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New
Oxford
Modern
English

TEACHING
GUIDE

1

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Introduction

Introduction

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

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

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

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

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

1. Components of the course

The Student Books

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

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

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

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

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

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

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

Speaking and Listening before Reading

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

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

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

The Workbooks

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

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

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

Supplementary Learning Materials

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

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

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

2. Teaching English

The Pupils

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

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

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

Using the Teaching Guide

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

Using the Student Books and Workbooks

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

Using Materials

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

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

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

Planning

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

Activity

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

Dynamism

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

Atmosphere

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

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

Speaking in English

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

3. Pre-reading

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

Listening and Speaking skills

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

Points to consider:

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

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

Here are some activities to develop listening and speaking skills.

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

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

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

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

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

Visual Skills

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

Points to consider:

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

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

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

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

Motor Skills

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

Points to consider:

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

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

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

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

4. Reading

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

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

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

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

Checklist

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

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

Reading checklist—table

1.	Initial single consonants	b c d f g h j k l m n p q r s t v w x y z
2.	Short vowels	a e i o u
3.	Sound blending	hat wet pin job mud van leg sit fox gun
4.	Left to right sequencing	saw/was on/no ten/net for/from
5.	Letter shape recognition	b/h h/n c/e g/q t/f u/a g/y
6.	Recognition of orientation	b/d p/q n/u m/w
7.	Naming letters a) Sequence b) Random c) Caps/Small	A B C D E F G H I J B G M R P T F U W Mm Tt Ss Ff Gg Ll Rr Qq
8.	Long/short Vowels	hat/hate bit/bite not/note tub/tube
9.	Association rhyme/sort	cat/bat/mat big/dig/jig pot/hot/cot t—ten/tap/tin a—bag/cap/mat
10.	Variations in sounds	g (go, giant); s (has, sit, sugar); c (cat, city); y (yes, sky, very)
11.	Vowel digraphs	ai ay ar ea ew ee oo oi oy oa ou
12.	Consonant digraphs and silent letters	th (think, then); sh (shop); ph (phone); ch (chip, chord); wh (when, who); wr (write); kn (know); gh (high); mb (climb); gn (gnat)
13.	Double consonants	bb dd ff gg ll mm nn pp rr ss tt zz (cc—accord, accept)
14.	Consonant blends: initial	bl br cl cr dr fl fr gl gr pl pr sc sk sl sm sn sp st sw tr tw
15.	Consonant blends: end and medial	-nk -ng (Also triple blends: <i>thr scr str spr -ckl- -mpl-</i> 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.

Oral: There are few questions set for this story. This does not mean you should not ask any others. The pupils should be encouraged to use the language by answering your questions and asking their own questions. If necessary, compose some questions of your own about the text as you go along. Make sure the sentences (e.g. Crack!) are read with due emphasis and expression.

Use this lesson to encourage pupils to communicate.

Using the textbook, look at the pictures on page 2 and 3.

Possible questions you might ask: *What is Anwar doing? Where is he? What can we see in his garden? What happens in this box? What is Anwar wearing on his head? Do you know what an ant is? What do you think happens next? ... etc.*

Involve the pupils in discussing different things that people have in a garden, the names of creatures we might find in a garden, presents they have given or received, things they have made...

What do you dream about? Have you ever had an accident? When? What happened?

Reading: Read the story and find out more about Anwar. (Use the pictures; you should also talk about and ask questions about them.)

Writing: Learn the difficult words; copy them out; dictation.

While Reading: Pupils should be encouraged to share their dreams. Some pupils may want to tell you about dreams they have had while sleeping - these may be funny, strange, simple or whatever. Some pupils may wish to tell you about aspirations they have.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

These questions are for oral work, but answers may be written if the pupils are able to do so.

- Anwar is in his garden.
- Anwar is counting ants.
- The ants are climbing a dead tree.
- Anwar makes these sounds: ZZZZ, Ouch! Ouch! Ouch! and Ow! Ow! Ow!. He also counts.
- He falls asleep and has a dream. Then he wakes up because he is being bitten by ants.

2. Talk about the following with your teacher before answering.

- It is hot. Talk about how we feel when it gets hot and we rest in the shade.
- Pupils will give their own responses.
- Anwar dreams about making a present for his mother.

3. Read these sentences aloud. Copy them (in the correct order) into your notebook.

Pupils may read the sentences aloud in the order presented; when they have finished writing the

sentences, they can read them again. The sentences follow in logical order; comments are given in brackets below. If pupils are allowed to do the exercise on their own, you may ask for reasons why they have put the sentences in a particular order.

- c. Anwar is in his garden.
- b. Anwar is counting ants.
- a. Anwar is closing his eyes
- d. Anwar is dreaming.

Ensure that the pupils copy the sentences correctly in their notebooks.

Challenge: Pupils will give their own responses. Let the pupils take turns and tell their stories.

B WORKING WITH WORDS

1. Read the words aloud. Do you know what they mean?

Make sure the words are pronounced clearly and accurately. The pupils should have no difficulty in reading the words in the list. Additional work can be given with the use of flash cards (for reading practice), dictation, or a spelling game.

2. Read the words again. Now write them in your notebook. Can you spell them all correctly?

Pupils should copy the words, but check that they have done so correctly.

C LEARNING ABOUT LANGUAGE

The indefinite articles 'a' and 'an'.

Copy the words from Exercise B.1 into your notebook. Write a or an before the name of each thing.

Pupils can copy the words, again, but must include the appropriate article: 'a' is used before nouns beginning with a consonant; 'an' is used before nouns beginning with a vowel.

a garden	under	a banana	a leaf	looking
an ant	climbing	dead	counting	nodding
closing	an eye	thinking	sleeping	a dream
a present	a mother	a branch	chopping	an axe
falls	shouts	wakes	biting	a dance

You may give the pupils additional words, and ask them to write 'a' or 'an' before each word.

D LISTENING AND SPEAKING

1. Work in pairs or in small groups. Ask a question about the pictures given below. Let your classmates answer.

Pupils may ask their own questions. Encourage them to say what they like about the items illustrated. Introduce additional items, and get pupils to work in pairs so that everyone gets a chance to speak.

2. Listen to the words and repeat them aloud. Say the vowel sounds carefully.

Phonic practice: this deals with medial vowel sounds. All the sounds are short vowel sounds, not long ones.

The rows are arranged in order according to the medial vowel—(a, e, i, o, u).

Read the words aloud, and get the pupils to also read aloud. Emphasize the vowel sounds and the rhyming patterns.

3. Let a friend say the following words aloud. Listen carefully to each word, then write it in the correct list in Exercise D.2.

Pupils should work in pairs for this exercise.

Add these words (illustrated) to the lists.

a	e	i	o	u
bag	leg	pit	hot	cup
hat	bed	sit	not	bus
rat	red	nib	log	jug
<i>tap</i>	<i>pen</i>	<i>tin</i>	<i>pot</i>	<i>bun</i>
<i>man</i>	<i>ten</i>	<i>zip</i>	<i>top</i>	<i>sun</i>

Get the pupils to add additional words to the lists.

You may divide the class into two or three groups, and play a game. Give each team a chance to add a word to each list and award a point.

Can the pupils complete the following? Write the list of incomplete words below on the board, and get pupils to suggest letters to add to the words. Do the suggested letters help to make up real words?

- ab -ad -ag -am -an -ap -at
- ib -id -ig -ill -in -im -ip -is -it -ix
- ed -eg -ell ... etc.
- ub -ug -un ... etc.
- ob -od -og ... etc.

In the phonic table, please note that all the vowel sounds are short and not long (a as in 'bag', and not as in 'father').

E ACTIVITY

Discuss the words first. Pupils should copy the words into their notebooks, and draw an appropriate face for each. As they do so, talk about the expressions they are illustrating. This will give them something to write about later.

When their work is complete, discuss the pictures drawn by the pupils.

Workbook: pages 2–6

Revision of words learnt in Primer Books A and B.

A ARTICLES AND NOUNS

1. Talk about the picture.

Discuss the picture. Make sure the pupils can understand what has possibly happened—Anwar has fallen asleep and we can see what he is dreaming about. What are the things we can see in his garden? What kind of day is it? What is Anwar making? Revise the vocabulary. Enact the scene. What happened before this? What happens after this?

2. Now colour the picture.

Allow the pupils to colour the picture. Discuss which colours they are using. Encourage them to tell you what they have done.

3. Write the words.

The pupils can complete the words a to l. Make sure they use the indefinite article before each noun.

- | | | | |
|-------------|--------------------|------------|------------|
| a. a house | b. a river | c. a tiger | d. a cloud |
| e. a bird | f. a nest | g. a shoe | h. a chair |
| i. a hammer | j. a bush/a flower | k. a saw | l. an axe |

B VOWEL SOUNDS

1. Say the words aloud. Note the vowel sound.

2. Write the words from the exercise above in the correct boxes below. Add one more word to each list.

The illustrated words are in the correct columns below:

bag: bat, man, ant

egg: hen, jet, bed

bin: lip, clip, pin

pot: cot, shop, log

sun: bun, jug, nun

Practise the vowel sounds. Get the pupils to supply more words for each sound and write a list in their notebooks.

C WRITING A STORY

1. Read the sentences aloud. They are not in the correct order.

Pupils can read the sentences aloud for reading practice, but do not discuss the order. Allow the pupils to work this out for themselves.

Write the correct numbers (1, 2, 3...) in the boxes. Allow the pupils to write the numbers in the boxes. They should do this by themselves.

2. Write the sentences in the correct order. You can add your own sentences at the end.

Here is one possible way of sequencing the sentences. Other sequences are possible and you should encourage the pupils to create their own sequence. However, they should be able to explain why they have put the sentences in that particular order.

Anwar is sitting under a tree.

Anwar is counting ants.

The ants are climbing a dead tree.

Anwar closes his eyes.

Anwar goes to sleep.

Anwar has a dream.

He is making a present.

The ants bite Anwar.

Anwar wakes up.

Anwar dances and shouts.

The order of sentences given above is only one possible interpretation of the story. Some of the sentences could be placed differently. When pupils have worked out their own order for the sentences, get them to read out what they have written. When other pupils have a different order, they can ask why it is so. E.g. what happens when Anwar falls asleep? The boy is upset; Mrs Shahid is angry; the monkey is amused.

The purpose of the exercise is not to get the correct order of sentences; the purpose is to stimulate discussion after having placed the sentences in any sensible order. If valid reasons can be given for the placement, all the better.

3. Tell your friends in class about a dream you had.

Prepare for the discussion by giving the pupils some sentence openers such as, I had a dream about a/an... In my dream

Lesson Plans

For detailed suggestions, refer to pages 1–5.

LESSON 1

Textbook Time: 40 min

Aims:

- To develop listening skills
- To encourage verbal expression

Task	Time
1. Read the lesson asking questions as you go along.	15 min
2. Orally discuss the questions in Exercise A.1. Involve as many children as possible.	5–7 min
3. Continue with written work by completing Exercise A.1. and A.2. <ul style="list-style-type: none"> • Read the sentences. • Ask the children to answer. • The marked answers should be copied in their notebooks. 	15 min
4. Recap the main points of the text.	3 min

LESSON 2

Textbook Time: 40 min

Aims

- To develop reading skills
- To increase vocabulary
- To introduce indefinite articles ‘a’ and ‘an’

Task	Time
1. Continue with Exercise A.3. Read the sentences once with the children, and then have them work on the exercises by themselves.	20 min
2. Exercise B and C can be combined. Additional words should be given to practise the concept introduced.	15 min
3. Recap indefinite articles and the concept of sequencing.	5 min

LESSON 3

Textbook Time: 40 min

Aims

- To develop listening and speaking skills
- To practise medial vowel sounds
- To express through drawings
- To be able to write simple sentences

Task	Time
1. Start with Exercise D. Each child should participate in the exercise.	20 min
2. Phonic practice—the vowel sounds to be read carefully.	
3. The answers are to be written in the notebook.	
4. For Exercise E, the children should draw and write simple sentences. If the work is not completed in time, it can be given as homework.	15 min
5. Recap with emphasis upon short vowel sounds.	5 min

LESSON 4

Workbook Time: 40 min

Aims

- Revision of words learnt
- To reinforce the various colours
- To reinforce indefinite articles

Task	Time
1. Discuss the picture in Exercise A.1.	15 min
2. Colouring the picture.	10 min
3. Write the indefinite article and the words.	15 min

LESSON 5

Workbook Time: 40 min

Aims

- To practise vowel sounds
- To practise reading and sequencing a story

Task	Time
1. Complete Exercise B.1. and B.2.	15 min
2. Complete Exercise C.1., C.2., and C.3.	20 min
3. Revise the indefinite articles and vowel sounds.	5 min

My Cat

Read the poem and explain any difficult words. Pupils should get a chance to read too, perhaps even before you do.

Suggestions and answers

A UNDERSTANDING THE POEM

1. Talk about the following with your teacher and then write the answers.

Make sure the pupils contribute to the discussion in whatever way they can.

- You may need to give other examples for 'male' and 'female'. In the poem, Rish is referred to as 'his', 'he', 'him'; so he is obviously male. If pupils had to name a cat what would it be called?
- Rish does have fur. It is white, and it is kept clean. If pupils only mention 'white' that is fine; however, the additional information in the answer is even better.
- Rish hunts and walks about the house, looking for mice. He also eats in the house and plays in the house.
- The phrase 'out to catch' means ready or on the lookout to catch, and does not necessarily mean 'outside'. So we do not really know what he does outside, apart from probably chasing mice. Pupils may be able to suggest what else he gets up to outside.
- Rish is clever. We are told that we have not seen 'a smarter cat'; 'smart' here means clever.
- Pupils should use their own words to say what Rish is like. They should mention: name, colour of fur, what he likes, what he does, what is done to him, and that he is clever.

B WORKING WITH WORDS

1. Can you hunt like Rish? Find the words. They are all in the poem. The letters are jumbled.

Briefly go through the vocabulary orally. Explain how the word 'cat' consists of the three letters *c*, *a*, and *t*. These three letters can be written *cta*, *tca*, or *act*; the letters are not in the correct order to spell the word *cat*. Try a few words on the blackboard, spread them out and write them in a different order, e.g. *t-b-a*. *Can you make a word from these letters? tba? abt? bta? atb? tab? bat?*

Now go on to work on the page in the textbook.

The unscrambled words are:

- | | | | |
|----------|---------|----------|----------|
| a. cat | b. fur | c. fish | d. house |
| e. mouse | f. play | g. hunts | h. name |

You may give the pupils further anagrams; this will help them with spelling and get them to think about the individual letters and sounds in words.

C LEARNING ABOUT LANGUAGE

Introduce the prepositions (on, in, under, near...) and talk about the pictures in the story to use them. After a bit of practice get the pupils to do the exercise on their own. Check them before moving on.

Look at the pictures and complete the sentences using the correct preposition given in the box on page 10.

- a. Anwar is on the log.
- b. Anwar is climbing up the tree.
- c. The leaf is falling down.
- d. The ant is under the leaf.

D LISTENING AND SPEAKING

Consonant digraphs (*ch, sh, th, th*). These combinations of consonants are pronounced together as one sound. The lists are not exhaustive. Get the pupils to think of other words to add to the lists. They can suggest words (and spell them out too, if possible) and you can write them down on the blackboard under the appropriate headings. Perhaps you can turn this into a team game. A point to be awarded for each additional word suggested, and another point if it is spelt correctly. Each team to give one word at a time, till no more can be suggested. You may, of course, give some clues but not the words themselves. (Some suggestions are given below.)

ch chase, chalk, chair, chum, chill, change, charge, choose

sh shape, shall, she, shell, shock, shame, share, shoot, shake

th both, maths, path, thunder, thermos, thatch, theatre

th other, them, those, there, either, brother, mother, father

Listen to the sounds of these words. Write as you listen. Dictate some of the words for the pupils to write down.

E ACTIVITY

If pupils are slow to talk and air their own ideas, tell them about a pet you would like to keep. (Not a cat or a dog, but some unusual animal!) Ask the questions suggested below when the pupils have nothing more of their own to add. How will you look after it? What will you feed it? Where will it sleep? Will it bite? Is it dangerous? Is it useful? What will you call it? Will it have babies? How many will it have? What will you do with them?

Pictures of their pets can be drawn. They can write a few words too. And display all their work on the display board.

- Allow the pupils to read the poem a few times. If pupils haven't got a pet of their own, ask: *which animal would you like to keep as a pet? Why?*
- Pupils might like to copy out the poem neatly and illustrate it for a wall display.

Workbook: pages 7–9

A PETS

1. Read the story.

You may discuss pets in general first, or read the text and then discuss the two animals. Flash is described here and Rish is described in the textbook. How are Flash and Rish different? How are they similar?

Explain 'flash', as in flash of colour, flashlight, etc.

2. Circle the correct answer.

- a. The dog's name is *Flash*.
 1. Flesh and 2. Flush are also important! Look at the phonic practice you can do here.)
- b. The dog's hair is *black* (but it also has some white on it. Fur is the same as hair. The term fur refers to the body hair of non-human animals. The fur of animals is also referred to as a 'coat').
- c. The mark on her head is *white*.
- d. Flash plays *all day*.
- e. Flash can *dance* (and she is clever, so she probably sings or howls too!)

B ACTIVITY

Draw pictures of Flash and Rish. Is Flash like Rish? Talk about your pictures.

While pupils draw pictures of Flash and Rish, discuss the characteristics of both; also mention how they behave, what they eat, puppies, kittens, habits, sounds. Display the pupils' pictures.

C PUSSY CAT

1. Talk about the pictures. Use these words: in, or, under, near.

2. Complete the sentences using *in, on, under, or near*.

Prepositions: in, on, under, near.

Discuss the pictures. Give other examples too, using real objects or use the pupils themselves, getting them to stand or sit in different positions in the classroom. Ask questions: *Where is ...? Is ... near/on/in/under the desk?*

- a. The cat is near the box.
- b. The cat is on the box.
- c. The cat is in the box.

3. Write sentences for the pictures. Use *on, in, and near*.

- a. The cat is near the mouse.
- b. The cat is on the mouse.
- c. The cat is on the mat. (And where is the mouse? The mouse is in the cat!)

Get the pupils to relate what happened (using the prepositions).

Get the pupils to read out their sentences. Get them to write other sentences of their own with reference to drawings you do on the board.

Lesson Plans

For detailed suggestions, refer to pages 7–9.

LESSON 1

Textbook Time: 40 min

Aims

- To enhance vocabulary
- To be able to express thoughts clearly
- To improve comprehension

Task	Time
1. Reading of the poem and explanation of the difficult words.	20 min
2. Conduct Exercise A.	20 min

LESSON 2

Textbook Time: 40 min

Aims

- To introduce anagrams to help improve spelling
- To improve listening skills
- To be able to spell simple words

Task	Time
1. Revise what was done in the previous class.	5 min
2. Allow the students to solve the simple anagrams in Exercise B.	15 min
3. Continue with Exercise C. Discuss first and then get them to complete the sentences. If there is time, begin discussing Exercise D.	20 min

LESSON 3

Textbook Time: 40 min

Aims

- To improve spoken expression
- To be able to put thoughts into words
- To be able to write simple sentences

Task	Time
1. Continue with Exercise D. Ensure that the words are pronounced clearly. Writing words beginning with <i>ch</i> , <i>sh</i> , <i>th</i> , <i>th</i> will improve vocabulary and spelling.	10 min
2. The students should be encouraged to use their imagination as they attempt Exercise E.	30 min

LESSON 4

Workbook Time: 40 min

Aims

- To improve comprehension skills
- To be able to compare
- To be able to express through drawings

Task	Time
1. Read and discuss the story in Exercise A.1. Complete Exercise A.2.	25 min
2. The children should attempt Exercise B. They should be encouraged to be creative and talk about their pictures.	15 min

LESSON 5

Workbook Time: 40 min

Aims

- To introduce prepositions *in, on, under, near*
- To write simple sentences using prepositions

Task	Time
1. Attempt Exercise C. Discuss the pictures in Exercise C.1. Ask the pupils to give examples. Help the pupils complete the blanks in Exercise C.2.	20 min
2. Help the pupils write proper sentences for Exercise C.3.	10 min
3. Recap all the concepts covered in the chapter.	10 min

2

The Lucky Leaf

Oral: Concentrate on the prepositions (near, on, in, under, by) and the use of the *present continuous tense*. Use other verbs too. Discuss the text and the pictures. By asking your own questions, all the answers to the questions (1. a-f) may be answered orally by the pupils even before the question section has been reached in the textbook.

