MON	TUES	WED	THUR	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13

- 1. S-1: What's the date? 2. S-1: What's the date?
- S-2: It's the 2nd. S-2: It's the 6th.
- S-1: What day is it? S-1: What day is it?
- S-2: It's Tuesday. S-2: It's Saturday.

READING

[NOTE: Distribute the student leaflets at this time.]

- A., B., and C. Have students follow the directions as noted in the student leaflet.
- A. Read the dates on page 5.
- B. Read the Practice exercises on 6.
- C. Read the Mini-dialogues on 7.

D. 1. Have the students read the dialogue silently.

2. Have individual students take roles reading.



Rosa Garcia: Hello, Mr. Wong. How are you?

Mr. Wong: Fine, thank you. It's my birthday today.

Rosa: How old are you?

Mr. Wong: I'm 80 years old.

Rosa: Happy birthday.

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WRITING

Have students do the writing exercises as noted in the student leaflet.

WRITING

A. Write the answers to the questions about the Reading.

1. What's today?

2. Is it Mr. Wong's birthday?

3. How old is Mr. Wong?

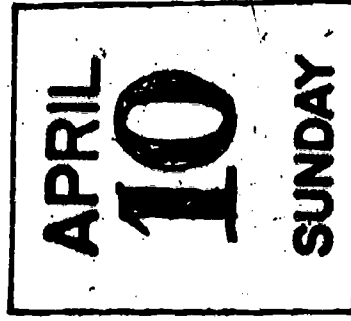
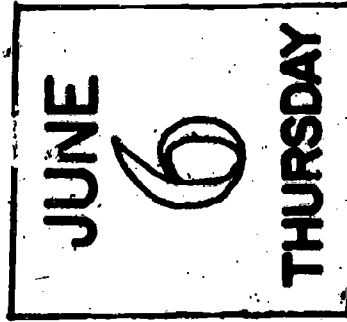
B. Copy the words for the following numbers from the list.

1st _____ 6th _____
2nd _____ 7th _____
3rd _____ 8th _____
4th _____ 9th _____
5th _____ 10th _____

fifth ninth
seventh second
tenth third
first sixth
fourth eighth

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C. Write the answers to the following:



1. What's the date?

2. What day is it?

LESSON NINETEEN

SECTION I: HOW MUCH IS AN AIR MAIL STAMP?

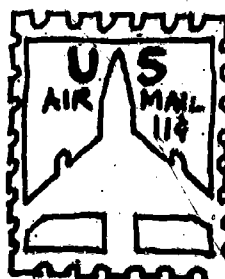
OBJECTIVE

In this section you will learn to ask and answer questions about stamps and post cards for the U.S. and other countries.

LISTENING COMPREHENSION



an 8-cent stamp for:
the U.S.
Canada
Mexico



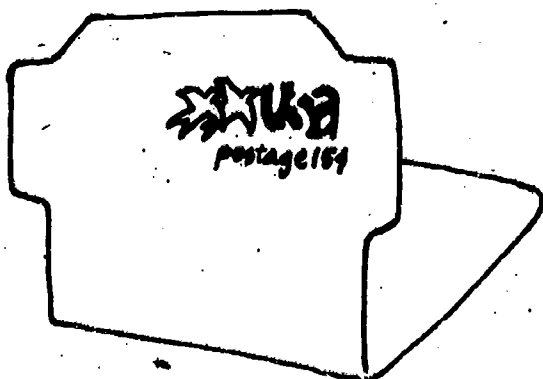
an air mail stamp for:
the U.S.
Canada
Mexico



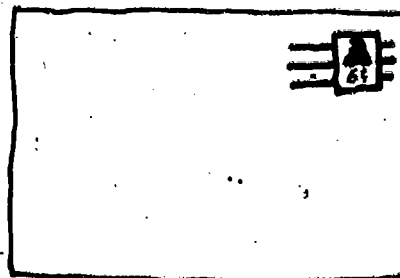
an air mail stamp for:
Central America
South America



an air mail stamp for
overseas countries



an air letter for all the
countries of the world



a post card for the U.S.

TEACHER: Follow the Lesson Guide for the most effective use of this material.]

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Mr. Kono: How much is an air mail stamp?

Clerk: For the United States or for an overseas country?

Mr. Kono: For Japan.

Clerk: An air mail stamp is 21 cents. Air letters are 15 cents each.

Mr. Kono: Give me 5 air letters, please.

PRACTICE

"How much is an air mail stamp?"

A. Substitution Drill

T: How much is an air mail stamp for Japan?

S: How much is an air mail stamp for Japan?

T: For Mexico?

S: How much is an air mail stamp for Mexico?

T: For Hong Kong?

S: How much is an air mail stamp for Hong Kong?

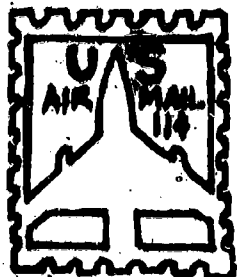
T: For the Philippines?

S: How much is an air mail stamp for the Philippines?

T: For the U.S.?

S: How much is an air mail stamp for the U.S.?

B. Question and Answer Drill



1. S-1: How much is an air mail stamp for Mexico?
S-2: It's 11 cents. *
2. S-1: How much is an air mail stamp for China?
S-2: It's 21 cents. *
3. S-1: How much is an air mail stamp for Brazil?
S-2: It's 17 cents. *
4. S-1: How much is an air mail stamp for the Philippines?
S-2: It's 21 cents.
5. S-1: How much is an air mail stamp for the U.S.?
S-2: It's 11 cents.

MINI-DIALOGUES

1. S-1: How much is an air mail stamp for Korea?
S-2: It's 21 cents.
S-1: Give me 2 stamps, please.
S-2: That's 42 cents.
2. S-1: How much is an air letter?
S-2: It's 15 cents.
S-1: Give me 3, please.
S-2: That's 45 cents.

READING

- A. Read the information about stamps on page 1.
B. Read the Practice exercises on pages 2 and 3.
C. Read the Mini-dialogues on this page.
D. Read the sentences and choose the correct answers for the blanks.

1. How much is an air letter? It's _____ cents.
11
15
17

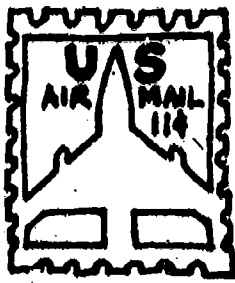
2. I need some air mail stamps for Brazil. Give me 6 _____ stamps,
11-cent please.
17-cent
21-cent

3. How much is _____ for Korea? It's 21 cents.
a post card
an air letter
an air mail stamp

WRITING

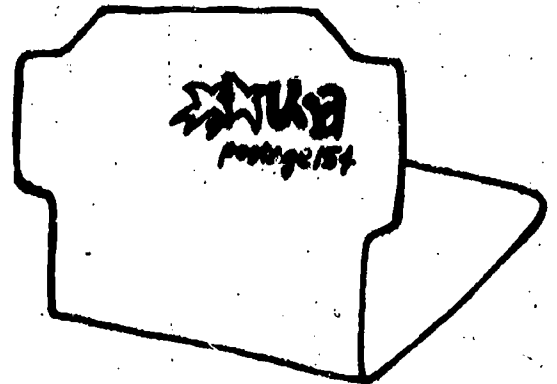
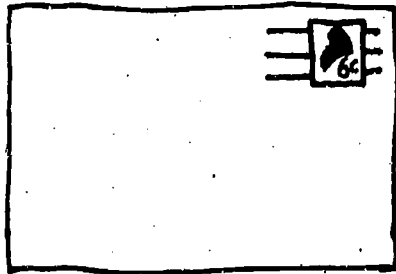
Write the questions or answers.

