

NEW ACTIVE ENGLISH

Teaching Notes

2

D.H. HOWE

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General Introduction

Revision is a feature of Book 2. The first ten pages of the book are devoted to the revision of vocabulary and language structures taught in previous years. Throughout the book new items taught are revised systematically. There is also a good deal of built-in revision including the incidental revision of vocabulary in the phonic reading sections.

The year's work includes the following:

Oral Work

VOCABULARY A steady expansion of vocabulary now begins. The entire list is given at the end of the Teaching Notes.

LANGUAGE STRUCTURES A further 25 items are thoroughly taught and revised.

Reading

Introductory Book provided incidental exposure to printed words and some very elementary **phonics** – the association of letters or groups of letters with particular sounds as an aid to reading. This was continued in *Book 1* with more practice using the **Look and Say** approach and more examples of phonics. In *Book 2* the two approaches to reading continue side by side. There is ample practice in reading sentences and groups of sentences, the oral use of which has already been mastered. Plentiful illustrations insure that such reading is meaningful. At the same time the sounds associated with all except the most difficult letter combinations are dealt with one by one using as examples words that have already been taught orally, and with an illustration as a reminder of the meaning of the whole word whenever possible. This combination of 'Look and Say' and systematic phonics should ensure that students are firmly on the road to reading accurately and fluently by the end of the year.

Writing

Speaking, reading, writing continues to be the order in which these activities are presented, the *Workbook* providing controlled writing practice of items dealt with in the main book.

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?

PRONUNCIATION

Consonants

b	—	<i>bag</i>
d	—	<i>desk</i>
dʒ	—	<i>jar</i>
f	—	<i>fan</i>
g	—	<i>girl</i>
h	—	<i>hen</i>
j	—	<i>yes</i>
k	—	<i>cat</i>
l	—	<i>leg</i>
m	—	<i>man</i>
n	—	<i>nose</i>
ŋ	—	<i>string</i>
p	—	<i>pen</i>
r	—	<i>ruler</i>
s	—	<i>saucer</i>
ʃ	—	<i>ship</i>
t	—	<i>table</i>
tʃ	—	<i>chair</i>
θ	—	<i>thin</i>
ð	—	<i>that</i>
v	—	<i>village</i>
w	—	<i>window</i>
z	—	<i>zoo</i>
ʒ	—	<i>measure</i>

Vowels

æ	—	<i>black</i>
a:	—	<i>arm</i>
ə	—	<i>ruler</i>
	—	<i>a book</i>
ə	—	<i>bird</i>
e	—	<i>pen</i>
i	—	<i>pin</i>
i:	—	<i>green</i>
ɔ	—	<i>dog</i>
ɔ	—	<i>saw</i>
u	—	<i>book</i>
u:	—	<i>ruler</i>
ʌ	—	<i>cup</i>

Diphthongs

ai	—	<i>my</i>
au	—	<i>mouth</i>
ei	—	<i>table</i>
ou	—	<i>nose</i>
ɔi	—	<i>boy</i>
iə	—	<i>here</i>
eə	—	<i>hair</i>
uə	—	<i>sure</i>

Revision

- A:** *Look at No. 1. What is it?*
B: *It is an aeroplane.*

Teaching Notes

1. The aim is to revise the above constructions and some useful vocabulary.
2. Use the conversation given at the top of page 1 with each of the pictures. At first the teacher is **A** and calls upon individual students to reply. Later the dialogue can be used for a chain conversation between the students: the teacher begins and the student who answers asks the next question, calling upon any other member of the class to answer. This continues until every student has asked and answered at least once.

3. If the students' pronunciation, stress, and intonation are unsatisfactory, the procedure should be interrupted to give more listening and imitation practice. (Please see page 2 of this book, Teaching New Items, Stage 1 and Stage 2 and the Speech Guide below.)

4. Further practice may be given with the students working in pairs or small groups.

5. On this page and throughout most of the book the full form is given e.g. *It is* rather than the contracted form e.g. *It's*. This is because, while teacher and students may well use the contracted forms in *speaking*, the full form is appropriate to *reading* and *writing*. It is for the teacher to decide whether the students should use the full or contracted form in speaking. The teacher may decide that changing from one form to the other creates too much difficulty in the early stages of language learning. In practice, however, it is quite possible and certainly more natural, for the children to say *It's* and to read and write *It is*. This applies to all other contractions.

6. *Reading.* The procedures described above involve incidental reading: while the children are looking at the pictures and saying the words they also see them in print. This practice should be developed to the point where they can recognize the words immediately without the illustrations. This can be done by working in pairs with the illustrations covered by rulers or strips of paper, by reading from the blackboard, or by reading flash cards which the teacher can easily make. Since all these words have been met in print before it may not be necessary to spend very much time on this reading revision.

Note:

Further practice with the constructions can be given using any classroom pictures or objects known to the students.

Speech Guide

What ↘ IS it?
It is an ↘ AERoplane.

Note:

1. Say 'is', not 'ease': /iz/ not /i:z/.
2. Say 'it', not 'eat': /it/ not /i:t/.
3. Join words together whenever possible: What is it? It is an aeroplane.
4. Do not let the children say: *IT is an aeroplane*. This is a common mistake.
5. Note that intonation *falls*, not rises, for this kind of question.

PAGES 2-3

Revision

A: *Look at Number 1. Is it a pencil?*
B: *No, it is not. It is not a pencil.*
A: *Is it a house?*
B: *Yes, it is. It is a house.*

Teaching Notes

1. Use the conversations given at the top of page 3 with the pictures on page 2. Use whichever conversation is suitable i.e. the first one with things and the second with people. Note that the first question expects a negative answer. For procedure please see Notes 1-6 on page 2.
2. The conversation can be used with the objects on page 1.
3. Additional reading practice is given at the bottom of page 3. This should be read in pairs, one student taking the part of A, and another taking the part of B, and using their own names. After a while many of the students will know the whole dialogue by heart and will be able to practise the conversation without the help of the book, or with only an occasional glance at the book.

Speech Guide

Is it a ↗ PENcil?
↘ NO, it is ↘ NOT. It is ↘ NOT a pencil.
Is it a ↗ HOUSE?
↘ YES, it ↘ IS. It IS a ↘ house.

Note:

1. This time the rising intonation is used for the questions because they expect the answer *Yes* or *No*. The voice rises on the main stress and continues to rise.

