

NEW ACTIVE ENGLISH

Teaching Notes

4

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General Introduction

In *Book 4* also, the previous work is revised. Revision is, in fact, a feature of this course. The first seven pages of the book are devoted to the revision of vocabulary and language structures taught in the previous year. Throughout the book new items taught are revised systematically and there is also a good deal of 'built-in' revision.

The year's work includes the following:

Oral Work

VOCABULARY A steady expansion of vocabulary continues to be an important characteristic in this book. A number of new words are introduced. The entire list is given at the end of the Teaching Notes.

LANGUAGE STRUCTURES In all, twenty-seven items are thoroughly taught and revised. Some other less important constructions are also reviewed.

Reading

The *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 examples of phonics. In *Book 2* the two approaches continued side by side and by the end of the year the pupils should have been firmly on the road to reading accurately and fluently. *Book 3* consolidated and expanded upon this by providing three kinds of reading material: sentence patterns (already practised orally); practice with more advanced examples of phonics; passages for **comprehension practice**. *Books 4* and *5* provide more passages for comprehension practice. The subject matter is varied and is intended to stimulate reading for pleasure and information. Many of the passages have a Pakistani background and are intended to promote a sense of social responsibility.

Writing

All exercises should be worked through orally at first. The teacher should use his or her discretion as to which exercises should also be written out, as time permits. The *Workbook* provides additional 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 item should continue to be made clear as described above.

Stage 3: Controlled practice. The teacher now gradually withdraws help. The pupils are asked to use the item, again in groups or as individuals, in response to cues given by the teacher. The teacher signals to the class what to say by pointing to an object or picture, making a gesture or a remark or asking a question. Pupils then produce the appropriate response.

Stage 4: Extended practice. Whenever possible, the pupils should now be encouraged to use the item without any help from the teacher. This should take the form of controlled conversation. This may be between individuals (for example, a conversation chain around the class), between groups, or between individuals or groups and the teacher.

Note:

If this procedure is carried out properly, very few mistakes should occur. If at any stage an unreasonable number of mistakes is made, this means that the previous stage was not practised thoroughly enough, and should be repeated. English is not taught by correcting mistakes. The whole point of this method is to give pupils controlled practice in using English *correctly*.

Do's and Don'ts for Teachers

1. When giving the model, (Stage 1), DO speak clearly, but naturally, and at a normal speed. DON'T slow down. DON'T speak one word at a time.
2. DO make sure that all pupils take part. DON'T forget to check individual pupils.
3. DO make sure that the meaning of the construction is always clear.
4. DO keep to the lesson. DON'T introduce new words from future lessons.
5. DON'T talk too much. The more English used by the *pupils*, the more successful the lesson.
6. DON'T continue an activity too long. Young children quickly lose interest.
7. DON'T explain 'grammar'. The aim is to teach pupils to *use* grammatical constructions, not to talk about them.
8. DON'T explain the meanings of words, if this can possibly be avoided. *Show* them the meaning, and give them practice in using the words.
9. DO prepare your lessons. This will take only a few minutes, using the brief 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?

CONTRACTIONS. Teachers are sometimes uncertain whether to use contracted forms, e.g. *isn't* or the full form, e.g. *is not*. A general rule is to use the contracted forms in speech and the full forms in writing. However, this is not a hard-and-fast rule and when in doubt, teachers are advised to follow the book and the Teaching Notes.

PRONUNCIATION

Consonants

b	—	<i>bag</i>
d	—	<i>desk</i>
d _ʒ	—	<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>

Note:

The purpose of the revision exercises is to revise the most important construction dealt with in Book 3. It is for the teacher to decide how long should be spent on these exercises. They should all be worked orally. If a particular exercise is found to be easy, it can be gone through quite quickly. When a class experiences difficulty with an exercise, it can be repeated and, if necessary, used for written work as well. Normally, however, these exercises are designed to be done orally only. The Workbook provides some written revision exercises.

Workbook 4

Pages 1-8

Answers to Exercises

Exercise 1:

a. Yours, his b. his, hers c. Ours, yours, theirs d. Mine, his e. mine, yours
f. hers, his g. ours, yours h. theirs

Exercise 2:

a. They gave me a bicycle. b. I paid him a lot of money. c. She made her a dress. d. She is going to read us a story. e. He gave them some pieces of paper.
f. I am going to give them a radio. g. I am going to give him a tie. h. I lent him two fifty. i. She lent me five fifty.

Exercise 4:

a. Did they see him? Yes, they did. b. Did he help her? Yes, he did. c. Did she bring her book to school? Yes, she did. d. Did he buy some sweets? Yes, he did.
e. Did she say 'Hello!?' Yes, she did. f. Did he hit the ball? Yes, he did. g. Did she throw up the ball and catch it? Yes, she did. h. Did the men dig a hole in the road? Yes, they did. i. Did they hear an aeroplane and see it? Yes, they did.
j. Did the man drive the bus into a tree? Yes, he did. k. Did he hold up his hand? Yes, he did. l. Did Miss Naz teach them? Yes, she did. m. Did she wear a blue dress and carry a blue bag? Yes, she did. n. Did they go to the cinema? Yes, they did. o. Did the teacher give him a new book? Yes, she did. p. Did she drink the milk and eat the apple? Yes, she did. q. Did he shut the door and open a window? Yes, he did. r. Did the teacher speak to them and write on the board? Yes, she did. s. Did she stand on her chair and shout? Yes, she did. t. Did he come to school late? Yes, he did. u. Did he fall down and hurt his nose? Yes, he did. v. Did he take some sweets out of his pocket and give them to her? Yes, he did. w. Did the wind blow hard and did it begin to rain? Yes, it did. x. Did the teacher draw a tree on the blackboard? Yes, he/she did. y. Did the bird fly through the window? Yes, it did. z. Did a thief steal the money? Yes, he did.

Exercise 5:

a. Yes, she cooked one/a meal yesterday. b. Yes, they played football yesterday. c. Yes, she cried yesterday. d. Yes, he hid behind the door yesterday. e. Yes, it bit him yesterday. f. Yes, she said 'Hello!' yesterday. g. Yes, he gave us some yesterday. h. Yes, she drank one/a glass of milk yesterday. i. Yes, they wrote in their books yesterday. j. Yes, he won one yesterday. k. Yes, he wore one yesterday. l. Yes, they took them home yesterday. m. Yes, she drove one to school yesterday. n. Yes, they dug one yesterday. o. Yes, it blew one down yesterday. p. Yes, he brought some to school yesterday. q. Yes, she bought some yesterday. r. Yes, he caught one yesterday. s. Yes, he taught them English yesterday. t. Yes, she shut them yesterday. u. Yes, we heard one yesterday. v. Yes, he fell down yesterday. w. Yes, he ran all the way to school yesterday. x. Yes, they came to see us yesterday. y. Yes, he saw one yesterday. z. Yes, he spoke to them yesterday.

Exercise 6:

a. Does he paint a picture every day? Yes, he does. Is he going to paint one tomorrow? Yes, he is. b. Do they play football every day? Yes, they do. Are they going to play (football) tomorrow? Yes, they are. c. Does she wash the floor every day? Yes, she does. Is she going to wash the floor/it tomorrow? Yes, she is. d. Do they write in their books every day? Yes, they do. Are they going to write in their books tomorrow? Yes, they are. e. Does the teacher ring a bell every day? Yes, he/she does. Is he/she going to ring one/a bell tomorrow? Yes, he/she is. f. Does the sun shine every day? Yes, it does. Is it going to shine tomorrow? Yes, it is. g. Do the men go to work every day? Yes, they do. Are they going to work tomorrow? Yes, they are. h. Does Mrs Riaz buy something at the market every day? Yes, she does. Is she going to buy something/anything tomorrow? Yes, she is. i. Do the children have a bath every day? Yes, they do. Are they going to have a bath tomorrow? Yes, they are. j. Does he take the dog for a walk every day? Yes, he does. Is he going to take it for a walk tomorrow? Yes, he is.

Exercise 7:

a. 'Will you give me a ruler, please?' 'Yes, here it is.' b. 'Will you give me some books, please?' 'Yes, here they are.' c. 'Will you give me some ink, please?' 'Yes, here it is.' d. 'Will you give me a glass, please?' 'Yes, here it is.' e. 'Will you give me some eggs, please?' 'Yes, here they are.' f. 'Will you give me some milk, please?' 'Yes, here it is.' g. 'Will you give me a hammer, please?' 'Yes, here it is.' h. 'Will you give me some nails, please?' 'Yes, here they are.' i. 'Will you give me some paint, please?' 'Yes, here it is.' j. 'Will you give me a box of matches, please?' 'Yes, here it is.'

Exercise 8:

a. Why did Uzma go to the shop? She went to the shop to buy a dress. b. Why did Jamil go to the shop? He went to the shop to buy a kite. c. Why did

Shan go to the zoo? He went to the zoo to see the animals. d. Why did Mrs Riaz go to the market? She went to the market to buy some fish. e. Why did Bina go to the doctor? She went to the doctor to get some medicine. f. Why did Amir go to the library? He went to the library to borrow a book. g. Why did Nadia go to the Post Office? She went to the Post Office to buy a stamp. h. Why did Azra go to the shop? She went to the shop to buy a book. i. Why did Arif go to town? He went to town to see his uncle. j. Why did the children go to the cinema? They went to the cinema to see a film.

Exercise 9:

a. Yes, here is a book for you to read. b. Yes, here is a newspaper for your father to read. c. Yes, here is some tea for you to drink. d. Yes, here is some water for your dog to drink. e. Yes, here is a pen for you to write with. f. Yes, here is a pencil for you to draw with. g. Yes, here is some money for you to spend. h. Yes, here is a ball for your dog to play with.

Exercise 10:

a. Miss Naz told Jamil to stand up. b. Miss Naz told Uzma not to shout. c. Uzma told Zeb to wait for her. d. Mrs Riaz told the children not to be late. e. Miss Naz told Shan to put the chair near the door. f. Mr Riaz told Zeb not to drop the cup. g. Mrs Amin told Bina to switch off the radio. h. The man told the children not to be afraid.

Exercise 13:

a. Rehan has more oranges than Imran. Imran has fewer oranges than Rehan. b. Zeb has more water than Nadia. Nadia has less water than Zeb. c. Asim has more dogs than Jamil. Jamil has fewer dogs than Asim. d. Asim's book has more pages than Jamil's book. Jamil's book has fewer pages than Asim's book. e. The boys have more ink than the girls. The girls have less ink than the boys.

Workbook 4, Page 1:

1. mine, yours, 2. has 3. see 4. do not go 5. going, wait 6. her
7. Whose 8. for 9. Will

Workbook 4, Page 2:

1. I got it yesterday. 2. I heard them yesterday. 3. I saw them yesterday.
4. I told her yesterday. 5. I spoke to him yesterday. 6. I gave it to her yesterday.
7. I tore it yesterday. 8. I tried to swim yesterday. 9. I laughed in class yesterday.
10. I bent it yesterday. 11. I won it yesterday. 12. I did it yesterday.
13. I thought of it yesterday. 14. I knew about it yesterday. 15. I held it yesterday.
16. I sat on the beach yesterday.

Workbook 4, Page 3:

2. ...did not fall off... 3. ...did not run to... 4. ...did not put on a hat. 5. ...he did not push his car. 6. ...did not open the window. 7. ...he did not ride his... 8. ...she did not eat an... 9. ...he did not sit near the door. 10. ...did not shut the door. 11. ...did not write on the board. 12. ...she did not go to school.

Workbook 4, Page 4:

2. We never come to school by aeroplane. 3. We never/sometimes/often draw pictures in our books. 4. The teacher 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 walk to school. 8. A bird sometimes/often sits in a tree. 9. The sun is always/sometimes/often hot. 10. There are always seven days in a week.

Workbook 4, Page 5:

2. **balloon, eye, lorry, one, window – below** 3. **balloon, umbrella, ice cream, lion, dog – build** 4. **ear, aeroplane, roof, television, hill – earth** 5. **envelope, ankle, rock, ladder, year – early**.

Workbook 4, Pages 6-7:

1. give, it is 2. will 3. the oldest 4. less 5. clean 6. give 7. go 8. drink 9. didn't 10. rains 11. much 12. old 13. help 14. to buy 15. to carry 16. to pick 17. the oldest 18. more 19. fewer 20. less

Workbook 4, Page 8:

1. reads 2. lend 3. clean 4. the most 5. braver than 6. come 7. as old as 8. the happiest 9. as 10. less

UNIT

PAGES 8-11

Language Structure

Adverbials after *to be*

New Words

accident	on duty	in a hurry
late	ground	ambulance
term	test	prize
straight	saw	over (ended)

Teaching Notes

The teacher reads page 8 to the class. The pupils may also read aloud or silently. Read the first half of page 9 and answer the questions. Read the bottom half of page 9 and give pupils additional practice by drawing a number of bottles, tins,

and boxes on the board, numbered and labelled. The pupils now produce sentences like these:

Teacher: *No. 1.*

Class: *The bottle is for milk.*

Teacher: *No. 5.*

Class: *The box is for chalk.*

Read the sentences at the top of page 10. Pupils practise asking and answering questions like these:

What is a pencil for?

It is for writing.

What is a book for?

It is for reading.

Teach the words *late* and the phrase *in a hurry* and revise *early*. Read the sentences with pictures No. 1, 2, and 3 on page 10.

Work the revision exercises on page 11.

Workbook 4

Page 9

Speech Guide

Pay particular attention to these words:

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

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

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

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

Answers to Exercises

Exercise 7:

The first picture:

a. The policeman was on duty. b. The boy was on a bicycle. He was in a hurry. d. His lesson was at eight-thirty. e. He was very late. f. The policeman's hand was up. g. The boy's head was down. h. He did not see the policeman. i. A car was on the road. j. A woman was on the pavement. k. She shouted to the boy but he did not hear her.

