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# UNIT 1 AM-PM

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Going to Bed

Good Morning

Breakfast Cereal

Scrambled Eggs

A Piece of Toast

A Glass of Milk

Washing Your Hands

Soup for Lunch

Making Tea

Getting Home

## EXERCISE MATCHING PICTURES AND SENTENCES

Ask students to tell you about the pictures in the sentences. Then, ask them to draw lines connecting each picture to its text. If some students need assistance, have them work with other students. With more advanced students, replace the exercise with the text, and ask students to write their own sentences for each picture.

## ADDITIONAL ACTIVITIES GRAMMAR WRITING DISCUSSION

These activities are suggested for use with the *Going to Bed* page of the book. Many of them may be suitable for use with other sections as well. For additional suggestions, see additional activities (pp. 101-102).

### Grammar

**Adverbs of Frequency.** Ask intermediate students about their daily routines and write 6 responses on a board (Example: I go to school every day).

*Going to Bed*

**B**efore presenting the model lesson, review the general procedure for using TPR (pp. vii–viii) to introduce the text below and the picture sequence *Going to Bed* (p. 6). When students are familiar with both the text and the pictures, distribute copies of the exercise sheet (p. 7).

## LESSON TEXT GOING TO BED (p. 6)

- |  |   |
|--|---|
| 1. It's 10 PM. You're watching TV.                   | 10. Take off your sweater. Take off your pants. |
| 2. The program is finished.                          | 11. Put on your pajamas.                        |
| 3. You're very tired.                                | 12. Pull back the covers on your bed.           |
| 4. Get up and turn off the TV.                       | 13. Turn off the lights.                        |
| 5. Stretch and yawn.                                 | 14. Get into bed.                               |
| 6. Go to your bedroom.                               | 15. Put your head on the pillow.                |
| 7. Turn on the lights.                               | 16. Pull up the covers and . . .                |
| 8. Sit on the bed and take off your shoes and socks. | 17. Go to sleep.                                |
| 9. Stand up and get undressed.                       | 18. Dream about your family.                    |

## EXERCISE MATCHING PICTURES AND SENTENCES

**Answers to Exercise:**

1. You're very tired.
2. Go to your bedroom.
3. Put on your pajamas.
4. Pull up the covers.
5. Dream about your family.

Ask students to tell you about the pictures in the sequence. Then, ask them to draw lines connecting each picture to its text. If some students need assistance, have them work with other students. With more advanced students, duplicate the exercise *without* the text and ask students to write their own sentences for each picture.

## ADDITIONAL ACTIVITIES GRAMMAR, WRITING, DISCUSSION

These activities are suggested for use with the *Going to Bed* picture sequence. Many of them may be suitable for use with other sequences as well. For additional suggestions, see *Extension Activities* (pp. viii–x).

Grammar

**Adverbs of frequency** Ask intermediate students about their bedtime routines and write the responses on the board (**Example:** Ling usually

goes to bed at 10 PM. He never turns off the TV.). Or have students interview each other using the following worksheet format:

STUDENT A (name)

STUDENT B (name)

- |  |                                  |
|--|----------------------------------|
| 1. What time do you usually go to bed?                                     | 1. I usually go to bed at 10 PM. |
| 2. Do you sometimes watch TV?  | 2. _____                         |
| 3. Who usually watches TV with you?  | 3. _____                         |
| 4. Who always turns off the TV?  | 4. _____                         |
| 5. Who is always the first to go to bed in your family (apartment, house)? | 5. _____                         |
| 6. Who is always last?   | 6. _____                         |
| 7. Do you ever remember your dreams?                                       | 7. _____                         |
| 8. What do you often dream about?  | 8. _____                         |

Have students write up their interviews in paragraph form using the information they have gathered, and changing the pronouns and verb forms (**Example:** *Juan/He usually goes to bed at 10 PM.*).

**Future and past tenses** Ask high beginning and intermediate students to describe their previous night's activities and their plans for the coming evening. Begin with questions such as "Did you watch TV last night?" "How late did you watch TV?" "What did you do when you got tired?" using the past tense, and "What do you think you'll do tonight?" "How late will you stay up?" "What will you watch on TV?" using the future tense.

**Two-word verbs** This sequence is rich in two-word verb expressions. Have intermediate students replace the nouns with pronouns in the following expressions:

- |                             |                                |
|-----------------------------|--------------------------------|
| turn off the TV (it)        | turn on the lamp (it)          |
| take off your shoes (them)  | put on your pajamas (them)     |
| pull back the covers (them) | dream about your family (them) |

Writing

From the picture sequence *Going to Bed*, have beginning students choose four or five pictures that relate to their own activities. Then, have the students cut out the pictures and glue them onto another paper in sequence. Ask students to write, with your help, a sentence about themselves under each picture. When they have finished writing, ask students to exchange papers so they can read each other's stories. (Students enjoy reading their classmates' work and are able to help each other clarify the written stories.)

## Discussion

The last line of the text, "Dream about your family," can be the jumping off point for some interesting discussion. Students enjoy talking about their dreams and never fail to ask for vocabulary to talk about nightmares! They may also express interest in discussing sleepwalking and sleeptalking. See if your students can describe their dreams. Ask them what they dreamed about when they knew they would be coming to this country. Did their dreams change after they arrived?

