

Broadway

A Multi-Skill Course in English

Teaching Guide
Primer A & B

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1. Introduction

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

Materials package

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

The Primers

Two exciting **Primers** form the bedrock of the new course. Together, they offer a multi-sensory learning experience for young learners of English. They provide materials of substance that learners can deploy as inputs to listen to, talk about, do, apply, act out, read, and write about. The multicolour artwork and the generous layout are embellishments that little children are bound to appreciate.

Objectives

At the kindergarten stage, children need to learn the rudiments of a variety of life-skills: eye-hand coordination; ability to sketch and draw; ability to perform activities involving cutting, sticking and folding; ability to solve puzzles and carry out activities involving the recognition of similarities and differences; the skills of sorting, classifying, matching, and recognizing the *odd one out*; conceptualization of character, quality, position, size, and amount; and the ability to follow chronological order. The role of the **Primers** is to help children develop all these life-skills, and to prepare the ground for the more formal kind of teaching that will follow in primary school. The two books, therefore, provide an array of interesting language tasks and activities intended to develop the psycho-motor, cognitive, and affective skills of the young learners.

Methodology

Underlying the rich fare of children's songs, nursery rhymes, mini-stories, games, and activities in this two-level pre-primary package are the sound principles of reading readiness and writing readiness. The package

employs a happy blend of the Phonic, the Whole Word, and the Whole Sentence methods to introduce learners to the basics of reading. To prepare children for writing, the **Primers** focus both on the *process* or act of writing and the *product* or result of the act of writing. Considerable care has been taken to direct them through a sequence of pre-writing exercises, to copying letters and words, to the actual writing of words and phrases in context.

Support materials

Companion materials in the form of flash cards, CDs, and a Teaching Guide give the **Primers** balance and provide the kindergarten teacher with much-needed assistance in the classroom. (For easy access, an icon has been used to indicate the relevant link between the **Primers** and the CDs.)

The Teaching Guide

No course is complete without a Teaching Guide. The Teaching Guide for the **Broadway Primers** is designed to provide the kindergarten teacher with a reliable and practical tool in the classroom. It has two parts. Part I contains a detailed introduction to the **Primers**; methodological notes on the teaching of the rudiments of reading, writing, listening (including complete transcripts of the recordings included in the audio tapes) and speaking; explanatory notes on the different sections of the units; and detailed lesson plans. The purpose of this Part is to familiarize the teacher with the necessary pedagogical techniques and procedures for able handling of the **Primers**. Part II contains an answer key to the exercises in the **Primers**. The Teaching Guide also has a useful bonus for the teacher: a poster and a set of flashcards.

We hope that the Teaching Guide for the **Primers** will help the kindergarten practitioner create a positive attitude to learning English among young learners and contribute to a vibrant language classroom.

2. Background Information

The **Broadway Primers** form the starter level of a multi-skill language course for young learners whose first language is not English, and for who school itself is a new experience. It makes sense therefore to consider a few basic educational issues at the outset.

Profile of the young learner

If we understand our learners' mental abilities, learning styles, emotional make-up, and ability to use their hands and muscles, our teaching becomes more meaningful and satisfying. Mentally, young learners are still coming to terms with the use of symbols and language. At the age of 4 or 5 years, children tend to see things only from a personal perspective. They do things intuitively and may not be able to provide an explanation for their actions.

Hence at this age, games, rhymes, and a variety of activities are more likely to help them learn the language than formal instruction.

The different ways learners learn

Learners learn through different channels and have different styles of learning:

- There are some who learn best by seeing or reading. Hence, lessons that employ pictures, films, colourful textbooks, or blackboard work go down well with these learners. (*The visual style*).
- There are learners who learn best by hearing. Use of rhymes, oral-aural repetition, and stories or text on tape help them to learn easily. (*The auditory style*).
- The third kind of learners learn best by using their hands and manipulating concrete materials. For them, the best aids are building blocks, card games, and other games involving the use of their hands. (*The physical/kinesthetic style*).

There are other learning styles too:

- Some learn better in groups. They need continuous support and cues from their peers or their teacher.
- Some learn better if left to work individually on their own. Such learners are generally good at solving puzzles and problems.
- Some tend to finish their work quickly and often imperfectly. Such learners need to be helped to pace their work so that they do not make mistakes.
- Some learners think about the problem on hand and take a long time to do an activity. Such learners like to do things perfectly and are not satisfied with anything less. The **Broadway Primers** have taken all these learners into account, and have activities that suit the different kinds of learners and learning styles. There are activities for listening, speaking, reading, repeating, matching, completing, drawing and colouring, card games, and plenty of rhymes for singing and enacting.

3. Design of Primers A and B

There are six units each in the **Primers**.

The **Primers** have the following unit design:

- Let's sing
- Let's speak
- Let's listen
- Let's read
- Let's do

- Let's read more
- Let's do
- Let's write
- Let's practise

Let's sing

This opening section has a rhyme or song for the learners to listen to and repeat/sing. They listen to the rhyme and repeat it, line by line, until they have learnt it. Then they sing along with the CD or teacher, with appropriate actions. This helps them exercise their speaking skills in an enjoyable manner. The rhyme or song also introduces them to the English sound(s) that they will be focusing on in the Unit.

Let's speak

This section explicitly exercises learners' conversational skills. It presents a brief dialogue based on a basic language function. Learners listen to the dialogue and repeat the sentences. They then role-play the dialogue. The language functions that have been covered are: introducing self, greeting, seeking another person's name, offering to do something for another person, asking about things and describing things, and a basic introduction to shopping etiquette.

Let's listen

This section introduces words that contain the sound being focused on in the Unit. Often, the words selected are common ones and easily recognizable. This listening activity helps the learner to relate the 'heard word' to its corresponding picture in the section. Initially, this is a listening task in which the words follow the same sequence as the pictures. The later activity involves basic listening comprehension as the words are read out in a particular sequence and learners have to match them with the pictures in sequence. The use of the indefinite article along with the name of a common object is also introduced.

The focus in Primer A is on short vowel and consonant sounds. In Primer B, the learners learn long vowels, diphthongs and consonant clusters.

Let's read

This is an introduction to reading and lends itself to the use of phonics. The section has words that contain the same vowel in the middle position (like *bat, cat, mat, cap, map*) along with corresponding pictures to aid reading. Additional words, with the sound in the same position, are listed for the learners to read. The section also contains letters representing the sounds being practised in the Unit. So, the learners become familiar with the shape of the letters as well.

Let's do

This section presents action words through pictures. Learners listen to each word and relate it to the picture that represents the action. The teacher may mime the action to reinforce learning. The actions themselves are very basic and the words simple, comprising three to five letters at the most. The teacher can use her imagination to use these action words in games for further reinforcement.

Let's read more

This section helps learners observe word order working in a simple and meaningful way. The meaning is evident from the pictures. Beginning with descriptive phrases in the initial units, Primer A leads learners to simple sentences in the later units. The sentences also help them see the relationship between things in context. In Primer B learners read longer words and sentences in context.

Let's do

This activity section is intended to consolidate the learning of the words and word patterns introduced in the Unit. The basic objective of these activities is to 'practice with fun'; the learners exercise their reading or thinking skills without being overtly conscious of the pedagogic objective.

Let's write

This section, in logical and gradual progression, enables learners to practise letter shapes, strokes, the letters of the alphabet, and words already introduced. It also indicates the direction of stroke, curve, and letter formation.

Let's practise

This section enables learners to perceive how changing the combinations of letters creates 'meaningful units'.

The completion activities have an element of discovery and surprise, which is pleasurable for the learner.

Fun activity

This section comprises activities that involve matching, choosing, completing, substituting, joining, tracing and miming, thus allowing the development of thinking and motor skills along with language learning. These activities help to consolidate the words and word patterns learnt in the Unit. The overriding focus in this section is to encourage learners to have fun and experience joy. The teacher may use these activities both for reinforcement and evaluation.

4. Teaching Reading

Learners need to know that reading aloud is relating the written word (its shape) to its pronunciation (sound) to its meaning (sense), and that silent reading is linking the shape of the word to its meaning without uttering the word.

Learning to read is a developmental process. It involves four stages: *reading readiness*, *early reading*, *developmental reading*, and *mature reading*. The first three stages constitute *learning to read* while the last stage represents *reading to learn*. The **Broadway Primers** deal explicitly with the first two stages.

Reading readiness: This stage is primarily the concern of the kindergarten teacher. At this stage, young learners who want to read in English need to

- develop their knowledge of the language in order to understand what they read
- be motivated to learn to read
- develop the ability to discriminate between letter shapes
- recognize that print has meaning, just as speech has meaning.

Early reading: This is the second developmental stage in reading and is also the kindergarten teacher's concern. At this stage, young learners need to

- become genuinely interested in the act of reading, and to develop a positive attitude towards this skill,
- understand that what people say is a prerequisite for understanding what they write because both involve understanding language and the ability to think
- learn the print conventions of English.

