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# New Oxford Modern English

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TEACHING  
GUIDE

2





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# Introduction

## Introduction

**New Oxford Modern English (NOME)** is a complete English course and is currently used all over Pakistan, in the Middle East, and in other South Asian countries.

It is hoped that this new edition will satisfy the demands of pupils, teachers, and parents—not an easy task, by any means—and that the teaching and learning of English will become an enjoyable and worthwhile experience for the user.

For pupils, we have produced books and materials to capture the imagination and make lessons a pleasure rather than an imposition. The core materials—the student books and workbooks—are full of lively reading passages, attractive illustrations, and interesting, thought-provoking exercises. The books have been graded and structured in such a way that much self-learning can be done.

For teachers, the core materials will make their task of teaching English much easier. We hope that teachers will take the time to go through this Guide in detail. It will explain why things are done in a particular way and how best to use the core materials. The Teaching Guide contains detailed notes and information about each page of the textbook and workbook, suggestions for various activities in class, lists of structures and vocabulary, and much more.

Parents will appreciate that their children are being given the opportunity to learn English using the best tools available. Learning English, however, should not be confined solely to the classroom. Parents may take an active part in helping their children to learn by providing encouragement, and a peaceful and attractive environment at home. Hopefully, parents will provide their children with good supplementary books and magazines to read, discuss school work, and speak in English whenever possible.

## 1. Components of the course

### The Student Books

The Student Books provide a base or springboard from which to operate. The books are carefully graded and structured. By stages, they introduce the pupil to the letters of the alphabet, simple words, sentences, paragraphs, stories, poems, writing of all kinds (descriptive, dramatic, narrative), and a whole range of ideas.

The Student Books present the pupil with graded material incorporating reading matter followed by exercises. The reading scheme has been especially designed so that a number of different approaches are utilized. The emphasis in the early Student Books is on phonics, although some words, due to the very nature of English, fall into the ‘whole word’ or ‘look-and-say’ category.

Of the various methods of teaching reading, it has been shown that a blend of phonics and the ‘look-and-say’ methods is the most satisfactory. Some words in English lend themselves to the phonic approach and can be broken up into their constituent parts. We can do this by pronouncing the individual phonic sounds that make up the whole word. Such words are usually simple, single-syllabic words, such as *cat*, *hit*, *let*, and *bun*. Many words cannot be broken up into their constituent parts by applying phonic rules. For example, words such as *the*, *is*, *this*, and *of* must be learnt as ‘look-and-say’ words. Trying to break such words up into separate phonic sounds will only lead to confusion.

Many such words are used frequently in English and are important because not many sentences can be constructed without using some of them! The introduction of such words, then, cannot be left till a later stage when the pupil arrives at the appropriate phonic level. They must be introduced earlier on as 'look-and-say' words. An approach that is strictly and exclusively phonic tends to lead to stilted and forced language. In addition, such an exclusive approach may confuse the pupil when he is faced with words that do not conform to a pattern that has been introduced and learnt. For example, if the pupil is taught that the letter *c* produces the sound 'kuh' (*cat*, *cub*), what is he/she then going to make of the words *city* and *ice*? The pupil cannot apply any previously learnt 'rules' in order to decipher these new words or tackle reading material independent of the teacher's assistance. This is why, in the early textbooks, there is a blend of two approaches: phonic and 'look-and-say'.

In Student Book Primer A, considerable emphasis has been placed on oral activities before reading. This is a direct attempt to encourage teachers to spend more time 'using the language actively'. Generally, too much time is devoted to silent (reading and writing) activities in class—meaning and understanding can only come through activity and practical usage, especially in the early years.

In Primer B, the second Student Book, the pupils are introduced to many new words, using both phonics and 'look-and-say'. The pupils are also introduced to whole sentences which incorporate controlled structures.

From Student Book 1 onwards, the books contain language which again is controlled; the structures are graded and the books contain appropriate vocabulary, stories, and poems, followed by varied exercises to develop all the necessary skills.

## **Speaking and Listening before Reading**

Reading is a complicated activity requiring considerable skills. It is essential that before pupils begin to learn how to read, they gain as much facility as possible in the skill of speaking. They must also be given the opportunity to listen to the words of the language being spoken. The pupil must first learn that the object with which he writes is called a *pen* or *pencil*, the object he throws up in the air is a *ball*, and when he is moving forward quickly he is *running*. The pupil may be familiar with these words in the mother tongue, but not in English. First, the learner of English must familiarize himself with the words of the language through practical activities and concrete examples. He must get used to a whole new vocabulary, new structures, and an entirely different way of pronouncing words.

In many schools all over the country, teachers begin the teaching of English by introducing reading and writing (the alphabet) before they have given the pupils a chance to explore and acquire some skill in using the spoken language. Pupils must be given this opportunity if they are to make some sense of what they are doing. By making these exercises a part of the Student Book, it is hoped that teachers will realize how important it is for pupils to practise speaking before learning to read. (For a more detailed account of pre-reading activities, please see the relevant chapter later in this Guide.)

The textual matter and exercises in the Student Books offer much scope for oral work, and it is recommended that pupils be given every opportunity to discuss the text and the pictures, and be encouraged to read aloud to improve their pronunciation.

## **The Workbooks**

The Workbooks are closely related to the Student Books. The oral and reading exercises in the Student Books should be followed immediately afterwards by oral and written exercises in the Workbook. Each page of the Student Book consists of oral work followed by some reading. Similarly, each page of the Workbook entails oral work followed by some kind of written work.

In the Primers, much of the written work consists of writing letters and words. Naturally, this means that pupils also have to read. But remember, writing is an even more complicated activity than reading. It involves eye-and-hand coordination, motor control, and much more. Because pupils find writing a laborious activity, the exercises that are introduced in the Workbook are varied. The pupils are not expected to write letters and words all the time, but have been given ample scope to draw, colour, match, copy, and join lines and boxes. Further writing activities based on the exercises in the Student Book and Workbook will greatly benefit the pupils and help to develop their reading and writing skills. Suggestions for such activities are contained in the detailed notes, but it is up to the teacher to decide whether or not such additional work is necessary.

The Workbooks which correspond to the later Student Books contain exercises which are closely related to the topic(s) covered in the Student Book. In some instances, however, a new topic (concerning the use of special vocabulary or structure or activity) is introduced in order to cover as much ground as possible. Full instructions are given, with examples, so that the teacher or pupil should have little difficulty in understanding what has to be done.

## **Supplementary Learning Materials**

In the early stages, it is essential that the teacher develops, produces, and makes a collection of all kinds of supplementary materials in order to aid learning. The books in the series can only serve as a base from which to work, and it is the teacher's job to reinforce this work with appropriate exercises, materials, ideas, worksheets, games, and above all, efforts to try and create the proper atmosphere and environment in which real progress can be made. Supplementary materials include charts, worksheets, flash cards (words, pictures, sentences), matching cards, games, and various pieces of apparatus involving the manipulation of letters or words in order to help pupils learn how to spell or how to use a structure. All these items will help pupils to revise and reinforce what has been learnt in the textbooks. They offer great scope for the teacher to approach certain lessons from an entirely different angle and will help to occupy the pupils' time constructively. Slow learners as well as those who are quicker can benefit greatly from using these materials.

In the later stages, the use of additional learning materials may not be felt to be so necessary for every pupil in the class. However, there will be instances when you will find that certain pupils need extra help or additional practice in order to understand a particular lesson. It is here that supplementary learning materials can be most useful. Many learning materials and games are already available. It is hoped that some materials may be developed as part of this learning package. Many of the materials can easily be made, quite inexpensively, by teachers themselves. For a list of materials and how to make and use them in class, please see the Teaching Guide for the Primers A and B.

In addition to the above-mentioned supplementary materials, rhymes, poems, and songs are an important part of speech and ear training. The detailed notes for Primers A and B suggest where you might introduce various rhymes during the course of the year. Teachers should ask the pupils to listen to the rhymes and teach them the words so that the rhymes can be learnt and repeated. Obviously, learning these rhymes will take time but this will be time well spent.

## 2. Teaching English

### The Pupils

Before you start using the books and materials of this English course, here are some important points to consider about each of your pupils.

- *What is the background of the pupil?*
- *Is English spoken at home on a regular basis?*
- *Is the pupil a second-generation learner? (Have the parents received some kind of education?)*
- *Does the pupil come from a home where books and magazines are available and where the other members of the family read?*
- *Does the pupil come from a home where there are educational toys, a radio, TV, newspapers?*
- *Does the pupil have any difficulty related to sight, speech, or hearing?*

These are only some of the questions you might ask about your pupils. Your answers will determine where you have to start, what pace to go at, and what work must be done in order to get the best out of your pupils. Here are some constructive steps you can take in order to teach English more effectively at the primary level.

### Using the Teaching Guide

This course is a complete learning package and the intention of this Guide is to help you to use the package effectively. There is a Teaching Guide for each level and each will provide many ideas that can be used and developed throughout the course. Please be sure to read the detailed notes and teaching suggestions in the Guide.

### Using the Student Books and Workbooks

The books have been especially designed for pupils from a Pakistani background. They try to bridge or, to some extent, narrow the gap between complete beginners, those whose mother tongue is not English and who do not speak any English at home, and those whose home environment involves the use of a considerable amount of English. As all pupils do not learn at the same speed and some topics or structures are more difficult to grasp than others, it may be necessary for the teacher to backtrack, revise, spend a longer time over certain stages, or even skip out or race through certain exercises where necessary. The teacher should feel free to adapt and amend and not stick too closely to all the suggestions made in this guide, if that is going to restrict his/her teaching in any way. For example, if time is limited, the first set of comprehension questions in most exercises may be answered orally—only selected questions may be given for written work.

### Using Materials

Use as many materials as possible. If your pupils do not have reading and writing materials at home, you should try to provide them in class. As mentioned above, textbooks are useful tools but they are not the only materials you should use. Supplementary reading materials, charts, wall displays utilizing pupils' written work and drawings, flash cards of various kinds, and games, all support the learning process.

By using and displaying materials, your pupils will have plenty to look at, think about, and talk about. Fast learners will reinforce what they have learnt, and slow learners will have the opportunity to approach the same topic from a different angle.

Do create a small library of supplementary reading materials within the classroom. The textual matter in the Student Book is limited; it is not sufficient to develop the *habit* and *love* of reading.

## **Planning**

With careful planning, you can vary your lessons, allocate sufficient time to every aspect of learning English, and introduce new and interesting ideas and activities which will make your classes lively and interesting. The Teaching Guide will prove an invaluable tool in this process. Sample lesson plans have also been included at the end of each unit in each Guide. It is not necessary to follow them rigidly. Vary them for interest according to your requirements.

## **Activity**

Make sure that your lessons are active. Varied activities will help to generate enthusiasm and enjoyment in the classroom. Boredom will not be an issue if you introduce varied, interesting activities.

## **Dynamism**

Make sure that all your lessons are dynamic. It is only if you are enthusiastic and dynamic that you can inspire your pupils to put in their best efforts, work hard, and learn something. If you are dull and sound bored by the whole process, your lack of enthusiasm will transfer to the pupils. Their lack of enthusiasm will make your task more tedious.

## **Atmosphere**

Try to create an atmosphere in class that is conducive to learning. This may be done on two levels—the physical and the psychological. To improve the physical atmosphere, make sure your classroom is an interesting place in which to be. Desks arranged in rows and nothing but bare walls will not help. Make your classroom exciting and attractive, full of interesting things.

On the psychological level, try to create an atmosphere in which pupils are not fearful or intimidated. If the work is interesting and stimulating and the atmosphere is relaxed and peaceful, much more can be accomplished.

## **Speaking in English**

Make sure you use English at all times in the English class. Do not use the pupils' mother tongue to explain meanings or to give instructions. Understanding will only come through constant and open dialogue in the classroom, between the teacher and the pupils. Use English naturally and whenever possible, and expect the pupils to use it too. You will be surprised how quickly and easily incidental language is picked up by the pupils.

# **3. Pre-reading**

Time spent on pre-reading activities will greatly benefit the potential reader, so do not rush this stage. The exercises and suggestions here should be followed in the first few weeks of school and should be continued with even after work in the textbook has begun.

## **Listening and Speaking skills**

These skills relate directly to the pupil's ability to listen to, decode, and understand words and sentences spoken in English, and the ability to repeat or utter words, phrases, and sentences in a meaningful and clear manner.

## Points to consider:

- *Can the pupil hear sounds properly? (Is his/her hearing impaired in any way?)*
- *Can the pupil tell from which source a particular sound is emanating? (Show the pupil pictures—a horn, a bell, a drum—and listen to a recording of these sounds.)*
- *Can the pupil distinguish between one sound and another heard at the same time? (Clapping and instrumental music; baby crying and person singing; a number of musical instruments being played at the same time.)*
- *Can the pupil distinguish between loud and soft sounds?*
- *Can the pupil understand simple instructions?*
- *Can the pupil repeat simple words, phrases, rhymes?*
- *Can the pupil repeat simple stories in his/her own words?*
- *Does the pupil come from a background where English is spoken frequently?*

You can organize activities in class which will greatly help the pupils not only to hear sounds, but to listen to sounds with concentration and understanding. For such exercises, a CD player will prove useful.

Here are some activities to develop listening and speaking skills.

1. Talk about objects and events, naturally and as often as possible.
2. Give the pupils the opportunity to speak English whenever possible. Listen attentively to what they have to say and encourage them to speak by asking questions.
3. Use English all the time; try not to use the mother tongue. If the pupil is from a non English-speaking background, he/she will need to hear English spoken quite often.
4. Give clear instructions at all times; pronounce all your words properly (as best of your ability).
5. Tell stories, recite poems, sing songs, and get the pupils to learn these and repeat them. Encourage the pupils to learn some tongue-twisters. (Very often pupils repeat or recite rhymes and poems at the top of their voice; there is no need for this! Teach them to speak and sing in a natural way.)
6. Play various games which involve the use of listening or speaking skills. ('I-spy', finding rhyming words, making up stories, guessing games, miming and describing actions, etc.)
7. Use a CD player to play music and songs to the pupils.
8. Use a tape recorder to record and play back the pupils' own voices.
9. Provide pictures and books for pupils to look at so that these can act as a stimulus for conversation.

English is spoken all over the world so there are many different accents. It is not essential that English should be spoken in one particular accent. As long as the speaker's utterances are easily understood by anyone listening, the 'accent' is not important. Obviously care must be taken to pronounce words in the correct way, otherwise the meaning may not be clear. For example, there is a considerable difference in the meaning of the words *cheap*, *chip*, and *ship*. The use of *ch* for *sh*, or a long vowel sound for a short one, may cause confusion, unless the context is absolutely clear.

Here are some words and sounds that might cause confusion if they are not pronounced properly:

bag/beg/back	rode/wrote	ear/year
chip/cheap	vary/wary	heard/hard
sheep/ship	vent/went	are/or
boat/both	will/wheel	pot/part
feel/fill	ask/axe	lose/loose
sleep/slip	vet/wet	ee/she
pole/foal	eat/heat/hit	so/show
vain/wane	necks/next	sue/shoe
day/they	shoe/chew	his/is
put/foot	part/pot	heart/hot

There are many other confusing pairs of words. Concentrate on the clear pronunciation of all consonants, consonant blends, and vowel sounds. Distinguish especially between long vowel sounds and short ones. When in doubt about the proper pronunciation of a word, consult a good dictionary. A good dictionary will also tell you where to put the stress or accent in a word.

## Visual Skills

This skill relates directly to the pupil's ability to recognize, decode, and understand words and sentences written in English.

### Points to consider:

- *Can the pupil see properly? (Is his/her sight impaired in any way?)*
- *Can the pupil distinguish between one colour and another?*
- *Can the pupil already read letters/words in another language?*
- *Can the pupil recognize writing (as opposed to pictures)?*
- *Does the pupil come from a home in which books, magazines, and other reading/picture materials are available?*
- *Can the pupil recognize and understand simple visual symbols? (e.g. an arrow, indicating direction.)*

Prior to reading, it is essential that pupils are given the opportunity to develop certain visual skills which will make the task of 'real reading' much simpler for them later on.

Bare classroom walls will in no way help the pupils to develop visual skills! Make sure your classroom walls are always covered in interesting pictures, words, and sentences. Replace the materials often, in order to maintain the pupils' interest.

Visual skills consist of matching, sorting, orientation, discrimination, sequencing, completion, and recall. Refer to the **Teaching Guide for Primers A and B** for further details.

## Motor Skills

These skills relate directly to the pupil's ability to combine sight and muscular control in order to use a pencil or other implement to draw or write words and sentences accurately.

### Points to consider:

- *Does the pupil have any physical defect which makes writing difficult?*
- *Does the pupil come from a home where others write, and where writing materials (pens, pencils, colours, paper) are readily available?*
- *Is the pupil more comfortable using the right hand or left hand, when writing (or drawing, or doing other tasks)?*
- *Can the pupil write any words in another language?*

There are many activities that can greatly help hand-and-eye coordination. Some of these include the threading of beads, colouring, drawing, tracing, drawing around shapes (or templates), cutting out shapes or pictures with a pair of scissors, playing games (throwing dice, moving counters, holding cards, rolling marbles, using tiddlywinks, etc.), pasting pictures in a scrapbook, doing jigsaw puzzles, using a needle and thread to make samplers (sewing), copying pictures, painting, completing dot-to-dot pictures, doing mazes, constructing simple structures from a variety of materials (card, paper, cotton reels, sticks, string, matchboxes, etc.), and modelling with clay or play dough.

Remember that before the pupil begins to write letters and words, he/she should have *heard* the word spoken, *said* the word and *used* it in a meaningful way in a sentence, and *read* the word, either on its own or in a sentence. At the pre-reading stage, however, activities may incorporate the use of many skills at one time.

Many of the motor-skill activities are contained in the Workbook, but due to certain constraints (mainly of space available) they have been limited. Teachers should provide the pupils with ample opportunity to develop these skills even after work in the textbook has been started. Use lots of craft activities to develop hand-and-eye coordination. Remember that all the skills described above can be developed across the curriculum: don't confine the use of English to the English period alone!

## 4. Reading

The early preparation for reading has already been outlined in the chapter entitled Pre-reading.

In order to become a reader, the pupil must be aware of shapes, be able to recall stories and poems, and have a considerably wide vocabulary in English. Above all, the pupil must be sufficiently motivated and must want to read. Forcing someone to read, especially when the person is not ready to read or finds the task difficult, may only put off the potential reader.

The potential reader must be given opportunities to develop pre-reading skills and must be encouraged to read. Encouragement may be given in a number of ways. First, provide the pupil with books to read. These may be picture books with very few or no words in them. If you provide the pupils with books and read stories to them, you will show them that books are useful and interesting, and that they are worth reading.

Build up a collection of books in the classroom. Some books may disappear or be spoilt, but if they do not exist in the first place, the pupils will never learn how to use them or handle them with care. Remember that reading with fluency, accuracy, enjoyment, and understanding cannot be achieved by reading *one* textbook. The skill of reading and an interest in reading can only be developed properly by allowing the reader to read and enjoy a number of books.

## Checklist

The vocabulary and structures used in the Student Books are carefully controlled and graded. If the Student Books are used in conjunction with supplementary readers and other reading books provided by the teacher, the pupils should have no difficulty in learning to read. With the phonic skills learnt in Primers A and B, the pupils should be able to tackle new material with ease. However, some pupils may experience certain difficulties in reading.

The reading checklist contains items that cover the first few years of reading.

### Reading checklist—table

1.	Initial single consonants	b c d f g h j k l m n p q r s t v w x y z
2.	Short vowels	a e i o u
3.	Sound blending	hat wet pin job mud van leg sit fox gun
4.	Left to right sequencing	saw/was on/no ten/net for/from
5.	Letter shape recognition	b/h h/n c/e g/q t/f u/a g/y
6.	Recognition of orientation	b/d p/q n/u m/w
7.	Naming letters a) Sequence b) Random c) Caps/Small	A B C D E F G H I J B G M R P T F U W Mm Tt Ss Ff Gg Ll Rr Qq
8.	Long/short Vowels	hat/hate bit/bite not/note tub/tube
9.	Association rhyme/sort	cat/bat/mat big/dig/jig pot/hot/cot t—ten/tap/tin a—bag/cap/mat
10.	Variations in sounds	g (go, giant); s (has, sit, sugar); c (cat, city); y (yes, sky, very)
11.	Vowel digraphs	ai ay ar ea ew ee oo oi oy oa ou
12.	Consonant digraphs and silent letters	th (think, then); sh (shop); ph (phone); ch (chip, chord); wh (when, who); wr (write); kn (know); gh (high); mb (climb); gn (gnat)
13.	Double consonants	bb dd ff gg ll mm nn pp rr ss tt zz (cc—accord, accept)
14.	Consonant blends: initial	bl br cl cr dr fl fr gl gr pl pr sc sk sl sm sn sp st sw tr tw
15.	Consonant blends: end and medial	-nk -ng (Also triple blends: thr scr str spr -ckl- -mpl- etc.) -ck -ct -ft -lb -ld -lk -lm -lp -lt -mp -nd
16.	Prefixes	ab- ad- be- com- con- dis- ex- inter- pre- pro- re- sub- un-
17.	Suffixes	-al -ance -ence -ent -ness -ful -less -able -ion -sion -tion -tive -ary -ery -ible
18.	Other endings	-s -ing -er -ed -es -ish -ly -y
19.	Contractions	can't don't we'll won't we've you're
20.	Syllabication (Word attack)	in/ter/est gar/den cab/in ru/ler but/ton

21.	Anticipation of words, tenses, phrases, outcomes	Plurals (was/were) Pairs (Hot and ....) Tenses (has/had)
22.	Reading aloud	Reads smoothly with expression, inflexions, and stress. Awareness of punctuation. Varies speed.
23.	Referencing skills	Uses a dictionary, index, contents page, glossary.
24.	Reading strategies and comprehension	Silent reading. Skims for outline. Scans to locate specific information. Studies factual information critically. Integrates information from different sources. Understands literal content. Uses inference to extend understanding. Integrates information and personal knowledge for further understanding.

In order to keep a record of your pupils' progress, you might like to tabulate the information and keep a record sheet for each pupil.

**Here is an example:**

Alphabet Recognition		
Name: .....	Class: .....	
Date: .....	Taught: .....	Known: .....

Letter sound	Letter name	Initial position	Middle position	End position	Capital (ABC)
a					
b					
c					
d					
e					
f					
g					
h					

Blends					
bl	br	cl	cr	dr	dw
fl	fr	gl	gr	pl	pr

The column headings of the table can be altered as the level increases.

## 5. Writing

Writing is a laborious activity for the pupil; it is not a natural activity. Writing involves many skills: the pupil must first be able to recognize that certain shapes form letters, and that these letters represent particular sounds; when the letters are put together they form words, pronounced in a particular way; these words have meaning.

Only when the pupil has made some headway in oral work and in reading should he/she be encouraged to write. 'Writing', prior to this stage, should involve the use of implements to draw, colour, scribble, make shapes, and copy in order to develop fine motor skills and eye-hand coordination.

Writing requires strong motivation and a great deal of practice on the part of the pupil. So, do not expect too much at first. The teacher should try to make the activity as exciting and attractive as possible, and offer lots of encouragement. The writing of endless lists of words will not help to enthuse the pupils or make them want to write more than is absolutely necessary. Varied activities and tasks, which include drawing as well as writing, should help to motivate the pupils.

Remember to write clearly yourself and do not join letters when writing on the blackboard. If you do not take care to write neatly, your pupils cannot be expected to write neatly either!

The Workbooks are designed to give pupils the opportunity to develop their writing skills. But, due to limitations of space, further writing tasks should be set by the teacher. The section entitled Supplementary Learning Materials and suggestions and answers contain suggestions for further writing activities.

It is a good idea to supply each pupil with a copywriting (handwriting) book as well as a notebook for writing practice. There are a number of good copywriting books available. Make sure that the one you use is compatible with the Student Book and Workbook of this series. For example, it is no use supplying the pupils with a copywriting book that introduces capital letters before lower-case letters!

Make sure that writing is always neat and that each letter is formed in the correct way from the start. Undoing a bad habit can take a long time so make sure from the very start that the letters are written properly. Later, the pupils should take care to produce work that is not only legible, but grammatically and structurally correct. Where necessary, point out mistakes made in spelling and punctuation, but do this with care. If a pupil produces work that is full of mistakes, covering the page with corrections in red ink may discourage the pupil. Correct serious mistakes, but also take note of the other mistakes being made and plan a course of remedial action.

