

Fun With Language Book 3



Easy Path Series

Revised Edition 2004



A GOG/IDB Project

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Revised 2004

FUN WITH LANGUAGE

BOOK 3

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A GOG/IDB Primary Education Improvement Programme
Easy Path Series

FOREWORD

One welcomes the publication of this series of textbooks as part of the Primary Education Improvement Project funded by the Inter-American Development Bank and the Government of Guyana.

This series of texts has been long in planning, writing and producing. In the process however, many Guyanese have developed skills in textbook writing and publication. This will serve Education well in the future.

We congratulate all those responsible for the production of these texts. They have done a good job. Guyanese children at the Primary level, and, indeed, the society as a whole, will be the beneficiaries of their labour.

Thanks to the Inter-American Development Bank for its financial support. Primary Education in Guyana will benefit considerably with the availability of relevant reading material.

Dale A. Bisnauth
Senior Minister of Education
and Cultural Development

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FUN WITH LANGUAGE



Book 3

1. This is your book.
2. What is the name of your book?
3. What does the picture tell you about your book?

Unit 1

Moving to a New House

Let's talk about Moving to a New House



Finding Answers

1. What is happening in the picture?
2. What do you think are some of the things the family had to do before they moved?
3. What would you miss most about your old home if you had to move?
4. Give two reasons why a family would move from one house to another.
5. Why do you think the people in the next house are looking through their windows?

Read and Find Out

Janet's New Home

I am Janet. Last month my parents and I moved from the town to the country. I now live in a small neighbourhood called Better Hope. The neighbours are very friendly. They help one another to clean the drains, cut the tall weeds and keep the neighbourhood tidy. The lawns and gardens are also well kept.



My neighbours on the left are the Henrys. There are three children in that family: two boys and one girl. My neighbours on the right are the Allys. They have one child. She is Farida. She is eight years old and I am nine.

I enjoy going to the playground most of all. The playground has swings, slides, a see-saw, a jungle gym and lots of space to run and play.

I also enjoy the quiet here. My new neighbours play their radios and television sets quietly. I am very happy in this new neighbourhood.

Finding More Answers

1. What is the name of the girl who tells the story?
2. Where did she live before she moved to her new home?
3. When did she move?
4. What kind of neighbours does she have?
5. Who are the neighbours to the right?
6. How many people are there in the Ally's family?
7. Give one reason why Janet likes the new neighbourhood?

Creative Work

Listen as your teacher reads the poem.

A New Home

The truck screeched to a halt
And there is silence.
I stare at our new home
Waiting there for me.

While the furniture is being taken in
I run to the back of the yard
The swing in the garden swings to me.
Saying, "Come play with me."

Marvin Bart

Activities

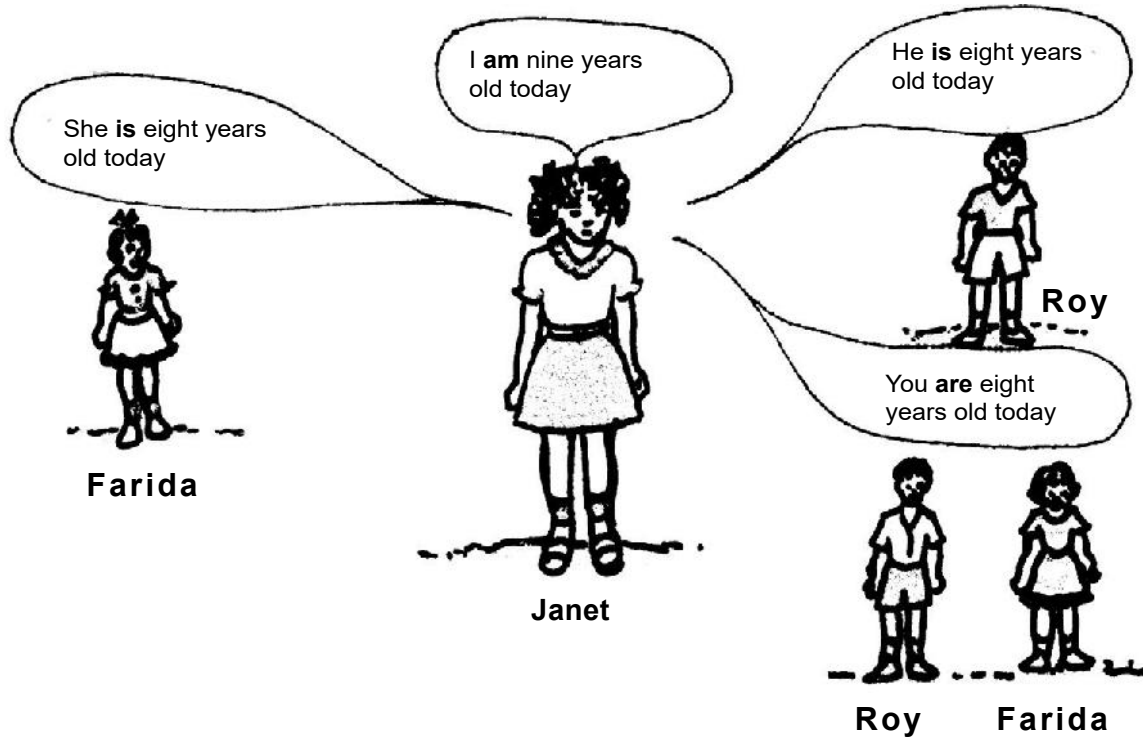
1. Tell a story about the poem.
2. Draw the part of the poem you like best.
3. Write three sentences about your drawing.

Grammar

A. Use of **am**, **is** and **are**

Read the name of each child.

Read what Janet says about each child.



Exercise 1

Answer the following questions:

1. What does Janet say when she is talking about herself?
2. What does Janet say when she is talking about Farida?
3. What does Janet say when she is talking about Roy?
4. What does Janet say when she is talking to Farida and Roy?

REMEMBER

The word **I** is followed by **am**.

The words **he/she/it** are followed by **is**.

The word **you** is followed by **are** whether it is singular or plural.

Exercise 2

Make sentences using words from each column of this chart.

A	B	C
I		fat
He	am	thin
She	is	cooking
You	are	in a big
The girl		house
The man		
Farida		

B. The Capital Letter

The capital letter is used:

- (a) To begin a sentence, e.g. The neighbours are kind.
- (b) For names of persons, e.g. Farida, Roy.
- (c) For names of places, e.g. Better Hope, Georgetown.

N.B. The word 'I' is always written with a capital letter.

Exercise

Write two sentences using capital letters in the right places.

1. Write a sentence to tell of your age.
2. Write a sentence to say where your friend lives. Write the name of your friend.

C. The Full Stop

A full stop should always be used at the end of a telling sentence. The **full** stop tells where one sentence ends and where another begins.

The word which follows a full stop should begin with a capital letter, e.g. Better Hope is a village. It is six kilometres from Georgetown.

Exercise

Look again at the story and tell how the full stop is used. Write two sentences using capital letters and full stops.

Vocabulary

Read the names of the pictures.



tel-e-vi-sion



ra-dio

Pronounce these words in syllables:

tel-e-vi-sion

neigh-bour-s

ra-dio

neigh-bour-hood

Phonics

The vowel **a** has different sounds.

Sometimes it says **ö** (its own name) or the long vowel sound e.g.



ape



apron

and sometimes it says **a** (ah) (short vowel sound) e.g.



apple



ant



alligator

Look again at the story on page 3 and write all the words beginning with the long vowel sound **a** and the short vowel sound **a**.

Unit 2 Getting Ready for School

Let's talk about Getting Ready for School



Finding Answers

1. What is happening in each picture?
2. (a) Where do you think the girl is going?
(b) How do you know?
3. Write a sentence about each picture.

Use words such as: **first, second, next, then, afterwards, last.**

Read and Find Out



Read the words of this song then sing along with your teacher.

Sing to the tune of “The Mulberry Bush”.

In the Morning

I jumped out of bed this morning. (3 times) I hope it's a very nice day.

I jumped out of bed and stretched. (3 times) Early in the morning.

I stepped in the bath and had a shower. (3 times) So early in the morning.

Finding More Answers

Pretend you are Pat.

1. Say what you do in the morning.
2. (a) List the things you do before going to school. (b) List the order in which you do these things.
3. Say how you help your mother at home.

Creative Work

1. (a) Mime how you get ready for school. (b) Let your friends guess what you are doing.
2. (a) Draw something that you do to help your mother. (b) Write three sentences about it.

Grammar

Simple Present Tense

Read the poem.

Dog

“Vulcan, get off the steps.”
The sleepy dog **opens** one eye
Stretches his body
Wags his tail
Stands with much effort
Arches his back
Gives a lazy yawn
Then **ambles** away
With a backward glance
As if to say
Can’t a dog take a rest?



Marvin Bart

Exercise

- A. Say the words that are in bold type in the poem.
These words tell us what the dog does.
Words that tell us what someone or something does are called **verbs**.
Look at the verbs again and say them.
opens, stretches, wags, stands, arches, gives, ambles
- B. The verbs in the poem also tell us about time.
They will tell us what the dog is doing at the present time.
The verbs are written in the present tense (tense means time).
- C. Read what **Pat** says **she** does.
Read what **we** say **Pat** does.

Pat says

I jump

I stretch

I wash

I eat

I wave

We say

Pat jumps

Pat stretches

Pat washes

Pat eats

Pat waves

Read the song "In the morning".

Name the action words or verbs in this song.

- D. Fill in the blanks with the correct verbs to complete the sentences.
1. Pat _____ to school every day. (walk, walks)
 2. The gir _____ her breakfast. (eat, eats)

3. The dog _____ over the gate. (jump, jumps)
4. Mother _____ goodbye. (wave, waves)
5. Father _____ the dishes. (wash, washes)
6. She _____ her teeth after each meal. (brush, brushes)
7. I _____ to school every day. (walk, walks)
8. It _____ on four legs. (stands, stands)

Vocabulary

A. Look at the pictures.

Say the words.

Spell the words.



brushes



stretches



combs

B. Fill in the missing letters to complete the words.

y_wns

w_shes

w_ves

_rushes

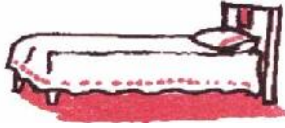
w_gs s

t_nds

D. Read and copy the picture story.

Write words for the pictures.

In the mornings when I get out of



I



my teeth, take a



brush



my hair, put on my



take my



then leave for



Phonics

Consonant/Initial blend **br**

When two or more consonants come together in a word the sounds are usually blended together. They are called consonant blends e.g. brush, broom

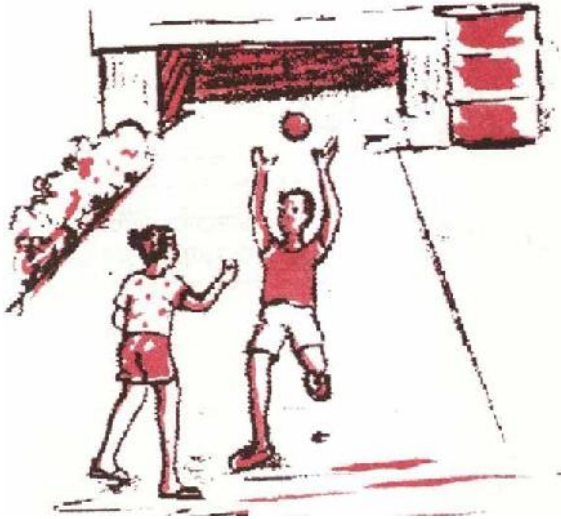
Here are some riddles.

The answers for each riddle begins with the blend **br**.

1. The first meal in the morning is called br_____.
2. Something we use to sweep our rooms is called a br_____.
3. Something I use to keep my hair tidy is called a br_____.
4. A woman on her wedding day is a br_____.
5. A large stem of a tree is called a br_____.

Unit 3 The Lost Ball

Let's talk about the Lost Ball



Finding Answers

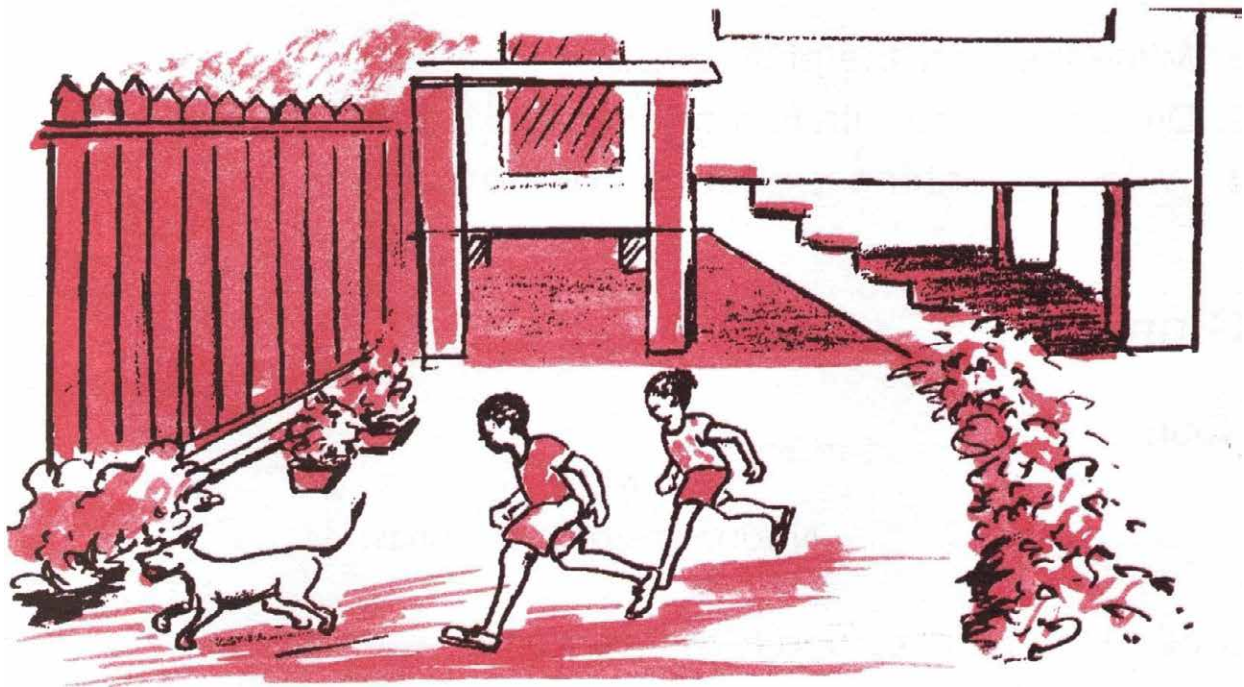
1. What are the children doing in each picture?
2. What is the dog doing in the second picture?
3. (a) Have you ever lost anything?
(b) Tell a story about something that you lost.

