

***Broadway***  
**A Multi-Skill Course in English**

**Teaching Guide 3**

**OXFORD**  
UNIVERSITY PRESS



## Contents

1. Introduction	2
2. Communicative Language Teaching	6
3. Teaching Reading	7
4. Teaching Words	11
5. Teaching Grammar	13
6. Teaching Dictionary and Study Skills	16
7. Teaching Writing	17
8. Teaching Speaking	19
9. Teaching Listening	22
10. Teaching Poetry	24
11. Multiple Intelligences and Higher-order Thinking Skills	24
12. Lesson Plan for Teaching a Poem	29
13. Lesson Plan for Teaching a Prose Unit	30
14. Key to the Coursebook	36
15. Key to the Workbook	59
16. Key to the Literature Reader	73

# 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; the textual content reflects the learners' context.

In essence, the 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 the National Curriculum for English Language (2006), into account. The comprehensive syllabus includes 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 for teaching English as a second language.

## The Coursebook (CB)

### 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, plays, poems, interviews, biographical and autobiographical writing, and expository texts that have a distinct local flavour. Importantly, the contents of the reading texts are based on 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.

### Contents

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 **oral tests**, 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.

### Contents

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 that 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 the 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, the Workbook, and the Literature Reader.

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?

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 try 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 largely explicitly stated factual information from a text. *See CB 3, Learn to read–1 question 1 Unit 2, page 24.*
  - *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 3, Learn to read–1 question 5 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 it in the light of the learners’ own experiences. *See CB 3, Learn to read–2 Unit 4, page 43.*
  - *Extrapolative questions*: These involve using the information in a reading text to go beyond the text to express original and creative ideas. *See CB 3, Learn to read–2 questions 1 and 2 in Unit 10, page 110, and in Unit 3, page 32.*
2. By using comprehension questions that demand two opposing levels of comprehension.
  - Global questions that necessitate an overall understanding of the text. *See CB 3, Learn to read–2 question 1 in Unit 9, page 98.*
  - Local questions that necessitate an understanding of some specific details of the text. *See CB 3, Learn to read–1 questions 2 and 4 in Unit 3, page 32.*
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.
6. By linking reading to the development of writing skills and study skills.  
Reading can be profitably integrated with the teaching of writing and study skills such as note-making and referencing.

**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 silently. It is useful to ask them to read the passage once in order to get its global idea. 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.
- On occasions, 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 that 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 '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 an 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 one's 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 about the pronunciation of a word in the text, use a dictionary that gives 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 the adjective *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.) See **CB 3, Learn words Unit 4, page 43.**
- *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.

- *Synonyms and antonyms*: One of the most useful ways of understanding words is by comparing it 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. A word can sometimes also be understood by contrasting it with a word with the opposite meaning—*antonyms*. For example, *light* is easily understood when contrasted with *heavy*.
- *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*.
- *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’. See **CB 3, Learn words Unit 6, page 65**.
- *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 *connotations* 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’).
- *Idiomatic use—phrasal verbs and 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. *See CB 3, Learn words Unit 10, page 110.*

- **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 vocabulary by relating words to those they already know, e.g. words to describe different ways of walking, words related to sports. *See CB 3, Learn words Unit 4 pages 25, 43.*

## 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 CB 3, Learn grammar Unit 5, pages 55–56 and Unit 7 pages 76–78.*

- *Activities should be purposeful*  
They should involve the learners and hold their interest. Learners appear to learn better when personal involvement is required. *See CB 3 Learn grammar Unit 2, pages 25–27.*
- *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 CB 3, Learn grammar Unit 2, page 25.*
- *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 CB 3, Learn grammar Unit 5, pages 55–56.*
- *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 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 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** series 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. See **CB 3, Learn grammar in Unit 5, pages 55–56.**

- teach grammar through a combination of sentence-based work and discourse (or sentences in combination). See **Learn grammar in CB 3, Unit 5, page 54–56.**
- present grammar in the contexts that 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 a dictionary** are based on the following checklist of dictionary skills:

1. Locating words in alphabetical order. See *CB 3, pages 27, 45.*
2. Using guidewords to locate headwords. See *CB 3, pages 68–69.*
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. See *CB 3, page 90-91.*

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. *See CB 3, pages 101–102.*
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 verb
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 the 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 purposes such as writing letters, reports, and messages, making notes, and preparing summaries.
- Writing with coherence and cohesion. Employing the 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 with 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, or 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. *See CB 3, Learn to write pages 28, 36,–37, 114.*
5. Giving evidence of control over basic grammatical structures and the syntax of basic coordination and subordination. *See CB 3, Learn to write page 18.*
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. *See CB 3, Learn to write page 18.*
8. Attempting conscious organization of a text using paragraphing and a few basic discourse markers. *See CB 3, Learn to write pages 91–92.*
9. Showing some awareness of style vis-à-vis the purpose of writing and the intended audience. *See CB 3, Learn to write page 127.*
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
- (a) the phase of the lesson (Is it the accuracy phase?)
  - (b) the self-confidence of the student  
(‘Whoever wants to speak well must first murder the language.’ — Jespersen 1904)

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

- Articulating the sounds of English in words and connected speech with a fair degree of accuracy. *See CB 3, Learn pronunciation Units 2, 3, and 10.*
- 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 CB 3, Learn to speak Units 2, 3, 4, 5.*
- 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 CB 3, Learn to speak Unit 9.*
- Presenting information in sequence in simple narratives and descriptions, using a few discourse markers and cohesive devices.
- Participating in simple discussions on familiar topics. *See CB 3, Learn to speak Unit 10.*
- Expressing ideas, opinions and feelings in simple English. *See CB 3, Learn to speak in Unit 10.*
- Reading familiar textual material aloud with reasonable fluency and accuracy
- Reciting rhymes and simple poems, and singing popular songs with reasonable fluency and accuracy. *See CB 3, Learn to listen Unit 6.*

## 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 cassette 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 cassette 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 the *Broadway* series 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 3, Learn pronunciation in Units 2, 7, 10.*
- 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. *See CB 3, Learn to listen in Unit 9.*
- Understanding and responding appropriately to simple questions, statements, and courtesy formulas. *See CB 3, Learn to speak in Units 4, 7 and 8.*
- Understanding the main ideas, and some significant details, of simple spoken narratives and descriptive texts. *See CB 3 Learn to listen in Units 4 and 5.*
- Listening for a specific purpose, e.g. news broadcasts and telecasts, commentaries, and railway station announcements.
- 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 CB 3, 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 taped 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 Gardener'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 Coursebook 3

Unit	Page	Skill
<b>UNIT 1 AMIN AND THE EGGS</b>		
<b>Starter</b>	11	Application
<b>Learn to Read—1</b>	13	
Q 3, 4		Deduction/ Deduction
<b>Learn to Read—2</b>	14	
Q 1		Justification
Q 2		Justification
<b>Learn to Speak</b>	19	
<b>Poem</b>	21	
Q 5		Evaluation
Q 6		Evaluation
<b>UNIT 2 ASKING PERMISSION</b>		
<b>Learn to Read—1</b>	24	
Q 5		Deduction

<b>Learn to Read—2</b>	24	
Q 2		Evaluation
<b>UNIT 3 WHO SHOULD I PRAY FOR?</b>		
<b>Starter</b>	30	Problem-solving
<b>Learn to Read—2</b>	32	
Q		Problem-solving
<b>Learn to Speak</b>	37	Application
<b>UNIT 4 TOTO THE MONKEY</b>		
<b>Learn to Read—2</b>	43	
Q		Evaluation
<b>Learn to Write</b>	45	Synthesis
<b>Poem</b>	48	
Q 4		Evaluation
<b>Activity</b>	49	Application
<b>UNIT 5 TOM'S SORE TOE</b>		
<b>Starter</b>	50	Application
<b>Learn to Read—1</b>	53	
Q 6		Deduction
Q 7		Deduction
<b>Learn to Read—2</b>	53	
Q 1		Evaluation
<b>Learn to Write</b>	57	Application
<b>Learn to Speak</b>	58	Application
<b>Poem</b>	60	
Q 4		Analysis
Q 5		Extrapolation
<b>UNIT 6 THE LION AND THE LEOPARD</b>		
<b>Starter</b>	62	Reflection
<b>Learn to Read—2</b>	65	
Q		Justification
<b>Learn to Write</b>	69	Deduction
<b>Learn to Speak</b>	70	Extrapolation

UNIT 7 FISHING FOR THE MOON		
<b>Learn to Read—1</b>	75	
Q 5		Deduction
<b>Learn to Read—2</b>	75	
Q 1		Extrapolation
Q 2		Extrapolation
<b>Learn to Write</b>	80	Deduction/Synthesis
<b>Learn to Speak</b>	81	Application
<b>Poem</b>	83	
Q 3		Deduction
Q 4		Analysis
UNIT 8 THE POUND OF BUTTER		
<b>Learn to Read—1</b>	87	
<b>Q 3</b>		<b>Deduction</b>
<b>Learn to Read—2</b>	88	Application
<b>Learn to Write</b>	91	Application/Synthesis
<b>Learn to Speak</b>	92	Application
<b>Learn to Listen</b>	94	
Q 1		Deduction
Q 2		Deduction
UNIT 9 A HUNDRED FACES		
<b>Starter</b>	95	Analysis
<b>Learn to Read—1</b>	97	
Q 1		Analysis
Q 2		Deduction
Q 3		Deduction
Q 5		Deduction
<b>Learn to Read—2</b>	98	
Q 1		Expressing opinion
Q 2		Expressing opinion
<b>Poem</b>	104	

Q 1		Deduction
Q 3		Evaluation/Justification
<b>Activity</b>		Application
<b>UNIT 10 BORROWED FEATHERS</b>		
Starter	106	Deduction
<b>Learn to Read—2</b>	110	
Q 1		Extrapolation
Q 2		Evaluation/Justification
<b>Learn to Write</b>	114	Synthesis
<b>Learn to Speak</b>	115	Synthesis
<b>Learn to Listen</b>	116	Synthesis
<b>Poem</b>	117	
Q 1		Deduction
Q 2		Deduction
Q 3		Deduction
Q 4		Deduction
Q 7		Deduction
<b>Activity</b>	119	Synthesis
<b>UNIT 11 THE POT THAT DIED</b>		
<b>Learn to Read—1</b>	125	
Q 1		Deduction
Q 2		Deduction
Q 3		Deduction
Q 4		Deduction
Q 5		Inference
<b>Learn to Read—2</b>	126	Evaluation/Synthesis
<b>Learn to Write</b>	127	Application

## 12. Lesson Plan for Teaching a Poem

### Cat (CB 3, pages 48–49)

#### Warm-up

1. Start by asking the students whether they have watched cats. *What have they noticed?* Let students discuss this for a few minutes in pairs or groups. Encourage them to share their ideas with the rest of the class.

#### Listening and Active Recall

2. Read the poem aloud while students listen with their books shut.  
*Ask: Is the poem about why cats make good pets? (Students will—hopefully—say ‘No’.) What does the poem tell us? (Students respond.) Can you recall any words or phrases that tell us what the cat does? Get as many responses as possible.*
3. Read the poem aloud once more while students listen with their books shut. Attempt to recreate the poem with help from the students. If students find this difficult, prompt them by miming some of the actions mentioned in the poem.

#### Combining Auditory and Visual Experience

4. Ask students to open their books. Read the poem aloud yet again. This time the students will follow it in their books.

#### Analysing the Poem

5. Ask students to read the poem silently. Draw their attention to the glossary of unfamiliar words. Add additional explanations to these, if necessary. If you decide that there are other words that might create problems for the students, provide meanings/explanations for these.
6. After students read the poem,
- encourage a **discussion** using the questions under **Learn to enjoy the poem**. Add questions of your own to ensure fuller coverage of the poem and to make sure that students understand it. [Make questions your teaching tool rather than ‘explanations’. Explanations and paraphrasing will prevent learners from making the effort to understand the poem on their own. Keep the questions short and simple. Do not demand complete sentences as answers.]
  - draw attention to the use of *language* (e.g. line 11—Q 2) and
  - draw attention to the *structure* of the poem (e.g. the rhyme scheme: *jaws—claws, more—four*)
  - do the exercise under **Activity**.

