

NEW ACTIVE ENGLISH

Teaching Notes

3

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General Introduction

Revision continues to be a feature of *Book 3*. The first six pages of the book are devoted to the revision of vocabulary and language structures taught in previous years. Throughout the book new items taught are revised systematically. There is also a good deal of ‘built-in’ revision including the incidental revision of vocabulary in the ‘Say, read and spell’ sections.

The year’s work includes the following:

Oral Work

VOCABULARY. Vocabulary continues to expand and a number of new words are introduced. The entire list is given at the end of the *Teaching Notes*.

LANGUAGE STRUCTURE. In all 26 items are thoroughly taught and revised. Some other less important constructions are also dealt with.

Reading

Introductory Book provided incidental exposure to the 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 work with phonics. In *Book 2* the two approaches continued side by side until by the end of the year the pupils should have been firmly on the road to reading accurately and fluently. *Book 3* consolidates and expands upon this by providing three kinds of reading material. First, the sentence patterns already practised orally are presented for reading practice with helpful, meaningful illustrations. This helps to improve the pupil’s reading ability while confirming the learning of the sentence pattern. Second, regular practice with slightly more advanced examples of phonics is provided. This will improve both reading ability and spelling, and will also give an opportunity for vocabulary revision since only words previously taught are used as examples. Third, passages for **comprehension practice** are included with questions designed to lead the pupils through the passage and ensure understanding. The passages and questions are as varied as possible. They are intended to stimulate reading for pleasure and at the same time provide further practice in the use of the items already taught.

Writing

Speaking, reading, writing continues to be the order in which these activities are presented, the *Workbook* 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 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 recognize the words or syllables which receive the main stress (see Lesson Teaching Notes). While this is being done, the meaning should be made clear by any convenient means. In the early stages, real objects or classroom situations should be used whenever possible. Pictures, blackboard drawings, gestures, actions, etc. may also be used.

Stage 2: Imitation. The 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 items 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 Teaching Notes. An unprepared lesson is seldom successful.
10. DO give pronunciation guidance when necessary. Some help is given in the Teaching Notes.

11. DO make sure that all pupils get enough practice.
12. DON'T ask your pupils to spell out words when meeting them for the first time. 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.

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

This is a ↘ BOOK.

This is an um ↘ BRELLa.

Is this a ↗ BOOK?

Is this an um ↗ BRELLa?

PRONUNCIATION

Consonants

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

Vowels

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

Diphthongs

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

Revision

A: *No. 1 is a ball. No. 2 is not a ball.
It is a drum.*

B: *No. 2 is a drum but No. 3 is not a drum.
It is a tree.*

Teaching Notes

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

The teacher may begin the exercise by dealing with the first four illustrations. Brighter pupils should then be asked to continue, each one moving on to the next picture. When the pattern has become clear to the whole class, all pupils should take part. Go through the pictures a second time if necessary.

The teacher may decide at this point that enough practice has been given. If more practice in using *but* is thought necessary, or if the teacher decides to use this pattern to revise some more vocabulary, this can easily be done, using classroom objects or pictures. The construction would need to be changed slightly and the teacher would need to point to the objects or pictures:

Teacher (points to clock): *Jamil.*

Jamil: *That is a clock...*

(Teacher points to a picture of a balloon)

Jamil: *... but that is not a clock. It is a balloon.*

Teacher (pointing to balloon): *Nasir.*

Nasir: *That is a balloon but...*

Further practice may be given with the pupils working in pairs or groups using the pictures on page 1, or any other pictures on pages 1-6, or any other pictures or objects.

On this page, and throughout much of the book, the full form is given, e.g. *It is*, rather than the contracted form, e.g. *It's*. This is because, while teacher and 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. In the early stages of language learning the teacher may decide that changing from one form to the other creates too much difficulty. By this stage, however, pupils should be capable of writing *It is* and saying *It's* which is much more natural. This applies to all contractions.

However, pupils must also be given practice in writing contracted forms, as when writing a conversation. The *Workbook* provides for this.

This is an interesting way to revise vocabulary. Go through the words orally with the class. When they have discovered the answer to each puzzle, let them write in the words.

Speech Guide

No. 1 is a ↘ BALL but No. 2 is ↘ NOT a ball.
It is a ↘ DRUM.

Note:

1. The falling intonation is used for simple statements.
2. The fall, and the stress, occur on the important words: *ball* is stressed when it occurs for the first time but not the second time. The important word is then *not*.
3. Say 'is' not 'ease': /iz/ not /i:z/.
4. Say 'it' not 'eat': /it/ not /i:t/.
5. Join words together whenever possible: *is a, not a, It is a.*

Answers to Exercises

Workbook 3, page 1:

- 2 stamp, hand, ink, rubber, ten: **shirt**
- 3 bus, leg, apple, chair, kite: **black**
- 4 house, orange, ruler, sun, egg: **horse**
- 5 sweet, tram, aeroplane money, picture: **stamp**

PAGE 2

Revision

- A:** Look at No. 1. Who has a red shirt?
B: Jamil has a red shirt and Nasir has one too.
C: Look at No. 2. Who has some flowers?
D: Mrs Riaz has some flowers and Uzma has some too.

Teaching Notes

1. The teacher reads the part of 'A', choosing different pupils to be 'B'.
2. The pupils work in pairs.
3. If necessary, and if time permits, the teacher extends the exercise to include classroom objects and pictures.
4. Exercise No. 3 at the foot of page 2 is worked through orally.

Go through the exercise orally before asking the children to write in the *Workbook*. Remember that the whole aim of English teaching is to give *practice* in using English *correctly*. It is far better to anticipate and prevent mistakes than to correct them.

Speech Guide

A: Look at No. ↘ 1. Who has a red ↘ SHIRT?

B: ↘ JAMIL has a red shirt and ↘ NASIR has one too.

Answers to Exercises

Exercise 3:

a. me, you b. her, him OR him, her c. them d. us, them e. it f. me, them

Workbook 3, page 2:

1. This is a glass of milk but that is not a glass of *milk*. It is a tin of *coffee*.
2. This is a *packet* of tea but that is not a *packet* of tea. It is a *bottle* of ink. 3. This is a *bottle* of water but that is not a *bottle* of water. It is a *piece* of meat. 4. This is a *bag* of rice but that is not a *bag* of rice. It is a *tin* of biscuits. 5. This is a *piece* of chicken but that is not a *piece* of chicken. It is a *piece* of fish. 6. This is a *tin* of soup but that is not a *tin* of soup. It is a *bowl* of rice.

Workbook 3, page 3:

2. These are *buckets* but those are not buckets. They are *baskets*.
3. These are *envelopes* but those are not envelopes. They are *stamps*.
4. These are *knives* but those are not knives. They are *forks*.
5. These are *cats* but those are not cats. They are *dogs*.
6. These are *socks* but those are not socks. They are *stockings*.

PAGE 3

Revision

Exercise 4:

A: Are there any men in the boat? Are there any women?

B: There are some men in the boat but there aren't any women.

Exercise 5:

A: How is he going to school?

B: He is going to school by bus.

Teaching Notes

1. The teacher asks and answers the questions for the first few pictures.
2. The teacher asks the questions and individual children answer.
3. The teacher calls a child's name and the number of a picture. The child asks the question and the teacher answers. Note the importance of giving the children practice in asking questions. They spend many years *answering* questions but do not often get practice in *asking* questions. The teacher should give them this practice whenever possible.
4. Exercise 4 can be extended to include classroom objects and pictures. The teacher should ask questions first. Then the children can ask each other and the teacher.
5. Exercise 6 should be worked orally and then extended using any other verbs known to the class.

Workbook 3

Page 4

Speech Guide

A: *Are there any* ↗ *MEN in the boat? Are there any* ↗ *WOMen?*

B: *There are some* ↘ *MEN but there aren't any* ↘ *WOMen.*

A: How is he going to ↘ SCHOOL?

B: He is going to school by ↘ BUS.

Note:

1. The rising tone is ordinarily used for questions expecting the answer *yes* or *no*. The falling tone is ordinarily used for questions beginning with question words like *How*, *What*, *When*, *Where*, *Why*, *Who*, *Which*.
2. Pay particular attention to the last letters of *boat*, *milk*, and *ink*.
3. The word *women* always gives difficulty. It is pronounced /wimin/. The singular: *woman* is pronounced /wumin/.

Answers to Exercises

Exercise 6:

- | | | |
|-----------------|-----------------|-----------------|
| a. Yes, I can. | b. Yes, I can. | c. No, I can't. |
| d. No, I can't. | e. No, I can't. | f. Yes, I can. |

Workbook, page 4:

2. *Don't* shout. *Please* be quiet.
3. *Don't* run across the road. *Please* stop and *look*.
4. *Don't* fight. *Please* be friends.
5. *Don't* be careless. *Please* be careful.
6. *Don't* be slow. *Please* be quick.

PAGES 4-6

Revision

Teaching Notes

The picture exercises 7, 11, and 13 can be dealt with as with the previous picture exercises.

All other exercises should be worked through orally. They may then be used for written practice if time permits.

Workbook 3

Pages 5-7

Speech Guide

Exercise 10:

I can ↘ HEAR someone but I can't ↘ SEE anyone.

Can you ↘ see ANYONE?

Is there anything under the ↗ DESK? ↘ NO, there ↘ ISn't anything under the desk but there ↘ IS something under the chair.

Exercise 12:

A: May I have a ↗ PEN, please?

B: ↘ YES. ↘ HERE it is!

Exercise 13:

A: What ↘ TIME is it?

B: It's twelve o' ↘ CLOCK.

Answers to Exercises

Exercise 8:

b. easier c. heavier d. greedier e. uglier f. thicker g. thinner
i. more dangerous j. more careful k. more careless l. more clever *or* cleverer
m. better n. worse

Exercise 9:

a. their b. its c. our d. their e. its f. your g. their

Exercise 10:

a. I can hear someone but I can't *see anyone*. Can you *see anyone*?

b. Is there anything under the desk? No, there isn't *anything* under the desk but there is *something* under the chair.

Exercise 14:

- a. was, is b. had, had c. are, were d. had, have e. had, have

Exercise 15:

- a. Was yesterday a holiday? Yes, it was.
- b. Is today a holiday? No, it isn't.
- c. Is today hot? Yes, it is.
- d. Was yesterday hot? No, it wasn't.
- e. Is today Sunday? No, it isn't.
- f. Was yesterday Saturday? No, it wasn't.
- g. Is this our classroom? Yes, it is.
- h. Is that our classroom? No, it isn't.
- i. Are we working? Yes, we are.
- j. Are we sleeping? No, we aren't.
- k. Were they at school yesterday? Yes, they were.
- l. Were they at home yesterday? No, they weren't.

Exercise 16:

- a. your, my, his b. your, my, her c. your, our, their d. Its, its

Workbook 3, page 5:

- A** 2. I, her 3. I, him 4. you, me 5. he, it
 6. she, us 7. we 8. they, them

- B** 2. Yes, I like her very much. 3. Yes, I like them very much.
 4. Yes, I like them very much. 5. Yes, I like them very much.
 6. Yes, I like it very much. 7. Yes, I like them very much.
 8. Yes, I like it very much. 9. Yes, I like it very much.
 10. Yes, I like them very much.