Give pupils the opportunity and encouragement to try and write creatively. Quite often, exercises based on work in the Student Books do not allow much scope for creativity or imagination. In many instances, however, this is possible if you use your own judgement and good sense to alter, adapt or improve on exercises that have been set. Creative writing does not mean that pupils should abandon the rules of writing correct English. Creativity can come from the use of original ideas put in a novel way, but which also observe all the prescribed rules of good grammar and syntax.

Remember that pupils like to have their work appreciated and admired. Ensure that the work of each pupil, at some stage during the year, is displayed for all to see. If a pupil produces a particularly good piece of writing, correct it, get the pupil to rewrite it neatly and perhaps illustrate it. You can then mount it and display it on a board in the classroom. Change the works on displays regularly so that the display board becomes a constant source of attraction and inspiration.

## 6. Structures

Lists of structures are given in the Contents' list for each book. Structures are presented in a graded manner throughout the series. These are introduced at an appropriate level and then revised at a later stage, in the same book or perhaps in the next.

Teachers should be aware of the structures being introduced, but it is not imperative that these are drilled, unless it is obvious that the pupils do need the practice. Do not spend too long on one structure; pupils soon learn the correct formula and can get all the answers right. These are better learnt over a long period of time with constant usage in a meaningful context—for example, in general conversation in class, or through a game.

Take note of recurring errors when the pupils speak amongst themselves or to you. There is no need to correct these errors every time they are made in general conversation, but if you are aware of the mistakes that are being made, you can put these right by ensuring that the pupils making the mistakes practise the correct drills at an appropriate time later on.

Here is a basic list of structures for use in the early stages of learning English. They are not in any particular order of introduction. Many additional structures will be used in oral work.

*This is a/an + common noun.*

*This is + proper noun.*

*This is my/your + common noun.*

*These/Those are ...*

*This is my right ...*

*That is my left ...*

*It is a/an ... It's a/an ...*

*It's my/your ...*

*They are ...*

*They're my/your ...*

*What is this/that? (What's)*

*What are these/those?*

*Is this/that/it a/my/your ...?*

*Yes, it's a/my/your ...*

*Yes, it is. No, it isn't.*

*No, it isn't a .../my/your ...*

*Are these/those/they .../my/your ...?*

*Yes, they're .../my/your ...*

*No, they aren't .../my/your ...*

*Yes, they are. No, they aren't.*

*Is this/that a/my/your ...? or*

*Are these/those .../my/your ...? or*

*My/Your/His/Her name is ...*

*What is my/your/his/her name?*

*What is this/that boy's/girl's/man's/woman's name?*

*His/Her name is ...*

*He/She is/is not a ... ..*

*This/That/It is ...'s ...*

*This/That/It is his/her ...*

*These/Those/They are ...'s ...*

*These/Those/They are his/her ...*

*You are/are not a/my boy/friend/pupil.*

*I am/am not a/your teacher/dog.*

*This/That/It is the ...*

*This/That ... is on the/my/your/his/her/John's ...*

*It is on the/my/your/his/her/John's ...*

*These/Those ... are near the ...*

*They are near the ...*

*This/That/It is a ... (adj) ... (n)*

*These/Those/They are ... (adj) ... (n.pl)*

*The ... (adj) ... (n) is/are on the/my ...*

*Where is/are the .... ...?*

*the: Is the boy cold? No, he is not. He is hot.*

*The ceiling is white.*

*Is the boy happy? No, he is not.*

*Prepositions: in, on, under, behind, beside, in front of, near*

*Adjectives: small, big, young, old, tall, short, thin, fat, etc.*

*Adjectives: The cat is small. It is a small cat.*

*Adjectives: + prepositions. The green ball is on the table.*

*Imperatives: stand, sit, open, close, look at, say, pick up, hold up, draw, write.*

*of the: Touch the top of the desk.*

*The girl is at the top of the stairs.*

*Plural forms of nouns:*

*Numbers 1 to 10 and 10 to 20.*

*There are ..... on the plate.*

*There is .... in the room.*

*Is there a ... on the table?*

*No, there is not. There is not a ... on the ...*

*How many .... are there? There are .... ..*

They: *What are these? They are .....*

We/You. *We are ..... Yes, you are .....*

We/You/They. *Are you girls? No, we are not.*

Present Continuous tense: *He is walking. She is jumping. What is he doing? He is .....ing.*

Yes/No questions: *Is he shouting? Yes, he is. He is ....*

*Are they ...? No, they are not.*

Direct object: *What is he pulling? He is pulling a car. She is writing a letter.*

*The man is catching mice.*

Adverbials: *What is Moiz doing?*

*He is coming out/on/for/in/along/to/with/over.*

have: *I have a book. Have you a book? Yes, I have. (+ not)*

has: *Danish has a kite. Has he got a book? No, he has not.*

Who: *Who has a pencil? Shaima has.*

Who: *Who are sitting down?*

What: *What time is it?*

Uncountable nouns: *sugar, grass, salt, tea, bread, rice; piece of, plate of, glass of, bottle of*

Please consult the Guides for the levels below and above this one. They may contain ideas and suggestions that could be adapted and used in preparation of lesson plans for the Units at this level. For example, the Guide for the Primers contains a number of ideas about supplementary materials that can be made and used in class, and the words of over 70 songs, rhymes, and short poems.

# 1

# Faiza's Biscuits

This is a simple story that the pupils might like to turn into a play after they have read it in class. They can add meaningful dialogue of their own after the story has been discussed. Additional characters may be introduced. For example, perhaps Faiza has some friends or perhaps there are workers in the restaurant. What do the family say to each other in the car and in the restaurant? Does the girl notice Faiza? What does she say to her? In this way, more speaking parts can be introduced and the play can be enacted giving more pupils the chance to participate. Some pupils can be set the task of designing costumes; for e.g, draw some drawings of what the characters might wear. Others might be asked to make a list of props that will be required.

While reading the story, remember to speak just as the characters might speak. All this must be shown in the varying tones of voice and expressions that are used.

In this story, the pictures contain lots of details. While reading the story, don't forget to get the pupils to describe what they can see in the pictures. What do we learn from the pictures? Which parts of the story do they illustrate?

## General points to note for this and subsequent lessons:

You can read the story easily enough, but it is better to allow pupils to try to read the story on their own. They can take turns to read aloud. When pupils are faced with a difficult word, give them a chance to try to decode it by using phonic clues and understanding the context. The easy way is for you to prompt at every turn, but this will not help them to learn to read more efficiently! Let them do the hard work, even though this may take a little longer.

The questions need not be answered in the words given in this guide. Encourage pupils to give their own answers, in their own words. Remember that you should be giving them the opportunity to learn English, not a series of answers that are to be learnt parrot-fashion and then forgotten.

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- There are a number of possible answers to this. Accept all plausible ones. She sees people getting out of a car, people in a restaurant, or a birthday party.
- A little girl and her family.
- Ice-cream and biscuits (and cake!).
- The little girl.
- The next morning Faiza sells the biscuits outside a school.

**While reading:** She sells biscuits because it is her business!

**Challenge:** Ten years later, Faiza has a shop selling biscuits. It looks popular and she does not look poor anymore.

## B WORKING WITH WORDS

1. What are the words? They all begin with *bo-*.

- a. bottle      b. bones      c. boy      d. bold

2. Read the following sentences carefully; then use the underlined words in sentences of your own.

Discuss the meaning of the underlined phrasal verbs. When they are understood, pupils will make up their own sentences.

3. Use these words and talk about the pictures in the story.

Encourage the pupils to use the vocabulary in simple statements and questions about the pictures.

## C LEARNING ABOUT LANGUAGE

Review all the punctuation marks mentioned. Illustrate with examples on the blackboard. Write some sentences without punctuation. Ask the pupils to suggest where punctuation marks should be added, and rewrite the sentences. Start with simple sentences requiring the addition of a full stop, capital letters (for proper nouns), and perhaps a question mark. Do not introduce quoted speech at this point.

1. Put in capital letters and full stops.

- Mr Khan worked in an office.
- The office was in Lahore.
- One day, Mr Khan went to Faisalabad.
- He stayed at the Royal Hotel on Nazim-Ud-Din Road.
- On Monday, he caught a plane back to Lahore.

## D LISTENING AND SPEAKING

Listen to your teacher's statements. Ask questions when you hear the statements.

Talk about the changes to the word order that are made when statements are turned into questions, using the examples. Here are some statements. You can also make up more of your own.

The boys were running.

Were the boys running?

It is hot.

Is it hot?

These are yours.

Are these yours?

It was a delicious meal.

Was it a delicious meal?

Sam likes cycling.

Does Sam like cycling?

They are broken.

Are they broken?

It is raining.

Is it raining?

We were late.

Were we late?

It was a good film.

Was it a good film?

I took the bus to the café.

Did you take the bus to the café?

She is happy.

Is she happy?

Leila does not want to go on holiday.

Does Leila want to go on holiday?

## E COMPOSITION

In your own words, write the story of Faiza and the biscuits. You can add ideas of your own. Use some conversation, too.

Discuss this with the pupils. Let them come up with different ideas of their own. Then let them write their own versions, not one common version. Don't forget to read out some of the more interesting versions later. Display work on the display board. Some pupils might like to form a group and come up with the dialogue for a play.

## Workbook: pages 2–3

### A PUNCTUATION

**Oral:** A revision exercise, in parts. Explain about the use of capitals, full stops, and question marks. Discuss when to use them. Why should they be used? Without them our writing might not easily be understood.

E.g.: What might we make of sentences written like this?

his name is imran akram is his brother in Lahore

This has a number of interpretations, all dependent on punctuation!

His name is Imran. Akram is his brother in Lahore.

His name is Imran, Akram. Is his brother in Lahore? (Akram is being addressed.)

His name is Imran Akram. Is his brother in Lahore? (Akram is the surname.)

His name is Imran. Akram, is his brother in Lahore?

#### 1. Read these sentences.

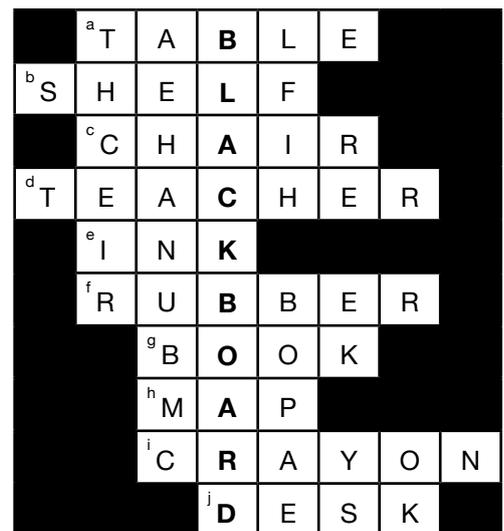
#### 2. Write the sentences again. Put in full stops, capital letters, and question marks.

- Lahore is a beautiful place.
- The *Shahi Qila* is in Lahore.
- How old are you?
- Do you know where Jack and Peter are?
- Rehan was born in Karachi.
- When did Faraz break his leg?
- The book is not in this room.

### B CLASSROOM CROSSWORD

#### 1. What are these nouns? They are in your classroom.

Remind the pupils about nouns. First ask them to name all the things in their classroom. You might do this by playing a game of 'I Spy'. (For instructions, see Teaching guide for the Primers.) Then let them tackle the crossword, without your help.



## Lesson Plans

For detailed suggestions, refer to pages 1–3.

### LESSON 1

**Textbook**

**Time: 40 min**

**Aims:**

- To be able to read and discuss a story
- To develop comprehension skills
- To increase vocabulary

Task	Time
1. Reading and discussion of the lesson. Ask the children to read the lesson. They can take turns to read the lesson aloud, thus increasing their vocabulary and improving their expression. Questions can be asked as they read along to check comprehension. Refer to and use the pictures!	20 min
2. Attempt Exercise A, Question 1. Briefly discuss the answers. The students should write the answers in their notebooks.	20 min

### LESSON 2

**Textbook**

**Time: 40 min**

**Aims:**

- To increase vocabulary
- To know that a sentence starts with a capital letter and ends with a full stop
- To learn that the names of people and places begin with capital letters

Task	Time
1. Attempt Exercise B, Question 1.	10 min
2. Attempt Exercise B, Question 2. If the work is not finished in class, it can be given as homework.	10 min
3. Continue with Exercise B, Question 3.	5 min
4. Continue with Exercise C. Introduce capital letters and full stops. The exercise should be done in the notebooks by the students. Any unfinished work should be given as homework.	15 min

### LESSON 3

**Textbook**

**Time: 40 min**

**Aims:**

- To develop listening skills
- To develop vocabulary
- To increase observation skills
- To learn to ask and answer questions
- To develop writing skills

Task	Time
1. Attempt Exercise D.	15 min
2. Attempt Exercise E. They should then write their own version. The children can finish the exercise as homework.	20 min
3. Revise everything that has been done in the unit so far.	5 min

## LESSON 4

Workbook

Time: 40 min

### Aims:

- To revise the correct use of full stops, question marks, and capital letters
- To develop writing skills
- To increase vocabulary

Task	Time
1. Attempt Exercise A, Question 1. Start with a brief revision. Other examples can also be given to make the concepts clearer. To assess comprehension, ensure that the students take an active part in the discussion.	20 min
2. Attempt Exercise A, Question 2.	20 min

## LESSON 5

Workbook

Time: 40 min

### Aims:

- To revise function of nouns
- To increase vocabulary
- To develop thinking skills
- To develop observation skills
- To reinforce correct spelling

Task	Time
1. Exercise B: Oral discussion—A revision of nouns.	15 min
2. The students should be able to attempt the crossword on their own.	15 min
3. Revise the contents of the unit.	10 min

# The Rainbow

Before reading the poem, ask the pupils if they have ever seen a rainbow and what they know about rainbows. Ask them what things are beautiful/pretty?

Enjoy reading the poem. Get the pupils to read it aloud a number of times. You read it again, this time emphasizing the rhyming words.

Do some oral work about rhyming words, before you ask the pupils to attempt the exercises. Give some of your own examples on the blackboard. E.g.: boats/goats, sea/tree. Point out that rhyming words do not always have to be spelt in the same way.

The rhyming scheme in the poem is a b c b in the first stanza and a b c b d b in the second.

Discuss the difficult words and use them in other contexts.

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- Boats sail on the rivers.
- Ships sail on the seas.
- Clouds sail across the sky.
- In the poem, the two prettiest things are the bridges on the rivers and 'the bow that bridges heaven' (a rainbow).
- The Rainbow.
- Talk about where they can find this out. Ask for suggestions and see what they say: a dictionary, an internet search, or a reference book might help. You could look at some pictures too.

#### 2. What are they? Find these words in the poem.

- a. prettier      b. Earth      c. bridge      d. ships/boats      e. cloud

### B WORKING WITH WORDS

Join a word in A with a word in B to make a new word.

**Answers:** hairpin, classroom, postcard, shoemaker, textbook, handkerchief, doorway

There are hundreds of other compound words like this.

- You might like to play a game. Divide the class into two teams. Provide one team with a word. If the team comes up with another word that forms a compound word when it is joined to the given word, then award them a point. If not, offer the word to the other team, and award two points if they know a word to form a compound. Proceed in this way till both teams have been given an equal number of opportunities to provide words to form compounds. Make sure you write up on the blackboard each word, each suggestion, and each compound word created. At the end of the game the pupils may be asked to copy down the words.

Some compound words: rail/way, night/mare, news/paper, out/law, sky/lark, good/bye, goose/berry, grave/yard, birth/day, blind/fold, bath/tub, friend/ship, foot/ball, goal/post, sun/shine, etc.

## C LEARNING ABOUT LANGUAGE

Naming words are called nouns. Remind the pupils that a noun is the name of a person or a thing (or a place). E.g.: John, dog, table.

Pupils might like to suggest a noun each. If a pupil suggests a word that is not a noun, try to show that it is NOT the name of a person, place, or thing. (You do not have to explain what other function it may have or what part of speech it is.)

Can the pupils find any nouns in the poem? boat, river, ship, cloud, sky, bow, heaven, tree, road, and earth

**Underline all the nouns in the following.**

Tiny Tim was playing in the kitchen. He stood on a chair next to the sink. Water was coming out of the tap. He put his thumb under the hole in the tap. The water went all over the floor. It went all over his head, too!

These are all nouns. For your information, note that water is an uncountable noun. We do not use an indefinite article before it.

## D LISTENING AND SPEAKING

### 1. Find all the rhyming words in the poem. List the words in your notebook.

Rhyming words in the poem are seas/these, please/trees/these.

Give further examples. Call out a word and ask the pupils to reply with a rhyming word. Alternatively, play a team game. Call out ten words, one at a time, giving pupils the time to write down as many rhyming words as they can think of after each word they are given. At the end, ask them to give you their scores. Add up the scores, but before doing so, check that the words they have in their lists are real words. Subtract two points for every wrong word! Then declare the winning team and write up some of the words on the blackboard. Remember that this is a good way for them to learn new words: playing a game is, therefore, not a waste of time!

### 2. Work with a classmate. Think of words to rhyme with those below. List them in your notebook.

The pupils will give their own answers; here are some possible rhyming words.

#### Easy words

- |                    |                     |                     |
|--------------------|---------------------|---------------------|
| a. pen/hen/men/ten | b. man/ran/pan/can  | c. log/dog/bog/frog |
| d. bun/run/fun/gun | e. tin/pin/bin/grin | f. tub/rub/grub/dub |
| g. bit/fit/hit/kit | h. beg/leg/egg/peg  |                     |

#### Difficult words

- |                    |                            |                        |
|--------------------|----------------------------|------------------------|
| a. crow/grow/throw | b. bend/send/lend          | c. bud/mud/blood       |
| d. eat/seat/beat   | e. catch/match/patch/hatch | f. hand/sand/band/land |
| g. boy/toy/soy/joy | h. try/cry/fry/pry/why/tie |                        |

#### Very difficult words

Before the pupils attempt this section, explain that the words do not necessarily have to have the same spelling; it is the sound that is important.

- |   |                        |
|---|------------------------|
| a. you/two/few/shoe/blue/grew                                   | b. read/feed/seed/beat |
| c. ate (this is pronounced like gate/fate/date not set/bet/met) | d. girl/curl/pearl     |

3. **Make your own list of pairs of words that rhyme.**
4. **Read the pairs aloud.**
5. **Choose any word and say it aloud to your classmate. Your classmate must say two words that rhyme with your word. Then let your classmate have a go.**

The pupils will make up their own lists. Perhaps they can do this in pairs (with a classmate), and then read out the lists they have made, to the others in class.

Pupils may swap classmates and continue the exercise using words from their own lists. They can concentrate on one word till no other rhyming words can be thought of. Pupils can even keep a score.

## **E COMPOSITION**

**Draw a picture of a rainbow. Write a few sentences about it in your notebook. Have you ever seen a real one? Tell the others in the class about it.**

Discuss the question first. Talk about rainbows. Who has seen one? Where? When do we see rainbows? Where? What colours can you see in a rainbow?

- Let them have a go at drawing a rainbow. Encourage them to include other things in their picture (the context).

When the pupils have had the opportunity to think about and use words concerned with rainbows, they will be able to write a few sentences about their picture.

- It is always easier to describe a concrete object that can be seen than one that has to be imagined.

## **Workbook: pages 4–6**

### **A PEOPLE AND WORK**

1. **Do you know what these people do? Talk about their work. (All the words are nouns.)**

**Oral:** Discuss various professions; the list will give you ample material to concentrate on. Remember that in a textbook we cannot have the names of ALL the professions. Some have been used here, but this does not mean that others are less important and should not be mentioned.

Ask the children to tell you what they know about various jobs/trades that people do. If their information is insufficient, you may add your own comments. The pictures will give the children clues as to what the various characters on the page do for a living. What do the pupils' parents do? Make a list of professions on the blackboard. You might do this by giving them the initial letter of a profession, and getting them to guess what it is. For example, write 'b' on the blackboard. They may come up with baker, basket maker, boxer, banker, barber, beekeeper, blacksmith, boatman, or even burglar. On the other hand, they may come up with nothing, and it will be for you to give some clues.

For the list on the page, try to use key words to describe what various people do. For example, a shopkeeper *sells things*, a carpenter *makes things out of wood*, etc.

2. **Guess what these people do. Talk about the pictures.**

Pupils will give their own answers, but the professions should be fairly clear from the pictures.

### 3. Write two sentences about each picture on pages 4 and 5.

All the words the pupils will need are on the page. Don't spoon-feed them; allow them to work on their own.

- b. Mr Shahid is a plumber. He mends broken pipes.
- c. Mr Tariq is a tailor. He stitches clothes.
- d. Mr Salim is a pilot. He flies aeroplanes.
- e. Mr Thomas is a teacher. He teaches children.
- f. Mrs Hasan is a nurse. She gives people medicines.
- g. Mrs Jamal is an author. She writes books.
- h. Mr Babar is a dentist. He pulls out bad teeth.
- i. Mr Riaz is a gardener. He grows plants.

- Pupils may write other sentences about their parents, an uncle, an aunt, a brother, and say what he/she does.

## Lesson Plans

For detailed suggestions, refer to pages 6–9.

### LESSON 1

**Textbook**

**Time: 40 min**

**Aims:**

- To develop comprehension skills
- To increase vocabulary
- To encourage reading with expression

Task	Time
1. Read the poem and discuss the difficult words.	20 min
2. Exercise A, Question 1: The questions may already have been discussed during reading of the poem. The students should attempt them on their own.	20 min
3. Exercise A, Question 2: If the previous exercise takes longer, this exercise can be given as homework or completed in the next lesson.	

### LESSON 2

**Textbook**

**Time: 40 min**

**Aims:**

- To introduce compound words
- To reinforce correct spelling
- To revise nouns
- To increase vocabulary

Task	Time
1. Complete work from the previous lesson.	10 min
2. Attempt Exercise B.	15 min
3. Attempt Exercise C.	15 min

### LESSON 3

Textbook

Time: 40 min

**Aims:**

- To increase vocabulary
- To reinforce correct spelling
- To develop thinking skills
- To identify rhyming words

Task	Time
1. Exercise D, Question 1: This exercise can be done in the notebooks. The students should read the poem and work on this exercise independently.	10 min
2. Continue with Exercise D, Question 2.	25 min
3. Revise all concepts taught so far.	5 min

### LESSON 4

Textbook

Time: 40 min

**Aims:**

- To increase vocabulary
- To develop thinking and speaking skills
- To develop pair-working skills
- To use words and pictures to express thoughts and feelings

Task	Time
1. Attempt Exercise D, Questions 3, 4, and 5.	15 min
2. For Exercise E, an oral discussion should precede any written work. Every student should be encouraged to participate.	25 min

### LESSON 5

Workbook

Time: 40 min

**Aims:**

- To learn the names of various professions
- To use discussion as a learning tool
- To develop vocabulary related to various professions

Task	Time
1. Attempt Questions 1 and 2. Talk about various professions, jobs, etc. and enhance their knowledge. Each child should be encouraged to participate.	15 min
2. Attempt Question 3. If the work cannot be completed in class, it should be given as homework.	15 min
3. Revise the contents of the unit.	10 min

This is an old story. Jackals are portrayed in stories as clever (and crafty), but in this one the jackal uses his craftiness to help a boy. The boy has been kind to the tiger, but is not repaid with kindness. Only the jackal is able to help the boy. Once again, make sure the pupils are reading the story, especially the words spoken by the characters, with expression. They should try to alter their voice to sound like the character that is speaking.

Unfamiliar words which you could explain with examples: awful, immediately, honest, through, agree.

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- People hurt the road by walking and riding on it.
- People hurt the tree by eating its fruit and cutting its branches.
- The boy let the tiger out of the trap.
- The clever jackal put the tiger back in the trap.
- Pupils will give their own answers.

**While reading:** They all say that nobody helps them and they have all been hurt by people so they will not help the boy.

**Challenge:** Talk about this response: should we help others? Return to the discussion for the challenge question. Let them give their own responses and reasons for helping or not helping.

#### 2. Read the passage again. Then say if these sentences are true (T) or false (F).

Pupils should explain their answers.

- |   |  |
|---|--|
| a. False (pulling a plough)                             | b. True (The tiger could not escape.)    |
| c. False (The tree did not help the boy.)               | d. False (The boy returned as promised.) |
| e. True (The jackal thought of a plan to help the boy.) |  |

### B WORKING WITH WORDS

#### 1. Use these words in sentences of your own.

Pupils will make up their own 'interesting' sentences.

When they have written their sentences, ask some pupils to read out what they have written. Do the others like what they hear? Can they improve on the sentences? Can they make the sentences longer? Can the sentences be made more interesting? Ask the pupils to suggest better sentences.

Perhaps they can try to make up two consecutive sentences (using two of the words) in which the ideas are connected. This can be done orally. E.g.: My friend dropped a plate of biscuits on the floor. It made an awful mess on the carpet!

