

# Lesson 1: Give me a stapler, please.

Flash Cards	Dialogue Models	Objectives
eraser stapler staples broom calculator pencil sharpener give me her us you him them	<b>Model 1</b> Please give (me) a (stapler). Thank you.	At the end of this lesson, your learners are able to: <ol style="list-style-type: none"> <li>1. Introduce object pronouns <i>me, him, her, us, them</i>, and <i>you</i>.</li> <li>2. Make requests using <i>please</i> and <i>give</i>.</li> </ol>
<b>Other Word</b>		
please		
<b>Materials Needed:</b> Objects for new vocabulary <b>Preparation:</b> List the object pronouns on the board – <i>me, him, her, us, them</i> , and <i>you</i> .		

Lesson 1			
Please	give	me him her us them	a (stapler).

## Additional Activities

- ☐ **Vocabulary Relay** (Appendix 5)
- ☐ **Shape the Word** (Appendix 5)
- ☐ **Upset the Fruit Basket** (Appendix 5) – Give each student one or several vocabulary flash cards from this lesson. Call out, “Please give me a (book),” using this lesson’s model and vocabulary words. The students with that card must jump up and say, “I have a (book),” before sitting on a chair. The person left without a chair listens from the sidelines. The last person in the game wins.
- ☐ **Sentence Blurt** (Appendix 5) – Use this version of Sentence Blurt to practice object pronouns —*me, him, her, us, them, and you*. Lay four stacks of flash cards face down in this order: verbs, nouns, prepositions, pronouns. Keeping the cards in order, turn over one card in each stack. The students start with “I” and say the sentence. “I cook food beside him.” The person to read the sentence first wins.
- ☐ **Finish the Sentence** – Review the object pronouns. Write the first sentence in the sets below on the board. Read the first sentence. Students call out the correct pronoun to finish the sentences. Create your own additional sentences.

### Variations:

- Remove the italicized nouns from the first sentences. Give each student a person, animal, or pronoun card. Students call out in unison their pronouns if they could finish the sentence.
- Review the subject pronouns. Remove the subject pronouns and have the students finish the sentences with the correct subject pronouns.

She gave the book to *Dot*. She gave the book to \_\_\_\_\_. (her)

She helped *Gus*. She helped \_\_\_\_\_. (him)

I asked my *friends* to call tomorrow. I asked \_\_\_\_\_ to call tomorrow. (them)

He saw my *brother and I* at the store. He saw \_\_\_\_\_ at the store. (us)

She gave meat to the *dog*. She gave meat to \_\_\_\_\_. (it, her, him)

You should tell your *mom*. You should tell \_\_\_\_\_. (her)

My cousin sang a *song* for me. My cousin sang (it) for me.

- ☐ **Object Pronoun Chant** (Appendix 7) – Say the chant from page 321 with your students, pointing out that object pronouns are used at the end or middle because the action is done to them. “I gave seven (cats) away today; this is who I gave them to: One to me, you, him, her, it, us, and them.”
- ☐ **Subject Pronoun Chant** (Appendix 7) – Say the chant from page 321 with your students, pointing out that subject pronouns are usually used at the beginning of the sentence because they are doing the action. “Seven are working today: I am working, you are working, we are working, they are working, he is working, she is working, it is working.”
- ☐ **Doctor** – Set up a hospital scenario. Split the class into groups. Assign a doctor, nurse, and patient. Let the nurse and patient describe the sickness to the doctor. Have the doctor prescribe medicines for the patients and what time to give them. Be sure they are using direct objects correctly.
- ☐ **Dictionary Activity** – Choose a section in the student dictionary that contains words your students have been introduced to in previous lessons. As a class or in pairs, quiz students about the name, meaning, and pronunciation of each word in that section.
- ☐ **Pronunciation** (Appendix 3) – Listen, identify, and list pronunciation problems in your class. Work on correct sound formation using the provided tools.
- ☐ **Discussion**
  - What is the best gift ever given to you?
  - What is the best gift you have given to someone else?
  - How do you politely ask for things in your country?
  - What is a kind thing you could do or give to your mother, father, or other family member?
  - How do you order at a restaurant in your country?
  - What are the kindest things your parents did for you and your siblings?