2. In the falling tone, the voice falls on the main stress and then remains at that level:

It is ↘ NOT a pencil.

PAGE 4

Revision

- A:** *Look at Number 1. What is this?*
B: *It is a car.*
A: *What colour is it?*
B: *It is blue. It is a blue car.*
A: *Where is the blue car?*
B: *It is under the blue table.*
- A:** *Look at Number 1. Is there a car under the table?*
B: *Yes, there is. There is a car under the table.*

Teaching Notes

- Practise using the first conversation with all the pictures on page 4. Use the same procedures as in the previous lesson. As this is a longer conversation it may be necessary for the teacher to take the part of **A** most, and perhaps all, of the time.
- Repeat using the second conversation.
- If time permits, the same conversations may be used with other pictures or objects in the classroom.

Workbook 2

Page 2

Speech Guide

What ↘ COLOUR is it?
It is ↘ BLUE. It is a ↘ BLUE car.
↘ WHERE is the blue car?
It is under the blue ↘ TABLE.

Note:

- As always, only the important words are stressed. In the third line “the blue car” is not stressed because it has been mentioned before. The important word is WHERE.
- In the last line the words “under” and “blue” are both important and receive some stress, but the main stress is on “table”.

Is there a ↗ CAR under the table?
↘ YES, there ↘ IS. There ↘ IS a car under the table.

Note:

1. This time the question expects the answer *Yes* or *No*, so the rising tone is used. The tone begins to rise on “car” and continues upwards until the end of the sentence.

2. In the answer, a common mistake is to stress “car”, “under” or “table”, but these words are not important: they are merely repetitions of words used in the questions.

PAGE 5

Revision

- A:** *What are these?*
B: *They are glasses.*
A: *What colour are they?*
B: *They are green. They are green glasses.*
A: *Where are the green glasses?*
B: *They are on the brown table.*
- A:** *How many glasses are there on the table?*
B: *There are four glasses on the table.*

Teaching Notes

1. Follow the same procedure as for page 4. Be particularly careful with the pronunciation of plurals (see Speech Guide below).

Workbook 2

Page 3

Speech Guide

Notes:

- The stress and intonation of the first conversation is as on page 4.
- Notice the important words in the second conversation:
How many ↘ GLASSes are there on the table?
There are ↘ FOUR glasses on the table.
- Remember the three different plural sounds:
/s/ : cats / kæts/; pots / pɒts/; clocks / klɒks/;
/z/ : hens / henz/; pens / penz/; shoes / ʃu:z/;
pencils / 'penslz/; bottles / 'bɒtlz/;
/iz/ : glasses / 'glɑ:siz/; boxes / 'bɒksiz/;
oranges / 'ɔrɪŋdʒiz/; matches / 'm æ tʃɪz/;

PAGE 6

Revision

- A:** *Is he walking?*
B: *No, he is not. He is not walking.*
A: *What is he doing?*
B: *He is running.*

Teaching Notes

1. Use the first conversation with pictures 1, 2, 5, 6, 9, and 10. Use the second conversation with pictures 3, 4, 7, 8, 11, and 12. Follow the same procedure as in the previous lessons.

2. For extra practice, the first conversation can be used with pictures 3, 4, 7, 8, 11, and 12 by indicating one person:

A: Look at Number 3. Look at the boy. Is he walking?

Workbook 2

Page 4

Speech Guide

Is he ↗ WALKing?
↘ NO, he is ↘ NOT. He is ↘ NOT walking.
What is he ↘ DOing?
He is ↘ RUNning.

Note:

1. Note the position of the stresses.
2. Make sure they sound the final *t* in “not”.

PAGE 7

Revision

She is holding a book.
He is walking to the door.
She is waiting for a bus at a bus stop.

Teaching Notes

1. The aim is to practise the present continuous tense followed by a direct object, as in 1, followed by an adverbial, as in 2, or by a direct object and an adverbial, as in 3.

2. Use the same procedure as in previous lessons.
3. Give additional practice using classroom pictures, objects or situations.

4. The conversation at the foot of page 7 is for practising in a chain conversation round the class.

5. Give additional practice using *I am*, *You are*, *He/She is*, *We are*, and *They are*.

Speech Guide

In the following examples only the main stress is shown in capitals. The words *holding*, *walking*, *putting*, and *ball* are also stressed but not to the same extent.

She is holding a ↘ BOOK.

He is walking to the ↘ DOOR.

She is putting the ball in the ↘ CUPboard.

PAGES 8-9

Revision

- A:** *Who has a red shirt?*
B: *Jamil has. He has a red shirt.*
- A:** *Who has a blue dress?*
B: *Uzma and Sara Khan have. They have blue dresses.*
- A:** *Who is kicking the ball?*
B: *Nasir is. He is kicking the ball.*

Teaching Notes

1. Use whichever conversation is appropriate with each picture. Notice that in each case the answer is first in short form and then a full sentence.

2. This is a slightly more difficult exercise but if enough controlled oral practice is given, the teacher at first asking the question, the students themselves should eventually be able to ask a suitable question about any of the pictures. This can be done first by the teacher choosing the picture and saying the name of a student. The student then asks a question and the teacher answers it.

3. When the children are ready, let them work in pairs or groups asking and answering questions. Give extra practice with classroom pictures and situations.

4. The tables at the bottom of page 9 should be revised orally at first. The teacher gives an order, not forgetting to say “please”, and a student answers by saying what he is doing. Practise this in the plural as well. Then let the students practise this in pairs.

5. The tables can then be used for reading or writing practice, letting the students make up their own conversations. (There are 25 possible sentences in each table.)

Speech Guide

A: Who has a red ↘ SHIRT?

B: JAMIL has. He has a red ↘ SHIRT.

A: Please open the ↘ DOOR.

B: I am opening the ↘ DOOR.

Note:

As before only the main stresses are shown. The verbs *open*, *close*, etc. also receive some stress.

PAGE 10

Teaching Notes

1. The teacher first reads the questions to the class calling upon individual students to answer.
2. Students take turns reading a question and naming the person who has to answer.
3. The table may be used for reading or writing practice using uncountable nouns.

PAGES 11-12

Unit 1

Uncountable nouns

New Words

a piece of, etc.

chalk	wood	soap	string
paper	water	milk	soup
ink	tin	packet	

Teaching Notes

1. Demonstrate the sentences 1-13 on pages 11-12 using real objects if possible. If not, use the pictures in the book.
2. Now give the students a question and answer drill, pointing to the object or picture and asking *What is it?* Pupils reply *It is a piece of chalk, It is a piece of wood,* etc.

