

NEW ACTIVE ENGLISH

Teaching Notes

1

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General Introduction

New Active English Book 1 revises all the items first presented in the *Introductory Book* before introducing new material. Although the basic principle remains that of meaningful oral communication, *Book 1* introduces some formal reading lessons.

The year's work includes the following:

Oral Work

VOCABULARY Words selected continue to be those that can conveniently be taught in the classroom and which are useful to the students in their everyday life. The entire list is given at the end of the Teaching Notes.

LANGUAGE STRUCTURES All 34 items are dealt with thoroughly and with plenty of built-in revision. The importance of early mastery of these basic constructions can hardly be exaggerated, and it is hoped that the attractive and varied presentation, together with a functional use of colour, will assist weaker students in particular.

Reading

The teacher may want to defer formal reading lessons until later and use *Book 1* mainly for oral work: "reading the pictures". Once the class has finished *Introductory Book* and has acquired some oral facility, the teacher may want to work through the book again, revising the oral work and introducing formal reading lessons.

However, incidental exposure to printed words and short sentences is useful from the beginning: as the students look at the pictures and say the words, they will come to associate their sounds with the shapes of the printed words as whole units, which is the basis of the **Look and Say** approach. That is why on even the early pages of *Book 1*, the pictures are accompanied by printed words and short sentences.

When formal reading lessons begin, it will be necessary to explain the idea that certain sounds are associated with certain letters or combinations of letters: **phonics**; and to give practice in reading them. Examples, *using only words already taught*, are presented clearly and attractively. Only single letters and pairs are dealt with at this stage. *Book 2* will introduce larger groups.

Writing

The main concern at this stage is to establish good habits in letter formation. The Workbook provides ample practice in various strokes and methods in which different letters are joined.

Workbook

This aims, in a variety of ways, at consolidating the learning of the items presented in the main book. It provides further practice in reading and there is an increasing amount of writing practice involving the copying of words and sentences.

The exercises in the Workbook correspond, item by item with those in the main book, which should, of course, always be dealt with first. The Workbook exercises should then be gone through orally by the teacher and the class before the children are asked to work on their own.

Method

General Principles

1. The aim is to produce good language **habits** so that the students *use* English correctly.
2. This is done by **practice**, not explanation.
3. Practice should first be **oral** – listening and speaking. Reading and writing follow afterward. Students first hear a new item – a word or a structure. Then they **speak** it. Then they **read** it. Finally they **write** it.
4. Language items must be carefully chosen and presented one at a time. A lesson should not be overloaded: one new sentence pattern or four or five new words in one lesson is quite enough.
5. Vocabulary should not be taught as single words but as part of sentences so that the students have practice in **using** the word, not simply trying to remember it.
6. Constant **revision** is essential. Revision has been ‘built into’ this course but the teacher should provide additional revision of those items known to have given difficulties.

Teaching New Items

Presenting and practising a new item, whether it is vocabulary or sentence pattern, can be thought of in four stages.

Stage 1: Listening. The teacher speaks the new item several times until the students’ ears have become familiar with the new sound pattern. This should be spoken accurately but naturally, care being given not only to the pronunciation of particular sounds but also to the stress and intonation pattern of the whole sentence. The sentences must be spoken as one unit, not a number of separate words. It is particularly important for the students to recognize the words or syllables which receive the main stress (see Lesson Teaching Notes). While this is being done, the meaning should be made clear by any convenient means. In the early stages, real objects or classroom situations should be used whenever possible. Pictures, blackboard drawings, gestures, actions, etc. may also be used.

Stage 2: Imitation. The students now repeat the item after the teacher until they are all able to reproduce the sequence of sounds with reasonable fluency. Chorus work is essential if students are to get enough practice but this must be firmly controlled by the teacher to avoid chanting. This can be avoided if the students are made (a) to speak quietly and (b) to stress only the words or syllables that require emphasis (see Lesson Teaching Notes). The teacher may find it useful to control

the students' speech by suitable gestures. Chorus work may be done first with the whole class, and then with smaller groups. Finally, individual practice should be given, particularly to the weaker students.

While this is going on, the meaning of the item should continue to be made clear as described above.

Stage 3: Controlled practice. The teacher now gradually withdraws help. The students are asked to use the item, again in groups or as individuals, in response to **cues** given by the teacher. The teacher signals to the class what to say by pointing to an object or picture, making a gesture or a remark or asking a question. Students then produce the appropriate response.

Stage 4: Extended practice. Whenever possible, the students should now be encouraged to use the item without any help from the teacher. This should take the form of controlled conversation. This may be between individuals (for example, a conversation chain around the class), between groups, or between individuals or groups and the teacher.

Note:

If this procedure is carried out properly, very few mistakes should occur. If at any stage an unreasonable number of mistakes is made, this means that the previous stage was not practised thoroughly enough, and should be repeated: English is not taught by correcting mistakes. The whole point of this method is to give students controlled practice in using English *correctly*.

Do's and Don'ts for Teachers

1. When giving the model, (Stage 1), **DO** speak clearly, but naturally, and at a normal speed. **DON'T** slow down. **DON'T** speak one word at a time.
2. **DO** make sure that all students take part. **DON'T** forget to check individual students.
3. **DO** make sure that the meaning of the construction is always clear.
4. **DO** keep to the lesson. **DON'T** introduce new words from future lessons.
5. **DON'T** talk too much. The more English used by the *students*, the more successful the lesson.
6. **DON'T** continue an activity too long. Young children quickly lose interest.
7. **DON'T** explain "grammar". The aim is to teach students to *use* grammatical constructions, not to talk about them.
8. **DON'T** explain the meanings of words, if this can possibly be avoided. *Show* them the meaning, and give them practice in using the words.
9. **DO** prepare your lessons. This will take only a few minutes, using the brief Teaching Notes. An unprepared lesson is seldom successful.

10. DO give pronunciation guidance when necessary. Some help is given in the Teaching Notes.
11. DO make sure that all students get enough practice.
12. DON'T ask your students to spell out words. They learn words by using them orally, and then seeing them in print.
13. DO remember that teaching and testing are two different things.
14. DO remember the importance of revision.
15. DO try to make your lessons interesting and enjoyable. The students will learn more in a shorter time.

Speech Guide

Some teachers may welcome a little guidance on pronunciation, stress, and intonation. This is given at the foot of the Lesson Notes. It has been made as simple as possible since it is intended only as a reminder of the major points, and for reference in cases of doubt. The following symbols are used.

STRESS. Syllables on which a main stress falls are printed in capitals.

This is a BOOK.

This is a PEN.

No attempt is made to show lesser stresses.

INTONATION. Again this is made as simple as possible. Rising and falling arrows are placed *before* the syllable to which they refer. The important point to remember is that after the falling and rising arrows, the tone *continues in this direction until the end of the sentence*, or until another arrow shows a change of tone.

This is a ↘ BOOK.

This is an um ↘ BRELLa.

Is this a ↗ BOOK?

Is this an um ↗ BRELLa?

Note:

Teachers are often unsure whether to use full forms: *It is not* or contractions: *It isn't*. There is no hard-and-fast rule about this, but in general, contractions should be used in speech and full forms in writing. There are times when this general guide cannot or should not be followed, and teachers are advised to follow the course book and Teaching Notes when in doubt.

PRONUNCIATION

Consonants

b	- bag
d	- desk
d ₃	- jar
f	- fan
g	- girl
h	- hen
j	- yes
k	- cat
l	- leg
m	- man
n	- nose
ŋ	- string
p	- pen
r	- ruler
s	- saucer
ʃ	- ship

t	- table
tʃ	- chair
θ	- thin
ð	- that
v	- village
w	- window
z	- zoo
ʒ	- measure

i	- green
ɔ	- dog
ɔ	- saw
u	- book
u:	- ruler
ʌ	- cup

Vowels

æ	- black
a	- arm
ə	- ruler
	- a book
ə	- bird
e	- pen
i	- pin

Diphthongs

ai	- my
au	- mouth
ei	- table
ou	- nose
ɔi	- boy
iə	- here
eə	- hair
uə	- sure

Note on vocabulary:

Most teachers will wish to teach their classes to say *Good morning/afternoon, Miss/Mrs/Mr* _____ or *Sir* from the very beginning of the course. This is best done by explanation, in the children's own language, followed by demonstration by the teacher and imitation. A list of useful classroom expressions is also included at the end of this book.

Certain words will probably be used only by the teacher. They are:

ask, begin, class, copy, give, noise, see, say,
right (correct), stop, wrong

They should be used by the teacher when convenient. The children will soon grasp their meaning. "Right!" and "Wrong!"; for example, may be used at the earliest stage, with a shake or nod of the head to show the meaning. Suggestions for the introduction of the other words are given in the following notes.

PAGES 1-3

Item 1

a _____ an _____

New Words

a desk	a pen	a pencil	a ruler
a book	a bell	a cat	a dog
a hen	a duck	a fan	a rubber
an apple	an orange	an egg	an umbrella

NB: Words introduced in the *Introductory Book* are treated as new words in this book.

