

Fun With Language

Book 4



Easy Path Series

Revised Edition 2004



Ministry of Education, Guyana

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Landomae Fraser
Florence Sukhdeo
Megan Richmond
Esther Ramchurjee
Imelda Velloza
Beryl Valentine
Purity Li
Janet Duport
Jean Bovell
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Jennifer Anderson
Fitzroy Marcus

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Purity Li
Evadne Williams
Bibi S. Ali

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Revised 2004

FUN WITH LANGUAGE

BOOK 4

REVIEWED BY:	Barbara Morgan Purity Li Evadne Williams
WRITING TEAM:	Landomae Fraser Florence Sukhdeo Megan Richmond Esther Ramchurjee Imelda Velloza
SUBJECT SPECIALIST:	Ingrid Barker
ILLUSTRATORS/COVER DESIGN:	Maylene Duncan Ainsworth McKend
COPYEDITING/PROOFREADING:	Bibi Shariman Ali Denise Willimas Dummett
LAYOUT:	Solomon Baksh

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 4

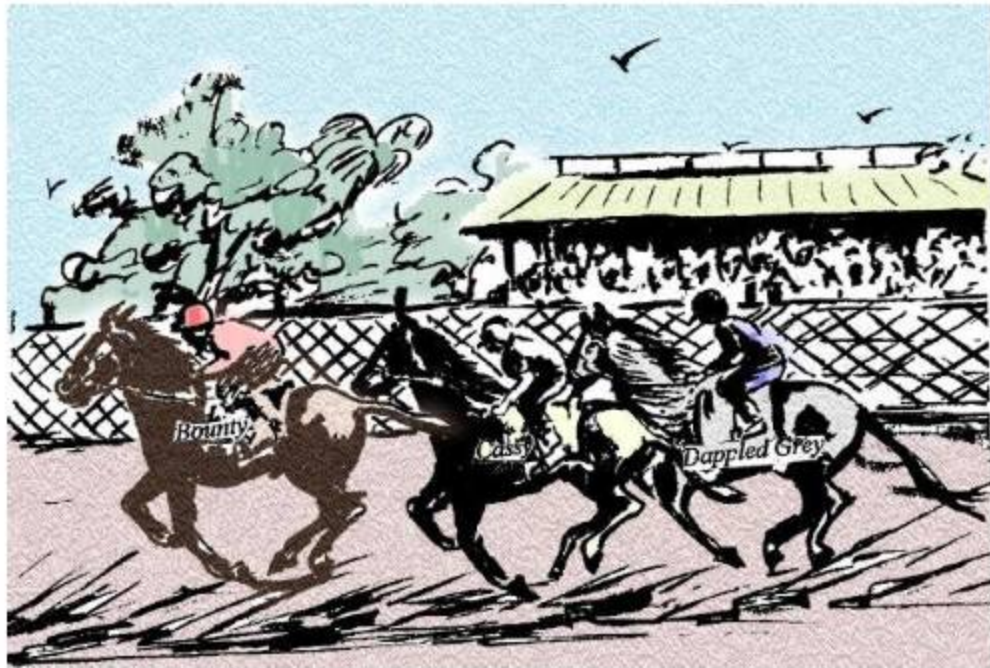
1. This is your book.
2. What is the name of your book?
3. What does the picture tell you about your book?

UNIT 1 THE RACE

Let's talk about a Race

Write a story about the picture.

Give it a title.



Finding Answers

1. What is happening in this picture?
2. Which horse is leading?
3. What is the name of the horse in the second position?
4. Name the other horse in the picture.
5. What do you call a man who rides race horses?
6. Talk about any animal race you have witnessed.

Read and Find Out



One day Brer Rabbit and Brer Turtle sat under a mango tree. They talked about songs they liked also about races. Brer Rabbit made a bet that he could beat Brer Turtle in a race. Brer Turtle smiled and told him to name a day for the race.

That Sunday morning, all the animals were invited to see the race. Brer Rabbit put on his vest and proudly looked at Brer Turtle. "Are you ready, for the race? You are slow!"

"I am not slow, you will see", said Turtle. "You cannot win a race. You are slow!"

Brer Turtle did not reply and Brer Monkey called the two animals to the starting line. Brer Monkey said, "The race ends at the Butcher's Shop; Ready, steady, Go-o-o o!"



Brer Rabbit ran fast. Soon he was far down the road. Brer Turtle was slow. Brer Rabbit was so far down the road that he was skipping and hopping.

When Brer Rabbit looked back he said to himself, "Where is Turtle? Ha! Ha! Ha! I will win this race, See him there, as slow as ever. Look, I can take a nap here under this tree and still win the race! Ha! Ha! Ha!"

Brer Turtle came slowly down the road and saw Brer Rabbit fast asleep. Soon he was on his way to the Butcher's Shop. All the animals were excited. When Brer Rabbit jumped up, he did not see Brer Turtle anywhere. He laughed loudly and said, "Turtle isn't here yet. Look at me! I will be the winner!" Brer Rabbit ran as fast as he could. He saw the leaves shaking as the monkeys jumped up and down. He ran faster and faster.

As he came closer to the Butcher's Shop he saw...

Adapted from
New Caribbean Readers

Finding More Answers

1. (a) Who said these words, "You are slow"?
(b) To whom was he speaking?
2. (a) When did the race take place?
(b) Who witnessed the race?
(c) Where was the race supposed to end?
3. What really happened in this race?
Give at least three points.
4. Give a suitable ending for the story.
5. This story tells us that
(a) We must boast to others about what we can do.
(b) We must not be over confident in life.
Choose only one answer.

Creative Work

1. Suppose you were Brer Rabbit, draw a picture of yourself showing how you looked at the end of the race.
2. Write some sentences to explain how you looked and felt.

Grammar

A. Punctuation (Capitals, Full Stops)

NOTE

1. Start a sentence with a capital letter.
2. End a telling sentence with a full stop.

Exercise

Rewrite each sentence correctly using capital letters and fullstops.
Read the sentences to your friends.

1. once there was a dog named Biff
2. he was a black and white dog
3. biff liked to eat bones
4. one day he did not see my mother who had a cake
5. when we next saw Biff, he had cake all over his head

B. Nouns

Exercise

Copy the punctuated sentences above, then underline five different nouns.

C. The Exclamation Mark (!)

Read this part of a story:

Soon the hen and the duck met a turkey.

"Stop, Little Hen!"

"Stop, Brown Duck!" said Turkey.

"Where are you going?"

"The sky is falling!" cried Brown Duck.

Notice the mark at the end of the second sentence.

It is an **exclamation mark (!)** It is used in the three sentences.

The sentences are **exclamatory sentences**. An **exclamation sentence** exclaims, that is, it expresses surprise, excitement or other strong feelings.

This type of sentence is always followed by an exclamation mark, for example, The masqueraders are coming!

Exercise

Read the story 'The Race' once more.

Try to read the sentences in which the exclamation mark (!) is used and copy them.

Vocabulary

A. Words with multiple meanings

Note

Some words have more than one meaning.

Here are some words with more than one meaning.

Copy the correct sentences which match the pictures.

1.



- (a) The boy **leaves** home early.
- (b) The **leaves** are green.

2.



- (a) The **fly** is an insect.
- (b) Birds **fly**.

3.



- (a) The boy **jumps** over the fence.
- (b) The **jumps** were held in the next yard.

4.



- (a) Clothes are on the **line**.
- (b) The ants crawled in a straight **line**.

Make two sentences with each of the words below to show more than one meaning — **roll, watch, rock, look**.

B. Dictionary Practice

Say the vowels — **a, e, i, o, u**. This mark (-) over a vowel in a word, tells that the vowel will give a long sound.

Read the words and listen to the sound of the vowels. Place the mark (-) over the long-sound vowels

No. 1 is done for you.

1. cake	ace	game	face
2. Pete	Steve	we	please
3. bike	nine	kite	mile
4. cone	stove	note	smoke
5. cube	cute	fuse	mule

C. Spelling

Remember that we add **-ing** to some words to make new words such as:

eat — **eating** sleep — **sleeping** stand — **standing**
jump — **jumping** climb — **climbing** push — **pushing**

Some words like **hop, skip, run** and **sit** are different.
Double the last letter before adding **-ing**.

hop — **hopp** — **hopping** run — **runn** — **running**
skip — **skipp** — **skipping** sit — **sitt** — **sitting**

Look for other words that add the **ing** in this manner.

Exercise

Use the **-ing** form of the verbs in brackets to complete the sentences below.

1. Rabbits were _____ around the lettuce leaves. (hop)
2. The girls were _____ in the yard. (play)
3. The boys were _____ pebbles all the way. (throw)
4. I was _____ on the rocking chair. (sit)

UNIT 2 RICE CUTTING SEASON

Let's talk about Rice Cutting Season



Finding Answers

1. What do you see in the picture?
2. What are the women doing?
3. Why do you think the women are wearing straw hats?
4. Who is the man in the picture?
5. Why do you think the man has a shovel?
6. Describe another way of cutting rice.

Read and Find Out

Rice Cutting Season

The rice fields had begun to dry after they were drained. The rice plants were now high above our knees. To a stranger the fields looked like yellow carpets intermixed with spots of brown and green. The leaves and stems had already lost their green colour. The paddy grains were full and heavy and caused the slender plants to bend over.



Now the rice is ready for cutting. This is the most important season for everyone in my village. Farmer Singh has a rice harvesting machine called a rice combine. The combine is used to cut rice. He usually cuts rice, not only from his rice fields, but also rice fields owned by other farmers. As the combine cuts the paddy plants, it also does threshing, that is, taking the paddy grains from the husk. One of the persons who works on the combine fills bags with paddy and another stitches the bags. The bags of paddy are then thrown off the combine and packed on trailers which are pulled by tractors and taken to the rice mill.

Some villagers who have small rice fields use grass knives to cut the paddy. Nearly all the members of the family help to do this type of cutting. Then, there are some farmers who dry the paddy on the side of the road after cutting.

What I remember most about this season are the flocks of gaudings that always follow behind the harvesters or combines. They feast on insects disturbed by the machine.

Finding More Answers

Use your dictionary for question 5.

1. Describe how the rice plants look when they are ready to be cut.
2. Why does the field look yellow?
3. Why does the rice plant bend over?
4. Say why a rice harvesting machine is important to a rice farmer.
5. What do the words threshing and harvesting mean?
6. What do you think happens at the rice mill?

Creative Work

Pretend you are a rice farmer. Write a letter to your friend telling him or her about a day in your life.

Grammar

Collective Nouns

A **collective noun** is the name that is given to a group of people, animals or things.



A **flock** of birds



a **herd** of cows



a **bundle** of grass

Exercise 1

Read the following passage carefully and write all the collective nouns in your book.

The captain of my brother's cricket team got married on Saturday. The congregation stood as the choir entered the church. The church band started to play and everyone joined in the singing. A crowd gathered outside the church to look on.

Collective nouns naming one group take a singular verb, for example, a herd of cows **was** in the rice fields.

Exercise 2

Complete the following sentences with the correct verb from the brackets.

1. A batch of bread _____ in the oven. (is, are)
2. The bunch of bananas _____ almost ready to be picked. (was, were)
3. A brood of chicks _____ on bran. (feed, feeds)
4. A swarm of bees _____ around the hive. (fly, flies)
5. A forest of trees _____ cut. (was, were)

Exercise 3

Rewrite these sentences using collective nouns for the words in bold type.

1. The **group of singers** sings in church every Sunday.
2. The man took his **wife and children** to look at the rice field.
3. The **group of worshippers** sang many hymns last Sunday.
4. The **teachers of the school** held a Fun Day for the children.

Exercise 4

Fill in the blank spaces with collective nouns.

1. Our cricket _____ won the competition.
2. The owner of the cows drove the whole _____ through our school yard.
3. A large _____ stood and watched the fire.
4. My mother bought a _____ of bananas.
5. My friends played with a _____ of cards.

Vocabulary

A. Words and Meanings

Read the words and meanings.

Word		Meaning
examine	— ex-am-ine	check or investigate
season	— sea-son	time of year linked with the type of weather e.g rainy, sunny
seedlings	— seed-lings	young plants grown from seeds
transplanted	— trans-plant-ed	uprooted and replanted elsewhere
withered	— with-er-ed	become dry

Find the words in the story, spell them and use them in sentences.

B. Spelling

Adding -ing to words

We can add **-ing** to words to form new words.

When some words end with **e** we drop the **e** before adding **-ing**

For example, come**e** — coming.

Exercise

Form new words by adding **-ing** to the following:

- | | | |
|----------|----------|-------------|
| 1. write | 5. note | 9. smile |
| 2. face | 6. smoke | 10. ride |
| 3. fence | 7. leave | 11. close |
| 4. race | 8. make | 12. examine |

Phonics

The sound ei

ei gives the long vowel sound **a** in some words, for example:

eight **weigh**

The two words have a long **a** sound in them.

Say the words aloud.

Name the two vowels that give the long **a** sound.

List other words with the same sound.

ei also gives the long vowel sound **e** in some words, for example:

receive **deceive**

Say the words aloud.

List other words with the same sound.

Let's talk about Vendors



Finding Answers

1. What do you see in the picture?
2. Where do you think this picture was taken?
3. Give a name for a person who sells fruits and vegetables.
4. Why do you think the persons who are selling have put up price lists?
5. (a) Name the fruits on the stall.
(b) Talk about the **look**, **smell**, **taste**, and **texture** of the fruits.

Read and Find Out

A visit to Bourda Market is a fascinating experience especially on Saturday mornings. It is a delight to walk through the crowd of shoppers and vendors and enjoy the sounds and sights.

You can hear the different voices of the vendors competing with one another to attract the shoppers' attention.

"Come Sir, Madam, Auntie, Uncle, Cousin."

"Come and buy."



" — a dozen fresh eggs, look, large white eggs."

" — a bunch of sweet genips, sweet like sugar."

" — a bundle of fresh bora, yes, a large bundle."

" — a pair of boots, original Nike boots."

" — get your chewing gum, tasty chewing gum."

You can buy almost anything from the attractively displayed stalls. The men, women and children shopping for the weekend move quickly from stall to stall.

It is a pleasure to look at the happy friendly faces of the farmers from the country as well as the vendors from the town.

The vendors always remember to tell customers who purchase, "Thank you, please come again."

Shopping at Bourda Market is an experience you will never forget.