Read and Find Out

The Lost Ball

Mother goes to visit a friend. She leaves David and Joan at home. Mother tells them a story to stay in the house. She also tells them not to remove any toys from the box. But David takes his ball out of the box after his mother leaves.

Soon David and Joan go to play in the yard. Timmie, the dog goes too. They have fun. Joan throws the ball to David. The ball goes too high. It goes over David's head and rolls away. They look for the ball but they cannot find it. Timmie helps them. He sniffs at the flowers. He sniffs the leaves. He sniffs at the wood under the house.



Then Timmie barks and the children run to him. They see the ball under the house. Timmie grabs the ball in his mouth.

The children are happy. They put the ball back in the box.

Finding More Answers

1. What does Mother tell the children?
2. Do the children obey her?
3. What do they play?
4. How do they lose the ball?
5. Why does Timmie sniff at things?
6. Where do they find the ball?
7. Why are the children happy?

Creative Work

1. Mime the story the picture tells.
2. Draw a picture with two children looking for a ball.
3. Write two sentences about a ball that you lost.

Grammar

Nouns

NOTE

Nouns are name words.

Look at the pictures and read the words.



box



ball



flower



dog

Mother

REMEMBER

Nouns tell us **who** and **what**.

'Who' nouns name people.

'What' nouns name places or things.

Complete the sentences with who or what nouns.

who

what

1. The



opens the



2. The

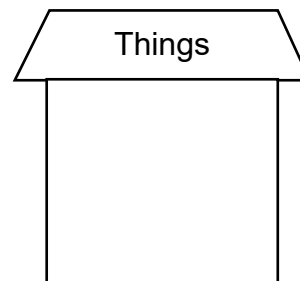
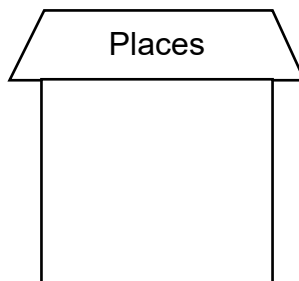
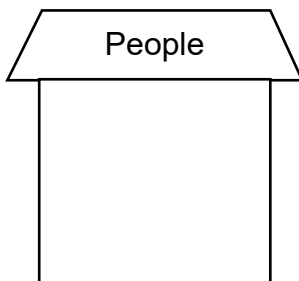


finds the



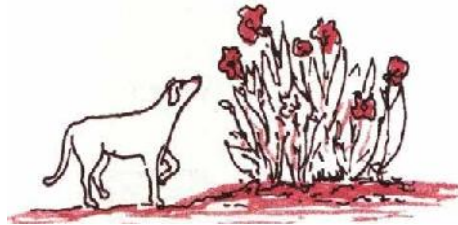
Exercise

1. Name some **'who'** nouns.
2. Name some **'what'** nouns.
3. (a) Draw three houses like those below and name them **people, places** and **things**.
(b) Select nouns from the story and write them in the correct houses.



Vocabulary

A. Look at the pictures and talk about them. They are based on the story "The Lost Ball".
Read the sentences.



Timmie **sniffs** the flowers



Joan **throws** the ball to David.

B. Using **a** or **an**

NOTE

Use **a** before words beginning with consonants.

Consonants are: **b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.**

Use **an** before words beginning with a vowel. Vowels are: **a, e, i, o, u.**

Exercise

Put **a** or **an** before these words.

__ ant

__ cow

__ table

__ umbrella

__ box

__ egg

__ shirt

__ elephant

Phonics

Blends — **bl** and **sn**

Say the words with the blends **bl** and **sn**.

blue

black

blanket

blossom

blade

sneeze

sniff

snatch

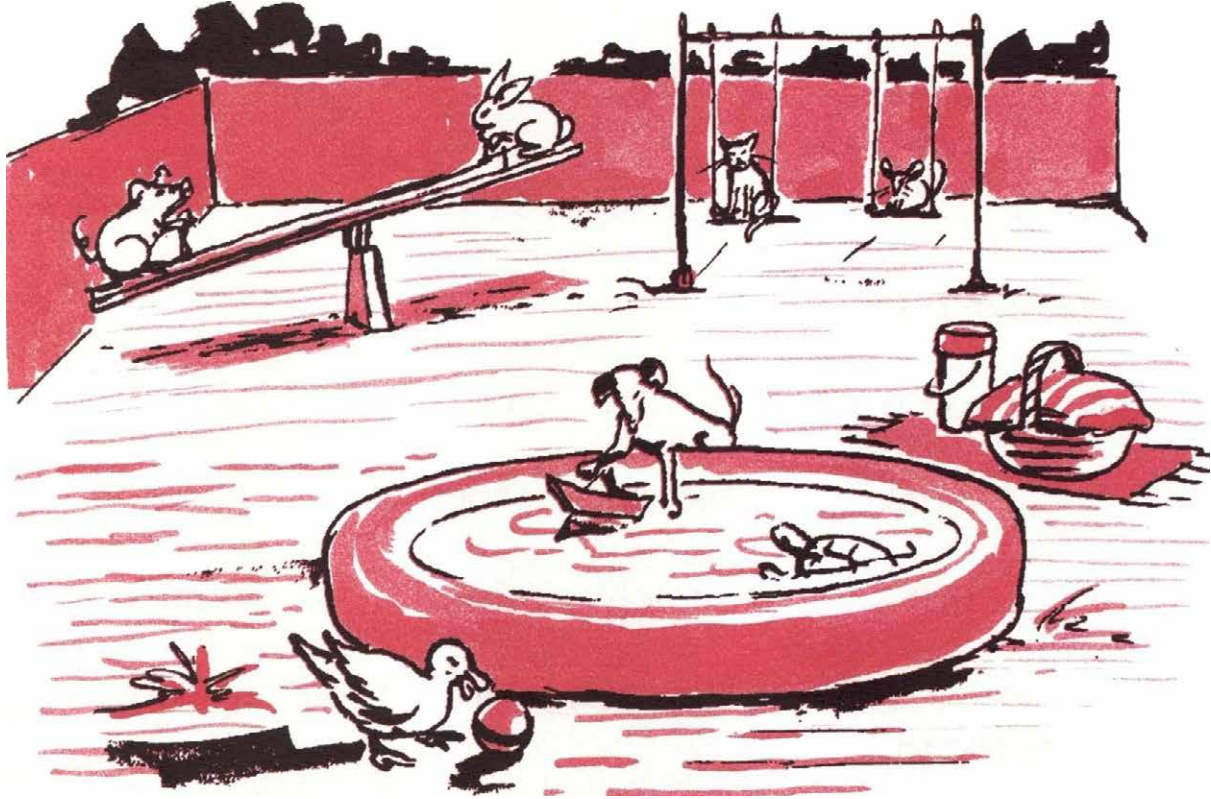
snail

snap

Copy the words and write three more words of your own, beginning with the **bl** and **sn**.

Unit 4 A Picnic

Let's talk about a Picnic



Finding Answers

1. Name the animal friends in the picture.
2. Where are the animal friends?
3. What else do you see in the picture?
4. Which animal is sailing a boat in the picture?
5. Name the animals on the see-saw.
6. Why do you think the animals have a lunch basket?

Read and Find Out

A Picnic

Mr. Burton and his friends
Are out on a picnic for a day.
There are many things to eat
And lots of games to play.



They have pine tarts and pie,
Fruit drinks, patties and mettai,
Chips and sweet cassava bread.
Banana, orange and cashew.

There are coloured balloons on a stick
Some to hold and some to kick.
Mousie is walking with her swing.
And Danny Duck is fetching a ball and some strings.

Landomae Fraser

Finding More Answers

1. What does the poem tell us?
2. What food is there to eat?
3. What do they have to drink?
4. Name some games that they can play.
5. Why is Danny Duck fetching some strings?
6. Why is Mousie walking with a swing?
7. What will the animal friends do with the balloons?

Creative Work

1. Mime one action that the animals do in the poem. Let a friend guess what you are doing.

Your friend should say: **You are** _____

2. Look at this card.

What is it saying to you?



Make an invitation (card) to send to your best friend.

Grammar

Present Continuous Tense

Sometimes we can say what is happening by using **is** or **are** with action words or **verbs** that end with - '**...ing**' e.g.

1. Danny Duck **is bowling** a ball.
2. The cat and mouse **are playing**.

We use '**is**' for one person or thing.

We use '**are**' for more than one person or thing.

Exercise

Complete the following sentences:

1. Mr. Burton (is sailing, are sailing) a boat.
2. Danny Duck (is playing, are playing) in the water.
3. The animals (is eating, are eating) cakes.
4. Mousie and Kitty (is going, are going) on a picnic.

Vocabulary

Phonics (Long and short sound of **e**)

The vowel **e** has a long sound and a short sound.

The long sound **e** says its letter name 'ee'

The short **e** says '**eh**'.

Exercise

A. Read and copy the words and the boxes.

Write **L** for the long sound and **S** for the short sound of **e** in the boxes.

see set me get bell

B. Complete this exercise in the same way.

bee green three sea

C. Write six words with the long sound of **e**.

Write six words with the short sound of **e**.

Unit 5 The Masquerade

Let's talk about The Masquerade



Finding Answers

1. What is happening in the picture?
2. What name would you give to the group of children?
3. Describe what they are wearing.
4. Name the instruments that the children are using.
5. (a) Have you ever seen a band like this?
(b) When do you see such bands?
(c) Where do you see such bands?

Read and Find Out

The Masquerade

One day during the Christmas holidays Janet and Joe went to Georgetown. They wanted to see the masquerade band. They went to Camp Street where there was a big crowd waiting.

After a few minutes they heard the sound of drums, Boom! Boom! Boom! and the sound of flutes, coming down the street.



Suddenly, they heard the shouts from the crowd.

“The Masquerade is coming!”

“Look at the Mad Bull!”

“Look at Mother Sally!”

“Look at the Flounders!”

Some of the flouncers wore bright masks and fancy costumes. The people in the crowd were happy to see the masquerade. Janet and Joe were jumping up and down. They were happy too.

Finding More Answers

1. Where did Janet and Joe go?
2. What did they want to see?
3. Why did they go to Camp Street?
4. How did Janet and Joe feel when they saw the masquerade?
5. Who shouted, "The masquerade is coming?"
6. What did some of the flouncers wear?

Creative Work

1. Describe the clothes worn by a member of the masquerade band.
2. (a) Draw the clothes you like best.
(b) Write three sentences about them.

Grammar

Proper Nouns

Look at the pictures below.

We can call each of the pictures, **boy**.

That is the name we can give to any boy. But the first boy has his own name. He is **Joe Henry** and the other boy is **Jack Ally**.

Each boy has a special name.



Joe Henry



Jack Ally

REMEMBER

Nouns that are special names of people, place or things are called **Proper Nouns**, e.g. **Joe Henry, Jack Ally, Demerara Harbour Bridge, Botanical Gardens, Georgetown**. All Proper Nouns begin with a capital letter.

Exercise

Write in your books:

- (a) Five proper nouns that are names of persons.
- (b) Five proper nouns that are names of places.

Vocabulary

A. Look at the pictures and read the words.



masks



Mother Sally



Mad Bull



costumes



flouncers

Fun with words — Synonyms and Antonyms

Words that have the same meaning are synonyms. Words that have opposite meaning are antonyms.

Read the clues then complete the crossword puzzle with a word that is the same or opposite in meaning.

Across

- 1. The same as road is ____
- 7. The same as many people together is ____
- 13. The opposite of down is ____
- 19. The opposite of out is ____
- 25. The opposite of dull is ____

Down

- 16. The opposite of small is _____.

1	2	3	4	5	6
7	8	9	10	11	
13	14		16		
19	20		22		
25	26	27	28	29	30

Phonics

Consonants blend — fl

Say this rhyme.

I like to blow bubbles in the air
And watch them go sailing everywhere
Floating here and floating there
Till they pop when they hit a chair

Say the words beginning with **fl**.

Listen to the sound.

Look at the pictures. You may colour them. Read the words.



flag



flask

Write other words beginning with the same consonant blend as flag and flask in your books.

Unit 6 A Birthday Party

Let's talk about a Birthday Party



Finding Answers

1. What is happening in the picture?
2. What do you think the children are saying?
3. Do you think they are happy?
4. What date is your birthday?
5. What would you like to have for your birthday?
6. What do you do on your birthday?

Read and Find Out

Janet's Birthday Party

Happy Birthday to you!
Happy Birthday to you!
Happy Birthday dear Janet!
Happy Birthday to you.

Last Saturday was Janet's Birthday and she invited her friends to her birthday party. The party was kept on the lawns of her home. Joan, Mary and Carol came in their pretty party dresses. Mark and Bob wore coloured shirts and long pants.



The children played 'Musical Chairs'. They danced around five chairs. Some of the girls slipped and fell and they all laughed and laughed. Then the children were blindfolded and took turns playing the game 'Pin on the Donkey's Tail'. They had a lot of fun.

Janet had to blow out eight candles and cut her cake. The children had cake, ice-cream, fried rice, baked chicken and fruit drink. The children took home bags of sweets and nuts. They were very happy.

Finding More Answers

1. When did Janet have her birthday party?
2. How many friends did she invite?
3. Where was the party kept?
4. What did the girls do?
5. What game did the children play?
6. How many children do you think danced around the five chairs?
7. How old was Janet on her birthday?
8. What did the children eat and drink?

Creative Work

1. Suppose you received the gift you wanted for your birthday, what would you say to the person who gave you the gift?
2. Draw a gift that you would like to have for your birthday.
3. Describe your gift. Make as many sentences as you can.

Grammar

Proper Nouns

REMEMBER

Proper nouns are special names of people, places or things and they always begin with a capital letter.

The capital letter points out proper nouns that are names of:

- (1) Persons, e.g. Janet, Jack
- (2) Places, e.g.
 - (a) village — Better Hope village
 - (b) town — New Amsterdam
 - (c) church — St. Mary's Church
 - (d) street — Regent Street
 - (e) class — Primary One

Unit 7 Christmas

Let's talk about Christmas



Finding Answers

1. Why is the tree in the house?
2. What are the children doing?
3. (a) What time of the day is it?
(b) How do you know?
4. Who do you think will receive the gift under the tree?
5. (a) What month of the year is it?
(b) How do you know?

Read and Find Out



Toys

Janet wanted a big doll for Christmas. Joe wanted a big truck for Christmas. Every day they looked at the many little dolls and trucks in the stores.

