

# **ACTIVE ENGLISH**

Teacher's Notes

# **1**

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# General Introduction

Book 1 and the accompanying Workbook, and Teacher's Notes are intended for use in the second year of the primary school. Since it revises all the items first presented in the Introductory Book, Book 1 may be used as the first book by those beginning English in Class 1.

The year's work includes the following:

## Oral Work

**VOCABULARY.** The entire list of words used in this book is given at the end of the Teacher's Notes.

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

## Reading

Formal reading lessons should not begin until the second term and Book 1 may be used mainly for oral work in the first term: 'reading the pictures'. In the second term, when some oral facility has been acquired, the book would then be worked through again revising the oral work and introducing formal reading lessons.

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

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

## Workbooks

These aim, in a variety of ways, at consolidating the learning of the items presented in the main book. They provide further practice in reading and there is an increasing amount of writing practice involving the copying of words and sentences.

The exercises in the Workbooks 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 pupils *use* English correctly.
2. This is done by **practice**, not explanation.
3. Practice should first be **oral** — listening and speaking. Reading and writing follow afterwards. Pupils 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 pupils 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 a sentence pattern, can be thought of in four stages.

**Stage 1: Listening.** The teacher speaks the new item several times until the pupils’ 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 that the pupils should recognise 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 pupils 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 pupils are to get enough practice but this must be firmly controlled by the teacher to avoid chanting. This can be avoided if the pupils 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 pupils’ 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 pupils.

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 pupils 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. Pupils then produce the appropriate response.

**Stage 4: Extended practice.** Whenever possible, the pupils 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 pupils 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 pupils take part. DON'T forget to check individual pupils.
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 *pupils*, 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 pupils 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 Teacher's Notes. An unprepared lesson is seldom successful.
10. DO give pronunciation guidance when necessary. Some help is given in the Teacher's Notes.
11. DO make sure that all pupils get enough practice.
12. DON'T ask your pupils to spell out words. 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 pupils 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. When phonetic symbols are used, the main stress is shown by '.

**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 tune.

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>door</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>door</i>

## PAGES 1-3

Item 1

a \_\_\_\_\_ an \_\_\_\_\_

New Words

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

Teaching Notes

1. Refer to page 3, **Teaching New Items**.
2. First teach *a desk, a pen, a pencil, a ruler, a book*. As you speak the words, hold up or point to the object. Do the same when the pupils are repeating the words after you. For the third stage, simply point to the object and let the pupils say the word.
3. Then teach *a bell, a cat, a dog, a hen, a duck, a fan, a rubber*. Use real objects (or toys) whenever possible. Otherwise, you may use pictures, blackboard drawings, or the pictures in the book. You will probably need at least two lessons to teach these seven words.
4. Then teach *an apple, an orange, an egg, an umbrella*.
5. When the new items have been thoroughly learnt, use the pictures in the book for more practice. The teacher may say a word and the pupils have to find the right picture. Or the teacher can point to a picture and the pupils have to find it and say the word.
6. Pupils may work in pairs 'reading' the pictures to each other.
7. All of this will probably need several lessons.
8. Be sure to include *a* or *an* before each word used.
9. The bottom of page 3 gives more practice in 'reading' pictures, at the same time calling the attention to the sound most commonly associated with the letter *e*. Such practice will be continued systematically through the book.
10. **Game.** A simple guessing game can be very useful for giving practice in a realistic use of English in this lesson and several of the following lessons. The teacher puts an object in a drawer of her desk. She places something, perhaps an open register, on her desk to act as a screen. She then takes an object out of her drawer without letting the pupils see it and places it behind the screen. The children try to guess what the object is. The game can be played in teams, the teacher calling upon members of each team in turn to guess. Similar guessing games can be played with blackboard drawings, or pictures, concealed from the pupils. For example, the teacher could draw one of the objects on a piece of paper and invite the pupils to guess what she has drawn. When the correct answer is given, she shows the drawing to the pupils.

## Workbook 1

Page 1: 'Read' the pictures several times. The pupils then put a tick by the word which goes with each picture.

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

## Speech Guide

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

Note:

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

## PAGES 4-5

### Item 2

It is \_\_\_\_\_.

### New Words

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

### Teaching Notes

1. First teach *It is \_\_\_\_\_*, using the objects taught in the last two lessons. (Never teach a new construction and new words at the same time.) This will also revise the words already taught.

2. Use the same procedure as before except that instead of saying *a desk, a pen* etc., you will say *It is a desk, It is a pen*, etc.

3. Treat each sentence as one whole unit. Do not separate each word.

4. Pay particular attention to stress and intonation (see below), and make sure that the pupils imitate you. Use gestures, if necessary, to show them which word should be stressed.

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

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

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

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

9. As usual, do not 'read' the pictures in the book until all the pupils can say the sentences correctly.

### Workbook 1

Pages 4 and 5: as always, work the exercises orally several times before the pupils are asked to write. It may seem that this is making the work too easy, but remember that we are teaching, not testing. We want to give the pupils *practice* in reading and writing correctly. We do not want them to make mistakes.

### Speech Guide

It is a ↘ BOX.

It is a ↘ BOTtle.

It is a ↘ BLACKboard.

*Note:*

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

### PAGES 6-7

#### Item 3

He is \_\_\_\_\_ . She is \_\_\_\_\_ .

#### New Words

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

## Teaching Notes

1. First teach *He is a boy* and *She is a girl*, bringing some boys and girls to the front. Point to one of them as you speak the sentences. Follow the usual procedure, but make sure that the pupils point to a boy or a girl as they speak.
2. Next teach *He is Omer*, *She is Sara Khan* etc. until pupils are able to point to individuals and say the pair of sentences: *He is a boy*, *He is Omer* etc.
3. Use the pictures in the book to teach the remaining pairs of sentences on page 6.
4. Teach the sentences on page 7 using the pictures in the book.
5. **Game.** Several simple guessing games are possible. One child can be blindfolded or can stand in a corner with his back to the class. The teacher points to a pupil who says something (this could be used for vocabulary revision). The pupil who cannot see, tries to guess who has spoken and says *She is a girl*, *She is Sara Khan* etc. When he guesses rightly, someone else takes his place.
6. **Names.** At this point, the teacher should decide whether to give children English names. Using their own names may be easier at first, and the children may prefer it. On the other hand. It often means two different kinds of pronunciation in one sentence. Here are some English names for those teachers who wish to use them. If possible, let the children choose their own names.