Teaching Notes

1. Refer to page 3 of this book, **Teaching New Items**.
2. First teach *a desk, a pen, a pencil, a ruler, a book*. As you speak the words, hold up or point to the object. Do the same when the students are repeating the words after you. For the third stage, simply point to the object and let the students say the word.

3. Then teach *a bell, a cat, a dog, a hen, a duck, a fan, a rubber*. Use real objects (or toys) whenever possible. Otherwise, you may use pictures, blackboard drawings, or the pictures in the book. You will probably need at least two lessons to teach these seven words.

4. Then teach *an apple, an orange, an egg, an umbrella*.

5. When the new items have been thoroughly learned, use the pictures in the book for more practice. The teacher may say a word and the students have to find the right picture, or the teacher can point to a picture and the students have to find it and say the word.

6. Students may work in pairs, “reading” the pictures to each other.

7. All of this will probably need several lessons.

8. Be sure to include *a* or *an* before each word used.

9. The bottom of page 3 gives more practice in “reading” pictures, at the same time calling the attention to a sound commonly associated with the letter *e*. Such practice will be continued systematically through the book.

10. **Game.** A simple guessing game can be very useful for giving practice in a realistic use of English in this lesson and several of the following lessons. The teacher puts an object in a drawer of her desk. She places something, perhaps an open book, on her desk to act as a screen. She then takes an object out of her drawer without letting the students see it and places it behind the screen. The children try to guess what the object is. The game can be played in teams, the teacher calling upon members of each team in turn to guess.

Similar guessing games can be played with blackboard drawings, or pictures,

concealed from the students. For example, the teacher could draw one of the objects on a piece of paper and invite the students to guess what she has drawn. When the correct answer is given, she shows the drawing to the students.

Workbook 1

Pages 1-3

Page 1: "Read" the pictures several times. The students then put a check by the word which goes with each picture.

Page 2 and 3: Again "read" the pictures several times. The students then copy the words into the spaces provided.

Speech Guide

a ↘ DESK a ↘ PEN a ↘ PENCil
a ↘ RULer a ↘ CAT a ↘ DOG
a ↘ HEN a ↘ DUCK a ↘ FAN a ↘ RUBber
an ↘ APple an ↘ ORange an ↘ EGG an um ↘ BRELLa

Note:

1. Say "a" book, not "ah" book: / ə / not / æ /.
2. Say "cat", not "cet", "fan", not "fen": / æ / not / e /.
3. Join "an" to the next word: an apple, an orange, an egg, an umbrella.

PAGES 4-5

Item 2

It is _____.

New Words

a box a bottle a bag a button
a pot a clock a cup a plate
a bus a hat a train a doll
a blackboard a duster

Teaching Notes

1. First teach *It is _____*, using the objects taught in the last two lessons. (Never teach a new construction and new words at the same time.) This will also revise the words already taught.
2. Use the same procedure as before except that instead of saying *a desk, a pen, etc.*, you will say *It is a desk, It is a pen, etc.*
3. Treat each sentence as one whole unit. Do not separate each word.
4. Pay particular attention to stress and intonation (see below), and make sure that the students imitate you. Use gestures, if necessary, to show them which word should be stressed.

5. At the third stage, you should be able to point to an object, or picture, and the students will say the whole sentence, *It is a desk, It is a pen*, etc.

6. When the students have mastered this sentence pattern, teach them to use it with the new words: *It is a box, It is a bottle*, etc. Use the same procedure as before. Now they will be using a familiar construction with new words. Use real objects, toys, drawings or pictures as before.

7. Do not try to teach all the words in one lesson. At this stage, three or four at a time will be more than enough and you will need constantly to revise words already taught.

8. **Game.** A similar game can be played as before, but this time, the students will be using whole sentences: *It is a box, It is a hat*, etc. A variation is for the teacher to begin to draw objects on the board asking, as she does so, whether the students can guess what the object is. The first student who guesses what the incomplete drawing is earns some marks for his team.

9. As usual, do not “read” the pictures in the book until all the students can say the sentences correctly.

Workbook 1

Pages 4-5

As always, work the exercises orally several times before the students are asked to write. It may seem that this is making the work too easy, but remember that we are teaching, not testing. We want to give the students *practice* in reading and writing correctly. We do not want them to make mistakes.

Speech Guide

It is a ↘ BOX.
It is a ↘ BOTtle.
It is a ↘ BLACKboard.

Note:

1. Treat each sentence as one whole unit. Do not pause after each word.
2. Say “It is”, not “Eat ease”: /it iz/ not /i:t i:z/.
3. Join words whenever possible: It is a .
4. Pay particular attention to the / æ / sound in bag, hat, blackboard. Say “bag”, not “beg”: /b æ g/ not /beg.

PAGES 6-7

Item 3

He is _____. She is _____.

New Words

a boy a girl a man Mr
a woman Mrs a teacher a policeman
a postman a bus driver a farmer

Teaching Notes

1. First teach *He is a boy* and *She is a girl*, bringing some boys and girls to the front. Point to one of them as you speak the sentences. Follow the usual procedure, but make sure that the students point to a boy or a girl as they speak.

2. Next teach *He is Jamil*, *She is Sara Khan*, etc. until students are able to point to individuals and say the pair of sentences: *He is a boy*, *He is Jamil*, etc.

3. Use the pictures in the book to teach the remaining pairs of sentences on page 6.

4. Teach the sentences on page 7, using the pictures in the book. *Policewoman* should also be taught.

5. **Game.** Several simple guessing games are possible. One child can be blindfolded or can stand in a corner with his back to the class. The teacher points to a student who says something (this could be used for vocabulary revision). The student who cannot see tries to guess who has spoken and says *She is a girl*, *She is Sara Khan*, etc. When he guesses correctly, someone else takes his place.

6. **Names.** At this point, the teacher should decide whether to give children some names. Using their own names may be easier at first, and the children may prefer it. On the other hand, it often means two different kinds of pronunciation in one sentence. Here are some more names for those teachers who wish to use them. If possible, let the children choose their own names.

Boys: Ahmed, Akbar, Akram, Arshad, Ashraf, Ather, Azar, Azhar, Ebrahim, Faisal, Hamid, Javed, Mahmood, Mazhar, Mujeeb, Nadeem, Pervaiz, Qasim, Qureshi, Raza, Riaz, Shaukat, Tariq, Zaheer.

Girls: Arifa, Asma, Aysha, Azra, Bina, Dania, Farzana, Fauzia, Khalida, Rafia, Razia, Rubina, Saima, Salma, Samia, Seema, Yasmeen, Zahara.

Speech Guide

He is a ↘ BOY.

She is ↘ SAra KHAN.

He is Mr ↘ AZIZ.

She is a ↘ TEACHER.

He is a po ↘ LICEman.

He is a ↘ POSTman.

He is a ↘ BUS driver.

Note:

Say “man”, not “men”: /m æ n/ not /men/.

PAGES 8-9

Item 3

I am.

You are.

Teaching Notes

1. Bring some children to the front. To each say *I am Miss _____*, *Mr _____*, etc, pointing to yourself, and *You are Jamil*, *You are Sara Khan*, pointing to the child spoken to and using his or her name.

2. Now go around the class saying the sentences to each child. Get each child to reply *I am Jamil*, *You are Miss _____*.

3. Note that group speaking is not possible while practising this construction. If the students spoke together, they would have to say *we* not *I*.

4. **Conversation Chain.** The first student stands up and says *I am _____*. He then points to another student and says *You are _____*. This child then stands up and says *I am _____*, and points to a third student in turn to say *I am Jamil*, *You are Nasir*, *She is Sara Khan* etc, in each case looking at or pointing to the person referred to.

5. Teach the students in the same way to say *I am a boy*, *You are a girl*.

6. Be sure that they always look at or point to the person to whom they are speaking.

7. Now revise *He is _____* and *She is _____*. Get each student in turn to say *I am Jamil*, *You are Nasir*, *She is Sara Khan* etc, in each case looking at or pointing to the person referred to.

Workbook 1

Pages 6-7

Speech Guide

I am ↘ JAMIL.

You are ↘ SARA KHAN.

Note:

When saying *I am* and *You are*, try to avoid a break between the words.

PAGES 10-11

Revision Test 1

New Words

look

say

1. These pictures can be used for revising: 1. all vocabulary so far taught; 2. the use of *a* and *an*; 3. the use of *He/She/It is _____*.

2. The teacher can call out a page and a number and the pupils respond accordingly.

3. If used for revision, the pupils may work in pairs 'reading' the pictures to each other.

Item 4

This is _____.

New Words

a knife	a cake	a picture	
a car	a stone	a stick	
a page	a fish	a pin	a tick

Teaching Notes

1. Teach *This is a* _____ using objects which have already been taught and which students may have on their desks: a pen, a pencil, a ruler, a book, a rubber, a bag, etc. Hold up or touch each object as you speak the sentence. The students must hold or touch the same object when they repeat the sentences.