Pupils should not reproduce the sentences in the story or copy the sentences in the following exercise or copy sentences you have written on the blackboard. If they write incorrect sentences (on their own), then correct the sentences and get them to write them out again. They will learn more doing it this way, rather than copying standard sentences you have composed.

**2. Choose the correct words from the box and fill in the blanks.**

Not all the words are included in the text. You may need to practise the use of 'decided'.

- a. decided                      b. agree                      c. awful                      d. through

**3. Put the following in alphabetical order.**

- a. bag, dog, knife, part, short                      b. drink, drop, know, shirt, tall  
c. bring, dogs, play, that, this

You can give the pupils some more exercises of this kind. It is useful practice for consulting a dictionary.

- Alternatively, give them a long list of words in alphabetical order (a page from a dictionary) and see how quickly they can find a word that you call out. The first to find it should raise a hand, then be asked to stand and read out the definition.

**4. Match the following.**

- |                                       |          |
|---------------------------------------|----------|
| a thing made of wood with four wheels | a cart   |
| a thing made of metal and wood        | a knife  |
| a thing made of cotton                | a shirt  |
| a thing made of glass                 | a mirror |
| a thing made of paper                 | a book   |

- The pupils can copy this list into their notebooks.
- Can they add more items to the list? Who can add the most? When they have finished this task (even if the spelling of words is incorrect), ask them to read out their lists and see how many words have been thought of collectively by a number of pupils. Some pupils will think of words that no other pupil has thought of. The others will learn from this.

Additional words they might come up with: office, table, ladle, clock, trolley, shorts, coat, socks, pants, glass, screen, windowpane, picture frame, bulb, etc.

## **C LEARNING ABOUT LANGUAGE**

**1. Add *not* to the following sentences. You will have to change or add some other words too.**

- a. The boy was ***not*** sad.      b. The boy ***did not tell*** the story      c. People ***do not eat*** my leaves.  
d. The tree ***did not laugh***.      e. The tiger ***did not catch*** hold of the boy.

Show how the verbs change when 'not', 'do not', or 'did not' are added to a sentence to make it a negative.

## **D LISTENING AND SPEAKING**

**1. Say the following tongue twisters aloud a number of times.**

Let them enjoy trying to say the tongue twisters.

**2. Your teacher will make a statement. Turn the statement into a negative by using *not*.**

**Oral:** Make a statement like one of those below. Pupils should respond with the statement in a negative form by using 'not'.

Here are some statements to use, but do add your own.

No other changes are needed in such sentences when 'not' is added. The place to insert 'not' is indicated by brackets.

It is () big. They are () wonderful dancers. She was () here. It's () sunny today. They are () always late. She is () running in the race. They are () staying here. It is () eating the food. We are () playing a game. He is () working. I was () there.

In these sentences, other changes are necessary when 'not' is added. Note the use of 'did' and the change of the verb from the past to the present tense.

They went away. (They did not go away.)

She talked a lot. (She did not talk a lot.)

Other examples: We went (did not go) to the cinema yesterday. He tripped (did not trip) over the step. She likes (does not like) ice cream. We want (do not want) some rest. We talked (did not talk) to the postman. We like (do not like) working. He went (did not go) away, etc.

## **E COMPOSITION**

**Do you think the tiger broke out of the trap again? How did he get out? Write about it and draw a picture.**

Pupils can discuss ideas and write their own ending to the story. Emphasize the fact that the story can end in different ways. It is up to each pupil to think about how the tiger might have eventually escaped from the trap.

## **Workbook: pages 7–8**

### **A MADE OF AND FULL OF WORDS!**

**Oral:** Discuss items in the classroom. You might use the box of chalk and a desk as examples. This is a box. It is made of wood. It is full of pieces of chalk. This is a desk. It is also made of wood. It is full of books. Give other examples, then discuss the pictures on the page. Use the words in the three boxes and *made of* and *full of*.

#### **1. Read the sentences and words in the boxes.**

Make sure all the words are understood.

#### **2. Write two sentences about each picture. Use the words in the boxes.**

- |  |   |
|--|---|
| a. The box is made of wood.<br>It is full of marbles.    | b. The bowl is made of clay.<br>It is full of sweets.     |
| c. The pot is made of brass.<br>It is full of rice.      | d. The wallet is made of leather.<br>It is full of money. |
| e. The basket is made of bamboo.<br>It is full of fruit. |   |

## B DID YOU OR DID YOU NOT?

This exercise may require some oral work to begin with. The pupils have to answer in two sentences, for e.g.: Yes, I did. I saw a film last night.

### 1. Write two sentences for each question.

Alternatives are given below.

- Yes, I did. I woke up this morning. (I did wake up ...)
- No, I didn't. I did not go to London yesterday.
- Yes, I did. I did come to school yesterday. (I came to school yesterday.) OR I did not come ..., (as the case might be!).
- Yes, she did. My mother did cook rice last night. (My mother cooked rice last night.)
- Yes, it did. The sun did rise this morning. (The sun rose this morning.)
- Yes, I did. I did see a film last month. (I saw a film last month.) I did not see a film last month.

## Lesson Plans

For detailed suggestions, refer to pages 11–14.

### LESSON 1

**Textbook**

**Time: 40 min**

**Aims:**

- To develop comprehension skills
- To increase vocabulary
- To develop fluency in oral expression
- To write complete sentences

Task	Time
1. Reading and discussion of the text—a number of children should be given the opportunity to read. Questions should be asked as you go along to check comprehension.	20 min
2. Exercise A, Question 1: This exercise should be attempted in the notebook by the children. These questions may already have been discussed during the reading of the passage. Exercise A, Question 2 can be given as homework.	20 min

### LESSON 2

**Textbook**

**Time: 40 min**

**Aims:**

- To develop thinking skills
- To learn to express thoughts and ideas in grammatically correct sentences
- To select an appropriate word to complete a sentence correctly
- To understand and demonstrate correct use of alphabetical order

Task	Time
1. Attempt Exercise B, Question 1.	15 min
2. Attempt Exercise B, Question 2.	10 min
3. Attempt Exercise C, Question 3.	15 min

### LESSON 3

Textbook

Time: 40 min

**Aims:**

- To be able to describe what an object is made of
- To form grammatically correct negative sentences
- To increase vocabulary
- To develop oral fluency

Task	Time
1. Continue with Exercise B, Question 4.	15 min
2. Attempt Exercise C.	20 min
3. Revise all concepts taught in the past lessons.	5 min

### LESSON 4

Textbook

Time: 40 min

**Aims:**

- To develop listening and speaking skills
- To develop sentence construction
- To develop oral fluency
- To express ideas in written form
- To use drawings as means of expressing thoughts and feelings

Task	Time
1. Attempt Exercise D.	20 min
2. Attempt Exercise E. A discussion should precede the written work.	20 min

### LESSON 5

Workbook

Time: 40 min

**Aims:**

- To use descriptive language
- To produce grammatically correct sentences
- To develop writing skills

Task	Time
1. Attempt Exercise A, Questions 1 and 2.	20 min
2. Attempt Exercise B.	15 min
3. Revise the contents of the unit.	5 min

# Conversation

This is a poem that could be read aloud, with groups reciting the various speaking parts. It should be read with expression, as if a real conversation is taking place. The cat is trying to be very sweet and friendly, but it is really very crafty; the mouse is clever, and knows what the cat is up to, but it does not want to sound rude.

Some words to know: Use the words freely in sentences of your own, when you are talking about the poem. In this way, they will become part of the pupils' vocabulary. Note also that we should use *May I...* (when asking for permission), and **not**, *Can I...!*

conversation: talking with someone

mouse/houseie: friendly, familiar way of saying 'mouse' and 'house', but we do not normally use these words

wee: small, tiny

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- A cat is talking to the mouse.
- The cat wants to get into the mouse's house.
- The mouse tells the cat that she has to be thin to come in.
- The mouse is busy all day.
- No. The mouse is not really busy. It does not want the cat to enter the house, so it makes one excuse after another.

### B WORKING WITH WORDS

#### 1. Read the words and learn to spell them.

Note that these rhyming words have spellings that are quite different. Pupils might like to find other words to add to these lists. How many can they come up with?

Additional words: rosy, lazy, hazy, posy, cosy, dozy, nosy; rear, near, here, jeer, peer, rear, spear, steer, sheer, year; brew, crew, drew, grew, cue, due, new, stew, view; bow (and arrow), low, know, no, row (line), show, toe, grow, crow, throw, blow, slow, though

#### 2. Find rhyming words for the following.

Rhyming words from the poem are given in brackets.

- door, (floor), more, shore, boar, tore
- in, (thin), sin, bin, tin
- say, (day), ray, bay
- said, dead, bed, head, red
- where, hair, stair, bear, lair, fare

## **C LEARNING ABOUT LANGUAGE**

1. Can you guess the nouns from the following clues?
  - a. a matchbox (a box of matches)
  - b. an envelope
  - c. a switch
  - d. a blanket (quilt/fire/heater)

## **D LISTENING AND SPEAKING**

Finish the exercise in the Composition section below. Then with a classmate, read your conversation out aloud to others in your class.

See E.

## **E COMPOSITION**

What did they say to each other? Use your own words and complete the conversation below.

Start the pupils off with the example sentences given, then let them work on their own. Any words from the conversation in the poem may be used. When the pupils have written their conversations, ask them to read aloud with a classmate taking one part. Allow a number of them to read. Are the conversations different? Compare them.

Encourage the pupils to speak naturally, but with expression.

## **Workbook: pages 9–10**

### **A THE CLEVER MOUSE**

1. Tell the story.

### **B COMPOSITION**

1. Write the story of the clever mouse.

Tell the story using the pictures (in the form of a comic strip) as a stimulus. To begin with, pupils can describe exactly what they see in each picture. When they have used all the vocabulary at the bottom of the page, they can add details to their story. For example, we do not know who left the trap in the corner of the room. What happened before this? Had food been disappearing from the house? Whose house was it? What happened after the food was taken from the trap? Ask lots of questions and discuss the whole story before pupils are asked to write their own version of the tale.

Make sure all the words at the bottom of page 9 can be read (and understood) by the children.

## **Lesson Plans**

For detailed suggestions, refer to pages 16–17.

### **LESSON 1**

**Textbook**

**Time: 40 min**

**Aims:**

- To use oral expression to add meaning to the text
- To explore meaning of text orally
- To develop comprehension skills

Task	Time
1. Reading and discussion of the poem. The poem should be read with expression. Questions can be asked at the end of the first reading to check comprehension. It can be read a number of times to give various pupils an opportunity to read with expression.	20 min
2. The questions in Exercise A should be attempted by the pupils on their own.	20 min

## LESSON 2

Textbook

Time: 40 min

Aims:

- To reinforce correct use and spelling of new words
- To develop independent thinking
- To practise using descriptive language

Task	Time
1. Attempt Exercise B, Questions 1 and 2.	20 min
2. Attempt Exercise C. If there is time, the exercise can be continued with oral practice of the same. The pupils should be encouraged to suggest their own objects.	20 min

## LESSON 3

Textbook

Time: 40 min

Aims:

- To develop writing skills
- To increase vocabulary

Task	Time
1. Attempt Exercise D, Question 1. A discussion can precede the written work.	20 min
2. Continue with Exercise E.	20 min

## LESSON 4

Workbook

Time: 40 min

Aims:

- To develop imaginative thinking skills
- To develop creative writing skills
- To use English words to express ideas
- To use descriptive language in written sentences

Task	Time
1. Attempt Exercise A. Encourage each pupil to participate in the discussion.	15 min
2. Attempt Exercise B.	20 min
3. Revise the contents of the whole unit.	5 min

# 3

# The Mice and the Elephants

Read and discuss the story. Lessons to be learnt from it: Even small friends are important. One's kindness to others will be repaid someday.

Explain the new words with examples. Use the words in sentences, and also use the words naturally in conversation.

Note the homophones: whole/hole, herd/heard, through/threw, weak/weak.

- What other relatives might have lived in the palace? Nieces and uncles and aunts? Who else?
- Have the pupils themselves done a good turn? What did they do? Did the recipient of their kindness help them under different circumstances? Let the pupils tell you about the good things they have done for others, and vice versa.

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- Everyone left the palace because the king grew old and died.
- Mice lived in the cracks of the floors.
- The elephants agreed to use another path.
- The elephants remembered the old saying: 'Make friends, always make friends, however strong or weak.'

**While reading:** Pupils will give their own answers. Accept all plausible answers.

**Challenge:** It is good to make friends because friends will help in time of need. (And even if they don't help, it is good to have friends.)

#### 2. Say whether the following statements are true (T) or false (F).

- a. F                      b. F                      c. T                      d. T                      e. F

#### 3. Put these sentences in the correct order.

c, e, g, h, a, b, f, d.

When pupils have finished, ask them to write the sentences, then read them out in order.

### B WORKING WITH WORDS

#### 1. Complete the following sentences in your own words.

Pupils will make up their own sentences. Examples are given below.

- The elephant king wanted to live near the lake.
- Under the floors of the palace lived thousands of mice.
- These elephants will surely kill us all.
- Let us help the elephants to escape.

## 2. Use the underlined words in sentences of your own.

Again, pupils will write their own sentences. Discuss the expressions first.

- come away from: depart, leave a certain place
- call at: visit, stop at (especially on some form of business)
- blow out: extinguish, put out
- get away: escape, come away from

## C LEARNING ABOUT LANGUAGE

Give examples of prepositions on the blackboard, using concrete objects to demonstrate their meanings. Talk about other prepositions and how they are used. (on, in, under, near, across, down, up, from, during, out of, into, along)

### 1. Put suitable prepositions in the following sentences. Use the words in the box.

- a. from                      b. on                      c. up                      d. down                      e. in

### 2. Copy this passage in your notebook and underline all the prepositions.

Maria lived near a river. In her garden, there was a small boat. One day, during the monsoon, Maria took the boat out of the garden. She carried it along the path to the river. She put the boat in the water. She jumped off the bank into the boat.

## D LISTENING AND SPEAKING

### 1. Read the words aloud.

hat      hate

Note how the final e makes the preceding vowel 'say its name'. The 'ah' sound in 'hat' becomes 'ay' in 'hate'. Get the pupils to try and think of other examples. They can give nonsensical examples if necessary (e.g.: nat/nate, lat/late). Remember this is for phonic practice and will help with reading longer words.

E.g.: lat: latitude, Latin, lattice, latch      late: lateness, belated, related, inflate

### 2. Complete these questions using your own words.

Using polite speech - Ensure that pupils try to use polite speech at all times, not just during this lesson. Here are a few ways of sounding polite.

Pupils will write their own sentences. Ask them to read the sentences aloud.

- May I come in, please? May I have another sheet of paper, please? May I please have another sheet of paper? Please, may I enter the classroom?
- Won't you sit down over here, please? Won't you have another slice of cake? Won't you stay for a little while longer?
- Will you please wipe your feet before you come in? Will you please shut the door? Will you please come again? Will you please stop making that awful noise? Will you please do it for me?

### 3. Listen carefully. Your teacher will tell you to ask for something. Use one of the phrases above and ask your question.

Give the pupils a phrase, not the complete sentence, and ask them in turn to ask a polite question. (Also see the suggestions above.)

E.g.: You: Look at my book.  
Pupil A: May I look at your book, please?  
You: Look at Sami's book.  
Pupil B: Will you let me look at your book?

### Some suggestions:

- a. May I ..., please?

You want to: enter the classroom, take another biscuit, leave the classroom, have a rest, join in a game, etc. (Please, may I come into the classroom? Please, may I come in?)

- b. Won't you ...

Use this expression when you want to: offer someone a seat (Won't you sit down?), ask if someone wants another cup of tea, to have some more cake, to see me tomorrow, etc.

- c. Will you ...

You want someone to: close the door, give you a book, shut the window, help you with your homework, etc.

## E COMPOSITION

### Do you help other people? Write about it.

Discuss the topic first. Pupils know it is the right thing to do; but what have they actually done to help others? Listen to what they have to say. You may break the accounts up into two sections as suggested in the textbook: using the simple present tense to describe what one does every day (I tidy my room. I polish my shoes. I take the dog for a walk. etc.), OR using the past tense (Once, I was out shopping with my mother. I saw an old lady standing at the side of the road. She wanted to cross the road. There was a lot of traffic. I took her hand and helped her across the road. She thanked ..., etc.).

## Workbook: pages 11–12

### A WHERE ARE THE COLOURS?

**Oral:** Make sure the children know the correct names for the colours before they attempt colouring the circles, squares, and triangles. Talk about colours in the classroom, of clothes, etc. Write the names of the colours on the blackboard.

Practise the use of *above*, *below*, and *next to* by drawing various pairs of objects on the blackboard.

If pupils are allowed to colour the picture on this page before answering any questions, you may use this time to talk about the different colours.

1. Colour the circles, squares, and triangles.
2. Colour this picture. Use all your colours.

The pupils should carry out the above activities accordingly.

### B WHERE ARE THEY?

1. Study the shapes on page 11. Answer these questions using the words in brackets.
  - a. It is next to the dark blue circle.
  - b. It is below the yellow circle.
  - c. It is above the dark green triangle.
  - d. It is below the light blue square.
  - e. The dark blue circle is above the orange square.
  - f. The purple triangle is next to the dark green triangle.

## Lesson Plans

For detailed suggestions, refer to pages 19–21.

### LESSON 1

Textbook

Time: 40 min

**Aims:**

- To increase vocabulary
- To develop comprehension skills
- To use complete sentences in oral responses

Task	Time
1. Reading and discussion of the story and explanation of the new words.	20 min
2. Attempt Exercise A, Question 1.	20 min

### LESSON 2

Textbook

Time: 40 min

**Aims:**

- To sequence events in a story
- To be able to carry forward a sentence or a thought
- To demonstrate the correct use of some commonly used expressions in complete sentences

Task	Time
1. Attempt Exercise A, Questions 2 and 3.	20 min
2. Continue with Exercise B, Questions 1 and 2.	20 min

### LESSON 3

Textbook

Time: 40 min

**Aims:**

- To identify and use prepositions correctly
- To increase vocabulary

Task	Time
1. Attempt Exercise C, Question 1.	15 min
2. Continue with Exercise C, Question 2.	20 min
3. Revise all concepts learnt so far.	5 min

### LESSON 4

Textbook

Time: 40 min

**Aims:**

- To pronounce given words correctly
- To reinforce spelling
- To use polite form of speech correctly
- To develop oral fluency
- To develop creative writing skills using the simple present tense or the past tense

<b>Task</b>	<b>Time</b>
1. Attempt Exercise D, Question 1.	10 min
2. Exercise D, Questions 2 and 3 can be combined as oral work and then given as homework.	10 min
3. Attempt Exercise E. A brief discussion should precede written work. If the work is not completed, it should be completed in the next class or given as homework.	20 min

## **LESSON 5**

**Workbook**

**Time: 40 min**

**Aims:**

- To use the names of colours correctly
- To use the correct names for common mathematical shapes

<b>Task</b>	<b>Time</b>
1. Attempt Exercise A, Questions 1 and 2.	15 min
2. Attempt Exercise B.	15 min
3. Revise the contents of the unit.	10 min

# I wonder

Read and enjoy the poem. Don't forget that the questions are those posed by a child; there should be a curiosity and sense of wonder reflected in the way in which the questions are asked (in the poem).

Do you know your science? Can you answer the questions posed? Dad does not know the answers, so he probably uses the famous answer: 'Don't ask such silly questions!' or 'This is not the time to ask questions.'

Discuss the unfamiliar words: blow out, lightning, rainbow, fluffy, suppose

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- The birds build nests.
- The trees take a rest.
- The lightning flashes about.
- Sometimes the stars blow out.
- Because Dad does not know the answers.
- Pupils will try to give their own answers.

### B WORKING WITH WORDS

#### 1. Find these strange words in the poem. Spell them correctly!

- |            |           |            |          |           |
|------------|-----------|------------|----------|-----------|
| a. wonder  | b. blow   | c. suppose | d. knows | e. taught |
| f. rainbow | g. clouds | h. quite   |          |           |

### C LEARNING ABOUT LANGUAGE

Revise what the pupils know about verbs. Give a few simple examples, on the blackboard, of how verbs are used in sentences.

#### 1. Find the verbs in the following.

- |            |            |          |         |
|------------|------------|----------|---------|
| a. teaches | b. pointed | c. tells | d. sing |
|------------|------------|----------|---------|

### D LISTENING AND SPEAKING

#### 1. Say the words aloud.

Further phonics work on the impact of adding e.

pip                      pipe

Note how the final e makes the preceding vowel 'say its name'. The short vowel sound in 'pip' becomes longer in 'pipe'. Get the pupils to try and think of other examples. They can give nonsensical examples if necessary (e.g.: nit/nite, lit/lite). Remember this is for phonic practice and will help with reading longer words.

E.g.: lat: latitude, Latin, lattice, latch                      late: lateness, belated, related, inflate

#### 2. Say this rhyme quickly.

## E COMPOSITION

Write five questions asked in the poem. Then make up some 'Why' questions of your own.

The poem is full of questions. Pupils will choose their own. Questions with 'why' can include: Why do birds build nests? Why does lightning flash?, etc.

## Workbook: pages 13–15

### A NOUNS AND VERBS

**Oral:** Revise nouns and verbs with other examples.

#### 1. Put these words into the correct boxes below.

Pupils should not feel ashamed to put some words into the 'I don't know' box! If they do not know, show them where the words should go and explain why. Discuss the use of the words with them by making use of the word(s) in sentences. (See next page for words that can go in either the 'Nouns' or the 'Verbs' boxes.)

*Nouns:* book, man, tree, fish, cart, Faisal, lamp, Sadaf, body, tap, water, mug

*Verbs:* (book), sleeping, ate, see, (fish), swam, calling, showing, looked, ask, feel, sing, touched, (tap), (water), danced, crying, (mug)

The words in brackets above may be included in both lists (book a ticket, tap on the desk, fish every day in the river, water the plants). But pupils will most likely not think of these usages; if they do, Exercise 2 below will explain.

#### 2. Look at these two sentences.

*Note:* The words in brackets (and some additional words which have been left out of the list) can be nouns as well as verbs depending on their function in the sentence. E.g.: This is a good *book* (noun). We would like to *book* tickets for tomorrow (verb).

### B VERY EASY

#### 1. Talk about the pictures.

**Oral:** Ask questions about the pictures. Is the ant fast? Is the aeroplane slow? Which is faster? Which is slower, a car or an aeroplane? How does a mouse move? (slowly) Remember that words such as *small*, *big*, *dirty* etc., are *relative*. This means that something, for e.g.: a *cat*, can be big or small depending on what we are comparing it with. A cat is small when we compare it with an elephant; it is big when we compare it with a rat. The pictures in the exercise, therefore, should be viewed in relation to the other pictures in the same set.

#### 2. Fill in the blanks. Use the words in the box.

The pictures are not arranged in order of intensity or degree. Pupils should work out which words in the box they are going to use with each set of pictures. You can tell them, but this would stop their fun and their learning.

a. and b. feather (very light); flower (light); rock (heavy); log (very heavy)

The rock may be heavier than the log! Discuss.

c. and d. very short short tall very tall

e. and f. car (very expensive); watch (expensive); trousers/pants (cheap); shirt (very cheap)

- Try putting other things in order of size, length, weight, height, cost, etc. and ask pupils to make up similar sentences describing each and to compare them with something else. E.g.: This building is tall. That one is taller. The skyscraper is the tallest. The skyscraper is taller than that house.

## Lesson Plans

For detailed suggestions, refer to pages 24–26.

### LESSON 1

**Textbook**

**Time: 40 min**

**Aims:**

- To read a poem with enjoyment
- To develop comprehension skills
- To increase vocabulary
- To develop observation skills and a sense of curiosity to encourage questioning as a means of learning

Task	Time
1. Read and discuss the text	15 min
2. Attempt Exercise A. The pupils should write the answers in their notebooks.	15 min
3. Exercise B should be attempted. Any unfinished work can be given as homework.	10 min

### LESSON 2

**Textbook**

**Time: 40 min**

**Aims:**

- To revise and reinforce verbs
- To produce grammatically correct written sentences
- To increase vocabulary

Task	Time
1. Attempt Exercise C.	10 min
2. Attempt Exercise D.	10 min
3. Attempt Exercise E. A discussion should precede written work. Any unfinished work can be given as homework.	20 min

### LESSON 3

**Workbook**

**Time: 40 min**

**Aims:**

- To revise and reinforce the identification and use of verbs and nouns
- To reinforce correct spelling of new vocabulary

Task	Time
1. A brief revision of nouns and verbs with examples should precede Exercise A.	10 min
2. Attempt Exercise A, Question 1.	20 min
3. Continue with Exercise A, Question 2.	10 min

## LESSON 4

Workbook

Time: 40 min

### Aims:

- To describe common objects using comparatives
- To introduce descriptive words
- To increase vocabulary

Task	Time
1. Exercise B, Question 1: An oral exercise, other examples can be given. Student participation should be encouraged in order to assess comprehension.	15 min
2. Continue with Exercise B, Question 2.	20 min
3. Revise the contents of the unit.	5 min

Adjust the pace of the story according to the events in it.

