

L. G. Alexander

Look,
Listen *and*
Learn!

AN INTEGRATED
ENGLISH COURSE
FOR CHILDREN

Teacher's Book 3



TEACHER'S BOOK THREE

Look, Listen and Learn!

An Integrated English
Course for Children

L. G. Alexander

Illustrated by Gil Potter



Longman

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About this Course

Basic Aims and Methods

The dominant themes of *Look, Listen and Learn!* Set Three can be summed up in two words: consolidation and expansion. After covering the basic groundwork in Sets One and Two, the pupils enter a period of transition in Set Three which will prepare them for wider English. It follows that they must consolidate what they know and anticipate what is to come. To this end, virtually the *entire* lexical content of Sets One and Two is reactivated in Set Three and a great many familiar patterns are revised. At the same time, some of the new features will be strikingly obvious. A change in the style of illustration will enhance the feeling of progression: the characters in the course, as well as the pupils themselves, are growing up. The new visual element reflects the change in subject-matter. There is a gradual but marked shift in the centres of interest. The dialogues become more adult in character and suited to the needs of pre-teenage children. Moreover, non-fiction pieces are now included and these will introduce the pupils to the kind of language used in specialised registers. They also mark the transition from *audio-visual* to *audio-lingual* presentation. While oral and written drills and exercises still have an important role to play, the pupils will be trained to use the language creatively through guided oral and written composition. This whole movement in the direction of *creative* usage will be further intensified in Set Four.

Teachers familiar with the techniques employed in Sets One and Two will have no difficulty in adjusting to the changing requirements of the course. The same basic form of audio-visual presentation is retained for the dialogues, but audio-lingual presentation techniques are adopted for the non-fiction pieces. Such changes are noted when they occur. Teachers who are using this course for the first time are strongly recommended to read the introductions to Teacher's Books 1 and 2.

Teachers are reminded that each lesson must have *pace* and *variety*. The whole range of activities laid down in each lesson should be tackled. This means that the time spent on individual exercises must be very brief. This applies in particular to the Graded Comprehension Questions which follow each dialogue and prose passage. Ten minutes should be the maximum time allotted to the complete exercise. Classroom lessons should be devoted entirely to aural/oral work and the accompanying written exercises in the Workbook should be set as homework.

Material for the Third Year's Work

Set Three of *Look, Listen and Learn!* consists of the following:

PUPILS' BOOK THREE

TEACHER'S BOOK THREE

WORKBOOK 3a

WORKBOOK 3b

LONGMAN STRUCTURAL READERS, STAGE 2:
Professor Boffin's Umbrella

LINK READER 3: Marley Castle

LISTENING TAPE THREE (Optional)

Integration

The table on the next page indicates how the four skills are taught in relation to each other and how the materials in Set Three have been integrated. The table shows the point at which important features are introduced for the first time. Book titles are printed in heavy type.

Integration Table

Teaching Unit	Understanding	Speaking	Reading	Writing
1	Pupils' Book Three and Teacher's Book Three. Audio-visual-lingual presentation: Dialogues/Drills/Songs/Games. Lessons 1-16: Revision. Graded Comprehension Questions: the pupils will practise answering and asking questions based on the texts.		Prepared Reading (Dialogues). Unprepared Reading (L.S.R. Stage 2: PROFESSOR BOFFIN'S UMBRELLA). Extensive Reading: Class Library Scheme: LSR 2. Phonic Reading Drills.	Workbook 3a. Lessons 1-16: Revision Exercises. Spelling.
2				Dictation exercises based on written work will be given at regular intervals.
3	Stories for aural comprehension will be read at regular intervals.			
9				Guided Composition: the Simple Sentence. Multiple Choice Exercises.
13	Non-fiction pieces will appear at regular intervals. The Aural/Oral Procedure is modified for these texts. Presentation is purely audio-lingual. Oral Composition will be based on written notes.			
30			Link Reader 3: MARLEY CASTLE	Attainment Tests.
31				Workbook 3b Guided Composition: the Compound Sentence.
46				Guided Composition: the Complex Sentence.
60				Attainment Tests.

New Features Introduced in Set Three

The patterns to be taught in Set Three are broadly based on the *Handbook to Longman Structural Readers, Stage Three*. Patterns and vocabulary previously introduced are assumed to be known. However, it should be noted that Book 3 is designed to overlap Book 2. The first sixteen Lessons (approximately one month's work) are devoted entirely to revision exercises. From then on, patterns and lexical items derived from Books 1 and 2 are constantly re-introduced so that revision is a continuous process.

