

Broadway
A Multi-Skill Course in English

Teaching Guide 2

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1. Introduction

The **Broadway** series recognizes learners' concerns. The activities promote a clear sense of self-worth in learners; the tasks direct learners to the goal of personalization; textual content reflects the learners' context.

In essence, the new series emphasizes the three important notions of course design: *textual content* (such as the inclusion of a large number of engaging narratives, several with a literary flavour), *editorial exploitation* (such as a sharper sensitivity to the need for both simple and challenging tasks), and *physical presentation* (such as the use of attractive colours and illustrations, the provision of ample white space, and the inclusion of authentic photographs).

Materials package

Comprising coursebooks, workbooks, literature readers, teaching aids, CDs, and teaching guides, the **Broadway** series is based on a specially developed syllabus that takes the themes and the linguistic and communicative needs of learners, recommended by National Curriculum for English Language (2006), into account. The comprehensive syllabus includes a discussion on the pivotal role of English and its implications for the classroom; the specific objectives for the teaching of listening, speaking, reading, writing, study skills, communication skills, and literary appreciation skills; and linguistic content specified in terms of both grammatical structures and their functional exponents.

The Coursebook

Objectives

A primary objective of the course is to develop the learners' reading skills and to provide them with a rich reading experience. The coursebooks consist of stories, folktales, legends, plays, poems, interviews, biographical and autobiographical writing, and expository texts that have a distinct local flavour. Importantly, the contents of the reading texts faithfully reflect the themes prescribed by the National Curriculum 2006 (such as the importance of national identity, participatory citizenship, and protection of the environment).

Editorial treatment

Each reading text begins with an interactive **Starter**, which helps the learner understand of the theme, and is accompanied by a **Glossary** of potentially difficult words, that occur in the text, to aid the reading process.

Each unit is divided into seven major sections: reading comprehension, vocabulary, grammar, study skills (alternating with spelling and pronunciation), writing, speaking, and listening. Comprehension is split into two: **Learn to read-1** and **Learn to read-2**. The former primarily deals with *factual* comprehension (i.e. the understanding of information explicitly stated in the text) and *inferential* comprehension (i.e. the ability to draw conclusions not explicitly stated in the text but implied by the facts provided). The latter encourages learners to *evaluate* character, make a personalized *assessment* of events, and *extrapolate* from the ideas in the text. **Learn words** generally has two tasks: to help learners explore the deeper, and sometimes the wider, significance of words in context. The assortment of task types deals with major areas of word building, like affixes, synonymy, antonymy, and collocation. **Learn grammar** is an extensive section that focuses on all structural items traditionally regarded as essential, as well as on their functional realization. As a rule, the grammatical item in question is explained with reference to its use in the reading text. The explanation leads to meaningful practice through a range of tasks that always emphasize *language in use*. **Learn to use the dictionary** is a key section: by working through the different exercises, learners will not only increase their knowledge of English but will also realize that the dictionary is a resource book that ought to be used actively at the heart of a language course. In the **Learn spelling** section, the learners' attention is drawn to the spelling of high-frequency words through exercises that require, for example, identifying missing letters or using semantic clues to complete words.

Learn to write aims to involve learners in the process of writing by encouraging them to do meaningful composition tasks, guidance for which invariably emerges from the content or theme of the reading text. The tasks, therefore, help them to integrate their understanding of the text with their need to make a purposeful, personalized, and often, an imaginative written response. **Learn to speak** offers interesting classroom material by encouraging learners to do oral tasks that highlight the use of English in dynamic and functional contexts. These fluency tasks are backed up by a range of accuracy-specific exercises on areas such as pronunciation and stress under the rubric **Learn pronunciation**. The section **Learn to listen** takes a constructive approach to the teaching of listening by incorporating notions like *listening for meaning* (where, for instance, learners are trained to identify the main point of the speaker's message) and *listening for a purpose* (where, for example, learners are trained to carry out a set of instructions).

Poetry

A significant feature of the *Broadway* series is the inclusion of a contemporary selection of poems. Each poem aims to not only reinforce the theme of the preceding prose passage, but also provide a distinct literary perspective on the theme. The editorial treatment of the poems

sensitizes learners to the interpretative value of poetry through the section **Learn to enjoy the poem**, and enhances their sense of literary appreciation through a thematically relevant **Activity**.

Support Materials

Companion materials in the form of workbooks, literature readers, audio CDs, visual aids, and teaching guides give the **Broadway** package balance and roundedness. (For easy access, an icon has been used to indicate the relevant link between the coursebooks and the CDs.)

The Workbook (WB)

The Workbook is a vital resource for **Broadway** users. It plays three significant roles: a curricular complement to the Coursebook, a language practice book, and an examination aid. By dovetailing it with the Coursebook, it provides an explicit pedagogic link; every unit in the Coursebook has a corresponding worksheet in the Workbook.

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Each worksheet has at least four sections. The first section focuses on reading skills. The pivot is a short reading text, often thematically similar to the corresponding text in the Coursebook. Learners interact with the text to obtain additional training in the different kinds of reading comprehension introduced in the Coursebook, in particular *factual* and *inferential* comprehension. **Learn to read** uses a variety of task types to achieve its objective: open-ended responses, binary and multiple choice questions, true-false items, and chronological ordering of events.

The second section, **Learn words**, reinforces learners' vocabulary as well as offering them opportunities for vocabulary expansion. The tasks cover a wide range of lexical areas, like synonymy, antonymy, word families, compound words, and collocation.

Learn grammar is an important section that provides an overt grammatical link between the Workbook and the corresponding Coursebook. The chief objective of the grammar tasks is to help learners internalize the grammatical items through mind-engaging activity. The tasks include reformulating and transforming sentences, combining sentences for a grammatical purpose, and choosing contextually appropriate grammatical items.

The concluding section, **Learn to write**, is extremely important for learners: it provides them with the guidance and prompts to produce a range of functional and imaginative written texts. The tasks usually emerge from the theme of the unit's reading text so that there is a natural integration of reading and writing.

What makes the Workbook genuinely user-friendly is the inclusion of two sample **written tests** and a sample **examination paper**. These test papers have a dual purpose: to act as points of reference for revision, and to provide models of formal assessment.

The Literature Reader (LR)

The Literature Readers are an intrinsic component of the *Broadway* package. They are designed to sharpen learners' interpretative skills, and to provide them a valuable literary experience through a range of literary genres, such as fiction, poetry, drama, and autobiography. Selected for their interest, relevance, spread, pluralism, and impact, the reading texts embody universal themes ensuring that their appeal is wide enough for learners to read them with relish and motivation.

While the Literature Readers for classes 1 and 2 offer only the rudiments of literary appreciation, the Literature Readers for classes 3 to 5 provide a gently graded initiation into the many facets of literary discourse.

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The **warm-up** note that precedes the reading text in the Literature Reader is a necessary resource. It is designed to put learners directly into the situation they will encounter in the text, and to illuminate possible ways of responding to the text. The questions that follow the text, in the **Read for appreciation** section, are intended to guide learners towards a level of comprehension so that they will begin to perceive the uniqueness of literary texts. They are also aimed at encouraging learners to express their personal opinions on matters of plot, character, and style.

The **Activity** section that appears at the end of the unit is meant to enhance learners' involvement with the reading text by encouraging them to branch out into a parallel context, solve a crossword puzzle, attempt a creative task such as illustrate the theme, write a poem, or explore the nuances of literary expression such as figurative and idiomatic usage.

The Teaching Guide

No course is complete without a Teaching Guide. The *Broadway* Teaching Guide gives the course a justifiable sense of completeness. Designed to provide the teacher with a reliable and practical tool in the classroom, it has two parts. Part I contains a detailed introduction to the course, an introduction to Communicative Language Teaching, methodological notes on the teaching of reading, writing, listening (including complete transcripts of the recordings included in the CDs), speaking, grammar, vocabulary, reference and study skills, a note on teaching poetry, a detailed list of higher-order thinking skills and life skills, and a detailed lesson plan each to teach a prose unit and poetry. The obvious intent of this Part is to familiarize the teacher with the pedagogical techniques and procedures required for able handling of the course. Part II contains an exhaustive answer key to the exercises and tasks in the Coursebook and the Literature Reader. The Teaching Guide also has an exciting bonus for the teacher: visual aids (a poster and a set of flash cards).

We hope that the **Broadway** series will encourage students to become more successful language learners, by becoming better thinkers, and that they will use English as an essential means to understanding our multicultural and pluralistic society.

2. Communicative Language Teaching

The **Broadway** series is a communicative course. It has been fashioned from the fundamental principles of Communicative Language Teaching (CLT). What are these principles?

Broadway series is a communicative course. It has been fashioned from the fundamental principles of Communicative Language Teaching (CLT). What are these principles?

1. CLT believes in identifying, as clearly as possible, the needs of learners, and using them to design teaching materials. *Learner-centredness* is the guiding principle of the Communicative Approach to the teaching of English. As Roger Bowers (1980) remarked: 'If we accept that a student will learn best what he wants to learn, less well what he only needs to learn, less well still what he neither wants nor needs to learn, it is clearly important to leave room in a learning programme for the learner's own wishes regarding both goals and processes.'
2. The emphasis in CLT is on the *content* of the language activity/task, rather than on overt language learning. In other words, CLT concentrates on *what* is said or written rather than on how it is said or written.
3. CLT focuses on the *meaning or communicative function* of what is said or written rather than on its grammatical form. That is, it is concerned with the purpose for which a grammatical form or structure is used. (For example, the imperative 'Do it now' can be a command, an instruction, an appeal, a piece of advice, or a warning *depending on who is saying it to who, when and where*. In other words, several functions can be realized through one form. On the other hand, several forms can be used to perform one function. For example, the different grammatical forms—'I'm not quite sure I agree,' 'I don't think it's right,' 'You could be right, but I think ...' and 'Nonsense!'—are all ways of showing disagreement.
4. CLT does not encourage learners merely to produce grammatically correct sentences. It encourages them to use the sentences they know *appropriately*, in order to achieve a communicative purpose. That is, it would expect learners to be contextually appropriate.
5. Unlike a structural course, a communicative course uses materials that are *authentic* (that is, not originally intended for language teaching at all) or which simulate authenticity.

6. A ‘communicative’ classroom has a *supportive environment*. It promotes guilt-free participation by the learners in all classroom activities. This means that the language teacher’s role should be that of a sympathetic facilitator rather than that of a stern judge.
7. The ‘communicative’ classroom also promotes techniques that *encourage student participation in natural environments*. It is, therefore, *not* a teacher-dominated classroom but one in which there is great deal of group work, pair work, role play and simulation.
8. In a ‘communicative’ classroom, the teacher cannot really predict what language is to be used by the learners because they will be engaged in ‘natural’ language activity—whether reading, listening, conversing or writing.
9. *Errors are tolerated as a natural part of the process of language acquisition*. This is the cardinal principle of CLT. Fluency, rather than mere grammatical accuracy, would be the main concern of a communicatively oriented teacher. Such a teacher realizes that learners cannot help but make grammatical mistakes when engaged in a fluency activity like a group discussion. The teacher will therefore resist the temptation to correct a student’s grammar or pronunciation when they are in the thick of a conversation with their classmates, as interrupting learners to correct their grammar will only make them unwilling to communicate. Remember what Jespersen said in 1904: ‘Whoever wants to speak well must murder the language.’

3. Teaching Reading

What are the aims of teaching reading?

‘To enable students to read without help unfamiliar authentic texts, at appropriate speed, silently and with adequate understanding,’ says Christine Nuttall (1982). A primary aim of **Broadway** is to develop learners’ reading skills and to provide them a rich reading experience.

Why is reading important?

- Proficiency in reading is important because it contributes the most to self dependence in learning.
- A good reader is more likely to become an efficient user of the language rather than one who is deficient in reading.

Who is an efficient reader?

