

NEW ACTIVE ENGLISH

Teaching Notes
Introductory

D.H. HOWE

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General Introduction

Introductory Book and the *Workbook* are intended for children who are learning English for the first time. They cover, at an easy pace and with plenty of built-in-revision, fifteen essential grammatical structures, about 180 content words, and a small number of useful everyday expressions. Although the basic principle is that of meaningful oral communication, this Book also provides some preliminary practice in reading. The plentiful illustrations and functional use of colour are designed to make the meaning clear at all times to all students.

Oral Work

VOCABULARY The complete list of words used is given, with page references, on pages 63-64 of the student's book. Apart from a small number of words needed for the various grammatical constructions, they are objects that can be found in or brought into a classroom, or easily drawn on the board, or demonstrated in pictures.

LANGUAGE STRUCTURES These are needed to teach the content words mentioned above. They also provide a basis for the grammatical constructions to be taught later.

Reading

Formal reading lessons are undesirable at this stage where oral work is most important, and this first year's work should be regarded as mainly oral. In any case, the oral practice must come first. However, for those who want it, this book does provide some informal reading practice, as a first step. This is basically through the **Look and Say** approach and will be largely incidental to the oral work. 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. In addition, this book provides an introduction to elementary **phonics**. By this we mean associating a letter with a particular sound as an aid to reading. In this book, a sound commonly associated with each single letter of the alphabet is presented and practised. Later books will deal systematically with other sounds and with pairs and groups of letters.

Print Size. When young children meet new words in print, it is important for the size of the print to be as large as possible. This makes it easier for them to recognize and remember the shapes of whole words as well as single letters. It is also important for the size to vary from time to time: to see the same shape in a different size helps to fix it in the mind. In these early books the print size varies from

a to **a**

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, using both **Look and Say** and **Phonic** approaches and there is also an increasing amount of writing practice involving the tracing of single letters and, later, 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 **practise**, 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	— pin
ɔ	— bought
	— saw
u	— book

Vowels

æ	— black
a	— not
	— father
ə	— cup
	— ago
e	— pen

Diphthongs

iy	— meet
ay	— my
aw	— mouth
ey	— table
uw	— boot
ow	— nose
oi	— boy

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.

Certain other words are included in the list at the end of the student's book but will probably be used only by the teacher. They are: *ask, being, 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

Language Structure

a _____ an _____

New Words

a book a ball a bag a cat
an apple an orange

Teacher only: say, copy

Teaching Notes

1. Refer to page 3, **Teaching New Items**.
2. First teach: *a book, a ball, a bag, a cat*. As you speak the words, hold up or point to the object or the picture. Do the same when the students are repeating the words after you. For the third stage, simply point to the object or picture and let the students say the word.
3. Then teach: *an apple* and *an orange*.
4. 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.
5. Students may work in pairs “reading” pictures to each other.
6. More than one lesson will probably be needed.
7. Use real objects (or toys) whenever possible; otherwise, you can use large pictures, blackboard drawings or the pictures in the book.
8. The bottom of page 3 gives more practice in “reading” pictures at the same time calling attention to a sound commonly associated with the letter **a**.
9. **Game.** This simple guessing game can be very useful for giving practice in a realistic use of English in this lesson and in the next three lessons. The teacher puts the objects in a drawer in 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.

Workbook

Pages 1-3

1. First give more practice in “reading” the pictures.
2. Students trace the dotted pictures on pages 1, 2, and 3. The pictures may also be coloured.
3. The bottom of page 3 gives more practice in “reading” the pictures while calling the students’ attention to the sound of the letter **a**. They then trace and write this letter.

Speech Guide

a ↘ BOOK
an ↘ APPLE

a ↘ BALL
an ↘ ORANGE

a ↘ BAG

a ↘ CAT

Note:

1. Say “a” book, not “ah” book: / ə / not / æ /.
2. Say “bag”, not “beg”: / bæɡ / not / beg /.
3. Join “an” to the next word: an apple, an orange.

PAGES 4-5

Language Structure

a _____

New Words

a box

a cup

a desk

Teaching Notes

1. Refer to page 3 of this book, **Teaching New Items**.
2. Follow the same procedure as for pages 1-3.
3. **Games**. See previous Teaching Notes.

Workbook

Pages 4-5

1. Make sure all the students can point to each picture and say the word.
2. Students complete the lines joining each picture to each word. These lines may be in different colours.
3. The bottom of page 5 gives practice in “reading”, tracing, and writing the letter **b**.