Finding More Answers

1. Which market is mentioned in the passage?
2. What are some of the things you can buy in this market?
3. Why do you think the vendors are so friendly?
4. What makes the stalls so attractive?
5. Why do you think the market is so crowded on Saturday mornings?
6. What are some of the qualities of a good market vendor?

Find the meaning of the word 'quality'.

Creative Work

1. Pretend that you are a market vendor, dramatize a day you have experienced with your customers.
2. Write about your experience with a customer.

Grammar

Collective Nouns

REMEMBER

A collective noun represents a single group and takes a singular verb.

Exercise 1

Choose the correct verb to complete the sentences.

1. A dozen eggs _____ one hundred and twenty dollars.
(cost, costs)
2. A pair of leather shoes _____ very good for the weather.
(is, are)
3. A bunch of genips _____ in the basket. (was, were)

Exercise 2

Use these collective nouns in sentences — **bundle**, **pack**, **parcel** and **bunch**.

Vocabulary

Words and Meanings

Read the words and meanings.
Spell the words and use them in sentences.

Word	Meaning
attractively — at-trac-tive-ly	beautifully
delight — de-light	pleasure
displayed — dis-play-ed	put on show
fascinating — fas-ci-nat-ing	charming
variety — va-ri-e-ty	a mixture of different things

Phonics

The **f** sound for **ph** in words.

Say the following words aloud.
Listen to the beginning sound.

foot
fish

photograph
phone

What do you notice?
The four words begin with the same **f** sound.

Exercise

List other words beginning with **ph** that have the same sound as **f** or **fh**.

UNIT 4 THE MUSIC MAKERS

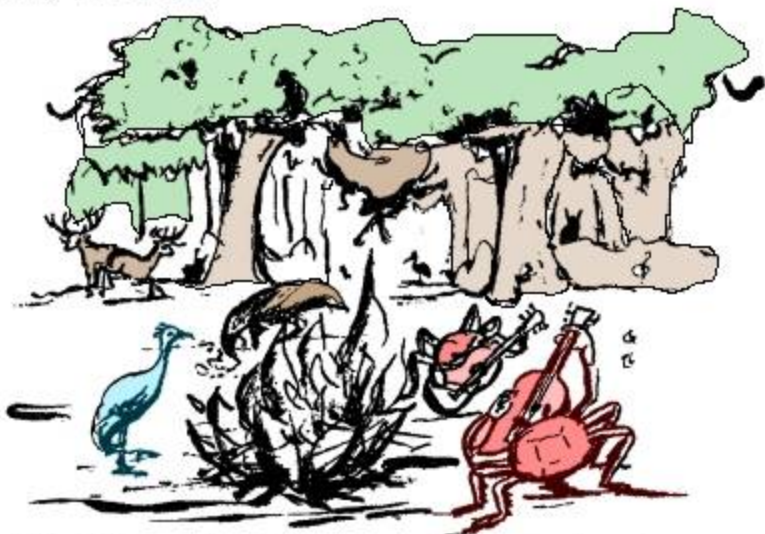
Let's talk about Music Makers



Finding Answers

1. What is happening in the picture?
2. Name some of the articles that are used in the picture to make up the band.
3. What kind of band is it? Why do you think so?
4. What do you think happens in the town or village when this band is playing?
5. (a) Name some other kinds of bands that you know.
(b) Name some instruments that these bands may use.

Read and Find Out



One night, Mr. Waracabra held a party in the forest under a bullet — wood tree. All the animals were invited. Mr. Waracabra hired two musicians to play for his party. The musicians were a big crab and a small crab.

When the big crab played his guitar, no one danced. His music was slow. The animals sat and ate and talked. But when the small crab took up his guitar, everybody became alive. He played merry tunes and soon all the animals were dancing.

The animals were jumping and swaying. Then one proud lady, Miss Powis, fell into the fire which lit the dark forest. Poor Miss Powis! Her 'dress' was changing. All the animals tried to pull her out of the fire. But no one was able to free her. Then, they all saw her tail stretching and stretching like elastic and her blue feathers were changing into black with grey and white specks.

Then Mr. Waracabra gave one tug and out come Miss Powis. What a mess she was! She looked very sad but limped to a swamp. She stood in the water to cool her feet and to wash her feathers. Today Miss Powis dwells near the swamps in Guyana.

Finding More Answers

- Who gave the party?
A. Miss Powis
B. Mr. Waracabra
C. Mr Crab
D. Mr. Monkey
- What is the name of the tree under which the party was held?
A. Tamarind
B. Plum
C. Mango
D. Bullet-wood
- What instrument did the crabs play?
A. Organ
B. Guitar
C. Flute
D. Drum
- Why didn't everyone dance when the older crab played his instrument?
A. The older crab played slow music.
B. They did not like the older crab.
C. The camp fire was burning brightly.
D. The monkeys were swinging too much.
- Why was the camp fire lit?
A. To keep out other animals
B. To brighten the dark forest
C. To burn Miss Powis' feathers
D. To help the crabs see the guitar
- Why do you think Miss Powis fell into the fire?
- According to this story, Miss Powis was a bird with beautiful _____ feathers before her accident.
A. black
B. blue
C. white
D. green
- This story is an _____ tale.
A. African
B. Amerindian
C. East Indian
D. European
- What name would you give to this story?

Creative Work

1. Suppose you knew how Miss Powis looked before her accident, draw and colour her as she was before the accident.
2. Imagine that you are a newspaper reporter, write a report on the party in the forest. Use the headline —
"Tragedy at Mr. Waracabra's Party."
3. Write a description of a musical instrument that you like.

Grammar

Nouns (Number)

Exercise 1

Add **-s** to some nouns to name more than one, for example:

- | | | |
|---------------|---------------|----------------|
| 1. (a) friend | 2. (a) worker | 3. (a) teacher |
| (b) friends | (b) workers | (b) teachers |

Complete these:

- | | | |
|---------------|------------|---------------|
| 4. (a) sister | 5. (a) boy | 6. (a) guitar |
| (b) _____ | (b) _____ | (b) _____ |

Exercise 2

Add **-es** to some nouns to name more than one.

These nouns end with **-s**, **-ss**, **-x**, **-ch**, **-sh**, for example:

- | | | |
|------------|------------|-------------|
| 1. (a) fox | 2. (a) box | 3. (a) bush |
| (b) foxes | (b) boxes | (b) bushes |

Complete these:

- | | | |
|-------------|--------------|--------------|
| 4. (a) kiss | 5. (a) match | 6. (a) brush |
| (b) _____ | (b) _____ | (b) _____ |

Exercise 3

Change **f** or **fe** to '**v**' then add **-es** to some nouns to show more than one, for example:

leaf — **leaf** — **leaves** life — **live** — **lives**
thief — **thiev** — **thieves** wife — **wive** — **wives**

Complete these:

loaf — **loav** — **loaves** half — **halv** — **halves**
scarf — — — shelf — — —
self — — — calf — — —

Exercise 4

Copy the sentences and give the plural form of the words in bold type.

1. Peter bought a **loaf** of bread for the picnic.
2. My sister packed the **knife** in the box.
3. The **thief** stole a lot of money from the store.
4. Pam swept the **leaf** into the dust pan.

Vocabulary

A. Words and Meanings

Read the words and meanings.

Word	Meaning
excited	moved to strong emotion
merry	full of cheer, happy
proud	pleased with oneself
swamp	wet, spongy land
sway	move or swing to and fro

Exercise

Choose three of the words and write three sentences of your own.

B. Antonyms (Opposites)

Antonyms are words that are opposite in meaning e.g tall — short

Exercise

Give the opposite of each word:

- | | | |
|----------|---------|---------|
| 1. sad | 2. slow | 3. hot |
| 4. night | 5. come | 6. give |

C. Dictionary Practice (Short vowel sounds in words)

This mark (·) when placed over a vowel in a word tells us that the vowel has a short sound, for example:

hăt	căt	băt
bĕd	rĕd	sĕt
bĭg	pĭg	rĭng
hŏt	pŏt	dŏg
cŭp	cŭt	rŭg

Exercise

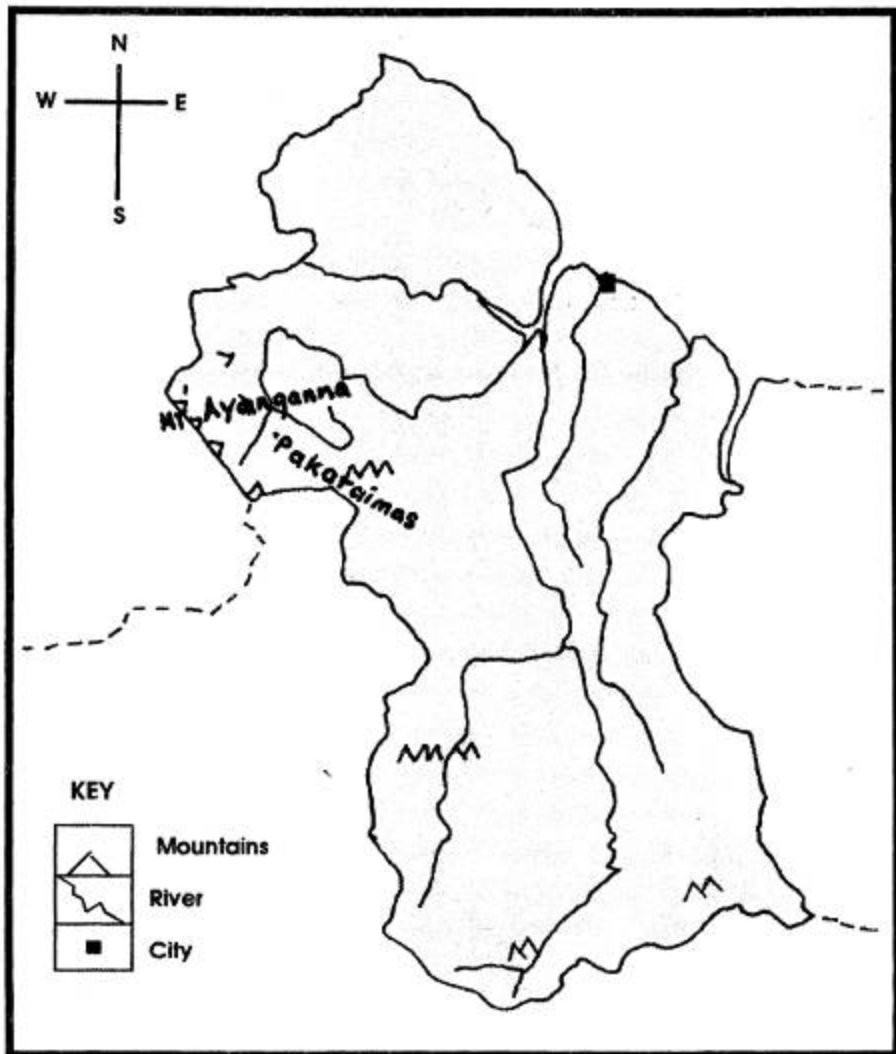
Listen for the sound of these words.
Tell whether the vowel makes a long or short sound.

Write the correct sign over the vowel.

baby	home	hop	kit	kite	lad
lady	me	doll	ran	white	little
bullet	crab	monkey	dress	black	flute

UNIT 5 MY GUYANA

Talk about this Map of Guyana



Map of Guyana showing its main mountain ranges.

Read and Find Out

236 Dé Andrade Street
Newtown Kitty
Greater Georgetown

1st March, 2003

Dear Pamela,

Do you remember that I promised to let you know about Daddy's trip to the interior? I am very happy to share the news that he has returned from that trip safely.

Daddy left home very early in February with a platoon of soldiers. They planned to hoist the Golden Arrowhead at midnight on the 22nd February to signal another anniversary of the Co-operative Republic of Guyana. They left Timehri by an aeroplane and disembarked on the airstrip at Imbaimadai which is a gold mining area. They later travelled by speed boat to Chi-Chi. Here the journey by foot began. They ascended and descended several mountain ranges on this journey.

As they climbed they saw few people but many animals such as jaguars, snakes, and beautifully coloured birds. At nights, the men made their tents out of army cloaks and slept in hammocks. Heavy rainfall and mist made them feel very cold. During the day, they swam across rivers, creeks and rapids. They continued for two weeks in this manner.

At last they came to the foot of the Ayanganna Mountain. This mountain is located in the Pakaraima ranges. The mouth of the Potaro River comes from this mountain too. The Ayanganna mountain is well known for its high peak. It is surrounded by deep forests, moss and slush which makes it a difficult range to climb.

Daddy was among the men chosen to ascend this mountain. He said that they spent three days doing so. It was not easy to even kindle a fire there because of the chilly winds. However, they were able to make it to the summit. One of them hoisted the Flag of Guyana as planned at midnight.

I am proud of what my father and the other soldiers did.
Please write me soon.

Your friend,

Jeanie.

Finding More Answers

1. Who will receive this letter?
2. Who is the sender?
3. Where does the sender live?
4. (a) List some of the animals and birds of the interior.
(b) Describe briefly how the soldiers slept at night.
5. (a) What does ascend mean?
(b) Give the opposite of ascend.
6. How long did the climbing party take to reach the summit of Ayanganna? What does summit mean?
7. Why is the mountain range so difficult to climb?
8. (a) What was the purpose of the trip to Ayanganna?
(b) Why was Jeanie proud of her father and the other soldiers?

Creative Work

1. Draw and colour one of the birds that you think live in the Pakaraimas.
2. Suppose you were Pamela, write a letter to Jeanie telling her how you felt about the expedition to the Ayanganna Mountain.

Grammar

Nouns (Number)

NOTE

For some singular nouns that end with the consonant **y**, change **y** to **i** and add **-es** to form the plural, for example, **baby — babies**

Exercise 1

Make the following singular nouns plural:

lady	—	story	—	city	—
baby	—	fly	—	family	—
lily	—	enemy	—	pony	—

Exercise 2

Rewrite the sentences and change the nouns in bold type to plural.

1. The **lady** ate a large bun.
2. The boy pulled up the **lily**.
3. The dog chased the **enemy**.
4. The **child** liked the big city best.
5. The family took the **baby** with them.

Vocabulary

Words and Meanings

Write the words below in alphabetical order and use your dictionary to write the meaning of each.

hoisted, journey, chilly, summit, anniversary

Write sentences to show the meaning of each word.

UNIT 6 TRAVELLING BY AIR (I)

Let's talk about Travelling by Air



1. What is happening in the picture?
2. Where do you think the people are going?
3. (a) Have you ever travelled in an aeroplane?
(b) If you did, what did you enjoy most about the trip?
If you did not, say why you would like to travel in an aeroplane.
4. Do you think the people are happy? Why?
5. Tell a story about the picture.

