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OXFORD
UNIVERSITY PRESS

3rd Edition

New
Oxford
Modern
English

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TEACHING GUIDE
Primer
A-B



CONTENTS

Unit	Page No.
Introduction	v
1 New words	1
2 The English alphabet	4
3 Vowels	10
4 Articles	11
5 Phonic revision – reading practice	14
6 This and That	15
7 Pronouns	16
8 Revision	19
9 Joining words – and	21
10 Simple questions	23
11 Colours and numbers	25
12 Action words	26

Unit	Page No.
Primer B—Student's Book and Workbook	27
1 Revision	28
2 New sentences	34
3 Plural forms (Things I wear)	38
4 Adjectives	40
5 Asking questions (Is this a?)	42
Test—1	44
6 Verbs	45
7 Colours and numbers	48
8 Where and who	52
9 Doing	55
10 Their	57
11 Stories	59
12 Time	61
Test—2	62

Introduction

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

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

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

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

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

1. Components of the course

The Student Books

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

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

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

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

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

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

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

Speaking and Listening before Reading

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

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

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

The Workbooks

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

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

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

Supplementary Learning Materials

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

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

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

2. Teaching English

The Pupils

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

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

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

Using the Teaching Guide

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

Using the Student Books and Workbooks

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

Using Materials

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

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

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

Planning

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

Activity

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

Dynamism

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

Atmosphere

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

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

Speaking in English

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

3. Pre-reading

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

Listening and Speaking skills

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

Points to consider:

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

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

Here are some activities to develop listening and speaking skills.

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

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

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

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

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

Visual Skills

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

Points to consider:

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

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

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

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

Motor Skills

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

Points to consider:

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

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

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

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

4. Reading

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

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

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

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

Checklist

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

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

Reading checklist—table

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

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

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

Here is an example:

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

Letter sound	Letter name	Initial position	Middle position	End position	Capital (ABC)
a					
b					
c					
d					
e					
f					
g					
h					
Blends					
bl	br	cl	cr	dr	dw
fl	fr	gl	gr	pl	pr

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

5. Writing

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

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

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

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

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

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

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

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

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

6. Structures

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

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

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

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

This is a/an + common noun.

This is + proper noun.

This is my/your + common noun.

These/Those are ...

This is my right ...

That is my left ...

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

It's my/your ...

They are ...

They're my/your ...

What is this/that? (What's)

What are these/those?

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

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

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

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

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

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

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

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

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

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

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

What is my/your/his/her name?

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

His/Her name is ...

He/She is/is not a

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

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

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

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

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

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

This/That/It is the ...

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

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

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

They are near the ...

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

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

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

Where is/are the?

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

The ceiling is white.

Is the boy happy? No, he is not.

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

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

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

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

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

of the: Touch the top of the desk.

The girl is at the top of the stairs.

Plural forms of nouns:

Numbers 1 to 10 and 10 to 20.

There are on the plate.

There is in the room.

Is there a ... on the table?

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

How many are there? There are

They: *What are these? They are*

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

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

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

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

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

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

The man is catching mice.

Adverbials: *What is Moiz doing?*

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

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

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

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

Who: *Who are sitting down?*

What: *What time is it?*

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

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

1

New words

Colour the picture. Talk about it.

Page 1

Content

Introduction to capital letters. Look ahead to 'New words' and use the same structure to talk about the picture. Show pupils the alphabet (page 32 - and on the board) and see if they can find letters on the page and say the sound of them. Point out which..... (entire comment)

Time: 2–3 days

Pages 2, 3 and 4

Contents

Introduction to words in English and familiarization with what letters look like. To introduce the idea that letters represent sounds; letters together represent different sounds and words.

Vocabulary

Introduce pupils to the word on page. The words are: tree, boy, duck, fish, goat, book, girl, key, house/ home, flowers, cat, dog.

General word that pupils could be introduced too are: ant, ball, cat, dog, egg(s), fan, gate, hat, ink, jug, kite, lion, mango, nut, orange, pencil, queen, rabbit, sun, table, umbrella, violin, watch, x-ray, yak, zip.

Specific: alphabet, sounds, letters, small, capital, big, name, spelling

Structures

Introduce basic structures: *This is...* (name of letter). *The sound is...* *What's this?*

Passive:

What's he/she doing? He/she is... (+ verb + ing) Who is...?

Point to the...

Show me a/the...

Can you see/find a...?

Yes, here it is. No,...

Where is the...?

Activity

Describe the objects on the page. (You may use whatever vocabulary you wish to: do not restrict yourself to words. Use whole sentences.) *What do the pictures show? duck. Ducks swim. A duck has two wings and two legs. Count the legs. A fish. The fish is orange. It has stripes.* etc. At each stage repeat the word, and the initial sound. 'Ah' for ant; 'buh' for ball.

Point out which letters are on the page. Copy these on to the board. Ask pupils if their name begins with one of

these sounds/letters. Ask the pupils to tell you with which sound their name begins. Write a few names on the board.

Ask the pupils to tell you the name of something in the picture beginning with any particular sound, e.g. 'buh-buh-buh. What can you think of that begins with the sound buh? Buh for boy. Buh - buh - balloon.' The pupils will soon get the idea. Repeat, using other initial sounds. (Do not use the name of the letter, e.g. say 'suh' for the letter s, rather than 'ess'.)

Write some of the letters on the board, repeating the sound made for each one. Do not expect the pupils to remember all the letters.

Draw pictures of some of the items and ask the pupils to tell you what they are. They can also say the first sound of each word. Turn this into a game, by drawing slowly, getting the pupils to guess what it is you are drawing, before you actually finish.

Ask some of the pupils to come up one at a time and draw on the blackboard. (You might whisper in their ear what it is they have to draw.) The others should make guesses as soon as the drawing is started.

Pupils can draw pictures of their own, while you talk about them. Ensure that the pupils are holding the crayon (or coloured pencil) correctly, and that they are sitting properly. This is important for good motor control, and will help them when they begin to shape the letters later on. Encourage the pupils to use different colours and to keep the shading inside the outlines. While they are colouring, mention the names of different colours as you walk around inspecting their work. Add words of encouragement: 'Well done! That's lovely! How nice!' etc. Remember that this is an English class and you must let the pupils hear language being used naturally. You will be surprised at how much they will pick up passively.

Additional Structures

Deal with the following orally only. Use the indefinite article (*a/an*) before nouns. Also use the definite article (*the*) when referring to something already described. e.g. *Look at the tree! Can you see the branches on the tree?*

a + noun

This is a... What's this? What's that?

It's a... He's a boy. She's a girl.

Point to the... Show me where the... is.

Which word begins with the sound...?

Support Materials

Real items from your 'objects box'.

Picture flashcards for vocabulary extension. (Pupils can say the word when the picture is shown and also say the initial sound.)

Alphabet chart.

Wood/plastic letters, for tracing, and colouring.

Letters on cards for matching, orientation, and putting in order (to spell out names).

Extension Activities

Rhyme: Sing out the alphabet, 'a, b, c, d,...' (1)* (*The number in brackets relates to the number of the rhyme: See pages 13–19.)

Give the pupils outline pictures to colour. While they are doing so, talk about the various things shown.

Encourage pupils to trace over the letters and show them the correct way to write the letters.

Can pupils copy the letters into their notebooks?

Can pupils draw a picture of their own (showing things other than those illustrated in the textbook)? e.g.

b: balloons, bag, book.

Pictures for vocabulary and oral work. You may show the pupils flashcards with whole words on them or individual

letters: remember that if the pupils read any words at all at this stage it may be through guesswork or by decoding the initial sound of the word. The words on flashcards can be used to point out the initial letter/sound. Pupils will become familiar with the idea that an object (e.g. tree, boy, flower) can be represented by a picture or a word consisting of individual letters/sounds.

Use a large picture or many individual pictures on one chart. Play '*I Spy*'. Suggest a sound, and ask the pupils if they can find an object on the chart beginning with that sound. You might also use real objects in the classroom, or real objects placed on a desk. Possibly, play this as a team game, giving points for each word suggested for a particular sound.

Introduce '*Baa, baa, black sheep*' (2)* and encourage pupils to learn to recite it.

Start the pupils on a few lines of handwriting. You may use the patterns suggested in the Teacher's Book. Pupils should have a separate 'Handwriting Book', in which they can practise more writing exercises. You should be giving the pupils a number of exercises like this every day.

When doing any oral work, be sure to use the indefinite article *a* before all nouns, or *an* if the noun begins with a vowel. So make sure you say, '*It's an aeroplane. It's a box.*' etc.

More words: Read and colour

Page 5, 6 and 7

Reinforcing learning from previous chapters

2

The English alphabet

Before starting work on the pages in this unit, it is well worthwhile to spend a little time building up the pupils' vocabulary, so that they easily recognize objects and name them with the English word.

Don't forget to pronounce the first sound of each word. e.g. *apple*— 'a'

Repeat the word and the sound a few times. Spend at least one week on each letter.

Show pictures or real objects, and continue by asking what sound each object begins with.

Ask the pupils if they can give you additional examples, e.g. *apple/ant/axe, banana/book/bag/box/biscuit, cow/cat/cup/coat/cupboard*; etc.

Break up the lessons on the letters with lessons in which they revise the rhymes already learnt. Pupils should learn a few more. (1 and 2)

Divide the pupils into four groups, one for each animal. Encourage them to say:

'We are the cats!' 'We are the dogs.' etc.

Rhyme: *'We are the sheep...'* (3). Also introduce, *'We are the snakes, ssss, ssss, ssss!'* and *'We are the cows, moo, moo, moo!'*

By now the pupils have learnt a number of words in English. Their vocabulary should include all the words on the preceding pages, and, in addition, they should know many of the words from the Wordlist on page 67.

They should be able to recognize some whole words (look-and-say). They should be able to tell the difference between two words by recognizing the initial sounds and the shape of the initial letters. They should be colouring in other pictures. They should be able to trace over the letter shapes (at the bottom of the page) and complete additional writing worksheets. Ensure from the start that the pupils learn to trace over these properly. The pupils can be encouraged to try and copy the words below the pictures. Make sure that they are doing so from left to right, and from top to bottom. Remember that it is not important that they learn how to write the words by themselves; nor do they have to learn the spellings. Please note the complete alphabet is provided on page 32. The accomplishing exercise on that page can be repeated at key points throughout the series of lessons on the alphabet.

Structures

Do practise these structures as you discover new words.

This is a/an + common noun.

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

What is this/that? (What's)

Is this/that/it a/an...?

Yes, it's a/an...

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

Is this/that a/an... or a/an...?

Point to the ... Show me where the ... is. Which word begins with the sound ...?

Time: 1 week for a letter

Pages 8 and 9

Contents

Common words beginning with the letter (*a*).

ant, *apple*, *axe* and *arrow* all begin with the phonic *a*. The sound produced by the initial *a* in the words *aeroplane* and *arm* are quite different. The pupils should find other clues to be able to read these two words. (Later on, especially with letters such as *g* and *c* the pupils will have to realize that the sound can be quite different, e.g. compare *good* and *giant*, *cat* and *city*.) With the letter *b* there is no confusion. It is always pronounced 'buh'. (Except when not pronounced at all, e.g. *thumb*, *comb*.) When reading the words emphasize the initial sound. Remember that you are teaching the pupils to recognize the initial letter only. There is no need for you to drill the spellings. The pupils could be shown flashcards of the words; they may be ready to read the words as look-and-say words. Can they look at the list of word in the middle of page 4, and tell you what the words say? (It may be that some pupils have to find the corresponding picture above, and the word below that picture. If they have to do this, allow them to do so.)

Demonstrate how the letter *a* (page 9) should be written. You may want to ask the pupils to write some lines with the letter *a* in their notebooks. The exercise on the right side of the page is designed to help the pupils recognize the letter *a*. For this they do not have to be able to read all the other letters shown. They simply have to be able to recognize *a*.

Vocabulary

ant, apple, axe, arrow, aeroplane, arm

Passive: colours, small, tasty, sharp, fly, fast, etc. (All these words may be associated with the pictures. Do talk about the pictures.)

Structures

Basic: *What's this/that?*

What colour is the apple?

Point to the... ant.

This is a red apple/That's a long arm, etc.

Advanced: *What can you see on the page?*

How many things beginning with 'a' can you see?

What is an axe used for? Where is the aeroplane flying to?

What is the arrow for?

Is the ant eating? No, it is not/Yes, it is.