#### Recreating the Experience

7. Encourage students to read the poem aloud. [When teaching poetry initially, this reading can be done by the class (with the teacher

- leading), or by small groups taking turns with a stanza each. At a later stage, individual students can take turns to read the poem aloud.]
- (Optional) A good follow-up activity would be to encourage students to create a stanza in the style of the poem on a similar subject—e.g. ‘Dog’. This can be done in groups. (Attempt this only if the subject is simple, as in ‘CAT’.)
  - If you can find a thematically similar poem, read it out to the class.

## 13. Lesson Plan for Teaching a Prose Unit

### Tom’s Sore Toe (CB 3, pages 50–59)

#### PREPARING TO READ

##### Starter

Start a dialogue with students about days when they don’t feel like coming to school. Encourage them to talk about what they do to try to skip school. Try to get a variety of responses. Do not respond judgmentally.

Ask how their parents react to ‘don’t-want-to-go-to-schoolitis’. Are parents sympathetic?

Tell students they are going to read a story. Write up the title on the board. Ask them what they think it’s going to be about. Do not respond, just accept what they say. Write up their guesses on one side of the board. Tell them they can read the story and find out whether they were right.

#### READING

##### Learn to read–1

##### STAGE ONE

Ask students to read the first paragraph *silently*. (FOR ALL SILENT READING: Do timed reading. Tell them how much time they have. Give them a reasonable amount of time and then ask them to stop. This will get the slower ones to read a little faster next time and over time, will help to increase reading speeds.) Direct their attention to the meanings of difficult words in the yellow boxes.

Ask Question 1 (page 53) *Why was Tom unhappy?*

Allow students to refer back to the text when answering.

Ask a question and allow several students to answer before affirming the correct answer. Ask a student who answered correctly to go back to the text and read out the portion of the text containing the answer. Ask others if they agree.

Read the relevant portion aloud yourself so that the whole class can hear it clearly.

If a student gave you an incorrect answer initially, check briefly if she now understands why her answer was wrong. Get the student to state the correct answer or read the relevant portion from the text.

DO NOT attempt to correct grammar or pronunciation at this point. Concentrate on allowing students to express their understanding of what they have read.

DO NOT (at this stage) insist on answers in complete sentences. Allow students to answer in a word, phrase, or sentence. (The objective is to find out how well they *understand* the material, **not** how well they can *express* this understanding.)

Ask about the significance of the day Monday (*'Monday morning blues'*)

What was *'a good excuse'*? An excuse for what?

## STAGE TWO

'Ask students to continue reading silently until, *Oh, Tom. Tom, please don't die*'.

Ask Questions 2 and 3 and:

Who is Sid? (As this information is not given in the text, students will use their 'knowledge of the world' to guess.) Answer: *'brother'* would be acceptable, though it is not strictly accurate.

For questions 2 and 3 ask students to justify their choice by pointing out the relevant parts of the text. Those who choose the incorrect option should be asked why they did so. Guide them to correct answer.

(For each question, repeat the steps as above.)

Ask the students to read from *Sid ran downstairs and shouted* (pg. 51) to *'You're a bad boy, Tom'*. (pg. 52)

Ask Questions 4 and 5. (For each question, repeat steps as above.)

*Note:* Answers to all multiple-choice, true/false, and yes/no questions must be justified through reference to the text.

Ask students to read the last paragraph and answer Question 7.

Look at the student predictions on the board. How many were accurate? Ask students how they were able to guess.

**HOMEWORK:** Questions 1–7 can be set for homework. Ask students to write out the answers on their own. At this stage, they can be asked to answer in complete sentences.

## STAGE THREE

### Learn to read—2

Ask the question. Answers may vary. Allow students to suggest possibilities. (Tom most probably had to go to school. Aunt Polly would have guessed that he was trying to stay back.)

## AFTER READING

**Activity:** Get students to play-read or enact *Tom's Sore Toe*.

## VOCABULARY

### Learn words

Put up the words on the board *thigh, knee, calf, ankle, heel, sole, toe, big toe*

Make sure students know the meanings. Get them to point to the parts on their own legs. Check understanding with a few quick instructions like:

*Slap your thigh, Go down on your knees, Pinch your calf, Tap your ankle, Stand on your toes, Walk on your heels.*

Draw attention to the fact that the same word is used for the *underside of the foot* and the *underside of the shoe*—sole as in *the sole of your foot, the sole of a shoe*.

Ask students to do exercise 1. (labelling of parts)

Ask students to do exercise 2. Check answers. Discuss answers so that students know why other answers are not acceptable. Encourage students to talk about these parts of the body, what they can be used for, how we can hurt them, etc.

## GRAMMAR

### Learn grammar

1. Ask students questions about their lives, the answers to which require the use of 'in', 'on', 'at'. Example:

*When is your birthday?*            in June or on 23 March

*When do you have dinner?*        at 7.30.

Do not insist on complete sentences for answers. Answering in phrases is more natural (*When are you going home? In the evening*) and in this particular exercise, answering in phrases has the added advantage of emphasizing the item being practised.

2. Tell students we use 'in', 'on', or 'at' to say 'when' something happens.
3. Let them read the sentences on page 55.
4. Draw their attention to the words 'in', 'on', 'at' in these sentences.
5. Put up some more sentences with 'in', 'on', 'at' on the board.
6. Present the rules using the table on page 55.
7. Ask students to do the exercise. Correct it.
8. Encourage students to ask each other questions that will be answered using 'in', 'on', or 'at'.

## SPELLING

### Learn spelling

*Steps 1-3 are preparatory stages. If students already know the difference between vowels and consonants, steps 1 and 2 can be omitted.*

1. Write these words on the board. **cap red big pot fun**
2. Ask students how many letters there are in each word. Then ask them if they know how many vowels and how many consonants there are in **'cap'**. If they don't know, tell them. Let them practise with the other words. Tell them that the letters **a, e, i, o, u** are called **vowel** letters. All the other letters of the alphabet are **consonant** letters.
3. Write **'sad'** on the board. Say the word aloud. Write **'happy'** on the board. Say the word aloud. Demonstrate the difference. 'We say **sad** but **hap-pee**. **Sad** has one syllable; **happy** has two syllables.' Tap out the syllables on the desk to help students understand. Examples: **cup** (1 syllable) - **saucer** (2 syllables); **door** (1) - **window** (2)
4. Write **'big'** on the board and ask students to call out the vowels and consonants. Ask them how many syllables **'big'** has.
5. On the board, write: - **er**. Say that this is something we add to a word to make another word. So also, - **est**, - **ing**, - **ed**. 'When we add **-er** to **big** we get **bigger**.' Draw attention to the additional **'g'**. Write the other words, as in the book, on the board. In each case, highlight the doubled consonant.
6. Contrast this pattern with: **clean + -er = cleaner**. Ask students why there is no doubling of **n** here.
7. Use other examples to make the pattern clear.
8. Ask students to do the exercise.

## PRONUNCIATION

### Learn pronunciation

1. Write the example on the board: **feed: dead break peace**
2. Underline the vowel letters in each word.
3. Say each word aloud, pointing to the vowel letters in the word as you do so. Ask students if they can hear the difference in sound.
4. Point out that **feed** has a 'long ee sound'; **dead** has a 'short e sound'; **break** has a 'long ay sound'; **peace** has a 'long ee sound'. Therefore, **peace** has the same sound as in **feed**.
5. Call out the words in each set for 1-5. Ask the students to draw a circle around the 'same sound' word.
6. When they finish, ask the students to call out the two 'same sound' words in each set.
7. Tell them that, in English, the same letters can have different sounds: e.g. **said** and **paid**; **food** and **good**; **great** and **bean**  
Students can also offer their own examples.

## WRITING

### Learn to write

1. Students should write a paragraph of about 75 words. Help them structure the writing by asking questions like the ones below.

*When did you feel like staying at home without going to school? Why did you feel like that? What excuse did you think of? Why did you think of that particular excuse? Had you tried it before? Who did you tell? Your mother? father? somebody else? What did they say to you? What happened in the end?*

2. Get several students to speak about their experiences. Organize them under the following heads: (*See worked out example below.*)

*When?* after my birthday

*Why? (reason)* to read storybook

*What? (excuse)* headache

*To whom?* my mother

*What next?* .....

*Example:*

I got a book for my birthday. I wanted to stay at home and read it. I told my mother that I had a headache. She told me to go and lie down. I lay in bed and started reading. My mother came into the room and saw me. 'If you have a headache, why are you reading?' she said. I didn't know what to say. 'Now get up and get ready for school,' said my mother.

## SPEAKING

### Learn to speak

1. Ask students what they do when they meet a person for the first time. Build on their responses and discuss 'introductions'.
2. Tell them that they are going to learn how to introduce people to others.
3. Discuss the introductions on page 58.
  - Ask three volunteers to come to the front of the class.
  - Give them their roles: Sara, Umer, and Student A
  - Have Student A introduce Umer to Sara. Sara responds. (See dialogue 1.)
  - Repeat this with another set of three students, if necessary.
4. Do dialogue 2 (Tanya, Danish) as in 3 above.
5. Draw attention to the note at the bottom of page 58.
6. Illustrate how an introduction is structured:  
Person making the introduction:
  - (i) Say name of person to whom you are introducing someone, e.g. Sara . . . ; Tanya . . .

(ii) Say name of person who is being introduced, e.g. *This is . . . ; Meet . . .*

(iii) Add some information about the person, e.g. *Umer is my new neighbour; Danish likes singing.*

*Person to whom someone is introduced:*

(i) Greet, e.g. *Hi . . . Hello. Nice to meet you . . .*

(ii) Respond to information given, e.g. *Do you like it here? What songs do you like?*

**NOTE:** This can get a little complicated in practice. You might have to do it several times over until students understand the routine.

7. Divide class into groups of three. (If there is one person left over, ask her to join another group and to take turns to do the introductions. If there are two people left over, then ask one of them to double up as Speaker 1 and Speaker 3).
8. Ask the students to do the tasks on page 59.
9. Go around the class and listen to what the students are saying. Offer help where necessary.
10. At the end, ask three sets of volunteers to come up and act out their introductions of items 1, 2, and 3 before the class.

## LISTENING

### Learn to listen

*(For this activity you can use the audio cassette. You can also read the story aloud to the students if you wish.)*

1. Tell the students that they are going to listen to a story.
2. Ask them to read the questions in the book (page 59).
3. Ask: *How many people are there in the story? Who are they? What are they doing?* (Do not correct any of their answers.)
4. Ask them to close their books.
5. Tell them you will play (or read) the story twice. The first time, they will listen with their books closed.
6. Play (or read) the story.
7. Ask the students to open their books and answer the questions.
8. Play (or read) the story once more.
9. Students can check their answers, or change them.
10. Provide answers. If they go wrong, do not give them the correct answer yourself. Instead, rewind and play the story, and stop at the appropriate point. Let the students check for themselves. Before you go on to the next question announce the correct answer so that there is no doubt about what is correct. Repeat this process with the other questions.
11. *(Optional)* If students wish to hear the story again, play it one more time.

## 14. Key to the Coursebook

### 1. Amin and the Eggs

#### Starter (page 11)

(This activity allows learners to answer in words or by drawing pictures to indicate the answer. It caters to two kinds of learners: those who are verbally-oriented and those who are visually-oriented i.e. those who learn best through words and those who learn best through visual images.)

The eggs will hatch into chicks.

The seeds will grow into plants.

