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TEACHING GUIDE

# Open Door English 5

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# Scope and Sequence of Open Door English 5

Unit	Reading Comprehension	Word Reading and Spelling	
<p>1 Page 2</p>	<p><b>Pen-Pals</b>  <b>An informal email and an information text</b>            A1: Discuss writing to a pen-pal. Infer the character of the letter writer.            B1: Identify key details in an email.            A2: Develop study skills, navigating the Contents, Index, maps, and text of an information book.            B2.1: Identify themes and conventions in informal letters and information texts.            B2.2: Summarize the main ideas drawn from more than one paragraph.            B2.3: Develop study skills.            B2.4: Express opinions.</p>	<p><b>Word origins and Pronunciation</b>            C1-2: Pronounce and guess the meanings of words of Greek origin (<b>technology</b>, <b>photograph</b>, <b>biology</b>, <b>phoneme</b>, <b>geography</b>, <b>mythology</b>).            C3: Use a dictionary to find meanings and parts of speech in words of Greek origin.            C4-6: Pronounce and guess the meanings of words of Latin origin (<b>literature</b>, <b>multi-storey</b>, <b>extract</b>, <b>nature</b>), and tricky words.</p>	
<p>2 Page 13</p>	<p><b>Akakro (a story from West Africa)</b>  <b>A traditional story from another culture and story settings</b>            A: Discuss the atmosphere of stories.            B1: Identify themes and conventions in stories from other cultures and traditions.            B2-4: Check that the text makes sense to them.            B5: Draw inferences from the details that are NOT given in the story.</p>	<p>C1-3: Use the <b>suffixes</b> -ous (<b>dangerous</b>), -ious (<b>curious</b>).            Use the suffixes -cious and -tious sounding like <b>shus</b>, (<b>precious</b>, <b>ambitious</b>).            C4-5: Distinguish between common homophones.            C6: Use tricky words in context.</p>	
<p>3 Page 24</p>	<p><b>TV News-Time</b>  <b>A news report and interview</b>            A1: Use a dictionary to find the meanings of key words. Express opinions.            B1.1: Identify themes and conventions in a report and interview.            B1.2: Use a dictionary to find meanings and the part of speech of a word.            B1.3: Use a writing frame (with <i>able to</i>) to express understanding.            B1.4: Express an opinion.            A2: Understand that an advertisement is persuasive and may not be true; recognize similarities and differences between English and a related European language (French).            B2.1: Distinguish between fact and opinion.            B2.2: Use nouns and adjectives about nationality.            B2.3: Identify alliteration.            B2.4: Recognize opposites from the text.            B2.5: Use a translation to infer meaning.</p>	<p><b>Plurals</b>            C1, 3 and 4: Use plurals of words ending in: <i>sh, ch, s, ss, x = es</i> (<b>bushes, grasses</b>), <i>y + s = ies</i> (<b>countries</b>), <i>ey, ay, oy, uy + s</i> (<b>trays, journeys</b>).            C2: List words in alphabetical order.            C5-6: Use plurals of words ending in: <i>o+s = -oes</i> (<b>potatoes</b>), or <i>o+s = -os</i> (<b>radios</b>), <i>f/fe + s = -ves</i>, (<b>wolves</b>), or <i>f/fe + s = fs/fes</i> (<b>roofs, giraffes</b>).</p>	

Vocabulary, Grammar, and Punctuation	Listening & Speaking	Composition
<p><b>Nouns and Determiners</b>            D1: Explain that a <b>noun</b> refers to a person, place, thing, or event and that proper nouns begin with a capital letter.            D2: <b>Punctuation:</b> Punctuate the beginning of an informal letter with <b>capital letters</b> and <b>full stops</b>.            D3: Use the <b>determiners</b> <i>a, an, some</i>. Use <i>a</i> before vowel letters that make a consonant sound (<i>a unique sight</i>) and <i>an</i> before consonant letters that make a vowel sound (<i>an hour</i>).            D4: Use the determiners <i>the, this, that, these, those</i>.</p>	<p>E1: Distinguish between formal and informal letter recipients.            E2-3: Do a listening task about an informal letter.            E6: Read aloud their own letters loudly and clearly.</p>	<p>E4: Draft a letter to a pen-pal, following a writing frame.  <b>Extension:</b> Add a paragraph about a recent holiday.            E5: Check capital letters and full stops and re-write in neat.</p>
<p><b>Adjectives</b>            D1: Identify <b>adjectives</b> and 'head' nouns within <b>noun phrases</b>.            D2: Identify adjectives within a text.            D3: Use comparatives and superlatives of adjectives, using <i>...er than</i> and <i>the ...est</i> with short words and <i>more ... than</i> or <i>the most ...</i> with long words.            Add <i>er</i> and <i>est</i> to adjectives ending with <i>y</i>, e.g. <i>lonely &gt; loneliest</i>.            D4-5: Make <b>polite requests</b>.            D6-7: <b>Punctuation:</b> Revise <b>commas</b> in lists and after <b>fronted adverbials</b>.</p>	<p>E1: Discuss features of a good story setting.            E2: Do a listening task about a story setting.            E3: Discuss, note, and develop initial ideas for a story setting.</p>	<p>E4: Write a story setting, drawing on the learning of the unit.            Use: noun phrases with powerful adjectives, the past tense, and fronted adverbials.            E5: Assess the effectiveness of others' writing.            Extension: Write a story with the setting they have already written.</p>
<p><b>Pronouns</b>            D1-3: Use <b>pronouns</b> to aid cohesion and avoid repetition.            Personal: <i>I, you, he, she, it, we, you, they, me, you, him, her, it, us, you, them</i>  <b>Possessive</b> pronouns: <i>mine, yours, hers, ours, yours, theirs</i>            Possessive adjectives: <i>my, your, her, our, your, their</i>            D4: Ensure correct subject and verb agreement when using singular and plural.            D5: <b>Punctuation:</b> Use capital letters for proper nouns including special places, titles, and brand names, and shortened words (abbreviations).</p>	<p>E1: Explain features of good headlines, news reports, interviews, and advertisements.            E2: Do a listening task to identify different opinions in an interview.            E5: Prepare presentations to perform, showing understanding through intonation, tone, and volume so that the meaning is clear.</p>	<p>E3: Draft and practise an advertisement with alliteration and persuasive language.            E4: Draft and practise a news report with a headline in the present tense, and a detailed report in the past or present perfect.</p>

# Scope and Sequence of Open Door English 5

Unit	Reading Comprehension	Word Reading and Spelling
4 Page 36	<p><b>Is TV good for you?</b>  <b>A classic poem and an argument</b>  <i>Television</i> from <i>Charlie and the Chocolate Factory</i> by Roald Dahl</p> <p>A: Discuss the theme of a poem. Use the terms <i>rhythm</i> and <i>rhyme</i>. Predict the end of the poem from details implied. Read and discuss a poem, learning it by heart.</p> <p>B1: Identify themes and conventions in a rhyming poem, novel, and argument.            B2: Distinguish between fact and opinion.            B3-4: Check that the text makes sense to them.            B5: Explain responses to reading through debate, challenging views courteously.</p>	<p>C1&amp;3: Recognize that <i>-tion</i> (<i>imagination</i>) and <i>-sion</i> (<i>comprehension</i>) can make the same phoneme; also that <i>-sion</i> can be unvoiced (<i>extension</i>) or voiced (<i>revision</i>).</p> <p>C2: List words in alphabetical order. Use the terms <i>syllable</i> and <i>stress</i>.</p> <p>C4-5: Use the prefixes <i>pre-</i> (before) and <i>pro-</i> (for or forward). Distinguish between homophones and other words that are confused.</p> <p>C6: Use tricky words in context.</p>
5 Page 46	How am I doing? Revision of learning from the previous four units.	
6 Page 48	<p><b>The Sun and Moon</b>  <b>A myth and a scientific explanation</b></p> <p>A1: Read a map to identify where a story comes from. Make comparisons within and across books.</p> <p>B1.1: Identify themes and conventions in a myth.            B1.2: Recognize synonyms in the text.            B1.3: Check that the text makes sense to them, using the past tense.            B1.4: Compare characters.</p> <p>A2: Recognize the differences between fact and fiction. Discuss preferences.</p> <p>B2.1: Use comparatives to check understanding.            B2.2: Summarize main ideas drawn from more than one paragraph.</p>	<p>C1-2: Add the suffixes <i>ing</i>, <i>ed</i>, <i>er</i>, or <i>en</i> to words ending in a vowel followed by a consonant in:            1-syllable words (e.g. <i>stopped</i>, <i>stopping</i>, <i>runner</i>, <i>hidden</i>)            2-syllable words with a stress on the last syllable (e.g. <i>inferred</i>),            2-syllable words with a stress on the first syllable (e.g. <i>entered</i>).</p> <p>C3: Use a dictionary for meaning, part of speech, and stress.</p> <p>C4-6: Remove the <i>e</i> before adding <i>ing</i> e.g. <i>shine</i> – <i>shining</i>. Change <i>y</i> to <i>i</i> before adding <i>ed</i>, <i>er</i>, or <i>est</i>, e.g. <i>carried</i>, <i>angrier</i>, but not before <i>ing</i>, e.g. <i>carrying</i></p> <p>C7: Use tricky words in context.</p>
7 Page 60	<p><b>Quartz Quest</b>  <b>A fantasy computer game and instructions</b></p> <p>A1: Use a dictionary. Explain responses to reading, expressing opinions and ideas.</p> <p>B1.1: Identify themes and conventions in a fantasy role play.            B1.2: Use a dictionary.            B1.3: Compare characters.</p> <p>A2: Interpret a map. Follow instructions.</p> <p>B2.1: Identify themes and conventions in instructions.            B2.2: Check that the text makes sense to them, using conditionals.            B2.3: Express opinions.</p>	<p>C1&amp;3: Use endings with <i>-le</i> (<i>noble</i>), <i>-al</i> (<i>capital</i>), <i>-cial</i> (<i>special</i>), <i>-tial</i> (<i>initial</i>).</p> <p>C2: Use alphabetical order.</p> <p>C4-5: Distinguish between common homophones.</p> <p>C6: Use tricky words in context.</p>
8 Page 72	<p><b>An Urgent Appointment</b>  <b>A play-script and a comedy</b></p> <p>A: Infer meaning. Express opinions.</p> <p>B1: Identify themes and conventions in a play-script and a comedy.            B2-3: Discuss their understanding of words in context.            B4: Check that the text makes sense to them.            B5: Compare viewpoints of fictional characters.</p>	<p>C1-3: Spell words ending in <i>-ant</i> (<i>consultant</i>), <i>-ancy</i> (<i>consultancy</i>), and <i>-ance</i>, (<i>observance</i>); clue: <i>consultation</i>, <i>observation</i>.</p> <p>C4-5: Spell words ending in <i>-ent</i> after soft <i>c</i>, <i>g</i>, and <i>qu</i> (<i>innocent</i>, <i>intelligent</i>, <i>frequent</i>), <i>-ence</i>, (<i>innocence</i>), and <i>ency</i> (<i>urgency</i>).</p> <p>C6: Use tricky words in context.</p>