**Boys:** Allen, Charles, David, Donald, Edward, Frederick, George, Henry, Jack, John, Joseph, Keith, Kenneth, Leslie, Mark, Matthew, Michael, Norman, Oliver, Patrick, Peter, Richard, Robin, Simon, Thomas (Tom), Timothy, Victor, William.

**Girls:** Ann, Betty, Catherine, Dorothy, Eva, Frances, Grace, Helen, Irene, Jane, Joan, June, Linda, Margaret, Molly, Nora, Olive, Pamela, Patricia, Peggy, Rose, Susan, Vera, Wendy.

## Speech Guide

He is a ↘ BOY.

She is Sara ↘ KHAN.

He is Mr ↘ ALI.

She is a ↘ TEACHER.

He is a po ↘ LICEMAN.

He is a ↘ POSTMAN.

He is a ↘ BUS DRIVER.

*Note:*

Say 'man', not 'men': /mæn/ not /men/.

## PAGES 8-9

Item 3

I am. You are.

New Words

As for previous lesson.

Teaching Notes

1. Bring some children to the front. To each say *I am Miss Jan, Mr Ali*, etc., pointing to yourself, and *You are Omer, You are Sara Khan* pointing to the child spoken to.

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

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

4. **Conversation Chain.** The first pupil stands up and says *I am Omer*. He then points to another pupil and says *You are Sara Khan*. *Sara Khan* then stands up and says *I am Sara Khan*, and points to a third pupil and says *You are Arif Ali*. This continues until everyone in the class has spoken.

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

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

7. Now revise *He is \_\_\_\_\_* and *She is \_\_\_\_\_*. Get each pupil in turn to say *I am Omer, You are Maruf, She is Sara Khan*, etc., in each case looking at or pointing to the person referred to.

Workbook 1

Pages 6-7

Speech Guide

I am ↘ OMER.

You are Sara ↘ KHAN.

*Note:*

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

## PAGES 10-11

Revision Test 1

1. These pictures can be used for revising: 1. all vocabulary so far taught;

2. the use of *a* and *an*; 3. the use of *He/She/It is* \_\_\_\_\_.

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

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

## PAGE 12

Item 4

This is \_\_\_\_\_. That is \_\_\_\_\_.

New Words

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

Teaching Notes

1. First teach *This is* \_\_\_\_\_ and *that is* \_\_\_\_\_ using two pupils. Make sure that the pupil is standing near you, and the second is some distance away. Touch the near pupil when saying *This is* \_\_\_\_\_ and point to the other pupil when saying *That is* \_\_\_\_\_.

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

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

4. It is very important that pupils use the words *This* and *That* in their right meanings. It is quite wrong for a pupil to point at the blackboard and say 'This is \_\_\_\_\_'.

5. When the pupils have learnt *This* and *That*, introduce the new words on page 12. Use pictures or blackboard drawings when necessary and allow the pupils to stand near or touch the picture, or drawing when they are saying *This*.

6. 'Read' the pictures in the book in the usual way.

Workbook 1

Page 8

Speech Guide

↘ THIS is a ↘ KNIFE.

↘ THAT is a ↘ CAKE.

Note:

1. Say 'This', not 'Dis': /ðis/ not /dis/.
2. Say 'This is', not 'These ease': /ðis iz/ not /ði:z i:z/.
3. Join words together whenever possible: This is a \_\_\_\_\_,  
That is a \_\_\_\_\_.
4. Say 'stick', not 'steek'; 'tick', not 'teek'; 'pin', not 'peen' /stik/ not /sti:k/; /tik/ not /ti:k/; /pin/ not /pi:n/.

### PAGE 13

Item 5

This is \_\_\_\_\_ and that is \_\_\_\_\_.

New Words

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

Teaching Notes

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

Workbook 1

Page 9

Speech Guide

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

### PAGE 14

Item 6

my

New Words

my shirt	my dress		
my face	my eye	my ear	my nose
my lip	my tooth	my tongue	
my arm	my hand	my finger	my thumb
my leg	my knee	my foot	my shoe

Teaching Notes

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

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

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

4. **Action Chain.** The first pupil 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* \_\_\_\_\_. Carry on around the class.

Workbook 1

Page 10

Speech Guide

- This is my ↘ SHIRT.
- This is my ↘ EYE.
- This is my ↘ FINGER.

Note:

- Remember to say 'This', not 'Dis': /ðis/ not /dis/.
- The first sound in the words *shirt* and *shoe* will need extra practice. (See bottom of page 15.)
- The letter *th* in *tooth* and *thumb*, /θ/, will also require particular attention, the teacher explaining how the tongue is used.

PAGE 15

Item 6

my                      your

New Words

a head

hair

a neck

Teaching Notes

1. As always, use words already taught. Start with objects belonging both to teacher and pupils, and later revise the parts of the body.
2. The teacher says *This is my book* and the pupils reply *Yes, that is your book*.
3. Follow the usual procedure until all pupils are able to use words *my* and *your* confidently. Then introduce a few new words.
4. **Chain Conversation.** The first pupil holds up an object or touches a part of his body and says *This is my \_\_\_\_\_*. The second pupil replies *Yes, that is your \_\_\_\_\_*. The second pupil holds up a different object or points to a different part of his body and says *This is my \_\_\_\_\_*. The third pupil replies and this continues around the class.

Workbook 1

Page 11

Speech Guide

This is my ↘ HEAD.

YES, that is your ↘ HEAD.

Note:

1. Remember to say 'That', not 'Thet': /ðæt/ not /ðet/.
2. Give particular attention to the final consonants in the words *head* and *neck*. When pronounced properly, at the end of a sentence, these sounds should produce a little puff of breath which can be felt when the finger is held in front of the mouth.

PAGES 16-17

Item 6

his

her

New Words

son

daughter

mother

father

sister

brother

Teaching Notes

1. This item can also be used for revising *This* and *That*. The teacher brings

some boys and girls in the front while demonstrating: *This is Omer. This is his book. This is Uzma. This is her dress.*

2. When the pupils reply, they have to change *This* into *That*: *That is Omer. That is his book. That is Uzma. That is her dress.*

3. **Conversation Chain.** The first pupil introduces the second pupil and one of his possessions by touching him and saying *This is Omer, This is his book*, holding up or touching the book. This continues around the class.

