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EBOOK



新概念英语1 (教师用书)

EduStar

中教育星软件股份有限公司

## How to use this course

### The teacher's notes

The notes which accompany each teaching unit should be treated as suggestions. The teacher may depart from the scheme that is laid down if he wishes to, or he may omit any exercise which does not seem to suit his purpose. However, the intention behind the notes is to enable the teacher to drill the patterns that are introduced. The exercises within each lesson are, where possible, graded in order of increasing difficulty. This means that if there is insufficient time, the final exercises may be omitted without seriously hampering the students' progress. Each teaching unit provides enough material for two hours' work. If the teacher can only devote forty-five minutes to each part of the unit, he may edit the drills to suit the time at his disposal.

All instructions and comments like Listen, Sit down, Say it again, All together, etc. which any teacher might use while conducting a lesson should be given in English. In the early stages, the meaning of these expressions may be conveyed through gesture and mime. Such patterns must be regarded as extraneous to the course, unless they are formally introduced. For the purpose of this course, it is not assumed that a student is familiar with a pattern until he is actually made to use it. That is why many of the instructions commonly used in the classroom are not given in the pattern and vocabulary lists which precede each lesson in the Teacher's Book.

All the information in the notes is given under headings and each item will now be considered.

### Content and basic aims— general remarks

The information given under these two headings summarizes briefly what will be taught in terms of patterns and content words. This summary is purely for the teacher's information.

### Listening comprehension

Detailed instructions are given at the beginning of the course, which are gradually reduced as teachers get used to the procedure. There are nine recommended steps for presenting each text which will train students to understand spoken English. The steps are as follows:

- 1 Introduce the story
- 2 Understand the situation
- 3 Listening objective
- 4 Play the tape or read the text
- 5 Answer the question
- 7 Play the tape or read the text again
- 8 Repetition
- 9 Reading aloud

Every one of these steps must be very brief. Let's see how this works in practice:

## 1 Introduce the story

The teacher introduces the text with a few words, so the student clearly understands what's going on and is not obliged to guess. At the very beginning, some Chinese may be used, but the teacher should use English as early as possible. For example:

Today we'll listen to a story about a handbag.

## 2 Understanding the situation

The students are asked to look at the pictures to see if they can understand what is going on in the text. At the very beginning, a few prompts can be given in Chinese, but the teacher should use English as early as possible. For example:

Look at the pictures and tell me what is happening here. (You may add one or two questions as prompts.)

## 3 Listening objective

The teacher sets the students 'a listening objective', by setting them a question they will try to find the answer to. This means, the students will listen to the text actively rather than passively. For example: Listen to the story, then tell me: Whose handbag is it?

## 4 Play the tape or read the text

The teacher plays the tape or reads the text just once while the students simply listen without interruption.

## 5 Answer the question

Now the teacher asks the question(3 above) again and the students try to answer it: Now you've heard the story, whose handbag is it? Don't let students shout out the answer. Train them to raise their hands if they think they know the answer. Get one student to answer, then ask the others, How many of you agree with him/her? Put up your hands if you agree with him/her. You don't agree (to another student) so what do you think the answer is? How many of you agree with him/her? Put up your hands. This keeps the students guessing and involves the whole class. Students should be trained to listen right from the start without 'preparation' or 'translation'. They will soon get used to the sound of English and to understanding the meaning of what they hear.

## 6 Intensive reading

Now the teacher plays the tape or reads the text again, pausing after every line to check the students understand. This is an extremely important part of the lesson as the students must make every effort to understand the text through the pictures. If the students fail to understand the meaning of parts of the text through the pictures(and this will inevitably occur at times), the teacher should explain by gesture and mime. If the teacher still fails to communicate the meaning, he should ask the best students in the class for a 'confirmatory translation' of a particular word or phrase for the benefit of other students who haven't grasped the meaning. Translation, however, must be regarded as a last resort. This difficulty of conveying

meaning is acute in the early stages, but becomes less of a problem as the course progresses.

**7 Play the tape or read the text again**

Play the tape or read the text again right through without interruption. This time, the students will understand it without difficulty because of the careful explanation you provided in 6 above.

**8 Repetition**

Play the tape or read the text again, pausing after every line. Ask the students to repeat(a) in chorus, (b) in small groups(say, row by row in the class) and(c) individually. When conducting chorus and group repetition, make sure the students repeat all together after you give them a clear signal. You can give such a signal simply by nodding or with a pencil in your hand. Imagine you're conducting an orchestra! The broken lines in the text represent 'reading units', which match the students' eye-span.

**9 Reading aloud**

Ask one or two students to take parts and to read the text aloud. You will be able to tell from this how well particular students can pronounce correctly the English they have already heard.

This presentation should not take more than about twenty-five minutes. As the students make progress, the teacher may simplify the procedure if necessary, so that more time can be devoted to the exercises that follow.

Students working at home on their own should listen to the recording of each text as often as is necessary for them to become completely familiar with it, and should even learn the texts by heart if they wish to.

**Comprehension**

This stage consists of two exercises:

1 Students answer questions

2 Students ask questions

1 Students answer questions

After presenting the text(the nine steps above), the teacher asks individual students questions round the class. If a student fails to answer, move quickly on to another student, so that this part of the lesson has pace. All the questions you will ask and the appropriate answers are printed for you in the Teacher's Book. Of course, you can ask additional questions of your own if you want to. The questions fall into two categories:

a Yes/No questions

It is generally considered rude to answer a question with just 'Yes' or 'No'. The student is trained to listen to the first word in the yes/no question and to use the same word in the answer:

TEACHER: Is Anna's dress new? (The first word in the question is Is)

STUDENT: Yes, it is. (is forms part of the answer)

TEACHER: Is Anna's dress blue?

STUDENT: No, it isn't.

b Wh-questions and questions with How

The student is trained to answer questions beginning with When, Where, Which, How, etc. (Of course, these take time to develop during the course.) The student may provide complete answers, or short natural ones.

TEACHER: Whose dress is new?

STUDENT: Anna's dress is new. Or simply: Anna's.

In this way, the student is trained over a period to associate When? with time, Where? with place, Why? with reason, Who? with identity, Whose? with possession, Which? with choice, What? with choice, identity or activity, How? with manner, etc.

## 2 Students ask questions

In order to prevent incorrect forms like \*Where he went?\*, students are trained to ask two questions at a time. The first of these is a yes/no question and the second a Wh-question. For example:

TEACHER: Ask me if Sally is in the garden.

STUDENT: Is Sally in the garden?

TEACHER: Where...?

STUDENT: Where is Sally? (Not \*Where Sally is?\* or \*Where Sally?\*) Of course, these questions take time to develop during the course.

All the asking questions exercises are printed for you in the Teacher's Book. You can add some of your own if you want to.

## Activities

Suggestions for activities are usually given at the end of the first part of each teaching unit. If there is insufficient time, they may be omitted altogether. Every effort should be made to introduce activities occasionally as they liven up the class and make language learning an enjoyable task. Two forms of activity are suggested.

### Games

There are a number of ideas for games which enable the students to practise particular patterns.

### Tell the story

The students may be asked to reconstruct the dialogue by referring only to the pictures. Adult students are usually too self-conscious to 'act' the dialogues in class and this is a good compromise. It is an extremely valuable exercise in recall and helps to lay the foundations of speech.

### Extension exercises

In the students' book, the second part of each teaching unit (all even-numbered lessons) consists of numbered pictures and sometimes printed words and statements. As was pointed out earlier, where possible, a new word is printed after it has been learnt orally. That is why this page often consists only of pictures. With the aid of these illustrations, the student will practise particular patterns (both progressive and static, depending on the lesson).

The Extension exercises usually begin with a short drill which deals with a special problem: e.g. the use of numbers, dates, telling the time, the use of the alphabet and spelling difficulties, etc. Difficulties of this

sort are practised over a very long period and are not dealt with in single lessons. The student then continues with Repetition drill and Pattern drill.

**Repetition drill**

The students practise the taped drill. They may do this with the aid of a cassette player in the classroom, or at home if they are working on their own. Alternatively, the teacher may conduct the drill 'live' from the tapescript printed in the lesson.

**Pattern drill**

These make up the main part of the lesson. In these drills, the teacher seeks to elicit a number of different patterns from the class. The students may respond in chorus, small groups or individually: this is left for the teacher to decide.

Each time a new pattern drill is introduced, the teacher should illustrate the type of response he requires. He may do this orally, or by writing the response on the blackboard. It should not be necessary to give grammatical explanations. Each new pattern should simply be presented as a way of saying something. However, the way new patterns are to be presented is left to the teacher's discretion.

When conducting a drill, the teacher provides a stimulus and the student responds to it by referring to his book: To elicit statements involving the use of the present perfect.

TEACHER: Look at the first picture.

What has she just done?

STUDENT(consulting illustration): She has just aired the room.

TEACHER: Look at the second picture.

What have they just done?

STUDENT (consulting illustration): They have just cleaned their shoes.

In a number of drills, the student is not required to refer to illustrations but to make use of "can words" which are supplied by the teacher. The call words to be used are always provided in the teacher's notes and are drawn only from vocabulary the student knows well. Here is an example of this type of exercise:

To elicit statements involving the use of very much and very many:

I can't buy very much/many.

TEACHER: What about pencils?

STUDENT: I can't buy very many.

TEACHER: What about coffee?

STUDENT: I can't buy very much.

The following call words will be substituted in the question 'What about...?' : bread, cheese, soap, steak, biscuits, eggs, vegetables, fruit, flowers, cakes, paper, ink, glue, clothes, aspirins, medicine, jam, honey, envelopes, magazines, wine, milk.

The Pattern drill is followed by written exercises.

**Writing**

Written exercises take two forms: structural exercises and dictation.

#### Structural exercises

In the first few teaching units, the student begins with copying before proceeding to actual exercises. Examples of the script used and the type of answer to be given are always printed in the students' book. It should be noted that in the early stages the instructions for the written exercises, though simple, will be outside the students' vocabulary range and will have to be explained. The aim of these exercises is not to teach the new patterns, but to reinforce and consolidate what has been learnt orally. They should always be done after the oral exercises have been completed and may be set as homework. The student must not merely fill in blank spaces but copy out the whole exercise.

#### Dictation

Dictation exercises are not introduced till Teaching Unit 17. No 'unseen' dictations are given. The teacher always dictates the answer to the written exercise given in the preceding teaching unit.

There is sufficient material in the Extension exercises for about one hour's work. As the exercises are arranged in order of increasing difficulty, it is always possible to omit the last few if there is insufficient time.

#### Testing

A test is included in the middle of the course to enable the teacher to assess the students' progress.

#### Homework

##### The tapes

Apart from being given written exercises, students who possess the tapes should be encouraged to play the recording of the new dialogue several times at home and if possible to memorise it. They should also be advised to practise the recorded drills. Taken together, the seventy-two passages form a carefully graded and structurally controlled survey of elementary English. All the passages are short and easy to memorise and will enable the complete beginner to use the language with increasing confidence and skill.

#### Future work

This course is completely self-contained and covers one year's work. At the end of it, the student should have a reasonable command of spoken English. If he wishes to proceed further, the student may go on to the following books which 'overlap' each other so that he can continue his studies without difficulty:

##### Practice and Progress:

An integrated course for pre-intermediate students

##### Developing Skills:

An integrated course for intermediate students

##### Fluency in English:

An integrated course for advanced students

In these books, the student continues with the oral work begun in this

course and is also taught to write English in a systematic way.

## 本教材使用说明

### 教师按语

伴随每个教学单元的按语应该被视为建议。如果愿意，教师可以偏离所规定的教学计划，或是省略他认为不符合他教学目标的练习。然而，写上按语的目的是帮助教师组织训练所介绍的句型。在可能的情况下，每课书的练习均按难易程度分级。这就意味着，如果时间不够，最后的练习可以删去，而不至于严重影响学生的学习进程。每个教学单元包含两小时的内容。如果教师仅有 45 分钟用于每个单元的前半部分或后半部分，那么他就要根据他所能使用的时间来重新编排这些练习。

每个教师上课时都会使用的那些指令和评语——如“请听”、“坐下”、“再说一遍”、“一起来”等等——应该用英语来说。在初级阶段，这些短语的含义可用手势和模仿动作来表述。这些短语必须被看成与课文无关，除非它们正式在课文中出现。按照本教材的目的，只有当学生学会使用某个句型他才算是熟悉了这一句型。这就是为什么课堂教学中常用的指令并没有列入教师用书课文之前的句型和词汇表内。

按语分列在不同的标题之下。现在我们来介绍其中的每一项。

### 内容和基本目标——总体评论

这两个标题下的内容简要地归纳了课文所教的句型和语项。归纳完全是为教师准备的。

### 听力理解

详尽的指令在课程之初便作了交代，但随着教师慢慢适应这一程序，指令便逐渐简化。我们推荐介绍课文的 9 个步骤，用以训练学生听懂英语口语的能力。这 9 个步骤如下：

- 1 介绍故事
- 2 了解情景
- 3 听力训练目标
- 4 播放录音或朗读课文
- 5 回答问题
- 6 精读
- 7 再次播放录音或朗读课文
- 8 重复
- 9 大声朗读

每一个步骤都必须简洁。让我们来看一下如何在实践中运用这 9 个步骤：

#### 1 介绍故事

教师用几句话介绍课文，使学生能清楚了解所发生的事情，而不需要去猜测。开始可以用少量的中文，但教师必须尽早开始用英语。例如：Today we'll listen to a story about a handbag. (今天，我们要听一个有关手提包的故事。)

#### 2 了解情景

要求学生看插图，以便检查学生是否了解课文中所发生的事情。在最初阶段可以给少量的中文作为提示，但教师必须尽早开始使用英语。例如：Look at the pictures and tell me what is happening here. (看图，然后告诉我这里发生了什么事情。) (你可以再加上 1 至 2 个问题作为提示。)

#### 3 听力训练目标

通过给学生提个问题，让他们寻找答案的方式，教师为学生确立一个“听力训练目标”。这就意味着学生会积极地而不是消极地去听课文寻音。例如：Listen to the story,

then tell me : Whose handbag is it ? ( 听故事 , 然后告诉我 : 这是谁的手提包 ? )

#### 4 放录音或朗读课文

教师播放录音或朗读课文 , 在不停顿的情况下让学生静听一遍课文。

#### 5 回答问题

现在教师再一次问第 3 步骤中的问题 , 让学生试看回答 : Now you've heard the story , whose handbag is it ? ( 你现在听了这个故事 , 这是谁的手提包 ? ) 训练学生不要集体回答 , 如果他们认为自己知道答案 , 就让他们举手。问一个学生 , 然后问其他的人 : “ 你们中有多少人同意他 / 她的回答 ? ” “ 如果你们同意请举起手来。 ” “ [ 对另一个学生 ] 如果你不同意 , 那么你认为答案是什么 ? ” “ 你们中有多少人同意他 / 她的回答 ? ” “ 同意的请举起手来。 ” 这样就能让学生不断地猜测 , 而且把全班学生都调动起来。从一开始就要训练学生不做 “ 任何准备 ” 地去听 , 也不通过 “ 翻译 ” 。很快 , 他们就会适应英语的语音 , 并理解他们所听到的内容。

#### 6 精读

现在教师重放录音或重读课文 , 每行后稍稍停顿 , 检查学生是否理解。这是课堂教学中非常重要的一个环节 , 因为学生必须全力通过图片去理解课文。如果学生不能通过图片来理解部分课文的内容——这种情况总会发生的——教师必须用手势和模拟动作来进行解释。如果仍不能表述那一含义 , 教师就应该请班上学得最好的学生给出一个单词或词组的译文 , 以照顾尚未理解词义的学生。把翻译看成最后一种手段。在开始阶段 , 传达意思是很困难的一个环节 , 但随着课程的进展 , 困难就会越来越小。

#### 7 再次播放录音或朗读课文

不停顿地再次从头播放录音或课文。经过以上 6 个步骤的精心讲解 , 这次学生应毫无困难便可听懂。

#### 8 重复

再次播放录音或朗读课文 , 每行后停顿一下 , 让学生全体、小组 ( 如教室里每一行 ) 和单个地重复。当全体和小组重复时 , 要求学生在看到你的明确信号后一起开始。你可用点头或以手中的铅笔来做信号 , 想像你自己在指挥一个交响乐团。课文中的断句标志着不同的 “ 阅读单元 ” , 它们的长度与学生视线的宽度是一致的。

#### 9 大声朗读

让一两个学生扮演对话中的角色 , 大声朗读。从中你可以了解到不同学生是否能够准确地读出他们听到的英语。

这个介绍课文的过程不应超过 25 分钟。随着学生能力的提高 , 教师可以根据需要简化其中的步骤 , 这样就可以有更多的时间用于其后的练习。

在家中自学的学生应尽可能多听课文录音 , 使自己完全熟悉课文。如果愿意 , 甚至可以把课文背出来。

#### 理解

这个阶段包含两个练习 : 1 学生回答问题 ; 2 学生提问题。

##### 1 学生回答问题

按照以上 9 个步骤介绍课文后 , 教师在班上向学生单独提问题。如果一个学生没能回答出来 , 很快转向另一个学生 , 因此 , 这部分练习要很注意节奏。教师提的问题和相应的答案都包括在教师用书中。当然 , 如果你愿意 , 可以提一些额外的问题。问题分成两类 :

###### a 一般疑问句

一般来说 , 仅用 Yes ( 是 ) 或 No ( 不 ) 来回答一个问题是很不礼貌的。要训练学生注意听一般疑问句的第一个单词 , 在回答时用同样的词。

教师：Is Anna's dress new? (安娜的连衣裙是新的吗？) (问题中的第一个词是 Is )

学生：Yes , it is . (是，它是新的。) (is 是答案的一部分)

教师：Is Anna's dress blue? (安娜的连衣裙是蓝色的吗？)

学生：No , it isn't (不，它不是。)

b 特殊疑问句 (以 Wh-开头和以 How 开头的疑问句)

训练学生回答以 When , Where , Which , How 等词开头的疑问句 (当然，在这本教材中要花一些时间才能逐渐达到这个目标)。学生可以用完整的句子回答，也可以用简短的、较自然的回答方式。

教师：Whose dress is new? (谁的连衣裙是新的？)

学生：Anna's dress is new . 或 Anna's . (安娜的连衣裙是新的。或简短回答：安娜的。)

就这样，经过一段时间的训练，学生会把 When 和时间、Where 和地点、Why 和原因、Who 和身份、Whose 和所有权、Which 和选择、What 和选择、身份或活动、How 和方式联系起来。

## 2 学生提问题

为了防止类似 Where he went 的错误问题，需要训练学生同时问两个问题。第 1 个是一般疑问句，第 2 个是特殊疑问句。例如：

教师：Ask me if Sally is in the garden . (问我萨莉是否在花园里。)

学生：Is Sally in the garden? (萨莉是不是在花园里？)

教师：Where...? (.....在哪里？)

学生：Where is Sally? (萨莉在哪里？) (而不是 Where Sally is ? 或 Where Sally ? )

当然，在这本教材中要经过一段时间问题才能发展到这个形式。所有的这类问题都包括在教师用书中。如果教师愿意，可以增加一些问题。

## 活动

在每个教学单元第 1 部分的结尾处，有一些关于课堂活动的建议。如果没有足够的时间，它们可以全部省略。应该尽一切可能不时地介绍一些课堂活动，因为它们会活跃课堂气氛，为语言教学增添乐趣。所建议的课堂活动有两种形式。

### 游戏

一系列关于游戏的建议可以帮助学生操练某些句型。

### 讲故事

可以要求学生仅仅依靠插图来重新组合对话。成年学生在课堂上“表演”对话通常会感到不自然，讲故事活动是一个很好的折衷办法。这也是非常有用的锻炼记忆力的方式，同时为讲话打下基础。

### 附加练习

在学生用书中，每个教学单元的后半部分 (所有双数课文) 都有一些标了数字的插图，有些还有单词和句子。正如前面所指出的，在可能的情况下，一个单词要在口语中出现后才正式在文字中出现。这就是为什么这些双数课文常常仅有插图。在这些插图的帮助下，学生可以练习某些句型 (句型既有渐进型的又有静态型的，取决于课文)。

附加练习往往从一个简短的练习开始，这个练习仅仅针对一个特殊的问题，如数字的用法、日期、时间、字母的使用、拼写难点等等。这类难点要在很长的一段时间里反复练习，不可能在一两课中解决。在此练习之后，学生继续进行重复训练和句型训练。

### 重复训练

学生进行重复训练。他们可以利用录音机和录音磁带在课堂上进行这种训练，如果是自学，也可以在家里进行。但也可采用另一种方式，即由教师“现场”口头指导，利用书中的录音材料进行训练。

### 句型训练

这种句型训练是双数课文的主体。在这些训练中，教师试着引导班上的学生练习一系列不同的句型。学生可以全班、小组或个人进行回答，形式可以由教师来决定。

每次给学生介绍一个新的句型练习时，教师应该说明所需要的回答形式，可以用口头说明或将回答写到黑板上。不需要从语法上进行解释。每一个新句型都应该作为口头表述的形式来介绍。但介绍新句型的方法则由教师自己决定。

在进行句型操练时，教师提供诱导，学生看着自己的书作出回答。例如引导有关现在完成时用法的句子可以这样进行：

教师：Look at the first picture. What has she just done? (请看第1幅画。她刚刚做完了什么？)

学生：She has just aired the room. ([看插图]她刚刚给房间通了通风。)

教师：Look at the second picture. What have they just done? (请看第2幅画。他们刚刚做完了什么？)

学生：They have just cleaned their shoes. ([看插图]他们刚刚擦了鞋。)

在部分练习中，没有要求学生去查看插图，只让学生使用“提示词”。所用的提示词都列在教师用书中，而且是从学生所熟悉的词汇中选出来的。下面是这种练习的一个例子。

引导使用 very much 和 very any 的句子：I can't buy very much/many. (我不能买很多。)

教师：What about pencils? (那么铅笔呢？)

学生：I can't buy very many. (我不能买很多枝。)

教师：What about coffee? (那么咖啡呢？)

学生：I can't buy very much. (我不能买许多。)

以下是可用在问题 What about...? 中的提示词：面包、奶酪、肥皂、牛排、饼干、鸡蛋、蔬菜、水果、鲜花、蛋糕、纸张、墨水、胶水、衣服、阿斯匹林、药品、果酱、蜂蜜、信封、杂志、葡萄酒、牛奶。

句型训练之后是书面练习。

### 书面练习

书面练习有两种形式：结构练习和听写。

#### 结构练习

在最初的几个教学单元中，学生在开始正式的书面练习前应先抄书。在学生用书中印有要求使用的手写体格式和所要求的回答形式。应该注意到，在开始阶段，虽然书面练习的指令很简单，但所用的词汇是学生所不熟悉的，需要解释。这些练习的目的不是学习新的句型，而是去重复和巩固已经口头学会的内容。它们必须置于口头训练之后，而且可以作为家庭作业。学生不应仅填几个空，而应抄写整个练习。

#### 听写

听写练习在第 17 教学单元之后才开始，听写的内容均是课文中见过的语言。教师用来听写的总是前一个教学单元笔头练习的答案。

附加练习部分有将近 1 小时的素材。由于练习是按难易程度编排的，因此，如果时间不够，可以省略最后几项。

### 测试

在全书的中部有一个测验，教师可以用这套试题来评估学生的学习成果。

### 课外作业

#### 录音磁带

除了布置书面作业外，必须鼓励有配套录音磁带的学生在家里多次播放新学对话的录音。如有可能，应要求他们背诵对话。同时也应建议学生跟随录音带上的练习进行训练。全书的 72 篇课文组成了一个循序渐进、按语言结构难度分级的基础英语概论。课文短小精悍，便于记忆，可以使零起点的学生在使用语言过程中逐渐增强信心，提高能力。

#### 继续深造

这本教材是完全独立的，足够 1 年使用。在课程结束后，学生应能较好地掌握英语口语。凡打算继续深造的学生，可以接着学习以下各册。教材各册之间的内容相互“重叠”，学生继续学习不会感到困难。

Practice and Progress 《实践与进步》：中级以下水平综合教材

Developing Skills 《培养技能》：中级水平综合教材

Fluency in English 《流利英语》：高级水平综合教材

在这几本书中，学生将继续他们在这本教材中开始的口语训练，并系统地接受英语写作的训练。

## About this course

### From theory to practice: basic aims

This course attempts to put into practice all the theories about language learning outlined above. Briefly, the aims may be stated as follows:

1 To provide a course for the secondary school or adult beginner. No previous knowledge is assumed. There is sufficient material for one year's work which will completely meet the requirements of the pre-elementary and elementary levels. It is assumed that the student will be able to work at the course for a complete academic year of about thirty-six weeks. It is also assumed that the student will receive about four hours' instruction each week: i.e. four one-hour lessons on four separate occasions, or two 'double periods' each consisting of two hours or ninety minutes. The student will receive most of his training in the classroom and will be required to do a little extra work in his own time.

2 To, train the student in all four skills: understanding, speaking, reading and writing—in that order. The exercises in this course are largely aural/oral. Full-scale training in the written language should only be undertaken when this course has been completed. It must be clearly understood that this course has been designed entirely to meet the needs of the teacher working in the classroom, not of the student working on his own.

3 To provide the student with a book which will enable him, with the aid of a teacher, to use the language.

4 To provide the teacher with well co-ordinated and graded material which will enable him to conduct each lesson with a minimum of preparation. Taken together, the students' book and the teacher's book form a complete course: it is not possible to use one without the other.

5 To provide the teacher and student with recorded material which can be used in the classroom and at home. It must be emphasized, however, that this is in no way a full-scale self-study course. It is essentially a classroom course, with taped material that can also be used at home. The recorded drills supplement drills done in the classroom.

### The components of the course

The course consists of the following:

- The Students' Book.
- The Teacher's Book.
- A set of cassettes, on which the multi-purpose texts have been recorded.
- Another set of cassettes, on which 'Repetition drill' in the Teacher's Book has been recorded.

### A description of the course

In this course, two lessons, each of about an hour's duration, are considered as one teaching unit. The student will spend about an hour on each lesson and will complete two teaching units each week. There are seventy-two teaching units in all, that is, sufficient material for thirty-six

week's work.

#### The Students' Book

The first part of each teaching unit consists of a structurally controlled situational dialogue or narrative piece in which the new linguistic features introduced in the lesson are contextualized. The passage will be used for training in understanding and speaking, reading, and practising progressive patterns.

The second part of each teaching unit usually consists of sets of numbered illustrations which will be used for understanding and speaking practice. Where possible, new vocabulary items are not presented in print until the student has mastered them orally. The new linguistic features introduced in the contextualized passage are isolated and drilled intensively. This oral work is followed by a very short written exercise which seeks to consolidate skills which have already been acquired.

#### The Teacher's Book

In the first part of each teaching unit, the teacher is provided with the following information:

Content and basic aims: A list of patterns, structural words and content words which the student will actually use.

General remarks: A summary of the main grammatical items that are introduced in the unit.

Listening comprehension: The nine steps for presenting the text, so students will be trained to understand spoken English.

Comprehension: Constant practice in answering and asking questions based on the text.

Pattern drill: A brief drill on a particular difficulty is given occasionally, or the ground is prepared for the exercises which are to follow in the second part of the teaching unit.

Activities: Material is provided occasionally for particular activities, such as telling the story, games or some kind of classroom activity.

In the second part of the teaching unit, the teacher is provided with material to practise the new patterns. These exercises generally take two forms: Repetition drill and Pattern drill. Pieces for dictation are recommended from Teaching Unit 17 onwards.

#### The tapes

Two sets of tapes accompany the course for use in the classroom and for home study.

1 A set of cassettes, on which the situational dialogue or narrative piece in the first part of each teaching unit is recorded at less than normal speed (100 words per minute). These cassettes are intended for use in the classroom when the teacher is working through the nine steps when presenting each text. However, students studying at home may also make use of these cassettes to improve their listening comprehension.

2 Another set of cassettes, on which the 'Repetition drill' in the second

part of each teaching unit is recorded for use in the classroom or at home. There are 72 drills in all. These cassettes are intended for teachers to use in the classroom and for students who decide to do the drills on their own with the aid of a cassette-player at home.

The drills consist of three phrases: stimulus/student response/ correct response. The drills are based entirely on the main grammatical item introduced in each lesson. The tapescript of the drills is included in the second part of each teaching unit in the Teacher's Book.

## 关于本教材的说明

### 从理论到实践：基本目的

这本教材试图将上面简述的关于语言学习的理论付诸实践。现将目的简述如下：

1 为中学生和成年初学者提供一本教材。假定学生没有学过英语。这本教材的内容足够1年使用，可以使学生达到初级以下和初级的水平。假定学生1学年上课36周，可在1学年内结束这本教材。这就是说，学生每周上课约4个课时，即互不相连的4个课时，每课时为1小时，或两个“双课时”，每个双课时为2小时或90分钟。学生主要在课上接受训练，在课下仅做一点额外的作业。

2 全面训练学生的4项技能：理解、口语、阅读、写作——按此顺序进行训练。本书的练习大多数是听说方面的，笔语方面的全面训练要到本书学完后才开始。应该明确，这本书是为满足教师课堂教学的需要而设计的，而不是为自学的学生设计的。

3 为学生提供一本令他能够在教师的帮助下自己使用语言的教材。

4 为教师提供配合得当、循序渐进的教材，使他们在上课前只需做极少的准备。教师用书和学生用书组成一个完整的教程，两者不可缺一。

5 为教师和学生提供可在课堂和家里使用的录音材料。然而，必须强调的是，这不是一本全面供自学者使用的教程。从根本上来说，这是一本供课堂使用的教材，但它的录音材料也可以在家里使用。录音练习对课堂练习是一个补充。

### 教材内容

这本教材由以下各部分组成：

- 学生用书
- 教师用书
- 一组录有多功能课文的盒式磁带
- 一组录有教师用书中的“重复训练”的盒式磁带

### 教材介绍

在这本教材中，每两课课文——每课大约为1课时——被看成1个教学单元。学生学每课书大概用1小时，每周学完两个教学单元。全书共有72个教学单元，因此足够36周使用。

#### 学生用书

每个教学单元的前半部分有一篇按句型结构编排的情景对话或描述性文字，其中每课书介绍的新的语言内容被融进了上下文之中。课文用于训练学生的理解能力，以及学生说、读和运用渐进型句型的能力。

每个教学单元的后半部分通常有几组有编号的插图，用于理解和口语练习。在可能的情况下，新词汇在学生口头掌握之后才见之于文字。在具有语境的课文中介绍的新的语言现象被单列出来，并进行反复练习。在这种口头练习之后有一小段笔头练习，用来巩固已经学到的技能。

#### 教师用书

在每个教学单元的前半部分，教师可以找到如下几部分内容：

内容和基本目标：列出学生将要使用的句型、结构词和词项。

总体评论：介绍本教学单元的主要语法项目。

听力理解：介绍课文的9个步骤，用以训练学生听懂英语口语的能力。

理解：训练学生根据课文回答问题和提出问题。

句型训练：有时会有某个语言难点的简单训练，或为本教学单元后半部分的练习铺平道路。

活动：有时为某些活动提供素材，例如：讲故事、玩游戏或其他课堂活动。

在每个教学单元的后半部分，教师可为新句型的训练找到素材。这些练习往往采用两种形式：重复训练和句型训练。从第 17 教学单元起，书中列出了建议听写的段落。

#### 录音带

与教程相配套的两组录音磁带，可用于课堂教学，也可供自学使用。

1 第 1 组录音磁带含有每个教学单元前半部分的情景对话或描述性文字的录音，录音速度比正常语速慢一些（每分钟 100 个单词）。这些磁带是为教师在课堂上使用而设计的，以便按照 9 个步骤来介绍课文。然而，自学的学生也可以用这些录音带来提高他们听的能力。

2 第 2 组录音磁带含有每个教学单元后半部分的“重复训练”，可用于课堂教学和课外自学。一共有 72 个练习。这些磁带是为教师在课堂上使用而设计的，决心借助于录音机在家里完成这些练习的学生也可使用这些磁带。

练习分成 3 个步骤：引导——学生回答——正确答案。这些练习是根据每课介绍的重点语法项目编写的。练习的书面材料刊印在教师用书中每个教学单元的后半部分。

TO the teacher  
Learning a foreign language in the classroom

### General principles

Traditional methods of learning a foreign language die hard. As long ago as 1921, Dr. Harold Palmer pointed out the important difference between understanding how a language works and learning how to use it. Since that time, a great many effective techniques have been developed to enable students to learn a foreign language. In the light of intensive modern research, no one would seriously question the basic principles that have evolved since Palmer's day, though there is considerable disagreement about how these principles can best be implemented. Despite the great progress that has been made, teachers in many parts of the world still cling to old-fashioned methods and to some extent perpetuate the systems by which they themselves learnt a foreign language. It may, therefore, not be out of place to restate some basic principles and to discuss briefly how they can best be put into effect in the classroom.

Learning a language is not a matter of acquiring a set of rules and building up a large vocabulary. The teacher's efforts should not be directed at informing his students about a language, but at enabling them to use it. A student's mastery of a language is ultimately measured by how well he can use it, not by how much he knows about it. In this respect, learning a language has much in common with learning a musical instrument. The drills and exercises a student does have one end in sight: to enable him to become a skilled performer. A student who has learnt a lot of grammar but who cannot use a language is in the position of a pianist who has learnt a lot about harmony but cannot play the piano. The student's command of a language will therefore be judged not by how much he knows, but by how well he can perform in public.

In order to become a skilled performer, the student must become proficient at using the units of the language. And the unit of a language is not, as was once commonly supposed, the word, but the sentence. Learning words irrespective of their function can be a waste of time, for not all words are equal. We must draw a distinction between structural words and lexical items. Words like I, you, he, etc. are structural. Their use can be closely defined; they are part of a grammatical system. Words like tree, plant, flower, etc. are purely lexical items and in no way part of a grammatical system. From the learner's point of view, skill in handling structural words is the key to mastering a language, for the meaning that is conveyed in sentence-patterns depends largely on the function of the structural words that hold them together.

It is possible, though this has yet to be proved scientifically, that every student of a foreign language has what might be called a 'language ceiling', a point beyond which he cannot improve very much. If we accept this supposition, our aim must be to enable every student to learn as much

as he is capable of learning in the most efficient way. The old-fashioned translation and grammar-rule methods are extremely wasteful and inefficient, for the student is actually encouraged to make mistakes: he is asked to perform skills before he is adequately prepared. Teachers who use such methods unwittingly create the very problems they seek to avoid. At some point in the course their students inevitably become incapable of going on: they have to go back. They have become remedial students and the teacher is faced with the problem of remedying what has been incorrectly learnt. No approach could be more ineffective, wasteful and inefficient.

The student should be trained to learn by making as few mistakes as possible. He should never be required to do anything which is beyond his capacity. A well-designed course is one which takes into account what might be called the student's 'state of readiness': the point where he can proceed from easy to difficult. If the student is to make the most of his abilities, he must be trained to adopt correct learning habits right from the start. **What has to be learnt**

The student must be trained adequately in all four basic language skills: understanding, speaking, reading and writing. In many classroom courses the emphasis is wholly on the written language. The student is trained to use his eyes instead of his ears and his inability to achieve anything like correct pronunciation, stress and intonation must be attributed largely to the tyranny of the printed word. If the teacher is to train his students in all four skills, he must make efficient use of the time at his disposal. Efficiency presupposes the adoption of classroom procedures which will yield the best results in the quickest possible time. The following order of presentation must be taken as axiomatic:

Nothing should be spoken before it has been heard.

Nothing should be read before it has been spoken.

Nothing should be written before it has been read.

#### **Present-day techniques and the classroom**

Any language course represents an attempt on the part of its designer to implement a number of basic principles. To do this, the designer will inevitably draw on techniques old and new which will best fulfil his purpose. A great many terms are used today to describe new methods and it may be of help to define and illustrate some of these terms in the light of this course.

**Structural grading:** grading sentence-patterns in order of increasing difficulty and complexity.

It is, or should be, an obvious requirement of any course that it should proceed from easy to difficult without sharp breaks or sudden 'jumps'. In a carefully graded course, the student learns to use a few patterns at a time. Ideally, these patterns should be interrelated and should be presented in a carefully ordered sequence. In traditional courses, grammatical items are often artificially grouped together. For instance, all the personal pronouns may be presented in a table which the student is expected to learn.

The table is presented in isolation and is divorced from any context. But learning facts about the language in this way is of no real help to the student, for he is in no position to apply what he has learnt. In a structurally graded course, the student acquires a little information at a time and learns to make meaningful statements. He therefore learns to use relatively simple structural words like personal pronouns over a long period, instead of being given a large, indigestible dose of information at any one time.

Contextualization: presenting grammatical items in a meaningful context.

When a student has practised a new pattern orally, he should encounter it, if possible, in an actual text so that he can see how it has been used. Obviously, such texts have to be specially written by the course designer. New items are introduced into a natural context: they are 'contextualized'. In well-written contextualized passages, the reiterated patterns should be unobtrusive: their use should strike the listener as being inevitable rather than artificially superimposed. This is a highly effective way of presenting the student with new information.

Situation teaching: teaching a language by presenting a series of everyday situations.

In this method, little structural grading is possible. The situation takes precedence over the structures. The patterns that are included arise naturally out of the situation itself: they have a thematic significance rather than a structural one. This system has serious drawbacks.

The dialogues which the student hears are refreshingly natural, but the teaching of basic patterns inevitably becomes much less controlled.

Structurally controlled situation teaching: teaching a language by means of a series of everyday situations, while at the same time grading the structures which are presented.

This method makes use of all the techniques outlined above: structural grading, contextualization, and situational teaching. In the early stages it is possible to use very few patterns indeed. This means that the 'situations' are often unconvincing and barely possible. Despite this disadvantage, it would seem to be one of the best methods for learning a language, for it is possible to exercise linguistic control and yet to present new information in an interesting way.

#### The teaching of grammar

Presenting new information is one thing; getting the student to apply the new information another. So far, we have been concerned with how to present the student with new material; but how is he to apply what he has learnt?

The basic aim in any language teaching is to train the student to use new patterns. In traditional textbooks, all information is presented in the form of 'rules' which the student applies in a series of disconnected sentences by filling in blank spaces, or by giving the correct form of words in parentheses. It has become abundantly clear that this approach to language-learning is

highly ineffective. It encourages the teacher to talk about the language, instead of training his students to use it. The emphasis is on written exercises. The greatest weakness in this approach is that the student cannot transfer what he has learnt from abstract exercises of this kind to other language skills like understanding, speaking and creative writing.

In modern textbooks, the aim is exactly the same: the student must be trained to use patterns. Before considering how this can be done, it should be noted that the patterns in a language fall into two distinct categories: progressive and static. For instance, learning how to answer and to ask questions involves the use of progressive patterns. They are progressive because the student's skill in handling these complex forms must be developed over a long period, beginning with a simple response like 'Yes, it is' and culminating, towards the end of the course, in complex responses like 'Yes, I should, shouldn't I'. A static pattern, on the other hand, like the comparison of adjectives can be taught in a limited number of lessons, not over a long period. This distinction between progressive and static patterns is rarely recognized in traditional textbooks. The result is that even advanced students are often incapable of handling progressive patterns with any degree of skill.

Progressive patterns should be practised through comprehension exercises which require the student to answer and to ask questions which become increasingly complex as the course proceeds. The student should be trained to give tag answers; give answers to questions beginning with who, Which or What; make negative and affirmative statements to answer double questions joined by or; answer general questions which begin with question-words like When, Where, How, etc.; and at each stage, the student should be trained to ask questions himself. It is obvious that these skills cannot be dealt with in one or two lessons: the student requires practice of this kind in every lesson.

At the same time, static patterns should be practised by means of taped drills. In each of these drills, the teacher seeks to elicit a particular kind of response. He provides the student with a stimulus to elicit the new pattern in a series of oral drills until the student is able to respond accurately and automatically. Each new pattern is not presented as the exemplification of some abstract grammar-rule, but as a way of saying something and no further explanation or elucidation is necessary. The student is trained to use correct forms automatically, rather than by applying 'grammar logic'. Where explanation is necessary, it can be done by relating a new pattern to one that has already been learnt. If, for instance, the student has learnt the use of 'must', he can be taught the use of 'have to' by being made to see a meaningful relationship between the two.

In certain taped drills, the stimulus the teacher provides may be given in the form of 'call words'. Let us suppose that the teacher wishes to elicit the response: 'I can't buy very much' and 'I can't buy very many'. The drill might be conducted in the following way:

TEACHER: What about pencils?

STUDENT: I can't buy very many.

TEACHER: What about coffee?

STUDENT: I can't buy very much.

In this particular exercise, the teacher would supply countable and uncountable nouns in the question 'What about...?' as 'call words'.

Traditional filling-in-the-blank exercises still have a place in a modern course, but with one important difference: they should not be used as a means of teaching new patterns, but as a means of consolidating what has been learnt. They are an end, not a means to an end. In this respect, they are extremely useful in tests and can be employed for diagnostic purposes or to enable the teacher to assess students' level of achievement.

#### Audio visual aids and translation

In a monolingual course we are faced with the tremendous task of having to convey meaning without making use of the student's mother tongue. It follows that textbook illustrations become extremely important: at the beginner's level, they are far from being merely decorative. However, textbook illustrations have severe limitations, for many of the statements that are made in everyday speech are not visually presentable. Some linguists have experimented with artificial visual devices which require the student to interpret each illustration according to particular rules. They have evolved what might be called a 'visual language' which the student has to master before he can begin the course. The difficulty here is that if the student fails to interpret an illustration (and this can easily happen) he will fail to understand, or even worse, he will misinterpret what he hears.

At the beginner's level, this difficulty can be resolved in two ways. Where the meaning of a statement or a series of statements cannot be adequately conveyed by the illustration, the teacher should make use of gesture and mime. If the student still fails to understand, the teacher may translate, providing that he translates lexical items and not patterns. In this instance, translation is used not as a 'method', but as a means to an end. As such it can be extremely useful and time-saving.

#### Natural English

There is a great temptation in the early stages to encourage the student to make statements which he will never have to use. Statements like 'I have a nose', 'Have you a nose?', 'Is this my foot?' are ridiculous. This distortion of the language can never be justified. After all, the whole point of teaching a language is to train students to make useful statements which might normally be made in real-life situations. This criterion must be observed at the most elementary level. The peculiar type of 'textbook English' which is to be found in many traditional courses must be avoided at all costs.

The teacher's book and the students' book

In the past, no distinction was drawn between information intended for the teacher and information intended for the student. Everything was printed

in one and the same volume. Early in the course, the student would find extremely complex information in his book like: 'With most nouns the plural is made by adding "s" to the singular' or: 'We form the negative of the verbs "to be" and "to have" by putting "not" after the verbs'. Now it is inconceivable that any beginner would be able to understand such instructions. What is more, from the learner's point of view, this information is totally irrelevant: it is really telling the teacher what to teach.

It should be recognized that the students' book is not a vehicle for conveying information, but an aid for practising the language. It should be pleasing to look at and attractively laid out. It should only contain material which the student will actually use.

At the beginner's level, a teacher's handbook is absolutely necessary. This should be in every way complementary to the students' book and should contain practical information and material which will be used in each lesson—not merely hints and suggestions. At the intermediate level, the teacher's handbook becomes less necessary, for the student is in a position to work from printed instructions. Speed and intensity

Traditional courses are often divided into 'lessons', but these 'lessons' do not take into account what can be done in an average teaching period of forty-five minutes or an hour. They simply consist of 'an amount of information' and may run on for a great many pages. In the classroom, one of these 'lessons' might drag on for weeks because so much has to be done.

A lesson must be precisely what the word implies: an amount of material that can reasonably be covered in a teaching period, possibly with additional material which can be done as homework. In other words, a lesson must be considered as a unit of instruction and no more. Now it is extremely difficult for the course designer to decide what can be done in an average period. Obviously a class of bright students will cover more ground than a class of less able ones. This problem can be overcome if the lesson contains material which can be omitted at the discretion of the teacher, providing that these omissions do not hamper the students' progress.

#### Levels

Finally, it might be worth nothing that a full-scale course would resolve itself into three parts, each of which would consist of two stages:

Stage1: Pre-elementary level.

Elementary level.

Stage2: Pre-intermediate level.

Intermediate level.

Stage3: Pre-advanced level.

Advanced level.

## 致教师

### 外语的课堂教学

#### 基本原理

学习外语的传统方法根深蒂固。早在 1921 年，哈罗德·帕尔默博士就指出，理解一种语言是如何运作的与学会如何使用这种语言之间存在着重大的差别。从那时以来，人们已经找到了许多卓有成效的方法教授学生外语。根据当代所作的深入细微的研究，没有人会对自帕尔默以来发展而成的学习外语的基本原理提出重大质疑，尽管在如何才能最好地贯彻这些原理方面仍有相当大的分歧。虽然在外语教学上取得了重大的进步，但是世界上许多地方的教师依然眷恋看过时的教学方法，在一定程度上，他们是用当年自己学外语的方法使旧的教学体系永久化。因此，重述一遍其中一些基本原理，简要探讨如何在课堂上有效地实施这些原理，大概不算不合时宜吧。

学习一门语言，不仅仅是掌握一套规则，积累大量词汇。教师工作的重点不应是告诉学生关于一门语言的知识，而应是使学生能够使用这门语言。衡量学生是否掌握一门语言，最终是要看他运用如何，而不是懂了多少。在这方面，学习语言与学习乐器十分相似。学生所做的操练与练习都是为了达到一个明确的目标：使他成为一个熟练的操作者。一个学生学了许多语法规则却不会运用语言，就像一个弹钢琴的学了许多有关和声的知识却不会弹钢琴一样。因此，衡量学生是否掌握语言并不看他懂了多少，而要看他在众人面前语言运用得如何。

学生要想成为熟练的语言运用者，就必须能够熟练地使用语言单位，而语言单位并不是人们曾经普遍认为的单词，而是句子。学习单词而不考虑它们的作用可能会白白浪费时间，因为单词并不都是同样重要的。我们必须把结构词和词项加以区别。像 I, you, he 等词便是结构词，它们的作用可以准确地加以界定，它们是语法体系的一部分；而像 tree, plant, flower 等词则是单纯的词项，与语法体系毫无关系。就学生而言，运用结构词的技巧是掌握一门语言的关键，因为由句型表达的含义主要依靠把句子联结起来的结构词所起的作用。

虽然以下一点仍有待于科学地论证，但每个学习外语的学生可能都有一个也许可以称为“语言极点”的地方，即过了这点他的水平不可能有很大的提高。如果我们接受这一假设，那么，我们的目标就必须是用最有效的方法使学生在其能力范围内尽量多学到一点东西。过时的翻译—语法教学法极端浪费时间而且效率很低，因为这种方法实际上是鼓励学生犯错误：让学生在没有充分准备的情况下运用语言技能。使用这种方法的教师无意中制造了他们企图避免的问题。他们的学生在学到一定程度后会不可避免地无法继续往下学：他们不得不回过头来重新开始。他们成了需要补课的学生，教师面临的问题是为学生补课，纠正他们所学到的错误的内容。同别的教学方法相比，这是一种最无益、最浪费时间和效率最低的方法。

应该训练学生学会尽量少犯错误。决不应该要求学生去做力所不及的事情。一本精心设计的教材应考虑到学生所谓的“准备状况”，即可以使他从易至难循序渐进的那个交接点。要使学生最充分地发挥自己的能力，必须训练他从一开始就采用正确的学习方法。

#### 学什么

学生必须在语言的 4 项基本技能方面得到充分的训练。这些技能是：理解、口语、阅读和写作。在课堂教学中，许多教师把重点完全放在书面文字上。学生接受的训练是如何用眼而不是如何用耳来学习。学生不能掌握正确的发音、重音和语调，不得不主要

归罪于书面文字的束缚。教师若想培养学生全面的 4 项基本技能，就必须有效地使用自己的时间。要做到有效，首先就要采用能在最短时间内产生最佳效果的课堂教学法。下列讲课顺序务必作为格言来遵循：

听到的再说；  
说过的再读；  
读过的再写。

### 现代手段和教室

任何语言教程都包含着设计者的一种意图，即在教学中贯彻一系列基本原则。为了做到这一点，设计者不可避免地会从新老教学手段中选择最有助于达到他的目标的方法。如今大量术语被用来描述新的教学方法，按照这本教程来解释和说明其中的一些术语是有帮助的。

**按结构分级**：按句型的难度和复杂程度来分级。

循序渐进、没有明显的断层或突然的“跳跃”是——或应该是——对任何教程的一个显而易见的要求。在一个仔细分级的教程中，学生每次学会使用几个句型。理想的做法是这些句型相互关联，并按照一种精心排列的顺序介绍给学生。在传统教程中，语法项目常常被人为地组合到一起。例如，所有人称代词都被列在一个表中，让学生去学习。这个表是孤立的，不与任何上下文有关系。按照这种方法来学习语言的细节对学生并没有真正的帮助，因为他不可能运用他所学到的知识。在一个按结构分级的教程中，学生每次得到一点信息，然后学会在有意义的表述中运用这些知识。这样，他就能在很长一段时间里，学习运用诸如人称代词这类相对简单的结构词，而不是在某一时刻得到一大堆无法消化的信息。

**语境化教学**：在有意义的上下文中来解释语法项目。

学生口头练习了一个新句型时，如有可能，他应该在实际的课文中接触这个句型，看一看这个句型是如何使用的。很明显，这些课文必须由教程设计者专门撰写。新句型在一个自然的语境中介绍给学生：它们被“融入上下文中”。在精心编写的有语境的课文中，反复重复的句型必须不十分注目：要使听者觉得使用这些句型是不可避免的，而不是人工堆砌在一起的。这是向学生介绍新信息的一种有效方式。

**情景教学**：通过介绍一系列日常的情景来教授语言。

使用这种方法几乎不可能按结构分级。情景领先于结构，课文中所含有的句型自然而然地从情景中产生：它们具有一个主题含义，而不是一个结构含义。这种方式有着严重的缺陷。

学生听到的对话与众不同地自然，但是，基本句型的教学不可避免地变得更难控制。

**限定结构的情景教学**：通过一系列日常情景来教授语言，同时，将介绍的句型按结构分级。

这种方法利用了以上简略介绍的所有手段：按结构分级、语境化教学、情景教学。在开始阶段，确实可以仅仅使用少数几个句型。这就意味着“情景”常常令人难以置信，几乎不可能实现。尽管有不利的一面，这种方法仍被认为是学习语言的最好的方法之一，因为它可以从语言学角度来控制，并能用一种有趣的方法来介绍新的信息。

### 教授语法

介绍新的信息是一回事儿，让学生使用这些新的信息是另一回事儿。至此，我们关心的是如何向学生介绍新的材料，但是学生如何运用他所学的知识呢？

语言教学的首要目标是训练学生使用新句型。在传统教材中，所有信息都是以“规则”的形式来介绍的，学生将这些规则用于相互没有关联的句子的填空练习或填上括号中所列词的正确词形的练习之中，这种讲授语言的方法收效甚微，这点现在已经变得非

常清楚。这种方法鼓励教师谈论语言，却不是训练学生去使用语言。侧重点是在书面练习上。这种方法的最大弱点是，学生不能将他从这种抽象的练习中所学到的知识转化成其他语言技能，如理解，口语和创作性写作。

在现代教材中，目标也是同样的：训练学生运用句型。在考虑如何实现这一目标之前，应该注意到语言中的句型可以分成两种截然不同的类型：“渐进型的”和“静态型的”。例如，学习提出问题和回答问题就涉及了渐进型的句型。它们属于渐进型，是因为学生运用这些复杂形式的技能要在很长的一段时间里才能培养起来。从一开始的简单回答“*Yes, it is*”，发展到这本教材结尾部分的复杂回答方式“*Yes, I should, shouldn't I*”。而静态型的句型，如形容词的比较级，可以在有限的几课课文中讲授，不必占用很长时间。在传统教材中，渐进型的和静态型的句型之间的差别几乎没有作任何区分，其结果是，即使是学习好的学生也常常不能比较熟练地运用渐进型句型。

渐进型句型必须在检查学生理解能力的练习中进行训练。这种练习要求学生回答问题并提出问题，而问题的难度则随着教程的进展而不断加深。必须训练学生用简略形式回答一般疑问句；为以 *Who, Which, What* 开头的疑问句提供答案；用肯定形式和否定形式来回答用 *or* 联结的选择疑问句；回答用 *When, Where, How* 等疑问词开头的问句。而在每一个阶段，必须训练学生自己提问题。很明显，这些技能不可能在一两课书中学会：在每课书中都必须有这种练习。

与此同时，静态型的句型必须在录音练习中得到训练。在每一个录音练习中，教师试图引出某一特定的回答。他在一系列口头练习中给学生某种诱导以引出新句型，直到学生可以准确地、下意识地作出反应。每个新句型不是作为某一种抽象的语法规则的范例来介绍，而是作为表达某种思想的方法，也不需要进一步的说明和解释。学生在训练中学会下意识地运用正确的句型，而不是用“语法逻辑”去进行推理。如果需要解释，可以把新句型与已经学会的旧句型联系起来。举例来说，如果学生已经学会了 *must* 的用法，那么在讲授 *have to* 的用法时，可以让学生领会这两个句型之间有机的联系。

在部分录音练习中，教师提供的诱导可以采用“提示词”的形式。假设教师想引出“*I can't buy very much*”（我不能买许多）和“*I can't buy very many*”（我不能买很多个）的回答，这个练习可以用以下形式来进行：

教师：*What about pencils?*（那么铅笔呢？）

学生：*I can't buy very many.*（我不能买很多枝。）

教师：*What about coffee?*（那么咖啡呢？）

学生：*I can't buy very much.*（我不能买许多。）

在这一特定的练习中，教师可以为 *What about...?* 这个句型提供可数名词和不可数名词来作为“提示词”。

在现代教程中，传统的填空练习仍有它的一席之地，但有一个重大的区别，即填空练习不应作为讲授新句型的一种手段，而应作为巩固已学知识的途径。它们是目的，而不是达到目的的一种手段。从这个意义上讲，填空练习在测试中尤其有用，可以用来分析学生的错误，或让教师评估学生所取得的成绩。

#### 视听教具和翻译

在单语教程中，我们面临着不借助学生的母语来传授知识的艰巨任务。其结果是课文中的插图变得格外重要：在初级阶段，它们绝对不仅仅是起装饰作用。然而，课文插图有很大的局限性，因为日常生活中所讲的许多话根本不可能用图来表示。有些语言学家尝试过使用人造的视觉教具，这些教具要求学生根据某种规则来解释每一幅插图。他们已经逐渐形成了一种所谓的“视觉语言”，并要求学生在开始教程前就先掌握。但问题在于，如果学生无法解释一幅插图——这种情况很容易发生——他就会无法理解，更

严重的情况是，他会误解他所听到的内容。

在初级阶段，这个难题可以用两种不同的方式来解决：当一句话或几句话的意思无法用插图准确地表达时，教师必须用手势和模仿动作。如果学生仍无法理解，教师可译成母语，条件是教师翻译的仅是词组而不是整个句型。在这里，翻译不是作为一种教学法，而是达到目的的手段。这样做是非常有用的，而且节省时间。

### 真实英语

在课程的初级阶段，我们极可能鼓励学生去说一些他永远也不会说的话，诸如“我有一个鼻子”，“你有鼻子吗？”，“这是我的脚吗？”这类句子非常荒唐。这种对语言的歪曲是根本没有道理的。毕竟讲授一种语言的全部目的在于训练学生去说那些在真实的生活环境中通常使用的有意义的话。在初级阶段必须遵循这个标准。必须不惜任何代价避免使用那种在传统教科书中可以找到的特殊的“教科书英语”。

### 教师用书和学生用书

在过去，我们没有区分开哪些信息是给教师的，哪些是给学生的。所有的内容都印在一本书中。在教程的初级阶段，学生会在他的书中发现特别复杂的内容，如“对大多数名词来说，其复数形式是在单数名词后面加-s 而成”，或“‘是’和‘有’动词的否定形式是在动词后面加 not 构成的”。不能想像初学者可能懂得这些指令。更重要的是，从学习者的角度来说，这种信息是与他们不相干的：实际上它是告诉教师应教什么。

应该认识到，学生用书并不是用来传达信息，而是训练语言的一种工具。它必须很漂亮，版面很吸引人，而且包含对学生有用的内容。

在初级阶段，教师用书是非常必要的。教师用书必须在各个方面与学生用书相互补充，而且必须包含每课书中会用到的、有实用价值的信息和材料，而不仅仅是提示和建议。在中级阶段，教师用书就变得不那么需要，因为到那时学生可以跟随书上的指令自己进行学习了。

### 速度和深度

传统的教程往往分为“课”，而这些“课”却没有考虑一般长度为 45 分钟或 1 小时的课中可以做些什么。它们只是简单地包含“定量的信息”，而且常常是洋洋洒洒好几页。在课堂教学中，这些“课”可能讲上好几周，因为要做的事情太多了。

“课”应该名符其实：教学内容一般可以在一个课时内完成，可能再加上一些补充的内容在课下作为作业。换句话说，一课书应被视作一个教学单位，仅此而已。现在，让教程设计者决定一个课时内可以做些什么是极其困难的。显然，由聪明学生组成的一个班所完成的内容要多于由不太聪明的学生组成的另一个班。如果课文中含有可以由教师决定取舍的内容，这个问题就可以迎刃而解，当然这种删节不应妨碍学生水平的提高。

### 程度

最后，值得注意的是，一个完整的教程一般分为 3 个阶段，而每个阶段又分成两个级别：

第 1 阶段：初级以下

    初级

第 2 阶段：中级以下

    中级

第 3 阶段：高级以下

    高级

### What's new in this edition?

This is the only new edition ever to be undertaken since NCE was originally published. The classic course continues to provide a complete and well-tried system for learning English, enabling students to reach their maximum potential in the four primary skills of understanding, speaking, reading and writing. The sound basic principles which made NCE a World famous course have been retained. However, the following important features have been introduced in the new edition:

- All topical references in the texts and exercises have been brought up to date.
- All outdated texts have been completely replaced and accompanied by new exercises and new artwork.
- The original methodology has been modified to improve communication skills, with active training in listening comprehension right from the very first lesson.
- Drills and written exercises, previously published separately as supplementary materials, have been incorporated into the main coursebooks.
- The following features have been added to help Chinese learners of English: Bi-lingual vocabulary lists; notes in Chinese on texts and exercises and suggested translations of the texts. · The pages have been enlarged and, where possible, are self-contained, so that lessons are easy to conduct.

### 本版本有什么新内容？

本版是《新概念英语》首次出版以来第一次推出的新版本。这套经典教材一如既往向读者提供一个完整的、经过实践检验的英语学习体系，使学生有可能在英语的 4 项基本技能—理解、口语、阅读和写作—方面最大限度地发挥自己的潜能。新版本保留了《新概念英语》得以成为世界闻名英语教程的一整套基本原则，同时又包含了以下重要特色：

- 所有课文和练习中有关时事的内容都已更新。
- 所有过时的课文都已更换，由新课文和配套的新练习、新插图取代。
- 原有的教学法经过调整，以利于提高学生的交际能力。从第一课开始就安排了有效的听力训练。
- 教材更简洁精练，过去作为补充材料单独出版的句型训练和笔头练习均已取消，其精华纳入主干教程。
- 为了帮助中国的英语学习者，新版增加了英汉对照词汇表、课文注释、简短的练习讲解和课文的参考译文。
- 版面加大，在可能情况下，每课书相对独立，以方便课堂教学。

## Teaching Unit 1

### Lesson 1

#### Content and basic aims

#### 内容和基本目标

PATTERNS AND STRUCTURAL WORDS 句型和结构词	VOCABULARY 词汇	
	Nouns 名词	Numbers 数字
Is this your (handbag)?		
Yes, it is.	book pen	1-10
My name is...	car pencil	Expressions 表达方式
	coat shirt	
	dress skirt	
	hand bag watch	Excuse me.
	house	Pardon?
		Thank you very much.

#### General remarks

#### 总体评论

\*Greet the class (Good morning/afternoon/evening). 问候全班学生。

\*Introduce yourself (My name is...). 介绍自己。

\*Find out the names of the students (What your name?). 询问学生姓名。

\*Carry out the procedure suggested below. 按以下建议程序进行。

The meaning of instructions (Look! Listen! Open your books! etc.) should be conveyed through gesture and mime. 用手势和摹拟表演来表示指令的含义。

#### Listening comprehension

#### 听力理解

##### 1 Introduce the story 介绍故事

T: Today we'll listen to a story about a handbag.

##### 2 Understand the situation 了解情景

Ask the students to look at the pictures and explain to you in Chinese what they think is happening. Prompt the students in Chinese if necessary. 要求学生看图，并用中文解释图中表示的动作，必要时可用中文给学生提示。

##### 3 Listening objective 听力训练目标

T: Listen to the story and see if you can answer this question: Whose handbag is it?

##### 4 Play the tape or read the dialogue 播放录音或朗读对话

Now play the tape or read the dialogue. The students listen without interruption and try to think of the answer to the question you set them. 播放录音或朗读对话。学生不停顿地听录音，准备回答教师提的问题。

##### 5 Answer the question 回答问题

After the reading, ask the question: 朗读之后回：Whose handbag is it? Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands. 训练学生不集体

回答；问一个学生，然后用手势问其他学生是同意还是不同意。

#### 6 Intensive reading 精读

Play the tape or read the dialogue again, pausing after every line to check the students understand. Convey the meaning of the text by referring to the pictures and by using gesture and mime. Use English as much as possible. Ask your best students to give you confirmatory translations in Chinese of individual words and phrases for the benefit of other students who haven't grasped the meaning. 重放录音或重读对话，每行后稍稍停顿，检查学生是否理解。用书上的图片和手势、摹拟动作来表示课文的含义。尽可能多地使用英语。让学得好的学生将单词和短语译成中文，以照顾尚未理解词义的学生。

#### 7 Play the tape or read the dialogue again 重放录音或重读对话

Play the tape or read the dialogue right through again. The students listen only. This time, the students will understand it without difficulty. 从头至尾播放录音或重读对话，学生静听；这次学生很容易听懂。

#### 8 Repetition 重复

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat(a) in chorus, (b) in small groups, and(c) individually. When conducting chorus and group repetition, make sure the students repeat all together after you give them a clear signal so the repetition isn't ragged : 重放录音或重读对话，每行后停顿一下，让学生集体、小组和单个地重复；当集体和小组重复时，要求学生在看到你的明确信号后一起开始，以免参差不齐。

T : Excuse me! (signal 教师给手势)

Ss (all together 学生齐声说) : Excuse me! etc.

#### 9 Reading aloud 大声朗读

Ask one or two students to take parts and to read the dialogue aloud. 让一两个学生扮演对话中的角色，大声朗读。

## Lesson 2

Number drill: Books Shut

数字训练：合上书

(a) Chorus repetition 齐声重复

\* Write the numbers 1-10 (figures only) in numerical order on the blackboard. 将数字1至10写在黑板上。

\* Give the instruction, 给指令 Look at the blackboard!

\* Say each number aloud as you point at it and get the class to repeat after you with the command, All together! Do this drill several times. 指着每个数字大声朗读，然后说“All together!”让学生重复；多做几次。

(b) Group or individual repetition 小组或个人重复

\* Get small groups or individuals to repeat the numbers after you. 让小组或个人随你重复数字。

(c) Chorus repetition 齐声重复

\* Erase the numbers and write them again in non-numerical sequence. 将数字擦去，打乱顺序重写。

\* Say 比如说：3, 7, 5, 2, 6, 1, 10, 4, 8, 9.

\* Get the class to repeat each number after you. Do this drill several times. 让全班随你重复每个数字；多做几次。

(d) Individual repetition 个人重复

\* Ask individual students to say aloud any number you point at. 让单个学生大声说出你所指的数字。

Repetition drill

重复训练

(a) Chorus repetition 齐声重复

To elicit 引出：Is this your (pen) ?

\* Numerical sequence. 按图片顺序。

\* Give the instructions 给指令 Look at Lesson 2. Look and listen. Do not speak.

\* Play the examples on the tape. 播放录音上的例子。

(1) Tape: Look at number 1.

S: Is this your pen?

(2) T: Yes, it is. Number 2.

S: Is this your pencil?

(3) T: Yes, it is. Number 3.

S: Is this your book?

T: Yes, it is.

T: Now you ask the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Yes, it is. Number 4.

S: Is this your watch?

5 T : Yes, it is. Number 5.  
S : Is this your coat?  
6 T : Yes, it is. Number 6.  
S : Is this your dress?  
7 T : Yes, it is. Number 7.  
S : Is this your skirt?  
8 T : Yes, it is. Number 8.  
S : Is this your shirt?  
9 T : Yes, it is. Number 9.  
S : Is this your car?  
10 T : Yes, it is. Number 10.  
S : Is this your house?  
T : Yes, it is.

(b) Group or individual repetition 小组或个人重复

\*Non-numerical sequence. 不按图片顺序。

\*Ask small groups or individual students to repeat each question and affirmative tag answer on the tape. Drill all the vocabulary thoroughly.  
让小组或单个学生重复录音上的每个问题，并作出肯定的简短回答；彻底练习所有词汇。

9 Is this your car?	5 Is this your coat?
Yes, it is.	3 Is this your book?
4 Is this your watch?	8 Is this your shirt?
2 Is this your pencil?	1 Is this your pen?
7 Is this your skirt?	6 Is this your dress?

Pattern drill: Books open

句型训练：打开书

\* Illustrate each exercise first by providing the stimulus and the response.  
首先通过给出提示和答案，来说明每项练习的作法。

\* Then, with the instruction Now you!, ask individual students to continue in the same way. 然后，用

“Now you!”的指令让学生按同样的方式继续这一练习。

(a) To elicit 引出: Yes, it is.

\* Ask individual students questions in the following way. 用以下方式向学生提问。

T : Mr./Mrs./Ms.... Look at number 4. Is this your watch? (Give cue by nodding.  
教师用点头提示。)

S : Yes, it is. etc.

(b) To elicit 引出: Is this your (pen)?

\* Elicit questions from individual students with call words. 用提示的词引导学生发问。

T : Mr./Mrs./Ms.... Look at number 1.... your pen.

S : Is this your pen?

T : Yes, it is. etc.

(c) To elicit 引出: Is this your pen? Yes, it is.

\* Get individual students to ask each other questions and provide answers

in the following way.用以下方法引导学生相互提问并回答。

T: Mr. ... ask Ms..... (Convey the meaning of ask by gesture. 用手势引导学生提问。) Number 9.

S1: Is this your car?

S2: Yes, it is.

T: Ms.... ask Mrs....Number 6.

S2: Is this your dress?

## Teaching Unit 2

### Lesson 3

#### Content and basic aims

#### 内容和基本目标

PATTERNS AND STRUCTURAL WORDS 句型和结构词	VOCABULARY 词汇	
	Nouns 名词	Numbers 数字
My coat and my umbrella.		
This is (not) my (umbrella).		
Here is my your...	Daughter	suit
Is this it?	school	teacher
No, it isn't.	Sir	ticket
It isn't my(umbrella).	son	umbrella
It is(It's) your (umbrella).		

#### General remarks

#### 总体评论

\*Greet the class (Good morning/afternoon/evening). 问候全班学生。

\*Carry out the procedure suggested below, as outlined in Teaching Unit 1. 按下列原第1单元所列的程序进行。

The meaning of instructions (Look! Listen. Open your books! etc.) should be conveyed through gesture and mime. 用手势和摹拟表演来表示指令的含义。

#### Listening comprehension

#### 听力理解

##### 1 Introduce the story 介绍故事

T: Today we'll listen to a story about an umbrella.

##### 2 Understand the situation 了解情景

Ask the students to look at the pictures and explain to you in Chinese what they think is happening. Prompt the students in Chinese if necessary. 要求学生看图，并用中文解释图中表示的动作，必要时可用中文给学生提示。

##### 3 Listening objective 听力训练目标

T: Listen to the story and see if you can answer this question: Does the man get his umbrella back?

##### 4 Play the tape or read the dialogue 播放录音或朗读对话

Now play the tape or read the dialogue. The students listen without interruption and try to think of the answer to the question you set them. 播放录音或朗读对话。学生不停顿地听录音，准备回答教师提的问题。

##### 5 Answer the question 回答问题

After the reading, ask the question: 朗读之后问：Does the man get his umbrella back? Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands 训练学生不集体回答；问一个学生，然后用手势问其他学生是同意还是不同意。

## 6 Intensive reading 精读

Play the tape or read the dialogue again, pausing after every line to check the students understand. Convey the meaning of the text by referring to the pictures and by using gesture and mime. Use English as much as possible. Ask your best students to give you confirmatory translations in Chinese of individual words and phrases for the benefit of other students who haven't grasped the meaning . 重放录音或重读对话，每行后稍稍停顿，检查学生是否理解。用书上的图片和手势、摹拟动作来表示课文的含义。尽可能多地使用英语。让学得好的学生将单词和短语译成中文，以照顾尚未理解词义的学生。

## 7 Play the tape or read the dialogue again 重放录音或重读对话

Play the tape or read the dialogue right through again. The student listen only. This time, the students will understand it without difficulty . 从头至尾播放录音或重读对话，学生静听；这次学生很容易听懂。

## 8 Repetition 重复

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat(a) in chorus, (b) in small groups, and(c) individually. When conducting chorus and group repetition, make sure the students repeat all together after you give them a clear signal so the repetition isn't ragged : 重放录音或重读对话，每行后停顿一下，让学生集体、小组和单个地重复；当集体和小组重复时，要求学生在看到你的明确信号后一起开始，以免参差不齐。

## 9 Reading aloud 大声朗读

Ask one or two students to take parts and to read the dialogue aloud . 让一两个学生扮演对话中的角色，大声朗读。

## Lesson 4

Number drill : Books shut

数字训练：合上书

(a) Chorus repetition 齐声重复

\* Write the numbers 1-15 (figures only) in numerical order on the blackboard. 将数字 1 至 15 按顺序写在黑板上。

\* Give the instruction 给指令 Look at the blackboard!

