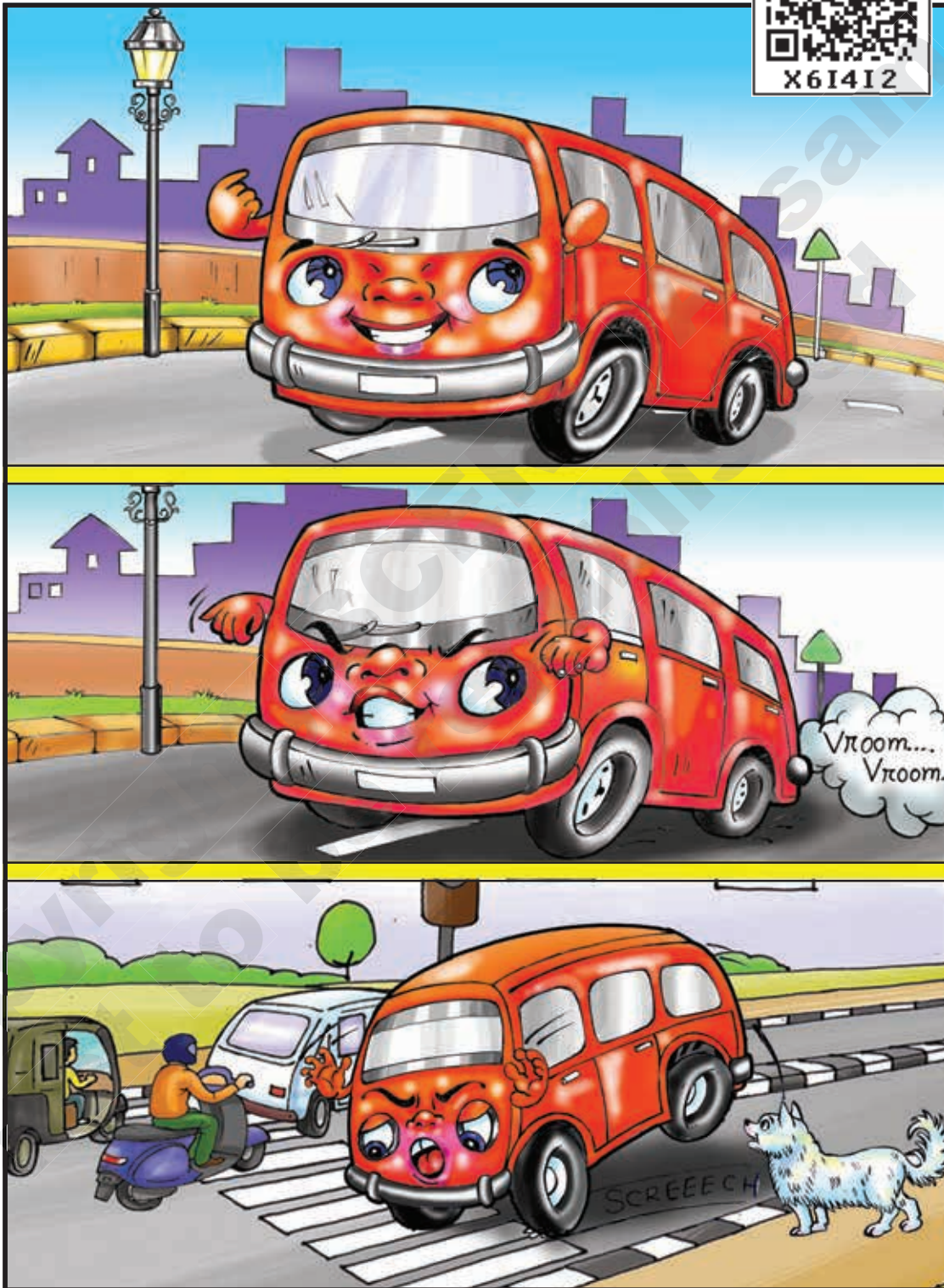