The second picture:

a. The boy was not on the bicycle. b. He was on the ground. c. The bicycle was on the ground, too. d. It was on its side. e. The door of the car was open. f. The driver was not in the car. g. He was in the street. h. He was looking at the boy. i. The woman was not on the pavement. j. She was in the street, too. k. She was speaking to the boy. l. The policeman was in the shop. m. He was on the telephone.

Workbook 4, Page 9:

The policeman is on duty. His hand is up. The boy is on a bicycle. His head is down. He cannot see. He is in a hurry. He is very late for school. A car is on the road. A man is in the car. He cannot see the boy. A woman is on the pavement. She is shouting to the boy.

Now the boy is not on the bicycle. He is on the ground. The bicycle is on the ground, too. It is on its side. The man is not in the car. He is in the street. The woman is not on the pavement. She is in the street. The policeman is in the shop. He is on the phone. Soon the boy will be in an ambulance. Then he will be in hospital.

UNIT 2

PAGES 12-15

Language Structure

let, make, must, could, would with 'bare' infinitives

New Words

inside mouse tightly kind rope pleased

Teaching Notes

The teacher demonstrates the use of *let* and *made* by means of dialogues like these:

Teacher: *Zeb, would you like to read your book?*

Zeb: *Yes please, Miss - (or Mr -).*

Teacher (turning to class): *I let Zeb read her book. What did I do?*

Class: *You let Zeb read her book.*

Teacher: *Nasir, comb your hair, please.*

Nasir: *Yes, Miss -.*

Teacher (turning to class): *I made Nasir comb his hair. What did I do?*

Class: *You made Nasir comb his hair.*

Read the sentences with pictures 1-3, several times, the children and the teacher taking different parts. Then the children close their books and the following dialogue may be attempted:

Teacher: *Nasir said, 'May I watch television?' and Miss Naz said, 'Yes, you may.' What happened?*

Pupil(s): *Miss Naz let Nasir watch television.*

Repeat the above procedures with pictures 4-6, and then with picture 7.

Go through Exercises 2-4 orally. They may also be used for written practice if desired but note that the Workbook also provides written practice.

The remaining exercises are dealt with as in previous lessons. Exercise 10

can be treated as controlled composition, the pupils writing out the passage and supplying the missing words.

Comprehension Passage: ‘The Lion and the Mouse’. Each of the following units in this book contains at least one comprehension passage designed to give the pupils practice in intensive reading. Each passage contains examples of the language structure item being taught in the rest of the chapter. There is more than one way of dealing with a comprehension passage and teachers must decide which method is best suited to the passage, and to their children. The following points, therefore, are merely suggestions.

It is not advisable to begin the lesson by asking pupils to read aloud. They cannot be expected to read aloud until they understand what they are reading. The lesson may begin with the teacher reading the passage to the children in such a way as to bring out the meaning. This is probably the best way of beginning the lesson if the teacher thinks that the class is going to find the passage difficult. Alternatively the teacher may give the children time to read the passage silently themselves, after which the teacher may then read the passage to the children or may begin discussion.

The next step is for the teacher to go through the passage with the children to make sure the passage is understood by discussion, anticipating difficulties and asking as many questions as necessary. Questions should be general at first to see if the main ideas have been understood, and then more detailed questions may be asked. Not until then should the questions in the book be attempted. They should be answered orally at first, and then, if the teacher wishes and if time permits, they may be answered in writing.

Reading aloud, as we have stated before, should not be attempted until this stage of the lesson has been reached. Reading aloud is a useful exercise since it enables the teacher to check the pupils pronunciation and, indeed, understanding. However, it is by no means essential and may be omitted altogether.

Workbook 4

Pages 10-11

Speech Guide

1. Pay particular attention to the final consonants in *let*, *made*, *must*, *would* and *could*. When the next word begins with a different consonant, the final consonant must be given its full sound. In other words the sound should end with a little puff of air:

Miss Naz let Nasir...

When the next word begins with the same consonant, or a similar one, the first part of this final consonant is sounded and then there is a very small pause before the next word:

The teacher let Shan...

When the next word begins with a vowel, the consonant may be joined to the following word:

He let Zeb...

Unless attention is paid to these points, the children will tend to omit the final consonants altogether or to 'swallow' them so that they can hardly be heard.

These notes apply to *all* final consonants.

2. In Exercises 5 and 6 the contrast is between the short vowel /ɔ/, as in *cot* and its long form /ɔ:/, as in *caught*. The long sound /ou/ is also compared. In all the examples in Exercise 6 the sound is short: /ɔ/. Do not let the pupils say 'caller' for 'collar', for example.

Answers to Exercises

Exercise 2:

b. The teacher made Jamil clean the blackboard. c. The policeman made Mr Amin move his car. d. Mrs Riaz made Uzma brush her hair. e. Miss Naz made Nasir do his homework. f. The teacher made Zeb do the work again.

Exercise 3:

b. The policeman let the children cross the road. c. Mrs Riaz let Jamil watch television. d. Mr Aziz let the workmen have a rest. e. The shopkeeper let Nasir have an orange to eat. f. The teacher let the children stop work.

Exercise 4:

a. We must clean our teeth. b. We must not eat sweets in the classroom. c. We must listen to the teacher. d. We must do our homework. e. We must not break a window. f. We must not stand on our desks.

Exercise 7:

a. Miss Naz let Uzma read her book. b. Mrs Riaz made Jamil clean his teeth. c. Mrs Riaz let Jamil go to the cinema. d. Mr Riaz made Uzma sweep the floor. e. Miss Naz made Zeb do the work again. f. Miss Naz let the children go out to play. g. Mrs Riaz made the children help her.

Exercise 8:

a. - b. to c. - d. - e. -, - f. to, - g. -, - h. to, - i. to, -.

Exercise 10:

A mouse was looking for *something* to eat. He ran into a *fierce* lion. The lion *would* not let the mouse go. The mouse said, 'One day I will *help* you.'

The lion let the mouse go. The *next* week the mouse saw the lion. The lion was in a *net* made of *ropes*. The mouse *bit* through the ropes to let the lion go. The lion said, 'Thank you very much.'

Exercise 11:

a. A milk bottle is for milk. b. An ink bottle is for ink. c. A key is for opening doors. d. A hammer is for hitting things. e. A ruler is for measuring/drawing straight lines. f. A saw is for cutting wood. g. A knife is for cutting things.

Workbook 4, Page 10:

1. b. Mrs Riaz let Uzma listen to the radio. c. Mrs Amin let Nasir go to the cinema. d. The teacher let the children go outside to play. e. Uzma let Jamil borrow her ruler.

2. a. Mrs Riaz made Uzma wash the plates. b. Mrs Riaz made Jamil sweep the floor. c. Mrs Hai made Nadia clean the window. d. The teacher made the children finish the exercise. e. Uzma made Jamil carry the basket.

Workbook 4, Page 11:

3. c. The boys wouldn't play football. d. Zeb couldn't read the book. e. Mrs Hai wouldn't buy any oranges. f. Nasir couldn't go to the cinema. g. Jamil wouldn't do it again. h. Zeb couldn't help Uzma.

4. a. must b. mustn't c. must d. mustn't e. must f. mustn't g. must

UNIT 3 PAGES 16-18

Language Structure

I feel hot. Let's have a drink.

New Words

feel	look (= seem)	seem
angry	ill	pain
busy	reach	

Teaching Notes

Use the pictures in Exercise 1 to present the meaning of *look* (=seem). Then work through Exercise 2 to present the meaning of *feel*. Then practise this dialogue with the class using the adjectives in Exercise 1:

Teacher: *You look hot, Jamil. Do you feel hot?*
Jamil: *Yes, Miss -. I feel hot.*
or : *No, Miss -. I don't feel hot.*

Do Exercise 3 to establish the structure *let's...* Please note that in this kind of sentence table not every construction makes good sense. The pupils are expected to make sensible sentences only. This is part of the exercise. About a dozen sentences are possible (see *Answer to Exercises* below.)

Exercise 4 should be worked orally first then in writing if the teacher thinks it necessary.

Exercises 5 and 6 give more practice with the short sound /i/. Do not let the children lengthen this to /i:/. Notice the different spellings of the sound /i/. (See below.)

Workbook 4

Pages 12-13

Speech Guide

Notice that the /i/ sound may be spelt *e* as in *bucket* /bʌkit/, *u* as in *minute* /minit/, *a* as in *village* /vɪlɪdʒ/, and *y* as in *busy* /bɪzi/.

Answers to Exercises

Exercise 1:

a. Uzma looks hot. b. The patient looks ill. c. The workman looks tired.
d. Zeb looks thirsty. e. Nasir looks sleepy. f. The little boy looks cheerful.
g. Jamil looks cold. h. The farmer looks angry.

Exercise 2:

a. hot b. thirsty c. tired d. sleepy e. cold f. ill

Exercise 3:

I feel thirsty. Let's have a drink.
I feel hungry. Let's have something to eat.
I feel tired. Let's have a rest.
I feel tired. Let's go to bed.
I feel tired. Let's go home.
I feel sleepy. Let's go to bed.
I feel sleepy. Let's go home.
I feel hot. Let's have a rest.
I feel hot. Let's have a drink.
I feel hot. Let's go inside.
I feel cold. Let's go home.

Exercise 4:

a. ill b. happy c. comfortable d. tired e. cheerful f. busy g. fierce
h. difficult

Exercise 7:

- a. ...as a lion. b. ...as a mouse. c. ...as a kitten. d. ...as a horse.
e. ...as a tortoise. f. ...as a new pin.

Exercise 8:

- a. The holiday was on Monday. b. They decided to have a picnic on the beach. c. She gave them a bag of food. d. They reached the beach at ten o'clock.
e. The sea looked very pretty. f. Jamil felt hot. g. Nasir felt thirsty. h. Zeb felt sleepy. i. The girls lay down and went to sleep. j. The boys swam in the sea.
k. No, it felt warm. l. The boys felt tired and hungry. m. Nasir wanted to wake the girls.

Workbook 4, Page 13:

3. d, 4. f, 5. c, 6. g, 7. h, 8. j, 9. e, 10. l, 11. i, 12. k, 13. n,
14. p, 15. m, 16. q, 17. o, 18. s, 19. t, 20. r.

UNIT 4

PAGES 19-21

Language Structure

The present perfect tense – 'ed' endings

New Words

iron (v.)

fill

visit

Teaching Notes

Demonstrate the sentences *I have opened the door, I have closed the window* by performing the actions and saying the words. Now let one of the pupils do the actions and say the words. The rest of the class repeats the other sentences in Exercise 1 after the teacher. Then do this again while *two* pupils open the door and close the window saying *We have...* Use *they* in the other sentences.

Repeat the above using the following: *opened the window, closed the door, opened/closed the book, cleaned the blackboard, cleaned the window.*

Work Exercise 2 and practise the words in Exercise 3 until the three different pronunciations of *ed* are no longer confused. (See Speech Guide below.)

Go through Exercise 4 and repeat several times if pronunciation practice is needed.

Demonstrate the conversation in Exercise 5 several times reading both parts. Then the teacher reads part A and one of the better pupils reads part B. When the pattern has become clear to everyone the two parts may be read by individual pupils or by groups. In each case the teacher must decide which verb is to be used and tell the class: *cleaned the window, pulled the rope, etc.*

The revision conversation in Exercise 6 is practised in the same way as the conversation in Exercise 5.

Speech Guide

Concentrate in this lesson on the pronunciations of *ed*, voiced, unvoiced, or /id/. When the sound is voiced the vocal cords in the throat vibrate. You can feel them if you put the tip of your finger on your throat. The word 'clean' ends in a voiced sound. When *ed* is added, this too is voiced i.e. the sound is /d/ not /t/, /kli:nd/. not /kli:nt/. When a sound is unvoiced, the vocal cords do not vibrate. In the word 'kick', for example, the last sound is unvoiced. When *ed* is added, this too is unvoiced, i.e. /t/ not /d/, /kikt/ not /kigd/.

When a verb already ends in a *d* or a *t* we cannot add *d* unless we put a vowel in between, so *count* becomes *counted*, *paint* becomes *painted*, etc. Please note, however, that the letters *ed* in this position are pronounced /id/. If you look at the columns in Exercise 3, you will see that the verbs in the first column end in a voiced sound, those in the second column end in an unvoiced sound, and those in the third column end in /id/.

Answers to Exercises

Exercise 2:

a. She has closed the door. b. He has cleaned the blackboard. c. She has cooked the meal. d. He has mended the shoe. e. She has finished the exercise.

Exercise 4:

a. ...I have cleaned it. b. ...I have pulled it. c. ...I have filled it. d. ...I have borrowed it. e. ...I have finished it. f. ...I have kicked it. g. ...I have washed them. h. ...I have helped him. i. ...I have touched it. j. ...I have counted it. k. ...I have painted it. l. ...I have posted it. m. ...I have mended it. n. ...I have visited him.

Exercise 7:

a. He reached home at six o'clock. b. She brought him a cup of tea and some cakes. c. She washed some clothes. d. Mr Riaz's socks and Jamil's socks had holes in them. e. The children helped Mrs Riaz. *Alternative answer:* The children, Jamil and Uzma, helped Mrs Riaz. f. She washed the clothes and cooked the meal. g. Jamil did his homework. h. He cleaned all the windows.

Workbook 4, Page 14:

2. She has closed the window. 3. He has cleaned the blackboard. 4. She has cooked a meal. 5. She has washed her dress. 6. He has climbed a tree. 7. He has mended a shoe. 8. He has marked the books.

Workbook 4, Page 15:

3. Has Nasir cleaned the blackboard? Yes, he has. 4. Has Mrs Riaz washed the clothes? No, she hasn't. 5. Has Nasir finished the work? Yes, he has. 6. Has the man mended the window? No, he hasn't. 7. Has Uzma cooked a meal? Yes, she has. 8. Has Shan filled the bottle? No, he hasn't. 9. Has Zeb counted the rulers? Yes, she has. 10. Has Jamil borrowed a rubber? No, he hasn't. 11. Has Miss Naz posted the letter? Yes, she has. 12. Have the men painted the house? No, they haven't.