One day Janet saw a big doll and Joe saw a big truck in a store. "I would like to have that big doll!" said Janet.

"I would like to have that big truck!" said Joe.

Janet and Joe went home and they both wrote letters to Santa Claus. They gave the letters to their father to post to Santa Claus.

Early on Christmas morning Janet and Joe woke up and went to look under the Christmas tree to see if Santa Claus had brought their gifts.

Janet saw her name. "This is mine!" she shouted.

Joe saw his name. "This is mine!" he shouted. Janet opened her gift and screamed, "I've got the big doll!"

Joe opened his gift and said, "Oh! I've got the big truck."

The children were very happy.

Joe took out his truck from the box and said, "Let's see how fast it will go!" He pushed it across the floor. Crash! Bang!, one of the wheels flew out. "I can fix it!" said Joe and this he did.

"Please take my doll for a ride!" said Janet.

"Put her in the back of the truck!" said Joe.

The doll sat in the back of the truck. She looked very funny bouncing up and down as Joe pushed his truck all over the house, Zoom! Zoom! Janet and Joe had a lot of fun with the doll bouncing up and down in the truck.

Finding More Answers

1. What is the story about?
2. What did the children want for Christmas?
3. Where did they go every day?
4. How did they get what they wanted?
5. What did Janet and Joe do in the store?
6. Who wrote the letters to Santa Claus?
7. How do you think the children felt when they opened their gifts? Why do you think so?
8. What did the children say when they opened their gifts?
9. Why did the wheel of the truck fly off?
10. Why do you think the doll was bouncing up and down?

Creative Work

1. Suppose you got the gift you wanted for Christmas, how would you feel?
2. Draw the gift that you would like for Christmas.
3. Write a letter to Santa Claus telling him what you would like for Christmas.
4. Make a Christmas card.

Grammar

Verbs (Past Tense)

Look at these sentences.

(a) I **play** with my toys every day.

(This sentence tells you what I do every day.)

(b) Yesterday I **played** with my toys.

(This sentence tells you what I did. Yesterday is past so the sentence tells about a time that is past.)

For some **verbs** or **action words** we add ‘-ed’ to the present form when we are talking about the past.

Write the words from Column **A** in Column **B** and add **-ed** to make them past tense.

A	B
open	
push	
post	
want	
jump	

Make sentences with the new words.

Vocabulary

Look at the pictures and read the words.



gift



Christmas tree



truck

Spell these words.

fun-ny morn-ing Christ-mas
San-ta let-ter-s hap-py

Make sentences with the words.

Christmas Crossword Puzzle

Read the clues and find words to fit the squares.

Down

- 1 something that gives **light**
- 2 something used to **decorate**
- 3 a word to rhyme with **bell**
- 4 something girls **love**

Across

- 13 something to **ring**

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

Phonics

Sound of 'Ch'

Say this rhyme and listen to the 'ch' words.

A Little Puppy

We have a little puppy.
He **chews** up everything.
He **chews** up father's slippers
And **chews** up mommy's thread.
He **chews** up all the **chair** legs.
We don't know what to do.
He **chases** all the **chickens**.
Do you think he'll **chew** them too?



Name the words that begin with 'ch'.

You do not hear the sound of either 'c' or 'h' when you say the words. You hear a different sound. You hear '**ch**'.

Re-read the rhyme — **A Little Puppy**

Find some more words beginning with the 'ch' sound.

Copy them in your books and then say them again.

Unit 8 Christmas Vacation

Let's talk about Fun on New Year's Eve



Finding Answers

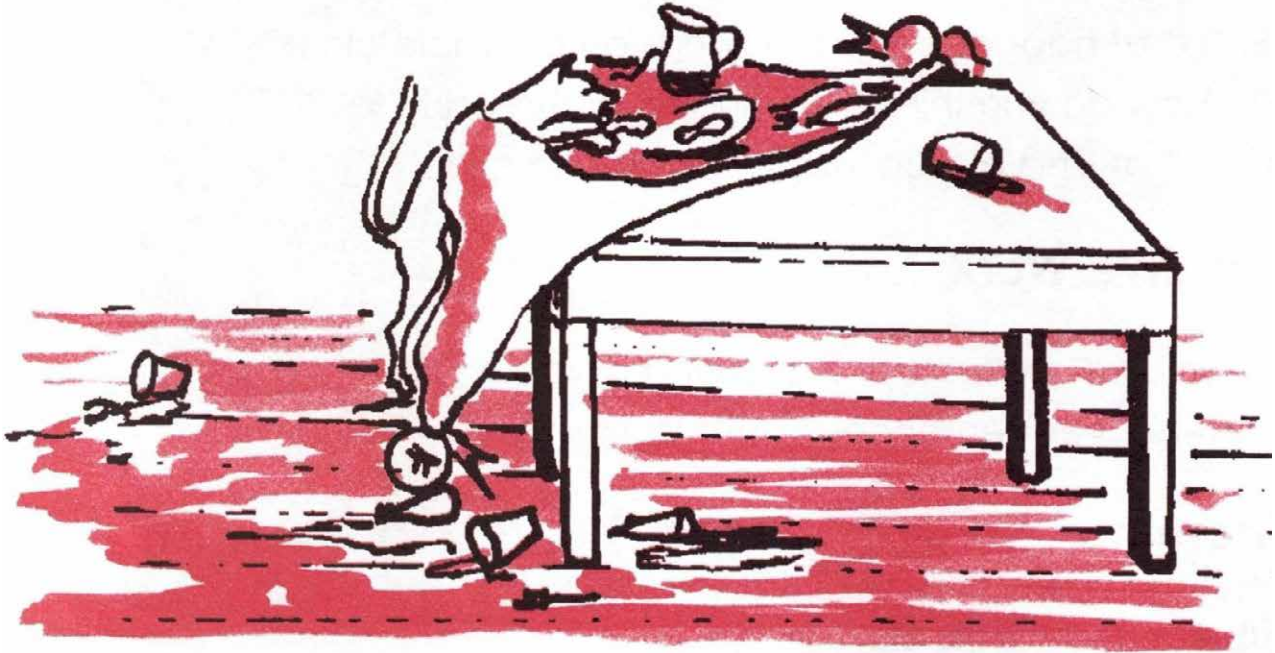
1. What is happening in the picture?
2. When do you think this activity is taking place?
3. (a) Are the people happy or sad?
(b) Why do you say so?
4. Why do you think the dog is under the table?
5. What do you think the children will do next?
6. What do you do on New Year's Eve?

Read and Find Out

New Year's Eve Party

After Christmas Joan and David went to a party. Timmie, their dog, went to the party too.

The children were dressed in new clothes. They walked down the road and Timmie followed them.



When they arrived at the party they put Timmie to sit under the table. The food was on the table.

Soon a steelband passed by. All the children ran into the yard. They danced and danced. The band went down the road and the children returned to the party.

They were surprised when they looked at Timmie. He looked funny. The table-cloth was around his body. Many things from the table were on the floor.

Finding More Answers

1. How do you think Joan and David were dressed for the party?
2. How did they get there?
3. Who went with them?
4. Where did they put Timmie?
5. What things were on the table?
6. What did the children do when they heard the band?
7. What did Timmie, the dog, do while they were away?
8. What happened to the things on the table-cloth?
9. How do you think the children at the party felt?
10. What kind of dog would you say Timmie is?

Creative Work

1. Draw yourself and a friend at a party.
2. Write three sentences about the party.

Grammar

Subject and Predicate

A Sentence has a naming part and a stating part.

The naming part is called the Subject.

The stating part is called the Predicate.

Read the sentences that are divided into subject and predicate.

Subject	Predicate
1. Timmie (who)	went to the party. (what he did)
2. The dog (what)	sat under the table. (what the dog did)

Read the sentences and divide them into Subject and Predicate.

1. Joan went to the party.
2. The guests had a good time.
3. The children ate cake and sweets.
4. David played many games.
5. Timmie followed them.
6. They danced at the party.

Vocabulary

Words and Meaning

Read the sentences with the words in bold type in the first column. The meaning of the words are found in the next column.

Words	Meaning
The dog followed the children.	walked behind
He looked funny .	amusing or comical

Make a sentence with each word in bold type.

Phonics

Short and long sound of 'i'

Say the words: **pill, bit, kit**. The 'i' says 'ih'. It is the short sound. Say other words with the same sound.

Say the words: **pile, bite, kite**. The 'i' says 'i' or its name. It is the long sound.

Say other words with the same sound.

Units 9 & 10 Review (I)

Read and Find Out

231 Crane Street,
Buxton Village,
East Coast Demerara.

1st May, 2004.

Dear Paul,

I am inviting you to my birthday party. It will be held on the 29th May. The party will begin at 16:30 hrs. There will be lots to eat and drink. My Mom will make an iced-cake. There will be eight candles on the cake. Jack, Mary, Jennifer, Tiffany, Martin, Roy and Don will be there too.

I hope to see you at the party.

Your friend,
Rhonda

Finding Answers

1. Name the person who sent out this invitation.
2. When was the birthday party held?
3. Write Rhonda's address.
4. Who made the birthday cake?
5. How old was Rhonda on the 29th May, 2004?
6. How many friends were invited to the birthday party?

Grammar

A. Punctuation

Rewrite the sentences and put in capital letters and full stops where needed.

Remember a sentence begins with a capital letter and ends with a full stop.

1. The boy is going to school
2. jean is a tall girl
3. it is a warm day
4. i like banana ice-cream
5. We will go to the cinema on saturday

B. Nouns

Copy the sentences and underline the nouns in each sentence.

1. The dog is running on the road.
2. Josh is a tall, fat boy.
3. I am going to Georgetown.
4. Mary is going to the market.
5. On Saturdays, my Mother bakes buns.

C. Verbs

Use of **am**, **is** and **are**

1. The girls _____ skipping.
2. I _____ eight years old.
3. Mr. Green _____ the new postman.
4. John and Mary _____ going to the party.
5. The dog _____ barking at the old man.
6. The children _____ playing.

D. Verbs (Past Tense)

Complete these sentences by using the past tense of the words in the brackets.

1. Joy _____ in the rain. (play)
2. She _____ the colourful flowers. (pick)
3. Mother _____ pepper-pot and rice. (cook)
4. Last week Tiffany _____ the blind woman across the street. (help)
5. He _____ the chicken pen. (clean)

Vocabulary

A. Articles

Use 'a' or 'an' in the blank spaces.

____ eraser _____ fork _____ orange
_____ ant _____ football _____ icicle

B. Arrange the words in alphabetical order.

1. eddo, mango, pear, cassava
2. Saturday, Friday, Monday, Thursday
3. Debra, Betty, Rawle, Ken

C. Antonyms/Opposites

Write the opposites of the following words:

- | | | | |
|--------|---------|----------|---------|
| 1. sad | 3. fat | 5. rough | 7. wet |
| 2. buy | 4. wide | 6. big | 8. tall |

D. Consonant / Initial Blend 'br'

Write the names of the pictures.



Unit 11 Jack's Holiday

Let's talk about Jack's Holiday



Finding Answers

1. What do you see in the picture?
2. Where are the children in the picture?
3. Do you think the boy who is climbing the mango tree is enjoying himself?
4. Look at the children who are swimming. Do you think that they are safe?
5. Why do you think there are no adults in this picture?
6. Look at the boy who is fishing.
 - (a) Why is he using a basket to catch the fish?
 - (b) Do you think it is safe to fish in a trench?
7. When do you go fishing?

Read and Find Out

One Saturday morning, Uncle Andrew took Jack in his donkey cart to his home at Green Valley Farm. Jack's cousins, Eric and Grace, greeted him and took him inside to meet their mother, Aunt Lucy. Jack was spending one week there.

Every morning, Eric and Jack went to help Uncle Andrew on the farm. They also helped to milk the cows.

Jack loved to watch the ducks swimming in the pond. So one morning he went too near the edge of the pond. The mud bank broke away and Jack slipped into the pond with a loud splash.



He tried and tried to get out of the pond but he just went down, down, down. Jack screamed for help but no one heard him. So he tried to swim all by himself.

Suddenly, Eric jumped into the pond and made him hold on to the step at the side of the pond. Soon he was out and both boys began to laugh.

When Jack was ready to go home he was a very good swimmer.

Finding More Answers

Choose the correct word to complete each sentence.

1. Jack went to Uncle Andrew's farm on _____ morning
(a) Sunday (b) Saturday
(c) Monday (d) Friday

2. His cousins are _____.
(a) Eric and Lucy (b) Eric and Grace
(c) Andrew and Grace (d) Andrew and Eric

3. Every morning the two boys _____ on the farm.
(a) fell (b) played
(c) helped (d) jumped

4. The ducks were swimming in the _____.
(a) pond (b) donkey cart
(c) yard (d) shed

5. Jack felt _____ when he got out of the pond.
(a) happy (c) scared when he got out of the pond.
(b) sad (d) brave

6. _____ helped Jack to get out of the pond.
(a) Andrew (b) Grace
(c) Aunt Lucy (d) Eric

Creative Work

Write about five sentences describing what happened to Jack as he went too near the edge of the pond.

Grammar

Verbs (Past Tense)

REMEMBER

A verb is a word that tells of an action.

- A. Let us look at these words.
love, live, save, wave, use.
Name the letter at the end of each word above.
Each word ends with 'e'.
We should add 'd' at the end of each of those words to form the past tense.

Say these words correctly.

Present	Past
love	loved
save	saved
live	lived

Exercise

Copy and write the past tense of each word.

Present	Past
hope	
wave	
live	
like	
dance	

B. Say these words.

greet, help, jump, scream, slip

Say the past tense formed from the words above.

greeted, helped, jumped, screamed, slipped

How is each tense formed?

Make the sound you hear at the end of each word.

Exercise

Use the past tense form of the words in the brackets to complete the sentences.

- 1 Jack _____ at his uncle's farm. (stay)
- 2 Uncle Andrew's family _____ on Green Valley Farm. (live)
- 3 The boys _____ to milk the cows. (help)
- 4 Eric _____ Jack one morning. (greet)
- 5 Jack _____ when he could not get out of the pond. (scream)

Vocabulary

Spelling

Complete these words correctly.

val __y

f _ rm

slip _ ed

swig__er

c__sin

S _ t _ rday

greet__

s _ d _ e _ ly

Phonics

The sound of **'-ed'** and **'-d'**.

Read these words silently.

helped, greeted, tired, jumped, loved, saved, used, lived

Listen as your teacher says them. Listen to the end sound.

Tell the sound you hear at the end of each word, e.g.

helped	—	t sound
greeted	—	id sound
loved	—	d sound
jumped	—	t sound

What do you notice about **'ed'** and **'d'** words?