- Use the opportunity presented in the story to discuss other words for numbers (ten, nine, eight, etc.). Also use the words 'lots' and 'a few'.
- Talk about the pictures of the garden. Use *There is/there are*
Ask additional questions relating to objects in the classroom or by referring to other pictures.

Reading: Make sure that the pupils can read the text. Difficult words (cry, lost etc.) should be explained.

Writing: The pupils may write the questions and answers in their exercise books. Do not dictate the answers; allow the pupils to answer on their own. If mistakes are made, use the opportunity to talk further about the picture(s) and elicit the correct answers. Dictating the answers won't help the pupils to learn English!

While Reading: Rahila runs after the leaf because she wants to chase it. She is having fun.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- Rahila loses her golden bangle.
- Rahila sits under the wood-apple tree, next to the wall.
- Rahila counts the falling leaves. (She does many things so discuss these too.)
- The leaf dances up and down—left and right. It turns and turns! It spins like a top. It climbs high above the roof!
- The leaf falls into a hole at the side of a rosebush.
- Rahila laughs because she is happy that she has found her bangle.

2. Look at the pictures in the lesson. Write answers to the following questions.

- | | | |
|---------------------|--------------------|-----------------|
| a. nineteen flowers | b. two wood-apples | c. four bangles |
| d. three birds | e. four pots | |

3. Fill in the blanks.

- | | | |
|------------|-------------|----------|
| a. Rahila | b. One leaf | c. blows |
| d. up/left | e. picks | |

Challenge: Let pupils share their stories about things they have lost, and how they were found.

B WORKING WITH WORDS

1. Learn the rhyme. Copy it into your notebook. Draw some pictures.

The pupils will already know this rhyme. Make sure they are reading aloud clearly and pronouncing each word distinctly. The fact that they would have heard this many times before does not mean that

it is too simple for them. For slow learners, this is an ideal means of creating motivation—they have heard the rhyme umpteen times and are therefore able to ‘read’ each word. For fast learners, the rhyme offers some difficult spellings—one, two, buckle, knock, eight, etc. These are look-and-say words rather than phonic, so decoding them might prove more difficult.

The fast learners can make a wall display—writing out the rhyme neatly and illustrating it as they wish.

Have fun with the rhyme, and also practise spelling and writing the numbers. Pupils may like to mime the actions. Learn the rhyme and sing it together, in harmony.

C LEARNING ABOUT LANGUAGE

Briefly discuss the prepositions and the structure: *How many ... are there? There are ...* (Don’t forget that you are revising prepositions—*on, in, near, under, behind, in front of*—and numbers.)

Explain what is to be done. Get the pupils to form pairs, and use one pair to demonstrate how questions and answers should be constructed by using one of the pictures as a stimulus. The pictures will elicit answers containing all the numbers one to ten.

More questions: *Where are the ...? Are the ... near/on/in the bed/carpet/shelf? etc.*

D LISTENING AND SPEAKING

Say the sounds aloud. Read the words.

Phonic practice with: *cl, sl, ch, dr*

Introduce other words too, by asking the pupils to suggest new words.

Time for a team game? Divide the class into two teams, and award a point for each new word suggested. Write the suggested words on the blackboard as they are suggested. Some examples:

cl: clap, clip, class..... clock, clue, clean, clever, click, clumsy, clay, claw, cling, clown

sl: slam, slap, slow..... slipper(s), sleep, slug, slim, sly, slot, sling, slack, sleeve

ch: chip, chimp, check..... chair, chum, chap, chase, chalk, chest, chop, chain, chin, choose, chase, chill, chirp

dr: drop, dream, dry..... dress, drink, draw, drag, drill, droopy, drama, drip, drain

E ACTIVITY

1. Read these numbers aloud. Learn to write them.

Numbers from eleven to twenty. Use other pictures and charts to count all sorts of things. In the process of counting, pupils will become familiar with the words. Ask lots of questions about numbers: *How many windows are there in the classroom? How many lights? How many windowpanes? How many walls? How many children? How many children with curly hair?* The answers are not important; the pupils’ enjoyment of counting and searching for the answers is important.

2. Count the items in the boxes on page 18 and write the numbers in words. Colour the pictures.

Some help may be required to spell the other words (birds, marbles); eleven (birds), sixteen (books), twenty (cups), fifteen (marbles)

- Pupils might like to make a calendar and write the names of the numbers.
- Pupils can make a number chart for display, and draw pictures of various items.
- Pupils can copy the poem into their notebooks. Can this be done from memory, with all the words spelt correctly? Ask them to draw a picture if possible.

Workbook: pages 10–16

A PREPOSITIONS

Briefly discuss the prepositions and the content of the picture.

Then pupils should be able to do this exercise on their own.

B SMALL NUMBERS

Pupils should be able to do this exercise on their own.

A counting exercise, and a chance to practise writing the words as well.

Oral: Questions and answers with: *How many can you see? How many ... are there in the box?*

Reading: Table of number words, one to ten, at the bottom. Also use flash cards with all numbers (1–20).

Writing: five stars, four girls, three boys, eight flowers, nine mice, ten books, six trees, seven leaves, one fish, two hens

- Make statements that are true or false. Tell the pupils there are nine flowers. *'No there aren't. There are only eight flowers. There are nine mice!'*
- Extension: Are there more flowers than hens?

C LARGE NUMBERS

1. Write the correct number under the pictures.

sixteen (kites), eighteen (boxes), seventeen (balls), thirteen (pencils), eleven (bottles), twelve (buttons), twenty (bananas), nineteen (caps), fifteen (cats), fourteen (lamps)

Once again, ask questions: *How many ... can you see? Are there ... caps?*

- When pupils have used all the vocabulary, can they write the words for the items shown? You may dictate the words to find out!

2. Write questions and answers.

Discuss first, perhaps using the blackboard to draw or real objects to practise with. *How many cats are there? There are fifteen cats. How many ... are there? etc.*

twelve buttons, nineteen caps

Only three pictures are given. This does not mean these numbers are more important than others! Create your own charts, and get the pupils to write more words for numbers and things.

Additional work: A large chart can be prepared. Use different pictures. e.g. cars, nuts, bags, shoes, guns, etc. Those who finish the work on the page (or those who need extra practice in spelling these words) can continue with your prepared exercise. Also, orally drill larger numbers.

3. Fill in the blanks. Use pictures on pages 12, 13, and 14.

- There are thirteen pencils and nineteen caps.
- There are eighteen boxes and sixteen kites.
- There are fourteen lamps and twelve buttons.
 - More sentences related to other pictures which you can draw or show.

Lesson Plans

For detailed suggestions, refer to pages 12–14.

LESSON 1

Textbook Time: 40 min

Aims

- Revision of prepositions
- To develop speaking and listening skills
- To develop comprehension skills

Task	Time
1. Reading of the text and explanation of the difficult words. Questions should be asked as the text is read along.	15 min
2. Attempt Exercise A.1. The children may already have answered these questions during the reading.	20 min
3. Exercise A.2. can be discussed in class and perhaps one or two answers can be written as class work. The exercise can then be completed as homework.	
4. Help the children fill in the blanks in Exercise A.3.	
5. Recap the key points of the text.	5 min

LESSON 2

Textbook Time: 40 min

Aims

- To learn numbers to 20 in words
- Revision of prepositions

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

LESSON 3

Textbook Time: 40 min

Aims

- To develop vocabulary and spelling
- To reinforce numbers in words

Task	Time
1. Recap numbers and prepositions taught in the previous class.	10 min
2. Attempt Exercise D. Phonic practice.	15 min
3. Attempt Exercise E. Help the children count and write the numbers.	15 min

LESSON 4

Workbook Time: 40 min

Aims

- To reinforce small and large numbers

Task	Time
1. Attempt Exercise A. The pupils should be allowed to work on their own.	20 min
2. Attempt Exercise B. This exercise can be done orally first and then the students can write the numbers under the items.	20 min

LESSON 5

Workbook Time: 40 min

Aims

- To write simple questions and answers
- To reinforce numbers in words

Task	Time
1. Attempt Exercise C.	15 min
2. Continue with E.2. and E.3.	15 min
3. Revise all concepts taught in the unit.	10 min

The Mulberry Bush

Sing the rhyme with the children. Some pupils may be brought forward to mime the actions and sing along: dancing round in a circle, holding hands; then stopping to face the class and to mime a set of actions (washing clothes, ironing, sweeping, etc.).

Pupils will learn some common verbs (+ *ing*) in the present continuous tense. They will also learn all the days of the week.

When the singing and dancing is over, read the words on the page. They should now make good sense.

- Ask each pupil to suggest a different job they might perform every day. Ask them to mime the job. Alternatively, ask one pupil at a time to mime a common daily action and for the others to guess what the pupil is miming. If pupils are shy to perform their own mime, suggest something to them. E.g. tie your shoe lace, make your bed, wash your hands, pick flowers, look for something you have lost, dig a hole in the garden, ride a horse, take a shower, paint a picture. Remember that they should mime these actions and not use any real objects.
- Discuss daily chores performed by each member of the family. Which is more difficult? Which is the most pleasant?

Suggestions and answers

A UNDERSTANDING THE POEM

Talk about the following with your teacher and then write the answers.

Pupils may write answers if they are able to.

- Children. Because they are telling us what they do every day; they are dancing, they are singing.
- washing, ironing,
- iron their clothes
- seven (What are those days?)

B WORKING WITH WORDS

Pupils will have heard the song being sung. They can now sing the other verses. Write the actions and days of the week on the blackboard, so they know which action they are performing and when.

Every day: (habitual action shown by the use of the simple present tense)

Ask the pupils about what they do every day. Note the form of the verb used:

I go/play/run/draw/talk He/She goes/plays/runs/draws/talks

You may get the pupils to practise using these and other verbs in the simple present tense to show habitual action.

You might ask general questions: What do you do when you get up in the morning? What does your brother do? What do you do at ten o'clock every day? What do you do after lunch? What do you do in the evening?

Or you might ask specific questions, using the verb you wish the pupils to use: e.g. Do you brush your teeth every day? (Yes, I do. I brush my teeth every day.) Do you play every day? (Yes I do. I play every day.) Does your mother cook every day? (Yes, she does. She cooks every day.) What does your father do every day? (He goes to work. He works in an office.)

C LEARNING ABOUT LANGUAGE

1. Work in pairs. Talk about the pictures below.

Start by getting one pupil to perform an action (whispered). Then ask the questions: *Who is this? What is he/she doing?*

Pupils to give answers: *This/That is ... He/She is ...*

Ask a number of other pupils to perform other actions, and repeat the questions.

Then get the pupils to form pairs and ask similar questions about the illustrations in the textbook.

wash brush go comb

look sleep read carry

Note that 'look' and 'go' are not used in the sentences.

D LISTENING AND SPEAKING

Get each pupil to make a formal statement or two about themselves. *I am ... Every week I help my mother to cook, I sing ... etc. At the weekend, I ...*

If the pupils have difficulty in thinking of chores that they do, get some to suggest words and write these on the blackboard. E.g. brush, sweep, carry, help, clean, feed, empty, bring, water, play with, look after, mend, polish, scrub, cut, pluck, make, cook, etc.

E ACTIVITY

When the pupils have learnt the words, find out if they can write the words when you dictate them aloud.

- Play a game. Who can respond first by giving you the name of the day that follows the one you call out? An alternative: Who can respond quickest with the name of the day before the one you call out?
- How many of the names for the days of the week contain the letter F? Are there any with the letter G? Which consonants (in the alphabet) are not represented in the names? Which is the most used vowel?
- Make a colourful calendar for this month/week showing illustrations of tasks done by the pupils. Display their work.
- Talk to the pupils briefly about the number of days in each month.

Workbook: pages 17–19

A AT WORK AND PLAY

1. Talk about the pictures. What are they doing?

E.g. *What can you see in the first picture? What is the boy (Imran) doing? Where is he? Is he reading or looking at some pictures? What do you think he is reading? etc. Where is Mr Shah? What is he doing? Why is he pulling the goat?*

If you let the pupils tell you about the people in the pictures, they will learn more language, listen well, and be on their toes. If you tell them what each picture is about and get them to repeat your words, their minds will wander and they will suffer from boredom and inactivity.

When all the pictures have been discussed, get pupils to read the names.

Write the names, learn the names; write other names. Spelling/Dictation, Mr, Mrs, (also Miss, Master).

Make sure pupils have used the present continuous tense in their questions/answers.

Pupils should also be allowed to read the rubrics (the instructions), work out what is to be done, and tell you what they have to do; not the other way round. The instructions are usually written in simple language and are directed at the pupils—giving them the chance to work out what is required.

2. Write a sentence about each picture.

- a. Imran is reading (a book).
- b. Bina is walking (to school/along the pavement).
- c. Mr Shah is pulling a goat.
- d. Pussy is sleeping.
- e. Sara is jumping.
- f. Mrs Malik is writing (also sitting).
- g. Parvez is running.

Which words in the list have not been used? Can pupils use them in sentences of their own?

Additional work: List of other *-ing* words.

- Who can suggest a doing word (verb + *ing*) for various letters of the alphabet?
E.g. g: going, giving, grumbling, grinning
- Write a letter on the blackboard; form two teams; ask for suggestions. One point for each correct word suggested. When pupils have no more words to suggest, move on to another letter. Write the words on the blackboard as each one is suggested. (Pupils can copy these later.)

B SMALL WORDS

Rearrange the letters. Write the words in the blanks.

- | | | | |
|--------------|--------------|----------------|----------------|
| a. btoa/boat | b. etag/gate | c. ccley/cycle | d. tra/rat |
| e. arc/car | f. nus/sun | g. nav/van | h. grite/tiger |
- Give the pupils other anagrams to solve. Get them to make up anagrams of their own for their friends to solve.

C DAYS OF THE WEEK

Rearrange the letters and write the correct words.

If the pupils find the anagrams a bit difficult show them how they can be done by a process of elimination. For example only Monday has an *M*. Only Wednesday has nine letters and a *W*. Only Thursday has an *h*. All the words end in 'day', so by first striking out the *d*, *a*, and *y* from the anagram they can see more clearly what letters are left, and then work out what the word is.

esandy wed — Wednesday

try dusha — Thursday

yon dam — Monday

dif yar — Friday

dun say — Sunday

stay due — Tuesday

ayd aurts — Saturday

Other anagrams to try:

my don a — Monday

if a dry — Friday

dan yus — Sunday

study ae — Tuesday

sad new dye — Wednesday

sturdy aa — Saturday

dry hauts — Thursday

Lesson Plans

For detailed suggestions refer to pages 17–20.

LESSON 1

Textbook Time: 40 min

Aims

- To read and discuss a poem
- To sing a song with correct rhythm
- To be able to mime some actions (washing clothes, ironing, etc.)
- To reinforce the days of the week
- To introduce the concept of daily routine

Task	Time
1. Reading and enacting the rhyme.	20 min
2. Discuss the questions in Exercise A.	15 min
3. Recap the key points of the unit.	5 min

LESSON 2

Textbook Time: 40 min

Aims

- To increase vocabulary and develop language skills
- To make the children aware of everyday chores

Task	Time
1. Attempt Exercise B. The children should be actively involved in the singing of the rhymes.	20 min
2. Attempt Exercise C.	20 min

LESSON 3

Textbook Time: 40 min

Aims

- To develop language and speaking skills
- To be able to write the days of the week
- To encourage creative drawing

Task	Time
1. Revise what was taught in the previous class.	5 min
2. Attempt Exercise D.	15 min
3. Attempt Exercise E. Ensure that the pupils have a firm grasp over the names of the days of the week.	20 min

LESSON 4

Workbook Time: 40 min

Aims

- To develop language skills
- To be able to write simple sentences

Task	Time
1. Attempt Exercise A.1.	20 min
2. Continue with Exercise A.2.	20 min

LESSON 5

Workbook Time: 40 min

Aims

- To improve spelling
- To motivate the children to figure out anagrams and puzzles by thinking and finding solutions

Task	Time
1. Attempt Exercise B. The children should be encouraged to work on their own.	15 min
2. Attempt Exercise C. Help should be provided to pupils if required.	20 min
3. Recap the concepts of the unit.	5 min

3

At the Farm

Oral: A short piece to revise the present continuous tense.

Have the pupils visited a farm? What work is done on a farm? (planting, fencing, harvesting, watering, ploughing, milking, etc.) Which animals may be found on a farm? (goats, sheep, cattle, buffaloes, chickens, turkeys, ducks, etc.) Which farm tools (implements) and pieces of machinery may be used on a farm? (plough, hoe, spade, shovel, fork, scythe, axe, tractor, trailer, cart, tiller, etc.)

While Reading: See if any pupils know the answer, then explain that a tractor is used for plowing, planting, and similar tasks. Talk about other things that pupils have seen or might expect to see on a farm.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- | | |
|----------------------------------------|----------------------------------------|
| a. They are on a farm. | b. Maryam is playing with the kittens. |
| c. The dog is barking (at the cat). | d. They are hungry. |
| e. The lambs are playing in the field. | f. The cows are eating grass. |

Discuss other questions too: *Where are the cows? What are Sami and Nida doing? Who is riding? Who is driving the tractor? Is the tractor going slowly? etc.*

2. Use words from the story in the blanks.

- | | | |
|-----------|------------|------------|
| a. riding | b. playing | c. barking |
| d. going | e. driving | |

Note that all the words are doing words and end with *-ing*. The auxiliary 'is' is used with the singular: 'are' is used with the plural.

Give some plural forms to the pupils to practise e.g. horses: The horses *are* trotting.

Challenge: Encourage pupils to share examples, and add some others too. Make a list on the board of all the animals mentioned.

B WORKING WITH WORDS

1. Make sentences of your own using these words.

Pupils will make up their own sentences. Ask them to read out their sentences. Encourage them to write interesting sentences, rather than the obvious. When a pupil reads out an interesting sentence, write it out on the blackboard for the others to read.

Spelling

2. Add *-ing* to the following action words.

You might like to practise other words on the blackboard, so that pupils get the idea. Also use other words (beat, feel, follow, etc.) in which the last consonant is not doubled when *-ing* is added.

hitting
hopping

dipping
patting

putting
sipping

cutting
rubbing

fitting
tapping

C LEARNING ABOUT LANGUAGE

The words in Exercise B are action words. You may use the term 'verb' although this will be formally introduced later on.

When giving examples use different forms of the verb (including the past tense), but concentrate more on the simple present (give/gives, go/goes, try/tries, run/runs) and the present continuous (giving, going, trying, running). Also use the first, second, and third person singular and plural.

- Ask pupils to suggest words which are the names of things. Make a list on the blackboard and discuss each suggestion, even if it is incorrect.
- Use flash cards with mixed nouns and verbs and ask pupils to shout out 'action' or 'thing' when the word is shown.

Put these words into the correct boxes.

Things: shoe tomato boy tooth desk pencil

Actions: playing buy take sing rubbing see

Pupils should have no difficulty in adding more than two words to each box.

Time for a game?

Suggest a letter: ask for a noun and a verb beginning with that letter e.g. running rabbits, talking turtles, sleeping sailors, etc. Award points for each correct pair.