UNIT 5

PAGES 22-24

Language Structure

Present perfect tense – other forms

New Words

matter (What's the matter?)

broken	torn	eaten
bought	found	begun
written	drawn	taken
seen	sold	dark

Teaching Notes

Spend a few minutes practising the sentences in Exercise 1:

Teacher (holding up a broken pencil):

The pencil is broken.

Pupil: *Yes, someone has broken it.*

Practise the other sentences in the same way. Different objects may be used with the same three words, e.g. a broken ruler, a broken pen, a torn book, a torn handkerchief, a torn shirt, clean windows, a clean blackboard.

Exercise 2 provides material for a dialogue, the teacher asking the same question and the pupils reading an answer from the table.

Exercises 3, 4, and 5 may be used for more oral or written practice.

Workbook 4

Pages 16-17

Speech Guide

All the words in Exercise 6 give practice in the letter *i* pronounced /ai/.

Answers to Exercises

Note: The contracted forms, *hasn't*, *she's*, etc. have been used in the book since

3 and 5 are conversational exercises. If the teacher decides to use these exercises for writing practice, the contracted forms may be used in writing, if the teacher wishes to give practice in writing conversational English. If not, the full forms may be used.

Exercise 3:

a. No, he hasn't. b. Yes, she has. c. Yes, it has. d. No, it hasn't. e. Yes, she has. f. No, she hasn't. g. Yes, they have. h. No, they haven't. i. Yes, they have. j. No, they haven't.

Exercise 5:

a. No, he hasn't drawn a ship. He's drawn an aeroplane. b. No, she hasn't found a ruler. She's found a rubber. c. No, they haven't taken away the tins. They've taken away the bottles. d. No, she hasn't written to her uncle. She's written to her aunt. e. No, she hasn't bought new shoes. She's bought a new dress. f. No, they haven't seen a mouse. They've seen a dog. g. No, they haven't put away their pens. They've put away their books. h. No, he hasn't sold his house. He's sold his car. i. No, we haven't finished the book. We've finished the exercise.

Exercise 7:

a. ring b. wife c. house d. outside e. silly f. The man dropped the ring. g. He looked for it on the floor at first. h. He next looked for it in the street. i. No, he did not find the ring. j. His friend saw him in the street.

Workbook 4, Page 16:

2. What has she torn? She has torn her dress. 3. What has he broken? He has broken his ruler. 4. What has he eaten? He has eaten his apple. 5. What has she mended? She has mended her dress. 6. What has he sold? He has sold his house. 7. What has he finished? He has finished his book.

Workbook 4, Page 17:

2. She has broken her ruler. She broke it in the last lesson. 3. He has finished his book. He finished it last night. 4. She has written two letters. She wrote them this morning. 5. He has posted the parcel. He posted it this morning. 6. He has sold his car. He sold it last week. 7. She has bought a new dress. She bought it yesterday.

UNIT 6

PAGES 25-27

Language Structure

Present perfect tense with *already, ever, often, never*.

New Words

already	tiger	mirror
mosquito	thunder	lightning
well	hook	underneath
suddenly		

Teaching Notes

Teach the conversation in Exercise 1. When the children have become familiar with the conversation, the teacher ‘calls up’ a pupil on the telephone and the pupil makes appropriate replies. Later the children can practise this in pairs, working through the whole exercise. Alternatively it can be a class exercise, one pupil choosing another pupil to answer. The pupil who has replied then ‘calls up’ another pupil, and so on.

If time permits give some practice in using *already* before, working Exercise 2:

Teacher: *Open your desks. Close your books.*
(The children perform the action as the teacher speaks.)
Teacher: *Jamil, open your desk.*
Jamil: *I have already opened it.*
Teacher: *Uzma, close your book.*
Uzma: *I have already closed it.*

Exercise 3 allows some choice on the part of the pupils in deciding their answers to the questions. The teacher should ask the questions first. Later the pupils can ask each other the questions, and make up their own questions.

Exercise 5 gives more practice in using *often* and *never*, the pupils using these words in making their own truthful answers.

Exercise 6 gives some different spellings of the /ai/ sound dealt with in the previous chapter.

Workbook 4

Pages 18-19

Notice that on page 18 the present perfect tense is used for a completed action when the time is not stated. The past tense is used when the time of the action is stated e.g. *I have already begun it. I began it yesterday.*

Speech Guide

Notice the following stress and intonation pattern:

May I speak to Mr ↗ RIAZ, please?
I'm ↘ SOrry. He's not ↘ HERE. He's gone to Mul ↘ TAN.

Answers to Exercises

Exercise 2:

a. She has already bought it. b. It has already begun. c. He has already found it. d. I have already torn it. e. She has already written it. f. They have already put them away. g. I have already done it. h. They have already gone home. i. I have already dropped them. j. I have already told her.

Exercise 4:

Note: All the answers should begin: *Yes, I've often ...* or *No, I've never...*

Exercise 7:

a. We get water from a well. b. There is a handle at the top end of the rope. c. There is a bucket at the bottom end of the rope. d. He saw the moon in the water. e. It was like a mirror. f. He wanted the hook to catch the moon and pull it up. g. The hook caught a big stone. h. He pulled and pulled. i. The stone moved. The hook flew up the well and the man fell on to his back. j. It was in the sky.

Workbook 4, Page 18:

2. She has already bought it. She bought it yesterday. 3. She has already washed them. She washed them this morning. 4. He has already gone to Peshawar. He went there this morning. 5. They have already painted it. They painted it last week. 6. He has already sold it. He sold it last month. 7. She has already finished it. She finished it last night. 8. He has already done it. He did it this afternoon. 9. She has already mended it. She mended it last night. 10. It has already begun. It began at nine o'clock. 11. He has already mended it. He mended it yesterday. 12. I have already posted it. I posted it this morning.

Workbook 4, Page 19:

Note: The answers suggested are the most likely ones. Some pupils may truthfully give different answers to some of the questions.

3. Yes, I have often been on a tonga. 4. No, I have never been in an aeroplane. 5. Yes, I have often seen an aeroplane. 6. No, I have never seen a lion in the street. 7. Yes, I have often listened to the radio. 8. No, I have never been to Japan. 9. Yes, I have often bought a book. 10. Yes, I have often been to the cinema. 11. Yes, I have often opened a window. 12. No, I have never found a hundred rupee note.

UNIT 7

PAGES 28-30

Language Structure

Present perfect tense with *just*, *almost*

New Words

almost	just	yet
part	still	geography
dictionary	able	group
upwards	large	dial (v.)
service	police	

Teaching Notes

The sentences in Exercise 1 are difficult to present in a classroom situation. Go through the 8 questions and answers on page 28 several times. If the class are then not able to answer the four questions at the bottom of page 28, give them more practice using blackboard drawings e.g. boys climbing trees, a boy eating an apple, a girl drawing something, to show the four stages.

As before, Exercises 2, 3, and 4 should be done orally and may be used for written practice if the teacher wishes.

Exercise 5 gives some more examples of the /ai/ sound. Some particular spelling difficulties are: *bicycle*, *height*, *tidy*, and *buy*.

Workbook 4

Pages 20-21

Speech Guide

Notice the stress in the following sentences. The stress does not fall on the verb which has already occurred in the questions.

- ↘ NO, she has just be ↘ GUN to cross.
- ↘ NO, he is crossing ↘ NOW.
- ↘ NO, but she has ↘ ALmost crossed.
- ↘ YES, he has ↘ JUST crossed.

Answers to Exercises

Exercise 2:

a. No, thank you. I've just had one. b. No, thank you. I've just read it. c. No, thank you. I've just had some. d. No, thank you. I've just had one. e. No, thank you. I've just bought some. f. No, thank you. I've just had one.

Exercise 3:

a. No, but I've almost read it. b. No, but I've almost written it. c. No, but I've almost done it. d. No, but I've almost cleaned it. e. No, but I've almost finished it. f. No, but I've almost drawn it.

Exercise 6:

a. They went to the bookshop last Saturday. b. They went there/to the

bookshop to buy some books. c. Uzma wanted to buy a geography book.
d. They were standing on the pavement. e. It was a hotel. f. He saw some
smoke. g. The hotel was on fire. h. They went into a bookshop to telephone.
i. Jamil dialled '724891' – The Fire Brigade.

Workbook 4, Page 20:

1. b. No, thank you. I have just had one. c. No, thank you I have just eaten
one. d. No, thank you. I have just bought some. e. No, thank you. I have just
read it.

2. b. No, but I have almost written it. c. No, but I have almost finished it.
d. No, but I have almost read it. e. No, but I have almost eaten it.

Workbook 4, Page 21:

4. No, he has not. 5. Yes, she has. 6. No, they have not. 7. No, they have
not. 8. No, we have not. 9. Yes, we have. 10. Yes, she has. 11. No, she has
not. 12. Yes, he has. 13. No, he has not. 14. Yes, it has. 15. No, it has not.
16. Yes, they have. 17. No, they have not. 18. Yes, they have. 19. No, they have
not. 20. No, he has not. 21. Yes, she has. 22. Yes, he has. 23. No, she has not.
24. Yes, they have.

UNIT 8

PAGES 31-33

Language Structure

Present participles qualifying nouns

New Words

heart	flames	heat
wave (v.)	save	afterwards
arrive	row (= line)	(un) roll
hoses	pump	stream

Teaching Notes

Read Exercise 1. Notice that Exercise 2 asks for *good* sentences. Not all combinations make good sense. About 32 sensible sentences are possible.

If time permits Exercise 3 should be written out after being worked through orally.

Exercise 4 gives more practice but is also a test exercise: if the children can make good sentences about the pictures using the present participles given, they have mastered the construction.

Exercise 5 practises the /e/ sound as in the words *bed* and *beg*. This sound itself causes little difficulty as far as pronunciation is concerned but several different spellings are possible for the sound and these are practised in Exercise 6. It is often used instead of the /æ/ sound of *bad* and *bag*.

Speech Guide

Notice in Exercise 6 that five different spellings for the sound /e/ are possible. Some words commonly mispronounced are any /eni/, many /meni, says /sez/, said /sed/.

Answers to Exercises

Exercise 3:

a. We heard Miss Naz singing. b. We saw Mr Aziz taking a photograph. c. I saw some men digging a hole. d. The policeman watched the children crossing the road. e. I heard someone singing in the next room. f. I could smell something burning. g. I could feel my heart beating. h. We heard a kitten crying on the roof. i. She could hear the children laughing in the next room. j. The police found a man hiding in a cupboard. k. We saw smoke coming out of a window.

Exercise 4:

1. I can see some boys swimming in the sea. 2. I can see a cat climbing a tree. 3. I can see a woman cooking some fish. 4. I can see a little girl drawing on a blackboard. 5. I can see some men carrying a box.

Exercise 7:

a. The New Hotel was on fire. b. Jamil wanted the fireman to send a fire engine. c. *Note:* The pupils at this stage cannot be expected to produce answers in reported speech. Answers using the same tense as in the passage should be accepted, but pronoun changes should be made. A number of answers are acceptable: The New Hotel is on fire. Someone has telephoned them. Some fire engines have already gone. They will soon be there. Jamil is a good boy. He tried to help. d. He thanked Jamil because Jamil tried to help. e. He wanted to tell Jamil's headmaster. f. She could feel the heat. g. They could see some people waving their arms and shouting for help. h. He heard the fire engines coming. i. Three fire engines came. j. They stopped in front of the building.

Workbook 4, Page 22:

2. Someone saw the children climbing the tree. 3. We watched the boys playing football. 4. Someone heard the girls shouting for help. 5. I could hear someone playing the piano. 6. He woke up and heard a man opening the door. 7. Inside the classroom we could see some children looking at the blackboard. 8. Outside the classroom we could hear some children playing and shouting. 9. Yesterday I saw Sarah wearing a very pretty dress. 10. We could smell something

burning. 11. They could feel the sun burning their faces.

Workbook 4, Page 23:

Note: A large number of good sentences are possible but care should be taken that answers given are sensible.

UNIT 9

PAGES 34-36

Language Structure

Verb and preposition patterns

New Words

bedroom	sheet	together
safely	danger	thankful
far	cut (n.)	hurt

Teaching Notes

The pupils will already be familiar with a number of expressions in which a verb combines with a preposition or adverb, e.g. pick up, take off, rub out, put away, etc. Exercises 1-2 introduce some more examples. Exercise 1a should be worked orally and Exercise 1b orally and in writing if time permits. Exercise 3 practises the pattern in which the preposition or adverb is placed before the object of the sentence when the object is a pronoun.

Exercise 4 contrasts two sounds often confused: /ʌ/ and /ə/. The second and longer of these two sounds occurs in every word in Exercise 5 with five different spellings.

Workbook 4

Pages 24 and 25

Whenever possible all the exercises should be worked orally. In the case of page 25 it would be particularly valuable to go through these exercises orally before letting the children attempt to write them.

Speech Guide

In the examples in Exercise 3 the main stress occurs on the last word:

Pick it ↘ UP.

Blow it ↘ UP.

The teacher sent them a ↘ WAY.

In Exercise 5 do not let the pupils shorten the /ə:/ sound. They must say *hurt* not *hut*, /hə:t/ not /hʌt/, *burn* not *bun*, /bə:n/ not /bʌn/, *bird* not *bud*, /bə:d/ not /bʌd/.

Answers to Exercises

Exercise 1:

a. Yesterday Jamil woke *up* at 7 o'clock. It was still dark. He got *up* and turned *on* the light. He put *on* his shirt and did *up* the buttons. Then he put *on* all his clothes, turned *off* the light in his bedroom and went into the kitchen. Mrs Riaz poured *out* a cup of tea for him. After breakfast, he picked *up* his bag and went to school. At the beginning of the lesson, his teacher said, 'Take *out* your books, children. Stand *up*, Jamil. Please read *out* your answers to the first exercise.' Then she told Jamil to sit *down*.

