

# **ACTIVE ENGLISH**

Teacher's Notes

# **2**

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# General Introduction

Book 2 and the accompanying Workbook and Teacher's Notes are intended for use in the second or third year of English. The first eleven pages of the main book are devoted to the revision of vocabulary and language structures taught in previous years. Throughout the book new items taught are revised systematically. There is also a good deal of 'built-in' revision including the incidental revision of vocabulary in the phonic reading sections.

The year's work includes the following:

## Oral Work

**VOCABULARY.** 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 thoroughly taught and revised as well as some other less important constructions.

## Reading

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

## Writing

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

# 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 '.

ðis iz ə 'buk

**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>

Revision

A: *Look at No. 1. What is it?*

B: *It is an aeroplane?*

Teaching Notes

1. The aim is to revise the above constructions and some useful vocabulary.

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

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

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

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

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

Speech Guide

What ↘ IS it?

It is an ↘ AERoplane.

Note:

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

## PAGES 2-3

### Revision

- A: *Is it a pencil?*  
B: *No, it is not. It is not a pencil.*  
C: *Is it a house?*  
D: *Yes, it is. It is a house.*

### Teaching Notes

1. Use the conversations given at the top of page 3 with the pictures on page 2. Use whichever conversation is suitable i.e. the first one with things and the second with people. Note that the first question expects a negative reply. For procedure please see Notes 1-6 on Page 1.

2. The conversation can be used with the objects on page 1.

3. Additional reading practice is given at the bottom of page 3. This should be read in pairs, one pupil taking the part of A and another taking the part of B, and using their own names. After a while, many of the pupils will know the whole dialogue by heart and will be able to practise the conversation without the help of the book, or with only an occasional glance at the book.

### Workbook 2

Page 1: The pupils finish the sentences. As always this should be done orally at first and then in writing. The aim of the Workbooks is to provide practice in writing correct English. There should not be any mistakes.

### Speech Guide

Is it a ↗ PENcil?

↘ NO, it is ↘ NOT. It is ↘ NOT a pencil.

Is it a ↘ HOUSE?

↘ YES, it ↘ IS. It is a ↘ HOUSE.

Note:

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

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

It is NOT a pencil.

#### PAGE 4

##### Revision

1. A: *What colour is it?*  
B: *It is black. It is a black car.*  
A: *Where is the black car?*  
B: *It is under the table.*
2. A: *Is there a car under the table?*  
B: *Yes, there is. There is a car under the table.*

##### Teaching Notes

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

##### Workbook 2

Page 2

##### Speech Guide

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

*Note:*

1. As always, only the important words are stressed. In the third line 'the blue car, is not stressed because it has been mentioned before. The important word is WHERE.
2. In the last line the words 'under' and 'green' are both important and receive some stress, but the main stress is on 'table'  
Is there a ↗ CAR under the table?  
↘ YES, there ↘ IS. There ↘ IS a car under the table.

*Note:*

1. This time the question expects the answer Yes or No, so the rising tone is used. The tone begins to rise on 'car' and continues upwards until the end of the sentence.
2. In the reply, a common mistake is to stress 'car', 'under' or 'table', but these words are not important: they are merely repetitions of words used in the question.

## PAGE 5

### Revision

1. A: *What are these?*  
B: *They are glasses.*  
A: *What colour are they?*  
B: *They are green. They are green glasses.*  
A: *Where are the green glasses?*  
B: *They are on the red table.*
2. A: *How many glasses are there on the table?*  
B: *Four. There are four glasses on the table.*

### Teaching Notes

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

### Workbook 2

Page 3

### Speech Guide

*Note:*

1. The stress and intonation of the first conversation is as on page 4.
2. Notice the important words in the second conversation:  
How many ↘ GLASSes are there on the table?  
↘ FOUR. There are ↘ FOUR glasses on the table.
3. Remember the three different plural sounds:  
/s/ : cats/kæts/; pots/ pɒts/; clocks /klɒks/;  
/z/ : hens /henz/; pens /penz/; shoes /ʃu:z/; pencils  
/'penslz/; bottles /'bɒtlz/;  
/ɪz/ : glasses /'glɑ:sɪz/; boxes /'bɒksɪz/; oranges  
/'ɔrɪŋdʒ ɪz/; matches /'mætʃɪz/.

## PAGE 6

### Revision

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

### Teaching Notes

1. Use the first conversation with pictures 1, 2, 5, 6, 9 and 10. Use the second conversation with pictures 3, 4, 7, 8, 11 and 12. Follow the same procedure as in the previous lessons.
2. For extra practice, the first conversation can be used with pictures 3, 4, 8, 11 and 12 by indicating one person:  
A: Look at number 3. Look at the boy. Is he walking?

### Speech Guide

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

#### Note:

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

## PAGE 7

### Revision

- She is holding a book.*  
*He is walking to the door.*  
*She is putting the ball in the cupboard.*

### Teaching Notes

1. The aim is to practise the present continuous tense followed by a direct object, as in 1, followed by adverbial, as in 2, or by a direct object and adverbial, as in 3.
2. Use the same procedure as in previous lessons.
3. Give additional practice using classroom pictures, objects or situations.

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

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

### Workbook 2

Page 4 gives additional reading and writing practice.

### Speech Guide

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

She is holding a ↘ BOOK.

He is walking to the ↘ DOOR.

She is putting the ball in the ↘ CUPboard.

## PAGES 8-9

### Revision

1. A: *Who has a black shirt?*  
B: *Omer has. He has a black shirt.*
2. A: *Who have white dresses?*  
B: *Uzma and Naz Alam have. They have white dresses.*
3. A: *Who is kicking the ball?*  
B: *Maruf is. He is kicking the ball.*

### Teaching Notes

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

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

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

4. The tables at the bottom of page 9 should be revised orally at first. The teacher gives an order, not forgetting to say 'please', and a pupil replies by saying what he is doing. Practise this in the plural as 'we'. Then let the pupils practise this in pairs.

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

Workbook 2

Page 5: As always, the exercises should be worked orally before they are written.

Speech Guide

- A: Who has a black ↘ SHIRT?  
B: ↘ OMER has. He has a black ↘ SHIRT.  
C: Please open the ↘ DOOR.  
B: I am opening the ↘ DOOR.

*Note:*

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

**PAGE 10**

Revision

a glass of milk, a piece of string, etc.

Teaching Notes

1. Use the conversation with the pictures in normal way.
2. Practice the question and answers in the table at the bottom of page 10, first by teacher-pupil conversation, and then by a general conversation round the class.
3. The table can then be used for extra reading or writing practice.

Workbook 2

Page 6

Speech Guide

It is a glass of ↘ MILK.

*Note:*

Notice that although 'glass' is stressed, 'milk' is given the main stress. The same is true of all the other phrases: a piece of ↘ STRING, a bottle of ↘ INK, etc.

## PAGE 11

### Revision

### Teaching Notes

1. The teacher first reads the questions to the class calling upon individual pupils to answer.
2. Pupils take turns to read a question and name the person who has to answer.

## PAGES 12-14

### Chapter 1

But

### New Words

a circle	a square	a bell	a drum
a collar	a tie	a king	a queen
a truck	a pin	a needle	a farmer
a doctor	a hammer	a nail	
fire	ice	round	a kitten
a horse	weak	strong	year

### Teaching Notes

1. Teach the examples on page 12 in the usual way. (See: Teaching New Items, page 3.) Use familiar words only e.g. the ones on page 12 or 'big/small', 'cold/hot', 'dirty/clean', etc.
2. Read page 12 with the pupils.
3. Teach the new words on page 13 using real objects whenever possible, drawings on the blackboard or the pictures on page 13.
4. Read page 13 with the pupils.
5. The top of page 14 provides practice in **phonics**. In this case we are revising the sounds most often associated with five letters. Letters with the same sound are printed in the same colour. The teacher should draw the pupils' attention to this. (There will also be some vocabulary revision.) The words should be read first across the page, so that one sound is repeated, and then down the page in columns. Later, pupils can work in the pairs reading words to each other in any order.
6. Before learning the rhyme at the foot of page 14, the words 'ice', 'fire', 'kitten', 'horse' and 'year' should be taught. The adjectives 'round', 'weak', and 'strong' may also be taught at the same time. In any case the rhyme will bring

out the meaning. Rhymes like this one should be learnt intelligently, not parrot-fashion. This means reading the whole rhyme several times, thinking of the meaning. The children, individuals or as a class, then attempt to say the rhyme aloud with the teacher supplying assistance e.g.