Workbook 3, page 6:

3. There are some cats in the basket but there aren't any dogs.
4. There is some water in the bucket but there isn't any coffee.
5. There are some hammers in the box but there aren't any nails.
6. There is some ink in the bottle but there isn't any water.
7. There are some shoes in the parcel but there aren't any socks.
8. There is some sand on the lorry but there isn't any rice.

Workbook 3, page 7:

1. longer 2. mine 3. anything 4. better
5. grows food 6. May, it is 7. was, is 8. had, had
9. were, was 10. has, had 11. is, is 12. any, some

PAGES 7-10

Unit 1

mine yours his hers ours theirs

New Words

a thing a drawing an envelope a ring
a rupee a junk a map 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 7: *scissors, clothes*.

3. Then read page 7 with the pupils.

4. *His* and *hers* on page 8 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 8. 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 8:

Teacher: *the book.*

Class: *The book is hers.*

Teacher: *the umbrella.*

Class: *The umbrella is his.*

5. Now teach the new words on page 8 using actual objects if possible.

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

7. Page 10 gives a useful rhyme for the children to memorize, and a revision exercise.

Workbook 3

Page 8

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 ↘ NADIA's things. They are ↘ HERS.
The books on our desks are ↘ OURS. They are ↘ OURS.

Answers to Exercises

Exercise 3:

The drawing is hers. The kite is his.
The map is his. The ring is hers.
The envelope is hers. The junk is his.

Exercise 6:

a. mine b. yours c. ours d. his e. hers f. ours g. theirs h. theirs

Workbook 3, page 8:

A 2. mine 3. yours 4. his 5. hers 6. ours 7. theirs

B 2. Mine is smaller than his. 3. Yours is better than hers.
 4. Ours is bigger than theirs. 5. Mine is older than yours.

PAGES 11-14

Unit 2

have breakfast, etc.

New Words

a family a meal a rest a bath a ride
a party sick a cold a chin Chinese

Teaching Notes

1. Read pages 11-12 with the class.
2. Practise these questions and answers around the class.

Teacher: *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 hours/days/months 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 13 and go through the exercises on page 14.

5. The phonic exercise at the foot of page 14 gives practice in the sound of

the letters **ch** at the beginning or the end of words.

Workbook 3

Page 9

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 /lʌŋdʒ/.

Answers to Exercises

Exercise 1:

- a. having b. not c. am not having d. English e. (any other subject)
f. having a (any other subject)

Exercise 5:

- a. Yes, I am.
b. No, I'm not.
c. No, I'm not. OR Yes, I am.
d. No, I haven't. OR Yes, I have.
e. No, he hasn't. OR Yes, he has.
f. No, she hasn't. OR Yes, she has.
g. No, he/she hasn't. OR Yes, he/she has.

Exercise 6:

- c. Yes, it is mine. d. Yes, it is mine. e. Yes, it is his.
f. Yes, it is hers. g. Yes, it is ours. h. Yes, they are ours.
i. Yes, it is theirs.

Exercise 7:

- a. taller b. bigger c. more beautiful d. better e. worse

Workbook 3, page 9:

1. They are having a meal.
2. They are having a swim.
3. They are having a game of football.
4. He is having a rest.
5. He is having a ride.
6. He is having a bath.

PAGES 15-19

Unit 3

The simple past tense.

New Words

Irregular past forms: said went wore got
sat came rode ate drew saw bought
into back

Teaching Notes

1. Read the sentences on page 15 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 15 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. Jamil opened the door, etc.*

3. Now read pages 16 and 17 with the pupils. The teacher then asks the questions on page 18 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, in paragraph No. 1 on page 16, in addition to the question: *Did Uzma go to school on a bus?* We could ask: *Did Jamil go to school on foot? Did Nasir go to school on a tonga? 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 19 gives some practice in the three different ways in which the letters **-ed** are pronounced at the end of a word.

7. Page 19 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 3

Pages 10-12

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/

Answers to Exercises

Exercise 3:

b. No, he did not wear blue trousers. He wore a green shirt. c. No, he did not go to school at nine o'clock. He went to school at half past eight. d. Yes, she sat in the front of the class. e. No, he did not sit down. He stood up. f. No, he did not stand up. He sat down. g. No, she did not write in Uzma's book. She wrote on the blackboard. h. No, she did not go into the playground at half past ten. She went into the playground at ten o'clock. i. No, he did not eat an apple. He ate a cake. j. No, he did not go back into the classroom at ten o'clock. He went back into the classroom at a quarter past ten. k. No, she did not draw a cat on the blackboard. She drew a fish on the blackboard. l. No, he did not go home at half past twelve. He went home at one o'clock. m. No, she did not see a woman with some balloons. She saw a man with some balloons. n. No, he did not buy a red balloon. He bought a blue balloon.

Exercise 4:

c. Yes, he did. d. No, she did not. e. No, they did not. f. No, she did not. g. Yes, he did. h. Yes, they did.

Workbook 3, page 10:

3. Uzma did. She opened the window. 3. A policeman did. He knocked on the door. 4. Nasir did. He closed the door. 5. Uzma and Zeb did. They walked to school. 6. Jamil and Nasir did. They looked in the window. 7. Jamil's mother did. She came to school. 8. Nadia did. She wore a white dress.

Workbook 3, page 11:

1. Uzma did. She ate a banana. 2. Nasir did. He wrote on the blackboard. 3. Zeb did. She drew on the blackboard. 4. Nadia did. She sat on her desk. 5. Nasir and Jamil did. They went to the cinema. 6. Zeb and Uzma did. They stood on their chairs. 7. Jamil did. He saw an aeroplane. 8. Uzma and Jamil did. They bought some balloons.

Workbook 3, page 12:

2. No, he did not. He went to the cinema. 3. No, he did not. He drew a fish. 4. No, she did not. She saw a train. 5. No, he did not. He bought a kite. 6. No, she did not. She wore a black dress. 7. No, she did not. She sat on a chair. 8. No, he did not. He stood on a desk.

PAGES 20-25

Unit 4

The simple present tense.

New Words

live every wake up comb goodbye
poor person beg a fireman brave
put out a thief steal a fool foolish
look after office worker office

Teaching Notes

1. Read page 20 with the class.
2. Practise conversations like those at the bottom of page 20 around the class:

Teacher: *Where do you live?*
Pupil: *I live in New Town.*
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 Nasir):
Where does Jamil live?
Nasir: *He lives in Third Street.*
Teacher (speaking to Uzma):
Does Sara go to school by bus?
Uzma: *Yes, she does. She goes to school by bus.*

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

Teacher (speaking to Nasir):
Does Jamil live in First Street?
Nasir: *No, he does not. He does not live in First Street.
He lives in Third Street.*
Teacher (speaking to Uzma):
Does Sara go to school by train?
Uzma: *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: *Uzma and Jamil, where do you live?*
Uzma] : *We live in Third Street.*
Jamil]
Teacher: *Nasir, where do Uzma and Jamil live?*
Nasir: *They live in Third Street.*

7. Read page 21 with, the class.
8. Practise questions like those at the bottom of page 21.
9. Practise sequences of sentences like those on page 21 using the first person e.g. *Every morning I wake up. I get out of 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: *Jamil wakes up. He gets out of bed*. etc.
11. Read page 22.
12. Practise short answers: *Yes, I do. No, he does not*. etc. using questions like those on page 22.
13. Read pages 23-25 and work the exercises.

Workbook 3

Pages 13-16

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: /klouðz/.

Answers to Exercises

Exercise 3:

- e. No, she does not. f. Yes, he does. g. No, they do not. h. Yes, they do.
 i. Yes, he does. j. No, she does not. k. No, they do not. l. Yes, they do.
 m. No, they do not. n. Yes, they do. o. No, they do not.

Exercise 4:

- a. Yes, he does. b. No, he does not. c. Yes, he does. d. Yes, they do.
 e. Yes, they do. f. No, they do not. g. No, they do not. h. Yes, they do.

Exercise 7:

- b. He puts out fires. c. He steals things. d. He says foolish things.
 f. They work. g. They teach.

Exercise 10a:

Some possibilities:

He/She/They is/are tired.

He/She/They is/are hungry.

He/She/They is/are happy.

He/She/They is/are having a rest.

He/She/They is/are having a meal/dinner.

He/She/They is/are having a game of football/
 a swim/a party.

He/She/They is/are hot.

He/She/They is/are having a game of football/
a swim/a bath. He/She/They is/are having a
bath.

He/She/They is/are dirty.

He/She/They is/are having a bath.

Workbook 3, page 13:

1. Every day he plays football.
2. Every night she does her homework.
3. Every day they walk to school.
4. Every day I read a book.
5. Every morning she washes her face.
6. Every night I sleep in my bed.
7. Every day I do my lessons.
8. Every afternoon she sits in a chair.

Workbook 3, page 14:

A 2. sleep 3. write in 4. go to school 5. writes on the, every day.

- B**
2. He sails a boat.
 3. He drives a train.
 4. He drives a lorry.
 5. She teaches.
 6. He swims.

Workbook 3, page 15:

3. Yes, I do.
4. No, I do not.
5. Yes, he/she does.
6. No, he/she does not.
7. Yes, she does.
8. Yes, he does.
9. Yes, they do.
10. No, they do not.
11. No, they do not.
12. Yes, they do.
13. Yes, we do.
14. No, we do not.
15. No, he does not.
16. Yes, he does.

Workbook 3, page 16:

2. go to
3. go
4. do not go
5. not go to
6. does not go to
7. goes, does not go
8. goes, but, does not go
9. goes, does not go
10. goes, does not go
11. goes, she does not go
12. goes, he does not go.

PAGES 26-31

Unit 5

The future: going to

New Words

a bat	hit	turn on	turn off	a dish
fruit	pay	dig	earth	build
a building	hide	a bush	frighten	measure
a snake	kill	safe	lose	thirsty
deep	nice	useful		

Teaching Notes

1. Bring a number of children to the front of the class. Give each child a piece of chalk and tell him/her what he/she 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: *Nasir 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): *Nasir is going to draw a cat.*
Nasir, please draw a cat.
Nasir 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 Nasir going to draw?*
Class: *He is going to draw a cat.*
Teacher (to Nasir): *Please draw a cat.*
(to class): *What is he drawing?*
He is drawing a cat.

Be sure that Nasir 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. **Games.** 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 Jamil going to hold up?*
Nasir: *He is going to hold up a book.*
Uzma: *He is going to hold up a pencil.*
Sara: *He is going to hold up a ruler.*
Teacher: *Hold it up, Jamil. (Jamil holds up a book.)*
What is he holding up?

Class: *He is holding up a book.*
Teacher: *That is right. One point for Nasir.*

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/she 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 26-31. Teach the new words and work through the exercises.