Non-fiction Texts

These first appear in Teaching Unit 13 and from then on at regular intervals (one in every five Teaching Units). The texts are presented as if they were part of a General Knowledge Television Programme which Sandy, Sue and their friends watch regularly at school. This device enables us to introduce the pupils to a large number of topics of general interest and, therefore, to specialised language registers. Though the structural content of these pieces is very carefully controlled (the passages are fully contextualised) the lexical range is, inevitably, fairly wide. These pieces differ from the dialogues in other important respects as well. They are laid out *across* the page and stress marks have not been added. Chorus and Group Repetition is no longer a part of the Aural/Oral Procedure and the meaning of each text is communicated audio-lingually through intensive reading.

The Readers

Two kinds of Readers are referred to under the heading *Material for the Third Year's Work*: Longman Structural Readers, Stage 2 (*Professor Boffin's Umbrella*) and Link Reader 3 (*Marley Castle*). The title, *Professor Boffin's Umbrella*, has been taken from Longman Structural Readers Library and will be read parallel to Lessons 1-60. This Reader makes use of patterns and vocabulary which have already been learnt in Pupils' Books 1 and 2. The Link Reader, on the other hand, makes use of new patterns which are introduced in Pupils' Book 3. It will be read parallel to Lessons 61-120. The Link Reader is intended to reinforce the new patterns and prepare the pupils for more advanced reading in Set Four.

The Class Library Scheme

The scheme should be continued in exactly the same way as before. (For details about how it works, see the introduction to Teacher's Book 2). It should be put into operation from Lesson 1. Throughout the year the pupils should be encouraged to read the following series:

- All the titles in Longman Structural Readers, Stage 2.
- All the titles in Pleasant Books in Easy English (Longman), Stages 1 and 2.
- All the titles in the Practical Readers (Longman), Stages 1 and 2.

Dictation

Dictations may be given at regular intervals as before. The passages are based on patterns which the pupils have practised in their oral and written exercises. All punctuation marks should be dictated. The pupils should have a special exercise-book for dictation.

Spelling

Oral and Written Spelling exercises are based on words which have previously been introduced in the Phonic Reading Drills. (These, in turn, have been derived wholly from the pupils' active vocabulary). A portion of the exercise-book kept for dictation may be used for spelling.

Workbooks 3a and 3b

Parallel written work is again provided for each Lesson and should be set as homework. From Lesson 17 onwards, the right-hand pages of the Workbooks will be devoted to Guided Composition and Multiple Choice Exercises. The left-hand pages will contain structural exercises reinforcing the patterns practised orally in the classroom.

In the Guided Composition scheme, the pupils will be trained to write simple, compound and complex sentences through a series of graded exercises. They will write paragraphs based on the texts which have previously appeared in the Pupils' Book. These exercises become increasingly difficult so that by the end of Set Four, the pupils will be quite ready to attempt free composition. Multiple Choice exercises are also based on the same texts. They are designed to test comprehension and the use of familiar structural words and lexical items.

Tests

Attainment tests are included at the end of each Workbook. As before, Alternative or Supplementary Tests are given in this Handbook, as well as Mark Scales.

Listening Tape 3

The use of the tape is optional. Teachers who have a tape-recorder may wish to use the tape to present the dialogues and non-fiction texts in class.

The kinds of Readers are related to under the heading Material for the Third Year's Work: Longman Structural Readers, Stage 2 (Professor Buffin's (under) and Link Reader 2 (Mavis Carter)). The title Professor Buffin's (under) has been taken from Longman Structural Reader Library and will be read parallel to Lessons 1-10. This Reader makes use of patterns and vocabulary which have already been learnt in Pupils' Books 1 and 2. The Link Reader, on the other hand, makes use of new patterns which are introduced in Pupils' Book 3. It will be read parallel to Lessons 11-15. The Link Reader is intended to reinforce the new patterns and prepare the pupils for more advanced reading in Set Four.

The Class Library Scheme
The scheme should be continued in exactly the same way as before. (For details about how it works see the introduction to Teacher's Book 2). It should be put into operation from Lesson 1 throughout the year; the pupils should be encouraged to read the following series:
All the titles in Longman Structural Readers, Stage 2
All the titles in Pleasant Books in Easy English (Longman), Stages 1 and 2
All the titles in the Practical Readers (Longman), Stages 1 and 2.

Dictation
Dictations may be given at regular intervals as before. The passages are based on patterns which the pupils have practised in their oral and written exercises. All punctuation marks should be dictated. The pupils should have a special exercise-book for dictation.

Spelling
Oral and Written Spelling exercises are based on words which have previously been introduced in the Phonetic Reading Lists. These in turn have been derived wholly from the pupils' active vocabulary. A portion of the exercise-book kept for dictation may be used for spelling.

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Patterns

N.B. Patterns shown in italics will be practised intensively in drill work. Teaching Units 1-8 are devoted to Revision.