- The aim of a comprehensive language course, like **Broadway**, is to train learners to become efficient readers. The important characteristics of efficient readers are:

- They have the ability to read with maximum comprehension in the minimum possible time.
- They read silently and rapidly.
- They are able to adapt their reading speed to suit their purpose and the difficulty of the reading material. They know, for example, that maximum comprehension is required when reading a manual on how to operate a scientific instrument but that a lesser degree of comprehension is usually adequate when reading a story for pleasure.
- They have learnt to use standard aids to reading, such as a glossary and a dictionary
- They have learnt to employ a variety of reading strategies. For example, they know how to *skim*: to read through a text rapidly in order to get its main idea or gist. They know how to *scan*: to read a text quickly in order to look for a particular piece of information that they believe is in it.
- They have developed the right ‘physical’ habits for reading: no head movement, no lip movement, no murmuring, no going back and forth on the line, and no running a pencil or finger on the line. In addition, they have learnt to read words in sense groups and not merely one word at a time.

How can reading comprehension be developed?

1. By using comprehension questions that challenge the mind in different ways.
 - *Factual or literal questions*: These involve the ability to extract explicitly stated largely factual information from a text. See CB 2, **Learn to read–1** in Unit 1, page 13.
 - *Inferential or interpretative questions*: These require the learners to read between the lines, i.e. they require the ability to draw conclusions not explicitly stated in the text but implied by the facts provided. See CB 2, **Learn to read–2** in Unit 1, page 13.
 - *Critical or evaluative questions*: These demand an understanding of what is stated and implied in a text as well as the ability to judge the ideas in the light of the learner’s own experiences. See CB 2, **Learn to read–2** in Unit 9, page 88.
 - *Extrapolative questions*: These involve using the information in a reading text, to go beyond the text to express original and creative ideas. See CB 2, **Learn to read–2** in Unit 10, page 99.
2. By using comprehension questions that demand two opposing levels of comprehension.
 - *Global questions* that necessitate an overall understanding of the text. See CB 2, **Learn to read–2** in Unit 2, page 22.

- *Local* questions that necessitate an understanding of some specific details of the text.
3. By using a variety of question-types.
True/False, Yes/No, Wh-type, multiple-choice, completion, fill-in-the-blanks, *matching*, and *rearrange-in-the-right-sequence* questions are required to make the teaching of reading interesting and meaningful.
 4. By encouraging the process of ‘meaning-getting’.
Trained readers recognize that the reading text will extend their knowledge or skill in some way, provide fresh perspectives on prior knowledge, offer new information, or aid intellectual, emotional, or spiritual development.
 5. By showing learners that reading is an interactive process.
When learners read they agree, disagree, question, or respond. Their reaction to a text is therefore determined by their previous knowledge of the content or theme of the text, their attitude to the content, who the author is, the genre, and the degree of interest they have in the subject matter. *See CB2, Learn to read–2 in Unit 4, page 42.*
 6. By linking reading to the development of writing and study skills.
Reading can be profitably integrated with the teaching of writing and study skills such as note-making and referencing. *See CB2, Learn to write in Unit 4, page 44.*

The reading tasks in the *Broadway* books are based on this checklist of subskills:

1. Using reading as a tool for learning
2. Giving evidence of having mastered desirable habits of silent reading
3. Reading in sense groups
4. Understanding explicitly stated information in a text
5. Understanding information not explicitly stated in a text through making inferences
6. Deducing the meaning of unfamiliar lexical items through an understanding of word formation (stem/roots, affixation, derivation, compounding) and contextual clues
7. Understanding texts that are linguistically straightforward and have a very clear underlying structure (e.g. chronological ordering)
8. Recognizing conceptual meaning, especially quantity and amount, location and direction, and comparison and degree
9. Identifying the main idea, or important information, and significant details in a text that is not linguistically complex
10. Understanding relations between parts of a text through basic lexical cohesion devices such as anaphoric reference and comparison
11. Understanding relations between parts of a text through basic grammatical cohesion devices such as anaphoric reference and comparison

12. Skimming to obtain a general impression of a text
13. Scanning to locate specifically required information in a text
14. Evaluating characters in a narrative text
15. Reading extracts from simplified classics for pleasure

General guidelines for teaching reading

- Ask learners to read the passage concerned *silently*, and on their own.
- Do not always read a passage aloud and explain or paraphrase it. Remember that our main aim is to help learners become independent readers. However, where necessary, you can explain or paraphrase a text *after* learners have read it. Read out a text only when the focus of the lesson is on showing learners how a text should be read aloud with correct pronunciation, word stress, sentence stress, intonation, and pauses.
- Always set a *reasonable time limit* for your learners to read a passage in silently. It is useful to ask them to read the passage once in order to get its global meaning. A more detailed reading of the passage should follow when learners can attend to the local content of the passage.
- Tell learners that while they are reading a text they should look up the *glossary* provided.
- After learners have finished reading the text in question, start probing their comprehension of it. A good way of beginning this phase of the lesson is by asking a few students to attempt an oral *summary* of the text (especially in the case of stories).
- Almost as a rule, the comprehension tasks should be worked *orally* before learners are asked to write down their responses to some of the questions.

Remember not to turn the reading comprehension sessions into memory tests. Our focus here is not on recall but on *comprehension*. Encourage learners to refer to the text as they work through the comprehension questions.

- Do not turn reading comprehension sessions into mere question-answer sessions. It is important to encourage learners to not only come up with responses but also to *justify* them.
- Always remember to give learners *feedback* on their responses. Explain whether a particular response is acceptable or not and why it is so. In the case of evaluative comprehension questions, where reader responses might vary, *avoid* insisting on one correct answer. What is crucial is the justification offered by individual learners in support of their responses
- Occasionally, it might be necessary for you to *add* to the questions in the reading section, to make it more accessible and meaningful
- In the final part of the reading comprehension session, attempt a *recapitulation* of the reading text.

4. Teaching Words

Words constitute an important part of language learning. Therefore, it is necessary to pay attention to enlarging the learner's store of words.

The **Broadway** course ensures a learner adds to his or her word-store. Each unit contains a section, **Learn words**, that builds on vocabulary related to the topic/theme of the unit and/or extends it in ways that enable them to be used in a variety of communicative situations. The sections **Learn pronunciation** and **Learn spelling** provide additional support so that the 'knowledge' of a word is translated into the ability to use it in speech and in writing.

What aspects of vocabulary should we teach?

The exercises in **Broadway** are carefully planned and developed so that the different aspects of 'word knowledge' are covered. The exercises cover the following aspects:

1. *Recognition of spoken and written forms*: The words covered in the section **Learn words** should become part of the learner's repertoire. To this end, it is necessary to make sure that learners *recognize* words when they occur as part of connected speech. During the course of an exercise, ensure that they have the opportunity to *hear* the words. Where possible, they should hear it used in a variety of contexts or example sentences.
2. *Use in speech (pronunciation) and writing (spelling)*: The next step in coming to grips with a word is to know how to *pronounce* it correctly in speech and to *spell* it correctly in writing. The sections **Learn pronunciation** and **Learn spelling** focus on this aspect of word use. The exercises provide practice in the use of words, and rules that help the learner understand basic spelling patterns. It is important to ensure that correct pronunciation habits are established. The earlier books in the **Broadway** course focus on this element in the **Learn pronunciation** section. If there is any doubt regarding the pronunciation of a word in the text, use a dictionary that about the pronunciation of words using phonetic symbols.
3. *Grammatical forms*: Knowing a word means knowing the various grammatical forms of the word. For instance, it is important for the learner to know that *talked* and *talking* are different forms of the verb *talk*, while *smaller* and *smallest* are forms of *small*. A word may also have different functions; it may function as a noun and a verb, or as a noun and an adjective, e.g. kick (n., v.), invalid (n., adj.)
4. *Other meanings*: Many words have *more than one meaning*. Throughout a reading text, learners are likely to encounter only one meaning of a word. Exercises in **Learn words** take the learner further by introducing

other meanings of the words. This is particularly useful as many of the earliest and commonest words learners come into contact with are those that have several meanings, e.g. *fair* can mean quite good, just, light complexion, fine weather.

5. *Synonyms and antonyms*: One of the most useful ways of understanding words is by comparing them with others with a similar meaning—synonyms. They also serve to provide the learner with words that can express different shades of meaning: a big house, a large house, a huge house. While teaching synonyms it is important to stress that a word does not mean exactly the same as its synonym but is similar in meaning to it. Therefore, we can talk about a big house and a large house but not a gigantic house or an immense house. This aspect of synonyms is best conveyed by teaching words in context, as in the examples above. [See *CB2, Learn words, Unit 3, Question 1, page 33*]

A word can sometimes also be understood by contrasting it with those of opposite meaning—antonyms. For example, *light* is easily understood when contrasted with *heavy*. [See *CB2, Learn words, Unit 4, Exercise 1, page 42*]

6. *Prefixes, suffixes, and compound words*: The ability to increase your word-store is multiplied several times once you learn how to recognize and use prefixes and suffixes. Knowledge of the most common prefixes and suffixes enables learners to develop their vocabulary without always depending on the teacher. This is also true of compound words.
7. *Collocations*: A very important aspect of using words correctly, in speech and writing, is knowing how words relate to others collocations. For example, one can *say* a prayer but not *tell* a prayer. Collocations in English are ‘fixed’, and not knowing how they operate can make one’s English sound ‘strange’ and ‘peculiar’. This is an aspect that needs attention because words collocate differently across languages. While in some languages it is correct to ‘drink a cigarette’ (Urdu) or ‘eat a cigarette’ (Bengali), in English neither ‘drink’ nor ‘eat’ is acceptable as ‘cigarette’ collocates only with ‘smoke’.
8. *Connotations*: In the early stages, learners are likely to come across words used in their main or actual meaning denotational meaning. However, as learners progress to higher levels, knowledge of the connotation of words helps them understand that words can be used to convey attitudes and feelings in addition to the actual meaning. For example, ‘white’ represents a ‘colour’ but it can also stand for ‘peace’, ‘purity’, ‘goodness’, or even ‘surrender’ (‘a white flag’).
9. *Idiomatic use—phrasal verbs, similes*: The ability to use words correctly is an important aspect of learning a language. However, effective and ‘natural’ communication is dependent in large measure on the ability to use language idiomatically. Idioms, like collocations, are ‘fixed’ and cannot always be explained by the strict rules of

grammar. One of the most common is the class of phrasal verbs (or multi-word verbs). These usually have one-word equivalents but the phrasal verb often gives a more idiomatic and ‘natural’ flavour to speech whereas its one-word equivalent would be more formal and therefore more suited to writing.

10. *Word families*: The **Learn words** sections also have a variety of exercises that show learners how words are classified. This is particularly useful, at the earlier levels, because it helps learners increase their vocabularies by relating words to ones they already know, e.g. words to describe different ways of walking; words related to sports. [See CB2, **Learn words** Unit 9, Exercise 1, page 88]

5. Teaching Grammar

The main purpose of the Grammar section in the *Broadway* series is to provide a comprehensive coverage of grammatical structures and to enable the learners to internalize them.

What is grammar?

Grammar can be defined as the way words are put together to make correct sentences in a language. It can also be defined as the rules of a language that govern the different ways in which words are strung together to produce meaningful sentences. A sentence is grammatical if it follows the rules of grammar, and ungrammatical if it doesn't. For example, ‘She is happy’ is grammatical but ‘She are happy’ is not. ‘She’ is singular, and so takes the verb ‘is’, unlike ‘are’ which is used with plural subjects.

Why does a teacher need to have a sound knowledge of grammar?

A language teacher usually has no trouble identifying an ungrammatical sentence. She may however have a problem explaining why the sentence is ungrammatical. It is important therefore for her to have both implicit and explicit knowledge of grammar so that not only does she use grammatically acceptable sentences herself, but is also able to explain the rules of the language to her students. Such knowledge will also help her select appropriate techniques when presenting grammar items, analyzing learners’ errors, and providing feedback and correction.

What features of classroom activities support the learning of grammar?