## Verb Lists

### GOOD MORNING (p. 8)

- |                   |              |
|-------------------|--------------|
| 1. is (it's)      | 9. wash      |
| 2. wake (up)      | 10. make     |
| 3. stretch        | 11. eat      |
| 4. yawn           | 12. read     |
| 5. rub            | 13. brush    |
| 6. get (up)       | 14. put (on) |
| (dressed)         | 15. kiss     |
| 7. do             | 16. leave    |
| 8. go (to) (back) |              |

### BREAKFAST CEREAL (p. 9)

- |              |                    |
|--------------|--------------------|
| 1. eat       | 7. close           |
| 2. open      | 8. sprinkle (over) |
| 3. pour      | 9. pour (on)       |
| 4. spill     | 10. take           |
| 5. pick (up) | 11. chew           |
| 6. put       | 12. swallow        |

### SCRAMBLED EGGS (p. 10)

- |              |                |
|--------------|----------------|
| 1. fix       | 9. put         |
| 2. break     | 10. heat       |
| 3. drop      | 11. pour       |
| 4. pick (up) | 12. cook       |
| 5. beat      | 13. stirring   |
| 6. add       | 14. turn (off) |
| 7. mix       | 15. eat        |
| 8. oil       |                |

### A PIECE OF TOAST (p. 11)

- |               |               |
|---------------|---------------|
| 1. eat        | 7. spread     |
| 2. take (out) | 8. watch      |
| 3. put        | 9. melt       |
| 4. push       | 10. cut       |
| 5. wait       | 11. pick (up) |
| 6. is (it's)  | 12. try       |

### A GLASS OF MILK (p. 12)

- |                  |                |
|------------------|----------------|
| 1. pour          | 7. wipe        |
| 2. spill (don't) | 8. rinse (out) |
| 3. go (back)     | 9. hang        |
| 4. pick (up)     | 10. is, be     |
| 5. get           | 11. drink      |
| 6. wring (out)   |                |

### WASHING YOUR HANDS (p. 13)

- |                    |               |
|--------------------|---------------|
| 1. wash            | 4. put (down) |
| 2. turn (on) (off) | 5. rinse      |
| 3. pick (up)       | 6. dry        |

### SOUP FOR LUNCH (p. 14)

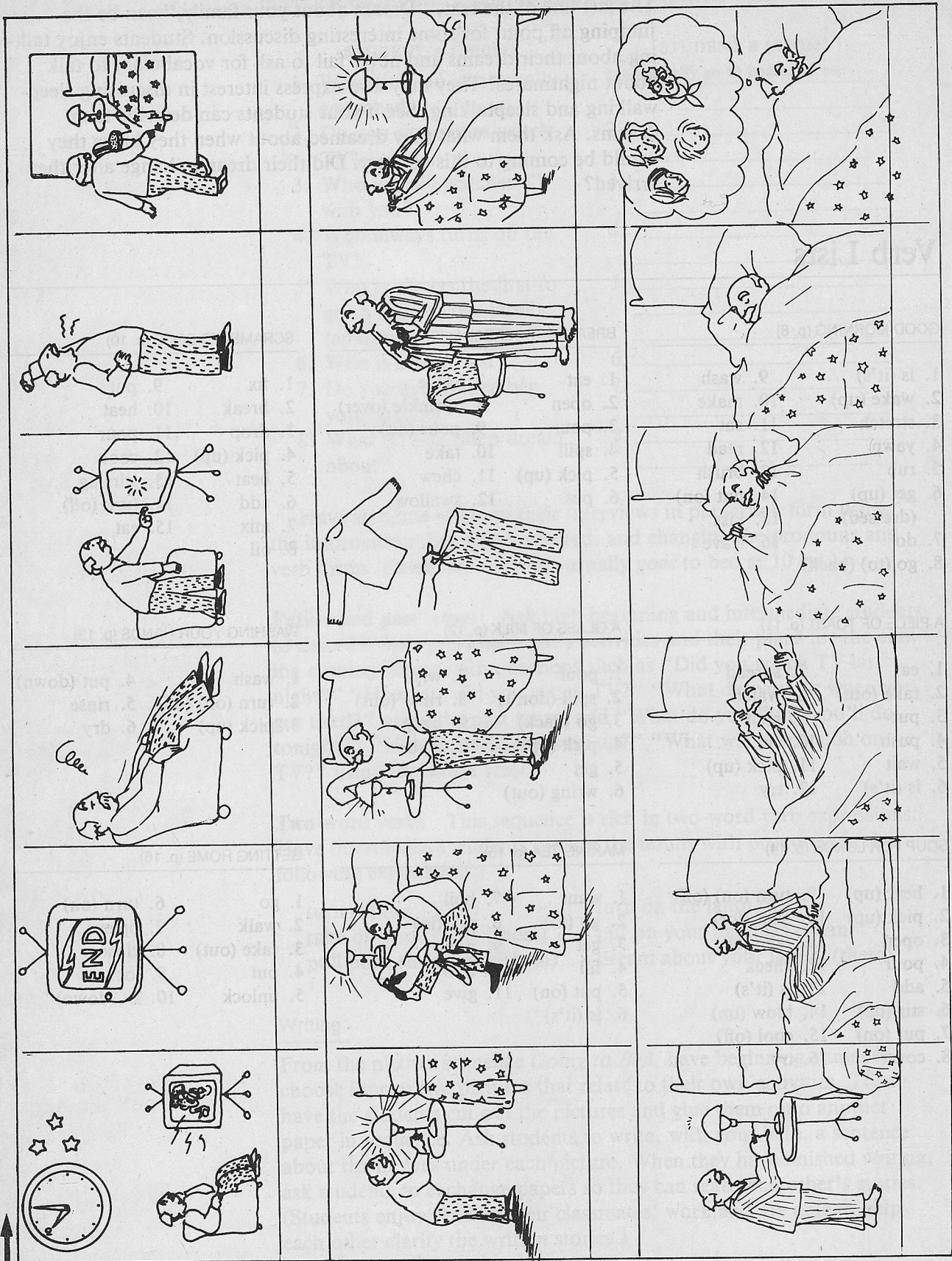
- |              |                    |
|--------------|--------------------|
| 1. heat (up) | 9. turn (on) (off) |
| 2. pick (up) | 10. wait (for)     |
| 3. open      | 11. take (off)     |
| 4. pour      | 12. check          |
| 5. add       | 13. is (it's)      |
| 6. stir (up) | 14. blow (on)      |
| 7. put (on)  | 15. cool (off)     |
| 8. cover     | 16. try            |