Vocabulary, Grammar, and Punctuation	Listening & Speaking	Composition
<p><b>Word Families</b> D1-2: Use root words to help with the understanding and grammar of difficult words. D3: <b>Punctuation:</b> Revise <b>question marks, exclamation marks, and full stops.</b> D4-5: Revise: <b>prepositions of place</b> (e.g. <i>in front of, behind, against</i>). <b>prepositions of movement</b> (e.g. <i>out of, into, around</i>). <b>prepositions of time</b> (e.g. <i>before, after, during</i>).</p>	<p>E1: Debate courteously whether computer games are good for children. E2: Do a listening task about two arguments: compare two views. E3: Discuss views for and against computer games.  E7: Read aloud an argument, showing understanding through tone and volume.</p>	<p>E4: Draft an argument for OR against computer games, using examples and paragraphs. E5: Check that a classmate's work has an introduction, paragraphs, and a conclusion. E6: Rewrite an argument in neat. <b>Extension:</b> Write an argument for or against eating chocolate.</p>
<p><b>Verbs: Past and Present Tenses</b> D1-2: Recognize that every sentence has a verb. Use standard English <b>verb inflections</b> for the past/present simple/progressive tenses instead of local spoken forms. D3: Use common irregular past tenses. D4: Make questions, negatives, and statements in present and past tenses using <i>do/does/did</i>. Ensure correct subject and verb agreement. <b>Punctuation:</b> Use commas after fronted adverbials. Revise capital letters and full stops.</p>	<p>E1: Plan and note ideas for a myth and a scientific explanation of earthquakes. E2: Do a listening task on a scientific explanation for earthquakes. E3: Read and discuss the similarities and differences between two earthquake myths.  E6: Read writing aloud with clarity and expression.</p>	<p>E4: Draft and write a myth to explain earthquakes. <b>Extension:</b> Use fronted adverbials and add more details to E4. E5: Check that writing is consistently in the past tense.</p>
<p><b>Verbs: Future and Conditionals</b> D1-2: Use standard English <b>verb inflections</b> instead of local spoken forms. **Use the <b>future tense</b> both with <i>will</i> and <i>going to</i> in statements and questions. D3: Use the <b>present progressive tense for future use</b>. D4-6: Use the present tense with <b>if</b> and <b>when</b> (zero conditional). Use the future tense with <i>if</i> and <i>when</i> (first conditional). <b>Punctuation:</b> Use commas to clarify meaning or avoid ambiguity (including conditional clauses).</p>	<p>E1: Make notes to plan an imaginary fantasy quest. E2: Do a listening task, completing instructions in a computer fantasy game.  E5: Read aloud directions to a classmate, then follow a classmate's directions.</p>	<p>E3: Draft directions, using a map. E4: Write directions and check spelling. E6: Draw and label an imaginary map. Write directions from one place to another. <b>Extension:</b> Write instructions for a different game. Use bullet points and numbering, and the headings in the text.</p>
<p><b>Verbs: Present Perfect and Past Perfect Tenses</b> D1-2: Use standard English <b>verb inflections</b> instead of local spoken forms in the present perfect. D3-4: Link ideas by using the <b>past perfect</b> in contrast to the simple past.  <b>Punctuation:</b> E4-5: Revise punctuation of play-scripts with <b>colons</b> after speakers' names and <b>brackets</b> in stage directions. Use <b>brackets</b> to indicate <b>parenthesis</b>.</p>	<p>E1: Take turns to talk and write notes. E2: Do a listening task about a doctor's appointment. E3: In pairs, act out own versions of a hospital appointment, following a writing frame. E6: Act out the final play-script in front of an audience.</p>	<p>E4: Write a play-script of an appointment with a doctor. <b>Extension:</b> Try to make the play-script funny. E5: Check punctuation.</p>

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Unit	Reading Comprehension	Word Reading and Spelling
9 Page 82	<p><b>The Ancient Mariner</b>  <b>History and nature poetry</b>                      A: Use a dictionary and glossary. Discuss and evaluate how a poet uses figurative language and consider the impact on the reader. Recognize changes in language over time.                      B1: Identify themes and conventions in a poem and history writing.                      B2: Discuss the meaning of words in context.                      B3: Summarize the main ideas.                      B4: Evaluate a poem from our literary heritage and recite it by heart.</p>	<p>C1-4: Add the suffix <i>-ly</i> to adverbs ending with <i>y</i> (<i>luckily</i>), <i>le</i> (<i>gently</i>), <i>ic</i> (<i>dramatically</i>).                      C5-7: Distinguish between common homonyms (words that have the same sound and spelling, but have different meanings) and other words used in the text.</p>
10 Page 92	How am I doing? Revision of learning from the previous four units.	
11 Page 94	<p><b>I Am Malala</b>  <b>Autobiography and biography</b>                      A: Describe details of trees. Use a dictionary to understand an original text. Discuss the theme of a text and relate it to personal experience. Infer a character's feelings.                      B1: Identify themes and conventions in a biography and autobiography.                      B2-3: Check that the text makes sense to them.                      B4: Summarize the paragraph ideas.                      B5: Express personal opinions.</p>	<p>C1-2: Use prefixes <i>auto-</i> (<i>autobiography</i>), <i>anti-</i> (<i>anti pollution</i>), <i>inter</i> (<i>international</i>).                      C3: Use a dictionary to find the meanings of new words in the text.                      C4-5: Use the prefixes <i>re-</i> (<i>again/back</i> e.g. <i>re-join</i>), <i>ex-</i> (<i>out of</i>, e.g. <i>extract</i>).                      C6: Use tricky words in context.</p>
12 Page 104	<p><b>The Flood: Part 1</b>  <b>Adventure fiction and suspense</b>                      A1: Discuss key themes of the story.                      B1: Check that the text makes sense to them so far.                      A2: Predict what will happen next.                      B2.1: Identify themes and conventions in a realistic modern adventure story.                      B2.2: Discuss the meanings of words in context.                      B2.3: Use <i>managed to</i> while summarizing key moments.                      B2.4: Make inferences about plot.</p>	<p>C1-3: Use the 'i before e except after a c' rule where the sound spelt by <i>ie/ei</i> is <i>ee</i> (<i>believe</i>, <i>receive</i>).                      C3: Use <i>either...or</i> and <i>neither...nor</i>.                      C4-5: Use homophones in context.                      C4 &amp; 6: Use tricky words in context, focusing on words with the prefix: <i>semi</i> (<i>semi-circle</i>).</p>



Vocabulary, Grammar, and Punctuation	Listening & Speaking	Composition
<p><b>Powerful Verbs, Alliteration, Similes, Metaphors, and Personification</b></p> <p>D1: Use powerful verbs from the poem in a new context.</p> <p>D2: <b>Punctuation:</b> Revise <b>apostrophes</b> for contractions.</p> <p>D3-4: Revise alliteration, similes, and metaphors. Explore personification.</p>	<p>E1: Make notes about experiences of the sea.</p> <p>E2: Do a listening task on a poem about the sea.</p> <p>E5: Perform own poetry aloud, using sound effects with the help of classmates.</p>	<p>E3: Draft and write a poem about the rain, using a writing frame and a thesaurus.</p> <p>E4: Express appreciation of a classmate's poem. Peer-check writing for spelling and punctuation.</p>
<p><b>Punctuation: Paragraphs</b></p> <p>D1-2: Use <b>paragraphs</b> to organize ideas around a theme. Identify where new paragraphs should start. Recognize that we can begin paragraphs either by leaving a line or indenting the following line.</p> <p>D3: Recognize nouns and verbs.</p> <p><b>Adverbs and Adverbials</b></p> <p>D4-5: Use <b>adverbs/adverbials</b> of:  <b>manner</b> (<i>greedily, smartly</i>),  <b>frequency</b> (<i>occasionally, usually</i>),  <b>time</b> (<i>then, as we drove on</i>),  <b>cause</b> (<i>therefore</i>).</p> <p>D6-7: Use adverbials to link ideas or build <b>cohesion</b> within a paragraph in terms of time (<i>in a second</i>), place (<i>nearby</i>), and number (<i>firstly, secondly</i>).</p>	<p>E1: Describe a tree and a journey, using detail.</p> <p>E2: Do a listening task from an autobiography.</p>	<p>E3-4: Plan and write an autobiographical account of a journey, using a writing frame and word chest.</p> <p><b>Extension:</b>  Write a memory of an incident in which boys and girls were treated differently.</p> <p>E5: Check punctuation.</p>
<p><b>Modal Verbs and Adverbs Showing Possibility</b></p> <p>D1: Order adverbs of possibility (e.g. <i>certainly, maybe</i>) from unlikely to 100% certain.</p> <p>D2-3: Use modal verbs <i>might, could, should, must, will</i> to indicate increasing degrees of possibility. Use adverbs of possibility (<i>perhaps, surely</i>).</p> <p><b>Punctuation:</b> D4-5: Use <b>apostrophes to show possession</b> with singular nouns (<i>Umer's colony</i>), regular plural nouns (<i>houses' doors</i>) and irregular plural nouns (e.g. <i>children's homes</i>). Revise other punctuation rules; use no apostrophe with possessive <i>its</i> (e.g. <i>its tail</i>).</p>	<p>E1: Recognize different ways of creating suspense, using modals, adverbs, questions, and ellipses.</p> <p>E2: Do a listening task on an episode of an adventure story.</p> <p>E6: Read aloud own story in an exciting way.</p>	<p>E3-4: Write notes and draft an imaginary adventure on an island, using paragraphs.</p> <p><b>Extension:</b> Use modals, adverbs, questions, and ellipsis to create suspense.</p> <p>E5: Check the story makes sense.</p> <p>E6: Rewrite the story after the teacher has corrected it. Display it and read it aloud.</p>

Unit	Reading Comprehension	Word Reading and Spelling
<p>13 Page 116</p>	<p><b>The Flood: Part 2</b>  <b>Adventure fiction and a diary</b>                      A1: Recap the previous unit. Compare a narrative and a diary.                      B1.1: Check that the text makes sense to them.                      B1.2: Explore the inferences made by a key character.                      A2: Take turns to discuss opinions.                      B2.1: Identify themes and conventions in a diary.                      B2.2-3: Summarize a story with the help of notes.                      B2.4: Compare characters.                      B2.5: Make inferences about character and motive.</p>	<p>C1, 3, 4: Use the endings <i>-able</i> and <i>-ably</i> (<i>comfortable, companionably</i>), <i>-ible</i> (<i>possible</i>), and <i>-ibly</i> (<i>possibly</i>).                      Delete final <i>e</i> before adding <i>able</i> (<i>unmistakable</i>).                      BUT keep final <i>e</i> of words ending <i>ce</i> or <i>ge</i> (<i>noticeably, changeable</i>).                      Use <i>-able</i> if the complete root word can be heard (e.g. <i>enjoyable</i>).                      Use <i>-ible</i> if the complete root word cannot be heard (e.g. <i>possible</i>).                      C2: Revise alphabetical order.                      C3: Use a dictionary to find and use words in context.                      C5-6: Use a hyphen: to connect compound nouns (<i>semi-final</i>), after a prefix that changes the meaning of a word (recount/re-count) or after a prefix ending in a vowel (<i>co-operate</i>).                      C7: Use tricky words in context.</p>
<p>14 Page 128</p>	<p><b>'I have a dream.'</b>  <b>Discussion and lyric poetry</b> (<i>He wishes for the Cloths of Heaven</i> by WB Yeats)                      A1: Use a dictionary. Discuss personal dreams. Learn a lyric poem by heart.                      B1.1: Identify themes and conventions in a lyric poem.                      B1.2: Check that the text makes sense.                      B1.3: Draw inferences from a poem.                      A2: Explain responses to reading about Martin Luther King and Abdul Sattar Edhi through debate.                      B2.1: Identify themes and conventions in a discussion text.                      B2.2: Distinguish fact from opinion.                      B2.3: Discuss responses to reading.</p>	<p>C1 &amp; C3: Add suffixes beginning with vowel letters to words ending in <i>fer</i> (double <i>rr</i> if the <i>fer</i> is still stressed when the ending is added (<i>referring</i>), but single <i>r</i> if <i>fer</i> is not stressed (<i>reference</i>).                      C2: Use a dictionary.                      C4-5: Distinguish between near homophones ending in <i>ce</i> (<i>advice</i>: noun) and <i>se</i> (<i>advise</i>: verb)                      C6: Revise spellings of tricky words taught throughout the book.</p>
<p>15 Page 138</p>	<p>How am I doing? Revision of learning from the previous four units.</p>	
<p>16 Page 140</p>	<p><b>The Changing Climate</b>  <b>Information and suggestions</b>                      A: Use a dictionary to check word meanings. Relate the subject to own experience and knowledge.                      B1: Identify structural devices to organize information texts and suggestions.                      B2: Use a dictionary to explore vocabulary in the text.                      B3: Check that the text makes sense to them.                      B4: Summarize an argument in their own words.</p>	<p>C1, 3: Add prefixes to make the negative form of adjectives with: <i>un-</i> (<i>unsustainable</i>), <i>in-</i> (<i>insufficient</i>), <i>im-</i> (<i>impractical</i>), <i>il-</i> (<i>illegal</i>), <i>ir-</i> (<i>irreversible</i>).                      C2: Arrange words in alphabetical order.                      C4-5: (Grammar LO) Change the meaning of a verb by adding the prefixes <i>dis-</i> (<i>disappear</i>), <i>de-</i> (<i>decrease</i>), <i>mis-</i> (<i>misunderstand</i>).                      C6: Use the tricky words in context.</p>

