A Handbook of Teachers' Resources

Chant-I

Class-I

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Foreword

We at Jammu and Kashmir State Board of School Education are committed to provide the best quality teaching learning material in the form of textbooks which are constantly updated to include the most relevant content. The latest outcome of our endeavour is *Chant-I*, A Textbook of English for Class I, supplemented with this teachers' guidebook – **"A Handbook of Teachers' Resources, *Chant-I*"**.

A textbook is perhaps the most important tool in the hands of a language teacher. But it is equally important to use the textbook wisely and judiciously. A wrong approach for using the textbook may result in poor academic performance of the learners.

This book has been prepared as a guidebook to be used for teaching *Chant-I*. It contains instructions for the teachers who will be using *Chant-I* in the classroom. Along with clear and precise instructions on how to make the optimal use of the textbook, this guidebook contains simple activities and useful resources for the English teachers. It briefly summarizes the approaches that form the basis for the creation and sequencing of the content of *Chant-I*.

I hope that English teachers throughout the state will find this innovation useful in making their teaching effective and a joyful experience for the learners.

Prof. Veena Pandita
Chairperson

Acknowledgement

Rationale of the textbook

Chant I is based on the National Curriculum Framework 2005 guidelines and the expected learning outcomes in Class I. The textbook draws its contents from the experiences of the teachers and the scenario of English language learning at the grassroots in Jammu and Kashmir. The textbook gives freedom to a teacher to use mother tongue in teaching English in accordance with the guidelines laid down in National Curriculum Framework 2005. Contents of the textbook have been framed keeping in mind the feedback received from teachers and other stakeholders regarding the lack of a structured kindergarten education in the state. This has paved the way for introduction of contents which are need-based and in line with the level of the students as well as relevant to the context and locale of the learners.

The textbook focusses on learner-centred and activity-based approaches for developing the four language skills i.e. listening, speaking, reading and writing (LSRW). Teachers are enabled and encouraged to involve learners in meaningful real life situations and interactions. Use of appropriate teaching learning materials by the teacher will make the content of the textbook enjoyable and the learning stress-free. This will lead to attainment of competency and basic proficiency in language. Teachers can adopt and combine different approaches while teaching *Chant I* for achieving literacy goals in the classroom.

Assessment of English at the primary level has been hitherto predominantly writing oriented. *Chant I* ensures due treatment to the skills of listening and speaking. The assesssment design gives proper weightage to all the four language skills which are actually required to attain basic proficiency levels.

Rationale of the title

Chant has many meanings. It also means to speak, sing or shout repeatedly words, sounds or phrases. The English classroom is supposed to be full of activity and fun, particularly at the primary level wherein the learners should be able to listen, speak, read and write. The ability to speak up helps a child to build his personality in a positive way.

Teaching LSRW Skills

Mother tongue

At the elementary level children possess very little or no proficiency in English. The mother tongue is perhaps the only access to the existing knowledge about the world around them. The teacher uses this reservoir as a scaffold to build the competence of children in English. Going directly to the textbook is not the ideal way in this scenario.

Children are first exposed to simple and comprehensible contextualized inputs in English. The mother tongue is used to enable them to understand the inputs. The teacher proceeds through an activity-based approach in order to create situations for communication in the class. He is free to use the mother tongue and gestures in order to make children familiar with English. The responses of children can vary from use of mother tongue to gestures to single words in English – all acceptable. In certain situations the children may take some time – even about three months – to produce utterances in English. In order to make the environment stress-free the teacher encourages group work among the children. A regular exposure to a variety of meaningful language chunks is necessary. The mother tongue can be used when the children cannot understand English e.g. words, directions, etc.

Suggested Time Schedule

The time duration to complete a lesson is not fixed. This has been added in the content page to reinforce the idea that the English Language course books are to be taught throughout the academic session. This is to sensitise teachers that a lesson is to be planned in the light of LSRW skills, activities, peer work, group work, revision, assessment and Star Track. Therefore, time duration reflected in the content page of the textbook or this manual is not in any way conclusive. Teachers can plan their lessons keeping in view the level of their learners. However, teachers should keep in mind that the course book is to be taught at least in 180 working days including the term assessments.

Learning Outcomes

Learning outcomes are the results that learners achieve at the conclusion of the lesson. Learning outcomes give proper direction to teaching-learning process and enable the learner to integrate knowledge and skills after the

completion of a lesson. The teacher should try to achieve learning outcomes through activities to facilitate articulated learning. The teacher can also incorporate other learning outcomes other than the textbook in the lesson plan.

Sight Words

Sight words are critical to reading as they are high frequency words and play a positive role in word recognition and reading acquisition. They help learners to communicate with their friends, teachers and parents as they appear commonly in the text. Sight words enrich the literacy environment of the classroom. Teachers can familiarise students with sight words through flash cards and drill practice.

Activities

Chant I contains ample activities to engage children in a creative manner. English class can be made much interesting with the help of activities which ensure the participation of every child. Teachers can work wonders with activities. Role play, quiz, songs, rhymes, peer and group work, drawing, colouring, pasting, crafting, audio-video listening and TPR can prove effective in imparting LSRW skills to children.

Assessment Design

Assessment of English at the primary level is confined to testing only reading and writing. Neglecting the two important skills of listening and speaking leaves out essential aspects of language and personality development in children. *Chant I* is designed with an adequate number of listening and speaking activities. The assesssment design is envisaged to ensure that children are assessed in all the four language skills. Listening and speaking have been given due weightage in assessment. The design of assessment at the end of the textbook is suggestive. Teachers can develop their own keeping in mind all the four skills of language.

Star Track

Star Track has been incorporated at the end of each lesson with the objective of assessing and tracking the four language skills and also to help build the personality of the child. Star Track is not a formal or strict academic tracker

but a precursor for the teacher to develop and hone the abilities of each child. It will facilitate the teacher in paying attention towards every child and evaluating their progress continuously. The teacher can systematically work on building the language skills and personality of each child. He is also supposed to keep a corresponding record in his diary. The teacher can modify the tracker according to classroom situations/needs.

The teacher needs to be sensitised that tracking is aimed at boosting the self-esteem of the child and not hurting the learner in anyway. The minimum number of stars given to a child is 'one' with the remarks that the child has the potential to do better with the support of the teacher and the parents. The teacher should ensure that the little achievements made by children are duly encouraged .

To assess the students in the language skills the teacher can refer to the suggested design of assessment given at the end of the textbook. Other variables such as classroom response, creativity, body language, attentiveness, sharing and punctuality can also be taken into consideration and a record can be maintained in the teacher's diary. The teacher can design his own scheme of assessment to test the students in the four skills of language.