At the end of the lesson, the teacher told the children to put away their books and go outside.

b. 1. He woke up at 7 o'clock. 2. He turned on the light because it was dark. 3. He put on his shirt first. 4. Mrs Riaz poured out a cup of tea for him. 5. He picked up his bag to take to school. 6. His teacher said, 'Take out your books, children.' 7. Jamil stood up and read out his answers. 8. She told the children to put away their books.

Exercise 2:

1. The boy is blowing up a balloon. 2. The policeman is holding up his hand. 3. The men are digging up the road. 4. Someone is pinning up a notice.

Exercise 3:

a. Pick it up. b. Blow it up. c. Add them up. d. The big dog knocked her down. e. The teacher sent them away. f. Please put them away. g. Mr Hai took it off. h. The noise woke her up. i. The teacher said, 'Please take them out.' j. Shan pulled it out. k. The teacher read them out. l. Shan put it on.

Exercise 7:

a. Some people tied sheets *together* to make ropes. They took the sheets *off* their beds. They reached the ground *safely*. They felt very *thankful*. Some people *could* not climb down. Their windows were *far* from the ground.

b. 1. True 2. True 3. Untrue 4. True 5. True 6. True 7. Untrue

Workbook 4, Page 24:

1. up 2. for 3. up 4. down 5. off 6. up 7. on, up 8. away
9. out, to 10. up, away 11. down, up 12. out 13. down 14. off 15. out 16. on

Workbook 4, Page 25:

4. Yes, he has switched it on. 5. Yes, she has turned it off. 6. Yes, she has picked them up. 7. Yes, he has taken it off. 8. Yes, they have put them away. 9. Yes, it has woken him up. 10. Yes, they have taken them out. 11. Yes, he has turned it on. 12. Yes, she has put them on. 13. Yes, she has poured it out.

14. Yes, he has torn it up.

UNIT 10

PAGES 37-39

Language Structure

The gerund as the subject of a verb

New Words

float (v.)	interesting	enjoyable
railway line	painful	pleasant
electric light	rose (flower)	feather
boot	leather	finger nail
love	sword	shield
meet	stranger	

Teaching Notes

Read Exercise 1. Exercise 2 should be worked orally. Notice that although a large number of good sentences are possible (over 50), not all combinations make good sense. This gives practice in sentence composition. The teacher can give more practice at this stage in two ways: more gerunds can be supplied as the subjects of sentences for pupils to repeat e.g. *going to the cinema*, *going to school*, *doing homework*, or the teacher can choose the adjectives and the pupils supply the rest of the sentence. A good class should then be able to produce a few completely original sentences on this pattern.

Stop, followed by a gerund, is a very useful construction. Exercise 2 practises this using different tenses.

Workbook 4

Pages 26-27

Speech Guide

This would be a good lesson in which to check the pronunciation of *is*. The tendency is to lengthen the vowel. Make sure the pupils say *is* not *ease*, /iz/ not /i:z/.

Answers to Exercises

Exercise 3:

a. 1. Tell him to stop shouting. 2. Tell them to stop laughing. 3. Tell her to stop singing. 4. Tell him to stop drawing. 5. Tell them to stop painting. 6. Tell them to stop talking. 7. Tell them to stop working. 8. Tell her to stop crying. 9. Tell them to stop making a noise. 10. Tell them to stop fighting.

b. 1. Uzma has stopped talking. 2. Jamil has stopped laughing. 3. The boys have stopped playing football. 4. The ship has stopped moving. 5. The girls have stopped reading their books. 6. Shan has stopped riding his bicycle.

7. The teacher has stopped drawing on the blackboard. 8. The boys and girls have stopped writing in their books. 9. The girls have stopped singing. 10. We have stopped writing.

Exercise 4:

Every day I put on my clothes.
Every day I put on the electric light.
Every day I put off the electric light.
Every day I put away my clothes.
Every day I put away my books.
Every day I take off my clothes.
Every day I take out my books.

Exercise 5:

a. It is old. b. It is untrue. c. They found him inside a rose. d. He was as small as a man's thumb. e. No, he did not grow bigger. f. She felt very happy. g. She made some clothes for him. h. His coat was green. i. His trousers were yellow. j. His hat was yellow. k. There was a feather in his hat. l. His boots were made of leather. m. His boots were no bigger than fingernails. n. He loved wearing his clothes. o. He had a needle for a sword. p. He had a button for a shield. q. He liked carrying them. r. He wanted to do brave things.

Workbook 4, Page 26:

Note: There are a large number of possibilities but only sensible sentences should be accepted.

Workbook 4, Page 27:

3. No, she is not. She has stopped writing. 4. No, they are not. They have stopped working. 5. No, they are not. They have stopped painting. 6. No, they are not. They have stopped laughing. 7. No, she is not. She has stopped singing. 8. No, it is not. It has stopped raining. 9. No, it is not. It has stopped moving. 10. No, they are not. They have stopped shouting. 11. No, he is not. He has stopped living there. 12. No, they are not. They have stopped writing.

UNIT 11

PAGES 40-42

Language Structure

The gerund as the object of a verb

New Words

enjoy	hate	share
iron	bar	coin
edge	drop (v.)	tears
trick	promise	

Teaching Notes

See Unit 10.

All the words in Exercise 5 contain the sound /ʌ/. Notice that this is sometimes spelled *o*.

Answers to Exercises

Exercise 2:

Note: All 40 combinations are possible.

Exercise 3:

a. Miss Naz told the girls to go on drawing. b. Mr Riaz told Jamil to go on painting. c. Mr Amin told Nasir to go on reading. d. The teacher told the children to go on working. e. Jamil's father told Jamil to go on trying.

Exercise 4:

a. Yes, they have finished digging now. b. Yes, he has finished doing his homework now. c. Yes, they have finished working now. d. Yes, they have finished painting the house now. e. Yes, he has finished reading the newspaper now. f. Yes, she has finished sewing now. g. Yes, she has finished playing the piano now. h. Yes, they have finished doing the exercise now.

Exercise 6:

a. He bent down because he wanted to speak to Tom and Tom was very small. b. They promised to share the gold with Tom. c. He felt very excited. d. He wanted to give the gold to his father and mother. e. Tom could get through the bars of the window because he was very small. f. The coins were very heavy. g. The men ran away and did not give Tom any gold. h. The two men broke their promise.

Workbook 4, Page 28:

3. No, he isn't. He does not like cleaning the windows. 4. Yes, she is. She likes cooking. 5. Yes, they are. They like singing. 6. No, they aren't. They do not like singing. 7. Yes, she is. She likes eating sweets. 8. Yes, he is. He likes swimming. 9. No, they aren't. They do not like working. 10. Yes, they are. They like watching the football match. 11. Yes, she is. She likes helping the children. 12. No, he isn't. He does not like sweeping the floor.

Workbook 4, Page 29:

3. Tell the children to stop shouting. 4. She does not like walking in the rain. 5. He likes swimming in the summer. 6. He does not like swimming in the winter. 7. Mr Hai enjoys smoking a pipe. 8. Uzma loves helping her mother in the kitchen. 9. Shan hates getting up in the morning. 10. Miss Naz told them to

go on writing. 11. Tell that little boy to stop pushing. 12. Rani enjoys listening to music.

UNIT 12

PAGES 43-45

Language Structure

Question tags with 'ordinary' verbs

New Words

mud	muddy	belongs
reward	trouble	parents
army	order	honest
punish	punishment	prison

Teaching Notes

After reading the sentences in 1a and answering the questions in 1b, explain to the pupils as simply as possible that an affirmative verb in the main sentence is followed by a negative question tag, and a negative verb in the main sentence is followed by an affirmative question tag. Do not, of course, use the words *affirmative* and *negative*. Show them what happens in the examples.

Now go through 1a and 1b, the teacher reading the main sentences and the pupils supplying the question tags.

Exercise 2 practises question tags after verbs in the present tense and at the same time practises short answers. These constructions sometimes cause a little difficulty and the teacher should continue until all the pupils have mastered these different forms.

Go through Exercises 3 and 4 orally and in writing if time permits.
Exercise 5 introduces a new sound /eə/ with 5 different spellings.

Workbook 4

Pages 30-31

Speech Guide

The intonation of the question tag often causes difficulties. In all the examples in this chapter the question tag is spoken with a falling tone:
↘ DIDn't I? ↘ DID I?

This is because, although it is in the form of a question, it is not really a question. The speaker is really making a statement and he expects the listener to agree with him. Both the main sentence and the question tag may be spoken with a falling tone:

I went to ↘ SCHOOL yesterday, ↘ DIDn't I? ↘ YES, you: ↘ DID.
I didn't go on a ↘ PICnic, ↘ DID I? ↘ NO, you ↘ DIDn't.

A very common mistake is to use a rising tone for the question tag. This is only possible when the speaker does not know what sort of answer he is going to be given. This chapter deals only with the most common use of question tag, in which the listener is expected to agree.

Answers to Exercises

Exercise 1:

1. Yes, he did. 2. No, he didn't. 3. Yes, she did. 4. No, she didn't.
5. Yes, they did. 6. No, they didn't.

Exercise 3:

- a. You like reading, don't you? Yes, I do. b. You don't like singing, do you? No, I don't. c. She likes singing, doesn't she? Yes, she does. d. She doesn't like walking, does she? No, she doesn't. e. He plays the piano, doesn't he? Yes, he does. f. He doesn't live in England, does he? No, he doesn't. g. We go to school, don't we? Yes, we do. h. We don't go to work, do we? No, we don't. i. They wear shirts; don't they? Yes, they do. j. They don't wear coats, do they? No, they don't.

Exercise 4:

- a. Uzma likes cooking, doesn't she? Yes, she does. b. Shan doesn't like cooking, does he? No, he doesn't. c. Shan likes cycling, doesn't he? Yes, he does. d. Zeb doesn't like cycling, does she? No, she doesn't. e. The boys live here, don't they? Yes, they do. f. The girls don't live here, do they? No, they don't. g. You work in a classroom, don't you? Yes, we do. h. You don't work in the playground, do you? No, we don't. i. We all do our homework, don't we? Yes, we do. j. We don't all live near the school, do we? No, we don't.

Exercise 7:

- a. He climbed down one of the branches of the tree. b. He fell into the mud. c. He found a gold coin in the mud. d. He took it home and gave it to his parents. e. He wanted to give some of the coins to poor people. f. He ordered his soldiers to find the money. g. They found the gold coin in Tom's home. h. He sent them to prison. i. No, he didn't.

Workbook 4, Page 30:

1. d. Yes, they do. e. Yes, she did. f. Yes, he does. g. Yes, she did.
h. Yes, they do. i. Yes, he does. j. Yes, they did.
2. d. No, she didn't. e. No, they don't. f. No, he doesn't. g. No, he didn't.
h. No, they don't. i. No, she doesn't. j. No, they didn't.

Workbook 4, Page 31:

3. c. He walks to school, doesn't he? Yes, he does. d. He bought a pen, didn't

he? Yes, he did. e. They like reading, don't they? Yes, they do. f. She enjoys swimming, doesn't she? Yes, she does.

4. a. He didn't tell her, did he? No, he didn't. b. They don't like working, do they? No, they don't. c. She doesn't sit there, does she? No, she doesn't. d. Nasir didn't do it, did he? No, he didn't. e. The men didn't finish the work, did they? No, they didn't. f. He didn't clean the board, did he? No, he didn't.

UNIT 13

PAGES 46-48

Language Structure

Question tags with 'special' verbs

New Words

wave (n.)	smooth	lake
ants	insects	lazy
island	north	south
east	west	

Teaching Notes

This unit deals with question tags using verbs other than *do*. Go through Exercises 1-4 orally. If the pupils have difficulty with question 4, go through question 3 again or make up more examples.

Workbook 4

Pages 32-33 should be worked orally first.

Speech Guide

Exercise 5 compares two sounds often confused: the short sound /ɔ/, as in *pot*, and the long sound /ɔ:/ as in *port*. Examples of four different spellings for the sound are given. If the pupils still tend to shorten the sound, the teacher must correct this.

The intonation is as in the last chapter:

Jamil is ↘ RUNning, ↘ ISn't he? YES, he ↘ IS.
Jamil isn't sitting ↘ DOWN, ↘ IS he? NO, he ↘ ISn't.

Answers to Exercises

Exercise 2:

a. 1. Yes, he is. b. No, she isn't. c. Yes, they are. d. No, they aren't.
e. Yes, she was. f. No, he wasn't. g. Yes, they were. h. No, they weren't.
i. Yes, he will. j. No, they won't. k. Yes, she can. l. No, they can't.
m. Yes, he would. n. No, they wouldn't. o. Yes, she has. p. No, she hasn't.
q. No, we haven't. r. Yes, we have.

Exercise 3:

a. It is cold, isn't it? Yes, it is. b. It isn't hot, is it? No, it isn't. c. He is here, isn't he? Yes, he is. d. She isn't tall, is she? No, she isn't. e. It was raining, wasn't it? Yes, it was. f. She wasn't there, was she? No, she wasn't. g. The men were working, weren't they? Yes, they were. h. The women weren't working, were they? No, they weren't. i. Jamil will help, won't he? Yes, he will. j. Uzma won't help, will she? No, she won't. k. The dog won't run away, will it? No, it won't. l. He can run fast, can't he? Yes, he can. m. She can't run fast, can she? No, she can't. n. The horses can run fast, can't they? Yes, they can. o. Uzma has finished, hasn't she? Yes, she has. p. Shan hasn't finished, has he? No, he hasn't. q. The boys haven't finished, have they? No, they haven't. r. The girls have finished, haven't they? Yes, they have.

Exercise 4:

a. He is tall, isn't he? b. She isn't short, is she? c. She was singing, wasn't she? d. He won't help, will he? e. He has done it, hasn't he? f. They haven't done it, have they?

Exercise 6:

a. Yes, they do. b. No, they don't. c. No, he doesn't. d. Yes, she does. e. Yes, he did. f. No, she didn't. g. Yes, it did. h. No, it doesn't.