### MAKING TEA (p. 15)

- |              |             |
|--------------|-------------|
| 1. want      | 7. boil     |
| 2. go (to)   | 8. put (in) |
| 3. get       | 9. pour     |
| 4. fill      | 10. drink   |
| 5. put (on)  | 11. give    |
| 6. is (it's) |             |

### GETTING HOME (p. 16)

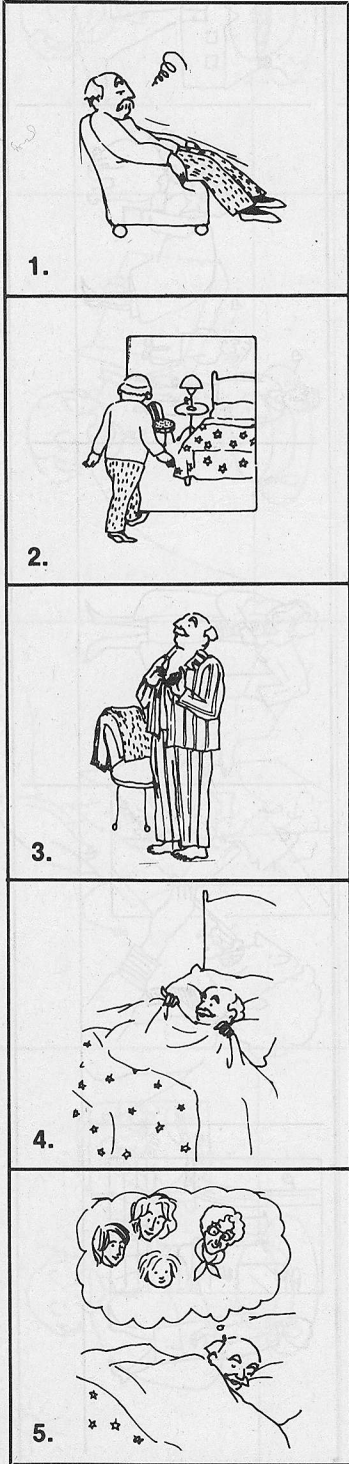
- |               |                |
|---------------|----------------|
| 1. go         | 6. turn (on)   |
| 2. walk       | 7. open        |
| 3. take (out) | 8. close       |
| 4. put        | 9. lock        |
| 5. unlock     | 10. sit (down) |



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EXERCISE **Matching Pictures**

*Going to Bed*



**Directions:** Draw a line from the picture to the correct sentence below.

Put on your pajamas.