Speech Guide

a ↘ BOX

a ↘ CUP

a ↘ DESK

Note:

Remember to look out for students who say “ah” instead of “a”: / æ / instead of / ə /.

PAGES 6-7

Language Structure

It is _____ .

New Words

a car

a dog

an umbrella

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 seven words so far taught.
2. Use the same procedure as before.
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 the students imitate you. Use gestures, if necessary, to show them which word should be stressed.
5. This time, when you point to an object, the students should say the whole sentence: *It is a car, It is a dog*, etc.
6. When the students have mastered this construction, teach them to use it with the new words: *a car, a dog, an umbrella*.
7. **Game.** The same game can be played, but this time the students should say *It is a* _____ .

Workbook

Pages 6-7

1. “Read” the pictures first.
2. Then work the lessons orally, i.e. decide which is the right answer.
3. Then allow the students to put a circle around the right word.

Note:

It may seem that this is making the exercise too easy, but remember that we are teaching, not testing. We want to give the students practice in reading. We do not want them to make mistakes.

4. As usual, the bottom of the second page gives practice in letter recognition and letter formation, while emphasizing the sound often associated with that letter.

Speech Guide

It is a ↘ CAR.

It is a ↘ DOG.

It is an ↘ umbRELLa.

Note:

1. Be sure that there is no break between *an* and *umbrella*. This should sound like one word.
2. Care will also be needed with the last letters of *cat, dog*.
3. Say “It is” not “Eat ease”: /it iz/ not /iyt iyz/.

PAGES 8-9

Language Structure

It is _____ .

New Words

a doll a pencil a fish a fly
a flower a glass an egg

Teaching Notes

1. Teach *It is a doll. It is a pencil,* etc. in the usual way. You will probably need to take at least two lessons.
2. Give further practice with *It is* using all the words taught so far.
3. **Game.** The same game could be played. 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.
4. As usual, do not “read” the pictures in the book until all the students can say the sentences correctly.

Workbook

Pages 8-9

See previous Teaching Notes.

Speech Guide

It is a ↘ DOLL.
It is a ↘ PENCil.

Note:

Remember, care will be needed with the final sound of *fish*: / f /

PAGES 10-11

Language Structure

I am _____ .

Teaching Notes

1. The procedure will be a little different from the previous lessons.
2. Begin by saying *I am Miss*_____, *Mr*_____, etc.
3. Now point to individual students, say *I am Miss*_____, and get the students to say *I am*_____, *I am*_____, *I am*_____, etc.
4. Go around the class, each student pointing to himself or herself, and saying *I am* with his/her name.
5. **Game.** The first student stands up and says *I am* _____ and then

points to any other student in the class who stands up and says *I am*_____. This continues until everyone has had a turn.

6. **Names.** At this point, the teacher should decide whether to give children names other than their own. 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 names for those teachers who wish to use them. If possible, let the children choose their own names.

Boys: Arif, Asghar, Danish, Dawood, Ejaz, Fahim, Fareed, Galib, Hamid, Jamal, Jamil, Karim, Khalid, Munawar, Musharaf, Nadeem, Nasir, Owais, Perwaiz, Rahim, Rashid, Riaz, Sabir, Siraj, Tahir, Tariq.

Girls: Aliya, Azra, Farha, Farzana, Fauzia, Ishrat, Nadia, Nadira, Naheed, Najma, Nida, Parveen, Rani, Rubina, Shazia, Seema, Tahira, Zeb, Zeba.

Workbook

Page 10

1. "Read" the pictures first with the class and decide which is the correct answer.
2. Students then are allowed to put checks in the appropriate boxes.

Page 11

1. Again "read" the pictures with the class by pointing to them and saying *I am Mansoor*, etc.
2. Then let the students draw the lines joining the pictures to the sentences.

Speech Guide

I am ↘ JAMIL.
I am ↘ UZma.
I am ↘ MANsoor.

Note:

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

PAGES 12-13

Language Structure

I am _____ .

New Words

a boy a girl

Teaching Notes

1. Revise *I am* with names.
2. Teach *I am a boy* and *I am a girl*, following the same procedure as in the last lesson.
3. Go around the class, each student saying one of the two sentences.