#### Learn to read-1 (page 13)

1. c
2. b
3. He bought hard-boiled eggs because they would last a few days and he could eat them during the journey.
4. The merchant asked for 500 silver coins because he calculated that the twelve eggs would have hatched into birds which in turn would have laid more eggs, and so on, thus producing a huge profit in seven years.
5. No.
6. He proved to the judge that just as boiled beans cannot grow into plants, so too, boiled eggs cannot produce chickens.

#### Learn to read-2 (page 14)

1. *Answers may vary.* However, these are the most likely: clever, bold, hard-working. Accept student answers as long as they can justify them.
2. *Answers may vary.* However, these are the most likely: dishonest, greedy, foolish. Accept student answers as long as they can justify them.

#### Learn words (page 14-15)

1. These are the most likely answers, though students might come up with less common examples that may also be acceptable:

donkey	: a, d, f, g
horse	: a, d, e, f, h, i, j
camel	: a, d, e, f
elephant	: a, c, i,
bullock	: b, d, f, j

2. (a) horse                      (b) elephant                      (c) camel  
(d) bullock                      (e) donkey

#### Learn grammar (page 15-17)

2. Put the pen on the table.
3. Turn to page 21 in your book.
4. Cover your books with brown paper.

5. Draw a long line.
  6. Repeat the words after me.
- B.
1. Don't read comics in class.
  2. Don't make a lot of noise
  3. Do your homework.
  4. Listen to your mother.
  5. Don't scribble on the walls.
  6. Eat your breakfast.
  7. Don't drink so much cola.
  8. Don't throw rubbish on the floor.
  9. Don't tease your little brother.
  10. Don't chew gum in class.
- C.
1. At Asma's party we had cake, biscuits, chips, samosas, sandwiches, jalebis, and juice.
  2. For breakfast you can have puri and potato, yogurt and paratha, or bread and eggs.
  3. When you go shopping please get me a kilo of sugar, some tomatoes, and a packet of biscuits.
  4. Nida's father went on a business trip to Multan, Lahore, Islamabad, and Rawalpindi.
  5. She went to the bookshop and bought some pencils, notebooks, erasers, and greeting cards.

### Learn spelling (page 17–18)

1. nEIGHbour    2. soldIER    3. scIENCE
4. hEIGHT    5. chIEf



### Learn pronunciation (page 18)

1. sugar    2. centre    3. gentle
4. Christmas    5. this

### Learn to write (page 18)

*(The answer could be about 50 words long.)*

The elephant is a large animal. It has large fan-like ears and a long trunk. It has a short tail. The elephant eats palm leaves and grasses. It is found in India and Africa. Indian elephants work in forests. They lift heavy logs. They sometimes walk in processions during festivals.

### Learn to speak (page 19)

*Answers will vary. The example in the book is intended only to serve as a guide to help students understand what is expected of them. Allow students to speak freely.*



### Learn to listen (page 19)

*Play the CD or read the sentences to the students. Pause after each sentence to allow students to underline the correct word in their books.*

### Transcript of listening text

1. They could not repair the **tent**.
2. Farah drew a **sheep** in her book.
3. There is a black **goat** under the tree.
4. Can you give me the **pill**, please?
5. Can you **fill** the jug under the table?
6. I will **try** the shirt.
7. Take the **class** with you when you go out.
8. There are two buds on the branch.

*The students will underline the following words in their books.*

1. They could not repair the **dent/tent**.
2. Farah drew a **sheep/ship** in her book.
3. There is a black **goat/coat** under the tree.
4. Can you give me the **pill/bill**, please?
5. Can you **feel/fill** the jug under the table?
6. I will **try/dry** the shirt.
7. Take the **class/glass** with you when you go out.
8. There are two **birds/buds** on the branch.

## Three Little Chickens

### Learn to enjoy the poem (page 21)

1. a fat little worm
2. a little green leaf
3. some nice yellow meal
4. She told them that they would have to look for their food on their own.
5. *Answers will vary. Whatever answers, the students choose, they should be able to justify their choices.*
6. *Answers will vary. Whatever answers the students choose, they should be able to justify their choices.*

### Activity (page 21)

leaf      grief      *Students' own words*

squeal      meal      *Students' own words*

patch      scratch      *Students' own words*

## 2. Asking Permission

### Starter (page 22)

**The answers:** (*clockwise from bottom left*)

1	4	2	3
---	---	---	---

### Learn to read-1 (page 24)

1. She wanted to make brinjal bhujia.
2. Boota
3. (c)
4. True
5. Bala got home late because Boota dipped him in the water many times.

### Learn to read-2 (page 24)

1. Bala stopped stealing because he was afraid that if he stole again he would be caught and punished.
2. *Answers will vary. Encourage discussion. The 'correct answer' is less important than students getting an opportunity to explore differing ideas and opinions.*

### Learn words (page 25)

- |         |             |          |
|---------|-------------|----------|
| 1. town | 2. lake     | 3. farm  |
| 4. rock | 5. mountain | 6. ocean |

### Learn grammar (pages 25-27)

- A. 1. May I go home now?                      2. May I speak to Shazia?  
3. May I borrow this book?                4. May I use the phone?  
5. May I have another ice cream?        6. May I carry that box for you?  
7. May I leave my books                    8. May I borrow your  
on this table?                                    bicycle?  
9. May I go out and play now?    10. May I leave the room?
- B. 1. **a** cake; **the** cake            2. **a** problem; **the** problem  
3. **a** flat; **the** flat                4. **a** man; **the** man
- C. 2. the            3. a            4. the            5. an            6. a            7. The            8. the

### Learn to use the dictionary (page 27)

camel, donkey, elephant, goat, horse, sheep

### Learn to write (page 28)

*Ask students to look at the illustration and describe what is happening. A sample is given below. (The answer can be about 50 words.)*

Sonu and his father, Mr. Ahmed, are in the drawing room. Mr. Ahmed is reading the newspaper. Sonu pulls the cat's tail. The cat mews in pain. Sonu's father says, 'Don't pull the cat's tail. It will hurt the cat.' 'Dad,' says Sonu, 'I'm not doing anything. I am only holding the cat's tail. The cat is pulling.'

### Learn to speak (pages 28-29)

For example:

A: Can I borrow your notes/pencil/cricket bat/sharpener?

B: Sure. Here you are. OR Of course, you can.

A: Can I go inside/come with you/sit down/drink this water?

B: Of course, you can.



### Learn to listen (page 29)

Play the recording to the students. The first time, let them listen without doing anything. Play the recording again. This time, allow them to number the pictures to show the correct order.

#### Transcript of listening text

It's Sunday night and Zaid is watching a film on TV. Zaid's mother comes into the room. 'Zaid,' she says, 'that's enough TV for today. It's 9 o'clock. Time you went to bed. Come on now, get up and go to your room.' Zaid doesn't want to go to bed. Very reluctantly, he gets up and climbs the stairs to his room. There, he changes into his pyjamas and gets into bed. He sits there, propped up against the pillows, his arms folded, and looks out of the window. He's wide awake. 'I'm not sleepy. What shall I do?' he asks himself. Then he has an idea. 'Maybe I should revise my maths,' he thinks. 'We have a test on Wednesday.' So he gets out of bed, takes his maths book from the table, and gets under the sheets again. Zaid starts to read. He tries to solve a problem. And then, his eyes begin to close, the book falls from his hands. In five minutes, Zaid is fast asleep!

The order of the pictures is as follows:

2      4      1

5      3

## 3. Who Should I Pray For?

### Starter (page 30)

Responses to this will vary. Some will put friendship first; others will vote for truthfulness. Help learners to see that it is difficult to arrive at a single 'right' answer to this problem. Do not press this point too much. The story will make it clearer.

### Learn to read—1 (page 32)

1. False.
2. The younger daughter was worried because there was no rain. If it did not rain, all their plants would die and they would have nothing to sell.
3. Her father promised to pray for rain.
4. The elder daughter wanted dry weather (because when it is hot people buy pots to keep water cool).
5. The old man did not know who to pray for. (The younger daughter wanted rain. The elder daughter did not want rain.)

### Learn to read—2 (page 32)

Answers may vary. It does not matter if students cannot come up with a solution to the problem. The aim is to help students understand that all problems do not have easy solutions.

### Learn words (page 32)

2. nurse looks after people who are sick
3. tailor stitches clothes
4. plumber fits and repairs taps, pipes, etc.
5. carpenter makes wooden furniture
6. electrician looks after and repairs lights, refrigerators, etc.

### Learn grammar (pages 33–35)

- A.
1. Tina bought a new dress and wore it to the party.
  2. The man jumped into the river and saved the boy.
  3. My father put the book down and went out of the room.
  4. I rang Javed and invited him to the party.
  5. Samia finished her homework and went to bed.
- B.
1. The farmer **is working** in the field.
  2. The woman **is reading** a newspaper.
  3. They **are watching** TV.
  4. The girls **are playing** tennis.
  5. Mr. Shaheen **is cooking** dinner.
- C.
1. digging
  2. sowing
  3. drawing
  4. filling
  5. pouring

### Learn spelling (page 35)

1. fairies, ladies
2. hobbies
3. donkeys, gooseberries
4. cities
5. holidays



### Learn pronunciation (page 36)

Draw attention to the different spellings for the sound of the long **ee** (/i:/). Encourage students to provide more examples.

neat, keep, leave, she, people, meet, tea

### Learn to write (pages 36–37)

Ask students to look at the picture and name the various things in it. Then ask them to say what each person is doing. What will they do next? Tell learners to fill in the blanks with words or phrases.

Example:

The gardener and his **wife** are **working** in their vegetable garden. The man is **digging** the **soil**. He is going to plant **seeds in it**. His **wife** is carrying a **pot of water**. She is watering the **plants**. They have picked some **vegetables**. There are **many** kinds of **vegetables**. Soon they will **take** the vegetables to **the market** and **sell** them.

### Learn to speak (pages 37–38)

*The answers below are not the only possible ones. What is important is that students recognize that ‘Good morning’, ‘Hello’, and ‘Hi’ are used to indicate differences in formality. You choose a particular greeting depending on the age/social/official position/‘nearness’ to the other person.*

1. Good morning, Miss. (Formal. For a person in authority.)
2. Good morning, aunty. (Fairly formal. You do not know this person very well.)
3. Hello, uncle. (Informal. You know this person well.)
4. Hi, aunty. (Very informal. Someone you know very well or are very close to.)
5. Hi, John. (Informal. For a person who is about the same age as you.)

### Learn to listen (pages 38–39)

*Tell the students that you will play/read a description of a living-cum-dining room. They will listen and draw the missing items—mentioned in the description—in the correct places in the picture. When you come to the text printed in **bold**—read it, **pause**, read it again, and give students enough time to finish drawing. If they don’t start drawing when you pause, remind them to do so (only for the first item). After you finish the first reading, ask the students if they have succeeded in drawing everything. Read the description once more. This time, do not pause at the phrases in bold print, and do not repeat. Read at a fairly slow but steady pace.*



#### **Transcript of listening text**

This is a room in Hadi’s house. It is a living-cum-dining room. At the back of the room, **near the window, there is a TV**. Hadi’s mother is sitting on the sofa. She is watching a film. You can also see Hadi’s father. He is reading a newspaper. In front of him, there is a small table. **On the table, there is a magazine**. After he finishes the paper, Hadi’s father will read the magazine. Behind the sofa, there is a dining table. There are four chairs around the table. The family eats all their meals here. **On the table, there is a glass**. Hadi left it there after drinking some juice. There is a divan near the window. After Hadi finishes his homework, he likes to lie down here and read. At the back of the room is the door which leads out of the flat. **Next to the door, beside the divan, there is a pot with a plant growing in it**. Hadi’s mother likes to have plants inside the house.

