

L. G. Alexander

Look,
Listen *and*
Learn!

AN INTEGRATED
ENGLISH COURSE
FOR CHILDREN

Teacher's Book 4

87

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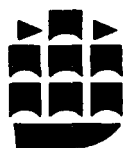
TEACHER'S BOOK FOUR

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

Perhaps the most difficult of all problems in language-learning is how to cope with the transition from controlled to free expression. The predictable response in speech and writing, which forms the mainstay of instruction in the early stages, is only a means to an end and not an end in itself. Linguistic fluency presupposes a capacity, on the part of the learner, to innovate statements. This movement in the direction of *creative* usage was commenced in Set Three and is now further intensified in Set Four, which marks the completion of *Look, Listen and Learn!*

If we look back on the course as a whole, we may see that it is built entirely on the principle of diminishing control. Sets One and Two were wholly audio-visual. The pupils' use of language was made meaningful by means of massive visual support. Pictures were strictly functional and never decorative. Everything the pupils said and wrote was wholly predictable. In Set Three we saw the beginnings of the transition from *audio-visual* to *audio-lingual* presentation. The pupils became less dependent on pictures in order to communicate meaning. At the same time they were introduced to the kind of language used in specialised registers. In Set Four, *audio-lingual* presentation is dominant. A great many of the pictures accompanying the texts are decorative, not functional. The range of subject-matter is further extended so that the pupils will learn to cope with wider English. A glance at the vocabulary index will indicate briefly the range of topics covered and the variety of lexical items which are outside the General Service List. By now, virtually all the basic 2,000 words have been introduced and the pupil is presented with items of lower frequency. Obviously, not all these items should be actively acquired: passive recognition of the less common ones will be sufficient. Despite the rapid accretion of vocabulary, items learnt in the early stages are constantly reactivated.

The audio-lingual techniques, first introduced in Set Three, are extended in range and though pattern drills continue to play an important role, the pupils are constantly trained to innovate statements through oral composition. Written composition is developed to a point where the pupil can express himself freely without the need for further guidance. In other words, the *productive* skills of speaking and writing are now on the very threshold of fluency. The *receptive* skills of understanding and reading are further developed to a very high degree.

Teachers are again reminded that each lesson must have *pace* and *variety*. The whole range of activities laid down in each lesson may be tackled, but the time spent on individual exercises must be very brief. Classroom lessons should be devoted entirely to aural/oral work and the accompanying written exercises in the Workbooks should be set as homework.

Material for the Fourth Year's Work

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

PUPILS' BOOK FOUR

TEACHER'S BOOK FOUR

WORKBOOK 4a

WORKBOOK 4b

LONGMAN STRUCTURAL READERS, STAGE 3:
Operation Mastermind

LINK READER 4: Clint Magee

LISTENING TAPE FOUR (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 Four 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	<p>Pupils' Book Four and Teacher's Book Four. 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.</p>		<p>Prepared Reading (Dialogues). Unprepared Reading (OPERATION MASTERMIND). Extensive Reading: Class Library Scheme: LSR 3. Phonic Reading Drills.</p>	<p>Workbook 4a. Lessons 1-16 Revision Exercises. Guided Summary and Composition: paragraph reconstruction from notes. Multiple Choice Exercises. Spelling.</p>
2	<p>Narrative pieces: life in Britain. Aural/Oral Procedure: audio-lingual. Oral Composition based on notes. Mixed Questions instead of Graded Questions.</p>			<p>Dictation exercises based on written work.</p>
3	<p>Non-fiction pieces. Aural/Oral Procedure as for Narrative. Stories for aural comprehension.</p>			
30				<p>Attainment Tests.</p>
31			<p>Link Reader 4: CLINT MAGEE</p>	<p>Workbook 4b. Guided Summary: note-taking and paragraph reconstruction. Guided Composition: paragraph reconstruction from notes.</p>
46				<p>Free Summary and Composition.</p>
60				<p>Attainment Tests.</p>

New Features Introduced in Set Four

The patterns to be taught in Set Four are broadly based on the Handbook to the Longman Structural Readers Series, Stages Four-Six. Patterns and vocabulary previously introduced are assumed to be known. However, it should be noted that Book 4 is designed to overlap Book 3. 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 1-3 are constantly re-introduced so that revision is a continuous process.