TEACHING UNITS

- 1 *I'm going to see him on (Monday)* Page 2
at (9.0 o'clock).
(He) feels/looks (ill).
(He)'s got (a headache)/(flu).
How does (he) feel?
What's (he) got?
- 2 There's going to be (a big wave). 6
Let's have (breakfast/a holiday).
He/she/they must have (breakfast/a holiday).
He/she wants to/they want to have (breakfast/a holiday).
He's/she's/they're having (breakfast/a holiday).
When (do they) have (breakfast)?
- 3 I wish you were here. 10
It was (7.50)/(Sunday)/(January 1st)/(10th March)/(May)/(1967).
(He) was in (bed)|at (church) at (7.50) on (Monday) in (January).
What time/day/date/month/year was it?
- 4 *(He) didn't (post)/(he) (posted)* 14
(the letter) at (6.30) on (Thursday) on (September 4th/10th October) in (December) in (1968).
- 5 *I've just been to (church)|the (village).* 18
I haven't been to (church)|the (village) yet.
I've already been to (church)|the (village).
I was/went there (in the morning)/last week) etc.
Where have you been?
- 6 *(Sandy)'s just (cut his finger).* 22
(He) (cut) it (a while ago).
(Sue) hasn't (set the table) yet.
Why has (Sue set the table)?

- 7 *Why don't (you/they) (blow up some balloons)?* 26
(We've/they've) already done so.
(We/they) (blew up some balloons) (before the party).
- 8 *No, it won't. Yes, it will.* 30
(He)'ll (paint a picture)|It'll (rain) (next Friday/next August/next week etc.)
- 9 *Yes, you may. No, you may not.* 34
May I/Can I (leave the table) please?
Echoed Questions.
I'm afraid that you are disturbing him. 38
Yes, (he) can/is (already) able to (smile).
No, (he) can't/isn't able to (smile) yet.
No, (he) can't, but (he)'ll soon be able to.
Yes, (he)'ll soon be able to (smile).
No, (he) won't be able to (smile) for a long time yet.
- 11 *It's (exactly) like ours.* 42
Would you/Could you (switch on the radio) (for me) (please)?
Can you (switch off the radio) please?
- 12 *Maths is my favourite subject.* 46
Yes, I could. No, I couldn't.
(I) couldn't (fix the clock) at all.
(He) couldn't (fix the clock) yesterday, but (he) can today.
(He) was/wasn't able to/was unable to (fix the clock) yesterday.
Could (he) . . . ?
(Why) could(n't) (he) . . . ?
- 13 *For thousands of years . . .* 50
Yes, (he) could. No, (he) couldn't.
(I) could (copy this sentence). It was very easy.
(I) couldn't (bake a cake). It was too difficult.
That's why (I) could/couldn't do it.
That's why (I) was/wasn't able to do it.
Because it was very easy/too difficult.
(Why) was/wasn't (he) able to . . . ?
- 14 *It was/they were (easy) enough (for him) to (answer).* 54
It was/they were too (difficult) (for him) to (answer).
Because it was/they were (easy) enough.