Have the pupils ever had to face a problem like Nasir did? In what ways was Nasir lucky? (He avoided being told off by the crowd... He reached the boy just in time... He was lucky that his uncle had already written to his mother, so he would not have told her about his escapade.) See what happens when you try to help out.

When the story has been read, use the unfamiliar words in different contexts.

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- Uncle Sami was a jolly man and told exciting stories. He was likeable.
- Nasir was going to the Shalimar Bagh.
- The little boy was crying because he had hurt his leg.
- The dog ran off down the road and started to eat sausages off a meat stall.
- The crowd chased Nasir because they thought his dog had stolen the sausages.

**While Reading:** Yes. Some day. But this is debatable, and pupils can give their own opinion.

**Challenge:** Pupils will write their own dialogues.

### B WORKING WITH WORDS

#### 1. Complete the following sentences in your own words.

Pupils will write their own sentences. Some examples:

- Nasir liked (staying with) Uncle Sami.
- Nasir caught hold of the dog's lead.
- Nasir's uncle was a jolly man.
- Nasir was frightened and started to run.

#### 2. Rearrange the words in the following sentences.

- Three mice lived in a broken box.
- The box was under my shelf.
- Sometimes the mice made a big noise.
- I told them to go away.
- They said that it was a nice box.

Note how words placed in the correct order make a sentence and then make sense. Sentences placed in sequence lead to the formation of a paragraph... or in this case a series of connected ideas, a story.

## C LEARNING ABOUT LANGUAGE

Give further examples and lists of adjectives. Describe things around you, using adjectives. Get the pupils to do the same. Then read the text.

### 1. Add adjectives to the following nouns. Write them in your notebook.

Pupils should think of their own adjectives. Read out their results and compare them. Talk about the various suggestions made by the pupils.

Some possibilities:

- a. a quiet/two-storey/little/cool/city house
- b. a magnificent/rich/marble/faraway/royal palace
- c. a new/shiny/red/fast/modern/old car
- d. a large/massive/wild/tame/hunting/racing dog
- e. a plastic/light/metal/powerful/useless/electric torch
- f. a long/leather-bound/dull/heavy/fascinating book

If there are two adjectives next to each other, we usually put a comma after the first one.

E.g.: He was a tall, strong man.

Demonstrate with examples on the blackboard. Ask pupils to add two simple adjectives to a noun.

E.g.: The boy is wearing a clean, new shirt. He has a red, short-sleeved shirt at home.

### 2. Add commas to the following.

- a. The old, grey tree was dying.
- b. They live in a large, modern house.
- c. He drove a fast, red sports car.
- d. The room was dirty, dark and empty.

Pupils will learn more about the proper order for adjectives later, so do not worry too much about this now.

## D LISTENING AND SPEAKING

**Describe some of your favourite toys or clothes to your friend.**

Talk about favourite toys and why they are favourites. Collect some describing words on the board. Model some simple sentences. *I like my scooter/teddy bear/doll's house/toy car because it is...* Can they now use some sentences to describe this toy orally? If they prefer, they might describe a particular item of clothing or some items of clothing that they like. They should try to describe what they have chosen to speak about.

## E COMPOSITION

**Talk about the pictures below. Write your own story.**

Pupils will write their own stories. You may ask them to describe the pictures orally first, and write up any unfamiliar words that they might use. E.g.: umbrella, police station, constable, angry

Do they remember what happened to Nasir when he tried to help someone? In this story, the boy (pupils can give him a name) is accused of taking someone else's umbrella.

Ask them to name the characters as they wish, and also to include some conversation in their stories.

Start with: *Once, there was a boy called...* They need not write very long stories, but they should be able to talk quite a lot about different ideas.

## Workbook: pages 16–18

### A ADJECTIVES

**1. Find the adjectives. Add commas to the following.**

- The **flat, green** sheet of paper was on top.
- She sold the **broken, old** bicycle.
- He is wearing a **bright, orange** shirt today.
- His **new, striped** shirt is torn.
- They threw away the **empty, glass** bottles.

Note that in e. above, glass can also be a noun. We often use nouns as adjectives when they are used to describe another noun, for e.g.: dish cloth, plate glass, chair leg, etc. Sometimes, a comma is not necessary between the adjectives in an expression, for e.g.: bright blue eyes, shiny new bike. When the lists get longer, then commas are a must.

**2. Put the adjectives in order and complete the sentences.**

- The men were wearing old, grey coats.
- She showed me her shiny, new bangles.
- The lost, garage key was found by Atif.
- Her curly, silver hair was very long.
- The teacher told us an exciting, new story.

**3. Use these pairs of adjectives in sentences of your own. You may have to change the order.**

The order has been changed below, and suggestions have been given, but pupils will produce their own sentences.

- (tall, dark stranger/man/woman/actor)
- (sweet, green vegetables/grass/peas)
- (big, brown bear/envelope/frog)
- (dirty, torn shirt/sheet/blanket/rag)
- (sharp, silver knife/blade/axe/spear)

### B FAST OR SLOW?

Once again, discuss adjectives.

**1. Match the following pairs of opposites. Join the circles.**

short/tall      rich/poor      old/new      high/low      broad/narrow

**2. Write one question with *or* and an answer for each picture on the next page. Use the words from question 1 given above and the words in brackets.**

Practise using the opposites below, before the pupils attempt the exercise. Use other examples, not the ones below. E.g. Is the woman short or tall? Is this railway line broad (wide) or narrow?

- Is the tree short or tall? The tree is tall.
- Is the man rich or poor? The man is poor.
- Is the car old or new? The car is old.
- Are the clouds high or low? The clouds are high.
- Is the road broad or narrow? The road is narrow.

## Lesson Plans

For detailed suggestions, refer to pages 28–30.

### LESSON 1

**Textbook**

**Time: 40 min**

**Aims:**

- To be able to read and understand a story
- To appreciate narrative writing in a familiar setting
- To increase vocabulary
- To develop comprehension skills

Task	Time
1. Read and discuss the story. The students can take turns to read the story. Questions should be asked as the story is read.	20 min
2. Attempt Exercise A. These questions have probably been discussed during the reading. They should be attempted in the notebook.	20 min

### LESSON 2

**Textbook**

**Time: 40 min**

**Aims:**

- To be able to carry forward a thought
- To be able to write sentences using correct grammatical structures
- To be able to identify and use adjectives correctly

Task	Time
1. Attempt Exercise B, Question 1.	15 min
2. Attempt Exercise B, Question 2.	15 min
3. Attempt Exercise C, Question 1. If there is insufficient time, the question can be completed in the next lesson.	10 min

### LESSON 3

**Textbook**

**Time: 40 min**

**Aims:**

- To revise the use of adjectives
- To learn to use a comma between two adjectives
- To develop listening and speaking skills

Task	Time
1. Complete Exercise C, Question 1 from the previous lesson.	10 min
2. Continue with Exercise C, Question 2.	10 min
3. Attempt Exercise D.	10 min
4. Discuss Exercise E. Pupils will complete it for homework. Revise all concepts learnt so far.	10 min

## LESSON 4

Workbook

Time: 40 min

### Aims:

- To develop creative writing skills
- To revise the use of adjectives
- To know that a comma is usually used between two adjectives
- To be able to order the adjectives correctly

Task	Time
1. Attempt Exercise E.	25 min
2. Start with the Workbook and attempt Exercise A, Questions 1 and 2. A few examples can be discussed in class, the exercise can then be given as homework.	15 min

## LESSON 5

Workbook

Time: 40 min

### Aims:

- To be able to use more than one adjective in a sentence
- To be able to identify opposites
- To know how to write a question using 'or' and an answering sentence

Task	Time
1. Continue with Exercise A, Question 3.	15 min
2. Attempt Exercise B, Question 1.	10 min
3. Attempt Exercise B, Question 2. If the work cannot be completed in this lesson, it should be continued in the next lesson or given as homework.	15 min

An old story. There are many other stories of this kind. The pupils would love to hear a few, so find similar stories and tell them.

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- Akbar's court was in Delhi.
- Akbar had many famous people at his court. There were artists, musicians, dancers, poets, scientists, writers, and a funny man called Mulla Do Piyaza.
- Mulla Do Piyaza was a jester at Akbar's court. (He made Akbar laugh.)
- Rafiq was called a bad boy and chased out of the kitchen by his mother. He was left hiding under a bed.
- The Mulla's wife asked her husband to go to Rafiq, speak to him sweetly, and ask him to come for his dinner.

**While reading:** The Mulla was speechless because he was so surprised by his son's comment.

**Challenge:** Rafiq thought the Mulla had been naughty because he too crept under the bed.

#### 2. Put the following sentences in order.

a, e, d, h, b, f, c, g.

Note that we get clues in a sentence, and by understanding the sentence and the context, we are able to place the sentences in sequence. Ideas follow on one from another and one to another.

### B WORKING WITH WORDS

#### 1. Use the words and phrases in sentences of your own.

Pupils will make up their own sentences. Make sure they all have a chance to read out their sentences and listen to what the others have to say.

### C LEARNING ABOUT LANGUAGE

#### Read the following.

The apostrophe, here is showing possession. Give further examples on the blackboard; follow the example in the textbook but do not use the same words. Allow the pupils to work on their own when they do the exercise in the textbook. You will then know whether or not they have grasped the idea of when to use an apostrophe and when not to use one. E.g.: If the pupil writes *musician's* in the first sentence, you will know the concept is not understood. In sentence a., *musicians* is the plural of *musician*. However, in another context, *musician's* would be correct. (The *musician's* chair fell over.)

#### 1. Copy the sentences below. Put in the missing apostrophes.

- This Emperor's court was full of musicians.
- There were poets and writers at Akbar's court.
- The boy's mother did not go to her son's room.
- The boy's father was Akbar's friend.

**2. Change the words underlined. Follow the example.**

- a. Mulla's wife      b. Emperor's court      c. son's bed  
d. man's name      e. boy's words

Note that we usually (but not always) use the apostrophe to show possession for a person or a living thing. We do not normally refer to *the chair's back*, *the bed's cover*, *my head's hair*, etc.

**3. Find the mistakes in the following and write the sentences correctly.**

- a. The old man went to (the) market yesterday.  
b. I shall see two houses tomorrow.  
c. All the birds are flying in the sky.  
d. Please give me six bananas.  
e. He wasn't able to come.  
f. My mother smiles at me every day.

## **D LISTENING AND SPEAKING**

**1. Learn this rhyme and sing it aloud.**

A rhyme to practise as a 'round'. Pupils will have come across this in the primary classes. Here they can read the words, and sing it in harmony as a round. Two groups can repeat it aloud at the same time; the second group should start when the first group has finished the first two lines. When the first group reaches the end, they should start again from the first line. When they begin to sing line three; the second group will be starting line one. How long can they keep going without mixing up the lines or missing the rhythm and beat? Remember that pupils should be encouraged to sing softly and together; start again from the beginning if a group (or some pupils) begins to race along.

**2. Look at Omair's picture. Read the questions. Your teacher will tell you something about Omair. Can you answer all the questions correctly?**

Go through the text on the page, with the pupils. Make sure all the questions and words can be read and are understood. Then read the text on page 128 of the Textbook. Pupils should start writing only when you have finished reading the text. How much do they remember? When they have answered the questions, read the text once more and let them correct their own work. How many changes did they have to make?

**Answers:** i. b    ii. b    iii. b    iv. c    v. c

## **E COMPOSITION**

**Can you finish this rhyme? Follow the pattern of the rhyme in Exercise D.1.**

Pupils will write their own lines. Make sure the rhyming scheme is the same, and there are four beats to each line. The beats have been marked in capital letters in the following rhyme. You will notice that in some of the feet below, there is an extra syllable. (A 'foot' is a metrical measure in poetry.) These extra syllables are short; so the beat should be regular and maintained whether the foot contains one long syllable, two short syllables, or a long and a short syllable. Note also that line two rhymes with line four.

BEAT / BEAT / BEAT your / DRUM,                      (4 beats or claps: 4 feet)

DOWN the / WIND ing / STREET                              (3 beats or claps: 3 feet)

NOIS ily / NOIS ily / NOIS ily / NOIS ily /              (4 beats or claps: 4 feet)

KEEP the / SAME old / BEAT!                              (3 beats or claps: 3 feet)

**Project: Famous Mughals**

This research task can be set for homework or done in a lesson, if you can bring in information, pictures, etc. for the pupils to use.

## Workbook: pages 19–22

### A THE APOSTROPHE

More practice using the apostrophe.

**1. Add apostrophes to the following:**

- a. Rafiq's bed was in his room.
- b. Rafiq did not like his mother's words.
- c. The Mulla's idea was a good one.

**2. Change the underlined words. Follow the example.**

- a. children's toys
- b. elephant's leg
- c. one doll's hair; other doll's hair
- d. train's wheels
- e. Tahir's maths book

### B FRACTIONS AND TIME

**1. Talk about the pictures.**

The pupils have already learnt some time phrases and questions. Revise these now. Talk about the pictures.

Note: The fractions introduced here are *half* and *quarter*. These are used to tell the time (a quarter to, a quarter past, half past). We never use three-quarters or any other fraction to tell the time. You might introduce these now or separately, but stress that they are never used to tell the time.

Use the blackboard. Use a cardboard clock or one whose hands you can move round.

Words to use: whole (one), half, a quarter

What's the time? It's ... (Write the actual time you are doing this lesson. If it's not exactly a quarter past, or to, or half past the hour, then the children can write: It's nearly...).

**2. Write the correct time.**

half past four	a quarter to seven	a quarter past eight	half past three	a quarter past nine	a quarter to eleven
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- Use the cardboard clock to tell the time again and again. The clock can also be used to practise other structures, words, and phrases: move the hands forward/backward/ clockwise/anticlockwise; hour hand, minute hand; some time ago; before, after, later, earlier; it's time to ... etc.

### C MAKING LISTS

**1. Put the nouns in the correct boxes. Boxes are on page 22. Can you write them in alphabetical order?**

Animals	Birds	Eatables	Languages	Games	Countries
ape	crow	apple	Dutch	badminton	Australia
deer	dove	biscuits	English	chess	Chile
kangaroo	eagle	bread	French	cricket	Finland
ox	parrot	cake	German	football	Japan
wolf	robin	ice cream	Pushto	hockey	Sweden
zebra	swallow	omelette	Urdu	snooker	Turkey

- How many new items can the pupils add to each list? Perhaps, play a team game to add words one at a time that you or the students can write up on the blackboard.

## Lesson Plans

For detailed suggestions, refer to pages 33–35.

### LESSON 1

**Textbook**

**Time: 40 min**

**Aims:**

- To read a narrative story
- To increase vocabulary
- To understand a historical anecdote

Task	Time
1. Reading and understanding of the text.	20 min
2. Attempt Exercise A, Question 1.	20 min

### LESSON 2

**Textbook**

**Time: 40 min**

**Aims:**

- To be able to put sentences in a correct sequence
- To know how to use phrases in sentences
- To introduce the use of possessive apostrophe

Task	Time
1. Attempt Exercise A, Question 2. Read all the sentences clearly and slowly so that they are understood by the students.	15 min
2. Attempt Exercise B.	15 min
3. Exercise C, Question 1 can be discussed. If the question cannot be completed in this lesson, it should be continued in the next lesson.	10 min

### LESSON 3

**Textbook**

**Time: 40 min**

**Aims:**

- To practise the use of the possessive apostrophe
- To write grammatically correct sentences

Task	Time
1. Complete any incomplete work from the previous lesson.	10 min
2. Attempt Exercise C, Question 2.	10 min
3. Attempt Exercise C, Question 3.	15 min
4. Revise all concepts learnt so far.	5 min

## LESSON 4

Textbook

Time: 40 min

### Aims:

- To develop listening and speaking skills
- To develop concentration and attentiveness
- To develop writing skills
- To encourage creativity

Task	Time
1. Attempt Exercise D, Question 1. A lot of the students will know this rhyme already.	10 min
2. Attempt Exercise D, Question 2.	20 min
3. For Exercise E, a discussion can precede any written work. The poem can be given as homework. The Project can be given as homework.	10 min

**Project lesson** - optional. This provides a great opportunity to make a cross curricular link to art and history. Suggestions: Provide research materials. Talk about Mughals. Let the pupils paint or draw portraits and write sentences about the emperors. Create a display.

## LESSON 5

Workbook

Time: 40 min

### Aims:

- To revise and reinforce the use of possessive apostrophe
- To introduce the clock
- To understand 'whole', 'half', and a 'quarter' in relation to time

Task	Time
1. Attempt Exercise A, Questions 1 and 2.	20 min
2. Attempt Exercise B, Question 1. If the exercise cannot be completed, it should be continued in the next lesson.	20 min

## LESSON 6

Workbook

Time: 40 min

### Aims:

- To learn to tell the time using 'half past', 'quarter to', and 'quarter past'
- To reinforce nouns
- To arrange a list in alphabetical order

Task	Time
1. Attempt Exercise B, Question 2.	15 min
2. Attempt Exercise C.	20 min
3. Revise the contents of the unit.	5 min

# Test—1

## Workbook: pages 23–28

This test covers textbook and workbook units 1–5.

### A READING

Read the letter aloud to your teacher.

Pupils may be asked to read out the address and date as well.

Listen for fluency and understanding, expression, and tone.

Pupils may not have come across PS before. Explain that this is something we put at the end of a letter when we want to add some comment that we have forgotten to add in the body of the letter. It is an afterthought. (For your information: PS stands for a *postscript* from the Latin word, *post scriptum*.)

### B COMPREHENSION

#### 1. Answer the questions about the letter.

Pupils will use their own words.

- Amber is writing to her mother and father.
- in Karachi
- by bus
- No, she did not like the rice; she gave most of it to Adnan.
- She gave her some sweets to help her stop crying; she helped her write the letter.
- A pet cat or dog.

#### 2. Are the following true or false?

- False (Changla Gali is 'the highest peak here'.)
- True ('Some of the others cried a lot.')
- False ('He gobbled it up like a wolf.')
- True (They left Karachi in the evening and arrived 'at lunch time' the following day.)
- False (Highly unlikely at that distance.)

### C QUIZ

#### 1. Give short answers to these questions about the stories and poems in your Textbook.

- Rafiq
- a lake
- Rose Fyleman
- Faiza
- a jackal
- A rainbow
- Why is the wind never seen? Who taught the birds to build a nest? Who told the trees to take a rest? etc.
- Lahore, with Uncle Sami

## D WORKING WITH WORDS

### 1. Punctuate the following and rewrite the sentences correctly.

- My father and mother are going to Lahore on Thursday.
- They are going on the Karakoram Express.
- When they get there they will stay at the Avari Hotel.
- It is a grand hotel on Quaid-i-Azam Road.
- They return to Karachi on Saturday in time for my birthday.

### 2. What are these colours? (The letters are jumbled.)

- green
- purple
- orange
- yellow

## E LANGUAGE

### 1. Look at the pictures and the list of words.

- The vase is made of brass.
  - It is full of flowers.
- The trunk is made of metal.
  - It is full of clothes.
- The jug is made of glass.
  - It is full of water.

### 2. What are these used for? Write a sentence about each picture.

- A bed is for sleeping on.
- A paintbrush is for painting with.
- A target is for shooting at.
- A cycle is for riding on.

### 3. Draw shapes next to the words.

NOUN (triangle): biscuit, tree, bucket, house, leaf, money

VERB (square): sitting, lives, examine, leaving, wanted, think, (leaf)

## F COMPOSITION

Use the following words in a paragraph. The ideas must be linked.

Pupils should make up their own sentences (with ideas that are linked).

## Lesson Plans

For detailed suggestions, refer to pages 46–47.

### LESSON 1

Workbook

Time: 40 min

#### Aims:

- To revise the previous 8 units
- To assess reading and expression
- To assess comprehension and understanding of units covered
- To assess the ability to write answers in complete sentences

Task	Time
1. Attempt Exercise A.	20 min
2. Attempt Exercise B.	20 min

## LESSON 2

Workbook

Time: 40 min

### Aims:

- To assess comprehension of completed units
- To assess whether punctuation is used correctly
- To assess whether the use of capital letters and full stops has been learned
- To assess whether the names of some colours can be spelled correctly

Task	Time
1. Attempt Exercise C.	15 min
2. Attempt Exercise D.	25 min

## LESSON 3

Workbook Time: 40 min

### Aims:

- To assess the correct use of words in descriptions of objects
- To assess the correct use of prepositions

Task	Time
1. Attempt Exercise E, Questions 1 and 2.	40 min

## LESSON 4

Workbook

Time: 40 min

### Aims:

- To assess whether pupils can distinguish between verbs and nouns
- To assess creative writing skills

Task	Time
1. Attempt Exercise E, Question 3 .	10 min
2. Attempt Exercise F.	30 min

# Trees are Lovely

This poem celebrates the loveliness of trees. Talk about what the pupils like about trees, which animals live in trees, what we need trees for, and what types of trees they know about. The poem presents a range of uses for trees and urges the reader to take care of trees. The poem has a rhyming pattern of a b a b and a lively rhythm. Read it with expression and intonation - especially when you get to the plea at the end.

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- In the poem, trees are brown and green. Trees can have yellow and red leaves; some trees have a silvery bark. Pupils may mention other colours of trees they have seen.
- The parts of the trees mentioned in the poem are trunks, stems, leaves, flowers, and branches. Pupils may know other parts such as the roots, bark, nuts, seeds, and so on.
- There are lots of uses mentioned in the poem but the children use the trees to hide from their teachers.
- The trees are useful in the following ways: they keep us dry in showers; they give us shade from the sun; they are home to many creatures, including birds; they help our world. Talk about how they help our world. We use wood, fruits etc. but we also need trees to provide oxygen and clean air.

### B WORKING WITH WORDS

#### 1. These are all parts of a tree, but the letters are jumbled. What are the parts?

- a. nuts                  b. leaf                  c. bark                  d. branch                  e. stem

### C LEARNING ABOUT LANGUAGE

#### 1. Make the following statements true by adding *not* or *no*. You will have to change or add some other words too.

- Cats do not have two tails. (No cats have two tails.)
- Goats do not like eating meat.
- When there are no stars in the sky, it is daytime. (When the sky is full of stars, it is not daytime.)
- A boat with holes in it does not float.

### D LISTENING AND SPEAKING

#### 1. Say it aloud.

#### 2. Try to finish the nursery rhyme above: two lines are missing. Then say it clearly a few times.

The missing lines are:

The little dog laughed to see such fun,  
And the dish ran away with the spoon.

Pupils can repeat this a few times and learn to pronounce all the words correctly.

## E COMPOSITION

Talk about the words below. Write your own story.

Another storyline for the pupils to use for their own compositions. Discuss the various possibilities; name the characters; discuss alternative endings. Ask pupils to tell their stories to the others. Display work on the display board.

### Project: Growing vegetables

Talk about plants. If possible, plant some seeds to demonstrate the process. If you can, set up an area in which to grow (in the classroom, by a window, or outside). The shading activity will not take long but the point of it is to talk about different types of vegetables/plants; what plants need to grow, and how long plants take to grow. Use pictures if you cannot demonstrate with real plants. Try to show the pupils the different parts of a plant. Get them to draw and/or label the different parts of plants.

## Workbook: pages 29–30

The pupils should have little difficulty in solving this crossword puzzle. Allow them to work on their own and only help if absolutely necessary.

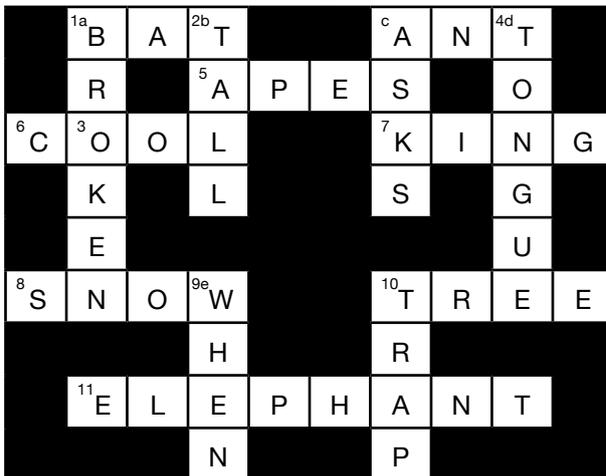
### A TRUE OR FALSE?