A knowledge of **print conventions** includes knowing

- which is the front of a book
- which is the right way up for a book
- what tells the story: the print or the pictures
- the difference between words and pictures
- where we should start reading on a page
- how to read from left to right
- what to do when we get to the end of a line
- why there are spaces between some letters but not between others
- when to stop, when to pause, and how to interpret basic punctuation marks.

Methods of teaching reading at the pre-primary level

Three methods are used together to teach reading to beginners: Phonics, the Look-and-say method, and the Whole sentence method.

Phonics deals with English words that have a 'regular' spelling. Several letters of the English alphabet – like *k, t, m, p, n, d, g, f, j, l* – stand for single sounds most of the time. So, words in which the letters make

'regular' sound can be taught through phonics. For example, the three letters of the word *spin* have regular sound values that make it possible for the word to be taught through phonics. This method, for convenience of teaching, ignores the uncommon sound values of letters and takes only their regular sound values into account. So words like *pin*, *pit*, *dish*, *ship*, *shop*, *cat*, and *mat* can be taught through phonics, but not words like *woman*, *know*, *blue*, *wash*, and *elephant*. It makes sense, therefore, to use phonics from the very beginning as it will help young learners notice the regularity of English spelling and prepare them for the irregularities that will inevitably follow.

The **Look-and-say** method, or the *Whole word* method, is used to teach words in which the letters do not have their regular sound values. So words like *woman*, *shoe*, *their*, and *eye* are taught (and absorbed) as single units without being split into single letters/sounds.

The **Whole sentence** method enables learners to read (short) whole sentences as single units. So sentences like *This is a pen* are processed as units. Generally, sentences in this method are taught situationally, and orally drilled, before learners read them on their own. In the classroom, short sentences are either written on the blackboard, or on cards and placed on a flannel board, which the teacher then proceeds to read aloud and gets the class to read after her.

Reading habits

It is important to train young learners in silent reading from the beginning. The reasons for this are obvious: most mature/adult reading is done silently, and silent reading is considerably faster and more efficient than reading aloud. Reading aloud by one learner at a time is a wasteful classroom technique: it makes his classmates sit still and feel bored; worse still, if the learner concerned reads poorly, it forces a bad model on the rest of the class. In any case, reading aloud is a terribly slow activity and takes up precious class time that can be better spent in activities that encourage real language learning. It is equally important for young learners to imbibe the right 'physical' habits for silent reading: no head movement, no lip movement, no murmuring, no going back and forth on the line, and no running of a pencil or finger along the line. In addition, they need to learn to read words in sense groups and not as discrete items.

5. Teaching Writing

At the pre-primary level it is worth emphasizing that alongside listening, speaking, and reading, *writing* is a crucial channel for learning English and developing a command over the language. As with reading, learning to write is a developmental process: from *writing readiness* through

early writing and developmental writing to mature writing. The **Broadway Primers** deal explicitly with the first two stages.

Writing readiness: This stage is primarily the concern of the kindergarten teacher. At this stage, young learners who want to write in English need to

- develop their knowledge of the language so that they can understand what the teacher is making them copy or write
- be motivated to learn to write
- develop the ability to discriminate between letter shapes
- practise ‘writing patterns’ and ‘letter shapes,’ that are the forerunners of the letters of the alphabet
- develop a visual memory for shapes, to serve as an aid to spelling
- develop their psycho-motor skills
- develop the large muscles of their arms and hands, and the fine muscles of their forefingers and thumbs
- take part in activities that directly help in creating writing readiness, like colouring, cutting, pasting, tracing, folding
- recognize that print has meaning just as speech has meaning.

Early writing: This is the second developmental stage in writing and is also the kindergarten teacher’s concern. At this stage, young learners need to

- spend considerable time on pre-communicative activities through which they learn the mechanics and conventions of writing, like handwriting and spelling
- develop a positive attitude towards writing
- continue doing writing readiness activities like colouring, cutting, pasting, tracing, and drawing
- practise writing all the letters of the alphabet as a forerunner to writing words and short sentences
- practise the mechanics of writing in a meaningful context
- begin paying attention to the compositional aspects of writing (e.g. that stories begin with an expression like *Once upon a time ... or Long, long ago ...*)
- begin composing brief texts that involve describing oneself or a friend, or describing a daily routine, or narrating a familiar fable or tale
- be constantly reminded of the benefits of learning to write (like the usefulness of writing down a long list of things they need to bring to class on a specific occasion).

Handwriting

Essentially, beginners should be made to see that good handwriting is a courtesy that the writer shows the reader. They will then be in a better position to appreciate the need to conform to conventions of acceptable handwriting. It might help to keep these general guidelines in mind when teaching handwriting:

1. It is not necessary to follow the alphabetical order when teaching beginners to write letters. Indeed, it is preferable to begin with the more simply formed letters like *i*, *l*, *t*, and *k* before proceeding to letters like *a*, *b*, *p*, and *y*.
2. It would help learners to realize that legible and fluent handwriting is the result of long hours of practice.
3. Although handwriting practice deals with only one element of language development, it should evoke a sense of purpose. If, for example, learners need to learn the use of capital letters, they could be asked to prepare a guest list for their birthday parties.
4. We must insure that there is provision for the different elements of good handwriting:
 - the writing instrument should move in the right direction when forming letters so that the shift from script to cursive writing is smooth
 - each letter should be well-formed and joined correctly, following the right direction
 - all letters should slant or lean the same way, and all downward strokes (or descenders) and upward strokes (or ascenders) should be parallel
 - all letters should be of even size—all ‘small’ letters evenly small and all ‘tall’ letters evenly tall
 - all letters should touch the base line, and letters that ascend above the line or descend below the line should do so with consistency
 - the spaces between letters and words should be even.
5. It would help if each learner had a copy writing practice book in which the style of the letters is similar to that of the letters in the **Broadway Primers**.

6. Teaching Listening and Speaking

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)

Listening and speaking precede reading and writing when learning a language. It is important, therefore, to involve learners in plenty of listening and speaking activities before they make an attempt to read. They should listen to words with understanding before they encounter them in the written form. For this reason, the initial activities in all the units of the **Primers** are focused on listening. It is also important to ‘surround’ learners with the language for quicker assimilation and retention. They should have ample opportunity to listen to words, phrases, sentences, and short texts with understanding before they begin to read.

Listening to sounds

Young learners are easily distracted and hence they must have a lot of practice in concentrating on specific sounds before they begin listening to words in English.

To ensure that they listen successfully

- provide practice in listening to pure sounds, like animal sounds, the beeping of a horn, the beating of a drum, or a knock on a door. The learners can practise identifying the source of the sounds.
- provide practice in distinguishing between sounds: a bark and a mew, a child's voice and an adult voice, a hiss and a bang. This will sharpen their listening skills and enable them to focus on a particular sound in spite of extraneous sounds in the environment.
- provide practice in distinguishing between loud and soft sounds, like a whisper and a shout, a roar and a squeak, and a gentle knock and a loud bang.
- give them ample opportunity to listen to simple instructions and follow them.
- give them opportunities to listen to simple questions and to answer them.
- provide them with a lot of opportunities to listen to songs, rhymes, and stories.

It is essential to ascertain that all the learners in the class can hear properly. In case there is a child who is hearing impaired, you will need to take suitable measures.

Organizing a listening session

Before the listening session begins, you need to make sure that

- there is minimal extraneous noise
- the learners are mentally ready to listen
- the CD player is placed in such a way that all the learners in the room can listen properly
- you have accompanying objects or pictures at hand. If the Primer is going to be used, then it should be kept open at the relevant page
- distracting objects like flash cards or picture cards used during an earlier activity, have been put away.

While doing the listening activity you need to ensure that you

- give clear instructions
- provide learners with the time to listen and respond appropriately, according to the task requirement
- read the text, or play the tape, more than once if required
- do not move around the room as that might distract the learners,
- provide feedback, and allow them to listen once again for confirmation
- pronounce every word correctly so that there is no misunderstanding.

Leading from listening to speaking

Learners need to be trained to notice that since listening and speaking are reciprocal skills, learning to speak well depends crucially on learning to listen well. Once they are able to listen to words or sentences with understanding, persuade them to say these items aloud. Use pictures, objects, or actions to help them correlate the spoken word with the meaning.

While practising conversation, allow the learners to listen to the tape (and to a 'demonstration' by a few of their classmates) before they attempt to practise speaking the sentences themselves.

- Ensure that all learners can say the sentences properly to each other when they are in pairs.
- Encourage them to use the correct pronunciation as best they can.
- Be positive in your feedback and do not use remarks that might inhibit their speaking or lower their confidence. In order to practise a certain structure (like *This is + noun* or *These are + plural noun*) you may need to use it in different contexts for the learners to understand it and use it successfully.
- Let them repeat the sentences as best they can.
- Then persuade them to form similar sentences on their own.