- *Activities should be meaningful.*

They should relate to the learners’ own needs and therefore engage them as people. [See CB2, **Learn grammar** in Unit 2, pages 23–25]

- *Activities should be purposeful.*
They should involve the learners and hold their interest. Learners appear to learn better when personal involvement is required. [See CB2, **Learn to write** in Unit 4, page 44]
- *Activities should have a social function*
They should persuade learners to interact with one another, and with others, so that they get a sense of the usefulness of the language they are learning. [See CB2, **Learn grammar** in Unit 5, page 53]
- *Activities should provide plenty of practice*
They should encourage the recycling of structural items so that learners have an opportunity to use them in different contexts and also have increased exposure to them. [See CB2, **Learn to speak** in Unit 7, page 74]
- *Activities should provide variety*
Children at the primary level have short attention spans and therefore the teacher needs to use a spread of activities to keep them attentive. For example, a variety of activities can be used in the teaching of the imperative:
Game: Simon says (*Shake your head, touch your nose, etc.*)
Rhyme: One, two, buckle my shoe, etc.
Song and mime: If you're happy and you know it, clap your hands, etc.
Physical activity: *Stand up, sit down, stretch your hands, etc.*
Information gap: Learners work in pairs to draw a picture, etc. by giving and receiving instructions
- *Activities should encourage active participation*
Children enjoy doing things, so the teacher needs to think of activities that will encourage them to interact with one another in a threat-free environment. One example of such an activity is 'Find someone who...'
Prepare a task sheet for each of the learners in class. Tell the learners to move around and ask each other questions to complete the task sheet.

Find someone who...

1. can speak three languages
2. can ride a bicycle
3. can stand on his head
4. can make an omelette
5. can play chess

What are the stages in the teaching of grammar?

The *Broadway* course has the following stages built into its grammar sections across the Coursebooks: *Selection* (of the grammar items), *Gradation*, *Presentation*, *Practice*, *Production*, *Revision*, *Testing*, and *Remediation*—in that sequence. We will offer a few helpful comments about only three of the stages: Presentation, Practice, and Production.

Presentation

Presentation is the stage in a grammar lesson when a new grammatical structure is introduced to the class. This includes letting learners listen to the form and see it in writing, and helping them understand how it is used and what it means. Presentation also means introducing the form in an appropriate context. The *Broadway* Coursebooks almost always introduce a new grammatical structure in the context of the main reading text in which it appears. An important point for the teacher to bear in mind at the presentation stage is whether the underlying rule should be brought to the learners' attention. She also needs to decide whether to elicit it from the learners on the basis of examples (the *inductive method*), or to give it herself and invite them to produce examples (the *deductive method*).

Practice

Practice is the stage in a grammar lesson when learners focus attention on the new structural item, so that they can gain fluency in it and learn the correct word and pronunciation of the item. At this stage, the grammar teacher's job is to help learners memorize/internalize the item through intensive, controlled practice. This stage also enables her to provide feedback and correction if required. The *Broadway* Coursebooks and Workbooks help with this stage by including a variety of practice activities.

Production

Production, which sometimes overlaps with the Practice stage, is clearly a crucial stage in the teaching and learning of grammar. The teacher's job at this stage is to nudge learners away from form-focussed accuracy to a fluent but acceptable production of the grammatical item. This means that she should reduce control and encourage learners to explore the item they have learned, and to help them use it to express their own content. When this happens, learners will realize the usefulness of the item/form they have learned. The production stage in the *Broadway* Coursebooks is manifested in several ways including information gap, problem solving, and 'personal experience' tasks.

What are the qualities of good grammar tasks and activities?

Broadway assumes that the learning of grammar is most effective when learners enjoy what they are doing and when the teaching is relevant to their needs. The course therefore sees the qualities of good grammar tasks as those that

- guide learners towards meaningful and purposeful use of the language
- avoid mindless manipulation
- frequently focus on the communicative functions that grammatical structures perform
- teach grammar through a combination of sentence-based work and discourse (or sentences in combination)
- present grammar in contexts that the learners can relate to.

What are the main principles of teaching grammar?

The teacher should bear in mind that

- grammar is talking about the language and not language itself
- grammar can strongly support the language experience but cannot replace it
- only the most essential labels, definitions, and rules should be used
- in tests and examinations, the ability to apply rules of grammar should be tested, not the ability to reproduce them.

6. Teaching Dictionary and Study Skills

‘A teacher is indeed wise who does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind’, said Khalil Gibran (1926). It is now universally accepted that the primary aim of education is to enable learners to learn how to learn. In an era of information explosion and narrow specializations, teachers cannot any longer aspire to be omniscient gurus. Their primary role is to help learners locate suitable sources of information, access relevant information from the identified sources, and record the gathered information in an easily retrievable format. In the context of language teaching, the teacher of English is required to help learners develop a crucial set of study skills that will eventually enable them to become autonomous and self-dependent: reading and making notes, listening and taking notes, summarizing useful information, transferring information from a verbal mode to a non-verbal mode and vice-versa, and accessing different sources of reference (e.g. a dictionary).

The main objective of the Study Skills section in the **Broadway** Coursebooks is to familiarize learners with the use of a dictionary. The exercises in **Learn to use the dictionary** are based on the following checklist of dictionary skills:

1. Locating words in alphabetical order
2. Using guidewords to locate headwords
3. Finding the pronunciation of words using the system of phonetic symbols employed in the dictionary
4. Dividing words into syllables
5. Interpreting word stress

6. Finding the spelling of a word, and variation in spelling if any
7. Finding the meanings of words
8. Interpreting typical dictionary definitions
9. Selecting the one meaning appropriate to the context from the different meanings provided
10. Understanding the collocation of words
11. Recognizing word families and derivatives
12. Finding synonyms and antonyms
13. Distinguishing between homonyms, homophones, and homographs
14. Understanding the usage of a word and its grammatical context
15. Using cross-references to obtain more information about words
16. Finding the meanings of idiomatic expressions
17. Finding the meanings of phrasal verbs
18. Using the notes provided to avoid common errors

7. Teaching Writing

It is worth recalling what Harold Rosen (1981) said about the nature of writing: *'The writer is a lonely figure cut off from the stimulus and corrective of listeners... He is condemned to monologue; there is no one to help out, to fill in silences, put words in his mouth, or make encouraging noises.'* Not surprisingly, writing poses a problem for learners of English: the need to organize ideas and arguments, to be linguistically accurate, to use a variety of words and grammatical structures, and to be stylistically appropriate.

What aspects of writing should we emphasize?

- Writing as a channel for learning English. Writing, along with listening, speaking, and reading, are tools in the process of learning significant elements of English and developing a command over the language.
- Writing as a goal of learning English. The development of writing skills is necessary to fulfill such purposes as writing letters, reports, and messages, making notes, and preparing summaries.
- Writing with coherence and cohesion. Employing various rhetorical and linguistics means by which the parts of a written text are made to relate to one another and to constitute a continuous, organized whole.

What are the developmental stages in learning to write?

1. *Writing as a mechanical activity*

The focus at this stage is on writing as an end in itself. Learners spend considerable time on pre-communicative activities through which they learn the mechanics and conventions of writing (handwriting, spelling, and punctuation) necessary for written communication.

2. *Writing as a linguistic activity*

At this stage the aim is to provide learners practice in writing error-free sentences or paragraphs on given topics. The exercises are usually completely or partially controlled, and are a means for getting learners to practice a specific language point. This kind of writing is characterized by maximal teacher, and minimal learner, input.

3. *Writing as communication*

This stage represents real written communication, which is characterized by a sense of purpose, a sense of audience, and a sense of direction. The abilities a learner requires to produce a competent piece of continuous writing include:

- getting the grammar right
- having a range of vocabulary
- punctuating meaningfully
- using the conventions of layout correctly, e.g. in letters
- spelling accurately
- using a range of sentence structures
- linking ideas and information across sentences to develop a topic
- developing and organizing the content clearly and convincingly
- employing a style suitable for the purpose, reader, and occasion.

What are the steps in writing a composition?

1. Studying the topic announced by the teacher or decided on collectively by the class
2. Generating ideas through pair, small group, class discussion, or individual listing of ideas
3. Selecting and organizing the generated ideas, and producing a plan or outline
4. Writing the first draft based on the prepared plan
5. Getting feedback on the draft from the teacher/classmates on points of content and meaning
6. Revising/rewriting the draft by incorporating the suggested changes
7. Proofreading the second draft
8. Getting the second draft edited by the teacher
9. Producing the final version
10. Getting the composition 'published' in the class newspaper or displayed on the bulletin board

The writing tasks in the *Broadway* series are based on this checklist of subskills:

1. Showing evidence of having learnt to write fairly neatly and legibly, but rather slowly
2. Using spacing, capitalization, and basic marks of punctuation, e.g. full stop, question mark, and comma
3. Spelling familiar, frequently-used words correctly

4. Giving evidence of control over basic grammatical features, e.g. word order, inflection, and concord
5. Giving evidence of control over basic grammatical structures and the syntax of basic coordination and subordination
6. Expressing relations between parts of a text through basic lexical cohesion devices such as repetition and synonymy
7. Expressing relations between part of a text through basic grammatical cohesion devices such as pronominal substitution and comparison
8. Attempting conscious organization of a text using paragraphing and a few basic discourse markers
9. Showing some awareness of style vis-à-vis the purpose of writing and the intended audience
10. Supplying personal information on simple forms, and writing short messages, narratives, and descriptions
11. Revising their written work and correcting the more obvious errors of spelling and punctuation

8. Teaching Speaking

Why is speaking often regarded as the most important of the four language skills? Perhaps because, as Penny Ur (1996) says, '*People who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak.*'

What is the main objective of teaching speaking?

The single most important reason for teaching speaking is to develop *oral fluency*, that is, the ability to express oneself intelligibly, reasonably accurately, and without undue hesitation. Donn Byrne (1976) argues that to meet this objective learners will have to be brought from the stage where they merely imitate a model or respond to cues to the point where they can use the language to express their own ideas and feelings, processes that must to a large extent be in simultaneous operation.

For oral fluency to be attained, learners will need two complementary levels of training. *Broadway* offers an introduction to these two levels: practice in the *manipulation of the fixed elements* of English (or accuracy-based elements such as pronunciation) and *practice in the expression of personal meaning* (or fluency).

Why do learners need oral fluency in English?

Learners of English will want to use speech principally for two reasons:

1. To give and receive information, that is, for transactional or message-oriented purposes

2. To maintain good social relationships, that is, for interactional purposes focused on sharing personal experiences and opinions.

What are the principles of teaching speaking?

1. Take account of the student as a *person*
 - be sensitive, sympathetic and encouraging
 - select material that is motivating and within their ability
2. *Reduce anxiety* by moving from easy to less easy
 - help students take short turns
 - provide a familiar, private environment
 - use information-gap activities
 - try the activity yourself first!
3. Maintain a careful *balance* between *accuracy* and *fluency*
 - provide practice in pronunciation, words stress, sentence stress, intonation, and pause
 - provide opportunities for fluent use of speech
4. Provide a good *model* for students to *imitate*
 - learn to speak English acceptably yourself!
 - repeatedly use target speech patterns
 - consciously teach correct pronunciation, etc
5. Provide appropriate *stimuli* for eliciting speech
 - pictures, stories, songs, conversations, etc
 - books, radio, TV, cinema, audio and video cassettes, etc
6. Vary classroom *interaction* modes
 - individual to whole class
 - pair work
 - group work
7. Give *clear* instructions
 - speak loudly, slowly, and clearly
 - demonstrate the proposed task
8. *Monitor* student activity continuously
 - encourage those who find the activity difficult
 - note down common and recurring errors
 - praise students who perform well or try hard
9. *Prepare* well for class
 - make a checklist of things to obtain
 - make a checklist of things to do
10. Handle *errors* sensitively and effectively
 - ignore performance errors
 - ignore errors that are repeated
 - correct errors in language areas that you taught recently
 - correct errors that might shock listeners (e.g. childrens)
 - correct errors in structures that need to be used frequently by the student (e.g. *‘What means this?’ instead of ‘What does this mean?’)