1. Make the following statements true by adding *not*. (You may have to add *do* or *does*, too.)

- Men and women are not younger than boys and girls.
- A rabbit does not have two legs.
- A dog does not live in a tree.
- The alphabet does not end with the letter X.
- Not all the numbers from one to ten have the letter 'e' in them. (The sentence, *All the numbers from one to ten do not have the letter e in them*, is grammatically correct but factually incorrect.)

### B A CROSSWORD

1. Read the clues and complete the crossword.



When the task is finished, ask the pupils to explain how they worked out the answers.

- Set other crossword puzzles for the pupils to tackle.

## Lesson Plans

For detailed suggestions, refer to pages 41–42.

### LESSON 1

Textbook

Time: 40 min

Aims:

- To show understanding of the message in a poem
- To develop comprehension skills

Task	Time
1. Reading and understanding of the text.	20 min
2. Attempt Exercise A.	20 min

### LESSON 2

Textbook

Time: 40 min

Aims:

- To identify parts of a tree correctly
- To use *not* or *no* to make a sentence negative
- To improve listening and speaking skills

Task	Time
1. Attempt Exercise B.	10 min
2. Attempt Exercise C.	15 min
3. Attempt Exercise D.	15 min

### LESSON 3

Workbook

Time: 40 min

Aims:

- To develop creative writing
- To develop imaginative thinking
- To use words to express thoughts
- To spell new words correctly

Task	Time
1. Attempt Exercise E.	25 min
2. Project or Workbook—Attempt Exercise A. Unfinished work can be continued in the next lesson.	15 min

**Project lesson** - this can be done as part of the lesson above or as a separate lesson.

### LESSON 4

Workbook

Time: 40 min

Aims:

- To reinforce correct spelling
- To use *not* to make the meaning of a sentence negative

Task	Time
1. Exercise A—complete unfinished work from the previous lesson.	15 min
2. Attempt Exercise B.	15 min
3. Revise the contents of the unit.	10 min

# 6

## Careful Hans

There is a longer version of this story. If you can find the longer version in a library book, read it to the pupils. One country, Germany, is mentioned in the story. Do the pupils know where it is? Do they know the names of other countries?

Use the new words in sentences of your own.

### Suggestions and answers

#### A COMPREHENSION

##### 1. Answer the following questions.

- The grandmother lived in a small cottage near a great forest (in Germany).
- Hans put the needle in the hay. It was foolish because it would be difficult to find.
- Hans put the spoon inside his sleeve. It was a bad idea because the spoon would fall out.
- Hans put the puppy into his pocket. The puppy would not have enough room to move or even breathe!
- The meat was eaten by the puppy. /The puppy ate the meat.
- The butter melted in the sun. /The sun melted the butter.

**While reading:** Hans's mother called Hans a foolish boy. Yes, she was right. (But some might disagree and claim that he was following instructions!)

**Challenge:** Show the pupils an atlas, and find Germany together. While they are looking at the maps, name some countries and ask the pupils to find them. They might also find some named rivers, seas, mountains, and cities. Use the words, North, South, East, and West.

##### 2. Match the following.

foolish: not very clever

grandmother: the mother of your father or mother

hay: dried grass

spoon: used when we eat something

sleeve: part of a garment

needle: has one eye

Pupils may use the words and phrases in A or in B in sentences of their own.

#### B WORKING WITH WORDS

##### 1. Fill in the blanks in the following sentences, using prepositions.

Revise the prepositions in sentences of your own.

- a. after      b. out on      c. inside      d. near      e. behind

##### 2. Complete these sentences in your own words.

Pupils will write their own sentences. Examples:

- In the afternoon, after tea, Hans went home.
- Hans dragged the meat along the road.
- Hans stuffed the puppy into his pocket.

## C LEARNING ABOUT LANGUAGE

Nouns: Revise what the pupils already know about nouns.

### 1. Can you make four new nouns from these words?

Join two words. Give some examples of words similar to those used in the lesson.

cupboard, watchstrap, bookshelf, doorbell

Look for other compound words. Pupils have already done an exercise like this. (See *The Rainbow*, Exercise B.)

### 2. Use each new word from above in a sentence of your own.

Pupils will write their own sentences. They should use the words they have made (cupboard, bookshelf, etc.).

### 3. Add *a*, *an*, or *the* to the following.

Revision of the use of the definite and indefinite articles. Give further examples. Note that we use 'the' when referring to one particular thing, or when only one exists: the Earth, the moon, the universe, the sky, the ocean, the sea, the land, etc.

an apple, the sun, a bag, an axe, a donkey, the world, a man, an onion, a yellow box, an easy chair, a boiled egg, etc.

### 4. Put the words in the correct order to make meaningful sentences.

- He put his hand in his pocket.
- You are a foolish boy!
- You should have tied it to a string.

### 5. Give suitable questions for these answers.

Alternative questions are possible.

- May I take this?
- What is that yellow stuff on your head?
- Why did you put it in your pocket? (Who told you to put it in your pocket?)

## D LISTENING AND SPEAKING

**Oral:** Work on some oral examples, using objects and the blackboard. Before starting work on the examples in the textbook, pair the pupils.

**Work with a classmate. Make oral sentences about the following by comparing the items.**

Use the following pattern:

A (noun) is (adjective) + *er* than a (noun).

A (noun) is more (adjective) than a (noun).

Also use the plural:

(plural noun) are (adjective) + *er* than (plural noun).

(plural noun) are more (adjective) than (plural noun).

Use: *more* in some cases (more dangerous, more colourful, more comfortable, etc.)

- A tiger is smaller/faster/shorter than an elephant.
- A house is larger/more comfortable/better than a hut.
- A car is faster/costlier/bigger than a bicycle.
- An orange is tastier/juicier than an apple.
- A mouse is smaller/squeakier/slower than a cat.
- A boy is younger/lighter/shorter than a man.
- Water is clearer/more useful/fresher than juice.
- Paper is lighter/thinner than card.

All the above may be turned around: paper is lighter than card... card is heavier than paper.

## E COMPOSTION

Use these words in interesting sentences of your own.

Sentence composition rather than a passage or a story. Pupils can try to put two connected sentences together (using two of the words), and then build from there. Alternatively, some might like to try using any two words in one sentence.

## Workbook: pages 31–34

### A ADJECTIVES AND COMPARING

**Oral:** With the help of similar but different objects show the use of *but*. E.g.: Asif is short *but* Amber is tall. This ruler is long *but* that one is short. This one is made of wood *but* that one is made of plastic. This pen is old *but* that one is new., etc.

1. Write one sentence about each picture. Use the word *but* in each sentence and the correct words from the box on the next page.

Allow the pupils to work out the answers on their own.

- The tree is tall but the bush is short.
- The man is fat but the woman is thin.
- The elephant is big but the rat is small.
- The cart is slow but the car is fast.
- The bus is empty but the truck is full.
- The shirt is old but the skirt is new.

### B WHO IS STRONGER?

1. Read the sentences.

**Oral:** Spend some time on giving oral examples with the use of: comparative adjective + than. E.g.: bigger than, greater than, etc.

Note: The comparative is formed in the following ways:

- end in *-er*
- double the final consonant and end in *-er*
- drop the final *y* and end in *-ier*
- words stay as they are, but are preceded by *more*

Give some examples of each, and write these on the blackboard. Can the pupils give examples of a), b), c), and d) above? Usually, for words with three or more syllables we use *more* before the adjective. E.g.: more beautiful, more colourful, etc.

2. Talk about these pictures. Use the words.

- The mountain is high. The cloud is higher than the mountain. The plane is higher than that! It is the highest.
- Sum A is easy. Sum B is easier than sum A.
- The raincoat is more useful than the hat.
- Is girl A more beautiful than girl B?

3. Fill in the blanks.

- |            |            |                 |                |
|------------|------------|-----------------|----------------|
| a. greater | b. younger | c. harder       | d. smoother    |
| e. shorter | f. nearer  | g. more careful | h. more honest |

Revision of work done on the previous pages.

**4. Write two sentences about each picture.**

- b. The tiger is big but the elephant is bigger.  
The elephant is bigger than the tiger.
- d. The cycle is fast but the car is faster.  
The car is faster than the cycle.
- f. The shirt is dirty but the skirt is dirtier.  
The skirt is dirtier than the shirt.
- c. The book is heavy but the box is heavier.  
The box is heavier than the book.
- e. The pencil is short but the crayon is shorter.  
The crayon is shorter than the pencil.

## Lesson Plans

For detailed suggestions, refer to pages 44–47.

### LESSON 1

**Textbook**

**Time: 40 min**

**Aims:**

- To improve reading skills
- To enhance vocabulary
- To appreciate narrative writing
- To develop comprehension skills

Task	Time
1. Reading and understanding of the text.	20 min
2. Attempt Exercise A, Question 1.	20 min

### LESSON 2

**Textbook**

**Time: 40 min**

**Aims:**

- To increase vocabulary
- To revise and reinforce the correct use of prepositions

Task	Time
1. Attempt Exercise A, Question 2.	15 min
2. Attempt Exercise B, Question 1.	15 min
3. Attempt Exercise B, Question 2.	10 min

### LESSON 3

Textbook

Time: 40 min

#### Aims:

- To combine two nouns to form a new compound noun
- To be able to use compound nouns in sentences
- To use *a*, *an*, and *the* correctly
- To be able to arrange words in the correct order to make a grammatically correct sentence
- To be able to write questions for answers

Task	Time
1. Attempt Exercise C, Questions 1 and 2.	15 min
2. Attempt Exercise C, Questions 3 and 4.	15 min
3. Discuss the task in Exercise C, Question 5. It should then be given as homework.	10 min

### LESSON 4

Textbook

Time: 40 min

#### Aims:

- To be able to use comparatives correctly
- To be able to select the correct comparative form: *-er* or *more*
- To develop creative writing skills

Task	Time
1. Attempt Exercise D.	15 min
2. Attempt Exercise E.	20 min
3. Revise all concepts learnt so far.	5 min

### LESSON 5

Workbook

Time: 40 min

#### Aims:

- To reinforce comparative sentences
- To revise the comparative forms of adjectives

Task	Time
1. Attempt Exercise A and discuss the task.	10 min
2. Attempt Exercise B, Questions 1 and 2. Discuss Question 3 and give the task as homework.	15 min
3. Discuss Exercise B, Question 4 and give the task as homework.	10 min
4. Revise the contents of the unit.	5 min

# I'd Like to Be

Talk about animals in general. What do animals look like? How is a bear different from an elephant? Ask the pupils to give simple descriptions of animals. Compare them. Which is taller? Which is faster? Which is more dangerous?

Before you end the discussion, pose the questions: If you could be an animal, what animal would you like to be? Why?

Read the poem. Explain the 'movement' words: climb, jump, leap, skip, dance, prowl, lie, hunt. Can the pupils mime all these movements?

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- Monkeys play, skip, dance, and eat all day long.
- Monkeys leap (or swing) from one branch to another.
- Tigers lie in the sunlight and sleep during the day.
- Tigers hunt when it is dark.

### B WORKING WITH WORDS

Use the following phrases in sentences of your own.

When pupils have understood the similes, they can try to think of original ones of their own.

### C LEARNING ABOUT LANGUAGE

Add *a*, *an*, or *the* to the following. Be careful! Some of the blanks should be left empty while some can have more than one answer.

Ask if the pupils remember when *a* and *an* should be used, and where.

(The) **A**n old \_\_\_ gardener came to **the** garden every day in **the** morning, as **the** sun was rising. He took up **a**n old watering-can, filled it at **the** tank, and watered **a** few \_\_\_ beds. Then he cut **the** grass, and picked **a** vegetable or \_\_\_ two. Later, **the** gardener sat under **a**n orange tree and ate his \_\_\_ breakfast.

### D LISTENING AND SPEAKING

#### 1. Say these words aloud.

Note the two distinct sounds made by 'x':

'ks' as in box, extra, fox, wax, taxi, six, next, and

'egs' as in exact, exam, exhaust, exit, exhibition.

**2. Make two columns in your notebook.**

**Sort the words into two groups and write them in the correct columns.**

See above.

**3. Your teacher will read out some words. Write them in the correct columns in your notebook.**

Refer to page 128 of the textbook for this activity.

Ask the pupils to read the list of words back to you.

## **E COMPOSITION**

**What animal would you like to be? Why? Write about it, and draw a picture.**

Discuss this first. Pupils do not have to give the answers: 'An engineer/ a doctor'! They can be more imaginative and adventurous. For the purpose of this exercise, ask which animal they would like to be. Perhaps they might also think of an inanimate object that they would like to be. When they have discussed the subject, ask them to write about it and draw a picture.

## **Workbook: pages 35–37**

### **A THE MANGO TREE**

**1. Tell the story in your own words.**

**Oral:** Discuss the pictures and the story outline. The children can then write the story with whatever additions they like.

### **B COMPOSITION**

**Write the story of the mango tree.**

Allow the pupils to work on their own. They may use whichever words they want. They can also give the characters proper names.

Display their work, if they write and draw on sheets of paper.

For oral work, they can work in small groups, decide on dialogue and parts, and act out the scene.

Note how the first time something is mentioned we use 'a'. After this we use 'the'. E.g.: Two boys see a mango tree. The tree is... etc.

## **Lesson Plans**

For detailed suggestions, refer to pages 49–50.

### **LESSON 1**

**Textbook**

**Time: 40 min**

**Aims:**

- To introduce the topic on animals
- To increase vocabulary
- To practise reading with expression

Task	Time
1. Reading and explanation of the unfamiliar words.	20 min
2. Attempt Exercise A.	20 min

## LESSON 2

**Textbook**

**Time: 40 min**

**Aims:**

- To explain the use of similes
- To revise the use of the definite and indefinite articles

Task	Time
1. Attempt Exercise B.	20 min
2. Attempt Exercise C.	20 min

## LESSON 3

**Textbook**

**Time: 40 min**

**Aims:**

- To develop listening and speaking skills
- To practise correct pronunciation
- To develop creative writing skills

Task	Time
1. Revise the previous lessons.	5 min
2. Attempt Exercise D.	15 min
3. Attempt and discuss Exercise E. Unfinished work can be completed in the next lesson.	20 min

## LESSON 4

**Workbook**

**Time: 40 min**

**Aims:**

- To practise expressing thoughts in words
- To be able to tell a story in a correct sequence

Task	Time
1. Complete unfinished work from the previous lesson.	10 min
2. Attempt Exercise A.	10 min
3. Attempt Exercise B. Unfinished work can be given as homework.	20 min

This classic fairy tale from the Brothers Grimm needs to be read with expression. The defeat of Rumpelstiltskin is an exciting climax.

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- The king met a miller.
- The miller lied when he said that his daughter could spin straw into gold.
- The miller's daughter cried because she would be in trouble when the king found out that she could not spin straw into gold.
- The girl gave the little man her necklace and her ring.
- The little man helped the girl by spinning the straw into gold.
- The king showed the girl into a bigger room each day because he was greedy.

**While reading:** The pupils will give different answers. Accept all plausible ones. Suggestion: She should have taken it because otherwise the king would have punished her father for lying./ She shouldn't have taken it because the little man was evil.

**Challenge:** The pupils will have different views. Collect a range of ideas. Some suggestions: she was unlucky because her father lied; she had to give away her possessions... She was lucky because the little man helped her; the messenger found out the name; she became queen...

### B WORKING WITH WORDS

#### 1. Choose the correct word from the brackets.

- a. showed                      b. spin                      c. greed                      d. sang

#### 2. Use these words in sentences of your own. Write them in your notebook.

Make sure pupils have understood the words. Pupils will write their own sentences.

### C LEARNING ABOUT LANGUAGE

**Oral:** Give the pupils a number of present participles and ask them to make a sentence with the verb in the root form. You could show flash cards with the verbs.

#### 1. Use the correct form of the verbs in the box in the blanks below.

- a. rode      b. told      c. liked      d. spun      e. showed      f. singing

#### 2. Answer these questions.

Ask a range of questions. Pupils should reply using full sentences. *I have two legs.* They can ask each other more questions using *How many...?*

- a. two      b. two each, eight in total      c. four      d. seven      e. 31

## D LISTENING AND SPEAKING

Work with a classmate. Ask questions about the picture. Your classmate will answer. Then let your classmate ask questions, and you give answers.

Remember: You can ask about things that are not in the picture!

Some help in the form of whole class discussion, before they work in pairs, might be needed.

Use the following to ask your questions: Has he/she got...? Have they got...? Does he/she have...? Do they have...?

## E COMPOSITION

In the story you can see what happens when someone tells a lie? Have you ever told a lie? What happened after that?

Discuss first. Let them write a few sentences after the discussion.

## Workbook: pages 38–42

### A THE MILLER WAS NOT TRUTHFUL

Auxiliaries *was* and *were* are used to form the past continuous tense. This shows that the action was continuing in the past.

1. Here are some sentences from the story in your Textbook. The words *was* and *were* have been left out. Write them in the blanks.

- Once there **was** a miller.
- The king **was** pleased but he **was** greedy.
- In the morning there **was** gold.
- By morning, the reels **were** full of gold.
- There **were** reels and reels of gold in the room.
- She and her father **were** worried.

2. Here is a story about Ahmed. Fill in the blanks. Use *was/were* and the verbs below. (The verbs are not in order.)

The verbs in a. are to be used in paragraph a., and so on.

- One day, Ahmed **was walking** down a path next to a river. He **was whistling** a jolly tune. The sun **was shining**. The birds **were singing** in the trees. Ahmed **was** very happy. It **was** his birthday.
- Ahmed saw his friends, Javed and Aslam, on a bridge. They **were sitting** near the river bank. They **were fishing**. Ahmed came close to see what they **were doing**. He stood behind them.
- Javed and Aslam **were working** hard. They **were** not **looking** at Ahmed. They **were holding** a long pole. A string **was hanging** from the end of the pole. A large fish **was wriggling** and **twisting** on the end of the string. Javed and Aslam **were pulling** it higher and higher.
- Suddenly, the fish **was flying** through the air. It landed on Ahmed's head! Javed and Aslam laughed. 'What **were** you **standing** behind us for?' they asked. 'I **was waiting** for my birthday present,' laughed Ahmed.

When the pupils have finished, get them to read the whole story aloud.

## B MR SIMON

### 1. Read the sentences and talk about the pictures. How are the pictures different?

Discuss the pictures and make sure all the differences are noticed. In the first picture, we see the monkey has created havoc in the room. In the next picture, after Mr Simon has tidied up, the room looks quite neat.

Discuss where various items were and where they are now. Ask questions. *Where was the bag? It was on the fan. Where was the clock?* etc. Ask questions about: the clock, the telephone, the mat, the chair.

**Who made the mess in Mr Simon's room?** The monkey

**Later on... Can you answer the questions about the messed up room?**

- a. The clock was under the cupboard.
- b. The vase was on the chair.
- c. The bag was on the fan.
- d. The stool was on the table.
- e. The books were next to the table/chair.
- f. The flowers were on the floor.
- g. The lamp was on the mat.

## Lesson Plans

For detailed suggestions, refer to pages 52–54.

### LESSON 1

**Textbook**

**Time: 40 min**

**Aims:**

- To read and discuss a narrative story
- To develop comprehension skills
- To be able to develop a thought

Task	Time
1. Reading and discussion of the text.	20 min
2. Attempt Exercise A, Question 1 and Challenge. Unfinished work can be completed at home.	20 min

### LESSON 2

**Textbook**

**Time: 40 min**

**Aims:**

- To revise and practise using verbs
- To select the correct form of the verb
- To develop vocabulary
- To use How many...? and numbers

Task	Time
1. Attempt Exercise B, Questions 1 and 2.	20 min
2. Attempt Exercise C.	20 min

### LESSON 3

Textbook

Time: 40 min

**Aims:**

- To be able to ask a range of questions using phrases
- To be able to use different phrases to develop a thought

Task	Time
1. Attempt Exercise D.	15 min
2. Attempt Exercise E. Unfinished work can be given as homework.	20 min
3. Revise all concepts learnt in the previous lessons.	5 min

### LESSON 4

Workbook

Time: 40 min

**Aims:**

- To practise the use of *was* and *were*
- To reinforce and revise the use of verbs

Task	Time
1. Attempt Exercise A, Question 1.	20 min
2. Continue with Exercise A, Question 2. Unfinished work can be carried on to the next lesson.	20 min

### LESSON 5

Workbook

Time: 40 min

**Aims:**

- To increase vocabulary
- To be able to describe a scene or an event
- To develop speaking skills

Task	Time
1. Complete work from the previous lesson.	10 min
2. Discuss and attempt Exercise B.	20 min
3. Revise the contents of the unit.	10 min

# 8

# The Musicians of Bremen

A play that may be performed in class. More characters can be introduced after the pupils have become familiar with the basic story. For example, the owners can be introduced in the first scene. What do they say to each other about the donkey? How do they decide to get rid of the donkey? Who drove out the dog? What conversation did the cat's owners have about the cat's inability to catch mice? There are lots of subplots to work on. Groups can do this and come up with their own mini scenes to perform in class.

Acting will help the pupils with many areas of English, especially with the expression of thoughts and clear speech. So, do not feel this is a waste of time and 'play'.

All the pupils in class should be given the opportunity to read a part at some point, even if their pronunciation, confidence, or memory are not as good as some of the others.

Note the use of the verbs in the past tense.

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- The donkey's owners said that the donkey was useless, so the donkey decided to leave home.
- The dog couldn't work because it was too old.
- The cock was sitting on a gate and crowing. Perhaps it was happy because it was alive.
- The four friends were going to Bremen, but they never got there.
- The cock saw a light in the house.
- The four friends went into the house to get some food.

**While reading:** The robber who entered the house thought a terrible witch was there.

**Challenge:** Pupils will give their own answers, but perhaps they should be persuaded to treat animals with kindness.

#### 2. Say whether the following sentences are true (T) or false (F).

- a. False            b. True            c. False            d. False

#### 3. Fill in the blanks.

Talk about how verbs in the present tense are changed when we say what happened. E.g.: *The dog stands on the donkey's back.* becomes *The dog stood on the donkey's back.* Find the sentences below in the text and discuss the changes that need to be made.

- a. tripped over            b. spat at/scratched            c. perched

### B WORKING WITH WORDS

#### 1. Find words for the following and then complete the crossword. Each begins with 'c'.

- a. cock (it could also be an alarm clock)            b. chalk            c. chair  
d. cart            e. castle

- Pupils will happily find other words, if you ask them to. Find words beginning with g, with t, with m, etc.

## 2. Add capital letters and full stops to the following passage.

Once there was a boy. His name was Abid. He lived in Karachi. He had two brothers. Their names were Imran and Irfan. They all went to a big school in Central Street. On Sundays they went to the park near M.A. Jinnah Road.

## C LEARNING ABOUT LANGUAGE

### 1. Fill in the blanks in the following.

- a. was going      b. wanted      c. am      d. laid      e. was lying      f. like

Sometimes we use small words in place of nouns. These are called *pronouns*. Read the following.

Give further examples on the blackboard. Use them in oral sentences. Show how we use pronouns in place of nouns. E.g.: *The boy is running. He is running fast.* The use of the pronoun means that we do not have to keep repeating the words 'The boy'; we use a pronoun instead.

### 2. Use pronouns (he, she it, they) instead of the underlined words.

- My brother is big. **He** is tall too.
  - The river is very wide. I swim in **it** in the summer.
  - My mother works in an office. **She** goes to work every day.
  - Salman and Asim are friends. **They** live near the bus stop.
- Give the pupils additional exercises to do.

## D LISTENING AND SPEAKING

Try to learn the lines of the play and then act it out in class. Speak clearly.

Speak with expression! See notes on the previous page.

## E COMPOSITION

Use the words given below in any order, and in separate sentences. An example is given to help you. The ideas in the sentences must be linked. You can add other sentences if you like.

Pupils will write their own sentences. Ask them to read the sentences aloud. Ask the others to comment. What did they write? Listen to a number of pupils and read their work aloud.

## Workbook: pages 43–46

### A PRONOUNS

**Oral:** You may discuss the pictures in Question 2 first, if you wish. Use as many pronouns as possible. E.g.: Look at the first picture. Can you all see **it**? What is the man doing? **He's** shouting, isn't **he**? Who is **he** shouting at? **He's** shouting at the boys. **They** are running away, aren't **they**? Why are **they** running away? **They** have broken the man's window, perhaps. Do you think **they** threw a stone at **it**? ... etc. Use pronouns.

Of course you should also give the children a chance to ask questions, give answers, and tell *you* what is happening in each picture. You may also explain once again that pronouns are words used in place of nouns.