Is there a house on the page? Are all apples yellow?

Activity

Oral work with structures suggested above, followed by written work.

Introduce the names of the colours (*red, green, blue, black, white, yellow*, etc.)

Support Materials

More picture cards or objects beginning with the initial sound *a*. Use these like flashcards.

Picture cards of items in single colours. Drill the colours.

Extension Activities

Sort cards (showing objects in single colours) into groups according to their colour.

Play 'I spy'. Say to the pupils: 'I spy something that's red.' They then have to look around to find which red thing it is you have spied. Obviously, if there are a number of things in the classroom, of the same colour, and the pupils make a number of guesses, point out that the colour is correct, but that it is not the object you have chosen. Let the pupils too have a chance to choose an object and ask the question. Ask the pupils to repeat after you (and then say on their own): *Pink is a nice colour, I like pink. My tongue is pink.*

The pupils can mention any colour and give an example of something that is that colour. *'Black is a nice colour; I like black; my hair is black.'* *'Green is a nice colour; I like green; leaves are green.'* etc. Once an object has been suggested, the same word must not be used by another pupil.

Note:

The notes for most of the pages in Unit 2 (from page 10 onwards) are the same as for page 8. In this unit, after the introduction of a number of letters and words, there is a revision page. Only the new vocabulary and some extension activities have been added to the notes for those pages. Proceed in the same way as described above (page 8 and 9). Make sure you revise all the letters frequently. With each new set of letters, introduce exercises incorporating the letters that have already been dealt with.

Page 10

Contents

Common words beginning with the letter *b*.

Proceed in the way described above.

Vocabulary

book, box, boy, bag, baby, ball

Structures/Activity/Support Materials

For this page and pages, 10-13, consult the structures list, and drill two or three structures at a time, for variety. Introduce other structures too, but do not drill all of them; use them passively. Vary the activities; play games and introduce some of the teaching materials suggested in the Introduction section.

Encourage the pupils to draw things beginning with the letters/sounds introduced.

Ask the pupils to complete a whole page of handwriting in their notebooks, writing the letter-shapes learnt for each sound.

Extension Activities

Poem: Ring a Ring of Roses

Revise the other rhymes that have been taught previously.

Pages 12-13

Contents

The letter *c*.

Vocabulary

cat, cow, crow, coat, clock, coin

Other words beginning with *c*. Consult the wordlist at the end of the textbook.

Extension Activities

Rhyme: 'One, two, buckle my shoe' (6)

Pages 12-13

Contents

The letter *d*.

Vocabulary

doll, duck, dog, desk, door, donkey

Extension Activities

Rhyme: '*Tommy thumb*' (8). This is an action song. First explain what each finger is called in the rhyme: Tommy Thumb is the thumb; Peter Pointer is the forefinger; Toby Tall is the middle finger; Ruby Ring is the ring finger; and Baby Small is the little finger.

Pages 14-15

Contents

The letter *e*.

Vocabulary

elephant, egg, eye, elbow, ear, engine

Extension Activities

Rhyme: '*Open, shut them*' (10). Explain through actions the meaning of open and shut, clap, creep. This is an action song, so encourage pupils to do the actions as they say the words. Revise all the other rhymes too.

Pages 14-15

Contents

The letter *f*.

Vocabulary

fan, frog, fish, face, flag, finger

Extension Activities

Sing along activity. Explain the animal.

Sing Along!

Breaking up the learning of the alphabet with songs, poems, and rhymes.

Pages 14 and 15 see notes in the introduction to this section.

Page 10

Contents

The letter *g*.

Vocabulary

girl, glass, gate, grass, goat, grapes

Extension Activities

Rhyme: '*Ten green bottles*'. Pupils may not understand the word 'accidentally', however, they will get the main

idea of the song, if you demonstrate using pupils who are gently pushed over and mime falling down. Start with ten and remove one at a time till you are left with no pupils standing or sitting. Revise all the other rhymes too.

Structures/Activity/Support Materials

Subjects to talk about: In each case, choose one or two of the pictures and discuss other items of the same kind. E.g. Egg: Which animals lay eggs? How do the pupils like their eggs cooked? Ear: What sounds do we hear? Elephant: Who has ridden on an elephant? Eye: What can we see with our eyes? (Play 'I spy' again.) What are the other parts of the body called? Which parts begin with the letter 'f'? (feet, finger, face.)

Vary the activities; play games and introduce some of the teaching materials suggested in this book.

Note for the rest of the pages about the English Alphabet: Revise of all the letters learnt so far. The pupils have learnt the sounds of five consonants and two vowels. When the letter/sounds are combined, they produce new sounds. Now you can drill this combined letters in phonic exercises: a + any consonant, e + any consonant, any consonant + a, any consonant + e. Finally, practise consonant + vowel + consonant. E.g. *bed, cab*, etc.

The first two exercises on the page are for reading practice. The matching exercise will give you the opportunity of drilling the capital form of the letters.

The final exercise is for writing practice, but this is not enough. Make sure the pupils are writing lots of words in their notebooks.

Pages 18–37

Follow the same pattern as before for the succeeding pages.

Remember to:

Vary the activities; play games and introduce some of the teaching materials suggested in the Introduction section.

Talk about various subjects, prompted by items shown on a particular page. E.g. houses and huts (Where do the pupils live? How many rooms are there in their houses?); travelling by bus, auto-rickshaw, car, train, plane; the names of some countries (and you may mention that names of people and countries begin with capital letters—see pages 39 for some example); kings and queens; feathers (colours, shapes, sizes); listening to the radio or watching television; sweets (Which are the favourites?); what we see in the sky (sun, moon, stars, clouds); clothes we wear; water (and what we use it for, and where it comes from); vegetables; trees (and parts of a tree); a village and a city. All these topics and others will help to increase the pupils' vocabulary.

Do lots of talking, but encourage the pupils to talk too.

Do lots of handwriting exercises.

Introduce further vocabulary. The pages can only contain limited information. For additional words consult the word lists at the end of the textbook.

When a new set of letters has been learnt, make up words using the letters. This will give pupils a basic knowledge of phonics and with this skill they should be able to decode longer and more challenging words with ease.

Pupils should copy these words and be able to break each one up by applying phonic sounds to each component letter. (But remember that many words are not phonic, so these must be treated as look-and-say words.)

Here are some purely phonic words that can be made by adding letters when they have been learnt in each section:

bad	bag	cab	dab	hag	had	jab	if	
bed	beg	fed	big	dig	hid	kid		
and	an	can	cap	fan	gap	hand	lap	
lamp	land	den	hen	men	pen	bin	dip	fin
hip	lip	dog	doll	god	hog	hop	log	lop

mop nod on off pop pod
 sad gas sag rag red less mess sell rib
 rid rig rim rip sin sip rob rock sock
 rod sob loss moss
 at bat tab cat fat tag hat mat pat tap rat sat vat
 bet vet get jet let tell met net ten pet set test vest
 best nest bit fit kit till pit tip sit cot dot got hot
 jot lot not pot top rot but cut tug hut nut

(other blends: *jump, pump, lump, stump, stick, stuck, trap, grab, grip, glug, plug, blob, fizz, zip, buzz, etc.*)

In addition to phonic words, make sure the pupils are reading all the look-and-say words presented so far on flashcards. Remember that many of these words are not phonic words: pupils should recognize the whole word (by guessing) if they can identify the first letter/sound. A real test of whether a particular word can be read is to present it in a different way (on a flashcard or on the board) and not from the textbook.

Choose a suitable rhyme to practise after each letter has been taught. E.g. After learning the letter *k*, pupils may be introduced to the rhyme: *'My kite's in the sky!'* (9). Explain through actions the meaning of all unfamiliar words in the rhymes. After teaching a new rhyme, do not forget to revise the ones already learnt. By this stage you should be allocating at least 10–15 minutes during each lesson for singing rhymes.

For the rhyme: *'Here we go round the mulberry bush'* (12), pupils may like to sing the longer version, which includes actions. The following verses are sung to the same tune as the first verse.

This is the way we wash our face

Wash our face, wash our face,

This is the way we wash our face

On a cold and frosty morning.

Other verses: Substitute these words for *'wash our face'...* *brush our teeth, comb our hair...* and any other actions you might like to include. Make sure the pupils mime the actions while singing, and above all, they should learn to enjoy singing! By this stage pupils should have learnt at least the first nineteen rhymes give on pages 13–19.

Add pages 38 and 39.

The complete alphabet is given on page 38 and you would have been referring to and using this page. Make your own version of the activity.

3

Vowels

Time: 3–4 days

Page 42

Contents and activities

Medial vowel sounds.

Reading and writing medial vowels. A longer list is given below:

am	an	at	bad	bag	ban	bat	bed	beg	bet	bib	bid	big
bin	bit	bob	bog	box	bud	bug	bun	bus	but	cab	cad	cam
can	cap	cat	cob	cog	con	cop	cot	cox	cub	cud	cup	cut
dab	dad	dam	dap	den	did	dig	dim	din	dip	dog	don	dot
dub	dud	dug	dun	fad	fag	fan	fat	fax	fed	fen	fez	fib
fig	fin	fit	fix	fob	fog	fop	fox	fun	gab	gad	gag	gap
gas	get	gig	god	got	gum	gun	gut	had	hag	hat	hem	hen
hid	him	hip	hit	hob	hod	hop	hot	hub	hug	hum	hut	id
if	in	it	jab	jag	jam	jet	jib	jig	job	jog	jot	jug
jut	keg	ken	kid	kin	kip	kit	lab	lad	lag	lap	lax	led
leg	let	lid	lip	lit	lob	log	lop	lot	lug	mad	man	map
mat	men	met	mid	mix	mob	mop	mud	mug	mum	nab	nag	nap
net	nil	nip	nit	nix	nod	non	not	nub	nun	nut	on	ox
pad	pal	pan	pat	peg	pen	pep	pet	pin	pip	pit	pod	pop
pot	pox	pug	pun	pup	pus	rag	ram	ran	rap	rat	red	rev
rib	rid	rig	rim	rip	rob	rod	rot	rub	rug	run	rut	sac
sad	sap	sat	sax	set	sin	sip	sit	six	sob	sod	sop	sot
sub	sum	sun	sup	tab	tag	tan	tap	tat	tax	ten	tic	tin
tip	tit	tog	tom	top	tot	tub	tug	un	up	us	van	vat
vet	vex	vim	wag	wax	web	wed	wet	wig	win	wit	yak	yam
yap	yen	yes	yet	yum	zag	zen	zig	zip				

Give the pupils lots of other examples and practise blending vowels and consonants. The work should cover a number of lessons, not just one.

4

Articles

Time: 5–6 days

Pages 42–46

Contents

The indefinite articles *a* and *an*.

Reading practice with phonic and look-and-say words.

Vocabulary

a, cap, man, girl, bus, watch, yak, flower

an, apple, egg, owl, ice cream, umbrella

boy, car, ox, sack, train, iron, axe, jar, rabbit, elephant, ear, flag, hand, eye, ant, hut, goat

Structures

This is a/an + common noun.

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

What is this/that? (What's)

Is this/that/it a/an...?

Yes, it's a/an...

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

No, it isn't a/an...

Is this/that a/an... or a/an...?

Activity

Ask the pupils to read the letters. For each letter ask them to give you some examples of words beginning with that sound.

The pupils should be able to read these look-and-say words with ease. It is because there are picture clues (in some cases), and they have come across all the words before.

Do some oral work with your picture flashcards. Make sure the pupils are using the indefinite article for each word.

You might like to teach a few adjectives. *fat* and *hot* have already been learnt, so you could use these in longer phrases. A *fat* owl/elephant/dog. A *hot* day/pot/cup.

Other adjectives to use: (Pupils have heard these in some of the rhymes) happy, full, little, colours (red, blue, green, etc.), straight, cold, fast, etc.

Use the sets of matching cards you have made.

Use a flannel-board. Put up the pictures and ask the pupils to choose the correct word for each picture.

Ask the pupils to copy the words into their notebooks.

Show the pupils flashcards of the phonic words at the bottom of the page.

Drill the spelling of the phonic words and emphasize that *a* ('*ah*') and *t* ('*tuh*') together make the sound *at*: *i* ('*ih*') and *n* ('*nuh*') together make the sound *in*.

Write the letters *at* on the board and ask the pupils to supply initial consonants to make up new words. Do the same for the sound *in*.

Make up more exercises like the one at the bottom of page 36.

