

ACTIVE ENGLISH

Teacher's Notes
to
Introductory Book

D.H. HOWE

OXFORD
UNIVERSITY PRESS

General Introduction

Active English Introductory, the Workbook, and Teacher's Notes, are intended for primary schools where a start is made on English in the first year.

Pupils who have worked through this book will therefore be in an excellent position to begin the main English course in their second year *whatever course book they may be using*. (Book 1 of *Active English*, for use in the second year, revises *all* items contained in the Introductory Book.)

The first year's work includes the following:

Oral Work

VOCABULARY. One hundred words have been selected as the most suitable for learning at this level. Apart from a small number of structural words needed for the various grammatical constructions, these are objects which can either be found in the classroom or easily be drawn on the blackboard, or demonstrated in pictures. A complete list is given at the end of the book.

LANGUAGE STRUCTURE. Fourteen items are taught. They are useful for teaching the content words mentioned above and also provide a basis for the grammatical constructions to be taught later.

Reading

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

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

a to **a**.

Workbooks

These aim, in a variety of ways, at consolidating the learning of the items presented in the main book. They provide further practice in reading, using both **Look and Say** and **Phonic** approaches and there is also an increasing amount of writing practice involving the tracing of single letters and, later, words and sentences.

The exercises in the Workbook correspond item by item with those in the main book, which should, of course, always be dealt with first. The Workbook exercises should then be gone through orally by the teacher and the class before the children are asked to work on their own.

Method

General Principles

1. The aim is to produce good language **habits** so that the 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, and 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 Teachers' Notes. An unprepared lesson is seldom successful.
10. **DO** give pronunciation guidance when necessary. Some help is given in the Teachers' Notes.
11. **DO** make sure that all pupils get enough practice.

12. DON'T ask your pupils to spell out words. Learn words by using them orally, and then seeing them in print.
13. DO remember that teaching and testing are two different things.
14. DO remember the importance of revision.
15. DO try to make your lessons interesting and enjoyable. The pupils will learn more in a shorter time.

Speech Guide

Some teachers may welcome a little guidance on pronunciation, stress and intonation. This is given at the foot of the Lesson Notes. It has been made as simple as possible since it is intended only as a reminder of the major points, and for reference in cases of doubt. The following symbols are used:

STRESS. Syllables on which a main stress falls are printed in capitals.

This is a BOOK.

This is a PEN.

No attempt is made to show lesser stresses. When phonetic symbols are used, the main stress is shown by '

ðis iz ə 'buk

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

This is a ↘ BOOK.

This is an um ↘ BRELLa.

Is this a ↗ BOOK?

Is this an um ↗ BRELLa?

PRONUNCIATION

Consonants

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

Vowels

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

Diphthongs

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

Language Structure

a _____ an _____

New Words

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

Teaching Notes

1. Refer to page 3, **Teaching New Items**.
2. First teach: *a book, a ball, a bag, a cat*. As you speak the words, hold up or point to the object or the picture. Do the same when the pupils are repeating the words after you. For the third stage, simply point to the object or picture and let the pupils say the word.
3. Then teach: *an apple* and *an orange*.
4. When the new items have been thoroughly learnt, use the pictures in the book for more practice. The teacher may say a word, and the pupils have to find the right picture. Or the teacher can point to a picture and the pupils have to find it and say the word.
5. Pupils may work in pairs 'reading' the pictures to each other.
6. More than one lesson will probably be needed.
7. Use real objects (or toys) whenever possible; otherwise, you can use large pictures, blackboard drawings or the pictures in the book.
8. The bottom of page 3 gives more practice in 'reading' pictures, at the same time calling attention to the sound most commonly associated with the letter **a**.
9. **Game.** This simple guessing game can be very useful for giving practice in a realistic use of English in this lesson and in the next three lessons. The teacher puts the objects in a drawer in her desk. She places something, perhaps an open register, on her desk to act as a screen. She then takes an object out of her drawer without letting the pupils see it and places it behind the screen. The children try to guess what the object is. The game can be played in teams, the teacher calling upon members of each team in turn to guess.

