

L. G. Alexander

Look,
Listen *and*
Learn!

AN INTEGRATED
ENGLISH COURSE
FOR CHILDREN

Teacher's Book 2

87
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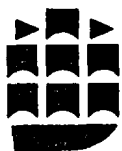
TEACHER'S BOOK TWO

Look, Listen and Learn!

An Integrated English
Course for Children

L. G. Alexander

Illustrated by Bailey Pettengell Design Ltd



Longman

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About this Course

Basic Aims and Methods

The aims and methods in Set Two of *Look, Listen and Learn!* are precisely the same as those outlined in the detailed introduction to *Teacher's Book 1*. Teachers who feel they need to be reminded of the way this material should be used are strongly advised to consult this introduction.

The brief introduction to this volume is intended to acquaint the teacher with certain new features which have been introduced in Set Two.

Material for the Second Year's Work

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

PUPILS' BOOK TWO

TEACHER'S BOOK TWO

WORKBOOK 2a

WORKBOOK 2b

LONGMANS' STRUCTURAL READERS,
Stage 1: Mr Punch

LINK READER 2: Professor Boffin's Robot

LISTENING TAPE TWO (Optional)

SING ALONG! (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 Two 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.

New Features Introduced in Set Two

As in Set One, the basic aim behind the instruction is to enable the pupils to use a relatively small number of high-frequency patterns fluently, rather than to build up a large vocabulary. Patterns and vocabulary introduced in Book 1 are assumed to be known. However, it will be noted that Book 2 is designed to 'overlap' Book 1. The first sixteen Lessons (approximately one month's work) are devoted *entirely* to revision exercises. From then on, patterns and lexical items learnt in Book 1 are constantly re-introduced so that revision is a continuous process.

The Readers

Two kinds of Readers are referred to under the heading *Material for the Second Year's Work*: Longman's Structural Readers, Stage 1 (*Mr Punch*); and Link Reader 2 (*Professor Boffin's Robot*). The title *Mr Punch* has been taken from Longmans' Structural Readers Library and will be read parallel to Lessons 1-38. This Reader makes use of patterns which have already been learnt in Pupils' Book 1. It will serve as an introduction to the Class Library Scheme. (See next page.) The Link Reader, on the other hand, makes use of new patterns which are introduced in Pupils' Book 2. It will be read parallel to Lessons 39-120. The Link Reader is intended to reinforce the new patterns and prepare the pupils for more advanced reading in Set Three.

Integration Table

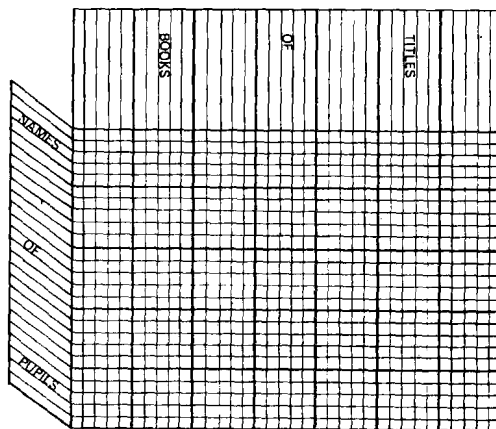
Teaching Unit	Understanding	Speaking	Reading	Writing
1	Pupils' Book Two and Teacher's Book Two Audio-visual-lingual presentation: Dialogues/Drills/Songs/Games. Lessons 1-16: Revision.		Prepared Reading (Dialogues). Unprepared Reading (MR PUNCH). Phonic Reading Drills.	Workbook 2a.
3	Graded comprehension exercises are introduced. The pupils will practise answering and asking questions based on texts. The teacher will read stories to the class at regular intervals. These make use of familiar patterns and lexical items.			
13				Dictation exercises based on written work will be given at regular intervals.
20			Link Reader 2: PROFESSOR BOFFIN'S ROBOT. The Class Library Scheme: LSR 1.	
30				Attainment Tests.
31				Workbook 2b.
36		Spelling.		Spelling.
60				Attainment Tests.