4. More practice with *his* and *her* and revision of *my* and *your* can be given with the following activity. Each child hands the teacher one or more of his possessions which the teacher puts into a box or bag. The teacher or one of the pupils then takes out the objects one by one and holds them up. The following dialogue then takes place:

*Pupil:* That is my ruler.

Rest of the class: Yes, that is his ruler.

*Teacher, giving object to the pupil:* Is this your ruler?

*Pupil, now holding object:* Yes, this is my ruler.

5. In this conversation, the teacher is using a question form which has not yet been taught.

6. When *his/her* have been mastered, use page 17 in the pupils' book for teaching *father, mother, son, daughter, brother, sister*.

### Workbook 1

Page 12: please note that the bottom of the page refers to Item 8 and should not yet be attempted.

### Speech Guide

This is ↘ OMER.

This is his ↘ BOOK.

*Note:*

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

## PAGE 18

### Item 7

What is this?

### New Words

a table                      a tablecloth              a glass  
a spoon                      a drawer                  a chair                      a towel

## Teaching Notes

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

2. Now repeat the process using *What is that?*, both teacher and pupils pointing to the object in question.

3. The teacher now touches or points to an object and the pupils ask *What is that?* The teacher replies to the question.

4. **Chain Conversation.** General conversation around the class. Each child asks the next child the questions *What is this?* touching an object and *What is that?* pointing to an object. Second child replies and then puts the questions to the next child.

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

6. Please note that the most *natural* answer to either *What is this?* or *What is that?* is *It is \_\_\_\_\_*, NOT *This is \_\_\_\_\_*, or *That is \_\_\_\_\_*.

## Workbook 1

Page 13: please note that the bottom of the page refers to Item 8 and should not yet be attempted.

## Speech Guide

What is ↘ THIS?

It is a ↘ TAbble.

What is ↘ THIS?

It is a ↘ TAbblecloth.

*Note:*

1. The tone *falls* at the end of the question. The tone rises only for questions which expect the answers *Yes* or *No*.
2. Do NOT allow your pupils to stress the word *it*, a common mistake.

**PAGE 19**

Item 8

's

Teaching Notes

1. Use the same procedure as for teaching *his/her: This is Omer. This is Omer's book.*
2. Use the picture on page 17 for further practice.

Workbook 1

Pages 12-13: Item 8 at the foot of each page.

Speech Guide

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

This is Omer's ↘ BOOK.

This is Omer's ↘ RULER.

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

This is ↘ OMER's book.

This is ↘ MARUF's book.

This is ↘ UZMA's book.

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

**PAGES 20-21**

Revision Test 2

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

**PAGE 22**

Item 9

Is it \_\_\_\_\_?

New Words

a bicycle

a handkerchief

a tap

a saucer

a pan

a bowl

### Teaching Notes

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

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

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

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

5. When all the pupils are proficient in asking and answering questions of this kind, introduce the new words on page 22 using objects or pictures.

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

### Speech Guide

Is it a ↗ CAR? ↘ NO.

Is it a ↗ SAUCer? ↘ NO.

Is it a ↗ BICycle? ↘ YES.

*Note:*

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

2. Make sure the pupils say 'Is it', not 'Ease eat': /iz it/ not /i:z i:t/.

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

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

### PAGE 23

Item 9

Is this \_\_\_\_\_?

New Words

a school      a classroom      a street      a telephone

### Teaching Notes

1. Use the same procedure as for page 22. Revise familiar words before

introducing the new ones.

Workbook 1

Page 14

Speech Guide

Is this a ↗ SCHOOL? ↘ YES.

Is this a ↗ CLASSroom? ↘ YES.

Note:

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

PAGE 24

Item 10

Yes, it is.      No, he is not, etc.

New Words

a sweet                  an ice cream      a teapot  
a lamp

Teaching Notes

1. Using familiar objects, the teacher asks the question and replies *Yes, it is* or *No, it is not*.
2. Pupils repeat questions and answers after the teacher.
3. The teacher asks questions and the pupils answer. The questions should be mixed i.e. some requiring *Yes, it is* and others requiring *No, it is not*.
4. Now introduce questions about people requiring the answers *Yes, he is* *No, she is not* etc., e.g. *Is he a boy? Is she a girl?* The pictures in the book can be used for *Is he a policeman?* and *Is she a teacher?*
5. This construction and a number of constructions soon to be taught raise the question as to whether pupils should use contractions, i.e. whether they should use *No, it is not* or *No, it isn't*. Probably the most helpful solution is to teach the pupils to use the contracted forms in speaking: *No, it isn't* and the full form in writing, *No, it is not*.
6. Many games are possible for practising these and similar constructions. Care should be taken, however, that the majority of the pupils are being given practice in the right construction. In this case, for example, it is practice in answering questions that is required, *not* in answering them. One game, which children love, is for the teacher to turn her back to the class. One of the pupils

chooses an object or picture and indicates it to the rest of the class. The teacher then tries to guess the object by putting questions either to the whole class or to individuals. They reply *No, it isn't* until the teacher guesses correctly, when they say *Yes, it is*.

The game can be made more interesting if the teacher asks for clues e.g. *Is it in the room? Is it in the picture? Is it in the book?* etc. This gives more scope for practising *Yes, it is* as well as *No, it isn't*.

Workbook 1

Page 15

Speech Guide

Is it an ↗ APple? ↘ No, it is ↘ NOT.

Is it an ↗ ORange? ↘ NO, it is ↘ NOT.

Is it a ↗ SWEET? ↘ YES, it ↘ IS.

PAGE 25

Item 10

Are you \_\_\_\_\_ ? Yes, I am. No, I am not.

Teaching Notes

1. Ask pupils questions of the kind given on page 25. Get them to answer *Yes, I am. No, I am not*.

2. Get pupils to ask new questions giving them 'cues'.

Teacher: Policeman.

Pupils: Are you a policeman?

Teacher: No, I am not. Postman.

Pupils: Are you a postman?

Teacher: No, I am not. Teacher.

Pupils: Are you a teacher?

Teacher: Yes, I am.

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

Are you a girl?

Yes, I am.

Are you Naz Alam?

No, I am not.

Are you Sara?

Yes, I am.

It is then Mira's turn to be blindfolded.

Speech Guide

Are you a ↗ BOY? ↘ NO, I am ↘ NOT.

Are you Naz ↗ ALAM? ↘ YES, I ↘ AM.

PAGE 26

Item 11-12

It is not \_\_\_\_\_.

New Words

a chicken

a wheel

a banana

a pear

a basket

a dog's tail

Teaching Notes

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

Is this a book?