Workbook

Pages 1-3

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

Speech Guide

a ↘ BOOK a ↘ BALL a ↘ BAG a ↘ CAT
an ↘ APPLE an ↘ ORANGE

Note:

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

PAGES 4-5

Language Structure

a _____

New Words

a box a cup a desk

Teaching Notes

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

Workbook

Pages 4-5

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

Speech Guide

a ↘ BOX a ↘ CUP a ↘ DESK

Note:

Remember to be on the watch for pupils who say 'ah' instead of 'a': /æ/ instead of /ə/.

PAGES 6-7

Language Structure

It is _____.

New Words

a car

a dog

an aeroplane

Teaching Notes

1. First teach *It is* _____ using the objects taught in the last two lessons. (Never teach a new construction and new words at the same time.) This will also revise the seven words so far taught.

2. Use the same procedure as before.

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

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

5. This time, when you point to an object, the pupils should say the whole sentence: *It is a car, It is a dog, etc.*

6. When the pupils have mastered this construction, teach them to use it with the new words: *a car, a dog, an aeroplane.*

7. **Game.** The same game can be played, but this time the pupils should say *It is a* _____.

Workbook

Pages 6-7

1. Read the pictures first.

2. Then work the lessons orally, i.e. decide which is the right answer.

3. Then allow the pupils to put a ring around the right word.

Note:

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

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

Speech Guide

It is a ↘ CAR.

It is a ↘ DOG.

It is an ↘ AERoplane.

Note:

1. Be sure that there is no break between *an* and *aeroplane*. This should sound like one word.

2. Care will also be needed with the last letters *car, dog*.

3. Say 'It is', not 'Eat ease': /it ɪz/ not /i:t i:z/.

PAGES 8-9

Language Structure

It is _____.

New Words

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

Teaching Notes

1. Teach *It is a doll*, *It is a pencil*, etc. in the usual way. You will probably need to take at least two lessons.
2. Give further practice with *It is* using all the words taught so far.
3. **Game.** The same game could be played. A variation is for the teacher to begin to draw objects on the board asking, as she does so, whether the pupils can guess what the object is. The first pupil who guesses what the incomplete drawing is, earns some marks for his team.
4. As usual, do not 'read' the pictures in the book until all the pupils can say the sentences correctly.

Workbook

Pages 8-9

See previous Teaching Notes.

Speech Guide

It is a ↘ DOLL.
It is a ↘ PENcil.

Note:

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

PAGES 10-11

Language Structure

I am _____.

Teaching Notes

1. The procedure will be a little different from the previous lessons.
2. Begin by saying *I am Miss Hai*, *Mr Amin*, etc.
3. Now point to individual pupils, say *I am Miss Hai*, and get the pupils to say *I am Arif Ali*, *I am Sara Khan*, *I am Omer*, etc.
4. Go around the class, each pupil pointing to himself or herself, and saying *I am* with his/her name.

5. **Game.** The first pupil stands up and says *I am* _____ and then points to any other pupil in the class who stands up and says *I am* _____. This continues until everyone has had a turn.

6. **Names.** At this point, the teacher should decide whether to give children English names. Using their own names may be easier at first, and the children may prefer it. On the other hand, it often means two different kinds of pronunciation in one sentence. Here are some English names for those teachers who wish to use them. If possible, let the children choose their own names.

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

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

Workbook

Page 10

1. Read the pictures first with the class and decide which is the correct answer.

2. Pupils then are allowed to put ticks in the appropriate boxes.

Page 11

1. Again 'read' the pictures with the class by pointing to them and saying *I am Arif Ali*, etc.

2. Then let the pupils draw the lines joining the pictures to the sentences.

Speech Guide

I am ↘ OMER.