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1. How much is an air mail stamp for Mexico?

2. How much is an air mail stamp for Japan?



3.

4.

It's 6 cents.

It's 15 cents.

SECTION II: IT'S WEDNESDAY, FEBRUARY 10TH

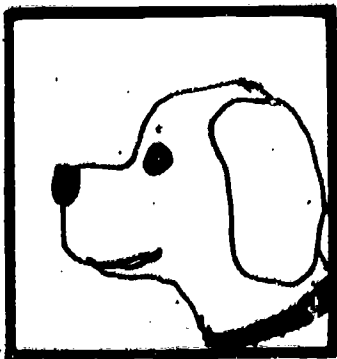
[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVES

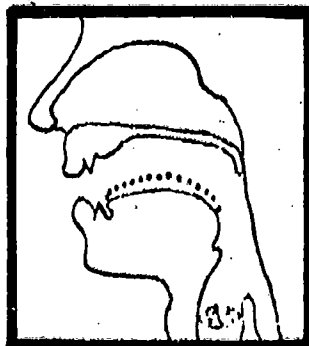
In this section you will:

1. Practice pronunciation.
2. Learn to use the names of the days of the week and the days of the month.
3. Learn to talk about birthdays.

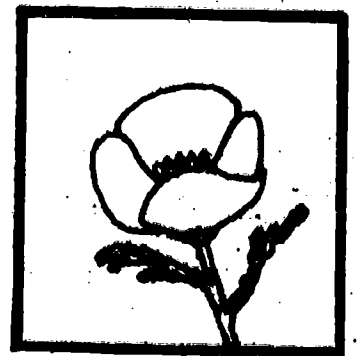
PRONUNCIATION



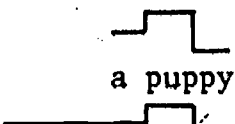
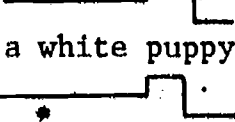
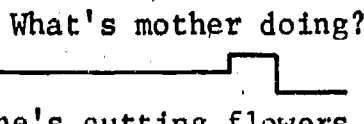
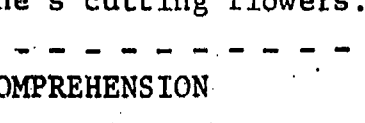
/ə/ puppy




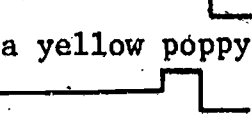
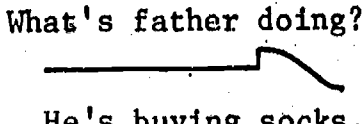
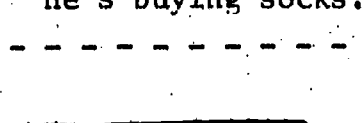
/ə/... /ə/ —



/ə/ poppy


 a puppy

 a white puppy

 What's mother doing?

 She's cutting flowers.

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 a poppy

 a yellow poppy

 What's father doing?

 He's buying socks.

LISTENING COMPREHENSION

F E B R U A R Y						
SUN,	MON	TUES	WED	THUR	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

- | | | |
|---------------|------|------|
| 1st (first) | 11th | 20th |
| 2nd (second) | 12th | 21st |
| 3rd (third) | 13th | 22nd |
| 4th (fourth) | 14th | 23rd |
| 5th (fifth) | 15th | 24th |
| 6th (sixth) | 16th | 25th |
| 7th (seventh) | 17th | 26th |
| 8th (eighth) | 18th | 27th |
| 9th (ninth) | 19th | 28th |
| 10th (tenth) | | |

- S-1: What's the date?
 S-2: It's February 1st.
- S-1: What's the date?
 S-2: It's February 3rd.
- S-1: What's the date?
 S-2: It's February 2nd.
- S-1: What's the date?
 S-2: It's February 28th.

THE DIALOGUE

Preliminary Activity

- February 1st is Monday.
- 2nd is Tuesday.
- 3rd is Wednesday.
- 4th is Thursday.
- 5th is Friday.
- 6th is Saturday.
- 7th is Sunday.

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F E B R U A R Y						
SUN	MON	TUES	WED	THUR	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13

Today is Wednesday, February 10th. It's Maria's birthday.

Dan Jones: Happy birthday, Maria.

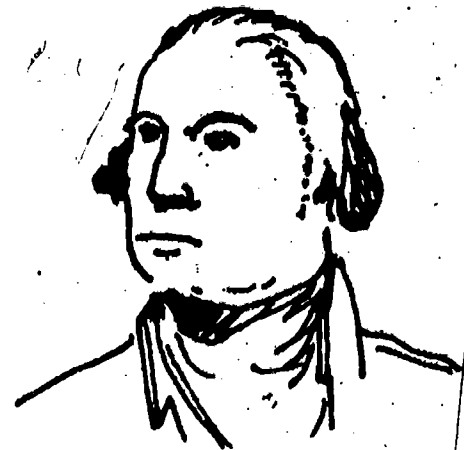
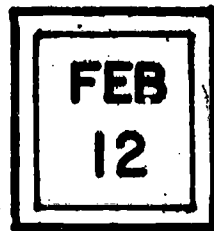
Maria Garcia: Thank you. When is your birthday?

Dan: It's on Friday. It's February 12th.

Maria: Is that Lincoln's birthday?

Dan: Yes, it is.

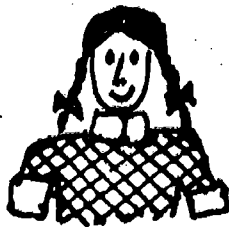
PRACTICE



1. S-1: When is Lincoln's birthday?
S-2: It's February 12th.

2. S-1: When is Washington's birthday?
S-2: It's February 22nd.

SEP
15



MAY
20

3. S-1: When is her birthday?
S-2: It's September 15th.

4. S-1: When is your birthday?
S-2: It's May 20th.

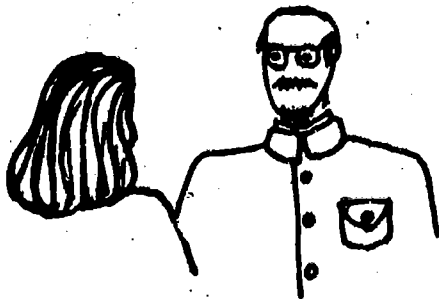
F E B R U A R Y						
SUN	MON	TUES	WED	THUR	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13

1. S-1: What's the date?
 S-2: It's the 2nd.
 S-1: What day is it?
 S-2: It's Tuesday.

2. S-1: What's the date?
 S-2: It's the 6th.
 S-1: What day is it?
 S-2: It's Saturday.

READING

- A. Read the dates on page 5.
- B. Read the Practice exercises on page 6.
- C. Read the Mini-dialogues on this page.
- D. Read:



Rosa Garcia: Hello, Mr. Wong. How are you?

Mr. Wong: Fine, thank you. It's my birthday today.

Rosa: How old are you?

Mr. Wong: I'm 80 years old.

Rosa: Happy birthday.

WRITING

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A. Write the answers to the questions about the Reading.