The learners may not be ready to speak in the English language and will need a lot of help from you as they make tentative attempts to speak. It is important, therefore, for them to feel comfortable with the language they are supposed to reproduce. Use clear and natural models and ensure that they have repeated them several times before they attempt to speak on their own. Young learners need to recognize that the single-most important reason for learning to speak well is to develop *oral fluency*, that is, the ability to express oneself intelligently, 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, young learners will need two complementary levels of training. The **Broadway Primers** offer a basic introduction to these two levels: practice in the *manipulation of the fixed elements* of English (or accuracy-based elements like pronunciation) and practice in the *expression of personal meaning* (or fluency).

7. The role of Pictures and Visual Support in Language Teaching

Since the learners are very young, and function mentally at the concrete level, it is necessary for them to be exposed to a lot of visual material in the form of objects, pictures, and drawings on the blackboard and on paper.

If possible, you could use computers too. If learners' visual skills are sufficiently developed, they will be able to recognize details in pictures. They will also be able to find similarities and discriminate between details. Here are some questions that you need to consider in the context of visuals for young learners:

- Can the learners match an object with its picture?
- Can they distinguish between one colour and another, and possibly say the names of the colours in their own language?
- Are they used to looking at pictures and books?
- Can they recognize writing and print as forms that are distinct from pictures?
- Can they interpret common symbols, like the symbol for a school, an elephant facility, or an arrow showing direction?

In order to make your class visually rich, ensure that the classroom walls are full of meaningful pictures, the letters of the alphabet, and some of the words the learners have been reading. You could use the blackboard extensively to create text or figures to aid their understanding. When using a large picture or poster in the classroom, it is important to ensure that it is visible to all. It would be a good idea to ask a child to hold it up in front of the class and for you to go to the farthest seat to see if it is visible from there.

If you are using flashcards or letter cards, ensure that learners are working in pairs or groups so that they can share the material.

8. Making Learners Proficient in using their Hands and Muscles

Even in a language class, learners have to manipulate building blocks, beads, cards, cut-outs, and plastic letters. It is important to help them develop their motor skills and hand-eye coordination by involving them in activities like:

- placing building blocks on one another or alongside one another
- sorting beads or blocks
- threading beads
- placing letters or letter cards in a specific position
- tracing letters as in shadow-writing or joining dots
- writing in sand with fingers
- drawing and colouring
- completing a jigsaw puzzle
- picking up fine objects like matchsticks or small beads/seeds and laying them in a specific position
- doing actions while singing a song or reciting a poem.

Many of these activities have been included in the **Primers**. You can think of many more activities to ensure that your learners become adept at using their hands.

9. Key to the Sounds Practised in the Units

Primer A

- Unit 1: **vowel** /æ/ as in pat, bag, **consonants** /k/ as in cat, cap, /l/ as in lap, light, /v/ as in van, very, /w/ as in wag, woman
- Unit 2: **vowel** /i/ as in pin, hill, **consonants** /h/ as in hill, home, /b/ as in bad, bed, /p/ as in pin, pill, /n/ as in net, nice
- Unit 3: **vowel** /e/ as in pet, hen, **consonants** /d/ as in dog, doll, /m/ as in man, mug, /g/ as in good, girl, /r/ as in rose, red, bring
- Unit 4: **vowel** /ɒ/ as in dog, lock, **consonants** /t/ as in take, tie, **consonant cluster** /ks/ as in fox, box **consonant** /l/ as in long, song, /k/ in final position as in cock, lock, /p/ in the final position as in top, hop, /tʃ/ as in chop
- Unit 5: **long vowel** /i:/ as in sea, leaf, bee, tree, **consonants** /f/ as in feet, feed, /dʒ/ as in jeep, /s/ as in see, sea, /ʃ/ as in sheep, /w/ as in weep, **consonant cluster** /kw/ as in queen
- Unit 6: **vowel** /ʌ/ as in sun, cup, **consonant** /j/ as in yum, /z/ as in buzz, **consonant cluster** /ntʃ/ as in lunch

Primer B

Unit 1: **long vowels** /a:/ as in car, jar, march, /ɜ:/ as in bird, curd, /ɔ:/ as in torch, ball, hall

Unit 2: **long vowel** /u:/ as in pool, move, fruit, **short vowels** /u/ as in hook, pull, /ə/ as at the end of under, driver, conductor, and further practice in /dʒ/ as in jar, jug, June

Unit 3: **diphthongs** /ei/ as in gate, name, rain, say, /ai/ as in line, lie, buy, cry, and further practice in /k/, /ʃ/, and /j/ as in yellow

Unit 4: **diphthongs** /oʊ/ as in rope, soap, /aʊ/ as in mouse, round, **consonants** /θ/ as in thin, thick, / / as in then, they, and further practice

α in /e/ and /y/

Unit 5: **diphthongs** /eə/ as in air, care, bear, **consonant clusters** /st/, /br/, /dr/, /gr/, /pr/ and /tr/

Unit 6: **diphthongs** /iə/ as in deer, here, hear, and further practice in /eə/ and **consonant clusters** /bl/ as in blue, /kl/ as in clip, /fl/ as in fly, /sl/ as in slip, /sn/ as in snow, /sp/ as in spoon, and /sm/ as in smell

6. Key to the Sounds Practised in the Units

Unit 1, Hello Cat!

Objectives

The objectives of this unit are to enable learners to:

- listen, with understanding, to the names of certain things, persons, and actions
- identify and use the short vowel /æ/ in simple words and sentences, in the spoken and written forms
- greet people and introduce oneself
- to listen with understanding and respond to simple questions follow simple instructions
- recognize pictures and correlate them to the spoken words
- recognize and read simple words and sentences in English
- carry out simple drawing activities, like putting a tick-mark, and writing numbers
- draw circles and curves as a preparation for writing letters with curves
- copy writing patterns
- listen to a song with understanding, repeat it line by line, and learn it by heart

Communication focus—Greetings; introducing self

Language for use—*Hello, I'm ... /My name's ... /*

Language for recognition/Classroom language—Open/Close your books, please. Listen!

What's this? Good!

Listen and point. Like this.

Listen and repeat.

Hold your pencil like this.

Listen and tick. Like this.

Look at the pictures. Can you tell what these are?

Let's read these words.

Look at the picture and read the words/sentences.

Let's do what the person in the picture is doing.

Listen and choose.

Look and trace the lines/shapes.

Copy the lines/shapes.

Phonic focus—Vowel /u/ in the medial position.

Consonants /k/, /l/, /v/ and /w/ in different positions.

Reading—Reading words, phrases and short sentences.

Reading words with the aid of a composite picture.

Structures—Use of the indefinite article 'a'.

Use of the adjective 'fat'.

Writing—Copying long and short standing, slanting and sleeping lines.

Copying long and short zigzag lines.

Warm up

- Say “Hello!” to the class.
- Ask them in L1 if they know any English words or rhymes.
- Ask a few learners to say them aloud.

Presentation of the song

- Tell the class that they will listen to a song.
- Point to the picture in the book and, using L1, ask a few questions about the characters in it. This will prepare them for what is to come in the song. Focus on shop, cake, sugar candy, baker, and the act of buying.
- Ask them to just listen to the song and enjoy it. They could even clap or shake their heads to the beat of the song.
- Play the song again.
- Tell them to listen to it again and repeat the lines as they hear them. You could then repeat the song, without the tune, and they could repeat the words after you.
- Now sing the song line by line, getting the class to sing after you.
- Tell them that they will now sing along with the recorded voices. Play the CD once more and sing along with the learners. Teach them actions and expressions to accompany the lines of the song.
- You may even ask learners to role-play the characters in the song.

Presentation of the language

- Ask the class how they greet each other in their own language. You may have children who speak different languages and hence the greetings would differ.
- Tell them that they will now learn to greet in English.
- Ask them to listen to the CD.
- Now point to yourself and say, “Hello, I’m”
- Prompt a few learners to introduce themselves in the same way. Write the sentence structure on the board.
- Address a learner and say, “Hello, my name’s What’s yours?”
- Prompt the learner to say, “My name’s”
- Ask the learners to turn to their neighbours and practise the sentences given in the conversation.
- Next, ask them to introduce themselves to each other.
- You may even begin a chain of questions and answers beginning with learners at the head of a column in the class.

- After the learners have introduced themselves to their classmates you may assign them different roles from stories they are familiar with and ask them to introduce themselves using their assumed identities.
- Encourage the learners by giving them a round of applause.

Listening and speaking

Let's listen, page 9

Page 9 provides a listening experience, where the learners will listen to the names of things they may already know and identify without realising that the words belong to the English language. This will help them feel comfortable with their first attempt at reading, which in fact will be picture and word recognition.