D LISTENING AND SPEAKING

1. Work in pairs or small groups. Talk about the pictures given below. Which is fast? Which is slow?

Allow the pairs to decide which is the fastest and which is the slowest, and to make their own lists. Ask one pair at a time to read out the letters they have written in their list. Ask others to comment. Write up suggested orders on the blackboard (use the letters and write the words), and discuss the topic. Remember: there is no 'correct' answer; and the answer is unimportant.

2. Fill in the crossword below with words for vehicles. Follow the picture clues given below.

Pupils can work in pairs.

- | | | | | |
|----------|----------|---------|---------|--------|
| 1. train | 2. truck | 3. car | 4. van | 5. bus |
| 6. plane | 7. boat | 8. tram | 9. auto | |

3. My Family: Male and Female

Pupils should work in pairs or small groups. Discuss first, perhaps using the blackboard to set out some question and answer structures to practise with. *Who is this man/woman/boy/girl/person? Is this a male/female? He is the grandfather. She is female.*

E ACTIVITY

Help may be required to write some of the words: motorbike, racing car, tortoise.

- Can pupils suggest other moving things to add to the list? Where can these be inserted in the fast/slow order?

Workbook: pages 20–22

A ACTION WORDS

1. Here are some action words. Add *-ing* to the following.

- a. fanning b. getting c. letting d. robbing
e. setting f. tripping g. clapping h. shopping

Deal also with words in which the final consonant is not doubled. Note that words in which the final vowel sound is long, the final consonant is not doubled.

E.g. hit/hitting, but heat/heating; sit/sitting, but seat/seating.

B MORE ACTION WORDS

1. Talk about the pictures. Use these words:

Discuss what they are doing and why.

The words in the list are more difficult to spell. Note drive/driving, make/making, wave/waving, take/taking. The final e is dropped.

2. Look at the pictures. Fill in the blanks.

- a. flying b. driving c. bringing d. waving e. swimming

C VOWELS

Practise all the phonic sounds of the vowels. Also point out that the letters are not always phonic.

E.g. Listen to the sound of *a* in the following: *act, arm, America, a, any, able*. They are all pronounced differently.

1. Fill in the missing vowels. All the words are from the story in your Textbook.

- a. Sunday b. riding c. horses d. visiting e. worms
f. field g. farmer h. kittens i. barn j. tractor

Pupils might like to set some of their own puzzles of this kind. Others can guess the missing vowels/letters.

Lesson Plans

For detailed suggestions, refer to pages 22–24.

LESSON 1

Textbook Time: 40 min

Aims

- To check comprehension skills
- To introduce the topic of 'the farm'
- To read and discuss a story

Task	Time
1. Read the text and, as you go along, discuss the difficult words and the various aspects of the farm.	20 min
2. Attempt Exercise A.1. The questions should be discussed orally first.	20 min

LESSON 2

Textbook Time: 40 min

Aims

- To be able to write simple sentences
- To spell words with *-ing*

Task	Time
1. Continue with Exercise A.2.	10 min
2. Attempt Exercise B.	15 min
3. Attempt Exercise C. Revise concepts from the previous classes.	15 min

LESSON 3

Textbook Time: 40 min

Aims

- To introduce action words (verbs)
- To increase vocabulary

Task	Time
1. Attempt Exercise D.	15 min
2. Attempt Exercise E.	15 min
3. Go over the contents of the unit.	10 min

LESSON 4

Workbook Time: 40 min

Aims

- To reinforce action words
- To increase vocabulary

Task	Time
1. Attempt Exercise A.	20 min
2. Attempt Exercise B.1. This exercise should be discussed orally first. The children should be encouraged to give more words.	20 min

LESSON 5

Workbook Time: 40 min

Aims

- To use actions words in sentences
- To know vowels
- To improve spelling

Task	Time
1. Attempt Exercise B.2.	15 min
2. Attempt Exercise C. Teachers may be required to provide some help.	15 min
3. Revise all concepts taught in the unit.	10 min

Up and Down

A jolly phonic rhyme. There is much repetition in this so pupils should not find it too difficult.

Suggestions and answers

A UNDERSTANDING THE POEM

1. Talk about the following with your teacher and then write the answers:

- Possibly a teacher or a parent; but it could be a child telling another.
- Children.
- By hopping.
- By skipping and jumping.
- They should go slow or they might slip; and on the way down they might fall with a bump.

B WORKING WITH WORDS

1. Look at the picture. Use words from the poem to fill in the blanks below.

- a. hopping b. jumping c. climbing d. down the stairs e. skipping

Note again the use of the present continuous tense.

C ACTIVITY

Play 'Simon says'. Your teacher will explain the rules.

With this game pupils can practise listening comprehension. Here are some useful words to know:

Verbs	Prepositions	Nouns
tap	in	head
scratch	on	desk
hit	up	floor
hold	into	book
turn	over	nose

Verbs	Prepositions	Nouns
touch	under	ears
snap	behind	eye
bend	below	chair
smack	above	shoulder
knock	in front of	hair

... and any others you care to use.

'Simon' stands in front of the class and gives instructions, while performing the appropriate action. The other pupils have to follow Simon's instructions, but only when he precedes the instruction with the words, 'Simon says'. Play continues like this:

The leader (Simon) says:

'Simon says, scratch your nose.'

[Simon scratches his nose and the other pupils do the same.]

'Simon says, tap your desk.'

[Simon taps a desk and the other pupils do the same.]

'Clap your hands.'

[Simon claps his hands but the pupils must NOT clap their hands because Simon did not say 'Simon says' to introduce the instruction. Those who do clap their hands are out of the game.]

Play continues in this way until only one or two pupils are left.

Another pupil can then take the place of Simon and resume the game.

Variation: Use 'Simon says' for all instructions but add 'please' before the imperative i.e. Simon says, 'please touch your nose.' If 'please' is left out and the order is followed, then pupils are out of the game.

Workbook: pages 23–24

A CLEVER TOM

1. Look at the pictures. Can you tell the story?

Oral: Discuss the pictures. Allow the pupils to do most of the describing and telling of the story. Allow the pupils to draw their own conclusions as to whether there is a moral to the tale or a lesson to be learnt. Do not restrict yourself to the vocabulary used on the page; pupils should have a much wider oral vocabulary.

There are many questions to ask, if the pupils get stuck for ideas: *What is the boy (Tom) wearing? Where is he going? Where did he get the saw? Do you know what other tools are called? (saw, plane, hammer, chisel, screwdriver, etc.) Have you climbed a tree before? Why? Was it fun? Did you fall? Were you frightened?*

2. Write the correct number in each box. Underline the action words.

Tom <u>is cutting</u> a branch.	3
Mr John <u>is running</u> .	5
Tom <u>is carrying</u> a saw.	1
Mr John <u>is helping</u> Tom.	6
Tom <u>is climbing</u> a tree.	2
Tom <u>is falling</u> .	4

3. Write the sentences on page 23 in the correct order below.

Pupils can write the sentences in the correct order in their notebooks.

- Can they tell another story? Can they draw pictures in the form of a comic strip, and tell a story?
- | | | |
|---------------------------|----------------------------|-----------------------------|
| a. Tom is carrying a saw. | b. Tom is climbing a tree. | c. Tom is cutting a branch. |
| d. Tom is falling. | e. Mr John is running. | f. Mr John is helping Tom. |

Lesson Plans

For detailed suggestions, refer to pages 26–27.

LESSON 1

Textbook Time: 40 min

Aims

- To read and discuss the poem
- To recognize rhyming words
- To check comprehension skills

Task	Time
1. Read the text and explain the difficult words.	20 min
2. Attempt Exercise A.	20 min

LESSON 2

Textbook Time: 40 min

Aims

- To use present continuous tense
- To use verbs and prepositions

Task	Time
1. Attempt Exercise B.	20 min
2. Several other words in the present continuous tense should be used. Oral practice as well as some written work can be given.	10 min
3. Play Simon Says.	10 min

LESSON 3

Workbook Time: 40 min

Aims

- To increase vocabulary
- To reinforce action words
- To arrange events in the correct order

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

Another story with lots of repetition and 'sound' words, so be sure to read it with expression. Pupils might like to join in when you read the sound words. The children in the story are obviously bored and do not know what to do with themselves. They worry Grandma with questions, knowing fully well she cannot do any of those things. She answers their cheekiness with a 'Can?' question of her own: 'Can you see the bird in the tree?' She follows this with, 'Now fly away and play with it.' She is obviously sending them away so she can rest but her words also cleverly show the children that they too have limits to what they can do! She is firm but she smiles. So her lesson is gently delivered. Bring this out in the reading.

While Reading: Do they know what a rocking chair is? Have they seen one? Have they been on one? Who can work out why the chair in the picture is called a rocking chair?

Suggestions and answers

A COMPREHENSION

1. Answer the following questions. (These questions are for oral work.)

- She is at home, in her rocking chair, rocking to and fro. She is thinking about having a nap.
- Creak, squeak, creak, squeak!
- Pupils can suggest what they like:
bang, boom, crack, swish, scrape, screech, howl, hiss, growl, rumble, thunder, squawk, whine, echo, etc. Suggest various animals or actions and get the pupils to suggest the noises that are produced.
- They are being cheeky and have decided to worry her with silly questions. They find her and the sound of the rocking chair very amusing.
- They start by asking her for a sensible suggestion of what they might do to stop being bored. They end by asking whether she can dance, fly, jump over the moon, or ride a bicycle.
- She tells them they can do lots of things: they can do anything, write, read, play, sing, or dance.
- Grandma tells them to go outside.

Challenge: Encourage pupils to share stories about their older relatives. Prompt them for details about how they are similar or different to them.

B WORKING WITH WORDS

1. Talk about the pictures given below. Who is doing what?

Arif is catching a fish. The girls are playing (in a garden). Parveen is reading a book. Mother is calling someone to talk to them. Seema is buying a pair of shoes. Mr Khan is driving a jeep.

2. Look at the pictures again. Give short answers.

- Yes, he is.
- No, they are not.
- No, she is not.
- No, he is not. (It is a jeep!)

Ask other questions to elicit yes/no answers. Practise the singular and the plural forms.

C LEARNING ABOUT LANGUAGE

Use your own examples to show that things and people have names. You do not need to use the word 'noun', you may use 'word for a thing or a person'.

Words can be written on the blackboard, and you can ask the pupils to tell you which words are names of people or names of things. Note that the names of people (and places) start with a capital letter.

- Find nouns in the story you have just read.
- Find nouns in an unseen passage.

1. Find naming words of people in the following.

- a. Ahmed and Majid b. Sam c. Sam, Ahmed, and Majid
d. Sam and Mr Khalid e. Mr Khalid, Ahmed, and Majid

D LISTENING AND SPEAKING

Phonic practice with: *all, ell, ill, and ull*. Pupils can be encouraged to think of other words and make a list. (See below.)

1. Read the lists of words given below and repeat them aloud. Note the vowel sounds.

Which words can go in the list?

all	tell	ill	pull
fall	well	pill	bull
call	bell	till	full
tall	fell	will	...

2. Look at the words in the box given below. Which words can go in the lists above? Which words cannot go in the lists? (Take care! Note the vowel sounds.)

Words that cannot go in the lists: heel dull balloon feel mile

Do not forget to drill other phonic sounds as well.

Vowel digraphs ai, ay, ar, ea (leaf), ea (head) and ew, ee, oo (school), oo (book), oi

Vowel consonant: oy, oa, ou, ow (gown), ow (slow)

digraphs or, an, aw, er, ur, ir

Here are some consonant blends for your future reference:

br	cr	dr	fr	gr	pr	tr	bl	cl	fl	gl
pl	sl	dw	sw	tw	sm	sn	sp	sk	sc	st
-nk	-ng	-nt	-ft							

Here are some consonant digraphs:

th (thin) th (then) sh ch wh ph

Do not attempt to cover all these sounds in one class. Some pupils may have difficulty with particular blends; drill when necessary and give additional work to those who require it. It is a good idea to have sets of cards in the classroom with words belonging to each group listed above, e.g. pl—please, plum, plop, plant, pluck, plane, plug, etc. These reading cards could be used for additional reading practice.

E ACTIVITY

1. Do you know the names of other things that people sit on? Here are four things that people sit on. What are they? The letters are not in the correct order.

- a. chair b. sofa c. stool d. bench

- Pupils might like to make up anagrams of their own names as well as other things we can sit on. cushion, high chair, settee, swing, bicycle, horse!

2. Draw pictures of all the things above. Can you add other things to the list?

Help pupils come up with things to add. Share their pictures with the class.

Workbook: pages 25–28

A CAN YOU FLY, GRANDMA?

1. Ask questions like the ones below.

Pupils to come up with questions.

2. Answer these questions.

- No, cats cannot fly.
- Yes, a woman can sing.
- Yes, girls can run.
- Yes, a dog can jump.
- Yes, a boy can dance.

3. Fill in the blanks with can or cannot.

- a. can b. can c. cannot d. cannot e. can

B NAMING WORDS: PEOPLE AND THINGS

1. Talk about the pictures. Read the names.

Use the structures in oral work first. Ask questions.

Who is near the hut? Who is sitting near the hut? Where is Mrs Shah? Who is under the van? Where is the bird? etc.

Use: near in on under

Write the following lists on the blackboard:

Saima, Rish, Flash, Mr Shah, Amir, Mrs Shah

bird, branch, tree, hut, van, road

Point out to the pupils that the first list contains names (proper nouns). The second contains things (common nouns).

2. Colour the picture.

Pupils may colour the picture and then write the questions and answers in their notebooks.

C MORE PREPOSITIONS.

1. Answer the questions about the picture on page 26. Use the words in the boxes.

Mr Shah is (sitting) near the hut.

Aamir is (standing) under the tree.

Rish (the white cat) is on (the roof) of the van.

The van is on the road.

Saima is in the van.

The bird is on a branch.

Mrs Shah is in the hut.

Flash (the black dog) is under the van.

D SOUNDS FINE

Rhyming can help greatly with spelling and decoding longer words. Note that not all words that rhyme follow the same spelling pattern. E.g. hair, bear, there, bare.

1. Read the words. Fill in the blanks.

cat sounds like rat

2. Match the pairs. Add a new word.

Pupils should try to find other matching words on their own. The picture clues will give them the first word. Can they think of other words to add to the rhyming words on the page? Who can find the most rhyming words? Discuss the results and let others know what various pupils have come up with.

- | | |
|----------------|----------------------------------------------------------|
| a. tall/call | ball, hall, mall, Paul, shawl, bawl, stall, crawl, ... |
| b. red/fed | bed, head, lead, said, dead, shed, ... |
| c. dish/wish | fish, swish, ... |
| d. make/take | snake, cake, lake, rake, shake, bake, steak, stake, ... |
| e. took/look | book, cook, brook, shook, crook, rook, ... |
| f. school/fool | stool, rule, cool, pool, tool, ... |
| g. nose/goes | rose, toes, lows, shows, crows, knows, flows, those, ... |

Lesson Plans

For detailed suggestions, refer to pages 29–32.

LESSON 1

Textbook Time: 40 min

Aims

- To improve vocabulary
- To read and discuss a story
- To check comprehension skills

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

LESSON 2

Textbook Time: 40 min

Aims

- To develop language
- To be able to write simple answers
- To introduce 'nouns'

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

LESSON 3

Textbook Time: 40 min

Aims

- To practise phonic sounds with: *all*, *-ell*, *ill*, and *-ull*
- To improve spelling
- To be able to write simple sentences

Task	Time
1. Recap concepts taught in the last two classes.	5 min
2. Attempt Exercise D.	15 min
3. Attempt Exercise E.	20 min

LESSON 4

Workbook Time: 40 min

Aims

- To learn the language structure: naming words (nouns)
- To introduce common and proper nouns
- To use prepositions *near*, *in*, *on*, *under*

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

LESSON 5

Workbook Time: 40 min

Aims

- To improve listening and speaking skills
- To develop spelling skills
- To develop understanding of rhyme

Task	Time
1. Attempt Exercise C.	10 min
2. Attempt Exercise D.	15 min
3. Recap the concepts covered in the unit.	15 min.

Cat in a Hat

The poem is in the form of a dialogue so, perhaps, pupils can read it aloud in pairs. Note the use of exclamation marks; surprise must be shown while reading these exclamations. The questions show incredulity because the speaker is genuinely surprised and perplexed. Bring this out in the reading.

Note the use of 'going to' ... and the use of the infinitive *to get, to sit, to find*.

Some oral work drilling these structures will not go amiss.

Suggestions and answers

A UNDERSTANDING THE POEM

1. Talk about the following with your teacher and then write the answers.

- To get a hat.
- Yes. We can tell because of the exclamations and questions, and the tone of the statements.
- The dog is going to town, to sit on a log.
- Pupils will give their own answers. Let them have their say.

B WORKING WITH WORDS

This is designed to encourage pupils to learn about rhyming, to search for words, and to be creative.

1. Try to add some lines to the poem.

E.g. Where are you going my little kitten? I am going to town. I hope I'm not bitten!

Where are you going my little calf? I'm going to town, to have a laugh! etc.

2. Here are some animals. Can you think of rhyming words for the animals?

All the animals have a rhyming pair illustrated.

fox/box, rat/ mat, bear/chair, sparrow/arrow, snake/cake, hen/pen, fish/dish

The creativity comes when pupils try to think of what these animals are going to do in town (with the rhyming object): sit on it? buy it? eat it?

E.g. Where are you going,

My little bear?

I am going to town,

To sit on a chair.

But what about *to buy, to rock on, to paint, to sell, to order, to make, to break, to find a chair*? Pupils can use any infinitive (with 'to').

3. Find the correct words. The letters are jumbled.

All these words are known to the pupils. Explain a few words on the blackboard, spread out the letters and write them in a different order e.g. t-b-a. Can you make a word from these letters? tba? abt? bta? atb? tab? bat?

Now go on to work on the Exercise in the Textbook.

- | | | | | |
|------------------------|------------------------|------------------------|--------------------------|--------------------------------|
| a. sten
<i>nest</i> | d. koob
<i>book</i> | g. nep
<i>pen</i> | j. tra
<i>rat/art</i> | m. keans
<i>snake</i> |
| b. kay
<i>yak</i> | e. nit
<i>tin</i> | h. stev
<i>vest</i> | k. peje
<i>jeep</i> | n. wonwid
<i>window</i> |
| c. tike
<i>kite</i> | f. ozo
<i>zoo</i> | i. tma
<i>mat</i> | l. nam
<i>man</i> | o. arumbell
<i>umbrella</i> |

C ACTIVITY

1. **Make some puzzles of your own like those in Exercise B.3. Ask a friend to find out what the words are.**

Explain that the letters of the words must be jumbled.

Pupils can make up their own anagrams of these and other words.

- Can all the anagrams be solved? Who can make one up that no one else can solve?

Workbook: pages 29–31

A A MOUSE AND A HOUSE

Join the pairs.

ball/fall fill/pill meat/seat hot/pot lick/pick log/dog tin/pin

Give the pupils other words and ask them to find rhyming words.

B A NOUN CROSSWORD

Look at the pictures. Fill in the crossword.

- | | | | |
|---------|----------|---------|---------|
| 1. rat | 2. table | 3. lamp | 4. man |
| 5. nest | 6. tap | 7. axe | 8. tree |

- Provide other simple crosswords. Allow pupils to do them on their own. Get the pupils to make up simple crosswords of their own.

C YES OR NO?

Make up questions. Use the words in the circle on the right.

Oral work with questions beginning with 'Is ...?' and 'Are ...?'

- | | |
|-----------------------------------------|------------------------------------------|
| a. Is the boy standing? No, he is not. | b. Is the cow running? No, it is not. |
| c. Are the birds flying? Yes, they are. | d. Are the men eating? Yes, they are. |
| e. Is the cat swimming? No, it is not. | f. Are the girls reading? Yes, they are. |

Lesson Plans

For detailed suggestions, refer to pages 35–36.