For Star Track, the following performance rating scale can be used.

Star Rating Scale		
Marks	=	Star(s)
0 – 20 %	=	1
21 – 40 %	=	2
41 – 60 %	=	3
61 – 80 %	=	4
81 – 100 %	=	5

The teacher will also write the remarks in the Star Track provided at the end of the lesson. The objective of Star Track is to establish meaningful teacher-student interaction. Healthy classroom participation actually certifies the success of a teacher.

Teaching LSRW Skills

Phonics

Phonics instruction is a way of teaching reading that stresses the acquisition of letter-sound correspondences and their use in reading and spelling. It means knowing the relationship between the printed letters of the alphabet and the sounds associated with them.

Knowledge of letter-sound relationships gives students a degree of independence in learning to recognise words and in reviewing them. It develops students' visual images of words as it allows them to attend to the letter components of the words and their sequencing. It is important that students understand that the pattern of letters that is unique to each word is not arbitrarily chosen but depends on a conventional system. The English language uses the alphabet to relate printed letters to speech sounds using a system of correspondences (the alphabetic principle). Teachers need to be aware that the twenty six letters of the alphabet represent forty four distinct sounds. The lack of exact one-to-one correspondence between letters and sounds often confuses young learners of English.

Phonics approaches this issue by relating spelling and pronunciation in a way that cuts down the possibility of errors while deciphering the language. Beginners are encouraged to associate certain letters or groups of letters with the sounds they commonly represent.

In explicit phonics instruction, the sounds associated with the letters are identified in isolation and then blended together to form words. The teacher directly tells students the sound represented by an individual letter. For example, "The letter **l** makes the sound **/l/**." When children have learned several correspondences, including one or two vowels, they can read words by blending sounds of the letters together. For example, students who have learned the sound-letter correspondences **l, a, m** and **p** can utilize a blending strategy to read **"lamp."**

5

In contrast, implicit phonics instruction includes helping students identify the sounds associated with individual letters in the context of whole words, rather than in isolation. Typically, students are asked to infer the sound of a letter from a word or set of words that contain that letter. For example, in teaching the sound for **m**, the teacher writes **man** on the board and underlines the letter **m**. The students say **man** and listen for the beginning sound. Then the students say that the letter m makes the sound **/m/**. In implicit phonics, children are often encouraged to utilize context and picture cues to identify any unfamiliar words they encounter in text selections.

Synthetic phonics uses a part-to-whole approach that teaches students letter-sound (grapheme-phoneme) relationships in a clearly defined incremental sequence. Students are taught small groups of letter sounds during short, brisk daily sessions so they can begin blending (synthesising) when reading and segmenting letter sounds in words when spelling.

For example, after being taught the letters and sounds /s/, /t/, /o/ and /p/, students can be supported to blend these letter sounds to read words such as stop, top, pot.

A step-by-step interactive approach can be adopted to make phonics instruction burden-free and effective. *Chant I* is sequenced with each chapter following the steps in incremental order. The objective is to develop language skills separately as well as in an integrated way.

Jolly Phonics

Jolly Phonics uses the synthetic phonics method through a multi-sensory approach. The foundation for reading and writing is laid while the children enjoy themselves. It helps the children use the letter sounds to read and write words. Jolly Phonics leads to learning the irregular or 'tricky words' such as

the, was and *said*. It also helps in teaching together the five essential skills which are:

1. Learning letter sounds

2. Learning letter formation

3. Blending

4. Identifying sounds in words

5. Spelling tricky words

For instance, the **Let's read** section of the first chapter of *Chant I* can be taught by using letter sounds only. The class can say

/æ/ /æ/ /æ/ *apples green and red . . .* /æ/ /æ/ /æ/ *ants on the bread*

/b/ /b/ /b/ *baby with ball . . .* /b/ /b/ /b/ *books in the hall*

Repeated recitation of the sounds will help the children memorise the shapes of letters and the sounds associated with them. The rhyming structure of the section will be helpful in memorizing the letter-sound associations.

What should a teacher do?

Explicit and systematic phonics teaching should not be confused with drill and practice or a return to authoritarian classrooms where teachers tell and test and where students memorize and regurgitate. Explicit and systematic teaching involve the deliberate explanation and demonstration of new phonics learning. Failing to provide students with explicit and systematic phonics teaching is to leave important learning up to students to figure out for themselves, often resulting in frustration, disengagement and underachievement. The process of teaching phonics in an explicit and systematic way signals the place of modelled, guided and independent teaching within the process. It is built on the concept that at its most basic

level, teaching phonics in an explicit and systematic way involves a continuous cycle of assessing, teaching and learning.

Modelled teaching

The teacher uses this teaching strategy when students need to learn new phonics skills and concepts. The teacher assumes major responsibility for directing and controlling the literacy interactions that take place between the teacher and the students. You might hear teachers say: This is the letter 'a' and it makes the sound /æ/. This is the letter 'm' and it makes the sound /m/. I can push them together like this /a/–/m/ to make the word 'am'. Students are likely to be saying/thinking: I have learned a new phonics skill.

Guided teaching

The teacher uses this teaching strategy when students need guided support to practise and apply new phonics skills and concepts. The teacher structures interactions in a way that allows students to assume more responsibility and demonstrate more control over what they are learning. The teachers say: Listen to the sounds in the word 'dad' and find the three letters to make the word. Well done, you found the 'd' for the beginning and end of 'dad'. Listen for the sound in the middle of the word and see if you can find the letter for that sound.

Independent teaching

The teacher uses this teaching strategy when students need minimal support to apply and demonstrate new phonics skills. The teacher structures literacy interactions in a way that allows the students a greater degree of the responsibility for literacy learning. You might hear teachers say: As you are reading today remember to practise blending the sounds together when you try to read new words. Students are likely to be saying/thinking: I know how to use this phonics skill and when and where I need to use it.

Teaching *Chant I*

Chant I provides freedom to a teacher to practise desired approaches as per the competence level of the class. The teacher may impart phonemic knowledge to children and rationalise the balance between phonics and whole language to achieve desired proficiency in all the skills. The teacher should structure reading and writing through cooperative learning apart from making connection with each student.

The teacher should create a stress-free classroom environment – making things enjoyable and allowing the students to learn at ease. Play way can work wonders. A consistent, systematic and student-friendly approach is imperative for teaching the contents of the book effectively and successfully. The following pattern leads to some key aspects of organising the classroom activity. Teachers can adjust or modify the schedule according to their learners demands and pace of learning.

1. **Warm up:** Greet the children and use expressions like 'How are you today?' as part of the greeting and encourage them to respond in English.

