

ACTIVE ENGLISH

Teachers' Notes

3

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General Introduction

Book 3 and the accompanying Workbook and Teachers' Notes are intended for use in the fourth year of the primary school. At the same time previous work is revised. Revision in fact continues to be a feature of this Course. The first nine pages of the main book are devoted to the revision of vocabulary and language structures taught in previous years. Throughout the book new items taught are revised systematically. There is also a good deal of 'built-in' revision including the incidental revision of vocabulary in the 'Say, Read and Spell' sections.

The year's work includes the following:

Oral Work

VOCABULARY. The entire list is given at the end of the Teachers' Notes.

LANGUAGE STRUCTURE. All the items are thoroughly taught and revised as well as some other less important constructions.

Reading

The Introductory Book provided incidental exposure to printed words and some very elementary **phonics** — the association of letters or groups of letters with particular sounds as an aid to reading. This was continued in Book 1 with more practice using the **Look and Say** approach and more work with phonics. In Book 2 the two approaches continued side by side until by the end of the year the pupils should have been firmly on the road to reading accurately and fluently. Book 3 consolidates and expands upon this by providing three kinds of reading material. First, the sentence patterns already practised orally are presented for reading practice with helpful, meaningful illustrations. This helps to improve the pupil's reading ability while confirming the learning of the sentence pattern. Second, regular practice with slightly more advanced examples of phonics is provided. This will improve both reading ability and spelling, and will also give an opportunity for vocabulary revision since only words previously taught are used as examples. Thirdly, passages for **comprehension** practice are included with questions designed to lead the pupils through the passage and understanding. The passages and questions are as varied as possible. They are intended to stimulate reading for pleasure and at the same time provide further practice in the use of the items already taught.

Writing

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

Method

General Principles

1. The aim is to produce good language habits so that the pupils use English correctly.
2. This is done by practice, not explanation.
3. Practice should first be oral – listening and speaking. Reading and writing follow afterwards. Pupils first hear a new item – a word or a structure. Then they speak it. Then they read it. Finally they write it.
4. Language items must be carefully chosen and presented one at a time. A lesson should not be overloaded: one new sentence pattern or four or five new words in one lesson is quite enough.
5. Vocabulary should not be taught as single words but as part of sentences so that the pupils have practice in using the word, not simply trying to remember it.
6. Constant revision is essential. Revision has been ‘built into’ this course but the teacher should provide additional revision of those items known to have given difficulties.

Teaching New Items

Presenting and practising a new item, whether it is vocabulary or 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 sentence must be spoken as one unit, not a number of separate words. It is particularly important that the pupils should recognise the words or syllables which receive the main stress (see Lesson Teaching Notes). While this is being done, the meaning should be made clear by any convenient means. In the early stages, real objects or classroom situations should be used whenever possible. Pictures, blackboard drawings, gestures, actions, etc. may also be used.

Stage 2: Imitation. The pupils now repeat the item after the teacher until they are all able to reproduce the sequence of sounds with reasonable fluency. Chorus work is essential if pupils are to get enough practice but this must be firmly controlled by the teacher to avoid chanting. This can be avoided if the pupils are made (a) to speak quietly and (be) to stress only the words or syllables that require emphasis (see Lesson Teaching Notes). The teacher may find it useful to control the pupils’ speech by suitable gestures. Chorus work may be done first with the whole class, and then with smaller groups. Finally, individual practice should be

given, particularly to the weaker pupils.

While this is going on, the meaning of the items should continue to be made clear as described above.

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

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

Note:

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

Do's and Don'ts for Teachers

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

This is a ↘ BOOK.

This is an um ↘ BRELLa.

Is this a ↘ BOOK?

Is this an um ↘ BRELLa?

PRONUNCIATION

Consonants

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

Vowels

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

Diphthongs

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

Revision

- A: *No. 1 is a comb but No. 2 is not a comb.
It is a drum.*
- B: *No. 2 is a drum but No. 3 is not a drum.
It is a leaf.*

Teaching Notes

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

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

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

Teacher (points to clock): *Omer.*

Omer: *That is a clock ...*

(Teacher points to a picture of a balloon)

Omer ... *but that is not a clock. It is a balloon.*

Teacher (pointing to balloon): *Maruf.*

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

Further practice may be given with the pupils working in pairs or groups using the pictures on page 1, or any other pictures on pages 1-9 or any other pictures or objects.

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

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

Speech Guide

No. 1 is a ↘ COMB but No.2 is ↘ NOT a comb.
It is a ↘ DRUM.

Note:

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

PAGE 2

Revision

- A: *Look at No. 1. Who has a white shirt?*
B: *Omer has a white shirt and Maruf has one too.*
C: *Look at No. 2. Who has some flowers?*
D: *Mrs Shah has some flowers and Uzma has some too.*

Teaching Notes

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

Speech Guide

- A: *Look at No. ↘ 1. Who has a white ↘ SHIRT?*
B: *↘ OMER has a white shirt and ↘ MARUF has one too.*

Answers to Exercise

Exercise 3:

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

Revision

Exercise 4:

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

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

Exercise 5:

A: *How is he going to school?*

B: *He is going to school by bus.*

Teaching Notes

The teacher asks and answers the questions for the first few pictures.

The teacher asks the questions and individual children answer.

The teacher calls a child's name and the number of a picture. The child asks the question and the teacher answers. Note the importance of giving the children practice in asking questions. They spend many years *answering* questions but do not often get practice in *asking* questions. The teacher should give them this practice whenever possible.

Exercise 4 can be extended to include classroom objects and pictures. The teacher should ask questions first. Then the children can ask each other and the teacher.

Exercise 6 should be worked orally and then extended using any other verbs known to the class.

Workbook 3

Page 1: Go through the exercise orally before asking the children to write in the Workbook. Remember that the whole aim of English teaching is to give *practice* in using English *correctly*. It is far better to anticipate and prevent mistakes than to correct them.

Note:

The contracted forms *isn't* and *aren't* are used there even in writing to give practice in writing conversational English.

Speech Guide

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

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

A: *How is he going to* ↘ *SCHOOL?*

B: *He is going to school by* ↘ *BUS.*

Note:

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

Answers to Exercises

Workbook 3, page 1:

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

PAGES 4-6

Revision

Teaching Notes

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

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

Workbook 3

Page 2: Go through orally first.

Speech Guide

Notice the stress and intonation of these examples:

Exercise 9:

This is ↘ MY book. It is ↘ MINE.

Exercise 10:

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

Is there anything under the ↗ DESK? ↘ NO, there ↘ ISN't anything under

the desk but there ↘ IS something under the chair.

Exercise 12:

- A: May I have a ↗ PEN, please?
B: ↘ YES. ↘ HERE it is!

Exercise 13:

- A: What ↘ TIME is it?
B: It's twelve o' ↘ CLOCK

Answers to Exercises

Exercise 8:

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

Exercise 9:

- b. your c. his d. hers e. ours f. theirs g. mine

Exercise 10:

- a. I can hear someone but I can't see anyone. Can you see anyone?
b. Is there anything under the desk? No, there isn't anything under the desk but there is something under the chair.