- Announce to the class that they will look at a few things that they are already familiar with.
- Show the pictures of a van, a bat, a bag, and a cap, which are already in the learners' vocabulary. Ask the question, "What is this?" and model the answer: "It's a cap." Let them tell you what the other things are.
- Direct the learners' attention to the pictures on page 9. Say, "You will now hear the names of these things. Listen, and point to it when you hear its name."
- Demonstrate once for them. The names of the objects should be in the same sequence as in the book.
- Play the CD or say the names of the objects on the page, this time in no particular order.
- Go round as they listen, and help those who find it difficult to locate an object.
- For the second activity, on the next page, first familiarize them with the concept of a tick mark.
- Say, "Put a tick mark in your notebooks." Ensure that the learners can make the mark. Explain that it means 'yes' or 'okay' or 'all right'.
- Explain what they need to do in the activity and then play the CD or say the words aloud in any order.

Beginning to read

Let's read, page 10

The activity on this page helps the learners move towards letter and sound recognition. So, do not expect them to read all the words in the list on their own. Read each word out; the learners should repeat it while pointing to it. Allow them to look at the word as a whole. Do not spell it out for them. Direct their attention to the letter 'a' which is common in all the words. Allow them to practise the sound it stands for: /æ/.

- Say, "Listen to me. Point to the word and repeat it."

- Say each word aloud while pointing to it. Hold the book high for the learners to see it. To prevent any kind of confusion, strictly follow the sequence of the words.
- Wait for the learners to repeat the word after you. You may check their progress by asking one or two students to say the words individually.
- To check their progress, say a word and ask them to point to it, or point to a word and ask the learners to identify it.
- Say the sound /æ/ and ask the learners to repeat the sound. Write the letter 'a' on the board. Follow it up with a few words from the list they have repeated after you. Remember to tell them that /æ/ is not the only sound that the letter 'a' stands for.
- Focus the learners' attention on the other letters representing the consonant sounds. Write them on the board and say each one aloud. Remember to say the phonic sound that each one represents, i.e. /k/, /l/,/v/ and /w/.

Look and read, page 10

This is the learners' first attempt to read words as meaningful units. Some of the words are ones they have heard and repeated a little while ago, and some are very common and will already be in their vocabulary.

- Point to the first picture and read the word aloud. Let the learners look at the pictures and repeat after you.
- Now ask learners to individually read the words.
- Learners can read the words in pairs by pointing to the words and asking their partners to read.
- Ensure that they can read by putting the words on the board and asking the learners to read them aloud.
- Show appreciation for every successful attempt. Encourage and help those who did not get it right.
- Extend this activity using picture and word cards, which the learners match.

Reading

Look, read, and do, page 11

This activity familiarizes the learners with some of the action words. Hence, it is important that they mime the action as they say it aloud.

- Read the first word 'pat' and do the action of patting. You may call a learner to the front, or use a soft toy, to show the action of patting. Direct their attention to the picture.
- Ask the learners to do the same. In this way help them to read and mime all the action words in sequence.
- Now repeat the same activity using a different order for the words.
- Evaluate whether they have learnt the words by saying one word and asking the learners to point to it in their books and doing the action.

Focus on the text by writing the words on the board and miming the action along with the learners. As they do so, direct their attention to the letter ‘a’ and repeating the sound /æ/.

Reading phrases and sentences

Let’s read more, page 12

This activity helps the learners read clusters of words in meaningful phrases or sentences. They learn to read each phrase and sentence as one meaningful unit without focussing on individual words. The pictures help learners understand the meaning. This also gives them an idea about the word order in the sentences.

- Direct the learners’ attention to the picture and read the phrase aloud. Ask the learners to repeat after you.
- Now say, “Can you point to the picture I am talking about?” Say the phrase aloud and let the learners point to the correct picture.
- Next, write the phrase on the board and ask them to match it with the one in their books. Repeat all the phrases and sentences in the same manner.
- Once all the phrases and sentences have been read out, and you are fairly certain that they can recognize the words, tell them you will play a game.
- Write any phrase or sentence on the board and let the students match it with the one they have in their books. You may do this with sentence strips, flash cards and pictures too. Use a different sequence while revising the phrases and sentences.
- You can extend this activity by asking them to group the words on the cards into phrases that they have just learnt.

Revising the reading text and evaluating progress

Fun activity, page 15

This activity can be used for reinforcement or for evaluating the progress of the learners. This is both a listening and a word recognition exercise.

Activity 1

Listening and choosing

- Tell the learners, *We will play a game. Listen, and choose the word you hear.* Tell them that you will read one word from the pair and they have to tick the one they hear.
- You may say words from the pairs in sequence first. You may then increase the difficulty level by saying them at random. Make a note of the words the learners find difficult.
- Alternatively, you can play a game with word cards where the learners show the card bearing the word you have just said.

Activity 2

Reading and matching

This activity can be used for exercising or evaluating the learners' progress with word recognition. Highlight the fun aspect of the activity to avoid any kind of stress.

- Announce that they will play another game.
- Direct their attention to the picture. Say, 'Look at the picture. You can see many things. There is a....' Point to one or two things. Point to the others and let the learners say what these are in English.
- With a pencil, trace over the matched example as you talk about it.
- Say, 'Now match the words with their pictures. Use a pencil. Do not worry if you make a mistake. You can rub out the line and do it again correctly.'
- Go round and help learners who find it difficult to read and match the words with the pictures.
- Advise the learners to take the line from the word to the object with a fair amount of accuracy to avoid confusion. You may give them some practice in joining before they do the task. They may even indicate the word-picture match using their fingers.

Beginning writing

Let's write, pages 13 and 14

This section provides the learner with the first lesson in writing. There are 14 patterns in all. The activities in these sections in the different units provide a sample of what the learners need to practise writing. After you are sure that the learners are able to draw the required strokes, curves, or shapes, ask them to practise further in their four-lined notebooks. You may reinforce the concept through action songs and drawing activities.

Rows 1 and 2, page 13

The learners copy the long and short sleeping lines on the blank lines. You may give them practice in drawing straight lines with their fingers in the sand or by running their fingers along a ruler or any long and straight object. You may use long and short pencils, sticks or building blocks to give them the idea of *long* and *short*. They may then trace the strokes and make strokes of their own.

Rows 3 to 6, page 13

Similarly, the learners can practise making long and short straight lines in sand with their fingers, or using colour on their fingers over old newspapers, to get the idea of a straight stroke. Following this, they can observe the corners in their classroom, the chalkboard, or their boxes to note the joining of the straight lines at a 90 degree angle. This activity can

be wound up with the learners drawing boxes of different sizes to practise joining straight lines at corners.



Row 7, page 13 and row 1, page 14

To introduce the idea of a slant, you may show them slanting objects like the side of a slanting building block, the triangular sets used for mechanical drawings, or by showing the side of a hill in a picture.

This can lead to a drawing activity in which the learners draw straight blades of grass, some of which could be long and some short. Or they can draw a railing or a grill with long and short strokes. Similarly, tell them that when there is a strong breeze straight grass becomes slanting.



Rows 2 to 5, page 14

You may carry on with the other activities in the same manner. The learners can practise making continuous slanting lines, which can be followed by drawing mountains and hills. After the learners have learnt to draw/make slanting lines in both directions, they can draw a picture that involves both strokes, like a clown's conical cap or the steeple of a church.



Rows 6 and 7, page 14

Here the learners can see the emergence of the shape of a letter. They can see the letters 'v' and 'w'. You can then go back to the previous page and show them the letter 'l'. This is the learners' first attempt at writing letters. Help the learners to see that these letters are conjoined to form meaningful units by drawing attention to the letters in various words.

11. Unit Plan: Primer B

Unit 3, Toot Toot's Tail

Communication focus

Making specific enquiries—Asking what another has/is.
Answering such queries

Language for use

*Have you got...../ Are/Aren't you a....
Yes, I have / No, I haven't / Yes, I am / No, I'm not.*

Language for recognition

Look at the picture carefully. Read the names of the colours.
Now read the words and colour the kite.
Look at the numbers in the picture. Listen carefully, and say which colour is at which number. Match the colour and the number.
Listen, and repeat the sentences. Now make sentences like these and ask your friend to guess.
Here is another example.
Let's play a game. When you hear the name of a colour you must run and touch the colour. Look around you carefully. You will find it. Be quick.
Ask each other for something. Say sentences like the ones in the book.
Watch me and act. Now let's act as we sing this song.
Let's play roles. Look at the picture. Listen to what they are saying to each other. Repeat the sentences. Now play the roles with your friend.

Phonic focus

Diphthong /ei/ represented by the letters 'a', 'ai' and 'ay' and /ai/ represented by the letters 'i', 'ie', 'uy' and 'y'.
Consonant sound /ʃ/ represented by the letters 'sh' and the sound /k/ represented by the letters 'ck'.