Vocabulary, Grammar, and Punctuation	Listening & Speaking	Composition
<p><b>Adverbials and the Past Perfect Tense for Cohesion</b>            D1: Link ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>).            D2-3: Link ideas with tense choice and past perfect (e.g. <i>When he returned, his charpoy had disappeared.</i>). Recognize that the past perfect can come first or second in a sentence.  <b>Punctuation:</b>            D4-5: Use <b>inverted commas (speech marks)</b> for direct speech. Put . , ? ! before final inverted commas. Use a comma instead of a full stop before going on to say who spoke. Use a new paragraph for each new speaker.</p>	<p>E1: Explain the features of a diary. Make a graph to represent the changing fortunes of a character.            E2: Do a listening task on a conversation.            E5: Read aloud their own diaries with expression.</p>	<p>E3: Draft and write a fictional diary with the help of sentence starters. Compare themes and viewpoints of fictional characters.            Use inverted commas where necessary.  <b>Extension:</b> Write the diary for a different day without a writing frame.            E4: Proofread a friend's work, focusing on correct use of the first person, spelling, and appreciating another's work.            E5: Rewrite diaries neatly.</p>
<p><b>Conditionals</b>            D1: Revise the zero conditional with the present simple tense.            D2: Revise the first conditional with the future tense.            D3: Use the second conditional (<i>If I + past tense, I would/could...</i>)  <b>Punctuation:</b>            D1-3: Revise commas in conditional clauses.            D4-5: Use quotation marks / inverted commas (earlier known as speech marks) before and after quoting the exact words someone said.</p>	<p>E1: Discuss their dreams for:            a. themselves            b. someone else            c. their country. Take notes.            E2: Do a listening task on a conversation about dreams for oneself and someone else.            E6: Read aloud and discuss own ideas.            E7: Take part in a class debate.</p>	<p>E3: Write answers to the questions in E1, using the second conditional.            E4: Practise vocabulary for a discussion text.            E5: Using a writing frame, write a discussion text about possible solutions to our country's problems.  <b>Extension:</b> Write a similar unsupported paragraph.</p>
<p><b>Passives</b>            D1: Recognize passives in a context.            D2-3: Form <b>passive</b> sentences from a substitution table and from active sentences.  <b>Punctuation:</b>            D4-6: Recognize and use <b>brackets, dashes, and commas</b> to indicate <b>parenthesis</b>.</p>	<p>E1: Make polite suggestions (e.g. <i>If we ... we could ... How about ...? Let's ...</i>).            E2: Do a listening task on a news programme about planting trees.  <b>Extension:</b> Give a public presentation to a younger audience, using appropriate intonation, volume, and movement so that the meaning is clear.</p>	<p>E3: Draft and write suggestions for ways of planting trees.  <b>Extension:</b> Research and plan an assembly about climate change for younger children.</p>

# Scope and Sequence of Open Door English 5

Unit	Reading Comprehension	Word Reading and Spelling	
17 Page 150	<p><b>The Iron Man</b>  <b>A summary and modern children's literature</b>                      A: Predict what will happen next. Recognize poetic features in the text.                      B1: Identify themes and conventions in fiction from our literary heritage and in summaries.                      B2: Explore vocabulary in the text.                      B3: Summarize the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.                      B4: Justify inferences with evidence.</p>	<p>C1-3: Spell tricky <i>ough</i> words (<i>through, thought, although, enough, rough, cough, thorough, plough</i>).                      C3-4: Use a dictionary to find the meanings of unfamiliar words.                      C5-6: Distinguish between words with the same spelling but different grammar and meaning (e.g. <i>bowl</i> as a verb and a noun).                      C7: Use tricky words in context.</p>	
18 Page 160	<p><b>Thinking about Books</b>  <b>Covers, blurbs, and reviews</b>                      A1: Scan a text quickly. Discuss how front covers and blurbs attract people to read books. Compare themes of books.                      B1.1: Identify themes and conventions in a cover and a blurb.                      B1.2: Investigate key features of blurbs.                      B1.3: Discuss the audiences of books.                      A2: Compare viewpoints of reviewers.                      B2.1: Identify themes and conventions in a book review.                      B2.2: Compare adjectives used by two different reviewers.                      B2.3: Summarize a story.                      B2.4: Summarize reviews.</p>	<p><b>Silent letters</b>                      C1&amp;5: Spell words with <b>silent letters</b>: <i>b</i> (<i>doubt</i>), <i>c</i> (<i>ascend</i>), <i>d</i> (<i>edge</i>), <i>g</i> (<i>sign</i>), <i>k</i> (<i>knee</i>).                      C2: Use a dictionary to find the meanings of words in context.                      C3: Recognize that the meaning of <b>idioms</b> must be learnt as a whole, not as the sum of their words.                      C4-5: Spell words with <b>silent letters</b>: <i>l</i> (<i>would</i>), <i>n</i> (<i>autumn</i>), <i>t</i> (<i>whistle</i>), <i>u</i> (<i>guess</i>), <i>w</i> (<i>answer</i>).</p>	
19 Page 172	<p><b>The Song of the Jellicles by TS Eliot</b>  <b>A comic poem and a thesaurus</b>                      A: Use a glossary. Recognize the purpose of a thesaurus.                      B1: Identify themes and conventions in a comic poem, dictionary, glossary, and thesaurus.                      B2: Discuss understanding of words in context.                      B3: Identify how language, structure, and presentation contribute to meaning.                      B4: Choose a favourite part of a poem and learn it by heart.</p>	<p>C1-3: Use the prefixes <i>over-</i> (<i>overcrowded</i>), <i>sub-</i> (<i>subdue</i>), and <i>super-</i> (<i>superstar</i>)                      C4-5: Distinguish between common homophones and other words that are confused.                      C6: Use tricky words in context.                      Distinguish between the functions of a dictionary, glossary, and thesaurus.</p>	
20 Page 182	How am I doing? Revision of learning from the previous four units.		

Vocabulary, Grammar, and Punctuation	Listening & Speaking	Composition
<p><b>Subordinate and Relative Clauses</b>            D1: Revise the use of <b>conjunctions</b> to join <b>clauses</b>. Identify the difference between a <b>main clause</b> and a <b>subordinate clause</b>.            D2-3: Recognize and use the <b>relative pronouns</b> <i>who, which, where, when, whose, that</i> or an omitted relative pronoun.            D5: Recognize subordinate clauses.            D6: Distinguish between conjunctions and relative pronouns.  <b>Punctuation:</b>            D4-5: Use commas to avoid <b>ambiguity</b> in lists and clauses.</p>	<p>E1: Write notes for a summary of Chapter 3 of <i>The Iron Man</i>.            E2: Do a listening task on a summary of Chapter 4 of <i>The Iron Man</i>.            E3: Act out the story of Chapter 4, using the above summary, their own words, and their imaginations.</p>	<p>E4: Write a summary of Chapter 3 of <i>The Iron Man</i> in the present tense.            E5: Write the story of Chapter 4 of <i>The Iron Man</i> in the past tense.            E6: Check own use of commas and inverted commas.  <b>Extension:</b> Write their own ending to the story.</p>
<p><b>Word Families</b>            D1-4: Convert <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> <i>-ify, -efy, -ise, -ize, -ate</i> (<i>pure-purify, advert-advertise, critic-criticize, hesitation-hesitate</i>).  <b>Punctuation:</b>            D5: Punctuate handwritten titles inside inverted commas, capitalizing the initial letters of nouns, verbs, and adjectives.            D6: Revise apostrophes in contractions in the context of informal speech.            D7: Use question tags with apostrophes.            D6 and D7: Distinguish between the language of formal writing and speech.</p>	<p>E1: Express <b>preferences</b> about books.            E2: Do a listening task of a book review about <i>I Am Malala</i>.</p>	<p>E3: Draft a review, recommending a fictional book to their peers, giving reasons for their choices. Write for an audience of 9- to 12-year-olds. Use paragraphs, including an introduction and conclusion.            E4: Peer-read writing to check that it makes sense.  <b>Extension:</b> Write a review of a non-fiction book.            E5: Re-draft own review neatly for display.</p>
<p><b>Register</b>            D1-2: Choose appropriate <b>register</b> (informal or formal). Distinguish between the language of speech and writing.            D3-7: Revise grammar and punctuation taught in the book.            D3: Identify different parts of speech.            D4: Use fronted adverbials.            D5: Form questions in the correct tense.            D6: Punctuate a conversation.            D7: Write a conversation, setting it out correctly.</p>	<p>E1: Discuss, plan, and make notes for their own comic poems.            E2: Do a listening task on a sample comic poem about cats.</p>	<p>E3: Draft and write a comic poem about an imaginary type of cat, following the pattern of <i>Jellicle Cats</i> and the listening text. Use similes.  <b>Extension:</b> Write an extra verse, using alliteration.            E4: Peer-edit a classmate's writing.            E5: Rewrite own poem.            E6: Perform own poem, using appropriate intonation, volume, and movement so that the meaning is clear.</p>

# A General Introduction to *Open Door English*

## Chapter 1

### 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. Vocabulary, 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 21<sup>st</sup> 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)
- Vocabulary, 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 21<sup>st</sup> 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 5*

## Chapter

# 2

Level 5 consists of:

1. Textbook 5
2. Workbook 5
3. My E-Mate 5
4. Teaching Guide 5

## 1. Textbook 5

### 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 to express opinions
  - relate what they read to their own experience
  - predict what will happen next
  - identify themes and discuss them

#### B. Comprehension tasks including:

- a) identification of themes and conventions of the text
- b) exercises checking that the text makes sense to pupils
- c) questions to improve micro- and macro-understanding of the text
- d) exercises linking new word meanings to those already known
- e) questions that ask children to express opinions or draw inferences



**C. Word Reading and Spelling tasks including:**

- a) spelling ladders enabling children to recognize regular spelling patterns listed for Years 5 and 6 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 5 and 6 of the UK National Curriculum
- d) exercises that contextualize spelling, 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 that is played 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. In Level 5, they are exposed to un-simplified fiction and poetry from our literary heritage and to stories from other cultures and traditions. Difficult or old-fashioned language is explained in glossaries or in the mini-dictionary.

We suggest that your 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 5 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. Language is also used as a tool for thought, so they are increasingly challenged to respond to ideas in the text with their own opinions.

There is a variety of traditional, modern, and literary poetry in Textbook 5. 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.

Encourage all your pupils to read widely and frequently, both for pleasure and information. They should all be able to read silently, with their mouths shut, so as to read at speed. The more they read for enjoyment, the better their language will be.

### B. Comprehension

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

Comprehension questions draw on what children already know, the mini-dictionary or glossary, and the background information 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.

By the end of Year 5, children should be able to recommend books to their peers, giving reasons for their choices. They should make comparisons within and across texts, and summarize key ideas. They should be able to discuss and evaluate how authors use language, including figurative or poetic language, considering its impact on the reader.

After reading some non-fiction texts, the children are encouraged to participate in discussions, building on their own and others' ideas and challenging views politely. They are given the opportunity to explain and discuss their understanding of what they have read, including through formal presentations and debates, using notes where necessary. They should be encouraged to give reasoned justifications for their views.

### 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. By Year 5, there should be no need to sound out phonemes in a word. If children are still struggling to read common words, it is important for the school to give them special attention and help them to catch up with their peers. If possible, place children with reading difficulties in a small group. With targeted help, they should consolidate the spellings taught in Years 3 and 4 while learning the Year 5 spellings.

#### 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. In Year 5, they should also study the meanings of common prefixes and root words so that they can work out the meanings of 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. In Year 5, the children should recognize that the underlined syllable of a word should be stressed.

#### Tricky Words Box

This box introduces irregular spellings, such as *restaurant* and *rhythm*. We call them 'tricky words'. They should be read as whole words and not sounded out. The UK National Curriculum for Years 5 and 6 lists a hundred commonly

misspelt words that should be learnt over the two years. Half are taught in Textbook 5. 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 common illnesses or climate change.

## D. Vocabulary, 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 5-6, 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, exclamation marks, inverted commas, and brackets in all grammar tasks. Note that in Year 5, the children move from the term 'speech marks' to the adult terms 'inverted commas' for direct speech and 'quotation marks' for quotations. 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 speaking activities consolidate 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 learnt 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 or perform 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 5

### 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 5, 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 5



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 5

## Scope and Sequence of *Open Door English 5* (page 4)

This grid enables you to see at a glance the contents and learning outcomes for each section of Textbook 5.

### Chapter 1: A General Introduction to *Open Door English* (page 14)

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 5* (page 24)

This chapter guides the practising teacher how to use the components of Textbook 5, Workbook 5, the audio-materials and interactive tasks on My E-Mate, and Teaching Guide 5.

### Chapter 3: How to Plan a Teaching Unit (page 31)

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 46)

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 51)

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 5 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 213)

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 5 Word List** (page 223)

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

### **Appendix 2: Photocopiable Assessment Tasks** (page 228)

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 tasks 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 assessment.)

