TPR English curriculum BOOK 1



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TPR English Curriculum Framework and Guidelines for Beginners, Book 1

Foundation for Applied Linguistics (FAL)

This English TPR curriculum is a part of English curriculum that the Foundation for Applied Linguistics (FAL) has been designed and developed originally for the teachers who teach English in the primary level in schools that have implemented (any types of) mother tongue based bilingual/multilingual education (MTB-BE/MLE). It is an attempt to try to support and provide techniques and methods for teaching another new language for the teachers in these remote areas so that they be able to engage their student in class and teach effectively with more efficiency and more confidence. TPR stands for Total Physical Response and was created by Dr. James Asher[1]. It is a language learning using the movements of the body in response to understanding the speech of the new language. It is based upon the way that children learn their mother tongue; that is, the parent instructs, and the child physically responds to this.

This TPR curriculum is the first step for students to learn English (their third or fourth language) and that must be a happy and enjoyable experience for them. It aims to introduce English to students in a natural way of language acquisition and in a less stress atmosphere. TPR lessons start with the listening comprehension which means that students will understand everything that the teacher says in the target language. They will internalize the target language rapidly in chunks rather than word-by-word. After about 10 hours (40 TPR sets) of understanding English through physical movement, students spontaneously begin to speak English. Speaking will appear naturally as a playful activity. We must bear in mind that when speaking appears it will not be perfect, but with errors. But if we are patient of student's errors as we are of infants acquiring their first language, gradually speech will shape itself into the native speaker direction.

As understanding of the spoken English expands and expands, students will be able to read without being aware that they are reading. This reading without awareness is by seeing messages in print and understanding what it says. As a teacher, you will enjoy a successful experience with your students using this Total Physical Response lessons in this book 1. Once students have internalized vocabulary, which is about 200 words in Book 1, and grammar in English with TPR, these items can be used

[1] Asher, James. (2000). Learning Another Language Through Actions

to tell them a very short story.

This English TPR curriculum has been originally designed and developed by Katherine Dooley and later edited by Dr. Mary Saurman for those schools implementing FAL's MTB-BE/MLE. This TPR Book 1 is composed of 55 sets or lessons and 17 sets of review. This series of lessons has been planned for use with Grade 2 MTB-MLE students. The lessons will be taught 4-5 days a week in the second semester for a period of 30 minutes each time. The teacher will use two sets of TPR lessons, each set will take about 15 minutes, lasting around 30 minutes in total for each teaching period. However, the big review sets after the 55th set may take about 20-30 minutes for each set depending upon the size of the class.

The teaching steps are important, and the teacher should bear in mind of the order of the steps.

Here is the teaching pattern to follow:

1. Teacher calls out the commands and then does the actions (3 times)
2. Teacher calls out the commands and then **teacher with volunteers** do the actions (3 times)
3. Teacher calls out the commands; **volunteers listen and then do** the 3 actions (3 times)
4. Teacher calls out the commands; **volunteers & students listen and then do** the actions (3 times)
5. Teacher calls out the commands; **students only listen and then do** the actions (3 times)

NOTE: In the vocabulary section, *verbs are shown in italics*.

Asst. Professor Wanna Tienmee
November 2022
Foundation for Applied Linguistics

TPR ENGLISH CURRICULUM

SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Set 1	stand, turn, sit, up, down, around	Stand up. Turn around. Sit down.	
Set 2	walk, stop, jump	Walk. Stop. Jump.	Stand up. Jump. Turn around. Jump. Sit down. Stand up.Walk. Stop. Turn around. Jump. Stop. Walk. Turn around.
Set 3	Point, table, door, chair, to, the	Point to the table. Point to the door. Point to the chair.	Point to the table. Stand up. Jump. Stop. Point to the door. Walk to the door. Turn around. Point to the chair. Jump to the chair. Sit down.
Set 4	walk, blackboard, me, window	Walk to me. Walk to the blackboard. Walk to the window.	Stand up. Point to the table. Walk to the table. Point to the blackboard. Jump to the blackboard. Turn around. Walk to the window. Walk to me. Point to the door. Walk to the door. Turn around. Jump to me. Stop. Jump to the chair. Sit down.

SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Set 5 Prepare: Books	pick up, put down, book, your, pencil	Pick up your book. Put down your book. Pick up your pencil. Put down your pencil.	Point to the table. Point to the book. Pick up your book. Stand up. Walk to the door. Put down your book. Jump to the window. Turn around. Walk to your chair. Pick up your pencil. Put down your pencil. Sit down.
Review 1 Prepare: Books		Review Sets 1-5	Stand up. Walk to me. Turn around. Jump to the door. Point to the table. Walk to the table. Point to the book. Pick up your book. Put down your book. Walk. Stop. Point to your chair. Jump to your chair. Stop. Point to the blackboard. Point to the window. Walk to the window. Turn around. Walk to your chair. Sit down.
Set 6	head, nose, eye, touch	Touch your head. Point to your nose. Point to your eye.	Stand up. Touch your head and turn around. Walk to the door. Point to your nose. Touch your nose and jump. Stop. Walk to the blackboard. Touch the blackboard. Point to your eye. Sit down.

SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Set 7	ear, mouth, tongue	Touch your ear. Point to your mouth. Point to your tongue.	Touch your ear. Stand up. Turn around and touch your nose. Point to your mouth. Point to your tongue. Touch your tongue Pick up your book and point to your nose. Jump. Stop. Put down your book and point to your eye. Point to your nose and your ear.
Set 8	shoulder, arm, hand, fingers	Point to your shoulder. Touch your arm. Touch your hand. Touch your fingers.	Touch your shoulder and your head. Stop. Point to your arm. Stand up. Walk to the blackboard. Point to your eye. Touch your hand. Turn around. Touch your fingers and walk to your chair. Point to your shoulder. Touch your arm and jump. Stop. Touch your nose and point to the door.
Set 9	leg, knee, foot, toes	Touch your leg. Touch your knee. Touch your foot. Touch your toes.	Stand up. Sit down. Stand up. Touch your leg. Point to your knee. Point to your fingers. Touch your toes. Touch your ear and jump. Stop. Touch your knees and turn around . Touch your foot and your head. Point to your mouth and walk to the window. Turn around.

SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Set 10	hold up, clap, shake hand/hands	Hold up your hand. Hold up your hands. Clap your hands. Shake your hands. Shake your hand.	Stand up. Hold up your hand. Hold up your hands. Stop. Point to your knee. Hold up your knee. Jump and clap your hands. Stop. Point to your tongue. Shake your hands and turn around. Pick up your book. Hold up your book. Shake your book. Touch your head. Shake your head. Stop. Shake your hand.
Review 2		Review Sets 1-10	Action Song: Head and Shoulders "Head, shoulders, knees and toes, knees and toes. Head, shoulders, knees and toes, knees and toes. And eyes and ears and mouth and nose. Head, shoulders, knees and toes, knees and toes." https://www.youtube.com/watch?v=ZanHgPprl-0
Set 11 Prepare: Toothbrushes	Clean, teeth, toothbrush	Point to your teeth. Point to the toothbrush. Pick up the toothbrush. Clean your teeth. Put down the toothbrush.	Point to the toothbrush. Stand up. Clap your hands. Pick up the toothbrush. Turn around. Hold up the toothbrush. Jump. Stop. Shake the toothbrush. Clean your teeth. Put down the toothbrush. Shake your hands. Shake your hand. Touch your head. Shake your head. Touch your toes. Sit down.

SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Set 12 Prepare: Combs	comb, hair, comb	Point to your hair. Point to the comb. Pick up the comb. Comb your hair. Put down the comb.	Point to your head. Shake your head. Stop. Point to your eye. Point to your hair. Hold up your hair. Point to the comb. Pick up the comb. Comb your hair. Put down the comb. Pick up the toothbrush and the comb. Hold up the toothbrush and the comb. Hold up the toothbrush and turn around. Shake the comb and jump. Stop.
Set 13 Prepare: Soap, towels, basin of water	wash, dry, soap, towel	Point to the soap. Point to the towel. Pick up the soap. Wash your hands. Pick up the towel. Dry your hands.	Shake your hands. Point to the soap. Pick up the soap. Walk to the door. Hold up the soap. Jump to the table. Wash your hands. Pick up the towel. Dry your hands. Turn around. Pick up the comb. Jump to me. Comb your hair. Walk to the table. Touch the table. Put down the comb. Touch the towel.
Set 14 Prepare: Soap, towels, basin of water	smile, cry, face	Cry. Point to your face. Wash your face. Dry your face. Smile.	Touch your head and jump. Cry and walk to the blackboard. Smile and walk to the table. Point to your teeth. Point to your face. Pick up the soap and wash your face. Pick up the towel and dry your face. Hold up the towel. Shake the towel. Cry. Put down the towel. Smile. Point to your leg and cry. Touch your nose and smile.

SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Set 15 Prepare: Combs	peel, eat, banana	Point to the banana. Pick up the banana. Peel the banana. Eat the banana.	Point to the banana. Turn around then pick up the banana. Put down the banana. Pick up the banana. Hold up the banana and walk to the window. Peel the banana. Walk to your chair. Sit down and eat the banana. Stand up and walk to the table. Pick up the soap and wash your hands. Dry your hands.
Review 3 Prepare: Objects from Sets 1-15		Review Sets 1-15	Action Song: Brush Our Teeth "Brush, brush, brush our teeth. Brush them every day. Brush, brush, brush, brush, brush them every day. Brush, brush, brush, brush, brush them every day." "…. wash our face…" "… comb our hair…." https://www.youtube.com/watch?v=6g4qZh9qt_k Action Song: This Is the Way… "This is the way I brush my teeth, brush my teeth, brush my teeth. This is the way I brush my teeth early in the morning." "This is the way I wash my face…" "This is the way I comb my hair…" https://www.youtube.com/watch?v=lUrYQ_h51XM

SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Review 3 Prepare: Objects from Sets 1-15		Review Sets 1-15	Review Sets 1-15, for example: Point to the banana. Hold up your hands. Clap your hands. Point to the soap. Pick up the soap and wash your hands. Pick up the towel and dry your hands. Point to the door. Pick up the toothbrush and walk to the door. Point to your mouth. Brush your teeth. Smile. Jump to your chair. Touch the towel. Point to the comb. Shake your hands. Touch your toes. Shake your knees. Pick up the book. Put down the book.
Set 16 Prepare: Bottles, boxes, books	open, close, bottle,box	Point to the bottle. Point to the box. Open the bottle. Close the bottle. Open the box. Close the box.	Pick up the bottle. Open the bottle. Close the bottle. Shake the bottle. Put down the bottle. Pick up the box. Hold up the box. Put down the box. Open the box. Close the box. Point to your eyes. Close your eyes. Open your eyes. Open your mouth. Point to your tongue. Close your mouth. Pick up the book. Hold up the book. Open the book. Close the book. Put down the book. Touch the book. Hold up your hand. Close your hand. Open your hand. Clap your hands.

SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Set 17 Prepare: Bottles of water, cup, bananas	pour, drink, cup, water, into, in	Pick up the bottle. Open the bottle. Pick up the cup. Pour the water into the cup. Put down the bottle. Point to the water in the cup. Drink the water in the cup. Put down the cup.	Open your mouth and walk to the table. Close your mouth. Touch the bottle. Open the bottle. Pick up the cup. Pour the water into the cup. Put down the bottle. Drink the water. Put down the cup. Turn the cup around. Close your eyes. Open your eyes. Open the bottle and pour the water into the cup. Point to the water in the cup. Point to the water in the bottle. Pick up the banana. Put down the banana. Pick up the banana. Peel the banana. Eat the banana and drink the water.
Set 18 Prepare: Plates, bottles, books, towels, soap, toothbrushes	give, take, put, plate, on	[Teacher demonstrates with 2 volunteers —students in the classroom] Point to the plate. Touch the plate. Pick up the plate. Give the plate to Peter.* Peter, take the plate. Give the plate to me. Mary, take the plate. Put the plate on the table. * Use the names of volunteers.	Peter,* point to the plate. Pick up the plate. Give the plate to Mary. Mary, take the plate. Give the plate to me. John, pick up the towel. Give the towel to Amy. Amy, take the towel. Give the towel to Dan. Dan, put the towel on the chair. Anne, pick up the towel. Give the towel to me. Kelly, pick up the toothbrush and the soap. Give the toothbrush to Peter and give the soap to Dan. Peter, put the toothbrush on the book. Dan, put the soap on the towel. * Use the names of different students in the class.

SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Set 19 Prepare: Bowls, spoons, rice, plates	rice, bowl, spoon	Point to the plate. Point to the bowl. Point to the rice in the bowl. Point to the spoon. Pick up the spoon. Put the rice on the plate. Eat the rice.	Kelly,* pick up the bowl. Give the bowl to Amy. Amy, take the bowl. Give the bowl to Peter. Peter, put the bowl on the table. Dan, pick up the spoon. Give the spoon to John. John, take the spoon. Give the spoon to Anne. Anne, give the spoon to me. Mary, take the spoon. Put the rice on the plate. Put the spoon on the plate. Ben, pick up the plate and the spoon. Give the plate and the spoon to Helen. Helen, eat the rice. Put the plate on the table. * Use the names of different students in the class.
Set 20 Prepare: Brooms	sweep, broom, floor, by	Point to the floor. Point to the broom. Pick up the broom. Sweep the floor. Put the broom by the door.	Point to the door. Point to the window. Point to the floor. Point to the blackboard. Walk to me. Point to the broom. Pick up the broom. Hold up the broom. Sweep the floor. Walk to the door. Shake the broom. Put the broom by the door. Jump to your chair. Sit down.