Workbook

Pages 12-13

1. "Read" all the pictures with the class.
2. Revise with the students the letters and the sounds with which each object begins.
3. Let the students write in each picture its first letter.
4. In this, and in many similar exercises, it is useful children check each other's work.

Speech Guide

I am ↘ Mansoor.
I am a ↘ BOY.

Note:

Remember to join *I am* together.

PAGES 14-15

Language Structure

You are _____ .

Teaching Notes

1. When giving the model (Stage 1), have a child out in the front and point to the child when saying *You are* _____ .
2. When the children are repeating the expression, they all should be pointing to the same child. More than one child can be used.
3. At the third stage, when the students are speaking on their own, the teacher tells a student to stand and the rest of the class point and speak to him. Be sure that they are looking at the person to whom they are speaking.
4. Students practise in pairs.
5. **Conversation Chain:** This may be done around the class or a group may be brought to the front. This is how the conversation goes.

Pupil No. 1 to No. 2: *I am Mansoor.*
You are Sara Khan.

Pupil No. 2 to No. 3: *I am Sara Khan.*
You are Uzma.

Pupil No. 3 to No. 4: *I am Uzma.*
You are Jamil.
(and so on around the class)

Workbook

Page 14

1. Point to the pictures and “read” them with the class.
2. Let the students draw the lines connecting the pictures to the sentences.

Page 15

1. This gives practice in writing and tracing *a* and *an* and some other letters.
2. Students can check each other’s work.

Speech Guide

↘ I am ↘ Mansoor.
↘ YOU are ↘ SAra Khan.

PAGES 16-17

Language Structure

This is _____ .

New Words

a man a woman a house
a picture a hen a pin

Teaching Notes

1. First teach *This is* _____ using students. Either bring each student to the front or move around the class stopping by different students. It is important for you to be standing near or touching each student as you speak.

2. When the students repeat this, they too must be standing near or touching the student about whom they are speaking. For this reason it may be better to work in small groups or individually. It is very important not to use *This is* when the student spoken about is some distance away. The correct word in that situation would be *That* but this is not taught until later.

3. Repeat the procedure using objects that they have already learned. Be sure that the object is touched or held as the sentences are spoken. If blackboard drawings are used, you should be standing near the drawing as you speak. The students must come to the board when they speak. It is incorrect for students to remain in their places, point at the board and say *This is* _____.

4. Now introduce the new words on page 17. Use pictures or blackboard drawings. Remember that the students must touch the picture or drawing when they speak. The pictures in the book should then be “read” in the same way.

1. "Read" the pictures.
2. The students trace the dotted letters.

Speech Guide

↘ THIS is a ↘ MAN.
 ↘ THIS is a ↘ WOmAn.
 ↘ THIS is a ↘ HOUSE.
 ↘ THIS is a ↘ PICtUre.

Note:

1. Say "this" not "dis": /ðis/ not /dis/.
2. Say "this is" not "these ease": /ðis iz/ not /ðiys iyz/.

PAGES 18-19

Language Structure

He is _____ . She is _____ .

New Words

Miss a teacher

Teaching Notes

1. Teach *He is* _____ first, bringing a boy to the front. Make sure that he is standing near you. Touch him and say *This is* _____. *He is a boy.* Now move around the class with the boy while students, either singly or in pairs, touch the boy and repeat the sentences after you.

2. Repeat with *This is* _____. *She is a girl.*

3. For Stage 3, have a number of boys and girls in the front of the class. Students take turns moving along the line touching each child and saying for each one *This is* _____. *He is a boy. or This is* _____. *She is a girl.*

4. **A guessing game:** One at a time, students are blindfolded, or close their eyes. They are taken to another student who says something such as *This is a ruler.* (This is an opportunity for vocabulary review). The student who cannot see tries to guess who he or she is. Then he touches him or her and says *This is* _____. *He/She is a boy/girl.*

5. Teach the students to say *This is* (teacher's name). *He/She is a man/woman.*

1. Work all the exercises orally.
2. The students trace the dotted letters.
3. Students circle the right words and check each other's work.

Speech Guide

↘ THIS is ↘ Mansoor.
He is a ↘ BOY.

PAGES 20-21

Language Structure

and

New Words

pen banana ice cream kite lamp
jar bell boat baby

Teaching Notes

1. Revise *pencil*, *car*, and *flower* using the pattern: *This is a _____*. Remember that both the teacher and the children must be actually touching or holding the object, or touching a picture, as the sentence is spoken.