\* Say each number aloud as you point at it and get the class to repeat after you with the command

All together! Do this drill several times. 指着每个数字大声朗读，然后说“All together!” 让学生重复；多做几次。

(b) Group or individual repetition 小组或个人重复

\* Get small groups or individuals to repeat the numbers after you. 让小组或个人随你重复数字。

(c) Chorus repetition 齐声重复

\* Erase the numbers and write them again in non-numerical sequence. 将数字擦去，打乱顺序重写。

\* Get the class to repeat each number after you. Do this drill several times. 让全班随你重复每个数字；多做几次。

(d) Individual repetition 个人重复

\* Ask individual students to say aloud any number you point at. 让单个学生说出你所指的数字。

Repetition drill 重复训练

(a) Chorus repetition 齐声重复

To elicit 引出 No, it isn't.

Yes, it is.

\* Numerical sequence. 按图片顺序。

\* Give the instructions 给指令 Look at Lesson 4. Look and listen. Do not speak.

\* Play the examples on the tape. 播放录音上的例子。

(1) T : Look at number 1. Is this your pen?

S : Yes, it is.

(2) T : Number 2. Is this your pencil?

S : Yes, it is.

(3) T : Number 3. Is this your book?

S : Yes, it is.

T : Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T : Number 4. Is this your watch?

S : Yes, it is.

5 T : Number 5. Is this your coat?

S : No, it isn't.  
6 T : Number 6. Is this your dress ?  
S : Yes, it is.  
7 T : Number 7. Is this your skirt ?  
S : No, it isn't.  
8 T : Number 8. Is this your shirt ?  
S : Yes, it is.  
9 T : Number 9. Is this your car ?  
S : Yes, it is.  
10 T : Number 10. Is this your house ?  
S : No, it isn't.  
11 T : Number 11. Is this your suit ?  
S : Yes, it is.  
12 T : Number 12. Is this your school ?  
S : No, it isn't.  
13 T : Number 13. Is this your teacher ?  
S : Yes, it is.  
14 T : Number 14. Is this your son ?  
S : No, it isn't.  
15 T : Number 15. Is this your daughter ?  
S : Yes, it is.

(b) Group or individual repetition 小组或个人重复

\*Non-numerical sequence. 不按图片顺序。

\*Ask small groups or individual students to repeat each question followed by affirmative and negative tag answers. Give cues by nodding or shaking the head. Drill the new vocabulary thoroughly. 让小组或单个学生重复录音上的每个问题，并作出肯定和否定的简短回答；点头或摇头来给学生以提示；彻底练习所有词汇。

Pattern drill : Books open

句型训练 : 打开书

\* Illustrate each exercise first by providing the stimulus and the response. 首先通过给出提示和答案，来说明每项练习的作法。

\*Then, with me instruction Now you !, ask individual students to continue in the same way. 然后，用“Now you !”的指令让学生按同样的方式继续这一练习。

(a) To elicit 引出 : Yes, it is. / No, it isn't :

\*Nod or shake your head to elicit the response you want : 用点头或摇头来引导出你想要的答复。

T : Mr. / Mrs. / Miss ... Look at number 1. Is this your pen ? ( Give cue by shaking head: 教师用摇头提示。 )

S : No, it isn't. etc.

(b) To elicit 引出 : It is not my (pen). It is your (pen) .

\* Use actual objects which may be found in the classroom: book, coat, handbag, pen, pencil, watch. 使用教室里可以找到的实物，如：书、外衣、手提包、钢笔、铅笔、手表。

T: Is this my pen or your pen?

S: It is not my pen. It is your pen. etc.

(c) To elicit 引出: It is not your (pen). It is my (pen).

\*Conduct the exercise in the way shown in (b) above. 按上面 (b) 的方式  
进行这一练习。

(d) To elicit 引出: It isn't my (pen). It's your (pen).

\* Illustrate on the blackboard the relationship between non-elided and  
elided forms: 在黑板上演示省略和非省略形式的关系: is not = isn't; it is = it's.

\* Conduct the exercise by referring to the pictures: 用图片来进行这一  
练习。

T: Number 1. Is this my pen or your pen?

S: It isn't my pen. It's your pen. etc.

## Teaching Unit 3

### Lesson 5

#### Content and basic aims

#### 内容和基本目标

PATTERNS AND STRUCTURAL WORDS 句型和结构词	VOCABULARY 词汇	
	Nouns 名词	Adjectives 形容词
This is (Sophie).		
She is (She's) French.	Mr. Miss	
He is (He's) German.	student	
It's (French).		Expressions 表达方式
It's a (French) car.		
It's (English).		American Italian
It's an (English) car.		English Swedish
Good morning.	How do you do?	German Chinese
His/her name is (name's)...	What make is it?	Japanese Korean
He's/She's a (French) student.		
Yes, she is./No, she isn't.		
Yes, he is./No, he isn't.		

#### General remarks

#### 总体评论

\*From now on, get the class to greet you (Good morning/afternoon/evening) before each lesson begins. 从现在起让全班学生在每次上课前向你表示问候。

\*Carry out the procedure suggested below, as outlined in Teaching Unit 1. 按下列原第1单元所列的程序进行。

#### Listening comprehension

#### 听力理解

##### 1 Introduce the story 介绍故事

T: Today we'll listen to a story about a new student.

##### 2 Understand the situation 了解情景

Ask the students to interpret the pictures. 要求学生解释图画。

##### 3 Listening objective 听力训练目标

T: Listen to the story and see if you can answer this question: Is Chang-woo Chinese?

##### 4 Play the tape or read the dialogue 播放录音或朗读对话。

##### 5 Answer the question 回答问题

After the reading, ask the question 朗读之后: Is Chang-woo Chinese?

Answer 回答: No, he isn't. He's Korean.

##### 6 Intensive reading 精读

Play the tape or read the dialogue again, pausing after every line to check the students understand. 重放录音或重读对话, 每行后稍稍停顿, 检查学生

是否理解。

7 Play the tape or read the dialogue again 重放录音或重读对话

Play the tape or read the dialogue right through again. The students listen only. 从头到尾播放录音或重读对话，学生静听。

8 Repetition 重复

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually. 重放录音或重读对话，每行后稍稍停顿，让学生集体、小组和单个地重复。

9 Reading aloud 大声朗读

Ask one or two students to take parts and to read the dialogue aloud. 让一两个学生扮演对话中的角色，大声朗读。

Comprehension

理解

\* Ask individual students questions. 向单个学生提问。

1 T : Is Sophie a new student?

S : Yes, she is.

2 T : Is she German?

S : No, she isn't.

3 T : What nationality is Sophie?

S : Sophie is French.

4 T : Is Hans French?

S : No, he isn't.

5 T : What nationality is Hans?

S : He is German.

6 T : What nationality is Naoko?

S : She's Japanese. 7 T : Is Chang-woo a Japanese student or a Korean student?

S : He's a Korean student.

8 T : Is Luming a Korean student or a Chinese student?

S : He is a Chinese student.

9 T : She's Chinese. What is her name?

S : Her name is Xiaohui.

10 T : She's Japanese. What is her name?

S : Her name is Naoko.

Asking questions

提问题

1 T : Ask me if Sophie is a new student.

S : Is Sophie a new student?

T : What nationality...?

S : What nationality is Sophie?

2 T : Ask me if Hans is German.

S : Is Hans German?

3 T : Ask me if Naoko is a Japanese student or a German student.

S : Is Naoko a Japanese student or a German student?

4 T : Ask me if she is a Chinese student.

S : Is she a Chinese student?

5 T : Ask me if Chang-woo is Japanese.

S : Is Chang-woo Japanese?

T : What nationality...?

S : What nationality is he?

## Lesson 6

Number drill : Books shut

**数字训练** : 合上书

Group or Individual Repetition 小组或个人重复

\*Write the numbers 1-15 (figures only) in non-numerical order on the blackboard. 不按顺序将数字1至15写在黑板上。

\*Say 比如说: 9, 15, 11, 6, 3, 1, 12, 2, 7, 14, 4, 10, 13, 5.

\* Ask small groups or individual students to say aloud any number you point at. 让小组或单个学生大声说出你所指的数字。

Repetition drill

**重复训练**

(a) Chorus repetition 齐声重复

To elicit 引出: It isn't (a French) car.

It's (a Swedish) car.

\* Numerical sequence. 按图片顺序。

\* Give the instructions 给指令 Look at Lesson 6. Look and listen. Do not speak.

\*Play the examples on the tape. 播放录音上的例子。 (1) Tape: Look at number 8. That's a Volvo.

Is it a Swedish car or a French car?

S: It isn't a French car. It's a Swedish car.

(2) T: Number 9. That's a Peugeot.

Is it a French car or a Swedish car?

S: It isn't a Swedish car. It's a French car.

(3) T: Number 10. That's a Mercedes.

Is it a German car or a Japanese car?

S: It isn't a Japanese car. It's a German car.

T: Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Number 11. That's a Toyota.

Is it a Japanese car or a German car?

S: It isn't a German car. It's a Japanese car.

5 T: Number 12. That's a Daewoo.

Is it a British car or a Korean car?

S: It isn't a British car. It's a Korean car.

6 T: Number 13. That's a Mini.

Is it an American car or an English car?

S: It isn't an American car. It's an English car.

7 T: Number 14. That's a Ford.

Is it a Swedish car or an American car?

S: It isn't a Swedish car. It's an American car.

8 T : Number 15. That's a Fiat.

S1 : Is it an Italian car or an American car?

S2 : It isn't an American car. It's an Italian car.

(b) Group or individual repetition 小组或个人重复

\* Non-numerical sequence 不按图片顺序

\* Ask small groups or individual students to repeat each question followed by affirmative or negative answers. Give cues by referring to the pictures. Drill the new vocabulary thoroughly. 让小组或单个学生重复每个问题，并作出肯定或否定的答复；点头或摇头来给学生以提示；彻底练习新词汇。

T : Mr. /Mrs./Miss... Number 8

S1 : Is it a French car?

S2 : No, it isn't.

S1 : Is it a Swedish car?

S2 : Yes, it is.

Pattern drill : Books open

句型训练：打开书

\* Illustrate each exercise first by providing the stimulus and the response.

首先通过给出提示和答案，来说明每项练习的作法。

\* Then, with the instruction Now you!, ask individual students to continue in the same way. 然后，用“Now you!”的指令让学生按同样的方法继续这一练习。

(a) To elicit 引出 : Yes, it is./No, it isn't.

T : Mr./Mrs./Miss... Look at number 8. Is it a French car?

S : No, it isn't.

T : Is it a Swedish car?

S : Yes, it is. etc.

(b) To elicit 引出 : It's (Swedish).

T : Mr./Mrs./Miss... Look at number 8. It's a Volvo. Is it Swedish or French?

S : It's Swedish. etc.

(c) To elicit 引出 : It's a Swedish/an American car.

\* Illustrate on the blackboard the use of a and an using the nationalities introduced in Lesson 6. 用第6课表示国名的单词在黑板上说明英语中不定冠词a和an的区别。

\* Then drill as follows 然后按如下训练：

T : Mr./Mrs./Miss... Look at number 8. It's a Volvo. Is it a Swedish or an English car?

S : It's a Swedish car. etc.

(d) To elicit 引出 : It's a (Volvo).

T : Mr./Mrs./Miss... Look at number 8. It's a Swedish car. What make is it?

S : It's a Volvo. etc.

(e) To elicit 引出 : Is it a/an... car?

What make is it?

\* Get individual students to ask each other questions and provide answers in the following way: 让单个学生按以下方法相互提问和口答：

T : Mr...ask Miss... number 8... Swedish car.

S1 : Is it a Swedish car?

S2 : Yes, it is.

T : ...make?

S1 : What make is it?

## Teaching Unit 4

### Lesson 7

#### Content and basic aims

#### 内容和基本目标

PATTERNS AND STRUCTURAL WORDS 句型和结构词	VOCABULARY 词汇	
	Nouns 名词	Numbers 数字
Are you (French),too?	air-hostess milkman	
Yes, I am./No, I am(I'm)not.	Hairdresser nurse	
Yes, I am./No, I am(I'm)not.	Engineer nationality	
I'm a(typist).	Housewife policeman	
I'm an(engineer).	Job policewoman	16-20
What's your /his/her job?	mechanic postman	
	taxi driver keyboard operator	

#### General remarks

#### 总体评论

\* From now on, get the class to greet you ( Goodmorning/afternoon/evening ) before each lesson begins. 从现在起让全班学生在每次上课前向你表示问候。

\* Carry out the procedure suggested below, as outlined in Teaching Unit 1. 按下列原第 1 单元所列的程序进行。

#### Listening comprehension

#### 听力理解

##### 1 Introduce the story 介绍故事

T : Today we'll listen to a story about jobs.

##### 2 Understand the situation 了解情景

Ask the students to interpret the pictures. 要求学生解释图画。

##### 3 Listening objective 听力训练目标

T : Listen to the story and see if you can answer this question: What is Robert's job?

##### 4 Play the tape or read the dialogue 播放录音或朗读对话

##### 5 Answer the question 回答问题

After the reading, ask! the question 朗读之后问 : What is Robert's job?

Answer 回答 : He is an engineer.

##### 6 Intensive reading 精读

Play the tape or read the dialogue again, pausing after every line to check the students understand. 重放录音或重读对话，每行后稍稍停顿，检查学生是否理解。

##### 7 Play the tape or read the dialogue again 重放录音或重读对话

Play the tape or read the dialogue right through again. The students

listen only. 从头至尾播放录音或重读对话，学生静听。

#### 8 Repetition 重复

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually. 重放录音或重读对话，每行后稍稍停顿，让学生集体、小组或单个地重复。

#### 9 Reading aloud 大声朗读

Ask one or two students to take parts and to read the dialogue aloud. 让一两个学生扮演对话中的角色，大声朗读。

#### Comprehension

##### 理解

\* Ask individual students questions. Students give natural answers. 向单个学生提问。学生自然回答。

1 T : Is Robert a new student?

S : Yes, he is.

2 T : Is Robert French?

S : No, he is not.

3 T : What nationality is Robert?

S : He is Italian.

4 T : Is Sophie Italian, too?

S : No, she is not.

5 T : What nationality is Sophie?

S : She is French.

6 T : Is Sophie a teacher?

S : No, she is not.

7 T : What's her job?

S : She is a keyboard operator.

8 T : Is Robert a keyboard operator, too?

S : No, he is not.

9 T : What's his job?

S : He is an engineer.

10 T : What's your job?

S : I'm a student.

#### Asking questions

##### 提问题

1 T : Ask me if Robert is a new student.

S : Is Robert a new student?

T : Yes, he is.

2 T : Ask me if Robert is French.

S : Is Robert French?

T : No, he is not.

3 T : Ask me if Sophie is a teacher.

S : Is Sophie a teacher?

T : No, she is not.

4 T : Ask me if Robert is an engineer.

S : Is Robert an engineer?

T : Yes, he is.

5 T : Ask me if Sophie is an engineer, too.

S : Is Sophie an engineer, too?

T : No, she is not. She is a keyboard operator.

## Lesson 8

Number drill : Books shut

数字训练：合上书

(a) Chorus Repetition 齐声重复

\* Write the numbers 1-20 (figures only) in numerical order on the blackboard. Ask the class to repeat the numbers after you. 按顺序将数字 1 至 20 写到黑板上；让全班随你重复数字。

(b) Group or Individual Repetition 小组或个人重复

\* Write the numbers 10-20 in non-numerical sequence on the blackboard. 不按顺序将数字 10 至 20 写到黑板上。

\* Ask groups or individuals to say aloud any number you point at. Concentrate on the new numbers 16-20. 让小组或单个学生大声说出你所指的数字；集中练习 16 至 20 这几个新数字。

Repetition drill

重复训练

(a) Chorus repetition 齐声重复

To elicit 引出：(He) isn't (a taxi driver).

(He's a policeman). \* Numerical sequence. 按图片顺序。

\* Give the instructions 给指令 Look at Lesson 8. Look and listen. Do not speak.

\* Play the examples on the tape. 播放录音上的例子。

(1) T: Look at number 11. What's his job?

Is he a policeman or a taxi driver?

S: He isn't a taxi driver. He's a policeman.

(2) T: Number 12. What's her job?

Is she a policewoman or an air hostess?

S: She isn't an air hostess. She's a policewoman.

(3) T: Number 13. What's his job?

Is he a taxi driver or a policeman?

S: He isn't a policeman. He's a taxi driver.

T: Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Number 14. What's her job?

Is she an air hostess or a policewoman?

S: She isn't a policewoman. She's an air hostess.

5 T: Number 15. What's his job?

Is he a postman or a milkman?

S: He isn't a milkman. He's a postman.

6 T: Number 16. What's her job?

Is she a nurse or a housewife?

S: She isn't a housewife. She's a nurse.

7 T: Number 17. What's his job?

S: Is he a mechanic or a hairdresser?

S: He isn't a hairdresser. He's a mechanic.

8 T: Number 18. What's his job?

S: Is he a hairdresser or a mechanic?

S: He isn't a mechanic. He's a hairdresser.

9 T: Number 19. What's her job?

S: Is she a housewife or a nurse?

S: She isn't a nurse. She's a housewife.

10 T: Number 20. What's his job?

S: Is he a milkman or a postman?

S: He isn't a postman. He's a milkman.

(b) Group or individual repetition 小组或个人重复

\* Non-numerical sequence. 不按图片顺序。

\* Ask small groups or individual students to repeat each question followed by affirmative or negative answers. 让小组或单个学生重复每个问题，并作出肯定和否定的答复。

Pattern drill: Books open

句型训练：打开书

\* Illustrate each exercise first by providing the stimulus and the response. 首先通过给出提示和答案，来说明每项练习的作法。

\* Then, with the instruction Now you!, ask individual students to continue in the same way. 然后，用“Now you!”的指令让学生按同样的方法继续这一练习。

(a) To elicit 引出: Yes, he is/she is; No, he isn't/she isn't.

T: Mr./Mrs./Miss... Look at number 11. Is he a hairdresser?

S: No, he isn't.

T: Is he a policeman?

S: Yes, he is. etc.

(b) To elicit 引出: He/ She isn't a(n) ... He's/She's a(n) ...

T: Mr./Mrs./Miss... Look at number 11. Is he a hairdresser or a policeman?

S: He isn't a hairdresser. He's a policeman. etc.

(c) To elicit 引出: He's a... She's a(n) ...

T: Look at number 11. What's his job?

S: He's a policeman. etc.

(d) To elicit 引出: Is he/she a(n) ... What's his/her job?

Get individual students to ask each other questions and provide answers in the following way: 让学生之间相互提问，用以下方式来提供答案：

T: Mr. .... ask Miss... Number 11... a policeman.

S1: Is he a policeman?

S2: Yes, he is.

T: ... job?

S1: What's his job?

S2: He's a policeman. etc.

(e) To elicit 引出: I'm not (a hairdresser). I'm (a policeman).

T: Are you a hairdresser or a policeman?

S: I'm not a hairdresser. I'm a policeman.

## Teaching Unit 5

### Lesson 9

#### Content and basic aims

#### 内容和基本目标

PATTERNS AND STRUCTURAL WORDS 句型和结构词	VOCABULARY 词汇	
	Nouns 名词	Expressions 表达方式
I'm/He's/She's (very) well hot/tall etc. Look at that (man).	man woman  <b>Adjectives 形容词</b>  Busy      lazy Clean     old Dirty     tall Hot       thin	How are you (today) ? And you? I'm fine/very well. Thanks. Nice to see you. Goodbye.
		<b>Numbers 数字</b>  21,22

#### General remarks

#### 总体评论

\*From now on, get the class to greet you (Good morning / afternoon / evening) before each lesson begins. 从现在起让全班学生在每次上课前向你表示问候。

\*Carry out the procedure suggested below, as outlined in Teaching Unit 1. 按下列原第1单元所列的程序进行。

#### Listening comprehension

#### 听力理解

##### 1 Introduce the story 介绍故事

T: Today we'll listen to a story about greeting.

##### 2 Understand the situation 了解情景

Ask the students to interpret the pictures. 要求学生解释图画。

##### 3 Listening objective 听力训练目标

T: Listen to the story and see if you can answer this question: How is Emma?

##### 4 Play the tape or read the dialogue 播放录音或朗读对话

##### 5 Answer the question 回答问题

After the reading, ask the question 朗读之后问：How is Emma?

Answer 回答：She's very well.

##### 6 Intensive reading 精读

Play the tape or read the dialogue again, pausing after every line to check the students understand. 重放录音或重读对话，每行后稍稍停顿，检查学生是否理解。

##### 7 Play the tape or read the dialogue again 重放录音或重读对话

Play the tape or read the dialogue right through again. The students

listen only. This time, the students will understand it without difficulty.  
从头至尾播放录音或重读对话，学生静听；这次学生很容易听懂。

#### 8 Repetition 重复

Play the tape or read the dialogue again, pausing after every line, and ask the student to repeat (a) in chorus, (b) in small groups, and (c) individually. 重放录音或重读对话，每行后稍稍停顿，让学生集体、小组和单个地重复。

#### 9 Reading aloud 大声朗读

Ask one or two students to take parts and to read the dialogue aloud. 让一两个学生扮演对话中的角色，大声朗读。

#### Comprehension

##### 理解

\* Ask individual students questions. Students give natural answers.

向单个学生提问。学生自然回答。1 T : What's her name?

S : Helen

2 T : What's his name?

S : Steven.

3 T : How is Helen today?

S : She's very well.

4 T : How is Steven today?

S : He's fine.

5 T : Is Tony well, too?

S : Yes, he is.

6 T : How is Emma?

S : She's fine, too.

#### Asking questions

##### 提问题

1 T : Ask me if Helen is well today.

S : Is Helen well today?

T : How...?

S : How is Helen today?

2 T : Ask me if Steven is well today.

S : Is Steven well today?

T : How...?

S : How is Steven today?

3 T : Ask me if Emma is well today.

S : Is Emma well today?

T : How...?

S : How is Emma today?

## Lesson 10

Number drill : Books shut

**数字训练：合上书**

Group or individual repetition 小组或个人重复

\* Write the numbers 11-22 (figures only) in numerical order on the blackboard. 按顺序将数字 11 至 22 写到黑板上。

\* Ask groups or individuals to say aloud any number you point at. Note the introduction of 21 and 22. 让小组或单个学生大声说出你所指的数字；注意介绍数字 21 和 22 的构成。

Repetition drill

**重复训练**

(a) Chorus repetition 齐声重复

To elicit 引出 : He's/ She's not (thin) .

He's/ She's (fat) .

\* Non-numerical sequence. 不按图片顺序。

\* Give the instructions 给指令 Look at Lesson 10. Look and listen. Do not speak.

\* Play the examples on the tape. 播放录音上的例子。

(1) T : Look at number 11. Is that man fat or thin?

S : He's not thin. He's fat.

(2) T : Number 17. Is Steven hot or cold?

S : He's not cold. He's hot.

(3) T : Number 20. Is that air hostess young or old?

S : She's not old. She's young.

T : Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T : Number 12. Is that woman thin or fat?

S : She's not fat. She's thin.

5 T : Number 18. Is Emma cold or hot?

S : She's not hot. She's cold.

6 T : Number 14. Is that policewoman short or tall?

S : She's not tall. She's short.

7 T : Number 19. Is that milkman old or young?

S : He's not young. He's old.

8 T : Number 15. Is that mechanic dirty or clean?

S : He's not clean. He's dirty.

9 T : Number 13. Is that policeman tall or short?

S : He's not short. He's tall.

10 T : Number 16. Is that nurse clean or dirty?

S : She's not dirty. She's clean.

(b) Group or individual repetition 小组或个人重复

\* Non-numerical sequence. 不按图片顺序。

\* Ask small groups or individual students to repeat each question followed by affirmative or negative answers. 让小组或单个学生重复每个问题，并作肯定或否定的答复。

Pattern drill : Books open

句型训练 : 打开书

\* Illustrate each exercise first by providing the stimulus and the response. 首先通过给出提示和答案，来说明每项练习的作法。

\* Then, with the instruction Now you!, ask individual students to continue in the same way. 然后，用“Now you!”的指令让学生按同样的方式继续这一练习。

(a) To elicit 引出 : Yes, he/ she is. No, he/she isn't.

T : Mr./ Mrs./ Miss... Number 11. Look at that man. Is he thin?

S : No, he isn't.

T : Is he fat?

S : Yes, he is. etc.

(b) To elicit 引出 : Yes, I am. No, I'm not.

Questions of the same type should be addressed to the students : 同样的问题也应向学生提出 : Are you fat? etc.

(c) To elicit 引出 : He's/ She's not ( fat ). He's/ She's ( thin ).

Illustrate on the blackboard the relationship between non-elided and elided forms : 在黑板上写出非省略形式和省略形式之间的关系 : He is not = He isn't = He's not.

T : Mr./ Mrs./ Miss... Look at number 11. Is that man fat or thin?

S : He's not thin. He's fat. etc.

(d) To elicit 引出 : I'm not ( fat ). I'm ( thin ).

Questions of the type given in (c) above should be addressed to the students : (c) 项中的问题应向学生提出 : Are you fat or thin? etc.

(e) To elicit 引出 : He's/ She's very ( fat ).

T : Look at number 11. That man is fat.

S : He's very fat. etc.

(f) To elicit 引出 : Is he/ she ( fat )? Yes, he is./No, he isn't.

Get individual students to ask each other questions and provide answers in the following way: 让单个学生按以下方法相互提问并回答 :

T : Mr. .... ask Miss... Number 11... fat

S1 : Look at that man. Is he fat?

S2 : Yes, he is. etc.

About you

有关学生的问题

\* Go round the class and ask individual students the same type of questions as in Pattern Drill. 在教室里来回走动，向学生指出“句型训练”中的同类问题。

T : ( pointing at one student and addressing another 手指一个学生，向另一学生提问 ) : Is he fat or thin?

S : He isn't fat. He's thin.

## Teaching Unit 6

### Lesson 11

#### Content and basic aims

PATTERNS AND STRUCTURAL WORDS		VOCABULARY		
		Nouns	Adjectives	Number
Whose(shirt) is this/that?		blouse	blue	30
Whose is this/that(shirt)?		brother	white	
Is this your/his/her(pen)?		father		
It's not my/his/her(pen).		mother		
It's(Tim's) /my (father's).		sister		
Here you are.		tie	perhaps	catch.
			Adverb	Verb

#### General remarks

\*Try as far as possible to conduct the lesson in English.

\*Note the introduction of apostrophe s for possession. Possessive pronouns (mine, yours, etc.) should not be given.

#### Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a shirt.

2 Understand the situation

Ask the students to interpret the pictures.

3 Listening objective

T: Listen to the story and see if you can answer this question: Whose shirt is white?

4 Play the tape or read the dialogue

5 Answer the question

After the reading, ask the question: Whose shirt is white?

Answer: Tim's (shirt's white).

6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

#### Comprehension

\*Ask individual students questions. Students give natural answers.

1 T : Is this Dave's shirt?

S : No, it isn't. 2 T : Is Dave's shirt white?

S : No, it isn't.

3 T : Is Dave's shirt blue?

S : Yes, it is.

4 T : Whose shirt is white?

S : Tim's is.

5 T : Is this Tim's shirt?

S : Yes, it is.

6 T : Is Tim's shirt white?

S : Yes, it is.

#### Asking questions

1 T : Ask me if this is Dave's shirt.

S : Is this Dave's shirt?

T : Whose...?

S : Whose shirt is this?

2 T : Ask me if Dave's shirt is blue.

S : Is Dave's shirt blue?

T : Whose...?

S : Whose shirt is blue?

3 T : Ask me if Tim's shirt is white.

S : Is Tim's shirt white?

T : What colour...?

S : What colour is Tim's shirt?

## Lesson 12

Number drill: Books Shut

(a) Chorus repetition

\* Write the numbers 22-31 (figures only) in numerical order on the blackboard.\* Ask the class to repeat the numbers after you.

(b) Group or individual repetition

\* Write the numbers 22-31 in non-numerical sequence on the blackboard.\* Ask groups or individuals to say aloud any number you point at.\* Drill the new number:30.

Repetition drill

(a) Chorus repetition

To elicit: It isn't (Sophie's).

It's (Stella's).

\* Numerical sequence.

\* Give the instructionsLook at Lesson 12. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T: Look at number 22. Whose is that handbag?

Is it Sophie's?

S: It isn't Sophie's. It's Stella's.

(2) T: Number 23. Whose is that car?

Is it Steven's?

S: It isn't Steven's. It's Paul's.

(3) T: Number 24. Whose is that coat?

Is it Stella's?

S: It isn't Stella's. It's Sophie's.

T: Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Number 25. Whose is that umbrella?

Is it Paul's?

S: It isn't Paul's. It's Steven's.

5 T: Number 26. Whose is that pen?

Is it your father's?

S: It isn't my father's.

It's my son's.

6 T: Number 27. Whose is that dress?

Is it your mother's?

S: It isn't my mother's.

It's my daughter's.

7 T: Number 28. Whose is that suit?

Is it your son's?

S: It isn't my son's.

It's my father's.

8 T: Number 29. Whose is that skirt?

Is it your daughter's?

S: It isn't my daughter's.

It's my mother's.

9 T: Number 30. Whose is that blouse?

Is it your mother's?

S: It isn't my mother's.

It's my sister's.

10 T: Number 31 Whose is that tie?

Is it your father's?

S: It isn't my father's.

It's my brother's.

(b) Group or individual repetition

\*Non-numerical sequence.

\*Ask small groups or individual students to repeat each question followed by affirmative or negative answers.

pattern drill: Books open

\*Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit: It is (It's) Stella's /my son's.

T: Mr./ Mrs./ Miss... Look at number 22. Whose is that handbag?

S: It's Stella's. etc.

(b) To elicit: It's (her daughter's). Pictures 26-31.

T: Mr./ Mrs./ Miss... Look at number 26. Whose is that pen?

S: It's his son's. etc.

(c) To elicit: It's not Stella's / my son's. It's Paul's/ my brother's.

Illustrate on the blackboard the relationship between non-elided and elided forms: It is not = It isn't = It's not.

T: Mr./ Mrs./ Miss... Look at number 22. Is that handbag stella's or Sophie's?

S: It's not Sophie's. It's Stella's. etc.

(d) To elicit: Is that (handbag Sophie's?) No, it's not. Whose is it? It's (Stella's.) Get individual students to ask each other questions and provide answers in the following way: T: Mr. ... ask Miss... Number 22... Sophie's.

S1: Is that handbag Sophie's?

S2: No, it's not.

T: Whose...?

S1: Whose is it?

S2: It's Stella's. etc.

Activities

### A Guessing Game

One student goes out of the room and the class selects a familiar object belonging to one of the students: a book, coat, handbag, pen, pencil, watch, umbrella, etc. This is placed on the teacher's desk. The student is called back and has to guess whose it is in a limited number of guesses (up to six). If he succeeds in doing so, he may go out again. The game may be conducted in the following way:

S1 : Is this pen Paul's?

Class : No, it isn't.

S1 : Is it Sophie's? etc.

## Teaching Unit 7

### Lesson 13

#### Content and basic aims

PATTERNS AND STRUCTURAL WORDS		VOCABULARY		
		Nouns	Adjectives	Verbs
What colour is (colour's) ...?			black      orange	come
It's (green).			brown      red	see
Come and see it.			green      smart	<b>Adverb</b>
It's the same colour.			grey      yellow	
Here it is.			lovely	
My shirt is (shirt's) white.			<b>Numbers</b>	upstairs
			20-101	

#### General remarks

\*Try as far as possible to conduct the lesson in English.

\*The pattern introduced with adjectives in Teaching Unit 5 is now repeated with colours.

#### Listening comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about a hat.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: What colour is Anna's hat?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: What colour is Anna's hat?

Answer: It's green.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

### Comprehension

\* Ask individual students questions. Students give natural answers.1

T : Is Anna's dress new?

S : Yes, it is.

2 T : Whose dress is green?

S : Anna's (or Anna's is) .

3 T : What colour is Anna's hat?

S : Green (or It's green too) .

4 T : Is Anna's hat new?

S : Yes, it is.

5 T : Is Anna's hat lovely?

S : Yes, it is.

6 T : Is Anna's dress smart?

S : Yes, it is.

### Asking questions

1 T : Ask me if Anna's dress is new.

S : Is Anna's dress new?

T : Yes, it is.

2 T : Ask me if Anna's dress is nice.

S : Is Anna's dress nice?

T : Yes, it is.

3 T : Ask me if Anna's dress is blue.

S : Is Anna's dress blue?

T : What colour...?

S : What colour is Anna's dress?

4 T : Ask me if Anna's hat's green too.

S : Is Anna's hat green, too?

T : What colour...?

S : What colour is Anna's hat?

5 T : Ask me if Anna's hat's lovely.

S : Is Anna's hat lovely?

T : Yes, it is.

## Lesson 14

Number drill: Books shut

(a) Chorus repetition

\*Write the following numbers (figures only) in numerical order on the blackboard: 20, 30, 40, 50, 60, 70, 80, 90, 100, 101.

\* Ask the class to repeat the numbers after you.

(b) Group or individual repetition

\* Ask groups or individuals to say aloud any number you point at.

Repetition drill

(a) Chorus repetition

To elicit: His / Her (umbrella) isn't (brown). It's (black) .

\* Give the instructions Look at Lesson 14. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T: Look at number 20. What colour's Steven's umbrella?

Is it brown?

S: It isn't brown. It's black.

(2) T: Number 50. What colour's Sophie's coat?

Is it white?

S: It isn't white. It's grey.

(3) T: Number 90. What colour's the boy's tie?

Is it yellow?

S: It isn't yellow. It's orange.

T: Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Number 30. What colour's Paul's car?

Is it red?

S: It isn't red. It's blue.

5 T: Number 80. What colour's Anna's blouse?

Is it orange?

S: It isn't orange. It's yellow.

6 T: Number 40. What colour's Tim's shirt?

Is it blue?

S: It isn't blue. It's white.

7 T: Number 100. What colour's Steven's hat?

Is it green and red?

S: It isn't green and red.

It's grey and black.

8 T: Number 60. What colour's the woman's case?

Is it grey?

S: It isn't grey.

It's brown.

9 T: Number 101. What colour's Helen's dog?

S: Is it grey and black?

T: S: It isn't grey and black. Its brown and white.

10 T: Number 70. What colour's Anna's carpet?

S: Is it green?

T: S: It isn't green. It's red.

(b) Group or individual repetition

\* Non-numerical sequence.

\* Ask small groups or individual students to repeat each question followed by affirmative or negative answers.

Pattern drill: Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit: Yes, it is. No, it isn't.

T: Mr./Mrs./Miss ... Look at number 20. Is Steven's umbrella white?

S: No, it isn't.

T: Is it black?

S: Yes, it is. etc.

For Steven's substitute the following in the remaining pictures:

30: Paul's; 40: Tim's; 50: Sophie's; 60: her; 70: Anna's; 80: Anna's;  
90: his; 100: Steven's; 101: Helen's

(b) To elicit: It's not (white). It is (black).

T: Mr. /Mrs. /Miss ... Look at number 20. Is Steven's umbrella white or black?

S: It's not white. It's black, etc.

(c) To elicit: Steven's umbrella is black.

T: What colour is Steven's umbrella?

S: Steven's umbrella is black. etc.

(d) To elicit: His/ Her umbrella's black.

Illustrate the relationship between non-elided and elided forms: (no elision possible after -s) 20: umbrella's; 30: car's; 40: shirt's; 50: coat's; 60: case is; 70: carpet's; 80: blouse is; 90: tie's; 100: hat's; 101: dog's.

T: What colour's Steven's umbrella?

S: His umbrella's black. etc.

(e) To elicit: My (shirt's white).

Ask questions about classroom objects or the students' possessions: book, car, coat, dress, handbag, pen, pencil, shirt, skirt, suit, tie, umbrella.

T: What colour's your shirt?

S: My shirt's white.

(f) To elicit: Is it (white)? No, it isn't. What colour is it? It's (black).

T: Mr. ... ask Miss ... Steven's umbrella ... white.

S1 : Is Steven's umbrella white?

S2 : No, it isn't.

T: ...colour.

S1 : What colour is it?

## Teaching Unit 8

### Lesson 15

#### Content and basic aims

PATTERNS AND STRUCTURAL WORDS		VOCABULARY	
		Nouns	Adjectives
Are you/your friends (Swedish) ?			
Yes, we/they are.		Customs officer	Danish
No, we/they are not (aren't).		friend	Norwegian
Our/Their (cases) are (brown).		tourist	
Are these your ...?		passport	
Here they are.			

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* Patterns involving the use of the plural are introduced for the first time.

#### Listening comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about four tourists.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: Is there a problem with the Customs Officer?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: Is there a problem with the Customs officer?

Answer: No, everything's fine.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

#### Comprehension

\* Ask individual students questions. Students give natural answers.

1 T: Are the girls Swedish?

S: No, they are not.

2 T: Are they Danish?

S: Yes, they are.

3 T: Are their friends Danish, too?

S: No, they are not.

4 T: Are they Swedish or Norwegian?

S: They are Norwegian.

5 T: Are the girls' cases green?

S: No, they are not.

6 T: What colour are their cases?

S: Brown

7 T: Are the girls tourists?

S: Yes, they are.

8 T: Are their friends tourists, too?

S: Yes, they are.

9 T: What nationality are the girls?

S: They are Danish.

10 T: What nationality are their friends?

S: They are Norwegian.

#### Asking questions

1 T: Ask me if the girls are Swedish.

S: Are the girls Swedish?

T: What nationality ... ?

S: What nationality are the girls?

2 T: Ask me if their friends are Danish:

S: Are their friends Danish?

T: What nationality ... ?

S: What nationality are their friends?

3 T: Ask me if their cases are brown.

S: Are their cases brown?

T: What colour ... ?

S: What colour are their cases?

4 T: Ask me if their cases are brown.

S: Are their cases brown?

T: Whose ... ?

S: Whose cases are brown?

## Lesson 16

Number drill: Books shut

(a) Chorus repetition

\* Write the following numbers (figures only) in numerical order on the blackboard: 20, 30, 40, 50, 60, 70, 80, 90, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110.

\* Ask the class to repeat the numbers after you. Stress the use of '\*' and ' after 100. E.g. 'A hundred and one.'

(b) Group or individual repetition

\* Ask groups or individuals to say aloud any number you point at.

Repetition drill

(a) Chorus repetition

To elicit: Our (books) are not blue. They are (red).

\* Non-numerical sequence.

\* Give the instructions Look at Lesson 16. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T: Look at number 90. What colour are your tickets?

Are they white?

S: Our tickets are not white. They are yellow.

(2) T: Number 107. What colour are your pens?

Are they red?

S: Our pens are not red. They are blue.

(3) T: Number 102. What colour are your passports?

Are they blue?

S: Our passports are not blue. They are green.

T: Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Number 104. What colour are your handbags?

Are they grey?

S: Our handbags are not grey. They are white.

5 T: Number 110. What colour are your blouses?

Are they orange?

S: Our blouses are not orange. They are yellow.

6 T: Number 80. What colour are your coats?

Are they black?

S: Our coats are not black. They are grey.

7 T: Number 109. What colour are your dresses?

Are they brown?

S: Our dresses are not brown. They are green.

8 T: Number 70. What colour are your shirts?

Are they blue?

S : Our shirts are not blue. They are white.

T : Number 101. What colour are your hats?

Are they green and red?

S : Our hats are not green and red. They are black and grey.

10 T : Number 105. What colour are your ties?

Are they red?

S : Our ties are not red. They are orange.

(b) Group or individual repetition

\* Non-numerical sequence.

\* Ask small groups or individual students to repeat each question followed by affirmative or negative answers.

Pattern drill : Books open

\* Illustrate each exercise first by providing the stimulus and the response.\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit : No, we are not. We are (Russian). Pictures 20-50 only.

T : Look at number 20. Are you English?

S : No, we are not. We are Russian.

(b) To elicit : Our (books) are not (blue). They are (red).

T : Look at number 60. Are your books blue or red?

S : Our books are not blue. They are red. etc.

(c) To elicit : Our books are (red).

T : Look at number 60. What colour are your books?

S : Our books are red. etc.

(d) To elicit : Their (books) are not (blue). They are (red).

T : Look at number 60. Are their books blue or red?

S : Their books are not blue. They are red.

(e) To elicit : Their books are (red).

T : Look at number 60. What colour are their books?

S : Their books are red.

## Teaching Unit 9

### Lesson 17

#### Content and basic aims

PATTERNS AND VOCABULARY WORDS		VOCABULARY		
		Nouns	Verb	Numbers
Those women are (very hard-working).		office assistant	meet	200-1000
What are their jobs?		sales rep		
They are (keyboard operators).		employee	<b>Adjective</b>	
Who is (this young man)?		girl	hard-working	

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* Patterns involving the use of nouns in the plural (including irregular forms) are introduced here.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about jobs.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: What are Michael Baker's and Jeremy Short's jobs?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: What are Michael Baker's and Jeremy Short's jobs?

Answer: They're sales reps.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud. Comprehension

\* Illustrate on the blackboard the relationship between non-elided and

elided forms : we/they are = we're, they're; we/they are not = we/they aren't.

\* Ask individual students questions. Students give. Natural answers.

1 T : Are Nicola Grey and Claire Taylor nurses?

S : No, they aren't.

2 T : What are their jobs?

S : They're keyboard operators.

3 T : Are the women hard-working?

S : Yes, they are.

4 T : Are Michael Baker and Jeremy Short keyboard operators, too?

S : No, they aren't.

5 T : Are they sales reps or office assistants?

S : They're sales reps.

6 T : Are they very busy?

S : No, they aren't.

7 T : Who is the young man?

S : Jim.

8 T : Is Jim a sales rep or an office assistant?

S : He's an office assistant.

9 T : Is Jim very busy?

S : Yes, he is.

10 T : Is he hard-working?

S : Yes, he is.

#### Asking questions

1 T : Ask me if Nicola Grey is a keyboard operator.

S : Is Nicola Grey a keyboard operator?

T : Yes, she is.

2 T : Ask me if Claire Taylor is very busy.

S : Is Claire Taylor very busy?

T : Yes, she is.

3 T : Ask me if Michael Baker and Jeremy Short are keyboard operators too.

S : Are Michael Baker and Jeremy Short keyboard operators, too?

T : No, they aren't.

4 T : Ask me if the two men are lazy.

S : Are the two men very lazy?

T : Yes, they are.

5 T : Ask me if the young man is an office assistant.

S : Is the young man an office assistant?

T : Yes, he is.

## Lesson 18

Number drill: Books shut

(a) Chorus repetition

\* Write the following numbers (figures only) in numerical order on the blackboard: 100, 200, 300, 400, 500, 600, 700, 800, 900, 1,000, 1,001, 1,002, 1,003, 1,004, 1,005.

\* Ask the class to repeat the numbers after you. Stress the use of ' and ' after ' 1000 '. E.g. 'A thousand and one.'

(b) Group or individual repetition

\* Ask groups or individuals to say aloud any number you point at.

Repetition drill

(a) Chorus repetition

To elicit : They aren't (mechanics). They're (sales reps).

\* Non-numerical sequence.

\* Give the instructions Look at Lesson 18. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T : Look at number 100. What are their jobs?

Are they mechanics?

S : They aren't mechanics. They're sales reps.

(2) T : Number 900. What are their jobs?

Are they keyboard operators?

S : They aren't keyboard operators. They're nurses.

(3) T : Number 1,002. What are their jobs?

Are they postmen?

S : They aren't postmen. They're milkmen.

T : Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T : Number 1,000. What are their jobs?

Are they policewomen?

S : They aren't policewomen. They're air hostesses.

5 T : Number 400. What are their jobs?

Are they Customs officers?

S : They aren't Customs officers. They're engineers.

6 T : Number 800. What are their jobs?

Are they hairdressers?

S : They aren't hairdressers. They're taxi drivers.

7 T : Number 600. What are their jobs?

Are they engineers?

S : They aren't engineers. They're teachers.

8 T : Number 1,001. What are their jobs?

Are they policewomen?

S : They aren't policewomen. They're housewives.

9 T : Number 500. What are their jobs?

Are they milkmen?

S : They aren't milkmen. They're hairdressers.

10 T : Number 200. What are their jobs?

Are they nurses?

S : They aren't nurses. They're keyboard operators.

\* Take great care to differentiate between 'soft s' /s/ plurals (Nos. 100-300), 'hards' /z/ plurals (Nos. 400-800 and 1,001), /iz/ plurals (Nos. 900 and 1,000), and irregular plurals (Nos. 1,002-1,005).

(b) Group or individual repetition

\* Non-numerical sequence.

\* Ask small groups or individual students to repeat each question followed by affirmative or negative answers.

Pattern drill : Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit : Yes, they are; No, they aren't.

T : Mr./Mrs./Miss ... Look at number 100. Are they mechanics?

S : No, they aren't.

T : Are they sales reps?

S : Yes, they are. etc.

(b) To elicit : Yes, we are. No, we aren't.

Divide the class into small groups each of which represents a 'job'. Any of the jobs in Lesson 18 may be given. Then ask questions of the type given above (Are you mechanics? etc.) to elicit affirmative or negative tag responses in the first person plural.

(c) To elicit : They aren't (mechanics). They're (sales reps).

T : Mr./Mrs./Miss ... Look at number 100. Are those men mechanics or sales reps?

S : They aren't mechanics. They're sales reps. etc.

(d) To elicit : Those (men) are (sales reps).

T : Mr./Mrs./Miss ... Look at number 100. What are their jobs?

S : Those men are sales reps. etc.

(e) To elicit : They aren't (busy). They're (lazy).

T : Are the sales reps busy or lazy?

S : They aren't busy. They're lazy.

Any of the following adjectives may be included:

dirty/clean; young/old; fat/thin; tall/short; hot/cold; smart; pretty; nice.

Activities

A Guessing Game

A student goes out of the room. During his absence, the class selects 'jobs' for two students who come to the front of the classroom. Any of the jobs given in Lesson 18 may be selected. The student is then recalled and has to guess what their jobs are in a limited number of guesses (up to three). The students selected may 'mime' their jobs if they wish. The game may be conducted in the following way:

S : Are they mechanics?

Ss : No, they aren't.

S : Are they sales reps? etc.

## Teaching Unit 10

### Lesson 19

#### Content and basic aims

PATTERNS AND STRUCTURAL WORDS		VOCABULARY		
		Nouns	Adjectives	Adverbs
We're/They're (tired).	children	big		
Are you all right?	grandmother	heavy		all right
These (ice creams) are (nice).	grandfather	light		now
Look! There's a(n) ...	hands	long		
Look at them.	ice cream	open		
Who is (tired)?	mum	shut		sit
	shops	small		
	shoes	thirsty		
	trousers	tired		
				What's the matter?

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* Patterns involving the use of the plural in connection with adjectives are introduced here.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about two children.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: Why do the children thank their mother?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: Why do the children thank their mother?

Answer: Because their mother gets (buys) two ice creams for the children.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition .

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c)

individually.

9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

Comprehension

\* Ask individual students questions. Students give natural answers.1

T: Are the children tired?

S : Yes, they are.

2 T: Are the children thirsty?

S : Yes, they are.

3 T: Is that man an ice cream man?

S : Yes, he is.

4 T: Are the ice creams nice?

S : Yes, they are.

S T: Are the children all right now?

S : Yes, they are.

Asking questions

1 T: Ask me if the children are tired.

S : Are the children tired?

2 T: Ask me if the boy is thirsty.

S : Is the boy thirsty?

T : Who ... ?

S : Who is thirsty?

3 T: Ask me if the ice creams are nice.

S : Are the ice creams nice?

4 T: Ask me if the children are all right now.

S : Are the children all right now?

## Lesson 20

Number drill : Books shut

(a) Chorus repetition

\* Write the following numbers (figures only) in numerical order on the blackboard: 105, 106, 217, 218, 321, 322, 433, 434, 545, 546, 657, 658, 769, 770, 881, 882, 998, 999, 1,000, 1,001:

\* Ask the class to repeat the numbers after you.

(b) Group or individual repetition

\* Ask groups or individuals to say aloud any number you point at.

Repetition drill

(a) Chorus repetition

To elicit : They're not (dirty). They're clean.

\* Numerical sequence.

\* Give the instructions Look at Lesson 20. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T : Look at number 105. Look at that boy's shoes.

Are they dirty?

S : They're not dirty. They're clean.

(2) T : Number 217. Look at those postmen.

Are they cold?

S : They're not cold. They're hot.

(3) T : Number 321. Look at those hairdressers.

Are they thin?

S : They're not thin. They're fat.

T : Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T : Number 433. Look at those shoes.

Are they small?

S : They're not small. They're big.

5 T : Number 545. Look at those shops.

Are they shut?

S : They're not shut. They're open.

6 T : Number 657. Look at those cases.

Are they heavy?

S : They're not heavy. They're light.

7 T : Number 769. Look at grandmother and grandfather.

Are they young?

S : They're not young. They're old.

8 T : Number 881. Look at those hats.

Are they new?

S : They're not new. They're old.

9 T: Number 999. Look at those policemen.

S: Are they short?

S: They're not short. They're tall.

10 T: Number 1,000. Look at those trousers.

S: Are they long?

S: They're not long. They're short.

(b) Group or individual repetition

\* Numerical sequence.

\* Ask small groups or individual students to repeat each question followed by affirmative or negative answers.

Pattern drills: Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit: Yes, they are. No, they aren't.

T: Mr./Mrs./Miss ... Look at number 105. Are the boy's shoes dirty?

S: No, they aren't.

T: Are they clean?

S: Yes, they are. etc.

(b) To elicit: Yes, we are. No, we aren't.

Questions of the same type should be addressed to small groups of students to elicit affirmative and negative tag answers. The following adjectives may be used: thin; hot; fat; busy; tall; lazy; short; tired; cold; thirsty

(c) To elicit: They're not (dirty). They're (clean).

Illustrate on the blackboard the relationship between non-elided and elided forms: They are not = They aren't = They're not.

T: Mr./Mrs./Miss ... Look at number 105. Are that boy's shoes dirty or clean?

S: They're not dirty. They're clean. etc.

(d) To elicit: We're not (hot). We're (cold).

Illustrate on the blackboard the relationship between non-elided and elided forms: We are not = We aren't = We're not. Questions should be addressed to small groups as in (b).

(e) To elicit: Yes, they're very (clean).

Point out the difference between 'they're' and 'their'.

T: Look at number 105. That boy's shoes are clean.

S: Yes, they're very clean. etc.

(f) To elicit: questions beginning with Are.

T: Mr.... ask Mrs. ... Number 105 ... that boy's shoes.

S1: Are that boy's shoes clean?

S2: Yes, they are.

T: Number 217... those postmen.

S1: Are those postmen hot?

S2 : Yes, they are. etc.

## Teaching Unit 11

### Lesson 21

#### Content and basic aims

PATTERNS AND STRUCTURAL WORDS		VOCABULARY		
		Nouns	Adjectives	Verb
Give me/ him/ her/us /them a(book).				
Which one/book?		Bottle glass	blunt little	
This/That one/(book).		Box knife	empty sharp	give
Not this/that one/(book).		Cup spoon	full	
The(red)one/(book).		Fork tin	large	

#### General remarks

\* Try as far as possible to conduct the lesson in English.  
\* A number of related patterns are introduced in this Teaching Unit.  
Note that the definite article is now formally presented and is contrasted with the indefinite article.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about a book.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: Which book does the man want?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: Which book does the man want?

Answer: The red one.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

#### Activities

(a) To elicit: Give me a... and to enact the scene in class substituting

various objects. The dialogue should be rehearsed a few times in the way indicated below until the students get the idea. The student's statements must be accompanied by gestures. Call words will be provided by the teacher: 引出句型 Give me a ..., 用不同的物品在班上表演这段对话。应按以下方式将对话演习几遍，直到学生完全理解。学生的语言要有伴随的动作，提示词由教师提供。

T : ... book.

S1 : (pointing): Give me a book please.

S2 : Which book? (indicating): This one?

T : ... red.

S1 : (pointing): No, not that one. The red one.

S2 : (indicating): This one?

S1 : Yes, please.

S2 : (gesture): Here you are.

S1 : (gesture): Thank you.

The following may be given as call words to replace ' a red book ' :

coat/blue

dress/yellow

pen/red

pencil/black

shirt/white

skirt/grey

case/brown

tie/orange

handbag/green

blouse/white

hat/grey and black

(b) To elicit : Give him a ... and to enact the scene in class substituting various objects. The dialogue should be repeated in the same way.

(c) To elicit : Give her a ... and to enact the scene in class substituting various objects. The dialogue should be repeated in the same way.

(d) To elicit : Give us a ... and to enact the scene in class substituting various objects. The class should be divided into groups with a spokesman for each group and the dialogue should be repeated in the same way.

(e) To elicit : Give them a ... and to enact the scene in class substituting various objects. The class should again be divided into groups with a spokesman for each group and the dialogue should be repeated in the same way.

## Lesson 22

Number drill : Books shut

(a) Chorus repetition

\* Write the numbers 1,001-1,016 (figures only) in numerical order on the blackboard.

\* Ask the class to repeat the numbers after you.

(b) Group or individual repetition

\* Ask groups or individuals to say aloud any number you point at.

Repetition drill

(a) Chorus repetition

To elicit : Give me a (cup) please.

No, not this/that (dirty) one. This/That (clean) one.

\* Numerical sequence.

\* Give the instructions Look at Lesson 22. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T : Look at numbers 1,001 and 1,002.

S : Give me a cup please.

T : Which one? This dirty one?

S : No, not this dirty one. That clean one.

(2) T : Numbers 1,003 and 1,004.

S : Give me a glass please.

T : Which one? That full one?

S : No, not that full one. This empty one.

(3) T : Numbers 1,005 and 1,006.

S : Give me a bottle please.

T : Which one? This large one?

S : No, not this large one. That small one.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T : Numbers 1,007 and 1,008.

S : Give me a box please.

T : Which one? That little one?

S : No, not that little one. This big one.

5 T : Numbers 1,009 and 1,010.

S : Give me a tin please.

T : Which one? This new one?

S : No, not this new one. That old one.

6 T : Numbers 1,011 and 1,012.

S : Give me a knife please.

T : Which one? That blunt one?

S : No, not that blunt one. This sharp one.

7 T: Numbers 1,013 and 1,014.

S: Give me a spoon please.

T: Which one? This new one?

S: No, not this new one. That old one.

8 T: Numbers 1,015 and 1,016.

S: Give me a fork please.

T: Which one? That small one?

S: No, not that small one. This large one.

(b) Group or individual repetition

\* Non-numerical sequence.

\* Ask small groups or individual students to repeat each request followed by negative answers.

Pattern drill: Books open

\* Illustrate each exercise first by providing the stimulus and the response.\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit: Yes, it is. No, it isn't.

T: Mr./Mrs./Miss ... Look at number 1001. Is this cup clean?

S: No, it isn't.

T: Is this cup dirty?

S: Yes, it is. etc.

(b) To elicit: This/ That (cup) isn't (clean). It's (dirty).

T: Mr./Mrs./Miss ... Look at number 1002. Is that cup clean or dirty?

S: That cup isn't dirty. It's clean. etc.

(c) To elicit: Give me/him/her/us/them a (cup).

A version of the scene enacted in Lesson 21 should now be repeated with reference to the pictures in Lesson 22. The students' statements must again be accompanied by gestures. The dialogue should be conducted in the following way:

第 21 课的对话应在这里根据第 22 课的插图重复。学生的语言也应伴有动作。对话应以下列方式进行：

T: Numbers 1,001 and 1,002.

S1: Give me a cup please.

S2: Which one? This dirty one?

S1: No, not this dirty one. That clean one. etc.

Drill all the pictures thoroughly. For 'Give me ...' substitute 'Give him/her/us/them ...' so that the student can practise using other object pronouns as well.

## Teaching Unit 12

### Lesson 23

#### Content and basic aims

PATTERNS AND STRUCTURAL WORDS	VOCABULARY		
	Nouns		Number
Give me/him/her/us/them some (glasses).	bed	newspaper	
Which ones/(glasses)?	chair plate		
These/Those ones/(glasses).	cigarette	radio	2,000
Not these/those ones/(glasses).	desk	shelf	
The ones/(glasses) on the (shelf).	dressing table	cupboard	
	floor	table	
	magazine	television	

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* Some and the are used with countable nouns in the plural. Note the introduction of the preposition on.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about glasses.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: Which glasses does the man want?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: Which glasses does the man want?

Answer: The ones on the shelf.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

## Activities

(a) To elicit : Give me some ... and to enact the scene in class, substituting other nouns and adjectives. The dialogue should be rehearsed a few times in the way indicated below until the students get the idea. The students' statements must be accompanied by gestures. Call words will be provided by the teacher:

T : ... glasses.

S1 : (pointing): Give me some glasses please.

S2 : Which glasses? (indicating): These glasses?

T : ... empty.

S1 : (pointing): No, not those. The empty ones.

S2 : (indicating): These ones?

S1 : Yes, please.

S2 : (gesture): Here you are.

S1 : (gesture): Thanks.

The following may be given as call words to replace 'empty glasses' :

dirty/clean cups

full glasses

large/small bottles

big/little boxes

new/old tins

sharp/blunt knives

new/old spoons

large/small forks.

(b) To elicit : Give him some ... and to enact the scene in class, substituting other nouns and adjectives. The dialogue should be repeated in the same way.

(c) To elicit : Give her some ... and to enact the scene in class, substituting other nouns and adjectives. The dialogue should be repeated in the same way.

(d) To elicit : Give us some ... and to enact the scene in class, substituting other nouns and adjectives. The class should be divided into groups with a spokesman for each group, and the dialogue should be repeated in the same way.

(e) To elicit : Give them some ... and to enact the scene in class, substituting other nouns and adjectives. The class should again be divided into groups with a spokesman for each group, and the dialogue should be repeated in the same way.

## Lesson 24

### Number drill

#### (a) Chorus repetition

\* Write the following numbers (figures only) on the blackboard: 1,117; 1,218; 1,319; 1,420; 1,521; 1,622; 1,723; 1,824; 1,925; 2,000.

\* Ask the class to repeat the numbers after you.

#### (b) Group or individual repetition

\* Ask groups or individuals to say aloud any number you point at.

### Repetition drill: Books shut

#### (a) Chorus repetition

To elicit: Give me a (cup) please.

The ones on the (desk).

\* Numerical sequence.

\* Give the instructions Look at Lesson 24. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T: Look at number 1,117.

S: Give me some pens please.

T: Which ones?

S: The ones on the desk.

(2) T: Number 1,218.

S: Give me some ties please.

T: Which ones?

S: The ones on the chair.

(3) T: Number 1,319.

S: Give me some spoons please.

T: Which ones?

S: The ones on the table:

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Number 1,420.

S: Give me some plates please.

T: Which ones?

S: The ones on the cupboard.

5 T: Number 1,521.

S: Give me some cigarettes please.

T: Which ones?

S: The ones on the television.

6 T: Number 1,622.

S: Give me some boxes please.

T: Which ones?

S: The ones on the floor.

7 T : Number 1,723.

S : Give me some bottles please.

T : Which ones?

S : The ones on the dressing table.

8 T : Number 1,824.

S : Give me some books please.

T : Which ones?

S : The ones on the shelf.

9 T : Number 1,925.

S : Give me some magazines please.

T : Which ones?

S : The ones on the bed.

10 T : Number 2,000.

S : Give me some newspapers please.

T : Which ones?

S : The ones on the stereo.

(b) Group or individual repetition

\* Non-numerical sequence.

\* Ask small groups or individual students to repeat each request followed by relevant answers.

Pattern drill : Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit : Yes, they are. No, they aren't.

T : Mr./Mrs./Miss ... Look at number 1,117. Are these pens on the floor?

S : No, they aren't.

T : Are these pens on the desk?

S : Yes, they are. etc.

(b) To elicit : These/Those (pens) aren't on the (floor). They're on the (desk).

T : Mr./Mrs./Miss ... Look at number 1218. Are those ties on the chair or on the bed?

S : Those ties aren't on the bed. They're on the chair. etc.

(c) To elicit : Give me/him/her/us/them some (pens.)

A version of the scene enacted in Lesson 23 should now be repeated with reference to the pictures in Lesson 24. The students' statements must again be accompanied by gestures. The dialogue should be conducted in the following way:

T : Number 1,117.

S1 : Give me some pens please.

S2 : Which ones?

S1 : The ones on the desk. etc.

Drill all the pictures thoroughly. For 'Give me ...' substitute 'Give him/her/us/them ...' so that the student can practise using other object pronouns.

## Teaching Unit 13

### Lesson 25

#### Content and basic aims

PATTERNS AND STRUCTURAL WORDS		VOCABULARY	
There is a (bottle) in/on the (refrigerator/table).		<b>Nouns</b>	<b>Adjective</b>
The (bottle) is (empty).	cooker	refrigerator	electric
It is on the left/on the right/in the middle of ...	kitchen	right	
Where is ...?	left	room	
	middle		<b>Numbers</b>
			3,000-10,000

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* Note how a is contrasted with the: There is a (cup) on/in...The (cup) is (clean).

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about Mrs. Smith's kitchen.

##### 2 Understand the situation

Ask the students to interpret the picture.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: What colour is the electric cooker?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: What colour is the electric cooker?

Answer: It's blue.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat(a) in chorus,(b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

#### Comprehension

\*Ask individual students questions. Students give natural answers.

- 1 T : Is Mrs. Smith's kitchen large?  
S : No, it isn't.
- 2 T : Is Mrs. Smith's kitchen small?  
S : Yes, it is.
- 3 T : Is there a refrigerator in the kitchen?  
S : Yes, there is.
- 4 T : What colour is the refrigerator?  
S : White (or It's white).
- 5 T : Where is the refrigerator?  
S : On the right (or It's on the right).
- 6 T : Is there a stereo in the kitchen?  
S : No, there isn't.
- 7 T : What colour is the electric cooker?  
S : Blue (or It's blue).
- 8 T : Where is the cooker?  
S : On the left (or It's on the left).
- 9 T : Is there a table in the kitchen?  
S : Yes, there is.
- 10 T : Where is the table?  
S : In the middle of the room.

#### Asking questions

- 1 T : Ask me if the refrigerator is white.  
S : Is the refrigerator white?  
T : What colour...?  
S : What colour is the refrigerator?
- 2 T : Ask me if the refrigerator is on the right.  
S : Is the refrigerator on the right?  
T : Where...?  
S : Where is the refrigerator?
- 3 T : Ask me if the cooker is blue.  
S : Is the cooker blue?  
T : What colour...?  
S : What colour is the cooker?
- 4 T : Ask me if the cooker is on the left.  
S : Is the cooker on the left?  
T : Where...?  
S : Where is the cooker?
- 5 T : Ask me if the bottle is on the table.  
S : Is the bottle on the table?  
T : Where...?  
S : Where is the bottle?

## Lesson 26

Number drill : Books shut

(a) Chorus repetition

\* Write the numbers 1,000-10,000 (in thousands, figures only) on the blackboard. \* Ask the class to repeat the numbers after you.

(b) Group or individual repetition

\* Ask groups or individuals to say aloud any number you point at.

Repetition drill

(a) Chorus repetition

To elicit : No, there isn't on (on the floor).

There's (a clean) one (on the table).

\* Numerical sequence.

\* Give the instructions Look at Lesson 26. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T : Look at number 3,000. Is there a clean cup on the floor?

S : No, there isn't one on the floor. There's a clean one on the table. (2)

T : Number 4,000. Is there a large box on the shelf?

S : No, there isn't one on the shelf. There's a large one on the floor. (3)

T : Number 5,000. Is there an empty glass in the refrigerator?

S : No, there isn't one in the refrigerator. There's an empty one in the cupboard.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T : Number 6,000. Is there a sharp knife on the tin?

S : No, there isn't one on the tin. There's a sharp one on the plate.

5 T : Number 7,000. Is there a dirty fork on the plate?

S : No, there isn't one on the plate. There's a dirty one on the tin.

6 T : Number 8,000. Is there a full bottle in the cupboard?

S : No, there isn't one in the cupboard. There's a full one in the refrigerator.

7 T : Number 9,000. Is there a blunt pencil on the table?

S : No, there isn't one on the table. There's a blunt one on the desk.

8 T : Number 10,000. Is there a small spoon in the glass?

S : No, there isn't one in the glass. There's a small one in the cup.

(b) Group or individual repetition

\* Non-numerical sequence.

\* Ask small groups or individual students to provide affirmative or negative answers.

Pattern drill : Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit : Yes, it/there is . No, it's/there's not.

Illustrate the relationship between non-elided and elided forms : There is not =There isn't =There's not. T : Number 3,000. Is there a cup on the floor?

S : No, there isn't.

T : Is there a cup on the table?

S : Yes, there is .

T : Is the cup dirty?

S : No, it isn't.

T : Is the cup clean?

S : Yes, it is. etc.

(b) To elicit : The (cup's)not(dirty).The (cup's clean).

Illustrate the relationship between non-elided and elided forms : The cup is not =The cup isn't =The cup's not.

T : Number 3,000. Is the cup clean or dirty?

S : The cup's not dirty. The cup's clean. etc.

(c) To elicit : There isn't a (cup)on the (floor). There's a (cup)on the (table).

T : Number 3,000. Is there a cup on the table or on the floor?

S : There isn't a cup on the table. There's a cup on the floor. etc.

(d) To elicit : There isn't a (cup) on the (floor). There's one on the (table).

T : Number 3,000. Is there a cup on the table or on the floor?

S : There isn't a cup on the floor. There's one on the table.

(e) To elicit : It's on/in...

Illustrate the relationship between the non-elided and elided form: Where is =Where's.

T : Number 3,000. Where's the cup?

S : It's on the table. etc.

(f) Asking questions in pairs.

Get individual students to ask each other questions and provide answers in the following way:

T : Mr. ...ask Miss ... Number 3,000 ... on the floor.

S1 : Is there a cup on the floor?

S2 : No, there isn't.

T : Where...?

S1 : Where's the cup?

S2 : It's on the table. etc.

Teaching Unit 14

## Teaching Unit 14

### Lesson 27

#### Content and basic aims

PATTERNS AND STRUCTURAL WORDS	VOCABULARY
There are some (magazines)	<b>Nouns</b>
on/in/near ...	armchair
The (magazines) are ...	door
Are there any(magazines)	living room
on/in/near ...?	picture
There aren't any(magazines)	wall
on/in/near ...	windows
Where are ...?	

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* Some and the are used with countable nouns in the plural with the pattern there are.

Some(affirmative statements)is contrasted with any (questions and negative statements).

#### Listening Comprehension

##### 1 Introduce the story

T:Today we'll listen to a story about Mrs. Smith's living room.

##### 2 Understand the situation

Ask the students to interpret the picture.

##### 3 Listening objective

T:Listen to the story and see if you can answer this question: Where are the books?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: Where are the books?

Answer: On the stereo.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

## 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

### Comprehension

\* Ask individual students questions. Students give natural answers.

1 T : Is Mrs. Smith's living room small?

S : No, it isn't. It's large.

2 T : Is there a television in the room?

S : Yes, there is.

3 T : Where is the television?

S : It's near the window.

4 T : Are there any magazines in the room?

S : Yes, there are.

5 T : Are the magazines on the floor?

S : No, they aren't. They're on the television.

6 T : Are there any newspapers?

S : Yes, there are.

7 T : Is there a stereo in the room?

S : Yes, there is.

8 T : Where is the stereo?

S : It's near the door.

9 T : Are there any books or magazines on the stereo?

S : No, there aren't. There are some books.

10 T : Are there any pictures on the wall?

S : Yes, there are.

### Asking questions

1 T : Ask me if the television is near the window.

S : Is the television near the window?

T : Where...?

S : Where is the television?

2 T : Ask me if the magazines are on the television.

S : Are the magazines on the television?

T : Where...?

S : Where are the magazines?

3 T : Ask me if there is a stereo in the room.

S : Is there a stereo in the room?

T : Where...?

S : Where is the stereo?

4 T : Ask me if the books are on the stereo.

S : Are the books on the stereo?

T : Where...?

S : Where are the books?

5 T : Ask me if the pictures are on the wall.

S : Are the pictures on the wall?

T : Where...?

S : Where are the pictures?

## Lesson 28

Number drill : Books shut

(a) Chorus repetition

\* Write the following numbers (figures only) on the blackboard: 1,120; 2,230; 3,340; 4,450; 5,560; 6,670; 7,780; 8,890; 9,999; 10,001. \* Ask the class to repeat the numbers after you.

(b) Group or individual repetition

\* Ask groups or individuals to say aloud any number you point at.

Repetition drill

(a) Chorus repetition

To elicit : No, there aren't any (books). There are some (cigarettes).

They're (near that box).

\* Non-numerical sequence.

\* Give the instructions Look at Lesson 28. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T : Look at number 1,120. Are there any books on the dressing table?

S : No, there aren't any books. There are some cigarettes.

T : Where are they?

S : They're near that box.