- 15 (He was) (strong) enough to (lift) 58
 (it).
 (He) could (lift) (the weight)
 because (he was) (strong) enough.
 (He) couldn't (lift) (the weight)
 because (he was) too (weak).
 (He) was/wasn't able to (lift) (the
 weight) because (he was) so
 (strong/weak).
 (He was) very (strong/weak), so
 (he) could/couldn't . . .
- 16 It was (very good indeed). 62
 It was better/worse than (Sue's).
 It was the best/worst in the class.
 It wasn't as good as (Sue's).
 It was/wasn't good enough.
 (He) came (top).
- 17 Nobody's grass is longer than ours. 66
 (Simon)'s (taller)|((hotter)|
 (larger)|((tidier) than (you are).
 (He)'s|(It)'s (tallest)|((hottest)|
 (largest)|((tidiest) in (our class)|
 of them all|I have ever seen.
- 18 Millions of people . . . 70
 The (bicycle) on the left is
 (cheaper) than the one on the right.
 The (bicycle) on the right is not as/
 so (cheap) as the one on the left.
 They're both (cheap), but which is
 the (cheaper)?
 They're all (cheap), but which is
 the (cheapest)?
 Which of the two is the (cheaper)?
- 19 I haven't got much. I've got very 74
 little.
 I haven't got many. I've got very
 few.
 I've got more/less/fewer than you
 have.
 I've got the most/the least/the
 fewest.
- 20 I've got too little/enough/only a 78
 little/a little/plenty of/too much
 (lather).
 I've got too few/enough/only a few/
 a few/plenty of/too many (marbles).
 I need some more.
 I don't need any more/so much/so
 many.
- 21 They receive more than we do. 82
 (It)'s more/less (beautiful) than . . .
 (It)'s the most/least (beautiful)
 I've ever (seen).
 Tag Rejoinders.
- 22 I'm glad that . . . 86
 (Sandy) (dug) (faster/more
 quickly) than (Sue).
- (He dug) very (fast)|very
 (quickly)|very much more (quickly).
 (Sandy) (dug/didn't dig) as (fast/
 quickly) as (Sue).
- 23 They use them as models. 90
 They're the same (quality)|different
 in (quality).
 The (suit/suits) on the left is/are
 the same as/different from the
 one/ones on the right.
 They're the same as/different from
 each other.
- 24 I've got/bought no (money/toys). 94
 I've got/bought none.
 I haven't got any (money) either.
 Neither have I.
 So have I.
- 25 Shopping's expensive. 98
 How much is it/are they . . . ?
 How much does it/do they cost?
 What did you pay for that/those . . . ?
 What's the price of that/those . . . ?
 It is/they are|it costs/they cost|I
 paid (£1.50/\$2.95) (each)|for . . .
- 26 How much/many (mashed potato| 102
 sweets) is there/are there in that
 (bowl/jar)?
 There is/are a lot/plenty/quite a
 lot/only a little/only a few/hardly
 any/none at all.
 (Because) it's full/almost full/less
 than half full/almost empty/empty.
 There is/are enough for (ten
 people/one person).
- 27 How (tall) is that (boy)? 106
 (He)'s quite (tall).
 (He)'s (1 metre 29 centimetres
 tall).
 (He)'s quite (a tall boy/tall).
 (He)'s about (1.29).
- 28 Every/No/Any/Some Compounds. 110
 Everyone's/everybody's (playing
 football).
 I didn't (see) anyone/anybody.
 I've already (bought) something.
 Have you (bought) anything?
 I (bought) nothing.
 Neither did I|So did I.
 I didn't (buy) anything either.
- 29 I am/was/can/must/shall/do, too. 114
 So am/was/can/must/shall/do I.
 I'm not/wasn't/can't/mustn't/
 shan't/don't either.
 Neither am/was/can/must/shall/do I.
- 30 I'd like some (soup). 118
 Would you like any (soup)?

Yes, please. I'd love some.

(Is) there any (soup) left?

Yes/No, there's some/none left.

I'd like to have some (soup).

Mid-Year Tests 121

- 31** Would you like to (win a prize)? 126
I'd like/love to (win a prize).
I'd like (her) to (win a prize).
Tell (her) not to (lose her handbag).
I wouldn't like (her) to (lose her handbag).
- 32** I've got nothing to (read)/(play) 130
with.
I want something to (read)/(play) with.
Have you got (a book) (for me) to (read)?
I want/I'd like (a book) to (read).
I haven't got anything to (read).
Have you got anything to (read)?
I've got (a book) to (read).
I don't know what to (read).
- 33** He was born in (1756). 134
What (would you like) to do?
(I) 'd like/(I) want/hope/wish/need/(I) must remember/will try/began/learnt/forgot to (return by train).
That's just what (I'd like) to do.
- 34** (I am) sure/certain/ready/afraid/ 138
glad/happy/pleased/sorry/allowed/surprised to . . .
- 35** (Father) (thinks/has told me) that 142
(he) is/has/can/must/will . . .
I know/I don't know what (father) (thinks/has told you).
- 36** (Sandy)'s (sure) that (he will) 146
become a scientist).
What's (Sandy) (sure of)?
I know what (Sandy)'s (sure of).
I know why (Sandy)'s (sure).
- 37** You wait here. 150
(Father) (thinks/is sure/has told me) (the food tastes awful).
Guess what (father) (thinks).
- 38** I have to/I've got to/Do you 154
(really) have to/Have you (really) got to/I'll have to/Did you have to/
I had to (add these figures).
- 39** Don't/you mustn't/you're not 158
allowed to (park here) because (it

says 'No Parking').

Don't/You needn't/you don't have

to/it isn't necessary to (take a taxi)

because (a bus is coming).