2. Teach the new words using the same pattern.

3. Now teach: *This is a pen and this is a pencil*. Both you and the children must be holding a pen and a pencil in each hand as the words are spoken.

4. For stage 3, the teacher, without speaking, points to or holds up any two objects known to the children, which they can touch. The children, as individuals, or in groups, must then say: *This is a _____ and this is a _____*, following the order in which the teacher demonstrates the objects. Suitable objects might be: a pen, a pencil, a book, a bag, a desk, a picture. Remember that the child or children must be touching the objects as the words are spoken. The objects already mentioned are all probably within the reach of the students. Alternatively the teacher may give out pictures of objects, two to each student. The children in turn say what they are holding, at the same time showing the pictures to the rest of the class. All words so far taught, including new words in this lesson, may be used.

5. For stage 4, use simple drawings on the board. All new words should be included. One at a time, the children come to the board, touch any two drawings and say what they are.

Workbook

Pages 20-21

Look at the pictures and read the sentences with the class. Decide upon the right answers. The students then read the sentences again and circle the right words. Remember this is not a test. The purpose is to make the children familiar with the shape of the words.

Speech Guide

This is a ↘ PEN and this is a ↘ PENCil.

Note:

Say “lamp” not “lemp”: /l æ mp/ not /lemp/.

Say “and” not “end”: / æ nd/ not/end/.

PAGES 22-23

Language Structure

my

New Words

a name	hair	an ear	a nose	a neck
an eye	a mouth	a tooth	a lip	a face
a head	an arm	a leg	a finger	a hand

Teaching Notes

1. First teach *My name is* _____, starting with the teacher going around the class.

2. Teach *This is my hair*, *This is my ear*, etc. one at a time. Follow the usual procedure. Touch each part of your body as you say the words. The children do the same as they repeat.

3. For stage 3, the teacher simply points to a 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.

Workbook

Pages 22-23

1. Students write their names.
2. They “read” the sentences.
3. They then trace over the letters.

Speech Guide

This is my ↘ HAIR.

Note:

Remember to say “this”, not “dis”. Show the students where to put their tongues.

PAGES 24-25

Language Structure

your

New Words

a chair a shoe

Teaching Notes

1. Use any convenient objects belonging to the teacher and the students, e.g. chair, desk, ruler, pen, pencil, etc.
2. Start with a *chair*. The teacher touches her chair and says *This is my chair*. She then touches a student's chair and says *This is your chair*.
3. Repeat with a *desk*.
4. Bring a student to the front and let him hold a ruler, a book, a pencil, etc. Holding a similar object, the teacher says *This is my book*, then touches his book and says *This is your book*.
5. Repeat with the other objects and introduce *chair* and *shoe*.
6. The teacher calls the name of an object or one of the parts of the body learned in the previous lesson. The students then say *This is my _____*, while touching their own pencil, ear, shoe, etc. and *This is your _____*, while touching that of the child next to them.
7. Go around the class, each student choosing his own object and speaking to the next pupil.
8. "Read" the sentences in the book.

Workbook

Pages 24-25

1. First "read" the pictures and decide on the correct answers orally.
2. Students then draw circles around the right words.

Speech Guide

This is ↘ MY chair. This is ↘ YOUR chair.
This is ↘ MY pencil. This is ↘ YOUR pencil.

PAGES 26-27

Language Structure

his her

New Words

mother father

Teaching Notes

1. The teacher brings a boy to the front with some familiar objects and gives the model: *This is (boy's name)*. *This is his pencil, pen, book, etc.*
2. The students cannot repeat this after the teacher as a class since it would be wrong to use *This* for a boy or an object some distance away. The teacher should move around the class with the boy stopping near a student or pair of students so that they can repeat the words after the teacher.
3. Repeat the process using a girl and *her*.

4. **Conversation chain.** The first student introduces the second student by touching him or her and holding up one of his/her possessions, saying *This is _____*. *This is his/her _____*. This continues around the class. If some children have difficulty in understanding what they are to do, let some of them stand in a row in front of the class and demonstrate with the teacher's guidance.

5. Teach the new words *mother* and *father* using blackboard drawings, explanation in the students' language or the pictures in the book on pages 26-27.

6. Read pages 26-27.

Workbook

Pages 26-27

1. Look at the pictures, read the sentences and decide which sentence goes with each picture.
2. Students draw lines joining sentences to the pictures.

Speech Guide

This is ↘ NAsir.