LESSON 1

Textbook Time: 40 min

Aims

- To read and discuss the poem
- To check comprehension skills

Task	Time
1. Reading of the poem and understanding of the difficult words.	20 min
2. Attempt Exercise A.	20 min

LESSON 2

Textbook Time: 40 min

Aims

- To stimulate the children to think and be creative
- To use some rhyming words
- To increase vocabulary

Task	Time
1. Attempt Exercise B.1.	20 min
2. Continue with Question 2 of the same exercise.	20 min

LESSON 3

Textbook Time: 40 min

Aims

- To improve spelling
- To increase vocabulary

Task	Time
1. Revise the concepts taught in the previous classes.	5 min
2. Continue with Exercise B.3.	15 min
3. Attempt Exercise C.1. Unfinished work can be given as homework.	20 min

LESSON 4

Workbook Time: 40 min

Aims

- To use rhyming words
- To improve vocabulary and spelling
- To solve a simple crossword puzzle

Task	Time
1. Attempt Exercise A.	15 min
2. Attempt Exercise B. Unfinished work can be completed in the next lesson or be given as homework.	25 min

LESSON 5

Workbook Time: 40 min

Aims

- To improve speaking skills
- To be able to ask simple questions using 'is and are'

Task	Time
1. Complete any incomplete work from the previous lesson.	15 min
2. Attempt Exercise C.	15 min
3. Recap everything covered in the unit.	10 min

An entertaining story with lots of repetition. Be sure to read it with expression, especially when the characters shout, 'Move that cow!' Talk about journeys the pupils have taken; funny or strange things that have happened on journeys; incidents that have delayed them...etc. The simple, peaceful solution to the problem of how to move the cow is a good example of the power of gentle persuasion! You can ask the pupils about situations where being nice is better than being loud, angry or threatening!

The story contains a number of prepositions, along with the usage of the simple present and present continuous tenses.

While reading: Accept any suitable answer. For example: shouting, pushing it...

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

Talk about the questions first and then let the pupils answer them.

- To Lahore
- The Shalimar gardens - a quiet, peaceful, beautiful place.
- The bus stops because a cow is blocking the road.
- The people (get out of the bus and) shout at the cow.
- Mrs Ali waves her umbrella.
- The driver claps his hands.
- Sahir makes the cow move by offering it some grass/food.

Challenge: Allow a little time in lesson 2 or 3 for anyone who has done the research to share their findings.

B WORKING WITH WORDS

Write short answers for these questions.

- ten
 - near the bus
 - in his seat
 - an umbrella
- yes, very fast
 - sleeping and dreaming about Shalimar gardens
 - in the road
 - no

C LEARNING ABOUT LANGUAGE

1. Read the following:

Help pupils with the pronunciation of difficult words.

2. Find naming words in the following sentences.

- The **tree** is near the **house**.

- b. The **dog** is near the **tree**.
- c. The **cat** is on the **branch**.
- d. Where is the **bird**?

D LISTENING AND SPEAKING

1. Read the words. Say the sounds aloud.

<i>sh</i>	<i>ck</i>	<i>st</i>	<i>th</i>
dish	lock	nest	with
splash	lick	pest	moth
wash	lack	best	cloth
<i>fish</i>	<i>sack</i>	<i>vest</i>	<i>tooth</i>

2. Add these to the given lists.

See above.

E ACTIVITY

Talk about the people in the picture. Who are they? (the conductor, Mrs Ali, Sahir and the cow) How do we know? Where were they going? What did they do in the story?

Then talk about what could they be saying. Collect a few different possible answers from the pupils. Let them choose the suggestions they like best when they fill in the speech bubbles. Some possible options:

The conductor: Thank you!; That was a good idea!; The bus will be on time now/will not be late now etc

Mrs Ali: As above but also: Using grass was much better than waving my umbrella; You are clever! etc

Sahir: That's OK; Cows like grass; Where are you going? etc.

Cow: Moo! Yum yum! Munch munch! etc.

Workbook: pages 32–33

A MRS ALI'S UMBRELLA

Talk about the pictures.

Try to involve all the pupils in the discussion. Some will need to be asked simple questions but others will be able to tell you things about the picture. It is important to develop their confidence in giving oral responses. Some questions you can ask: What can we see in this picture? Who is in the picture? Where is ...? What colour is ...? What is ... carrying/wearing/doing/holding/next to/in front of? etc. Use the present tense.

B WHOSE IS IT?

Write two sentences about each picture below.

Pupils will write their own sentences. Use the examples in the book. Talk about the use of the apostrophe in the examples. Bring their attention to the use of it/they for single/multiple items. Talk about the items before they begin writing: shirt, dog, pen, books, frog/pet/box, bag.

C PEOPLE AND THINGS

1. **Mark the words. Put a circle round the words naming things and underline the words naming people.**

Things: book, lamp, school, cup, dog, pencil, boy

People: point out that all the people's names begin with a capital letter.

2. **Read this, then write words in the lists.**

Things: house, windows, doors, car, cycle, books, kite

People: Sam, Jill, Mr Peter, Mrs Peter, Alan

Lesson Plans

For detailed suggestions, refer to pages 39–41.

LESSON 1

Textbook Time: 40 min

Aims

- To improve vocabulary
- To read and discuss a story
- To check comprehension skills

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

LESSON 2

Textbook Time: 40 min

Aims

- To develop language
- To be able to write simple answers
- To introduce 'nouns'

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

LESSON 3

Textbook Time: 40 min

Aims

- To practice phonic sounds with: sh, -ck, st, and th
- To improve spelling
- To be able to think creatively and write simple sentences

Task	Time
1. Recap concepts taught in the last two classes.	5 min
2. Attempt Exercise D.	15 min
3. Attempt Exercise E.	20 min

LESSON 4

Workbook Time: 40 min

Aims

- To improve speaking skills
- To improve vocabulary and spelling
- To write simple sentences and use apostrophes

Task	Time
1. Attempt Exercise A.	15 min
2. Attempt Exercise B. Unfinished work can be completed in the next lesson or be given as homework.	25 min

LESSON 5

Workbook Time: 40 min

Aims

- To improve understanding of naming words for people and things
- To be able to ask simple questions using 'is and are'

Task	Time
1. Any incomplete work from the previous lesson to be completed.	10 min
2. Attempt Exercise C.1. and C.2.	20 min
3. Recap everything covered in the unit.	10 min

The Earth is Round

This poem contains speech and animal sounds as well as some new vocabulary. A good opportunity to talk about kindness and good manners. Plenty of examples of naming words are given in the poem so it would be a good idea to talk about these too.

Please note the use of the apostrophe of omission – you do not need to teach this now but give a simple explanation if you need to (it indicates that a letter is missing).

A UNDERSTANDING THE POEM

1. Talk about the following with your teacher and then write the answers.

- a. The dog is kind. He offers the frog a ride for free. Pupils will give their own answers about whether they are kind. Get them to give examples of when they have been kind.
- b. The Earth is round. We know this because we have images taken by astronauts and satellites. Before satellites and space ships were invented mathematicians, astronomers, and scientists had worked out ways to prove that the Earth was round. Talk about why some people might have believed that the Earth was flat. You can use the example of a tiny ant on a huge beach ball or melon – would the surface seem flat or round to the ant?

2. Answer the following questions.

- a. On a log
- b. Yes, it is shaggy (it has long, thick fur)
- c. No, the frog rides on the back of the dog
- d. A whole day

B WORKING WITH WORDS

1. Find words with the opposite meaning in the poem.

- a. come/go b. sad/happy c. always/never d. near/far e. night/day

2. Make sentences using the words given above and the words you have found.

Pupils will make up their own sentences. Check that they are correct.

C LEARNING ABOUT LANGUAGE

Find five naming words for things and two naming words for people.

Naming words for people – Mrs Shahid, Mr Shahid (Bubbles is not a person!)

Naming words for things: cat (twice), dog, milk, ball

D ACTIVITY

1. **Work in pairs. One of you speak the part of the dog, the other the frog. What will you say to each other?**

Pupils will work in pairs. Before they begin, talk about some of the things the dog and the frog might say to each other as they go around the world. Encourage them to be creative when they talk to each other as the frog and the dog. After they have done Exercise 1, collect some of the ideas they came up with to help them prepare for Exercise 2.

2. **Can you add some more sentences to your conversation?**

Write some examples on the board.

Workbook: pages 34–36

A WORD GAME

1. **Make words from the letters in the box. The pictures will help you.**

You may set this as a competition. Who can make the most words? The rules may be changed, if you wish. You can tell the pupils to use the letter in the center in each word. No letters must be repeated e.g. in 1, pupils cannot write the word 'happen' because there is only one 'p' in the grid.

Here are some words that the pupils might write:

- a. ant, asp, eat, eel, elephant, halt, has, haste, hasten, hat, heal, heap, heat, heel, help, hen, last, late, lean, leap, lent, let, neat, net, pale, pane, pant, past, paste, pea, peal, peel, pelt, pet, petal, plan, plant, please, sat, sea, seal, see, seen, seep, sent, set, slant, slap, sleep, slept, snap, spat, steal, steel, steep, tan, tap, tape, tea, tee, ten.
- b. agile, air, angel, angle, are, argue, as, ear, earl, earn, gain, gale, gas, gear, girl, glue, gnarl, gnu, grin, gun, in, is, isle, lair, lane, lean, liar, line, lug, lung, lure, nail, near, rage, rail, rain, raise, ran, rang, real, ring, rise, rug, rule, run, sail, sane, sang, sign, sin, sing, single, singular, sir, slug, slung, snag, snail, sun, urge, urn, us, use.

B WORD SEARCH

1. **Find small words in these long words.**

Other words within the words are given in brackets.

- | | |
|----------------------------------|---------------------------------------|
| a. cannot: can, not, (a, an, no) | b. today: to, day, (a) |
| c. cupboard: cup, board, (a, up) | d. football: foot, ball, (a, all) |
| e. bedroom: bed, room, (be) | f. outside: out, side, (l) |
| g. postman: post, man, (a, an) | h. nothing: no, thing, (not, thin, l) |

C BODY QUIZ

Name the parts of the body.

Pupils should point to and say the words for the relevant parts of the body. They may write the words next to the appropriate parts shown in the picture.

Lesson Plans

For detailed suggestions, refer to pages 43–44.

LESSON 1

Textbook Time: 40 min

Aims

- To improve language skills
- To improve thinking skills
- To improve vocabulary

Task	Time
1. Read, understand, and discuss the text.	20 min
2. Attempt Exercises A. and B. The writing task can be given for homework if it is not finished in class.	20 min

LESSON 2

Textbook Time: 40 min

Aims

- To improve understanding of naming words for people and things
- To practise speaking and listening skills

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

LESSON 3

Workbook Time: 40 min

Aims

- To improve vocabulary
- To improve spelling

Task	Time
1. Attempt Exercise A. If the pupils are unable to complete the task in class, it can be continued as homework.	25 min
2. Exercise B can be introduced and then completed in the next lesson.	15 min

LESSON 4

Workbook Time: 40 min

Aims

- To introduce some compound words
- To improve spelling
- To improve thinking skills
- To be able to name all body parts

Task	Time
1. Complete Exercise B from the previous lesson. The pupils will need help to look for more words than the obvious ones.	20 min
2. Complete Exercise C.	15 min
3. Recap of the unit.	5 min

Test—1

Workbook: pages 37–41

The test covers textbook and workbook units 1–5.

A READING

Read the story below.

Points to note:

Is the pupil reading fluently and managing to read all the words?

Are there some words which the student has difficulty with? Which ones?

Is the pupil pausing after full stops and commas?

Is the pupil reading with expression, e.g. 'Help me! Help me!' shouts Majid.

Does the pupil seem to understand what is being read?

B COMPREHENSION

1. Answer the following questions about the story.

Pupils may use their own words if they like, rather than the exact words in the passage. Make sure all answers are written in full sentences.

- a. The friends go to the park.
- b. No, it is not raining on Monday.
- c. Ali is angry at Majid because Majid got Ali's shirt dirty when he fell in the mud.
- d. Majid hurts his leg and cannot swim.
- e. Ali helps Majid by pulling him out of the water and taking him home.
- f. Majid is working hard on Monday evening. He is cutting words into a stone.
- g. i. Majid writes these words in the sand.
ii. Majid.
- h. Pupils will have their own opinions.

C QUIZ

1. Answer the questions about the people and things in your textbook.

- a. Mrs Ali/Anwar
- b. The cat
- c. Maryam
- d. The children: John, Sara, Tom and Jill.
- e. Eleven (including the driver and the conductor)

D WORKING WITH WORDS

1. Fill in the missing letters and words for the days of the week.

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

2. Write these numbers correctly.

NINE

TWO

EIGHT

ONE

FOUR

3. Circle the five vowels.

A E I O U

4. Write a word beginning with each vowel.

Pupils will choose their own words, make sure the spelling is correct, and that the words do begin with a vowel.

E LANGUAGE

1. Give short answers.

a. Yes, they are.

b. No, she is not.

2. Read the words below. Underline five words for actions (verbs). Circle five naming words (nouns).

Verbs: running, says, do, coming, see

Nouns: tree, river, horse, wheel, road

(Not in either list: no, this, and, big, high)

F WRITING

1. Write these sentences in the correct order.

Correct order:

This is Imran.

He is a boy.

His father is a carpenter.

His name is Mr Tahir.

Mr Tahir is a man.

Lesson Plans

For detailed suggestions, refer to pages 47–48.

LESSON 1

Workbook Time: 40 min

Aims

- To revise the previous 5 units
- To assess the reading and expression
- To assess comprehension skills
- To assess the ability to write simple sentences

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

LESSON 2

Workbook Time: 40 min

Aims

- To recap characters from the previous 5 units
- To assess how well the concepts taught in the previous units have been understood

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

LESSON 3

Workbook Time: 40 min

Aims

- To test answers in simple short sentences
- To check if verbs and nouns have been understood
- To test correct sequencing of sentences

Task	Time
1. Attempt Exercise E.	15 min
2. Attempt Exercise F.	25 min

This is an entertaining story about a clever father and a lucky rescue. Use this opportunity to talk about technology and how we use it. The story does NOT mention that Sheba is a cat. This information has to be inferred from the context so this is a good opportunity to demonstrate that skill. Ask questions while reading.

While Reading: Let pupils share their knowledge and ideas. Ask them to find out more at home and let pupils who do some research to share their findings with the class.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

Pupils can talk about the answers; let them give as much additional information as they like, but make sure the main question is answered. If pupils are going to write the answers, then tell them to answer the question directly.

- Wasif's Dad is clever because he makes lots of useful things in his workshop.
- Dad made a drone.
- A drone can fly, it can take photos and it can take a video.
- Wasif shouted, 'Stop!' because he saw Sheba, his cat.
- Sheba was stuck in a tree.
- Wasif thought that the drone was a great machine.

Challenge: Let pupils share their stories and ideas. Encourage their ideas about what a drone does before telling them yourself.

B WORKING WITH WORDS

1. Put these words in the correct order. Write the sentences in your notebook.

Check that they have put these words in the correct order. Talk about them first and get them to think about what will help them: looking for capital letters; saying the sentence out loud to see if it sounds correct, and so on.

- Wasif's Dad is very clever.
- I will bring my cell phone.
- Dad pressed some numbers.
- I can see Sheba on a branch.

2. Use these words in sentences.

Pupils can use the words in sentences. Remind them to begin with a capital letter and end with the correct punctuation mark.

C LEARNING ABOUT LANGUAGE

Read this sentence.

Explain with reference to the information given. Write other sentences on the blackboard, point to a feature (e.g. a full stop, a capital letter) and ask individual pupils to explain why these are there.

Write correct sentences in your notebook using capital letters and full stops. Start each sentence on a new line.

Mr Ali goes to the bank. Mrs Ali works in Lahore. Salman likes playing football. Sana writes long stories. Tariq lives in New York.

You may explain about New York, Lahore (cities), and that a bank is any bank, but if it is named (State Bank of Pakistan) then capitals are used.

D LISTENING AND SPEAKING

1. Listen and repeat the words.

Pupils should read the words aloud. Explain that the final e is silent, but it makes the preceding vowel 'say its name' i.e. the phonic sound 'ah' becomes 'ay'.

mat	not	kit	pin
mate	note	kite	pine
hat	rob	fin	sit
hate	robe	fine	site

2. Can you think of words to add to the lists above?

mad	hop	bit	pip
made	hope	bite	pipe

3. What do the words become when you add 'e' at the end?

Try other words (and non-words!) too, for reading practice e.g. rat/rate, hat/hate, pat/pate.

4. Work in pairs. Tell your friend what you do every day. Then let your friend tell you what he/she does every day.

Note that the simple present tense is to be used in the first person singular. (I go, I eat, I take...etc.)

Perhaps you might start this exercise off by telling the pupils what you do every day.

I wake up at six o' clock. I brush my teeth and have a shower. I sit down to eat my breakfast. I do my homework. I walk to the bus stop. I wait for the bus. etc.

Keep the sentences simple. Use the simple present tense. The simple present tense is used to show habitual action.

Be sure to demonstrate the simple present tense. Don't forget to ask questions as you go along. Note the change in the verb when it is used in a question. You can use Wasif's Dad as an example.

E.g. He *goes* to his workshop every day. He *does* this every day. He *makes* chairs.

What does he *do* every day? Where does he *go* every day? What does he *make*?

Encourage the pupils to use other verbs too. Let them speak as naturally as possible, and do not interrupt their flow of speech. If possible, let them work as a class group and then in pairs. Listen in on some of the conversations and offer encouragement.

E ACTIVITY

What does your father do every day? What does your mother do every day?

Pupils can make a short list of activities in note form. The activities should relate to a profession or one or more jobs that the parent does every day.

When they have thought about this for a few minutes, get them to mime the actions. The others in class can watch and raise their hands when they have an idea of what is being mimed.

Note that the simple present tense is to be used in the second person, singular. (He makes, She works, He builds... etc.)

Workbook: pages 42–44

A A STORY ABOUT FAISAL

1. Look at the pictures. Tell the story.

Ask lots of questions. What is Faisal doing? Who is he meeting? What is happening?

Use the present continuous tense.

Faisal is walking. Faisal is carrying a bag. Faisal is meeting a man. The man is carrying a cage...

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

Talk about the sentences first.

- a. Faisal is going to the market.
- b. He is talking to a man.
- c. He is buying a bird in a cage.
- d. The bird is jumping up and down.
- e. Faisal is opening the cage door.
- f. The bird is flying away.

B WHAT FAISAL DID

1. Look at page 42. Write six sentences about what Faisal did yesterday. Use the words in the box below.

Again, another contrast between the simple past tense and the simple present tense.

- a. Yesterday, Faisal went to the market.
- b. He talked to a man.
- c. He bought a bird in a cage.
- d. The bird jumped up and down.
- e. Faisal opened the cage door.
- f. The bird flew away.

C PUNCTUATION

1. Rewrite the following lines. Use capital letters and full stops.

Naeem and Sara live in Karachi. They have two children. They are called Ali and Mairah. Flash is their dog.

Lesson Plans

For detailed suggestion, refer to pages 50–52.

LESSON 1

Textbook Time: 40 min

Aims

- To read and discuss a story
- To develop comprehension skills

Task	Time
1. Reading and discussion of the text.	20 min
2. Attempt Exercise A. Written work can be given as homework.	20 min

LESSON 2

Textbook Time: 40 min

Aims

- To learn about language structure—nouns, capital letters, full stops

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

LESSON 3

Textbook Time: 40 min

Aims

- To improve listening and speaking skills
- To point out the change of sound of the vowel when an 'e' is added at the end of a word

Task	Time
1. Exercise D.1., D.2., and D.3. can be combined.	20 min
2. Exercise D.4. to be worked in pairs.	20 min

LESSON 4

Textbook Time: 40 min

Aims

- To improve listening and speaking skills
- To improve vocabulary
- To encourage creativity

Task	Time
1. Recap concepts taught in the unit so far.	10 min
2. Discuss the task in Exercise E. Each pupil should be given the opportunity to participate.	20 min
3. Begin discussing Workbook A.1.	10 min

LESSON 5

Workbook Time: 40 min

Aims

- To practice the present continuous tense
- To compare the past tense with the present tense
- To make sentences in the past tense
- To revise capital letters and full stops

Task	Time
1. Exercise A.1. (recap).	10 min
2. Attempt Exercise A.2.	15 min
3. Start with Exercise B. Any incomplete work can be given as homework. Set Exercise C as homework.	15 min

Sun and Moon

Read the poem a few times and allow the pupils to read it aloud. Discuss the words used and get the pupils to use these words in sentences of their own. (high, bright, lantern, shine, beneath, blow, etc.)

