

# Flying-Man



0118CH10

UNIT  
10



## Read the poem aloud

“Flying-man, Flying-man,  
Up in the sky,  
Where are you going to,  
Flying so high?”

“Over the mountains,  
And over the sea!”  
“Flying-man, Flying-man,  
Can’t you take me?”



## New words

flying

high

man



mountains



sea

take

## Let's read



The **mountains** are **high**.  
The birds are **flying** in the sky.

## Reading is fun



- ▶ Where does the Flying-man go?
- ▶ What does the child want to do?



## Let's talk



- ▶ Can you guess who the Flying-man is?  
Choose your answer.
  - The Flying-man is Superman.
  - The Flying-man is a pilot.
  - The Flying-man is an astronaut.
  - The Flying-man is Batman.
- ▶ Now talk about him.



## Let's share



- ▶ Have you seen an aeroplane?
- ▶ Let's pretend you are a pilot flying an aeroplane.
  - (a) What will you see outside your aeroplane
    - (i) during the day?
    - (ii) at night?
  - (b) What will you see inside your aeroplane?



## Say aloud



mug	vase	wave	note
move	vale	wall	nip
mum	view	wax	knee
mother	van	wind	knit
mud	vote	why	knot

- ▶ Which word in the box sounds like 'high'?
- ▶ Which word rhymes with 'me'?

***What shall I be when I grow up?***

***Match the following:***

**A person who  
sails a ship**

**A person who  
flies a spaceship**

**A person who  
draws or paints**

**A person who  
makes sick people well**

**A person who  
brings letters**

**A person who  
grows crops**

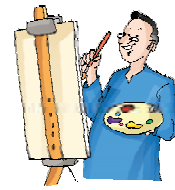
**A person who  
makes clothes**

**A person who  
works in school**

**A person who  
checks teeth**

**A person who  
flies an aeroplane**

**an artist**



**an astronaut**



**a sailor**



**a dentist**



**a doctor**



**a farmer**



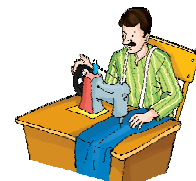
**a pilot**



**a postman**



**a tailor**



**a teacher**



Let's read and write



**W X Y Z**

W

X

Y

Z

W

X

Y

Z

W

X

Y

Z

W

X

Y

Z

W

X

Y

Z

W

X

Y

Z



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

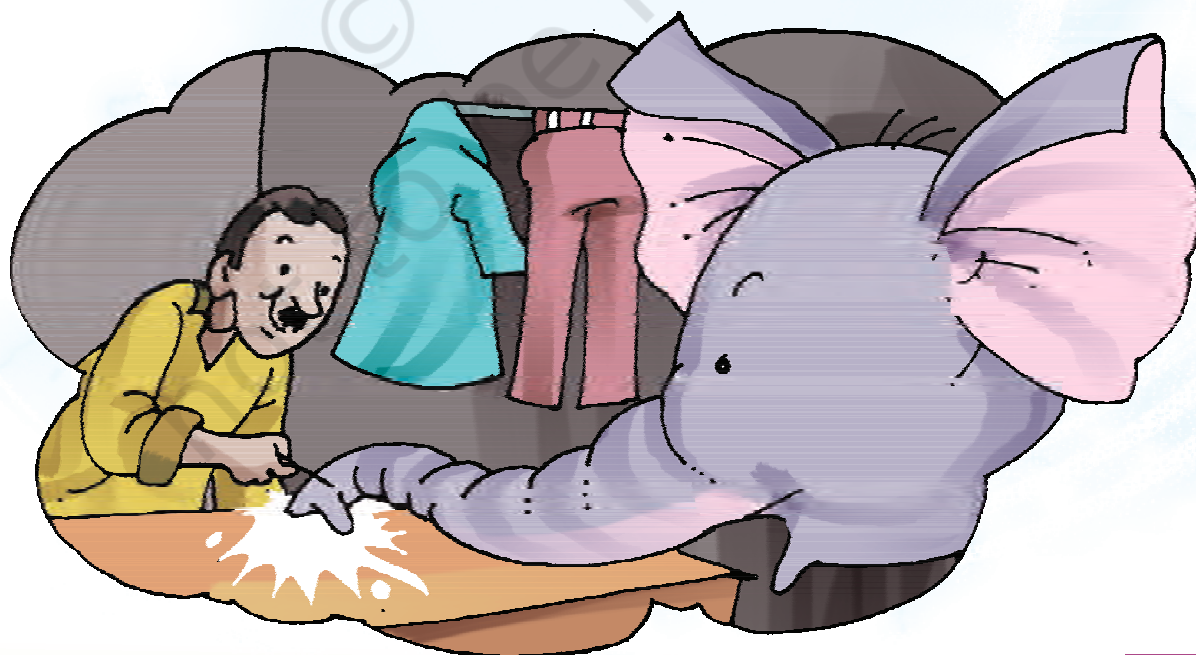
Z

# The Tailor and his Friend

## *Read and enjoy this story*

Kalu the tailor had a shop near the river. He made colourful pants and shirts for children. Appu the elephant was his friend. Appu came to his shop everyday. Kalu gave him many nice things to eat.