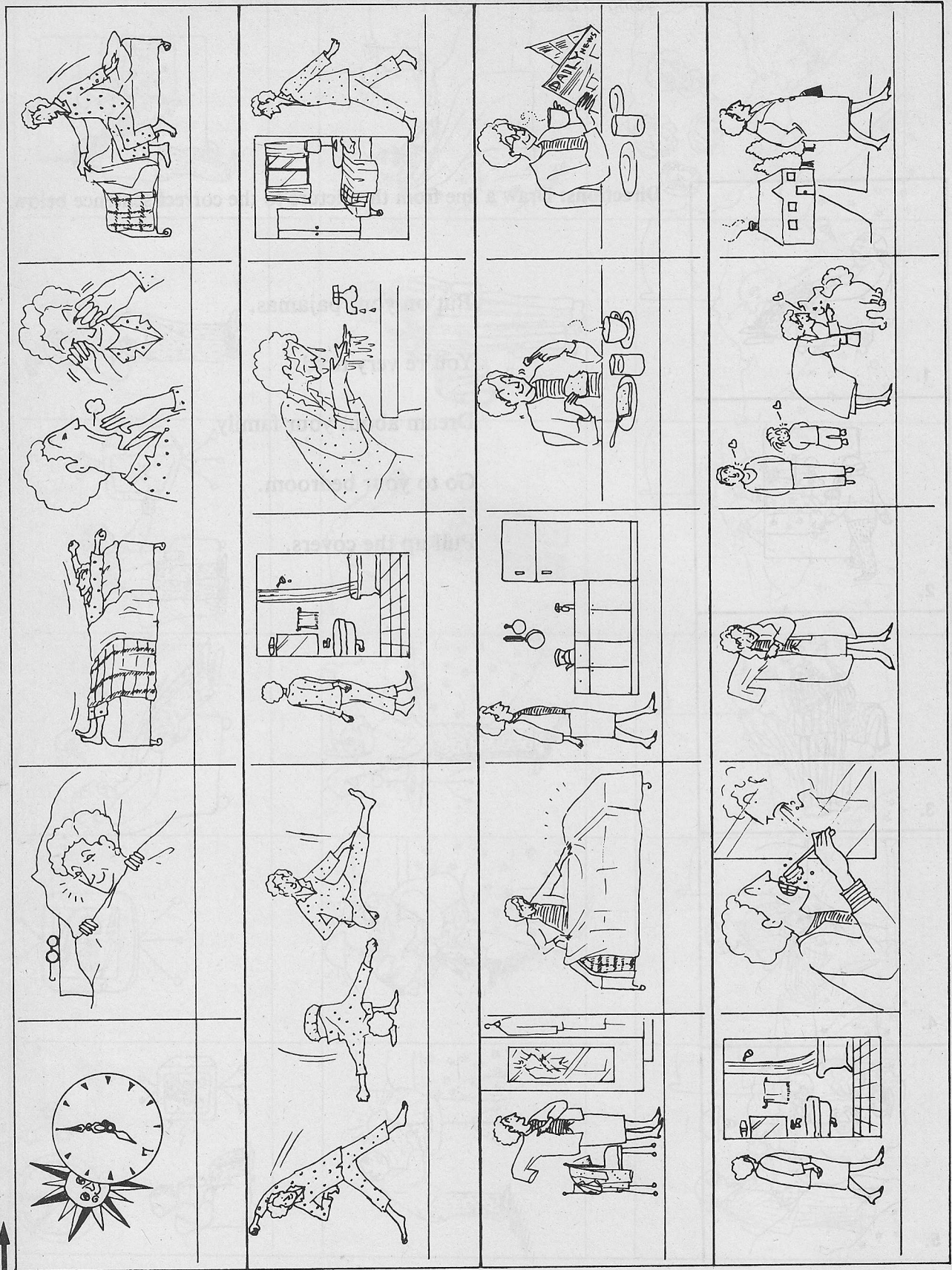
You're very tired.

Dream about