Other questions to ask: What other things shine brightly? What can we see in the sky? What else is lovely?

Try other comparisons: bright as ...? clear as ...?

Suggestions and answers

A UNDERSTANDING THE POEM

1. Talk about the following with your teacher and then write the answers.

- a. The moon
- b. The sun
- c. God
- d. Nobody can blow them out. Discuss the 'why' part.

B LEARNING ABOUT LANGUAGE

1. Read the sentences and turn them into questions. Write them in your notebook.

This is a revision exercise. Practise sentences with *can* and *cannot*.

- a. Can you blow them out?
- b. Can a farmer plough a field?
- c. Can a tiger catch a deer?
- d. Can a horse sing?

Practise with other examples.

C ACTIVITY

1. Match the words in Column A to their opposites in Column B.

All these are adjectives. You may use some of them in sentences: ... *as high as ... not as bright as ...*

high/low good/bad bright/dull up/down big/small far/near

2. Work with a friend and try to make up some pairs of your own. They can be things that are the same as each other or things that are opposites.

They can be things that are the same as each other or things that are opposites.

Pupils should try to do this on their own. When they have thought about it, discuss (and write up on the blackboard) some of their suggestions of pairs. Your help will be required. Make a list for similar and opposite. Some suggestions:

The same:	bright/shiny	big/strong	easy/simple	hot/burning
wet/soaked	dark/gloomy/dull	weak/helpless	quiet/silent	
Not the same:	short/tall	good/bad	big/small	odd/even
near/far	high/low	noisy/quiet	rough/smooth	

Workbook: pages 45–46

A GOOD AND BAD: OPPOSITES

1. Use these describing words in sentences of your own. Tell them to your teacher.

Pupils will make up sentences of their own. They can write them down or say them. Note that these are describing words (adjectives). They describe nouns. Use them in sentences and encourage the pupils to make up sentences of their own.

More describing words: angry, able, burning, costly, famous, sly, comfortable, thoughtful, rough, shallow, helpful, distant, colourful, shady, enormous, frightening, nasty, tasty, happy, tearful, poor, timid, shy, etc.

B DESCRIBING WORDS

1. Write sentences like the one below.

Pupils may need some help with spelling the nouns.

- | | | | |
|----------------|--------------------|----------------------------|---------------------|
| a. a thin cat | b. a new car | c. a beautiful/pretty girl | d. a tall tree |
| e. a wide road | f. a light feather | g. an old man | h. a heavy elephant |

C CAN YOU FLY TO THE MOON?

1. Ask questions like the ones below. (Oral work)

Can an elephant fly? No, it cannot.

Can a boy ride a cycle? Yes, he can.

- Use other pictures so that the pupils can think of relevant questions beginning with 'Can'.
- Make sure questions are asked about males/females, one/more than one person.

2. Answer these questions.

- | | |
|----------------------|------------------------------------------------------------------|
| a. Can cats fly? | No, they cannot (unless they are being carried in an aeroplane). |
| b. Can a woman sing? | Yes, she can. |
| c. Can a girl run? | Yes, she can. |
| d. Can a dog jump? | Yes, it can. |
| e. Can a boy dance? | Yes, he can. |

3. Fill in the blanks with can or cannot.

- | | | | | |
|--------|--------|-----------|-----------|--------|
| a. can | b. can | c. cannot | d. cannot | e. can |
|--------|--------|-----------|-----------|--------|

Lesson Plans

For detailed suggestions, refer to pages 55–56.

LESSON 1

Textbook Time: 40 min

Aims

- To recognize rhyming words
- To introduce comparisons: 'moon—silver', 'sun—gold'
- To read the poem with expression

Task	Time
1. Reading and understanding of the difficult words. A lot of comparison has been used in the poem. These should be explained clearly.	20 min
2. Attempt Exercise A. These may already have been discussed during the explanation. You can add more questions if required.	20 min

LESSON 2

Textbook Time: 40 min

Aims

- To revise questions beginning with 'can' and 'cannot'
- To introduce opposites

Task	Time
1. Attempt Exercise B. The questions should be discussed orally and then they should be written in the notebook.	20 min
2. Attempt Exercise C.	20 min

LESSON 3

Workbook Time: 40 min

Aims

- To improve listening and speaking skills
- To be able to answer using 'can' and 'cannot'

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

LESSON 4

Workbook Time: 40 min

Aims

- To introduce adjectives
- To be able to write simple sentences using adjectives and nouns

Task	Time
1. Recap concepts from the previous two classes.	10 min
2. Begin with Exercise C.1.	10 min
3. Continue with Exercises C.2. and C.3.	20 min

Can the pupils work out a dialogue from the text, and act out the story?

While Reading: The cakes did not belong to the fox and the wolf so they should not have taken them.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- The fox was clever. He knew that the greedy wolf would get stuck. He tricked the wolf.
- The wolf was greedy. He took more cakes than he needed.
- The greedy wolf could not get through the small window because he ate lots of cakes and became too fat to fit through the window,
- The wolf wanted to eat the fox because he was hungry.
- We learn that we should not be greedy.

2. Complete the sentences. They should use words from the story. Use the words from the story.

In d. and e. the pupils need to use more than one word.

- The fox was **frightened** of the wolf.
- The fox **took** the wolf to an old house.
- The woman was **putting** cakes on a shelf.
- The woman went out **of the kitchen**.
- The fox jumped **through the small window**.

Challenge: Give the students a few minutes to come up with their endings. Then let them share their ideas with the rest of the class.

B WORKING WITH WORDS

Match the words in Column A with the opposite meaning in Column B.

sitting/standing inside/outside asleep/awake more/less dirty/clean

C LEARNING ABOUT LANGUAGE

Asking Questions

1. Change the following into questions.

- Did the wolf jump through the door?
- Did the woman make some cakes?
- Did the boy write a letter?
- Did the girl read a book?

2. Make questions out of these sentences.

- a. Does Mr Salman collect the money?
- b. Does Mr Chips go to his workshop?
- c. Does Mrs Smith live near the bank?
- d. Does Mr Rehan make tables?

Pronouns

Use *he, she, it, or they* in these sentences.

- a. he
- b. they
- c. she

D LISTENING AND SPEAKING

Work in pairs. Listen carefully to the words below. Then choose one list and say the pairs of words aloud to a friend. Your friend must write the words down as you speak them. Has your friend written all the words correctly?

This pronunciation exercise uses words beginning with sh and s. Check for correct pronunciation and spelling but allow time for practise.

E ACTIVITY

The sentence below contains all the letters of the English alphabet. Check it and see!

Can you make a sentence of your own which also contains all the letters of the alphabet?

The example has 35 letters in it. They are likely to come up with examples that have quite a few more letters in them. Check that all the letters of the alphabet have been used. You could spend a little time coming up with a list of words that use 'qu' and 'x' before beginning.

Workbook: pages 47–51

Revision of work on tenses done in the textbook. Pupils should be able to do this on their own using the explanations at the top of the page to guide them.

A EVERY DAY, NOW, AND YESTERDAY

Every day: The clever crow *sits* in a tree. He *flies* in the air. He *looks* for water.

Yesterday: The clever crow *found* a small stone. He *picked* it up with his beak. He *put* it into the pitcher. The crow *worked* hard all morning. He *dropped* lots of small stones into the pitcher. At last the water *came* to the top.

Now: The clever crow *is sitting* on a log. He *is looking* at the jug. He *is flapping* his wings. He is happy.

- When the pupils have finished, they can work on some other verbs.

B THE AHMED FAMILY

This page revises family relationships. Some explanation may be necessary for husband/wife. The pupils should be familiar with the other words. Get them to talk about the members of their own families.

Practise the spelling.

1. Talk about the pictures. Use the words in the box.

First get the pupils to describe the people: *Abid is a boy. He is young. He has curly hair. He is wearing ... etc.*

The sentences can be changed to use 'his' and 'her'. *This is Abid. His hair is curly. His father is Mr Ahmed etc.*

Then ask questions about relationships: *Who is the father? Who is the mother? What is Mr Ahmed's son called? Who is Ambar's brother? Is her father's name Salim?* etc. Use all the vocabulary.

2. Fill in the blanks.

Pupils can do this on their own.

- | | | | |
|-----------|---------|------------|-------------|
| a. father | b. wife | c. brother | d. daughter |
| e. mother | f. son | g. sister | h. husband |

Get the pupils to draw pictures of themselves and three other members of their own families. They can then write more sentences using the key words.

C ABID AND UMAIR

1. Talk about the pictures. Use the words 'his' and 'her'.

Pupils to talk about the pictures given.

2. Fill in the blanks. Write His, his, Her, or her.

- His
- Her
- Her
- His
- His
- Her
- her
- his
- her
- his

3. Fill in the blanks with the correct words.

Remind pupils that they need to use the simple present because these sentences are about things Mr Basit does every day.

- Mr Basit works in a bank.
- He goes to work every day.
- On Sunday, he sleeps late.
- On Monday, he wakes up early.
- He eats his breakfast.
- He reads his newspaper.

- g. Then he gets onto his cycle.
- h. He rides to work.

Lesson Plans

For detailed suggestions, refer to pages 58–61.

LESSON 1

Textbook Time: 40 min

Aims

- To develop listening skills
- To read and discuss the story
- To develop vocabulary

Task	Time
1. The story should be read and discussed. During reading several questions should be asked to ensure that the pupils have understood the passage.	20 min
2. Attempt Exercise A. Many of the questions may already have been discussed. Each pupil should be given a chance to participate.	20 min

LESSON 2

Textbook Time: 40 min

Aims

- To learn the opposites of the given words
- To make sentences in the past tense

Task	Time
1. Revise what was done in the previous class.	5 min
2. Attempt Exercise B.	10 min
3. For Exercise C, refer to page 58 for suggestions. If the exercise cannot be completed in this lesson, it can be carried on to the next lesson or completed as homework.	25 min

LESSON 3

Workbook Time: 40 min

Aims

- To use verbs in the simple present, present continuous and simple past tense
- To know about the different relationships in a family.
- To use 'his' and 'her'

Task	Time
1. Attempt Exercise A	10 min
2. Attempt Exercises B.1. and B.2.	10 min
3. Attempt Exercises C.1., C.2., and C.3.	20 min

Glow-worms

A UNDERSTANDING THE POEM

1. Talk about the following with your teacher and then write the answers.

A poem that needs to be read with lots of expression. Talk about the poem and the feelings and experience the speaker has. Talk about d. and e. and what we learn about how the glow-worms look and move.

- a. Lots of glow-worms
- b. Dozens
- c. No. Let them give any plausible reasons.
- d. strange sight; brighter than the stars, Jupiter and Mars; like gold jars, or like headlamps on cars
- e. The glow-worms danced in the air, and raced up the stair. The poet fell off his chair.

B WORKING WITH WORDS

1. Talk about the picture.

Read the short rhyme. Get them to tell you about the picture. Ask questions to help them. Which animals are in the picture? Where are they going? Is the X in front of/behind/next to the Y? Which one is first/second/last etc.? Where are the children? Where is the Z? In this way you can get them using prepositions and prepare them for 2.

2. Look at the picture on page 66. What are the names of all the animals? Which is first? Which is last? Make sentences to answer these questions.

Write the names of the animals on the board. As a class write one or two sentences before getting them to work independently. Suggestions: The deer is first. It is in front of the bear. The bear is behind the deer. The deer is second.

It is not necessary for the pupils to write lots of sentences – up to three is plenty.

3. Fill in the blanks. Use the words in the box below.

If they have been supported through 1 and 2, they may be able to complete this independently.

- a. The camel is an animal.
- b. The kangaroo is behind the camel.
- c. The children are at the side of the road.
- d. The children are watching the animals.
- e. The bear is between the deer and the horse.

C ACTIVITY

Draw a picture of an animal. Write a few sentences about it.

Pupils might find it easier to draw the picture first and use that as a stimulus to write some sentences.

Workbook: pages 52–54

A THE QUEUE

1. Talk about the picture using the words given in the boxes.

This exercise follows on from similar work in the textbook. Try to get everyone to contribute. Ask questions: *Who is first/second last in the queue? Who is in front of X/behind Y/between X and Y?* The pupils can also ask questions of each other. Make sure everyone speaks in full sentences to practice the structures of the responses.

2. Answer the questions.

They should be able to answer the questions on their own if enough preparation has been done orally in 1. Check the answers.

- a. Affan is behind Mr Wasi Ullah.
- b. Nageen is in front of Usman.
- c. Usman is between Nageen and Jerry.
- d. Usman is behind Nageen.
- e. Mr Wasi Ullah is first in line.
- f. Jerry is last in line.

B THE HYDERABAD ROAD

1. Talk about the picture. Use the words given in the box.

Oral. The words *to*, *from*, and *for* have been added here. Spend lots of time talking about the picture. If you wish, get a pupil to ask another pupil a question. The pupil who answers then gets to choose the next pupil to ask another question to someone else. The rest of the class will need to listen carefully and help the speaker to correct their question/answer if it is not correct.

2. Fill in the blanks with the help of the picture on page 53.

- a. The boy is walking **behind** the dog.
- b. The boy and the dog are going **to** Hyderabad.
- c. The tree is **between** the well and the house.
- d. The bus is coming **from** Hyderabad.
- e. The girls are waiting **for** the bus.
- f. The rock is **in front of** the hill.
- g. The hill is **behind** the rock.
- h. The well is **between** the tree and the hut.
- i. The cycle is **behind** the bus.
- j. The old man is walking **to** the bus stop.

Lesson Plans

For detailed suggestions, refer to pages 62–63.

LESSON 1

Textbook Time: 40 min

Aims

- To read and discuss the poem
- To check comprehension skills

Task	Time
1. Read the poem a few times. Check understanding of the difficult words.	15 min
2. Attempt Exercise A.	20 min
3. If there is time, begin oral work of Exercise B.1.	5 min

LESSON 2

Textbook Time: 40 min

Aims

- To practise speaking and listening
- To introduce numerical adjectives: *first, second, third...last* and prepositions: *in front of* and *behind*

Task	Time
1. Attempt Exercise B.1.	10 min
2. Continue with Exercise B.2.	15 min
3. Attempt Exercise B.3.	10 min
4. If there is time begin Exercise C or set the task for homework.	5 min

LESSON 3

Workbook Time: 40 min

Aims

- To practise talking about where people and things are
- To be able to give answers in simple present tense

Task	Time
1. Thoroughly discuss Exercise A.1.	15 min
2. Attempt Exercise A.2.	25 min

LESSON 4

Workbook Time: 40 min

Aims

- To practise talking about where people and things are
- To be able to give answers in simple present tense

Task	Time
1. Attempt Exercise B.1.	15 min
2. Continue with Exercise B.2.	15 min
3. Recap all concepts taught in the unit.	10 min

Sometimes, reading a good story can make us forget the world around us! There is a lot of humour in this story, especially when the Senior Master thinks that Moiz is keen to get *into* the library. Read the story with expression. Ask questions while reading. The opportunity to talk about telling the time should be taken – perhaps start the lesson with some simple questions about time.

Discuss the While Reading question first. Then read this amusing story.

A COMPREHENSION

1. Answer the following questions.

- Moiz was reading.
- The time was ten past five.
- Moiz did not look at the clock before because he was reading an interesting book.
- Moiz was a little frightened because he was alone.
- Moiz called the Senior Master on the telephone.
- The Senior Master asked Moiz, 'Can't you wait till then to read a book?'
- Moiz told the Senior Master that he was locked in the library.

Challenge: The Senior Master probably got Moiz out of the library, but let the pupils be creative and come up with their own opinions.

B WORKING WITH WORDS

Pupils will come up with their own sentences. Practise orally first and help them to form simple sentences such as, I turned the page. He came to my party. The door is closed...

C LEARNING ABOUT LANGUAGE

Comparison of tenses; different forms of the verb. You can ask the pupils to suggest a few verbs. Write these on the blackboard in their root form (take, run, slip, shine, etc.). When you have written a few verbs on the blackboard, ask the pupils to put them into sentences. Follow the pattern in the textbook, as below:

Wasim drives a jeep every day.

Wasim is driving a jeep now.

Yesterday, Wasim drove to Multan.

Give some more examples. Most verbs form their past by adding *-ed*, however, there are a number of irregulars.

Show 'doing words' by asking the pupils to perform various actions. Ask questions—*What is he doing? What did she do? What does he do?* The answers, in whatever tense, are all 'doing words'. They tell us what action is taking place. There is no need to use the word 'verb'.

After your examples, tackle the exercise in the textbook.

1. Underline the doing words in the following.

- a. likes b. is eating c. went d. bought
e. put f. fell g. squashed

D LISTENING AND SPEAKING

1. Read the following words carefully and repeat them aloud.

Phonic blends: dr, cr, fr, fl

Add other words to the lists. The pupils can suggest the words.

Time to have a team game? Which team can come up with the most words?

2. Add these words to the lists above.

- | | | | |
|---------|--------|-------|------------------------------------------------|
| • dress | drink | drive | drop, dream, dry, drill, drag, droop |
| • crow | crop | cry | crab, cream, creep, crawl, crack |
| • frock | friend | fry | frog, fruit, frill, free, from, fright, freeze |
| • flew | flat | flap | flag, fly, fling, flock, fleet, flower, flick |

E ACTIVITY

Do you know any jokes? Share them with your classmates. Are they funny? Why?

You should be sharing jokes with the pupils every day. Ask the pupils to come to school with their own jokes. Each day, a joke can be shared, laughed at, and explained.

The first joke is a play on words. A copycat is an 'imitator', so when the first cat jumped out, the others did too; they were copycats!

Again a play on words; bark has two meanings.

Can the pupils think of other words which have two meanings?

E.g. run (verb and noun), spring (season, source of water, coiled metal, and action), duck (bird and bend low to avoid being hit by something), hit (top song and whack), etc.

Workbook: pages 55–56

A DOING WORDS

1. Fill in the blanks. Use the words in the box.

Using the past tense.

- The man walked to the market.
- The boy ate a banana.
- Reema gave her brother a pencil.
- Sarim rode the cycle up the hill.
- The cat slept in the tree.
- The old woman asked for help.
- Hasan saw a tiger in the zoo.

2. Write one question for each sentence above. Use the words in the brackets.

- a. Did the man walk to the market?
- b. Did the boy eat a banana?
- c. Did Reema give her brother a pencil?
- d. Did Sarim ride the cycle up the hill?
- e. Did the cat sleep in the tree?
- f. Did the old woman ask for help?
- g. Did Hasan see a tiger in the zoo?

B EVERY DAY, YESTERDAY AND NOW

- 1. Read the following, and
- 2. Fill in the blanks. Use the correct form of the 'doing words' given in the boxes. They are not in the correct order.

Every day: Moiz *goes* to the library. He *finds* a good book. He *sits* down and *reads* it.

Yesterday: Moiz *went* to the library. He *chose* a good book. He *started* to read the book. The clock *told* him it was ten past five. Moiz *phoned* the Senior Master. The Senior Master *helped* Moiz.

Lesson Plans

For detailed suggestions, refer to pages 66–68.