No, it is not a book.

It is a pencil.

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

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

Workbook 1

Page 16

Speech Guide

Is this an ↗ AERoplane?

↘ NO, it is ↘ NOT an aeroplane.

It is a ↗ CHICken.

Note:

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

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

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

/doks/.

**PAGE 27**

Item 11-12

I am not

Teaching Notes

Use the same procedure as for page 25 with full answers using *not*:

Are you a boy?

No, I am not a boy.

Workbook 1

Page 17

Speech Guide

Are you a ↗ TEACHER?

No, I am ↘ NOT a teacher.

I am a ↗ PUPIL.

**PAGES 28-29**

Revision Test 3

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

**PAGE 30**

Item 13

Adjectives

New Words

small/big

old/young

tall/short

thin/fat

hard/soft

Teaching Notes

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

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

3. Teach also *hard/soft* in the same way using suitable objects for *soft* e.g. a rubber, clothes, etc.

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

Speech Guide

↘ THIS car is ↘ SMALL.

↘ THIS car is ↘ BIG.

Note:

1. Notice the position of the stress in the above sentences.

2. Pay attention to the pronunciation of the final letters in *big, old, short* and *fat*.

PAGE 31

Item 14

The

New Words

cold/hot

dirty/clean

long/short

Teaching Notes

1. The definite article, *the*, is here used in front of words meaning the particular one we are talking about e.g. the one in the picture, or the one drawn on the board.

2. Use blackboard drawings or the pictures in the book, to teach the sentences and pairs of adjectives given on page 31.

3. Notice that it is useful, and sometimes necessary, to teach adjectives in contrasting pairs. The word *short* on page 31 is used as the opposite of *long*. On page 30, it was used for the opposite of *tall*.

Workbook 1

Page 18

Speech Guide

Is the boy ↗ COLD?

↘ NO, he is ↘ NOT cold.

He is ↘ HOT.

Note:

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

## PAGES 32-33

Item 14

The

New Words

Wall, ceiling door window  
floor blackboard notice board notice  
yellow white red brown blue  
black green  
happy/unhappy shut/open  
hard/easy right/wrong

Teaching Notes

1. The definite article, *the*, is here used for objects of which there is only one in the classroom e.g. the door, the blackboard.
2. Teach these new words, a few at a time, using a familiar sentence pattern e.g. *That is the wall*, *That is the ceiling*, etc. Continue until the pupils are able to produce these sentences as the teacher points.
3. Now teach the colours a few at a time, using familiar objects e.g. *The book is red*, *The pencil is yellow*, *The pen is red*, etc. Have the objects clearly displayed on the desk, or use coloured drawings on the blackboard. Be sure that there is only one example of each object, otherwise the use of *the* would not be correct.
4. Now teach the sentences in the book using the pictures given on page 32.
5. Then teach the sentences on page 33.

Workbook 1

Page 19

Speech Guide

The WALL is ↘ YELLOW.  
The ↘ CEILING is WHITE.

Note:

Both the adjectives and the colours are different in each sentence. Therefore both are stressed.

## PAGE 34

Item 15

in      on      under

New Word

cupboard

Teaching Notes

1. Teach *in*, *on* and *under* in the usual way using familiar objects e.g. *The book is on the desk. The book is in the desk. The book is under the desk* and so on.
2. Now teach the sentences on page 34.

Workbook 1

Page 20

Speech Guide

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

The book is ↘ ON the desk.

The book is ↘ UNDER the desk.

The book is ↘ IN the desk.

In the sentences on page 34, however, stress would be put on each ending word:

The CAT is ON the ↘ DESK.

The DOLL is IN the ↘ CUPboard.

## PAGE 35

Item 15

behind      beside      in front of      near

New Word

seat

Teaching Notes

Follow the same procedure as for page 34.

Workbook 1

Page 21

Speech Guide

See notes on page 34.

PAGE 36

Item 16

Attributive adjectives

New Words

good/bad

Teaching Notes

1. The aim of this lesson is to teach the use of adjectives before a noun. Only two new adjectives are introduced. Use the following in pairs to bring out the meaning: *small/big, old/young, long/short, thin/fat, dirty/clean, happy/unhappy*.

2. Teach the sequence of sentence given on page 36. Use blackboard drawings or the pictures in the book.

3. First let the pupils repeat the sequence after you:

The cat is small.

It is a small cat.

It is not a big cat.

4. Then the teacher says the first sentence and the pupils respond with the second and third sentences. Extra practice may be given using familiar words e.g:

Teacher: *The boy is big.*

Pupils: *He is a big boy.*

*He is not a small boy.*

Teacher: *The handkerchief is dirty.*

Pupils: *It is a dirty handkerchief.*

*It is not a clean handkerchief.*

5. Teach *good/bad* in the same way using handwriting or drawings as examples.

Speech Guide

The cat is ↘ SMALL.

It is a ↘ SMALL cat.

It is not a ↘ BIG cat.

Note:

In all the above sentences, it is the adjectives that are important and are given the stress.

## PAGE 37

Item 16

Attributive adjectives

New Word

house

Teaching Notes

1. Teach the sentence pattern given on page 37: *The red book is in the yellow basket.*
2. Use any familiar objects with clear colours, and a *box, basket* or *desk*.
3. First give a number of examples of this pattern and then let the pupils repeat them after you: *The blue book is in the yellow basket. The yellow ruler is on the brown desk.*
4. The teacher provides cues by moving objects into different positions and the class responds with the appropriate sentence.
5. Blackboard drawings and pictures may also be used. Please note that far more practice can be given by using real objects. A picture may provide only one or two possible sentences, but three or four objects and a 'box, a basket and a bag, all of different colours, can provide a very large number of different sentences.
6. 'Read' the pictures in the book as usual.

Workbook 1

Page 22

Speech Guide

The RED BALL is in the YELLOW ↘ BASKet.

The BLUE ball is in the RED ↘ basket.

The GREEN ball is in the ↘ BLACK basket.

## PAGES 38-39

Revision Test 4

This provides material mainly for revising the sentence pattern given at the bottom of pages 38-39. It is not now possible to revise all vocabulary in this kind of test. Teachers, by now, should have acquired the habit of beginning each lesson with a few minutes revision of the previous lesson, and also, from time to time, of going through the book and revising items taught at an earlier stage. A good deal of revision is 'built into' this course, but additional revision by the teacher will always be necessary. Language cannot be taught by dealing with each item one by one and then forgetting it.