- 1. What's today? _____
- 2. Is it Mr. Wong's birthday? _____
- 3. How old is Mr. Wong? _____

B. Copy the words for the following numbers from the list.

- | | |
|-----------|------------|
| 1st _____ | 6th _____ |
| 2nd _____ | 7th _____ |
| 3rd _____ | 8th _____ |
| 4th _____ | 9th _____ |
| 5th _____ | 10th _____ |

fifth
seventh
tenth
first
fourth

ninth
second
third
sixth
eighth

C. Write the answers to the following:



- 1. What's the date?

- 2. What day is it?

LESSON NINETEEN: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with pictures of regular and air mail stamps, air letters and post cards, dates and days of the week and elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED					PERFORMING ACCEPTABLY				
1. Have students ask question: (How much is an <u>air mail stamp for Japan?</u>)	1	2	3	4	5	1	2	3	4	5
2. Have students answer question #1. (It's <u>21 cents.</u>)	1	2	3	4	5	1	2	3	4	5
3. Have students ask question: (What's the date?)	1	2	3	4	5	1	2	3	4	5
4. Have students answer question #3. (It's <u>February 12th.</u>)	1	2	3	4	5	1	2	3	4	5
5. Have students ask question: (When is <u>her</u> birthday?)	1	2	3	4	5	1	2	3	4	5
6. Have students answer question #5. (It's <u>September 15th.</u>)	1	2	3	4	5	1	2	3	4	5

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

- | | |
|---|--|
| 1. It's an air letter. | 5. It's a poppy. |
| 2. July 4th is Thursday. | 6. Is this an air mail stamp for the U.S.? |
| 3. It's an air mail stamp for Japan. | 7. Is Feb. 12th Lincoln's birthday? |
| 4. Washington's birthday is on February 22nd. | 8. Is an air letter 20 cents? |

III. READING

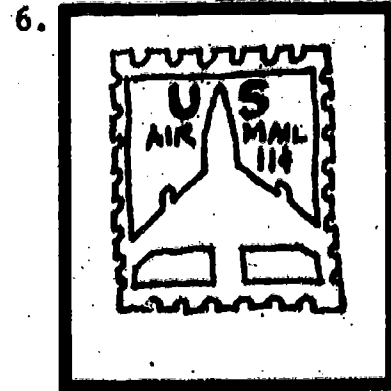
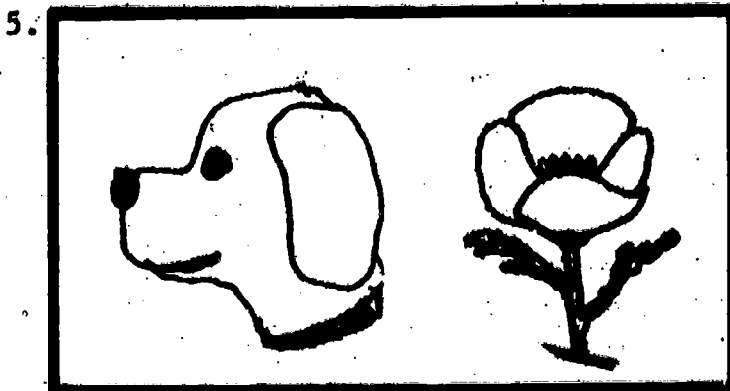
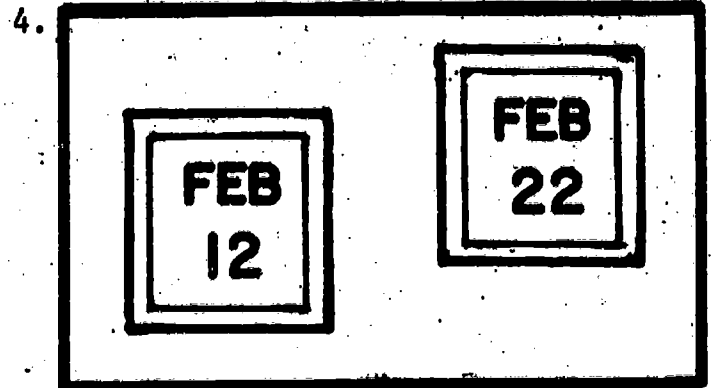
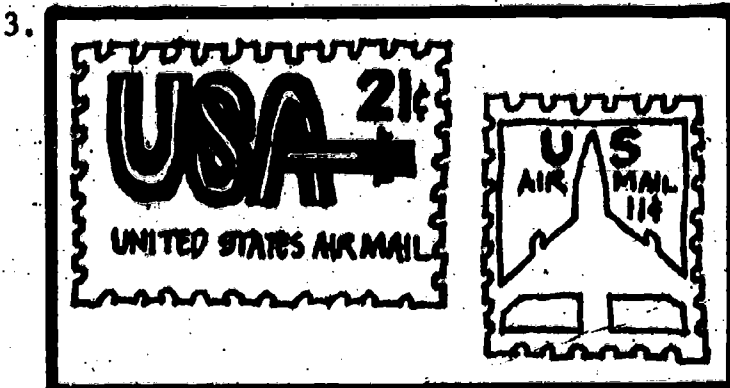
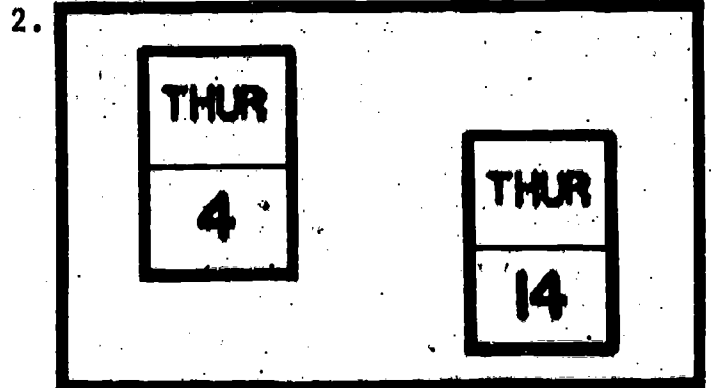
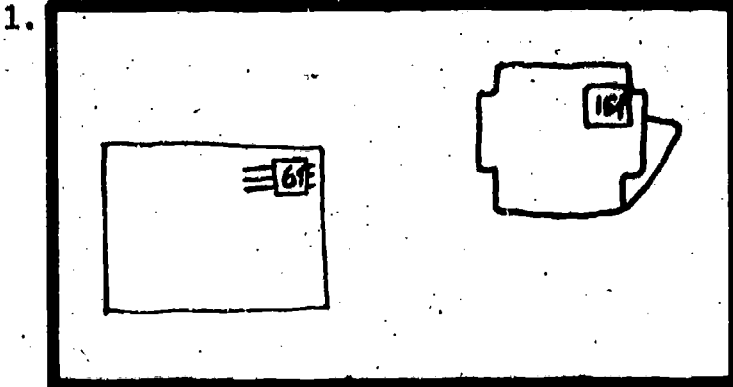
IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.