(2) T : Number 5,560. Are there any ties on the floor?

S : No, there aren't any ties. There are some shoes.

T : Where are they?

S : They're near the bed.

(3) T : Number 8,890. Are there any glasses on the cupboard?

S : No, there aren't any glasses. There are some bottles.

T : Where are they?

S : They're near those tins.

T : Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T : Number 9,999. Are there any newspapers on the shelf?

S : No, there aren't any newspapers. There are some tickets.

T : Where are they?

S : They're in that handbag.

5 T : Number 6,670. Are there any forks on the table?

S : No, there aren't any forks. There are some knives.

T : Where are they?

S : They're in that box.

6 T : Number 10,001. Are there any cups on the television?

S : No, there aren't any cups. There are some glasses.

T : Where are they?

S : They're near those bottles.

(b) Group or individual repetition

\* Non-numerical sequence.

\* Ask small groups or individual students to repeat each question followed by affirmative or negative answers.

Pattern drill: Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit: Yes, there/they are. No, there/they aren't.

Make sure the students distinguish between 'there' and 'they'.

T: Number 1,120. Are there any books on the dressing table?

S: No, there aren't.

T: Are there any cigarettes on the dressing table?

S: Yes, there are.

T: Are the cigarettes in that box?

S: No, they aren't.

T: Are the cigarettes near that box?

S: Yes, they are. etc.

(b) To elicit:

There aren't any (plates on the dressing table). There are some (cigarettes).

They aren't (in that box). They're (near that box).

T: Number 1,120. Are there any plates on the dressing table?

S: There aren't any plates. There are some cigarettes.

T: Are the cigarettes in that box?

S: They aren't in that box. They're near that box. etc.

(c) To elicit: There aren't any (on the floor). There are some (on the dressing table). The noun given in the question should be replaced by some or any in the answer:

T: Number 1,120. Are there any cigarettes on the floor?

S: There aren't any on the floor. There are some on the dressing table. etc.

(d) To elicit: They're on/in/near...

Ask questions in the following way:

T: Look at number 1,120. Where are the cigarettes? (Omit 2230 and 4450).

S: They're on the dressing table.

T: Where exactly?

S: They're near that box.

(c) Asking questions in pairs.

Get individual students to ask each other questions and provide answers in the following way:

T: Mr....ask Miss ...Number 1,120...on the floor.

S1: Are there any cigarettes on the floor?

S2 : No, there aren't.

T : Where...?

S1 : Where are the cigarettes?

S2 : They're on the dressing table. etc.

Point out the difference between 'There are' (= 'availability' / 'existence') and 'They're'. Teaching Unit 15

## Teaching Unit 15

### Lesson 29

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>	<b>VOCABULARY</b>	
	<b>Verbs</b>	<b>Nouns</b>
Put on/Take off your (coat).	air      read	
Turn on/Turn off the (light).	clean    sharpen	bedroom
Then(sweep)the(floor).	dust     shut	clothes
What must I do?	empty    sweep	light
She must ...	make    take(off)	tap
	open    turn(on/off)	wardrobe
	put(on)	
	<b>Conjunction</b>	<b>Adjective</b>
	then	untidy

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* The imperative is now formally introduced. Some of the verbs given will already be familiar as adjectives. Must is introduced as a vocabulary item only.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about cleaning.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: How must Amy clean the floor? 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: How must Amy clean the floor?

Answer: Sweep it.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand. 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

**Comprehension**

\*Ask individual students questions. Students give natural answers.

1 T : Is Mrs. Jones in the living room?

S : No, she isn't.

2 T : Is Mrs. Jones in the bedroom?

S : Yes, she is.

3 T : Is Amy in the bedroom, too?

S : Yes, she is.

4 T : Is the bedroom tidy?

S : No, it isn't. (It's very untidy.)

5 T : Are these clothes in the wardrobe?

S : No, they aren't.

6 T : Is the floor clean?

S : No, it isn't. (It's dirty.)

**Asking questions**

1 T : Ask me if the bedroom is very untidy.

S : Is the bedroom very untidy?

T : Yes, it is.

2 T : Ask me if Mrs. Jones is in the kitchen.

S : Is Mrs. Jones in the kitchen?

T : Where...?

S : Where is Mrs. Jones?

3 T : Ask me if Amy is in the bedroom.

S : Is Amy in the bedroom?

T : Where...?

S : Where is Amy?

4 T : Ask me if the dressing table is very dirty.

S : Is the dressing table very dirty?

T : Yes, it is.

5 T : Ask me if the clothes are in the wardrobe.

S : Are the clothes in the wardrobe?

T : No, they aren't.

**Activities**

(a) Tell the story: pictures only.

Two students at a time may reconstruct the dialogue in Lesson 29 by referring only to the pictures.

(b) A Game: Twenty Questions.

A student or a panel of students leaves the classroom. The class selects an object which need not necessarily be found in the classroom but which is familiar to everybody. The student or panel is recalled and has to name the object by asking questions (a maximum of twenty). Questions of the following type may be asked: Is it big/small etc. black/white etc. in/on/near etc.

Here are some objects which may be suggested :

window, wall, picture, door, refrigerator, kitchen, electric cooker, television, table, cupboard, shelf, stereo, plate, newspaper, magazine, floor, dressing table, desk, cigarette, chair, bed, tin, spoon, knife, glass, fork, cup, box, bottle, ice cream, passport, hat, dog, case, carpet, tie, blouse.

## Lesson 30

### Repetition drill

#### (a) Chorus repetition.

To elicit imperative statements.

\*Non-numerical sequence.

\*Give the instructions Look at Lesson 30. Look and listen. Do not speak.

\*Play the examples on the tape.

(1) T : Look at number 2...open.

S : Open your desk.

(2) T : Number 6...put on.

S : Put on your watch.

(3) T : Number 13...turn on.

S : Turn on the light.

T : Now you do the same. Ready?

1 As in(1)above.

2 As in(2)above.

3 As in(3)above.

4 T : Number 1... shut.

S : Shut your handbag.

5 T : Number 7 take off.

S : Take off your shoes.

6 T : Number 14... turn off.

S : Turn off the tap.

7 T : Number 19...sweep.

S : Sweep the bedroom.

8 T : Number 21... clean.

S : Clean the windows.

9 T : Number 24... dust.

S : Dust the cupboard.

10 T : Number 30...empty.

S : Empty the suitcase.

11 T : Number 32... read.

S : Read this magazine.

12 T : Number 34... Sharpen.

S : Sharpen these pencils.

#### (b) Group or individual repetition

\*Non-numerical sequence.

\*Ask small groups or individual students to repeat each imperative statement. Pattern drill

\*Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you! , ask individual students to continue in the same way.

(a) To elicit imperative statements. Books open.

Conduct the drill in the following way:

T : Mrs./Miss...Look at number 1...Open.

S : Open your handbag please.

T : Look at number 26...Dust.

S : Dust the shelves. etc.

(b) To elicit imperative statements. Books shut.

In this exercise the student must supply suitable verbs. The nouns illustrated in Lesson 30 should be given as call words:

T : ...the light.

S : Turn on/off the light.

T : ...your coat.

S : Put on/Take off your coat. etc.

## Teaching Unit 16

### Lesson 31

#### Content and basic aims

PATTERNS AND STRUCTURAL WORDS		VOCABULARY			
		Nouns		Verbs	
He/She/It's (running) under		basket	letter	climb	eat
across /after ...		Bone	meal	cook	run(after)
What's he/she/ it doing?		cat	milk	do	type
It's(drinking)its(milk).		garden	teeth	drink	
(He)isn't(reading).(He's typing a letter).		Grass	tree		
Where's he/she/it(sitting)?					
What about (the dog)?					
		Expression		Numbers	
		I beg your pardon?		20,000-1,000,000	

#### General remarks

\*Try as far as possible to conduct the lesson in English.

\*The present continuous is introduced in the third person singular.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about a garden.

##### 2 Understand the situation

Ask the students to interpret the picture.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: Is the cat climbing the tree? 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: Is the cat climbing the tree?

Answer: No, Tim is.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat(a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

#### Comprehension

\*Ask individual students questions. Students give natural answers.

1 T : Are Jack and Jean in the garden?

S : No, they aren't.

2 T : Are they in the kitchen?

S : Yes, they are.

3 T : Is Sally in the garden?

S : Yes, she is.

4 T : Is Tim in the living room?

S : No, he isn't. (He's in the garden.)

5 T : Who's sitting under the tree?

S : Sally is.

6 T : What's Tim doing?

S : He's climbing the tree.

7 T : Where's the dog?

S : It's in the garden.

8 T : Is the dog climbing the tree?

S : No, it isn't.

9 T : What's the dog doing?

S : It's running across the grass.

#### Asking questions

1 T : Ask me if Sally is in the garden.

S : Is Sally in the garden?

T : Where ?

S : Where is Sally?

2 T : Ask me if Sally is sitting under the tree.

S : Is Sally sitting under the tree?

T : Where...?

S : Where is Sally sitting?

3 T : Ask me if Tim is climbing the tree.

S : Is Tim climbing the tree?

T : What ?

S : What is Tim climbing?

4 T : Ask me if the dog is in the garden.

S : Is the dog in the garden?

T : Where ?

S : Where's the dog?

5 T : Ask me if the dog is running across the grass.

S : Is the dog running across the grass?

T : Where...?

S : Where is the dog running?

#### Activity

Tell the story: Books open; picture only.

Individual students may make statements using the present continuous, or reconstruct the dialogue between Jean and Jack.

## Lesson 32

Number drill : Books shut

(a) Chorus repetition

\* Write the numbers 20,000-90,000 (in tens of thousands, figures only) and 100,000-1,000,000 (in hundreds of thousands, figures only) on the blackboard.

\* Ask the class to repeat the numbers after you.

(b) Group or individual repetition

\* Ask groups or individuals to say aloud any number you point at.

Repetition drill

(a) Chorus repetition

To elicit : negative and affirmative statements involving the use of the present continuous (third person singular only).

\* Non-numerical sequence.

\* Give the instructions Look at Lesson 32. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T : Look at number 20,000. Is Nicola making the bed?

S : No, she isn't making the bed.

T : What's she doing?

S : She's typing a letter.

(2) T : Number 90,000. Is Jack putting on his shirt?

S : No, he isn't putting on his shirt.

T : What's he doing?

S : He's reading a magazine.

(3) T : Number 70,000. Is the dog drinking its milk?

S : No, it isn't drinking its milk.

T : What's it doing?

S : It's eating a bone.

T : Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T : Number 80,000. Is your sister emptying the basket?

S : No, she isn't emptying the basket.

T : What's she doing?

S : She's looking at a picture.

5 T : Number 600,000. Is Tim cleaning his teeth?

S : No, he isn't cleaning his teeth.

T : What's he doing?

S : He's sharpening a pencil.

6 T : Number 400,000. Is the cat eating?

S : No, it isn't eating.

T : What's it doing?

S : It's drinking its milk.

7 T : Number 60,000. Is Sally dusting the dressing table?

S : No, she isn't dusting the dressing table.

T : What's she doing?

S : She's shutting the door.

8 T : Number 40,000. Is Mr. Richards turning on the light?

S : No, he isn't turning on the light.

T : What's he doing?

S : He's opening the window.

(b) Group or individual repetition

\* Non-numerical sequence.

\*Ask small groups or individual students to provide affirmative or negative answers.

Pattern drill : Books open

\*Illustrate each exercise first by providing the stimulus and the response.

\*Then, with the instruction Now you! , ask individual students to continue in the same way.

(a) To elicit : Yes/No tag answers.

T : Look at number 20,000. Is Nicola opening the window?

S : No, she isn't.

T : Is Nicola typing a letter?

S : Yes, she is. etc.

(b) Questions with Who.

To elicit a subject followed by an auxiliary. Omit 70,000 and 400,000. T : Look at number 20,000. Who is typing that letter?

S : Nicola is. etc.

(c) To elicit negative and affirmative statements.

T : Look at number 20,000. Is Nicola typing a letter or is she opening the window?

S : Nicola isn't opening the window. She's typing a letter. etc.

(d) What is he/she/it doing?

To elicit statements in the present continuous.

T : Look at number 20,000. What is Nicola doing?

S : Nicola is typing a letter.

(e) What is (she typing)?

To elicit the object. Note that some of these questions will end in prepositions.

T : Look at number 20,000. What is Nicola typing?

S : A letter. etc.

(f) Asking questions in pairs.

Conduct the exercise in the following way:

T : Look at number 20,000. Ask me if Nicola is typing a letter.

S : Is Nicola typing a letter?

T : What...

S : What is she/Nicola typing? etc.

## Teaching Unit 17

### Lesson 33

#### Content and basic aims

PATTERNS AND STRUCTURAL WORDS	VOCABULARY	
	Nouns	Verbs
It is a fine day.		
There are some clouds in the sky, but the sun is shining.	aeroplane dish	cry wait(for)
We / They are(walking)over / under ...	Bird family	fly walk
They are jumping off a wall.	boat homework	go wash
	bridge river	jump
	Bus ship	shave
	cloud sky	shine
	day sun	sleep

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* Further practice with the present continuous, this time with you, we and they. A number of new verbs and nouns are introduced.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about the Jones family.

##### 2 Understand the situation

Ask the students to interpret the picture.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: Where is the Jones family?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: Where is the Jones family?

Answer: On the bridge.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

## Comprehension

\*Ask individual students questions.

1 T : Is it a cold day today?

S : No, it isn't.

2 T : Is it a fine day today?

S : Yes, it is.

3 T : Are there any clouds in the sky?

S : Yes, there are.

4 T : Where is Mr. Jones?

S : Mr. Jones is with his family.

5 T : Who is walking over the bridge?

S : Mr. Jones and his family are.

6 T : Are there any boats on the river?

S : Yes, there are.

7 T : What are Mr. Jones and his wife doing?

S : They are looking at the boats.

8 T : What is Sally doing?

S : She's looking at a big ship.

9 T : What is Tim doing?

S : He's looking at an aeroplane.

10 T : What is the aeroplane doing?

S : Flying over the river.

## Asking questions

1 T : Ask me if they are walking over the bridge.

S : Are they walking over the bridge?

T : Where...?

S : Where are they walking?

2 T : Ask me if Sally is looking at a big ship.

S : Is Sally looking at a big ship?

T : What...?

S : What is Sally looking at?

3 T : Ask me if the ship is going under the bridge.

S : Is the ship going under the bridge?

T : Where...?

S : Where is the ship going?

4 T : Ask me if Tom is looking at an aeroplane.

S : Is Tom looking at an aeroplane?

T : What...?

S : What is Tom looking at?

5 T : Ask me if the aeroplane is flying over the bridge.

S : Is the aeroplane flying over the bridge?

T : Where...?

S : Where is the aeroplane flying?

## Lesson 34

Number drill : Books shut

(a) Chorus repetition

\* Write the numbers shown in Lesson 34 (figures only) on the blackboard.

\* Ask the class to repeat the numbers after you.

(b) Group or individual repetition

\* Ask groups or individuals to say aloud any number you point at.

Repetition drill

(a) Chorus repetition

To elicit negative and affirmative statements involving the use of the present continuous (third person plural only).

\* Numerical sequence.

\* Give the instructions Look at Lesson 34. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T : Look at number 220, 231. What are the cooks doing? Are they washing dishes?

S : No, they aren't washing dishes. They're cooking.

(2) T : Number 331, 342. What are the children doing? Are they crying?

S : No, they aren't crying. They're sleeping.

(3) T : Number 442, 453. What are the men doing? Are they cooking?

S : No, they aren't cooking. They're shaving.

T : Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above .

3 As in (3) above.

4 T : Number 553, 564. What are the children doing? Are they sleeping?

S : No, they aren't sleeping. They're crying.

5 T : Number 664, 675. What are the dogs doing? Are they drinking milk?

S : No, they aren't drinking milk. They're eating bones.

6 T : Number 775, 786. What are the women doing? Are they airing the room?

S : No, they aren't airing the room. They're typing letters.

7 T : Number 886, 897. What are the children doing? Are they looking at a picture?

S : No, they aren't looking at a picture. They're doing their homework.

8 T : Number 997, 998. What are the women doing? Are they sweeping the floor?

S : No, they aren't sweeping the floor. They're washing dishes.

9 T : Number 1,000,001. What are the birds doing? Are they sitting on a tree?

S : No, they aren't sitting on a tree. They're flying over the river.

10 T : Number 1,000,000. What are the man and the woman doing? Are they waiting for a bus?

S : No, they aren't waiting for a bus. They're walking over the bridge.

11 T : Number 1,500,000. What are the man and the woman doing? Are they walking over the bridge?

S : No, they aren't walking over the bridge. They're waiting for a bus.

12 T : Number 2,000,000. What are the boy and the girl doing? Are they climbing a tree?

S : No, they aren't climbing a tree. They're jumping off the wall.

(b) Group or individual repetition

\*Non-numerical sequence.

\*Ask small groups or individual students to repeat each question followed by affirmative or negative answers.

Pattern drill : Books open

\*Illustrate each exercise first by providing the stimulus and the response.

\*Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit : Yes/No tag answers.

Ask questions in the following way:

T : Look at number 220, 231. Are they sleeping?

S : No, they aren't.

T : Are they cooking?

S : Yes, they are. etc.

(b) Questions with Who.

To elicit a subject followed by an auxiliary.

T : Look at number 220, 231. Who is cooking a meal?

S : The men are. etc.

(c) To elicit negative and affirmative statements.

T : Look at number 220, 231. Are they cooking or eating?

S : They aren't eating. They're cooking. etc.

(d) What are they doing?

To elicit statements in the present continuous.

Ask the question ' What are they doing? ' with reference to each picture.

(e) To elicit : You are(cooking a meal).

T : I am cooking a meal. What am I doing?

S : You are cooking a meal. etc.

Practise all the verbs given in Lesson 34. Omit No. 1,000,001.

(f) To elicit : We are(cooking a meal).

T : Cooking a meal... What are you doing?

S : We are cooking a meal. etc.

The following may be given as call words :

Shaving; eating; typing letters; doing our homework; washing dishes; waiting for a bus; drinking our milk; opening the window; dusting the table; sweeping the floor; emptying the basket; cleaning our teeth; reading these magazines.

(g) Asking questions in pairs.

Conduct the exercise in the following way:

T: Look at number 220, 231. Ask me if they are cooking a meal.

S: Are they cooking a meal?

T: What...

S: What are they cooking? etc.

Only what and where should be given as question words.

Dictation

Dictate the answer to the written exercises in Lesson 32.

## Teaching Unit 18

### Lesson 35

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>	<b>VOCABULARY</b>	
	<b>Nouns</b>	<b>Verb</b>
It is between/beside ...		
(We are) walking along/across ...	branch(of a tree) photograph	
(They are) coming out of ...	bank(of a river) street	swim
(They are) going into ...	building valley	
Here is another (photograph).	hill village	
	park water	

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* Practice with the present continuous and prepositions of place and direction.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about a village.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: Are the children coming out of the park or going into it?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: Are the children coming out of the park or going into it?

Answer: They're going into the park.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat(a) in chorus,(b) in small groups, and(c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

#### Comprehension

\* Ask individual students questions. Students give natural answers.

1 T : Is our village in a valley ?

S : Yes, it is.

2 T : Is our village on a hill ?

S : No, it isn't.

3 T : Where is our village ?

S : It's between two hills.

4 T : Is our village on a river ?

S : Yes, it is.

5 T : Who is walking along the banks of the river ?

S : My wife and I are.

6 T : Who is in the water ?

S : A boy is.

7 T : What is the boy doing ?

S : He is swimming across the river.

8 T : Where is the school building ?

S : It's beside a park.

9 T : Where is the park ?

S : It is on the right.

10 T : Where are some of the children going ?

S : They're going into the park.

#### Asking questions

1 T : Ask me if this is a photograph of our village .

S : Is this a photograph of our village ?

T : What ... ?

S : What is this a photograph of ?

2 T : Ask me if our village is in a valley .

S : Is our village in a valley ?

T : Where ... ?

S : Where is our village ?

3 T : Ask me if my wife and I are walking along the banks of the river .

S : Are your wife and you walking along the banks of the river ?

T : Where ... ?

S : Where are your wife and you walking ?

4 T : Ask me if the boy is swimming across the river .

S : Is the boy swimming across the river ?

T : Where ... ?

S : Where is the boy swimming ?

5 T : Ask me if the school building is beside the park .

S : Is the school building beside the park ?

T : Where ... ?

S : Where is the school building ?

#### Tell the story

Ask individual students to look at the pictures and tell the story .

## Lesson 36

Number drill: Book shut

(a) Chorus repetition

\* Write the numbers 1-12 in full on the blackboard.

\* Ask the class to repeat the numbers after you.

(b) Group or individual repetition

\* Ask groups or individuals to say aloud any number you point at.

Repetition drill

(a) Chorus repetition

To elicit affirmative statements involving the use of the present continuous and prepositions of position and direction.

\* Numerical sequence.

\* Give the instructions Look at Lesson 36. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T: Look at number 1. Where's the man going?

S: He's going into the shop.

(2) T: Number 2. Where's the woman going?

S: She's going out of the shop.

(3) T: Number 3. Where's the boy sitting?

S: He's sitting beside his mother.

T: Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Number 4. Where are the man and the woman walking?

S: They're walking across the street.

5 T: Number 5. Where are the cats running?

S: They're running along the wall.

6 T: Number 6. Where are the children jumping?

S: They're jumping off the branch.

7 T: Number 7. Where's the man walking?

S: He's walking between two policemen.

8 T: Number 8. Where's the girl sitting?

S: She's sitting near the tree.

9 T: Number 9. Where's the aeroplane flying?

S: It's flying under the bridge.

10 T: Number 10. Where's the aeroplane flying?

S: It's flying over the bridge.

11 T: Number 11. Where are they sitting?

S: They're sitting on the grass.

12 T: Number 12. Where are they reading?

S: They're reading in the living room.

(b) Group or individual repetition

- \* Non-numerical sequence.
- \* Ask small groups or individual students to repeat each question followed by relevant answers.

Pattern drill : Books open

- \* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you! , ask individual students to continue in the same way.

(a) To elicit : Yes/No tag answers.

Ask questions in the following way:

T : Look at number 1. Is he going out of the shop?

S : No, he isn't.

T : Is he going into the shop?

S : Yes, he is. etc.

(b) To elicit negative and affirmative statements.

T : Look at number 1. Is he going into the shop or out of the shop?

S : He isn't going out of the shop. He's going into the shop. etc.

(c) What ... doing?

To elicit complete statements.

Ask questions 'What is he/she/it doing? What are they doing?' with reference to each picture.

T : Look at number 1. What is he doing?

S : He's going into the shop.

(d) Where ...?

To elicit correct prepositions.

T : Look at number 1. Where is he going?

S : He is going into the shop. etc.

(e) Asking questions in pairs : Where.

Conduct the exercise in the following way:

T : Look at number 1. Ask me if he is going into the shop.

S : Is he going into the shop?

T : Where ... ?

S : Where is he going? etc.

Dictation

Dictate the answer to the written exercise in Lesson 34.

## Teaching Unit 19

### Lesson 37

#### Content and basic aims

PATTERNS AND STRUCTURAL WORDS		VOCABULARY			
		Nouns	Verbs	Adjectives	Adverb
What are you going to...?					
I am going to...		bookcase	listen	favourite	hard
Now I am(making)...		hammer	paint	pink	
I am going to paint it(pink).			work		
This(bookcase)isn't for me.					

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* The first person (singular and plural) with the present continuous and going to.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about making a bookcase.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: What is Susan's favourite colour?

##### 4 Play the tape or read the dialogue

After the reading, ask the question: What is Susan's favourite colour?

Answer: Pink is Susan's favourite colour.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again; pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

#### Comprehension

\* Ask individual students questions. Students give natural answers.

1 T: Who is working hard?

S: George is.

2 T : What is George doing?  
S : He's making a bookcase.  
3 T : Who is making a bookcase?  
S : George is.  
4 T : Which hammer is Dan going to give George?  
S : The big one.  
5 T : What is George going to do now?  
S : He's going to paint the bookcase.  
6 T : Is George going to paint it white?  
S : No, he isn't.  
7 T : What colour is George going to paint it?  
S : Pink.  
8 T : Is the bookcase for George?  
S : No, it isn't.  
9 T : Is the bookcase for Susan?  
S : Yes, it is.  
10 T : What is Susan's favourite colour?  
S : Pink.

#### Asking questions

1 T : Ask me if George is making a bookcase.  
S : Is George making a bookcase?  
T : What ... ?  
S : What is George making?  
2 T : Ask me if that hammer is big.  
S : Is that hammer big?  
T : Which hammer ... ?  
S : Which hammer is big?  
3 T : Ask me if he's going to paint it.  
S : Is he going to paint it?  
T : What colour ... ?  
S : What colour is he going to paint it?  
4 T : Ask me if the bookcase is for his daughter.  
S : Is the bookcase for his daughter? .  
T : Who ... ?  
S : Who is the bookcase for?  
5 T : Ask me if pink is her favourite colour.  
S : Is pink her favourite colour?  
T : What ... ?  
S : What is her favourite colour?

#### Tell the story

Ask individual students to look at the pictures and tell the story.

## Lesson 38

### Repetition drill

#### (a) Chorus repetition

To elicit affirmative statements involving the use of going to and the present continuous (first persons singular and plural only).

\* Non-numerical sequence.

\* Give the instructions Look at Lesson 38. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T : Look at number 1. What are you going to do?

S : I'm going to shave.

(2) T : Number 2. What are you doing now?

S : Now I'm shaving.

(3) T : Number 5. What are you both going to do?

S : We're going to do our homework.

(4) T : Number 6. What are you both doing now?

S : Now we're doing our homework.

T : Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above.

5 T : Number 9. What are you both going to do?

S : We're going to listen to the stereo.

6 T : Number 10. What are you both doing now?

S : Now we're listening to the stereo.

7 T : Number 3. What are you going to do?

S : I'm going to wait for a bus.

8 T : Number 4. What are you doing now?

S : Now I'm waiting for a bus.

9 T : Number 7. What are you going to do?

S : I'm going to paint this bookcase.

10 T : Number 8. What are you doing now?

S : Now I'm painting this bookcase.

11 T : Number 11. What are you going to do?

S : I'm going to wash the dishes.

12 T : Number 12. What are you doing now?

S : Now I'm washing the dishes.

#### (b) Group or individual repetition

\* Non-numerical sequence.

\* Ask small groups or individual students to repeat each question followed by relevant answers.

Pattern drill : Books open

\* Illustrate each exercise first by providing the stimulus and the

response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit : Yes/No tag answers (first person singular and plural).

T : Look at number one. Are you going to wash the dishes?

S : No, I'm not.

T : Are you going to shave?

S : Yes, I am. etc.

(b) To elicit negative and affirmative statements in the first person singular and plural.

T : Look at number one. Are you going to shave or wash the dishes?

S : I'm not going to wash the dishes. I'm going to shave. etc.

(c) What are you going to do? What are you doing now?

To elicit complete statements.

T : Look at number one. What are you going to do?

S : I am (I'm) going to shave. etc.

(d) To elicit third person responses.

T : Look at number one. What is he going to do?

S : He's going to shave. etc.

(e) Asking questions in pairs.

T : Look at number one. Ask me if I am going to shave.

S : Are you going to shave?

T : Yes, I am ... What.

S : What are you going to do?

T : I'm going to shave. etc.

### Activity

A Guessing Game.

To elicit : You are (reading). No, I'm not. Yes. I am.

An individual student performs an action (in mime) in front of the class. The class has to guess what he or she is doing. The student who guesses correctly may then be asked to perform an action. The teacher may suggest actions to the student. Any of the following verbs may be used: clean, dust, empty, make, open, put on, read, sharpen, shut, take off, sweep, turn on/off, climb, cook, eat, type, cry, jump, shave, sleep, wait, walk, wash, shave, sit, do, listen, paint.

S1 : (performing an action): What am I doing?

S2 : You are taking off your coat.

S1 : No, I'm not. etc.

### Dictation

Dictate the answer to the written exercise given in Lesson

## Teaching Unit 20

### Lesson 39

#### Content and basic aims

PATTERNS AND STRUCTURAL WORDS		VOCABULARY		
		Nouns	Verbs	Adjective
Give>Show/Send (it) to (me).		flowers	drop	
What are you going to do with ...?		vase	send	careful
Don't (put) ...		wife	show	
Put/Turn (it) on.				<b>Expression</b>
Take/Turn (it) off.				
I'm going to put it in front of ...				There we are.

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* The negative form of the imperative is introduced, together with patterns involving the use of direct and indirect objects. (Compare Teaching Units 11 and 15).

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about a vase.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: Where does Sam put the vase in the end?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: Where does Sam put the vase in the end?

Answer: Sam puts the vase in front of the window on the shelf.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

## Comprehension

\* Ask individual students questions.

1 T: What is Penny going to do with the vase?

S: She's going to put it on the table.

2 T: Is Sam going to put the vase on the table?

S: No, he isn't.

3 T: What is Sam going to do with the vase?

S: He's going to put it in front of the window.

4 T: Look at Picture 7. Where is the vase now?

S: On the shelf. (or It's on the shelf.)

5 T: Is it a lovely vase?

S: Yes, it is.

6 T: Are those flowers lovely?

S: Yes, they are.

## Asking questions

1 T: Ask me if Penny is going to put the vase on the table.

S: Is Penny going to put the vase on the table?

T: Where ... ?

S: Where is Penny going to put the vase?

2 T: Ask me if Sam is taking the vase from Penny.

S: Is Sam taking the vase from Penny?

T: What ... ?

S: What is Sam taking from Penny?

3 T: Ask me if he's going to put it in front of the window.

S: Is he going to put it in front of the window?

T: Where ... ?

S: Where is he going to put it?

4 T: Ask me if he's putting it on the shelf.

S: Is he putting it on the shelf?

T: Where ... ?

S: Where is he putting it?

## Pattern drill: Books shut

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit: Don't ... Point out that 'do not' = 'don't'.

T: You mustn't do that.

S: Don't do that! etc.

The following expressions may be given with 'You mustn't ...':

put it here; take off your coat; drop it; read this book; give it to him; shut the window; swim in the river;

paint it pink; sit on the grass; jump off the tree; cry; air the room; go to the park; wait for me

(b) To elicit : (I'm) going to (listen to the stereo).

T: What are you going to do? ... listen to the stereo.

S: I'm going to listen to the stereo.

All persons should be practised with 'going to' and the following expressions may be substituted:

he ... shave; you ... wait for a bus; they ... do their homework; you ... paint this bookcase; we... listen to the stereo; she... wash the dishes; it... fly under that bridge; I ... sweep the floor; I ... wash your hands.

**Tell the story**

Ask individual students to look at the pictures and tell the story.

## Lesson 40

Number drill: Books shut

(a) Chorus repetition

\* Write the numbers 13 to 19 and 20 to 60 (in tens) in full on the blackboard.

\* Ask the class to repeat the numbers after you.

(b) Group or individual repetition

\* Ask groups or individuals to say aloud any number you point at.

Repetition drill

(a) Chorus repetition

To elicit: Yes, I'm going to (put it/ them on).

\* Give the instructions Lesson 40. Do not open your book. Listen. Do not speak.

\* Play the examples on the tape.

(1) T: Are you going to put on your hat?

S: Yes, I'm going to put it on.

(2) T: Are you going to take off your shoes?

S: Yes, I'm going to take them off.

(3) T: Are you going to turn on the light?

S: Yes, I'm going to turn it on.

(4) T: Are you going to turn off the taps?

S: Yes, I'm going to turn them off.

T: Now you answer the questions.

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

5 As in (4) above.

5 T: Are you going to put on your suit?

S: Yes, I'm going to put it on.

6 T: Are you going to take off your hat?

S: Yes, I'm going to take it off.

7 T: Are you going to turn on the lights?

S: Yes, I'm going to turn them on.

8 T: Are you going to turn off the television?

S: Yes, I'm going to turn it off.

9 T: Are you going to turn off the lights?

S: Yes, I'm going to turn them off.

10 T: Are you going to turn on the stereo?

S: Yes, I'm going to turn it on.

(b) Group or individual repetition

\* Ask small groups or individual students to repeat each question followed by affirmative answers.

Pattern drill

\* Illustrate each exercise first by providing the stimulus and the

response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit: I am going to (put) it/ them (on).

T: Put on your coat.

S: I am going to put it on. etc.

The following may be substituted:

put on/take off: your hat/ shoes/ shirt/ watch/ suit/ tie.

turn on/ turn off: the

light/lights/stereo/television/cooker/refrigerator/tap/taps.

(b) To elicit: (Put) it/ them (on).

T: Put on your coat.

S: Put it on. etc.

The expressions given in (a) above should be substituted.

(c) To elicit: He/ She is going to give (it)/(them) to ...

Supply give/show/send/take as call words where appropriate.

T: Look at number 17. What is she going to do? ... show.

S She is going to show it to her daughter. etc.

(d) To elicit: (Give) (it)/(them) to (me).

T: Give me the vase.

S: Give it to me. etc.

The following may be substituted:

show her the magazine; send him the letter; take her some flowers; give the children the ice creams; show them the newspaper; give me that knife; show her my new hat; send them those books.

#### Dictation

Dictate the answer to the written exercise given in Lesson

## Teaching Unit 21

### Lesson 41

#### Content and basic aims

PATTERNS AND STRUCTURAL WORDS		VOCABULARY		
		Nouns		Expression
Is there (a tie)in/on ...?		Bag	coffee	quarter
Is there(any milk)in/on ...?		bar	half	soap
There's(a tie)/one in/on ...		bread	loaf	sugar
There's(apiece of cheese) in/on ...		cheese	piece	tea
There's some(cheese) in/on ...		chocolate		pound
		tobacco		

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* Uncountable nouns are now formally introduced and are contrasted with countable nouns in the singular.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about Penny's shopping.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: Who is the tin of tobacco for?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: Who is the tin of tobacco for?

Answer: Sam.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

#### Comprehension

\* Ask individual students questions. Students give natural answers.

1 T: Look at number

2. Is there a piece of cheese on the table?

S: Yes, there is.

2 T: Look at number

3. Is there a loaf of bread on the table?

S: Yes, there is.

3 T: Look at number 4. Is there a bar of soap on the table?

S: Yes, there is.

4 T: Look at number 5. Is there any chocolate on the table?

S: Yes, there is.

5 T: Look at number 6. Is there a bottle of milk on the table?

S: Yes, there is.

6 T: Look at number 6 again. Is there any milk in the bottle?

S: Yes, there is.

7 T: Look at number 7. Is there any sugar on the table?

S: Yes, there is.

8 T: Look at number 8. Is there any coffee on the table?

S: Yes, there is.

9 T: Look at number 9. Is there any tea on the table?

S: Yes, there is.

10 T: Look at number 10. Is there any tobacco in the tin?

S: Yes, there is.

11 T: Is the tobacco for Penny?

S: No, it isn't.

#### Asking questions

1 T: Ask me if there is a piece of cheese on the table.

S: Is there a piece of cheese on the table?

2 T: Ask me if there is a bottle of milk on the table.

S: Is there a bottle of milk on the table?

3 T: Ask me if there is any chocolate on the table.

S: Is there any chocolate on the table?

4 T: Ask me if there is any coffee on the table.

S: Is there any coffee on the table?

5 T: Ask me if that tin of tobacco is for Sam.

S: Is that tin of tobacco for Sam?

T: Who ... for?

S: Who is that tin of tobacco for?

#### Tell the story

Ask individual students to look at the pictures and tell the story.

## lesson 42

Number drill: Books shut

(a) Chorus repetition

\* Write the numbers 70 to 100 (in tens) in full on the blackboard.

\* Ask the class to repeat the numbers after you.

(b) Group or individual repetition

\* Ask groups or individuals to say aloud any number you point at.

Repetition drill

(a) Chorus repetition

To elicit: Yes, there is. There's one/some in/ on ...

\* Numerical sequence.

\* Give the instructions Look at Lesson 42. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T: Look at number 13. Is there a passport here?

S: Yes, there is. There's one on the table.

(2) T: Number 14. Is there any milk here?

S: Yes, there is. There's some on the table.

(3) T: Number 15. Is there a spoon here?

S: Yes, there is. There's one on the plate.

T: Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Number 16. Is there a tie here?

S: Yes, there is. There's one on the chair.

5 T: Number 17. Is there any bread here?

S: Yes, there is. There's some on the table.

6 T: Number 18. Is there a hammer here?

S: Yes, there is. There's one on the bookcase.

7 T: Number 19. Is there any tea here?

S: Yes, there is. There's some on the table.

8 T: Number 20. Is there a vase here?

S: Yes, there is. There's one on the stereo.

9 T: Number 30. Is there a suit here?

S: Yes, there is. There's one in the wardrobe.

10 T: Number 40. Is there any tobacco here?

S: Yes, there is. There's some in the tin.

11 T: Number 50. Is there any chocolate here?

S: Yes, there is. There's some on the desk.

12 T: Number 60. Is there any cheese here?

S: Yes, there is. There's some on the plate.

(b) Group or individual repetition

\* Non-numerical sequence.

\* Ask small groups or individual students to repeat each question followed by affirmative answers.

Pattern drill: Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit: No, it isn't. Yes, it is.

T: Look at number 13. Is the passport on the floor/the table?

S: No, it isn't./Yes, it is. etc.

(b) To elicit: Yes, there is. It's (on the table). Yes, there is. There's some (on the table).

T: Look at number 13. Is there a passport here?

S: Yes, there is. It's on the table.

T: Look at number 14. Is there any milk here?

S: Yes, there is. There's some on the table. etc.

(c) To elicit: There isn't a... There's a... There isn't any... There's some ...

T: Look at number 13. Is there a book on the table?

S: There isn't a book. There's a passport.

T: Look at number 14. Is there any bread on the table?

S: There isn't any bread. There's some milk. etc.

(d) To elicit: Yes, there's one in/ on ... Yes, there's some in/ on

T: Look at number 13. Is there a passport here?

S: Yes, there's one on the table.

T: Look at number 14. Is there any milk here?

S: Yes, there's some on the table. etc.

(e) Asking questions.

Get the students to ask questions beginning 'Is there ...' about the pictures:

T: Ask about number 13.

S: Is there a passport on the table?

T: Yes, there is. Ask about number 14.

S: Is there any milk on the table? etc.

Dictation

Dictate the answer to the written exercise in Lesson 40.

## Teaching Unit 22

### Lesson 43

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>		<b>VOCABULARY</b>		
		<b>Nouns</b>	<b>Verbs</b>	<b>Expressions</b>
Can you ... (=Are you able to)				
Yes, I/you etc. can ...		cupboard	boil	Yes, of course.
No, I/you etc. can't ...		kettle	find	over there
(He)can't ... but (he) can ...		cup	hurry (up)	There it is.
It's behind /in front of ...		teapot		Here they are.
Are there any (cups) ... ?				
Is there any (coffee) ... ?				

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* Note that can is introduced as a secondary linguistic feature in this lesson. The main intention is to contrast uncountable nouns with countable nouns in the plural and to practise the use of any and some.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about making tea.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: How do you know Sam doesn't make the tea very often?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: How do you know Sam doesn't make the tea very often?

Answer: He can't find anything.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again.

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

Comprehension

\* Ask individual students questions. Students give natural answers.

1 T: Is Penny going to make the tea?

S: No, she isn't.

2 T: Is Sam going to make the tea?

S: Yes, he is.

3 T: Is there any water in the kettle?

S: Yes, there is.

4 T: Is there any tea in the kettle?

S: No, there isn't.

5 T: Where is the tea?

S: It's behind the teapot.

6 T: Can Sam see the tea?

S: No, he can't.

7 T: Are there any cups on the table?

S: No, there aren't.

8 T: Where are the cups?

S: In the cupboard.

9 T: Can Sam find the cups?

S: Yes, he can.

10 T: Is the kettle boiling?

S: Yes, it is.

Asking questions

1 T: Ask me if Sam can make the tea.

S: Can Sam make the tea?

T: What ... ?

S: What can Sam make?

2 T: Ask me if the tea is over there.

S: Is the tea over there?

T: Where ... ?

S: Where is the tea?

3 T: Ask me if Sam can't see the tea.

S: Can't Sam see the tea?

T: What ... ?

S: What can't Sam see?

4 T: Ask me if the cups are in the cupboard.

S: Are the cups in the cupboard?

T: Where ... ?

S: Where are the cups?

5 T: Ask me if Sam can find the cups.

S: Can Sam find the cups?

T: What ... ?

S: What can Sam find?

## Lesson 44

### Repetition drill

#### (a) Chorus repetition

To elicit: Yes, there is/are.

There is/are some in/on/in front of/ behind ...

\* Numerical sequence.

\* Give the instructions Look at Lesson 44. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T: Look at number 70. Is there any bread here?

S: Yes, there is. There's some on the table.

(2) T: Number 80. Are there any hammers here?

S: Yes, there are. There are some behind that box.

(3) T: Number 90. Is there any milk here?

S: Yes, there is. There's some in front of the door.

T: Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Number 100. Is there any soap here?

S: Yes, there is. There's some on the cupboard.

5 T: Number 200. Are there any newspapers here?

S: Yes, there are. There are some behind that vase.

6 T: Number 300. Is there any water here?

S: Yes, there is. There's some in those glasses.

7 T: Number 400. Is there any tea here?

S: Yes, there is. There's some in those cups.

8 T: Number 500. Are there any cups here?

S: Yes, there are. There are some in front of that kettle.

9 T: Number 600. Is there any chocolate here?

S: Yes, there is. There's some behind that book.

10 T: Number 700. Are there any teapots here?

S: Yes, there are. There are some in the cupboard.

11 T: Number 800. Are there any cars here?

S: Yes, there are. There are some in front of that building.

12 T: Number 900. Is there any coffee here?

S: Yes, there is. There's some on the table.

#### (b) Group or individual repetition

\* Non-numerical sequence.

\* Ask small groups or individual students to repeat each question followed by affirmative answers.

### Pattern drill: Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit : Yes, there are. No, there aren't.

T: Look at number 70. Are there any bags of coffee/loaves of bread on the table?

S : No, there aren't./Yes, there are.

T: Look at number 80. Are there any books/hammers behind that box?

S : No, there aren't./Yes, there are. etc.

Note the following:

90: bottles of milk; 100: bars of soap; 300: glasses of water; 400: cups of tea; 600: bars of chocolate; 900: bags of coffee.

(b) To elicit : Yes, there is./No, there isn't. Yes, there are./No, there aren't.

T: Look at number 70. Is there any coffee/bread on the table?

S : No. there isn't./Yes, there is.

T: Look at number 80. Are there any books/hammers behind that box?

S : No, there aren't./Yes, there are. etc.

(c) To elicit : There isn't any... There's some... There aren't any... There are some...

T: Look at number 70. Is there any coffee on the table?

S : There isn't any coffee. There's some bread.

T: Look at number 80. Are there any books behind that box?

S : There aren't any books. There are some hammers. etc.

(d) To elicit : I can't see any... but I can see some...

T: Look at number 70. Can you see any coffee on the table?

S : I can't see any coffee, but I can see some bread. etc.

(e) Asking questions.

Get the students to ask questions beginning ' Is there... ' or ' Are there... ' about the picture

S : T : Ask about number 70.

S : Is there any bread on the table?

T : Yes, there is Ask about number 80.

S : Are there any hammers behind that box? etc.

Dictation

Dictate the answer to the written exercise in Lesson 42.

## Teaching Unit 23

### Lesson 45

#### Content and basic aims

PATTERNS AND STRUCTURAL WORDS		VOCABULARY		
		Nouns	Verbs	Adjective
Can(you type)this for me?		boss handwriting minute	ask lift	terrible
				<b>Expressions</b>
				(come here) a minute next door

#### General remarks

\*Try as far as possible to conduct the lesson in English.

\*Further practice with can(all persons).

#### Listening Comprehension

1 Introduce the story

T: Today we'll listen to a story about typing.

2 Understand the situation

Ask the students to interpret the pictures.

3 Listening objective

T: Listen to the story and see if you can answer this question: Why can't Pamela type the letter?

4 Play the tape or read the dialogue

5 Answer the question

After the reading, ask the question: Why can't Pamela type the letter?

Answer: Because the boss's handwriting is terrible.

6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat(a) in chorus,(b)in small groups, and(c)individually.

9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

#### Comprehension

\*Ask individual students questions. Students give natural answers.

1 T: Is the boss in his living room?

S : No, he isn't.

2 T : Where is the boss?

S : In his office.

3 T : Who can go into the boss's office?

S : Bob can.

4 T : Where is Pamela?

S : She's in her office next door.

5 T : What is the boss going to ask Pamela to do?

S : He's going to ask her to type a letter.

6 T : Can Pamela type the letter?

S : No, she can't.

7 T : What's the matter with the letter?

S : Pamela can't read it.

8 T : Why can't Pamela read the letter?

S : Because the boss's handwriting is terrible.

#### Asking questions

1 T : Ask me if Bob can go into the boss's office.

S : Can Bob go into the boss's office?

T : Where...?

S : Where can Bob go?

2 T : Ask me if Pamela is next door.

S : Is Pamela next door?

T : Where...?

S : Where is Pamela?

3 T : Ask me if Pamela can type the letter for the boss.

S : Can Pamela type the letter for the boss?

T : Why can't...?

S : Why can't Pamela type the letter for the boss?

4 T : Ask me if Pamela can read the letter.

S : Can Pamela read the letter?

T : Why can't...?

S : Why can't Pamela read the letter?

5 T : Ask me if the boss's handwriting is terrible.

S : Is the boss's handwriting terrible?

T : What...like?

S : What's the boss's handwriting like?

#### Tell the story

Ask individual students to look at the pictures and tell the story.

## Lesson 46

### Repetition drill

#### (a) Chorus repetition

To elicit statements involving the use of can(all persons).

\*Give the instructions Lesson 46. Do not open your book. Listen. Do not speak.

\*Play the examples on the tape.

(1) T : Can you put on your coat?

S : Yes, I can.

T : What can you do?

S : I can put on my coat.

(2) T : Can Penny wait for the bus?

S : Yes, she can.

T : What can she do?

S : She can wait for the bus.

(3) T : Can you and Tom listen to the stereo?

S : Yes, we can.

T : What can you and Tom do?

S : We can listen to the stereo.

T : Now you answer the questions. Ready?

1 As in(1) above.

2 As in(2) above.

3 As in (2) above.

4 T : Can Penny and Jane wash the dishes?

S : Yes, they can.

T : What can Penny and Jane do?

S : They can wash the dishes.

5 T : Can George take these flowers to her?

S : Yes, he can.

T : What can George do?

S : He can take these flowers to her.

6 T : Can the cat drink its milk?

S : Yes, it can.

T : What can the cat do?

S : It can drink its milk.

7 T : Can I paint this bookcase?

S : Yes, you can.

T : What can I do?

S : You can paint this bookcase.

8 T : Can you see that aeroplane?

S : Yes, I can.

T : What can you see?

S : I can see that aeroplane.

(b) Group or individual repetition

\*Ask small groups or individual students to repeat each question followed by an affirmative answer. Pattern drill : Books open

\*Illustrate each exercise first by providing the stimulus and the response.

\*Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit : Yes/No tag answers : first person only.

T : Look at number 1,000. Can you put your coat on?

S : No, I can't.

T : Can you put your hat on?

S : Yes, I can. etc.

(b) To elicit : Yes/No tag answers: third person: he and she.

T : Look at number 1,000. Can he put his coat on?

S : No, he can't.

T : Can he put his hat on?

S : Yes, he can. etc.

(c) Questions with Who.

To elicit : (The boy) can/can't.

T : Who can put his hat on?

S : The boy can.

T : Who can't put his coat on?

S : The boy can't. etc.

(d) To elicit negative and affirmative statements with can.

T : Look at number 1,000. What can the boy do?

S : He can put his hat on.

T : What can't he do?

S : He can't put his coat on. etc.

(e) To elicit negative and affirmative statements joined by but.

T : Look at number 1,000. Can the boy put his hat and coat on?

S : He can put his hat on, but he can't put his coat on. etc.

(f) Asking questions with Can.

T : Look at number 1,000. Ask me if I can put my coat on.

S : Can you put your coat on? etc.

(g) To elicit statements with can in all persons. The appropriate pronouns should be indicated by gesture:

T : (pointing at himself): Empty this basket.

S : You can empty this basket.

T : (pointing at a group of students): Paint this room.

S : They can paint this room. etc.

The following may be given as call words:

turn on the light; turn off the light; Put on(your) coat; take off(your) coat; put(your) hat on; take(your) hat off; do(your) homework; wait for a bus; dust the cupboard; wash the dishes; listen to the stereo; look at television; send a letter to him; give him a book; take these flowers to

her; show her this picture

Dictation

Dictate the answer to the written exercise in Lesson 44.

## Teaching Unit 24

### Lesson 47

#### Content and basic aims

PATTERNS AND STRUCTURAL WORDS		VOCABULARY	
		Nouns	Verbs
Do you like/want(any coffee/biscuits)?		apple      honey	like
Yes, I do./No, I don't.		banana      jam	want
I(like)/don't (like) coffee/biscuits.		beer      orange	
Do you want any/one/(a cup)?		biscuit      wine	
I like ... but I don't like ...		butter      whisky	
		egg	1st-12th

#### General remarks

\*Try as far as possible to conduct the lesson in English.

\*The simple present (first person singular) is introduced with the stative verbs like and want. These verbs are used in combination with countable and uncountable nouns.

#### Listening Comprehension

1 Introduce the story

T: Today we'll listen to a story about having coffee.

2 Understand the situation

Ask the students to interpret the pictures.

3 Listening objective

T: Listen to the story and see if you can answer this question: How does Ann like her coffee?

4 Play the tape or read the dialogue

5 Answer the question

After the reading, ask the question: How does Ann like her coffee?

Answer: Black with sugar.

6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat(a) in chorus,(b) in small groups, and(c) individually.

9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

### Comprehension

\*Ask individual students questions. Students give natural answers.

T : Does Ann like tea?

S : No, she doesn't.

2 T : Does Ann like coffee?

S : Yes, she does.

3 T : Does Ann want any sugar in her coffee?

S : Yes, she does.

4 T : Does Ann want any milk in her coffee?

S : No, she doesn't.

5 T : How does Ann like her coffee?

S : She likes black coffee.

6 T : Does she like biscuits?

S : Yes, she does.

### Asking questions

1 T : Ask me if Ann likes coffee.

S : Does Ann like coffee?

2 T : Ask me if Ann likes tea.

S : Does Ann like tea?

3 T : Ask me if Ann wants any sugar in her coffee.

S : Does Ann want any sugar in her coffee?

4 T : Ask me if Ann wants any milk in her coffee.

S : Does Ann want any milk in her coffee?

5 T : Ask me if Ann likes biscuits.

S : Does Ann like biscuits?

### Pattern drill : Books shut

(a) To elicit : Yes, I do. No, I don't.

Give cues by nodding or shaking your head.

T : Do you like coffee? (Shaking head)

S : No, I don't.

T : Do you like tea? (Nodding)

S : Yes, I do. etc.

The following may be substituted as call words:

bread, cheese, chocolate, cigarettes, magazines, milk, flowers.

(b) To elicit : I like(tea), but I don't like(coffee).

T : Do you like coffee and tea?

S : I like tea, but I don't like coffee. etc.

The following pairs may be given as call words:

bread/cheese; chocolate/ cigarettes; magazines/ newspapers; tobacco/ cigarettes; coffee/ milk.

### Tell the story

Ask individual students to look at the pictures and tell the story.

## Lesson 48

Number drill : Books shut

(a) Chorus repetition

\*Write the ordinal numbers 1st-12th (figures and words) on the blackboard.

\*Ask the class to repeat the numbers after you.

(b) Group or individual repetition

\*Ask groups or individuals to say aloud any number you point at. \*Point out that "first" = "1st", etc.

Repetition drill

(a) Chorus repetition.

To elicit : Yes. I do

I like (eggs/butter), but I don't want (one/any).

\*Numerical sequence.

\*Give the instructions Look at Lesson 48. Look and listen. Do not speak.

\*Play the examples on the tape.

(1) T : Look at the 1st picture. Do you like eggs?

S : Yes, I do. I like eggs, but I don't want one.

(2) T : The 2nd picture. Do you like butter?

S : Yes, I do. I like butter, but I don't want any.

(3) T : The 3rd picture. Do you like honey?

S : Yes, I do. I like honey, but I don't want any.

T : Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T : The 4th picture. Do you like bananas?

S : Yes, I do. I like bananas, but I don't want one.

5 T : The 5th picture. Do you like jam?

S : Yes, I do. I like jam, but I don't want any.

6 T : The 6th picture. Do you like oranges?

S : Yes, I do. I like oranges, but I don't want one.

7 T : The 7th picture. Do you like ice cream?

S : Yes, I do. I like ice cream, but I don't want one.

8 T : The 8th picture. Do you like whisky?

S : Yes, I do. I like whisky, but I don't want any.

9 T : The 9th picture. Do you like apples?

S : Yes, I do. I like apples, but I don't want one.

10 T : The 10th picture. Do you like wine?

S : Yes, I do. I like wine, but I don't want any.

11 T : The 11th picture. Do you like biscuits?

S : Yes, I do. I like biscuits, but I don't want one.

12 T : The 12th picture. Do you like beer?

S : Yes, I do. I like beer, but I don't want any.

(b) Group or individual repetition

\*Non-numerical sequence.

\* Ask small groups or individual students to repeat each question followed by answers as above.

Pattern drill: Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit: Yes, I do. No, I don't.

Give cues by nodding or shaking your head.

T: Look at the first picture. Do you like/want any eggs?

S: Yes, I do./No, I don't. etc.

(b) To elicit: I don't want(an egg) but I want some(butter)

Countable nouns must be contrasted with uncountable nouns in each question.

T: Do you want an egg or some butter?

S: I don't want an egg, but I want some butter. etc.

(c) To elicit: I don't want any(eggs) or any (butter)

Conduct the drill in the following way.

T: Buy some eggs and butter.

S: I don't want any eggs or any butter. etc.

(d) To elicit: I don't want any/one.

T: Look at the first picture. Do you want an egg?

S: I don't want one.

T: Look at the second picture. Do you want any butter?

S: I don't want any. etc.

(e) To elicit: I don't like(eggs), but I like(butter). Contrast countable and uncountable nouns in each question:

T: Do you like eggs or butter?

S: I don't like eggs, but I like butter. etc.

(f) To elicit: Do you like(eggs)? Do you want one/any? Get the students to ask questions by referring to the pictures.

T: Look at the first picture.

S: Do you like eggs?

T: Yes, I do.

S: Do you want one?

T: No, thank you.

S: Look at the second picture.

T: Do you like butter?

S: Yes, I do.

T: Do you want any?

S: No, thank you. etc.

Dictation

Dictate the answer to the written exercise in Lesson 46.

## Teaching Unit 25

### Lesson 49

#### Content and basic aims

PATTERNS AND STRUCTURAL WORDS		VOCABULARY	
		Nouns	Expression
He/ She likes/doesn't like ...		beans meat	To tell you the truth.
I like ... but (he) doesn't.		beef mince	<u>Ordinal Numbers</u>
Does he/she like ...		butcher peas	
Yes, he does./No, he doesn't.		cabbage peach	
I don't either.		chicken pear	
		grapes potato	
		husband tomato	
		lamb steak	
		lettuce	
			13th-24th

#### General remarks

\*Try as far as possible to conduct the lesson in English.

\*The third person of the simple present is introduced with want and like. These verbs are again used in combination with countable and uncountable nouns. Third person statements and questions are introduced here and will be practised over a long period.

#### Listening Comprehension

1 Introduce the story

T: Today we'll listen to a story about buying meat.

2 Understand the situation

Ask the students to interpret the pictures.

3 Listening objective

T: Listen to the story and see if you can answer this question: What does Mr. Bird like?

4 Play the tape or read the dialogue

5 Answer the question

After the reading, ask the question: What does Mr. Bird like?

Answer: Mr. Bird likes steak.

6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

8 Repetition

Play the tape or read the dialogue again, pausing after every line,

and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

#### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

#### Comprehension

\* Ask individual students questions students give natural answers.

1 T : Where is Mrs Bird?

S : She's at the butcher's

2 T : Does Mrs. Bird want any meat today?

S : Yes, she does.

3 T : Does she want beef or lamb?

S : Beef.

4 T : Is the lamb good?

S : Yes, it is.

5 T : Who likes lamb?

S : Mrs. Bird does.

6 T : Does Mr. Bird like steak?

S : Yes, he does.

7 T : Does Mrs. Bird want any mince?

S : Yes, she does.

8 T : Does Mrs. Bird want chicken?

S : No, she doesn't.

9 T : Does Mr Bird like chicken?

S : No, he doesn't.

10 T : Does the butcher like chicken?

S : No, he doesn't, either.

#### Asking questions

1 . T : Ask me if Mrs Bird is at the butcher's.

S : Is Mrs. Bird at the butcher's?

T : Where...?

S : Where is Mrs. Bird?

3 . T : Ask me if she wants that piece of steak.

S : Does she want that piece of steak?

T : Which piece...?

S : Which piece of steak does she want?

2 . T : Ask me if Mrs. Bird wants any lamb today.

S : Does Mrs. Bird want any lamb today?

T : What...?

S : What does Mrs. Bird want today?

4 . T : Ask me if Mr. Bird likes steak.

S : Does Mr. Bird like steak?

T : What...?

S : What does Mr. Bird like?

Pattern drill : Books shut

To elicit : I don't like chicken/want any(chicken),either.

T : I don't like chicken.

S : I don't like chicken, either.

T : I don't want any chicken.

S : I don't want any chicken, either

The following may be substituted:

milk, bread, cheese, chocolate, coffee, beer, butter, apples, bananas, biscuits, eggs, oranges.

Tell the story

Ask individual students to look at the pictures and tell the story.

## Lesson 50

### Number drill

#### (a) Chorus repetition

\*Write the ordinal numbers 13th-24th(figures and words) on the blackboard.

\*Ask the class to repeat the numbers after you.

#### (b) Group or individual repetition

\*Ask groups or individuals to say aloud any number you point at.

### Repetition drill

#### (a) Chorus repetition

To elicit affirmative statements involving the use of the simple present(want and like only)in the first and third persons singular.

\*Numerical sequence

\*Give the instructions Look at Lesson 50. Look and listen. Do not speak.

\*Play the examples on the tape.

(1) T :Look at the 13th picture. Does Penny like tomatoes?

S :Yes, she does. She likes tomatoes, but she doesn't want any.

(2) T :The 14th picture. Do you like potatoes?

S :Yes, I do. I like potatoes, but I don't want any.

(3) T :The 15th picture. Does Tom like cabbage?

S :Yes, he does. He likes cabbage, but he doesn't want any.

T :Now you answer the questions. Ready?

1 As in(1) above.

2 As in(2) above.

3 As in(3) above.

4 T :The 16th picture. Does Tom like lettuce?

S :Yes, he does. He likes lettuce, but he doesn't want any.

5 T :The 17th picture. Do you like peas?

S :Yes, I do. I like peas, but I don't want any.

6 T :The 18th picture. Does Anna like beans?

S :Yes, she does. She likes beans, but she doesn't want any.

7 T :The 19th picture. Do you like bananas?

S :Yes, I do. I like bananas, but I don't want any.

8 T :The 20th picture. Does Mr. Jones like oranges?

S :Yes, he does. He likes oranges, but he doesn't want any.

9 T :The 21st picture. Does George like apples?

S :Yes, he does. He likes apples, but he doesn't want any.

10 T :The 22nd picture. Does Elizabeth like pears?

S :Yes, she does. She likes pears, but she doesn't want any.

11 T :The 23rd picture. Do you like grapes?

S :Yes, I do. I like grapes, but I don't want any.

12 T :The 24th picture. Does Betty like peaches?

S :Yes, she does. She likes peaches, but she doesn't want any.

(b) Group or individual repetition

\*Non-numerical sequence.

\*Ask small groups or individual students to repeat each question followed by affirmative answers.

Pattern drill: Books open

\*Illustrate each exercise first by providing the stimulus and the response.

\*Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit: Yes, she does. No, she doesn't.

Give cues by nodding or shaking your head.

T: Look at the thirteenth picture. Does Mrs. Bird like tomatoes? (Nodding)

S: Yes, she does. etc.

(b) To elicit: Yes, he does. No, he doesn't.

Give cues by nodding or shaking your head.

T: Look at the thirteenth picture. Does Mr. Bird like tomatoes? (Nodding)

S: Yes, he does. etc.

(c) To elicit: He/ She wants some...but he/she doesn't want any...

T: Look at the thirteenth and fourteenth pictures. Does Mrs. Bird want any tomatoes or potatoes?

S: She wants some tomatoes, but she doesn't want any potatoes. etc.

(d) To elicit: He/ She likes...but he/she doesn't like...

T: Look at the thirteenth and fourteenth pictures. Does Mr. Bird like tomatoes or potatoes?

S: He likes tomatoes, but he doesn't like potatoes. etc.

(e) To elicit: He likes(potatoes), but she doesn't.

T: Mr. Bird likes potatoes.

S: He likes potatoes, but she doesn't. etc.

(f) To elicit: He doesn't like(potatoes), but she does.

T: Mr. Bird doesn't like potatoes.

S: He doesn't like potatoes, but she does. etc.

(g) To elicit: She likes(potatoes), but I don't.

T: Mrs. Bird likes potatoes.

S: She likes potatoes, but I don't. etc.

(h) To elicit: She doesn't like potatoes, but I do.

T: Mrs. Bird doesn't like potatoes.

S: She doesn't like potatoes, but I do. etc.

(i) To elicit: Does he/she like(tomatoes)? What does he/she like?

T: Ask about the thirteenth picture. Mrs. Bird.

S: Does she like tomatoes?

T: What...?

S: What does she like? etc.

Dictation

Dictate the answer to the written exercise in Lesson 48.

## Teaching Unit 26

### Lesson 51

#### Content and basic aims

PATTERNS AND STRUCTURAL WORDS				VOCABULARY			
				Nouns		Verbs	Adverbs
Where do you come from? I/You etc. come from ... What's the(climate) like? It's often/always/sometimes(hot). It rains/snows sometimes. When is/does it(hot/rain)?				U.S. Italy months of Brazil Russia the year England Spain climate France Sweden country Greece spring Greece spring Norway winter		rain snow	always often sometimes
						Adjectives	
						cold pleasant	warm windly

#### General remarks

\*Try as far as possible to conduct the lesson in English.

\*Note the use of the simple present with seasons, climate, and countries.

Frequency adverbs are used after the verb be.

#### Listening Comprehension

1 Introduce the story

T: Today we'll listen to a story about the weather.

2 Understand the situation

Ask the students to interpret the pictures.

3 Listening objective

T: Listen to the story and see if you can answer this question: Does it ever snow in Greece?

4 Play the tape or read the dialogue

5 Answer the question

After the reading, ask the question: Does it ever snow in Greece?

Answer: Yes, it sometimes snows in winter.

6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat(a) in chorus, (b) in small groups, and(c) individually.

9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

### Comprehension

\*Ask individual students questions. Students give natural answers.

1 T : Does Dimitri come from Germany?

S : No, he doesn't.

2 T : Where does Dimitri come from?

S : Greece.

3 T : What is the climate like in Greece?

S : It's very pleasant.

4 T : What's the weather like in spring?

S : It's often windy in March and warm in April and May.

5 T : What's it like in summer?

S : Hot.

6 T : When does the sun shine every day?

S : In June, July and August.

7 T : What's the weather like in September?

S : It's always warm and it rains sometimes.

8 T : Is it often cold in November?

S : Yes, it is.

9 T : Is it cold in Greece in winter?

S : Yes, it is.

10 T : Does it ever snow in Greece?

S : Yes, it does.

### Asking questions

1 T : Ask me if Dimitri comes from Greece.

S : Does Dimitri come from Greece?

T : Where...?

S : Where does Dimitri come from?

2 T : Ask me if it is often windy in March.

S : Is it often windy in March?

T : When...?

S : When is it often windy?

3 T : Ask me if it's hot in summer.

S : Is it hot in summer?

T : What...like?

S : What's it like in summer?

4 T : Ask me if it rains in November sometimes.

S : Does it rain in November sometimes? T : When...?

S : When does it rain?

5 T : Ask me if it snows in December?

S : Does it snow in December.

T : When...?

S : When does it snow?

### Tell the story

Ask individual students to look at the pictures and tell the story.

## Lesson 52

Pattern drill: The months of the year: Books shut

Chorus, Group or individual repetition

Write the following statements on the blackboard:

It's often warm in April, May, and June.

It's always hot in July, August, and September.

It's sometimes cool in October, November and December.

It's always cold in January, February and March.

Get the class to read the statements in chorus after you. Then ask small groups or individual students to read any statement you point at.

Repetition drill

(a) Chorus repetition

To elicit negative and affirmative statements involving the use of the simple present(all persons).

\*Numerical sequence.

\*Give the instructions Look at Lesson52. Look and listen. Do not speak.

\*Play the examples on the tape.

(1) T: Look at the 20th picture. Do you come from Brazil?

S: No, I don't come from Brazil. I come from the U.S.

(2) T: The 21st picture. Does he come from the U.S.?

S: No, he doesn't come from the U.S. He comes from Brazil.

(3) T: The 22nd picture. Does she come from England?

S: No, she doesn't come from England. She comes from Holland.

T: Now you answer the questions. Ready?

1 As in(1) above.

2 As in(2) above.

3 As in(3) above.

4 T: The 23rd picture. Do you both come from Holland?

S: No, we don't come from Holland. We come from England.

5 T: The 24th picture. Do they come from Germany?

S: No, they don't come from Germany. They come from France.

6 T: The 25th picture. Do I come from France?

S: No, you don't come from France. You come from Germany.

7 T: The 26th picture. Does he come from Italy?

S: No, he doesn't come from Italy. He comes from Greece.

8 T: The 27th picture. Do we both come from Greece?

S: No, you don't come from Greece. You come from Italy.

(b) Group or individual repetition

\*Non-numerical sequence.

\*Ask small groups or individual students to repeat each question followed by negative and affirmative answers.

Pattern drill: Books open

\*Illustrate each exercise first by providing the stimulus and the

response.

\*Then, with the instruction Now you!, ask individual students to continue in the same way.

\*Change the person to match each picture.

(a) To elicit : Yes/No tag answers : am, is, are, do, does.

T : Look at the 20th picture. Are you Brazilian/American? Do you come from Brazil/the U.S.? etc. (b) Questions with Who.

To elicit a subject followed by an auxiliary: am, is, are, do, does.

T : Look at the 20th picture. Who is American?

S : I am.

T : Who comes from the U.S.?

S : I do. etc.

(c) To elicit negative and affirmative statements.

T : Look at the 20th picture. Are you Brazilian or American?

S : I'm not Brazilian I'm American.

T : Do you come from Brazil or the U.S.?

S : I don't come from Brazil. I come from the U.S. etc.

(d) What nationality(are you)?

To elicit complete statements.

T : Look at the 20th picture. What nationality are you?

S : I'm American. etc.

(e) Where(do you) come from?

To elicit complete statements.

T : Look at the 20th picture. Where do you come from?

S : I come from the U.S. etc.

(f) Asking questions in pairs : Where...from?

T : Look at the 20th picture. Ask me if you come from the U.S.

S : Do I come from the U.S.?

T : Where... from?

S : Where do I come from?

T : Look at the 21st picture. Ask me if he comes from Brazil.

S : Does he come from Brazil?

T : Where...from?

S : Where does he come from? etc.

Dictation

Dictate the answer to the written exercise in Lesson 50.

## Teaching Unit 27

### Lesson 53

#### Content and basic aims

PATTERNS AND STRUCTURAL WORDS	VOCABULARY			
	Countries/ Nationalities	Nouns	Verbs	Adjectives
(The weather's often cold) in the North/South/East/West. Which season (s) do you like best?	Australia(n) Japan(-ese) Austria(n) Nigeria(n) Canada(-ian) Turkey(-ish) China(-ese) Korea(n) Finland(-ish) India(n)	conversation east night north south subject west	rise set  <b>Adverbs</b>  early late best	interesting mild wet

#### General remarks

\*Try as far as possible to conduct the lesson in English.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about the weather in England.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: What is the favourite subject of conversation in England?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: What is the favourite subject of conversation in England?

Answer: The weather.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again.

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat(a) in chorus,(b) in small groups, and(c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

### Comprehension

\* Ask individual students questions. Students give natural. answers.

1 T : Does Jim come from Australia?

S : No, he doesn't.

2 T : Does he come from England?

S : Yes, he does.

3 T : Is the weather always pleasant in England?

S : No, it isn't.

4 T : What's the weather like in the North?

S : It's often cold.

5 T : What's the weather like in the East?

S : It's often windy.

6 T : What's it like in the West?

S : It's often wet in the West.

7 T : Which seasons does Jim like best?

S : Spring and summer.

8 T : Are the days long in spring and summer?

S : Yes, they are.

9 T : Does the sun rise early in summer?

S : Yes, it does. '

10 T : Is the climate interesting in England?

S : Yes, it is.

### Asking questions

1 T : Ask me if Jim comes from England.

S : Does Jim come from England?

T : Where ... ?

S : Where does Jim come from?

2 T : Ask me if the climate is mild in England.

S : Is the climate mild in England?

T : What ... like?

S : What's the climate like in England?

3 T : Ask me if it's often wet in the West.

S : Is it often wet in the West?

T : What ... like?

S : What's it like in the West?

4 T : Ask me if the sun rises early in summer.

S : Does the sun rise early in summer?