## PAGES 40-41

Item 17

Imperatives

New Words

please stand up sit down open  
close look at say pick up  
hold up draw write

Teaching Notes

1. Teach the requests given on page 40–41, a few at a time, showing pupils what to do. For example, they can be shown how to respond to *Please stand up* and *Please sit down* using gestures. In the same way *Please open the window* can be done by pointing to a closed window, and *Please close the window* by pointing to an open window. Some of the requests will have to be demonstrated by the teacher giving the order and then doing it herself.

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

Workbook 1

Page 23-24

Speech Guide

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

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

## PAGES 42-43

Item 18

of the

New Words

go touch front back  
top bottom side middle  
class stairs road river boat

### Teaching Notes

1. Use familiar objects and a simple sentence pattern to teach *the front of the back of, the top of, the bottom of, the side of, the middle of*:  
This is the top of the box.  
This is the side of blackboard.  
This is the middle of the book.
2. Then give orders like those on page 42. Introduce the new words *go* and *touch*.
3. Teach the sentences on page 43 using blackboard drawings or the pictures in the book.

### Workbook 1

Page 25

### Speech Guide

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

### PAGES 44-46

#### Item 19

Plurals (and vocabulary revision)

#### New Words

Numbers one to twenty    matches  
animals    toys    keys

### Teaching Notes

1. Revise or teach the numbers one to twenty. This may be done by tapping on the desk and asking pupils to give the number of taps, or by using some simple and well known objects.
2. Now teach the numbers with the words given on pages 44–46, a few at a time.
3. Pay particular attention to pronunciation. Most plurals end in *s*, but their pronunciations are possible. All the plurals on page 44–46, end with the ‘*s*’ sound. The plurals on page 45 end in the ‘*iz*’ sound. The plurals on page 46 end in the ‘*z*’ sound. (See Speech Guide below.)
4. A number of games are possible for teaching or revising numbers. In addition to tapping on a desk, the teacher or a pupil may clap his hands a number of times. The first pupil to give the correct number wins. Guessing games are also possible in which the pupils have to guess the number of beans, peas, etc., held

in the closed hands of the teacher or pupil. Oral arithmetic is a useful way for practising the larger numbers, the teacher or a pupil calling out *five* and *six*, *seven* and *five* etc. The first pupil to answer correctly scores a point. This can be played as a team game.

5. Use pages 44–46 for further practice.

Workbook 1

Page 26-27

Speech Guide

As mentioned in the Teaching Notes above, particular care is needed with the pronunciation of the final letters of these words. The words on page 44 end with ‘unvoiced’ sounds. This means there is no vibration in the ‘voice-box’ in the throat and the sound is pronounced: /s/

ships          ducks          cups  
plates

The words on page 46 end in a voiced sound: /z/. If a finger is placed on the throat while these words are spoken, it should be possible to feel a slight vibration:

trucks    bags    chairs    birds

The words on page 45 also end with a voiced sound, but this forms an extra syllable: /iz/.

pages          boxes          buses          matches

**PAGE 47**

Item 20

There are \_\_\_\_\_.

Teaching Notes

1. Teach the pattern on page 47 using *There are* \_\_\_\_\_ with a small numbers of familiar objects and the prepositions *on*, *in*, *under*, e.g.

There are two books on the table.

There are three pencils under the desk.

There are two rulers in the box.

2. ‘Read’ the pictures on page 47.

Speech Guide

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

**PAGE 48**

Item 20

There is \_\_\_\_\_.

New Words

cloud      sky      radio      playground  
nothing

Teaching Notes

1. Teach the pattern on page 48 in the same way using familiar objects, and also revising the other prepositions and prepositional phrases already taught: *in, on, under, behind, beside, near, in front of, in the middle of, at the side of* etc.
2. 'Read' the pictures on page 48.
3. Give practice in using *There is* \_\_\_\_\_ and *There are* alternatively:  
There is a pen on the desk.  
There are two pencils in the cupboard.
4. Introduce the new word *nothing*: There is nothing on the desk. At this stage, it may also be useful to use the word *now*: *Now there is a book on the desk. Now there is nothing on the desk.*

Workbook 1

Page 28

Speech Guide

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

**PAGE 49**

Item 20

Is there \_\_\_\_\_?

Teaching Notes

1. The aim now is to teach pupils to ask and answer questions beginning with *Is there*. The teacher first provides a model by asking and answering several questions using familiar objects and prepositions:  
Is there a book on the table?  
Yes, there is.  
Is there a pencil on the chair?  
No, there is not.

Note that here again it is probably advisable to teach the contracted form in speaking: *No, there isn't* and the full form in writing: *No, there is not*.

- The pupils imitate the teacher in the usual way.
- The teacher gives the pupils practice in asking questions, giving them cues:

*Teacher:* Book.

*Pupils:* Is there a book on the table?

*Teacher:* No, there isn't. Pencil.

*Pupils:* Is there a pencil on the table?

*Teacher:* Yes, there is.

- Chain Conversation.** The pupils ask and answer the questions around the class.

Workbook 1

Page 29

Speech Guide

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

Is there a  $\uparrow$  BOOK on the table?

Is there a  $\uparrow$  PEN on the table?

Is there a  $\uparrow$  PENCIL on the table?

Is there a book on the  $\uparrow$  TABLE?

Is there a book on the  $\uparrow$  CHAIR?

Is there a book on the  $\uparrow$  DESK?

PAGES 50-51

Revision Test 5

PAGES 52-53

Item 21

Where is \_\_\_\_\_? Where are \_\_\_\_\_?

New Word

They

Teaching Notes

- First teach questions beginning with *Where is* \_\_\_\_\_? using the same procedure as in teaching *Is there* \_\_\_\_\_? on page 49. Use familiar objects and prepositions.

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

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

*Teacher:* Ruler.

*Pupils:* Where is the ruler?

*Teacher:* It is on the desk. Pencils.

*Pupils:* Where are the pencils?

*Teacher:* They are on the cupboard.

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

5. Now teach the sentences on pages 52-53.

### Workbook 1

Pages 30-31

### Speech Guide

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

Where is the ↘ STONE?

It is UNder the ↘ DESK.

Where are the ↘ CUPS?

They are beSIDE the ↘ BOX.

*Note:*

Words *it* and *they* should not be stressed, a common mistake.

## PAGES 54-55

### Item 22

How many?