3. A guessing game can be played in a number of ways. If real objects are being used, they can be covered with a cloth and the students invited to feel an object and say what it is.

4. One of the students can be invited to come to the front of the class and whisper to the teacher the object he/she has chosen. The rest of the class then take turns guessing the object he/she has chosen by asking him/her questions: *Is it a piece of chalk? Is it a piece of wood?* The student answers *No, it is not*, or *Yes, it is*.

5. Use the pictures 1-8 on page 12 for more practice.

Workbook 2

Page 7

Speech Guide

1. Note the pronunciation of “piece”: /pi:s/ not /pis/ or /piz/.

2. Say *a piece of, a glass of, a bottle of*, etc., as single units. Do not separate the words.

PAGES 13-14

Unit 2

Can

New Words

can

cannot

hear

see

Teaching Notes

1. Teach the new words *see, hear, and speak* using *can* and *cannot (can't)*. Say *I can see* and then cover your eyes with your hands and say *I can't see*. Do this several times and then teach *I can/can't hear* and *I can/can't speak* in the same way covering your ears/mouth.

2. The students repeat after you, imitating your actions.

3. Teach more examples using verbs with direct objects e.g. *I can see the blackboard* (facing it) and *I can't see the blackboard* (with your back to it). The students either come out to the front and imitate you or cover and uncover their eyes while repeating the sentences. Other examples: *I can touch my desk. I can't touch the ceiling. I can eat an apple. I can't eat a stone. I can drink water. I can't drink ink.*

4. Give practice in asking questions and giving short answers. First the teacher asks the questions:

Teacher: Can you see the blackboard?

Class: Yes, we can.

Teacher: Can you touch the ceiling?

Class: No, we can't.

Then ask single students to practise *Yes, I can* and *No, I can't*.

- The students ask each other questions.
- Read pages 13-14.

PAGES 15-17

Unit 3

like

New Words

like

Teaching Notes

1. The verb *like* is not normally used in the present continuous tense. When it refers to the present time, it is used in the simple present tense: *I like apples. I like ice cream.* The syllabus requires it to be taught at this stage but since we have not yet taught the simple present tense, we cannot use the negative and interrogative forms or short answers: *I don't like apples. Do you like ice cream? No. I don't.* It is necessary to introduce the third person singular of the simple tense: *He/She likes.* It is very difficult to present this verb orally. (If the teacher is a very good actor or actress it might be possible to demonstrate the meaning but even then it would be very difficult to give the pupils oral practice since we cannot use the question forms *Do you like ...? or What do you like?*)

2. Go through page 15 with the class, the teacher reading the words. If the pupils are still uncertain about the meaning it may be necessary to use their own language. Now ask them to make sentences beginning *I like ...* using words that they have already learnt.

3. Read numbers 1-4 on pages 16-17 to the class. Emphasize the 's' ending in *likes*. The class then reads the sentences aloud after the teacher.

4. Practise a chain conversation around the class using sentences like those in 2 above:

Student A: I like oranges.

Student B: He likes oranges. I like apples.

Student C: She likes apples. I like ice cream.

Workbook 2

Page 8

PAGE 17

Revision

These exercises should be worked orally in class. A good class may be asked to write them out in class or for homework.

PAGES 18-21

Unit 4

but

New Words

fly	a circle	a square	a drum
a collar	a tie	a king	a queen
a lorry	a nail	a needle	a doctor
a hammer	a horse	ice	round
a kitten	a year	weak	strong

Teaching Notes

1. Teach the examples on page 18 in the usual way. (See: Teaching New Items, page 2 of this book.) Use familiar words only e.g. the ones on page 18 or “big/small”, “cold/hot”, “dirty/clean”, etc.

2. Read page 18 with the students.

3. Read page 19 with the students. There is one new word: *to fly*.

4. Teach the new words on page 20, wherever possible using real objects, blackboard drawings or pictures.

5. Read page 21 with the students.

6. The top of page 21 provides practice in **phonics**. In this case we are revising the sounds most often associated with five letters. Letters with the same sound are printed in the same colour. The teacher should draw the pupils’ attention to this. (There will also be some vocabulary revision.) The words should be read first across the page, so that one sound is repeated, and then down the page in columns. Later pupils can work in pairs reading words to each other in any order.

7. Before learning the rhyme at the bottom of page 21, the words “ice”, “kitten”, “horse”, and “year” should be taught. The adjectives “round”, “weak”, and “strong” may also be taught at the same time. In any case the rhyme will bring out the meaning. Rhymes like this one should be learned intelligently, not parrot-fashion. This means reading the whole rhyme several times, thinking of the meaning. The children, individually or as a class, then attempt to say the rhyme aloud with the teacher supplying assistance e.g.

Teacher: *Ice is*

Class: *cold.*

Teacher: *but fire*

Class: *is hot.*

The amount of help the teacher gives in this way is reduced progressively until the students are saying the whole rhyme on their own.

Speech Guide

Note:

1. Notice how only important words are stressed. Although we are teaching “but” as a new item, it is not stressed.

NASir is ↘ TALL but Uzma is ↘ SHORT.

This is a ↘ CIRcle but this is ↘ NOT a circle. It is a ↘ SQUARE.

2. Pay particular attention to sounding final consonants, in the following words:

tall	/tɔ:l/	short	/ʃɔ:t/	thick	/θɪk/
bad	/bæd/	good	/gud/	black	/blæk/
white	/wait/	cold	/kould/	hot	/hɒt/
round	/raund/	weak	/wi:k/	long	/lɒŋ/

PAGES 22-24

Unit 5

that, those

New Words

stocking(s) stock(s)
new empty full

Teaching Notes

1. First revise *This is* _____ and teach *That is* _____ using two students. Make sure that one student is standing near you and the second is some distance away. Touch the near student when saying *This is* _____ and point to the other student when saying *That is* _____.

2. When the children are repeating after you, be sure that one student is near them and the other is some distance away. Stand with the students, touching or pointing, while they are imitating you.

3. Repeat the procedure using some of the objects already taught. For *This is a* _____, use an object that the students will already have on their desks and can touch while they are speaking, e.g. a book, a pencil, a ruler, etc. For *That is a* _____, use any object they know placed some distance from them.