The Texts

As before, there are sixty texts. In Set Four, however, the texts fall into three distinct groups:

Dialogue/Narrative
Narrative
Non-fiction

There are twenty texts for each category.

Dialogue/Narrative: Many of these are based on home/school situations, but the treatment is always fairly adult. The style is usually anecdotal and lively. The presentation is audio-visual, but the language-content is often highly colloquial and idiomatic.

Narrative: These texts deal largely with life in Britain. A simple device has been used to make these pieces as realistic and convincing as possible: an Austrian *au pair* girl called Gretel spends a year with the Clark family and is seen in many of the situations which might normally confront the visitor to Britain.

Non-fiction: The now familiar Television Day device is used again to present a large number of topics of general interest as well as specialised language registers. Every effort has been made to avoid dry, factual presentation. The emphasis is always on topics of *human interest*.

The Narrative and Non-fiction pieces are laid out *across* the page and stress marks have not been added. Chorus and Group Repetition is dropped in 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 Fourth Year's Work*: Longman Structural Readers, Stage 3 (*Operation Mastermind*) and Link Reader 4 (*Clint Magee*). The title, *Operation Mastermind*, has been taken from the 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 1-3. The Link Reader, on the other hand, makes use of new patterns which are introduced in Pupils' Book 4. 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.

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, pages xii and xiii.) 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 3.
All the titles in Pleasant Books in Easy English (Longman), Stage 3.
All the titles in the Practical Readers (Longman), Stage 3.
All the titles in the New Method Supplementary Readers, Stages 1-3.

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 4a and 4b

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

In the Guided Summary and Guided Composition Scheme, the pupils will receive further training in writing simple, compound, and complex sentences. They will be trained to write from notes, to make notes and finally to tackle open-ended exercises. Multiple Choice exercises 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 4

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

Future Work

The question of future work always poses considerable problems for teachers who complete an initial course with young learners. It is often tedious and unnecessary for the learner to start the language all over again when he commences a secondary course. At the same time, it is virtually impossible to find a course which is in keeping with a pupil's level of attainment.

Look, Listen and Learn! has been designed to overcome this difficulty by linking up with the secondary course, *New Concept English* (Longman). The follow-up procedure outlined below is strongly recommended when Set Four has been completed.

Pupils requiring extensive revision should begin with **PRACTICE AND PROGRESS** (Book 2 of **NEW CONCEPT ENGLISH**).

Pupils requiring a certain amount of revision should begin with Unit 3 of **PRACTICE AND PROGRESS**.

Pupils requiring a minimum of revision should begin with **DEVELOPING SKILLS** (Book 3 of **NEW CONCEPT ENGLISH**) which will bring them up to the level of the Cambridge Lower Certificate Examination.

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Patterns

N.B. Pattern shown in italics will be practised intensively in drill work. Teaching Units 1-15 are devoted to Revision.

TEACHING UNIT

1 (It's) so (easy even a child can do it). Page 2 <i>It was/they were (easy) enough (for him) to (answer). It was/they were too (difficult) (for him) to (answer). That's why (he) was/wasn't able to (answer) them/it. Because it was/they were (easy) enough/too difficult.</i>		7 Timmy kept asking questions. <i>When/Just as/While (Sue) was (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).</i>	26
2 (Simon)'s (taller) (hotter) (larger) (tidier) than (you are). (He)'s/(It)'s the (tallest) (hottest) (largest) (tidiest) in (our class) of them all I have ever seen.	6	8 Friends of mine <i>(This is the boy/film) (about) 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).</i>	30
3 Every/No/Any/Some Compounds. <i>Everyone's/everybody's (playing football). I didn't (see) anyone/anybody. I (saw) no one/nobody. I've already (bought) something. Have you (bought) anything? I (bought) nothing. Neither did I/So did I. — I didn't (buy) anything either.</i>	10	9 What's the exact time? <i>It's (three minutes past eight/ eight three). When/What time are you (leaving)? I'm (leaving) (London) at (8.03).</i>	34
4 I know you'll find it excellent. <i>(Father) (thinks/is sure/has told me) (the food tastes) (awful). Guess what (father) (thinks).</i>	14	10 (What)'ll you be doing (this time tomorrow)? <i>I'll be/I may be/I might be (leaving London).</i>	38
5 Can you tell me where I . . . ? <i>Must/have to/have got 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.</i>	18	11 I'd like to have some of those <i>(chips)/that (bacon). I didn't have any of those (chips)/that (bacon). I had none of them/it. How many/much of those (chips)/ that (bacon) (do you want)? I (don't want) many/much of them/ it. I want all of/plenty of them/it.</i>	42
6 Had to/it was necessary to/ needn't have . . . (I) did it for nothing/didn't have to/it wasn't necessary to/should have/ought to have/oughtn't to have . . . but.	22	12 Which of those two (makes do you prefer)? <i>I like both of/one of/each of/neither of them. They're each very nice. I don't like either of them.</i>	46
		13 They're called the Gorgons. <i>(Sandy) (got off at the station) and so (did) I. (Sandy) (prefers to stay here) and I (do) as well. Both (Sandy) and (I) (have paid at the cash desk). (He) (speaks) both (English) and (French). (He) (rescued the baby) as well as (the girl). (He) (has delivered) both (the letters) and (the parcels).</i>	50