8. The phonic exercises at the bottom of page 29 require special attention, particularly the ending **-st**.

9. The pictures on page 30 provide cues for practising the present simple, the past, and simple future tenses. Exercise 7 on page 30 provides more revision.

Workbook 3

Pages 17-21

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 see 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.

2. In the phonic exercise at the foot of page 31, 't' occurs in every word but is not always pronounced:

't' pronounced: old /ould/, hold /hould/
cold /could/, child /tʃaɪld/
build /bild/, milk /mɪlk/
help /help/

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

Answers to Exercises

Exercise 7:

2. Today she is cooking a chicken. Tomorrow she is going to cook a fish.
3. Yesterday they drew a boat. Today they are drawing a car. Tomorrow

they are going to draw an aeroplane (OR a plane).

4. Yesterday she bought some oranges. Today she is buying some apples. Tomorrow she is going to buy a fish.

5. Yesterday they wore orange shirts. Today they are wearing green shirts. Tomorrow they are going to wear blue shirts.

Exercise 8:

A Some possibilities:

Our teacher is very clever/beautiful.

Ice is very cold.

Fire is very hot.

A beggar is very poor.

The sea is very deep/cold/beautiful.

A flower is very beautiful.

B I do not like rats. They are very dirty/greedy/ugly.

I like sweets. They are very nice.

I do not like snakes. They are very dangerous/ugly.

I like holidays. They are very nice.

I like/do not like cars. They are very nice/useful/dangerous/noisy.

I like/do not like buses. They are very useful/dangerous/noisy.

I like flowers. They are very nice/beautiful.

I do not like flies. They are very dirty/ugly.

Workbook 3, page 17:

2. He is going to play football. 3. He is going to ride his bicycle. 4. He is going to clean his teeth. 5. He is going to drive the bus. 6. He is going to eat an orange. 7. He is going to read a book. 8. He is going to answer the teacher.

Workbook 3, pages 18-19:

2. Uzma is going to turn on the tap.
3. Uzma is going to wash the dishes.
4. Mr Riaz is going to kill the snake.
5. Mrs Amin is going to wash the clothes.
6. Zeb is going to buy the dress.
7. Mrs Amin is going to buy some oranges.
8. Mrs Amin is going to pay the man.
9. Jamil is going to eat the cake.
10. Shan is going to have a rest.
11. Zeb is going to take off her coat.
12. Jamil is going to jump into the water.
13. Nasir is going to put on his coat.
14. Uzma is going to have a drink.

15. Jamil is going to have a swim.
16. The fireman is going to put out the fire.

Workbook 3, pages 20-21:

1. Every day she cleans the floor. Yesterday she cleaned the floor. Tomorrow she is going to clean the floor. 2. Every day she goes to the market. Yesterday she went to the market. Tomorrow she is going to go to the market. 3. Every day she comes to school. Yesterday she came to school. Tomorrow she is going to come to school. 4. Every day he eats an orange. Yesterday he ate an orange. Tomorrow he is going to eat an orange. 5. Every day she sits at the back. Yesterday she sat at the back. Tomorrow she is going to sit at the back. 6. Every day he writes in his book. Yesterday he wrote in his book. Tomorrow he is going to write in his book. 7. Every day he wears a white shirt. Yesterday he wore a white shirt. Tomorrow he is going to wear a white shirt. 8. Every day they buy some bread. Yesterday they bought some bread. Tomorrow they are going to buy some bread. 9. Every day they cook a meal. Yesterday they cooked a meal. Tomorrow they are going to cook a meal. 10. Every day they have a game of football. Yesterday they had a game of football. Tomorrow they are going to have a game of football. 11. Every day they have a swim. Yesterday they had a swim. Tomorrow they are going to have a swim. 12. Every day they have a rest. Yesterday they had a rest. Tomorrow they are going to have a rest.

PAGES 32-33

Unit 6

The indirect object

New Words

sell send bring true

Teaching Notes

1. Look at pictures 1-10 on pages 32-33 and read the sentences. Teach the new words.
2. The teacher asks and answers questions like those at the bottom of page 33.
3. Repeat 2, the teacher asking the questions and the pupil replying.
4. Make up further examples on the same pattern:
 Teacher: *Uzma, give Nasir a book. (to the class)*
What did Uzma give Nasir?
 Class: *She gave him a book.*
 Nasir: *Jamil, show Sara your ruler. (to the class)*
What did Jamil show Sara?
 Class: *He showed her his ruler.*

5. Some time should be spent practising *bring* and *take*. The word *take* has already been taught but *bring* is new. These two words are often confused. We use *bring* when something is to be moved nearer to the speaker, and *take* when something is either moved away from the speaker or moved between two other people. Use gestures to direct pupils to obey instructions like these:

Nasir, please bring me your book.

Thank you. Now take it to Jamil and sit down.

Jamil, please bring me Nasir's book.

Thank you. Now take it back to your desk.

Uzma, go to Jamil's desk. Take Nasir's book to Nasir.

If the teacher's gestures are clear, the pupils should soon be able to give similar directions.

Workbook 3

Page 22

Answers to Exercises

Exercise 1 (page 33):

2. She showed him a flower. 3. She read them a story. 4. He sold him a newspaper. 5. She cooked them a fish. 6. She bought them ice creams. 7. He gave him his ruler. 8. She made him some trousers. 9. She sent them a parcel. 10. He brought them a parcel.

Workbook 3, page 22:

2. She gave them some books. 3. She told them a story. 4. He gave her some money. 5. She gave him an orange. 6. She is reading them a story. 7. She is giving it some food. 8. Please give him a pencil. 9. Please give me some books. 10. He is showing them a picture. 11. He is giving him a letter. 12. He is going to buy her an ice cream.

PAGES 34-38

Unit 7

End position adverbials

New Words

move quickly quietly noisily politely rudely
loudly whisper softly well badly backwards
forwards cinema next happily blind

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 34.

6. **Game.** 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 Jamil has chosen the adverb *noisily*:

1st pupil: *Walk to the window.*

(Jamil walks to the window *noisily*.)

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

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

2nd pupil: *Open the door.*

(Jamil opens the door *noisily*.)

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

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

Sometimes the answer will be obvious at once e.g. *walking backwards*. 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 35. Teach the new word *cinema*. Practise answering questions like those at the bottom of page 35.

8. Revise telling the time. Read the ten sentences on page 36. The pupils produce similar sentences in response to questions from the teacher.

9. Work through the exercises on pages 37 and 38.

Workbook 3

Pages 23-24

Speech Guide

1. The phonic exercise at the bottom of page 36 provides practice with two major difficulties. First, the final consonant tends to be omitted altogether. Second, *d* and *t* are sometimes confused.

Answers to Exercises

Exercise 5:

1. She is dancing happily.
2. He is crossing the road carefully.
3. He is

walking slowly. 4. He is writing carelessly. 5. They are playing noisily. 6. He is pushing rudely. 7. He is shutting the door quietly.

Exercise 6:

c. She has breakfast at half past seven every morning. d. She had breakfast at half past seven yesterday. e. She goes to school at eight o'clock every morning. f. She went to school at eight o'clock yesterday. g. She has her first lesson at a quarter past eight every morning. h. She had her first lesson at a quarter past eight yesterday. i. She goes home at half past one every day. j. She went home at half past one yesterday. k. She does her homework at six o'clock every day. l. She did her homework at six o'clock yesterday. m. She goes to bed at ten o'clock every night. n. She went to bed at ten o'clock yesterday.

Exercise 7:

a. She showed him a flower. b. She made him some trousers. c. She read them a story. d. He sold him a newspaper. e. She cooked them some fish. f. He gave him his ruler. g. She sent them a parcel. h. He brought them a present.

Workbook 3, page 23:

1. They are playing noisily. 2. He is walking slowly. 3. He is crossing the road carelessly. 4. She is writing well. 5. She is whispering softly. 6. It is moving forwards. 7. She is dancing happily. 8. He is speaking politely.

PAGES 39-43

Unit 8

Mid position adverbials

New Words

always usually often sometimes never rocks
ten rupee notes evening a walk a voice late
cheerful sleepy early
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, usually, 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 shirt.* Then teach *often* and *sometimes*: *I often go to school by bus. I sometimes walk.* *Usually* is more difficult and may require some explanation as well as examples e.g. *I wear a tie on Monday, Tuesday, Thursday, and Friday. I do not always wear a tie. I usually wear a tie.*

2. Page 39 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. Use exercises 3, 4, and 5 for more practice with questions and answers.
5. The pupils may need some help with exercise 6. If so the teacher should provide plenty of examples of how the sentences may be completed before the pupils are asked to do the same. True answer should be encouraged.
6. Exercise 9 provides material for more questions and answers, either between the teacher and individual pupils or among the pupils.
7. Read page 43. The teacher reads the first sentence in each case and the class gives the response:

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

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

Workbook 3

Pages 25-26

Speech Guide

A common mistake is to shorten /æ/ or /ei/ to /e/. The correct pronunciation is:
'paper' not 'pepper': /'peipə/ not /'pepə/.
'sand' not 'send': /sænd/ not /send/.
'wake' not 'wek': /weik/ not /wek/.
'gave' not 'gev': /geiv/ not /gev/.
'rang' not 'reng': /ræŋ/ not /reŋ/.

Answers to Exercises

Exercise 10:

3. Yes, it hid behind the door yesterday. 4. Yes, he gave him an ice cream yesterday. 5. Yes, he sold him a newspaper yesterday. 6. Yes, he knew the answers yesterday. 7. Yes, they dug a hole yesterday. 8. Yes, he sent her a parcel yesterday. 9. Yes, she left home at eight o'clock yesterday. 10. Yes, she rang a bell yesterday.

Workbook 3, page 25:

1. No, I never sleep in school. 2. Yes, she often writes on the board. 3. Yes, I always clean my teeth at night. 4. Yes, they sometimes play football. 5. Yes, we always write with a pen. 6. Yes, he sometimes catches a fish. 7. No, I never put my feet on the desk. 8. Yes, I sometimes write in my book.

Workbook 3, page 26:

2. We never come to school by aeroplane. 3. We sometimes/often/usually write in our books. 4. The teacher never/sometimes/often reads to us. 5. We always go to bed at night. 6. The sky is sometimes/often blue. 7. I always/never/sometimes/often/usually walk to school. 8. I always/never/sometimes/often/

usually do my homework in the afternoon. 9. The postman never/sometimes/often brings me a letter. 10. I always/never/sometimes/often/usually read a newspaper.

PAGES 44-49

Unit 9

Questions

New Words

Which? Whose? No. (= number) others below
above between through a wrist a chin skip shake
a mat pour away after mend next to (in Workbook)

Teaching Notes

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

Page 44:

Which?

1. Page 44 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 44 can be put on the board for practice with more questions using *which*.

3. Read page 44.

Page 45:

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. 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: *Jamil, go to the door. Nasir, put the chalk in your desk. (to class): Where did Jamil go?*

Class: *He went to the door.*

Teacher: *Where did Nasir put the chalk?*

Class: *He put it in his desk.*

Practise sentences like these with any of the verbs on pages 16 and 17.