2. **Review:** Review the previous lesson holding the interaction in English. This will prepare them for what is coming up.

3. **Introduction:** Introduce your lesson by playing a song or rhyme, with an activity, by asking prereading questions, or whatever you consider appropriate.

4. **Practice:** Practise the content using turn taking, recitation, drill, peer work, group work or whatever is appropriate to the content.

5. **Involvement:** Involve the students in activities where language skills are practised. Each activity can target one or more skills a time depending on how prepared the students are.

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Teaching LSRW Skills

6. **Revision:** Review the work by assessing through activities – do not forget to make note in your diary of how each student is progressing. This helps in devising future strategies for teaching more effectively. Activities designed particularly for testing/assessment can be brought in when the students are prepared for them.

    In case you want the students to work/practise on their own, give them some home work.

Planning "Small Baby Steps" Lessons

The lessons at the beginning of the year can actually be easy to plan for. You can go very slowly, teaching just one basic skill at a time. The mini-lessons have to be short keeping in view attention spans of the children.

Teach only one or two simple skills each day. Then model the skill.

Let the children practise the skill.

Teaching LSRW Skills

Chapter 1: Sounds

Suggested Time Schedule: 44 Sessions/Classes

The twenty six letter shapes and their corresponding sounds are dealt with in this chapter. The aim is to introduce the letters of the alphabet as sounds. It is helpful to treat the alphabet as a set of letter sounds. Short sounds/most commonly occurring sounds for the letters are used to begin with. This creates a confusion-free association between the letters and the respective sounds. The teacher should subconsciously impart the knowledge of sounds to children. This can be done through activities like flash cards, games, rhymes, picture identification.

a   is introduced as /æ/, the initial and medial sound in *axe* and *cat*, respectively leaving out its pronunciation in words like *father, about, fall, able*, *share* and *private*.

e is introduced as /e/, the initial sound of *egg* or the medial sound of *bed* leaving out its pronunciation in words like *pretty, anthem, sergeant, café*.

i is introduced as /ɪ/, the initial sound of *ink* or the medial sound of *pin* leaving out its pronunciation in words like *bite, sight*.

o is introduced as /ɒ/, the initial sound of *ox* or the medial sound of *pot* leaving out its pronunciation in words like *hello, only, who, oppose, tool, book, pistol, oven, done, month*.

u is introduced as /ʌ/, the initial sound of *under* or the medial sound of *fun* leaving out its pronunciation in words like *put, sugar, autumn, bury, suite, minute*.

b is introduced as /b/, the initial, medial and final sound in *book*, *noble* and *web*, respectively leaving out its pronunciation in words like *bomb* and *climber*.

c is introduced as /k/, the initial, medial and final sound in *cat*, *act* and *tunic*,

11

respectively leaving out its pronunciation in words like *celebrate, fancy, peace* and *cello*.

d is introduced as /d/, the initial, medial and final sound in *doll*, *idle* and *bed*, respectively leaving out its pronunciation in words like *asked*.

f is introduced as /f/, the initial, medial and final sound in *fat, after* and *puff*, respectively.

g is introduced as /g/, the initial, medial and final sound in *goat, eagle* and *dog*, respectively leaving out its pronunciation in words like gene, general, large, energy and sight.

h is introduced as /h/, the initial and medial sound in *hat* and *ahead*, respectively leaving out its pronunciation in words like *honesty* and *oh*.

j is introduced as /dʒ/, the initial, medial and final sound in *jug, object* and *fridge* respectively.

k is introduced as /k/, the initial, medial and final sound in *key, baker* and *ink*, respectively leaving out its pronunciation in words like *knife*, know.

l is introduced as /l/, the initial, medial and final sound in *line, old* and *ball*, respectively leaving out its pronunciation in words like *talk, walk*.

m is introduced as /m/, the initial, medial and final sound in *mat, humid* and *dam*, respectively.

n is introduced as /n/, the initial, medial and final sound in *net, since* and *bin*, respectively leaving out its pronunciation in words like *ink, bank, autumn, hymn*.

p is introduced as /p/, the initial, medial and final sound in *pen, apple* and *cap,* respectively leaving out its pronunciation in words like *psychology*.

q is introduced as /k/, the initial, medial and final sound in *queen, liquid* and *unique*, respectively.

r is introduced as /r/, the initial and medial sound in *rat, correct*, respectively leaving out its pronunciation in words like *arm, fire, corn, car*.

s is introduced as /s/, the initial, medial and final sound in *sun, ask* and *bus*, respectively leaving out its pronunciation in words like *sugar, his, measure*.

t is introduced as /t/, the initial, medial and final sound in *top, letter* and *foot*, respectively leaving out its pronunciation in words like *whistle, Christmas, ballet*.

v is introduced as /v/, the initial, medial and final sound in *van, anvil* and *move*, respectively.

w is introduced as /w/, the initial and medial sound in *wall, away*, respectively leaving out its pronunciation in words like *owe, know*.

x is introduced as [eks], the initial sound in *x-ray, X-mas* leaving out its pronunciation in words like *exam, xylophone*.

y is introduced as /j/, the initial sound in *yoyo*, *you* and *yellow* leaving out its pronunciation in words like *busy, boy, syringe, cry*.

z is introduced as /z/, the initial, medial and final sound in *zoo, lazy* and *buzz*, respectively leaving out its pronunciation in words like *pizza, seizure*.

A grapheme is the smallest unit of a writing system. All letters of an alphabet are graphemes. A grapheme may not carry meaning by itself. A phoneme is a unit of sound. In the words *kill* and *gill,* the initial sounds /k/ and /g/ are phonemes. In the English language there may not always be a one-to-one correspondence between grapheme and phoneme. The following table gives some of the different pronunciations (phonemes) for each letter (grapheme) of the English alphabet. In this manual we will be dealing with basic graphemes and their phonemes.