## Lesson 1: Give me a stapler, please.

### Warm Up

- ♦ Introduce new vocabulary with objects or flash cards and practice saying them together.
- ♦ Give one of the objects or flash cards to a student. Ask the class, “What does he have?”
- ♦ Repeat with other objects or flash cards.

### Activities



#### Introducing Model 1

- ♦ Go to each student and ask them for the items, saying, “Please give me the (stapler).”
- ♦ When they give it to you, say, “Thank you.”
- ♦ Repeat with other students.



#### Introducing Object Pronouns

- ♦ Point out the connection between *I* and *me*, saying something like, “When we ask for something, we don’t say *I*, we say *me*. Give it to *me*.”
- ♦ Repeat with, “Give it to *her*. Give it to *him*.”
- ♦ Summarize the changes from subject pronouns to object pronouns in a chart on the board (*I* to *me*, *she* to *her*, *he* to *him*, *we* to *us*, *they* to *them*, and *you* stays the same).

### A. Reviewing Vocabulary

- ♦ Review the vocabulary, using Section A.



#### Practicing Model 1

- ♦ Students use objects or flash cards to practice **Model 1**, using the object pronouns listed on the board.


☐ Can most of my students use the pronouns correctly?

LESSON


# 1

Give me a stapler, please.


**A Learn.**




eraser




stapler



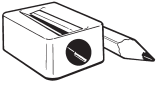
staples




broom



calculator




pencil sharpener




give


**Object Pronouns**




me




her



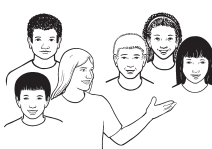
us



you



him



them

2

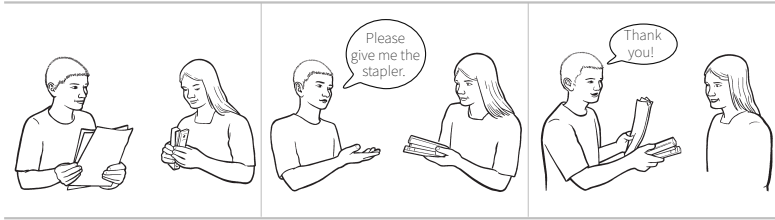
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#### Model 1

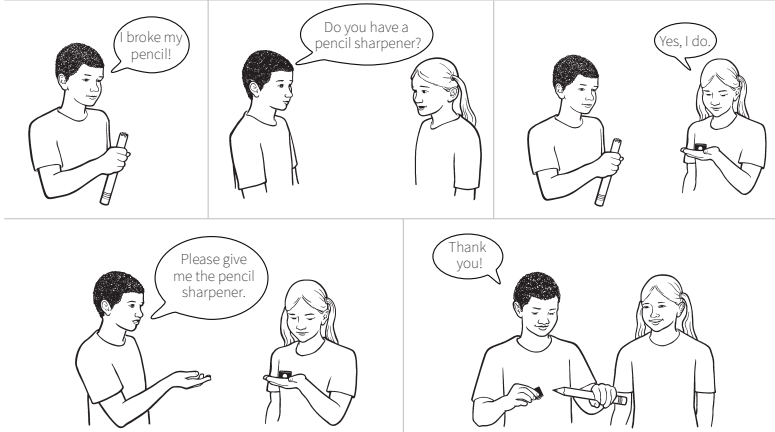
Please give (me) a (stapler).  
Thank you.

**B Read.** \_\_\_\_\_

Pat has the stapler that Sam needs.



Alex needs a pencil sharpener.



**Cultural Tip**

Americans like competition. The children who are the best in sports, schoolwork, and hobbies are offered prizes. This encourages them to compete to be the best.



**B. Reading the Story**

- ♦ Read the stories in Section B.
- ♦ Practice changing the pronouns in the sentences while demonstrating with students.



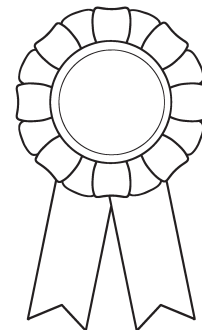
**Identifying Vocabulary**

- ♦ Use Section A as a listening exercise by having students point to, repeat, put an x on, or otherwise identify the words you pronounce for them.