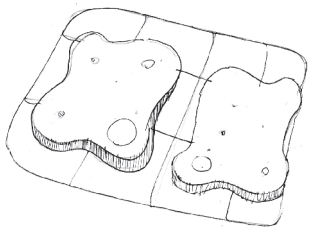


SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Review 4 Prepare: Objects from Sets 1-20		Review Sets 1-20	Action Song: This Is the Way... (continued) "This is the way I sweep the floor, sweep the floor, sweep the floor.This is the way I sweep the floor early in the morning." "This is the way I eat my rice..." Use the melody to the song "This Is the Way We Brush Our Teeth." https://www.youtube.com/watch?v=lUrYQ_h51XM Review Sets 1-20, for example: Stand up. Close your eyes and turn around. Open your eyes and pick up your book. Open your book and hold up your book. Put your book on your chair. Jump to the blackboard. Shake your leg. Shake your head. Dan,* pick up the bottle and jump to Amy. Smile. Give the bottle to Amy. Amy, cry and walk to the blackboard. Put the bottle on the floor. Smile. Peter, jump to the blackboard and pick up the bottle. Put the bottle on the towel. Touch your nose and jump. Stop. Cry and shake your head. Hold up your hands. Walk to the table. Pick up the spoon. Put the rice on the plate. Eat the rice. * Use the names of different students in the class.

SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Set 21 Prepare: Box, broom	frown, girl, boy, at, him, her	Smile. Frown. Point to a girl. Smile at her. Frown at her. Point to a boy. Smile at him. Frown at him.	Point to the box. Pick up the box. Point to a girl. Smile at her. Give the box to her. Mary,* put the box on the chair. Frown at me. Point to the broom. Pick up the broom. Point to a boy. Frown at him. Give the broom to him. John, sweep the floor. Give the broom to me. Smile at me. * Use the names of different students in the class.
Set 22 Prepare: Bag, pencil, paper	write, paper, bag	Point to the bag. Point to the pencil. Point to the paper. Pick up the pencil. Write on the paper. Put the pencil in the bag. Put the paper in the bag.	Pick up your bag. Put your book in your bag. Put the bag on the table. Pick up the pencil. Put the pencil on your head. Jump. Frown. Pick up the pencil. Write on the paper. Shake the paper. Helen,* pick up the bag and jump to the chair. Frown at me. Put the bag on the chair and shake your hands. Dan, pick up the pencil. Put the pencil in the bag. Point to John. Give the bag to him. John, take the pencil out of the bag. Write on the paper. * Use the names of different students in the class.

SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Set 23 Prepare: Blouse, shirt, pants, skirt, bag	show, blouse, shirt, pants, skirt	Pick up the blouse. Show me the blouse. Pick up the shirt. Show Peter* the shirt. Pick up the pants. Show John the pants. Pick up the skirt. Show Mary the skirt. * Use the names of different students in the class.	Girls, point to your blouse and jump. Boys, touch your shirt and turn around. Girls, touch your skirt. Touch your knees. Boys, point to your pants. Touch your toes. Walk to the blouse. Point to your nose. Point to the blouse. Pick up the blouse. Show me the blouse. Shake the blouse. Put the blouse in the bag. Show me your fingers. Pick up the pants. Hold up the pants. Show Dan* the pants. Jump to the table. Put the pants on the table. Cry. Pick up the skirt. Smile. Show the skirt to Joy. Joy, take the skirt. Show the skirt to John. John, take the skirt. Put the skirt on the chair. * Use the names of different students in the class.
Set 24 Prepare: Shoes, coat, blouse, shirt, pants, skirt	put on, take off, shoes, coat	Point to the shoes. Put on the shoes. Take off the shoes. Point to the coat. Put on the coat. Take off the coat. Put the coat on the chair.	Point to the shoes. Put on the shoes. Point to the skirt. Show me the skirt. Put on the skirt. Walk to the window. Walk to me. Take off the shoes. Show me the shoes. Take off the skirt. Point to the coat. Show the coat to Peter.* Put the coat on the table. Point to the pants. Put on the pants. Walk to the door. Walk to the table. Pick up the coat. Put on the coat. * Use the names of different students in the class.

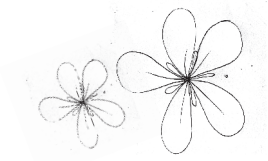
SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Set 25 Prepare: Blouse, shirt, pants, skirt, bag	my, your	[Teacher with one volunteer, prepared before class] My ear, your ear. My nose, your nose. My shirt, your shirt. My book, your book. [Teacher with small groups standing close to the teacher] Point to your nose. Point to my nose. Point to your foot. Point to my foot. Point to your arm. Point to my arm. Touch your shirt. Touch my shirt. Touch your book. Touch my book.	[Teacher with small groups standing close to the teacher] Point to your head. Point to my head. Touch my nose. Touch your nose. Pick up your book. Point to my book. Open your book. Close your book. Point to my ear. Touch your ear. Point to my hair. Comb your hair. Clap your hands. Stop. Touch my hand.



SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Review 5 Prepare: Objects from Sets 1-25		Review Sets 1-25	Review Sets 1-25, for example: Walk to the shoes. Pick up your shoes and walk to the blackboard. Put on your shoes and turn around. Take off your shoes. Give your shoes to a boy. Point to the skirt. Point to the coat. Put on the coat and pick up the pencil. Write on the paper. Give the paper to a boy. Point to your pants. Close your eyes. Point to the door. Open your eyes. Jump to the door. Open the door. Close the door. Walk to the table. Put on the shirt. Pick up the comb and comb your hair. Point to the cup. Pick up the bottle. Pour the water into the cup. Point to a girl. Smile at her. Give the cup to her. Drink the water. Shake your head. Shake your hands. Show me your fingers. Touch my fingers. Point to my bowl. Point to your bowl. Put rice in my bowl. Put rice in your bowl. Eat the rice in your bowl.

SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Set 26 Prepare: Combs	hold up, line up, turn, left, right	Hold up your left hand. Hold up your right hand. Put down your right hand. Put down your left hand. Touch your left ear. Touch your right ear. Line up. Walk. Stop. Turn left. Walk. Stop. Turn right. Walk. Stop.	Line up and walk to the door. Hold up your left hand. Turn left. Walk to the blackboard. Touch your right ear. Turn right. Walk to the window. Point to your right eye. Close your right eye. (!) Touch your left leg. Hold up your right hand. Pick up your pencil. Hold up your pencil. Put down your pencil. Clap your hands. Shake your right hand. Shake your head and frown. Stop. Shake your left hand.
Set 27 Prepare: Flowers, leaves, rocks	flower, leaf, rock, next to	Pick up the flower. Hold up the flower. Point to the rock. Put the flower next to the rock. Pick up the leaf. Hold up the leaf. Put the leaf next to the flower.	Pick up the flower. Shake the flower. Put the flower on the chair. Pick up the leaf. Hold up the leaf. Put the leaf next to the flower. Hold up the rock. Put the rock on the book. Pick up the pencil. Put the pencil next to the book. Clap your hands.
Set 28	bend over, stretch, hop, straight	Stand up. Stretch. Bend over. Touch your toes. Stand up straight. Stretch. Hop. Stop. Sit down.	Stand up. Line up next to the blackboard. Hold up your left hand. Stretch. S tand on your right foot. Hop. Stop. Bend over and touch your left foot. Stand up straight. Point to your right leg. Stretch your right leg. Hold up your left arm. Stretch your left arm. Bend over and touch your toes. Stand up straight.

SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Set 29 Prepare: Big/small flowers, leaves, rocks	bring, big, small	Point to the big rock. Point to the small rock. Point to the big flower. Point to the small flower. Point to the big leaf. Point to the small leaf. Bring the big rock to me. Give the big rock to me.	Pick up the small rock. Hop to the chair. Put the small rock on the chair. Pick up the big leaf. Put the big leaf next to the small rock. Point to the big book. Point to the small book. Put the small flower on the big book. Point to the big box. Put the small book in the big box. Point to the small shoes. Point to the big shoes. Put on the small shoes. Jump. Take off the shoes. Pick up the big rock. Put the big rock in the big shoes.
Set 30 Prepare: Rocks, flowers, leaves, pencils	one, two, three, it, them	Point to one rock. Point to two rocks. Point to three rocks. Pick up one rock. Put it down. Pick up two flowers. Put them down. Pick up three leaves. Put them down.	Pick up two flowers. Put them on the chair. Pick up three rocks. Put them on the floor. Pick up one leaf. Put it on the table. Pick up one book. Put it on the table. Pick up three pencils. Put them on the book. Show me your fingers. Hold up three fingers. Hold up one finger. Hold up two fingers. Clap your hands.



SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Review 6 Prepare: Objects from Sets 1-30		Review Sets 1-30	Review Sets 1-30, for example: Shake your right hand. Hop to the blackboard. Turn right. Clap your hands and walk. Stop. Shake your left hand. Touch your left ear. Pick up two flowers. Point to the big bag. Put the two flowers in the big bag. Hold up the big bag. Give the bag to Mary.* Mary, bring the bag to me. Point to the big skirt. Put on the big skirt. Walk to the window. Take off the skirt. Stand on your right foot. Hop to your chair. Sit down. Pick up the small book. Open the small book. Put the book on the table. Pick up two pencils. Give one pencil to Peter and one pencil to Mary. Point to your left eye. Frown at me. Close your eyes. Touch your right ear. Touch your head. Hold up three fingers. Clap your hands. Hold up one finger. Smile at me. * Use the names of different students in the class. Review Action Songs: Head and Shoulders (see Week 2) Brush Your Teeth and This Is the Way (see Weeks 3-4)

SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Set 31	quickly, slowly	Stand up. Walk slowly to the table. Walk quickly to the door. Walk slowly to the blackboard. Walk quickly to your chair. Sit down.	Line up. Walk slowly to the door. Jump slowly to the window. Hop quickly to the blackboard. Turn around slowly. Stretch. Turn around quickly. Clap your hands quickly. Clap your hands slowly. Shake your head slowly. Shake your head quickly. Pick up the broom. Sweep the floor slowly. Give the broom to Mary.* Mary, sweep the floor quickly. Bring the broom to me. Walk quickly to your chair. Pick up the broom. Sweep the floor slowly. Give the broom to Mary.* Mary, sweep the floor quickly. Bring the broom to me. Walk quickly to your chair. * Use the names of different students in the class.
Set 32 Prepare: Red, blue, and yellow pencils	red, blue, yellow	Point to the red pencil. Point to the blue pencil. Point to the yellow pencil. Pick up the red pencil. Give it to me. Pick up the blue pencil. Give it to Peter.* Pick up the yellow pencil. Give it to Mary. * Use the names of different students in the class.	Pick up the blue pencil. Put the blue pencil in the bag. Pick up the red pencil. Put the red pencil in the big box. Put the yellow pencil on the chair. Pick up three blue pencils. Give them to John.* Pick up two red pencils. Bring them to me. Pick up one yellow pencil. Give it to Dan. Point to the red flowers. Pick up the yellow flowers. Pick up one red flower and one yellow flower. Point to the yellow bag. Pick up the blue pants. Put the blue pants in the yellow bag. Pick up the red skirt. Put on the skirt. * Use the names of different students in the class.

SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Set 33 Prepare: Red, blue, and yellow pencils; boxes, books	out of, under	Point to the table. Point to the box. Pick up the book. Put the book in the box. Put the box on the table. Take the book out of the box. Put the book under the table.	Pick up the red pencil. Put the red pencil in the box. Pick up the blue pencil. Put the blue pencil under the table. Take the red pencil out of the box. Put the red pencil under the chair. Point to the book. Pick up the yellow pencil. Put the yellow pencil under the book. Pick up three blue and three red pencils. Put them in the bag. Take two red pencils out of the bag.
Set 34 Prepare: Green, pink, orange, red, blue, and yellow pencils; boxes, books, bags	green, pink, orange	Pick up the green pencil. Put the green pencil in the box. Pick up the pink pencil. Put the pink pencil in the box. Pick up the orange pencil. Put the orange pencil in the box.	Pick up a green pencil and a pink pencil. Put them in the box. Pick up three orange pencils. Put them in the bag. Take the pink pencil out of the box. Take one orange pencil out of the bag. Give the pink pencil to me. Pick up one yellow pencil and one green pencil. Put the green pencil in the bag. Walk slowly to the chair. Put the yellow pencil on the chair.
Set 35 Prepare: Books, flowers, green, pink, orange, red, blue, and yellow pencils	count, loudly, quietly	[Teacher prepares groups of 3 pencils, 3 books, and 3 flowers] Point to the pencils. Count the pencils. "One, two, three." Point to the books. Count the books loudly. "One, two, three." Point to the flowers. Count the flowers quietly. "One, two, three."	[Teacher prepares groups of 1, 2 or 3 pencils, books, flowers, rocks, combs, etc.] Point to the pencils. Pick up two pink pencils. Count the pink pencils. Put them next to the books. Point to the combs. Pick up three combs. Count the combs quietly. Put down two combs. Comb your hair. Point to the yellow flowers. Count the yellow flowers loudly. Give two yellow flowers to me. Smile at me.

SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Review 7 Prepare: Objects from Sets 1-35		Review Sets 1-35	Review Sets 1-35, for example: Pick up three pencils. Point to a boy. Give two pencils to him. Put one pencil on the table. Clap your hands quickly. Stop. Frown at me. Clap your hands quietly. Stop. Hold up your right hand. Turn right and walk. Stop. Point to a girl. Point to the orange pencil. Point to the big box. Put the orange pencil in the big box. Pick up a blue book. Put the blue book under the chair. Point to your eyes. Count your eyes. Touch your ears. Count your ears loudly. Point to your nose. Count your nose quietly. Review Action Songs: Head and Shoulders (see Sets 6-10) Brush Your Teeth and This Is the Way (see Sets 11- 20)
Set 36	draw, erase, circle, square	[Teacher demonstrates on the blackboard] Point to the blackboard. Draw a circle. Draw a square. Erase the circle. Erase the square.	Draw three circles. Count the circles. Erase two circles. Count the circle. Draw a square. Draw two squares. Count the squares. Draw a small circle. Draw a big square. Draw a big flower. Draw a big leaf. Erase the flower. Erase the circle. Erase the leaf. Erase the square.

SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Set 37 Prepare: Paper circles and squares coloured red, white, and black	on top of, black, white	[Teacher prepares paper circles coloured red, white, and black] Point to the red circle. Point to the white circle. Point to the black circle. Put the white circle under the red circle. Put the black circle on top of the red circle.	[Teacher prepares paper circles and squares coloured red, white, and black] Dan* and Mary, stand up. Point to the red circle. Mary, pick up the red circle. Point to a boy. Give the red circle to a boy. Dan, pick up the white square. Give the white square to a girl. Pick up three squares. Count the squares. Show me the black square. Put the black square on your head. Show me the white square. Put the white square on top of the black square. Pick up two black circles. Give one circle to a boy and one circle to a girl. Bring the black circles to me. Put the black circles under the chair. * Use the names of different students in the class.
Set 38 Prepare: Paper squares and circles coloured red, blue, yellow, green, pink, orange, white, and black	go, take, inside, outside	[Before beginning, teacher stands at door and demonstrates "inside" and "outside"] 3 girls and 2 boys stand up. Go outside. Peter,* bring the girls and boys inside. Mary, take three boys and one girl outside. John, bring the girls and boys inside. * Use the names of different students in the class.	John* and Peter, walk quickly to the chair. Take the chair outside. John, jump slowly inside. Peter, jump quickly inside. Helen, pick up the yellow circle. Tom, pick up the blue circle. Anne, pick up the black circle. Take the circles outside. Put the circles on the chair. Helen, Tom, and Anne, jump inside to your chairs. Sit down. Mary, go outside and pick up the blue circle. Bring it inside to me. * Use the names of different students in the class.

SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Set 39 Prepare: Paper squares and circles coloured red, blue, yellow, green, pink, orange, white, and black	find, hide, team, everyone	[Teacher prepares paper squares and circles coloured red, blue, yellow, green, pink, orange, white, and black] [Teacher puts the students into 5 groups: Team 1, Team 2, Team 3, Team 4, Team 5] Point to the circles. Point to the squares. Everyone, close your eyes. Team 1, open your eyes. Team 1, hide the squares. Everyone, open your eyes. Team 2, find the pink square. Team 3, find the black square. Team 4, find the blue square. Team 5, find the orange square.	[Students in 5 groups: Team 1, Team 2, Team 3, Team 4, Team 5] Everyone, close your eyes. Team 5, open your eyes. Team 5, hide the circles. Everyone, open your eyes. Team 2, find the yellow circle. Team 3, find the red circle. Team 4, find the blue circle. Team 1, find the green circle. Everyone, close your eyes. Team 3, open your eyes. Team 3, hide the circles. Team 3, close your eyes. Team 4, open your eyes. Team 4, hide the squares. Everyone, open your eyes. Team 5, find the pink square and the black circle. Team 1, find the white circle and the blue square. Team 2, find the orange square and the yellow circle. Team 3, find the red circle and the green square.



SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Set 40 Prepare: Leaves, rocks, flowers, cups, plates, bowls, spoons	mix together, line, everything, four, five, six	Point to the line of four leaves. Point to the line of five rocks. Point to the line of six flowers. Mix everything together. Put four rocks in a line. Put five flowers in a line. Put six leaves in a line.	Pick up six leaves. Pick up six flowers. Pick up six rocks. Put them on the table. Mix everything together. Put four leaves in a line. Count the leaves. Point to a cup. Point to a plate. Point to a spoon. Point to a bowl. Put five cups in a line. Count the cups. Put three plates in a line. Put six spoons in a line. Put four bowls in a line. Point to the circles. Point to the squares. Mix everything together. Pick up four circles. Take the circles outside. Pick up five squares. Put the squares under the table.
Review 8 Prepare: Objects from Sets 1-40		Review Sets 1-40	Review Sets 1-40, for example: Team 1, clap your hands slowly. Hold up your right hand. Point to the green circle. Team 2, stand up and go outside. Hop to the blackboard. Draw a big square. [Students use paper and coloured pencils] Draw two orange squares. Count the squares loudly. Draw six blue circles. Count the circles slowly. Draw one pink flower. Draw one green leaf.

SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Review 8 Prepare: Objects from Sets 1-40		Review Sets 1-40	Everyone, close your eyes. Mary* and John, open your eyes. Pick up four circles. Hide the circles. Everyone, open your eyes. Find the circles. Put five shoes in a line. Count the shoes quietly. Put four bags in a line. Put six circles in a line. Put three chairs in a line. Put five shoes in a line. Count the shoes quietly. Put four bags in a line. Put six circles in a line. Put three chairs in a line. * Use the names of different students in the class. Review Action Songs: Head and Shoulders (see Sets 6-10) Brush Your Teeth and This Is the Way (see Sets 11- 20)
Set 41	yawn, lie down, go to sleep, snore	Yawn. Lie down. Go to sleep. Snore.	Wash your face. Yawn. Clean your teeth. Yawn. Lie down. Yawn. Go to sleep. Snore. Stand up. Shake your head. Point to your eyes. Sit down. Close your eyes. Open your eyes. Lie down. Go to sleep. Open your mouth. Snore.
Set 42	wake up, sit up, get up	[Lie down and close your eyes before starting] Wake up. Sit up. Yawn. Stretch. Get up.	Lie down. Yawn. Go to sleep. Snore. Wake up. Sit up. Yawn. Stretch. Get up. Wash your face. Clean your teeth. Comb your hair. Stand up. Clap your hands. Sit down. Shake your head. Lie down. Shake your legs. Sit up. Smile. Lie down. Get up. Jump. Sit down. Turn around. Lie down. Sit up.

SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Set 43 Prepare: Spoons, forks, plates, cups, bowls, pencils	fork, beside, between	Point to the spoon. Point to the fork. Point to the plate. Put the plate beside the spoon. Put the fork between the spoon and the plate.	Mix everything together. Put the fork on the chair. Put the bowl beside* the fork. Put the cup between the bowl and the fork. Put the spoon in the bowl. Put the plate under the bowl. * beside = next to Peter,** stand beside the blackboard. Mary, stand beside Peter. John, stand between Mary and Peter. * Use the names of different students in the class. Pick up the bag. Put the bag next to the table. Pick up the shoes. Put the shoes beside the bag. Pick up the shirt. Put the shirt inside the bag.
Set 44 Prepare: Spoons, forks, plates, cups, bowls, pencils	spoon/spoons fork/ forks plate/plates	Point to the spoon. Point to the spoons. Point to the fork. Point to the forks. Point to the plate. Point to the plates.	Pick up one spoon. Put down the spoon. Pick up five spoons. Put down one spoon. Count the spoons. Put down four spoons. Pick up three forks. Put the forks on the plate. Pick up two cups. Put the cups on the plate. Point to one cup. Put a spoon in the cup. Pick up three forks. Put the forks on the plate. Pick up two cups. Put the cups on the plate. Point to one cup. Put a spoon in the cup.

SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Set 45 Prepare: Rocks	clap, group, seven, eight	Show me seven fingers. Point to the group of seven rocks. Count the rocks. "One, two, three, four, five, six, seven." Clap seven times. Show me eight fingers. Point to the groups of eight rocks. Count the rocks. "One, two, three, four, five, six, seven, eight." Clap eight times.	Hold up your right hand. Count your fingers. Clap five times. Jump seven times. Turn around two times. Hop six times. Touch your toes eight times. Pick up four pencils. Pick up four books. Put the pencils and the books on the chair. Mix them together. Count them. Draw eight circles. Erase two circles. Count the circles. Draw three squares. Draw four squares. Count the squares. Erase two squares. Count the squares.
Review 9 Prepare: Objects from Sets 1-45		Review Sets 1-45	Review Sets 1-45, for example: Stand up. Jump five times. Show me seven fingers. Count them loudly. Count them quietly. Count them quickly. Count them slowly. Hop three times. Clap your hands four times. Lie down. Go to sleep. Snore. Wake up. Sit up. Stand up. Wash your face. Comb your hair. Put on the blouse. Put on the skirt. Put the rice on the plate. Eat the rice. Peel the banana. Eat the banana. Pour the water in the cup. Drink the water. Clean your teeth.

SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Review 9 Prepare: Objects from Sets 1-45		Review Sets 1-45	Everyone, close your eyes. Team 3, open your eyes. Team 3, hide the circles. Team 3, close your eyes. Team 4, open your eyes. Team 4, hide the squares. Everyone, open your eyes. Team 5, find the pink square and the black circle. Team 1, find the white circle and the blue square. Team 2, find the orange square and the yellow circle. Team 3, find the red circle and the green square. Review Action Songs: Head and Shoulders (see Sets 6-10) Brush Your Teeth and This Is the Way (see Sets 11-20)
Set 46	picture, tree, bird, house	Point to the picture on the blackboard. Point to the house. Point to the tree. Point to the bird. Draw a tree. Erase the tree. Draw a bird. Erase the bird. Draw a house. Erase the house.	Draw a house. Draw a tree next to the house. Draw a tree on top of the house. Draw a tree under the house. Erase the tree on top of the house. Erase the tree under the house. Draw two birds in the tree. Draw a small house. Draw a big bird. Draw a small tree. Draw a big circle. Draw a flower inside the circle. Draw three trees. Erase one tree. Draw eight circles. Erase five circles. Count the trees and circles. Draw a big house. Draw a big tree. Draw a small flower between the house and the tree. Draw a tree. Draw a boy next to the tree. Draw a girl on top of the tree.

SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Set 47	cat, river, fish	[Teacher prepares paper circles coloured red, white, and black] Point to the picture on the blackboard. Point to the cat. Point to the river. Point to the fish. Draw a cat. Draw a river. Draw a fish.	Draw a river. Draw a fish in the river. Draw a tree beside the river. Draw a bird in the tree. Draw a cat under the tree. Point to the bird. Draw a plate. Draw a fish on the plate. Draw a cat next to the plate. Draw a boy next to the cat. Draw a green tree. Draw an orange cat. Draw a blue river. Draw a black fish in the river. Draw a red fish in the river. Point to the black fish. Draw three cats. Draw eight fish. Erase the cats. Erase two fish. Count the fish. Draw one big bird and one small bird.
Set 48	bridge, houseboat, boat	[Teacher prepares pictures on the blackboard before starting] Point to the picture on the blackboard. Point to the river. Point to the boat. Point to the houseboat. Point to the bridge. Draw a river. Draw a boat. Draw a houseboat. Draw a bridge.	Draw a house. Draw a boy next to the house. Draw a river. Draw a bridge. Draw a girl on the bridge. Draw a fish under the bridge. Draw a boat. Draw a boy in the boat. Draw three fish in the boat. Erase the boy next to the house. Erase the boy in the boat. Erase the girl on the bridge. Erase the fish under the bridge. Erase the boat.

SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Set 49	man, woman, baby, market	[Teacher prepares pictures on the blackboard before starting] Point to the picture on the blackboard. Point to the man. Point to the woman. Point to the baby. Point to the market. Draw a man. Draw a woman. Draw a baby. Draw a market.	Draw a house. Draw a man. Draw a boy. Draw a woman. Draw a girl. Draw a baby. Draw a cat. Draw five houses. Draw a market next to the houses. Draw a river next to the market. Draw two women at the market. Draw a bridge. Draw a boy and a man on the bridge.
Set 50	nine, ten	Hold up nine fingers. Clap nine times. Jump nine times. Hold up ten fingers. Clap ten times. Hop ten times.	Pick up ten pencils. Put the pencils on the table. Count the pencils slowly. Point to the blue pencil. Put the blue pencil under the table. Count the pencils on the table. Point to the green pencil. Put the green pencil on the chair. Count the pencils on the table. Draw ten fish. Draw a big cat. Erase four fish. Draw four fish inside the cat. Count the fish inside the cat.



SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Review 10 Prepare: Objects from Sets 1-50		Review Sets 1-50	**Action Song: Ten Little Fingers** "One little, two little, three little fingers, Four little, five little, six little fingers, Seven little, eight little, nine little fingers, Ten little fingers on my hand. Ten little, nine little, eight little fingers, Seven little, six little, five little fingers, Four little, three little, two little fingers, One little finger on my hand." https://www.youtube.com/watch?v=TFAyQJKGJRA **Action Song: Ten Little Fingers** https://www.youtube.com/watch?v=rHLoiosDf5Y Review Sets 1-50, for example: Team 1, stand up and walk to the blackboard. Draw a big house. Draw a man and a woman inside the house. Jump to your chairs. Team 2, stand up and hop to the blackboard. Draw a big river next to the house. Draw a bridge. Draw nine fish under the bridge. Review Action Songs: Head and Shoulders (see Sets 6-10) Brush Your Teeth and This Is the Way (see Sets 11-20) Ten Little Fingers and Ten Little Fishies (see Sets 46-50)

SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Set 51 Prepare: Big Picture from Kindergarten 1, clothes	is wearing, hat	[Teacher uses Big Picture from Kindergarten 1] The man is wearing a hat. The woman is wearing a pink blouse. The girl is wearing a black skirt. The boy is wearing blue pants. Point to the man wearing a hat. Point to the woman wearing a pink blouse. Point to the girl wearing a black skirt. Point to the boy wearing blue pants.	Draw a house. Draw a man. Draw a boy. Draw a woman. Draw a girl. Draw a baby. Draw a cat. Draw five houses. Draw a market next to the houses. Draw a river next to the market. Draw two women at the market. Draw a bridge. Draw a boy and a man on the bridge.
Set 52 Prepare: Big Picture from Kindergarten 1, clothes	yes, no	[Teacher uses Big Picture from Kindergarten 1] Is the man wearing a pink blouse? (No) Is the man wearing a hat? (Yes) Is the woman wearing a black skirt? (No) Is the woman wearing a hat? (No) Is the woman wearing a pink blouse? (Yes)	John,* pick up the hat. Put on the hat. Mary, put on the blue shoes. Dan, put on the green shirt. Is John wearing blue shoes? Is John wearing a hat? Is Mary wearing red shoes? Is Mary wearing yellow shoes? Is Mary wearing green shoes? Is Mary wearing blue shoes? Is John wearing blue shoes? Is John wearing a hat? * Use the names of different students in the class.

SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
		Is the girl wearing blue pants? (No) Is the girl wearing a pink blouse? (No) Is the girl wearing a black skirt? (Yes) Is the boy wearing a hat? (No) Is the boy wearing blue pants? (Yes)	
Set 53 Prepare: Big Picture from Kindergarten 1,	fishing, swimming, turtles	[Teacher uses Big Picture from Kindergarten 1] The man is fishing. The baby is swimming. The turtles are walking slowly. Point to the man fishing. Point to the baby swimming. Point to the turtles walking slowly.	Point to the river. Point to the bridge. Point to the boat. Point to the fish. Point to the man fishing. Point to the baby swimming. Stand up. Swim to the door. Stop. Walk slowly to the table. Swim to your chair. John,* jump slowly to the picture. Point to the turtles. Walk slowly to your chair. Jump three times. * Use the names of different students in the class.

SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Set 54 Prepare: Big Picture from Kindergarten 1,		[Teacher uses Big Picture from Kindergarten 1] Is the man walking slowly? (No) Is the man swimming? (No) Is the man fishing? (Yes) Is the baby fishing? (No) Is the baby swimming? (Yes) Are the turtles swimming? (No) Are the turtles fishing? (No) Are the turtles swimming? (Yes)	Peter* and Anne, walk slowly. [Students continue to walk] Are Peter and Anne jumping? Are Peter and Anne walking quickly? Are Peter and Anne walking slowly? * Use the names of different students in the class.
Set 55 Prepare: Pictures of school, temple, market, hospital	run, school, temple, hospital.	[Teacher prepares pictures of the 4 places] Run to the school. Run to the temple. Run to the market. Run to the hospital.	Run to the blackboard. Draw a big tree. Hop to the market. Walk slowly to the tree. Draw a bird in the tree. Walk quickly to the hospital. Five boys, stand up. Clap your hands five times. Walk to the temple. Run to the school. Turn around three times. Point to five girls. Girls, hop to the market. Boys, jump to the hospital.



SET	NEW VOCABULARY	COMMANDS	REVIEW AND EXPANSION (EXAMPLES)
Review 11 Prepare: Objects from Sets 1-55		Review Sets 1-55	Review Sets 1-55, for example: Point to the picture. Run to the picture. Point to the boy wearing blue pants. Hop to the table. Clap ten times. Is the boy wearing a hat? Is the boy wearing red pants? Is the boy wearing blue pants? Hop quickly to the picture. Point to the baby swimming. Swim to your chair. Turn around three times. Touch your head. Sit down. Is the baby walking slowly? Is the baby swimming? Draw a river. Draw a boat. Draw three small fish. Draw a man fishing. Is the man swimming? Is the man running? Is the man fishing? Review Action Songs: Head and Shoulders (see Sets 6-10) Brush Your Teeth and This Is the Way (see Sets 11-20) Ten Little Fingers and Ten Little Fishies (see Sets 46-50)

Review



Review Sets 1-5 and 25-30

Review Sets 1-5 and 25-30 , for example

Stand up. Walk to me. Turn around. Touch me. Jump to the door.
Point to the table. Walk to the table. Touch the book. Pick up the book.
Put down the book. Pick up the table. (!) Put down the table.

Walk. Stop. Jump to your chair. Touch your chair. Jump. Stop.
Point to the blackboard. Point to the window. Turn around. Sit down.

Shake your right hand. Hop to the blackboard. Turn right. Clap your hands and walk.
Stop. Shake your left hand. Touch your left ear.

Pick up two flowers. Point to the big bag. Put the two flowers in the big bag.
Hold up the big bag. Give the bag to Mary.* Mary, bring the bag to me.

Point to the big skirt. Put on the big skirt. Walk to the window. Take off the skirt.
Stand on your right foot. Hop to your chair. Sit down.

Pick up the small book. Open the small book. Put the book on the table.
Pick up two pencils. Give one pencil to Peter and one pencil to Mary.

Point to your left eye. Frown at me. Close your eyes. Touch your right ear.
Touch your head. Hold up three fingers. Clap your hands. Hold up one finger.
Smile at me.

* Use the names of different students in the class.

Review Sets 6-10 and 31-35

Review Sets 6-10 and 31-35 , for example

Stand up. Hold up your hand. Hold up your hands. Stop. Point to your knee.
Hold up your knee. Jump and clap your hands. Stop. Point to your tongue.