- correct errors through modelling
(S: * M's mother was died.
T: M's mother was dead.)
 - correct errors through flooding to 'wash them out'!
 - correct errors through explanation
11. Remember correction depends on
- the *phase* of the lesson (*Is it the accuracy phase?*)
 - the *self-confidence* of the student
- (*'Whoever wants to speak well must first murder the language'*—
Jespersen 1904)

The speaking tasks in *Broadway* are based on this checklist of subskills:

- Articulating the sounds of English in words and connected speech with a fair degree of accuracy.
- Articulating basic stress patterns within common words fairly accurately
- Manipulating variation in stress in connected speech to produce intended meaning with a fair degree of success
- Producing basic intonation patterns in connected speech to produce intended meaning with a fair degree of success
- Using basic courtesy formulas, conventional greetings, and formulaic expressions [See CB2, **Learn to speak** in Units 2 and 4]
- Conveying a simple message in person or by telephone
- Framing simple questions to elicit the desired response, and providing appropriate responses to simple questions [See CB2, **Learn to speak** in Unit 10]
- Presenting information in sequence in simple narratives and descriptions, using a few discourse markers and cohesive devices [See CB2, **Learn to speak** in Unit 1]
- Participating in simple discussions on familiar topics [See CB2, **Learn to speak** in Unit 5]
- Expressing ideas, opinions and feelings in simple English [See CB2, **Learn to speak** in Unit 10]
- Reading familiar textual aloud material with reasonable fluency and accuracy
- Reciting rhymes and simple poems, and singing popular songs with reasonable fluency and accuracy

9. Teaching Listening

It is worth recalling a famous quotation: ‘*Listening is not merely not talking... it means taking a vigorous human interest in what is being told us. You can listen like a blank wall or like a splendid auditorium where every sound comes back fuller and richer.*’ (Alice Duer Miller)

The **Broadway** series is one of the rare school courses that emphasize the importance of listening in the language curriculum and the need for learners’ active participation in the listening process.

The section **Learn to listen** incorporates the two fundamental processes of listening comprehension: *top-down* and *bottom-up* processing. Top-down processing requires learners to use background knowledge and other clues to achieve comprehension, while bottom-up processing requires them to make sense of elements like words and sentences in a listening text to arrive at the meaning.

Why should we overtly teach listening in the English classroom?

1. Listening is a necessary part of our routine. As Wilga Rivers (1981) remarked: ‘We listen twice as much as we speak, four times as much as we read and five times as much as we write.’
2. Listening effectively involves a unique set of skills that are quite different from those of the other language skills.
3. Listening is as important as speaking. We cannot communicate face-to-face unless the two are developed in tandem.
4. Since listening and speaking are, in many contexts, reciprocal skills, learning to speak well depends crucially on learning to listen well.

How can we help learners develop their listening skills?

- *By helping them listen for a purpose.* If they have a clear purpose, they will be able to employ an appropriate listening strategy, such as listening for key words or listening for information.
- *By helping them listen for meaning.* If they are trained to locate the main point or gist of the listening text, they will learn that the aim is not to recall the specific words or phrases the speaker used but to understand the main idea.
- *By helping them listen in realistic contexts.* If they learn to listen to a range of texts including interactional (or social) talk and transactional (or informative) talk, they will easily build a bridge between the classroom and the real world.
- *By helping them listen flexibly.* If they are encouraged to listen to the same input several times, each for a different purpose, they will develop their own goals for listening, like ‘skimming’ for gist and ‘scanning’ for specific information.

- *By helping them recognize the organization of a listening text.* If they are trained to recognize *advance organizers* (like ‘I will first talk about...’) they will learn to cope more easily with academic texts across the curriculum.

What are the general guidelines for teaching listening in the *Broadway series*?

- Do a short ‘warm up’ or ‘pre-listening’ activity based on the theme or topic of the listening text.
- Set one or two overview or gist questions for learners to answer when they listen to the text.
- Play the CD once, and ask learners to answer the gist questions.
- Discuss the answers.
- Direct learners to the task in the Coursebook, and ask them to study it.
- Play the CD again.
- Give learners a few minutes to complete the task (or check their answers if they did the task while listening to the text).
- Discuss the answers, and confirm them by playing the relevant portions of the text if necessary.
- Use the topic, or the language of the listening text, as a stimulus for an extension activity involving discussion or writing.

The listening tasks in *Broadway* are based on this checklist of subskills:

- Discriminating between the basic sounds and phonological features of English including vowels, consonants, diphthongs, and consonant clusters. [See CB 2, **Learn to speak** sections].
- Discriminating between the basic patterns of word stress, sentence stress, and intonation
- Recognizing basic discourse features in short spoken texts
- Responding to simple oral instructions, requests, and directions conveyed in person or by telephone
- Understanding and responding appropriately to simple questions, statements, and courtesy formulas
- Understanding the main ideas, and some significant details, of simple spoken narratives and descriptive texts [See CB2, **Learn to listen** in Unit 2]
- Listening for a specific purpose, e.g. news broadcasts and telecasts, commentaries, and railway station announcements [See CB2, **Learn to listen** in Unit 1]
- Understanding the most frequently occurring contracted forms, e.g. *I’m, It’s, don’t, can’t and isn’t*
- Listening to and appreciating popular rhymes, poems, and songs. [See CB2, **Learn to listen** in Unit 6]

10. Teaching Poetry

Here is a set of procedures that could be employed in teaching a poem:

1. Introduce the theme of the poem by using individualized work, pair work, group work, or a class discussion.
2. Read the poem aloud after instructing learners to keep their books shut. Now ask a (global) question or two to help them recall words, phrases, and even whole lines from the poem.
3. Read the poem aloud again. (Remember, learners' books are still shut.) Again help your class rebuild the poem from memory.
4. Read the poem aloud yet again, but this time, ask the learners to follow it in their books. This step will help the class combine their auditory and visual experiences as you read.
5. Now ask the class to study the poem silently. Encourage them to consult the glossary / notes as they read. Supplement the glossary with additional explanations, if necessary.
6. After the learners have read the poem on their own, discuss the content, the structure, and the style of the poem using comprehension questions provided in the section **Learn to enjoy the poem**. Ask supplementary questions if necessary. During this phase, do not attempt to paraphrase the poem but do ensure that all or most learners participate in the discussion.
7. After you have discussed the poem, read it out again or have it read aloud by one or more learners or use the recorded version. This is a splendid method of reconstituting the poem after its 'dissection' in the previous phase.
8. Read out a thematically similar poem, if you can find a suitable one.

11. Multiple Intelligences and Higher-order Thinking Skills

Howard Gardner, who proposed the existence of multiple intelligences, said in 1987: *'It is of the utmost importance that we recognize and nurture all of the varied human intelligences, and all of the combinations of intelligences. We are all so different largely because we all have different combinations of intelligences. If we recognize this, I think we will have at least a better chance of dealing appropriately with the many problems that we face in the world.'* **Broadway** endorses Gardner's basic argument that we should respect the many differences between people, and the varied tasks and activities in the Course reflect the essentials of these eight intelligences:

1. Logical-mathematical. Skills related to mathematical manipulation, and the discerning and solving of logical problems (related careers: scientist, mathematician)
2. Linguistic. Sensitivity to the meanings, sounds, and rhythms of words, as well as to the function of language as a whole (related careers: poet, journalist, author)
3. Bodily-kinaesthetic. Ability to excel physically, and to handle objects skilfully (related careers: athlete, dancer, surgeon)
4. Musical. Ability to produce pitch and rhythm, as well as to appreciate various forms of musical expression (related careers: musician, composer)
5. Spatial. Ability to form a mental model of the spatial world and to manoeuvre and operate using that model (related careers: sculptor, navigator, engineer, painter)
6. Interpersonal. Ability to analyze and respond to the motivations, moods, and desires of other people (related careers: counsellor, political leader)
7. Intrapersonal. Knowledge of one's feelings, needs, strengths, and weaknesses; ability to use this knowledge to guide behaviour (related benefit: accurate self-awareness)
8. Naturalist. (Gardner's most recently defined intelligence) Ability to discriminate among living things, to classify plants, animals, and minerals; a sensitivity to the natural world (related careers: botanist, environmentalist, chef, other science- and even consumer-related careers)

From: *Frames of Mind: The Theory of Multiple Intelligences*, 1983

Higher-order Thinking Skills and Life Skills in CB 2

Unit	Page	Skill
1 The Great Race		
Reading Text	11	Environmental awareness
Learn to read–2	13	Extrapolation
Learn to listen	18	Map-reading
2 Abu Ali Counts his Donkeys		
Learn to read–2	22	
Q 1		Deduction
Q 2		Extrapolation
3 Androcles and the Lion		
Learn to read–2	32	Empathy
4. King Red-Nose		
Learn to read–2	42	Deduction Expressing opinions
5. Electric Light		
Learn to speak	55	Expressing opinions
6. The Boy and the Bear		
Learn to read–2	60	
Q 1		Reading beyond the lines
Q 2		Reading beyond the lines
7. Doctor Nadeem		
Starter	68	Environmental awareness
Learn words	71	Empowering the mother tongue
8. Rabia and Maimoona		
Learn to read–2	77	
Q 1		Deduction
Q 2		Deduction
Learn to Write	81	Communication
9. Little George		
Learn to read–2	88	Extrapolation

10. Brer Rabbit in the Well		
Learn to read–2	99	Extrapolation
Learn to listen	103	Empathy
11. Crafty Tom		
Learn to read–2	111	
Q 1		Deduction
Q 2		Deduction

12. Lesson Plan for Teaching a Poem

The Story of Johnny Head-in-Air (CB2, pages 28–29)

Introducing the poem

Ask students to look at the pictures on these pages. Ask them what they see in the pictures. (1. A little boy walking along, looking at the clouds. 2. A dog running towards the little boy. 3. A second little boy. What is he doing?) Ask them to look at the pictures on the next page. (1. The little boy and the dog on the ground. 2. The dog barking). Ask the students if they can guess what the poem is about.

Teaching the poem

1. Ask students to keep their books closed. Either read the poem aloud, or play the CD (which you should have cued in advance to the correct track.) Discuss the poem with the children. Find out how much they have understood and enjoyed from the first reading.
2. Read the poem again, the students still listening with their books closed. Ask students if they can repeat phrases or lines that they remember from the poem. Talk about the poem some more. Ask the questions in 'Learn to enjoy the poem'. Ask other questions as well.
3. Let the students open their books and read the poem for themselves.
4. The students can write the answers to the questions in 'Learn to enjoy the poem' in their exercise books.
5. Read the poem once again, or play the CD. The students can read along with you.

Activity

Students read the poem aloud. Ask students to repeat as much of the poem as they can from memory.

13. Lesson Plan for Teaching a Prose Unit

Abu Ali Counts his Donkeys (CB2, pages 19–21)

PREPARING TO READ

Starter

Ask a few children to come to the front of the class. Ask one of them to count the number of children who have come to the front. Notice whether he (or she) counts himself (herself).

- If he or she does, then proceed to the Starter exercise. Let students look at the picture, and discuss why one of the boys says ‘Nine’ while the other boy gives the correct answer.

- If, on the other hand, the student did not count himself (or herself) then ask one of the seated children to count. Discuss the reason for the mistake. Do NOT make fun of the student! Then let them look at the Starter exercise. Once again, discuss the reason for the mistake.

Reading

1. Ask students to look at the picture on page 20, and tell you what they see. Ask them the name of the man riding the donkey. They should be able to tell you that it is Abu Ali (from the title.) Ask them what they think he is doing with so many donkeys. Accept all ideas.
2. The aim of the reading lesson is to get students to read silently, on their own, with comprehension. The best way to help students do this is to break the text up into smaller, more manageable chunks, and to monitor their reading through discussion.

Ask students to use a pencil to number the paragraphs in the text (paragraphs 1–7 on page 20, and 8–14 on page 21). Go round the class to check that all students have marked the paragraphs uniformly.

3. Pre-teach any vocabulary that you think the students may not know, for example for the word ‘fair’, it would be best to use a simple explanation. Fair, in this case, is a market held from time to time, in the open air, where people sell things.
4. Now ask students to read paragraphs 1–3 silently. Monitor the class while they read. When they have finished reading, ask questions to check how well they have understood it. Ask as many questions as you need to, paying special attention to students who have difficulty reading on their own.
5. Ask students to read paragraphs 4–6. Again, ask questions to check comprehension. Make sure that the students have understood Abu Ali’s difficulty in counting his donkeys.
6. Let students read paragraphs 7 and 8 next. Proceed in the same way to check comprehension.