Read and Find Out

Travelling By Air

John was excited. He was going to live in Kamarang, an Amerindian Village. His father was appointed headteacher of Kamarang Primary School and he was taking John with him.

Their bags were packed. They were taking foodstuff, kitchen utensils, clothes, books and a first aid kit with them. They were not taking furniture because the headteacher's house was furnished.

John's father had already collected their tickets. They left home early and arrived at Ogle Aerodrome at 9:00 hours. "Daddy! Daddy! Look at the aeroplane," shouted John. It was time to board the aeroplane. John kissed his mother and baby sister, goodbye and then boarded the plane.

John saw three aeroplanes, "Which of these aeroplanes will take us to Kamarang, Daddy?" he asked. The one marked Air Services Ltd. was about to take off, another marked Roraima Airways had just arrived. "Our aeroplane is marked Trans Guyana Airways Limited," said his father. "Trans Guyana Airways fly people and goods to all parts of Guyana." "I would like to sit next to the pilot," said John.

"Let's get on board! Let's get on board!" They boarded the aeroplane. John was led to a seat just behind the pilot and near a window. He was happy to be so near the pilot.

John and the other passengers fastened their seat-belts. A noise was heard. It was the sound of the engine. The aeroplane began to taxi along the runway then suddenly it was off the ground and up in the air and through the clouds.

John looked through the window. He saw rivers and islands. He saw houses and trees which looked like little dots. John was not afraid. He was too excited.

After some time, the aeroplane touched down at Kamarang airstrip. The passengers disembarked. John and his father collected their bags and off they went to their new home. John enjoyed the flight. It was so exciting that John talked about it for many days. It was a wonderful experience indeed.

Finding More Answers

1. Where was John going to live?
2. What were some of the things they took with them?
3. What do you think are travel documents?
4. Name the aeroplane that John and his father used to go to Kamarang.
5. Why did the houses and trees look as they did from the aeroplane?
6. Explain what **seat-belt** and **runway** mean.

Creative Work

1. Draw a big aeroplane. (Put in the windows, doors and steps. Colour the aeroplane.)
2. Pretend that you were John on that trip. Write about the trip in your own words.

Grammar

Verbs (Present and Past Tense)

Follow these rules when you write verbs in the past tense.

A. Add **-ed** to the forms.

You can make most verbs tell about the past by adding **-ed** to the base form e.g.

appoint — appointed

pack — packed

check — checked

mark — marked

- B.** When the base form ends with silent **-e** add **-d**, for example
excite — excited arrive — arrived
- C.** When the base ends with **-y** after a consonant, change the **y** to **i**
then add **-ed**.
Hurry — hurried carry — carried
- D.** When the base form ends in a single consonant after a short
vowel, double the final consonant then add **-ed**.
stop — stopped hop — hopped
- E.** Some verbs change their base form to show past tense.

Present	Past
come	came
see	saw

Present	Past
are	were
eat	ate

Make sentences using the past tense form of these verbs –
check, carry, come, eat, stop.

Vocabulary

Read the words and their meanings. Use them in sentences.

Word	Meaning
boarded	entered or embarked.
disembarked	got off.
passengers	persons who travel in conveyance by land, water or air.
pilot	a person operating the flying controls of an aircraft.
runway	prepared surface on which the aircraft takes off and lands.

Let's talk about kindness to Animals



Finding Answers

1. What is Edward doing in the first picture?
2. Why do you think he is hugging his dog?
3. Talk about the third picture.
4. What is happening in the fourth picture?
5. How do you think the boy feels about his dog?
6. What lessons can you learn about ways to treat animals kindly?

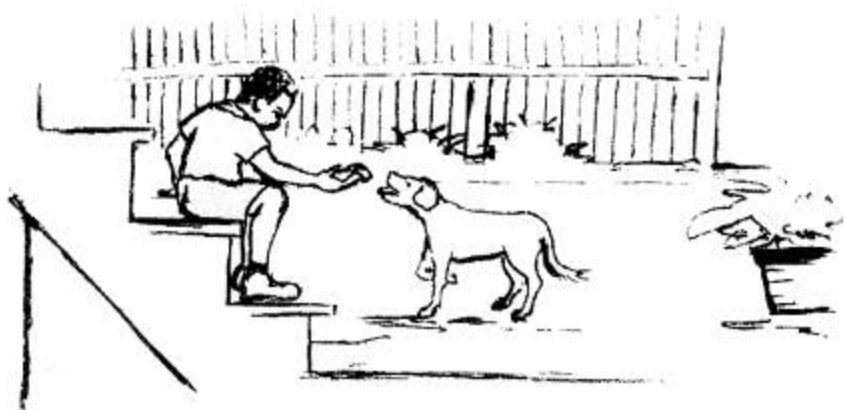
Read and Find Out

Be Kind to Your Pet

Carl was sitting on the steps of his house. He was eating a slice of bread which he got from a kind woman. He saw a dog lying quietly near the steps.

Carl hissed to make the dog come to him. The dog wagged its tail and trotted up to Carl. Carl held out a piece of bread to him.

The dog opened its mouth to take it, but Carl pulled back his hand. Carl hit the dog hard on its nose. The poor dog howled and ran away.



Mr. Persaud was watching from his window and he saw what Carl did. He called the boy over to his house when he was eating his dinner. He invited him to sit down. "Would you like to have some dinner?" Mr. Persaud asked Carl.

"Yes, please, Sir," Carl replied eagerly. He quickly grabbed the plate and picked up a knife and a fork. He was delighted because he was hungry. They finished the meal. Mr. Persaud asked, "Why did you hit the dog? I did not hurt you when I offered you some food. I am treating you kindly, to show you how you should treat your dog."

Carl hung his head because he was ashamed of what he had done. "I am sorry, Sir," Carl said and his eyes filled with tears.

"You must never forget what happened today. You must always treat dogs and other animals kindly," Mr. Persaud said.

Finding More Answers

1. What two things was Carl doing?
2. What was the dog doing?
3. How did Carl treat the dog?
4. How did you think the dog felt when Carl called him for the bread?
5. How did it feel afterwards?
6. Name three things Mr. Persaud did.
7. Write three sentences that tell how Carl felt after Mr. Persaud's talk.
8. What would you expect Carl to do the next time he feeds his dog?

Creative Work

1. Dramatize the story, **Be kind to your Pet.**
2. Write the steps you would take in caring for your pet.

Grammar

Verbs (The Simple Past Tense)

The verbs **wag** and **grab** each has one vowel **a** and a consonant as the last letter.

You must double the last letter before adding **-ed** to make these verbs show past tense.

Present	Past
wag	wag- g-ed wag ged
grab	grab- b-ed grab bed

Read the poem and repeat the verbs in bold type.

A Boy and his Dog

Yesterday, A boy threw a stick and he **clapped** his hands

"Bow Wow," said the dog as it **wagged** its tail

Then it **grabbed** the stick, ready to do a trick

It **dropped** the stick.

Then the boy **skipped** and the dog **skipped**

"Good," the boy said, and he **hugged** his dog.

Megan Richmond

Exercise 1

Complete this list.

Present	Past
clap	clapped
drop	
skip	

Present	Past
wag	
grab	
stop	

Exercise 2

Complete this paragraph with verbs from the list above.

Yesterday, my dog, Roxie _____ its tail and _____ around the yard. The dog _____ its paws as if clapping at a concert. Roxie then _____ the end of a rope but _____ it. The rope was too thick for its small mouth. When at last Roxie _____ the antics, I _____ my dog.

Vocabulary

A. Words and Meaning

Read the words and the sentences which show their meanings as they were used in the story.

Word	Meaning
grabbed	Carl took hold of it suddenly.
kind	Mr. Persaud was good and friendly.
treated	I acted towards you in a loving, friendly manner.
wagged	He moved its tail from side to side.
yelled	He cried loudly.

Write five sentences of your own with the words from the column above.

B. Animals, their Sounds and their Homes

Carl went to Mr. Persaud's farm. He heard the sounds some animals made and found out where some animals lived. He made this list.

Animal	Sound	Home
frogs	croaked	pond
dogs	barked	kennel
mice	squeaked	nest
donkeys	brayed	stable
horses	neighed	stable
birds	chirped	nest
hens	clucked	coop
lambs	bleated	pen
turkeys	gobbled	pen

Exercise

Use the information found in the table on page 36 to write ten sentences.

Use this pattern:

1. The frogs croaked and they lived in a pond.
2. The dogs barked and they lived in a kennel.
3. The mice _____ and they lived in _____.

Phonics

Short i and long i sounds

- A. Sometimes the **i** before a consonant has a short sound.
Say these words with the short **i**.

brick **trick** **quick** **stick**

- B. If the word ends with **e**, the **i** becomes a long **i** sound.
The **e** is silent.

e.g. **tide**

Say these words with the long **i**.

bride **sprite** **slice**
pride **hide** **line**

- C. The long **i** sound comes before silent letters such as **gh**.
e.g. **right**

Say the words with the long **i**.

fright **might** **night**
bright **fight** **sight**

- D. The **y** at the end of some words has a long **i** sound.

Cry **by** **spy** **try** **dry** **fry** **my**

UNIT 8

STEELBAND MUSIC

Let's talk about Steelband Music



Finding Answers

1. Describe what you see in the picture.
2. Where do you think this picture was taken?
3. Why do you think the children are all dressed alike and wearing the same badge?
4. What do you think is the occasion?
5. (a) What kind of music do you like?
(b) Say why you like it.

Read and Find Out

Steelband Music

Steelband music is so enjoyable that both the young and old in Guyana enjoy dancing to its lively sound.

Steelband music comes from steel pans made from steel drums. The steel drum is cut in half for two separate pans. The top and the bottom are then scraped and heated. Those which are to be used for the softer type of sound are called first and second pans and are heated for about four to five minutes. They are then cooled with water.

Grooves are made with a hammer and chisel on the face and back of the pans to produce the deeper type of sound. The drums are heated for about eight to ten minutes and bigger grooves are made with hammer and chisel.

Steelband music is a form of Guyanese culture. Culture means the way of life of people living in the same district or country. Another form of Guyanese culture is Masquerade Dancing.

Finding More Answers

1. Explain what is meant by the word **enjoyable**.
2. Why do Guyanese enjoy dancing to steelband music?
3. What materials are used for making the steel pans of the steelband?
4. How is the pan made to produce the softer type of sound?
5. How is the pan made to produce the deeper type of sound?
6. List two forms of Guyanese culture.
7. Would you like to play in a steelband? Why?
8. What is the passage all about?

Write your answer in one sentence.

Creative Work

1. Listen to a recording of a national song being played by a steelband and dance to the music.
2. Suppose you are a steelband player, say what your name is, the name of your band, where you play and the kind of music you like to play.
3. Pretend that you are one of the steel pans and write a story about how you became a steel pan.

Grammar

Sentence Expansion

Here is a conversation between a policeman and Mr. Joe who was robbed in Georgetown. Several people saw the robbery.

Policeman: Describe the man who stole you money.

Mr. Joe: He was a tall man. He wore a cap.

Policeman: Do you think I can find that person from your description?

Who can give me a better description so that I can find this man?

Witness: I can.

Police: Well, go ahead.

Witness: He was a tall, skinny man.
He was about thirty years old.
He wore an old, black cap.
He had long, wavy hair.
He walked with a limp.

Did you notice that the second description told the policeman much more about the thief?

He was a **tall, skinny** man.

He wore an **old, black** cap.

The witness used adjectives to give a better description.

Here are some of the adjectives he used — **tall, skinny, old, black**

Exercise

Complete the following sentences with adjectives to give a better description:

1. _____ and _____ people enjoy steelband music.
2. The _____ pans are made from _____ drums.
3. The first and second pans produce _____ sound.

Vocabulary

A. Words and Meanings

Read the words and meanings. Spell the words.

Word	Meaning
culture — cul - ture	way of life.
groove	hollow between ridges, track, deep mark
music	melodious and harmonious combination of sounds.

Make sentences with the words.

B. 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

Arrange these words in alphabetical order.

1. steelband dance music hammer chisel
2. drums pans song band groove

UNITS 9 & 10 REVIEW (I)

Read and Find Out (1)

The Race

Charlie sadly walked home. He had been the fastest runner in Primary Two of Festival City Primary School until Brian came to the school. Everyone was saying that Brian was the Champion Boy for the school he had attended. When Charlie had challenged Brian to a race he boasted that Brian could never win.



There was a large crowd of pupils to watch this race. They were excited and cheered loudly. The race began smoothly and Charlie quickly moved ahead. Everyone thought he was going to win. Suddenly, Brian began to run swiftly towards the finishing line. He skilfully passed Charlie and crossed the finishing line with ease.

Finding Answers

1. Why was Charlie sad?
2. Which school did he attend?
3. Which boy was leading at the beginning of the race?
4. Who won the race? How do you think Charlie felt after the race?
5. Do you think it was Sports day? Give reasons for your answer.

Read and Find Out (2)

Primary Two A received this invitation.



Finding Answers

1. What kind of party is it?
2. On what date will the party begin?
3. What time will the party begin?
4. If Jane arrives for the party at 11:30 hours, will she be early or late?
5. In which school will the party be held?
6. Which class of pupils is hosting the party?
7. Draw an invitation card and invite a friend to a party.

Creative Work

1. Make a party hat and describe how you made it.
2. Write a letter thanking a friend for an invitation you received for his/her birthday party.

Grammar

A. Punctuation

Rewrite each sentence putting in capital letters, full stops and commas.

1. i went to berbice to see some horse racing events.
2. we saw birds insects and cows in the rice fields.
3. on Saturdays bourda market is very busy.

B. Collective Nouns

Complete the following sentences using collective nouns:

1. A _____ was flying over the fields.
2. The _____ was grazing in the fields.
3. The boys cut a _____ to feed their cows.

C. Nouns (Number)

The sentences below are incorrect.

Rewrite them and change the nouns in bold type to the plural form in order to make the sentences correct.

1. Many **country** are at war.
2. Three **family** went to a picnic in the park.
3. The baker made fifty **loaf** of bread.
4. The children picked juicy **cherry**.
5. The butcher's **knife** were very sharp.

D. Verbs (Past Tense)

Rewrite the sentences so that all the verbs will show action that happened in the past.

1. Sam **opens** the tin of corn.
2. They **go** to the new store.
3. The cleaner **wipes** her forehead.
4. The teacher and pupils **eat** lunch together.
5. My friend **drops** the glass.