- **'ed'** makes different sounds. It makes **'t'**, **'d'**, and **'id'** sounds.
- **d** words end in a **'d'** sound.

Say the words again silently and listen to yourself.

Exercise

Add **'-ed'** or **'-d'** to the following words to form the past tense.

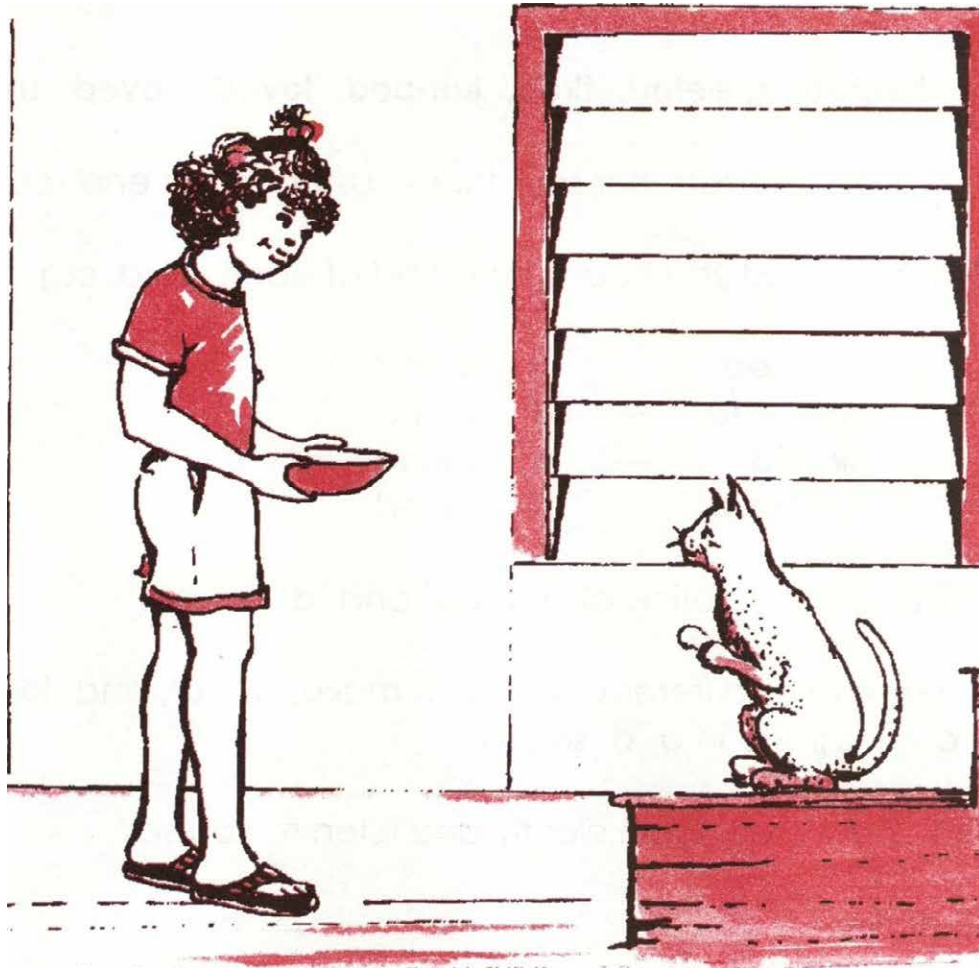
like	look
dance	book
hope	hand

Say the sound you hear at the end of each word formed. Copy the words in your books and write the sound you hear at the end of each word.

Here is an example: liked — **'t'**

Unit 12 Animals

Let's talk about Caring for Animals



Finding Answers

1. What is happening in the picture?
2. What kind of food do you think the girl is feeding the cat?
3. How should you take care of animals you have at home?
4. Why do you think you should take care of animals?
5. What food do you give to each kind of animal you have at home?

Read and Find Out

The Little Duckling



One sunny day, a little duckling was going for a swim in a pond.

On her way she saw a brown and yellow kiskadee standing on the branch of a mango tree.

The kiskadee said, “Kis-kis-ka-dee! Kis-kis-ka-dee!”

The little duckling looked up at the kiskadee and said,

”I wish I could stand up there.”

“You need strong feet like mine,”

said the kiskadee.

“Do you have strong feet?”

The little duckling

looked down at her weak feet.

“I cannot stand on the branch of a tree.”



The little duckling waddled on and she looked in the open field and saw a white rabbit hopping in the green grass.

Hoppity! Hoppity! Hop!

“I wish I could hop like you,” said the little duckling.

“You need long feet like mine,” said the rabbit.

”Do you have long feet?” The little duckling looked

down at her short feet. “No!,” she cried,

“My feet are very short. I cannot hop like you.”



The little duckling waddled on and on. She looked in the farmyard and saw a red hen scratching for worms.

The hen said, "Cluck! Cluck!"

"I wish I could scratch for worms," said the little duckling.

"I use the sharp claws on my feet to scratch," said the hen.

"Do you have sharp claws on your feet?" The little duckling looked down at her feet. "No!" she cried, "I do not have any sharp claws on my feet.

I have flat webbed feet.

I cannot scratch for worms."



The little duckling waddled on and she saw Mother Duck swimming in the pond.

Mother Duck said, "Quack! Quack!"

"I wish I could swim like you," said the little duckling.

"Come in and try," said Mother Duck.

The little duckling went into the water.

She started to swim.

"Quack! Quack! Quack! Quack!",

"This is fun," said the little duckling.

"My flat webbed feet are vey good for swimming.

A kiskadee cannot swim like this!

A rabbit cannot swim like this!

A hen cannot swim like this!

I like my flat webbed feet.

`Quack! Quack! Quack! Quack!"



Finding More Answers

1. Where was the little duckling going?
2. What kind of day was it?
3. How many animals did she meet on her way? Name them
4. How do you think the duckling felt when she could not do the things the other animals did?
5. How do you think the duckling felt when she could swim in the pond and the other animals could not?
6. What did she say about the kiskadee, the rabbit and the hen?
7. What part of the duckling helped her to swim and so made her different from the other animals?
8. What can you learn from this story?

Creative Work

Here are some pets:



rabbit



bird



cat

1. Draw your pet and name it.
2. Tell how you take care of your pet.

Grammar

Subject and Predicate

A sentence has two parts.

The **Subject** tells us about the person or thing.

The **Predicate** tells what the person or thing does.

Here is an example:

Ducky Duck took her umbrella.

“**Ducky Duck**” is the **Subject** of the sentence and “**took her umbrella**” is the **Predicate** of the sentence.

Exercise

Read and copy the sentences.

Divide them into Subject and Predicate.

1. Fishes swim.
2. The rabbit was hopping in the grass.
3. A red hen was scratching for worms.
4. The little duckling saw a white rabbit.
5. Mother Duck swims in a pond.
6. The kiskadee said, “Kis-kis-ka-dee!”
7. The yellow kiskadee stood on a branch of a tree.
8. My flat webbed feet are very good for swimming.
9. My pet has soft fur.
10. I love caring for my pet.

Vocabulary

Look at the pictures.
Read the words.



duck - ling



kis - ka - dee

Look at these words.
Spell them.

swim

hop

sit

run

swim-ming

hop-ping

sit-ting

run-ning

Phonics

Sound of **'sw'**

Say this rhyme and listen to the **'sw'** words — **"swah"**

Swing, swing

In the sun

Swing, swing

Just for fun.

Do you hear the sound of 's' blending with the sound of 'w'?

Tell other words beginning with **'sw'** as in swing

Write more words beginning with the **'sw'** sound.

Unit 13 The Weather

Let's talk about The Weather



Finding Answers

1. What do you see in the picture?
2. How are the children dressed?
3. Why do you think the children are dressed like that?
4. Where do you think the children are going?
5. What do you think the children are saying to each other?
6. What name can you give to this picture?

Read and Find Out

Ducky Duck's Magic Umbrella



Ducky Duck had a pretty umbrella. It was red and white with a shiny black handle.

Ducky Duck always took her umbrella when she was going out. She took it when it looked as if it would rain. She took it with her when it was sunny because it was such a pretty umbrella and she liked it so much.

One day Ducky Duck's umbrella gave her a surprise. She was going to Pinky Pig birthday party. She wore a red and white polka dot dress, a red hat, a pair of red shoes and she took her red and white umbrella with her. She was in a hurry because she thought she was late for the party. Suddenly she heard the sound of thunder.

Can you imagine how it sounded?
Bang! Bang! Crash! Crash! Boom! Boom!
It got louder and louder and louder.

Ducky Duck opened her umbrella. She heard raindrops, pitter-patter, pitter-patter, pitter-patter on her umbrella. She splashed along in a great hurry.
“Oh my goodness! My shoes are getting wet. I wish I could fly to that party instead of splashing through all these puddles.”

Suddenly she felt herself going up, up, up. She held her umbrella.
She was flying through the air at a fast rate. She looked down and she saw Pinky Pig’s house.

“Oh my goodness!” she said. “I’m here already.”
The umbrella brought her down.
Bumpity! Bumpity! Bump!
Bumpity! Bumpity! Bump!

Ducky Duck was so proud that she wanted her friends to see her. She looked around, but as it was early no one else was at the party. Pinky Pig was peeping through his window. He was happy to see Ducky Duck. He needed someone to help him prepare food for the party.

What do you think Ducky Duck helped him to do?

Finding More Answers

1. Where was Ducky Duck going?
2. What was she wearing?
3. What did she say when her shoes got wet?
4. Why do persons use umbrellas?
5. How do you think Ducky Duck got up in the air?
6. What do you think Ducky Duck did when she arrived at the party?

Creative Work

1. Which part of the story do you like best?
Draw it.
2. Write sentences to describe your picture.

Grammar

Subject and Predicate

REMEMBER

The subject is the naming part of the sentence.

This part can have one word, e.g. **He** or a group of words, e.g. **The pretty umbrella.**

There is always a noun or pronoun in this part of the sentence.

The **Predicate** is the telling part of the sentence, e.g. **wore a red dress** or **was peeping through his window.**

There is always a **verb** in this part of the sentence.

Exercise 1

Divide the following sentences into Subject and Predicate.

- (a) It is raining.
- (b) We use an umbrella sometimes.
- (c) The umbrella has a black shiny handle.

Exercise 2

Complete the sentences with Predicates.

- (a) Ducky Duck _____.
- (b) The red and yellow umbrella _____.
- (c) The two animals _____.

Exercise 3

Complete the sentences with Subjects.

- (a) _____ splashed through the puddles.
- (b) _____ was preparing food.
- (c) _____ had a surprise.

A. Vocabulary

Look at these pictures.

Read the words.



Umbrella
Um_brel_la



puddles
pud_dles



cloud



shoes

B. Compound Words

A **compound** word consists of two or more words that have been joined together to form a new word,
e.g. rain + drop = raindrop.

Exercise

Write the two words that make up each of the compound words below.

e.g. **moonlight** — moon + light

birthday

sunlight

raincoat

rainfall

sunshine

sunset

Phonics

The vowel 'o' has different sounds.

Sometimes it says 'o' (its own name) the long vowel sound



ochro

And sometimes it says 'awh', the short vowel sound.



orange

Write some words beginning with the long vowel sound 'o' and the short vowel sound 'awh'.

Unit 14 MASHRAMANI

Let's talk about Mashramani



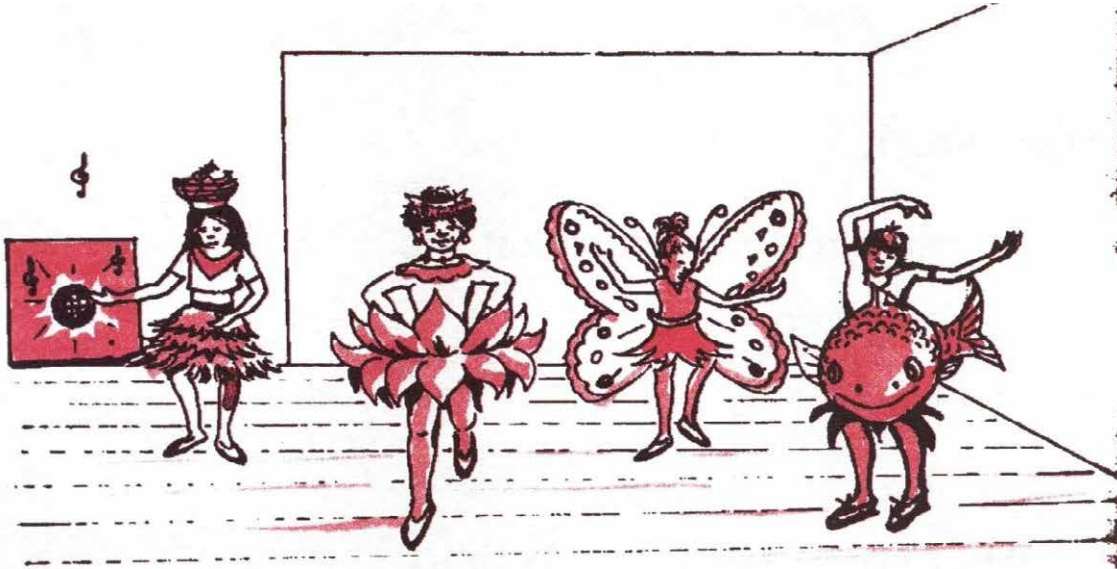
Finding Answers

1. (a) What occasion is being celebrated in the picture? (b) Do you know what the word means? Tell the meaning.
2. Say what the persons are doing in the picture.
3. Describe what the persons dancing are wearing.
4. (a) Do you think the people are happy?
(b) Why do you think so?

Read and Find Out

Mashramani

Last Mashramani most Guyanese had a very happy time. There were many interesting activities to attend: Children's Costume Competition, Steelband Competition, Calypso Competition and Float Parade.



Thousands of people were standing on the street and on the Mall, waving to the persons in the Float Parade on Mashramani Day. They were dancing in their colourful costumes to the tune of calypsoes played by the steelbands.

Many persons took their seats at the National Park to await the arrival of the Float Parade. They were entertained as they waited for various Masquerade Bands and Calypsonians. They cheered loudly as each float entered the Park. The judges had a difficult time choosing the winners because all the costumes looked so pretty

Finding More Answers

1. Why did most Guyanese enjoy themselves last Mashramani?
2. Name the activities that were held for Mashramani.
3. Why did people stand on the street?
4. What word is used to describe the costumes?
5. Explain the meaning of the word, 'entertain'.
6. What type of music was played at the National Park?