T : When ... ?

S : When does the sun rise in summer?

5 T : Ask me if the sun sets early in winter.

S : Does the sun set early in winter?

T : When ... ?

S : When does the sun set in winter?

### Tell the story

Ask individual students to look at the pictures and tell the story.

## Lesson 54

Pattern drill: The months of the year: Books shut

Chorus, Group or individual repetition

Write the following statements on the blackboard. Do not write the months of the year in full.

It's often warm in A \_\_\_\_\_, M \_\_\_\_\_, and J \_\_\_\_\_.

It's always hot in J \_\_\_\_\_, A \_\_\_\_\_, and S \_\_\_\_\_.

It's sometimes cool in O \_\_\_\_\_, N \_\_\_\_\_, and D \_\_\_\_\_.

It's always cold in J \_\_\_\_\_, F \_\_\_\_\_, and M \_\_\_\_\_.

Get the class to read the statements in chorus after you. Then ask small groups or individual students to read any statement you point at.

Repetition drill

(a) Chorus repetition

To elicit affirmative statements involving the use of the simple present (all persons). Books shut.

\* Numerical sequence.

\* Give the instructions Lesson 54. Do not open your book. Listen. Do not speak.

\* Play the examples on the tape.

(1) T: Where do you come from? Are you Australian?

S: Yes, I come from Australia.

(2) T: Where does he come from? Is he Austrian?

S: Yes, he comes from Austria.

(3) T: Where does he come from? Is he Canadian?

S: Yes, he comes from Canada.

T: Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Where do you both come from? Are you both Chinese?

S: Yes, we come from China.

5 T: Where do I come from? Am I Finnish?

S: Yes, you come from Finland.

6 T: Where does she come from? Is she Indian?

S: Yes, she comes from India.

7 T: Where do we both come from? Are we both Japanese?

S: Yes, you come from Japan.

8 T: Where do you come from? Are you Korean?

S: Yes, I came from Korea.

9 T: Where do you both come from? Are you both Nigerian?

S: Yes, we come from Nigeria.

10 T: Where does she come from? Is she Turkish?

S: Yes, she comes from Turkey.

(b) Group or individual repetition

\* Ask small groups or individual Students to repeat each question followed by affirmative answers.

Pattern drill : Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction 'Now you', ask individual students to continue in the same way.

\* Change the person to match each picture.

(a) To elicit : Yes/No tag answers : am, is, are, do, does.

T : Look at the 20th picture. Are you Austrian / Australian? Do you come from Austria/ Australia? etc.

(b) Questions with Who.

To elicit a subject followed by an auxiliary: am, is, are, do, does.

T : Look at the 20th picture. Who is Australian?

S : I am.

T : Who comes from Australia?

S : I do, etc.

(c) To elicit negative and affirmative statements.

T : Look at the 20th picture. Are you Austrian or Australian?

S : I'm not Austrian. I'm Australian.

T : Do you come from Austria or Australia?

S : I don't come from Austria. I come from Australia. etc.

(d) What nationality(are you)?

T : Look at the 20th picture. What nationality are you?

S : I'm Australian. etc.

(e) Where(do you)come from?

T : Look at the 20th picture. Where do you come from?

S : I Come from Australia. etc.

(f) Asking questions in pairs : Where...from?

T : Look at the 20th picture. Ask me if you come from Australia.

S : Do I come from Australia?

T : Where ... from?

S : Where do I come from?

T : Look at the 30th picture. Ask me if he comes from Austria.

S : Does he come from Austria?

T : Where...from?

S : Where does he come from? etc.

Dictation

Dictate the answer to the written exercise in Lesson 50.

## Teaching Unit 28

### Lesson 55

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>	<b>VOCABULARY</b>		
	<b>Nouns</b>	<b>Verbs</b>	<b>Adverbs</b>
They live at ...			
In the morning/ afternoon/evening at noon/at night(they go) to work/ to school/to bed/home. (She stays)at home. He (usually) reads ...	evening housework home lunch noon	arrive live stay watch	together usually

#### General remarks

\*Try as far as possible to conduct the lesson in English.

\*Note the use of the simple present describing habitual actions in combination with points of time and nouns without articles. Adverbs of frequency have again been included.

#### Listening 'Comprehension

1 Introduce the story

T: Today we'll listen to a story about the Sawyer family.

2 Understand the situation

Ask the students to interpret the pictures.

3 Listening objective

T: Listen to the story and see if you can answer this question: When do' the children do their homework?

4 Play the tape or read the dialogue

5 Answer the question

After the reading, ask the question: When do the children do their homework?

Answer: At night before they go to bed.

6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

#### Comprehension

\*Ask individual students questions. Students give natural answers.

1 T: Where do the Sawyers live?

S: At 87 King Street.

2 T: What does Mr. Sawyer do in the morning?

S: He goes to work.

3 T: What do the children do in the morning?

S: They go to School.

4 T: Who takes the children to school every day?

S: Mr. Sawyer does

5 T: What does Mrs. Sawyer do every day?

S: She stays at home.

6 T: When does she eat her lunch?

S: At noon.

7 T: What does she usually do in the afternoon?

S: She usually sees her friends.

8 T: When do the children come home from school?

S: In the evening.

9 T: When do the children do their homework?

S: They always do it at night.

10 T: What does Mr. Sawyer usually do at night?

S: He usually reads his newspaper.

Asking questions

1 T: Ask me if the Sawyers live at 87 King Street.

S: Do the Sawyers live at 87 King Street?

T: Where...?

S: Where do the Sawyers live?

2 T: Ask me if Mr. Sawyer goes to work in the morning.

S: Does Mr. Sawyer go to work in the morning?

T: When...?

S: When does Mr. Sawyer go to work?

3 T: Ask me if Mrs. Sawyer eats her lunch at noon.

S: Does Mrs. Sawyer eat her lunch at noon?

T: When...?

S: When does Mrs. Sawyer eat her lunch?

4 T: Ask me if Mr. Sawyer arrives home late.

S: Does Mr. Sawyer arrive home late?

T: When?

S: When does Mr. Sawyer arrive home?

5 T: Ask me if the children arrive home early.

S: Do the children arrive home early?

T: When...?

S: When do the children arrive home?

Tell the story

Ask individual students to look at the pictures and tell the story.

## Lesson 56

Pattern drill: The months of the year: Books shut

Chorus, Group or individual repetition

Write the following statements on the blackboard. Do not write the months of the year in full.

The sun often shines in A \_\_\_\_\_, M \_\_\_\_\_, and J \_\_\_\_\_.

The sun always shines in J \_\_\_\_\_, A \_\_\_\_\_, and S \_\_\_\_\_.

It sometimes rains in O \_\_\_\_\_, N \_\_\_\_\_, and D \_\_\_\_\_.

It usually snows in J \_\_\_\_\_, F \_\_\_\_\_, and M \_\_\_\_\_.

Get the class to read the statements in chorus after you. Then ask small groups or individual students to read any statement you point at.

Repetition drill

(a) Chorus repetition

To elicit affirmative statements involving the use of the simple present, frequency. adverbs and time expressions.

\* Numerical sequence.

\* Give the instructions Look at Lesson 56. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T : Look at the 1st picture. What does she often do in the morning?

S : She often dusts the cupboard in the morning.

(2) T : The 2nd picture. What does she always do in the morning?

S : She always makes the bed in the morning.

(3) T : The 3rd picture. What does he always do in the morning?

S : He always shaves in the morning.

T : Now you answer the questions. Ready?

1 As in(1) above.

2 As in(2) above.

3 As in(3) above.

4 T : The 4th picture. What do they sometimes do in the evening?

S : They sometimes listen to the stereo in the evening.

5 T : The 21st picture. What does he always do every day?

S : He always cleans the blackboard every day.

6 T : The 22nd picture. What do they always do at night?

S : They always go to bed at night.

7 T : The 23rd picture. What does she usually do every day?

S : She usually washes the dishes every day.

8 T : The 24th picture. What do they usually do in the afternoon?

S : They usually type letters in the afternoon.

9 T : The 31st picture. What do they sometimes do in the evening?

S : It usually drinks milk every day.

10 T : The 32nd picture. What do they sometimes do in the evening?

S : They sometimes watch television in the evening.

11 T : The 33rd picture. What does she always do at noon?

S : She always eats her lunch at noon.

12 T : The 34th picture. What does he often do in the evening?

S : He often reads his newspaper in the evening.

(b) Group or individual repetition

\* Non-numerical sequence.

\* Ask small groups or individual students to repeat each question and answer, as above.

Pattern drill : Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) What..., do?

To elicit statements with adverbs and points of time.

T : Look at the 1st picture. What does she often do in the morning?

S : She often dusts the cupboard in the morning. etc.

Use the adverbs and points of time practised in the Repetition drill.

(b) To elicit negative and affirmative statements.

T : Look at the 1st picture. Does she dust the cupboard at night or in the morning?

S : She doesn't dust the cupboard at night. She dusts it in the morning. etc.

(c) When do/does ...?

To elicit statements with adverbs and points of time.

T : Look at the 1st picture. When does she dust the cupboard? ... often/morning

S : She often dusts the cupboard in the morning. etc.

Provide the following as call words for each picture:

2nd: always/morning; 3rd: always/morning; 4th: always/night; 21st: always/every day; 22nd: always/ night; 23rd: usually/every day; 24th: usually/afternoon; 31st : usually/every day; 32nd: sometimes/evening; 33rd: always/noon; 34th: often/evening.

(d) Asking questions in pairs : When.

The only frequency adverb that should be used in this drill is usually.

T : Look at the 1st picture. Ask me if she usually dusts the cupboard in the morning.

S : Does she usually dust the cupboard in the morning?

T : When ... ?

S : When does she usually dust the cupboard? etc.

Dictation

Dictate the answer to the written exercise in Lesson 54.

## Teaching Unit 29

### Lesson 57

#### Content and basic aims

PATTERNS AND STRUCTURAL WORDS		VOCABULARY	
		Adverb	Expressions
What's the time?			
It is (8.0)o'clock.		tonight	at the moment
They usually go to school by car			by car
every day/ in the morning etc.,			on foot
but today/this morning			
they are going on foot.			

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* The simple present is contrasted with the present continuous. Points of time are also contrasted: in the morning/this morning. etc. Telling the time (exact hour only) is introduced with these patterns.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about an unusual day.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: What is Mr. Sawyer doing tonight?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: What is Mr. Sawyer doing tonight?

Answer: He's reading an interesting book.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

#### Comprehension

\* Ask individual students questions. Students give natural answers.

1 T: What's the time?

S: It's eight o'clock.

2 T: Do the children usually go to school by car every day?

S: Yes, they do.

3 T: What are they doing today?

S: They are going to school on foot.

4 T: What does Mrs. Sawyer usually do in the morning.

S: She usually stays at home.

5 T: What is she doing this morning?

S: She's going to the shops.

6 T: Who usually drinks tea in the living room?

S: Mrs. Sawyer does.

7 T: Where is she drinking tea this afternoon?

S: In the garden.

8 T: When do the children usually do their homework?

S: In the evening.

9 T: What are they doing at the moment?

S: They're playing in the garden.

10 T: What is Mr. Sawyer doing tonight?

S: He's reading an interesting book.

#### Asking questions

1 T: Ask me if the children go to school by car.

S: Do the Children go to school by car?

T: How...?

S: How do the children go to school?

2 T: Ask me if Mrs. Sawyer is going to the shops.

S: Is Mrs. Sawyer going to the shops?

T: Where...?

S: Where is Mrs. Sawyer going?

3 T: Ask me if she drinks tea at four o'clock.

S: Does she drink tea at four o'clock?

T: What...?

S: What does she drink at four o'clock?

4 T: Ask me if they do their homework in the evening.

S: Do they do their homework in the evening?

T: When...?

S: When do they do their homework?

5 T: Ask me if Mr. Sawyer is reading an interesting book.

S: Is Mr. Sawyer reading an interesting book?

T: What...?

S: What is Mr. Sawyer reading?

#### Tell the story

Ask individual students to look at the pictures and tell the story.

## Lesson 58

Pattern drill: The time: Books open

Chorus, Group or individual repetition

Give the instruction Look at Lesson 58. Get the class to repeat the following statements after you:

T :Look at the first clock. What's the time? All together! It's 1.00'clock. All together! etc. Then ask small groups or individual students to tell the time:

T :Look at the first clock. What's the time?

S :It's 1.00 o'clock. etc.

Repetition drill

(a) Chorus repetition

To elicit contrasting affirmative statements involving the use of the simple present and present continuous.

\* Numerical sequence.

\* Give the instructions Look at Lesson 58, Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T :Look at the 13th and 14th pictures. What does he usually do every day?

S :He usually shaves at 7.00'clock every day.

T :What is he doing today?

S :He is shaving at 8.0 o'clock today.

(2) T :The 15th and 16th pictures. What does she usually do in the morning?

S :She usually drinks tea in the morning.

T :What is she doing this morning?

S :She is drinking coffee this morning.

(3) T :The 17th and 18th pictures. What do they usually do in the afternoon?

S :They usually play in the garden in the afternoon.

T :What are they doing this afternoon?

S :They are swimming in the river this afternoon.

T :Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T :The 19th and 20th pictures. What do you usually do in the evening?

S :I usually cook a meal in the evening.

T :What are you doing this evening?

S :I am reading a book this evening.

5 T :The 21st and 22nd pictures. What do you all usually do at night?

S :We usually watch television at night.

T :What are you all doing tonight?

S :We are listening to the stereo tonight.

(b) Group or individual repetition

\* Non-numerical sequence.

\* Ask small groups or individual students to repeat each question followed by relevant answers.

Pattern drill: Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit: Yes/No tag answers: am/is/are/do/does.

T: Look at the 13th picture. Does he usually shave at 10 o'clock/7 o'clock?

S: No, he doesn't./Yes, he does.

T: Look at the 14th picture. Is he shaving at 7 o'clock/8 o'clock today?

S: No, he isn't./Yes, he is. etc.

(b) Questions with Who.

To elicit a subject followed by am/is/are/do/does.

T: Look at the 13th picture. Who usually shaves at 7 o'clock?

S: Mr. Sawyer does. etc.

(c) To elicit negative and affirmative statements in the present simple and continuous.

T: Look at the 13th picture. Does Mr. Sawyer usually shave at 7 o'clock or at 8?

S: He doesn't usually shave at 8 o'clock. He shaves at 7. etc.

(d) What do they usually do? What about (today)?

T: Look at the 13th and 14th pictures. What does Mr. Sawyer usually do every day?

S: He usually shaves at 7 o'clock.

T: What about today?

S: Today, he is shaving at 8 o'clock. etc.

(e) Asking questions in pairs: When, What.

T: Look at the 13th picture. Ask me if Mr. Sawyer usually shaves at 7 o'clock.

S: Does Mr. Sawyer usually shave at 7 o'clock?

T: When ... ?

S: When does Mr. Sawyer usually shave?

T: Look at the 14th picture. Ask me if he is shaving today.

S: Is he shaving today?

T: What ... doing?

S: What is he doing today? etc.

Dictation

Dictate the answer to the written exercise in Lesson 56.

## Teaching Unit 30

### Lesson 59

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>		<b>VOCABULARY</b>	
		<b>Nouns</b>	
Do you/we/they have any ...?		Chalk	pad
Yes, I/we/they have.		chang	esize
No, I/we/ they do not/ don't have ...		envelope	writing paper
(I)don't have any ... but(I)have some ...		glue	
I only have ...		ink	
Is that all?			
What else do you want?			

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* The verb have (possession) is introduced in all persons except the third person singular. It is used in the same way as want with countable and uncountable nouns.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about shopping at the stationer's.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: Does the lady buy any chalk?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: Does the lady buy any chalk?

Answer: No, she doesn't.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

### Comprehension

\*Ask individual students questions. Students give natural answers.

1 T : Where is the lady?

S : She's at the stationer's.

2 T : What does the lady want?

S : Some envelopes.

3 T : What size envelopes does she want?

S : The large size.

4 T : What else does she want?

S : She wants some writing paper.

5 T : Are there any small pads in the shop?

S : No, there aren't.

6 T : Does the lady want a large pad?

S : Yes, she does.

7 T : Does she want some glue too?

S : Yes, she does.

8 T : Does she want a box of chalk?

S : Yes, she does.

9 T : Does she want the small size?

S : No, she doesn't.

10 T : What else does she want?

S : She wants her change.

### Asking questions

1 T : Ask me if the lady wants any envelopes.

S : Does the lady want any envelopes?

T : What...?

S : What does the lady want?

2 T : Ask me if she wants the large size.

S : Does she want the large size?

T : What size...?

S : What size does she want?

3 T : Ask me if I have any writing paper.

S : Do you have any writing paper?

T : What...?

S : What do you have?

4 T : Ask me if she wants any glue.

S : Does she want any glue?

T : What...?

S : What does she want?

5 T : Ask me if she wants her change.

S : Does she want her change?

T : What else...?

S : What else does she want?

### Tell the story

Ask individual students to look at the pictures and tell the story.

## Lesson 60

Pattern drill: The time: Books open

Group or individual repetition

Give the instruction Look at Lesson 60. Ask small groups or individual students to tell the time:

T: Look at the first clock. What's the time?

S: It's 1.00'clock. etc.

Repetition drill

(a) Chorus repetition

To elicit: I/We/They don't have any (butter), but I/we/they have some (cheese).

\* Non-numerical sequence.

\* Give the instructions Look at Lesson 60. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T: Look at the 13th picture. Do you have any butter?

S: I don't have any butter, but I have some cheese.

(2) T: The 20th picture. Do you and Penny have any beans?

S: We don't have any beans, but we have some potatoes.

(3) T: The 33rd picture. Do Penny and Tom have any wine?

S: They don't have any wine, but they have some beer.

T: Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: The 16th picture. Do you have any honey?

S: I don't have any honey, but I have some jam.

5 T: The 19th picture. Do you and Tom have any bread?

S: We don't have any bread, but we have some biscuits.

6 T: The 26th picture. Do Tom and Penny have any grapes?

S: They don't have any grapes, but they have some bananas.

7 T: The 29th picture. Do you have any mince?

S: I don't have any mince, but I have some steak.

8 T: The 15th picture. Do the children have any butter?

S: They don't have any butter, but they have some eggs.

9 T: The 24th picture. Do you have any lettuces?

S: I don't have any lettuces, but I have some cabbages.

10 T: The 22nd picture. Do you and Penny have any beans?

S: We don't have any beans, but we have some peas.

(b) Group or individual repetition

\* Ask small groups or individual students to repeat each question followed by negative/affirmative answers.

Pattern drill: Books open

\* Illustrate each exercise first by providing the stimulus and the

response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit : Yes, I do./No, I don't. Provide cues by nodding or shaking your head.

T : Look at the 13th picture. Do you have any butter? (shaking head)

S : No, I don't.

T : Do you have any cheese? (nodding)

S : Yes, I do. etc.

(b) To elicit : Yes, we do/No, we don't. Carry out the drill in the way shown in (a) above.

T : Look at the 13th picture. Do you have any butter? (shaking head)

S : No, we don't.

T : Do you have any cheese? (nodding)

S : Yes, we do.

(c) To elicit : Yes, they do./No, they don't. Carry out the drill in the way shown in (a) above.

T : Look at the 13th picture. Do they have any butter? (shaking head)

S : No, they don't.

T : Do they have any cheese? (nodding)

S : Yes; they do.

(d) To elicit negative and affirmative statements with have.

T : Look at the 13th picture. Do you have any butter or cheese?

S : I don't have any butter, but I have some cheese.

(e) Repeat exercise (d) To elicit : We don't have any ..., but we have some ...

(f) Repeat exercise (d) To elicit : They don't have any ..., but they have some ...

(g) To elicit : I have one/some. I don't have any.

T : Look at the 15th picture. I want some butter.

S : I don't have any.

T : I want an egg.

S : I have one. etc.

Train the student to differentiate between uncountable and countable nouns in each question.

(h) To elicit : I have some. I don't have any.

T : Look at the 15th picture. I want some butter.

S : I don't have any.

T : I want some eggs.

S : I have some. etc.

(i) To elicit : Do you have any ...?

T : Ask about the 13th picture.

S : Do you have any cheese?

T : Ask about the 34th picture.

S : Do you have any wine? etc.

Dictation

Dictate the answer to the written exercise in Lesson 58.

## Teaching Unit 31

### Lesson 61

#### Content and basic aims

PATTERNS AND STRUCTURAL WORDS		VOCABULARY	
		Nouns	Verbs
He feels/ looks(ill).			
How does he feel/look?	Aspirin	mouth	
Does he/she have(a bad cold)?	cold	mumps	call
Yes, he/she does.	dentist	news	feel
No, he/ she doesn't.	doctor	stomachache	remember
(We)must call(the doctor).	ear ache	telephone	say
Yes,(we)must.	flu	temperature	
No,(we)must not(mustn't).	headache	tongue	
Why ... because.	Measles	toothache	bad
So(continuative).	Medicine	week	ill

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* Has is now introduced (possession; ailments). Must, which was introduced as a vocabulary item in Teaching Unit 15, is now used again to indicate obligation.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about Jimmy.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: What is good news for Jimmy?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: What is good news for Jimmy?

Answer: Jimmy must stay in bed for a week.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c)

individually.

9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

Comprehension

\*Ask individual students questions. Students give natural answers.

1 T: Where's Jimmy?

S: He's in bed.

2 T: What's the matter with Jimmy?

S: He feels ill.

3 T: Does he look ill?

S: Yes, he does.

4 T: Must Mr. and Mrs. Williams call the doctor?

S: Yes, they must.

5 T: Can Mrs. Williams remember the doctor's telephone number?

S: Yes, she can.

6 T: Must Jimmy open his mouth?

S: Yes, he must.

7 T: Must he show the doctor his tongue?

S: Yes, he must.

8 T: What's the matter with him, then?

S: He has a bad cold.

9 T: What must he do?

S: He must stay in bed for a week.

10 T: Why is that good news for Jimmy?

S: Because he doesn't like school.

Asking questions

1 T: Ask me if Jimmy is in bed.

S: Is Jimmy in bed?

T: Where ... ?

S: Where is Jimmy?

2 T: Ask me if he feels ill.

S: Does he feel ill?

T: How...?

S: How does he feel?

3 T: Ask me if he looks ill.

S: Does he look ill?

T: How...?

S: How does he look?

4 T: Ask me if the doctor's telephone number is 09754.

S: Is the doctor's telephone number 09754?

T: What ...?

S: What is the doctor's telephone number?

5 T: Ask me if this is good news for Jimmy.

S: Is this good news for Jimmy?

T : Why...?

S : why is this good news for Jimmy?

Tell the story

Ask individual students to look at the pictures and tell the story.

## Lesson 62

Pattern drill: The months of the year: Books shut  
To elicit: (January) is the (first) month of the year.  
T: What's the first (second, etc.) month of the year?  
S: January is the first month of the year. etc.

### Repetition drill

#### (a) Chorus repetition

To elicit: (She) doesn't have (an earache). (She) has (a headache).  
(She) must (take an aspirin).

- \* Numerical sequence.
- \* Give the instructions Look at Lesson 62. Look and listen. Do not speak.
- \* Play the examples on the tape.

(1) T: Look at the 41st picture. What's the matter with her? Does she have an earache?

S: She doesn't have an earache. She has a headache.

T: What must she do?

S: She must take an aspirin.

(2) T: The 52nd picture. What's the matter with George? Does he have a headache?

S: He doesn't have a headache. He has an earache.

T: What must he do?

S: He must see a doctor.

(3) T: The 63rd picture. What's the matter with him? Does he have a stomach ache?

S: He doesn't have a stomach ache. He has a toothache.

T: What must he do?

S: He must see a dentist.

T: Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: The 74th picture. What's the matter with Jane? Does she have a toothache?

S: She doesn't have a toothache. She has a stomach ache.

T: What must she do?

S: She must take some medicine.

5 T: The 85th picture. What's the matter with Sam? Does he have a stomach ache?

S: He doesn't have a stomach ache. He has a temperature.

T: What must he do?

S: He must go to bed.

6 T: The 96th picture. What's the matter with Dave? Does he have a headache?

S : He doesn't have a headache. He has flu.

T : What must he do?

S : He must stay in bed.

7 T : The 107th picture. What's the matter with jimmy? Does he have a headache?

S : He doesn't have a headache. He has measles.

T : What must we do?

S : We must call the doctor.

8. T : The 118th picture. What's the matter with Susan? Does she have an earache?

S : She doesn't have an earache. She has mumps.

T : What must we do?

S : We must call the doctor.

(b) Group or individual repetition

\*Non-numerical sequence.

\*Ask small groups or individual students to repeat each question followed by relevant answers.

Pattern drill : Books open

\*Illustrate each exercise first by providing the stimulus and the response.

\*Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit : Yes/No tag answers : has/hasn't; must/mustn't.

T : Look at the 41st picture. Does she have toothache/a headache?

S : No, she doesn't. /Yes. she does.

T : Must she see a doctor/take an aspirin?

S : No, she mustn't. /Yes, she must. etc.

(N. B. Do not introduce needn't to answer questions beginning with must at this stage. Cp. Teaching Units 40 and 63. )

(b) Questions with Who.

To elicit : a subject followed by has and must.

T : Look at the 41st picture. Who has a headache?

S : She has.

T : Who must take an aspirin?

S : She must. etc.

(c) To elicit negative and affirmative statements.

T : Look at the 41st picture. Does she have a headache or an earache?

S : She doesn't have an earache. She has a headache.

T : Must she see a doctor, or take an aspirin?

S : She mustn't see a doctor. She must take an aspirin. etc.

(d) Asking questions in pairs : What, Who, Where.

T : Look at the 41st picture. Ask me if she has a headache.

S : Does she have a headache?

T : What ...?

S : What does she have?

T : Ask me if she must take an aspirin.

S : Must she take an aspirin?

T : What ...?

S : What must she take? etc.

(e) Practise the use of must in all persons.

T : Open the window! ... you.

S : You must open the window. etc.

The following may be given as call words:

stay at home/she; do their homework/they; find my pen/I; show him these photographs/we; catch the bus/he; meet my mother/you; come and see us/they; turn the stereo off/I; put her coat on /she ; put the kettle on/we; go to bed/he; go home/they; type these letters/Miss Jones.

## Teaching Unit 32

### Lesson 63

#### Content and basic aims

PATTERNS AND STRUCTURAL WORDS		VOCABULARY			
		Nouns	Verbs	Adjectives	Adverbs
Can I ... (=May I)					
He mustn't ... yet.	food	break	another	(so)	
How long must he ...?	hour	drive	better	quickly	
... for about two hours each day.	library	get up	each		
Negative questions.	match	keep	rich		
So (adverbial).	Noise	lean			
		play			
		remain			
		talk			

#### General remarks

\*Try as far as possible to conduct the lesson in English.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to another story about the Williams family.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: Who else is in bed today? Why?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: Who else is in bed today? Why?

Answer: Mr. Williams. He has a bad cold, too.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

#### Comprehension

\*Ask individual students questions. Students give natural answers.

##### 1 T: How is Jimmy today?

S : He's better.  
2 T : Can the doctor see him?  
S : Yes, he can.  
3 T : Does Jimmy look very well today?  
S : Yes, he does.  
4 T : Can Jimmy get up now?  
S : No, he mustn't get up yet.  
5 T : How long must he stay in bed?  
S : He must stay in bed for another two days.  
6 T : Can Jimmy go to school now?  
S : No, he mustn't go to school yet.  
7 T : Can he get up?  
S : Yes, he can get up for about two hours each day.  
8 T : What must Mrs. Williams do ?  
S : She must keep the room warm.  
9 T : Where's Mr. Williams this evening?  
S : He's in bed.  
10 T : Why is Mr. Williams in bed?  
S : He has a bad cold.

#### Asking questions

1 T : Ask me if Jimmy is better today.  
S : Is Jimmy better today?  
T : How ...?  
S : How is Jimmy today?  
2 T : Ask me if Jimmy's upstairs.  
S : Is Jimmy upstairs?  
T : Where ... ?  
S : Where is Jimmy?  
3 T : Ask me if Jimmy must stay in bed.  
S : Must Jimmy stay in bed?  
T : Why ... ?  
S : Why must Jimmy stay in bed?  
4 T : Ask me if Jimmy has a temperature.  
S : Does Jimmy have a temperature?  
T : What temperature ...?  
S : What temperature does Jimmy have?  
5 T : Ask me if Mrs. Williams must keep the room warm.  
S : Must Mrs. Williams keep the room warm?  
T : Why ...?  
S : Why must Mrs. Williams keep the room warm?

#### Tell the story

Ask individual students to look at the pictures and tell the story.

## Lesson 64

Pattern drill: The months of the year: Books shut

To elicit: It's (often warm) in (April) .

Write the following statements on the blackboard. Do not write the months of the year in full.

It's often warm in A \_\_\_\_\_, M \_\_\_\_\_, and J \_\_\_\_\_.

It's always hot in J \_\_\_\_\_, A \_\_\_\_\_, and S \_\_\_\_\_.

It's sometimes cool in O \_\_\_\_\_, N \_\_\_\_\_, and D \_\_\_\_\_.

It's always cold in J \_\_\_\_\_, F \_\_\_\_\_, and M \_\_\_\_\_.

T: When is it often warm? (pointing at 'A')

S: It's often warm in April. etc.

Repetition drill

(a) Chorus repetition

To elicit: You mustn't (take any aspirins) .

\*Give the instructions Lesson 64. Do not open your book. Listen. Do not speak.

\*Play the examples on the tape.

(1) T: Don't take any aspirins!

S: You mustn't take any aspirins.

(2) T: Don't take this medicine!

S: You mustn't take this medicine.

(3) T: Don't call the doctor!

S: You mustn't call the doctor.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Don't play with matches!

S: You mustn't play with matches.

5 T: Don't talk in the library!

S: You mustn't talk in the library.

6 T: Don't make a noise!

S: You mustn't make a noise.

7 T: Don't drive so quickly!

S: You mustn't drive so quickly.

8 T: Don't lean out of the window!

S: You mustn't lean out of the window.

9 T: Don't break that vase!

S: You mustn't break that vase.

(b) Group or individual repetition

\*Ask small groups or individual students to repeat each statement.

Pattern drill: Books open

Illustrate each exercise first by providing the stimulus and the response.

Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit : Don't ... You mustn't ... Books open.

T : Number 110.

S : Don't take any aspirins ! You mustn't take any aspirins ! etc.

(b) To elicit : I/You/He/She/We/They mustn't. Practise all persons thoroughly.

T : Number 110. He.

S : He mustn't take any aspirins. etc.

(c) To elicit : I mustn't (open the window) yet. Books shut.

T : Don't open the window yet!

S : I mustn't open the window yet. etc.

The following may be given as call words:

put on your coat; take off your shoes; make this bed; climb that tree; turn on the television; turn off the tap; shut the window; wash the dishes; paint this bookcase; send the letter to him ; eat your lunch; sweep the floor; air the room; boil this milk

(d) To elicit : Don't (open the window) yet ! Books shut.

T : You mustn't open the window yet!

S : Don't open the window yet. etc.

Give the call words supplied in (c) above.

(e) To elicit : I/You/He/She/We/They mustn't ... yet. Books shut.

T : Don't open the window. She.

S : She mustn't open the window yet. etc.

Practise all personal pronouns thoroughly using the call words given in (c) above.

(f) To elicit : He doesn't have any (tea) yet. Books shut.

T : tea.

S : She mustn't open the window yet. etc.

The following may be given as call words:

milk; bread; cheese; coffee; beer; whisky; steak; tomatoes; potatoes; pears; peas; eggs; flowers; change; aspirins.

(g) To elicit : I/You/We/They don't have, He/ She doesn't have any (tea) yet.

Test all personal pronouns thoroughly using the call words given in (f) above.

T : Tea ... I.

S : I don't have any tea yet. etc.

Dictation

Dictate the answer to the written exercise in Lesson 62.

## Teaching Unit 33

### Lesson 65

#### Content and basic aims

PATTERNS AND STRUCTURAL WORDS		VOCABULARY		
		Nouns	Verbs	Expressions
It's half past/a quarter past/		baby	enjoy	
a quarter to(ten).		birthday	hear	Bye-bye.
How old are you?		calendar		Oh, all right
I'm24/I'm24yearsold.		dad		
My birthday's on (July18th)/(18thJuly).		key	front	
Enjoy yourself/ your selves etc.		year		

#### General remarks

\*Try as far as possible to conduct the lesson in English.

\*Familiar patterns (going to ; simple present; must; can; give [me]; etc. ) have been brought together in this lesson. Dates are introduced here as well as -self forms. There will be further practice in telling the time.

#### Listening Comprehension

##### 1 Introduce the story

T:Today we'll listen to a story about father and daughter.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T:Listen to the story and see if you can answer this question: Does Jill take the key to the front door?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: Does Jill take the key to the front door?

Answer: Yes, she does.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

Comprehension

\*Ask individual student's questions. Students give natural answers.

1 T: Is Jill going to stay at home this evening?

S: No, she isn't.

2 T: What is Jill going to do ?

S: She's going to meet some friends.

3 T: When must she come home?

S: She must be home at half past ten.

4 T: Can she get home at half past ten?

S: No, she can't.

5 T: What does she want to do ?

S: She wants to have the key to the front door.

6 T: Does her father want to give her the key?

S: No, he doesn't.

7 T: How old is Jill?

S: She's eighteen years old.

8 T: Does Jill always come home early?

S: Yes, she does.

9 T: Does Jill's father give her the key?

S: Yes, he does.

10 T: Do she and her friends always enjoy themselves?

S: Yes, they do.

Asking questions

1 T: Ask me if Jill is going to meet some friends this evening.

S: Is Jill going to meet some friends this evening?

T: Who ... ?

S: Who is Jill going to meet this evening?

2 T: Ask me if she must be home at half past ten.

S: Must she be home at half past ten?

T: What time ... ?

S: What time must she be home?

3 T: Ask me if she is eighteen.

S: Is she eighteen?

T: How old ...?

S: How old is she ?

4 T: Ask me if her father gives her a key.

S: Does her father give her a key?

T: What ...?

S: What does her father give her?

5 T: Ask me if they always enjoy themselves.

S: Do they always enjoy themselves?

T: How ...?

S: How do they always enjoy themselves?

Pattern drill: Books shut

To elicit: Give (her the key) .

T: Give the key to her.

S: Give her the key.

The following may be substituted:

the medicine to me; the aspirins to him ; the writing paper to them;  
the matches to us; the ink to Jill; the glue to father; the glass of whisky  
to Mr. Brown; the sugar to Tim; the chocolate to the children.

Tell the story

Ask individual students to look at the pictures and tell the story.

## Lesson 66

### Pattern drill: books shut

(a) To elicit: It's (one o'clock) .

Write the following (figures only) on the blackboard: 1. 0; 2. 0; 3. 0; 4. 0; 5. 0; 6. 0; 7. 0; 8. 0; 9. 0; 10. 0; 11. 0; 12. 0.

T: (pointing at a figure) : What's the time?

S: It's one o'clock. etc.

(b) To elicit: You must come home at (one o'clock) .

T: (pointing at a figure) : When must I come home?

S: You must come home at five o'clock. etc.

(c) To elicit: I'm (24) years old.

T: (writing a number on the blackboard) : How old are you?

S: I'm 24 years old. etc.

(d) To elicit: I'm, he's, she's, etc. (24) ---- 'omitting years old' .

T: (writing a number on the blackboard) : How old is she?

S: She's 24. etc.

Alternatively, real ages may be practised. Make sure that all personal are introduced.

### Repetition drill

(a) Chorus repetition

To elicit affirmative statements involving the use of must (all persons) .

\*Non-numerical sequence.

\*Give the instructions Look at Lesson 66. Look at the clocks. Look and listen. Do not speak.

\*Play the examples on the tape.

(1) T: Look at the 1st clock. When must you come home?

S: I must come home at one o'clock.

(2) T: The 2nd clock. When must she go to the library?

S: She must go to the library at a quarter past one.

(3) T: The 12th clock. When must you and Tom see the dentist?

S: We must see the dentist at a quarter to four.

T: Now you do the same.

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: The 5th clock. When must you type this letter?

S: I must type this letter at two o'clock.

5 T: The 3rd clock. When must Sam and Penny see the boss?

S: They must see the boss at half past one.

6. T: The 10th clock. When must George take his medicine?

S: He must take his medicine at a quarter past three.

7 T: The 7th clock. When must Sophie drive to London?

S : She must drive to London at half past two.  
8 T : The 11th clock. When must I catch the bus?  
S : You must catch the bus at half past three.  
9 T : The 9th clock. When must you arrive there?  
S : I must arrive there at three o'clock.  
10 T : The 6th clock. When must they come home?  
S : They must come home at a quarter past two.  
11 T : The 4th clock. When must you meet Tom?  
S : I must meet Tom at a quarter to two.  
12 T : The 8th clock . When must he telephone you?  
S : He must telephone me at a quarter to three.

(b) Group or individual repetition

\* Non-numerical sequence.  
\* Ask small groups or individual students to repeat each question followed by affirmative answers.

Pattern drill : Books open

\* Illustrate each exercise first by providing the stimulus and the response.

(a) To elicit : I / You / He / She / We / They must come home at (one o'clock).  
1st-12th pictures.

T : Look at the 2nd picture. When must she come home?

S : She must come home at a quarter past one. Etc.

Make sure that all personal pronouns are introduced with must.

(b) To elicit : My birthday's on July the (18th).

Give the instruction Look at the calendar!

T : When's your birthday ? ... 18.

S : My birthday's on July the 18th. etc.

Give numbers as cues.

(c) To elicit : It's on the 18th of July.

Conduct the exercise in the way shown in (b) above. Note that the and of are not normally printed and are included here for oral work only .

(d) To elicit : (I'm) enjoying (myself).

T : Look at you! \*

S : I'm enjoying myself.

T : Look at him!

S : He's enjoying himself ! etc.

Drill all -self forms thoroughly in this way.

\* Note that we would only use 'Look at yourself!', if we were expressing sharp criticism: 'Look at yourself!

You can't go out dressed like that!'

Dictation

Dictate the answer to the written exercise in Lesson 64.

## Teaching Unit 34

### Lesson 67

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>		<b>VOCABULARY</b>	
		<b>Nouns</b>	<b>Expressions</b>
		<b>Adjectives</b>	<b>Verb</b>
Were you (at the butcher's)?		baker's	Hello
Yes, I/he/she was.		grocer's	last week
No, I/he/she wasn't.		church	stationer's
Where were you (on Monday)?		The country	weekend
I was(at church on Sunday/ January 1st).	dairy	the days	How are you
It's(five past/ to one).	greengrocer's	of the week	all keeping?
		absent	spend
		lucky	

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* Was and were are introduced in this lesson together with days of the week. It may be necessary to translate some of the vocabulary in the dialogue.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about Mrs. Williams and Mrs. Johnson.

##### 2 Understand the situation

Ask the students to interpret the picture.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: What are the Johnsons going to do for the weekend?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: What are the Johnsons going to do for the weekend?

Answer: They're going to stay in the country for the weekend.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

#### Comprehension

\* Ask individual students questions. Students give natural answers.

1 T : Was Mrs. Johnson at the butcher's?

S : No, she wasn't.

2 T : Was she at the greengrocer's?

S : Yes, she was.

3 T : Who was at the butcher's?

S : Mrs. Williams was.

4 T : Who was at the greengrocer's?

S : Mrs. Johnson was.

5 T : How is Jimmy today?

S : He's very well.

6 T : Was Jimmy at school last week?

S : No, he wasn't.

7 T : When was he absent from school?

S : He was absent on Monday, Tuesday, Wednesday and Thursday.

8 T : Where are the Johnsons going to spend the weekend?

S : At Mrs. Johnson's mother's, in the country.

9 T : Which days are they going to spend in the country?

S : Friday, Saturday and Sunday.

#### Asking questions

1 T : Ask me if Mrs. Johnson was at the butcher's.

S : Was Mrs. Johnson at the butcher's?

T : Where ...?

S : Where was Mrs. Johnson?

2 T : Ask me if Jimmy is well today.

S : Is Jimmy well today?

T : How ... ?

S : How is Jimmy today?

3 T : Ask me if he was absent from school last week.

S : Was he absent from school last week?

T : When ...?

S : When was he absent from school?

4 T : Ask me if they are all keeping well.

S : Are they all keeping well?

T : How ... ?

S : How are they all keeping?

5 T : Ask me if they're going to stay at her mother's.

S : Are they going to stay at her mother's?

T : Where ...?

S : Where are they going to stay?

#### Tell the story

Ask individual students to look at the picture and tell the story.

## Lesson 68

Pattern drill: The time: Books open

Chorus, Group or individual repetition

Give the instruction Look at Lesson 68! Get the class to repeat the times shown, first in chorus, then in small groups. Finally, ask individuals to tell the time.

T: Look at the second clock. What's the time?

S: It's five past one. etc.

Repetition drill

(a) Chorus repetition

To elicit: I/He/She was at (church) on (Sunday) .

\* Give the instructions Look at Lesson 68. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T: When were you at church?

S: I was at church on Sunday.

(2) T: When was Tom at the hairdresser's?

S: He was at the hairdresser's on Thursday.

(3) T: When was Mrs. Jones at the butcher's?

S: She was at the butcher's on Wednesday.

T: Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: When were you at home?

S: I was at home on Sunday.

5 T: When was Miss Grey at the office?

S: She was at the office on Tuesday.

6 T: When was Mary at the baker's?

S: She was at the baker's on Friday.

7 T: When were you at the dairy?

S: I was at the dairy on Saturday.

8 T: When was Mrs. Jones at the greengrocer's?

S: She was at the greengrocer's on Tuesday.

9 T: When was Mrs. Williams at the grocer's?

S: She was at the grocer's on Monday.

10 T: When were you at school?

S: I was at school on Monday.

(b) Group or individual repetition

\* Ask small groups or individual students to repeat the questions and answers.

Pattern drill: Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit : Yes, I was. / No, I wasn't.

T : Sunday, January 1st. Were you at school/church on Sunday, January 1st?

S : No, I wasn't. / Yes, I was. etc.

(b) To elicit : Yes, he/she, was. / No, he/she wasn't.

T : Sunday, January 1st. Was he/she at school/church on Sunday, January 1st?

S : Yes, he/she was. No, he/she wasn't. etc.

(c) To elicit negative and affirmative statements (first person) .

T : January 1st. Were you at school or at church on January 1st?

S : I wasn't at school on January 1st. I was at church. etc.

(d) To elicit negative and affirmative statements (third person: he and she) .

T : January 1st. Was he/she at school or at church on January 1st?

S : He/ She wasn't at school on January 1st. He/ She was at church. etc.

(e) Where were you on (Sunday) /(January 1st) ?

To elicit complete statements.

T : Where were you on Sunday?

S : I was at church on Sunday. etc.

(f) Questions with When to elicit : I was there (on Sunday) .

T : When were you at church?

S : I was there on Sunday. etc.

(g) Questions with When to elicit : I was there (on January 1st) .

T : When were you at church?

S : I was there on January 1st. etc.

(h) Questions with When to elicit : I was there (on 1st January) .

T : When were you at church?

S : I was there on 1st January.

(i) Questions with When to elicit : I was (at church) on (Sunday, January 1st) .

T : When were you at church?

S : I was at church on Sunday, January 1st. etc.

(j) Questions with When to elicit : I was (at church) on (Sunday, 1st January) .

T : When were you at church?

S : I was at church on Sunday, 1st January.

Dictation

Dictate the answer to the written exercise in Lesson 66.

## Teaching Unit 35

### Lesson 69

#### Content and basic aims

PATTERNS AND STRUCTURAL WORDS		VOCABUL		
		Nouns	Adjectives	Expressions
In 1995 there was ...		crowd	exciting	hundreds of
There were ...		finish	other	just behind
My wife and I (we)were ...		people		on the way home
Julie and Jack (They)were ...		race	<b>Verb</b>	
Yes, we/they were.		town	stand	
No, we/they were not (weren't).		winner		
		way		

#### General remarks

\* Try as far as possible to conduct the lesson in English.

\*We/They were are introduced in this lesson. The student will have further practice in using prepositions of time and place: on, at, in. Note the introduction of there was/were.

#### Listening Comprehension

1 Introduce the story

T: Today we'll listen to a story about a car race.

2 Understand the situation

Ask the students to interpret the pictures.

3 Listening objective

T: Listen to the story and see if you can answer this question: Which car was the winner in 1995?

4 Play the tape or read the dialogue

5 Answer the question

After the reading, ask the question: Which car was the winner in 1995?

Answer: Car number fifteen was the winner.

6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.  
Comprehension

\* Ask individual students questions. Students give natural answers.

1 T: Where is there a car race every year?

S: There's one near our town every year.

2 T: When was there a very big car race?

S: In 1995.

3 T: How many people were there?

S: There were hundreds of people there.

4 T: Were our friends, Julie and Jack, at the race?

S: Yes, they were.

5 T: How many cars were there in the race?

S: There were twenty cars in the race.

6 T: What cars were there in the race?

S: There were English cars, French cars, German cars, Italian cars, American cars and Japanese cars.

Asking questions

1 T: Ask me if the car race is every year.

S: Is the car race every year?

T: When ...?

S: When is the car race?

2 T: Ask me if there was a very big race in 1995.

S: Was there a very big race in 1995?

T: When ...?

S: When was there a very big race?

3 T: Ask me if my wife and I were at the race.

S: Were your wife and you at the race?

T: Where ...?

S: Where were your wife and you?

4 T: Ask me if there were twenty cars in the race?

S: Were there twenty cars in the race?

T: How many ...?

S: How many cars were there in the race?

5 T: Ask me if the winner was Billy Stewart.

S: Was the winner Billy Stewart?

T: Who ...?

S: Who was the winner?

Pattern drill: Books shut

To elicit: It was (in 1995) .

Write the years (figures only) 1977----the present year on the blackboard.  
Ask the class to repeat them first in chorus, then in small groups or individually. Now carry out the following drill:

T: (pointing at a year) : When was the race?

S: It was in 1995, etc.

**Tell the story**

Ask individual students to look at the pictures and tell the story.

## Lesson 70

Pattern drill: The time: Books shut

(a) To elicit: It's (five past one) .

Write the following times (figures only) on the blackboard: 1. 0; 1. 05; 1. 10; 1. 15; 1. 20; 1. 25; 1. 30; 1. 35; 1. 40; 1. 45; 1. 50, 1. 55.

Get the students to tell the time in this way:

T: (pointing at a set of figures) : What's the time?

S: It's five past one. etc.

(b) To elicit: We were there at (five past one) .

T: (pointing at a set of figures) : When were you at the grocer's?

S: We were there at five past one. etc.

Repetition drill

(a) Chorus repetition

To elicit: You/We/They were at/in (the office/India) on/in (Monday/Jan. 21st/1985) .

\* Give the instructions Look at Lesson 70. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T: When were Sam and Penny at the stationer's?

S: They were at the stationer's on Monday.

(2) T: When were you and Susan at the office?

S: We were at the office on March 23rd.

(3) T: When was I in India?

S: You were in India in 1985.

T: Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: When were you and Penny in Australia?

S: We were in Australia in July.

5 T: When was I at the dairy?

S: You were at the dairy on Saturday.

6 T: When were George and I in Austria?

S: You were in Austria in August.

7 T: When were they all at home?

S: They were at home on May. 25th.

8 T: When was I at the hairdresser's?

S: You were at the hairdresser's on Wednesday.

9 T: When were you and David in Finland?

S: We were in Finland in December.

(b) Group or individual repetition

\* Ask small groups or individual students to repeat the questions and answers.

Pattern drill: Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit: Yes, we were./No, we weren't. Pictures 1-12.

T: Monday. Were you at the greengrocer's/the stationer's on Monday?

S: No, we weren't./Yes we were. etc.

(b) To elicit: We weren't (at the greengrocer's). We were (at the stationer's). Pictures 1-12

T: Monday. Were you at the greengrocer's or at the stationer's?

S: We weren't at the greengrocer's. We were at the stationer's.

(c) To elicit: Yes, they were./No, they weren't.

T: Monday. Were they at the greengrocer's/stationer's on Monday?

S: Yes, they were./No, they weren't.

(d) To elicit: They weren't...They were...

T: Monday. Were they at the greengrocer's or at the stationer's?

S: They weren't at the greengrocer's. They were at the stationer's.

(e) To elicit: We were there on (Monday)/(January 1st). We were there in (July)/(1931). All pictures.

Ask questions in the way shown below. The students must find the answers to the questions by referring to their books.

T: When were you at the butcher's?

S: We were there on Thursday.

T: When were you at school?

S: We were there on February 22nd.

T: When were you in Canada?

S: We were there in September.

T: When were you in Nigeria?

S: We were there in 1996.etc.

(f) If there is time, this exercise may be repeated to elicit:  
I was there.../They were there...

(g) To elicit: We were (at the grocer's/in Australia). All pictures.

T: Where were you on Friday?

S: We were at the supermarket.

T: Where were you on May 25th.

S: We were at home.

T: Where were you in November?

S: We were in Denmark.

T: Where were you in 1990?

S: We were in Turkey. etc.

(h) If there is time, this exercise may be repeated to elicit:  
I was.../They were...

Dictation

Dictate the answer to the written exercise in Lesson 68.

## Teaching Unit 36

### Lesson 71

#### Content and basic aims

PATTERNS AND STRUCTURAL WORDS	VOCABULARY	
What's (he/she/it)like?	Noun	Adjective
He (telephoned) four times	phone	awful
yesterday/yesterday morning/last night etc.		<b>Verbs</b>
Did you/he/she etc.?	answer	<b>Adverbs</b>
Yes, (I) did. No, (I) did not	didn't.	again speak

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* The regular past (-ed, -d, -ied) is introduced in this lesson with related points of time.

#### Listening comprehension

##### 1 Introduce the story

T: Today we'll listen to Pauline talking to her friend Jane, at the office.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: How did Pauline answer the telephone at nine o'clock?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: How did Pauline answer the telephone at nine o'clock?

Answer: She said, 'This is Pauline's mother. Please don't telephone my daughter again!'

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

Comprehension

\* Ask individual students questions. Students give natural answers.

1 T : Is Ron Marston nice?

S : No, he isn't.

2 T : What's he like?

S : He's awful.

3 T : What did Ron Marston do yesterday?

S : He telephoned Pauline four times.

4 T : How many times did he telephone the day before yesterday?

S : Three times.

5 T : When did Ron Marston telephone the office?

S : Yesterday morning and yesterday afternoon.

6 T : Who answered the telephone?

S : Pauline s boss did.

7 T : What time did Pauline arrive home yesterday evening?

S : At six o'clock.

8 T : Did she answer the phone?

S : No, the didn't.

9 T : What time did Ron Marston telephone last night?

S : At nine o'clock.

10 T : Did he telephone you again?

S : No, he didn't.

Asking questions

1 T : Ask me in Ron telephoned four times yesterday.

S : Did Ron telephone four times yesterday?

T : How many times...?

S : How many times did Ron telephone yesterday?

2 T : Ask me if the boss answered the phone.

S : Did the boss answer the phone?

T : Who...?

S : Who answered the phone?

3 T : Ask me if I arrived home at six.

S : Did you arrive home at six?

T : When...?

S : When did you arrive home?

4 T : Ask me if I answered the phone.

S : Did you answer the phone?

T : Why didn't...?

S : Why didn't you answer the phone?

5 T : Ask me if he telephoned again.

S : Did he telephone again.

T : Why didn't...?

S : Why didn't he telephone again?

Pattern drill: Books shut

To elicit: What's he/she/it like?(It's) interesting.

T : You must read this book.

S1 : What's it like?

T : ...interesting.

S2 : It's interesting. etc.

The following may be substituted:

drink this medicine/awful; meet Mr. Jones/very nice; meet Mrs. Jones/not very nice; read this magazine/very interesting; see the boss/very pleasant; see my new dress/lovely; see his handwriting/terrible; drink this whisky/very nice; see our garden/lovely.

Tell the story

Ask individual students to look at the pictures and tell the story.

## Lesson 72

Pattern drill: Points of time: Books open

To elicit: He telephoned (yesterday).

Write the following table on the blackboard:

SUNDAY	MONDAY	TUESDAY
the day before yesterday	yesterday	today
morning	morning	morning
afternoon	afternoon	afternoon
evening	evening	evening
night	night	tonight

Tell the students to open their books at Lesson 72. They may refer to the points of time if they are in doubt while doing the drill. Conduct the drill in the following way:

T: (pointing at night under 'Monday'): When did he telephone?

S: He telephoned last night.

Drill all the points of time thoroughly. Do not vary the form of the question.

### Repetition drill

#### (a) Chorus repetition.

To elicit affirmative statements involving the use of regular verbs in the past ('-d' endings).

\* Non-numerical sequence.

\* Give the instructions Look at Lesson 72. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T: Look at the first picture. What did you do yesterday?

S: I aired the room yesterday.

(2) T: The sixth picture. What did she do last night?

S: She listened to the stereo last night.

(3) T: The eleventh picture. What did he do this morning?

S: He shaved this morning.

T: Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: The thirteenth picture. What did she do the night before last?

S: She telephoned her husband the night before last.

5 T: The fourteenth picture. What did you do last night?

S: I called the doctor last night.

6 T: The fifteenth picture. What did she do the day before yesterday?

S: She emptied the basket the day before yesterday.

7 T: The seventh picture. What did I do yesterday morning?

S: You boiled an egg yesterday morning.

8 T: The second picture. What did you and Tom do yesterday?

S : We cleaned our shoes yesterday.

9 T : the ninth picture. What did the children do yesterday afternoon?

S : They played in the garden yesterday afternoon.

10 T : The tenth picture. What did he do today?

S : He stayed in bed today.

(b) Group or individual repetition

\* Non-numerical sequences.

\* Ask small groups or individual students to repeat the questions and answers.

Pattern drill: Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit: Yes, he/she/they did. No, he/she/they didn't.

T : Look at the first picture. Did she clean her shoes/air the room?

S : No, she didn't./Yes, She did. etc.

(b) To elicit negative and affirmative statements.

T : Look at the first picture. Did she clean her shoes or air the room?

S : She didn't clean her shoes. She aired the room. etc.

(c) What did I/you/he/she/we/they do?

T : Look at the first picture. What did I do this morning?

S : You aired the room. etc.

(d) When did you...?

To elicit complete statements and points of time.

T : (pointing at 'Monday' on the blackboard): Look at the first picture.

When did you air the room?

S : I aired it on Monday.

T : (pointing at night under 'Sunday'): Look at the second picture. When did you clean your shoes?

S : We cleaned them the night before last. etc.

(e) Asking questions in pairs: When.

T : Look at the first picture. Ask me if she aired the room this morning.

S : Did she air the room this morning?

T : When...?

S : When did she air the room? etc.

Dictation

Dictate the answer to the written exercise in Lesson 70.

## Key to test

### 答案

The test may be marked out of a total of 100 marks.

整套试题为 100 分。

### Dictation.(10 Marks)

听写。 (10 分)

Dictate the following:

听写以下句子 :

Miss Grey works in an office. She is a keyboard operator. She is at the office now, but she is not typing letters. She is drinking some coffee. It is eleven o'clock. The girls at the office always drink coffee at this time.

Deduct one mark for each spelling mistake.

每个拼写错误扣 1 分。

### Re-expressing in the third person.(10 Marks)

用第三人称单数作主语。 (10 分)

The correct answers are as follows:

正确答案如下 :

- 1 He must call the doctor.
- 2 He is going to telephone him.
- 3 He can go with her.
- 4 He has a new car.
- 5 He comes from America.
- 6 He is America.
- 7 He likes ice cream.
- 8 He wants a newspaper.
- 9 He was at school yesterday.
- 10 He doesn't live here.

Deduct one mark for each wrong answer.

每个错句扣 1 分

### The plural of nouns.(10 Marks)

名词的复数形式。 (10 分)

The correct answers are as follows:

正确答案如下 :

- 1 There are some watches on the table.
- 2 There are some knives near that tin.
- 3 There are some policemen in the kitchen.
- 4 There are some cups on the table.
- 5 There is a bar of chocolate on the table.
- 6 I want a loaf of bread please.

- 7 Do you want any bread?
- 8 No, I don't want any bread.
- 9 I want some tea.
- 10 I want some biscuits, too.

Deduct one mark for each wrong answer.  
复数形式的每个拼写错误扣1分。

A, Some and Any. (10Marks)

用a, some 和any 填空。 (10 分)

The correct answers are as follows:

正确答案如下：

- 1 I have a new car.
- 2 There are some clouds in the sky.
- 3 There is some milk in the bottle.
- 4 Is there any chocolate on the shelf?
- 5 There is a bar of chocolate on the table.
- 6 I want a loaf of bread please.
- 7 Do you want any bread?
- 8 No, I don't want any bread.
- 9 I want some tea.
- 10 I want some biscuits, too.

Deduct one mark for each wrong answer.

每个错误扣1分

Prepositions: place and time.(10 Marks)

有关地点和时间的介词。 (10 分)

The correct answers are as follows:

正确答案如下：

- 1 She is going to telephone at five o'clock.
- 2 My birthday is on May 21st.
- 3 It is always cold in February.
- 4 She isn't French. She comes from Spain.
- 5 My father was there in 1942.
- 6 Were you at school yesterday?
- 7 He doesn't live here. He lives in England.
- 8 They always do their homework in the evening.
- 9 Can you come on Monday?
- 10 She's not here. She's at the butcher's.

Deduct one mark for each wrong answer.

每个错误扣1分。

Prepositions of place. (10 Marks)

表示地点的介词。 (10 分)

The correct answers are as follows:

正确答案如下：

- 1 The aeroplane is flying over the village.
- 2 The ship is going under the bridge.
- 3 The boy is swimming across the river.
- 4 Two cats are running along the wall.
- 5 My books are on the shelf.
- 6 The bottle of milk is in the refrigerator.
- 7 The boy is jumping off the tree.
- 8 Mary is sitting between her mother and her father.
- 9 It is 9.0 o'clock. The children are going into class.
- 10 It is 4.0 o'clock. The children are coming out of class.

Deduct one mark for each wrong answer.

每个错误扣1分。

Verbs in the present continuous: dropping 'e' and doubling the consonant. (10 Marks)

现在进行时中动词需去掉词尾的-e 或双写词尾的辅音字母。 (10 分)

The correct answers are as follows:

正确答案如下：

- 1 She is making the bed.
- 2 They are swimming across the river.
- 3 The sun is shining.
- 4 My father is shaving.
- 5 They are running across the park.
- 6 She is sitting in an armchair.
- 7 We are typing letters.
- 8 he is putting on his coat.
- 9 I am coming.
- 10 I am giving it to him.

Deduct one mark for each wrong answer.

每个错误扣1分。

Questions and negatives. (30 Marks)

问句和否定回答。 (30 分)

The correct answers are as follows:

正确答案如下：

- 1 Q : Can he come now?  
Q : When can he come?  
N : He can't come now.
- 2 Q : Is there a newspaper on the desk?  
Q : What is there on the desk?  
N : There isn't a newspaper on the desk.
- 3 Q : Does he want a new car?  
Q : What does he want?

N : He doesn't want a new car.  
4 Q : Is he going to come now?  
Q : When is he going to come?  
N : He isn't going to come now.  
5 Q : Do they like ice cream?  
Q : What do they like?  
N : They don't like ice cream.  
6 Q : Does he come from Germany?  
Q : Where does he come from?  
N : He doesn't come from Germany.  
7 Q : Must they go home now?  
Q : When must he go home?  
N : He mustn't go home now.  
8 Q : Does he feel ill?  
Q : How does he feel?  
N : He doesn't feel ill.  
9 Q : Does he have a headache?  
Q : What does he have?  
N : He hasn't a headache.  
10 Q : Did he clean his shoes?  
Q : When did he clean his shoes?  
N : He didn't clean his shoes.  
Deduct one mark for each wrong answer.  
每个错误扣1分。

## Teaching Unit 37

### Lesson 73

#### Content and basic aims

PATTERNSANDSTRUCTURAL WORDS	VOCABULARY		
	Verbs	Adverbs	Nouns
She went to London and lost her way.(I rreg. past).	cut	badly	bus stop
Did he(understand)?	greet	hurriedly	cake
He did not(understand).	Know	pleasantly	London
She smiled (pleasantly).	lose	slowly	phrasebook
I went there once, twice, etc.	smile	suddenly	pocket
	tell	thirstily	<b>Expression</b>
	understand	warmly	Can you tell me the way?

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* The irregular past is introduced with a number of verbs, many of which are familiar. The students should be asked to keep a record of irregular verbs and should learn them as they meet them in context. Past participles should not be given yet. A number of words previously introduced as adjectives are now given as adverbs.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about a tourist in London.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: Why did the man need a phrasebook?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: Why did the man need a phrasebook?

Answer: Because he didn't speak English.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line,

and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

#### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

#### Comprehension

\* Ask individual students questions. Students give natural answers.

1 T: What did Mrs. Mills do last week?

S: She went to London.

2 T: Does she know London well?

S: No, she doesn't.

3 T: Did she lose her way?

S: Yes, she did.

4 T: Where did she see a man?

S: Near a bus stop.

5 T: What did she say to him?

S: She said, 'Excuse me. Can you tell me the way to King Street, please?'

6 T: Did the man smile?

S: Yes, he did.

7 T: Did the man understand English?

S: No, he didn't.

8 T: What did the man do?

S: He put his hand into his pocket and took out a phrase book.

9 T: Did he speak English?

S: NO, he didn't.

10 T: Was he a tourist?

S: Yes, he was.

#### Asking questions

1 T: Ask me if Mrs. Mills went to London last week.

S: Did Mrs. Mills go to London last week?

T: When...?

S: When did Mrs. Mills go to London?

2 T: Ask me if she saw a man near a bus stop.

S: Did she see a man near a bus stop.

T: Where...?

S: Where did she see a man?

3 T: Ask me if she said 'Excuse me'.

S: Did she say 'Excuse me'?

T: What...?

S: What did she say?

4 T: Ask me if he spoke German.

S: Did he speak German?

T: What language...?

S: What language did he speak?

5 T: Ask me if he took a phrase book out of his pocket.

S: Did he take a phrase book out of his pocket?

T: What...?

S: What did he take out of his pocket?

Pattern drill: Books shut

To elicit: I went to London once, twice, etc.

Write the following on the blackboard: once, twice, three times,... ten times. Ask the class to repeat in chorus, then in small groups or individually. Clean the blackboard, then write the numbers 1-10(figures only).Conduct the drill in the following way :

T: (pointing at the number '1' on the blackboard) : How many times did you go to London last week?

S: I went there once. etc.

Tell the story

Ask individual students to look at the pictures and Tell the story.

## Lesson 74

Pattern drill: Points of time: Books shut

To elicit: I went to London (yesterday).

Write the following table on the blackboard:

WEDNESDAY	THURSDAY	FRIDAY
the day before yesterday	yesterday	today
morning	morning	morning
afternoon	afternoon	afternoon
evening	evening	evening
night	night	tonight

Conduct the drill in the following way:

T: (pointing at 'morning' under 'Thursday') : When did you go to London?

S: I went to London yesterday morning. etc.

Drill all the points of time introduced in Lesson 72. Do not vary the form of the question.

Repetition drill

(a) Chorus repetition

To elicit affirmative statements involving the use of regular and irregular verbs in the past in answer to questions beginning with When, Why, How and What.

\* Numerical sequence.

\* Give the instructions Look at Lesson 74. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T: Look at picture 101. Why did he cut himself this morning?

S: Because he shaved hurriedly.

(2) T: Picture 102. What did he take?

S: He took a cake.

T: What did he do with it?

S: He ate it quickly.

(3) T: Picture 103. What did you give him?

S: I gave him a glass of water.

T: What did he do with it?

S: He drank it thirstily.

T: Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Picture 104. When did you meet her?

S: I met her the day before yesterday?

T: How did she greet you?

S: She greeted me warmly.

5 T: Picture 105. Why did you both arrive home late?

S : Because the bus went slowly.

6 T : Picture 106. What did the keyboard operators do this morning?

S : They worked very hard.

7 T : Picture 107. How did you enjoy yourselves last night?

S : We enjoyed ourselves very much.

8 T : Picture 108. How did he swim this afternoon?

S : he swam very well.

(b) Group or individual repetition

\* Numerical sequence.

\* Ask small groups or individual students to repeat the questions and answers.

Pattern drill : Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit : Yes, I/he/she/it/we/they did. No, I/he/she/it/we/they didn't.

T : Look at picture 101. Did he shave carefully/hurriedly this morning?

S : No, he didn't./Yes, he did. etc.

(b) To elicit : negative and affirmative statements.

T : Look at picture 101. Did he shave carefully or hurriedly this morning?

S : He didn't shave carefully this morning. He shaved hurriedly. etc.

(c) What did you/he/she/it/we/they do?

T : Look at picture 101. What did he do this morning?

S : He shaved hurriedly this morning and cut himself badly. etc.

(d) Questions with When, What, Why and How.

T : Look at picture 101 When did he shave?

S : He shaved this morning.

T : Why did he cut himself?

S : Because he shaved hurriedly. etc.

The type of question asked will depend on each picture.

(e) Ask questions in pairs : When, Why, How.

S : Did he shave this morning?

T : When...?

S : When did he shave?

T : Ask me if he cut himself badly.

S : Did he cut himself badly?

T : Why...?

S : Why did he cut himself badly? etc.

Dictation

Dictate the answer to the written exercise in Lesson 72.

## Teaching Unit 38

### Lesson 75

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>		<b>VOCABULARY</b>		
		<b>Nouns</b>	<b>Verbs</b>	<b>expression</b>
Have you any (shoes)like these?  We had some a month ago \ last month \last year etc.  I'm afraid that I can't	month	buy	in fashion	
	pair	wear		
	question	<b>Adjective</b>		
	shop assistant	uncomfortable		

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* More practice with the past including had (possession). The past of familiar regular verbs(/-t/ and / -id/ endings) is given.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about some fashionable shoes.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question : What's wrong with the fashionable shoes?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question : What's wrong with the fashionable shoes?

Answer : They are very uncomfortable.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat(a) in chorus,(b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

#### Comprehension

\* Ask individual students questions. Students give natural answers.

1 T: What does the lady show to the shop assistant?

S : Some shoes./A pair of shoes.  
2 T : Whose shoes are they?  
S : Her sister's.  
3 T : Why does she show him those shoes?  
S : Because she wants some/a pair like them.  
4 T : What size does she want?  
S : Size five.  
5 T : What colour does she want?  
S : Black.  
6 T : Where did her sister buy those shoes?  
S : In the U.S.  
7 T : When did the shop have some shoes like these?  
S : A month ago.  
8 T : Can they get any shoes like those now?  
S : No, they can't.  
9 T : Why can't they get any?  
S : Because they're not in fashion this year.

#### Asking questions

1 T : Ask me if I have any size five shoes.  
S : Do you have any size five shoes?  
T : What size...?  
S : What size shoes do you have?  
2 T : Ask me if my sister bought a pair last month.  
S : Did your sister buy a pair last month?  
T : When...?  
S : When did your sister buy a pair?  
3 T : Ask me if we have shoes like this a month ago.  
S : Did you have shoes like this a month ago?  
T : How long ago...?  
S : How long ago did you have shoes like this?  
4 T : Ask me if they were in fashion last year.  
S : Were they in fashion last year?  
T : When...?  
S : When were they in fashion?  
5 T : Ask me if they look uncomfortable.  
S : Do they look uncomfortable?  
T : Why...?  
S : Why do they look uncomfortable?

#### Pattern drill : books shut

To elicit : I'm afraid that I (can't).

Ask questions of the following type :

Can you cook very well?

Did you wash your hands before lunch?

Do you like ice cream? etc.

The following questions may be asked;

Did you air the room? Are your shoes clean? Can you open the window?  
Is your pencil sharp? Did you buy any ink? Did you answer the telephone?  
Does she want any coffee? Do you like whisky? Do you have any cheese? Do  
you remember his mane? Do you have any butter? Did you get up early? Did  
you sleep well? Does she have any glue? Do you read French newspapers?

Tell the story

Ask individual students to look at the pictures and Tell the story.

## Lesson 76

Pattern drill: Points of time: Books shut

To elicit: (We haven't)any. (We)had some (a month ago).

Make sure that had is practised in all persons.

T: Have you any shoes like these?

S: We haven't any.

T: ...a month ago.

S: We had some a month ago.

The points of time given in Lesson 76 of the Students' Book should be supplied as call words. The following nouns may be substituted:

bananas; umbrellas; wine; grapes; handbags; tobacco; steak; magazines; phrase books; blouses; coffee; matches; dresses; whisky; kettles; suits; beer; writing paper.

Repetition drill

(a) Chorus repetition

To elicit affirmative statements involving the use of regular and irregular verbs in the past (/ -t/ and / -id/ endings) followed by appropriate time expressions.

\* Non-numerical sequence.

\* Give the instructions Look at Lesson 76. Look and listen, Do not speak.

\* Play the examples on the tape.

(1) T: Look at picture 109. When did you look at that photograph?

S: I looked at that photograph an hour ago.

(2) T: Picture 116. When did they watch television?

Every day this week.

S: They watched television every day this week.

(3) T: Picture 120. When did he paint that bookcase?

The year before last.

S: He painted that bookcase the year before last.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Picture 110. When did the cat jump off the wall?

A minute ago.

S: It jumped off the wall a minute ago.

5 T: Picture 113. When did you work in an office?

The year before last.

S: I worked in an office the year before last.

6 T: Picture 119. When did she dust the cupboard?

Three days ago.