- 40** Yes, (he) should/ought to. 162
No, (he) shouldn't/oughtn't to.
(I) should/ought to (clean my car), but (I) don't feel like it.
Should (he) . . .? Ought (he) to . . .?
What should (he)/ought (he) to do?
- 41** Yes, but (I) needn't have. 166
No, (I) didn't have to.
(I) needn't've (watered the garden) because (it rained).
(I) (watered it) for nothing.
(I) didn't have to (water the garden).
(It rained) so (I) didn't have to (water it).
Did he have to . . .? Yes, he had to, because . . .
Question Tags.
- 42** Yes, (he) should have. 170
(He) should have/ought to have . . . but (he) didn't feel like it/
(he) forgot.
(What) did you have to (do)?
(What) should you have (done)?
- 43** (He) mustn't (park here) and (he) 174
isn't going to.
(He) shouldn't/oughtn't to (park here), but (he's) going to.
(He) shouldn't have/oughtn't to have (parked here), but (he) did.
(He) shouldn't/shouldn't have (park(ed) here) because (it says 'No Parking'.)
- 44** Revision: must/have to/have got 178
to/mustn't/not allowed to/needn't/
don't have to/it isn't necessary
to/should/ought to . . . but/
shouldn't/oughtn't to . . . but.
- 45** Revision: had to/it was necessary 182
to/needn't have . . . (I) did it for
nothing/didn't have to/it wasn't
necessary to/should have/ought to
have . . . but/shouldn't have/
oughtn't to have . . . but.
- 46** (I) may/might (iron these 186
trousers). I'm not sure.
(I) may/might not.
Perhaps (she will) . . . Perhaps
(she won't).
- 47** (It) may be/can't be/must be 190
(£5/22nd May/grey/English/

- size 30/square/tired/7 years old/a
butcher/reading).
Surely (it isn't)!
- 48 How long/Since when (have you) 194
been (correct)ing (exercise-
books)?
(I've) been (correct)ing (exercise-
books) since (yesterday) for (two
days) and (I'm) still
(correcting . . .)
- 49 When/Just as/While (Sue) was 198
(dry)ing (the dishes she dropped a
plate and broke it).
(Mother saw a nice hat) when/just
as/while (she) was (walk)ing
(through the Hat Department).
While (Sandy) was (play)ing (the
piano, Sue) was (play)ing (the
flute).
- 50 (It) may have been/can't have 202
been/must have been (£5/22nd May/
grey/English/size 30/square/tired/
7 years old/a butcher/reading).
Surely (it wasn't)!
- 51 (It) may/must/can't (cost £5). 206
(It) may have/must have/can't
have (cost £5).
- 52 -self forms: (I didn't iron the 210
dress) (myself).
Someone else (ironed it for me).
I had (it) (ironed).
I shall have/must have (it) (ironed).
Did (you) have (it) (ironed), or
did (you) (iron it) (yourself)?
Where/When did (you) have (it)
(ironed)?
- 53 The man/woman/men/women who/ 214
that (is/are coming out of the
bank).
He's/she's/they're the man/woman/
men/women who(m) (I served).
Who(m) did you (meet yesterday)?
- 54 Which (comic/comics) did you 218
(read)?
This is/these are the (film(s))
horse(s)/tree(s)) which/that I
(saw).
- 55 Who . . . ? The man/woman/ 222
people (coming out of the house).
(He's the boy I served yesterday).
Which . . . ? (I read the comic on
the table).
(This is/these are the comic(s)-I
read yesterday).
- 56 (This is the boy/film) (about) 226
whom/which (I told you).
(This is the boy/film) whom/
which (I told you) (about).
(This is the boy/film) (I told you)
about.
- 57 (I) used to be (a waiter/rich) a 230
long time ago, but (I'm) not any
more.
(I) used to (collect stamps) a long
time ago, but (I don't) any more.
No, but I used to be.
No, but I used to.
What/Where did you use to . . . ?
- 58 (I asked Sandy for a penny, but 234
he) had already (spent his pocket-
money).
After/When (they) had (had
breakfast, they went to school).
(They went to school) after (they)
had (had breakfast).
(We) had (finished breakfast)
before (the postman arrived).
I hadn't (before), but I have now.
- 59 If I (arrive home early) I shall 238
(take you to the cinema).
I shall (take you to the cinema)
if I (arrive home early).
If (he) (arrives home early) (he)
will (take you to the cinema).
(He) will (take you to the cinema)
if (he) (arrives home early).
If I'm (hungry) I'll (eat my
dinner).
If he's (hungry) he'll (eat his
dinner).
- 60 When I (come home from school) 242
I shall (play a game of football).
I shall (play a game of football)
when I (come home from school).
When (he) (comes home from
school) (he) will (play a game of
football).
(He) will (play a game of football)
when (he) (comes home from
school).
When I'm (hungry) I'll (eat my
dinner).
When he's (hungry) he'll (eat
his dinner).
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Revision Lesson 1 Not a very good morning

Mother: Bréakfast's réady, children!
Sandy (sadly): Áll ríght, múm.
We're cóming.