*The students will draw the following: a TV, a magazine, a glass, a pot with a plant in it.*

## 4. Toto the Monkey

### Starter (page 40)

Across: curious, dangerous, quick, clever, playful

Down: MONKEY

**Learn to read—1 (pages 42–43)**

1. Yes.
2. She put him in the larder to catch mice.
3. She was shocked because not only had Toto not caught any mice; he had also eaten all her jams.
4. d, c, a, e, f, b
5. False.
6. Toto did not get out of the kettle because it was cold outside.

**Learn to read—2 (page 43)**

*Answers will vary. Encourage discussion of answers.*

**Learn words (pages 43–44)**

1. Across: slide, *scamper*, jump, *hop*  
Down: crawl, *march*, skip, jog, run, limp
2. (b) jog (c) limping (d) hopped (e) jumped (f) crawled

**Learn grammar (pages 44–45)**

1. (a) My hair is curly but my sister's hair is straight.  
(b) Hira was born in Hyderabad but Saba was born in Sahiwal.  
(c) Feroze works hard but David is lazy.  
(d) The elephant is huge but the ant is tiny.  
(e) The book was interesting but the film is boring.
2. *Answers will vary.*

**Learn to use the dictionary (page 45)**

2. shelf, 3. sitting, 4. sleep, 5. soap, 6. sparkled, 7. straw

**Learn to write (pages 45–46)**

*See example in coursebook.*

**Learn to speak (page 46)**

*Answers will vary.*

**Learn to listen (pages 46–47)**

*Read these sentences to the students. Pause where indicated to allow students to respond. Before you begin, go over the instructions in the coursebook and make sure students understand what they have to do.*

**Transcript of listening text**

Look at this picture. You can see some children playing in the field. They are trying to get mangoes from a tree behind their school. The field where the tree is belongs to an old man. If he finds out he will be very angry. He does not like children playing in his field. The mango tree is big but it does not have mangoes on it.<sup>1</sup> [Pause.] There are seven children in all.<sup>2</sup> [Pause.] Four of them are boys and three are girls.<sup>3</sup> [Pause.] They are all about nine years old. The boy in the green shirt is throwing a stone at the mangoes.<sup>4</sup> [Pause.] He hopes it will knock down a few mangoes. Behind the tree, a

boy and a girl are lifting a basket of mangoes.<sup>5</sup> [Pause.] The basket is full of nice ripe mangoes.<sup>6</sup> [Pause.] I wonder what they're going to do with so many mangoes. Can you see the girl at the back? She is running towards the mango tree holding a short stick in her hand. I think she is going to use it to knock down some more mangoes.<sup>7</sup> [Pause.] One of the boys has decided to climb the tree. There, you can see him climbing on to that branch on the right.<sup>8</sup> [Pause.] Two of the children are sitting on a bench near the tree.<sup>9</sup> [Pause.] They look very happy. They are sitting there and eating the mangoes. I wish I could be there, too.

*Probable responses:*

1. Wrong. The tree has many mangoes on it.
2. This is true. No response from students.
3. Wrong. There are four girls and three boys.
4. This is true. No response from students.
5. Wrong. They are under the tree.
6. This is true. No response from students.
7. (*Answers may vary.*)
8. Wrong. It's not a boy. It's a girl.
9. This is true. No response from students.

*You can use this picture several times. Each time make different false statements about the picture and get students to identify the mistake and correct it.*

## Cat

### Learn to enjoy the poem (page 49)

1. She has been sleeping.
2. Because only a part of the tongue can be seen.
3. She walks away with her tail in the air.
4. graceful, quiet, gentle, careful, sleepy, lazy, etc.

### Activity (page 49)

*Action words:* yawns, opens, stretches, shows, gets up, stands, turns up, lifting, arches, lets down, pads away

## 5. Tom's Sore Toe

### Starter (page 50)

*Encourage students to have their say. Do not make evaluative comments on what they say.*

### Learn to read—1 (page 53)

1. He did not want to go to school.
2. (c)
3. (c)
4. False.

- Tom's tooth was loose.
- Aunt Polly wanted the thread so that she could tie one end to Tom's tooth and the other end to the bed-post, to pull Tom's tooth out.
- Aunt Polly wanted the piece of coal so that she could push it towards Tom's face. This would force him to jerk backwards thus pulling out the tooth.

### Learn to read—2 (page 53)

Answers may vary. Allow students to suggest possibilities. (Tom most probably had to go to school. Aunt Polly guessed that he was trying to stay at home.)

### Learn words (page 54)

- (a) thigh (b) calf (c) heel (d) sole (e) knee  
(f) ankle (g) big toe (h) toe
- (a) ankle (b) sole (c) knee (d) toe (e) thigh

### Learn grammar (pages 55–56)

- A. 1. on 2. at 3. in 4. at 5. on 6. in 7. in  
B. 1. on 2. at 3. in 4. at 5. in 6. in 7. at 8. on

### Learn spelling (pages 56–57)



- drumming 2. runner 3. dropped  
4. flattest 5. batting 6. sadder

### Learn pronunciation (page 57)

Draw attention to the different ways in which letters can be used to represent sounds.

- toe: blow 2. thigh: fry 3. ankle: bag  
4. knee: piece 5. calf: past

### Learn to write (page 57)

Students should write a paragraph about 75 words long. Help them structure the writing by asking questions like the ones below.

When did you feel like staying at home instead of going to school?

Why did you feel like that?

What excuse did you think of? Why did you think of that particular excuse?

Had you tried it before?

Who did you tell? Your mother? father? somebody else?

What did they say to you?

What happened in the end?

*Example:*

I got a book for my birthday. I wanted to stay at home and read it. I told my mother that I had a headache. She told me to go and lie down. I lay in

bed and started reading. My mother came into the room and saw me. ‘If you have a headache, why are you reading?’ she said. I didn’t know what to say. ‘Now get up and get ready for school,’ said my mother.

### Learn to speak (pages 58–59)

*Possible answers*

1. A: Arif, meet my mother.  
B: Hello, Aunty.
2. A: Mummy, this is Naima’s mother, Mrs Khan.  
B: Hello, Mrs Khan. I’ve been looking forward to meeting you.
3. A: Nihal, meet Haris. Haris has just come from Quetta. He’s going to be in our class.  
B: Hi, Haris. Nice to meet you. I hope you’ll like it here.

### Learn to listen (page 59)



#### *Transcript of listening text*

Nasruddin had an old boat, which he used to take people across the river. One day, a university professor asked Nasruddin to take him to the other side. The journey was long and slow. The professor started a conversation.

‘How much is 9 times 9 times 9?’ asked the professor.

‘I don’t know,’ answered Nasruddin.

‘How do you spell elephant?’ asked the professor.

‘I have no idea,’ replied Nasruddin.

The professor was very surprised. ‘Didn’t you study anything at school?’ he demanded.

‘No,’ said Nasruddin. ‘I know nothing of schools and books.’

‘Too bad,’ said the professor, ‘You’ve wasted half your life. It’s useful to know these things.’

Nasruddin was silent for a little while. The boat went on. After some time Nasruddin turned to the professor and said, ‘Have you ever learned to swim?’

‘No,’ said the professor. ‘I have spent all my time learning more and more.’

‘In that case,’ said Nasruddin, ‘you have wasted all your life. There’s a hole in the boat and we are sinking.’

1. (b) 2. (c) 3. (c) 4. (b)

## A Song About Myself

### Learn to enjoy the poem (page 61)

1. He ran away to see the people in Scotland.
2. He ran away from England. (*See line 20*)
3. He hoped to find that things were different (or better) in Scotland than they were at home in England.

4. He found that everything was the same as in England. Yes, he was probably surprised (and perhaps disappointed).
5. (*Answers will vary.*)

### Activity (page 61)

2. bury : merry, cherry
3. bread : red, lead
4. wrong : long, song
5. sound : found, ground
6. card : hard, yard

## 6. The Lion and the Leopard

### Starter (page 62)

Neither of the two boys gets the toy. They were so busy fighting they did not see the third boy walk away with it.

### Learn to read—1 (page 64)

1. The lion was tired and thirsty.
2. He did not want to share the water with the leopard.
3. (b)
4. They realized that the vultures were waiting for them to die (one or the other animal would be killed in the fight). They would then eat their flesh.
5. (b)

### Learn to read—2 (page 65)

1. (a) & (b) are possible. Encourage discussion. The question is intended to encourage students to explore aspects of the story. Allow students to suggest examples from beyond the text. There need not be one correct answer.

### Learn words (pages 65–66)

1. (a) angrily (b) patiently (c) silently  
(d) thirstily (e) proudly
2. (a) said (b) tell (c) told, said  
(d) Tell (e) said

### Learn grammar (pages 66–67)

- (a) have curly (b) has eight (c) has high  
(d) has many (e) have a big
  - decided, offered, asked, filled, called, did not
1. invited 2. began  
3. brought 4. played  
5. made 6. ate  
7. gave

**Learn to use the dictionary (page 68–69)**

1. Yes 2. No 3. Yes 4. Yes 5. No

**Learn to write (page 69)**

*Make groups of four or five. Get students to work in groups and describe what is happening in the pictures. Before they start writing, get one student from each group to tell their version of the story. Help them with essential vocabulary. They should be able to write a paragraph of 75-80 words.*

*Example:*

There was a narrow wooden bridge across the river. Two goats began to cross the bridge. They came from opposite sides. They met in the middle of the bridge. Each goat asked the other goat to move aside. Both goats refused. They began to fight. They jumped at, and butted, each other with their horns. But the bridge was narrow. There was no room for them. Suddenly they found themselves in the water. They had fallen off the bridge!

**Learn to speak (page 70)**

Get half the class to write down possible questions for the news reporter to ask. Pair each 'news reporter' with the 'puse winner' (another student) and let them do the interviews.

**Learn to listen (pages 70–71)**

1. always 2. true 3. ladder 4. climb  
5. truth 6. light 7. strong

**7. Fishing for the Moon****Starter (page 72)**

- (a) joke (b) riddle (c) trick

*Encourage students to tell jokes or riddles that they know, or about any tricks they have played on their friends.*

**Learn to read—1 (page 75)**

- (c)
- They were going to go fishing.
- (b)
- (c)
- They laughed because they had played a trick on Brer Fox, Brer Wolf, and Brer Bear and it had worked very well.

**Learn to read—2 (page 75)**

- Answers may vary.* They were probably angry. They probably felt very foolish because they realized that they had been tricked.
- No. They will not trust him again. They will think that he is going to play another trick.

### Learn words (page 76)

1. *Students will have their individual preferences.*
2. sleeping: bed, sheet, pillow, blanket, quilt, etc.  
reading: book, reading lamp, comfortable chair, bed, etc.  
playing cricket: bat, ball, stumps, pads, etc.  
listening to music: radio, cassette player, cassettes, CD player, CDs, MP3 player, etc.  
going shopping: money, credit cards, bags, etc.

### Learn grammar (pages 76–79)

1. (b) shining brightly  
(c) looked sadly  
(d) draws beautifully  
(e) walked quietly  
(f) waited patiently
  2. 1. loudly      2. quickly      3. happily  
4. carefully    5. eagerly
- B. (b) Are they angry?  
(c) Are your exams in March?  
(d) Is their mother working?  
(e) Are the sums difficult?  
(f) Is it alive?

### Learn spelling (page 79)

1. until      2. steal      3. cool      4. hall      5. still
6. pill      7. thrill      8. peel      9. travel      10. tell



### Learn pronunciation (page 79)

*Help students practise saying the words. Make sure they say the short and long sounds correctly.*

### Learn to write (page 80)

*Before students begin to write, encourage them to work orally. Step 1: Let them describe the pictures. Step 2: After they have described the pictures, help them to connect the pictures together so that they tell a story. Let them give the girl a name.*

*The story should be in three paragraphs.*

*Help students with paragraphing: **para 1** (picture 1): describes the scene (this provides background information); **para 2** (pictures 2 and 3): says what happens (this is the 'action'); **para 3** (pictures 4 and 5): says what happens afterwards (this is the 'reaction' = what happens as a result of the 'action').*

Pakhi and her mother live on the footpath. At night, Pakhi studies under the lamppost. In the morning, Pakhi's mother cooks. Pakhi reads her book.