### **Appendix 3: Assessment Procedure and Mark Scheme** (page 232)

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 235)

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 text reading to be covered in Year 5

Students should be able to:

\* maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference texts.
- reading texts that are structured in different ways and reading for a range of purposes.
- increasing their familiarity with a wide range of texts, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- recommending books that they have read to their peers, giving reasons for their choices.
- identifying and discussing themes and conventions in a wide range of writing.
- making comparisons within and across texts.
- learning a wider range of poetry by heart.
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone, and volume so that the meaning is clear to an audience.

### 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 and discuss the words in the glossary, if there is one.
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?*
  - What is your opinion about...?*
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? What do we call the beat of a poem? (Rhythm.)*
  - Which is your favourite line? Why do you like it?*
  - Does the poem rhyme? Which word rhymes with ...?*
  - What type of poem is this? (Free verse? Shape poem? Haiku? etc.)*
  - Is there any alliteration / personification? Where is it?*
  - Are there any similes / metaphors? Where are they?*
  - What senses does the poem suggest? (sight / smell / sound / taste / touch?)*



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 5 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 again at home. Expect most children to read it silently, to themselves, without moving their lips. This will help them to be efficient, independent readers. Only the less able should read aloud to an adult.
22. 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. 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 the text again. Talk about it with an adult.*

## Lesson 2

### Learning outcomes for comprehension tasks to be covered in Year 5

Students should be able to:

- \* show understanding of what they read independently by:
  - checking that the book makes sense to them, discussing their understanding, and exploring the meaning of words in context.
  - asking questions to improve their understanding.
  - 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.
  - summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
  - identifying how language, structure, and presentation contribute to meaning.
- \* use dictionaries to check the spellings and meanings of words.
- \* use the first three or four letters of a word to check spelling, meaning, or both of these, in a dictionary.
- \* discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- \* distinguish between statements of fact and opinion.
- \* retrieve, record, and present information from non-fiction.
- \* participate in discussions about texts, building on their own and others' ideas and challenging views politely.
- \* explain and discuss their understanding of what they have read, including through formal presentations and debates, using notes where necessary.
- \* give reasoned justifications for their views.

### 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 5, 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 another readers occasionally.
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. Give plenty of time for discussion and, if necessary, ask them to write the answers for homework.
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 open-ended questions. 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 the homework to the children.
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:** *Complete the comprehension questions that you did not finish in class. [Extension for more able pupils:] Summarize the text in about half a page of writing.*

## Lesson 3

### Learning outcomes for spelling and vocabulary tasks to be covered in Year 5

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 UK National Curriculum for Years 5 and 6, both to read aloud and to understand the meanings of new words that they meet.
- learn the spelling patterns listed in Appendix 1.
- use further prefixes and suffixes and understand the guidance for adding them.
- spell some words with 'silent' letters (for example, *knife*, *thumb*).
- continue to distinguish between homophones and other words which are often confused.
- use words in the context of sentences.

### 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  
 position
4. Ask different children to read aloud the words after you or the audio-recording, noting the common phoneme(s) in the highlighted ladder. In Class 5, 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 5, 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. They copy their homework into their homework diaries. (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.

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

## Lesson 4

### Learning outcomes for spelling, vocabulary, and handwriting tasks to be covered in Year 5

Students should be able to:

- achieve the Learning Outcomes for Lesson 3.
- write in joined handwriting legibly, fluently, and with increasing speed.
- choose which shape of a letter to use and decide whether or not to join specific letters.

### 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: technology... technology... *When we have information **technology** lessons, we use the computer suite...* technology

Number 2: technical... technical... *There is a **technical** problem with my computer. ...* technical

Number 3: technician... technician... *The **technician** was the person who fixed the problem...* technician (and so on for the other words)

5. When all the children have finished writing one word, move on to 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 5, 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 which shape of a letter to use according to its position in a word, for example, with the letters 'e' and 's'.
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. Ask the children to copy the words in their handwriting notebooks.

### 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 to be covered in Year 5

Students should be able to:

- read and spell exception (tricky) words and words that are often misspelt (see Appendix 1 of the 2014 UK National Curriculum for Years 5 and 6).
- 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 to be covered in Year 5

Students should be able to:

- revise spelling patterns listed in Appendix 1 of the 2014 UK National Curriculum for Years 5 and 6, 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 for Years 5 and 6 by:

- recognizing vocabulary and structures that are appropriate for formal speech and writing.
- using simple passive verbs.
- using the perfect form of verbs to mark relationships of time and cause.
- using expanded noun phrases to convey complicated information concisely.

- using modal verbs or adverbs to indicate degrees of possibility.
- using relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that* or with an implied (i.e. omitted) relative pronoun.
- learning the grammar for Year 5.

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

- using commas to clarify meaning or avoid ambiguity in writing.
- using hyphens to avoid ambiguity.
- using brackets, dashes, or commas to indicate parenthesis.
- using a colon to introduce a list.
- punctuating bullet points consistently.
- use and understand the grammatical and punctuation terminology in English accurately and appropriately in 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. They may also write their own sentences with the target grammar.

### 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 to be covered in Year 5

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 Chapter 6, 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. They may also write their own sentences with the target grammar.

### 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 to be covered in Year 5

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.
- identifying the audience for, and purpose of, the writing, selecting the appropriate form and using other similar writing as models for their own.
- noting and developing initial ideas, drawing on reading and research where necessary.
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to, or seen performed.

listen to and respond appropriately to a listening text similar to that which they are planning to write.

### E1: 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: 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: Optional 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 for composition to be covered in Year 5

Students should be able to draft and write by:

- expressing individual ideas with the help of leading questions and writing frames.
- summarizing longer passages.
- using a wide range of devices to build cohesion within and across paragraphs.
- using further organizational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).

### 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. If the children are asked to practise a dialogue in pairs, choose an 'open pair' (two children acting in front of the class). Ask them to model the dialogue in Section E of the textbook. Note that there is no pair work in some units.

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.

### E3 or E4: 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**. Alternatively, they can put a tick beside their favourite line, followed by their initials. (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 for editing and performance to be covered in Year 5

Students should be able to:

evaluate and edit by:

- assessing the effectiveness of their own and others' writing.
- proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning.
- ensuring the consistent and correct use of tense.
- ensuring correct subject and verb agreement when using singular and plural.
- distinguishing between the language of speech and writing and choosing the appropriate register.

proof-reading for spelling and punctuation errors.

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

revise what they have already learnt in the unit.

### **E4-E6 (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 5, 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 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 read the word or sentence. Each time, ask what sound or word is missing.
12. Write each word or sentence 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. Cover the first 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 look, *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. Encourage the children to ask for help if they do not understand what to do.
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 if this is appropriate. 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 photocopyable 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** unit 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.
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?*
  - How do bullets/numbers/headings/subheadings help you to understand it?*
  - Did you agree with the opinions of x or y?*
  - What is your opinion about ...?*
  - (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?*
  - What do you infer from the text? What evidence do you have for this?*
  - How is this text the same as / different from ...?*
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** unit of the four units you have just taught.
2. Orally, go through **the spelling exercises** 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(s) of the four units you have just taught. Ask similar questions to those in Lesson 1, Step 12.
7. Encourage them to explain what they enjoyed or found interesting, 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.

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

*Revise all the spellings you have learnt in the previous four units. 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 previous four units, especially the third unit.
- 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** unit of the four units you have just taught.
2. Test the children on ten spellings from the previous four units (which they should have revised for homework).

#### Reading revision

3. 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.
4. Ask similar questions to those in Lesson 1, Step 12.
5. Encourage them to explain what they enjoyed or found interesting and why.

#### Grammar and punctuation revision

6. Orally, go through **the grammar and punctuation** exercises 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.
- recite a poem studied 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** unit of the four units you have just taught.

### Reading revision

2. Ask the children to discuss the poem or to explain what they learned in the **fourth** reading text of the four units you have just taught.
3. Ask similar questions to those in Lesson 1, Step 12.
4. Encourage them to explain what they enjoyed or found interesting, and why.
5. If they learned the poem by heart, ask them to practise reciting it again.

### Composition

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

### Workbook page 4

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

**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

For further advice, see Chapter 1, Section 10 on formative assessment.

1. 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.
2. 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.
3. Make sure that each child has a pen or sharp pencil before the test.
4. Tell them not to start until you tell them to. Ensure that all children have a book to read quietly when they finish.
5. 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.
6. Show the children the mark boxes at the right side of each text and explain that they must **not** write in these.
7. Tell the children to start, following the assessment procedure outlined in Appendix 3.
8. You may read aloud the instructions for each question, but should not help the children to complete the answers.
9. 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

10. Mark the tests after the lesson.
11. Follow the marking guidance in Appendix 3.
12. 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.
13. 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.
14. 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.
15. 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

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

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**Reading genres:** An informal text and an information text

### Background

We begin Textbook 5 with two non-fiction texts: an email from one pen-pal to another and an information text. The unit explores the different registers of formal and informal language. In his friendly email, Joe uses contractions (e.g. *my name's Joe*) and informal expressions (e.g. *crazy about cricket*). He also writes about his feelings and opinions. In different extracts from a factual book about Australia, we find examples of formal non-fiction writing: a contents list, a fact file, a map, an information text, and an index. There are no contractions or informal expressions; language is brief and factual.

Since Joe and Imran exchange letters through the medium of English, children learn that English is spoken all over the world. They also learn in this unit that English has its origins in many other languages, such as Greek and Latin. The origins of words help us to know what they mean and how to pronounce them.

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 5
- (advisable) materials for games chosen to support a teaching point
- (optional) books about other countries from the library
- (optional) a globe or a map of the world
- (optional) pictures of Australia to stimulate interest in the topic

### Extension activities (optional)

#### 1. Writing to pen-pals

1. A great way to motivate children to write good letters or emails is to pair them up with pen-pals.
2. If you know a teacher in another school – in this country or abroad – set up a pen-pal project through hand-written letters or emails.
3. Some email pen-pal schemes are also available on the internet, but check out that they are reputable and that you have access to all the emails your pupils send and receive.
4. Tell your partner-teacher how many children you have in your class or year group and find out how many potential pen-pals there are in your partner school.
5. Ensure that they are of approximately the same age.
6. Informally (without telling your pupils), group them into three ability groups so that the children can communicate at approximately the same level as each other.
7. Send your partner-teacher a list of pen-pals, underlining the name to be used in the greeting (after 'Dear \_\_\_\_\_') like this:  
Samina Khan, girl aged 11, top ability group,  
Farukh Ahmed, boy aged 10, middle ability group,  
Farhat Usman, girl aged 11, lower ability group
8. Ask for a similar list, giving names, gender, and age of each child. Request your partner-teacher to underline the name to be used in the greeting.

9. After you have completed the whole of Unit 1, give each child in your class the name of a child in your partner school. Ask them to write to their pen-pals, using their own corrected letter, written on page 12 of the Textbook.
10. Ask parents' permission, both to allow their children to correspond and to send photos.
11. After some time, each child should get a personal response from a pen-pal and they can then respond to these, getting to know their distant friend.
12. If you are able to set up the pen-pal scheme, your pupils will learn a huge amount in terms of language and culture from the correspondence.

## 2. Individual research or project work

1. If it is difficult to arrange pen-pals, encourage your pupils to do individual research into another country on the internet with the help of a responsible adult. 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 each child (or pair of children) to choose a country about which they may already know a little. Encourage them to use the headings in the Contents listed on page 4 of the Textbook to help them to organize their research. Make it clear that they do not have to use all these ideas:
  1. **Geography of the country** (Districts, Lakes and Rivers, Climate, Nature and Plants, Animals and Birds, Agriculture (Farming), Industry (Factories))
  2. **History of the country** (Give some dates and important events.)
  3. **Cities** (Where are they? What is special about them?)
  4. **Culture** (Arts and Crafts, Music, Film, TV and Drama, Literature and Mythology, Science and Technology, Sport and Recreation)
4. 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.
5. Correct the grammar and punctuation of each project and encourage the children to re-draft corrected descriptions and display them, with pictures or photos, in the classroom.
6. Finally, 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!

## Textbook page notes

### A1: Reading text (page 2)

#### Learning outcomes

#### Students should be able to:

- discuss the benefits of writing to a pen-pal and suitable subject matter.
- infer the character of the writer of an email.

## 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.
- Talk about the reasons why people write to pen-pals.  
**Suitable questions:** *Does this look like a letter or an email?* (An email.) *How do you know?* (Because of the icons at the top and the way it is set out, with the sender and time of writing at the top.)  
*What country do you think the pen-pal is from?* (Open answers.)  
*Why do people write to pen-pals?* (Open answers, e.g. to learn about life in other countries or cities.)  
*What do you think you should write about?* (Open answers, e.g. your interests, your family and friends, your school.)

