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TEACHING GUIDE

Open Door English 4

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Contents

	Page
Scope and Sequence of <i>Open Door English 4</i>	4
Chapter 1 A General Introduction to <i>Open Door English</i>	12
Chapter 2 The Components of <i>Open Door English 4</i>	22
Chapter 3 How to plan a Teaching Unit Sample Procedures for a 2-week Teaching Unit	29
Chapter 4 How to Plan a Revision Unit Sample Procedures for a 1-week Revision Unit	44
Chapter 5 Plans and Answer Keys for Units 1-20	49
Chapter 6 Language Teaching Games	195
Appendix 1 Level 4 Word List	203
Appendix 2 Photocopiable Assessment Tasks	207
Appendix 3 Assessment Procedure and Mark Scheme	211
Appendix 4 Photocopiable Tracking Marksheet	214

Scope and Sequence of Open Door English 4

Unit	Reading Comprehension	Word Reading and Spelling
1 Page 2	<p>Study Detectives Non-fiction: Information A: Use a dictionary to find the meaning of a word. Recognize that information can be presented in a variety of ways, e.g. in a map, glossary, table, contents, index etc. B1: Identify features of an information text. B2: Check that the text makes sense to them. B3: Identify and summarize main ideas. B4: Draw inferences.</p>	<p>C1 & 3: Read and pronounce words of French origin with the <i>sh</i> sound spelt <i>ch</i> (chef), the <i>g</i> sound spelt <i>gue</i> (league), the <i>k</i> sound spelt <i>que</i> (antique). C2: Use the term <i>syllable</i>. C4: Use a dictionary to find meaning and part of speech. C5-6: Read and pronounce words of Latin origin with the <i>s</i> sound spelt <i>sc</i> (science), and words of Greek origin with the <i>k</i> sound spelt <i>ch</i> (character). C7: Use tricky words in context.</p>
2 Page 12	<p>The Dark Riders Fantasy fiction A: Know that a fantasy story involves magic. Be ready to change their minds about the characters while reading. B1: Identify themes and conventions in fantasy fiction. B2: Retell a story orally. Act it out in groups. B3: Explain the meaning of words in context. B4: Identify and summarize main ideas. B4: Draw inferences. Justify inferences with evidence.</p>	<p>C1-4: Know that the following spellings make the phoneme <i>ay</i> as in <i>day</i>: wait, gate, they, beige, weigh. C5-7: Know that the following spellings make the phoneme <i>u</i> as in dust: <i>o</i> as in other, <i>ou</i> as in country.</p>
3 Page 23	<p>A Bear in the City A play-script A: Discuss key words. Predict what might happen from details stated and implied. B1: Identify themes and conventions in a play-script. B2: Discuss informal words and phrases that catch the reader's imagination. B3: Summarize main ideas. B4: Take turns to listen to what others say.</p>	<p>C1-3: Make nouns from verbs by adding the suffixes: <i>-tion</i> (description), <i>-ation</i> (information), <i>-ssion</i> (permission). C1: Count the syllables in a word. Use the term <i>stress</i>. C2: Identify target words in the reading text. C3: Revise the above nouns in the context of a play-script. C4-6: Plural nouns <i>f/fe + s</i>: (leaves), <i>y + s</i> (berries), <i>vowel + y + s</i> (monkeys, pathways, boys, guys). Irregular plurals: (deer). C7: Recognize opposites of adjectives.</p>
4 Page 34	<p>Things that I Love A list poem A: Use a dictionary. Discuss words and phrases that capture the reader's interest and imagination. Perform a poem. B1-2: Identify themes and conventions in poetry. B3: Classify vocabulary with the help of a dictionary. B4: Express and explain preferences.</p>	<p>Plurals C1-2: Use plurals ending in <i>ss</i>, <i>sh</i>, <i>ch</i>, <i>x</i> (dresses, sashes, lunches, postboxes). C3: Use plurals ending in <i>os</i> (radios) or <i>oes</i> (potatoes). C4-5: Recognize silent letters (whiskers, high, thumb). C5: Identify new vocabulary in a word-search.</p>
5 Page 42	How am I doing? Revision of learning from the previous four units.	

Vocabulary, Grammar, and Punctuation	Listening & Speaking	Composition
<p>Adjectives and Nouns D1: Understand that an adjective tells us more about a noun. D2: Use a capital letter at the start of a proper noun. D3: Use comparative forms of one-syllable and multi-syllable adjectives, also adjectives ending in <i>y</i> (<i>calmer, noisier, more beautiful</i>). D4: Use superlative forms of adjectives (<i>the largest/most beautiful</i>).</p>	<p>E1: Compose and rehearse sentences orally while discussing information shown on a map. E2: Listen to and complete a table.</p>	<p>E3: Write an information reference text with comparatives. Use sub-headings. E4: Use different sources to write an information text. E5: Proof-read for correct punctuation of proper nouns.</p>
<p>Noun Phrases and Determiners D1-3: Form noun phrases with modifying adjectives. D1: Recognize the head word in a noun phrase, e.g. <i>a strange old lady with a shimmering veil</i>. D2: Revise using a before a consonant and an before a vowel; complete a noun phrase. D3: Write noun phrases with prepositions: <i>a strange old lady with a shimmering veil</i>. D4: Use the determiners <i>a, an, the</i> correctly. D5: Revise question marks and form questions correctly.</p>	<p>E1: Discuss key features of fantasy stories. E2: Listen to a fantasy similar to that which they are about to write. E3: Compose and rehearse sentences orally. E5: Read aloud own writing to a group.</p>	<p>E3: Plan a story ending. E4: Write a story ending. E5: Proof-read for punctuation.</p>
<p>Nouns D1: Distinguish between count and uncount nouns; use nouns with <i>much</i> and <i>many</i>. D2: Use collective nouns with count and uncount nouns (<i>a jar of honey</i>). D3: Use <i>could</i> and <i>would</i> to make polite requests. D4: Punctuate play-scripts with colons after speakers' names and brackets around stage directions.</p>	<p>E1: Note the features of a play-script; compose and rehearse the dialogue orally. E2: Listen to a play-script similar to that which they are about to write. E4: Act out the play-script. E5: Perform the play-script.</p>	<p>E3: Plan and write a play-script in polite language. Extension: End the play-script with own ideas.</p>
<p>Conditionals D1-3: Use the present tense with <i>if</i> and <i>when</i> (zero conditional), e.g. <i>When I'm feeling sad, I remember my favourite things. If a dog feels angry, it bites</i>. D4: Use powerful adjectives. D5: Use commas in lists and after conditional clauses.</p>	<p>E1: Discuss and record ideas for a list poem. E2: Listen to two list poems and relate them to the pictures. E7: Perform own poems with expression.</p>	<p>E3: Note adjectives and alliteration in the listening exercise. E4-5: Plan and write their own list poems using all the senses and alliteration. E6: Peer edit for adjectives, senses, and commas.</p>

Scope and Sequence of Open Door English 4

Unit	Reading Comprehension	Word Reading and Spelling
6 Page 44	<p>Mowgli's Brothers Classic fiction A: Use a dictionary to check word meanings. Make inferences. B1: Identify themes and conventions in classic fiction and story settings. B2: Use a dictionary to find meanings, especially of archaic words like <i>thou</i> and <i>ye</i>. B3: Identify key details. B4: Explain inferences with reference to the text.</p>	<p>C1-3: Add the suffix <i>ed</i> to words ending in a vowel followed by a consonant: Double the consonant after one-syllable verbs, e.g. <i>dropped</i> or if the last syllable is stressed e.g. <i>permitted</i>. Do not double the consonant if the first syllable is stressed e.g. <i>entered</i>. C4 & 6: Distinguish homophones and use the tricky words. C5: List words in alphabetical order.</p>
7 Page 54	<p>How to make a Paper Helicopter Non-fiction: Instructions, explanations, and predictions A: Discuss understanding of key concepts. Describe the first part of an experiment and record predictions of what will happen in the second part. B1: Identify themes and conventions in instructions, explanations, and predictions. B2: Use a dictionary to find word meanings. B3: Predict what will happen if you change the experiment. B4: Discuss and record their own predictions.</p>	<p>C1-2: Make words with -wards (<i>forwards, backwards</i>). C1 and 3: Know that <i>s</i> makes the same phoneme in <i>measure</i> and <i>decision</i>. C4-6: Know that <i>er, or, and ar</i> can make the same phoneme (<i>helicopter, rotor, rectangular</i>) and use the tricky words.</p>
8 Page 63	<p>The Golden touch A Greek myth A: Find a myth's place of origin on a map. Discuss the difference between scientific and mythological explanations. Take turns to listen to each other's ideas. B1: Identify themes and conventions in myths. B2: Summarize main ideas, using <i>so ... that...</i> B3: Guess the meaning of words from the context. B4: Summarize key events and re-tell the story orally by acting it out.</p>	<p>C1-4: Know that words ending in <i>-sion</i> (<i>mansion</i>), <i>-ssion</i> (<i>procession</i>), and <i>-cian</i> (<i>musician</i>) can make the same phoneme (<i>shun</i>). C5-7 Know that <i>y</i> sometimes makes the phoneme <i>i</i> in the middle of a word (<i>myth</i>), but that if a word ends with <i>y</i>, it turns to <i>i</i> before <i>-ness</i>. Use the correct word from a given word family in context (e.g. noun: <i>myth</i>, related adjective: <i>mythological</i>). C8: Use tricky words in context.</p>
9 Page 74	<p>The Patterns of Poetry Different types of poem <i>Louder</i> by Roger Stevens A: Express opinions about favourite poems. Show understanding through intonation, tone, volume, and action. B1: Identify themes and conventions in haikus, shape poems, rhyming poems, free verse, and cinquains. B2-3: Identify words that capture the reader's interest. B4: Identify how structure contributes to meaning. B5: Express opinions about poems.</p>	<p>C1-5: Use words with the suffix <i>ly</i>: Add <i>ly</i> to words ending with: <i>y</i> (<i>happily</i>), <i>le</i> (<i>gently</i>), <i>ic</i> (<i>frantically</i>). Learn tricky words ending with <i>ly</i> (<i>truly, duly, wholly, publicly</i>).</p>
10 Page 82	How am I doing? Revision of learning from the previous four units.	

Vocabulary, Grammar, and Punctuation	Listening & Speaking	Composition
<p>Verbs: Past Simple and Past Progressive Use standard English verb inflections instead of local spoken forms in the past simple tense. D1: Identify verbs about sound and movement. D2: Identify verbs in the past simple tense ending with <i>ed</i>. D3: Identify and use irregular verbs in the past simple tense. D4: Make questions and answers in the past progressive tense. (<i>Were you sleeping? I was sleeping.</i>) D5: Revise speech marks.</p>	<p>E1: Discuss writing similar to that which they are planning to write, i.e. a story setting. E2: Understand the gist of a complex, literary text.</p>	<p>E3: Plan a story setting. E4: Write a story setting, using the past tenses and powerful verbs. E5: Evaluate and edit their own and each other's writing. Extension: Continue the story.</p>
<p>Verbs: Commands and the Future Tense with <i>if</i> D1-2: Use standard English verb inflections instead of local spoken forms to give instructions and express possibility. D3: Use bullet points and numbering. D4: Use the future tense with <i>if</i> (1st conditional).</p>	<p>E1: Discuss and record ideas. E2: Listen and complete/order a text illustrating instructions and explanations.</p>	<p>E3: Write instructions and explanations from the listening text, using headings, bullet points, and numbering. E4-5: Plan, then write instructions how to get somewhere (directions). Extension: Use 1st conditional to describe what you will see if you stand outside your classroom.</p>
<p>Verbs: Present Perfect Tense D1-3: Use standard English verb inflections instead of local spoken forms. Use the present perfect to: D1: show what has just happened. D2: show how long something has lasted with <i>for</i> or <i>since</i>. D3: show what has or has not happened in someone's experience, focusing on question forms. D4: Use apostrophes to show possession with singular nouns (e.g. <i>the tree's leaves</i>) and regular plural nouns (e.g. <i>the trees' leaves</i>).</p>	<p>E1 Discuss myths and similes. E2-3: Identify similes in the reading and listening texts. E6. Read aloud their own writing expressively.</p>	<p>E4: Write a myth, following the plan of the listening text. Extension: Write their own modern myths. E5: Assess the effectiveness of each other's writing and proof-read for spelling.</p>
<p>Adverbs D1: Use adverbs of manner (<i>gently, fast</i>). D2: Use adverbs of frequency (<i>never, occasionally, sometimes, often, always</i>). D3: Use adverbs to express time and cause (e.g. <i>first, then, next, finally, therefore</i>). D4-5: Distinguish between the possessive apostrophe in regular plurals (<i>trees' branches</i>) and irregular plurals (<i>children's footprints</i>).</p>	<p>E1: Draft a haiku with a friend. E2: Show oral understanding of a haiku in a listening text. E5: Read aloud own poetry with expression.</p>	<p>E2: Write a haiku about a horse. E3: Write a cinquain about a camel, using an adverb and a sound. E4: Suggest improvements to a peer's writing. E5: Second-draft own poem. Extension: Write a shape poem inside a traced hand.</p>

Scope and Sequence of Open Door English 4

Unit	Reading Comprehension	Word Reading and Spelling
11 Page 84	<p><i>The Dishonest Merchant</i> A legend (set as a cartoon) A: Use a dictionary. Infer what is happening in a painting. Express opinions. B1: Identify themes and conventions in information texts, legends, and cartoons. B2: Explain the meanings of words in context. B3: Identify the main ideas. B4: Express opinions about the moral of the story.</p>	<p>C1-4: Add prefixes to make negative forms with: <i>dis-</i> (dislike), <i>mis-</i> (misinform), <i>in-</i> (incredible), <i>un-</i> (untrue), C5 and 7: Make negatives with <i>im-</i> (impossible), <i>il-</i> (illiterate), <i>ir-</i> (irresponsible). C6: Use tricky words in context.</p>
12 Page 94	<p><i>Letter to the Prime Minister</i> Non-fiction: A formal letter A: Use a dictionary. Participate in discussion. B1: Identify themes and conventions of formal letters. B2: Identify and summarize main ideas. B3: Order main ideas in sequence. B4: Relate own experience to the text.</p>	<p>C1-3, 5: Add prefixes to mean: <i>against:</i> <i>anti-</i> (antiseptic), <i>by itself:</i> <i>auto-</i> (automatic), <i>between:</i> <i>inter-</i> (interrupt), C4-5: <i>again:</i> <i>re-</i> (rewrite), <i>stronger or back:</i> <i>re-</i> (research).</p>
13 Page 104	<p><i>Danny, the Champion of World</i> A classic adventure story A: Discuss a story setting. Predict what will happen next. B1: Identify themes and conventions in adventure fiction. B2: Discuss words and phrases that catch the reader's imagination. B3: Summarize key events. B4: Infer how suspense makes a story more exciting.</p>	<p>C1-4: Distinguish homophones and use them in a context. C5-6: Revise compound words and know that some are hyphenated.</p>
14 Page 114	<p><i>The Chai Coffee Train</i> Free verse A: Pre-learn the vocabulary of the poem. Read a poem aloud, controlling tone and volume so that the meaning is clear. B1: Identify themes and conventions in a poem, dictionary, and glossary. B2: Distinguish words about sound, movement, and feeling. B3-5: Make inferences from poetry and art. B6: Write a simple poem using the senses and the structure of B5.</p>	<p>C1-2: Make adjectives by adding the suffixes <i>-ful</i>, <i>-less</i>, <i>-er</i>, <i>-y</i>, and <i>-ing</i> (where <i>-ing</i> words act as adjectives in a sentence). C3: List words in alphabetical order when up to three initial letters are the same. C4: Use words from the text in a different context. C5: Identify and use the correct form of words from a word family.</p>
15 Page 124	How am I doing? Revision of learning from the previous four units.	

Vocabulary, Grammar, and Punctuation	Listening & Speaking	Composition
<p>Speech Marks D1: Use speech marks for direct speech; put . , ? ! before end speech marks; use a comma instead of a full stop before going on to say who spoke. D2: Start a new paragraph for a new speaker. D3: Use alternative words for <i>said</i>. D4: Use direct speech, explaining who spoke.</p>	<p>E1: Re-tell a story orally. Control the tone so that the meaning is clear. E3: Plan and improvise a dramatization of the story. E4: Summarize the key points of the story in the listening text.</p>	<p>E2: List the characters of a story, using commas. E5: Convert a cartoon to a narrative with direct speech. E6: Check own punctuation and that of others. Extension: Write a narrative in direct speech with speech marks.</p>
<p>Paragraphs and Fronted Adverbials D1: Identify the subject sentence in a paragraph. D2: Identify where new paragraphs should start; use capital letters. D3: Identify fronted adverbials e.g. <i>In addition, To conclude,</i> D4: Use fronted adverbials, followed by a comma.</p>	<p>E1: Discuss and record ideas for a formal letter. E2: Complete a listening task on a formal letter. E5: Read final letter aloud in class.</p>	<p>E3: Write a formal letter with the help of a writing frame, using paragraphs around a theme, with a subject sentence at beginning. Use organizational devices (for example, address, date). Extension: Add additional paragraphs. E4: Peer-edit for punctuation.</p>
<p>Conjunctions and Clauses D1: Use conjunctions to join clauses (<i>when, before, after, while, so, because</i>). D2-3: Identify the difference between a main clause and a subordinate clause. D4: Express uncertainty with the modals <i>may, might, and could</i>. D5: Punctuate with commas, question marks, full stops, and ellipses (3 dots).</p>	<p>E1: Predict what will happen next in an adventure story. E2: Complete a listening task on an adventure story. E6: Perform own writing with expressive intonation.</p>	<p>E3: Plan the ending of an adventure story. E4: Write a story with suspense to read aloud and perform. E5: Edit the punctuation of own writing. E6: Rewrite and display writing.</p>
<p>Prepositions D1: Use prepositions of place (e.g. <i>in front of, behind, against</i>). D2: Use prepositions of movement (e.g. <i>out of, into, around</i>). D3: Use prepositions of time (e.g. <i>before, after, during</i>). D4 and 6: Distinguish between metaphors and similes. D5: Punctuate direct speech, using a comma instead of a full stop before we go on to say who spoke.</p>	<p>E1: Explain the difference between free verse and rhyming verse. E2-4: Complete listening tasks on a free verse poem. E7: Perform own poetry. Show understanding through intonation, tone, volume, and action.</p>	<p>E5: Plan a poem with the help of questions, a photo, and a word-list. E6: Write a poem about being lost at a funfair, using the senses, suspense, a simile, and a metaphor.</p>

Scope and Sequence of Open Door English 4

Unit	Reading Comprehension	Word Reading and Spelling
16 Page 126	<p>We Are All One A Chinese fairy tale A: Pre-learn key vocabulary. Make inferences from the story. B1: Identify themes and conventions in fairy tales. B2: Use a dictionary to identify meanings. B3: Summarize main ideas. B4: Infer people's feelings, justifying choices with evidence from the text.</p>	<p>C1-3: Recognize that words ending in <i>-tcher</i> (<i>catcher</i>), <i>-cher</i> (<i>teacher</i>), and <i>-ture</i> (<i>creature</i>) can all make the same phoneme. C4: Use words ending in <i>-ever</i> (<i>whoever</i>, <i>whenever</i>). C5-7: Use homophones in context. C8: Identify synonyms.</p>
17 Page 136	<p>Kids' Scene: Part 1 News reports A: Discuss the features of news reports. B1: Identify themes and conventions in news reports. B2: Retrieve and record information from non-fiction. B3: Identify main ideas. B4: Make comparisons within the text.</p>	<p>C1-3: Revise the prefixes <i>sub</i> meaning <i>under</i> (<i>submarine</i>), <i>super</i> meaning <i>above</i> (<i>supervisor</i>). C1 & 4: Recognize how to write ordinal numbers both as words and numbers with abbreviations (<i>1st</i>, <i>2nd</i>, <i>3rd</i>, <i>4th</i>). C5: Recognize that the meaning of idioms must be learnt as a whole. C6: Use a dictionary to find the meanings of formal and informal language. C7: Use the tricky words in context.</p>
18 Page 146	<p>Kids' Scene: Part 2 An interview, jokes, and questions as magazine articles A: Discuss opinions of TV programmes. Plan questions for an interview. B1: Identify themes and conventions in interviews, jokes, and riddles. B2: Use adjectives to describe character. B3-4: Check that the text makes sense to them. B5: Take turns to listen to what others say.</p>	<p>C1-4: Suffix -ous (<i>dangerous</i>) Use words ending in <i>-our + ous = orous</i> (<i>glamorous</i>), <i>-ious</i> (<i>curious</i>), <i>-eous</i> (<i>spontaneous</i>). C5-6: Revise suffixes <i>-ness</i> (<i>rudeness</i>), <i>-ment</i> (<i>entertainment</i>).</p>
19 Page 156	<p>The Dong with the Luminous Nose A nonsense poem and a character study A: Use a glossary. Draw inferences. B1: Identify themes and conventions in a narrative nonsense poem. B2: Identify words that catch the reader's interest and imagination. B3: Summarize key points. B4: Draw inferences. B5: Read and perform a poem, controlling tone and volume so that the meaning is clear.</p>	<p>C1: Explain that we can spell the same phoneme in many ways, e.g. <i>awful</i>, <i>pause</i>, <i>shore</i>, <i>all</i>, <i>talk</i>. C2: List words in alphabetical order. C3: Use the words in C1. C4: Recognize the meanings of old-fashioned words. C5-6: Recognize the phonic patterns in <i>light</i>, <i>wander</i>, <i>wonder</i>. C7: Spell tricky words with <i>ough</i> (<i>through</i>, <i>thought</i>, <i>although</i>, <i>enough</i>, <i>cough</i>).</p>
20 Page 165	How am I doing? Revision of learning from the previous four units.	

Vocabulary, Grammar, and Punctuation	Listening & Speaking	Composition
<p>Pronouns D1-2: Use pronouns to aid cohesion and avoid repetition. (<i>I, you, he, she, it, we, you, they, me, you, him, her, it, us, you, them</i>) D2: Use possessive pronouns: (<i>mine, yours, hers, ours, yours, theirs</i>) D3: Distinguish between a plural and possessive s. D4: Recognize fronted adverbials. D5: Recognize and add commas after fronted adverbials.</p>	<p>E1: Distinguish between a fairy story and a folk story. E2: Complete a listening task and identify it as a folk story. E3: Improvise the story in class, taking turns at the main roles.</p>	<p>E4: Write a folk story, using speech marks and fronted adverbials. E5: Peer-check that pronouns have been used accurately.</p>
<p>Verb Inflections D1: Use the standard English forms for verb inflections instead of local spoken forms in the past tense of irregular verbs. D2: Punctuate sentences, recognizing where to place full stops and capital letters. Use standard inflections in the present perfect tense of irregular verbs. D3: Use the determiners <i>a, an, the, and some</i> correctly. D4: Use <i>a</i> before vowel letters that make a consonant sound (<i>a unique gallery</i>) and <i>an</i> before consonant letters that make a vowel sound (<i>half an hour</i>).</p>	<p>E1: Plan a news report of a recent event. E2-3: Demonstrate understanding of a radio news report as a listening text.</p>	<p>E4: Draft an imaginary report in groups of four. E5: Draft a true report of a recent event. Extension: Add more paragraphs and subheadings. E6: Evaluate and edit each other's writing, suggesting improvements to grammar.</p>
<p>Asking Questions Use standard English verb inflections: D1: Ask questions in the past simple tense. D2: Ask questions in the present simple tense, focusing on the third person singular. D3-4: Punctuation: Use apostrophes for missing letters in the context of informal speech.</p>	<p>E1: Discuss whom to interview and why. E2: Show comprehension of an interview as a listening task.</p>	<p>E3: Plan questions for an interview. E4: Interview an adult and record answers. E5: Peer-edit punctuation and grammar. E6: Create a magazine with reports (U17) and interviews (U18). Extension: Add jokes, riddles and a Q and A about nature.</p>
<p>Word Families D1-2: Recognize that a root word is a clue to the meaning of other words that are built on it. D1, 3, & 4: Revise nouns, adjectives, and verbs. D5 & 8: Use speech marks with commas, question marks, and full stops. D6. Revise pronouns. D7: Revise adverbs. D8. Punctuate direct speech, using a new paragraph for a new speaker.</p>	<p>E1: Distinguish between appearance and expression in a character. E2: Show understanding of a character study as a listening task.</p>	<p>E3: Plan a character study, including adjectives about appearance and expression. Use precise verbs. E4: Draft a character study. E5: Check own work, re-write it neatly, display it and read it aloud.</p>

A General Introduction to *Open Door English*

Contents of the General Introduction

1. Key Features of the Course
2. Speaking and Listening
3. Text Reading and Comprehension
4. Word Reading and Phonics
5. Grammar and Punctuation
6. Writing and Composition
7. Skills and Attitudes for the Modern World
8. Content and Language Integrated Learning (CLIL)
9. Differentiation
10. Formative Assessment
11. My E-Mate

1. Key Features of the Course

Open Door is a lively, modern course for children growing up in the 21st century. From the start, pupils are exposed to a variety of texts with a balance of fiction, non-fiction, and poetry suitable for their age group. These texts are followed by stimulating tasks that develop all-round competence in English.

The course is designed in line with international standards. Levels 1 to 5 follow the UK 2014 National Curriculum for:

- Speaking and Listening (Section 2)
- Text Reading and Comprehension (Section 3)
- Word Reading and Phonics (Section 4)
- Grammar and Punctuation (Section 5)
- Writing and Composition (Section 6)

The teaching of grammar is also compatible with the Common European Framework of Reference (CEFR) for second language teaching: A1 (Level 2), A2 (Levels 2-3), and B1 (Levels 4-5).

In addition to its rigorous standards in English, the course develops skills and attitudes necessary for modern life: curiosity, critical thinking, responsibility, communication, co-operation, and creativity. Content and language are integrated so that children are easily able to access other subjects taught through the medium of English. Regular formative assessment enables the school to pick up on individual and class weaknesses and remedy them. Differentiation is built into every unit so that the teacher can address the needs of different abilities in the class.

2. Speaking and Listening

2.1 The audio-recordings on My E-Mate

As speaking begins with listening, students need exposure to correct models of spoken English. All reading texts, phonic tables, and listening exercises are available on an audio-recording that is read aloud in accurate, modern English. You can read how to access My E-Mate in Section 11.

The reading texts are read expressively in a variety of voices. The spelling lists are read aloud so that the children can repeat the correct pronunciation of each word. The listening tasks are read in a lively way, with a different voice for each part in dialogues. However, the teacher can read aloud all texts if audio-equipment is not available. Listening texts are given at the back of the Textbook. Explain that your students should not look at them while doing listening tasks.

2.2 Talking about reading

At every level of the course, children are encouraged to listen to and discuss all reading passages. Informal chat brings each theme to life and gives children practice in listening to and expressing their own ideas. **Pre-reading tasks** introduce the key words and themes of every unit. **Talk boxes** support every reading text with ideas for open-ended discussion related to the theme. They often lead children to relate the reading text to their own experience or to predict what will happen next.

2.3 Talking about pictures

The rich illustrations and photos in the Textbook and Workbook are a valuable resource that can be used to promote speaking and listening. Teachers are encouraged to support printed materials with a **display board** and a 'museum table', where they can display and label simple pictures and objects related to the theme of the unit. These, together with good examples of children's work, can stimulate lively discussion.

2.4 Pronunciation

Intonation and stress are taught from the outset through the phonic and spelling lists. My E-Mate's audio-recording gives teachers confidence that children are listening to a correct model of English pronunciation. In Levels 1 and 2, songs and rhymes model correct intonation. From Level 4 onwards, the correct stress for each word is indicated in spelling lists and in the mini-dictionary. A rich variety of poetry reinforces children's appreciation of rhythm and stress in English.

2.5 Listening tasks

In the 21st century, listening and speaking skills have become increasingly important. The listening tasks enable pupils to interpret a variety of voices in the context of an audio-text that is related to the theme of the unit. If a teacher does not have access to the audio-recording on My E-Mate, the text is provided for her/him to read the listening exercises aloud.

2.6 Speaking tasks

The UK National Curriculum emphasizes that children should talk through ideas before they write them down. Throughout *Open Door*, pupils are encouraged to do guided speaking in pairs and to take part in a variety of drama activities and oral games. While the children are talking, the teacher should promote fluency rather than accuracy. She/He can do this by walking silently round the class and **monitoring** the children's talk, helping only when they are off task (not speaking on the required subject). Once the children have rehearsed their ideas orally, they are ready to write them.

2.7 Oral questioning and elicitation

In this guide, teachers are encouraged to develop their questioning skills. Elicitation gives children practice in framing their own ideas in speech before they write. Teachers should not provide the answers for the class to repeat. Instead, the teaching guide advises them to elicit key points from their pupils. If a child makes a mistake, the teacher can ask another child to clarify – and finally the teacher can summarize what has been said.

Skilled teachers will give every child a chance to speak during a lesson. They will ask less confident speakers to answer questions within their competence. More able children should be stretched with questions that demand more complex language and ideas.

3. Text Reading and Comprehension

3.1 A variety of genres and subject matter

Every unit begins with one or two reading texts. Each text illustrates a genre of writing that will later be developed in the composition task. The texts consist of a variety of fiction and non-fiction types. Contextualized in these texts are the spelling patterns, grammar, and punctuation rules that are taught later in the unit. The subject matter is also varied, so that children are prepared to learn the rest of the curriculum through English. (See Section 8.)

Fiction genres include:

- Levels 1-5: contemporary stories in a familiar setting, fairy tales, traditional stories, fables, fantasy, science fiction, cartoons
- Levels 2-5: classic fiction, stories from other cultures
- Levels 3-5: myths, legends, play-scripts, setting, character, plot
- Levels 4-5: adventure stories, jokes
- Level 5: comedy, fantasy computer games, suspense

Non-fiction genres include

- Levels 1-5: information, explanation, reports, instructions, descriptions, riddles, labels, personal recounts
- Levels 2-5: news reports, invitations
- Levels 3-5: brochures, project work, formal and informal letters, diaries, dictionaries, maps, tables
- Levels 4-5: glossaries, indices, contents, summaries, predictions, interviews
- Level 5: argument, discussion, advertisements, autobiography, biography, history, suggestions, book covers, blurbs, book reviews, thesaurus work

Poetry includes:

- Levels 1-5: traditional rhymes, classic poetry
- Levels 2-5: contemporary poetry
- Levels 3-5: comic poetry, rhyming verse, free verse
- Levels 4-5: haikus, cinquines, shape poetry, nonsense poetry
- Level 5: nature poetry, lyric poetry

The subject matter is also varied, so that children are prepared to learn the rest of the curriculum through English in line with the current emphasis on Content and Language Integrated Learning (CLIL: See Section 8).

3.2 Age-specific and level-specific reading texts

All texts are written to reflect the interests and maturity of the target age-group. Texts are also appropriate for the language level. They are simple enough to be understood easily, but constantly stretch the child's ability to decode new language.

The content also becomes more complex. At Levels 1 and 2, texts focus on the familiar world. We can say they look through the open door from the security of the home. At Levels 3-5, children continue to explore the known world, but are assisted to step through the open door to the world outside.

3.3 Comprehension questions

Some questions focus on literal understanding of the words, phrases, sentences, or key themes of a text. Other questions develop the ability to predict, express opinions, or infer unstated meaning. From Level 3 upwards, the first comprehension question helps pupils to explore different elements of the genre, such as the setting, characters, and plot. The next questions unpick the detail and overall gist of the text. The final question requires the children to think critically about what they have read. They learn that reading does not mean simply 'barking at print'. Reading means engaging with ideas.

3.4 A love of reading

It is hoped that the exciting stories and interesting non-fiction texts in this course will give your pupils a love of reading. There is no doubt that your pupils will become fluent in English if they read widely in their own time. A course like this cannot give them access to a library, but it can open a door to the world of books. With the encouragement of teachers and parents, children should use the texts as stepping stones to explore other books of their own choice.

4. Word Reading and Spelling

4.1 Synthetic phonics

The decoding of words is taught in a progressive way. At Level 1, children are taught to read words mainly through **synthetic phonics**. ‘Synthesis’ means combining parts to make a whole. ‘Phonics’ is the study of the regular sounds made by letters or groups of letters. So ‘synthetic phonics’ involves combining the letter sounds to read a whole word. It is an established system of teaching children to read through the **phonemes** (regular speech sounds) made by **graphemes** (letters or combinations of letters). The children develop an understanding ‘**GPCs**’ (**G**rapheme-**P**honeme **C**orrespondences) as they learn to associate spellings with sounds. They first take apart the words by **segmenting** them into their component phonemes. They then synthesize the phonemes by **blending** them into words.

4.2 Daily phonic and spelling practice

At Levels 1 and 2, the course encourages teachers to do phonic and spelling practice for 5-10 minutes at the beginning of **every** lesson. Little and often is better than a long lesson once a week. Some teachers may wish to do phonic practice at the start of the day, right after they have called the register.

At Levels 3, 4, and 5, children move from phonics to spelling. Some teachers still like to start each lesson by practising a single spelling pattern on the board for a few minutes. However, this is not necessary at higher levels. The course revises and recycles each spelling pattern regularly through the course.

4.3 Graded spelling progression

Spelling is taught in graded, manageable steps. All new spelling patterns are introduced in the context of an interesting reading text. The target words are then practised in a table and read aloud by the teacher or on the audio-recording on My E-Mate for the children to repeat. At Level 1, they segment and blend each word. At Levels 2-5, they read each word as a whole, only segmenting and blending when they have a problem in decoding the word.

The exercises practise the use of the spelling patterns in the context of sentences or mini-stories. Spelling is taught systematically, so it is important to work through the course in unit order. At Levels 2-5, children are taught to remember some spelling patterns through clues such as prefixes, suffixes, and word origins.

4.4 Key words and tricky words

Each reading text is introduced with a few **key words** that help them to access the reading text. As English is full of words that do not fit the rules, ‘common exception words’ (such as *friend* and *child*) are also taught as **tricky words** in each unit. These are first contextualized in the reading text and then studied as whole words, without being sounded out.

4.5 Dictionary skills

At early levels, children learn the order of the alphabet to prepare them to use a dictionary later. In Levels 3-5, a mini-dictionary at the back of the Textbook supports the learning of new words. In Level 3, the children only need to search through the words in given units. In Level 4, the words are grouped together for each quarter of the book. In Level 5, all the words are set out as in a real dictionary, indicating stress, part of speech, and, where necessary, alternative meanings.

5. Grammar and Punctuation

5.1 Steady progression

Every grammar rule is taught one step at a time, and recycled once it has been taught. The same sentence structures are revised and developed as the child progresses through the course. At each level, the language from the previous level is revised and new language is taught. This is why the first few units of every level are mainly revision from the previous level.

5.2 Wise owl boxes

Wise owl boxes teach grammar and punctuation rules in simple, child-friendly language. The grammar rules are taken from the UK National Curriculum and the Common European Framework of Reference. Additional teaching notes about grammar are given in the Teaching Guide, supporting the teacher's own grasp of the grammatical concepts taught.

5.3 Contextualization

The target grammar of a unit is introduced naturally in the reading passage. Initially, the children read for meaning, not form. Later in the unit, they can look back at the text, which helps them to see how to use a particular language structure. Many exercises are composed as mini-stories that continue the theme of the reading text. The composition task is usually structured with a writing frame or leading questions, enabling pupils to use the grammar they have learnt to communicate their own ideas.

The Teaching Guide details **language-teaching games** that help the teacher to contextualize language through enjoyable but controlled communication.

5.4 Instructions for teachers and pupils

Exercise rubrics explain what pupils need to do in simple, child-friendly language. Most exercises begin with an example to further clarify how to complete each task. Learning outcomes for each exercise are outlined in the Teaching Guide.

5.5 Terminology

We have used the grammatical terminology specified by the 2014 UK National Curriculum. Some terms may differ from those you have used before. For example, we refer to the present and past continuous tenses as the present and past progressive tenses. We refer to the articles *a*, *an*, and *the* as determiners.

Please note this is an Oxford Publication, we use 'Oxford comma' or 'serial comma'. This means that we use a comma before the words '*and*' or '*or*' in a list.

6. Writing and Composition

6.1 Transcription (Spelling and Handwriting)

Spelling is linked to phonics and vocabulary development in Section C of each unit. (See Section 4). **Handwriting** is taught in the Workbook. In Workbook 1, pupils learn how to form and place letters correctly between quadruple lines, with a starter dot to assist correct letter formation. In Workbook 2, they learn which letters have exit flicks in preparation for joined handwriting, still between quadruple lines. They begin to join some letters and learn that some letters need not be joined. Fully joined handwriting is introduced half way through Workbook 3, and a fluent handwriting style should be established by the end of Workbook 5. Double lines give guidance in Workbooks 3-5. For further information on handwriting, see the level specific guidance in the Workbook notes.

6.2 Composition (Expressing ideas and structuring them in speech and writing)

Composition is taught both through controlled language exercises and through open-ended tasks. The exercises are based on the reading texts, spelling patterns, vocabulary, grammar, and punctuation taught in each unit. They give children controlled **practice** in using different English skills. The open-ended composition tasks move children to **production** of their own authentic ideas.

Writing frames provide scaffolding, which is especially helpful to children who do not hear correct models of English outside school. These writing frames usually take the form of substitution tables or leading questions. They help pupils to express individual ideas and experiences without making too many mistakes.

6.3 Correction strategies

Teachers can use several strategies for correcting writing tasks. It is important to know the advantages and disadvantages of each before they choose how to correct each piece of work.

Self-correction

As the teacher writes the correct answers on the board, the children correct their own mistakes. They then re-write the words correctly. Teachers should only allow children to mark their own work for 'closed answers' that are clearly right or wrong, e.g. in a spelling test. The teacher should check their corrections later.

- **Advantages:** The children take responsibility for learning from their mistakes. They focus on their own errors and rectify them.
- **Disadvantages:** They may cheat in order to please the teacher and impress their friends. To avoid this, make it clear that you are actively pleased when they correct their own mistakes honestly.

Peer-correction

The children exchange books and correct each other's mistakes as for self-correction. Again, children should only correct their classmates' work for 'closed answers'. The teacher should check the corrections later.

- **Advantages:** The children work with and learn from a classmate. They are often more ready to check each other's work than their own.
- **Disadvantages:** The children may feel humiliated when their peers see their mistakes. Quarrels can arise. To avoid this, make it clear that nobody should be teased for making mistakes.

Teacher-correction

The teacher checks children's written work in or after the lesson. Teachers should always correct 'open-ended answers' when there is more than one possible response. **All compositions should be corrected by the teacher.** To ensure that children learn from your corrections, insist that they correct their mistakes after you have checked a piece of work.

- **Advantages:** The teacher can see where individual children are going wrong so that she/he can rectify mistakes. She/He can praise children for good work and give formative feedback to help them improve. Children are motivated to do careful work if they know that their teacher will read it.
- **Disadvantages:** Correcting books is very time-consuming and teachers need to rest at weekends! To make time for detailed correction of open-ended tasks, consider training your pupils in self-correction or peer-correction of closed answers.

6.4 Teacher feedback

Your feedback enables your pupils to understand what they are doing right and wrong and how to improve. (See Section 10 on **Formative Assessment**.) Make sure that your comments are clear, specific, and show the child how to progress.

The purpose of feedback affects how you give it. If the children are not going to re-draft a piece of writing, correct only the key skills you have taught (e.g. incorrect use of the simple present if you have just taught it). If the children are re-writing a composition for display, correct all grammar, spelling, and punctuation errors. This motivates children to learn from their mistakes and develops pride in their own work. They will also learn the importance of accuracy when others are reading or listening to their ideas.

7. Skills and Attitudes for the Modern World

7.1 Curiosity

Curiosity is natural in children, but is often driven out of them by rote learning. *Open Door* encourages children to learn for themselves and find out more through their own research projects. Learning is not a closed room controlled only by the teacher. It should offer an open door to the world, enabling children to continue learning for themselves.

7.2 Critical thinking

Critical thinking is essential in modern life, as nowadays children are exposed to a huge variety of opinions and types of knowledge – which can present opportunities, but also dangers. This course develops students' ability to distinguish between fact and opinion. It also fosters their confidence to express their own views **and** listen respectfully to other people's opinions.

7.3 Teaching values

We are not just language teachers; we have a responsibility to teach children to be good human beings. Many reading passages are about the importance of truthfulness, kindness, and tolerance. Children are encouraged to discuss how they can help other people in their lives, including those who are different from them. At each level, they are stimulated to think about their responsibility towards the environment, and to take some responsibility to preserve the plants and animals with which they share the world.

7.4 Communication and co-operation

Over the past twenty years, research has shown the importance of **communicative language teaching** that gives students opportunities to express ideas and respond to others in meaningful situations. **Pair work** is embedded in the speaking tasks of every unit, giving children the freedom to communicate with the help of speaking frames. Children are often made aware of the **functions** of different kinds of communication, for example, to make suggestions or express disagreement politely.

Students are encouraged to take turns in discussion, to ask and answer questions, and exchange ideas and opinions. Many opportunities for **drama** are offered, since drama enables children to communicate in natural, authentic situations. Public speaking is also encouraged, so that children can read aloud their own work, recite poetry, and sing songs. It is important for children to have an **audience** for polished speaking and writing.

From the end of Level 2 onwards, children are encouraged to peer-edit each other's work and offer positive feedback. These activities develop confidence and build a sense of community in class. Since language is a two-way process, **cooperation** is an essential learning strategy.

7.5 Creativity

Our ultimate aim as teachers is to give children the independence to express their own ideas creatively. Of course, nobody creates in a vacuum. All expert users of a language have learned from example. This is why children are given exciting models of each genre in the reading texts and writing frames that support composition. At lower levels, this support may mean just choosing one of a few phrases to talk about their own experiences and ideas. At higher levels, writing frames become less restrictive, more open-ended. By the end of the course, students will need little help in expressing their own ideas independently.

8. Content and Language Integrated Learning (CLIL)

Open Door makes use of recent research into the importance of **Content and Language Integrated Learning (CLIL)**. Children in English-medium schools need to access all subjects of the curriculum through English. This is why there is a balance of topics including science, history, geography, social studies, technology, music, and art. Texts are set out in a variety of layouts appropriate to the type of writing, for example, with subheadings, numbered instructions, bullet points, labelled diagrams, fact files, and tables. The course opens a door to other areas of the curriculum.

9. Differentiation

9.1 Children with different abilities

Some pupils learn faster than others. Some have more exposure to English at home. Some are good at reading, but not speaking. Some are very articulate and have dreadful handwriting – and vice versa! They all have different learning styles – visual, auditory, and kinaesthetic. As teachers, we have to give each child the opportunity to flourish. This course is designed to extend pupils of different abilities and multiple intelligences.

9.2 Children working below the expected level

It can be difficult to help struggling children without making them feel that they are failures. Every teacher develops strategies to model, repeat, and revise language to help the progress of the least able. The course regularly recycles spelling, grammar, and punctuation rules that have already been taught. Each page is structured so that the first tasks are the simplest. This means that those who are unable to finish all of a page in class are able to accomplish something. If possible, they should complete the more difficult tasks at home with the help of an adult.

9.3 Children working at the expected level

There is no such person as an average child! Most children will work above level or below level in different subjects and at different times of their lives. Try not to label them, and to have the highest possible expectations for all. If children regularly complete the expected work, move them towards the extension activity.

9.4 Children working above the expected level

Throughout the course, **Extension** activities are suggested for more able pupils. For example, children can take part in a timed race to see who can find the most words from a spelling list in the reading text. Extension activities might also involve writing a similar, but differently angled, composition after they have completed a writing task. Or the children might be asked to do more research into a topic at home. There are many extension activities in the Textbook and further ideas in the Teaching Guide.

9.5 Multiple intelligences

Open Door is designed to stimulate children in a variety of ways. Visual learners need plenty of pictures, graphs, and diagrams, which are richly provided in this course. Auditory learners need the stimulus of sound, which is provided by the audio-recordings and a variety of poetry and song. Kinaesthetic learners need activity, which is promoted by the Extension Activities in the Teaching Guide. These include regular drama suggestions, visitor interviews, extra-curricular visits, and project work. A wide variety of language-teaching games are suggested in the Teaching Guide which make language learning enjoyable and active.

9.6 Classes of different abilities

Children who do speak English at home

In some schools, the majority of pupils hear good English spoken outside school. In this case, there may be no need for the children to copy closed answers in Sections C and D (such as blank-filling) in their notebooks. These can be completed in class orally and the children can note answers in their Textbooks. Spend time on the open-ended tasks, in particular, the composition tasks at the end of a unit. **NEVER MISS OUT THE COMPOSITION TASKS!** These will stretch your pupils to their utmost ability and the most able should learn to write imaginatively with their own individual ideas. Encourage them to go beyond the writing frames and try the extension composition tasks.

Children who do not speak English at home

In some schools, children may not have much exposure to good English outside school or they may learn incorrect models from adults whose own English is poor. In this case, you will need to spend more time consolidating the correct use of English with closed answers in Sections C and D. Ask the children to copy the whole sentences in their notebooks and give them plenty of dictation practice where suggested in Chapter 5 of this Teaching Guide. Such children may find the composition tasks challenging. Use the writing frames to help them to frame their own ideas.

10. Formative Assessment

10.1 Summative and formative assessment

Summative assessment 'sums up' what a child can do with grades or marks. It can be satisfying for the child who stands first. However, it can be demoralizing for every other child, and does not help students to understand how they can do better. **Formative** assessment pinpoints a student's strengths and weaknesses, enabling the teacher to rectify problems. It is a joint project between teacher and student, and need not be shared publicly. It does not shame or demotivate children who do NOT stand first. The emphasis is on identifying how each child can progress.

10.2 Formative assessment in *Open Door English*

Open Door enables the teacher to assess her/his students regularly so that she/he can identify weaknesses in individuals and in the class as a whole. She/He can then take steps to bring all students up to the required level and extend those working above it.

10.3 On-going formative assessment and oral feedback

While the teacher teaches a unit, she/he should constantly assess how well the class are grasping new learning. She/He can do this with **strategic questioning**, checking that students are on task. Once she/he has identified a

problem, she/he may wish to give oral feedback to an individual at his or her desk. Alternatively, she/he may decide to give oral feedback to the whole class if many are making the same mistake.

10.4 Written feedback

When correcting books, teachers should write clear, specific comments. These should identify how each student can improve the skills that have just been taught. (See Section 6.3: Correction Strategies.) Avoid general comments like 'Good' or 'Fair'. These do not help the child to see where to go next. If you have taught a specific point in a unit (e.g. question forms), focus on this in the comments that you write in the student's notebook.

It can be helpful to think of 'SMART' goals when giving feedback. Feedback should be:

- S for specific (e.g. *Change three verbs into the past tense.*)
- M for measurable (so that they are easy to check)
- A for agreed (involving the child in discussion of a problem)
- R for realistic (not pushing a child way beyond his or her capacity)
- T for time-based (giving a clear idea how long the child should spend)

10.5 'Two stars and a wish'

Try to give positive feedback on at least two points (two stars) and draw the child's attention to one point for development (a wish). You do not have to spend a long time writing in each child's notebook. For example, if the unit teaches exclamation marks, tick the correct use of exclamation marks in a composition. You may also write a simple positive comment related to what you have taught, e.g. 'Three great adjectives! J' Do not forget to help the child progress with a wish, such as 'Please add two question marks.' This shows clearly what the child needs to do to improve the piece of work. It is specific. Later, make sure you check that they have done their corrections.

10.6 Assessment weeks

In addition to on-going assessment, *Open Door* suggests four assessment weeks every year. Assessment weeks are supported by four **check-up units** entitled *How am I doing?* These enable teachers to revise and check the progress of their pupils informally. For more formal formative assessment, the Teaching Guide offers four **photocopiable assessment tasks**, to be completed under test conditions. These will help the teacher to identify the particular area in which individual children may struggle (Spelling, Vocabulary, Grammar, Punctuation, and Handwriting). She/He can then take steps to bring them up to the expected level. The results also enable her/him to check the progress of the class as a whole and revise areas that may have been neglected.

10.7 Photocopiable marksheets

Photocopiable marksheets in the Teaching Guide enable teachers to record the results of each child's assessments four times a year. This will enable the school to track the progress of each child and each class through the year, and from one year to the next.

10.8 Self-assessment

From Year 3 onwards, children should be taking some responsibility for assessing themselves. They are encouraged to re-read and edit their own and others' writing at the end of each Textbook unit. At the end of the Workbook unit, they are asked to complete a simple self-assessment form, so that they take responsibility for telling their teachers how they feel they are doing in each key area that has been taught.

11. My E-Mate

My E-Mate is a valuable addition to the course, although the course can be taught without it. The package on My E-Mate consists of:

- audio-recordings of the reading texts
- audio-recordings of the spelling tables
- audio-recordings of the listening tasks
- interactive tasks that children can do at home or in the computer suite.

Teachers will need to download the audio-texts from My E-Mate onto a smart-phone, tablet, laptop, or computer. The school should provide speakers to each teacher so that the recordings can be used routinely during English lessons.

To conclude...

We hope you are now familiar with the general principles that underlie the course. In the following chapters you will find guidance on how to approach the level you teach. Remember that these books are for you to use in the way that best suits your teaching situation. Adapt them, extend them, and make them your own.



Open the door to the world outside the classroom.

The Components of *Open Door English 4*

Chapter

2

Level 4 consists of:

1. Textbook 4
2. Workbook 4
3. My E-Mate 4
4. Teaching Guide 4

1. Textbook 4

Textbook Structure

There are twenty units in every level of the course, composed of sixteen teaching units and four revision units. Teaching units are grouped in blocks of four – generally two fiction units and two non-fiction or poetry units. Following the four teaching units is a shorter revision unit entitled *How am I doing?*

Key Components of a Teaching Unit

Each teaching unit follows a similar pattern, made up of the following sections:

- A. Reading
- B. Comprehension
- C. Word reading and Spelling
- D. Vocabulary, Grammar, and Punctuation
- E. Listening, Speaking, and Composition

Teaching Unit Structure

- **A. Reading texts** including:
 - a) an introduction of key words in the reading text
 - b) a pre-reading discussion task
 - c) fiction, non-fiction, or poetry reading texts
 - b) 'talk' boxes, encouraging children to:
 - take turns
 - relate what they read to their own experience
 - predict what will happen next
 - identify themes
- **B. Comprehension tasks** including:
 - a) exercises checking that the text makes sense to pupils
 - b) questions to improve micro- and macro-understanding of the text
 - c) exercises linking new word meanings to those already known
- **C. Word reading and Spelling tasks** including:
 - a) spelling ladders enabling children to recognize regular spelling patterns listed for Years 3 and 4 of the UK National Curriculum
 - b) occasional 'wise owl' teaching boxes to explain the spelling rules
 - c) tricky words boxes to teach irregular spellings listed for Years 3 and 4 of the UK National Curriculum.
 - d) exercises that contextualize spelling patterns and topic vocabulary

- **D. Vocabulary, Grammar, and Punctuation** including:
 - a) 'wise owl' teaching boxes to explain the grammar or punctuation rules
 - b) vocabulary practice, contextualized in sentences
 - c) grammar practice
 - d) punctuation practice
- **E. Listening, Speaking, and Composition** including:
 - a) a speaking task to consolidate understanding of the genre that children will write, and to foster cooperation and thinking skills
 - b) a listening exercise from the audio-recording or that is read aloud by the teacher
 - c) a guided composition in the genre of the reading and listening texts, leading to creative use of the target language that has been taught in Sections C and D.

Components of a Revision Unit

Every fifth unit enables teacher and children to check that previous teaching has been understood. These short check-up units revise spelling patterns, vocabulary, grammar, and punctuation that have been taught in the previous four units. There is no reading text in the revision units of the Textbooks, but there is a short comprehension task in the revision units of the Workbooks. Note that handwriting is also taught in the Workbooks.

A. Reading Texts

The Textbook is designed to be read for pleasure and is richly illustrated throughout. Teachers are advised to use the audio-recordings of texts in class as these are read aloud dramatically, providing lively models of correct spoken English. Log on to My E-Mate and download the audio-texts before you use the recordings in class.

The reading texts contextualize the spelling, grammar, and punctuation rules that are taught later in the unit. Examples of every spelling pattern and all the tricky words are included naturally in the text so that children can absorb the meanings of words before they are asked to learn the spellings. Similarly, the grammar and punctuation rules are embedded in the reading texts, so that children are introduced to these in a meaningful context.

Fiction texts are laid out as exciting stories, so children should be encouraged to predict what will happen next before they turn the page! Pictures tell much of the story and should be used as a resource for speaking practice, introducing new word meanings and making links to those already known. The stories expose children to a variety of key genres such as traditional tales, fairy stories, myths, legends, humorous stories, fantasy, science fiction, and fables. Some are set in Pakistan and some in other cultures, opening a door onto the rest of the world.

We suggest that the pupils should listen to the story being read aloud expressively and dramatically by the audio-recording or the teacher. They should follow the text as they hear it read aloud, which will help them to connect what they read to the spoken language. It is demotivating to listen to other pupils struggling to read aloud a text and we do not recommend 'reading round the class'. Children can read the text aloud to a partner or an adult once they are familiar with it. The exception to this rule is when they are preparing to read aloud for a performance.

Non-fiction texts focus on the interests of Year 4 children as they develop an interest in history, geography, and science. Humane ethical values and critical thinking skills are woven into all fiction and non-fiction texts. Children are encouraged to feel empathy with others and to think responsibly about society and the environment, moving beyond the mechanics of English grammar. Language is used as a tool to enable children to develop as human beings.

There is a variety of traditional and modern poetry in Textbook 4. These poems should develop a love of language and improve pronunciation and intonation through rhythm and rhyme. Children should be encouraged to learn some of the poems by heart.

After studying a text, encourage your pupils to re-tell stories or explain non-fiction texts in their own words. This helps them to express ideas independently and to clarify their understanding of what they read.

B. Comprehension

Discussion is an important part of the comprehension section, so children should discuss the significance of the title and events of each text, taking turns, and listening to what others say. They should always explain their understanding of what they read before they undertake the written answers.

Comprehension questions draw on what children already know or on background information and vocabulary given in the book. The tasks help children to check that the text makes sense to them and to correct inaccurate reading. The questions do not just check literal understanding; they also lead children to infer unstated meaning, to express their responses to the text, and to relate what they read to their own experiences. Some comprehension tasks introduce the grammar or punctuation of a unit if it comes naturally within the text.

C. Word Reading and Spelling

The two pages of Section C contain spelling tables on separate pages, both followed by spelling and vocabulary exercises. 'Wise owl' teaching boxes explain spelling rules where necessary.

Spelling boxes

In the spelling boxes, a key pattern is aligned vertically and highlighted so that children can immediately see the repeated grapheme and apply their spelling knowledge and skills to help them decode new words. Always discuss the meaning of each word and ask children to contextualize it in a meaningful sentence before they learn the spelling.

Pronunciation of words in spelling boxes can be repeated after the audio-recording. This can be downloaded from My E-Mate.

Tricky Words Box

This box introduces irregular spellings, such as *beautiful* and *because*. We call them 'tricky words'. They should be read as whole words and not sounded out. The UK National Curriculum for Years 3 and 4 lists a hundred commonly misspelt words that should be learnt over the two years. Half are taught in Textbook 3 and the rest in Textbook 4. A few words are included in the Tricky words box for each unit after they have been introduced in the context of the reading text.

Theme Words

In Section C, words around a particular topic are often taught. These words may not all conform to the spelling patterns, but are grouped around a theme such as clothes or vehicles.

D. Grammar and Punctuation

'Wise Owl' Teaching Boxes

In this section, the 'wise owl' box teaches key rules in simple, child-friendly language. The teacher should explain these rules, drawing from the learning outcomes in the Teaching Guide, She/He should also give the children practice in using the rules with real-life examples – and with examples given by the children themselves.

Vocabulary

The spellings and themed words from Section C are revised in Section D. Vocabulary work is contextualized in the grammar exercises, where children begin to understand that different parts of speech play different roles in a sentence. In the UK National Curriculum, vocabulary and grammar requirements are listed in the same section. This is because individual words are grouped under grammatical terms, such as prepositions, conjunctions, and adverbs.

Grammar

The grammar exercises give language practice in a meaningful context. In Years 3, 4, and 5, the UK National Curriculum advises that certain grammatical terms are taught explicitly. These words are set in bold in the Scope and Sequence of the book on page 4 of this Teaching Guide.

Grammar exercises often revise earlier learning, preparing for the listening, speaking, and composition tasks at the end of the unit. Pupils should be encouraged to re-read what they have written to check that it makes sense.

Punctuation

Every unit includes explicit punctuation practice. However, teachers should check correct use of capital letters, full stops, commas, question marks, and exclamation marks in all grammar tasks. Teachers are advised to correct only major punctuation faults in composition exercises, unless the work is to be re-written for display, in which case all errors should be corrected.