Exercise 7:

a. That is the highest point on this island, isn't it? b. I feel like swimming in it, don't you? c. We can wet our feet in the water, can't we? d. We don't have anything else to do right now, do we? e. It acts as guide to ships, doesn't it? f. It would be fun to explore it, wouldn't it?

Workbook 4, Page 32:

1. d. Yes, he is. e. Yes, they are. f. Yes, she was. g. Yes, they were. h. Yes, she will. i. Yes, he can. j. Yes, she has.
2. c. No, it won't. d. No, she isn't. e. No, they aren't. f. No, she won't. g. No, he can't. h. No, he hasn't. i. No, they weren't. j. No, they aren't.

Workbook 4, Page 33:

3. a. He is very clever, isn't he? Yes, he is. b. The men are working hard, aren't they? Yes, they are. c. She will do it again, won't she? Yes, she will. d. It is cold today, isn't it? Yes, it is. e. He has finished, hasn't he? Yes, he has. f. They can see us, can't they? Yes, they can.

4. a. The dog isn't very big, is it? No, it isn't. b. The boys aren't sitting down, are they? No, they aren't. c. She wasn't in school yesterday, was she? No, she wasn't. d. He won't tell his brother, will he? No, he won't. e. She hasn't closed the window, has she? No, she hasn't. f. They can't lift the box, can they?

No, they can't.

UNIT 14

PAGES 49-51

Language Structure

Why and because

New Words

crab	correct	steep
cheer (v.)	world	both
scold	angrily	stay
kitchen	lazily	fine
dream (v.)	message	marry
Prince	Princess	dance (n.)

Teaching Notes

Read the sentences in Exercise 1 several times before working Exercise 2. Work Exercise 3 orally until every pupil has made up at least one sentence from each table as these question forms often cause difficulty. If the pupils find Exercise 4 too hard for them, spend more time on Exercise 3.

Exercise 5 gives examples of two spellings of the sound /iə/.

Workbook 4

Pages 34-35 should be worked orally first.

Remember that the aim is to produce correct English the first time. It is the teacher's task to anticipate and prevent mistakes.

Speech Guide

Questions beginning with *why* are spoken in a falling tone:

Why am I ↘ LAUGHing?

Why did she ↘ DO it?

The sound practised in Exercise 5 is a diphthong, that is, it consists of two sounds /iə/. Some pupils may tend to lengthen the first sound and say /i:ə/.

Answers to Exercises

Exercise 2:

a. Uzma wants a drink because she is very thirsty. b. The car cannot climb the hill because it is very steep. c. Uzma likes the picture because it is very pretty. d. Arif has not done any work because he is lazy. e. The sea is smooth because there is no wind.

Exercise 4:

a. Why is she wearing a thick coat? She is wearing a thick coat because it is cold. b. Why does he live in the town? He lives in the town because he works there. c. Why does she want some food? She wants some food because she is hungry. d. Why is he at home? He is at home because he is ill. e. Why are they pleased? They are pleased because they have finished their work. f. Why do we have fans in the classroom? We have fans in the classroom because it is hot in the summer. g. Why did the boys and girls cheer? They cheered because Nasir won the race. h. Why did he run to school? He ran to school because he was late. i. Why was he very wet? He was very wet because it was raining. j. Why did they go to the beach? They went to the beach because it was a holiday. k. Why were they late for school? They were late for school because there was no bus.

Exercise 6:

a. She lived with her aunt because her father and mother were both dead. b. They hated Cinderella because she was beautiful and they were fat and ugly. c. They made Cinderella do all the work because they hated her. d. She wore her dress all the time because she had only one dress. e. The King wanted the Prince to marry because the Prince was old enough. f. The King was looking for the most beautiful girl in the land because he wanted the Prince to marry her. g. The King asked all the ladies to come to the dance because he wanted to find the most beautiful one in the land. h. The ugly sisters wanted to go to the dance because they wanted to marry the Prince.

Workbook 4, Page 34:

1. Jamil asked for a rupee because he wanted to buy something. 2. He took an umbrella because it was raining. 3. Uzma went home because she did not feel very well. 4. They were late for school because the buses were full. 5. Mrs Riaz washed the windows because they were dirty. 6. He bought a book because he wanted something to read. 7. She could not write because she had no pen or pencil. 8. There was no sugar because Mrs Riaz forgot to buy some. 9. The aeroplane frightened them because it flew very low over the school. 10. He lost two rupees because he had a hole in his pocket.

Workbook 4, Page 35:

2. Why are they laughing loudly? 3. Why is she standing on her chair? 4. Why are they wearing thick coats? 5. Why was he running after the car? 6. Why does she go to school by tonga every day? 7. Why did he put all the books in the cupboard? 8. Why do all the girls sit in the front of the class? 9. Why does the cat like to sleep under the table? 10. Why did the boys stand up? 11. Why did the girls sit down? 12. Why do the leaves fall from the trees in winter?

Language Structure

Adverb clauses with *when*

New Words

kettle	boil	steam
scream	conductor	ticket
coach	gentle	joke
mice (plural of mouse)		
mousetrap	wonderful	silk
silver		

Teaching Notes

Read Exercise 1 several times before attempting the other exercises. Exercise 3 should be worked orally first and may be used for writing practice afterwards.

Please note that in Exercise 4 each question may be used several times for different pupils.

Exercise 5 again contrasts a short and long sound: /u:/ as in *pool* and /u/ as in *pull*. Some care is needed here, however. The letters *oo* have the long sound /u:/ in *pool* and *boot* but have the short sound /u/ in *foot*, *book*, *cook*, *look*, *good*, and *hood*, as in Exercise 6.

Workbook 4

Pages 36-37 should be worked orally first.

Speech Guide

Please note that the voice should not fall before the comma. It does not fall until the end of the sentence.

When Shan wakes ↗ UP, he gets out of ↘ BED.

Answers to Exercises

Exercise 2:

2. a: When Uzma goes to school, she rides a bicycle. b. When it rains, we stay inside. c. When it is 7 o'clock, he gets up. d. When we give our books to the teacher, she marks them. e. When we write in pencil, we can rub out our mistakes. f. When we see our teacher, we say 'Good morning' or 'Good afternoon'. g. When they go home, they have something to eat.

Exercise 3:

a. When the bell rang, the lesson came to an end. b. When the teacher came in, the children took out their books. c. When the bus arrived, it was full.

d. When he woke up, he switched on the electric light. e. When he heard the noise, he ran outside. f. When she met her teacher, she said, 'Good morning, Miss Naz.' g. When the bus driver saw the fire engine coming, he stopped the bus. g. When she saw the snake, she screamed. i. When he found the purse he took it to the police station. j. When the wheel came off, the car turned over.

Exercise 7:

a. Why is he carrying an umbrella? He is carrying an umbrella because it is raining. b. Why did she go home early? She went home early because she did not feel well. c. Why did he sell his boat? He sold his boat because he wanted some money.

Exercise 8:

a. They laughed at Cinderella because she wanted to go to the dance. b. She had to stay at home because her aunt and the ugly sisters would not let her go. *Other possible answers:* ... because she did not have a dress to wear ... because she did not have a coach to ride in. c. She was crying. d. She was holding a stick with a shining star at the top. e. The pumpkin became a coach and the mice became horses. f. Her dirty dress became a wonderful dress made of silk with silver buttons and she was wearing shoes made of glass. g. She told Cinderella to remember to be home before midnight.

Workbook 4, Page 36:

2. When I am tired, I have a rest. 3. When I am pleased, I smile. 4. When I am ill, I go to see a doctor. 5. When it is time to go to sleep, I go to bed. 6. When I wake up, I get out of bed. 7. When school finishes, I go home. 8. When I am thirsty, I have a drink.

Workbook 4, Page 37:

2. When the dog barked, the little girl ran into the street. 3. When the little girl ran into the street, the boy fell off his bicycle. 4. When the boy fell off his bicycle, the man helped the boy. 5. When the man helped the boy, the boy thanked the man. 6. When the boy thanked the man, the man smiled. 7. When the man smiled, the little girl smiled.

UNIT 16

PAGES 55-57

Language Structure

Adverb clauses with *if*

New Words

sink (v.)	dentist	calendar
heater	furniture	wooden
wool	woollen	nearly
strike (a clock)	quarrel	pretend

Teaching Notes

In this unit all the verbs following *if* are in the simple present tense. This refers to the future in the first two examples on page 55. The simple future tense is then used in the main clause. When referring to something which always happens, the simple present tense is used in both clauses, as in the third and fourth examples on page 55.

Read Exercise 1 with the class several times. In Exercise 2, 16 good sentences are possible and every child in the class should make at least one sentence.

Exercise 3 should be worked orally and in writing if time permits. Exercise 6 gives more spellings for the long sound /u:/.

Workbook 4

Pages 38-39

Go through the sentences orally before the exercise is attempted in writing.

Speech Guide

As in the previous lesson the voice should not be allowed to fall until the end of the sentence.

Three new words contain the short sound /u/ spelled *oo*: wooden, /wudn/, wool, /wul/, woollen /wulən/.

Answers to Exercises

Exercise 3:

a. If I want a swim, I go to the beach. b. If I want to post a letter, I go to the post office. c. If I want to buy some fish, I go to the market. d. If I want to see a film, I go to the cinema. e. If I want to go to sleep, I go to bed. f. If I want some medicine, I go to the doctor.

Exercise 4:

a. ...dentist b. ...calendar c. ...heater d. ...furniture e. ...wooden f. ...woollen

Exercise 7:

a. When I am hungry, I have something to eat. b. When I am thirsty, I have something to drink. c. When I feel hot, I take off my coat. d. When I feel cold, I put on my coat. e. When I feel happy, I smile. f. When I feel sad, I cry.

Exercise 8:

a. She nearly forgot to go home before midnight because she enjoyed the dance very much. b. When the clock struck twelve; she went outside and down the steps to her coach. c. The coach became a pumpkin and the horses became

mice. d. He ran after Cinderella and found one of her glass shoes. e. He found the glass shoe on the steps. f. They pretended to put on the glass shoe. g. They wanted to marry the Prince and become a Princess. h. Their feet were big and the glass shoe was small.

Workbook 4, Pages 38-39:

1. If you put your hand in the water, you will get wet. 2. If you run about in the sun, you will get hot. 3. If it rains, I shall take an umbrella. 4. If my father gives me fifty paisas, I shall spend it. 5. If the bus does not come soon, we shall be late. 6. If you are lazy, your teacher will be angry. 7. If the answer is wrong, I will do the sum again. 8. If she is ill, she must go to a doctor. 9. If it does not rain, she will go for a walk. 10. If you want some sugar, I will give you some. 11. If you give me the book now, I will read it tomorrow. 12. If you want a bigger orange, I will give you one. 13. If you drop a glass, it will break. 14. If you are thirsty, I will get you a glass of water. 15. If they go shopping, they will spend all their money. 16. If I see an ice cream man, I will buy an ice cream. 17. If he asks me, I will help him. 18. If you go to bed early, you will not be tired tomorrow.

UNIT 17

PAGES 58-60

Language Structure

Adjective clauses with *that, which*

New Words

a present	fountain pen	branch
root	belt	waist
ribbon	clerk	type (v.)
typist	typewriter	factory
machine	competition	toe

Teaching Notes

The teacher tells a number of children to put their books in different parts of the room. The relative clauses beginning with *that* may be introduced in this way:

Teacher: *Whose book is this?*
 Jamil: *Please, Miss Naz, it is mine.*
 Teacher: *The book that is on the table is Jamil's.*
 The class: *The book that is on the table is Jamil's.*

After presentation in this way the pupils should be able to respond without a model:

Teacher: *Which is your book, Jamil?*
 Jamil: *The book that is on the table is mine.*
 Teacher: *Which is your book, Uzma?*
 Uzma: *The book that is near the door is mine.*

Game. This can be expanded into a game. A number of objects are placed around the classroom and a mark is given to each pupil, or to each team, for every correct sentence. The purpose of the game is to remember the owners of the objects in the different positions.

Read Exercise 1a, answer the questions and then make up questions and answers like those in 1b. You will notice that in these examples the conjunction *that* is the object of the relative clause and in Exercise 2 it is the subject of the relative clause. There is no need to explain this to the pupils, and you find that in practice they will be able to use these different kinds of clauses quite naturally without being aware of grammatical differences. Remember that the aim is to teach the children to use English, not to talk about it.

Note on 'that' and 'which': the conjunction *that* tends to be used when the relative clause *defines* i.e. indicates one object rather than another. The examples in Exercise 1 are all of this kind. When the relative clause does not define but adds information the tendency is to use *which*. Exercise 3 gives examples of this kind. However, this is by no means a rule and you will often hear educated people using *which* for examples like those in Exercise 1 and *that* for examples like those in Exercise 3. Exercise 4 provides some good examples of defining clauses i.e. which answer the question *Which?* In sentence a., for example, we might ask a question: *Which parts of a tree are called the roots?* The answer is: *The parts of a tree that grow under the ground.*

Workbook 4

Pages 40-41

Answers to Exercises

Exercise 1:

a. 1. The present that Zeb gave Uzma is on the bed. 2. The present that Nasir gave Uzma is on the table. 3. The present that Nadia gave Uzma is on the table. 4. The present that Uzma's mother gave her is on the chair. 5. The present that Uzma's father gave her is on the chair. 6. The present that Uncle Zia gave her is on the floor. 7. The present that Aunt Ruby gave her is on the floor.

b. 1. What colour is the present that Zeb gave Uzma? The present that Zeb gave Uzma is blue. 2. What colour is the present that Nasir gave Uzma? The present that Nasir gave Uzma is green. 3. What colour is the present that Nadia gave Uzma? The present that Nadia gave Uzma is yellow. 4. What colour is the present that Uzma's mother gave her? The present that Uzma's mother gave her is white. 5. What colour is the present that Uzma's father gave her? The present that Uzma's father gave her is red. 6. What colour is the present that Uncle Zia gave her? The present that Uncle Zia gave her is yellow. 7. What colour is the present that Aunt Ruby gave her? The present that Aunt Ruby gave her is red.