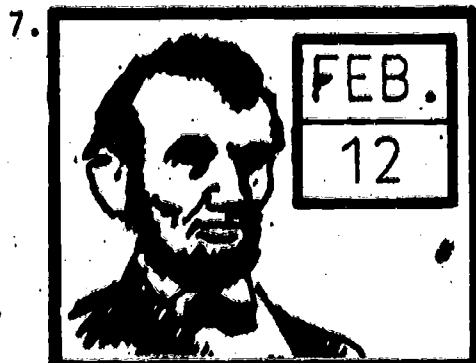
LESSON NINETEEN: STUDENT EVALUATION FORM

I. Oral Exercise

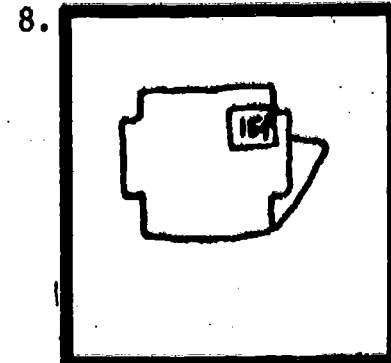
II. LISTENING COMPREHENSION



Yes, it is.
Yes, it does.



Yes, he is.
Yes, it is.



No, it isn't.
No, it doesn't.

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III. READING

Directions: Circle the correct answers.

1. How much is an air mail stamp

_____ Japan?

in

for

at

2. It's 11 _____.

cent

cents

dollar

3. He's 80 _____.

years

years old

year old

4. An air mail stamp for Central America

is _____.

25 cents

11 cents

17 cents

IV. WRITING

Directions: Read the paragraph and write the questions or answers about the story.

Today is Sunday, May 18th. It's Jim's birthday.

He's 38 years old.

1. What's the date?

2. What day is it?

3. _____ Jim's _____

Yes, _____

4. How old _____

He _____ 38 _____

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LESSON NINETEEN

第十九課

SECTION I: HOW MUCH IS AN
AIR MAIL STAMP?

第一節：一個航空郵票多少錢？

學習目標

OBJECTIVE

In this section you will learn to ask
and answer questions about stamps and
post cards for the U.S. and other
countries.

在這一節，你們要學習有
關寄於美國國內或寄至其他
各國的郵票以及明信片的
問答。

THE DIALOGUE

對話

Mr. Kono: How much is an air mail
stamp?

航空郵票多少錢？

Clerk: For the United States or
for an overseas country?

是寄美國國內的，還是
寄到外國的？

Mr. Kono: For Japan.

寄到日本的。

Clerk: An air mail stamp is 21 cents.

航空郵票是二十一分錢。

Air letters are 15 cents each.

航空郵簡是十五分錢。

Mr. Kono: Give me 5 air letters,
please.

請給我五張航空郵簡。

SECTION II: IT'S WEDNESDAY,
FEBRUARY 10TH

第二節：二月十日，星期三

OBJECTIVES

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學習目標

In this section you will:

在這一節，你們要：

1. Practice pronunciation.
2. Learn to use the names of the days of the week and the days of the month.
3. Learn to talk about birthdays.

- 一、練習發音。
- 二、學習月份和星期中的日子名稱。
- 三、學習談論生日的日期。

THE DIALOGUE

對話

Today is Wednesday, February 10th. It's
Maria's birthday.

今天是二月十日，星期三。
是 Maria 的生日。

Dan Jones: Happy birthday, Maria.

Maria (祝你)生日快樂

Maria Garcia: Thank you. When is your
birthday?

謝謝你。你什麼時候生日？

Dan: It's on Friday. It's
February 12th.

禮拜五。二月十二日。

Maria: Is that Lincoln's birthday?

那是不是林肯生日？

Dan: Yes, it is.

是的。

應注意事項

1. In the U.S. post cards and air letters are sold at the post office only. Stamps may sometimes be purchased through stamp machines, people generally go to the post office for these, also.
2. The preposition "on" is usually required in English before dates and days of the week.

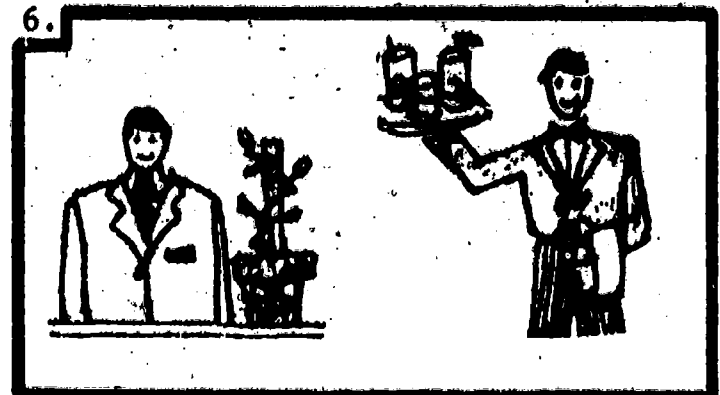
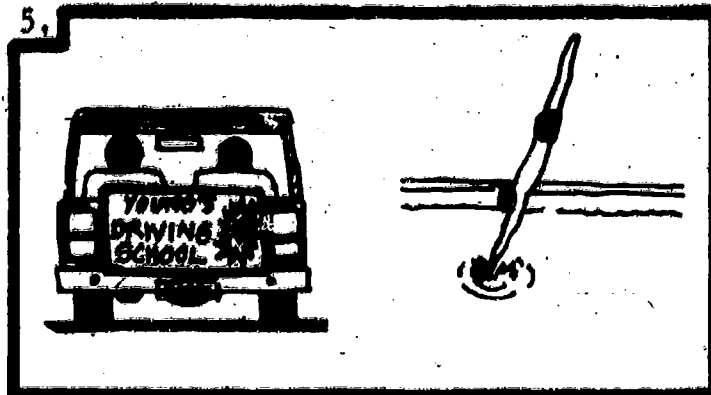
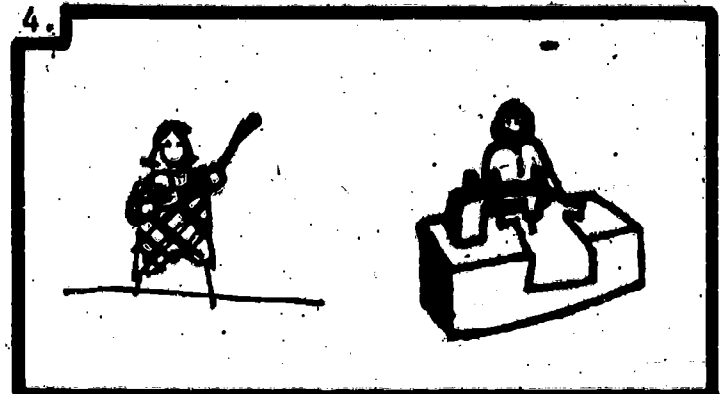
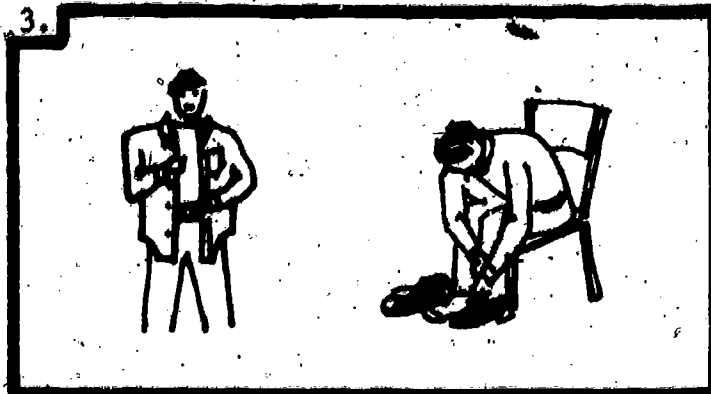
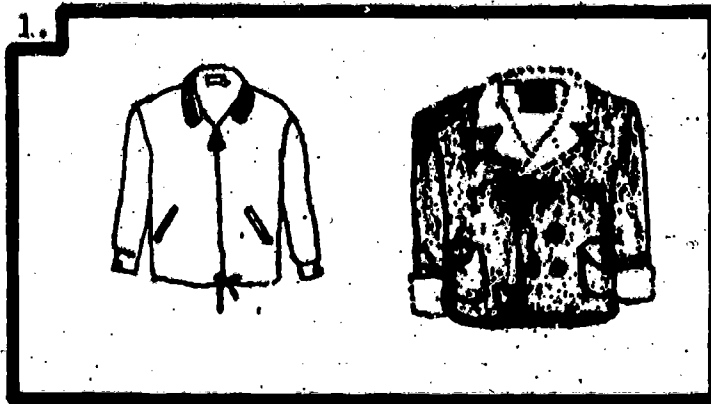
- 一、在美國只有在郵局才能買到明信片 and 航空郵簡。有的時候某些商店裡有郵票出售機出售郵票。但一般還是到郵局購買。
- 二、英文, 在日期和星期之前, 常用介詞 "on"。