2. It is incorrect for students to point to an object some distance away or to a picture or a drawing on the board and say *This is...* The correct construction would be *That is...* which will be taught in Book 2.

3. For the third stage the teacher can either call out the name of an object or touch it without speaking. The students then pick up or touch the object and say the sentence.

4. For the fourth stage there can be a very simple form of “chain conversation” around the class, each student picking up one of the objects of his own choice and saying the sentence to the next student.

5. Now teach the new words on page 12, a few at a time. When possible use real objects: a knife, a picture, a stone, a toy car, a page, a stick. It will not be possible for the students to have all these things on their desks, of course. Let the children pass the things around to each other, each one saying what he or she has when the teacher says his or her name.

6. For the other new words use blackboard drawing or pictures, or the illustrations in the book. The students must touch the drawing as they speak and if blackboard drawings are used the children must go to the blackboard and touch the drawings.

7. Loose pictures may be passed around the class like the real objects in Note 5 above. The teacher should, however, build up on the blackboard drawings of all the objects so that the students can take turns going up and saying what each one is until the teacher is satisfied that all the students know all the new words.

8. “Read” the pictures in the book in the usual way.

Workbook 1

Page 8

Speech Guide

↘ THIS is a ↘ KNIFE.

Note:

1. Say “This”, not “Dis”: /ðis/ not /dis/.
2. Say “This is”, not “These ease”: /ðis iz/ not /ði:z i:z/.
3. Join words together whenever possible: This is a _____.
4. Say “stick”, not “steek”: /stik/ not / sti:k/.

PAGE 13

Item 5

This is _____ and this is _____.

New Words

a flower	a tree	a bird
an aeroplane	a ship	a shop

Teaching Notes

1. Follow the same procedure as before, joining the sentences together with *and*.
2. As always, use familiar words with this new construction before going on to use it with the new words on page 13. By now, this should have become a habit.
3. As always, do not “read” the pictures in the book until the students have mastered the sentence pattern.

Workbook 1

Page 9

Speech Guide

1. See notes to page 12.
2. Say ‘bird’, not ‘bud’: /bɜ:d/ not / bʌd/.
3. Say ‘ship’, not ‘sheep’: /ʃip/ not /ʃi:p/.

PAGE 14

Item 6

my

New Words

a name	a shirt	a dress	a shoe
a face	an eye	an ear	a nose
a lip	a tooth	a tongue	a mouth
an arm	a hand	a finger	a thumb
a leg	a knee	a foot	

Teaching Notes

1. First teach *my*, using familiar objects belonging both to teacher and students, e.g. a book, pen, pencil, ruler, etc. The teacher can then say *This is my book*, holding up her book, and the students can repeat *This is my book*, holding up their books.

2. Now teach the new words a few at a time. This will take several lessons. Follow the same procedure, both teacher and students touching the part of the body as they speak.

3. For Stage 3, the teacher simply points to the part of her body and the students say the appropriate sentence while doing the same.

4. **Action Chain.** The first student touches a part of his body and says *This is my _____*. He then points to a different part of the next child who has to say *This is my _____*. Continue around the class.

5. Teach *My name is _____*, each student speaking in turn.

Workbook 1

Page 10

Speech Guide

This is my ↘ SHIRT.

This is my ↘ EYE.

This is my ↘ FINGER.

Note:

1. Remember to say “This”, not “Dis”: /ðis/ not /dis/.

2. The first sound in the words *shirt* and *shoe*, /ʃ/, will need extra practice. (See top of page 15.)

3. The letters *th* in *tooth* and *thumb*, /θ/, will also require particular attention, the teacher explaining how the tongue is used.

PAGE 15

Item 6

my your

New Words

a head hair a neck Yes

Teaching Notes

1. As always, use words already taught. Start with objects belonging both to teacher and students, and later revise the parts of the body.

2. It is not possible to go through the usual four stages for teaching *my/your* for two reasons. First there is the difficulty of the students having to say *your* when

the teacher says *my*, and the students having to say *my* when the teacher says *your*. Second, since we are using the pattern *This is...*, the students must touch the object belonging to the teacher when they say *This is your...* Therefore only one student at a time can speak.

3. The teacher moves around the class speaking to one student at a time while the class listens: *This is my book. This is your book. This is my ear. This is your ear.* The teacher must touch the object while speaking. This should be continued until the class clearly understands the difference between *my* and *your*.

4. Now the teacher moves around again still speaking to one student at a time. When the teacher touches an object or part of the body belonging to a student, the student touches the object and says *This is my book/ear*, etc. as in the last lesson, and the teacher, also touching the object, says *Yes, this is your book/ear*, etc. This should be repeated with as many children as possible.

5. Repeat 4 but this time the teacher speaks first saying *This is my book/ear*, etc. and student answers *Yes, this is your book, ear*, etc.

6. Use the new words in the same way: *This is my head/hair/neck.*

7. Repeat 4 as a chain conversation around the class, each student speaking to the next child. Remember that the children must always touch the object as they speak.

8. "Read" the pictures on page 15.

Workbook 1

Page 11

Speech Guide

This is my ↘ HEAD.

↘ YES, this is your ↘ HEAD.

Note:

Give particular attention to the final consonants in the words *head* and *neck*. When pronounced properly, at the end of a sentence, these sounds should produce a little puff of breath which can be felt when the finger is held in front of the mouth.

PAGES 16-17

Item 6

his her

New Words

at	point	son
daughter	mother	father
sister	brother	

Teaching Notes

1. The teacher demonstrates *This is Jamil. This is his pen. This is Nasir. This is his ruler*, moving around the class stopping by each boy and touching or holding up the object.

2. Since we are using *This is...* once more, the class cannot repeat the sentences after the teacher in chorus. They must be near the person about whom they are speaking. One way of doing this is to have a line of boys standing in front of the class, each one holding something belonging to him. With the teacher's help where necessary, the first boy introduces the second boy to the class: *This is Jamil. This is his book*, touching the boy and object while speaking. Then the second boy introduces the third boy in the same way, and so on down the line.

3. Now repeat 2 using girls and *her*.

4. Now repeat 2 using boys and girls.

5. If more practice is needed, 4 can be repeated around the class, each child introducing the boy or girl.

6. Use page 17, or blackboard drawings to teach the new words.

Workbook 1

Page 12

Speech Guide

This is ↘ JAMIL.

This is his ↘ BOOK.

Note:

1. Notice the position of the stress in the above sentences.
2. Make sure the students say "his", not "he's": /hiz/ not /hi:z/.

PAGE 18

Item 7

What is this?

What is it?

New Words

a room

a table

a tablecloth

a glass

a spoon

a drawer

a towel

a chair

Teaching Notes

1. First teach *What is this?* using familiar words. Please note that the intention is to teach students to ask questions as well as answer them. For the first stage, the teacher asks *What is this?* touching a number of objects and the students answer the question with *It is a _____*. For the second stage, use objects belonging both to teacher and students. The students imitate the teacher's question

What is this? and answer it, *It is a book.*

2. Now repeat the process using *What is it?* both teacher and students pointing to the object in question.

3. The teacher now touches or points to an object and the students ask *What is it?* The teacher answers the question.

4. **Chain Conversation.** General conversation around the class. Each child asks the next child the questions *What is this?* touching an object and *What is it?* pointing to an object. The second child answers and then asks the next child the questions.

5. Now introduce the new words, using objects, blackboard drawings or pictures. Students should be given practice in asking as well as answering questions about these objects.

6. Please note that the most *natural* answer to both *What is this?* or *What is it?* is *It is* _____, NOT *This is* _____.

Workbook 1

Pages 12-13

Speech Guide

What is ↘ THIS?

It is a ↘ TABLE.

What is ↘ THIS?

It is a ↘ TABLEcloth.

What ↘ IS it?

It is a ↘ BICYcle.

Note:

1. The tone *falls* on the stressed syllable. The tone rises only for questions which expect the answers *Yes* or *No*.
2. Do NOT allow your students to stress the word *it*, a common mistake.

PAGES 19-20

Revision Test 2

1. These exercises are intended for revision of vocabulary and the sentence patterns given. These pictures, as well as those on pages 10-11, may also be used for extra practice with constructions to be taught later, e.g. *Is it a* _____? *Yes, it is. No, it is not.*

PAGE 21

Item 8

Is it _____?

New Words

answer	the		questions
a bicycle	a handkerchief	a tap	
a saucer	a pan	a bowl	No

Teaching Notes

1. Using familiar objects, ask and answer questions about the objects, answering *No* or *Yes* and shaking or nodding your head.

2. The students repeat the questions and answers after you. Note the rising intonation for the question (see below).

3. The students ask each other questions in groups, in chorus, or individually. The teacher holds up an object, e.g. a book, and says *pencil*. The students or student then ask *Is it a pencil?* and the answer *No* is given. The teacher says another word e.g. *rubber* and the question is *Is it a rubber?* and the answer is *No*. Then the teacher says *book* and the students ask *Is it a book?* and the answer *Yes* is given.