4. It is very important that the students use the words *This* and *That* in their right meanings. It is incorrect for the students to point at a drawing on the blackboard and say *This is a* _____.

5. “Read” the pictures on page 22 in the usual way.

6. Teach *There are* _____ and *Those are* _____ in the same way but using more than one object. Then teach the two new words and “read” the pictures on page 23.

7. Page 24 gives examples of another sentence pattern using *but*. Teach it first using familiar adjectives: *big/small, shut/open*, etc. Then introduce the new words: *new, empty, full*.

8. Read page 24 with the class.

Workbook 2

Pages 11-12

Speech Guide

Some students tend to say “this” /ðis/ for “these” /ði:z/ and others may say “these” instead of “this”. If necessary give listening practice. Write “this” on the board under the number 1 and “these” under the number 2. Say the words several times and ask the children each time to say the number of the words you spoke. Then give them more practice in saying the two different words.

PAGES 25-28

Unit 6

Or

New Words

ankle
wet

wrist
dry

shoulder
coffee

Teaching Notes

1. First teach questions with “or” using familiar countable nouns e.g. *Is this a pen or a pencil?* At first the teacher will ask the questions and the students answer, but later the students should ask the questions and the teacher or other students answer.

2. Give more practice, this time using uncountable nouns as in the first example on page 25. (For other examples see page 12 of the Students’ Book).

3. Revise *the top of, the bottom of, the back of, the front of* and practise using these words with “or”: *Is this the top of the blackboard or the bottom of the blackboard?*

4. Now teach *ankle, wrist, shoulder* (the last two are not in the book). Practise using these words in questions. This would be an opportunity to revise parts of the body.

5. Read page 25 with the class.

6. Repeat the procedure using *that* with familiar objects. Be sure that the objects are always some distance away from the person speaking. Then use *those* with more than one of each object. Read page 26 with the class.

7. Now practise *or* using questions like those at the top of page 27. First use familiar adjectives such as the colours, *small/big, open/shut, hard/easy* etc. Then

introduce the new words: *full, empty, wet, and dry*. Then read the sentences 1-3 on page 27.

8. The bottom of page 27 gives more examples of the sound and letter combinations taught in the previous chapter.

9. The revision exercises on page 28 should be worked through orally in class. The students may then write them out in class or for homework.

Workbook 2

Pages 13-15

Speech Guide

1. In these sentences there are two equally important words. Both are stressed.

Is this ↗ TEA or ↘ COFfee?

Is this the ↗ TOP of the blackboard or the

↘ BOTtom of the blackboard?

2. Remember to join words together whenever possible. This often makes it easier to sound the final consonant:

the top of

the front of

PAGES 29-32

Unit 7

Don't

New Words

path

pavement

across

dangerous

fight

naughty

careful

break

careless

always

date

Teaching Notes

1. Teach *don't* by giving instructions and then stopping the action by giving the negative e.g. *Run. Don't run. Sit on the desk. Don't sit on the desk.*

2. Let the students give each other orders in the affirmative and the negative around the class e.g. *Don't sit down.* The student spoken to then stands up, and so on around the class. Teach the students to say *Please don't* _____.

3. Give the students a little talk on road safety using the illustrations on page 30 if necessary.

4. Teach the students the new words (except *date*) using the illustrations on pages 30-31.

5. Teach the rhyme on page 32.

6. At the bottom of page 32 you will find still more examples of the sounds

associated with the letters *a, e, i, o, u*. There is one word here which has not been taught before: *date*.

Workbook 2

Page 16

Speech Guide

1. When teaching the students the rhyme on page 32, make the rhyme clear by stressing the word as follows:

Don't RUN across the ROAD
STOP and LOOK.
Don't WRITE on the WALL.
WRITE in your BOOK.
Don't RUN in SCHOOL.
Always WALK.
LISTen to the TEACHER.
PLEASE don't TALK.

PAGES 33-36

Unit 8

me you him her it us them

New Words

catch

Teaching Notes

1. The simplest way to teach pronouns is to demonstrate and then let the students imitate you one by one while in the same situation. To teach the words with the first picture on page 33 the teacher touches a student and tells the student to touch the teacher. The teacher then says: *I am touching you. You are touching me.* The student repeats these words after the teacher and then repeats the action and words with the next student. This goes on until everyone in the class has spoken at least once.

2. *I am touching her/him* is dealt with in the same way around the class, each student touching another student and then saying to the rest of the class *I am touching him/her*.

3. The pronoun *it* should be dealt with a little differently using a conversation like this:

Teacher: *Touch your head. Are you touching your head?*

Student: *Yes, I am touching it.*

Use any familiar verbs.

4. To teach *us* the students must answer in chorus. Use this kind of exchange:

Teacher: *I am teaching you.*
 Students: *Yes, you are teaching us.*
 Teacher: *I am looking at you.*
 Students: *Yes, you are looking at us.*
 Teacher: *I am talking/speaking to you.*
 Students: *Yes, you are talking/speaking to us.*
 Teacher: *I am reading to you.*
 Students: *Yes, you are reading to us.*

5. *Them* is taught in a similar way but it will be necessary to have two or three children in front of the class. The teacher points to the small group of children but looks at the class:

Teacher: *I am teaching them.*
 Students: *Yes, you are teaching them.*
 Teacher: *I am pointing to them.*
 Students: *Yes, you are pointing to them.*

6. The table at the bottom of page 34 provides a very large number of examples for speaking or writing.

7. Pages 33-34 provide reading practice and page 35 gives practice in both reading and using pronouns. The teacher or a student reads a question and one of the class answers, using pronouns, as in the first example.

8. The phonics on page 36 provide 12 examples, words already known to the class, where the letters **ea** are pronounced /i:/. Note the exceptions *head*, *bread*, *breakfast*, and *pear*. Write some of the words on the board in any order, mixing the two sounds and let the class read them aloud.

Workbook 2

Pages 17-18

Speech Guide

Take care that the students say “him”, not “heem” and “it”, not “eat”: /him/ not /hi:m/, /it/ not /i:t/.