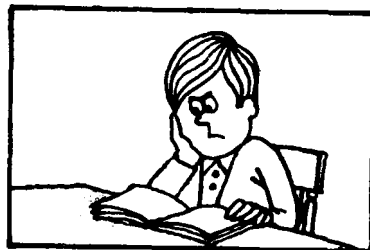
- (He) (developed the film) and (printed it).
- 14 A man called Guy Fawkes . . . 54
 Either (Sandy) or (Sue) (is going to answer the phone).
 Neither (Sandy) nor (Sue) (must pay the fares).
 (He) not only (opened the drawers) but (the wardrobe) as well/also.
 (He) (had) neither (a shave) nor (a haircut).
 (He) (didn't answer) either (the telephone) or (the door).
 (He) not only (ran in the race) but (won a prize) as well.
 (He) neither (collected the exercise-books) nor (corrected them).
- 15 If/When/As soon as/Directly/ 58
 The moment/After (he arrives) (he)'ll (take us to the cinema).
- 16 I'll wait for him until/till 62
 he (returns).
 I waited for him until/till he (returned).
 I spoke to him when/as soon as/ the moment/after he (arrived).
- 17 (I don't want a porter) because/as/ 66
 since (I haven't any luggage).
 Because/as/since (I haven't any luggage, I don't want a porter).
- 18 (He's studying hard) to/in order 70
 to/so as to/(go to college).
 (I switched off the TV) in order not to/so as not to (watch it).
- 19 (He's studying hard) so that/in 74
 order that (he) may/might/will be able to (pass his exams).
 (He's switching off the TV) so that/in order that (he won't watch it).
- 20 (It was) so (far away) that (I) 78
 could hardly (see it).
 (It was) so (far away) (I) could hardly (see it).
 (It was) so (far away) (I) couldn't (see it).
 (It was far away) so/so that (I) couldn't (see it).
- 21 (They were) such (tight shoes)/ 82
 (It was) such a(n) (exciting film) that (I) could hardly . . .
 (They were) such (tight shoes)/ (It was) such a(n) (exciting film) (I) could hardly . . .
- 22 Though/Although/Even though 86
 (they explored the cave, they didn't find anything).
 (They didn't find anything) though/although/even though (they explored the cave).
- 23 How does (it) seem/taste/feel/ 90
 sound/look/smell to you?
 (It) seems/tastes/feels/sounds/looks/smells as if/as though (it's going to snow).
- 24 If (I) were (cheerful I) would 94
 (smile).
 (I)'d (smile) if (I) were (cheerful).
 If (he divided by six he) would (solve the problem).
 (He)'d (solve the problem) if (he divided by six).
- 25 When/As soon as/The moment/ 98
 Directly/After (he) (had beaten him he played another game).
 (He) didn't (play another game) until/till (he) had (beaten) him.
- 26 If (I) had been (cheerful I) 102
 would have (smiled).
 (I)'d've (smiled) if (I)'d been (cheerful).
 If (he) had (divided by six he) would have (solved the problem).
 (He)'d've/could've/might've (solved the problem) if (he)'d (divided by six).
- 27 Revision: Conditional Statements, 106
 Types 1, 2 and 3.
- 28 He said/told me (that) it was 110
 (damp)/he had (flu)/he looked (terrified)/he wanted (some petrol)/he had to (swallow) it.
- 29 He said/told me (that) he was 114
 (working)/had (worked in industry).
- 30 He said/told me (that) he would/ 118
 might/could/had to (employ a secretary).
- Mid-Year Tests** 121
- 31 I thought/felt/promised/believed/ 126
 heard/supposed/knew/hoped/was sure/ was afraid (I) was/had/must/had to/ would/could/might . . .
- 32 (He) asked (me) if/whether (I) was 130