This is his ↘ KITE.

Note:

Pay attention to the sounding of the final consonant in *kite*. The children tend to sound the first part of the *t* without the little breath that should follow it.

PAGES 28-29

Language Structure

What

New Words

Mr *Teacher only:* ask

Teaching Notes

1. The teacher says several times *What is my name? My name is _____*.
2. When the students are ready, she points to each one in turn, asks *What is your name?* (giving a slight emphasis to the word *your*) and gets each student to say *My name is _____*.
3. Teach the student to say *What is your name?* by the usual process of imitation.
4. **Conversation chain:** Questions and answers around the class.
5. Bring a boy and a girl to the front and teach *What is his/her name? His/her name is _____* in the usual way.
6. Conversation with the teacher. The teacher moves around the class, touching a child. The class then asks in chorus *What is his/her name?* The teacher answers and moves on to the next child. This gives the class practice in asking the questions.

1. Work the exercises orally. The teacher reads the question for each picture, and the students answer.
2. The students then trace the dotted letters and fill in the blank.

Speech Guide

What is your \searrow NAME?
 My name is \searrow MANSOOR.

Note:

The voice falls at the end of the sentence, even though it is a question. The tone rises only in questions which expect the answer *Yes* or *No*. We will be dealing with yes/no questions later.

PAGES 30-31

Language Structure

What is it?

New Words

a cake	a clock	a pocket
a blackboard	a tree	

Teaching Notes

1. Use this question to revise vocabulary using any pictures or objects available or blackboard drawings. Ask *What is it?* and the students answer *It is a _____*.
2. Teach the new words in the usual way, the students repeating *It is a cake*, etc. after the teacher. For the third stage, the teacher simply asks the question and the students answer.
3. Teach the students to say *What is it?* They have now heard it many times.
4. Students take turns asking each other questions. This can be done around the class, or a student can call upon another student to answer, while pointing to an object or a picture. This can be made into a team game.
5. **Game.** A student comes to the board and begins to draw an object already learned. After drawing only a very small part of the object, the student asks the class: *What is it?* Members of the class attempt to answer. When no one has guessed correctly, the student draws a little more, and then repeats the question. This continues until someone guesses correctly. It is then that person's turn to draw on the board and ask the question.

The students trace the dotted letters.

Speech Guide

What ↘ IS it? It is a ↘ POCKeT.

Note:

1. The voice *falls* after the stressed syllable.
2. It is possible to stress the first word: *What*, though this is less common. The important thing is NOT to stress the last word *it*.

PAGES 32-33

Language Structure

What is this?

New Words

a rubber a ship

Teaching Notes

1. Follow the same procedure as in the previous lesson.
2. Be sure that when you and the students use *this*, the object is near, preferably being touched.

Workbook

Pages 30-31

Speech Guide

What is ↘ THIS?
It is a ↘ TABLE.

PAGES 34-35

Language Structure

Is it a _____? Yes. No.

New Word

bird

Teaching Notes

1. Teach the students to say *Yes* and *No* in the usual way, nodding the head when you say *Yes* and shaking the head when you say *No*.
2. Use the question *Is it _____?* for vocabulary revision using objects, pictures or blackboard drawings. Ask questions to which the students answer *Yes*

or *No*. Teach the new word *bird*.

3. Now teach the students to ask the questions, repeating after the teacher in the usual way. Particular care will be needed with intonation (see below).

4. For Stage 3, hold up or point to an object or picture and say a word. The class then, in chorus or individually, asks the question and the teacher answers. For example, you might hold up a ruler and say “ruler”. The class then says *Is it a ruler?* and the teacher answers *Yes*. Or you might hold up a ruler and say “pencil”. The class then asks *Is it a pencil?* and the teacher answers *No*.

5. The same conversation can take place between students, either around the class, or one student calling upon another student by name.

6. **Game.** Many games are possible for practising this form of question and answer. For example, the teacher may think of an object, or a student may think of an object and whisper it to the teacher. Members of the class then ask questions: *Is it a ball? Is it a car?* etc. until someone guesses the right answer. This may be played as a team game.

Workbook

Pages 32-33

1. Use the pictures on page 32 for practice with questions and answers.
2. Work through the questions on page 33 with the class, deciding upon the correct answers.
3. Let the students read the sentences by themselves and circle the right answers.