Exercise 14:

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

Exercise 15:

- a. Was yesterday a holiday? Yes, it was.
b. Is today a holiday? No, it is not.
c. Is today hot? Yes, it is.
d. Was yesterday hot? No, it was not.
e. Is today Sunday? No, it is not.
f. Was yesterday Saturday? No, it was not.
g. Is this classroom ours? Yes, it is.
h. Is that classroom ours? No, it is not.
i. Are we working? Yes, we are.
j. Are we sleeping? No, we are not.
k. Were the children at school yesterday? Yes, they were.
l. Were the children at home yesterday? No, they were not.

Workbook 3, page 2:

1. longer
2. mine
3. anything
4. better
5. grows food
6. May, it is
7. was, is
8. had, have
9. wasn't
10. saw
11. drew
12. came

PAGES 7-9

Revision

The picture exercises 17, 19 and 20 can be dealt with as with the previous picture exercises.

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

Workbook 3

page 3:

Answers to Exercises

Exercise 21:

1. climbed
2. flew
3. played
4. helped
5. painted
6. shouted
7. talked
8. answered
9. washed
10. jumped
11. walked
12. counted
13. begged
14. clapped
15. cried
16. carried
17. tried
18. copied
19. hid
20. bit
21. blew
22. said
23. brought
24. bought
25. caught
26. taught
27. shut
28. hit
29. let
30. read
31. spoke
32. stood
33. stole
34. saw
35. came
36. ran
37. fell
38. dug
39. drove
40. took
41. wore
42. won
43. wrote
44. drank
45. gave
46. went
47. heard
48. held
49. knelt
50. knew
51. lost
52. paid
53. rode
54. rang
55. sold
56. sent
57. shone
58. sang.

Workbook 3, page 3

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

CHAPTER 1

PAGES 10-12

Language Structure

Requests

New Words

ladder packet lend borrow

Teaching Notes

Teach the items illustrated on page 10 in the usual way. (See *Teaching New Items*, page 3). First teach the items in row A and row B: requests for actions to be performed with simple 'Yes' replies. Use the actions in the table at the bottom of the page. Use any other familiar actions e.g. *clean the blackboard*, *open your book*, *pick up the pencil*, etc.

Now teach the items in rows C and D: request for something to be given with the response: *Here it is!* or *Here they are!* This will take longer to teach.

When all the children are able to use and reply to these requests, read page 10, No. 1. The teacher should read first, while the pupils follow in their books. Afterwards the children may read aloud in groups or individually. Please note that the reading aloud should be *natural*. In other words, the children should *read* the items in the same way as they have been taught to *speak* them. Group readings often produce a sing-song chanting which must not be permitted. If this persists, avoid group readings although group readings can be useful with a very weak class.

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

Read the passage on page 11 and discuss the answers. Note the two new words: *ladder* and *packet*. The passage can then be used for more reading practice. Never ask the children to read a passage aloud until it has been read and discussed by the teacher. The children cannot read it properly until they understand it completely.

Deal with the passage on page 12 in the same way.

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

1	2
bag	beg
pan	pen
bad	bed
man	men

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

Workbook 3

Page 4 and 5 provide practice in writing requests and replies.

Speech Guide

- ↘ OMER, will you close the ↗ DOOR, please?
- ↘ YES, Miss Jan.
- ↘ THANK you, Omer,
- ↘ OMER, will you give me your ↗ RULER, please?
- ↘ YES, ↘ HERE it is!

Note:

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

Answers to Exercises

Exercise 4:

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

- a. In the roof of the house. The hole was in the roof of the house.
- b. Omer, *or* Omer did. Omer brought the ladder.
- c. Uzma, *or* Uzma did. Uzma brought the tin of paint.
- d. Red. It was red. (This is a better answer than: The paint was red. Encourage pupils to use pronouns, *he*, *she*, *it* etc., in their answers. It provides good practice in their natural and correct use. Many pupils seem unable to use pronouns.
- e. Maruf, *or* Maruf did. Maruf brought the hammer.
- f. Sam, *or* Sam did. Sam went to the shop.

- g. Sam, *or* Sam did. Sam bought a packet of nails.
- h. Omer, *or* Omer did. Omer held the ladder.
- i. The children, *or* the children were. The children were tired.

Exercise 5:

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

Workbook 3, page 4:

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

CHAPTER 2

PAGES 13-15

Language Structure

will and shall

New Words

keep become rich gold
 fine golden silly

Teaching Notes

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

Teacher: *Zohra, how old are you?*
 Zohra: *I'm eleven.*
 Teacher (to class): *Will Zohra be thirteen next year?*
 No, she will not. She will not be thirteen.
 She will be twelve.

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

In the simple future, we normally use *shall* after *I* or *we*. (To use *will*, however, is not wrong). To teach from *will* to *shall* practise a conversation like that with picture No. 7 on page 13. Go around the class, the teacher asking the questions and individual children answering.

Read page 13 with the class. Read Exercise 2 and work Exercises 3 and 4 orally.

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

Deal with Exercises 6 and 7 as in pronoun Chapter.

(See Speech Guide below.) Exercise 8 may be oral or written.

Workbook 3

Pages 6 and 7

Speech Guide

Exercises 7 and 8: The common mistake is to shorten the vowel sound in *part*, *sharp*, etc., until it is the same as in *pot*, *shop*, etc. Give practice in hearing the difference first, then saying it.

Answers to Exercises

Exercise 3:

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

Exercise 4:

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

Exercise 5:

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

Exercise 8:

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

Workbook 3, page 6:

1. a. We shall *or* we will, He will, She will, It will, They will, You will.
 1. b. I will not, We shall not, We will not, He will not, They will not, You will not.
 2. b. Will you help me? c. Shall we go now? d. Will he come tomorrow?
 e. Will she go next week? f. Will it rain tomorrow? g. Will the men come back soon?
 3. b. I shall not go. c. He will not help us. d. It will not be hot tomorrow.
 e. They will not stop talking.

Workbook 3, Page 7:

1. c. No, he won't. d. Yes, I shall/will. e. No, she/he won't. f. No, they won't g. Yes, they will.
 2. b. I shall/will wake up tomorrow at seven o'clock. c. She will cook some food at eight o'clock. d. It/School will begin tomorrow at half-past eight.
 e. They/the children will go home at one o'clock. f. He/Mr Shah will finish work at five o'clock.

CHAPTER 3

PAGES 6-18

Language Structure

Infinitives

New Words

aunt (uncle)	news	tailor
cloth (clothes)	postcard	biscuit
spend	camera	photograph
sharpen	sharpener	monkey
lion		

Teaching Notes

Teach the new words: *aunt, uncle, news, tailor, cloth, clothes*, Work through Exercise 1 and 2 on page 16, the teacher demonstrating at first until the pupils are able to make the sentences.