**Cultural Tip**

Americans like competition. The children who are the best in sports, schoolwork, and hobbies are offered prizes. This encourages them to compete to be the best.



## Lesson 1: Give me a stapler, please.

### C. Filling in the Chart

- Students complete the chart by putting subject pronouns and object pronouns in the correct boxes.
- Show the students the complete pronoun chart in Appendix 1.

### D. Choosing the Correct Pronoun

- Students complete Section D, referring to the pronoun chart.
- Students check their work in pairs.









### Practicing Model 1

- Write *him, her, me, us, them,* and *you* on the whiteboard.
- Students get in groups of five, of mixed gender if possible.
- Give each student a noun flash card.
- Underline one of the pronouns.

- Students use the underlined pronoun with **Model 1** to ask for another student's card. If the pronoun is *him* or *her*, they point to a fellow student and say "Please give him/her the (calculator)." If the pronouns are *us* or *them*, they include more students in their pointing.
- Underline other pronouns and repeat the activity.

Lesson 1

**C** Fill in the boxes. \_\_\_\_\_

Pronoun Chart						
						
_____ have/ has a pencil.	I	he	she	we	they	you
Give _____ a pencil.	me	him	her	us	them	you

**D** Circle. \_\_\_\_\_

Give **we** them a calculator.

Please give **I** me an eraser.

Does he **him** have a pencil?

Do they **them** have a book?

How many books does she **her** have?

Please give **she** her a broom.

How many calculators does he **him** have?

Help **she** her wash the dishes.

Please give us **they** an eraser.



He **Him** has a book.

E. Circling the Sentence Words

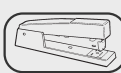
- ♦ Students circle the pictures for the words you say.
- ♦ Dictate the following sentences:
  - Give her a stapler.
  - Give him the broom.
  - Give her the staples, please.
  - They gave me the book.
  - Do you have the broom?



Lesson 1

E Listen. Circle.

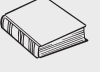




the



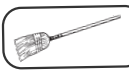


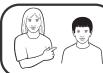

a








a






the








a




please




the



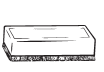
thank you




have




an

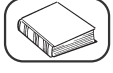





gave



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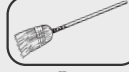


Do




have

a




Does



had

the



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# Lesson 2: Can you help me clean?

Flash Cards	Dialogue Models	Objectives
spell find	<b>Model 1</b> Can you help me (clean)? Yes, I can. Thank you! Sorry, I can't.	At the end of this lesson, your learners are able to: <ol style="list-style-type: none"> <li>1. Use the object pronouns: <i>me, him, her, us, them, and you</i>, when asking questions.</li> <li>2. Use new vocabulary words to ask for help.</li> </ol>
<b>Other Word</b>		
help (AL18:4)	<b>Model 2</b> (Alex) wants to (clean). Can you help (him)?	

**Materials Needed:** Individual sentence strips cut into words (Appendix 4)  
Any review vocabulary flash cards for Spelling Station

**Preparation:** Prepare a slip of paper for each student on which are written five of the following verbs (write, swim, play football, play basketball, study, put on and take off a jacket or other clothing, sweep the floor, wash the dishes, wash my hands, brush my teeth, make food, play a game, read). Make sure the list is different for each student. Hide a whiteboard marker and an eraser somewhere in plain sight. From Appendix 4, cut individual sentence strips into words. Place the words for each sentence in a separate envelope.

**Expansion activities:** Introduce other uses of *sorry*, e.g. when bumping into someone, when asking someone to repeat themselves.

Lesson 2								
Can	I you we he she they	help	me him her us them you	(clean)?		Yes,	I you we they he she	can.
						Sorry,		can't.
						No,		
(Alex)	wants	to (clean).	Can		I you we they he she	help	(him)?	