Teacher: *Ice is . . . . .*  
 Class: *cold.*  
 Teacher: *but fire . . . . .*  
 Class: *is hot.*

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

**Workbook 2**

Page 7

**Speech Guide**

*Note:*

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

Maruf is ↘ TALL but Uzma is ↘ SHORT.

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

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

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

**PAGES 15-17**

**Chapter 2**

Or

**New Words**

coffee	top	bottom	back/front
ankle	knee	full	empty
easy	hard	wet	dry

**Teaching Notes**

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

2. Give more practice, this time using uncountable nouns as in the first example on page 15. (For other examples see page 10 of the Main Book.)

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

4. Now teach *ankle, knee, wrist, shoulder* (the last two are not in the book), *full, empty, easy, hard, wet* and *dry*. Practise using these words in questions.

5. This would be an opportunity to revise parts of the body: *Is this my head or my neck?*

6. The bottom of page 16 gives more examples of the sound and letter combinations taught in the previous chapter.

7. The revision exercise on page 17 should be worked through orally in class. The pupils may then write them out in class or for homework.

## Workbook 2

Page 8-9

## Speech Guide

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

Is this <sup>^</sup>TEA or <sup>^</sup>COFfee?

Is this the <sup>^</sup>TOP of the blackboard or the  
<sub>v</sub>BOTtom of the blackboard?

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

the top of  
the front of

## PAGES 18-20

### Chapter 3

Don't

### New Words

path  
fight

pavement  
naughty

across  
always

dangerous  
date

### Teaching Notes

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

2. Let the pupils give each other orders in the affirmative and the negative

around the class e.g. *Don't sit down*. The pupil spoken to then stands up, and so on around the class. Teach the pupils to say *please don't* \_\_\_\_\_.

3. Give the pupils a little talk on road safety using the three illustrations on page 19 if necessary.

4. Teach the pupils the words *path, pavement, across, dangerous, fight, naughty* using the illustrations on page 19.

5. Learn the rhyme on page 20.

6. At the bottom of page 20 you will find still more examples of the sounds associated with the letters *a, e, i, o, u*. There is one word here which may not have been taught before: *date*

## Workbook 2

Page 10

## Speech Guide

1. When teaching the pupils the rhyme on page 20, make the rhyme dear by stressing the words as follows:

Don't RUN across the ROAD.

STOP and LOOK.

Don't WRITE on the WALL.

WRITE in your BOOK.

Don't RUN in SCHOOL.

Always WALK.

LISten to the TEACHer.

PLEASE don't TALK.

## PAGES 21-23

### Chapter 4

me   you   him   her   it   us   them

### Teaching Notes

1. The simplest way to teach pronouns is to demonstrate and then let the pupils imitate you one by one while in the same situation. To teach the words with the first picture on page 21 the teacher touches a pupil and tells the pupil to touch the teacher. The teacher then says: I am touching you. *You are touching me*. The pupil repeats these words after the teacher and then repeats the action and words with the next pupil. This goes on until everyone in the class has spoken at least once.

2. *I am touching her/him* is dealt with in the same way around the class,

each pupil touching another pupil and then saying to the rest of the class *I am touching him/her*.

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

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

Pupil: *Yes, I am touching it.*

Use any familiar verbs.

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

Teacher: *I am teaching you.*

Pupils: *Yes, you are teaching us.*

Teacher: *I am looking at you.*

Pupils: *Yes, you are looking at us.*

Teacher: *I am talking/speaking to you.*

Pupils: *Yes, you are talking/speaking to us.*

Teacher: *I am reading to you.*

Pupils: *Yes, you are reading to us.*

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

Teacher: *I am teaching them.*

Pupils: *Yes, you are teaching them.*

Teacher: *I am pointing at them.*

Pupils: *Yes, you are pointing at them.*

6. The table at the bottom of page 22 provides a very large number of examples for speaking or writing.

7. Phonics on page 23 provide 12 examples, words already known to the class, where the letters *ea* are pronounced. Note the exceptions *head*, *bread*, *breakfast* and *pear*. Write some of the words on the board in any order mixing the two sounds, let the class read them aloud.

Workbook 2

Page 11

Speech Guide

Take care that the pupils say 'him', not 'heem' and 'it', not 'eat':  
/him/ not /hi:m/, /it/ not /i:t/.

## PAGES 24-26

### Chapter 5

Too

### New Words

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

### Teaching Notes

1. Teach *too* using pairs of objects e.g. a red book and a blue book: *This is a book and this is a book, too*. Remember that if you use this for your examples, your pupils will have *a* to change to *that* when they repeat. There is no objection to this provided that it does not cause difficulty. If it does, the solution is to have the object at some distance from the teacher, who points and says: *That is \_\_\_\_\_* the pupils merely repeating what she says.

2. Still using *too*, teach the new words on page 24 using real objects, pictures, blackboard drawings or the illustrations in the book.

3. Give more practice using *too* with sentences like those on page 25 using familiar verbs e.g. *Omer is reading and Uzma is reading, too*. Then teach the new words on page 25.

4. The top of page 26 is an exercise in sentence completion. When it has been worked, ask the class to cover up the exercise and make sentences about the pictures using *too*.

5. For further practice the pupils make up sentences of their own about the classroom using *too*.

### Workbook 2

Page 12

### Speech Guide

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

This is a ↘ BUCKET and ↘ THIS is a bucket, too.

John is ↘ PAINTing and ↘ MARuf is painting, too.

## PAGES 27-29

### Chapter 6

### One

### New Words

a hat      a skirt      a sock      a stocking  
same      different      a flag      a stamp      a gate

### Teaching Notes

1. Teach the use of *one* using sentences like those on page 27 but using only words already well known:

This is a short ruler. This is a long one.

This is a big book. This is a small one.

This is a red pencil. This is a yellow one.

2. Then teach the sentences on page 27 and 28 using objects, pictures, blackboard drawings or the illustrations in the book.

3. The final activity could be a chain conversation round the class:

1st pupil: *I have a red pencil.*

2nd pupil: *I have a blue one. I have a short ruler.*

3rd pupil: *I have a long one. I have a white shirt.*

(and so on)

4. Another way of doing this is to let any pupil in the class respond if he has the same object of a different colour, size, shape, etc. as that of the last speaker.

5. Another way of creating interest in this activity is for the teacher to have a number of pairs of objects in a bag. Each pupil has a lucky dip. He or she keeps the object drawn and the activity continues as in Note 4.

6. The exercises on page 29 are self-explanatory.

### Workbook 2

Page 13

### Speech Guide

1. As you would expect, the adjectives receive the main stress:

This is a ↘ NEW hat. This is an ↘ OLD one.

This is a ↘ BLUE flag and this is a ↘ GREEN one.

2. When there is no adjective, the noun receives the stress:

These are ↘ SOCKS. These are ↘ DIFFerent ones.

3. Do not let your pupils make the elementary mistakes of thinking that because an item is new it should be stressed. The word *one* is never stressed in sentences like these.

4. Pay particular attention to the final consonants in these words:
- |       |       |       |
|-------|-------|-------|
| hat   | old   | skirt |
| short | socks | flag  |
| stamp | gate  |       |

## PAGES 30-31

### Chapter 7

our      your      their      its

### Teaching Notes

1. Teach *our* and *your* using conversational exchanges like those on page 30. Some more possibilities are:

Teacher: *Touch your heads.*

Pupils: *We are touching our heads.*

Teacher: *Look at your books.*

Pupils: *We are looking at our books.*

Teacher: *Clap your hands.*

Pupils: *We are clapping our hands.*

2. To teach *their*, divide the class into half or groups, or into girls and boys as on page 30. After speaking to one group, using sentences like those above, the teacher tells the other group what they are doing.

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

Boys: *We are holding up our books.*

Teacher (to girls): *Look at the boys. They are holding up their books.*

3. Teach *its* using drawings of animals on the board and sentences like those on page 31.

4. The words at the bottom of page 31 are examples of the most usual sound associated with the letter combination 'ar'. Note the exceptions, however.

### Workbook 2

Page 14

### Speech Guide

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

↘ BOYS, hold up your ↘ BOOKS.

We are ↘ HOLDing up our books.