7. Let students read paragraphs 9–12. Ask questions.
8. Students can now read the last two paragraphs. Check their understanding of the whole story, as before, by asking questions.
9. Do a model reading of the text while students follow it in their books. Ask one or two students to read the text aloud.
10. Do **Learn to read–1** orally first. Then ask students to put a mark against each sentence in their coursebooks to show whether it is true or false. Check their answers by going round to look at individual books.
11. **Learn to read–2** is for discussion only. Encourage students to answer and give their own opinions. Listen to each answer. Do not over-correct language. Accept different ideas. It is important for students to be confident enough to answer, and for this they should know that their opinions are valued.

VOCABULARY

Learn words

1. Write J P on the board, and give students the clue to find the word: ‘move with both your feet in the air’. When students guess the word JUMP, fill in the blanks on the board, so that the exercise is clear to them. Now let your students complete the rest of the exercise on their own while you monitor their work. Once all the students have finished, go through the words and correct the students’ answers. Check that they have not made spelling mistakes.
2. This exercise is to practise ordinal numbers from first to ninth. To begin with, get students to repeat the ordinals from ‘first’ to ‘ninth.’ If necessary, write these numbers on the board so that students can familiarise themselves with the spellings. Once that is done, erase them from the board. Now, write ‘frsit’ on the board, and show how the letters can be rearranged to make ‘first’. Ask, “Which donkey’s name has ‘frsit’ written after it?” Students will say, “Grey Tail.” Now say, “The first donkey is Grey Tail. Notice that “Grey Tail” has been filled in already, against (a), on page 23.” Then write ‘sendoc’ on the board, and ask the students to unscramble it. Ask students, “Which donkey’s name has ‘sendoc’ written after it?” They should be able to say ‘Rose’. Now ask, “Which donkey is second in the list on page 23?” They should be able to say, “Donkey (b)”. So ask them to write the name ‘Rose’ under Donkey (b). After this, let the students do the exercise either individually or in pairs, while you go round the class monitoring and helping. After all the students have finished the exercise, check their answers, first orally with the whole class, and then individually. If you notice that many students have had trouble with the exercise, re-do it completely with the whole class.

GRAMMAR

Learn grammar

Make sure that students understand the prepositions that are used in the exercise. You can re-teach them before doing the exercise, using simple props like your chalk/marker and duster: 'The chalk/marker is under the duster.' 'The duster is on the table.' 'The chalk/marker is near the book.' 'The duster is in my hand.' etc.

Now do the exercise orally first. Later, get students to fill in the blanks in their books. Check the answers individually. Re-teach if you find that many students have made mistakes.

WRITING

Learn to write

This exercise is to make students aware of the use of capital letters and full stops in English.

Write "abu ali bought nine donkeys he sat on a donkey" on the board. Ask some of the students to read what you have written. They will probably stumble over the words and hesitate because of the absence of capital letters and full stops.

Now re-write the two sentences correctly, under the first version. Ask the students to read the sentences. Ask them which version is easier to read. Point out that names are written with a capital letter, and that the first word in a sentence is also capitalised.

After this, let students work in pairs and correct the paragraph in the textbook, using a pencil. Go round the class and check the students' work. Once you are fairly sure that most of the students have understood what has to be done, ask the students to copy the sentences out correctly in their exercise books. Check the answers individually.

SPEAKING

Learn to speak

Using simple props, do a real-life exercise in saying thank you. Ask a student for something (his pen or book) and say 'Thank you!' when he gives it to you. Give it back to him and ask him to thank you. Do this with different things, around the class, varying the way you say 'thanks' (Thanks a lot! Thank you very much! etc.)

Now say something like, 'Your dress is very pretty!' or 'You sing very well!' to one of the students, and ask how they should respond. Prompt them to thank you for the compliment. Repeat with other students, with other compliments.

Read the compliments and responses, given in Boxes A and B on page 26, aloud.

Divide the class into pairs. Ask the students to practise saying the sentences in the exercise.

Learn to listen

Before they listen to the text, students could be encouraged to guess the names of the pets from the list of names that is given. Write one name for each pet on the board (let the class vote for each name!).

Read the listening text (or play the CD that you have cued already) at least twice.

Check the names that the students have written for each pet, after listening to the CD.

At the end of the exercise, check how many of the pre-listening guesses were correct.

14. Key to the Coursebook

Unit 1: The Great Race

Starter (page 11)

Elicit the meaning of the word 'vehicle' from students: the things that people use to move from place to place. The pictures on this page are pictures of vehicles.

Ask the students why vehicles cannot move by themselves. Then discuss what we use to make vehicles move.

Cars and buses need petrol to move. Trains need electricity or coal. Carts need animals to pull them. Bicycles need power from our muscles.

Learn to read–1 (page 13)

2. B 3. M 4. M 5. M 6. B 7. M 8. B 9. B

Learn to read–2 (page 13)

This is only for discussion.

This story is like the story of the hare and the tortoise. In both, the slower one wins the race.

Learn words (page 14)

2. noise 3. pedals 4. engine 5. wheels 6. smoke

Learn spelling (page 15)

Make sure students notice the double vowels in the first group of words, and the 'ea' combination in the second group.

Learn grammar (pages 15–16)

A. 2. It 3. They 4. They 5. It 6. They

B. 1. It 2. They 3. They 4. It 5. They, they 6. It

Learn to write (page 16)

1. Two wheels. (Some students may write about other similarities too. Accept them if they are correct.)
2. The motorcycle has an engine, the bicycle has no engine.
3. Students write their choice here. (Accept both answers.)

Learn to speak (page 17)

- A. For more practice in breaking words into syllables, choose place names from the listening exercise on page. 18.
- B. Pair-work.

Learn to listen (page 18)

Make sure that students can identify north, south, east, and west. On the map, locate your town. Let the students mark it on their maps.

Ask your students to read the names of the different towns. Tell the students to identify three towns in the north, three towns in the south, etc. so that they have a fair idea of how to look for the name of a town on the map.



Transcript of listening text

Look at the map of Pakistan in your book. You will hear the names of some places in Pakistan. Underline those places whose names I call out.

1. Underline Islamabad. Islamabad is in the north of Pakistan, and it is the capital of Pakistan.
2. Underline Peshawar. It is a bit to the west of Islamabad.
3. Underline Karachi in the south of Pakistan.
4. Underline Quetta, in the west.
5. Last of all, underline Lahore, in the east.

The places to be underlined: Islamabad, Peshawar, Karachi, Quetta, Lahore.

Unit 2: Abu Ali Counts his Donkeys

Starter (page 19)

The boy who says 'Ten' has given the correct answer. The boy who said 'Nine' has not counted himself.

Learn to read-1 (page 21)

2. ✓ 3. × 4. ✓ 5. ✓ 6. ×

Learn to read-2 (page 22)

This is for discussion. Do not make the students write the answers.

1. Abu understood his mistake when Musa explained it to him. We know this because he says, 'Of course. How silly of me.' ('Silly' to not have understood this before Musa explained it to him!)
2. Encourage students to talk about their own experiences.

Learn words (pages 22–23)

1. (a) *JUMP* (b) *COUNT* (c) *CLIMB* (d) *SILLY* (e) *DONKEY*
2. Write 'frsit' on the board, and show how the letters can be rearranged to make 'first'. Then write 'sendoc' on the board, and ask the students to unscramble it. After this, let students do the exercise either individually or in pairs.
 - (b) Rose (second)
 - (c) Long Ears (third)
 - (d) Brownie (fourth)
 - (e) Beauty (fifth)
 - (f) Kicker (sixth)
 - (g) Fleet Foot (seventh)
 - (h) Sleepy Head (eighth)
 - (i) Blinkers (ninth)

Extra grammar activity using the poster

The poster shows Abu Ali sitting on a donkey, with the other donkeys behind him. Hold it up in front of the class so that every student can see it clearly.

Ask the students to name the donkeys in the picture—look at the vocabulary exercise again if they need help with the names.

Now ask the students to make sentences about the picture, using these prepositions: *on, on top of, in front of, behind, between, under.*

Learn grammar (pages 23–25)

- A. 1. on 2. under 3. between 4. in 5. behind
B. 2. outside 3. between 4. on 5. under 6. in 7. Behind

Learn to write (page 25)

Abu Ali bought nine donkeys. He sat on a donkey. The others followed behind him. He stopped to count the donkeys. He could find only eight of them. His friend Musa helped him to find the missing donkey. Abu was sitting on it.

Learn to speak (page 26)

Pair work

Learn to listen (page 27)

Before they listen to the text, students could be encouraged to guess the names of the pets.

Write one name for each pet on the board (let the class vote for each name!). At the end of the exercise, check how many of the early guesses were correct.



Transcript of listening text

My name is Maria, and I live on a farm in a little village near Bahawalpur. I love animals—I have lots of them on the farm. Some of the animals are my special pets. I'll tell you about them.

First there's Boxer. He's a big, black Alsatian. He looks very scary, but he's a very friendly dog and he loves to play with me.

Then there's Pommy—he's small, cute, and hairy, but he's bad-tempered and bites when he's angry. He's never bitten me—not yet, anyway! Yes, Pommy's a dog too, but he's a small dog.

I have a white-and-brown kitten who I love to feed from a bottle. I call her Rainbow, but Amma can't understand why!

Then there's Chatty—guess who Chatty is! Yes, he's my parrot, and all he can say is, 'Hello, Hello', and 'Where are you?' I'm trying to teach him to say a bit more.

And last of all, there's Hurry Up! who's my tortoise. I call him that because he's so slow, and I'm always telling him to hurry up!

White-and-brown kitten	Rainbow	Alsatian (black dog)	Boxer
Cute little white dog	Pommy	Parrot	Chatty
Tortoise	Hurry up		

Poem: The Story of Johnny Head-in-Air

Learn to enjoy the poem (page 29)

1. To look at the sky and the clouds, never at the ground in front of him.
2. A little dog.
3. The dog and he fell down.

Unit 3: Androcles and the Lion

Starter (page 30)

Polar bear–snow; eagle–clouds; dolphin–sea; monkey–tree; tiger–forest
(If students say that monkeys live in the forest too, accept the answer. Explain that both the tiger and the monkey live in the forest, but only the monkey can live in the tree.)

Learn to read–1 (page 32)

2. desert 3. cave 4. thorn 5. town 6. the same

Learn to read–2 (page 32)

This section is for discussion only. Do not make the students write the answers.

Students should be able to agree that animals need to be treated kindly. (Bring up the subject of people who go to the zoo and throw stones at the animals in the cages.)

Learn words (pages 33–34)

- (b) shout (c) scream (d) whisper (e) recite (f) sing
- opposites: slave – master, bad – good, day – night loudly – softly, friend – enemy asleep – awake roar, cave, cage, lion, stones, do not have opposites. Accept lion – lioness if students suggest it, but explain that this is a male-female division, and that they are not really opposites!

Learn spelling (page 34)

Say the words slowly and clearly, marking each syllable, so that the students can see how the words can be broken up.

Learn grammar (pages 35–36)

1. (a) lions and tigers (b) Ali and Musa (c) apples and mangoes, bananas and grapes (or ‘bananas or grapes’) (d) John and Rachel (e) four cars and five trains
2. (b) pencil and rubber (c) brother and sister
(d) bedroom and kitchen (e) trousers and shirt
(f) vegetables and fruits

B.

an actor	an electrician
a barber	a doctor
a teacher	a baker
an engineer	an umpire
a singer	a painter
a scientist	an officer
a pilot	a shopkeeper

Learn to write (page 37)

Accept any correctly written sentences.

For example: This is Androcles. The lion is sitting near him. They live in a cave.

Learn to speak (pages 37–38)

Answers to the riddles: 1. An egg 2. Its shadow 3. A coconut with a cold (Joke: A coconut is hairy; if someone has a cold, he or she may cough.) 4. Because it saw a zebra crossing (*There is a pun on ‘zebra crossing’: a zebra crossing is a place on a road, marked with diagonal lines, where people can cross safely.*) 5. It was looking for bookworms. (*There is a pun here too: a bookworm is someone who likes to read, so you will find bookworms in the library; and sparrows eat worms!*) 6. Have you ever seen a cow wearing glasses? (*Joke: Cows eat grass; they don’t wear*

glasses; so they have good eyesight! So you too will have good eyesight if you eat grass!)