One day, a boy passed by with his parents. He saw Pakhi studying. The boy and his parents went to a restaurant. They had a meal. Pakhi saw them there.

Pakhi went back to the footpath. She continued to read. The boy and his parents came out of the restaurant. They walked towards her. The boy's father spoke to her. Then the boy came forward. He had a bar of chocolate in his hand. 'This is for you,' he said. 'I want you to have it.' Pakhi smiled. 'Thank you,' she said.

### Learn to speak (pages 81–82)

1. In pairs, let students practise repeating the dialogues. Draw their attention to the way in which we decline an invitation: *Sorry . . . or Thanks, but . . .*
2. Show students how to replace the italicized words and phrases to make their own invitations.
3. Do one or two dialogues with them.
4. Working in pairs, let the students practise some invitations on their own.

### Learn to listen (page 82)



Transcript of listening text

Woman: Can I have a glass of water, please?

Waiter: Certainly, ma'am. Here you are, ma'am.

Woman: Not chilled. I have a bad cold, you see.

Waiter: Yes, ma'am. (Pause) Here you are, ma'am.

Woman: Thank you. I'd like to order now.

Waiter: Here's the menu, ma'am. We have some nice sandwiches today.

Woman: No, not sandwiches. I think I'll have cutlets. Do you serve potato chips with them?

Waiter: Yes, ma'am.

Woman: Oh, good. What do you have to drink?

Waiter: There's coffee, tea, milk, lime juice, and cola.

Woman: I'll have some tea, with milk.

Waiter: With or without sugar, ma'am?

Woman: Without.

Waiter: Thank you, ma'am.

- |         |          |          |         |
|---------|----------|----------|---------|
| 1. (b)  | 2. False | 3. True  | 4. True |
| 5. True | 6. True  | 7. False |         |

## The White Window

### Learn to enjoy the poem (page 84)

1. Yes
2. (c)

3. She pretends to be asleep because she thinks the moon has come to check whether she is awake or asleep.
4. No. The child feels that the moon is like a person who checks on little children. That is why the child feels that the moon 'stops and stares'.
5. 'And she never makes a sound!'
6. *peep*—asleep; *lie*—by; *goes*—toes; *me*—maybe

### Activity (page 84)

Answers will vary. But words like these are likely:

night, light, eclipse, astronauts, round, crescent, new, full, etc.

## 8. The Pound of Butter

### Starter (page 85)

Label the pictures.

From left to right, top to bottom: packet, scales, weights, loaf, can

### Learn to read—1 (page 87–88)

1. Mr Carson frowned because his cakes were not turning out as well as they usually did, and he was worried.
2. The quantity of butter was not right.
3. True.
4. (b)
5. The police arrested the farmer for cheating. (He was selling underweight goods.)
6. Mr Carson was cheating Farmer Winston.

### Learn to read—2 (page 88)

Answers will vary. Encourage students to give reasons for their answers.

### Learn words (page 88)

We bake cakes. We chop onions. We beat eggs. We fry fish.

### Learn grammar (pages 89–90)

(The most likely answers are given below. Students may give others. Accept them as long as they make sense.)

- A. 2. . . . in front of the cinema hall.  
 3. . . . behind the curtain/two girls.  
 4. . . . near the petrol station/cinema hall.  
 5. . . . in front of the two girls/petrol station/ cinema hall/curtain
- B. 1. near            2. through            3. under            4. around  
 5. across            6. near

### Learn to use the dictionary (page 90–91)

1. break    2. letter    3. quiet    4. their    5. peace

### Learn to write (pages 91–92)

- Step 1: Ask students to talk about the times when they have helped people. Ask questions that will help them along if they have difficulty. Examples: What happened next? What did you do? etc.
- Step 2: Ask the students to look at the pictures, and describe the pictures.
- Step 3: Help the students construct the incident orally. Help them interpret the pictures by asking questions. Put up, on the board, any key words that might help. Examples: traffic, pavement, pedestrian/ zebra crossing, offer.  
(Written answers will vary. The example below is only indicative of what can be written.)The answer should be about 100 words.

### Sample:

Vania was going to school. Suddenly she saw an old lady standing on the pavement. The old lady was trying to cross the road. She could not cross because there was a lot of traffic (or many cars and buses going past). She was afraid. She stepped back on to the pavement. Vania offered to help her. She held out her hand. The old lady took Vania's hand and they walked to the nearest pedestrian crossing. Vania and the old lady walked safely across the road. The lady was very happy. She thanked Vania for her help.

### Learn to speak (pages 92–93)

2. Divide the class into pairs. Get one or two pairs to come to the front of the class and demonstrate the dialogue to the class. Help students practise the dialogue in pairs. Draw attention to the use of contracted forms in speech:

what's instead of what is  
I've instead of I have  
I'll instead of I will  
I can't instead of I cannot  
that's instead of that is  
don't instead of do not

### Sample dialogues

- (a) (To friend who has fallen and twisted her ankle)

A: What's the matter?

B: I fell. I think I've twisted my ankle.

A: Let me help you. Come and sit here. I'll go and telephone your mother.

B: Thank you.

- (b) (To neighbour who needs help with shopping)

A: May I help you, Auntie?

B: I need some sugar and biscuits. But I can't go to the shop alone.

A: Let me go to shop for you. Tell me what you want. I'll buy whatever you need.

B: That's very kind of you, dear. Thank you very much.

(c) (To teacher who has lost the attendance register)

A: What's the matter, miss? You look worried. Can I help you?

B: Oh, dear. I can't find the attendance register. I don't know where I put it.

A: Let me search. It might be among these papers on your desk.

B: Thank you.

### Learn to listen (page 94)



#### *Transcript of listening text.*

Woman: Raheel, Raheel. Where are you? Will you come down, please?

Boy: Yes, Mom. What is it?

Woman: Raheel, I want you to go to the shop and get me some things, please.

Boy: Oh, Mom! Do I have to go now? I'm playing a computer game.

Woman: Sorry, Raheel. I'm afraid you'll have to go. I need some things to cook dinner.

Boy: Oh, all right, Mom. What do you want?

Woman: Now let's see. What would you like for dinner? Noodles?

Boy: Oh, yes, Mom.

Woman: Good. Then get me a packet.

Boy: OK.

Woman: Then I'll need some vegetables. Get me some beans, carrots, and a kilo of onions. Think you can remember all that?

Boy: I think so.

Woman: Right, here's fifty rupees. Remember, get some beans, carrots, and onions.

Boy: OK, Mom.

Woman: Oh, and buy yourself some ice cream as well.

Boy: THAAANKS, Mom. 'Bye.

Woman: 'Bye.

1. (a)    2. True    3. No    4. (c)    5. Fifty rupees

## 9. A Hundred Faces

### Starter (page 95)

Each child will get one samosa, half a packet of chips, and a quarter of a bar of chocolate.

### Learn to read—1 (pages 97–98)

1. peasant; wife;  
parents; children

2. Answers will vary. They may include: looked after the family, cooked, cleaned the house, washed clothes, etc.
3. His parents had looked after him and brought him up.
4. Because he was offered a lot of money. OR When the minister gave him the bag of coins the peasant saw the king's face a hundred times (his face was on each coin) and so was free to tell his secret.
5. Yes and No. The answer will depend on student's point of view. Encourage discussion.

**Learn to read—2 (page 98)**

1. Answers will vary.
2. Answers will vary. Encourage discussion.

**Learn words (pages 98–99)**

1. daughter; sons
2. husband; wife
3. father; mother
4. parents
5. sister
6. brother
7. grandfather; grandmother

**Learn grammar (pages 99–100)**

- |           |          |          |                 |
|-----------|----------|----------|-----------------|
| A. 1. Her | 2. my    | 3. his   | 4. our          |
| 5. your   | 6. its   | 7. Their | 8. your         |
| B. 1. our | 2. Their | 3. their | 4. Our          |
| 5. our    | 6. their | 7. your  | 8. Your 9. your |

**Learn to use the dictionary (page 101–102)**

2. 1    3. 1    4. 2    5. 2    6. 1

**Learn to write (page 102)**

Write a paragraph of about 75 words.

Ask the students to make a list of all the things they do after school. Do this orally as a whole-class activity. Then ask them to write a paragraph each. Answers will vary.

**Learn to speak (page 102–103)**

Step 1: Each student from a pair, decides on his or her favourite person.

Step 2: They tell their partner who the person is.

Step 3: Each student then spends some time thinking of the questions they would like to ask their partner. Students can write down their questions if they wish.

Step 4: When both are ready, one (A) takes on the role of interviewer and asks questions which the other (B) answers.

Step 5: The students reverse roles. Now B asks questions, and A answers them.

Note: Initially, students may tend to read out their questions. This does not matter. Later, they can be encouraged to consult the list before they actually ask the question - just to remind themselves of what they want to ask. Then they 'ask' the question rather than read it out.



### Learn to listen (page 103)

#### *Transcript of listening text.*

Awais: Hello? This is Awais Alam.

Bina: Hello, Awais.

Awais: Oh, hello, Bina. Can I speak to Ramsha, please?

Bina: Ramsha's gone out. Can I take a message?

Awais: Will you tell Ramsha that we have a rehearsal on Thursday? For the class play.

Bina: OK. Let me write that down. Rehearsal. .... Class play Thursday. Anything else?

Awais: Yes. It's at 3.30 after class. In the Common Room.

Bina: (pause) Right. I've got that.

Awais: OK. And can you tell her, please, she must learn her lines. Last time Ramsha didn't know her lines and Miss Kiran got very angry.

Bina: (laughing) I'll make sure she learns them. Are you in the play?

Awais: Yes. I'm the father of the princess.

Bina: Aaah. That's good. Is there anything more?

Awais: No. That's all. Thank you very much. Bye, Bina.

Bina: Bye, Awais. And don't forget to learn **your** lines!

Who called?	Awais
Who is the call for?	Ramsha
What is the call about?	Rehearsal for the class play.
When is the rehearsal?	Thursday
What time?	3.30
Where?	Common Room
Other information	Ramsha must learn her lines.

### Close your eyes

#### Learn to enjoy the poem (page 105)

1. (b)

Possible reasons for thinking that the poem is set in a village:

You cannot hear the cry of owls or see fruit bats in the city.

The mother sleeps on the floor. This suggests a hut in a village.

2. She is hungry, tired, and thirsty.

3. tired, hardworking, loving, caring,

4. night light; day play; dream stream; any more floor

### Activity (page 105)

Encourage students to share their drawings and speak about them to each other. Let them discuss the differences and see how people interpret things differently even when they read the same things.

## 10. Borrowed Feathers

### Starter (page 106)

neck	→	giraffe	eyes	→	owl
beak	→	eagle	trunk	→	elephant
mane	→	lion	tail	→	crocodile
hump	→	camel	feather	→	peacock

### Learn to read—1 (pages 109–110)

1. Mor was frightened because the men were hunting them for their feathers.
2. Because Ulluji was a very wise owl.
3. Ulluji's plan was for Hoohoo and the other wolves to dress as peacocks.
4. They thought that they would get lots of feathers from such large birds.
5. False.

### Learn to read—2 (page 110)

1. Answers may vary. The most obvious one is: The men would have caught Mor and plucked out all his feathers. However, do not curb the students' imagination.
2. Maybe. Maybe not. Ask students to give reasons.