- (comfortable)/(floating)/(wanted
...)/had (been to ...)/had to ...
- 33 (I) asked if (I) could/might/would
must/had to/should ... 134
- 34 Would you mind (telling) ... 138
I wonder/want to know/would like to
know/haven't the faintest idea/Please
tell me/Would you mind telling me/
Have you any idea if/whether (he's
pleasant).
- 35 I wondered/asked/asked you/wanted
to know/wanted you to tell me/
couldn't find out/You didn't tell me if/
whether (he was an Englishman). 142
- 36 I asked who (advertised)/which (boy
balanced a glass on his head)/what
happened/who(m) (you elected)/
which (hotel he stayed at)/what
(he recorded). 146
- 37 I asked when/where/why/how ... 150
Guess/That's what/who/which/
when/where/how ...
- 38 I wonder/want to know/would like to
know/don't know/haven't the faintest
idea/Please tell me/Would you mind
telling me/Have you any idea who/
which/what/where/when/why/
how ... 154
- 39 I wondered/wanted to know/wanted
you to tell me/couldn't find out/You
didn't tell me/Why didn't you tell me
who/which/what/whose/where/
when/why/how (+ tense change). 158
- 40 I would like to know/am not sure/
have no idea/can't think/Please tell
me/You haven't told me/Do you
know who/which/what/how/when/
where (I should)/to + verb. 162
- 41 I (don't) want/expect/advise/will
won't allow you to + verb. 166
- 42 I told/asked/begged you (not) to
+ verb.
Tell/Persuade/Remind (her) (not) to
+ verb. 170
- 43 He kept looking at his watch.
(He) was/got (upset/sleepy/fatter/
scared/tiring). 174
- 44 What awful weather we're having!
(It) was/got (broken). 178
- I've no idea how (it) was/got (broken).
It got (spilt) somehow.
Be careful, or you'll be/get (bitten).
- 45 (It) is/was/has been/will be must
be/may be/can be (recorded
solved/serviced). 182
- 46 Who's it by? 186
Who is it is it being has it
been was it 'll it be (written) by?
It's/It's being/It's been/It was
It'll be (written) by (a well-known
author).
Nor ('ve) I.
- 47 Where can (the job) should (the
job) does (the job) have to be (done)?
It can has to be should ought to be
(done) (at home).
I (don't) think so. 190
- 48 Was (it) has (it) been (put out)?
(It) will must/can't may might
should/ought to have been (put out). 194
- 49 I think the (ship) should be should
have been (bombed).
If it's (bombed), it will can may be
(sunk).
If it were (bombed), it would/could
might be (sunk).
If it had been (bombed), it would
could/might have been (sunk). 198
- 50 Let/Make (them) get (them) to ... 202
They were (made, obliged) to ...
- 51 I'd prefer to I'd rather sooner (go to
the theatre). 206
I'd prefer not to I'd rather sooner
not (go to the cinema).
You'd better better not (go to the
cinema).
- 52 I saw/noticed watched heard
listened to (them) (bomb)
(bombing) (the airfield). 210
(They were) seen heard to (bomb the
airfield).
- 53 He happened to be walking. 214
Let's go I'd love to go come (sailing).
It's (fun) to (sail).
(Sailing) is (fun) ... especially ...
It's (fun sailing).
- 54 I love/hate/like/dislike (skiing) to
(ski). 218
He continued has begun has started
prefers (skiing) to (ski).