Grapheme	Phoneme	Example(s)
a	/æ/	**c**at, s**a**p, t**a**ck
	/ə/	**a**bout, **a**rrive, **a**ssist
	/ɑ:/	**a**sk, f**a**ther, c**a**rd
	/ɔ:/	**a**ll, f**a**ll, w**a**r
	/eɪ/	**a**ble, c**a**ke, t**a**le
	/eə/	sh**a**re, f**a**re
b	/b/	**b**ook, no**b**le, we**b**
	Silent	bom**b**, clim**b**er, dou**b**t
c	/k/	**c**at, a**c**t, toni**c**
	/s/	**c**eiling, pea**c**e
	/tʃ/	**c**ello, **c**embalo
d	/d/	**d**oll, i**d**le, be**d**
	/t/	aske**d**, hope**d**, kisse**d**
e	/e/	**e**gg, b**e**d, p**e**t
	/ə/	anth**e**m, gard**e**n
	/ɪ/	pr**e**tty
	/ɑ:/	s**e**rgeant
	/ɪ:/	b**e**
	/eɪ/	caf**e**
f	/f/	**f**at, a**f**ter, pu**ff**
	/v/	o**f**

g	/g/	**g**oat, ea**g**le, do**g**
	/dʒ/	**g**eneral, ener**g**y, frin**g**e
	Silent	**g**nome, si**gh**t, forei**gn**
h	/h/	**h**ot, a**h**ead
	Silent	**h**onest, o**h**
i	/ɪ/	**i**nk, p**i**n
	/aɪ/	**i**dle, f**i**ght
j	/dʒ/	**j**ug, ob**j**ect, fri**dg**e, Ra**j**
k	/k/	**k**ey, ba**k**er, in**k**
	Silent	**k**now, **k**nuckle
l	/l/	**l**ine, o**l**d, ba**ll**
	Silent	ta**l**k, ca**l**m, ca**l**f
m	/m/	**m**at, hu**m**id, da**m**
n	/n/	**n**et, si**n**ce, bi**n**
	/ŋ/	i**n**k, ba**n**k
	Silent	autum**n**, hym**n**
o	/ɒ/	**o**x, p**o**t, b**o**mb
	/ə/	**o**ppose, pist**o**l
	/ʊ/	b**oo**k, w**oo**l
	/ʌ/	**o**ven, d**o**ne, m**o**nth
	/u:/	t**oo**l, t**o**mb, m**oo**t
	/əʊ/	**o**nly, h**o**ld, hell**o**

p	/p/	**p**en, a**pp**le, ca**p**
	Silent	**p**salm, **p**sychic
q	/k/	**q**ueen, li**q**uid, uni**q**ue
w	/r/	**r**at, co**rr**ect, fo**r**eign
	Silent	a**r**m, fi**r**e, co**r**n
s	/s/	**s**un, a**s**k, bu**s**
	/ʃ/	**s**ugar, **s**ure
	/z/	cou**s**in, bu**s**y, hi**s**,
	/ʒ/	u**s**ual, mea**s**ure
t	/t/	**t**op, le**tt**er, foo**t**
	Silent	whis**t**le, chris**t**mas, balle**t**
u	/ʌ/	**u**nder, f**u**n, n**u**t
	/ʊ/	p**u**t, b**u**ll
	/ə/	aut**u**mn
	/e/	b**u**ry
	/ɪ/	min**u**te
	/uː/	s**u**gar, J**u**ne
	/w/	s**u**ite
	[juː]	m**u**te, c**u**te
	Silent	tong**u**e, uniq**u**e
v	/v/	**v**an, an**v**il, mo**v**e

w	/w/	**w**all, a**w**ay
	Silent	o**w**e, flo**w**, kno**w**
x	[eks]	**x**-ray, **x**-mas
	/z/	**x**ylem, **x**ylophone
	[gz]	e**x**am
y	/j/	**y**ou, **y**ellow, **y**o-**y**o
	/ɪ/	s**y**ringe, c**y**nic
	/i/	bus**y**, cit**y**
	/aɪ/	c**y**ber, cr**y**
z	/z/	**z**oo, la**z**y, bu**zz**
	[ts]	pi**zz**a, na**z**i
	/ʒ/	sei**z**ure

Chapter 2: Sounds Together

Suggested Time Schedule: 38 Sessions/Classes

Sound Blending

Sound blending is the ability to build words from individual sounds by blending the sounds together in sequence. For example, the sounds *m*, *a*, *t* form the word *mat*.

Sound blending is essential in reading. This skill helps children in acquiring and raising phonological awareness which in turn supports the acquisition of literacy skills.

Children must know the sounds for each of the letters and then blend these sounds together to form the word(s).

The objective for the children is to

1. listen to the sounds in a word, presented orally with each sound said slowly,
2. blend the sounds together in sequence,
3. determine the target word,
4. indicate the word by saying it out loud.

In the beginning, sound out the word and see if a child can hear it. Give the answer if necessary. Some children take longer than others to hear. The sounds must be said clearly. It is easier if the first sound is said slightly louder. Words like b-u-s, t-o-p, c-a-t and h-e-n are good to begin with.

Word families

Word families are groups of words that have a common feature or pattern i.e. they have some of the same combinations of letters in them and a similar sound. For example at, cat, hat, and fat are a family of words with the "at"

sound and letter combination in common. Many nursery rhymes contain common word families. These rhymes can be used to teach these letter combinations.

There are many families in English: ack, ain, ake, ale, all, ame, an, ank, ap, ash, at, ate, aw, ay, eat, ell, est, ice, ick, ide, ight, ill, in, ine, ing, ink, ip, it, ock, oke, op, ore, ot, uck ,ug, ump, unk.

Digraphs

Digraphs are sounds represented by two letters, such as sh (/ʃ/). Children should sound out the digraph, not the individual letters (s-h). With practice they will be able to produce the digraph as one sound in a word. *Sh* is a consonant digraph. In a word like *rain, ai* (/eɪ/) is a vowel digraph. This is difficult to begin with and takes practice.

It is essential to be able to distinguish between a blend (such as *st* in *star*) and a digraph (such as *sh* in *shoot*). In a blend the two sounds, s and t can each be heard but in a digraph this is not so. In the word *mishap* both the *s* and *h* are sounded and in *friendship* the single consonant *sh* is sounded. When sounding out a blend, encourage children to say the two sounds as one unit, so fl-a-t not f-l-a-t. This will lead to greater fluency while reading.

Tricky words

Some English words have irregular spelling and cannot be read by blending, such as *said*, *was* and *one*. The only way these words can be read and spelt correctly is by learning them and having plenty of practice. These are called tricky words.

The first section of Unit 2 introduces blending and word families through a sequence of vowel sounds. Some short and long vowels have been included to begin with viz. /æ/, /e/, /ɪ/, /ɒ/, /ʌ/, /ɑː/, iː/, /ɔː/, /ʊ/, /uː/. It is helpful to start with the rime in each word family, for instance, *at* (/æt/) and then introduce

the one-letter onset *b* (/b/) to form the word *bat*.

Similarly, other one-letter onsets like *c* (/k/), *f* (/f/), *m* (/m/) can be introduced to form words like *cat*, *fat*, *mat* respectively. After the children have learnt the pattern of a word family as dealt with above, onsets having digraphs and blends can be introduced to form words like *chat* (/tʃæt/), *brat* (/bræt/).