Dictation

Teachers are encouraged to make a regular habit of dictating the sentences in Section C or D. This will provide good practice in listening, spelling, and the grammatical rules that have just been taught. Suitable exercises are indicated in the unit teaching notes in Chapter 5. Teachers should first give the children five minutes to study the spellings in the sentences. They then shut their Textbooks and write the sentences as the teacher dictates them. He/She should say aloud each sentence slowly and clearly, repeating each phrase twice.

E. Listening, Speaking, and Composition

Speaking

The first speaking activity consolidates the features of the genre that has been studied in the unit. Pupils are later encouraged to compose sentences orally, usually in pairs, before they write compositions. During speaking activities, the teacher should walk round the classroom and **monitor** the children, checking that they are on task and that they know what to do. Teach the children to talk in quiet 'partner voices', which are almost a whisper. Then they will all be able to hear each other and will not get too noisy.

Listening

In this section, the children are asked to complete a listening task that is related to the theme of the unit. This is on the audio-recording (to be found in My E-Mate) or it can be read by the teacher from the script at the back of the Textbook. Pupils have to listen intently as there are few clues in the textbook itself.

Composition

Finally, the children are asked to produce their own compositions in writing, usually with the help of a writing frame. The task is related to the genre of the reading text or the grammar of the unit, so that children can follow a good model. Everything they have learned so far in the unit will help them towards this goal, which is to express themselves in natural, creative, and appropriate language.

IF YOUR PUPILS FIND SECTIONS 3 AND 4 EASY, SPEND TIME ON THE COMPOSITION TASK. This will teach them to express ideas in their own ways and will develop true competence in English. Even though it is time-consuming to correct open-ended tasks, the time will be well-spent. Fluent writers should always be encouraged to attempt the extension task, which extends the most able.

Once they have finished writing, children should re-read what they have written to check that it makes sense. Then they can discuss what they have written with the teacher or a partner and re-draft it as necessary. Pair work should be encouraged as children can help each other to learn and by explaining a mistake to others, they revise the rules themselves.

Finally, all writers need an **audience** – and that audience should not just be the teacher! Try to make opportunities for the children to read aloud their writing clearly and expressively. Also display their second-drafts (with their illustrations if appropriate) so that others can read and appreciate their work.

2. Workbook 4

The Workbook as Reinforcement

The Workbook is designed to revise and reinforce the learning of the corresponding Textbook unit. It should be completed **after** the children have studied the corresponding learning outcome in the Textbook. Workbook tasks can be set for homework so long as they have been practised orally and discussed in class beforehand.

The Workbook focuses on handwriting, spelling, vocabulary, grammar, punctuation, and composition, so there are no listening exercises. There is also a comprehension task in every revision unit. Generally children will write in the Workbook, but sometimes they are asked to write in their notebooks if a lot of writing is required.

Handwriting in the Workbook

Children are helped to develop correct handwriting by placing their letters on double ruled lines. These will help them to form letters in the correct position on the line and to follow the correct direction. Always practise letters on the board before handwriting practice so that letters follow the right direction and finish in the right place. In the early units, check that children are using the double lines correctly so that they develop good habits. It is very difficult to undo bad handwriting styles once they have become established.

In Level 4, children should use joined handwriting. They are taught where they should join from the bottom, where they should join from the top, and where not to join at all. We call unjoined letters 'break letters'.

3. My E-Mate 4



The digital resource icon indicates that this section is available as a recording on My E-Mate.

My E-mate is an online platform that contains audio-recordings and digital content based on the course material. It can be used both at school and at home. All you need is a computer with an internet connection and speakers. If you have no internet connection in the classroom, simply download the material onto a laptop, tablet, or smartphone before the lesson. This can then be connected to speakers so that all the class can hear clearly. If you have a smart board, the interactive tasks can be used in class. Otherwise, just use the audio-recordings for the reading texts, spelling exercises, and listening tasks.

Even though every part of the course can be taught without it, this platform can be used by teachers as a valuable learning and teaching resource. Teachers can use the audio-recording as a model of correct spoken English and be more confident in their teaching of pronunciation, stress, and intonation. My E-Mate also contains animated audio-visual content and interactive tasks to engage students' interest and facilitate learning in an effective, yet interesting manner.

The audio-recording as a model of spoken English

The audio-recording is a very useful resource for teachers. However, every part of the course can be taught without it. The audio-recording is useful because it provides a variety of models of correct spoken English and a variety of voices. It will also give teachers confidence in their teaching of pronunciation, stress, and intonation.

Reading texts

The lively, dramatic readings will enhance enjoyment of the reading texts. They will bring the texts to life and will appeal to children growing up in a digital age. The text readings also provide a correct model of spoken English that children can access both at school and at home.

Spelling Tables

The words in the spelling tables are recorded so that children can listen to and repeat each word with the correct pronunciation. The audio-recording can be replayed regularly to revise the pronunciation and stress of each word.

Listening Tasks

There is a listening task on the last page of each teaching unit and on the first page of each revision unit. Children need to listen to the audio-recording and complete the task while listening. This will provide them with a model for speaking, and will enrich their understanding of natural spoken English. If the teacher does not have access to an audio-recording, the scripts for the listening tasks can be found in the textbook.

4. Teaching Guide 4

Scope and Sequence of *Open Door English 4* (page 4)

This grid enables you to see at a glance the contents and learning outcomes for each section of Textbook 4.

Chapter 1: A General Introduction to *Open Door English* (page 12)

The general introduction gives an outline of the whole course and will be of particular interest to head teachers and subject leaders. We hope teachers will also read it so that they can bear in mind the educational principles underlying the course.

Chapter 2: The Components of *Open Door English 4* (page 22)

This chapter guides the practising teacher how to use the components of Textbook 4, Workbook 4, the audio-materials and interactive tasks on My E-Mate, and Teaching Guide 4.

Chapter 3: How to Plan a Teaching Unit (page 29)

There are sixteen teaching units in the year. We anticipate that it will take two weeks to complete one teaching unit. The sample procedures can be applied to every two-week cycle. To avoid repetition, the unit-by-unit plans frequently refer to teaching methods that are detailed in the sample procedures. The first week focuses on the reading text; the second week focuses on writing skills. If you teach six days a week, keep Saturdays for catching up and revision.

Chapter 4: How to Plan a Revision Unit (page 44)

In a year, there are four units entitled *How am I doing?* Each one revises the previous four teaching units. We anticipate that it will take one week to complete a revision unit. The sample procedures can be applied to every revision unit. We recommend that you revise one unit per day in the first four days, checking that the children have grasped key spelling, grammar, and punctuation rules. On the fifth day, we advise you to set the photocopiable assessment under test conditions. The assessment will enable you to identify problems so that you can rectify them later.

Chapter 5: Unit Plans and Answer Keys (page 49)

The notes are for the benefit of the teacher and are in adult language. It is not necessary to teach children all the technical terms except for those shown in bold in the Scope and Sequence of Level 4 on page 4.

Each unit plan includes:

- a) a brief **background** of the subject matter
- b) optional **extension activities**
- c) **learning outcomes** for each section
- d) brief **teacher notes**
- e) **answers** to exercises

For detailed teaching plans, we refer to Chapter 3 (How to Plan a Teaching Unit) to avoid repetition. For detailed revision plans, please refer to Chapter 4 (How to Plan a Revision Unit).

Chapter 6: Language Teaching Games (page 195)

The lesson plans suggest games that give opportunities to practise specific language in enjoyable, meaningful situations. Since you are likely to play these games several times over the year, they are grouped together at the end of the book for ease of retrieval. Most games are included in each year's Teaching Guide. Over the years, they will become classroom favourites – a light-hearted, but effective way of revising some of the key grammar rules.

Appendix 1: Level 4 Word List (page 203)

The word list details target words for each spelling pattern, the tricky words, theme words and grammar vocabulary. You can also use it to help you revise previous spelling patterns.

Appendix 2: Photocopiable Assessment Tasks (page 207)

There are four assessment tasks designed for each of the four revision weeks in a year. Children should do the assessments under test conditions. They should not be allowed to copy from each other or to ask for help in answering the questions. However the teacher may read aloud the instructions for each question so that the children are clear what they should do.

The assessment task will enable you to identify how well children are doing in the areas of spelling, vocabulary, grammar, punctuation, and handwriting. They will help you to identify which children need extra help in one of these areas. They will also help you to see which concepts the whole class needs to revise. (See Chapter 1, Section 10 on formative assessments.)

Appendix 3: Assessment Procedure and Mark Scheme (page 211)

This explains how to conduct and mark the assessments so that the results are as reliable as possible.

There are 20 marks in total for each test. You can check a child's strengths and weaknesses in each skill. Marks are assigned as follows: Spelling 5, Word reading 4, Grammar 8, Punctuation 2, Handwriting 1.

Appendix 4: Photocopiable Tracking Mark sheet (page 214)

The tracking mark sheet enables you to monitor a child's learning through the year and from one year to the next. Note which children need further practice in each area and do remedial work to bring them up to the required level. The mark-sheet also enables you to check the progress of the class as a whole. Note which questions have given difficulty to a majority of children and plan to revise the content.

If you have more than 30 in a class, simply photocopy the mark sheet twice.

This chapter suggests sample lesson plans for each teaching unit of the book. These lesson procedures assume that it will take a teacher about two weeks to complete a teaching unit and one week to complete a revision unit:

Ten teaching lessons per unit: Units 1-4, 6-9, 11-14, 16-19 (Chapter 3)

Five revision lessons per unit: Units 5, 10, 15, 20 (Chapter 4)

Every **Textbook teaching unit** consists of five sections: A. Reading text, B. Comprehension, C. Word reading and Spelling, D. Grammar and Punctuation, E. Listening, Speaking, and Composition.

Every **Workbook practice unit** gives further practice in the spelling, grammar, punctuation, and composition skills taught in the linked Textbook unit. It also gives handwriting practice. The Workbook pages should not be started until the children have completed the parallel section of the Textbook.

Adapting to your class

The following procedures can be used for every teaching unit, but be flexible! Use your professional knowledge of your pupils and adapt the plans to the timetable of your school. If the activities do not fit into one lesson, be ready to move some steps into the next lesson. Or you may be able to cover more than suggested in a double period, so read the unit notes for the following lesson before you teach.

Preparing to teach a new unit

Before you start a unit, read it all the way through, alongside the notes specific to that unit. Consider how you can relate it to the experience of your pupils. Are there any pictures or objects that you can bring in to make it come more alive? Prepare for the extension activities suggested at the beginning of the notes for the unit. If activities or trips are suggested, make the plans long before you need them.

Lesson 1

Learning outcomes for teaching a reading text

Students should be able to develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a range of fiction, poetry, plays, non-fiction, and reference material.
- reading texts that are structured in different ways.
- reading for a range of purposes.
- using a mini-dictionary to check the meanings of words that they have read.
- increasing their familiarity with a wide range of texts, including fairy stories, myths, and legends, retelling some of these orally.
- identifying themes and conventions in a range of genres.
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume, and action.
- discussing words and phrases that capture the reader's interest and imagination.
- recognizing some different forms of poetry, for example, rhyming verse, free verse, narrative poetry.

Students should be able to understand what they can read independently by:

- checking that the text makes sense to them, discussing their understanding, and explaining the meanings of words in context.
- drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.

Students should be able to participate in discussion about texts, taking turns and listening to what others say.

Recapping the previous unit

1. Before you move onto a new unit, ask the children to remind you of what they learned in the previous unit.
2. If you have corrected compositions over the weekend, take time to read aloud examples of good writing so that the children can learn from each other. Ensure that you read aloud samples of each child's work over the year – not just the writing of the more able children.
3. Discuss common problems without naming individual children.
4. If possible, display children's final work, or give them a chance to read aloud their work to others.

A: Pre-reading

5. Read aloud the title of the unit and ask the children to guess what the text is about.
6. Discuss the meanings of the key words and talk about the children's experience of them. You may wish to use the mother tongue to clarify the meanings. If possible, bring in pictures and related objects to add interest.
7. Use the mini-dictionary to help you with the key words if this is required.
8. Before you read the text, discuss the pre-reading task for A. Discuss the genre of the text and elicit the features of the genre.
9. Help the students to scan the text and pictures. Encourage them to predict what it may be about.

Reading the text aloud



10. Read aloud the text to the children or play the audio-recording. Do not ask the children to read aloud, as they need to hear it read aloud correctly and expressively. It can be very de-motivating to hear a text read badly and gives children a bad model of spoken English.
11. Check that ALL children are following the text with their eyes as you read or play the audio-recording.
12. Stop or pause the audio-recording frequently to talk about the text, check understanding, and predict what will happen next.
13. As you read, draw on what children already know by asking questions about their own experiences. When reading **fiction**, ask questions like:
Has this happened to you? Tell us what happened. How did you feel?
How do you think ... felt in the story? Why?
What do you think will happen next?
Do you think this could happen in real life?
Who are the main characters? What is the setting? How does the author create suspense and make us want to read on?
14. Check understanding and responses to **non-fiction** with questions like:
Have you seen a ...? Where did you see it? What did it look like?
Have you got a ...? What does it look like?
Have you visited a ...? Where is it? Tell us about it.
Do you agree/think that ...?
What are the problems with ...? How can we solve the problems?
15. Check understanding and responses to **poetry** with questions like:
How does this poem make you feel? (Frightened? Excited? Sad? Like laughing?)
Is it easy to clap to the poem? How many times do we clap in one line?
Which is your favourite line? Why do you like it?
Does the poem rhyme? Which word rhymes with ...?
Are there any repeated sounds / comparisons?
What senses does the poem suggest? (e.g. the sight / smell / sound of something)

16. Take time to talk about the questions in the *Talk* boxes. While discussing the text, try to avoid *yes/no* questions. Ask questions that require the children to talk in full sentences.
17. **Elicit** answers from individual pupils. Then discuss and refine their answers. Never provide the answers and expect the class to repeat them in chorus.
18. When you finish reading, ask a few oral questions to check understanding.
19. Help the children to draw inferences about characters' feelings, thoughts, and motives from their actions, and to justify inferences with evidence.
20. As the reading texts in Textbook 4 are often long or in two parts, you may wish to leave the second part of the text until Lesson 2.

Setting homework

21. Explain that the children should read the text aloud to an adult at home. When they understand the homework, write it on the board and ask them to copy it into their homework diaries, if they have them.

Homework: *Read aloud the text to an adult. Talk about it.*

Lesson 2

Learning outcomes for comprehension tasks

Students should be able to show understanding of what they can read independently by:

- identifying themes and conventions in a wide range of books.
- identifying how language, structure, and presentation contribute to meaning.
- checking that the text makes sense to them, discussing their understanding.
- explaining the meanings of words in context.
- using the first two or three letters of a word to check its spelling and meaning in a dictionary.
- asking questions to improve their understanding of a text.
- identifying main ideas drawn from more than one paragraph and summarizing these.
- retrieving and recording information from non-fiction.
- drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence.

A: Discussion of the text

1. Ask the children to tell you about the text which you read in the previous lesson. If it is clear that they have not understood something, ask them to find that particular passage and try to find the answers to unsolved questions.
2. If the text was too long to complete in the previous lesson, complete reading it in the same way in Lesson 2.
3. After you have completed the whole text, ask questions to check understanding of each part of the text, helping the children to find the answers to questions they get wrong.
4. Get them to summarize the story or text in their own words.
5. Discuss why the text is written as it is, and how language, structure, and presentation contribute to meaning. For example, discuss the use of paragraphs and headings, or the difference between direct speech and a play-script.
6. Discuss word meanings, linking them to words the children already know.
7. Discuss the meaning of literary language (such as alliteration, metaphors, and similes).
8. Ask the children to think beyond the text, making inferences about the situations and characters. Encourage them to discuss their favourite words and phrases.

Optional paired reading practice

9. By the time they are in Class 4, the majority of children do not need to read aloud. They should know all the phonic rules and should have a good knowledge of common exception words.
10. Encourage most pupils to read silently, without mouthing the words. Competent readers can read faster and more effectively if they read with their lips closed.
11. However, if some members of the class still have a problem with reading, pair them up with good readers. Ask the weaker reader to read aloud to the more able reader. This helps both children. Weaker pupils gain 1:1 practice. More able pupils consolidate what they already know by teaching it. They also learn to help others.
12. Explain that they should read in a whisper so that noise levels do not rise.
13. Walk round the class to monitor reading, checking that the children are on task and reading correctly.
14. When they have finished reading the text, ask both partners to re-tell the story or explain the text in their own words.

B: Comprehension questions

15. Read aloud each instruction and explain it if necessary. Go through all the comprehension questions orally, discussing difficulties, before the children write the answers.
16. B1 always invites children to explain how they can tell one genre from another and to show how language, structure, and presentation contribute to meaning.
17. B2 and B3 develop the ability to understand both the details and overall meaning of a text. Sometimes these questions require children to use the mini-dictionary at the back of the Textbook. Sometimes they develop the ability to summarize key points or events.
18. The final comprehension exercise usually asks the children to discuss an open-ended question. It invites them to draw inferences and express opinions. Do not expect the less able children in the class to write their answers to the final question, but encourage them to take part in the class discussion.
19. All children should complete B1-3 in writing. Only the more able should be expected to write answers to the final 'What do you think...?' question.
20. **Extension:** Those who finish early can copy the exercises into their notebooks or summarize their understanding of the text in their own words.
21. You may correct in class the questions with closed answers (those which have only one right answer). You should correct all open-ended questions yourself.

Setting homework

22. Explain to the children that they should re-read the text at home. Expect more able children to read it silently, to themselves, without moving their lips. Allow less able children to read aloud to an adult. All children should then explain the text to an adult in their own words. Tell them not to worry about making mistakes. The purpose of this is to improve fluency and confidence in speaking English.
23. If the reading text includes a poem, encourage your pupils read it aloud and to learn it by heart, preferably by listening to the audio-recording at home.
24. Write the homework on the board and ask the children to copy it into their homework diaries.

Homework: *[for a non-fiction text] Re-read the text. Explain it to an adult in your own words.*

[for a fiction text] Re-read the text. Retell the story to an adult in your own words.

[for a poem] Read the poem aloud to an adult. Learn to recite the poem expressively.

Lesson 3

Learning outcomes for spelling and vocabulary tasks

Students should be able to:s

- apply their growing knowledge of root words (etymology and morphology), prefixes, and suffixes, as listed in Appendix 1 of the 2014 UK National Curriculum for Years 3 and 4, both to read aloud and to understand the meanings of new words that they meet.
- learn the spelling patterns listed in Appendix 1.

C. Spelling and pronunciation practice (Table 1)



1. Tell the children to turn to **C1: Word Reading and Spelling**.
2. On the board, write the spellings in C1, the first of the two spelling tables of the unit. Take time to discuss each word.
3. Write the words under each other so that the key spelling pattern is lined up vertically as in the book, e.g.

explanation
 instructions
 collection
 pollution
4. Ask different children to read aloud the words after you or the audio-recording, noting the common phoneme(s) in the highlighted ladder. Now that they are in Class 4, they should read the words WITHOUT sounding out the phonemes. However, if they hesitate, encourage them to break up the problem word into manageable chunks. Then they can blend the phonemes into a word, e.g. *ex-pla-na-tion: explanation*.



5. Ask all the children to repeat the words after you or the audio-recording. Pay attention to the way the word is **stressed** on the audio-recording. Elicit that in every word, we stress one syllable (part of a word with one vowel sound). Point out that in Textbook 4, stressed syllables are underlined in the spelling table. For example, we stress the third syllable in *explanation*.
6. Ask different children to make up sentences to clarify the meaning of each word, for example: *When we explain how to play cricket, we give an **explanation** of the rules.*
7. To turn this into a game, you can divide the class into two teams and ask a member of each team to read a word and make up a sentence. Each team has the same number of turns. Record each team's marks on the board and clap the winning team at the end.

C. Identifying words in the reading text (Note that this activity may be required after Table 1 or Table 2.)

8. Tell the children to scan the reading text in order to find and underline the words in the spelling table.
9. To add fun to the lesson, turn this into a timed race to see who can underline most words. Give the children a starting time. Stop after five minutes.
10. Ask the children to show on their fingers the number of words they found in the reading text.
11. Check that the children with the highest number have in fact underlined the correct words. Give them a clap!
12. Ask different children to read aloud the whole sentence in which a word occurs. Note that some words in the table may NOT occur in the reading text.
13. If some children find it difficult to win, ask the children to work in pairs – one more able child with one less able child. They should not get a clap unless both children have underlined the words from the spelling table. This teaches children to work co-operatively, gives individual attention to the less able, and helps the more able to consolidate learning.

C. Setting spelling homework

14. Ask the children to learn the spellings of all words in C1 for homework. (You will give them a spelling test in the next lesson.)
15. Train the children to learn by the 'read, cover, write, check' method in their notebooks, as follows:

Read the word.

Cover the word with a book or pencil case.

Write the word without looking at the book.

Take away the cover and check the spelling. If a word is wrong, mark a cross and re-write the word correctly.

C. Spelling and vocabulary practice (Table 1)

16. You may practise all the spelling exercises in Lesson 3, or you may leave some for Lesson 4. This will depend on the length of your English lesson and how quickly your class works.
17. Orally, practise the spelling and vocabulary exercises, asking different children to complete the words or sentences aloud. Take time to correct mistakes orally before the children start writing.
18. If children are asked to **label** pictures, they should write a word from the box in the space provided.
19. If the children are asked to **complete** a sentence or word, show them how to complete missing letters or words on the board. Children then complete the exercises in their books.
20. If the vocabulary work is a **word-search**, they should circle the target words from the spelling table above. The words can go from left to right or from top to bottom. Encourage children to work systematically, i.e. all the horizontal words first, then all the vertical words.
21. If the vocabulary work is a **crossword**, they should complete the numbered clues and then fill in the numbered empty spaces. It is usually best to complete the easy words first (in any order), since these will provide clues for the more difficult words. The words can go from left to right or from top to bottom. Tell the children to follow the example in deciding whether to use upper or lower case.
22. **Extension:** Those who complete their spelling exercises early may write their own sentences with the target words.

Setting homework

23. Explain that the children should practise the spellings in C1 at home with an adult, using the 'read, cover, write, check' method. Tell them to copy the homework from the board.

Homework: *Learn the spellings in Table 1 (C1) for a spelling test.*

Lesson 4

Learning outcomes for spelling, vocabulary, and handwriting tasks

Students should be able to:

- apply their growing knowledge of root words (etymology and morphology), prefixes, and suffixes, as listed in Appendix 1 of the 2014 National Curriculum for Years 3 and 4, both to read aloud and to understand the meanings of new words they meet.
- learn the spelling patterns listed in Appendix 1 and use them in context.
- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to each other, are not joined.
- increase the legibility, consistency, and quality of their handwriting.
- ensure that the down strokes of letters are parallel and equidistant.
- ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

C. Spelling test (Table 1)

1. Test the spellings of all the words in the first spelling table of the unit, which the children should have learnt for homework.
2. It is a good idea to have a separate notebook for spelling tests. This means that children cannot copy spellings from work in their usual notebooks.
3. Number each word, saying it clearly and repeating it twice. Tell the children to write the number, followed by the word.
4. For each word, make up a sample sentence so that the word is used in context and the meaning is clear to the children. For example,

Number 1: chef... chef... *The **chef** cooked a delicious meal in the restaurant...* chef

Number 2: chalet... chalet... *We stayed in a chalet high in the mountains...* chalet

Number 3: brochure... brochure... *The tourist **brochure** explained interesting places to visit...* brochure (and so on for the other words).

5. When all the children have finished writing one word, move onto the next word.
6. When you have dictated all the words in the table, ask the children to swap notebooks with a partner.
7. Call different children to come to the board in turn. Call children who have a problem with spelling to write the easier words. Call the best spellers to write the most difficult words. This way, you enable poor spellers to succeed, and you challenge the better spellers.
8. As they write the words on the board, point out mistakes and possible difficulties.
9. Explain that when marking each other's spellings, the children should check each letter of the word and then give it a neat tick or cross. They should not add the correct spelling.
10. When the books are returned, the children should re-write each misspelt word correctly in the margin.
11. Make it clear that they are now old enough to take responsibility for correcting their own and each other's spellings. Stress that they should not boast if they got all their spellings right or feel discouraged if they made a lot of mistakes. The important thing is to **learn** from our mistakes.
12. Check that all the children have corrected their mistakes carefully.
13. If necessary, underline incorrect spellings that have not been crossed. Praise children who have already written the correct spellings beside mistakes.
14. For homework, ask children to write corrected spellings three times.

C. Spelling and vocabulary practice (Table 1)

15. Complete all the exercises on Table 1 if you did not finish them in Lesson 3.

Workbook, page 1 of unit: Handwriting and setting homework

16. See Workbook notes at the end of this chapter.
17. Demonstrate how to complete page 1 of the Workbook unit in class, ensuring the children know how to set out their handwriting correctly between the double ruled lines. **IN CLASS 4, THE CHILDREN SHOULD USE JOINED HANDWRITING.**
18. Draw double lines on the blackboard. If possible, use a different colour for the two 'tramlines'. Write the target words correctly between the double ruled lines.
19. Teach the 'exit flicks' needed to join letters and which letters, when adjacent to one another, are not joined.
20. Remind the children of the key graphemes (spelling patterns) and the phonemes (sounds) they represent.
21. Show how to write the key letters in the correct position and direction, starting and finishing in the right place. Model the letters with your back partially to the class, so that your left is the same as their left. Demonstrate exit flicks where necessary.
22. Ask different children to come up and copy the words, on new double lines, near the bottom of the board. Correct them if they start at the wrong point, position their letters incorrectly on the lines, or put exit flicks in the wrong places.
23. Do the first line of handwriting practice in class. Remind the children to leave big spaces between words.

Setting homework

24. Explain that the children should complete page 1 of the Workbook for homework. See Workbook notes at the end of this chapter. They should also write corrected spellings three times. Ask them to copy the homework from the board.

Homework: Do page 1 of the unit in the Workbook. Correct spelling mistakes three times.

Lesson 5

Learning outcomes for spelling and vocabulary tasks

Students should be able to:

- apply their growing knowledge of root words (etymology and morphology), prefixes and suffixes, as listed in Appendix 1 of the 2014 National Curriculum for Year 4, both to read aloud and to understand the meanings of new words they meet.
- learn the spelling patterns listed in Appendix 1 and use them in context.
- spell homophones in context.
- read and spell exception (tricky) words and words that are often misspelt (see Appendix 1).
- note unusual correspondences between spelling and sound, and where these occur in the word.
- use words in the context of sentences.

C. Spelling and pronunciation practice (Table 2)



1. Go through the spelling patterns in the second spelling table as you did for C1 in Lesson 3, Steps 1-7.
2. Teach the children to read the **tricky words** as a whole. Remind them that in English, some words do not fit a phonic pattern. So we call them 'tricky words'. In the UK National Curriculum, these are known as **exception words** because they do not follow spelling rules. With the children, we suggest using the simpler term, 'tricky words'. Many of these are common words, but are often misspelt. We just have to learn the spellings.
3. Do not ask the children to sound out tricky words, as they do not follow phonic patterns that you have taught so far.
4. Ask different children to make up sentences orally to show the meanings of the tricky words.
5. Ask the children to learn the spellings of the words in Table 2, including the tricky words, for homework. (You will give them a spelling test in the next lesson.)
6. Train the children to learn the spellings by the 'read, cover, write, check' process in their notebooks.

C. Spelling and vocabulary practice (Table 2)

7. If you are asked to identify words in the reading text, follow Lesson 3, Steps 8-13.
8. Orally, practise the exercises for the second spelling table, asking different children to complete the tasks as you did in Lesson 3, Steps 16-22.
9. Walk round the class as children complete the task in writing, checking that they have understood.

Setting spelling homework

10. Set the spelling homework as you did in Lesson 3, Steps 14-15. Ask the children to copy their homework from the board.

Homework: *Learn the spellings and tricky words in Table 2 (usually C4) for a spelling test.*

Lesson 6

Learning outcomes for grammar and punctuation tasks

Students should be able to:

- revise spelling patterns listed in Appendix 1 of the 2014 UK National Curriculum, including prefixes, suffixes, and homophones.
- read and spell common exception words (tricky words).
- write from memory simple sentences dictated by the teacher.

Students should be able to develop their understanding of the grammar and punctuation rules set out in English Appendix 2 of the 2014 UK National Curriculum by:

- revising the rules taught in previous years.
- extending the range of sentences with more than one clause by using conjunctions, including *when, if, because, although*.
- using the present perfect form of verbs in contrast to the past tense.
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- using conjunctions, adverbs, and prepositions to express time and cause.
- using fronted adverbials.
- learning the grammar for years 3 and 4.

Students should be able to indicate grammatical and other features by:

- using commas after fronted adverbials.
- indicating possession by using the possessive apostrophe with plural nouns.
- using and punctuating direct speech.

Students should be able to use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading.

C. Spelling Test (Table 2)



1. As in Lesson 4, Steps 1-14, test the spellings of all the words in the second spelling table of the unit, which the children should have learnt for homework.
2. Mark the spellings in class and ask the children to correct their mistakes three times.

D. Grammar and punctuation teaching

3. Explain the first grammar or punctuation rule that is being taught, giving practical examples. Discuss the 'wise owl' box if there is one.
4. Play one of the grammar games in Chapter 6, preferably one that practises the grammatical item that you are teaching or revising.
5. Ask the children questions that enable them to practise the target grammar.
6. Go through each question, asking the children to take turns to complete them orally. Discuss areas of difficulty and make up similar questions to give further practice, if necessary.
7. Ask the children to write the answers to the exercises in their books.
8. **Extension:** Children who complete their exercise early may copy whole sentences in their notebooks.

Setting homework

9. Discuss how to complete page 2 of the unit in the Workbook for homework. See Workbook notes at the end of this chapter.

Homework: Complete page 2 of the unit in the Workbook.

Lesson 7

Learning outcomes for grammar and punctuation tasks

See learning outcomes for Lesson 6.

D. Grammar and punctuation teaching

1. Explain the second and third grammar or punctuation rules that are being taught, giving practical examples. Discuss the 'wise owl' box if there is one.
2. Play one of the grammar games in Appendix 4, preferably one that practises the grammatical item that you are teaching or revising.
3. Ask the children questions that enable them to practise the target grammar.

4. Go through each question, asking the children to take turns to complete them orally. Discuss areas of difficulty and make up similar questions to give further practice, if necessary.
5. Ask the children to write the answers to the exercises in their books.
6. **Extension:** Children who complete their exercise early may copy whole sentences in their notebooks.

C or D: Dictation

7. Tell the children to study for five minutes the spellings in complete sentences from an exercise that they have already completed in Section C or D.
8. Then ask them to shut their textbooks and open their notebooks. The children should already have completed these sentences once, so ensure that they are writing on a clean page in their notebook.
9. Dictate each sentence slowly, repeating each phrase twice, giving the slowest children time to write.
10. After you have dictated all the sentences, tell the children to open their Textbooks and check their own work. (You may also ask them to swap books, if you prefer.)
11. They should correct every spelling mistake, writing the correct spelling three times. Stress that they should be honest while correcting. It does not matter if we make mistakes, so long as we learn from them.
12. Check that they have corrected their own work accurately. Check their punctuation too.

Setting homework

13. Discuss how to complete page 3 of the unit in the Workbook for homework. See Workbook notes at the end of this chapter.

Homework: Complete page 3 of the unit in the Workbook.

Lesson 8

Learning outcomes for the speaking and listening tasks

Students should be able to:

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar.
- discussing and recording ideas.
- listening to and responding appropriately to a listening text similar to that which they are planning to write.

E1 (usually): Speaking task and clarification of genre

1. Talk about the type or genre of fiction, non-fiction, or poetry that you read at the beginning of the unit. Ask, *How do you know that it is this type of text?* Remind them of the answers that they wrote to B1.
2. If there is a 'wise owl' box, take time to talk about it. This will help the children to plan the composition that they will write.
3. If there is a speaking task, get the children to work in pairs so that they can start to plan their compositions. Stress that they should talk very quietly, in 'partner voices'.
4. Walk around the class, monitoring what the children say, helping to keep the children on task.

E2 (usually): Listening task



5. If possible, use the audio-recording for the listening task. If not, read it aloud slowly and clearly, repeating each sentence twice.
6. Ask the children to complete the listening task on their own and try to prevent them from copying each other.
7. Play the audio-recording or read the text a second time so that they can check their answers. Then get them to compare their answers with their classmates' answers.
8. Walk round the class and check the children's answers. Do not focus on spelling or handwriting. The purpose of the task is to show that they have understood the listening text.

A: Drama / Discussion

9. If you have time, and have just read a **fiction** text, ask some children to come to the front of the class and act out the story, using their own words.
10. Then get the children to act it out in groups.
11. Note: This could be noisy! If possible, do it in a hall where the children can move around without disturbing other classes. If not, ensure that the children use quiet 'partner voices'.
12. If you have read a **non-fiction** text, take time to discuss it. Encourage the children to think critically about it, taking turns to express their own opinions and experiences.
13. If you are having a class discussion, encourage the children to listen to each other and if they disagree with each other, to do so politely.
14. Ask the children to tell you in their own words what they have learnt from the non-fiction text.
15. If you have read a **poetry** text, discuss how it expresses feelings and ideas.
16. Encourage the children to recite it clearly and expressively, with appropriate intonation and actions. You may ask each child to recite one or two lines, or train the children to recite the poem chorally, if possible in an assembly so that they have an audience.

Setting homework and individual research

17. Before the lesson, correct the children's homework in the Workbook, page 3.
18. Discuss any common problems in the previous homework.
19. Go through page 4 of the Workbook unit orally, explaining what to do. See Workbook notes at the end of the chapter.
20. Encourage the children to do individual research into the topic at home. They can ask adults for their opinions of the stories and poems. After non-fiction units, they can use the internet with a responsible adult to find out more. They can also find relevant pictures in suitable books and magazines with the help of a parent.
21. Ask the children to copy the homework from the board.

Homework: *Complete page 4 of the unit in the Workbook. Find out about the topic of the unit.*

Lesson 9

Learning outcomes

Students should be able to:

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).
- organizing paragraphs around a theme.
- in narratives, creating settings, characters, and plot.
- in non-narrative material, using simple organizational devices (for example, headings and sub-headings).

E1 and E3 (usually): **Pair work and planning**

1. If the children have done some individual research for homework, ask them to feed back to the class on what they have found out.
2. Encourage the children to ask each other questions about their research.
3. With an 'open pair' (two children acting in front of the class), model the dialogue in Section E of the textbook.
4. Correct any mistakes and then ask a second 'open pair' to practise the dialogue.
5. When you are sure that most students know what to do, let all the children in the class work in 'closed pairs' (working together without anyone else listening).
6. Remind the children to talk in 'partner voices' (very quietly) so that the class does not get too noisy.

7. Go round the class and monitor them as they talk in closed pairs. Try not to interfere too much as this will distract from fluency.
8. Note common mistakes and explain how to rectify them at the end of the closed pair activity.

E4 (usually): Composition

9. Go through the composition task orally, giving all children a chance to use the writing frame or leading questions to express their own ideas.
10. Encourage creativity and independent thinking.
11. If necessary, collect useful words from the class and write them clearly on the board.
12. Ask the children to do the writing task in their notebooks. Remind them to start sentences with a capital letter and end with a full stop, and to use the target grammar and punctuation of the unit.

Self-editing and peer-editing

13. As they write, walk round the class, asking different children to read aloud to you what they have written, checking that it makes sense.
14. After they finish, ask them to re-read what they have written to check that it makes sense and that the spelling, grammar, and punctuation are correct. They can also swap books so that a partner can check their work.
15. Help the children to answer each other's questions about what they have written. Encourage a partner to write a short, neat comment about what they like. (Discourage any negative criticism, which can lead to quarrels.)

Correcting compositions

16. Correct the compositions yourself before the next lesson, checking mistakes in spelling, grammar, and punctuation. Try not to change any of the children's own ideas. See Chapter 1, Sections 6.3 and 10 for correction strategies.
17. While correcting the compositions, note examples of good practice and imaginative ideas to read aloud in the following lesson.

Setting homework:

18. Before the lesson, correct the children's homework in the Workbook, page 4.
19. Discuss any common problems in the previous homework.
20. Discuss how to complete page 5 of the unit in the Workbook for homework. See Workbook notes at the end of this chapter.

Homework: *Complete page 5 of the unit in the Workbook.*

Lesson 10

Learning outcomes

Students should be able to:

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting
- improvements.
- proposing changes to grammar and vocabulary to improve consistency,
- including the accurate use of pronouns in sentences.

proof-read for spelling and punctuation errors.

read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

revise what they have already learnt in the unit.

E3 to E5 (usually): Editing and improving compositions

1. You should have marked the compositions that were written in the previous lesson.
2. Read aloud some examples of good practice and imaginative ideas from the compositions you marked. Remember to choose the work of all children from time to time, even that of the least able. It is important to praise children for working well in terms of their capability. Also explain common problems, without naming the children who made the mistakes.
3. If you plan to ask the children to display or read aloud their work to an audience, ask them to re-draft their compositions with the correct spellings, grammar, and punctuation. You may wish to set this for homework.
4. Display completed second drafts when they are finished. Remember to praise the less able and display their work if they have tried hard.
5. Ask the children to read their own work loudly and clearly to the class, so that everyone can hear. Encourage them to use expressive intonation.
6. If possible, give the other children a chance to say what they like, encouraging positive criticism.

Setting homework:

7. Before the lesson, correct the children's homework in the Workbook, page 5.
8. Discuss any common problems in the previous homework.
9. Discuss how to complete page 6 of the unit in the Workbook for homework. See Workbook notes at the end of this chapter.

Homework: *Complete page 6 of the unit in the Workbook.* [If the children have not finished re-writing their compositions in class:] *Re-write your composition neatly.*

How to Teach a Workbook Unit

A note about the use of the Workbook

The Workbook has been written to revise and reinforce the Textbook. It is left to the discretion of teachers when they complete each Workbook page. The Workbook pages can be done after the children have completed the whole Textbook unit OR after the matching pages in the Textbook have been taught.

Teachers may wish to set the Workbook units for homework. If they do, they should make sure that they go through the work orally in class first. Some teachers may wish to do all of page 1 of the unit in class so as to establish with the children how to set out their handwriting. Before children complete Workbook pages for homework, they should practise how to set out handwriting between the double ruled lines. In Year 4, children should be using joined handwriting.

Workbook, page 1 of unit

Learning outcomes: These will depend on the learning outcomes of the related Textbook unit.

[Children should have completed the first page of C. Word Reading and Spelling in the Textbook before attempting the first page of the Workbook.]

Handwriting practice

1. Draw sets of double lines on the board in a different colour from the colour in which you normally write. Make sure that they are low enough for the children to write on.
2. Point out to the children how you form each letter, drawing the children's attention to exit flicks. Point out that some letters (like *p*, *b*, and *x*) do not join, so do not have exit flicks. Some letters (like *a*, *c*, and *d*) join from the bottom. Some letters (like *o*, *r*, and *w*) join from the top.
3. After you have written each word, read it aloud together.
4. Ask different children to come to the board and write the letters correctly inside the double ruled lines. Help them if they misplace their letters or start at the wrong place.
5. Ask more able children to do this first and then ask children who are less good at handwriting once the correct model has been established.

6. Ask the children to write the words in their notebooks. Show them how to keep within the double lines.
7. Check that the children are holding their pencils correctly with a thumb and two fingers.
8. Check that they are sitting correctly at the table, and that their bodies are facing the table, not turned to the side.
9. Ensure that left-handed children are allowed to write with the left hand. You may need to seat left-handed children so that they are sitting to the left of right-handed children. Then their elbows will not knock into each other!
10. When they write the word a second time, encourage them to start at the right place and keep within the lines.

Writing exercise

Missing words or letters

11. Using the alphabetic letter names (e.g. *Aye*, *Bee*, not the sounds *a*, *buh*) to refer to each exercise, ask the children to name each picture or read the sentence. Each time, ask what sound or word is missing.
12. Write each word on the board, with a dash for the missing letter or word.
13. Ask different children to come to the front and write the missing letters or words.

Matching words

14. Write the matching words on the board in a different order.
15. Ask different children to come to the board and match the words.
16. To add to the fun, you can turn oral practice into a team game, dividing the class into two teams.
17. Ask the children to complete the exercise in their notebooks. Go round the class and check that the children are placing their letters correctly between the double ruled lines.

Workbook, page 2 of unit

Learning outcomes: These will depend on the learning outcomes of the related Textbook unit.

[Children should have completed the second page of C. Word Reading and Spelling in the Textbook before attempting the second page of the Workbook.]

Handwriting practice

1. Teach this as in the first page of the Workbook unit.

Exercises

2. Teach these as in the first page of the Workbook unit.

Workbook, page 3 of unit

Learning outcomes: These will depend on the learning outcomes of the related Textbook unit.

[Children should have studied the tricky words in the Textbook unit.]

Look, cover, write, and check the tricky words

1. Before the lesson, draw rows of double ruled lines across the board in a different colour from the colour you write in. Make sure that they are low enough for the children to write on.
2. Write the tricky words, one at a time, asking the children to read them aloud and use them in a sentence of their own.
3. As you write, show where to place each letter on the double lines.
4. Rub out the word and ask the child to write it again.
5. If necessary, write the correct word alongside and then say, *Check your word*. Help the child to self-check. If there is a mistake, get the child to copy what you have written correctly.
6. Rub out all versions of the word and ask the child to write it for a third time.

7. Again, if necessary, write the word correctly alongside and then say, *Check your word again*. Help the child to self-check. If there is a mistake, get the child to copy what you have written correctly.
8. Using their notebooks to cover the words (one word at a time), show the children how to read the tricky words, cover them, write them in the space and then check the spelling. When they have done this once, they can practise in the second blank. Finally they should do it a third time, by which time, they should have learnt to spell it correctly.
9. They should follow the *read, cover, write, check* process every time they practise the spellings of the tricky words.
10. If you have a parents' evening, explain how this should be done whenever children are learning spellings.

Workbook, pages 4 and 5 of unit

Learning outcomes: These will depend on the learning outcomes of the related Textbook unit.

[Children should have studied all the Grammar and Punctuation exercises in the Textbook.]

Exercises

1. Always go through the grammar and punctuation exercises orally in class before you set them for homework.
2. Refer back to the 'wise owl' teaching boxes in the Textbook where necessary.
3. To reinforce correct usage of the grammatical patterns, play appropriate grammar games from Chapter 6.
4. Show the children how to create their own sentences from substitution tables.
5. Mark all grammar and punctuation exercises yourself.

Workbook, page 6 of unit

Learning outcomes: These will depend on the learning outcomes of the related Textbook unit.

[Children should have completed the whole of the Textbook unit, including the Composition.]

1. Remind the children of the composition they wrote in the textbook.
2. The composition task in the Workbook meets the same learning objectives, but asks the children to do a slightly different task.
3. Always mark compositions yourself. Use your professional judgement whether to ask the children to draft compositions for a second time.
4. If the children have written a second draft, encourage them to draw an illustration. Display the work beautifully on a display board so that others can read it.
5. Encourage the children to read aloud their compositions to a classmate or the whole class.
6. Encourage the listeners to clap after a good reading.

This chapter suggests lesson plans for each revision unit entitled *How am I doing?* (Units 5, 10, 15, and 20 of the Textbook and Workbook). The sample lesson procedures assume that it will take you about one week to complete a revision unit. You will revise the listening, spelling, grammar, punctuation, and composition skills taught in the previous four teaching units. In the Workbook, there is also a comprehension exercise that revises one of the genres taught in the previous four units. At the end of the revision week, you will need the photocopiable assessment materials in Appendices 2, 3, and 4 of this Teaching Guide.

Lesson 1

Learning outcomes

Students should be able to:

- revise the spelling patterns taught in the previous four units.
- revise the listening skills taught in the previous four units.
- recite the poems taught in the previous four units, showing understanding through intonation, tone, volume, and action.
- revise the reading genres taught in the first of the previous four units and explain what they were about in their own words.

Spelling revision

1. Play a game, dividing the class into two teams.
2. One word at a time, write all the spelling ladders on the board from the **first** of the four units you have just taught.
3. As you write each word, ask different children to read each word in a word ladder. If they have difficulty in reading, help them to sound out and then blend the phonemes.
4. Ask different children to make up sentences to clarify the meaning of each word. You can also add a mark to the team for each correct sentence.
5. Record the marks on the board and add up the scores after ten minutes.

Listening revision



6. Play the audio-recording track or read aloud the listening task in **Exercise 1** of the Textbook.
7. Encourage the children to complete the task by themselves, without help from others.
8. Note the children who have found the listening task difficult and help them to understand the reasons for their mistakes.
9. If particular children are regularly finding the listening task difficult, consider seating them nearer the front of the class. Remember to ask them plenty of oral questions in future, so that they practise their listening skills.

Library work

10. If possible, take the children to the school library and give each child a chance to borrow a book of his or her choice.
11. Over the revision week, expect the children to read the book for homework. Explain that at the end of the week, you will expect each child to tell the rest of the class about the book.

Reading revision

12. Ask the children to re-tell the story or explain what they learned in the **first reading text** of the previous four units. Ask questions like the following:
What genre is it? Is it fiction or non-fiction?
 (If non-fiction:) *Does it give information, explanations, or instructions?*
 (If fiction:) *Is it a modern story, science fiction, myth, legend, or traditional tale?*
How do you know it is that genre?
What is the setting? Who are the main characters?
What is the story about?
What did you enjoy about it? Why did you like that part?
13. Ask the children to scan the reading text in their Workbook revision unit. Do not read it yet, but discuss what genre it is and how you know.
14. Without giving them any further help, ask the children to do the comprehension in the Workbook for homework. This will help you to assess their reading comprehension.

Homework: Ask the children to copy the homework into their homework diaries.

*Do the comprehension task in your Workbook. Re-read the text from the **first** unit of the four units you have just studied OR a reading book of your choice.*

Lesson 2

Learning outcomes

Students should be able to:

- revise the spelling patterns and vocabulary taught in all the previous four units.
- revise the reading genres taught in the second of the previous four units.
- revise one or two of the grammar rules taught in the previous four units.

Spelling Revision

1. As in Spelling Practice for Lesson 1 of the revision unit, practise the spelling ladders on the board from the **second** of the four units you have just taught.
2. Orally, go through **Exercises 2 and 3** in the Textbook revision unit.
3. Ask the children to complete the exercises without help from others.
4. Note which spelling patterns are giving difficulty to the majority of children. Plan to revise these problem areas again in the next quarter of the year.
5. Note which children are struggling with spelling patterns. Consider giving them extra spelling practice in the next quarter.

Reading revision

6. Ask the children to re-tell the story or to explain what they learned in the **second** reading text of the four units you have just taught.
7. Encourage them to explain what they enjoyed and why.

Grammar game

8. Play a grammar game practising grammar taught in the four units you have just studied. (See Chapter 6: Games.)
9. Revise the grammar rule orally.

Poetry

10. Ask the children to tell you which poem they liked best in the last four units.
11. Tell them to practise reciting it for homework.

Homework: Ask the children to copy the homework into their homework diaries:

Practise reciting a poem. Re-read the text from Unit x [the second unit of the four units you have just studied] OR a different reading book of your choice.

Lesson 3

Students should be able to:

- revise the spelling patterns and vocabulary taught in the third of the previous four units.
- recite a poem studied in the previous four units.
- revise the reading genres taught in the third of the previous four units.
- revise the grammar and punctuation rules taught in the previous four units.
- revise the handwriting rules taught in the previous four units.

Spelling revision

1. As in Spelling Practice for Lesson 1 of the revision unit, practise the spelling ladders on the board from the **third** of the four units you have just taught.

Poetry recitation

2. Practise reciting the poetry that you have taught in the previous four units. When appropriate, add actions to the rhymes.
3. Encourage the children to recite by heart, without their books, so that they can concentrate on expression, actions, and intonation.

Reading revision

4. Ask the children to re-tell the story or to explain what they learned in the **third** reading text of the four units you have just taught.
5. Encourage them to explain what they enjoyed and why.

Grammar and punctuation revision

6. Orally, go through **Exercises 4 and 5** in the revision unit.
7. Ask the children to complete the exercises without help from others.
8. Note which grammar rules are giving difficulty to the majority of children. Plan to revise these problem areas again in the next quarter of the year.
9. Note which children are struggling with grammar. Consider giving them extra grammar practice in the next quarter.

Grammar game

10. If you have time, play a grammar game practising grammar taught in the four units you have just studied. (See Chapter 6: Games.)
11. Revise the grammar rule orally.

Workbook page 3

12. Orally, go over page 3 of the revision unit in the Workbook.
13. Ask the children to complete Workbook page 3 for homework.

Homework: Ask the children to copy the homework into their homework diaries.

Do page 3 of the revision unit in the Workbook. Re-read the text from Unit x [the third unit of the four units you have just studied] OR a different reading book of your choice.

Lesson 4

Learning outcomes

Students should be able to:

- revise the spelling patterns and vocabulary taught in the fourth of the previous four units.
- revise the reading genres taught in the fourth of the previous four units.
- revise one of the composition genres practised in the previous four units.

Spelling revision

1. As in Spelling Practice for Lesson 1 of the revision unit, practise the spelling ladders on the board from the **fourth** of the four units you have just taught.

Reading revision

2. Ask the children to re-tell the story or to explain what they learned in the **fourth** reading text of the four units you have just taught.
3. Encourage them to explain what they enjoyed and why.

Composition

4. Orally, go through the composition task in the revision unit.
5. Encourage the children to complete the task without help from others.
6. Ensure that they re-read what they have written to check that it makes sense.
7. Note which composition tasks are giving difficulty to the majority of children. Plan to revise them again in the next quarter of the year.
8. Note which children are struggling with composition. Consider giving them extra help with composition in the next quarter.

Workbook page 4

9. Orally, go over page 4 of the revision unit in the Workbook.
10. Ask the children to do it for homework.

Grammar game

11. If you have time, play a grammar game practising grammar taught in the four units you have just studied (See Chapter 6: Games.)
12. Revise the grammar rule orally.

Homework: Ask the children to copy the homework into their homework diaries.

Do page 4 of the revision unit in the Workbook. Re-read the text from Unit x [the fourth unit of the four units you have just studied] OR a different reading book of your choice.

Lesson 5

Learning outcomes

Students should be able to:

- complete an assessment task.
- learn from their mistakes.
- re-tell the story of a book they have read and explain what they liked.

Before the lesson: Photocopy the Assessment Task (Appendix 2) for this unit so that each child has a test. Ensure that you have to hand the Assessment Procedure and Mark Scheme (Appendix 3) and the Tracking Marksheet (Appendix 4).

Assessment Task

1. For further advice, see Chapter 1, Section 10, on formative assessment.
2. At the start of the lesson, make sure that the children are not sitting close to each other and explain that they are going to do a test, so they should work in silence without copying.
3. Tell them that you will not be angry if they make mistakes. You only want to know what they are finding difficult, so that you can help them to get it right.
4. Make sure that each child has a pen or sharp pencil before the test.
5. Tell them not to start until you tell them to. Ensure that all children have a book to read quietly when they finish.
6. Give out the assessment tasks. Then make sure that every child knows where to write his/her name and the date at the top right.
7. Show the children the mark boxes at the right side of each text and explain that they must not write in these.
8. Tell the children to start, following the assessment procedure outlined in Appendix 3.
9. You may read aloud the instructions for each question, but should not help the children to complete the answers.
10. Do not time the test too strictly. Those who finish first can read their library books quietly, but they should not talk until every child has finished.

Marking the tests

11. Mark the tests after the lesson.
12. Follow the marking guidance in Appendix 3.
13. Every test totals to 20 marks, divided as follows:
Spelling: 5, Word reading: 4, Grammar: 8, Punctuation 2, Handwriting: 1
Judge the handwriting on the whole paper, especially the last question.
14. Record the results in the Assessment Tracking Sheet in Appendix 4. This will help you to keep a check on how individual children are progressing and which areas the children are finding difficult. This will help you to revise them in the next quarter.
15. Some teachers will not want children to compare their marks with each other because it may dishearten those who are performing badly. In this case, do not return tests to children and only share marks with colleagues and parents.
16. If you would like to return the tests to the children, do so in a later lesson and explain that they should not compare marks with each other, or boast if they got a good mark, as this may make others feel sad.

Book Descriptions

17. If the children have read library books over the past week, ask each child to tell the rest of the class what it was about, what they enjoyed about it and why.

A note about the unit plans

Unit 1 plans

Please note that Unit 1 is planned in detail as this is the first teaching unit. Once you are familiar with the 10-lesson pattern, later unit plans are briefer. They follow the order of the Textbook and Workbook, referring to *Sample Procedures for a 2-week Teaching Unit* in Chapter 3 of the Teaching Guide.

Unit 5 plans

Likewise, Unit 5 (*How am I doing?*) is planned in detail as this is the first revision unit. Once you are familiar with the revision week format, later units follow the order of the Textbook and Workbook, referring to *Sample Procedures for a 1-week Revision Unit* in Chapter 4 of the Teaching Guide.

Where to find the answers

In all unit plans, answers are given at the end of Textbook and workbook page notes.

Page references

Page numbers refer to the Textbook unless a Workbook page number is specified.

Adapt these notes!

Use your professional judgement when using these notes and feel free to adapt them. Every class of children is different, and different schools have different lesson timings. Some activities may need to be carried over to the next lesson. At other times, you may be able to cover two lessons in one period. Please use your own ideas too!

Adapt your lesson plans to your situation!



X

✓

Reading genre: An information text

Background

This unit is called *Study Detectives* because students, like detectives, use tools to find out and communicate information effectively. Students of a language need to learn how to use tools such as alphabetical order, a contents page, an index, a dictionary, glossaries, maps, and tables. The map on pages 2 and 3 gives information about world languages. The glossary on page 4 explains some essential study tools. The tourist brochure on pages 7-11 is an example of an information text that enables children to use some of these tools for themselves.

Learning outcomes: See detailed planning grid on page 4 and individual unit plans.

Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 4
- (advisable) materials for games chosen to support a teaching point
- (optional) a variety of information books from the library
- (optional) a world map

Extension activities (optional)

A visit to a library

1. If possible, arrange a visit to the school library.
2. Discuss how to search for a particular book that you want to read. Elicit that the library is organized into different areas like fiction and non-fiction. Within the non-fiction section, there are probably sub-sections for history, science, geography, music, art etc.
3. Point out that the fiction is probably organized alphabetically, using the first letters of the author's surname.
4. Discuss whether we look for information books in the fiction or the non-fiction section, eliciting that information books are non-fiction because they are about facts.
5. Ask each child or pair of children to find an information book on any subject with a contents page at the front and an index at the back.
6. Make it clear that when children take a book from the shelf, they should note EXACTLY where it came from and that it should go back in exactly the same place. Otherwise other people will not be able to find it.
7. Ask each child to find the contents page at the front of their information book. Discuss how it is organized. Elicit that the contents is organized in the order of chapters from the beginning to the end of the book. Establish that each chapter is on a separate subject and has a heading in bold to tell us what the chapter will be about.
8. Ask the children to find the index at the end of their information book. Discuss how it is organized. Elicit that the index is organized in alphabetical order of key subjects in the book. When you find a subject that you want to read about, you can turn to the page number that is given beside it in the index.
9. Ask the children to scan (flip through the book quickly) to find maps. What do the maps tell us? Usually there is a purpose to a map, for example, it may tell us about the climate or number of people who live in a place.
10. Ask the children to scan their book for tables. What do the tables tell us? Elicit that they usually compare facts or numbers.
11. Ask each child or pair of children to use the index to find a subject that interests them. Tell them to turn to the correct page and find a short, interesting fact.
12. Encourage all children to read an interesting fact aloud to the class.

Textbook page notes

A. Reading: An information text

Learning outcomes

Students should be able to:

- use a dictionary to find the meaning of a word.
- recognize that information can be presented in a variety of ways, e.g. in a map, glossary, table, contents, index etc.

Reading notes for the teacher

Pre-reading (See Chapter 3, Lesson 1, Steps 5-9.)

- Discuss the meaning of each word in the Key words box, using the mini-dictionary to help you.
- Ask the children to take turns to discuss the following questions:
- **Suitable questions:** *What information does this map give us?* (Elicit that it does not just tell us where the continents and some countries are. It also tells us about the languages of different parts of the world. We learn where some of the reading texts in this series come from too.)
- *What kind of text can we read from: South America / Africa / Greece / France / England / Pakistan?* (Refer to the map.)
- *Which language does the English word _____ come from?*

During reading (See Chapter 3, Lesson 1, Steps 10-21.)



- As you play the audio-recording or read the text for the first time, ask questions regularly to check understanding.
- As you read, elicit the meanings of difficult words like *magnifying glass* and *pronounce*.
- Elicit that the words on page 4 are arranged alphabetically and that alphabetical order makes it easy to find the word we are looking for.
- **Talk box:** Encourage the children to tell you other facts about the countries on the map. Ensure that the children tell you real facts, not opinions that they cannot prove.

Discussion of the text (See Chapter 3, Lesson 2, Steps 1-8.)