S: She dusted the cupboard three days ago.

8 T: Picture 118. When did she thank her father?

An hour ago.

S : She thanked her father an hour ago.

9 T : Picture 115. When did she type those letters?

A month ago.

S : She typed those letters a month ago.

10 T : Picture 111. When did he walk across the park?

Last week.

S : He walked across the park last week.

(b) Group or individual repetition

\* Non-numerical sequence.

\* Ask small groups or individual students to repeat the questions and answers.

Pattern drill : books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit : Yes/No tag answers with did/didn't.

T : Look at picture 109. Did he look at a magazine/a photograph?

S : No, he didn't. Yes he did. etc.

(b) To elicit negative and affirmative statements.

T : Look at picture 109. Did he look at a magazine or at a photograph?

S : He didn't look at a magazine. He looked at a photograph. etc.

(c) What did(he) do?

T : Look at picture 109. What did he do an hour ago?

S : He looked at that photograph. etc.

(d) To elicit statements with points of time.

T : Look at picture 109...an hour ago.

S : He looked at that photograph an hour ago. etc.

The points of time given in Lesson 76 should be supplied as call words.

(e) Asking questions in pairs : When.

T : Look at picture 109. Ask me if he looked at that photograph an hour ago.

S : Did he look at that photograph an hour ago?

T : When...?

S : When did he look at that photograph? etc.

Dictation

Dictate the answer to the written exercise in Lesson 74.

## Teaching Unit 39

### Lesson 77

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>		<b>VOCABULARY</b>		
		<b>Noun</b>	<b>Adjective</b>	<b>Expressions</b>
I want to (see the dentist).		appointment	urgent	a.m.
Can't you Wait till ...?				p.m.

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* Further practice with the regular and irregular past in combination with familiar points of time.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about a man who has toothache.

##### 2 Understand the situation

Ask the students to interpret the picture.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: What time of day is it. Do you think? How do you know?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: What time of day is it, do you think?

How do you know?

Answer: It's morning. The nurse says, 'Can't you wait till this afternoon'

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

#### Comprehension

\*Ask individual students questions. Students give natural answers.

1 T: Is Mr. Croft at the doctor's or at the dentist's?

S: He's at the dentist's.

2 T: Who is Mr. Croft talking to?  
S: He's talking to a nurse.  
3 T: What does Mr. Croft want to do?  
S: He wants to see the dentist.  
4 T: Does he have an appointment?  
S: No, he doesn't.  
5 T: Why does he want to see the dentist?  
S: Because he has terrible toothache.  
6 T: How urgent is it?  
S: It's very urgent.  
7 T: Can the dentist see him now?  
S: No, he can't.  
8 T: Why can't the dentist see him now?  
S: Because he's very busy at the moment.  
9 T: What time can the dentist see him today?  
S: At 2.0 p.m.  
10 T: Can't Mr. Croft wait till this afternoon?  
S: Yes, he can, but his toothache can't.

#### Asking questions

1 T: Ask me if Mr. Croft wants to see the dentist.  
S: Does Mr. Croft want to see the dentist?  
T: Who...?  
S: Who does Mr. Croft want to see?  
2 T: Ask me if it's urgent.  
S: Is it urgent?  
T: Why ... ?  
S: Why is it urgent?  
3 T: Ask me if he can come on Monday, April 24th.  
S: Can he come on Monday, April 24th?  
T: Why can't ...?  
S: Why can't he come on Monday, April 24th?  
4 T: Ask me if he must see the dentist now.  
S: Must he see the dentist now?  
T: Why... ?  
S: Why must he see the dentist now?  
5 T: Ask me if he can wait till this afternoon.  
S: Can he wait till this afternoon?  
T: Why can't...?  
S: Why can't he wait till this afternoon?

#### Pattern drill: Books shut

(a) To elicit : I want to (see the dentist).  
T: You must see the dentist.  
S: I want to see the dentist.

The following expressions may be used with 'must' To elicit a response

with 'I want to...': wear your new dress; buy a new car; speak to the boss; get up early; get a new pair of shoes; go home; enjoy yourself; remain here; telephone him; meet my mother; catch the bus.

(b) To elicit: (I waited) till (one o'clock).

T: How long did you wait? ... one o'clock.

S: I waited till one o'clock.

The following expressions may be used with 'How long ...?' Times should be supplied as well: wash dishes; walk in the park; work at the office; watch television; paint this room; swim in the river; listen to the stereo; boil this chicken; stay at church; talk to your teacher.

**Tell the story**

Ask individual students to look at the picture and Tell the story.

## Lesson 78

### Repetition drill

#### (a) Chorus repetition

To elicit affirmative statements involving the use of regular and irregular verbs in the past, followed by appropriate time expressions.

\* Give the instructions Look at Lesson 78. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T: It's eight o'clock. When did you see him?

Half an hour ago.

S: I saw him at half past seven.

(2) T: It's Friday. When did she go to London?

The day before yesterday.

S: She went to London on Wednesday.

(3) T: It's June. When did Mr. Jones buy that car?

Last month.

S: He bought it in May.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: It's 1988. When did you paint this room?

Last year.

S: I painted it in 1987.

5 T: It's the fifth of January. When did she meet him?

Two months ago.

S: She met him on the fifth of November. 6 T: It's a quarter past eleven.

When did they arrive? Half an hour ago.

S: They arrived at a quarter to eleven.

7 T: It's Sunday. When did he lose his pen?

Yesterday.

S: He lost it on Saturday.

8 T: It's March. When did you call the doctor? The month before last.

S: I called the doctor in January.

9 T: It's 1988. When did they buy this house? The year before last.

S: They bought it in 1986.

10 T: It's August the first. When did she speak to him? A month ago.

S: She spoke to him on July the first.

#### (b) Group or individual repetition

\* Ask small groups or individual students to repeat the questions and answers.

### Pattern drill: Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit : (I saw him at one o'clock).

T: The time is half past one. When did you see him? ... half an hour ago.

S: I saw him at one o'clock. etc.

Provide the following cues : five minutes ago; a quarter of an hour ago; half an hour ago; two hours ago; etc. Practise all persons. The following expressions may be substituted with the pattern 'When did you ...?' in this exercise and in the exercises that follow :

speak to him; air the room; cut your hand; empty that basket; read this newspaper/book; turn on the television; meet him; shave; go to London; call the doctor; buy that book/house/car; lose your pen; listen to the news; find your pen; eat your lunch; swim across the river; paint this room.

(b) To elicit : (I saw him on Sunday).

T: Today is Tuesday. When did you see him?... the day before yesterday.

S: I saw him on Sunday. etc.

Provide the following cues : yesterday, the day before yesterday, three days ago, etc. A selection of expressions given in (a) above may be substituted.

(c) To elicit : (I saw him in January).

T: It is March. When did you see him? ... the month before last.

S: I saw him in January. etc.

Provide the following cues : last month, the month before last, two months ago, etc. A selection of expressions given in (a) above may be substituted.

(d) To elicit : (I saw him in 1990).

T: It is 1992. When did you see him? ...the year before last.

S: I saw him in 1990. etc.

Provide the following cues : last year, the year before last, two years ago, etc. A selection of expressions given in (a) above may be substituted.

(e) To elicit : (I saw him the year before last).

T: It is 1992. When did you see him? ...in 1990.

S: I saw him the year before last/two years ago. etc.

(f) To elicit : (I saw him on July 11st/1st July).

T: It is July 3rd. When did you see him? ... two days ago.

S: I saw him on July 1st. etc.

A selection of expressions given in (a) above may be substituted.

#### Dictation

Dictate the answer to the written exercise in Lesson 76.

## Teaching Unit 40

### Lesson 79

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>		<b>VOCABULARY</b>	
		<b>NOUNS</b>	<b>Verb</b>
What do (we)need?			
(We)need a lot of things.		chemist's newsagent's	
(We)haven't got much/many/		fruit shopping list	
a lot of (butter/eggs)at all.		groceries stationery	
(She)need't buy any (eggs),		money vegetable	
but she must buy some (butter).			
I must go to the (grocer's)			
to get some (groceries).			

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* The verbs need and have got are introduced in this lesson together with much/many in questions and negative statements, and a lot of in affirmatives, followed by familiar countable and uncountable nouns.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to Tom and Carol talking about their shopping list.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: What is Carol not going to buy?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: What is Carol not going to buy?

Answer: Beer and wine.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

Comprehension

\*Ask individual students questions. Students give natural answers.

1 T: Is Tom making a shopping list?

S: No, he isn't.

2 T: Who is making a shopping list?

S: Carol is.

3 T: What do they need this week?

S: They need a lot of things.

4 T: Is she going to the grocer's?

S: Yes, she is.

5 T: Have they got any tea and sugar?

S: No, they haven't got much tea and

6 T: Is she going to the greengrocer's?

S: Yes, she is.

T: Why must she go to the greengrocer's?

S: Because they haven't got many tomatoes.

8 T: Have they got any meat?

S: No, they haven't got any at all.

9 T: Is she going to get any beer and wine?

S: No, she isn't.

10 T: Have they got much money?

S: No, they haven't.

Asking questions

1 T: Ask me if Carol is making a shopping list.

S: Is Carol making a shopping list?

T: Why ... ?

S: Why is Carol making a shopping list?

2 T: Ask me if they need a lot of things.

S: Do they need a lot of things?

T: What ... ?

S: What do they need?

3 T: Ask me if Carol must go to the grocer's.

S: Must Carol go to the grocer's?

T: Where ... ?

S: Where must Carol go?

4 T: Ask me if she's going to get beer and wine

S: Is she going to get beer and wine?

T: Why isn't ... ?

S: Why isn't she going to get beer and wine?

5 T: Ask me if they have got much money.

S: Have they got much money?

T: Why haven't ... ?

S: Why haven't they got much money?

Pattern drill: Book shut

To elicit: She needn't buy any (tea), but she must buy some (coffee).

This particular use of need is drilled very briefly at this point. It receives fuller attention in Teaching Unit 63. If teachers feel that this use of need will confuse their students at this stage, they should omit this exercise.

T: Must she buy tea or coffee?

S: She needn't buy any tea, but she must buy some coffee.

The following may be substituted:

soap/chocolate;      honey/jam;

cigarettes/tobacco;      tomatoes/potatoes;

peaches/apples;      cabbages/lettuces;

flowers/vegetables.

Tell the story

Ask individual students to look at the pictures and Tell the story.

## Lesson 80

### Repetition drill

#### (a) Chorus repetition

To elicit: I/You/He/She etc. needs) a lot of (cheese/eggs).

I/You/He/She etc. haven't/hasn't got much/many :

\* Non-numerical sequence.

\* Give the instructions Look at Lesson 80. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T: Look at number 120. Have you got any?

S: I need a lot of cheese. I haven't got much.

(2) T: Number 438. Has he got any?

S: He needs a lot of envelopes. He hasn't got many.

(3) T: Number 543. Have they got any?

S: They need a lot of bread. They haven't got much.

T: Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Number 121. Has she got any?

S: She needs a lot of eggs. She hasn't got many.

5 T: Number 439. Has he got any?

S: He needs a lot of writing paper. He hasn't got much.

6 T: Number 441. Have I got any?

S: You need a lot of magazines. You haven't got many.

7 T: Number 333. Have you got any?

S: I need a lot of beef. I haven't got much.

8 T: Number 122. Has she got any?

S: She needs a lot of butter. She hasn't got much.

9 T: Number 228. Have they got any? .

S: They need a lot of bananas. They haven't got many.

10 T: Number 546. Have I got any?

S: You need a lot of medicine. You haven't got much :

#### (b) Group or individual repetition

\* Non-numerical sequence.

\* Ask small groups or individual students to repeat the questions and answers. Pattern drill: Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you! , ask individual students to continue in the same way.

(a) To elicit : (We) need a lot of...(Have you) got much/many...?

T: Look at number 120. ...they

S: They need a lot of cheese. Have they got much? etc.

(b) To elicit : (I've) got a lot of cheese, but I haven't got much/many ...

T: Look at pictures 120 and 121. ...

S: I've got a lot of cheese, but I haven't got many eggs. etc.

(c) To elicit : (I've) got some ...

T: Look at number 120, What've you got?

S: I've got some cheese. etc.

Practise all persons. Illustrate the relationship between non-elided and elided forms: What have = What've.

(d) To elicit : (I) must go to the (grocer's) to get some (eggs).

T: Why must you go to the grocer's? Number 121.

S: I must go to the grocer's to get some eggs.

T: Why must you go to the newsagent's? Number 438.

S: I must go to the newsagent's to get some envelopes. etc.

(e) To elicit : Have (you) got any ... (I) haven't got much/many ...

T: Look at number 120. ... she

S1: Has she got any cheese?

S2: She hasn't got much, etc.

All personal pronouns should be practised.

Dictation

Dictate the answer to the written exercise in Lesson 78.

## Teaching Unit 41

### Lesson 81

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>		<b>VOCABULARY</b>		
		<b>Nouns</b>	<b>Adverb</b>	<b>Adjectives</b>
(He's) having a bath.		bath	nearly	ready
Have a (cigarette).		breakfast		roast
(We) can have dinner.		dinner		
(We) had/didn't have (lunch).		haircut		
What did you have?		holiday		
I'm nearly ready.		lesson		
		party		
		restaurant		
		tea(meal)		
				<b>Expressions</b>
				a good time
				O.K.

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* Have is introduced a dynamic verb, meaning 'experience, enjoy, eat, drink, take.'

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about Carol who is making dinner for her husband and his friend.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: Why is Carol disappointed?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: Why is Carol disappointed?

Answer: Because she has cooked the same food for dinner as the men ate for lunch.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

#### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

#### Comprehension

\* Ask individual students questions. Students give natural answers.

1 T: Is Tom downstairs?

S: No, he isn't.

2 T: Where is Tom?

S: He's upstairs.

3 T: What is he doing?

S: He's having a bath.

4 T: Who is going to have dinner with Carol and Tom tonight?

S: Sam is.

5 T: Is dinner ready?

S: No, it's nearly ready.

6 T: When is dinner going to be ready?

S: At seven o'clock.

7 T: What did Sam and Tom do today?

S: They had lunch together.

8 T: What did they have for lunch?

S: Roast beef and potatoes.

9 T: Is Carol disappointed?

S: Yes, she is.

10 T: What are they going to have for dinner?

S: They are going to have roast beef and potatoes again.

#### Asking questions

1 T: Ask me if Tom is upstairs.

S: Is Tom upstairs?

T: Where ... ?

S: Where is Tom?

2 T: Ask me if Sam wants a glass of whisky.

S: Does Sam want a glass of whisky?

T: What ... ?

S: What does Sam want?

3 T: Ask me if they can have dinner at seven.

S: Can they have dinner at seven?

T: What time ... ?

S: What time can they have dinner?

4 T: Ask me if they went to a restaurant for lunch.

S: Did they go to a restaurant for lunch?

T: Where ... ?

S: Where did they go for lunch?

S T: Ask me if they had roast beef for lunch.

S: Did they have roast beef for lunch?

T: What ... ?

S: What did they have for lunch?

Pattern drill: Books shut

To elicit: Have a(n)/some/a (piece) of ...

T: Cigarette.

S: Have a cigarette. etc.

The following countable and uncountable nouns should be provided as call words :

chicken; bath; lamb; swim; beef; piece of cake; biscuit; box of matches; egg; packet of cigarettes; orange; tobacco; beans; bottle of milk; potatoes; aspirin; peas; ice cream; wash; apple; shave.

Tell the story

Ask individual students to look at the pictures and tell the story.

## Lesson 82

### Repetition drill

#### (a) Chorus repetition

To elicit statements involving the use of have as an ordinary verb.

\* Numerical sequence.

\* Give the instructions Look at Lesson 82. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T: Look at number 760. What are they going to do?

S: They are going to have breakfast.

(2) T: Number 870. What are they doing?

S: They are having lunch.

(3) T: Number 980. What must they do?

S: They must have tea.

(4) T: Number 1,010. What did they do?

S: They had dinner.

T: Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above.

5 T: Number 1,020. What must they do?

S: They must have a meal.

6 T: Number 1,030. What is Tom going to do?

S: He is going to have a swim.

7 T: Number 1,040. What is he doing?

S: He is having a bath.

8 T: Number 1,050. What did he do?

S: He had a haircut.

9 T: Number 1,060. What are they doing?

S: They are having a lesson. 10 T: Number 1,070. What did they do?

S: They had a party.

11 T: Number 1,080. What must they do?

S: They must have a holiday.

12 T: Number 1,090. What are they going to do?

S: They are going to have a good time.

#### (b) Group or individual repetition

\* Non-numerical sequence.

\* Ask small groups or individual students to repeat the questions and answers.

### Pattern drill: Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue

in the same way.

(a) To elicit : (I am) going to have (breakfast).

T: What are you going to do? Number 760.

S: I'm going to have breakfast. etc.

Introduce all personal pronouns. (b) To elicit : Are you /Is he etc. going to have (breakfast)? When are you/is he etc. going to have (breakfast)? Omit No. 1,090.

T: He. Number 760.

S: Is he going to have breakfast?

T: When ...?

S: When is he going to have breakfast? etc.

(c) To elicit : (I am) having (breakfast).

T: What are you doing? Number 760.

S: I am having breakfast. etc.

(d) To elicit : Are you /Is he etc. having (breakfast)? T : They. Number 760.

S: Are they having breakfast? etc.

(e) To elicit : (I) must have (breakfast). Omit Nos. 1,070 and 1,090.

T: What must you do? Number 760.

S: I must have breakfast. etc.

(f) To elicit : Must you /he/she etc. have (breakfast)? When must you /he/she etc. have (breakfast)? Omit Nos. 1,070 and 1,090.

T: She. Number 760.

S: Must she have breakfast?

T: When ...?

S: When must she have breakfast? etc.

(g) To elicit : (I) had (breakfast at a quarter to eight).

Supply appropriate points of time : (at one o'clock) this morning; yesterday; last night; in 1977; on Monday; on (June) 21st etc.

T: What did you do at a quarter to eight? Number 760.

S: I had breakfast at a quarter to eight. etc.

(h) To elicit : Did (you) have (breakfast at a quarter to eight)? When did (you) have (breakfast)?

T: Number 760. We. A quarter to eight.

S: Did we have breakfast at a quarter to eight?

T: When ...?

S: When did we have breakfast? etc.

Dictation

Dictate the answer to the written exercise in Lesson 80.

## Teaching Unit 42

### Lesson 83

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>		<b>VOCABULARY</b>		
		<b>Nouns</b>	<b>Adverbs</b>	<b>Verbs</b>
I've already/just had ...				
Have you had ...?		mess	already	leave
Let's go ...		suitcase	just	pack
			tomorrow	

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* The present perfect is introduced with the adverbs just and already.

Only the form have/has had is given here.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to Sam talking to his friends, Carol and Tom, at their home.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: Where did Sam go for his holiday this year?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: Where did Sam go for his holiday this year?

Answer: He stayed at home.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

#### Comprehension

\* Ask individual students questions. Students give natural answers.

1 T: Aren't Tom and Carol having dinner?  
S: No, they aren't.  
2 T: Are they having lunch?  
S: Yes, they are.  
3 T: Who is that at the door?  
S: It's Sam.  
4 T: Why doesn't Sam want to have lunch with them?  
S: Because he's already had lunch.  
5 T: What time did Sam have lunch?  
S: At half past twelve.  
6 T: Has Sam already had a cup of coffee?  
S: Yes, he has.  
7 T: What are Tom and Carol going to do?  
S: They're going to have a holiday.  
8 T: What are they doing today?  
S: They're packing their suitcases.  
9 T: Has Sam already had his holiday this year? S: Yes, he has.  
10 T: Where did he go for his holiday?  
S: He stayed at home.

#### Asking questions

1 T: Ask me if Sam had lunch at half past twelve.  
S: Did Sam have lunch at half past twelve?  
T: When ... ?  
S: When did Sam have lunch?  
2 T: Ask me if Sam has just had a cup of coffee.  
S: Has Sam just had a cup of coffee?  
T: What ... ?  
S: What has Sam just had?  
3 T: Ask me if they can have coffee in the living room.  
S: Can they have coffee in the living room?  
T: Where ... ?  
S: Where can they have coffee?  
4 T: Ask me if the room is very untidy.  
S: Is the room very untidy?  
T: Why...?  
S: Why is the room very untidy?  
5 T: Ask me if Tom and Carol are going to have a holiday.  
S: Are Tom and Carol going to have a holiday?  
T: When ... ?  
S: When are Tom and Carol going to have a holiday?

#### Pattern drill: Books shut

(a) To elicit : Do you want to have any/a(n) ...

T : Cigarette.

S : Do you want to have a cigarette? etc.

The following countable and uncountable nouns should be provided as call words : chicken, lamb, beef, biscuit, egg, orange, beans, potatoes, peas, bath, swim, cake, milk, aspirin, ice cream, apple, tea.

(b) To elicit : Let's (go into the living room).

T : We can go into the living room. etc.

S : Let's go into the living room.

The following may be substituted :

swim in the river; ask him; watch television; listen to the stereo; climb the hill; boil some eggs; telephone him; stay at home; go to town; have a drink; have a glass of beer; have a cup of coffee; have a walk; have some fruit; write some letters.

Tell the story

Ask individual students to look at the pictures and Tell the story.

## Lesson 84

### Repetition drill

#### (a) Chorus repetition

To elicit : I/ He/ She etc. haven't /hasn't had any (vegetables). I've /He's/She's etc. just had some (fruit).

\* Non-numerical sequence.

\* Give the instructions Look at Lesson 84. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T: Look at number 1,000. Have you had any vegetables?

S: I haven't had any vegetables. I've just had some fruit.

(2) T: Number 9,000. Has he had any beans?

S: He hasn't had any beans. He's just had some peas.

(3) T: Number 17,000. Have they had any coffee?

S: They haven't had any coffee. They've just had some tea.

T: Now you answer the questions.

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Number 4,000. Have you had any apples?

S: I haven't had any apples. I've just had some peaches.

5 T: Number 7,000. Have I had any cabbage?

S: You haven't had any cabbage. You've just had some lettuce.

6 T: Number 19,000. Have you had any beer?

S: I haven't had any beer. I've just had some wine.

7 T: Number 12,000. Has he had any lamb?

S: He hasn't had any lamb. He's just had some beef.

8 T: Number 16,000. Have they had any tea?

S: They haven't had any tea. They've just had some milk.

9 T: Number 6,000. Has she had any meat?

S: She hasn't had any meat. She's just had some vegetables.

10 T: Number 14,000. Have you had any chicken?

S: I haven't had any chicken. I've just had some steak.

#### (b) Group or individual repetition

\* Non-numerical sequence.

\* Ask small groups or individual students to repeat the questions and answers.

### Pattern drill: Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you! , ask individual students to continue in the same way.

(a) To elicit : (I've) already had some.

T: Look at number 1,000. Have some fruit. I.

S : I 've already had some.

T : Look at number 2,000. Have some bananas. She.

S : She's already had some. etc.

(b) To elicit : (I've) just had some/one.

T : Look at number 1,000. Have some fruit.

S : I 've just had some.

T : Look at number 2,000. Have a banana. He ...

S : He's just had one. etc.

(c) To elicit : I haven't had any ... but I've had some ...

T : Look at number 2,000. Have you had any oranges?

S : I haven't had any oranges, but I've had some bananas. etc.

(d) To elicit : I haven't had a ... but I've had a ...

Countable nouns only and 'a glass of/a cup of '.

T : Look at number 16,000. Have you had a glass of water?

S : I haven't had a glass of water, but I've had a glass of milk. etc.

(e) To elicit : Have you had any ... I've already had some.

T : Number 1,000.

S1 : Have you had any fruit?

S2 : I've already had some. etc. (f) To elicit : Have you had a ...

I've just had one.

Countable nouns only and 'a glass of/a cup of '.

T : Number 2,000.

S1 : Have you had a banana?

S2 : I've just had one. etc.

(g) Asking questions in pairs.

To elicit : Have you had any ...? What've you had?

Remind the students of the relationship between the non-elided and elided form : What have you = What've you.

T : Number 1,000.

S : Have you had any fruit?

T : What ...?

S : What've you had? etc.

#### Dictation

Dictate the answer to the written exercise in Lesson 82.

## Teaching Unit 43

### Lesson 85

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>	<b>VOCABULARY</b>		
	<b>Nouns</b>	<b>Adjective</b>	<b>Expressions</b>
Have you just been to the cinema?			
I've already seen it.	cinema	beautiful	What's on?
I have never been there.	city		all the time
Have you ever been there?	film		just like
I've already done so./I did so.	Paris		eh? = (isn't it?)

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* Have been is introduced with ever and never. The present perfect is practised with familiar regular verbs(/-d/, /-t /, and /-id/ endings).

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a conversation about Paris.

##### 2 Understand the situation

Ask the students to interpret the picture.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: At what time of year did Ken visit Paris?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: At what time of year did Ken visit Paris?

Answer: In spring. In April.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in

chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

#### Comprehension

\* Ask individual students questions. Students give natural answers.

1 T: Has Ken been at home all day?

S: No, he hasn't.

2 T: Hasn't he just been to the cinema?

S: Yes, he has.

3 T: Has George ever seen the film 'Paris in the Spring'?

S: Yes, he has.

4 T: When did George see the film?

S: He saw it last year.

5 T: Did he see it at the cinema?

S: No, he didn't. He saw it on television.

6 T: Has George ever been to Paris?

S: No, he hasn't.

7 T: Has Ken been to Paris?

S: Yes, he has.

8 T: What's Paris like?

S: It's a beautiful city.

9 T: What time of year was Ken in Paris?

S: He was there in April.

10 T: What was the weather like in April?

S: It was awful. It rained all the time.

#### Asking questions

1 T: Ask me if Ken has been to the cinema.

S: Has Ken been to the cinema?

T: Where ... ?

S: Where has Ken been?

2 T: Ask me if Ken saw 'Paris in the Spring'.

S: Did Ken see 'Paris in the Spring'?

T: What ... ?

S: What did Ken see?

3 T: Ask me if George saw it on television.

S: Did George see it on television?

T: When ... ?

S: When did George see it on television?

4 T: Ask me if Keri was in Paris in April.

S: Was Ken in Paris in April?

T: When ... ?

S: When was Ken in Paris?

5 T: Ask me if the weather was awful.

S: Was the weather awful?

T: What ... like?

S: What was the weather like?

#### Pattern drill: Books shut

To elicit: Have you ever been to (Brazil)? No, I have never been to

(Brazil).

T: Brazil?

S 1 : Have you ever been to Brazil?

S2 : No, I have never been to Brazil. etc.

The following names of countries may be provided as call words:

America; Holland; Australia; India; Austria; Italy; Canada; Japan; China; Nigeria; Denmark; Norway; England; Poland; Finland; Russia; France; Spain; Germany; Sweden; Greece; Turkey.

Tell the story

Ask individual students to look at the picture and Tell the story.

## Lesson 86

### Pattern drill: Books shut

To elicit: I have never been to (Brazil)). Have you ever been there?  
Yes, I was there in (April)/(1996).

T: Brazil.

S1 : I have never been to Brazil. Have you ever been there?

T: July.

S2 : Yes, I was there in July. etc.

Names of countries (see the Pattern drill in Lesson 85), months and years must be provided as call words.

### Repetition drill

#### (a) Chorus repetition

To elicit: Affirmative statements involving the use of the present perfect with just (regular verbs only).

\* Numerical sequence.

\* Give the instructions Look at Lesson 86. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T: Look at the first picture. What has she just done?

S: She has just aired the room.

(2) T: The second picture. What have they just done?

S: They have just cleaned their shoes.

(3) T: The third picture. What has he just done?

S: He has just opened the window.

T: Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: The fourth picture. What has he just done?

S: He has just sharpened his pencil.

5 T: The fifth picture. What has she just done?

S: She has just turned on the television.

6 T: The sixth picture. What have they just done?

S: They have just listened to the news.

7 T: The seventh picture. What has she just done?

S: She has just boiled some milk.

8 T: The eighth picture. What has he just done?

S: He has just answered the telephone.

9 T: The ninth picture. What has she just done?

S: She has just emptied the basket.

10 T: The tenth picture. What has she just done?

S: She has just asked a question.

11 T: The eleventh picture. What has she just done?

S: She has just typed a letter.

12 T: The twelfth picture. What has she just done?

S: She has just washed her hands.

13 T: The thirteenth picture. What has he just done?

S: He has just walked across the park.

14 T: The fourteenth picture. What has he just done?

S: He has just painted the bookcase. 15 T: The fifteenth picture. What has she just done?

S: She has just dusted the cupboard.

(b) Group or individual repetition

\* Non-numerical sequence.

\* Ask small groups or individual students to repeat the questions and answers.

Pattern drill: Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you! , ask individual students to continue in the same way.

(a) To elicit negative and affirmative statements.

T: Look at the first picture. Has she just aired the room or cleaned her shoes? S: She hasn't cleaned her shoes. She has just aired the room. etc.

(b) To elicit statements involving the use of the present perfect.

T: Look at the first picture. What has she just done?

S: She has just aired the room. etc.

(c) To contrast the present perfect with the simple past.

T: Look at the first picture. Air the room!

S: I've already aired it.

T: ... this morning.

S: I aired it this morning. etc. The following points of time should be provided as call words :

this morning; this afternoon; yesterday; yesterday afternoon; last night; the night before last; a minute/two minutes/an hour/two hours/a week/two weeks ago.

(d) To elicit : I've already done so ... I did so ...

T: Look at the first picture. Air the room!

S: I've already done so.

T: ... this morning.

S: I did so this morning. etc.

The call words given in (c) above should be provided.

This exercise may be conducted again in precisely the same way To elicit : ' I've already done it. I did it ... ,

(e) To elicit questions ' Have you ... ? Has he ... ? ' etc.

T: The first picture. You.

S: Have you aired the room? etc.

All personal pronouns should be provided as call words.

**Dictation**

Dictate the answer to the written exercise in Lesson 84.

## Teaching Unit 44

### Lesson 87

#### Content and basic aims

PATTERNS AND STRUCTURAL WORDS	VOCABULARY		
	Nouns	Verbs	Adverb
Have you/Has he etc. finished yet?			
(They're) still working on it.	attendant	bring	still
(They're) trying to ...	crash	finish	
	garage	repair	
	lamp post	try	

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* The use of yet with the present perfect is contrasted with still in the present continuous. A small number of familiar irregular verbs will be practised in the present perfect and simple past.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about Mr. Wood's car.

##### 2 Understand the situation

Ask the student to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: Can the mechanics repair Mr. Wood's car? 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: Can the mechanics repair Mr. Wood's car?

Answer: Not really. It's too badly damaged.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud. Comprehension

\* Ask individual students questions. Students give natural answers.

1 T: Is Mr. Wood's car ready yet?

S : No, it isn't.  
2 T : Doesn't the attendant know?  
S : No, he doesn't.3 T : What's the number of Mr. Wood's car?  
S : It's LFZ 312 G.  
4 T : How long has Mr. Wood's car been at the garage?  
S : It has been there for three days.  
5 T : Have the mechanics finished working on the car yet?  
S : No, they haven't.  
6 T : So, are they still working on it?  
S : Yes, they are.  
7 T : Didn't Mr. Wood have a crash?  
S : Yes, he did.  
8 T : What happened?  
S : He drove it into a lamp post.  
9 T : Can the mechanics repair the car?  
S : Not really, but they're trying to repair it.  
10 T : What does Mr. Wood need?  
S : He needs a new car.

#### Asking questions

1 T : Ask me if the number is LFZ 312 G.  
S : Is the number LFZ 312 G?  
T : What ... ?  
S : What's the number?  
2 T : Ask me if he brought the car here three days ago.  
S : Did he bring the car here three days ago?  
T : How long ago ... ?  
S : How long ago did he bring the car here?  
3 T : Ask me if the mechanics have finished yet.  
S : Have the mechanics finished yet?  
T : Why haven't ... ?  
S : Why haven't the mechanics finished yet?4 T : Ask me if he drove into a lamp post.  
S : Did he drive into a lamp post?  
T : When ... ?  
S : When did he drive into a lamp post?  
5 T : Ask me if Mr. Wood needs a new car.  
S : Does Mr. Wood need a new car?  
T : What ... ?  
S : What does Mr. Wood need?

#### Pattern drill : Books shut

To elicit : Have you (aired the room) yet? I haven't (aired the room) yet. I'm still (airing it).  
T : ... aired the room.  
S1 : Have you aired the room yet?

S2 : I haven't aired the room yet. I'm still airing it.

The following should be provided as call words :

cleaned your shoes; sharpened your pencil; typed those letters; washed the dishes; dusted the dressing table; painted the bookcase; packed your suitcase; shaved; boiled the milk.

**Tell the story**

Ask individual students to look at the pictures and Tell the story.

## Lesson 88

### Pattern drill: Books shut

To elicit: Have you been to (Brazil) ? No, I haven't been there yet.

T: Brazil.

S1: Have you ever been to Brazil?

S2: No, I haven't been there yet.

The following names of countries may be provided as call words :

America; Australia; Austria; Canada; China; Demark; England; Finland; France; Germany; Greece; Holland; India; Italy; Japan; Nigeria; Norway; Poland; Russia; Spain; Sweden; Turkey.

### Repetition drill

#### (a) Chorus repetition

To elicit contrasting statements involving the use of the simple past and present perfect (irregular verbs only).

\* Give the instructions Lesson 88. Do not open your book. Listen. Do not speak.

\* Play the examples on the tape.

(1) T: Did you buy a new car last year?

S: Yes, I bought a new car last year.

T: What about Sam?

S: He hasn't bought a new car yet.

(2) T: Did you find your pen yesterday?

S: Yes, I found my pen yesterday.

T: What about Penny?

S: She hasn't found her pen yet.

(3) T: Did you get a new television set last year?

S: Yes, I got a new television set last year.

T: What about Sam and Penny?

S: They haven't got a new television set yet.T: Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Did you have breakfast at 8.00'clock?

S: Yes, I had breakfast at 8.00'clock.

T: What about your mother?

S: She hasn't had breakfast yet.

5 T: Did you leave the office early this afternoon?

S: Yes, I left the office early this afternoon.

T: What about the boss?

S: He hasn't left the office yet.

6 T: Did you hear the news last night?

S: Yes, I heard the news last night.

T: What about Frank?

S: He hasn't heard the news yet. 7 T: Did you make your bed this morning?

S: Yes, I made my bed this morning.

T: What about Susan and Jane?

S: They haven't made their beds yet.

8 T: Did you meet Harry yesterday?

S: Yes, I met Harry yesterday.

T: What about your wife?

S: She hasn't met Harry yet.

(b) Group or individual repetition

\* Ask small groups or individual students to repeat the questions and answers.

Pattern drill: Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit: questions and statements like those practised in the Repetition drill.

T: ... found. S1: Have you found your pen yet?

S2: Yes, I have.

T: When ... ?

S1: When did you find it?

T: ... a minute ago.

S2: I found it a minute ago. etc.

(b) To elicit: I haven't/He hasn't etc. (found it) yet.

T: Have you found your pen?

S: I haven't found it yet. etc.

Practise statements involving the use of the irregular verbs given in Lesson 88.

(c) To elicit: (I) didn't (find it).

T: Did you find your pen a minute ago?

S: I didn't find it. etc.

Practise statements involving the use of the irregular verbs given in Lesson 88.

(d) To elicit statements involving the use of irregular verbs in the past.

T: When did you find your pen?

... a minute ago.

S: I found it a minute ago. etc.

Practise the irregular verbs given in Lesson 88. Points of time must be supplied as call words.

Dictation

Dictate the answer to the written exercise in Lesson 86.

## Teaching Unit 45

### Lesson 89

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>	<b>VOCABULARY</b>		
	<b>Noun</b>	<b>Verbs</b>	<b>Expressions</b>
I believe that ...			
May I? (= permission)	penny	believe	for sale
How long have you (lived) here?		cost	it's worth
I have (lived) here for / since		decide	the last word
twenty years / 1976.		retire	a long time
How much does it cost?		sell	that's right
			then (= in that case)

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* Have been/lived are introduced with for and since. More practice with familiar irregular verbs in the present perfect and simple past.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about Nigel, who wants to buy a house.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: Why couldn't Nigel decide?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: Why couldn't Nigel decide?

Answer: Because his wife must see it first.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud. Comprehension

\* Ask individual students questions. Students give natural answers.

1 T: Whose house is for sale?

S: Ian's.

2 T: Who wants to have a look at it?

S: Nigel does.

3 T: How long has Ian lived in the house?

S: He's lived there for twenty years.

4 T: Since when has he been there?

S: Since 1976.

5 T: Why does Ian want to sell his house?

S: Because he's just retired and he wants to buy a small house in the country.

6 T: How much does Ian's house cost?

S: It costs £68,500.

7 T: Is it a lot of money to Nigel?

S: Yes, it is.

8 T: Does Nigel like the house?

S: Yes, he does.

9 T: Why can't he decide at the moment?

S: Because his wife has to see the house.

#### Asking questions

1 T: Ask me if the house is for sale.

S: Is the house for sale?

T: What ... ?

S: What is for sale?

2 T: Ask me if Ian has lived there for twenty years.

S: Has Ian lived there for twenty years?

T: How long ... ?

S: How long has Ian lived there?

3 T: Ask me if he wants to sell it.

S: Does he want to sell it?

T: Why ... ?

S: Why does he want to sell it? 4 T: Ask me if it costs £68,500.

S: Does it cost £68,500?

T: How much ... ?

S: How much does it cost?

5 T: Ask me if his wife must see it first.

S: Must his wife see it first?

T: Who ... ?

S: Who must see it first?

#### Pattern drill: Books shut

(a) To elicit: May I ... ?

T: Do you want to see it?

S: May I see it please? etc.

The following may be used as call words :

look at these photographs; watch this programme; open the window; turn on the television; listen to the stereo; stay here; wait here; have an ice cream; read this magazine; come too; keep this book; leave early; sit here; wear my new dress.

(b) To elicit : It costs (£50). It's worth (£50).

T : How much does it cost? ... £50.

S : It costs £50. It's worth £50. etc.

Sums of money should be given as call words.

Tell the story

Ask individual students to look at the pictures and Tell the story.

## Lesson 90

### Pattern drill: Books shut

(a) To elicit: I have been here for (ten minutes).

T: How long have you been here? ... ten minutes.

S: I have been here for ten minutes.

The following should be supplied as call words:

two/four/six/eight/ten ... minutes/hours/days/weeks/years.

(b) To elicit: I have been here since (April).

T: How long have you been here? ... April.

S: I have been here since April.

The months of the year, dates and years should be supplied as call words.

(c) To elicit: I have been here since April/for four months.

Conduct the drill in the way shown above in exercises (a) and (b) mixing the call words To elicit a correct response with for or since.

### Repetition drill

(a) Chorus repetition

To elicit contrasting statements involving the use of the simple past and present perfect (irregular verbs only). Books shut.

\* Give the instructions Lesson 90. Do not open your book. Listen. Do not speak.

\* Play the examples on the tape. (1) T : Did you read this book last week?

S : Yes, I read this book last week.

T : What about Penny?

S : She hasn't read this book yet.

(2) T : Did you do your homework last night?

S : Yes, I did my homework last night.

T : What about Ron?

S : He hasn't done his homework yet.

(3) T : Did you swim across the river last week?

S : Yes, I swam across the river last week.

T : What about Ron and Betty?

S : They haven't swum across the river yet.

T : Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T : Did you go to London yesterday?

S : Yes, I went to London yesterday.

T : What about your mother?

S : She hasn't gone to London yet.

5 T : Did you see that film last week?

S : Yes, I saw that film last week.

T : What about the children?

S : They haven't seen that film yet. 6 T : Did you speak to the boss this morning?

S : Yes, I spoke to the boss this morning.

T : What about Mr. Jones?

S : He hasn't spoken to the boss yet.

7 T : Did you put on your coat a minute ago?

S : Yes, I put on my coat a minute ago.

T : What about John?

S : He hasn't put on his coat yet.

8 T : Did you take your medicine this morning?

S : Yes, I took my medicine this morning.

T : What about Penny?

S : She hasn't taken her medicine yet.

(b) Group or individual repetition

\* Ask small groups or individual students to repeat the questions and answers.

Pattern drill : Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you! , ask individual students to continue in the same way.

(a) To elicit : questions and statements like those practised in the Repetition drill. T : ... read.

S1 : Have you read this book yet?

S2 : Yes, I have.

T : When ... ?

S1 : When did you read it?

T : ... a week ago.

S2 : I read it a week ago. etc.

(b) To elicit : I haven't/He hasn't etc. (read it) yet.

T : Have you read this book?

S : I haven't read it yet. etc.

Practise statements involving the use of the irregular verbs given in Lesson 90.

(c) To elicit statements involving the use of irregular verbs in the past.

T : When did you read this book? ... a week ago.

S : I read it a week ago. etc.

Practise the irregular verbs given in Lesson 90. Points of time must be supplied as call words.

Dictation

Dictate the answer to the written exercise in Lesson 88.

## Teaching Unit 46

### Lesson 91

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>	<b>VOCABULARY</b>		
	<b>Nouns</b>	<b>Verbs</b>	<b>Expressions</b>
I/We shall, You/He/She/It/They	neighbour	miss	Give him my
will (see him) tomorrow/	person	move	regards.
tomorrow morning etc.		think	Poor Ian!
Yes, (I) shall. No, (I) shall not (shan't).			
Yes, (he) will. No, (he) will not (won't)			
When will ... ?			
I think that ...	poor	next	
	<b>Adjective</b>	<b>Adverb</b>	

#### General remarks

\* Try as far as possible to conduct the lesson in English.

The shall/will future is introduced here with related points of time.

It is compared with going to.

#### Listening Comprehension

1 Introduce the story

T: Today we'll listen to what Ian's neighbours say about him.

2 Understand the situation

Ask the students to interpret the picture.

3 Listening objective

T: Listen to the story and see if you can answer this question: Who wanted to sell the house?

4 Play the tape or read the dialogue

5 Answer the question

After the reading, ask the question: Who wanted to sell the house?

Answer: Ian's wife.

6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud  
Comprehension

\* Ask individual students questions. Students give natural answers.

1 T: Has Ian sold his house yet?

S: Yes, he has.

2 T: Has he moved out yet?

S: No, he hasn't.

3 T: When will he move to his new house?

S: Tomorrow afternoon.

4 T: Has Ian always been a good neighbour?

S: Yes, he has.

5 T: Will his neighbours miss him?

S: Yes, they will.

6 T: When will the new people move in?

S: The day after tomorrow.

7 T: Didn't Ian want to leave this house?

S: No, he didn't.

8 T: Who wanted to sell the house?

S: His wife did.

#### Asking questions

1 T: Ask me if Ian sold his house last week.

S: Did Ian sell his house last week?

T: When ... ?

S: When did Ian sell his house?

2 T: Ask me if he's going to move tomorrow.

S: Is he going to move tomorrow?

T: When ... ?

S: When is he going to move?

3 T: Ask me if they will all miss him.

S: Will they all miss him?

T: Why ... ?

S: Why will they all miss him? 4 T: Ask me if Ian wanted to leave this house.

S: Did Ian want to leave this house?

T: Why didn't ... ?

S: Why didn't Ian want to leave this house?

5 T: Ask me if his wife wanted to leave.

S: Did his wife want to leave?

T: Why ... ?

S: Why did his wife want to leave?

#### Pattern drill: Books shut

(a) To elicit: I shall (move) tomorrow.

T: When are you going to (move)?

S: I shall move tomorrow. etc.

The following verbs may be substituted: finish; pack; decide; leave; telephone; arrive; come; go; meet him; see her; wear it; buy it; sell it;

ask them.

(b) To elicit : No, I shan't.

Point out the relationship between non-elided and elided forms : shall not = shan't.

T: Are you going to move tomorrow?

S: No, I shan't. etc.

The verbs given in (a) above should be substituted.

Tell the story

Ask individual students to look at the pictures and Tell the story.

## Lesson 92

Pattern drill: Points of time: Books open

To elicit: He'll leave (tomorrow).

Write the following table on the blackboard:

FRIDAY	SATURDAY	SUNDAY
today	tomorrow	the day after tomorrow
morning	morning	morning
afternoon	afternoon	afternoon
evening	evening	evening
tonight	night	night

Tell the students to open their books at Lesson 92. They may refer to the points of time if they are in doubt while doing the drill. Conduct the drill in the following way:

T: (pointing at night under 'Saturday'): When will he leave?

S: He'll leave tomorrow night?

Drill all the points of time thoroughly. Do not vary the form of the question.

### Repetition drill

#### (a) Chorus repetition

To elicit affirmative statements involving the use of the shall/will future (elided forms only).

\* Non-numerical sequence.

\* Give the instructions Look at Lesson 92. Look and listen. Do not speak.

\* Play the examples on the tape. (1) T : Look at the 1st picture. It rained yesterday.

S: Yes, and it'll rain again tomorrow.

(2) T: The 4th picture. He got up late yesterday.

S: Yes, and he'll get up late again tomorrow.

(3) T: The 13th picture. She swept the floor yesterday.

S: Yes, and she'll sweep the floor again tomorrow.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: The 2nd picture. It snowed yesterday.

S: Yes, and it'll snow again tomorrow.

5 T: The 6th picture. He finished work late yesterday.

S: Yes, and he'll finish work late again tomorrow.

6 T: The 15th picture. They repaired his car yesterday.

S: Yes, and they'll repair his car again tomorrow.

7 T: The 10th picture. She telephoned him yesterday.

S: Yes, and she'll telephone him again tomorrow.

8 T: The 8th picture. They drove home late yesterday.

S: Yes, and they'll drive home late again tomorrow.

9 T: The 11th picture. He had a shave yesterday.

S: Yes, and he'll have a shave again tomorrow.

10 T: The 16th picture. He made an appointment yesterday.

S: Yes, and he'll make an appointment again tomorrow.

(b) Group or individual repetition

\* Non-numerical sequence.

\* Ask small groups or individual students to repeat the questions and answers.

Pattern drill: Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit: Yes, he/she/it/they will. No, he/she/it/they won't.

T: Look at the first picture. Will it snow/rain tomorrow?

S: No, it won't. /Yes, it will. etc.

(b) To elicit negative and affirmative statements. Point out the relationship between non-elided and elided forms: it will = it'll.

T: Look at the first picture. Will it rain today or tomorrow?

S: It won't rain today. It'll rain tomorrow. etc.

(c) To elicit negative and affirmative statements in the first person singular and plural. Omit the 1st, 2nd and 5th pictures. Point out the relationship between non-elided and elided forms: I shall = I'll; we shall = we'll.

T: Look at the 3rd picture. Will you leave tonight or tomorrow? ...

I

S: I shan't leave tonight. I'll leave tomorrow. etc.

The pronouns 'I' and 'We' should be provided as call words.

(d) To elicit complete statements and points of time.

T: (pointing at evening under 'Friday' on the blackboard) : Look at the first picture. When will it rain?

S: It'll rain this evening. etc.

(e) Asking questions in pairs: When.

Point out the relationship between non-elided and elided forms: When shall/will = When'll.

T: Look at the first picture. Ask me if it will rain tomorrow.

S: Will it rain tomorrow?

T: When ... ?

S: When'll it rain? etc.

Dictation

Dictate the answer to the written exercise in Lesson 90.

## Teaching Unit 47

### Lesson 93

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>	<b>VOCABULARY</b>	
	<b>Nouns</b>	<b>Verb</b>
He was there during the war.		
He will (fly to New York)	Athens New York pilot	return
next month/the month after next etc.	Berlin Rome R.A.F.	
Echoed questions: affirmative only.	Bombay Stockholm	
	Geneva Sydney	
	Madrid Tokyo	
	Moscow	

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* Practice with the shall/will future and the past contrasting next and last.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about the new next-door neighbour.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: Why is Nigel a lucky man?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: Why is Nigel a lucky man?

Answer: Because he has already been to nearly every country in the world.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

Comprehension

\* Ask individual students questions. Students give natural answers.

1 T: Who is our new next-door neighbour?  
S: Nigel is.  
2 T: What does Nigel do for a living?  
S: He's a pilot.  
3 T: Won't he fly to New York next month?  
S: Yes, he will.  
4 T: Where will he be the month after next?  
S: He'll be in Tokyo.  
5 T: Where is he at the moment?  
S: He's in Madrid.  
6 T: When did he fly to Spain?  
S: He flew to Spain a week ago.  
7 T: When will he come back to London?  
S: He'll come back the week after next.  
8 T: How old is Nigel?  
S: He's only forty-one.  
9 T: How many countries has Nigel been to?  
S: He's been to nearly every country in the world.  
10 T: Why isn't his wife very lucky?  
S: Because she usually stays at home.

#### Asking questions

1 T: Ask me if Nigel was in the R. A. F.  
S: Was Nigel in the R. A. F. ?  
T: When ... ?  
S: When was Nigel in the R. A. F. ?  
2 T: Ask me if he will fly to New York next month.  
S: Will he fly to New York next month?  
T: When ... ?  
S: When will he fly to New York?  
3 T: Ask me if he flew to Madrid a week ago.  
S: Did he fly to Madrid a week ago?  
T: When ... ?  
S: When did he fly to Madrid?4 T: Ask me if he's forty-one.  
S: Is he forty-one?  
T: How old ... ?  
S: How old is he?  
5 T: Ask me if Nigel is lucky.  
S: Is Nigel lucky?  
T: Why ... ?  
S: Why is Nigel lucky?

#### Pattern drill: Books shut

To elicit echoed questions: affirmative only.

Make affirmative statements about the narrative in the following way:

T: Nigel is a pilot.

S : Is he?

T : Nigel lives next door.

S : Does he? etc.

**Tell the story**

Ask individual students to look at the pictures and Tell the story.

## Lesson 94

### Repetition drill

#### (a) Chorus repetition

To elicit negative and affirmative statements involving the use of shall and will.

\* Non-numerical sequence.

\* Give the instructions Look at Lesson 94. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T: Look at number 2. Will you go to Athens next week?

S: No, I shan't go to Athens next week. I shall go to Beijing.

(2) T: Number 1. Will you and Jane fly to Berlin this week?

S: No, we shan't fly to Berlin this week. We shall fly to Athens.

(3) T: Number 3. Will Sam leave for Bombay next month?

S: No, he won't leave for Bombay next month. He will leave for Berlin.

T: Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Number 4. Will Penny return to Geneva next year?

S: No, she won't return to Geneva next year. She will return to Bombay.

5 T: Number 5. Will you fly to London tomorrow?

S: No, I shan't fly to London tomorrow. I shall fly to Geneva.

6 T: Number 6. Will you and Tom go to Madrid next year?

S: No, we shan't go to Madrid next year. We shall go to London.

7 T: Number 7. Will Tom arrive from Moscow the week after next?

S: No, he won't arrive from Moscow the week after next. He will arrive from Madrid.

8 T: Number 8. Will Alice and Mary stay in New York next month?

S: No, they won't stay in New York next month. They will stay in Moscow.

9 T: Number 9. Will you fly to Paris tomorrow?

S: No, I shan't fly to Paris tomorrow. I shall fly to New York.

10 T: Number 10. Will Tom and George go to Rome next year?

S: No, they won't go to Rome next year. They will go to Paris.

#### (b) Group or individual repetition

\* Non-numerical sequence.

\* Ask small groups or individual students to repeat the questions and answers.

### Pattern drill : Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you! , ask individual students to continue in the same way.

(a) To elicit : Yes, I shall. /No, I shan't.

T: Look at the first picture. Will you go to Athens/Beijing next month?

S: No, I shan't. /Yes, I shall. etc.

(b) To elicit: Yes, we shall. /No, we shan't.

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

(c) To elicit: Yes, he/she/they will. /No, he/she/they won't.

Conduct the drill in the way shown in (a) above substituting he/she/they

for you. (d) To elicit negative and affirmative statements in the first person singular.

T: Look at the second picture. Will you go to Beijing or to Athens next week?

S: I shan't go to Athens. I'll go to Beijing. etc.

(e) To elicit negative and affirmative statements in the first person plural: We shan't ... We'll ... Conduct the drill in the way shown in (d) above.

(f) To elicit negative and affirmative statements involving the use of he/she/they: (He) won't ... He'll ... Conduct the drill in the way shown in (d) above substituting he/she/they for you.

(g) To elicit: (I'll) go to (Beijing) next month.

The student should be made to use all personal pronouns:

T: Look at number 2. Where will you go next month?

S: I'll go to Beijing next month.

T: Look at number 13. Where will she go next week?

S: She'll go to Stockholm next week. etc.

(h) To elicit statements contrasting past and future points of time.

T: Look at number 2. When did you go to Beijing? ... last year.

S: I went to Beijing last year.

T: When will you go again?

S: I'll go again next year. etc. Note that in the second response the student must supply a future point of time which is the exact counterpart of the call word. The following verbs may be used in place of go in this drill: fly to; arrive at/from; come to/from; leave for; return to/from.

(i) Asking questions in pairs: When.

T: Ask me about number 2. ...

S: Will you go to Beijing next year?

T: When ... ?

S: When will you go to Beijing? etc.

Future points of time must be supplied as call words.

#### Dictation

Dictate the answer to the written exercise in Lesson 92.

## Teaching Unit 48

### Lesson 95

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>	<b>VOCABULARY</b>		
	<b>Nouns</b>	<b>Adjectives</b>	<b>Verbs</b>
At nineteen minutes past eight			
eight nineteen.	bar	exact	go back
In (five hours') time	minute	return	miss (a train)
We've got plenty of time.	platform		
The clock's ten minutes slow.	station		
What's the exact time?	train		
We'd better.			

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* Further practice with shall/will and related points of time.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about how George and Ken miss a train.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: Why did George and Ken miss the train?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: Why did George and Ken miss the train?

Answer: Because the clock in the station was ten minutes slow.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

\*Ask one or two students to take parts and to read the dialogue aloud.

#### Comprehension

\* Ask individual students questions. Students give natural answers.1

T: Where do George and Ken want to go?

S: To London.

2 T: Do they buy two single tickets?

S: No, they don't. They buy two return tickets .

3 T: What time will the next train leave?

S: At nineteen minutes past eight.

4 T: Where Will their train leave from?

S: From Platform Two, over the bridge.

5 T: How much time have they got?

S: They've got twenty-two minutes.

6 T: Where do they go for a drink?

S: To the bar next door to the station.

7 T: Have they missed the train?

S: Yes, they have.

8 T: What's the matter with the clock?

S: It's ten minutes slow.

9 T: When is the next train to London?

S: In five hours' time.

#### Asking questions

1 T: Ask me if George wants two return tickets.

S: Does George want two return tickets?

T: How many...?

S: How many return tickets does George want?

2 T: Ask me if Platform Two is over the bridge.

S: Is Platform Two over the bridge?

T: Where...?

S: Where is Platform Two?

3 T: Ask me if the next train will leave at eight nineteen.

S: Will the next train leave at eight nineteen?

T: When...?

S: When will the next train leave?4 T: Ask me if it's three minutes to eight.

S: Is it three minutes to eight?

T: What time...?

S: What time is it?

5 T: Ask me if they want to catch the eight nineteen.

S: Do they want to catch the eight nineteen?

T: Which train...?

S: Which train do they want to catch ?

#### Pattern drill : Books shut

(a) To elicit echoed questions : affirmative only.

T: George wants two return tickets.

S: Does he? etc.

(b) To elicit : No, we've got plenty of ( food ) .

T : Do we need any food?

S : No, we've got plenty of food. etc.

The following should be provided as call words :

stationery, money, ink, glue, paper, magazines, matches, aspirins, potatoes, tomatoes, vegetables, eggs, fruit.

(c) To elicit : We'd better (go back to the station).

Illustrate the relationship between non-elided and elided forms : we had = we'd.

T : We must go back to the station.

S : We'd better go back to the station. etc.

The following may be substituted :

stay here, wait for him; wash our hands; meet him; hurry; leave early; decide quickly; return tomorrow; go home.

Tell the story

Ask individual students to look at the pictures and Tell the story.

## Lesson 96

Pattern drill : Books open

Tell the students to look at Lesson 96.

(a) To elicit the exact time. Point out that we can say 'Five past eight', but we cannot say 'Three past eight'. We must use the word minutes when giving the exact time.

T: Look at the first clock. What's the exact time?

S: It's three minutes past eight. etc.

(b) To elicit : It will leave at (eight three) .

Point out that this form is normally used only in connection with the arrival and departure of trains etc.

T: Look at the first clock. What time will the train leave?

S: It will leave at eight three. etc.

Repetition drill

(a) Chorus repetition

To elicit affirmative statements involving the use of shall and will followed by appropriate time expressions.

\* Give the instructions Lesson 96. Do not open your book. Listen. Do not speak.

\* Play the examples on the tape.(1) T: I went to Beijing a year ago. What about you?

S: I shall go to Beijing in a year's time.

(2) T: Tom flew to Stockholm two weeks ago. What about Penny?

S: She will fly to Stockholm in two weeks' time.

(3) T: Frank and Alan returned to Tokyo two days ago. What about you and Jean?

S: We shall return to Tokyo in two days' time.

T: Now you answer the questions. Ready?

1 As in(1) above.

2 As in(2) above.

3 As in(3) above.

4 T: You went to Sydney a month ago. What about me?

S: You will go to Sydney in a month's time.

5 T: A train left for Geneva an hour ago. What about the next train?

S: It will leave for Geneva in an hour's time.

6 T: Alice flew to Rome two days ago. What about you?

S: I shall fly to Rome in two days' time.

7 T: Tom and Mary went to London an hour ago. What about you and Jean?

S: We shall go to London in an hour's time.

8 T: A plane left for Berlin three hours ago. What about the next plane?

S: It will leave for Berlin in three hours' time.

9 T: Smith returned to New York a year ago. What about Jones?

S: He will return to New York in a year's time.

10 T : Janet returned from Paris six weeks ago. What about her husband?

S : He will return from Paris in six weeks' time.

(b) Group or individual repetition

\* Ask small groups or individual students to repeat the questions and answers. Pattern drill : Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit statements contrasting past and future points of time.

T : Look at number 1. When did you arrive in Athens? ... two days ago.

S : I arrived in Athens two days ago.

T : When will you return home?

S : I'll return home in two days time. etc.

Note that in the second response the student must supply a future point of time which is the exact counterpart of the call word.

(b) To elicit statements contrasting past and future points of time.

T : When did he leave? ... a minute.

S : He left a minute ago.

T : When will he arrive? ... a minute.

S : He'll arrive in a minute's time. etc.

Supply the following as call words :

a minute; an hour; a day; a week; a month; a year.

The point of time the student will use will depend on whether the question refers to the past or the future.

(c) Asking questions in pairs : the past and points of time.

T : Ask me if he went to Beijing a month ago.

S : Did he go to Beijing a month ago?

T : When ... ?

S : When did he go to Beijing? etc.

(d) Asking questions in pairs : the future and points of time.

T : Ask me if he will go to Beijing in a month's time.

S : Will he go to Beijing in a month's time?

T : When ... ?

S : When will he go to Beijing? etc.

The following verbs may be used in place of go in this drill : fly to; arrive at/from; come to/from; leave for; return to/from.

Dictation

Dictate the answer to the written exercise in Lesson 94.

## Teaching Unit 49

### Lesson 97

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>	<b>VOCABULARY</b>			
	<b>Nouns</b>	<b>Verbs</b>	<b>Adjective</b>	<b>Expressions</b>
Is this mine/yours/his/hers?	address	belong	wrong	the other day
Are these ours/yours/theirs?	handle	describe		
Does this belong to me? etc.	label			Hey
Do these belong to you? etc.	zip			
Who do they/does it belong to?				

#### General remarks

\* Try as far as possible to conduct the lesson in English.

\* The possessive pronouns (mine, yours etc.) are introduced here.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about a small blue case.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: Does Mr. Hall get his case back?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: Does Mr. Hall get his case back?

Answer: No, he doesn't.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

#### Comprehension

\* Ask individual students questions. Students give natural answers.

1 T: Did Mr. Hall leave his umbrella on the train?

S : No, he didn't.  
2 T : What did he leave on the train?  
S : A suitcase.3 T : What does Mr. Hall's suitcase look like?  
S : It's a small blue case.  
4 T : Does it have a zip?  
S : Yes, it does.  
5 T : Is there a label on the case?  
S : Yes, there's a label on the handle with his name and address on it.  
6 T : Is the first case Mr. Hall's?  
S : No, it isn't.  
7 T : What's Mr. Hall's address?  
S : It's 83, Bridge Street.  
8 T : Is that the address on the case?  
S : Yes, it is.  
9 T : What's the matter with the case?  
S : The case doesn't belong to Mr. Hall

#### Asking questions

1 T : Ask me if he left his suitcase on the train.  
S : Did he leave his suitcase on the train?  
T : Where ... ?  
S : Where did he leave his suitcase?  
2 T : Ask me if the label is on the handle.  
S : Is the label on the handle?  
T : Where ... ?  
S : Where is the label?  
3 T : Ask me if this case is his.  
S : Is this case his?  
T : Whose ... ?  
S : Whose is this case?  
4 T : Ask me if he lives in Bridge Street.  
S : Does he live in Bridge Street?  
T : Where ... ?  
S : Where does he live?  
5 T : Ask me if the case belongs to him.  
S : Does the case belong to him?  
T : Who ... ?  
S : Who does the case belong to?Pattern drill : Books shut  
(a) To elicit echoed questions : affirmative only.  
T : Mr. Hall left a suitcase on the train the other day.  
S : Did he? etc.  
(b) To elicit : I saw him the other day. I shall see him next Friday.  
Write the days of the week on the blackboard.  
T : Today is Wednesday. (Pointing at Monday) : When did you see him?  
S : I saw him the other day.

T: (pointing at Friday) : When will you see him?

S: I shall see him next Friday. etc.

**Tell the story**

Ask individual students to look at the pictures and Tell the story.

## Lesson 98

Pattern drill: Telling the time: Books shut

Write the following times (figures only) on the blackboard: 8.03; 9.07; 10.16; 11.21; 12.29; 1.33; 2.47; 3.51; 4.59; 5.01; 6.19; 7.27. '

(a) To elicit the exact time.

T: (pointing at a set of figures) : What's the exact time?

S: It's three minutes past eight. etc.

(b) To elicit: It'll leave at (eight three).

T: (pointing at a set of figures) : When'll your train leave?

S: It'll leave at eight three. etc.

Repetition drill

(a) Chorus repetition

To elicit statements involving the use of possessive and object pronouns.

\* Numerical sequence.

\* Give the instructions Look at Lesson 98. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T: Look at number 1. Are these your keys?

S: Yes, they're mine. They belong to me.

(2) T: Number 2. Is this John's letter?

S: Yes, it's his. It belongs to him.

(3) T: Number 3. Are these my clothes?

S: Yes, they're yours. They belong to you.

T: Now you answer the questions. Ready?1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Number 4. Is this Jane's passport?

S: Yes, it's hers. It belongs to her.

5 T: Number 5. Are these their tickets?

S: Yes, they're theirs. They belong to them.

6 T: Number 6. Is this your watch?

S: Yes, it's mine. It belongs to me.

7 T: Number 7. Are these her flowers?

S: Yes, they're hers. They belong to her.

8 T: Number 8. Is this my boat?

S: Yes, it's yours. It belongs to you.

9 T: Number 9. Is this Jim's phrase book?

S: Yes, it's his. It belongs to him.

10 T: Number 10. Are these hammers Frank's and Harry's?

S: Yes, they're theirs. They belong to them.

11 T: Number 11. Is this our car?

S: Yes, it's ours. It belongs to us.

12 T: Number 12. Are these the children's pens?

S : Yes, they're theirs. They belong to them.

(b) Group or individual repetition

\* Non-numerical sequence.

\* Ask small groups or individual students to repeat the questions and answers.

Pattern drill : Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you! , ask individual students to continue in the same way.

(a) To elicit : They don't belong to (me). They belong to (you).

T : Number 1. Do these keys belong to me or to you? (Pointing at himself)

S : They don't belong to me. They belong to you. etc.

All object pronouns should be introduced. Possession should be indicated by gesture.

(b) To elicit : They're not (mine). They're (yours)

T : Number 1. Are these keys mine or yours? (Pointing at himself)

S : They're not mine. They're yours. etc.

(c) To elicit : Yes, they're/It's (mine). They/It belong(s) to (me).

T : Number 1. Are these your keys?

Yes, they're mine. They belong to me. etc. All pronouns should be introduced.

(d) To elicit : They're/It's (mine). They/It belong(s) to (me).

T : Number 1. Whose are these keys? (Pointing at student)

S : They're mine. They belong to me. etc.

All pronouns should be introduced. Possession should be indicated by gesture.

(e) To elicit : Are they/Is it (yours)? Whose are they/is it?

T : Ask me if these' keys are mine.

S : Are they yours?

T : Whose ... ?

S : Whose are they? etc.

(f) To elicit : Do they/Does it belong to (you)? Who do they/does it belong to?

T : Ask me if these keys belong to me.

S : Do these keys belong to you?

T : Who ... ?

S : Who do they belong to? etc.

Dictation

Dictate the answer to the written exercise in Lesson 96.

## Teaching Unit 50

### Lesson 99

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>	<b>VOCABULARY</b>		
	<b>Nouns</b>	<b>Verbs</b>	<b>Adverbs</b>
say/think/ believe/know/			
undrestand/be afraid/be sorry/	back	fall	downstairs
be sure that ...	X-ray	help	at once
Let (me) help you.		hurt	
Try and stand up.		slip	
Echoed questions : negative.			

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* Noun clauses in which no tense change is involved are introduced here; that is not omitted. This pattern was first introduced passively in Teaching Unit 38.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about an accident.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: Must Andy go to see the doctor?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: Must Andy go to see the doctor?

Answer: No. He can't move, so the doctor must come and see him.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue

aloud.Comprehension

\* Ask individual students questions. Students give natural answers.

1 T: What did Andy do?

S: He slipped and fell downstairs.

2 T: Has Andy hurt himself?

S: Yes, he has.

3 T: Does he think he's hurt his back?

S: Yes, he does.

4 T: Can Andy stand up?

S: No, he can't.

5 T: What does Lucy think?

S: She thinks that the doctor had better see Andy.

6 T: Who will phone the doctor?

S: Lucy will.

7 T: What does the doctor say?

S: The doctor says that he will come once.

Asking questions

1 T: Ask me if Andy slipped downstairs.

S: Did Andy slip downstairs?

T: How ... ?

S: How did Andy slip downstairs?

2 T: Ask me if Andy hurt himself.

S: Did Andy hurt himself?

T: How ... ?

S: How did Andy hurt himself?

3 T: Ask me if Andy can stand up.

S: Can Andy stand up?

T: Why can't ... ?

S: Why can't Andy stand up?

4 T: Ask me if the doctor had better see him.

S: Had the doctor better see him?

T: Who ... ?

S: Who had better see him?

5 T: Ask if the doctor will come at once.

S: Will the doctor come at once?

T: When ... ?

S: When will the doctor come?Pattern drill: Books shut

(a) To elicit echoed questions: negative only.

Make negative statements about the dialogue in the following way:

T: Lucy didn't fall downstairs.

S: Didn't she? etc.

(b) To elicit: Let (me) help you.

T: I can help you.

S: Let me help you.

T: She can help you.

S: Let her help you, etc.

All object pronouns should be practised.

**Tell the story**

Ask individual students to look at the pictures and Tell the story.

## Lesson 100

### Repetition drill

#### (a) Chorus repetition

To elicit noun clauses in which no tense change is involved; that is not omitted.

\* Non-numerical sequence.

\* Give the instructions Look at Lesson 100. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T: Look at number 1. I feel tired.

What's that?

S: He says that he feels tired.

(2) T: Number 6. I've got a headache.

What's that?

S: She says that she's got a headache.

(3) T: Number 12. We want some money.

What's that?

S: They say that they want some money.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Number 3. I'm cold.

What's that?

S: She says that she is cold.

5 T: Number 8. We have toothache. What's that?

S: They say that they have toothache.

6 T: Number 11. I need an X-ray.

What's that?

S: He says that he needs an X-ray.

7 T: Number 15. We can repair this car. What's that?

S: They say that they can repair this car.

8 T: Number 13. I must wait for a bus.

What's that?

S: She says that she must wait for a bus.

9 T: Number 2. We feel thirsty.

What's that?

S: They say that they feel thirsty.

10 T: Number 14. I shall catch the bus. What's that?

S: He says that he will catch the bus.

#### (b) Group or individual repetition

\* Non-numerical sequence.

\* Ask small groups or individual students to repeat the questions and

answers. Pattern drill: Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit: say ... is/are. Pictures 1-4.

T: Look at number 1. What does he say?

S: He says that he is tired. etc.

(b) To elicit: say ... feel. Pictures 1-4.

Repeat this exercise in the way shown in (a) above.

(c) To elicit: say ... has/have. Pictures 5-8.

Conduct the exercise in the way shown in (a) above.

(d) To elicit: say ... need. Pictures 9-12.

T: Look at number 9. What does he need?

S: He says that he needs a haircut. etc.

(e) To elicit: say ... want. Pictures 9-12.

Repeat this exercise in the way shown in (d) above.

(f) To elicit: say ... can. Pictures 13-16. T: Look at number 13. What can she do?

S: She says she can wait for a bus. etc.

(g) To elicit: say ... must. Pictures 13-16.

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

(h) To elicit: say ... will. Pictures 13-16.

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

(i) To elicit complete statements involving the use of say that.

T: What about the boy in number 1?

S: He says that he is/feels tired. etc.

(j) To elicit negative and affirmative statements.