### During reading (See Chapter 3, Lesson 1, Steps 10-23.)



- As you play the audio-recording or read the text, ask questions regularly to check understanding.
- As you read, elicit the meanings of difficult words like *link* and *multi-storey*.
- Ask the children to make inferences about the text, for example, *Why do you think Joe pretends that he doesn't know his dad when he is at school?* (Elicit that we behave in a different way with our teachers and our families. We are more polite and formal with teachers. We are more relaxed and less formal with our families.)

**Talk box 1:** Ask the children to tell you what kind of character Joe is, e.g. sporty, friendly, interested in other countries.

### 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.

## B1. Comprehension (page 3)

### Learning outcomes

#### Students should be able to:

- **B1.1:** identify key details in an email.

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

- **B1.1:** Discuss the features of a fact file. Elicit that it gives the key information in note form, not in sentences.
- Ask different children to tell you how to complete each box orally. Then ask them to complete the boxes in writing.
- Since the answers are closed (there are right and wrong answers), you can correct the answers in class, though you should check the children's work in their notebooks later.
- Encourage your pupils to compare answers with each other before you go through the fact file and mark it in in class.

## A2: Reading text (page 4)

### Learning outcomes

#### Students should be able to:

- develop study skills, navigating the contents, index, maps, and text of an information book.

### Reading notes for the teacher

**During reading** (See Chapter 3, Lesson 1, Steps 10-23.)



- As you play the audio-recording or read the text, discuss the ways that each text is set out.
- The Contents lists the chapter headings of the book in page order, with the Introduction at the beginning and the Index at the end.
- The fact file contains only a few words and photos, whereas the paragraph about Sydney is in complete sentences.
- Elicit that the N, S, E, and W of the compass above the map stand for north, south, east and west. There are usually only place names, not sentences, on a map.
- An index is set in alphabetical order. It helps readers to find the page where they can find a particular piece of information.
- As you read, elicit the meanings of difficult words, like *multi-culturalism* and *opera*.
- **Talk box 2:** Elicit that the capital letters in the Index show that the words are names, for example, of cities or rivers. Some numbers are in bold because there is a picture of the listed item on that page.

**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.
- Ask different children to tell you which chapters look interesting to them.

**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 more able readers and ask them to read aloud the text in a whisper. The more able children should take responsibility for helping their partners to read and understand the text in a polite, helpful way.

## B2. Comprehension (page 6)

### Learning outcomes

#### Students should be able to:

- **B2.1:** identify themes and conventions in informal letters and information texts.
- **B2.2:** summarize the main ideas drawn from more than one paragraph.
- **B2.3:** develop study skills.
- **B2.4:** express opinions.

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

- **B2.1:** Discuss the features of information texts. Elicit that each section of a book is laid out to present information in an organized way. Discuss the different purposes of the contents, fact file, photos, map, chapter about Sydney, and index.

- **B2.2:** Elicit that each paragraph is about a different subject. In non-fiction writing, we often leave a line before we start a new paragraph. You may wish to point out that we usually paragraph stories in a different way – by starting a new line and leaving a finger space. Ask the children to turn to the story on pages 14 and 15 to compare this way of setting out paragraphs with the paragraphs in Unit 1. Both styles are correct.
- **B2.3:** Check that the children understand that each section of the book is laid out in a different way according to its purpose.
- **B2.4:** 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:

- **C1-2:** pronounce and guess the meanings of words of Greek origin (*technology, photograph, biology, phoneme, geography, mythology*).
- **C3:** use a dictionary to find meanings and parts of speech in words of Greek origin.
- **C4-6:** pronounce and guess the meanings of words of Latin origin (*literature, multi-storey, extract, nature*) and tricky words.

### Spelling notes for the teacher



- **C1:** Discuss the 'wise owl' box and if possible show Greece on a map of the world or a globe.
- 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.
- Ask them if they know any other words with the Greek roots *techno* (e.g. *high-tech*), *graph* (e.g. *grapheme*), (e.g. *zoology*), (e.g. *phoneme*), (e.g. *geometry*), *mythos* (e.g. *mythological*). (See Chapter 3, Lesson 3, Steps 1-7.)
- Discuss the meaning of the term *stress*. Elicit that when we stress a syllable, we say it louder than the other syllables. Point out that we sometimes stress words from the same word family in different ways. For example, we stress the o in *technology*, but, we stress the e in *technical*.
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C2:** Ask different children to complete the exercises orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **C3:** Turn to the mini-dictionary at the back of the Textbook to find the meanings of these words. Explain that a 'part of speech' is the grammar of a word and helps us to know how to use the word in a sentence.
- **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.
- Ask them if they know any other words with the Latin roots *lit* (e.g. *literary*), *multi* (e.g. *multi-purpose*), *ex* (e.g. *explore*), *natural* (e.g. *naturalist*).
- 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.)



- 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.)
- The game *Spelling bingo* will give practice in words with Greek and Latin roots. (Game 1, Chapter 6)
- **C5-6:** 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 the children to write their own sentences with the words in C4.
- 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:** explain that a **noun** refers to a person, place, thing, or event, and that proper nouns begin with a capital letter.
- **D2:** punctuate the beginning of an informal letter with **capital letters** and **full stops**.
- **D3:** use the **determiners** *a, an, some*; use *a* before vowel letters that make a consonant sound (*a unique sight*) and *an* before consonant letters that make a vowel sound (*an hour*).
- **D4:** use the determiners *the, this, that, these, those*.

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

- **D1:** Discuss the 'wise owl' teaching box. Elicit different examples of each type of noun from the children.
- **D2:** Talk through the punctuation mistakes in Imran's letter before you ask the children to annotate it in pencil in the Textbook and copy it neatly into their notebooks. Remind the children to leave a line between paragraphs.
- **D3:** Discuss the 'wise owl' teaching box.
- Elicit that vowels are the letters *a, e, i, o, and u*. Consonants are all the other letters. However, sometimes vowels make the sound of a consonant, as in *uniform*, so we say 'a uniform', not 'an uniform'. Similarly, consonants sometimes make the sound of vowels, as in *honest*, so we say 'an honest person', not 'a honest person'.
- For the teacher's information, the *determiners, the, a, and an*, are often called *articles*. However, it is not necessary to teach this term to your pupils at this level. *A* and *an* are known as *indefinite articles*. *The* is known as *the definite article*.
- **D4:** Practise the sentences orally before asking the children to complete them.

### Extension

- Ask the children to write other sentences with all the determiners listed in D4.
- Dictate the sentences in D3. (See Chapter 3, Lesson 7, Steps 7-12.)

## E. Listening, Speaking, and Composition

### Learning outcomes

#### Students should be able to:

- **E1:** distinguish between formal and informal letter recipients.

- **E2-3:** do a listening task about an informal letter.
- **E4:** draft a letter to a pen-pal, following a writing frame.
- **Extension:** add a paragraph about a recent holiday.
- **E5:** check capital letters and full stops and re-write in neat.
- **E6:** read aloud their own letters loudly and clearly.

**Listening, speaking, and composition notes for the teacher**

- **E1:** Discuss the features of informal letters and emails, taking time to talk about the ‘wise owl’ box. (See Chapter 3, Lesson 8, Steps 1-4.)
- Ask children to discuss whether we would use formal or informal language in these letters. (See Chapter 3, Lesson 8, Steps 9-16.)



- **E2:** Play the audio-recording for the listening task, or read it aloud slowly and clearly. (See Chapter 3, Lesson 8, Steps 5-8.)
- **E3:** Read it or play it a second time so that the children can check their answers.
- **E4:** Talk through the composition task with the whole class, asking different children to use the writing frame to help them frame their own letters to a pen-pal. Use the Word Chest for vocabulary and write other words that they need on the board. (See Chapter 3, Lesson 9, Steps 9-12.)
- After they have had plenty of practice orally, they can write their own letters in their notebooks. Remind them to leave a line between each paragraph. Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas.
- **Extension:** More able children can add another paragraph about their experiences in the last holiday in their own words.
- **E5:** Encourage the children to proof-read and improve their work, focusing on correct use of capital letters at the beginning of sentences and proper nouns. (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 letters, read aloud examples of good writing. Also give feedback on common mistakes. (See Chapter 3, Lesson 10, Steps 1-6.)
- **E6:** Encourage the children to read their completed letters to the rest of the class with clear, expressive intonation.
- If possible, find a school in another city or country with which you can correspond. See Extension activities 1 at the beginning of this unit. This will give a real purpose to the children’s letter writing. If not, try getting the children to research different countries. See Extension activities 2 at the beginning of this unit.

**Answers**

- **B1.1:**

Lives with:	mother and father
Other relatives:	seven cousins, grandmother, grandfather
City and country:	Sydney, Australia
Type of home:	multi-storey block of flats
Favourite sports:	cricket, swimming
Other interests:	sci-fi literature, computer games
School:	Harbour View School
Best friends:	Luke, Rahim
Favourite subjects:	<i>geography, biology, information technology</i>

- **B2.1:** a) informal, uses    b) formal, does not use    c) non-fiction    d) information  
e) at the front    f) at the back    g) in the middle
- **B2.2:** In Paragraph 1, Joe introduces himself.  
In Paragraph 2, Joe tells Imran about his family.  
In Paragraph 3, Joe tells Imran about his parents' jobs.  
In Paragraph 4, Joe tells Imran about his home and holidays.  
In Paragraph 5, Joe tells Imran about his sports and interests.  
In Paragraph 6, Joe tells Imran about his school.
- **B2.3:** a) You can find out what a koala looks like from a photo.  
b) You can find out the four main sections of the book from the Contents.  
c) You can find out where to read about dream time from the Index.  
d) You can find out whether Perth is in the north of Australia from the map of Australia.  
e) You can find out where Australia is on the planet from the map of the world.  
f) You can find out how many languages are spoken in Sydney from the chapter on Sydney.  
g) You can find out how many people live in Australia from the Fact File.
- **B2.4:** 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:** a) technology    b) biology    c) geography    d) graphics  
e) technician, telephone    f) literature or mythology
- **C3:** a) geology - the study of rocks (noun)    b) technical - to do with machines and making things (adjective)    c) phoneme - the smallest sound in a word (noun)    d) paragraph - a group of written sentences about the same topic (noun)    e) mythical - as in a myth (adjective)
- **C4:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.  
They underline the words in the texts: literature, literate, illiterate; extract, exit, except; multi-storey, multi-cultural, multiply; nature, natural, naturally
- **C5:** a) many    b) Plants    c) can, cannot    d) out    e) easy    f) a part
- **C6:** a) attached    b) multi-cultural    c) except    d) literature
- **D1: Common Nouns** (only ten need be listed):
- kangaroo, koala, emu, kookaburra, city, coast, continent, harbour, language(s), resident(s), home, variety, place(s), sight, side(s), actor(s), singer(s), play(s), music
- **Proper Nouns** (only ten need be listed):
- English (the language), Canberra, Sydney, Melbourne, Adelaide, Perth, Darwin, Brisbane, Australia, Blue Mountains, Pacific Ocean, Sydney Harbour Bridge, Opera House
- **D2:**

247 Gulshan Colony  
Lahore  
Pakistan

14<sup>th</sup> August

Hi Joe!

It was great to get your email. I'm ten years old too. Let me tell you something about my life here in Lahore. I'm writing a letter because I don't use the internet at home.

I live with my mother Rukshana, my father Omar, and my baby sister Nadia. I've got two cousins called Samir and Afia. They live in Quetta. That's another big city in Pakistan. We saw them when we went there for our summer holidays. That was in May and June, because Pakistan is in the northern hemisphere.

- **D3:** Usually Ma works in (a) an office, but now she stays at home because Nadia is (b) a baby and needs (c) a lot of attention. Ma will go back to work after (d) a year, but for now, she feels it is (e) an honour to spend (f) some time with her daughter. Baba is (g) an engineer. Right now, he is building (h) a unique solar power station, which will float on (i) a lake near Islamabad. He has designed (j) some motorways too.
- **D4:** We live in Lahore, one of the oldest cities in Pakistan. This has some great places to visit, like the Shalimar Gardens. These gardens were built in the 17<sup>th</sup> century in Mughal times – like many other beautiful buildings from that time. Those were great days.
- **E1:** a) formal    b) informal    c) informal    d) formal
- **E2 and 3:** a) Cricket.    b) On Tuesday.    c) Bowling.    d) Reading.    e) Roald Dahl.  
f) Plays cricket.    g) English and Urdu.    h) An aunt.    i) Shalimar Gardens.
- **E4:** Answers will depend on the children's own ideas and should be based on the writing frame. Children should leave a line between each paragraph.
- **E5:** Check for evidence of proof-reading and self-correction of capital letters and full stops.
- **E6:** The children read aloud their letters, speaking loudly and clearly.