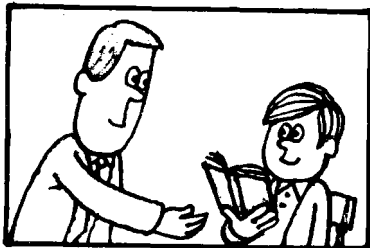
55	I wish they'd stop pushing.	222
	<i>I feel like/would you mind/I don't mind/I always avoid/I can't stand/It's a waste of time/It's no use/I'm busy/Fancy/Imagine/Stop/Haven't you finished/I can't help/Don't you enjoy/I don't deny/It's not worth (be)ing (interrupted).</i>	
56	Wherever she looked . . .	226
	<i>How different (it is)! Would you mind/I don't mind/I can't stand/It's no use/Fancy/I can't imagine/I always picture/Excuse/I enjoy/I remember/You can't stop/You can't prevent/I heard/I saw/I don't like/I hate (him publishing his opinions).</i>	
57	Thank you for (send)ing (me a gift).	230
	<i>Please (sit down) without (mak)ing (a noise). Before (go)ing (into the room . . .) He (performed the piece) after (practis)ing it. On (open)ing (the door . . .) (Turn)ing (the key . . .) While (read)ing (I . . .) I (broke) it by (dropp)ing it.</i>	
58	(I suspected He told me I must apologize I prefer sailing I must congratulate you I don't believe) of/about for to on in (skri)ng.	234
59	(She's good I'm tired I'm sorry) at/of/for/about (hitt)ing (the target).	238
60	Revision verb adj. · prep. · gerund.	242
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Revision Lesson 1 New Maths

Sandy: We've stárted Név Máths this yéar. 1
Our téacher set us some hómework,
but I can't understánd this problém.

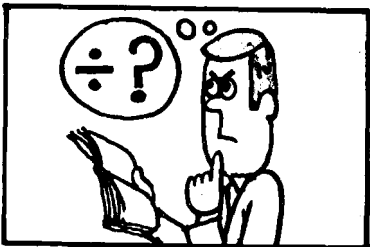


Father: Let mé see it, Sándy. 2
Thát looks éasy enóugh to dó.
It's só éasy
éven a *child* can dó it.



Sandy: Well, yóu try it, dád.

Father: All you háve to dó is this: 3
divide this númer into this one . . .
Nó, thát's nó't right.



Mother: Let mé have a lóok at it. 4
If you múltiplies this númer by this one . . .
Nó, I gíve úp.
It's tóo díffícult for mé to dó, Sándy.



Sue: Let mé look at it, Sándy. 5
It's éasy!
You dó it líke this.



Father: I dón't understánd this Név Máths! 6
It's só éasy
ónly a child can dó it!



Content and Basic Aims

PATTERNS AND STRUCTURAL WORDS	VOCABULARY			
(It's) so (easy even a child can do it). It was they were (easy) enough (for him) to (answer). It was they were too (difficult) (for him) to (answer). That's why (he) was wasn't able to (answer) them it. Because it was they were (easy) enough too difficult.	Nouns	Verbs	Adv.	Expression
	New Maths problem	divide multiply	even	set (someone) a (problem)

● General Remarks

The pupils will require the following books: *Pupils' Book 4, Workbook 4a, Operation Mastermind* (Longman Structural Readers, Stage 3). In addition, they will read Longman Structural Readers Stage 3 and other recommended titles throughout the year as part of the Class Library Scheme (see Introduction, page xi).

Could/couldn't and *was/wasn't able to* are revised in patterns involving the use of *too*, *very* and *enough* in connection with adjectives describing objects. Compare Book 3, TU 14. The pupils should be asked to detach the mask at the end of their books and the lesson should be conducted in the usual way.

● 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

- (a) Yes/No Tag Answers: has/did/can/does/is.

TEACHER: Has Sandy started French this year?

PUPIL: No, he hasn't.

TEACHER: Has Sandy started New Maths this year?

PUPIL: Yes, he has. etc.

- (b) Tag Rejoinders.

TEACHER: Sandy has started New Maths this year.

PUPIL: He has, hasn't he?

TEACHER: He hasn't started French.

PUPIL: He hasn't, has he? etc.

- (c) Questions with Who and What.

TEACHER: Who has started New Maths this year?

PUPIL: Sandy has. etc.

- (d) Double Questions.

TEACHER: Has Sandy started French or New Maths?

PUPIL: He hasn't started French. He's started New Maths. etc.

- (e) General Questions: What and How.