Speech Guide

Is it a ↗ DESK? ↘ YES.
Is it a ↗ CHAIR? ↘ NO.
Is it a ↗ PENCIL? ↘ YES.

Note:

1. The voice rises on the stressed syllable and continues to rise until the end of the sentence.
2. *Yes* and *No* are simple falling tones.

PAGES 36-37

Language Structure

Yes, it is. No, it is not.

New Words

a ruler a knife a school

Teaching Notes

1. Follow the same procedure as in the previous lesson. Use familiar words

first before teaching new words.

2. **Game.** The same kind of game can be played as in the previous lesson but make sure that the students have practice in answering the questions. For example, the teacher or a student might turn her back. One of the students then points to an object or picture, so that the whole class will know which thing has been chosen. The teacher or the student then turns and asks the class questions: *Is it an apple? Is it an aeroplane?* The whole class answers in chorus: *No, it is not*, until the object is guessed. They then say: *Yes, it is*.

3. Games are very useful for language practice but always be sure that the students are getting the right kind of practice. In this case, it is the answer to the question that needs to be practised.

Workbook

Pages 34-35

1. Use the pictures for questions and answers practice.
2. Let the students complete the sentences.

Speech Guide

Is this a ↗ Pencil?
↘ YES, it ↘ IS.
↘ NO, it is ↘ NOT.

Note:

Make sure that the final *t* of *not* is sounded completely. Students tend to make the first part of the sound only. If you hold a finger in front of your mouth, you should feel a little puff of air when the *t* is sounded.

PAGES 38-39

Language Structure

Is he/she a _____? Yes, he/she is. No, he/she is not.

New Words

a postman

a policeman

a policewoman

Teaching Notes

1. The point of this lesson is the use of *he/she* rather than *it*.
2. Use the same procedure as in the previous lesson but use the pictures in the book or blackboard drawings.

Workbook

Pages 36-37

1. Read the questions and answers about the pictures to the class.

- Decide upon the correct answers.
- The students trace the dotted letters and complete the sentences.

Speech Guide

Is he a ↗ POSTman?
 ↘ YES, he ↘ IS.
 ↘ NO, he is ↘ NOT.

Note:

Remember that the last letter in *not* must be sounded completely (see previous Lesson Notes).

PAGES 40-41

Language Structure

He/She/It is not a _____.

New Words

a television a table

Teaching Notes

- Use the same procedure as in previous lessons. Use familiar words first and then introduce the new words later. Ask questions to which a negative answer is given (see examples in the book).
- Include people (blackboard drawings or pictures) as well as things.
- Pay particular attention to the use of *he*, *she*, and *it*.

Workbook

Pages 38-39

- Prepare orally as usual.

Speech Guide

Is this a ↗ TAbLe?
 ↘ NO, it is ↘ NOT a table. It is a ↘ CHAIR.

Note:

- This time, the last letter of *not* is easier to sound because it is joined on to the following *a*: not a.
- In the same way, the *t* of *it* should be joined to the following word *is*: it is.

PAGES 42-43

Language Structure

It is yellow, green, etc.

New Words

yellow	green	white	red
blue	black	brown	

Teaching Notes

1. Teach the six colours in this sentence pattern in the usual way, using familiar objects or pictures.
2. For the third stage, the teacher touches or points to an object or picture and the students say its colour: *It is green.*
3. Conversation between teacher and students. The teacher indicates an object and says *This is a _____.* The class answers *It is yellow, green, etc.*
4. Each student chooses an object, touches it, and says to the rest of the class: *This is a _____.* *It is _____.*

Workbook

Pages 40-41

1. Students colour the drawings.
2. They then “read” the pictures.

Speech Guide

This is a ↘ BUS?
It is ↘ YELlow.

Note:

Pay special attention to the final sounds of *white*, *red*, and *black*. In each case, a little puff of air should be felt.

PAGES 44-45**Language Structure**

This bag is big. It is hot.

New Words

big	little	long	short	milk
hot	cold	water	dirty	clean
bad	good	very		

Teaching Notes

1. Teach the first four sentences on page 44 using real objects. Try to use other objects as well: *car, pencil, book, picture, etc.*
2. It will be necessary to use blackboard drawings or the pictures in the book for the next two sentences on page 44, though it should be possible to bring glasses of clean and dirty water into the classroom. It will probably be necessary to

use the students' own language to convey the ideas of *hot*, *cold*, *clean*, and *dirty*. If so, this should be done once only.