LESSON 1

Textbook Time: 40 min

Aims

- To develop listening skills
- To read and discuss the story
- To develop vocabulary

Task	Time
1. The story should be read and discussed. During reading several questions should be asked to ensure that the pupils have understood the passage.	20 min
2. Attempt Exercise A. Many of the questions may already have been discussed. Each pupil should be given a chance to participate.	20 min

LESSON 2

Textbook Time: 40 min

Aims

- To make sentences in the past tense
- To identify verbs

Task	Time
1. Revise what was done in the previous class.	10 min
2. Attempt Exercise B.	15 min
3. For Exercise C, if the exercise cannot be completed in this lesson, it can be carried on to the next lesson or completed as homework.	15 min

LESSON 3

Textbook Time: 40 min

Aims

- To improve listening and speaking skills
- To introduce words with two meanings
- To encourage class participation
- To use phonic blends *dr*, *cr*, *fr*, and *fl*

Task	Time
1. Exercise C: Complete left over work from previous lesson, if any. Otherwise, check if the task has been done correctly as homework.	10 min
2. Attempt Exercise D.	15 min
3. Continue with Exercise E.	15 min

LESSON 4

Workbook Time: 40 min

Aims

- To practise using the correct tense
- To practise using verbs

Task	Time
1. Attempt Exercises A.1. and A.2.	20 min
2. Attempt Exercises B.1. and B.2. Incomplete work can be completed for homework.	20 min

Now We Are Six

Talk about the poem. Read it a few times. Note the rhyme scheme and that some rhyming words have a similar spelling (alive/five) whereas others do not (one/begun).

A UNDERSTANDING THE POEM

1. Talk about the following with your teacher and then write the answers.

Talk about the questions after reading the poem a few times. Get contributions from a number of pupils for each question and accept all valid answers. Note the change of the verbs begin/begun; become/became. Suggested responses:

- The speaker had just begun when s/he was one.
- The speaker became nearly new when they were two.
- When the speaker became six, they became clever.
- Accept different opinions. The poem suggests that, yes, the speaker likes being six because the speaker says that they would like to stay that age forever.

2. Discuss these words in the class and use them in sentences.

Discuss the adverbs and use them in different sentences orally before getting them to use the words in sentences. Some examples:

- We nearly won the match. I nearly got stung by a bee.
- We just missed the bus. That is just what I need. I just got stung by a bee.
- We can hardly hear the singing. The bee hardly touched me.
- The sting did not hurt much.

B WORKING WITH WORDS

1. Find rhyming words in the poem to put in the blanks below.

Remind them that not all rhyming words have similar spelling; they should say the words aloud to test them.

- a. two/new b. think c. more d. one/begun

C ACTIVITY

1. Talk about being six (or five or seven, if you are five or seven!).

Make sure that everyone contributes. Some questions to help you lead the discussion. How old are you? Did you like being younger? What did you like about being younger? Did you like being in this grade x? What did you like doing there? Will you like being older next year? Will you like being in grade 2? What will you like about that? Will you like being an adult? etc.

2. Draw two pictures. Label them: 'Me at six' and 'Me at 96'. Write a few sentences too.

Talk about the difference between someone who is their age and someone much older. They may see you as being much older so you will have to discuss what a 96 year old might look like! Use some

pictures if you like. You could also collect some vocabulary on the board after they have drawn their pictures and before they write sentences.

Project

Let's play with numbers.

7/5/6/5/7/6/7/5/6

Let them enjoy the simple sums, provide counters for them to use if they need them. Check they understand that they should colour the answer boxes as shown.

Workbook: pages 57–59

Oral: Ask *what the time is*. *Who has a watch? What time do you wake up? When do you go to bed?* etc. Spend a little time talking about time! Use words related to time: when: evening, morning, late, early, midnight; what: clocks, big hand, little hand, dial, minute, hour, second, half past, a quarter to, etc.

A SIMON'S DAY

1. What's the time? Talk about the pictures.

Oral: Discuss each picture and don't forget to inquire about the time on each clock. Again, your questions should elicit answers in the simple present tense! *What time does ... ? When does ... ?*

- Get the pupils to tell the story of Simon. Simon wakes up at six o'clock (in the morning). Then, at seven o'clock, he eats his breakfast, etc.

Pupils can write the time under each picture.

2. Write the correct number in the boxes.

The letters relate to the illustrations. In order these are: c, f, b, d, a, e

B A TIMELY QUIZ

1. Look at the pictures on page 57. Write the answers.

- Simon wakes up at six o'clock.
- Simon goes to school at eight o'clock.
- Simon reads a book at ten o'clock.
- Simon plays football at three o'clock.
- Simon has a bath at five o'clock.

2. Write questions and answers.

- It is nine o'clock.
- It is one o'clock.
- It is twelve o'clock. (midday or midnight)

If the pupils have difficulty in telling the time, it is worthwhile spending some time on showing them how to tell the time. (Don't leave it to the maths teacher!) Use a large clock made of cardboard, with two hands which can be moved. Ask questions and get complete replies.

Note that we say: 'What's the time?' not 'What is the time?'

Lesson Plans

For detailed suggestions, refer to pages 70–71.

LESSON 1

Textbook Time: 40 min

Aims

- To improve writing skills and increase vocabulary
- To develop listening skills
- To introduce rhyming words with different spelling

Task	Time
1. Reading and understanding of the difficult words.	20 min
2. Attempt Exercises A and B.	20 min

LESSON 2

Textbook Time: 40 min

Aims

- To improve writing skills and increase vocabulary
- To develop thinking skills

Task	Time
1. Discuss Exercise C.1.	10 min
2. Attempt Exercise C.2.	20 min
3. Attempt the Project.	10 min

LESSON 3

Workbook Time: 40 min

Aims

- To introduce 'time'
- To describe sequencing of time
- To be able to give answers in simple present tense

Task	Time
1. Thoroughly discuss the concept of time and sequencing in Exercise A.1.	20 min
2. Attempt Exercise A.2.	20 min

LESSON 4

Workbook Time: 40 min

Aims

- To develop comprehension skills
- To be able to write simple answers
- To be able to tell the time on the clock

Task	Time
1. Attempt Exercise B.1.	15 min
2. Continue with Exercise B.2. If the students have difficulty in telling the time, the teacher should spend a little more time on the exercise.	15 min
3. Recap all concepts taught in the unit.	10 min

Discuss the difficult words that may need explanation: wedge, naughty (spelling), listen (spelling), dangerous, caught, shrieked. Some of the meanings are given in the 'words to know' section.

While Reading: Lots of questions to be asked—particularly about what happened after the men woke up. How did they free the little monkey from the log? What happened next? Let the pupils give you their own versions of the story.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- The men were working (chopping/cutting wood/logs) in the forest.
- The men stopped working to rest and eat. They were very tired.
- The men put a wedge in the log. Then they sat down to eat.
- The little monkey ran towards the log. (He jumped and danced on top of the log.) He pulled the wedge out of the log.
- The baby monkey was very naughty.

2. Mark the sentences true (T) or false (F). Correct the false sentences. Write them in your notebook.

- False (baby monkey)
- False (two men)
- False (huge)
- True
- True

Challenge: There are lots to choose from. When they have done this task, collect a list of verbs on the board.

B WORKING WITH WORDS

Find words in the story beginning with:

m men, monkey, mother

w was, wedge, went, were, woke, wood, work

s sat, saw, shouted, shrieked, sleep, some, soon, stopped, swish

p played, pulled, pushed, put

d danced, dangerous, day, deep, did, down

Which is the longest word you have found?

DANGEROUS

- Use this idea to set the pupils on word searches based on other pieces of text.

C LEARNING ABOUT LANGUAGE

1. Read the sentences. Look carefully at the doing words.

Once again, give some examples on the blackboard; show the simple present tense, the present continuous tense, and the simple past tense.

2. Which doing words tell us about the past? Write them in the blanks.

- a. look/looked b. see/saw c. walk/walked d. laugh/laughed e. play/played
f. shout/shouted g. find/found h. eat/ate i. drink/drank j. run/ran

Get the pupils to do another exercise like this, using different verbs.

D LISTENING AND SPEAKING

1. Talk about the story. What do you think happened when the men woke up? Give your own ideas.

There is no single answer to this. Get different stories from the pupils.

E WRITING

1. Draw a picture of the monkey and write a few sentences about what you think happened next.

Pupils should be encouraged to first say what they think might have happened. Allow them to write their own versions rather than have them produce a 'standard' answer.

Workbook: pages 60–62

Revision of tenses. Contrast between simple past and simple present tenses. The pupils should have no great difficulties in doing this page on their own.

A YESTERDAY AND EVERY DAY

Fill in the blanks using the words from the boxes below.

- a. walked, walks b. rode, rides c. came, comes
d. ate, eats e. caught, catches

B REVISION: WHAT DOES MR SHAH DO?

1. Circle the correct words.

- a. works b. goes c. sleeps d. wakes
e. eats f. reads g. gets h. drives

2. The Interview

Read Exercise B.1. Then answer these questions.

- a. A bank
b. He sleeps late on a Sunday.
c. He wakes up early on a Monday.
d. He reads the newspaper.
e. No, he does not work in a school. He works in a bank.
f. Does Mr Shah drive a car? Yes, he does. He drives a car.

C THEY PUT DOWN THEIR TOOLS

1. Talk about the picture. Use the words *there* and *their*.

Oral: Explain the difference between *their* and *there*.

- *their* shows possession and means 'of them'.
- *there* means 'in that place'.

Mention the following:

There are two workmen in the picture. They are sleeping; *their* tools—saws, chisel, wedge, etc. are on the ground; *there* are logs of wood cut nearby, two open bags near the trees; *there* are monkeys watching from the trees; *their* tails hanging and they have various items of food—bread, a fruit or two—in *their* hands.

2. Write *Their*, *their*, *There*, or *there* in the blanks.

- There* are two men in the picture.
- Their* tools are on the ground.
- Their* bags are near the trees.
- There* are towels on *their* heads.
- There* are some monkeys in the trees.
- Can you see the food in *their* hands?
- The men will soon open *their* eyes.
- They will look in *their* bags.
- What will they find *there*?

Get the pupils to use the words in sentences of their own. This may be done orally at first.

Lesson Plans

For detailed suggestions, refer to pages 74–76.

LESSON 1

Textbook Time: 40 min

Aims

- To read and discuss a story
- To check comprehension skills
- To improve listening skills
- To improve vocabulary

Task	Time
1. Reading and understanding of the difficult words. Questions should be asked as the story is read along.	20 min
2. Attempt Exercises A.1. and A.2. Some of these questions may have been discussed already; each pupil should be given a chance to participate. The written work can be given for homework.	20 min

LESSON 2

Textbook Time: 40 min

Aims

- To check comprehension
- To be able to write simple sentences
- To improve spelling

Task	Time
1. Exercise B should help the pupils with their spellings as well as paying attention to the contents of the text.	20 min
2. In Exercise C, ensure that the pupils are able to use the past tense of the verbs correctly.	20 min

LESSON 3

Textbook Time: 40 min

Aims

- To learn about language 'Every day', 'Now', and 'In the Past'
- To develop listening and speaking skills
- To encourage creativity
- To develop sentence writing

Task	Time
1. Combine Exercises D and E. The pupils should be encouraged to be creative. If the exercise cannot be completed in class it should be given as homework.	30 min
2. Recap everything that has been taught so far.	10 min

LESSON 4

Workbook Time: 40 min

Aims

- A revision of past tense and simple present tense
- To be able to read simple sentences
- To improve vocabulary
- To know the difference between 'there' and 'their'
- To begin a sentence with a capital letter

Task	Time
1. Attempt Exercises A. and B. The instructions should be explained clearly.	20 min
2. Exercises C.1. and C.2. can be combined; an oral discussion can be followed by written work.	10 min
3. Revise all concepts covered in the unit.	10 min

To Bed

Ask the pupils to read the poem a number of times. Talk about rhyming words. Talk about describing words.

Discuss the following words with them:

magnificently in a beautiful and bright way

close of day the end of the day

tread walk

Suggestions and answers

A UNDERSTANDING THE POEM

Oral: Ask the pupils to make up sentences of their own with these words.

Talk about the poem in general. What is it about? Which colours are mentioned? Who is speaking?

1. Talk about the following with your teacher and then write the answers.

- a. The leaves and grass are green.
- b. The Sun shines magnificently.
- c. The Sun looks like gold in the evening.
- d. The Earth is brown.
- e. Silver

B WORKING WITH WORDS

Match the words in A with the naming words in B.

green/grass

pink/lips

blue/sky

silver/coin

- Ask each pupil to write down three more word pairs like those above; for three new colours. No consulting with others.

When they have finished finding suitable pairs, get them to read out the results. How many different pairs did they find? Were all of them the same? How many different colours did they think of? Did they leave out any?

yellow, white, grey, black, purple, ...

C ACTIVITY

1. Think of interesting words to describe the following. Write them in your notebook.

Pupils should come up with their own 'describing words' or adjectives. Tell them not to worry about the spelling of the describing words. They should try to write the words (which they might know the meaning of and use in speech but not know the spelling). This should not inhibit them. Read out the results. You may be surprised at some of the suggestions.

They should try to use interesting words rather than: big, bad, small, good, nice, etc. The list below is for your information. The pupils will not have heard many of the words below.

- a. a pillow soft, comfortable, silk, feather-filled
- b. a bed comfy (comfortable), extra-large, hard, uncomfortable, bunk
- c. a road winding, straight, potholed, never-ending
- d. the sunset golden, red, stunning, beautiful
- e. a bangle broken, shining, bejewelled, glass, golden, metal
- f. a cricket match exciting, dull, boring, one-day, thrilling
- g. a tortoise slow, aged, hungry
- h. the dawn slow, brightening, creamy
- i. a dragon dreadful, fiery, dangerous
- j. the sky stormy, grey, moody, blue, cloud-filled, endless
- k. a shirt stiff, soft, cotton, silk, patterned, plain, formal, casual
- l. a pair of shoes new, old, tight, comfortable, patent, leather,
- m. a chimp wild, active, vicious, cute, funny, long-tailed
- n. a parrot colourful, squawking, green...

2. When you have finished, tell the others in your class what you have written. Listen to the words they have chosen.

Bring pupils' attention to the idea that many words can be used to describe the same thing. See notes for C.1. above.

Workbook: pages 63–65

More practice with adjectives. You can ask the children to tell you more describing words by showing them pictures, e.g. an old man, a broken chair, an empty bottle, etc.

Oral: Make sure that all the words in the boxes can be read and are understood e.g. short/tiny/young. Each word has a specific meaning and the pupils must learn from the beginning that it is important to choose the right adjective to describe something.

A DESCRIBING WORDS

1. Fill in the blanks with words from the boxes below.

- a. I am an **old** elephant.
 - b. I eat **green** bananas.
 - c. Can you see my **long** trunk?
 - d. I have two **sharp** tusks.
 - e. I can carry **heavy** things.
-
- a. I am not old. I am a **young** elephant.
 - b. I cannot carry **heavy** things.
 - c. I like eating **yellow** bananas.
 - d. My tail is not long. It is very **short**.
 - e. Can you see a **tiny** ant on my back?

B SUNDAY AND MONDAY

1. Read the following, and
2. Write what Hina did not do on Monday.
 - a. Hina did not go to the park.
 - b. She did not play with her friend.
 - c. She did not eat ice cream.
 - d. She did not run on the grass.
 - e. She did not throw a ball in the air.
 - f. She did not shout or laugh.
 - g. She did not see a film.

Lesson Plans

For detailed suggestions, refer to pages 78–80.

LESSON 1

Textbook Time: 40 min

Aims

- To read a poem with the correct rhythm and stress
- To point out the colours in nature
- To revise and use adjectives

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

LESSON 2

Textbook Time: 40 min

Aims

- To be able to use describing words
- To be able to write simple descriptions
- To familiarize pupils with the colours in nature

Task	Time
1. Attempt Exercise B.	20 min
2. Continue with Exercise C. Words should be written in the notebooks. Each pupil should be given the opportunity to describe some words. Some time at the beginning of next lesson can be used to complete these if needed.	20 min

LESSON 3

Workbook Time: 40 min

Aims

- To practise the use of describing words (adjectives)
- To improve reading skills
- To use the negative 'did not' and notice the change in the tense of the verbs 'ate' to 'eat', etc.

Task	Time
1. Recap everything done in the previous classes and talk about new vocabulary from Exercise C in the textbook. Complete Exercise C.	10 min
2. Attempt Exercise A.	15 min
3. Attempt Exercise B.	15 min

Test—2

Workbook: pages 65–69

The test covers textbook and workbook units 6–9.

A READING

Read the poem aloud to your teacher.

Listen for rhythm and fluency in reading. Listen for the number of times there are pauses because the pupil finds a particular word difficult to read. Does the pupil read with expression and understanding? Does the pupil vary his/her tone to reflect the ideas or quoted speech in the poem?

B COMPREHENSION

Answer the questions about the poem.

- a. The Cat hunted in the house.
- b. The Kitten hunted with the Cat.
- c. The mouse bit poor Kit.
- d. It jumped high.
- e.
 - a. Cat (Mum, the kitten's mother)
 - b. Kit (the kitten)
- f. Yes
- g. No, because she gave Kit a glare.

C TEXTBOOK QUIZ

1. Give short answers to these questions about the people and things in your textbook.
 - a. Sheba.
 - b. The moon.
 - c. To an old house.
 - d. Moiz.
 - e. Glow-worms.
 - f. A wedge.
 - g. The child is as clever as a fox.

D WORKING WITH WORDS

1. Write the opposites of the following.

- a. near b. outside c. awake d. less e. clean

2. Write rhyming words for the following.

Pupils will write their own words. Some suggestions are given below.

- a. phone cone/bone
- b. slow glow/flow/grow/know
- c. high cry/dry/my
- d. old gold/sold/told
- e. house mouse
- f. seen bean/mean/clean

3. What are these words?

- a. BEHIND b. BETWEEN c. SLEEPING d. PEOPLE

E LANGUAGE

1. Complete the sentences. Write what Sam did yesterday.

- a. Yesterday, Sam drank lemonade.
- b. Yesterday, Sam bought books.
- c. Yesterday, Sam ran to school.
- d. Yesterday, Sam went to the shop.

2. Give examples of the following:

Pupils will give their own answers. Some examples are given below.

a. Three describing words

big, small, tiny, large, bright, dirty, clean, round, dry, cold

b. Three names of things (nouns) beginning with the letters shown.

- i. clock, cloak, clown, class,
- ii. train, truck, tray, trap, trousers, trolley
- iii. shin, shell, shape, shop, shark

F WRITING

In your notebook, write five sentences about Mrs Ali's bus ride to Shalimar Gardens. Draw a picture too.

How much can the pupils recall? Is their story accurate? Is it interesting? Have they added any touches of their own? Are there lots of mistakes in grammar, syntax, spelling? Look at both the language and the content.

Lesson Plans

For detailed suggestions, refer to pages 82–83.

LESSON 1

Workbook Time: 40 min

Aims

- To assess reading and comprehension skills
- To assess reading with expression
- To test writing skills
- To check if sentence construction is grammatically correct

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

LESSON 2

Workbook Time: 40 min

Aims

- To revise the previous units
- To check how well they have been understood
- To assess sentence construction
- To assess spelling and vocabulary

Task	Time
1. Attempt Exercise C to assess sentence structure, comprehension, and memory.	15 min
2. Attempt Exercise D.1., D.2., and D.3.	25 min

LESSON 3

Workbook Time: 40 min

Aims

- To assess spelling and vocabulary
- To check understanding of the past tense
- To check if the concept of nouns and adjectives has been understood
- To assess creative writing ability

Task	Time
1. Attempt Exercises E.1. and E.2.	15 min
2. Continue with the writing activity in Exercise F.	25 min

This is a story which lends itself to being turned into a play. There can be lots of speaking parts. The puns might need to be explained and it would be worthwhile to read it through a couple of times, changing roles if the pupils feel confident reading some lines. The children might enjoy acting old!