Exercise 3:

a. Uzma has a new dress which is very pretty. b. Shan has new shoes which his mother bought for him. c. I am reading a book which Nasir lent me. d. He is using a fountain pen which cost ten fifty. e. She bought some flowers which she gave to her mother. f. He was wearing a blue shirt which had two holes in it. g. They were doing sums which were very easy. h. She wore a woollen coat which was very warm. i. She wore a beautiful ring which was made of silver. j. He stepped on a crab which bit his toe.

Exercise 4:

a. roots. b. belt, waist, ribbon. c. pillow, blanket. d. typewriter, typist, office. e. factory, machines.

Exercise 5:

a. Art was the lesson they liked doing most. b. Jamil liked painting ships. c. Uzma liked painting animals. d. Their Art teacher told them about the painting competition. e. The first prize was a visit to London. f. The paintings must be sent to the newspaper. g. An Art teacher would send them. h. She wanted to send the one that had two horses jumping over a gate. i. She painted it last week. j. He wanted to send the one with the two sailing boats having a race. k. He painted it last term.

Workbook 4, Page 40:

1. b. Zeb wore a dress that had yellow buttons. c. Shan found a box that was full of pencils. d. Look at the picture that is on the blackboard. e. She opened the book that was on the desk. f. Please pick up the book that is on the floor.

2. b. Jamil wore a shirt which was yellow and black. c. Nasir wore a shirt which had two holes in it. d. Zeb has a dog which barks loudly. e. Shan has a pencil which writes in four colours. f. She carried a bag which had a broken handle.

Workbook 4, Page 41:

2. This is the pencil that you lost. 3. Here is the pen that you dropped on the floor. 4. This is the book that my father gave to me. 5. There goes the bus that I wanted to catch. 6. May I have the book that I lent to you yesterday? 7. This is the tie that I bought for a present. 8. She has lost the ruler that she bought yesterday. 9. I am wearing the shoes that my mother gave to me. 10. That is the school that I go to. 11. There is the flat that we live in. 12. That is the kite that I want.

Language Structure

Adjective clauses with *who*

New Words

player	tailor	prisoner
shoemaker	carpenter	passenger
visitor	beginner	tool
vegetable	air	famous

Teaching Notes

It is difficult to present *who* in a classroom situation. Read Exercise 1 several times before going through Exercises 2-4. Exercises 2, 3, and 4 may be written out if time permits.

Workbook 4

Pages 42-43

Speech Guide

All the words in Exercises 5 and 6 end in the sound /ə/. Notice the three different spellings. Your pupils may tend to pronounce *doctor* as /dɒktɔː/ instead of /dɒktə/, and *beggar* as /begaː/ instead of /bega/.

Answers to Exercises

Exercise 2:

a. A worker is a person who works. b. A farmer is a man who looks after a farm. c. A fisherman is a man who catches fish. d. A shopkeeper is a person who looks after a shop. e. A doctor is a person who makes sick people better. f. A nurse is a woman who looks after sick people. g. A sailor is a man who sails on a ship. h. A boatman is a man who looks after a boat.

Exercise 3:

a. A man who brings letter is a postman. b. A person who uses a typewriter is a typist. c. A person who cooks food is a cook. d. A man who drives a bus is a bus driver. e. A man who drives an engine is an engine driver. f. A person who works in a factory is a factory worker. g. A man who fights in an army is a soldier. h. A person who is in prison is a prisoner.

Exercise 4:

a. ...visitor. b. ...shoemaker. c. ...passenger d. ...carpenter.
e. ... learner

Exercise 7:

a. The tool *that* we use for sawing things is a *saw*. b. The *tool* that we use for hammering things is a *hammer*. c. The *tool* we use for sharpening pencils is a pencil *sharpener*.

Exercise 8:

a. The Art teacher showed a letter to the children. b. The letter was written by the man who would give prizes for the best painting. c. The children won the first prize. They won a trip to London. d. They will go to London by air. e. They will stay in a hotel in London. f. The man from the newspaper is going to take them. g. He will show them all the things to see in London and some famous paintings, too. h. Jamil and Uzma's father felt very pleased. i. The name of the man from the newspaper was Mr Ashraf.

Workbook 4, Page 43:

2. I met a woman who has fourteen children. 3. I know a man who wants to buy a car. 4. I have a friend who has never been to the cinema. 5. This is the boy who told me the story. 6. Here is the man who brings the food. 7. There is the girl who picked the flowers. 8. That is the boy who lost the ball. 9. I would like to meet the man who built that building. 10. This is the boy who found the money. 11. This is the woman who makes our clothes. 12. Here is a boy who wants to tell you something.

UNIT 19

PAGES 64-66

Language Structure

The past continuous tense

New Words

journey
talk (**n.**)

mountain
safety

busily
pass

practise

Teaching Notes

Exercise 1 demonstrates the use of the past continuous tense for an action that continued over a period of time in the past, and Exercise 2 practises the form of this tense.

Exercise 3 should be worked orally at first but is also very suitable as a written exercise.

Exercise 4 gives examples of the use of the present continuous tense for an action that was taking place in the past when another action took place. It should be worked orally.

Exercise 5 should be worked orally first and in writing if time permits. Please note that the illustrations refer to sentence a., b., and c. only.

Speech Guide

The word *was* has two pronunciations: a strong form /wɔːz/ when it is stressed, and a weak form /wəz/ or /wz/ when it is unstressed.

It was ↘ RAINing, ↘ WASn't it? ↘ YES, it ↘ WAS.
 /wz/ /wɔːz/ /wɔːz/

Encourage your pupils to use the weak form when using the present continuous tense, as this sounds much more natural. Note the pronunciation of the word: busily /'bizili/.

Answers to Exercises

Exercise 3:

- a. He was writing for one hour. b. They were working for half an hour.
 c. He was running for three minutes. d. They were working for three months.
 e. She was working in Karachi for two years.

Exercise 5:

- a. When it began to rain, they were having a picnic. They were having a picnic when it began to rain. b. When the accident happened, they were climbing a mountain. They were climbing a mountain when the accident happened. c. When the boat sank, the man was fishing. The man was fishing when the boat sank. d. When the teacher arrived, the children were working busily. The children were working busily when the teacher arrived. e. When I saw them, they were reading a notice on the notice board. They were reading a notice on the notice board when I saw them. f. When I went to Uzma's home, Uzma was practising the piano. Uzma was practising the piano when I went to Uzma's/her home. g. When the visitor arrived, the Headmaster was giving a talk on 'Road Safety'. The Headmaster was giving a talk on 'Road Safety' when the visitor arrived.

Exercise 6:

- a. A person who dances is a dancer. b. A person who walks is a walker.
 c. A person who plays is a player. d. A person who drives is a driver. e. A person who works is a worker. f. A person who cleans is a cleaner. g. A person who helps is a helper. h. A person who rides is a rider. i. A person who fights is a fighter. j. A person who climbs is a climber. k. A person who swims is a swimmer. l. A person who runs is a runner.

Exercise 7:

a. They were sleeping when the plane reached London. b. Mr Ashraf woke them up. c. There was London beneath them and they could see the River Thames. d. Mr Ashraf's daughter, Sadia Ashraf met them at the airport. e. Sadia Ashraf works in London. f. They went to the hotel in a bus. g. Sadia was telling them about the things they would see. h. The place they visited first was Buckingham Palace. i. On the second day they went to the Tower of London.

Workbook 4, Page 44:

2. He was swimming for ten minutes. 3. He was sleeping for seven hours. 4. Uzma was singing for one hour. 5. Jamil was playing football for two hours. 6. The children were watching television for two hours. 7. Mr Riaz was listening to the radio for two hours. 8. Shan was doing his homework for two hours. 9. They were living in the flat for five years. 10. The car was standing in the street for two days. 11. The girls were waiting for a bus for half an hour. 12. Mrs Riaz was cooking for three hours.

Workbook 4, Page 45:

2. When the boy jumped off, the bus was moving. The bus was moving when the boy jumped off. 3. When she heard the baby crying, she was doing her homework. She was doing her homework when she heard the baby crying. 4. When a dog came into the classroom, they were reading. They were reading when a dog came into the classroom. 5. When the teacher came in, he was cleaning the blackboard. He was cleaning the blackboard when the teacher came in. 6. When it began to rain, Uzma was going home. Uzma was going home when it began to rain. 7. When she met him, he was going to school. He was going to school when she met him. 8. When the pencil broke, he was drawing a map. He was drawing a map when the pencil broke.

UNIT 20

PAGES 67-69

Language Structure

Both, a few of, a lot of, etc.

New Words

pair	bead	bush
pipe	piper	history
city	rat	nest
Governor	meeting	heel

Teaching Notes

Present and practise orally the sentences in Exercise 1 using real objects e.g. toys, or blackboard drawings. Then read Exercise 1 with the class. Do the same for Exercise 2a. Then answer the questions in 2b. Repeat this until all the pupils have

taken part.

Use table 3a until each child has produced two different sentences. Then work through Exercise 3b, go through table 4 and then give more oral practice. A number of boys and girls stand in the front of the class holding a number of objects. All the boys have the same objects e.g. pencils, pens, books, etc. and all the girls are holding the same objects e.g. rulers, rubbers, ribbons, etc. The rest of the class then produce true sentences like these: *Every boy has a pen, Each girl has a ribbon*, etc. Alternatively the teacher can use blackboard drawings.

Workbook 4

Pages 46-47

Speech Guide

Do not let the pupil separate the words where a consonant at the end of one word is followed by a vowel at the beginning of the next word: *a few of, a lot of, none of, all of, how many of, plenty of*. There is no harm in exaggerating at this stage. One big fault is the tendency to separate these words by failing to sound the consonants completely. The consonant becomes much easier to pronounce when it is joined to the following vowel, and at the same time this produces a smoother speech rhythm.

The word *each* sometimes gives rise to difficulties. It is pronounced /i:tʃ/ not /i:fʃ/. Pupils often omit the /t/ sound.

Answers to Exercises

Exercise 2b:

1. None of the squares are green. A few of the squares are small. A lot of the squares are big. All of the squares are red. 2. None of the beads are yellow. A few of the beads are big. A lot of the beads are small. All of the beads are green. 3. None of the bushes are big. A few of the bushes are brown. A lot of the bushes are green. All of the bushes are small.

Exercise 3:

b. 1. There are a great many desks but there are not many chairs. There are plenty of desks but there are only a few chairs. 2. There are a great many buses but there are not many cars. There are plenty of buses but there are only a few cars. 3. There are a great many rooms but there are not many blackboards. There are plenty of rooms but there are only a few blackboards. 4. There are a great many policemen but there are not many policewomen. There are plenty of policemen but there are only a few policewomen. 5. There are a great many cows but there are not many sheep. There are plenty of cows but there are only a few sheep.

Exercise 5:

a The story is not true. b. They were unhappy because there were a great many rats in all the houses. c. They were very big rats. d. They made their nests inside men's hats. e. They wanted to decide what to do. f. They heard a knock on the door. g. Half of it was red and half was yellow. h. When he plays his pipe, all animals run after him. i. He wanted a thousand pieces of gold. j. He promised to give him fifty thousand pieces.

Workbook 4, Page 46:

2. How many oranges are there? There are a lot of oranges. 3. How many flowers are there? There are a few flowers. 4. How many flowers are there? There are a lot of flowers. 5. How many men are there? There are a few men. 6. How many men are there? There are a lot of men. 7. How many apples are there? There are a few apples. 8. How many apples are there? There are a lot of apples.

Workbook 4, Page 47:

1. All of... 2. None of... 3. A few of... 4. A lot of... 5. None of the cars... 6. All of the cars... 7. A few of the cars... 8. A lot of the cars... 9. None of the cars... 10. All of the cars... 11. A few of the cars... 12. A lot of the cars have...

UNIT 21

PAGES 70-72

Language Structure

a little, a lot of, etc. with uncountable nouns

New Words

coloured	amount	
deal (a great deal of)		lots of
raise	splash	drown
dead	fair	sorry
alive		

Teaching Notes

Teach the sentences in 1a using any convenient materials e.g. paper, cloth, chalk, water, sand, rice, wood, etc. Then read 1a and go through 1b several times until all pupils have taken part at least once.

Do the same for Exercises 2, 3, and 4. Exercise 5 can be worked orally and in writing if desired.

Workbook 4

Pages 48-49 should be worked orally first.

Speech Guide

The remarks made in the last unit about joining words together apply to several of the examples in this unit: *none of, a little of, a lot of, all of, How much of, a large amount of, plenty of.*

Notice the stress position in these sentences:

How much of the coffee is ↘ COLD?
 ↘ NONE of the coffee is cold.

Answers to Exercises

Exercise 1:

b. *Note:* The answers to the four sentences to each picture are in the same order each time: None of the..., A little of the..., A lot of the..., All of the...

Exercise 4:

Any of the following combinations may be used:

There	is	plenty of	ink bread milk	but there	is	only	a little	chalk. tea. sugar.
	are		apples books rulers		are		a few	oranges. pens. rubbers.

Exercise 5:

a. We had a great deal of bread. We had lots of bread. b. There was a great deal of sand in the lorry. There was lots of sand in the lorry. c. The carpenter used a great deal of wood. The carpenter used lots of wood. d. There was a great deal of water in the lake. There was lots of water in the lake. e. They took a great deal of food to eat. They took lots of food to eat. f. There was a great deal of dust inside the car. There was lots of dust inside the car.

Exercise 6:

a. All of them came out of the houses and ran after the Piper. b. He took them to the river. c. They all fell into the river and drowned. d. He went back to the Governor and asked for the thousand pieces of gold. e. He was angry because the Governor would give him only fifty pieces. f. The rats were dead and the Piper could not make them alive again.