LESSON TWENTY: STUDENT EVALUATION FORM

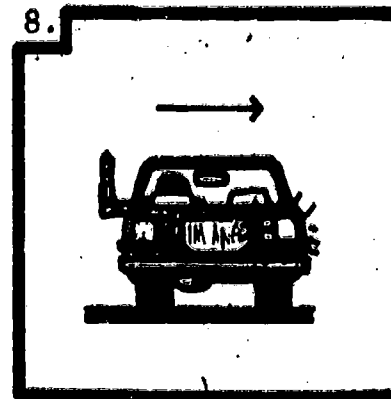
I. Oral Exercise

II. LISTENING COMPREHENSION

Directions: Listen to the teacher. Circle the correct answer.



No, she isn't.
No, she doesn't.



Yes, he is.
Yes, he does.

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III. READING

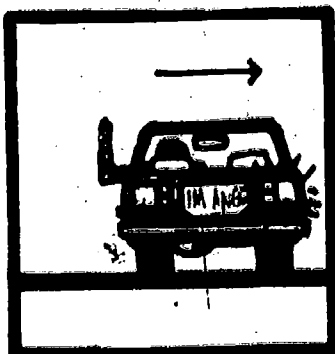
Directions: Circle the correct answer.

1. What's he _____ ?
 do
 does
 doing
2. Does he _____ a heavy coat?
 have
 has
 needs
3. Is Sam _____ now?
 dive
 diving
 dives
4. She's putting _____ her dress.
 off
 on
 at
5. Peté is learning _____.
 swim
 swims
 to swim
6. The seamstress is _____.
 selling flowers
 typing a letter
 sewing a dress

IV. WRITING

Directions: Write the correct words for the questions and answers.

1. a. Is he a _____ ?
 Yes, he is.
- b. What _____
- c. He _____ flowers.



2. a. Is Sam _____ drive?
 b. Yes, _____
 c. What _____ now?
 d. He _____

LESSON TWENTY

SECTION I: I'M SHAVING

OBJECTIVE

In this section you will learn to discuss some early morning family activities.

第二十課

第一節：我正在刮鬍子

學習目標

在這一節，你們要學習談論一些早上的家庭活動。

THE DIALOGUE

對話

Mrs. Kim: Breakfast is ready!

早餐好了！

Mr. Kim: Just a minute. I'm shaving and Joe is brushing his teeth.

等一等，我正在刮鬍子。

Joe 在刷牙。

Lucy: I'm putting on my dress, Mother.

媽，我正在穿衣服。

Mrs. Kim: Hurry! The food is getting cold.

快一點！飯要冷了。

SECTION II: REVIEW

第二節：複習

OBJECTIVE

學習目標

In this section you will practice talking about things that you have and need and about activities going on at the moment.

在這一節，你們要練習談論一些你所有或所需要的東西。同時也練習談論一些正在進行的活動。

A READING LESSON

閱讀課文

The Kono Family

Kono 家庭

Mr. Kono is working today. Bob, Jane and Mrs. Kono are at home. Mrs. Kono is sewing a dress. Bob is cleaning the yard. Jane is in the bedroom. She's learning to type. Jim Kono is at the post office. He's mailing a package to Japan.

Kono 先生今天在工作。Bob, Jane 和 Kono 太太都在家。Kono 太太在縫一件衣服。Bob 在打掃園子。Jane 在臥房裡。她正在學習打字。Jim Kono 在郵局。他在寄一個包裹到日本去。

LESSON TWENTY

OBJECTIVES

Listening Comprehension: Student will be able to identify specific actions going on at the moment.

Listening and Speaking: Student will be able to:

1. Give an appropriate response upon being asked to identify lesson items.
2. Discuss some early morning family activities.
3. Carry on conversations in situations and on subjects listed as performance objectives in Lessons 16-19.
4. Perform the above with acceptable pronunciation.

Reading and Writing: Student will be able to read and write the sentences in the lesson.

SYNOPSIS OF STRUCTURES

Review: Is he/Are you learning to drive?

What's he/are you doing (now)?

Does he have/need a new shirt?

When is his birthday?

How old are you?

What's the date?

Yes, he is/No, he isn't.

He's/I'm brushing my teeth.

Yes, he does/No, he doesn't.

It's September 12th.

I'm 80 years old.

It's Friday, June 3rd.

Fixed Expressions: Hurry!

Breakfast is ready.

Just a minute.

INSTRUCTIONAL AIDS

Drill pictures: P167 - Dialogue (I'm shaving)

Also: P10 - a gardener
P11 - a secretary
P21 - a barber
P40 - a seamstress
P73 - at the post office

P75 - a hairdresser
P140-145 - items of clothing
P150 - a waitress
P151 - a florist

Transparencies: T74 - Dialogue (I'm shaving)

T75 - Reading (The Kono Family)

Also: T65 (a barber, a hairdresser, a seamstress, a waitress, a florist, a secretary)

Student handouts: Student leaflets
Student evaluation form

Lesson Guide: Evaluation form

SECTION I: I'M SHAVING

SECTION I: I'M SHAVING

[NOTE: Do not distribute student leaflets until time for Reading.]

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

OBJECTIVE

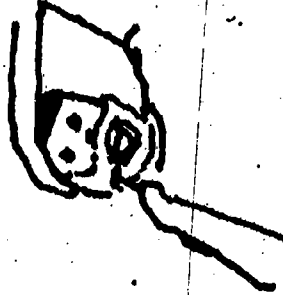
In this section you will learn to discuss some early morning family activities.

LISTENING COMPREHENSION

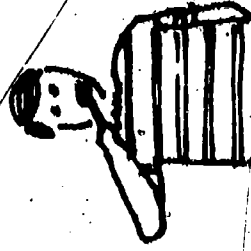
Listening

1. T acts out and models -
 Cl watches and listens
2. T acts out - Cl mimics
3. T identifies action -
 Cl acts out

LISTENING COMPREHENSION



I'm shaving.