your family.

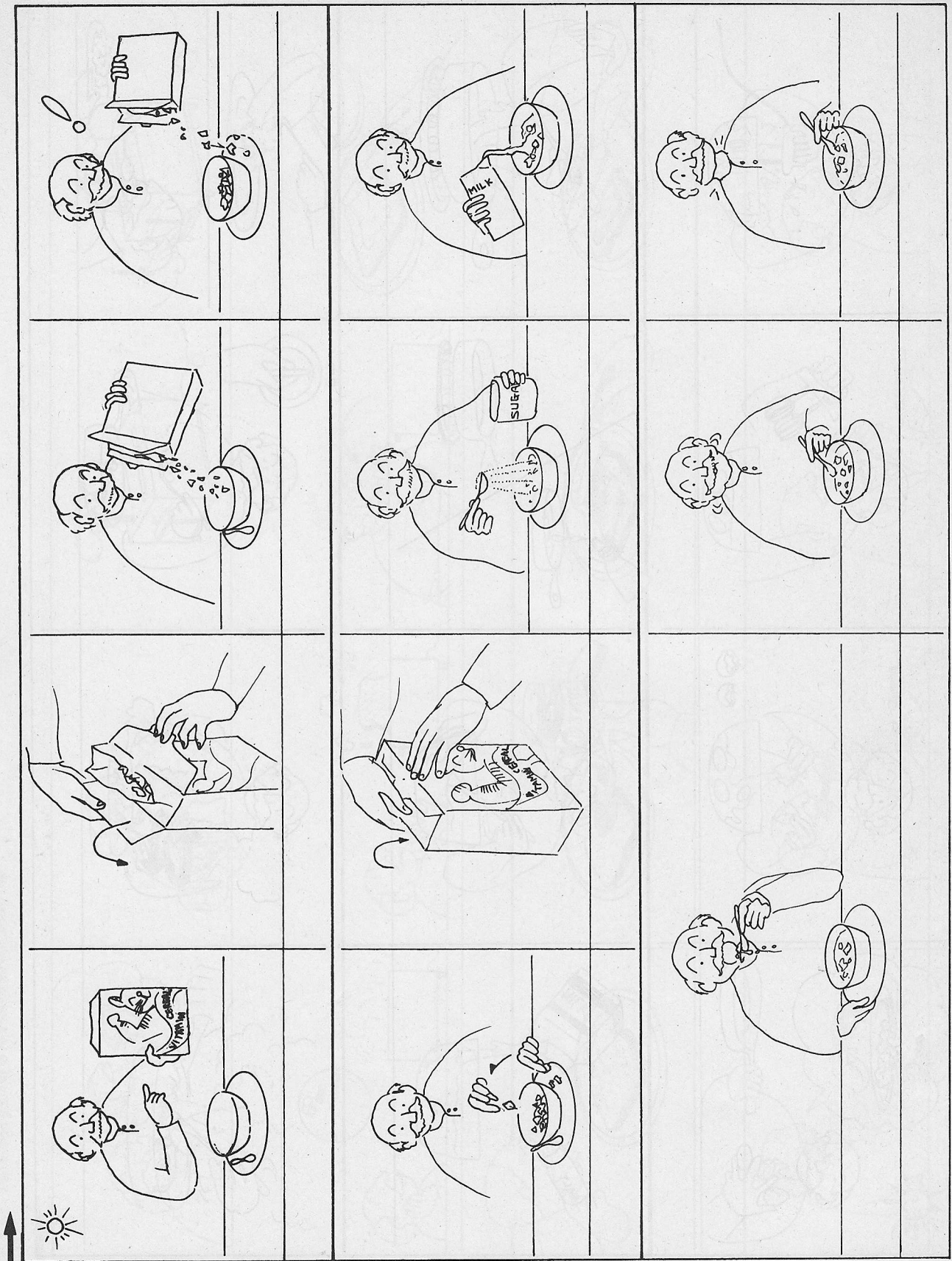
Go to your bedroom.