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

Teacher: *Zoo.*

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

Teacher: *Radio.*

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

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

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

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

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

Omer: *I have nothing to do.*

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

Exercise 5 (new words: *camera, photograph, sharpen, sharpener*) practises a similar construction. The children read the examples and then make their own sentences using the words given. The teacher may add more words if time permits or more practice is needed.

The remaining exercises in this Chapter are dealt with as in previous Chapters. Note the two new words in 'A Visit to the Zoo'; *monkey, lion*.

Workbook 3

Pages 8 and 9

Speech Guide

Will you give me something to ↗ READ, please?

↘ YES. Here is a ↘ BOOK to read.

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

Exercises 7 and 8 practise the difference between a *vowel*, which is one sound, /i/, and a *diphthong*, which is two sounds, /ei/. Pupils tend to shorten the diphthong until it sounds like the vowel. The word *cake* is pronounced /keik/ not /kik/ or /kek/.

Answers to Exercises

Exercise 1:

3. Mrs Shah went to the market to buy some fish.
4. Naz Alam went to the beach to have a swim.

5. Mr Shah went to the library to get a book.
6. Sara Khan went to Murree to see her aunt.
7. Kamran went to the toy shop to buy a kite.
8. The children went to the cinema to see a film.

Exercise 2:

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

Exercise 3:

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

Exercise 4:

c. Here is a dress for her/your sister to wear. d. Here is some milk for it/your cat to drink. e. Here is a bone for it/your dog to eat. f. Here is a rupee for him/your brother to spend. 9. Here is a fish for her/your mother to cook. h. Here is a basket for him/Omer to carry.

Exercise 5:

a pencil: We use a pencil to write/draw.

a pen: We use a pen to write with ink.

a paintbrush: We use a paintbrush to paint.

a hammer: We use a hammer to hit or drive nails in.

a chalk: We use chalk to write on the blackboard.

a ruler: We use a ruler to measure and to draw straight lines.

Exercise 6:

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

Workbook 3, Page 8:

2. He went to Peshawar to see his uncle. 3. She ran across the road to catch a bus. 4. He borrowed a pen to write a letter. 5. He wanted ten rupees to buy a football. 6. She asked for a rupee to buy a stamp. 7. He bought some wood to make a table. 8. He switched on the radio to hear the news. 9. They went to

the beach to have a picnic. 10. She put up her hand to ask a question. 11. Mrs Jan went to the market to buy some fruit. 12. Omer went to the zoo to see the snakes.

Workbook 3, page 9:

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

CHAPTER 4

PAGES 19-21

Language Structure

let, made, must, would, could

New Words

television	outside	inside
mouse	carefully	carelessly
fierce	tightly	kind
rope		

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

Teacher: *Maruf, comb your hair, please.*
Maruf: *Yes, Miss –.*
Teacher (turning to class): *I made Maruf comb his hair.*
What did I do?
Class: *You made Maruf 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: *Maruf said, 'May I watch television?' and Mrs Jan said, 'Yes, you may.' What happened?*
Pupils(s): *Mrs Jan let Maruf 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 7 can be treated as controlled composition, the pupils writing out the passage and supplying the missing words.

Workbook 3

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:

Mrs Jan let Maruf...

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 Zia...

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 Omer clean the blackboard. c. The policeman made Mr Ali move his car. d. Mrs Jan made Uzma brush her hair. e. Mr Jan made Maruf do his homework. f. The teacher made Zeb do the work again.

Exercise 3:

a. The teacher let the children go out to play. b. The policeman let the children cross the road. c. Mrs Jan let Omer watch television. d. Mr Jan let the workmen have a rest. e. The shopkeeper let Maruf 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 9:

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 8:

a. We go to a book shop to buy some books. b. We go to a shoe shop to buy some shoes. c. We go to a fruit shop to buy some fruit. d. We go to a dress shop to buy some dresses.

Workbook 3, Page 10:

1. b. Mrs Jan let Uzma listen to the radio. c. Mrs Shah let Maruf go to the cinema. d. The teacher let the children go outside to play. e. Uzma let Omer borrow her ruler.

2. a. Mrs Jan made Uzma wash the plates. b. Mrs Jan made Omer sweep the floor. c. Mrs Jan made Zohra clean the window. d. The teacher made the children finish the exercise. e. Uzma made Omer carry the basket.

Workbook 3, Page 11:

1. c. The boys wouldn't play football. d. Zeb couldn't read the book. e. Mrs Jan wouldn't buy any oranges. f. Maruf couldn't go to the cinema. g. Omer wouldn't do it again. h. Zeb couldn't help Uzma.

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

CHAPTER 5

PAGES 22-24

Language Structure

Other verbs with infinitives.

New Words

like	want	help
blank space	watch	
(football) match	remember	forget

Teaching Notes

The aim of this Chapter is to give practice in using a verb followed by an infinitive with *to*: e.g. *likes to listen*, *wants me to stand up*. The verbs taught in the last lesson are followed by the ‘bare’ infinitive i.e. without *to*: *made me stand up*.

What and *like* can be introduced by conversations like these:

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

Zohra: *I want to read my book.*

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

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

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

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

Then read exercise 1 and answer the questions.

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

Teacher: *Omer.*

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

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

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

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

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

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

Omer: *No, Miss —. I remembered to bring it.*

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

Answers to Exercises

Exercise 1:

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

Exercise 2:

a. Zeb wants to open the window. b. Uzma wants to close the door.
c. Omer wants to read his book. d. Maruf wants to sit down. e. Zia wants
to go home. f. Naz Alam wants to ask a question. g. Kamran wants to buy
an orange. h. Uzma wants to switch on the fan. i. Zeb wants to go to bed.
j. Maruf wants to play football.

Exercise 3:

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

Exercise 4:

a. Mrs Jan told Uzma to stand up. b. The teacher told Omer to sit down.
c. The teacher told Omer to stand up. d. Mr Jan told Maruf to sit down.
e. Mr Ali told Omer to clear the board. f. Mrs Jan told Maruf to clean his
shoes. g. Mrs Jan told Uzma to eat her orange. h. Miss Jan told the children
to give her their books.

Exercise 5:

a. The teacher told the children not to shout. b. Miss Jan told Umza not
to run. c. Mr Jan told Maruf not to sing. d. Mrs Jan told Omer not to laugh.
e. Mrs Jan told the children not to be late. f. Miss Jan told the children not to
look. g. Mr Shah told the children not to be afraid. h. Mrs Jan told Maruf not
to be silly.

Exercise 6:

(‘Yes’ means that *to* should be added. ‘No’ means that *to* should not be
added.) a. No. b. Yes. c. No. d. No. e. No. f. Yes. g. No. h. Yes.
i. No. j. Yes.

Exercise 7:

a. They like to watch a football match. b. Mr Ali always remembers to take
his umbrella. c. Mr Shah sometimes forgets to take his umbrella. d. They
went to the city to watch a football match. e. Mr Ali remembered to take his

umbrella. f. Mr Shah forgot to take his umbrella. g. It began at three o'clock.
h. It began to rain at half past three. i. He tried to help Mr Shah. j. Mr shah
went home.