## PAGES 32-35

### Chapter 8

some any no many

### New Word

children

### Teaching Notes

1. Teach *some* and *any* in questions and negative and affirmative sentences like those on page 32 using any convenient objects or pictures. While demonstrating, the teacher will ask and answer the questions but later the pupils must be able to do both themselves.

2. Before reading page 33, the teacher should practise the two negative forms using conversational exchanges like the ones following. When speaking, it is preferable to use the contracted form:

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

Pupils: *No, it has no arms.*

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

Pupils: *No, it has no wheels.*

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

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

5. A good deal of time will be needed to teach *a lot of*, and *not many* as on page 34. Use classroom objects first and let the pupils use both forms. Once again the contracted form of the negative sentence sounds more natural when speaking: *He hasn't many books*.

6. The words at the bottom of page 34 are examples of the sound most usually associated with **ai**. Again note the exceptions.

7. Page 35 is self-explanatory. It should be worked through orally in class and may be used for written work afterwards.

### Workbook 2

Pages 15-17

### Speech Guide

1. On page 32, the important words here are nouns and these are stressed,

NOT *some* and *any*.

Has it any ↗ LEGS?

Has it any ↗ ARMS?

It has some ↘ LEGS but it hasn't any ↘ ARMS.

2. On page 33, however, the noun is not stressed when it is repeated:  
The doll hasn't any ↘ ARMS.  
It has ↘ NO arms.

## PAGES 36-38

Chapter 9

some    any    no    much

Teaching Notes

1. These items are taught in the same way as in the previous lesson except that we are now using uncountable nouns. Use real objects, drawings on the blackboard or the illustrations in the book as convenient.
2. Teach the items on page 36, 37 and 38 separately i.e. deal with each page, along with its speaking and reading activities, before going on to the next.
3. The bottom of page 38 gives examples, using words already known of course, of three sounds associated with the letters **ow**. As before, write the words on the blackboard in any order and let the pupils read them aloud.

Workbook 2

Pages 18-19

Speech Guide

1. Again it will be found more natural to use the contracted forms for negative sentences:  
There isn't any water.  
There isn't much sand.  
There isn't any ink.
2. The final **nd** of sound may present a little difficulty and require practice.

## PAGES 39-41

Chapter 10

Are there?    There are not

New Word

people

## Teaching Notes

1. Teach the sentence pattern on page 39 in the usual way. At first the teacher will ask and answer the questions, the pupils imitating. Then the pupils must be given practice in both asking and answering questions. Use familiar objects first e.g. books on the desk, pencils in a box, and so on. The contracted negative form may be used in speaking: *There aren't many flowers.*

2. Then teach the same constructions using uncountable nouns: water, bread, chalk, ink, etc.

3. Then give pupils practice in asking and answering questions using both kinds of nouns as on page 40.

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

5. The words at the bottom of page 40 are the examples of sounds usually associated with **ou**. The exercises on page 41 are self-explanatory. A good class might be able to make up its own riddles like those in exercise C.

## Workbook 2

Pages 20-21

## Speech Guide

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

Are there any ↗ FLOWers in the picture?

↘ YES, there ↘ ARE. There ↘ ARE some flowers.

Is there any ↗ BREAD on the table?

↘ NO there is ↘ NOT. (There ↘ ISn't.)

There is ↘ NOT any bread. (There ↘ ISn't any bread.)

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

## PAGES 42-45

### Chapter 11

in bed, at school, etc.

### New Words

cross(v) a harbour tin (countable and uncountable)  
on foot by bus by truck by car  
by ferry by train, etc.

### Teaching Notes

1. Revise telling the time. Draw several clock faces on the board, with suitable times, and practise sentences like *It is time for school. It is time for bed, etc.* Then read page 42.
2. Teach *by bus, by truck*, etc. using the illustrations on page 43.
3. Teach *made of and full of* with classroom objects before reading page 44.
4. On page 45, there is a rhyme which can be learnt very quickly and which will help to ensure the correct use of these prepositional phrases.
5. At the bottom of page 45 there are some examples of a sound represented by the letter *o*.

### Workbook 2

Pages 22-23

### Speech Guide

Remember to join words together whenever possible:

Now he is at ↘ WORK.

It is made of ↘ WOOD.

## PAGES 46-48

### Chapter 12

can cannot (can't)

### New Words

a toe ride bend lift  
light heavy break bite  
spell

### Teaching Notes

1. Teach *can* and *can't* using familiar verbs. For example bring out two pupils. One faces the blackboard and the other faces the opposite way. Then say:

Omer can see the blackboard. Uzma cannot (can't) see the blackboard.

2. Then teach the new words on page 46.

3. The top of page 47 revises practice in using short answers. Note the new words: *break*, *bit* and *spell*.

4. The bottom of page 47 gives examples of the letters *ch* used at the beginning, in the middle, and at the end of a word.

5. The exercises on page 48 should be worked through orally. They may be used for written work afterwards.

Workbook 2

Pages 24-25

Speech Guide

Note the pronunciation of these words:

toes /touz/ bicycle /'baisikl/ horses /'hɔ:siz/

light /lait/ touch /tʌtʃ/ bite /bait/

**PAGES 49-50**

Chapter 13

May I?

New Word

outside

Teaching Notes

1. Perhaps the best way of teaching this construction is for the teacher to read the examples on pages 49-50 with the pupils.

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

3. The bottom of page 50 gives 20 examples of the sound represented by the letters **er** at the end of words.

Workbook 2

Page 26

## Speech Guide

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

May I go out ↗ SIDE, please?

## PAGES 51-53

### Chapter 14

a teacher, a doctor, etc.

### New Words

a doctor a nurse a soldier a sailor a beggar  
a gardener a shopkeeper a servant a fisherman  
a workman an engine a hospital a gun

### Teaching Notes

1. The teacher reads the occupations listed on page 51-52 while the pupils look at the pictures.

2. Give more practice using simple drawings on the board. Make these as simple as possible saying the occupations several times as you do the drawings. For a doctor, draw a face with a stethoscope; for a nurse, draw a girl's face with a nurse's headdress; for a gardener, draw a man holding flowers. When symbols of all the occupations have been drawn, use the pictures as cues. As the teacher points, the class says *He is a doctor, She is a servant, etc.*

3. Then the pupils read pages 51-52. The bottom of page 52 gives examples of words which contain the same sound spelt either **ir** or **ur**.

### Workbook 2

Page 27

### Speech Guide

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

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

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

He is a farmer. /hi: izəfɑ:mə/

The farmer is working. /ðəfɑ:mər iz wə:kiŋ/

Chapter 15

Comparison of adjectives

New Words

cheap	dear	slow	fast
ugly	beautiful	careful	careless
better	worse	clever	

Teaching Notes

1. Teach the basic sentence pattern on page 54 using familiar words. For example, you might use *taller* and *shorter*. A number of children then stand in the front of the class in the order of their height. Each pupil then takes his turn to say *I am taller than \_\_\_\_\_* (the name of the next person in the line.) When the last person has spoken, the process is repeated moving in the opposite direction: *I am shorter than \_\_\_\_\_* and so on. Now the rest of the class may be given practice. As the teacher points to the child, the class says *Omer is taller than Uzma, Zeba is shorter than Zohra*.

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

3. Then introduce the new words on page 54: *cheaper, dearer*. Draw articles on the board and label their prices: Re 1.00, Re 1.50, etc. The pupils are then invited to make up their own sentences: *The orange is dearer than the apple. The apple is cheaper than the book*, etc.

4. Then read page 54 with the children.

5. Teach *fast, slow, faster* and *slower*. Draw on the board an aeroplane, a car, a bicycle and a man walking, and guide the pupils to make up sentences.

6. Teach *greedy* using the picture on page 55 if necessary. It may be necessary to explain in the pupils' native language.

7. Give practice in using *cleaner, dirtier* (use articles of clothing if possible, but not the ones being worn by the pupils; *easy* and *easier* using sums on the board; *heavy* and *heavier* using any convenient objects; *happy* and *happier* using the illustrations on page 55.

8. Then read page 55 with the class.

9. The new words on page 56 and 57 are difficult to teach without especially prepared illustrations, and probably the best way of dealing with them is to read these pages to the children as they look at the pictures.

10. Some attention will be needed to be paid to the spellings of the comparative form particularly *thinner* and *bigger*, where the *y* ending of the adjectives changes to *ier* in the comparative form. The Workbook gives more practice in using these comparative forms but the teacher should make sure that

the children can spell all the words correctly before the exercises in the Workbook are attempted.