- Ask the children oral questions, taking time to refer to the text and clarify misunderstandings.
- Encourage the children to ask you questions if they do not understand.
- Discuss words and phrases that capture the children's interest or imagination and elicit the meanings of words in context.
- Ask different children to explain their understanding of the text.

Optional paired reading practice (See Chapter 3, Lesson 2, Steps 9-14.)

- If some children in the class are still poor readers, pair them up with able readers and ask them to read aloud the text in a whisper. The more able reader should take responsibility for teaching the less able partner to read fluently. Both children should have the confidence to ask the teacher to explain what neither of them understands.

B. Comprehension

Learning outcomes

Students should be able to:

- **B1:** identify features of an information text.
- **B2:** check that the text makes sense to them.
- **B3:** identify and summarize main ideas.
- **B4:** draw inferences.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 15-21.)

- **B1:** Discuss the features of an information text and the tools that we use to find out about a language.
- **B2-3:** Go through the exercises orally in class before you ask the children to write them.
- **B4:** a) Discuss other words beginning with *mini*, e.g. *minibus*, *minimum*, *miniature*.
b) Elicit that if we talk about a language that people *spoke* (past tense of *to speak*), we are using the past tense. This suggests that people do not speak it in present times.

C. Word Reading and Spelling

Learning outcomes


Students should be able to:

- **C1 & 3:** read and pronounce words of French origin with the *sh* sound spelt *ch* (**chef**), the *g* sound spelt *gue* (**league**), and the *k* sound spelt *que* (**antique**).
- **C2:** use the term *syllable*.
- **C4:** use a dictionary to find the meaning and part of speech of a word.
- **C5-6:** read and pronounce words of Latin origin with the *s* sound spelt *sc* (**science**) and words of Greek origin with the *k* sound spelt *ch* (**character**).
- **C7:** use tricky words in context.

Spelling notes for the teacher



- **C1:** Discuss the 'wise owl' box. This explains a very important aspect of pronunciation in English: **stress**. Most South Asian languages, including Urdu, are 'syllable-timed'. That is, each part of a word is given approximately the same weight. In contrast, English is a 'stress-timed' language. In every word, one syllable is given more weight than other parts of the word. For example we stress the first syllable in brochure, but stress the section syllable in machine.
- There are few easy rules about stress. We just have to learn the correct stress for each word.
- Revise the term *syllable*. It is easy to identify syllables if one says a word aloud. We can pause naturally between syllables as in the two-syllable word *coll-eague*.
- From Level 4 onwards, the spelling tables **underline stressed syllables**, so that your pupils can learn the correct way to pronounce each word.
- Encourage the children to read each word after you or the audio-recording, stressing the underlined syllable.
- Discuss the meanings and ask children to use them in the context of sentences. (See Chapter 3, Lesson 3, Steps 1-7.)
- **C2:** Elicit that the single-syllable words in C1 are NOT underlined. This is because we cannot give extra weight to one syllable if there is only one syllable in the word.
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)

- **C3:** Ask different children to complete the sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **C4:** Elicit that every word has its own grammatical usage. We call the grammatical definition of a word 'a part of speech'. We can use a dictionary to find out what part of speech a word is. For example, *chef* is a noun (a word that is a name for a person, place, thing, animal, or idea) and *unique* is an adjective (a word that tells you more about a noun).
- **Test the spellings** in C1 after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)
-  **C5:** Remind the children that English grew out of other languages like Latin (from what is now Italy), Greek (from what is now Greece), and French (from what is now France).
- When we know the origin of the word, we can use this tool to find out the meaning, spelling, and pronunciation of the word. Explain that Urdu grew out of the Persian, Arabic, and Sanskrit languages in the same way.
- Ask the children to repeat the words after you or the audio-recording, and to discuss the meanings as in C1. Remind them that tricky words do not follow the usual spelling rules. We just have to learn them. (See Chapter 3, Lesson 5, Steps 1-6.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C6:** This exercise develops editing skills, giving children practice in searching their own work for spelling errors. Ask different children to read aloud each sentence of the text, stopping to tell you when there is a spelling mistake. They should complete the sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- When the children make up their own sentences with the tricky words, encourage them to make the meaning of the word clear. For example, the following sentence is not acceptable because it does not show the meaning of the target word: *I can spell the word English*. A better sentence would be: *People speak the English language all over the world*. This shows that the child is aware that English is a language and it tells us something about the language.
- **Test the second set of spellings and tricky words** after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)

Extension activities

- Ask the children to write their own sentences with the *sc* and *ch* words in C5.
- Dictate the sentences in C3. (See Chapter 3, Lesson 7, Steps 7-12.)

D. Vocabulary, Grammar, and Punctuation

Learning outcomes

Students should be able to:

- **D1:** understand that an adjective tells us more about a noun.
- **D2:** use a capital letter at the start of a proper noun.
- **D3:** use comparative forms of one-syllable and multi-syllable adjectives, also adjectives ending in *y* (*calmer, noisier, more beautiful*).
- **D4:** use superlatives of adjectives (*the calmest, noisiest, most beautiful*).

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 6, Steps 3-8.)

- **D1:** Discuss the 'wise owl' teaching box. Your pupils have already learnt about nouns and adjectives in Classes 2 and 3, so this should be revision. As they complete the table, the children will also have further practice in identifying the syllables of a word.
- The game *Mime the adjective* will give practice in using adjectives. (Game 14, Chapter 6)

- **D2:** Discuss the 'wise owl' teaching box. This is also revision from previous levels, but your pupils will still need to be reminded to use a capital letter at the beginning of a proper noun.
- Practise the sentences orally before asking the children to complete them.
- **D3:** Discuss the 'wise owl' teaching box. Remind the children of the work you did on syllables in C1 and C2. Once they can identify a syllable, they will find it easy to remember that we use *more ... than* and *the most ...* in words of three or more syllables.
- **D4:** Practise the sentences orally before asking the children to complete them.

Extension

- Ask the children to write other sentences with comparatives in their own words, for example, *Salim is older than Murad. Murad is more energetic than Salim.*
- Dictate the sentences in D4. (See Chapter 3, Lesson 7, Steps 7-12.)

E. Listening, Speaking, and Composition

Learning outcomes

Students should be able to:

- **E1:** compose and rehearse sentences orally while discussing information shown on a map.
- **E2:** listen to and complete a table.
- **E3:** write an information reference text with comparatives; use sub-headings.
- **E4:** use different sources to write an information text.
- **E5:** proof-read for correct punctuation of proper nouns.

Listening, speaking, and composition notes for the teacher

- **E1:** Discuss different ways of communicating information, taking time to talk about the 'wise owl' box. Elicit that we do not always use complete sentences (as in a map or a table). When we do use complete sentences, we often begin a paragraph with a sub-heading. (See Chapter 3, Lesson 8, Steps 1-4.)



- **E2:** Play the audio-recording for the listening task, or read it aloud slowly and clearly. Read it a second time so that the children can check their answers. Note that some of the information in the listening text is not included in the table. This is intentional. Children need to extract information for their needs and disregard information that they do not need. (See Chapter 3, Lesson 8, Steps 5-8.)
- **E3:** Talk through the composition task with the whole class, asking different children to use the writing frame to help them to frame sentences. Elicit that you will write a different paragraph for each of the three mountains in the table on page 10. Each paragraph can follow the same writing frame. More able children can add some of the information from the listening text in their own words. (See Chapter 3, Lesson 9, Steps 9-12.)
- After they have had plenty of practice orally, the children can write the task in their books. Walk round the class, checking their spelling and punctuation.
- **E5:** Encourage the children to proof-read and improve their work with the help of a classmate. (See Chapter 3, Lesson 9, Steps 13-17.)

Extension: Ask the children to research and write about another high mountain, such as Mount Everest.

Answers

- **B1:** a) non-fiction, factual b) information c) tools
- **B2:** a) People speak English all over the world.
b) People speak French in France and many African countries.
c) true
d) People spoke Latin in Italy in the past, but today they speak Italian.

e) The word *character* comes from ancient Greek. You pronounce *ch* as *k*.

f) true

- **B3:** a) You need to use a dictionary. b) You need to look at a map of the world.
c) You need to look at the contents. d) You need to look at a table.
e) You need to look at the index.
- **B4:** a) A mini-dictionary is a small dictionary.
b) *Spoke* is the past tense of the verb *to speak*.
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C2:** a) chef, mosque, tongue, league
b) machine, antique, unique, picturesque
- **C3:** a) League b) machine c) tongue d) mosque
- **C4:**

a	1
b	2
c	3
d	4
e	5
- **C5:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C6:** Come and enjoy the loveliest scenery in Pakistan! Our tour guides will take you on a fascinating 5-day trip around flowery valleys that echo to the waterfalls that feed the great River Indus. Stay in our comfortable chalets where our own chefs will serve delicious food! Wake up in the morning to a chorus of birdsong and the scene of picturesque snow-covered mountains around you. For a unique experience, try the three-hour ascent on foot to Fairy Meadows.
This brochure comes to you from Balti Travels Ltd www.baltitravels.com
- **C7:** Answers depend on the pupils and their individual ideas.
- **D1:** [The number of syllables is given in brackets.]
Adjectives: fascinating (4: say *fass-in-aye-ting*), comfortable (3: say kumf – te – bel), delicious (3: say *del-i-shus*), picturesque (3: say *pic-tcha-resk*), snow-covered (3), unique (2)
Nouns: trip (1), rivers (2), chalets (2), food (1), mountains (2)
- **D2:** Sunday 29 April: Leave Islamabad. Travel to Chilas. Stay at Holiday Lodge.
Monday 30 April: Travel from Chilas to Khaplu. Stay at Mountain View Hotel.
Tuesday 1 May: Travel from Khaplu to Skardu. Stay at Karakoram Chalet.
Wednesday 2 May Travel from Skardu to Besham. Stay at Besham Inn.
Thursday 3 May: Travel from Besham to Islamabad.
- **D3:** Pupils should use these forms in their own complete sentences:
noisier, calmer, more beautiful, busier, more polluted, emptier, colder

Unit 1: Study Detectives

- **D4:** Answers will depend on the pupils and their own ideas and experiences. They should use these forms:
a) most beautiful b) largest c) busiest d) most interesting

- **E2:**

K2 8611 metres	The highest mountain in <u>Pakistan</u> . The second highest in the <u>world</u> .	1954	K stands for <u>Karakoram</u> . K2 was the second mountain to be numbered in the Karakoram Mountains. It has no other local <u>name</u> .
Nanga Parbat 8126 metres	The <u>second</u> highest mountain in Pakistan. The <u>ninth</u> highest in the world.	1953	Means <i>Unclothed Mountain</i> in Urdu because it has no trees. It is also called <i>Killer Mountain</i> because it is so dangerous.
Gasherbrum 8080 metres	The <u>third</u> highest in Pakistan. The <u>eleventh</u> highest in the world.	1958	Means <i>beautiful mountain</i> in the Balti language.

- **E3: K2**

This mountain is the highest mountain in Pakistan and the second highest in the world. It is 8611 metres high, so it is higher than Nanga Parbat.

The first ascent was in 1954, so it was climbed earlier than Gasherbrun. It has the name K2, because it was the second mountain in the Karakoram Mountains to be numbered there.

Nanga Parbat

This mountain is the second highest mountain in Pakistan and the ninth highest in the world. It is 8080 metres high, so it is lower than K2.

The first ascent was in 1953, so it was climbed later than K2. Its name means 'unclothed' in Urdu because it has no trees. It is also called 'Killer Mountain' because it is so dangerous.

Gasherbrun

This mountain is the third highest mountain in Pakistan and the eleventh highest in the world. It is 8611 metres high, so it is lower than K2.

The first ascent was in 1958, so it was climbed later than Nanga Parbat. Its name means 'Beautiful Mountain' in the Balti language.

- **E4:** Answer will depend on the children's own ideas.
- **E5:** Check for evidence of proof-reading and self-correction of capital letters for names.

Workbook Unit 1

Learning Outcomes in the Workbook

1. Learning Outcomes for Spelling, Vocabulary, Grammar, Punctuation, and Composition

See the Scope and Sequence for this unit on page 4 of this Teaching Guide.

2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** recognize and write the break letters, that is, letters which have no exit flicks, and which are not joined to the next letter.
The break letters are: 'b g p q j x y z'

Detailed lesson notes

See Chapter 3: How to Plan a Teaching Unit.

Answers

- **Ex 1:** Children copy the words in joined writing, placing the letters correctly between double ruled lines. They must lift the pen/pencil off the page after each break letter. Check that the top of the ascenders 'b l d' are at the same height. Check that the descenders 'g p q j y' fall below the line to the same height.
- **Ex 2:** a) chic, machine b) brochure, chef, chalet c) unique, technique
d) mosque, picturesque e) antique, boutiques f) colleagues, dialogue, league
- **Ex 3:** a) index b) origin c) dictionary d) table e) map
f) contents g) label h) glossary
- **Ex 5:** a) ascent, scenery b) chemist, fascinating, science c) scissors, crescents d) stomach, ache
- **Ex 6:** a) language, Spanish, origin b) pronounce c) pronunciation d) particular, English
e) stress, syllables
- **Ex 7:** Answers depend on the pupils.
- **Ex 8:** a) The Indus is the ninth longest river in Asia.
b) The Indus is the longest river in Pakistan and flows from the north to the south.
c) The Jhelum is longer than the Ravi.
d) The Sutlej is 550 kilometres long and flows from the north-east towards the south-west.
- **Ex 9:** a) Indus b) south c) Chenab d) Lahore e) city f) Spain g) Friday
h) week i) July
- **Ex 10:** a) donkeys b) ascent c) scenery d) mountain-tops e) chalets f) picturesque
g) comfortable h) delicious i) chef j) fascinating
- **Ex 11:** a) busier, more polluted b) emptier c) noisier d) more beautiful e) calmer
- **Ex 12:** a) means, means, origin
b) called, means, origin, means
c) between, origin, means, lies, is called

Reading genre: A fantasy story

Background

This story draws from the fantasy genre, which usually includes magical characters and realistic human characters in the same narrative. There are often imaginary beasts like dragons. J.R.R. Tolkien's *Lord of the Rings* and J.K. Rowling's *Harry Potter* books are examples of fantasy fiction. Like fairy tales, they deal with the battle between good and evil, good winning in the end. Unlike fairy tales, they are written by a single author, who creates an imaginary world that is developed in a series of books.

Wide reading is by far the best way to develop English skills, so encourage your pupils to read a range of fantasy books for pleasure. Some examples are listed below. The ultimate aim of the unit is to teach children to write their own ending to the story in Section E.

Learning outcomes: See detailed planning grid on page 4 and individual unit plans.

Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 4
- (advisable) materials for games chosen to support a teaching point
- (optional) fantasy books from the library, such as *The Lion, the Witch and the Wardrobe* (C.S. Lewis), *The Hobbit* (J.R.R. Tolkien), and *Harry Potter and the Philosopher's Stone* (J.K. Rowling). Easier (and funnier) fantasy stories are Cressida Cowell's *How to tame your dragon* series. Encourage your more able pupils to read these in their own time.

Extension activities (optional)

Watching a fantasy film

1. If possible, and if you have a projector, arrange to show an example of children's fantasy film to your class. Suitable examples would be *Harry Potter and the Philosopher's Stone*, *The Lion, the Witch and the Wardrobe*, or *How to Tame your Dragon*.
2. Before you watch the film, talk about fantasy characters such as elves, goblins, dragons, and orcs. Elicit that they do not really exist (except in our imagination). Discuss how these stories often reflect the battle between good and evil in the real world.
3. After you watch the film, discuss the responses of your pupils. To start the discussion, ask questions like the following:
 - What was the main problem for the main characters in the story?
 - How did they solve the problem?
 - What was the most exciting part of the story for you?
 - Which characters did you like best?
 - What did you like most about the film?
 - What did you dislike about it?

Textbook page notes

A. Reading

Learning outcomes

Students should be able to:

- recognize that a fantasy story involves magic.
- be ready to change their minds about the characters while reading.

Reading notes for the teacher

Pre-reading (See Chapter 3, Lesson 1, Steps 5-9.)

- Discuss the meaning of each word in the Key words box. Elicit that this is a fantasy story, which often involves ordinary human beings going to a strange world where there are magical creatures. Often, the magical world resembles life in past times.
- Ask the children to take turns to discuss the following questions:

Suitable questions: *Does this look like a fiction or a non-fiction text? (Fiction.) How do you know? (Because there is a picture of someone on a flying dragon on page 13 and dragons do not exist.)*

- *What type of fiction do you think it is? (Fantasy.)*
- *How do you know that it is a fantasy story? (Because there is a picture of a dragon and fantasy stories often have dragons in them.)*
- *Which key words do you think are magic? Elicit that the word *dragon* is definitely magical. Characters in magical stories may wear a *veil*, *hood*, or *cloak*. However, the word *pump* is a modern, technical word and has few magical associations.*

During reading (See Chapter 3, Lesson 1, Steps 10-21.)



- As you play the audio-recording or read the text, ask questions regularly to check understanding.
- Ask the children to predict what will happen before they turn the page. Accept a variety of answers. Ask, *Do you think Sam should believe the old lady?*
- Tell them to explain their views about the talk box questions, accepting a variety of opinions.
- As you read, elicit the meanings of difficult words like *peculiar* and *eagle*.
- Ask the children to make inferences about the text, for example, *Why do you think Naz went with the dark rider on the dragon?* (Discuss when to do what other people tell us to do and when we should refuse to do what we are told.)
- Elicit that the story has not finished on page 15 and that 'to be continued' means that we will find out what happens next later on.
- **Talk box 1** (page 12): Ask the children to tell you words that suggest the old lady is good or bad. The 'peculiar glint' in her eyes may mean that she knows something they do not know. Elicit that she is the first one to see the strange grey shape.
- **Talk box 2:** (page 13) Discuss whether the children have changed their minds about the old lady. Probably most children will now think that Sam can trust her as she has offered him her magic veil. Point out that in fiction, we often change our minds about characters as we get to know them better. In answer to the question about which objects have magical powers, the shimmering veil is magical as it enables Sam to fly. A golden dragon with eight eyes is also magical.

- **Talk box 3:** (page 15) Discuss why Naz has not recognized Sam. Perhaps it is because the dark riders have turned him against his family. Perhaps it is because they have a magical power over him. Emphasize that this must be terrible for Sam because he has risked his life to save his brother. Remind the children that the old lady said that he should believe in Naz. Perhaps this is the time when he should believe that Naz can change to his old self.

Discussion of the text (See Chapter 3, Lesson 2, Steps 1-8.)



- Ask the children oral questions, taking time to refer to the text and clarify misunderstandings.
- Encourage the children to ask you questions if they do not understand.
- Discuss words and phrases that capture the children's interest or imagination and elicit the meanings of words in context.
- Ask different children to retell the story in their own words.

Optional paired reading practice (See Chapter 3, Lesson 2, Steps 9-14.)

If some children in the class are still poor readers, pair them up with able readers and ask them to read aloud the text in a whisper. The more able reader should help the less able partner to read fluently.

B. Comprehension

Learning outcomes

Students should be able to:

- **B1:** identify themes and conventions in fantasy fiction.
- **B2:** retell a story orally; act it out in groups.
- **B3:** explain the meaning of words in context.
- **B4:** identify and summarize main ideas.
- **B4:** draw inferences and justify inferences with evidence.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 15-21.)

- **B1:** Discuss the features of a fantasy story, referring to the notes at the beginning of this unit.
- **B2:** Ask different children to retell the story so far. Then get the children into pairs and ask them to take turns to retell the story to each other. Walk around the class and monitor their work, only correcting them if they have misunderstood or are not talking about the story.
- If you have time, get the children into groups of six. If possible, take them into a hall where there is plenty of space and ask them to act out the story so far.
- **B3:** Explain that English has a very rich vocabulary. There are many words that mean almost the same thing, which we call synonyms. After you have matched these words orally, ask the children to suggest other near synonyms such as *woman/lady*, *creep/tiptoe*, *enormous/huge*.
- **B4:** Remind the children that all of these questions are in the past tense. In questions, we use the present form after *did*, but in the answer, we use the past simple, for example, *Where did he find Naz? He found ...*
- **B5:** Accept a variety of answers, as the children should be able to express different opinions. Do not expect the less able children to write their answers, but make sure that all children take part in the discussion.

C. Word Reading and Spelling

Learning outcomes

Students should be able to:

- **C1-4:** know that the following spellings make the phoneme *ay* as in *day*: *wait, gate, they, beige, weigh*.
- **C5-7:** know that the following spellings make the phoneme *u* as in *dust*: *o* as in *other*, *ou* as in *country*.

Spelling notes for the teacher



- **C1:** Discuss the 'wise owl' box, which is revision from Level 3. Teach the children to read each word after you or the audio-recording. Discuss the meanings and ask children to use them in the context of sentences. (See Chapter 3, Lesson 3, Steps 1-7.)
- **C2:** Challenge the children to look for and underline the target words in the reading text. At the end of five minutes, tell them to stop. They should then be able to read aloud the sentences in which the words occur. Note that a few words may not be in the text. (See Chapter 3, Lesson 3, Steps 8-13.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C3-4:** Ask different children to complete the task orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the spellings** in C1 after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)



- **C5:** Discuss the 'wise owl' box, which is revision from Level 3. Ask the children to repeat the words after you or the audio-recording, and to discuss the meanings as in C1. Remind them that tricky words do not follow the usual spelling rules. We just have to learn them. (See Lesson 5, Steps 1-6.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C6:** Ask different children to suggest the sentences orally before they write their own ideas in their notebooks. (See Chapter 3, Lesson 3, Steps 16-22.)
- **C7:** Ask the children to do the easiest clues first. They can complete the words after each clue, with one capital letter to each space.
- **Test the second set of spellings and tricky words** after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)

Extension activities

- Ask the children to list words in the text that add detailed pictures to our imagination (for example, *shimmering veil*, *glint in her eyes*, *fiery trail*, *mist of the snow-covered peaks*).

D. Vocabulary, Grammar, and Punctuation

Learning outcomes

Students should be able to:

- **D1-3:** form noun phrases with modifying adjectives.
- **D1:** recognize the head word in a noun phrase, e.g. *a strange old lady with a shimmering veil*.
- **D2:** revise using *a* before a consonant and *an* before a vowel; use a noun in a noun phrase.
- **D3:** write noun phrases with prepositions: *a strange old lady with a shimmering veil*.
- **D4:** use the determiners *a*, *an*, *the* correctly.
- **D5:** revise question marks and form questions correctly.

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 6, Steps 3-8.)

- **D1:** Discuss the 'wise owl' teaching box. The children have already learnt that a noun phrase is a group of words without a verb, usually including an adjective and a noun. Here they learn that the main word in a phrase is called the 'head'. In a noun phrase, the main word is a noun. Here the children should circle the main noun, for example, in 1a, the main word is the *lady* (since the veil describes her).
- **D2:** Practise the phrases orally before asking the children to complete them. Stress that the children should use their imaginations, so one child might write 'a strange squirrel on a tree' while another might write 'a strange leaf on a tree'. Both would be correct.

- **D3:** Encourage the children to use the detail of the pictures in their noun phrases. As in 3a, show them how to use at least one adjective (e.g. 'golden') and one preposition (e.g. 'in').
- **D4:** Discuss the 'wise owl' teaching box. Determiners are especially difficult for speakers of south Asian languages like Urdu, because there are no exact parallel words to *a* and *the*. Probably the best way to teach determiners is through plenty of reading, so encourage your pupils to read widely. This will help them to absorb correct usage of *the* and *a*. However, it will help them to know that we usually use *a/an/some* on the first occasion something is mentioned. After we know what we are talking about, we usually use *the*.
- **D5:** Practise making up questions for the answers orally before asking the children to write them. They should remember that all questions should end with question marks.

Extension

- Ask the children to write other noun phrases in their own words.
- Dictate the sentences in D5. (See Chapter 3, Lesson 7, Steps 7-12.)


E. Listening, Speaking, and Composition

Learning outcomes

Students should be able to:

- **E1:** discuss key features of fantasy stories.
- **E2:** listen to a fantasy similar to that which they are about to write.
- **E3:** compose and rehearse sentences orally.
- **E5:** read aloud their own writing to a group.
- **E3:** plan a story ending.
- **E4:** write a story ending.
- **E5:** proof-read for punctuation.

Listening, speaking, and composition notes for the teacher

- **E1:** Discuss the fantasy genre, taking time to talk about the 'wise owl' box. (See Chapter 3, Lesson 8, Steps 1-4.)
- Ask children to discuss their own ideas for an ending to the story. (See Chapter 3, Lesson 8, Steps 9-16.)
- **E2:**  Explain that the listening text will tell them the next episode of the story. Play the audio-recording for the listening task, or read it aloud slowly and clearly. Read it a second time so that the children can check their answers. (See Chapter 3, Lesson 8, Steps 5-8.)
- **E3:** Ask an 'open pair' of children to come to the front and take turns to ask and answer the questions in complete sentences. Then ask another 'open pair' to answer the questions in a different way, so as to make it clear that the children should use their own imaginations to end the story.
- Make it clear that they can answer in a variety of ways. The questions are there to give them ideas. As this is a fantasy story, it is important that the ending should be happy. In other words, the two boys should arrive home safely. How they get there is up to the children!
- After listening to two alternative endings, all the children should practise the dialogue as 'closed pairs'. Remind them to use 'partner voices' and talk in a whisper. (See Chapter 3, Lesson 9, Steps 1-8.)
- Walk round the class and monitor their conversations, helping where necessary.
- **E4:** Talk through the composition task with the whole class, making it clear that every child will probably end the story in a different way. Encourage the use of detailed and descriptive noun phrases. (See Chapter 3, Lesson 9, Steps 9-12.)
- The children write their story endings in their notebooks IN SILENCE. This will aid concentration and will ensure that they do not copy each other.

- **E5:** When they have finished, encourage the children to read aloud their endings to a classmate. They should be positive in their appreciation of alternative endings. (See Chapter 3, Lesson 9, Steps 13-17.)
- After you have corrected the compositions, read aloud examples of good writing. Also give feedback on common mistakes. (See Chapter 3, Lesson 10, Steps 1-6.)

Extension: Ask the children to write their own fantasy story about a girl and some dark riders.

Answers

- **B1:** a) This is a made-up story, so it is a fiction text. b) true
c) The problem in the story is that a dark rider has taken Naz away on the back of a dragon.
- **B3:** a) cycle – bike b) mountain-tops – peaks c) shimmering – shiny
d) trust - believe e) ordinary - usual
- **B4:** a) Sam was in the park (opposite his house).
b) They were cycling.
c) An old lady was watching them.
d) A grey shape with a fiery trail came over the mountains.
e) He went away on the back of the dragon (or with a dark rider).
f) She gave him her magic veil.
g) He flew over the mountains on his bike and came to a village.
h) He found Naz in an enormous dark cave.
- **B5:** a) Naz helped Sam by mending his tyre. He 'treated his younger brother as a friend, even though Naz was six years older than Sam.'
b) Naz did not recognize Sam. He 'looked at him with cold eyes.'
c) Answers will vary. Make it clear that the children should answer the questions that Sam asked **himself**, not other people. Point out that they add to the suspense of the story and make us want to know the answers too. Here are suitable answers:
Page 12
 - Who was she? (Perhaps she was a neighbour / someone from the village over the mountains / a witch.)
 - Was it a bird or a plane? (It was neither. It was a dark rider on a dragon.)
 Page 14
 - Why did the old lady appear just before the dark rider arrived? (Perhaps she knew by magic that the dark rider was coming and wanted to help Sam and Naz. Perhaps she saw the dark rider coming over the mountains.)
 - How did the dark rider know Naz's name? (Perhaps they already knew each other. Perhaps he knew by magic.)
 - How did the old lady know his own name? (If she was a neighbour, perhaps she already knew Sam. Perhaps she knew by magic.)
 - Where was the dragon taking his brother? (The dragon was taking his brother over the mountains / to a cave in another country.)
 Page 15
 - Was his brother one of the dark riders? (Perhaps he was. Perhaps the dark riders were keeping him prisoner. Perhaps he was only pretending to be a dark rider. Perhaps the dark riders had given him a magic drug. Perhaps he believed that they were his friends.)

- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
Words with more than one syllable: today, Saturday, waited, neighbour, obey, survey
- **C2:** The children underline as many words as they can find in the reading text in five minutes. Afterwards, they read aloud the sentences in which they occur.
- **C3:** a) 3 b) 1 c) 4 d) 7 e) 2 f) 5 g) 6
- **C4:** c) receive e) key g) can i) transport
- **C5:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
Words with a stress on the second syllable: another, among, believe, peculiar
- **C6:** Answers depend on the pupils.
- **C7: Clues down:**
 - 2) DUST
 - 3) BROTHER
 - 4) PUMP
 - 5) ANOTHER
 - 7) TROUBLE
 - 9) TOUCH**Clues across:**
 - 1) ORDINARY
 - 4) PECULIAR
 - 6) OPPOSITE
 - 8) HUNGRY
 - 9) TRUST
 - 10) DULL
- **D1:** a) lady b) peaks c) dragon d) rider e) valley
- **D2:** Accept nouns that would make sense in the context. Example answers:
 - a) an unusual mist over the mountains
 - b) a strange bird on a tree
 - c) an old woman with a bent stick
 - d) a grey lizard under a wet stone
- **D3:** Accept correct phrases including *with*, *in*, or *on*. Example answers:
 - a) a golden dragon in a cave
 - b) an eagle on a dead tree
 - c) a monster with a horn and six legs
 - d) an owl with a letter in its claws
- **D4:** 'What happened, Naz?' asked Sam.
'I remember it now,' he said. 'A man brought me here on a dragon. He put a black cloak with a hood on me.'
'Take off the black cloak, Naz,' whispered Sam. 'Take off the hood. My bike is outside the cave. Get on the bike and come with me.'
As he spoke, he heard a noise behind him. A dragon was raising its head. There was a nasty look in its red-veined eyes.
'Hurry!' hissed Sam. 'There's not a moment to lose.'
- **D5:** a) Who was Naz? b) Where were Sam and Naz? c) What was Naz wearing?
d) What were the dark riders doing? e) Why did they hurry?

- **E1:** Suitable answers:
 - a) Magical objects in the story were the veil and possibly the bike. Magical creatures were the dragons.
 - b) The key problem is that the dark rider has taken Naz away from his home. [The children will have their own solutions.]
- **E2:** cave, roared, woke back, snowy shoulder, power dragons, wings through, rocks
- **E3-4:** Answers will depend on the children's own ideas.
- **E5:** Check for evidence of proof-reading and self-correction of punctuation. Get the children to read aloud the endings of their stories, with dramatic intonation.

Workbook Unit 2

Learning Outcomes in the Workbook

1. Learning Outcomes for Spelling, Vocabulary, Grammar, Punctuation, and Composition

See the Scope and Sequence for this unit on page 4 of this Teaching Guide.

2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise letter joins to and from letter 'w'. They make a horizontal join from 'w' to letters 'a' and 'o'.
- **Ex 2:** practise letter joins to and from letter 'w'. They should space the letters and also the words correctly.

Detailed lesson notes

See Chapter 3: How to Plan a Teaching Unit.

Answers

- **Ex 1:** Children copy the words once or twice in joined writing, placing the letters correctly between double ruled lines.
There is a horizontal join from 'w' to letters 'a' and 'o'.
Demonstrate how the joining line drops after 'w' before it forms letter 'e' in 'weigh' and 'weekend'.
- **Ex 2:** Children complete the words in joined writing between double ruled lines.
Demonstrate how the letters in 'owl' are spaced out quite widely.
- **Ex 3:**
 - a) They stayed with my neighbour on Saturday.
 - b) They say that they want to buy some beige veils today.
 - c) The ship won't wait! It will sail without us.
 - d) You must obey your teacher and wait at the main gate.
 - e) He gazed at the strange shape of the plane.
 - f) The huge grey dragon surveyed its frightened prey.
 - g) The eight horses shook their reins and neighed in a strange way.
- **Ex 4:** found ground our pour should would you your hour
- **Ex 5:** Words across: hotel, comfortable, other, hole, brother, contents, mother
Words down: cold, (an)other, fortune, among, colleague, origin
 - a) comfortable, other, brother, mother, another, among
 - b) hotel, hole, contents, cold, fortune, colleague, origin
- **Ex 7:** a) magic b) opposite c) guide d) peculiar e) magical f) believe g) ordinary
- **Ex 8:** Answers depend on the pupils.
- **Ex 9:** a) 6 frame, b) 4 tyre, c) 7 pump, d) 3 wheel, e) 2 horn, f) 5 pedal, g) 8 basket, h) 1 mirror
- **Ex 10:** Answers depend on the pupils.

- **Ex 11-12:** Once there was **a** Chinese Emperor who had **a** daughter. As her eighteenth birthday was approaching, **the** Emperor ordered all the cloth-makers in the country to bring their best rolls of cloth to the castle, as **a** present for his daughter.
When they arrived, the Head Guard looked at **the** cloth carefully. 1) 'Which is the best roll?' he asked himself. Then he noticed one particular roll, which was made of **the** finest thread and when you turned **the** roll in **the** light, **the** colours changed magically.
The Head Guard gave this roll to **the** dressmaker and instructed her to make **an** unusual gift for **the** Emperor's daughter. **The** dressmaker was anxious. 2) 'What shall I make?' she wondered. She decided to make **a** fine jacket for the Princess's birthday. 3) 'But will the Princess like it?' she worried. She worked hard until she finished **the** jacket. She hung it up and then fell into **a** deep sleep.
When she woke up, she looked again at the fine jacket. 'Will it look pretty on me?' she wondered. 'I'll just try it on,' she decided.
- **Ex 14:** Answers depend on the pupils.

Reading genre: A play-script

Background

This play-script is a comedy and should be enjoyed for its light-hearted humour. Encourage the children to enjoy the fun when a bear escapes from the zoo and walks into a shopping mall. If possible, get the class to act it out for an audience, playing it to make people laugh. See Extension activities below.

The unit reminds children how to set out a play-script with the speaker on the left, the words on the right, and stage directions in brackets and in the present tense. As in the previous unit, the children are encouraged to use their own imaginations to write the ending. While in Unit 2, they wrote their ending as a narrative; in this unit, they write their ending as a play-script.

Learning outcomes: See detailed planning grid on page 4 and individual unit plans.

Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 3
- (advisable) materials for games chosen to support a teaching point
- (optional) books about animals from the library, so that the children can make their own costumes

Extension activities (optional)

Drama

1. After you have completed the whole unit, and after the children have written their own endings in Section E, choose one child's ending and ask the author to write it very neatly as a play-script so that other children can read it.
2. Photocopy as many copies as you need for the parts of the actors and add it to the end of the play. This should include Scene 5 (in Section C3 and D4), Scene 6 (in Section E2), and Scene 7 (in Section E3).
3. Prepare to act out the play for other classes or their parents.
4. There are 26 speaking parts. More can be added if they are divided according to the number of children in your class. For example, you can add more zebras, monkeys, deer, and sheep. You can also have more guards and add policemen.
5. Another alternative is to change the actor who plays the bear at the end of each scene, so that seven children can play the star role. The bear's hat with ears (see Props below) can be passed from one child to the next in Scenes 1-3. The wig and coat can be passed from one child to the next between scene changes after Scene 3.
6. There is no need for narrators and the stage directions should be acted out, not read aloud.

First drama practice

7. Assign the roles. Discuss how each character should say their words – angrily, anxiously, happily, or sadly. Encourage the children to show their feelings on their faces and in their actions.
8. Discuss how each character should move. For example, monkeys should jump about and scratch. Sheep can pretend to eat grass on the ground. The waiter should stand stiffly and hold a tray.
9. When the children know how to say their lines, get them to learn their parts for homework.

Further drama practice

1. Rehearse the play several times, showing the actors where to move on the stage.
2. Stand at the back of the hall and make sure that the children speak loudly enough to be heard easily.
3. Work on expression. As soon as they know their lines, help them to convey the right feelings in their voices with the right intonation.
4. Encourage the actors to imagine themselves in the role. Even though they talk loudly enough to be heard, they should make eye contact with the person to whom they are speaking. They should never stand still and say their lines to the audience. They should always relate to the other actors on the stage.

Costumes

5. Animals should wear simple T-shirts and trousers appropriate to their colour, for example:
zebras: black and white striped clothes; long pointed ears at the top of the head
deer: brown spotty clothes; pointed ears at the top of the head
monkeys: brown clothes; large round ears at the side of the head
sheep: white clothes; long floppy ears at the side of the head
the bear: black clothes; small round ears at the top of the head.
6. Ears can be made of card and attached to plastic hair bands or hats. Alternatively, animals can be distinguished by face-paints.
7. Do not give the children masks that cover their faces as these muffle the sound of their voices.
8. Other characters can wear the clothes that would be suitable for their roles.

Props

- a cap and bundle of leaves for the zoo-keeper
- a high table at the back left of the stage; it can represent the counter for the clothes shop, wig shop, and hotel. (One table will be enough as the people will come and go off the stage.)
- a chair and table near the front right of the stage for the bear to sit at in the restaurant and for the bear to hide under at the end
- a piece of card to represent the hotel menu on the front table
- a tray for the waiter (Do not put glasses on it as they may fall off.)
- a wig for the bear, preferably long and curly, but if you cannot find a long and curly one, change the script on page 25 to fit what you have.
- a telephone for the hotel receptionist on the back table, and piece of card to represent the hotel brochure

Performance

1. When the children know the play by heart, perform it in an assembly or annual day for parents.
2. If possible, use the opportunity to write letters of invitation to parents, telling them when and where to come.
3. Encourage the children to use their own imaginations so as to make the play as funny as possible.

Textbook page notes

A. Reading text

Learning outcomes

Students should be able to:

- discuss key words.
- predict what might happen from details stated and implied.

Reading notes for the teacher

Pre-reading (See Chapter 3, Lesson 1, Steps 5-9.)

- Discuss the meaning of each word in the Key words box. Use the mini-dictionary to help you.
- Ask the children to take turns to discuss the following questions:
- **Suitable questions:** *What kind of text is this?* (A play-script.)
How do you know? (Because the names of the speakers are written in bold on the left. Their words are on the right. The stage directions are in brackets.)
Where is the play set in Scene 1? (In a zoo.)
What animals can we see in the zoo? (Monkeys, zebras, deer, sheep, and a bear.)
What is a scene? (A part of a play that happens in the same place.)

During reading (See Chapter 3, Lesson 1, Steps 10-21.)



- Play the audio-recording for Scene 1. Alternatively, assign roles for the thirteen animals and the zoo-keeper. Read aloud the stage directions and discuss them on the first reading. Make it clear that we do not read aloud stage directions when we perform a play.
- At the end of Scene 1, discuss what made you laugh. Why was it funny? Elicit that we often laugh when people (or animals) do unexpected things. Discuss the children's experience of visits to zoos, what they saw, and how they felt. Elicit that we often call a funny play or television programme a comedy.
- Play the audio-recording for Scene 2. Alternatively, assign roles for the shop assistant and a new child as the bear. Elicit that the shop assistant is nervous because she has never seen a bear in a shop before – and perhaps because she is surprised to hear that a bear can speak.
- Do the same for Scenes 3 and 4, stopping to discuss each scene before you go on. Elicit that the wig-seller and waiter do what the bear asks because they are frightened of her. Elicit also that the bear is very polite and does not behave badly.
- Ask the children to make inferences about the text, for example, *Why do you think everybody is angry with the bear, even though she is polite?* Elicit that the bear and the people do not understand each other, even though they can all speak. The bear does not pay for anything, but this is because she does not understand about money. The waiter thinks that the bear is asking for strange food because he does not understand that worms and flies are a bear's normal food.
- **Talk box 1** (page 23): Discuss whether the bear will be happy if she lives in a city. Suitable questions: *What will she need to learn about? Do you think people will be kind to her? Will she get the right kind of food? Will a bear from a zoo be happier in a city or in the jungle? Will she know how to find her own food in a jungle after living in a zoo?*
- **Talk box 2** (page 25): Ask, *Who can help the guards to catch the bear?* (Perhaps policemen, people with mobile phones, zoo-keepers.) *Who can help the bear?* (Perhaps people who feel sorry for her, people who do not believe in zoos, animals in the jungle.)
- **Talk box 3** (page 26): Ask the children to suggest several alternative endings. For example, the bear might go on to the cinema, to a wedding, or to a party in a house. Or the guards might catch the bear and take her to the zoo or the jungle.

Discussion of the text (See Chapter 3, Lesson 2, Steps 1-8.)



- Ask the children oral questions, taking time to refer to the text and clarify misunderstandings.
- For each scene, ask who they want to be happy – the bear or the people?
- Encourage the children to ask you questions if they do not understand.
- Ask different children to retell the story in their own words.

Optional second reading (See Chapter 3, Lesson 2, Steps 9-14.)

- If you have played the play on the audio-recording the first time, or if the children have not fully understood the play, read the play again, assigning the parts to different children, so that they all get a chance to read aloud.

B. Comprehension

Learning outcomes

Students should be able to:

- **B1:** identify themes and conventions in a play-script.
- **B2:** discuss informal words and phrases that catch the reader's imagination.
- **B3:** summarize main ideas.
- **B4:** take turns to listen to what others say.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 15-21.)

- **B1:** Discuss the features of a play-script before the children do the task.
- **B2:** Before the children complete the exercise, discuss the use of idioms, for example phrases like *sick of* (tired of), *a slap up meal* (a very expensive meal), *you guys* (you, my friends), *bother!* (oh dear!) *a dab-hand at* (very good at something), *what's got into you?* (what's the matter with you?)
- **B3:** Go through the sentences orally in class before you ask the children to write them.
- **B4:** Accept a variety of answers, as the children should be able to express different opinions. Elicit that on the one hand, people can enjoy learning about animals from zoos. On the other hand, animals probably do not like living in cages, out of their natural environment. Do not expect the less able children to write their answers, but make sure that all children take part in the discussion.

C. Word Reading and Spelling

Learning outcomes


Students should be able to:

- **C1-3:** make nouns from verbs by adding the suffixes *-tion* (*description*), *-ation* (*information*), *-ssion* (*permission*).
- **C1:** count the syllables in a word; use the term *stress*.
- **C2:** identify target words in the reading text.
- **C3:** revise the above nouns in the context of a play-script.
- **C4-6:** use plural nouns: *f/fe + s*: (*leaves*), *y + s* (*berries*), *vowel + y + s* (*monkeys, pathways, boys, guys*).
- use irregular plurals (*deer, sheep*).
- **C7:** recognize opposites of adjectives.

Spelling notes for the teacher



- **C1:** Discuss the 'wise owl' box, eliciting that each of these words ends with the phoneme *shun*. Teach the children to read each word after you or the audio-recording. Discuss the meanings and ask children to use them in the context of sentences. (See Chapter 3, Lesson 3, Steps 1-7.)
- **C2:** Challenge the children to look for and underline the target words in the reading text. At the end of five minutes, tell them to stop. They should then be able to read aloud the sentences in which the words occur. Note that a few words may not be in the text. (See Chapter 3, Lesson 3, Steps 8-13.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)

- **C3:** Explain that this is the next scene of the play in the reading text. Elicit that the bear is still on the run from the zoo. Ask different children to suggest words that would make sense in the context. When the children have completed the play-script, assign the parts to two children and ask them to read it dramatically. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the spellings** in C1 after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)
-  **C4:** Discuss the 'wise owl' box, reminding the children that there are different rules for forming the plurals of nouns. Ask the children to repeat the words after you or the audio-recording, and to discuss the meanings as in C1. Remind them that tricky plurals do not add *s*. We call words like this 'exceptions' to a rule. We just have to learn them. (See Chapter 3, Lesson 5, Steps 1-6.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C5:** Ask the children to follow the rules in the 'wise owl' box.
- **C6:** Ask different children to complete the sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **C7:** Remind the children that they are looking for the **opposite** of each word, not synonyms (as they did in Unit 2, B3). Elicit that an adjective describes a noun and an adverb describes a verb, often ending in *ly*. Point out that *curly* is an adjective, even though it ends in *ly*, because it usually describes the noun 'hair'. It is an exception, because it does not follow the usual rule.
- **Test the second set of spellings and tricky words** after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)

Extension activities

- Ask children who finish early to think of other pairs of opposites, e.g. *old/young*, *poor/rich*, *kindly/cruelly*.
- Dictate the sentences in C6. (See Chapter 3, Lesson 7, Steps 7-12.)

D. Vocabulary, Grammar, and Punctuation

Learning outcomes

Students should be able to:

- **D1:** distinguish between count and uncount nouns; use nouns with *much* and *many*.
- **D2:** use collective nouns with count and uncount nouns (*a jar of honey*).
- **D3:** use *could* and *would* to make polite requests.
- **D4:** punctuate play-scripts with colons after speakers' names and brackets around stage directions.

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 6, Steps 3-8.)

- **D1:** Discuss the 'wise owl' teaching box. Explain that we describe nouns like *rice* and *sugar* as 'uncount nouns' (sometimes called 'uncountable nouns') because the little grains are too many to count. These nouns do not end with *s* and if there is only a little, we say there **is not much**. However, we describe nouns like *bananas* as 'count nouns' (sometimes called 'countable nouns') because we can count them easily. These nouns usually end with a plural *s* and if there are only a few, we say there **are not many**. Explain that we use *a lot of* with both count and uncount nouns.
- **D2:** Explain that we have different words for groups of nouns. We call these 'collective nouns'. Practise the phrases orally before asking the children to complete them.
- **D3:** Discuss the 'wise owl' teaching box. Elicit that it is polite to say 'please' when ask for something in English. It is polite to say 'thank you' when we receive something. Explain that there are other ways of being polite. We often use *could* and *would* to be extra polite and then we change the form of the sentence. Elicit that the sentences in D3 would be very rude if we left them as they are in the book. We can make them more polite by adding *please*. We can also change the sentences adding *would* or *could* as shown in the examples.

- **D4:** Discuss the 'wise owl' teaching box. After the children have underlined the speaker's name, added a colon, and added brackets, assign the two parts. Ask the two children to read aloud the scene dramatically. Then encourage them to guess what will happen next.

Extension

- Ask the children to write the conversation between the receptionist and the police.


E. Listening, Speaking, and Composition

Learning outcomes

Students should be able to:

- **E1:** note the features of a play-script; compose and rehearse the dialogue orally.
- **E2:** listen to a play-script similar to that which they are about to write.
- **E3:** plan and write a play-script in polite language.
- **E4:** act out the play-script.
- **E5:** perform the play-script.
- Extension: end the play-script with their own ideas.

Listening, speaking, and composition notes for the teacher

- **E1:** Discuss the features of a play-script, taking time to talk about the 'wise owl' box. (See Chapter 3, Lesson 8, Steps 1-4.)
- Ask the children to act out an imaginary conversation between zoo-keepers, guards, or policemen. Encourage them to use their own imaginations and do not worry too much if they make grammatical mistakes. Your purpose is to encourage them to use English expressively and fluently. (See Chapter 3, Lesson 8, Steps 9-16.)
-  **E2:** Play the audio-recording for the listening task, or read it aloud slowly and clearly. Read it a second time so that the children can check their answers. (See Chapter 3, Lesson 8, Steps 5-8.)
- **E3** Talk through the composition task, including the Extension task, with the whole class. Ask different children to use the writing frame to help them frame sentences. Discuss a good way to end the play. Expect the more able children to do the Extension task and invent their own ending to the story. (See Chapter 3, Lesson 9, Steps 9-12.)
- Ask all the children in the class to practise the dialogue between the bear and Saeeda as 'closed pairs'. Remind them to use 'partner voices' and talk in a whisper. (See Chapter 3, Lesson 9, Steps 1-8.)
- Walk round the class and monitor their conversation, helping where necessary.
- After they have had plenty of practice orally, they write their own play-scripts in their notebooks. Walk round the class, checking their spelling and punctuation. Praise them for using their own ideas.
- Encourage the children to proof-read and improve their work. (See Chapter 3, Lesson 9, Steps 13-17.)
- Correct all the play-scripts.
- Ask different pairs to act out their dialogues for the rest of the class. Together, choose a scene that you all agree ends the play well.
- Ask the author of the successful play-script to re-write it neatly so that it can be photocopied.
- Add the final scene to Scenes 1-6 and prepare to act the whole play for an audience. For ideas, see Extension activities at the beginning of this unit.

Answers

- **B1:** a) This is not a true story, so it is fiction.
b) It is a play-script, so the name of the speaker is on the left.
c) A play-script does not use speech marks to show what characters say.
Exercises d and e are correct.
- **B2:** a) tired of b) can c) good d) is the matter with you? e) costly f) Don't
- **B3:** a) The bear wanted to live outside the zoo.
b) At first, the other animals wanted to stop the bear.
c) The zoo-keeper came to bring some dry grass.
d) Then the other animals helped the bear to escape from the zoo.
e) The shop assistant asked the bear to pay for the coat.
f) The waiter went into the kitchen to get some honey.
g) The shopping mall guards tried to catch the bear.
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
Words with a stress on the third syllable: satisfaction, information, preparation, celebration
- **C2:** The children underline as many words as they can find in the reading text in five minutes. Afterwards, they read aloud the sentences in which they occur.
- **C3:** discussion, satisfaction, description, information, permission, inspection
- **C4:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C5:** a) holidays b) wives c) countries d) toys e) families f) donkeys g) knives
- **C6:** a) Geese b) Sheep c) Monkeys d) people
- **C7:** a) straight – curly (underlined as adjectives)
b) calmly – excitedly (circled as adverbs)
c) cheap – expensive (underlined as adjectives)
d) dull – fun (underlined as adjectives)
e) crazy – sensible (underlined as adjectives)
f) rudely – politely (circled as adverbs)
- **D1:** Examples:
Bear: How much honey is there on your shelves?
Grocer: There isn't much honey, but there is a lot of jam.
Bear: How many bananas are there on your shelves?
Grocer: There aren't many bananas, but there are a lot of oranges.
Bear: How much sugar is there on your shelves?
Grocer: There isn't much sugar, but there is a lot of flour.
Bear: How much rice is there on your shelves?
Grocer: There isn't much rice, but there is a lot of dal.
Bear: How many potatoes are there on your shelves?
Grocer: There aren't many potatoes, but there are a lot of mangoes.
- **D2:** a) a bunch of bananas b) a basket of mangoes c) a jar of honey
d) a sack of potatoes e) a bottle of oil f) a packet of rice

- D3:** a) Could you bring some tea please?
 b) I would like a seat by the window please.
 c) Could you give me the key to my room please?
 d) I would like a room with a view please.
 e) Could you show me the way to the lift please?
 f) I would like a room with a shower please.
 g) Could you open the window please?
 h) I would like two ice creams please.
- D4:** (The bear pretends to look for her identity card.)
Bear: Oh no! Where's my handbag? It's got my identity card in it.
Receptionist: (coldly) You didn't have a handbag when you came in, Madam.
Bear: (waving her claws wildly) Bother! I think I left it in the taxi.
Receptionist: (picking up the telephone) Would you like me to call the police, Madam?
Bear: Don't worry, thanks. I think I can see the taxi outside. (She runs out of the hotel doors.)
Receptionist: (speaking into the phone) Hello. Police? There's a bear outside my hotel.
- E2:** Scene 6: The street
Policeman 1: What does the bear look like?
Policeman 2: Well, she's large and she's wearing a stylish pink coat.
Policeman 1: Come on guys! Into the police car! (A car starts up and we hear a police siren.)
Shopping mall guard 1: Now where's that bear?
Shopping mall guard 2: There! She's running down the street!
Shopping mall guard 3: She's turning left. Run!
Zoo-keeper 1: We must get that bear back into the zoo. Have you got the net to catch her?
Zoo-keeper 2: Yes, I've got it. There she goes! She's turning right. Run! (There is a confused noise of shouts, car horns, engines revving, and police sirens.)
Bear: (Arrives at a house, panting.) Oh dear! What shall I do now? I'll knock on this door. (Knocks.)
Saeeda: Hello! What do you want?
Bear: Hi! I'd like some help please!
- E3:** Example answers, but children should write their own ideas.

Ideas	Speaker	What the speaker says <u>politely</u>
What help do you want?	Saeeda:	Sure. What help would you like me to give you?
Hide me!	Bear:	(breathlessly) Could you hide me please?
Where?	Saeeda:	Where would you like me to hide you?
Cupboard?	Bear:	Could you hide me in a cupboard please?
Show cupboard. OK?	Saeeda:	(She shows a cupboard to the bear.) Is that OK? I don't think they'll see it if I put a chair in front of it.
Fine. Any food?	Bear:	That's fine, thank you. By the way, if there's time, could you give me some food please? I'm really hungry.

Extension: The end of the play is up to the children. There could be many alternative endings. Perhaps the bear stays with Saeeda for the rest of her life. Perhaps she works in the shopping mall with the wig-seller. Perhaps she decides that she would like to live in the jungle. Perhaps she wants to go back to her friends in the zoo. You and your class should decide!

- **E5:** The children perform the play to an audience, saying their lines with lots of expression. (See Extension activities.)

Workbook 4, Unit 3, Notes

Learning Outcomes in the Workbook

1. Learning Outcomes for Spelling, Vocabulary, Grammar, Punctuation, and Composition

See the Scope and Sequence for this unit on page 4 of this Teaching Guide.

2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise joins to letter 'y', using horizontal or diagonal letter joins.
- **Ex 2:** correctly form the letters 'ys', making a break after letter 'y'.

Detailed lesson notes

See Chapter 3: How to Plan a Teaching Unit.

Answers

- **Ex 1:** Children copy the words two or three times in joined writing, placing the letters correctly between double ruled lines.
Demonstrate the horizontal letter joins in 'oy ry vy'.
Demonstrate the diagonal letter joins in 'ey uy ay'.
- **Ex 2:** Children complete the words in joined writing between double ruled lines.
Demonstrate how to correctly form the letters 'ys' in 'boys monkeys pathways'. Pupils must make a break after letter 'y'. They form the small letter 's' between the double ruled lines.
- **Ex 3:** a) Did the thieves leave the knives and the loaves on the shelves? Yes, but they stole our mangoes, potatoes, and tomatoes.
b) What did they do then?
They walked along the pathways through the valleys looking for special berries.
- **Ex 4:** a) collection, position b) relation, operation c) instruction(s), solution d) information
e) invitation, directions, explanation f) permission, admission g) discussions, expressions
- **Ex 5:** 1 celebration, 2 collection, 3 exclamation, 4 expression, 5 injection, 6 invitation, 7 satisfaction, 8 solution
- **Ex 7:** a) geese, goose b) sheep, sheep c) deer, deer d) women, children, child, woman
e) fish, fish f) mouse, Mice g) teeth, tooth
- **Ex 8:** Count Nouns: bananas, flowers, mangoes, onions, potatoes, tomatoes, vegetables
Uncount Nouns: flour, fruit, honey, jam, juice, oil, rice, sugar, water
- **Ex 9:** There are alternative answers.
a) a basket of fruit, mangoes
b) a bottle of juice, oil, water,
c) a box of bananas, tomatoes, vegetables
d) a jar of honey, jam
e) a bunch of bananas, flowers
f) a packet of flour, rice, sugar
g) a sack of onions, potatoes
- **Ex 10:** a) many eggs b) much milk c) many limes d) much sugar

• **Ex 11-12:**

- a) B: I would like to buy a pet, possibly a fish or a dog.
- b) S: I think fish are a bit dull. Would you like a dog?
- c) B: My dad only likes dogs if they're calm and quiet.
- d) S: Dogs can be fun! What kind of dog would you prefer?
- e) B: I would like a small, sensible dog with short / straight hair.
- f) S: Er ehm, would you like this dog that arrived yesterday? It has lovely, long curly hair, it's huge and eats a lot of meat.
- g) B: That would/could be quite costly, I guess.
- h) S: He's fun and a bit crazy. He also jumps on the furniture and he could sometimes get a bit excited.
- i) B: I don't want to be rude, but I think my Dad would not like that. Could you show me another dog? Or a mouse? Or a fish, perhaps?

• **Ex 14:**

Man: (*politely*) Hello, I need a few things for the weekend. (*He looks at his shopping list*). Ah! I need four oven-ready geese. And two nice fat sheep please, live ones.

Shopkeeper: (*politely*) OK. Anything else?

Man: And I need some fish.

Shopkeeper: (*very politely*) How many, Sir? We only have frozen fish this week.

Man: (*calmly*) That's OK. I'll take fourteen fish.

Shopkeeper: (*surprised*) Goodness me! What a lot of food!

Man: Yes, we have 180 people coming for my daughter's wedding at the weekend.

Shopkeeper: Would you like any fruit or vegetables?

Man: (*forgetfully*) Aha! I almost forgot! ...

• **Ex 16:**

For example:

Man: Could you give me four boxes of tomatoes, sixteen boxes of mangoes and four bunches of bananas, please?

Shopkeeper: Of course, Sir. Anything else?

Man: Yes, I need four sacks of rice, eight bottles of oil, and two sacks of onions, please.