Support Materials

Pictures of things (or people) that are fat, thin, tall, small, long, short.

Extension Activities

Rhyme (and revision of those previously learnt).

Page 44

Contents

Full sentences. (In response to an oral question: *What is this?*)

It is a/an + noun.

Look-and-say practice.

Vocabulary

it, is, a, an, hen, orange, star, arrow, cat, owl, bin, window, pen, egg, table, ear, fish, apple, boy

Structures

Apart from the obvious structures on the page, remember that the sentences are answers to the question '*What is this?*' or '*What is it?*' So make sure you do lots of oral work before the pupils read the sentences.

Activity

Use flashcards with whole sentences.

Use sentence building cards. You will need lots of cards with the words *it*, *is* and *a*, and cards with common nouns.

Ask the pupils to learn the spelling of the look-and-say words on the page.

Let the pupils draw pictures and colour them.

Dictation practice.

Practise some imperatives: *come here*, *sit down*, *stand up*, *touch the/your...*, *sing*, *clap your hands*, *walk*, *run*, *jump*, *go there*, *hop*, *point to the/your/my...*, etc.

Support Materials

Worksheets with simple drawings (you could use the board) with new items, for writing sentences.

Extension Activities

Play '*I spy*' or any other guessing game. Pupils to ask '*What is it?*' or '*Is it a/an ...* and full answers to be given (*Yes, it is. No it isn't a ... It's a ...*).

Rhyme: '*Oh, the grand old Duke of York*' (20)

Page 39

Contents

Writing practice.

Phrases with *a* and *an*

Vocabulary

a, an, ox, fish, fan, boy, van, owl, ear, leaf, tree

Activity

Ask questions eliciting responses in full sentences. (In response to an oral question: *What is this/it? It is a/an + noun.*)

Vary the activities, and ask pupils to copy the words into their handwriting books.

Pages 46–47

Contents

This is a + noun

Phonic practice: *at, en, in, og, un* (all the vowels + consonants)

Vocabulary

a, is, this, jacket, aeroplane, house, elephant, bird, gate, igloo.

Phonic: *fat, mat, hat, hen, pen, den, pin, tin, kin, dog, log, fog, bun, sun, run* (an extra word is given for practice).

Note that the end sounds consisting of a vowel and a consonant can be made into words by the addition of another consonant. Use other examples for each of the five vowels.

Structures

This is a/an...

What's this? Is this a...? Yes/No.

This is a... and that is a... (oral only)

Activity

Again lots of oral work with the use of other words. Use the objects in your 'box of things', or use cards with pictures.

Use look-and-say flashcards to practise the nouns shown on the pages, along with other nouns not in the text.

Ask the pupils to copy the sentences into their notebook.

Can pupils provide other words for each set of rhyming words in the phonics list below? i.e. *hat, cat, ten, den, sin, fin, cog, fog, nun, run.*

Support Materials

Make cards with the letters *at, en, in, og* and *un* written on them. Show these to the pupils one at a time. They should try to make a word by adding an initial consonant. Remember this is for reading practice and sound/ letter recognition, so it does not really matter whether the words have a meaning or not (*dat, lat!*).

Count all kinds of things in the classroom. Stress the initial sound of each number—*one* (pronounced 'wun') *wiggly worm, two tops, three things, four fish, five faces.* Remember that this oral work now will help the pupils later when plural forms are encountered formally in the textbook.

Extension Activities

Practise numbers.

Rhyme: '*Tick, tock, tick, tock*' (21)

5

Phonic revision – reading practice

Time: 2–3 days

Page 48

Contents

Phonic reading practice.

The words contain the vowel sounds *a, e, i, o, u; oo* (short and long), *ck, th* (as in *the*), and *x*.

Vocabulary

cat, fan, pit, tin, but, bun, met, hen, lot, mop (extra words are given to help teachers introduce more/ new words if time allows).

bag, keg, dig, dog, mug, sad, bed, lid, rod, mud

cook, took, look, book, rook, cool, fool, pool, tool, zoo

back, tack, lack, sack, jack, lick, sick, kick, nick, pick

this, that, then, the, they, ox, fox, box, wax, six

Activity

If you have made sets of small phonic cards with different endings, use them now. Write up the endings on the board and ask the pupils to offer suggestions of possible three-letter words. As this is a reading exercise do not worry about the meaning of all the words: some, like *keg, lack, jack, nick*, etc. will be too difficult to explain and will not form part of the pupils' vocabulary for some time to come.

The exercise on page 42 is to practise medial vowels. Give additional words for the pupils to write in their notebooks.

The second exercise on page 43 can also be done in various ways in the pupils' notebooks. This is primarily to familiarize pupils to the alphabetical order of letters.

- Can the pupils think of a word beginning with each letter of the alphabet? (Perhaps, with the exception of *x*.)
- Can the pupils make a list of the words they have thought of and spell each one correctly?

Extension Activities

Rhyme: '*Ding, dong, bell*'

insert vowels here.

6

This and That

Time: 3–4 days

Pages 50–51

Contents

this and that

Phonic blends *tr*, *pr*.

Vocabulary

this, that, is, a, man, woman, window, star, tree, mango, house, cup, jug, hat, key, pin, jug, eye

Phonics: trap, tram, trot, trim, truck, prim, pram, prod, prick, print

Structures

This/That is a + (noun).

Is this a + (noun)?

This/That is + (proper noun). (Introduce names of pupils.)

Activity

Lots of oral work first, with objects in the classroom. Make sure things referred to as '*that*' are further away from you.

Hold up an object: '*This is a pencil.*'

Point to a desk: '*That is a desk.*'

Allow pupils to practise with lots of items. Remember to spend time practising the blends *tr* and *pr*.

Writing activity

Page 51: Handwriting and making up whole sentences.

Pupils have to write the words in the spaces provided. Each letter used from a box must be crossed out. Word consists of three letters, one taken from each box, in order: *zip*, *hat*, *key*, *eye*, *jug*.

The phonic words at the bottom of the page should be copied.

Support Materials

Additional worksheets with pictures and blanks to fill in.

Flashcards with words beginning with *tr* and *pr*.

Extension Activities

Rhyme: '*Why doesn't my goose*'

7

Pronouns

Time: 4–5 days

Pages 52–53

Contents

Introductions: names

Vocabulary

boy, girl, man, woman, my, name, you, are, is, am, I (names).

Structures

I am a...

You are a...

My name is...

(Your name is...)

Activity

Oral revision first. Role play in class. Give the pupils labels with new names to be worn on their chests. This will help them read as well. They can introduce themselves and also add any other information about themselves if they can.

Don't forget to use the questions. *What's your name? What am I? What is he/she? Who is this?*

Discuss the people on page 52. Read the text. Pupils can work in pairs and practise the structures. Pupils can then copy the sentences into their notebooks.

Discuss the children in the pictures at the top of page 53. What do they look like? Draw attention to the colour of the clothes, the hair, and whether they are male or female. These facts will be necessary to complete the blanks below. Point out that in each case below, the words of the person speaking are contained within the speech bubble.

Sara is speaking: *I am Sara. You are Ali.*

Tom is speaking: *I am Tom. You are Sam.*

Man is speaking: *I am a man. You are a woman.*

What did Sam say? Nothing!

Can the pupils write their own names? Can they write the names of their parents and friends?

Support Materials

Name badges. Pupils can make their own.

Extension Activities

Rhyme: *'Cobbler, cobbler, mend my shoe'* (24)

Page 54

Contents

Introducing others.

Names of people.

Vocabulary

this, is, he, she, man, woman, boy, girl, (proper names).

Phonic: oat, road, boat, coal, goat, out, loud, bout, foul, rout, meat, leaf, heat, beat, seat, eel, feet, peel, see, bee

Structures

This is ... (+ proper name)

He/she is a man/woman/boy/girl.

Activity

Closely connected to the two previous pages. Oral work first. Pupils can introduce themselves, and others in class.

Phonic practice: *oa, ou, ea, ee*. Find other words with these sounds: *coat, coal, goal, roast, tree, seek, meet, keep, lead, lean, mean, seal, shout, stout, round*, etc. Write the words on the board and ask the pupils to practice saying the words/sounds aloud.

Discuss the people in the pictures at the top of the page. Ask questions about them. Can the pupils say more about the characters? Who are they? Pupils may copy the sentences.

If you have other picture cards with names of people, pupils can write sentences about them, too.

Support Materials

Pictures of people with name tags. Possibly introduce (for oral practice only) some professions as well. (E.g. teacher, driver, gardener, builder, carpenter, painter, dancer, etc.)

Extension Activities

Rhyme: '*The horn on the bus*' (25)

Pages 56 and 57

Contents

Possession: *his/her*

Phonic practice: *rry, ch*.

Vocabulary

this, that, is, his, her, hut, cart, cow, house, goat, cycle

Phonic: chin, chum, check, chat, cheek, cherry, berry, hurry, curry, marry

Structures

This/that is ...(+ proper noun)

This/that is his/her ...(+ noun)

Activity

Oral practice with pictures; board work; and using the pupils' things to drill: *Who is this? What is that? What is this? Whose ... is this/that/it? This is his/her ... That is his/her ...*

Discuss the picture. Allow the pupils to tell you about it.

Practise with phonic sounds and also some rhyming work with medial vowels (cherry/merry; curry/hurry/chat/chap, cheek/week).

Writing sentences (page 53).

Make sure that all written work done by the pupils is neat. Insist on neat work all the time, and not merely at times when the pupils are doing formal handwriting.

Support Materials

Flashcards with all the look-and-say words and additional phonic cards with words containing *rry* and *ch*.

Extension Activities

Rhyme: '*Rock-a-bye baby*' (26)

8

Revision

Time: 2 days

Page 58

Contents

Phonic reading practice.

Phonic blends: *st, sh, all, ell, ill, oll, ull, sk, ai, fr, dr, cl, fl*

Introduce all phonic sounds that have previously been dealt with. Check to see where some pupils may have a problem with reading.

Vocabulary

Phonic reading practice. Remember that these words are for reading practice; meanings may or may not be understood:

stop	stem	stick	step	star	shop	shock	shin	shell	sheep
ball	call	tall	fall	wall	hall	sell	pill	doll	pull
skin	skip	skill	desk	risk	rail	pail	sail	fail	mail
frog	from	frock	fret	free	drill	drop	drag	dress	drum
clip	club	clap	clock	clan	flat	flip	flock	flesh	flag

Activity

Read the lists. Use the board to highlight the blends being used. Ask pupils for examples of words with a particular blend.

Play a game with two teams. Who can read more flashcards correctly? One member from each team to stand. Show a flashcard. The two pupils standing should shout out the word as it is shown. The first to do so gets a point for their team. Two others stand and another word is shown.

Support Materials

Flashcards with all the phonic words (these and others previously learnt).

Worksheets (or words on board) with the phonic blends missing, for the pupils to complete. (e.g. *w..., ri..., ...ag.*)
(Fill in the blanks with *all, sk, dr.*)

Extension Activities

Rhyme: '*Twinkle, twinkle little star*'

Page 59

Contents

Sentences for reading and writing. *his/her.*

Vocabulary

this, is, his, net, pot, fish, doll, bag

Structures

This is ...(+) proper noun.

This is his/her ... (+) common noun.

Activity

Read the sentences and discuss the picture. Also discuss the items illustrated and find them in the picture. *Who is this? Whose net is it? Whose bag is this?*

Pupils can complete the written exercise on their own, but you may want to discuss the illustrations first, with reference to the main picture.

Support Materials

Other pictures with people and things; oral and written work from these.

Extension Activities

Rhyme: *'Humpty, Dumpty sat on a wall'*

9

Joining words – and

Time: 3–4 days

Pages 60 and 61

Contents

Joining words: sentences and phrases with *and*.

Phonic practice: *ing* and *gl*.

Vocabulary

and, this, that, is, a, pot, tap, yak, zoo, nail, door, girl, boy, dog, cat, radio, baby, clock, duck, door, hen, doll, key

Phonic: sing, king, bring, fling, wing, glad, glass, glitter, gloom, glug

Structures

Sentences with *and*. *This is a ... and that is a ...*

Activity

Oral work first. Practise the same structure using objects and items in the classroom. You may also pick out two pupils and introduce them thus: *This is ...*(proper name) *and that is ...*(proper name). Pupils should get the idea that the indefinite article is not used with proper nouns. Pupils should practise the structure themselves.

