



LEVEL 1
LESSON 32
WELCOME TO THE
TREEHOUSE!

Topics Requesting help or information Talking about technology	Prepare Before Class Objects to use in class: book, notebook, pencil or pen
Learning Strategy Monitor	Goals Grammar: Direct and indirect objects; interjections Speaking: Indirect objects Pronunciation: Interjections

Day 1

Introduce the Lesson Topic

Say, “Today, we will see the first part of Anna’s new children’s show. What do you think it will be like?” Give students a chance to answer. Continue, “Do you think Anna will have any problems with her new show?” Let students offer ideas on possible problems.

Ask students, “When you are speaking, do you ever notice a problem? For example, imagine you are talking and the other person is listening, but they do not seem to understand. What do you do when that happens?” Give students a chance to respond briefly.

List responses on the board. Responses may include:

- Repeat what you said
- Speak more clearly
- Find out the problem by asking a question

Continue: “We call this monitoring, or being aware of how we are doing something. In this lesson, we will learn about things that you can do to notice and fix any problems when you are using English.”

Teach Key Words

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you. Pause the video when the meaning is shown and make sure all students understand the meaning.

Do not teach the Speaking Practice part (second part of the video) until tomorrow.

Present the Conversation

Tell students that the video will show Anna's new children's show. Play the video or ask a few students to read the conversation. Tell students to respond when there are pauses in the video.

Main Video Script – Lesson 32

1. Listen:

Oh well. I can fix that later.

Speak:

Oh well. I can ____ later. (fix that)

2. Listen:

That is a good place to learn how to ski.

Speak:

But it cannot ___us about baseball! (teach)

Day 2

Speaking Practice

Tell students that they are going to learn about indirect and direct objects. An object is a person or thing in a sentence that receives the action of the verb.

Give a student at the front of the class an object, such as a book, notebook, pencil or pen.

Say, for example, "I gave the book to [student name]." Write this sentence on the board. Tell students that the sentence has two objects. Circle the words "the book" and say it is the direct object. Then circle the words "to [student name]" and say it is the indirect object.

Tell students they will now learn more about these things. The Speaking Practice video teaches about indirect and direct objects. You will find the script on the following page.

Speaking Practice Script – Lesson 32

1. A **DIRECT OBJECT** is a noun, pronoun or noun phrase that names the person or thing that receives the action of a verb.

For example, MINDY says, “Anna, do not forget me.” In this example, “me” is the direct object because it is receiving the action of the verb “forget.”

An **INDIRECT OBJECT** is a noun, pronoun or noun phrase that occurs in addition to a direct object after some verbs. It names the person or thing that the action is done for or to.

The indirect object comes before the direct object with many verbs. With some verbs, the indirect objects must follow the direct object with a preposition between the two.

The preposition is usually “to” or “for.” For example, MINDY says, “Layla asks us this question.” In this example, “us” is the indirect object and “this question” is the direct object. The meaning of this sentence is, “Layla asks this question to us.”

2. When the indirect object comes after the direct object, we use a preposition, usually “to” or “for.” Notice the preposition “to” appears before the direct object “us.”

Anna: “MINDY, what is our first question?”

MINDY: Layla asks us this question.

Layla: Hello, Anna! Hello, MINDY! I’d like to know -- how do you play baseball?

Anna: MINDY, we need to find her an answer.

Anna’s sentence, “We need to find her an answer” also has direct and indirect objects. It means, “We need to find an answer for her.”

Now, you try it. Change the next sentence so that the indirect object comes before the direct object.

Listen:

Throw the baseball to me.

Speak:

Throw ___ the baseball. (me)

Write these sentences on the board: “Throw the baseball to me. Throw me the baseball.”

Tell students that, in English, we can say things in both ways, but the second is more common. Write “indirect object” and “direct object” on the board and make sure students know which is which in both sentences.

Say, “Now, let’s practice some more.” Put students into pairs. Write these sentences on the board:

The man sold his bike to me.
She gave a flower to her mother.
I made a special dish for my teacher.
Please read my story to the class.

Say, “Work with your partner. First, find the indirect objects and direct objects. Then, move the indirect objects before the direct objects to make new sentences.”

Pronunciation Practice

The Pronunciation Practice video teaches about interjections. Here is the script.

Pronunciation Practice Video Script – Lesson 32

Interjections are spoken words, phrases or sounds that we use to quickly show feelings. For instance, a short, quick way to say, “I am disappointed” is “Aw, man.”

Anna’s coworker uses this interjection when he finds out he has to wait one week to see the second part of the children’s show.

Coworker: Aw man! Will the shark eat her?

Now, you try it. Anna is coming to visit your city. You are very excited. Use an interjection to show your excitement.

Speak:

___ - ___ that’s awesome! (Woo-hoo)

Learning Strategy

Ask students, “What is Anna trying to do on her children’s show?” Take responses from several students and write them on the board. Answers may include: respond to a child’s question, learn about baseball, test her new computer, or travel to new places.

Say, “How does Anna know there is a problem?” Take some answers from students. Continue, “Anna is on a snowy mountain, not on a baseball field. She only has to look around to see. This is what we call ‘monitoring’ and we can do this when we are using English.”