Reading genre: A list poem

Background

This poem can be sung to the tune of the *My Favourite Things*, a song from the classic film, *The Sound of Music*. The original song is about typical things in the life of someone who lived in the Austrian mountains during the 1930s. This song is about typical things in the life of a modern Pakistani child. It illustrates the importance of precise detail in good poetry. It is also an example of a lyric, since it can be sung to music. Thus, it has a strong rhythm and each verse has lines that rhyme. If you are able to get a recording of the song, play it to the children and compare the differences. If you play it softly, the children can sing the new words over the top.

The poem is one of many 'list poems' that list things with something in common – in this case, small, ordinary things that give delight and appeal to all the senses. Take time to talk about how sight, hearing, taste, smell, and touch enable us to enjoy the world around us.

Learning outcomes: See detailed planning grid on page 4 and individual unit plans.

Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 4
- (advisable) materials for games chosen to support a teaching point
- (optional) a recording of the song, *My Favourite Things* from *The Sound of Music*
- (optional) a DVD or down-loaded copy of the film, *The Sound of Music*

Extension activities (optional)

Watching a musical film

1. If possible, and if you have a projector, arrange to show *The Sound of Music* to your class. It differs from a fantasy film because it has realistic 20th century characters who often stop the action to break into song. This is common in many Urdu and Hindi films too.
2. Before you watch the film, explain that the story is set in the 1930s in Austria. It is about a young woman called Maria. At the beginning of the film, she lives in a convent as a nun. As she cannot settle in the convent, her Mother Superior advises her to take a job in the world outside. Maria becomes a nanny and teaches a family of children to sing lovely songs.
3. After you watch the film, discuss the responses of your pupils. To start the discussion, ask questions like the following:
 - *What was the main problem for Maria at the beginning of the story?*
 - *How did she solve the problem?*
 - *What was the main problem for the children in the family?*
 - *How did Maria help them to solve their problem?*
 - *What was the most exciting part of the story for you?*
 - *Which characters did you like best?*
 - *Which songs did you like best?*
 - *What did you like most about the film?*
 - *Did you dislike anything about it?*

Textbook page notes

A. Reading text

Learning outcomes

Students should be able to:

- use a dictionary.
- discuss words and phrases that capture the reader's interest and imagination.
- perform a poem.

Reading notes for the teacher

Pre-reading (See Chapter 3, Lesson 1, Steps 5-9.)

- Discuss the meaning of each word in the Key words box. Use the mini-dictionary to help you.
- Ask the children to take turns to discuss the following questions:
Suitable questions: *Does this look like a narrative or a poem? (A poem.) How do you know? (Because it has short lines in separate verses.)*
What do you think the text is going to be about? (Open answers.)
What is the first picture? (A colourful bulbul.)
Where might you see it? (Probably painted on the side of a truck or bus.)
What is the second picture? (A banyan tree, with roots hanging down.)
Where might you see it? (Probably in the countryside or by a road.)
What is the third picture? (A street stall.)
Where might you see it? (At the side of the road.)

During reading (See Chapter 3, Lesson 1, Steps 10-21.)



- As you play the audio-recording or read the text, ask questions regularly to check understanding.
- Ask the children to tell you the names of the five senses. Elicit that we know about the world through our senses of sight, hearing, touch, taste, and smell.
- Ask them to decide which of the five senses each line is about, accepting a variety of opinions.
- As you read, elicit the meanings of new words like *tickling* and *sweet-corn*.
- Ask the children to make inferences about the text, for example, *Why do you think it is so easy to imagine the things that the poet mentions?*
- Elicit that they come to life because of the detail and the way they appeal to each of the senses.
- Ask why there is a comma at the end of each line, eliciting that the poem is a **list** of things that the poet loves.
- **Talk box:** Ask the children to tell you their favourite lines in the poem. Help them to recite the poem with rhythm by tapping with their fingers lightly at the underlined syllables.

Discussion of the text (See Chapter 3, Lesson 2, Steps 1-8.)



- Ask the children oral questions, taking time to refer to the text and clarify misunderstandings.
- Encourage the children to ask you questions if they do not understand.
- Discuss words and phrases that capture the children's interest or imagination and elicit the meanings of words in context.
- Ask different children to retell the poem in their own words.

Optional paired reading practice (See Chapter 3, Lesson 2, Steps 9-14.)

If some children in the class are still poor readers, pair them up with able readers and ask them to read aloud the poem in a whisper. The more able reader should help the less able partner to read fluently.

B. Comprehension

Learning outcomes

Students should be able to:

- **B1-2:** identify themes and conventions in poetry.
- **B3:** classify vocabulary.
- **B4:** express and explain preferences.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 15-21.)

- **B1:** Discuss the features of a lyric poem.
- **B2:** Help the children to classify the words or phrases according to rhyme, alliteration, or the senses.
- **B3:** Help the children to classify words from the song in different ways.
- **B4:** In a and b, refer to lines 1-16.

C. Word Reading and Spelling

Learning outcomes

Students should be able to:

- **C1-2:** use plurals ending in *ss*, *sh*, *ch*, *x* (*dresses*, *sashes*, *lunches*, *postboxes*).
- **C3:** use plurals ending in *os* (*radios*) or *oes* (*potatoes*).
- **C4-5:** recognize silent letters (*whiskers*, *sleigh*, *thumb*).
- **C5:** identify new vocabulary in a word-search.

Spelling notes for the teacher



- **C1:** Discuss the 'wise owl' box. Teach the children to read each word after you or the audio-recording and to identify words with a stress on the second syllable. Note that the plural of 'index' used to be 'indices', the Latin plural. However, it is more common to use the modern English plural, 'indexes'. Discuss the meanings and ask children to use them in the context of sentences. (See Chapter 3, Lesson 3, Steps 1-7.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C2:** Ask different children to complete the sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **C3:** Discuss the 'wise owl' box. Ask different children to suggest a sentence for each spelling orally before the children write their own sentences.
- **Test the spellings** in C1 after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)



- **C4:** Discuss the 'wise owl' box and ask the children to suggest words that they already know with silent letters. Ask the children to repeat the words after you or the audio-recording, and to discuss the meanings as in C1. Remind them that tricky words do not follow the usual spelling rules. We just have to learn them. (See Chapter 3, Lesson 5, Steps 1-6.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)

- **C5:** Ask different children to complete the sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **C6:** Referring to the mini-dictionary, the children note the meanings of the words, whether they are nouns or verbs, and match them to pictures if possible.
- **Test the second set of spellings and tricky words** after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)

Extension activities

- Ask the children to write their own sentences with the words in C1.
- Dictate the sentences in C5. (See Chapter 3, Lesson 7, Steps 7-12.)

D. Vocabulary, Grammar, and Punctuation

Learning outcomes

Students should be able to:

- **D1-3:** Use the present tense with *if* and *when* (zero conditional), e.g. *When I'm feeling sad, I remember my favourite things. If a dog feels angry, it bites.*
- **D4:** Use powerful adjectives.
- **D5:** Use commas in lists and after conditional clauses.

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 6, Steps 3-8)

- **D1:** Discuss the 'wise owl' teaching box, revising the use of the term 'conditionals' with *if* and *when*. For the teacher's information: conditionals with *if* and *when* followed by the present tense are known as the zero conditional. There is no need to burden the children with this term yet.
- **D1-3:** Practise the sentences orally before asking the children to complete them.
- **D4:** Discuss the 'wise owl' teaching box. Elicit that writing comes alive if we use precise adjectives and refer to different senses.
- **D4:** *The blindfold game* will give practice in using precise, powerful adjectives related to the five senses. (Game 16, Chapter 6)
- Encourage the children to be imaginative in their choices of descriptive adjectives while describing the pictures. They do not have to refer to each sense for each picture, but should refer to each sense at least once in the exercise.
- **D5:** Look back at the poem on page 34. Elicit that there is a comma after each memory because the poem is a list. Explain that in Oxford books, there is always a comma before 'and' in a list. This is called the 'Oxford comma'. In most other books, there is no comma before the final 'and' in a list. Both ways are correct, but we should use one style or the other consistently.

Extension

- Ask the children to write a list of the things in their school bags.
- Dictate the sentences in D5. Check that the children punctuate them correctly. (See Chapter 3, Lesson 7, Steps 7-12.)

E. Listening, Speaking, and Composition

Learning outcomes

Students should be able to:

- **E1:** discuss and record ideas for a list poem.
- **E2:** listen to two list poems and relate them to the pictures.
- **E3:** note adjectives and alliteration in the listening exercise.
- **E4-5:** plan and write their own list poems, using all the senses and alliteration.

- **E6:** peer edit for adjectives, senses, and commas.
- **E7:** perform their own poems with expression.

Listening, speaking, and composition notes for the teacher

- **E1:** Discuss the features of poetry, taking time to talk about the 'wise owl' box. Emphasize that poems do not have to rhyme, even though the poem at the beginning of the unit does rhyme. (See Chapter 3, Lesson 8, Steps 1-4.)
- Ask children to work in pairs to discuss things that they love. They can make notes if this would help them. Emphasize that each child will have a different list of favourite things, even though they are talking to each other. Encourage them to think of PRECISE details, involving different senses. (See Chapter 3, Lesson 8, Steps 9-16.)



- **E2:** Play the audio-recording for the listening task, or read it aloud slowly and clearly. Read it a second time so that the children can check their answers. (See Chapter 3, Lesson 8, Steps 5-8.)
- **E3:** This task stretches the memory of each child and checks whether they really concentrated while listening to the poems. It also gives them two examples of list poems with precise details and alliteration.
- Refer to the listening exercise at the back while going through the task in class, but check that the children are not looking back themselves!
- **E4:** Talk through the composition task with the whole class, asking different children to use the writing frame to help them plan ideas for a list poem. Emphasize that these favourite things should be personal to each child, so they should not work in pairs at this stage. (See Chapter 3, Lesson 9, Steps 9-12.)
- **E5:** After they have planned their poems in the grid, the children write their own list poems of things that they love. Emphasize that they should NOT rhyme. They should concentrate on finding the right words to bring the object alive.
- Walk round the class, checking their spelling and punctuation. Praise them for imaginative ideas and precise use of words.
- **E6:** Encourage the children to proof-read and improve their work with the help of a classmate. They should focus on checking for precise adjectives, the senses, and alliteration. (See Chapter 3, Lesson 9, Steps 13-17.)
- Correct their work fully. (See Chapter 1, Sections 6.3 and 10 for correction strategies.)
- After you have corrected the compositions, read aloud examples of good writing. Also give feedback on common mistakes. (See Chapter 3, Lesson 10, Steps 1-6.)
- **E7:** Encourage them to write a neat second draft for display on a corridor wall or in the classroom. They should illustrate the poems with beautiful illustrations.
- Finally, ask the children to perform their poems for others, reading them aloud clearly and with good intonation.

Answers

- **B1:** a) This poem is from a song, so it is called a lyric.
b) The words at the end of the first two lines rhyme.
c) There are four lines in each verse.
d) *Dangling downwards* is an example of alliteration.
e) The smallest part of a word you can say by itself is a syllable.
- **B2:** a) seven pairs of rhyming or nearly rhyming words:
buses and brushes

dove and love
ground and around
above and love
street-stalls and meat-balls
glove and love
sad and bad

b) five pairs of words with alliteration:

bulbuls and buses
coo and call
dangling and downwards
sheltering and shade
smill and smoke
sweet-corn and street-stalls
munchy and meat-balls

c) three things with a nice feeling:

scratching my thumbs
sheltering shade
new shoes that feel like a hand in a glove

d) something with a nice smell:

smell of the smoke

e) three things with a nice taste:

the sweet-corn on street-stalls
taste of white naan bread
round munchy meat-balls

f) something with a nice sound

roof-tops that coo to the call of a dove

- **B3:** Foods: sweet-corn, white naan bread, round munchy meat-balls
Parts of a tree: roots, branches
Names of birds: bulbuls, dove
Feelings: lonely, angry, sad
- **B4:** a) lines 1, 5-7, 9-10
b) the other lines
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
Words with a stress on the second syllable: addresses, princesses
- **C2:** a) hairbrushes b) postboxes c) indexes d) addresses
e) watches f) princesses g) lunches
- **C3:** Answers depend on the pupils.
- **C4:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C5:** a) orange b) whiskers c) thumb d) lamb, white e) Tombs
f) crumbs g) frightened, sight h) lyric
- **C6:** a) dove (N) b) sheltering (V) c) bulbul (N) d) dangling (V) e) glove (N) f) coo (V)
- **D1:** When Abdul feels sad, he remembers his birthday.
When Abdul feels tired, he lies down on the sofa.

When Abdul feels lonely, he asks a friend to come and play.
 When Abdul feels angry, he thumps a cushion with his hand.
 When Abdul feels worried, he talks to his mum about his worries.
 When Abdul feels energetic, he cycles up and down the driveway.

- **D2:** Answers depend on the children.
- **D3:** What does a dog do if it feels happy? If a dog feels happy, it wags its tail.
 What does a dog do if it feels frightened? If a dog feels frightened, it shivers.
 What does a dog do if it feels angry? If a dog feels angry, it bites.
 What does a kitten do if it feels happy? If a kitten feels happy, it purrs.
 What does a kitten do if it feels frightened? If a kitten feels frightened, it hisses.
 What does a kitten do if it feels angry? If a kitten feels angry, it scratches.
 What does a bulbul do if it feels happy? If a bulbul feels happy, it sings.
 What does a bulbul do if it feels frightened? If a bulbul feels frightened, it flies away.
 What does a bulbul do if it feels angry? If a bulbul feels angry, it squawks.
- **D4:** Example answers (many others are possible):
 - a) sparkly brass buttons
 - b) heavy monsoon rain
 - c) scented white jasmine
 - d) delicious puffy puris with steaming hot sabji
 - e) sweet, tuneful bird-song
- **D5:** a) If Aisha feels sad, she remembers her cuddly toy lion, her mum's chocolate-chip cake, her new skipping-rope, and a cool shower in summer.
 b. If Sam feels sad, he remembers his new blue bicycle, his wooden chess pieces, his running certificate, and his grandmother's silver spoon.
- **E1:** Answers will depend on the children.
- **E2:** a) the glowing sun over the still sea (Rahim)
 b) glittering gold dupattas (Khadija)
 c) green-tailed parrots (Khadija)
 d) sweet pink candy-floss (Rahim)
 e) jiggle-jingly bangles (Khadija)
 f) energetic music (Rahim)
 g) snow-covered mountains (Rahim)
 h) sizzling pakoras (Khadija)
- **E3:** Refer to the listening task on page 169.
- **E4-5:** Answers will depend on the children's own ideas and experiences.
- **E6:** Check for evidence of proof-reading and self-correction of commas. Note the use of precise adjectives, involving all the senses.
- **E7:** The children read aloud their poems with expression, emphasizing all cases of alliteration.

Workbook 4, Unit 4, Notes

Learning Outcomes in the Workbook

1. Learning Outcomes for Spelling, Vocabulary, Grammar, Punctuation, and Composition

See the Scope and Sequence for this unit on page 4 of this Teaching Guide.

2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** write the two different forms of letter 's':
 - **small 's' at the beginning of a word**, joined to the following letter, e.g. 'scissors'.
This has the same form as a **small 's' in the middle of a word** when it follows a break-letter.
 - **small 's' joined from another letter**;
this can come in the middle or at the end of a word, e.g. in 'dresses'.
- **Ex 2:** write correctly in joined handwriting the two different forms of letter 's':

Detailed lesson notes

See Chapter 3: How to Plan a Teaching Unit.

Answers

- **Ex 1:** Children copy the words once or twice in joined writing, placing the letters correctly between double ruled lines.
Demonstrate on the board the words where letter 's' has the same shape as the capital 'S', e.g. at the beginning of 'scissors'. Here letter 's' is joined to the following letter 'c'.
Demonstrate on the board how letter 's' is joined from another letter by a high join, e.g. 'rs' in 'verses, characters, scissors'.
- **Ex 2:** Children copy the sentence in joined writing between double ruled lines.
Demonstrate the double-s in words like 'dresses, grass'.
If pupils have problems forming this joined 'ss', get them to practise some joined 'ss' patterns in their exercise books.
- **Ex 3:** a) pianos b) tomatoes c) videos d) potatoes e) mangoes f) radios g) photos h) echoes
- **Ex 4:** a) which – switch b) thumb – come c) high – cry d) kite – bright e) swam - lamb
- **Ex 5:** 1) smell 2) hard 3) sweetcorn (can be spelt with or without a hyphen) 4) dangling 5) scented 6) dove 7) sparkly 8) sizzling 9) lonely 10) glove
Hidden word: sheltering
- **Ex 6:** 1 branches, 2 breath, 3 brushes, 4 knee, 5 knife, 6 know, 7 whale, 8 wheels, 9 whiskers
- **Ex 8:** a) syllables b) lyrics c) orange d) alliteration e) rhyme f) senses g) feelings h) verses
- **Ex 9:** Answers depend on the pupils.
- **Ex 10:** Answers depend on the pupils.
- **Ex 11:** Part of each answer depends on the pupils.
 - a) If I meet a fierce dog in the street, I ... feel scared.
 - b) Before I take a test at school, I ... feel anxious.
 - c) After I play sports, I ... feel energetic.
 - d) When the school holidays come to an end, I ... feel sad.
 - e) When I read a sad story, I ... feel unhappy.
 - f) If all my friends are busy, I ... feel lonely.
 - g) If somebody treats an animal badly, I ... feel angry.

- **Ex 12:** a3 b4 c1 d5 e2
- **Ex 13:** a) sad, lonely, boring
b) crumbs, bulbuls, crow, whispered, frighten, sight, excited, lonely
c) doves, fascinating, energetic
- **Ex 14:** Verse 1: cold – told; sand – stand
Verse 2: meals – wheels; weight – hate
Verse 3: cheep – sleep; fan – Gran
Chorus: and – mad – stand - bad
- **Ex 15:** Answers depend on the pupils.
Example answer. (Pupils' answers do NOT need to rhyme.)
Tuesday's tomatoes in somebody's lunch-box,
Fish-filled samosas that smell of old socks;
Cups of cold tea without sugar or cake,
These are a few of the things I can't take.

This unit revises the listening, phonic, grammar, punctuation, and composition skills taught in the previous four units. Please see **Chapter 4 How to Plan a Revision Unit**. It is suggested that you take a week to revise the previous four units.

- Play Spelling bingo or The tricky word game to revise the spelling and vocabulary taught in Section C of the previous four units. (Chapter 6, Games 1 and 2)
- Play grammar games to revise the grammar taught in Section D of the previous four units. (Chapter 6, Games 3-15)

Answers

- 1: a) a laptop (Tick) b) headphones (Cross) c) an in-built camera (Tick)
 d) a backlit keyboard (Tick) e) a case (Cross) f) wi-fi (Tick)
 g) on-line computer support (Cross) h) 8 GB memory (Tick)
- 2: a) contents b) index c) fantasy d) lyric e) play-script
- 3: a) permission b) information c) bigger d) largest e) faster f) invention
- 4: a) leaves b) cities c) valleys d) wishes e) benches f) photos g) tomatoes

Alphabetical order:

benches, cities, leaves, photos, tomatoes, valleys, wishes

- 5: Note that the children need only write the required number, even though there may be more.

a) 3 determiners: the, some, a, an

b) 4 nouns: mother, discussion, computer, shop, teacher, permission, library, information, smartphone, (touch) screen

c) 4 adjectives: old, bigger, largest, tiny, hand-held, enormous, amazing

- 6: Example answers:

a) a tiny, hand-held games-console with a touch screen

b) smart, black headphones with no wires

c) a small laptop with a backlit keyboard and wifi.

- 7: Michelle: Hey mum! Can I play on my games console?

Mum: (looking at her watch) Not now Michelle. It's time to do your homework.

Michelle: (sweetly) Please Mum. Can I just play for five minutes? I only have English, science, and maths.

Mum: Hmm. Well, if you finish your homework, you can play after dinner.

- 8: Answers depend on the children.

Workbook 4, Unit 5, Notes

Learning Outcomes in the Workbook

1. Learning Outcomes for Spelling, Vocabulary, Grammar, Punctuation, and Composition

See the Scope and Sequence for Units 1-4 on page 4 of this Teaching Guide.

2. Learning Outcomes for Reading

Students should be able to:

- **Ex 1:** read and understand a play-script for enjoyment; draw inferences about characters' feelings, thoughts, and motives; predict what might happen from details stated and implied.

Detailed lesson notes

See Chapter 4: How to Plan a Revision Unit.

Answers

- **Ex 1:** a) a party b) dragons
- **Ex 2:** a) play-script b) actors c) school d) do, speak
- **Ex 3:** a) The elephants came and ate all the food.
 b) He would like to give them lots of meat, for example, snakes, rabbits, and deer.
 c) I think that Uzma knows more about dragons than Iffat.
 d) He would like to fly around the town on their backs.
 e) Uzma and Adil
 f) They will not pay for the heating, the boiling water and the flights around the town.
- **Ex 4:** Answers depend on the pupils.
 Example answers:
 a) Adil and Iffat.
 b) Omar, because he is frightened.
 c) Possibly all the other children will disagree with him.
 d) They are going to buy a lot of meat. This will be costly.
- **Ex 5:** a) Sheep b) Geese c) Deer d) Fish e) people, Men, women, children
- **Ex 6:** As in day: ache, fascinating, label, lady, reins, strange, veils
 As in dusty: among, brother, country, stomach, touch, trouble, younger
 As in apple: chalet, magic, valley, plan
- **Ex 7:** Words across, from top to bottom: crescent, picturesque, ascent, comfortable, colleagues
 Words down, from left to right: ache, chalet, stomach, scenery, scientists
- **Ex 8:** a) colleagues, scientists b) ascent, picturesque, chalet c) scenery, crescent
 d) comfortable, stomach, ache
- **Ex 9:** a) quieter b) more helpful c) smaller d) unluckiest
 e) most famous f) most careful, friendliest
- **Ex 10:** There was a young girl from Japan,
 Whose verses just would not scan.
 As she explained to her friend,
 ‘When I get to the end,
 I always try to fit as many syllables into the last line as I possibly can.’

Note to teachers:

The example answer in line 1 should be:

There was a young girl from Japan,

Reading genre: Classic fiction

Background

This is an extract from Rudyard Kipling's classic children's book, *The Jungle Book*. It is about Mowgli, a boy who is brought up with a family of wolf cubs in pre-Partition India at the end of the 19th century. Throughout the stories that make up *The Jungle Book*, Mowgli learns the ways of the jungle creatures, finally defeating his old enemy, Shere Khan the tiger. Disney Films made the story into a famous cartoon in 1967 and into an action film in 2016.

Although the passage has been shortened, it has not been simplified, so children are introduced to old-fashioned English with a rich vocabulary. Emphasize that it does not matter if they do not know the meaning of some words. Encourage the children to understand what they can without analyzing it too deeply. It is important to allow old-fashioned language to sink in, and to enjoy the music of the writing. This is why a large portion of it is read aloud, in the original text, in the listening exercise. The children should listen for the main gist, without stopping to look up words.

Learning outcomes: See detailed planning grid on page 4 and individual unit plans.

Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 3
- (advisable) materials for games chosen to support a teaching point
- (optional) a copy of *The Jungle Book* by Rudyard Kipling from the library so that you can read aloud other chapters of the story.
- (optional) the film of *The Jungle Book*

Extension activities (optional)

Watching a film of *The Jungle Book*

1. Children learn a lot of useful English from well-chosen films. If you are able to show either of the Disney films, the children will enjoy it – perhaps as a treat at the end of the week – and will learn a lot of English from it too.
2. Before you watch the film, talk about the characters you have met in the story. Discuss how talking animals can be acted on film. Elicit that the animals can be drawn, as in the 1967 cartoon, or can be created digitally with modern digital effects, as in the 2016 film.
3. After you watch the film, discuss the responses of your pupils. To start the discussion, ask questions like the following:
 - *How was the film different from the story we read in the book? Why do you think some details were changed?* (Because a film is usually less than two hours long, some details from the book are nearly always left out. The setting of a book is described in words, but it is shown by pictures in a film.)
 - *What was the main problem for Mowgli?* (He was a human being who lived in a community of animals. Apart from his family of wolves, and his friends Balu and Bagheera, he was never really accepted in the jungle.)
 - *How did he solve his problem?* (In the end, Mowgli returned to live with other people in the village.)
 - *What was the most exciting part of the story for you?*

- Which characters did you like best?
- What did you like most about the film?
- What did you dislike about it?

Textbook page notes

A. Reading text

Learning outcomes

Students should be able to:

- use a dictionary to check word meanings.
- make inferences about characters.

Reading notes for the teacher

Pre-reading (See Chapter 3, Lesson 1, Steps 5-9.)

- Discuss the meaning of each word in the Key words box with the help of the mini-dictionary.
- Elicit that the following words are about wolves: a *cub* is a baby wolf; a wolf's *haunches* are its back, upper legs; a *pack* is a group of wolves.
- Ask the children to take turns to discuss what the text may be about before they read it.
- **Suitable questions:** *Does this look like a fiction or a non-fiction text? (Fiction.) How do you know?* (Because there is a lot of conversation. Because there is a picture of a child with a family of wolves – that does not often happen in real life.)
- *What do you think the text is going to be about?* (Open answers.)

During reading (See Chapter 3, Lesson 1, Steps 10-21.)



- As you play the audio-recording or read the text, ask questions regularly to check understanding.
- Ask the children to predict what will happen before they turn the page. Accept a variety of answers. For example, ask, *Do you think Mother Wolf can protect the child from the tiger?*
- Tell them to explain their views whether the child can settle in the jungle, accepting a variety of opinions.
- As you read, elicit the meanings of difficult words like *full-throated (loud)* and *hide (skin)*.
- Ask the children to make **inferences** about the text, for example, ask, *How do we know that Father Wolf did not like Shere Khan?* (He called the tiger a fool. His eyes were angry with Shere Khan, even though he said that the tiger did them honour.)
- Ask, *How does Kipling help us to 'get inside' the character of Mother Wolf?* (Mother Wolf called Mowgli a 'cub' like a wolf baby. She was angry when the tiger asked for the child she thought of as her baby.)
- Elicit that Shere Khan was being rude to the wolves when he called their cave 'a dog's den'. Elicit that Mother Wolf was being rude to Shere Khan when she called him a 'frog-eater' and a 'fish-killer'. We infer that he was not strong enough to hunt bigger animals.
- **Talk box:** Discuss why Mother and Father Wolf allowed the baby into their cave. Elicit that most people love baby animals and that animals may also love baby human beings. Elicit that the Mother Wolf felt that it was an honour to have a 'man's cub' in her family. Father Wolf was impressed because the baby was not afraid of him.

Discussion of the text (See Chapter 3, Lesson 2, Steps 1-8.)



- Ask the children oral questions, taking time to refer to the text and clarify misunderstandings.
- Encourage the children to ask you questions if they do not understand.
- Discuss words and phrases that capture the children's interest or imagination and elicit the meanings of words in context.
- Ask different children to retell the story in their own words.

Optional paired reading practice (See Chapter 3, Lesson 2, Steps 9-14.)

- As this is an original, un-simplified text, we do not suggest that you ask the children to read it aloud. It may be too difficult for your pupils to read expressively.

B. Comprehension

Learning outcomes

Students should be able to:

- **B1:** identify themes and conventions in classic fiction and story settings.
- **B2:** use a dictionary to find meanings especially of archaic words like *thou* and *ye*.
- **B3:** identify key details.
- **B4:** explain inferences with reference to the text.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 15-21.)

- **B1:** Discuss the features of a classic children's story. Elicit that a classic is well-known and that people have read it for many years – since the end of the 19th century, in the case of *The Jungle Book*.
- **B2:** The children will find all the words in their mini-dictionary. Point out that some words in the story are no longer used in modern English. 'Ye' was an old-fashioned word for 'you'. It is similar to 'aap' in Urdu, and was used when speaking to elders or respected people. 'Thou' also meant 'you' but was used when speaking to younger people, or when being rude to someone. It is similar to 'tum' in Urdu.
- **B3:** Go through the exercises orally in class before you ask the children to write them.
- **B4:** Accept a variety of answers, as the children should be able to express different opinions. Do not expect the less able children to write their answers, but make sure that all children take part in the discussion.

C. Word Reading and Spelling

Learning outcomes

Students should be able to:


- **C1-3:** add the suffix *ed* to words ending in a vowel followed by a consonant: Double the consonant after one-syllable verbs, e.g. *dropped* or if the last syllable is stressed e.g. *permitted*. Do not double the consonant if the first syllable is stressed e.g. *entered*.
- **C4 & 6:** distinguish homophones and use the tricky words.
- **C5:** list words in alphabetical order.

Spelling notes for the teacher



- **C1:** Discuss the spelling rule in the 'wise owl' box. Remind the children that it is easier to spell some words when we know how they are stressed.
- Teach the children to read each word after you or the audio-recording, stressing the correct syllables. Discuss the meanings and ask children to use them in the context of sentences. (See Chapter 3, Lesson 3, Steps 1-7.)

Set the spelling homework. (See Chapter 3, Lesson 3, Steps 14-15.)

- **C2-3:** Ask different children to complete the sentences orally in the past tense before they write the answers. Elicit that regular past tenses end with *ed*. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the spellings** in C1 after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)
-  **C4:** Discuss the 'wise owl' box. Ask the children to repeat the words after you or the audio-recording, and to discuss the meanings as in C1. Remind them that tricky words do not follow the usual spelling rules. We just have to learn them. (See Chapter 3, Lesson 5, Steps 1-6.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C5:** Elicit that *heard* precedes *herd* in a dictionary because the third letter, *a*, comes before *r* in the alphabet.
- **C6:** Ask different children to complete the story orally before they circle the answers. Check that the children have circled the correct words before they write the story in their notebooks. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the second set of spellings and tricky words** after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)

Extension activities

- Ask the children to write their own sentences with the words in C1.
- Dictate the sentences in C2. (See Chapter 3, Lesson 7, Steps 7-12.)

D. Vocabulary, Grammar, and Punctuation

Learning outcomes

Students should be able to:

- **D1:** identify verbs about sound and movement.
- **D2:** use standard English verb inflections instead of local spoken forms in the past simple tense.
- identify verbs in the past simple tense ending with *ed*.
- **D3:** identify and use irregular verbs in the past simple tense.
- **D4:** make questions and answers in the past progressive tense. (*Were you sleeping? I was sleeping.*)
- **D5:** revise speech marks.

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 6, Steps 3-8.)

- D1: Discuss the 'wise owl' teaching box. Elicit that writing is more interesting if we choose the right verb to describe how someone does something.
- After the children have underlined the verbs from the box where they occur in the story, ask different children to read aloud the sentences in which they are used. Encourage them to think of other words that could be used in their place.
- D2-3: Discuss the 'wise owl' teaching box. Elicit that past tenses are regular when they end with *ed*. Ask the children to identify the regular and irregular past tenses on page 44. There is a list of irregular past tenses on page 177 of the Textbook.
- D4: Discuss the 'wise owl' teaching box. The game *Alibis* will give enjoyable practice in using the past simple and progressive tenses. (Game 6, Chapter 6)
- Practise the questions and answers orally before asking the children to complete them.
- D5: Discuss the 'wise owl' teaching box before the children do the punctuation task.

Extension

- Ask the children to underline the words that the characters say in the reading text.
- Ask them to write what someone said to them yesterday, using speech marks.

E. Listening, Speaking, and Composition

Learning outcomes

Students should be able to:

- **E1:** discuss writing similar to that which they are planning to write, i.e. a story setting.
- **E2:** understand the gist of a complex, literary text.
- **E3:** plan a story setting.
- **E4:** write a story setting, using the past tenses and powerful verbs.
- **E5:** evaluate and edit their own and each other's writing.
- **Extension:** continue the story.

Listening, speaking, and composition notes for the teacher

- **E1:** Discuss the meaning of the word 'setting', taking time to talk about the 'wise owl' box. (See Chapter 3, Lesson 8, Steps 1-4.)
- Ask children to describe as many details as they can of the jungle in the Seonee Hills. (See Chapter 3, Lesson 8, Steps 9-16.)



- **E2:** Before the children do the listening task, explain that it is the longest listening task that they have heard so far. It continues the story and some of the words are difficult. They should try to understand the key points of the story without worrying about parts that they do not understand.
- Play the audio-recording for the listening task, or read it aloud slowly and clearly. Read it a second time so that the children can check their answers. (See Chapter 3, Lesson 8, Steps 5-8.)
- **E3:** Ask the children to plan a story in 'closed pairs', asking and answering the questions with a partner. Remind them to use 'partner voices' and to talk in a whisper. (See Chapter 3, Lesson 9, Steps 1-8.)
- Walk round the class and monitor their conversation, helping where necessary.
- **E4:** Talk through the composition task with the whole class, asking different children to use the writing frame to help them frame sentences. (See Chapter 3, Lesson 9, Steps 9-12.)
- After they have had plenty of practice orally, they can write their own story settings in their books. Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas.
- **E5:** Encourage the children to proof-read and improve their work with the help of a classmate. (See Chapter 3, Lesson 9, Steps 13-17.)
- Correct their work fully if they are going to re-write a second draft. (See Chapter 1, Sections 6.3 and 10 for correction strategies.)
- After you have corrected the compositions, read aloud examples of good writing. Also give feedback on common mistakes. (See Chapter 3, Lesson 10, Steps 1-6.)
- Encourage them to write a neat second draft for display on a corridor wall or in the classroom.

Extension: Ask the children to write a story, set in the time and place that they have just described.

Answers

- **B1:** a) famous b) author c) title d) setting
- **B2:** a) cub – wolf baby b) pack – group of wolves c) quarry – prey d) savagely – fiercely
e) thee and ye – you

- **B3:** a) It was evening.
b) It was very warm.
c) The wolves were in the mouth of their cave.
d) They could see the moon. They could hear the noises of a tiger.
e) First, a baby (a man's cub) came to the cave.
f) She felt gentle and friendly.
g) Shere Khan the tiger came to the cave second.
h) Mother Wolf felt angry because he wanted to kill the child.
- **B4:** Example answers:
 - a) Shere Khan was foolish to make a lot of noise while hunting because he could frighten away the animals that he wanted to eat.
 - b) He was ready to attack the animal that was coming to his cave.
 - c) Usually humans are afraid of wolves.
 - d) The mouth of the cave was too narrow for the tiger to enter.
 - e) Father Wolf was more polite than Mother Wolf.
 - f) Everybody is afraid of tigers because they hunt big animals. If you say that a tiger eats frogs, you are saying that it is not strong enough or brave enough to hunt anything bigger.
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
Words with a stress on the second syllable:
permit – permitted; admit – admitted; prefer - preferred
- **C2:** a) rubbed b) listened c) dropped d) permitted e) entered f) preferred
- **C3:** Answers depend on the pupils and their experiences. Get them to use these sentence starters:
 - a) I visited ... b) I listened to ... c) When I was a baby, I preferred to eat ...
 - d) On my last holiday, I planned to ...
- **C4:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C5:** Box A: heard, herd, meat, meet, missed, mist, sea, see
Box B: passed, past, pray, prey, wait, weather, weight, whether
Tricky words: caught, laughed, said, shone
- **C6:** weather, herd, mist, see, whether, wait, passed, heard, past, missed, prey
- **D1:** Verbs about sound: squealing, humming, muttering, mumbling, rustled
Verbs about movement: scratched, tumbling, twitching, dropped, pushing
- **D2:** Verbs in the simple past tense from Ex. D1: rustled, scratched, dropped
Verbs in the simple past tense ending in –ed from the story:
scratched, yawned, dropped, lived, listened, ended, tumbled, burned, rustled, dropped, snapped, looked, laughed, blocked, filled
- **D3:** a) said b) woke c) lay d) shone e) heard f) grew
New sentences in the past tense depend on the children.
- **D4:** a) What was the baby doing when the tiger arrived?
The baby was sleeping by the fire.
b) What were the woodcutters doing when the tiger arrived?
The woodcutters were cutting wood.
c) What was the moon doing when the tiger arrived?
The moon was shining.

d) What was Father Wolf doing when the tiger arrived?

Father Wolf was scratching himself.

e) What were the wolf cubs doing when the tiger arrived?

The wolf cubs were tumbling about.

- **D5:** 'We will see what the Pack will say to this fostering of man-cubs.' growled Shere Khan as he backed out of the cave. 'The cub is mine.'
'Shere Khan speaks this much truth,' said Father Wolf gravely. 'We must show the cub to the Pack. Wilt thou keep him, Mother?'
'Keep him!' she gasped. 'He came by night, alone and very hungry; yet he was not afraid! Assuredly I will keep him. Lie still, little frog. O thou Mowgli – for Mowgli the Frog I will call thee.'
- **E2:** a) meeting b) wolf c) cubs d) tiger e) Mowgli f) bear g) panther h) bull i) Pack
- **E3-4:** Answers will depend on the children's own ideas.
- **E5:** Check for evidence of proof-reading and self-correction of grammar, punctuation and spelling.

Workbook 4, Unit 6, Notes

Learning Outcomes in the Workbook

1. Learning Outcomes for Spelling, Vocabulary, Grammar, Punctuation, and Composition

See the Scope and Sequence for this unit on page 6 of this Teaching Guide.

2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise double consonants 'tt ll rr', also double vowels 'ee'.
- **Ex 2:** practise writing a sentence that includes many words with double letters.

Detailed lesson notes

See Chapter 3: How to Plan a Teaching Unit.

Answers

- **Ex 1:** Children copy the words two or three times in joined writing, placing the letters correctly between double ruled lines. They must cross the double 'tt' in 'mutter' and 'knotted' after they have finished joining the letters.
- **Ex 2:** Children complete the words in joined writing between double ruled lines. Check that pupils make the high joins between letters consistently and neatly: 'rry' in 'hurry', and 'own' in 'down'. This is a good opportunity to develop spacing within words, for occasions when pupils write their second drafts in neat. They should make sure that the spacing within a word is consistent.
- **Ex 3:** a) heard – 5 herd; b) meat – 2 meet; c) missed - 7 mist; d) past - 3 passed; e) prey – 8 pray; f) sea - 1 see; g) wait - 6 weight; h) whether – 4 weather
- **Ex 4:** a) chopped, rubbed, smelled b) admitted, preferred c) entered, listened, stammered
- **Ex 5:** a) travelled, stopped, trapped b) knotted, wrapped, whirred, c) tripped, slipped, shivered, muttered
- **Ex 6:** 1 meat, 2 meet, 3 missed, 4 mist, 5 mumble, 6 mutter
- **Ex 8:** a) shine, said, catch b) caught c) shone d) laugh, laughed e) say
- **Ex 9:** Answers depend on the children.
- **Ex 10:** a3 b1 c4 d2 e5 f9 g7 h6 i10 j8
- **Ex 11:** a) humming, rustling b) squeal, tumbled, dropped, twitched, scratching c) mumbled, muttered

- **Ex 12:** a) were killing, started, dropped / was dropping, were
b) had, formed, bought
c) paid, ran, became
d) stopped, hunted, visited, was growing
- **Ex 14:** Example answers:
 - a) Last year we were having a lot of problems because of the cheetahs. The cheetahs were killing a lot of our farm animals.
 - b) In October, two dogs came to our farm.
 - c) Their names were ... and They both had long white hairy coats. They were strong and looked quite fierce.
 - d) They run freely around the farm and stay close to the herds of sheep and goats.
 - e) The cheetahs stopped killing our farm animals.
 - f) Instead they started hunting herds of small deer.
 - g) They are very pleased because they didn't pay any money for the dogs. They don't pay any money for dog-food. The cheetahs have stopped attacking our farm animals.

Reading genre: Instructions, explanations, and predictions

Background

In this unit, children practise using the language of science and technology. This will help them to access other areas of the curriculum in line with the principles of CLIL (Content and Language Integrated Learning). The texts illustrate the difference between three non-fiction genres.

Instructions: The text *I. How to make a helicopter* (page 54) uses commands. It illustrates how to use bullet points for materials (where the order does not matter) and numbers for instructions (where the order is important).

Explanations: The text *II. How it works* 1-3 uses the present tenses. It explains how the paper helicopter works, using technical language. It illustrates how to express scientific ideas in clear, simple language.

Predictions: The text *III. What will happen if ...?* uses the future tense with conditionals. It encourages children to think what will or may happen if they do certain things – an essential tool when making scientific predictions.

Learning outcomes: See detailed planning grid on page 6 and individual unit plans.

Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 3
- (advisable) materials for games chosen to support a teaching point
- (optional) books of simple experiments from the library
- (optional) the materials listed on page 54 (a pair of scissors, scrap paper, a paper clip, and a ruler)
- (optional) the materials listed on page 61 of the Textbook (a piece of card or paper, a marker pen, and a glass of water)

Extension activities (optional)

Doing the science experiments in the Textbook

How to make a paper helicopter (Textbook 4, pages 54 and 55)

- **A week before the experiment:** You will need all the materials listed on page 54. If you do not have a set of scissors at school, encourage the children to bring scissors in from their own homes.
- **Several days before the experiment,** talk nicely to the staff in the school office and ask them to give you scrap paper (e.g. photo-copying that has come out with mistakes) and at least one paper clip per child.
- **Try out the experiment** at your own home before you do it in class.
- **On the day of the experiment:** Ensure that each child has the correct materials.
- If possible, provide two sheets of A5 scrap paper per child. (It does not have to be white paper.) Some of the children will almost certainly go wrong and will need to start again! They should also be able to experiment with other designs.
- Talk through the instructions, getting them to follow one step before you move on to the next step.
- Encourage the children to ask questions when they do not understand.
- Stop at each 'talk box' and ask the children to describe or discuss what they are doing.

How to change the direction of an arrow (Textbook 4, page 61)

1. You need a transparent, plain glass of water and a piece of paper or card for each child.
2. Try out the experiment before you do it in class.
3. Explain that the round glass and the water bend the light coming to your eyes from the arrow, turning it the other way. The scientific term is 'refract'. The glass acts as a lens (like the lens in spectacles) which alters what you see.

Textbook page notes**A. Reading text****Learning outcomes****Students should be able to:**

- discuss understanding of key concepts.
- describe the first part of an experiment and record predictions of what will happen in the second part.

Reading notes for the teacher**Pre-reading** (See Chapter 3, Lesson 1, Steps 5-9.)

- Discuss the meaning of each word in the Key words box with the help of the mini-dictionary.
- Ask the children to predict what the unit will be about. If you are going to do the experiment in class, distribute the listed materials so that the children are ready to do the experiment as you read. If this is time consuming, bring in at least two pieces of A5 paper and demonstrate how to make the helicopter in class.
- **Suitable questions:** *Does this look like a fiction or a non-fiction text? (Non-fiction.) How do you know?* (Because it gives instructions how to make something.)
- *What are instructions?* (They tell you how to do something.)

During reading (See Chapter 3, Lesson 1, Steps 10-21.)

- If possible, give the children the necessary materials and ask them to follow the instructions as they read. (See Extension activities.)
- If it is not possible to make the paper helicopters in class, ask the children to look carefully at the diagrams as you read and to discuss each step. If you do NOT do the experiment, explain that the helicopter spins as it drops to the ground.
- Always predict what will happen **before** you try out the next part of the experiment. Explain that it does not matter if you make an incorrect guess. We do experiments to find out what will happen and there is no shame in being wrong. We simply try to learn from what happened.
- After reading page 54, tell your pupils to explain why the helicopter spins, accepting a variety of opinions.
- As you read, elicit the meanings of difficult words like *strip* and *slanting*.
- Elicit that gravity pulls the helicopter down and that air pressure pushes the rotors around, making it spin.
- **Talk box 1:** The helicopter spins as it drops.
- **Talk box 2:** First predict what will happen. Then try it out. If you bend the rotors in the opposite direction, the helicopter spins in the opposite direction (because air pressure is pushing on the other side of the central strip).

Unit 7: How to make a Paper Helicopter

- **Talk box 3:** First predict what will happen. Then try out different ideas.
- If you add a paper clip to the bottom of the helicopter, you add weight to it. Gravity pulls harder against the air pressure, and the helicopter should spin faster.
- If you cut a bit off both rotors, the helicopter falls more quickly because the rotors trap less air.
- If you cut off one rotor, the helicopter spins unevenly and more slowly because there is no second rotor to push in the opposite direction.
- Encourage the children to think of different experiments. For example, what will happen if you hold the helicopter upside-down? (It turns the right way because the heaviest part with the fold moves to the bottom.)

Discussion of the text (See Chapter 3, Lesson 2, Steps 1-8.)



- Ask the children oral questions, taking time to refer to the text and clarify misunderstandings.
- Encourage the children to ask you questions if they do not understand.
- Discuss words and phrases that capture the children's interest and elicit the meanings of words in context.
- Ask different children to explain their understanding of the text.

Optional paired reading practice (See Chapter 3, Lesson 2, Steps 9-14.)

- If some children in the class are still poor readers, pair them up with able readers and ask them to read aloud the text in a whisper.

B. Comprehension

Learning outcomes

Students should be able to:

- **B1:** identify themes and conventions in instructions, explanations, and predictions.
- **B2:** use a dictionary to find word meanings.
- **B3:** predict what will happen if you change the experiment.
- **B4:** discuss and record predictions.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 15-21.)

- **B1:** Discuss the features of instructions, explanations, and predictions. Elicit that they are all non-fiction texts, but have different purposes, so we set them out in different ways.
- **B2-3:** Go through the exercises orally in class before you ask the children to write them.
- **B4:** Accept a variety of ideas. For example, one child might decide to make the rotor blades narrower. Another child might decide to put three paper clips on the bottom. Another child might decide to drop the helicopter from a first floor window. Do not expect the less able children to write their answers, but make sure that all children take part in the discussion and, if possible, try and record their ideas. By using English to express scientific ideas, they will make progress in both subjects.

C. Word Reading and Spelling

Learning outcomes

Students should be able to:

- **C1-2:** make words with **-wards** (*forwards, backwards*).
- **C1 and 3:** explain that *s* makes the same phoneme in *measure* and *decision*.
- **C4-6:** explain that *er, or, and ar* can make the same phoneme (*helicopter, rotor, rectangular*) and use the tricky words.

Spelling notes for the teacher



- **C1:** Discuss the 'wise owl' box, eliciting that the suffix *wards* shows the direction in which something is moving. Teach the children to read each word after you or the audio-recording. Discuss the meanings and ask children to use them in the context of sentences. (See Chapter 3, Lesson 3, Steps 1-7.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C2:** Elicit that some things can move in several different directions – like a real helicopter.
- **C3:** Ask different children to complete the sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the spellings** in C1 after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)



- **C4:** Discuss the 'wise owl' box. Ask the children to repeat the words after you or the audio-recording, and to discuss the meanings as in C1. Remind them that tricky words do not follow the usual spelling rules. We just have to learn them. (See Chapter 3, Lesson 5, Steps 1-6.)
- **C5:** Challenge the children to look for and underline the target words in the reading text. At the end of five minutes, tell them to stop. They should then be able to read aloud the sentences in which the words occur. Note that a few words may not be in the text. (See Chapter 3, Lesson 3, Steps 8-13.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C5:** Ask different children to complete the clues to the crossword orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the second set of spellings and tricky words** after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)

Extension activities

- Ask children who finish early to think of other sentences with the words ending in *wards* in C1.
- Dictate the sentences in C3. (See Chapter 3, Lesson 7, Steps 7-12.)

D. Vocabulary, Grammar, and Punctuation

Learning outcomes

Students should be able to:

- **D1-2:** use standard **English verb inflections instead of local spoken forms to give instructions and express possibility**.
- **D3:** use **bullet points and numbering**.
- **D4:** use the future tense with *if* (1st conditional).

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 6, Steps 3-8.)

- **D1-2:** Discuss the 'wise owl' teaching box and elicit that the instructions in Part 1 of the reading text are commands.
- The game *Simon says* will give practice in using commands. (Game 4, Chapter 6)
- Practise the instructions orally before asking the children to write them with the help of the writing frame.
- **D3:** Discuss the 'wise owl' teaching box. Ask the children to add bullet points and numbers.
- **D4:** Discuss the 'wise owl' teaching box. Practise the sentences orally before asking the children to complete them.

Extension

- Ask the children to write instructions how to get to your school from their home.
- Dictate the sentences in the example for D2 (See Chapter 3, Lesson 7, Steps 7-12.)

E. Listening, Speaking, and Composition

Learning outcomes

Students should be able to:

- **E1:** discuss and record ideas.
- **E2:** listen and complete/order a text illustrating instructions and explanations.
- **E3:** write instructions and explanations from the listening text, using headings, bullet points and numbering.
- **E4-5:** plan, then write instructions how to get somewhere (directions).
- **Extension:** use the 1st conditional to describe what you will see if you stand outside your classroom.

Listening, speaking, and composition notes for the teacher

- **E1:** Discuss the features of instructions, taking time to talk about the 'wise owl' box. (See Chapter 3, Lesson 8, Steps 1-4.)
- Ask children to read the instructions in the box and to guess what order they should follow by placing numbers in the first column. (See Chapter 3, Lesson 8, Steps 9-16).



- **E2:** Play the audio-recording for the listening task, or read it aloud slowly and clearly. Read it a second time so that the children can check whether they guessed the instructions in the right order and note the correct order. (See Chapter 3, Lesson 8, Steps 5-8.)
- If possible, do the experiment. See Extension activities at the beginning of this unit. If this is not possible, point to the photo at the bottom of the page, which shows that the arrow appears to move in the opposite direction. Discuss why this is, eliciting that the glass of water acts as a lens, which bends light from the arrow.
- **E3:** Talk through the first composition task with the whole class, asking different children to use the writing frame to help them frame a report of the experiment. (See Chapter 3, Lesson 9, Steps 9-12.)
- After they have had plenty of practice orally, they can do the task in their books. Walk round the class, checking their spelling and punctuation.
- **E4:** Talk through the second composition task with the whole class, asking different children to explain how to get from the school gate to your own classroom. Encourage the children to be precise in their directions. (See Chapter 3, Lesson 9, Steps 13-17.)
- After you have corrected the compositions, read aloud examples of precise instructions. Also give feedback on common mistakes. (See Chapter 3, Lesson 10, Steps 1-6.)

Extension: Ask the children to write detailed sentences, completing the conditional sentence.

Answers

- **B1:** a) true, non-fiction b) instructions c) explanations d) predictions e) headings
f) bullets g) numbers
- **B2:** a) The materials for the experiment are a 30 cm ruler, a pair of scissors, an A5 piece of paper, and a paper clip or pin.
b) Rotors are parts of a machine that spin, for example, on a helicopter.
c) A force is a power that pushes, pulls, or turns things.
d) Gravity is the force pulling things downwards.

e) Air pressure is the force of air pushing against things.

- **B3:** The children should write what they observed. Likely answers are:
 - a) When we added a paper clip, the helicopter spun faster.
 - b) When we shortened the rotors, the helicopter spun slower.
 - c) Answers will depend on the experiments that the children tried.
- **B4:** Answers will depend on the experiments that the children tried.
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C2:**
 - a) a real helicopter: backwards, forwards, upwards, downwards
 - b) a car: forwards, backwards
 - c) water going into a plug-hole: downwards, inwards
 - d) ripples when you throw a stone into a lake: outwards
 - e) a hand: forwards, backwards, upwards, downwards, inwards, outwards
- **C3:** a) decision b) measure c) television d) division e) treasure f) Leisure g) pleasure
- **C4:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework. The number of syllables is given in brackets.

a) er	b) or	c) ar	Tricky words
helicopter (4)	rotor (2)	rectangular (4)	material (4)
paper (2)	motor (2)	grammar (2)	notice (2)
other (2)	doctor (2)	particular (4)	air pressure (3)
faster (2)	mirror (2)	similar (3)	gravity (3)
slower (2)	author (2)	sugar (2)	force (1)

- **C5:** The children underline as many words as they can find in the reading text in five minutes. Afterwards, they read aloud the sentences in which they occur.
- **C6:** Clues Down:
 - 1) DOCTOR
 - 2) RECTANGULAR
 - 3) SIMILAR
 - 4) AUTHOR
 - 7) NOTICE
 - 9) MIRROR
 Clues Across
 - 2) ROTOR
 - 5) MOTOR
 - 6) MATERIAL
 - 8) GRAMMAR
 - 10) AIR PRESSURE
 - 11) GRAVITY
- **D2:**
 - b) To get to the mosque, first go across Station Road. Next, go along Fateh Ali Khan Road. Then take the first turning on the right. You'll find the mosque on the left. It's opposite the fruit market.
 - c) To get to the shopping mall, first go across Station Road. Next, go along Fateh Ali Khan Road. Then take the first turning on the right. You'll find the shopping mall on the right. It's opposite the post office and next to the fruit market.
 - d) To get to the hospital, first go across Station Road. Next, go along Fateh Ali Khan Road. Then take the second turning on the right. You'll find the hospital on the left. It's opposite the phone shop.
- **D3:** Pupils should add bullet points to the list of materials. Pupils should number the instructions 1-6.
- **D4:**
 - a) If you look across the road from the chemist, you will see the High School.
 - b) If you look across the road from the High School, you will see the chemist, the shoe shop, and the book shop.
 - c) If you look across the road from the hospital, you will see the phone shop and the craft shop.
 - d) If you look across the road from the post office, you will see the Palace Shopping Mall.

Unit 7: How to make a Paper Helicopter

- **E1:** Correct materials: a piece of paper, a pen, a glass of water. The children write their predicted order in the first column of the table.
- **E2:** Correct order of instructions: 2, 4, 1, 5, 3
- **E3: Materials you need:**
 - a piece of paper
 - a pen
 - a glass of water

How to do the experiment

1. First fold a piece of paper in half.
2. Next, draw an arrow on one side of the paper.
3. Then prop the paper up on the table.
4. Now put the glass of water in front of the arrow.
5. Finally, look at the arrow through the glass of water.

Result

The result was that the arrow turned in the opposite direction.

Explanation

The arrow went the opposite way because the glass of water bent the light from the arrow, so that each end appeared back to front.

- **E4:** Answers will depend on the layout of the pupils' school.
- **E5:** Answers will depend on the layout of the pupils' school.

Workbook 4, Unit 7, Notes

Learning Outcomes in the Workbook

1. Learning Outcomes for Spelling, Vocabulary, Grammar, Punctuation, and Composition

See the Scope and Sequence for this unit on page 6 of this Teaching Guide.

2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** use print handwriting for the careful writing of posters, captions, and labels

Detailed lesson notes

See Chapter 3: How to Plan a Teaching Unit.

Answers

- **Ex 1:** Explain the purpose of print handwriting for posters, presentations, captions, and labels.
Demonstrate the technique:
 - all letters are treated as break letters
 - there are no joins between letters
 - print handwriting is usually done on a single line, not between double ruled lines
 - capital letters may be written larger than normal
 - at the end, words or phrases may be underlined

When the children copy the words, make sure that they lift the pen/pencil off the paper between letters.

- **Ex 1:** a) Entrance b) Office c) Computer Suite d) Library e) Assembly Hall f) Playground
- **Ex 2:** School Fair
Wednesday, 30th April
10.00 – 13.00

Bahawal Primary School

Games, sports, competitions

Cold drinks, ice creams

- **Ex 3:** a) visitor b) similar c) doctor d) character e) jaguar f) weather g) grammar
h) waiter i) rotor j) motor k) driver l) particular
- **Ex 4:** 1) daughter 2) television 3) leisure 4) vision 5) occasion
6) collision 7) pleasure 8) painter 9) decision 10) sugar

Hidden word: helicopter

- **Ex 5:** 1 actor, 2 author, 3 measure, 4 mirror, 5 rectangular, 6 revision, 7 treasure, 8 treatment
- **Ex 7:** a) material(s) b) air pressure c) gravity d) noticed, downwards
e) motor, rotors f) force, upwards
- **Ex 8:** Answers depend on the children.
- **Ex 9:** a4 b6 c2 d5 e1 f3
- **Ex 10:** a) If you leave cooked rice outside the fridge, it will go bad.
b) If you leave the kitchen door open, (the) flies will get in.
c) If you leave the lid off the jam jar, (the) ants will get inside.
d) If you don't cover chicken pieces, (the) mice will eat them.
e) If you keep a bottle of water in the fridge, you will keep it cool.
- **Ex 11:** a) backwards b) forwards c) northwards d) upwards
- **Ex 12:** a) Parkway Hotel b) Post Office c) Book Shop
- **Ex 14:** a) Directions to the park
A: Excuse me. Can you tell me how to get to the park?
B: Of course. Go out of the railway station and turn left. Walk along 21st Street and take the first turning on your right. That's 6th Avenue. Then go across the river and take the first street on your left into 23rd Street. You'll find the Park on your right. It's opposite the river, between the Zoo and the Fish Market.
A: Thank you very much. Goodbye!
b) Directions to the bicycle shop
A: Excuse me. Can you tell me how to get to the Bicycle Shop?
B: Of course. Go out of the railway station and turn left. Walk along 21st Street and take the second turning on your right. That's 5th Avenue. You'll find the bicycle shop on your right. It's behind the Antiques Market.
A: Thank you very much. Goodbye!