Listening

Listening for identification
Listening and repeating
Listening, reading, and miming
Listening and saying the colour
Listening and playing a game

Speaking

Asking and answering questions
Saying *yes/no*
Asking for things
Offering the thing asked for or expressing regret at not having it
Saying an action song aloud

Reading

Reading words, phrases, and sentences
Reading and colouring
Reading and matching phrases with their pictures
Reading and completing sentences

Structures

Using the verb 'have' in various forms and positions
Requesting—*Please...../Have you got.....?*
Prepositions 'at', 'after' Simple Present tense

Writing

Copying combinations of letters 'ai', 'ie', 'ay', 'uy', 'sh', 'ck'
Copying words that have these combinations
Completing sentences with phrases
Completing sentences in a paragraph.

Materials—A poster with a picture of a rural house

Key: 1.

The crow has a short neck.
The peacock has a long neck.
This boy has long socks.
That boy has short socks.
This man has long hair.
That man has short hair.

Warm up

Presentation of the song *Pat-a-Cake*, page 39
Proceed as before.
You would need to explain "mark it with a 'B'."

Let's speak, page 40

- Go to individual learners and ask, *Have you(got) long/short hair/socks?* Suggest the answer and allow the learner to respond to you. Ensure that the answer is in the positive.
- Now distribute different classroom objects or small toys among the learners. Ask a few of them questions like the ones asked earlier, but this time elicit a negative answer. Suggest and prompt the answer.
- Inform the learners that they will listen to *The Donkey and the Giraffe*. Play the CD. Let them just listen the first time. Ask them to repeat the sentences during the second playback.
- Ask a few questions about what the donkey asked or what the giraffe/tiger said in reply.

- Divide the class into pairs and let them ask each other if they have the object. (You will have given one to each pair.) This will elicit a positive answer.
- Now ask the learners to ask each other questions to which the answer will be in the negative.
- Ensure that all the learners have practised saying the sentences to each other.

Listening

Listen and point, page 40

Proceed as before. If you do not have the CD ready, you may read the words at random for picture recognition.

Speaking

Look and say

- Point to the pictures in sequence and let the learners say the names. Offer help if you think it is required.
- Ask the learners to play a game with their neighbours. One person calls out a name and the other points to the relevant picture. Or, one person points to a picture and the partner says its name aloud.

Reading

Let's read, page 41

Proceed as before.

- You may evaluate their progress by saying some of the words from the list at random and asking the learners to point to the word/s concerned.
- You may use word cards to reinforce the recognition of words.
- You may introduce word building, using letters of the alphabet, to make the words they have read.

Listen, look, and read, page 42

- Read the words and ask them to identify the pictures.
- Ask them to repeat the words after you.
- Now point to the pictures one by one and read out the words.
- Extend this activity with a matching game using words and pictures.

Listen, read, and act, pages 42, 43

Proceed as before.

You may evaluate the learners' progress by giving them the names of the actions on the cards. Mime an action and let the learner with the relevant card hold it high for everyone to see. This will not only exercise the skill of reading but also mental alertness.

Let's read, page 43

Proceed as you did for page 41. You could bring some variety into your activities to make the learning more enjoyable. Get the learners to

notice the combination of letters for particular sounds as in ‘ack’, ‘ick’, ‘ush’, ‘ice’, or ‘ock’.

Encourage them to pronounce the words correctly, especially ‘jacket’ as ‘jackit’.

Look and read, page 44

Proceed as you did for the earlier activity. Allow the learners to read the phrases with the help of the pictures.

You may extend this into a speaking activity by making the learners say sentences that practise the sounds. The sentences could be like these:

The rain in Spain falls mainly in the plain.

Five nice white mice ate up the rice.

I have a jacket with pockets.

The packet of snacks lay in the back of the truck.

The train ran on in the rain. Don’t step on his tail.

Let’s do, page 45

Look, read, and colour

This activity will familiarize learners with the names of colours as well as their spellings. This will help those learners who like to work with their hands.

- Ask the learners to look at the kite and say the names of the colours of the different parts in L1. A few might know the colours in English. Encourage them to say the words.
- Point to the different colours and loudly say the name of each colour. Revise it with them by pointing to a colour and asking them to say its name.
- Next, you may give them small circles or squares, cut out of glazed paper, and the names of the colours. Ask them to match the colour with its name.
- Now ask them to read the colours and colour the parts of their kite accordingly.

Listen and say the colour

This is a slightly different activity. Here the learners listen to the names of some more colours and match them with the numbers they hear.

- Say, for example, that number 5 is yellow. Ask the learners to point to the portion with yellow in it and say the word ‘yellow’. Write the word ‘yellow’ on the board so that they can look at its spelling.
- Carry on similarly with other colours. Let the learners now complete the colouring.

Speaking, page 46

Look at the picture. Ask and answer.

- Show the poster to the learners or direct their attention to the picture in the book.
- Tell them that they will now play a game. You should think of one object in the picture and say its colour. They will have to guess its name.

- Demonstrate once with the help of a volunteer. Prompt the volunteer as to what he/she has to say.
- Divide the class into groups of six. Let each group look at the poster/picture in their books, and one by one ask the other members of the group to guess what he/she can see. Ensure that all objects, animals, etc. are referred to.
- Encourage the learners to use sentences like the ones given in the book.

Play the game Tippy, tippy, tap

- Demonstrate once by becoming the leader. The learners will sing in chorus, *Tippy, tippy, tap. What colour do you want?*
- Look around and spot a colour which is commonly available in the classroom, in the learners' clothes, toys, books, pencils, erasers, tables, and chairs, etc. and say, *I want blue.*
- All the learners run and touch the colour blue wherever they find it.
- Now ask one among them to be the leader and continue the game.
- Anyone holding a wrong colour or who is very late is out. It is important that the learners do this activity with a fair amount of alacrity. But you need to ensure that in the scramble for the colour there is no pushing and no one trips over any thing.
- Allow the stragglers another chance. Encourage them to be quick the next time.

Let's speak, page 47

This activity provides learners with practice in asking for things.

- Play the CD or read the sentences aloud with the help of a volunteer.
- Have a brief discussion on what the first child wants, and how he/she asks for it in a question form and in a request form. Say the sentences with the correct intonation so that they can follow suit. Both kinds of sentences should be in a rising tone as they will be making polite requests to their friends.
- Ask the learners to practise using different objects that each one has.

Let's do

Act it out in class. This action song familiarizes learners with different actions. They do the action as they sing about it.

- Before you begin, you need to pre-teach a few of the words. *Wind* should be pronounced with an /ai/ and not like the word meaning breeze. You may bring a bobbin with some thread to class for demonstration or give every child a small stick and some thread for them to wind.
- Play the CD and sing along. As you sing, do the action along with each line.
- Ask the learners to repeat each line and do the relevant action.

Writing

Let's write, page 48

Allow the learners to trace over the letters and the words first. Then they can write them on their own.

Ask them to practise further in their four-line notebooks.

Let them say each word aloud after they have written it in order to remember its sound.

Fun activity, page 49, 50

Look at the pictures and fill in the blanks.

Allow them to study the pictures carefully.

Discuss them before you set them the task of writing the phrases in their appropriate spaces.

Key: 1.	Key: 2.
<i>The crow has a short neck. The peacock has a long neck. This boy has long socks. That boy has short socks. This man has long hair. That man has short hair.</i>	<i>Toot Toot is a toy train. It has nine coaches. Last comes its tail. Toot Toot can see its tail.</i>

12. Key to the Exercises: Primer A

Unit 1, Hello, Cat



Let's sing (page 8)

Song—Handy Spandy, Jack-a-Dandy



Let's speak (page 9)

Conversation



Let's listen (page 9)

Listen and point

You will now hear some names of things. Listen to them. Point to the name you hear. If you hear the name 'cat' then you must point to the picture of the cat.

1. cat 2. fan 3. tap

Now you will hear the names of the things in the second row.

4. bag 5. van 6. rat

Here are some more names. Listen and point.

7. hand 8. bat 9. cap

**Listen and tick (page 10)**

Here is something for you to do. Listen and put a tick mark in the spaces given.

If you hear the name ‘van’ then you must put a tick mark in the space near the picture of the van. The first one has been done for you.

Let’s begin. Listen carefully.

van cap rat bag tap fan

Listen to the words once again and check your work.