Creative Work

1. Draw yourself in a Mashramani costume.
2. Give the costume a name.
3. Describe the costume.

Grammar

The Past Continuous Tense

Some verbs tell us what was being done in the past.

Read the passage.

The boys **were coming** home from school. They **were looking** at the house at the corner. A dog **was standing** near the gate. It **was watching** the boys. The boys **were picking** up stones. The dog **was preparing** to run.

List the verbs in the passage.

Sometimes we can say what was happening in a story by using **'was'** and **'were'** with a verb or an action word that ends in **'-ing'**.

For example: **wear** — was wearing, were wearing

look — was looking, were looking

Exercise

Use **'was'** or **'were'** to fill in the blanks in these sentences.

Use **'was'** for the singular subject.

Use **'were'** for the plural subject.

1. The girls _____ waving to the crowd.
2. The people _____ looking at the parade.
3. The boy _____ dancing in the street.
4. The men _____ playing the steelband.
5. The girl _____ wearing a fancy costume.
6. Everyone _____ singing.

Vocabulary

Look at the pictures and say the words.



steelband



costume



calypso

Spell these words in syllables.

Mash-ra-mani

fan-cy

de-co-rated

Unit 15 PHAGWAH

Let's talk about Phagwah

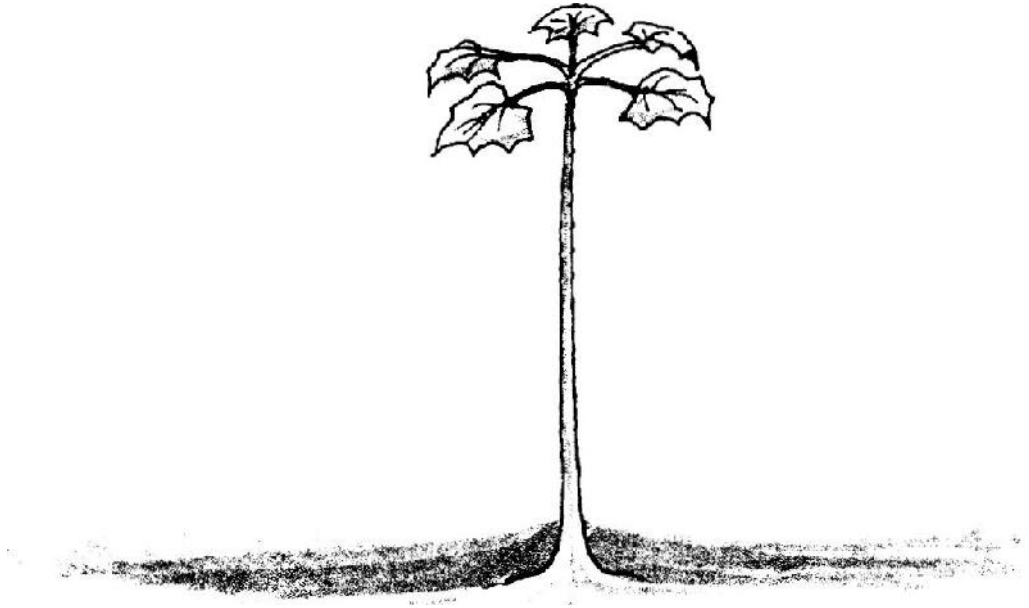


Finding Answers

1. What is happening in the picture?
2. Name the things seen in the picture.
3. What is used to form the triangular shape?
4. What is seen in the centre of the picture?
5. Why is this burning done?

Read and Find Out

One highlight of the Phagwah celebrations is the burning of Holika. Holika was the sister of a wicked king who tried to kill his son Prahalad. Prahalad refused to worship him as God. This wicked King ordered that his son be burnt alive but Prahalad did not die. The King's sister who sat and held him in the fire, perished in the flames.



The Holika, which is usually a castor oil tree, is planted by the pandit and left to grow for forty days. On Phagwah Eve, the night of the full moon, the pandit and others would use coconut branches or bamboo to build a bonfire around the Holika. When the Holika is burnt to ashes, it is scattered on relatives and friends in remembrance of the burning of Holika and to show how good triumphs over evil.

After the burning of the Holika, Hindu men and women sing songs (Chowtal), and clap happily. Hindu women are not supposed to witness the burning.

Phagwah means the coming of Spring. This custom brings Springtime joy to Hindus as they welcome the rains.

Finding Answers

1. What does Phagwah mean?
2. Why did Prahalad refuse to worship his father?
3. (a) What plant is used to represent Holika, the sister of the wicked King?
(b) Why do you think the castor oil plant was chosen?
(c) Why so you think this plant is burnt?
4. When does this burning take place?
5. After Holika has been burnt, special celebrations begin.
Tell some of the activities that are done after the Holika has been burnt.
6. Which group of persons celebrate the festival of Phagwah?
(a) Muslims
(b) Hindus
(c) Christians
7. What does the word custom mean?
8. How do persons in your community celebrate Phagwah on that day?

Creative Work

Write sentences to tell how Phagwah is celebrated in your community.

Grammar

Using **has, have, was, were**

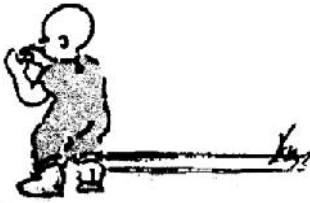
Look at the pictures and read the sentences.



The boy **has**
a bucket.



The boys **have**
buckets.



The little boy **was**
in the yard.



Three little boys **were**
under the tree.

REMEMBER

We use **'has'** or **'was'** when we are talking about a singular subject.

We use **'have'** or **'were'** when we are talking about a plural subject.

Exercise

A. Use **has, was, have** and **were** in sentences of your own.

B. Here are some substitution tables. Try to make many sentences using these tables.

1.

A	B	C
The boy He John	has	a bucket. two packets of beer. a tin of powder in his bag.

2.

A	B	C
Two boys They Roy and John	have	buckets of water. packets of beer. four tins of powder in their bags.

3.

A	B	C
The little boy He Timmy	was	in the yard. under the house. near the pond.

4. Complete this table in your exercise book

A	B	C
	were	

Vocabulary

Phonics

Vowel sounds and syllables

A. Say these words.

ring **water** **book** **baby**
rabbit **abeer** **Phagwah**

How many sounds do you hear in each word?

NOTE

The word '**ring**' and 'book' have one vowel sound or syllable.

The words water, baby, abeer and Phagwah have two vowel sounds or syllables.

B. Read these words and listen carefully to find out how many vowel sounds each word has.

road **Hindu** **pray** **prayers**
home **burn** **sweet** **mettai**

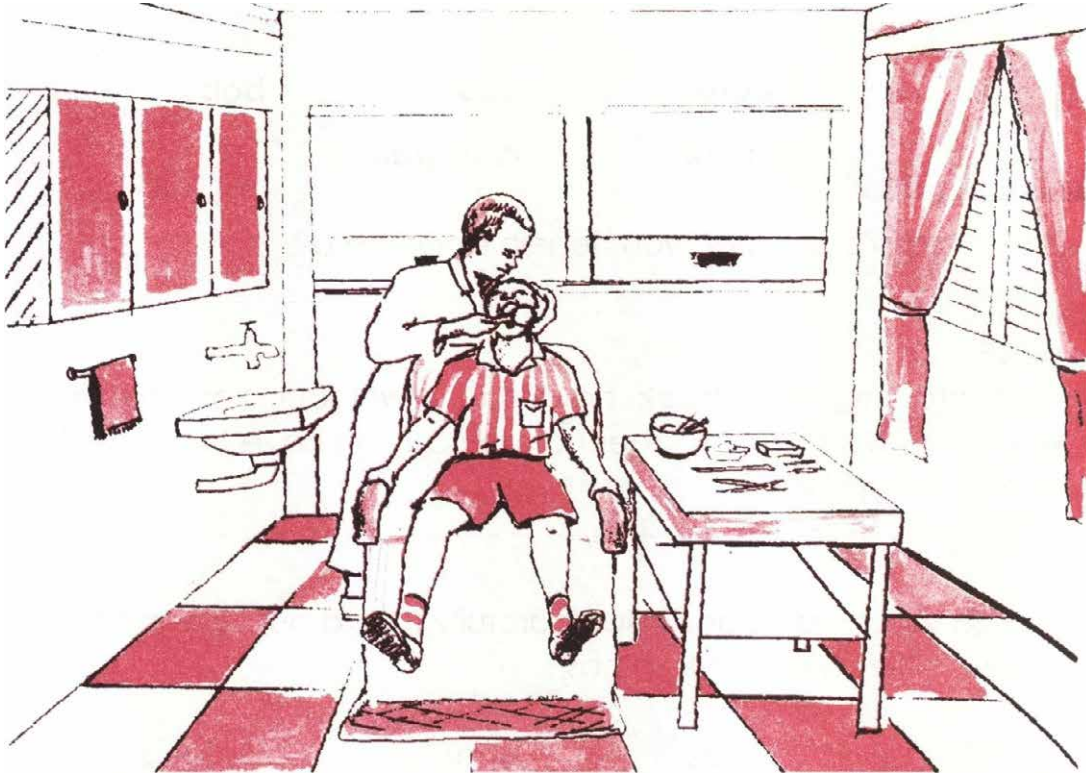
Write the words and the number of syllables each word has in a box.

The first one is done for you:

road -

Unit 16 The Dentist

Let's talk about a visit to the Dentist



Finding Answers

1. What is happening in the picture?
2. What do you call the man in the white coat?
3. What is the man doing?
4. How do you think the boy feels?
5. (a) Name the objects a dentist uses for extraction.
(b) What do you think is the purpose of those objects you have named?
6. Tell a story about the picture.

Read and Find Out

A Visit to the Dentist

David had a terrible toothache. His mother took him to Dr. Ram, the dentist. Dr. Ram made David open his mouth. He took a picture of David's teeth.

David had a cavity in one of his teeth. The dentist told David that he had a sick tooth. He would fill it or pull it out.

Dr. Ram then gave David an injection. The injection hurt just a bit then David's mouth felt numb. Soon after, Dr. Ram cleaned out the cavity and filled it. As the tooth was strong he would not pull it out.

The dentist showed David some pictures. The pictures showed him how to keep his teeth healthy and strong.



David liked Dr. Ram. He promised to tell his friends that they must visit the dentist if they wanted to keep strong and healthy teeth.

Finding More Answers

1. Why did David's mother take him to Dr. Ram?
2. Who is Dr. Ram?
3. Why did Dr. Ram take a picture of David's teeth?
4. What does the word 'cavity' mean?
5. Why did Dr. Ram give David an injection?
6. What did he do to David's tooth with the cavity?
7. How can David keep his mouth healthy?

Creative Work

1. Show the right way to brush your teeth.
2. Dramatize — 'My Visit to the Dentist'.
3. Describe a visit that you have made to the Dentist.

Grammar

Abbreviations

There are shorter ways of writing some nouns.

Doctor can be written as **Dr.**

Shortened forms of words are called Abbreviations.

People	Abbreviation
Mister	Mr.
Mistress	Mrs.
Miss	Ms.

Sometimes we use the first syllable of words to make shortened forms or abbreviations.

Days		Months	
Sunday	Sun	January	Jan
Monday	Mon	February	Feb
Tuesday	Tues	August	Aug
Wednesday	Wed	September	Sept
Thursday	Thurs	October	Oct
Friday	Fri	November	Nov
Saturday	Sat	December	Dec

Copy the months and their abbreviations.

Five months are missing. Write their names and their abbreviations.

Vocabulary

Words with 'oo'

Here are some magic words with 'oo' but they do not sound alike.

Name the pictures.



balloon



broom



stool



foot



book



cook

How many sounds 'oo' has? Name them.

Make sentences with the words.

Unit 17 Weddings In My Community

Let's talk about a Wedding



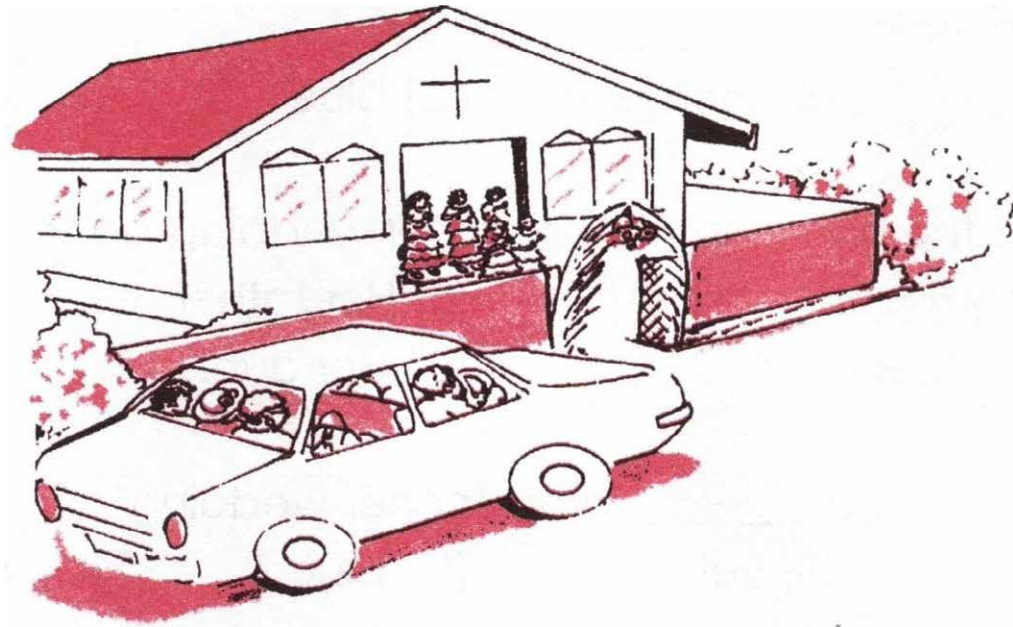
Finding Answers

1. What is happening in the picture?
2. What name do you give to the lady on her wedding day?
3. Describe what the lady is wearing.
4. What happens at the church?
5. What happens after the bride and groom leave the church?
6. Are all weddings kept at a church?
7. How do you feel about a wedding?

Read and Find Out

I stood outside the big, white church waiting with four other bridesmaids. We were wearing long, frilly dresses of the same colour with white shoes and small white roses in our hair. Each of us held a single rose in our hand. We smiled as each guest passed us.

Then I began to ask myself, "Where is the bride? When will she be here? This is her day, her wedding day! Where is my sister?"



Mother and my two aunts drove up in a big car. They waved to me as they went into the church.