TEACHER: What has Sandy started this year?

PUPIL: New Maths. etc.

- (f) Asking questions in pairs: What, etc.

TEACHER: Ask me if Sandy has started New Maths this year.

PUPIL: Has Sandy started New Maths this year?

TEACHER: What . . .

PUPIL: What has Sandy started this year? etc.

● Acting the Scene

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

● Unprepared Reading

Operation Mastermind, page 1.

New Words: *gentlemen, compère, master, magic, in half, stage* (theatre), *audience, clapped, inside, saw* (tool), *part* (noun).

● Activity

Revise: There's a hole in my bucket. (Book 3, Lessons 21-29).

● Writing

Workbook 4a, Revision Lesson 1.

Guided Composition. The correct answer reads:

Sandy has started New Maths this year. He couldn't do one of the problems which his teacher set him for homework. Father said.

'It's so easy even a child can do it' but he couldn't find the answer and neither could mother. Sue didn't find it difficult. After she had done it, father said, 'It's so easy only a child can do it!'

63 Words

Revision Lesson 2

- **Spelling Drill:** Books shut.

said/shed; Sue/shoe; seat/sheet; safe/shave; sign/shine.

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 y [j] and j [dʒ]

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.

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

Chorus and Group Repetition

TEACHER: *Number 1.*

He could answer the questions. *All together!* They were easy enough for him to answer. *All together!*

Number 2.

He couldn't answer the questions. *All together!* They were too difficult for him to answer. *All together!* etc.

- **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.

- (a) To elicit affirmative and negative statements involving the use of *adjective + enough* and *too + adjective*. (Omit 'for him' etc. throughout.)

TEACHER: *Number 1.*

Could he answer the questions?

PUPIL: Yes, he could answer the questions. They were easy enough to answer.

TEACHER: *Number 2.*

Could he answer the questions?

PUPIL: No, he couldn't answer the questions. They were too difficult to answer. etc.

- (b) To elicit affirmative and negative statements involving the use of *adjective + enough* and *too + adjective*. ('For him' etc. should now be included.)

TEACHER: *Number 1.*

Could he answer the questions?

PUPIL: Yes, he could answer the questions. They were easy enough for him to answer.

TEACHER: *Number 2.*

Could he answer the questions?

PUPIL: No, he couldn't answer the questions. They were too difficult for him to answer. etc.

- (c) To elicit: That's why (he) was/wasn't able to (answer) them/it.

TEACHER: *Number 1.*

The questions were very easy.

PUPIL: That's why he was able to answer them.

TEACHER: The questions were too difficult.

PUPIL: That's why he wasn't able to answer them. etc.

- (d) To elicit: Because it/they was/were (easy) enough/too difficult.

TEACHER: *Number 1.*

Why could he answer the questions?

PUPIL: Because they were easy enough.

TEACHER: *Number 2.*

Why couldn't he answer the questions?

PUPIL: Because they were too difficult. etc.

- (e) To elicit: Because it/they was/were very easy/too difficult.

Conduct the drill in the way shown in (d) above.

- **Unprepared Reading**

Operation Mastermind, page 2.

New Word: *handkerchief*.

- **Activity**

A Game: Easy and Difficult.

The teacher writes a number of actions (possible and impossible) on small pieces of paper and puts them into a hat or bag.

Possible actions: ride my bicycle; pump up the tyres; jump off the table; write my name in English; light a fire; draw a picture; shut the window; climb a tree; carry my bag.

Impossible: read (Russian); carry ten desks; drive a car; sing in (Russian); ride (a horse); drink ten bottles of milk; swim ten miles; run to London; blow out a big fire. One pupil at a time draws a piece of paper out of the hat and declares what he was or wasn't able to do.

PUPIL: (*consulting piece of paper*): I was able to ride my bicycle. It was very easy.
Or: I wasn't able to read (Russian). It was too difficult.

- **Writing**

Workbook 4a, Revision Lesson 2.

Revision Lesson 2 (He) could answer (the questions).
 (They were) easy enough for (him) to answer.
 (He) couldn't answer (the questions).
 (They were) too difficult for (him) to answer.