Workbook 3 page 13:

1. c. Miss Jan told Zeb to sit down. d. Mr Jan told Zia not to talk.
e. Umza told Maruf to carry the books. f. Maruf told Umza not to shout.
2. a. to help b. to help c. to open d. go e. clean f. to carry
g. to stop h. do

CHAPTER 6

PAGES 25-27

Language Structure

the prettiest, the most interesting, etc.

New Words

difficult	wide	narrow
low	best	worst
comfortable	exciting	

Teaching Notes

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

Omer is eleven.
Maruf is older.
Zia is the oldest.

Zia is thirteen.
Maruf is younger.
Omer is the youngest.

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

Look at the pictures on page 25. Read the sentences and answer the questions. Draw attention to the spelling of *saddest, happiest, dirtiest, easiest.*

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

Workbook 3

Page 14 gives practice in spelling and in the use of *the* with the superlative form. Page 14 gives practice in using the superlative forms in sentences.

Speech Guide

1. Pay particular attention to the letter **t** at the end of a word: *oldest, youngest, slowest, most difficult, best, worst*.
2. You will find that your pupils will tend to separate the words *the aeroplane*. When the is followed by a vowel, it is better to pronounce it 'thee' /ði/ and join it to the following word: *the aeroplane*. The same thing happens with *the orange*, and *the apple*.

Answers to Exercises

Exercise 1:

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

Exercise 2:

- a. New Street and Old Street are wide.
- b. First Street, Second Street and Third Street are narrow.
- c. New Street is the widest.
- d. Third Street is the narrowest.
- e. The big aeroplanes are high.
- f. The small aeroplanes are low.
- g. The big black aeroplane is the highest.
- h. The small white aeroplane is the lowest.
- i. Maruf's marks are better.
- j. Omer's marks are the best.
- k. Dina's marks are worse.
- l. Zia's marks are the worst.

Exercise 3:

- a. Zohra's chair is the most comfortable.
- b. Zia's book is the most exciting.

Exercise 4:

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

Exercise 5:

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

Exercise 7:

I like *to read* exciting books. Every week I *read* one book. I want *to read* a new book tonight. Sometimes my father makes me *read* aloud to him. Sometimes my mother lets me *read* in bed. Sometimes I *try to read* a difficult book.

Workbook 3, Page 14:

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

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

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

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

Workbook 3, Page 15:

2. Robin is the thinnest boy. 3. Jane is the happiest girl. 4. Rose is the saddest girl. 6. Tim's mark is the lowest. 7. Betty's drawing is the best. 8. Helen's drawing is the worst.

CHAPTER 7

PAGES 28-30

Language Structure

more, fewer, less

New Words

businessman	decide	choose
load	cheerful	cheerfully
journey	rest	grew
light	happen	

Teaching Notes

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

- Teacher: *Omer.*
1st Pupil: *Omer has more rulers than Zohra.*
2nd Pupil: *Omer has more pencils than Uzma.*
3rd Pupil: *Omer has fewer books than Zohra.*

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

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

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

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

Workbook 3

Pages 16 and 17

Speech Guide

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

Who has more kittens than ↘ UZma?

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

Who has more kittens than ↘ UZma?

Who has more ↘ BOOKS than Uzma?

Who has more ↘ PENcils than Uzma?

Who has ↘ FEWER pencils than Uzma?

Who has fewer pencils than ↘ OMER?

In each case the new word is stressed.

Answers to Exercises

Exercise 1:

- a. Zeb has more kittens than Umza.
Uzma has fewer kittens than Zeb.

Zohra has more apples than Zia.
Zia has fewer apples than Zohra.

- b. Zeb has more milk than Uzma.
Uzma has less milk than Zeb.
Zohra has more bread than Zia.
Omer has less bread than Zohra.

Exercise 3:

a. The girl has more oranges than the boy. The boy has fewer oranges than the girl. b. The girl has more water than the boy. The boy has less water than the girl. c. Mrs Shah has more cats than Mrs Jan. Mrs Jan has fewer cats than Mrs Shah. d. Mr Jan has more money than Zia. Zia has less money than Mr Jan. e. Zia's book has more pages than Zeb's book, Zeb's book has fewer pages than Zia's book. f. The blue bottle has more ink than the red bottle. The red bottle has less ink than the blue bottle

Exercise 4:

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

Exercise 6:

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

Exercise 7:

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

Workbook 3, Page 16:

1. Maruf has more cars than Omer. 2. Omer has fewer cars than Maruf.
3. Zeb has more oranges than Uzma. 4. Uzma has fewer oranges than Zeb.
5. Zia has more books than Zohra. 6. Zohra has fewer books than Zia.
2. Omer has less ink than Maruf. 3. Zeb has more water than Uzma.
4. Uzma has less water than Zeb. 5. Zia has more milk than Zohra. 6. Zohra has less milk than Zia.

Workbook 3. Page 17:

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

CHAPTER 8

PAGES 31-33

Language Structure

more carefully most carefully, etc.

New Words

examination	horse	clear
clearly	fierce	fiercely
choir	members	join
piano	softly	beginning

Teaching Notes

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

Omer is writing slowly.

Uzma is writing more slowly.

Zeb is writing most slowly.

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

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

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

Workbook 3

Pages 18 and 19

Speech Guide

A horse moves ↘ FAST but a car moves ↘ FASTER.

Omer spoke ↘ CLEARly but Maruf spoke ↘ MORE clearly.

Answers to Exercises

Exercise 1:

a. Omer did well in the examination. Uzma did better. Maruf did best of all. Zeb did badly. Zia did worse. Tim did worst of all.

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

Exercise 3:

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

Exercise 4:

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

Exercise 7:

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

Exercise 8:

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

Workbook 3 Page 18:

1. b. slow, slowly, more slowly, most slowly. c. brave, bravely, more bravely, most bravely. d. careful, carefully, more carefully, most carefully. e. fast, fast, faster, fastest. f. hard, hard, harder, hardest. g. bad, badly, worse, worst. h. good, well, better, best.

2. b... more clearly. c... shouted more loudly. d... worked harder. e... wrote worse. f... worked better.

3. b... ran most quickly. c... fought most bravely. d... spoke most slowly. e... did worst. f... sang best.

Workbook 3 Page 19:

1. b. Zia ran most slowly. c. Uzma ran fastest. d. Rose ran most slowly.

e. Uzma ran faster than Zia.

2. b. Rose did worst. c. Omer did best. d. Zia did worst. e. Omer did better than Rose.

CHAPTER 9

PAGES 34-36

Language Structure

(not) as ...as...

New Words

k.p.h. (kilometres per hour)

height weight cost (v.)

loaf loaves tortoise

hare shell race

beat ready

Teaching Notes

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

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

Omer is not as old as Uzma.

Uzma is not as young as Omer.