Suddenly, one bridesmaid touched me and told me to get ready. Then all the groomsmen and bridesmaids formed an arch. The bride and my father stepped out of a white car. The bride came out of the car, she smiled at me and I held up her long, white train. Everyone stood up as the organ played the wedding march. She walked slowly to meet the bridegroom. I felt proud and happy.

Finding More Answers

Choose the correct answer to complete the sentences.

1. The speaker in the story is a _____.
(A) boy (B) girl (C) man (D) woman

2. There were _____ bridesmaid at the wedding.
(A) four (B) three (C) five (D) six

3. The bridesmaids wore _____ dresses.
(A) long (B) short (C) blue (D) white

4. Who took the bride to church on her wedding day?
(A) A groomsman (B) Her father (C) Her mother (D) Her aunt

5. The bride wore a _____ dress for her wedding.
(A) pink (B) yellow (C) blue (D) white

6. Why did the 'I' in the story ask herself. "Will she be here?"
The 'I' asked herself the question because the bride was
(A) late (B) early (C) in the church (D) outside the church

7. What is the 'I' to the bride?
The 'I' is the bride's _____
(A) mother (B) friend (C) sister (D) aunt

8. The best title for this story is _____.
(A) The Wedding (B) My Sister's Wedding
(C) My Wedding (D) My Father's Wedding

Creative Work

1. Collect pictures of various types of weddings — Christian, Hindu, Muslims, and display them in your classroom.
2. Describe the weddings for your classmates.
3. Write about a wedding you have witnessed.

Grammar

Adjectives

REMEMBER

An adjective is a word which describes a noun.

Adjectives or describing words tell about size, colour, texture, smell, taste and amount.

Exercise 1

Complete this exercise.

1. Name a word which tells about the **size** of a flower.
2. Name a word which tells about the **colour** of a flower.
3. Name a word which tells about the **texture** of a flower.
4. Name a word which tells about the **smell** of a flower.
5. Name a word which tells about the **taste** of a meal.
6. Name a word which tells about the **amount** of anything.

Exercise 2

- (a) Do the activity like the one in Exercise 1 with the word dress.
- (b) Choose a partner to play this game. One of the partners will find a noun in the classroom, e.g. desk, bag, pencil. The other will supply the adjective, e.g. a large bag.

Vocabulary

A. Syllables

Here are some words taken from the story you have read. Say these words aloud.

frilly	white	colour	single
wedding	bridesmaid	groomsmen	organ
bridegroom	behind	happy	

You may pronounce these words easily by breaking them into parts. Each part is called a syllable e.g. **fril-ly, wed-ding**.

Now try to pronounce the words above again.

Put each word in syllables.

B. Gender

When we talk about **gender** we mean **masculine** and **feminine** or male and female.

Masculine tells about a **boy** or **man**.

Feminine tells about a **girl** or **woman**.

Exercise

Copy and complete the following.

Male	Female
_____	girl
brother	_____
_____	aunt
father	_____
_____	bride
groomsmen	_____
_____	wife

C. Words and Meaning

Copy the words in column A and B.

Match the words in column A to the correct meaning in column B.

A	B
single	not on time
behind	alike
same	at the back of
late	one only

Unit 18 Games

Let's talk about Hide-and-Seek



Finding Answers

1. What is happening in the picture?
2. Where do you think the girls are going?
3. Tell your own story about the picture.

Read and Find Out

Hide-and-Seek

Joan and Myra were playing Hide-and-Seek. They ran into an old garage that had no roof. They saw an enormous top.

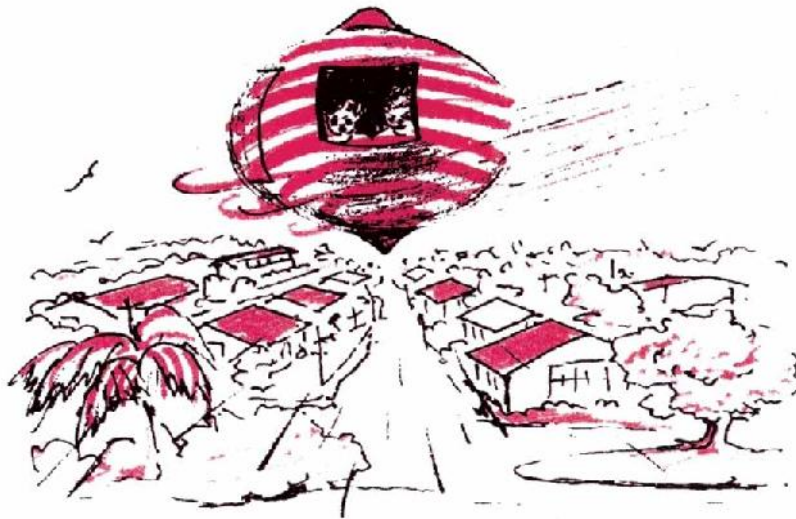
“Let us hide in this top,” Myra said.

“Ah! David won’t find us here,” Joan said.

The girls climbed into the enormous top and closed the door.

Just then it went, ‘clicker-click’ and it flew up and away.

Sometimes it flew high and sometimes it flew low.



Soon they found a window in the top. They looked through it and saw the sun, the pretty clouds and the blue sky.

They also saw tall trees, houses and the river.

Myra was getting scared.

“I want to go home,” she said.

Joan looked round the top and she saw a button.

It read, PRESS ME. She pressed the button.

The top turned round and flew back to the garage. It whizzed through the air. It stopped over the old garage that had no roof. It went down, down, down and stopped.

Myra and Joan climbed out of the top. They were happy.

'Zoom!' the top flew up and away.

The girls told David and Timmie about the top and about the things they saw. The boys ran to see the top but it was gone.

Finding More Answers

1. What game were the children playing?
2. Where did they hide?
3. What adjective is used to describe the 'size' of the top?
4. Where did the top go?
5. What things did the girls see?
6. How did Myra feel?
7. How did Joan get the top to fly back?
8. How would you continue the story?

Creative Work

Draw a big top. Put in a door, a window and three steps.

Colour the top.

Write a few sentences about your top.

Grammar

Adjective

Say each adjective, noun and verb.

	Adjective	Noun	Verb
1. An	enormous	top	shook
2. A	loud	noise	started
3. A	big	bell	rang

Use one of the following adjectives to complete the sentences —**tall, pretty, little, bright**.

1. The _____ cloud passed.
2. The _____ sun shone.
3. The _____ trees fell.
4. The _____ ducks swam.

Vocabulary

Words and Meaning

Find these words in the story — **enormous, garage, pressed, button**.

Read the sentences in the story that have these words.

Write each word with its meaning in your book.

Words	Meaning
enormous	very, very big
garage	a shed for a car
pressed a button	put your hands on it hard

Unit 19 & 20 Review (II)

Read the poem carefully.

Home

A pen is a house for a hen.

A hive is a home for a bee.

A lion lives in a cage or a den.

A house is a home for me.

A kennel is a house for a dog.

A kiskadee makes its nest in a tree.

A sty is a home for a pig or a hog.

My cottage is a home for me.

A house may be made of wood or clay.

It's a home for those who dwell therein.

A humble shelter from day to day.

With love and warmth always within.

Claudith Thompson

Finding Answers

1. Where does a hen live?
2. Which animal lives in a hive?
3. Where does the bird make its nest?
4. Name an animal that lives in a sty.
5. What things can be used to build a house?
6. Find a word in the poem which is similar in meaning to **home**.

A. Choose the correct verb in the brackets to complete each sentence.

1. The boy _____ very short. (is, are)
2. The mento a football match every Saturday. (go, goes)
3. Ann _____ sweetly in the choir. (sing, sings)
4. Mother and father _____ a red car. (has, have)
5. The children _____ going to the beach. (was, were)
6. He _____ a big blue ball. (has, have)
7. Fred _____ the clothes. (wash, washes)
8. My grandmother _____ breakfast. (cook, cooks)

B. Use a suitable adjective to describe these nouns.

1. _____ day
2. _____ mango
3. _____ flower
4. _____ car
5. _____ woman
6. _____ balloon

C. Read this story and copy the adjectives in your books.

Mashramani day was a hot and bright day. Roy wore his red shirt with his blue jeans. He went to see the colourful costumes with his fat friend. While watching the floats they bought some delicious chicken and cold drinks.

D. Make these sentences longer by adding words to describe the nouns in bold type.

1. The **monkeys** are in the **cage**.
2. The man cooked **curry**.
3. The **cats** have **coats**.
4. The **noise** woke the **boy**.

Unit 21 The story of a Kite

Let's talk about Kites






Finding Answers

1. What is happening in the picture?
2. Where are the children flying their kites?
3. Name some of the places you can fly your kite safely.
4. Give the picture a name or title.
5. Name and describe how to make the kite that you like.

Read and Find Out

John's Kite

First, John collects sticks and string. He then crosses two thin sticks like this  to make the frame. He pins or ties them together where they cross then makes a notch at both ends of each stick. John then fastens a piece of strong fish line around the frame like this. 

Next, he covers the frame with coloured kite paper. Then he makes the loop of the kite. To make this, he attaches a piece of string at the frame. After that he ties another piece of string to the cross frame like this 

John then joins the two pieces of string to get the loop. Finally, John adds a tail and the kite is ready. It is John's kite.



Finding More Answers

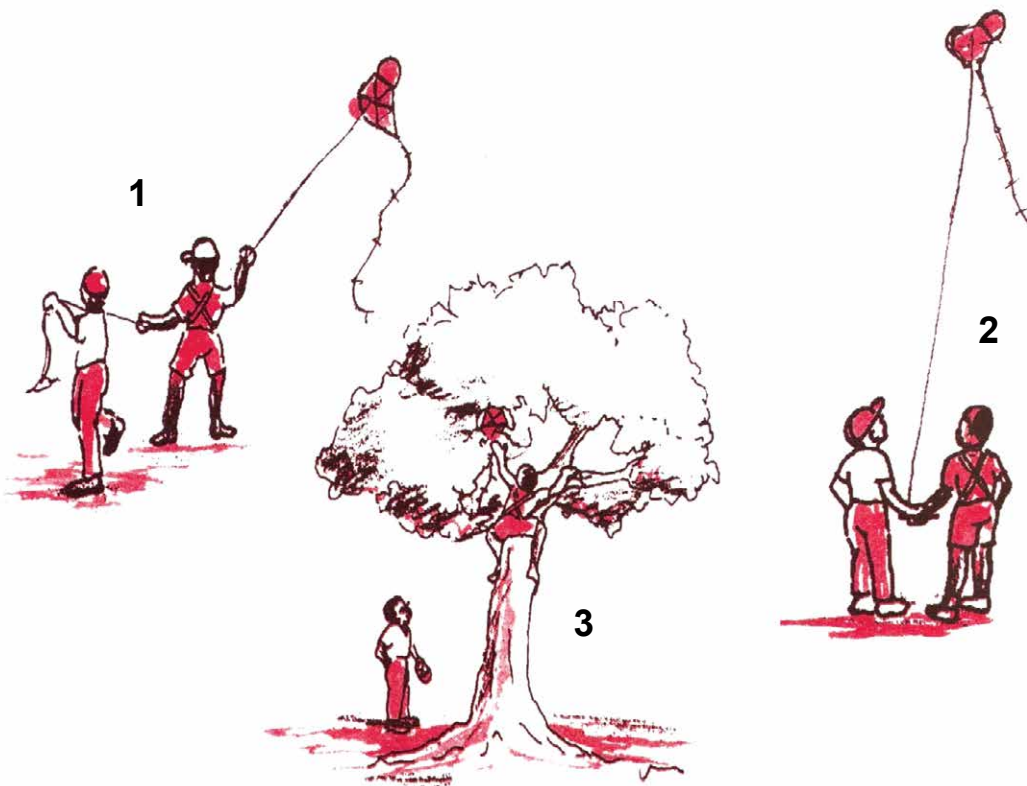
1. Name the things John used to make his kite.
2. What part of the kite did John make first?
3. What did he do to each end of the sticks?
4. What kind of string did John use?
5. How was the frame held together?
6. How was the kite covered?

Creative Work

Look at the three pictures below.

They tell the story of John's kite.

One picture is missing. Draw the missing picture in your book and write a story about the pictures.



Grammar

Possessive Nouns (Singular)

Read this sentence.

This hat belongs to **John**.

There is another way to write the sentence:

It is **John's hat**.

An apostrophe (') is used to show that the hat belongs to John.

The apostrophe shows ownership or possession.

The apostrophe is used before the s ('s) for singular nouns,
e.g. **dog's tail, girl's foot, boy's bag**.

Copy the sentences in your book.

Fill each blank with the correct possessive form.

The first is done for you.

- | | |
|---|--|
| 1. The kite belongs to John.
It is John's Kite | 4. The book belongs to Peter.
It is _____ book. |
| 2. The kite belongs to Pat.
It is _____ kite. | 5. The ball belongs to Eric.
It is _____ ball. |
| 3. The bag belongs to Pam.
It is _____ bag. | 6. The car belongs to Roy.
It is _____ car. |

Change the words in the brackets to show ownership and complete the sentences.

1. The trunk is very long. (elephant)
2. The cap is blue and white. (sailor)
3. The mane is brown. (horse)
4. The tail is short. (rabbit)
5. The web is silky. (spider)
6. The paw is soft. (cat)

Vocabulary

Look at these pictures.

Say the words.



frame



sticks



string

Learn to spell these words from the story.

frame

notch

finally

stick

fastens

ready

string

piece

crosses

Alphabetical Order

Name the letters of the alphabet.

a b c d e f g h i j k l m n o p q r s t u v w x y z

Look at the first box below.

The words in the first box begin with the same letter.

However, the word **able** comes before **arm** because 'A', the second letter in the first word comes before **B**' the second letter of the next word.

In the alphabet 'b' comes before 'r'.

Find the correct order of the words in the boxes.

Copy the words in your exercise book.