The Class Library Scheme

It is extremely important for the pupils to acquire the habit of reading English books for pleasure. Obviously, if titles which are beyond the pupils' ability are recommended for private reading, we shall defeat our objectives. For this reason, the only titles to be recommended must be *well within* the pupils' ability and must make use of patterns which are completely familiar; they must also contain only a relatively small number of unfamiliar lexical items. The Class Library Scheme will therefore be based largely on Longmans' Structural Readers Series which completely fulfils these requirements. The titles in this series have been written by many authors and are based on carefully devised structural tables. The patterns taught in *Look, Listen and Learn!* are derived from the structural tables prepared for the Structural Readers Series so that the pupil will have a ready-made library at his disposal when the time comes for him to read for pleasure. (Teachers who wish to know more about these structural tables are advised to consult *A Handbook to Longmans' Structural Readers.*)

The Class Library Scheme should be introduced in Lesson 39 of Set Two, by which time the pupils will be completely ready to read structurally controlled books for pleasure without any assistance from the teacher. Each child may be asked to buy one title from Stage 1. The pupils may then

exchange their books after they read them. Unfortunately, there are not sufficient titles available yet for an average-sized class. However, the library will slowly go on expanding. At the beginning of Set Three, the pupils will be ready to move on to Longmans' Structural Readers, Stage 2. A record of the pupils' reading may be kept by means of a diagram which can be displayed in the classroom:



A diagonal line may be used to indicate that a book has been exchanged: . A cross may be used to indicate that a book has been read: . In this way, the teacher can tell at a glance what individual pupils have read privately at any given time.

Dictation

Dictations are introduced in Lesson 26 and will be given at regular intervals. The dictation passages are based on patterns which the pupils have practised in their written exercises. The pupils should have a special exercise-book for dictation.

Spelling

Oral and Written Spelling Practice is introduced in Lesson 72. The spelling exercises are based on words which were previously introduced in the Phonic Reading Drills. A portion of the exercise-book kept for dictation may be used for spelling.

Workbooks 2a and 2b

Parallel written work is provided for each Lesson. It may be done either in the classroom or at home.

Tests

Attainment tests are included at the end of each Workbook. It should be noted that Alternative or Supplementary Tests are also included in this Handbook.

Listening Tape 2

As before, the use of the tape is optional. Teachers who have a tape-recorder may wish to use the tape to present the dialogues in class.

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TEACHING UNITS

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

1 both of you	Page 2		
Off you go (to school).			
What a (rush).			
<i>(Hold/don't hold (my bicycle).)</i>			
<i>(Hold/don't hold (it).)</i>			
<i>I'm (not) (holding it).</i>			
2 <i>(Tell) me (that story).</i>	6		
<i>(Tell that story) to me.</i>			
<i>(Tell) me it/them to me.</i>			
<i>I'm going to (tell that story) to you.</i>			
3 <i>(Put on your shirt).</i>	10		
<i>(Put your shirt on).</i>			
<i>(Put) it/them (on).</i>			
<i>I can (put on my shirt).</i>			
<i>I can (put my shirt on).</i>			
<i>I can (put) it/them (on).</i>			
4 No, he/she/it isn't. They aren't.	14		
Yes, he/she/it is. They are.			
<i>He's/she's/it's (flying over the lake).</i>			
No, there isn't.			
Yes, there is.			
<i>There's (an aeroplane flying over the lake).</i>			
<i>I can see (an aeroplane flying over the lake).</i>			
5 No, (I) don't/(he) doesn't.	18		
Yes, (I) do/(he) does.			
<i>(I) come/(he) comes from (England).</i>			
<i>(I) live/(he) lives in (London).</i>			
<i>(I) speak/(he) speaks (English).</i>			
<i>What nationality (are you)?</i>			
<i>Where (do you) come from/live?</i>			
<i>What language (do you) speak?</i>			
6 <i>(They) usually (get up early) every day/in the morning/at midday/in the afternoon/in the evening/at night.</i>	22		
<i>When (do they) usually (get up)?</i>			
7 <i>(Sue) usually (helps mother) every day/in the morning/in the afternoon/in the evening, but today/this morning/this afternoon/this evening/tonight (she is writing a letter).</i>	26		
8 <i>(I'm going to weigh) myself.</i>	30		
<i>(I am) going to (see him) in (January) / on (Monday) / tomorrow / tomorrow morning / tomorrow afternoon / tomorrow evening / tomorrow night.</i>			
9 No, I/we/they have not/haven't.	34		
Yes, I/we/they have.			
<i>(I) haven't any (honey), but (I) have some (jam).</i>			
<i>(I) have some/one.</i>			
<i>Have you any (oranges)/a(n) (orange)?</i>			
10 No, he/she/it hasn't.	38		
Yes, he/she/it has.			
<i>(She) hasn't (much ink).</i>			
<i>(She) has a lot of (chalk).</i>			
<i>(She) hasn't much/many . . . , but (she) has lots of . . .</i>			
<i>(She) has only a few/a little . . . , but (she) has lots of . . .</i>			
<i>(How much/many) has (she)?</i>			
11 <i>(I) need/(he) needs some/(a piece of paper).</i>	42		
<i>(He) need(s) (three pieces of paper).</i>			
<i>(He) doesn't need much (paper).</i>			
<i>(He) only need(s) (three pieces) altogether.</i>			
<i>How much/many . . . do you need?</i>			
12 I'm going shopping.	46		
It's <i>(January the first).</i>			
<i>I'm going to see him on (January the first).</i>			
<i>It doesn't feel/look (hot) (this morning).</i>			
<i>It feels/looks (cold).</i>			
<i>How does it feel/look (outside)?</i>			
13 <i>(I can't hear) my own (voice).</i>	50		
<i>It doesn't (taste sweet). It (tastes sour).</i>			
<i>It (looks strong). It's made of (metal).</i>			
<i>How does it (taste)?</i>			
<i>What does it (taste) like?</i>			
14 <i>It's the (first) of (January).</i>	54		
<i>I'm going to see him on the (first) of (January).</i>			