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

6. Now practise sentences like those with picture No. 8: *Where does a fish live? Where does Jamil live?* etc.

7. Read page 45.

Page 46:

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 Unit 3 and on page 43.

3. Read and answer the first six questions on page 46.

What?

1. Teach *What* with the present continuous tense using sentences like those on pages 46-47.

2. Teach the new words *skip, shake, a mat, pour, away, after, and mend*.

3. **Game.** 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 46 and the top of page 47.

Whose?

1. Demonstrate by going round the class picking up articles and asking and answering questions: *Whose ruler is this? It is Zeb's.* The pupils repeat after the teacher.

2. **Game.** To give individual practice the teacher goes round the class with a bag picking up articles from pupils' desks. As she does so, she 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: Jamil's, Nasir's, etc.

4. Read the bottom part of page 47.

5. Work the exercises on pages 48-49.

Workbook 3

Pages 27-29

Speech Guide

1. In the phonic exercise at the bottom of page 46 you will find that the pupils tend either to leave out the last *p* or to change it into a *b*.

2. In the phonic exercises at the bottom of page 48 note that the *h* is silent except in *who* and *whose*.

Answers to Exercises

Exercise 1:

b. No. 6 c. No. 3 and No. 5 d. No. 1 and No. 4 e. No. 2

Exercise 3:

a. I wake up at (?). b. I got to school this morning at (?). c. School started this morning at (?). d. I am going to have a meal at (?). e. I am going home at (?).
f. He gets home from work at (?).

Exercise 8:

A a. My name is (?). b. I live at/in (?). c. My school is in/at (?). d. My birthday is on (?). e. On Saturdays I go to (?). f. Last Friday I went to (?)
g. I am holding my pen. h. Mr/Mrs/Miss (?) teaches us English.

B b. Where does she live? c. What is his name? d. When does he go to bed?
e. Whose book is it?

Exercise 10:

a. I go to school quickly/slowly. b. I go home from school quickly/slowly.

c. I/We walk into my/our classroom quietly. d. I/We speak to my/our teacher politely. e. I/We write well. (Answers to questions f. to l. will vary.) m. I/We write carefully. n. I/We cross the road carefully. o. My/Our teacher writes quickly/slowly. p. Buses usually move forwards. q. Bookshops usually sell books. r. Bookshops sometimes/often sell newspapers.

Workbook 3, page 27:

1. Mr/Mrs/Miss (?) teaches us/me Arithmetic. 2. I/We go to (?). 3. I live in (?). 4. An elephant is bigger than a dog. 5. I live in/at (?). 6. I am in school/a classroom/at home now. 7. I sit at the front/at the back/in the middle of the class. 8. My book is on my desk/in my hand. 9. The blackboard is at the front of the class. 10. My friends are in the classroom/at home/ (?). 11. My school is at/in (?). 12. My classroom is in/near/next to (?).

Workbook 3, page 28:

1. My father goes to work at (?). 2. I clean my teeth in the morning and in the evening/at night/twice a day/after a meal. 3. I wash my face in the morning/when I get up/in the evening/at night. 4. I do my homework at (?). 5. I am writing in my book/working this exercise. 6. My/Our teacher's name is (?). 7. There is a book/pen/pencil/ruler in my desk. 8. There is a book/pen/pencil/ruler on my desk. 9. I/We am/are writing in my/our books. 10. (?)'s desk is next to my desk/mine. 11. (?)'s desk is near my desk/mine. 12. (?)'s desk is behind/in front of my desk/mine.

Workbook 3, page 29:

1. Which...? A cat is smaller than a dog. 2. Where...? I/We am/are sitting in my/our classroom/in a chair/in a room in my home, etc. 3. When...? I have breakfast at (?) o'clock. 4. What...? There is a picture/blackboard/map on the wall of my classroom. 5. Whose...? I am using my pen. 6. Which...? An ice cream is colder than an orange. 7. Where...? The sun/it is in the sky. 8. When...? I go to bed at (?). 9. What...? It is (?). 10. Whose...? (?)'s desk is behind my desk. No one's desk is behind my desk. 11. What...? My friend's/His/Her name is (?). 12. Where...? He/She/My friend lives in/at...

PAGES 50-53

Unit 10

Questions with prepositions at the end

Note: Some old-fashioned grammar books still teach that 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.

New Word

a top

Teaching Notes

1. Read page 50.
2. Work exercises 2, 3, and 4 on page 51, and the revision exercises on pages 52-53.

Workbook 3

Pages 30-31

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.

Answers to Exercises

Exercise 2:

- What is the man running after? He is running after the dog.
What is the man shouting at? He is shouting at the dog.
What is the policeman pointing at? He is pointing at the dog.
What is the woman looking at? She is looking at the dog.
What is the girl smiling at? She is smiling at the dog.
What is the boy laughing at? He is laughing at the dog.

Exercise 3:

- a. I/We write with a pen. b. I/We draw with a pencil. c. I/We point with a finger. d. I/We talk with my/our mouth and tongue. e. I/We measure with a ruler. f. I/We eat with spoons/knives and forks/my/our mouth(s)/teeth.

Exercise 5:

1. Where 2. What 3. Where 4. What 5. What 6. When 7. Which
8. Which 9. Which 10. Which 11. What 12. Whose 13. Whose
14. Whose 15. Whose 16. What 17. What 18. Whose/Which 19. Whose/
Which 20. What 21. What 22. Where 23. Where 24. Where 25. What
26. Which 27. Which 28. What

Workbook 3, page 30:

2. What do we write with? We write with our pens. 3. What do we measure with? We measure with our rulers. 4. What do we draw with? We draw with our

pencils. 5. What do we see with? We see with our eyes. 6. What do we hear with? We hear with our ears. 7. What do we talk with? We talk with our tongues. 8. What do we hold things with? We hold things with our hands. 9. What do we touch things with? We touch things with our fingers. 10. What do we eat with? We eat with our mouths. 11. What do we wash with? We wash with soap and water. 12. What do we clean our teeth with? We clean our teeth with a toothbrush.

Workbook 3, page 31:

1. What is the dog running after? 2. Who is the teacher talking to? 3. Who are the children listening to? 4. What is the boy playing with? 5. What are the people waiting for? 6. Who are the people looking at? 7. What is the man looking for? 8. Who is the policeman pointing at? 9. What are the children laughing at? 10. What is the cat hiding from? 11. What do we comb our hair with? 12. What do we paint with?

PAGES 54-57

Unit 11

Preposition phrases

New Words

(fishing) net afraid bravely foolishly funny sharp easily dangerously neat neatly work untidy

Teaching Notes

1. Read pages 54-55. The teacher first provides the answers to the questions as in the examples given. Then go through the exercise again, the pupils answering the questions. Page 56 provides similar question and answer practice.

2. Page 57 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.

3. 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).

Workbook 3

Pages 32-33

Speech Guide

Pay particular attention to sounding the final letters in these words: hat /hæt/, basket /ba:skit/, dots/dɔts/, note /nout/, rock /rɔk/, boat /bout/, sand /sænd/.

Answers to Exercises

Exercise 1:

b. The boy with the aeroplane is Nasir. c. The man with glasses is Mr Riaz.
d. The man with the yellow hat is Mr Aziz. e. The woman with a basket is Mrs Amin. f. The woman with an umbrella is Mrs Aziz. h. The dress with red flowers is for a hundred and fifty rupees. i. The dress with green dots is for a hundred rupees.
j. The coat with blue buttons is for two hundred rupees. k. The bag with the yellow handle is for three hundred rupees.

Exercise 2:

b. The man on the rock is holding a fishing net. c. The man in the boat is fishing. d. The girl in the boat is kneeling. e. The boy in the water is swimming. f. The boy on the sand is running after the dog. g. The woman on the sand is taking out food from the basket. h. The girl on the sand is throwing/catching a ball. i. The girl in the water is catching/throwing a ball.

Workbook 3, page 33:

2. Firemen are brave. 3. Firemen fight fires bravely. 4. We laugh at a funny man. 5. A funny man sometimes talks foolishly. 6. A knife is sharp. 7. A knife can cut easily. 8. A careful person writes neatly. 9. A careless person's work is untidy. 10. A careless person's work is not neat. 11. A careful person's writing is neat. 12. A careless person's clothes are untidy.

PAGES 58-63

Unit 12

It

New Words

weather cool warm sunny country a beach
heavily a storm leaf/leaves a second a week
date

Page 58:

The weather

1. Read the sentences with pictures Nos. 1-6. The pupils use the substitution table at the bottom of page 58 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 59:

The four seasons

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

Numbers

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

Page 60:

The Months

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 60. Revise *first, second, third*, etc. Teach the new word *last*. Make sure the pupils can spell all the words.
4. Work the exercises on page 61 orally.
5. Pages 62-63 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 3

Pages 34-37

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-NINE in EACH LEAP year.

Answers to Exercises

Exercise 10A:

a. It is cold/cool/warm/hot/wet/dry/sunny/raining today. b. It was cold/cool etc. yesterday. c. Yes, it is./No, it isn't. d. Yes, it was./ No, it wasn't. e. Yes, it was./No, it wasn't. f. In winter it is cold. g. In spring it is cool/sunny. h. In autumn it is warm. i. In summer it is hot.

Exercise 10B:

b. second, twenty-eight c. third, thirty-one d. fourth, thirty e. fifth, thirty-one f. sixth, thirty g. seventh, thirty-one h. eighth, thirty-one i. ninth, thirty j. tenth, thirty-one k. eleventh, thirty l. twelfth, thirty-one

Exercise 11:

b. There are sixty minutes in one hour. c. There are one/a hundred and twenty seconds in two minutes. d. There are one/a hundred and twenty minutes in two hours. e. There are twenty-four hours in one day. f. There are forty-eight hours in two days.

Workbook 3, page 34:

Note: Different answers are possible. The most likely answer is given first but the others should not be thought wrong.

1. cold 2. very cold 3. is hot/warm/very hot 4. It is very hot/warm today.
5. It is cool/warm. 6. It is warm/cool. 7. It is wet today. 8. It is very wet today.
9. It is dry today. 10. It is very dry today.

Workbook 3, page 35:

A 1. In January it is cold and dry. 2. In August it is hot and wet.
3. In November it is warm. 4. In April it is cool and sunny. 5. Today it is (?).
6. Yesterday it was (?). 7. Last Sunday it was (?). 8. Tomorrow it is going to be (?)