**Let’s read (page 10)**

Vocabulary given in the box

**Fun activity (page 15)**

Listen and choose

Put a tick mark on the word you hear. cat bag tap van dad band

Unit 2, Little Kitty**Let’s sing (page 16)**

Song—*Two Little Dicky-birds*

**Let’s speak (page 17)**

Conversation

**Let’s listen (page 17)**

Listen and point

Listen to the names of some things. Listen to the name, find its picture and point to it.

pin tin tip zip hill ship fish dish

**Listen and tick (page 18)**

You have learnt the names of some more things. Now listen to the names and put a tick mark on the picture of the thing. Put your tick mark in the space given. One has been done for you.

tin hill zip pin ring

**Let’s read (page 18)**

Vocabulary

**Let’s do (page 20)**

Listen and act

You have learnt the names of some actions. Listen to the action and act it out.

lick sip sing hit

Fun activity (page 25)

1. Matching the pictures with the words.
2. Look at the pictures and fill in the blanks.
tin hill zip ship ring fish sip hit lick
3. tin zip fin chin hill dish pick king

Unit 3, Red Meg



Let's sing (page 27)

Song—*Five Little Teddy Bears*



Let's speak (page 28)

Conversation



Let's listen (page 29)

Listen and point

Look at the pictures in your book. These are things you know. You will hear the names of these things. Listen to the name and point to the picture of the thing.

Let's begin.

hen bed pen

Now we will listen to the names of the things in the next row.

head leg egg

Now you will listen to the words in the third row.

well bell net



Listen and tick (page 29)

Now you will hear some names of things. Listen to the name and put a tickmark on the picture of the thing.

The first one has been done for you.

Let's begin.

pen bed hen egg bell ten



Let's read (page 30)

Vocabulary



Let's read more (page 31)

Listen and read aloud

Listen to the word and read it aloud. Here are the words. bed red egg beg
pet met bell fell pen den neck peck



Fun activity (page 35)

Listen and choose

Look at the book.

Can you see some words in circles? Now you will hear one word from those given. Listen and choose the word. Draw a small circle around it. One has been done for you.

pen, leg, net, sell

Read and find

fed bet bend peck

Unit 4, Froggie's Song



Let's sing (page 36)

Song—*Hickory Dickory Dock*



Let's speak (page 37)

Conversation



Let's listen (page 37)

Listen and point

Listen to the names and point to the pictures.

dog cock lock pot box clock doll frog top



Listen and tick (page 38)

Now you will match the names of the things again. Look at the pictures. Listen to the name and put a tick mark on the picture of the thing. Remember to put your tick mark in the space given. Are you ready? Good. Let's begin.

pot top dog lock box clock



Let's read (page 38)

Vocabulary



Listen and act (page 40)

You have learnt the names of some actions. We have something for you to do now. Listen to the name of the action and do the action. Listen carefully

chop lock stop drop



Fun activity (page 42)

Listen and choose

Here is something for you. Look at the book. Can you see the words given together? Good.

Now this is what you have to do. Listen to the word and put a circle round the word you hear. Remember you must put a circle round the word you hear. Do not do anything with the others. The first one has been done for you.

hop ox lock shop top

Read an (page 43)

Identify the actions in the pictures and then match with the word.

Look and guess (page 43)

lock box cot

More fun activity (page 45)

Find the missing letters and write them in the box

pot lock box cock dog top

Let's practise (pages 45, 46, 47)

1. pen bed net
 hen egg leg
 well bell dress
2. Use the letters in the circles and complete the words.
 leg ten red pet
3. Complete the words. Find the secret word.
 bin egg log leg
 bell (secret word)
4. Use the letters in the circles and make new words. Write the new words in the blanks.

Colour the pictures.

pin bell bed leg

5. Look at the pictures. Read the sentences beside them. Fill in the blanks in the sentences with the words given in the box.
(a) This is a **bed**.
(b) This is a **hen**.
(c) This is a **net**.
(d) This is an **egg**.

Unit 5, A Green Leaf



Let's sing (page 48)

Song—*A Sailor Went to Sea*



Let's speak (page 49)

Conversation



Let's listen (page 49)

Listen, point, and say

Let's do a new activity. You will hear the names of some things. Look at your book. Can you see the pictures? Do you know the names of the things in the pictures? Don't worry if you don't. Your teacher will help you.

Listen to the names carefully. When you hear the name, point to the picture and say the word aloud.

Let's begin.

bee pea leaf jeep tree wheel sheep sweet queen



Listen and tick (page 50)

Look at the picture. Can you recognise the things you have learnt about? Do you know their names?

You will hear the names of some of the things you have learnt about.

Listen carefully and put a tick mark in the circle near it. If you hear the word jeep, you must put a tick mark near the jeep in the picture and so on.

jeep tree leaf bee sheep wheel



Let's read (page 50)

Vocabulary



Listen and read (page 51)

Let us read some words. Listen to the words and read them from your book.

a bee a pea a bean a beak

a sheep a leaf a jeep feet

a sweet a tree green

Name the action (page 52)

The teacher will mime the actions: **peep, weep, feed, eat, read, peel, sleep, beat** in different orders. Learners will guess the actions and say the words.

Fun activity (page 55, 56)

1. Read and match the words with their pictures. One has been done for you. The pictures represent, in order: leaf, seat, beak, tree, wheel
2. Look and write
The words are:
bee, sheep, tree, jeep, leaf, bean, wheel, seat, sweet
3. Look at the picture and write the action words.
(a) peep (b) feed (c) weep (d) beat

Let's practise (page 57)

1. **Make new words**
ten pen bet
2. **Make new words**
tin pin fin
3. **Find the words Across:**
tea, bag, leg
Down: fox, zip

Unit 6, Yummy Bun



Let's sing (page 58)

Song—*Mr Sun*



Let's speak (page 59)

Conversation



Listen and point (page 59)

Listen and point

You have done this activity before. Listen to the name of the thing. Find it on the page and point to its picture.

Let's begin.

bun sun nut jug

Let us listen to the names of a few more things.

cup bus duck mug



Listen and tick (page 60)

You have learnt some new words in the activity before. Now you will hear some of them. Listen to the word and put a tick mark near its picture.

cup bun nut bus sun duck

Learners find the things when the teachers says the words in a different order.



Let's read (page 60)

Vocabulary



Look, listen, and read (page 60)

We will read some words now. Listen, look at the word in your book, and then read it aloud.

Shall we begin?

the sun a cup a tub a bus a hut

a nut a pup a jug a bug



Let's do (page 61)

Listen and repeat. Read and act.

cut shut rub jump

hug pump run brush

Learners find the things when the teacher says the words in a different order. Remind them to do the action with it.



Let's read more (page 62)

Vocabulary



Listen and say (page 63)

Listen to the words carefully. Point to the picture and repeat them.

a dusty rug a nut on a bun

a funny bus a duck in a tub

Let's read them once again.

a dusty rug, a nut on a bun, a funny bus, a duck in a tub

Here are a few more words.

a bug on a rug a pup and a cub a bucket and a mug Let's read the words again. a bug on a rug, a pup and a cub, a bucket and a mug.



Listen, repeat, and read (page 64)

(Text on audio)

Fun activity (page 65)

1. Listen and circle the words you hear.

fun rug pump crush

2. Look at the picture and choose the correct words.

hug mug hut bunny

More fun activity (page 67)

1. Look at the pictures and write the missing letters.

(a) a **bu**n (b) a **nu**t (c) a **cu**p

(d) a **ju**g (e) a **mu**g (f) a **du**ck

2. Look at the pictures and write the missing words

a **du**ck in a **tu**b a **pu**p in a **hu**t

a **bru**sh in a **mu**g a **bu**g on a **bu**n

Let's practise (page 71)

1. Match the numbers and write the missing letters to complete the words.

(1) a **ma**t (2) a **ba**g (3) a **ca**t

(4) a **ra**t (5) a **fa**n (6) a **la**mp

2. Choose words from the box and write them below.

(a) Is this a van?

Yes. This is a **van**.

(b) Is this a cap?

Yes. This is a **cap**.

(c) Is this a cat?

No. This is not a cat.

This is a **rat**.

(d) Is this a fan?

No. This is not a fan.

This is a **tap**.

3. Look and write. Say the sentences. (page 72)

What do you see?

- (a) I can see a **bed/cot**.
- (b) I can see a **clock**.
- (c) I can see a **box**.
- (d) I can see a **doll**.
- (e) I can see a **pot**.

Other responses could comprise the following words: dog, rug. They may not include ball, plane, vase, star as learners have not done them yet.

4. Listen, read, and copy (page 72)

5. Look at the pictures and write the words in the space. (page 73)

- (a) Is this a pea?
No. This is not a **pea**. This is a **bean**.
- (b) Is this a sweet? Yes. This is a **sweet**.
- (c) Is this a seat?
No. This is not a **seat**. This is a **bed**.
- (d) Is this a tree?
No. This is not a **tree**. This is a **leaf**.
- (e) Is this a bee?
Yes. This is a **bee**.
- (f) Is this a dog?
No. This is not a **dog**.
This is a **sheep**.

6. Look at the pictures and fill in the blanks. (page 74)

This is my **dish**. There are **peas** and **beans** on my dish.

This is **Bunny**. He can **run** fast. He can also **hop** and **jump**.