Reading genre: A Greek myth

Background

Myths are ancient traditional tales. They usually try to explain nature and events through stories that have no basis in science, but sometimes have a deeper truth. This Greek myth tries to explain why a particular river in Greece had gold in it. When the myth was first told, more than 2000 years ago, people did not understand geology or why some metals can be found in certain places. Clearly, the story is not a correct factual explanation for the presence of gold in a river. However, the deeper truth of the story is that King Midas did not understand that his desire for wealth would destroy all life. This is a moral that we still need to remember today!

Learning outcomes: See detailed planning grid on page 6 and individual unit plans.

Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 4
- (advisable) materials for games chosen to support a teaching point
- (optional) books of other myths from the library

Extension activities (optional)

Drama

- After you have completed the whole unit, ask the children to act out the story of *The Golden Touch* in the classroom or, even better, a hall where they can move around easily.
 1. Choose about eight good readers as narrators.
 2. Choose children to act the parts of King Midas, Silenus, about four musicians, the chief guard, Dionysus, at least two servants, and Midas's daughter.
 3. Make sure that every child has a part to play. You can have more narrators or add to the numbers of musicians and servants. Children can also act as trees, flowers, squirrels, and birds in the garden.
 4. **Props:** (optional, since they can all be mimed) a crown for King Midas, musical instruments (such as drums and flutes), flowers and leaves, dishes of bread and cake.

First drama practice

5. The narrators read aloud the story, as the actors mime the parts of the characters.
6. The actors improvise their lines using their own words (prompted by you if necessary).
7. Discuss how each character should say their words – angrily, anxiously, happily, or sadly. Encourage the children to show their feelings on their faces and in their actions.

Further drama practice

8. Practise the drama again several times. The actors should mime the actions and say their own lines, which should not be changed from now on.
9. Get the children to learn their lines for a finished performance.

Performance

1. When the children know the play by heart, perform it in an assembly or annual day for parents. Make sure that all your pupils speak slowly, loudly, and expressively so that their voices carry to the back of the hall.

2. A good play includes lots of action! Ensure that the children move appropriately on the stage so as to keep the audience interested.

Textbook page notes

A. Reading text

Learning outcomes

Students should be able to:

- find a myth's place of origin on a map.
- discuss the difference between scientific and mythological explanations.
- take turns to listen to each others' ideas.

Reading notes for the teacher

Pre-reading (See Chapter 3, Lesson 1, Steps 5-9.)

- Discuss the meaning of each word in the Key words box with the help of the mini-dictionary.
- Ask the children to predict what the unit will be about.
- **Suitable questions:** *Does this look like a fiction or a non-fiction text? (Fiction.) How do you know? (Because it has pictures of creatures who do not exist.) What do you think it is going to be about? (Open answers.)*

During reading (See Chapter 3, Lesson 1, Steps 10-21.)



- As you play the audio-recording or read the text, ask questions regularly to check understanding.
- Remind the children of the myth about Anansi the Spider that they read in Textbook 3. That myth explained why people have stories. Elicit that this myth explains why there is gold in the a Greek river.
- Ask the children to predict what will happen before they turn the page. Accept a variety of answers. Ask, *Do you think Midas will be happy with all his gold?*
- As you read, elicit the meanings of difficult words like *admission* and *permission*.
- Ask the children to make inferences about the text, for example, *Do you think Midas was a bad man?*
- Elicit that Midas was kind to his old teacher and loved his daughter, but did not think carefully about what would happen if he turned everything to gold.

Talk box: Ask the children to tell you what they would wish for. Encourage them to have different ideas. Discuss what might happen if they get their wishes. Tell them the saying, 'Be careful what you wish for.' Elicit that it is not always a good thing to get what we want. (For example, if we wish for cake at every meal, we may get fat and our teeth may fall out!)

Discussion of the text (See Chapter 3, Lesson 2, Steps 1-8.)



- Ask the children questions, taking time to refer to the text and clarify misunderstandings.
- Encourage the children to ask you questions if they do not understand.
- Discuss words and phrases that capture the children's interest or imagination and elicit the meanings of words in context.
- Ask different children to retell the story in their own words.

Optional paired reading practice (See Chapter 3, Lesson 2, Steps 9-14.)

- If some children in the class are still poor readers, pair them up with able readers and ask them to read aloud the text in a whisper.

B. Comprehension

Learning outcomes

Students should be able to:

- **B1:** identify themes and conventions in myths.
- **B2:** summarize main ideas, using *so ... that...*
- **B3:** guess the meaning of words from the context.
- **B4:** summarize key events and re-tell the story orally by acting it out.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 15-21.)

- **B1:** Discuss the features of a myth.
- **B2:** Go through the exercises orally in class before you ask the children to write them.
- **B3:** It is an important reading skill to be able to guess the meaning of words from the context. If we stop to look up every difficult word in a dictionary, we lose the thread of a story. Encourage the children to read widely and quickly and to guess the meanings of words that they do not know.
- **B4:** When the children have written a summary of the key events, ask them to act out the story. See Extension activities at the beginning of this unit.

C. Word Reading and Spelling

Learning outcomes

Students should be able to:

- **C1-4:** explain that words ending in *-sion* (*mansion*), *-ssion* (*procession*), and *-cian* (*musician*) can make the same phoneme (*shun*).
- **C5-7:** explain that *y* sometimes makes the phoneme *i* as in *pin* in the middle of a word (*myth*), but that if a word ends with *y*, it turns to *i* before *-ness*; use the correct word from a given word family in context (e.g. noun: *myth*, related adjective: *mythological*).
- **C8:** use tricky words in context.

Spelling notes for the teacher



- **C1:** Discuss the 'wise owl' box. Teach the children to read each word after you or the audio-recording. Discuss the meanings and ask children to use them in the context of sentences. (See Chapter 3, Lesson 3, Steps 1-7.)
- **C2:** Challenge the children to look for and underline the target words in the reading text. (See Chapter 3, Lesson 3, Steps 8-13.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C3-4:** Ask different children to complete the sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the spellings** in C1 after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)



- **C5:** Discuss the 'wise owl' box. Ask the children to repeat the words after you or the audio-recording and to discuss the meanings as in C1. Remind them that tricky words do not follow the usual spelling rules. We just have to learn them. (See Chapter 3, Lesson 5, Steps 1-6.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C6:** Ask different children to complete the sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the second set of spellings and tricky words** after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)

Extension activities

- Ask the children to write their own sentences with the words in C5.
- Dictate the sentences in C4. (See Chapter 3, Lesson 7, Steps 7-12.)

D. Vocabulary, Grammar, and Punctuation

Learning outcomes

Students should be able to:

- **D1-3:** use standard English **verb inflections** instead of local spoken forms.
- **D1:** use the present perfect to show what has just happened.
- **D2:** use the present perfect to show how long something has lasted with *for* or *since*.
- **D3:** use the present perfect to show what has or has not happened in someone's experience, focusing on question forms.
- **D4:** use **apostrophes** to show possession with singular nouns (e.g. *the tree's leaves*) and regular plural nouns (e.g. *the trees' leaves*).

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 6, Steps 3-8.)

- **D1-3:** Discuss the 'wise owl' teaching box and the different ways that we can use the present perfect tense. Practise the questions and answers orally before asking the children to complete them.
- **D4:** Discuss the 'wise owl' teaching box, eliciting that we put the apostrophe **after** the plural form.

Extension

- Ask the children to write other sentences in the present perfect about what they **have done** today and interesting places they **have visited** in their lives.

E. Listening, Speaking, and Composition


Learning outcomes

Students should be able to:

- **E1:** discuss the features of myths and similes.
- **E2-3:** identify similes in the reading and listening texts.
- **E4:** write a myth, following the plan of the listening text.
- **Extension:** write their own modern myths.
- **E5:** assess the effectiveness of each other's writing and proof-read for spelling.
- **E6:** read aloud their own writing expressively.

Listening, speaking, and composition notes for the teacher

- **E1-2:** Discuss the features of myths and similes, taking time to talk about the 'wise owl' box. (See Chapter 3, Lesson 8, Steps 1-4.)

- **E1:** Ask children to imagine three similes about things in the classroom, e.g. *The fan sounds like a tractor. Salim's pencil box looks like a tomato. Mrs Qureshi's sparkly dupatta is like a river.* (See Chapter 3, Lesson 8, Steps 9-16.)
- **E2:** The children complete the similes by referring to the text.
- **E3:**  Explain that Rajee Singhania is a modern story-teller who has imagined her own modern myth. This explains why the Sun comes up every day. Play the audio-recording for the listening task, or read it aloud slowly and clearly. Read it a second time so that the children can check their answers. (See Chapter 3, Lesson 8, Steps 5-8.)
- **E4:** Talk through the composition task with the whole class, asking different children to tell Rajee Singhania's story *The Sun and the Butterfly* in their own words. (See Chapter 3, Lesson 9, Steps 9-12.)
- Explain that while this is a delightful fictional story, it has a scientific meaning too. Very clever scientists say that however much they know, they cannot predict what will happen in the future. Some call it 'chaos theory' and say that a very tiny event, like a butterfly fluttering its wings, can begin to change the course of a weather system.
- After they have had plenty of practice orally, they can write the story in their books. Walk round the class, checking their spelling and punctuation. They should NOT copy the text from the back.
- **Extension:** Ask the children to imagine a similar myth to explain why the Sun comes up. Make it clear that it should be a fictional story, not a scientific explanation.
- **E5:** Encourage the children to proof-read and improve their work with the help of a classmate. (See Chapter 3, Lesson 9, Steps 13-17.)
- Correct the children's own modern myths fully if they are going to re-write a second draft. (See Chapter 1, Sections 6.3 and 10 for correction strategies.)
- After you have corrected their compositions, read aloud examples of good writing. Also give feedback on common mistakes. (See Chapter 3, Lesson 10, Steps 1-6.)
- Encourage them to write a neat second draft for display on a corridor wall or in the classroom.

Answers

- **B1:** a) Myths b) old, magical c) setting
- **B2:** a) Myths are so old that we do not know who made them up.
b) Midas looked after Silenus so well that Dionysus granted (gave) him one wish.
c) Midas was so excited with the golden touch that he turned everything in his garden and house into gold.
d) When his daughter turned to gold, he was so upset that he asked Dionysus to help him.
e) Midas was so anxious to lose the golden touch that he washed himself in the River Pactolus.
- **B3:** a) confused - muddled
b) overjoyed – delighted
c) heart-felt – sincere
d) heart-broken – very sad
e) collapse – fall heavily
f) possess – own
g) stray – get lost
h) gush - pour
- **B4:** 1. King Midas looked after Dionysus's old teacher, Silenus.
2. As a reward, Dionysus granted Midas a wish.
3. Midas wished that everything he touched would turn to gold.

4. Everything he touched DID turn to gold, including his daughter.
5. Dionysus told Midas to wash the gold off in the River Pactolus.
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
Alphabetical order:
 - a) comprehension, extension, mansion, pension
 - b) admission, permission, possession, procession
 - c) magician, musician, optician, technician
 - **C2:** The children underline as many words as they can find in the reading text in five minutes. Afterwards, they read aloud the sentences in which they occur.
 - **C3:** a) A technician mends computers. b) A musician plays or sings music.
c) A magician does magic tricks. d) An optician is an eye doctor.
 - **C4:** a) pension b) comprehension c) mansion d) permission, procession/optician/technician
e) extension
 - **C5:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
 - **C6:** a) mythological, myths, Egypt b) certainly, lonely c) lyrics, lively
d) possessions, completely e) mystery, happiness
 - **C7:** a) pyramid b) syrup c) crystal
 - **C8:** Answers depend on the children.
 - **D1:** Example sentences:
The roses have turned to gold. The tree has turned to gold. The geese have turned to gold. The bench has turned to gold. The cat has turned to gold. The squirrels have turned to gold. The fountain has turned to gold.
 - **D2:** Example answers:
 - a) I have studied in Class 4 for (four months) / since (August).
 - b) Today I have worked in school for (three hours) / since (eight o'clock).
 - c) I have been able to read for (three and a half years) / since I was (six years old).
 - d) I have lived in my present home for (four years) / since (the year 20__).
 - **D3:** Pupils make questions and answers using the table.
 - **D4:** a) the tree's leaves b) the trees' leaves c) the musician's flutes d) the musicians' flutes
e) the swans' feathers f) the swan's feathers g) the horse's tail h) the horses' tails
 - **E2:** a) Midas looked after Silenus like a father.
b) Dionysus disappeared like smoke into the air.
c) The leaf turned from green to gold as if fire was creeping from one end to the other.
d) Midas turned the roses to gold as if he was using a magic paintbrush.
e) His daughter became still and hard as if she was a statue.
 - **E3:** a) The clouds stood like guards in front of a mansion.
b) The lion roared like a run-away truck.
c) The donkey brayed like an ambulance siren.
d) The elephant whooshed as if it was a river in flood.
e) All the animals blew like the wildest wind.
f) The clouds flew away as if they were big black pillowcases.
g) The Sun came up like a bright orange marigold.
 - **E4:** Answers will depend on the children's own ideas.

Workbook 4, Unit 8, Notes

Learning Outcomes in the Workbook

1. Learning Outcomes for Spelling, Vocabulary, Grammar, Punctuation, and Composition

See the Scope and Sequence for this unit on page 6 of this Teaching Guide.

2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise the letter joins from 'w' to 'a' in individual words;
- **Ex 2:** practise the letter joins from 'w' to 'a' in words within a sentence;

Detailed lesson notes

See Chapter 3: How to Plan a Teaching Unit.

Answers

- **Ex 1:** Children copy the words two or three times in joined writing, placing the letters correctly between double ruled lines.
Demonstrate that the join from 'w' to 'a' is a horizontal join, to the top of the letter 'a'.
- **Ex 2:** Children copy the sentences in joined writing between double ruled lines.
Check that they leave enough space for the 'w' and the joins before and after 'w'. This will improve the appearance of the handwritten words.
- **Ex 3:** a) comprehension, discussion, extension b) mathematician, musician
c) extension, mansion, pension d) procession, permission e) admission
f) technician g) expression h) optician
- **Ex 4:** The myth of the mysterious satyr
- **Ex 5:** a) gym, syrup, mysterious
b) Egyptian, myths, mythological
c) Mystery, Crystal
d) pyramids, Egypt, Egyptians, system
e) symbol, happiness
f) lonely, busy
- **Ex 6:** 1 magician, 2 mansion, 3 mathematician, 4 musician, 5 mystery, 6 myth, 7 mythological
- **Ex 8:** a) completely b) certain c) possess d) complete e) possession
f) heart g) experience h) certainly
- **Ex 9:** Answers depend on the children.
- **Ex 10:** a) the doctor's gloves b) the doctors' gloves c) the boy's doves d) the boys' doves
e) the monkeys' ears f) the monkey's ears g) the lamb's tail h) the lambs' tails
- **Ex 11:** a) Have you ever climbed K2?
b) Have you ever been cold and hungry?
c) Have you ever seen the mysterious snow leopard?
d) How many countries have you visited?
e) How many photos have you taken?
f) How many mountain guidebooks have you written?
- **Ex 12:** a) since b) for c) since d) since e) for f) since
- **Ex 14:** Example answer:
a) Tantalus was a mythological Greek character.
b) Tantalus's friend said to Tantalus, 'Would you please look after my dog?'

- c) The dog was special because it was made of gold.
- d) Some time later, the friend said to Tantalus, 'Would you please give my dog back to me?'
- e) Tantalus replied, 'I've never seen your golden dog.'
- f) Tantalus was lying.
- g) The friend became very angry with Tantalus.
- h) 'You are a very bad man!' he cried. 'You are a liar and a thief!'
- i) As a punishment, Tantalus had to stand for ever in a magic lake under a fruit tree.
- j) Whenever Tantalus reached up to pick a fruit, the tree raised the branch up.
- k) Whenever Tantalus bent down to drink some water, the water flowed away [from him].

Extension:

Example Answer: (This is told in the present tense, but it could also be told in the past tense.)

The Myth of Tantalus (continued)

Another Greek mythological character sees Tantalus. He feels sorry for Tantalus and asks Tantalus to tell his story.

'Why are you here and hungry and thirsty? What did you do wrong?'

Tantalus tells his story and explains that he has not drunk anything and he has not eaten anything for 3,000 years.

The friend asks Tantalus, 'Are you sorry that you told lies and kept the golden dog?' Tantalus says that he is very sorry. Tantalus promises that he will never tell lies again.

Tantalus promises, 'If you set me free, I will never again tell lies.'

The friend sets Tantalus free. Tantalus thanks him for his great kindness.

Reading genre: Different types of poem

Background

After studying this unit, children should understand that all good poems follow a pattern. Poetry can follow many different patterns. For example, sometimes a poem has a rhyming pattern. Sometimes a poem has a pattern of two or more beats in a line. Sometimes it has a certain number of syllables to a line. Sometimes it repeats certain lines. Sometimes it has verses of four or more lines. Poets choose different ways to structure poems, but are always careful to choose the right words for their thoughts. They often use similes and metaphors to help us make pictures in our minds.

Learning outcomes: See detailed planning grid on page 6 and individual unit plans.

Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 4
- (advisable) materials for games chosen to support a teaching point
- (optional) books of other poems from the library

Extension activities (optional)

A visit to a beautiful place

Preparation

1. A visit to a beautiful place can inspire children to write good poems. If you have a quiet area in your school grounds – a garden, or a terrace, or a part of the playground where there are shady trees, take your class there.
2. Ask them to take their notebooks and a pencil.
3. Ask them to stand absolutely still and silently for two minutes and listen with closed eyes.
4. After two minutes, tell them to note down what they heard. For example, they might have heard birds, car horns, cycle bells, street sellers calling, children chanting tables in a nearby classroom, an aeroplane overhead, someone dropping a pencil, someone coughing.
5. Ask them to write a poem with the sounds that they have heard, using precise words – a line for each sound.

A visit to the library

1. If possible, take your class to the school library.
2. Give each pair a book of poetry.
3. Ask them to study one poem and try to find its pattern.

Textbook page notes

A. Reading text

Learning outcomes

Students should be able to:

- express opinions about favourite poems.
- show understanding through intonation, tone, volume, and action.

Reading notes for the teacher

Pre-reading (See Chapter 3, Lesson 1, Steps 5-9.)

- Discuss the meaning of each word in the Key words box with the help of the mini-dictionary.
- Ask the children to predict what the unit will be about.

Suitable questions: *Must a poem rhyme? Must a poem have four lines in a verse? Must a poem be in old-fashioned language?* (Take the children's ideas. Elicit that the answer is no to each question, even though sometimes poems do these things. Then read and discuss the first paragraph.)

During reading (See Chapter 3, Lesson 1, Steps 10-21.)



- As you play the audio-recording or read each poem, ask questions to check understanding and discuss what kind of poem each is.
- As you read, elicit the meanings of difficult phrases like *project the voice* (speak loudly so that everyone in a large hall can hear).
- Ask the children to make **inferences** about each poem.

The Mosquito: *How do you think the boy feels at the end of the poem?* (Cross, because he has just smacked his own nose!)

Louder: *Why do you think Andrew speaks so quietly at the beginning of the poem?* (Probably because he is nervous about speaking in front of lots of people.) *Why is the teacher cross at the end?* (Because she thinks that Andrew is being silly when he shouts, even though she told him to!)

Baby Wakes Up: *Why does the baby stop crying at the end?* (Because when the baby woke up, she was hungry. Then she got some milk, so she calmed down.)

Island: *Is the sea stormy?* (No, because the waves are lazy and 'lick' the sand, which is a soft movement.)

My Little Foot: *Why is one line written inside the toes of the footprint?* (Because it is about 'tiptoeing' softly and we tiptoe on our toes.)

- **Talk boxes 1, 2, and 3:** Each talk box gives suggestions for choral speaking. Give time for the children to learn and recite their poems.

Discussion of the text (See Chapter 3, Lesson 2, Steps 1-8.)



- Ask the children questions, taking time to refer to the text and clarify misunderstandings.
- Encourage the children to ask you questions if they do not understand.
- When you have finished, ask the children to tell you which poem they like best and why. Tell them to explain their views, accepting a variety of opinions.

B. Comprehension

Learning outcomes

Students should be able to:

- **B1:** identify themes and conventions in haikus, shape poems, rhyming poems, free verse, and cinquines.
- **B2-3:** identify words that capture the reader's interest.
- **B4:** identify how structure contributes to meaning.
- **B5:** express opinions about poems.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 15-21.)

- **B1:** Discuss the features of each poem. Elicit that it does not have to rhyme, but should always choose words carefully and is organized according to a pattern. There are many patterns of poetry. Each pattern gives a shape or structure to the poem.
- **B2-3:** Go through the exercises orally in class before you ask the children to write them.
- **B4:** Accept a variety of answers, as the children should be able to express different opinions. Do not expect the less able children to write their answers, but make sure that all children take part in the discussion.


C. Word Reading and Spelling

Learning outcomes

Students should be able to:

- **C1-5:** use words with the suffix *ly*: Add *ly* to words ending with: *y* (*happily*), *le* (*gently*) *ic* (*frantically*).
- **C1:** learn tricky words ending with *ly* (*truly*, *duly*, *wholly*, *publicly*).

Spelling notes for the teacher

- **C1:**  Point out that if an adjective ends with *e* (e.g. *gentle*), we omit *e* before adding *ly*. If an adjective ends with *ic* (e.g. *comic*), we add *ally*.
- Ask the children to repeat the words after you or the audio-recording, and to discuss the meanings. Remind them that tricky words do not follow the usual spelling rules. We just have to learn them. (See Chapter 3, Lesson 5, Steps 1-6.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C2-5:** Ask different children to complete the sentences or words orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the spellings** in C1 after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)

Extension activities

- Ask the children to write their own sentences with the adverbs in C1.
- Dictate the sentences in C2. (See Chapter 3, Lesson 7, Steps 7-12.)

D. Vocabulary, Grammar, and Punctuation

Learning outcomes

Students should be able to:

- **D1:** use adverbs of manner (*gently*, *fast*).
- **D2:** use adverbs of frequency (*never*, *occasionally*, *sometimes*, *often*, *always*).
- **D3:** use adverbs to express time and cause (e.g. *first*, *then*, *next*, *finally*, *therefore*).
- **D4-5:** distinguish between the possessive apostrophe in regular plurals (trees' branches) and irregular plurals (children's footprints).

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 6, Steps 3-8.)

- **D1:** Discuss the 'wise owl' teaching box. Elicit that not all adverbs end with *ly*.
- The game *In the manner of the word* will give practice in using Type 1 adverbs. (Game 15, Chapter 6)
- **D1-3:** Practise the sentences orally before asking the children to complete them.
- **D4:** Discuss the 'wise owl' teaching box and elicit that we use an apostrophe **after** the plural form of a noun.

- **D4-5:** Practise the phrases and sentences orally before asking the children to complete them.

Extension

- Ask the children to write sentences with Type 2 adverbs about things that they do every day. For example, *I often read with my grandmother. I never play on the street. I always clean my teeth before I go to sleep.*
- Dictate the sentences in D1. (See Chapter 3, Lesson 7, Steps 7-12.)

E. Listening, Speaking, and Composition

Learning outcomes

Students should be able to:

- **E1:** draft a haiku with a friend.
- **E2:** show oral understanding of a haiku in a listening text.
- **E2:** write a haiku about a horse.
- **E3:** write a cinquaine about a camel, using an adverb and a sound.
- **E4:** suggest improvements to a peer's writing.
- **E5:** second-draft own poem; read aloud their own poetry with expression.

Extension: write a shape poem inside a traced hand.

Listening, speaking, and composition notes for the teacher

- **E1:** Discuss the three different types of poem outlined in the 'wise owl' box. (See Chapter 3, Lesson 8, Steps 1-4.)
- Ask children to work in pairs to write a haiku about the horse. They should use an adverb at the end of line one – like *quietly, sadly, patiently.*
- According to the number of syllables in the adverb, they may need another word before it. For example, *sadly* has two syllables, so they need to write a word with two syllables before it, e.g. *Stands alone sadly.* (5 syllables). (See Chapter 3, Lesson 8, Steps 9-16.) If they use *patiently* (which has three syllables) they need a one-syllable word before it, e.g. *Stands so patiently.* 5 syllables).



- **E2:** Play the audio-recording for the listening task, or read it aloud slowly and clearly. Read it a second time so that the children can check their answers. (See Chapter 3, Lesson 8, Steps 5-8.) Compare the poem in the listening task to the poem they wrote for E1. Discuss whether there really is an umbrella on the horse's head or whether the umbrella is really on the beach behind the horse.
- **E3:** This time, ask the children to work on their own. Remind them of the pattern for a cinquaine, which is in the 'wise owl' box.
- Walk round the class and monitor their conversation, helping where necessary.
- **E4:** The children check the number of syllables in a partner's work. Encourage them to say what they like about the poem. Does it repeat sounds? Is it precise? Can they improve it? (See Chapter 3, Lesson 9, Steps 13-17.)
- Correct the poems that the children wrote in E1 and E3 carefully. (See Chapter 1, Sections 6.3 and 10 for correction strategies.)
- After you have corrected the poems, read aloud examples of good writing. Also give feedback on common mistakes. (See Chapter 3, Lesson 10, Steps 1-6.)
- **E5:** Encourage the children to write a neat second draft for display on a corridor wall or in the classroom. Get the children to illustrate them beautifully.

Extension: When the children have made their own shape poems with their hands, ask the children to read them aloud and re-draft them for display.

Answers

- **B1:** a) *The Mosquito* is a rhyming poem.
b) *Louder!* is a poem in free verse.
c) *Baby Wakes Up* is a cinquaine.
d) *Island* is a haiku.
e) *My Little Foot* is a shape poem.
- **B2:** a) hear – ear; sings – wings; toes – nose; back - smack
b) Welcome everybody to our school concert.
c) gently, comically, hungrily, furiously
d) trees' - branches; soft – sand; licked – lazy
e) tiptoes, sleeps, stamps, dances
- **B3:** Loud sounds: smack, louder, bawling, stamps
Quiet sounds: humming, snuffling, softly
- **B4:** a) The mosquito is near the child's ear. It is on his toes. It is on his back. It is on his nose. He hits his nose.
b) The baby is asleep. She wakes up. She cries for milk. She drinks milk.
c) Andrew speaks very softly. His teacher tells him to speak louder. He shouts. His teacher is angry because he is shouting.
- **B5:** Example answers:
a) *Louder!* is funny because Andrew gets louder while the teacher gets angrier. The repeated line gets bigger, so we know that Andrew gets louder each time.
b) *The Mosquito* is realistic because mosquitoes always fly around your head before they land and bite you.
Baby Wakes Up is realistic because babies cry when they are hungry.
c) *The Island* is calm because only quiet sounds come from the trees and the waves.
d) Answers depend on the pupils.
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
Word with a stress on the second syllable: dramatically
- **C2:** a) The baby waved her hands comically.
b) When she got hungry, she cried frantically.
c) She was so hungry, she drank her milk greedily.
d) Then her mother rocked her gently.
e) After that, the baby played happily.
- **C3:** a) automatically b) easily c) comfortably d) basically e) singly
f) heavily g) possibly h) lazily i) poetically
- **C4:** a) duly b) wholly c) truly d) publicly
- **C5:** Answers depend on the pupils.
- **D1:** a) gently b) comically c) hungrily, furiously d) clearly e) softly f) loudly
- **D2:** **Order:** always, often, sometimes, occasionally, never
a) never b) often, sometimes c) occasionally/sometimes d) always
- **D3:** First the flies settled on the gulab jamun. Next / Then they landed on the jilebis. Then / Next they sat on the halwa. Finally they walked over the barfi. Therefore my mother threw all the sweets away.
- **D4:** a) one baby's hand b) babies' hands c) a woman's hand
d) three women's hands e) monkeys' hands f) children's hands

- **D5:** a) The babies' hands were tiny.
b) Monkeys' hands often have wrinkles on them.
c) Children's hands get dirty when they paint.
d) Mice's tails are usually long and thin.
e) Men's shoes are usually bigger than boys' shoes.
f) Swans' necks are longer than geese's necks.
- **E1:** Answers depend on the pupils' own ideas.
- **E2:** Stands still silently,
An umbrella on its head,
Thinking of water.
- **E3:** Answers will depend on the children's own ideas. Example answer:
Quiet, still,
Long-necked camel,
Dreaming of grass and shade.
Her high-backed chair weighs heavily.
Too tired.
- **E4:** Check for evidence of proof-reading. Count and check that there is the correct number of syllables in each line.
- **E5:** The children read their poems. They decide how they will say each line, e.g. fast or slowly.

Extension: The children write a shape poem about the sounds that their hands can make. They should write the poem inside a tracing of their own hand, the writing following the shape.

Workbook 4, Unit 9, Notes

Learning Outcomes in the Workbook

1. Learning Outcomes for Spelling, Vocabulary, Grammar, Punctuation, and Composition

See the Scope and Sequence for this unit on page 6 of this Teaching Guide.

2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise letter joins for 'al' and 'ally';
- **Ex 2:** practise letter joins for 'al' and 'ally'. Point out that this handwriting pattern is important when writing adverbs in this unit.

Detailed lesson notes

See Chapter 3: How to Plan a Teaching Unit.

Answers

- **Ex 1:** Children copy the words two or three times in joined writing, placing the letters correctly between double ruled lines.
Demonstrate the low diagonal join from 'a' to 'l'.
- **Ex 2:** Children copy the sentence in joined writing between double ruled lines.
Demonstrate again the low diagonal join from 'a' to 'l' also in 'tl' and 'dl'.
Demonstrate the high diagonal join from 'r' to 'l'.
- **Ex 3:** a) dramatically b) tidily c) gently d) hungrily e) musically f) humbly
- **Ex 4:** a) Basically, happily, comfortably, Luckily
b) exactly, possibly, lazily, frantically
c) totally, Luckily, comically

- **Ex 5:** 1 finally, 2 first, 3 lazily, 4 luckily, 5 occasionally, 6 often, 7 simply, 8 sometimes
- **Ex 7:** a) truly b) duly c) nobly d) simply e) Publicly, secretly f) wholly g) partly
- **Ex 8:** Answers depend on the pupils.
- **Ex 9:** a) the women's geese b) the child's trousers c) a young person's bike
d) the children's mice e) the sheep's feet f) the woman's glasses g) the monkeys' tails
h) the men's team i) the cooks' spoons
- **Ex 10:** Order: 1e 2a 3f 4c 5g 6b 7d
- **Ex 11:** a) Ants b) Bees c) Butterflies
- **Ex 12:** procession – possession plants – aunt's
- **Ex 13:** Verse a) procession, possession, pyramid, papaya
Verse b) busily, buzzing
Verse b) nice, iced
- **Ex 14:** busily, lazily
- **Ex 15:** Answers depend on the children.
- **Ex 16-18:** Answers depend on the children.

This unit revises the listening, phonic, grammar, punctuation, and composition skills taught in the previous four units. Please see **Chapter 4 How to Plan a Revision Unit**. It is suggested that you take a week to revise the previous four units.

- Play Spelling bingo or The tricky word game to revise the spelling and vocabulary taught in Section C of the previous four units. (Chapter 6, Games 1 and 2)
- Play grammar games to revise the grammar taught in Section D of the previous four units. (Chapter 6, Games 3-15)

Answers

- **1:** a) optician b) permission, measure, optician c) pleasure d) technician
e) decision, television, leisure
- **2:** [**Teacher:** After you have done the listening task, elicit that the cleaner is in a very difficult situation! He is in the air, and does not have the instructions to help him to get down safely.]
a) paper b) helicopter c) rectangular d) rotor e) similar f) clever g) motor h) other i) cleaner
Alphabetical order:
cleaner, clever, helicopter, motor, other, paper, rectangular, rotor, similar
- **3:** a) cleaner b) helicopter c) paper d) similar e) rotor f) motor
g) rectangular h) other i) clever j) paper
- **4:** Any of the listed words are acceptable:
a) was cleaning, was leaving, was enjoying
b) noticed, looked, pressed, turned, roared, whispered, shouted, decided, remembered
c) put, took, went, said, saw, rose, read, thought
d) has started, has gone, has turned
e) softly, slowly, excitedly
f) after that, first, next, then, finally
- **5:** a) 'Here we are at Jehangir's Tomb. Where shall we leave our shoes?' asked Mariam's cousin.
b) 'Boys' shoes should be with the men's shoes,' replied Mariam's aunt.
c) 'And girls' shoes with the women's shoes,' added the children's uncle.
- **6:** Answers will depend on the children's ideas. Example answer:
To go downwards, press the downwards arrow on the left side of the controls.
When you reach the ground, lift the large black handle upwards.
To turn the motor off, press the large orange button.

Workbook 4, Unit 10, Notes

Learning Outcomes in the Workbook

1. Learning Outcomes for Spelling, Vocabulary, Grammar, Punctuation, and Composition

See the Scope and Sequence for Units 6-9 on page 6 of this Teaching Guide.

2. Learning Outcomes for Reading

Students should be able to:

- **Ex 1:** read and understand a non-fiction text, structured under headings. The purpose of reading the text is to follow instructions.

Detailed lesson notes

See Chapter 4: How to Plan a Revision Unit.

Answers

- **Ex 1:** 1) Planting the seeds
2) Planting the young plants
3) Tying to sticks
4) Watering
5) Feeding
6) Picking
- **Ex 2:** a) instructions
b) commands
c) more than one possible situation [Note: Different situations are described in paragraphs 4 and 6.]
d) headings
- **Ex 3:** a) You should use fine soil.
b) You should move them when they are 10 centimetres high.
c) You should use one stick for each plant.
d) You should water them regularly (every day if they are in sunshine).
e) You should pick the tomatoes as soon as they turn red.
- **Ex 4:** Example answers:
a) If you don't, the water will wash away the seeds.
b) If you don't, you will/might harm the plants.
c) If you don't, the stems/plants will fall over.
d) If you don't, the plants will die.
e) If you don't use fertilizer, the plants will not grow strongly.
- **Ex 5:** a) herd b) whether c) wait d) sea e) mist f) past g) meet h) pray
- **Ex 6:** a) loved, since, Since, visited, travelled, written, since
b) climbed, For, been, been, for
- **Ex 7:** Upper box: a5 b3 c4 d2 e1
Lower box: f3 g4 h1 i5 j2
- **Ex 8:** a) If I'm writing a poem, I always read the lines that I've written the day before. I usually make a few changes, but sometimes I don't like the poem at all. Then it goes in the bin.
b) After lunch, I have a rest. Then I go for a walk in the park. I always take my notebook. Sometimes I see things that I want to note down, sights or sounds, maybe a phrase with alliteration.
c) Before supper, I always work for two hours. That's often my best working period of the day. Occasionally my head feels as if it's 'out of order'. Then I do 30 minutes of exercise.

Reading genre: A legend

Background

This is one of many legends about the court of the Mughal emperor, Akbar and his clever minister Birbal. Birbal was a real person who lived from 1528-1586. He died in what is now Swat in the north-west of Pakistan. Although Birbal was a real person, we do not know how many of the stories about him are true. This is why we call them legends, as they are partly fact and partly fiction. Your pupils may confuse this meaning with the modern slang term, 'He's/She's a legend,' which means that he/she is famous for a particular good quality.

Learning outcomes: See detailed planning grid on page 6 and individual unit plans.

Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 4
- (advisable) materials for games chosen to support a teaching point
- (optional) books about the Mughal period from the library
- (optional) pictures of Mughal buildings to stimulate discussion and writing

Extension activities (optional)

A visit to a Mughal Monument

Preparation

1. A visit to a Mughal monument could make the setting of the story come alive for your pupils. If you live near a Mughal building or a museum with Mughal miniatures, arrange a visit.
2. It is essential to make a preparatory visit. Check out how to get to the monument. Find out how much tickets cost and whether you can get a reduced price for a group.
3. Check out a central, safe place where children can go if they get lost.
4. Check out the health and safety implications and draw up a risk assessment so that you are prepared for all eventualities such as illness or an accident.
5. Before the visit, discuss what the children know about the Mughal period, what they can expect to do, and how they can keep safe. Make sure that they know the importance of staying with an adult at all times.
6. Put out a call to parents so that you have plenty of adult helpers on the day.
7. You may wish to prepare questions to ask about the monument and make a small worksheet for children to do with simple questions about what they will see, e.g. *How many gates are there? When was the building built? What is it made of? Draw a picture of ...*
8. In advance, give each adult helper a clear plan for the day with a list of which children are to go in each group.
9. Send a letter home, giving the parents clear timings, what clothes the children should wear, what food and drink to bring, and how much money to send (if any). Include a permission slip at the bottom of the letter to be returned before you set off.

On the day

1. Ensure every adult has a list of which children are in his/her group and has a clear plan of the day.
2. Remind the children in each group to stay with their assigned group leader at all times. Point out that the better they behave, the more they will enjoy the day.

3. Bring plenty of extra drinking water.
4. If possible, take a camera, so that you can put labelled photos on the display board.

After the trip

1. Plan a worksheet with a writing frame enabling children to write a report of what they did in the past tense.
2. Ask the children to draw pictures of their memories of the trip in their own ways.
3. Ask the children to write beautiful second drafts of their reports after you have corrected their mistakes.
4. Stick the reports, pictures, and photos on a display board.
5. If possible, plan an assembly so that the children can read their reports loudly, expressively, and clearly to children in other classes.

Textbook page notes

A. Reading text

Learning outcomes

Students should be able to:

- use a dictionary.
- infer what is happening in a painting.
- express opinions.

Reading notes for the teacher

Pre-reading (See Chapter 3, Lesson 1, Steps 5-9.)

- Discuss the meaning of each word in the Key words box with the help of the mini-dictionary.
- Ask the children to tell you what they know about the Mughals. If possible, take them to the library to find out about each of the Mughal emperors. Even better, take them to see a Mughal monument. See Extension activities at the beginning of this unit.
- **Suitable questions:** *Do you think this is a fiction or a non-fiction text?* (Partly fact, partly fiction because it is about a legend.) *When was the Mughal period? (1526-1857) When did the Emperor Akbar live? (1542-1605) What Mughal monuments have you seen?* (Children may have visited the Badshahi Mosque, Shalimar Gardens, or Lahore Fort.)

During reading (See Chapter 3, Lesson 1, Steps 10-21.)



- As you play the audio-recording or read the text, ask questions regularly to check understanding.
- Ask the children to predict what will happen before they turn the page. Accept a variety of answers. Ask, *Do you think Mehmood will pay back the money if Mashood has no receipt?*
- As you read, elicit the meanings of difficult words like *incredible* and *illegal*.
- Ask the children to discuss the text, for example, *Do you think that if you find something, it belongs to you?*
- **Talk box 1:** Ask the children to tell you about the picture. For example, a courtier is sitting at the feet of a king. Some people are bringing presents. There are bottles on beautiful shelves in the king's palace.
- **Talk box 2:** The honest merchant probably felt angry and betrayed when his friend did not give back his money and told a lie. Discuss other examples of dishonesty. Elicit that when people are dishonest, people stop trusting them. In the end, the dishonest people usually lose their friends.
- **Talk box 3:** Accept different answers. Some children may say that Birbal was wise to trick Mehmood as there was no other proof that he was a thief. Other children may say that stealing one thing does not prove that someone has stolen another thing.

Discussion of the text (See Chapter 3, Lesson 2, Steps 1-8.)

- Ask the children questions, taking time to refer to the text and clarify misunderstandings.
- Encourage the children to ask you questions if they do not understand.
- Discuss words and phrases that capture the children's interest or imagination and elicit the meanings of words in context.
- Ask different children to retell the story in their own words.

Optional paired reading practice (See Chapter 3, Lesson 2, Steps 9-14.)

- If some children in the class are still poor readers, pair them up with able readers and ask them to read aloud the text in a whisper.

B. Comprehension**Learning outcomes****Students should be able to:**

- **B1:** identify themes and conventions in information texts, legends, and cartoons.
- **B2:** explain the meanings of words in context.
- **B3:** identify the main ideas.
- **B4:** express opinions about the moral of the story.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 15-21.)

- **B1:** Discuss the features of a cartoon and a legend. Elicit that the speech bubbles show what someone is saying.
- **B2-3:** Go through the exercises orally in class before you ask the children to write them.
- **B4:** Accept a variety of answers, as the children should be able to express different opinions. Do not expect the less able children to write their answers, but make sure that all children take part in the discussion.


C. Word Reading and Spelling**Learning outcomes****Students should be able to:**

- **C1-4:** add prefixes to make negative forms with: **dis-** (*dislike*), **mis-** (*misinform*), **in-** (*incredible*), **un-** (*untrue*).
- **C5 and 7:** make negatives with **im-** (*impossible*), **il-** (*illiterate*), **ir-** (*irresponsible*).
- **C6:** use tricky words in context.

Spelling notes for the teacher

- **C1:** Discuss the 'wise owl' box and remind the children how to make a word mean the opposite by adding different prefixes. Teach the children to read each word after you or the audio-recording, pointing out that we do not usually stress a negative prefix. Discuss the meanings and ask children to use them in the context of sentences. (See Chapter 3, Lesson 3, Steps 1-7.)
- **C2:** Challenge the children to look for and underline the target words in the reading text. At the end of five minutes, tell them to stop. They should then be able to read aloud the sentences in which the words occur. Note that a few words may not be in the text. (See Chapter 3, Lesson 3, Steps 8-13.)

Set the spelling homework. (See Chapter 3, Lesson 3, Steps 14-15.)

- **3-4:** Ask different children to complete the words and sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the spellings** in C1 after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)
- **C5:**  Discuss the 'wise owl' box. Ask the children to repeat the words after you or the audio-recording, and to discuss the meanings as in C1. Remind them that tricky words do not follow the usual spelling rules. We just have to learn them. (See Chapter 3, Lesson 5, Steps 1-6.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C6-7:** Ask different children to complete the words and sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **C8:** Help the children to complete the puzzle orally before they write the answers.
- **Test the second set of spellings and tricky words** after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)

Extension activities

- Ask children who finish early to think of other words with the same spelling pattern and to write their own sentences with them.
- Ask the children to write their own sentences with the words in C1.
- Dictate the sentences in C4 (See Chapter 3, Lesson 7, Steps 7-12.)

D. Vocabulary, Grammar, and Punctuation

Learning outcomes

Students should be able to:

- **D1:** use **speech marks** for direct speech; put . , ? ! before end speech marks; use a comma instead of a full stop before going on to say who spoke.
- **D2:** start a new **paragraph** for a new speaker.
- **D3:** use alternative words for *said*.
- **D4:** use **direct speech**, explaining who spoke.

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 6, Steps 3-8.)

- **D1:** Discuss the 'wise owl' teaching box. Remind them that there are three ways of showing the words that someone said – in speech bubbles as in the reading text, in narrative as in D1, and as a play-script like that in Unit 3.
- **D2:** Discuss the 'wise owl' teaching box. Explain that there are two ways of starting a new paragraph. In **non-fiction**, we can leave a line and begin the next line at the margin, as in the introduction to the legend on page 84. In **fiction**, especially when we want to show a conversation, we start a new line and leave one or two centimetres (a finger space).
- **D3:** Discuss the 'wise owl' teaching box. Point out that if we do not explain who spoke, it is difficult to follow a written conversation. It is boring to write 'said' each time a new person speaks, so we can show HOW a person speaks with many different words, like those in the 'wise owl' box.
- Elicit that a statement ends with a full stop, an exclamation with an exclamation mark, and a question with a question mark.
- **D4:** Practise the sentences orally before asking the children to complete them.
- **D5:** Read through the narrative, adding the verbs from D3. Before the children copy and add speech marks to the text, remind them to leave a finger space at the beginning of every paragraph (when a different person starts speaking).

Extension

- Ask the children to list other words for 'said', e.g. *mumbled, muttered, whispered, shouted, yelled, stammered, cried.*

E. Listening, Speaking, and Composition

Learning outcomes

Students should be able to:

- **E1:** re-tell a story orally; control the tone so that the meaning is clear.
- **E2:** list the characters of a story, using commas.
- **E3:** plan and improvise a dramatization of the story.
- **E4:** summarize the key points of the story in the listening text.
- **E5:** convert a cartoon to a narrative with direct speech.
- **E6:** check their own punctuation and that of others.

Extension: Write a narrative in direct speech with speech marks.

Listening, speaking, and composition notes for the teacher

- **E1:** Ask twelve children to narrate the story in turn, taking one picture each. They can read the narration aloud. Then they should use direct speech, explaining who spoke with a variety of words for 'said'.
- As they have already written the narrative for page 85 in D1, D2, and D4, ask four of your **less** able children to take the lead by reading aloud what they have written for pictures 1-4.
- Four **more** able children should tell the story from page 86, pictures 5-8.
- **All** children, in 'closed pairs', should practise telling the rest of the story for page 87, pictures 9-12. Remind them to use 'partner voices' and to talk in a whisper. (See Chapter 3, Lesson 9, Steps 1-8.)
- **E2:** Ask a child to list the characters. Discuss what sort of person each of them is: Mashood: honest and trusting, Mehmood: dishonest and ungrateful, Mashood's wife: sensible and practical, Birbal: clever and just, Mehmood's son: honest and trusting. We do not know about the characters of the servants.
- **E3:** The children act out the story in class, using their own words. You can use a bag to represent the gold coins and a box to represent the money box. (See Chapter 3, Lesson 8, Steps 9-16.)



- **E4:** Play the audio-recording for the listening task, or read it aloud slowly and clearly. Read it a second time so that the children can check their answers. Discuss how Birbal solved the problem of the long journey by entertaining the king, so that he did not realize how time passed. (See Chapter 3, Lesson 8, Steps 5-8.)
- **E5:** The children write the story of *The Dishonest Merchant* in their books. Walk round the class, checking that they are using speech marks correctly, beginning a new paragraph with a finger space every time a new person starts speaking, and using alternative words for 'said'.
- **E6:** Encourage the children to proof-read and improve their work with the help of a classmate. (See Chapter 3, Lesson 9, Steps 13-17.)
- **Extension:** Ask the children to write the story of Akbar's journey as a narrative, setting it out as they did the story of the merchants.

Answers

- **B1:** a) non-fiction b) information c) legend d) cartoon e) speech bubbles
- **B2:** a) ii buys and sells things b) iii wheat and rice c) ii some money d) i sign their name
e) iii keep it

- **B3:** a) Mehmood borrowed 500 gold coins (from Mashood).
b) Birbal couldn't help Mashood at first because Mashood did not have a receipt.
c) Birbal filled two sacks with grain and put a gold coin at the bottom of each one.
d) Mashood returned the gold coin to Birbal.
e) Birbal found the other gold coin in Mehmood's money box.
f) Birbal ordered Mehmood to return the 500 gold coins to Mashood.
- **B4:** Several morals can be taken from the story. For example:
Dishonest people are found out in the end.
If you lend money, get a receipt for it.
Always return money if you borrow it.
Do not tell lies.
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
The third syllable is stressed in *disbelief*, *misinform*, *incorrect*, and *inexcusable*.
- **C2:** The children underline as many words as they can find in the reading text in five minutes. Afterwards, they read aloud the sentences in which they occur.
- **C3:** a) misinform b) incorrect c) unlikely d) disbelief e) misjudge f) untrue
- **C4:** a) credible, incredible b) trust, distrust c) correct, incorrect d) inform, misinform
e) able, unable
- **C5:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C6:** a) impatient, imperfect, impossible b) illegal, illegible, illiterate
c) irregular, irrelevant, irresponsible
Tricky words: history, receipt, received, signature, signed
- **C7:** history, received, signed, signature, receipt
- **C8:** 1) IRRESPONSIBLE 2) IMPOSSIBLE 3) IMPATIENT 4) ILLEGIBLE 5) ILLEGAL
6) IMPERFECT 7) IRREGULAR 8) IRRELEVANT 9) ILLITERATE
- **D1:** Once there were two friends called Mashood and Mehmood. They were both grain merchants.
'My dear Mashood, can I borrow 500 gold coins?' asked Mehmood one day.
'Of course you can, Mehmood,' replied his friend.
'I dislike asking such a favour, but I need the money today,' said Mehmood.
'Don't worry,' answered his friend. 'I trust you to return it.'
- **D2:** When the merchant told his wife, she closed her eyes in disbelief. 'I distrust that man,' she muttered. 'Did you ask him to sign a receipt?'
'No, I didn't. He's my friend. Anyway his signature's illegible,' laughed the merchant.
'This isn't a joke,' snapped his wife. 'Now you can't prove that you lent him the money.'
- **D3:** After an exclamation: exclaimed After a question: begged, questioned, asked
After a statement: stated, answered, replied
- **D4:** Note: Some alternatives for the reporting verbs are possible.
The merchant waited for several months, but he received no money. Then he went to see his friend.
'Mehmood, Can you repay my 500 gold coins please,' he begged.
'Gold coins?' questioned Mehmood, pretending to be surprised. 'I think you've made some mistake. You didn't lend me any money.'
'This is incredible!' exclaimed the honest merchant. 'How can you be so ungrateful – and irresponsible?'

So Mashood went to Birbal and told him the story. Birbal called both merchants to Akbar's court. 'Sir, this man has misinformed you,' Mehmood stated. 'I did not borrow any money from him. He can't prove it.'

'Can you show me a receipt?' asked Birbal.

'I haven't got one,' answered Mashood. 'He's my friend. I trusted him.'

'Then I can't help you,' replied Birbal.

- **E2:** Akbar, Birbal, Birbal's servant, Mashood, Mashood's wife, Mehmood, Mehmood's son.
- **E4:** a) It was summer.
b) Akbar's problem was that he was hot, sweaty, and exhausted.
c) He wanted his courtiers to make the journey shorter for him.
d) Birbal told Akbar a long and interesting story.
e) Akbar and his courtiers were so interested in the story that the journey seemed shorter.
- **E5:** The children write the rest of the story as a narrative. For example:
(Picture 5) The next day, Birbal secretly filled two sacks with grain and put a gold coin at the bottom of each one. Then he sent for the merchants.
'Will you sell some grain for me?' he asked. 'I have one sack for each of you.'
'Of course, Sir,' replied Mashood.
'You can trust me, Sir,' said Mehmood.
- **E6:** Check for evidence of proof-reading and the use of speech marks. Check that pupils start a new paragraph for each new speaker and put other punctuation marks **before** the final speech mark.

Workbook 4, Unit 11, Notes

Learning Outcomes in the Workbook

1. Learning Outcomes for Spelling, Vocabulary, Grammar, Punctuation, and Composition

See the Scope and Sequence for this unit on page 6 of this Teaching Guide.

2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise diagonal letter joins from letter 'm': 'ma mo mn mf mb';
- **Ex 2:** practise diagonal letter joins from letter 'm' in words in a sentence.

Detailed lesson notes

See Chapter 3: How to Plan a Teaching Unit.

Answers

- **Ex 1:** Children copy the words once or twice in joined writing, placing the letters correctly between double ruled lines. Check that the letters 'm' are correctly and regularly formed.
Check that pupils leave the correct space between letters;
- **Ex 2:** Children copy the sentences in joined writing between double ruled lines.
Check that pupils leave the correct space between letters and between words.
- **Ex 3:** a) unwell b) misjudged c) incorrect d) unable
- **Ex 4:** im-: imperfect, impatient, impossible
il-: illiterate, illegal, illogical, illegible
ir-: irresponsible, irregular, irrelevant
- **Ex 5:** a) impossible b) illegal c) irrelevant d) irregular e) illegible
- **Ex 6:** legal, legible, literate, logical, patient, perfect, possible, regular, relevant, responsible

- **Ex 8:** a) honest, trusted b) receipt, proves, received c) dishonest d) history
e) judgement f) signed, signature
- **Ex 9:** Answers depend on the pupils.
- **Ex 10:** 1) illegible 2) receipt 3) courtier 4) illegal 5) adviser 6) merchant
7) court 8) legend
Hidden word: literate
- **Ex 11:** a7 b5 c1 d2 e6 f4 g3
- **Ex 12:** 'Hello, Uzma! Can I borrow your tablet?' asked Salma.
 'What do you need it for?' Uzma questioned.
 'I have to read two texts for our test tomorrow,' replied Salma.
 'Sorry, that's impossible,' Uzma answered. 'I need to prepare for the test too.'
 'Please help me, Uzma!' Salma begged. 'My marks were really bad last week and I need to do better.'
 'All right then,' agreed Salma. 'I'll use it this evening, but I'll lend it to you tomorrow.'
- **Ex 14:** Example answer
 - a. Sheikh Wazir said to two of his policemen, 'Take this prisoner to the court at Fifal Palace. He is a dangerous man, so don't let him escape!'
 - b. The policemen arrived at Fifal Palace with their prisoner [and knocked on the gate]. 'We have a prisoner for you,' they said. The Head Guard let them come into the palace.
 Then one of the policemen asked, 'Please sign this receipt. [It states that you have received the prisoner.]'
 'OK, if you think it's important,' replied the Head Guard, 'I'll sign it for you.'
 - c. The next day, there was a fire at the palace. While all the courtiers and guards were trying to put out the fire, the prisoner said to himself, 'Good! A fire! I'll burn this rope.' And he burnt the rope that fixed his hands to the iron ring.
 - d. The guards in the castle were running around. The prisoner said to himself, 'Now I'll escape. The guards aren't watching.' Then he ran downstairs away from the fire.
 - e. The next day, everybody was looking for the prisoner, but they were not able to find him.
 'Where's the prisoner?' asked Sheikh Wazir angrily.
 'He never arrived, Sir,' replied one of the guards. ['We were expecting him, but he never arrived.']
 - f. Sheikh Wazir questioned the policemen. 'You let the prisoner escape!' he exclaimed.
 'No, sir,' replied one of the policemen. 'We took him to the palace.'
 'Here's the receipt that the head guard signed,' said the other policeman. ['Next to the signature is the date when they received the prisoner – two days ago. The guards at the palace let the prisoner escape, not us.']

Reading genre: A formal letter

Background

Your pupils learned how to write informal letters in Years 2 and 3. Here, they learn to express ideas to someone whom they do not know, using formal language. They also learn the convention of writing the addressee's name and address on the left and signing off *Yours faithfully*.

The unit also fosters attitudes of citizenship and environmental responsibility. From an early age, children should learn that if something is wrong in our society, we should try to set it right. It is important to establish the sense that we have a right to express our opinions to those in power. Just as we have rights, children should learn that we have responsibilities to maintain a clean, healthy environment. Individual research develops study skills, enabling children to think for themselves and to find out the facts that they need to support their opinions. (See Extension activities below.)

Learning outcomes: See detailed planning grid on page 7 and individual unit plans.

Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 4
- (advisable) materials for games chosen to support a teaching point
- (optional) books about the environment from the library
- (optional) newspapers and magazines with articles about the environment

Extension activities (optional)

Individual research or project work

1. When you do Section E, encourage the children to do individual research into an environmental problem and how to solve it. They can search on the internet with the help of a responsible adult or visit the school library to find out more.
2. If you have access to a computer suite at school, book it so that the children can do individual research under your supervision. Alternatively, you may prefer them to work in pairs or small groups.
3. Ask your pupils to tell you about environmental problems where you live. Suggest titles for individual research and write them on the board, as in E1.
4. Ask each child or pair of children to choose a subject for individual research, writing down the ideas that they discussed in E1.
5. Make sure that they do not copy directly from books or the internet, as they will learn little from this. Explain that they should write what they have understood **in their own words**, even if they make a few mistakes.
6. Ask each child or pair to 'teach' the rest of the class about the topic they have chosen. Give each one five minutes, with a further five minutes to answer questions. Children love teaching each other and usually take the responsibility very seriously.
7. If you have access to a computer suite and an interactive whiteboard, children will probably enjoy making their own PowerPoint presentations for each other. (If they have computers at home, they might also prepare their PowerPoints for homework.) It does not matter if they make a few mistakes. They will probably be better than you at importing photos and finding fancy graphics!
8. They can use their research to help them write their formal letters in E3.

Textbook page notes

A. Reading text

Learning outcomes

Students should be able to:

- use a dictionary.
- participate in discussion.

Reading notes for the teacher

Pre-reading (See Chapter 3, Lesson 1, Steps 5-9.)

- Discuss the meaning of each word in the Key words box with the help of the mini-dictionary. Discuss when we usually use formal language in a letter (to officials, important people, and strangers) and when we use informal language (to friends and family).
- Ask the children to discuss the environment where they live. Consider asking the children to do the research suggested in the Extension activities at the beginning of this unit.
- **Suitable questions:** *Do you live in the city or the country-side? What kinds of problems do we have where we live? What causes these problems? What can we do to solve the problems? Why is it important to live in a clean, healthy environment?* (Open answers.)

During reading (See Chapter 3, Lesson 1, Steps 10-21.)



- As you play the audio-recording or read the text, ask questions regularly to check understanding.
- Tell the children to explain their views about the ideas in Asma's letter on air pollution, accepting a variety of opinions.
- Discuss air pollution where you live. Ask how many children have asthma or frequent coughs.
- As you read, elicit the meanings of difficult words like *drought* and *flood*.
- Ask the children to make inferences about the text, for example, *Why do you think people drive polluting cars?* Elicit that we all like to travel easily from place to place, but we also need to take responsibility for the effect this has on the air.
- **Talk box:** Other ways to stop air pollution could be to use electric cars that are powered by renewable energy. We could also share cars so that there are fewer cars on the road.