Explain that interjections are one way to show you are monitoring problems: “For example, when you say ‘oops,’ you are showing that you know you made a mistake.”

Say “Let’s practice using monitoring with the Activity Sheet.”

Activity Sheet

Before starting the activity, review the meanings of the interjections with students or make sure they have copies of the Key Words page so they can read the meanings themselves.

There are two separate Activity Sheets: Student A and Student B.

Ask students to find a partner or put them into pairs. In each pair, one student should have the Student A sheet and the other student should have the Student B sheet.

Explain to students how to do the activity and then ask them to work with their partners.

As students practice, remind them that finding problems is a way of monitoring.

When students have finished, have several students show their conversations and talk about any questions that have come up.

Say, “You can use the strategy monitor to help you learn English and other subjects. For example, in math class, you can listen and think, ‘Am I understanding this?’ If you do not understand then choose a way to fix the problem. What can you do? Ask a question; look for the answer in the book; or read again.”

Listening Quiz

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

If not using the video, read the sentences below aloud.

1. Anna says, "Hello! Today is a big day. My first children's show is on television! Woo-hoo! I'm excited and nervous."
2. Ms. Weaver says, "Some people are going to watch your children's show. After they watch it, they'll tell me what they liked, and what they didn't like."
3. Anna's coworker says, "What is the show about?"
4. Anna says, "But this children's show is different. I hope."
5. Anna says, "Hello, I'm Anna! Welcome to "The Time Traveling Treehouse!" This is not a usual treehouse. It can time travel! That is why it's called "The Time Traveling Treehouse."
6. Anna says, "That means we can travel to many places and learn many things. Kids from all over the world ask us questions. We find them answers!"
7. Layla says, "Hello, Anna! Hello, MINDY! I'd like to know -- how do you play baseball?"
8. Anna says, "MINDY, now I am on a snowy mountain!" MINDY says, "That is a good place to learn how to ski." Anna says, "Yes, MINDY, but it cannot teach us about baseball! And I don't know how to ski!"
9. MINDY says, "Anna, please wait. I need to fix my navigation device."
10. Anna's coworker says, "Aw, man! Will the shark eat her?"

Collect the papers or ask students to trade papers and check the answers together.

Writing

Discuss the words that may be used for the topic. Write some of them on the board for students to use in their written work. Write the writing topics on the board:

(Option 1) What do you think of Anna's new show? How is it different from other children's shows that you have seen? Tell us about your opinion of Anna's show and suggest other questions for Anna to answer.

(Option 2) With a partner, think about a new children's show. What is the show about? Who is on the show? What kinds of things do the people do? Write a paragraph or two about the show.

Conversation

- Anna: Hello! Today is a big day. My first children's show is on television! Woo-hoo! I'm excited and nervous.
- Ms. Weaver: Hello, Anna.
- Anna: Hello, Ms. Weaver!
- Ms. Weaver: Some people are going to watch your children's show. After they watch it, they'll tell me what they liked, and what they didn't like.
- Anna: Oh, dear.
- Ms. Weaver: They're in the conference room.
- Anna: Hello, everyone. I'm Anna, and thanks for coming!
- Anna: Today you are going to watch my new show. I hope you like it
- Coworker 2: What is the show about?
- Anna: It's a children's show.
- Coworker 1: But we are not children!
- Anna: But this children's show is different. I hope.
- Coworker 3: I don't really like children's shows.
- Anna: Shhh, please. The show is starting!
- Anna: Oh, hi! Just give me one minuteoops! Oh well. I can fix that later.
- Anna: Hello, I'm Anna! Welcome to "The Time Traveling Treehouse!" This is not a usual treehouse. It can time travel! That is why it's called "The Time Traveling Treehouse."
- MINDY: Anna, do not forget me.
- Anna: Of course not! This is my partner, MINDY!
- MINDY: My name means Massive Information Navigation Device, for You!
- Anna: That means we can travel to many places and learn many things. Kids from all over the world ask us questions. We find them answers!
- MINDY: Woo-hoo! That is right, Anna.
- Anna: MINDY, what is our first question?
- MINDY: Layla asks us this question.
- Layla: Hello, Anna! Hello, MINDY! I'd like to know -- how do you play baseball?
- Anna: That is a great question! MINDY, we need to find her an answer!
- MINDY: I know that we can find it, Anna!
- Anna: Where am I now? MINDY, now I am on a snowy mountain!
- MINDY: That is a good place to learn how to ski.
- Anna: Yes, MINDY, but it cannot teach us about baseball! And I don't know how to ski!
- MINDY: Sorry, Anna. Let's try again.
- Anna: Where I am now!? MINDY, I am in the ocean! An ocean cannot teach us about

baseball!

MINDY: Please don't yell, Anna. The ocean can teach us about surfing.

Anna: Yes, **MINDY**, it can teach us about surfing ... and sharks! Ahhh!

MINDY: Anna, please wait. I need to fix my navigation device

Anna: **MINDY**, please fix it faster. And get me out of here ... now!