- It doesn't (taste) like (jam).*
It (tastes) like (honey).
It has a nice (taste).
I like the (taste) of (honey).
- 15 *What's he/she like?* 58
(She) looks (pretty).
(She) has (new sunglasses/a newspaper under her arm/blue eyes).
Who has . . . ? (Mother has).
Who? The one with (the new sunglasses)?
- 16 *I'm going to see him on (Monday) at (9.0 o'clock).* 62
What's the matter with him?
(He) feels/looks (ill).
(He) has a cold/flu.
How does (he) feel?
What has (he)?
Isn't he (lucky)?
- 17 *I must (see him) on (Monday) at (1.0) o'clock.* 66
No, (she) mustn't.
Yes, (she) must.
Who must . . . ? (Mother) must.
Why? Because (she) feels . . . /must . . .
That's why (she) feels/must . . .
So (she) must . . .
Why has/does/must (she) . . . ?
- 18 *(It says 'No Parking') so (she) mustn't (park here).* 70
Why not? Because (it says 'No Parking').
That's why (she) mustn't (park here).
- 19 *May I (have some gravy please)?* 74
Pour it over yourself.
Have (a sandwich)/some (bread).
Don't have (a sandwich)/any (bread).
I'm have/I'm going to have/I want to have/I always have/I must have (a sandwich/some (bread)).
What do you always have (for lunch)?
- 20 *Who's next?* 78
Let's have (breakfast/a holiday).
He/she/they must have (breakfast/a holiday).
He/she/they can have (breakfast/a holiday).
He/she wants to/they want to have (breakfast/a holiday).
He's/she's/they're going to have (breakfast/a holiday).
He's/she's/they're having (breakfast/a holiday).
When (do they) always have (breakfast)?
- 21 *He's/she's/they're having a (drink of milk).* 82
He/she/they must have a (drink of milk).
He/she/they can have a (drink of milk).
He/she wants to/they want to have a (drink of milk).
He's/she's/they're going to have a (drink of milk).
(Do they) always have a (drink of milk)?
- 22 *No, I/he/she/it wasn't.* 86
Yes, I/he/she/it was.
I/he/she/it was/wasn't in (bed/the bathroom) (yesterday/yesterday morning/last night etc.)
Who was . . . ? (Sandy) was.
(Where/When) was he/she/it . . . ?
- 23 *No, you/we/they weren't.* 90
Yes, you/we/they were.
We/they were/weren't (both) at (home/the funfair/the dentist's) (yesterday/yesterday morning/last night etc.)
Who was . . . ? (The children) were.
(Where/When) were (they) . . . ?
- 24 *I/he/she/it was/wasn't/they were/weren't in (bed)/in the (country)/at (home)/at the (grocer's) (a minute ago/a few minutes ago etc.)* 94
- 25 *It was (1961).* 98
I was there in (1961).
He/she was/wasn't/they were/weren't in (Washington/America) (last week/last year etc.)/in (1961).
How long ago was/were . . . ?
How many years ago was/were . . . ?
- 26 *It was (7.50)/Sunday/(January 1st)/(10th March)/(May)/(1967).* 102
(He was) in (bed)/at (church) at (7.50) on (Monday) in (January).
What time/day/date/month/year was it?
- 27 *No, there wasn't/weren't.* 106
Yes, there was/were.
There weren't any (cakes in the tin).
There were some (in the cupboard).
There wasn't a (dog in the field).
There was one (in the garden).
There (were some . . . yesterday), but there (aren't any . . . today).
How much/many was/were there . . . ?