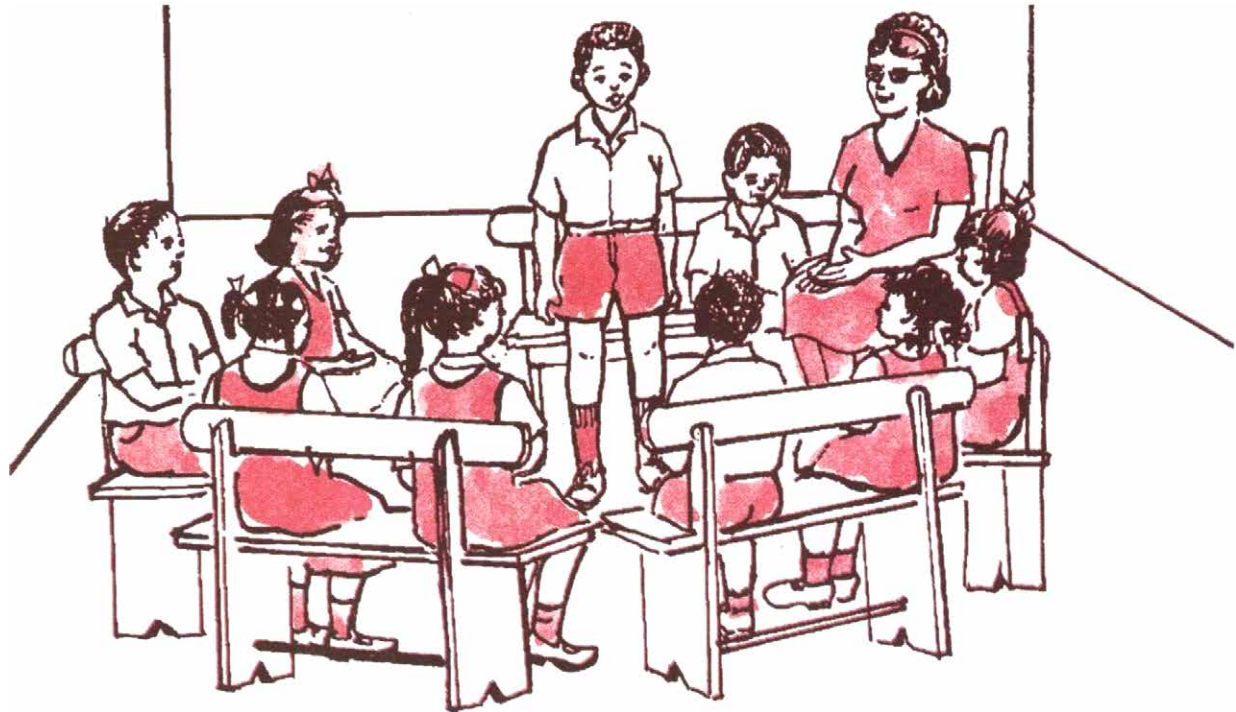
Number the words — 1, 2, in each box, in alphabetical order.

The first one is done for you.

1. arm 2. able	glass good	work with	meadow moth
chair clean	kept king	ask apple	ice it

Unit 22 John's Class

Let's talk about John's Class



Finding Answers

1. What is happening in the picture?
2. What class do you think it is?
3. What do you think the boy is telling the class?
4. Describe the teacher and your own teacher.
5. Is your class different from this class?
In what way? List the different ways.

Read and Find Out

Harry walked past Roy's gate. As he was passing he stopped and whistled a tune. Roy and Charles ran from behind the fence. The three boys were not going to school because they did not like the activities their teacher did on Fridays.

They walked down to the backdam. They hoped that their teacher would not see them. Soon they reached the canal. They took off their clothes and swam and splashed in the water. Roy tried to catch patwa with his bare hands. It was such fun.

Harry liked to collect things. Each day he would pick up a stone, a stick, a shell or some strange seeds from the bank of the canal. That day he picked up a large, smooth stone. He took it home to put on the table in the corner of his bedroom.



In the afternoon the boys walked through the bushes and trees. They tried to find some birds' nests with tiny eggs which were hidden among the vines. They also chased the pretty, delicate butterflies that flew from flower to flower. When it was time for school to be dismissed, they went home.

One day, Harry's mother was cleaning his room. "What a lot of 'treasures' Harry has," she said. His father saw them too and said, "Those stones are only found near the canal in the backdam. How did Harry get them?"

Harry told the truth when his parents asked him about his 'treasures'. He told them that he did not go to school on Fridays. He went with Roy and Charles to the backdam to have some fun. His parents scolded him and explained the value of school. He promised them not to play truant with his friends anymore.

The boys were warned by their teachers about staying away from school. They promised to be present whenever they were sent to school. During the holidays they would go to the backdam again.

Finding More Answers

1. What name would you give to this story?
2. Why did the three boys stay away from school on Friday?
3. Where did the boys spend the day?
4. Is playing truant a good thing to do?
5. Do you think Roy would have told his mother if she did not discover his treasures?
6. What do you think the boys did with the birds' eggs?
7. Do you think it is right to chase the butterflies?
8. Suppose you were Harry's parents, what would you tell him about the value of school?
9. Do you enjoy Fridays in your class? Why?

Creative Work

1. Draw yourself in your class.
2. Write some sentences about your drawing.

Grammar

Possessive Nouns (Plural)

REMEMBER

The possessive form of singular nouns is made by putting an apostrophe and s ('s) after the noun which stands for the owner, e.g.
The cat of Mary — Mary's cat.

Do you know how the plural form of possessive nouns is formed? Here are two rules that you can follow:

Rules

1. Show ownership by adding an apostrophe (') after s if the plural ends in **s**.

For example: The bags of the boys - the **boys'** bags
 The pens of the girls — the **girls'** pens

2. Show ownership by adding 's after the plural form if the plural does not end in **s**.

For example: The school of the children —
 The **children's** school.

Change the following to the possessive forms:

1. The books of the girls
2. The pencils of the boys
0. The baskets of the women
1. The crayon of the children
2. The nests of the bird
3. The bags of the teachers
4. The tools of the men
5. The rulers of the girls

Vocabulary

A. Say, spell and copy the following words:

chalk - board	class - mate	cup - board
class - room	pic - ture	dust-er
win - dow	e - ra - ser	

B. Make new words.

1. Change the first letter of the word **cage** and write another letter to make a word that tells something found in a book.
2. Change the last letter of the word **sit** and write another letter to make a word that is a numeral.
3. Change the last letter of the word **flat** and write a word that tells something we see on a pole.
4. Change the first letter of the word **hen** and write another letter to make a word that tells something we use when writing.

5. Change the last letter of the word **but** and write another letter to make a word that means a vehicle that children use to get to school.
6. Change the first letter of the word **fun** and write another letter to make a word that tells something that shines in the sky.
7. Change the last letter of the word **barn** and write another letter to make a word that tells a noise that dogs make.
8. Change the first letter of the word **box** and write another letter to make a word that means a sly animal.

Unit 23 Leisure Time

Let's talk about Leisure Time Activities



Finding Answers

1. What is happening in each picture?
2. When do you think the children would do each activity?
3. (a) Name other leisure time activities that you know. (b) Which do you enjoy most?
4. Write sentences about each picture.

Read and Find Out

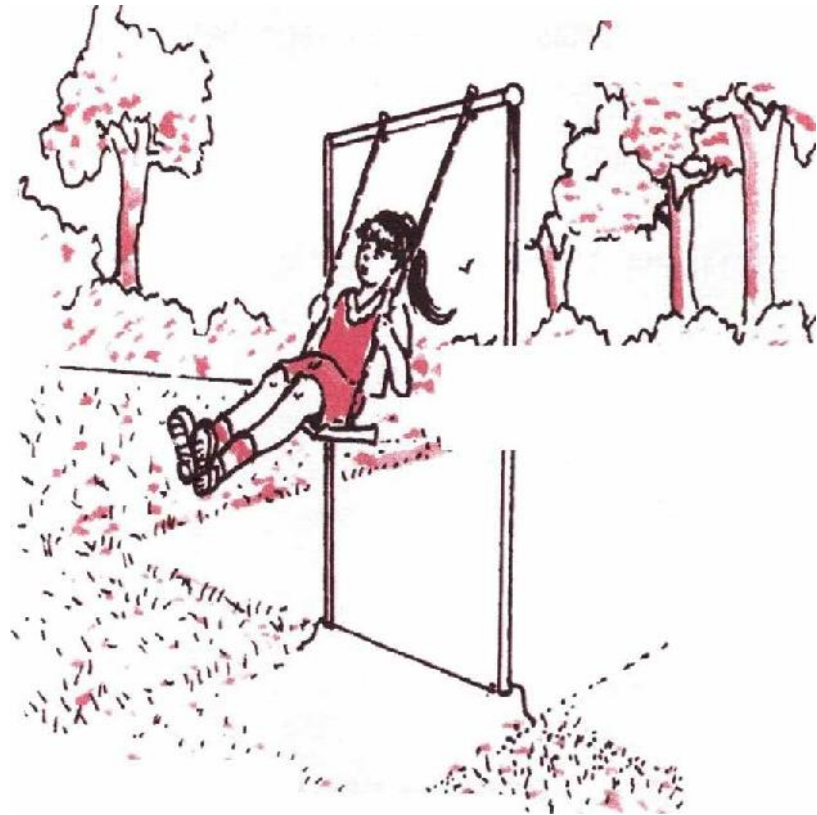
The Swing

Swing swing
Reach and touch the sky.
Higher, higher
Like birds that fly
Under the clear blue sky.

People and plants
Buses and cars
Children and bicycles too.
Look big, then small
Then big again
As I swing up and down.

Now they are blurry
My head's in a whirl
I feel I will fall to the ground,
But I swing to and fro
Twirl and swirl
Until I touch the ground.

Swing, swing
Swing on a swing
As every child loves to do.
Higher and higher
Reach for the sky
And it will reach for you.



Hazel Moses

Finding More Answers

1. Telling the story of the poem.
2. (a) How do you feel when you are on a swing? (b) Do you close your eyes or hold on tightly? Why?
3. Write the pairs of words that rhyme.
4. Write the pairs of words that show opposite.
5. What words in the poem tell that the person on the swing is swinging very high?

Creative Work

1. Read the poem and do the actions with your hands or body.
2. Imagine you are on a swing. Write some sentences to tell how you feel.

Grammar

Verbs (Past Tense) — Revision

- A. Here are some regular past tense verbs that end with ‘-d’. Say the words below.

love ___ loved

dance ___ danced

smile ___ smiled

like ___ liked

wipe ___ wiped

Read the sentences that show the present and past tense of the verb.

We wipe the plate for mother. (now).

We **wiped** the plate yesterday. (past)

Exercise 1

Make each of these doing words show **past time**.

- | | | | |
|----------|----------|----------|-----------|
| 1. live | 2. cure | 3. use | 4. save |
| 5. raise | 6. wave | 7. dive | 8. bake |
| 9. name | 10. lace | 11. love | 12. bathe |

Exercise 2

Complete each sentence with the past tense of the word in brackets.

1. Tom _____ to Georgetown last week. (move)
2. Ann _____ her shoes herself. (lace)
3. The lifeguard _____ into the water. (dive)
4. Mother _____ all the sugar to make cakes. (use)
5. I have _____ the money for my fare. (save)
6. The President _____ to the crowd. (wave)

B. We add **'-Rd'** to some words to show past time, e.g.

Today I play. (Now)

Yesterday I played. (Past)

Exercise 1

Write the words to make each of them show past tense —

bark, wait, rain, ask, fetch, play, open, pick, chew, lift.

Exercise 2

Use the words you have made to fill the blanks in these sentences.

1. Sam _____ his mother for another cake.
2. Tom _____ a mango off the tree.
3. The dog _____ at the visitor.
4. John _____ the paper for his father.
5. The cat _____ with the ball.
6. Janet _____ the basket with papaws.
7. It _____ all day yesterday.
8. The cow _____ the grass.
9. He _____ the door and went in.
10. The man _____ for an hour.

Vocabulary

A. Spelling

Say and spell these words.

Copy them in your books.

be - hind, ear - ly, no - bo - dy, won - der - ful, through

B. Words / Opposite

Copy these words and write their opposites. **high, up, before, over, early**

Phonics

Fun with Rhymes

Complete the jingle below with these words: **way, big, home, size.**

Percy was a fine young pig
Not too little and not too _____ .

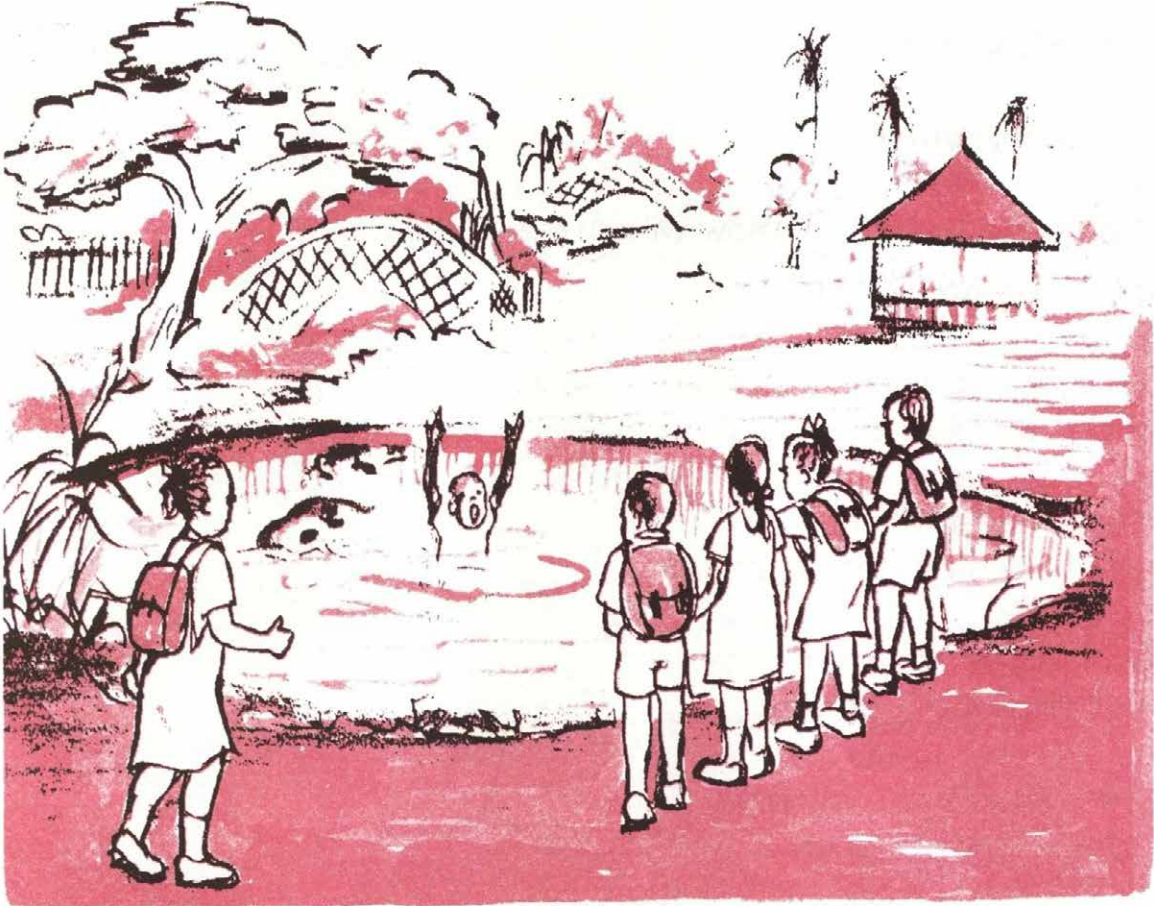
Percy never thought to roam,
He knew a pig should stay at _____ .