Don't forget that they can use *and* with the other structures learnt so far, e.g. *This is her pencil and that is her ruler. He is a boy and she is a girl.*

Read the sentences on the page and discuss the pictures. Pupils may copy the sentences and draw their own pictures.

Write out other sentences on the board, or make worksheets, but use different items (chosen from the words that have been read before) with the same structure, e.g. *This is a clip and that is a desk.*

Discuss the pictures on page 57. For oral work, ask: *What are these?* or *Who are these? Who are they? ...and other plural forms.* Make sure pupils know all the words for the items illustrated, then let them do the work on their own.

Support Materials

Worksheets with illustrations for the pupils to write sentences about.

Extension Activities

Maybe a good time to play the '*I went to the market*' game. (See language games section.) Pupils can use *and* many times.

Practise words (mainly verbs) ending with *-ing*: hunting, running, jumping, singing, dancing, laughing, talking, writing, reading, brushing, cleaning, taking, coming, going, hopping, etc.

Page 50

Contents

my

Parts of the body.

Phonic practice: Silent e (magic e) with medial *a* and *i*

Vocabulary

my, name, is, I, am, a, this, nose, mouth, hand, foot

Phonic: hat/e, fat/e, mat/e, rat/e, pat/e, sit/e, bit/e, kit/e, mit/e, spit/e.

Structures

my

Activity

Oral work first. Give the pupils the three pattern sentences and ask them to say similar sentences about themselves, e.g. *My name is Aafia. I am a girl. This is my shirt.* Each should try to use different words in their sentences. Since the names of body parts are used in the lesson, introduce more names. However, practise other words to start with: *watch, bangle, earring, hairband, ribbon, ruler, book*, etc.

Read the sentences. Draw a figure on the board; practise the names for various parts: *head, hair, forehead, eye, ear, cheek, lip, teeth, tongue, chin, neck, chest, back, shoulder, arm, wrist, finger, palm, elbow, knuckle, thumb, stomach, hip, thigh, knee, calf, shin, ankle, toe* and *sole*. Also use the plural forms for some of these words. E.g. *eyes, lips, shoulders, ears*.

Be careful about the pronunciation of the words in the box. The addition of a final *e* to the end of the word changes the sound of the previous vowel. The silent *e* at the end makes the medial vowel 'say its name'. For example, the *a* in *hat* becomes 'ay' in *hate*. The *i* in *sit* becomes 'eye' in *site*.

Use the flannel-board to demonstrate how the pronunciation of the word changes with the addition of an *e*.

Support Materials

Worksheets with figures and arrows pointing to key parts: *head, ear, eye*, etc. for the pupils to fill in.

Extension Activities

Play 'Simon says' and review all the parts of the body. Don't restrict yourself to those parts mentioned on the page.

Rhyme: 'Head, shoulders, knees and toes' (30)

Page 57

Contents

Writing/Phonic practice

Vocabulary

bat, dog, bin, cat, run, ten, bun, pin, bog, rat, log, fun, pen, bin, fat, fen, fog, sat, gun, hen, fin, win, hat, cog, nun, men, jog, sun, den, sin

Activity

The words in the list are jumbled.

Explain that the pupils should put the words in the correct lists below, based on their vowel sound. Give some examples and show on the board how this should be done. Can pupils suggest other words to add to the lists?

Support Materials

Worksheets with additional words.

Extension Activities

Rhyme: 'Pease pudding hot'

Time: 3–4 days

Pages 64 and 65

Contents

What is this? (Oral: *What's this?*)

It is a... (Oral: *It's a...*)

Phonic practice: Silent e with medial o and u

Vocabulary

what, is, this, it, a, rat, cup, clock, hat, tree, jar, jug, vase, pencil, cat, window, goat, car, some extra words you could use are: desk, kite, dog, pen etc.

Phonic: *rob/e, rot/e, not/e, lob/e, hop/e, cut/e, cub/e, jut/e, tub/e, hug/e*

Structures

What's this. It's a...

And other structures too. Please consult the structures list. Look at Primer B. Anticipate some of the lessons by practising the structures orally. Then the reading for those lessons will become much simpler.

Activity

Read the sentences and discuss the pictures. Pupils can copy out the sentences. Can they set some puzzles of their own? Ask them to draw half a picture, or start drawing one but not complete it. They should then ask the others:

What's this? and get various responses. *It's a...* They can then answer: *No, it isn't. Yes, it is.*

Be careful about the pronunciation of the words in the box. The addition of a final e to the end of the word changes the sound of the previous vowel. The silent e at the end makes the medial vowel 'say its name'. For example, the o in *rob* becomes 'owe' in *robe*. The u in *cub* becomes 'you' in *cube*.

Use the flannel-board to demonstrate how the pronunciation of the word changes with the addition of an e.

Pupils to write sentences as shown at the top of page 60. Let pupils work on their own, then discuss their work. If you tell them what to write and how to write it, and spell all the words for them, they will never be able to write without your help. If you allow them to do the work first, and then correct and point out where the errors are, they will remember better.

Support Materials

Pictures, objects to conceal and guess about.

Extension Activities

You should already have used this structure in previous oral work.

Write words and draw pictures on the board. Encourage the pupils to ask the questions too.

Show half a picture, or partially hide an item and ask the same question: *What's this?* Allow the pupils to make guesses, answering in full sentences.

Rhyme: '*Hickory, dickory, dock*'

Pages 66 and 67

Contents

Yes/No answers

Phonic practice: *oi* and *ay*

Vocabulary

is, this, a, no, yes, it, not, leaf, car, bus, fish, coat, boat, ruler

Phonic: *oil, coil, boil, toil, soil, lay, pay, day, ray, hay.*

Structures

Is this a...? Yes, it is. It is a.../No, it is not. It is not a...

Activity

Oral work first, with other examples. Make sure pupils are asking complete questions and giving complete answers. Practise other structures too. E.g. plural forms, in anticipation of what they will learn formally later.

Show a card/object and ask the question. *Is this a...?* Encourage pupils to ask questions too, and ask them to use detractors, i.e. show a picture of a bus and ask: *Is this a car?*

Pupils can do the exercise on page 67 by themselves. They can check back in their textbook to see the spelling of *drum* and *goat*; do not tell them.

Support Materials

Objects or pictures of items.

Extension Activities

Give the pupils more sentences to read.

Ask the pupils to work in pairs using different picture cards.

Rhyme: '*A-hunting we will go!*'

Rhyme Time

Time: 2–3 days

Page 68

Read the poem aloud. Pupils can do actions on the poem and enjoy singing it.

Colouring activity:

Discuss colours by looking around the classroom and finding things that have a particular colour.

Who can find something that is red? Who can see something that is blue?

Write the names of the colours on the board.

When forming teams, name the teams after colours.

When the pupils are colouring pictures, name the colours. Pupils can colour the stars given in the book.

Extra activity:**Contents and activities**

Numbers

Count anything and everything, from fingers and toes to items in the classroom. This should be an on-going activity. Sing number rhymes. Learn to write the numbers.

12

Action words

Time: 2–3 days

As you teach/ work through the book, you will use verbs.

Use as many verbs as you like.

Here are some suggestions for how to develop understanding fo verbs. Mime actions and ask the pupils to mime them.

Play guessing games involving actions. *What am I doing? What am I doing now? What is she doing? Who is ... (verb + ing)?*

Use verbs in the imperative: *Come here. Run. Walk slowly. Don't talk. Sing a song.*

In your own speech, and when you tell stories, you will inevitably use verbs in the past tense. Do so because the pupils will pick these up unconsciously.

Primer B—Student's Book and Workbook

Teaching guide to Primer B and Primer B Workbook

The units in the Student's Book should be done first, followed by the relevant pages in the Workbook.

Note that there is a Picture/Word Dictionary at the end of the Primer B Student's Book. Ask the pupils to refer to the dictionary from time to time. Use this to help the pupils find words whenever they are in doubt. Ask them to find a word. See who can find it the quickest. Get them used to the idea that words in a dictionary are arranged in alphabetical order. Can the pupils read all the words without looking at the pictures? Use flashcards of the same words to test their ability to decode the word (read it), and to check whether they understand the meaning.

1

Revision

Time: 10–14 days

Page 1

Contents

Revision. Oral: The indefinite articles *a* and *an* used to answer the question *What is this?*

Vocabulary

apple, bag, cow, door, egg, frog, gate, hut, ice cream, jeep, kite, log, mango, nail, orange, pot

Structures

What is this? It is a/an ...

Activity

Oral work with picture cards first. Ask the pupils to answer questions in full sentences. This is a revision page. Pupils have come across all these words in Primer A. Note that each word begins with a different letter of the alphabet (a–p). There is nothing more important about these words here than other words which have not been included. Introduce as many words as you like, on the board, flannel board, through worksheets, flashcards and charts. Pupils should be able to recognize the sound of the initial letter and second letter and then take a stab at reading the whole word. The picture clues will help. When pupils have read all the look-and-say words on the page, show them flashcards of the same words and see how many they can read. Dictate the words to them and check to see how many they can write. Can they suggest other words that begin with the same initial letters?

e.g. *a-ant, b-bottle, c-cat, etc.*

Ask the pupils to copy the words into their notebooks.

Support Materials

Many other words on flashcards, wall charts, sentence building cards.

Extension Activities

It is time to start telling simple stories to the pupils. Set aside at least a few minutes during each lesson to tell a story. Draw some pictures on the board to illustrate the story. Ask questions as this will help them to listen and will introduce them to lots of vocabulary. When they cannot understand a word, they should ask. Do not explain in the mother tongue; try to use other words in English or draw pictures. This will take longer at first, but will greatly benefit their powers of understanding.

Rhyme: Revise all the rhymes learnt earlier.

Workbook: pages 2 and 3

A Read the words.

First ensure that the pupils can read the list at the top of the page. If some pupils find this difficult, help them to try to say the first sound. Then, they might be able to guess.

B Write the words.

The words are to be written under the pictures. All the words can be found in the box for A.

Make sure pupils can read the words for handwriting. Make sure, also, that they are forming all the letters correctly. Allow them to write other words too. Perhaps you can write these on the board for them to copy. Insist on neat work all the time.

Page 2

Before proceeding with this page, remember to revise once again all the rhymes learnt so far. Make sure pupils are singing/reciting the lines in tune and together. If some are racing ahead of the others, then stop the singing and start again. Make sure they are not shouting the lines at the top of their voices.

Revision. Oral: The indefinite articles *a* and *an* used to answer the question *What is this?*

All the words have been introduced in Primer A.

Vocabulary

quilt, rope, snail, tap, umbrella, violin, wall x-ray, yak, zebra

Structures

What is this? It is a/an ...

Activity

The same as for pages 2 and 3.

Pupils can try to suggest items beginning with each letter of the alphabet. You might turn this into a game or a team game, to see who comes up with the most suggestions.

For the final exercise, pupils should sort the words into alphabetical order and copy them out.

1. bed, grapes, mat, window
2. cow, egg, tap, wall.

Set more tasks of this type.

Extension Activities

Rhyme: any new rhyme. Introduce new rhymes regularly. You do not have to follow the order of rhymes in the list; choose any you like.

Workbook: pages 4 and 5

The same as for pages 2 and 3.

Page 3

Contents

Revision. The indefinite articles *a* and *an*.

Reading practice.

Structures

What is this? It is a/an ...

Activity

Pupils may read these words with ease, because the words are familiar. Do introduce new words, if you like. Make sure the pupils use the indefinite article in each case.

Pupils may be asked to copy the words into their notebooks. Can they sort the lists into alphabetical order?

Vocabulary

box, mango, window, cat, jug, book, tree, man, woman, boy, girl, desk, fish, wall, zoo, apple, orange, elephant, axe, ear, egg, igloo, arm, ant, insect, owl, arrow, elbow, eagle, umbrella

Note that some of these words are new.

Workbook: page 6

A Write a or an.

Indefinite article *a* before consonants, and *an* before vowels.

After writing the appropriate indefinite articles, pupils can read the words aloud.

B Read

Reading practice. The words are not in alphabetical order.

C Write the words in order.

Writing words in alphabetical order. Pupils should choose words from B on the page. When pupils have finished the page, they can make their own list of words that are not on the page. Tell them they will get a point for each word that no other pupil has used. Ask each pupil to read out his/her list of words, one word at a time. If others have the same word then no point is to be awarded. If no one has the pupil's word, then award a point. This will encourage the pupils to think of unusual or uncommon words.