### New Words

crosses      dots      marks  
letters      alphabet

### Teaching Notes

1. Revise numbers one to twenty.

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

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

*Teacher:* How many books are there on the desk?

*Pupils:* There are three books on the desk.

Then give the pupils practice in asking questions using cues:

*Teacher:* Pencils on the chair

*Pupils:* How many pencils are there on the chair?

*Teacher:* There are five.

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

4. 'Read' pages 54-55.

### Workbook 1

Page 32

### Speech Guide

How many ↘ TREES are there?

There are ↘ TWO trees?

How many ↘ BIRDS are there?

There are ↘ THREE birds?

*Note:*

Pay particular attention to the pronunciation of the final s.

## PAGE 56

Item 23

These      Those

### Teaching Notes

1. Teach these words in the same way as you taught *this*, *that* on page 12. Be sure you are standing near or touching the objects when you say *These are* and pointing to some objects at a distance when you say *Those are*.

2. Use familiar classroom objects at first, and then practise the sentences on page 56.

### Speech Guide

THESE are CATS and THOSE are ↘ DOGS.

THESE are BASKets and THOSE are ↘ BOXes.

*Note:*

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

**PAGE 57**

Item 24

What are these \_\_\_\_\_? They are \_\_\_\_\_.

New Words

flies      matches      trousers  
clothes

Teaching Notes

1. Teach questions and answers in the usual way using both *These* and *Those*.
2. 'Read' the pictures on page 57.

Workbook 1

Page 33

Speech Guide

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

**PAGES 58-59**

Item 24

we      you      they

New Words

children      pupils      men      women

Teaching Notes

1. Divide the class into two groups of boys and girls to practise the sentence on page 58. Tell the children to turn their chairs to face each other as they are speaking the first and second pairs of sentences. When saying *We are boys and girls*, *We are children etc.*, they should turn their faces to the teacher.
2. They will need to repeat these sentences after the teacher first, but will quickly learn them and say them as the teacher points to each group.
3. For further practice, and for classes which are not mixed, have groups of children standing in different parts of the classroom, using sentences like: *We are near the blackboard*, *We are at the back of the class*, *We are in front of the picture* and so on. Groups should still speak to each other and make replies as on page 58, and should face the teacher when speaking the third sentences.

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

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

*Second group to first group:*

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

*Third group to the teacher:*

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

5. To practise the question forms, the teacher first asks questions like those on page 59 and the pupils reply. For example, the first group of sentences on page 59 would be spoken to a group of boys. The second group of sentences on page 59 would be spoken to a group of girls. To practice *they*, the teacher asks one group questions about the other group.

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

*Teacher:* Girls.

*First group:* Are you girls?

*Second group:* No, we are not.

*Teacher:* Men.

*First group:* Are you men?

*Second group:* No, we are not.

*Teacher:* Boys.

*First group:* Are you boys?

*Second group:* Yes, we are.

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

*Teacher:* Near the desk.

*First group:* Are they near the board?

*Second group:* No, they are not.

*Teacher:* At the back of the class.

*First group:* Are they at the back of the class?

*Second group:* No, they are not.

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

9. Read pages 58–59.

Workbook 1

Page 34-35

**PAGE 60-61**

Revision Test 6

Item 25

The present continuous tense

New Words

walking    running    writing  
drawing    smiling    crying  
sitting down    standing up

Teaching Notes

1. Teach only two or three new words at a time.
2. As always, the teacher should give the model several times and then the pupils imitate.
3. While the teacher and pupils are speaking, of course, the meaning must be illustrated. This can be done by first giving a pupil an order e.g. *Walk* and then speaking while the action is going on. There are, however, some difficulties here. The actions *must* still be in progress while the words are spoken, and this is not possible for a word like *running*. Some actions are difficult to perform: a pupil can be asked to smile, but this is difficult to keep up, and to ask a pupil to cry may embarrass him. Drawings and pictures are therefore especially useful for teaching the present continuous tense. The pictures in the book may be used.
4. Vary the sentences to use *He*, *She* and *They*.
5. When the pupils are able to repeat the sentences fluently after the teacher, pass on to the third stage, the teacher merely giving a cue. This can be done by pointing to a picture, or by giving an order to a pupil.
6. 'Read' the pictures on page 62.

Workbook 1

Page 36

Speech Guide

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

Note:

1. Notice particularly the stress in the second and third sentences above.
2. The \_\_\_\_\_-ing syllable sometimes gives trouble. Some pupils tend to say 'runnen' instead of *running*.

## PAGE 63

Item 26

What is he doing?

New Words

swimming      drinking      eating  
working      sleeping

Teaching Notes

1. Teach this in the same way as item 25. Again, it will be found that drawings or pictures will be easier to handle than pupils performing actions. Use the verbs on page 62 first before introducing the new words on page 63.

2. The teacher first asks and answers questions about the picture as a model. Then the pupils repeat after her. For the third stage, the teacher points to a picture, a pupil asks the question and the teacher replies.

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

4. 'Read' the pictures on page 63.

Workbook 1

Page 37

## PAGE 64

Item 27

Yes/No questions

New Words

shouting      singing      speaking      laughing

Teaching Notes

1. Teach *Yes/No* questions as before using verbs already learnt.

2. Teach the pupils to give a full negative reply as on page 64:

*Teacher:* Is he working?

*Pupils:* Yes, he is.

*Teacher:* Is he running?

*Pupils:* No, he is not.

He is not running.

He is working.

3. Now introduce the new words on page 64. Use blackboard drawings or the pictures in the book.

4. Read page 64.

Workbook 1

Page 38

Speech Guide

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

Are they ↗ SHOUTing?

↘ No, they are ↘ NOT.

They are ↘ NOT shouting.

They are ↘ SINGing.

**PAGE 65**

Item 28

Direct object

New Words

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

Teaching Notes

1. Teach the questions and answers on page 65, using blackboard drawings or the pictures in the book.
2. First ask and answer the questions. Then let the pupils both imitate and answer the questions. For the third stage, ask pupils the questions. They should be able to answer easily since the verb used in the answer is contained in the question.
3. Then let the pupils ask the questions while the teacher points to the pictures or drawings.
4. Read page 65.
5. At this stage, the teacher can introduce some more useful phrases: *learning English, teaching English, playing a game, e.g. playing netball, singing a song, doing an exercise.*

Workbook 1

Page 39

### Speech Guide

What is he ↘ PULLing.  
He is pulling a ↘ BOAT.