4. Words and signs given by the teacher in this way to show the class what they are expected to say are known as cues. A good deal of rapid practice can be given in this way. Notice that the students are doing far more talking than the teacher, which is the sign of a good English lesson.

5. When all the students are proficient in asking and answering questions of this kind, introduce the new words on page 21 using objects or pictures.

6. **Question and Answer Chain** around the class can be given in the same way, the teacher indicating an object or picture and saying a word.

Workbook 1

Page 13

Speech Guide

Is it a ↗ CAR? ↘ NO.

Is it a ↗ SAUcer? ↘ NO.

Is it a ↗ BIcycle? ↘ YES.

Note:

1. The voice rises on the last stressed syllable for questions which expect the answer *Yes* or *No*. Notice, too, that the voice continues to rise until the end of the sentence. The answers *Yes* or *No* are simple falling tones.

2. Make sure the students say “Is it”, not “Ease eat”: /iz it/ not /i: z i:t/.

3. Encourage them to join words together whenever possible: Is it a

4. The final sound in *box* will need extra practice.

PAGES 22-23

Item 8

Is this _____?

Is he/she _____?

New Words

a school

a classroom

a street

a telephone

Teaching Notes

1. Use the same procedure as for page 21. Practise questions using *Is this a _____?* with familiar words first. Then use the pictures on page 22, or any other pictures available, to introduce and practise the new words.
2. In the same way, first practise the questions on page 23 using *a boy/girl* or a child's name about members of the class: *Is he a boy? Is he Nasir? Is she a girl? Is she Sara Khan?*
3. Then repeat using the pictures on page 23 or other pictures.

Speech Guide

Is this a ↗ SCHOOL?
Is this a ↗ CLASSroom?
Is this a ↗ TELEphone.
Is he a ↗ FARmer?
Is he a po ↗ LICEman?

Note:

Pay particular attention to sounding the final *t*, in *street*. If a finger is held in front of the mouth, it should be possible to feel a tiny puff of air when this is spoken correctly.

PAGE 24

Item 9

Yes, it is.

No, it is not, etc.

New Words

a sweet

an ice cream

a teapot

a lamp

Teaching Notes

1. Using familiar objects, the teacher asks the question and answers *Yes, it is* or *No, it is not*.
2. Students repeat questions and answers after the teacher.
3. The teacher asks questions and the students answer. The questions should be mixed, i.e. some requiring *Yes, it is* and others requiring *No, it is not*.
4. Now introduce questions about people requiring the answer *Yes, he is*, *No, she is not*, etc, e.g. *Is he a boy? Is she a girl?* The pictures in the book can be used for *Is he a policeman?* and *Is she a teacher?*
5. This construction and a number of constructions soon to be taught raise the question as to whether students should use contractions, i.e. whether they should use *No, it is not* or *No, it isn't*. Probably the most helpful solution is to teach the students the full form *No, it is not* first. Then get them to practise the contracted form *No, it isn't* in speaking.

6. **Games.** Many games are possible for practising these and similar constructions. Care should be taken, however, that the majority of the students are being given practice in the right construction. In this case, for example, it is practice in asking questions that is required, *not in* answering them. One game, which children love, is for the teacher to turn her back to the class. One of the students chooses an object or picture and indicates it to the rest of the class. The teacher then tries to guess the object by putting questions either to the whole class or to individuals. They answer *No, it isn't* until the teacher guesses correctly, when they say *Yes, it is*.

Workbook 1

Pages 14-15

Speech Guide

Is it an ↗ APple? ↘ NO, it is ↘ NOT.
 Is it an ↗ ORange? ↘ NO, it is ↘ NOT.
 Is it a ↗ SWEET? ↘ YES, it ↘ IS.

PAGE 25

Item 9

Are you _____? Yes, I am. No, I am not.

Teaching Notes

1. Ask students questions of the kind given on page 25. Get them to answer *Yes, I am. No, I am not.* (And after some practice *No, I'm not.*)

2. Get students to ask new questions giving them “cues”.

Teacher: Policeman.

Pupils: Are you a policeman?

Teacher: No, I am not. Postman.

Pupils: Are you a postman?

Teacher: No, I am not. Teacher.

Pupils: Are you a teacher?

Teacher: Yes, I am.

3. **Game.** One child is blindfolded, or stands with his back to the class. The teacher then points to a child who says something. The child who cannot see then tries to guess who has spoken by asking questions:

Are you a girl?

Yes, I am.

Are you Sara Khan?

No, I am not.

Are you Zeb?

Yes, I am.

It is then Zeb's turn to be blindfolded.

Speech Guide

Are you a ↗ BOY? ↘ NO, I am ↘ NOT.
Are you ↗ SAra KHAN? ↘ YES, I ↘ AM.

PAGE 26

Item 10-11

It is not _____.

New Words

a chicken a wheel a banana
a pear a basket a tail

Teaching Notes

1. Follow the same procedure as in the previous lesson, but this time a full reply is given, introducing the word *not*:

Is this a book?

No, it is not a book.

It is a pencil.

2. Remember that rapid practice can be given by means of cues. The teacher holds up the book and says "ruler". The student, or group of students, then asks *Is it a ruler?* and the other student, or group of students, answers *No, it is not a ruler. It is a book.*

3. As usual, the pictures in the book may be "read" after the students have had enough oral practice.

Workbook 1

Page 16

Speech Guide

Is this an ↗ AERoplane?
↘ NO, it is ↘ NOT an aeroplane.
It is a ↘ CHICKen.

Note:

1. Look carefully at the stress marking in the above sentences. In the first sentence, *aeroplane* is a new word, so it is stressed. In the second sentence, *aeroplane* is merely repeated and is therefore not stressed. In the last sentence, the new word *chicken* is introduced and is therefore stressed.

2. Encourage the students to sound the final *t* in *basket*.

3. Notice that in the phrase *dog's tail*, the *s* is pronounced like *z*: /dogz/ not /doks/.

PAGE 27

Item 10-11

I am not _____.

New Word

pupil

Teaching Notes

1. Use the same procedure as for page 25 with full answers using *not*:
Are you a boy?
No, I am not a boy.
I am a girl.
2. Teach the new word *pupil* by contrasting it with *teacher*: *I am a teacher. You are a pupil*, or, when spoken by a child: *You are a teacher. I am a pupil*.
3. Then use the activity described in Note 2 to page 25 including the new word *pupil*.

Workbook 1

Page 17

Speech Guide

Are you a ↗ TEACHER?
No, I am ↘ NOT a teacher.
I am a ↘ PUPIL.

PAGES 28-29

Revision Test 3

1. These pages provide material for vocabulary revision, and for revising the question and answer forms given on page 29. It can also be used for revising *What is this? It is a* _____.

PAGE 30

Item 12

Adjectives

New Words

small/big old/young tall/short
thin/fat

Teaching Notes

1. Teach *small/big* first, using objects or drawings on the blackboard, e.g.

This book is small. This book is big. This child is small. This child is big.

2. When the students have become accustomed to using this sentence pattern, teach the next three pairs of adjectives using blackboard drawings or the pictures in the book.

3. Teach also the negative forms: *This box is not small. It is big. This man is not young. He is old.*

Workbook 1

Page 18

Speech Guide

↘ THIS car is ↘ SMALL.
↘ THIS car is ↘ BIG.

Note:

1. Notice the position of the stress in the above sentences.
2. Pay attention to the pronunciation of the final letters in *big, old, short, and fat.*

PAGE 31

Item 12

Adjectives

New Words

cold/hot dirty/clean thin/thick long

Teaching Notes

1. Teach the question form with adjectives, as on page 31, but using adjectives already taught from page 30. Real objects or the pictures on page 30 may be used e.g. *Is this desk big? No, it is not big. It is small. Is this man young? No, he is not young. He is old.*

2. Now teach the new words on page 31 using familiar objects and simple sentences *This book is thick. This book is thin. This ruler is long. This ruler is short.* For *dirty, clean, cold, and hot*, use illustrations or blackboard drawings.

3. Notice that it is often necessary to teach adjectives in contrasting pairs: *cold/hot* etc. in order to bring out the meaning.

4. Now teach the questions and answers on page 31 using the new words.

Speech Guide

Is the boy ↗ COLD?
↘ NO, he is ↘ NOT cold.
He is ↘ HOT.

Note:

1. Notice the words stressed.
2. Pay particular attention to the final letters of *cold*, *hot*, *thin*, and *short*.

PAGES 32-33

Item 12

Adjectives

New Words

yellow green black white red blue
brown happy/unhappy window shut/open
hard/easy right/wrong ball wall

Teaching Notes

1. Teach the colours on page 32, a few at a time, using familiar objects e.g. *This book is red. This book is green. This pencil is yellow*, etc. Be sure that the pupils are holding or touching the objects as they speak.
2. Practise the question forms using the colours: *Is this book yellow? No, it is red*. Then read page 32 with the pupils.
3. Teach *shut/open* using a window and a door. Use the question form.
4. Teach *hard/easy, right/wrong* using sums on the board. For *happy/unhappy* use an illustration.
5. Teach the new word *ball* and *wall*.
6. Read page 33 with the pupils.