- 28 I'm afraid that (I haven't any matches). 110
No, he hadn't. Yes, he had.
No, he didn't. Yes, he did.
Go to the (grocer's) and get some (cheese).
(He) had (some cheese), but (he) hadn't/didn't have (any eggs).
What did he have?
- 29 Then father . . . (narration). 114
 (It was) the (best).
 (He) had (a sandwich), but (he) didn't have (a cake).
 Who had . . . ? (Sandy) did/didn't.
 (He) had (a sandwich) because (he) didn't want (a cake).
 (He) wanted (a sandwich), but (he) didn't want (a cake).
 What did he have/want?
- 30 No, I didn't. Yes, I did. 118
 Who (counted . . . ?) I did.
 I/you didn't (count that money/try on (my) new pyjamas) (yesterday).
 I/you (counted that money/tried on (my) new pyjamas) (the day before yesterday).
 When/What did you (count) ?
- Mid-Year Tests** 121
- 31 What (lovely flowers)! 126
 Who (answered . . . ?) He/she/it did.
 He/she/it (didn't answer the telephone this evening). He/she/it (answered the telephone this morning).
 When/What did he/she/it (answer) ?
- 32 No, we/they didn't. 130
 Yes, we/they did.
 We/they didn't (look at those photographs yesterday). We/they both (looked at those photographs a minute ago).
 (Sandy and Sue) both (looked at those photographs a minute ago).
 How long ago/What did they (look at . . .) ?
- 33 (Sue) didn't (help mother) (last (Friday)). 134
 (She) (helped mother) (last (Sunday)).
- 34 (He) didn't (post)/(he) posted) (the letter) at (6.30) on (Thursday) on (September 4th/10th October) in (December) in (1968). 138
- 35 (I) went to/arrived at/stayed in/came (home) from (school) | (the country)/(France) at (8.30) in (Spring/July/1968) on (Monday/August 4th). 142
 When/Where did you go to/arrive (at)/stay (in)/come (from) ?
- 36 It hurt a lot. 146
 I/you (didn't cut/cut (my) finger yesterday)/(didn't sleep/slept very well last night). How/When/Why did you (cut/sleep) . . . ?
- 37 (He) told (me) about (it). 150
 It's (only) me.
 He/she/it (didn't bring/brought them some milk) during the (morning/meal/summer etc.)
 (She's bringing them some milk now. She brought them some milk during the meal) as well.
- 38 We/they (drank/didn't drink) our/their (milk) at (breakfast time/lunch time/play time) before/after (breakfast). 154
 (They usually drink their milk at breakfast time. They drank their milk yesterday) as well.
- 39 (Father is going to write a letter in the morning. He wrote a letter yesterday morning) as well. 158
- 40 (He) (tried) to (get the string). 162
 (We watched it) until (it flew out of sight).
 (The wind blew/didn't blow) very hard | well | far | late | early | fast | much/high.
 How (hard) did (the wind blow) ?
- 41 It was/(looked) (dangerous). 166
 (Father) (drove/didn't drive) (dangerously/happily) (yesterday).
 How did (father drive yesterday) ?
 Negative questions.
- 42 I want (a boy) to (draw a number). 170
 Who's got (number thirteen) ?
 I've got (some nails), but I haven't got (a hammer).
 (I've) got (one).
 What've you got ?
 What's (he) got ?
- 43 (I've) just/already had (a sandwich), but (I) (haven't) had (a cake) yet. 174
 I've already had one/some/it.
 I haven't had one/any/it yet.