Learn to listen (page 38)



Transcript of listening text

This year I had a lot of fun for my birthday. To begin with, I said, 'No presents!' My parents are not very rich, and it's difficult for them to buy me presents every year. Instead, I saved up some money over the year, and bought presents for other people! Let me tell you about it.

First I got my mother a present. She has always wanted a plant for our verandah. So I bought a pot, and painted it. Then I planted a pretty plant in it that I got from my friend's house. On my birthday, I gave it to her, and she was SO pleased, she cried! Then she gave me a big hug, and said I was the best daughter in the world.

I gave my father a present too. I gave him a large handkerchief. I bought some white cloth, and my teacher helped me to turn the edges and stitch it very neatly. I wrapped it up and gave it to him, and he was pretty pleased too. He said it was just what he wanted.

Then I gave my brother Sohaib a colouring book and some crayons. He likes colouring, and he had finished all the pictures in it before I came back from school!

I had a present for my best friend too. She's always wanted a copy of *Aesop's Fables*—she likes reading. So I bought her a book for my birthday, and carried it to school in my schoolbag, and she was so happy.

And of course I had sweets for all my classmates. They all sang 'Happy Birthday' and I had the happiest birthday of my life this year!

Tick: Plant in a pot, handkerchief, colouring book and crayons, storybook (*Aesop's Fables*).

Unit 4: King Red-Nose

Starter (page 39)

If students do not know it, tell them the story of the monkey and the cap. When the man tried to climb the tree to get his cap back, the monkey climbed higher still. But when the man's friend took his own cap off his head and threw it down, the monkey imitated him and threw the other cap down.

Learn to read–1 (page 41)

2. (a) 3. (f) 4. (c) 5. (e) 6. (d)

Learn to read–2 (page 42)

This section is for discussion only. Students must learn to question what they read, and not think that everything in print is correct. They should not

think that what the turtle did was right simply because he is the main character in the story. Accept different opinions, but try to make students see that it is not nice to make fun of people. The turtle is an animal, and didn't know any better.

Learn words (page 42)

1. (b) slowly (c) tall (d) fresh (e) hates (f) new
2. fast – slowly, short – tall, dry – fresh, loves – hates, old – new

Learn grammar (pages 42–44)

- A. 1. Read the story. 2. Colour the pictures.
3. Please give me a sweet. 4. Do your homework.
5. Stop crying. 6. Please go to your classroom.
Make sure that students use capital letters to begin the sentences.
- B. 2. Please sit down./Please take a seat.
3. Don't jump down. 4. Keep quiet.
5. Please open the door. 6. Please don't pluck/pick the flowers.

Learn to write (page 44)

You could have a class discussion before students begin the exercise, and let students come up with ideas.

For example:

1. *Do your homework everyday.* 5. *Don't tear your books.*
2. *Don't shout.* 6. *Write neatly.*
3. *Wash your hands before you eat.* 7. *Read your lessons.*
4. *Listen to your teacher.* 8. *Help your mother.*

Learn to speak (page 45)

A sample dialogue would be:

A: You're late for class! B: I'm so sorry!

Learn to listen (page 46)

This is a little tricky because the students have to mark the animals that are NOT named, and they can only do it at the end of the exercise. Explain this to them, and make them put their pencils down while they are listening. Let them listen to the CD two or three times. (If you are reading the passage, read it two or three times.) Then, ask them a few questions like, 'Did he see an elephant?' (The answer would be 'Yes', so they should NOT put a tick against this picture. 'Did he see a giraffe?' The answer would be 'NO', so they should put a tick against it.) After that, let them work individually, on their own, relying on their memory of what they heard.

Transcript of listening text

Listen children. Do you know what I saw in the forest today? I saw lots of animals and birds. Let me tell you about them.

First I saw a huge elephant. It was near the clump of bamboo next to the river. I went past quietly—I didn't want to disturb him.

In the meadow there was a herd of deer feeding on the grass.

On the mango tree—there are lots of green fruits on it now—there was a whole troupe of monkeys chattering away.

Then I saw a sudden flash of yellow, and I turned quickly and looked—it was a great big tiger. It moved away because I disturbed it.

And I saw two peacocks and a whole flock of parrots.

Tomorrow when I go into the forest, you must come with me, and I'll show you all these wonderful animals and birds.

Students should put a tick mark beside the following:

The animals he did NOT see: the giraffe, the polar bear, the zebra, the lion

The birds he did NOT see: the dove, the ostrich

Poem: Who Has Seen the Wind?

Learn to enjoy the poem (page 48)

1. No, no one has seen the wind.
2. You know that the wind is passing by when:
 - (a) you see the leaves tremble
 - (b) you see the trees bending.

Activity (page 48)

You know the wind is passing by when:

1. when you hear the sound made by the wind
2. when clothes start flying
3. when dust flies around
4. when the flag on a flagpole flutters
5. when your hair keeps flying into your eyes.

Students may have more interesting ideas!

Unit 5: Electric Light

Starter (page 49)

The pictures show: a table lamp, a candle, a bulb, an oil lamp, and a flashlight (or torch).

The class should come to a consensus about the ordering. It might change from class to class, depending on various factors.

Learn to read–1 (page 51)

1. F 2. T 3. F 4. T 5. T

Learn to read–2 (page 51)

This section is for discussion.

1. It was better than the other bulbs because it lasted longer. (*Students could draw a picture of the old bulbs on the board, the kind of bulb that many of us still use. Talk about how the energy-saving new bulbs [like the one shown in the 'Starter' exercise] are even better than Edison's.*)
2. Spend a little time explaining the idea of inventions. The following can be listed under inventions: cars, televisions, ball-point pens, cycles, aeroplanes. They are things that were first made by people, from a new idea. The other things can be found in nature.

Learn words (page 52)

1. Picture (a) (top): darkness, moonlight, at night, asleep
Picture (b) (bottom): light, sunshine, in the daytime, awake
Ask students to think of more words that they can use to describe the pictures.
2. *This game must be played quickly. Form two (or more) teams, and appoint one student who is good at spelling in each team to be the writer. Separate the teams, making them sit in different corners of the class so that they cannot hear the other team's words. Then call out a letter, and give students two or three minutes (or less) to write down words that begin with the letter. Continue with six or seven letters of the alphabet, and then check each team's words to decide on the winner. Make sure the words are spelled correctly. It might help if you do your homework, and decide on the letters early. This way you can check out the possible words before the game begins!*

Learn grammar (page 53–54)

- A. I wake up at six o'clock, I eat breakfast at six-thirty. I go to the bus stop at seven o'clock. I reach school at eight o'clock. I put my school bag on my desk at eight-fifteen. I go to assembly at eight-thirty.
- B. 1. walk 2. helps 3. dances 4. loves 5. sleep 6. works

Learn to write (page 54)

Paragraph 1

Morning—The sun comes up. There is light. The birds are singing. The street lamps go off. People go out to work.

Evening—The sun goes down. It is dark. The birds are silent. The street lamps come on. Everyone goes home.

Learn to speak (page 55)

Students work in pairs to do this exercise. A whole class discussion is also possible.

Learn to listen (page 56)



Transcript of listening text

Boy: When I grow up, I'm going to become an inventor.

Girl: What are you going to invent?

Boy: I'm going to invent a machine that will help me do sums without learning maths.

Girl: But there is a machine already for that! It's called the calculator!

Boy: But teacher won't let me use one in class! Ok then, I'll invent a machine that will do my English homework for me.

Girl: That's silly. English homework is nice. It's so easy. I'm going to invent a machine that'll write whatever I say.

Boy: Oh boy! That machine is going to have to work very hard. You talk such a lot! And, anyway, the computer can already write what you say!

Girl: You think you're very smart, don't you!

Boy: Ok, I'll invent a machine that will give you English homework.

Girl: You and your machines!

1. F 2. F 3. T 4. F 5. T

Unit 6: The Boy and the Bear

Starter (page 57)

Talk about best friends first for a few minutes. Ask students if they know their best friend's address. Write an address (as a sample) on the board.

Talk about the games they play with their friends.

Give students enough time to complete the exercise. Then ask a few students to share what they have written with the rest of the class.

Learn to read-1 (page 59)

1. T 2. T 3. F 4. F 5. T

Learn to read-2 (page 60)

Use this section for a discussion of the story, not for writing.

1. Because he didn't want to sleep or have a bath! He thought that if his mother thought that bear never slept or had a bath, his mother would allow him to go without a bath or sleep as well.
2. No. She knew that if she sent him off there, he would realize that he would rather be a little boy, and want to do the things that little boys are supposed to do, like having a bath.

Learn words (pages 60)

1. (a) fly (b) play (c) ride (d) watch (e) kick
2. *All the vowels have been left out. However, do not use the term 'vowel' with the students if they are not familiar with it.*

1. The words are: bicycle, played, little, closed, halfway.
2. elephant, tiger, tortoise, giraffe, hippopotamus, zebra

Learn spelling (page 61)

This can be a tricky sentence for some, so give students time to prepare!

Learn grammar (page 62)

- A. 1. there 2. there 3. there 4. here 5. Here
- B. 1. Naima lives here.
2. Shukoor lives there.
3. Please put the book there.
4. Is my photograph here?
5. Saba likes to study here.
- C. 1. The Shahi Qila is in Lahore.
2. Javeria and Nimra are twins.
3. Who is at the door?
4. What is the time now?
5. Amin Khan is a student of National School.

Learn to write (page 63-64)

At school

I go to school every morning. I sit in class with my friends. We read books, and we write in our exercise books. We also do sums. We go home in the evening, after the bell rings.

Playing with my friends

I play with my friends every evening. We play on the swing, and on the slide. Sometimes we play football. We have a lot of fun in the playground. I like playing with my friends.



Learn to speak (pages 64-65)

Use the CD to teach the sounds and the poems given in the Coursebook. This is a problem area for many students (and some teachers as well.)

Learn to listen (page 65)



Transcript of listening text

It Can't Be Time to Take a Bath.

It can't be time to take a bath.

I took one just last week.

I'm sure the spots you think are dirt
are freckles on my cheek.

I'm just as clean as clean can be.

You won't find any dirt.

I rubbed my mouth clean with my hands,
then wiped them on my shirt.

My feet were muddy yesterday,

but that's no longer true.
I walked home barefoot in the rain,
so now they're spotless, too.
There was some dirt behind my ears—
a funny shade of gray.
Don't worry, though, 'cause it's all gone.
The cat licked it away.
And so you see, there is no need
to point me toward the tub.
It's just a waste of water.
I've got nothing left to scrub!

MARIA PLOVER

1. He rubbed it with his hands.
2. He walked home barefoot in the rain.
3. The cat licked them clean!

Poem: My Bear

Learn to enjoy the poem (page 67)

1. Yes.
2. Stairs
3. They play after breakfast, lunch, and tea.
4. Bears like streets, parks, and spaces. They also like treats, tickling, and chases.
5.the child has his bear and the bear has the child.
6. Faces—places, spaces, chases tea—me treats—streets.

Unit 7: Doctor Nadeem

Starter (page 68)

Picture 1 shows a tamarind tree. The others are a banyan tree and a coconut tree. *Ask students what these trees are called in their own language(s).*

Learn to read–1 (page 70)

2. The big tamarind tree
3. In the centre of the village
4. The villagers
5. In the trunk
6. A big, fat worm
7. Happy

Learn to read–2 (page 70)

This is for discussion only. Ask students to describe any sick trees that they may have seen. Let them tell you where these trees were, and what happened to them.

Learn words (pages 71)

1. The trees are pictured in this order: tamarind, peepul, banyan, mango, and coconut. *Encourage students to give you the names of these trees in their language(s). Talk about other trees in the neighbourhood.*

2. The pictures show these parts of a tree, in this order: roots, branch, trunk, leaves, fruit

Learn grammar (pages 72-73)

- A. 2. run 3. plays 4. talks 5. comes 6. go
B. 2. grow 3. eat 4. eats 5. breathe 6. give 7. kills

Learn to write (page 73)

Accept varying answers. One possible paragraph could be:

Teachers teach children. They work in a school. My teacher wears nice clothes. She teaches me to read and write.