Workbook 1

Page 19

PAGES 34-35

Item 12

“very” with adjectives

New Words

bad good

Teaching Notes

1. Teach *very* with any suitable adjectives. It is possible to do this with real objects:
This book is small.
This book is big.
This book is very big.
This pencil is long.

This pencil is short.

This pencil is very short.

2. It may be easier, however, to use blackboard drawings. For example, stick figures could be used for:

He is tall.

He is short.

He is short.

He is tall.

He is very short.

He is very tall.

3. Notice the use of three sentences in each case to bring out the meaning.

4. Some other suggestions for easy blackboard drawings are: *a small/big ball, box, bag, apple, orange, etc., a thin/fat man/woman, a clean/dirty shirt, dress, an easy/hard sum.*

5. Now read page 34 with the class.

6. Next teach *bad* and *good* using good and bad handwriting on the board. If you think it helpful, give marks to the handwriting to bring out the meaning. This may also be useful in teaching *very good* and *very bad*, which is the next step. Remember to use three sentences:

This is good.

This is bad.

This is bad.

This is good.

This is very bad.

This is very good.

Workbook 1

Page 20

Speech Guide

This man is ↘ VErY tall.

Is this ↗ BAD?

↘ YES, it ↘ is. It is ↘ VErY bad.

PAGE 36-37

Revision Test 4

This provides material mainly for revising the sentence patterns given at the bottom of page 37. It is not now possible to revise all vocabulary in this kind of test. Teachers by now should have acquired the habit of beginning each lesson with a few minutes' revision of the previous lesson, and also, from time to time, of going through the book and revising items taught at an earlier stage. A good deal of revision is 'built into' this course, but additional revision by the teacher will always be necessary. Language cannot be taught by dealing with each item one by one and then forgetting it.

PAGES 38-39

Item 13

Imperatives

New Words

please	stand up	sit down
pick up	hold up	draw
write	a word	

Teaching Notes

1. Teach the requests given on pages 38-39, a few at a time, showing students what to do. For example, they can be shown how to respond to *Please stand up* and *Please sit down* using gestures. In the same way *Please open the window* can be done by pointing to a closed window and *Please close the window* by pointing to an open window. Some of the requests will have to be demonstrated by the teacher giving the order and then doing it herself.

2. Let the students give orders to each other. This can be done as an action chain around the class, each student carrying out an order and then giving an order to the next student.

Workbook 1

Pages 21-22

Speech Guide

Join words together whenever possible: *Stand up*, *Look at*, *Pick up*, *Hold up*, *Draw a*, *Write a*.

In the case of *Sit down*, a common mistake is to say “Siddown”. These words, however, should not be *completely* separated. The first part of the sound of the letter *t* should be heard, but there is no puff of air after it; instead there is a very small pause before saying “down”.

PAGE 40

Item 14

The present continuous tense

New Words

walking	running	writing
drawing	smiling	crying
sitting down	standing up	

Teaching Notes

1. Teach only two or three new words at a time.
2. As always, the teacher should give the model several times and then the students imitate.
3. While the teacher and students are speaking, of course, the meaning must be illustrated. This can be done by first giving a student an order e.g. *Walk* and then speaking while the action is going on. There are, however, some difficulties here. The actions *must* still be in progress while the words are spoken, and this is not possible for a word like *running*. Some actions are difficult to perform: a student can be asked to smile, but this is difficult to keep up, and to ask a student to cry may embarrass him. Drawing and pictures are therefore especially useful for teaching the present continuous tense. The pictures in the book may be used.
4. Vary the sentences to use *He* and *She*.
5. When the students are able to repeat the sentences fluently after the teacher, move on to the third stage, the teacher merely giving a cue. This can be done by pointing to a picture, or by giving an order to a student.
6. *Begin!* and *Stop!* may be used by the teacher.
7. “Read” the pictures on page 40.

Workbook 1

Page 23

Speech Guide

He is ↘ WALKing.
He is sitting ↘ DOWN.
They are standing ↘ UP.

Note:

1. Notice particularly the stress in the second and third sentences above.
2. The ____-ing syllable sometimes gives trouble. Some students tend to say “runnen” instead of *running*.

PAGE 41

Item 15

Yes/No questions

New Words

shouting singing speaking laughing

Teaching Notes

1. Teach *Yes/No* questions as before using verbs already learned.
2. Teach the students to give a full negative answer as on page 40:

Teacher: Is he working?
Pupils: Yes, he is.
Teacher: Is he running?
Pupils: No, he is not.
He is not running.
He is working.

- Now introduce the new words on page 41. Use blackboard drawings or pictures in the book.
- Read page 41.

Workbook 1

Page 24

Speech Guide

Remember that for Yes/No questions, the rising tone is used:

Are they \uparrow SHOUTing?
 \searrow NO, they are \searrow NOT.
They are \searrow NOT shouting.
They are \searrow SINGing.

PAGE 42

Item 16

's

Teaching Notes

- Use the same procedure as for teaching *his/her*: *This is Jamil. This is Jamil's book*. See the notes for pages 16-17.
- Use the pictures on page 42 for further practice.

Workbook 1

Page 25

Speech Guide

Note the different positions of the stress in the following sentences:

This is \searrow Jamil's BOOK.
This is \searrow Jamil's RULER.

In the above sentences, the object is the important word. Now look at these sentences.

This is \searrow JAMIL'S book.
This is \searrow NASIR'S book.
This is \searrow UZMA'S book.

Notice that in these sentences, the important words are the names of the owners. We know what the object is. The important thing is who the owner is.

PAGE 43

Item 17

the

Teaching Notes

1. First teach the use of *the* for an object already mentioned. Use familiar objects and colours. Arrange a number of different coloured objects on your desk. Then demonstrate the following, asking and answering the questions yourself. Touch or hold up each object as you speak:

This is a book.
Look at the book.
Is the book red?
No, the book is not red.
It is green.

2. Now practise similar questions and answers with the class, first the whole class, then groups, then individuals:

Teacher: This is a pencil.
Look at the pencil.
Is the pencil yellow?
Class: No, the pencil is not yellow.
It is blue.

3. Note that there is NO explanation. By repeating the above conversation, and the others that follow in this book, the students will come to use *the* in this way as a habit.

4. Now let the children practise this conversation among themselves. One can be the questioner and he may choose who will answer, or the class may answer in chorus. This may also be practised as a chain conversation around the class. The objects on the teacher's desk may be used, or the pupils may use objects on their own desks. Please note, however, that the same sentence patterns should be used. The student asking the question should always begin: *This is a _____ Look at the _____.* *Is the _____ _____?* and the student answering should also use the patterns: *No, the _____ is not _____.* *It is _____.*

5. Read page 43. The illustration may be used for further practice.

6. **Game.** A simple memory game can be played. The teacher, or one of the pupils, puts a number of different coloured objects in a bag. Please note that

there must be only one of each object. The class is shown each object quickly, and told to try to remember the objects and their colours. The objects are then hidden in a bag or box, or in a desk. Then a pupil tries to name the colour of each object:

The book is red.
The ruler is yellow.
The box is brown.

As each object is mentioned, the teacher, or one of the class, takes out the object and says: *Yes, the book is red.* If the first pupil is wrong, the person with the objects says: *No, the book is not red.* Another child then attempts to say its colour and continues until another mistake is made.

Speech Guide

Note carefully where the main stresses fall, and where the tone rises and falls, in the first conversation:

This is a ↘ BOOK?
↘ LOOK at the book.
Is the book ↗ RED?
↘ NO, it is ↘ NOT red.
It is ↘ GREEN.

PAGE 44

Item 17

the

New Words

ceiling door floor notice
notice board sky sea

Teaching Notes

1. In this lesson, we are teaching the use of *the* where there is only one to be seen e.g. the door, the window, and for words of which there is usually only one: the sky, the sun, the sea.

2. Use the same procedures as for page 43. Begin with words already known: blackboard, window, wall:

This is the blackboard.
Look at the blackboard.
Is the blackboard white?
No, the blackboard is not white.
It is black.

3. Notice the use of *the* in place of *a* in the first sentence.

4. Now gradually introduce the new words and proceed as in the last lesson. Remember, however, that whoever is speaking, teacher or student, must be standing near or touching the thing spoken about. It is incorrect to point at something several feet away and use the word *This*. For this reason, *sky* and *sea* may be taught only by using a picture on the board or on the wall, or the illustration in the book.

5. Read page 44 with the class.

Workbook 1

Page 26

PAGE 45

Revision Test 5

PAGE 46

Item 18

in on under

New Words

a cupboard

Teaching Notes

1. Teach *in*, *on*, and *under* the usual way using familiar objects e.g. *The book is on the desk. The book is in the desk. The book is under the desk*, and so on.