- What've you had?*
What's (he) had?
- 44** I'm (glad) to (hear) (it). 178
(I've just been to (church)/the (village)).
(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?
- 45** (He)'s already been to Europe). 182
(He) was/went there (in 1967).
(He) hasn't been to (Europe) yet.
(He)'s never been to (Europe).
(He) hasn't been to (Europe) since (1967).
Has (he) ever been to (Europe)?
Where has (he) been?
- 46** (I haven't) been to (town) since (this morning/for three hours). 186
(I was) there when (I was a boy), but (I haven't) been there since.
How long've (you) been here?
How long's (he) been here?
- 47** Yes, there has. No, there hasn't. 190
There's been (a fire). It lasted for (three days).
There's been (an accident). It took place (quite a while ago).
Has there been (a fire)?
How long did (the fire last)?
How long ago did (the accident) take place?
- 48** I've/you've just/already (counted/ 194
opened/knocked . . .)
I haven't (counted/opened/knocked . . .) . . . yet.
Have you (counted/opened/knocked . . .)?
Why have you (counted/opened/knocked . . .)?
- 49** (Sandy)'s just/already (cut his 198
finger).
(He) (cut) it (a while ago).
(Sue) hasn't (set the table) yet.
Why has (Sue set the table)?
- 50** The (boys)'ve just (broken the win- 202
dow).
(They broke it a few minutes ago).
Why's/Why've (the boys broken the window)?
- 51** Why don't (you/they) blow up some 206
balloons)?
(We've/they've) already done so.
(We/they) (blew up some balloons) (before the party).
- 52** (They've fought in the war) since 210
(1965)/for (many years), and (they're) still (fighting).
(They haven't fought in the war) since (1965).
How long (have they fought . . .)?
How long ago (did they fight . . .)?
- 53** The car won't (= refuses to) start. 214
That'll be lovely.
No, I/we shall not (shan't).
Yes, I/we shall.
(I) shan't (go to school this morning).
(I'll (go to school tomorrow morning))
(I'll be (at school tomorrow morning)).
When'll/Where'll you (go to school)?
- 54** No, he/she/they will not (won't). 218
Yes, he/she/they will.
(He) won't go to (Mrs Clark's) (tomorrow).
(He'll go there (in a short time)).
You won't go . . . You'll go . . .
When'll/Where'll he/she/they go . . .?
- 55** They went fishing. 222
No, it won't. Yes, it will.
(He'll (paint a picture)/It'll (rain) (next Friday/next August/next week etc.))
- 56** (They) will/won't (catch any fish) 226
(on Saturday etc.).
What'll (they) (catch)?
- 57** (Sandy)'ll/The (headmaster)'ll 230
(shut the window) (in a moment)
Who'll . . .? (Sandy) will.
- 58** (She's) learning how (to drive). 234
Yes, there will. No, there won't.
There won't be a . . . There'll be a . . .
It'll last for . . .
Will there be a . . .?
When'll there be a . . .?
How long'll the (fire) last?
- 59** Shall I (remain here)? 238
Will you (remain here) please?
I want/don't want you/him/her/them to (remain here).
Do you want me/him/her/them to (remain here)?

60 *(It) belongs/doesn't belong to (me).* 242
(It) isn't (yours). It's (mine).
Who does it/do they belong to?

Terminal Tests 245–248
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Revision Lesson 1 The holidays are over

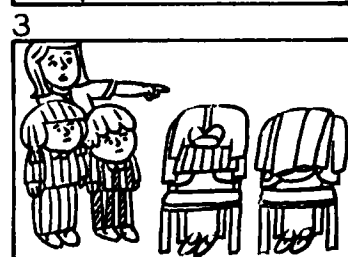
Mother: Húrry up, children!
It's éight o'clock!