### Learn words (pages 110–111)

1. (a) ..... a mouse  
(b) ..... a lion  
(c) ..... a puppy  
(d) ..... a fox  
(e) ..... a lamb
2.  
(b) ..... friendly as a puppy.  
(c) ..... quiet as a mouse.  
(d) ..... gentle as a lamb.  
(e) ..... cunning as a fox

### Learn grammar (pages 111–113)

- A. 1. (a) the (b) x (c) the (d) the (e) The, the (f) the
2. 1. Where are the Pyramids? (a) In the Indian Ocean.
  2. Where is Sri Lanka? (b) In Washington, USA.
  3. Where is the White House? (c) In Saudi Arabia.

4. Where is Mt. Everest? (d) In Egypt.  
 5. Where is the Arabian Desert? (e) In the Himalayas.
- B. (a) We ate biscuits, chips, samosas, and some ice cream.  
 (b) There were apples, oranges, bananas, grapes, and watermelons on the fruit stall.  
 (c) Win the lottery and you will get a free trip to London, Paris, Frankfurt, and Geneva.  
 (d) Maria ran into the house and took off her wet cap, raincoat, shoes, and socks.  
 (e) Rabia passed in Urdu, Maths, Science, and History, but she failed in English.

### Learn spelling (page 113)

2. foreign                      3. journeys  
 4. sleeping                    5. thumb 6. listen

### Learn pronunciation (page 113)

need – these – me – steal – piece – eat – cheese

### Learn to write (page 114)

In this activity the focus is on writing a factual text. Point out how we describe birds:

size; appearance; habitat (where it is found); food; nesting habits

The parrot is a small bird. It has bright green feathers. It also has a red curved beak. It is found in woods and forests. The parrot eats fruits and nuts. It builds its nests on trees.

### Learn to speak (page 115)

The table provides the information needed.

Students can be encouraged to elaborate.

Example: People use elephants' tusks to make decorative items like statues and jewellery.



### Learn to listen (page 116)

#### *Transcript of listening text*

There are many types of ducks. They come in many colours and sizes. But the one that most of us think of when we hear the word 'duck' is Donald Duck. You must have seen Donald Duck on TV. Donald is the funny white bird with a yellow beak and a loud voice.

The duck, like our friend, Donald, is white in colour. It has a flat yellow bill or beak. The beak is shaped like a spoon.

Donald Duck is a very funny fellow, isn't he? Actually, real ducks also look rather funny.

If you look at a duck, you will see that its legs are placed right at the back of its body. This is why the duck looks so funny when it walks. Ducks

have a short neck and short legs with webbed feet. These webbed feet make it easy for the duck to swim. They are very good swimmers.

Have you listened to Donald Duck? He has a loud harsh voice. Do you know why? Well, that's because real ducks also make a rather loud and not very nice sound—they go 'quack quack'.

Ducks lay eggs. When the eggs hatch you get little ducklings. These ducklings—that's what baby ducks are called—are yellow in colour and look like round fluffy balls of wool. They follow their mother everywhere.

1. white 2. yellow 3. spoon 4. short 5. swim 6. ducklings

## Feather or Fur

### Learn to enjoy the poem (page 118)

1. (b)
2. (b)
3. (b)
4. If you stir, or move, you will scare the animals and birds away, and you will not be able to watch or study them.
5. (b)
6. No
7. (a)

### Activity (page 119)

Responses will vary.

Preparation before starting writing activity:

Step 1: Get students to work in groups of 4 or 5. Discuss what posters are and what they 'do'. Why do people make posters? Why should the written matter on posters be short? What is a slogan?

Step 2: Students design their posters and write their slogans down in their books.

Step 3: Students transfer their ideas onto the posters. Make sure there is enough poster paper—one sheet for each group—and paints/crayons/felt-tip pens. Students may also want to bring pictures, photographs, and small items that they can stick on to their posters to make them look more eye-catching. Give them enough notice for this activity.

After the posters are prepared, make sure you put them up where others can SEE THEM, READ THEM and RESPOND!

## 11. The Pot that Died

### Learn to read—1 (page 125)

1. False.
2. True.

- Nasreddin was well known for not returning things he borrowed.
- Yes.
- True.
- He said that the pot had died.
- False.

### **Learn to read—2 (page 126)**

Answers will vary.

### **Learn words (page 126)**

- popular
- cruel
- selfish
- handsome
- clumsy

### **Learn grammar (page 127)**

1. a      2. wanted      3. Her      4. on      5. said      6. May

### **Learn to write (page 127)**

*The remainder of the letter will be a summary of the play. Also, make sure that students end the letter with the customary 'social' remarks.*

One day Hodja borrowed a large pot from his neighbour. He returned the pot together with a smaller pot. He said that the big pot had had a baby. A few days later Hodja borrowed the large pot again. He did not return it for a long time. The neighbour asked him to return it. Hodja said he could not because the pot had died. The neighbour was angry and asked him how a pot could die. Hodja replied that if a pot could have a baby then it could also die.

Don't you think that's funny?

How are you doing? You must be busy with school. Do write when you can. Please convey my regards to your parents.

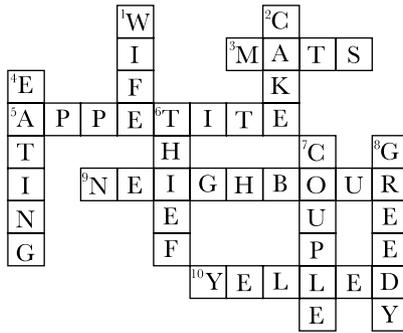
## **15. Key to the Workbook**

### **1. The Rice Cakes**

#### **Learn to read (page 10)**

- He was famous for his love of rice cakes.
- Yes
- A neighbour had sent them the rice cakes.
- c
- True
- He lost his appetite when he saw that all his precious possessions were gone.

## Learn words (page 10–11)



1. wife
2. cake
3. mats
4. eating
5. appetite
6. thief
7. couple
8. greedy
9. neighbour
10. yelled

## Learn grammar (page 12–13)

- A.
  1. Don't talk in class.
  2. Don't watch too much TV.
  3. Study for your test.
  4. Wash your hands before eating.
  5. Don't talk loudly.
  6. Do your class work.
  7. Don't fight with your friend.
  8. Don't run on the road.
  9. Don't push your little sister.
  10. Don't bite your nails.
- B.
  1. The thief took all the mats, quilts, bowls, and spoons.
  2. We bought new clothes, shoes, and jewellery at the mall.
  3. Karachi, Lahore, Quetta, Peshawar, and Islamabad are famous cities of Pakistan.
  4. Shoab likes to paint pictures, play cricket, and read books.
  5. We need ten sandwiches, some french fries, and five doughnuts for the party.

## Learn to write (page 13–14)

Before the students begin to write, make sure they know what the process is. Do this by asking questions: What do you do first? What comes next? What must you use? etc. Construct the process orally before making students write their own accounts. Put up, on the blackboard, any words that they might need: e. g. spoonful, buttered side, triangles. (About 50 – 60 words)

Sample answer:

Take two slices of bread. Spread butter on one side of each slice with a knife. Take a spoonful of jam. Spread the jam on the buttered side of one slice. Take the other slice and press the buttered side down on the jam. Take a knife and cut the bread into two triangles. Put the jam sandwich on a plate.

## 2. The Emperor's Promise

### Learn to read (page 16)

1. Emperor Humayun got wounded while fighting a battle.
2. False
3. True
4. Humayun promised to make Nizam the emperor for half a day.
5. True. (He fulfilled his promise.)

### Learn words (page 17)

- |             |                |
|-------------|----------------|
| 1. untied   | 2. disappeared |
| 3. unhappy  | 4. incorrect   |
| 5. inactive | 6. unhelpful   |

### Learn grammar (page 17–18)

- A. 1. May I get you a chair?  
2. May I come in?  
3. May I speak to Hasan?  
4. May I sit down?  
5. May I borrow your pencil?
- B. 2. a      3. a      4. the      5. an      6. The      7. a      8. an

### Learn to write (page 18)

First, get the students to discuss the work orally. Make sure they know that this is to be a first-person narrative. Tell them that they must write the story as if they had been there when it happened. (60–75 words)

Step 1: Ask two students to come to the front of the class and enact the scene between the man and Humayun (where the man reminds Humayun of his promise and then takes Humayun's place). (Allow other students to suggest ideas for this dialogue.)

Step 2: (Students work in pairs.) After the enactment, ask each student to describe what they saw to the partner.

Step 3: Ask one or two pairs to come to the front of the class and recount their version of the scene. Encourage others to add details if necessary.

Step 4: When you are sure that students know what to do, let them start writing.

Sample answer

He had saved Emperor Humayun's life during the battle. The Emperor had promised to make Nizam the emperor for half a day. So today, Nizam was dressed in the emperor's clothes. We all treated him like a real emperor. All his orders were obeyed. When Nizam was going home, Emperor Humayun gave him lots of presents and a large bag of money. He was very happy.

### 3. Digging for Gold

#### Learn to read (page 20)

1. They thought he had stolen money and gold from a rich farmer in the village.
2. Nasir was worried because Maryam would not be able to dig the field on her own.
3. He knew the police would read the letter and dig the field to find the gold.
4. True
5. They thought they would find the stolen money and gold there.

#### Learn words (page 21)

Left to right, top to bottom: onion, potato, tomato, radish, cabbage, chilli, brinjal, carrot

Above ground: cabbage, tomato, chilli, brinjal

Below ground: onion, potato, radish, carrot

#### Learn grammar (page 21–22)

1. working
2. cleaning
3. sweeping
4. feeding
5. counting

#### Learn to write (page 22)

Ask students to describe what each picture shows. Then ask them to do the exercise orally, with students taking turns to add a sentence. The first version may be rather 'bare'. Re-do the activity by helping them add adjectives and adverbs to make the text fuller and more interesting. Provide words where necessary. (About 50 – 60 words)

Sample answer:

Take a clean earthen pot and some good soil. Take some of the soil and spread it in the pot. Lift the plant carefully and put it gently in the middle of the pot. Put the remaining soil into the pot. Press the soil down on all sides. Water the plant. Place the plant on a sunny window-sill.

## Test—I

### Unseen comprehension (page 23–24)

1. The teacher asked his students to steal dresses and ornaments for his daughter without getting caught.
2. The man who brought the best things would be allowed to marry his daughter.
3. The Bodhisatta refused to steal because he thought stealing was wrong.
4. The teacher did it to test his students' virtue. He wanted to know how many of them were truly honest and good.
5. The teacher was happy that one of his students was honest and good.  
Or The teacher was happy that one of his students had passed the test.

### Coursebook comprehension (page 24)

1. Boota cured Bala's habit of stealing brinjals by dipping him in the pond many times.
2. The merchant calculated that the eggs would have hatched into birds and produced a huge profit in seven years.
3. The mother hen told her chicks that they would have to get their own food.
4. The younger daughter wanted rain.
5. The father did not know who to pray for. Whatever he prayed for, one daughter would still be unhappy.

### Vocabulary (page 24)

1. garden
2. mountain
3. camel
4. tongue cleaner
5. carpenter

### Grammar (page 25)

1. May I use your phone?
2. a
3. Ahsan bought a ticket and got on to the train.
4. . . . are playing . . .
5. Stop writing and shut your books.

### Writing (page 25)

Sample answer

A dhobi had a donkey. The donkey carried clothes from the house to the river and back. The dhobi was very poor and had no money to feed the donkey. One day, a man gave the dhobi an old tiger skin. The dhobi had an idea. He put the skin on the donkey. The donkey looked like a tiger. He took the donkey to a farmer's field. The farmer saw the tiger in his field.

He was afraid. He did nothing. The donkey ate the grass in the field and was very happy. One day the donkey brayed. The farmer heard the sound. He was surprised. A tiger cannot bray. He knew the animal in his field was not a tiger. It was only a donkey. So he took a big stick and drove the donkey away.