Maruf is not writing as quickly as Zia.

Zia is not writing as slowly as Maruf.

Zeb does not have as many books as Zohra.

David does not have as much chalk as Tim.

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

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

Exercise 5 contrasts the two sounds /i:/ and /i/, practised in chapter 8, and Exercise 6 gives practice in producing the short form.

Exercise 7, 'The Hare and the tortoise' introduces a new construction: *let us ... or let's*. This is in preparation for the next Chapter. The meaning is obvious from the context. Do not spend much time on explaining it.

Workbook 3

Pages 20-21

Speech Guide

1. These words may give difficulty:
height/hait/ weight/weit/
cost/kɔst/ not /kɔ:st/
loaf/louf loaves/louvz/ not /loufs/

Answers to Exercises

Exercise 3:

- a. Dina is as tall as Jill. Dina is not as tall as Zohra.
- b. Tim is as heavy as Zia. Time is not as heavy as Rafi.
- c. First Street is as wide as Second Street. First Street is not as wide as Third Street.
- d. An orange costs as much as an apple. An orange does not cost as much as a pear.
- e. Dina's book is as thick as Jill's book. Dina's book is not as thick as Zohra's book.

Exercise 4:

- a. Omer has as many rulers as Maruf. Omer does not have as many rulers as Zia.
- b. Uzma has as many cups of tea as Susan. Uzma does not have as many cups of tea as Zohra.
- c. April has as many days as June. April does not have as many days as March.
- d. Tim has as much bread as Zia. Tim does not have as much bread as Rafi.

Exercise 7:

- a. A hare runs fast. b. A tortoise moves slowly. c. A tortoise carries a shell on its back. d. Yes, it is. e. They raced to a tree. f. The tortoise began walking. g. The hare lay down to have a rest. h. The tortoise moved slowly. i. The hare ran quickly. j. The tortoise won.

Exercise 8:

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

Exercise 3, Page 20:

2. Tim is as fat as Zia. 3. Uzma's marks were as good as Omer's. 4. The first sum was as easy as the second sum. 5. The red flower is as beautiful as the blue flower. 6. Uzma is as careful as Zeb. 7. Maruf writes as slowly as Zia. 8. The boys wrote as quickly as the girls. 9. Maruf sang as loudly as Zeb.

10. Maruf sang as clearly as Zeb. 11. Uzma danced as beautifully as Zohra.
12. Molly can run as fast as Zohra.

Workbook 3, Page 21:

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

CHAPTER 10

PAGES 37-39

Language Structure

I feel thirsty. Let's have a drink.

New Words

feel	look (=seem)	sleepy
thirsty	ill	pain
busy	shine	quiet
beautiful	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, John. Do you feel hot?*

John: *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 *Answers to Exercises* below.)

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

Exercise 5 and 7 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).

Speech Guide

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

Answers to Exercises

Exercise 1:

a. Uzma looks hot. b. Sam looks ill. c. The workman looks tired. d. Zeb looks thirsty. e. Maruf looks sleepy. f. The little boy looks cheerful. g. Omer 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 beautiful. f. Omer felt hot. g. Maruf 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. Maruf wanted to wake the girls.

Workbook 3, Page 22:

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

CHAPTER 11

PAGES 40-42

Language Structure

The present tense – ‘ed’ endings

New Words

iron (v).

Teaching Notes

Demonstrate the sentences in Exercise 1. Do not let the children repeat the sentences after the teacher. It would be wrong for the children to say ‘I have opened the door,’ while they are sitting in their desks. Now let one of the children perform the action, the children repeating the sentences after the teacher. Repeat this, using *two* pupils, to practise ‘they’.

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 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.

Workbook 3

Pages 24-25

Speech Guide

Concentrate in this lesson on the pronunciation 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/, /klaɪmd/ not /klaɪmt/. 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/, kɪkt/ not /kɪgd/.

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 /ɪd/. If you look at 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 /ɪd/.

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 Shah's socks and Omer's socks had holes in them. e. The children helped Mrs Shah. *Alternative answer:* Maruf, Zia and the girls helped Mrs Shah. f. Omer did his homework. g. Maruf mended the leg of Mr Shah's chair. h. Zia cleaned all the windows.

Workbook 3, Pages 25:

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. She has marked the books.

Workbook 3, Page 24:

3. Has Maruf cleaned the blackboard? Yes, he has. 4. Has Mrs Shah washed the clothes? No, she hasn't. 5. Has Maruf 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 Zia filled the bottle? No he hasn't. 9. Has Zeb counted the rulers? Yes, she has. 10. Has Omer borrowed a rubber? No, he hasn't. 11. Has Miss Jan posted the letter? Yes, she has. 12. Have the men painted the house? Yes, they have.

Language Structure

The present perfect tense – other endings

New Words

matter (What's the matter?)

broken	torn	eaten
lost	ought	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 clear 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 3

Pages 26-27

Speech Guide

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

Answers to Exercises

Exercise 3:

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

Exercise 5:

Note: The contracted forms, *hasn't*, *she's*, etc. have been used in the book since this is a conversational exercise. If the teacher decides to use these exercises for

writing practice, the full form may be used. However, if the teacher wishes to give practice in writing conversational English, the contracted form may be used.

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 bottle. 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 3, Pages 26:

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 3, Page 27:

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.

CHAPTER 13

PAGES 46-48

Language Structure

already, ever, never, etc.

New Words

already	tiger	mirror
mosquito	thunder	lighting
well	hook	rope
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. Clean your shoes.*

(The children perform the action as the teacher speaks.)

Teacher: *John, open your desk.*

John: *I have already opened it.*

Teacher: *Mary, close your book.*

Mary: *I have already closed it.*

Exercise 3 allows some choice on the part of the pupils in choosing 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 3

Pages 28-29

Notice that on page 28 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 \nearrow JAN, please?

I'm \searrow SOrry. He's not \searrow HERE. He's gone to Ne \searrow PAL.

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 the 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 3, Page 28:

- 2. She has already brought it. She brought 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 3, Page 29:

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 bus.
- 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 dollars.

CHAPTER 14

PAGES 49-51

Language Structure

almost, just

New Words

almost	just	yet
part	still	geography
dictionary	able	group
upwards	large	telephone(v.)
dial (v.)	ambulance	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 49 several times. If the class are then not able to answer the four questions at the bottom of the page 49, 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 3

Pages 30-32

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 Saddar last Saturday. b. They went there/to Saddar to buy some books. c. Omer 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 book shop to telephone. i. Omer dialled 71664. j. Omer wanted the Fire service.

Workbook 3, Page 30:

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 3, Page 31:

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.

Workbook 3, Page 32:

1. give 2. go 3. drink 4. go 5. would 6. do 7. the happiest 8. as 9. less 10. broken.