8. Pick the odd one out. Put a circle around it (page 75)

bin, fish, kick, hill

13. Key to the Exercises: Primer B

Introductory Unit: Welcome Back

Let's sing (page 8)

Song—*ABC*

Look and say (pages 9–13)

Vocabulary as per picture

- a- ant, axe, apple
- b- boy, bun, ball
- c- cat, cup, cap
- d- dog, drum, doll
- e- elephant, egg
- f- fish, fingers, food

g- goat, gate, grass
h- hut/house, horse, hill
i- ice, ice-cream
j- jacket, jam, jelly, jug
k- king, kite, key
l- log, leg, leaf
m- monkey, mat, milk
n- net, nut
o- orange, ox
p- pot, puppy, plate
q- queen, quilt
r- rat, ring, rabbit
s- sun, spoon, syrup, smile
t- tap, tub, tin
u- umbrella, umpire
v- van, vase
w- woman, window, wool
x- xylophone, x-mas
y- yellow, yolk, yo -yo
z- zoo, zebra

Match the words with the picture (page 13)

As per the picture, learners can begin anywhere.

Unit 1, Rahim and Fatima



Let's sing (page 14)

Song—*Humpty Dumpty*



Let's speak (page 15)

Conversation



Let's listen (page 15)

Listen and point

Look at the pictures in your book. You will hear some words. Listen to them carefully and point to the pictures.

bird park ball
watch shirt skirt

Now listen and find the things in your book.

bird, skirt, park, watch, shirt, ball

Look and say (page 16)

The things are:

wall, ball, bird, nurse, torch, purse, star

**Let's read (page 16)**

Vocabulary

**Let's listen (page 17)***Listen, look, and read*

You will listen to some more words now.

Listen to them carefully. Look at the pictures in your book. Repeat the words as you hear them.

a car a cart a jar a star

Did you get that? Now you will hear a different set of words. Listen to them, look at the pictures, and repeat them.

a bird a girl a skirt a shirt

Here is a different set of words.

a ball a wall a purse a nurse

Shall we listen to a few more words? Let's begin.

a torch a watch

Let's listen and repeat the words once again.

a car, a cart, a jar, a star

a bird, a girl, a skirt, a shirt

a ball, a wall, a purse, a nurse

a torch, a watch

**Let's do (page 18)***Listen, read, and act*

You will hear some words. Listen and read them aloud. Now look at your teacher and mime them.

call fall catch match march turn

**Let's read (page 18)**

Vocabulary

Fun activity (page 25, 26)

- Look at the pictures and fill in the blanks.
a big park, a big jar, a small ball on a big wall, a small bird on a big shirt, a tall tree in a small park
- Look at the pictures and complete the sentences below.
It is **dark**. There is no light.
It is dark in the **hall**.
How will they open the door?
Wait! Granny has a **torch**.
The torch is in her **purse**.
She puts

Unit 2, Boots, Shoes, and Hooves



Let's sing (page 27)

Song—*I Love Little Pussy*



Let's speak (page 28)

Conversation



Let's listen (page 28)

Listen to the words and number them in the order you hear them.

Listen to the word and look for its picture. Put the number in the box near the picture. If you hear the word 'teacher' look for the picture of the teacher.

Now, put number 1 in the box near the picture. What will you write near the picture of the second word? You will write the number 2.

So, shall we begin?

teacher, farmer, doctor, painter

Have you got the words correctly? Good. Now you will hear a different set of words.

Let's begin.

zookeeper, carpenter, actor

Let's read (page 29)

Vocabulary

Let's listen (page 29)

Listen, look, and read

Look at the pictures in your book. Listen to the words and look at the pictures. Read the word aloud after you find it.

Here is the first set of words.

a book, a hook, a bull (said in a row)

Here is the next set of words. Listen carefully and look at the pictures.

Repeat the words.

Then read the words from your book.

a roof, a spoon, a scooter (said in a row)

Now you will read the names of some persons. Listen and repeat the words

Then read them from your book.

a doctor, a joker, a teacher (said in a row)



Listen, read, and act (page 30)

cook pull push jump look move



Let's read (page 31)

Vocabulary

**Listen and repeat (page 33)**

Poem—*Two Little Eyes*

**Let's recite (page 34)**

Listen and repeat

Poems—*Rocket Rhyme* and *One, Two, Buckle My Shoe*

1. Fun activity (page 37)

This is **good food**.

That is **a full moon**.

This is **Huma's scooter**.

That is **a school teacher**.

That is **a good doctor**.

This is **the cook's spoon**.

2. Fill in the blanks (page 38)

I can see a man **cooking** eggs. A boy is **sitting** on a red scooter. A woman is coming out of a **school**. I think she is a **teacher**. She has **books** in her hands.

Unit 3, Toot Toot's Tail**Let's sing (page 39)**

Song—*Pat-a-Cake*

**Let's speak (page 40)**

Conversation

**Let's do (page 40)**

Listen and point

You will hear some words. Listen to them and point to their pictures in the book.

child, duck, tail, plane

Now you will hear the words in a different order. Listen to them and point to the pictures.

duck, child, plane, tail

Now listen to a different set of words.

train, shoe, kite, gate

Now you will hear the words in a different order. Listen to them and point to the pictures.

shoe, kite, gate, train

Look and say (page 41)

Words in sequence: kite, plate, gate, ship, child, line, rain

Vocabulary can be reinforced using words and pictures in random order.



Let's read (page 41)

Vocabulary



Let's listen (page 42)

Listen, look, and read

You will hear some words. Listen to them, look at the pictures, and repeat them after you hear them.

a gate, a plane, a shoe

Now read the words in your book.

Here are a few more words. Listen to them and look at the pictures.

Then read them from your book.

a tail, a nail, rain, hay Listen to these words now.

Listen, look and repeat.

a child, nine, a neck, a nameplate

Now read these words from your book.

Let's do



Listen, read, and act (page 42)

lick kick pick

You have learnt the names of some actions. Practise them with your teacher before you go on to the next few action words.

Good. Now we will learn to say the names of a few more actions. Listen to the word, find the picture and point to the word. Repeat the word as you do so. Mime the action.

fry, cry, bite, lock, shake, wipe, paint, pray

Now you may play the game 'Name the action I am doing' with your class and your teacher.



Let's read (page 43)

Vocabulary

Listen and say the colour (page 45)

You will hear the number and the name of a colour. Listen and repeat the names of the colours.

1. purple 2. orange 3. red 4. green 5. blue



Let's speak (page 47)

Conversation

Fun activity (page 49)

1. Look at the pictures and fill in the blanks.

The crow has **a short neck**.

The peacock has **a long neck**.

This boy has **long socks**.

That boy has **short socks**.

This man has **long hair**.

That man has **short hair**.

2. Complete the sentences. Use words from the story.

Toot Toot is a toy **train**.

It has **nine** coaches.

Last comes its **tail**.

Toot Toot can **see** its tail.

Unit 4, Row your boat

Let's sing (page 51)

Song—*Row, Row, Row Your Boat*



Let's speak (page 52)

Conversation



Listen and number (page 52)

You will hear some words. Listen to each word carefully and put its number under its picture. If you hear the word 'cow' you must put the number 1 under the picture of the cow. If you hear the word 'goat' next then you must put the number 2 under the picture of the goat.

We begin now.

1. cow 2. mango 3. goat

Have you got these words right? Listen once again.

Let's have some more words now.

4. telephone 5. cloud 6. mouse

Listen again.

Here are two more words for you.

7. ice-cream 8. mouth



Listen, look, and read (pages 53–54)

You will hear some words. Listen to them carefully and look at their pictures in your book. Repeat the words as you hear them.

a cow, an owl, a coat

Now look at the words and read them aloud with the help of your teacher.

You will now hear a few more words. Listen, look, and repeat.

a boat, a bone, a cone

Read the words aloud with the help of your teacher.

Are you ready for a few more words? Good. Let's begin.

a bow, a row, a crown, a crowd

Read the words aloud now. Listen to a few more words. Listen, look, and repeat. Then read.

a cloud, father, mother



Listen, read, and act (page 55)

You will hear some action words. Listen to the words, look at the pictures, and mime the actions.
sow, show, throw, hang, bang, shout, count, sing

Watch, look, and say (page 55)

Teacher does the listed actions in random order and asks the learners to guess the actions.



Let's read (page 56)

Listen and repeat

Vocabulary

Fun activity (page 62–63)

1. Look at the pictures. Fill in the missing words in the sentences. Use the phrases given in the box below.

These are **thin beans**.

Those are **thick carrots**.

These are **young children**.

Those are **old men**.

These are **three thin kittens**.

Those are **two fat kittens**.

2. Look at the picture and fill in the missing words. That is Sabrina in a green skirt and a yellow **blouse**.

She is at the ice cream **cart**.

Sabrina is not **buying** ice cream.

She is **selling** it.

She is filling an ice cream **cone** for Latif.

Hira is showing her the ice cream she wants.

She wants a **mango** ice cream.