2. Now teach the sentences on page 46.

Workbook 1

Page 27

Speech Guide

The stress will vary according to how the sentences are used. In the early part of the lesson, you may be using sentences in which the only words that change are *in*, *under*, and *on*. These sentences would be stressed like this:

The book is ↘ ON the desk.

The book is ↘ UNDER the desk.

The book is ↘ IN the desk.

In the sentences on page 46, however, stress would usually be put on the last important word:

The cat is on the ↘ table.

The position of the main stress often depends on the order in which sentences are spoken. We usually stress a new word. We do not usually stress a repeated word. Look at these examples of the way in which the sentences on page 46 would be spoken if they were read aloud one after the other without a pause:

The ↘ CAT is on the ↘ TABLE.

The ↘ DOLL is in the ↘ CUPboard.

The ↘ DOG is under the ↘ TABLE.

The ↘ BASKet is ↘ ON the table.

The ↘ ORange is in the ↘ CUPboard.

The ↘ TEApot is in the ↘ cupboard.

The ↘ TELEphone is on the ↘ TABLE.

The ↘ BOTtle is ↘ UNder the table.

PAGE 47

Item 18

behind beside in front of near

New Word

seat

Teaching Notes

Follow the same procedure as for page 46. Teach also: *The ship is on the sea* using the picture in the “Read aloud” section.

Workbook 1

Page 28

Speech Guide

See the notes on the last lesson.

PAGES 48-49

Item 19

of the

New Words

go to	come to	touch	back
top	bottom	side	middle
class	stairs	a road	a river
a boat			

Teaching Notes

1. Use familiar objects and a simple sentence pattern to teach *the front of, the back of, the top of, the bottom of, the side of, the middle of*:

This is the top of the box.

This is the side of the blackboard.

This is the middle of the book.

2. Then give orders like those on page 48. Introduce the new words *go* and *touch*.
3. Teach the sentences on page 49 using blackboard drawings or pictures in the book.

Workbook 1

Page 29

Speech Guide

Join words together whenever possible: the front of, the back of, the top of, the bottom of, the side of, the middle of, the end of, the roof of.

PAGES 50-52

Item 20

Plurals (and vocabulary revision)

New Words

Numbers one to twenty	matches	
animals	toys	keys

Teaching Notes

1. Revise or teach the numbers one to twenty. This may be done by tapping on the desk and asking students to give the number of taps, or by using some simple and well-known objects.
2. Now teach the numbers with the words given on page 50-52, a few at a time.
3. Pay particular attention to pronunciation. Most plurals end in *s*, but three pronunciations are possible. All the plurals on page 50 end with the “s” sound. The

plurals on page 51 end in the “iz” sound. The plurals on page 52 end in the “z” sound. (See Speech Guide below).

4. A number of games are possible for teaching or revising numbers. In addition to tapping on a desk, the teacher or a pupil may clap his hands a number of times. The first pupil to give the correct number wins. Guessing games are also possible in which the pupils have to guess the number of beans, peas, etc., held in the closed hands of the teacher or pupil. Oral arithmetic is a useful way for practising the larger numbers, the teacher or a pupil calling out *five and six, seven and five* etc. The first pupil to answer correctly scores a point. This can be played as a team game.

5. Use pages 50-52 for further practice.

Workbook 1

Pages 30-31

Speech Guide

As mentioned in the Teaching Notes above, particular care is needed with the pronunciation of the final letters of these words. The words on page 50 end with “unvoiced” sounds. This means there is no vibration in the “voice box” in the throat and the sound is pronounced: /s/.

ships ducks cups plates

The words on page 52 also end with a voiced sound, but you should be able to feel a slight vibration in the throat as you say the words.

pins bags chairs birds

The words on page 51 also end with a voiced sound, but this forms an extra syllable: /iz/.

pages boxes buses matches

PAGE 53

Item 21

There are _____.

Teaching Notes

1. Teach the pattern on page 53 using *There are _____* with a small number of familiar objects and the prepositions *on, in, under*, e.g.

There are two books on the table.
There are three pencils under the desk.
There are two rulers in the box.

2. “Read” the pictures on page 53.

Speech Guide

Say *There are* as one whole unit without a break.

PAGE 54

Item 21

There are _____.

New Words

a cloud a radio playground a house
nothing

Teaching Notes

1. Teach the pattern on page 54 in the same way using familiar objects, and also revising the other prepositions and, prepositional phrases already taught: *in, on, under, behind, beside, near, in front of, in the middle of, at the side of*, etc.

2. “Read” the pictures on page 54.

3. Give practice in using *There is* _____ and *There are* _____, alternatively:

There is a pen on the desk.

There are two pencils in the cupboard.

4. Introduce the new word *nothing*: *There is nothing on the desk*. At this stage, it may also be useful to use the word *now*: *Now there is a book on the desk. Now there is nothing on the desk*.

5. **Games.** a. The teacher tells the students to close their eyes, or to stand up and turn around, so that they cannot see. The teacher then moves a number of articles into unfamiliar positions e.g. a book on the top of the blackboard, a ball on the teacher’s desk. There should be as many objects as possible. The students are then allowed to look and can score marks for their team by saying: *There is a book on the top of the blackboard. There is a ball on the teacher’s desk*.

b. A number of objects are placed on the teacher’s desk. The students are allowed to see them briefly. Then they are covered up. The students score points by saying from memory: *There is a box on the desk. There is an apple on the desk*, etc.

This is an easier game than the first since the word *on* is used each time. Other words like *under, near, on top of*, etc. may be used.

Note:

Both the above games may be used to revise *There are two* _____ ...
There are four _____ ... etc. by using more than one of each object.

Workbook 1

Page 32

Speech Guide

Say *There is* as one whole unit without a break.

PAGE 55

Item 21

Is there _____? Yes, there is. No, there is not.

Teaching Notes

1. The aim now is to teach students to ask and answer questions beginning with *Is there*. The teacher first provides a model by asking and answering several questions using familiar objects and prepositions:

Is there a book on the table?

Yes, there is.

Is there a pencil on the chair?

No, there is not.

Note that here again it is probably advisable to teach the full form *No, there is not* first and then get students to practise *No, there isn't* in speaking.

2. The students imitate the teacher in the usual way.

3. The teacher gives the students practice in asking questions, giving them cues:

Teacher: Book.

Students: Is there a book on the table?

Teacher: No, there isn't. Pencil.

Students: Is there a pencil on the table?

Teacher: Yes, there is.

4. **Chain Conversation.** The students ask and answer the questions around the class.

Workbook 1

Page 33

Speech Guide

Since these questions expect the answer *Yes* or *No*, the rising tone is used. This begins on the last stressed word. Which word is stressed depends upon the sequence of sentences. Read these sentences carefully.

Is there a ↗ BOOK on the table?
Is there a ↗ PEN on the table?
Is there a ↗ PENCIL on the table?
Is there a book on the ↗ TABLE?
Is there a book on the ↗ CHAIR?
Is there a book on the ↗ DESK?

PAGES 56-57

Revision Test 6

PAGES 58-59

Item 22

Where is _____? Where are _____?

New Words

They star

Teaching Notes

1. First teach questions beginning with *Where is* _____? using the same procedure as in teaching *Is there* _____? on page 55. Use familiar objects and prepositions.

2. Now teach *Where are* _____? for questions and answers in the plural. Note that the word *they* is now introduced in the answers.

3. Give the students practice in asking singular and plural questions, the teacher providing cues, e.g.

Teacher: Ruler.

Students: Where is the ruler?

Teacher: It is on the desk. Pencils.

Students: Where are the pencils?

Teacher: They are on the cupboard.

4. Give students practice in answering as well as asking the questions.

5. Now teach the sentences on pages 58-59. Teach also: *Where are the stars? They are in the sky.*

6. **Game.** The teacher takes an object from each student's desk and places it on another child's desk. The child receiving the object must know who the owner of the object is. Each child then gets his possession back by asking: *Where is my _____?* The child with the object then answers: *It is on my desk* and gives it back.

Speech Guide

Since these questions do NOT expect the answer *Yes* or *No*, the falling tone is used:

Where is the ↘ STONE?

It is under the ↘ DESK.

Where are the ↘ CUPS?

They are beside the ↘ BOX.

Note:

The words *It* and *They* in these sentences are NOT stressed. This is a very common mistake.

PAGES 60-61

Item 23

How many?

New Words

crosses

dots

marks

letters

alphabet

Teaching Notes

1. Revise numbers one to twenty.

2. Teach numbers twenty-one to a hundred. For practising numbers, the teacher will find the words *dots* and *crosses* useful since numbers of these can quickly be placed on the board. For higher numbers, introduce the word *marks*, if they do not already know it. Examples can then be written on the board e.g. $\frac{55}{100}$, $\frac{9}{10}$. Arithmetic can also be used for the higher numbers.

3. Teach students how to ask and answer questions beginning *How many* in the usual way, using familiar objects or drawings. First give the students practice in asking and answering questions:

Teacher: How many books are there on the desk?

Students: There are three books on the desk.

Then give the students practice in asking questions, using cues:

Teacher: Pencils on the chair.

Students: How many pencils are there on the chair?