CHAPTER 15

PAGES 52-54

Language Structure

present participles

New Words

heart	flames	heat
wave (v.)	save	a few
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 Shah singing. b. We saw Mr Jan 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 the fire. b. Omer 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 the fire. Someone has telephoned them. Some fire engines have already gone. They will soon be there. Omer is a good boy. He tried to help. d. He thanked Omer because Omer tried to help. e. He wanted to tell Omer'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 3, Page 33:

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 Uzma wearing a very pretty dress. 10. We could smell something burning. 11. They could feel the sun burning their faces.

CHAPTER 16

PAGES 55-57

Language Structure

Some verb patterns

New Words

bedroom	sheet	together
safely	danger	dangerous
thankful	far	cut
hunt		

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 the longer of these two sounds occurs in every word in Exercise 5 with five different spellings.

Workbook 3

Pages 34 and 35

Whenever possible all exercises should be worked orally. In the case of page 34 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/nɒt/hʌt/, *burn not bun*, /bɜ:n/nɒt/bʌn/, *bird not bad*, /bɜ:d/nɒt/bʌd/.

Answers to Exercises

Exercise 1:

a. Yesterday Zia 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 Shah 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*, Zia. Please read *out* your answers to the first exercise.' Then she told Zia 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 Shah 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. Zia 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 Ali took it off. h. The noise woke her up. i. The teacher said, 'Please take them out.' j. Zia pulled it out. k. The teacher read them out. l. Zia 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. a. True b. True c. Untrue d. True e. True f. True g. Untrue

Workbook 3, Page 34:

1. Up, 2. For, 3. Up, 4. Down, 5. Off, 6. Up, 7. On, 8. Away, 9. Out, to, 10. Up, 11. Away, up, 12. Out, 13. Down, 14. Off, 15. Out, 16. On

Workbook 3, Page 35:

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 turned it up.

Language Structure

gerunds

New Words

float (v.)	interesting	enjoyable
exciting	painful	pleasant
electric light	rose (flower)	feather
boot	leather	(pen) nib
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 sentences 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 of this pattern.

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

Workbook 3

Pages 36-37

Speech Guide

This would be a good lesson 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 2:

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 talking. 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. Omer 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. Zia 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 3:

- 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 4:

1. It is old. 2. It is untrue. 3. They found him inside a rose. 4. He was as small as a man's thumb. 5. No, he did not grow bigger. 6. She felt very happy. 7. She made some clothes for him. 8. His coat was green. 9. His trousers were yellow. 10. His hat was yellow. 11. There was a feather in his hat. 12. His boots were made of leather. 13. His boots were not bigger than pen nibs. 14. He loved wearing his clothes. 15. He had a needle for a sword. 16. He had a button for a shield. 17. He liked carrying them. 18. He wanted to do brave things.

Workbook 3, Page 36:

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

Workbook 3, Page 37:

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.

CHAPTER 18

PAGES 61-63

Language Structure

More gerunds

New Words

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

Teaching Notes

See Chapter 17.

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

Answers to Exercises

Exercise 2:

Note: All 50 combinations are possible.

Exercise 3:

a. Miss Jan told the girls to go on drawing. b. Mr Shah told Omer to go on painting. c. Maruf told Mr Ali to go on reading. d. The teacher told the children to go on working. e. Omer's father told Omer 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 her piano. h. Yes, they have finished doing the exercise now.

Exercise 5:

a. He bent down because he wanted to speak to Zia and Zia was very small. b. They promised to share the gold with Zia. c. He felt very excited. d. He wanted to give the gold to his father and mother. e. Zia 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 Zia any gold. h. The two men broke their promise.

Workbook 3, page 38:

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 3, page 39:

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 Jan enjoys smoking a pipe. 8. Uzma loves helping her mother in the kitchen. 9. Tom hates getting up in the morning. 10. Miss Jan told them to go on writing. 11. Tell that little boy to stop pushing. 12. Jane enjoys listening to the music.

Language Structure

Question tags

New Words

branch	ground	beneath
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 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 /e/ with 5 different spellings.

Workbook 3

Pages 40 and 41 should be worked orally first.

Speech Guide

The intonation of the question tag often causes difficulties. In all the examples in the chapter the question tag is spoken with a falling tone: ↘ DID 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 broken 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:

b. 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 lives in Pakistan, 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. Zia doesn't like cooking,
does he? No he doesn't. c. Zia 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 the classroom, don't you? Yes, we do. h. You don't work in the playground, do
you? No, we don't. i. We all live in Pakistan, don't we? Yes, we do. j. We don't
all live in Hyderabad, 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 Zia's home. h. He sent them
to prison. i. No, he didn't.

Workbook 3, Page 40:

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. h. No, they don't. i. No, she doesn't. j. No, they didn't.

Workbook 3, Page 41:

1. 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.

2. 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. Maruf didn't do it, did he? No, he didn't. e. The men didn't finish their work,
 did they? No, they didn't. f. He didn't clean the board, did he? No, he didn't.

CHAPTER 20

PAGES 67-69

Language Structure

More question tags

New Words

wave (n.)	smooth	lake
pretty	quiet	ants
insects	lazy	island
north	south	east
west	ready	lunch

Teaching Notes

This chapter 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 3

Pages 42-43 should be worked orally first.

Speech Guide

Exercise 5 compares two sounds often confused: the short sound / /, as in *pot*, and the long sound / : / as in *part*. 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.

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

Answers to Exercises

Exercise 2:

a. 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, 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. Omer 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. Zia 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. The Hill is very high, isn't it? Yes, it is. b. It is very quiet, isn't it? Yes, it is. c. The sea looked very smooth, didn't it? Yes, it did. d. Uzma couldn't hear any cars, could she? No, she couldn't. e. The people looked like ants, didn't they? Yes, they did. f. They didn't look like horses, did they? No, they didn't. g. It isn't noisy on the Hill, is it? No, it isn't. h. North Island is in the north, isn't it? Yes, it is. i. South Island is in the south, isn't it? Yes, it is. j. South Island isn't in the north, is it? No, it isn't.

Workbook 3, Pages 42:

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.

Wrokbook 3, page 43:

1. 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't see us, can they? No, they can't.

2. 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.

CHAPTER 21

PAGES 71-72

Language Structure

why *and* because

New Words

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

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 3

Pages 44-45 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. Dick 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 Sukkur? He lives in Sukkur 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 Maruf 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 the same 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 3, Page 44:

1. Omer 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 Shah 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 Mr Shah 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 3, Page 45:

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 tram every day? 7. Why did he put all the books
in the cupboard? Why do all the girls sit in the front of the class? 8. Why does
the cat like to sleep under the table? 9. Why did the boys stand up? 10. Why
did the girls sit down? 11. Why do the leaves fall from the trees in winter?

CHAPTER 22

PAGES 73-75

Language Structure

When

New Words

when boil steam
kettle conductor ticket
scream rudely joke
coach gentle
mice (plural of mouse)
mousetrap wonderful silk
silver ('pumpkin' is illustrated and need not be learnt.)

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*.

Workbook 3

Pages 46-47 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 Zia wakes ↗ UP, he gets out of ↘ BED.