## ODE Workbook 5, Unit 1, 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:** form capital letters of uniform height; practise greetings and closings for an informal letter in neat legible handwriting.
- **Ex 2:** practise print handwriting for addresses and envelopes; in print handwriting, there are no joins between the letters.

### Detailed lesson notes

See Chapter 3: How to Plan a Teaching Unit.

## Answers

- **Ex 1:** Check that pupils form all the capital letters with the same height; check that pupils leave the correct space between a capital letter and the following small letter.  
The pupils copy the greetings and closings for an informal letter in neat, legible handwriting. This is a good opportunity to insist on neat handwriting.
- **Ex 2:** Demonstrate on the board the technique for print handwriting for addresses and envelopes; in print handwriting, there are no joins between the letters. The pen/pencil is lifted off the board/page between letters.  
Explain that print handwriting is used when writing labels and addresses; print handwriting is easier to read than joined handwriting.  
When pupils practise print handwriting, the letters can be with or without exit flicks.
- **Ex 3:** a) mythical    b) mythology    c) geometry    d) phoneme    e) technology  
f) smartphone    g) biology    h) photos    i) graphics
- **Ex 4:** a) multi-layer    b) multiplication    c) multi-cultural    d) except  
e) natural    f) multiplex    g) expels    h) literature
- **Ex 5** a) Title    b) Author    c) Contents    d) Chapters    e) Glossary    f) Index    g) Table
- **Ex 6:** 1 geography,    2 geology,    3 geometry,    4 phoneme,    5 phonics,

- 6 photograph, 7 technical, 8 technician, 9 technology
- **Ex 8:** a) dictionary b) alphabet c) alphabetical d) syllable e) phonics f) phoneme  
g) attached h) languages i) pronunciation j) pronounce
  - **Ex 10:** 1) HISTORY 2) ALGEBRA 3) SCIENCE 4) ARITHMETIC 5) PHONICS  
6) BIOLOGY 7) GEOLOGY 8) GEOMETRY 9) GEOGRAPHY 10) PHYSICS

**Vertical word: TECHNOLOGY**

- **Ex 11:** a) a, an b) a, a c) the d) the e) an f) the g) the, the h) the, the
- **Ex 12:** a) grandmother b) grandfather c) grandmother d) grandfather e) mother  
f) father g) aunt h) uncle i) brother j) myself k) sister l) cousin
- **Ex 13:**

164 Spencer Crescent  
Rose Hill  
Oxford OX4 7JH  
UK

8<sup>th</sup> August

Hi Rashid!

Thank you for your email. I got it last Sunday. Let me tell you something about my life here in Oxford. I'm ten years old. I live with my mother Anna, my father Hamid, and my older sister Leila. I've got two cousins called Tariq and Omar. They live in London. That's the capital of England. We went to see them in May. Have you got any cousins?

I usually go to Rose Hill Primary School from Monday to Friday, but in August we have our summer holidays. We often go for walks along the river. I'll go back to school in September. What do you do in your summer holidays?

My favourite subjects are geography and science. I want to be a chemist when I grow up. What do you want to be?

Looking forward to hearing from you.

All the best,

Noor

- **Ex 15:** Answers depend on the pupils.

**Reading genre:** A traditional tale from Africa

### Background

This is a traditional tale, so nobody knows who told it first. It has many forms and has been changed a little by each storyteller. This story is adapted from a version by Gerry Abbott, published in *Storytelling in ELT*, ed. Amos Paran and Eleanor Watts (IATEFL, 2003). He adapted it from a tale told by one of his students, who had heard it from someone else in West Africa.

It shows the characteristics of many traditional tales. There are difficulties for our hero, but the story ends happily. Kind actions are rewarded and selfish actions are punished. Ask the children to compare this to the Chinese story *We Are All One* that they read in Unit 16 of Textbook 4. In the same way, the pedlar met with difficulties on his journey, but his kindness to children and animals was rewarded in the end.

**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 5
- (advisable) materials for games chosen to support a teaching point
- (optional) books of other traditional tales from the library
- (optional) a map of the world or a globe
- (optional) pictures of the Shalimar Gardens in Lahore to stimulate discussion and writing in Section E.

### Extension activities (optional)

#### Storytelling

1. Elicit that there are many versions of traditional tales. Each storyteller tells a traditional story in a slightly different way.
2. Discuss traditional stories or fairy stories that the children already know. For example, in the children have read the following:

Book 1	<i>The Big Pot, The Three Billy Goats Gruff, The Tiger and the Fox, Nasreddin and the Fur Coat</i>
Book 2	<i>Wise Animals (The Elephants and the Mice), Little Red Riding Hood, Momo-taro the Peach Boy</i>
Book 3	<i>Anansi the Spider, Ali Baba and the Forty Thieves, The Sleeping Beauty,</i>
Book 4	<i>Midas and the Golden Touch, Birbal and the Dishonest Merchant, We Are All One</i>

3. For homework, ask the children to find a traditional tale from the library or to re-read one of the tales that they have already read in *Open Door*.
4. The following day, each child should tell the rest of the class a story WITHOUT LOOKING AT A BOOK. They should tell the story from memory, using their own words. Emphasize that as storytellers, they should use their own ideas, with lots of expression and suspense in their voices. They should look at their listeners while telling the story and use actions where appropriate. Do not stop them if they remember the story slightly wrong or use the wrong grammar. Your aim here is to get the children to use their own language to tell a story well.

5. Encourage the rest of the class to clap at the end of each story. Discuss how a good storyteller adapts a story in his or her own way, often adding details from the life around.

## Textbook page notes

### A: Reading text

#### Learning outcomes

#### Students should be able to:

- use the mini-dictionary to find the meanings of key words.
- discuss the atmosphere of a 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.
- Elicit that a traditional tale is handed down from old people to young people and that we do not know who first wrote it down. Each storyteller tells it in an individual way and changes it slightly.
- For homework, ask each child to find a traditional tale to tell the class tomorrow. See Extension activities at the beginning of this unit.
- Ask the children to predict what the unit will be about.
- If possible, show the children where Africa is on a globe or a map of the world. Elicit that in many parts of western Africa there are tropical jungles beside big rivers.

**Suitable questions:** (Fiction.) *How do you know?* (Because the pictures are full of action. Because the subtitle tells us that it is a traditional tale and tales are fictional.)

*What do you think the text is going to be about?* (Open answers.)

*What is the **atmosphere** of a story?* (The feeling we get when we read it, for example, it may be funny, spooky, or frightening.)

#### During reading (See Chapter 3, Lesson 1, Steps 10-23.)



- 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 pages 13 and 15. Accept a variety of answers.
- Tell them to explain their views about the behaviour of the people in Akakro, accepting a variety of opinions. Is it a good idea to give to beggars? Does giving make beggars lazy (as some people say), or should we always give if we are lucky enough to have more than we need? There is no right answer to this question. Point out that all major religions of the world tell us that we should give to the poor and help the weak. However, very few people are good enough to give away all their possessions. Point out that the old woman does not only share what she has with the stranger. She also gives her time. Often we think we are too busy to help others. Perhaps real charity means giving people our time, as well as money and things.
- As you read, elicit the meanings of difficult words like *prosperous* and *nutritious*.
- Ask the children to make inferences about the text, for example, *Where do you think the boy came from? Where were his parents?*

- Elicit that the story does not tell us everything that happened or why. We have to imagine some of the story.
  - **Talk box 1** (page 13): Accept different ideas about why people do not go to Akakro. Discuss what the dangers might be.
  - **Talk box 2** (page 14): Discuss why we are often suspicious of strangers. Point out that if we do not know them, we do not know whether we can trust them. However, point out that if we never helped strangers, the world would be a cruel place.
- Talk box 3** (page 15): Accept different predictions about what will happen next.
- Talk box 4** (page 16): There are several possible morals to the story. One is that we should always help those who are weaker than us. Another is that we should always be generous, even if we do not have much to give.

### 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 more 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 stories from other cultures and traditions.
- **B2-4:** check that the text makes sense to them.
- **B5:** draw inferences from the details that are NOT given in the story.

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

- **B1:** Discuss the features of a traditional tale, its setting, characters, and atmosphere.
- **B2:** When practising answers orally, encourage the children to use the structure. *The boy was ... so he needed to ...*
- **B3:** Practise answering the questions in complete sentences before you ask the children to write complete answers in their books.
- **B4:** Elicit that we use adjectives to describe things or people.
- **B5:** Accept a variety of answers as the children should be able to express different opinions. For example, we do NOT know where the woman or the boy went after the story. We do not know how the people of Akakro turned to stone. 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: use the **suffixes** *-ous* (*dangerous*), *-ious* (*curious*).
- use the suffixes *-cious* and *-tious* sounding like *shus*, (*precious*, *ambitious*).



- **C4-5:** distinguish between common homophones.
- **C6:** use tricky words in context.

## Spelling notes for the teacher



- **C1:** Discuss the spelling rules in 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.)
- 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.)
- **C2-3:** 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.)



- **C4:** Discuss the 'wise owl' box and ask the children to tell you about homophones that they learned in Levels 3 and 4, using them in different sentences of their own. 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.)
- **C5-6:** 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 the children to write their own sentences with the homophones in C4.
- 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:** Identify **adjectives** and 'head' nouns within **noun phrases**.
- **D2:** Identify adjectives within a text.
- **D3:** Use comparatives and superlatives of adjectives, using *...er than* and *the ...est* with short words and *more ... than* or *the most ...* with long words.
- Add *er* and *est* to adjectives ending with *y*, e.g. *lonely* > *loneliest*.
- **D4-5:** Make **polite requests**.
- **D6-7: Punctuation:** Revise **commas** in lists and 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, reminding the children that a noun phrase consists of a few words about a 'head' noun, usually including adjectives. Point out that noun phrases can make writing come alive with imaginative detail.

- The game *Mime the adjective* will give children practice in using a variety of adjectives. (Game 14, Chapter 6)
- **D2:** Practise the sentences orally before asking the children to complete them.
- **D3:** Discuss the 'wise owl' teaching box. Elicit that all superlatives start with **the**, e.g. **the most important / the biggest**. Also elicit that comparatives with *more* or *er* are always followed by **than**.
- **D4-5:** Discuss the 'wise owl' teaching box. Explain that every language has different ways of showing politeness. In Urdu, we use different forms of verb with *aap* and *tum*, which do not exist in English. By contrast, in English, we say *please* and *thank you* more often and have round-about ways of making requests, like those in D4.
- Practise the matching and making up polite requests orally before asking the children to complete D4 and D5.
- **D6:** Revise what the children know about fronted adverbials, eliciting that they tell us where and when something happened.


### Extension

- Ask the children to write other sentences with fronted adverbials.
- Dictate the sentences in D7. (See Chapter 3, Lesson 7, Steps 7-12.)

## E. Listening, Speaking, and Composition

### Learning outcomes

Students should be able to:

- **E1:** discuss features of a good story setting.
  - **E2:** do a listening task about a story setting.
  - **E3:** discuss, note, and develop initial ideas for a story setting.
  - **E4:** write a story setting, drawing on the learning of the unit; use noun phrases with powerful adjectives, the past tense, and fronted adverbials.
  - **E5:** assess the effectiveness of others' writing.
  - Extension: write a story with the setting they have already written.
  - Listening, speaking, and composition notes for the teacher
  - **E1:** Discuss what makes a good story setting, taking time to talk about the 'wise owl' box. (See Chapter 3, Lesson 8, Steps 1-4.)
  - Ask children to discuss the story setting in Akakro, picking out the details that make the place come alive in our imaginations. (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:** When the children have observed a correct model from an 'open pair' of children, they should practise describing the photo 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, asking different children to use the writing frame to help them frame their setting. Stress that they are not writing a story, just setting the scene so that it comes alive. (See Chapter 3, Lesson 9, Steps 9-12.)
  - Explain that the Shalimar Gardens were built in 1637-1641 during the reign of the Mughal Emperor Shah Jahan. If possible, show other photos of it or miniatures painted during that period. This will help to stimulate their imaginations.

- After they have had plenty of practice orally, they can write settings for a story about a Mughal princess 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. Focus on the use of fronted adverbials, the past tense, and interesting noun phrases with powerful adjectives. (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 continue the story with the setting that they have just written.