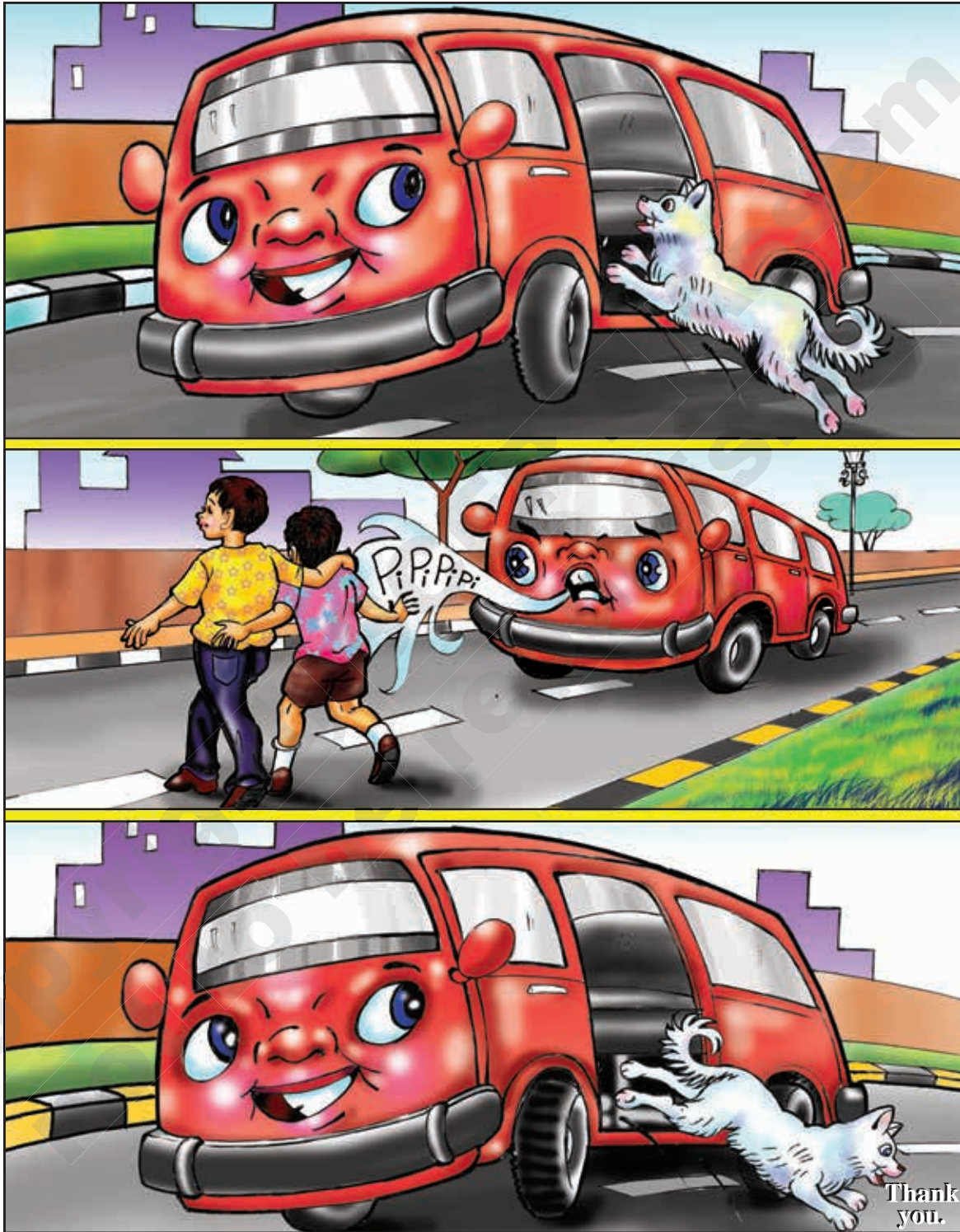