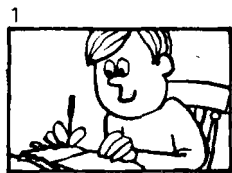
you jar

young jam

year jug

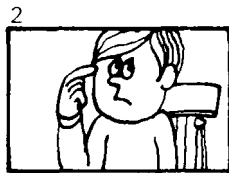
yet Japan

Could



answer the questions
easy

Couldn't



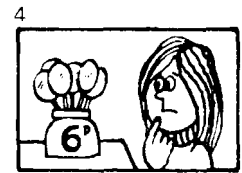
difficult

Could

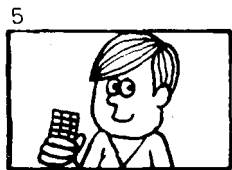


buy the lollipops
cheap

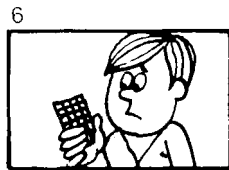
Couldn't



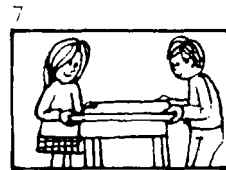
expensive



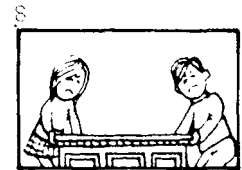
eat the bar of chocolate
sweet



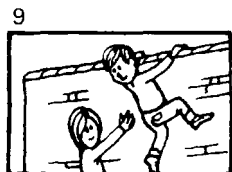
bitter



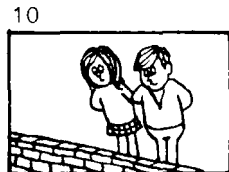
lift the desk
light



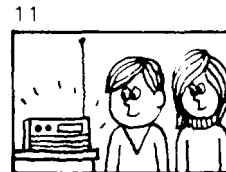
heavy



climb the wall
high



low



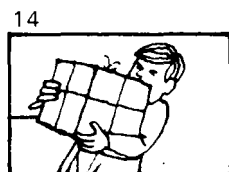
hear the commentary
loud



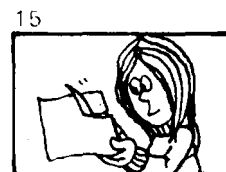
low



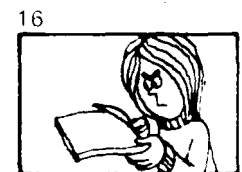
carry the packet
small



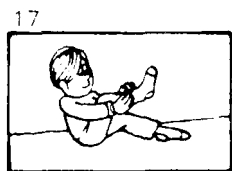
large



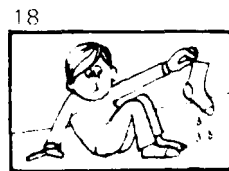
cut the piece of paper
thin



thick



wear the socks
dry



wet

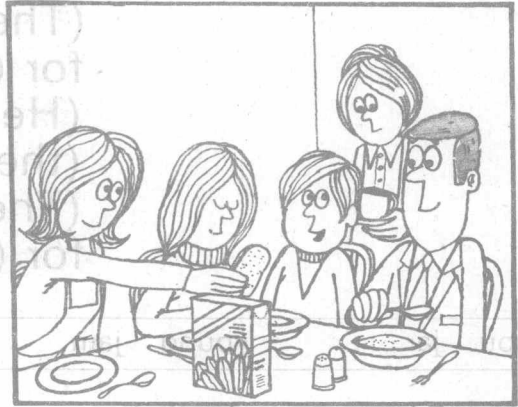
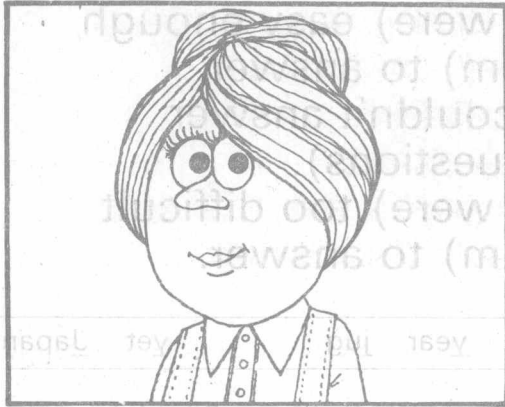


drink the milk
cool



hot

Revision Lesson 3 Gretel



Gretel comes from Austria. She is eighteen years old. She is going to stay with the Clark family for a year. Gretel has come to England because she wants to improve her English. She works as an *au pair* girl. She helps Mrs Clark 5 in the house and attends English classes regularly in her spare time.