Workbook 2

Pages 28-29

PAGES 58-59

Chapter 16

mine yours his hers ours theirs

New Words

a purse	scissors	clothes	a thing
a drawing	an envelope	a ring	a rupee
a boat	a map	a handle	sad

Teaching Notes

1. Teach *mine* and *yours* first by demonstrating and giving a model, speaking to a pupil in the front of the class. The next stage is a dialogue with the class. The teacher holds up a number of objects in turn and says *This is my \_\_\_\_\_*. *It is mine* and the class responds in chorus *Yes, it is yours*. Then use the same dialogue as a general conversation around the class. Repeat using more than one object e.g. *These are my books. They are mine*.

N.B. When the person speaking says *These*, the person responding says *Those*.

2. Now teach the new words on page 58: *purse, scissors, clothes*.

3. Then read page 58 with the pupil.

4. *His* and *hers* on page 59 are easier to teach. Have two pupils in the front of the class, give them a number of objects to hold and use the sentence pattern on page 59. The pupils repeat after the teacher. The teacher can then use the names of objects as cues to practise the sentences at the bottom of page 59:

Teacher: *the book*

Class: *The book is hers.*

Teacher: *the umbrella*

Class: *The umbrella is his.*

5. Now teach the new words on page 59 using actual objects if possible.

6. To practise *ours, yours* (plural) and *theirs*, have the class divided into two halves with a number of objects on their desks. The teacher gives the cue by naming and object and pointing to one of the groups:

Teacher (pointing to group A): *pens*

Group A (to group B): *The pens on our desks are ours.*

*The pens on your desks are yours.*

(Then speaking to the teacher and pointing to the other group):

*The pens on their desks are theirs.*

7. Page 61 gives a useful rhyme for the children to memorize.
8. The bottom of page 61 provides examples of words ending in **-le**. Please note, however, that *handle* is a new word and must be taught before the words are read.
9. Page 62 provides revision exercises.

Workbook 2

Page 30

Speech Guide

In these sentences the possessive adjectives and pronouns are the important words and receive the main stress:

This is ↘ MY kite. It is ↘ MINE.

↘ YES, it is ↘ YOUR kite. It is ↘ YOURS.

These are ↘ BETty's things. They are ↘ HERS.

The books on our desks are ↘ OURS. They are ↘ OURS.

PAGES 63-64

Chapter 17

Here is \_\_\_\_\_. Here are \_\_\_\_\_.

New Words

a bandage a chain tie up

Teaching Notes

1. The teacher demonstrates the use of *Here is* by taking a number of objects from a bag saying: *Here is an orange, Here is a ruler* as she does so.

2. Teach the pupils to say *Here is* and *here are*. Pay attention to joining the words: *Here is ...* and *Here are ...*

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

Teacher: *Here is a handkerchief.*

Pupil (to whom the handkerchief belongs):

*It is my handkerchief.*

*It is mine.*

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

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

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

5. Read pages 63-64.

6. Read the words at the bottom of page 64, paying particular attention to pronunciation until everyone in the class is able to read the words.

### Speech Guide

Note that while *Here is* normally pronounced /hiə/, an **r** is added before a vowel. *Here is* becomes /hiəriz/ and *Here are* becomes /hiərə:/

## PAGES 65-66

### Chapter 18

Here it is!

Here they are!

### New Words

cotton

meat

flour

a blanket

ripe

grandfather

grandmother

grandson

granddaughter

grey

### Teaching Notes

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

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

3. Now teach the new words on page 65 using the pictures on the page when necessary.

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

5. Then read pages 65-66 with the children.

6. The words at the bottom of page 66 are for practising letter groups containing *r*.

Workbook 2

Pages 31-32

Speech Guide

1. The main stress is placed on the first word of the exclamation:  
    ↘ HERE it is!  
    ↘ HERE they are!
2. This will be a useful time to emphasise the short sound rather than the long sound: /hiər it iz/ not /hi:əər i:t i:z/

PAGES 67-69

Chapter 19

someone something anyone anybody  
nothing etc.

New Word

think

Teaching Notes

1. Teach the dialogue in the affirmative version first, as with pictures 1 and 3 on page 67. Use any classroom objects. The teacher first demonstrates by asking and answering the questions. For the next stage the teacher asks the questions and the pupils reply. Later, give the pupils practice in asking while the teacher or other pupils reply. In each case the teacher shows what the question is to be about by pointing and naming the position:

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

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

Pupil B: *Yes, there is.*

*There is something under the table.*

*It is a book.*

2. Repeat the procedure using the negative forms as with pictures 2 and 4 on page 67. The contracted forms may be used: *There isn't anything under the desk.*

3. Then read page 67.

4. Practise the patterns on page 68. Almost any large pictures showing people can be used for these.

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

6. Then read page 68.

7. Page 69 gives more practice, providing pictures and the words to be used. An example is given of the dialogue to be used.

8. At the bottom of page 69 are examples of words with **ng** and **nk**. There is one new word: *think*. This can probably be taught by miming, that is, acting the word. If this is not found possible, it may be necessary to explain in the pupils' own language.

Workbook 2

Pages 33-35

PAGES 70-72

Chapter 20

What time is it?

New Words

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

Teaching Notes

1. Use either a clock face with movable hands, which can easily be made, or else drawings on the blackboard. Teach first the patterns *What time is it? It is five past \_\_\_\_\_.* *It is ten past \_\_\_\_\_ etc.*

2. Now teach the pattern *It is five to \_\_\_\_\_.* *It is ten to \_\_\_\_\_.*

3. Now teach *a quarter past, half past, a quarter to.*

4. Now revise all the times using a different question: *What is the time?*

5. Read pages 70-71.

6. Practise the words at the bottom of page 71: pairs of letters containing **l**.

7. Work the revision exercise A on page 72.

8. Teach the new words: *add, subtract, multiply, divide, start* and *left* by using examples like those at the bottom of page 72.

Workbook 2

Pages 36-37

Speech Guide

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

half past ten  
a quarter past two  
half past twelve

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

half past five  
a quarter past nine

## PAGES 73-75

Chapter 21

was      were

New Word

ago

Teaching Notes

1. Demonstrate the sentences accompanying pictures nos. 1-3 on page 73, suiting to the actions of the words.

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

Teacher (having put a book on the table): *Where is the book?*

Pupils:      *It is on the table.*

Teacher (having put the book on the chair): *Where is the book?*

Pupils:      *It is on the chair.*

Teacher:      *Where was the book?*

Pupils:      *It was on the chair.*

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

Teacher:      *Where is Omer?*

Pupils:      *He is near the blackboard.*

Teacher:      *Where was Omer?*

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

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

4. Then read page 73.

5. Practise short answers by asking questions like those on page 74. Then read page 74.

6. Before working the exercise at the top of page 75, teach the meaning of *ago* if necessary.

7. The words at the bottom of page 75 give practice in pronouncing pairs of letters beginning with *s*.

Workbook 2

Pages 38-39

Speech Guide

Some of the words in the phonic exercise at the bottom of page 75 require special attention:

swim: /swim/ not /swi:m/

switch: /switʃ/ not /swif/

sweep: /swi:p/ not /swip/

sleep: /sli:p/ not /slip/

subtract: Do not leave out the *b*.

scissors: /'sizəz/ not /'si:zəz/

sugar: /'fugə/ not /'sug/ə/

PAGES 76-78

Chapter 22

had

Teaching Notes

1. Read page 76 with the class.
2. The teacher demonstrates the contrast between *has* and *had*. A number of children standing in front of the class are given numbers of objects. The first child might have three books. The teacher takes away one book and says: *Omer had three books. Now he has two books.* This is repeated with each pupil in the line with different objects.
3. Procedure in 2 is repeated but now the pupils say the sentences.
4. Practise the questions on page 77 following the similar procedure. Each child in the row says in turn how many objects he has. All the objects are then given back to the teacher, who then asks questions: *Did Uzma have three rulers?* The pupils reply with either *Yes, she did. She had three rulers.* or *No, she did not. She had two rulers.* This can be made into a memory contest between two teams.
5. The same procedure can be followed using questions beginning with *How many* like the ones at the bottom of page 77. Instead of objects, blackboard drawings of people and things can be used. The objects are then rubbed off and the pupils have to remember how many each person had.

Workbook 2

Page 40

## Speech Guide

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

## PAGES 79-80

### Chapter 23

Have breakfast, etc.