E. Sentence Expansion

Include suitable words to describe the words in bold type and to expand the sentences.

1. The **girl** played with the **cat**.
2. James rode his **bicycle** down the **street**.
3. The **boy** slept last night.
4. The **noise** from the **mini-bus** woke us.
5. The **driver** drove to Berbice.

Vocabulary

A. Alphabetical Order

Arrange each line of words in alphabetical order according to first and second letters.

- | | | | |
|-----------|---------|--------|---------|
| 1. pan | drum | music | hammer |
| 2. Guyana | Berbice | Linden | Diamond |
| 3. Dennis | Doris | Diana | David |

B. Phonics (Long and Short sound)

1. Write two words with the long vowel **a** sound.
2. Write two words with the short vowel **a (ah)** sound.
3. Write two words with the long vowel **e** sound.
4. Write two words with the short vowel **e (eh)** sound.

UNIT 11 OH BEAUTIFUL GUYANA!

Let's talk about Guyana



Finding Answers

1. Can you name and describe the places seen in the pictures?
2. List the adjectives you can use to describe the pictures.
3. Where can these places be found?
4. How do you feel about these scenes? Say why.
5. Name three things that you think make Guyana beautiful.

Read and Find Out

O Beautiful Guyana

O beautiful Guiana
O my lovely native land
More dear to me than all the world
Thy sea-washed, sun-kissed strand,
Or down upon the borders
Looking out upon the Deep
The great Atlantic blown
Into a fury or asleep
At morn, at noon – or better
In the crimson sunset's glow
I love thee, O I love thee-

Walter Mac A. Lawrence

Finding More Answers

- Note the spelling of the word **Guiana** in the song.
Why do you think it is spelt that way?
- Which two words in the first two lines tell us how Guyana looks?
- Your native land means _____.
A. you live there B. you were born there
C. you came from another country
- Strand means _____.
A. shore B. field C. land
- Border means _____.
A. on land B. on sea C. edge of land
- The deep means _____.
A. way down in the water B. near the shore
C. a hole in the water

7. Sunset's glow means _____.
- A. the sun is a dull colour
B. the sun is smoky
C. the sky is bright and reddish
8. Crimson means _____.
- A. deep red
B. deep yellow
C. deep blue

Creative Work

- A. 'O Beautiful Guiana' is a well known song. Sing it with your friends.
B. Write a poem about something in Guyana you love most.
C. Write a letter to your cousin overseas. Tell him or her why you love Guyana.

Grammar

Simple Subject in Sentences

The simple subject has a noun or a word that stands for a noun.

Read these sentences showing the simple subject in bold type.

1. **Guyana** is a beautiful country.
2. That **poet** seems fond of his native land.

Guyana and **poet** are simple subjects.

Exercise

Choose one simple subject to complete each sentence –
A sunset, Guyana, The Poet, Walter Mac A. Lawrence

1. _____ is the name of my country.
2. _____ loves his home.
3. _____ has a crimson glow.
4. _____ is the name of the poet.

Vocabulary

A. Alphabetical Order

Atlantic
glow
land
ocean
shore

The first letters of these words on the left are in order of the alphabet.
Put the words below in alphabetic order according to the first letter.

deep	world	order	strand	and
------	-------	-------	--------	-----

land
lent
live
look
luck

The second letters of these words are in the order of the alphabet. What do you notice about the first letter? Put the words below in the order of the alphabet according to the second letters.

my	mom	me	might	much
----	-----	----	-------	------

made
man
mast
mat
maze

The third letters of these words are in order of the alphabet. What do you notice about the first and second letters?
Put the words in the order of the alphabet according to the third letters.

blown	blind	blaze	blue	blend
-------	-------	-------	------	-------

B. Synonyms

Synonyms are words which are similar in meaning.

Exercise

Give the synonyms of the following words:

end	hide	help	stop
incorrect	enemy	youth	exit
weak	rich	start	old

UNIT 12 FOOTBALL

Let's talk about Football



Finding Answers

1. What is happening in the picture?
2. What do you call a group of persons playing this game?
3. Where are the children playing?
4. Why do you think they are there?
5. Talk about a football match you have seen.

Read and Find Out

Football

Today is a very important and exciting day for Jason. The class has invited a football coach to talk to them about playing football. As soon as the coach arrived, Robert introduced him to the class. The coach then took them to the playground and began to explain how the game is played.



Coach: Football is an outdoor game played by two teams using an inflated ball. The teams try to score goals by kicking the ball across the opponents' goal line and between their goal post.

Jason: How many persons make up a football team?

Coach: A football team has eleven persons on the field at the same time.

Robert: You said that two teams play the game. What does each team do during the game?

Coach: The team lines up on a rectangular football field, and is divided in two halves, at the beginning of the game. The referee who is in charge of the game tosses a coin to decide which team kicks off the ball first. The team that kicks off plays the ball forward into the opponents' area and the game is started. Each team tries to score goals during the game. The team that scores the most goals is the winner of the game when the time is up.

The coach then told the class that he would like to show them how to play the game. He selected some children from the class and showed them how the game is played.

Jason played at the right half for his team and Robert played at the outside right. Jason's team might have scored early but the striker missed an easy chance when he shot the light inflated ball high over the bar. A little later Robert kicked the ball from the right wing. The goal-keeper lost sight of the ball and it flew high into the goal. Before the defence got over that surprise another goal was scored.



The members of Robert's team really had a fine day. They thanked the coach for instructing them and he promised to return to teach them more about the game.

Finding More Answers

1. (a) Who is the football coach?
(b) What does **inflated** mean?
2. How many more boys together with Jason made up the football team?
3. How does a football team score goals?
4. What does **opponent's goal line** mean?
5. What happens if both teams should score the same number of goals when the time is up?

Creative Work

Read the poem

My Ball

One day I got a lovely gift
A big ball round but light
I rolled it all across the room,
It gave me such delight.

Its colour was a fiery red
With blue streaks all around
I bounced it, I tossed it, I kicked it too
Inside and on the ground

My mother was not very pleased
And scolded me real stern
She said, "You play with your ball
in the yard, where it can do no harm."

My friends all came around to see
The gift that brought such joy
My father had made a very good choice
I really loved my toy

Hazel Moses

Activities

1. Draw the ball described in the poem.
2. Pretend that you are the ball and write a story about yourself.

Grammar

Complete subjects in sentences.

A complete subject is made up of the simple subject and other descriptive words, for example,

The young, famous goal- keeper is to be honoured.

A complete subject may have a noun or pronoun, for example,
Children are young adults.

They went to visit the museum.

Exercise 1

Here are some sentences.

Copy and underline the complete subject in each sentence.

1. A football team has eleven players.
2. A light inflated ball is used to play football.
3. Those tall, strong boys are football players.
4. Several excited spectators ran into the football field.
5. A true football fan never misses an important game.

Exercise 2

Complete these sentences with the complete subject.

1. _____ enjoyed football.
2. _____ scored most of the goals.
3. _____ cheered loudly.
4. _____ sat in the spectators stand.
5. _____ taught us how to play football.

Vocabulary

A. Words and Meaning

Copy and match the words with their correct meaning.

Word	Meaning
score	a group of persons playing together
team	players in the opposite side
opponent	number of points gained in a game

B. Suffixes (er and or)

REMEMBER

A suffix is a word or part of a word that is placed at the end of another word and changes its meaning.

Here is an example

word + suffix = new word
football + **er** = footballer

When the suffix **-er** is added to **football** the word becomes footballer. A **footballer** is a person who plays football.

Exercise 1

Use the suffix **-er** to make new words to match the following meaning:

1. someone who plays cricket
2. someone who teaches
3. someone who takes out photographs
4. someone who paints
5. someone who bakes
6. someone who explores

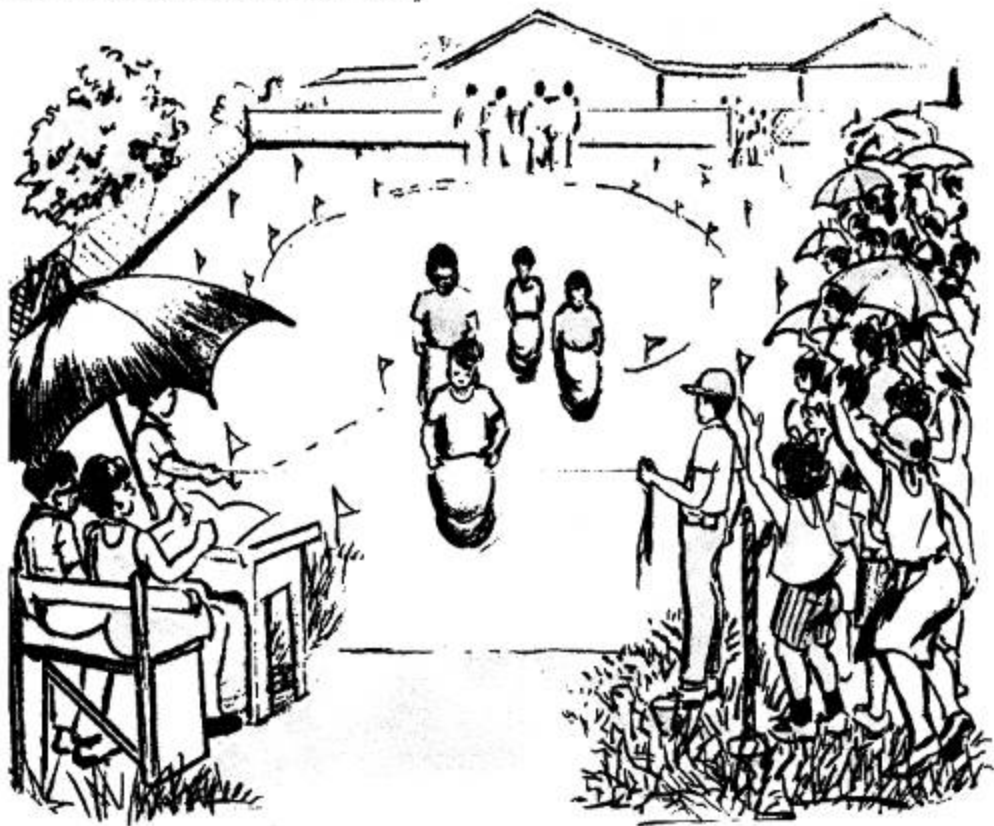
Exercise 2

Use the suffix **-or** to make new words to match the following meaning:

1. someone who acts
2. someone who conducts
3. someone who edits
4. someone who visits
5. someone who collects
6. someone who operates

UNIT 13 FUN DAY

Let's Talk about Fun Day



Finding Answers

1. What is happening in the picture?
2. Where are the children and teachers?
3. Name the race that is taking place.
4. (a) Name some games you would like to play at your fun day.
(b) Say how you play the game you like most.
5. Tell a story about this picture.

Read and Find Out

Fun Day

Fun Day was real fun at Graham's Hall Primary School. Everyone was excited. There were many children and their parents all dressed in bright colours. They took baskets with delicious snacks such as biscuits, pastries, peanuts and fruit juices.



The sporting events were very exciting. Both adults and children participated. At the end of the Drinking Race, I was breathing loudly and coughing but I had won the race. I gave Mum the set of drinking glasses that I won. My brother, Ronald, won the 'Buns Race'. He always eats very quickly.

Everyone cheered Devon and Robert because they fell three times during the Three Legged Race and still won. I took part in the 'Lime and Spoon', 'Sack' and 'Late for School' Race and my friends really laughed at me.

The Teachers' Race was most interesting. All the children wanted their teacher to win the race. We cheered and shouted as the teachers got closer to the finishing line. My teacher was first and I cheered loudly when she received her prize.

We left the ground tired but happy. We can never forget the Parents' and Children's Race nor the Tug-o-war. In these events more parents fell than children.

Finding More Answers

1. Where was the Fun Day held?
2. Name some of the races mentioned in the story.
3. What Fun Day activities were not mentioned in this story?
4. What part of the story did you enjoy most?
5. Does your school hold Fun Days? If so, describe what you like most about these Fun Days.

Creative Work

Draw yourself and your friends at a Fun Day.
Write about it.

Grammar

Proper Nouns

Read the following sentences:

John Smith is the name of a particular person.

Georgetown is the name of a particular city.

John Smith and **Georgetown** are proper nouns.

Proper nouns are special names of persons, animals and places.

Exercise

Rewrite each of the following nouns.

Use capital letters for the proper nouns.

- | | | | |
|-----------|-----------|-------------|----------|
| 1. school | 2. guyana | 3. february | 4. tom |
| 5. canada | 6. devon | 7. dog | 8. sheba |

Use five of the proper nouns in sentences.

Vocabulary

A. Words and Meanings

Read the words and meanings.

Word	Meaning
adults	grown up persons
sport	fun or pastime of athletic kind
prize	reward given for success in competition

Find the words in the story and read the sentences.

B. Homophones

Homophones are words with the same sound but different spelling and meaning.

Look at the four pairs of words listed below.

Each pair has the same sound but is different in spelling and meaning.

Read the words and the sentences that describe the words.

not	The lady was not at home.
knot	He tied a knot to fasten the shoelace.
hear	Can you hear the music?
here	Here is your bag.
wears	Pat wears a pretty dress.
wares	The vendor sold wares made of clay.
new	John bought a new car.
knew	Jane knew all the words in the book.

Exercise

Fill each space with the correct word from the list above.

1. Tom wore his _____ shirt to the party.
2. I did _____ eat the rotten banana.
3. John untied the _____ on the shoelace.
4. Janet _____ her tables well.

UNIT 14 DAVID FROM THE PAKARAIMAS

Let's talk about the Pakaraimas



Finding Answers

1. Describe the area seen in the photograph.
2. What materials were used to build the house?
3. What name is given to a house of this kind?
4. Name one part of Guyana where you can find many houses of this sort.
5. How is your home different from this one?

Read and Find Out



My name is David Marks. I am an Amerindian boy from the Patamonas tribe. My village is called Paramakatoï. It is the largest village in the Pakaraimas. Paramakatoï can be found in Region 8.

I belong to a family of six. I have two brothers and one sister. My family and I live in a compound which has four houses. Our house is made of red clay and has zinc roof. My grandparents' house is made of wattle and troolie. It is a benab.

I attend Paramakatoï Community School. Most of the teachers in my school are Amerindians. Four teachers in my school are from the Coastlands.