## Lesson 4

Look at the pictures:



# The Dog and the Red Van



The teacher will ask the learners to say what they can see in the pictures.



## ACTIVITIES

### 1. Let's listen to the story of the dog and the red van:

One day a small dog on the road felt very hot. He looked up at the big sun. It was shining brightly. He wanted to have a long ride in a vehicle. He waited by the side of the road eagerly for the red van to come. He heard a noise and looked back. He saw his friends the fox and the ox. They were in a queue at the ticket counter. He wanted to say 'Good morning' to them. But just then the red van came - vroom-vroom-vroom. The dog signalled. The van stopped. The dog jumped into the van. The van took him for a long ride. There was a cold wind blowing through the window. The dog enjoyed the ride very much. He felt very happy. He thanked the van for the ride.

**Now, underline the words in the story that begin with the letter 'S'. Then circle the words that start with the letter 'V'.**

### 2. Let's read:

a dog

a small dog

a small dog on the road

A small dog on the road felt very hot.

**Say as fast as you can:**

a red van

a blue van

a black van on the road



*The teacher will help the learners identify the words that begin with S and V.*

**3. Let's say:**

Queue, queue, queue

Who are in the queue?

A fat man, a thin man

And a woman in the queue.

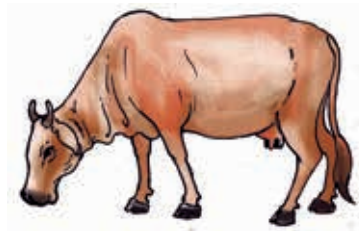
**4. Circle the letter 'q' in the words in the bag:**



**5. Look at the pictures and say what these animals say:**



a dog



a cow

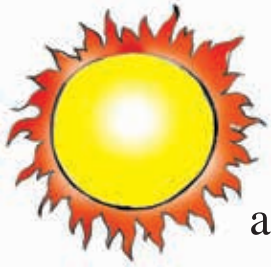


a dove



a cat

**6. Let's see and say:**



a hot sun



a cold wind



a big dog



a small dog

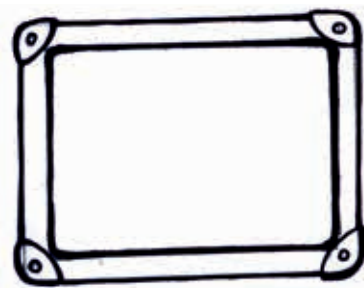
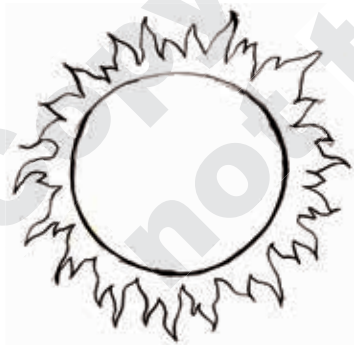


a happy face



a sad face

**7. Colour the objects and say their names:**





## 8. Look at the pictures. What are the people doing?



**The people are sitting beside a fire.**

When do people sit around a fire?

When do people wear

a coat,  a jacket,  or

a sweater  ?

When do people like to have hot food?

When do people like to have hot tea and coffee?



**The man is sitting under a fan.**

When does a man sit under a fan?

When do people wear light clothes?

When do people like to have ice creams?

When do people like to have cold drinks?

**Say what will happen if the sun shines brightly?**

I will feel ..... (hot/cold).

*The teacher will help the learners to respond correctly.*



9. Listen to a story about the wind and the sun:

## The Wind and the Sun



1



2



3

**Wind :** Hello, Sun! Do you see that man? Let's see who can get his shawl off.

**Sun :** OK. You try first.

**Wind :** (Puffing his cheeks, he blows hard.) Whooooooh! Whooooooh! Whooooooh!

**Man :** Oh, what a strong wind! Let me hold the shawl tightly.

**Wind :** Let me try again. Whooooooh.....whooooooh.....! Oh no, I give up.

**Sun :** OK. It's my turn now. I will shine brighter. (The sun shines brightly.)

**Man :** Oof! It's getting so hot. Let me take off my shawl.

**Sun :** Ha ha ha! I have won. The man is taking off his shawl.

**Wind :** Yes, you have won.

**10. Let's talk:**

- a) Who is wearing a shawl?
- b) Who tried first to take off the man's shawl?
- c) Who won at last?

**11. Let's listen and say:**

It is a hot day.

Marami wants to have an ice cream.

Do you like ice creams?

Yes ☐ No ☐.



**When do you have ice creams?**

**12. Draw an ice cream:**

**13. Talk with your friends about what else you would like to eat on a hot day:**



**14. Listen and repeat:**

Sun	wind	man	van
shawl	red	jacket	quarrel

**15. Let's think and say:**

I am in SLATE

but not in LATE.

Who am I?

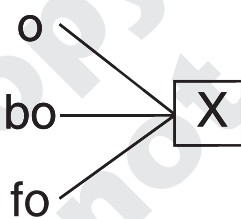
**16. Let's say a few sentences. Then draw what you understand:**

The sun is shining.

The wind is blowing.

The man is taking off his shawl.

**17. Let's make some words that end with 'X'. One is done for you:**



.....  
...ox.....  
.....



.....  
.....  
.....  
.....