3. The sentences on page 45 may be taught by using handwriting or drawings on the board. If the teacher is in the habit of awarding marks, these can be used to show the difference between *good*, *bad*, *very good*, and *very bad*.

Workbook

Pages 42-43

Speech Guide

Note:

1. Say "big" not "beeg": /big/ not /biyɡ/
2. Say "little" not "leettle": /litl/ not /liytl/
3. Say "short" not "shot": /ʃɔrt/ not /ʃɔt/
4. Say "milk" not "meelk": /milk/ not /miylk/
5. Say "dirty" not "duty": /dɜti/ not /dɛti/
6. Say "clean" not "clin": /kliyn/ not /klin/

PAGES 46-47

Language Structure

He is tall. He is very tall.

New Words

tall old fat thin

Teaching Notes

Teach the sentences using blackboard drawings or the illustrations in the book, or other suitable pictures. Do not use children to demonstrate such words as *tall*, *short*, *dirty*, *fat*. No one likes having remarks made about his or her personal appearance.

Workbook

Pages 44-45

1. The teacher reads the sentences.
2. The children trace the letters.

Speech Guide

Note:

1. Say "old" not "ol"
2. Say "fat" not "fet": /fæt/ not /fet/

PAGES 48-50

Language Structure

Open, Shut, etc.

New Words

window	door	wall	sit down	draw
please	open	shut	stand up	go
hold up	point to	knock on	come	
<i>Teacher only:</i>		class		

Teaching Notes

1. Teach the new words *window, door, wall* first using questions and answers: *What is it? It is a window.*

2. Teach the orders on these three pages a few at a time. This may take several lessons. Begin with *Stand up* and *Sit down*. Use *Please* at the beginning first and then at the end until the class is used to hearing it in both positions. As you make the request, motion with your hands to show the children what is required of them.

3. Then teach *Open/Shut the door/window*. This time first give yourself the orders and carry them out. The students will quickly learn their meaning and obey them. At this stage do not ask the students to use the orders themselves. Teach the orders on page 49 in the same way.

4. The patterns on page 50 can be taught by gestures: use your hands to show the students what they have to do.

5. Revise all orders until the students are able to obey them in any order. Now let the children practise giving each other orders and carrying them out. Make sure they use *Please*. This may be too difficult for some children. If so, do not press them. At this stage it is enough for them to understand the requests when they hear them.

Workbook

Pages 46-47

1. Students “read” the sentences.
2. They trace the letters and write in the missing words.

Speech Guide

Pay attention to the final letters in *shut, stand, up, sit, hold. Stand up, Sit down, Hold up, and Look at* should be spoken as if they were single words.

PAGE 51

Language Structure

He/She is _____ ing.

New Words

write walk run read shout play
Teacher only: begin, stop

Teaching Notes

1. Teach *standing up* and *sitting down* first. Demonstrate these by telling a boy and then a girl to stand up and sit down. The teacher says *He/She is standing up/sitting down* and the students repeat in the usual way.

2. Now teach the other verbs one at a time. First the teacher gives herself the orders *Walk, Draw, Write, Read*, etc. and carries them out. Then students are given the orders and the teacher says *He is walking. She is drawing*, etc. The students repeat in the usual way. Please note that these sentences must be spoken while the actions are being performed, NOT after they are finished. For this reason running is difficult to demonstrate in a classroom, unless a student can be persuaded to run “on the spot”, that is without moving forward. Otherwise a drawing or picture may be used.

Workbook

Pages 48-49

The students “read” the pictures, trace the letters, and write in the missing words.

Speech Guide

He is ↘ DRAWing?

Note:

Pay attention to the pronunciation of -ing. Some children may pronounce it “in”, without the “g”.

PAGES 52-53

Language Structure

I am _____ ing.

New Words

jump clap

Teaching Notes

1. Use the verbs on page 52 first because the children are familiar with them.

Demonstrate them one or two at a time. Perform the actions as you are speaking. If you do not wish to demonstrate *running*, this may be omitted.

2. Give single students orders: *Write, Draw, Read, Walk*, etc. and get them to say what they are doing. If they do not understand what they have to do, give yourself the orders and then say what you are doing: *Walk. I am walking*. Use the same word with a number of students.

3. It will now be possible to teach *I am running*, since they already know the word even if you have not demonstrated *I am running*.