Discussion of the text (See Chapter 3, Lesson 2, Steps 1-8.)



- Ask the children questions, taking time to refer to the text and clarify misunderstandings.
- Encourage the children to ask you questions if they do not understand.
- Discuss words and phrases that capture the children's interest and elicit the meanings of words in context.
- Ask different children to explain their understanding of the text.

Optional paired reading practice (See Chapter 3, Lesson 2, Steps 9-14.)

- If some children in the class are still poor readers, pair them up with able readers and ask them to read aloud the text in a whisper.

B. Comprehension

Learning outcomes

Students should be able to:

- **B1:** identify themes and conventions of formal letters.
- **B2:** identify and summarize main ideas.
- **B3:** order main ideas in sequence.
- **B4:** relate own experience to the text.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 15-21.)

- **B1:** Discuss the features of a formal letter.
- **B2-3:** Go through the exercises orally in class before you ask the children to write them.
- **B4:** Accept a variety of answers as the children should be able to express different opinions. Do not expect the less able children to write their answers, but make sure that all children take part in the discussion.

C. Word Reading and Spelling

Learning outcomes

Students should be able to

add **prefixes** to mean:

- **C1-3, 5:** *against: anti- (antiseptic), by itself: auto- (automatic), between: inter- (interrupt).*
- **C4-5:** *again: re- (rewrite), stronger or back: re- (research).*

Spelling notes for the teacher



- **C1:** Discuss the 'wise owl' box. Teach the children to read each word after you or the audio-recording. Discuss the meanings and ask children to use them in the context of sentences. (See Chapter 3, Lesson 3, Steps 1-7.)
- **C2:** Challenge the children to look for and underline the target words in the reading text. (See Chapter 3, Lesson 3, Steps 8-13.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C3:** Ask different children to complete the sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the spellings** in C1 after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)



- **C4:** Discuss the 'wise owl' box. Ask the children to repeat the words after you or the audio-recording, and to discuss the meanings as in C1. Remind them that tricky words do not follow the usual spelling rules. We just have to learn them. (See Chapter 3, Lesson 5, Steps 1-6.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C5:** Ask different children to complete the sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the second set of spellings and tricky words** after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)

Extension activities

- Ask the children to write their own sentences with the words in C1.
- Dictate the sentences in C5. (Chapter 3, Lesson 7, Steps 7-12.)

D. Vocabulary, Grammar, and Punctuation

Learning outcomes

Students should be able to:

- **D1:** identify the subject sentence in a paragraph.
- **D2:** identify where new paragraphs should start; use capital letters.
- **D3:** identify **fronted adverbials** e.g. *In addition, To conclude*.
- **D4:** use fronted adverbials, followed by a **comma**.

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 6, Steps 3-8.)

- **D1:** Discuss the 'wise owl' teaching box. Remind the children that there are two ways of starting a new paragraph. In **fiction**, especially when we want to show a conversation, we start a new line and leave one or two centimetres (a finger space) as we did when writing the narrative in Unit 11. In **non-fiction**, we can leave a line and begin the next line at the margin, as we should do in a formal letter.
- **D2:** Discuss where to put capital letters and new paragraphs before asking the children to copy out the punctuated letter. Stress that they must leave a line before a new paragraph. If they do this, they do not need to leave a finger space.
- **D3:** Discuss the 'wise owl' teaching box. Re-read Asma's letter on page 100 and underline the fronted adverbials.
- **D4:** Explain that some words have been blotted out by splashes of water. Ask the children to guess what could be in the splashes but not to write on them. The children should write the fronted adverbials in the box on the blanks WITH NO SPLASHES.

Extension

- Ask the children to write other sentences with the fronted adverbials in D4.

E. Listening, Speaking, and Composition

Learning outcomes

Students should be able to:

- **E1:** discuss and record ideas for a formal letter.
- **E2:** complete a listening task about a formal letter.
- **E3:** write a formal letter with the help of a writing frame, using paragraphs around a theme; use a subject sentence at the beginning of a paragraph; use organizational devices for a letter (for example, address, date, signature).
- **Extension:** add additional paragraphs.
- **E4:** peer-edit for punctuation.
- **E5:** read the final letter aloud in class.

Listening, speaking, and composition notes for the teacher

- **E1:** Discuss the features of a formal letter, taking time to talk about the 'wise owl' box. (See Chapter 3, Lesson 8, Steps 1-4.)
- Discuss the environmental problems in your area, listing them on the board as the children suggest them (as in the picture). If possible, encourage the children do research into the topics suggested in the Extension activities at the beginning of the unit. (See Chapter 3, Lesson 8, Steps 9-16.)



- **E2:** Play the audio-recording for the listening task, or read it aloud slowly and clearly. The children write the missing words ON THE SPLASHES in D4 on page 101. Read or play the listening text a second time so that the children can check their answers. (See Chapter 3, Lesson 8, Steps 5-8.)

- **E3:** Talk through the composition task with the whole class, asking different children to use the writing frame to help them frame sentences about a sample topic, e.g. Water Pollution. (See Chapter 3, Lesson 9, Steps 9-12.)
- After they have had plenty of practice orally, they can write a letter on their own chosen topic in their books. Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas.
- **E5:** Encourage the children to proof-read and improve their work with the help of a classmate. (See Chapter 3, Lesson 9, Steps 13-17.)
- Correct their work fully in the Textbook. (See Chapter 1, Sections 6.3 and 10 for correction strategies.)
- After you have corrected the compositions, read aloud examples of good writing. Also give feedback on common mistakes. (See Chapter 3, Lesson 10, Steps 1-6.)
- Ask the children to write out their letters neatly and carefully on fresh paper, leaving a line between each paragraph. If your head teacher agrees, send the letters to the Prime Minister. You never know, they might get a reply!

Answers

- **B1:** a) We write informal letters to our friends and family.
b) We write formal letters to people we do not know well.
c) Formal letters start with our own address on the right.
d) Under our address, we write the full date.
e) Under the date, we write the address of the person to whom we are writing.
f) We write each new subject in a new paragraph.
g) We end by signing our signature.
- **B2:** a) Yes, she does.
b) Fauzia is going to write to the Prime Minister.
c) She is going to write about air pollution.
d) Asma is going to write about recycling.
e) Fauzia's mother is going to help find facts on the internet.
f) Asma is going to make some suggestions.
g) Mrs Qureshi is going to correct her letter.
- **B3:** 1. Fauzia explains that she is going to write about air pollution.
2. She explains the problem of air pollution and what causes it.
3. She explains the effect of air pollution on our health.
4. She explains the effect of air pollution on climate change.
5. She explains how we can solve the problem of air pollution.
6. She concludes or ends the letter.
- **B4:** Answers and discussions depend on the children's ideas and their personal situations. Different children in a single class may live in more or less polluted areas.
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
Words with a stress on the third syllable:
a) antiseptic, anticlockwise, anti-insect
b) automatic, automatically
c) interrupt, international, intercity, interact

Unit 12: Letter to the Prime Minister

- **C2:** The children underline as many words as they can find in the reading text in five minutes. Afterwards, they read aloud the sentences in which they occur.
- **C3:** a) autograph b) anticlockwise c) intercity d) antiseptic e) internet
- **C4:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C5:** a) autobiography b) remembered, international c) interacted, research d) automatically
e) antibiotics f) rechecked g) automobile h) relax
- **D1:** Children should underline the following sentences on pages 95 and 96.
 - 1) I am writing to ask you to take action on air pollution in Pakistan.
 - 2) Air pollution is a huge problem.
 - 3) Air pollution has many harmful effects.
 - 4) Secondly, air pollution causes climate change.
 - 5) We can solve this problem if we reorganize the way we live.
- **D2:**

MJ School
142, D Block
Alama Iqbal Colony
Lahore
9th February 2018

The Prime Minister
The Secretariat
44000 Constitution Avenue
Islamabad

Dear Prime Minister

I am writing to ask you to take action on litter in Pakistan. I feel very strongly about this because we live near a canal that is full of rubbish.

Litter is a big problem all over cities and the countryside. It is caused because people do not bother to recycle rubbish and because there are not enough bins.

Litter has many harmful effects. Firstly, it spreads disease. It attracts insects and rats, which bring dangerous illnesses. [A new paragraph could also begin here.] Secondly, it can kill animals. Goats and cows often choke on litter.

We can solve this problem if we put litter bins near all houses. In addition, we should recycle rubbish with separate bins for paper, glass, plastic, and tins. Finally, we should give prizes to housing colonies that recycle rubbish properly. This will make people try hard to separate litter.

To conclude, I hope you will consider my ideas and make litter a problem of the past.

Yours faithfully,
Asma Siddiqui
ASMA SIDDIQUI (10 years)

- **D3:** Fronted adverbials are underlined in the letter in D2.
- **D4:** See E2 where fronted adverbials are highlighted.
- **E1:** Answers depend on the children and their personal circumstances.
They may talk about any of these problems: water shortages, droughts, floods, pollution of lakes and rivers, air pollution, noise pollution (noisy cities), traffic congestion in cities (too much traffic), rubbish, deforestation (cutting down forests).
- **E2:** Fronted adverbials are highlighted.
The water shortage has many harmful effects. Firstly, some people have to queue for hours just to get a can of water. It wastes their time.
Secondly, the water shortage makes people ill. If they don't have enough water, they cannot wash themselves or their clothes. Sometimes the water is dirty, so they get ill when they drink it.
We can solve this problem if we share water fairly. Nowadays, some people waste water, when other people have none. In addition, we should mend all the leaking pipes. Finally, we should experiment with making water from the sea.
To conclude, I hope you will consider my ideas and take quick action to make sure everyone has clean water.
- **E3:** Answers will depend on the children's own ideas. They should use the writing frame provided in the Textbook.
- **E4:** Check for evidence of proof-reading and self-correction of punctuation.
- **E5:** The children write out second drafts of their letters, leaving a space between paragraphs.

Workbook 4, Unit 12, Notes

Learning Outcomes in the Workbook

1. Learning Outcomes for Spelling, Vocabulary, Grammar, Punctuation, and Composition

See the Scope and Sequence for this unit on page 7 of this Teaching Guide.

2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise diagonal letter joins in 'un' and 'in';
- **Ex 2:** practise diagonal letter joins in 'un' and 'in' in words in a sentence.

Detailed lesson notes

See Chapter 3: How to Plan a Teaching Unit.

Answers

- **Ex 1:** Children copy the words two or three times in joined writing, placing the letters correctly between double ruled lines. Demonstrate on the board the diagonal letter joins in 'un' and 'in';
- **Ex 2:** Children copy the sentence in joined writing between double ruled lines.
- **Ex 3:** a) anticlockwise b) autobiography c) antiseptic d) anti-pollution
e) autographs f) automobile g) antibiotics h) automatically
- **Ex 4:** 1) interview 2) internet 3) interact 4) intercity 5) interrupt 6) return
7) research 8) rewrite 9) reptile 10) record 11) reorganise 12) relax 13) release
Hidden word: international
- **Ex 5:** 1 antibiotics, 2 anticlockwise, 3 automatic, 4 automobile, 5 recheck,
6 recycle, 7 remember, 8 reuse

Unit 12: Letter to the Prime Minister

- **Ex 7:** a) interesting b) interest c) daily d) February, yearly e) extreme
f) increase g) interested h) weekly
- **Ex 8:** Answers depend on the pupils.
- **Ex 9:** a) Firstly b) Secondly c) In addition / Also d) Moreover
e) Personally f) Finally g) To conclude, Also / In addition
- **Ex 10:** 1c 2b 3a 4f 5e 6d
- **Ex 11:** Answers (by letters): a11 b6 c12 d4 e7 f8 g1 h9 i3 j10 k2 l5
Answers (by numbers): 1g 2k 3i 4d 5l 6b 7e 8f 9h 10j 11a 12c
- **Ex 12:** 1) mean, means 2) Do, did 3) lose, lost 4) are, is 5) can, could 6) can't, could
- **Ex 13:** Answers depend on the students.

Example layout:

(pupil's own address) _____

(today's date) _____ 20__

The Minister
The Secretariat
44000 Constitution Avenue
Islamabad

Dear Minister,

I am writing to ask you to take action on the problem of deforestation.

...

To conclude, I hope you will consider my ideas and make plans to solve the problem of deforestation in this area.

Yours faithfully,

_____ (signature of pupil)

_____ (name of pupil in capital letters)

Danny the Champion of the World

Reading genre: A classic adventure story

Background

Roald Dahl was one of the most famous authors of children's books in the 20th century. He is popular because he created wonderful characters. He was also a master of suspense, making the reader want to read just one more chapter to find out what happened next.

Encourage the children to read other books by Roald Dahl, such as *The BFG*, *The Witches*, *Fantastic Mr Fox*, *Matilda*, and *Charlie and the Chocolate Factory*. Wide reading will improve your pupils' English faster than any number of grammar lessons. Roald Dahl's books will help them to get the reading bug! If possible, show them a film of *Danny, the Champion of the World* (2005, directed by Gavin Millar)

Learning outcomes: See detailed planning grid on page 7 and individual unit plans.

Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 4
- (advisable) materials for games chosen to support a teaching point
- (optional) books by Roald Dahl from the library, especially *Danny the Champion of the World*

Extension activities (optional)

Read aloud the rest of the book

- Listening to stories is a great way to improve oral English. If possible, find a copy of *Danny, the Champion of the World* in a bookshop or library and read a chapter to your class every day – the end of the day is a good time.
- You will find that the suspense keeps your class working hard all day as they wait for the next instalment of the story.

Hot-seating a character from the story

1. Hot-seating helps children to feel empathy for a character in a story. After you have read the whole unit, ask a child to take a seat at the front of the class. This is the 'hot-seat'. (See Textbook 3, pages 136-7.)
2. Ask him or her to play the role of Danny.
3. The rest of the class ask questions of the character in the hot-seat. For example, they might ask, *What do you like about living in a caravan? Tell us something that you enjoy doing with your father. How did you feel when your father disappeared? Where do you think he was?* The child answers in character, using his/her imagination to go beyond the story and think how the character might answer.
4. Stress that the child in the hot-seat does not have to keep to the story. He/She can imagine further details. For example, they might imagine that Danny enjoys playing cricket with his father (even though this does not happen in the book).
5. Then ask a different child to answer questions in the role of a Danny's father.
6. The child acting Danny's father should use his/her imagination to explain where he went. Many alternative stories are possible.

Textbook page notes

A. Reading text

Learning outcomes

Students should be able to:

- discuss a story setting.
- predict what will happen next.

Reading notes for the teacher

Pre-reading (See Chapter 3, Lesson 1, Steps 5-9.)

- Discuss the meaning of each word in the Key words box with the help of the mini-dictionary.
- Ask the children to look at the pictures and tell you where it is set.
- **Suitable questions:** *What is an adventure story?* (An exciting fictional story.)
What is a classic? (A famous story that people have enjoyed for a long time.)
Where do you think this story is set? (In a garage/caravan/filling station.) *At what times of day do you think this story happened?* Look at the clocks. (six o'clock and ten past eleven)

During reading (See Chapter 3, Lesson 1, Steps 10-21.)



- As you play the audio-recording or read the text, ask questions regularly to check understanding.
- Ask the children to predict what will happen before they turn the page. Accept a variety of answers.
- As you read, elicit the meanings of difficult words like *hammer* and *platform*.
- Ask the children to make inferences about the text, for example, *What dangers could Danny face all on his own?*
- Elicit that Danny had nobody in his family except his father. If his father was not there, there would be nobody to look after him.
- **Talk box 1:** Ask the children to tell you about the Roald Dahl books that they have read or the films of his stories that they have seen.
- **Talk box 2:** Discuss where Danny's father could have gone. Why do you think he has not come back?
- **Talk box 3:** If possible, find the book in a library or bookshop and read the rest of the story aloud to your class.

Discussion of the text (See Chapter 3, Lesson 2, Steps 1-8.)



- Ask the children questions, taking time to refer to the text and clarify misunderstandings.
- Encourage the children to ask you questions if they do not understand.
- Discuss words and phrases that capture the children's interest or imagination and elicit the meanings of words in context.
- Ask different children to retell the story so far in their own words.

Optional paired reading practice (See Chapter 3, Lesson 2, Steps 9-14.)

- If some children in the class are still poor readers, pair them up with able readers and ask them to read aloud the text in a whisper.

B. Comprehension

Learning outcomes

Students should be able to:

- **B1:** identify themes and conventions in adventure fiction.
- **B2:** discuss words and phrases that catch the reader's imagination.
- **B3:** summarize key events.
- **B4:** infer how suspense makes a story more exciting.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 15-21.)

- **B1:** Discuss the features of an adventure story. Elicit that the story seems to be written by Danny, even though the real author is Roald Dahl. Danny is the **narrator** of the story and it is written in the first person, using *I, me, my*, not *he, him, his*.
- **B2:** Ask the children to find each sentence in the reading text. To help them to decide what they mean, ask different children to read aloud the sentence before and after. A good reader guesses the meaning of unfamiliar language from the context.
- **B3:** Elicit that a **summary** tells the main events of a story and leaves out the details. When the children have matched the sentences, they will write a summary in their notebooks.
- **B4-5:** Elicit that Roald Dahl's story is interesting because he creates **suspense**. He holds back information and makes us wait to find out what will happen. When we hear the footsteps going tap... tap...tap, we wonder who it is. It could be someone bad. He does not tell us that it is Danny's father until the very end.

C. Word Reading and Spelling

Learning outcomes

Students should be able to:

- **C1-4:** distinguish **homophones** and use them in a context.
- **C5-6:** revise **compound words** and know that some are hyphenated.

Spelling notes for the teacher



- **C1:** Discuss the 'wise owl' box. Teach the children to read each word after you or the audio-recording. Discuss the meanings and ask children to use them in the context of sentences. (See Chapter 3, Lesson 3, Steps 1-7.)
- **C2:** Challenge the children to look for and underline the target words in the reading text. At the end of five minutes, tell them to stop. They should then be able to read aloud the sentences in which the words occur. Note that a few words may not be in the text. (See Chapter 3, Lesson 3, Steps 8-13.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C3-4:** Ask different children to make up or complete the sentences orally before they write them. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the spellings** in C1 after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)



- **C5:** Discuss the 'wise owl' box. Explain that we sometimes use a **hyphen** to join two words to make a compound word as in 'kind-hearted'. Sometimes, we just put the two words together, as in 'countryside'. There are sometimes no clear rules to help us to decide when to use a hyphen. The best way is to use a dictionary. Even then, the dictionary sometimes says that it can be correct to join words with or without a hyphen. English is often a crazy language!

- Ask the children to repeat the words after you or the audio-recording, and to discuss the meanings as in C1. Remind them that tricky words do not follow the usual spelling rules. We just have to learn them. (See Chapter 3, Lesson 5, Steps 1-6.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C6**: Explain that you are about to read the first episode of a short adventure story. Ask different children to complete the sentences in the story orally before they write the missing words. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the second set of spellings and tricky words** after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)

Extension activities

- Ask children who finish early to think of other compound words.
- The game *Compound word charades* will give practice in using compound words. (Game 12, Chapter 6)

D. Vocabulary, Grammar, and Punctuation

Learning outcomes

Students should be able to:

- **D1**: use **conjunctions** to join **clauses** (*when, before, after, while, so, because*).
- **D2-3**: identify the difference between a **main clause** and a **subordinate clause** and know that a main clause can come anywhere in a sentence.
- **D4**: express **uncertainty** with the modals *may, might* and *could*.
- **D5**: punctuate with **commas, question marks, full stops, and ellipses** (3 dots).

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 6, Steps 3-8.)

- **D1**: Discuss the 'wise owl' teaching box, which is revision from Year 3.
- Discuss the 'wise owl' teaching box. The children have already learnt about main and subordinate clauses but this is the first time that they have to recognize that a main clause can come anywhere in a sentence. Practise the sentences orally before asking the children to complete them.
- **D4**: Discuss the 'wise owl' teaching box. Explain that *may, might, and could* are called **modals**. They help us to show that we do not know if something will happen – so are useful to show that we are uncertain or unsure.
- **D5**: Explain that D5 is the second episode of the short adventure story that they started in C6. Before you ask the children to punctuate it, read it aloud with suspense in your voice. Try to make the farmer sound like a suspicious character!

Extension

- Dictate the sentences in D1. (See Chapter 3, Lesson 7, Steps 7-12.)
- After the children have done D5, ask the children to guess what the farmer was doing in the garage while Ahmed waited.

E. Listening, Speaking, and Composition

Learning outcomes

Students should be able to:

- **E1**: predict what will happen next in an adventure story.
- **E2**: complete a listening task about an adventure story
- **E3**: plan the end of an adventure story.
- **E4**: write a story with suspense to read aloud and perform.
- **E5**: edit the punctuation of their own writing.

- **E6:** rewrite, display, and perform their writing.
Listening, speaking, and composition notes for the teacher
- **E1:** Discuss the importance of suspense in adventure stories, taking time to talk about the 'wise owl' box. Elicit that Roald Dahl holds back information so as to make us read on. (See Chapter 3, Lesson 8, Steps 1-4.)
- Ask children to discuss the story that they started in C6 and D5. Encourage them to predict what will happen to Ahmed next. (See Chapter 3, Lesson 8, Steps 9-16.)



- **E2:** Explain that the listening text is the next episode of the story that is told in C6 and D5. Play the audio-recording or read aloud the listening task. Read it a second time so that the children can check their answers. (See Chapter 3, Lesson 8, Steps 5-8.)
- **E3:** Ask the children to discuss the questions as 'closed pairs'. Remind them to use 'partner voices' and talk in a whisper. (See Chapter 3, Lesson 9, Steps 1-8.)
- Walk round the class and monitor their conversation, helping where necessary.
- **E4:** Talk through the composition task with the whole class. Elicit that they have already written the first three paragraphs of the story: *Finding the farmer* (C6), *The farmer's directions* (D5), *Under the trees* (E2).
- With a partner, they have planned the last three paragraphs orally: *Through the field* (E3 a-f), *Filling the petrol tank* (E3 g-i), *Getting home* (E j). (See Chapter 3, Lesson 9, Steps 9-12.)
- The children write the story in their notebooks – preferably in silence so that they can concentrate. Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas. As this is a long task, you may wish to ask them to complete it for homework.
- **Extension:** Children who finish early can add an extra episode, imagining what Ahmed's wife said when he got home. Remind them to use speech marks and to begin a new paragraph every time a new person starts speaking.
- **E5:** Encourage the children to check that they have created suspense. (See Chapter 3, Lesson 9, Steps 13-17.)
- Correct their work fully. (See Chapter 1, Sections 6.3 and 10 for correction strategies.)
- Encourage the children to write a neat second draft for display on a corridor wall or in the classroom.
- After you have they have written their second drafts, ask different children to read aloud the last three episodes of the story. Encourage them to create suspense by the way they read.
- Discuss how different children imagined the ending in different ways. (See Chapter 3, Lesson 10, Steps 1-6.)

Answers

- **B1:**
 - Roald Dahl is the author of this story.
 - True.
 - True.
 - The hero or heroine is the main character in a story.
 - In Roald Dahl's novels, the heroes and heroines are children.
 - True.
 - The narrator of this story is Danny.

- **B2:** a) He tucked me in. = 4. He put me in bed with a blanket over me.
b) I was certain of that. = 1. I knew that.
c) He was close at hand. = 7. He was nearby.
d) I gazed around me. = 2. I looked all around me.
e) I felt a touch of panic. = 6. I was a little frightened.
f) I never dozed off. = 3. I did not go to sleep.
g) A figure appeared. = 5. The shape of a person came into sight.
- **B3:** a) Danny lived with his father in a caravan.
b) Danny's father disappeared when Danny was asleep in his bunk.
c) Danny woke up and looked for his father in the workshop.
d) When he could not find his father, he sat on the platform.
e) At last he heard his father coming along the road.
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C2:** The children underline as many words as they can find in the reading text in five minutes. Afterwards, they read aloud the sentences in which they occur.
- **C3:** Answers depend on the children.
- **C4:** a) reigns b) rains c) reins d) brakes e) breaks f) seen, scene g) plane, plain h) fare, fair
- **C5:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C6:** a) a filling-station b) moonlight c) farmhouse d) footsteps e) meant f) figure
g) certain h) something i) kind-hearted j) workshop
- **D1:** a) before b) after c) While d) When e) because f) so
- **D2:** Main clauses are underlined.
a) Danny had supper before his father told him a story.
b) Danny's father disappeared after Danny fell asleep.
c) While Danny's father was out, Danny woke up.
d) When he realised that his father was out, he was frightened.
e) He went into the garage because he wanted to find his father.
f) Danny could not find his father, so he waited for him.
- **D3:** Note: Verbs are circled.
a) When you WRITE an adventure story, use lots of suspense.
b) Don't tell the story all at once, so your readers WANT to READ on.
c) Before you SAY what HAPPENED, write a scary setting.
d) While you are TELLING the story, give lots of detail.
e) make your readers feel uncertain, so that they WANT to KNOW what HAPPENS next.
- **D4:** a) It may be a big tiger looking to the right or it could be a cat looking to the left.
b) It may be a goose/duck or it could be a rabbit.
c) It may be a vase/pot or it could be two people's faces.
d) It may be a tiger or it could be a forest.
- **D5:** Ahmed went with the man, but he felt rather anxious. Could he trust the farmer? It was very dark in the workshop. The door creaked as the farmer opened it ...
'Just wait for a moment while I look for the petrol,' he said.
Ahmed listened to the clinks and thuds of the farmer moving things about in the workshop ... What was he doing?

At last the farmer came out, carrying a small can of petrol.

'Here you are,' he said.

- **E1:** Example answers:
 - a) Yes – because he had a friendly, kind-hearted face.
 - b) Possibly, because there was a moon that night; possibly not – he might fall in the dark and break a leg, or get lost.
 - c) He might see some wild animals or birds. Robbers might capture him.
- **E2:** a) 3 b) 2 c) 1 d) 3 e) 2 f) 1 g) 2
- **E3:** Answers depend on the children and their imagination. Here are some example answers:
 - a) The animals were huge.
 - b) While they walked across the field, they started to trumpet noisily.
 - c) At first Ahmed thought they were goats, then he thought they were cows.
 - d) Finally he saw that it was a family of elephants.
 - e) He walked very quickly and quietly across the field and along the path.
 - f) He got to his car safely, but his heart was beating very fast.
 - g) His car key was in his pocket, but he was so frightened that he dropped it on the ground. It was so dark that he couldn't find it for a few minutes.
 - h) When he filled the petrol tank, he spilled some petrol down the side of the car because his hands were shaking.
 - i) After he filled petrol tank, he took the petrol can back to the farmhouse and thanked the farmer for his help.
 - j) He filled up his tank again at the petrol station. He finally got home at about midnight.
- **E4:** Children can copy the work that they did in C6, D5, E2, and E3, indenting each new paragraph (leaving a finger space).
Extension: They imagine and write the conversation between Ahmed and his wife, using speech marks.
- **E5:** Check for evidence of proof-reading. Check that pupils have used ellipses and questions to create suspense.
- **E6:** The children read aloud their stories with lots of expression.

Workbook 4, Unit 13, Notes

Learning Outcomes in the Workbook

1. Learning Outcomes for Spelling, Vocabulary, Grammar, Punctuation, and Composition

See the Scope and Sequence for this unit on page 7 of this Teaching Guide.

2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise letter joins from letter 'r' to the next letter.
- **Ex 2:** practise letter joins from letter 'r' to the next letter in words in a sentence.

Detailed lesson notes

See Chapter 3: How to Plan a Teaching Unit.

Answers

- **Ex 1:** Children copy the words two or three times in joined writing, placing the letters correctly between double ruled lines.
Demonstrate on the board the tricky join from letter 'r' to letter 'e': the written line must drop after 'r' to allow space to form the letter 'e' neatly between the double ruled lines.
Also demonstrate on the board the high join from letter 'r' to letter 'a' in 'preparation';
- **Ex 2:** Children copy the sentences / sentence in joined writing between double ruled lines.
Demonstrate on the board the high joins from letter 'r' to the next letter: 'rr ra ri'.
- **Ex 3:** a) scene b) sum c) plain, one d) road, bare e) there, fair f) reins
g) brakes, our, They're
- **Ex 4:** a) filling-station, postbox, birthday, workshop
b) minibus, roadway, lamp-post, gentleman
c) driveway, badly-behaved, footsteps, short-sighted
d) everybody, well-behaved, milkshakes, kind-hearted
- **Ex 5:** a) workshop, filling-station, postbox, birthday
b) minibus, lamp-post, gentleman, roadway
c) badly-behaved, short-sighted, footsteps, driveway
d) kind-hearted, well-behaved, everybody, milkshakes
- **Ex 7:** a) meaning b) meant c) library d) certainly e) figures f) certain
g) popular h) uncertain
- **Ex 8:** Answers depend on the pupils.
- **Ex 9:** a) On Sunday Farid had no school because it was a public holiday.
b) After he finished his breakfast, he went down to the river.
c) When he got to the river, he dug up some juicy fat worms.
d) While he was fishing, a huge fish jumped out of the water.
e) He walked home at about noon before the day got too hot.
- **Ex 10:** a) When they (got) to the boat, Farid's dad (filled) the tank with petrol.
b) They (went) out to sea before five o'clock in the morning.
c) The water near the port (was) polluted so they (didn't fish) there.
d) They (didn't go) far out to sea because of the bad weather.
e) Farid (caught) three small fish while his father (was) asleep.
f) They (got) safely back to the port a little after sunset.
- **Ex 11:** b d f
- **Ex 12:** a) Farid lived in Pasni before he came to the village.
b) His mother died when he was only eleven years old.
c) After Farid came to the village, he started High School.
d) While he was still at school, he became interested in fishing.
e) His dad was a fisherman so he often took Farid with him.
f) Farid enjoyed these fishing trips because he also wanted to become a fisherman.
- **Ex 13:** NIDA: How peculiar! What's that up there? It appears to be moving.
SARA: It may be a plane ... there! It is a plane, because you can see its flashing light.
NIDA: And look over there ... That's moving too and it's not flashing.
SARA: Mmm, ... it could be a satellite. Satellites move across the night sky and don't flash or twinkle.
NIDA: Could it be a comet?

SARA: No, it can't be a comet as it hasn't got a tail. It might be the Space Station or it might not.

NIDA: Wow! Exciting!

• **Ex 16:** Example answer:

1. One September evening, Farid and his dad went out in the fishing boat. It was a warm misty night. Dad was usually very careful at sea, but on this evening, for some reason, he was careless. Suddenly, he tripped on a rope and tumbled over the side of the boat. 'Aaah!' cried Dad, and Farid's blood went cold. Dad's head came up to the surface. 'Life-ring!' he shouted.
2. Quick as a flash, Farid threw the life-ring into the sea. He couldn't stop the boat, because they were pulling a heavy net. Farid quickly turned the wheel halfway to the right so that the boat started to turn in a wide circle. Soon Dad's head was out of sight.
3. For the first time in his life, Farid felt a touch of panic. The boat was far from the port. 'Dad!' he called out. 'Where are you?' No answer. 'Dad,' he called again. 'Can you hear me?' Still no answer.

[There were no other boats in sight. There was a new moon in the sky and the pale moonlight shone across the sea.] The boat continued to turn in a slow circle.

4. Farid stood still, silently, watching the sea. Then at last, from far away, he heard a faint cry. Was that Dad? Slowly, out of the mist a figure appeared, waving an arm in the air. It was Dad!

Reading genre: Free verse

Background

This poem is in free verse because it does not rhyme. As it is a modern poem, the children may recognize their own experiences of train travel or being lost in a strange place. At the end of the unit, they will write poetry based on their own experiences, so encourage them to talk about these.

Although the poem was written in the 21st century, the vocabulary is rich. Encourage your pupils to use the glossary to help them with the meaning and not to worry if they do not understand it all. One of the exciting things about poetry is that we never fully understand it! As with all poetry, the reader has to **infer** or guess the meaning from metaphors, similes, and suggestions of the words.

Learning outcomes: See detailed planning grid on page 7 and individual unit plans.

Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 4
- (advisable) materials for games chosen to support a teaching point

Extension activities (optional)

A visit to a funfair

Preparation

1. At the end of this unit, the children are asked to write a poem about a trip to a funfair. If you are planning a class trip, consider going to a funfair BEFORE the children write their poems. Good quality writing comes from experience.
2. If you decide to do this, it is essential to make a preparatory visit. Check out how to get to the funfair, and which parts of it are suitable for your pupils. Find out how much tickets cost and whether you can get a reduced price for a group.
3. Check out a central, safe place where children can go if they get lost.
4. Check out the health and safety implications and draw up a risk assessment so that you are prepared for all eventualities such as illness or an accident.
5. Before the visit, discuss what the children know about funfairs, what they can expect to do, and how they can keep safe. Make sure that they know the importance of staying with an adult at all times.
6. Put out a call to parents so that you have plenty of adult helpers on the day.
7. You may wish to prepare questions to ask about the funfair and make a small worksheet for children to do with simple questions about what they will see, e.g. *How much does it cost to go on ...? How tall must you be to go on ...? Describe your favourite ride.*
8. In advance, give each adult helper a clear plan for the day with a list of which children are to go in each group.
9. Send a letter home, giving the parents clear timings, what clothes the children should wear, what food and drink to bring, and how much money to send (if any). Include a permission slip at the bottom of the letter to be returned before you set off.

On the day

1. Ensure every adult has a list of which children are in his/her group and has a clear plan of the day.
2. Remind the children in each group to stay with their assigned group leader at all times. Point out that the better they behave, the more they will enjoy the day.
3. Bring plenty of extra drinking water.
4. If possible, take a camera so that you can put labelled photos on the display board.

After the trip

1. In addition to writing poems about the funfair, plan a worksheet with a writing frame that helps children to write a report of the day in the past tense.
2. Ask the children to draw pictures of their memories of the trip in their own ways.
3. Ask the children to write beautiful second drafts of their poems and reports after you have corrected their mistakes.
4. Stick the poems, reports, pictures, and photos on a display board.
5. If possible, plan an assembly so that the children can read their poems and reports expressively and clearly to children in other classes. Public speaking is an important skill.

Textbook page notes**A. Reading text****Learning outcomes****Students should be able to:**

- pre-learn the vocabulary of the poem.
- read a poem aloud, controlling tone and volume so that the meaning is clear.

Reading notes for the teacher**Pre-reading** (See Chapter 3, Lesson 1, Steps 5-9.)

- Ask the children to find pictures of words a-d on this page. Discuss all the words in the glossary before you read the poem.
- Ask the children to predict what the unit will be about.
- **Suitable questions:** *What is free verse?* (Poetry that does not rhyme.) *What makes it poetry?* (Accept different ideas, e.g. short lines, rhythm, metaphors, similes, personification, alliteration, strong feelings.) *What is the difference between a glossary and a dictionary?* (A glossary helps us to understand just the words that are used in a text. We can refer to a dictionary for all kinds of words.)

During reading (See Chapter 3, Lesson 1, Steps 10-21.)

- As you play the audio-recording or read the text, ask questions regularly to check understanding. Elicit that the poem follows the following steps:
 - i. First the train sets off slowly.
 - ii. It flies past hills in the evening.
 - iii. The train comes to a stop and the child realizes that his mother is not there.
 - iv. He gets increasingly anxious and hears the calls of tea and coffee sellers.
 - v. His mother returns with snacks that she has bought on the station platform.
 - vi. She sings a lullaby to calm him down as he eats his snacks.
 - vii. The train sets off again.

- As you read, elicit the meanings of difficult words like *darkening* (getting darker) and *motionless* (without movement, still).
- Ask the children to make inferences about the text. There are no 'right answers'. The children make guesses, for example,
What are the 'long fiery looks ... boring a hole into the unknown'? (Suggest that if the child's gaze 'bores a hole', he is looking very hard – as if his eyes are drilling a hole into what he sees, but does not understand.)
What is the 'unknown' standing five feet away? (A strange person? A staircase disappearing up to a bridge? A board that the child cannot read?)
What are the scents that billow up with the clouds? (Flowers? The smell of rain from the clouds?)
- Elicit that (like *Things that I love* in Unit 4), the poem appeals to different senses: hearing, sight, smell, taste, feeling. Ask the children to discuss where each sense is mentioned (e.g. sound in 'crackle' and 'thud', sight in the 'darkening hills', smell in the 'powerful scents', taste in the aloo parathas, feeling in the 'bumpy slumbers').
- **Talk box:** When the children read the poem aloud, encourage them to say the first verse slowly, as the train crawls sleepily. They should read fast in the second verse as the train flies along. They can whisper the first two verses on page 115 and can all call 'Chai! Coffee! Samosa! Aloo paratha!' when the train arrives at the station.

Discussion of the text (See Chapter 3, Lesson 2, Steps 1-8.)



- Ask the children questions, taking time to refer to the text and clarify misunderstandings.
- Encourage the children to ask you questions if they do not understand.
- Discuss words and phrases that capture the children's interest or imagination and elicit the meanings of words in context.
- Ask different children to retell the steps of the poem in their own words.

Choral reading

- Ask the children to repeat each line after you or the audio-recording, copying your speed, volume, intonation, and expression.
- Ask them to whisper it aloud with you or the audio-recording, so that they follow the rhythm of the poem.
- Ask the children to read it aloud together as you keep them together.

B. Comprehension

Learning outcomes

Students should be able to:

- **B1:** identify themes and conventions in a poem, dictionary, and glossary.
- **B2:** distinguish words about sound, movement, and feeling.
- **B3-5:** make inferences from poetry and art.
- **B6:** write a simple poem using the senses and the structure of B5.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 15-21.)

- **B1:** With the help of the 'wise owl' box, discuss the way that we **infer** meaning in poetry. The poet does not explain exactly what happens as in a report of an experiment. A poem sets off our imaginations so that we **feel** what it is like to be in that situation.
- **B2-3:** Go through the exercises orally in class before you ask the children to write them.
- **B4:** Elicit that the boy's mother has gone away to buy snacks in the station.

- **B5:** These questions ask your pupils to make **inferences** about paintings. Art does not use words, but we can infer a lot from a painting.
- Elicit that we can infer from the painting that Mikey's grandmother was a kind, wise woman. The swirls in the background are gentle shapes and the colours are calm.
- **B6:** Ask the children to make inferences about Mikey's painting of a tree in his garden. Encourage them to complete each line in their own ways.
- Elicit that lines a-e each begins with a preposition, telling us **where** something is. We will study prepositions later in the unit.
- They should imagine what they hear, smell, and feel in their own ways, using the painting as a starting point and imagining the rest.
- **B7:** Ask the children to draw their own garden or balcony first. This will help them to picture it in their minds before they try to write. Ask them to suggest descriptions orally first. Help them to make the details precise. It is NOT enough to say 'I see plants. I hear birds. I smell flowers. I feel cool.' What shape and colour are the plants? What kinds of noises do the birds make? What shape and colour are the flowers? Where do you feel the coolness – on your cheek, hands, or feet?

C. Word Reading and Spelling

Learning outcomes

Students should be able to:

- **C1-2:** make **adjectives** by adding the suffixes *-ful*, *-less*, *-er*, *-y*, and *-ing* (where *-ing* words act as adjectives in a sentence).
- **C3:** list words in **alphabetical order** when up to 3 initial letters are the same.
- **C4:** use words from the text in a different context.
- **C5:** identify and use the correct form of words from a **word family**.

Spelling notes for the teacher



- **C1:** Discuss how to make adjectives by adding suffixes, with the help of the 'wise owl' box. Teach the children to read each word after you or the audio-recording. Discuss the meanings and ask children to use them in the context of sentences. (See Chapter 3, Lesson 3, Steps 1-7.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C2-4:** Ask different children to complete the exercises orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the spellings** in C1 after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)



- **C5:** Discuss the 'wise owl' box, reminding the children that words in a **word family** grow from a root word. Ask the children to repeat the words after you or the audio-recording, and to discuss the meanings as in C1. Remind them that tricky words do not follow the usual spelling rules. We just have to learn them. (See Chapter 3, Lesson 5, Steps 1-6.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C6-7:** Ask different children to complete the exercises orally before they write the answers. Point out that some words do not change the root word. For example, the noun formed from the verb *to comfort* is *comfort*. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the second set of spellings and tricky words** after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)

Extension activities

- Ask the children to write their own sentences with the words in C1.
- Dictate the sentences in C7 (See Chapter 3, Lesson 7, Steps 7-12.)

D. Vocabulary, Grammar, and Punctuation

Learning outcomes

Students should be able to:

- **D1:** use **prepositions of place** (e.g. *in front of, behind, against*).
- **D2:** use **prepositions of movement** (e.g. *out of, into, around*).
- **D3:** use **prepositions of time** (e.g. *before, after, during*).
- **D4:** and 6: distinguish between **metaphors** and **similes**.
- **D5:** punctuate direct speech, using a **comma** instead of a full stop before we go on to say who spoke.

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 6, Steps 3-8.)

- **D1:** Discuss the three types of prepositions in the 'wise owl' teaching box.
- The game *Where is it?* will give practice in the use of prepositions of place. (Game 7, Chapter 6)
- **D2:** Practise the sentences orally before asking the children to write them.
- **D3:** Note for the teacher: 'Before' and 'after' can act as either prepositions or conjunctions, according to their context. If 'before' or 'after' is NOT followed by a clause, it is a preposition, e.g. *I packed my bag **before** school.* If it IS followed by a clause (in other words, part of a sentence with a verb), it acts as a conjunction, because it joins the two clauses, e.g. *I packed my bag **before** I went to school.* This is a complicated distinction and there is no need to try to explain it to your pupils.
- **D4:** Discuss the 'wise owl' teaching box. The children have already learnt about similes, but here they should clarify the difference between a simile and a metaphor. Practise the sentences orally before asking the children to complete them.
- **D5:** Ask different children in turn to make a short statement about how they are feeling at the moment, e.g. *I'm hot. I'm thinking about samosas.* Write each statement on the board on a new line.
- Ask who made the first statement. Get the children to help you punctuate it, converting the full stop to a comma before explaining who spoke, e.g.
'I'm hot,' said Rahila.
'I'm thinking about samosas,' said Nadeem.
- **D6:** Read the 'wise owl' box again before you ask the children to underline the metaphors and circle the similes in D5.

Extension

- Ask the children to write what people said to them in the playground this morning, using the correct punctuation.


E. Listening, Speaking, and Composition

Learning outcomes

Students should be able to:

- **E1:** explain the difference between free verse and rhyming verse.
- **E2-4:** complete listening tasks on a free verse poem.
- **E5:** plan a poem with the help of questions, a photo, and a word-list.
- **E6:** write a poem about being lost at a funfair, using the senses, suspense, a simile, and a metaphor.
- **E7:** perform their own poetry; show understanding through intonation, tone, volume, and action.

Listening, speaking, and composition notes for the teacher

- **E1:** Discuss the genre of free verse, taking time to talk about the 'wise owl' box and to think of examples. (See Chapter 3, Lesson 8, Steps 1-4.)
- **E2-4:**  Play the audio-recording for the listening task, or read it aloud slowly and clearly. Read it a second time for E3 and a third time for E4. (See Chapter 3, Lesson 8, Steps 5-8.)
- **E5:** Talk through the composition task with the whole class, asking different children to use the writing frame to help them frame sentences. If you have been on a trip to a funfair, discuss all the things you heard, saw, smelt, felt, and tasted. (See Extension activities at the beginning of this unit and Chapter 3, Lesson 9, Steps 9-12.)
- After they have had plenty of practice orally, they can do the task in their books. Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas.
- **E6:** Encourage the children to read what they wrote in E5, trying to add three or four senses at least. Make it clear that so as to add suspense, they should only find their mother or father at the *end* of the poem. Remind them that they should **not** rhyme, as they are writing in free verse.
- **E7:** The children proof-read for spelling. They then read aloud their own poems with expression. (See Chapter 3, Lesson 9, Steps 13-17.)
- Correct their work fully. (See Chapter 1, Sections 6.3 and 10 for correction strategies.)
- After you have corrected the compositions, read aloud examples of good writing. Also give feedback on common mistakes. (See Chapter 3, Lesson 10, Steps 1-6.)
- Encourage them to write a neat second draft for display on a corridor wall or in the classroom.

Answers

- **B1:** a) The setting of this poem is in a train.
b) The poem is free verse because it does not rhyme.
c) 'Fear spreads like ink ...' is a simile because it compares two things.
d) As the boy waits for his mother, we feel suspense.
e) The glossary explains words on the same page as the text.
f) The mini-dictionary explains words at the end of the book.
- **B2:** Sound words: crackle, thud, creak, gurgles, screams, rumbles
Movement words: crawl, flies, billow, bumpy, wrenches, spreads
Feeling words: sleepy, bumpy, fear, comforting
- **B3:** a) 2 b) 2 c) 1 d) 3
- **B4:** The boy's mother goes away because she has gone to buy snacks from the station platform.
- **B5:** Answers depend on the children. Example answers:
a) I think Mikey loved his grandmother.
b) I think she loved Mikey too.
c) It makes me feel peaceful.
d) It makes me feel peaceful because there are swirly shapes, gentle colours, and Mikey's grandmother has a gentle smile.
- **B6:** Answers depend on the children. Example answers:
a) Below the tree, a spade is waiting.
b) Over the tree, the moon is shining.
c) On the branch a squirrel is scuttling.
d) Between the branches a bird is waiting.
e) Behind the branches a window is glimmering.

- f) I hear the squirrel chattering at the bird.
- g) I smell rotis cooking from the kitchen over the wall.
- h) I feel the cool slabs of stone under my feet.

- **B7:** Answers depend on the children.
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C2:** endless, dreadful, motionless, sleepy, noiseless, powerful, thirsty, comforting, darkening
- **C3:** billows, bore, carriages, crackle, crawl, creaks
- **C4:** a) bore b) crackle c) billows d) crawl e) creaks f) carriages
- **C5:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C6:**

Root verb	a. carry	b. comfort	c. believe
progressive	carrying	comforting	believing
past	carried	comforted	believed
opposite	miscarried	discomfort	disbelieve
noun	carriage	comfort	belief
adjective	(no adjective)	comfortable	believable

- a) carrying, carried
- b) comforting, comforted, comfort, comfortable
- c) believing, believed, disbelieve
- **C7:** a) comfortable b) moving c) knew d) carrying, moving e) disbelief, comfort
- **D1:** Example sentences:
 - in: There are a lot of children **in** the play park.
 - on: A boy and a girl are sitting **on** the swings.
 - against: A ladder is standing **against** the slide.
 - behind: There is a car **behind** the wall.
 - in front of: There is a table **in front of** the café.
 - beside: There is a tree **beside** the café.
 - over: There is an umbrella **over** the table.
 - below: There are two chairs **below** the umbrella.
- **D2:** a) The boys on swings are going forwards and backwards.
 b) The roundabout is going around.
 c) The children on the slide are going downwards.
 d) The girl with plaits is going along the path.
 e) Their mother is going out of the café.
 f) The cars are going past the play park.
- **D3:** Answers depend on the children. For example:
 Friday comes **before** Saturday. Sunday comes **after** Saturday. There was a power cut **during** the English lesson. It is cool **in** the evening, but it is cold **at** night. I stayed at home **on** Sunday.
- **D4:** a) Fear is ink spreading. metaphor
 b) Fear spreads like ink. simile
 c) His eyes bored a hole into the unknown. metaphor
 d) He felt as if his eyes bored a hole into the unknown. simile
 e) The hills look as if they are frowning. simile
 f) The hills frown down. metaphor

- **D5-6:** Note: In this answer key, the metaphors are underlined and the similes are printed in bold italics. My mother and I were in the shopping mall. Loud music bored into my head. Our bags were so heavy, ***they felt like bricks.***
 'Let's stop for a treat,' Ma said. 'How about an ice-cream?'
 'Yes please,' I replied. 'I feel ***as if I'm going to boil.***'
 'I'll go and get some at the counter,' said Ma. 'Stay at the table and look after the bags. Don't let anyone take my seat.'
 After Ma went away, I read my book ... She was away for an eternity ... I looked all round, but couldn't see her anywhere.
Fear clutched my heart ... Where was she?
- **E1:** Answers will depend on the children. For example, in Unit 9 of this book 'Louder' is in free verse while 'The Mosquito' is a rhyming poem.
- **E2:** a. This poem is set in a café.
 b. The girl's mother goes to get some ice creams.
 c. The girl looks after her mother's seat.
 d. The café is crowded with people.
 e. The people at the counter are very noisy.
 f. Outside the window, there is a flood of people.
 g. The girl feels worried because she can't see her mum.
 h. The multi-coloured lady is her aunt.
 i. The girl is happy to see her mum.
 j. She likes the ice-cream.
- **E3:** **Sound words:** whispering, chatting, laughing, hooting, shouting,
Movement words: prowl, jump, waving, pushing, cleans, pulls, puts, sits, walk, ran, catch,
Feeling and taste words: greedy, frightened, nice, cool, sweet, chocolatey, Mmmmmmm
- **E4:** the bursting café: metaphor
 people prowl around like tigers: simile
 waiting to jump: metaphor
 a traffic jam of people: metaphor
 a river of people: metaphor
 rushing past in a flood: metaphor
 frowning like a camel: simile
- **E5-6:** Answers depend on the pupils' experiences and imaginations.
- **E7:** Check for evidence of proof-reading and self-correction of spelling. The children read aloud their poems with lots of suspense.

Workbook 4, Unit 14, Notes

Learning Outcomes in the Workbook

1. Learning Outcomes for Spelling, Vocabulary, Grammar, Punctuation, and Composition

See the Scope and Sequence for this unit on page 7 of this Teaching Guide.

2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise letter joins to and from letter 'f'; practise the letter joins to and from double letter 'ff';
- **Ex 2:** practise letter joins to and from letter 'f' in words in a sentence; practise double letter 'ff' in words in a sentence.

Detailed lesson notes

See Chapter 3: How to Plan a Teaching Unit.

Answers

- **Ex 1:** Children copy the words two or three times in joined writing, placing the letters correctly between double ruled lines.
Remind pupils that the letter 'f' is as tall as an ascender and has a tail as long as a descender.
Demonstrate on the board the tricky join from letter 'f' to letter 'e': the written line must drop after crossing the 'f' to allow space to form the letter 'e' neatly between the double ruled lines. Alternatively, you can treat 'f' as a break letter when it is followed by 'e'.
Also demonstrate on the board the high join from letter 'f' to letters 'y' and 'i' in 'puffy' and 'suffix'.
- **Ex 2:** Children copy the sentences in joined writing between double ruled lines.
Demonstrate on the board the tricky join from letter 'f' to letter 'e';
Also demonstrate on the board the high join from letter 'f' to letter 'u' in 'powerfully'.
- **Ex 3:** a) unknown b) disobey c) misbehave d) disbelieve e) misheard f) dislikes
g) discomfort h) unchanged i) unfriendly j) misinformed
- **Ex 4:**

Root word	agree	move	excuse
Progressive	agreeing	moving	excusing
Past	agreed	moved	excused
Opposite verb	disagree	NONE	NONE
Noun	disagreement	move, movement	excuse
Adjective	agreeable	movable	excusable
Opposite adjective	disagreeable	unmovable	inexcusable

- **Ex 5:** a) a moving train b) an uncomfortable chair c) a powerful horse d) a fiery dragon
e) a motionless python f) a beautiful sunset g) a thirsty farmer h) an unbelievable story
- **Ex 7:** a) carriage b) comfort c) movement d) XXX e) disbelieved
f) comforting g) unknown h) Believe, known
- **Ex 8:** a) We reached the station and climbed up into our carriage.
b) Soon I was enjoying the comfort of my bunk bed.
c) I was nearly asleep when I saw a movement under the seat.
d) 'Look! A mouse!' I cried.
e) My father disbelieved me. 'Nonsense!' he said.
f) But my mother saw I was upset and told me a comforting story that helped me to sleep.
g) In the morning, we took a taxi to my grandparents' new house, as the town was unknown to my parents.
h) 'Believe me!' said the driver. 'We'll be there in five minutes. I've known this town for a long time.'
- **Ex 9:** Answers depend on the students.
- **Ex 10:** a) It's over the bird enclosure.
b) It's beside the playground.
c) It's against the tree.
d) They're in the lake.
e) It's below the café.

- **Ex 11:** 1) The kites were flying around the bird enclosure.
2) The deer was walking along the path past the entrance.
3) The lizards were climbing upwards and downwards on the wall.
4) The bulbuls were hopping into and out of their bird-house.
5) The monkeys were swinging forwards and backwards in the trees.
- **Ex 12:** a4 b6 c1 d3 e2 f5
a) The tears ran down her face / like rivers in the monsoon.
b) The crowd was as angry / as a hornets' nest.
c) Her hair was long and knotted / like old ropes.
d) The house was as silent / as a class in an exam.
e) When you ride the bicycle it sounds / like a drum kit.
f) Hundreds of children left school / like a column of ants.
- **Ex 13:** a) flooded b) pierced c) shot d) crashed e) gnawed f) wrapped g) screamed
- **Ex 15:** Answers depend on the pupils.
[Pupils can answer all the questions using the vocabulary in the right-hand column.]

This unit revises the listening, phonic, grammar, punctuation, and composition skills taught in the previous four units. Please see **Chapter 4 How to Plan a Revision Unit**. It is suggested that you take a week to revise the previous four units.

Play *Spelling bingo* or *The tricky word game* to revise the spelling and vocabulary taught in Section C of the previous four units. (Chapter 6, Games 1 and 2)

Play grammar games to revise the grammar taught in Section D of the previous four units. (Chapter 6, Games 3-15)

Answers

- **1:** I've come to introduce Maryam to you. She's joining Class 4 tomorrow. I hope you'll all make her feel welcome.
What are those things in her ears?
I think they're hearing aids.
Hi Maryam! My name's Aisha. It's really nice to meet you. Would you like to skip with me?'
That would be great.
- **2:** a) know b) hear c) unwelcoming, thoughtless d) thoughtful, understanding
- **3:** a) automatically b) internet c) antibiotic d) rewrite
- **4:** a) His handwriting is illegible.
b) It is impossible to read it.
c) I dislike the way he presents his work.
d) The letters are very irregular.
e) His punctuation is incorrect.
f) The spelling is imperfect.
g) He has studied impatiently all year.
h) He unlikely to win an English prize.
- **5:** a) a verb
b) the first syllable
c) people
d) A merchant buys or sells things.
e) You usually write a formal letter to someone you do not know well.
- **6:** a) Maryam visited the school before she joined the class.
b) Maryam wore hearing aids because she could not hear well.
c) Some girls did not greet her after she came in the playground.
d) Aisha greeted the new girl when she saw that Maryam was alone.
e) Aisha stood close to Maryam so Maryam could hear her.
- **7:** Use the audio script as an answer key.

Workbook 4, Unit 15, Notes

Learning Outcomes in the Workbook

1. Learning Outcomes for Spelling, Vocabulary, Grammar, Punctuation, and Composition

See the Scope and Sequence for Units 11-14 on page 7 of this Teaching Guide.

2. Learning Outcomes for Reading

Students should be able to:

- **Ex 1:** read and understand a letter structured in paragraphs; identify how language, structure, and presentation contribute to meaning.

Detailed lesson notes

See Chapter 4: How to Plan a Revision Unit.

Answers

- **Ex 1:** a) the problem of water pollution
b) clean water in the pipes, lakes and rivers in Punjab
- **Ex 2:** a) formal b) paragraphs c) problem d) hopes
- **Ex 3:** a) Water pollution is a huge problem.
b) It can kill people or make them ill.
c) She talks about her aunt's baby.
d) It can cause serious problems to their crops and animals.
e) The Minister could build new water treatment works beside all the rivers.
f) They could check and test the water in pipes, lakes, and rivers.
g) It could teach ordinary people not to pollute the waterways.
- **Ex 4:** Answers depend on the pupils.
(Extension:)
Answers depend on the pupils.
Paragraph 1: Thank you for your letter.
Paragraph 2: I understand the huge problem of water pollution.
Paragraph 3: I am very sorry to hear that members of your family have suffered from the effects of water pollution.
Paragraph 4: If we have more money in the future, we will be able to take action.
- **Ex 5:**

Root word	admit	believe	comfort
Progressive	admitting	believing	comforting
Past	admitted	believed	comforted
Opposite verb	NONE	disbelieve	NONE
Noun	admission	belief	comfort
Adjective	admissible	believable	comfortable
Opposite adjective	inadmissible	unbelievable	uncomfortable

- **Ex 6:** a) Believing b) uncomfortable c) admitted d) admission e) comforted
 f) believe g) comfortable
- **Ex 7:** a) Before b) After c) While d) When e) so
- **Ex 8:** a) darkening, icy, hungry, thirsty, dreadful, endless
 b) sleepy, comforting, noiseless, sleeping
 c) grateful, creaking, motionless
- **Ex 9:** A: Shall we meet for hockey practice tomorrow?
 B: Okay. At about what time?
 A: Before breakfast would be good.
 B: No! That would be too early for me.
 A: What about after lunch?
 B: No, I might be having a private Maths lesson then.
 A: You are a busy person! Could we meet in the afternoon? I'll be free at four.
 B: No, four's no good for me. We could meet at half-past five.
 A: I'm not sure. I might be free then or I might not.
 B: Let's talk about it during lunch. I'll be freer at the weekend. We could practise on Friday, or Saturday.
 A: Or in January?
 B: Now you're being silly!