### New Words

a meal            sick            a cold            a rest  
a bath            a ride

### Teaching Notes

1. Read pages 79-80 with the class.

2. Practise these questions and answers around the class.

Teacher: *At what time do you have breakfast/lunch/dinner?*

Pupil: *I have my breakfast/lunch/dinner at \_\_\_\_\_ o'clock.*

Teacher: *What did you have for breakfast this morning?*

Pupil: *I had an egg for breakfast this morning.*

Teacher: *When did you have a cold/bath/swim?*

Pupil: *I had a cold/bath/swim five months/hours/days ago.*

3. A common mistake is to say *I am (not) having a cold*. This is wrong. The correct form is: *I have a cold or: I do not have a cold*. Go around the class and ask the pupils in turn if he/she has a cold now: *Have you a cold now?*

4. Read page 80.

5. The phonic exercise at the foot of page 80 gives practice in the sound of the letters **ch** at the beginning or the end of words.

### Workbook

Page 41

### Speech Guide

These words may require special attention:

sick (sound the final **-k**)

rest (sound the final **-t**)

chalk (sound the final **-lk**)

lunch: /lʌntʃ/ not /lʌndʒ/.

## PAGES 81-85

### Chapter 24

### The simple past tense

#### New Words

Irregular past forms: said went wore  
got sat came wrote ate drew  
saw brought

#### Teaching Notes

1. Read the sentences on page 81 while the children look at the pictures. First ask questions like those at the bottom of the page, the children answering.

2. Bring a child to the front and ask him or her to carry out a number of actions like those on page 81 i.e. verbs which have a past tense ending in *ed*. Then ask the question: *What did he/she do?* This can be made into a game by having more than one child carry out a number of different actions. A mark can then be given to a team when a member of the team produces a correct sentence: *Uzma looked out of the window. Omer opened the door, etc.*

3. Now read pages 82 and 83 with the pupils. The teacher then asks the questions on page 84 and the pupils reply as in the first example.

4. Extra practice in using the past tense in the negative and affirmative can be given by additional questions. For example, as in paragraph No. 1 on page 82, in addition to the question: *Did Uzma go to school on a truck?* we could ask: *Did Omer go to school on bus? Did Maruf go to school on a truck? Did Uzma go to school on foot?* In the same way extra questions can be asked about the other paragraphs.

5. The teacher must be prepared to spend some time on this exercise, probably in several successive lessons, since it involves remembering a number of irregular past tense forms.

6. The bottom of page 84 gives some practice in the three different ways in which the letters **-ed** are pronounced at the end of a word.

7. Page 84 provides revision of the past form *had* and the irregular past forms already taught. The verb forms at the foot of the page must be learnt before going on to the next lesson.

#### Workbook

Pages 42-44

#### Speech Guide

Some of the past tense forms present difficulties in pronunciation:

went (sound the final letter): /went/ not /wen/  
got, sat, wrote, (sound the final *t*)  
bought: /bɔ:t/ not /bɔt/

## PAGES 86-88

### Chapter 25

Simple present tense

### New Words

wake up      a comb      a person      poor  
beg   brave   a thief      steal  
a fool      foolish

### Teaching Notes

1. Read page 86 with the class.
2. Practise conversations like those at the bottom of page 86 around the class:

Teacher: *Where do you live?*

Pupil: *I live in Nazimabad.*

Teacher: *Do you go to school by bus?*

Pupil: *Yes, I do. I go to school by bus.*

Teacher: *Do you go to school by car?*

Pupil: *No, I don't. I go to school by bus.*

3. Practise similar dialogue involving the use of the third person singular i.e. he/she:

Teacher (speaking to Omer):

*Where does Maruf live?*

Omer: *He lives in Nazimabad.*

Teacher (speaking to Uzma):

*Does Zeba go to school by bus.*

Uzma: *Yes, she goes to school by bus.*

4. Repeat 3 asking questions that call for a negative answer:

Teacher: (speaking to Omer):

*Does Maruf live in Korangi Township?*

Peter: *No, he does not. He does not live in Korangi Township. He lives in Nazimabad.*

Teacher (speaking to Uzma):

*Does Zeba go to school by train?*

Mary: *No, she does not. She does not go to school by train. She goes to school by bus.*

5. A good deal of practice will be needed with the above dialogues until

the pupils are able to change from *I live* to *he lives* and *I go* to *He goes* without difficulty.

6. Practise also *We* and *They*:

Teacher: *Omer and Maruf, where do you live?*

Omer: *We live in Nazimabad.*

Maruf: *We live in Nazimabad.*

Teacher: *Uzma, where do Omer and Maruf live?*

Uzma: *They live in Nazimabad.*

7. Read page 87 with the class.

8. Practise questions like those at the bottom of page 87.

9. Practise sequences of sentences like those on page 87 using the first person e.g. *Every morning I wake up. I get out of the bed. I wash my face*, etc. The teacher does this a few times and the pupils individually do this from memory. The teacher can prompt by making gestures to show what the next action should be.

10. Repeat 9 in the third person: *John wakes up. He gets out of bed* etc.

11. Read page 88.

12. Practise short answers: *Yes, I do. No, he does not* etc. using questions like those on page 88.

## Workbook 2

Pages 45-48

## Speech Guide

1. 'live' not 'leave': /liv/ not /li:v/  
'eat' not 'it' /i:t/ not /it/  
'wakes' not 'wicks': /weiks/ not /wiks/  
'bed' not 'bet': /bed/ not /bet/

2. It will probably be necessary to spend some time on the pronunciation of clothes: /klu:ðz/.

## PAGES 89-91

### Chapter 26

The simple future: going to

### New Words

a bat	hit	turn on	turn off
a dish	fruit	pay	dig
heap	earth	built	a building
hide	bush	frighten	measure
snake	kill	safe	lose

## Teaching Notes

1. Bring a number of children to the front of the class. Give each child a piece of chalk and tell him what he is going to draw: *Please draw a cat/ball/any other simple object*. Before they begin drawing, tell the class what each one is going to draw: *Omer is going to draw a cat. Uzma is going to draw a ball*, etc. The children repeat after the teacher in the usual way.

2. Now demonstrate the differences between the simple future, *using going to*, and the present continuous tense:

Teacher (to class): *Maruf is going to draw a cat.*

*Maruf, please draw a cat.*

*Maruf is drawing a cat.*

The children repeat after the teacher each time.

3. Repeat the above procedure using different children and different objects. This time the children do not merely repeat what she says. They respond to the questions:

Teacher (to class): *What is Maruf going to draw?*

Class: *He is going to draw a cat.*

Teacher (to Maruf): *Please draw a cat.*

(to class): *What is he drawing?*

Class: *He is drawing a cat.*

Be sure that Maruf is actually drawing the cat when the children answer the last question.

### Note:

It is important that the children should not get the idea that *going to* refers to movement. This is the impression that may be given if the children are standing some distance from the blackboard when they are told what to draw. If they then have to walk to the blackboard, the rest of the class may think that *going to* refers to walking. The children who are going to draw should therefore be standing next to the blackboard with the chalk in their hands.

4. The above procedure can be repeated using the verb *write*, pupils being told what words to write on the board.

5. Several simple games can be played involving memory or guessing. Each child can be told what to hold up in his hands (as far as possible something different for each pupil) and the rest of the class tries to remember what it is. The teacher then points to different pupils in turn and asks the rest of the class, which may be divided into teams, what the pupil is going to hold up:

Teacher: *What is Omer going to hold up?*

Maruf: *He is going to hold up a book.*

Uzma: *He is going to hold up a pencil.*

Zeba: *He is going to hold up a ruler.*  
 Teacher: *Hold it up. Omer. (Omer holds up a book)*  
*What is he holding up?*  
 Class: *He is holding up a book.*  
 Teacher: *That is right. One point for Maruf.*

6. When the class is ready, a guessing game can be played using any verbs already taught. A pupil comes to the front and whispers to the teacher what he/she is going to do. The rest of the class then tries to guess. This may take the form, at first, of statements to the teacher. Afterwards the question form can be used: *Is he going to open the door?* (spoken to the teacher) or *Are you going to open the door?* (spoken to the pupil) This continues until someone guesses the right action and gains a mark for his/her team.