T: Look at number 1. Is he tired or thirsty?

S: He says that he isn't thirsty. He says that he's tired. etc.

Practise each of the verbs shown.

If there is time, repeat some of these drills substituting think that and be sure that for say that.

#### Dictation

Dictate the answer to the written exercise in Lesson 98.

## Teaching Unit 51

### Lesson 101

#### Content and basic aims

PATTERNS AND STRUCTURAL WORDS		VOCABULARY		
		Nouns	Verbs	Expressions
(He) says/thinks/believes/knows/ hopes/is afraid/is sorry/is sure (he) Question tags : negative/affirmative : He doesn't say very much, does he? etc.		association	hope	Eh ? = What?
		card	write	Speak up.
		love		
		member		
		Scotland		
		the Y.H.A.		
		Youth Hostel	soon	
		Adverb		

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* The omission of that from noun clauses in which no tense change is involved.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about a postcard from a grandson.

##### 2 Understand the situation

Ask the students to interpret the picture.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: Does Grandmother seem pleased to get a card from Jimmy? Why/Why not?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: Does Grandmother seem pleased to get a card from Jimmy? Why/Why not?

Answer: Not really. She doesn't think he writes enough.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

## 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud. **Comprehension**

\* Ask individual students questions. Students give natural answers.

1 T: What does Grandmother want Penny to read to her?

S: Jimmy's Card.

2 T: Where is Jimmy?

S: He's in Scotland.

3 T: Has Jimmy been in Scotland for a long time?

S: No, he hasn't.

4 T: Where does he say he's staying?

S: At a Youth Hostel.

5 T: Does he say he'll write a letter soon?

S: Yes, he does.

6 T: What else does he say?

S: He says he hopes they are all well.

7 T: Why does Grandmother ask Penny to speak up?

S: Because she can't hear very well.

8 T: How much can Jimmy write on a card?

S: Not very much.

## Asking questions

1 T: Ask me if Jimmy has just arrived in Scotland.

S: Has Jimmy just arrived in Scotland?

T: Where ... ?

S: Where has Jimmy just arrived?

2 T: Ask me if he's staying at a Youth Hostel.

S: Is he staying at a Youth Hostel?

T: Where ... ?

S: Where is he staying?

3 T: Ask me if he says he'll write a letter soon.

S: Does he say he'll write a letter soon?

T: What else ... ?

S: What else does he say?

4 T: Ask me if Grandmother can't hear her.

S: Can't Grandmother hear her?

T: Why can't ... ?

S: Why can't Grandmother hear her?

5 T: Asks me if he hopes we are all well.

S: Does he hope we are all well?

T: What ... ?

S: What does he hope? **Pattern drill**: Books shut

(a) To elicit echoed questions: negative only.

T: Penny isn't reading a letter.

S: Isn't she? etc.

(b) To elicit statements involving the use of very much and very many :  
I can't buy very much/many.

T: What about pencils?

S: I can't buy very many.

T: What about coffee?

S: I can't buy very much. etc.

The following should be provided as call words :

bread, cheese, soap, steak, biscuits, eggs, vegetables, fruit, flowers, cakes, paper, ink, glue, clothes, aspirins, medicine, jam, honey, chalk, envelopes, magazines, wine, milk.

Tell the story

Ask individual students to look at the picture and Tell the story

## Lesson 102

### Repetition drill

#### (a) Chorus repetition

To elicit noun clauses in which no tense change is involved omitting that.

\* Non-numerical sequence.

\* Give the instructions Look at Lesson 102. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T: Look at number 3. I am cold.

What's that?

S: She says she is cold.

(2) T: Number 5. I have a cold.

What's that?

S: He says he has a cold.

(3) T: Number 10. I need a licence.

What's that?

S: She says she needs a licence.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Number 16. I shall sell this house.

What's that?

S: He says he will sell this house.

5 T: Number 7. I have an earache.

What's that?

S: He says he has an earache.

6 T: Number 9. I want a haircut. What's that?

S: He says he wants a haircut.

7 T: Number 15. We must repair this car. What's that?

S: They say they must repair this car.

8 T: Number 6. I've got a headache. What's that?

S: She says she's got a headache.

9 T: Number 12. We want some money. What's that?

S: They say they want some money.

10 T: Number 3. I feel cold.

What's that?

S: She says she feels cold.

#### (b) Group or individual repetition

\* Non-numerical sequence.

\* Ask small groups or individual students to repeat the questions and answers. Pattern drill: Books open

\* Illustrate each exercise first by providing the stimulus and the response,

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit : say ... is/are; that omitted. Pictures 1-4.

T: Look at number 1. What does he say?

S: He says he is tired. etc.

(b) To elicit : say ... feel; that omitted. Pictures 1-4.

Repeat this exercise in the way shown in (a) above.

(c) To elicit : say ... has/have; that omitted. Pictures 5-8.

Conduct the exercise in the way shown in (a) above.

(d) To elicit : say ... need; that omitted. Pictures 9-12.

T: Look at number 9. What does he need?

S: He says he needs a haircut. etc.

(e) To elicit : say ... want; that omitted. Pictures 9-12.

Conduct this exercise in the way shown in (d) above.

(f) To elicit : say ... can; that omitted. Pictures 13-16.

T: Look at number 13. What can she do?

S: She says she can wait for a bus. etc.

(g) To elicit : say ... must; that omitted. Pictures 13-16.

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

(h) To elicit : say ... will; that omitted. Pictures 13-16.

Conduct the drill in the way shown in (f) above. (i) To elicit complete statements involving the use of say followed by a noun clause in which that has been omitted.

T: What about the boy in number 1?

S: He says he is/feels tired. etc.

(j) To elicit negative and affirmative statements; that omitted.

T: Look at number 1. Is he tired or thirsty?

S: He says he isn't thirsty. He says he's tired. etc.

Practise each of the verbs shown.

If there is time, repeat some of these drills substituting think and be sure for say. That must be omitted in all statements.

#### Dictation

Dictate the answer to the written exercise in Lesson 100.

## Teaching Unit 52

### Lesson 103

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>		<b>VOCABULARY</b>			
		<b>Nouns</b>		<b>Adjectives</b>	
(I) could answer the questions.		examination		cheap	loud
They were very easy.		(English) paper		clever	low
(I) couldn't answer the questions.		guy		difficult	soft
They were too difficult.		rest		easy	sour
The questions were easy enough for me to answer.		French		expensive	stale
The questions were too difficult for me to answer.		Mathematics		fresh	stupid
How about you?		top		hard	sweet
That's why I could/couldn't		Maths.		high	
		<b>Verbs</b>		<b>Averbs</b>	<b>Expressions</b>
		fail		enough	Cheer up.
		pass		too	Not too bad.
		hate			

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* Ability and inability expressed with could/couldn't and too/very/enough.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about two people who have just taken an exam.

##### 2 Understand the situation

Ask the students to interpret the picture.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: How long did the exam last?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: How long did the exam last?

Answer: Three hours.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students

listen only.

#### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

#### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

Comprehension

\* Ask individual students questions. Students give natural answers.

1 T: Didn't Richard and Gary sit for an examination?

S: Yes, they did.

2 T: Does Richard think he passed in English and Mathematics?

S: Yes, he does.

3 T: What does Richard think about the questions?

S: He thinks that they were very easy.

4 T: How about Gary?

S: Gary thinks the English and Maths papers weren't easy enough for him.

5 T: Does Richard think he passed the French Test?

S: No, he doesn't.

6 T: How many of the questions could Richard answer?

S: Sixteen.

7 T: What about the rest of the questions?

S: They were too difficult for Richard.

8 T: Do they like French tests?

S: No, they don't.

9 T: How did the guy next to Gary do the exam?

S: Very badly.

10 T: Did he write much?

S: No, he didn't. He didn't write a word.

#### Asking questions

1 T: Ask me if Richard thinks he passed.

S: Does Richard think he passed?

T: Why ... ?

S: Why does Richard think he passed?

2 T: Ask me if the questions were easy.

S: Were the questions easy?

T: How ... ?

S: How were the questions?

3 T: Ask me if he could answer all the questions.

S: Could he answer all the questions?

T: Why couldn't ... ?

S: Why couldn't he answer all the questions?

4 T: Ask me if Richard hates French tests.

S : Does Richard hate French tests?

T : Why ... ?

S : Why does Richard hate French tests?

5 T : Ask me if he wrote his name at the top of the paper :

S : Did he write his name at the top of the paper?

T : Where ... ?

S : Where did he write his name?

Pattern drill : Books shut

To elicit echoed questions: affirmative and negative.

T : The examination was difficult.

S : Was it?

T : The examination wasn't easy.

S : Wasn't it? etc.

Tell the story

Ask individual students to look at the picture and Tell the story.

## Lesson 104

Alphabet drill: Books shut

Chorus, group or individual repetition

Write the letters A-P in alphabetical order, capitals only, on-the blackboard. Ask the class to repeat the letters after you, first in chorus, then in small groups. Then ask individual students to say aloud any letter you point at.

Repetition drill

(a) Chorus repetition

To elicit: Yes, (he) could. (They were easy) enough for (him) to (answer).  
No, (he) couldn't. (They were) too (difficult) for (him) to (answer).

\* Give the instructions Look at Lesson 104. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T: Look at picture A. Could he answer all the questions?

S: Yes, he could. They were easy enough for him to answer.

(2) T: Picture B. Could he answer all the questions?

S: No, he couldn't. They were too difficult for him to answer.

(3) T: Picture I. Could they hear the stereo?

S: Yes, they could. It was loud enough for them to hear.

(4) T: Picture J. Could they hear the stereo?

S: No, they couldn't. It was too low for them to hear.

T: Now you answer the questions. Ready?1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above. .

5 T: Picture O. Could she eat the orange?

S: Yes, she could. It was sweet enough for her to eat.

6 T: Picture P. Could she eat the orange?

S: No, she couldn't. It was too sour for her to eat.

7 T: Picture E. Could he buy the car?

S: Yes, he could. It was cheap enough for him to buy.

8 T: Picture F. Could he buy the car?

S: No, he couldn't. It was too expensive for him to buy.

9 T: Picture K. Could he climb over the wall?

S: Yes, he could. It was low enough for him to climb.

10 T: Picture L. Could he climb the wall?

S: No, he couldn't. It was too high for him to climb.

(b) Group or individual repetition

\* Ask small groups or individual students to repeat the questions and answers.

Pattern drill: Books open

\* Illustrate each exercise first by providing the stimulus and the

response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit : Because it was too/very ...

T: Look at picture A. Why could you answer the questions?

S: Because they were very easy.

T: Look at picture B. Why couldn't you answer the questions?

S: Because they were too difficult, etc.

(b) To elicit : That's why I could/couldn't ... Omit C and D.

T: Look at picture A. The questions were very easy.

S: That's why I could answer them.

T: Look at picture B. The questions were too difficult.

S: That's why I couldn't answer them. etc.

(c) To elicit : Yes / No, I could / couldn't. It was (easy) enough (for me) ... It was too (difficult) (for me) ... Omit C and D.

T: Look at picture A. Could you answer the questions?

S: Yes, I could. They were easy enough for me to answer.

T: Look at picture B. Could you answer the questions?

S: No, I couldn't. They were. too difficult for me to answer. etc.

#### Dictation

Dictate the answer to the written exercise in Lesson 102.

## Teaching Unit 53

### Lesson 105

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>	<b>VOCABULARY</b>		
	<b>Nouns</b>	<b>Verbs</b>	<b>Adjective</b>
I want/don't want (you) to (come) ...			
Tell (him) (not) to (come) ...	dictionary	carry	intelligent
How do you spell ...?	mistake	correct	
I'm sorry about that.	present	spell	
Question tags : affirmative/negative.			

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* Patterns with want and tell followed by a pronoun object are introduced in this lesson.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about someone who can't spell.

##### 2 Understand the situation

Ask the students to interpret the picture.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: What was Sandra's present?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: What was Sandra's present?

Answer: A dictionary.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud. Comprehension

\* Ask individual students questions. Students give natural answers.

1 T: Bob's the office assistant, isn't he?  
S: Yes, he is.  
2 T: Who wants to speak to Sandra?  
S: The boss does.3 T: What must Bob do?  
S: He must tell Sandra to come to the boss's office.  
4 T: Does the boss want Sandra to come at once?  
S: Yes, he does.  
5 T: What does the boss ask Sandra?  
S: He asks her how she spells 'intelligent'.  
6 T: How do you spell 'intelligent'?  
S: I-N-T-E-L-L-I-G-E-N-T.  
7 T: How did Sandra type it?  
S: With only one 'L'.  
8 T: What does the boss want Sandra to do?  
S: He wants her to type the letter again.  
9 T: What does he give Sandra?  
S: A little present. A dictionary.Asking questions  
1 T: Ask me if the boss wants to speak to Sandra.  
S: Does the boss want to speak to Sandra?  
T: Who ... ?  
S: Who does the boss want to speak to?  
2 T: Ask me if you spell 'intelligent' with two I's.  
S: Do you spell 'intelligent' with two I's.  
T: How ... ?  
S: How do you spell 'intelligent'?  
3 T: Ask me if Sandra typed it with one 1.  
S: Did Sandra type it with one 1?  
T: How ... ?  
S: How did Sandra type it?  
4 T: Ask me if the boss gave Sandra a dictionary.  
S: Did the boss give Sandra a dictionary?  
T: What...?  
S: What did the boss give Sandra?  
5 T: Ask me if it will help her.  
S: Will it help her?  
T: How...?  
S: How will it help her?  
Pattern drill: Books shut  
(a) To elicit echoed questions: affirmative and negative.  
T: Bob's an office assistant.  
S: Is he?  
T: Bob isn't a sales rep.  
S: Isn't he? etc.  
(b) To elicit: I must (decide) about it.

T : What must you do? ... decide.

S : I must decide about it. etc.

The following should be given as call words :

think; talk to you; see him; read; write to her; tell them; telephone him; ask him; speak to him.

**Tell the story**

Ask individual students to look at the pictures and Tell the story.

## Lesson 106

### Alphabet drill: Books shut

Chorus, group or individual repetition

Write the letters A-Z in alphabetical order, capitals only, on the blackboard. Ask the class to repeat the letters after you, first in chorus, then in small groups. Then ask individual students to say aloud any letter you point at.

### Repetition drill

#### (a) Chorus repetition

To elicit: Because (she) wants/doesn't want (him) to (carry it).

\* Give the instructions Look at Lesson 106. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T: Look at picture K. Why is the lady pointing at the suitcase?

S: Because she wants him to carry it.

(2) T: Picture R. Why is he giving her his photograph?

S: Because he wants her to keep it.

(3) T: Picture V. Why is she saying good bye to them?

S: Because she doesn't want them to miss it.

(4) T: Picture Z. Why is she taking the knife from him?

S: Because she doesn't want him to cut himself.

T: Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 . As in (4) above.

5 T: Picture O. Why is the policeman talking to the man and the woman?

S: Because he wants them to move it.

6 T: Picture Y. Why is the woman telling the girl to be careful?

S: Because she doesn't want her to lose it.

7 T: Picture M. Why is he putting a record on?

S: Because he wants them to listen to it.

8 T: Picture S. Why is she talking to the little boy?

S: Because she doesn't want him to hurt himself.

9 T: Picture N. Why is the attendant talking to the man?

S: Because he wants him to describe it.

10 T: Picture X. Why is the man showing his new car to his wife?

S: Because he doesn't want her to drive it.

#### (b) Group or individual repetition

\* Ask small groups or individual students to repeat the questions and answers.

### Pattern drill: Books open

\* Illustrate each exercise first by providing the stimulus and the

response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.(a) To elicit: I want you to (carry) it.

T: Look at picture K. What do you want me to do?

S: I want you to carry it. etc.

This exercise may be repeated to elicit:

He/she wants me to ...

(b) To elicit: Tell (him) to ...

T: Look at picture K. What shall I tell him?

S: Tell him to carry it. etc.

(c) To elicit: She /He wants him/her/them to ...

T: Look at picture K. What does she want him to do?

S: She wants him to carry it. etc.

(d) To elicit: (She) told (him) to ...

T: Look at picture K. What did she tell him?

S: She told him to carry it. etc.

This exercise may be repeated to elicit:

He/ She told me to ...

(e) To elicit: I don't want you to ...Omit V and X.

T: Look at picture S. Why must I be careful?

S: I don't want you to hurt yourself. etc.

This exercise may be repeated to elicit:

He/ She doesn't want me to ... (f) To elicit: Tell him not to ...

T: Look at picture S. What shall I tell him?

S: Tell him not to hurt himself. etc.

(g) To elicit: Because (she) doesn't want (him) to ...

T: Look at picture S. Why is she talking to him?

S: Because she doesn't want him to hurt himself. etc.

(h) To elicit: (She) told (him) not to ...

T: Look at picture S. What did she tell him?

S: She told him not to hurt himself. etc.

This exercise may be repeated to elicit:

He/ She told me not to ...

(i) To elicit: Do you want me to...? What do you want me to...? Pictures K-R.

T: Look at picture K. Ask me if I want you to carry it.

S: Do you want me to carry it?

T: What ... ?

S: What do you want me to carry? etc.

Dictation

Dictate the answer to the written exercise in Lesson 104.

## Teaching Unit 54

### Lesson 107

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>		<b>VOCABULARY</b>		
		Nouns	Verbs	Adverb
Would you like to ...?				
Could you (show me) ...?		assistant	compare	as well
It's (smaller) than ...		madam	suit	
It's the (smallest) in/of .../				
I have ever seen.				

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* The regular comparison of adjectives (-er/-est; -ier/-iest) is introduced in this lesson.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about fashionable dresses for ladies.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: What kind of dress does the lady want?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: What kind of dress does the lady want?

Answer: A blue dress like the first one, but in a larger size.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

#### Comprehension

\* Ask individual students questions. Students give natural answers.

1 T: Doesn't the lady like the blue dress?

S: Yes, she does.

2 T: Does she say the blue dress is lovely?

S: Yes, she does.

3 T: So why doesn't she want it?

S: It's too small for her.

4 T: Does she try the green dress as well?

S: Yes, she does. 5 T: What's the matter with the green dress?

S: It's too small for her (and the colour doesn't suit her).

6 T: Which dress is smaller, the blue one or the green one?

S: The blue one.

7 T: Does the lady think the blue dress is prettier than the green one?

S: Yes, she does.

8 T: Does the green dress suit the lady?

S: No, it doesn't.

9 T: What does the lady ask the assistant to show her?

S: A blue dress in a larger size.

10 T: Why can't the assistant get the lady a blue dress of her size?

S: Because the blue dress is the largest one in the shop.

#### Asking questions

1 T: Ask me if she likes this dress.

S: Does she like this dress?

T: What ... ?

S: What does she like?

2 T: Ask me if short skirts are in fashion now.

S: Are short skirts in fashion now?

T: Which ... ?

S: Which skirts are in fashion now?

3 T: Ask me if she likes the colour.

S: Does she like the colour?

T: Why doesn't ... ?

S: Why doesn't she like the colour?

4 T: Ask me if it suits her.

S: Does it suit her?

T: Why doesn't ... ?

S: Why doesn't it suit her?

5 T: Ask me if she's got a larger dress.

S: Has she got a larger dress?

T: Why hasn't ... ?

S: Why hasn't she got a larger dress?

#### Pattern drill: Books shut

(a) To elicit: Would you like to ... ?

T: I want you to try it.

S : Would you like to try it? etc.

The following may be substituted with the pattern I want you to ... :  
ask him; look at it; open it; turn it on; listen to it; have it; meet  
him; put it on; read it; take it; eat it; go there; show me; come with me;  
keep it; tell me about it.

(b) To elicit : Could you ... ?

T : Would you like to try it?

S : Could you try it? etc.

Most of the expressions given in (a) above could be substituted with  
the pattern Would you like to ... ?

(c) To elicit : I don't (like it) either.

T : I don't like the blue dress.

S : I don't like it, either. etc.

The following may be substituted :

work at night; watch television very much; type very well; live in London;  
remember him; enjoy birthday parties; believe him; want to go; have any  
breakfast; make many mistakes; read in bed; swim very well; feel very well;  
understand Russian.

Tell the story

Ask individual students to look at the pictures and Tell the story.

## Lesson 108

Spelling drill : Books shut

Write the alphabet, capital letters only, on the blackboard. Then conduct the following drill.

T: What's your name? How do you spell it?

Repetition drill

(a) Chorus repetition

To elicit : But that one is (taller). (He) is the (tallest policeman) I have ever seen.

\* Give the instructions Lesson 108. Do not open your book. Listen. Do not speak.

\* Play the examples on the tape.

(1) T: This policeman is tall.

S: But that one is taller. He is the tallest policeman I have ever seen.

(2) T: This woman is short.

S: But that one is shorter. She is the shortest woman I have ever seen.

(3) T: These cars are cheap.

S: But those cars are cheaper. They are the cheapest cars I have ever seen.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: This knife is sharp.

S: But that one is sharper. It is the sharpest knife I have ever seen.5

T: This girl is pretty.

S: But that one is prettier. She is the prettiest girl I have ever seen.

6 T: These office assistants are lazy.

S: But those office assistants are lazier. They are the laziest office assistants I have ever seen.

7 T: This church is big.

S: But that one is bigger. It is the biggest church I have ever seen.

8 T: This test is easy.

S: But that one is easier. It is the easiest test I have ever seen.

9 T: This knife is blunt.

S: But that one is blunter. It is the bluntest knife I have ever seen.

10 T: This boy is thin.

S: But that one is thinner. He is the thinnest boy I have ever seen.

(b) Group or individual repetition

\* Ask small groups or individual students to repeat the Repetition drill.

Pattern drill : Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit : (He) is younger than I am. (He) is the youngest in our class.

T: Tom is very young.

S: He is younger than I am. He is the youngest in our class. etc.

The following adjectives may be substituted :

old; clever; lucky; tall; lazy; fat; smart; pretty; thin; light; heavy; big.

(b) To elicit : I am younger than you are. I am the youngest in our class.

Conduct the drill in the way shown in (a) above, supplying the adjectives provided :

T . : I am very young.

S: I am younger than you are. I am the youngest in our class. etc.

(c) To elicit : It was (hotter) yesterday. The day before yesterday was the (hottest) in the year.

T: It is very hot today.

S: It was hotter yesterday. The day before yesterday was the hottest in the year. etc.

The following adjectives may be substituted :

cold; cool; warm; mild; nice; windy; wet.

(d) To elicit : That (policeman) is taller. He is the tallest I have ever seen.

T: This policeman is tall.

S: That policeman is taller. He is the tallest I have ever seen. etc.

The following may be substituted :

street/clean; sales rep/lazy; man/old; girl/pretty; river/long; test/easy; woman/short; woman/ fat; knife/ blunt; boy/thin; knife/sharp; church/big; car/cheap

(e) To elicit : No, (he) isn't. (He's younger).

T: He's older than I am.

S: No, he isn't. He's younger. etc.

The following may be substituted :

it's hotter today; it's cooler today; he's taller than I am; my car's older than yours; my case is lighter than yours; he's fatter than I am; my house is bigger than yours; he arrived earlier this morning; this knife is sharper than that one; my skirt is shorter than yours; these cakes are fresher than those; he's richer than I am; the floor's dirtier now.

(f) To elicit : No, (he) isn't. (He's) the youngest.

T: He's the oldest student in the class.

S: No, he isn't. He's the youngest. etc.

The following may be substituted :

it's the hottest day in the year; it's the coolest day in the year;

he's the tallest in the class; my car's the oldest of them all; my house is the biggest; this knife is the bluntest; these cakes are the stalest; he is the richest man I have ever met; my skirt is the shortest; he's the fattest in the class.

Dictation

Dictate the answer to the written exercise in Lesson 106.

## Teaching Unit 55

### Lesson 109

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>	<b>VOCABULARY</b>		
	<b>Nouns</b>	<b>Verb</b>	<b>Expressions</b>
Shall I (make some coffee)?	advice idea teaspoonful  <b>Adverb</b>	smoke   instead	It doesn't matter. What a pity!
I've got very little /a little.			
I've got very few/a few.			
I've got more/the most/less/ the least/fewer/the fewest.			
It is better/the best/worse/ the worst.			

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* The irregular comparison of common adjectives; their use with countable and uncountable nouns : Students also see the use of some (not any) in offers phrased as questions : Would you like ... ?

#### Listening Comprehension

##### 1 Introduce the story

T : Today we'll listen to a story about two friends having coffee together.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T : Listen to the story and see if you can answer this question : What does Jane have with her coffee?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question : What does Jane have with her coffee?

Answer : Jane has a biscuit with her coffee.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in

chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.  
Comprehension

\* Ask individual students questions. Students give natural answers.

1 T: Is Charlotte going to make coffee or tea?

S: Coffee.

2 T: What does Jane think about that?

S: She thinks (that) it's a good idea. 3 T: How much milk does Jane want?

S: Just a little.

4 T: Does Jane want any sugar?

S: Yes, she does.

5 T: How much sugar does she want?

S: She wants one and a half teaspoonfuls.

6 T: Would Jane like some more coffee?

S: Yes, she would.

7 T: What else would Jane like?

S: She'd like a cigarette too.

8 T: Where does Jane look for cigarettes?

S: In the box.

9 T: Are there any?

S: No, there aren't. The box is empty.

10 T: What's Charlotte's advice?

S: Eat more and smoke less.

Asking questions

1 T: Ask me if Jane wants any milk in her coffee.

S: Does Jane want any milk in her coffee?

T: How much ... ?

S: How much milk does Jane want in her coffee?

2 T: Ask me if she wants two teaspoonfuls of sugar.

S: Does she want two teaspoonfuls of sugar?

T: How many ... ?

S: How many teaspoonfuls of sugar does she want?

3 T: Ask me if she would like some more.

S: Would she like some more?

T: Why...?

S: Why would she like some more?

4 T: Ask me if there are any cigarettes in that box.

S: Are there any cigarettes in that box?

T: How many ... ?

S: How many cigarettes are there in that box?

5 T: Ask me if she will have a biscuit instead.

S: Will she have a biscuit instead?

T: What ... ?

S: What will she have instead?

Pattern drill: Books shut

(a) To elicit: Shall I ...? (= Do you want me to ...?)

T: Do you want me to make some coffee?

S: Shall I make some coffee? etc.

The following may be substituted:

correct this letter; return tomorrow; move these suitcases; repair these shoes; turn on the light; sweep the floor; remain here; answer the telephone; call the doctor.

(b) To elicit: I'd like a(n)/some ...

T: What would you like? ... cigarette.

S: I'd like a cigarette. etc.

Substitute the following:

egg; beer; sugar; chocolate; tea; glass of milk; biscuits; packet of cigarettes; apple; piece of cake; wine; cheese.

Tell the story

Ask individual students to look at the pictures and Tell the story.

## Lesson 110

### Repetition drill

#### (a) Chorus repetition

To elicit: I've got less/fewer than you have.

I've got very little/few.

\* Give the instructions Lesson 110. Do not open your book. Listen. Do not speak.

\* Play the examples on the tape.

(1) T: I've got some coffee.

S: I've got less than you have. I've got very little.

(2) T: I've got some books.

S: I've got fewer than you have. I've got very few.

(3) T: I've got some meat.

S: I've got less than you have. I've got very little.

T: Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: I've got some money.

S: I've got less than you have. I've got very little.

5 T: I've got some vegetables.

S: I've got fewer than you have. I've got very few.

6 T: I've got some biscuits.

S: I've got fewer than you have. I've got very few.

7 T: I've got some stationery.

S: I've got less than you have. I've got very little.

8 T: I've got some chocolate.

S: I've got less than you have. I've got very little.

9 T: I've got some presents.

S: I've got fewer than you have. I've got very few.

10 T: I've got some ink.

S: I've got less than you have. I've got very little.

#### (b) Group or individual repetition

\* Ask small groups or individual students to repeat the drill.

### Pattern drill: Books shut

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit: I haven't got much. I've got very little. I haven't got many. I've got very few.

T: Have you got any coffee?

S: I haven't got much. I've got very little.

T: Have you got any biscuits?

S: I haven't got many. I've got very few. etc.

The following countable and uncountable nouns should be substituted:

jam; oranges; presents; potatoes; fruit; soap; wine; peaches; books; eggs; money; ink; meat; apples; vegetables; butter; stationery; suitcases; groceries; glue.

(b) To elicit: I've got a little/a few, too.

T: I've got some coffee.

S: I've got a little, too.

T: I've got some biscuits.

S: I've got a few, too. etc.

The call words given in (a) above should be substituted.

(c) To elicit: I've got more (coffee) than you have.

T: I've got some coffee.

S: I've got more coffee than you have.

T: I've got some biscuits.

S: I've got more biscuits than you have. etc.

The call words given in (a) above should be substituted.

(d) To elicit: I've got fewer/ less than you have.

T: I've got very little coffee.

S: I've got less than you have.

T: I've got very few biscuits.

S: I've got fewer than you have. etc.

The call words given in (a) above should be substituted.

(e) To elicit: I've got fewer/ less than you have.

T: I've got some coffee.

S: I've got less than you have.

T: I've got some biscuits.

S: I've got fewer than you have. etc.

The call words given in (a) above should be substituted.

(f) To elicit: I've got the fewest/ least.

T: I haven't got much coffee.

S: I've got the least.

T: I haven't got many biscuits.

S: I've got the fewest. etc.

The call words given in (a) above should be substituted.

(g) To elicit: I've got the fewest/ least.

T: I've got a lot of coffee.

S: I've got the least.

T: I've got a lot of biscuits.

S: I've got the fewest. etc.

The call words given in (a) above should be substituted.

Dictation

Dictate the answer to the written exercise in Lesson 108.

## Teaching Unit 56

### Lesson 111

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>	<b>VOCABULARY</b>	
	<b>Nouns</b>	<b>Expressions</b>
It's more/less (expensive).	deposit	(I) can't afford ...
It's the most/least (expensive).	model	on instalments
It's as (good) as ...	instalments price	
It's not as (good) as ...	on instalments	
	millionaire television.	

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* Comparing adjectives of two or more syllables. The use of (not) as ... as.

#### Listening Comprehension

##### 1 Introduce the story

T : Today we'll listen to a story about someone buying things on instalments.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question : Can Mr. Frith buy the television on instalments? How does it work?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question : Can Mr. Frith buy the television on instalments? How does it work?

Answer : Yes. He can pay a deposit of thirty pounds, and then fourteen pounds a month for three years.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

### Comprehension

\* Ask individual students questions. Students give natural answers.

1 T: What does Mr. Frith think about the first television?

S: No, it isn't.

2 T: Is it one of the cheaper models?

S: He likes it very much.

3 T: Is there a more expensive model in the shop?

S: No, there isn't.

4 T: What does Mr. Frith think about the price?

S: It's too expensive for them.

5 T: How much does the less expensive model cost?

S: Three hundred pounds.

6 T: Is the less expensive model as good as the first one?

S: No, it isn't.

7 T: How can Mr. Frith buy the model he wants?

S: He can buy it on instalments.

8 T: Will the television be more expensive on instalments?

S: Yes, it will.

9 T: How much will it cost?

S: It'll cost £534.

10 T: Does Mrs. Frith think this is a good idea?

S: Not really.

### Asking questions

1 T: Ask me if the television costs a lot.

S: Does the television cost a lot?

T: How much ... ?

S: How much does the television cost?

2 T: Ask me if it's the most expensive model in the shop.

S: Is it the most expensive model in the shop?

T: Which ... ?

S: Which is the most expensive model in the shop?

3 T: Ask me if Mr. Frith likes this model.

S: Does Mr. Frith like this model?

T: Why doesn't ... ?

S: Why doesn't Mr. Frith like this model?

4 T: Ask me if he can pay thirty pounds as a deposit.

S: Can he pay thirty pounds as a deposit?

T: How much ... ?

S: How much can he pay as a deposit?

5 T: Ask me if millionaires buy things on instalments.

S: Do millionaires buy things on instalments?

T: How ... ?

S: How do millionaires buy things? Pattern drill: Books shut

(a) To elicit echoed questions: affirmative and negative.

T: Mr. Frith doesn't want to buy television.

S: Doesn't he? etc.

(b) To elicit question tags: negative/affirmative only.

T: Mr. Frith doesn't want to buy television.

S: Mr. Frith doesn't want to buy television, does he? etc.

(c) To elicit: (He certainly does).

T: Does Mr. Frith like the expensive television?

S: He certainly does. etc.

Ask questions about the dialogue to elicit tag answers with certainly.

Then repeat the drill to elicit tag answers with of course: Of course, he does.

**Tell the story**

Ask individual students to look at the pictures and Tell the story.

## Lesson 112

### Spelling drill: Books shut

Conduct the following drill without writing the alphabet on the blackboard:

T: What's your name? How do you spell it? What's your address? How do you spell it?

### Repetition drill:

#### (a) Chorus repetition

To elicit: No, he/she/it isn't.

He/She/It is (not) as ... as ...

\* Non-alphabetical sequence.

\* Give the instructions Look at Lesson 112. Look and listen. Do not speak.

\* Play the examples on the tape.

(1) T: Look at picture a. Is the red apple sweeter than the green one?

S: No, it isn't. The red apple is as sweet as the green one.

(2) T: Picture c. Is the man shorter than the woman?

S: No, he isn't. The man is as short as the woman.

(3) T: Picture 1. Is the television on the left more expensive than the television on the right?

S: No, it isn't. The television on the left is not as expensive as the television on the right.

T: Now you do the same. Ready? 1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Picture e. Is the red pencil blunter than the green one?

S: No, it isn't. The red pencil is as blunt as the green one.

5 T: Picture k. Is the white handbag newer than the black one?

S: No, it isn't. The white handbag is not as new as the black one.

6 T: Picture b. Is the policeman taller than the policewoman?

S: No, he isn't. The policeman is as tall as the policewoman.

7 T: Picture i. Is the woman on the left smarter than the woman on the right?

S: No, she isn't. The woman on the left is not as smart as the woman on the right.

8 T: Picture d. Is the boy older than the girl?

S: No, he isn't. The boy is as old as the girl.

9 T: Picture j. Is the brown case lighter than the blue one?

S: No, it isn't. The brown case is not as light as the blue one.

10 T: Picture f. Is the white knife sharper than the black one?

S: No, it isn't. The white knife is as sharp as the black one.

#### (b) Group or individual repetition

\* Ask small groups or individual students to repeat the questions and

answers.

Pattern drill: Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) Use the expressions 'on the left/on the right' if necessary to distinguish between pairs.

To elicit: (The green apple is as sweet as the red apple.)

T: What about the green apple in picture a?

S: The green apple is as sweet as the red apple. etc.

(b) To elicit: (The blue car is not as clean as the red car.)

T: What about the blue car in picture g?

S: The blue car is not as clean as the red car. etc.

(c) To elicit: I am as (busy) as you are. I am not as (busy) as you are.

T: I am busy.

S: I am as busy as you are.

T: I am not very busy.

S: I am not as busy as you are. etc.

The following adjectives may be substituted:

old; tired; lazy; thin; tall; clever; pretty; intelligent; young; stupid; fat; careful; short

(d) To elicit: No, it isn't. It is more (interesting).

T: My book is less interesting than yours.

S: No, it isn't. It is more interesting. etc.

The following statements may be substituted:

it is less pleasant today than yesterday; my book is less exciting than yours;

I am less careful than you; Mary is less beautiful than Jane;  
this test is less difficult than last year's; my radio is less expensive than yours;

Tom is less intelligent than Bill.

(e) To elicit: No, it isn't. It is less (interesting).

Conduct the exercise in the way shown in (a) above reversing the adjectives.

(f) To elicit: It is the most (interesting book I have ever read).

T: That book is very interesting.

S: It is the most interesting book I have ever read. etc.

Substitute appropriate expressions taken from (d) above; met, seen, and done will have to be used in place of read.

(g) To elicit: It is the least (interesting book I have ever read).

Conduct the exercise in the way shown in (f) above by giving a negative

stimulus.

**Dictation**

Dictate the answer to the written exercise in Lesson 110.

## Teaching Unit 57

### Lesson 113

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>		<b>VOCABULARY</b>		
		Nouns	Verbs	Expressions
I've got no (cake/biscuits).				
I've got none.		conductor	change	small change
Neither (have) I.		passenger	get off	Fares please.
So (have) I.		ten-pound note		Except (us).
		square		
		tramp		

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* Any is contrasted with no and none. Negative and affirmative patterns with either/neither and so.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about a man who wants to pay his bus fare with a ten-pound note.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: Who has got some small change?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: Who has got some small change?

Answer: The two tramps have.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

### Comprehension

- \* Ask individual students questions. Students give natural answers.
- 1 T: Where does the man want to go?  
S: He wants to go to Trafalgar Square.
- 2 T: What does he give the conductor for his fare?  
S: He gives the conductor a ten-pound note.
- 3 T: Does the conductor have any small change?  
S: NO, he doesn't.
- 4 T: Has the man got any small change?  
S: No, he hasn't.
- 5 T: What does the conductor say he will do?  
S: He says he will ask some of the passengers.
- 6 T: Does the first passenger have any small change?  
S: No, he doesn't.
- 7 T: Does the second passenger have any small change?  
S: No, he doesn't have any either.
- 8 T: What does the conductor ask the man to do?  
S: He asks the man to get off the bus.
- 9 T: Does anyone have any small change?  
S: Yes, the two tramps do.

### Asking questions

- 1 T: Ask me if the man wants to go to Trafalgar Square.  
S: Does the man want to go to Trafalgar Square?  
T: Where...?  
S: Where does the man want to go?
- 2 T: Ask me if the conductor can change a ten-pound note.  
S: Can the conductor change a ten-pound note?  
T: Why can't...?  
S: Why can't the conductor change a ten-pound note?
- 3 T: Ask me if the conductor will ask the passengers.  
S: Will the conductor ask the passengers?  
T: Who...?  
S: Who will the conductor ask?
- 4 T: Ask me if the man must get off the bus.  
S: Must the man get off the bus?  
T: Why...?  
S: Why must the man get off the bus?
- 5 T: Ask me if the tramps have got some small change.  
S: Have the tramps got some small change?  
T: Who...?  
S: Who has got some small change?

### Pattern drill: Books shut

- (a) To elicit echoed questions: affirmative and negative.  
T: The man Wants to go to Trafalgar Square.

S : Does he? etc.

(b) To elicit : Neither can I.

T : I can't change a ten-pound note.

S : Neither can I. etc.

Make negative statements substituting the following verbs :

speak Russian; describe it : come tomorrow; meet him; read Chinese; swim very well; do this test; drive; understand you.

(c) To elicit : So can I.

T : I can change a ten-pound note.

S : So can I. etc.

Make affirmative statements substituting the expressions given in (b) above.

**Tell the story**

Ask individual students to look at the pictures and Tell the story.

## Lesson 114

Spelling drill : Books shut

Write the alphabet on the blackboard , small letters only . Then conduct the following drill .

T : How do you spell ' empty ' ? How do you spell ' empties ' ?

The following should be asked A spelling rule may be given :

cry/cries; hurry/hurries; carry/tries; carry/carries; fly/flies;  
stay/stays; play/plays; enjoy/enjoys; buy/buys.

Repetition drill

(a) Chorus repetition

To elicit : So (am) I. Neither (am) I.

\* Give the instructions Lesson 114 Do not open your book. Listen. Do not speak.

\* Play the examples on the tape.(1) T : I'm hungry.

S : So am I.

(2) T : I'm not tired.

S : Neither am I.

(3) T : I want some coffee.

S : So do I.

(4) T : I don't want any tea.

S : Neither do I.

T : Now you do the same.

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above.

5 T : I was at the party last night.

S : So was I.

6 T : I wasn't tired this morning.

S : Neither was I.

7 T : I can swim very well.

S : So can I.

8 T : I can't speak Chinese.

S : Neither can I.

9 T : I saw George last night.

S : So did I.

10 T : I didn't buy a new car last year.

S : Neither did I.

11 T : I've got a cold.

S : So have I.

12 T : I haven't got a headache.

S : Neither have I.

(b) Group or individual repetition

\* Ask small groups or individual students to repeat the Repetition drill. **Pattern drill:** Books shut

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit : There's/There are no... none.

T: Is there any beer in the refrigerator?

S: There's no beer in the refrigerator. There's none. etc.

The following should be substituted :

bread/cheese/jam on the table;

biscuits/envelopes in this packet;

whisky/beer/wine/milk/ink/glue in this bottle;

dictionaries/books/magazines/newspapers/plates on that shelf.

(b) To elicit : I've got no... none.

T: Have you got any beer?

S: I've got no beer. I've got none. etc.

Substitute the countable and uncountable nouns given in (a) above.

(c) To elicit : I haven't got any either.

T: I've got no beer.

S: I haven't got any either. etc.

Substitute the countable and uncountable nouns given in (a) above.

(d) To elicit : Neither am/was/can/do/did I.

T: I'm not tired.

S: Neither am I. etc.

Make negative statements using the following expressions : I'm not hungry; didn't meet him; wasn't at church yesterday; don't like ice cream; can't swim; I'm not busy; didn't miss the train; wasn't at home yesterday; don't believe him; can't come with him; I'm not a doctor; wasn't ill; don't feel tired.

(e) To elicit : So am/was/can/do/did I.

T: I'm tired.

S: So am I. etc.

Make affirmative statements using the expressions given in (d) above.

(f) To elicit : I (bought) no...none.

T: Did you buy any magazines?

S: I bought no magazines. I bought none. etc.

The following may be substituted :

drink any whisky; eat any apples; make any mistakes; write any letters; sell any vegetables; meet any people; read any magazines; type any letters; ask any questions

(g) To elicit : I (didn't buy) any either.

T: I didn't buy any magazines.

S: I didn't buy any, either. etc.

Make negative statements substituting the expressions given in (f) above.

**Dictation**

Dictate the answer to the written exercise in Lesson 112.

## Teaching Unit 58

### Lesson 115

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>	<b>VOCABULARY</b>			
	<b>Nouns</b>	<b>Verbs</b>	<b>Adjectives</b>	<b>Preposition</b>
Every/No/Any/Some compounds.				
There's none left.	glass	invite	asleep	through
Have something to drink.	lemonade	joke	impossible	
They must be somewhere.		knock	quiet	

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* Compounds of every/no/any/some are introduced here.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about a lunch party.

##### 2 Understand the situation

Ask the students to interpret the pictures.

3 Listening objective  
T: Listen to the story and see if you can answer this question: What does Jim have to drink?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: What does Jim have to drink?

Answer: Beer.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

#### Comprehension

\* Ask individual students questions. Students give natural answers.

1 T: Why does Jim think that there is no one at home?

S: Because everything is very quiet.

2 T: Will Jim go away or will he knock again?

S: He'll knock again.

3 T: Why does Helen think it is impossible that

there's no one at home?

S : Because Carol and Tom invited them to lunch.

4 T : What does Helen ask Jim to do?

S : She asks Jim to look through the Window.

5 T : Can Jim see anything?

S : No, he can't.

6 T : Where do they find their friends? S : In the garden.

7 T : Why is everyone in the garden?

S : Because everybody Wants to have lunch out there.

8 T : What would Jim like to drink?

S : He'd like a glass of beer.

9 T : Is there any beer left?

S : Yes, there is.

#### Asking questions

1 T : Ask me if Jim will knock at the door.

S : Will Tim knock at the door?

T : Who...?

S : Who Will knock at the door?

2 T : Ask me if Tom and Carol invited them to lunch.

S : Did Tom and Carol invite them to lunch?

T : Who...?

S : Who invited them to lunch?

3 T : Ask me if everyone is in the garden.

S : Is everyone in the garden?

T : Where...?

S : Where is everyone?4 T : Ask me if Jim can have some lemonade to drink.

S : Can Jim have some lemonade to drink?

T : What...?

S : What can Jim have to drink?

5 T : Ask if Jim wants some beer.

S : Does Jim want some beer?

T : What...?

S : What does Jim want?

#### Pattern drill : Books shut

(a) To elicit echoed questions : affirmative and negative.

T : Jim will knock again.

S : Will he? etc.

(b) To elicit question tags : affirmative/negative only.

T : Jim will knock again.

S : Jim will knock again, won't he? etc.

(c) To elicit : There is/are none left.

T : Can I have some chocolate?

S : There is none left.

T : Can I have some biscuits?

S : There are none left. etc.

Substitute the following countable and uncountable nouns :

tea; lunch; boxes of matches; aspirins; sugar; milk; fruit; pieces of chalk; tins of tobacco; vegetables; honey; wine; medicine; jars of jam; packets of cigarettes; grapes; meat.

Tell the story

Ask individual students to look at the pictures and Tell the story.

## Lesson 116

### Spelling drill : Books shut

Write the alphabet on the blackboard, small letters only. Then conduct the following drill.

T: How do you spell ' family ' ?

How do you spell ' families ' ?

The following should be asked. A spelling rule may be given :

sky/skies; country/countries; penny/pennies; dictionary/dictionaries; city/cities; nationality/nationalities; boy/boys; day/days; way/ways; x-rays/x-rays; holiday/holidays

### Repetition drill

#### (a) Chorus repetition

To elicit affirmative statements with no-compounds.

\* Give the instructions Lesson 116. Do not open your book. Listen. Do not speak.

\* Play the examples on the tape.

(1) T: Did you see anyone yesterday?

S: No, I saw no one.

(2) T: Did you hear anything?

S: No, I heard nothing.

(3) T: Did anyone speak to you?

S: No, no one spoke to me.

(4) T: Did you go anywhere yesterday?

S: No, I went nowhere.

T: Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above.

5 T: Did you buy anything this morning? S: No, I bought nothing.

6 T: Did you write to anyone yesterday?

S: No, I wrote to no one.

7 T: Did anyone meet you at the station?

S: No, no one met me.

8 T: Did anything happen?

S: No, nothing happened.

9 T: Did anyone come when I was out?

S: No, no one came.

10 T: Did anybody tell you?

S: No, nobody told me.

#### (b) Group or individual repetition

\* Ask small groups or individual students to repeat the questions and answers.

Pattern drill : Books open

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit : Everyone is...

T: They're all watching television.

S: Everyone's watching television. etc.

The following may be substituted :

looking out of the window; hurrying to work; enjoying themselves; eating; drinking lemonade; swimming in the river; sitting in the garden; returning; sleeping; talking.

(b) To elicit : Everybody is...

Conduct the drill in the way shown in (a) above substituting the same expressions.

(c) To elicit : I (saw) no one.

T: Did you see anyone?

S: I saw no one. etc.

Substitute the following verbs :

tell; get; talk to; meet; hear; ask; find; show; bring.

(d) To elicit : I (saw) nobody.

Conduct the drill in the way shown in (c) above substituting the same verbs.

(e) To elicit : Everything's...

T: It's all dirty

S: Everything's dirty. etc.

Substitute the following adjectives :

(f) To elicit : Nothing's... T: IS it difficult?

S: Nothing's difficult. etc.

Substitute the following adjectives :

easy; urgent; certain; expensive; interesting; nice; ready.

(g) To elicit : There's nothing (on) this (shelf), but there's something (on) that one.

T: Is there anything on this shelf?

S: There's nothing on this shelf, but there's something on that one. etc.

Substitute the following phrases :

in this box; in this shop; on this table; in this refrigerator; under this chair; in this tin; on this wall; in this packet.

(h) To elicit : I've got nothing to (wear).

T: Have you got anything to wear?

S: I've got nothing to wear. etc.

Substitute the following verbs :

eat; drink; read; do; pack; sell; write; type; lose.

(i) To elicit : I've got something to (wear).

Conduct the drill in the way shown in (h) above substituting the same verbs.

**Dictation**

Dictate the answer to the written exercise in Lesson 114.

## Teaching Unit 59

### Lesson 117

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>		<b>VOCABULARY</b>	
		<b>Nouns</b>	<b>Verbs</b>
When (he was going) into the		coin	ring
dining room (he dropped) ...		dining room	swallow
Just as he was ...		toilet	
While she (was cooking), he			
(was working) in the garden.			
We both tried ...			
He had already (swallowed them).			

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* The past continuous is introduced with when, while and just as. The past perfect is introduced passively.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about a little boy called Tommy and what he had for breakfast.

##### 2 Understand the situation

Ask the students to interpret the pictures.

T: Listen to the story and see if you can answer this question: What does she mean by 'change' in the last sentence?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: What does she mean by 'change' in the last sentence? Answer: She means the coins the child swallowed.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line. and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

### Comprehension

\* Ask individual students questions. Students give natural answers.

1 T: What was her husband doing when he dropped the coins?

S: They were everywhere

2 T: Where were the coins?

S: He was going into the dining room.

3 T: Did they look for the coins?

S: Yes, they did.

4 T: Could they find them all?

S: No, they couldn't.

5 T: Who found some small coins on the floor?

S: Their son, Tommy, did.

6 T: What were they doing when Tommy found the coins?

S: They were having breakfast.

7 T: What did Tommy put in his mouth?

S: Both coins.

8 T: Why was it too late for them to get the coins?

S: Because Tommy had already swallowed them.

9 T: What was Tommy's mother doing when her husband phoned?

S: She was doing the housework.

### Asking questions

1 T: Ask me if he dropped some coins on the floor.

S: Did he drop some coins on the floor?

T: What...?

S: What did he drop on the floor?

2 T: Ask me if they could find them all.

S: Could they find them all?

T: Why couldn't?

S: Why couldn't they find them all?

3 T: Ask me if Tommy found two small coins on the floor.

S: Did Tommy find two small coins on the floor?

T: What...?

S: What did Tommy find on the floor? 4 T: Ask me if he put them into his mouth.

S: Did he put them into his mouth?

T: Where...?

S: Where did he put them?

5 T: Ask me if he has been to the toilet.

S: Has he been to the toilet?

T: How many times...?

S: How many times has he been to the toilet?

### Pattern drill: Books shut

(a) To elicit echoed questions: affirmative and negative.

T: He wasn't going into the kitchen.

S : Wasn't he? etc.

(b) To elicit question tags : affirmative/negative;  
negative/affirmative.

T: He was going into the dining room.

S: He was going into the dining room, wasn't he?

T: He Wasn't going into the kitchen.

S: He wasn't going into the kitchen, was he? etc.

(c) To elicit : Yes, we both (tried to get the coins).

T: Did the two of you try to get the coins?

S: Yes , we both tried to get the coins. etc.

Substitute the following :

miss the train; knock at the door; meet him at the station; make appointments; hurt yourselves; get off the bus; leave early; slip; find all this money.

Tell the story

Ask individual students to look at the pictures and Tell the story.

## Lesson 118

Spelling drill : Books shut

Conduct the following drill without writing the alphabet on the blackboard :

T : How do you spell 'watches' ?

The following should be asked A spelling rule may be given :

air hostesses; lunches; glasses; matches; dishes; crashes; bosses; boxes; potatoes; addresses; tomatoes.

Repetition drill

(a) Chorus repetition

To elicit affirmative statements involving the use of the past continuous and the simple past.

\* Give the instructions Lesson 118. Do not open your book Listen. Do not speak.

\* Play the examples on the tape.

(1) T : What were you doing when he arrived?

I was having a bath.

S : I was having a bath when he arrived.

(2) T : What was Mary doing when the telephone rang?

She was washing the dishes.

S : She was washing the dishes when the telephone rang.

(3) T : What was your mother doing when the postman came?

She was making the beds.

S : She was making the beds when the postman came.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (2) above.

4 T : What were you doing when it happened?

I was telephoning my sister.

S : I was telephoning my sister when it happened.

5 T : What were the children doing when the milk boiled over?

They were reading

S : They were reading when the milk boiled over.

6 T : What were you doing when the baby broke that cup?

I was making tea.

S : I was making tea when the baby broke that cup.

7 T : What were you doing when your mother came into the room?

I was listening to the stereo.

S : I was listening to the stereo when my mother came into the room.

8 T : What was your father doing when he heard the news?

He was working in the garden.

S : He was working in the garden when he heard the news.

9 T: what was your sister doing when George knocked at the door?

S: She was cleaning her shoes.

S: She was cleaning her shoes when George knocked at the door.

10 T: What was your son doing when his friends arrived?

S: He was doing his homework.

S: He was doing his homework when his friends arrived.

(b) Group or individual repetition

\* Ask small groups or individual students to repeat the questions and answers.

Pattern drill: Books shut

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit : (I was having a bath) when he arrived.

T: What were you doing when he arrived?... having a bath.

S: I was having a bath when he arrived. etc.

The following cues may be given :

cooking a meal; washing the dishes; working in the garden; typing letters; shaving; boiling the milk; telephoning my sister; dusting the bedroom; leaving home; making the beds; having my breakfast/lunch/dinner.

(b) To elicit : When he arrived (I was having a bath).

Conduct the exercise in the way shown in (a) above providing the same cues.

(c) To elicit : He arrived just as I was leaving.

T: When did he arrive? ... leaving.

S: He arrived just as I was leaving. etc.

Provide the following call words :

going to bed; finishing my work; returning home; answering the phone; knocking at the door; shutting the door; walking away.

(d) To elicit : He arrived while (I was having a bath).

T: When did he arrive? ... having a bath.

S: He arrived while I was having a bath. etc.

The call words given in (a) above should be substituted.

(e) To elicit : While I was cooking the dinner, he (was working in the garden).

T: What was he doing while you were cooking the dinner? ... working in the garden.

S: While I was cooking the dinner, he was working in the garden. etc.

Provide the following cues :

having a wash; watching the television; cleaning his shoes; listening to the stereo; making tea; changing his suit; sitting in the dining room; reading the paper; driving home from work.

(f) To elicit : I was cooking the dinner while he (was working in the

garden).

T: What was he doing while you were cooking the dinner? ... working in the garden.

S: I was cooking the dinner while he was working in the garden. etc.

Supply the cues given in (e) above.

Dictation

Dictate the answer to the written exercise in Lesson 116.

## Teaching Unit 60

### Lesson 119

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>	<b>VOCABULARY</b>			
	<b>Nouns</b>	<b>Verbs</b>	<b>Adjectives</b>	<b>Expressio</b>
After they (had entered) the house, they (went)....	parrot	enter	dark	What's up?
We had had dinner before they (arrived).	story	happen	true	
It was (dark) so they (turned on a torch).	thief			
	torch			
	voice			

#### General remarks

- \* Try as far as possible to conduct the Lesson in English.
- \* The past perfect is introduced here.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about two thieves.

##### 2 Understand the situation

Ask the students to interpret the pictures.

3 Listening objective  
T: Listen to the story and see if you can answer this question: Who called out to the thieves in the dark?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: Who called out to the thieves in the dark?

Answer: George's parrot, Henry.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

Comprehension

- \* Ask individual students questions. Students give natural answers.

1 T: How long ago did this story happen?  
S: It happened a year ago.  
2 T: What was George doing when two thieves climbed into his kitchen?  
S: He was reading in bed. 3 T: Where did they go after they had entered the house?  
S: They went into the dining room.  
4 T: What kind of light did they have with them?  
S: They had a torch.  
5 T: What did they hear suddenly?  
S: They heard a voice behind them.  
6 T: What did the thieves do?  
S: They dropped the torch and ran away. as quickly as they could.  
7 T: What could George see when he came downstairs?  
S: He couldn't see anyone.  
8 T: Who had called out in the dark?  
S: George's parrot, Henry, had.

#### Asking questions

1 T: Ask me if it happened to a friend of mine.  
S: Did it happen to a friend of yours?  
T: What...?  
S: What happened to a friend of yours?  
2 T: Ask me if George was reading in bed.  
S: Was George reading in bed?  
T: When...?  
S: When was George reading in bed?  
3 T: Ask me if the thieves went into the dining room.  
S: Did the thieves go into the dining room?  
T: Where...?  
S: Where did the thieves go? 4 T: Ask me if they heard a voice behind them.  
S: Did they hear a voice behind them?  
T: What...?  
S: What did they hear behind them?  
5 T: Ask me if George came downstairs.  
S: Did George come downstairs?  
T: When...?  
S: When did George come downstairs?

#### Pattern drill: Books shut

(a) To elicit echoed questions: affirmative and negative.  
T: I like stories.  
S: Do you? etc.  
(b) To elicit question tags : affirmative/negative; negative/affirmative.  
T: You like stories.

S : You like stories, don't you? etc.

(c) To elicit : Yes, (he) is a friend of (mine).

T : Is he your friend?

S : Yes, he's a friend of mine. etc.

The following possessive pronouns should be elicited : yours, his, hers, ours, theirs.

(d) To elicit : Yes, (he) is (my) friend.

T : Is he a friend of yours?

S : Yes, he's my friend. etc.

The following possessive adjectives should be elicited : your, his, her, our, their.

**Tell the story**

Ask individual students to look at the pictures and Tell the story.

## Lesson 120

Spelling drill: Books shut

Conduct the following drill without writing the alphabet on the blackboard.

T: How do you spell 'Wife' / 'wives'?

The following should be asked. A spelling rule may be given:

housewife/housewives; shelf/shelves; half/halves; loaf/loaves; knife/knives; thief/thieves; yourself/yourselves.

Repetition drill

(a) Chorus repetition

To elicit affirmative statements involving the use of the simple past and past perfect.

\* Give the instructions Lesson 120. Do not open your book. Listen. Do not speak.

\* Play the examples on the tape.

(1) T: Did you read the book?

Yes; but I saw the film first.

S: I read the book after I had seen the film.

(2) T: Did you go to the doctor?

Yes, but I made an appointment first.

S: I went to the doctor after I had made an appointment.

(3) T: Did the boss leave the office?

Yes, but he finished his work first.

S: He left the office after he had finished his work.

T: Now you do the same. Ready? 1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Did your wife go out?

Yes, but she finished the housework first.

S: She went out after she had finished the housework.

5 T: Did your teacher give you your exercise book?

Yes, but he corrected it first.

S: He gave me my exercise book after he had corrected it.

6 T: Did your sister go on holiday?

Yes, but she took the examination first.

S: She went on holiday after she had taken the examination.

7 T: Did you buy a new car?

Yes, but I sold my old one first.

S: I bought a new car after I had sold my old one.

8 T: Did your mother sweep the floor?

Yes, but she dusted the cupboard first.

S: She swept the floor after she had dusted the cupboard.

9 T: Did you drink the milk?

Yes, but I boiled it first.

S: I drank the milk after I had boiled it.

10 T: Did the children go to bed?

Yes, but they had a bath first.

S: The children went to bed after they had had a bath.

(b) Group or individual repetition

\* Ask small groups or individual students to repeat the questions and answers.

Pattern drill: Books shut

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit: Yes, I have just... I had never... before. etc.

T: Have you ever met him?

S: Yes, I have just met him I had never met him before. etc.

The following may be substituted:

seen it; done it; heard it; written a letter in English; read it; watched this programme; tried it; been there.

(b) To elicit: It was too late. (She) had already...

T: Why didn't you sweep the floor?... she

S: It was too late. She had already swept it. etc.

The following may be substituted:

paint the bookcase...he; dust the dressing table...she; type this letter... she; telephone him... you; correct it... you; shut the door... they; make the bed...she; wash the dishes... she; pack the suitcases... he.

(c) To elicit: I hadn't... before, but I have... now.

T: Had you ever met him before?

S: I hadn't met him before, but I have now. etc.

The expressions given in (a) above should be substituted.

(d) To elicit: He returned home after he (had bought the tickets.)

T: When did he return home? ...bought the tickets.

S: He returned home after he had bought the tickets. etc.

The following may be substituted:

seen the film; had dinner; found the money; heard the news; met her; made the appointment; done his work; finished; sent the letter; spoken to her; lost all his money.

(e) To elicit: After he (had bought the tickets) he returned home.

Conduct the drill in the way shown in (d) above substituting the same expressions.

(f) To elicit: He returned home when he (had bought the tickets).

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

(g) To elicit: When he (had bought the tickets) he returned home.

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

**Dictation**

Dictate the answer to the written exercise in Lesson 118.

## Teaching Unit 61

### Lesson 121

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>		<b>VOCABULARY</b>	
		<b>Nouns</b>	<b>Verbs</b>
The man/men/woman/women who(m)/			
that ...		counter	forget
the book/books/dog/dogs which/that ...		customer	recognize
I forgot to ...		gentleman	serve
he (didn't did) he?		manager	
		road	

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* The relative pronouns who (whom), which and that are introduced in this lesson. In the exercises given, the accusative relative pronoun is not omitted.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about a customer in a bookstore.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: Why didn't Caroline recognize the customer straight away?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: Why didn't Caroline recognize the customer straight away?

Answer: Because she didn't recognize him without his hat.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape Or read the dialogue right through again The students listen only.

##### 8 Repetition

chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

#### Comprehension

\*Ask individual students questions. Students give natural answers.

1 T: Why had the customer come back to the shop?

S: Because he had forgotten his books.

2 T: When had he bought the two dictionaries?

S: Half an hour earlier.

3 T: Could he recognize the lady who served him?

S: Yes, he could.

4 T: Could he see the books which he had bought?

S: Yes, he could.

5 T: Where were the books?

S: They were on the counter.

6 T: Did Caroline remember the person who had bought the dictionaries?

S: No, she didn't.

7 T: How did she recognize him as the man whom she had served?

S: She recognized him when he put his hat on.

#### Asking questions

1 T: Ask me if the man bought two dictionaries.

S: Did the man buy two dictionaries?

T: What...?

S: What did the man buy?

2 T: Ask me if he forgot to take them with him.

S: Did he forget to take them with him?

T: Why...?

S: Why did he forget to take them with him?

3 T: Ask me if Caroline served him.

S: Did Caroline serve him?

T: Who...?

S: Who served him?4 T: Ask me if She can remember him.

S: Can she remember him?

T: Why can't...?

S: Why can't she remember him?

5 T: Ask me if he was wearing a hat.

S: Was he wearing a hat?

T: What...?

S: What was he wearing?

#### Pattern drill: Books shut

(a) To elicit echoed questions: affirmative and negative.

T: The gentleman didn't buy three dictionaries.

S: Didn't he? etc.

(b) To elicit question tags : affirmative/negative;  
negative/affirmative.

T: He didn't buy three dictionaries.

S: He didn't buy three dictionaries, did he? etc.

(c) To elicit : Would you (put it on)?

T: I want you to put it on.

S : Would you put it on? etc.

The following may be substituted : turn it off/on : take it off; type it out; give it back; send it back : drink it up; move it away; ring him up.

**Tell the story**

Ask individual students to look at the pictures and Tell the story.

## Lesson 122

Spelling drill : Books shut

Conduct the following drill without writing the alphabet on the blackboard :

T : How, do you spell ' shave ' / ' shaving ' / ' put ' / ' putting ' ?

The following should be asked. A spelling rule may be given :

arrive/arriving; shut/shutting; live/living; drop/dropping;  
smile/smiling; slip/smiling; retire/retiring; cut/cutting.

Repetition drill

(a) Chorus repetition

To elicit Statements involving the use of the relative pronouns who, Whom and which.

\* Give the instructions Lesson 122. Do not open your book. Listen. Do not speak.

\* Play the examples on the tape.

(1) T : Isn't he the mechanic? Didn't he repair your car?

S : Yes, he's the mechanic who repaired my car.

(2) T : Aren't they the thieves? Didn't the police catch them?

S : Yes, they're the thieves whom the police caught.

(3) T : Isn't that the car? Didn't you sell it last year?

S : Yes, that's the car which I sold last year.

T : Now you answer the questions. Ready?

1 As in(1) above.

2 As in(2) above.

3 As in(2) above.

4 T : Aren't they the children? Don't they live next door?

S : Yes, they're the children who live next door.

5 T : Isn't that the porter? Didn't he carry your suitcase?

S : Yes, he's the porter who carried my suitcase.

6 T : Aren't they the windows? Didn't the children break them yesterday?

S : Yes, they're the Windows which the Children broke yesterday.

7 T : Isn't that the coin? Didn't you find it in the garden?

S : Yes, that's the coin which I found in the garden.

8 T : Isn't she the woman? Didn't you drive her to London?

S : Yes, she's the woman whom I drove to London.

9 T : Aren't these the books? Didn't you buy them last week?

S : Yes, they're the books which I bought last week.

10 T : Aren't they the people? Didn't you invite them to your party?

S : Yes, they're the people whom I invited to my party.

(b) Group or individual repetition

\*Ask small groups or individual students to repeat the questions and answers.

Pattern drill : Books open

\*Illustrate each exercise first by providing the stimulus and the response.

\*Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit : Who(served you)?

T: He served me.

S: Who served you? etc. The following may be substituted :

she met him; he drank it; he sat here; she ate it; she made it; he went there; he read it; he slept here; she swept it; she finished it; he shut it; he told me; she took it; she saw me.

(b) To elicit : statements with who.

T: Who telephoned you? ...The people. They live next door.

S: The people who live next door. etc.

Ask the same question each time providing the following call words :

The man. He invited me to the party. /The policeman. He caught him.

The girl. She met me yesterday. /The children. They came yesterday.

The people. They bought my car. /The mechanic. He repaired it.

The assistant. She served me. /The man. He drove me to London.

The women. She found my bag. /The assistant. He sold it.

(c) To elicit : statements with that.

Conduct the exercise in the way shown in(b) above using the same call words.

(d) To elicit : Who(m)(did you meet yesterday)?

T: I met him yesterday.

S: Who(m) did you meet yesterday? etc.

The following may be substituted : I saw him; I telephoned them; I invited him; I took them to cinema; I found him in the garden; I heard her; I drove her to London; I remembered him.

(e) To elicit : (He is the man who(m) I met).

T: He is the man. I met him.

S: He is the man who(m) I met. etc.

The following may be substituted :

He is the man. I saw him. /They are the people. I telephoned them.

They are the thieves. The police caught them. /He is the man. I invited him.

They are the children. I took them to the cinema. /This is the boy. I found him in the garden. She is the woman. I drove her to London.

(f) To elicit statements with which.

T: This is the film. I saw it.

S: This is the film which I saw.

The following may be substituted :

This is the bag. I found it. /This is the window. I broke it.

These are the plates. I washed them. /This is the shelf. I made it.

This is the door. I opened it. /These are the letters. I typed them.

(g) The above exercise may be repeated substituting that in place of which.

**Dictation**

Dictate the answer to the written exercise in Lesson 120.

## Teaching Unit 62

### Lesson 123

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>		<b>VOCABULARY</b>	
		<b>Nouns</b>	<b>Verbs</b>
The man/men/woman/women (standing behind the counter).	(He)is the(man)(I served yesterday).	beard kitten	grow guess
That's the man I told you about.	That's the ship I travelled on.	trip	offer travel
... during the trip.			

#### General remarks

- \* Try as far as possible to conduct the Lesson in English.
- \*The omission of relative pronouns; statements ending in prepositions.

#### Listening Comprehension

##### 1 Introduce the story

T : Today we'll listen to a story about two friends at some holiday photographs. 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T : Listen to the story and see if you can answer this question : Who is the man with the beard?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question : who is the man with the beard?

Answer : Mike.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat(a)in chorus, (b) in small groups, and(c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud. Comprehension

\*Ask individual students questions. Students give natural answers.

1 T: What photographs were these?  
S: They were the ones Mike took during his trip to Australia.  
2 T: Whom did Scott ask about?  
S: He asked about some people Mike met during the trip.  
3 T: What was in the next photograph?  
S: It was the ship Mike travelled on.  
4 T: Who was the man Mike had told Scott about?  
S: He was the one who offered Mike a job in Australia.  
5 T: Who was the man with the beard?  
S: It was Mike(himself).  
6 T: Why had he shaved it off when he came home?  
S: Because his wife didn't like it.

#### Asking questions

1 T: Ask me if Mike took this photograph.  
S: Did Mike take this photograph?  
T: When...?  
S: When did Mike take this photograph?  
2 T: Ask me if Mike met these people during the trip.  
S: Did Mike meet these people during the trip?  
T: Who(m)...?  
S: Who(or Whom)did Mike meet during the trip?  
3 T: Ask me if he travelled on a beautiful ship.  
S: Did he travel on a beautiful ship?  
T: What kind of...?  
S: What kind of ship did he travel on? 4 T: Ask me if the man offered him a job in Australia.  
S: Did the man offer him a job in Australia?  
T: Who...?  
S: Who offered him a job in Australia?  
5 T: Ask me if he shaved off his beard.  
S: Did he shave off his beard?  
T: Why...?  
S: Why did he shave off his beard?

#### Pattern drill: Books shut

(a) To elicit question tags : affirmative/negative;  
negative/affirmative.

T: Mike took these photographs during his trip.  
S: Mike took these photographs during his trip, didn't he? etc.

(b) To elicit: What a(beautiful ship!).

T: It's a beautiful ship, isn't it?

S: What a beautiful ship! etc.

The following may be substituted :

easy question; pretty girl; terrible film; pleasant evening; comfortable chair; bad mistake; good idea; awful mess; interesting programme; lovely

holiday; exciting job; hot day; lucky boy; warm evening; mild winter; happy pair; untidy room; small village; big city; nice fellow.

**Tell the story**

Ask individual students to look at the pictures and Tell the story.

## Lesson 124

### Spelling drill : Books shut

Ask the students to spell the following words. A spelling rule may be given :

type/typing; get/getting; sit/sitting; hope/hoping; run/running; joke/joking; swim/swimming.

### Repetition drill

#### (a)Chorus repetition

To elicit statements ending in prepositions while at the same time omitting the relative pronoun.

\*Give the instructions Lesson 124. Do not open your book. Listen. Do not speak.

\* Play the examples on the tape.

(1) T: Isn't this the test? Didn't you speak to me about it?

S: Yes, this is the test I spoke to you about.

(2) T: Isn't that the person? Didn't you speak to him?