Our diet is made up mainly of ground provisions, cassava bread and tuma-pot. Tuma-pot is a dish made with fish or meat and casareep. My father hunts for wild meat using his shot gun and spear. Whenever he catches game, he parboils the meat before sharing to our relatives. We do not eat rice often because it is very expensive.

After school each day we do our homework. Then we play many games with our friends who live near us. We play ball games, marbles and hide-and-peek. There is much space for us to play. In the evenings we sing and dance. Our parents and grandparents tell us stories of long ago. We are happy here in Paramakatoï.

Finding more Answers

1. What is the name of the child telling the story?
2. To which tribe does he belong?
3. (a) Which village is the largest in the Pakaraimas?
(b) In which region can the Pakaraimas be found?
4. Whose house do you think is shown in the picture?
5. Name two foods the family eats.
6. Who hunts for the meat?
7. Why do you think rice is expensive in that area?
8. Do you think David's father is kind? Why do you think so?

Creative Work

1. You would like to be David's pen-friend. Write a letter introducing yourself to David.
2. Let's cook: Write a recipe to make 'tuma-pot'.
3. Make a model of an Amerindian village.

Grammar

Subject and Verb Agreement

When speaking or writing, the subject must agree with the verb.

We say:

I live/eat

The boys live/eat/come

He/She lives/eats

We live/eat/come

The man lives/eats

They live/eat/come

The team lives/eats

The teams live/eat/come

A. Choose the correct verb to complete each sentence.

1. Kimberley and Toni _____ with friends. (play, plays)
2. My friends from Golden Grove _____ us regularly. (visit, visits)
3. John _____ to eat hamburgers. (like, likes)
4. The bouquet of flowers _____ very pretty. (look, looks)
5. The pineapple chunks in the salad _____ very sweet.
(taste, tastes)
6. The flock of birds _____ north every afternoon. (go, goes)

B. Write sentences using the following subjects:

A hundred flies; A big, black spider; Tom and Jerry.

(Be sure the verbs agree in number with the subjects)

Vocabulary

Simile (Things that are alike)

"This barrel is **as heavy as lead**," said Carl to his friend.

The term **as heavy as lead** is described as a simile.

The term means that lead is very, very heavy.

Similes help to show comparison. Similes show that two unlike things are alike in some respect. The word **like** or **as** is used to introduce a simile.

Read these examples:

as heavy as a truck full of stones

as light as a feather or as cotton wool

as pretty as a bunch of roses

Exercise

Complete these and use them in sentences:

1. as hot as _____
2. as sweet as _____
3. as smooth as _____
4. as cold as _____
5. as wet as _____
6. as straight as _____

UNIT 15 PLAYING CRICKET

Let's talk about Playing Cricket



Finding Answers

1. What are the children in the picture doing?
2. Where are they playing?
3. How many boys are playing?
4. Is it an 'all boys' match?
5. How many children can you see from the **fielding side**?
6. What do you think the teacher is doing on the field?
7. Do you think this is a class match or inter-school match? Give your reasons.
8. What title would you give to this picture?

Read and Find Out

Playing Cricket

Maryville Primary qualified for the finals of the Under 12 Softball Cricket Competition after defeating Friendship Primary by five wickets. This match was played at Friendship on the East Bank of Demerara last Friday.

It was the first time in ten years that Friendship Primary qualified for the semi-finals of this competition.

Friendship's team won the toss and decided to bat on a pitch which can be called a **bowlers' wicket**. The team made a score of fifty runs with Ryan James being the only batsman to reach double figures. He made twenty-eight runs.



Sunil Persaud took five wickets for fourteen runs, Sam White got three wickets for twenty runs and off-spinner Andre Griffith one for no run. They were the bowlers who took the wickets for Maryville Primary.

Maryville reached the target for the loss of five wickets. Jack Brown was not out at twenty-five while Anil Mangal got fifteen.

Finding More Answers

1. Name the two teams who competed in the semi-finals.
2. Where in Guyana, is the Friendship mentioned in the story found?
3. When was the match played?
4. Could a pupil of thirteen years play in this competition? Give a reason for your answer.
5. Which team batted first?
6. Who made the highest score for Friendship Primary?
7. Which bowler on Maryville's team took the most wickets?
8. What was Maryville's score at the end of the match?

Creative Work

1. Oral Expression: Give a commentary of a cricket match you have witnessed.
2. Draw a scene of a cricket match and write a short story about it.

Grammar

Pronouns

A pronoun is a word that is used instead of a noun.

Personal Pronouns tell about:

- the person speaking e.g. **I, we**
- the person spoken to e.g. **you**
- the person or thing spoken about e.g. **he, it, they, them**

Rewrite these sentences using personal pronouns to replace the nouns in bold type.

1. Joan played checkers often. **Joan** often won.
2. The branch was dead. **The branch** cracked and fell.
3. Jean and Paul called on Friday. **Jean and Paul** would like to see us.
4. The barbecue was held yesterday. **The barbecue** was fun.
5. Sam fell asleep in his rocking chair. **Sam** slept very late last night.

Choose the correct pronoun to complete each sentence.

1. (They, Them) sent us a bill for the telephone.
2. (Him, He) and (I, me) both ran to answer the telephone.
3. (I, Me) will be going to Bartica.

Vocabulary

Antonym (Opposites)

Antonyms are words that are opposite in meaning.

Choose the word which is opposite to the words in capitals.

- | | | | | |
|---------------------|--------|---------|------|-------|
| 1. WET: | wrong | dry | slow | youth |
| 2. COLD: | friend | free | near | hot |
| 3. ENTRANCE: | exit | damp | dark | front |
| 4. PEACE: | attack | victory | war | show |

Write the antonym or opposite of the words in bold type in each of the following sentences:

1. It is a **beautiful** doll.
2. She has a **temporary** job.
3. The mango was very **sour**.
4. The boat ride to Essequibo Coast was **rough**.
5. The **old** man is my friend.
6. Last night was very **dark**.

Phonics

Vowel Digraphs

ai and **ei** have the long sound **a** as in angel.

Read these words:

ai	—	bait	gail	wait
ei	—	eight	freight	weight

UNIT 16 CRICKET AT BOURDA

Let's talk about Cricket at Bourda



Finding Answers

1. What is happening in the picture?
2. How many players from the 'fielding side' are absent from the picture?
3. Is this a school match? Give reasons for your answer.
4. Where is the bowler?
5. Is this a well attended match? Give a reason to support your answer.
6. What do you think has happened to the ball?

Read and Find Out

Score Card

Demerara's First Innings

N. Brown	b Semple		55
P. Persaud	c Fraser	b Khan	70
R. Singh	c Hooper	b Mc Kenzie	16
A. Simon	b Butts		0
D. Jackman	lbw	b Narine	23
C. Cummings	not out		24
K. Parris	c Hooper	b Butts	0
A. Smith	b Butts		8
W. Benjamin	not out		3
Extras			3
Total (for seven wickets)			209
Fall of wickets: 1-121, 2-141, 3-141, 4-164, 5-188, 6-188, 7-209			

Finding More Answers

1. Which team's batting scores are shown on this score card?
2. Which batsman scored 16 runs?
3. Who bowled A. Simon?
4. What is the meaning of the abbreviation lbw?
5. Which bowler took two wickets?
6. Who got the highest score?
7. How many persons were out at 164 runs?
8. How many batsmen were out at the end of the match?

Creative Work

Pretend you are a cricket bat then write a story of your life as a cricket bat.

Here is the beginning: I am a cricket bat . . .

Grammar

Pronouns (Revision)

A. Complete the sentences below using one of the following pronouns:

me his him he her it
us them they she we I

1. He argued that the bat was _____.
2. Joy stands behind the wicket because _____ is the wicket-keeper.
3. Jack hits the ball for six and the crowd cheers _____.
4. The pavilion holds a lot of people because _____ is big.
5. The people arrived early for the match, _____ hoped to get lots of fun.

Vocabulary

A. Antonyms/Opposites

Look at this checker board and copy the pairs of words which are opposites.

fresh stale		shut close		bitter sour
	rough smooth		pretty handsome	
rich wealthy		tall short		inside outside

Give the opposites of: **strong, late, shallow, empty, narrow, polite.**

B. The Suffix y.

Add **y** to some nouns to form adjectives.

bush + y = bushy or full of bush

salt + y = salty or full of salt

luck + y = lucky or full of luck

dirt + y = dirty or full of dirt

Exercise

Let's use the new words in phrases.

Add a noun in each space e.g. **a bushy yard**

a juicy _____

a hairy _____

a lucky _____

a salty _____

a dirty _____

Phonics

Consonant blend kn

Say these words with the initial **n**.

not

new

nice

night

nun

news

name

nap

Make the sound of **n**.

Say these words beginning with **kn**.

knot

knife

know

knead

knit

knob

knock

knee

What sound does the **kn** make?

Write other words beginning with **kn**.

UNIT 17 ROAD SAFETY

Let's talk about Road Safety



Finding Answers

1. What is happening in the picture?
2. How is the policeman helping the children?
3. (a) Where are the children crossing?
(b) Is this place near a school?
4. What might happen if there was no policeman?
5. Tell a story about an accident that could happen on the road if the policeman is not there.

Read and Find Out

The Road Safety Patrol

Pamela: Paul, guess what? We are going to be members of the school's Road Safety Patrol.

Paul: What is Road Safety Patrol?

Pamela: It is a group of pupils chosen from primary three or four to help other pupils avoid traffic accidents.

Paul: How will people know that we are members of the Patrol?



Pamela: We shall wear bright orange belts across the chest and waist when we are at work.

Paul: When will we work?

Pamela: When the pupils are going to and from school.

Paul: What will happen at that time?

Pamela: A member of the Road Safety Patrol will stand in the middle of the Pedestrian Crossing. That member will hold up a sign, that says 'STOP! CHILDREN CROSSING'. The motor cars, trucks and bicycles will stop. The pupils will cross safely to the other side of the road.

Paul: Will only one member work at a time?

Pamela: No, two or more members of the Patrol will stand with their arms stretched out at their sides. This will prevent the pupils from crossing the road when it is not safe.

- Paul: Will the teacher be in charge?
- Pamela: Yes, the teacher will stand at the Pedestrian Crossing. She will help the patrols to keep order. She will make a report to the police about drivers who do not stop to let pupils cross the road.
- Paul: Do the police help the Patrols?
- Pamela: Yes, they give talks about Road Safety to the members of the Patrol at their schools. Sometimes many members from different schools meet to discuss traffic rules and later members of the School Road Safety Patrol write an examination. Those who are successful receive certificates and medals from the Traffic Department of the Police Force.
- Paul: I am sure I will enjoy being a member of the Road Safety Patrol. It is a good way for children to help their school and their community.

Finding More Answers

1. Which children will be a part of the Road Safety Patrol?
2. What will help persons to identify a member of the Patrol?
3. When will the Patrol work?
4. Where will the members of the Patrol stand?
5. How will the members of the Patrol keep the pupils of their school safe?
6. How will the teacher help?
7. How does the traffic policemen help the Patrol members?
8. What do you think might happen if there were no Road Safety Patrols?

Creative Work

1. Describe your trip from home to school.
(a) say how you get to school
(b) say what you do to arrive safely.
2. Make a picture with children; a pedestrian crossing; traffic lights and the stop sign the patrol uses.

Draw yourself sailing your boat safely in the river.

Grammar

Verbs — The Simple Future Tense

The future tense means any time after now, e.g. tomorrow, next week, this afternoon e.g.

1. The policeman **will help** the children cross the street tomorrow.
2. He **is going to help** them cross the street tomorrow.

Exercise 1

Read each sentence which begins with the subject in column **A** and its predicate in column **B** + tomorrow/next week in the last column.

A	B	
You	will ride bicycle(s)	today
We	shall cross the street	tomorrow
They	will wear the uniform	
He	will walk in single file	
She	will join the Safety Patrol	next week
I	am going to school	
He	is going to stand at the kerb	
They	are going to prevent accidents	

Exercise 2

Make your own sentences with the words — **help, ride, cross, wear, hold**. Change the verbs to show what will happen tomorrow and next week.

Vocabulary

A. Words in Syllables

Say each part of these words.

pa - trol

safe - ty

traf - fic,

ac - ci - dent

cross - ing

pe - des - tri - an

B. Words/Phrases and Meanings

Read the words or phrases and their meanings in sentences.

Word/Phrase	Meaning
1. an accident	It is an unexpected event or mishap.
2. a pedestrian crossing	These are white lines on the road. They look like those on the zebra. These lines help pedestrians cross the road safely.
3. the Road Safety Patrol	Pupils who work as the traffic police. They help other pupils to use the road safely.
4. traffic	People, cars and bicycles that travel up and down the road.

C. Homophones

Homophones are words that sound alike are spelt differently and have different meaning e.g. pear pair, waist waste.

Read these homophones:

weight
wait

pane
pain

write
right

road
rode

piece
peace

Use them in sentences, for example,
You must eat a **pear** but wear a **pair** of shoes.

Ma Riddle, Ma Riddle, Ma Ree

Find the answers among the jumbled words in the boxes.

What means the whole world?
What means to join together to form one body?
What makes us look the same?

uni means **one**

a union
a uniform
the universe

What has two feet?
What has two wheels?
What means to cut into two parts?

bi means **two**

bisect
a biped
a bicycle

What has three sides?
What word means three babies born at one birth?
What has three wheels?

tri means **three**

a tricycle
a triangle
triplets

Phonics

Vowel teams that give a long **e** sound.

When two vowels come together in a word, we call them a vowel team.

In the vowel team, the first one is sounded and the second one is silent.

The vowel team **ea** gives a long **e** sound, e.g.
each is a word with the long **e** sound.

Make other words with **each** using the beginning letters —
b, t, pr, r, p

Here is an example — **beach**

Let's talk about Showing Kindness



1



2

Finding Answers

1. Talk about the girls in picture 1.
2. Describe the boys in picture 2.
3. Are Seeta and John kind? How do you know?
4. How do you think Max felt before the children's visit?
5. How do you think he will feel after the visit?
6. Tell a story about picture 1 or 2.

Read and Find Out

A Kind Boy

One day there was an old beggar in our quiet street. He was lame and walked in a strange way.

He went from one house to another begging for food, money and clothes. Five rude boys followed him.

They mimicked the strange way that he walked. They taunted him and they laughed at him.

One boy shouted, "Hop, hop, drag, stand still." Of course the poor, old beggar became very unhappy.

"Leave me alone," he cried. "I do not taunt anyone."