#### Note:

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

### PAGE 66

#### Item 28

Direct object

#### New Words

painting a picture    drawing a bus  
touching her right leg    touching his left leg  
making a cake    brushing the floor  
smelling the flower    wearing a hat

#### Teaching Notes

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

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

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

*Teacher:*        Making a cake.

*Pupils:*        Is he making a cake?

*Teacher:*        No, he is not.

4. Read page 66.

### Speech Guide

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

#### Note:

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

**PAGE 67**

Item 28

Direct object

New Words

cooking the dinner    helping  
carrying    switching on/off  
listening    blowing up a balloon

Teaching Notes

1. The pupils look at the picture on page 67 as the teacher reads the sentences.

2. The teacher reads the sentences again, the pupils repeating them after her.

3. The teacher asks Yes/No questions:

Is the woman cooking the dinner?

Is the girl helping her?

Some negative answers can be produced:

Is the boy cooking the dinner?

Is the girl wearing a red shirt?

4. The teacher asks *What* questions:

What is the woman doing?

What is the girl doing?

Please note that in answering these questions, the pupils should use pronouns.

They should not repeat the nouns:

What is the boy doing?

He is switching on a fan.

Workbook 1

Page 40

**PAGE 68**

Item 29

Adverbials

New Words

knocking on the door    coming out  
waiting for a bus    riding in the bus  
walking along the river    pointing to the children  
going on a picnic

Teaching Notes

1. Follow the same procedure as for page 67.

**PAGE 69**

Item 30

Adverbials

New Words

climb    jump    catch    bring  
take    cut    go    here    there

Teaching Notes

1. Follow the same procedure as for page 67.
2. First teach the phrases *come here* and *go there* as orders using gestures to show the pupils what to do. One way of doing this is to bring a number of pupils one at a time to your desk by saying *Come here*, and then sending them to the corner of the classroom by saying *Go there*.
3. The pupils can then return to their places in the same way. The teacher calls them, one by one, to her desk by saying *Come here*, and sends them to their places by saying *Go there*.
4. Now introduce the words *bring* and *take*. (A great many children confuse these words.) Repeat the previous procedure, this time adding *bring* and *take* e.g:  
Come here. Bring your book.  
Go there. Take your book.  
Come here. Bring your chair.  
Go there. Take your chair.
5. Now let the pupils practise the verbs themselves by giving each other orders. An action chain is possible:  
*Omer to Uzma:*    Bring your book to me.  
                          Now, take it to Naz Alam.  
*Uzma to Naz Alam:*    Bring your chair to me.  
                          Now take it to Maruf.

Workbook 1

Page 41

**PAGES 70–71**

Revision Test 7

These pictures may be used for revising any of the following kinds of questions

and their answers:

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

## PAGE 72

Items 31-32

I/You/We/They have

### Teaching Notes

1. The teacher demonstrates *I have* a number of times, holding up items which both she and the pupils have on their desks.
2. The pupils repeat the sentences after her, holding up the same objects.
3. Go around the class, each pupil making one sentence and holding up the object: *I have a ruler, I have a pen, I have a shirt*, etc.
4. The teacher asks individual pupils questions, some of which will be answered by *Yes, I have* and others by *No, I haven't*. Please note once again it is advisable to use the contracted form in speaking: *No, I haven't*, and the full form in writing: *No, I have not*.
5. **Chain conversation** around the class, each pupil asking the next pupil a question.
6. The teacher asks questions and the whole class, or groups, reply in chorus:  
*Teacher:* Have you pictures?  
*Pupils:* Yes, we have.  
*Teacher:* Have you aeroplanes?  
*Pupils:* No, we haven't.
7. The teacher asks one group questions about another group:  
*Teacher:* Have they pencils?  
*Pupils:* Yes, they have.  
*Teacher:* Have they cats and dogs?  
*Pupils:* No, they haven't.
8. Read page 72.

## PAGE 73

Items 31-32

has

New Words

a kite

Teaching Notes

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

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

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

*Teacher:* Has Uzma a red dress?

*Pupils:* No, she hasn't.

*Teacher:* Has Omer a red shirt?

*Pupils:* Yes, he has.

4. Read page 73.

Workbook 1

Page 42

PAGES 74-75

Items 33-34

Who?

New Words

talking            all the \_\_\_\_\_

Teaching Notes

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

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

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

4. Now mix the questions:

*Teacher:* Who has a white shirt?

*Pupils:* Maruf has.

*Teacher:* Who is sitting near the window?

*Pupil:* Uzma is.

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

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

*Teacher:* Who are sitting down?

*Pupils:* All the girls are.

*Teacher:* Who have books?

*Pupils:* All the boys have.

6. Read pages 74-75.

Workbook 1

Page 43

PAGE 76

Item 35

What?

New Words

breakfast    lunch    o'clock  
morning    afternoon    night  
sun    shining    tired    half past

Teaching Notes

1. If necessary, teach the children to tell the time in English using the sentences: *What time is it? It is one o'clock. It is half past two.* It is not necessary to teach other times at this stage. Use a model clock if available. If not, use simple drawings on the blackboard. This will be taught in Book 3.

2. Read page 76 to the children while they look at the pictures.

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

What is Mrs Shah doing?

She is cooking breakfast.

It is seven o'clock.

It is morning.

What time is it?

It is seven o'clock in the morning.

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

Workbook 1

Page 44

## PAGE 77

Item 36

uncountable nouns

New Words

sugar      grass      salt      tea  
rice      bread

Teaching Notes

1. Try to have samples of the above words in the classroom. The teacher asks and answers questions like those on page 77.
2. The teacher asks the questions again and this time the pupils repeat the answers after the teacher, e.g. *Sugar is white*, etc. Note that we do not say *a sugar*, since it is an uncountable noun.
3. The teacher asks pupils questions and they answer, or the pupils can ask each other questions.
4. Read page 77.

Workbook 1

Page 45

## PAGE 78

Item 37

uncountable nouns

New Words

a piece of      a glass of, etc.

Teaching Notes

1. Demonstrate the sentences on page 78 using real objects, if possible. If not, use pictures in the book.
2. Now give the pupils question and answer drill, pointing to the objects or picture and asking *What is this?* 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 pupils invited to feel an object and say what it is.
4. One of the pupils can be invited to come to the front of the class and whispers to the teacher the object he has chosen. The rest of the class then take it in turns to guess the object he has chosen by asking him questions: *Is it a piece of chalk? Is it a piece of wood? The pupil replies No, It is not, or Yes, it is.*
5. Use page 78 for more practice.