.....  
.....  
.....  
.....

*The teacher will help the learners to identify the letters of the alphabet and the sounds.*

## 18. Let's read :

ant ----- ant

ant  
→

man ----- 

m	a	n
---	---	---

 ----- 

man
-----

**man**  
→

van ----- 

v	a	n
---	---	---

 ----- 

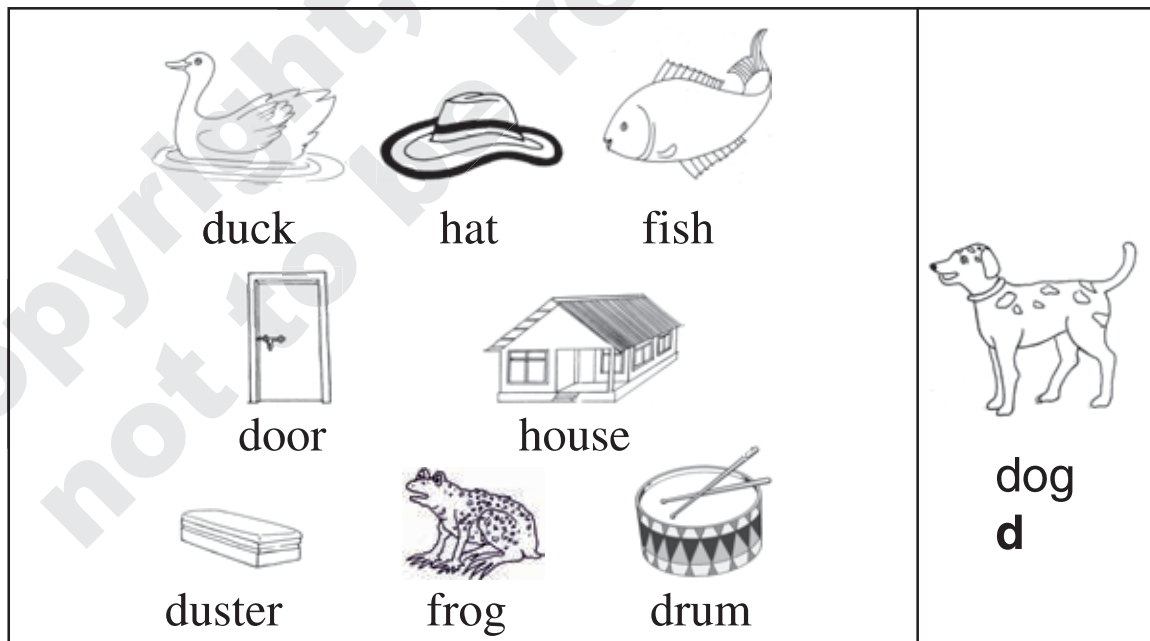
van
-----

**van**  
⇒

The word van  
has the “a”  
sound in the  
middle.

van

**19. Say the name of each picture below. Colour the pictures which begin with the “d” sound:**



**20. Listen and repeat:**

sky      snake      shoe      sun

**21. Let's recite:**

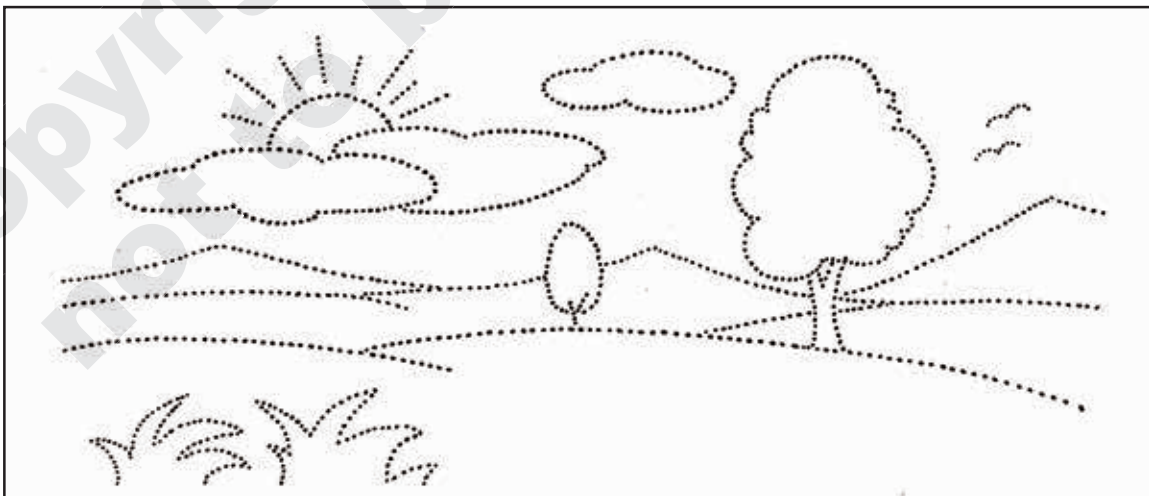
Rain on the green grass  
Rain on the tree,  
Rain on the roof top  
But not upon me.