Workbook 3, page 36:

1. cooked 2. painted 3. talked 4. cried 5. begged 6. clapped
7. copied 8. hid 9. bit 10. drew 11. flew 12. said 13. blew 14. brought
15. bought 16. caught 17. hit 18. taught 19. shut 20. wanted 21. spoke
22. read 23. stood 24. saw 25. stole 26. came 27. ran 28. fell

Workbook 3, page 37:

29. drove 30. dug 31. took 32. had 33. wore 34. wrote 35. went
36. drank 37. heard 38. gave 39. held 40. knew 41. lost 42. knelt

43. gave 44. rode 45. rang 46. sold 47. sang 48. sent 49. slept 50. woke
51. thought 52. climbed 53. helped 54. went 55. counted 56. jumped

PAGES 64-66

Unit 13

Requests

New Words

ladder

packet

lend

borrow

Teaching Notes

1. Teach the items illustrated on page 64 in the usual way. (See *Teaching New Items*, page 3). First teach the items in row A and row B: requests for actions to be performed with simple 'Yes' replies. Use the actions in the table at the bottom of the page. Use any other familiar actions e.g. *clean the blackboard, open your book, pick up the pencil, etc.*

2. Now practise the items in rows C and D: requests for something to be given with the response: *Here it is! or Here they are.* This has been taught before.

3. When all the children are able to use and reply to these requests, read page 64, No. 1. The teacher should read first, while the pupils follow in their books. Afterwards the children may read aloud in groups or individually. Please note that the reading aloud should be *natural*. In other words, the children should *read* the items in the same way as they have been taught to *speak* them. Group readings often produce a sing-song chanting which must not be permitted. If this persists, avoid group readings although group readings can be useful with a very weak class.

4. Work through exercises 2 and 3 orally. Exercise 3 can be done in pairs. The teacher may extend the exercise by suggesting more items. Remember that the sentences produced should be spoken *naturally*.

5. Read the passage on page 65 and discuss the answers. Note the two new words: *ladder* and *packet*. The passage can then be used for more reading practice. Never ask the children to read a passage aloud until it has been read and discussed by the teacher. The children cannot read it properly until they understand it completely.

6. Deal with the passage on page 66 in the same way.

7. Exercises 7 and 8 are designed to bring out the difference between the sounds /æ/ and /e/, see Speech Guide below. One useful exercise is to write the words on the board under numbers like this:

1	2
bag	beg
pan	pen
bad	bed
man	men

The teacher then says a word and the pupils have to say whether it is a word from List 1 or List 2. They could do this by raising one hand or two hands. This practice in listening for the difference is very valuable. The children will not make the difference in their own speech until their ears have become used to hearing the difference.

Workbook 3

Pages 38-39

These pages provide practice in writing requests and replies.

Speech Guide

- ↘ JAMIL, will you close the ↗ DOOR, please?
- ↘ YES, Miss Naz.
- ↘ THANK you, Jamil.
- ↘ JAMIL, will you give me your ↗ Ruler, please?
- ↘ YES, ↘ HERE it is!

Note:

1. In polite requests, the voice begins to rise on the word with the main stress, and continues to rise until the end of the sentence. (If the falling tone is used the polite request becomes a stern demand!)
2. Notice the stress on the first word in *Here it is!* and *Here they are!* The last word *is* and *are* may also be stressed but to stress the pronoun *it* sounds most unnatural. This is a common speech fault.
3. When practising the difference between /æ/ and /e/ in Exercises 7 and 8, it may help to tell the children to smile when saying *beg*, *pen*, etc. (i.e. spread their lips) and to open their mouths wide for *bag*, *pan*, etc. The front part of the tongue is raised for /e/ and lowered for /æ/.

Answers to Exercises

Exercise 4:

Note: When answering comprehension questions, there is no reason why pupils should not give brief answers. In fact this is often more natural than replying in complete sentences. However, many teachers insist on answers being given in complete sentences as practice in sentence construction. The following answers are given in both forms. In later exercises only the full answers are given but teachers should not regard short answers as 'wrong'.

- a. In the roof of the house. The hole was in the roof of the house.
- b. Jamil, *or* Jamil did. Jamil brought the ladder.
- c. Uzma, *or* Uzma did. Uzma brought the tin of paint.
- d. **Red.** It was red. (This is a better answer than: The paint was red.)

Encourage pupils to use pronouns, *he, she, it*, etc., in their answers. It provides good practice in their natural and correct use. Many pupils seem unable to use pronouns.)

- e. Nasir, *or* Nasir did. Nasir brought the hammer.
- f. Shan, *or* Shan did. Shan went to the shop.
- g. Shan, *or* Shan did. Shan bought a packet of nails.
- h. Jamil, *or* Jamil did. Jamil held the ladder.
- i. Mr Riaz and the children *or* Mr Riaz and the children were *or*, Mr Riaz and the children were tired.

Exercise 5:

- a. He borrowed a ruler.
- b. Nasir lent him the ruler.
- c. He borrowed a rubber.
- d. Jamil lent him the rubber.
- e. He borrowed a pen.
- f. Uzma lent him the pen.

Workbook 3, page 38:

- 3. 'Will you give me some rulers, please?' 'Yes, here they are!'
- 4. 'Will you give me a rubber, please?' 'Yes, here it is.'
- 5. 'Will you give me some milk, please?'' 'Yes, here it is.'
- 6. 'Will you give me some pens, please?' 'Yes, here they are.'
- 7. 'Will you give me a chair, please?' 'Yes, here it is.'
- 8. 'Will you give me some water, please?' 'Yes, here it is.'
- 9. 'Will you give me some pencils, please?' 'Yes, here they are.'
- 10. 'Will you give me a piece of chalk, please?' 'Yes, here it is.'
- 11. 'Will you give me some coffee, please?' 'Yes, here it is.'
- 12. Will you give me some paint, please?' 'Yes, here it is.'
- or 'Will you give me some tins of paint, please?' 'Yes, here they are.'

PAGES 67-69

Unit 14

The future: *will* and *shall*

New Words

keep become rich gold
fine drop silly

Teaching Notes

1. Teach the interrogative, negative, and affirmative forms of the simple future using sentences like these:

Teacher: *Nadia, how old are you?*

Nadia: *I'm eleven.*

Teacher (to class): *Will Nadia be thirteen next year?*

No, she will not. She will not be thirteen.

She will be twelve.

After enough examples, allow the pupils to answer the questions using the negative and affirmative forms. Then let the pupils take the part of the teacher and ask questions.

2. In the simple future, we normally use *shall* after *I* or *we*. (To use *will*, however, is not wrong). To teach the change from *will* to *shall* practise a conversation like that with picture No.7 on page 67. Go around the class, the teacher asking the questions and individual children answering.

3. Read page 67 with the class. Read Exercise 2 and work Exercises 3 and 4 orally.

4. Deal with 'Kamal's Egg' as in the previous lesson. The teacher reads the passage first, bringing out the meaning, and explaining the new words. By questioning and discussion, the teacher ensures that the passage is fully understood. Only then should the questions following the passage be attempted. These should be dealt with orally at first. If time permits, the children can copy out the sentences with the correct words. They will then make up a little story.

5. Deal with Exercises 6 and 7 as in the previous Unit. (See Speech Guide below.) Exercise 8 may be oral or written.

Workbook 3

Pages 40-41

Speech Guide

Exercises 6 and 7: The common mistake is to shorten the vowel sound in *part*, *sharp*, etc., until it is the same as in *pot*, *shop*, etc. Give practice in hearing the difference first, then saying it.

Answers to Exercises

Exercise 3:

b. They will not go. c. She will not tell me. d. He will not come tomorrow.
e. They will not go home soon. f. You will not see him next week. g. The shop will not be closed tomorrow. h. She will not mend his shirt tonight. i. She will not help him tonight.

Exercise 4:

b. Will he go tomorrow? c. Will she see it? d. Will they be here soon?
e. Shall I help her? f. Will you give it to him? g. Will it be cold tomorrow?
h. Will it be hot in June? i. Will they go home soon?

Exercise 5:

- a. one egg b. happy c. rich d. dropped e. sad

Exercise 8:

- a. 3, b. 1, c. 4, d. 2, e. 6, f. 8, g. 5, h. 7.

Workbook 3, page 40:

- A. 1. We shall or we will, He will, She will, It will, They will, You will.
2. I will not, We shall not, We will not, He will not, They will not, You will not.
- B. 2. Will you help me? 3. Shall we go now? 4. Will he come tomorrow?
5. Will she go next week? 6. Will it rain tomorrow? 7. Will the men come back soon?
- C. 2. I shall not go. 3. He will not help us. 4. It will not be hot tomorrow.
5. They will not stop talking.

Workbook 3, page 41:

- A. 3. No, he won't. 4. Yes, I shall/will. 5. No, she/he won't. 6. No, they won't.
7. Yes, they will.
- B. 2. I shall/will wake up tomorrow at seven o'clock. 3. She will cook some food at eight o'clock. 4. It/School will begin tomorrow at half-past eight.
5. They/The children will go home at one o'clock. 6. He/Mr Riaz will finish work at five o'clock.

PAGES 70-72

Unit 15

Infinitives of purpose

New Words

zoo	medicine	library	aunt	uncle
music	cloth	clothes	postcard	news
holiday	Post Office	climb		

Teaching Notes

1. Work through Exercises 1 and 2 on page 70, the teacher demonstrating at first until the pupils are able to make the sentences.

2. The books are closed. The class is asked to reproduce some of the sentences (or similar sentences) from memory. The teacher helps by giving 'call' words:

Teacher: *Zoo*

Pupil: *She went to the zoo to see the animals.*

Teacher: *Radio.*

Pupil: *He switched on the radio to hear some music.*

3. A good class may be asked to make up new sentences using the same

construction.

4. Work through the exercises on pages 71-72 as with the example in 3.1.

Workbook 3

Pages 42-43

Answers to Exercises

Exercise 1:

3. Mrs Riaz went to the market to buy some fish.
4. Sara Khan went to the beach to have a swim.
5. Mr Riaz went to the library to get a book.
6. Seema went to Landhi to see her aunt.
7. Mansoor went to the toy shop to buy a kite.
8. The children went to the cinema to see a film.

Exercise 2:

1. He switched on the radio to hear some music.
2. She bought some cloth to make a dress.
3. He went to the shop to buy some clothes.
4. He bought a newspaper to read the news.
5. She bought a postcard to send to her aunt.

Exercise 3:

4. Nasir went to the Post Office to buy some stamps.
5. Uzma is going to the library to borrow a book.
6. Mrs Aziz is putting hot water in the teapot to make some tea.
7. Yesterday Nasir went to the hospital to see his brother.
8. The workman is bringing a ladder to climb up to the roof.
9. Last week Miss Erum went to a dress shop to buy a new dress.
10. Jamil is going to buy some medicine to give to his dog.
11. Last week Shan went to the Post Office to post a letter.
12. Uzma goes to school in the evening to learn English.

Workbook 3, page 42:

2. Uzma is going to the doctor to get some medicine.
3. Nasir went to the cinema to see a film.
4. Mr Aziz is going to switch on the radio to hear the news.
5. Mr Riaz always buys a newspaper to read the news.
6. Mrs Riaz is going to buy some cloth to make a dress.
7. Sara Khan is going to the library to borrow a book.
8. I am going to the Post Office to post a letter.
9. Please go to the market to buy some fish.
10. I shall go to the hospital to see my brother.
11. I want a ladder to climb on to the roof.
12. Jamil went to the toy shop to buy a kite.