## Answers

- **B1:** a) 2    b) 2    c) 3    d) 2
- **B2: Example sentences:** The boy was tired, so he needed a place to sleep.  
The boy was hungry, so he needed some food to eat.  
The boy was thirsty, so he needed some water to drink.  
The boy was cold, so he needed some clothes to keep warm.
- **B3:** Example answers:
  - a) The people of Akakro sold fish, meat, and fruit to pay for their clothes.
  - b) The man did not help the boy because he was a stranger. The young woman did not help the boy because he had nothing to give back / because she worked hard for the food. The couple did not help him because they were busy.
  - c) The old woman gave him water and fruit, she lent him her blanket, and she let him stay the night in her house.
  - d) The people of Akakro turned to stone.
  - e) The old woman packed her precious gold possessions, put them in a small boat, and left the village.
- **B4:** Example descriptions:
  - a) The toad had red, bulging eyes.
  - b) The village was near a big river and a jungle. It was prosperous.
  - c) The boy was thin and serious. He had old, torn clothes and dark eyes.
  - d) The young woman wore colourful clothes, but was unfriendly.
  - e) The old woman's hut was very small and it was at the edge of the forest. It was made of branches and leaves and there was a fire outside.
- **B5:** Example answers:
 

We do not know where the boy came from.  
We do not know why the boy was thin and hungry.  
We do not know why the people in the village were so unfriendly.  
We do not know who changed the things into gold.  
We do not know where the old woman sailed to.
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.  
Words that can be found in the text: *prosperous, poisonous, nervous, mysterious, serious, furious, suspicious, delicious, precious, nutritious, infectious, cautious*
- **C2:** a) a nervous boy    b) a suspicious boy    c) a furious boy    d) delicious food  
e) a precious jewel    f) a poisonous snake

- **C3:** a) prosperous b) cautious c) nutritious d) mysterious e) infectious f) serious
- **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) passed, herd b) past, heard c) past d) heard, passed e) past
- **C6:** A small community of people lived in the village. It was surrounded by fruit trees and fields of vegetables. The old man pointed to a small cottage. A young man helped the old man to get out of the car. 'Thank you for bringing my neighbour home,' he said. 'I'm afraid it's been a nuisance for you.' 'Not at all,' replied my mother. 'It was a pleasure to help.'
- **D1:** Note: The adjectives are underlined and the head nouns are in bold.
  - a) a **circle** of tall stones
  - b) the tangled **branches** of the trees
  - c) a **plate** of steaming vegetables
  - d) bulging, **red eyes**
  - e) a serious **boy** with old, torn clothes
  - f) fine **clothes** with bright, cheerful patterns
- **D2: Example adjectives:**  
tall, poisonous, tangled, red-eyed, huge, bulging, nearby (river/village), mysterious, tiny, loneliest, prosperous, neighbouring (villages), nutritious, sweet, small, fine, bright, cheerful, serious, old, torn, thin, dark, suspicious, hungry, thirsty, cold, young, colourful, steaming (vegetables), delicious, infectious, nasty, exhausted, busy, unfriendly, tiny, smaller, old, little, shivering (boy), still, silent, precious, golden
- **D3:** a) kinder b) kindest c) more suspicious d) nastier e) most unwelcoming
- **D4:** a) 4 b) 1 c) 2 d) 5 e) 3
- **D5:** Example answers:
  - a) Can I trouble you for a lift home?
  - b) Would you kindly turn on the fan?
  - c) Could I ask you to stop spoiling our game?
  - d) Would you mind if I close the door?
  - e) I wonder if I could borrow your rubber?
- **D6:** Page 13: Deep in the West African jungle, Occasionally, At other times, Towards evening, But these days, ...  
Page 14: Many years ago, For many years, Then, one evening, Furiously, ...  
Page 15: This time, Finally, Carefully, ...  
Page 16: The next morning, On her bed, On the shelf, To her surprise, ...
- **D7:** Last Tuesday, I arrived at school just before the bell went. Children were skipping, chatting, running, throwing balls, catching balls, tying their shoelaces, and searching for their lunch boxes. Suddenly we heard the bell. In a moment, all games stopped and the children were lining up.
- **E1: Example answers:**
  - a) Now Akakro is mysterious, deserted, and lonely. Once it was prosperous, with plenty of nutritious food. There were fruit and nuts in the forest and fish in the river.
  - b) Some examples of powerful words are:  
**Adjectives:** tangled, red-eyed, huge, bulging, mysterious, suspicious, exhausted  
**Verbs:** slip, stare, cry, snap, struggle, stagger, whisper, gather
  - c) It is mysterious.
- **E2:** a) village b) evening c) summer d) under a tree e) roots f) wind  
g) calm h) at the pump i) frogs, mosquito j) smell
- **E3:** Answers will depend on the children and should be in the PRESENT TENSE.

**Example description:**

It is a calm day and there is no wind. The still water reflects the blue sky. On the other side of the pool, there are two small white houses. In the middle of the water there are red fountain bases. Beside the water, there is a little platform. Around it, there are zigzag patterns in the white marble.

- **E4:** Answers will depend on the children and should be in the PAST TENSE.

**Example setting:**

It was a lovely morning in the summer. The princess was standing beside a pool in the Shalimar Gardens. In front of her, there was still water reflecting the blue sky. On the other side of the pool, there were two small white houses. In the middle of the pool, there were red fountain bases. Suddenly water started to shoot up into cooling fountains. She stood on a little platform and looked down at the zigzag patterns in the white marble around her. On her head, she felt the sun beating down. It was calm in the Shalimar Gardens. As she walked around, she could hear the sound of the gushing fountains and the parrots in the trees. The sweet scent of jasmine flowers reminded her of her grandmother's house.

- **E5:** Check for evidence of proof-reading and use of fronted adverbials, the past tense, interesting noun phrases, powerful adjectives.

**ODE Workbook 5, Unit 2, 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 the letter groups 'ous' and 'ious';
- **Ex 2:** practise the letter groups 'ous' and 'ious' 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 they correctly use a high joining line for letters 'ou'; check that they correctly use a diagonal joining line for letters 'us'.
- **Ex 2:** Children copy the sentences in joined writing between double ruled lines.
- Check that they leave the correct space between letters and between words.
- **Ex 3:** a4 jealous, b7 courageous, c1 spontaneous, d8 nervous, e6 gorgeous, f2 courteous (say *ker-ti-us*), g3 prosperous, h5 tremendous
- **Ex 4:** a) various    b) delicious    c) cautious    d) precious    e) infectious    f) suspicious  
g) malicious    h) serious    i) nutritious    j) mysterious
- **Ex 5:** a) cautious    b) mysterious    c) delicious    d) various    e) nutritious    f) suspicious  
g) infectious    h) serious    i) malicious    j) precious
- **Ex 7:** a) neighbourly    b) community    c) fruits, neighbours    d) vegetables    e) vegetarian,  
fruity    f) neighbouring    g) nuisance    h) neighbourly
- **Ex 8:** Answers depend on the children.
- **Ex 9:** a) Can I trouble you for a glass of water?  
b) Would you kindly allow me to make a phone call?  
c) Could I ask you to turn down your music?  
d) Would you mind if I watch the cricket?  
e) I wonder if I could borrow your dictionary.

- **Ex 10:** a) Could I ask you to stop throwing stones at our animals?  
b) Would you kindly allow me to sit in the garden?  
c) I wonder if you could show me where the washroom is.  
d) Can I trouble you for a clean plate?  
e) Could I ask you to lend me your atlas?  
f) Would you mind if I sit down?
- **Ex 11:** Note: The adjectives are in bold and the fronted adverbials are underlined.  
Years ago, a goat-herd named Ilyas lived on a **small, wooded** island in Greece Every day, he looked after his father's goats. In the morning, he took them out to the **rocky** hills. During the day, he watched over them, and in the evening he led them back to the farm.  
One evening, he was returning home with his goats. He counted them, but found that one was missing. Anxiously, he returned up the hill, paused, and listened carefully. Finally, he heard the **distant** sound of a goat's bell. After a long search, he found a **snow-white** goat at the foot of a cliff. Unfortunately, it had fallen over a steep rock and had broken its leg.  
Carefully, Ilyas picked up the **frightened** goat, put it around his shoulders, and carried it down the hillside. Back at the farmhouse, Ilyas took a bandage and a **little** stick and wound the bandage around the **broken** leg. The next day, the **injured** goat was able to walk a little. As the days passed, the leg grew stronger. Finally, the goat was able to join the herd on the hillside.  
To Ilyas's surprise, the goat never forgot his kindness. For many years, it always licked Ilyas's hand in the evening when they returned from the hills.
- **Ex 12:** a) noisier    b) more prosperous    c) most precious    d) more nutritious  
e) fatter, healthier    f) most delicious
- **Ex 14:** Answers depend on the pupils.

**Reading genres:** News reports, interviews, and advertisements

### Background

The first reading text in A1 illustrates the language of news reports – beginning with a headlines and summary sentences, followed by detailed reports. The second text of A1 is an interview with two people with different points of view. A2 consists of two advertisements. They give brief, clear details and use persuasive language, attracting their audience with alliteration and punchy messages. Children should understand that they should not always believe what they read in advertisements, which may not be truthful!

All the texts help children to understand different kinds of language that are used in the media. In this age of ‘fake news’ they should learn to think critically about anything they hear or read.

**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 5
- (advisable) materials for games chosen to support a teaching point
- (optional) a recording of a real TV news programme, interview, and advertisement.

### Extension activities (optional)

#### A TV Show Assembly

1. After you have completed the unit, act out a TV programme to other classes in your school.
2. Divide the class into three main groups to perform:
  - a) news reports.
  - b) an interview with two people with different opinions.
  - c) advertisements.
3. There can be several smaller groups for each news report and advertisement, but probably just one interview (using children with good language skills).
4. Ask the Head Teacher if you can use the stage, if you have one. Set up a desk on one side of the stage for the news readers. Put comfortable chairs on the other side of the stage for the interviewer and two interviewees. Children can come on and off the stage to perform the advertisements between the news and the interview or at the beginning and end of the ‘programme’.
5. **News reports:** The news readers should use formal language and speak slowly and clearly. They should sit seriously behind a desk, looking straight at the audience. They should report the children’s news (not national news) and the children should tell the truth about what happened. Other members of the group can hold up the headlines written on chart paper in large, clear writing. It should be legible from the back of the hall.
6. **Interviews:** The interviewer can use less formal language than the news readers. He/She should sit in a comfortable chair and look at the interviewees, smiling politely and inviting each to express an opinion. The interviewees should be encouraged to disagree politely with each other. They should not look at the audience.
7. **Advertisements:** The children acting in advertisements should think of catchy, alliterative phrases or little songs to encourage people to buy something or go somewhere. They should use persuasive language, action, and perhaps little jokes. They should explain clearly what they are selling and why it is important. They also need to explain where people can find what is advertised.

- After you have corrected their work in Section E3, E4, and the extension exercise on page 35, get them to decide who will say which lines. They should learn their parts by heart and practise speaking expressively.
- Make sure that every child speaks loudly and slowly enough to be heard from the back of the hall. Check that they are pronouncing words correctly and using lots of expression.
- When they are ready to perform, invite other classes and parents to attend the assembly.

### Textbook page notes

#### A1: Reading text: (page 24)

##### Learning outcomes

##### Students should be able to:

- use a dictionary to find the meanings of key words.
- discuss recent news and 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 is in the news at the moment.

##### Suitable questions:

*What IS news?* (Information about recent public events that we hear about online, on TV, radio, or the newspapers.)

*Who watches the news on TV? When do you watch it?* (Open answers.)

*What are people talking about this week?* (Open answers.)

*What is the difference between news and an interview?* (The news is usually read to us by a news reader. In an interview, someone asks people questions. Often there are two or more people who answer questions and they have different opinions.)

##### During reading (See Chapter 3, Lesson 1, Steps 10-23.)



- As you play the audio-recording or read the text, ask questions regularly to check understanding.
- Ask different children to tell you the meaning of the words in blue. Then get the children to check the meanings in the mini-dictionary.
- Ask the children to explain their views about each news report, accepting a variety of opinions.
- As you read, elicit the meanings of difficult terms like *batteries* and *chemicals*.
- Ask the children to make inferences about the text, for example, *Why do you think Abdul Latif believes that there should be foreign animals in wildlife parks?* (He may really believe that children will learn from the experience. He may also want to make money when people pay entrance fees to go to his park!)  
*Why do you think Katerina Sholokov does NOT believe that there should be foreign animals in wildlife parks?* (She says that they may have an unexpected effect on the food chain, eating local animals, for example. The children may infer that she knows more about food chains than a business man because she is a scientist.)  
Elicit that Abdul Latif and Katerina Sholokov do not disagree about everything. They agree that the wildlife park can protect local species of animal. They disagree that it is a good idea to have foreign animals in the park.
- Talk box 1** (page 25): Encourage different children to express different opinions according to their interests.