Teacher: There are five.

Cues for questions may also be given by simply pointing to objects or the pictures.

4. "Read" pages 60-61.

Speech Guide

How many ↘ TREES are there?
 There are ↘ TWO trees.
 How many ↘ BIRDS are there?
 There are ↘ THREE birds.

Note:

Pay particular attention to the pronunciation of the final s.

PAGE 62

Item 24

These

Teaching Notes

1. Teach *these* in the same way as you taught *this* on page 12. Be sure you are standing near or touching the objects when you say *These are*.
2. Use familiar classroom objects at first, and then practise the sentences on page 62.

Speech Guide

Avoid letting the tone fall before the end of the sentence. It may be helpful to put a little extra stress on other words:

THESE are CATS and THESE are ↘ DOGS.
 THESE are BASKets and THESE are ↘ BOXes.

Note:

The most common pronunciation mistake is to say *This* instead of *These*.

PAGE 63

Item 25

What are these? They are _____.

New Words

flies chopsticks trousers clothes

Teaching Notes

1. Teach questions and answers in the usual way using familiar words first.
2. "Read" the pictures on page 63.

Speech Guide

1. Again pay particular attention to *These*.
2. Note also the pronunciation of *flies* which ends in a voiced sound: /flaiz/.
3. The word *clothes* will also give some trouble. Show the pupils where to place their tongues.

PAGES 64-65

Item 25

we you they

New Words

children men women

Teaching Notes

1. Divide the class into two groups of boys and girls to practise the sentences on page 64. Tell the children to turn their chairs to face each other as they are speaking the first and second pairs of sentences. When saying *We are boys and girls*, *We are children* etc., they should turn their faces to the teacher.

2. They will need to repeat these sentences after the teacher first, but will quickly learn them and say them as the teacher points to each group.

3. For further practice, and for classes which are not mixed, have groups of children standing in different parts of the classroom, using sentences like: *We are near the blackboard*. *We are at the back of the class*. *We are in front of the picture* and so on. Groups should still speak to each other and make answers as on page 64.

4. To practise the use of *they*, have another group speaking directly to the teacher. The conversation should then go like this:

First group: We are boys. (or We are near the blackboard, etc.)

Second group to first group:

Yes, you are boys. (or Yes, you are near the blackboard.)

Third group to the teacher:

They are boys. (or They are near the blackboard.)

5. To practise the question forms, the teacher first asks questions like those on page 65 and the students answer. For example, the first group of sentences on page 65 would be spoken to a group of boys. The second group of sentences on page 65 would be spoken to a group of girls. To practise *they*, the teacher asks one group questions about the other group.

6. Groups now ask each other questions, the teacher providing cue words if necessary:

Teacher: Girls.
First group: Are you girls?
Second group: No, we are not.
Teacher: Men.
First group: Are you men?
Second group: No, we are not.
Teacher: Boys.
First group: Are you boys?
Second group: Yes, we are.

7. To practise the question form: *Are they?* three groups will be needed, one group asking the second group questions about the third group as the teacher gives cues:

Teacher: Near the desk.
First group: Are they near the desk?
Second group: No, they are not.
Teacher: At the back of the class.
First group: Are they at the back of the class?
Second group: No, they are not.

8. In the same way practise *Are we boys? Are we girls?* Revise also *Are you a boy? Yes, I am. No, I am not* and *Am I a boy? Yes, you are. No, you are not.*

9. Read pages 64-65.

Workbook 1

Pages 38-39

PAGES 66-67

Revision Test 7

PAGE 68

Item 26

What is he doing?

New Words

swimming drinking eating working sleeping

Teaching Notes

1. Teach this in the same way as item 14. Again, it will be found that drawings or pictures will be easier to handle than pupils performing actions. Use the verbs on page 40 first before introducing the new words on page 68.

2. The teacher first asks and answers questions about the picture as a model. Then the students repeat. For the third stage, the teacher points to a picture, a student asks the question and the teacher answers.

3. Now let the students ask each other questions around the class as the teacher points to the pictures.

4. "Read" the pictures on page 68.

5. **Games.** a. The class divides into two or more teams. One member of each team comes to the teacher's desk. The teacher shows them a written action: *He is walking, She is smiling*, etc. The rest of the class does not know what the action is. The members of the team who have seen the sentence each try to draw it on the board. At any time, they may turn to their teams and ask: *What is he doing? What is she doing?* The team members try to answer correctly. If they are unable to understand the drawing, the child doing the drawing continues drawing to try to make the action clear. When someone guesses the action correctly and answers the question, his team wins.

Please note that each child at the blackboard is trying to draw the same action. He may ask his team the question as soon and as often as he wishes.

At first use the verbs taught on page 40: *walking, running, writing, drawing, smiling, crying, sitting down, standing up*. Then you may try the harder verbs on page 68: *swimming, drinking, eating, working, sleeping*.

b. The above game can be played without drawing on the board. The procedure is exactly the same except that instead of drawing the action, the students act it out, or pretend to be doing it. In this case, another member of the team has to ask the question: *What is he/she doing?* and the rest of the team tries to answer.

Workbook 1

Page 40

PAGE 69

Item 27

Direct objects

New Words

a newspaper	a football	pulling	pushing
reading	kicking	playing football	
washing		learning English	
teaching English		playing a game	
singing a song		doing an exercise	

Teaching Notes

1. Teach the questions and answers on page 69, using blackboard drawings or the pictures in the book.

2. First ask and answer the questions. Then let the students both imitate

and answer the questions. For the third stage, ask students the questions. They should be able to answer easily since the verb used in the answer is contained in the question.

3. Then let the students ask the questions while the teacher points to the pictures or drawings.

4. Read page 69.

5. At this stage, the teacher can introduce some more useful phrases: *learning English, teaching English, playing a game*, e.g. playing volleyball, *singing a song, doing an exercise*.

Workbook 1

Page 41

Speech Guide

What is he ↘ PULLing?

He is pulling a ↘ BOAT.

Note:

Note how the stress changes in the second sentence. In the first sentence, the important word is *pulling*, but in the second sentence, the important word is *what* he is pulling: the boat.

PAGE 70

Item 27

Direct objects

New Words

painting

right

left

brushing

smelling

wearing

Teaching Notes

1. Teach these new sentences in the usual way, using actions, blackboard drawings or the pictures in the book.

2. Now practise Yes/No questions, using all verbs taking a direct object so far taught e.g. *Is he pulling a boat? Are they pushing a car? Is she painting a picture? Is he wearing a hat?*

3. First the teacher asks the students the question using pictures and calling for negative as well as affirmative answers. Then the students ask questions with the teacher pointing to pictures and giving cues e.g., pointing to a picture of a man driving a bus:

Teacher: Making a cake.

Students: Is he making a cake?

Teacher: No, he is not.

4. Read page 70.

Speech Guide

Is she PAINTing a ↗ PICTure?
↘ YES, she ↘ IS.
↘ NO, she is ↘ NOT.

Note:

Note that in the first sentence, both important words are stressed.

PAGE 71

Item 27

Direct objects

New Words

cooking dinner helping
carrying switching on/off
listening blowing up a balloon
baby (in phonic section)

Teaching Notes

1. The students look at the picture on page 71 as the teacher reads the sentences.
2. The teacher reads the sentences again, the students repeating them after her.
3. The teacher asks Yes/No questions:

Is the woman cooking the dinner?
Is the girl helping her?

Some negative answers can be produced:

Is the boy cooking the dinner?
Is the girl wearing a red shirt?

4. The teacher asks *What* questions:

What is the woman doing?
What is the girl doing?

Please note that in answering the questions, the students should use pronouns. They should not repeat the nouns:

What is the boy doing?
He is switching on the fan.

Workbook 1

Page 42

PAGE 72

Item 28

Adverbials

New Words

here	there	come in	go out
knock	wait	ride	along

Teaching Notes

1. First teach the phrases *come here* and *go there* as orders using gestures to show the students what to do. One way of doing this is to bring a number of students one at a time to your desk by saying *Come here*, and then sending them to the corner of the classroom by saying *Go there*.

2. The students can then return to their places in the same way. The teacher calls them, one by one, to her desk by saying *Come here*, and sends them to their places by saying *Go there*.

3. Teach *go out* and *come in* in the same way.

4. Revise other similar expressions: *Write on the board. Point at the window. Walk to the door. Sit on the chair. Stand in front of the class. Stand at the back of the class.*

5. Let the students practise these adverbials by giving each other orders, using any of the above expressions.

6. Read page 72 with the class and follow the same procedure as with page 71.

PAGE 73

Item 29

Adverbials

New Words

bring	take	picnic
cut	story	throw

Teaching Notes

1. Introduce the words *bring* and *take*. (A great many children confuse these words.) Repeat the procedure used in the previous lesson, this time adding *bring*

and *take* e.g.:

Come here. Bring your book.
Go there. Take your book.
Come here. Bring your chair.
Go there. Take your chair.