Reading genre: A Chinese fairy tale

Background

People understand the term 'fairy tale' in different ways. A fairy tale does not always have fairies in it, but there must be some kind of magic. It almost always ends happily and often rewards kind deeds. It usually ends with a moral. This Chinese fairy tale features a poor peddler (street seller) whose luck changes because he is kind to animals.

Fairy tales are often traditional tales passed down orally through the ages, though many European tales were collected and retold by authors, for example, the Brothers Grimm and Hans Christian Andersen.

Learning outcomes: See detailed planning grid on page 8 and individual unit plans.

Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 4
- (advisable) materials for games chosen to support a teaching point
- (optional) other books of fairy tales from the library

Extension activities (optional)

Drama

After you have completed the whole unit, ask the children to act out the story in the classroom or, even better, a hall where they can move around easily.

1. Choose about eight good readers as narrators and give parts to the actors. Make sure that every child has a part to play. You will need:
 - the poor peddler
 - several children who follow the peddler for his sweets
 - the peddler's angry wife
 - the rich merchant
 - a centipede
 - a vulture
 - the queen of the ants
 - many ants (all the other children)
2. **Props:** a tray for the peddler, a small bead

First drama practice

3. The narrators read aloud the story again, as the actors mime the parts of the characters.
4. The actors improvise their lines using their own words (prompted by you if necessary).
5. Discuss how each character should say their words – angrily, anxiously, happily, or sadly. Encourage the children to show their feelings on their faces and in their actions.

Further drama practice

1. Practise the drama again several times. The actors should mime the actions and say their own lines, which should not be changed from now on.
2. Get the children to learn their lines for a finished performance.

Performance

1. When the children know the play by heart, perform it in an assembly or annual day for parents. Make sure that all your pupils speak slowly, loudly, and expressively so that their voices carry to the back of the hall.
2. A good play includes lots of action! Ensure that the children move appropriately on the stage so as to keep the audience interested.

Textbook page notes

A. Reading text

Learning outcomes

Students should be able to:

- pre-learn key vocabulary.
- make inferences from the story.

Reading notes for the teacher

Pre-reading (See Chapter 3, Lesson 1, Steps 5-9.)

- Discuss the meaning of each word in the Key words box with the help of the mini-dictionary. If possible, show the children a large world map and identify China on it.
- Ask the children to predict what the unit will be about.
- **Suitable questions:** *Does this look like a fiction or a non-fiction text? (Fiction. How do you know? (Open, e.g. because fairy tales are always fictional, because it looks as if there are animal characters.) What do you think the text is going to be about? (Open answers.) What continent is China in? (Asia.) What do you know about China? (The children tell you what they know.)*

During reading (See Chapter 3, Lesson 1, Steps 10-21.)



- As you play the audio-recording or read the text, ask questions regularly to check understanding.
- Ask the children to predict what will happen before they turn the page. Accept a variety of answers. Ask, *Do you think the peddler will find the magic plant?*
- As you read, elicit the meanings of difficult words like *scurry* and *frantically*.
- Ask the children to make inferences about the text, for example, *Did the peddler expect anything back from the ants?* Elicit that he did not help them because he wanted anything back from them, but because he was being kind to animals that were weaker than him. Yet in the end he got what he needed because they wanted to thank him.
Talk box 1: Ask the children to tell you what centipedes do if we touch them. Point out that they often give a very painful sting – so it was especially kind of the peddler to risk getting hurt in order to help the centipede.
- **Talk box 2:** Discuss the moral of the story, eliciting that kind deeds are often rewarded in the end, or that we should help those who are in trouble.

Discussion of the text (See Chapter 3, Lesson 2, Steps 1-8.)



- Ask the children questions, taking time to refer to the text and clarify misunderstandings.
- Encourage the children to ask you questions if they do not understand.

- Discuss words and phrases that capture the children’s interest or imagination and elicit the meanings of words in context.
- Ask different children to retell the story in their own words.
- If possible, act out the story (see Extension activities at the beginning of the unit).

Optional paired reading practice (See Chapter 3, Lesson 2, Steps 9-14.)

- If some children in the class are still poor readers, pair them up with able readers and ask them to read aloud the text in a whisper.

B. Comprehension

Learning outcomes

Students should be able to:

- **B1:** identify themes and conventions in fairy tales.
- **B2:** use a dictionary to identify meanings.
- **B3:** summarize main ideas.
- **B4:** infer people’s feelings, justifying choices with evidence from the text.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 15-21.)

- **B1:** Discuss the features of a fairy story. Elicit that a fairy story and a fairy tale are the same.
- **B2-3:** Go through the exercises orally in class before you ask the children to write them.
- **B4:** Encourage the children to act out the story (See Extension activities at the beginning of this unit.) Discuss each character’s feelings. Encourage the children to empathize with each character as they decide which expression to show on their faces.


C. Word Reading and Spelling

Learning outcomes

Students should be able to:

- **C1-3:** recognize that words ending in *-tcher* (*catcher*), *-cher* (*teacher*), and *-ture* (*creature*) can all make the same phoneme.
- **C4:** use words ending in *-ever* (*whoever*, *whenever*).
- **C5-7:** use homophones in context.
- **C8:** identify synonyms.

Spelling notes for the teacher

- **C1:**  Discuss the ‘wise owl’ box. Teach the children to read each word after you or the audio-recording. Discuss the meanings and ask children to use them in the context of sentences. (See Chapter 3, Lesson 3, Steps 1-7.)
- **C2:** Challenge the children to look for and underline the target words in the reading text. At the end of five minutes, tell them to stop. They should then be able to read aloud the sentences in which the words occur. Note that a few words may not be in the text. (See Chapter 3, Lesson 3, Steps 8-13.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C3-4:** Ask different children to complete the exercises orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the spellings** in C1 after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)



- **C5:** Discuss the 'wise owl' box clarifying the difference between homophones and synonyms. Ask the children to repeat the words after you or the audio-recording, and to discuss the meanings as in C1. Remind them that tricky words do not follow the usual spelling rules. We just have to learn them. (See Chapter 3, Lesson 5, Steps 1-6.)
- Set the spelling homework. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C6:** Do this task in the same way as C2.
- **C7-8:** Ask different children to complete the exercises orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the second set of spelling and tricky words** after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)

Extension activities

- Ask children who finish early to think of other words with the same spelling pattern and to write their own sentences with them.
- Ask the children to write their own sentences with the words in C1.
- Dictate the sentences in C7. (Chapter 3, Lesson 7, Steps 7-12.)

D. Vocabulary, Grammar, and Punctuation

Learning outcomes

Students should be able to:

- **D1-2:** use pronouns to aid cohesion and avoid repetition. (*I, you, he, she, it, we, you, they, me, you, him, her, it, us, you, them*).
- **D2:** use **possessive pronouns:** (*mine, yours, hers, ours, yours, theirs*).
- **D3:** distinguish between a **plural** and **possessive s**.
- **D4:** recognize **fronted adverbials**.
- **D5:** recognize and add **commas** after fronted adverbials.

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 6, Steps 3-8.)

- **D1:** Discuss the 'wise owl' teaching box about pronouns. Note we do not include *his* (e.g. *his box*), *her, my, your, our, their* as these are usually classified as possessive adjectives.
- The game *Whose sock?* will give practice in using possessive pronouns. (Game 13, Chapter 6)
- **D2:** Practise the dialogue orally before asking the children to complete the possessive pronouns.
- **D3:** Discuss the 'wise owl' teaching box. Remind the children about the rules for possessive 's'. Point out that an apostrophe before a plural 's' is a common mistake. Write a few examples on the board before the children do the exercise. For example:
I saw three girls. (No apostrophe, because 's' shows the girls are plural.)
One girl's bag was red. (One girl, so apostrophe before 's'.)
Two girls' bags were brown. (More than one girl, so apostrophe after 's'.)
- **D4:** Accept any ten fronted adverbials, as there are more than ten in the story.
- **D5:** Practise the exercise orally before asking the children to copy D3 into their notebooks.

Extension

- The children turn the cartoon in D2 into a narrative, making up the names. This will practise speech marks, which they learned in the last unit. Remind them to begin a new paragraph, leaving a finger space, every time a new person starts speaking, e.g.
'I think this is your phone,' said Amna. 'Is it yours?'
'No,' replied Lubna. 'That phone belongs to Rubina. I'm certain it's hers.' etc.


E. Listening, Speaking, and Composition

Learning outcomes

Students should be able to:

- **E1:** distinguish between a **fairy story** and a **folk story**.
- **E2:** complete a listening task and identify it as a folk story.
- **E3:** improvise the story in class, taking turns at the main roles.
- **E4:** write a folk story, using speech marks and fronted adverbials.
- **E5:** peer-check that pronouns have been used accurately.

Listening, speaking, and composition notes for the teacher

- **E1:** Discuss the similarities and differences between fairy stories and folk stories, taking time to talk about the 'wise owl' box. (See Chapter 3, Lesson 8, Steps 1-4.)
- Revise the features of other types of story, such as legends, myths, fables, modern realistic stories, fantasies, science fiction. (See Chapter 3, Lesson 8, Steps 9-16).
- **E2:**  Play the audio-recording for the listening task, or read it aloud slowly and clearly. Read it a second time so that the children can check their answers. Elicit that the moral of the story is that we cannot please everyone. (See Chapter 3, Lesson 8, Steps 5-8.)
- **E3:** Ask the children to act out the story in class, improvising their own words. Assign the following roles: the old man, his son, the young man, the old woman, the old man, the young girl, the villagers. Write the characters on the board, as they will be needed for the composition.
- **E4:** Talk through the composition task with the whole class, asking different children to use the cartoon to help them frame a narrative. Remind them that they should explain who spoke after each speech bubble. They can refer to the characters that you wrote on the board. (See Chapter 3, Lesson 9, Steps 9-12.)
- After the children have had plenty of practice orally, they can do the task in their books. Walk round the class, checking that they have used speech marks correctly and started a new paragraph for each new speaker. Praise them for adding their own details.
- **E5:** Encourage the children to proof-read their work with the help of a classmate. Check that they have used pronouns correctly. (See Chapter 3, Lesson 9, Steps 13-17.)
- Correct their work fully if they are going to re-write a second draft. (See Chapter 1, Sections 6.3 and 10 for correction strategies.)
- **Extension:** Encourage the children to write detailed noun phrases describing each character, e.g. a young man in a blue shirt, an old woman with a pink scarf, an old man with a stick, a young girl in a purple skirt, a woman in a green dress.

Answers

- **B1:** a) fairy story b) tale c) magic, happily d) moral
- **B2:** a) centipede b) disease c) cure d) peddler e) bead f) dream
- **B3:** a) Once, there was a poor peddler who sold sweets.
b) In the same town lived a rich merchant who had an eye disease.
c) The peddler went to search for a magic plant cure.
d) On the way, he helped some ants by stopping a flood in their nest.
e) He also helped a centipede by scaring away a vulture.
f) In return, the centipede told him where to find a magic bead.

- g) Some ants helped him to find it under a pine tree.
- h) In the end, the magic bead cured the rich merchant.
- **B4:** a) happy b) furious c) sleepy d) helpful e) tired, hungry
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C2:** The children underline as many words as they can find in the reading text in five minutes. Afterwards, they read aloud the sentences in which they occur.
- **C3:** a) adventure b) furniture c) catcher d) mixture e) vulture f) creature
- **C4:** a) Whoever b) however c) wherever, whenever d) whatever
- **C5:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C6:** The children underline as many words as they can find in the reading text in five minutes. Afterwards, they read aloud the sentences in which they occur.
- **C7:** a) scene, tale b) berries, mane c) main, medal d) seen e) tail, grown f) buries g) groan, ball
- **C8:** a) wealthy – 4. rich
b) disease – 2. illness
c) search – 3. look
d) enormous – 1. huge
e) aid - 8. help
f) spotted – 5. noticed
g) story – 6. tale
h) glad – 7. happy

• **D1:**

I	me	mine
he	him	his
she	her	hers
it	it	(its)
you	you	yours
we	us	ours
they	them	theirs

- **D2:** a) yours b) hers c) his d) theirs e) ours f) mine
- **D3 and D5:** a) Once upon a time, there was a boy called Jack.
 - b) Jack's mother was very poor. She and Jack lived on the vegetables in the garden and one cow's milk.
 - c) One day, they had no money, so Jack's mother sent him to sell the cow in the town's market.
 - d) On the way, Jack gave his mother's cow to an old man in exchange for five magic beans.
 - e) Jack's mother was furious when she saw the old man's beans and threw them into her neighbour's (or neighbours') field.
 - f) But the beans' magic worked through the night.
 - g) The next morning, an enormous beanstalk was growing up into the clouds beside Jack's cottage.
 - h) At once, Jack climbed the beanstalk and had lots of adventures in a wicked giant's house above the clouds.
 - i) In the end, he came back home with the giant's gold and lived happily ever after.

- **D4:** Long ago, Every day, Unfortunately, After some time, The next morning, After all, Before long, On the second day, After all, That night, There, Near its roots, On the third morning, At last, Suddenly, In an instant, Before long, The next day, For the first time in years, As a reward, After all his adventures,
- **E2:** This is a folk story (not a fairy story) because there is no magic in it. It ends neither happily nor sadly.
 1. After we've bought some food from the market, the donkey can carry it.
You're crazy. Why are you walking when you could ride your donkey?
 2. You're very unkind. How can you ride when your poor young son is walking?
She's right. Son, I think you should ride to the market.
 3. You're very rude. How can you ride when your poor old father is walking?
He's right. Let's both get on the donkey.
 4. You're very wicked. How can that thin little donkey carry two heavy people like you? Why – you should carry it.
She's right. Let's carry the donkey.
 5. You're crazy! Whoever heard of people carrying a donkey!
 6. Well, son, we can't please everyone. So let's do what we want.
Let's sit down and have some jilebis.
- **E4:** The children tell the story in their own way, adding detail where possible. Use the audio script as an example, but do not allow the children to copy it.
- **E5:** Check for evidence of proof-reading. Check for use of pronouns instead of nouns in sentences.

Workbook 4, Unit 16, Notes

Learning Outcomes in the Workbook

1. Learning Outcomes for Spelling, Vocabulary, Grammar, Punctuation, and Composition

See the Scope and Sequence for this unit on page 8 of this Teaching Guide.

2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise letter joins to and from letter 'v'; practise the tricky join from 'v' to 'e'; practise the high join from 'v' to 'e a o i'.
- **Ex 2:** practise letter joins to and from letter 'v'; practise the tricky join from 'v' to 'e' in words in a sentence.

Detailed lesson notes

See Chapter 3: How to Plan a Teaching Unit.

Answers

- **Ex 1:** Children copy the words two or three times in joined writing, placing the letters correctly between double ruled lines.
Demonstrate on the board the tricky join from letter 'v' to letter 'e' in 'river': the written line must drop after 'v' to allow space to form the letter 'e' neatly between the double ruled lines.
Also demonstrate on the board the high joins from letter 'v' in the words 'valley, vulture, vocabulary';
Check that children are forming the different letters 'v' and 'u' correctly: letter 'v' has a pointed bottom; letter 'u' has a rounded bottom.
- **Ex 2:** Children copy the sentence in joined writing between double ruled lines.
Check that they space the letters in each word correctly, also the words in the sentence.
- **Ex 3:** a) tale, tail b) buries, berries c) seen, scene d) meddle, medal e) except, accept
f) groan, grown

- **Ex 4:** a4 b7 c1 d6 e3 f8 g5 h2
- **Ex 5:** a) Whenever, however, whatever b) Whatever, Whoever c) However, Whenever, whoever
d) Wherever
- **Ex 6:** however, whatever, whenever, wherever, whoever
- **Ex 8:** a) height b) eight c) weight d) mention e) daughter f) eighth
g) naughty h) purpose i) caught
- **Ex 9:** Answers depend on the children.
- **Ex 10:** a) Is this your bicycle? Yes, it's mine.
b) Are they yours? These aren't my sweets.
c) That phone belongs to Shaista. I'm sure it's hers.
d) Those are our bags. I know they're ours.
e) Is that your parents' car? Yes, it's theirs.
f) That/This isn't my kite. It might be his.
g) These aren't mine, so they must be yours.
- **Ex 11:** a) One morning, b) Straight away, c) The next day, d) Before long,
e) At last, f) At once, g) Finally,
- **Ex 12:** A fairy story
- **Ex 14:** Example answer:
 1. One morning, Khalid the fisherman was mending his net after a fishing trip the night before. He only had a few small fish in his basket. A passer-by asked him for something to eat.
 '[I'm hungry and thirsty,' murmured the man.] 'Please give me some fish.'
 Straight away, Khalid said, '[I didn't catch many fish last night, but whatever I have I can share with you.] Here are three fish for you.'
 'Thank you,' said the man. 'Soon your net will bring you good luck.'
 2. When Khalid returned home empty-handed, his wife was furious. 'Why isn't there any fish tonight?' she exclaimed angrily. Khalid explained, 'I gave all the fish to a passer-by. He was hungry.'
 His wife shouted back at him, 'So what can I cook for the children's supper? [Your kind heart will keep them hungry for ever.]'
 3. The next day, Khalid went out alone in his boat to fish. He had a lucky day! Whenever he threw his net into the sea, he pulled it in full of fish. He said to himself, 'I think this net is bringing me good luck.'
 [Before long, people started to talk. 'However, does Khalid manage to catch so many fish? Wherever he goes fishing, he returns with a boat full of fish.']
 4. After a while, his brother Jawad asked to go fishing with him. 'Let me try!' he asked. But whenever Jawad threw the net, he pulled it in empty. 'Nothing! Not even a tiddler!' he exclaimed. 'Bad luck!' said Khalid. 'Whenever I throw my net, I catch lots of fish.'
 [Some time later, Khalid remembered the words of the passer-by, 'Soon, your net will bring you good luck.' And he thought to himself, 'I have given away three fish, and I have caught enough fish to feed my family for three years. There must be a moral somewhere.']

Reading genre: News reports

Background

In this and the next unit, the children will read some of the genres one can find in a magazine or newspaper. By the time they have finished Unit 18, they should have enough material for their own class publication.

This unit focuses on news reports and their features: punchy headlines in the present tense, followed by clear accounts of events in the past tense. These should detail what happened, when it happened, where it happened, and the likely consequences. Since the newspaper is written for children, by children, the language is informal, modern, and includes some slang.

Learning outcomes: See detailed planning grid on page 8 and individual unit plans.

Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 4
- (advisable) materials for games chosen to support a teaching point
- (optional) children's magazines, or the children's sections of newspapers

Extension activities (optional)

A class magazine

1. This project will take you about four weeks and will continue as you study Units 17 and 18, but is well worth the effort if you have time and energy. The children will be motivated by writing for a real audience and will enjoy seeing their work 'in print'.
2. Every child should contribute some writing to the magazine, however short.
3. When you have finished Unit 18, you can choose the best writing to represent each child. A pupil might contribute a report (after studying Unit 17), or an interview, joke, riddle, or Q and A (after studying Unit 18).
4. After you have corrected the reports in E5 and E6, ask each child to type and print out their stories if you have access to a computer suite or if the children have computers and printers at home.
5. The magazines will look more authentic if you set them out in columns or use a ready-made newspaper template.
6. If you do not have access to computers, give each child half a sheet of clean, A4 size paper. They should draw a light, vertical, pencil line with a ruler in the middle of the paper.
7. EITHER to the left of the vertical line OR to the right of the vertical line, they copy their first draft carefully and neatly, preferably with a pen, so that it will photocopy well.
8. They draw an illustration of their story on the other side of the line lightly in pencil. They then go over the drawing carefully in pen. They should NOT use colour, as this will not photocopy well.
9. Finally, they carefully rub out the vertical pencil line and pencil illustration.
10. Whether type-written or hand-written, keep the second draft reports carefully until you have completed Unit 18.

Textbook page notes

A. Reading text

Learning outcomes

Students should be able to:

- discuss the features of news reports.
- recognize that headlines should attract you to read an article.

Reading notes for the teacher

Pre-reading (See Chapter 3, Lesson 1, Steps 5-9.)

- Discuss the meaning of each word in the Key words box with the help of the mini-dictionary.
- Scan the three headlines on this page and discuss which is most interesting.
Suitable questions: *What is news?* (Recent events.)
Where can we find out about the news? (On TV, radio, and the internet; in newspapers and magazines.)
What makes news interesting to read? (Detail, excitement, importance in our own lives.)
What is a reporter? (Someone who reports news.)
How can you recognize a newspaper article? (It usually has a catchy headline and tells us about something that has happened recently. It is often set out in columns.)

During reading (See Chapter 3, Lesson 1, Steps 10-21.)



- As you play the audio-recording or read the text, ask questions regularly to check understanding.
- Tell the children to explain their views about each article, accepting a variety of opinions.
- As you read, elicit the meanings of difficult words like *sprinted* (ran as fast as possible) and *Sports Complex* (a place with different sporting facilities such as a running track, basket ball courts, cricket pitch, and football pitch).
- Elicit that the news reports in this children's magazine are all personal. The writers describe what has happened to them.
- **Talk box 1:** If possible, bring children's magazines or pull-outs from newspapers into school – enough for two children to share. Discuss which articles are most interesting and why. Discuss the language. Is it formal or informal?
- **Talk box 2:** Use this as an opportunity to get the children talking about their own experiences. Check that they are using the past tense.

Discussion of the text (See Chapter 3, Lesson 2, Steps 1-8.)



- Ask the children questions, taking time to refer to the text and clarify misunderstandings.
- Encourage the children to ask you questions if they do not understand.
- Discuss words and phrases that capture the children's interest or imagination and elicit the meanings of words in context.
- Ask different children to retell the story in their own words / explain their understanding of the text.

Optional paired reading practice (See Chapter 3, Lesson 2, Steps 9-14.)

- If some children in the class are still poor readers, pair them up with able readers and ask them to read aloud the text in a whisper.

B. Comprehension

Learning outcomes

Students should be able to:

- **B1:** identify themes and conventions in news reports.
- **B2:** retrieve and record information from non-fiction.
- **B3:** identify main ideas.
- **B4:** make comparisons within the text.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 15-21.)

- **B1:** Discuss the features of a news story. Elicit that headlines are short and snappy and give an idea about the article in the present tense. Subheadings introduce paragraphs under the main headline.
- **B2-3:** Go through the exercises orally in class before you ask the children to write them.
- **B4-5:** Accept a variety of answers as the children should be able to express different opinions. Elicit that the articles may interest children who are interested in animals and birds (first article), science (second article), and sport (third article). We could infer that Zuleikha and Karen are kind. Mishal is curious. Kashif and Imran enjoy races, but are not too competitive as they do not mind that they did not all win medals.

C. Word Reading and Spelling

Learning outcomes

Students should be able to:

- **C1-3:** revise the **prefixes** *sub* meaning *under (submarine)*, *super* meaning *above (supervisor)*.
- **C1 & 4:** recognize how to write **ordinal numbers** both as words and numbers with abbreviations (*1st, 2nd, 3rd, 4th*).
- **C5:** recognize that the meaning of **idioms** must be learnt as a whole.
- **C6:** use a dictionary to find the meanings of **formal and informal language**.
- **C7:** use the tricky words in context.

Spelling notes for the teacher



- **C1:** Discuss the 'wise owl' box. Teach the children to read each word after you or the audio-recording. Discuss the meanings and ask children to use them in the context of sentences. (See Chapter 3, Lesson 3, Steps 1-7.)
- **C2:** Challenge the children to look for and underline the target words in the reading text. At the end of five minutes, tell them to stop. They should then be able to read aloud the sentences in which the words occur. Note that a few words may not be in the text. (See Chapter 3, Lesson 3, Steps 8-13.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C3-4:** Ask different children to complete the exercises orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **C5:** Explain that although we SAY *Wednesday the third of August / Tuesday the ninth of August*, we WRITE *Wednesday 3rd August / Tuesday 9th August*.
- **Test the spellings** in C1 after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)



- **C6:** Discuss the 'wise owl' box. Explain that the more the children read books and watch films in English, the better they will understand **idioms**. We learn them by hearing them used. Ask the children to repeat the words after you or the audio-recording, and to discuss the meanings as in C1. Remind them that tricky words do not follow the usual spelling rules. We just have to learn them. (See Chapter 3, Lesson 5, Steps 1-6.)

Set the spelling homework. (See Chapter 3, Lesson 3, Steps 14-15.)

- **C7-8:** Discuss the 'wise owl' box. Ask the children to think of other times when they use informal language, e.g. when talking to their families. Explain that the English language is usually less formal nowadays than it was thirty or forty years ago. Ask different children to complete the exercises orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the second set of spellings and tricky words** after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)

Extension activities

- Ask children who finish early to think of other words with *sub* (e.g. *substitute, subscribe, suburb*) and *super* (e.g. *superlative, superior, supermarket*) and to write their own sentences with them.
- Dictate the sentences in C4. (Chapter 3, Lesson 7, Steps 7-12.)

D. Vocabulary, Grammar, and Punctuation

Learning outcomes

Students should be able to:

- **D1:** use the standard English forms for **verb inflections** instead of local spoken forms in the past tense of irregular verbs.
- **D2:** punctuate sentences, recognizing where to place **full stops** and **capital letters**; use standard inflections in the present perfect tense of irregular verbs.
- **D3:** use the **determiners** *a, an, the* and *some* correctly.
- **D4:** use *a* before vowel letters that make a **consonant sound** (*a unique gallery*) and *an* before consonant letters that make a **vowel sound** (*half an hour*).

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 6, Steps 3-8.)

- **D1:** Discuss the 'wise owl' teaching box. Remind the children that we use different inflections (verb endings) for different tenses. We use the present perfect when we are talking about things we have just done. We use the simple past when talking about things that are finished. Regular verbs end with *ed* in these two tenses, e.g. *She has looked at her watch. She looked at her watch five minutes ago.* There are no rules to the inflections of irregular verbs, e.g. *He has seen his uncle. He saw his uncle yesterday.* We just have to learn the inflections of irregular verbs.
- The game *Alibis* will give practice in using irregular past tenses. (Game 6, Chapter 6)
- **D2:** Talk about the Mughal miniature and practise the paragraph orally before asking the children to complete it.
- **D3:** Discuss the 'wise owl' teaching box. Many South Asians have difficulty with **determiners** (which are sometimes called articles) because they have no parallel in South Asian languages like Urdu. The only way to master the usage of determiners is to read or hear a great deal of native speaker English. Encourage your pupils to read widely. This is the single best way to take in complex language rules.
- **D4:** Discuss the 'wise owl' teaching box. Make it clear that a **vowel** (*a, e, i, o, u*) is not always the same as a **vowel sound** because in some words a consonant sounds like a vowel (e.g. *h* in *an hour*). In the same way, a **consonant** is not always the same as a **consonant sound** (e.g. *a uniform*) Practise the sentences orally before asking the children to complete them.

Extension

- Ask the children to write sentences in the past tense about their last school trip.
- Dictate the sentences in D3. (Chapter 3, Lesson 7, Steps 7-12.)


E. Listening, Speaking, and Composition

Learning outcomes

Students should be able to:

- **E1:** plan a news report of a recent event.
- **E2-3:** demonstrate understanding of a radio news report as a listening text.
- **E4:** draft an imaginary report in groups of four.
- **E5:** draft a true report of a recent event.
- **Extension:** Add more paragraphs and subheadings.
- **E6:** evaluate and edit each other's writing, suggesting improvements to grammar.

Listening, speaking, and composition notes for the teacher

- **E1:** Discuss the features of news reports, taking time to talk about the 'wise owl' box. (See Chapter 3, Lesson 8, Steps 1-4.)
- Ask the children to discuss something exciting that has happened recently so that they can plan their news stories. Ask the children to share ideas, so that they stimulate each other's imaginations. (See Chapter 3, Lesson 8, Steps 9-16.)
- **E2-3:**  Play the audio-recording for the listening task, or read it aloud slowly and clearly. Read it a second time so that the children can check their answers. (See Chapter 3, Lesson 8, Steps 5-8.)
- **E4:** Talk through the whole composition task BEFORE the children play the game. Make it clear that they will write a story as a group.
- There are four steps to the story about a fire and a different child will write each paragraph. This is a useful communication task because the children need to let go of the stories they have started and take on the stories others have started. It is a lot of fun!
- Read aloud the starter question for paragraph 1. Each child imagines where and when a fire started. They write the first paragraph at the top of their paper.
- The children pass their papers to the left. If the children are sitting in rows, you will need to take the papers from far left of each row and take them to the children on the far right.
- Read aloud the starter question for paragraph 2. Each child imagines who saw the fire and what they were doing at the time. They write the second paragraph.
- As before, the children pass their papers to the left.
- In the same way, read aloud the starter questions for paragraph 3, and then 4.
- After question 4 has been answered, the children read their collaborative stories to each other. It is fun to see how different children continue others' stories in unexpected ways.
- **E5:** After they have had practice in writing a collaborative story, each child can write his/her own story about a real event, following the same pattern.
- We suggest that they do this in silence because they will be able to concentrate well.
- Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas.
- **Extension:** Encourage more able children to add a sub-heading for each paragraph and extra exciting detail.
- **E5:** Encourage the children to proof-read and improve their work with the help of a classmate. (See Chapter 3, Lesson 9, Steps 13-17.)

- After you have corrected the compositions, read aloud examples of good writing. Also give feedback on common mistakes. (See Chapter 3, Lesson 10, Steps 1-6.)
- Encourage them to type or write a neat second draft. See Extension activities at the beginning of this unit. Keep these second drafts until you make your class magazine at the end of Unit 18.

Answers

- **B1:** a) title b) news stories c) writes d) headline e) present f) subheading
- **B2:** Example answers:
 - a) the children in Class 4Q
 - b) frighten the baby pigeon
 - c) a bit of banana, rice, and berries
 - d) a submersible submarine, a model hydro power station, and a wind generator
 - e) own hands
 - f) some warm-up exercises – stretching, skipping, and running on the spot
 - g) Samina (in the girls' 100 metres) and Sabnam (in the boys' 100 metres)
 - h) It is written by children, which is plural, so the apostrophe comes after 's'.
- **B3:** a) 2. SCIENCE COMES ALIVE
b) 1. GIRL CATCHES BIRD
c) 3. SPORTING SUCCESS
d) 2. SCIENCE COMES ALIVE
e) 3. SPORTING SUCCESS
f) 1. GIRL CATCHES BIRD
- **B4:** Answers depend on the children. Example answers for b:
 - I think Zuleikha and Karen are kind because they look after the pigeon carefully.
 - I think Mishal is curious because she is crazy about science.
 - I think Kashif and Imran enjoy races, but they are not too competitive as they don't mind that they didn't all win medals.
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C2:** The children underline as many words as they can find in the reading text in five minutes. Afterwards, they read aloud the sentences in which they occur.
- **C3:** a) subheading, submarine, submerge, subtract
b) super-brilliant, superstar, superstore, supervisor
- **C4:** a) superstore b) submarine c) submerge d) superstar
e) subtract f) supervisor g) subheading
- **C5:** a) Wednesday 3rd August
b) Tuesday 9th August
c) Friday 12th August
d) Saturday 20th August
e) Monday 22nd August
f) Thursday 25th August
g) Wednesday 31st August
- **C6:** a) none the worse – 3. unhurt
b) break-through – 1. new discovery
c) a close second – 2. only just second

- d) pick up pace – 5. get faster
- e) by a whisker – 4. by only a tiny bit
- **C7:** a) low down (formal) = not high
b) low-down (informal) = information
c) kid (formal) = baby goat
d) kid (informal) = child
e) scene (formal) = part of a play
f) scene (informal) = way of life
g) crazy (formal) = mad
h) crazy about (informal) = really excited about
i) cool (formal) = quite cold
j) cool (informal) = good, excellent
- **C8:** Answers depend on the pupils.
- **D1:** began, went, took, saw, was, were
- **D2:** In the picture, the princess has been sitting on a cushion for some time. She has painted her foot with henna. A servant has picked a flower for her. Another servant has taken a bottle from the shelf. They have dressed the princess in lovely clothes.
- **D3:** a) At the Museum of Karachi, we saw a seal from an ancient civilization called the Indus Valley civilization.
b) The seal was used by some merchants.
c) The seal was like a signature.
d) There are some letters at the top of the seal.
e) The letters probably tell us about the merchant.
f) There is also a picture of an animal. Perhaps the picture shows that the merchant sold animals.
- **D4:** a) Mishal's visit to Karachi Museum was a unique experience.
b) Samina never tells a lie, so she is an honest person.
c) When a lesson lasts for 60 minutes, it lasts for an hour.
- **E2:** 1. Opening of the new school hall
2. The features of the new hall
3. Our performances
4. The unexpected visitor
5. Future plans
- **E3:** a) Thursday 21st April
b) a brand new stage with spotlights, doors on each side, steps to the right and left, attractive pink curtains at the front of the stage, a screen for films and presentations
c) a play about the Mughals, a presentation about the environment, letters to and from the Prime Minister, poems
d) a squirrel e) the school office
- **E4:** Answers will depend on the children's own ideas.
- **E5:** Answers will depend on the children's own ideas. They should use the guide questions to decide what to write in each paragraph.
- **E6:** Check for evidence of proof-reading and self-correction of grammar.

Workbook 4, Unit 17, Notes

Learning Outcomes in the Workbook

1. Learning Outcomes for Spelling, Vocabulary, Grammar, Punctuation, and Composition

See the Scope and Sequence for this unit on page 8 of this Teaching Guide.

2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise letter joins to and from letter 'e'; practise the tricky join to 'e' from letters 'r w v' in the words 'thread weather save';
- **Ex 2:** practise letter joins to and from letter 'e'; practise the tricky joins to 'e' from letters 'r' and 'o' in words in a sentence.

Detailed lesson notes

See Chapter 3: How to Plan a Teaching Unit.

Answers

- **Ex 1:** Children copy the words two or three times in joined writing, placing the letters correctly between double ruled lines.
Demonstrate on the board the tricky join from letter 'r' to letter 'e' in 'bread': the written line must drop after 'r' to allow space to form the letter 'e' neatly between the double ruled lines.
Also demonstrate on the board the regular joins to and from letter 'e' in the other words;
- **Ex 2:** Children copy the sentence in joined writing between double ruled lines. Check that they space the letters in each word correctly, also the words in the sentence.
Demonstrate on the board the tricky join from letter 'o' to letter 'e' in 'shoes': the written line must drop after 'o' to allow space to form the letter 'e' neatly between the double ruled lines.
- **Ex 3:** a) fourth b) fifth c) eighth d) ninth e) twelfth
f) fourteenth g) twentieth h) twenty-first i) fortieth
- **Ex 4:** a) superstore, suburb, supervisor b) subway, subsoil
c) subject, subcontinent, subheadings d) Submarines, submerge
- **Ex 5:** a) I'm sure that they will be at school tomorrow.
b) I am sorry to keep you waiting.
c) Are you ready to go? Let's go then.
c) Would you please wait a moment?
d) Will/Would you have some more tea?
e) She is late again! That's my sister ...
f) Would you like another sweet?
g) Do you see that bus stop over there? That's ours.
- **Ex 6:** 1 generate, 2 generator, 3 kid, 4 knowledge, 5 magazine, 6 metaphor, 7 report, 8 reporter
- **Ex 8:** a) exercise b) Regular c) knowledge d) success
e) calendar f) successful g) unsuccessful
- **Ex 9:** Answers depend on the pupils.
- **Ex 10:** (a) have been (b) started (c) was (d) have (e) decide (f) are going
(g) go (h) were discussing / discussed (i) could (j) have written
(k) am going (l) have never been (m) hope / am hoping

- **Ex 11:** a) Everybody is excited about the new sports ground. It will be the first purpose-built ground in our town.
 b) There will be some special features at the ground. For example, there will be a 100-metre athletics track for competitions. In the centre of the track, there will be an area for field events like high-jump and long-jump.
 c) Behind the scenes, there will of course be some offices and changing rooms, as well as a café.
 d) Sportsmen and sportswomen are looking forward to the opening. They are hoping that a special guest will come, but nobody knows who it might be. It will be a surprise!
 e) There are plans to build a swimming pool to the east of the sports ground, but they need to raise some more money first!
- **Ex 12:** a) a European language b) a United States guide book
 c) an honest person d) once an hour e) a unit on verbs f) a one-way street
- **Ex 13:** a) For how many years have you lived in Karachi?
 b) Have you begun training for the National Games?
 c) How many competitions have you won since January?
 d) Which other cities in Pakistan have you seen? / Which other cities have you seen in Pakistan?
 e) Have you been abroad this year?
- **Ex 15:** a) Opening of the new sports ground;
 b) Features of the new sports ground
 c) Sports demonstrations
 d) An unexpected guest
 e) Dates in the calendar
 f) Future plans
- **Ex 16:** Answers depend on the pupils.

Reading genre: An interview, jokes, and questions

Background

This unit practises asking and answering questions. Question forms are difficult in English, as frequently the word order is reversed. The unit explores three magazine genres where we ask questions: interviews, Q and As, and jokes.

The main text is an interview, which is in a chatty, informal style, where one idea leads to another. The Q and A (Questions and Answers) about nature are also informal, but are briefer and keep to the point. The riddles are even briefer and practise short answer forms.

Learning outcomes: See detailed planning grid on page 8 and individual unit plans.

Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 4
- (advisable) materials for games chosen to support a teaching point
- (optional) encyclopaedias and nature books from the library in case you have a Q and A section about nature in your newspaper.
- (optional) joke books with riddles

Extension activities (optional)

A class newspaper (continued from Unit 17)

1. By now, you should already have some news reports to choose from.
2. When the children have finished Section E, they should have interviewed an adult in the school.
3. Those who do the Extension tasks may write a Q and A about nature, with the help of non-fiction books from the school library.
4. Encourage all the children to find riddles that they enjoy and to ask the riddles in class. Choose the best riddles for the magazine.
5. Choose the best news reports, interviews, Q and As, and riddles, ensuring that each child has contributed a piece of writing. Ask the children to type or hand-write their second drafts as explained in Steps 4-8 of the Extension activities at the beginning of Unit 17.
6. Sort the contributions under the subheadings: News, Interviews, Q and As, Riddles. Ensure that each child has written a title at the top and his/her name at the bottom of the contribution.
7. Cut off any blank paper at the bottom. Stick the articles, with their illustrations, onto blank A4 sheets of paper so that they are attractively spaced out.
8. With illustrations, you might fit two or three reports or interviews per page (and many more jokes). If this is difficult, you could use the photocopier to reduce the size of the articles so that you can fit more on each page.
9. Try to ensure that some illustrations are on the left and some on the right so that each page looks balanced.
10. Photocopy back-to-back as many copies as you can.
11. Ask the children to think of a good title for their newspaper. You may go for a traditional title such as **Class 4 News** or a catchier title such as **Fourzine**.

12. Staple all the sheets together so that you have a complete newspaper. These can be shared with the parents.
13. Ask the head teacher to allow one or two of your pupils to advertise the magazine in an assembly.
14. NOTE: If it would be too time-consuming and expensive to photocopy the newspaper, simply display all the children's writing in a corridor of the school so that other children can read it.

Textbook page notes

A. Reading text

Learning outcomes

Students should be able to:

- discuss opinions of TV programmes.
- plan questions for an interview.

Reading notes for the teacher

Pre-reading (See Chapter 3, Lesson 1, Steps 5-9.)

- Discuss the meaning of each word in the Key words box with the help of the mini-dictionary.
- Ask the children to discuss their favourite TV programmes. Are they films, cartoons, comedy programmes, or drama? Lead them to talk about interviews, eliciting that they take the form of questions and answers.

Suitable questions: *What TV programmes do you like best? Why?*

What kind of programme is it? What's it about? Who are the main characters?

What happens in a TV interview? (Someone answers questions.)

Can you have interviews in magazines? (Yes. The questions and answers are written.)

What makes an interview interesting? (Jokes, detail, a famous interviewee.)

During reading (See Chapter 3, Lesson 1, Steps 10-21.)



- As you play the audio-recording or read the text, ask questions regularly to check understanding. Elicit that the interviewer is talking to Aisha Shah. Aisha is a real girl who acts the part of Sara, a fictional girl in a TV drama. The real Aisha is well-behaved, but she plays the part of a naughty girl on TV.
- Ask the children to explain whether they would like to be TV actors, accepting a variety of opinions.
- As you read, elicit the meanings of difficult words like *entertainment* and *outrageous*.
- Ask the children to make inferences about the text, for example, *Why do you think Aisha's life is hard?* (She does not get to go on holiday with her friends.) Elicit that although an actor's life sounds glamorous, it may not be fun all the time.
- **Talk box 1:** Check that the children's questions for Aisha are grammatically correct and also polite.
- **Talk box 2:** Check that the questions for Naheed are all about nature. Encourage them to ask questions to which they do NOT know the answer. Ask them to find out the answer for homework, perhaps doing an internet search with the help of an adult.

Discussion of the text (See Chapter 3, Lesson 2, Steps 1-8.)



- Ask the children questions, taking time to refer to the text and clarify misunderstandings.
- Encourage the children to ask you questions if they do not understand.

- Discuss words and phrases that capture the children's interest and elicit the meanings of words in context.
- Ask different children to explain their understanding of the text.

Optional paired reading practice (See Chapter 3, Lesson 2, Steps 9-14.)

- If some children in the class are still poor readers, pair them up with able readers and ask them to read aloud the text in a whisper.

B. Comprehension

Learning outcomes

Students should be able to:

- **B1:** identify themes and conventions in interviews, jokes, and riddles.
- **B2:** use adjectives to describe character.
- **B3-4:** check that the text makes sense to them.
- **B5:** take turns to listen to what others say.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 15-21.)

- **B1:** Discuss the features of interviews, riddles, questions, and answers. Point out that they all involve questions. Elicit that we sometimes reverse the order of words in a question, for example,

What is it?

It is a bee eater.

- **B2-3:** Go through the exercises orally in class before you ask the children to write them.
- **B4-5:** If the children do not know any jokes or riddles, ask them to find out some riddles for homework. Check out whether there are any good joke books in the library. If not, here are a few to start with. Note that riddles often play with the difference between the informal and formal meaning of a word or with idioms:
What kind of water doesn't freeze? Hot water.
Why does a cow wear a bell round its neck? Because its horn doesn't work.
Why doesn't the skeleton go to school? Because its heart isn't in it.

C. Word Reading and Spelling

Learning outcomes

Students should be able to:

- **C1-4:** use the suffix *-ous* (*dangerous*), *-our + ous = orous* (*glamorous*), *-ious* (*curious*), *-eous* (*spontaneous*).
- **C5-6:** revise the suffixes *-ness* (*rudeness*) and *-ment* (*entertainment*).

Spelling notes for the teacher



- **C1:** Discuss the 'wise owl' box. Teach the children to read each word after you or the audio-recording. Discuss the meanings and ask children to use them in the context of sentences. (See Chapter 3, Lesson 3, Steps 1-7.)
- **C2:** Challenge the children to look for and underline the target words in the reading text. At the end of five minutes, tell them to stop. They should then be able to read aloud the sentences in which the words occur. Note that a few words may not be in the text. (See Chapter 3, Lesson 3, Steps 8-13.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)

- **C3:** Ask different children to complete the exercises orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **C4:** As the children look up the words in their mini-dictionary, ask other questions, such as: *What part of speech is 'glamorous'?* (An adjective.) *Which syllable do we stress?* (The first.)
- **Test the spellings** in C1 after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)



- **C5:** Discuss the 'wise owl' box. Ask the children to repeat the words after you or the audio-recording, and to discuss the meanings as in C1. Remind them that tricky words do not follow the usual spelling rules. We just have to learn them. (See Chapter 3, Lesson 5, Steps 1-6.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C6:** Ask different children to answer the crossword clues orally before they write the answers on the lines provided. When they have done this, they can complete the crossword.
- TIP: Always do crosswords in pencil, in case you need to think again and rub out what you wrote first. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the second set of spellings and tricky words** after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)

Extension activities

- Ask the children to write their own sentences with the words in C5.
- Dictate the completed sentences in C3. (Chapter 3, Lesson 7, Steps 7-12.)

D. Vocabulary, Grammar, and Punctuation

Learning outcomes

Students should be able to:

- **D1:** ask questions in the **past simple** tense.
- **D2:** ask questions in the **present simple** tense, focusing on the third person singular (e.g. *What does it eat?*).
- **D3-4:** use **apostrophes** for **missing letters** in the context of informal speech.

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 6, Steps 3-8.)

- **D1:** Discuss the 'wise owl' teaching box. Elicit that we use the present form of a verb after **did**, both in questions and in negative statements.
- **D2:** Discuss the 'wise owl' teaching box. Elicit that we do not add 's' to a verb after **does**, both in questions and in negative statements.
- The game *What's behind my back?* will give practice in asking questions in the simple present tense. (Game 11, Chapter 6)
- **D3:** Discuss the 'wise owl' teaching box. Point out that we use the apostrophe for contractions in speech and in informal writing.
- Practise the sentences orally before asking the children to complete them.
- **D4:** Discuss the 'wise owl' teaching box. Point out that we use informal words and slang when we are talking to friends and family. It is fine to use slang such as, 'I'm knackered.' to a friend. However, if talking to someone whom we do not know very well, we would say, 'I'm rather tired.'

Extension

- Ask the children to write a conversation between a brother and sister who want to watch different TV programmes. Remind them to use contractions and informal words (but no rude ones).
- Dictate the sentences in D1. (Chapter 3, Lesson 7, Steps 7-12.)

E. Listening, Speaking, and Composition

Learning outcomes

Students should be able to:

- **E1:** discuss whom to interview and why.
- **E2:** show comprehension of an interview as a listening task.
- **E3:** plan questions for an interview.
- **E4:** interview an adult and record his/her answers.
- **E5:** peer-edit punctuation and grammar.
- **E6:** create a magazine with reports (U17) and interviews (U18).
- **Extension:** add jokes, riddles and a Q and A about nature.

Listening, speaking, and composition notes for the teacher

- **E1:** Discuss the how to write out an interview, taking time to talk about the 'wise owl' box. (See Chapter 3, Lesson 8, Steps 1-4.)
- In pairs, the children discuss whom they might like to interview in the school. Ask friendly members of staff if they can spare some time to answer some questions from your pupils. (See Chapter 3, Lesson 8, Steps 9-16.)



- **E2:** Play the audio-recording for the listening task, or read it aloud slowly and clearly. Read it a second time so that the children can check their answers. (See Chapter 3, Lesson 8, Steps 5-8.)
- **E3:** Talk through the composition task with the whole class, asking different children to use the writing frame to help them frame questions for an adult. (See Chapter 3, Lesson 9, Steps 9-12.)
- After they have had plenty of practice orally, they can write their questions in their notebooks, leaving a line or two for each answer. Walk round the class, checking that their questions are grammatically correct. Praise them for adding interesting questions of their own.
- **E4:** Agree a time when other members of staff are free to answer questions. If this is difficult, ask one member of staff to spare 15 minutes to answer questions from all the children in class time.
- As the interviewee answers the questions, the children note the answers in their notebooks.
- **E5:** Encourage the children to proof-read and improve their work with the help of a classmate. (See Chapter 3, Lesson 9, Steps 13-17.)
- Correct the questions and answers carefully. (See Chapter 1, Sections 6.3 and 10 for correction strategies.)
- After you have corrected the interviews, ask the children to type or hand-write them for the magazine, as explained in Steps 4-8 of the Extension activities at the beginning of Unit 17. (See Chapter 3, Lesson 10, Steps 1-6.)
- **E6:** Follow the suggestions in Steps 3-16 of the Extension activities at the beginning of this unit.
- **Extension:** If the children collected riddles for homework, get them to ask their riddles to their classmates. Get the children to choose their favourite riddles.

Answers

- **B1:** a) An interview is a meeting to ask someone some questions.
b) A joke is a funny story or idea that makes people laugh.
c) A riddle is a puzzling question, usually as a joke.
d) An answer is a reply to a question.
- **B2:** The TV character of Sara: naughty, rude, courageous, kind,
The real character of Aisha: well-behaved, conscientious, cowardly, spontaneous

- **B3:** a) Suniya interviewed Aisha Shah.
b) She lived in Jehlum until she was five years old.
c) She acted the part of Anansi the Spider.
d) She felt dizzy with excitement, and then nervous.
e) She will stay in Lahore because she will be filming there.
f) She wants to go to university.
- **B4:** a) both bees and insects b) feathers c) 1, homophones
d) 2, homophones e) 3, synonyms
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
Words stressed on the second syllable: outrageous, courageous, spontaneous
- **C2:** The children underline as many words as they can find in the reading text in five minutes. Afterwards, they read aloud the sentences in which they occur.
- **C3:** a) Someone with a lot of energy or vigour is vigorous.
b) Someone who is very angry indeed is furious.
c) Someone who is brave or has courage is courageous.
d) Someone with a funny sense of humour is humorous.
e) Someone who everyone knows about is famous.
- **C4:** a) glamorous – attractive or full of glamour
b) conscientious – careful and hard-working
c) outrageous – very shocking or dreadful
d) spontaneous – not planned, natural
- **C5:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C6:** Clues Across: 1) rude 2) naughty 4) natural 7) treatment 9) enjoyment 10) sweetness
11) entertainment
Clues Down: 1) recently 3) apartment 5) kindness 6) excitement 8) recent
- **D1:** a) Where did you grow up?
b) When did you begin bird-watching?
c) Why did you get interested in bird-watching?
d) What birds did you first watch?
e) How many did you see?
- **D2:** a) Where does Mehmood usually go bird-watching?
b) How far does he travel?
c) Why does he go to Haleji Lake?
d) When does he usually go (there)?
e) Which kinds of birds has he seen (there)?
- **D3:** a) Afia's interested in fiction, but she doesn't enjoy non-fiction.
b) She's read more than a hundred books.
c) They're all fantasy and science fiction adventures.
d) Last week she didn't read any books at all.
e) That's because she was writing her own fantasy story.
f) Next week she'll write a science fiction story.

- **D4:** Example answer:
Naheed: Hi! My name's Naheed. I'd like to ask you some questions, if that's OK.
Afia: Sure. It'll be a pleasure, Naheed. / Sure, go ahead.
Naheed: I know you've written some great stories. They're fantasies, aren't they?
Afia: Yes, they're mostly fantasies. I've nearly finished one called *It'll be too late tomorrow*.
Naheed: I'm longing to read it!
- **E2:** a) Mrs Usman, the science teacher.
b) Islamabad and Peshawar.
c) Peshawar.
d) Because all her family live there.
e) Writing out her plans.
f) Newspapers.
g) Ten minutes.
h) Peshawar and Baltistan.
- **E3:** Example questions:
Where did you grow up?
What types of books did you enjoy reading as a child?
What types of sports did you enjoy playing?
What kinds of films do you enjoy watching nowadays?
How did you feel when you went to university?
When did you start working in your present job?
What do you like about your present job?
What do you dislike about your present job?
Where do you plan to spend your summer holiday?
- **E4:** Questions and answers will depend on the children's own ideas.
- **E5:** Check for evidence of self-correction of question marks, correct question forms, correct layout for an interview, and apostrophes for contractions.

Workbook 4, Unit 18, Notes

Learning Outcomes in the Workbook

1. Learning Outcomes for Spelling, Vocabulary, Grammar, Punctuation, and Composition

See the Scope and Sequence for this unit on page 8 of this Teaching Guide.

2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise letter joins from the letter 'i'; practise the letter joins in 'ig' and 'io';
- **Ex 2:** practise letter joins from the letter 'i'; practise the letter joins in 'ig'; practise letter joins in 'is' in words in a sentence.

Detailed lesson notes

See Chapter 3: How to Plan a Teaching Unit.

Answers

- **Ex 1:** Children copy the words two or three times in joined writing, placing the letters correctly between double ruled lines.
Demonstrate on the board the letter joins 'ig' and 'io': show how the written line goes over the top of 'g' and 'o' and then back round.
- **Ex 2:** Children copy the sentence in joined writing between double ruled lines.
Demonstrate the letter join 'is' in 'Shaista' and 'is': point out on the board the shape of letter 's' when it follows letter 'i' in joined writing.
- **Ex 3:** a) sweetness b) Rudeness c) Kindness d) entertainment
e) excitement f) enjoyment g) apartment h) treatment
- **Ex 4:** a) poisonous, mountainous b) humorous, glamorous c) delicious, mysterious
d) spontaneous, gorgeous
- **Ex 5:** a) mysterious, delicious b) glamorous, gorgeous c) mountainous, poisonous
d) spontaneous, humorous
- **Ex 6:** Add these words
a) –ous: famous, nervous
b) –orous: vigorous
c) –ious: curious
d) –eous: courageous
- **Ex 8:** a) naughty b) naughtiness c) naturally d) recently e) nature
f) Natural g) recent
- **Ex 9:** Answers depend on the pupils.
- **Ex 10:** A: Look! Azra's won first prize again.
Isn't that good news?
I've always believed she's a good writer.
Aren't you pleased?
B: Of course I am. It's wonderful news.
I've already sent her a text message.
A: She's going to have a party this evening.
B: Really? Why wasn't I invited?
I'm one of her best friends.
A: Maybe she's forgotten.
Anyway, I won't go without you!
- **Ex 11:** a6 b3 c5 d2 e7 f4 g1
- **Ex 12:** a) Ilyas, where do you usually do your underwater photography?
b) Who do you (usually) go with?
c) How far do you have to travel to get there?
d) Why do you like going to Churna Island?
e) When do you usually go there?
f) Which fish have you seen there?
- **Ex 13:** a) Where did you grow up?
b) When did you begin swimming?
c) Why did you become interested in photography?

- d) What did you photograph on your last trip?
- e) How many photos did you take that day?

• **Ex 15:** Example answer:

- a) When did you begin swimming?

I began swimming when I was five years old.

- b) Why did you become interested in photography?

I became interested in photography because my dad is a photographer.

- c) Now where do you usually go?

I usually go to Churna Island.

- d) Who do you usually go with?

I usually go with my uncle.

- e) Why do you like going there?

I like going to Churna Island because you can see many different types of fish there.

- f) What photographs did you take on your last trip?

I photographed some octopuses.

- g) Why is it difficult to photograph wildlife?

It's difficult because it always moves when you try to take a photo.

- h) What do you hope to do in the future?

I hope to go to the Maldivé Islands because I want to do underwater photography there.

The Dong with a Luminous Nose

Reading genre: A nonsense poem and a character study

Background

Nonsense poetry allows children to enter an imaginary world where anything is possible – even having a nose that lights up! Edward Lear wrote some of the most famous nonsense poems of all time, including *The Owl and the Pussy Cat* and *The Jumblies*. In *The Dong*, a lonely creature searches for a Jumbly girl. His journey is lit up by the light at the end of his nose. The children do not need to know *The Jumblies*, but if possible, find it in the library or on the internet and read it too.

The unit also focuses on character, leading to a composition describing appearance and expression. The children will practise using precise adjectives and verbs in their descriptions.

Learning outcomes: See detailed planning grid on page 9 and individual unit plans.

Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 4
- (advisable) materials for games chosen to support a teaching point
- (optional) books of nonsense verse from the library, especially *The Jumblies* and the complete version of *The Dong with a Luminous Nose* by Edward Lear; alternatively, find these two poems on the internet.

Extension activities (optional)

Hot-seating a character from the poem

1. Hot-seating helps children to feel empathy for a character in a story. After you have completed Sections A-D, and before you start Section E, ask a child to take a seat at the front of the class. This is the 'hot-seat'.
2. Ask him or her to play the role of the Dong.
3. The rest of the class ask questions of the character in the hot-seat, for example, *Why don't you carry a lantern instead of putting a lamp in your nose? Has your nose ever caught fire? Why do you go out at night, not in the daytime? What are you looking for?*
4. The child answers in character, using his/her imagination to go beyond the poem and think how the character might answer.
5. Stress that the child in the hot-seat does not have to keep to the story. He/She can imagine further details.

Textbook page notes

A. Reading text

Learning outcomes

Students should be able to:

- use a glossary.
- draw inferences.

Reading notes for the teacher

Pre-reading (See Chapter 3, Lesson 1, Steps 5-9.)

- Discuss the meaning of each word in the glossary. When the children have read the definitions of words a-g, they can point to the pictures of the words.

Unit 19: The Dong with a Luminous Nose

- Ask the children to discuss the meaning of nonsense, eliciting that a nonsense poem is rather like a dream and could not happen in real life.
- Explain that here we have only a part of the complete poem.
Suitable questions: *Where is the poem set?* (At night by the sea.)
What do you think has happened to the man's nose? (Open answers.)
What does 'luminous' mean? (Full of light.)

During reading (See Chapter 3, Lesson 1, Steps 10-21.)