**22. Listen and say:**

Green  
Grass is green.  
Blue  
The sky is blue.  
The girl is under an umbrella.

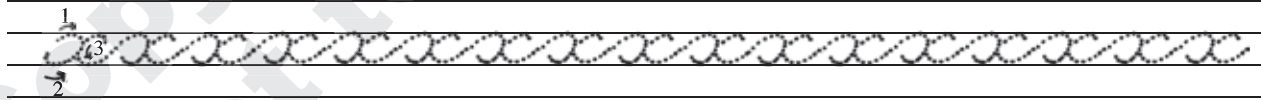
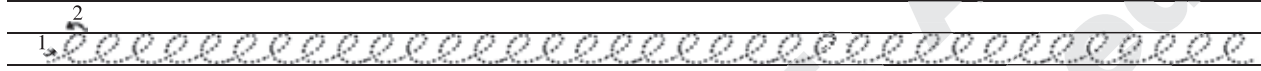



**23. Join the dots and colour the picture:**



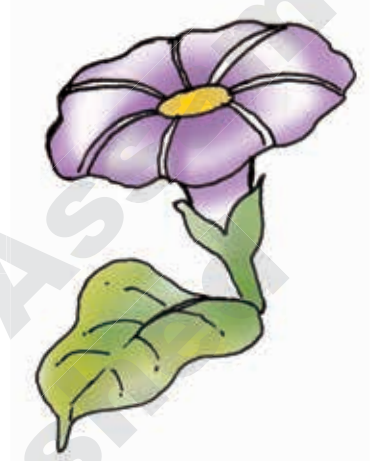
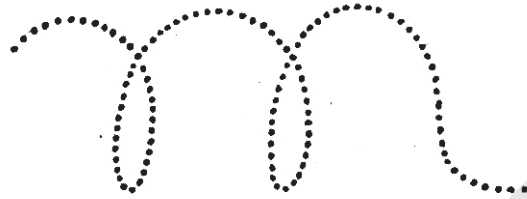


## 24. Trace and write:



 The teacher will help learners practice drawing lines, circles, curves on their slates.

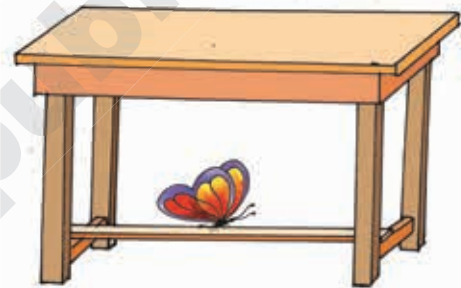
**25. Join the dots and help the butterfly reach the flower. Identify the letter:**



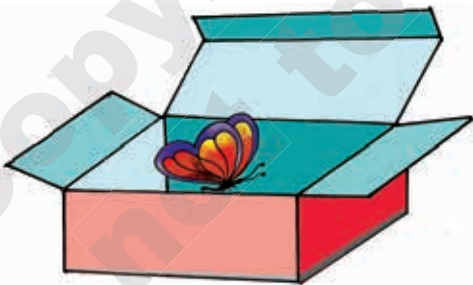
**26. Where is the butterfly?**



The butterfly is on the table.






The butterfly is under the table.









The butterfly is in the box.