Pages 4 and 5

Contents

Some new words. Emphasis is on the medial vowels *a* and *e*; not the sounds of the initial consonant. (You may deal with these together, or separately.)

Activity

Ask the pupils to learn the meaning of the words and to copy them into their notebooks. Introduce other words with these medial sounds.

Show how some words can have rhyming pairs: *mat/hat*, *fan/can*, *bag/rag*, *net/get*, *pen/hen*. Give pupils a list of words and ask them to find rhyming words. A chance to play a team game? Give the teams a list of words, or write a list of words on the board. Which team (e.g., teams of four or five pupils) can find the most rhyming words for the words in your list?

Workbook: page 8

A Circle the odd word.

The words in each line belong to a particular group. E.g. 1. consists of words with medial *a*; the odd word being *net* (which does not rhyme with the others). The other odd words are: 2. *man* 3. *sun* 4. *flag* 5. *eye*

B Write the words in the correct boxes below.

The pupils have to put the words with *a* in the first two columns, and those with *e* in the next two columns.

Make up more exercises like these.

Pages 6-8

New words with *i*, *o* and *u*. Follow the same procedure as on pages 4–5. (Again, you may deal with these separately, if you wish.)

Workbook: pages 10–11

The pictures should make this an easy exercise for the pupils.

Make up some more exercises like this, but without pictures. Compare the pupils' answers. Without pictures to help them, they will produce different results by changing one letter, e.g. *pin* can become *pan* or *pen*; *top* can become *tip*, *tap*, etc.

Answers: 1. pen 2. hen 3. leg 4. net 5. bell

Ask pupils to copy out the lists below. First write the words on the board. Pupils may then circle the odd one out in each case.

Words to use: (The odd words are in normal text.)

1. *hit* cot *pit* *sit* *bit* *kit*
2. *top* *log* *rot* bin *rob* *hot*
3. *met* *bet* *set* *get* lot *let*
4. *an* *at* it *as* *ant* *act*
5. *in* *ink* *igloo* is on *it*

You may also give the pupils a list of random words (some with medial *i*, and others with medial *o* for them to sort into two groups. (See exercise B on page 7.)

Page 9

Contents

Revision. Oral work.

Structures

What is this? It is a/an ...

Vocabulary

bat, bell, nest, net, ant, toothbrush, cap, hat, ladder, lid, arrow, egg

Activity

Pupils have now had lots of practice with the five vowel sounds: a, e, i, o and u. Note that the phonic sounds occur in some words and not others. E.g. Compare the vowel sounds in the following: act, ape; hen, she; hill, hide; go, got; but, put. Some words just have to be treated as and read as look-and-say words and not broken up by phonic sounds.

Practise the structure: *What is this? It is a ...* Pupils can work in pairs.

Remember that what is pronounced 'whot', not 'vaat'.

Make sure the pupils are using the appropriate indefinite article in each case.

Pupils may be asked to copy the words into their notebooks.

Following this, they can write a question and answer for each item.

Workbook: pages 12–13

Revision. Allow the pupils to do this on their own. (It is a test, but do not tell them that!)

Writing words with medial vowels.

Follow the same pedagogy while doing page 14–19. These are all vowels. Students will get a good grasp of vowels after doing these pages.

Extension Activities

Show ten pictures (all at once) for 30 seconds. Hide the pictures and see how many words the pupils can remember and write down.

Page 10

Structures

Phrases with *on* and *in*.

Activity

Oral work first. Use articles from your 'objects box'. Put them in different places, *on* or *in* something else. Then ask the pupils to make sentences using *on* and *in*.

Use objects, picture cards and the blackboard; ask the question, 'Where is the ... ?' Move the object and ask, 'Where is the... now?'

Note that pupils will use the definite article (*the*) when answering the question.

e.g. *a cat on a wall. Where is the cat? It is on a wall. It is on the wall.*

Play the memory game again. Place five objects in a bag and five on a sheet of paper. Let the pupils see exactly what it is you are placing in the bag and on the paper. Then hide all the objects. Pupils should make two columns in their notebook headed **on** and **in**. They can then try to remember which objects were where and fill in their lists. Who got the most correct? Don't forget that the pupils have also learnt other structures (*his/her, my, etc.*) so use these too; *The pen is in my hand. The book is on his head.*

Pupils can copy the phrases into their notebooks and draw pictures.

Workbook: pages 20–21

Do some oral work with the pictures. Write the key words on the board, if necessary. When the pupils have completed making up oral sentences and have had a chance to copy down some of the key words, proceed to Ex.B.

A Make a sentence about each picture. Use *in* or *on*.

The cat is on the mat. The woman is in the car. The key is in the lock. The book is on the table. The lion is in the cage. The frog is on the leaf.

B Look at the pictures on page 12. Circle the correct word.

Ask the pupils to write out the correct sentences neatly in their notebooks.

The handwriting exercise can be extended and continued in the handwriting books.

Page 1

Structures

this and *that*; *my* and *your*

Activity

Discuss the pictures. *Who is speaking to whom? What are the men saying? What is the cow eating? Whose hat is it? What is happening to the blue car? Why is it being towed away? What does the sign say? What is the man in the green shirt looking at? (Who has an egg? Where is the snake's egg? What might the snake and hen have been talking about before this?)* There is a lot to talk about.

Pupils can practise these structures in pairs. Ask one pair at a time to make up sentences of their own. The first pair will make up two sets of sentences, speaking to each other. The second pair must make up two sets of sentences too, but they cannot use the objects already mentioned by the previous pair. Continue in this way;

needless to say, the task will become more and more difficult for the last few pairs. You may therefore wish to choose the sequence of pupils according to ability.

Workbook: Page 14

Fill in the blanks. Use my/your and other words.

Discuss the pictures. Who is speaking in each case? The words at the top of the page are to be used in the first instance to complete the sentences. What else might the caterpillar, mouse and girl be speaking about? Can the pupils make up sentences with other words that will fit and make sense? Write on the board some of the sentences made up by the pupils.

2

New sentences

Time: 10 days

Page 12

Contents

Picture composition.

Structures

Sentences with *on* and *in*.

Activity

Pupils should be able to talk about the picture first, and say what they like about it.

Who is driving the car? Who is on the elephant? What is the boy doing? Who is in the back of the car? Where is the elephant? Where is the car? What else can you see in the picture? Other words to use: *trunk, bush, wheel, tyre, tail, animal, children, road, cloud, sky, etc.*

Reading sentences based on the picture. Sentences may be copied into the notebook. New sentences may be made up and also written in the notebook. Talk about all the colours in the picture.

Extension Activities

Make up similar paragraphs based on other pictures. Ask the pupils to make up their own sentences. They can do this orally. Write the sentences on the board. Ask other pupils to read the sentences you have written. Ask the pupils to copy the sentences and draw their own pictures.

Workbook: page 22

Activity

Oral work first.

Look at the picture. Talk about it.

Complete sentences.

Give them the sentence with a word missing and get them to fill it in.

The pupils should then try to write the sentences on their own. Do not give them the answers. Discuss their answers; they will then correct their own mistakes.

Answers

- | | | |
|---------------|------------------|--------------------|
| 1. car | 2. on the cycle | 3. at the bus stop |
| 4. at the car | 5. in the basket | 6. on the box |

Page 13

Longer sentences with *this*, *that* and *and*.

Activity

Pupils should be able to read the sentences on their own, without your help.

Ask the pupils to copy the sentences, then write similar sentences of their own.

Can the pupils make up even longer sentences? E.g. *This is a cat on a mat and that is a dog on a log.*

Workbook: page 23

A Talk about the pictures.

Word making. Discuss the pictures first.

What is this? What is it used for? What colour is it? (Pupils will colour the pictures later: Then ask again.)

Pupils might try to write the words on their own: book, flag, well, frog, girl, nest.

B Use one letter from each star. Write the words.

Describe to the pupils how the exercise should be done, by giving a less complicated example on the board. E.g. Draw a cat and a dog on the board. Draw three circles (or stars) elsewhere on the board.

Inside the first write the letters *c* and *d*; in the second, *o* and *a*; in the third, *g* and *t*. Take one letter out of each to spell the word *cat* and another letter out of each to spell the word *dog*. While selecting each letter, cross out the selection. The pictures (on page 16) should help the pupils to find the correct letters and write the words. Each word has four letters, so the letters have to be taken from one box at a time.

Page 14

Structures

Plural forms. *This/These, is/are*, and the addition of *s* to form the plural.

Activity

Oral work with objects and picture cards. Use the singular and the plural.

Ask questions: *Are these trees? (Yes, they are. They are trees.) Is this a lamp? (No, it is not. It is not a lamp. It is a tree.)*

Make sure the word *this* is being pronounced properly, and is clearly distinguishable from *these*.

Can the pupils write sentences for the pictures at the bottom of the page after they have made up oral sentences? Some help may be necessary, balls, books, caps. (Plural forms will be introduced again on pages 26–27.)

Workbook: pages 24–25

Making up sentences with *this* and *these*.

Activity

Pupils should be allowed to work on their own. Discuss results and highlight mistakes by correcting them and explaining why they are wrong. Use the board. Do not simply mark the incorrect sentences with a cross.

A Read the words.

Pupils may copy them into their notebooks.

B Write sentences.

1. This is a mango.
2. These are sweets.
3. This is a car.
4. This is a drum.
5. These are eggs.
6. This is a vase.
7. These are bells.
8. This is a fish.

Page 15

Full sentences with plural nouns; prepositions

Structures

Phonic practice, ee.

Activity

Oral practice with real objects first. Ask questions and give lots of examples: *Here are some marbles. I am putting them on the table. They are on the book. Where are the marbles now? They are on the table. Now where are they? They are in my hand. I am putting them in your pocket. Now they are in your pocket. Can I have the marbles back, please?* Pupils should understand all this with ease, even if they do not understand every word you use. In this way, introduce them to lots of verbs and other items of vocabulary, and structures.

Pupils can now start writing simple compositions based on pictures you provide them with. E.g. *The cake is on the table. It is a big cake. It is brown.*

Provide the pupils with more material to read; supplementary books or stories you have prepared.

Phonic practice: can pupils think of other words containing ee? (see, deep, feel, jeep, keep, meet, peel, etc.) If pupils suggest a word with the long vowel sound (ee) but it is spelt differently, write the word on the board to point out the difference, e.g. beat, meat.

Workbook: page 26

Writing sentences using plural nouns + prepositions.

Pupils can do this on their own. All the required words, apart from the key structural words, are in the box.

Make up other sentences using picture cues.

B Write sentences.

1. The eggs are in the nest.
2. The flowers are in the vase.
3. The bags are on the table.

Give the pupils more practice by introducing items of your own.

Page 16

Contents

More full sentences based on a picture.

Prepositions: *in, on, and under.*

Activity

Discuss the picture first. In oral work, also use *in front of, behind, near.*

Allow the pupils to tell you about what they see.

A boy (Adil) is sitting on a chair. A dog is sleeping under the chair. A cat is sleeping under the table. There is a vase on the table. There is a bowl on the table. A bird is on the window sill. A clock is on the shelf. What is in the bin? etc.

Pupils can copy the sentences after the sentences have been read.

Pupils should try to make up their own questions (and give answers) about the items at the bottom of the page. They might like to do this in pairs.

Show the pupils other pictures and ask them to make up simple sentences.

Workbook: pages 27

Pupils can work this out for themselves.

A Talk about the pictures.

B Write sentences about the pictures. Use in/on/under.

1. Rahim is under the tree.
2. Hina is in the car.

3. Tommy is on the mat.

4. Nida is on the bed.

5. Ali is in the sack.

6. Pussy is under the table.

But what are they doing? Rahim is sitting. Hina is driving. Tommy is sleeping. Nida is resting (sitting). Ali is racing (playing). Pussy is sleeping. There is more to talk about, and more vocabulary to introduce.

Handwriting: Can the pupils use the pairs of letters to make up longer words? This may not be possible for some of the combinations, but they should try. E.g. bun, gun, run; luck, stuck, fur, curry, hurt; but, butter, cut; bus, use; fruit, juice; blue, true.

3

Plural forms (Things I wear)

Time: 10 days

Page 17

New vocabulary: clothes.

Activity

The pupils will be familiar with what the words mean, but this may be the first time they have had to read the words. Oral work.

Demonstrate the use of *these/those* using pictures/objects. Then discuss the items on the page.