### **Literature Reader comprehension (page 25)**

1. The Town Mouse took the Country Mouse to town to show him his grand house and all the wonderful things he had.
2. The town child dislikes the town because it is crowded with traffic and people. It is noisy and there is smoke everywhere.
3. Tommy wrote to his mother because he was not speaking to her.
4. Osebo crawled into the drum to prove that his drum was as large as Nyame's drum.
5. Hippopotamuses enjoy being in a swamp the most.

### **Oral Test—1 (page 26)**

Each student will have to be individually assessed. Ask students to come up one by one to take the test.

1. Put the words up on the blackboard or on a piece of paper. Show the words to the student and ask him or her to say the words aloud. Give  $\frac{1}{2}$  mark for each word that is pronounced correctly.
2. Explain what the student has to do. (It will help to have an example worked out on the blackboard so that the students know what to do.) Read out each set of words and pause. Then ask the student to say which word is the odd one out in the set. Give one mark for each correct answer. The odd words are:  
(a) great (b) this (c) chorus (d) green (e) centre
3. Let the student read the story silently beforehand. Then ask him or her to read it aloud. (Before an oral test, the teacher should give students practice in reading short passages aloud.)
4. Ask the student a question and let him or her answer. Then go on to the next question. Give one mark for each correct answer.

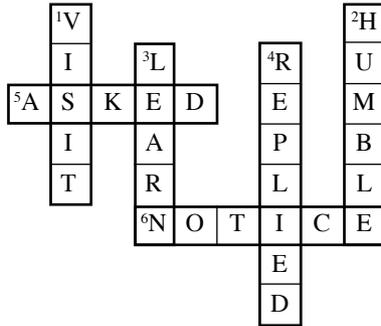
## **4. Who is Richer?**

### **Learn to read (page 28–29)**

1. The rich man took his son to the countryside to show him how poor country people live.
2. Yes, he did.
3. No.
4. richer
5. (b)

### Learn words (page 29)

1. visit    2. humble    3. learn    4. repud    5. asked    6. notice



### Learn grammar (page 29–30)

Answers will vary.

### Learn to write (page 30)

Step 1: Do the activity orally. Ask the students to give examples of people who are similar to them in some ways, and different in other ways. (See examples in the exercise.) Write some up on the black board and draw attention to the use of *but* (for difference) and the punctuation.

Step 2: Ask students to write 3 similarities and 3 differences for a person of their choice.

## 5. Sheikh Chilli

### Learn to read (page 32–33)

1. The landlord asked Sheikh Chilli to count all the houses in the village.
2. the landlord was a dishonest man and would cheat Sheikh Chilli.
3. He was confident because he thought he had been smarter than the landlord.
4. Yes and No. (For discussion only: He cheated the landlord by giving him the wrong number of houses. He also cheated himself because he got only half the money.)
5. Sheikh Chilli had done all the work (i.e. counted all the houses) but, because he had lied about the number, was paid for only half of it.

### Learn words (page 33)

#### A

1. sad
2. honest
3. stupid
4. popular
5. confident
6. pleased

#### B

- (d) miserable
- (f) good
- (b) foolish
- (a) well-liked
- (c) sure
- (e) delighted

### Learn grammar (page 34)

1. on
2. in
3. in
4. at
5. on
6. at
7. on
8. in

### Learn to write (page 34–35)

Put up the following on the blackboard:

Name of the festival.

When do you celebrate it?

How do you celebrate it? What do you do?

Ask students to look at the questions and think about them. Form groups of four. Ask each student to tell the others about a festival. After all the members of the group have done this, ask them to decide on one festival that they will all write about. Let them discuss what they will write. After the discussion, ask them to write their individual letters.

Answers will vary.

## 6. The Leopard's Tail

### Learn to read (page 37–38)

1. He ran round and round holding the leopard's tail so that the leopard could not get at him.
2. His money bag fell and all the coins scattered on the ground as he went round and round.
3. The merchant had sold a lot of goods in the villages.
4. (Sample answer) . . . the magic leopard would give him a lot of money.
5. No. It was not a magic leopard.
6. Answer will vary. Let the students use their imagination on this one!

### Learn words (page 38)

1. tell
2. say
3. tell
4. say
5. Say
6. told

**Learn grammar (page 38–39)**

1. went
2. packed
3. drove
4. played
5. made
6. rode
7. ate
8. bought

**Learn to write (page 39)**

Answers will vary. Use the sample in the grammar exercise as a guide. Ask the students to volunteer to describe their weekends. This will help them understand what they have to write. (About 60 -70 words)

**7. Cheese for Dinner****Learn to read (page 41)**

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

**Learn words (page 42)**

cheese, cake, milk, biscuit, sandwich, noodles, chips, egg, jam, bread

I	C	I	N	T	B	E	P
R	C	A	K	E	R	G	J
C	H	E	E	S	E	G	A
H	M	I	L	K	A	P	M
I	A	L	S	A	D	O	R
P	B	I	S	C	U	I	T
S	A	N	D	W	I	C	H
N	O	O	D	L	E	S	P

**Learn grammar (page 42)**

1. quickly
2. neatly
3. angrily
4. sadly
5. sweetly

**Learn to write (page 43)**

The questions will help students organize their writing into paragraphs. (About 70 – 80 words)

Sample answer

Elephant are found in India and Africa. An elephant has big ears shaped like fans. It also has a trunk. It uses the trunk to pick up things. It has two long teeth coming out of its mouth. These are called tusks.

The elephant eats grass and the leaves of some trees. It needs a lot of food.

An elephant is a very useful animal. It can lift heavy logs with its trunk. Some elephants are decorated and walk in processions.

## Test—2

### Unseen comprehension (page 45)

1. Ryokan's sister-in-law visited him because she was worried about her son.
2. She was worried because her son did not do any work and wasted money on wild parties.
3. She wanted Ryokan to talk to her son.
4. Ryokan asked his nephew to help him tie the straps of his sandals because his hands shook and he could not tie them himself.
5. His nephew learnt that his mother and all those who looked after him were growing old. It was his turn to look after them.

### Coursebook comprehension (page 45)

1. Grandmother locked Toto in the larder to catch mice.
2. Tom started groaning because he did not want to go to school.
3. The boy ran away to see the people in Scotland.
4. They realized that the vultures were waiting for them to die so that they could eat their flesh.
5. Brer Bear and his friends were eager to get the moon out because they thought they would get a pot of money along with it.

### Vocabulary (page 45)

- |                         |            |         |
|-------------------------|------------|---------|
| 1. crawled              | 2. jogging | 3. tell |
| 4. bat/ball/stumps etc. | 5. ankle   |         |

### Grammar (page 46)

- |           |            |                   |
|-----------|------------|-------------------|
| 1. but    | 2. on      | 3. spoke, did not |
| 4. softly | 5. quietly |                   |

### Writing (page 46)

Answers will vary.

### Literature Reader comprehension (page 46)

1. The merchant took away his horse and cart as well as the shoes.
2. She writes slowly because she wants the letter to be neat.
3. The thieves gave the pot to the old woman to keep safely for them.
4. The fourth thief told the old woman that the others had sent him to collect the pot of money.
5. The rain is beautiful when it comes after the heat and dust of summer.

### Oral Test—2 (page 47)

1. Each student will have to be assessed individually. Ask students to come up, one by one, to take the test. Give  $\frac{1}{2}$  mark for each word that is pronounced correctly.
2. Possible rhyming words:  
(a) good: wood, could, should, hood, stood

- (b) sit: bit, hit, fit, kit, lit, knit, pit, wit  
 (c) feel: heel, deal, seal, meal, peel, reel  
 (d) bread: head, lead (metal), led, read (past tense), said, wed  
 (e) fat: bat, cat, hat, sat, mat, pat, rat
3. The differences in the picture on the right are:
- There is only one cloud.
  - There are no eggs in the nest.
  - There are only two flowers.
  - The girl's skirt is different.
  - The butterfly is missing.
4. Answers will vary.

## 8. The Purse of Gold

### Learn to read (page 49)

1. False.
2. The peasant was upset because the merchant did not give him the reward and also accused him of stealing money.
3. The judge did not punish the merchant because he had already been punished. He had lost his bag of 100 gold pieces.
4. Answers will vary. Ask students to justify their answers.

### Learn words (page 50)

Merchant	– (Hamid)
Journalist	– (Kiran)
Dentist	– (Sonia)
Mechanic	– (Azeem)
Guard	– (Shoaib)

### Learn grammar (page 50–51)

- |            |           |           |
|------------|-----------|-----------|
| 1. beside  | 2. under  | 3. around |
| 4. between | 5. across | 6. above  |

### Learn to write (page 51)

#### Sample answer

Last week, I bought a dozen eggs. The shopkeeper put the eggs in a plastic bag and gave them to me. I took the eggs home. I opened the bag. There were only eleven eggs. I felt angry.

I went back to the shop. The shopkeeper said he was sorry but he could not be sure I was telling the truth. He told me that I should have counted the eggs before leaving the shop. There was nothing I could do. I went back home.

## 9. A Clever Friend

### Learn to read (page 54)

1. The old man gave away his money because he thought he was going to die.
2. (b)
3. The friend brought several heavy bags and told every one that he was repaying the old man's loan.
4. The friend told the old man not to open the bags and not to let his sons go near them.
5. The sons treated their father well because they thought the bags contained one thousand gold coins.
6. Several answers possible. Ask students to give reasons for their choice(s).

### Learn words (page 54–55)

unhappy miserable tearful sad  
sickness illness infection disease  
wealth riches money cash

1. illness
2. wealth
3. sad
4. problems

### Learn grammar (page 55)

1. my
2. our
3. its
4. your
5. Her
6. Your
7. his
8. their

### Learn to write (page 56–56)

Sample answer

An old man called his three sons to his bedside. He gave the eldest son a stick and told him to break it. The boy did it easily. The second son also did the same. Then the old man gave them a bunch of sticks tied together. The eldest tried to break the bunch in two. He could not. The second son tried and failed. The youngest also failed. 'You see,' said the old man. 'If you stay united nobody can hurt you. But if you are not united any enemy can harm you easily.'

## 10. The Star-gazer

### Learn to read (page 59–60)

1. They called the man Star-gazer because he spent all his time looking at the stars and studying about them.
2. False
3. No. He was very boring.
4. False
5. (b)

### Learn words (page 60)

1. caught
2. beautiful
3. strong
4. lend
5. lead
6. started

### Learn grammar (page 60–61)

1. Where is the Minar-e-Pakistan? (a) In x Lahore.
2. Where is x New York? (b) In the USA.
3. Where is x K-2? (c) In the Karakoram Range.
4. Where is the Faisal Mosque? (d) In x Islamabad.
5. Where is x Japan? (e) In the Pacific Ocean.

### Learn to write (page 61)

Answers will vary.

## Examination

### Unseen comprehension (page 64)

1. The animals were hungry because there was no rain and everything was dry.
2. They wanted to know the name of the tree because if you called out its name the tree would give fruit.
3. The Mountain knew the name of the magic tree.
4. The hare and the lion ran into the anthill, hit their heads against it, and forgot the name of the tree.
5. The tortoise moved slowly. When he came to the anthill, he saw it and was able to go around it. So, he did not hit his head on it and was able to remember the name.

### Coursebook comprehension (page 64)

1. Bala went to Boota's field to steal brinjals.
2. The merchant asked for 500 silver coins because he calculated that the twelve eggs would have hatched into birds and produced a huge profit in seven years.
3. Toto ate all of Grandmother's jams after she shut him in the larder.
4. The lion and the leopard fought because each wanted to drink the water first.
5. Tom pretended to be in pain because he did not want to go to school.
6. Mr Carson complained to the police because he suspected that Farmer Winston was cheating him by selling him underweight butter.
7. Mother Hen told her chickens that they would have to look for their food on their own.

8. Ulluji saved Mor by getting Hoohoo and the other wolves to dress up as peacocks, so giving the poachers a fright.
9. The poet says that we must be very quiet when watching animals and birds so that we do not frighten them.
10. Nasruddin said that he could not return the pot to his neighbour because the pot had died.