1



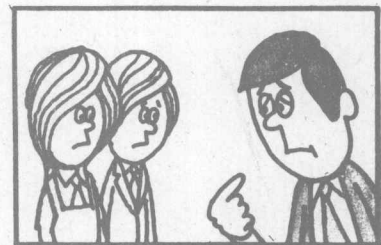
Mother and Father: Good mórning, Sánty.
Good mórning, Súe.
Children (sadly): Good mórning, múm.
Good mórning, dád.

2



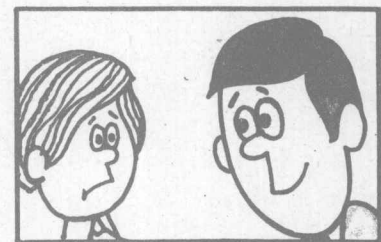
Father (copying them): Good mórning, múm.
Good mórning, dád.
You dón't sóund véry háppy
and you dón't lóok véry háppy!

3



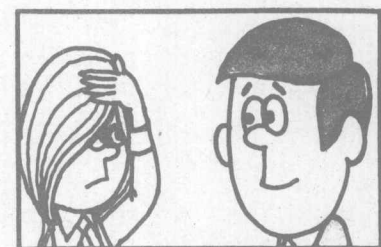
Father: Hów do you féel, Sánty?
Áre you áll ríght?
Sandy (sadly): Yés, dád.

4



Father: Whát's the mátter
with yóu, Súe?
Háve you gót a héadache?
Sue (sadly): Nó, dád.

5



Father: Then whát's úp with you both
this mórning?
Sandy: The hólídáys are óver
and schóol begíns todáy!

6



Content and Basic Aims

PATTERNS AND STRUCTURAL WORDS

*I'm going to see him on (Monday)
at (9.0 o'clock).*
(He) feels/looks (ill).
(He)'s got (a headache)/(flu).
How does (he) feel?
What's (he) got?

● General Remarks

The pupils will require the following books: *Pupils' Book 3*, *Workbook 3a*, and *Professor Boffin's Umbrella* (Longman Structural Readers, Stage 2). In addition, they will read Longman Structural Readers Stage 2 and other recommended titles throughout the year as part of the Class Library Scheme. (See Introduction, page xi).

Greet the class and say a few words in English or the mother tongue introducing this year's work. Two years have passed since the course began. Sandy and Sue, like the pupils themselves, are that much older and their appearance has changed a little. There will not only be dialogues and stories this year, but pieces of general interest as well. The first sixteen lessons will be devoted to revision.

The simple present of the verbs *look* and *feel* to describe illnesses is revised. It is related to *have got* (possession: ailments). Compare Book 2, TU 16. Now conduct the lesson in the usual way. The pupils should be instructed to detach the mask at the end of their books.

● Aural/Oral Procedure

- Listening (Books shut)
- Listening and Understanding (Books open; pictures only)
- Listening (Books shut)
- Listening and Chorus Repetition (Books shut)
- Listening and Group Repetition (Books shut)
- Reading Aloud: Chorus and Individual (Books open)

● Graded Comprehension Questions

Ask questions about the dialogue and the pictures in the following way:

- Yes/No Tag Answers: is/are/do/does/has.
To elicit a subject followed by an auxiliary verb.

TEACHER: Is dinner ready?

PUPIL: No, it isn't.

TEACHER: Is breakfast ready?

PUPIL: Yes, it is. etc.

- Negative Questions.

Make negative statements:

TEACHER: Breakfast isn't ready.

PUPIL: Isn't breakfast ready? etc.

- Questions with Who and What: is/are/do/does.

To elicit a subject followed by an auxiliary.

TEACHER: Who is calling them to breakfast?

PUPIL: Mother is. etc.

- Double Questions.

To elicit negative and affirmative statements.

TEACHER: Do Sandy and Sue look happy or sad?

PUPIL: They don't look happy. They look sad. etc.

- General Questions: What, How and Why.
Do not elicit complete answers.

TEACHER: Why is mother calling the children?

PUPIL: Because breakfast's ready. etc.

- Asking questions in pairs: How, What, When.

TEACHER: Ask me if they look happy.

PUPIL: Do they look happy?

TEACHER: How ...

PUPIL: How do they look? etc.

● Acting the Scene

Invite four pupils to come to the front of the class to act the scene.

● Unprepared Reading.

Professor Boffin's *Umbrella*, page 2, captions 1 and 2. New Words: *clouds*, *sky*.

Write the new words on the blackboard and explain them. Ask one or two pupils to read.

● Activity

Revise: The animals went in two by two. See Book 2, Lessons 29-37.

● Writing

Workbook 3a, Revision Lesson 1.

Revision Lesson 2

● **Spelling Drill:** Books shut.

cat/bath; sat/pass; lamp/class; hat/fast; black/ask.