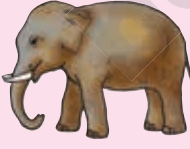

27. Let's revise and also learn some more words:




	<b>A</b> a
	
an ant	an apple      an axe

	<b>B</b> b
	
a branch	a bat      a ball




	<b>C</b> c
	
a cock	a cat      a cap




	<b>D</b> d
	
a dove	a dog      a duck




	<b>E</b> e
	
an egg	an elephant      an elbow



	<b>F</b> f
	
a fox	a fish      a fan









	<b>G</b> g
a grandmother	
	
a goat	a glass

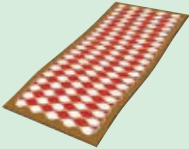

	<b>H</b> h
a helmet	
	
a hat	a hen

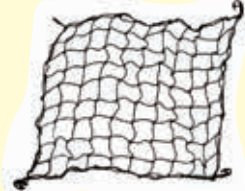


	<b>I</b> i
ink	
	
an igloo	an ice cream




	<b>J</b> j
a jug	
	
a jacket	a jeep




	<b>K</b> k
a kettle	
	
a kite	a key

	<b>L</b> l
a leaf	
	
a lamp	a leg




	<b>M</b> m
	
a mat	a mug




	<b>N</b> n
	
a nail	a nurse




	<b>O</b> o
	
an ox	an orange




	<b>P</b> p
	
a pencil	a pen




	<b>Q</b> q
	
a quill	a queue

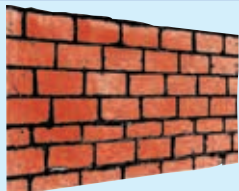


	<b>R</b> r
	
a radio	a river




	<b>S</b> S
	
a suitcase	a sweater




	<b>T</b> t
	
a truck	a table

	<b>U</b> u
	
an umpire	an urn

	<b>V</b> v
	
a violin	a vase

	<b>W</b> w
	
a watch	a window

	<b>X</b> X
	
an x-ray fish	a xylophone

	<b>Y</b> y
	
a yo yo	a yacht

	<b>Z</b> z
	
a zebra	a zip



28. Read:

A	B	C	D	E	F	G	H	I
a	b	c	d	e	f	g	h	i
J	K	L	M	N	O	P	Q	R
j	k	l	m	n	o	p	q	r
S	T	U	V	W	X	Y	Z	
s	t	u	v	w	x	y	z	

A	B	C	D	E	F	G	H	I
a	b	c	d	e	f	g	h	i
J	K	L	M	N	O	P	Q	R
j	k	l	m	n	o	p	q	r
S	T	U	V	W	X	Y	Z	
s	t	u	v	w	x	y	z	



## Lesson 4

### For the Teacher

The listening activities which began in Lessons 1, 2 and 3 continue with the story of “The Dog and the Red Van” and further unfold the story of “The Wind and the Sun.”

The teacher will relate the stories with correct pronunciation, voice modulation, gestures and dramatisation. He/She will lead learners to answer questions on comprehension and encourage them to retell the stories.

#### Enhancing listening and speaking

The teacher will provide maximum opportunity to learners for listening to a lot of language input as well as speak or say what they see and hear. In order to develop listening and speaking skills in the learners, the teacher will help learners to look at pictures and talk about them. Teachers can provide a cue, by mentioning the names of some objects, some describing words, etc. Learners will repeat these words after the teacher and identify them in the pictures. Teachers will repeat and write the words that are found in the stories and other text on the blackboard, e.g. sun, wind, man, shawl, jacket, quarrel, van, coat, etc.

#### Rhyme time

The teacher will recite the poem in Activity 21-“Rain on the green grass..” with correct pronunciation and rhythm and the learners will recite and sing the same.

Teachers will introduce learners to prepositions ‘in’ , ‘on’ , ‘under’ , etc.

#### Describing words

The teacher will explain how words like hot, cold, big are used. For example, a hot sun, a cold wind, a big dog, a small dog, a sad face, a happy face. This activity can be extended by the teacher to help learners describe themselves.

#### Games with words

The teacher may guide the learners to make as many words as they can from a grid that may be written on the blackboard. First, a word is made, then a phrase and lastly a sentence. For example, dog, a dog, A dog is running on the road.

#### Developing writing

The teacher will help learners to trace and write along the dotted curves, circles and lines on their slates and also to write the letters of the alphabet.

#### Learning outcomes: The learner–

1. responds orally to comprehension questions related to stories/poems
2. names familiar objects seen in the pictures
3. listens to English words, greetings, polite forms of expression, simple sentences and responds in English or the home language
4. recognises letters and their sounds in context
5. associates words with pictures
6. recites poems/rhymes with action
7. differentiates between small and capital letters in print
8. uses prepositions in, on, under, etc.
9. draws, scribbles in response to stories/poems

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