Learn to speak (page 74)

Pair work.

Learn to listen (page 74)



Transcript of listening text

My name is Azra and I work in a small village. Only a few letters come every day, but today I have four letters to deliver. There's a letter for Sakina's father, and one for Zahira's father. There's a letter for Saba, and there's one for Meera's mother. Come with me, and I'll take you to their houses.

That is where Zahira lives, over there. Do you see that tall coconut palm? It is the house right next to it ... Here we are, let's give this letter to her father. (Sound of knocking on the door, greetings, letter being received, thanks said, etc.)

Now we'll go to Saba's house. There's a banyan tree just outside her gate. Here it is. I think this letter is from Saba's friend who has gone to live in Kasur. (Repeat sound of knocking, etc.)

Can you see that tamarind tree? Meera's house is just after it. Here it is. This letter is from Meera's father, who works in Dubai. (Repeat sound of knocking etc.)

And now here's our last house, that's the one with the banana tree in the backyard. They have the best bananas in the village. This is Sakina's house. I think this letter is from Sakina's brother who works in Karachi. (Repeat sound of knocking, etc.)

Unit 8: Rabia and Maimoona

Starter (page 75)

Ensure that there are enough sheets of paper for each child. You could use old newspapers, or pages from an old notebook, or from an old magazine.

Let students make paper boats, and then write their names on their boats. Talk about where these boats can be floated. Students can keep the boats on their desks as they read the story.

Learn to read–1 (page 77)

1. T 2. T 3. T 4. F 5. T

Learn to read–2 (page 77)

This section is for discussion only. Do not make students write the answers.

- Rabia wanted to wait for her mother to come because it would be safer.
- (a) and (d) would be good advice, (c) would be a good rule when the sister is older (and wiser!).

Learn words (page 78)

1. float 2. rainy 3. shirt 4. shore 5. brave

Learn grammar (pages 78-81)

- A. 1.(a) This is Mrs Khan, with her son, Hamza. That is Hamza, with his mother, Mrs Khan.
 (b) This is Mr Francis, with his daughter, Annie. That is Annie, with her father, Mr Francis.
 (c) This is Mr Ali, with his grandson, Anwar. That is Anwar, with his grandfather Mr Ali.
 (d) This is Iqbal Ansar, with his wife, Ayesha Ansar. That is Ayesha Ansar, with her husband, Iqbal Ansar.
 (e) This is Miss Anum Kamran, with her niece, Maheen. That is Maheen, with her aunt, Miss Anum Kamran.
 (f) This is Miss Aneesa Alvi, with her nephew, Saif. That is Saif, with his aunt, Miss Aneesa Alvi.

2. (b) her, Their (c) Our (d) My, your (e) His

- B. 1. Two boats, four children, five trees, three crabs
 2. stone (C), gold (U), ice (U), tree (C), banana (C), book (C), water (U), song (C), jam (U)
 3. (a) × (b) ✓ (c) ✓ (d) ✓ (e) × (f) ✓ (g) × (h) ✓ (i) × (j) ✓

- | | | |
|----|-------------------|--------|
| 4. | A | B |
| | a piece of | string |
| | sheets of | paper |
| | slices of | bread |
| | four kilograms of | rice |
| | a litre of | oil |
| | two cups of | coffee |

Learn to write (page 81)

You could get a sheet or two of chart paper for students to cut, to make their cards. Alternatively, you could ask students to bring chart paper to make the cards.

Students could be asked to draw and colour a picture on one side, and write a message on the other. Display the cards in the class.

Learn to speak (page 82)

Help students to role-play the situations.

Learn to listen (page 83)



Transcript of listening text

In picture 2, you can see a lady with her father. She is his daughter.

In picture 3, there is a man and his wife. He is her husband.

In picture 4, the two women are sisters.

In picture 5, the old woman is the boy's grandmother. He is her grandson.

(2) father and daughter (4) sisters

(3) husband and wife (5) grandmother and grandson

Poem: Crying

Learn to enjoy the poem (page 85)

1. (a) hurting (b) sad (c) punished for doing something bad (d) angry
2. Give students time for individual answers.
3. She probably did! She would have cried because she was so happy.

Unit 9: Little George

Starter (page 86)

Our first president: Iskander Mirza

Our current president: Asif Ali Zardari

Learn to read-1 (page 88)

1. Little George got an axe for his birthday.
2. He was very happy.
3. His father said, 'It's not a toy. Be careful.'
4. He made a deep cut in a cherry tree with his axe.
5. His father was very angry when he saw the dying tree.
6. No, he spoke the truth.

Learn to read-2 (page 88)

These questions are for discussion only. Yes, it can be difficult to tell the truth sometimes. (Think of examples of situations: for example if a student has broken a valuable object.)

Ask for the students' own opinions about George.

Learn words (pages 88-89)

1. The words are, in this order: saw, hammer, axe, screwdriver, tongs
2. (a) axe (b) toy (c) sharp (d) garden (e) lie

Learn spelling (page 89)

Point out the doubling of some letters in each of the words.

Learn grammar (pages 89-91)

Do the exercise orally first; you may need to help the students with the spellings of some of the words.

- A. 1. It's not a boy, it's a monkey.
2. It's not a giraffe, it's an elephant.
3. It's not a horse, it's a cow.
4. It's not a hospital, it's a police station.
5. It's not a mango tree, it's a coconut tree.
6. It's not a helicopter, it's an aeroplane.
7. It's not a pen, it's a pencil.
8. It's not a TV set, it's a computer.
- B. 2. not a horse 3. not a melon 4. not a classroom 5. not a stream 6. not a bus

Learn to write (page 92)

Let students write their own sentences following the model.

Learn to speak (page 93)

Some polite ways of asking:

Can I please have a turn now?

Can I borrow your pencil, please?

Learn to listen (page 93)



Transcript of listening text

Once Alex the alligator was going for a walk. He was very hot, so he wandered off the road into the shade of some trees nearby. It was so cool and pleasant there that he went further and further, right into some deep, dark, woods. And soon, before he knew it, he was lost. Completely lost. He wandered here and he wandered there, but there were trees and more trees, and nothing but trees, and he was soon very confused. And hungry. And in need of a bath, for alligators live in rivers, and like to bathe all day long.

Alex the alligator started crying, he was so unhappy. He cried and he cried and he cried, sitting beside a tree stump, with his head in his hands. He cried for hours, and no one heard him crying, poor little Alex. He sobbed and he sobbed, and he couldn't stop sobbing, he was so unhappy and uncomfortable and hungry and lonely. Great big tears splashed all round him—splish, splash, splish!

Then suddenly he felt that his feet were getting wet. He jumped up and looked, and there, beside his feet, he found this most beautiful stream flowing. It was a little stream, but there was enough water in it for him to have a good swim and a bath, and another swim and another bath, and yet another swim and yet another bath. Alex the alligator was very happy indeed. He was just a little hungry, but that was all right.

And then he heard a splash, and there was a fish jumping about in the water. He caught it and ate it up, and he was no longer hungry or uncomfortable. Alex was now the happiest alligator in the woods, and he even tried to sing:

I'm Alex the alligator,
And this is my little stream,
I have lots of fish to eat
And lots of time to dream.
There's lots of water to splash in
And plenty more to wash in
I'm Alex, the alligator
The lord of all I see!

Poem: Oats and Beans and Barley Grow

Learn to enjoy the poem (page 95)

1. ✓ 2. × 3. ×
4. × 5. ✓ 6. ×

Unit 10: Brer Rabbit in the Well

Starter (page 96)

Animals drink water wherever they find it (e.g. from puddles, streams, and ponds.)

Tell the students the story of the thirsty crow. Better still, ask the children to tell you the story. Ask one of them to begin, then some of the others to continue, until they have told the whole story.

Learn to read–1 (page 98)

2. the other bucket went up. 3. to go back up 4. catching fish
5. went down into the well 6. went up.

Learn to read–2 (page 99)

Students will know Tom and Jerry, which is a cartoon about a cat (Tom) that is always trying to catch a mouse (Jerry). Students may know of others.

Learn words (page 99)

1. (a) well (b) top (c) mat (d) tree (e) net
2. (a) near (b) down (c) cool (d) dark (ask for a five letter word as well—that would be: heavy) (e) empty

Learn grammar (page 100)

- A. 2. (a) 3. (e) 4. (b) 5. (f) 6. (c)
B. 2. Where do your grandparents live?

3. Where does your mother work?
4. Where does your brother study?
5. What is his name?
6. Who is his best friend?

Learn to write (pages 101)

The sentences are in this order: 8, 5, 7, 2, 3, 4

Learn to speak (page 102)

Pair work

Learn to listen (page 103)



Transcript of listening text

A: Hey, why aren't you wearing your new shirt? You promised you'd wear it when we went to the movie.

B: Well, it's a long story.

A: Tell me, I like stories!

B: Well, we had a guest last night. Someone we hadn't seen in a long time.

A: So?

B: Well, he sat and chatted with my parents for a long time. He said he had a son my age.

A: And then? What does this have to do with your shirt anyway?

B: It was the son's birthday, and he had just been to the market to buy him a present, and he had got him a nice blue shirt. And then he got into the bus to go home and he met my dad who was in the same bus, quite by accident. They started chatting.

A: And then?

B: They got off the bus together, and came home, and my father's friend left his packet in the bus!

A: Really?

B: Yeah. He was very upset when he remembered that he had left the shirt behind. Now he didn't have anything to give his son for his birthday.

A: OK, now I know the end of the story. You gave him your shirt so he could give it to his son! That was a nice thing to do!

B: Well, yeah, I had to, didn't I? I'm glad I did.

Answer: Story B

Poem: The Swing

Learn to enjoy the poem (page 105)

1. A child
2. Rivers, trees, and cattle, all over the countryside, garden, roof
3. In the child's garden.

Activity (page 105)

br		brown
d		down
cl	+	own
t		town
cr		crown

Unit 11: Crafty Tom

Learn to read–1 (page 111)

1. Tom remembered it was Monday and he had a Science test.
2. He pretended to be ill because he did not want to take the test.
3. He drew spots on his face and arms with red ink.
4. The doctor saw the pen on the desk and the ink on Aunt Polly's face.
5. Tom got out of bed when the doctor said the injections were very painful.

Learn to read–2 (page 111)

These questions are for discussion.

1. Tom wanted to miss the Science test because he had not studied for it.
2. This story tells us that Tom was a naughty boy. He liked to play tricks on other people.

Learn words (page 112)

1. quick–slow, begin–end, well–unwell, kind–unkind, large–small
2. (a) large (b) slow (c) unwell (d) begin (e) kind

Learn grammar (pages 112–113)

- A. 1. plays 2. a 3. into 4. his 5. they 6. is
- B. 1. Does a railway line run near your house? If it does, you will see and hear trains go speeding past. Some trains carry things like coal, steel and oil. Some trains carry passengers from town to town. They stop at each station to let people in and out. Then the guard blows his whistle to let the driver know that he can start the train.
- C. (1) Bala met an old monkey.
(2) Nasir and Anjum are students of our school.
(3) Please give me some water.
(4) David is not in our team.
(5) Who broke my pencil sharpener?
(6) Please give me two spoons of sugar.

Learn to write (page 114)

Many different paragraphs are possible.

E.g. This is a crowded waiting room. There are lots of chairs for people to sit on. Some of the people are talking. A woman is reading a magazine. A nurse is putting a bandage on a child's hand. Another child is crying. A man is cleaning the floor with a mop. We can see the doctor in his room.