I'm brushing my teeth. (20) 2

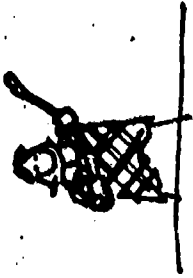
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Listening and Repeating

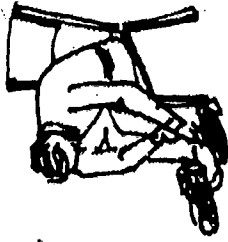
1. T acts out and models -

Cl mimics and repeats

2. T acts out - Cl } mimics and identifies
Gr }
St }



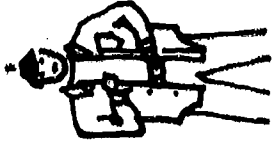
I'm putting on my dress.



I'm taking off my shoes.



I'm brushing my hair.



I'm taking off my shirt.

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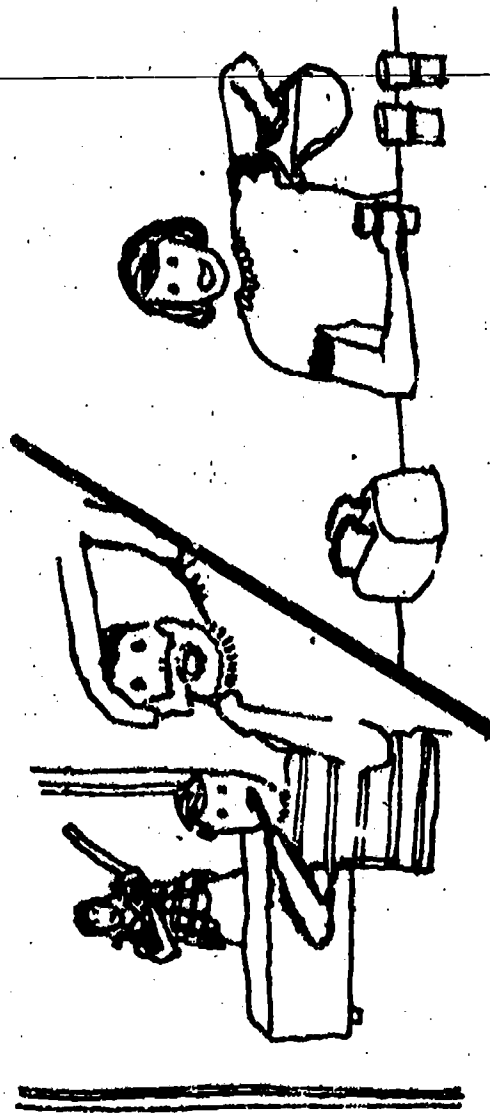
THE DIALOGUE

A. Show dialogue picture PI67 (T74) and explain the situation.

B. Present the dialogue following the usual procedure.

C. Ask "what" and "yes-no" questions about the dialogue.

D. Show the dialogue on the board or overhead for reading lesson.



THE DIALOGUE

[NOTE: Explain and teach as fixed expressions:
Breakfast is ready.
Just a minute.]

Mrs. Kim: Breakfast is ready!
Mr. Kim: Just a minute. I'm shaving and Joe
is brushing his teeth.

Lucy: I'm putting on my dress, Mother.

Mrs. Kim: Hurry! The food is getting cold.

PRACTICE

"I'm shaving"

Substitution Drill

T: I'm shaving.
brushing my teeth
putting on my shirt
taking off my shoes
brushing my hair
putting on my shoes

"What's Mr. Kim doing?"

Question and Answer Drills

T cues with dialogue picture and names:

Gr > asks - St > answers

OPTIONAL ACTIVITY

1. S-1: Is she brushing her teeth?
S-2: Yes, she is.
2. S-1: Is he putting on his shoes?
S-2: No, he isn't.

"What's Mr. Kim doing?"

1. S-1: What's Mr. Kim doing? S-1: What's Joe doing?
S-2: He's shaving. S-2: He's brushing his
teeth.

3. S-1: What's Lucy doing? 4. S-1: What's Mrs. Kim
doing?
S-2: She's putting on her dress. S-2: She's making
breakfast.

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Lead students into dialogues about pictures, cueing if necessary.

OPTIONAL ACTIVITY

- A. Is the food/soft drink/fruit getting cold?
- B. Yes, it is. It's in the refrigerator.
- A. Is the food/hamburger/coffee/tea getting hot?
- B. Yes, it is. It's on the stove.

READING

[NOTE: Have the students open their leaflets at this time.]

- A. and B. Have students follow directions as noted in the student leaflet.
- C. Follow the usual procedure for practicing reading.
- D. Ask comprehension questions about the story.

WRITING

Have students follow directions as noted in the student leaflet.

READING

- A. Read the activities on page 1.
- B. Read the Practice exercises and the Mini-dialogues on page 2.

C. Read:

Morning Activities

Mr. Kim and Joe are in the bathroom. Joe is brushing his teeth and Mr. Kim is shaving. Lucy is in the bedroom. She is putting on her dress. Mrs. Kim is in the kitchen. She is making breakfast.

WRITING

Write the questions or answers about the reading.

- 1. Where are Joe and Mr. Kim?

- 2. _____ his teeth?

Yes, he is.

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3. What's Mr. Kim doing?

4. Are Lucy and Mrs. Kim in the bathroom?

5. _____

She's putting on her dress.

6. _____

She's in the kitchen.

7. What's she doing?

SECTION II: REVIEW

[NOTE: Have the students put away their leaflets until time for Reading.]

PRESENTING THE OBJECTIVE

Explain briefly what the students will learn in this section.

A READING LESSON

- A. Introduce the characters and present reading lesson, following usual procedure.
- B. Show T75 or have students open their leaflets for reading practice.

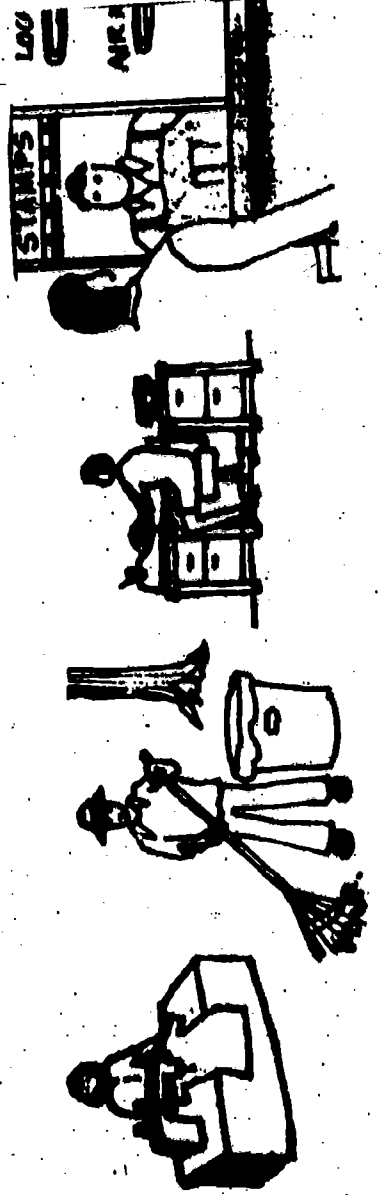
SECTION II: REVIEW

[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVE

In this section you will practice talking about things that you have and need and about activities going on at the moment.

A READING LESSON



Mr. Kono is working today. Bob, Jane and Mrs. Kono are at home. Mrs. Kono is sewing a dress. Bob is cleaning the yard. Jane is in the bedroom. She's learning to type. Jim Kono is at the post office. He's mailing a package to Japan.