Workbook 1

Page 46

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.

**PAGE 79**

Item 38

Some new words

New Words

day      Monday      Tuesday etc.      market  
another      friend      bus stop  
rain      wind      January      February etc.  
town      village      loud      beggar  
put      holiday

Teaching Notes

1. Go through the passage with the pupils asking and answering questions and explaining, when necessary, while the pupils look at the pictures.
2. Teach the days of the week and the months of the year.
3. Teach *holiday*: 'Sundays and Saturdays are holidays.'
4. Teach *put*: 'Put your book in the desk. He is putting his book in the desk.'

Workbook 1

Page 47

**PAGE 80**

Revision Test 8

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

Workbook 1

Page 48

## WORD LIST

The number after each word indicates the page on which it first appears. T.N. 16 means that the word is found in the Teacher's Notes for Item 16.

<b>A</b>		bottle	4	coat	43
a, an	1, 13	bottom	42	cold	31
(aero)plane	13	bowl	22	colour	77
afternoon	76	box	4	come	42
again	18	boy	6	cook	67
all (the)	75	bread	77	count	54
along	68	breakfast	76	cry	62
and	13	bring	69	cup	4
animal	46	brother	16	cupboard	34
another	79	brown	32		
answer	22	brush	66	<b>D</b>	
apple	3	bus	5	daughter	16
arm	14	bus driver	7	day	79
ask	61	bus stop	79	desk	1
at	16	button	4	dinner	67
		by	79	dirty	31
<b>B</b>				do	63
baby	67	<b>C</b>		dog	2
bad	T.N. 16	cake	12	doll	5
bag	4	car	12	door	52
ball	34	carry	67	dot	54
banana	26	cat	2	down	40
basket	26	catch	69	draw	41
bed	76	ceiling	32	drawer	18
begin	T.N. 17	chair	18	dress	14
behind	35	chalk	78	drink	63
bell	1	chicken	26	drive	66
beside	35	children	74	duck	2
bicycle	22	clap	67	duster	5
big	30	class	42		
bird	13	classroom	23	<b>E</b>	
black	32	clean	31	ear	14
(black)board	5	climb	69	eat	63
blow	67	clock	4	egg	3
blue	32	close	T.N.17	eight	44
boat	43	clothes	57	eighteen	46
book	1	cloud	48	eighty	55

eleven	46	hard	33	long	31
evening	76	have	72	look	16
every		he	6	loud	79
exercise	T.N.28	head	15	lunch	76
eye	14	headmaster	74		
		help	67	<b>M</b>	
<b>F</b>		hen	2	make	38
fall	79	here	T.N.30	man	6
fan	2	hold	41	marks	T.N.22
farm	7	holiday	T.N.38	market	79
farmer	7	hot	31	match(es)	45
fat	30	house	37	middle	43
father	16	How many?	54	milk	78
fifteen	46	hundred	55	Miss	6
fifty	55			money	79
finger	14	<b>I</b>		month	79
fire	69	ice cream	24	moon	76
fish	12	in	34	morning	76
five	44	in front of	35	mother	16
floor	32	ink	78	mouth	55
flower	13				
fly	57	<b>J</b>		<b>N</b>	
foot	14	jump	69	name	14
for	68			near	35
forty	55	<b>K</b>		neck	15
four	44	key	46	newspaper	65
fourteen	46	kick	65	night	76
friend	79	kite	73	nine	44
		knee	14	nineteen	46
<b>G</b>		knife	12	ninety	55
game	T.N.28	knock	68	noise	79
girl	9			nose	26
give	79	<b>L</b>		not	24
glass	18	lamp	24	nothing	T.N.20
go	42	laugh	64	notice	32
grass	77	learn	T.N.28	notice board	32
green	32	left	66		
		leg	14	<b>O</b>	
<b>H</b>		letter	55	o'clock	76
hair	15	line	75	of	35
hand	14	lip	14	old	30
handkerchief	22	listen	67	on	34
happy	33	little	67	one	44

open	33	room	18	song	T.N.28
orange	3	rubber	2	soup	78
over	69	ruler	1	speak	64
		run	62	spoon	18
<b>P</b>				stairs	43
page	12	<b>S</b>		stand	40
paint	66	salt	77	star	53
pan	22	saucer	22	stick	12
paper	78	say	16	stone	12
pear	26	school	23	stop	T.N.I7
pen	1	sea	35	story	69
pencil	1	seat	35	street	23
pick	41	sentence	38	string	78
picnic	68	seven	33	sugar	77
picture	12	seventeen	46	sum	33
piece	78	seventy	55	sun	76
pin	13	she	6	sweet	24
plate	4	shine	76	swim	63
play	65	ship	13	switch	67
playground	48	shirt	14		
pocket	79	shoe	14	<b>T</b>	
point	16	shop	13	table	18
policeman	7	short	30	tablecloth	18
postman	7	shout	64	tail	26
pot	4	show	79	take	69
pull	65	shut	33	talk	74
pupil	27	side	42	tall	30
push	65	sing	64	tap	22
put	69	sir	31	tea	17
		sister	16	teapot	24
<b>Q</b>		sit	40	teach	T.N.28
question	22	six	44	teacher	6
		sixteen	46	telephone	23
<b>R</b>		sixty	55	ten	44
radio	48	sky	48	that	2
rain	79	sleep	63	the	22
read	65	small	30	there	47
red	32	smell	66	these	51
rice	77	smile	62	they	53
ride	68	soap	78	thick	31
right	66	soft	T.N.13	thin	30
river	43	some	69	thirteen	46
road	48	son	16	thirty	55

this	12	Who?	75
those	55	wind	79
three	44	window	13
thumb	14	with	69
tick	12	woman	6
tired	76	wood	78
to	42	work	63
tongue	14	write	41
tooth	14	writing	62
top	42	wrong	33
touch	14		
towel	18	<b>Y</b>	
town	79	yellow	32
toy	46	you	8
train	5	young	30
truck	5		
tree	19		
trousers	57		
twelve	46		
twenty	46		
twenty-one	54		
two	44		
<b>U</b>			
umbrella	3		
under	34		
up	40		
<b>V</b>			
village	79		
<b>W</b>			
wait	68		
a walk	62		
wall	32		
wash	65		
water	78		
we	58		
wear	66		
What?	18		
wheel	26		
Where?	52		
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