I am ↘ UZma.

I am Arif ↘ ALLI.

Note:

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

PAGES 12-13

Language Structure

I am _____.

New Words

a boy

a girl

Teaching Notes

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

Workbook

Pages 12-13

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

Speech Guide

I am Arif ↘ ALI.

I am a ↘ BOY.

Note:

Remember to join *I am together*.

PAGES 14-15

Language Structure

You are _____.

Teaching Notes

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

Pupil No. 1 to No. 2: *I am Arif Ali.*

You are Sara Khan.

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

You are Uzma.

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

Workbook

Page 14

1. Point to the pictures and 'read' them with the class.
2. Let the pupils draw the lines connecting the pictures to the sentences.

Page 15

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

Speech Guide

↘ I am Arif ↘ ALI.
↘ You are Sara ↘ KHAN.

PAGES 16-17

Language Structure

This is _____. That is _____.

New Words

a handkerchief a pencil a stick
a hen a dog

Teaching Notes

1. First teach *This is* _____ and *That is* _____ using two pupils. Make sure that the first pupil is standing near you, and the second is some distance away. Touch the near pupil when saying *This is* _____ and point to the other pupil when saying *That is* _____.
2. When the pupils repeat this, be sure that one pupil is near to them and the other is some distance away. Stand with the pupils, touching or pointing, while they are imitating you.
3. Repeat the procedure using objects. For *This is* _____, use an object that the pupils will have on their desks and can touch while they are speaking, e.g. a book, a pencil. For *That is* _____, use any object they already know, placed at some distance from the class.
4. *Note.* It is very important that pupils use the words *this* and *that* in their right meanings. It is quite wrong for a pupil to point at the blackboard and say, '*This is* _____.'
5. When the pupils have learnt *This is* _____ and

That is _____ introduce the new objects on page 17. Use pictures or blackboard drawings and allow the pupils to stand near the picture or drawing when they are saying *This is* _____.

Workbook

Pages 16-17

1. Read the pictures and decide on the answers.
2. The pupils trace the dotted letters.
3. The pupils circle the right answer.

Speech Guide

- ↘ THIS is a ↘ HEN.
- ↘ THAT is a ↘ PIN.
- ↘ THIS is a ↘ HANDkerchief.
- ↘ THAT is a ↘ BAG.

Note:

1. Say 'this', not 'dis': /ðis/ not /dis/
2. Say 'this is', not 'These ease': /ðis iz/ not /ði:s i:z/
3. Say 'stick', not 'steek': /stik/ not /sti:k/
4. Say 'pin', not 'peen': /pin/ not pi:n/

PAGES 18-19

Language Structure

He is _____. She is _____.

New Words

a woman a teacher

Teaching Notes

1. Teach *He is* _____ first, bringing a boy to the front. Make sure he is standing some distance from you. Point to him and say *That is* _____. *He is a boy.* Pupils repeat after you in the usual way. Please note, since the pupil is standing some distance from the teacher and the rest of the class, everybody can point and say *that*.

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

3. For Stage 3, have a number of boys and girls in the front standing some distance from the class. The teacher points to any one of them and the class says *That is* _____. *He/She is a boy/girl.*

4. Several simple guessing games are possible. One child can be blindfolded or can stand in a corner with his back to the class. The teacher points to a pupil, who says something (this could be vocabulary revision). The pupil

who cannot see tries to guess who has spoken and says *That is _____*.
He is a boy. When he guesses rightly, someone else takes his place.

5. Teach the pupils to say *That is Miss* (teacher's name). *She is a woman*.
She is a teacher.

Workbook

Pages 18-19

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

Speech Guide

↘ THAT is Arif ↘ ALL.
He is a ↘ BOY.

PAGES 20-21

Language Structure

This is _____ and that is _____.