Pull up the covers.

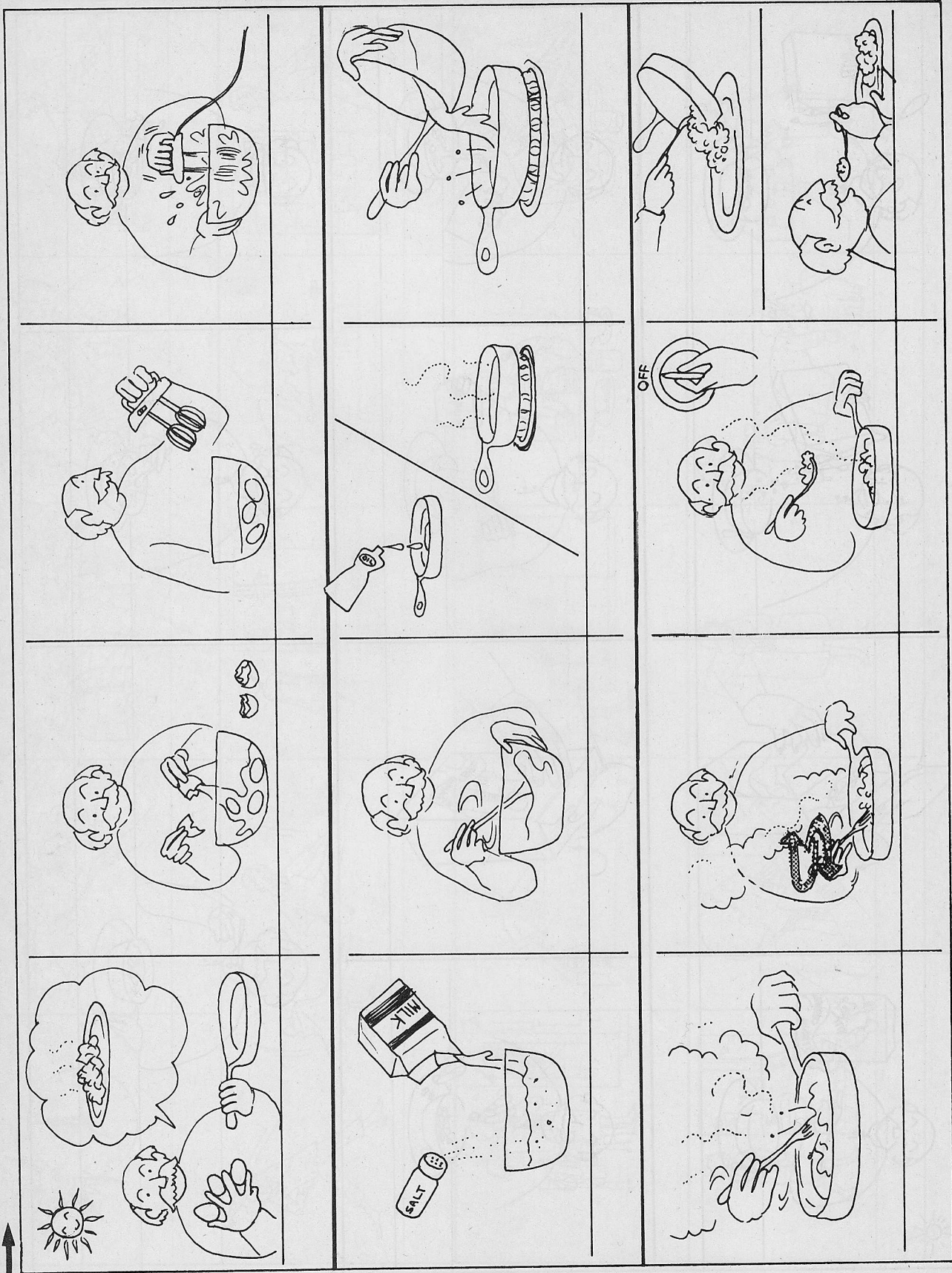
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