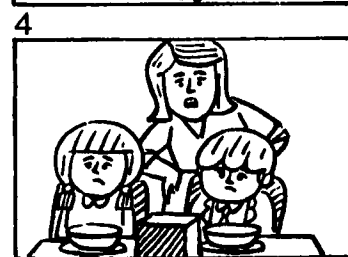
Mother: Wásh your hánds and fáces,
and cléan your téeth!



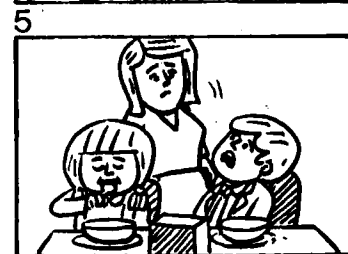
Mother: Now pút on your clóthes
and gó dównstáirs!



Mother: Now éat your bréakfast
bóth of you,
and bé quíck!



Sandy: Óh, múm!
Dó this! Dó that!
Sue: Whát a rúsh!



Mother: I'm sórry, children.
The hólidays are óver.
Óff you go to schoól!



Content and Basic Aims

PATTERNS AND STRUCTURAL WORDS	VOCABULARY	
both of you Off you go (to school). What a (rush). (<i>Hold/don't hold (my bicycle).</i>) (<i>Hold/don't hold (it).</i>) I'm (not) (holding it).	<i>Nouns</i>	<i>Adverbs</i>
	clothes rush	downstairs
		<i>Expression</i>
	<i>Adjective</i>	(The holidays are) over.
quick		

● General Remarks

The children will require the following books: *Pupils' Book 2*, *Workbook 2a* and *Mr Punch* (Longmans' Structural Readers, Stage 1).

Greet the children and explain to them in their mother tongue that they will continue to learn English in the way they did during the previous year. Characters like Sandy and Sue whom they met last year will appear in the dialogues and stories, but there will be some new ones as well, notably Professor Boffin, Mrs Gasbag and Farmer Gimbel. Point out that the first sixteen lessons will be devoted to revision. Then conduct the lessons in the usual way. Notes on the Aural/Oral Procedure are included in the Introduction to Teacher's Book I (page xvi). The pupils should be asked to detach the mask at the end of their books.

The imperative (affirmative and negative forms) and the present continuous (first person singular only) will be revised here in connection with familiar nouns and with object pronouns (*him/her/it/them*) describing people, animals and things. Graded Comprehension Questions will not be introduced until Lesson 5.

● Aural/Oral Procedure

(See Introduction to Teacher's Book 1, page xvi.)

- (a) Listening (Books shut)
- (b) Listening and Understanding (Books open; pictures only)
- (c) Listening (Books shut)
- (d) Listening and Chorus Repetition (Books shut)
- (e) Listening and Group Repetition (Books shut)
- (f) Reading Aloud: Chorus and Individual (Books open)

● Acting the Scene

Invite three pupils at a time to come to the front of the class to act the scene. Prompt the children as often as is necessary while they are acting their parts, though they should feel free to add words and phrases of their own if they wish to.

● Unprepared Reading

LSR Stage 1: *Mr Punch*, page 2, first caption.

New Words: *fair*, *Punch and Judy*, *cries* (= exclams).

Write the new words and names on the blackboard. Explain the words, and, if necessary, point out that *Punch and Judy* is a kind of puppet show which can sometimes be seen at fairs. Simple glove-puppets are always used, not marionettes. Ask one or two pupils to read the first caption without any further preparation. Then ask the class to read the caption in chorus or in groups.

● Activity

Rhyme: Head and shoulders.

Revise this rhyme with the class in the way indicated in Teacher's Book 1, Lesson 57.

● Writing

Workbook 2a, Revision Lesson 1. (Compare Workbook 1, Lesson 76.)

Revision Lesson 2

- **Number Drill:** Books shut.

Individual Repetition

Write the numbers 1–20, figures only, in numerical sequence on the blackboard. Point at the numbers first in numerical sequence, then in non-numerical sequence. Ask individual pupils to say aloud any number you point at.

- **Phonic Practice: Sounds and Spellings:**

Books open.

The letters ee [i:] and ea [i:]

Chorus and Group Repetition

Give the instructions *Open your books! Look at Lesson 2! Read together!* Ask the pupils to read after you the words at the top of the page, first in chorus, then in groups.