Gretel hasn't been in England long and everything is strange to her. She often compares life in London with life in Vienna. Some things are nicer in London; other things 10 are not so nice. For instance, the shops are bigger in London than in Vienna and there is greater variety. But it's more expensive to enjoy yourself in London. It's expensive to have a meal at a restaurant or to go to a theatre.

Gretel has got used to many things already, but she 15 can't get used to breakfast in England. "You English eat so much in the morning," she often says. "Fruit juice, porridge, bacon and egg, tea, toast and marmalade! How can you face all that food so early in the day?"



The shops are bigger in London

Content and Basic Aims

PATTERNS AND STRUCTURAL WORDS	VOCABULARY				
	Nouns	Adj.	Verbs	Adv.	Expression
(Simon)'s (taller) (hotter) (larger) (tidier) than (you are). (He)'s/(It)'s the (tallest) (hottest) (largest) (tidiest) in (our class) (of them all)/(I have ever seen).	au pair girl Austria bacon juice	porridge theatre variety Vienna	spare	attend face get used to improve	regularly spare time

● General Remarks

Pieces introducing Gretel and dealing mainly with life in Britain are commenced here and will appear at regular intervals (one in every three TU's). The modified Aural/Oral Procedure first introduced in Book 3, TU 13 will be employed. This marks a further stage in the important transition to audio-lingual techniques. Note, too, that Mixed Questions will replace Graded Comprehension Questions after these pieces.

Patterns involving the regular comparison of adjectives are revised here. Both *-er/-est* and *-ier/-iest* endings will be practised with familiar adjectives. Cp. Book 3, TU 17.

● Aural/Oral Procedure

(a) Listening (Books shut)

(b) Intensive Reading (Books open)

The passage should be played or read to the class in small units. During each pause, explain unfamiliar words. Rather than give direct explanations, try to elicit as much information as possible from the pupils.

(c) Listening (Books shut)

(d) Reading Aloud: Individual (Books open)

● Mixed Questions

Ask the following questions:

- 1 What's the girl's name?
- 2 Where does she come from?
- 3 She's Austrian, isn't she?
- 4 She isn't German, is she?
- 5 How old is she?
- 6 How long is she going to stay in England?
- 7 Why has she come to England?
- 8 Does she want to improve her English?
- 9 Who helps Mrs Clark in the house?
- 10 When does Gretel attend English classes?
- 11 Do you attend English classes?
- 12 Gretel hasn't been in England long, has she?
- 13 Have you ever been to England?
- 14 What's the capital of Austria?
- 15 Is that where Gretel lives?
- 16 What are the shops like in London?
- 17 Isn't there a great variety?
- 18 Can you enjoy yourself in London?
- 19 What's expensive?
- 20 Theatres are expensive, aren't they? etc.

● Questions in Pairs

TEACHER: Ask me if Gretel comes from Austria.

PUPIL: Does Gretel come from Austria?

TEACHER: Where . . .

PUPIL: Where does Gretel come from? etc.

● Oral Composition

Write the following notes on the blackboard:

Gretel—Austria—18.

Stay 1 year—improve English—*au pair*.

Helps, house—attends classes.

Not long in England—strange.

Compares London, Vienna, not so nice/nicer.

E.g. shops—but meals/theatres expensive.

Used to many things, not breakfast.

So much in morning—face it?

Now ask one or two pupils to reconstruct the passage by referring to the notes.

● Unprepared Reading

Operation Mastermind, page 3.

New Word: *memory*.

● Activity

Revise: Sing this grave and simple strain.
(Book 3, Lesson 33.)

Sweetly sings the donkey. (Book 3, Lesson 117.)

● Writing

Workbook 4a, Revision Lesson 3.

Guided Composition. The correct answer reads: Gretel is a young Austrian girl *who* is staying with the Clark family. She works as an *au pair* girl, *but* she goes to English classes in her spare time as well. She finds everything strange *because* she hasn't been in England long. She has already got used to many things, *but* she can't eat a lot in the morning. She thinks the English eat too much for breakfast.

69 Words