Workbook 4, Page 48:

2. How much rice is there? There is a lot of rice. 3. How much water is there? There is a little water. 4. How much water is there? There is a lot of water. 5. How much fruit is there? There is a little fruit. 6. How much fruit is there? There is a lot of fruit. 7. How much ink is there? There is a little ink. 8. How much ink is there? There is a lot of ink.

UNIT 22

PAGES 73-75

Language Structure

How?

New Words

sweetly
brightly
sound
return

greedily
on foot
towards

cruelly
differently
mountains

Teaching Notes

Read 1a and go through 1b and 1c several times until all the children have taken part.

Do the same with Exercise 2.

Exercise 3: The teacher should demonstrate the conversation first with one of the pupils reading the answers. Then let the pupils work in pairs.

Workbook 4

Pages 50-51

Speech Guide

Notice that the stress normally falls on the adverb, or adverb phrase, in sentences like these:

How is Nasir ↘ SHOUTing?

He is shouting ↘ LOUDly.

How does Nasir come to ↘ SCHOOL?

He comes by ↘ BUS.

Answers to Exercises

Exercise 1:

b. 2. How is the man shouting? He is shouting angrily. 3. How is Uzma writing? She is writing carefully. 4. How are the soldiers fighting? They are fighting bravely. 5. How is the boy eating? He is eating greedily. 6. How are the children playing? They are playing happily. 7. How is the man behaving? He is

behaving cruelly. 8. How is the star shining? It is shining brightly. 9. How is the boy riding? He is riding dangerously.

c. 2. How did the man shout? He shouted angrily. 3. How did Uzma write? She wrote carefully. 4. How did the soldiers fight? They fought bravely. 5. How did the boy eat? He ate greedily. 6. How did the children play? They played happily. 7. How did the man behave? He behaved cruelly. 8. How did the star shine? It shone brightly. 9. How did the boy ride? He rode dangerously.

Exercise 2:

3. How does Nadia come to school? She comes to school by car. 4. How does Jamil come to school? He comes to school on foot. 5. How does Sara Khan come to school? She comes to school by car. 6. How does Shan come to school? He comes to school on foot. 7. How do Nadira and Sara come to school? They come to school by train. 8. How does Mr Aziz come to school? He comes to school by bus.

Exercise 5:

a. All the children came out of the houses. b. He went towards the river. c. Yes, they were very frightened. d. They felt happy again. e. A great hole opened in the side of the mountain. f. No, he did not try to climb the mountain. g. The Piper and all the children went inside the mountain. h. They felt very sorry.

Workbook 4, Page 50:

2. How deep is the river? 3. How wide is the room? 4. How tall is the boy? 5. How long is the river? 6. How big is the book? 7. How many oranges are there on the table? 8. How many books are there in the library? 9. How much water is there on the floor? 10. How is he singing? 11. How is she writing? 12. How does she feel?

Workbook 4, Page 51:

2. thin 3. rich 4. quick/fast 5. good 6. unhappy 7. dirty 8. easy 9. old 10. down 11. old 12. pushing 13. found 14. inside 15. quiet 16. remembered 17. finished.

UNIT 23

PAGES 76-78

Language Structure

Suggestions with *shall*

New Words

taxi	jacket	blouse
diamond	price	afford
real	bamboo	birdcage
bunch (of flowers)		

Teaching Notes

Demonstrate the sentences in Exercise 1. First the teacher makes the suggestions and replies, the pupils repeating after her, and then she carries out the action. Then the teacher makes the suggestions to the pupils who reply either in a group or individually. Finally the pupils should be able to use the dialogue in pairs. Now introduce the expressions in Exercise 2. Read Exercise 1 on Page 76. Then read Exercise 2, letting groups of pupils or individuals read the suggestions and the replies.

Group A: *Shall I open the window?*

Group B: *Yes, please.*

Group A: *Shall I open the door?*

Group B: *Yes, please.*

Go through Exercise 3 orally several times until all the pupils have taken part.

Exercise 5 should be gone through orally until as many pupils as possible have taken part.

Exercise 6 deals with a common pronunciation difficulty, confusion between the short sound /i/ as in *it*, and the long sound /i:/ as in *eat*. This exercise follows the same pattern throughout much of the rest of this book. It is divided into three parts:

- a. Here the sound is introduced in pairs of words to show that if the sound is pronounced wrongly the word has a different meaning. The teacher should read these words several times while the pupils listen.
- b. The next stage is listening practice. This is most important. Most pronunciation difficulties begin with the pupils' failing to *hear* the differences in sounds. There are several ways in which Exercise b can be used for listening practice. For example, the teacher may write the words on the board and put a letter or number over each column. The first column, which contains the short sounds *it, sit*, etc., can be given the number 1, and the second column, with the long sound *eat, seat*, etc., can be labelled number 2. The third column is labelled 1 again. The teacher then reads out a word and the pupils have to say, or write down the column in which the word occurred. Another method is for the teacher to dictate words to the class in any order, the pupils writing out the words in full. Another way is for the teacher to read out the words in any order, calling upon individual pupils to repeat the words. (Since they do not know which word to expect, they will have to listen very carefully.) The rest of the class can be asked to judge whether the imitation was correct or not. Exercise b can then be used for practice in producing the correct sounds, the pupils reading the words across the page. The words are arranged in such a way as to be self-correcting. For example, the pupil is called upon to read it

– *eat* – *it*. If, as it is likely, he mispronounces the first word as *eat*, he then sees his mistake when he pronounces the second word in the same way. This gives him an opportunity to correct his pronunciation when he comes to the word *it* for the second time.

- c. Exercise c is a similar exercise to b except that this time the pairs of words occur in sentences. This exercise can be used for more listening practice, if time permits, by writing them on the board and numbering them, or they can simply be used for reading practice. In some chapters there are additional sentences for reading practice only.

Workbook 4

Pages 52-53. Go through orally first.

Speech Guide

1. The sounds /i/ and /i:/ give rise to both kinds of error. A long sound is sometimes wrongly shortened, while a short sound is sometimes wrongly lengthened. Be on the lookout for these mistakes throughout the lesson, particularly with the following words:

please /pli:z/ clean /kli:n/ sweep /swi:p/ ice cream /aiskri:m/ inside /insaid/
window /windou/ ring /riŋ/ it /it/

2. Notice the stress and intonation pattern. The question does not begin with a question word; it expects the answer 'Yes' or 'No'.

Shall I open the ↗ WINDOW? ↘ YES, please.
↘ THANK you.

Answers to Exercises

Exercise 3:

- No, let's not go by train. Let's go by bus.
- No, let's not go by taxi. Let's go by train.
- No, let's not go on Friday. Let's go on Saturday.
- No, let's not go to Peshawar. Let's go to Murree.
- No, let's not cross the road. Let's stay on this side.
- No, let's not have a cup of tea. Let's have a cup of coffee.
- No, let's not spend all our money. Let's keep some.
- No, let's not buy an ice cream. Let's buy some sweets.
- No, let's not have a swim. Let's have a rest.
- No, let's not go to Clifton. Let's go home.

Exercise 4:

Note: Short answers should always be accepted but for teachers who prefer the children to answer in full sentences, these are given in brackets.

- a. Presents. (The shop sells presents.)
- b. Uzma. (Uzma wants to go inside the shop.)
- c. Jamil. (Jamil wants to buy a warm jacket)
- d. A blouse. (Uzma wants to buy a blouse.)
- e. A ring. (Jamil first wanted to buy a ring.)
- f. No, they were not. (The diamonds were not real.)
- g. Uzma. (Uzma wanted to buy a table.)
- h. Bamboo. (It was made of bamboo.)
- i. A birdcage. (It looked like a birdcage.)
- j. No. (The flowers were not real.)

Workbook 4, Page 52:

2. A: Shall I close the door? B: Yes, please. A: I have closed it. B: Thank you. 3. A: Shall I shut the window? B: Yes, please. A: I have shut it. B: Thank you. 4. A: Shall I sweep the floor? B: Yes, please. A: I have swept it. B: Thank you. 5. A: Shall I clean the board? B: Yes, please. A: I have cleaned it. B: Thank you. 6. A: Shall I dust the furniture? B: Yes, please. A: I have dusted it. B: Thank you. 7. A: Shall I make some tea? B: Yes, please. A: I have made it/some. B: Thank you. 8. A: Shall I clean the car. B: Yes, please. A: I have cleaned it. B: Thank you.

Workbook 4, Page 53:

2. A: Shall we go for a swim or shall we have a picnic? B: Let's not go for a swim. Let's have a picnic. 3. A: Shall we go today or shall we go tomorrow? B: Let's not go today. Let's go tomorrow. 4. A: Shall we do our homework or shall we listen to the radio? B: Let's not do our homework. Let's listen to the radio. 5. A: Shall we eat our lunch now or shall we have it later? B: Let's not eat it now. Let's have it later. 6. A: Shall we go to the cinema or shall we play football? B: Let's not go to the cinema. Let's play football. 7. A: Shall we watch television or shall we read our books? B: Let's not watch television. Let's read our books. 8. A: Shall we do the next exercise or shall we stop now? B: Let's not do the next exercise. Let's stop now.

UNIT 24

PAGES 79-81

Language Structure

May: possibility

New Words

sure	certain	perhaps
calm	windy	bright
cloudy	continue	cover
period	sunshine	temperature
rise		

Teaching Notes

Read the dialogue with the children. For a second or third reading different pupils can read the parts of Jamil and Shan.

Go through Exercises 1 to 3 orally in the usual way. Exercise 1 is suitable for written work if the teacher wishes.

Read Exercise 4 with the pupils in the same way. The pupils can take the parts of Shan and Jamil, and the teacher, or a very good pupil, good pupil, the part of the Radio Announcer.

Exercise 5 should first be practised as a dialogue between the teacher and individual pupils, the teacher asking the question and the pupils replying. Further practice may be given in pairs, either two at a time with the whole class listening, or allow the whole class to work in pairs, with the teacher walking around and supervising.

Exercise 6 is worked in the usual way. See notes to Unit 23 if you are in doubt.

Workbook 4

Pages 54-55

This can be given for homework but, if so, oral preparation is suggested.

Speech Guide

Note the stress and intonation used in Exercise 5:

What will you be when you grow ↘ UP?
I'm not ↘ SURE. I may be a ↗ TEACHER
or I may be a ↘ DOCTOR.

Answers to Exercises

Exercise 1:

On Sunday morning Shan may play football or he *may* help his father. In the afternoon he *will* go fishing with Nadir. They *may* catch some fish. If they catch some fish, they *will* cook them. In the evening Shan *may* watch the television or he may listen to the radio.

On Friday, Jamil *may* go to Hyderabad or he *may* help his father. Uzma *will* go to Hyderabad.

Exercise 2:

a. Yes, it may be cold. b. Yes, she may help us. c. Yes, he may go to home.
d. Yes, they may tell us. e. Yes, there may be a holiday. f. Yes, he may have read the book. g. Yes, the pen may be broken. h. Yes, the shop may be closed.
i. Yes, they may go swimming. j. Yes, she may be ill. k. Yes, the cat may be thirsty.

l. Yes, he may have missed the bus. m. Yes, he may be afraid of the dog. n. Yes, it may be in the newspaper.

Exercise 3:

a. I'm not sure. It may be cold or it may not. b. I'm not sure. She may help us or she may not. c. I'm not sure. There may be a holiday or there may not. d. I'm not sure. He may go to Peshawar or he may not. e. I'm not sure. The sun may shine or it may not. f. I'm not sure. The shop may be closed or it may not. g. I'm not sure. They may go swimming or they may not. h. I'm not sure. They may win the game or they may not. i. I'm not sure. The bus may be full or it may not. j. I'm not sure. He may do it again or he may not.

Exercise 4:

- a. On Wednesday night the weather will be dull and cloudy and clouds will cover the city. There may be some heavy rain.
- b. There may be some more rain on Thursday.
- c. There will be periods of sunshine on Thursday.
- d. Yes, it will be hot on Thursday.
- e. When the temperature is high, it is hot.
- f. On Friday and Saturday the weather may be bright and hot.

Workbook 4, Page 54:

1. ..., hot. 2. ...may be dry tomorrow. 3. ...be blue or it may be cloudy tomorrow.

Note: The remaining answers may begin in any of the three ways given. Only one possibility is used here.

4. I don't know. It may be open or it may be closed tomorrow. 5. I'm not sure. It may be late or it may be early. 6. I'm not certain. It may be full or it may be empty. 7. I don't know. I may finish it quickly or I may finish it slowly. 8. I'm not sure. I may get all the answers right or I may get some wrong. 9. I'm not certain. I may be at school when I'm eighteen or I may be at work. 10. I don't know. I may live in Karachi when I leave school or I may live in Hyderabad.

Workbook 4, Page 55:

1. two, three, six, eight, four.
2. run, jump, play, sleep, laugh.
3. lion, cat, dog, horse.
4. happy, lazy, clever, angry.
5. rice, fruit, sugar, bread.
6. aeroplane, car, bus, train.
7. hospital, house, school.
8. eye, leg, hand.

Language Structure

Revision of Units 1-7

New Words

collect	captain	magic
place	weight	scales
butter	bury	excited
jewel	body	secret

Teaching Notes

Lead the pupils to an understanding of the passage in the usual way.

All revision exercises should be worked orally. Exercises 2, 3, and 6-10 may also be used for written practice if time permits. If exercises 6-9 are used for written work, the questions should be written out as well as the answers.

Workbook 4

Pages 56-57

Answers to Exercises

Exercise 1:

a. Untrue b. True c. True d. Untrue e. Untrue f. Untrue g. True
h. Untrue i. True j. Untrue.

Exercise 2:

a. - b. to c. - d. - e. -, -
f. to, - g. -, - h. to, - i. to, -

Exercise 3:

Note: There are at least sixteen possibilities.

Exercise 6:

a. He has already cleaned it. b. She has already written it. c. They have already done it. d. He has already bought some. e. He has already sold it. f. She has already taken it.

