

## 1.2 Warm up with Tara and Friends



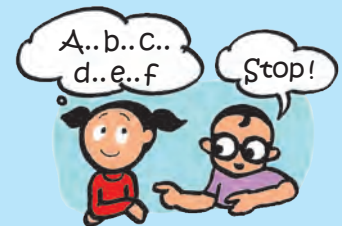
Game  
1

The games on this page will help the students to recall what they have learnt earlier; and the teacher to assess how much they know.

### One - Two - Three !

- **Step One : Letters**

Form pairs. One person says the alphabet from A to Z in his mind till the other person stops him. Write down the letter you get.



- **Step Two : Words**

Both partners write 3 words each beginning with that letter.



- **Step Three : Phrases**

Exchange the words you write. Then use the words you get to write meaningful phrases.



**Be quick!**

Form groups of 5. Choose one of the following tables at a time. Each one in the group reads aloud the words from the table as fast as possible. Who can read all the words in one table within 15 seconds? Practise reading these words aloud correctly till you can do so in 15 seconds.

the	a	it	he	this
be	in	for	as	but
to	that	not	you	his
of	have	on	do	by
and	I	with	at	from

they	an	would	up	which
we	will	there	out	me
her	my	their	if	when
she	one	what	about	can
or	all	so	who	no



say	take	use	time	way
get	see	work	people	new
make	look	want	year	day
like	come	give	good	two
know	think	go	well	first

just	could	now	how	any
him	them	its	our	these
into	other	over	back	only
your	than	also	even	most
some	then	after	because	us



### Who scores the most ?


- Fill in the above table within 2 minutes using words of at least 3 letters each. Words ending with plural s/es, -ing, -ed, -en are not allowed. Use the following chart to calculate the score.

Number of letters in the words	3-letter words	4-letter words	5-letter words	6-letter words	7-letter words	Words with 8 or more letters
Marks you get for one such word	-	1	2	3	4	5
Number of words you write	×.....	×.....	×.....	×.....	×.....	×.....
Score	.....	.....	.....	.....	.....	.....
+ Add 5 more marks for writing 25 words within 2 minutes.					Total : .....	

Form pairs. Exchange your notebooks and cross-check your scores.



Unbelievable...  
interesting...  
surprising...

In case of arguments about correct spelling, get the children to refer to a good dictionary.

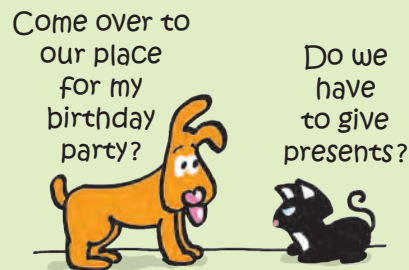
### Activity : Word Art

- Prepare attractive English labels for your notebooks. Make a bookmark for your textbook by writing the letters in your name/the title of the textbook one below the other. **TRY to use decorative shapes for THE letters.**

## Scenes out of the hat!

- Write the following titles of different scenes on slips of paper. Fold the slips and put them in an upturned hat. Form pairs. Draw lots. Each pair should enact the scene written on their slip. Each speaker should get a chance to speak at least 2-3 times.

- \* Asking a friend for his postal address.
- \* Asking a friend for his telephone number.
- \* Talking to a friend only in exclamations, while you are walking around in a garden.
- \* Inviting a friend to your birthday party.
- \* Asking a friend to lend you her notebook.
- \* Saying sorry to someone for trodding on his/her foot.
- \* Offering a glass of water to a guest.
- \* Asking your teacher's permission to enter/leave the class.
- \* Answering the phone.
- \* Thanking your neighbour for giving you sweets.
- \* Interrupt your friends twice while he/she is telling you something.
- \* Asking your teacher about the meaning or pronunciation of a word.
- \* Asking your teacher to explain something to you again.



### A friendly challenge!

Form pairs. Write a wrong sentence and ask your partner to correct it. If necessary, refer to the following tables, but feel free to frame your own sentences. But remember, you must be able to correct your own 'wrong sentence'.

Use of 'be'	I <b>am</b> .....	You are .....	He/She/It <b>is</b> .....
	We are .....	You are .....	They are .....
	I <b>was</b> .....	You were .....	He/She/It <b>was</b> .....
	We were .....	You were .....	They were .....

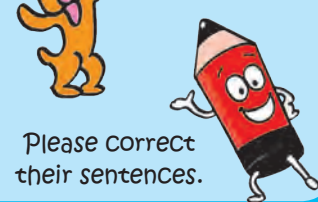
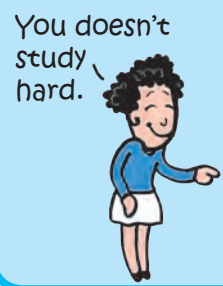
Use of 'do'	I do/don't .....	You do/don't .....	He/She/It <b>does/doesn't</b> .....
	We do/don't .....	You do/don't .....	They do/don't .....
	I did/didn't .....	You did/didn't .....	He/She/It did/didn't .....
	We did/didn't .....	You did/didn't .....	They did/didn't .....