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

Chorus and Group Repetition

Ask the pupils to repeat the statements on this page, first in chorus, then in groups, in the following way:

TEACHER: *Look at number 1.*

Hold my bicycle! *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 imperative statements + noun objects.

TEACHER: *Number 1.*

PUPIL: Hold my bicycle, etc.

(b) To elicit imperative statements + pronoun objects.

TEACHER: *Number 1.*

What about my bicycle?

PUPIL: Hold it. etc.

(c) To elicit negative imperative statements + noun objects.

TEACHER: *Number 1.*

PUPIL: Don't hold my bicycle. etc.

(d) To elicit negative imperative statements + pronoun objects.

TEACHER: *Number 1.*

Do you want me to hold your bicycle?

PUPIL: No, don't hold it. etc.

(e) To elicit: I'm (holding it). The pupils need not refer to their books.

TEACHER: Hold my bicycle.

PUPIL: I'm holding it. etc.

(f) To elicit: I'm not (holding it). The pupils need not refer to their books.

TEACHER: Don't hold my bicycle.

PUPIL: I'm not holding it.

- **Unprepared Reading**

Mr Punch, page 2, second caption.

New Words: *show* (= performance), *ticket*.

Write the new words on the blackboard and explain them. Ask one or two pupils to read this caption without any further preparation. Then ask the class to read in chorus or in groups.

- **Activity**

Counting-out Game.

The teacher gives commands which the pupils must obey immediately. Any pupils failing to obey the commands correctly or quickly enough are eliminated. The following commands may be given:

1. Touch: the desk, your head, your face, your eyes, your ears, your nose, your shoulders, your toes. Stop!
2. Wash: your face, your hands, your ears, your mouth. Stop!
3. Hold: your pencil, your pen, your book, your pen, your pencil-box, your school-bag.
4. Open your books; shut your books; stand up; sit down; kick; pull; count.

TEACHER: Touch your desks! (*Any pupils slow to respond are eliminated.*)

You, and you are out!

TEACHER: Touch your head! . . . You and you are out!

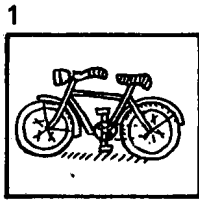
TEACHER: Touch your head! (*Any pupil removing his hand from his head is eliminated.*) etc.

- **Writing**

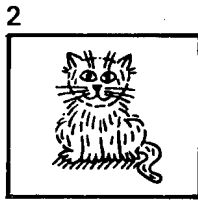
Workbook 2a, Revision Lesson 2. (Compare Workbook 1, Lesson 81.)

Revision Lesson 2 Do this! Do that!

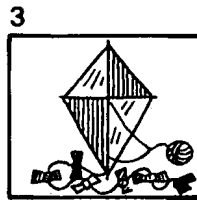
sweet tea meet please tree easy see clean