## Additional Activities

- ☐ **Grab the Ball** (Appendix 5) – Modify this game by distributing two duplicate sets of verb cards instead of the noun cards. Then use **Models 1 and 2** from this lesson with the verbs you’ve handed out. The students who have the verbs you say race to grab the ball first.
- ☐ **Can you do silly sentences?** Prewrite a list of questions describing silly and normal actions. Use the models from this lesson. Distribute the verb cards you’ve used in the questions. Read the questions aloud. The students who have the verb cards in your questions race to the center line. They answer, “Yes, I can,” or “No, I can’t.” The person who reaches the center and answers the question first wins.  
**Extension** – Have the students demonstrate the questions after they answer, “Yes, I can,” or “No, I can’t.”
- ☐ **Follow the Leader** (Appendix 5) – Use **Model 1** and the verbs taught to play Follow the Leader. Ask, “Can you help me \_\_\_\_?” and name the action. Demonstrate the action and march around the room. The students say, “Yes, I can,” and mimic your action.  
**Extension** – After you’ve been the leader a while, call out according to **Model 2**, “(Alex) wants to (clean). Can you help (him)?” The person named comes to the front and demonstrates the verb you said. He takes your place and continues the game.
- ☐ **Monkey Hear, Monkey Do** (Appendix 5) – Use today’s models and review verbs.
- ☐ **Popcorn** (Appendix 6) – Use **Model 1** to name an action. Throw a ball to a student. The student answers according to the model and demonstrates the action. The student then passes the ball back to you to repeat. Or, the student repeats the activity and throws the ball to another student.
- ☐ **Picture Bingo** (Appendix 5) – Board 1
- ☐ **I Spy** (Appendix 5) – Students close their eyes while the *it* person hides a vocabulary card or object. When everyone opens their eyes, the *it* person asks the players, “Can you help me find the (burger)?” The students respond according to the model. The students search for the hidden item, and the one who finds it is *it* for the next round.  
**Adaption** – To add difficulty, hide other objects in addition to the named object. The only correct object is the one the *it* person named.
- ☐ **Mom Wants to Cook** – Divide the students into groups. Give each student a simple menu to cook. Tell them, “Mom wants to cook. Can you help her find the food? Can you help her cook the food?” First, have each group list the food they need for their menu. Then each group decides who will do each task in cooking the food. Help the students with the new vocabulary if needed. If time allows, have each group pretend they are creating a cooking video and do a short cell phone recording of their project.
- ☐ **Dictionary Activity** – Choose a section in the student dictionary that contains words your students have been introduced to in previous lessons. As a class or in pairs, quiz students about the name, meaning, and pronunciation of each word in that section.
- ☐ **Pronunciation** (Appendix 3) – Listen, identify, and list pronunciation problems in your class. Work on correct sound formation using the provided tools.
- ☐ **Discussion**
  - What are your favorite or least favorite jobs at home?
  - Which jobs does your dad do? Your mom? The boys? The girls?
  - Did you ever lose something? Who helped you find it? How did you find it? Where?
  - What are polite or impolite ways to decline offers for help or requests for help in your country?
  - When have you helped someone?



## Lesson 2: Can you help me clean?

### Warm Up

- ♦ Students get in pairs.
- ♦ Give each student a prepared verb list.
- ♦ Students take turns at charades, acting out and guessing each other's words.

### Activities



#### Introducing Model 1

- ♦ Show students several classroom objects, saying, "I have a notebook. I have a pen. I have a book, but I don't have a marker! Can you help me find a marker?"
- ♦ Demonstrate looking for a marker. Have a student or two help you "find" the marker you have hidden. When it is found, tell them, "Thank you."
- ♦ Write something on the board, then tell the students, "I need to erase it."
- ♦ Look for the eraser, saying "I don't have an eraser! Can you help me find an eraser?"
- ♦ Demonstrate looking for the eraser. Have a student or two help you "find" the eraser you have hidden. When it is found, tell them, "Thank you."
- ♦ Demonstrate other classroom activities in a similar manner. "Can you help me clean the classroom? Can you help me sweep the floor? Can you help me put away the books?"

#### A. Reinforcing the Vocabulary

- ♦ Reinforce the vocabulary by reading the words in Section A.

LESSON

# 2

## Can you help me clean?

**A Learn.**

help

spell

find

**B Read.**

Can you help me clean?

Can you help me clean the classroom?

Yes, I can.

I can sweep the floor.

I can clean the whiteboard.

I can help put books away.

Thank you!