Answers to Exercises

Exercise 2:

2. a. When Uzma goes to school, she takes a bus. 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 pencils, we can rub out 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 Ali. g. When the bus driver saw the fire engine coming, he stopped the bus. h. 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:

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. 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 3, Page 46:

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 the bed. 7. When school finishes, I go home, 8. When I am thirsty, I have a drink.

Workbook 3, Page 47:

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.

CHAPTER 23

PAGES 76-78

Language Structure

If

New Words

if	late	sink (v.)
library	medicine	addition
subtraction	multiplication	correction
wooden	wool	woollen
nearly	strike (a clock)	kingdom
quarrel	pretend	

Teaching Notes

In this chapter all the verbs following *if* are in the simple present tense. This refers to the future in the first two examples of page 76. 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 76.

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 4 gives more spellings for the long sound / u: /.

Workbook 3

Pages 48-49

Go through the sentence 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 short sound /u/ spelled *oo* : wooden, /wudn/, wool, /wul/, /woollen, /wulən/.

Answers to Exercises

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. ... addition b. ... subtraction c.multiplication d. ... subtraction
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. e. 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 3, Page 48-9

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 one rupee. 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 you 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.

CHAPTER 24

PAGES 79-81

Language Structure

that, which

New Words

fountain pen	branch	root
belt	waist	ribbon
pillow	office	clerk
type(v.)	typist	typewriter
factory	machine	great
tunnel	horseman	pony

Teaching Notes

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

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

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

- Teacher: *Which is your book, John?*
John: *The book that is on the table is mine;*
Teacher: *Which is your book, Mary?*
Mary: *The book that is near the door is mine.*

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 d, 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 3

Pages 50-51

Answers to Exercises

Exercise 1:

1. The present that Zeb gave Uzma is on the bed. 2. The present that Maruf gave Uzma is on the table. 3. The present that Zohra 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 the Uncle Haq gave her is on the floor. 7. The present that Aunt Zeba gave her is on the floor.

Exercise 3:

a. Uzma has a new dress which is very pretty. b. Zia has new shoes which his mother brought for him. c. I am reading a book which Maruf lent me. d. He is using a fountain pen which cost ten rupees. 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 addition 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 toes.

Exercise 4:

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

Exercise 5:

a. Omer woke up first. b. Uncle Ali promised to take them to Murree. c. Four people sat in the back of the car. d. Three people sat in the front. It was dark inside the tunnel. f. It goes to Ghora Gali. g. He gave the children some money to pay for the boats. h. We call a man that looks after ponies a horseman. i. Maruf and Zeb had a brown pony. j. They stayed on the ponies for one hour.

Workbook 3, Page 50:

1. b. Zeb wore a dress that had yellow buttons. c. Zia 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. Omer wore a shirt that was yellow and black. c. Maruf wore a shirt which had two holes in it. d. Zeb has a dog which barks loudly. e. Zia has a pencil which writes in four colours. f. She carried a bag which had a broken handle.

Workbook 3, Page 51:

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 want 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.

CHAPTER 25

PAGES 82-84

Language Structure

New Words

player	shoemaker	carpenter
passenger	visitor	beginner
tool	valley	field
vegetable	bridge	oil
petrol	air	tyre

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 3

Pages 52-53

Speech Guide

All the words in Exercise 5 and 6 end in the sound /ə/. Notice the three different spellings. Your pupils may tend to pronounce *doctor* as /'dɔktɔ:/ instead of /'dɔktə/, and *beggar* as /'bega:/ instead of /'begə/.

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 person who sails on a ship. h. A boatman is a man who looks after a boat.

Exercise 3:

a. A man who brings letters 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. d. ... learner.

Exercise 7:

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

Exercise 8:

a. He stopped because the man who looks after the gates closed them. Or: He stopped because a train was coming. b. The man who looks after the gates closed them. c. He opened the gates. d. They crossed a narrow bridge over a stream. e. He bought some oil and petrol. f. They stopped near a little stream. g. Mr Shah could not hear anything.

Workbook 3, Pages 53:

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 his 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.

CHAPTER 26

PAGES 85-87

Language Structure

The past continuous tense

New Words

bhangra	accident	mountain
practise	busily	notice
reservoir	talk(n.)	safety
dusty	dry	dust
pass		

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 for 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.

Workbook 3

Pages 54-55

Speech Guide

The word *was* has two pronunciations: a strong form /wz/ 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/ /wɔz/ /wɔz/

Encourage your pupils to use the weak form when using the present continuous tense, as this sounds much more natural. Note the pronunciation of these two words: *busily* /'bizili/ and *reservoir* /'rezəvwa:/

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 two months.
e. She was working in Karachi for two years.

Exercise 5:

1. a. When it began to rain, they were doing a bhangra dance. They were doing a bhangra dance 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. When they finished the picnic, they went to the big reservoir. The water in the reservoir was very low. Uncle Ali's car was dirty because the roads were dry and dusty. b. They had their picnic in the car last year. c. They had their picnic in the car because it was raining. d. Mr Shah felt a drop of rain. e. They could not go out in the boats at Ghora Gali because it was raining very heavily.

Workbook 3, Pages 54:

2. He was swimming for ten minutes. 3. He was sleeping for seven hours. 4. Uzma was singing for one hour. 5. Omer was playing football for two hours. 6. The children were watching television for two hours. 7. Mr Shah was listening to the radio for two hours. 8. Zia was doing his homework for two hours. 9. They were living in the flat for four 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 Shah was cooking for three hours.

Workbook 3, Pages 55:

a. 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.

CHAPTER 27

PAGES 88-90

Language Structure

both, a few of, a lot of, etc.

New Words

none	lot	pair
bead	bush	plenty of
each	pipe	piper
history	city	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 3

Pages 56-57

Speech Guide

Do not let the pupils 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 smoother speech rhythm.

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

Answers to Exercises

Exercise 2:

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 blue. 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 blue. 3. A few of the bushes are big. All of the bushes are blue. None of the bushes are green. Some 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 trams. There are plenty of buses but there are only a few trucks. 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. 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. He 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 the animals run after him. i. He wanted a thousand dollars. j. He promised to give him fifty thousand dollars.

Workbook 3, Page 56:

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 3, Page 57:

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

CHAPTER 28

PAGES 91-93

Language Structure

a little, a large amount of, etc.

New Words

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

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 3

Pages 58-59 should be worked orally first.

Speech Guide

The remarks made in the last chapter about joining words together apply to several of the examples in this chapter: *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... except for (2) None of the fruit is in the bowl.

Exercise 4:

Any of the following combinations may be used:

There	is	plenty of	ink	but there	is	only	a little	chalk.
			bread				a few	tea.
			milk					sugar.
	are		apples		are			oranges.
			books					pens.
			rulers					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 truck. There was lots of sand in the truck. 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 reservoir. There was lots of water in the reservoir. 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 dollars. e. He was angry because the Governor would give him only fifty dollars. f. The rats were dead and the piper could not make them alive again.