7. Read pages 89-90. Teach the new words.

8. The phonic exercise at the bottom of page 90 requires special attention, particularly the ending **-st**.

9. The pictures on page 91 provide cues for practising the present simple, the past and simple future tenses.

Workbook 2

Page 49

Speech Guide

1. Do not stress the words *going to* in sentences like these:

He is going to draw a ↘ CAT.

He is going to draw a ↘ FISH.

In these sentences it is easy to say that the important word is the new item, not the words which are being repeated. The verb *draw* is not stressed because it is the same in every sentence. When a sentence has a new verb and a new object, both are stressed but the voice does not fall until the end:

He is going to HIT a ↘ BALL.

She is going to WASH the ↘ DISHES.

PAGES 92-93

Chapter 27

Very

New Words

first  
fifth

second  
very much

third

fourth

## Teaching Notes

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

The first house/bag/man is small.

The second house/bag/man is very small.

The third house/bag/man is big.

The fourth house/bag/man is very big.

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

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

*Note:* 3 Do not make up sentences describing the children e.g. *She is fat. He is very small*, since this is embarrassing and necessary.

3. Read page 92.

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

5. The class should now be able to work through exercises A and B on page 93.

6. Exercise C on page 93 revises the use of *very*.

1. The boy is very hot.

2. The girl is very hot.

3. The picture is very beautiful.

4. The beggar is very poor.

## Workbook 2

Page 50

## Speech Guide

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

2. Notice the words stressed in the following:

Do you like ↗ SCHOOL?

↘ YES, I like it very ↘ MUCH.

↘ NO, I do ↘ NOT like it.

I ↘ DON'T like it.

## PAGES 94-96

### Chapter 28

### The indirect object

### New Words

sell	lend	send	true
deep	nice	useful	

### Teaching Notes

1. Look at the pictures nos. 1-10 on pages 94-95 and read the sentences. Teach the new words:

- The teacher asks and answers questions like those at the bottom of page 95.
- Repeat 2, the teacher asking the questions and the pupils replying.
- Make up further examples on the same pattern:

Teacher: *Uzma, give Maruf a book. (to the class) What did Uzma give Maruf?*

Class: *She gave him a book.*

Teacher: *Omer, show Zeba your ruler. (to the class) What did Omer show Zeba?*

Class: *He showed her his ruler.*

5. Page 96 provides more practice in using *very* and *Iike*. Teach the new words: *true, deep, nice* and *useful* before the pupils make up the sentences.

6. If time permits, encourage the pupils to make up their own sentences like those in the tables.

### Workbook 2

Page 51

### Speech Guide

In the phonic exercise at the foot of page 96, 'l' occurs in every word but is not always pronounced:

'l' pronounced: old /ould/, hold /hould/  
cold /could/, child /tʃaɪld/  
build /bild/, milk /mɪlk/  
help /help/

'l' not pronounced: walk /wɔ:k/, chalk /tʃɔ:k/  
talk /tɔ:k/, half /ha:f/

## PAGES 97-99

### Chapter 29

### End position adverbials

### New Words

move	quickly	slowly	quietly
politely	rudely	well(adv.)	
badly	whisper	a cinema	

### Teaching Notes

1. First teach *quickly, slowly, quietly, noisily* using the present continuous tense: *I am walking quickly. I am walking slowly.* etc. Practise question forms as well:

Teacher: *Am I walking slowly or quickly?*

Pupils: *You are walking slowly.*

2. Then teach *loudly* and *softly* with the verb *speak*.
3. Teach *well* and *badly* using the verb *write* and *draw*.
4. Teach *backwards* and *forwards* with the verb *move*.
5. Read page 97.

6. A guessing game can be played. One child chooses one of the adverbs of manner which has been taught and whispers it to the teacher. The rest of the class have to guess the adverb. They tell the child to perform any action and he does so according to the adverb he has chosen. Let us suppose Omer has chosen the adverb *noisily*:

1st pupil: *Walk to the window.*

(Omer walks to the window noisily.)

1st pupil: *You walked to the window quickly.*

Omer: *No, I not. I did not walk to the window quickly.*

2nd pupil: *Open the door.*

(Omer opens the door noisily.)

2nd pupil: *You opened the door noisily.*

Omer: *Yes, I did. I opened the door noisily.*

Sometimes the answer will be obvious at once e.g. *walking backward*. Sometimes the adverb will be inappropriate e.g. *opening the door badly*, in which the pupils are unable to guess and the game continues.

7. Read page 98. Teach the new word *cinema*. Practise answering questions like those at the bottom of page 98.

8. Revise telling the time. Read the ten sentences on page 99. The pupils produce similar sentences in response to questions from the teacher.

Workbook 2

Page 52

Speech Guide

1. The phonic exercise at the bottom of page 99 provides two major difficulties. First, the final consonant tends to be omitted altogether. Second, *d* and *t* are sometimes confused.

2. The letters *bl* in blind are sometimes pronounced *br*.

PAGES 100-101

Chapter 30

Mid position adverbials

New Words

always (first introduced on page 20) usual  
often sometimes never find  
rocks a (ten-rupee) note  
by (preposition)  
the present and past forms: fall/fell  
wake/woke hide/hid give/gave  
sell/sold know/knew dig/dug  
send/sent leave/left ring/rang

Teaching Notes

1. Teach the five words *always*, *usual*, *often*, *sometimes* and *never* using examples from the children's own experience. Teach *always* and *never* first e.g. *He always wears a shirt. He never wears a skirt.* Then teach *often* and *sometimes*: *I often go to school by bus. I sometimes walk.* *Usual* is more difficult and may require some explanation as well as examples e.g. *I wore a tie on Monday, Tuesday, Thursday and Friday. I do not always wear a tie. I usually wear a tie.*

2. Page 100 provides five examples for each word. Beginning with no. 1, the teacher reads five good sentences and then invites the pupils to do the same. Repeat with nos. 2-5.

3. The pupils make up simple sentences beginning *I always, I never* etc.

4. Read page 101, the pupils providing the response:

Teacher: *The dog always hides behind the door.*

Class: *Yes, it hid behind the door yesterday.*

Workbook 2

Page 53

## Speech Guide

A common mistake is to shorten /æ/ or /ei/ to /e/. The correct pronunciation is:

'paper' not 'pepper': /'peɪpə/ not /'pepə/.

'sand' not 'send': /sænd/ not /send/.

'wake' not 'wek': /weɪk/ not /wek/.

'gave' not 'gev': /geɪv/ not /gev/.

'rang' not 'reng': /ræŋ/ not /reŋ/.

## PAGES 102-106

### Chapter 31

### Questions

### New Words

others	below	above	between	through	
into	a wrist	a chin	skip	shake	a mat
pour	away	after	mend		

### Teaching Notes

*Note:* In all the following activities remember that it is the pupils who should be given the practice in asking questions.

#### Page 102

#### Which?

1. Page 102 illustrates a simple but popular game called 'Bluff or 'Double Bluff'. Notice that after each question the boy puts his hands behind his back. The girl has to decide whether he has changed the match to the other hand or not. This can be played around the class. When a person guesses correctly, he/she takes the match and asks the question. Please note the polite conversation.

2. Shapes like those at the bottom of page 102 can be put on the board for practice with more questions using *which*.

3. Read page 102.

#### Page 103

#### Where?

1. Revise *Where is* \_\_\_\_\_ using any convenient classroom objects or pictures and sentences like those with pictures 1 and 2. In the answers, use the prepositions: *in, on, under* and *above*. Then teach the new words *between* and *below*.

2. Revise parts of the body using sentences like those with pictures 3 and

4 and the prepositions: *between, below* and *above*. Teach the new words *wrist* and *chin*.

3. Teach *Where* with the present continuous tense using sentences like those with picture 5. Use pictures or drawings on the blackboard:

Teacher: *Is he walking?*

Class: *Yes, he is.*

Teacher: *Where is he walking?*

Class: *He is walking to the door/by the river/under the tree etc.*

*Note:*

Avoid using children to demonstrate *Where* with the present continuous tense. If you tell the child to walk to the door, for example, the child will almost certainly have reached the door and stopped walking before the class responds. The situation, then, will be that the class will say: *He is walking to the door*, when in fact he is not walking but is standing by the door.

4. Teach the new word *across*.

5. On the other hand it is quite all right to use actions in the classroom to practise *Where* with the past tense and this also provides an opportunity for revising present and past tense forms:

Teacher: *Omer, go to the door. Maruf, put the chalk in your desk (to class): Where did Omer go?*

Class: *He went to the door.*

Teacher: *Where did Maruf put the chalk?*

Class: *He put it in his desk.*

Practise sentences like these with any of the verbs on pages 82 and 83.