Ask individual pupils to spell these words orally. As soon as a word has been spelt correctly, write it on the blackboard. When all the words have been written, erase them. Then dictate them to the class.

● **Phonic Practice:** Sounds and Spellings: Books open.

The letters ie [i:] and ee [i:]
Chorus and Group Repetition
Give the instructions *Open your books! Look at Lesson 2! Read together!* Ask the pupils to repeat after you the words at the top of this page, first in chorus, then in groups.

● **Pattern Drill:** Books open.

Illustrate each exercise first by providing the stimulus and the response. Make sure the pupils really understand how they must respond. Then conduct the drills given below. If a child makes a mistake, correct him and ask him to repeat the right answer.

To elicit: I'm going to see him on (Monday) at (9.0) o'clock.

TEACHER: *Number 1.*

When are you going to see him?

PUPIL: I'm going to see him on Monday at 9.0 o'clock. etc.

● **Reading and Repetition Drill:** Books open.

Chorus and Group Repetition
Ask the pupils to repeat after you the following patterns, first in chorus, then in groups:

TEACHER: *Number 13.*

How does mother feel? *All together!*
She feels tired. *All together!*
She has got a headache. *All together!*
etc.

● **Pattern Drill:** Books open.

(a) To elicit: (Mother) is/does/has.

TEACHER: *Number 13.*

Who's tired?

PUPIL: Mother is.

TEACHER: Who feels tired?

PUPIL: Mother does.

TEACHER: Who has got a headache?

PUPIL: Mother has. etc.

(b) To elicit: (She's) tired).

TEACHER: *Number 13.*

How's mother?

PUPIL: She's tired. etc.

(c) To elicit: (She) feels (tired).

TEACHER: *Number 13.*

How does mother feel?

PUPIL: She feels tired. etc.

(d) To elicit: (She) looks (tired).

Conduct the drill in the way shown in (c) above substituting *looks* for *feels*.

(e) To elicit: (She) feels (tired). (She) has got (a headache).

TEACHER: *Number 13.*

What's the matter with mother?

PUPIL: She feels tired. She has got a headache. etc.

(f) Asking questions: How and What.

TEACHER: *Number 13.*

Ask me if mother feels tired.

PUPIL: Does mother feel tired.

TEACHER: How ...

PUPIL: How does mother feel?

TEACHER: Ask me if mother's got a headache.

PUPIL: Has mother got a headache?

TEACHER: What ...

PUPIL: What has mother got? etc.

● **Unprepared Reading**

Professor Boffin's Umbrella, page 2, caption 3

● **Activity**

A Guessing Game.

Invite a pupil to come to the front of the class and whisper 'an ailment' in his ear. Any of the following may be given: a cold, an ear-ache, flu, a headache, measles, mumps, a stomach-ache, a temperature, a toothache. Members of the class must guess the correct 'ailment'. Pupils who do so are given a turn to come to the front.

TEACHER (*whispering to pupil*):
You've got a cold.

(*addressing class*): What's the matter with him?

MEMBER OF CLASS (*addressing pupil*): Have you got flu?

PUPIL: No, I haven't.

MEMBER OF CLASS: Have you got a cold?

PUPIL: Yes, I have.

TEACHER: Good! Sit down A. Now you B.













● **Writing**

Workbook 3a, Revision Lesson 2.

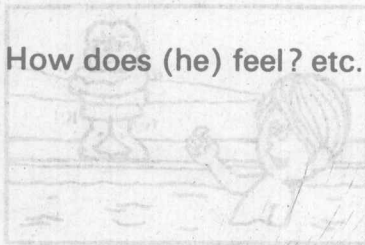
Revision Lesson 2

groceries freeze babies knees carries seas hurries trees

When are you going to see him?

1 Monday 	2 Tuesday 	3 Wednesday 	4 Thursday 	5 Friday 	6 Saturday 
7 Sunday 	8 Monday 	9 Tuesday 	10 Wednesday 	11 Thursday 	12 Friday 

How does (he) feel? etc. ...



Mother
13



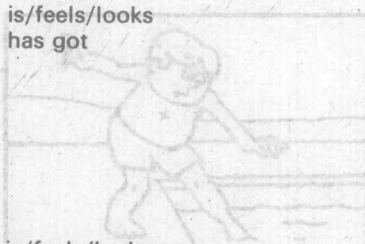
tired
a headache

Mrs Gasbag
14



bad
an earache

is/feels/looks
has got



Sandy
15



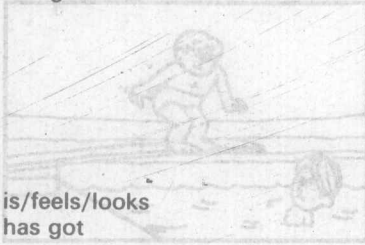
terrible
a toothache

Billy
16



sick
a stomach-ache

is/feels/looks
has got



Sue
17



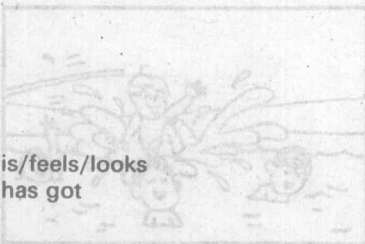
hot
a temperature

Father
18



weak
flu

is/feels/looks
has got



Tom
19



awful
measles

Simon
20



ill
mumps

is/feels/looks
has got

Revision Lesson 3 Look out, boys!