**Vocabulary (pages 64–65)**

1. (a) greedy (b) indoor (c) carpenter  
(d) kitchen (e) neighbour
2. (a) play tennis (b) jumped (c) shook  
(d) chicks (e) toes
3. (a) tell (b) said (c) say  
(d) tell (e) told

**Grammar (page 66)**

1. a, the
2. Drink some milk every day.
3. They
4. He worked hard but he failed.
5. sweeping
6. in
7. under
8. Their
9. No (It should be: Last week there was a cyclone in the Bay of Bengal.)
10. asked

**Writing (page 66–67)**

Answers will vary.

The pictures show:

1. Two children going to school. They are crossing a bridge over a stream.
2. The children are returning from school. They return over the same bridge.
3. The boy opens his umbrella and puts it into the water. He is trying to catch fish.
4. He loses his balance and falls into the water.
5. The girl cries for help.
6. A man comes running.
7. He rescues the boy.
8. The students will provide their own ending.

**Literature Reader comprehension (page 67)**

1. The Country Mouse preferred his life to that of the Town Mouse because though he was poor he lived a peaceful life.

2. Tommy wanted to be woken early because his class was going on a trip to the lake.
3. The child scuffs his feet, puffs his lower lip, sips his milk in slurps, huffs, frowns, stamps around, tips his chair back from the table, and pouts. (Any three of these will suffice.)
4. Nyame wanted Osebo's drum so that he could have a grand funeral for his mother.
5. Carla tricked the merchant by asking him if he would give her everything in his hand. He said 'yes' thinking she meant all the money in his hand. But Carla meant the three expensive rings as well.
6. The old woman buried the pot of money to keep it safe.
7. The fisherman escaped from the genie by asking him to get back into the bottle to prove that he could really do so.
8. The rainbow seems like a bridge because it connects the ground and the sky.
9. Ulysses and his men were terrified because the Cyclops was a terrible giant with an eye in the middle of his forehead.
10. Tom made painting the fence sound like a very special treat rather than hard work.

## 16. Key to the Literature Reader

### Town Mouse and Country Mouse

#### Read for enjoyment (pages 9–10)

1. —poor/ rich. . . . . rich-/ poor
2. The Town Mouse thought that the Country Mouse's home was shabby.
3. The Town Mouse took the Country Mouse to the town to show him what he was missing.
4. (c)
5. Hopefully, (a), but you never know what children will choose! If there are differing answers they might make for an interesting discussion!

#### Activity (page 10)

1. (a) a grand meal                      a simple meal  
       (b) a shabby house                a smart house  
       (c) rich food                        simple/plain food  
       (d) hooted softly                  hooted loudly  
       (e) spoke proudly                 spoke humbly/politely  
       (f) a busy city                        a quiet city
2. *Students' pictures: Encourage them to talk about them/why they put in certain things, why they left out others. This will provide insights into how children see 'poverty' 'humble living standards', etc.*

## The Town Child

### Learn to enjoy the poem (page 12–13)

1. The child does not like the town. *I wish there were meadows And lambs.* While these lines are explicit/her dislike of the town is also conveyed in lines like: *It is crowded with traffic . . . There are buses and motors . . .*
2. *Answers will vary. Allow children to respond freely. Encourage them to explore and verbalize their feelings.*
3. *Possible answers:* noise of traffic, people, factories, loudspeakers, etc. *Students will have their own lists of pleasant and unpleasant noises. The emphasis is not on ‘correct’ answers; instead, the aim is to encourage children to think about their responses to sounds and also to recognize that what is ‘pleasant’ to one may be ‘unpleasant’ to another and vice versa.*
4. *There is plenty of room ... for castles of clouds and me, too! The town is crowded.*
5. *Answers will vary. Encourage discussion.*

### Activity (page 13)

*Answers will vary.*

## I Won’t Talk to You!

### Read for enjoyment (pages 16–17)

1. (c)
2. He wrote a note to his mother because he was not speaking to her.
3. Tommy’s mother wrote a note to him because he had written a note to her instead of speaking to her. She wanted to teach him a lesson.
4. (b)
5. *Answers will vary.* Tommy probably felt disappointed at missing the trip; angry with his mother for not waking him up; a little foolish when he thought about his bad behaviour.

### Activity (page 17–18)

1. *There are no right and wrong answers as students will respond from personal experience.*
2. (a) not polite      (b) polite      (c) polite  
(d) not polite      (e) not polite      (f) polite  
(g) polite      (h) not polite
3. (a) discuss      (b) chatting      (c) spoke      (d) talking

## Sulk

*The questions and the answers to the questions should be treated as starting points for exploring the poem further. The answers should not be seen as the main purpose of the questions.*

### Learn to enjoy the poem (page 20)

1. The 'I' in the poem is the child who is sulking.
2. It is rude to make a noise when drinking something. The child does this only when he is sulking and wants to annoy others. On other days he drinks milk without making a noise.
3. He is angry and upset and wants to show this by doing things like tipping his chair back.
4. The sulking lasts until he forgets what he was angry about.
5. People sulk because something has upset them; because they don't get what they want; etc.

### Activity (page 20)

*Encourage students to share personal experiences.*

## Osebo's Drum

### Read for enjoyment (page 24)

1. (a)
2. Nyame wanted the drum so that he could give his mother a grand funeral.
3. (a)
4. (b)
5. Turtle shut the opening of the drum and dragged it back to Nyame.
6. Osebo got his spots when he fell into the fire and burnt himself in many places.
7. Nyame gave Turtle a hard shell as a reward for getting Osebo's drum.
8. ~~clever/foolish . . . clever/foolish~~

### Activity (page 25)

1. give away to give as a gift, without payment  
give back to return something to its owner  
give up to stop trying to do something
2. (a) give away (b) give up (c) give . . . back

## Hippopotamuses

### Learn to enjoy the poem (page 27)

1. Hippopotamuses probably live in places where there is a lot of mud (line 3), water (line 2 rainy weather), and in swamps (line 7).
2. They spend their time sloshing in the mud (line 2) in swamps (line 7).
3. No. (This question is for discussion only. The children should not be expected to write out this answer. The question is intended to help them understand the idea of the poet's voice.) The poet speaks in the voice of a child who would like to slosh in mud and water, and without being told to wear boots in the rain! Children are always being told to

wear their shoes and not play in the water or get their clothes muddy. As parents insist on children wearing nice clothes, children can never play happily in the mud and get dirty.

4. *Answers will vary. Encourage children to give their reasons whatever their answers.*

### Activity (page 27–28)

*Answers will vary. Encourage students to share their responses with their partners/the class.*

## Clever Carla

### Read for enjoyment (page 33)

1. . . . polishing the shoes he made.
2. He went to the market to sell some shoes.
3. (a)
4. The merchant climbed on to the wagon, told the shoemaker to get off, and drove off.
5. The judge did not support Carla's father because he had agreed to sell 'everything' and this could mean the shoes, the wagon, and the horse.
6. When the merchant said, 'How much for everything?' he thought he would get all the pairs of shoes even though he was paying for only one pair.
7. Carla asked the merchant if he would give her everything in his hand. He said 'yes' thinking she meant all the money in his hand. But Carla meant the three expensive rings as well. That is how she tricked him.
8. Loving, cheerful, clever, hard-working

### Activity (page 34)

The sequence is:

9	2	
5	6	
4	7	
1	3	8

## I am Writing a Letter

### Learn to enjoy the poem (page 36)

1. Her mother - lines 4 and 7: 'I care for the most' . . . . 'Dearest Mummy'
2. She writes slowly because she wants to write neatly.
3. X X X X X (Xs are conventionally used in letters to indicate kisses.)
4. Write the address, stick the stamp on, and stick the flap down.

### Activity (page 37)

1. Take some letter paper.
2. Write the date.
3. Write your address inside.
4. Write 'Dear . . . '
5. Write the letter.
6. Dry the ink.
7. Turn the page.
8. Add kisses.
9. Put letter into envelope.
10. Address the envelope.
11. Stick on the stamp.
12. Post the letter.

## The Four Thieves

### Read for enjoyment (page 41)

1. The thieves went into town to look for work.
2. They left the pot of money with the old woman and asked her to keep it safe for them.
3. False.
4. The thieves had said that the old woman should return the money only if all four of them asked for it. Without the fourth man, she need not return the money.
5. He was probably arrested by the policemen when they looked inside the pot and found so much money in it.

### Activity (page 41)

1. steal money
2. do work
3. rent rooms
4. start a business
5. keep it safe
6. tell the truth

## How Beautiful is the Rain!

### Learn to enjoy poems (page 43)

1. The poet finds the rain beautiful because it comes after the heat and dust.
2. No. The sound we hear is the sound made when it falls on the ground, on roofs, on the leaves of trees, etc.
3. The rain makes a clattering sound because it falls on tiled roofs.
4. The open end of the spout looks like an open mouth. The long tube-like part looks like the throat.
5. The loud rushing sound made as the rain flows out of the gutter like a roar.

### Activity (page 43)

1. *Answers will vary.*
2. *Answers will vary.*

3. good about rain	not-so-good about rain
<ul style="list-style-type: none"> <li>• brings down temperature</li> <li>• provides water for crops</li> <li>• provides water for household use</li> <li>• cleans the air</li> </ul>	<ul style="list-style-type: none"> <li>• can cause floods</li> <li>• makes travel inconvenient</li> <li>• can cause small houses to collapse</li> <li>• clothes do not dry</li> </ul>

## The Fisherman and the Genie

### Read for enjoyment (page 47–48)

1. the dead body of an ass, earthen pot full of sand and mud; broken bottles and bits of glass, vessel made of brass
2. He hoped to sell it and buy some food.
3. (c)
4. False. (*Make sure students understand why this is the correct answer.*)
5. (a)

### Activity (page 48)

↑	Landing net
←	Fishing rod
↓	Hook and line
→	Fisherman's net

## Boats Sail on the Rivers

### Learn to enjoy the poem (page 50)

1. . . . clouds. Boats and ships sail across the sea. Clouds sail across the sky. Boats and ships can be driven by the wind. Clouds are driven by the wind.
2. *Answers will vary.*
3. A bridge connects one area of land with another. The rainbow seems to connect the ground and the sky so it is like a bridge. You can walk over a bridge. You cannot walk over a rainbow. A bridge leads us somewhere. A rainbow does not lead us anywhere. (*Other responses are possible.*)

### Activity (page 50)

1. *Students will draw pictures.*
2. 7 colours (violet, indigo, blue, green, yellow, orange, and red). *Students will draw pictures.*

## The One-eyed Giant

### Read for enjoyment (pages 54–55)

1. (b)
2. (c)
3. Ulysses realized that if they killed the giant at night they would not be able to move the rock that blocked the entrance.
4. Ulysses decided to blind the Cyclops.
5. He said that his name was Nobody so that when the other giants asked the Cyclops who was hurting him, he would say 'Nobody is hurting me'.

### Activity (page 55)

1. SAILORS
2. GIANT
3. SHEPHERD
4. PROVISIONS
5. FLEECE
6. NOBODY

## Painting the Fence

### Read for enjoyment (page 62–63)

1. . . . did not want to paint the fence, he wanted to go out and play.
2. Tom got Jim to help him by giving him a brightly-coloured marble.
3. True.
4. False.
5. False.
6. He got them from the various boys who gave them to him so that he would allow them to paint the fence.
7. Aunt Polly was sure that Tom had not done the work because he usually never did any work she gave him.
8. Surprised
9. *Answers will vary.*

### Activity (pages 63)

1. *Answers will vary. Encourage students to exchange answers.*
2. (a) fluffy kitten  
(b) rosy apple  
(c) glass or brightly-coloured marbles  
(d) brave soldier  
(e) brightly-coloured kite