CONTROLLED CONVERSATION

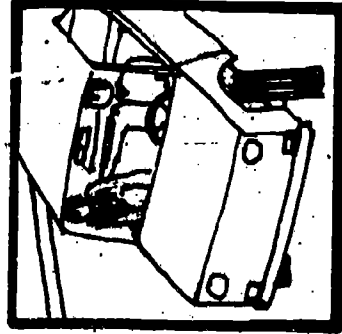
Lead students into conversations about:

- A. The Reading lesson.
- B. Driving activities and other activities going on at the moment.
- C. What people in specific occupations are doing at the moment.
- D. Items of clothing they have and/or need.
- E. Dates and birthdays.

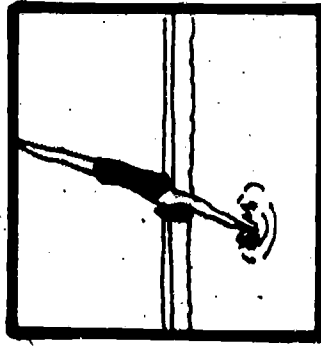
[NOTE: Use P10-11, 21, 40, 73, 75, 140-145, 150-151 or T65 for these drills.]

CONTROLLED CONVERSATION

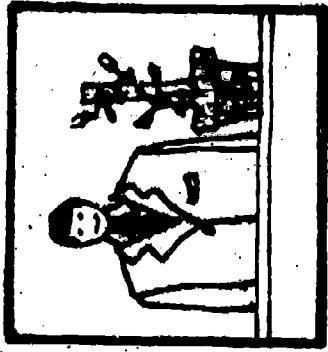
- A. 1. S-1: Is Mrs. Kono cleaning the house?
S-2: No, she isn't.
- 2. S-1: Is Mr. Kono at home today?
S-2: No, he isn't.
- 3. S-1: What's she doing?
S-2: She's sewing a dress.



- B. 3. S-1: Is Sam learning to drive?
S-2: Yes, he is.
- S-1: What's he doing now?
S-2: He's parking.



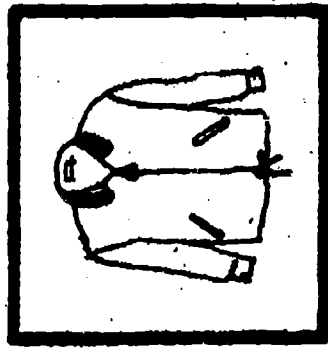
- 4. S-1: Is she learning to swim?
S-2: Yes, she is.
- S-1: What's she doing now?
S-2: She's diving.



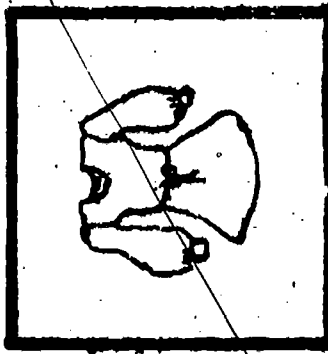
- C. 5. S-1: Is he a florist?
S-2: Yes, he is.
S-1: What's he doing?
S-2: He's selling flowers.



6. S-1: Is she a hairdresser?
S-2: Yes, she is.
S-1: What's she doing?
S-2: She's giving a shampoo.



- D. 7. S-1: Does he have a light jacket?
S-2: Yes, he does.
S-1: Does he need a heavy jacket?
S-2: Yes, he does.



8. S-1: Does Ann have a short dress?
S-2: Yes, she does.
S-1: Does she need a long skirt?
S-2: No, she doesn't.

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JAN.	
18	
Sun.	

FEB.	
10	

- E. 9. S-1: When is your birthday? 10. S-1: How old is Sam?
S-2: It's January 18th. S-2: He's 16 years old.
S-1: What day is it? S-1: When is his birthday?
S-2: It's Sunday. S-2: It's February 10th.

READING

[NOTE: Have the students open their leaflets at this time.]

- A. Have students follow directions as noted in the student leaflet.
B. Follow the usual procedure for practicing reading.

- A. Read the Controlled Conversation on pages 4 and 5.
B. Read: June, July and August are the summer months. Kay likes the hot weather in summer. She's at a department store. She's buying some summer dresses.

Kay: I'm looking for a summer dress.

Saleslady: This is a pretty dress. It's short and light.

Kay: I like it. Do you have long skirts?

Saleslady: Yes, we do. They are on sale today.

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WRITING

Have students follow directions as noted in the student leaflet.

WRITING

Write the questions or answers about the Reading.

1. What are the summer months?

They're _____

2. Does Kay like the hot weather in summer?

3. Where is she?

4. What's she doing there?

5. What's _____ for?

She's looking for a summer dress.

6. Is it a pretty dress?

7. _____ she _____ it?

Yes, she does.

8. _____ they _____ skirts?

Yes, _____

9. Are the skirts on sale?

Yes, _____

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LESSON TWENTY

SECTION I: I'M SHAVING

OBJECTIVE

In this section you will learn to discuss some early morning family activities.

LISTENING COMPREHENSION



I'm shaving.



I'm brushing my teeth.



I'm putting on my dress.



I'm taking off my shoes.

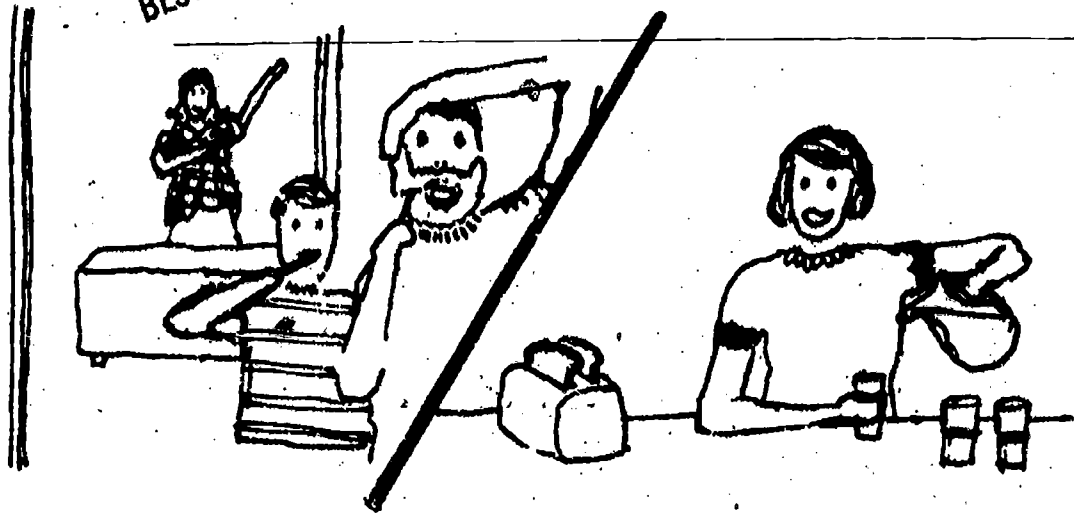


I'm brushing my hair.



I'm taking off my shirt.

[TEACHER: Follow the Lesson Guide for the most effective use of this material.]



Mrs. Kim: Breakfast is ready!

Mr. Kim: Just a minute. I'm having and Joe is brushing his teeth.

Lucy: I'm putting on my dress, Mother.

Mrs. Kim: Hurry! The food is getting cold.

PRACTICE

"What's Mr. Kim doing?"

- 1. S-1: What's Mr. Kim doing?
S-2: He's shaving.
- 2. S-1: What's Joe doing?
S-2: He's brushing his teeth.
- 3. S-1: What's Lucy doing?
S-2: She's putting on her dress.
- 4. S-1: What's Mrs. Kim doing?
S-2: She's making breakfast.