15. Key to the Workbook

Unit 1: A Birthday Gift

Learn to read (page 8)

1. False
2. Sohaib saw a big boy riding a small bicycle.
3. Ali fell off the bicycle. He was hurt.
4. True
5. Ali was going to get a big, new bicycle for his birthday.
6. (b)

Learn words (page 9)

1. (a) teapot
(b) bedroom
(c) classroom
(d) blackboard
(e) workbook
2. (a) lion
(b) shirt
(c) cabbage
(d) green
(e) apple
(f) scissors

Learn grammar (pages 10)

1. It
2. They
3. They
4. It
5. They
6. It

Learn to write (page 11)

2. The cycle has only one wheel.
3. The driver of the car is wearing a helmet.
4. A monkey is riding a bike.
5. The traffic policeman is standing under the traffic lights.

Unit 2: The Tenth Boy

Learn to read (page 13)

1. a swim in the river.
2. (a)
3. (a)
4. (b)
5. (b)
6. True

Learn words (page 14)

One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, eighteen, thirty, twenty, fifty, zero, hundred

Learn grammar (page 14)

2. between
3. inside
4. beside
5. in
6. behind
7. under

Learn to write (page 15)

The sentences are in the following order:

1. He felt hungry one day.
2. So he walked into the farm.
3. He jumped to pick a bunch.
4. But again he could not reach it.
5. He was angry.

Unit 3: The Trees and the Axe

Learn to read (page 17)

1. (b)
2. (b)
3. No
4. True
5. make a handle for his axe, to cut down the trees down.
6. False

Learn words (page 18)

1. (a) scissors; (b) axe; (c) hammer; (d) nail; (e) screwdriver
2. (a) pot; (b) smile; (c) who; (d) tops/stop; (e) rose; (f) name; (g) saw; (h) ten

Learn grammar (page 18)

- (b) aunt and uncle
(c) flowers and leaves
(d) doors and windows
(e) salt and pepper
(f) moon and stars
- an orange, an apple, a cat, a kitten, an ox, a cow, a handle, an axe, a pilot, an astronaut

Learn to write (page 19)

The Banana tree

It has a trunk but no branches.

Its huge leaves grow from the top of the tree.

It produces only one big bunch of fruits.

Pakistanis love this tree and its fruit.

The Christmas tree

It has a thin trunk and grows like an upside down cone.

Its thin long leaves grow all around the thin trunk like a fan.

It does not produce fruit that can be eaten.

It is decorated during Christmas.

Unit 4: The Camel and the Goat

Learn to read (page 22)

- (b)
- plenty to eat, nothing to eat
- big
- nothing to eat, plenty to eat
- True

Learn words (page 23)

- (b) railway station (c) hospital (d) airport
(e) post office (f) bakery
- (a) B, U (b) U, T (c) MT
(d) C, U (e) R, Q

Learn grammar (page 24)

- Please close the window.
- Don't run on the stairs.
- Please wash your hands.
- Don't make a noise.
- Please have some biscuits.

Learn to write (page 25)

aunt, puppy, ball, saucer, walk, dogs, puppy

Test-1

Unseen comprehension (page 26)

1. They played together. 2. (a) 3. No 4. (b) 5. True

Coursebook comprehension (page 27)

- smoothly, quietly
- (a)
- Abu bought nine donkeys
- True
- He asked them to throw the turtle into the river.

Vocabulary (page 27)

- kind
- carrot
- second
- stepping, coming
- kennel, stable

Grammar (page 28)

- They
- Meena lives in Karachi.
- a, an
- mother and father, and aunt and uncle
- on

Writing (page 28)

- 2, 1, 3, 4, 5

Unit 5: Why the Hippo has a Tiny Tail

Learn to read (page 30)

1. (a) 2. (b) 3. (b) 4. (b) 5. (a)

Learn words (page 31)

- (b) won, one; (c) would, wood; (d) herd, heard
- shop, pair, stable, pear

Learn grammar (page 32)

- 1.play; 2. swims; 3.like; 4.draws; 5.makes

Learn to write (page 32)

To be done by the students

Unit 6: Help! A Wolf! A Wolf!

Learn to read (page 35)

1. F 2. F 3. T 4. T 5. T 6. F

Learn words (page 36)

- herd, age, new, out, top, and, him/self, ill, near/by, an/other
- chase, block, form/firm, tap, big/beg, hat/hot/hut

Learn grammar (page 36)

- Please come here.
 - Don't go there!
 - My friend is waiting there.
 - You can keep your books here.
 - May I sit here?
- The Khyber Pass is in Peshawar.
 - Do you like to read books?
 - Ahmed and Ali are best friends.
 - Where do you live?
 - Sobia Murad is a student of Iqra Public School.

Learn to write (page 37)

Nazia Khan is a young girl.
She is a student of Class 2.
She is in section A.

She is studying at Iqra School, Peshawar.
She is learning Urdu at school.

Unit 7: The Blind Men and the Elephant**Learn to read (page 40)**

- touched
- different parts
- he was
- They were all blind.
- False
- They learnt that different parts make a whole.

Learn words (page 40)

- B soldier C blue D uniform
- police station
 - swimming pool
 - hospital
 - airport
 - battlefield

Learn grammar (page 41)

- grows
- weigh
- breathe
- eat
- lays
- catch

Learn to write (page 42)

Students can do this exercise by themselves.

Test-2

Unseen comprehension (page 43)

1. (b)
2. True
3. True
4. (a)
5. (b)

Coursebook comprehension (page 44)

1. True
2. True
3. True
4. True
5. False

Vocabulary (page 44)

1. furniture
2. hole
3. weak
4. huge, large
5. friend

Grammar (page 45)

begins, takes, return, leaves, work

Writing (page 45)

Dear Aunty

Thank you very much for the lovely box of paints and the paint brush. I loved my gift. I will send you a painting soon.

Love

.....

Unit 8: Be Helpful

Learn to read (page 47)

1. The teacher asked them not to bend their arms while eating.
2. False
3. True
4. they fed each other.
5. True
6. we help one another.

Learn words (pages 47)

- | | |
|---------|-------|
| 1. A | B |
| big | huge |
| weep | cry |
| quick | fast |
| begin | start |
| cash | money |
| connect | join |

2. The missing letter in the square is 'P'
- | | | |
|-------|-------|-------|
| TAP | ACE | PET |
| | | |
| TIN | ICE | NET |
| | | |

Learn grammar (page 48)

- (b) Their
 (c) our
 (d) her
 (e) My, your
 (f) His

- | | | |
|----|--------------------|--------|
| 2. | A | B |
| | a piece of | news |
| | a pound of | butter |
| | a bottle of | water |
| | a bar of | soap |
| | three kilograms of | flour |
| | a litre of | milk |
| | two cups of | tea |

Learn to write (page 49)

- Rehan is not in the garden.
- Reshma is not with Grandpa.
- Grandma is not fast asleep.
- Grandpa has not broken his foot.
- The time is five minutes to 4 o' clock and not 5 o' clock.

Unit 9: The Wolf and the Watchdog

Learn to read (page 52)

- (a) T (b) T (c) F
- The dog guarded the farm.
- The dog got a kennel to rest in and good food to eat.
- The dog was chained in the day time and not allowed to leave the farm.

Learn words (page 52)

- (b) short (c) sad (d) narrow
 (e) rich (f) quiet (g) the back door
- (b) water, juice (c) fruits (d) flowers
 (e) money (f) clothes (g) juice, milk, water

Learn grammar (page 53)

- is not a mouse.
- is not a grape.
- is not a shop.
- is not a boat.
- not a bicycle.

Learn to write (page 54)

This is a busy restaurant. It is very crowded and there is a lot of noise. There are many people and families in the restaurant. One waiter is carrying doughnuts and coffee on a tray. Another waiter is taking an order from a table. A man is sitting at the cash counter. He is taking money from people who have finished eating and are leaving the restaurant.

Unit 10: The Frog and the Boys**Learn to read (page 56)**

1. True 2. (a) 3. (b) 4. (b) 5. True

Learn words (pages 56)

A	B	
wife	husband	
daughter	son	
mother	father	
grandmother	grandfather	
aunt	uncle	
niece	nephew	
2. (a) sky	(b) moon	(c) cloud

Learn grammar (page 57)

- Where do your cousins live?
- Where does your uncle work?
- Where does Ibrahim study?
- How old is Ibrahim?
- Who is his teacher?

Learn to write (page 58)

Pair work

E.g.

- 24 September
- English
- pink
- dogs and books
- television and Maths

Anna is my friend. Her birthday is on the 24th of September. Her favourite subject is English. Her favourite colour is pink. She likes dogs and reading books. She does not like Maths and watching television.

Unit 11: Who Will Bell the Cat?

Learn to read (pages 60)

1. False
2. mice, rice, wheat
3. to kill the mice.
4. (a)
5. (True)
6. (a)

Learn words (page 61)

1. You can buy a house.
You can sell a house.
You can paint a house.
You can clean a house.
You can build a house.
2. The animals that we find in our houses: mice, cats, goats, sheep, dogs.
The animals that we do not find in our houses: elephants, rhinos, kangaroos, bears, giraffes

Learn grammar (page 62)

Revision

1. It, likes, milk, purrs, on, love
2. (a) The farmer bought a cat.
(b) Yusuf and Rahim are my neighbours.
(c) May I borrow a pencil?
(d) Danish is not doing his homework.
(e) I cannot find my book.
(f) Please don't talk in the class.

Learn to write (63)

e.g. I live on a busy street. There are several people on the street this morning. A woman is selling vegetables from a cart. A man is buying some vegetables from her. Another woman is selling fruits from a basket. She is carrying the basket on her head. Two children are going to school. There is also a man sweeping the road. There are many people on the road in the mornings.

Examination

Unseen comprehension (pages 65)

1. eat
2. smaller
3. sad
4. bigger
5. unhappy

Coursebook comprehension (page 65)

1. True
2. George got an axe as a birthday present from his father.
3. False
4. claps his hands
5. stairs

Vocabulary (page 66)

1. dull, loud
2. A tiny mouse
3. weakness
4. You drive a car.
You listen to the radio.
5. drink, food

Grammar (page 66)

1. Who is the best student in Class 2?
2. an engineer, a doctor
3. They, It
4. of, in
5. goes, returns

Writing (page 67)

One day John found a handbag in the park.
He took it to the police station.
A day later a lady called to see him.
She thanked him for finding her handbag.
She gave him a storybook as a reward.

16. Key to the Literature Reader

Unit 1: Mole Goes Boating

Quiz time (page 9)

2. × 3. ✓ 4. × 5. ×

Activity (page 9)

Beaver Ratty Otter

Poem: Frogs at School

Activity (page 11)

Students can do this exercise by themselves.

Unit 2: Wise Little Abdul

Quiz time (page 15)

1. the truth 2. good 3. Pictures 1 and 3

Activity (page 16)

traveller: tar, rat, let, tell, rate, real, reel, travel, leave, etc
Baghdad: bag, dad, had, bad, etc.

Poem: Somersaults

Activity (page 18)

See that the students don't hurt themselves.

Unit 3: Koffi's New Friend

Quiz time (page 22)

The right answer is number 1.

Activity (page 23)

2. GIANT 3. CAMEL 4. LOST 5. SICK
MAGIC STICK

Poem: When I am in my Bed at Night

Activity (page 25)

night	sea	away	star
write	free	pray	far
fight	me	hay	bar
kite	tea	may	tar

Unit 4: Ma Liang and the Magic Brush

Quiz time (page 30)

2. gave Ma Liang a magic brush 3. wanted to help the poor people
4. wanted a tree covered with gold coins 5. fell into a hole

Activity (page 30)

Help students with the drawing.

Poem: All in a Day

Activity (page 32)

1. puddles 2. paints 3. mud 4. playground 5. school

Unit 5: The Powerful King

Quiz time (page 35)

2. × 3. ✓ 4. ✓ 5. ✓ 6. ✓

Activity (page 36)

Discuss suggestions with the students.

Poem: That's What You Think

Activity (page 37)

Help students with the drawing.

Unit 6: The Emperor's New Clothes

Quiz time (page 40)

1. palace, horses and carriages 2. a special kind of cloth 3. see the cloth
4. very beautiful 5. wearing any clothes at all

Activity (page 41)

The other words are: car, sun, sheep, rope

Unit 7: Finding Friday

Quiz time (pages 45-46)

1. Picture 1 2. Picture 1

Activity (page 47)

Help the students select the items.