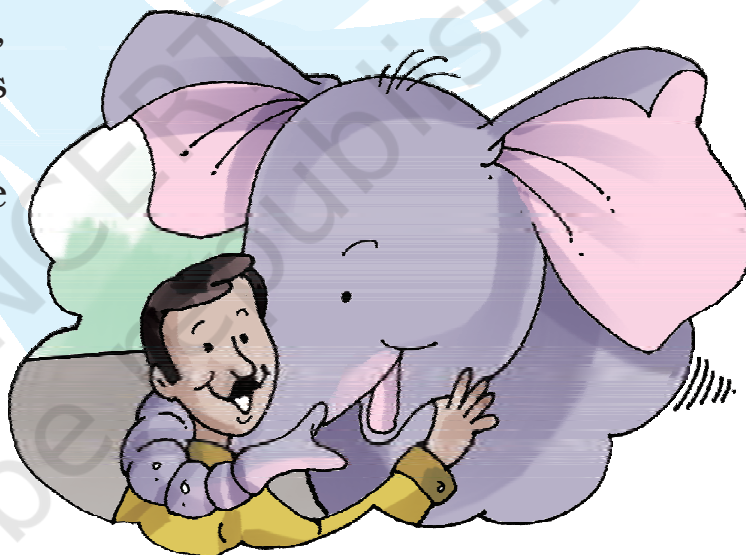
One day Kalu wanted to play a trick. He did not give Appu anything to eat. He took out his needle instead and pricked Appu's trunk. Appu ran away in pain.



Two days later Appu came down to the river and filled his trunk with water. He reached Kalu's shop and threw water everywhere. All the new clothes became wet.

Appu shook his trunk and said "An elephant never forgets." Kalu said, "I am sorry, Appu. Let's be friends again."

Kalu and Appu became good friends.



### New words



friend

pain

shop

tailor



trick

wet

### Let's read

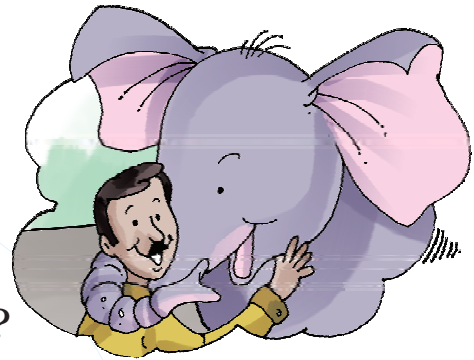


The **tailor** had a shop.  
I have many **friends**.

## Reading is fun



- ▶ Who was Kalu?
- ▶ Who was Appu?
- ▶ Where was Kalu's shop?
- ▶ What trick did Kalu play on Appu?
- ▶ How did Kalu's clothes become wet?



## Let's talk



- ▶ What do you do
  - when someone troubles you?
  - when you are angry?
  - when you don't want to share?
  - when someone asks you for a pencil?



## Let's share



- ▶ What games do you play with your friends?
- ▶ Can you walk and make sounds like an elephant?

***The tailor had a shop near the river.***

**Question:** Where is your house?

**Answer :** My house is near \_\_\_\_\_

***Make some more sentences like the above beginning with words like—***

My school...

The elephant...

My friend's house...

The aeroplane...

The well...




























My book...

## Say aloud



jam	pan	year	zebra
jeep	pen	yell	zigzag
joy	pick	yellow	zip
jug	pink	yes	zoo
juice	put	young	zoom

**Pick the odd one out. One has been done for you.**

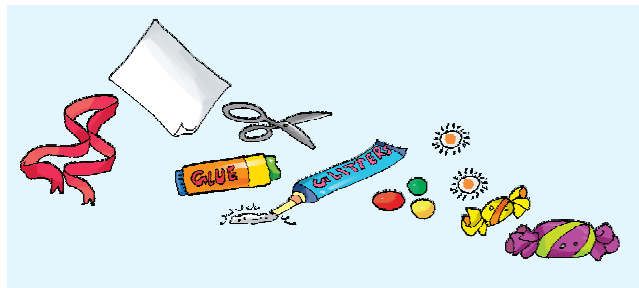
**Let's do**



## **Make a Friendship-band**

- ▶ What you need:

**paper**  
**scissors**  
**glue**  
**ribbon**



- ▶ Material to decorate (**sequins, beads, toffees, glitter, etc.**)
- ▶ Cut a strip of ribbon (colour of your choice). Cut its length to make a wrist band.
- ▶ Draw a marigold flower on the paper and cut it out.
- ▶ Decorate the marigold flower with glitter, sequins or whatever you like.
- ▶ Continue to make flowers until you have the number you wish to put on the ribbon.
- ▶ Glue the flowers to the ribbon strip.
- ▶ Let it lie flat until the glue is dry.