MINI-DIALOGUES

- 1. S-1: Where's Mr. Kim?
S-2: He's in the bathroom.
S-1: What's he doing?
S-2: He's shaving.
- 2. S-1: Is Ann brushing her teeth?
S-2: No, she isn't.
S-1: What's she doing?
S-2: She's putting on her dress.

READING

- A. Read the activities on page 1.
- B. Read the Practice exercises and the Mini-dialogues on this page.

C. Read:

Morning Activities

Mr. Kim and Joe are in the bathroom. Joe is brushing his teeth and Mr. Kim is shaving. Lucy is in the bedroom. She is putting on her dress. Mrs. Kim is in the kitchen. She is making breakfast.

WRITING

Write the questions or answers about the reading.

1. Where are Joe and Mr. Kim?

2. _____ his teeth?

Yes, he is.

3. What's Mr. Kim doing?

4. Are Lucy and Mrs. Kim in the bathroom?

5.

She's putting on her dress.

6.

She's in the kitchen.

7. What's she doing?

SECTION II: REVIEW

[NOTE: Put away your leaflet until time for Reading.]

OBJECTIVE

In this section you will practice talking about things that you have and need and about activities going on at the moment.

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The Kono Family

Mr. Kono is working today. Bob, Jane and Mrs. Kono are at home. Mrs. Kono is sewing a dress. Bob is cleaning the yard. Jane is in the bedroom. She's learning to type. Jim Kono is at the post office. He's mailing a package to Japan.

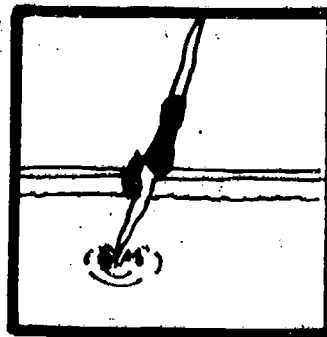
CONTROLLED CONVERSATION

- A. 1. S-1: Is Mrs. Kono cleaning the house?
 S-2: No, she isn't.
 S-1: What's she doing?
 S-2: She's sewing a dress.

2. S-1: Is Mr. Kono at home today?
 S-2: No, he isn't.
 S-1: What's he doing?
 S-2: He's working.



- B. 3. S-1: Is Sam learning to drive?
 S-2: Yes, he is.
 S-1: What's he doing now?
 S-2: He's parking.



4. S-1: Is she learning to swim?
 S-2: Yes, she is.
 S-1: What's she doing now?
 S-2: She's diving.

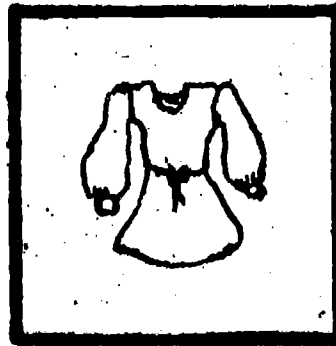
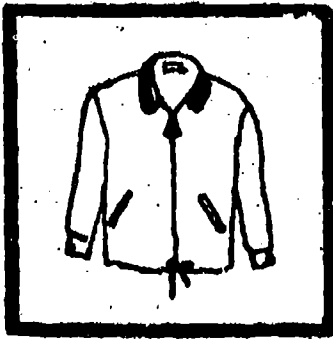


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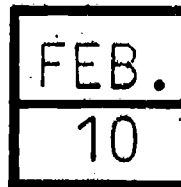
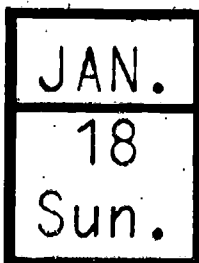
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 S-2: Yes, he is.
 S-1: What's he doing?
 S-2: He's selling flowers.

6. S-1: Is she a hairdresser?
 S-2: Yes, she is.
 S-1: What's she doing?
 S-2: She's giving a shampoo.



D. 7. S-1: Does he have a light jacket?
 S-2: Yes, he does.
 S-1: Does he need a heavy jacket?
 S-2: Yes, he does.

8. S-1: Does Ann have short dress?
 S-2: Yes, she does.
 S-1: Does she need a long skirt?
 S-2: No, she doesn't.



E. 9. S-1: When is your birthday?
 S-2: It's January 18th.
 S-1: What day is it?
 S-2: It's Sunday.

10. S-1: How old is Sam?
 S-2: He's 16 years old.
 S-1: When is his birthday?
 S-2: It's February 10th.

READING

A. Read the Controlled Conversation on pages 4 and 5.

B. Read:

June, July and August are the summer months. Kay likes the hot weather in summer. She's at a department store. She's buying some summer dresses.

Kay: I'm looking for a summer dress.

Saleslady: This is a pretty dress. It's short and light.

Kay: I like it. Do you have long skirts?

Saleslady: Yes, we do. They are on sale today.

BEST COPY AVAILABLE

WRITING

Write the questions or answers about the Reading.

1. What are the summer months?

They're _____

2. Does Kay like the hot weather in summer?

3. Where is she?

4. What's she doing there?

5. What's _____ for?

She's looking for a summer dress.

6. Is it a pretty dress?

7. _____ she _____ it?

Yes, she does.

8. _____ they _____ skirts?

Yes, _____

9. Are the skirts on sale?

Yes _____

LESSON TWENTY: EVALUATION

[NOTE: Students will use their Student Evaluation Form for Steps II, III, and IV.]

I. QUESTION AND ANSWER

Directions: Cue with drill pictures of items of clothing and pictures of activities going on at the moment and/or appropriate gestures. Elicit answers/questions as indicated. Circle number of students asked and number performing acceptably.

	NUMBER ASKED					PERFORMING ACCEPTABLY				
1. Have students ask questions. (What's <u>he</u> doing?)	1	2	3	4	5	1	2	3	4	5
2. Have students answer question #1. (<u>He's</u> brushing his teeth.)	1	2	3	4	5	1	2	3	4	5
3. Have students ask questions. (Does <u>she</u> have a <u>short dress</u> ?)	1	2	3	4	5	1	2	3	4	5
4. Have students answer question #3. (Yes, <u>she</u> does/No, <u>she</u> doesn't.)	1	2	3	4	5	1	2	3	4	5
5. Have students ask questions. (Is <u>he</u> parking <u>the car</u> ?)	1	2	3	4	5	1	2	3	4	5
6. Have students answer question #5. (Yes, <u>he</u> is/No, <u>he</u> isn't.)	1	2	3	4	5	1	2	3	4	5
7. When is your birthday?	1	2	3	4	5	1	2	3	4	5
8. Have students answer question #7. (It's <u>September 12</u> .)	1	2	3	4	5	1	2	3	4	5

II. LISTENING COMPREHENSION

Directions: Hand out Student Evaluation Form at this time. Read the following statements and have the class circle the correct answers on their sheets.

- | | |
|-------------------------------|-----------------------------------|
| 1. He needs a light jacket. | 5. Bill is learning to drive. |
| 2. She's a hairdresser. | 6. He's selling flowers. |
| 3. He's taking off his shirt. | 7. Does a waitress give shampoos? |
| 4. She's putting on a dress. | 8. Is he making a right turn? |
| | 9. It's Monday, June 22. |

III. READING

IV. WRITING

Directions: Have students do the Reading and Writing on the Student Evaluation Form.