Unit 5, Rani and Bruno



Let's sing (page 64)

Song—*Kite*



Let's speak (page 65)

Conversation



Let's listen (page 65)

Listen and point

You will hear some words. Listen to them and point to their pictures in the book. Repeat the words as you hear them.

bear, chair, stamp

Now read the words from your book.

Here are some more words. Listen to each word, look at the picture, and repeat it.

step, bread, drop

Read these words in your book now.

Listen to some more words and repeat them as you hear them.

dress, truck, train

Read the words in your book.

Look and say (page 66)

The words are:

Grass, brush, flask, tree



Let's read (page 66)

Vocabulary

Look and read (page 67)

Vocabulary



Let's sing (page 70)

Song—*Days of the Week*



Let's speak (page 71)

Conversation



Let's recite (page 73)

Poem—*A Happy New Year*



Fun activity (page 76)

1. Listen to the story. Then look at the pictures and fill in the blanks. Use the phrases in the box.

This is a **green dragon**.

That is a **brown bear**.

This is a **busy bee**.

That is a **big branch**.

That is a **dusty path**.

2. Look at the pictures and fill in the blanks with words in place of the pictures. Use the words in the box.

This is Cheetal. She is a baby **deer**. She lives in the forest with her mother and **father**. Cheetal eats **grass** and fruit. Bhaloo is Cheetal's friend. He is a **bear**. Bhaloo likes to eat **fruit** and honey. He steals honey from Buzz the **bee**. Buzz has a **hive** on the branch of a **tree**.

Unit 6, Mary's Lamb



Let's sing (page 78)

Song—*Mary Had a Little Lamb*



Let's speak (page 79)

Conversation



Let's listen (page 79)

Listen and point

You will hear some words. Listen to them carefully and point to the picture of the word you hear. Repeat the word as you point.

a deer, a blouse, a clock

You will hear a different set of words. Listen and point to the pictures.

Repeat the words.

cloth, an ear, a slide

Here are a few more words.

a snake, a floor, a glass



(page 80)

Listen, point, and repeat

Do you know how to tell the time?

Look at your book. You can see the clocks showing time. Listen to the time and point to the clock showing the time you hear. Say the time a loud.

One o'clock, three o'clock, six o'clock, nine o'clock



Let's read (page 80)

Conversation



Let's do (page 82)

Listen, read, and act

Listen to these action words. Listen, and read them and then mime them.

play spit

smell slip

clap spill

pluck blow



Let's read (page 83)

Vocabulary

Fun activity (page 89–91)

1. Look at the pictures. Look at the sentences. Complete the sentences with the phrases from the box.

The coconut tree is **a tall tree**.

The banana leaf is **long and green**.

Flora is carrying a **blue bucket**.
The snail has a **white shell**.
Look, Neha is slipping **on the floor**.

2. Look at the picture and fill in the missing words.

Come, meet my family

I am Sara, This is my **family**.

Look, that is my **mother** in a pretty dress. She is batting.

This is my **father**. He has a red ball in his hands.

He is the bowler. That is my **brother**, Monty. He will catch the ball or chase it.

This is my pet **cat**, Blackie. She loves to sleep in the sun.

This is my pet **dog**, Rex. He likes to chase Blackie.

3. Vehicles from left to right

truck	auto-rickshaw	van	cycle
car	bus	scooter	motorbike

14. Visual Aids: Primer A

Flashcards 1 and 2

- The teacher can revise the words learnt in the book before using the flashcards. There may be some words which they may not have yet read in the book but are familiar with. The teacher can point to the objects and help the learners to identify them.
- Once they are familiar with the names of all the things on the card, the teacher can play the game, “Find me a....”. She can call out “Find me a toy.” Here, the students have the option of picking any one toy. This will allow them to exercise some autonomy in the learning situation.
- Later the instructions can be more specific and the teacher can say “Find me a cat...” and so on.
- This can be further extended with a game, where the teacher gives a clue and the students find the person, animal, bird or object, e.g. It clucks and lays an egg. What is it? (hen) / It was once a big branch of a tree. What is it? (log)
- The learners can be encouraged to play the first two games in small groups.

Flashcard 3

- The use of this flashcard will follow the lesson on the sounds /i:/ and /i/.
- The learners will be encouraged to say the words aloud. Initially the sound /i:/ will be a little exaggerated, to convey the difference between the two sounds to the learners.

- After the names of the things have been practised, the learners can classify the things, depending on whether the names have the /i/ sound or the /i:/ sound.
- The teacher can provide them with more words that rhyme with the ones on the card, and allow the learners to have fun with the sound.
- This can be followed by exercises on ear-training.
- Later the learners can play around with letters, making new words with the sounds i.e. pin, tin, bin, chin, fin etc.

Flashcard 4

- The teacher can explain that the joey, the young of a kangaroo, lives inside its mother's pouch. In the same way, smaller words are hidden in long ones.
- The teacher can help learners place their hands or fingers on certain letters of the words to reveal a small word hidden inside the longer word. (**Spot, catch**, etc.)
- The teacher can give hints or clues to help the learners find the word within the word.
- Learners can extend this to their book and try to locate smaller words in longer ones.

Flashcard 5

This exercise is for ear-training.

- The teacher can encourage the learners to say the words aloud, and to try to find the odd one out by listening to the sounds.
- First, the learners learn to identify the sound that is common in a list. For example, the sound /u/ is common in the first list. So, as the word 'pet' has the sound /e/ is different and hence the odd one in the list.
- Learners can be given a set of words. They can put the ones with a common sound together.
- It might appear a little difficult for the learners to isolate the odd word initially, but they will be able to do so fairly easily with practice.

Flashcard 6

- This flashcard will help consolidate the names of different actions and develop listening skills.
- The teacher can model the first one. She says the name of the action, then locates the relevant picture and shows it to the learners.
- She can give the card to learners in small groups, and call out the names of different actions at random. The learners collaboratively find the relevant pictures.

- This can be extended by doing different actions for the same ‘word’ i.e. the word ‘beat’ can be represented by beating a drum, beating eggs, beating a carpet to dust it, etc.

Flashcard 7

- This flashcard will be cut up into different letters which the learners will manipulate to make words of their own.
- They can also make a word ladder or a word chain with the teacher’s help.
- Learners should be helped to see how, by manipulating the letters, they get words with different meanings.
- They can be given jumbled letters to form words, by placing them in the correct places and in the correct directions especially c’s, d’s and p’s.

Poster of the park

Together, the teacher and the learners identify the different objects or things in the park. They then talk about the park. The teacher may encourage them to talk about their experiences in the park, the time or days they go there, what they like best there, the different things they see, etc. They **may talk in their own language here.**

15. Visual Aids: Primer B

Poster

- The learners first identify the different objects and persons in the picture.
- The teacher can then model a few sentences for them, which tell us what the different people are doing.
- She can provide support by beginning the sentences and allowing the learners to complete it, e.g. Two men are(sleeping/standing/sitting).
- She can allow the children to explore the picture and discover different things and talk about them.
- Learners might use their own language initially, which can be translated into English by the teacher. They can be encouraged to say it again in English.
- At this point, the aim should be to encourage them to talk freely, and hence, correction and error-finding should be avoided. Instead, the teacher can rephrase the sentence correctly, which all the learners can repeat.

Flashcards 1 and 2

- This flashcard helps the learners talk about possession using the verb ‘has’.
- Care needs to be taken to encourage them to say ‘has’ and not ‘ishaving’ as some may have picked up this incorrect expression from the environment.

- After the learners have talked about Kitty and Bruno, they can talk about a toy, a character in an illustration of a poem in the book, or another child, so practising the names of items of clothing.
- This can then be extended by talking about other things as well.

Flashcards 3 and 4

'Manimals' (many animals in one)

- Before the learners look at the 'manimals,' the teacher can have a discussion on the different characteristics and features of animals.
- They can then say why the animal is not real. This will give further practice in the use of the stative verb 'have'.
- After this, the learners can be encouraged to draw 'manimals' of their own and to talk about them.

Flashcard 5

Thematic card

- This flashcard enables them to learn thematic vocabulary related to a doctor's clinic.
- The teacher can allow the learners to discover different things and help them to name them, like injection, the thermometer, cotton wool, trough/tray, etc.
- They can then be encouraged to talk about their own experiences at the doctor's clinic. They may do so using their own language, which the teacher could echo using English but **not insisting** on the learner repeating it.
- This can be extended by using any other picture of a place, for example an auditorium, and helping the learners name the things in it and talk about what we do there.

Flashcard 6

As in Flashcard 5 of Primer A.

Flashcard 7

- This flashcard helps the learners to classify words that rhyme with each other.
- The teacher might have to demonstrate before the learners are able to do it successfully.
- Once they are able to match the words on the card, they can supply a third or even a fourth word if they know them e.g. coat, goat, boat; bow, cow, how, now.
- After they have mastered the words on the cards, the learners can be encouraged to find rhyming words in the poems given in their books.