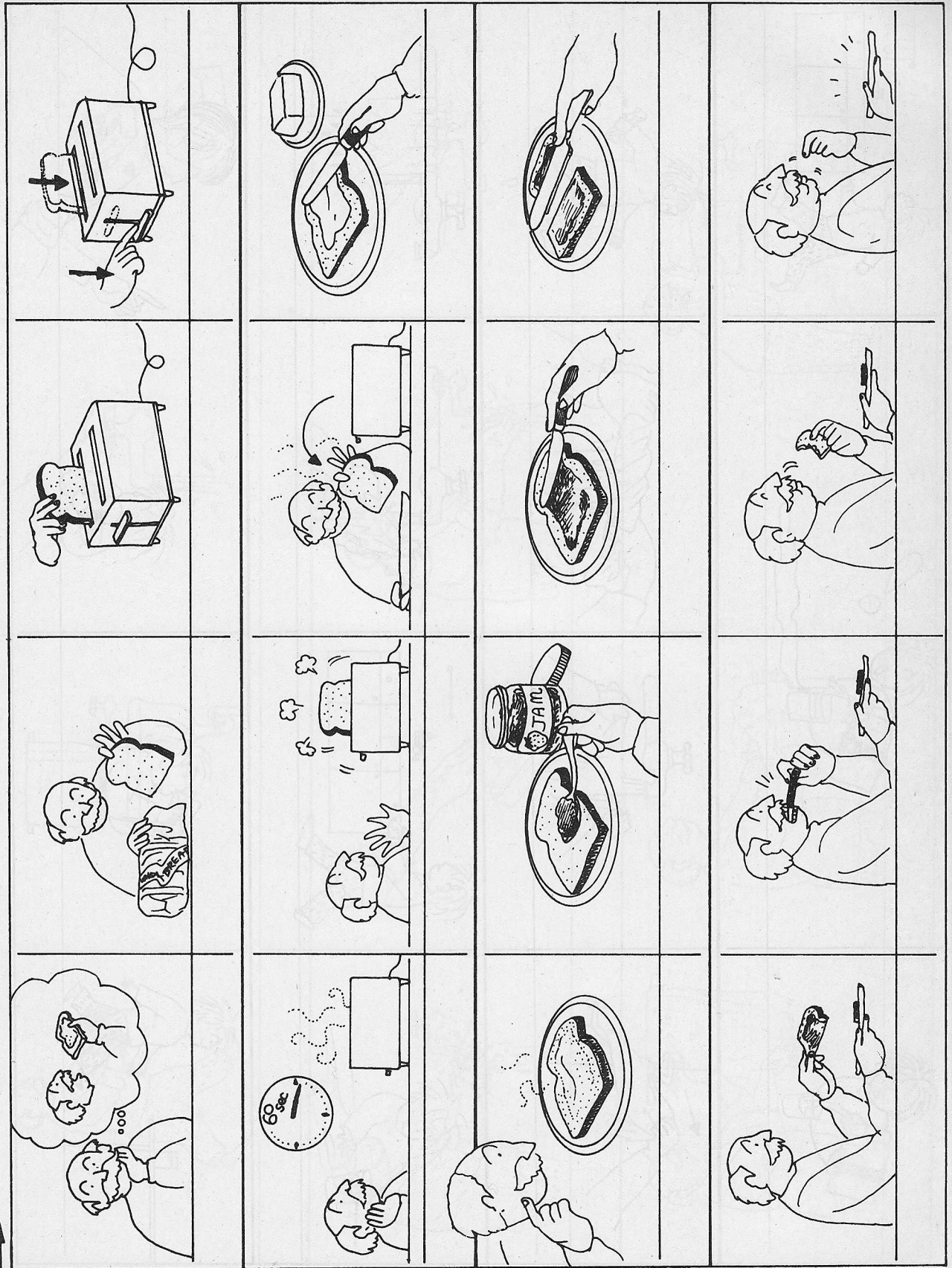
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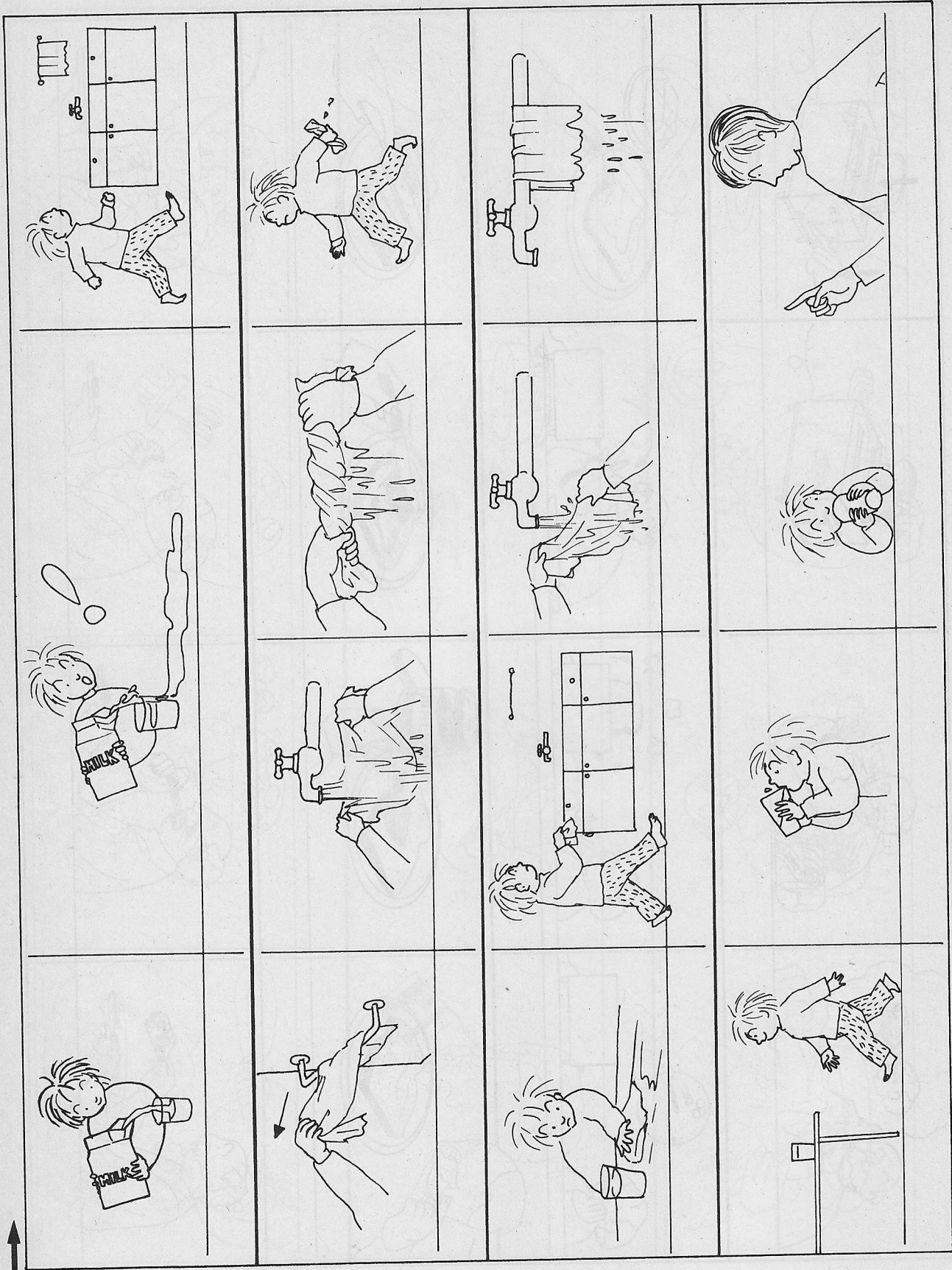