Vocabulary: ribbons, shoes, socks, shirt, cap, skirt, coat, shorts, trousers, belt, dress, blouse. (You may introduce other items of clothing, too. E.g. jacket, vest, waistcoat, scarf, shawl, underpants, etc.)

Ask pupils to work in pairs to practise the structures: *These are my... Those are your/his/her...* Use pictures or other items if necessary.

Pupils can copy the words into their notebooks, and draw their own pictures.

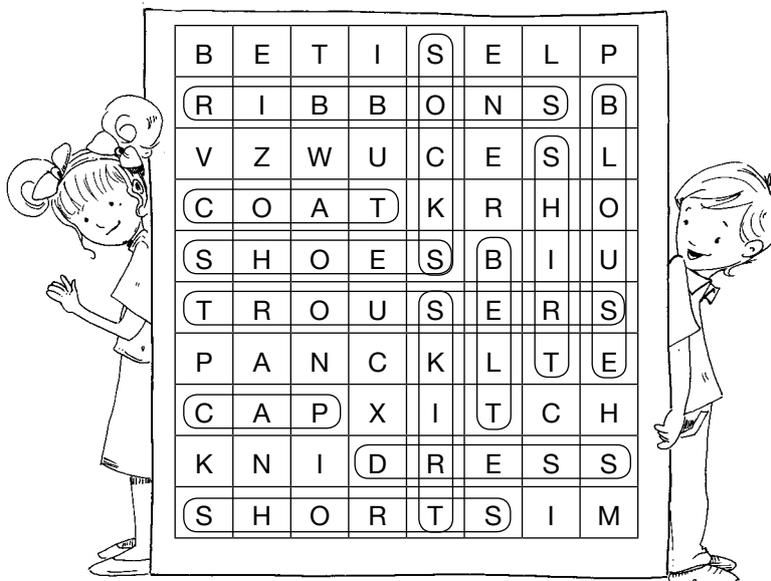
Jumble the letters of some of the easier words, and ask the pupils to put the letters in the correct order to form proper words. E.g. a c o t = coat; r i t h s = shirt.

Workbook: Page 28

A Reading (without picture stimulus).

B Can you find the names?

All the words for clothes in the list in A can be found in the squares of the grid. Some words are written vertically as well as horizontally.



Which items of clothing and things that are worn are not included? Tie, shorts, underpants, pyjamas, shalwar, sandals, scarf, veil, pullover, cardigan, jacket, T-shirt, gloves. Make up similar puzzles with other groups of words. Can the pupils make up their own puzzles?

Page 18

Sentences with *these* and *those*.

Activity

Pupils can make up similar sentences of their own and speak about their own things. Alternatively, use items from the 'objects box' and distribute these for the pupils to use in pair work.

Practise: *What are these/those? What are they? They are my/our/your/her/his... Where are your/my/our/her/his...?*

- Can the pupils write a similar set of sentences of their own, for a boy called Adil? Which items of clothing will they choose for his list?

Workbook: page 29

Filling in the blanks using words from the list and singular and plural nouns. The correct form should be used.

This is my hen. Those are my dolls.

This is my desk. Those are my books.

This is my goat. Those are my cows.

Handwriting: Pupils may copy the words in the workbook, and then write them again in their notebooks. (You may ask them to change the number. I.e. They will write: *hens, goats, dolls, cow, book, desks.*)

Page 19

A page for oral work. Use the illustrations to ask the questions in the box at the top of the page. Encourage the pupils to ask the questions, as well. Also use *They are...*

Note that some plurals are formed with -s and others take -es. Pronunciation of the final s (sounds like s) and es (sounds like z).

Give the pupil other singular nouns and ask them to turn them into plural (more than one). Which box will the nouns go into? Try these: *hand, peach, tray, clock, coin, class, match, wish.*

Work out the final s sound of various words in their plural form. Try the following:

s sound: bat, ship, rope, book

z sound: button, marble, head, blade

Workbook: pages 31–32

A Add s or es.

Forming the plural. Note the difference in the sound of the final s.

Sounds like s: ants, rocks, ducks.

Sounds like z: frogs, boxes, flowers, cars, buses.

B Write about the pictures.

Making up sentences using plural nouns.

These are ants and those are frogs.

These are buses and those are cars.

These are boxes and those are rocks.

4

Adjectives

Time: 5 days

Page 20

Adjectives

You will have already used many adjectives in normal conversation and while telling stories in the classroom. The pupils have to now learn how to read the words, spell them, and use them in written sentences. Only a small selection of adjectives is included here. Others to use in oral work: wide, narrow, near, far, huge, enormous, tiny, thick, strong, weak, fast, slow, sweet, beautiful, ugly, angry, kind, sleepy, happy, sad, etc.

Draw pictures on the board or show pictures and ask the pupils to use adjectives to describe what you have drawn or shown.

Pupils can expand the phrases used on the page into longer sentences and write these out.

Play a game. Who is it? Or What is it? A pupil is chosen. He/she has to think of something. The object might be in the room or not in the room, e.g. the board. Others should ask questions. *Is it big? Is it small? Is it black? Is it near? Is it a chair? Is it a desk?* etc., until they get the correct answer. They should try to use an adjective in their sentences.

Note that adjectives usually come in pairs, or opposites: long/short, ugly/beautiful, thick/thin, common/uncommon.

Workbook: pages 33–34

Write sentences using the given words.

Making up sentences using adjectives.

In oral work, ask the pupils to tell you about each picture. They should be allowed to say anything they like, but one of the sentences (from at least one pupil) should be in the form required.

This is a big fish.

This is a small fish.

This is a young man.

This is an old woman.

This is a tall boy.

This is a short boy.

Pupils may then make up oral sentences, changing the way the sentences have been written. *This fish is big. That fish is small.* etc.

Use other adjectives, too.

Pages 21 and 22

Adjectives used in sentences.

Structures

This + (noun) + is + (adjective).

Activity

Oral work with pictures: *Which... is big? Is this a big... or a small...?*

Practise using all sorts of adjectives; don't limit yourself to those used on the page. E.g. *a funny face, a huge book, a broken cup, a smart tie, a colourful dress*. In oral work, use as much 'free' language as possible.

For reading exercises, use the words on the page but also use cards and captions elsewhere in the classroom.

Phonic practice, *oo* (short sound as in *good*).

Pupils can copy the words, draw pictures and write a sentence for each. E.g. *Look at my book. I am a good cook. The cook took the wood. This is a big foot.*

Opposites are given on page 31. Pupils can make up their own sentences using the opposites.

Use other pairs of adjectives as well: ugly/beautiful, dark/light, good/bad, heavy/light, happy/sad, etc.

Workbook: page 35

Mark the sentences • or x.

Comprehension of adjectives.

Pupils should discuss the picture. There is a lot to talk about. What does the picture show? Who is in the picture? What are the people doing? Pupils may like to colour the picture, and as they do so, use the vocabulary associated with the things in the picture.

Read the sentences and then ask the pupils to verify whether the statements are true or not. They should tick only the sentences that are correct and mark the incorrect sentences with a cross. When they have finished the exercise in the workbook, ask the pupils to write out the correct sentences in their notebooks.

The correct sentences are:

The man is big.

The woman is young.

The girl is thin.

The stick is long.

The house is old.

The boy is short.

Handwriting: Once again ask the pupils to make longer words from the given letters (apart from the groups at the bottom of the page and whole words).

5

Asking questions (Is this a?)

Time: 3–4 days

Page 23

Contents

Questions and answers.

Structures

Is this a ... ?/Yes it is. It is a .../No, it is not.

Activity

Before reading the sentences on the page, show the pupils picture cards and deal with the structures orally. Encourage them to answer in full sentences. Ask them to work in pairs and ask the questions too.

1. *Is this a hut? Yes, it is. It is a hut.*
2. *Is this a watch. No, it is not. It is a clock.*
3. *Is this a mat? No, it is not. It is a bed.*

Workbook: pages 37-38

Answer the questions.

Pupils may be asked to write the whole response. E.g. *Is this a mango? No, it is not. It is not a mango. It is a banana.*

Pupils may colour the pictures.

Page 24

Structures

Are these ...? (plural forms)

Yes, they are./No, they are not.

Activity

By using pictures or actual objects, deal with the plural forms in the same way as you dealt with the singular form on page 23.

The pupils can write the answers for the questions at the bottom of the page.

1. *Are these horses? No, they are not. They are cows.*
2. *Are these dogs? No, they are not. They are goats.*
3. *Are these cats. Yes, they are. They are cats.*

Workbook: page 39

These are not... They are ...

When speaking, pupils may say: *These aren't...* and *They're...* using the contracted forms.

First ask questions about each picture on the page. *What are these? Are these... ?* Make statements about various pictures you show them.

Teacher: *These are apples.* Pupils: *No, they are not. They are oranges.*

Teacher: *These are flowers, aren't they?* Pupils: *No, they are not. They (or These) are pencils.*

Note that *this* should not be pronounced as *these*.

Test—1

Time: 2 days

Workbook: pages 40–41

A Write a or an.

1. a house
2. an arrow
3. a lamp
4. an eagle

B Write the letters in alphabetical order.

1. a, c, f, m, r
2. b, g, r, t, x

C Make a word from each set of letters.

1. cat (act)
2. ant (tan)
3. tree
4. rope

D Change one letter to make a new word.

(There are a number of solutions, depending on which letter is changed. Only one letter should be changed.)

1. bat, hat, can, cat, men, etc.
2. boat, coat, beat, boot, etc.

E Look at the pictures. Use the words. Write three sentences.

1. The key is in the lock.
2. The hen is on the eggs.
3. These are tall trees OR These trees are tall.

More tests of this kind can be composed for the pupils. Also try to encourage them to complete the tests in a set time.

6

Verbs

Time: 6–8 days

Page 25

Verbs: present continuous.

Structures

What is he/she doing? He is... ing.

Yes/No questions.

Is he shouting? Yes, he is. He is

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

Who? Who is/are sitting down?

Activity

Can the pupils read and write all these words?

Introduce other verbs: dancing, singing, talking, shouting, painting, drawing, going, coming, crying, moving, etc.

Introduce verbs which take objects as well: mending a bicycle, fixing a wheel, taking a dog for a walk, riding a horse, bending a stick, cutting a cake, etc.

Allow the pupils to mime actions, one at a time, and for others to guess what they are doing. Ask questions at the same time, and encourage them to answer: *What is he doing? What is he doing now? Is he walking? No? Then he must be running. Is he running?*

For reading practice you will need lots of flashcards with verbs (+ *ing*).

Play a game. Use flashcards (root form of the verb, without *ing*), but this time when they are shown to the pupils they should immediately perform the action, e.g. walk, talk, jump, sit. The last to start performing the action is out, and should sit down. The others will continue performing actions as you show the cards, and will be asked to sit down if they are the last to start performing the action, till only one pupil is left standing.

Extension Activities

Play 'Simon says'.

Use the words in sentences, and ask the pupils to write sentences too.

Sing 'He's walking, walking all the day' (14).

Workbook: pages 42–43

Writing sentences.

Use picture cards or draw pictures on the board, for further practice.

Page 26

Sentences with verbs (present continuous).

Activity

Read the sentences. Copy them. Make up other sentences using picture cues.

Phonic practice, *-ing*. There are hundreds of *ing* words, so introduce others. Pupils can suggest words which you can write up on the board. When the list is complete, ask them to read the words in random order as you point to the words one at a time.

Workbook: page 44

Talk about the pictures. What are they doing?

Ask questions: *What is the cat doing? Who is standing? Is the apple falling?* Pupils can try to write the sentences on their own, using the words in the box, and adding *-ing*.

Write sentences. Use the words in the box + *-ing*.

2. The cat is drinking.
3. The apple is falling.
4. The baby is crying.
5. The frog is jumping.
6. The fish is swimming.

Page 27

Contents

Verbs: present continuous tense; sentences with adjectives.

Activity

Pupils should not have any difficulty reading the sentences apart from the new adjectives. Practise with more adjectives on flashcards.

Phonic practise, *oo* (long sound as in *cool*)

Draw attention to the other *oo* words previously learnt and contrast the sounds. E.g. *food/good*.

Prepare a set of flashcards with words with both *oo* sounds and show these for quick recognition and pronunciation.

Workbook: page 45

Spelling of words already learnt. You may use this as a spelling test if you like.

Do some work involving the use of the picture dictionary at the end of the textbook. Can the pupils find various words there? Allow them to find the words, and show them how the words are placed in alphabetical order. You may need to go through the alphabet song first.