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#### Model 1

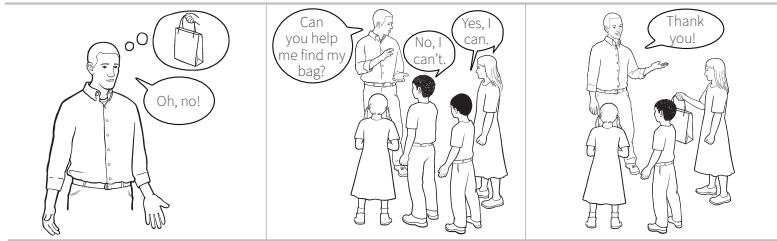
Can you help me (clean)?

Yes, I can.

Thank you!

Sorry, I can't.

The teacher can't find his bag.



Can you spell that?



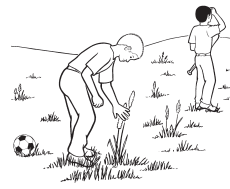
**C** Read. \_\_\_\_\_



Alex wants to spell.  
Can you help him?



Pat wants to cook.  
Can you help her?



Sam and Wes want a ball.  
Can you help them?

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## Practicing Model 1

- ◆ Introduce the third response to **Model 1**, “Sorry, I can’t”. Ask a student for help with an unreasonable task, such as, “Can you help me meet the President?” “Can you help me find a plane?”

## B. Reading the Story

- ◆ Read stories in Section B with students.

☐ Can most of my students ask for help?

## C. Reading the Captions

- ◆ Students read the captions in Section C.



## Reviewing Vocabulary and Models in Activity Stations

### Sentence-Building Station of 3-6 students:

- ◆ Copy and cut the sentence strips for this lesson from Appendix 4, page 263. Give each student an envelope containing the words for a sentence. Students can work together or on their own to create sentences. When each student has created a sentence, they read them to each other.

### Spelling Station of 3-6 students:

- ◆ Students sit in a circle with a stack of vocabulary flash cards facedown. Student A takes a card and, without showing it to the others, asks someone, “Can you help me spell (the object on the card)?” Student B answers, “Yes, I can,” and attempts to spell it. If Student B can spell it correctly, he keeps the card. If he doesn’t, Student A keeps the card. The next student in the circle then selects a card and continues.

### Model 2

(Alex) wants to (clean).  
Can you help (him)?

## Lesson 2: Can you help me clean?

### Where Is It? Station of 4-8 students:

- ◆ Student A leaves the room.
- ◆ Student B hides an object in the classroom.
- ◆ When the object is hidden, Student A returns to look for the object.
- ◆ The other students call out clues, using *near* or *far*.

### D. Matching and Filling in the Blanks

- ◆ Students complete the matching activity and fill in the blanks.
- ◆ Students check in pairs and practice reading sentences.

### E. Matching Sentences

- ◆ Students match the sentences in Section E.
- ◆ Students discuss their answers in pairs.



- ◆ Use Section A as a listening exercise by having students point to, repeat, put an x on, or otherwise identify the words you pronounce for them.

Lesson 2

#### D Write. Match. \_\_\_\_\_

Sam wants to play football.

Can you help him?

Meg wants to read the book.

Can you help her?

Pat and Dot want to clean the house. Can you help them?

I want to study English.

Can you help me?

Wes and I want to play basketball. Can you help us?



#### E Match. \_\_\_\_\_

Can you help me \_\_\_\_\_ feed the dog?

Yes,

I can't.

Can you help me \_\_\_\_\_ clean the car?

No,

I can.

Can you help me \_\_\_\_\_ find my jacket?

Yes,

I can't.

















Can you help me \_\_\_\_\_ eat the ice-cream cone?

No,

I can.

**F Listen. Circle.**

derived from Getty Images, dog, and

		a	
		the	
		a	
		an	
Do		want	a
Does		give	the
Do		want	a
Does		need	the

**F. Circling the Sentence Words**

- ♦ Read the sentences. Students circle the correct words or pictures.
- Give him the book.
- They gave him a pencil.
- Do you want the broom?
- Does he need a pencil sharpener?



**Cultural Tip**

Independence is important in the U.S. Parents want their children to know how to shop, do laundry, and cook. They want them to choose their careers.



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