S: Yes. that's the person I spoke to.

(3) T: Isn't she the girl? Didn't you ask me about her?

S: Yes, she's the girl I asked you about.

T: Now you answer the questions. Ready?

1 As in(1) above.

2 As in(2) above.

3 As in(3) above.

4 T: Aren't these the photographs? Didn't you look at them?

S: Yes, these are the photographs I looked at.

5 T: Aren't they the actors? Didn't you read about them?

S: Yes, they're the actors I read about.

6 T: Isn't that the ship? Didn't you travel on it?

S: Yes, that's the ship I travelled on. 7 T : Isn't that the city? Didn't your friends come from there?

S: Yes, that's the city my friends came from.

8 T: Isn't that the programme? Don't you always listen to it?

S: Yes, that's the programme I always listen to.

9 T: Isn't that the shop? Didn't you get your hat from there?

S: Yes. that's the shop I got my hat from.

10 T: Isn't that the chair? Didn't you sit on it?

S: Yes, that's the chair I sat on.

#### (b)Group or individual repetition

\*Ask small groups or individual students to repeat the questions and answers.

### Pattern drill : Books open

\*Illustrate each exercise first by providing the stimulus and the response.

\*Then, with the instruction Now you!, ask individual students to continue in the same way.

\*In the first few statements in each drill the relative pronoun should be included; in succeeding statements it should be omitted.

(a) To elicit : (The man standing near the counter.)

T: Who spoke to you? ...The man. He is standing near the counter.

S: The man standing near the counter. etc. Ask the same question each time providing the following call words :

The woman. She is buying that umbrella. /The boy. He is drinking lemonade. /The mechanic. He is repairing my car. /The people. They are standing in the street. /The children. They are running across the street.

(b) To elicit : (He is the man I met yesterday.)

T: He is the man. I met him yesterday.

S: He is the man I met yesterday. etc.

The following may be substituted :

He is the man. I saw him yesterday. / They are the people. I telephoned them. / They are the thieves. The police caught them. /He is the man. I invited him. /She is the woman. I drove her to London.

(c) To elicit : (That's the film I saw. )

T: That's the film. I saw it.

S: That's the film I saw. etc.

The following may be substituted :

That's the bag. I found it. / That's the window. I broke it. /That's the plate. I washed it. / That's the bookshelf. I made it. /That's the letter. I typed it. /That's the house. I sold it.

(d) To elicit : Those are the films I saw.

Conduct the drill in the way shown in(c) above giving the plural of each statement.

(e) To elicit : (This is the man I spoke to you about. )

T: This is the man. I spoke to you about him.

S: This is the man I spoke to you about. etc.

The following may be substituted :

This is the film. I told you about it. /This is the village. I wrote to you about it. / He is the person. I have heard about him. /This is the test. I spoke to you about it. /She is the woman. I read about her. /This is something new. I haven't thought about it. /This is something. You know about it. /This is the question. You asked me about it. / This is something. You must decide about it. /This is something, You mustn't joke about it.

(f) To elicit statements ending in prepositions/particles.

T: That is the coat. He took it off.

S: That is the coat the took off. etc.

The following may be substituted :

That is the tap. He turned it off. /That is the tap. he turned it on. /That is the letter. she typed it out. /That is the book. He gave it back.

/That is the town. He drove to it. /That is the ship. He travelled on it.  
/That is the party. He invited me to it. /That was the programme. I listened  
to it. /That was the photograph. I looked at it. /That was the window. I  
Looked through it. /This is the chair. I sat on it. /That's the city. He  
came from there. /That is the shop. He bought the book from there. /That  
is the man. The thief took the money from him.

**Dictation**

Dictate the answer to the written exercise in Lesson 122.

## Teaching Unit 63

### Lesson 125

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>		<b>VOCABULARY</b>		
		<b>Nouns</b>	<b>Verbs</b>	<b>Expression</b>
		surprise	mean	What a nuisance!
		taxi	water	
	(I'll have tea) by myself.	<b>Adjective</b>	<b>Adverbs</b>	
		dry	immediately alone	

#### General remarks

\*Try as far as possible to conduct the lesson in English.

\*Must is compared and contrasted with have to and don't need to/ Compare Teaching Unit 40.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about tea time in Susan's house.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: Does Susan have tea by herself? 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: Does Susan have tea by herself?

Answer: No, she doesn't.

##### 6 Intensive reading

Play the tape or read the dialogue again, Pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat(a) in chorus, (b) in small groups, and(c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud. Comprehension

\*Ask individual students questions. Students give natural answers.

1 T: What does Susan want Peter to do?

S: She wants him to come in and have some tea.

2 T: Why does he say he can't come in yet?

S: Because he must water the garden first.

3 T: Does he have to water it now?

S: Yes, he does.

4 T: Why does Peter have to water the garden?

S: Because it is terribly dry.

5 T: What was the weather like last summer?

S: It was dry then too.

6 T: How often did Peter have to water the garden last summer?

S: He had to water it every day.

7 T: What can Susan see when she looks out of the window?

S: Rain.

8 T: Does Peter need to water the garden?

S: No, he doesn't.

#### Asking questions

1 T: Ask me if Peter must water the garden.

S: Must Peter water the garden?

T: What...do?

S: What must Peter do?

2 T: Ask me if he has to water it now.

S: Does he have to water it now?

T: What do?

S: What does he have to do now?

3 T: Ask me if he had to water the garden every day last summer.

S: Did he have to water the garden every day last summer?

T: When...?

S: When did he have to water the garden every day? 4 T: Ask me if this means he doesn't have to water the garden.

S: Does this mean he doesn't have to water the garden?

T: What...?

S: What does this mean?

5 T: Ask me if he can have tea instead.

S: Can he have tea instead?

T: What...do?

S: What can he do instead?

Pattern drill : Books shut

(a) To elicit echoed questions: affirmative and negative.

T: Peter can't come in now.

S: Can't he? etc.

(b) To elicit question tags : affirmative/negative; negative/affirmative.

T: Peter can't come in now.

S: Peter can't come in now, can he? etc,

(c) To elicit tag rejoinders expressing agreement : affirmative/negative only. Make affirmative statements about the dialogue :

T: Peter must water the garden.

S: He must, mustn't he. etc.

(d) To elicit : Yes, I did it by(myself).

T: Did you do this alone?

S: Yes, I did it by myself. etc.

Ask questions to elicit: : by yourself/himself/herself/ourselves/yourselves/themselves.

Tell the story

Ask individual students to look at the pictures and Tell the story.

## Lesson 126

### Spelling drill : Books shut

Ask the students to spell the following words. A spelling rule may be given :

short/shorter; hot/hotter; smart/smarter; fat/fatter; green/greener; thin/thinner; loud/louder; red/redder; long/longer; big/bigger; sweet/sweeter; wet/wetter.

### Repetition drill

#### (a) Chorus repetition

To elicit statements involving the use of have to and don't need to.

\*Give the instructions Lesson 126. Do not open your book Listen. Do not speak.

\*Play the examples on the tape.

(1) T: I must leave now. What about you?

S: I have to leave, too.

(2) T: I don't have to get up early tomorrow. What about you?

S: I don't need to get up early, either.

(3) T: Tom must change some money. What about Mary?

S: She has to change some money, too.

(4) T: Mary doesn't have to drive to London tomorrow. What about Tim?

S: He doesn't need to drive to London, either.

T: Now you answer the questions. Ready?

1 As in(1) above.

2 As in(2) above.

3 As in (3) above.

4 As in (4) above.

5 T: I must go by air. What about you?

S: I have to go by air, too.

6 T: I don't have to meet her at the station. What about you?

S: I don't need to meet her at the station, either.

7 T: Tom doesn't have to be there early. What about Alice?

S: She doesn't need to be there early, either.

8 T: Alan must decide immediately. What about George?

S: He has to decide immediately, too.

9 T: I don't have to take a taxi. What about you?

S: I don't need to take a taxi, either.

10 T: I must catch that bus. What about you?

S: I have to catch that bus, too.

#### (b) Group or individual repetition

\*Ask small groups or individual students to repeat the questions and answers. Pattern drill : Books shut

\*Illustrate each exercise first by providing the stimulus and the response.

\*Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit : I have to/He has to etc. (go), too.

T: I must go now. What about you?

S: I have to go, too.

T: What about him?

S: He has to go, too. etc. Substitute the following, testing all persons : telephone him; wait for him; leave early; be there early; meet her; change some money; decide immediately; drive to London; take a taxi; tell him the truth; travel by ship.

(b) To elicit : I/He/She etc. don't/doesn't/doesn't need to(go).

T: Do you need to go now?

S: I don't need to go now.

T: What about her?

S: She doesn't need to go now. etc.

Substitute the expressions given in(a) above.

(c) To elicit : I don't have to/He doesn't have to etc. (go) either.

T: I don't need to go now. What about you?

S: I don't have to go, either.

T: What about them?

S: They don't have to go, either. etc.

Substitute the expressions given in(a) above.

(d) To elicit : I shall/He will etc. have to(go) tomorrow, too.

T: I must go tomorrow. What about you?

S: I shall have to go tomorrow, too.

T: What about him?

S: He will have to go tomorrow, too. etc.

Substitute the expressions given in(a) above.

(e) To elicit : I shan't/He won't etc. have to(go), either.

T: I don't have to go tomorrow. What about you?

S: I shan't have to go tomorrow, either.

T: What about him?

S: He won't have to go tomorrow, either. etc.

Substitute the expressions given in(a) above.

(f) To elicit : I/He etc. had to(go) yesterday, too.

T: I had to go back to work yesterday. What about you?

S: I had to go back to work yesterday, too.

T: What about her?

S: She had to go back to work yesterday, too. etc.

Substitute the expressions given in(a) above.

(g) To elicit : Do you/Does he etc. have to...?

T: I must go now.

S: Do you have to go now?

T: She must go now.

S : Does she have to go now? etc.

Substitute the expressions given in(a) above.

(h)To elicit : Did you/he etc. have to...?

T: I went back to work yesterday.

S: Did you have to go back to work yesterday?

T: He went back to work yesterday.

S: Did he have to go back to work yesterday? etc.

Substitute the expressions given in(a) above.

Dictation

Dictate the answer the written exercise in Lesson 124.

## Teaching Unit 64

### Lesson 127

#### Content and basic aims

PATTERNS AND STRUCTURAL WORDS	VOCABULARY		
	Nouns	Adjective	Expressions
(He) can't be ill/Danish/a dentist/forty/reading etc.	actor	famous	at least
(He)must be ill/Danish/a *dentist/forty/reading etc.	actress		Not that long ago.
I think so./I don't think so.			
I hope so. /I hope not.			

#### General remarks

\*Try as far as possible to conduct the lesson in English.

\*(He)can't be(=in my opinion(he)isn't)and (he)must be(=in my opinion(he)is) are contrasted.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about a famous actress.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: Who is only twenty-nine, and why is it so unclear?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: Who is only twenty-nine, and why is it so unclear?

Answer: No one, probably! They all want to seem younger than they are.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat(a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

### Comprehension

\*Ask individual students questions. Students give natural answers.

1 T: Kate is with Liz, isn't she?

S: Yes, she is.

2 T: Can't Liz recognize Karen Marsh?

S: Yes, she can.

3 T: Who is Karen Marsh?

S: She is a famous actress.

4 T: Who is the man beside Karen Marsh?

S: That's Conrad Reeves.

5 T: Is he Karen Marsh's third or fourth husband?

S: Liz thinks he must be her fourth or fifth.

6 T: How old does Liz think Karen Marsh is?

S: She thinks she must be at least forty.

7 T: Why does Liz say Karen Marsh must be at least forty?

S: Because Karen Marsh was a famous actress when Liz was still at school.

8 T: Does Kate think that was a long time ago?

S: Yes, she does.

9 T: How old is Liz now?

S: She says she is not more than twenty-nine.

### Asking questions

1 T: Ask me if Liz recognized Karen Marsh

S: Did Liz recognize Karen Marsh?

T: How...?

S: How did Liz recognize Karen Marsh?

2 T: Ask me if Karen Marsh has had a lot of husbands.

S: Has Karen Marsh had a lot of husbands?

T: How many...?

S: How many husbands has Karen Marsh had?

3 T: Ask me if Conrad is her fifth husband.

S: Is Conrad her fifth husband?

T: Which...?

S: Which husband is Conrad? 4 T: Ask me if Karen must be forty.

S: Must Karen be forty?

T: How old...?

S: How old must Karen be?

5 T: Ask me if Liz is twenty-nine.

S: Is Liz twenty-nine?

T: How old...?

S: How old is Liz?

### Pattern drill: Books shut

(a) To elicit question tags : affirmative/negative;  
negative/affirmative.

T: Liz can recognize her.

S : Liz can recognize her, can't she? etc.

(b) To elicit : I think so./I don't think so. Provide cues by nodding or shaking the head.

T : Has he come? (Nodding)

S : I think so. etc.

The following may be asked :

Has he left? /Has he sold his car? /Is he coming? /Does he want to see me? /Has he lost his pen? /Has he broken the record-player? /Has he cut himself? /Will she arrive tomorrow?

**Tell the story**

Ask individual students to look at the picture and Tell the story.

## Lesson 128

### Spelling drill : Books shut

Ask the students to spell the following words. A spelling rule may be given.

clean/cleaner; busy/busier; tall/taller; lovely/lovelier;  
cheap/cheaper; pretty/prettier; hard/harder; easy/easier.

### Repetition drill

#### (a)Chorus repetition

To elicit: (He)can't be(a doctor).

(He)must be(a dentist).

\*Give the instructions Lesson 128. Do not open your book. Listen. Do not speak.

\*Play the examples on the tape.

(1) T: Is he a doctor or a dentist?

S: He can't be a doctor. He must be a dentist.

(2) T: Is she Danish or Norwegian?

S: She can't be Danish. She must be Norwegian.

(3) T: Are they listening to the stereo or watching television?

S:They can't be listening to the stereo. They must be watching television.

T: Now you answer the questions. Ready?

1 As in(1) above.

2 As in(2) above.

3 As in (3) above.

4 T: Is it the 1st or the 2nd today?

S: It can't be the 1st. It must be the 2nd.

5 T: Are they Austrian or German?

S: They can't be Austrian. They must be German.

6 T: Is she 32 or 30?

S: She can't be 32. She must be 30. 7 T: Is it cheap or expensive?

S: It can't be cheap. It must be expensive.

8 T: Is he shaving or having a bath?

S: He can't be shaving. He must be having a bath.

9 T: Is he the oldest or the youngest in the family?

S: He can't be the oldest. He must be the youngest.

10 T: Are they mechanics or engineers?

S: They can't be mechanics. They must be engineers.

#### (b) Group or individual repetition

\*Ask small groups or individual students to repeat the questions and answers. Pattern drill: Books shut

\*Illustrate each exercise first by providing the stimulus and the response.

\*Then, with the instruction Now you! , ask individual students to continue in the same way.

(a) To elicit : I don't think so. I/You etc. can't be.

T: I think she's Danish.

S : I don't think so. She can't be. etc. The following may be substituted : he's Norwegian; we're late; they're mechanics; she's 24; you're tired; I'm lazy; that's a new model; that's an old picture; he's stupid; they're working; we're early; it's two o'clock; they're having lunch; you're changing; he's Spanish; she's a nurse.

(b) To elicit : I think so. I/You etc. must be.

T: I think she's Danish.

S : I think so. She must be. etc.

Substitute the statements given in(a)above.

(c) To elicit : She can't be(Danish). She must be(Swedish).

T: Is She Swedish or Danish?

S : She can't be Danish. She must be Swedish. etc.

Substitute the following :

Italian/Greek; English/American; Canadian/Australian; Finnish/Russian; Japanese/Chinese; Austrian/German; Dutch/Norwegian.

(d) To elicit : He can't be a(mechanic). He must be an(engineer).

T: Is he an engineer or a mechanic?

S : He can't be a mechanic. He must be an engineer. etc.

The following may be substituted :

butcher/baker; conductor/bus driver; grocer/newsagent; dentist/doctor; milkman/postman; clerk/the boss; passenger/the pilot. (e) To elicit : She can't be(32). She must be(30).

T: Is she 32 or 30?

S : She can't be 32. She must be 30. etc.

Substitute a choice of figures.

(f) To elicit : It can't be the(1st) today. It must be the(2nd).

T: Is it the 1st or the 2nd today?

S : It can't be the 1st today. It must be the 2nd. etc.

Substitute a choice of dates.

(g) To elicit : (He) can't be(ill). (He) must be(tired).

T: Is he ill or tired?

S : He can't be ill. He must be tired. etc.

The following may be substituted :

early/late; hard/soft; cheap/expensive; clever/stupid; old/young; full/empty; easy/difficult; sharp/blunt; sweet/sour.

(h) To elicit : He can't be(reading). He must be(sleeping).

T: Is he reading or sleeping?

S : He can't be reading. He must be sleeping. etc.

The following may be substituted :

listening to the stereo/watching television; dusting the table/sweeping the floor; sitting/standing; coming-going; running/walking; shaving/having a bath; retiring/looking for a new job.

**Dictation**

Dictate the answer to the written exercise in Lesson 126.

## Teaching Unit 65

### Lesson 129

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>		<b>VOCABULARY</b>		
		<b>Nouns</b>	<b>Verbs</b>	<b>Expression</b>
(He)can't have been ill/Danish/ a dentist/reading etc.		limit	charge	this time
(He)must have been ill/Danish/ a dentist/reading etc.		speed	dream	
You'd better not ...		sign	overtake	
		track	stop	
			wave	

#### General remarks

\*Try as far as possible to conduct the lesson in English.

\*(He)can't have been (=in my opinion (he)wasn't) and (he)must have been (=in my opinion (he)was) are contrasted. Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about a man who drives too fast.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: What does Ann advise her husband to do next time?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: What does Ann advise her husband to do next time? Answer: To take her advice, and drive slowly.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud. Comprehension

\*Ask individual Students questions. Students give natural answers.

1 T: Who is waving to Ann and Gary?  
S: The policeman is.  
2 T: Why is the policeman waving?  
S: Because he wants Gary to stop.  
3 T: How fast must Gary have been driving?  
S: He must have been driving at seventy miles an hour.  
4 T: Why does the policeman say so?  
S: Because he was driving at eighty when he overtook Gary.  
5 T: Why didn't Gary see the speed limit?  
S: He must have been dreaming.  
6 T: Does Ann think Gary was dreaming?  
S: No, she doesn't.  
7 T: What was Ann doing?  
S: She was telling Gary to drive slowly.  
8 T: What does the policeman ask Gary for?  
S: He asks to see Gary's driving licence.  
9 T: Will the policeman charge Gary this time?  
S: No, he won't.  
10 T: What does Ann always tell Gary?  
S: She always tells Gary to drive slowly.

#### Asking questions

1 T: Ask me if the policeman wants Gary to stop.  
S: Does the policeman want Gary to stop?  
T: What...do?  
S: What does the policeman want Gary to do?  
2 T: Ask me if he must have been driving at seventy miles an hour.  
S: Must he have been driving at seventy miles an hour?  
T: How fast...?  
S: How fast must he have been driving?  
3 T: Ask me if Gary saw the speed limit.  
S: Did Gary see the speed limit?  
T: Why didn't...?  
S: Why didn't Gary see the speed limit? 4 T: Ask me if the policeman will charge him.  
S: Will the policeman charge him?  
T: Why won't...?  
S: Why won't the policeman charge him?  
5 T: Ask me if Ann always tells Gary to drive slowly.  
S: Does Ann always tell Gary to drive slowly?  
T: What...?  
S: What does Ann always tell Gary?

#### Pattern drill: Book shut

(a) To elicit: You'd better(drive slowly).  
T: I want you to drive slowly.

S : You'd better drive slowly. etc.

Substitute the following :

remain here; move that armchair; forget about it; take his advice; offer it to him; compare the two; sell your car.

(b) To elicit : You'd better not (drive quickly).

T : I don't want you to drive quickly.

S : You'd better not drive quickly. etc.

Substitute the expressions given in (a).

Tell the story

Ask individual students to look at the pictures and Tell the story.

## Lesson 130

### Spelling drill: Books shut

Ask the students to spell the following words. A spelling rule may be given.

smart/smartly; hot/hotly; full/fully; careful/carefully;  
cheap/cheaply; beautiful/beautifully; nice/nicely; fine/finely.

### Repetition drill

#### (a) Chorus repetition

To elicit: (He) can't have been(a conductor).

(He) must have been(a bus driver).

\* Give the instructions Lesson 130. Do not open your book. Listen. Do not speak.

\* Play the examples on the tape.

(1) T: Was he a conductor or a bus driver?

S: He can't have been a conductor. He must have been a bus driver.

(2) T: Was she Chinese or Japanese?

S: She can't have been Chinese. She must have been Japanese.

(3) T: Were they listening to the stereo or watching television?

S: They can't have been listening to the stereo. They must have been watching television.

T: Now you answer the questions. Ready?

1 As in (1) above.

2 As in(2)above.

3 As in(3) above.

4 T: Was it the 24th or the 25th yesterday?

S: It can't have been the 24th. It must have been the 25th.

5 T: Were the English or American?

S: They can't have been English. They must have been American.

6 T: Was your pencil sharp or blunt?

S: It can't have been sharp. It must have been blunt.

7 T: Was she dusting the table or sweeping the floor?

S: She can't have been dusting the table. She must have been sweeping the floor.

8 T: Was he the oldest or the youngest in the family?

S: He can't have been the oldest. He must have been the youngest.

9 T: Was she 20 or 25?

S: She can't have been 20. She must have been 25.

10 T: Were they mechanics or engineers?

S: They can't have been mechanics. They must have been engineers.

#### (b) Group or individual repetition

\*Ask small groups or individual students to repeat the questions and answers. Pattern drill: Books shut

\*Illustrate each exercise first by providing the stimulus and the

response.

\*Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit : I don't think (she was). She can't have been.

T: think she was Danish.

S: I don't think she was. She can't have been. etc.

The following may be substituted :

he was Norwegian; we were late; they were mechanics; she was 24; you were tired; I was lazy; that was an old picture; he was stupid; they were working; we were early; it was two o'clock; they were having lunch; he was Spanish; she was a nurse.

(b) To elicit : I think (she was). She must have been.

T: I think she was Danish.

S: I think she was. She must have been. etc.

Substitute the statements given in (a) above.

(c) To elicit : She can't have been (Danish). She must have been (Swedish).

T: Was she Swedish or Danish?

S: She can't have been Danish. She must have been Swedish. etc.

Substitute the following :

Italian/Greek; English/American; Canadian/Australian; Finnish/Russian; Japanese/Chinese; Austrian/German; Dutch/Norwegian.

(d) To elicit : He can't have been a (mechanic). He must have been an (engineer). etc.

T: Was he an engineer or a mechanic?

S: He can't have been a mechanic. He must have been an engineer.

The following may be substituted :

butcher/baker; conductor/bus driver; grocer/newsagent; dentist/doctor; milkman/postman; office assistant/the boss; passenger/the pilot.

(e) To elicit : She can't have been (32). She must have been (30).

T: Was she 32 or 30?

S: She can't have been 32. She must have been 30. etc.

Substitute a choice of figures. (f) To elicit : It can't have been the (2nd). It must have been the (1st).

T: Was it the 2nd of the month or the 1st?

S: It can't have been the 2nd. It must have been the 1st. etc.

Substitute a choice of dates.

(g) To elicit : (He) can't have been (ill). (He) must have been (tired).

T: Was he ill or tired?

S: He can't have been ill. He must have been tired. etc.

The following may be substituted :

early/late; hard/soft; cheap/expensive; clever/stupid; old/young; full/empty; easy/difficult; sharp/blunt; sweet/sour.

(h) To elicit : He can't have been (reading). He must have been

(sleeping).

T: Was he reading or sleeping?

S: He can't have been reading. He must have been sleeping. etc.

The following may be substituted:

listening to the stereo/watching television; dusting the table/sweeping the floor; sitting/standing; coming-going; running/walking; shaving/having a bath; selling a car/buying one.

Dictation

Dictate the answer to the written exercise in Lesson 128.

## Teaching Unit 66

### Lesson 131

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>	<b>VOCABULARY</b>		
	<b>Nouns</b>	<b>Verbs</b>	<b>Expressions</b>
(We)may (go abroad).			
(He) may be(reading).	Egypt	look after	make up our minds
(He) may have been(reading).	mind	spend	by sea/air
It takes(a long time).	problem	worry	spend your holidays
	sea		go abroad
			in the end

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* (He) may be/may have been(=perhaps he is/was; I'm not sure) are introduced in this lesson.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about two friends talking about how to spend their holidays.

##### 2 Understand the situation

Ask the students to interpret the picture.

3 Listening objective  
T: Listen to the story and see if you can answer this question: What's the problem about deciding on a holiday?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: What's the problem about deciding on a holiday?

Answer: The question of who's going to look after everything at home.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and(c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

#### Comprehension

\* Ask individual students questions. Students give natural answers.

1 T: Where does Gary think they may spend their holidays?

S: They may go abroad.

2 T: Where does Gary's wife want to go?

S: She wants to go to Egypt. 3 T: Would Gary like to go there too?

S: Yes, he would.

4 T: Have they made up their minds yet?

S: No, they haven't.

5 T: How does Gary think they will travel?

S: He thinks they may travel by sea.

6 T: What is Martin sure of?

S: He is sure that Gary and his wife will enjoy themselves.

7 T: Why does Gary say that they might not go anywhere?

S: Because his wife always worries too much.

8 T: What problem do they have every year?

S: They don't know who is going to look after everything for them.

#### Asking questions

1 T: Ask me if Gary's wife wants to go to Egypt.

S: Does Gary's wife want to go to Egypt?

T: Where...?

S: Where does Gary's wife want to go?

2 T: Ask me if they can't make up their minds.

S: Can't they make up their minds?

T: Why...?

S: Why can't they make up their minds?

3 T: Ask me if they may travel by sea.

S: May they travel by sea?

T: How...?

S: How may they travel? 4 T: Ask me if it takes a long time.

S: Does it take a long time?

T: How long...?

S: How long does it take?

5 T: Ask me if Ann worries a lot.

S: Does Ann worry a lot?

T: Why...?

S: Why does Ann worry a lot?

#### Pattern drill: Books shut

(a) To elicit: I'd like to... too.

T: I want to go to Egypt this year.

S: I'd like to go there too. etc.

The following may be substituted:

travel by air; guess the right answer; forget about it ; have a drink;  
see that film; leave tomorrow; water the garden.

(b) To elicit: It takes me(ten minutes to get to my office).

T: I get to my office in ten minutes.

S: It takes me ten minutes to get to my office. etc.

The following may be substituted:

I read a book in two days. /I finish my work in a few hours. /I cook a meal in half an hour. /I have a bath in twenty minutes./ I make the beds in a few minutes./ I sweep the floor in ten minutes./ I shave in five minutes./I eat my breakfast in fifteen minutes.

Tell the story

Ask individual students to look at the pictures and Tell the story.

## Lesson 132

### Spelling drill : Books shut

Ask the students to spell the following words. A spelling rule may be given.

    cold/coldly; busy/busily; soft/softly; lazy/lazily; clever/cleverly;  
    heavy/heavily; warm/warmly; pretty/ prettily.

### Repetition drill

#### (a) Chorus repetition

To elicit : I'm not sure.

(He) may be/may have been(in his room).

\*Give the instructions Lesson 132. Do not open your book. Listen. Do not speak.

\*Play the examples on the tape.

(1) T: Do you think he's in his room?

S: I'm not sure. He may be in his room.

(2) T: Do you think they were reading?

S: I'm not sure, They may have been reading.

(3) T: Do you think they were in the garden?

S: I'm not sure. They may have been in the garden.

T: Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Do you think this bread is fresh ?

S: I'm not sure. It may be fresh.

5 T: Do you think she was Danish?

S: I'm not sure. She may have been Danish. 6 T: Do you think he was repairing the car?

S: I'm not sure. He may have been repairing the car.

7 T: Do you think they are playing in the garden?

S: I'm not sure. They may be playing in the garden.

8 T: Do you think they will offer you a job?

S: I'm not sure. They may offer me a job.

9 T: Do you think she's only 29?

S: I'm not sure. She may be only 29.

10 T: Do you think my answer was right?

S: I'm not sure. It may have been right.

#### (b) Group or individual repetition

\*Ask small groups or individual students to repeat the questions and answers. Pattern drill : Books shut

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you! , ask individual students to continue

in the same way.

(a) To elicit : I'm not sure. (He) may (be in his room).

T: Do you think he is in his room?

S: I'm not sure. He may be in his room. etc.

The following may be substituted :

she will stay in bed; it is on the shelf; they will offer him a job;  
you will guess the right answer; it is in your pocket; they will go to the  
cinema; they are in the garden; he will remain in France; it will be cold  
tomorrow; it is right.

(b) To elicit : I'm not sure. It may be (cheaper).

T: Do you think it's cheaper or more expensive?

S: I'm not sure. It may be cheaper. etc.

The following may be substituted :

easy or difficult; sharp or blunt; warm or cool; full or empty; wet  
or dry; sweet or sour; old or new; fresh or stale.

(c) To elicit : It might not be (more expensive). It may be cheaper.

T: Do you think it's cheaper or more expensive?

S: It may not be more expensive. It may be cheaper. etc.

Substitute the adjectives given in (b) above.

(d) To elicit : I'm not sure. He may be (reading).

T: Do you think he's reading or writing?

S: I'm not sure. He may be reading. etc.

Substitute the following :

sitting or standing; listening to the Stereo or watching television;  
shaving or having a bath; doing his homework or playing; cooking or looking  
after the baby; putting on his coat or taking it off.

(e) To elicit : He might not be (reading). He may be (writing).

Conduct the drill in the way shown in (d) above using the same expressions.

(f) To elicit : I'm not sure. She may be (Swedish).

T: Do you think she's Danish or Swedish?

S: I'm not sure. She may be Swedish. etc.

Substitute the following :

Italian/Greek; English/American; Canadian/Australian; Finnish/Russian;  
Japanese/Chinese; Austrian/ German; Dutch/Norwegian.

(g) To elicit : She might not be (Danish). She may be (Swedish).

Conduct the drill in the way shown in (f) above using the same call  
words.

(h) To elicit : I'm not sure. It may have been (cheaper).

T: Do you think it was cheaper or more expensive?

S: I'm not sure. It may have been cheaper. etc.

Substitute the adjectives given in (b).

(i) To elicit : I'm not sure. He may have been (reading).

T: Do you think he was reading or writing?

S: I'm not sure. He may have been reading. etc.

Substitute the verbs given in (d) above.

(j) To elicit : I'm not sure. She may have been (Swedish).

T: Do you think sue was Danish or Swedish?

S: I'm not sure. She may have been Swedish. etc.

Substitute the call words given in (f).

Dictation

Dictate the answer to the written exercise in Lesson 130.

## Teaching Unit 67

### Lesson 133

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>		<b>VOCABULARY</b>		
		<b>Nouns</b>	<b>Adjective</b>	<b>Expression</b>
He said (that)...		airport	sensational	I wonder why!
He told me (that)...		mink		
...he was going to/he felt/ he had finished.		reporter		

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* Noun clauses involving the use of say and tell followed by a tense change (simple past, past continuous, past perfect) are introduced here.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to another story about the famous actress Karen Marsh.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: What reasons did Karen Marsh give for wanting to retire?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: What reasons did Karen Marsh give for wanting to retire? Answer: She was tired, and she didn't want to make another film.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

#### Comprehension

\* Ask individual students questions. Students give natural answers.

1 T: What has Karen Marsh just done?

S: She's just made another film.

2 T: Who is interviewing her?  
S: A reporter is.  
3 T: Does she think she will make another?  
S: No, she doesn't.  
4 T: What does she say she is going to do?  
S: She says she is going to retire.  
5 T: Why does she say she is going to retire?  
S: She says she feels very tired.  
6 T: When did the reporter say Karen Marsh arrived at London Airport?  
S: He said she arrived at London Airport today.  
7 T: What did he say she was wearing?  
S: He said she was wearing a blue dress and a mink coat.  
8 T: What did she tell the reporter?  
S: She told the reporter that she had just made a new film.  
9 T: Did she say she was going to make another film?  
S: No, she said that she was not going to make another.  
10 T: What else did she tell the reporter?  
S: She told the reporter that she felt very tired.

#### Asking questions

1 T: Ask me if Karen is going to make another film.  
S: Is Karen going to make another film?  
T: Why isn't...?  
S: Why isn't Karen going to make another film?  
2 T: Ask me if Karen Marsh arrived at London Airport today.  
S: Did Karen Marsh arrive at London Airport today?  
T: Where...?  
S: Where did Karen Marsh arrive today?  
3 T: Ask me if she was wearing a mink coat.  
S: Was she wearing a mink coat?  
T: What...?  
S: What was she wearing? 4 T: Ask me if she told Alan Jones about her new film.  
S: Did she tell Alan Jones about her new film?  
T: What...?  
S: What did she tell Alan Jones?

5 T: Ask me if she is going to retire.  
S: Is she going to retire?  
T: When...?  
S: When is she going to retire?

#### Pattern drill: Books shut

(a) To elicit: (He) said that (he was tired).

T: He was tired. He said so.

S: He said that he was tired. etc.

Substitute the following:

it was warm; she was sleepy; he was working; they were waiting; he had finished; his hands were dirty; the book was interesting.

(b) To elicit : (He) said (he was tired).

Conduct the drill in the way shown in (d) above using the same call words. That must be omitted.

(c) To elicit : (He) told me (he was tired).

Conduct the drill in the way shown in (d) above using the same call words. That must be omitted.

Tell the story

Ask individual students to look at the pictures and Tell the story.

## Lesson 134

### Spelling drill: Books shut

Ask the students to spell the following words. A spelling rule may be given.

watch/teach; kitchen/peach; catch/church; match/torch; Dutch/each.

### Repetition drill

#### (a) Chorus repetition

To elicit noun clauses involving the use of say and tell followed by a tense change (simple past and past continuous).

\* Give the instructions Lesson134. Do not open your book. Listen. Do not speak.

\* Play the examples on the tape.

(1) T: I'm tired.

What did he say?

S: He said he was tired.

(2) T: I'm reading.

What did she tell you?

S: She told me she was reading.

(3) T: I want to leave.

What did he say?

S: He said he wanted to leave.

(4) T: I don't want to go to the cinema.

What did she tell you?

S: She told me she didn't want to go to the cinema.

T: Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above.

5 T: It's expensive.

What did he say?

S: He said it was expensive.

6 T: Tom is waiting for you.

What did she tell you?

S: She told me Tom was waiting for me.

7 T: Alice feels tired.

What did he say?

S: He said Alice felt tired.

8 T: It isn't urgent.

What did she tell you?

S: She told me it wasn't urgent.

9 T: I'm not joking.

What did he say?

S : He said he wasn't joking.

10 T : The children aren't hungry.

What did she tell you?

S : She told me the children weren't hungry. (b) Group or individual repetition

\* Ask small groups or individual students to repeat the questions and answers.

Pattern drill : Books shut

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit : He/ She said he/she was (tired).

T : I'm tired.

S1 : What did (he) say?

S2 : (He) said (he) was tired. etc.

Substitute the following : I'm busy; it's expensive; she's cold; it's sweet; the book's interesting; I'm thirsty; they're hungry; it's urgent.

(b) To elicit : He/ She told me he/she was (tired).

T : I'm tired.

S1 : What did (he) tell you?

S2 : (He) told me (he) was tired. etc.

Substitute the expressions given in (a).

(c) To elicit : He/ She said he/ she was (reading).

T : I'm reading.

S1 : What did (he) say?

S2 : (He) said (he) was reading. etc.

Substitute the following :

I'm working; she's leaving; it's snowing; they're joking; I'm falling; Tom is waiting; I'm typing letters. (d) To elicit : He/ She told me he/she was (reading).

T : I'm reading.

S1 : What did (he) tell you?

S2 : (He) told me (he) was reading. etc.

Substitute the expressions given in (c).

(e) To elicit : He/ She said he/she (wanted to leave).

T : I want to leave.

S1 : What did (he) say?

S2 : (He) said he wanted to leave. etc.

Substitute the following :

I understand English; I feel ill; she looks tired; they recognize me; I cut myself; she hurt herself.

(f) To elicit : He/ She said he/she had (finished).

T : I've finished.

S1 : What did (he) say?

S2 : (He) said (he) had finished. etc.

Substitute the following :

I've met him; I've lost it; it has stopped; she has arrived.

Dictation

Dictate the answer to the written exercise in Lesson 132.

## Teaching Unit 68

### Lesson 135

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>		<b>VOCABULARY</b>		
He said (that)...		Nouns	Verb	Adjective
He told me (that)...	hotel..	introduce	future	
...he would / could	report			
		<b>Adverb</b>	<b>Expressions</b>	
		really	get married	
			the latest	

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* Noun clauses involving the use of say and tell followed by a tense change (auxiliary verbs : shall-will/ would, can/could, may/might) are introduced here.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to the latest report about Karen Marsh.

##### 2 Understand the situation

Ask the students to interpret the pictures.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: Is Karen Marsh going to retire, do you think?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: Is Karen Marsh going to retire, do you think?

Answer: She says she may, but she probably won't.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat(a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

### Comprehension

\* Ask individual students questions. Students give natural answers.

1 T: Does Karen Marsh say she's going to retire?

S: She says she might.

2 T: Who (m) does she say she will have to ask?

S: She says she will have to ask her future husband.

3 T: When does she say she's going to get married?

S: She says she's going to get married next week.

4 T: Did Karen Marsh tell reporters she might retire?

S: Yes, she did.

5 T: Did she say she had made up her mind?

S: No, she didn't.

6 T: Who (m) did she say she would have to ask?

S: She said she'd have to ask her future husband.

7 T: When did she say she would get married?

S: She said they'd get married next week.

### Asking questions

1 T: Ask me if Carlos will let her make another film.

S: Will Carlos let her make another film?

T: Why won't...?

S: Why won't Carlos let her make another film?

2 T: Ask me if they're going to get married next week.

S: Are they going to get married next week?

T: When...?

S: When are they going to get married?

3 T: Ask me if she might retire.

S: Might she retire?

T: When...?

S: When might she retire? 4 T: Ask me if she would have to ask her future husband.

S: Would she have to ask her future husband?

T: What...?

S: What would she have to ask her future husband?

5 T: Ask me if she introduced them to Carlos.

S: Did she introduce them to Carlos?

T: Who...?

S: Who did she introduce them to?

### Pattern drill: Books open

(a) To elicit : (He) said that (he would retire).

T: He would retire He said so.

S: He said that he would retire. etc.

Substitute the following :

she would see him; it might rain; he couldn't understand me; he would go abroad; she would remember him; he might meet her.

(b) To elicit : (He) said (he would retire).

Conduct the drill in the way shown in (a) above omitting that.

(c) To elicit : (He) told me that (he would retire).

Conduct the drill in the way shown in (a) above including that.

**Tell the story**

Ask individual students to look at the pictures and Tell the story.

## Lesson 136

### Spelling drill: Books shut

Ask the students to spell the following words.

light; night; right; sign; brought; bought; thought; caught; enough; through.

### Repetition drill

#### (a) Chorus repetition

To elicit noun clauses involving the use of say and tell followed by a tense change: shall-will/would; can/ could; may/might.

\* Give the instructions Lesson 136. Do not open your book. Listen. Do not speak.

\* Play the examples on the tape.

(1) T: I'll leave tomorrow.

What did he say?

S: He said he would leave tomorrow.

(2) T: I can understand English.

What did she tell you?

S: She told me she could understand English.

(3) T: I may go to the cinema this evening.

What did he say?

S: He said he might go to the cinema this evening.

(4) T: I'm not going to come tomorrow.

What did she tell you?

S: She told me she was not going to come tomorrow.

T: Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above

4 As in (4) above.

5 T: George won't travel by air.

What did he say?

S: He said George wouldn't travel by air.

6 T: I can't afford a new car.

What did she tell you?

S: She told me she couldn't afford a new car.

7 T: I may not retire.

What did he say?

S: He said he might not retire.

8 T: It will rain tomorrow.

What did she tell you?

S: She told me it would rain tomorrow.

9 T: The children can come with us.

What did he say?

S : He said the children could come with us.

10 T : Penny may be right.

What did she tell you?

S : She told me Penny might be right.

(b) Group or individual repetition

\* Ask small groups or individual students to repeat the questions and answers. Pattern drill : Books shut

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you! , ask individual students to continue in the same way.

(a) To elicit : He/ She said he/she would (leave tomorrow)

T : I'll leave tomorrow.

S1 : What did (he) say?

S2 : (He) said (he) would leave tomorrow. etc.

Substitute the following :

Penny will open the window; I'll change some money; it will rain tomorrow; they will arrive later; he will repair it; I'll write to him; I'll travel by air; I'll invite them.

(b) To elicit : He/ She told me he/she would (leave tomorrow).

T : I'll leave tomorrow.

S1 : What did (he) tell you?

S2 : (He) told me (he) would leave tomorrow. etc.

(c) To elicit : He/ She said he/she wouldn't (leave tomorrow)

Conduct the drill in the way shown in (a) above making negative statements.

(d) To elicit : He/ She told me he/ she wouldn't (leave tomorrow).

Conduct the drill in the way shown in (b) above making negative statements.

(e) To elicit : He/ She said he/she could (understand English)

T : I can understand English.

S1 : What did (he) say?

S2 : (He) said (he) could understand English. etc.

Substitute the following : I can recognize him; I can hear him; they can afford it; I can remember you; I can change it; I can finish it; I can stay here.

(f) To elicit : He/ She told me he/she could (understand English).

T : I can understand English.

S1 : What did (he) tell you?

S2 : (He) told me (he) could understand English. etc.

(g) To elicit : He/ She said he/she couldn't (understand English).

Conduct the drill in the way shown in (e) above making negative statements.

(h) To elicit : He/ She told me he/she couldn't (understand English).

Conduct the drill in the way shown in (f) above making negative statements.

(i) To elicit : He/ She said he/she might (go to the cinema).

T : I may go to the cinema.

S1 : What did (he) say?

S2 : (He) said (he) might go to the cinema. etc.

Substitute the following :

they may arrive tomorrow; I may retire; I may telephone him; I may sell it ;she may recognize you; I may finish it; I may go.

(j) To elicit : He/ She told me he/she might (go to the cinema).

T : I may go to the cinema.

S1 : What did (he) tell you?

S2 : (He) told me (he) might go to the cinema. etc.

## Teaching Unit 69

### Lesson 137

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>	<b>VOCABULARY</b>		
	<b>Nouns</b>	<b>Verbs</b>	<b>Preposition</b>
If (I win a lot of money, I) shall...	dream	depend(on)	round
If (he wins a lot of money, he) will...	football	win	
If (you feel better, you) can...	pools		
	seaside		

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* Type 1 Conditionals are introduced in this lesson.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a couple who are dreaming about the football pools.

##### 2 Understand the situation

Ask the students to interpret the picture.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: What would Julie like to do, if she has the money?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: What would Julie like to do, if she has the money? Answer: She'd like to travel and see the world.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

#### Comprehension

\* Ask individual students questions.

1 T: What is Brian doing?

S: He's doing the football pools.

2 T: Has he finished doing the football pools?

S: Not really. He has nearly finished.

3 T: What is Brian sure of ?

S: He's sure they'll win something this week.

4 T: What does Julie ask Brian?

S: She asks what Brian will do if he wins a lot of money.

5 T: What will Brian buy if he wins a lot of money?

S: He'll buy a mink coat for Julie.

6 T: What would Julie like better than a mink coat?

S: She would like to see the world.

7 T: What does Brian say they'll do if they win a lot of money?

S: He says they'll travel round the world and stay at the best hotels.

8 T: What will they do when they return home?

S: They'll buy a big house in the country.

9 T: What does Julie say about spending all that money?

S: She says if they spend all that money, they'll be poor again.

10 T: What does everything depend on?

S: Everything depends on 'if' .

#### Asking questions

1 T: Ask me if Brian is doing the football pools.

S: Is Brian doing the football pools?

T: What...?

S: What is Brian doing?

2 T: Ask me if Brian always says he'll win the pools.

S: Does Brian always say he'll win the pools?

T: What...?

S: What does Brian always say?

3 T: Ask me if he'll buy his wife a mink coat.

S: Will he buy his wife a mink coat?

T: What...?

S: What will he buy his wife?

4 T: Ask me if Julie wants to see the world.

S: Does Julie want to see the world?

T: What...?

S: What does Julie want to see?

5 T: Ask me if everything depends on 'if' .

S: Does everything depend on 'if' ?

T: What...?

S: What does everything depend on?

#### Pattern drill: Books shut

(a) To elicit echoed questions: affirmative and negative.

T: Brian is doing the football pools.

S: Is he? etc.

(b) To elicit question tags: affirmative/negative; negative/

affirmative.

T: Brian is doing the football pools.

S: Brian is doing the football pools, isn't he? etc.

(c) To elicit tag rejoinders expressing agreement : affirmative/negative; negative/ affirmative.

T: Brian is doing the football pools.

S: He is, isn't he. etc.

## Lesson 138

### Spelling drill: Books shut

Ask the students to spell the following words:

hot/hat; run/ran; swam/swum; cut/cat; fall/fell; rang/rung; drank/drunk; miss/mess; come/came; sit /set; want/won't; bath/both; bus/boss.

### Repetition drill

#### (a) Chorus repetition

To elicit Type 1 conditional statements with if.

\* Give the instructions Lesson 138. Do not open your book. Listen. Do not speak.

\* Play the examples on the tape.

(1) T: What will you do if you win a lot of money?

Stay at the best hotels.

S: If I win a lot of money, I'll stay at the best hotels.

(2) T: What will he do if he misses the bus?

Take a taxi.

S: If he misses the bus, he'll take a taxi.

(3) T: What will he do if he doesn't sell his old car?

He won't buy a new one.

S: If he doesn't sell his old car, he won't buy a new one.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: What will you do if they offer you more money?

Work less. S: If they offer me more money, I'll work less.

5 T: What will he do if she doesn't type the letter? Type it himself.

S: If she doesn't type the letter, he'll type it himself.

6 T: What will the children do if they come home early? Play in the garden.

S: If the children come home early, they'll play in the garden.

7 T: What will you do if you are ill tomorrow? I won't go to work.

S: If I am ill tomorrow, I won't go to work.

8 T: What will you do if you go to the party? Enjoy myself.

S: If I go to the party, I'll enjoy myself.

9 T: What will you do if he asks you? Tell him the truth.

S: If he asks me, I'll tell him the truth.

10 T: What will they do if it rains tomorrow? Stay at home.

S: If it rains tomorrow, they'll stay at home.

#### (b) Group or individual repetition

\* Ask small groups or individual students to repeat the questions and answers. Pattern drill: Books shut

\* Illustrate each exercise first by providing the stimulus and the

response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit: If I win a lot of money, I (shall stay at the best hotels).

T: What will you do if you win a lot of money? ... stay at the best hotels.

S: If I win a lot of money, I'll stay at the best hotels. etc.

Substitute the following:

live abroad; remain here; retire; move to a new house; enjoy myself; work less; travel round the world; give it away; fly to Tokyo; spend it all; buy a new house; leave it to my children; have a long holiday; offer my boss a job.

(b) To elicit: I (shall stay at the best hotels) if I win a lot of money.

Conduct the exercise in the way shown in (a) above using the same call words.

(c) To elicit: If he wins a lot of money. he (will stay at the best hotels).

T: What will he do if he wins a lot of money?... stay at the best hotels.

S: If he wins a lot of money, he'll stay at the best hotels. etc.

Substitute the call words given in (a) above.

(d) To elicit: He (will stay at the best hotels) if he wins a lot of money.

Conduct the exercise in the way shown in (c) above.

(e) To elicit: If I don't win a lot of money, I (shan't stay at the best hotels).

T: What will you do if you don't win a lot of money? ...stay at the best hotels.

S: If I don't win a lot of money, I shan't stay at the best hotels. etc.

Substitute appropriate call words taken from (a) above.

(f) To elicit: If he doesn't win a lot of money, he (won't stay at the best hotels). Conduct the drill in the way shown in (c) above, asking the question 'What will he do if he doesn't win a lot of money?'

Supply appropriate call words taken from (a) above.

(g) To elicit: If I am rich, I (shall stay at the best hotels).

T: What will you do if you are rich?... stay at the best hotels.

S: If I am rich, I'll stay at the best hotels. etc.

Substitute appropriate call words taken from (a) above.

(h) To elicit: If he is rich, he (will stay at the best hotels).

Conduct the drill in the way shown in (g) above substituting appropriate call words.

(i) To elicit: If you have a lot of money, you (can stay at the best

hotels).

T : What can you do if you have a lot of money?...stay at the best hotels.

S : If you have a lot of money, you can stay at the best hotels. etc.

Substitute appropriate call words taken from (a) above.

(j) To elicit : If she has a lot of money, she (can stay at the best hotels).

Conduct the drill in the way shown in (i) above, asking the question  
' What can she do if she has a lot of money? '

Dictation

Dictate the answer to the written exercise in Lesson 136.

## Teaching Unit 70

### Lesson 139

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>		<b>VOCABULARY</b>		
		<b>Nouns</b>	<b>Adjectives</b>	<b>Expressions</b>
Tell (me) if/why...		company	engineering	Speaking.
He wants to know if/why/what/when...		help	extra	by the way
I don't know what...		line	overseas	

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* Indirect questions involving the use of if and question words will be practised in this lesson.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about mistaken identity.

##### 2 Understand the situation

Ask the students to interpret the picture.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: Which John Smith does Graham Turner think he is talking to? 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: Which John Smith does Graham Turner think he is talking to? Answer: John Smith from the Overseas Engineering Company.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

##### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud. Comprehension

\* Ask individual students questions.

1 T: Isn't Graham Turner speaking to John Smith?

S: Yes, he is.

2 T: What does Graham Turner ask John Smith to tell Mary?

S: He asks John Smith to tell Mary they will be late for dinner this evening.

3 T: What time did he say he would be at their house?

S: He said he'd be there at six.

4 T: Why does he say he'll be late?

S: Because the boss wants him to do some extra work.

5 T: When will he finish?

S: He doesn't know when he will finish.

6 T: What does the speaker's wife want to know?

S: She wants to know if Mary needs any help.

#### Asking questions

1 T: Ask me if John understands.

S: Does John understand?

T: Why doesn't ...?

S: Why doesn't John understand?

2 T: Ask me if Mary invited them to dinner.

S: Did Mary invite them to dinner?

T: Who ... ?

S: Who invited them to dinner?

3 T: Ask me if Graham will have to stay at the office.

S: Will Graham have to stay at the office?

T: Why...?

S: Why will Graham have to stay at the office?

7 T: What doesn't John Smith understand?

S: He doesn't understand what the speaker is talking about.

8 T: Is he John Smith, the engineer?

S: Yes, he is.

9 T: Is he from the Overseas Engineering Company?

S: No, he isn't. He's from the telephone company.

4 T: Ask me if John knows what Graham is talking about.

S: Does John know what Graham is talking about?

T: Why doesn't ... ?

S: Why doesn't John know what Graham is talking about?

5 T: Ask me if John works for the Overseas Engineering Company.

S: Does John work for the Overseas Engineering Company?

T: Who ... for ?

S: Who does John work for? Pattern drill: Books shut

(a) To elicit echoed questions: affirmative and negative.

T: Mr. Turner isn't speaking to Tom Brown.

S: Isn't he? etc.

(b) To elicit question tags : affirmative/negative; negative/affirmative.

T: Mr. Turner isn't speaking to Tom Brown.

S : Mr. Turner isn't speaking to Tom Brown, is he? etc.

(c) To elicit tag rejoinders expressing agreement : affirmative/negative; negative/affirmative.

T : Mr. Turner isn't speaking to Tom Brown.

S : He isn't, is he. etc.

Tell the story

Ask individual students to look at the pictures and Tell the story.

## Lesson 140

Spelling drill: Books shut.

Ask the students to spell the following words:

month/mumps; come/jump; dust/front; Dutch/other; stomach/lunch;  
tongue/lucky; mum/son; London/hurry.

Repetition drill

(a) Chorus repetition

To elicit indirect questions involving the use of if and question words.

\* Give the instructions Lesson 140. Do not open your book. Listen. Do not speak.

\* Play the examples on the tape.

(1) T: Are you tired?

What does he want to know?

S: He wants to know if you are tired.

(2) T: Why is Mary late?

What does she want to know?

S: She wants to know why Mary is late.

(3) T: Does Tom get up early?

What does he want to know?

S: He wants to know if Tom gets up early.

T: Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Is Tom doing his homework?

What does she want to know?

S: She wants to know if Tom is doing his homework.

5 T: What are you cooking?

What does he want to know?

S: He wants to know what you are cooking.

6 T: When does Tom arrive?

What does she want to know?

S: She wants to know when Tom arrives.

7 T: Will the children go to bed early?

What does he want to know?

S: He wants to know if the children will go to bed early.

8 T: When will you have a bath?

What does she want to know?

S: She wants to know when you'll have a bath.

9 T: Did Tom go to bed early?

What does he want to know?

S: He wants to know if Tom went to bed early.

10 T: When did Tom go to bed?

What does she want to know?

S : She wants to know when Tom went to bed.

(b) Group or individual repetition

\* Ask small groups or individual students to repeat the questions and answers. Pattern drill : Books shut

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you! , ask individual students to continue in the same way.

(a) To elicit : He wants to know if you are (tired).

T : Are you tired?

S1 : What does he want to know?

S2 : He wants to know if you are tired. etc.

Substitute the following adjectives :

cold; wet; busy; thirsty; hungry; late; early; lazy; dirty.

(b) To elicit : Tell me if you are (tired).

T : Are you tired?

S : Tell me if you are tired. etc.

Substitute adjectives in (a).

(c) To elicit : He wants to know why you are (tired).

T : Why are you tired?

S1 : What does he want to know?

S2 : He wants to know why you are tired. etc.

Substitute appropriate adjectives.

(d) To elicit : Tell me why you are (tired).

T : Why are you tired?

S : Tell me why you are tired, etc.

Substitute appropriate adjectives.

(e) To elicit : He wants to know if you are (reading).

T : Are you reading?

S1 : What does he want to know?

S2 : He wants to know if you are reading. etc.

Substitute the following :

writing; buying books; cooking; typing; playing; painting.

(f) To elicit : He wants to know what you are (reading).

T : What are you reading?

S1 : What does he want to know?

S2 : He wants to know what you are reading, etc.

Substitute the verbs given in (e) above.

(g) To elicit : He wants to know if Tom (goes to bed early).

T : Does Tom go to bed early?

S1 : What does he want to know?

S2 : He wants to know if Tom goes to bed early. etc.

Substitute the following :

travels abroad; returns early; gets up early; does his homework; arrives late; shaves every morning; has a bath every day.

(h) To elicit : He wants to know when Tom (goes to bed).

T: When does Tom go to bed?

S1 : What does he want to know?

S2 : He wants to know when Tom goes to bed. etc.

Substitute the expressions given in (g).

## Teaching Unit 71

### Lesson 141

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>		<b>VOCABULARY</b>		
		<b>Adjectives</b>	<b>Adverbs</b>	<b>Noun</b>
It is/They are (opened) regularly.		amused	curiously	powder compact
He is/They are (invited) regularly.		embarrassed	kindly	
It was/They were (opened) this morning.		excited	opposite	
He was/They were (invited) this morning.		funny	regularly	
		middle-aged		<b>Expression</b>
		ugly		make up (her face)
		worried		

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* The passive (simple present and simple past only) is introduced in this lesson.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about a mother taking her little girl on a train.

##### 2 Understand the situation

Ask the students to interpret the picture.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: Why was the mother embarrassed?

##### 4 Play the tape or read the dialogue .

##### 5 Answer the question

After the reading, ask the question: Why was the mother embarrassed?

Answer: Because Sally told the middle-aged lady she was ugly.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line, and ask the students to repeat (a) in chorus, (b) in small groups, and (c)

individually.

9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

Comprehension

\* Ask individual students questions.

1 T: Who was invited to a children's party last week?

S: Sally was.

2 T: How old is Sally?

S: She's four.

3 T: How did the mother decide to go?

S: She decided to take her by train.

4 T: Why was Sally very excited?

S: Because she had never travelled on a train before.

5 T: Where did Sally sit on the train?

S: She sat near the window.

6 T: How did she spend the time?

S: She asked questions about everything she saw.

7 T: Who got on the train and sat opposite Sally?

S: A middle-aged lady did.

8 T: How was the lady dressed?

S: She was dressed in a blue coat and a large, funny hat.

9 T: What did the lady do after the train had left the station?

S: She took out her powder compact and began to make up her face.

10 T: Did Sally think the lady was beautiful?

S: No, she didn't.

Asking questions

1 T: Ask me if Sally was invited to a children's party.

S: Was Sally invited to a children's party?

T: When ... ?

S: When was Sally invited to a children's party?

2 T: Ask me if she was excited.

S: Was she excited?

T: Why ... ?

S: Why was she excited?

3 T: Ask me if she sat near a window.

S: Did she sit near a window?

T: Where ... ?

S: Where did she sit?

4 T: Ask me if the lady was dressed in a blue coat.

S: Was the lady dressed in a blue coat?

T: How ... ?

S: How was the lady dressed?

5 T: Ask me if the lady opened her handbag.

S: Did the lady open her handbag?

T: What ... ?

S : What did the lady open?

Pattern drill : Books shut

(a) To elicit echoed questions : affirmative and negative.

T: Sally is four years old.

S : Is she? etc.

(b) To elicit question tags : affirmative/negative; negative/affirmative.

T: Sally is four years old.

S : Sally is four years old, isn't she? etc.

(c) To elicit tag rejoinders expressing agreement : affirmative/negative; negative/affirmative.

T: Sally is four years old.

S : She is, isn't she. etc.

## Lesson 142

### Spelling drill: Books shut

Ask the students to spell the following words. A spelling rule may be given.

smile/small; hope/slip; like/look; wine/win; make/back; joke/knock; shine/swim; type/trip; car/care; cat/late.

### Repetition drill

#### (a) Chorus repetition

To elicit statements involving the use of the passive (simple present and past only).

\* Give the instructions Lesson 142. Do not open your book. Listen. Do not speak.

\* Play the examples on the tape.

(1) T: Does anyone ever open this window?

S: Yes, it is opened regularly.

(2) T: Does anyone ever take him to school?

S: Yes, he is taken to school regularly.

(3) T: Did anyone ever repair that car?

S: Yes, it was repaired regularly.

T: Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Does anyone ever air this room?

S: Yes, it is aired regularly.

5 T: Does anyone ever correct these exercise books?

S: Yes, they are corrected regularly.

6 T: Does anyone ever invite him to a party?

S: Yes, he is invited regularly.

7 T: Does anyone ever meet them at the station?

S: Yes, they are met at the station regularly.

8 T: Did anyone ever sharpen this knife?

S: Yes, it was sharpened regularly.

9 T: Did anyone ever sharpen these knives?

S: Yes, they were sharpened regularly.

10 T: Did anyone ever watch them?

S: Yes, they were watched regularly.

#### (b) Group or individual repetition

\* Ask small groups or individual students to repeat the questions and answers.

### Pattern drill: Books shut

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

\* The past participles of irregular verbs may be supplied as call words in all these exercises if necessary.

(a) To elicit : Someone (opens) it. It is (opened) regularly.

T: Does anyone ever open this window?

S: Someone opens it. It is opened regularly. etc.

The following may be substituted :

air this room; clean this room; empty this basket; sharpen this knife; turn on this tap; repair this car; move this bookcase; water this flower; dust this cupboard; correct this exercise book; shut this window; read this book; sweep this floor; drive this car; buy this model; sell this model.

(b) To elicit : Someone (opens) them. They are (opened) regularly.

Conduct the exercise in the way shown in (a) above to elicit a plural : e.g. Does anyone ever open these windows? etc.

(c) To elicit : Someone (invites) him. He is (invited) regularly.

T: Does anyone ever invite him to dinner?

S: Someone invites him. He is invited regularly. etc.

The following may be substituted :

ask him; watch him; stop him; call the doctor; see him; hear him; tell him; bring him; take him to school; meet him at the station.

(d) To elicit : Someone (invites) them. They are invited regularly.

Conduct the exercise in the way shown in (c) above to elicit a plural : e.g. Does anyone ever invite them to dinner? etc.

(e) To elicit : Someone (opened) it. It was (opened) this morning.

T: Did anyone open this window?

S: Someone opened it. It was opened this morning. etc.

Substitute an appropriate selection of expressions taken from (a) above.

(f) To elicit : Someone (opened) them. They were (opened) this morning.

Conduct the exercise in the way shown in (e) above to elicit a plural : e.g. Did anyone open these windows? etc.

Substitute an appropriate selection of expressions taken from (a) above.

(g) To elicit : Someone (invited) him. He was (invited) this morning.

T: Did anyone invite him to dinner?

S: Someone invited him. He was invited this morning. etc.

Substitute an appropriate selection of expressions taken from (c) above.

(h) To elicit : Someone (invited) them. They were (invited) this morning.

Conduct the exercise in the way shown in (g) above to elicit a plural : e.g. Did anyone invite them to dinner? etc.

Substitute an appropriate selection of expressions taken from (c) above.

Dictation

Dictate the answer to the written exercise in Lesson 140.

## Teaching Unit 72

### Lesson 143

#### Content and basic aims

<b>PATTERNS AND STRUCTURAL WORDS</b>		<b>VOCABULARY</b>		
		Nouns	Verbs	Preposition
It is/They have already been (opened).		beauty spot	place	among
He is/They have already been (invited).		cigarette end	prosecute	
It hasn't/They haven't been (opened) yet.		ground	surround	
It'll/They'll be (opened) soon.		litter		
He hasn't/They haven't been (invited) yet.		rubbish		
It'll/They'll be (invited) soon.		tyre		
		visitor	<b>Adjectives</b>	
		woods		
			rusty	
			sad	

#### General remarks

- \* Try as far as possible to conduct the lesson in English.
- \* The passive continued: present perfect and future.

#### Listening Comprehension

##### 1 Introduce the story

T: Today we'll listen to a story about people who throw litter.

##### 2 Understand the situation

Ask the students to interpret the picture.

##### 3 Listening objective

T: Listen to the story and see if you can answer this question: What was so funny about the words on the sign?

##### 4 Play the tape or read the dialogue

##### 5 Answer the question

After the reading, ask the question: What was so funny about the words on the sign?

Answer: The sign said, 'Anyone who leaves litter in these woods will be prosecuted,' but the sign was right among the rubbish.

##### 6 Intensive reading

Play the tape or read the dialogue again, pausing after every line to check the students understand.

##### 7 Play the tape or read the dialogue again

Play the tape or read the dialogue right through again. The students listen only.

##### 8 Repetition

Play the tape or read the dialogue again, pausing after every line,

and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

#### 9 Reading aloud

Ask one or two students to take parts and to read the dialogue aloud.

#### Comprehension

\* Ask individual students questions.

1 T: Do the writer live in a town or in the city?

S: He lives in a town.

2 T: What is the town surrounded by?

S: It's surrounded by beautiful woods.

3 T: What do the people from the city do on Sundays?

S: They come to see the town and to walk through the woods.

4 T: What have visitors been asked to do?

S: They have been asked to keep the woods clean and tidy.

5 T: Where have litter baskets been placed?

S: They have been placed under the trees.

6 T: What do people do with their rubbish?

S: People throw their rubbish everywhere.

7 T: What did the writer do last Wednesday?

S: He went for a walk in the woods.

8 T: Why did what he saw make him feel sad?

S: Because the litter baskets were empty but the ground was covered with pieces of paper, cigarette ends, old tyres, empty bottles and rusty tins.

9 T: What did he find among the rubbish?

S: He found a sign that said, 'Anyone who leaves litter in these woods will be prosecuted.'

#### Asking questions

1 T: Ask me if he lives in a very old town.

S: Does he live in a very old town?

T: Where ... ?

S: Where does he live?

2 T: Ask me if visitors walk through the woods.

S: Do visitors walk through the woods.

T: Where ... ?

S: Where do visitors walk?

3 T: Ask me if litter baskets have been placed under the trees.

S: Have litter baskets been placed under the trees?

T: Where ... ?

S: Where have litter baskets been placed?

4 T: Ask me if I counted seven old cars.

S: Did you count seven old cars?

T: How many ... ?

S: How many old cars did you count?

5 T: Ask me if the ground was covered with pieces of paper.

S: Was the ground covered with pieces of paper?

T: What ... ?

S: What was the ground covered with?

Pattern drill: Books shut

(a) To elicit echoed questions: affirmative and negative.

T: I live in a town.

S: Do you? etc.

(b) To elicit question tags : affirmative/negative; negative/affirmative.

T: I live in a town.

S: I live in a town, don't I? etc.

(c) To elicit tag rejoinders expressing agreement : affirmative/negative; negative/affirmative.

T: I live in a town.

S: You do, don't you. etc.

Tell the story

Ask individual students to look at the pictures and Tell the story.

## Lesson 144

### Spelling drill: Books shut

Ask the students to spell the following words.

read/ready/red; please/pleasant/plenty; eat/breakfast/spend;  
overseas/bread/fresh; speak/already/pen; east/instead/west;  
cheap/head/bed.

### Repetition drill

#### (a) Chorus repetition

To elicit statements involving the use of the passive (present perfect and future only).

\* Give the instructions Lesson 144. Do not open your book. Listen. Do not speak.

\* Play the examples on the tape.

(1) T: Has anyone opened the window yet?

S: Yes, it has already been opened.

(2) T: Has anyone corrected these exercise books yet?

S: Yes, they have already been corrected.

(3) T: Will anyone sweep the floor?

S: Yes, it'll be swept soon.

(4) T: Will anyone tell them about it?

S: Yes, they'll be told about it soon.

T: Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above.

5 T: Has anyone invited them yet?

S: Yes, they have already been invited.

6 T: Will anyone serve him?

S: Yes, he'll be served soon. 7 T: Has anyone repaired this car yet?

S: Yes, it has already been repaired.

8 T: Will anyone find them?

S: Yes, they'll be found soon.

9 T: Has anyone sharpened this knife yet?

S: Yes, it has already been sharpened.

10 T: Will anyone sharpen these knives?

S: Yes, they'll be sharpened soon.

#### (b) Group or individual repetition

\* Ask small groups or individual students to repeat the questions and answers.

### Pattern drill: Books shut

\* Illustrate each exercise first by providing the stimulus and the response.

\* Then, with the instruction Now you!, ask individual students to continue in the same way.

(a) To elicit : It has already been (opened).

T: Hasn't anyone opened the window yet?

S: It has already been opened. etc. The following may be substituted : aired this room; cleaned this room; emptied this basket; sharpened this knife; turned on this tap; repaired this car; moved this bookcase; watered this flower; dusted this cupboard; corrected this exercise book; shut that window; swept this floor; driven this car; bought this model; sold this model.

(b) To elicit : They have already been (opened).

Conduct the exercise in the way shown in (a) above to elicit a plural : e.g. Hasn't anyone opened the windows yet? etc.

(c) To elicit : He has already been (invited).

T: Hasn't anyone invited him yet?

S: He has already been invited. etc.

The following may be substituted :

asked him; stopped him; called him; seen him; told him; taken him to school; found him; forgotten him; served him.

(d) To elicit : They have already been (invited).

Conduct the exercise in the way shown in (c) above to elicit a plural : e.g. Hasn't anyone invited them yet? etc. (e) To elicit : It hasn't been (opened) yet. It will be (opened) tomorrow.

T: Hasn't anyone opened this window yet?

S: It hasn't been opened yet. It'll be opened tomorrow. etc.

Substitute the expressions given in (a) above.

(f) To elicit : They haven't been (opened) yet. They will be (opened) tomorrow.

Conduct the exercise in the way shown in (e) above to elicit a plural : e.g. Hasn't anyone opened the windows yet? etc. Substitute the expressions given in (a) above.

(g) To elicit : He hasn't been (invited) yet. He will be (invited) soon.

T: Hasn't anyone invited him yet?

S: He hasn't been invited yet. He will be invited soon. etc.

Substitute an appropriate selection of expressions taken from (c) above.

(h) To elicit : They haven't been (invited) yet. They will be (invited) soon.

Conduct the exercise in the way shown in (g) above to elicit a plural : e.g. Hasn't anyone invited them yet? etc. Substitute an appropriate selection of expressions taken from (c) above.

#### Dictation

Dictate the answer to the written exercise in Lesson 142.

## Answers to written exercises

### Lesson 4

B

- 1 No. It isn't my pen. It's your pen.
- 2 No. It isn't my pencil. It's your pencil.
- 3 No. It isn't my book. It's your book.
- 4 No. It isn't my watch. It's your watch.
- 5 No. It isn't my coat. It's your coat.
- 6 No. It isn't my dress. It's your dress.
- 7 No. It isn't my skirt. It's your skirt.
- 8 No. It isn't my shirt. It's your shirt.
- 9 No. It isn't my car. It's your car.
- 10 No. It isn't my house. It's your house.

### Lesson 6

A

Alice is a student. She isn't German. She is French.

This is her car. It is a French car.

Hans is a student. He isn't French. He is German.

This is his car. It is a German car.B

1 Is she a German student or Japanese student?

She is a German student. She's a Japanese student.

2 Is this a German car or a French car?

It isn't a German car. It's a French car.

3 Is he an Italian student or a German student?

He isn't an Italian student. He's a German student.

4 Is she an Italian student or a Chinese student?

She isn't an Italian student. She is a Chinese student.