New Words

a pen	a key	a door	a kite	a bird
a lamp	a jar	a tree	a man	

Teaching Notes

1. Use the same procedure as for pages 16-17, but join the sentences with *and*: *This is a pen and that is a pencil*.
2. Make sure that *this* refers to an object near by, preferably something that can be touched and *that* is used for something at a distance.
3. Use this connection to teach the new objects given on pages 20-21 and to revise objects previously taught.

Workbook

Pages 20-21

Look at the pictures and read the sentences with the class. Decide upon the right answers. The pupils read the sentences again and circle the right words.

Speech Guide

↘ THIS is a ↘ PEN and ↘ THAT is a ↘ Pencil.

PAGES 22-23

Language Structure my

New Words an arm an eye a foot a hand hair
a head a leg a mouth a neck a nose

Teaching Notes

1. Teach the new words a few at a time. (This may take several lessons.)
2. Follow the usual procedure. Touch part of your body and say *This is my nose*, etc. The pupils do the same when they are repeating.
3. For Stage 3, the teacher simply points to a part of her body and the pupils say the appropriate sentence while doing the same.
4. **Action chain.** The first pupil touches a part of his body and says *This is my _____*. He then points to a different part of the next child who has to say *This is my _____*. Carry on around the class.

Workbook Pages 22-23

1. Pupils read the sentences and draw the pictures.
2. They then trace over the letters.

Speech Guide

This is my ↘ HEAD.

Note:

Remember to say 'this', not 'dis'. Show the pupils where to put their tongue.

PAGES 24-25

Language Structure your

New Words a chair a desk an umbrella a bed

Teaching Notes

1. Use any convenient objects belonging to the teacher and the pupils, e.g. chair, desk, ruler, pen, pencil, etc.
2. Start with a *chair*. The teacher touches her chair and says. *This is my chair*. She then points to a pupil's chair and says *That is your chair*.
3. Repeat with *a desk*.

4. Bring a pupil to the front and let him hold a ruler, a book, a pencil, etc. Holding a similar object, the teacher says *This is my book*, then points to his book and says *That is your book*.

5. Repeat with the other objects.

6. When the pupils repeat after the teacher, they must hold or touch the object belonging to them when they say *This is my _____*, and point to the teacher's object when they say *That is your _____*.

7. For the third stage, the teacher can simply call upon the name of an object, or point to it, e.g. *pencil*, and the pupils then hold up their pencils and point to the teacher's pencil saying: *This is my pencil. That is your pencil*.

8. Go around the class, each pupil choosing his own object and speaking to the next pupil.

9. 'Read' the pictures in the book.

Workbook

Page 24

1. *Vocabulary revision*. First 'read' the pictures and decide on the correct answers only.

2. Pupils then draw rings around the right words.

Speech Guide

This is ↘ MY chair. That is ↘ YOUR chair.

This is ↘ MY pencil. That is ↘ YOUR pencil.

PAGES 26-27

Language Structure

his

her

New Words

mother

father

Teaching Notes

1. At this point, the teacher must decide whether the pupils are capable of using *This* and *That* correctly. If so, the teacher may use *This* while the pupils use *That*. The teacher brings a boy and a girl to the front with some objects and gives the model *This is Maruf. This is Maruf's pencil. This is his pencil*. When the pupils repeat, they change *This* to *That* since *Maruf* and his pencil are some distance away. This would be good practice in distinguishing the use of *This* and *That*.

2. If, however, the teacher thinks that this is too difficult, then she must put *Maruf* and his pencil in such a position that both she and the pupils can point to him and say *That is Maruf, That is Maruf's pencil. That is his pencil*.

3. Teach in the usual way using a boy and a girl and several familiar objects.

4. **Conversation chain.** The first pupil introduces the second pupil and one of his possessions by touching him and saying *This is Omer. This is Omer's ruler* (holding it up). *This is his ruler.* This continues around the class.