Workbook 3, Page 58:

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.

CHAPTER 29

PAGES 94-96

Language Structure

How?

New Words

sweetly	greedily	happily
cruelly	brightly	on foot
differently	sound	towards
return	punish	order (v.)

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 3

Pages 60 -61

Speech Guide

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

How is Peter ↘ SHOUTing?

He is shouting ↘ LOUDly.

How does Peter 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 Zohra come to school? She comes to school by car. 4. How does Omer come to school? He comes to school on foot. 5. How does Naz Alam come to school? She comes to school by car. 6. How does Zia come to school? He comes to school on foot. 7. How do Lily and Sue come to school? They come to school by train. 8. How does Dick come to school? He comes to school by bus.

Workbook 3, Page 60:

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 3, Page 61:

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.

Revision

Answers to Exercises

Exercise 1:

1. open 2. will 3. to 4. eat 5. for 6. watch 7. clean 8. to watch 9. to finish
10. the prettiest 11. fewer 12. less 13. faster 14. as old 15. fast as 16. Let's
17. has 18. ringing 19. playing 20. up 21. writing 22. walking 23. does
24. didn't 25. do 26. is 27. can't 28. will 29. many 30. amount 31. little
32. by

Exercise 2:

3. bought, bought 4. came, come 5. eaten, eat 6. went, gone 7. hid, hidden
8. learnt/learned, learnt/learned 9. read, read 10. rang, rung 11. saw, seen
12. sang, sung 13. swept, swept 14. stole, stolen 15. taught, taught 16. write,
written

Workbook 3, Page 62:

1. reads 2. lend 3. feel 4. clean 5. the most 6. braver than 7. has 8. 'No,
I haven't 9. come

Workbook 3, Page 63:

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

Workbook 3, Page 64:

1. already 2. has stopped 3. playing 4. didn't 5. does he? 6. 'No, they
weren't. 7. are, is 8. have finished.

WORD LIST

The following words are introduced for the first time in Book 3. They are taken from the Word List in the official *Suggested Syllabus for Primary Schools* with some additions. The number after each word indicates the page on which it first appears. For words previously introduced, please see the Teacher's Notes to Books 1 and 2.

A		blank	23	coach	75
able	51	bleed	57	coin	63
accident	86	boatman	81	coloured	91
addition	77	boil	73	comfortable	26
afterwards	54	bone	17	conductor	73
air	84	boot	60	correct	70
alive	93	borrow	12	correction	77
almost	49	both	72	cost	34
already	46	branch	66	could	19
also	30	bridge	84	crab	70
ambulance	51	brightly	94	cruel	77
amount	91	bush	89	cruelly	94
angry	37	business	24	cut	57
angrily	72	busy	38		
ant	69	busily	86	D	
army	83			dam	84
arrive	54	C		danger	52
as	34	call	63	dark	45
aunt	16	camera	17	dead	72
		carefully	21	deaf	41
B		carelessly	21	deal	92
bar	63	carpenter	83	decide	30
bead	89	change	9	dial	51
beat	36	cheer	71	dictionary	51
beautiful	74	cheerful	15	differently	96
because	70	cheerfully	30	difficult	25
become	15	choir	33	dream	72
beginner	83	choose	6	drop	15
beginning	33	cinema	17	drown	93
belong	66	city	90	dry	87
belt	80	clear	33	dust	87
bend	63	clearly	31	dusty	87
bhanga	86	clerk	80		
biscuit	17	cloth	16		

E		happily	78	late	23
each	89	hare	36	lazy	69
east	69	hate	61	lazily	72
edge	63	heart	53	leather	60
electric	59	heat	54	lend	12
enjoy	60	heel	90	let	19
enjoyable	58	height	34	library	29
examination	31	history	90	lie	36
example	23	hook	48	lightning	47
exciting	26	horse	31	like	22
		hoses	54	lion	18
F		hospital	57	load	30
factory	80	hotel	51	loaf	35
fair	93	hurt	57	lock	73
far	57			lot	29
feather	60	I		lots of	92
feel	11	if	76	love	60
fierce	21	ill	37	low	27
fiercely	31	inside	19	lunch	69
few	54	insect	69		
field	84	interesting	25	M	
fine	15	iron	42	machine	80
finish	18	island	69	mark	26
flames	54			marry	72
float	58	J		married	72
forget	24	join	33	match	24
fountain pen	79	joke	75	matter	43
		journey	30	meaning	30
G		just	49	medicine	16
gentle	75			meet	60
geography	51	K		meeting	90
gold	15	keep	14	members	33
golden	15	kettle	73	message	72
governor	90	kind	21	mirror	47
grateful	21	kindness	30	mistake	73
great	81	kingdom	78	monkey	18
greedily	94	kitchen	72	mosquito	47
ground	57			mountain	86
group	51	L		mouse	21
grow	30	ladder	11	mud	66
		lake	69	muddy	66
H		land	72	multiplication	77
happen	41	large	51	must	19

N		promise	63	silk	75
narrow	26	pump	54	silly	15
nearly	78	punish	63	silver	75
nest	90	Q		sink	76
news	16	quarrel	78	sleepy	37
nib	60	quiet	38	smooth	69
none	88	R		softly	32
north	69	race	36	soon	18
notice	56	ready	36	sorry	46
O		remember	24	sound	96
office	76	rest	37	south	69
oil	84	reservoir	87	space	23
opposite	30	return	96	spend	17
order	15	ribbon	80	splash	93
out of	93	rich	15	stay	19
outside	19	rise	93	steam	73
P		roar	31	steep	70
packet	11	roll	54	still	51
pain	37	root	80	stop	30
painful	58	rope	41	strangers	60
pair	88	rose	60	stream	54
part	51	row	54	strike	78
pass	87	rub	73	subtraction	77
passenger	83	rude	75	suddenly	48
petrol	84	S		sweetly	94
piano	33	safely	57	switch	16
pillow	80	safety	86	sword	60
pipe	90	save	54	T	
player	82	scold	72	tailor	82
pleasant	58	scream	74	talk	86
plenty	89	seem	38	tear	43
police	51	shall	13	telephone	51
pony	81	share	63	television	19
possible	43	sharpen	17	thankful	57
postcard	16	sharpener	17	thirsty	37
practise	12	sheet	57	thunder	47
pretend	78	shell	36	ticket	73
pretty	69	shield	60	tiger	47
prince	72	shine	39	tightly	21
princess	72	shoemaker	83	together	57
prison	66			tool	83
				tortoise	36

towards	36
trick	63
trouble	66
typist	80
typewriter	80
tyre	84

U

uncle	TN 16
underneath	48
upwards	51

V

valley	84
vegetable	84
visit	18
visitor	83

W

waist	80
want	22
watch	19
wave	(v.) 54
wave	(n.) 69
weight	35
well	48
west	69
when	73
why	24
wide	26
will	13
wonderful	75
wooden	77
wool	77
woollen	77
world	72
would	19

Y

yet	50
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Z

zoo	16
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