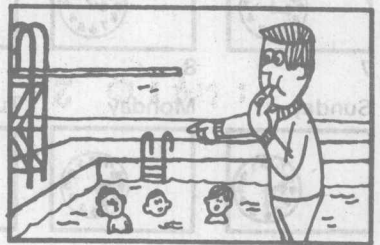
Narrator: Sándy and Súa are at schóol.
Sue is háving a lésson
with her nów téacher, Mí Sláde.

1



Narrator: Sándy is with his friends.
Sándy's cláss
is háving a swímming lésson.

2



Sandy: Cóme and háve a swím, BÍlly!
Wé're háving a góod tíme!

3



Billy: Bír!
The wáter's térríblly cól!

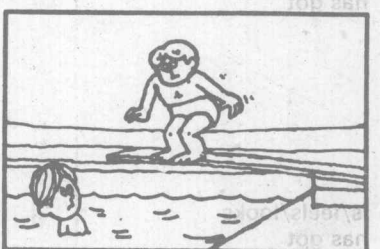
4



Sandy: Díve into the póol, BÍlly!

Billy: I cán't díve.
I'm góing to júmp.

5



Sandy: Lóok óut, bóys!
There's góing to bé
a bíg wáve!

6



Revision Lesson 3

TEACHING
UNIT

2

Content and Basic Aims

PATTERNS AND STRUCTURAL WORDS	VOCABULARY	
	Nouns	Expression
There's going to be (a big wave). Let's have (breakfast/a holiday). He/she/they must have (breakfast/a holiday). He/she wants to/they want to have (breakfast/a holiday). He's/she's/they're having (breakfast/a holiday). When (do they) have (breakfast)?	pool (swimming) wave (sea/ swimming lesson	Brr!
	Verb	
	dive	

● General Remarks

Have as an ordinary verb is revised here. Compare Book 2, Teaching Units 20 and 21.

● Aural/Oral Procedure

- Listening (Books shut)
- Listening and Understanding (Books open; pictures only)
- Listening (Books shut)
- Listening and Chorus Repetition (Books shut)
- Listening and Group Repetition (Books shut)
- Reading Aloud: Chorus and Individual (Books open)

● Graded Comprehension Questions

Ask questions about the dialogue and the pictures in the following way:

- Yes/No Tag Answers: are and is.
To elicit a subject followed by an auxiliary verb.
TEACHER: Are Sandy and Sue at home?
PUPIL: No, they aren't.
TEACHER: Are they at school?
PUPIL: Yes, they are. etc.
- Negative Questions.
Make negative statements in the following way:
TEACHER: Sandy and Sue aren't at school.
PUPIL: Aren't Sandy and Sue at school? etc.
- Questions with Who and Whose: is and are.
To elicit a subject followed by an auxiliary verb.
TEACHER: Who's having a lesson?
PUPIL: Sue is. etc.
- Double Questions.
To elicit negative and affirmative statements.

TEACHER: Are Sandy and Sue at home or at school?

PUPIL: They aren't at home. They're at school. etc.

- General Questions: Where and Why.
Do not elicit complete answers.

TEACHER: Where are Sandy and Sue?
PUPIL: At school. etc.

- Asking questions in pairs: Where and Why.

TEACHER: Ask me if Sandy and Sue are at school.

PUPIL: Are Sandy and Sue at school?

TEACHER: Where . . .

PUPIL: Where are Sandy and Sue? etc.

● Acting the Scene

Invite two pupils to come to the front of the class to act the scene. The Narrator's part should be omitted. (Frames 1 and 2.) Billy may jump off a chair when acting Frames 5 and 6.

● Unprepared Reading

Professor Boffin's Umbrella, page 3, captions 1 and 2.
New Word: holes.

● Activity

Revise some or all of the following rhymes:

- Thirty days has September. (Book 2, Lesson 21.)
- The Four Seasons. (Book 2, Lesson 23.)
- Boys and Girls. (Book 2, Lesson 25.)
- Barber, barber. (Book 2, Lesson 39.)

● Writing

Workbook 3a, Revision Lesson 3.