Workbook

Page 25

1. Read the pictures and decide on the correct answers.
2. Pupils circle the correct words and check each other's work.

Pages 26-27

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

Speech Guide

- This is ↘ MARuf.
This is Maruf's ↘ KITE.
This is his ↘ KITE.

Note:

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

PAGES 28-29

Language Structure

What?

New Word

Name

Teaching Notes

1. The teacher says several times *What is my name? My name is _____*.
2. When the pupils are ready, she points to each one in turn, asks *What is your name?* (giving a slight emphasis to the word *your*) and gets each pupil to say *My name is _____*.
3. Teach the pupil to say *What is your name?* by the usual process of imitation.
4. **Conversation chain:** Question and answers around the class.

5. Bring a boy and a girl to the front and teach *What is his/her name? His/ Her name is _____* in the usual way.

6. Conversation with the teacher. The teacher moves around the class, touching a child. The class then asks in chorus *What is his/her name?* The teacher replies and moves on to the next child. This gives the class practice in asking the questions.

Workbook

Pages 28-29

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

Speech Guide

What is your ↘ NAME?
My name is ↘ OMER.

Note:

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

PAGES 30-31

Language Structure

What is it?

New Words

a bottle a plate a clock a pot
a blackboard a saucer

Teaching Notes

1. Use this question to revise vocabulary using any pictures or objects available or blackboard drawings. Ask *What is it?* and the pupils reply *It is a _____*.
2. Teach the new words in the usual way, the pupils repeating *It is a bottle*, etc. after the teacher. For the third stage, the teacher simply asks the question and the pupils reply.
3. Teach the pupils to say *What is it?* They have now heard it many times.
4. Pupils take turns to ask each other questions. This can be done around the class, or a pupil can call upon another pupil to answer, while pointing to an object or a picture. This can be made into a team game.

1. Use pictures on page 30 for questions and answers between the teacher and the pupils. Also let the pupils work in pairs.
2. The pupils then trace the dotted letters and finish the sentences on page 31.

Speech Guide

What ↘ IS it? It is a ↘ BOTtle.

Note:

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

PAGES 32-33

Language Structure

What is this? What is that?

New Words

a pan a rubber a star

Teaching Notes

1. Follow the same procedure as in the previous lesson.
2. Be sure that when you and the pupils use *this*, the object is near, preferably being touched, and that when you use *that*, the object is some distance away and is being pointed at.

Workbook

Pages 32-33

1. Read the questions and answers first with the class.
2. Pupils complete the pictures by tracing over the dotted lines.
3. They then trace over the dotted letters and complete the sentences.

Speech Guide

What is ↘ THIS?

What is ↘ THAT?

It is a ↘ PAN.

Note:

Make a clear difference between *pen* and *pan*: /pen/ and /pæn/

PAGES 34-35

Language Structure

Yes. No.

Teaching Notes

1. Teach the pupils to say *Yes* and *No* in the usual way, nodding the head when you say *Yes* and shaking the head when you say *No*.

2. Use the question *Is it _____?* for vocabulary revision using objects, pictures or blackboard drawings. Ask questions to which the pupils reply *Yes* or *No*.

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

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

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

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

Workbook

Pages 34-35

1. Use the pictures on page 34 for practice with questions and answers.
2. Work through the questions on page 35 with the class, deciding upon the correct answers.
3. Let the pupils read the sentences by themselves and circle the right answers.

Speech Guide

Is it a ↗ BOY? ↘ YES.

Is it a ↗ GIRL? ↘ NO.

Is it an ↗ AERoplane? ↘ YES.

Note:

1. The voice rises on the stressed syllable and continues to rise until the end of the sentence.

2. *Yes* and *No* are simple falling tunes.

PAGES 36-37

Language Structure

Yes, it is. No, it is not.

New Words

a ruler a knife a sweet

Teaching Notes

1. Follow the same procedure as in the previous lesson. Use familiar words first before teaching new words.

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

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

Workbook

Pages 36-37

1. Use pictures for question and answer practice.
2. Let the pupils complete the sentences.

Speech Guide

Is this a ↗ Pencil?