PAGES 37-39

Unit 9

too

New Words

a bucket	a basin	a parcel	a whistle
dance	kneel	sew	asleep
a centimetre			

Teaching Notes

1. Teach *too* using pairs of objects e.g. a red book and a blue book: *This is a book and this is a book, too*. Remember that if you use *this* for your examples, your students will have to change to *that* when they repeat. There is no objection to this providing that it does not cause difficulty. If it does, the solution is to have the object at some distance from the teacher, who points and says: *That is _____*, the students merely repeating what she says.
2. Still using *too*, teach the new words on page 37 using real objects, pictures, blackboard drawings or the illustrations in the book.
3. Give more practice using *too* with sentences like those on page 38 using familiar verbs e.g. *Jamil is reading and Uzma is reading, too*. Then teach the new words on page 38.
4. The top of page 39 is an exercise in sentence completion. When it has been worked, ask the class to cover up the exercise and make sentences about the pictures using *too*.
5. For further practice the students make up sentences of their own about the classroom using *too*.

Workbook 2

Page 19

Speech Guide

Note that the object or the action is not stressed when it is repeated:

This is a ↘ BUCKet and ↘ THIS is a bucket, too.
Jamil is ↘ PAINTing and ↘ NASir is painting too.

PAGES 40-43

Unit 10

one

New Words

a stamp	a gate	a ship
a flag	same	different

Teaching Notes

1. Teach the use of *one* using sentences like the first three on page 40. Use words already known at first. Then teach the new word “stamp”.
2. Now teach the other sentences and new words on page 40, 41, and 42, using objects, pictures, blackboard drawings or the illustrations in the book.

3. **Chain conversation.**

1st student: *I have a book.* (Holding it up)

2nd student: *I have one, too.* (Holding it up)

I have a pen. (Holding it up)

3rd student: *I have one, too.* (Holding it up)

I have a ruler.

4. The exercises on page 43 are self-explanatory.

Workbook 2

Page 20

Speech Guide

1. The word “one” is not stressed in these sentences:

↘ SHE has a pen and ↘ I have one, too.

↘ SHE is eating an apple and ↘ I am eating one, too.

2. Pay particular attention to the last sounds in these words:

stamp, gate, flag.

PAGES 44-46

Unit 11

Adjectives

New Word

little

Teaching Notes

1. The aim of this lesson is to teach the use of adjectives before a noun. Only one new adjective is introduced: “little”. Teach the sequence of sentences given on page 44. Use blackboard drawings or the pictures in the book. First let the students repeat the sentences after you:

Teacher: *The cat is little.*

Students: *It is a little cat.*

It is not a big cat.

2. Then the teacher says the first sentence and the students respond with the second and third sentences. Extra practice may be given using familiar words:

Teacher: *The boy is big.*

Students: *He is a big boy.*

He is not a little boy.

Teacher: *The handkerchief is dirty.*

Students: *It is a dirty handkerchief.*

It is not a clean handkerchief.

3. Revise colours and prepositions using sentences like those on page 45.

Then read the sentences on page 45 with the class.

4. Practise questions like those on page 46 using familiar words. Read page 46.

Workbook 2

Pages 21-22

Speech Guide

The cat is ↘ LITtle.

It is a ↘ LITtle cat.

It is not a ↘ BIG cat.

PAGES 47-49

Unit 12

our your their its

Teaching Notes

1. Teach *our* and *your* using conventional exchanges like those on page 47. Some more possibilities are:

Teacher: *Touch your heads.*

Students: *We are touching our heads.*

Teacher: *Look at your books.*

Students: *We are looking at our books.*

Teacher: *Clap your hands.*

Students: *We are clapping our hands.*

2. To teach *their*, divide the class in half or into groups, or into girls and boys as on page 47. After speaking to one group, using sentences like those above, the teacher tells the other group what they are doing.

Teacher (to boys): *Hold up your books.*

Boys: *We are holding up our books.*

Teacher (to girls): *Look at the boys.*

They are holding up their books.

In the same way, teach sentences like 1-4 on page 48.

3. Teach *its* using drawings of animals on the board and sentences like those on pages 48 and 49.

4. The words at the bottom of page 49 are examples of the most usual sound associated with the letter combination **ar**. Note the exception, however.

Workbook 2

Pages 23-24

Speech Guide

1. This is another example of the important word being stressed when used the first time but not being stressed when used the second time:

↘ BOYS, hold up your ↘ BOOKS.
We are ↘ HOLDing up our books.

PAGES 50-54

Unit 13

some any no many

New Words

a lot of want

Teaching Notes

1. Teach *some* and *any* in questions and negative and affirmative sentences like those on page 50 using any convenient objects or pictures. When demonstrating the teacher will ask and answer the questions but later the pupils must be able to do both themselves.

2. Before reading page 51, the teacher should practise the two negative forms using conversational exchanges like the one following. When speaking it is preferable to use the contracted form:

Teacher: *The doll hasn't any arms, has it?*

Pupils: *No, it has no arms.*

Teacher: *The car hasn't any wheels, has it?*

Pupils: *No, it has no wheels.*

3. There are two points to notice in the above examples. First the use of *question tags*, which has not yet been taught. The pupils are not expected to use question tags yet but they are used by the teacher which serves as an introduction. Do not try to give any explanation at this stage.

4. The natural tendency of the pupils will be to express their agreement by saying *Yes*: *Yes, it has no arms*. In English, however, agreement with the negative sentence is shown by saying *No*.

5. The sentences on page 52 give practice in using *any* in questions and negative sentences and *some* in statements. Although this is not always the case, they are common patterns. They can be practised by an action chain around the class, after demonstration by the teacher. Familiar objects (more than one of each, of course) are passed around from pupil to pupil as the dialogue is practised. When the children have the idea, it may be possible to have several conversations going on at the same time.

6. A good deal of time will be needed to teach *a lot of*, and *not many* as on page 54. Use classroom objects first and let the pupil use both forms. Once again

the contracted form of the negative sentence sounds more natural when speaking:
He hasn't many books.

7. The words at the bottom of page 54 are examples of the sound most usually associated with **ai**. Again note the exceptions.

8. Page 55 is self-explanatory. It should be worked through orally in class and may be used for written work afterwards.

Workbook 2

Pages 25-28

Speech Guide

1. On page 50, the important words are nouns and these are stressed, NOT *some* and *any*.

Does it have any ↗ LEGS?

Does it have any ↗ ARMS?

It has ↘ LEGS but it doesn't have any ARMS.

2. On page 51, however, the noun is not stressed when it is repeated:

The doll doesn't have any ↘ ARMS.

It has ↘ NO arms.