One boy then seized the beggar's sack and the contents fell on the street.

Soon another boy, David, came up. He chased away the wicked boys and helped the lame beggar to pack the sack again. Then he gave the beggar five dollars and turned away.

The beggar said, "Wait son, thank you. You are good and kind. God will bless you!"

David was very happy because he knew he had done the right thing.

Finding More Answers

1. Where did the beggar get his food?
2. How did the five boys hurt the beggar?
3. Which two verbs tell us what the rude boys did?
4. How did the beggar feel?
5. What do you think were the contents of the beggar's bag?
6. Who helped the beggar?
7. How was David repaid for his kindness?
8. How do you think the beggar became lame?
9. Do you think the beggar was a good man? Why?
10. Why do you think people become beggars?

Creative Work

David told his mother what happened in the street.
Write what he said. Begin like this — **This morning ...**

Grammar

Possessive Nouns (Singular)

We say **David's** mother; **David's** father; **David's** sister.
The apostrophe **s** ('s) show that David belongs to the same family as his mother, his father and his sister.

Exercise 1

Link the nouns in A with the nouns in B to show belonging e.g. John's uncle.

A	B
John	uncle
Gail	baby

A	B
Max	aunt
Molly	son
Seeta	mother

A	B
Mrs. John	daughter
Mr. Persaud	friend

Exercise 2

Make sentences with six of the phrases you have made e.g. Max's aunt gave him a book for his birthday.

Exercise 3

Change each phrase in bold type to another phrase with 's. Write only the new sentence you have made in your exercise book. Example:

Read **The foot of the beggar** was lame.

Write The **beggar's foot** was lame.

1. The **money of Mr. Smith** was lost.
2. The **clothes of the poor man** were tattered.
3. The **sack of the old fellow** was empty.
4. The **house of the pupils** was near the street.
5. The **bicycle of the boy** had no brakes.
6. The **kindness of David** was a good example for his peers.
7. Mrs. Persaud heard the **taunts of the boy**.
8. My niece saw the **tears of a child**.
9. "Let us put back the **gifts of the woman**," he said.

Vocabulary

A. Words/Phrases and Meanings

Read the words/phrases and the meanings explained in sentences.

Words/Phrases	Meaning
The beggar	He asked for money, food or clothes as a gift .
He cried	He made a loud noise to show he was afraid or in pain.
They mimicked him	They walked in the same way as he walked.
Rude boys	They were rough and unkind, not gentle.

Let's talk about some activities



Finding Answers

1. Which one of these activities do you enjoy most?
2. Tell what the children are doing in each picture.
3. What do you do during your leisure time?
4. Write a story about one of the pictures.

Grammar

A. Nouns (Proper and Common)

Put the following nouns in two columns like this:

Proper Nouns	Common Nouns
--------------	--------------

children	Timehri Airport	Guyana	orange	teacher
Botanical Gardens	shop	boy	paper	March

B. Nouns (Possessive)

Write the possessive form of the following.
The first one is done for you.

1. The pencil belongs to John.
It is John's pencil.
2. The chair belongs to the boy.
3. The ball belongs to Sue.
4. The hat belongs to Mrs. Trim.
5. The hammer belongs to the carpenter.

C. Pronouns

Copy the sentences and underline the pronoun in each sentence.

1. His letter is on the table.
2. Ann called them to dinner.
3. The teacher asked her a question.
4. I play checkers often.
5. It is not a difficult game.

D. Subject / Predicate

Copy the sentences and underline the subject in each sentence.

1. Jackie owns a doll house.
2. The family is going to Buxton.
3. Georgetown is a big city.
4. The happy children went to the riverside.
5. The puppet show lasted for two hours.

E. Subject / Verb Agreement

Choose the correct verb to complete each sentence.

1. He _____ the clothes. (wash, washes)
2. The boys _____ their friends. (visit, visits)
3. Paul and his father _____ a car. (drive, drives)
4. Father _____ to cook chicken stew. (like, likes)
5. The flock of sheep _____ in the pasture. (graze, grazes)

Vocabulary

A. Alphabetical Order

Arrange the words in each line in alphabetical order:

- | | | | |
|--------------|--------|----------|--------|
| 1. beautiful | native | football | goal |
| 2. bread | bar | bit | butter |
| 3. Jackie | Dionne | Brian | Carl |

B. The Suffix

Choose one of the suffixes below to add to the words listed and so form new words.

-er

1. conduct

2. teach

-or

3. cricket

4. entertain

-ment

5. preach

6. play

C. Antonyms (Opposites)

Write the opposite of the following words:

1. smooth

3. dark

5. broad

2. sweet

4. heavy

6. sell

Let's talk about Gold Mining



Finding Answers

1. What is happening in the picture?
2. What are the men in the picture called?
3. Name one place where gold can be found.
4. Is gold mining done in Georgetown?
Give reasons for your answer.
5. List the uses of gold.

Read and Find Out

Gold in Guyana

Gold is an important mineral resource found in Guyana. It is a heavy yellow metal found in soil, river beds and rocks. It can be used to make rings, bangles and other jewellery.

Centuries ago a famous explorer, Sir Walter Raleigh told his English friends about a city of gold called "El Dorado" found in Guyana. Since then, many people have been looking for gold in the hinterland of Guyana.

In Guyana today, gold is found mainly in the Cuyuni, Mazaruni and Potaro River areas. **Pork-knockers** or **miners** search the beds and banks of rivers and creeks for gold. They sometimes use the **battel** — a flat, conical pan to separate the soil from the gold. Large firms use dredges and other machinery to collect rocks and soil. The gold is then separated from the soil by washing and through the use of chemicals.

Finding More Answers

1. Describe the meaning of **gold** in one sentence.
2. List some things that can be made from gold.
3. Who was Sir Walter Raleigh?
4. Where is gold found in Guyana?
5. Describe the work done by pork-knockers.
6. What is a **battel**?
7. What is a **dredge**?
8. Name other minerals found in Guyana.

Creative Work

1. Suppose you are a diver, write about your experiences in the interior.
2. You are a gold nugget living on the bed of a river, write about the experiences you have on the bed of the river.
3. Write a poem about gold.

Grammar

Possessive Nouns (Plural)

A possessive noun shows who or what owns something.

Here are two rules to remember when forming the possessive form of plural nouns.

Rule 1

If the plural noun ends in **s**, add an apostrophe after the **s** e.g.

Plural Noun
cats
friend

Possessive Noun
cats'
friends'

Rule 2

If the plural noun does not end in **s**, add an apostrophe then the **s**

Plural Noun
men
mice

Possessive Noun
men's
mice's

Exercise

Rewrite the following incorrect sentences and use the possessive form for the words in bold type to make the sentences correct.

1. The trainer took the runner pulse.
2. My dogs paws are swollen.
3. The miners battel was stolen.
4. The prospector meal is pepper-pot and rice.
5. The men boat is sailing up the Potaro River.
6. My friend brother is the owner of a dredge.

Vocabulary

A. Suffixes

NOTE

A suffix is a word part added at the end of a word e.g. farmer, actor.

Here are some other common suffixes.

(a) **-less** means 'without'

e.g. **speechless** means without speech.

(b) **-ful** has two meanings (i) 'full of'

(ii) 'having';

e.g. a **peaceful** country

Exercise

Form new words using suffixes such as **-less**, **-ful**.

1. play

3. sleep

5. spite

2. penny

4. peace

6. care

B. Antonyms (Opposites)

un means not

un changes the meaning of a word, for example,

kind **becomes** unkind (unkind **means** not kind)

Exercise

Make new words using **un-** before them.

1. happy

6. load

2. able

7. open

3. clean

8. happy

4. fair

9. finished

5. safe

10. equal

Make sentences with five of the words you have just made.

UNIT 22 AN AMERINDIAN FOLK TALE

Let' talk about Fishing



Finding Answers

1. Where do you think this picture was taken?
2. Why do you think the boy is using a bow and arrow?
3. What kind of fish do you think live in the water?
4. (a) Do you go fishing?
(b) What fish do you catch?
5. Name other ways of fishing.

Read and Find Out

Once upon a time there was a bird in the interior which was very good at fishing. The bird was so good that all the animals called him 'Kingfisher'.

Whenever he went down to the river, he was sure to catch a lot of fish. Everyone wanted to know how he could catch so many fish but they were afraid to ask him.



One day Yawarie met Kingfisher's wife and asked her these questions.

"What does Kingfisher do to catch so many fish?"

"Where does Kingfisher go to catch so many fish?"

"When does Kingfisher catch fish?"

Kingfisher's wife said, "I cannot answer your questions because Kingfisher's fishing is a secret."

"What will you do if I tell you?"

"Oh nothing," said Yawarie.

"Will you keep the secret then?" asked Kingfisher's wife.

"Yes," said Yawarie.

So Kingfisher's wife told him the secret.

"Early in the morning kingfisher goes down to the river and climbs a tree which hangs over it. Then he throws bits of cassava bread in the water. In a few minutes the fishes come up to eat the cassava bread then Kingfisher flies down and catches them quickly."

"Well! Well!" shouted Yawarie, "Why didn't I think of that before?"

Early next morning Yawarie went down to the river and did exactly what Kingfisher's wife said. Suddenly a big lukanani came up. Yawarie tried to catch him but he was too slow for that big fish and the lukanani swallowed him up instead.

Adapted **Amerindian Stories** (Guyana)

Finding More Answers

1. Why was the bird called Kingfisher?
2. Name the animals in the story.
3. Where did the story take place?
4. What did Yawarie want?
5. Tell Kingfisher's secret.
6. Why couldn't Yawarie catch the lukanani?
7. What happened to Yawarie?
8. Give the story a title.

Creative Work

1. Pretend to be the bird, Kingfisher and write about yourself. Say what your name is, where you live and what you do to catch fish.
2. Pretend you are Yawarie and write a story about your experiences with the lukanani.

Grammar

Sentences (Questions)

A question is a sentence that asks something.

A question ends with a question mark e.g. What is your name?

Sentences which begin with **What, Where, When, Why, Who** are questions and usually end with a question mark.

Exercise

Write five sentences that ask questions.

Vocabulary

Read the words and meanings. Use the words in sentences.

Word	Meaning
1. interior — in-te-ri-or	away from the coastland
2. secret — se-cret	something not to be made known
3. lukanani — lu-ka-na-ni	a very big, fresh water fish
4. yawarie — ya-wa-rie	a rat like animal

Phonics

Final consonant sound (dge – j or juh)

Say these words aloud

edge, **ledge**, **bridge**

Listen to the end sound.

The letter **d** is not heard.

The **d** is silent.

ge gives the sound of the letter **j** or **juh**.

Say the words aloud again.

Listen to the sound.

edge (ege)

ledge (lege)

bridge (brige)

What do you notice?

Write five words that end with dge.

Use the words in sentences.

UNIT 23

FOODS OF GUYANA

Let's talk about some Guyanese Foods



Curry



Fried Chicken



Pepper Pot



Roti



Cook-up-Rice



Cassava Bread

Finding Answers

1. Name the Guyanese foods you can identify from the picture.
2. Which dish do you like best? Give reasons.
3. Which dish can you prepare? Say how.

Read and Find Out

A Surprise for Edna

It was midday and four friends Ann, Betty, Carol and Donna were waiting for another friend, Edna to join them for lunch in the school's canteen.



Suddenly Ann said, "Next Saturday is Edna's birthday. Let's plan a surprise birthday lunch for her." "That's a good idea," said Betty.

"Where will we meet for lunch?" asked Carol. "We can meet at my house." "I will invite Edna to spend today," said Donna. "Each of us can prepare something," said Ann. "Edna will get a big surprise when we arrive," said Betty.

"What will you like to prepare, Ann?" asked Donna.

"I will make a bowl of cook-up rice with black-eye peas, and steamed ochres," said Ann.

"What will you like to prepare, Betty?" asked Donna.

"I will bake some chicken," said Betty.

"What will we have for dessert?" asked Donna.

"I will make some fruit salad with mangoes, bananas, a pineapple and a piece of watermelon," said Carol.

"We need some drink and vegetable salad," said Donna.

"I will make some fruit drink with cherries and guavas and a vegetable salad with cucumbers, lettuce and tomatoes."

Just then Edna walked into the canteen.

"Sh! Sh! Edna's coming," whispered Ann.

The girls were quiet. They wanted the birthday lunch to be a real surprise.

Finding More Answers

1. How many girls were planning the birthday lunch?
2. Whose birthday was it?
3. Who suggested a birthday lunch for Edna?
4. Where did the girls plan to have the birthday lunch?
5. When do you eat your dessert?
6. What would you call the kind of meal the girls planned for the lunch?

Creative Work

1. Select the food you like best and describe orally how it is made.
2. Write a list of the things you need for ingredients then write instructions step-by-step about how it is made.

Grammar

Answering Questions

REMEMBER

**A question is a sentence that asks something.
A question ends with a question mark (?)**

Read the following questions and answers:

Will you be at the fair?
Yes, I will be there.

Did you go to the food sale?
Yes, I went to the food sale.

You will notice that a comma is used in the answer.
Describe how the comma is used.

Exercise

Write the answers for the following questions:

1. Do you like peas and rice?
2. Can you make a fruit drink?
3. Will you like to learn to cook?

Vocabulary

Read the words and meanings.

Word	Meaning
dessert	sweets, ice-cream or fruits that are eaten at the end of a meal
canteen	a place where food and drinks are sold and served.
salad	a dish made of raw vegetable such as tomatoes, lettuce, cucumbers (vegetable salad) or fresh fruits (fruit salad)
surprise	something unexpected

Spell these words

des-sert

can-teen

sal-ad

sur-prise

birth-day

in-vite

pre-pare

cu-cum-ber

Phonics

End Sound **-alk**

Say these words aloud and listen to the sound —
walk, talk, stalk, chalk

Say the word **walk**.

The word **walk** sounds **w-a-k**.

The **l** is silent.

List other words with the same end sound.

UNIT 24 BIRDS

Let's talk about Birds



Finding Answers

1. Name two birds in the picture.
2. List some other birds that you know.
3. Name some places where birds can be found.
4. Name and describe the bird you like best.
5. Tell a story about the picture.

Read and Find Out

Birds

One afternoon my friends and I watched a large number of birds flying slowly and gracefully across the sky. This scene was so pretty that we all started to talk about birds. We spoke about the birds we know or heard about.