Announcer: Whoa! Is Anna going to be lost forever? Next week, you can watch part two of "The Time Traveling Treehouse!"

Coworker 1: Aw, man! Will the shark eat her?

Coworker 2: Will Anna find the answer?

Coworker 3: Please tell me the ending!

Anna: So, you liked it?

Coworkers: Yes!

Anna: Well, you can watch the ending next week!

Coworkers: Noooooo!

Anna: Don't forget to watch next week!

Key Words

INTERJECTIONS

aw - *interjection*. used to express mild disappointment or sympathy

man - *interjection*. used to express frustration

oops - *interjection*. used to express surprise or distress or to say in a mild way that you are sorry about having done or said something wrong

shhh - *interjection*. used to tell someone to be quiet

whoa - *interjection*. used to tell someone to slow down or stop and think about something

woo-hoo - *interjection*. used to express excitement

GENERAL VOCABULARY

answer - *n.* something you say or write when someone asks you a question

ask - *v.* to say or write something to someone as a way of gaining information

device - *n.* an object, machine, or piece of equipment that has been made for some special purpose

ending - *n.* the final part of something

fix - *v.* to make (something) whole or able to work properly again or to repair (something)

information - *n.* knowledge that you get about someone or something such as facts or details about a subject

massive - *adj.* very large and heavy

mountain - *n.* an area of land that rises very high above the land around it and that is higher than a hill

navigation - *n.* the act, activity, or process of finding the way to get to a place when you are traveling in a ship, airplane or car

partner - *n.* one of two or more people or businesses that work together or do business together

shark - *n.* a large and often dangerous sea fish with very sharp teeth

ski - *v.* to move or glide on a pair of long narrow pieces of wood over snow or water

surf - *v.* to ride on ocean waves using a special board (called a surfboard)

travel - *v.* to go to a place that is far away

treehouse - *n.* a small house that is built among the branches of a tree for children to play in

Quiz - Level 1, Lesson 32 - Welcome to the Treehouse!

1. What does Anna say about today?

- a. She is sad about a show on television.
- b. Anna says, "I'm excited and nervous."
- c. She does not want to be on television.
- d. Anna says, "There will be children at work."

2. What does Ms. Weaver say to Anna?

- a. Some people will tell their children about Anna's show.
- b. The people will watch the show and tell Ms. Weaver how they like it.
- c. Some people will tell Ms. Weaver which shows they like to watch.
- d. The people will make a new show with Anna.

3. What does Anna's coworker ask?

- a. Will I like the show?
- b. What is the show about?
- c. Can we watch the show?
- d. When will the show come out?

4. What does Anna say about the show?

- a. The show will give them hope.
- b. They will like the show.
- c. The children like the show.
- d. The show is different.

5. What is different about Anna's treehouse?

- a. The treehouse can travel to another time.
- b. It is just a usual treehouse.
- c. The treehouse is from a long time ago.
- d. It is from a different time.

6. What is one purpose of the show?

- a. To travel the world and ask questions
- b. To take children to another time
- c. To answer questions for children
- d. To teach children about computers

7. What does Layla want?

- a. Layla wants to know how to play baseball.
- b. She wants to travel with Anna.
- c. Layla wants to know how MINDY works.
- d. She wants to find the treehouse on a map.

8. What strategy is Anna using in this clip?

- a. Self-talk
- b. Monitoring
- c. Predicting
- d. Summarizing

9. MINDY has a problem. What is it?

- a. She needs to fix her navigation device.
- b. MINDY does not like baseball.
- c. She cannot go in the ocean.
- d. MINDY is afraid of sharks.

10. Why does Anna's coworker say, "Aw, man?"

- a. He did not like the show.
- b. The man does not understand the show.
- c. He has to wait a week for the next show.
- d. The man found a mistake on the show.

STEP 1

Draw a line to match each picture with the correct interjection to use in that situation. Next, ask a partner to help identify the problem in each picture. Then help them identify the problems and reasons in their pictures. Together, write the best way to ask for help or respond to all of the situations.

STUDENT A



- 1 aw
- 2 woo-hoo
- 3 oops
- 4 shhh
- 5 whoa

What's the problem here?

What should we say?



People are being loud in the library.

"Shhh! Can you please be quiet?"



The problem (Ask your partner)

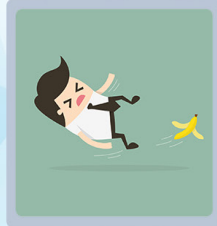
How to respond or ask for help

1		
2		
3		
4	People are being loud in the library.	Shh! Can you please be quiet?
5		

STEP 1

Draw a line to match each picture with the correct interjection to use in that situation. Next, ask a partner to help identify the problem in each picture. Then help them identify the problems and reasons in their pictures. Together, write the best way to ask for help or respond to all of the situations.

STUDENT B



1 aw

2 woo-hoo

3 oops

4 shhh

5 whoa

What's the problem here?

What should we say?



The problem (Ask your partner)

They are talking during a movie.

"Shhh! Can you please be quiet?"



How to respond or ask for help

1		
2		
3		
4	People are talking during a movie.	Shh! Can you please be quiet?
5		