PAGES 56-59

Unit 14

some

any

no

much

New Words

sand

smoke

rice

Teaching Notes

1. These items are taught in the same way as in the previous lesson except that we are now using uncountable nouns. Use real objects, drawings on the blackboard or the illustrations in the book as convenient.

2. Teach the items on pages 56, 57, 58, and 59 separately, i.e. deal with one page, speaking and reading, before going on to the next. Notice that on page 58 countable and uncountable nouns are used to bring out the different use of *many* and *much*.

3. The bottom of page 59 gives examples, using words already known, of course, of three sounds associated with the letters **ow**. As before, write the words on the blackboard in any order and let the students read them aloud.

Workbook 2

Pages 29-30

Speech Guide

1. Again it will be found more natural to use the contracted forms for negative sentences:

There isn't any water.

There isn't much sand.

There isn't any ink.

2. The final **nd** sound may present a little difficulty and require practice.

PAGES 60-66

Unit 15

Are there? (There aren't)

New Words

people food biscuit jug

Teaching Notes

1. Teach the sentence pattern on page 60 in the usual way. At first the teacher will ask and answer the questions, the students imitating. Then the students must be given practice in both asking and answering questions. Use familiar objects first e.g. books on the desk, pencils in a box, and so on. The contracted negative form may be used in speaking: *There aren't many flowers.*

2. Then revise questions using uncountable nouns: water, bread, chalk, ink, etc.

3. Then give students practice in asking and answering questions using both kinds of nouns as on pages 61-63.

4. **Games.** Many games are possible for practising these constructions. The simplest and most effective is a guessing game, in which the teacher or student holds two or three small objects, e.g. buttons, in his hand and asks: *Are there any buttons in my hand?* The student spoken to answers with either: *Yes, there are some buttons* or *No, there are not. There aren't any buttons.* For practice with uncountable nouns some coins may be used: *Is there any money in my hand?*

5. The words at the bottom of page 61 are the examples of sounds usually associated with **ou**.

6. Pages 64-65 provide practice in using *much* and *many* in questions. Practise similar questions and answers orally first before reading the pages.

7. The exercises on page 66 are self-explanatory. A good class might be able to make up its own riddles like those in exercise C.

Workbook 2

Pages 31-33

Speech Guide

1. Notice where the main stress is placed in these examples:

Are there any \uparrow FLOWers in the picture?

\downarrow YES, there \downarrow ARE. There \downarrow ARE some flowers.

Is there any \uparrow BREAD on the table?

\downarrow NO, there is \downarrow NOT. (There \downarrow ISn't.)

There is \downarrow NOT any bread. (There \downarrow ISn't any bread.)

2. Notice that the voice rises in the questions, because the answer *Yes* or *No* is expected. The voice begins to rise on the main stressed syllable and continues to the end of the sentence.

PAGES 67-72

Unit 16

to bed to school etc.

New Words

for by cross(v) tin (uncountable)
work(n) glass (uncountable) made of no one

Teaching Notes

1. Revise telling time. Draw several clock faces on the board, with suitable times, and practise sentences like *It is time for school. It is time for bed*, etc. Then read page 67.
2. Teach *by bus, on foot*, etc. using the illustrations on page 68.
3. Teach *made of* and *full of* with classroom objects before reading page 69.
4. On page 70, there is a rhyme which can be learned very quickly and which will help to ensure the correct use of these prepositional phrases.
5. At the bottom of page 70 there are some examples of a sound represented by the letter **o**.

Workbook 2

Pages 34-36

Speech Guide

Remember to join words together whenever possible:

Now he is at \downarrow WORK.

It is made of \downarrow WOOD.

PAGES 73-74

Unit 17

May I?

New Word

outside

Teaching Notes

1. Perhaps the best way of teaching this construction is for the teacher to read the examples on pages 73-74 with the students.

2. The students can then practise asking the teacher for permission to do things e.g. *open/shut the window/the door/my desk; clean the door; draw on the board; go outside; come in*, etc. The teacher may need to write some of these possibilities on the board.

3. The bottom of page 74 gives 20 examples of the sound represented with the letter combination **er** at the end of words.

Workbook 2

Page 37

Speech Guide

Questions beginning with *May I* use the rising tone since they expect the answer Yes or No:

May I go out ↗ SIDE, please?

PAGES 75-79

Unit 18

a teacher, a doctor, etc.

New Words

a nurse	a soldier	a sailor	a gardener
a shopkeeper	a servant	a fisherman	a workman
an engine driver		a fireman	a baker
burn	turn	a purse	a hospital
a gun	a farm		

Teaching Notes

1. The teacher reads the occupations listed on pages 75-77 while the students look at the pictures.

2. Give more practice using simple drawings on the board. Make these as simple as possible saying the occupations several times as you do the drawings.

For a doctor, draw a face with a stethoscope; for a nurse draw a face with a nurse's cap, for a gardener draw someone holding flowers. When symbols of all the occupations have been drawn, use the pictures as cues. As the teacher points, the class says *He/She is a doctor, He/She is a teacher, etc.*

3. Then the students read pages 75-77. The bottom of page 77 gives examples of words which contain the same sound spelled either **ir** or **ur**.

4. Pages 78 and 79 give further practice and revision.

Workbook 2

Pages 38-39

Speech Guide

Many of those words end with the sound mentioned in the last lesson /ə/:

doctor /dɒktə/ sailor /seilə/ farmer /fɑ:mə/

The **r** is not sounded unless the next word begins with a vowel:

He is a farmer. /Hi: iz ə fɑ:mə/

The farmer is working. /ðə fɑ:mər iz wə:kiŋ/

PAGES 80-83

Unit 19

Comparison of adjectives

New Words

cheap	dear	slow	fast
greedy	heavy	ugly	beautiful
better	worse	clever	more

Teaching Notes

1. Teach the sentence pattern on page 80 using familiar words. For example you might use *taller* and *shorter*. A number of children then stand in the front of the class in the order of their height. Each student then takes his or her turn to say *I am taller than _____* (the name of the next person in the line.) When the last person has spoken, the process is repeated moving in the opposite direction: *I am shorter than _____* and so on. Now the rest of the class may be given practice. As the teacher points to the child, the class says *Jamil is taller than Uzma. Nida is shorter than Nadia.*

2. Give more practice using simple classroom objects and such adjectives as *bigger, smaller, shorter, and longer.*

3. Then introduce the new words on page 80: *cheaper, dearer*. Draw articles on the board and label their prices: Rs 1.00, Rs 0.50, etc. The pupils are then invited to make up their own sentences: *The orange is dearer than the apple. The apple is*

cheaper than the book, etc.