Those white birds are returning to large trees where they will sleep for the night. They sleep in large trees at the back of the Botanical Gardens. But do you know what they do during the day? They wade in trenches, streams and swamps. They feed on tiny fish, shrimp and insects which they pick up with their long slender beaks. They are seen in large numbers along the sea shore and in rice fields. Sometimes a few are seen on the backs of cattle.



I heard of birds that live in the interior. Some of them have pretty feathers. Some are large and some are small. Some birds are so large and heavy that they cannot fly. Most of them fly to and fro from tree to tree. Some make their nests in the trunks of trees, others on the ground while others build their nests on the branches of trees. Some of these birds eat fruits, nuts and insects. Some eat live animals and others eat dead ones. Some of the more popular birds that live in the interior are Maam, Powis, Toucan and the Canje Pheasant. The Canje Pheasant is Guyana's National Bird.





What about some of the birds that we see in the pasture along the Coastlands of Guyana? People catch some of them to keep as pets. Some of the birds are famous for the sounds they make. Their lovely noises sometimes awaken residents as they whistle harmoniously early in the mornings. Some birds eat fruits and vegetable. The Blue Sackie is one of these. He eats ripe mangoes, papaws and sour-sop. The Humming Bird is a useful bird. It flies from flower to flower feeding on sweet juices but at the same time it takes pollen dust from one flower to another. Humming Birds assist in pollinating flowers and these flowers grow into fruits later.



Oh! we all forget our domestic birds, our fowls, turkeys, ducks and swans. These birds provide us with eggs and meat. Geese and guinea-birds sometimes help to keep away thieves because of the noise they make when they see or hear strangers around.

We were all shocked when a strange voice continued our conversation. He was our neighbour who we call Wise Old Owl. This is what he said.

Birds are beautiful and useful creatures. Some provide us with food and some help to pollinate flowers. Some are cared for as pets, such as parrots and macaws. Some scare away thieves, while some provide us with beautiful feathers which could be used as ornaments. Some even help to keep the environment clean and healthy as they feed on dead animals. But best of all in some communities are the peaceful sounds of birds that are signs that morning has come.

Finding More Answers

1. Have you ever seen birds with long slender beaks and feet on the back of cattle? Name one bird that you have seen.
2. List and describe some places where birds build their nests.
3. Name three birds that live in the interior of Guyana.
4. Why does the Humming bird flit from flower to flower?
5. What kind of birds are fowls, turkeys and ducks?
6. Why do you think the man was called 'Wise Old Owl?'

Creative Work

1. Make bird mobiles.
2. Draw and colour a bird then write a description of the bird you have drawn.

Grammar

Adjectives (comparison using -er and -est)

Adjectives can be used to compare people and things. They help us tell how things are alike and how they are different.

Look at each picture carefully and read the words.



tall



taller



tallest



fat



fatter



fattest

- Note** (a) We add **-er** to an adjective that compares two persons or things.
(b) We add **-est** to an adjective that compares more than two persons or things.

Read these examples:

1. (a) This is a tall building.
(b) This is a **taller** building
2. (a) This is a high wall.
(b) This is a **higher** wall.
(c) This is the **highest** wall of all.

Exercise 1

Do this exercise with your teacher.

1. (a) Draw a small triangle
(b) Draw a **smaller** triangle.
(c) Draw the **smallest** triangle of all.
2. (a) Draw a tall tree.
(b) Draw a **taller** tree.
(c) Draw the **tallest** tree of all.

Exercise 2

Copy each adjective then write the **-er** and **-est** form.
Use the words ending in **-est** in sentences.

1. low _____
2. loud _____
3. soft _____
4. old _____
5. slow _____
6. long _____

Vocabulary

Spelling

Read the words and use five of them in sentences.

gracefully
shrimp
streams
trenches

harmoniously
whistle
pollinate
pollination

ornaments
guinea birds

Homes of Animals

Read the sentences that tell the homes of animals.

1. A place where birds are kept is called an **aviary**.
2. A place where fishes are kept is called an **aquarium**.
3. A place where pigs are kept is called a **sty**.
4. A place where dogs are kept is called a **kennel**.
5. A place where cows are kept is called a **brye/pen**.
6. A place where bees are kept is called an **apiary** or a **hive**.

Exercise 1

Copy and complete the sentences by filling the blanks.

1. A place where ----- are kept is called a kennel.
2. A place where birds are kept is called an -----.
3. A place where ----- are kept is called a sty.
4. A place where bees are kept is called a -----.

Exercise 2

Animals make sounds

Name the birds that make these sounds.

_____ chirp

_____ screech

_____ crow

_____ quack

_____ coo

_____ hoot

UNIT 25

CHILDREN OF OTHER LANDS

Let's talk about Other Lands



Finding Answers

1. Name the birds in the picture.
2. (a) Do they live in Guyana?
(b) How do you know?
3. What is the name of the animal in the centre of the picture?
4. In which part of the world do these animals live? If you do not know find out.
5. List some animals and birds from your country.

Read and Find Out

Children of Other Lands



We are called Eskimos. We inhabit a wide area of cold lands that stretch from Greenland to near the North Pole. All Eskimo tribes speak languages belonging to the Eskimo Aleut family. Of course there are slight differences about the way of life of the various tribes. Our bodies are usually plump. This is due to eating fatty foods which protect us against the cold. We eat mainly meat and fish but we also get fruits and vegetables from the community stores.

Our fathers were skilled hunters and fishermen, because farming was impossible in these cold lands. They hunted whales, seals and walrus in the sea. They hunted reindeer, wolves, polar bears and other animals on land. The men also caught salmon and trout from rivers and the ocean. Years ago whales were very important animals. Whales supplied Eskimos with meat and animal fat called **blubber**. This fat was used as fuel for their lamps. It also supplied hides for clothing and boat making, bones and teeth for cutting-tools and sinew for thread. Eskimos obtained wood by gathering it from the sea-shore or from such rivers as the Yukon, where it floated from the forest upstream.

We still use drift wood sleds that have raised platforms. These sleds glide over snow and ice. We also train dogs which we call **huskies** to draw these sleds. These huskies are 'work animals' not pets. In summer, when the seas are free of ice, Eskimos sail in canoes called **kayaks**.

Long ago our clothing was made of furs and hides trimmed with bird feathers or beads. Nowadays we wear clothes sold by the stores also hoods or caps all the time. Some men and women still wear bracelets, necklaces and amulets carved from ivory tusks or bone.

At present many of us live in wooden huts and use modern tools we buy from the community store. However, some of us still live like the Eskimos of long ago. Igloos are still built and we still hunt animals for food.

Finding More Answers

1. What is the name given to the children who live near the North Pole?
2. Why did the Eskimos eat **fatty foods**?
3. Why farming cannot be done in the area where the children live?
4. What is the special name given to the fat used as fuel?
5. Explain what the word **huskies** mean?
6. When would the Eskimos sail in **kayaks**?
7. Name three animals that Eskimos use for food.
8. What is the difference between the clothes you wear and the clothes worn by the Eskimos during winter.

Creative Work

The Eskimo

If I were but an Eskimo
And lived up near the pole
I'd dress myself in reindeer skin
And catch fish through a hole.
I'd hitch my shaggy team of dogs,
To such a funny sleigh,
And crack my whip to make them bark.
But still I think it must be cold
To live in huts of ice,

And eating meat before it's cooked,
Is not so very nice.
So I would rather be myself,
And live right where I do,
Than be so cold and live
As Northern children do.

Teaching Ideas for Primary
Classroom by Ethel M. Barager

2. Write a letter to an Eskimo boy or girl telling him or her about your country. (Describe your home, your pet and your country)

Grammar

Adjectives (Review)

Exercise

Copy the sentences and choose the correct adjective to complete them.

1. The toucan is the (**prettier, prettiest**) of the two birds.
2. Of all the streets in the city, Regent Street seems to be the (**busier, busiest**).
3. The St. George's Cathedral is the (**taller, tallest**) wooden building in Guyana.
4. John is the (**fatter, fattest**) of the two boys.
5. May has a funny doll but Margaret's doll is (**funnier, funniest**).

Vocabulary

A. Finding Words Easily

A dictionary is a book about words. It tells what each word means. It also explains how words are pronounced or said. Think of the dictionary as divided into four parts.

First Part
a,b,c,d

Second Part
e,f,g,h,i,j,k,l

Third Part
m,n,o,p,q,r

Fourth Part
s,t,u,v,w,x,y,z

Exercise

In which part of the dictionary would you find each of the following words?

- | | | |
|---------|----------|-----------|
| 1. tree | 4. mop | 7. water |
| 2. egg | 5. queen | 8. dollar |
| 3. cat | 6. king | 9. zebra |

Open your dictionary and try to find the same words.

B. Words that signal nouns

The words **a**, **an** and **the** are words that tell us a noun will follow. They are called **articles**.

Read and copy the following sentences and circle the articles also underline the nouns that follow.

Exercise

1. The men also catch salmon and trout.
2. An Eskimo eats the meat of whales.
3. The huskies are work animals.
4. The mice ate the cheese.
5. A salmon lives in the ocean.
6. Make a kayak for an Eskimo.
7. A huge elephant lifted the tree.
8. Mary poured the milk in an empty bowl.

C. Word Building

How many words can you make which begin with these words?
some any every no

Put them together with the words given below.
Write the new words in your book.

- | | | |
|-------|-------|-------|
| one | time | thing |
| body | where | what |
| place | how | way |

D. Writing shorter forms of Days and Months.

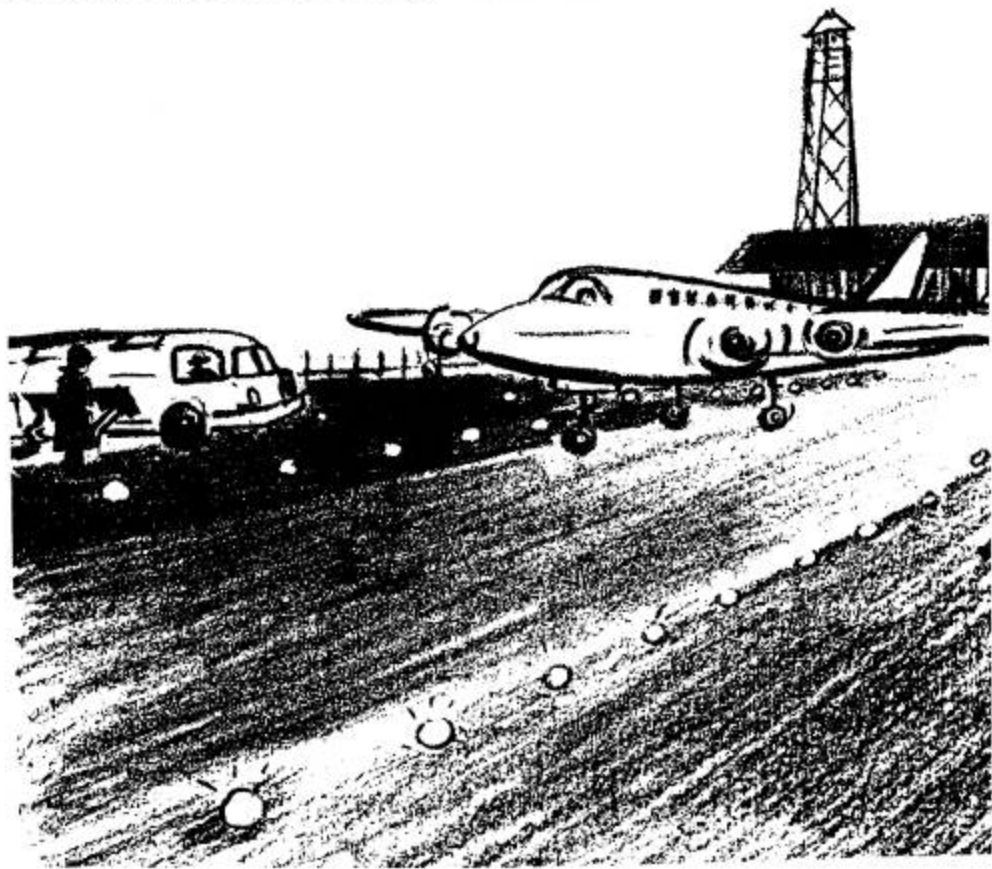
These are some items James wrote in his diary one year. Read them.

Sun	Jan 3	I went to church.
Mon	Feb 22	I went to see the Flag Raising at midnight.
Tues	Mar 9	My friends and I played with abeer and powder.
Wed	Apr 7	I went to swim.
Thurs	May 6	My school held a fair.
	July 12	I studied for my exams.
Sun	Aug 1	My parents, my brothers and my sister went to the Folk Festival.
Fri	Sept 3	I bought my uniform.
Mon	Oct 4	The class went to National Sports.
Sat	Nov 13	I watched the Diwali Parade.
Thurs	Dec 23	We bought Christmas gifts.

Write the longer form for each day of the week and each month of the year.

UNIT 26 TRAVELLING WITH TGA (II)

Let's talk about Travelling with TGA



Finding Answers

1. What is happening in the picture?
2. Where is the aeroplane?
3. Why do you think the fire engine is nearby?
4. Is the aeroplane landing or taking off? How do you know?
5. Tell a story about this picture.

Read and Find Out

Travelling By Air

The day of their flight to Trinidad had arrived at last. Gail and Carl could hardly control their excitement. They moved quickly around the house collecting things they would need such as books, toys and games. When the mini-bus came they were ready. They arrived at Timehri International Airport at 10:00 hours. Throughout the journey to the airport they kept asking their parents lots of questions about the flight and what their holiday would be like in Trinidad.

The Immigration Officer at the airport assured them that their suitcases and travel documents were in order. Then the time came for them to board the aeroplane, "Have a good vacation," said their father and mother. They kissed both parents and waved goodbye. The children then boarded the aeroplane marked TGA.



The stewardess talked to the passengers about travelling with TGA and what to do in case there's an emergency.

"Please fasten your seat-belts," said the pretty stewardess and Gail and Carl fastened their seat-belts. They peered through the windows and waved to their parents. The aeroplane began to taxi along the runway and soon they were off the ground. Then it began to glide through the clouds. They were happy.

The stewardess talked to them and made them comfortable. She served them light snacks and they enjoyed it. Some of the passengers began to read books, others just stared straight ahead and some closed their eyes and enjoyed the trip. The stewardess came to them after they had travelled for some time and pointed out mountains, tall trees and the blue sea. They knew right away that they were nearing Trinidad. They were amazed at the houses that stood on the hills. They had never seen that before.