- ▶ You can use different materials to decorate each flower, e.g. buttons, lace, sequins, beads, glitter, toffees, etc.
- ▶ A wrist band with the name of your friend can also be made.





- ▶ The emphasis in this Unit is on:

- different occupations;
- imaginative thinking and
- the ability to write and speak sentences.

Children should be able to write sentences such as 'My name is...'

There can be times when the children do not speak correctly. Remember, the main focus is on communication and the ability of the children to express their feelings in English.

- ▶ Children can be given a series of oral directions to listen to and then follow. Gradually increase the number of directions. For example:

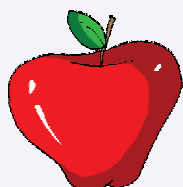
*Pat your head,  
touch your nose,  
pull your ear,  
stamp your feet.*

- ▶ Encourage an **independent reading and writing habit** in children and provide them time for it. Motivate them by reading interesting stories and poems. Use the language for instruction that is familiar to the child. Let your enthusiasm for the story shine through. Speak slowly and clearly.
- ▶ Some thoughts on friendship, basic hygiene, and compassion for animals, peace and sensitivity to their environment can be discussed.
- ▶ Ask the children to practice the alphabets in lower case and capital letters. By now the child should have an understanding of basic punctuation like capital letters, full stops and question marks and be able to recognise plural and singular forms. In all this, the key word is **encouragement**. The child who senses your faith in his abilities will learn to trust himself and derive satisfaction from his accomplishments and stay motivated.
- ▶ **Role play and activities** are vital for the development of the child. Through these he/she learns to communicate verbally, share, take turns and enjoy interaction with others.
- ▶ This book attempts to involve the child in a sense of joy for a new language. The child who is gently nurtured, subtly led and exposed to all aspects of his environment is the child who will learn.

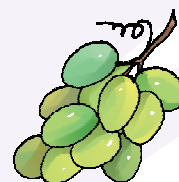


# Enjoy this picture dictionary

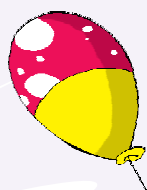
**Aa**  
apple



**Gg**  
grapes



**Bb**  
balloon



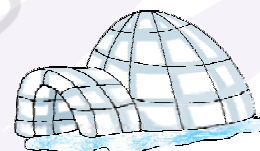
**Hh**  
helicopter



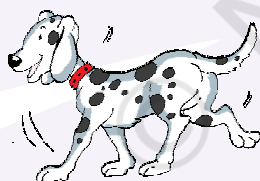
**Cc**  
cap



**Ii**  
igloo



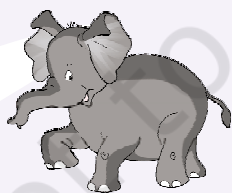
**Dd**  
dog



**Jj**  
jug



**Ee**  
elephant



**Kk**  
kite



**Ff**  
fish



**Ll**  
lamp



**Mm**

moon



**Tt**

tomato



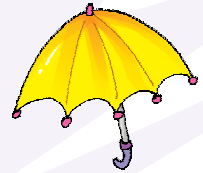
**Nn**

nest



**Uu**

umbrella



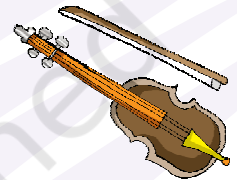
**Oo**

orange



**Vv**

violin



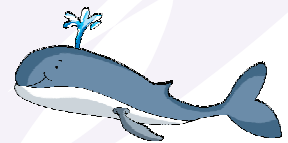
**Pp**

peacock



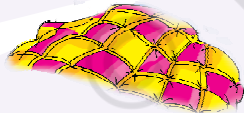
**Ww**

whale



**Qq**

quilt



**Xx**

Xmas tree



**Rr**

rose



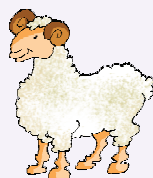
**Yy**

yak



**Ss**

sheep



**Zz**

zebra