6. Teach the new words *through* and *into*.

7. Now practise sentences like those with picture No. 8: *Where does the fish live? Where does Omer live?* etc.

8. Read page 103.

*Page 104*

*When?*

1. First practise questions with *when* and the present simple tense: *When do you wake up? When do you leave home? When do you go to school? When does the school start?* etc. Do not forget to give practice in asking as well as answering these questions.

2. Repeat the questions using the past tense: *When did you wake up?* etc. This gives more useful practice in present and past tense forms since the question contains the present form and the answer contains the past form. Use any of the verbs in Chapter 24 and on page 101.

3. Read and answer the first six questions on page 104.

*What?*

1. Teach *What* with the present continuous tense using sentences like those on page 104-105.
2. Teach the new words *skip, shake, a mat, pour, away, after* and *mend*.
3. A good way of practising these questions is for each pupil to mime (pretend to do) an action. He then asks the next pupil: *What am I doing?* When the next pupil has guessed, it is his turn to mime the action and ask the question of the next pupil.
4. Read the rest of page 104 and the top of page 105.

*Whose?*

1. Demonstrate by going round the class picking up articles and asking and answering questions: *Whose ruler is this? It is Omer's*. The pupils repeat after the teacher.
2. To give individual practice the teacher goes round the class with a bag picking up articles from pupils' desks. As she does so, asks *Whose \_\_\_\_\_ is this?* and answers herself. The pupils have to try to remember the name of the owner of each article. The bag is then taken around the class once more. Each pupil takes it in turns to have a 'lucky dip' i.e. to take out an article without seeing what it is. The pupil then holds up the object and asks the class *Whose \_\_\_\_\_ is this?* The first person to raise his/her hand answers.
3. Revise the use of the possessive apostrophe: *Omer's, Maruf's* etc.
4. Read the bottom part of page 105.
5. Work the exercises on page 106.

Workbook 2

Pages 54-55

Speech Guide

1. In the phonic exercise at the bottom of page 104 you will find that the pupils tend either to leave out the last *p* or to change into a *b*.
2. In the phonic exercises at the bottom of page 106 note that *h* is silent except in *who* and *whose*.

**PAGES 107-111**

Chapter 32

How \_\_\_\_\_?

New Words

a pool    steps    a sheep    half-full

## Teaching Notes

### Page 107

#### How many?

1. Revise questions like those on page 107 using questions and answers around the class:

Omer: *How many books are there on my desk?*

Maruf: *Four. There are four books on your desk.*

*How many pens are there in my pocket?*

Uzma: *Two. There are two pens in your pocket.*

2. Read page 107. Teach the new words *pool*, *steps* and *sheep*. (Singular and plural). Revise *children*, *animals* and *people*.

### Page 108

#### How much?

1. Revise questions like those on page 108. Use objects i.e. bottles, boxes, etc. or drawings on the blackboard. Pupils take turns to ask and answer the questions.

2. Revise the words *full* and *empty* and teach the new word *half-full*.

### Page 109

#### How much is it?

1. Draw a number of objects on the board and write the price of each one. The pupils practise questions and answers, like those on top of page 109:

Omer: *How much is the umbrella?*

Uzma: *Fifty rupees, How much is the banana?*

Maruf: *One rupee. How much is the shirt?*

2. Change the prices of the objects on the board so that some objects are obviously very cheap and some very dear. Read the conversation on page 109 and then let the pupils practise it in turns using the objects on the board.

#### How old? How tall? etc.

1. Practise *How old* \_\_\_\_\_? around the class:

Teacher: *Maruf, how old is Omer?*

Maruf: *How old are you, Omer?*

Omer: *I am nine years old.*

Maruf: *He is nine years old.*

Teacher: *Thank you, Maruf. Omer, how old is Uzma?*

Omer: *How old are you, Uzma?*

2. Repeat using *How tall* \_\_\_\_\_? The pupils can measure each other if necessary.

Page 110

*How often?*

1. Teach the new words *once*, *twice*, *three times*, *four times*, etc. as in the table at the top of page 110.
2. The teacher asks *How often* questions around the class, the pupil answering.
3. The pupils ask each other *How often* questions.

Page 111

1. Pupils take turns to read the questions to each other and answer them. This can be done as a chain conversation around the class.

Workbook 2

Pages 56-58

Speech Guide

1. These words require particular attention:  
'horses' not 'hosses': /'hɔ:siz/ not /'hɔsiz/  
'sheep' not 'ship': /ʃi:p/ not /ʃip/  
'people' not 'pipple': /'pi:pl/ not /'pipl/  
'feet' not 'fit': /fi:t/ not /fit/  
'girls' not 'gulls': /gɜ:lz/ not /gʌlz/  
'old' not 'ole': /ould/ not /oul/  
2. The word *often* may be heard pronounced in several different ways: /ɔfn/, /'ɔfn/, /'ɔftən/, /'ɔ:fn/. All are equally correct. You will find it easiest to teach the one you yourself are most accustomed to use.

PAGES 112-113

Chapter 33

Questions with prepositions at the end

*Note:* Some old-fashioned grammar books still teach that the sentences and questions should not end with a preposition. In real life, however, hardly anyone would say: *To whom is she talking?* Almost everybody nowadays says: *Who is she talking to?* This is far more natural and is in fact the kind of English that the pupils would be expected to produce in examinations. This chapter gives practice in this kind of question.

Teaching Notes

1. Read page 112.

2. Work exercises A, B and C on page 113.

Workbook 2

Page 59

Speech Guide

As always, the main word is stressed:

Who is she ↘ TALKing to?

What are they ↘ WAITing for?

What do you ↘ WRITE with?

I write with a ↘ PEN.

PAGES 114-115

Chapter 34

*Ever* in questions

1. The teacher asks pupils questions like those on page 114. Pupils answer using either *never* or *often/sometimes*.

2. Pupils ask each other questions using *ever*.

3. Read page 114.

4. Read the questions at the top of page 115 with the pupils. The pupils then in turn read the questions, to each other and answer them:

Omer: *Uzma, does your father ever drive a car?*

Uzma: *No, he never drives a car. Maruf, does your mother ever drive a car?*

Maruf: *Yes, she sometimes drives a car.*

5. Further practice of the same kind can be given using the substitution table at the bottom of page 115.

Workbook 2

Page 60

Speech Guide

Remember to join words together whenever possible, as in the following examples. Your pupils will tend to insert pauses at these points producing a jerky unnatural rhythm:

Ride a bicycle.

Ride on a bus.

Swim in the sea.

Swim in a river.

## PAGES 116-117

Chapter 35

Preposition phrases

New Word

(fishing) net

Teaching Notes

Read pages 116 and 117. The teacher first provides the answer to the questions as in the examples given. Then goes through the exercise, the pupils answering the questions.

Workbook 2

Page 61

Speech Guide

Pay particular attention to sounding the final letters in these words:

hat/ haet/, basket/ 'ba:skit/, dots/dɒts/, note /nout/, rock /rɒk/, boat/bout/, sand/sænd/.

## PAGES 118-120

Chapter 36

Adverbials after *to be*

New Words

a test      a prize      win/won      straight  
late      early

Teaching Notes

1. Read the first half of page 118 and answer the questions. Read the bottom half of page 118 and give pupils additional practice by drawing a number of bottles, tins and boxes on the board, numbered and labelled, the pupils now produce sentences like these:

Teacher: *No. 1.*

Class: *The bottle is for milk.*

Teacher: *No. 5.*

Class: *The box is for chalk.*

2. Read the sentences at the top of page 118. Pupils practise asking and answering questions like these:

*What is a pencil for?*

*It is for writing.*

*What is a book for?*

*It is for reading.*

3. Teach the words *early*, *late* and the phrase *in a hurry*. Read the sentences with pictures No. 1, 2 and 3 on page 119.