### 1. Underline the correct pronoun.

- a. him      b. it      c. it      d. us      e. me      f. you      g. them      h. her

### 2. Write the correct letter in the boxes below.

The pictures should be marked in order, left to right, as follows:  
g, b, a, h, f, c, e, d

## B VERY EASY

Use of *very* + adjective

**Oral:** This is a big book. That is a very big book. This is a small picture. That is a very small picture, etc.  
Read the text. It relates to the play in the textbook.

**1. Fill in the blanks with the words below.**

- a. short            b. tall            c. very tall            d. very short

**2. Match the following. The sentences must make sense.**

- a. A two-year-old boy is very young.  
b. A ten-year-old boy is young.  
c. A sixty-year-old man is old.  
d. A ninety-year-old man is very old.

**3. Use these words in sentences of your own.**

Pupils will write their own sentences.

## C THE BIRD AND THE BALLOON

**1. Tell the story in your own words.**

**Oral:** A picture composition which you can discuss in class before the children start writing. The boy can be given a name and any or all the key words may be used in the story.

**2. Write the story of the bird and the balloon.**

This could be done on sheets of paper and displayed later.

## Lesson Plans

For detailed suggestions, refer to pages 56–58.

### LESSON 1

**Textbook**

**Time: 40 min**

**Aims:**

- To introduce the genre of a play
- To develop reading skills
- To take part in acting a play
- To develop comprehension skills

Task	Time
Reading and discussion of text. An entire lesson can be spent on reading and discussion of the text. Each pupil should be given an opportunity to participate.	40 min

### LESSON 2

**Textbook**

**Time: 40 min**

**Aims:**

- To develop comprehension skills
- To increase vocabulary and spelling
- To reinforce the use of capital letters and full stop

Task	Time
1. Attempt Exercise A, Question 1. Discuss Questions 2 and 3 and give the task for homework.	20 min
2. Attempt Exercise B, Question 1. Exercise B, Question 2 to be given as homework.	20 min

### LESSON 3

Textbook

Time: 40 min

**Aims:**

- To be able to choose the correct verb
- To replace nouns with the correct pronoun

Task	Time
1. Attempt Exercise C, Questions 1 and 2.	25 min
2. Ask the students to learn the lines of the play for homework so that they can act the play the next day. Allow the pupils to choose their favourite characters from the play.	10 min
3. Revise all concepts learnt in the class so far.	5 min

### LESSON 4

Textbook

Time: 40 min

**Aims:**

- To develop listening and speaking skills
- To develop creative writing skills
- To create a story using linked sentences

Task	Time
1. Attempt Exercise D. The pupils may have learnt the lines, or they can read them from the book as they act out the play.	20 min
2. Attempt Exercise E. Unfinished work can be given as homework.	20 min

### LESSON 5

Workbook

Time: 40 min

**Aims:**

- To revise and practise the use of pronouns
- To match pictures to text
- To understand and use comparatives of size

Task	Time
1. Exercise A, Questions 1 and 2 can be combined.	20 min
2. Attempt Exercise B, Questions 1 and 2.	20 min

### LESSON 6

Workbook

Time: 40 min

**Aims:**

- To construct sentences containing *very* + adjective
- To write stories based on pictures
- To increase vocabulary
- To develop speaking skills

Task	Time
1. Continue with Exercise B, Question 3.	15 min
2. Attempt Exercise C, Questions 1 and 2.	20 min
3. Revise the contents of the unit.	5 min

# The cow

A poem to delight in! The pupils might like to say some pleasant things about other animals, too. What might they have to say about a goat, a buffalo, a camel, a lamb?

Note that the poem is written in rhyming couplets (rhyming scheme: a b a b). The odd lines (1 and 3) are the same length, consisting of 4 feet or 8 syllables. The even lines (2 and 4) are the same length, consisting of 3 feet (6 syllables). You should bear this in mind while reading the poem, but do not adhere too strictly to the metre; let the lines flow into each other. A metre is the arrangement of strong and weak stresses in lines of poetry that produces rhythm.

## Suggestions and answers

Discuss the unfamiliar words. The pupils may not know what an apple-tart is and may not have seen a meadow.

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- The poet loves the cow because she is friendly, and gives him cream.
- The cow wanders here and there (in the open air, among the meadow grass).
- The open air is pleasant.
- No; the weather is sometimes windy and wet.
- The cow walks among the grass and eats the flowers.
- We are not told directly. The cow cannot stray because she is in a meadow that is probably fenced. She is after all a milking cow and will therefore be looked after by a farmer.

### B WORKING WITH WORDS

#### 1. There is something wrong here! Can you write the pairs correctly?

- |                    |                    |                        |
|--------------------|--------------------|------------------------|
| a. Write a letter. | b. Collect stamps. | c. Receive a present.  |
| d. Pass a test.    | e. Play a joke.    | f. Show your feelings. |

Please be sure to give the pupils many more of these; they will have great fun, and laugh at the absurdity of some of the mismatched pairs. They will also learn something. E.g.: send a stone and throw a message.

#### 2. See if you can find the odd-one-out in the following. Circle it!

There are many ways in which to look at the items in each list. Allow the pupils to do this on their own. When they have made their selections, ask them to tell you which word(s) they have chosen. Then ask: *Why?* If they give you a reason that is valid, then accept the answer. If they have chosen a particular word and cannot give a reason (apart from: He wrote it and so I copied it.), then give them a proper explanation and explain why they should have had a particular word.

The main point of the exercise is not to get the correct answer, but to read, think about the words, find a word, give an explanation, and express oneself.

- dog: because it is the only word beginning with d; cricket: the only insect or perhaps because it is a game.
- bow: it does not fly through the air; kite, because it is a bird... or is it?
- marble: inedible

## C LEARNING ABOUT LANGUAGE

Revise nouns and adjectives. Use them together and show how an adjective can be used to describe many nouns; and similarly, a noun can be described by many different adjectives.

1. **Read these words. Match each noun with a suitable adjective. Use them in sentences of your own.**

a poor man, a comfortable chair, a shady tree, a fierce tiger

But we can also have a poor tiger with a thorn in its paw, a fierce man who is shouting and waving a stick, a comfortable tree in which a family of birds has made a nest. Be flexible.

Pupils will make up their own sentences.

2. **Look at the following.**

Give further examples on the blackboard. Deal with the apostrophe showing that a letter is missing.

**Now see if you can say what the following stand for.**

- |            |             |           |
|------------|-------------|-----------|
| a. that is | b. who is   | c. is not |
| d. are not | e. where is | f. we are |

## D LISTENING AND SPEAKING

1. **Read these words. They all have the letter 'c' in them.**

soft 'c' sound: face/place: race, trace, space, mice, ice, twice, city, cell, dice, rice

hard 'c' sound: cannot/cow: can, cart, factory, record, picnic

- The pupils can play a team game. Find words with 'c' in them. Use a dictionary.
- Remember that the pupils should be saying the words aloud and reading them correctly.

Some additional words are given here, however, allow the pupils to research and find some by themselves.

soft 'c': cent, cement, city, citizen, cinema, decimal, lice, lace, pace, face, grace, society, cereal, nice,...

hard 'c' : country, cauliflower, cabbage, biscuit, actor, factory, octopus, carrot, corn, cover, could, camera, second, dictionary, doctor, castle, care,...

both sounds: circle, concert, cycle, sacrifice, ...

2. **Now read these words aloud.**
3. **Draw two columns in your notebook, one for each sound. Write the words in the correct boxes. Can you find a rule when 'c' sounds like 's' and when it sounds like 'k'?**

Sounds like 's': race, mice, cell, trace, ice, dice, place, space, twice, rice, mice, city, cereal

Sounds like 'k': doctor, can, factory, dictionary, castle, picnic, cabbage, cart, record, second, care

'c' sounds like 's' when followed by 'i' or 'e' and sounds like 'k' when followed by any letter other than 'i' or 'e'.

## E COMPOSITION

Find rhyming words for the following. Use them in a poem of your own.

- face: place, race, trace, lace, base
- go: throw, flow, show, know, low, grow, dough, mow
- day: play, grey, stay, may, lay, clay, hay
- bold: gold, hold, told, cold, rolled
- better: letter, setter, wetter

When pupils have thought of some words, write these on the blackboard. Give them some hints and they might come up with some of the words above. Then ask them to try to write a poem.

## Workbook: pages 47–49

### A HOW MANY?

**Oral:** Remind the pupils about the poem. Point out the use of ‘all’ in the lines quoted from the poem.

Discuss the other key words: *many*, *a lot of*, *all*, *a few*. Use the expressions in sentences; use concrete objects or draw simple shapes on the blackboard, in different places, for e.g.: many stars in one corner, a few circles at the bottom, a number of squares to one side. Then make statements about the shapes.

Be careful not to confuse *a few* with *few*. *A few* means some; *few* means not many. E.g.: There were *a few* people at the party. (There were some people there. There were quite a few people there.) There were *few* people at the party. (Implying that more were expected; only *a few* came; *fewer* people attended.)

#### 1. Look at this picture and read the sentences aloud.

Highlight the key words.

#### 2. Fill in the blank spaces.

The pupils should be told to use *many*, *a lot of*, or *a few*.

- a. many      b. All      c. A few      d. A lot of      e. A few

#### 3. Make other sentences about the children.

Pupils will make up their own sentences. When they have finished, ask them to swap their books with a classmate for the classmate to check whether their statements are correct. All incorrect answers can be debated.

### B WHO'S MISSING?

#### 1. Can you find them in the picture on page 47?

Pupils should compare the pictures and find out who is missing.

#### 2. Write these in full, without the apostrophe.

- a. it is    b. they are    c. she will    d. I am    e. you are    f. do not

#### 3. Add an apostrophe where it is necessary.

- a. The boys and girls aren't playing.      b. They're reading their books.  
c. They can't play games till four o'clock.      d. That's when they'll all have fun.

Pupils may have learnt how to write *o'clock* but may not have been told that this stands for *of the clock*.

## Lesson Plans

For detailed suggestions, refer to pages 60–62.

### LESSON 1

**Textbook**

**Time: 40 min**

**Aims:**

- To read and appreciate a poem
- To develop comprehension skills
- To increase vocabulary

Task	Time
1. Reading and discussion of the poem.	20 min
2. Attempt Exercise A.	20 min

### LESSON 2

**Textbook**

**Time: 40 min**

**Aims:**

- To develop oral skills
- To develop thinking skills
- To be able to pick an ‘odd one’ from a list
- To revise the use of nouns and adjectives

Task	Time
1. Attempt Exercise B, Questions 1 and 2.	20 min
2. Attempt Exercise C, Question 1.	15 min
3. Revise all concepts learnt so far.	5 min

### LESSON 3

**Textbook**

**Time: 40 min**

**Aims:**

- To understand that apostrophes replace missing letters
- To develop listening and speaking skills
- To know that the letter ‘c’ is used to represent two different sounds
- To find rhymes for given words

Task	Time
1. Attempt Exercise C, Question 2.	10 min
2. Attempt Exercise D.	20 min
3. Give Exercise E as homework—briefly discuss the words.	10 min

## LESSON 4

Workbook

Time: 40 min

### Aims:

- To use the terms *many*, *a lot of*, *all*, *a few* correctly
- To increase vocabulary
- To develop reading and writing skills

Task	Time
Attempt Exercise A, Questions 1, 2, and 3.	40 min

## LESSON 5

Workbook

Time: 40 min

### Aims:

- To practise the use of the apostrophe of omission
- To develop observation skills

Task	Time
1. Attempt Exercise B, Questions 1,2, and 3.	30 min
2. Revise the contents of the unit.	10 min

Discuss the story.

Can you or the pupils think of ways to extend this story? When you have an idea of a plot and some additional characters, don't forget to add in some conversation as well as relating events.

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- The snake came to Parvez to hear the music and to dance.
- The snake gave Parvez a gold coin, and then a twig.
- Parvez liked both mangoes and guavas.
- When Parvez planted the twig, it grew into a fine tree.
- Parvez sold the fruit in the town.
- The captain groaned because he had lost his ship.
- Parvez was a very kind person; he gave back the Captain's ship.

**While reading:** The captain got confused because he had seen mangoes on the tree. The next day, they turned out to be guavas. He did not know that the tree was special.

**Challenge:** Mangoes and guavas don't look similar. Pears look similar to guavas.

#### 2. What are the following things? You will find them in Parvez's story.

- a. A snake    b. A mango or guava    c. A house    d. A flute

### B WORKING WITH WORDS

#### Match A and B below.

Everyday he played his flute.

I am going away for the winter.

I am going to buy a house.

I am going to the harbour today.

I am going to sell mangoes.

Pupils may copy out the whole sentences into their notebooks.

Note that most of the sentences contain the word 'going'. This is used with a *to* infinitive to express intention of an action in the future, for e.g.: going to eat, going to see, going to do.

Spend a few minutes asking the pupils what they are going to do tomorrow, after the class, on Sunday, etc. Make sure they use 'going to' in their answers.

## C LEARNING ABOUT LANGUAGE

1. Change the meaning of the following by adding *not*. You will have to change the *verbs* too.
  - a. Parvez did not like guavas.
  - b. The captain did not look through his telescope.
  - c. The beautiful snake did not give him a coin.
  - d. The captain was not very surprised.
  - e. Parvez did not play the flute.
  - f. 'I shall not give you my ship.'
2. Underline the *pronouns* in the passage given below.

Quickly review what a pronoun is.

One day Parvez went to town. He wanted to sell mangoes. They were very good mangoes. He gave the mangoes to an old woman. She threw one mango away because it was bad. Then she gave the money to Parvez and he went home. He was very happy.

## D LISTENING AND SPEAKING

1. Say the pairs of words given below. Can you say (by the sound of 's') which pair is the odd one out?

Grapes and apricots is the odd one out, because the s sound is like 's' not a 'z'.

2. Which 's' sounds like zzzzzz?

hotels, pans, busy, ways, those, flowers, toes, vases, nose, mazes, fuse, news, has

Which 's' sounds like ssssss?

yes, bus, toast, house, less, baths, carpets, most, some, gas, caps

Ask the pupils to add other words to the lists. No words are given here as there are many. Simply turn a word into a plural, and see which list it will go in.

## E COMPOSITION

If the snake gave you a gift what would it be? Write about the gift.

What do the pupils long for or desire the most? Get them to talk about this first, then to write about it, and say why they want that particular object.

## Workbook: pages 50–53

### A GOING TO

**Oral:** Demonstrate the use of *going to* by balancing a ruler on the edge of your table, only keeping it in place by one finger. If you remove your finger, the ruler will fall. 'Now, children, look at my ruler. I'm *going to* put it on the edge of my desk. I'm *going to* put my finger on one end. I'm shortly *going to* take my finger off the ruler. What is *going to* happen to the ruler? The ruler is *going to* fall. Is the ruler *going to* fall? Yes, it is. It's *going to* fall.'

Use other situations such as this and show how *going to* is used.

Discuss the picture.

**1. Write questions and answers using *going to*. Also use the words below each picture.**

- a. Is the balloon going to burst? Yes, it is. It is going to burst.
- b. Is the monkey going to jump? Yes, it is. The monkey is going to jump.
- c. Is the plate going to break? Yes, it is. It is going to break.

**2. Write questions and answers as you did on page 50.**

Help the pupils construct the sentences for the example at the top of the page.

- a. Are the men going to race? Yes, they are. They are going to race.
- b. Is the plane going to crash? Yes, it is. The plane is going to crash.
- c. Is Jill going to write? Yes, she is. Jill is going to write.
- d. Is Tom going to drive? Yes, he is. Tom is going to drive.

**B VERB CROSSWORD**

**1. All the words in this crossword puzzle are *verbs*. They are all *doing words*.**

- Across: 3. DANCE 5. SEE 6. THINK 7. SLEEP 9. FIGHT  
Down: 1. SING 2. BITE 3. DRINK 4. EAT 5. SKIP 8. LAUGH

**2. Use the words you have found in sentences of your own. But first turn them all into the past tense.**

- Across: danced, saw, thought, slept, fought  
Down: sang, bit, drank, ate, skipped, laughed

**Lesson Plans**

For detailed suggestions, refer to pages 65–67.

**LESSON 1**

**Textbook** **Time: 40 min**

**Aims:**

- To read and discuss the text
- To develop comprehension skills
- To enhance vocabulary

Task	Time
1. Reading and discussion of the text.	20 min
2. Attempt Exercise A, Question 1.	20 min

**LESSON 2**

**Textbook** **Time: 40 min**

**Aims:**

- To increase vocabulary
- To use a *to* infinitive to express intention of the future, for e.g.: going to eat, going to see, etc.
- To use *not* to make a sentence negative
- To make grammatically correct sentences

Task	Time
1. Attempt Exercise A, Question 2.	10 min
2. Attempt Exercise B.	10 min
3. Attempt Exercise C, Question 1.	20 min

### LESSON 3

Textbook

Time: 40 min

Aims:

- To revise and reinforce the use of pronouns
- To be able to differentiate the 's' and 'z' sound of s

Task	Time
1. Attempt Exercise C, Question 2.	15 min
2. Attempt Exercise D.	25 min

### LESSON 4

Textbook

Time: 40 min

Aims:

- To develop concentration
- To develop comprehension skills
- To develop listening skills
- To develop creative writing skills

Task	Time
1. Revise all concepts learnt so far.	10 min
2. Discuss and attempt Exercise E.	30 min

### LESSON 5

Workbook

Time: 40 min

Aims:

- To write questions using *going to*
- To be able to write grammatically correct sentences

Task	Time
1. Attempt Exercise A, Questions 1 and 2.	30 min
2. Attempt Exercise B, Question 1. Question 2 can be given as homework.	10 min

# Brother and Sister

Read this poem with expression. The siblings argue and then compromise. You may want to recall the discussion about favourite toys and clothes in Unit 4, D. Sometimes we like the same things as others and sometimes we do not. Which subject, toy, food, drink, place, etc. do they like?

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- The children went to the bazaar.
- They were there to find and buy a little toy.
- No, at first they disagreed about what they wanted.
- Yes, they argued. They spoke to each other harshly and she glared at him. Look for the words used to describe how they spoke to each other and discuss them.
- The pupils will give their own opinions; a book lasts for a long time and can be enjoyed over and over again.

### B WORKING WITH WORDS

#### 1. Guess the following words. They all end in *-age*.

- cage
  - page
  - rage
  - wage
  - sage
- Set other puzzles of this kind. Words ending in *-ipe*, *-ome*, *-int*, etc.

### C LEARNING ABOUT LANGUAGE

#### VERBS

#### 1. Answer the following questions.

You will have to help with a. below, and then let the pupils do the other easier ones. There are alternative answers possible.

- The mast of a ship is used for holding up the sails.
- A castle is used for living in.
- A fishing boat is used for fishing (for catching fish with).
- A hammer is used for hammering nails into wood (for hammering nails with).
- A knife is used for cutting with.

#### PRONOUNS

#### 1. Look carefully at the underlined pronouns in the passage below.

Talk to the pupils about what the pronouns refer to: *He* refers to the brother; *his money* - his means belonging to him (the brother), and so on. Remember that over use of pronouns can lead to confusion so we must think about what each pronoun is referring to.

## 2. Now use the pronouns in sentences of your own.

Show them how to use pronouns in a few sentences of your own before the pupils begin making up their own sentences.

E.g.: Mr Ahmed likes his car. He likes it a lot.

My teacher is funny. She tells lots of jokes.

## D LISTENING AND SPEAKING

Do some oral work first. Show the pupils a pen, and ask: *What's this? What is a pen used for?* Elicit the answers: *It's a pen. A pen is used for writing. / A pen is used for writing with.* Show a marble, a ruler, a crayon, a ball, and any other objects and ask the same questions.

### 1. Work with a classmate. Take turns to ask questions and give answers about the following.

- |  |   |
|--|---|
| a. a glass/drinking/drink                        | b. a needle/sewing/sew                      |
| c. a paintbrush/painting/paint                   | d. a lid/closing a pan/jar/ close a pan/jar |
| e. a fork/lifting food up to the mouth/lift food | f. a napkin/wiping our mouth/wipe our mouth |
| g. a toothbrush/brushing our teeth/brush teeth   | h. a cap/keeping the rain/sun off our head  |
| i. a pen/writing/write                           | j. a tin/putting things in/holding things   |
| k. a vase/putting flowers in                     | l. a saw/cutting wood/cut wood              |
| m. an eraser/rubbing things out/erase            | n. a chair/sitting on                       |
| o. a matchstick/lighting a fire/light a fire     | p. an umbrella/shelter from the rain        |

## E COMPOSITION

### 1. Use the following phrases in sentences of your own.

Talk about what the similes mean. When and where might these similes best be used? Pupils might like to make up fresh similes of this kind: as hairy as ..., as dangerous as ..., as tiny as ..., as noisy as ..., etc.

### 2. Choose one of the phrases and use the idea in it to write a short paragraph about something. Draw a picture too.

Pupils should try to write a paragraph that contains the simile, along with some other details to illustrate the simile chosen.

## Workbook: pages 54–56

### A LET'S COMPARE

#### 1. Read the exercises on pages 31, 32, 33, and 34 again.

**Oral:** Recall work done on comparatives. In your oral work, make sure the children use the definite article *the* in front of the superlative. E.g.: *the* thinnest; Who is *the* fastest? etc.

#### 2. Now talk about the pictures and the words below.

Ask questions about the pictures, relating to the comparative and superlative. For typical sentences, see 3. below.

#### 3. Write questions and answers about the men. Use any of the words at the bottom of the page.

- |                             |                               |
|-----------------------------|-------------------------------|
| b. Who is the funniest man? | Mr Shah is the funniest man.  |
| c. Who is the richest man?  | Mr Hafiz is the richest man.  |
| d. Who is the tallest man?  | Mr John is the tallest man.   |
| e. Who is the shortest man? | Mr Rafiq is the shortest man. |
| f. Who is the fattest man?  | Mr Smith is the fattest man.  |
| g. Who is the oldest man?   | Mr Jamil is the oldest man.   |
| h. Who is the smartest man? | Mr Aziz is the smartest man.  |

## B HE LIKED THE BOOK TOO!

**Oral:** Some oral work can be done before the written work is attempted.

**1. Fill in the blanks. Use *too*, and the words below each picture.**

- |                                  |                                    |
|----------------------------------|------------------------------------|
| a. The cow is eating grass.      | The rabbit is eating grass, too.   |
| b. The woman is drinking milk.   | The baby is drinking milk, too.    |
| c. The clown is laughing.        | The girl is laughing, too.         |
| d. The man is painting the wall. | The boy is painting the wall, too. |
| e. The woman is angry.           | The man is angry, too.             |

## Lesson Plans

For detailed suggestions, refer to pages 69–71.

### LESSON 1

**Textbook**

**Time: 40 min**

**Aims:**

- To read and appreciate a poem
- To use oral expression to enhance meaning
- To develop comprehension skills

Task	Time
1. Read and discuss the poem.	20 min
2. Attempt Exercise A.	20 min

### LESSON 2

**Textbook**

**Time: 40 min**

**Aims:**

- To enhance vocabulary
- To practise the use of verbs
- To revise and practise the use of pronouns

Task	Time
1. Attempt Exercise B.	10 min
2. Attempt Exercise C.	30 min

### LESSON 3

**Textbook**

**Time: 40 min**

**Aims:**

- To develop listening and speaking skills
- To develop sentence construction
- To practise using similes
- To develop creative writing skills

Task	Time
1. Attempt Exercise D.	20 min
2. Attempt Exercise E, Question 1. Question 2 should be discussed and given as homework.	20 min

## LESSON 4

Workbook

Time: 40 min

### Aims:

- To revise comparisons
- To understand and write sentences containing comparatives and superlatives

Task	Time
1. Attempt Exercise A, Question 1.	10 min
2. Attempt Exercise A, Questions 2 and 3.	30 min

## LESSON 5

Workbook

Time: 40 min

### Aims:

- To use *too* correctly
- To revise the unit

Task	Time
1. Discuss and attempt Exercise B, Question 1.	25 min
2. Revise contents of the unit.	15 min

# Test—2

## Workbook: pages 57–61

The test covers textbook and workbook units 6–9.

### A READING

Read this account on turtles aloud to your teacher.

This is a factual account about turtles. Fluency is required. Because the text is dry, some variation in tone is also required. Listen to whether pauses are being made in the appropriate places, especially where there are a number of commas in a sentence.

### B COMPREHENSION

1. Answer the questions about the passage.

- The nesting season lasts for five months.
- 50 days.
- dogs, jackals, and other wild animals
- Houses and roads have been built; forests have been planted.
- Pupils will give their own opinions. These might include: they are harmless and it would be sad to know that they have been hurt; they are beautiful to look at and it would be sad not to be able to see them anymore.