↘ YES, it ↘ IS.

↘ NO, it is ↘ NOT.

Note:

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

PAGES 38-39

Language Structure

Yes, he/she is. No, he/she is not.

New Words

a policeman a policewoman a postman

Teaching Notes

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

Workbook

Pages 38-39

1. Read the questions and answers about the pictures without the class.
2. Decide upon the correct answers.
3. The pupils trace the dotted letters and complete the sentences.

Speech Guide

Is he a [^] POSTman?
 ↘ YES, he ↘ IS.
 ↘ NO, he is ↘ NOT.

Note:

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

PAGES 40-41**Language Structure**

He/She/It is not a _____.

New Words

a tap a table a bus driver

Teaching Notes

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

Workbook

Pages 40-41

Prepare orally as usual.

Speech Guide

Is this a ↗ Table?

↘ NO, it is ↘ NOT a table, it is a ↘ CHAIR.

Note:

1. This time, the last letter of *not* is easier to sound because it is joined on to the following *a*: not ↘ a.

2. In the same way, the *t* of *it* should be joined to the following word *is*: it ↘ is.

PAGES 42-43

Language Structure

It is yellow, green, etc.

New Words

yellow green white red
blue black

Teaching Notes

1. Teach the six colours in this sentence pattern in the usual way, using familiar objects or pictures.

2. For the third stage, the teacher touches or points to an object or picture and the pupils say its colour: *It is green.*

3. Conversation between teacher and pupils. The teacher indicates an object and says *This is a _____*. The class replies *It is yellow, green, etc.*

4. Each pupil chooses an object, touches it and says to the rest of the class: *This is a _____*. *It is _____*.

Workbook

Pages 42-43

1. Pupils colour the drawings.
2. They then 'read' the pictures.

Speech Guide

This is a ↘ BUS.

It is ↘ YELlow.

Note:

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

PAGES 44-45

Language Structure the

New Words a house a roof a window a wall

Teaching Notes

- In this lesson, the definite article *the* has two meanings:
 - when an object has already been referred to:
This is a house.
The house is red.
 - when there is only one object in the room:
That is the door.
- Teach the first meaning first, revising colours. Use any convenient object or pictures:
This is a ruler.
The ruler is yellow.
- For Stage 3, indicate any object or picture, e.g. a ball. Pupils then point and say:
That is a ball.
The ball is blue.
- This can be done as a conversation chain around the class, one pupil pointing to an object and the next pupil saying the sentences.
- Teach the second use of *the*, using objects of which there is only one of each in the classroom.

Workbook Page 44

- Finish the sentences orally.
- The pupils trace the words and complete the sentences.

Speech Guide

This is a ↘ HOUSE.
The house is ↘ RED.

Note:

- Only the important words are stressed. In the first sentence, *house* is the most important word. It is not important in the second sentence because it has been said before. In the second sentence *red* is the important word.
- Say 'the', not 'de': /ðə/ not /də/. This is a common mistake. Show the pupils where to put the tongue.

Language Structure

Revision of all structures taught in this book.

Teaching Notes

1. Use the three pictures on pages 46, 47 and 48 to revise vocabulary and all structures so far taught.
2. The pictures on pages 46-48 provide a good opportunity for pupils to work in pairs or in groups practising a particular sentence pattern. The teacher should walk around to supervise.

Workbook

Pages 45-48

1. These constitute a picture dictionary for vocabulary revision. They could be used in several ways.
2. The teacher can revise vocabulary and constructions by referring to the numbers of the squares, e.g.
Teacher: No. 5.
Pupils: It is a ball.
3. Pupils may work in pairs or groups as mentioned above.
4. The picture dictionary can also be used for reading and writing practice, the pupils tracing the words before reading them.