The vowel sounds are included in the same families. The rest of the word families should be taught so that the children get sufficient chance to drill and memorize the pattern of blending sounds. It is helpful to begin with the target sound in the initial position (like ab, ad, am, ag, an, ap, at) and then prefixing a consonant sound to form three-sound words (like cab, dad, dam, bag, can, cap, hat) concentrating on blending the sounds rather than looking for meaningful words only. The three-sound words (not necessarily meaningful English words) should be formed in order to teach the way sounds are further combined to form words. The children can begin with three-letter words with the vowel sounds in the medial position and then the final position, wherever applicable.

Cat and Bat (the short vowel /æ/)

ab	/æb/	ap	/æp/
cab	/kæb/	cap	/kæp/
lab	/læb/	lap	/læp/
tab	/tæb/	map	/mæp/

Digraphs, blends and tricky words can be introduced later on, for instance chap (/tʃæp/), chat (/tʃæt/), trap (/træp/), drag (/dræg/), rule (/ru:l/), mule (/mju:l/).

The above pattern can be followed in the rest of the vowel sounds that follow in the chapter.

Egg and Leg (the short vowel /e/)

ed	/ed/	et	/et/		
bed	/bed/	met	/met/		
fed	/fed/	net	/net/		
red	/red/	pet	/pet/		
trek	/trek/	set	/set/	bread/bred/	breath/breθ/

Kid and Lid (the short vowel /ɪ/)

ib	/ɪb/	ig	/ɪg/		
bib	/bɪb/	fig	/fɪg/		
nib	/nɪb/	dig	/dɪg/		
jib	/dʒɪb/	lig	/lɪg/		
trip	/trɪp/	drip	/drɪp/	Chris/krɪs/	thrill/θrɪl/

Dog and Log (the short vowel /ɒ/)

od	/ɒd/	og	/ɒg/		
cod	/kɒd/	dog	/dɒg/		
god	/gɒd/	fog	/fɒg/		
nod	/nɒd/	jog	/dʒɒg/		
frog	/frɒg/	trot	/trɒt/	knot/nɒt/	drop/drɒp/

Cub and Tub (the short vowel /ʌ/)

ub	/ʌb/	ug	/ʌg/		
cub	/kʌb/	bug	/bʌg/		
rub	/rʌb/	lug	/lʌg/		
tub	/tʌb/	jug	/dʒʌg/		
truck	/trʌk/	drug	/drʌg/	suck /sʌk/	tough /tʌf/

Ark and Park (the short vowel /ɑ:/)

ask	/ɑ:sk/	ast	/ɑ:st/		
arm	/ɑ:m/	cast	/kɑ:st/		
art	/ɑ:t/	last	/lɑ:st/		
ark	/ɑ:k/	fast	/fɑ:st/		
aunt	/ɑ:nt/	heart	/hɑ:t/	bar /bɑ:/	star /stɑ:/

Eel and Heal (the long vowel /I:/)

eel	/ i:l/	eat	/i:t/		
heel	/hi:l/	beat	/bi:t/		
feel	/fi:l/	seat	/si:t/		
peel	/pi:l/	meat	/mi:t/		
feet	/fi:t/	feat	/fi:t/	thief /θi:f/	niece /ni:s/

Book and Cook (the short vowel /ʊ/)

book	/bʊk/	full	/fʊl/	good	/gʊd/
wood	/wʊd/	would	/wʊd/	should	/ʃud/
hook	/hʊk/	bull	/bʊl/	wood	/wʊd/
cook	/kʊk/	wool	/wʊl/	foot	/fʊt/
look	/lʊk/			put	/pʊt/

Room and Broom (the long vowel /u:/)

boon	/bu:n/	cool	/ku:l/	boot	/bu:t/		
moon	/mu:n/	fool	/fu:l/	root	/ru:t/		
noon	/nu:n/	tool	/tu:l/	soot	/su:t/		
toon	/tu:n/	rule	/ru:l/	loot	/lu:t/		
rule	/ru:l/	school	/sku:l/	shoot	/ʃu:t/	fruit /fru:t/	suit /sju:t/
mule	/mju:l/						

22

Chapter 3: Words Together

Suggested Time Schedule: 50 Sessions/Classes

'a' and 'an'

- Recapitulate vowel sounds.

- Proceed on using 'a' and 'an' with different words.

- Take a picture dictionary and teach students how 'a' and 'an' are used.

- Take the content and activities from the textbook.

- You can do more activities with children to make them understand the use of 'a' and 'an'.

- Ask students to read aloud sight words.

Jack and Jill

- Introduce 'and' as a joining word, preferably through activity.

- Draw concept of 'and' from the mother tongue of students' if needed.

- Let the students observe different things in the classroom and ask them to speak word combinations using 'and'.

- Let the students read aloud sight words.

- Help students memorise these words and keep a check on their pronunciation.

This and These; That and Those

- Teach students to use pronouns 'this', 'these', that' and 'those'.

- Help them to use pronouns using the objects in the classroom.

- Let the students read aloud sight words. If they mispronounce

some word, pronounce the word correctly and ask them to do the same.

In, On, Under

- With the help of examples make students understand the concept of 'in', 'on' and 'under'

- Let students get involved in activities so that they understand how to use 'in', 'on' and 'under'

- Make use of charts and videos to clear the concept.

- You can also use things in the classroom as teaching aids.

- Ask students to read aloud the sight words.

I – My; You – Your; He – His; She – Her; They – Their

- Use students' mother tongue if needed to convey the meaning of the personal pronouns.

- Encourage students to say something about themselves even if they say in their mother tongue.

- Link their introductions to personal pronouns.

- Ask them individually to read aloud the text and sight words.

- Ask them to say introductions of their friends.

What

- Engage in a conversation with students.

- Ask them to talk to one another in English using 'what'.

- They should be able to understand that 'what' is used to ask questions.

- Ask short questions and encourage students to answer in English.

- Ask them to read aloud the text and sight words.

- Ensure that they are able to write the alphabets in the upper and the lower case.

- Maintain a record of Star Track in your diary also.

- Do ample activities with children.

- Award them certificates of achievements for listening, speaking, reading and writing.

Improving Listening Skills

Repeating the Tale

If your students tend to drift off every time you start talking, involve them in the listening process by having them retell a story you read out. Play a retelling game to gauge how well your students are actually listening to what you say. Read your students a short book or tell them a story of your own. Instruct them to retell the story. Create a scale for different aspects of listening such as receiving, attending, understanding, responding and remembering. Set a point goal and give a student a certificate of achievement for reaching the listening objective. Try a variation of this game and make students compete with one another and keep a record of those students who can retell the story in detail and earn the maximum points.