bicycle



cat

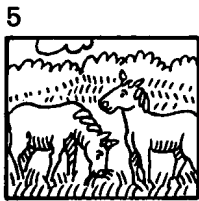


kite

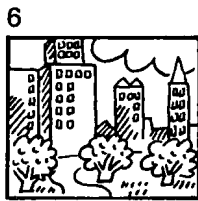


dog

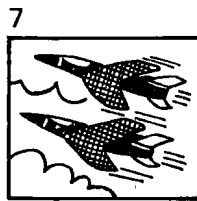
Hold my



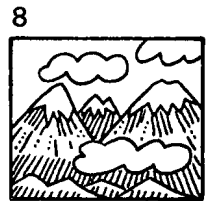
horses



buildings

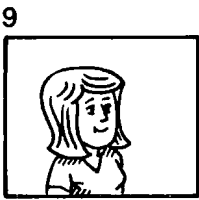


aeroplanes

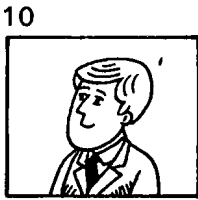


mountains

Look at those



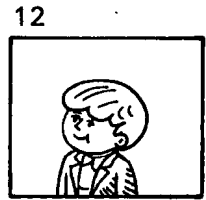
mother



father

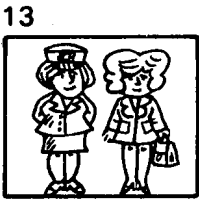


sister



brother

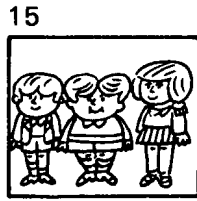
Help your



women



men

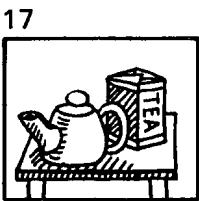


children

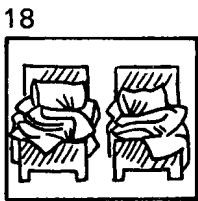


animals

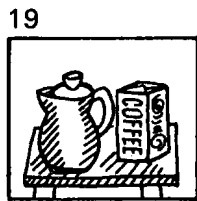
Draw those



tea



beds



coffee

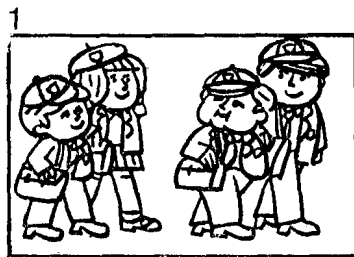


sandwiches

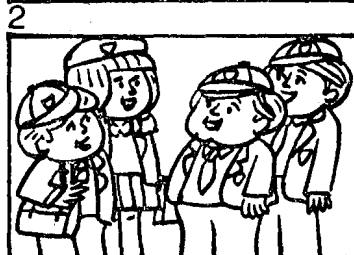
Make the

Revision Lesson 3 Photographs of our holiday

Narrator: Sándy and Súa
are góing to schóol.
Ón the wáy
they meet Billy and Tóim.



Sandy and Sue: Húllo, Bílly! Húllo, Tóim!
Billy and Tom: Húllo, Sándy! Húllo, Súa!



Sandy: Lóok at thése phótographs
of our hóliday, Bílly.
Billy: Shów them to me pléase, Sándy.



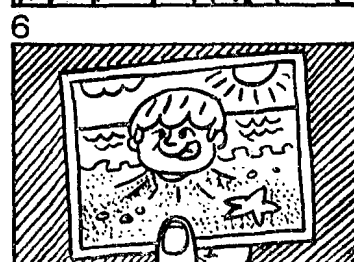
Sandy: Gíve them to Bílly pléase, Súa.
Sue: Hére you are, Bílly.



Tom: Páss them to mé, tóo, Bílly.



Tom: Lóok at this
fúnny phótograph of Sándy
at the séaside!



Content and Basic Aims

PATTERNS AND STRUCTURAL WORDS	VOCABULARY	
(Tell) me (that story). (Tell that story) to me. (Tell) me it/them. (Tell) it/them to me. I'm going to (tell you that story). I'm going to (tell that story) to you.	<i>Nouns</i>	<i>Verbs</i>
	parcel photograph poem story way	tell send
		<i>Expression</i> on the way

● General Remarks

The imperative and the *going to* future (first person singular only) will be revised here with verbs involving the use of direct and indirect objects. Compare Book 1, Teaching Unit 30.

● Aural/Oral Procedure

- (a) Listening (Books shut)
- (b) Listening and Understanding (Books open; pictures only)
- (c) Listening (Books shut)
- (d) Listening and Chorus Repetition (Books shut)
- (e) Listening and Group Repetition (Books shut)
- (f) Reading Aloud: Chorus and Individual (Books open)

● Acting the Scene

Invite four pupils at a time to come to the front of the class to act the scene. Note the positions of Sandy, Sue, Billy and Tom in the illustrations. These are essential for practising the contextualised patterns. The Narrator's part (frame 1) may be omitted. Prompt the children as often as is necessary while they are acting their parts, though they should feel free to add words and phrases of their own if they wish to.

● Unprepared Reading

Mr Punch, page 3, first caption.

Ask one or two pupils to read the caption without any preparation. Then ask the class to read in chorus or in groups.

● Activity

Song: One man went to mow.

Revise this song with the class in the way indicated in Teacher's Book 1, Lesson 5. The ten 'men' may be selected by means of the counting-out rhyme 'One potato, two potatoes ...'

● Writing

Workbook 2a, Revision Lesson 3. (Compare Workbook 1, Lesson 77.)