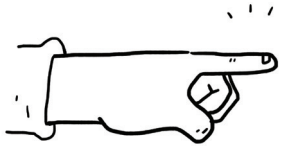
Shake your hands and turn around. Pick up your book. Hold up your book.
Shake your book. Touch your head. Shake your head. Stop. Shake your hand.

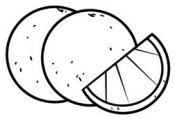
Pick up three pencils. Point to a boy. Give two pencils to him.
Put one pencil on the table.

Clap your hands quickly. Stop. Frown at me. Clap your hands quietly. Stop.
Hold up your right hand. Turn right and walk. Stop. Point to a girl.

Point to the orange pencil. Point to the big box. Put the orange pencil in the big box.
Pick up a blue book. Put the blue book under the chair.

Point to your eyes. Count your eyes. Touch your ears. Count your ears loudly.
Point to your nose. Count your nose quietly.





Review Sets 10-15 and 35-40

Review Sets 10-15 and 35-40 , for example

Point to the banana. Hold up your hands. Clap your hands. Point to the soap.
Pick up the soap and wash your hands. Pick up the towel and dry your hands.

Point to the door. Pick up the toothbrush and walk to the door. Point to your mouth.
Brush your teeth. Smile. Jump to your chair.

Touch the towel. Point to the comb. Shake your shoulders. Touch your toes.
Shake your knees. Pick up the book.

Team 1, clap your hands slowly. Hold up your right hand. Point to the green circle.
Team 2, stand up and go outside. Hop to the blackboard. Draw a big square.

Draw two orange squares. Count the squares loudly. Draw six blue circles.
Count the circles slowly. Draw one pink flower. Draw one green leaf.

Everyone, close your eyes. Mary* and John, open your eyes. Pick up four circles.
Hide the circles. Everyone, open your eyes. Find the circles.

Put five shoes in a line. Count the shoes quietly. Put four bags in a line.
Put six circles in a line. Put three chairs in a line.

* Use the names of different students in the class.

Review Sets 16-20 and 41-45

Review Sets 16-20 and 41-45 , for example

Stand up. Close your eyes and turn around. Open your eyes and pick up your book. Open your book and hold up your book. Put your book on your chair. Jump to the blackboard. Shake your leg. Shake your head.

Dan,* pick up the bottle and jump to Amy. Smile. Give the bottle to Amy.
Amy, cry and walk to the blackboard. Put the bottle on the floor. Smile.
Peter, jump to the blackboard and pick up the bottle. Put the bottle on the towel.

Touch your nose and jump. Stop. Cry and shake your head. Hold up your hands.
Walk to the table. Pick up the spoon. Put the rice on the plate. Eat the rice.

Stand up. Jump five times. Show me seven fingers. Count them loudly. Count them quietly. Count them quickly. Count them slowly. Hop three times. Clap your hands four times.

Lie down. Go to sleep. Snore. Wake up. Sit up. Stand up. Wash your face. Comb your hair. Put on the blouse. Put on the skirt. Put the rice on the plate. Eat the rice. Peel the banana. Eat the banana. Pour the water in the cup. Drink the water. Brush your teeth.

Everyone, close your eyes.
Team 3, open your eyes. Team 3, hide the circles. Team 3, close your eyes.Team 4, open your eyes.
Team 4, hide the squares.
Everyone, open your eyes.
Team 5, find the pink square and the black circle.
Team 1, find the white circle and the blue square.
Team 2, find the orange square and the yellow circle.
Team 3, find the red circle and the green square.

* Use the names of different students in the class.

Review Sets 21-25 and 46-50

Review Sets 21-25 and 46-50 , for example

Walk to the shoes. Pick up your shoes and walk to the blackboard. Put on your shoes and turn around. Take off your shoes. Give your shoes to a boy.

Point to the skirt. Point to the coat. Put on the coat and pick up the pencil. Write on the paper. Give the paper to a boy.

Point to your pants. Close your eyes. Point to the door. Open your eyes. Jump to the door. Open the door. Close the door. Walk to the table. Put on the shirt. Pick up the comb and comb your hair.

Point to the cup. Pick up the bottle. Pour the water into the cup. Point to a girl. Smile at her. Give the cup to her. Drink the water.

Shake your head. Shake your hands. Show me your fingers. Touch my fingers. Point to my bowl. Point to your bowl. Put rice in my bowl. Put rice in your bowl. Eat the rice in your bowl.

Team 1, stand up and walk to the blackboard. Draw a big house. Draw a man and a woman inside the house. Jump to your chairs.

Team 2, stand up and hop to the blackboard. Draw a big river next to the house. Draw a bridge. Draw nine fish under the bridge.

Review Sets 51-55

Review Sets 51-55

Point to a tree. Point to a man. Point to a hat. Point to a house. Point to a girl.

John,* pick up the hat. Put on the hat. Mary, put on the blue shoes.
Dan, put on the green shirt. Point to the boy wearing a green shirt.
Point to the girl wearing blue shoes. Point to the boy wearing a hat.

John, pick up the hat. Put on the hat. Mary, put on the blue shoes.
Dan, put on the green shirt.
Is John wearing blue shoes? Is John wearing a hat?
Is Mary wearing red shoes? Is Mary wearing green shoes?
Is Mary wearing blue shoes? Is Dan wearing a green skirt?
Is Dan wearing a green shirt?

Point to the river. Point to the bridge. Point to the boat. Point to the fish. Point to the man fishing.

Point to the baby swimming. Stand up. Swim to the door. Stop. Walk to the table. Swim to your chair.

John, jump slowly to the picture. Point to the turtles. Walk slowly to your chair. Jump three times.

Peter and Anne, walk slowly. [Students continue to walk]
Are Peter and Anne jumping?
Are Peter and Anne walking quickly?
Are Peter and Anne walking slowly?

* Use the names of different students in the class.

Review Sets 51-55

Run to the blackboard. Draw a big tree. Hop to the market. Walk slowly to the tree.
Draw a bird in the tree. Walk quickly to the hospital.

Five boys, stand up. Clap your hands five times. Walk to the temple.
Run to the school. Turn around three times. Point to five girls.
Girls, hop to the market. Boys, jump to the hospital.

Point to the picture. Run to the picture. Point to the boy wearing blue pants. Clap ten times.
Is the boy wearing a hat?
Is the boy wearing red pants?
Is the boy wearing blue pants?

Hop quickly to the picture. Point to the baby swimming. Swim to your chair. Turn around three times.
Is the baby walking slowly?
Is the baby swimming?

Draw a river. Draw a boat. Draw three small fish. Draw a man fishing.
Is the man swimming?
Is the man running?
Is the man fishing?



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