Listening to the Model

Modelling appropriate listening skills can help elementary level students to better understand what they should do to communicate well with others. Play a listening game in which you model both positive and negative communication behaviours, inviting your students to pick out which is which. Engage them in a conversation, and go back and forth between active listening and inattentiveness. Have a student ring a bell when he notices that you are listening well while he speaks. Have them raise their hands when you are unmindful. Give them a point or a star for everything that they get right.

Let's learn to listen

Pick and Choose

Active listening requires that your student picks up on everything you say to him and how you are saying it. Help your student to improve how he listens by playing a pick-and-choose game. Cut out pictures of scenes or common actions — such as a child playing football — or create your own images. Say two sentences that possibly could describe the image — with one correct statement and the other incorrect. Have the child repeat the correct sentence. Put the pictures that he gets right in one pile to show him just how well he can listen. Play this game with two or more students, having them compete to see who gets more pictures.

Take a Twist on Telephone

Play the telephone game — where one student starts with a word, phrase or sentence and tells the next, and so on to see if the words can make it through a circle of children without changing. Split the group of students into two teams. Start off each group with the same phrase. Reveal the beginning and ending phrases when the game concludes to see which team got the closest. The team that is on the mark gets one point. Continue till time allows.

Developing Speaking Skills

Speaking is the most challenging skill to develop. For non-native speakers it is even more challenging. Students with very low proficiency level of English and lack of self-confidence tend to show certain characteristics such as: shaking while speaking, sweating, keeping silent for long periods of time, sitting when they cannot continue and others even cry because it is hard for them to say a word.

Let's learn to listen

Your new student needs English to function at an interpersonal level with you and the rest of the class. The following areas cover some of the English language items that will be most useful and might put you in mind of other equally common expressions to add under the various headings.

An important thing for the teacher to note is that an atmosphere has to be created in which the students feel encouraged to speak. This depends on the condition in which the particular teacher is teaching. He has to localise the strategy to build atmosphere. By localising is meant seeing the immediate situation and background of the class and the students respectively – their age, family background, temperament, etc. The teacher can begin by the following method:

Personal information

My name is ….; I come from ….; I'm … years old.

Greetings

Hello! How are you? Hi! Good morning/afternoon/evening.

Fine thanks. Very well. Good.

Farewells

Good-bye! Bye! See you later. Good night.

Requesting

Can I/May I …? Yes you can./No, you can't. Where's the...?

When …?

Apologising

Sorry. I'm sorry. That's Ok/All right. Don't worry.

Agreeing and disagreeing

Yes, I do. No, I don't. Do you …? That's right. That's wrong.

Likes and dislikes

Do you like …? Yes I do. No I don't. Very… Not much.

Asking for help

Excuse me. Can you …? Do you understand?

I don't understand.

Politeness

Pardon. Please. Thank you. Thanks. That's all right/OK. Excuse me.

It is important, however, to get some form of communication going even if it is in mother tongue. Do not be worried if it is non-verbal. However, encourage them to speak in English. The important thing is that you and your students are communicating. To get the message across, both you and your student can use gestures, pictures, miming, illustrations, sketches, etc.

Value and accept all attempts by your students to communicate. Respond to the content of the communication, not the form.

By responding in this way you will:

- provide positive and encouraging feedback and correction, and value your students' attempts to communicate;
- pay attention to the meaning of the communication and not the form, so you will be responding genuinely to what your students are saying.

In any communicative interaction your students will need thinking time to comprehend and then formulate a response.

You, as a teacher, will need to:

- be patient
- use repetition
- use praise
- build self-esteem
- focus on communicating.

Improving Reading Skills

Developed reading skills allow students to get the most from their education. Teachers at the primary level should focus on helping students to develop a strong foundation, while teachers in the higher grades reinforce the foundation by showing how reading is necessary in the real world.

Reading skills are among the most fundamental and vital learning skills. These skills need to be cultivated in children in the early years of their learning. Without the appropriate reading skills, children will never be able to understand their lessons effectively. This leads to their lack of confidence and decreased desire to continue with the lessons. Parents and teachers should make sure that they set to work on the child's reading skills from the early years and not just teach them how to read but also help them develop fluency in reading. They should try to identify the reading problems of their child early and take action as soon as possible so that their child never lags behind but is always able to catch up with his/her classmates. Problems not addressed early can affect a child into adult life and timely help will give him the best opportunity to be successful.

There are many ways teachers can help students develop core reading skills. Here are five ways you can help students build a solid reading foundation.

Using Various Reading Material

Be creative by teaching reading through different formats. Books, magazines, audio books, CDs and other recorded reading can give students multiple ways to connect with the material. Have students practise reading along with an audio book. They will gain experience seeing the words on the printed page while hearing them on the recording.

Other technologies, such as text-to-speech software, can refocus a reading exercise into one where students can pay attention to the sentence structure and words without getting discouraged by their own comprehension.

Relate Reading to Other Areas of the Student's Life

Have the students read selected material, then discuss it in relation to other books, movies, news items or TV shows. Have the students make the comparisons like what they would have liked about each topic or how they would have changed a format to better match the topic. Being able to connect what has been read to something else in their lives helps students think abstractly about the material.

Read to Each Other

Reading to your students will make them excited about the stories and allow them to learn the text that they are not able to read on their own. Also, encourage them to read to you so that you can assess their reading skills and correct them wherever they go wrong. You must set time for reading with your students regularly so that their practice of reading is maintained.

Repeated Reading

Re-reading material repeatedly is an instructional tool that can improve your students' reading abilities. It will also help them read fluently and enhance their speed of reading. You can initiate this process by reading out passages at first and then encourage them to repeat. It leads to accurate reading, improved comprehension, self-correction and improvement in re-telling stories.

Your role as a teacher cannot end with a simple reading assignment. You must help your students ingrain a passion for reading.

Writing

Writing is an important skill of English language. It is an advanced skill which needs a lot of practice. The prescribed workbook for Class I gradually introduces children to writing and, therefore, follows a linear progression. It includes pre-writing activities such as scribbling, colouring and drawing.

Writing makes children understand that letters can be combined into words and these carry meanings. Teachers can make their own writing programme and link it with the experiences, observations and imaginations of children.

By the end of Class I, children should be able to write simple words and sentences. To achieve the desired goal constant monitoring by teachers and parents is important. Teachers can record the writing progress of children in Star Track and their diaries. This will help them improve the learners writing.