Workbook 3, page 43:

2. He went to Hyderabad to see his uncle. 3. She ran across the road to catch a bus. 4. He borrowed a pen to write a letter. 5. He wanted ten rupees to buy a football. 6. She asked for fifty paises to buy a stamp. 7. He bought some wood to make a table. 8. He switched on the radio to hear the news. 9. They went to the beach to have a picnic. 10. She put up her hand to ask a question. 11. Mrs Amin went to the market to buy some fruit. 12. Jamil went to the zoo to see the snakes.

PAGES 73-76

Unit 16

Nouns followed by infinitives

New Words

a camera	spend	a photograph
a bone	a monkey	a lion

Teaching Notes

1. Exercise 1 is self-explanatory.

2. Exercises 2, 3, and 4 (new words: *spend*, *bone*) are meant to be treated as dialogue i.e. conversation between two people, or two groups of people. The teacher should read both question and reply a few times as a model, the pupils imitating. The teacher asks the questions and the pupils, as a group or individually, reply. The dialogue can then be repeated by pupils only, either in groups or as individuals:

Group A: *Will you give me something to read, please?*

Group B: *Yes, Here is a book for you to read.*

Jamil: *I have nothing to do.*

Uzma: *Here is some work for you to do.*

Workbook 3

Pages 44-45

Speech Guide

Will you give me something to [↗] READ, please?
↘ YES. Here is a ↘ BOOK to read.

The infinitive *read* is stressed when it is first used but not in the reply. The main stress in the reply falls on the new word: *book*.

Exercises 6 and 7 practise the difference between a *vowel*, which is one sound, /i/, and a *diphthong*, which is two sounds, /ei/. Pupils tend to shorten the diphthong until it sounds like the vowel. The word *cake* is pronounced /keik/ not /kik/ or /kek/.

Answers to Exercises

Exercise 2:

c. Yes. Here is a rupee to spend. d. Yes. Here is some work to do. e. Yes. Here is some tea to drink. f. Yes. Here is a ball to play with. g. Yes. Here is a pen to write with. h. Yes. Here is a pencil to draw with. i. Yes. Here is a brush to paint with.

Exercise 4:

c. Here is a dress for her/your sister to wear. d. Here is some milk for it/your cat to drink. e. Here is a bone for it/your dog to eat. f. Here is a rupee for him/your brother to spend. g. Here is a fish for her/your mother to cook. h. Here is a basket for him/Jamil to carry.

Exercise 5:

a. The children will see the monkeys. b. The children will see the lions. c. Nasir and Jamil will see the snakes. d. Uzma and Zeb will see the birds. e. Jamil will take something to eat. f. Nasir will take something to drink. g. Uzma will take a rupee to spend. h. Zeb will take some biscuits for the monkeys to eat.

Workbook 3, page 44:

A 1. We use it to write on the blackboard. 2. We use it to hit nails. 3. We use them to sew clothes. 4. We use it to carry water. 5. We use them to take photographs.

B 1. What do we use a purse for? We use it to carry money. 2. What do we use envelopes for? We use them to send letters. 3. What do we use the pavement for? We use it to walk on. 4. What do we use exercise books for? We use them to write in. 5. What do we use a ladder for? We use a ladder to climb something.

Workbook 3, page 45:

3. Here is an orange for you to eat. 4. Here is some milk for Nadia to drink. 5. Here is a rupee for you to spend. 6. Here is a newspaper for Mr Riaz to read. 7. Here is a coat for you to wear. 8. Here is a desk for Jamil to use. 9. Here is a kite for the boys to fly. 10. Here are some sweets for you to eat. 11. Here are some boxes for the boys to carry. 12. Here is some water for the dog to drink.

PAGES 77-79

Unit 17

Verbs with infinitives

New Words

television	blank space	watch
(football) match	remember	forget

Teaching Notes

1. The aim of this Unit is to give practice in using a verb followed by an infinitive with *to*: e.g. **likes to listen**, **wants me to stand**. *Want* and *like* can be introduced by conversations like these:

Teacher: *What do you want to do, Nadia?*

Nadia: *I want to read my book.*

Class (individually or altogether, repeating after teacher if necessary):
She wants to read her book.

Teacher: *Jamil, what do you like to do on Saturdays?*

Jamil: *I like to play football on Saturdays.*

Pupil(s): *He likes to play football on Saturdays.*

2. Then read Exercise 1 and answer the questions.

3. Work through Exercise 2. The pupils then make their own requests as the teacher calls upon them:

Teacher: *Tariq.*

Tariq: *May I draw on the board, please?*

Class: *Tariq wants to draw on the board.*

4. Exercises 4 and 5 may also be followed by more practice using conversations like the ones above.

5. Exercise 6 should be worked orally at first and may then be used for extra writing practice.

6. 'The Football Match' introduces two new verbs: *remember* and *forget*. When the questions have been answered, give the children practice in using these verbs by conversations like this:

Teacher: *Jamil, did you forget to bring your bag today?*

Jamil: *No, Miss -. I remembered to bring it.*

7. Exercise 8 gives more practice with the long sound /ɔ:/ as in 'short'. Do not let this be shortened to the sound /ɔ/ as in 'shot'.

Workbook 3

Pages 46-48

Answers to Exercises

Exercise 1:

a. She likes to listen to the radio. b. She wants to listen to the radio now.
c. She wants her to do her homework. d. He likes to watch television. e. He wants to watch television now. f. She wants him to clean his shoes.

Exercise 2:

3. Zeb wants to open the window. b. Uzma wants to close the door.

c. Jamil wants to read his book. d. Nasir wants to sit down. e. Shan wants to go home. f. Sara Khan wants to ask a question. g. Mansoor wants to buy an orange. h. Uzma wants to switch on the fan. i. Zeb wants to go to bed. j. Nasir wants to play football.

Exercise 3:

(54 sentences are possible – $3 \times 2 \times 3 \times 3$ – but there will probably not be enough time to make all these.)

Exercise 4:

a. Miss Naz told Uzma to stand up. b. The teacher told Jamil to sit down. c. The teacher told Jamil to stand up. d. Mr Aziz told Nasir to sit down. e. Mr Amin told Jamil to clean the board. f. Miss Naz told Nasir to clean his shoes. g. Miss Naz told Uzma to eat her orange. h. Miss Naz told the children to give her their books.

Exercise 5:

a. Miss Naz told the children not to shout. b. Miss Naz told Uzma not to run. c. Mr Aziz told Nasir not to sing. d. Miss Naz told Jamil not to laugh. e. Miss Naz told the children not to be late. f. Miss Naz told the children not to look. g. Mr Aziz told the children not to be afraid. h. Miss Naz told Nasir not to be silly.

Exercise 6:

a. Jamil wants to go out. b. Nasir wants Uzma to help him. c. Uzma likes to listen to the radio every day. d. Mr Riaz told Nasir to close the door. e. Miss Naz told Nasir not to run. f. Miss Naz told Uzma not to be afraid. g. Nasir likes to watch television every evening. h. Zeb wants to sit down. i. Mr Riaz told Jamil to stand up. j. Mrs Riaz told the children to eat their dinner. k. The teacher told the children to stop talking. i. Mr Aziz told Nasir not to write carelessly.

Exercise 7:

a. They like to watch a football match. b. Mr Amin always remembers to take his umbrella. c. Mr Riaz sometimes forgets to take his umbrella. d. They went to Korangi to watch a football match. e. Mr Amin remembered to take his umbrella. f. Mr Riaz forgot to take his umbrella. g. It began at three o'clock. h. It began to rain at half-past three. i. He tried to help Mr Riaz. j. Mr Riaz went home.

Workbook 3, page 47:

4. Sara Khan wants to buy a new dress. 5. Jamil wants to play football with the boys. 6. Nasir likes to play football every day. 7. Mrs Riaz wants Sara

Khan to put her money in her purse. 8. Miss Naz told the children to write very carefully. 9. Shan wants to switch on the television. 10. Zeb watches television every evening. 11. Mr Hai wants to have the newspaper. 12. Mrs Riaz wants Uzma to help her to do the shopping.

Workbook 3, page 48:

A. 3. Miss Naz told Zeb to sit down. 4. Mr Aziz told Shan not to talk. 5. Uzma told/asked Nasir to carry the books. 6. Nasir told/asked Uzma not to shout.

B. 1. to help 2. to help 3. to open 4. to make 5. to clean 6. to carry 7. to stop 8. to do

PAGES 80-82

Unit 18

Superlative forms of adjectives

New Words

difficult	wide	narrow	a mark
low	best	worst	comfortable
exciting	aloud		

Teaching Notes

1. Demonstrate, *older, oldest* and *younger, youngest* using children standing in the front of the class. Each pupil gives her age: *I am eleven, I am twelve, I am thirteen* and the class make sentences like these:

Asim is eleven.

Nasir is older.

Jamil is the oldest.

Jamil is thirteen.

Nasir is younger.

Asim is the youngest.

Note: There is no need to use sentences like, *I am twelve years of age*. It is much more natural to say, *I am twelve*.

2. Look at the pictures on page 80. Read the sentences and answer the questions. Draw attention to the spelling of *saddest, happiest, dirtiest, easiest*.

3. Do the same with Exercise 2. Use the names of the streets in answering Questions a, b, c, and d. Use the colours of the aeroplanes in answering Questions e, f, g, h. (See Answers to Exercises below.)

Workbook 3

Pages 49-50

Page 49 gives practice in spelling and in the use of *the* with the superlative form. Page 50 gives practice in using the superlative forms in sentences.

Speech Guide

1. Pay particular attention to the letter *t* at the end of a word: *oldest*, *youngest*, *slowest*, *most*, *difficult*, *best*, *worst*.

2. You will find that your pupils will tend to separate the words *the aeroplane*. When *the* is followed by a vowel, it is better to pronounce it 'thee' /ði:/ and join it to the following word: *the aeroplane*. The same thing happens with *the orange*, and *the apple*.

Answers to Exercises

Exercise 1:

- c. The bicycle is the slowest. The aeroplane is the fastest.
- d. The apple is the dearest. The orange is the cheapest.
- e. The girl is the happiest. The boy is the saddest.
- f. The green shirt is the cleanest. The white shirt is the dirtiest.
- g. Number 1 is the easiest. Number 3 is the most difficult.
- h. Jamil is the most careful. Shan is the most careless.

Exercise 2:

a. New Street and Old Street are wide. b. First Street, Second Street, and Third Street are narrow. c. New Street is the widest. d. Third Street is the narrowest. e. The big aeroplanes are high. f. The small aeroplanes are low. g. The big red aeroplane is the highest. h. The small blue aeroplane is the lowest. i. Nasir's marks are better. j. Jamil's marks are the best. k. Asma's marks are worse. l. Shan's marks are the worst.

Exercise 3:

a. Nadia's chair is the most comfortable. b. Shan's book is the most exciting.