5 Is this an American car or an English car?

It isn't an American car. It's an English car.

6 Is he a Japanese student or a Korean student?

He isn't a Japanese student. He's a Korean student.

7 Is this an English car or an Italian car?

It isn't an English car. It's an Italian car.

8 Is he an English student or a Chinese student?

He isn't an English student. He's a Chinese student.

9 Is this a French car or a German car?

It isn't a French car. It's a German car.

10 Is this a Chinese car or a Japanese car?

It isn't a Chinese car. It's a Japanese car.

11 Is this an English car or an American car?

It isn't an English car. It's an American car.

12 Is this a Japanese car or a Korean car?

It isn't a Japanese car. It's a Korean car.

Lesson 8

A

1 My name is Robert. I am a student. I am Italian.

2 Sophie is not Italian. She is French.

3 Mr. Blake is my teacher. He is not French.

B

1 What's his job? Is he a policeman? Yes, he is.

2 What's her job? Is she a policewoman? Yes, she is.

3 What's his job? Is he a taxi driver? Yes, he is.

4 What's her job? Is she an air hostess? Yes, she is.

5 What's his job? Is he a postman? Yes, he is.

6 What's her job? Is she a nurse? Yes, she is.

7 What's his job? Is he a mechanic? Yes, he is.

8 What's his job? Is he a hairdresser? Yes, he is.

9 What's her job? Is she a housewife? Yes, she is.

10 What's his job? Is he a milkman? Yes, he is.

Lesson 10

A

1 Mr. Blake isn't a student. He's a teacher.

2 This isn't my umbrella, It's your umbrella.

3 Sophie isn't a teacher. She's a keyboard operator.

4 Steven isn't cold. He's hot.

5 Naoko isn't Chinese. She's Japanese.

6 This isn't a German car. It's a Swedish car.

B

1 Look at that man. He's very fat.

2 Look at that woman. She's very thin.

3 Look at that policeman. He's very tall.

4 Look at that policewoman. She's very short.

5 Look at that mechanic. He's very dirty.

6 Look at that nurse. She's very clean.

7 Look at Steven. He's very hot.

8 Look at Emma. She's very cold.

9 Look at that milkman. He's very old.

10 Look at that air hostess. She's very young.

11 Look at that hairdresser. He's very busy.

12 Look at that housewife. She's very lazy.

Lesson 12

A

1 Stella is here. That is her car.

2 Excuse me, Steven. Is this your umbrella?

3 I am an air hostess. My name is Britt.

4 Paul is here, too. That is his coat.

B

1 Whose is this handbag? It's Stella's. It's her handbag.

- 2 Whose is this car? It's Paul's. It's his car.
- 3 Whose is this coat? It's Sophie's. It's her coat.
- 4 Whose is this umbrella? It's Steven's. It's his umbrella.
- 5 Whose is this pen? It's my daughter's. It's her pen.
- 6 Whose is this dress? It's my son's. It's his dress.
- 7 Whose is this suit? It's my father's. It's his suit.

Answers

- 8 Whose is this skirt? It's my mother's. It's her skirt.
- 9 Whose is this blouse? It's my sister's. It's her blouse.
- 10 Whose is this tie? It's my brother's. It's his tie.
- 11 Whose is this pen? It's Sophie's. It's her pen.
- 12 Whose is this pencil? It's Hans'. It's his pencil.

Lesson 14

A

- 1 This is Paul's car.
- 2 This is Sophie's coat.
- 3 This is Helen's dog.
- 4 This is my father's suit.
- 5 This is my daughter's dress.

B

- 1 What colour's Steven's car? His car's blue.
- 2 What colour's Tim's shirt? His shirt's white.
- 3 What colour's Sophie's coat'? Her coat's grey.
- 4 What colour's Mrs. White's carpet? Her carpet's red.
- 5 What colour's Dave's tie? His tie's orange.
- 6 What colour's Steven's hat? His hat is grey and black.
- 7 What colour's Helen's dog? Her dog's brown and white.
- 8 What colour's Hans' pen? His pen's green.
- 9 What colour's Luming's suit? His suit's grey.
- 10 What colour's Stella's pencil? Her pencil's blue.
- 11 What colour's Xiaohui's handbag? Her handbag's brown.
- 12 What colour's Sophie's skirt? Her skirt's yellow.

A

- 1 It is an English car.
- 2 It is a Japanese car.
- 3 It is an Italian car.
- 4 It is a French car.
- 5 It is an American car.
- 6 Robert is not a teacher.

B

- 1 What colour are your shirts? Our shirts are white.
- 2 What colour are your coats? Our coats are grey.
- 3 What colour are your tickets? Our tickets are yellow.
- 4 What colour are your suits? Our suits are blue.

- 5 What colour are your hats? Our hats are black and grey.
- 6 What colour are your passports? Our passports are green.
- 7 What colour are your umbrellas? Our umbrellas are black.
- 8 What colour are your handbags? Our handbags are white.
- 9 What colour are your ties? Our ties are orange.
- 10 What colour are your dogs? Our dogs are brown and white.
- 11 What colour are your pens? Our pens are blue.
- 12 What colour are your cars? Our cars are red.

### Lesson 18

A

- 1 That man is tall. He is a policeman.
- 2 Those girls are busy. They are keyboard operators.
- 3 Our names are Britt and Inge. We are Swedish.
- 4 Look at our office assistant. He is very hard-working.
- 5 Look at Nicola. She is very pretty.
- 6 Michael Baker and Jeremy Short are employees. They are sales reps.

B

- 1 Are they keyboard operators or air hostesses?  
They aren't keyboard operators. They're air hostesses.
- 2 Are they postmen or policemen?  
They aren't postmen. They're policemen.
- 3 Are they policewomen or nurses?  
They aren't policewomen. They're nurses.
- 4 Are they customs officers or hairdressers?  
They aren't customs officers. They're hairdressers.
- 5 Are they hairdressers or teachers?  
They aren't hairdressers. They're teachers.
- 6 Are they engineers or taxi drivers?  
They aren't engineers. They're taxi drivers.
- 7 Are they policewomen or keyboard operators?  
They aren't policewomen. They're keyboard operators.
- 8 Are they milkmen or engineers?  
They aren't milkmen. They're engineers.
- 9 Are they policemen or milkmen?  
They aren't policemen. They're milkmen.
- 10 Are they nurses or housewives?  
They aren't nurses. They're housewives.

### Lesson 20

A

- 1 Those children are tired.
- 2 Their mother is tired, too.
- 3 That ice cream man is very busy.
- 4 His ice creams are very nice.
- 5 What's the matter, children? We are thirsty.

6 What's the matter, Tim? I am tired.

Answers

B

- 1 Are the children tired or thirsty? They're not tired. They're thirsty.
- 2 Are the postmen cold or hot? They're not cold. They're hot.
- 3 Are the hairdressers thin or fat? They're not thin. They're fat.
- 4 Are the shoes small or big? They're not small. They're big.
- 5 Are the shops shut or open? They're not shut. They're open.
- 6 Are his cases heavy or light? They're not heavy. They're light.
- 7 Are grandmother and grandfather young or old? They're not young. They're old.
- 8 Are their hats old or new? They're not old. They're new.
- 9 Are the policemen short or tall? They're not short. They're tall.
- 10 Are his trousers short or long? They're not short. They're long.

## Lesson 22

### A

- 1 Is this Nicola's coat? No, it's not. Her coat is grey.
- 2 Are these your pens? No, they're not. My pens are blue.
- 3 Is this Mr. Jackson's hat? No, it's not. His hat is black.
- 4 Are these the children's books? No, they're not. Their books are red.
- 5 Is this Helen's dog? No, it's not. Her dog is brown and white.
- 6 Is this your father's tie? No, it's not. His tie is orange.

### B

- 1 Give me a cup please. Which one? This ditty one? No, not this dirty one. That clean one. Here you are. Thank you.
- 2 Give me a glass please. Which one? This empty one? No, not this empty one. That full one. Here you are. Thank you.
- 3 Give me a bottle please. Which one? This large one? No, not this large one. That small one. Here you are. Thank you.
- 4 Give me a box please. Which one? This big one? No, not this big one. That little one. Here you are. Thank you.
- 5 Give me a tin please. Which one? This new one? No, not this new one. That old one. Here you are. Thank you.
- 6 Give me a knife please. Which one? This sharp one? No, not this sharp one. That blunt one. Here you are. Thank you.
- 7 Give me a spoon please. Which one? This new one? No, not this new one. That old one. Here you are. Thank you.
- 8 Give me a fork please. Which one? This large one? No, not this large one. That small one. Here you are. Thank you.

## Lesson 24

A

- 1 Give Jane this watch. Give her this one, too.
- 2 Give the children these ice creams. Give them these, too.
- 3 Give Tom this book. Give him this one, too.
- 4 That is my passport. Give me my passport please.
- 5 That is my coat. Give me my coat please.
- 6 Those are our umbrellas. Give us our umbrellas please.

B

- 1 Give me some pens please. Which ones? These? No, not those. The ones on the desk.
- 2 Give me some ties please. Which ones? These? No, not those. The ones on the chair.
- 3 Give me some spoons please. Which ones? These? No, not those. The ones on the table.
- 4 Give me some plates please. Which ones? These? No, not those. The ones on the cupboard.
- 5 Give me some cigarettes please. Which ones? These? No, not those. The ones on the television.
- 6 Give me some boxes please. Which ones? These? No, not those. The ones on the floor.
- 7 Give me some bottles please. Which ones? These? No, not those. The ones on the dressing table.
- 8 Give me some hooks please. Which ones? These? No, not those. The ones on the shelf.
- 9 Give me some magazines please. Which ones? These? No, not those. The ones on the bed.
- 10 Give me some newspapers please. Which ones? These? No, not those. The ones on the stereo.

## Lesson 26

A

- 1 Give me a glass. Which glass? The empty one.
- 2 Give me some cups. Which cups? The cups on the table.
- 3 Is there a book on the table? Yes, there is. Is the book red?
- 4 Is there a knife in that box? Yes, there is. Is the knife sharp?

B

- 1 There's a cup on the table. The cup is clean.
- 2 There's a box on the floor. The box is large.
- 3 There's a glass in the cupboard. The glass is empty.
- 4 There's a knife on the plate. The knife is sharp.
- 5 There's a fork on the tin. The fork is dirty.
- 6 There's a bottle in the refrigerator. The bottle is full.
- 7 There's a pencil on the desk. The pencil is blunt.

## Lesson 28

A

- 1 There are some pencils on the desk.
- 2 There are some knives near that tin.
- 3 There are some policemen in the kitchen.
- 4 There are some newspapers in the living room.
- 5 There are some keyboards operators in the office.

B

- 1 Are there any books in the room?  
No, there aren't any books in the room.  
There are some magazines.  
Where are they?  
They're on the television.
- 2 Are there any ties on the floor?  
No, there aren't any ties on the floor.  
There are some shoes.  
Where are they?  
They're near the bed.
- 3 Are there any glasses on the cupboard?  
No, there aren't any glasses on the cupboard.  
There are some bottles.  
Where are they?  
They're near those tins.
- 4 Are there any newspapers on the shelf?  
No, there aren't any newspapers on the shelf.  
There are some tickets.  
Where are they?  
They're in that handbag.
- 5 Are there any forks on the table?  
No, there aren't any forks on the table.

There are some knives.

Where are they?

They're in that box. 6 Are there any cups on the stereo?

No, there aren't any cups on the stereo.

There are some glasses.

Where are they?

They're near those bottles.

7 Are there any cups in the kitchen?

No, there aren't any cups in the kitchen.

There are some plates.

Where are they?

They're on the cooker.

8 Are there any glasses in the kitchen?

No, there aren't any glasses in the kitchen.

There are some bottles.

Where are they?

They're in the refrigerator.

9 Are there any books in the room?

No, there aren't any books in the room.

There are some pictures.

Where are they?

They're on the wall.

10 Are there any chairs in the room?

No, there aren't any chairs in the room.

There are some armchairs.

Where are they?

They're near the table.

## Lesson 30

A

1 Clean it!        2 Shut it!        3 Open it!

B

1 Shut the door!        5 Turn on the stereo!        9 Dust the  
cupboard!

2 Open the window!        6 Turn off the tap!        10 Empty the cup!  
3 Put on your shirt!        7 Sweep the floor!        11 Read this  
magazine!

4 Take off your shoes!        8 Clean the blackboard!        12 Sharpen these  
knives!

## Lesson 32

A

- 1 He is opening the window.
- 2 She is sharpening this pencil.
- 3 She is dusting the cupboard.
- 4 She is emptying the basket.
- 5 He is looking at the picture.

B

- 1 What is Mr. Richards doing?  
Is he cleaning his teeth?  
No, he isn't cleaning his teeth.  
He's opening the window.
- 2 What is my mother doing?  
Is she shutting the door?  
No, she isn't shutting the door.  
She's making the bed.
- 3 What is the dog doing?  
Is it drinking its milk?  
No, it isn't drinking its milk.  
It's eating a bone.
- 4 What is my sister doing?  
Is she reading a magazine?  
No, she isn't reading a magazine.  
She's looking at a picture.
- 5 What is Emma doing?  
Is she dusting the dressing table?  
No, she isn't dusting the dressing table.  
She's cooking a meal.
- 6 What is Amy doing?  
Is she making the bed?  
No, she isn't making the bed.  
She's sweeping the floor.
- 7 What is Tim doing?  
Is he reading a magazine?  
No, he isn't reading a magazine.  
He's sharpening a pencil.
- 8 What is the girl doing?  
Is she turning on the light?  
No, she isn't turning on the light.  
She's turning off the tap.
- 9 What is the boy doing?  
Is he cleaning his teeth?  
No, he isn't cleaning his teeth.  
He's putting on his shirt.
- 10 What is Miss Jones doing?  
Is she putting on her coat?

No, she isn't putting on her coat.  
She's taking off her coat.

## Lesson 34

A

- 1 She is typing a letter.
- 2 She is making the bed.
- 3 He is coming.
- 4 The sun is shining.
- 5 He is giving me some magazines.

B

- 1 What are the men doing? They're cooking a meal.
- 2 What are they doing? They're sleeping.
- 3 What are the men doing? They're shaving.
- 4 What are the children doing? They're crying.
- 5 What are the dogs doing? They're eating bones.
- 6 What are the women doing? They're typing letters.
- 7 What are the children doing? They're doing their homework.
- 8 What are the women doing? They're washing dishes.
- 9 What are the bids doing? They're flying over the river.
- 10 What are they doing? They're walking over the bridge.
- 11 What are the man and woman doing? They're waiting for a bus.
- 12 What are the children doing? They're jumping off the wall.

## Lesson 36

A

- 1 He is swimming across the river.
- 2 she is sitting on the grass.
- 3 The cat is running along the wall.

B

- 1 Where is the man going? He's going into the shop.
- 2 Where is the woman going? She's going out of the shop.
- 3 Where is he sitting? He's sitting beside his mother.
- 4 Where are they walking? They're walking across the street.
- 5 Where are the cats running? They're running along the wall.
- 6 Where are the children jumping? They're jumping off the branch.
- 7 Where is the man standing? He's standing between two policemen.
- 8 Where is she sitting? She's sitting near the tree.
- 9 Where is it flying? It's flying under the bridge.
- 10 Where is the aeroplane flying? It's flying over the bridge.
- 11 Where are they sitting? They're sitting on the grass.
- 12 Where are the man and the woman reading? They're reading in the living room.

## Lesson 38

A

- 1 What are you doing? We are reading.
- 2 What are they doing? They are doing their homework.
- 3 What is he doing? He is working hard.
- 4 What are you doing? I am washing the dishes.

B

- 1 What are you going to do?  
I'm going to shave.  
What are you doing now?  
I'm shaving.
- 2 What are you going to do?  
I'm going to wait for a bus.  
What are you doing now?  
I'm waiting for a bus.
- 3 What are you going to do?  
I'm going to do my homework.  
What are you doing now?  
I'm doing my homework.
- 4 What are you going to do?  
I'm going to listen to the stereo.  
What are you doing now?  
I'm listening to the stereo.
- 5 What are you going to do?  
I'm going to wash the dishes.  
What are you doing now?  
I'm washing the dishes.

## Lesson 40

A

- 1 Send that letter to George.
- 2 Take those flowers to her.
- 3 Show that picture to me.
- 4 Give these books to Mrs. Jones.
- 5 Give these ice creams to the children.

B

- 1 I'm going to put it on.
- 2 I'm going to take them off.
- 3 I'm going to turn them on.
- 4 I'm going to turn it off.
- 5 I'm going to put it on.
- 6 I'm going to take it off.
- 7 I'm going to turn them on.
- 8 I'm going to turn it off.
- 9 I'm going to turn them off.
- 10 I'm going to turn it on.

## Lesson 42

A

- 1 Is there any bread in the kitchen?
- 2 There's a loaf on the table.
- 3 There's some coffee on the table, too.
- 4 There isn't any chocolate on the table.
- 5 There's a spoon on that dish.
- 6 Is there any soap on the dressing table?

B

- 1 Is there a spoon here?  
Yes, there is. There's one on the plate.
- 2 Is there a tie here?  
Yes, there is. There's one on the chair.
- 3 Is there any milk here?  
Yes, there is. There's some on the table.
- 4 Is there a hammer here?  
Yes, there is. There's one on the bookcase.
- 5 Is there any tea here?  
Yes, there is. There's some on the table.
- 6 Is there a vase here?  
Yes, there is. There's one on the radio.
- 7 Is there a suit here?  
Yes, there is. There's one in the wardrobe.
- 8 Is there any tobacco here?  
Yes, there is. There's some in the tin.
- 9 Is there any chocolate here?  
Yes, there is. There's some on the desk.
- 10 Is there any cheese here?  
Yes, there is. There's some on the plate.

## Lesson 44

A

- 1 I can see some spoons, but I can't see any knives.
- 2 I can see some hammers, but I can't see any boxes.
- 3 I can see some coffee, but I can't see any loaves of bread.
- 4 I can see some cupboards, but I can't see any shelves.
- 5 I can see Mr. Jones and Mr. Brown, but I can't see their wives.
- 6 I can see some cups, but I can't see any dishes.
- 7 I can see some cars, but I can't see any buses.

B

- 1 Is there any milk here?  
Yes, there is. There's some in front of the door.
- 2 Is there any soap here?  
Yes, there is. There's some on the cupboard.
- 3 Are there any newspapers here?

Yes, there are. There are some behind that vase.

4 Is there any water here?

Yes, there is. There's some in those glasses.

5 Is there any tea here?

Yes, there is. There's some in those cups.

6 Are there any cups here?

Yes, there are. There are some in front of that kettle.

7 Is there any chocolate here?

Yes, there is. There's some behind that book.

8 Are there any teapots here?

Yes, there are. There are some in that cupboard.

9 Are there any cars here?

Yes, there are. There are some in front of that building.

10 Is there any coffee here?

Yes, there is. There's some on the table.

## Lesson 46

A

- 1 They can type these letters.
- 2 She can make the bed.
- 3 You can swim across the river.
- 4 We can come now.
- 5 We can run across the park.
- 6 He can sit on the grass.
- 7 I can give him some chocolate.

B

1 Can you type this letter?

Yes, I can.

What can you do?

I can type this letter.

2 Can Mary wait for the bus?

Yes, she can.

What can she do?

She can wait for the bus.

3 Can Mary and Jane wash the dishes?

Yes, they can.

What can they do?

They can wash the dishes.

4 Can George take these flowers to her?

Yes, he can.

What can he do?

He can take these flowers to her.

5 Can the cat drink its milk?

Yes, it can.

What can it do?

It can drink its milk.

6 Can you and Tom paint this bookcase?

Yes, we can.

What can you and Tom do?

We can paint this bookcase.

7 Can you see that aeroplane?

Yes, I can.

What can you do?

I can see that aeroplane.

8 Can Jane read this book?

Yes, she can.

What can she do?

She can read this book.

## Lesson 48

A

- 1 The aeroplane is flying over the village.
- 2 The ship is going under the bridge.

- 3 The children are swimming across the river.
- 4 Two cats are running along the wall.
- 5 The boy is jumping off the branch.
- 6 The girl is sitting between her mother and her father.
- 7 The teacher is standing in front of the blackboard.
- 8 The blackboard is behind the teacher.B

1 Do you like honey?  
Yes, I do. I like honey, but I don't want any.

2 Do you like bananas?  
Yes, I do. I like bananas, but I don't want one.

3 Do you like jam?  
Yes, I do. I like jam, but I don't want any.

4 Do you like oranges?  
Yes, I do. I like oranges, but I don't want one.

5 Do you like ice cream?  
Yes, I do. I like ice cream, but I don't want any.

6 Do you like whisky?  
Yes, I do. I like whisky, but I don't want any.

7 Do you like apples?  
Yes, I do. I like apples, but I don't want one.

8 Do you like wine?  
Yes, I do. I like wine, but I don't want any.

9 Do you like biscuits?  
Yes, I do. I like biscuits, but I don't want one.

10 Do you like beer?  
Yes, I do. I like beer, but I don't want any.

## Lesson 50

A

- 1 He likes coffee, but I don't.
- 2 She likes tea, but he doesn't.
- 3 He is eating some bread, but she isn't.
- 4 She can type very well, but he can't.
- 5 They are working hard, but we aren't.
- 6 He is reading a magazine, but I am not.

B

1 Does Sam like cabbage?

Yes, he does. He likes cabbage, but he doesn't want any.

2 Does Sam like lettuce?

Yes, he does. He likes lettuce, but he doesn't want any.

3 Do you like peas?

Yes, I do. I like peas, but I don't want any.

4 Does Mrs. White like beans?

Yes, she does. She likes beans, but she doesn't want any.

5 Do you like bananas?

Yes, I do. I like bananas, but I don't want any.

6 Does Mr. Jones like oranges?

Yes, he does. He likes oranges, but he doesn't want any.

7 Does George like apples?

Yes, he does. He likes apples, but he doesn't want any.

8 Does Elizabeth like pears?

Yes, she does. She likes pears, but she doesn't want any.

9 Do you like grapes?

Yes, I do. I like grapes, but I don't want any.

10 Does Carol like peaches?

Yes, she does. She likes peaches, but she doesn't want any.

## Lesson 52

A

- 1 We come from Germany, but Dimitri comes from Greece.
- 2 I like cold weather, but he likes warm weather.
- 3 He comes from the U.S., but she comes from England.
- 4 She doesn't like the winter, but she likes the summer.5
- I come from Norway, but you come from Spain.
- 6 Stella comes from Spain, but Hans and Karl come from Germany.
- 7 We don't come from Spain. We come from Brazil.

B

- 1 Where does she come from? Does she come from England?  
No, she doesn't come from England. She comes from the U.S.  
What nationality is she?  
She's American.
- 2 Where do they come from? Do they come from France ?  
No, they don't come from France. They come from England.  
What nationality are they?  
They're English.
- 3 Where does he come from? Does he come from France?  
No, he doesn't come from France. He comes from Germany.  
What nationality is he?  
He's German.4 Where does he come from? Does he come from Italy?  
No, he doesn't come from Italy. He comes from Greece.  
What nationality is he?  
He's Greek.
- 5 Where do they come from? Do they come from Greece?  
No, they don't come from Greece. They come from Italy.  
What nationality are they?  
They're Italian.
- 6 Where do they come from? Do they come from Brazil?  
No, they don't come from Brazil. They come from Norway.  
What nationality are they?  
They're Norwegian.
- 7 Where do they come from? Do they come from Norway?  
No, they don't come from Norway. They come from Greece.  
What nationality are they?  
They're Greek.
- 8 Where does she come from? Does she come from Italy?  
No, she doesn't come from Italy. She comes from Spain.  
What nationality is she?  
She's Spanish.
- 9 Where does she come from? Does she come from Norway?  
No, she doesn't come from Norway. She comes from France.  
What nationality is she?

She's French.

10 Where does he come from? Does he come from the U.S.?

No, he doesn't come from the U.S. He comes from Brazil.

What nationality is he?

He's Brazilian.

## Lesson 54

### A

1 The sun sets late.

Does the sun set late? The sun doesn't set late.

2 He likes ice cream.

Does he like ice cream? He doesn't like ice cream.

3 Mrs. Jones wants a biscuit.

Does she want a biscuit? She doesn't want a biscuit.

4 Jim comes from England.

Does Jim come from England? He doesn't come from England.

### B

1 Where does he come from? Is he Australian?

Yes. He's Australian. He comes from Australia.

2 Where does he come from? Is he Austrian?

Yes. He's Austrian. He comes from Austria.

3 Where does he come from? Is he Canadian?

Yes. He's Canadian. He comes from Canada.

4 Where do they come from? Are they Chinese?

Yes. They're Chinese. They come from China.

5 Where does he come from? Is he Finnish?

Yes. He's Finnish. He comes from Finland.

6 Where does she come from? Is she Indian?

Yes. She's Indian. She comes from India.

7 Where do they come from? Are they Japanese?

Yes. They are Japanese. They come from Japan.

8 Where do they come from? Are they Nigerian?

Yes. They're Nigerian. They come from Nigeria.

9 Where does she come from? Is she Turkish?

Yes. She's Turkish. She comes from Turkey.

10 Where does she come from? Is she Korean?

Yes. She's Korean. She comes from Korea.

## Lesson 56

A

1 The children go to school in the morning.

2 Their father takes them to school.

3 Mrs. Sawyer stays at home.

4 She does the housework.

5 She always eats her lunch at noon.B

1 What does she do in the morning? She always makes the bed in the morning.

2 What does he do in the morning? He always shaves in the morning.

3 What do they do in the evening? They sometimes listen to the stereo in the evening.

4 What does he do every day? He always cleans the blackboard every day.

5 What do they do at night? They always go to bed early at night.

6 What does she do every day? She usually washes the dishes every day.

7 What do they do in the afternoon? They usually type some letters in the afternoon.

8 What does it do every day? It usually drinks some milk every day.

9 What do they do in the evening? They sometimes watch television in the evening.

10 What does she do at noon? She always eats her lunch at noon.

11 What does he do in the evening? He often reads his newspaper in the evening.

## Lesson 58

A

1 She usually drinks tea in the morning, but this morning, she is drinking coffee.

2 They usually play in the garden in the afternoon, but this afternoon, they are playing in the park.

3 He usually washes the dishes at night, but tonight he is washing clothes.

B

1 What does she usually do in the morning? She usually drinks tea in the morning.

What is she doing this morning? She is drinking coffee.

2 What do they usually do in the afternoon? They usually play in the garden in the afternoon.

What are they doing this afternoon? They are swimming in the river.

3 What do you usually do in the evening? I usually cook a meal in the evening.

What are you doing this evening? I am reading a book this evening.

4 What do you usually do at night? We usually watch television at night.

What are you doing tonight? We are listening to the stereo tonight.

## Lesson 60

A

- 1 I don't have any grapes, but I have some peaches.
- 2 I don't have any tomatoes, but I have some potatoes.
- 3 I don't have any mince, but I have some steak.
- 4 I don't have any glue, but I have some ink.
- 5 I don't have any envelopes, but I have some writing paper.

B

- 1 I don't have any honey, but I have some Jam.
- 2 Penny and I don't have any beaus, but we have some potatoes.
- 3 Penny and Sam don't have any wine, but they have some beer.
- 4 Sam and I don't have any bread, but we have some biscuits.
- 5 Sam and Penny don't have any grapes, but they have some bananas.
- 6 I don't have any mince, but I have some steak.
- 7 The children don't have any butter, but they have some eggs.
- 8 I don't have any lettuces, but I have some cabbages.
- 9 Penny and I don't have any beans, but we have some peas.

## Lesson 62

A

- 1 He has a cold.
- 2 He can't go to work.
- 3 He is not well.
- 4 He feels ill.
- 5 He must see a doctor.
- 6 He does not like doctors.

B

- 1 What's the matter with Elizabeth?  
Does she have an earache?  
No, she doesn't have an earache.  
She has a headache. So she must take an aspirin.
- 2 What's the matter with George?  
Does he have a headache?  
No, he doesn't have a headache.  
He has an earache. So he must see a doctor.
- 3 What's the matter with Jim?  
Does he have a stomach ache?  
No, he doesn't have a stomach ache.  
He has a tooth ache. So he must see a dentist.
- 4 What's the matter with Jane?  
Does she have a toothache?  
No, she doesn't have a toothache.  
She has a stomach ache. So she must take some medicine.
- 5 What's the matter with Sam?  
Does he have a stomach ache?  
No, he doesn't have a stomach ache.  
He has a temperature. So he must go to bed.
- 6 What's the matter with Dave?  
Does he have a headache?  
No, he doesn't have a headache.  
He has flu. So he must stay in bed.
- 7 What's the matter with Jimmy?  
Does he have a headache?  
No, he doesn't have a headache.  
He has measles. So we must call the doctor.
- 8 What's the matter with Susan?  
Does she have an earache?  
No, she doesn't have an earache.  
She has mumps. So we must call the doctor.

## Lesson 64

A

- 1 Jimmy is better now but he mustn't get up yet.
- 2 Jimmy has a cold and he must stay in bed.
- 3 Jimmy can get up for two hours each day.
- 4 Jimmy often reads in bed.
- 5 Jimmy listens to the stereo, too.
- 6 Jimmy doesn't feel ill now.

B

- 1 Don't take any aspirins! You mustn't take any aspirins!
- 2 Don't take this medicine! You mustn't take this medicine!
- 3 Don't call the doctor! You mustn't call the doctor!
- 4 Don't play with matches! You mustn't play with matches!
- 5 Don't talk in the library! You mustn't talk in the library!
- 6 Don't make a noise! You mustn't make a noise!
- 7 Don't drive so quickly! You mustn't drive so quickly!
- 8 Don't lean out of the window! You mustn't lean out of the window!
- 9 Don't break that vase! You mustn't break that vase!

## Lesson 66

A

- 1 I am going to see him at ten o'clock.
- 2 It often rains in November.
- 3 Where do you come from? I come from France.
- 4 I always go to work in the morning.
- 5 What's the climate like in your country?
- 6 It's cold in winter and hot in summer.

B

- 1 She must go to the library at 1.15.
- 2 Sam and I must see the dentist at 3.45.
- 3 I must type this letter at 2.00.
- 4 Sam and Penny must see the boss at 1.30.
- 5 George must take his medicine at 3.15.
- 6 Sophie must arrive in London at 2.30.
- 7 You must catch the bus at 3.30.
- 8 I must arrive there at 3.00.
- 9 They must come home at 2.15.
- 10 I must meet Sam at 1.45.
- 11 He must telephone me at 2.45.

## Lesson 68

A

- 1 I was at church on Sunday.
- 2 I was at the office on Monday.
- 3 My son was at school on Tuesday.
- 4 My wife was at the butcher's on Wednesday.5 She was at the grocer's on Thursday.

6 My daughter was in the country on Friday.

7 I was at home on Saturday.

B

1 When was Tom at the hairdresser's? He was at the hairdresser's on Thursday.

2 When was Mrs. Jones at the butcher's? She was at the butcher's on Wednesday.

3 When was he at home? He was at home on Sunday.

4 When was Penny at the baker's? She was at the baker's on Friday.

5 When was Mrs. Williams at the grocer's? She was at the grocer's on Monday.

6 When was Nicola at the office? She was at the office on Tuesday.

## Lesson 70

A

- 1 We were at the stationer's on Monday.
- 2 We were there at four o'clock.
- 3 They were in Australia in September.
- 4 They were there in spring.
- 5 On November 25th, they were in Canada.
- 6 They were there in 1990.

B

- 1 Where were you and Susan on March 23rd?  
We were at the office on March 23rd.
- 2 Where were Sam and Penny in 1986?  
They were in India in 1986.
- 3 Where were you and Penny on Saturday?  
We were at the baker's on Saturday.
- 4 Where were Sam and Penny in 1993?  
They were in Canada in 1993.
- 5 Where were you and Penny in August?  
We were in Austria in August.
- 6 Where were Sam and Penny on May 25th?  
They were at home on May 25th.
- 7 Where were you and Penny in December?  
We were in Finland in December.
- 8 Where were you and Sam on February 22nd?  
We were at school on February 22nd.

## Lesson 72

A

- 1 It is raining now. It rained yesterday.
- 2 It is snowing now. It snowed yesterday.
- 3 He is boiling some eggs. He boiled some yesterday.
- 4 We are enjoying our lunch. We enjoyed it yesterday, too.

B

- 1 What did they do yesterday? They cleaned their shoes yesterday.
- 2 What did he do last night? He opened the box last night.
- 3 What did they do this morning? They sharpened their pencils this morning.
- 4 What did she do this evening? She turned on the television this evening.
- 5 What did she do last night? She listened to the radio last night.
- 6 What did she do yesterday morning? She boiled an egg yesterday morning.
- 7 What did they do yesterday afternoon? They played a game yesterday afternoon.

8 What did he do in the morning the day before yesterday? He stayed in bed in the morning the day before yesterday.

9 What did she do yesterday evening? She telephoned her husband yesterday evening.

10 What did she do the night before last? She called the doctor the night before last.

## Lesson 74

A

- 1 He read the phrase slowly.
- 2 He worked lazily.
- 3 He cut himself badly.
- 4 He worked carefully.
- 5 The door opened suddenly.

B

(sample sentences)

- 1 He does not know me very well.
- 2 She worked very hard.
- 3 She smiled pleasantly.
- 4 The bus went hurriedly.
- 5 He shaved slowly.
- 6 She drank a glass of water thirstily.
- 7 He greeted me warmly.
- 8 We enjoyed ourselves very much.

## Lesson 76

A

1 She met her friends yesterday. 2 They drank some milk yesterday.

3 He swam in the river yesterday.

4 She took him to school yesterday.

5 He cut himself yesterday.

B

1 When did you walk across the park? I walked across the park last week.

2 When did you wash your hands? I washed my hands a minute ago.

3 When did you work in an office? I worked in an office the year before last.

4 When did you ask a question? I asked a question five minutes ago.

5 When did you type those letters? I typed those letters a month ago.

6 When did you watch television? I watched television every day this week.

7 When did you talk to the shop assistant? I talked to the shop assistant last month.

8 When did you thank your father? I thanked my father an hour ago.

9 When did you dust the cupboard? I dusted the cupboard three days ago.

10 When did you paint that bookcase? I painted that bookcase the year before last.

11 When did you want a car like that one? I wanted a car like that one a year ago.

12 When did you greet her? I greeted her a minute ago.

## Lesson 78

A

- 1 She buys a new car every year. She bought a new car last year.
- 2 She airs the room every day. She aired it this morning.
- 3 He often loses his pen. He lost his pen this morning.
- 4 She always listens to the news. She listened to the news yesterday.
- 5 She empties this basket every day. She emptied it yesterday.

B

- 1 I painted the room in 1996.
- 2 She met him on 5th November.
- 3 They arrived a quarter to eleven.
- 4 He lost his pen on Saturday.

## Lesson 80

A

- 1 I haven't got much butter.
- 2 You haven't got many envelopes.
- 3 We haven't got much milk.
- 4 She hasn't got many biscuits.
- 5 They haven't got much stationery.

B

- 1 They need a lot of bread. They haven't got much.  
They must go to the baker's to get some bread.
- 2 She needs a lot of eggs. She hasn't got many.  
She must go to the grocer's to get some eggs.
  
- 3 They need a lot of magazines. They haven't got many.  
They must go to the newsagent's to get some magazines.
- 4 I need a lot of beef. I haven't got much.  
I must go to the butcher's to get some beef.
- 5 She needs a lot of butter. She hasn't got much.  
She must go to the grocer's to get some butter.
- 6 They need a lot of bananas. They haven't got many.  
They must go to the greengrocer's to get some bananas.
- 7 He needs a lot of medicine. He hasn't got much.  
He must go to the chemist's to get some medicine.

## Lesson 82

A

- 1 They ate a meal at a restaurant.
- 2 We went for a holiday last month.
- 3 Eat a biscuit.
- 4 You enjoyed yourself.
- 5 They are eating their lunch.
- 6 I drank a glass of milk.

B

- 1 They are going to have breakfast.
- 2 They are having lunch.
- 3 He must have tea.
- 4 They had dinner.
- 5 They must have a meal.
- 6 He is going to have a swim.
- 7 He is having a bath.
- 8 He had a haircut.
- 9 They are having a lesson.
- 10 They had a party.
- 11 They must have a holiday.
- 12 They are going to have a good time.

## Lesson 84

A

- 1 I've already had some.
- 2 I've already had one.
- 3 I've already had one.
- 4 I've already had some.
- 5 I've already had one.
- 6 I've already had one.
- 7 I've already had some.

B

- 1 He hasn't had any beans. He's just had some peas.
- 2 They haven't had any tea. They've just had some coffee.
- 3 I haven't had any apples. I've just had some peaches.
- 4 I haven't had any cabbage. I've just had some lettuce.
- 5 She hasn't had any beer. She's just had some wine.
- 6 He hasn't had any lamb. He's just had some beef.
- 7 They haven't had any tea. They've just had some milk.
- 8 She hasn't had any meat. She's just had some vegetables.
- 9 I haven't had any chicken. I've just had some steak.
- 10 They haven't had any bananas. They've just had some oranges.

## Lesson 86

A

- 1 She has just boiled an egg.
- 3 She has never been to China, but he was there in 1992.
- 4 He has already painted that bookcase.
- 7 He has just dusted the cupboard.

B

- 1 I've already cleaned my shoes. I cleaned my shoes last night.
- 2 I've already opened the window. I opened the window an hour ago.
- 3 I've already sharpened my pencil. I sharpened my pencil a minute ago.
- 4 I've already turned on the television. I turned on the television ten minutes ago.
- 5 I've already boiled the milk. I boiled the milk yesterday morning.
- 6 I've already emptied the basket. I emptied the basket yesterday.
- 7 I've already asked a question. I asked the question two minutes ago.
- 8 I've already typed that letter. I typed that letter this morning.
- 9 I've already washed my hands. I washed my hands five minutes ago.
- 10 I've already walked across the park. I walked across the park an hour ago.
- 11 I've already painted that bookcase. I painted that bookcase a year ago.
- 12 I've already dusted the cupboard. I dusted the cupboard this afternoon.

## Lesson 88

A

- 1 Did he find his pen a minute ago? He didn't find his pen a minute ago.
- 2 Did he get a new television last week? He didn't get a new television last week.
- 3 Did you hear the news on the radio? We didn't hear the news on the radio.
- 4 Did they leave this morning? They didn't leave this morning.
- 5 Did he lose his umbrella yesterday? He didn't lose his umbrella yesterday.
- 6 Did you sweep the floor this morning? I didn't sweep the floor this morning.

B

- 1 Has he met Mrs. Jones yet? Yes, he has already met Mrs. Jones.  
When did he meet Mrs. Jones? He met her two weeks ago.
- 2 Has the boss left yet? Yes, the boss has already left.  
When did the boss leave? He left ten minutes ago.
- 3 Has he had breakfast yet? Yes, he has already had breakfast.  
When did he have breakfast? He had breakfast at half past seven.
- 4 Has she found her pen yet? Yes, she has already found her pen.  
When did she find her pen? She found her pen an hour ago.

5 Has he got a television yet? Yes, he has already got a television.  
When did he get a television? He got a television two weeks ago.

6 Has she heard the news yet? Yes, she has already heard the news.  
When did she hear the news? She heard the news yesterday.

7 Has she made the bed yet? Yes, she has already made the bed.  
When did she make the bed? She made the bed this morning.

8 Has he sent the letter yet? Yes, he has already sent the letter.  
When did he send the letter? He sent the letter the day before yesterday.

9 Has she swept the floor yet? Yes, she has already swept the floor.  
When did she sweep the floor? She swept the floor yesterday morning.

10 Has she told him the truth yet? Yes, she has already told him the truth.

When did she tell him the truth? She told him the truth last night.

## Lesson 90

### A

1 Did the sun set at twenty past seven? The sun didn't set at twenty past seven.

2 Did he eat his lunch at one o'clock? He didn't eat his lunch at one o'clock.

3 Did they do their home work last night? They didn't do their homework last night.

4 Did he come by car this morning? He didn't come by car this morning.

5 Did the sun rise at half past five? The sun didn't rise at half past five.

6 Did you swim across the river yesterday? We didn't swim across the river yesterday.

### B

1 Yes, I did my homework last night. He hasn't done his homework yet.

2 Yes, Mrs. Jones went to the butcher's this morning. Mrs. Williams hasn't been to the butcher's yet.

3 Yes, I spoke to him yesterday. She hasn't spoken to him yet.

4 Yes, George swam across the river an hour ago. Sam hasn't swum across it yet.

5 Yes, I saw the film yesterday. Sam and Penny haven't seen the film yet.

6 Yes, Tim took off his shoes a minute ago. Frank hasn't taken off his shoes yet.

## Lesson 92

A

- 1 He'll arrive tomorrow morning.
- 2 She'll come this evening.
- 3 It'll snow tonight.
- 4 He'll not believe me.

B

- 1 Yes, and it will snow tomorrow, too.
- 2 Yes, and he will get up late tomorrow, too.
- 3 Yes, and he will arrive late tomorrow, too.
- 4 Yes, and he will finish work late tomorrow, too.
- 5 Yes, and she will drive to London tomorrow, too.
- 6 Yes, and she will telephone him tomorrow, too.
- 7 Yes, and he will have a shave tomorrow, too.
- 8 Yes, and she will sweep the floor tomorrow, too.

## Lesson 94

A

- 1 He will go to New York next week.
- 2 She will go to Sydney next month.
- 3 I will go to Paris the year after next.
- 4 We will go to Stockholm next year.
- 5 They will go to Geneva the week after next.

B

- 1 No, Helen won't return to Geneva next year. She'll return to Bombay.
- 2 No, I won't fly to London tomorrow. I'll fly to Geneva.
- 3 No, Tom and I won't go to Madrid next year. We'll go to London.
- 4 No, Tom won't arrive from Moscow next month. He'll arrive from Madrid.
- 5 No, Carol and Helen won't stay in New York next month. They'll stay in Moscow.

## Lesson 96

A

- 1 I had better stay here.
- 2 We had better wait for him.
- 3 You had better call a doctor.
- 4 They had better go home.
- 5 She had better hurry.
- 6 You had better be careful.B

- 1 I'll go to Sydney in a month's time.
- 2 The next train will leave in an hour's time.
- 3 I'll fly to Beijing in two days' time.
- 4 Jean and I will go to London in an hour's time.

## Lesson 98

A

- 1 They are his.
- 2 It is mine.
- 3 They are hers.
- 4 They are ours.
- 5 The pens are theirs.
- 6 It is yours.

B

- 1 Yes, it's hers. It belongs to Jane.
- 2 Yes, they're theirs. They belong to them.
- 3 Yes, it's mine. It belongs to me.
- 4 Yes, they're hers. They belong to her.
- 5 Yes, it's yours. It belongs to you.
- 6 Yes, it's his. It belongs to Jim.
- 7 Yes, they're theirs. They belong to them.
- 8 Yes, it's ours. It belongs to us.
- 9 Yes, they're theirs. They belong to them.

## Lesson 100

A

- 1 She says that she has found her pen.
- 2 They say that they must remain here.
- 3 He says that he remembers you.
- 4 She says that she doesn't speak English.
- 5 They say that they are washing the dishes.

B

- 1 He says that he feels ill.
- 2 She says that she has got a headache.
- 3 He says that he wants a haircut.
- 4 They say that they are thirsty.
- 5 They say that they have a toothache.
- 6 She says that she needs a licence.
- 7 He says that he wants an X-ray.
- 8 She says that she is cold.
- 9 He says that he has got a cold.
- 10 He says that he has an earache.

## Lesson 102

A

- 1 She says she has shut the door.
- 2 He says he has put on his coat.
- 3 He says he has read this magazine.
- 4 They say they have spoken to the boss.
- 5 They say the sun has risen.

(sample sentences)

- 1 He says he has got a cold.
- 2 He says he feels cold.
- 3 He says he will sell his house.
- 4 He says he needs an X-ray.
- 5 He says he must wait for a bus.
- 6 He says he has got an earache.
- 7 He says he feels thirsty.
- 8 He says he needs a haircut.
- 9 He says he feels ill.

## Lesson 104

A

- 1 He was too busy.
- 2 It was too cold for me to go out.
- 3 They were very easy.
- 4 Is that suitcase light enough for you to carry?
- 5 Is your brother old enough to be a member of our association?
- 6 They were too young.

B

- 1 Yes, he could. It was cheap enough for him to buy.
- 2 No, he couldn't. It was too expensive for him to buy.
- 3 Yes, they could. They were fresh enough for them to eat.
- 4 No, they couldn't. They were too stale for them to eat.
- 5 Yes, they could. It was loud enough for them to hear.
- 6 No, they couldn't. It was too low for them to hear.
- 7 Yes, he could. It was low enough for him to climb.
- 8 No, he couldn't. It was too high for him to climb.
- 9 Yes, she could. It was soft enough for her to eat.
- 10 No, she couldn't. It was too hard for her to eat.
- 11 Yes, she could. It was sweet enough for her to eat.
- 12 No, she couldn't. It was too sour for her to eat.

## Lesson 106

A

- 1 I want you to spell it.
- 2 I want you to telephone him.
- 3 I want you to wear it.
- 4 I want you to ask her.
- 5 I want you to tell them.
- 6 I want you to help us.

B

- 1 What do you want me to do? I want you to carry it.
- 2 What do you want me to do? I want you to correct it.
- 3 What do you want me to do? I want you to listen to it.
- 4 What do you want me to do? I want you to describe it.
- 5 What do you want me to do? I want you to move it.
- 6 What do you want me to do? I want you to try it.
- 7 What do you want me to do? I want you to finish it.
- 8 What do you want me to do? I want you to keep it.

C

- 1 She is telling him not to hurt himself. She doesn't want him to hurt himself.
- 2 She is telling him not to slip. She doesn't want him to slip.
- 3 She is telling him not to fall. She doesn't want him to fall.
- 4 She is telling them not to miss it. She doesn't want them to miss it.
- 5 She is telling him not to break it. She doesn't want him to break it.
- 6 He is telling her not to drive it. He doesn't want her to drive it.

D

- 1 Because she doesn't want him to hurt himself.
- 2 Because she doesn't want him to slip.
- 3 Because she doesn't want him to fall.
- 4 Because she doesn't want them to miss it.
- 5 Because she doesn't want him to break it.
- 6 Because he doesn't want her to drive it.

## Lesson 108

A

- 1 It is cool today, but it was cooler yesterday.
- 2 It is wet today, but it was wetter yesterday.
- 3 He's late again today, but he was later yesterday.
- 4 This test is easy, but that one is easier.
- 5 This bookcase is large, but that one is larger.

B

- 1 I am older than you are. I am the oldest in the class.
- 2 I am taller than you are. I am the tallest in the class.
- 3 I am lazier than you are. I am the laziest in the class.
- 4 I am heavier than you are. I am the heaviest in the class.
- 5 I am luckier than you are. I am the luckiest in the class.
- 6 I am fatter than you are. I am the fattest in the class.
- 7 I am thinner than you are. I am the thinnest in the class.
- 8 I am bigger than you are. I am the biggest in the class.

C

- 1 But that street is cleaner. It is the cleanest street I have ever seen.
- 2 But that man is older. He is the oldest man I have ever seen.
- 3 But that river is longer. It is the longest river I have ever seen.
- 4 But that woman is shorter. She is the shortest woman I have ever seen.
- 5 But that knife is blunter. It is the bluntest knife I have ever seen.
- 6 But that car is cheaper. It is the cheapest car I have ever seen.

## Lesson110

A

- 1 I haven't got many either.
- 2 I've got less than you have.
- 3 I haven't got much either.
- 4 I've got fewer than you have.

B

- 1 I haven't got much jam. I've got very little.
- 2 I haven't got many potatoes. I've got very few.
- 3 I haven't got many oranges. I've got very few.
- 4 I haven't got many vegetables. I've got very few.
- 5 I haven't got much meat. I've got very little.
- 6 I haven't got much money. I've got very little.

C

- 1 I've got more soap than you have.
- 2 I've got more fruit than you have.
- 3 I've got more books than you have.
- 4 I've got more presents than you have.
- 5 I've got more eggs than you have.
- 6 I've got more stationery than you have.

D

- 1 I've got less jam than you have. I've got the least.
- 2 I've got fewer potatoes than you have. I've got the fewest.
- 3 I've got fewer vegetables than you have. I've got the fewest.
- 4 I've got fewer oranges than you have. I've got the fewest.
- 5 I've got less meat than you have. I've got the least.
- 6 I've got less money than you have. I've got the least.

## Lesson 112

A

- 1 This book is cheap, but that one is cheaper.
- 2 This book is expensive, but that one is more expensive.
- 3 This question is easy, but that one is easier.
- 4 This question is difficult, but that one is more difficult.

B

- 1 Is the policeman as tall as the policewoman?

No, he isn't. The policeman isn't as tall as the policewoman.

- 2 Is the man as short as the woman?

No, he isn't. The man isn't as short as the woman.

- 3 Is the boy as old as the girl?

No, he isn't. The boy isn't as old as the girl.

- 4 Is the red pencil as blunt as the green pencil?

No, it isn't. The red pencil isn't as blunt as the green pencil.

- 5 Is the blue car as clean as the red car?

No, it isn't. The blue car isn't as clean as the red car.

- 6 Is the woman as fat as the man?

No, she isn't. The woman isn't as fat as the man.

1 No, it isn't. It is more expensive. It's the most expensive radio I've ever seen.

2 No, he isn't. He is more intelligent. He's the most intelligent person I've ever met.

3 No, it isn't. It is more interesting. It's the most interesting book I've ever read.

4 No, it isn't. It is less difficult. It's the least difficult test I've ever done.

## Lesson114

A

- 1 There are no books on that shelf.
- 2 I have got no money.
- 3 There is no coffee in this tin.
- 4 I saw no cars in the street.

B

- 1 No, I haven't got any milk. I've got no milk. I've got none.
- 2 No, I haven't got any envelopes. I've got no envelopes. I've got none.
- 3 No, I haven't got any magazines. I've got no magazines. I've got none.
- 4 No, I haven't got any bread. I've got no bread. I've got none.

C

- 1 Neither am I. I'm not hungry, either.
- 2 Neither did I. I didn't meet him, either.
- 3 Neither was I. I wasn't at church yesterday, either.
- 4 Neither do I. I don't like ice cream, either.
- 5 Neither can I. I can't swim, either.
- 6 Neither am I. I'm not a doctor, either.

D

- 1 So am I. I'm hungry, too.
- 2 So did I. I met him, too.
- 3 So was I. I was at church yesterday, too.
- 4 So do I. I like ice cream, too.
- 5 So can I. I can swim, too.
- 6 So am I. I'm a doctor, too.

## Lesson116

A

- 1 I did nothing.
- 2 I saw no one.
- 3 I went nowhere.
- 4 I met nobody.

B

- 1 No, I didn't hear anything. I heard nothing.
- 2 No, I didn't speak to anyone, I spoke to nobody.
- 3 No, I didn't go anywhere. I went nowhere.
- 4 No, I didn't buy anything. I bought nothing.
- 5 No, I didn't write to anybody. I wrote to nobody.
- 6 No, I didn't meet anyone. I met no one.

C

- 1 Everyone's looking out of the window.
- 2 Everyone's hurrying to work.
- 3 Everyone's eating.
- 4 Everyone's drinking lemonade.

D

- 1 No, I haven't got anything to eat. I've got nothing to eat.

He's got something to eat.

2 No, I haven't got anything to do. I've got nothing to do.

They've got something to do.

3 No, I haven't got anything to drink. I've got nothing to drink.

She's got something to drink.

4 No, I haven't got anything to read. I've got nothing to read.

He's got something to read.

## Lesson118

A

- 1 He knocked at the door when I was answering the phone.
- 2 He came downstairs when I was having breakfast.
- 3 The phone rang when I was washing the dishes.
- 4 The boss arrived when she was typing a letter.
- 5 The train left when I was buying the tickets.
- 6 It rained heavily when I was driving to London.

B

- 1 When he arrived I was cooking a meal.
- 2 When he arrived I was washing the dishes.
- 3 When he arrived I was working in the garden.
- 4 When he arrived I was typing letters.
- 5 When he arrived I was shaving.
- 6 When he arrived I was boiling the milk.
- 7 When he arrived I was phoning my sister.
- 8 When he arrived I was dusting the bedroom.

C

- 1 While I was cooking the dinner, he was having a wash.
- 2 While I was cooking the dinner, he was watching television.
- 3 While I was cooking the dinner, he was cleaning his shoes.
- 4 While I was cooking the dinner, he was listening to the radio.
- 5 While I was cooking the dinner, he was changing his suit.
- 6 While I was cooking the dinner, he was sitting in the dining room.
- 7 While I was cooking the dinner, he was reading the paper.
- 8 While I was cooking the dinner, he was driving home from work.

## Lesson 120

### A

- 1 He dropped the vase after he had taken it into the living room.
- 2 He bought another car after he had sold his old one.
- 3 He swept the floor after he had dusted everything.
- 4 She drank the milk after she had boiled it.
- 5 He turned off the television after he had seen the programme.
- 6 He went to bed after he had done his homework.

### B

- 1 Yes, I have just seen it. I had never seen it before.
- 2 Yes, I have just read it. I had never read it before.
- 3 Yes, I have just tried it. I had never tried it before.
- 4 Yes, I have just been there. I had never been there before.
- 5 Yes, I have just written a letter in English. I had never written a letter in English before.

6 Yes, I have just watched this programme. I had never watched this programme before.

### C

- 1 It was too late. He had already painted it.
- 2 It was too late. She had already dusted it.
- 3 It was too late. You had already telephoned him.
- 4 It was too late. You had already corrected it.
- 5 It was too late. They had already shut it.
- 6 It was too late. She had already made it.

### D

- 1 I went to the doctor after I had made an appointment.
- 2 The boss left the office after he had finished work.
- 3 My wife went out after she had finished the housework.
- 4 My teacher gave me my exercise book after he had corrected it.
- 5 My sister went on holiday after she had taken the examination.
- 6 I bought a new car after I had sold my old one.

## Lesson122

A

- 1 This is the car which the mechanic repaired yesterday.
- 2 He is the man whom I invited to the party.
- 3 These are the things which I bought yesterday.
- 4 He is the man who came here last week.
- 5 He is the policeman who caught the thieves.
- 6 She is the nurse who looked after me.
- 7 She is the woman whom I met at the party.
- 8 I am the person who wrote to you.

B

- 1 Who met him? That woman? Yes, she's the woman who met him.
- 2 Who sat there? That man? Yes, he's the man who sat there.
- 3 Who made it? That woman? Yes, she's the woman who made it.
- 4 Who read it? That man? Yes, he's the man who read it.
- 5 Who shut it? That man? Yes, he's the man who shut it.
- 6 Who took it? That woman? Yes, she's the woman who took it.
- 7 Who told me? That man? Yes, he's the man who told me.
- 8 Who saw me? That woman? Yes, she's the woman who saw me.

C

- 1 Whom did you see? That man? Yes, he's the man whom I saw.
- 2 Whom did you telephone? That woman? Yes, she's the woman whom I telephoned.
- 3 Whom did you invited? That man? Yes, he's the man whom I invited.
- 4 Whom did you to the to the cinema? That man? Yes, he's the man whom I took to the cinema.
- 5 Whom did you find in the garden? That man? Yes, he's the man whom I found in the garden.
- 6 Whom did you drive to London? That woman? Yes, she's the woman whom I drove to London.
- 7 Whom did you hear? That woman? Yes, she's the woman whom I heard.
- 8 Whom did you remember? That man? Yes, he's the man whom I remembered.

## Lesson124

A

- 1 She is the woman I drove to London.
- 2 That's the film I saw.
- 3 That's the man I spoke to.
- 4 They are the thieves the police caught.
- 5 These are the letters I typed.
- 6 These are the people you asked me about.

B

- 1 Which man? That man? Yes, that's the man I saw yesterday.
- 2 Which car? That car? Yes, that's the car I repaired yesterday.
- 3 Which woman? That woman? Yes, that's the woman I drove to London yesterday.
- 4 Which umbrella? That umbrella? Yes, that's the umbrella I bought yesterday.
- 5 Which medicine? That medicine? Yes, that's the medicine I took yesterday.
- 6 Which man? That man? Yes, that's the man I invited to my house yesterday.

C

- 1 That's right. This is the village I wrote to you about.
- 2 That's right. He is the person I have heard about.
- 3 That's right. This is the test I spoke to you about.
- 4 That's right. She is the woman I read about.
- 5 That's right. This is something (new) I haven't thought about.
- 6 That's right. This is something I must decide about.

## Lesson126

A

1 Does she have to decide immediately? She doesn't have to decide immediately.

2 Must she decide immediately? She needn't decide immediately.

3 Do we have to take a taxi? We don't have to take a taxi.

4 Must we take a taxi? We needn't take a taxi.

B

1 I have to telephone him, too.

2 Mary has to wait for him, too.

3 Jim has to meet her, too.

4 Tom and Mary have to travel by ship, too.

C

1 Do you really have to telephone him?

2 Does Mary really have to wait for him?

3 Does Jim really have to meet her?

4 Do Tom and Mary really have to travel by ship?

## Lesson128

A

- 1 He has to be here at six o'clock.
- 2 I think he is probably busy.
- 3 He has to be at the office early tomorrow.
- 4 I think he is probably sleeping.
- 5 I think he is probably French.
- 6 He has to be in France next week.
- 7 I think he is probably an engineer.

B

- 1 I don't think so. She can't be Italian. She must be Greek.
- 2 I don't think so. He can't be English. He must be American.
- 3 I don't think so. They can't be Canadian. They must be Australian.
- 4 I don't think so. He can't be a mechanic. He must be an engineer.
- 5 I don't think so, He can't be a bus conductor. He must be a bus driver.
- 6 I don't think so. He can't be a sales rep. He must be the boss.
- 7 I don't think so. He can't be twenty-four. He must be thirty.
- 8 I don't think so. They can't be five. They must be seven.
- 9 I don't think so. He can't be seventy-six. He must be over eighty.
- 10 I don't think so. She can't be fifty-five. She must be under fifty.
- 11 I don't think so. It can't be the 21st today. It must be the 20th.
- 12 I don't think so. It can't be Tuesday today. It must be Wednesday.
- 13 I don't think so. It can't be the 2nd today. It must be the 3rd.
- 14 I don't think so. It can't be cheap. It must be expensive.
- 15 I don't think so. It can't be easy. It must be difficult.
- 16 I don't think so. She can't be old. She must be young.
- 17 I don't think so. They can't be early. They must be late.
- 18 I don't think so. He can't be reading. He must be sleeping.
- 19 I don't think so. They can't be listening to the radio. They must be watching television.
- 20 I don't think so. She can't be retiring. She must be looking for a new job.

## Lesson130

A

- 1 He must have been ill.
- 2 He had to stay at home.
- 3 She must have been German.
- 4 I lost my pen so I had to buy a new one.
- 5 He forgot his case so he had to return home.
- 6 She must have been sleeping.

B

1 I don't think they were. They can't have been Canadian. They must have been Australian.

2 I don't think she was. She can't have been Finnish. She must have been Russian.

3 I don't think they were. They can't have been Japanese. They must have been Chinese.

4 I don't think they were. They can't have been butchers. They must have been bakers.

5 I don't think she was. She can't have been a dentist. She must have been a doctor.

6 I don't think he was. He can't have been a sales rep. He must have been the boss.

7 I don't think she was. She can't have been seventeen. She must have been twenty-one.

8 I don't think they were. They can't have been five. They must have been seven.

9 I don't think he was. He can't have been seventy-six. He must have been over eighty.

10 I don't think she was. She can't have been fifty-five. She must have been under fifty.

11 I don't think it was. It can't have been the 17th yesterday. It must have been the 16th yesterday.

12 I don't think it was. It can't have been Tuesday yesterday. It must have been Wednesday yesterday.

13 I don't think it was. It can't have been the 19th yesterday. It must have been the 20th yesterday.

14 I don't think it was. It can't have been cheap. It must have been expensive.

15 I don't think it was. It can't have been easy. It must have been difficult.

16 I don't think she was. She can't have been old. She must have been young.

17 I don't think he was. He can't have been ill. He must have been tired.

18 I don't think they were. They can't have been listening to the radio. They must have been watching television.

19 I don't think she was. She can't have been retiring. She must have been looking for a new job.20 I don't think they were. They can't have been sitting. They must have been standing.

## Lesson132

A

- 1 Yes, Martin is talking to Gary.
- 2 They may go abroad.
- 3 Gary's wife wants to go to Egypt.
- 4 They will travel by sea.
- 5 Yes, it may be cheaper.
- 6 Yes, it takes a long time.

7 Because his wife worries too much.B

- 1 I'm not sure. They may be Australian.
- 2 I'm not sure. She may be Russian.
- 3 I'm not sure. They may be Chinese.
- 4 I'm not sure. They may have been bakers.
- 5 I'm not sure. She may have been a doctor.
- 6 I'm not sure. He may be the boss.
- 7 I'm not sure. She may be twenty-one.
- 8 I'm not sure. They may have been seven.
- 9 I'm not sure. He may have been over eighty.
- 10 I'm not sure. She may have been under fifty.
- 11 I'm not sure. It may be the 16th today.
- 12 I'm not sure. It may have been Wednesday yesterday.
- 13 I'm not sure. It may be the 20th today.
- 14 I'm not sure. It may be expensive.
- 15 I'm not sure. It may have been difficult.
- 16 I'm not sure. She may have been young.
- 17 I'm not sure. He may have been tired.
- 18 I'm not sure. They may be watching television.
- 19 I'm not sure. She may have been looking for a new job.
- 20 I'm not sure. They may be standing.

## Lesson134

A

- 1 Yes, she has.
- 2 A reporter.
- 3 She says she is going to retire.
- 4 Because she is going to retire.
- 5 Kate bought a newspaper.
- 6 Miss Marsh arrived at London Airport.
- 7 She was wearing a blue dress and a mink coat.

B

- 1 He said he was busy.
- 2 He said she was cold.
- 3 She said the book was interesting.
- 4 He said they were hungry.

C

- 1 He told me he was working.
- 2 They told me she was leaving.
- 3 She told me they were joking.
- 4 He told me Tom was waiting.

D

- 1 He told me he had met him.
- 2 He told me he had lost it.
- 3 She told me it had stopped.
- 4 They told me she had arrived.

## Lesson136

A

- 1 She is still not sure.
- 2 No, she can't.
- 3 His name is Carlos.
- 4 They will get married next week.
- 5 She is staying at her London hotel.
- 6 Yes, she does.
- 7 Liz says the news is sensational.

B

- 1 He said Penny would open the window.
- 2 She said she would change some money.
- 3 He said it would rain tomorrow.
- 4 He said they would arrive later.
- 5 She said he would repair it.
- 6 He said he would write to him.C
- 1 He told me he could understand English.
- 2 She told me she could recognize him.
- 3 They told me they could afford it.
- 4 She told me she could understand him.
- 5 He told me he could change it.
- 6 He told me he could finish it.

D

- 1 They said they might arrive tomorrow.
- 2 He told me he might retire.
- 3 She said she might telephone him.
- 4 He told me she might sell it.
- 5 He said she might recognize you.
- 6 She told me she might finish it.

## Lesson138

A

- 1 He is doing the football pools.
- 2 No, he has never won anything on the football pools.
- 3 He will buy his wife a mink coat if he wins a lot of money.
- 4 No, she doesn't.
- 5 She wants to see the world.
- 6 He will try and win the football pools again.
- 7 Yes, it's only a dream.

8 It all depends on 'if'.B

- 1 If he misses the bus, he'll take a taxi.
- 2 If he doesn't sell his old car, he won't buy a new one.
- 3 If they offer me more money, I'll work less.
- 4 If she doesn't type the letter, he'll type it himself.
- 5 If they come home early, the children will play in the garden.

- 6 If I am ill tomorrow, I won't go to work.
- 7 If I go to the party, I'll enjoy myself.
- 8 If he asks me, I'll tell him the truth.
- 9 If it rains tomorrow, they'll stay at home.

C

- 1 She can live abroad if she is rich.
- 2 He can travel round the world if he is rich.
- 3 He can buy a new house if he is rich.
- 4 They can have a long holiday if they are rich.
- 5 I can enjoy myself if I am rich.
- 6 You can offer your boss a job if you are rich.
- 7 He can fly to Tokyo if he is rich.
- 8 She can work less if she is rich.

## Lesson140

A

- 1 Yes, Graham Turner is speaking to John Smith.
- 2 Mary invited Mr. and Mrs. Turner to dinner.
- 3 Graham Turner said he would be there at six o'clock.
- 4 Because his boss wanted him to do some extra work.
- 5 No, he doesn't.
- 6 Mr. Turner's wife wants to know if Mary needs any help.

B

- 1 I want to know if you are late. Tell me if you are late.  
I want to know why you are late. Tell me why you are late.
- 2 I want to know if you are dirty. Tell me if you are dirty.  
I want to know why you are dirty. Tell me why you are dirty.
- 3 I want to know if you are lazy. Tell me if you are lazy.  
I want to know why you are lazy. Tell me why you are lazy.
- 4 I want to know if you are busy. Tell me if you are busy.  
I want to know why you are busy. Tell me why you are busy.

C

- 1 I want to know if you are writing. Tell me if you are writing.  
I want to know what you are writing. Tell me what you are writing.
- 2 I want to know if you are cooking. Tell me if you are cooking.  
I want to know what you are cooking. Tell me what you are cooking.
- 3 I want to know if you are painting. Tell me if you are painting.  
I want to know what you are painting. Tell me what you are painting.
- 4 I want to know if you are playing. Tell me if you are playing.  
I want to know what you are playing. Tell me what you are playing.

D

- 1 I want to know if Tom got up early. Tell me if Tom got up early.  
I want to know when Tom got up. Tell me when Tom got up.
- 2 I want to know if Tom arrived late. Tell me if Tom arrived late.  
I want to know when Tom arrived. Tell me when Tom arrived.
- 3 I want to know if Tom did his homework yesterday.  
Tell me if Tom did his homework yesterday.  
I want to know when Tom did his homework yesterday.  
Tell me when Tom did his homework yesterday.
- 4 I want to know if Tom had a bath yesterday. Tell me if Tom had a bath yesterday.  
I want to know when Tom had a bath yesterday.  
Tell me when Tom had a bath yesterday.

## Lesson 142

A

- 1 Sally is four years old.
- 2 Because Sally had never travelled on a train before.
- 3 She sat near the window.
- 4 A middle-aged lady got on the train.
- 5 The lady was dressed in a blue coat and a large, funny hat.
- 6 she opened her handbag and took out her powder compact. Then she began to make up her face.

7 Because she wanted to make herself beautiful.

8 No, she didn't.

B

- 1 Someone airs it regularly. It is aired regularly.
- 2 Someone cleans them regularly. They are cleaned regularly.
- 3 Someone empties it regularly. It is emptied regularly.
- 4 Someone sharpens it regularly. It is sharpened regularly.
- 5 Someone turns them on regularly. They are turned on regularly.
- 6 Someone waters them regularly. They are watered regularly.
- 7 Someone repairs it regularly. It is repaired regularly.
- 8 Someone dusts it regularly. It is dusted regularly.
- 9 Someone corrects them regularly. They are corrected regularly.
- 10 Someone shuts it regularly. It is shut regularly.

C

- 1 Someone watered them. They were watered this morning.
- 2 Someone repaired it. It was repaired this morning.
- 3 Someone dusted it. It was dusted this morning.
- 4 Someone corrected them. They were corrected this morning.
- 5 Someone shut it. It was shut this morning.
- 6 Someone bought them. They were bought this morning.
- 7 Someone swept it. It was swept this morning.
- 8 Someone took them to school. They were taken to school this morning.
- 9 Someone met them at the station. They were met at the station this morning.
- 10 Someone told them. They were told this morning.

## Lesson144

### A

- 1 The writer lives in a very old town which is surrounded by beautiful woods.
- 2 Because it is a famous beauty spot.
- 3 Visitors have been asked to keep the woods clean and tidy.
- 4 Litter baskets have been placed under the trees.
- 5 The writer went for a walk in the woods.
- 6 Yes, he saw a lot of rubbish.
- 7 He saw a sign among the rubbish.
- 8 The sign said, 'Anyone who leaves litter in these woods will be prosecuted.'

- 9 Someone has aired it. It has already been aired.
- 10 Someone has cleaned them. They have already been cleaned.
- 11 Someone has emptied it. It has already been emptied.
- 12 Someone has sharpened it. It has already been sharpened.
- 13 Someone has turned them on. They have already been turned on.
- 14 Someone has bought them. They have already been bought.
- 15 Someone has swept it. It has already been swept.
- 16 Someone has taken them to school. They have already been taken to school.
- 17 Someone has invited them. They have already been invited.
- 18 Someone has told them. They have already been told.

### C

- 19 It hasn't been aired yet. It will be aired tomorrow.
- 20 They haven't been cleaned yet. They will be cleaned tomorrow.
- 21 It hasn't been emptied yet. It will be emptied tomorrow.
- 22 It hasn't been sharpened yet. It will be sharpened tomorrow.
- 23 They haven't been turned on yet. They will be turned on tomorrow.
- 24 They haven't been watered yet. They will be watered tomorrow.
- 25 It hasn't been repaired yet. It will be repaired tomorrow.
- 26 It hasn't been dusted yet. It will be dusted tomorrow.
- 27 They haven't been corrected yet. They will be corrected tomorrow.
- 28 It hasn't been shut yet. It will be shut tomorrow.