So in his pen he sat all day,
Eating all that came his _____ .

The farmer said, "My pig's a prize
I never saw one such a _____ ."

Unit 24 Youth Week

Let's talk about a Visit to the Zoo



Finding Answers

1. What is happening in the picture?
2. Where are the children?
3. Why do you think the children are there?
4. How do you think the boy got into the pond?
5. Why is it not safe to go too near to the pond?
6. Tell a story about this picture.

Read and Find Out

A Visit to the Zoo

It was Youth Week. David's class went to visit the zoo in the Botanical Gardens.



The children walked around the zoo. They visited the lion's cage. He roared at them. They were glad because he was in a cage. They did not go near the cage. A sign said, 'DO NOT GO NEAR THE ANIMALS'.



The children looked at the ant-eater. It had a long snout and it sniffed around the cage.

They looked at the monkeys that made faces at them.

The children fed the manatees that were swimming in the pond. They threw grass in the pond for the manatees to eat.

A little boy named Peter went too near the edge and he fell into the pond. The children screamed and screamed. Peter held on to the necks of the two manatees and they swam near to the edge of the pond.

Soon a gardener ran to the pond and he threw a rope to Peter. Peter caught it and the gardener pulled him to safety.

The teacher scolded Peter for not staying with the class. David's class never forgot that visit to the zoo.

Finding More Answers

1. Why did the class go on a visit?
2. Where did the class go?
3. What sound did the lion make?
4. Why didn't the children go near the cages?
5. What animals did they look at?
6. What did the ant-eater do?
7. What did the monkeys do?
8. How did the children feed the manatees?
9. What happened to Peter?
10. Why did Peter hold on to the manatee's neck?
11. How did he get out of the pond?
12. Why did the class remember that visit to the zoo?

Creative Work

1. Cut out the shapes of two animals in the story. Paste them on paper. Draw lines to show a cage.
2. Suppose you fell into the pond with the manatees, what would you do? Write a story about your experience.

Grammar

Verbs (Past Tense)

Some verbs tell us what happened yesterday but do not end with '-d' or '-ed'.

Read this:

Today	Yesterday
I run	I ran
I see	I saw
I eat	I ate
I go	I went

Write four sentences.

Begin like this:

I ate I went

I saw I ran

Vocabulary

Read the words and meanings as the words are used in the story.

Words	Meaning
sign	a notice with a warning
pond	a body of water that is smaller than a lake
zoo	a park where animals are kept for exhibition

- A. Make your own sentences with the words: **sign, pond, zoo.**
- B. Spell these words: **visited, gardener, manatee, screamed.**

Unit 25 At The Music Festival

Let's talk about a Music Festival



Finding Answers

1. What is happening in the picture?
2. How many children are talking part in this item?
3. What would you call this group of children?
4. Do you think the persons listening at the back of the building would hear them? Why do you think so?
5. What other activities take place at a Music Festival?
6. Have you ever participated in a Music Festival? If so, what did you enjoy most?

Read and Find Out

At the Music Festival

The children took their seats quietly in the Town Hall. Then the judges walked in and sat in front of the large stage. Everyone was excited. A voice said over the **microphone**, "We will begin the Music Festival with the school choirs singing the test piece, 'Mr. Nobody.'" "School choirs, please get ready."

Ten schools took part in the Music Festival

The children marched on to the stage in single file and waited for the bell before they began to sing. Their parents, friends and teachers clapped loudly as they completed their song and bowed.

The **audience** enjoyed the 'solo singing' best. Each child sang 'Flowers in One Garden' and 'My Native Land'. Someone said the **judges** would have a difficult time choosing the winners.

All the schools took part in the Verse Speaking Competition. The children recited their poems bravely and didn't make a mistake.

Suddenly, the audience became quiet. A tall man walked towards the microphone and called for attention. He was the **Chief Judge**. He gave the results. Everyone clapped when he was finished speaking because they agreed with the decision.



Finding More Answers

1. Where did the Music Festival take place?
2. Why did judges attend the Music Festival?
3. Why was a microphone used at the Music Festival?
4. How many schools took part in the Festival?
5. Name at least one item in which all the schools took part.
6. What songs did the children sing?
7. What do you call the persons who went to the Town Hall to see and listen to the children?
8. What do judges do at Music Festival?
9. Why did everyone clap?
10. Describe any Music Festival or Concert you have attended.

Creative Work

Write a programme to show your school's Music Festival.

Grammar

Verb (Past Tense)

In the story about the Music Festival we used some verbs that did not end in **'-ed'** or **'-d'** even though they showed past time.

Here are some examples:

Present Tense — take, say, sing, do, become, speak

Past Tense — took, said, sang, did, became, spoke

A vowel or two had to be changed to make the verbs show past tense.

Exercise 1

Read the story again and repeat the past tense verbs. Copy the sentences with the past tense verbs.

Exercise 2

Complete each sentence with the past tense verb from the list on page 118.

1. The school choirs _____ at the Music Festival.
2. The tall man _____ about the test pieces.
3. The children and their parents _____ their seats in the Town Hall.
4. A voice _____ "School choirs, please get ready."
5. The audience _____ very quietly when the judge walked to the microphone.

Vocabulary

A. Write these words in dictionary order.

1. festival music results children
2. school judge song parents

B. Complete each word by putting in the missing letters.

m _ sic n _ x _ st g _ voic _
s _ _ d ch _ _ rs fr _ nt br _ v _ l
_ _ eas _ _ ar _ nts s _ _ ts

Phonics

Write some words beginning with 'sh'.

Write an interesting sentence about each one.

Unit 26 Going To A Party

Let's talk about Going to a Party



Finding Answers

1. What is happening in the picture?
2. (a) What kind of party do you think it is?
(b) How do you know?
3. What do you think is missing from the picture?
4. What do you like about this party?
5. Tell a story about the picture.

Read and Find Out

Here is an invitation for a birthday party.

Read it.

	TO: JENNY
	WHAT: A Birthday Party
	WHEN: 13th June, 2004
	WHERE: 80 Anna Regina
	TIME: 16:00 hrs
	HOST: Jason

Finding More Answers

1. Name the person who gave this invitation.
2. What function was Jenny asked to attend?
3. When was this function held?
4. What time did it begin?
5. Who lived at 80 Anna Regina?
6. Write the date of your last birthday.

Creative Work

1. Make an invitation card for your birthday party.

Here is an example of a thank you letter that Jenny wrote to Jason thanking him for the invitation to his birthday party.

	Bush Lot, Essequibo. 30th May, 2004.
Dear Jason,	
Thank you for inviting me to your birthday party. I will be happy to come. I will be glad to see Devon, Jewel and Alicia.	
	Your dear friend, Jenny.

2. Write a 'thank you' letter to your friend who has invited you to his or her birthday party.

Grammar

Use of the comma

Look again at the letter.

Say how the comma is used.

Read three uses of the comma below.

1. To separate words in a series, e.g. I ate cake, pastries and ice-cream at the party.
2. To separate the name of a city and country, e.g. My pen friend lives in Toronto, Canada.
3. To separate the day and the year in a date, e.g. On the 3rd May, 1995, I will be ten years old.

Exercise

Rewrite the sentences and put commas where they are needed.

1. John Joan Janet Peter and Tom were invited to a birthday party.
2. The children ate cakes biscuit sandwiches and sweets.
3. The fisherman caught shrimp crab lobsters and fish.
4. We live in Georgetown Guyana.
5. His birthday party was held on the 28th February 2004.
6. The children danced sang and played at the party.

Vocabulary

A. Spelling

Look at the pictures.

Say the words.



invitation



birthday party



cake

B. Compound Words

A compound word is made up of two or more smaller words,

e.g. break + fast = **breakfast**

1. Join these words together and use six of them in sentences.

window + sill

some + times

birth + day

butter + fish

tea + cup

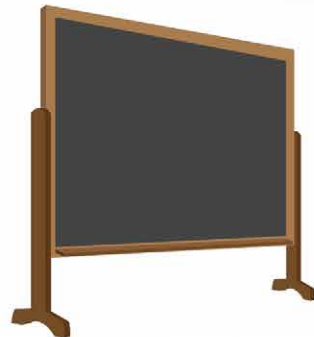
play + mate

rain + bow

after + noon

side + walk

2. Make compound words from the following pairs of pictures:



Unit 27 The Lighthouse

Let's talk about the Lighthouse



Finding Answers

1. Name and describe what is seen in the picture.
2. Where is the tower of the lighthouse?
3. Describe the tower of the lighthouse.
4. Why does the lighthouse need a tower?
5. What is a harbour?

Read and Find Out

Our Lighthouse

Our lighthouse is in Kingston, Georgetown. It is a tall beautiful building with red and white brickwalls. There are small windows placed at the sides of the building. There are one hundred and thirty-five steps from the ground to its tower. The tower is found at the top of the tall building.

There is a bright bulb in the tower. It is a revolving light. It shines out to sea. It also shines in the Demerara River. The light is helping to guide the ships' crew to find their way to the harbour of Georgetown. If there is no guide light the ships may stick on the sand bank at the mouth of the river.

The ships that come into the harbour at Georgetown also get guidance from pilots. The pilots are taken by boat to the large ships that anchor outside the 'harbour mouth'. The pilots then board the ship and help guide it safely to the harbour.

Finding More Answers

1. Where is our lighthouse?
2. How does it work?
3. What is the building made of?
4. How can you get to the tower?
5. Where is the tower of the building?
6. Tell two things that the light does.
7. How does the light help the ships?
8. How do pilots help?

Creative Work

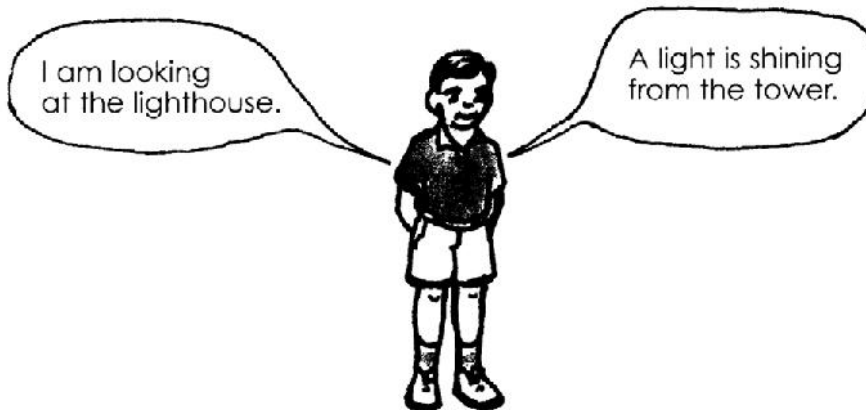
1. (a) Draw a picture with a lighthouse and a ship.
(b) Colour your picture.
2. Trace and cut out a paper ship.
3. Pretend you are the lighthouse and write a story about your life.

Grammar

Present Continuous Tense

Some verbs tell us an action is going on **NOW**.

Read what David says.



David is looking and talking at the same time. Complete these sentences with verbs from the story.

- 1 . The light _____ now.
- 2 . It _____ in the tower now.
- 3 . It _____ ships to see the way now.
- 4 . The pilots _____ out to the ships now.

Grammar

A. Verbs (Past Tense)

Complete each sentence with the past tense of the word in brackets.

1. Don _____ fishing. (go)
2. The children _____ a red bus. (see)
3. We _____ the windows. (clean)
4. Joan _____ an orange from the basket. (take)
5. The head teacher _____ the pupils a story. (tell)
6. The boy _____ to school. (ride)
7. The yellow bird _____ to the mango tree. (fly)
8. I _____ a new story book. (get)
9. Joan _____ for a new sewing kit. (ask)
10. Ron and Rhonda _____ in a cottage. (live)
11. Schools _____ during the first week of September. (re-open)
12. The books _____ to the children. (belong)

B. Nouns (Possessive)

Write the possessive form of the following:

1. The book belongs to Joe.
2. The bag belongs to the children.
3. The ball belongs to the players.
4. The brush belongs to the painters.
5. The toys belong to the children.
6. The balloon belongs to Sandra.
7. The dollhouse belongs to the girls.
8. The football belongs to the men.

C. The Comma

Rewrite the sentences and place commas where they are needed.

1. Dennis bought a game and some sweets.
2. The farmer sells eddoes tomatoes cassava and yams.
3. My friend went to First Avenue Bartica.
4. Cows horses pigs and hens live on a farm.
5. Guyana became a Co-operative Republic on the 23rd February 1970.
6. The doctor listened laughed and talked to the patient.

D. Present Continuous Tense

Change the Present Tense to Present Continuous Tense.

1. The teacher walks to school.
2. Some children ride to school.
3. Ron and Rhonda take home their Annual Report Books.
4. The children sing the School Song for Speech Day.
5. Harry collects stones, sticks and shells from the river side.
6. The cars race down the smooth, wide road.
7. The trees sway as the strong winds blow.
8. Many children play in the park.

E. Sentence Expansion

Include appropriate words in the subject or the predicate of each sentence.

1. The boys were absent from school on Friday.
2. The tower is found at the top of the lighthouse.
3. The pilots lead the ships.
4. Many children attended the party.

5. Harry walked past Roy's gate.
6. The lifeguard rescues the drowning child.
7. The President addressed the crowd.
8. The children walked around the zoo.
9. The adjudicator announced the results.
10. The audience sat quietly.

Vocabulary

A. Alphabetical Order

a b c d e f g h i j k l m n o p q r s t u v w x y z

Re-write each set of words in alphabetical order.

- | | | | |
|----------------|------------|------------|-----------|
| 1. orange | eddo | tomato | pumpkin |
| 2. Ivan | Tiffany | Carol | Alana |
| 3. Albion | Ann Regina | Abary | Agricola |
| 4. Corriverton | Canje | Cumberland | Clonbrook |

B. Compound Words

Form compound words from the following statements.

1. school work that is done at home
2. a stand that is used for a band
3. a coat that we use when it is raining
4. a brush we use to clean our teeth
5. a man who helps to put out fires
6. a cup we use for tea

C. Antonyms/Opposites

Match the words in Column **A** to the opposites in Column **B**.

A

inside

large

narrow

begin

first

cry

far

day

fast

stand

high

young

B

sit

old

slow

laugh

low

small

end

near

wide

outside

night

last

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