Exercise 4:

a. the youngest b. older c. the biggest d. more difficult e. worse f. the best

Exercise 5:

a. Zeb's story was the longest. b. Nasir's story was the shortest. c. Uzma's story was the most interesting. d. Jamil's story was the most exciting. e. Uzma's marks were the best. f. Nasir's marks were the worst.

Workbook 3, page 49:

1. a. old, older, the oldest. b. cold, colder, the coldest. c. tall, taller, the tallest. d. wide, wider, the widest. e. brave, braver, the bravest. f. slow, slower, the slowest.

2. b. heavy, heavier, the heaviest. c. dirty, dirtier, the dirtiest. d. greedy, greedier, the greediest. e. busy, busier, the busiest. f. ugly, uglier, the ugliest. g. hungry, hungrier, the hungriest. h. sleepy, sleepier, the sleepiest.

3. a. careful, more careful, the most careful. b. careless, more careless, the most careless. c. different, more different, the most different. d. dangerous, more dangerous, the most dangerous. e. exciting, more exciting, the most exciting. f. comfortable, more comfortable, the most comfortable.

4. a. good, better, the best. b. bad, worse, the worst. c. good, better, the best. d. bad, worse, the worst.

Workbook 3, page 50:

2. Imran is the thinnest boy. 3. Rani is the happiest girl. 4. Rabia is the saddest girl. 6. Amir's mark is the lowest. 7. Nadia's drawing is the best. 8. Seema's drawing is the worst.

PAGES 83-86

Unit 19

Questions with *How much? How old? How often?* etc.

New Words

a swimming pool	a step	a sheep
a foot	a metre	a kilometre
a husband	a wife	once
times (three times)	art	half full
		twice

Teaching Notes

Page 83:

How many?

1. Revise questions like those on page 83 using questions and answers around the class:

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

Nasir: *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 83. Teach the new words *pool, steps, and sheep* (singular and plural). Revise *children, animals, and people*. (Teach *child*.) Teach the new words: *foot, metre, kilometre*.

Page 84:

How much?

1. Revise questions like those on page 84. 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 term *half full*.

Page 85:

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 the top of page 85:

Jamil: *How much is the umbrella?*

Uzma: *Five rupees. How much is the banana?*

Nasir: *Fifty paisas. 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 85 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: *Nasir, how old is Jamil?*

Nasir: *How old are you, Jamil?*

Jamil: *I am nine years old.*

Nasir: *He is nine years old.*

Teacher: *Thank you, Nasir. Jamil, how old is Uzma?*

Jamil: *How old are you, Uzma?*

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

3. Go through Exercise 4 with the class.

Page 86:

How often?

1. Teach the new words *once, twice, three times, four times*, etc. as in the table at the top of page 86.

2. The teacher asks *How often* questions around the class, the pupil answering.

3. The pupils ask each other *How often* questions.

Workbook 3

Pages 51-53

Speech Guide

1. These words require particular attention:

'horses' not 'hosses': /hɔ:siz/ not /hɒsiz/

'sheep' not 'ship': /ʃi:p/ not /ʃip/

'people' not 'pipple': /pi:pl/ not /pippl/

'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/, /ɔftn/, /ɔ:fn/, /ɔ:ftn/. All are equally correct. You will find it easiest to teach the one you are accustomed to use.

Answers to Exercises

Exercise 1:

1. There are five boys in the swimming pool.
There are two balls (in the swimming pool).
There are five children (in the swimming pool).
There are five steps.
2. There are two horses.
There are three cows.
There are four sheep.
There are nine animals.
There are three people.
3. There are ten millimetres in a centimetre.
There are hundred centimetres in a metre.
There are one thousand metres in a kilometre.

Exercise 2:

4. The bottle is full. 5. The bottle is half full. 6. The box is full. 7. The box is empty. There is no chalk. 8. The tin is empty. There is no rice. 9. The cup is half full. 10. The cupboard is empty. There is no paper.

Exercise 4:

b. She is six years old. c. He is thirty-five years old. d. She is thirty years old. f. She is 1.15 metre tall. g. He is 1.75 metre tall. h. She is 1.63 metre tall.

Workbook 3, page 51:

2. How much ink is there in the bottle? The bottle is half full. 3. How much chalk is there in the box? The box is empty. 4. How much ink is there in the bottle? The bottle is full. 5. How much ink is there in the bottle? The bottle is empty. 6. How much milk is there in the bottle? The bottle is half full. 7. How much milk is there in the bottle? The bottle is empty. 8. How much chalk is there in the box? The box is full.

Workbook 3, page 52:

A. 2. Uzma is nine. She is nine years old. 3. Nadia is seven. She is seven years old. 4. How old is Zeb? Zeb is ten. She is ten years old. 5. How old is Jamil? Jamil is eleven. He is eleven years old.

PAGES 87-89

Unit 20

more fewer less

New Words

businessman		also	decide
heavy	choose	load	lift
cheerfully	journey	grew	light
happen			

Teaching Notes

1. Teach *more* and *fewer* first, using pupils holding different numbers of any convenient objects. The pupils who are holding the objects may stand in the front of the class but they too must take part in the practice. When you have finished, it should be possible for the teacher to produce a sentence from the class by simply calling the name of one of the pupils in the front:

Teacher: *Jamil.*

1st Pupil: *Jamil has more rulers than Nadia.*

2nd Pupil: *Jamil has more pencils than Uzma.*

3rd Pupil: *Jamil has fewer books than Nadia.*

2. Now repeat the above using *more* and *less* with uncountable nouns. Use bottles or glasses of water, ink, coffee, milk, etc., and dishes of rice, bread, tea, sand, flour. If this is not possible, use cardboard cut-outs with the name of the substance written clearly on each. Have different sizes to enable the comparisons to be made.

If none of the above is convenient, you may use blackboard drawings or the pictures in the book.

3. Read Exercise 1 and answer the questions. Exercise 2 will then show whether the pupils have formed the habit of using *fewer* with countable nouns and *less* with uncountable nouns. Exercises 3 and 4 give more practice.

Exercise 5 gives examples of a number of different spellings for the sound /ou/.

Workbook 3

Pages 54-55

Speech Guide

1. The questions in Exercise 1 begin with a question word and are spoken with a falling tone:

Who has more kittens than ↘ UZma?

2. The position of the main stress changes according to the situation. For example, if the following questions were spoken in this order the stress would change as marked:

- Who has more kittens than ↘ UZma?
Who has more ↘ BOOKS than Uzma?
Who has more ↘ PENcils than Uzma?
Who has ↘ FEWer pencils than Uzma?
Who has fewer pencils than ↘ JAMIL?

In each case the new word is stressed.

Answers to Exercises

Exercise 1:

- a. Zeb has more kittens than Uzma.
Uzma has fewer kittens than Zeb.
Nadia has more apples than Shan.
Shan has fewer apples than Nadia.
- b. Zeb has more milk than Uzma.
Uzma has less milk than Zeb.
Nadia has more bread than Shan.
Shan has less bread than Nadia.

Exercise 3:

- a. The girl has more oranges than the boy. The boy has fewer oranges than the girl.
b. The girl has more water than the boy. The boy has less water than the girl.
c. Mrs Riaz has more cats than Mrs Hai. Mrs Hai has fewer cats than Mrs Riaz.
d. Mr Hai has more money than Shan. Shan has less money than Mr Hai.
e. Shan's book has more pages than Zeb's book. Zeb's book has fewer pages than Shan's book.
f. The blue bottle has more ink than the red bottle. The red bottle has less ink than the blue bottle.

Exercise 4:

- a. more b. fewer c. more d. less e. more f. fewer

Exercise 6:

- a. A rich man wanted to go on a journey. b. He wanted to take things to sell.
c. He took gold to buy things with. d. He took food to eat on the journey. e. Ten servants went with him. f. They carried the things to sell, the gold, and food to eat on the journey.
g. He carried the bread. h. They stopped for a rest. i. They ate some of the bread. j. The servant's load grew smaller and lighter every day.

Exercise 7:

the youngest – the oldest, the longest – the shortest, the cheapest – the dearest, the slowest – the fastest, the dirtiest, the cleanest, the saddest – the happiest, the lowest – the highest, the most difficult – the easiest, the most careful – the most careless, the narrowest – the widest, the best – the worst.

Workbook 3, page 54:

1. Nasir has more cars than Jamil.
2. Jamil has fewer cars than Nasir.
3. Zeb has more oranges than Uzma.
4. Uzma has fewer oranges than Zeb.
5. Shan has more books than Nadia.
6. Nadia has fewer books than Shan.
8. Jamil has less ink than Nasir.
9. Zeb has more water than Uzma.
10. Uzma has less water than Zeb.
11. Shan has more milk than Nadia.
12. Nadia has less milk than Shan.

Workbook 3, page 55:

1. more
2. more
3. fewer
4. more
5. less
6. fewer
7. less
8. more

PAGES 90-92

Unit 21

Comparison of adverbs

New Words

examination	clear	roar
clearly	fierce	fiercely
choir	members	join
piano	beginning	

Teaching Notes

1. Begin with a few classroom examples of the comparative and superlative forms of adjectives. For example, ask three pupils to write on the blackboard at different speeds while the teacher and class say:

Jamil is writing slowly.

Uzma is writing more slowly.

Zeb is writing most slowly.

2. In the same way practise: *quickly, carefully, carelessly, neatly, fast.*

3. Read through Exercises 1 and 2 and see that the pupils learn all the forms. They should not cause much difficulty. Exercises 3 and 4 should be worked orally at first and may then be used for written work if desired.

Exercises 5 and 6 give examples of the several different spellings for the sound /i:/ as in *see*, and also contrast the short form /i/ as in *pit*. These two sounds are very often confused. When the children are reading they should not be allowed to shorten the sound /i:/. Exercise 5 should first be used for listening practice.

Workbook 3

Pages 56-57

Speech Guide

A horse moves ↘ FAST but a car moves ↘ FASTER.
Jamil spoke ↘ CLEARly but Nasir spoke ↘ MORE clearly.

Answers to Exercises

Exercise 1:

a. Jamil did well in the examination. Uzma did better. Nasir did best of all. Zeb did badly. Shan did worse. Amir did worst of all.

b. A horse moves fast. A car moves faster. An aeroplane moves fastest of all. A man moves slowly. A child moves more slowly. An old man moves most slowly.

Exercise 3:

b. ...wrote more neatly. c. ...can roar more fiercely. d. ...wrote more carefully. e. ...moved more quickly. f. ...can go faster. g. ...did better.

Exercise 4:

b. ...fought most bravely. c. ...goes most slowly. d. ...speaks most politely. e. ...worked hardest. f. ...drove most dangerously. g. ...spoke most softly.

Exercise 7:

a. Yes, he was. b. Yes, she was. c. They wanted to join the choir. d. They spoke to Mr Aziz. e. Mr Aziz played the piano. f. Nasir sang loudly at first. g. Zeb sang softly at first. h. Nasir and Zeb had clear voices. i. Nasir and Zeb sang well. j. Mr Aziz was pleased.

Exercise 8:

a. A book has more pages than a chapter. b. A boy has fewer legs than a table. c. A bottle holds more ink than a pen. d. A cup holds less water than a jug.