Use of 'have'	I have .....	You have .....	He/She/It <b>has</b> .....
	We have .....	You have .....	They have .....

Adding '-s' to verbs	I like mangoes.	You like mangoes.	He <b>likes</b> mangoes.
	We like mangoes.	You like mangoes.	She <b>likes</b> mangoes.
			It <b>likes</b> mangoes.
			They like mangoes.

- |             |               |                     |
|-------------|---------------|---------------------|
| 'a' or 'an' | • an apple    | • a mango           |
|             | • a red apple | • a golden mango    |
|             |               | • an overripe mango |

- |                    |
|--------------------|
| • milk             |
| • a drop of milk   |
| • some milk        |
| • two cups of milk |



Game  
6

### Questions Race

- Write one meaningful question each beginning with the following words. The first one to do so is the winner! You must use new ideas in each question.

Who .....?  
 What .....?  
 Where .....?  
 When .....?  
 Why .....?  
 How .....?

Are .....?  
 Is .....?  
 Have .....?  
 Has .....?  
 Do .....?  
 Does .....?

Aren't they .....?  
 Isn't he .....?  
 Don't you .....?  
 Doesn't she.....?  
 Can't we .....?  
 Won't you .....?

Can .....?  
 Will .....?  
 May .....?  
 Could.....?  
 Did .....?

Game  
7

### Mirror, mirror, on the wall.

- Within five minutes, write down as many sentences as you can, replacing the words in the boxes with those given below each box. Translate your sentences into your mother tongue and have fun!

I am watching my face in my mirror.

We are  
 You are  
 He is  
 She is  
 It is  
 They are

our faces  
 your face/s  
 his face  
 her face  
 its face  
 their faces

our  
 your  
 his  
 her  
 its  
 their

The teacher should get the students to demonstrate their sentences with the help of mirrors to add to the fun.

## The Parts of Speech



Every name is called a **noun**,  
As *field* and *fountain*, *street* and *town*,  
In place of noun the **pronoun** stands,  
As *he* and *she* can clap their hands.

The **adjective** describes a thing,  
As *magic* wand or *bridal* ring.

The **verb** means action, something done,  
To *read* and *write*, to *jump* and *run*.

How things are done the **adverbs** tell,  
As *quickly*, *slowly*, *badly*, *well*.

The **preposition** shows relation,  
As *in* the street or *at* the station.

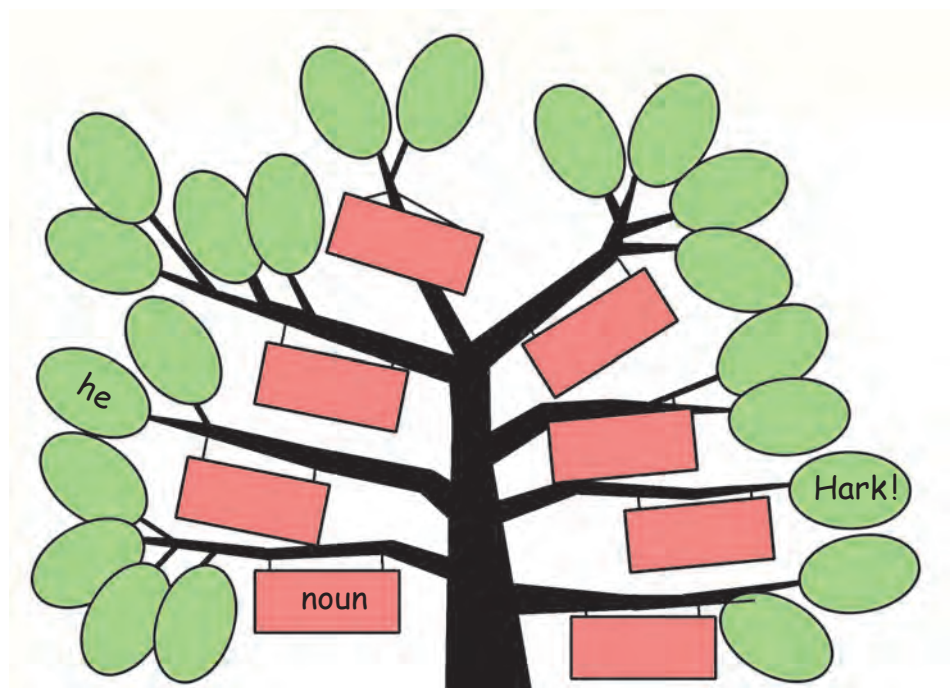
**Conjunctions** join, in many ways,  
Sentences, words, *or* phrase *and* phrase.

The **interjection** cries out, "*Hark!*"  
I need an exclamation mark!

Through poetry, we learn how each  
of these make up **THE PARTS OF SPEECH**.

- Author Unknown

- The tree figure shows the different parts of speech and their examples given in the poem. Write appropriate labels in the tree figure with the help of the poem.



Parts of Speech