4. Work the revision exercises on page 120.

## Workbook 2

Page 62

## Speech Guide

Pay particular attention to these words:

'test' not 'tess': /test/ not /tes/

'prize' not 'price': /praiz/ not /prais/

'tin' not 'teen': /tin/ not /ti:n/

'late' not 'let': /leit/ not /let/

## PAGES 121-123

### Chapter 37

It

### New Words

weather

cool

sunny

heavily

a storm

leaf/leaves

warm

Christmas

a second

last

date

### Teaching Notes

Page 121

*The weather*

1. Read the sentences with pictures Nos. 1-6. The pupils use the substitution table at the bottom of page 121 to answer the questions: *What is the weather today? What was the weather yesterday?*

2. Practise in addition answering questions like these:

*Is it raining today?*

*Yes, it is. It is wet today.*

*Is it raining today?*

*No, it is not. It is dry today.*

*Is the sun shining today?*

*Yes, it is. It is hot today.*

*Is the sun shining today?*

*No, it is not. It is cold today.*

Page 122

The four seasons

1. Read and discuss with the children. Teach the new words *sunny, heavily, storm, leaf/leaves, warm, Christmas*.

Numbers

Your pupils should now be able to say and spell all these numbers.

Page 123

How many?

1. Read the top of the page with the children. Teach the new word *second*.
2. The children learn the rhyme.
3. Read the bottom of page 123. Revise *first, second, third*, etc. Teach the new word *last*. Make sure the pupils can spell all the words.

Workbook 2

Page 63

Speech Guide

1. Concentrate on joining the two words *It is: It is cold today. It is cool today* etc.

2. Learning the rhyme will be much easier if the pupils get the rhythm right. This means putting all the stresses in the right places, not just main stresses:

THIRty DAYS in sepTEMBER,  
APRil, JUNE and noVEMBER.  
ALL the REST have THIRty-ONE,  
ExCEPTing FEBruARy aLONE.  
THIS has TWENTy-EIGHT days CLEAR,  
And TWENTy-EIGHT days CLEAR,  
And TWENTy-NINE in EACH LEAP year.

PAGES 124-128

Chapter 38

Some new words and some old ones

New Words

bravely	a clown	foolishly	funny
sharp	easily	dangerously	neat
neatly	work	untidy	

## Teaching Notes

1. Page 124 presents some new words and some adverb forms of words already met. Read the page and make sure the meaning of each word is clear.

2. At this stage the children should be able to make up some sentences of their own using some of the new words. The teacher can help by suggesting the first part of the sentence:

*The soldier is (brave).*

*The soldier fights (bravely).*

*Scissors are (sharp). They can (cut easily).*

*Good work (is neat). A good pupil (writes neatly).*

*Bad work (is untidy).*

3. Page 125 provides some revision exercises.

4. Pages 126-8 give examples of present and past forms of verbs likely to cause difficulty. Go through the sentences with the pupils until they are able to give the present form of the past or the past form of the present without hesitation. Some time must be spent on this but it will not be time wasted.

## Workbook 2

Page 64

## Speech Guide

- Note carefully the pronunciation of the following:  
climbed /klaɪmd/ painted /peɪntɪd/  
shouted /ʃaʊtɪd/ taught /tɔ:t/  
jumped /dʒʌmpd/ clapped /klæpt/  
lost /lɒst/ paid /peɪd/
- The following difficulties can be anticipated. The correct pronunciation is:  
'says': /sez/ not /seiz/  
'said': /sed/ not /seɪd/  
'brought': /brɔ:t/ not /brɒt/  
'bought': /bɔ:t/ not /bɒt/  
'caught': /cɔ:t/ not /cɒt/  
'taught': /tɔ:t/ not /tɒt/  
'came': /keɪm/ not /kem/  
'drank': /dræŋk/ not /dren/  
'gave': /geɪv/ not /gev/  
'sang': /sæŋ/ not /sen/

## WORD LIST

The following words are introduced for the first time in Book 2. The number after each word indicates the page on which it first appears. T.N. followed by a number means that the word will be found in the Teacher's Notes dealing with that Chapter. For words previously introduced, please see the Teacher's Notes to Book 1.

<b>A</b>		below	103	(a) cold	79
about	29	bend	46	collar	13
above	45	between	103	comb	87
across	19	birthday	106	cool	121
add	72	bite	47	cotton	65
afraid	124	blanket	65	country	122
after	105	blind	99	cross	43
ago	75	bottom	15		
alone	123	brave	88	<b>D</b>	
always	20	bravely	124	dance	25
ankle	15	break	47	dangerous	19
any	32	bucket	24	dangerously	124
anybody	T.N.19	build	89	date	20
anyone	68	building	124	dear	54
anything	67	burn	52	different	27
arithmetic	93	bush	89	dig	89
around	63	but	12	dish	89
art	110			divide	72
asleep	25	<b>C</b>		doctor	13
August	64	can	46	drawing	59
autumn	64	careful	56	drum	13
away	105	careless	56	dry	16
		catty	65	duty	119
<b>B</b>		chain	63		
back	81	cheap	54	<b>E</b>	
backward/s	97	child	47	early	120
balloons	83	children	22	earth	89
bandage	63	chin	47	easy	16
basin	24	Christmas	122	easily	124
bat	89	cinema	98	empty	16
bath	80	circle	13	engine	52
beach	122	clever	56	envelope	59
beautiful	56	clothes	58	evening	100
beg	88	clown	124	every	86
beggar	51	coffee	15	ever	114

excepting	123	hill	3	may	49
		hit	89	meal	78
<b>F</b>		hole	101	measure	90
family	79	homework	98	meat	65
farmer	13	horse	14	mend	105
fast	55	hospital	53	mile	108
ferry	43	hour	70	minute	70
fight	19	hungry	76	move	97
find	115	hurry	119	much	36
fireman	88	husband	109	multiply	72
first	92			music	110
fisherman	52	<b>I</b>			
flag	28	ice	14	<b>N</b>	
flour	65	inch	24	nail	13
fool	88	into	103	naughty	19
foolish	88			neat	124
foolishly	124	<b>K</b>		neatly	124
forwards	97	kill	90	needle	13
fork	57	king	13	net	120
forty	57	kite	29	never	100
frighten	89	kitten	14	new	88
front	15	kneel	25	next	98
fruit	89	know	117	nice	96
full	16			no (one)	68
funny	124	<b>L</b>		note	100
		last	98	nurse	51
<b>G</b>		late	119		
gardener	51	leaf	122	<b>O</b>	
gate	28	leap year	123	off	122
get	85	leave	101	often	100
grandfather	66	lend	95	once	110
greedy	55	let	127	or	15
grey	66	lift	46	others	102
gun	53	light	46	out	49
		like	93		
<b>H</b>		live	86	<b>P</b>	
hammer	13	lose	90	paint	25
handle	61	lot	34	paisa	65
harbour	43			parcel	24
hat	88	<b>M</b>		past	70
heap	89	many	34	path	19
heavy	46	map	59	pavement	19
hide	89	mat	104	pay	89

people	39	second	92	<b>T</b>	
person	88	sell	95	teeth	87
picnic	122	send	101	term	118
pin	13	servant	51	test	118
please	19	sew	25	than	54
plane	45	shake	104	thank	49
polite	T.N. 29	sharp	124	then	113
politely	97	sheep	107	thief	88
pool	107	shopkeeper	51	thing	59
poor	88	shoulder	T.N.2	think	69
pour	104	sick	79	through	103
present	101	silent	117	(un)tidy	124
prize	118	sixty	70	tie	13, 63
purse	52	skip	104	tight	101
<b>Q</b>		skirt	29	time	42
quarter	70	slow	55	tin	44
queen	13	slowly	97	toe	46
quick	110	smoke	37	top	15
quickly	97	snake	90	true	96
quietly	97	sock(s)	29	twenty	65
<b>R</b>		soldier	51	twelve	70
rain	122	somebody	T.N.19	<b>U</b>	
rest	80	someone	67	ugly	56
rich	47	something	67	usually	100
ride	46	sometimes	100	use	20
ring	59	soup	103	useful	96
ripe	65	spell	47	<b>V</b>	
rock	117	spring	64	voice	115
rude	97	square	13	<b>W</b>	
rupee	59	stamp	28	wake	87
<b>S</b>		start	72	want	90
sad	61	steal	88	warm	121
safe	90	step	107	weak	14
sailor	51	stocking(s)	27	weather	121
same	27	storm	122	wet	16
sand	37	straight	119	which	47
Saturday	52	strong	14	whose	105
saw	119	subtract	72	wife	109
scissors	57	summer	64	win	118
season	122	sunny	122	winter	64
		sweep	75		

word	78
work	42
workman	52
worse	57
wrist	T.N. 2

## Y

yard	107
year	14
yesterday	74