Workbook 3, page 56:

A. 2. slow, slowly, more slowly, most slowly. 3. brave, bravely, more bravely, most bravely. 4. careful, carefully, more carefully, most carefully. 5. fast, fast, faster, fastest. 6. hard, hard, harder, hardest. 7. bad, badly, worse, worst. 8. good, well, better, best.

B. 2. ...more clearly. 3. ...shouted more loudly. 4. ...worked harder. 5. ...wrote worse. 6. ...worked better.

C. 2. ...ran most quickly. 3. ...fought most bravely. 4. ...spoke most slowly. 5. ...did worst. 6. ...sang best.

Workbook 3, page 57:

A. 2. Shan ran most slowly. 3. Uzma ran fastest. 4. Rabia ran most slowly.
5. Uzma ran faster than Shan.

B. 2. Rabia did worst. 3. Jamil did best. 4. Shan did worst. 5. Jamil did better than Rabia.

PAGES 93-95

Unit 22

... (not) as ... as...

New Words

km.p.h (kilometre per hour)

height

weight

cost (v.)

loaf

loaves

tortoise

hare

shell

race

win

ready

Teaching Notes

1. Note that this construction is taught in this lesson with adjectives and adverbs.

2. Teach these sentences, and others like them, using classroom situations:

Jamil is not as old as Uzma.

Uzma is not as young as Jamil.

Nasir is not writing as quickly as Shan.

Shan is not writing as slowly as Nasir.

Zeb does not have as many books as Nadia.

Rehan does not have as much chalk as Shan.

3. Read Exercise 1 with the class and let the pupils make as many sentences as time permits from the table in Exercise 2.

4. Exercises 3 and 4 should be worked orally and may then be used for written practice as the teacher wishes.

5. Exercise 5 contrasts the two sounds /i:/ and /i/, practised in Unit 21, and Exercise 6 gives practice in producing the short form.

6. Exercise 7, 'The Hare and the Tortoise' introduces a new construction: *let us ...* or *let's*. The meaning is obvious from the context. Do not spend much time on explaining it.

Workbook 3

Pages 58-59

Speech Guide

These words may give difficulty:

height /hait/

weight /weit/

cost/kɒst/ not /kɔːst/

loaf /louf/

/loaves /louvz/ not /loufs/

Answers to Exercises

Exercise 3:

- Rani is as tall as Asma. Rani is not as tall as Nadia.
- Amir is as heavy as Shan. Amir is not as heavy as Asim.
- First Street is as wide as Second Street. First Street is not as wide as Third Street.
- An orange is as dear as an apple. An orange is not as dear as a pear.
- Rani's book is as thick as Asma's book. Rani's book is not as thick as Nadia's book.

Exercise 4:

- Jamil has as many rulers as Nasir. Jamil does not have as many rulers as Shan.
- Uzma has as many cups of tea as Seema. Uzma does not have as many cups of tea as Nadia.
- April has as many days as June. April does not have as many days as March.
- Amir has as much bread as Shan. Amir does not have as much bread as Asim.

Exercise 7:

- A hare runs fast.
- A tortoise moves slowly.
- It carries a shell on its back.
- Yes, it is.
- They raced to a tree.
- It began walking.
- It lay down to have a rest.
- The tortoise moved slowly.
- The hare ran quickly.
- The tortoise won.

Exercise 8:

- An aeroplane goes fastest.
- A dog runs more quickly than a duck.
- Boys speak more loudly than girls.

Workbook 3, page 58:

- Amir is as fat as Shan.
- Uzma's marks were as good as Jamil's.
- The first sum was as easy as the second sum.
- The red flower is as beautiful as the blue flower.
- Uzma is as careful as Zeb.
- Nasir writes as slowly as Shan.
- The boys wrote as quickly as the girls.
- Nasir sang as loudly as Zeb.
- Nasir sang as clearly as Zeb.
- Uzma danced as well as Nadia.
- Uzma

can run as fast as Nadia.

Workbook 3, page 59:

2. The first sum was not as hard as the second sum. 3. The man is not as sad as the woman. 4. Amir is not as careful as Uzma. 5. The string is not as strong as the rope. 6. The girl is not as happy as her brother. 7. Jamil did not run as fast as Nasir. 8. A bus does not move as quickly as a train. 9. Uzma did not sing as loudly as Nasir. 10. Shan does not write as neatly as Zeb. 11. Uzma does not speak as clearly as Rana. 12. The boys did not do as well as the girls.

REVISION

Pages 96-100 of the main book and pages 60-64 of the workbook provide a revision of structures and vocabulary taught in this book. The exercises in the main book should be worked orally but may also be used for written practice if time permits. The workbook exercises should be worked orally and then in writing.

Answers to Exercises

Exercise 1:

a. yours, mine, yours b. hers, mine, his c. Ours, yours

Exercise 2:

2. The Aziz family is/are having a meal. 3. Nasir and Jamil are having a swim. 4. Mr Hai is having a rest. 5. Jamil is having a bath. 6. The children are having a party. 7. Nasir is having a ride. 8. The children are having a lesson. 9. Mr Aziz is having a walk.

Exercise 3 (only verb changes are given):

1. knocked 2. opened 3. walked 4. closed 5. pointed 6. cleaned 7. thanked 8. went 9. wore 10. got 11. sat 12. came 13. stood 14. sat 15. wrote 16. ate 17. drew 18. saw 19. bought 20. smiled 21. was 22. blew 23. had 24. cooked 25. gave 26. read 27. lent 28. made 29. sent 30. showed 31. fell 32. woke 33. hid 34. sold 35. knew 36. dug 37. left 38. rang 39. was 40. was 41. begged 42. copied 43. bit 44. flew

Exercise 4:

2. A: Did you buy a ruler yesterday? B: No, I didn't. I bought a pen. 3. A: Did you draw a cat yesterday? B: No, I didn't. I drew a dog. 4. A: Did you eat an apple yesterday? B: No, I didn't. I ate an orange. 5. A: Did you wear red shoes yesterday? B: No, I didn't. I wore black ones. 6. A: Did you write a book yesterday? B: No, I didn't. I wrote a letter. 7. A: Did you sit on a desk yesterday?

B: No, I didn't. I sat on a chair.

Exercise 5:

2. a. Every day Mrs Amin buys something. b. Sometimes she buys some oranges. c. Yesterday she bought some apples. d. Today she is buying some oranges. e. Tomorrow she is going to buy a fish.

3. a. Every day the children draw something. b. Sometimes they draw a house. c. Yesterday they drew a car. d. Today they are drawing a boat. e. Tomorrow they are going to draw an aeroplane.

4. a. Every day the boys wear something. b. Sometimes they wear red shirts. c. Yesterday they wore blue shirts. d. Today they are wearing green shirts. e. Tomorrow they are going to wear yellow shirts.

Exercise 7:

How much is the hat?
kitten?

It is fifty rupees.
a hundred rupees.

comb?
drum?
How much is the ring?
balloon?
stamp?

ten rupees.
two hundred rupees.
It is five hundred rupees.
two rupees.
one rupee.

Exercise 8:

1. open 2. will 3. to 4. eat 5. for 6. not to make 7. to clean
8. to watch 9. to finish 10. the prettiest 11. fewer 12. less 13. faster
14. as old 15. fast as

Workbook 3, page 60:

A. 1. mine 2. yours 3. hers, his 4. ours, theirs

Workbook 3, page 61:

1. cleaned 2. went 3. wore 4. got 5. sat 6. came 7. stood 8. wrote
9. ate 10. drew 11. bought. 12. gave 13. was 14. had 15. woke 16. hid
17. sold 18. knew 19. dug 20. sent 21. left 22. rang 23. was 24. was
25. listened

Workbook 3, page 62:

B. 1. He gave me a book. 2. He lent me ten rupees. 3. He showed him his kite. 4. He bought her a watch. 5. She told us a story. 6. He is selling them shirts. 7. He is bringing them a parcel. 8. She made him some trousers.

C. 1. Where... 2. When/What time... 3. Which... 4. What...

5. Whose 6. What...

Workbook 3, page 63:

1. Will you help me? Yes, I will help you. 2. Will you help me? No, I will not help you. 3. Will you lend me twenty rupees? Yes, I will lend you twenty rupees. 4. Will you give me twenty rupees? No, I will not give you twenty rupees.

Workbook 3, page 64:

1. to buy 2. see the animals 3. to write on the blackboard 4. to... with, you to play 5. to listen to the... to watch 6. not to 7. good 8. best 9. worse, the worst 10. dirtiest 11. much 12. once/twice/three times/four times, etc. 13. fewer 14. less 15. fewer 16. more 17. well, best 18. worse, was worst 19. most loudly 20. neatly, carelessly 21. carefully 22. most 23. not as... as 24. not... as... as... 25. as neatly/carefully as

WORD LIST

The following words are introduced for the first time in *Book 3*. For words previously introduced, please see the Teaching Notes to *Introductory* and to *Books 1* and *2*.

A

afraid
after
aloud
also
art
as
aunt
away

B

backwards
badly
bat
bath
beach
become
beg
beginning
below
bend
best
between
bite
blank
blind
bone
borrow
brave
bravely
bring
build
building
businessman
bush

C

camera
centimetre
cheerful
cheerfully
chin
choir
choose
cinema
clear
clearly
climb
cloth
cold
comb (v.)
comfortable
cool
cost
country

D

dangerously
decide
dig
dish
difficult
drawing
drive
drop

E

early
earth
easily
evening
every
examination

exciting

F

fall down
fall out
family
fierce
fiercely
find
finish
fishing-net
fool
foolish
foolishly
foot
forget
forwards
frighten
fruit
funny

G

gold
goodbye
got
grow

H

half full
handle
happily
hard (adv.)
heap
heavily
height
hide
high

hit
holiday
husband

I
into

J
join
journey
junk

K
keep
kilometre
kilometre per hour
kill
know

L
ladder
late
leaf
lend
library
lift
light
lion
live
load
loaf
look after
lose
loudly
low

M
map
mat
match
meal
meaning
measure

medicine
mend
members
mile
millimetre
monkey
move
music

N
narrow
never
next
net
news
nice
No.
noisily
note

O
office worker
often
once
other

P
packet
party
pay
person
photograph
piano
pillow
politely
pool
poor
postcard
Post Office
pour
put out

Q
quickly
quietly

R
race
ready
remember
rest
rich
ride
ring
roar
rock
rudely

S
sad
safe
schoolbook
second (n.)
sell
send
shake
shall
sharp
sheep
shell
sick
silly
skip
sleepy
snake
softly
sometimes
soon
spell
spend
steal
step
storm
stop
sunny

swimming

T

television

thief

thing

thirsty

through

tight

times

tonga

top

tortoise

turn on

turn off

twice

U

uncle

useful

usually

W

wake up

walk (n.)

warm

watch

weather

week

weight

well

which

whisper

whose

wide

wife

will

win

worst

wrist

Y

yard

Z

zoo