Before they knew it, the big aeroplane touched down at Piarco International Airport. The stewardess helped them to unfasten their seat-belts and they walked through the big door of the aeroplane. There were now in Trinidad.

Gail and Carl were welcomed at the airport by their uncle. He hugged and kissed them. The children knew that they would enjoy their stay in Trinidad.

Finding More Answers

1. Where was the children's destination after travelling in the aeroplane?
2. What work an Immigration Officer does?
3. What is the name of the aeroplane in which they travelled?
4. What work a stewardess does?
5. Why should passengers fasten their seat-belts?
6. How did Gail and Carl recognize Trinidad?

Creative Work

Suppose you are either Gail or Carl, write a letter to a friend, describing the trip to Trinidad.

Grammar

Capitalization — (Titles)

The first and last words and all important words in the title of books begin with a capital letter e.g. **Goldilocks and the Three Bears.**

Exercise

Write the names of the following titles. Remember to use capital letters.

1. The title of a story.
2. The title of a book you have read.
3. The title of a song that you like.

Vocabulary

A. Spelling

Say these words.

excitement

document

stewardess

disembarked

vacation

suitcases

baggage

international

Find the words in the story.

Read the story with the words.

Use five of these words in sentences.

B. Abbreviations

Write the shortened form of:

1. millimetre

2. centimetre

3. metre

4. street

5. kilometre

6. minutes

7. ounce

8. pounds

UNIT 27 AN IMAGINARY EXPERIENCE

Let's talk about an Imaginary Experience



Peter



Seeta



Patty

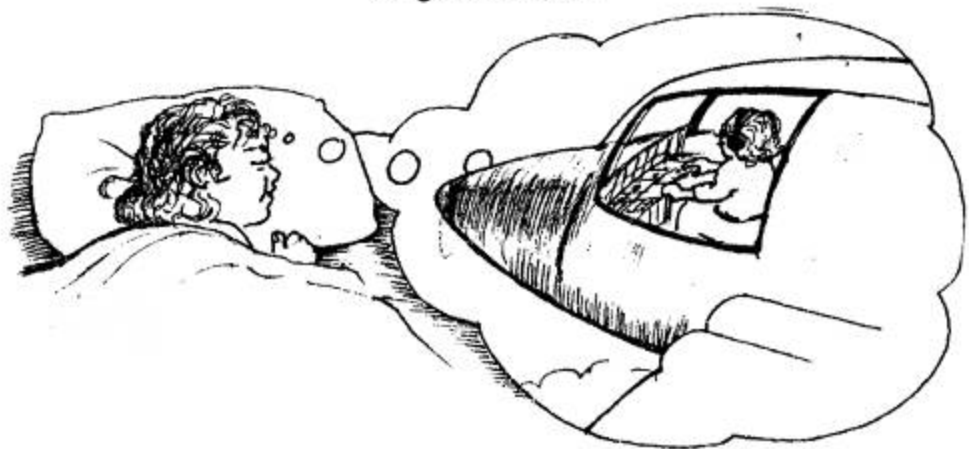


Finding Answers

1. Is Patty really a lawyer? Why do you think so?
2. What is she doing?
3. What do you think Peter is hoping to be?
4. What is Seeta thinking about?
5. What would you like to be when you.

Read and Find Out

Angela's Dream



One night Angela dreamt that her father took her to the airport but when they got there a **terrible** thing happened. Angela could not find her father.

Angela looked everywhere for him. She looked under the **aeroplanes**. She looked on top of the aeroplanes but she did not find him. So she **decided** to look inside an aeroplane.

She saw one with an open door and she climbed up the steps. She peeped in but her father was not there. Angela had never been into an aeroplane before, so she started to look around.

She saw a seat and a section of the aeroplane that had lots of **buttons** around it. Each button was a different colour. Angela was happy. She sat down in the seat and began to push just one button. She pressed the green button. Right away, the door closed. She could not get out now. So she pushed another button. The lights came on but she still could not get out.

Angela then tried the red button. Right away, the engine started and the aeroplane began to move. Angela said, "Oh - o - o - o," and began to push all the buttons at once. The aeroplane took off and went up into the sky. Angela was frightened.

As Angela looked out the window she saw that she was very high above the ground, so she pushed a black button. It was the radio.

A voice inquired, "Who are you?"

Angela replied, "I am Angela and I am eight years old. I do not know how to fly aeroplanes. I want to come down."

The voice said, "Take the **steering wheel** and turn left."

Angela did that and soon the aeroplane began to circle slowly. Next, she held on to the wheel and the aeroplane came slowly down.

As she looked through the glasspane there was her father waiting to meet her. Angela was happy to meet her father once more.

Finding More Answers

1. Tell one fact stated about Angela in paragraph 1.
2. What did Angela do when she saw that her father was nowhere to be seen?
3. Why is the story entitled Angela's Dream?
4. Tell a dream that you have had.
5. Why was an ambulance waiting when the aeroplane touched down?
6. Who do you think gave Angela instructions to bring the aeroplane down?
7. What would you have done if you were Angela?
8. What is the difference between imagination and dream.

Creative Work

1. Retell the story, Angela's Dream in your own words.
2. Draw any part of the story as Angela saw it in her dream.

Grammar

A. Contractions

Read and look at the difference between the two sentences.

1. I **do not** know how to fly aeroplanes.
2. I **don't** know how to fly aeroplanes.

You will notice that **don't** is a shortened form for **do not**.
An apostrophe is used in place of the letter or letters left out.
These words are called contractions.
Here are some more contractions/

do not	—	don't		have not	—	haven't
had not	—	hadn't		is not	—	isn't
does not	—	doesn't		did not	—	didn't

Make sentences with the following contractions —
don't, hadn't, doesn't, haven't, isn't, didn't

B. Nouns (Number)

Make each of these singular nouns plural.

- | | | | |
|----------|----------|----------|---------------|
| 1. party | 4. glass | 7. apple | 10. key |
| 2. story | 5. box | 8. wish | 11. river |
| 3. day | 6. sheep | 9. match | 12. aeroplane |

Vocabulary

Complete these sentences with words from the story.

1. Something _____ happened to Angela one day in her dream.
2. She could'nt find her father so she _____ to look inside of the aeroplane.
3. When she pushed the red _____ the aeroplane began to move.
4. Angela had to turn the _____ to get the aeroplane down.

UNIT 28 FOLK FESTIVAL

Let's talk about the Folk Festival



Finding Answers

1. Where do you think the drummers and dancers are? Give reasons for your answer.
2. What do you think they are celebrating?
3. How do you think the men and women feel?
4. When do the people in our town or village beat drums and dance?

Read and Find Out

At the Folk Festival



It was August 1st and the Guyana Broadcasting Corporation held its annual Folk Festival at the National Park. James, Sattie and I were there early in the morning with our parents. We saw attractive stalls set up on both sides of the path. We saw a stage in the western corner of the park.

"James, how colourful and bright the stalls look!" said I.

"Let us walk slowly around and see what is in them," Sattie said.

We carefully observed the food stalls. The folk food smelled so good! There were foods that belong to the Africans, the Chinese, the Indians, the Portuguese and the Amerindians. This latter group came to Guyana long, long ago. They are the natives of Guyana.

"I hope we have enough money to buy one type food that belongs to each race," said James.

There were children and adults standing in a circle around some spots on the grass. We went closer and we saw some game-boards with games of luck and chance. The people who won the games got prizes.

"This is just like a fair," Sattie said. "Oh yes!" I said. "There is a doll's race." She paid ten dollars and stood in a line with three other children. Each player grabbed tightly to the end of the string that had a flat, wooden doll at the opposite end. "Ready, steady, go!" the owner of the game shouted.

The players shook the strings from side to side quickly and this made the dolls move closer and closer to us. My doll arrived at the white finishing line first. I won fifty dollars as my prize and felt happy.

Sattie and James looked at the other games. The games were 'Littee', 'Bun House', 'Bird Race', 'Ole Grady', Ring Games, 'Hop-Scotch,' 'Mending the Water Works,' 'Ketcha' and 'Sal Pass.' These were the folk games that our parents grandparents played.

We all admired the craft stalls. We saw wooden and leather goods. A man was making necklaces from brightly coloured beads. Mummy loved the old, old, Dutch bottles the most.

In the afternoon we watched the folk show. There were folk songs, music, skits, dances and poetry that belong to the Africans, Chinese, Indian and Amerindians. We were very excited. James was trying out all the dances, while the dancers were on the stage.

We really enjoyed ourselves at the Folk Festival. "It is not like a fair after all," Sattie said, "Now I know what a Folk Festival is."

Finding More Answers

Copy and complete each sentence with the correct word.

1. The stalls were _____.
A. ugly B. dull C. attractive
2. The folk foods are called _____ foods.
A. European B. Venezuelan C. Guyanese
3. The foods were _____.
A. expensive B. cheap C. free of cost

4. Those who won prizes were _____.
A. lucky B. lazy C. slow
5. The folk games came from our _____.
A. teachers B. friends C. great grandparents
6. Dutch bottles were at the _____.
A. food stalls B. craft stalls C. drink stalls
7. The word that means the opposite of observed is _____.
A. ignored B. watched C. looked at
8. During the game the dolls _____.
A. came closer B. went further C. were still

Creative Work

- A. Describe how to play a folk game with your teacher and the other pupils.
- B. Write a letter from James to his friend in Mahaica, giving him four reasons for attending the Folk Festival.

Grammar

Sentence Expansion (Use of Adjectives and Adverbs)

- A. Select an **adjective** given below to complete the Subject of the sentences on page 122. The words are:
wooden, lucky, three, attractive white

Read and copy the new sentences.

Subject

1. The ----- people	won prizes
2. A ----- doll	was on a string.
3. The ----- stalls	were at the Park.
4. The ----- children	went to the Folk Festival.
5. The ----- line	showed the end of the race.

Select an **adverb** given below to complete the **Predicate**.

sweetly
carefully

brightly
tightly

slowly
roughly

Read and copy the new sentences

	Predicate
1. James	walked ----- around the Park. (how)
2. Sattie	grabbed the string -----, (how)
3. Joan	observed the show -----, (how)
4. The sun	shone ----- on Sunday. (how)
5. Some singers	sang -----, (how)
6. A policeman	spoke ----- to the bad boys. (how)

Vocabulary**A. Words and Meanings**

Read the words and meanings.

Word	Meaning
admired	looked at and was pleased; liked what they saw.
adults	those who are grown up
arrived	reached

Word	Meaning
craft	something made of wood or leather; it is well made.
festival	celebrations; merry-making
folk	things that belong to the Guyanese people
observed	took notice; watched
opposite	facing you; on the other side

B. Complete the sentences in your book with the words on page 122 and 123..

Sattie's parents were grown up. They were a _____. They made colourful leather bags. They did c_____. People were pleased with their work. They a_____ the work. Her parents came to the National Park. They a_____ there. They went there for the celebration on August 1. They went for the f_____. They took notice of other bags at the stalls. They o_____ other bags. Sattie's parents sat facing the door. They sat o_____ the door.

C. Words with -or and -our

Read the sentences.

My friends and I went to the Folk Festival in a mini-bus. We took some money to pay the conductor and to buy folk food.

It was an honour to have the President of Guyana open the Festival. I saw the Mayor there too.

One man read a story about Brer Anancy. The author was a doctor.

Many visitors from other countries were there. They wore brightly coloured clothes. They stood near the food stalls because the food had a good flavour and a pleasant odour.

List the words with -or

List the words with -our

Spell the words.

UNITS 29 & 30 REVIEW (III)

Let's talk about a fire



Finding Answers

1. What is happening in the picture?
2. (a) Do you think the buildings will be saved?
(b) Why do you think so?
3. Why are persons putting things in the vehicle?
4. Tell a story about the picture.

Grammar

A. Punctuation

Exercise 1

Read and rewrite the following sentences, then punctuate them by including capital letters, full stops, exclamation marks and question marks where needed.

1. miners take gold to the gold board
2. do you like fishing in the potaro river
3. father took me to the mangrove for my birthday lunch
4. help help screamed the lady as the thief took her bag.
5. sir walter raleigh named the city of gold el dorado.

Exercise 2

Rewrite the sentences and put in capital letters where needed.

1. The name of the movie we like the best is black beauty.
2. Last week I read a book. Its title is joan's new adventure.
3. The class acted out two stories called the three bears and folk festival.
4. This morning we watched the movie, the adventures of robin hood, on television.

B. Simple Present Tense

Exercise

Give the simple present tense of these past tense verbs.

- | | | |
|-------------|-------------|------------------|
| (a) asked | (c) laughed | (e) broke |
| (b) thought | (d) flew | (f) were sitting |

C. Adjectives (Comparison)

Complete the following in your exercise books.

Adjective	Comparative (er)	Superlative (est)
(a) small	smaller	_____
(b) slow	_____	_____
(c) tall	_____	tallest
(d) young	younger	_____
(e) fair	_____	_____
(f) short	_____	_____
(g) high	_____	highest
(h) old	_____	_____

D. Adjectives/Adverbs

Select an adjective or an adverb given below to complete the sentences.

too
high

cool
silly

deep
blindly

A _____ cat fell into a _____ well. She could not climb up the _____ wall. Soon a goat came. He thought the _____ water must be good. He jumped _____ into the well _____. Both the cat and the goat could not get out.

Vocabulary

A. Spelling

Copy and complete the following words:

f_mo_s

int_ior

l_tf_ce

a_opl_ne

e_pl_er

c_nt_n

p_ll_n_te

v_c_f_on

pr_sp_ct_ng

s_rp_is_

E_k_m_

st_wa_d_s_

B. Antonyms (Opposites)

Write the opposites of the following words:

healthy, morning, black, happy, finish, sell,

cold, pretty, known, eat, different

C. Gender

Select the correct pairs of words and copy them.

actor, mister, bridegroom, nephew, husband, prince, host

bride, wife, niece, mistress, hostess, actress, princess

D. The Prefix

Add **dis** or **un** to the following to form new words:

clean appear easy arm

honest happy kind pleasant

safe real fair agree

Use the new words in sentences.

E. The Suffix

Add a suitable suffix to the following words:

amaze farm visit treat care

eat collect enjoy favour entertain

F. Abbreviations

Copy the abbreviations and write the words that these abbreviations represent.

Apr	Dec	Dr	Feb	Jan
Ms	Sat	St	Sun	Tues
Thurs	Mr	min	cm	hrs

G. Contractions

Copy the words and write the contractions for them.
The first one is done for you.

can not — can't

do not —

does not —

did not —

is not —

are not —

has not —

have not —

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