4. Then read page 80 with the children.
5. Teach *fast, slow, faster, and slower*. Draw on the board an aeroplane, a car, a bicycle, and a man walking, and guide the pupils to make up sentences.
6. Teach *greedy* using the picture on page 81 if necessary.
7. Give practise in using *cleaner, dirtier* (use articles of clothing if possible, but not ones being worn by the pupils); *easy* and *easier* using sums on the board; *heavy* and *heavier* using any convenient objects; *happy* and *happier* using the illustrations on page 81.
8. Then read page 81 with the class.
9. The new words on pages 82-83 are difficult to teach without especially prepared illustrations, and probably the best way of dealing with them is to read these pages to the children as they look at the pictures.
10. Some attention will need to be paid to the spelling of the comparative form in *dirtier, easier*, etc. where the **y** ending of the adjectives change to **ier** in the comparative form. The Workbook gives more practice in using these comparative forms but the teacher should make sure that the children can spell all the words correctly before the exercises in the Workbook are attempted.

Note:

The comparative form *more clever* is sometimes used, but *cleverer* is more common.

Workbook 2

Pages 40-42

PAGES 84-87

Unit 20

Here is ... Here are ... Here it is! Here they are!

New Words

a bandage	around	an envelope
a chain	tie up	glasses
cotton	meat	flour
a blanket	ripe	a paisa
grey	grandfather	grandmother
grandson	granddaughter	

Teaching Notes

1. The teacher demonstrates the use of *Here is* by taking a number of objects from a bag saying: *Here is an orange, Here is a ruler* as she does so.
2. Teach the students to say *Here is* and *Here are*. Pay attention to joining the words: *Here is ... and Here are ...*

3. The teacher now goes around the class with a bag. Each child produces an object for the teacher to put into the bag, saying: *Here is* _____. The teacher then takes each object out one at a time, holding it up, and the following dialogue takes place:

Teacher: *Here is a handkerchief.*

Student (to whom the handkerchief belongs):

It is my handkerchief.

It is mine.

Teacher (to the rest of the class): *Is it hers?*

Class: *Yes, it is her handkerchief. It is hers.*

4. Repeat the above procedure in the plural. Each student produces two or more similar objects. The dialogue then becomes: *Here are some* _____, and continues in the plural.

5. Read pages 84-85.

6. Read the words at the bottom of page 85, paying particular attention to pronunciation until everyone in the class is able to read the words.

7. The patterns *Here it is!* *Here they are!* can be presented in the following way, which also revises *May I have* _____. The teacher has a number of objects on her desk. The students go to the front one by one and ask for one or more of the objects: *May I have a pencil?* *May I have two rulers?* The teacher gives them what they have asked for saying *Here it is!* or *Here they are!*

8. The process is then reversed. The teacher gets the objects back by asking for them and as each student hands over the object, or objects the student says *Here it is!* or *Here they are!*

9. Now teach the new words on page 86 using the pictures on the page when necessary.

10. **Game.** *There it is!* can be practised with a simple game. One child goes out of the room and while he is outside the teacher and students move a number of objects, perhaps about ten, into a position they do not usually occupy e.g. a book on top of the blackboard. The student returns and the teacher names the objects to him one by one. He then asks the class where the object is: *Where is the blue book?* The class then points to the object saying together: *There it is.* This continues until the student has recovered all the objects. This is a simple little game but has the advantage of practising this structure in a completely natural way.

11. Then read pages 86-87 with the children.

12. The words at the bottom of page 87 are for practising letter groups containing **r**.

Workbook 2

Pages 43-44

Speech Guide

1. The main stress is placed on the first word of the examination:

- ↘ HERE it is!
- ↘ HERE they are!

2. This will be a useful time to emphasize the short sound rather than the long sound: /hi:ə r it iz/ not /hi:ə r i:t i:z/

PAGES 88-90

Unit 21

someone something anyone anybody
nothing etc.

New Word

think

Teaching Notes

1. Teach the dialogue in the affirmative versions first, as with pictures 1 and 3 on page 88. Use any classroom objects. The teacher first demonstrates by asking and answering the questions. For the next stage the teacher asks the questions and the students answer. Later give the students practice in asking while the teacher or other students answer. In each case the teacher shows what the question is to be about by pointing and naming the position:

Teacher (pointing to book under the table): *under the table.*

Student A: *Is there anything under the table?*

Student B: *Yes, there is.*

There is something under the table.

It is a book.

2. Repeat the procedure using the negative forms as with pictures 2 and 4 on page 88. The contracted forms may be used: *There isn't anything under the desk.*

3. Then read page 88.

4. Practise the patterns on page 89. Some large pictures showing people can be used for these.

5. Repeat note 4 using *anybody* and *somebody* in place of *anyone* and *someone*.

6. Then read page 89.

7. Page 90 gives more practise, providing pictures and the words to be used. An example is given of the dialogue to be used.

8. At the bottom of page 90 are examples of words with **ng** and **nk**. There is one new word: *think*. This can probably be taught by miming, that is, acting the word. If this doesn't work, it may be necessary to explain in the students' own language.

Workbook 2

Pages 45-47

PAGES 91-94

Unit 22

What time is it?

New Words

an hour	a minute	past	a quarter
add	subtract	multiply	divide
start	left (remaining)		

Teaching Notes

1. Use either a clock face with movable hands, which can easily be made, or else drawings on the blackboard. Teach first the patterns *What time is it? It is five past* _____, *It is ten past* _____ etc.
2. Now teach the pattern *It is five to* _____, *It is ten to* _____ .
3. Now teach *a quarter after*, _____ *-thirty, a quarter to*.
4. Now revise all the times using a different question: *What is the time?*
5. Read pages 91-92.
6. Practise the words at the bottom of pages 92 and 94: pairs of letters containing **l**.
7. Teach the new words: *add, subtract, multiply, divide, start, and left*, by using examples like those at the top of page 93.
8. Do the revision exercises on pages 93 and 94.