Exercise 7:

c. Yes, I have often read a book. d. No, I have never written a book. e. No, I have never driven a motor car. f. Yes, I have often seen lightning. g. Yes, I have often heard thunder. h. No, I have never seen a tiger in the street.

Exercise 8:

Note: Answers may perhaps vary with individuals. The most likely answers are:

a. No, I have never seen an elephant. b. Yes, I have often seen a dog. c. Yes, I have often had my hair cut. d. No, I have never been in an aeroplane. e. Yes, I have often been on a bus. f. No, I have never climbed a mountain. g. Yes, I have often swum in the sea. h. Yes, I have often read a book. i. Yes, I have often been to the cinema. j. Yes, I have often been in a boat./No, I have never been in a boat.

Exercise 9:

c. Yes, I have just finished it. d. No, but I've almost reached it. e. No, but I've almost finished it. f. Yes, I've just finished it.

Exercise 10:

3. bought, bought 4. came, come 5. ate, eaten 6. went, gone
7. hid, hidden 8. learnt, learnt 9. read, read 10. rang, rung 11. saw, seen
12. sang, sung 13. swept, swept 14. stole, stolen

Workbook 4, Page 56:

2. ...built some new flats. 3. ...is telling them an exciting story. 4. They have eaten a very good meal. 5. They began the new book yesterday. 6. She has brought her new red umbrella to school. 7. He told his teacher about his dog. 8. They have found ten rupees. 9. They have gone home. 10. They have bought some cakes and some oranges. 11. He told them the story last week. 12. The Headmaster spoke to the children yesterday.

Workbook 4, Page 57:

2. sent, sent 3. shown, showed 4. sung, sang 5. sunk, sank 6. spoken, spoke 7. spent, spent 8. seen, saw 9. swum, swam 10. swept, swept 11. taken, took 12. torn, tore 13. worn, wore 14. caught, caught

UNIT 26

PAGES 87-92

Language Structure	Revision of Units 8-15		
New Words	master distance	travel certainly	traveller voice
Workbook 4	Pages 58-59		
Teaching Notes			

All exercises should be worked orally first and may be used for written practice afterwards. If exercise 7 is written, both sentences should be given in full in each case.

Answers to Exercises

Exercise 1:

- a. He sent the two men into the town two days later.
- b. They put a cross on the door.
- c. They went to fetch their Captain.
- d. Ali Baba's servant saw the cross on the door.
- e. She put a cross on every door in the town.
- f. He was angry because he could not find Ali Baba's house.
- g. He took twenty horses and forty oil jars.
- h. Ali Baba did not know that he was the Captain of the thieves.
- i. She wanted to put some oil into the lamp.
- j. She wanted to kill the thieves.

Exercise 2:

Note: There are at least sixteen possibilities but only answers that make good sense should be accepted.

Exercise 3:

Some possibilities:

Please pick up the books/your hat/the balloon.

Please switch on/off the light.

Please put on/off/out the light.

Please put on your hat.

Please put away the books.

Please blow up the balloon.

Please blow out the light.

Please take off your hat.

Please take out the books.

Exercise 4:

a. We saw Mr Hai cleaning his car yesterday. b. We heard the girls singing in the next room in the last lesson. c. We smelt the rice in the pot burning. d. We watched some boys playing football in the street. e. We watched a bird building a nest. f. We listened to a radio playing in the next room. g. The men on the boat felt it hitting a rock. h. We were listening to the teacher reading us a story. i. We looked at the men carrying some furniture into the shop. j. I saw a man taking a photograph of the school.

Exercise 5: (One possible set of answers)

a. nice, greedy b. pleasant, dangerous c. exciting, painful d. easy, difficult
e. safe, dangerous f. enjoyable, silly

Exercise 6:

a. He has stopped laughing. b. They have stopped talking. c. She has

stopped reading. d. He has stopped laughing. e. She has stopped watching. f. It has stopped moving. g. They have stopped writing. h. They have stopped fighting. i. They have stopped working. j. They have stopped running.

Exercise 7:

a. ...they went on writing. b. ...he went on running. c. ...she went on reading. d. ...they went on working. e. ...they went on painting. f. ...they went on playing. g. ...she went on swimming. h. ...they went on digging. i. ...he went on looking (for it). j. ...she went on helping her.

Exercise 8:

a. I like walking but I don't like running. b. I like talking but I don't like singing. c. I like playing but I don't like working. d. I like running but I don't like jumping. e. I like drawing but I don't like painting. f. I like swimming but I don't like dancing.

Exercise 10a:

1. He liked it, didn't he? Yes, he did. 2. She didn't like it, did she? No, she didn't. 3. They helped him, didn't they? Yes, they did. 4. They didn't do it, did they? No, they didn't. 5. She lives there, doesn't she? Yes, she does. 6. He doesn't know the answer, does he? No, he doesn't. 7. They come to school by bus, don't they? Yes, they do. 8. They don't come by car, do they? No, they don't. 9. We don't live in England, do we? No, we don't. 10. We all go to school, don't we? Yes, we do.

Exercise 10b:

1. It is cold, isn't it? Yes, it is. 2. She isn't here, is she? No, she isn't. 3. He is happy, isn't he? Yes, he is. 4. She wasn't talking, was she? No, she wasn't. 5. They weren't working, were they? No, they weren't. 6. It was hot yesterday, wasn't it? Yes, it was. 7. The boys were swimming well, weren't they? Yes, they were. 8. Jamil will help us, won't he? Yes, he will. 9. You won't forget, will you? No, I won't. 10. She can sing well, can't she? Yes, she can. 11. They can't find it, can they? No, they can't. 12. Zeb has finished, hasn't she? Yes, she has. 13. Jamil hasn't brought his books, has he? No, he hasn't. 14. They haven't finished, have they? No, they haven't. 15. The men have gone home, haven't they? Yes, they have. 16. We have finished, haven't we? Yes, we have.

Workbook 4, Pages 58-59:

1. cooking 2. playing 3. off, into 4. up, out of, on 5. reading, writing 6. Watching, running 7. listening, dancing 8. coming 9. landing 10. up, down 11. down, up 12. working, down 13. didn't I 14. do they? No, they don't 15. doesn't he? Yes, he does. 16. did you? No, I didn't. 17. isn't it? Yes, it is. 18. can they? No, they can't.

Language Structure

Revision of Units 16-27

New Words

skin	wrap	fur
important	reason	attack
wild	discover	taste
way	spark	gas
electricity		

Teaching Notes

All the revision exercises are suitable for both oral and written work. If exercise 7 is written out, the questions should be included.

Workbook 4

Pages 60-61

Answers to Exercises

Exercise 1:

a. hot countries b. to keep people warm c. cook food d. two pieces of wood e. matches

Exercise 2:

a. Why is she crying? She is crying because she is unhappy. b. Why does he sleep in the daytime? He sleeps in the daytime because he works at night. c. Why did Jamil go to Quetta? He went to Quetta because he wanted to see his friend. d. Why is he wet? He is wet because it is raining. e. Why does she stay at home on Saturdays? She stays at home on Saturdays because school is closed. f. Why did he put up his hand? He put up his hand because he wanted to answer the question. g. Why is he running to school? He is running to school because he is late. h. Why does he live in Malir? He lives in Malir because he works there. i. Why did she buy a new ruler? She bought a new ruler because she lost her old one.

Exercise 3:

a. When the accident happened, we were standing on the pavement. b. When someone knocked on the door, Mr Hai was reading the newspaper. c. When the fire engine drove past, we were waiting for a bus. d. When Mr Riaz opened the door, Jamil was asleep. e. When the bus stopped, Mrs Riaz got off. f. When the telephone rang, we were having a meal. g. When the postman came, we were having breakfast. h. When he was putting on his shirt, a button came off. i. When I met Nasir, he looked very happy. j. When I reached the Post

Office, it was closed.

Exercise 4:

- a. stay b. is c. that d. who e. both of f. plenty, few

Exercise 5: (Note: All answers begin with 'I'm not sure.')

- a. I'm not sure. It may be cold tomorrow or it may not. b. It may be wet tomorrow or it may not. c. It may be dry or it may not. d. It may be dull or it may not. e. It may be bright or it may not. f. It may be cloudy or it may not. g. It may be sunny on Saturday or it may not. h. It may be windy next Monday or it may not. i. There may be a storm next month or there may not. j. There may be a snowfall next year or there may not. k. The temperature may be low tomorrow or it may not. l. The temperature may be high tomorrow or it may not.

Workbook 4, Pages 60-61:

1. When water boils, steam comes out of the kettle. 2. When Mrs Riaz went to the market, she bought some fish. 3. When it rains heavily, we stay indoors. 4. When the dog saw the cat, it ran after it. 5. When she met her teacher, she said, 'Good morning, Miss Naz.' 6. If it is hot tomorrow, we can go to the beach. 7. If we throw a stone into the sea, it sinks. 8. If I want some medicine, I go to the doctor. 9. The new dress that Uzma bought was very pretty. 10. The parts of a tree that grow under the ground are the roots. 11. Zeb has five rupees which her mother gave her. 12. The thing that we rest our heads on in bed is a pillow. 13. She was wearing a red hat which had a blue ribbon in it. 14. People who work in a factory are factory workers. 15. People who play games are players. 16. A person who makes sick people better is a doctor. 17. People who ride in buses or trains are passengers. 18. People who are in prison are prisoners. 19. When Nasir went to school, it was raining. 20. None of the children were girls. 21. We have a large number of pens but only a small number of pencils. 22. There were a great many boys but only a few girls. 23. The carpenter used a large amount of wood but only a small amount of paint. 24. They had plenty of bread but only a little milk.

UNIT 28

PAGES 97-98

Language Structure

General revision

Teaching Notes

Exercises 1, 2, and 3 are suitable for both oral and written work.

Workbook 4

Pages 62-64

Answers to Exercises

Exercise 1:

- a. some, any b. some, any c. any, some d. some, any

Exercise 2:

- a. on b. go c. do d. Let's e. has f. ringing g. have h. playing
i. up j. writing k. walking, walking l. does m. did

Exercise 3:

- a. a, X, a, X b. a, X, a, X c. a, X, a, X d. X, X, X, a, X e. X, X, a

Workbook 4, Page 62:

- | | | | |
|----------------------------------|-----------------------------|------------------------------------|-------------------------------|
| 1. ACROSS:
1 hat
3 say | DOWN:
1 his
2 toy | 2. ACROSS:
1 four
3 must | DOWN:
1 farm
2 rest |
| 3. ACROSS:
1 green
2 ships | DOWN:
1 grass
2 noses | 4. ACROSS:
1 mother
3 tailor | DOWN:
1 market
2 reader |

Workbook 4, Page 63:

- | | | | |
|-------------------------|-----------------|-----------------------|----------------|
| 2. ACROSS:
different | DOWN:
pencil | 3. ACROSS:
clean | DOWN:
roars |
| 4. ACROSS:
homework | DOWN:
paper | 5. ACROSS:
unhappy | DOWN:
easy |

Workbook 4, Page 64:

- | | | | |
|------------------------|-------------------------------------|-------------------------|----------------------------|
| 1. ACROSS:
painter | DOWN:
1 glass
2 pen | 2. ACROSS:
shirts | DOWN:
1 ink
2 song |
| 3. ACROSS:
needle | DOWN:
1 wheels
2 driver | 4. ACROSS:
yesterday | DOWN:
1 socks
2 ring |
| 5. ACROSS:
remember | DOWN:
1 tea
2 sure
3 thumb | | |

WORD LIST

The following words are introduced for the first time in *Book 4*.

A

able
accident
afford
afterwards
air
alive
almost
already
ambulance
amount
angrily
angry
ant
army
arrive
attack

B

bamboo
bar
bead
beat
bedroom
beginner
belong
belt
birdcage
body
boil
boot
branch
bright
brightly
bunch
bury
bush

busily
busy
butter

C

calendar
calm
captain
carpenter
certain
certainly
cheer
city
clerk
cloudy
coach
coin
collect
coloured
competition
conductor
contain
continue
correct
cover
crab
cruelly
cut (n.)

D

danger
dangerously
dark
dead
deal
dentist
dial

diamond
dictionary
differently
discover
distance
dream
drop
drown
duty

E

east
edge
electric light
electricity
elephant
enjoy
enjoyable
excited
exciting

F

factory
fair
famous
far
feather
feel
fill
fingernail
flame
float
fountain pen
fur
furniture

G

gas
gentle
geography
Governor
greedily
ground
group

H

happily
hate
heart
heat
history
hook
hose
hurry (in a)
hurt

I

ill
insect
important
inside
interesting
iron
island

J

jacket
jewel
joke
journey
just

K

kettle
kind
kitchen

L

lake

land (v)
large
late
lazily
lazy
leather
lightning
look (seem)
love

M

machine
magic
marry
master
matter
meet
meeting
message
mice
mirror
mosquito
mountain
mouse
mousetrap
mud
muddy

N

nail
nearly
nest
north

O

order
over (ended)

P

pain
painful
pair
parent

passenger
perhaps
period
pipe
piper
place
player
pleasant
pleased
police
practise
present
pretend
pretty
prince
princess
price
prison
prisoner
prize
promise
pump
punish
punishment

Q

quarrel

R

railway
raise
reach
real
reason
return
ribbon
rise
root
rope
rose
row (line)
row (v)

S

safely
safety
save
saw
scales
scold
scream
secret
seem
service
share
sheet
shield
shoemaker
silk
silver
sink
skin
smooth
sorry
sound
south
splash
stay
steam
steep
still
straight
stranger
stream
strike
suddenly
sunshine
sure
sweetly
sword

T

tailor
talk (n)
taste
taxi

tear
temperature
term
test
thankful
ticket
tiger
tightly
thunder
toe
together
tool
towards
traveller
trick
trouble
type
typewriter
typist

U

underneath
unroll
upwards

V

visit
visitor

W

waist
wave (v)
wave (n)
way
weigh
well (n)
west
windy
wonderful
world