Answers: *teeth, wing, train, bee, spoon, ladder, house, coat, feet, monkey, wood, brush.*

Page 28

Who? Question and answers.

Activity

First do some oral work using the picture in the textbook, and other pictures, too. You might like to use pairs of pupils to come up and perform different actions. Ask the question: *Who is?* (ask them to change the action they are performing.) *Now, who is?*

Other questions: *What is the boy/girl doing? Who is sitting on the blanket? Where is the duck? What is it doing? What is the girl doing? Is the tall boy climbing? Will he fall? What are the children eating?*

Pupils should frame their own questions using the word at the bottom of the page. Show them simple pictures and get them to frame their own questions about them. *Who is jumping (off the wall)? The boy is jumping. Who is sitting (in the chair)? The woman is sitting. Who is reading (the newspaper)? The man is reading. Who is walking (on the pavement)? The girl is walking.* Don't forget that you may add other words if you like. (See the words in

the brackets above.) Also: *Who is wearing blue trousers? Who is wearing a green skirt? Who is resting? Who is carrying a bag? Who has black shoes?* etc.

Workbook: pages 46–47

Proper nouns.

A Talk about the pictures.

Read all the names and make sure the pupils can read them. (Are they getting some practice in reading the names of the other children in the class? If not... why not?, Discuss what each child is doing. Say more about each picture: *The girl is eating a banana. What is her name? Look, she has peeled the banana. Do you like bananas? Do you like other fruit? What do you do with the banana peel? Does Lubna like the banana? Why is Lubna eating a banana. She is hungry. Another girl is writing. What is she writing? Is she writing a story? Is she writing a letter? What do you think she is writing?* etc.

B Answer the questions.

1. Lubna is eating a banana.
2. Noman is climbing the tree.
3. Nadia is drinking water.
4. Ali is reading a book.
5. Farah is writing.
6. Rehan is sleeping.

Time: 6–8 days

Page 29

New sentences introducing pupils to colours.

Activity

Show flashcards with all the names of colours. Name the colours of various things in and around the classroom. Ask the pupils to make up and say one sentence each about the colour of something. E.g. *My pencil box is blue. My hair is black. Rafiq's teeth are white. Her shirt is white.*

Pupils may copy the sentences into their notebooks.

Rhyme: *Roses are red, Violets are blue* (5)

Workbook: pages 48–49

Explain what has to be done. The pictures have some numbers on them. What are the numbers? Where else on the page can you see those numbers? The number 1 is next to the word *red*; the number 2 is next to the word *blue*. Find the numbers in the pictures and colour the pictures. Be careful to colour inside the lines. Demonstrate on the board. Make up some more exercises like this one. Can the pupils make up a similar exercise for their friends to do?

B Write sentences like this.

Pupils should write out the sentences, when they have finished colouring.

The knife is red and white. The hat is red and blue. The tree is green and brown. The cloud is white, the sun is orange, the hills are brown, the sky is blue. The cat is black and white. The ball is brown and yellow. The van is... Pupils can colour the van any colour they like.

Page 30

Contents

Phonic practice. Magic e.

Activity

Point out that the final e in these words is silent; the sound of the other (medial) vowel then changes. E.g. *hat/hate, fin/fine, rod/rode*.

Use flashcards of words with and without final e. (Some may not be real words. E.g. *dab/dabe*, but use them anyway, for reading practice.) Use all the words in sentences. Talk about the pictures.

After the pupils have read all the words, can they write them correctly when the words are dictated?

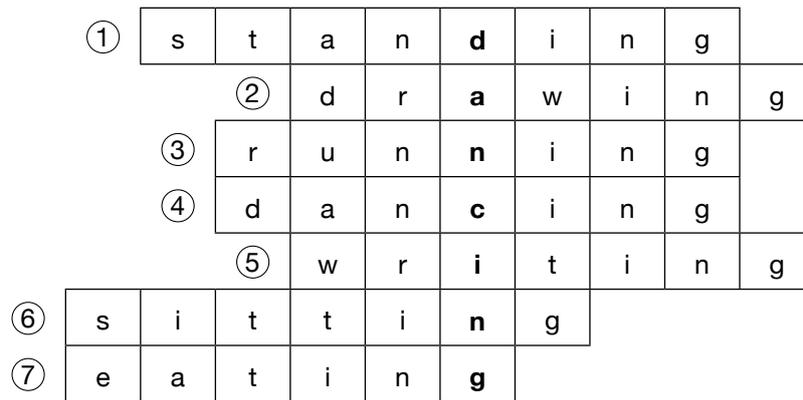
Workbook: pages 50–51

Structures

Verbs + *ing*.

Activity

Explain what the pupils have to do. The pupils should work out what all the verbs are by looking at the pictures. Before they proceed to write, ask questions about the illustrations on both pages. *What are the children doing?* The example (4. *dancing*), has already been inserted into the crossword grid. The first picture below shows a boy. *What is he doing? He is writing.* The word begins with *w*, so it must go in line number 5. Pupils should then write the word in the appropriate blanks, and write the number 5 in the circle next to the picture. After this let the pupils work out the rest of the crossword by themselves. Discuss the answers. Pupils may colour the pictures.



Handwriting practice: More handwriting in their notebooks.

Page 31

Contents

Plural forms of nouns.

Numbers 1 to 10.

Activity

Have you been calling the pupils' attention to the words for the numbers at the bottom of each page? Note the way of writing the plural form of some words (by adding *-s*) and others (by adding *-es*). Note also the difference in pronunciation: *glasses* (z), *sweets* (s).

Use flashcards with the words for numbers.

Provide lots of pictures showing numbers of the same thing (children, birds, trees, etc.) and ask the pupils to count in English.

Show flashcards with numerals and ask the pupils to write down the words for the numbers.

Pupils can write the numbers and draw their own pictures. They can write whole sentences. *There are five hens. There are eight cups.* etc.

Workbook: pages 52–53

Numbers.

Oral work first. *How many ... are there?*

Pupils can write the words on their own; all the words have been encountered before.

one horse, two glasses, five fans, eight pencils, three rabbits, four desks, seven apples, four cats, six books, ten keys, nine boxes. Pupils may then colour the pictures.

Rhymes with numbers: 'One, two, buckle my shoe' (6); 'One, two, three, four, five' (7); 'Ten green bottles' (11); 'Two and two are four' (19); 'This old man, he played one' (34); 'One man went to mow' (48); etc.

Page 32

Contents

Sentences with numbers. *How many?*

Activity

There are ten birds in the picture: six ducks and four crows. There are five ducks in the water. There are two trees. Four crows are flying. There are two men.

Discuss other animals. Sing: 'Old McDonald had a farm' (59)

Workbook: page 54

Sentences (present continuous tense) with numbers.

Count the animals. Then write sentences.

Two goats are running. Eight birds are flying. One owl is sleeping. Three rabbits are jumping. Six cows are eating. Five ducks are swimming. Four horses are walking.

Page 33

Structures

Its (possessive). Do not confuse this with *It's* (*It is*).

Activity

Oral practice with pictures of animals. Describe the animals by mentioning something about their: *fur, hair, horns, tail, eyes, coat, skin, hooves, hump, teeth, claws, wings...*

Also use other adjectives.

Phonic practice: *-ck*

Other words you might introduce for reading practice: *back, hack, jack, lack, pack, rack, sack, tack, deck, neck, peck, kick, lick, pick, sick, tick, wick, cock, dock, lock, mock, rock, sock, buck, duck, luck, muck, suck, tuck, jacket, rocket, pocket, ticket, tickle, buckle, pickle, locket, socket.*

Workbook: page 55

Its (possessive).

Use the words and picture clues to make up sentences.

This is a dog. Its nose is black.

This is a duck. Its tail is short.

This is a cow. Its horns are long.

This is a hut. Its roof is old.

This is an elephant. Its legs are thick.

Make up a similar exercise of your own.

Pupils can make up similar sentences, if you give them appropriate pictures, or draw pictures on the board.

Page 34

Activity

Only a few fruit and vegetables are shown. Introduce the names of others: brinjal, cauliflower, lettuce, radish, spinach, gourd, drumstick, beetroot, plum, strawberry, cherry, guava, melon, mango, etc.

Make a wall display for the classroom. Write the names of fruit and vegetables. Use flashcards. Learn to read the names. Sort the cards into groups.

Discuss other foods and favourite foods. Can pupils think of the names of fruit and vegetables beginning with a particular letter/sound?

Workbook: page 56

Sorting words into word families.

The pupils should read the first list. All the fruits and vegetables are to be circled. Do the pupils know all the other words? Pupils may copy the words they have circled, sorting them into two lists.

Read the headings. What other items can the pupils add to each group?

The fruits are: pineapple, pear, banana, plum, mango, apple, orange, and grapes

The vegetables are: tomato, potato, cucumber, cabbage, onion, carrot, beans, and peas.

Time for a competition or game. Either give each team one category, and see which team can add the most items to their list; or choose one category at a time and divide the class into different groups (or pairs). They should all try to add items to the list. The team with the most relevant items is the winner.

Read out the complete list at the end, and write the words on the board. A useful vocabulary building and spelling exercise.

8

Where and who

Time: 5–6 days

Page 35

Activity

Oral work first. The flannel-board will come in useful here for moving objects around quickly. Use lots of prepositions: in, on, under, in front of, behind, above, below, next to, beside, etc.

Cover the lower half the page, discuss the picture. Questions are to be answered with the use of prepositions.

Ask the pupils to tell you what they can see.

Pupils can copy the questions and answer them in their notebooks. Note that alternative answers are possible. *Where is the book? The book is on the table. (The book is under the flower.) Where is the flower? The flower is on the book. Where is the milk? The milk is in the bowl. (The milk is under the table. The milk is on the floor.) Where is the water? The water is in the glass. (The water is next to the jug.)* Pupils can be encouraged to ask further questions.

Workbook: page 57

A Talk about the pictures.

Ask questions about the pictures, then pupils can write their own answers in B.

B Answer the questions.

Questions are to be answered with the use of prepositions.

C Write questions.

Where is the cup? It is on the book. Where is the shirt? It is on the chair. Where is the leaf? It is under the ant.

Page 36

Contents

Relationships Sara's family.

Structures

Who is ... ?

Activity

You might start by writing details of the family tree of someone in class. Start with the pupil's name, then write the parents' names above and the grandparents' names above that. Add brothers and sisters and uncles and aunts. Beside each name write the relationship: father, mother, grandfather, grandmother, uncle, aunt, brother, sister.

Encourage the pupils to tell you something about one of the members (or more) of their family, even if it is only the name of a brother or sister. Other questions to ask in order to elicit some response: *Where is he/she? Where does he/she live? How old is your brother? What is your sister's name?* etc.

Possessive. (Also see page 37, where the apostrophe to show possession, is introduced formally.) Concentrate here on relationships.

Answers:

Amna is Sara’s sister.
Mohsin is Sara’s father.
Faiza is Sara’s mother.
Salman is Sara’s brother.

Workbook: page 58

A Talk about the family.

Oral work with the pictures. How are all the people related to each other? Write the key words up on the board. (father, mother, brother, sister.)

Read the names, and make sure the pupils can read them. Then ask questions: *Who is Rida’s brother? Who is Hina? What is Sami’s mother called?* etc.

B Fill in the blanks.

Rida is Sami’s sister. Sami is Hina’s brother. Mr Ali is Hina’s father. Mrs Ali is Rida’s mother. Sami is Hina’s brother. Rida and Hina are Sami’s sisters.

Pupils can copy all the sentences, or write a similar paragraph about their own family, along with some illustrations.

Ask pupils to bring in a photograph of their family (or a member of their family), and talk about the people in it, when it is shown to everyone.

Page 37

Contents

Possessive (’s)

Activity

Explain that the mark shows ‘belonging’. The boy’s shirt. It means ‘The shirt of the boy,’ or ‘The shirt belonging to the boy.’ Another way to put the phrase, ‘*the girl’s bag*’ would be to say, ‘*the bag of the girl*’. Do not try to introduce the plural form (s’) at this stage. E.g. *the six hens’ eggs*.