2. Now let the students practise the verbs themselves by giving each other orders. An action chain is possible:

Jamil to Uzma: Bring your book to me.
Now, take it to Sara Khan.
Uzma to Sara Khan: Bring your chair to me.
Now take it to Nasir.

3. Read page 73 with the class and follow the same procedure as with page 71.

Workbook 1

Page 43

PAGES 74-75

Revision Test 8

These pictures may be used for revising any of the following kinds of questions and their answers:

1. Is she a girl? Is it a dog? Are they women?
2. What is this?
3. Where is the boy? Where are the girls?
4. How many _____ are there?
5. What is he doing? What are they doing?
6. What is he touching? What is she cutting?
7. Is he listening to a radio?

PAGE 76

Item 30

I/You/We/They have

Teaching Notes

1. The teacher demonstrates *I have* a number of times, holding up items

which both she and the students have on their desks.

2. The pupils repeat the sentences after her, holding up the same objects.

3. Go around the class, each pupil making one sentence and holding up the object: *I have a ruler, I have a pen, I have a shirt*, etc.

4. The teacher asks individual pupils questions, some of which will be answered by *Yes, I have* and others by *No, I haven't*. Please note once again it is advisable to use the contracted form in speaking: *No, I haven't*, and the full form in writing: *No, I have not*.

5. **Chain conversation** around the class, each pupil asking the next pupil a question.

6. The teacher asks questions and the whole class, or groups, reply in chorus:

Teacher: Have you pictures?

Pupils: Yes, we have.

Teacher: Have you aeroplanes?

Pupils: No, we haven't.

7. The teacher asks one group questions about another group:

Teacher: Have they pencils?

Pupils: Yes, they have.

Teacher: Have they cats and dogs?

Pupils: No, they haven't.

8. Read page 76.

PAGE 77

Item 30

has

New Words

a kite

a cow

Teaching Notes

1. The teacher demonstrates the use of *has*. Pupils take it in turns to tell the teacher what they have: *I have a ruler*. The teacher then tells the class: *He has a ruler, She has a pen etc.* and the pupils repeat after the teacher.

2. **Chain conversation** around the class. Each child tells the next child what he has: *I have a red shirt*. The second pupil then tells the class: *He has a red shirt*. The second pupil then tells the third pupil what he has and the third child tells the class.

3. Give practice in short replies by asking questions about individual pupils:

Teacher: Has Uzma a red dress?

Pupils: No, she hasn't.

Teacher: Has Jamil a red shirt?

Pupils: Yes, he has.

4. Read page 77

Workbook 1

Page 44

PAGES 78-79

Items 31 and 32

Who?

New Words

talking Headmaster all the _____
line (in phonic section)

Teaching Notes

1. The teacher demonstrates short answers by asking and answering questions: *Who has a yellow pencil? Jamil has. Who is sitting near the door? Uzma is.*

2. The pupils repeat the answers after the teacher until they have become used to this short form.

3. The teacher asks the whole class questions. First use questions calling for the answer *has*. Then introduce questions the answers to which will contain *is*.

4. Now mix the questions:

Teacher: Who has a white shirt?

Pupils: Nasir has.

Teacher: Who is sitting near the window?

Pupils: Uzma is.

All the answers will begin with a pupil's name, and the teacher can indicate this by pointing to the pupil.

5. Give the pupils practice in using *Who ...* The teacher may use whole sentences as cues:

Teacher (to Pupil A): Jamil has a white shirt.

Pupil A to Pupil B: Who has a white shirt?

Pupil B: Jamil has.

Teacher to Pupil B: Uzma is sitting near the window.

Pupil B to Pupil C: Who is sitting near the window?

Pupil C: Uzma is.

6. To teach *All the*, bring several boys and several girls to the front. Let the boys stand up and girls sit down, the boys near the blackboard and the girls near the door. Give the boys books and the girls pencils, and so on. Now the teacher can ask the class questions, the answers to which will begin *all the*:

Teacher: Who are sitting down?

Pupils: All the girls are.

Teacher: Who have books?

Pupils: All the boys have.

7. Read pages 78-79.

Workbook 1

Page 45

PAGE 80

Item 33

What?

New Words

breakfast	o'clock	morning	time	lunch
sun	shining	afternoon	supper	evening
night	moon	tired	half past	

Teaching Notes

1. If necessary, teach the children to tell the time in English using the sentences: *What time is it? It is one o'clock. It is half past two.* It is not necessary to teach other times at this stage. Use a model clock if available. If not, use simple drawings on the blackboard. Telling the time will be taught in *Book 2*.

2. Read page 80 to the children while they look at the pictures.

3. Now the teacher reads it again, asking and answering questions while the pupils look at the pictures:

What is Mrs Riaz doing?

She is cooking breakfast.

It is seven o'clock.

It is morning.

What time is it?

It is seven o'clock in the morning.

4. Go through the pictures again asking the pupils similar questions.

PAGE 81

Item 34

Uncountable nouns

New Words

sugar	grass	salt	tea
rice	bread	colour	

Teaching Notes

1. Try to have samples of the above words in the classroom. The teacher asks and answers questions like those on page 81.
2. The teacher asks the questions again and this time the students repeat the answers after the teacher, e.g. *Sugar is white*, etc. Note that we do not say *a sugar*, since it is an uncountable noun and that ice cream (and sweets) is both a countable and an uncountable noun.
3. The teacher asks students questions and they answer, or students can ask each other questions.
4. Read page 81.

PAGE 82

New Words

a day	Monday	Tuesday etc.	a market
another	friend	rain	fall
wind	a month	January	February etc.
town	a village	loud	a noise
show	a beggar	give	money
put	a holiday	a pocket	

Teaching Notes

1. Go through the passage with the students asking and answering questions and explaining when necessary, while the students look at the pictures.
2. Teach the days of the week and the months of the year.
3. Teach *put*: "Put your book in the desk. He is putting his book in the desk."

PAGE 83

Revision Test 9

At this point, the teacher will be well advised to work through all previous revision tests.

WORD LIST

A

a, an
(aero)plane
afternoon
all the
alphabet
along
am
and
animal
another
answer
apple
are
arm
ask
at

B

baby
back
bad
bag
ball
balloon
banana
basket
beggar
begin
behind
bell
beside
bicycle
big
bird
black
blackboard
blow up
blue
boat

book
bottle
bottom
bowl
box
boy
bread
breakfast
bring
brother
brown
brush
bus
bus driver
bus stop
button

C

cake
car
carry
cat
ceiling
chair
chicken
children
chopsticks
clap
class
classroom
clean
clock
clothes
cloud
coat
cold
colour
come
cook
count

cow
cross
cry
cup
cupboard
cut

D

daughter
day
desk
dinner
dirty
do
dog
doll
door
dot
draw
drawer
dress
drink
duck
duster

E

ear
easy
eat
egg
eight
eighteen
eighty
eleven
English
evening
exercise
eye

F

face
fall
fan
farmer
fat
father
fifteen
fifty
finger
fire
fish
five
floor
flower
fly
foot
football
forty
four
fourteen
friend
front

G
game
girl
give
glass
go
good
grass
green

H
hair
half
hand
handkerchief
happy
hard
has
hat
have

he
head
headmaster
help
hen
here
her
his
hold up
holiday
hot
house
How many?
hundred

I
I
ice cream
in
in front of
is
it

J
jar
jump

K
key
kick
kite
knee
knife
knock

L
lamp
laugh
learn
left
leg
letter
line

lip
listen
long
look
loud
lunch

M
make
man
mark
market
match
middle
Miss
money
month
moon
morning
mother
mouth
Mr
Mrs
my

N
name
near
neck
newspaper
night
nine
nineteen
ninety
noise
nose
No
not
nothing
notice
notice board
now
number

O

o'clock
of
old
on
one
open
orange
over

P

page
paint
pan
pear
pen
pencil
pick up
picnic
picture
pin
plate
play
playground
please
pocket
point
policeman
policewoman
postman
pot
pull
pupil
push
put

Q

question

R

radio
rain
read

red
rice
ride
right (not wrong)
right (not left)
river
road
room
rubber
ruler
run

S

salt
saucer
say
school
sea
seat
sentence
seven
seventeen
seventy
she
shine
ship
shirt
shoe
shop
short
shout
show
shut
side
sing
sir
sister
sit down
six
sixteen
sixty
sky
sleep

small
smell
smile
son
song
speak
spoon
stairs
stand up
star
stick
stone
stop
story
street
sugar
sum
sun
supper
sweet
swim
switch

T

table
tablecloth
tail
take
talk
tall
tap
tea
teapot
teach
teacher
telephone
ten
the
there
these
they
thick
thin

thirteen
thirty
this
three
throw
thumb
tick
time
tired
to
tongue
tooth
top
touch
towel
town
toy
tree
trousers
twelve
twenty
twenty-one
two

U
umbrella
under
up

V
very
village

W
wait
walk
wall
wash
we
wear
What?
wheel
Where?
white

Who?
wind
window
with
woman
word
work
write
wrong

Y
yellow
Yes
you
young
your