Tracing

The teacher can help students trace letters. The teacher will do it first. Then he will ask the students to come up and trace the same letter. The teacher will observe the tracing of the letter and help correct any error in tracing. It can also be done on the workbook or white sheet with the help of a tracing paper. The teacher is suggested to take up tracing in the first lesson. The prescribed workbook contains basic writing exercises for the learners.

Teaching to Write Letters (For Example The Letter *F*)

The goal of this section is for the students to be able to identify words that begin with the letter *F*, to make the sound of the letter *F* and to the letters *F* and *f*.

Let's learn to write

Introduction

- Display the images of things that begin with *F* so that all of your students can see them. Possible images could include: flag, frog, fish, fan, football, flower, fire.

- Go through the items one-by-one, having your students say the name of each item aloud.

- Ask students what all the pictures have in common. After a few students answer, tell them that they are going to learn about the letter *F*.

Explicit Instruction/Teacher Modelling

- Challenge your class to think of more words that begin with the /f/ sound. Write all of the correct answers on the whiteboard/blackboard.

- Instruct your class to practise tracing the letters *F* and *f* with their fingers on their palms.

- Ask your students some comprehension questions. For instance: What letter does the word *frog* begin with? What sound does the letter *F* make?

- You can facilitate students to learn write other letters too.

Differentiation

Encourage advanced students to make CVC words that begin with the letter F using their play dough. Challenge these students to go on a "letter F hunt" around the classroom, finding things that begin with the letter F.

Chapter 4: Meet Me

Suggested Time Schedule: 10 Sessions/Classes

- Divide the chapter into 5-6 lessons to be completed in 10 days.

- Start the chapter with a brief warm-up like greeting, asking simple questions, playing a rhyme, etc. Then take attendance.

- Have the students bring their photographs with them.

- Ensure each student pastes his/her photograph on the space provided in the textbook. Try not to interrupt even if the students paste the photograph wrongly.

- Ask students to help other students in pasting only after they have completed their own task.

- Relate the activity with the title of the chapter.

Let's Read and New Words

- First read the chapter loudly with gestures, facial expressions, etc. Make use of flash cards or other teaching aids wherever required.

- Take pauses in between and ask short and reflective questions.

- Now the students will take turns to read the chapter loudly. Do not stop them to correct their pronunciation. Help only if they are not able to pronounce a word. This activity is meant for improving the pronunciation of the students.

- Ask them to read the sentences again for comprehension. Ask short questions related to the picture given in the lesson after each segment. Remember, these short questions do not test the child's understanding of the written text. They only help them understand it better.

- Teach new vocabulary with the help of teaching aids like real objects, charts, flash cards, etc.

Let's Talk and Let's Learn/ Write

- In the **Let's Talk** section, encourage all the students to say something about themselves. Encourage them by asking questions. Ask your questions in English. Do not translate. Use simpler words or break the question into parts. Students should be encouraged to give their answers in English. After asking these simple questions, try to involve the students in a discussion where they speak freely without hesitation.

Let's Draw

- This activity is for writing skill enhancement. Students love to colour and paint. Encourage them to fill the right colours. Ask them to name the colours they have filled in the picture. You can also encourage them to learn that apple comes in different colours like red, yellow, green.

Let us Learn Values

- This exercise will help students to develop the habit of greeting.

- Role-play in the class by greeting students, individually. This will help them to use greetings meaningfully in their speech and writing.

- Then ask the students to greet each other and the teacher in the class.

- Add more familiar words to give students more practice. You can also involve them in more similar activities to reinforce their concept of greetings.

Off to the Language Lab

- Write the words on the blackboard/whiteboard.

- Ask a few students to circle the words rhyming with *Bill* on the blackboard/whiteboard.

- The rest of the students will circle the words in their textbooks.

- Say *meet* loudly and then say *beet*.

- Now ask the students to loudly say words rhyming with *meet*. Do not correct them if they say meaningless but rhyming words.

Meet Me
I like to
learn
English

Chapter 5: At Home

Suggested Time Schedule: 10 Sessions/Classes

- After greeting the students and taking their attendance, ask them to talk about their family members.

  Ask them questions like:

  1. Who lives with you at home?
  2. Do you have a brother or a sister?
  3. Where do your grandparents live?

- Focus on the words: family, mother, father, brother, sister, grandfather, grandmother, etc.

New Words

- Avoid translating the new words.
- Teach the meaning by using TLM.

Let's talk

- Allow the students to use their mother tongue when they feel difficulty in getting through.

Let's Learn

- Guide the students in copying the statements.
- Tell them to name their family members and write their names in their notebooks.

Let's Draw/Colour

- Encourage the students to draw the pictures given in the textbook with the help of dots and colour them.
- Ensure the involvement of students through peer work or group work.

Off to the Language Lab

Make the students sit in a circle and practise the proper rhyme scheme of words given in the text. They must practise till everyone gets it right.

Chapter 6: Hello School

Suggested Time Schedule: 10 Sessions/Classes

- Greet the students and start the chapter with a brief warm-up.
- Ask simple questions, like
    1. Do you like school?
    2. What is the colour of your school building?
- After eliciting two or three responses introduce the lesson.

Let Us Read

- Make use of role-play to complete the lesson.
- Use activities to enhance the vocabulary of students like
    1. My name is ……………
    2. I read in …………

New Words

- Avoid giving the meaning of new words to the students.
- Tell them the meaning of the words by using body language, TLM etc.

Let's talk

- Pay attention to the language used for asking questions.
- Use mother tongue in case there is difficulty in getting through with some parts of the chapter.

Let's Learn

- This section is to be copied by the children in their notebooks. The teacher should guide them in copying the statements.

Let's Draw

- Encourage the students to draw the pictures given in the textbook and colour them.

- Ensure every student is involved in the activity and allow them to work in groups.

Off to the Language lab

- Ensure that the students are aware about the alphabetical order of letters.

- Then proceed to do the activity.

Chapter 7: Mehr and the Monkey

Suggested Time Schedule: 10 Sessions/Classes

Learning Outcomes and Warm-up

- This lesson focuses on the use of polite expressions in conversation like *thank you*, *please*, etc. and also introduces the concept of noun.

- Begin by asking questions like
  1. Do you like rainy weather?
  2. How do you go to school on a rainy day?

- After eliciting three or four responses, tell them: "Let's see, how Mehr reaches her school on a rainy day?"

Let's Read and New words

- Divide the lesson into two parts and make use of role-play to teach it. Puppets can also be used to make the chapter more enjoyable.

- While teaching polite expressions avoid giving meanings of the new words in the students' mother tongue(s). Use body language, gestures, pictures, etc.