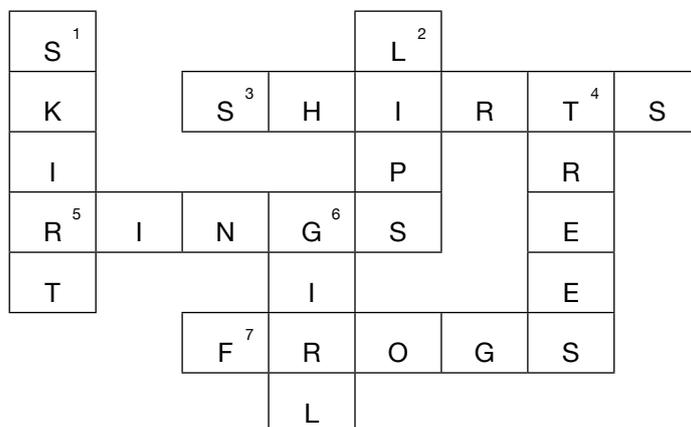
Pupils can write or speak about things belonging to their friends in class.

Pupils can use the phrases in the box to make up and write their own sentences.

Workbook: page 59

A crossword puzzle. Plurals and phonic blends

Help pupils with one clue, then let them complete the crossword on their own. Discuss the answers.



What about making up some other crossword puzzles?

Workbook: page 60

A Talk about the pictures.

The items below (in B) all belong to the characters named here. Ruby has ribbons, so the picture in B below, shows Ruby's ribbon.

B Write sentences.

This is Ruby's ribbon.

The hat belongs to Peter. *This is Peter's hat.*

The bag belongs to Jane. *This is Jane's bag.*

The pencil belongs to Bob. *This is Bob's pencil.*

Page 38

Phonic reading practice.

Activity

Other words: *g (hard): thing, dog, goat, gate; g (soft): sage, cage, magic; th (thin): both, think, tooth; th (that): this, the, those, other; wh: who, why, which; cr: cry, crayon, crown; a (far): art, ask, market; v: van, voice, vet* (Ensure that the pupils pronounce 'v' with the upper teeth on top of the lower lip. This is different from 'w', which is pronounced with the lips rounded, as done when whistling.); *sw: swim, sweet, swear; y (end position): bumpy, baby, hobby; ch: chalk, chest, chair, chop; ea (eat): eagle, each, meat, heal, bean. dge: judge, ridge, edge, hedge, dodge; tle: rattle, settle, little;*

Use flashcards to help pupils master these phonic sounds and words.

Time: 2–3 days

Page 39

Contents

Doing. The definite article; use of pronouns (*He/She/They*)

Structures

What is the... doing?

Activity

Discuss the picture and talk about other things too. *Who can you see in the picture? How many birds are there? Where are they? What are they doing? Where are they going?*

Read the text and then ask pupils to try and write the questions and answers on their own. Discuss their work by asking them to read out what they have written. Are the sentences correct? Did they spell all the words correctly? Allow them to correct their own mistakes.

What are the dogs doing? They are eating.

What are the goats doing? They are drinking.

What are the girls doing? They are writing.

What are the old men doing? They are sleeping.

Workbook: page 61

Write questions for the answers.

First ask the pupils to perform various tasks. Ask the others to say what he/she is doing. Then turn to the workbook page.

Discuss the pictures, before any writing is attempted.

What is the boy doing? What is he reading? Who can you see in the second picture? What is he doing? Where is he washing his face? Why? etc.

What is the man doing? He is washing his face.

What is the bird doing? It is flying.

What are the cats/kittens doing? They are playing.

What are the horses doing? They are running.

Page 40–41

Reading passage: In the city and A poem.

Activity

Do some oral work first. Pupils can describe what they see, or answer questions you ask. Describe the people in the picture. What do they look like? What are they all doing? What other things can be seen in the picture? The passage describes what each person is doing, so the pupils should have no problem in writing the sentences.

Read the poem. Can the pupils read it themselves? Can they find the rhyming words? Can they ask and answer questions about the bell, the cat and the boys? Practice.

Drill the keywords by using flashcards. Use them for handwriting practice.

Workbook: page 62

Pupils have already come across these words and structures, so there should be few errors. Use this as a kind of test.

A Write questions.

Is this a goat? No, it is not.

Is this a goat? Yes, it is.

Is this a house? No, it is not.

Are these trees? Yes, they are.

B Write answers.

Is this an egg? Yes, it is.

Is this a cot? No, it is not.

Is this a foot? No, it is not.

Are these cars? Yes, they are.

Time: 3–4 days

Page 42

Their

Not to be confused with *they're* (*they are*) or *there* (in that place).

Activity

You may also give further examples using objects and pictures with the sentences: *These are his/her/your/my/our...*

Use the singular form first, in oral work. *This is a boy. This is his cycle. These are boys. These are their cycles.*

Phonic practice: *ir*

Other words: *fir, giraffe, first, third, thirty, etc.*

Workbook: page 64

Pupils should have no difficulty with the exercise, as all the words they will need are on the page. Note the pronunciation of *women* (*wimmen*).

Write sentences like these:

These are men. These are their jeeps.

These are girls. These are their ribbons.

These are women. These are their rings.

These are shirts. These are their buttons.

Page 43

Structures

More complex sentences using *their*, + adjectives.

Activity

Use the word *their* in different sentences to describe the pictures.

Look at the cats. Their noses are black. Their tails are long. Can you see their eyes? What colour are their feet?

Answers: These are tigers. Their teeth are sharp. Their stripes are black.

Pupils may be asked to write a set of sentences like that given, based on any other pictures.

Workbook: page 65

Read the words. Fill in the blanks.

Read all the words in the box before the pupils tackle the written part. Pupils will use these words in the blanks.

These are kittens. Their tails are long. Their ears are short.

These are eagles. Their wings are big. Their claws are sharp.

These are girls. Their hair is black. Their eyes are pretty.

Handwriting: Note that the words for copying all have the sound 'air', but the spelling varies: *ere, eir, air*. Other words: *fair, pair, chair*. Note also the pronunciation of: *here, were*.

Revise plural nouns and countable nouns from page 31

Time: 1–2 days

Page 44

Contents

Uncountable Nouns

Page 45

Reading practice; new vocabulary. (See above.)

Phonic sounds—*sh, ai, c* (soft). Other words: *shin, shape, shed, share, shirt, she, show, short, wish, rush, dish, push, English, bush; fail, mail, rail, sail, jail, wait, brain, stain, pain, afraid, grain; price, race, nice, cycle, dice, juice, lace, sauce, trace, etc.*

Workbook: pages 69–70

If the words have been drilled and studied prior to opening this page, then you might use this as a test. Can the pupils write all the words without your help?

sh: shoe, shell, fish, ship

ai: nail, chair, tail, rain

c: pencil, ice cream, mice, ice

fl: flower, fly, ch: chalk, chair. (Note that chair can be written in two sections, or, indeed, three)

Time: 5–6 days

Pages 46–48

Contents

The Postman: Reasing passage with the use of more prepositions.

Activity

You might begin the lesson (after practising a few rhymes) by asking the pupils about how the post is delivered to their homes. Use the keywords: postman, letters, parcels, packets, stamp, envelope, message, and other words associated with the post.

This is a long reading passage, and some of the words have not been encountered before. Pupils should try to use the phonic skills they have learnt to decode the new words. Allow them to try.

Workbook: page 66

Prepositions.

A Talk about the diagram.

Use all the keywords in oral sentences. Write the keywords on the board: you might write them in the appropriate places on the board—at the *top*, the *bottom*, in the *corners*, at the *sides* and in the *middle*. Also use the words *the front* and *the back*. Then talk about the pictures in the workbook, and ask questions. *Where is the clock? Where are the books? What is on the bottom shelf? Is the teapot in the middle or at the side? Is this the front of the car or the back? etc.*

Ask the pupils to draw their own pictures and use all the keywords in the appropriate places.

B Write sentences. Use these words.

Pupils should be able to do this on their own.

This is the top of my head.

This is the side of my face.

This is the bottom of my cup.

This is the middle of my plate.

This is the corner of my book.

Page 47

Contents

The red bus: reading passage with more prepositions. (Also see the following lesson, where other prepositional phrases are introduced.)

Activity

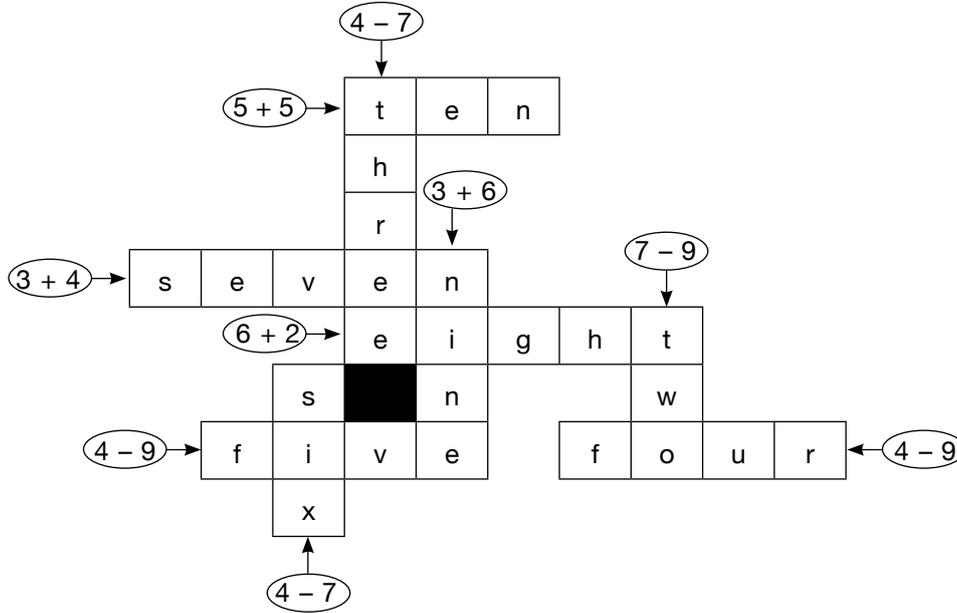
Drill all these phrases again, either through illustrations on the board or by placing real objects in various positions.

Drill the following with lots of examples: in, behind, in front of, on the top, at the back, in the middle of, beside, near, on.

Workbook: page 67

A Write the words for numbers.

A number crossword for spelling practice. The answers are straightforward, if the pupils can do their sums correctly.



B Write words beginning with b.

A word crossword. All words begin with the letter *b*.

b	i	r	d	
b	a	b	y	
b	o	o	k	
b	r	u	s	h
b	r	o	w	n
b	l	u	e	
b	o	x		
b	i	g		
b	e	d		
b	o	y		

Make up other crosswords (or simple grids) with words beginning with other letters. Other grids could include one letter of the alphabet repeated, but not necessarily in the initial position. All words, for example, could end with a particular letter or have the same letter in the second position.

Time: 2–3 days

Pages 49 and 50

Contents

Time

Activity

Oral work first. Use a cardboard clock with movable hands. Ask questions about the time. *What is the time?* (Say: *What's the time?*) *What time is it now? What time do you wake up in the morning? When do you have your breakfast?* etc.

Other words to mention: day, dawn, hour, minute, second, watch, sun, sunshine, dark, east, west, sunrise, midday, noon.

Rhymes: *Tick, tock, tick, tock* (21), *Hickory, dickory, dock* (31), *Oh! How lovely is the evening* (66).

Workbook: page 71

The present perfect tense.

In oral work introduce the second and third person singular. E.g. *When do you eat lunch? When do they eat lunch? When does he eat breakfast? She eats/has/sits down to lunch at one o'clock.*

Copy the words. Colour the pictures. Read the sentences and mark the statements correctly.

Pages 51 and 52

Content

A story to enjoy...

Time: 1–2 days

Page 53

Contents

About me

My name/ age/ favourite----

---- class teacher.

Test—2

Time: 2 days

Workbook: pages 70 and 71

A Answer the questions.

Is this a leaf? No, it is not. (It is a flower.)

What are these? They are vans.

B What are they doing? Write a doing word for each picture.

(Answers may vary.)

1. The man (He) is writing (a letter).
2. The boy (He) is swimming.
3. The monkey is climbing (a tree).

C Write words for the following.

Pupils will write any names they wish. Make sure the spellings are correct.

D Who are they? Tell your teacher.

Pupils should make up sentences about these people, and tell you in sentences of their own, orally. They might make any number of comments about the people, and may recognize them from the textbook.

1. This is Mrs Green. (See page 55/56 of the textbook.)
2. This is the postman. (See page 55/56 of the textbook.)
3. This is Sara. (See page 48 of the textbook.)

More tests of this kind can be composed for the pupils. Also try to encourage them to complete the tests in a set time.