2. Select the best answer to fill the blanks.

- a. ii                      b. ii                      c. i

### C QUIZ

1. Give short answers to these questions about the stories and poems in your Textbook.

- monkey/tiger
- in a hay cart, in his sleeve
- That she would give him her first born child.
- None! A donkey, dog, cat, cock head out to Bremen but never get there. (Accept either answer.)
- The captain of a ship
- Hide from teachers.
- Red and white

### D WORKING WITH WORDS

1. Write a sentence about each of the following. Use *but* in each sentence.

- The cat is standing but the dog is sitting.
- The glass is full but the bottle is empty.
- The ruler is long but the pencil is short.

2. Write the opposites of the following:

- a. lowest                  b. that                  c. light                  d. dull                  e. beautiful                  f. tall

## E LEARNING ABOUT LANGUAGE

### 1. Answer these questions in full sentences.

Pupils will give their own answers.

- a. I come to school at...
- b. I am \_\_\_ years old.
- c. My father's name is...
- d. Yes, I do. I have... brother(s). /No, I do not. I do not have a brother.
- e. Yes, I do. I do drink tea./ No, I do not. I do not drink tea.
- f. A car is faster than a bicycle.
- g. Yes, there is. There is some coffee in this cup.

## F COMPOSITION

Use the following in a paragraph. The ideas must be linked.

Pupils will write their own sentences. Make sure the ideas are linked. Additional sentences may be added in order to keep the thread of ideas linked.

was falling      as hard as stone      ran      hid      never again

## Lesson Plans

For detailed suggestions, refer to pages 74–75.

### LESSON 1

Workbook

Time: 40 min

#### Aims:

- To revise the previous 7 units
- To check reading ability
- To assess vocabulary and expression

Task	Time
One lesson can be set aside for the reading assessment.	40 min

### LESSON 2

Workbook

Time: 40 min

#### Aims:

- To assess comprehension
- To assess ability to construct correct sentences
- To assess comprehension skills of texts read

Task	Time
1. Attempt Exercise B, Questions 1 and 2.	25 min
2. Attempt Exercise C.	15 min

### LESSON 3

Workbook

Time: 40 min

**Aims:**

- To assess ability to construct sentences containing *but*
- To assess ability to construct sentences correctly
- To assess comprehension of instructions

Task	Time
1. Attempt Exercise D, Questions 1 and 2.	20 min
2. Attempt Exercise E.	20 min

### LESSON 4

Workbook

Time: 40 min

**Aims:**

- To assess creative writing skills

Task	Time
Attempt Exercise F.	40 min

Make sure all spoken dialogue in the story is spoken with expression. The story will only prove exciting if the reader makes it sound exciting.

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- Adil stayed at home because he was cleaning his bicycle.
- Adil's mother forgot to take her bag. Adil went after his mother to give her her bag.
- Two men stole the gold chain.
- The men hid the chain under a clock.
- An inspector and a constable went to the house with Adil.
- The constable and the inspector caught the two men when they tried to escape.

**While reading:** The two men tried to escape because they didn't want to be caught.

**Challenge:** Pupils will come up with their own questions.

#### 2. Complete the following sentences.

Pupils will write their own sentences. Examples:

- His mother was going to the market to buy some vegetables.
- The two men grabbed the gold chain.
- 'I'll catch up with Mum in a minute or two.'

### B WORKING WITH WORDS

#### 1. Read the following and then answer the questions.

Some oral practice with 'Whose?' may precede this exercise. Remember not to confuse this with 'who's = who is'.

- |                                 |                               |
|---------------------------------|-------------------------------|
| a. Sana took Seema's lunch box. | b. Seema took Sadia's pencil. |
| c. Manzar ate Seema's sandwich. | d. Mohsin ate Saleema's cake. |
| e. Sadia took Rehan's pen.      |                               |

### C LEARNING ABOUT LANGUAGE

#### The Apostrophe

Change the underlined words.

Example: the bike of Adil = Adil's bike

- Adil's mum
- the bike's wheel
- his mother's gold chain
- the robber's house

## Punctuation

Put full stops and capital letters in the following sentences.

'Why, there's Mum's bag!' cried Adil. 'She's left it behind.'

He took the bag and ran out of the house. He jumped on to his cycle.

'I shall catch up with Mum in a minute or two,' he thought and he cycled quickly along the road.

## Nouns, verbs, and adjectives

Pick out the nouns, verbs, and adjectives in the following passage. Write them in three columns in your notebook.

Nouns: man, tree, hills, rain, clouds, clothes, skin, sun

Verbs: stood, looked, poured, stuck, stopped, came

Adjectives: old, great, blue, heavy, thick, wet

## D LISTENING AND SPEAKING

**Oral:** Work on some oral examples, using objects and the blackboard. Before starting work on the examples in the textbook, pair the pupils.

### 1. Work with a classmate. Make up oral sentences about the following by comparing them.

Use the following pattern:

A (noun) is (adjective) + *er* than a (noun).

A (noun) is more (adjective) than a (noun).

Also use the plural:

(plural noun) are (adjective) + *er* than (plural noun).

(plural noun) are more (adjective) than (plural noun).

Use *more* in some cases (more dangerous, more colourful, more comfortable, etc.)

Pupils will use their own words of comparison.

- a. The dog is bigger than the cat.  
The cat is smaller than the dog.  
The mouse is the smallest.  
The dog is the biggest.
- b. The plane is faster than the car.  
The car is slower than the plane.  
The motorbike is the slowest. (There may be some debate here; some motorbikes are faster than some cars!)  
The plane is the fastest.
- c. The lamp gives more light than the torch.  
The torch gives more light than the candle.  
The lamp gives the most light.  
The torch gives the least light.

- d. The square is bigger than the circle.  
The star is smaller than the circle.  
The star is the smallest.  
The square is the biggest.
- e. The man is taller than the woman.  
The girl is shorter than the woman.  
The man is the tallest.  
The girl is the shortest.
- f. The pineapple is bigger than the mango.  
The apple is smaller than the mango.  
The apple is the smallest.  
The pineapple is the biggest.
- g. The Sun is higher than the kite.  
The boy is lower than the kite.  
The Sun is the highest.  
The boy is the lowest.
- h. The man is older than the woman.  
The boy is younger than the woman.  
The man is the oldest.  
The boy is the youngest.
- i. First plank has less marks than the second plank.  
The third plank has more marks than the second plank.  
The first plank has the least marks.  
The second plank has the most marks.
- j. The speaker is louder than the radio.  
The clock is quieter than the radio.  
The speaker is the loudest.  
The clock is the quietest.
- k. The snake is longer than the stick.  
The worm is shorter than the stick.  
The snake is the longest.  
The worm is the shortest.
- l. The shirt is cleaner than the tshirt.  
The coat is dirtier than the tshirt.  
The shirt is the cleanest.  
The coat is the dirtiest.

## **E COMPOSITION**

**Use the phrases below in sentences of your own. The ideas in each sentence must be corrected, just like in a story.**

Pupils will make up their own sentences, but these should not be related to the events in the story. Ask the pupils to think of a fresh incident.

## Workbook: pages 62–63

### A YOU KNOW NOUNS, VERBS, AND ADJECTIVES, BUT DO YOU KNOW YOUR PRONOUNS?

#### 1. Study the tables and words below.

**Oral:** Ask questions that will elicit the answers: Yes/No, he/she/it, does/doesn't; Yes/no, they do/don't. E.g.: 'Arif, does Nadia come to school on time?' 'No, she doesn't.' 'Does Munir like rice?' 'Yes, he does.' etc. Make sure the plural forms are drilled too.

#### 2. Use one of the answers given above for each question below.

- |                    |                                    |
|--------------------|------------------------------------|
| a. Yes, he does.   | b. No, he doesn't.                 |
| c. No, it doesn't. | d. Yes, it does.                   |
| e. Yes, they do.   | f. No, they don't.                 |
| g. No, they don't. | h. Yes, they do.                   |
| i. No, it doesn't. | j. Yes, he does. (No, he doesn't.) |
| k. Yes, they do.   | l. Yes, I do. (No, I don't.)       |

### B FOR PLAYING WITH

If you have not drilled these already with the exercise in the textbook, do so now using objects of all kinds or flash cards with pictures of various objects.

#### 1. Copy the sentences into your notebook.

#### 2. Use the words in boxes and fill in the blanks.

for flying in	for painting with
for seeing with	for shooting at

#### 3. Write two sentences in your notebook for each picture.

- |                                  |                               |
|----------------------------------|-------------------------------|
| a. A notebook is for writing in. | b. A ship is for sailing in.  |
| c. Teeth are for biting with.    | d. A photo is for looking at. |

## Lesson plans

For detailed suggestions, refer to pages 76–79.

### LESSON 1

**Textbook**

**Time: 40 min**

#### Aims:

- To read and discuss a narrative story
- To develop comprehension skills
- To be able to develop a thought

Task	Time
1. Read and discuss the text.	20 min
2. Exercise A, Questions 1 and 2 to be attempted. Unfinished work can be completed at home. Challenge question can be discussed and set as extension work for some.	20 min

## LESSON 2

Textbook

Time: 40 min

### Aims:

- To develop thinking skills
- To revise the use of the apostrophe of possession
- To assess whether the use of capital letters and full stops has been learned
- To check understanding of nouns, verbs, and adjectives.

Task	Time
1. Attempt Exercise B.	10 min
2. Attempt Exercise C, Questions 1, 2, and 3. Unfinished work can be completed at home.	30 min

## LESSON 3

Textbook

Time: 40 min

### Aims:

- To reinforce and develop understanding of comparatives and superlatives
- To use set phrases to develop writing skills
- To write creatively

Task	Time
1. Attempt Exercise D.	20 min
2. Discuss and attempt Exercise E. Unfinished work can be completed at home.	20 min

## LESSON 4

Workbook

Time: 40 min

### Aims:

- To practise the use of pronouns
- To be able to use *on*, *with*, *in*, *at* correctly
- To form grammatically correct sentences

Task	Time
1. Attempt Exercise A.	15 min
2. Attempt Exercise B, Questions 1, 2, and 3.	15 min
3. Revise the contents of the unit.	10 min

Read the story with expression. Talk about the puppet/little man. Talk about bad habits and how we can break them. Talk about why eating too many sweets is bad for you. Try to discuss these through questions about the story.

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- The boy was given his name because he liked chocolate.
- Every week, Chocko's dad gave him pocket money.
- Yes, she does. We can tell that she is worried because she talks to him about how much chocolate he is eating every day.
- Yes, but he did not know how to stop.
- A little man in a purple turban.
- Ten beads.
- Chocko told his dad to put his pocket money in the bank.

**While reading:** Accept any plausible answers. E.g.: Maybe Chocko's father threw it away.

**Challenge:** Ask students to discuss among themselves and come up with a list.

#### 2. Put these sentences in their correct order.

f., b., e., d., a., c.

#### 3. Complete the following sentences.

Pupils will complete the sentences. Some suggestions:

- Chocko was trying to stop eating chocolate.
- Every day Chocko's mum spoke to him.
- 'When you have no beads left, then I will come and get you.'

### B WORKING WITH WORDS

#### 1. Find the opposites of these words in the story.

- |            |           |
|------------|-----------|
| a. useless | b. easy   |
| c. appear  | d. forget |
| e. lose    | f. night  |

#### 2. Find some treasure! Unscramble the letters to form words.

Example: logd gold

- |           |           |
|-----------|-----------|
| a. silver | b. bronze |
| c. copper | d. brass  |

## C LEARNING ABOUT LANGUAGE

### 1. Write out the following sentences, using *pronouns* instead of the words underlined.

- He took his pocko to the corner store.
- They ate bars of chocolate every day.
- Chocko went to see the dentist. She/He gave him some toothpaste.
- Chocko's mother and father invited the neighbours into their house for tea. They were happy to visit them.
- He saw the little man in the dark in his bedroom.
- He started to save his pocko. He gave it to his dad.

## D LISTENING AND SPEAKING

Read these words. They all have the letter 'g' in them.

Draw three circles in your notebook; one for each sound. Write the words in correct circles.

Additional words: Pupils can add to the lists.

- You can play a team game; see how many words each team can add to one list at a time, and/or get them to spend a few minutes searching for words with 'g' in them, in the dictionary.

gold: rag, stag, sing, anger, hang, garden (go, great, bag, big, stag...)

vegetables: George, giant, rage, gem, giraffe, cage, general, wage, stage, danger, range, ginger, manage, singe, germ (gem, geometry, manager, strange, ...)

right: thought, dough, bought, through, (high, neigh, bough ...)

Note that 'gh' can also be pronounced 'f': rough, tough, enough ...

## E COMPOSITION

Use the phrases below in sentences of your own. The ideas in each sentence must be connected, just like in a story.

Pupils will make up their own sentences, but these should not be related to the events in the story. Ask the pupils to think of a fresh incident.

## Workbook: pages 64–65

### A YOURS OR MINE?

#### 1. Use these words in oral sentences of your own.

Pronouns: The words in the box at the top of the page may be underlined as soon as each one is used. Pupils can work in pairs or you may do this as a class activity. Make sure all the pupils have the opportunity to make up a sentence.

#### 2. Fill in the blanks with words above.

Each word in the list (one is repeated) should be used once.

- |                             |                             |                             |                                 |
|-----------------------------|-----------------------------|-----------------------------|---------------------------------|
| a. I have a book.           | It is <i>my</i> book.       | The book is <i>mine</i> .   | It belongs to <i>me</i> .       |
| b. <i>You</i> have a car.   | It is <i>your</i> car.      | The car is <i>yours</i> .   | The car belongs to <i>you</i> . |
| c. <i>He</i> has a cat.     | It is <i>his</i> cat.       | The cat is <i>his</i> .     | The cat belongs to <i>him</i> . |
| d. <i>She</i> has a dog.    | It is <i>her</i> dog.       | The dog is <i>hers</i> .    | The dog belongs to <i>her</i> . |
| e. It is <i>our</i> kite.   | The kite is <i>ours</i> .   | It belongs to us.           |                                 |
| f. It is <i>their</i> boat. | The boat is <i>theirs</i> . | It belongs to <i>them</i> . |                                 |

## B ITS OR THEIR?

### 1. Fill in the blanks. Use *its* or *their*.

Tigers have stripes. **Their** stripes are black.

A dog has a tail. **Its** tail is long.

An elephant has two tusks. **Its** tusks are white.

Goats have horns. **Their** horns are sharp.

## Lesson Plans

For detailed suggestions, refer to pages 81–83.

### LESSON 1

**Textbook**

**Time: 40 min**

**Aims:**

- To read and discuss a narrative story
- To develop comprehension skills
- To be able to sequence events
- To be able to develop a thought

Task	Time
1. Read and discuss the text.	20 min
2. Attempt Exercise A, Questions 1, 2, and 3. Unfinished work can be completed at home.	20 min

### LESSON 2

**Textbook**

**Time: 40 min**

**Aims:**

- To reinforce correct spelling
- To use the correct pronoun

Task	Time
1. Attempt Exercise B.	20 min
2. Attempt Exercise C.	20 min

### LESSON 3

**Textbook**

**Time: 40 min**

**Aims:**

- To know the different sounds represented by the letter 'g'
- To be familiar with words containing 'g' as a silent letter
- To be able to use different phrases to develop a thought

Task	Time
1. Attempt Exercise D.	15 min
2. Attempt Exercise E. Unfinished work can be given as homework.	20 min
3. Revise all concepts learnt in the previous lessons.	5 min

## LESSON 5

Workbook

Time: 40 min

### Aims:

- To revise the use of pronouns
- To use pronouns correctly in sentences

Task	Time
1. Attempt Exercise A, Question 1.	10 min
2. Attempt Exercise A, Question 2.	15 min
3. Attempt Exercise B. If the work cannot be completed in class, it should be given for homework.	10 min
4. Revise the contents of the unit.	5 min

# Odd Animal

A simple and most enjoyable poem. It has a lively rhythm and metre. The stanzas follow the rhyming pattern: a b c b. The poet paints a picture of a very odd animal indeed!

## Suggestions and answers

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- No, the creature is not an elephant. How do we know?
- Its trunk is bright blue.
- Pupils might only name the elephant. There are a few other animals that have a trunk. Maybe they would like to find out at home. The extinct mammoth, the tapir, the elephant shrew...
- It has four purple legs.
- Pupils will say yes or no. Ask them to give a reason. E.g.: It could be a bird because it has feathers. It has feathers but it does not have a beak so it is not a bird.
- They were covered in hair.
- No. It is not likely to be real!

### B WORKING WITH WORDS

#### 1. Put these words in alphabetical order.

- bang, class, drink, gun, stars, truck, wall
  - black, climb, drop, grass, great, start, thick
- Give the pupils more exercises like this.

#### 2. All these words begin with *da-*. What are they?

- dark      b. damp      c. day      d. dance
- Develop more exercises like this.

#### 3. Find rhyming words in the poem for the following. Note that the words may be anywhere in the poem.

- |             |             |           |
|-------------|-------------|-----------|
| a. me       | b. creature | c. bright |
| d. head/red | e. pear     | f. five   |
| g. four     | h. four     | i. please |

### C LEARNING ABOUT LANGUAGE

#### 1. Add prepositions in the blanks below.

- The cow jumped **over** the moon. (Hey, diddle, diddle; the cat and the fiddle)
- Humpty Dumpty sat **on** a wall. (Humpty Dumpty)
- One **for** my master. (Baa, baa, black sheep)
- The mouse ran **up** the clock. (Hickory, dickory dock)

#### 2. From which Nursery Rhymes are the lines written above taken?

See Exercise C.1.

- Can the pupils recite the complete rhymes? Which others do they know? Are they singing regularly? If not, why not?

## D LISTENING AND SPEAKING

### 1. Add *ir, ur, er, or ear* to the following to make proper words.

earth, fir (fur), birth (berth), serve  
early, her, heard (herd), dirt  
firm, were, turn, burn  
earn (urn), curve, pearl, barber  
curds, chirp, search, skirt

### 2. Sort the words, then copy them into your notebook.

ear: earth, early, heard, earn, pearl, search  
ir: fir, birth, dirt, firm, chirp, skirt  
ur: fur, turn, burn, urn, curve, curds  
er: better, serve, her, herd, were, barber

### 3. Now read the lists aloud.

Listen to the pupils' pronunciation of these sounds.

## E COMPOSITION

### 1. Have you ever been to a zoo or to a jungle? Tell your teachers and the others in your class about it.

This may be discussed first. Allow the pupils to tell you about visits they have made. Has anyone had a really exciting trip?

### 2. Write about an odd animal. You can make one up. Draw a picture too.

Write up useful vocabulary on the blackboard.

Display the pupils' work in class.

## Workbook: pages 66–68

## A ORDINAL NUMBERS

**Oral:** Practical demonstrations with five or six students. 'Who is first in the line? Who is last? Who is behind...? Who is next to...? Who is fourth in the line? Is Rafiq fifth or sixth in the line?'... etc.

### 1. Talk about the queue.

Discuss the picture.

### 2. Fill in the blanks. (Look at the picture on page 66.)

Note that there are eight people in the line, referred to as person/persons, men, women, children. The sixth in line is a monkey; but the sixth person is the man behind the monkey! Similarly, the eighth in the line is a dog; but the eighth person in the line is the woman.

The **first** man in the line has a beard. (Note that 'the first' in line is a boy; the first man with a beard is second in the queue!) The **sixth** in the line is a monkey. (Note that the statement said: 'sixth in line' and not 'sixth person in line'.) Behind the **second** man there is a small boy. He is **fifth** in the line. The bald man reading a book is the **seventh** person in the line. (There are two others, a monkey and a dog—both not 'persons'!) The **ninth** person is a girl. She is last.

### 3. Write the numbers in words.

tenth	ninth
twentieth	twenty-fifth
eighteenth	thirty-first
twenty-second	twenty-third

## B FROM TIME TO TIME

**Oral:** Recall work done earlier on the subject of telling the time (quarter to, half past, etc.). This page introduces ... *to* and ... *past* and the hours. Note the different ways of asking the time: 'What's the time?' 'What time is it?'

### 1. Fill in the blanks.

Clockwise from one o'clock

Twenty past, twenty-five past, half past, twenty to, quarter to, ten to, five to

### 2. Draw hands on these clocks.

Pupils should draw the short hand (hour) and the long hand (minutes).

### 3. What time is it?

- a. It's five to four/three fifty-five.
- b. It's twenty to three. (It's two forty.)
  - Give the pupils more exercises like this.

## Lesson Plans

For detailed suggestions, refer to pages 85–87.

### LESSON 1

**Textbook**

**Time: 40 min**

#### Aims:

- To read and discuss a poem
- To develop vocabulary
- To develop imagination
- To develop comprehension skills

Task	Time
1. Read and explain the poem.	20 min
2. Attempt Exercise A.	20 min

### LESSON 2

**Textbook**

**Time: 40 min**

#### Aims:

- To arrange words in alphabetical order
- To increase vocabulary
- To provide words which rhyme with given words
- To revise prepositions

Task	Time
1. Attempt Exercise B, Question 1.	10 min
2. Attempt Exercise B, Question 2. Question 3 can be given as homework.	15 min
3. Attempt Exercise C, Questions 1 and 2.	15 min

### LESSON 3

Textbook

Time: 40 min

**Aims:**

- To develop listening and speaking skills
- To develop spelling
- To develop creative writing skills

Task	Time
1. Attempt Exercise D, Questions 1, 2, and 3.	20 min
2. Attempt Exercise E, Questions 1 and 2. Unfinished task can be given as homework.	15 min
3. Revise all concepts learnt so far.	5 min

### LESSON 4

Workbook

Time: 40 min

**Aims:**

- To introduce ordinal numbers
- To develop observation skills
- To be able to write numbers in words

Task	Time
An entire lesson can be spent on Exercise A, Questions 1, 2, and 3.	40 min

### LESSON 5

Workbook

Time: 40 min

**Aims:**

- To revise telling the time using quarter hours
- To learn to tell the time using five-minute intervals

Task	Time
An entire lesson can be spent on Exercise B, Questions 1, 2, and 3.	40 min

The well-known characters from Potter's tales might not be familiar to the pupils so you might like to introduce them to a few more. Peter is a naughty rabbit and his actions lead to trouble. There is a lot of excitement and danger in the story which should be conveyed when reading it. There is also a strong moral. Discuss why Mr McGregor does not want a rabbit in his garden.

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- a. Flopsy, Mopsy, Cottontail, and Peter were the names of Mrs Rabbit's children.
- b. In a sandbank, underneath the root of a very big fir tree.
- c. Mrs Rabbit told the children that she was going to the market and that they could go into the fields or down the lane but that they were not to go into Mr McGregor's garden.
- d. Peter went straight away into Mr McGregor's garden.
- e. Peter got stuck in a gooseberry net.
- f. Peter's hiding place, the watering can, was full of water.
- g. Pupils could pick out any four of the following plants that Mr McGregor had in his garden: lettuce, French beans, radishes, potatoes, cabbages, gooseberries, maybe parsley and cucumbers.
- h. Peter escaped from the garden by jumping out of the window of the tool shed.

**While reading:** Peter felt sick because he ate too much.

**Challenge:** Guide students about where to find more stories by Beatrix Potter. Take them to the school library if possible.

#### 2. Put the following sentences in order.

The correct sequence of events, according to the story, is: f, i, g, h, a, d, b, c, e.

### B WORKING WITH WORDS

**Change the first letter of each word to make a second word. Draw pictures too!**

1. mouse becomes house
  2. sack becomes back
  3. book becomes cook
- Create more puzzles like this for the pupils to solve. Can they produce any of their own?  
land/hand, book/cook, train/grain... Think of words that can easily be defined and in which one changed letter makes a new word.

### C LEARNING ABOUT LANGUAGE

Direct speech and inverted commas. Give some examples on the blackboard. Note where the other punctuation marks (commas and full stops) are placed.

**1. Put inverted commas in the following.**

- a. He said, 'Tomorrow is Sunday.'
- b. She said, 'No, it is Monday.'
- c. 'Today is Saturday,' he said.
- d. 'No, today is Sunday,' she replied.

Write more sentences like these (without punctuation) on the blackboard. Ask the pupils to copy them with punctuation marks.

**D LISTENING AND SPEAKING**

**Your teacher will make some statements. Tell the others what your teacher said.**

Use the present tense (simple or continuous).

Refer to page 128 of the textbook for the text.

Pupils will of course use the past tense because they are reporting. More is explained in the workbook.

**E COMPOSITION**

**Have you ever been in trouble? Write about it.**

You may spend some time discussing this first. Pupils can make up a story if they wish. Keep it light by using examples such as spilling a drink, tearing a hole in an item of clothing, making a mess, being noisy...

**Project: Animal homes**

Research on animal homes can be done at home or set up as a whole lesson or part of a lesson, depending on how much time you have. You could link this to the work they did on their odd animals in the previous unit. They could complete the research or be taught about different animal homes and then design a home for their odd animal. Alternatively, this can be done as a project about real animals.