4. Repeat 2, but move around the class giving different orders.

5. Practise *I am opening/shutting the door/window* and then teach the new words *jumping* and *clapping*.

6. "Read" the pictures on pages 52 and 53.

PAGES 54-55

Language Structure

Is he/she _____ ing?

New Words

eat drink sing cry

Teaching Notes

1. Demonstrate questions and answers in the usual way with first a boy and then a girl performing the actions. The students then repeat after the teacher. Use the familiar verbs on page 54.

2. A boy is brought to the front. The teacher tells him to jump, clap, open the door, etc. One half of the class asks the question *Is he jumping?* etc., and the other half answers *Yes, he is*. Repeat with a girl doing the action.

3. Again a boy and a girl are told to perform the actions. The teacher asks the whole class questions but sometimes the answer will be *No, he/she is not*.

Teacher: Jump. Is he jumping?

Class: Yes, he is.

Teacher: Open the window. Is he opening the door?

Class: No, he is not.

Repeat with individuals.

4. Teach the new verbs on page 55 in the same way. Use blackboard drawings or the illustrations in the book.

5. Repeat 3 and 4 but this time ask questions to which the answer is always *No*. The students answer using the full negative form:

Teacher: Jump. Is he clapping?

Class: No, he is not clapping. He is jumping.

The teacher will, of course, need to demonstrate this and give the class imitation practice in the usual way.

1. "Read" the pictures with the students.
2. Students trace the letters and write in the missing words.

PAGES 56-57

Language Structure

He/She has a _____. I have a _____.

New Words

story in left right basket
Teacher only: give

Teaching Notes

1. Teach *He has* _____ first. Use familiar objects. Give each one to a different boy saying *He has a book. He has a pencil*, etc. The students repeat after you in the usual way. Then repeat using *She has* _____. For Stage 3 point to students in turn. When pointed to, the student holds up an object and the class says *He/She has a* _____.

2. Now teach *I have a* _____ in the usual way, holding familiar objects as you speak. When the students repeat after you, they must, of course, be holding the same object: a pencil, a book, a bag, a box.

3. Now demonstrate the use of the two sentences together, moving around the class and stopping by different students: *I have a pencil. He has a bag*. If possible, bring some of the other objects into the classroom and use them, e.g. banana, bell, kite, lamp, jar, (toy) boat. At first the teacher should hold the objects while speaking: *I have a ball. She has a pencil*. If objects are unobtainable, use blackboard drawings of boys and girls holding the objects and use *He/She: I have a bag. He has a cat. She has a storybook*.

4. Now teach the sentences on page 57 in the same way, introducing the new words *right* and *left*. The new word *in* is not used in its most common meaning, which will be taught later. Treat it, therefore, as part of a phrase: *in my right hand* without drawing particular attention to *in*.

5. Now "read" pages 56-57.

1. "Read" the sentences.
2. Students trace the letters and write in the missing words.

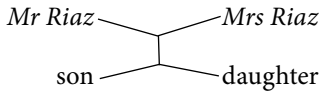
PAGES 58-59

New Words

brother sister son daughter
friend all toys one

Teaching Notes

1. Teach the new words on page 58: *brother, sister, son, daughter*. Draw a “family tree” on the blackboard showing these relationships and explaining them: *This is Mr Riaz. This is his son*, etc.



2. Read page 58 with the class. Then tell the children, as a class or as individuals: *Point to Mr Riaz. Point to his son*, etc.

3. Read page 59 to the class, teaching the new words. The meaning of the new word *friend* should be obvious, but if not, explain briefly using the equivalent term in the language of the students. Use a gesture to show the meaning of *all*. Hold up the book, and gesture as you say: *Look at all the toys*.

4. As you say: *One doll is big*, etc., hold up one finger to indicate the meaning of one. Then point to the object.

5. Read the sentences on page 59 again and after each one, say *Point to the dog. Point to the doll*, etc. If you wish, you may use blackboard drawings or real objects. This may be repeated as an action chain. Each child says a sentence and then tells another child to point to the object named.

Workbook

Page 54

1. Read the sentences with the class.
2. The students then trace the letters and add the missing words.

PAGES 60-62

Language Structure

Revision of all structures taught in this book.

Teaching Notes

1. Use the three pictures on pages 60-62 to revise vocabulary and all structures taught so far.

2. The pictures on pages 60-62 provide a good opportunity for students to work in pairs or in groups practising a particular sentence pattern. The teacher should walk around to supervise.