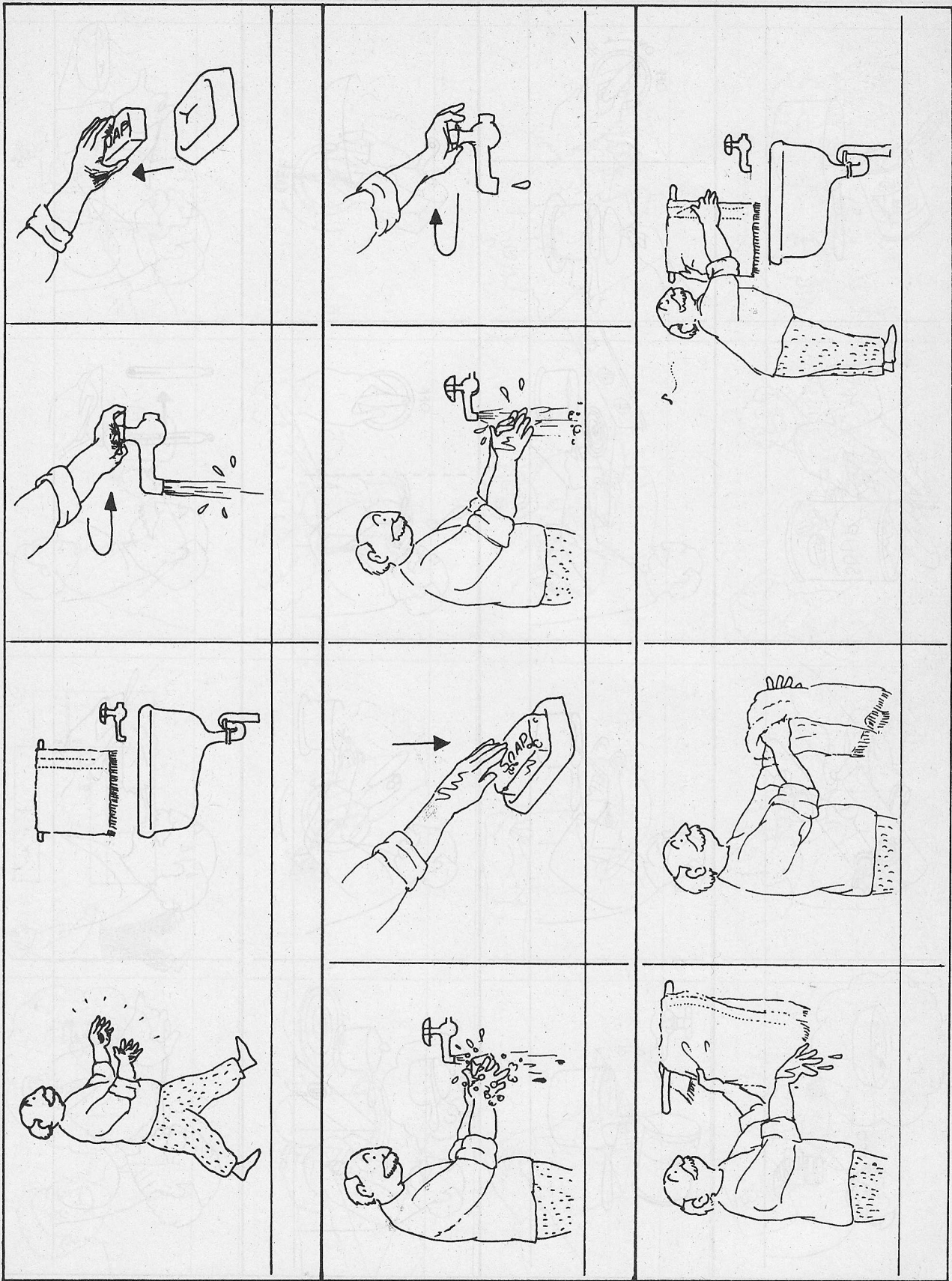
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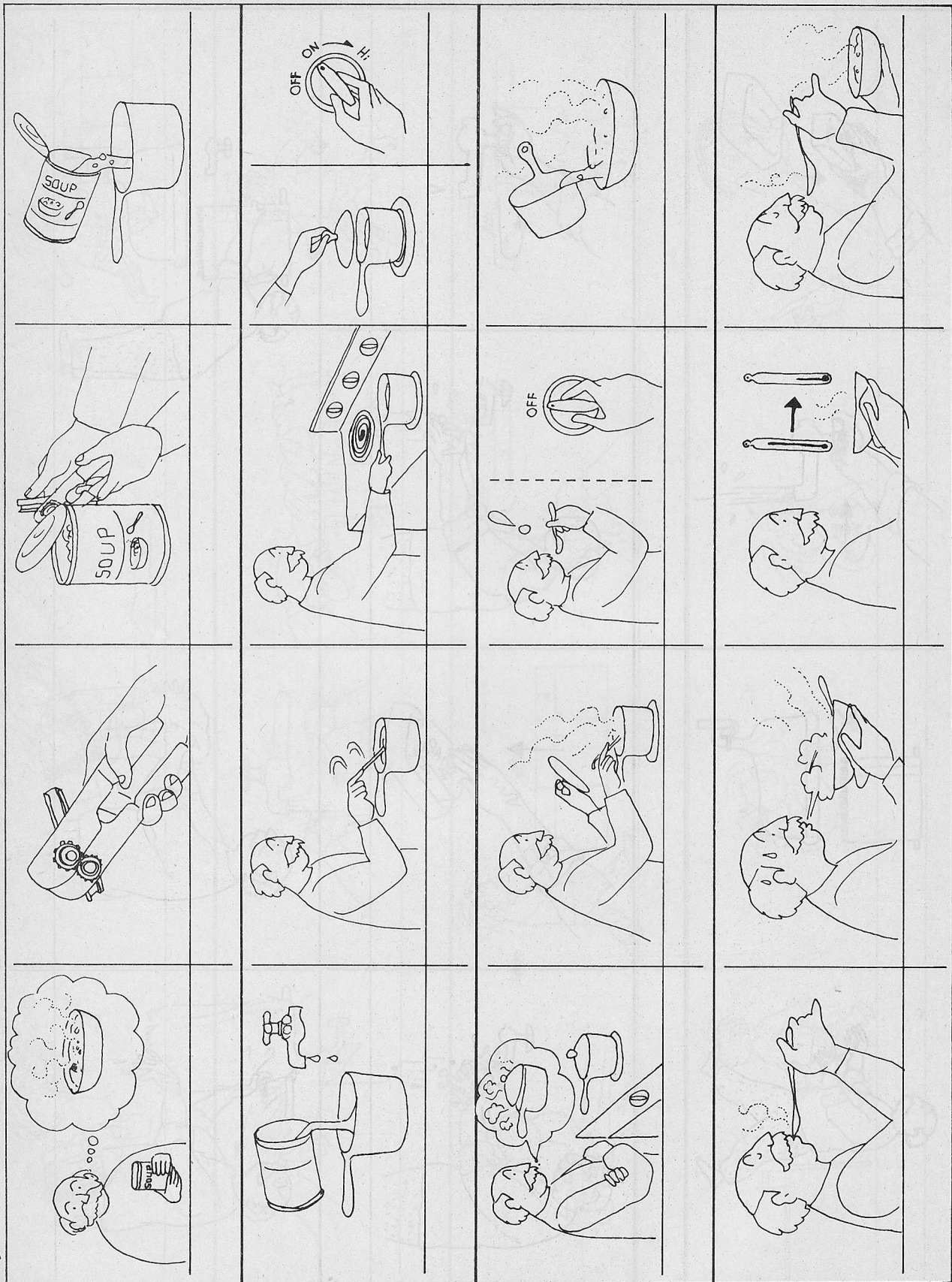


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# Washing Your Hands



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# Making Tea

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