**Workbook: pages 69–72**

**A INVERTED COMMAS**

Go through the examples with the pupils.

**1. Rewrite the following, putting in the correct punctuation marks.**

- a. 'My dears,' said Mrs Rabbit. / 'My dears!' said Mrs Rabbit.
- b. Mrs Rabbit said, 'You may go into the fields or down the lane, but don't go into Mr McGregor's garden.'
- c. Mr McGregor called out, 'Stop, thief!'
- d. He said, 'I am going to find you!' / He said, 'I am going to find you.'
- e. 'I am going to teach you a lesson,' he said.
- f. Just then, Peter sneezed, 'Kertyschoo!'

**2. Report these statements. Follow the example.**

- a. Faraz said he was tired.
- b. Mrs Paul said it was in the trunk.
- c. They said they were poor.
- d. She asked what that was.
- e. He said he wanted it done then.
- f. She said he was a king.
- g. They said that it was right there.
- h. He said they were broken.

## B BY THE SEASIDE

### 1. Talk about the picture.

Some oral work/revision should be done before doing any written work on the page. You may ask pupils to describe what they have seen on the beach, if they have ever visited the seaside.

### 2. Underline all the verbs in the sentences below.

- a. went      b. flew      c. stayed      d. walked      e. swam      f. went  
g. saw      h. sat      i. watched, bought      j. ate      k. enjoyed

### 3. How many verbs did you find? There are 12 verbs. (See above.)

### 4. Answer the questions about Maham and Naveed.

- a. No, they did not. They flew in an aeroplane.  
b. No, they did not. They stayed in a big hotel.  
c. No, they did not. They walked on the beach.  
d. No, he did not. He swam in the sea.  
e. No, she did not. She saw lots of big ships.  
f. Yes, he did. Naveed sat (did sit) on the sand.

### 5. Write questions for these answers.

- a. Did Maham buy some fruit? (eggs, biscuits, etc.)  
b. Did Maham and Naveed enjoy their holiday?

## Lesson Plans

For detailed suggestions, refer to pages 89–91.

### LESSON 1

Textbook

Time: 40 min

#### Aims:

- To read and discuss a story
- To increase vocabulary
- To practise reading with expression
- To develop comprehension skills

Task	Time
1. Read and discuss the text.	20 min
2. Attempt Exercise A, Question 1.	20 min

### LESSON 2

Textbook

Time: 40 min

#### Aims:

- To increase vocabulary
- To understand the use of inverted commas for reporting direct speech

Task	Time
1. Attempt Exercise A, Question 2.	20 min
2. Attempt Exercise B.	10 min
3. Begin with Exercise C. The exercise can be continued in the next lesson.	10 min

### LESSON 3

Textbook

Time: 40 min

**Aims:**

- To develop listening and speaking skills
- To develop creative writing skills

Task	Time
1. Complete task on direct speech from the previous lesson.	10 min
2. Attempt Exercise D.	10 min
3. Attempt Exercise E.	15 min
4. Revise all concepts learnt so far.	5 min

### LESSON 4

Workbook

Time: 40 min

**Aims:**

- To revise the use of inverted commas
- To practise writing direct and indirect speech

Task	Time
1. Attempt Exercise A, Questions 1 and 2. Any incomplete work can be given as homework	30 min
2. Attempt Exercise B, Question 1.	10 min

### LESSON 5

Workbook

Time: 40 min

**Aims:**

- To increase vocabulary
- To develop observation skills
- To practise using verbs
- To be able to answer in complete sentences

Task	Time
1. Attempt Exercise B, Questions 2 and 3.	15 min
2. Continue with Exercise B, Question 4. Any incomplete work can be finished at home.	10 min
3. Exercise B, Question 5 can be discussed and given as homework.	10 min
4. Revise the contents of the unit.	5 min

# Someone

Another wonderful little poem to read and enjoy. The occupant of the house (the poet) seems to hear someone knocking at the front door. The poet goes to look, but finds nobody there. The poet then stands and listens, but can hear only the sounds of the night... a beetle tapping, a screech-owl calling, the cricket whistling. The silence is brought out by the very mention of these animal sounds. And the poet does not know who it was who came knocking at the door.

A mystery. Ask the pupils who they think might have been knocking at the door. Did the poet imagine the sound of knocking? Was the poet hoping it was someone?

## Suggestions and answers

Discuss the difficult words and use them in sentences.

### A UNDERSTANDING THE POEM

#### 1. Answer the following questions.

- The poet first heard a knock at the door.
- When the poet heard this sound, he listened, then opened the door and looked left and right.
- The poet heard the beetle tapping in the wall, the screech owl's call, and the cricket whistling.
- The night was dark and still.
- The noises that came from the forest were the screech owl's call, the cricket whistling, and the dewdrops falling.

### B WORKING WITH WORDS

#### 1. All the following end in *-ice*. What are they?

- rice
  - mice
  - price
  - slice
- Make up some more of these puzzles for the pupils. Try words ending in *-ace* or *-ive*.

### C LEARNING ABOUT LANGUAGE

Fill in the blanks with the prepositions in the box below.

One day a cat was walking **through** a village. It saw a mouse **inside** one of the cottages. It ran into the house, but the mouse ran **out**. The cat chased it **in front of** the pump. Then the mouse ran off **next to** the tank. Then the mouse ran into the shed **behind** the house. The cat sat **beside** the shed, but the mouse did not come **out**.

(There are alternatives that are possible.)

### D LISTENING AND SPEAKING

Learn the poem and recite it aloud.

## E COMPOSITION

1. Use the phrases in sentences of your own.
2. Can you use two of the phrases in two sentences? The ideas in the sentences must be connected. Can you connect three sentences?

Pupils might also like to use the words with other nouns: a shower of rain, leaves, words, petals, presents; a bunch of grapes, villains, roses; a pair of trousers, earrings, bullocks, ...

## Workbook: pages 73–75

### A SOMEONE

1. Read the sentences.  
Oral: Revise all the words.
2. Make up oral questions and answers about these pictures.  
Deal with the pictures orally first. (For examples, see 3. below.)
3. Write questions and answers about the pictures on pages 73 and 74.
  - b. Is there anything in the box? No, there is nothing in the box.
  - c. Is there anyone on the bus? No, there is no one on the bus.
  - d. Is there something in the bucket? No, there is nothing in the bucket.
  - e. Is there something in the basket? Yes, there is something in the basket.
  - f. Is there anything in the bag? Yes, there is something in the bag.
  - g. Is there anyone on the bed? Yes, there is someone on the bed.
  - h. Is there anything under the chair? No, there is nothing under the chair.

### B NEW WORD COMPETITION

1. How many words can you make from the letters in the box?

Possible words (there are many others):

m: mat, make, man, mate, mane, mare, mite, mine, mean, men, met, meat, mink, me, mark, market, making

t: time, tan, tin, ten, train, tame, tear, team, take, trek, tiger, tank, taking, tanker

e: eat, emit, ear, eating

n: name, nag, near, neat

a: anger, ant, aim, air, at, an, am

k: kite, kin, kit, king

g: gnat, gain, game, gear, gate, great, grate, grain, grin

i: in, ire, it, ink

r: rain, ream, rate, rag, ram, ran, rake, range, rank, rat, ram

When the pupils have found their words (set a time limit), make sure you find out from various individuals what words are on their lists; the pupils who have not been able to find many words will benefit from this.

- Set other puzzles of this kind for the pupils to do. The best way to do this is to start by finding a word consisting of nine letters. If possible, the letters should not contain vowels or consonants which are doubled.

E.g.: suitable words: COVERINGS, DANGEROUS;

unsuitable words (because there are two or more letters of the same kind): CLIPPINGS (two 'p's and two 'l's), TREATMENT (two 'e's and three 't's). If letters are doubled, then it is more difficult to find smaller words from the given letters.

When you have found a suitable word, jumble the letters and set it out in a grid. You may even write the letters in a grid on the blackboard. Estimate beforehand what a good score might be.

## Lesson Plans

For detailed suggestions, refer to pages 93–94.

### LESSON 1

Textbook

Time: 40 min

**Aims:**

- To read and enjoy a poem
- To practise reading with expression

Task	Time
1. Read and discuss the text.	20 min
2. Attempt Exercise A.	20 min

### LESSON 2

Textbook

Time: 40 min

**Aims:**

- To develop thinking skills
- To practise the use of prepositions
- To develop sentence construction

Task	Time
1. Attempt Exercise B.	10 min
2. Attempt Exercise C.	15 min
3. Attempt Exercise D. Unfinished work can be given as homework.	15 min

### LESSON 3

Workbook

Time: 40 min

**Aims:**

- To introduce commonly used phrases
- To encourage creative writing
- To write grammatically correct questions and answers

Task	Time
1. Attempt Exercise E, Question 1. Question 2 can be discussed and given for homework.	15 min
2. Start with the Workbook. Exercise A, Questions 1 and 2 should be combined. If there is time, Question 3 can be started and continued in the next lesson.	25 min

### LESSON 4

Workbook

Time: 40 min

**Aims:**

- To develop writing ability
- To develop spelling and vocabulary
- To develop imagination

Task	Time
1. Continue Exercise A, Question 3 from the previous lesson.	10 min
2. Attempt Exercise B. Unfinished work can be given as homework.	20 min
3. Revise the contents of the unit.	10 min

This is a funny story - convey that when reading it. Get pupils to act out parts or the whole story. Talk about what other animals the family might have seen at the zoo. Can the pupils mime being different animals and copy each other?

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- Shamir tapped the button on his alarm clock, rolled over and thought about going back to sleep.
- No Shamir did not go downstairs slowly. He raced downstairs.
- Shamir was wearing striped pyjamas.
- Shamir's father was making a joke about the stripes on Shamir's pyjamas being like the stripes on a zebra.
- They went to see the monkeys.
- Shamir told his father that the big monkey looks like him.
- Mrs Khan found it odd that the monkeys copy them.
- Mr Khan showed that sometimes humans behave like monkeys by pointing to the sky and making noises; other people copied him.

**While reading:** Pupils will have different opinions.

**Challenge:** The moral of the story is that we should think before doing something others are doing. We can use this in our daily lives in many ways, for example, not playing a game which will make our clothes dirty because our friends are playing it, etc.

### B WORKING WITH WORDS

#### 1. Learn to spell these words from the story. Use them in sentences of your own.

Pupils will make their own sentences.

### C LEARNING ABOUT LANGUAGE

Revise the uses of the apostrophe.

#### 1. Change the underlined words. Use an apostrophe.

- The monkey's face
- Mr Khan's words
- the children's giggles
- Shamir's pyjamas
- the men's cries

#### 2. Now answer these questions about the story.

- Shamir's alarm clock sounded.
- Shamir's pyjamas were striped.
- Mr Khan's/Dad's words made Azmia giggle some more.
- Shamir's funny face made the monkeys make funny faces too.
- Mr Khan's/Dad's actions made the people stop and copy them.

3. Say what the following stand for, then use them in sentences of your own.

- |             |           |             |              |
|-------------|-----------|-------------|--------------|
| a. I have   | b. cannot | c. do not   | d. could not |
| e. there is | f. she is | g. they are | h. shall not |

## D LISTENING AND SPEAKING

Your teacher will tell you to do some actions and ask questions. Give answers using the expressions given above.

Refer to page 129 of the textbook for the text.

When the action is being performed by the pupil(s), ask questions: *What's she/he doing? What are they doing? What are you doing? Tell me what he's/she's/they're doing...*

Answers to be elicited: *She's/He's... They're... I'm*

## E COMPOSITION

Make a list of the polite words and phrases used in the story. Think about when you would use them. Use the words and phrases in a short dialogue (conversation) of your own.

*Please, Thank you, kindly, Would you mind ...? Perhaps we could ...?, Pardon, Don't mention it, Sorry, Might we ...?*

Get the pupils to use the expressions in mimed situations. Then they can use them in written sentences.

## Workbook: pages 76–78

### A WHOSE HEAD IS BIG?

Revision of 'whose' and the use of the apostrophe.

Read the sentences and discuss.

1. Look at the pictures and fill in the table.

Who has what? Write the names of at least five things that each person has. Don't put the same word in two boxes.

Mr Shah	Mrs Anwar	Imran	Faiza
glasses, pen, jacket, pocket, striped shirt, walking stick, newspaper	long earrings, shawl, hair clip, bangles, handbag, ring	cap, dark glasses, bat and ball, T-shirt, sports shoes, comic	watch, books, nice dress, school bag, ruler, pencil

2. Answer these questions.

- It is Mr Shah's newspaper.
- It is Faiza's ruler.
- It is Imran's cap.
- They are Mrs Anwar's bangles.
- It is Mr Shah's walking stick.

3. Write five questions of your own, with words you have not used already. Write them in your notebook.

Many questions are possible. Here are a few:

Whose pen, jacket, pocket, shirt, chain, ring is this?

Whose dark glasses (shades), books are these?

Point out that pupils may also write: *Are these Mr Shah's dark glasses? Is this Faiza's school bag?* etc.

## B ADEEL AND SILVER

Read the passage and emphasize the key words: *always*, *never*, *sometimes*, *often*. Use the words in other contexts. Ask the pupils questions with these words.

E.g.: Do you always wear a blue shirt? Does it sometimes rain on Sunday? I often go to the cinema. Do you?

Elicit answers requiring the use of the key words.

If you get an answer without the key word, you can always prompt the pupil by asking a further question. Try to keep the flow going. E.g.: Q: Do you sometimes go swimming? Ans. Yes, I do. Q: Every day? Ans. No, not every day. I go sometimes.

### 1. Answer these questions. Use *always*, *never*, *sometimes* or *often*.

- Yes, I sometimes/often go to the cinema. No, I never...
- Yes, I always/often eat rice for lunch. No, I never...
- Yes, I always clean my teeth at night.
- No, I never sing. Yes, I always/often/sometimes sing.
- No, I never tell lies.

### 2. Use *always*, *never*, *sometimes* and *often* in sentences of your own. Write them in your notebook.

Encourage the pupils to make up a series of sentences beginning with 'I never ...' and then another set: 'I always...'. Alternatively, they can try and use all the words in a sequence of sentences with one related idea.

E.g.: I always brush my hair in the morning. I never carry a comb with me. Sometimes my hair gets blown in the wind. But not often.

## Lesson Plans

For detailed suggestions, refer to pages 96–98.

### LESSON 1

**Textbook**

**Time: 40 min**

**Aims:**

- To encourage reading longer stories
- To find humour in a story

Task	Time
1. Read and discuss the text.	20 min
2. Attempt Exercise A.	20 min

### Lesson 2

**Textbook**

**Time: 40 min**

**Aims:**

- To reinforce correct spelling
- To revise the use of the apostrophe of possession
- To develop sentence construction

Task	Time
1. Exercise B can be discussed and given as homework.	5 min
2. Attempt Exercise C, Questions 1 and 2.	20 min
3. Attempt Exercise C, Question 3. Unfinished work can be given as homework.	15 min

### LESSON 3

Textbook

Time: 40 min

Aims:

- To improve listening and speaking skills
- To develop creative writing skills

Task	Time
1. Revise all concepts covered so far.	5 min
2. Attempt Exercise D.	15 min
3. Attempt Exercise E. Unfinished work can be completed at home.	20 min

### LESSON 4

Workbook

Time: 40 min

Aims:

- To revise and practise the use of the apostrophe of possession
- To develop observation skills
- To answer questions using the apostrophe of possession

Task	Time
1. Attempt Exercise A, Question 1.	10 min
2. Attempt Exercise A, Question 2.	10 min
3. Attempt Exercise A, Question 3.	20 min

### LESSON 5

Workbook

Time: 40 min

Aims:

- To answer questions using *always*, *never*, *sometimes*, or *often*
- To be able to answer in complete sentences

Task	Time
1. Attempt Exercise B, Question 1.	15 min
2. Attempt Exercise B, Question 2. Unfinished work can be given as homework.	15 min
3. Revise the contents of the unit.	10 min

This story is about a person who behaves selfishly. We can learn a lot about what we should and should not do from reading stories. We can read about experiences and learn about the consequences without having to suffer them ourselves! Ask lots of questions after (and during) the story to get pupils to imagine why Maha behaves as she does and what they would do in Maha's place.

## Suggestions and answers

### A COMPREHENSION

#### 1. Answer the following questions.

- Mimi lived in a bigger house.
- Mimi went to lots of exciting places in the holidays. She went to France, England, and Japan.
- The kitten drank so much milk because it was thirsty (and probably starving).
- Maha was woken by a noise (made by the black cat).
- The black cat granted Maha a wish every year for being kind and for looking after the kitten.
- The black cat was pleased because Maha wished that the black cat would find a good home.
- Maha stopped looking after the kitten, and she stopped playing with Mimi.
- The black cat was sad when it visited Maha because Maha did not ask how the black cat was.
- Maha's third wish was to be able to speak a language that no one else could speak.
- Nobody understood Maha for a long time because nobody else spoke the language she spoke.

**While reading:** Pupils will give their own answers. Suggestion: She changed because she became selfish.

**Challenge:** Pupils will give their own answers. Suggestions: kind, helpful, sad, jealous, selfish, greedy, unkind, etc.

### B WORKING WITH WORDS

#### 1. Each word ends with *-ain*. What are the words?

- a. train                      b. rain                      c. obtain                      d. again

- Set more exercises like this.

### C LEARNING ABOUT LANGUAGE

**Write sentences of your own. Follow the instructions below; use all the words given.**

Explain what has to be done. Pupils will write their own sentences, but help them through one or two examples.

**Now make your own sentences.**

Pupils will make their own sentences. Examples:

- He bought a super, swift horse.
- Bears and other mighty beasts buried the food.
- 'Stop there!' shouted the daring prince.

- Ask the pupils to read out the sentences they have made up. Concentrate on one sentence at a time, asking a number of pupils to tell the others what they have written. Which sentences are the most interesting? Let the pupils decide. Make up other exercises like this. Ask the pupils to make up a couple too; they can then hand the problems to a classmate to work out.

## D LISTENING AND SPEAKING

### 1. Say each of the following aloud a number of times.

Make sure each sentence is pronounced clearly and slowly. The mouth should be opened wide for the long vowel sounds and each word should be said separately (not with elision).

## E COMPOSITION

**What happened to the black cat and her son? Did the black cat grant any more wishes? Write about it and draw a picture of the black cat and her son.**

Did the black cat grant any more wishes? Talk about it. Also talk about what might have become of Maha: What would you have done if you were in Maha's place? How would you have treated the cat? How do you think it became possible for others to understand her afterwards? Did Mimi help her by learning Maha's language? There are many questions to ask, and lots of answers for the pupils to think about and discuss.

## Workbook: pages 79–80

### A A MESS, IN ANY LANGUAGE

#### 1. Talk about the picture.

Pupils should describe what they see: There is a bowl on the table. It is full of fruit. There is a cup of coffee, butter, an empty basket, some sweets. There is paint on the wall, etc.

#### 2. Mark the sentences true (T) or false (F).

a. T    b. F    c. F    d. F    e. T    f. T    g. T    h. T

#### 3. Write questions and answers about the picture on page 79.

- |   |  |
|---|--|
| b. Are there any biscuits on the floor? | Yes, there are. There are some biscuits on the floor.  |
| c. Is there any paint on the wall?      | Yes, there is. There is some paint on the wall.        |
| d. Are there any eggs in the basket?    | No, there aren't. There aren't any eggs in the basket. |
| e. Are there any apples in the bowl?    | Yes, there are. There are some apples in the bowl.     |
| f. Is there any butter on the plate?    | Yes, there is. There is some butter on the plate.      |

## Lesson Plans

For detailed suggestions, refer to pages 100–101.

### LESSON 1

Textbook

Time: 40 min

#### Aims:

- To encourage students to predict the outcome of the story
- To develop comprehension skills

Task	Time
1. Read and discuss the text.	20 min
2. Attempt Exercise A .	20 min

## LESSON 2

Textbook

Time: 40 min

### Aims:

- To enhance spelling and vocabulary
- To practise language structure
- To follow instructions

Task	Time
1. Attempt Exercise B.	10 min
2. Attempt Exercise C.	30 min

## LESSON 3

Textbook

Time: 40 min

### Aims:

- To develop listening and speaking skills
- To practise correct pronunciation
- To develop writing skills

Task	Time
1. Attempt Exercise D.	15 min
2. Attempt Exercise E.	20 min
3. Revise all concepts learnt so far.	5 min

## LESSON 4

Workbook

Time: 40 min

### Aims:

- To develop observation skills
- To increase vocabulary
- To write questions and answers using the given words

Task	Time
1. Attempt Exercise A, Question 1.	10 min
2. Attempt Exercise A, Question 2.	10 min
3. Attempt Exercise A, Question 3.	20 min

# Test—3

## Workbook: pages 81–85

The test covers textbook and workbook units 10–14.

### A READING

Read this story aloud to your teacher.

Listen out for pronunciation, adequate pauses for full stops and commas, and how direct speech is read out. The words 'No, no' and 'ENORMOUS' should be read with appropriate expression.

### B COMPREHENSION

1. Answer the questions about the story.

- Mr Khan agreed to let the chicken run about and eat corn, and get fat, before they ate it.
- It got fatter and fatter and plump.
- They did not eat it because it laid an egg.
- He found it on some dried straw.
- It was made into an omelette. It saved the life of the hen.

2. Fill in the blanks with words from the story.

- a. lived      b. a      c. fortieth      d. thirty-fourth      e. lays

3. Underline all the adjectives that you can find in the story.

big, red, many, ripe, large, thin, fat, delicious, clever, small, one, fine, sharp, plump, old, dry, shiny, long, enormous, tasty, lovely, white, every

### C QUIZ 1

1. Give short answers to these questions about what you have learnt in this workbook.

(Unit numbers are given in brackets here and in D below.)

- Mr Mirza (Unit 10, Exercise B)
- The clever mouse (Unit 4, Exercise A)
- Maham and Naveed (Unit 17, Exercise B)
- A dog (Unit 13, Exercise B)

### D QUIZ 2

2. Give short answers to these questions from your Textbook.

- Chocko (Unit 17)
- They wanted to buy a toy. (Brother and Sister)
- They were hairy. (Odd Animal)
- the friendly cow (Unit 14)
- |                     |                              |
|---------------------|------------------------------|
| a. i. the cat       | ii. dog and donkey (Unit 13) |
| b. i. Hans          | ii. his mother (Unit 10)     |
| c. i. the black cat | ii. Maha (Unit 20)           |

## E WORKING WITH WORDS

### 1. Write the names of things beginning with the following:

Pupils will choose their own words. The words should all be 'things' (nouns). Some examples:

- shirt, shell, sheep, ship, shed, sheet, shark, shop
- dress, dragon, drill, drum, drama
- crayon, cream, crack, crab, crow, cross, crown
- brick, bread, bracelet, branch, bridge, brush
- grape, grain, ground, grass
- train, trap, tray, tractor, tree, track

### 2. Make at least nine words from these letters. Do not use the same letter twice in a word.

sap, slap, slant, lap, lane, leap, lean, last, pen, pet, pat, pear, peal, plant, pant, part, rat, ran, rest, tan, tear, tap, ant, eat, ape, plant, pea, tent, pants, salt, etc.

## F LEARNING ABOUT LANGUAGE

### 1. Fill in the blanks or answer the questions.

- longer
- noun
- Pupils to provide answers.
- verb
- Pupils to provide answers.
- adjective
- A nose is for smelling (things) with. (A nose is for breathing with.)
- full stop, capital letter

## G COMPOSITION

Write at least eight interesting sentences about what you can see in this photograph.

Pupils should describe what they see.

## Lesson Plans

For detailed suggestions, refer to pages 103–104.

### LESSON 1

Workbook

Time: 40 min

Aims:

- To assess reading skills
- To assess reading with expression

Task	Time
Exercise A: An entire lesson should be used to assess the students' reading abilities.	40 min

## LESSON 2

Workbook

Time: 40 min

### Aims:

- To assess comprehension skills
- To check understanding of adjectives

Task	Time
Attempt Exercise B, Questions 1, 2, and 3.	40 min

## LESSON 3

Workbook

Time: 40 min

### Aims:

- To assess comprehension of units studied
- To assess recall abilities
- To assess sentence construction

Task	Time
Attempt Exercise C and D.	40 min

## LESSON 4

Workbook

Time: 40 min

### Aims:

- To assess spelling and vocabulary
- To assess comprehension of grammatical concepts

Task	Time
Attempt Exercise E and F.	40 min

## LESSON 5

Workbook

Time: 40 min

### Aims:

- To assess observation skills
- To assess creative writing skills

Task	Time
Attempt Exercise G.	40 min