- As you play the audio-recording or read the text, ask questions regularly to check understanding.
- Ask the children to guess which words are nonsense (made-up) words. (Gromboolian, Chankly Bore, Bong-tree, Dong, Twangum Tree)
- Tell them to explain their views about the Dong, accepting a variety of opinions.
- As you read, elicit the meanings of difficult words like *wandering* and *plains*.
- Ask the children to make inferences about the text, for example, *Which words make the place sound frightening?* (angry, gloomy, fiery, lurid, wild)
- **Talk box:** Accept different answers. Discuss why the Dong was searching at night and why he was all alone.

Discussion of the text (See Chapter 3, Lesson 2, Steps 1-8.)



- Ask the children questions, taking time to refer to the text and clarify misunderstandings.
- Encourage the children to ask you questions if they do not understand.
- Discuss words and phrases that capture the children's imagination and elicit the meanings of words in context.
- Ask different children to retell the poem in their own words.

Choral reading

- Ask the children to repeat each line after you or the audio-recording, copying your speed, volume, intonation, and expression.
- Ask them to whisper it aloud with you or the audio-recording, so that they follow the rhythm of the poem.
- Ask the children to read it aloud together as you keep them together.

B. Comprehension

Learning outcomes

Students should be able to:

- **B1:** identify themes and conventions in a narrative nonsense poem.
- **B2:** identify words that catch the reader's interest and imagination.
- **B3:** summarize key points.
- **B4:** draw inferences.
- **B5:** read and perform a poem, controlling tone and volume so that the meaning is clear.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 15-21.)

- **B1:** Discuss the features of a nonsense poem.
- **B2-3:** Go through the exercises orally in class before you ask the children to write them.

- **B4:** Accept a variety of answers as the children should be able to express different opinions. Do not expect the less able children to write their answers, but make sure that all children take part in the discussion.
- **B5:** You may wish all of the children to perform the poem together. Alternatively, you can ask a group of children to learn just one verse by heart, so that each group recites in turn.
- Consider having one child mime the part of the Dong, creeping across the stage and miming his/her actions as he/she gathers the bark of a tree to make his/her nose.
- If you are feeling very imaginative, make a long nose with a torch strapped to the end and tie it behind the head of the child acting the part of the Dong.

C. Word Reading and Spelling

Learning outcomes

Students should be able to:

- **C1:** explain that we can spell the same phoneme in many ways, e.g. *awful, pause, shore, all, talk*.
- **C2:** list words in alphabetical order.
- **C3:** use the words in C1.
- **C4:** recognize the meanings of old-fashioned words.
- **C5-6:** recognize the phonic patterns in *light, wander, wonder*. **C7:** Spell tricky words with *ough* (*through, thought, although, enough, cough*).

Spelling notes for the teacher



- **C1:** Discuss the 'wise owl' box. Teach the children to read each word after you or the audio-recording. Discuss the meanings and ask children to use them in the context of sentences. (See Chapter 3, Lesson 3, Steps 1-7.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C2-4:** Ask different children to complete the exercises orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the spellings** in C1 after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)



- **C5:** Discuss the 'wise owl' box, pointing out that 'ough' can make a number of different phonemes – proof, if any is needed by now, that English spelling is not logical. Write the following words on the board and ask the children to find tricky words that rhyme with them: *off (cough), blue (through), puff (enough), port (thought), no (although)*.
- Ask the children to repeat the words after you or the audio-recording, and to discuss the meanings as in C1. (See Chapter 3, Lesson 5, Steps 1-6.)

Set the spelling homework. (See Chapter 3, Lesson 3, Steps 14-15.)

- **C6-7:** Ask different children to complete the exercises orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the second set of spellings and tricky words** after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)

Extension activities

- Ask children who finish early to think of other words with the same spelling pattern and to write their own sentences with them.
- Ask the children to think of other words with *ough* and to match them with rhyming words in the Tricky words box. (e.g. *bought, ought (thought), though (although), rough (enough)*).
- Dictate the sentences in C7. (See Chapter 3, Lesson 7, Steps 7-12.)

D. Vocabulary, Grammar, and Punctuation

Learning outcomes

Students should be able to:

- **D1-2:** recognise that a **root word** is a clue to the meaning of other words that are built on it.
- **D3-4:** revise nouns, adjective, and verbs.
- **D5 & 8:** use speech marks with commas, question marks, and full stops.
- **D6:** revise pronouns.
- **D7:** revise adverbs.
- **D8:** punctuate **direct speech**, using a new **paragraph** for a new speaker.

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 6, Steps 3-8.)

- **D1:** Discuss the 'wise owl' teaching box and elicit some word families, noting them on the board, e.g. *run, running, runner, runny*.
- The game *Mime the adjective* will give practice in the using adjectives. Ask the children to think of nouns, verbs, and adverbs in the same word families (Game 14, Chapter 6)
- **D2-4:** Practise the exercises orally before asking the children to complete them.
- **D5-8:** Discuss the 'wise owl' teaching boxes. These exercises revise the punctuation rules already taught and also teach how to explain who spoke **before** what they say.
- **D8:** The second part of the poem tells of the Dong's unhappy love for a Jumbly girl. Jumblies were nonsense creatures who appear in another famous poem, *The Jumblies*, by Edward Lear. Here is the chorus:

Far and few, far and few,
Are the lands where the Jumblies live;
Their heads are green, and their hands are blue,
And they went to sea in a Sieve.

Extension

- Ask the children to make their own lists of words in word families.
- Dictate the sentences in D5, asking the children to write speech marks in the correct places. (See Chapter 3, Lesson 7, Steps 7-12.)

E. Listening, Speaking, and Composition

Learning outcomes

Students should be able to:

- **E1:** distinguish between appearance and expression in a character.
- **E2:** show understanding of a character study as a listening task.
- **E3:** plan a character study, including adjectives about appearance and expression.
- use precise verbs.
- **E4:** draft a character study.
- **E5:** check their own work, re-write it neatly, display it, and read it aloud.

Listening, speaking, and composition notes for the teacher

- **E1:** Discuss the key features of character studies, taking time to talk about the 'wise owl' box. (See Chapter 3, Lesson 8, Steps 1-4.)
- Ask children to use the evidence of the poem, E5, and E8 to build up a picture of the Dong and the Jumblies. (See Chapter 3, Lesson 8, Steps 9-16.)



- **E2:** Play the audio-recording for the listening task, or read it aloud slowly and clearly. Read it a second time so that the children can check their answers. (See Chapter 3, Lesson 8, Steps 5-8.)
- **E3:** Talk through the composition planning box with the whole class, asking different children to use the writing frame to note details that they can use in their character studies. Remind them that they are writing about **strange** characters. They can be as weird as the Dong and the Jumblies – of any colour and shape. (See Chapter 3, Lesson 9, Steps 9-12.)
- **E4:** Ask different children to tell you about their made-up characters, starting as shown and then describing the strange characters in complete sentences, as planned.
- After the children have had plenty of practice orally, they can write their strange character studies in their books. Walk round the class, checking their spelling and punctuation. Praise them for original and funny ideas.
- **Extension:** Remind the children to begin a new paragraph for each new speaker and to punctuate the direct speech correctly.
- **E5:** Encourage the children to proof-read and improve their work. (See Chapter 3, Lesson 9, Steps 13-17.)
- Correct their work fully. (See Chapter 1, Sections 6.3 and 10 for correction strategies.)
- After you have corrected the compositions, read aloud examples of good writing. Also give feedback on common mistakes. (See Chapter 3, Lesson 10, Steps 1-6.)
- Encourage them to write a neat second draft for display on a corridor wall or in the classroom. Each second draft can be illustrated with a picture of the character that has been described

Answers

- **B1:** a) This is a nonsense poem because it has made-up words and is not realistic. b) True
c) The author of the poem is Edward Lear. / The title of the poem is 'The Dong with the Luminous Nose'.
d) The poem has rhyming patterns.
- **B2:** a) 1) plain 2) heights 3) shore 4) leaps 5) throws 6) tower
b) light: spark, rays, bright, light, sparkles, flashes, gleaming, light, night, luminous lamp, light, gleaming rays
c) darkness: nights, dark, coal-black, night, midnight, dismal night, each night, all night long
d) made-up names: Grombolian Plain, Chankly Bore, Bong-tree, Twangum Tree
- **B3:** a) The poem is set in winter and at night.
b) The poem is set in the great Grombolian plain by the sea.
c) The weather is stormy and windy.
d) The Dong is alone.
e) His nose is made from the bark of the Twangum Tree. Inside it is a lamp.
f) The nose is tied with cords to the back of his head.
g) The nose is tied around with a bandage.
- **B4:** Answers depend on the children's own ideas.
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C2:** a) awful, crawl, draw, shawl b) August, author, clause, pause
c) cord, proportions, shore, storm d) all, called, hall, nightfall
e) chalk, stalk, talk, walk
- **C3:** a) shawl, walks b) awful, August c) called, stalk d) storm, crawl
e) author, talk, hall f) cord g) clause
- **C4:** a) 4 b) 1 c) 3 d) 6 e) 2 f) 5

- **C5:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C6:** a) wandered, nights, through b) bright, light c) midnight, watched d) wondered, what
e) thought, sight
- **C7:** a) cough b) Although c) thought d) through e) enough
- **D1:** a) wintry b) towering c) fiery d) wondrous e) silvery f) gleaming
- **D2:** a) spark b) round c) wander d) gather e) flower
- **D3:** Answers depend on the children.
- **D4:** Noun: winter, tower, fire, wonder, silver, gleam
Verb: wonder, gleam, sparkle, wandering, gathered
Adjective: rounded, wandering, flowery
- **D5:** a) One night, the Dong met an old woman. She asked, 'Why do you wander wildly at night?'
b) He answered, 'I'm looking everywhere for them.'
c) 'Who are they?' she questioned curiously.
d) 'It's a long story,' he replied sadly.
e) 'Will you tell me about it?' she asked kindly.
- **D6:** She, you, He, I (I'm), them, they, she, It (It's), he, you, me, it, she
- **D7:** wildly, curiously, sadly, kindly (Note that 'everywhere' is also an adverb, but not one the children have learnt yet.)
- **D8:** 'A long time ago, I fell in love with a Jumbly girl,' whispered the Dong, with tears in his eyes.
'What's a Jumbly?' asked the old woman.
The Dong replied, 'Jumblies are happy creatures. Their heads are green and their hands are blue.'
'So what happened to her?' questioned the old woman.
The Dong sighed and said, 'They all got into a sieve and sailed away across the sea.'
- **E1:** Answers depend on the pupils. Sample answers:
a) The Dong has a large nose made of bark. It has a light at the end of it. It is wrapped around with bandages and is tied with cords to the back of his head. He has a sad, lonely expression. I know this because the poem says he is 'lonely and wild'.
b) Jumblies have green heads and blue hands. They have happy expressions. I know this because the Dong describes them to the old woman in D8.
- **E2:** a) in the Mall, about five o'clock
b) fifteen-year-old boy
c) orange head, bright purple hands
d) fan-shaped nose, ears like elephants' ears
e) tall and thin
f) anxious and curious
g) jumping and talking (into a phone)
h) He had a little helicopter on his head.
i) by flying into the air
- **E3-4:** Answers will depend on the children's own ideas.
- **E5:** Check for evidence of proof-reading and self-correction of punctuation and speech marks.

Workbook 4, Unit 19, Notes

Learning Outcomes in the Workbook

1. Learning Outcomes for Spelling, Vocabulary, Grammar, Punctuation, and Composition

See the Scope and Sequence for this unit on page 9 of this Teaching Guide.

2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise diagonal letter joins, especially in the common suffixes 'ment' and 'ess';
- **Ex 2:** practise diagonal letter joins in words in a sentence.

Detailed lesson notes

See Chapter 3: How to Plan a Teaching Unit.

Answers

- **Ex 1:** Children copy the words two or three times in joined writing, placing the letters correctly between double ruled lines.
Demonstrate on the board the diagonal letter joins in words ending in 'ment';
Demonstrate on the board the diagonal letter joins in words ending in 'ess'; point out the shape of the double 'ss'.
- **Ex 2:** Children copy the sentence in joined writing between double ruled lines.
- **Ex 3:** a) swap b) mother c) watch d) cover e) height f) wonder g) light h) squash
- **Ex 4:** Words across: shawl, awful, storm, nightfall, walk, crawl, shore,
Words down: cord, author, stalk, hall, chalk
- **Ex 5:** a) nightfall, shawl, hall b) author's, chalk c) awful, storm, shore, cord
d) crawling, stalking
- **Ex 6:** 1 autumn, 2 awful, 3 pause, 4 proportions, 5 shawl, 6 sight, 7 walk, 8 wander
- **Ex 8:** a) thoughts b) Although c) through d) snore e) think f) enough
g) cough h) enough i) thought j) through
- **Ex 9:** Answers depend on the children:
- **Ex 10:** a) Words that rhyme with 'feared': jeered, cheered, beard
b) Words that rhyme with 'fear': near, dear, Lear
- **Ex 12:**

	NOUN	VERB	ADJECTIVE
a)	amazement	amaze	amazing
b)	anger	anger	angry
c)	softness	soften	soft
d)	excitement	excite	excited
e)	harm	harm	harmful
f)	hope	hope	hopeful
g)	break	break	broken
h)	care	care	careful
i)	comfort	comfort	comfortable
j)	education	educate	educated

- **Ex 13:** a2 b1 c1 d2 e1 f1 g2 h1 i2
- **Ex 16:** Answers depend on the pupils.

This unit revises the listening, phonic, grammar, punctuation, and composition skills taught in the previous four units. Please see **Chapter 4 How to Plan a Revision Unit**. It is suggested that you take a week to revise the previous four units.

- Play *Spelling bingo* or *The tricky word game* to revise the spelling and vocabulary taught in Section C of the previous four units. (Chapter 6, Games 1 and 2)
- Play grammar games to revise the grammar taught in Section D of the previous four units. (Chapter 6, Games 3-15)

Answers

- **1:** Name: Mrs Islam
Job: News reporter (for a magazine)
Place of birth: Multan
Place of work: Islamabad
Family: husband and daughter [Ed: Note that 'son' should have been changed to 'daughter' on p 175.]
Enjoys: hill-walking (in the Murree Hills) and listening to music
Dislikes: shopping in noisy malls
- **2:** Mrs Islam is a news reporter for a magazine. She was born in Multan and works in Islamabad. She lives with her husband and daughter. She enjoys hill walking and listening to music, but dislikes shopping in noisy malls.
- **3:** a) subheading b) superstore c) subtract d) curious e) furniture f) courageous
- **4:** a) sound the same b) ball c) mean the same d) wealthy e) apostrophes f) speech marks
- **5:** centipede, cure, curious, generate, generator, glamorous
- **6:** a) centipede: 1. noun 2. a small long creature with many legs
b) cure: 1. verb 2. to make better
c) curious: 1. adjective 2. interested to find out new things
d) generate: 1. verb 2. to make something (like electricity)
e) generator: 1. noun 2. a machine that makes something (like electricity)
f) glamorous: 1. adjective 2. attractive or full of glamour
- **7:** a) outrageous
b) stress the first syllable
c) good, excellent
d) You cannot call a stone 'vigorous' because it is not a living object or creature. You can call humans, animals, living creatures, and plants 'vigorous'.
e) You would not write 'crazy about football' in a formal letter, as 'crazy about' is an informal phrase.
f) 1. a baby goat 2. a child (informal)
- **8:** a) Where did you grow up?
b) When did you move to Islamabad?
c) Why did you come here?
d) Do you prefer Islamabad or Multan?
e) Why do you enjoy living in Islamabad?

- f) When did you begin working as a reporter?
g) Does your daughter like hill-walking?
- **9:** Last week, After we arrived, A little later, Finally, Unfortunately
 - **10:** a) two conjunctions: After, so, but, and, because
b) four nouns: week, class, trip, picnic, hours, journey, view, bus, school, things, muddle
c) four verbs: went, travelled, arrived, had, walked, was, reached, got off, pack
d) two adjectives: enormous, tired, long, lovely
e) two determiners: a, the, an
 - **11:** a) Is this your bag, Samina? It's yours, isn't it?
No, it's not mine. It's Zakia's bag. At least I think it's hers. Oh no. That's Abdul's bag. In fact I'm certain it's his.
b) Whose are these water bottles? Sam and Naz, are they yours?
They aren't ours. We think they're those girls' bottles. Yes, the bottles are theirs.
 - **12: Example answers:**
 - a) 'Is this your bag, Samina?' asked Ali. 'It's yours, isn't it?'
Samina replied, 'No, it's not mine. It's Zakias bag. At least I think it's hers.' She looked at the bag more closely, then added, 'Oh no! That's Abdul's bag. In fact I'm certain it's his.'
 - b) 'Whose are these water bottles?' asked Mrs Ayub. 'Sam and Naz, are they yours?'
Sam replied at once, 'They aren't ours, Mrs Ayub.'
Naz answered cautiously, 'We think they're those girls' bottles. Yes, the bottles are theirs.'
Mrs Ayub was pleased. 'Thank you, boys,' she said. 'You've been very helpful.'

Workbook 4, Unit 20, Notes

Learning Outcomes in the Workbook

1. Learning Outcomes for Spelling, Vocabulary, Grammar, Punctuation, and Composition

See the Scope and Sequence for Units 16-19 on page 9 of this Teaching Guide.

2. Learning Outcomes for Reading

Students should be able to:

- **Ex 1:** read and understand a non-fiction news report structured in paragraphs;
identify and summarise main ideas drawn from more than one paragraph;
identify how language, structure, and presentation contribute to meaning.

Detailed lesson notes

See Chapter 4: How to Plan a Revision Unit.

Answers

- **Ex 1:** a) octopuses b) the tools that octopuses use
- **Ex 2:** a) report b) is not an expert c) facts d) interesting
- **Ex 3:** a) She has studied octopuses for fifteen years.
b) He met Dr Zaidi in her laboratory.
c) They can remember things, they can play, they can use tools, and they can hide.
d) They can jet through the water, they can hide, they can send out clouds of ink, and they can change colour.

e) The most dangerous kind of octopus is the blue-ringed octopus.

f) He now knows that octopuses are extremely clever creatures.

- **Ex 4:** Answers depend on the pupils.
- **Ex 5:** a) teacher, snatch, creature, vulture b) fetch, catcher c) teach, adventures
d) richer, furniture e) catch, mixture
- **Ex 6:** a) naughty b) spontaneous c) cowardly d) anxious e) rude
f) conscientious g) glamorous h) well-behaved
- **Ex 7:** eyes, size, wide, aside, surprise
- **Ex 8:** a) mine, mine, she b) it, him c) mine, theirs d) her
- **Ex 9:** There was an old person of Dean,
Who dined on one pea and one bean.
For he said, 'More than that
Would make me too fat!
What a cautious old person of Dean!

1. Spelling bingo
2. The tricky word game
3. Mime and guess
4. Simon says
5. Elephants and mice
6. Alibis
7. Where is it?
8. Guess the workers
9. Run a race
10. I spy
11. What's behind my back?
12. Compound word charades
13. Whose sock?
14. Mime the adjective
15. In the manner of the word
16. The blindfold game

Spelling Games

1. Spelling bingo

to practise the spelling patterns of any unit

Materials: whiteboard/blackboard, marker, / notebooks, pencils

Time: 10-15 minutes

1. Ask the children to copy only six (NO MORE, NO LESS!) of the words in one of the two spelling boxes for the unit. They can choose any six they like (so every child will have a different combination of words).
2. Say all the words in a new order. Note down each word you say so that you can check them later.
3. The children tick the words as you say them.
4. When a child has ticked all six words, he/she says, 'Bingo.'
5. Check from your notes that you have said all the words the child has ticked.
6. Clap the winner(s).

2. The tricky word game

to practise the spelling patterns of tricky words

Materials: whiteboard and marker or blackboard and chalk

Time: 10-15 minutes

This is an adaptation of the old spelling game 'Hangman'. It is a very enjoyable way to revise difficult spellings.

1. Ask the children to look back in their Textbooks to find a tricky word that they have learnt to spell this year. They should carefully check the spelling and count the correct number of letters.
2. Call one child up to the front of the class.
3. On the board, the child writes one blank for each letter of the tricky word. For example, if the word is 'natural' there should be seven blanks.

4. The other children in the class take turns to guess the letters.
5. If they guess a letter correctly, the child places it on the right blank. For example, if someone guesses L, the child should write L on the last blank.
6. If a letter appears two or three times, it should be written in each blank where it occurs (for example, if the word is 'natural' and someone guesses A, the child should write A on the second and sixth blanks).
7. If they guess a letter incorrectly, the child should write it in a box to the right side of the board. For example, if someone guesses B, the child should write B in a box to the right of the blanks.
8. For each wrong letter, the child should write one letter of *TRICKY WORD* to the left of the blanks. For example, after four wrong guesses, the child should have written *TRIC*.
9. Since there are ten letters in *TRICKY WORD*, if the class make ten wrong guesses, the child gains a point and completes all the letters on the blanks.
10. If the word is guessed in fewer than ten, the first child to guess and spell the word correctly has the next turn to come to the front.

Grammar Games

3. Mime and guess

(1) to revise the possessive adjectives *your, his, her, their*

(2) to teach question and answers in the present progressive tense

Materials: Before the lesson, write some commands with possessive adjectives such as these on small slips of paper and put them in a cup or box. You can adapt the vocabulary to stretch the level of your pupils. (The simplest vocabulary is suggested first.)

- Comb/Twist/Pat your hair. Brush/Clench/Bare your teeth. Put on your socks/a tight T-shirt/wet shoes. Drink your hot tea/sour lime juice/horrible medicine. Touch your nose/shoulders/elbows. Shut your eyes/mouth/bag. Point to your ears/forehead/wrists.

Time: 10-15 minutes

1. Divide the class into two teams.
2. Call one or two members of one team to come to the front, pick a slip of paper, read it silently and mime it.
3. Another member of the same team should say in correct English what he/she is doing/they are doing e.g. *She is shutting **her** eyes. He is putting on **his** wet shoes. They are pointing to **their** foreheads.* Give one mark for the correct mime and one mark for a correct sentence (the use of *he/she/they, his/her/their* and the verb *is/are _____ing* should all be correct.)
4. Keep a record of the marks on the board and total them in English at the end of the game.
5. Clap the winning team.

4. Simon says

(1) to teach verbs with an object, hobbies, and sports

(2) to revise regular and irregular plurals

(3) to teach commands

(4) to teach adjectives about feelings

Materials: none

Time: 5-10 minutes

Simon says is a wonderful game which can help you teach both simple and complicated action words. It helps you to revise all kinds of verbs and adjectives.

1. Tell all the children in the class to stand up and explain the game.
2. If you say, "Simon says" before a command, your pupils should do it.
3. If you don't say, "Simon says," they should NOT do the action.
4. If they do, they are out and have to sit down.

Use the game to practise:

- verbs with an adjective + object (e.g. *Eat a **cold** ice cream. Drink a **hot** cup of tea.*)
- hobbies and sports (e.g. *Head a football. Bat a cricket ball. Jog on the spot. Play on a tablet. Ride a bicycle.*)
- parts of the body (e.g. *Touch your **shoulders/elbows/ankles.***)
- singular and plural (e.g. *Touch your **fingernails/fingernail.***)
- regular and irregular plurals (e.g. *Point to your **foot/feet/a tall child/some short children.***)
- daily activities (e.g. *Put a book on a bookshelf. Hang your lunch box on a peg.*)
- feelings (e.g. *Look **angry/pleased/tired/worried/delighted/surprised.***)

Variation: Note that you can also use it to practise the use of *please*. The children only do what you tell them if you say 'please'. The children can then practise it in pairs.

5. Elephants and mice

(1) To check comprehension of the reading passage

Materials: board and chalk/marker

Time: 10-15 minutes

You can use this game with any unit. The teacher can check understanding of the reading passage or the target grammar.

1. Divide the class into two teams – Elephants and Mice. (Change the names frequently so that the children do not get too attached to them!)
2. Ask a member of each team a question about the reading text using the target grammar.
3. For example, to practise prepositions of movement, in turn ask members of each team to move a finger in a particular way (e.g. **along** a ruler, **over** a book, **under** the desk, **across** two chairs, **through** the handle of a bag).
4. Give one mark for the correct answer.
5. After you have asked the same number of questions to each team, add up the marks and clap the winning team.

6. Alibis

(1) To practise questions and answers in the past simple tense

(2) To practise questions and answers in the past progressive tense

Materials: board and chalk/marker; (optional) photocopied planning sheet and checking sheet for each pair of children

Time: 10-15 minutes

Step 1 Planning the alibi story

1. Explain that you are going to play a game in which all the children are suspects for a 'crime' (for example, breaking a chair). Explain that an 'alibi' is someone who says that you were somewhere else at the time of a crime.
2. With a partner, each child must make up a story about where they were between 4 and 5 pm yesterday (when the 'crime' happened). **IN THE STORY, THEY SHOULD BE WITH THEIR PARTNER ALL THE TIME AND TELL THE SAME STORY.**
3. Make sure they plan the story carefully because they will each be questioned separately. They can make notes in the table below if you are able to photocopy it. If not, they will have to remember their alibis.
4. They have 5 or 10 minutes to plan their alibi.
5. Before the class, photocopy the planning sheet for each pair – or write it on the board.

Questions to plan	Notes for answers
Who were you with? Was anyone else with you? What were you wearing? What was your friend wearing?	
What time did you get there? What time did you leave? Who did you see? What were they wearing? What were they doing?	
What did you buy? How much did it cost? What colour was it / were they?	
What did you eat? What kind? How much? What did you drink? How much?	
What else did you do? What else did you see? How did you get home? At what time did you get home?	

Step 2 Interviewing Child 1

1. Choose two children to interview. Send ONE child (Child 2) out of the classroom and shut the door so that he/she cannot hear the interview.
2. Interviewees should not look at their plans.
3. Ask different children to ask Child 1 questions like those that they planned. When they become skilled at playing the game, the children can invent questions of their own.
4. The rest of the class listen carefully to the answers.

Step 3 Interviewing Child 2

1. Sit Child 1 face to the wall. Call in Child 2, who is not allowed to speak to Child 1.
2. Different children ask the same questions of Child 2.
3. Every time Child 2 answers in a different way from Child 1, keep a tally of mistakes under the two names of the children who were interviewed.
4. After a few minutes, count up the number of mistakes in the tally and record the number on the board.

Step 4 Interviewing other pairs of children

1. Interview other pairs of children in the same way.
2. Record the final scores of each pair on the board.
3. The winners are those who make the fewest mistakes.

Note that you can play this game over a week. Interview one or two pairs in the last five or ten minutes of a lesson. You will find that it provides great motivation to complete classwork!

7. Where is it?

- (1) to teach prepositions, e.g. *in, on, behind, in front of*
- (2) to teach questions with Yes/No answers beginning *Is it ...?*

Materials: a small object, such as a rubber or a piece of chalk

Time: 10-15 minutes

This game teaches the children to speak as well as to listen. You can control it easily because only one child asks the questions at a time. All the children can respond together.

1. Ask one child (an able one at first) to go outside the classroom.
2. Hide a rubber somewhere in the classroom and quietly show the class where it is. Practise the prepositions *in, on*.
3. Call the child back in. In the mother tongue if necessary, tell her/him that he/she must find out where the rubber is in only ten questions. The children in the class are only allowed to say, *Yes, it is.* or *No, it isn't.*
4. The game might go like this:
Child A: Is it in the front of the class?
Class: No, it isn't.
Child A: Is behind the back row?
Class: Yes, it is.
Child A: Is it on a peg?
Class: No, it isn't.
Child A: Is it near the door?
Class: Yes, it is.
Child A: Is it in the waste paper bin?
Class: Yes, it is.
5. When one child has guessed where the rubber is, ask another child to have a turn.
6. When the children are good at the game, tell the children they have only ten questions to make it more of a challenge.

8. Guess the worker

(1) to teach vocabulary around jobs and work

(2) to teach question and answer forms in the simple present

Materials: none

Time: 5-10 minutes

1. Ask one child to think of a type of worker, but not to tell the rest of the class what job they do.
2. Ask the rest of the class to guess the worker by asking questions like this:
Do they work:
indoors/outdoors/in an office/in a hospital/in a school?
in a bus/train/lorry/car?
with people/computers/animals/machines?
3. The child who has thought of the worker can reply, *Yes, they do. / No, they don't.* until somebody guesses correctly.
4. The child who guessed correctly gets the next turn to think of a worker.
5. **Extension:** Able children can answer in full sentences like this:
Yes, they work in a hospital. OR No, they don't work outdoors.

9. Run a race

to teach ordinal numbers *first, second, third, fourth, fifth* etc.

Materials: none

Time: 10-15 minutes

1. Take the children into the playground.
2. Line them all up at one end and tell the children that they must not start running before you tell them. If they do, they will be disqualified.

3. Walk up to a suitable finishing point and raise your hand.
4. When you and the children are ready, shout, *Ready, Steady, Go!* On the word *Go!* Bring down your hand.
5. The children race towards you. Record who comes fifth, fourth, third, second, and first.
6. Tell the children to sit down on the ground. Ask them to clap as you announce the results.
7. Use this game to help you teach how to say dates, e.g. *the 1st, 2nd, 23rd, 24th, 25th etc.*

10. I spy

to teach children to recognize the letter names

to practise common prepositions, e.g. *in front of, near*

to practise question forms

Materials: none

Time: 5-10 minutes

1. Remind the children of the game *I spy* which they may have played in Class 2.
2. Look around the room for an object the children can all name.
3. Say, 'I spy with my little eye something beginning with ____.' Give the **name** of the initial letter, not the phoneme, for example, 'ess' for sock.'
4. The children suggest things they know beginning with that letter, such as *sun, sand, sink, snake*. Do not now accept words beginning with the same sound, but a different letter such as *ceiling*. Although this was acceptable in Class 1, in Class 3-5, your purpose is to get the children to recognize that different letters can make the same sound.
5. More able children can ask questions eliminating possibilities, e.g. *Is it near me/ in my bag/in front of the classroom/on a table/near the window?*
6. The child who guesses the word has the next turn to think of something while the rest of the class guess.
7. When the children are familiar with the game, you can give it extra suspense if you ask them to guess the word in fewer than ten.

11. What's behind my back?

to teach question and answer forms in the simple present tense: *Does it ... Yes, it does. Do you ... with it? Yes, I do.*

Materials: common objects such as a watch, cell phone, cup, toy car, things from a pencil case or handbag

Time: 5-10 minutes

1. Give a child a small object to hide behind his/her back e.g. a pencil, a flower, leaf, phone, watch, cup, toy car, bag, pen, rubber, book, handkerchief, apple, or biscuit.
2. Encourage the children to eliminate possibilities like this: *Does it tick/ring? Do you drink from it? Does it have wheels?* The child answers *Yes, it does. / No, it doesn't. / Yes, I do. / No, I don't.*
3. The class take it in turns to guess what it is like this: *Do you have a ____ behind your back?* The child replies, *Yes, I do. or No, I don't.*
4. The child who guesses the object has the next turn to hide something behind his/her back.
5. When the children have had plenty of practice in class, get them to play it in pairs.

12. Compound word charades

to teach how compound words are made of two smaller words

Materials: none

Time: 10-15 minutes

1. Tell the children to list compound words they know, e.g. *football, screwdriver, bookcase, courtyard, grandmother.*
2. Ask one child to come to the front and show with one or two fingers whether they are miming the first or second part of the word.

4. Stress that the child who is miming is not allowed to talk.
5. For example if a girl is thinking of *football*, she can show one finger and then point to her foot. She can show two fingers and make a round shape with her hand. Whoever guesses her word gets the next turn.
6. For example, if a boy is thinking of *screwdriver*, he can show one finger and then mime a little object with a spiral. He can show two fingers and mime the driver of a car.
7. Continue playing as above until several children have had a chance to mime a word.

13. Whose sock?

to practise the possessive pronouns, *mine, yours, his, hers, ours, theirs*

Materials: an old sock or something else that is rather unattractive!

Time: 5-10 minutes

1. Tell all the children to stand up. Hold up an old sock or any object the children may not want.
2. Explain that any child who does not answer quickly has to stay standing.
3. Lead the children initially, while they are learning the game. Make sure that sometimes a girl, sometimes a boy, and sometimes two children are questioned so that you can practise *mine* and *ours*.
4. Also make sure that the class join in as shown so that they get practice in saying *his, hers*, and *theirs*.
5. The last person standing gets the sock!

Teacher: Whose is this old sock? Is it yours, Noor?

Noor: It's not mine.

Class: It's not his. So whose is it?

Noor: Is it yours, Uzma and Maria? (sitting down)

Uzma and Maria: It's not ours.

Class: It's not theirs. So whose is it?

Uzma and Maria: Is it yours, Naz? (sitting down)

Naz: It's not .. er.. er

Teacher: Too slow, Naz. Stay standing. Is it yours, Salim?

(And so it goes on.)

14. Mime the adjective

to use adjectives about feelings

Time: 5-10 minutes

1. Mime a feeling (e.g. *happy, surprised, worried, delighted*)
2. The children have to guess what feeling you are miming.
3. The child who guesses correctly gets the next turn to mime.
4. Whisper a different adjective in his/her ear. The adjectives can be modified by an adverb or different adjectives for the same feeling e.g. *pleased, quite happy, very happy, delighted; sad, very sad, miserable; quite interested, very interested, fascinated; cross, quite angry, very angry, furious.*

15. In the manner of the word

to practise adverbs of manner

Time: 5-10 minutes

1. Explain that adverbs of manner explain **how** we do things. They usually end in *ly* (but not always, as in *fast*). Ask the children to think of as many adverbs as possible, e.g. *quietly, kindly, gracefully, sleepily, thoughtfully.*

2. Tell the class that you are going to whisper an adverb into the ear of one child and that he/she will do whatever they say 'in the manner of the word'.
3. The class then suggest verbs for the child to mime. If the verb cannot be mimed, the child says, 'I can't do it that way.'
4. The first one to guess the adverb gets then next turn to mime. For example:
Teacher: (whispers to Child A) Angrily.
Child A: Well, what do you want me to do?
Child B: Walk. (Child A stamps up and down with a frown.)
Child C: Is it noisily?
Child A: No, it isn't.
Teacher: Tell her to do something else.
Child D: Swim.
Child A: (After a little thought:) I can't swim that way.
Child E: OK. Eat. (Child A chomps her teeth together angrily.)
Child F: Is it angrily?
Child A: Yes, it is. Your turn.

16. The Blindfold Game

to teach precise words (especially adjectives) about the five senses

Time: 10-15 minutes

Materials:

- food of different tastes (such as a sweet banana, a salty crisp, a spicy pakora, a sour lemon)
 - objects of different shapes and textures (such as a pencil, a ribbon, a sock, a tea cup)
 - objects that make different sounds – you may need to press, scrunch, blow, or tap them (such as a crackly crisp packet, a spoon, a piece of paper, a whistle)
 - objects with different smells (such as a flower, or any of the above foods)
 - a large bag that you cannot see through
1. Put a few familiar items, like those listed above, into an opaque bag.
 2. One by one, call different children to the front of the class.
 3. Blindfold each one in turn with a dupatta or ask a child to put his/her hands over their eyes.
 4. Take an object from the bag and show it to the class with your finger to your lips. Ask the child to use one sense at a time to describe it.
 5. The blindfold child should first describe the smell of the object. (*It smells fresh/old/nice/horrible. It smells like a... I can't smell anything.*)
 6. They then listen to the sound it makes when you press, crunch, rattle, or blow it. They try to describe the sound. (*It makes a crunchy/chiming/loud/soft sound. It sounds like a ... I can't hear anything.*)
 7. They then feel the object and try to describe it. (*It's hard/soft/bumpy/cold/smooth/rough/ silky/sticky. It feels like a ...*)
 8. If it is edible, they taste it or a small part of it. (*It's sweet/sour/salty/spicy/bitter. It tastes like a ...*)
 9. Before you take off the blindfold, ask the child to guess what it is.
 10. Finally take off the blindfold and let them confirm whether or not their guess was right by looking at it.

Appendix 1: World list Level 4

Word lists Level 4

Unit	Textbook Spellings	Workbook Spellings	Tricky words & themes	Grammar vocabulary
4.1	Words from French: chef, chalet, brochure, machine antique, unique, mosque, picturesque tongue, league, colleague, dialogue Words from Latin: science, scene, scenery, ascent, fascinating Words from Greek: character, chorus, ache, echo, stomach	chic boutique, technique vogue scenery, scissors, crescent, character, stomach, ache, echo, chemist, chaos, scheme	English, language, pronounce, syllable, particular Study tools alphabetical order, contents, dictionary, index, label, map, origin, table	Adjectives: fascinating, comfortable, delicious, picturesque, snow- covered, unique Comparative forms of noisy, calm, beautiful, busy, polluted, empty, cold
4.2	day, today, Saturday, stay, say wait, waited, main, trail, sail gate, gaze, plane, shape, strange reins, veil, veins, reign, beige, eight, weigh, weight, neigh, neighbour they obey, prey, survey, grey dust, dull, pump, hungry, trust other, brother, mother, another, among country, young, younger, touch, trouble	way comfortable	believe, guide, ordinary, opposite, peculiar Fantasy: magical, dragon, dark riders	Noun phrases: strange old lady with a shimmering veil, snow-covered peaks, golden dragon with eight eyes, dark rider in a black cloak, wide dusty valley Determiners: a, an, the
4.3	action, description, distraction, inspection, satisfaction information, preparation, celebration, imagination permission, admission, discussion, expression Plurals: leaves, thieves, shelves, lives berries, cities, activities, files monkeys, pathways, boys, guys	injection, collection, instruction, position, solution, operation, explanation, exclamation, relation, invitation loaves, wives, wolves valleys	Tricky plurals: deer, sheep, geese, people Play-script: stage directions, brackets, colons Opposites: straight/curly, calmly/excitedly, cheap/ costly, dull/fun, crazy/ sensible, rude/polite	Count and uncount much honey, jam, sugar, flour, rice, oil many bananas, mangoes, potatoes, onions
4.4	Plurals: buses, addresses, princesses hairbrushes, dishes, wishes branches, lunches, watches suffixes, postboxes, indexes radios, videos, photos, pianos potatoes, tomatoes, mangoes, echoes Silent letters: white, whiskers, whisper, white, wheels high, bright, sight, frightened thumb, lamb, tomb, crumb	dresses brushes boxes which, whale, rhyme, night, bright, weight knee, knife, know scented	orange, syllable, lyric, rhyme Vocab from the poem Things that I love: bulbul, coo, dove, dangling, sheitering, glove alliteration, lyric, verse	Powerful adjectives involving all five senses e.g. sparkly, hard, scented, puffy, hot

Unit	Textbook Spellings	Workbook Spellings	Tricky words & themes	Grammar vocabulary
4.6	<p>snap-snapped, drop-dropped, rub-rubbed permit-permitted, admit-admitted, preferred visit-visited, enter-entered, listen-listened</p> <p>Homophones meet-meat, heard-herd, missed-mist, see-sea, prey-pray, past-passed, weather- whether, wait-weight</p>	<p>slip-slipped, stop-stopped, trap-trapped, trip-tripped, wrap-wrapped knot-knotted, whirl-whirred, stammer-stammered, shiver-shivered, travel-travelled</p>	<p>said, laughed, caught, shone Archaic vocabulary e.g. thou, ye, hence</p>	<p>Verbs about sound squealing, humming, muttering, mumbling, rustled</p> <p>Verbs about movement scratched, tumbling, twitching, dropped, pushing</p>
4.7	<p>forwards/backwards, outwards/inwards, upwards/downwards, northwards, southwards measure, treasure, pleasure, leisure decision, television, division, collision helicopter, paper, other, faster, slower</p> <p>rotor, motor, doctor, mirror, author, rectangular, grammar, particular, similar, sugar</p>	<p>vision, revision, occasion computer, waiter, character, daughter, driver, weather, painter visitor, actor jaguar</p>	<p>materials, notice, air pressure, gravity, force Places in a town: Chemist, School, Hospital, Post Office, Market, Mosque etc. Places in a school: playground, entrance, office, hall, stairs, computer suite, corridor, balcony, library</p>	<p>Mainly prepositions in directions: To get to the ... go across/along ... Take the first/second turning on the left/right/ It's in front of/behind/ near/next to/opposite/ between...</p>
4.8	<p>mansion, pension, extension, comprehension procession, possession, permission, admission musician, magician, technician, optician mysterious, mystery, mythological, myth, Egyptian, Egypt, lyrical, lyric, pyramid, crystal, syrup happy – happiness, busy – business, lonely – loneliness, lively-liveliness</p>	<p>discussion, expression electrician, mathematician satyr, gym, system, symbol</p>	<p>heart, experience, certain, certainly, complete, completely, possess, possession Adjectives in story: confused, overjoyed, heart-felt, anxious Verbs in story: fling, collapse, possess, stray, gush</p>	<p>Present Perfect: has/ have turned/studied/ worked/ been able/lived/seen</p> <p>Similes: like ... as if</p>
4.9	<p>happily, tidily, hungrily, luckily (easily, heavily, lazily) gently, simply, nobly, humbly (comfortably, singly, possibly) frantically, comically, musically, dramatically (automatically, basically, poetically)</p>	<p>totally, occasionally, finally</p>	<p>truly, duly, wholly, publicly Poetry terms: rhyme, haiku, cinquaine, free verse, shape poem</p>	<p>Adverbs: clearly, softly, loudly Frequency: always, often, sometimes, occasionally, never Time: first, next, then, finally Cause: therefore</p>

Unit	Textbook Spellings	Workbook Spellings	Tricky words & themes	Grammar vocabulary
4.11	dislike, disbelief, distrust misinform, mistake, misjudge incredible, incorrect, inexcusable untrue, unable, unlikely impossible, impatient, imperfect illiterate, illegible, illegal irresponsible, irrelevant, irregular	dishonest unwell impolite illogical	history, received, receipt, signed, signature Words from text: legend, Mughal, court, courtiers, advisors, merchant, honest, illiterate, receipt, prove, legal, legible	Alternative verbs for said begged, stated, exclaimed, questioned, answered, asked, replied, muttered, laughed, snapped
4.12	anti-pollution, antiseptic, antibiotics, anticlockwise automatic, automobile, automatically, autograph interrupt, internet, international, intercity, interact rewrite, reorganize, reuse, recycle, re-check research, record, release, remember, relax	autobiography interview return	interest, increase, extreme, February Formal letter writing Yours faithfully	Fronted adverbials: Firstly, Secondly, In addition, Moreover, Finally, To conclude,
4.13	Homophones sum-some, bare-bear, road-road, our-hour, their-there-they're, brakes-breaks, fair-fare, plain-plane, reins-reigns-rains, scene-seen Compound words filling-station, badly-behaved, kind-hearted, made-up, best-loved, workshop, farmhouse, moonlight, footsteps, something	postbox, birthday, minibus, roadway, lamp post, gentleman, driveway, short-sighted, everybody, milkshake	popular, library, meant, certain, figure Suspense: ellipsis, uncertainty	Conjunctions when, before, after, while, so, because Uncertainty may, might, could main clause, subordinate clause
4.14	Suffixes to make adjectives powerful, dreadful, beautiful motionless, noiseless, endless fiery, sleepy, thirsty comforting, darkening, creaking		unknown, movement, comfort, carriage, believe + word families of the above in the progressive, past, opposite, noun, and adjective forms of the root words Words from text: crackle, carriages, bore (as in boring through), creaks, crawl, billows similes, metaphors	Prepositions of place: in, on, against, behind, in front of, beside, over, below Prepositions of movement: out of, into, past, along, forwards, backwards, downwards, upwards, around Prepositions of time: before, after, during, in, at, on

Unit	Textbook Spellings	Workbook Spellings	Tricky words & themes	Grammar vocabulary
4.16	<p>catch-catcher, snatch-snatcher, fetch-fetcher teach-teacher, rich-richer <i>creature, furniture, vulture, mixture, adventure</i> <i>however, whoever, whenever, whatever,</i> <i>wherever</i> Homophones: <i>scene-seen, berries-burries,</i> <i>tale-tail, meddle-medal, except-accept, groan-</i> <i>grown, main-mane, bawl-ball</i> Synonyms: <i>wealthy-rich, disease-illness,</i> <i>search-look, enormous-huge, aid-help,</i> <i>spotted-noticed, story-tale, glad-happy</i></p>		<p><i>caught, mention, purpose, height</i> Story telling chunks as fronted adverbials: <i>The next day, Before long, One morning, Straight away, Some time later, After a while, At last, Finally,</i></p>	<p>Pronouns: <i>I, he, she, it, you, we, they, me, her, it, you, us, them</i> Possessive Pronouns: <i>his, hers, (its) yours, ours, theirs</i> Possessive s distinguished from plural s</p>
4.17	<p>submarine, submerge, subheading, subtract supervisor, superstore, superstar, super-brilliant Ordinal numbers: <i>1st, 2nd, 3rd, 5th, 9th, 12th, 20th, 22nd</i> Idioms: <i>none the worse, break-through, a close second, pick up pace, by a whisker</i></p>	<p><i>suburb, subway, subsoil, subject, subcontinent</i></p>	<p><i>regular, exercise, success, knowledge, calendar</i> Words from text: <i>magazine, report, reporter, generate, generator</i> Informal language: <i>low-down, kid, scene, crazy, cool</i></p>	<p>Verb inflections: <i>be, was, were, been</i> <i>see, saw, seen</i> <i>begin, began, begun</i> <i>go, went, gone</i> <i>take, took, taken</i> Determiners: <i>a, an, the, some a unique/useful... an hour, honest ...</i></p>
4.18	<p>nervous, famous, jealous, dangerous glamorous, humorous, vigorous, conscientious, anxious, furious, curious outrageous, courageous, spontaneous, gorgeous</p>	<p><i>poisonous, mountainous, delicious, mysterious</i></p>	<p><i>naughty, nature, natural, recent, recently</i> Character adjectives: <i>well-behaved, naughty, rude, conscientious, courageous, kind, cowardly, spontaneous</i></p>	<p>Questions in past simple with irregular verbs: <i>grow, get, see, go</i></p>
4.19	<p>awful, draw, crawl, shawl pause, clause, author, August shore, storm, cord, proportions all, hall, called, nightfall talk, walk, stalk, chalk</p>	<p><i>saw</i> <i>autumn</i> <i>snore</i></p>	<p><i>through, thought, although, enough, cough</i> Appearance: <i>colours, clothes, size adjectives, etc.</i> Expression: See above + <i>kind, gentle, thoughtful, helpful, nervous, anxious, worried, gloomy, cross, annoyed, angry, furious, quiet, polite, friendly, spontaneous, smiley, lively, cheerful, courageous, curious, cautious, careful, clever, hard-working, sensible, conscientious, naughty, rude, cowardly, unkind</i></p>	<p>Word Families and Root Words <i>break/breaker, winter/wintry, tower/towering, fire/fiery, wonder/wondrous, silver/silvery, gleam/gleaming, spark/sparkle, round/rounded, wander/wondering, gather/gathered, flower/flowery, middle/night/midnight</i></p>

Appendix 2: Photocopiable Assessment Tasks

Assessment 1 (after Unit 5) Name: _____ Date _____

1. **Circle** the correct spellings.

- a) Lyricks Lirics **Lyrics** of songs often **rime** rhyme ryme.
- b) **Glossarys** **Glossareys** **Glossaries** sometimes tell us how to **pronounce** pronounce **preunounce** the **sillables** **syables** **syllables** of words.
- c) **Indexes** **Indexs** **Indexies** help us to find **informassion** **informasion** **information** in a **science** **sience** **skience** book.
- d) **Charakters** **Characters** **Ckaracters** are **poeple** **people** **peeple** in stories.

See Mark Scheme for marking guidance

1. Spelling

5 marks

2. **Complete** these noun phrases with words from the box

sparkling magical hard curly scented puffy sheltering snow-covered

- a) a **h** _____ plastic ruler b) a boy with _____ hair
- c) a dragon with _____ powers d) a hot, _____ samosa
- e) some _____ stars in the sky f) high, _____ mountains
- g) the _____ shade of a tree h) a sweet-_____ flower

2. Word reading

4 marks

3-4. Grammar

8 marks

3. **Write** two more sentences with the help of the writing frame.

There isn't There aren't	many much	water, samosas, coffee,	but there is but there are	a lot of juice. a lot of sweets. a lot of tea.
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Example: There isn't much water, but there is a lot of juice.

There _____

5. Punctuation

2 marks

Handwriting

1 mark

4. **Circle** the correct words.

Mrs Ali: **Could** **Would** I have **a** **an** **bottle** **bunch** of oil, **please** **thanks?**

Shopkeeper: Certainly. **Could** **Would** you like a **sack** **packet** of tea too?

Mrs Ali: No **please** **thanks**. **A** **The** tea is too expensive.

5. **Copy** and **punctuate** the sentences in neat handwriting.

shopkeeper smiling is that all

Shopkeeper

Total Marks out of 20:

Date:

Assessment 4 (after Unit 20) Name: _____ Date _____

See Mark Scheme for marking guidance

1. Circle the correct spellings.

a) We were curious curius about the tiny creatchers creatures
crauling crawling towards towords us.

b) As they worked walked up to me, they waved spiky tails tales.

c) I began to feel anxeous anxious. Were they dangerous dangorous?

d) We caught cort them in a shaul shawl and put them outside.

1. Spelling

 5 marks

2. Write synonyms for these words.

a) wealthy _____ b) aid _____ c) glad _____ d) huge _____

2-3. Word reading

 4 marks

3. Add the prefixes sub super inter anti to these words.

a) _____ clockwise b) _____ net c) _____ store d) _____ marine

4-5. Grammar

 8 marks

4. Note four more pronouns from Exercise 1.

We, _____

6. Punctuation

 2 marks

5. Write questions for these answers

- a) *Where did Mrs Saeed* _____ She grew up in Lahore.
- b) _____ She lives in London now.
- c) _____ She studied in Oman.
- d) _____ She was studying maths.
- e) _____ She has visited three countries.
- f) _____ She will return next year.

Handwriting

 1 mark

6. Punctuate this and copy it neatly.

Its too quiet isn't it said naz lets listen to some music
 'It _____

Total Marks out of 20:

 Date: _____

Appendix 3: Assessment Procedure and Mark Scheme

Assessment 1

Note: Award no marks for exercises that have been completed as an example.

1. Spelling (max 5 marks)

Award ½ mark for each correctly circled spelling.

Answers: a) *Lyrics, rhyme* b) *Glossaries, pronounce, syllables* c) *Indexes, information, science*
d) *Characters, people*

2. Word reading (max 4 marks in total)

Award ½ mark for each correct word. Deduct no marks if the spelling is wrong

Answers: a) *hard* b) *curly* c) *magical* d) *puffy* e) *sparkling* f) *snow-covered*
g) *sheltering* h) *scented*

3-4. Grammar (max 8 marks in total)

3. (max 4 marks) Award up to 2 marks for each correct sentence. Deduct ½ mark for each mistake.

Answers: *There aren't many samosas, but there are a lot of sweets.*
There isn't much coffee, but there is a lot of tea.

4. (max 4 marks) Award ½ mark for each correctly circled word.

Mrs Ali: Could I have a bottle of oil, please?
Shopkeeper: Certainly. Would you like a packet of tea too?
Mrs Ali: No thanks. The tea is too expensive.

5. Punctuation (max 2 marks)

Deduct ½ mark for each error. If there are more than three mistakes, no marks should be awarded.

Answers: Shopkeeper: (smiling) Is that all?

Handwriting (max 1 mark)

Award up to one mark for good handwriting. Award ½ mark if the handwriting is legible, but poorly formed.

Assessment 2

Note: Award no marks for exercises that have been completed as an example. These words are given in brackets.

1. Spelling (max 5 marks)

Award ½ mark for each correctly circled spelling.

Answers: a) *permitted, magician's* b) *particular* c) *visited, entered* d) *treasure, crystal, mirror*
e) *mysterious business*

2. Word reading (max 4 marks in total)

Award 1 mark for each correct word. Deduct ½ mark if the spelling is wrong. Do not deduct a mark if the capital g is missing from 'gravity' since we are testing vocabulary in this section.

Answers: a) *(shiny)* b) *chemist* c) *Gravity,* d) *library, internet*

(Award only half a mark if these are in the wrong order as we cannot say 'a internet' since there is only one.)

3. Grammar (max 8 marks in total)

Award 1 mark for each correctly formed verb. Both parts of the verb (e.g. *was drinking*) must be correct. Do not deduct marks for spelling if the word is legible.

Answers: a) *(saw), was drinking* b) *flew, took* c) *looked, was reading* d) *cried, has taken*
e) *will climb, have lost*

4. Punctuation (max 2 marks)

Award ½ mark for each correctly placed apostrophe. There should be no additional punctuation.

a) *two trees' leaves* b) *one tree's leaves* c) *four children's bags* d) *some sheep's tails.*

Handwriting (max 1 mark)

Award up to one mark for good handwriting. Award ½ mark if the handwriting is legible, but poorly formed.

Assessment 3

Note: Award no marks for exercises that have been completed as an example. These words are given in brackets.

1. Spelling (max 5 marks)

Award ½ mark for each correctly circled spelling.

Answers: a) *passed, herd, way, sea* b) *hour, some, road* c) *weather, mist, scene*

2-3. Word reading (max 4 marks in total)

2. (max 2 marks) Award ½ mark for each correctly completed word.

Answers: b) *incorrect* c) *irregular* d) *impossible* e) *illiterate*

3. (max 2 marks) Award ½ mark for each compound word. Award ½ mark if they are written in alphabetical order.

Answers: *(everybody,) farmhouse, footsteps, moonlight*

4. Grammar (max 8 marks in total)

Award 1 mark for each correctly completed word (4 marks). Award ½ mark for each correctly circled fronted adverbial (2 marks) and underlined conjunction (2 marks).

Answers: a) Firstly, dig a deep hole, so all the roots will fit in it.

b) Secondly, place the roots in the hole before you cover them with earth.

c) In addition, stamp down the earth, because it should be firm.

d) Finally, water the plant well after you plant it.

5. Punctuation (max 2 marks)

Deduct ½ mark for each incorrectly placed punctuation mark. Note that the comma and full stop should come **before** the final speech marks.

Answers: *It's strange,' said Baba. 'That tree will last longer than me.'*

Handwriting (max 1 mark)

Award up to one mark for good handwriting. Award ½ mark if the handwriting is legible, but poorly formed.

Assessment 4

Note: Award no marks for exercises that have been completed as an example.

1. Spelling (max 5 marks)

Award ½ mark for each correctly circled spelling.

Answers: a) *curious, creatures, crawling, towards* b) *walked, tails* c) *anxious, dangerous* d) *caught, shawl*

2-3. Word reading (max 4 marks in total)

2. (max 2 marks) Award ½ mark for each correct word.

Answers: a) *rich* b) *help* or *assistance* c) *happy* or *pleased* d) *enormous* or *big* or *vast*

3. (max 2 marks) Award ½ mark for each correct word.

Answers: a) *anticlockwise* b) *internet* c) *superstore* d) *submarine*

4-5. Grammar (max 8 marks in total)

4. (max 2 marks) Award $\frac{1}{2}$ mark for any four of the following pronouns.

Answers: (We), us, they, me, I, them

5. (max 6 marks) Award up to one mark for each correctly formed question. Award NO mark if the verb has incorrect inflections (e.g. *Where she lives? Where she studied?*) Award NO mark if the order is wrong (e.g. *What she was studying?*)

Answers: a) *Where did Mrs Saeed grow up?* b) *Where does she live now?* c) *Where did she study?*
d) *What was she studying?* e) *How many countries has she visited?* f) *When will she return?*

6. Punctuation (max 2 marks)

Award 2 marks for correct punctuation throughout. Deduct $\frac{1}{2}$ mark for each error. If there are more than three mistakes, no marks should be awarded.

Answer: *'It's too quiet, isn't it?'* said Naz. *'Let's listen to some music.'*

Handwriting (max 1 mark)

Award up to one mark for good handwriting. Award $\frac{1}{2}$ mark if the handwriting is legible, but poorly formed.

Appendix 4: *Open Door 4* Tracking Mark Sheet

Appendix 4: *Open Door 4* Tracking Mark sheet

Class _____ Year _____

Sp Spelling: 5 marks

WR Word Reading: 4 marks

Gr Grammar: 8 marks

P Punctuation: 2 marks

H Handwriting: 1 mark

Total: 20 marks

Name of child	Test 1 Date:						Test 2 Date:					
	Sp	WR	Gr	P	H	Total	Sp	WR	Gr	P	H	Total
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
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20.												
21.												
22.												
23.												
24.												
25.												
26.												
27.												
28.												
29.												
30.												

Sp Spelling: 5 marks

WR Word Reading: 4 marks

Gr Grammar: 8 marks

P Punctuation: 2 marks

H Handwriting: 1 mark

Total: 20 marks

Name of child	Test 3 Date:						Test 4 Date:					
	Sp	WR	Gr	P	H	Total	Sp	WR	Gr	P	H	Total
1.												
2.												
3.												
4.												
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7.												
8.												
9.												
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