Let's Talk

- Pay attention to the nature of questions being asked. Encourage the students to understand the value of sharing and caring.

- Use English in teaching the chapter allowing the mother tongue when it is not possible to get through.

- In section 'B', the students will answer the questions in one word only.

Let's Do

- Ensure the participation of every student in the activity.

Grammar Time

- This is just an extension of what the students have done in the **Let's Do** section. Here, the teacher can give the definition of the naming words, but this is not mandatory.

- The exercises are to be completed in the textbook and copied in the notebooks if possible.

Off to the Language Lab/ Fun with Phonics

- Ask a student to say the first word from the left column of the table. Then ask him/her to name a classmate to find the rhyming word from the right column. If the student cannot find the word, give the answer yourself.

- Now ask the latter student to say the second word from the left column and name a classmate to find the rhyming word from the right column.

- Continue till the task is finished.

The inclusive classroom

The inclusive classroom treats equally all students irrespective of their capabilities i.e. students with special needs are to be educated in the normal classroom setting. This entails modification of pedagogical strategies without drawing attention to the children with special needs. Children with visual and hearing impairments are taken along in the normal classroom setting with slight changes in teaching strategies. Following are some suggestions for inclusive education of visually and hearing impaired students.

Children with special needs (Visually Impaired VI Students)

a) The teacher can introduce teaching through non-visual modes by using concrete materials with associations of smell and taste. Use of non-reflective surfaces and contrast colours and surfaces facilitates learning for the (VI) child as much as seating him closer to the blackboard/ whiteboard and nearer to the teacher. Using tactile graphs and diagrams for the whole class and an uncluttered classroom is an enabling factor for the (VI) child. Talking books, mobile phones, tablets, computers are of great help in including the (VI) child in the normal classroom setting. While speaking the teacher has to always face the class and use touch with the (VI) student to keep him/her connected with what the class is doing. The teacher can as a rule use large print for materials, real objects and situations to enable learning through experience. Totally blind children must be taught through Braille script.

For Hearing Impaired (HI) Students

b) It is helpful to always have the classroom well lit and the background noise reduced to the minimum level possible if not removed completely. Having the class sit in a semi-circle allows the students to see one another and the (HI) child can with much ease infer what is happening in the classroom. The (HI) child is to be seated where he can lip-read and follow the teacher's instructions clearly. The teacher uses clear short sentences and speaks at an even pace while continuously using gestures and facial expressions. All this is to be done without drawing too much attention to the (HI) child. Use of flash cards, real life experiences and dramatization helps the (HI) child to learn along with his peers in a normal way. Taking part in activities in which students have to take turns in speaking is helpful for the (HI) child.

Mehr and the Monkey

Phonetic transcription of some common words

apple	/æpl/	igloo	/ɪgluː/
axe	/æks/	inkpot	/ɪŋkpɒt/
ant	/ænt/	inchworm	/ɪntʃwɜːm/
baby	/beɪbi/	jug	/dʒʌg/
book	/bʊk/	jelly	/ˈdʒel.i/
ball	/bɒːl/	joker	/ˈdʒoʊkəʳ/
cookie	/kʊki/	key	/kiː/
cat	/kæt/	kite	/kaɪt/
carrot	/kær.ət/	kangaro	/kæŋgˤrˈuː/
dog	/dɒg/	leaf	/lɪːf/
doll	/dɒl/	lion	/ˈlaɪ.ən/
dinosaur	/ˈdaɪŋəsɔːʳ/	lollipop	/ˈlɒl.i.pɒp/
egg	/eg/	mat	/mæt/
elbow	/ˈel.bəʊ/	nest	/nest/
elephant	/ˈelɪfənt/	needle	/niːdl/
fan	/fæn/	mango	/ˈmæŋgəʊ/
fish	/fɪʃ/	mountain	/ˈmaʊn.tɪn/
flower	/ˈflaʊ.əʳ/	nose	/nəʊz/
goat	/gəʊt/	ostrich	/ˈɒs.trɪtʃ/
grapes	/greɪps/	orange	/ˈɒr.ɪndʒ/
goggles	/gɒgəlz/	octopus	/ˈɒk.tə.pəs/
hen	/hen/	pen	/Pen/
hut	/hʌt/	parrot	/ˈpær.ət/
horse	/hɔːs/	paddle	/ˈpædəl/
		queen	/kwiːn/

quill	/kwil/	frog	/frɒg/
rat	/ræt/	food	/fʊːd/
spoon	/spuːn/	nut	/nʌt/
snake	/sneɪk/	cab	/kæb/
tree	/triː/	tab	/tæb/
tiger	/taɪ.gəʳ/	lab	/læb/
uncle	/ˈʌŋkəl/	dad	/dæd/
umbrella	/ʌmˈbrel.ə/	lad	/læd/
umpire	/ˈʌmpaɪəʳ/	pad	/pæd/
van	/væn/	dam	/dæm/
vase	/vɑːz/	jam	/dʒæm
valentine	/ˈvæl.əntaɪn/	ram	/ræm/
watch	/wɒtʃ/	bag	/bæg/
window	/ˈwɪn.dəʊ/	rag	/ræg/
watermelon	/ˈwɔː.tə͵mel.ən/	tag	/tæg/
x-ray	/ˈeks.reɪ/	an	/æn/
x-mas tree	/ˈeksməstrɪː/ or	can	/kæn/
	/krɪsmətriː/	fan	/fæn/
yak	/jæk/	pan	/pæn/
yoyo	/ˈjəʊ.jəʊ/	cap	/kæp/
yarn	/jɑːn/	lap	/læp/
zoo	/zuː/	map	/mæp/
zebra	/ˈzeb.rə (ziː)/	at	/æt/
zipper	/ˈzɪp.əʳ/	any	/ænɪ/
farmer	/ˈfɑː.məʳ/	add	/æd/
cheese	/tʃɪːz/	has	/hæz/

can	/kæn/	rod	/rɒd/
man	/mæn/	fog	/fɒg/
had	/hæd/	log	/lɒg/
and	/ænd/	cop	/kɒp/
as	/æz/	hop	/hɒp/
cod	/kɒd/	mop	/mɒp/
god	/gɒd/	top	/tɒp/
nod	/nɒd/	ox	/ɒks/

Some useful websites for English teacher

1. Oxford Advanced learners Dictionary
   www.oxfordlearnersdictionaries.com

2. BBC Learning English
   www.bbc.co.uk/learningenglish/

3. British Council Teaching English
   www.teachingenglish.org.uk

4. One Stop English
   www.onestopenglish.com

5. NROER
   www.nroer.gov.in

6. Story Weaver
   www.storyweaver.org.in