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LONGMANS
YORUBA
READERS



READER THREE

NOTES ON HOW TO USE THIS BOOK

(FOR THE TEACHER)

1. *Sections*.—A short black line in the middle of a story indicates the end of a section. Some of the stories are in the form of plays, and in these each scene counts as a section.

2. *Rate of Progress*.—Children should read two sections a week from Reader III. The last two weeks of each term may be used for revision.

3. *New Words*.—Long and difficult words should be picked out before the lesson begins, and be printed on the blackboard. The children should be given drill on these words before they begin to read the section. Introductory work on new words is very important if children are to read with fluency, expression and enjoyment.

To ensure that children understand the meanings of specially difficult words, they should be asked to make up sentences containing them. The teacher will then write the sentences on the blackboard.

4. *Questions and Exercises*.—Questions and Read-and-Do Exercises will be found at the end of many of the stories.

(a) *Questions*.—Keep in mind that questions should not merely elicit facts from the children. They should make the children think, and test their understanding of the stories, and help to bring out the qualities of the characters they have been reading about.

When the lesson is on the second or third section of a story, questions should be asked about the previous section or sections before reading is begun. When all the sections have been read the story should be revised as a whole.

Very occasionally the children should be told to read a new section silently for about 10 minutes, and then to close their books. The teacher will then ask questions to test if the children have understood what they have read.

(b) *Other exercises*.—The teacher should think out for himself other exercises to be done in connection with any story or section of a story, e.g.—

(i) The nouns (verbs, etc.) may be picked out.

(ii) A few sentences from a section which has just been read may be written on the blackboard with one or two difficult words omitted. The pupils either fill in the words or write the completed sentences in their exercise books.

(iii) *Proverbs*.—Pupils should understand and learn any proverbs that come as titles or endings of stories.

LONGMANS' YORUBA SERIES:

READER III

WITH ILLUSTRATIONS

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