While Reading: The children are whispering about what they will present to the class. Take a range of creative suggestions from the pupils.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

The wording of the pupils' answers may vary.

- The children were learning about families.
- No.
- Ali played the part of his grandfather.
- Zara said, 'It's not Wednesday.'
- The children might have giggled because they found their story funny or because they were a bit embarrassed about performing in front of the class.

Challenge: Allow the pupils a few moments to share their stories. Try to allow as many pupils as time allows the opportunity to speak. If they do not have a grandfather to talk about, they can share a story about any older relative.

B WORKING WITH WORDS

1. Some of the words in the story were not heard correctly. What did the listener hear when these words were said?

- shop hop
- windy Wednesday
- Thursday thirsty
- stop shop
- bald bored

2. The letters of the following words are jumbled. What are these words? You will find them in the lesson.

- | | | | |
|------------|------------|----------|------------|
| a. thirsty | b. blowing | c. windy | d. clapped |
| e. giggled | f. shave | | |

3. Add *not* to the following.

Oral work with examples on the blackboard first.

- a. I did not shave today.
- b. They could not hear very well.
- c. I do not want to get off and shop.
- d. It is not Wednesday.
- e. I am sure it is not Thursday. I am not sure it is Thursday.
- f. Ali did not scratch his head.

4. Write questions for these answers. Use *did* and *was*.

- a. Was Grandfather bored?
- b. What did the children do?
- c. What did they do?

C LEARNING ABOUT LANGUAGE

Pupils have had a lot of practice already. They should be able to do this on their own.

- Ask pupils to describe things in the classroom or their friends.

Underline all the describing words.

- a. Aslam is an old man, but he is a strong man.
- b. He lives in a small house.
- c. His house is in a large village near a wide river.
- d. Aslam has a fine boat.
- e. Look at the huge fish he is pulling out of the deep water.

D LISTENING AND SPEAKING

1. Read these words and repeat them aloud.

2. Add these words to the lists given above.

heat, meat, beat, **seat**: neat, feet, meet

cook, look, took, **book**: rook, hook

coat, goat, float, **boat**: moat, note, rote, vote

feel, wheel, heel, **reel**: keel, kneel, peel, steel, deal, heal, meal, peal, steal

Ask the pupils to add more words to their lists. The spelling may be the same or not the same, as long as the words rhyme, e.g. heat/meet; cook/(none with an alternative spelling and ending in *-k*); coat/note; feel/meal.

E ACTIVITY

You may need to explain some of the words and use them in sentences. Also help by explaining more fully what the pupils have to do. When the pupils have completed the exercise, review the words they have used by writing up some of the paired words on the blackboard. Note that a particular adjective may be used to describe many things, e.g. broad belt, road, river, smile. Similarly, a thing (a noun) may be described by many different adjectives, e.g. a rough, fast-flowing, calm, blue, winding, frothy river.

Workbook: pages 70–71

A BIG WORDS, SMALL WORDS

1. Match the describing words with the naming words. (Some describing words can describe more than one naming word. Choose the best one.)

Using the blackboard, demonstrate how some describing words can describe more than one naming word. Use other examples than those on the page, e.g. write 'crafty' on the blackboard and ask the pupils if they know what it means. Explain the meaning. Then use the words 'crafty' to describe a fox, a crook, a crow. Tell a little story about a crafty crow, how it waited in the shadows beside a swimming pool. Father and child are swimming. Father gets the child some chips. While the father is there, the crow stays away. When the father leaves briefly, the crow swoops and makes off with some chips. The crow is a crafty crow. A clever crow.

Use other describing words in different contexts: super, wonderful, happy, scary, sweet, etc.

Read the words in both lists and check whether the pupils understand the meaning. Allow them to do the exercise on their own. Then check responses and discuss the various answers given.

Possible (but not the only) pairings:

- | | | | | |
|-------|-------|-------|-------|--------|
| 1. d. | 2. f. | 3. i. | 4. e. | 5. a. |
| 6. f. | 7. j. | 8. b. | 9. c. | 10. h. |

2. Use any four of the matched pairs in sentences of your own.

Pupils will write their own sentences. Encourage more interesting sentences than: These are pretty flowers.

B A BIG CROSSWORD

A crossword which the pupils should be able to do on their own.

ANSWERS:

- | | | | | | |
|---------|---------|---------|---------|------------|-----------|
| 1. crow | 2. lion | 3. rain | 4. two | 5. moon | 6. window |
| 7. ink | 8. book | 9. owl | 10. ant | 11. ladder | |

Lesson Plans

For detailed suggestions, refer to pages 85–87.

LESSON 1

Textbook Time: 40 min

Aims

- To read and discuss a story
- To check comprehension skills
- To improve reading skills

Task	Time
1. Read the story and explain the difficult words.	20 min
2. Attempt Exercise A. Some of these questions may have been discussed. Each pupil should be given a chance to participate.	20 min

LESSON 2

Textbook Time: 40 min

Aims

- To improve vocabulary
- To improve spelling
- To use 'did not' with the correct tense of the verbs used

Task	Time
1. Attempt Exercise B.1.	10 min
2. Attempt Exercise B.2.	20 min
3. Continue with Exercise B.3. The exercise can be discussed orally; one or two sentences can be worked in class and the rest can then be given for homework.	10 min

LESSON 3

Textbook Time: 40 min

Aims

- To be able to phrase a question
- To revise and reinforce adjectives

Task	Time
1. Recap what was done in the previous classes.	5 min
2. Attempt Exercise B.4.	15 min
3. Attempt Exercise C.	20 min

LESSON 4

Textbook Time: 40 min

Aims

- To improve vocabulary
- To improve spelling
- To be able to follow directions
- To be able to work in pairs or groups

Task	Time
1. Attempt Exercise D.	20 min
2. Begin with Exercise E. The instructions should be clearly given and be completely understood by the children.	20 min

LESSON 5

Workbook Time: 40 min

Aims

- To practise adjectives and nouns
- To improve writing skills
- To improve vocabulary

Task	Time
1. Attempt Exercise A.1.	20 min
2. Continue with Exercise A.2.	20 min

LESSON 6

Workbook Time: 40 min

Aims

- To increase vocabulary
- To improve spelling
- To be able to identify verbs
- To improve writing skills

Task	Time
1. Begin with Exercise B. The children should be encouraged to do this exercise on their own.	20 min
2. Revise all concepts covered in the unit.	20 min

Little Raindrops

The poem is about a child who has been naughty ('They put away my playthings because I broke them all') and is sitting in her room watching the raindrops trickle down the windowpane. The child cannot play indoors (the toys have been put away) nor can she play outside because of the rain. With nothing to do, the child muses on where the rain comes from. The child sees the rain as a friend and is addressing the rain in the poem.

You might like to ask the pupils what they do when it rains. What do they do when they are punished? Are they punished? Why?

Suggestions and answers

A UNDERSTANDING THE POEM

1. Talk about the following with your teacher and then write the answers.

- Pitter patter; no (see Exercise B below for additional words)
- A child; the teacher should ask for reasons...play, toys...
- Because of the rain.
- The speaker has been punished for breaking playthings.
- Play with the raindrops.

B WORKING WITH WORDS

1. What sounds are made by the following?

Pupils can have some fun with this. Raindrops make different sounds depending on what surface they are falling on. Suggest different surfaces, and ask the pupils to make the appropriate sounds: plink, plonk, thwack, tak, tonk! Try raindrops on a puddle, a pond, a tin roof, wood, grass, mud, sand, clothes, an umbrella...

E.g. raindrops on a pond: plip, plop

Then move on to other sounds suggested in the exercise. Apart from making a sound for the action, pupils might like to find an appropriate word as suggested below.

- a rusty door shutting (creak, squeak, scrape)
- a balloon bursting (bang, boom)
- a drum being beaten (rat-a-tat, thump)
- thunder (rumble, roar, crash)
- a car horn (toot, peep)
- a windscreen wiper (screech, squeak, swish).

Give further examples, if there is time: a branch breaking (crack, crunch, thwack), a dry leaf being crushed (crunch, crackle), a footstep on mud (thud, squelch, gurgle)

2. Make up sentences with different sounds from Exercise B.1.

Allow the students to make sentences of their own. Ensure that the terms are used in the correct context and the sentences have been structured properly.

C ACTIVITY

What sounds do these animals make?

Pupils can imitate the sounds and also learn some new words for the description of particular sounds (See below)

cat (mew, meow)

dog (bark, growl, bow-wow, woof, whine, howl, snarl)

lion (roar, snarl, growl)

horse (neigh, whinny)

frog (croak) robin (chirp, twitter, cheep, sing, whistle) hen (cluck) duck (quack)

- Ask about other animals too. Make the noise of any animal. Can the others in class guess what animal you are pretending to be? Suggestions: crow (crow, caw) bear (growl, grumble, groan) snake (hiss)

Workbook: pages 72–73

A NOISES

1. Choose the best sound word for each picture!

Some of the sounds illustrated:

- cup falling to pieces on floor (crash)
- heavy boot (or a foot) on a loose floorboard (creak)
- rocket (firework) shooting off (whiz)
- car zooming off into distance (zoom)
- cannon going off (boom)
- a firework bursting (bang)
- coconut falling on to ground (thud)
- a tap dripping (plop)
- a stone hitting a mirror (crack/crash)
- a mouse with its tail caught in a trap (squeak)
- a foot in wet mud (squelch)
- a twig snapping (crack/snap)

2. Use six of the sound words in the blanks. You will have to change some of the words. (Variations are possible.)

- squeaked
- bang/boom
- creaked/snapped, thud/crash
- crash
- pitter patter/gush

B A RAINY RHYME

The pupils should sing the rhyme sweetly, they should not shout!

Lesson Plans

For detailed suggestions, refer to pages 90–91.

LESSON 1

Textbook Time: 40 min

Aims

- To read the poem with the correct rhythm and stress
- To discuss the poem
- To develop vocabulary
- To develop listening and speaking skills
- To assess comprehension skills

Task	Time
1. Read the poem and discuss the difficult words as well as the main theme of the poem.	20 min
2. Attempt Exercise A. All the pupils should be given a chance to take part in the discussion.	20 min

LESSON 2

Textbook Time: 40 min

Aims

- To improve vocabulary
- To improve writing skills
- To encourage creativity

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

LESSON 3

Textbook Time: 40 min

Aims

- To improve vocabulary
- To encourage creativity
- To be able to follow instructions

Task	Time
1. Recap everything taught in the class so far.	10 min
2. Attempt Exercise C.	20 min
3. Begin Workbook Exercise A.1.	10 min

LESSON 4

Workbook Time: 40 min

Aims

- To improve vocabulary
- To improve listening skills
- To be able to complete sentences using the correct form of the words
- To learn a new rhyme

Task	Time
1. Attempt/complete Exercises A.1. and A.2.	25 min
2. Attempt Exercise B.	10 min
3. Give a recap of the unit.	5 min

A short story about hardship that ends happily. Focus on the simple past tense and punctuation.

While Reading: When there is no rain, crops do not grow well, it is difficult to water crops, and the ground becomes dry and hard. Talk about this with pupils and see if they can come up with these answers themselves.

A COMPREHENSION

1. Answer the following questions.

- there was no rain
- looked to the sky; in the hope of rain
- for fifty rupees; to buy food/he did not have any food; and he had little money left
- no rain means no money; when the rains come you can have the money
- sixty rupees
- to sell the earrings
- the rain pouring down

2. Are these sentences true (T) or false (F)?

- False (two children)
- True
- False (no clouds)
- False (tiny village)
- False (did not sell)

3. Correct the sentences that are wrong. Write all the correct sentences in your notebook.

- Jamal had two children.
- There were no clouds in the sky.
- Jamal lived in a tiny village near Multan.
- Jamal did not sell his wife's earrings.

Challenge: Jamal would have been able to borrow money from Masood. His well would also be filled with water. Yes, his situation would have improved.

B WORKING WITH WORDS

1. Find these words in the story. The letters here are jumbled.

- rain
- clouds
- please
- after
- rupees

C LEARNING ABOUT LANGUAGE

Punctuation

Put full stops and capital letters in the following.

One day Masood went to Multan. He took twenty bags of fruit. He went to a big shop in Tank Street. He sold the fruit to Mr Khan. Then he came home again.

Simple past tense

1. Choose the correct word from the brackets.

- Jamal did not sell the earrings.
- Jamal did not go to town.
- The rain did not come.
- Jamal did not borrow fifty rupees.

2. Add *not* to the following. You will have to change or add some words.

- Jamal did not sell his wife's earrings.
- Jamal did not go to Multan.
- Jamal did not borrow fifty rupees.
- Jamal's wife did not take off her earrings.

D LISTENING AND SPEAKING

Get the pupils to listen to the sentences carefully. Now, get the pupils to say the sentences aloud, just like the people in the story would have done. Some pointers are suggested.

- 'No rain means no crops.' (Masood; in a matter of fact way.)
- 'Sell them.' (Jamal's wife: resigned, sad)
- 'And then! No food.' (Jamal: sadly)
- 'Then what shall we do?' (Jamal: afraid of the future without money or food)
- 'Please lend me fifty rupees.' (Jamal: begging Masood)
- 'Rain! Rain!' (Jamal: great relief and joy)

E ACTIVITY

Get the pupils to tell you where they live. How many can give you their correct address? Do they know what a post code or zip code is? Why do streets and roads have names? Why do houses have numbers? Talk about addresses.

When pupils have spoken about addresses in general, get them to write their own address.

- Also talk about the postal service, the post office, post boxes, deliveries, mail, stamps, etc.

Workbook: pages 74–78

A review of verbs. Look for verbs in any piece of writing. Verbs ending in *-ing* are easy to find; others not so. For each sentence introduced, show how the verbs speaks of the action going on.

A MONKEY TRICKS

1. Underline the doing words.

The verbs are: went, came, sat, heard, stood, saw, threw, ate.

2. Use the doing words in sentences of your own. Add *not* to the sentences

- On Monday he did not go for a walk.
- He did not come to a forest.
- He did not sit under a tree.
- He did not hear a noise.

- e. He did not stand up.
- f. He did not see a monkey in the tree.
- g. The monkey did not throw a mango at him.
- h. He did not eat the mango.

B MORE DOING WORDS

1. Draw a circle round ten doing words in the box.

Oral Revision of 'doing words'

Note that some verbs do not end in *-ing* and are in the past tense.

The ten verbs are: sat, eating, talked, fell, helping, went, lived, see, crying, walking

2. Write a sentence for each doing word. One has been done for you.

Pupils will make up their own sentences.

Lesson Plans

For details suggestions, refer to pages 94–96.

LESSON 1

Textbook Time: 40 min

Aims

- To improve reading and understanding
- To increase vocabulary
- To improve thinking skills

Task	Time
1. Reading and discussion of the text.	20 min
2. Attempt Exercises A.1. and A.2. A.3. can be given as homework.	20 min

LESSON 2

Textbook Time: 40 min

Aims

- To be able to ask simple questions using 'does'
- To learn about language structure—capital letters, full stops

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

LESSON 3

Textbook Time: 40 min

Aims

- To improve listening and speaking skills
- To learn about how to write an address

Task	Time
1. Attempt Exercise D.	15 min
2. Attempt Exercise E.	15 min
3. Revise the contents of the unit.	10 min

LESSON 4

Workbook Time: 40 min

Aims

- To increase vocabulary
- To improve spelling
- To be able to identify verbs
- To make sentences in the past tense using *not*
- To improve writing skills

Task	Time
1. Attempt Exercises A.1. and A.2. The children should be able to write simple sentences. The children should be encouraged to do this exercise on their own.	15 min
2. Attempt Exercises B.1. and B.2. A couple of sentences can be done as class work and the rest can be completed as homework.	15 min
3. Revise all concepts covered in the unit.	10 min

Limericks

Enjoy the limericks and get the pupils to try and make up their own. Listen to the rhythm of the lines, and note the rhyming words. Pupils will learn more about the technical aspects of a limerick later on. For now they can enjoy the rhythm.

Note that a limerick consists of five lines. The rhyming scheme is: a a b b a. There are an equal number of feet (5) in lines 1, 2, and 5. The feet in lines 3 and 4 are also the same (2 feet in each). Limericks are usually funny.

Suggestions and answers

A UNDERSTANDING THE POEM

1. Talk about the following with your teacher and then write the answers.

Discuss a and b – use the notes above to help you but try to get the pupils involved in counting beats/syllables and spotting rhymes rather than telling them what a limerick consists of.

Limericks are not as simple or easy as they look! Let them play with making their own limericks or give them limericks that have been cut into lines and get them to put them together. You might like to try to write a limerick together. Begin with rhyming words and a first line. For example: There was a young lady called Saima - Saima/climber/timer; There was a young kitten from Peru – Peru/Zoo/Shoe/Queue! Have fun! Good luck!

B WORKING WITH WORDS

1. Talk about the pictures.

Pupils will use verbs in the present tense.

- The boys are playing, kicking a ball; one boy is kicking a ball and the other is chasing it.
- The man is walking.
- The ladies are drinking tea; they are eating biscuits. (they are also talking/chatting)
- The boy is reading a book; the cat is climbing the tree.

2. Write two sentences for each picture in your notebook. Use the words in the box below.

Pupils will use the words to write their own sentences (see above).

Workbook: pages 76–78

Numbers from 20 to 100.

Only a few numbers have been selected. Introduce other numbers as well.

A LARGE NUMBERS

1. Write the words.

- a. twenty b. twenty-one c. thirty d. thirty-five e. forty
f. fifty-three g. sixty-two h. seventy-nine i. eighty-four j. ninety-six
k. ninety-nine l. a hundred/one hundred

Note the hyphens.

- Use flash cards with numerals, and get the pupils to write down the number in words.

2. Answer these questions.

- a. There are thirty-two words in the limerick (The Postman). Pupils can find out and answer by counting.
- b. Thirty-three (The Girl from the Coast)
- c. The number should be filled by pupils.
- Ask the pupils to find out other numbers: *How many windowpanes in the classroom? How many children in the school? etc.*

B A CALENDAR

Months of the year. Show the pupils a big calendar.

Oral: Names of the months, sequence, spelling.

1. Talk about the calendar. It shows the months of the year.

Ask questions. *Which month comes last? Which month follows/comes after ...? In which month were you born? How many months have more than two vowels in their names? Which months begin with the letter J? Which month comes between June and August? etc.*

2. Answer these questions.

- a. January b. Five c. January, March, May, July, October, and December
d. 28 (and 29 in each leap year) e. November f. Pupils to answer

Lesson Plans

For detailed suggestions, refer to pages 98–99.

LESSON 1

Textbook Time: 40 min

Aims

- To read and enjoy limericks
- To begin to understand the structure of limericks
- To think creatively, beginning to use rhyme and metre

Task	Time
1. Read and enjoy the limericks. Attempt Exercise A.1.	20 min
2. Attempt Exercises B.1. and B.2.	20 min

LESSON 2

Workbook Time: 40 min

Aims

- To be able to count up to 100
- To be able to write the numbers up to 100 in words

Task	Time
1. Attempt Exercise A.1. Other numbers can be added as well.	20 min
2. Continue with Exercise A.2.	20 min

LESSON 3

Workbook Time: 40 min

Aims

- To reinforce the names of the months of the year
- To teach how to look at dates on the calendar
- To sequence the months of the year
- To know the correct spelling of the months

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

Examples:

a tall, shady, green, old, pine tree
an intelligent, ugly, able, old, odd man
a large, hairy, black and white, frightened goat
a high, beautiful, snow-capped, distant mountain
a beautiful, clever, small, friendly girl
a hungry, roaring, tired, strong lion

a busy, mysterious, fair, humorous, sad woman
a blue, sparkling, dirty, shallow pond
a mischievous, dull, funny, short, happy, smart boy
a large, ancient, crumbling, dark, city house
a broken, long, sharp, borrowed pencil
a winding, straight, narrow, wide, broad, pot holed road

D LISTENING AND SPEAKING

1. Read these sentences aloud.

- Is it on the screen?
- Did he switch it on?
- Was he frightened?
- Did Kabir write a message?
- Did it make a loud noise?