Workbook 2

Pages 48-49

Speech Guide

Pay particular attention to the final **st** in the word 'past'. When the next word begins with **t**, the last letter of 'past' need not be sounded and the two words are run together:

half past ten
a quarter past two
half past twelve

In all other cases, the final **t** must be sounded:

half past five
a quarter past nine

PAGES 95-97

Unit 23

was were

New Words

yesterday ago before last
sweep

Teaching Notes

1. Demonstrate the sentences accompanying pictures 1-3 on page 95, suiting the actions to the words.

2. Now ask questions of the students while moving an object from one position to another. There will be no mistakes made at this stage because the question will always contain the verb needed in the answer.

Teacher (having put a book on the table):

Where is the book?

Students: *It is on the table.*

Teacher (having put the book on the chair):

Where is the book?

Students: *It is on the chair.*

Teacher: *Where was the book?*

Students: *It was on the chair.*

This can be continued as long as necessary. Instead of an object, a person can be used, moving about from one part of the classroom to the other:

Teacher: *Where is Jamil?*

Students: *He is near the blackboard.*

Teacher: *Where was Jamil?*

Students: *He was at the back of the classroom.*

3. Repeat the procedure using objects or people in the plural.

4. Now read page 95.

5. Practise short answers by asking questions like those on page 96. Then read page 96.

6. Before working the exercise at the top of page 97, teach the meaning of *ago*.

7. The words at the bottom of page 97 give practise in pronouncing pairs of letters beginning with s.

Workbook 2

Pages 50-53

Speech Guide

Some of the words in the phonic exercise at the bottom of page 97 require special attention:

swim: /swim/ not /swi:m/

switch: /switʃ/ not /swif/

sweep: /swi:p/ not /swip/

sleep: /sli:p/ not /slip/

subtract: Do not leave out the **b**.
scissors: /'sizəz/ not /'si:zəz/
sugar: /'fugə/ not /'sugə/

PAGES 98-100

Unit 24

had

New Words

hungry hole letter

Teaching Notes

1. Read page 98 with the class.
2. The teacher demonstrates the contrast between *has* and *had*. A number of children standing in front of the class are given numbers of objects. The first child might have three books. The teacher takes away one book and says: *Jamil had three books. Now he has two books.* This is repeated with each student in the line with different objects.
3. Procedure in 2 is repeated but now the students say the sentences.
4. Practise the questions on page 99 following a similar procedure. Each child in the row takes turns saying how many objects he or she has. All the objects are then given back to the teacher, who then asks questions: *Did Uzma have three rulers?* The students answer with either *Yes, she did. She had three rulers* or *No, she did not. She had two rulers.* This can be made into a memory contest between two teams.
5. The same procedure can be followed using questions beginning *How many* like the ones at the bottom of page 99. Instead of objects, blackboard drawings of people and things can be used. The objects are then erased and the students have to remember how many each person had.

Workbook 2

Pages 54-55

Speech Guide

This is a good opportunity for giving practice in the /æ/ sound: /h æ d/ not /hed/.

PAGES 101-103

Unit 25

Very

New Words

first second third fourth
fifth very much mathematics

Teaching Notes

1. Teach the words *first, second, third, fourth, fifth* with *very* by drawing any convenient objects on the board e.g. a house, a bag, a man, in five different sizes. Using the adjectives *big/small*, teach the class to say:

The first house/bag/man is small.

The second house/bag/man is very small.

The third house/bag/man is big.

The fourth house/bag/man is very big.

The fifth house/bag/man is not very big.

2. Repeat using any convenient pairs of adjectives and objects e.g. a short/tall tree.

Note:

Do not make up sentences describing the children e.g. *She is very fat. He is very small* since this is embarrassing and unnecessary.

3. Read page 101.

4. Revise *I like* and *I do not like* using objects or drawings e.g. *I like apples. I do not like snakes*. Then teach *very much*: *I like sweets very much*.

5. The class should now be able to work through exercises A and B on page 102.

6. Exercise C on page 102 revises the use of *very*.

1. The boy is very wet.

2. The girl is very hot.

3. The picture is very beautiful.

4. The beggar is very poor.

7. Page 103 gives more practice.

Workbook 2

Pages 56-57

Speech Guide

1. Give special attention to the last letters in the words *short, fat, good, tall*, and *small*.

2. Notice the words stressed in the following:

Do you like ↗ SCHOOL?

↘ YES, I like it very ↘ MUCH.

↘ NO, I do ↘ NOT like it.

I ↘ DON'T like it.

PAGES 104-112

Teaching Notes

1. Pages 104 to 112 provide revision of all the structures taught in this book. The exercises are self-explanatory. They are intended mainly for oral practice.

Workbook 2

Pages 58-64

WORD LIST

The following words are introduced for the first time in Book 2. For words previously introduced, please see the end of Introductory Book or a complete list in the Teaching Notes to Book 1.

A

above
across
add
ago
always
ankle
any
anybody
anyone
anything
around
asleep
August
autumn

B

baker
bandage
basin
beautiful
before
better
biscuit
blanket
break
bucket
burn
but

by

C

can
cannot
careful
careless
catch
centimetre
chalk
chain
cheap
circle
clever
coffee
collar
cotton
cross

D

dance
dangerous
date
dear
different
divide
doctor
drum
dry

E

empty
engine driver
envelope

F

farm
fast
fifth
fight
fireman
first
fisherman
flag
flour
fly
food
for
fork

fourth

full
full of

G

gardener
gate
glass
glasses
grandfather

grandmother
grandson
granddaughter
greedy
grey
gun

H

hammer
harbour
hear
heavy
hole
horse
hospital
hour
hungry

I

ice
ink

J

jug

K

king
kitten
kneel

L

last
left
letter

like
little
lorry
lot

M

made of
many
mathematics
may
meat
milk
minute
more
much
multiply

N

nail
naughty
needle
new
no one
nurse

O

or
outside

P

packet
paisa
paper
parcel
past

path
pavement
people
piece
plane
pupil
purse

Q

quarter
queen
quick
quiet

R

ripe
round
rupee

S

sailor
same
sand
Saturday
scissors
second
see
servant
sew
ship
shopkeeper
shoulder
skirt
slow
smoke

soap
sock
soldier
somebody
someone
something
soup
spring
square
stamp
start
stocking
string
strong
subtract
summer
sweep

T

than
thank
that
those
think
third
tie (n.)
tie (v.)
tin
too
turn

U

ugly
unhappy
use

W

want
water
weak
wet
whistle
winter
wood
work
workman
worse

Y

year
yesterday