Now make questions from the sentences. Read the questions aloud. (See above.)

Make sure that pupils modulate the tone when questions are asked. Also note that questions can begin with different words: *Is ...? Did ...? Was ...? also, Does ...? Do ...?* (and others).

Challenge: Allow pupils to work in pairs. You could make a game of this and see who can come up with the most adjectives. Encourage them to come up with interesting adjectives rather than simple ones like *big, small, nice* etc.

E ACTIVITY

1. Colour the picture given below.

Ask questions about the various parts of the computer to check whether the pupils remember what they are called.

2. Do you ever use a computer? What can computers be used for? Write a few sentences about the computers.

If pupils have their own computer, they can write about it; others may write about computers in general.

Workbook: pages 79–81

A NOUNS AND ADJECTIVES

1. Choose a noun and an adjective for each picture.

Pupils can make their own choices but they must make sense!

2. Can you think of adjectives of your own to describe the nouns in the exercise above?

Pupils can add more suitable adjectives. They may wish to look back at previous lists of adjectives.

Prepositions

You can demonstrate these words by building a pyramid in the classroom, not with children (!), but with different objects such as a book, a box, a ruler, a piece of chalk, etc.

Pupils may also work in pairs and build their own pyramids. They can then ask and answer questions about their own pyramids and use the prepositions.

When they have finished Exercise A.2., they can rebuild their own pyramid and write three sentences about it.

- Pupils might also like to draw their own pyramids, building them with any objects they choose.

B THE PYRAMID

1. Talk about the pictures.

Work with the pictures on page 80 and give some practical examples. Use the prepositions.

2. Fill in the blanks.

Oral: Ask questions (or get the pupils to ask) about the people: *Who is on top? Who is at the bottom? Who is above ...? Who is under ...? Who is between ...?* etc.

Pupils can do the writing exercise on their own.

- Ratty is at the top.
- Ali is in the middle.
- Mr Malik is at the bottom.
- Rafi is between Aamir and Ali.
- Mrs Malik is at the side.
- Tahir is under Pussy.
- Ali is on top of Rafi.
- Rafi is under Ali.

C AT THE TOP

1. Study the picture in Exercise B.2. on page 80. Answer these questions.

Refer to the picture on page 80 of the workbook.

- Pussy is between Ratty and Tahir.
- Ali is in the middle (of the pyramid).
- Mrs Malik is at the side of the pyramid (Mr Malik and the others).
- Tahir is under Pussy.
- Mr Malik is at the bottom (of the pyramid).
- Ratty is at the top.
- Ali is on top of Rafi.
- Tahir is between Pussy and Ali.

Lesson Plans

For detailed suggestions, refer to pages 101–103.

LESSON 1

Textbook Time: 40 min

Aims

- To improve reading skills
- To improve listening and speaking skills
- To introduce the topic of the 'computer'
- To familiarize the children with the basic components of a computer e.g. keyboard, webcam, computer screen, etc.

Task	Time
1. Reading of the text and explanation of the difficult words and concepts.	20 min
2. Attempt Exercises A.1. and A.2. Some of these questions may already have been discussed during the reading. They can be asked again to reinforce comprehension.	20 min

LESSON 2

Textbook Time: 40 min

Aims

- To revise and reinforce prepositions
- To revise nouns (proper nouns and common nouns)
- To revise adjectives

Task	Time
1. Attempt Exercise B. The pupils should be encouraged to work on their own.	15 min
2. Continue with Exercises C.1., C.2., and C.3. If C.3. cannot be completed in class, it should be given as homework.	25 min

LESSON 3

Textbook Time: 40 min

Aims

- To be able to make questions from the given sentences
- To improve writing skills
- To improve listening and speaking skills
- To encourage creativity

Task	Time
1. Recap what was taught in the previous classes.	5 min
2. Attempt Exercise D.	15 min
3. Attempt Exercise E.	20 min

LESSON 4

Workbook Time: 40 min

Aims

- To revise adjectives
- To revise prepositions

Task	Time
1. Attempt Exercises A.1. and A.2.	20 min
2. Attempt Exercise B.1. Begin B.2.	20 min

LESSON 5

Workbook Time: 40 min

Aims

- To revise prepositions
- To improve writing skills

Task	Time
1. Attempt Exercise B.2.	15 min
2. Attempt Exercise C. An oral discussion can precede the written work .	15 min
3. Revise all concepts covered in the unit.	10 min

Off to the Zoo

A UNDERSTANDING THE POEM

Read and enjoy the poem. Talk about the vocabulary and the rhyme scheme.

1. Talk about the following and write the answers.

- the kangaroo
- on an icy stair
- a great chimpanzee
- that the bat is not looking too fat
- Pupils will give their own responses. Open up the discussion to include: What is your favourite animal? Which animals have you seen on TV? etc.

2. Talk about these words. Use them in sentences.

Discuss the vocabulary - encourage pupils to write interesting sentences.

B WORKING WITH WORDS

1. Find these words in the story. The letters here are jumbled.

Let them have time to work these out. All the words are in the poem.

- | | | | |
|----------|-----------|----------|---------------|
| a. zoo | b. stair | c. polar | d. chimpanzee |
| e. queue | f. buckle | g. mango | h. wearing |

C LEARNING ABOUT LANGUAGE

Asking questions

1. Write questions for these answers. Don't forget to use a question mark (?).

Pupils will write their own questions. Check the correct use of singular/plural agreement - for example in a. Did **the children** like the party? Yes, **they** did.

E ACTIVITY

Have a discussion first. Involve all the pupils. They can then draw pictures and write sentences about them.

Project

If there is time to go out to collect items, take the opportunity but explain the task clearly before you go. Otherwise bring in a range of leaves, twigs and stones etc. that you have collected or get them to collect things for homework. Encourage the pupils to make their own patterns and shapes and animals rather than following an example. Take photos to make a display.

Workbook: pages 82–83

Give a short description of an object or a person without naming the item or person. Ask the questions ‘What am I’ or ‘Who am I?’ after you have given the description. Get the pupils to guess who or what you are. Get the pupils to describe and ask questions as well.

E.g.

1. I have a long neck. I am made of glass. What am I? (a bottle)
2. I make tables and chairs. I work with wood. Who am I? (a carpenter)

You may give as many clues as you wish, but must not actually use the name.

A RIDDLES

1. Answer the questions with naming words.

The answers to the riddles are all naming words.

- a. a chair
- b. a needle
- c. an aeroplane (the children may also write butterfly, bee, fly, etc.)
- d. a saw
- e. a clock

B FOUR STORIES

1. Talk about the pictures. First ask questions about the people in the pictures.

Pupils will use verbs in the present tense.

Some suggestions:

- a. What are the boys doing? The boys are playing, throwing a ball; one boy is throwing a ball and the other is catching it.
- b. What is the boy/dog doing? The boy is walking. A dog is sleeping on the pavement.
- c. Who is eating dinner? What are the men doing? What is the thin man doing? The men are eating and drinking tea. (they are also talking/chatting)
- d. What is the boy/cat doing? The boy is reading a book; the cat is climbing the tree.

2. Write two sentences for each picture. Use the words in the box below.

Pupils will use the words to write their own sentences (see above).

Lesson Plans

For detailed suggestions, refer to pages 106–107.

LESSON 1

Textbook Time: 40 min

Aims

- To encourage pupils to use their imagination
- To increase vocabulary
- To encourage creativity

Task	Time
1. Reading of the text and discussion of the questions in Exercise A.1.	15 min
2. Write answers to and attempt Exercise A.2.	25 min

LESSON 2

Textbook Time: 40 min

Aims

- To encourage pupils to use their imagination
- To increase vocabulary
- To encourage creativity

Task	Time
1. Attempt Exercise B.1.	10 min
2. Attempt Exercise C.	15 min
3. Attempt Exercise E. Ask pupils to collect items for the Project for homework.	15 min

LESSON 3

Workbook Time: 40 min

Aims

- To improve vocabulary
- To improve listening and speaking skills
- To improve writing skills

Task	Time
1. Attempt Exercise A.	15 min
2. Attempt Exercises B.1. and B.2. Unfinished work can be given as homework.	15 min
3. Work on the Project or recap the unit.	10 min

The moral of the story is that we should not forget our friends, whatever our changed circumstances in life. Shahid does not forget his childhood friend, Noman. Perhaps another conclusion that is reached is that hard work does not always make one well-off; a good education, however, might!

While Reading: This is an open ended question, let the pupils come up with their own suggestions.

Suggestions and answers

A COMPREHENSION

1. Answer the following questions.

- Noman and Shahid.
- The first house was made of sand and palm leaves. It was washed away by the sea.
- Noman stayed; Shahid went away.
- He left to work because his family was poor.
- No; he did not earn much.
- Shahid met Noman. He and Noman built a house.

2. Complete these sentences in your own words.

Pupils will use their own words. There are many possibilities.

- The house on the beach wasbuilt of sand and palm leaves/ washed away/ magnificent.
- The boyswere good friends/ built another house / met after many years.
- Noman stayed behind.
- One day, Shahid returned to the beach.

When pupils have written their sentences get them to read them out. Let them hear what others have written. Those who have written dull and bland sentences might be encouraged to write longer and more interesting ones.

B WORKING WITH WORDS

Find words in the story with the opposite meaning.

younger/older, rich/poor, before/after, large/small, came back/went away

C LEARNING ABOUT LANGUAGE

1. Find the adjectives in the following sentences. Then use the adjectives in sentences of your own.

- old
- small
- fine
- little

Pupils will use the adjectives in sentences of their own.

2. **Doing words are called verbs. Find the verbs in the following sentences. Then use the verbs in sentences of your own.**

a. sat/looked b. went/stayed c. look/cried d. worked e. grew/went

Pupils will use the verbs in sentences of their own.

D LISTENING AND SPEAKING

Read the words aloud. Then add four words of your own to the lists below.

Double consonants: *-bb-* *-dd-* *-ll* *-nn-*

Pupils can add more than four words to their lists! Some examples are given below:

rabbit, rubbish, bubble: rubber, clubbed, ribbed, stabbed ...

riddle, bedding, hidden: ladder, budding, rudder, fiddle, shudder, puddle ...

sell, fell, tall: ball, wall, fellow, yellow, bullet, call, silly, shallow, doll ...

winner, thinner, dinner: runner, grinning, sunny, funny, fanning, tanned, bunny ...

E ACTIVITY

1. **What will you do when you grow up? How will you earn money?**

When you grow up, will you remember your friends?

Deal with the questions separately at first. The pupils may give concise answers at first but will become more fluent when they have thought about all the questions.

Workbook: pages 84–85

The importance of good punctuation.

Write the following sentence on the blackboard and ask the pupils to read it. Do not put in any capital letters or full stops or question marks.

the man is sitting there is a cap on his head

Pupils may have difficulty knowing where the first sentence ends and the second begins.

Rewrite the sentence with punctuation, in two ways:

The man is sitting. There is a cap on his head.

The man is sitting there. Is a cap on his head?

Pupils should get the idea that proper punctuation is important. This is especially important when inverted commas are used for speech.

A NOMAN AND SHAHID AT THE SEASIDE

Point out that it is quite difficult to read the paragraph because we do not know when a sentence begins or ends. There are no capital letters, either.

1. **Read the following, and**

2. **Write the sentences again. Put in the capital letters and full stops.**

The man is sitting on a wall. His name is Noman. His friend is standing behind the wall. His name is Shahid. Noman and Shahid are looking at the ships. The big ship is going to Japan. The small ship is going to Dubai. The men in the small boats are catching fish. They have big nets.

B SANA AT SCHOOL

1. Read the following.

The past continuous tense. The action is in the past and it is continuous. Contrast with the simple past tense.

E.g. He walked home. He was walking home (when something else happened). They walked home. They were walking home. Use the singular and plural forms (*was/were*).

2. Write the sentences again. Use *was not* or *were not*.

The girls were not singing. Aamir was not sitting on a log. Meena was not dancing. The boys were not laughing. Arif was not reading a book. Sadaf and Nadir were not eating biscuits. The teachers were not playing football.

Lesson Plans

For detailed suggestions, refer to pages 109–111.

LESSON 1

Textbook Time: 40 min

Aims

- To improve reading and understanding
- To build vocabulary
- To introduce the concept of a 'moral' to the story
- To introduce listening and speaking skills

Task	Time
1. Reading of the text and explanation of the difficult words.	20 min
2. Attempt Exercises A.1. and A.2. Question 2 can be given as homework.	20 min

LESSON 2

Textbook Time: 40 min

Aims

- To learn the opposites of the given words
- To be able to work on their own
- To practise writing skills
- To revise adjectives

Task	Time
1. Attempt Exercise B.	15 min
2. Continue with Exercises C.1. and C.2. Complete for homework.	25 min

LESSON 3

Textbook Time: 40 min

Aims

- To improve listening and speaking skills
- To improve vocabulary
- To encourage creativity

Task	Time
1. Attempt Exercise D.	15 min
2. Attempt Exercise E. The children should be encouraged to participate in the conversation. Each pupil should contribute his/her thoughts and take an active part in the discussion.	20 min
3. Recap everything taught in the previous classes.	5 min

LESSON 4

Workbook Time: 40 min

Aims

- To stress the importance of punctuation
- To practise capital letters, full stops, and question marks

Task	Time
1. Introduction to punctuation, examples, discussion.	10 min
2. Attempt Exercise A.1.	15 min
3. Attempt Exercise A.2.	15 min

LESSON 5

Workbook Time: 40 min

Aims

- To improve reading skills
- To point out the past continuous tense in contrast to simple past tense
- To use 'was not' and 'were not' in sentences

Task	Time
1. Attempt Exercise B.1.	15 min
2. Attempt Exercise B.2.	15 min
3. Recap all concepts taught in the unit.	10 min

Workbook: pages 86–87

A REVISION

The pupils may need some explanation for this page. Each word in the list must be boxed appropriately, with a triangle for all nouns, an oval for all verbs, and a rectangle for all adjectives. Demonstrate this on the blackboard with the words tomato (within a triangle), running (within an oval), and juicy (within a rectangle). Ask the pupils to tell you what kind of word each one is, and make sentences out of the words. Then proceed with the exercise in the workbook.

1. Write the words in the correct shape.

Nouns (triangle): box, egg, mat, dog, book, lamp, tooth

Verbs (circle/oval): sat, eating, find, went, write, send

Adjectives (rectangle): big, small, good, tall, ugly, young, beautiful

Note: Some words can be more than one part of speech. This depends on its function within a sentence e.g. the word 'book' is usually a noun; however, in 'book a seat' it is a verb.

B A CODE

Some explanation may be necessary.

1. Write the answers in the boxes to work out the secret code.

- | | | | | | |
|------|------|------|-------|-------|------|
| 1. t | 2. h | 3. i | 4. s | 5. e | 6. n |
| 7. d | 8. o | 9. f | 10. b | 11. k | |

When the children have answered all the questions and written the correct letters in the boxes on the right-hand side of the page, they can fill in the boxes below.

2. To read the secret message, write the letters in these boxes.

Each set of boxes makes up a word. The number above each box relates to the question number, e.g. The answer to question (1) is *t*. All boxes marked (1) should have *t* written in them. The message is 'This is the end of the book'.

Lesson Plans

LESSON 1

Workbook Time: 40 min

Aims

- To revise nouns verbs and adjectives
- To revise the letters of the alphabet

Task	Time
1. Read the poem. Attempt Exercise A.	15 min
2. Continue with Exercise B. This exercise will need proper explanation. Once understood the children will enjoy deciphering the code.	15 min
3. Revise all concepts covered in the unit.	10 min

Test—3

Workbook: pages 89–93

The test covers textbook and workbook units 1–13.

A READING

1. Read the sentences silently. Write down the answers in your notebook. (You have seen pictures of these things in this book.) Then read the sentences aloud. After each sentence say: 'I am a

- | | |
|-------------------------------|------------------------------|
| a. I am a market/shop/bazaar. | b. I am water/a pond/a lake. |
| c. I am a cage. | d. I am an axe. |
| e. I am a saw. | f. I am a ladder. |
| g. I am an elephant. | i. I am a clock/watch. |

B WORKBOOK QUIZ

1. All these people can be found in this book. Who are they?

(Page references in brackets.)

- | | |
|------------------------------------|----------------------|
| a. He plays football. | Simon (57) |
| b. Ambar is her daughter. | Mrs Ahmed (48) |
| c. He falls from a tree. | Tom (23) |
| d. He has a black shirt and a dog. | Abid (49) |
| e. He sat between Rafi and Tahir. | Ali (80) |
| f. They were eating biscuits. | Sadaf and Nadir (85) |

C TEXTBOOK QUIZ

1. Answer these questions about your textbook.

- | | | |
|------------|----------|-----------------|
| a. Kabir's | b. Noman | c. J. E. Browne |
| d. the bat | e. ants | 7. the library |

D WORKING WITH WORDS

1. Answer these questions in full sentences.

- September is the ninth month of the year.
- There are twenty-four hours in a day.
- L is the twelfth letter of the alphabet.
- There are twenty-six letters in the English alphabet.
- i. 9 o' clock ii. 6 o' clock iii. 8 o' clock

2. Use these words in sentences of your own.

Pupils will write their own sentences.

3. Find small words in the following. There may be more than two in each.

- a. sometimes so, some, me, met, time
- b. father fat, a, at, the, he, her
- c. stopping stop, to, top, topping, pin, in
- d. slowly slow, low, lowly, owl
- e. marching mar, march, a, arc, arch, arching, chin, in

E LANGUAGE

1. Add 'not' to the following, and write the sentences.

- a. The wolf did not jump through the door.
- b. The woman did not make some cakes.
- c. The boy did not write a letter.

2. Fill in the blanks with the correct form of the verb.

Rehan **is going** to work now. He **is riding** a cycle. He **bought** the cycle last year. He **goes** to work on his cycle every day. Yesterday, Rehan's cycle **had** a flat tyre. Rehan **walked** to work. He **likes** walking, but the office is very far. Rehan **lives** ten kilometres from the office!

3. Find nouns (people and things), verbs, and adjectives in the following. Write the words in the correct boxes.

Nouns (people): Aslam, Kabir, Mrs Hasan, boys, children; *Arif, Mrs Shariff*

Nouns (things): camel, animal, road, hands; *tin, sun*

Verbs: sat, took, waved, laughed, sang; *bought, ran*

Adjectives: tall, friendly, happy; *great, funny*

4. Add at least two words of your own to each column above.

See above, in italics; and these are examples only. Pupils will write their own words.

F WRITING

Write four or five sentences about any story in your textbook.

Pupils will have to make their own choice and then decide what to write!

Lesson Plans

For detailed suggestions, refer to pages 115–116.

LESSON 1

Workbook Time: 40 min

Aims

- To test the reading skills
- To test vocabulary

- To test comprehension
- To test the writing skills
- To assess understanding of the previous lessons (months, alphabets, time)

Task	Time
1. Attempt Exercise A.	15 min
2. Attempt Exercises B and C.	25 min

LESSON 2

Workbook Time: 40 min

Aims

- To assess sentence writing ability
- To test vocabulary

Task	Time
1. Attempt Exercises D.1. and D.2.	25 min
2. Attempt Exercise D.3.	15 min

LESSON 3

Workbook Time: 40 min

Aims

- To test spelling
- To test the use of the correct tense in a negative sentence
- To test sentence structure

Task	Time
1. Attempt Exercise E.1.	10 min
2. Attempt Exercise E.2.	15 min
3. Attempt Exercise E.3.	15 min

LESSON 4

Workbook Time: 40 min

Aims

- To check understanding of nouns, verbs, and adjectives
- To test creativity

Task	Time
1. Attempt Exercise E.4.	15 min
2. Attempt Exercise F.	25 min