- **Talk box 2** (page 26): Discuss the reasons for and against bringing foreign animals into a wild life park. Encourage the children to take turns in expressing their opinions politely. Emphasize that in a discussion, there are no absolutely 'correct' answers. Each person must give good reasons and we should listen to all of these before we form our own opinions.

**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.

## B1. Comprehension (page 27)

### Learning outcomes

**Students should be able to:**

- **B1.1:** identify themes and conventions in a report and interview.
- **B1.2:** use a dictionary to find meanings and the part of speech of a word.
- **B1.3:** use a writing frame (with *able to*) to express understanding.
- **B1.4:** express an opinion.

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

- **B1.1:** Discuss the features of a news report and interview. Elicit that in a news report, we usually hear facts. In an interview, we usually hear opinions that should be based on facts. Discuss 'fake news' – that is, news that is not true, especially online. Encourage the children to be critical of what they hear or read.
- **B1.2-3:** Go through the exercises orally in class before you ask the children to write them.
- **B1.4:** Accept a variety of answers as the children should be able to express different opinions. Talk about important people that the children have heard of. Would they like to interview someone because they like that person or because they do NOT like the person? Do not expect the less able children to write their answers, but make sure that all children take part in the discussion.

## A2: Reading text (page 28)

### Learning outcomes

**Students should be able to:**

- recognize that an advertisement is persuasive and may not be true.
- identify common features of advertisements such as punchy slogans and alliteration.
- recognize similarities and differences between English and a related European language (French).

### Reading notes for the teacher

**During reading** (See Chapter 3, Lesson 1, Steps 10-23.)



- As you play the audio-recording or read the text, ask questions regularly to check understanding.
- Elicit that the clothes advertisement uses alliteration, repeating sounds as in *fashions for families*. Important slogans are written in bigger fonts and in capital letters to catch people's attention.

- Elicit that the advertisement for a French restaurant uses a lot of French words to make the reader feel that the food is real French food.
- As you read, discuss the ways that we can guess the meanings of French phrases. Some fit the context like *Oh là là!* (*Wow!*). Some sound like the English word, for example *crème* sounds like *cream*.
- Meanings of the French words [pronunciation in square brackets; explain that we do not say the plural s in these words]:  
*potage [potarge]: soup, de [duh]: of, legumes [legyoom]: vegetables*  
*poisson [pwassong]: fish, frit [fri]: fried, avec [aveck]: with, tomates [tomatt]: tomatoes*  
*pommes de terre [pom duh tair] potatoes; literally apples (pommes) of the ground (terre); au [oh]: with, beurre [ber]: butter*  
*crème [crem]: cream, caramel [caramel]: (caramel, made with burnt sugar)*
- **Talk box 3:** Elicit that the purpose of an advertisement is to persuade us to buy something. All advertisements tell us good things about a product and not bad things. We should always be cautious about believing advertisements.

### 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 A1 and A2 in a whisper.

## B2. Comprehension (page 29)

### Learning outcomes

#### Students should be able to:

- **B2.1:** distinguish between fact and opinion.
- **B2.2:** use nouns and adjectives about nationality.
- **B2.3:** identify alliteration.
- **B2.4:** recognize opposites from the text.
- **B2.5:** use a translation to infer meaning.

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

- **B2.1: (page 29)** Make it clear that we need to know the difference between facts and opinions when we read or hear news, interviews, and advertisements. We should always think critically about the media.
- **B2.2-4:** Go through the exercises orally in class before you ask the children to write them.
- **B2.5:** Discuss how best to guess the meaning of these words. For example, we know that *potage* means *soup*, so it is likely that *legumes* means *vegetables*. *Beurre* begins with the same letter as *butter*. Refer to the notes for A2.

## C. Word Reading and Spelling

### Learning outcomes

#### Students should be able to:

- **C1, 3 and 4:** Use plurals of words ending in: *sh, ch, s, ss, x = es (bushes, grasses)*, *y + s = ies (countries)*, *ey, ay, oy, uy + s (trays, journeys)*.
- **C2:** List words in alphabetical order.
- **C5-6:** Use plurals ending in: *o+s = -oes (potatoes)* or *o+s = -os (radios)*, *f/fe + s = -ves, (wolves)* or *f/fe + s = fs/fes (roofs, giraffes)*.

## Spelling notes for the teacher



- **C1:** Discuss the 'wise owl' box and the different ways that we can form **plurals** in English. 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.)
- 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.)
- **C2:** Elicit that if the first letters of a word are the same, we go on reading a word until two letters are different and then order those alphabetically.
- **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 and further ways of forming plurals. 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 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 crossword orally before they write the answers in the boxes. Remind the children to do the easy clues first and to complete them in pencil. Then they can rub out answers that turn out later to be wrong. (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 irregular plurals (e.g. *women, mice, cacti, teeth*).
- 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 **pronouns** to aid cohesion and avoid repetition.
- **Personal:** *I, you, he, she, it, we, you, they, me, you, him, her, it, us, you, them*
- **Possessive pronouns:** *mine, yours, hers, ours, yours, theirs*
- **Possessive adjectives:** *my, your, her, our, your, their*
- **D4:** Ensure correct subject and verb agreement when using singular and plural.
- **D5:** Use capital letters for proper nouns including special places, titles and brand names, and shortened words (abbreviations).

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

- **D1:** Discuss the 'wise owl' teaching box. For the teacher's information: The words *mine, his, hers, yours, ours, theirs* are possessive pronouns. Explain the difference between possessive pronoun and possessive adjective - A possessive adjective is followed by a noun e.g. his hat, their car; a possessive pronoun stands for the noun, i.e. alone. E.g. That's his. This is yours.

- The game *Whose sock?* will give practice in using possessive pronouns. (Game 13, Chapter 6) The game *Mime and guess* will give practice in using possessive adjectives. (Game 3, Chapter 6)
- **D2:** Elicit that the pictures in D1 all show advertisements. Discuss what each one is advertising: a) soap b) smart phones c) a scooter d) juice
- Give the children a limited time to underline the pronouns on page 26. They should then be able to read aloud the sentences in which the words occur. In the answer key, possessive adjectives such as *are* are in brackets. As the distinction is complicated, accept it if the children underline the possessive adjectives.
- **D4:** Discuss the 'wise owl' teaching box, using the verb table on page 196 to help you. Elicit that the pronouns *I, he, she, you, we, they* are usually the subjects of sentences because they are the 'doers'. Draw a verb table like this on the board to show how verbs should agree with their subjects:

I	am	eat	have	was
He She It	is	eats	has	was
You We They	are	eat	have	were

- **D4:** Practise the sentences orally before asking the children to complete them.
- **D5:** The children already know that proper nouns begin with capital letters, so most of this is revision. This is the first time that they have learnt that brand names and shortened words should begin with capital letters.

### Extension

- 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:** explain features of good headlines, news reports, interviews, and advertisements.
- **E2:** do a listening task to identify different opinions in an interview.
- **E3:** draft and practise performing an advertisement with alliteration and persuasive language.
- **E4:** draft and practise performing a news report with a headline in the present tense, and a detailed report in the past or present perfect.  
**Extension:** plan and practise performing an interview.
- **E5:** prepare presentations to perform, showing understanding through intonation, tone, and volume so that the meaning is clear.

### Listening, speaking, and composition notes for the teacher

- **E1:** Discuss the features of news reports, interviews, and advertisements, taking time to talk about the 'wise owl' box before the children test each other. (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. (See Chapter 3, Lesson 8, Steps 5-8.)
- **E3:** Get the children into groups of 2-4 children. Explain that they are going to plan a performance of an advertisement and a news report for a TV programme.
- When the children have read the example of an advertisement in E3, ask an 'open group' of children to perform an advertisement for the rest of the class.

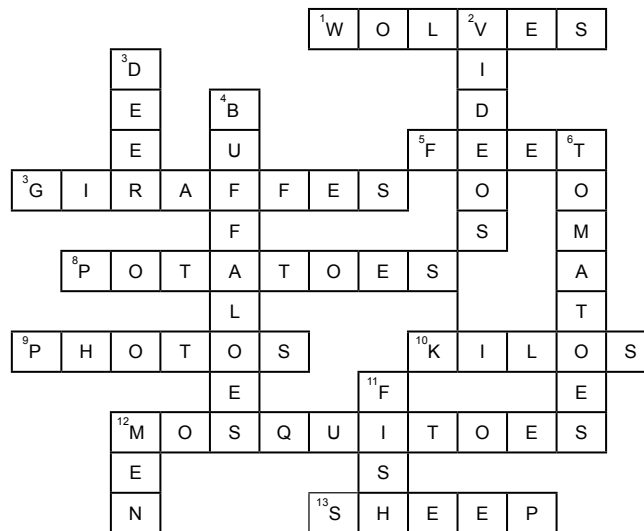
- Then ask the others to practise an advertisement for something different as ‘closed groups’. Remind them to use ‘partner voices’ and talk in a whisper. Encourage them to advertise a variety of goods. (See Chapter 3, Lesson 9, Steps 1-8.)
- Walk round the class and monitor their advertisements, helping where necessary.
- **E4:** When the children have read the example of a news report in E4, ask an ‘open group’ of children to perform a news report about something important that has happened to them recently. Reports might be about a recent festival, school event, family occasion, or an achievement of someone that they know. The news report should be true and personal to one of the news readers, not the current news that they might see on TV.
- Ask the others to practise giving a different news report as ‘closed groups’. (See Chapter 3, Lesson 9, Steps 9-12.) After they have had plenty of practice orally, they can write their news reports. Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas. Encourage the children to proof-read and improve their work with the help of other members of their group. (See Chapter 3, Lesson 9, Steps 13-17.)
- Correct their work fully if they are going to perform in front of others. (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 and get the groups to practise reading their reports or advertisements for an assembly.
- They should write posters to support their presentations. See Extension activities at the beginning of this unit.

**Extension:** Ask the more able children in the class to plan and act out an interview with two people with different opinions.

## Answers

- **B1.1:** a) a news report, recently    b) beginning, a few words    c) detail  
d) an interview    e) what they think
- **B1.2:** a) environment (N) 6    b) minister (N) 5    c) business (N) 1    d) industry (N) 4  
e) booming (V or A) 2    f) solar (A) 3    g) generate (V) 8    h) habitat (N) 7
- **B1.3:** a) Visitors to the park are not able to drive their own cars.  
b) Visitors to the park are able to take photos and videos.  
c) Solar panels are able to generate electricity in the day.  
d) Solar panels are not able to generate electricity at night.  
e) Batteries are able to store electricity in the day.  
f) Batteries are able to supply electricity at night.  
g) Frogs are not able to live in polluted water.  
h) Mosquitoes are able to spread diseases like dengue fever.
- **B1.4:** Answers depend on the children.
- **B2.1:** a) Fact    b) Opinion    c) Fact    d) Fact    e) Opinion    f) Fact    g) Opinion
- **B2.2:** a) American, America    b) Japanese, Japan    c) African, Africa    d) Pakistani, Pakistan  
e) French, France
- **B2.3:** Fashion for families, stylish salwar kameez, tidy trousers, jazzy jeans, cosy cardigans, sparkly skirts, well-shaped shorts, wonderful onesies
- **B2.4:** a) falling – rising    b) vast – tiny    c) wild – tame    d) common – rare
- **B2.5:** a) soup    b) vegetables    c) tomatoes    d) butter    e) cream

- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They underline the words in the texts. They learn the spellings for homework.
- **C2:** a) buses, bushes, businesses, foxes, grasses  
b) countries, families, ladies, opportunities, varieties  
c) boys, guys, journeys, trays, valleys
- Tricky words: advertisement, environment, foreign, opportunity, persuade, variety
- **C3:** a) bodies b) surveys c) babies d) illnesses e) holidays f) matches
- **C4:** a) varieties b) countries c) valleys d) grasses, bushes e) opportunities, businesses
- **C5:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They underline the words in the texts. They learn the spellings for homework.
- **C6: Clues Down:** 2) videos 3) deer 4) buffaloes 6) tomatoes 11) fish 12) men  
**Clues Across:** 1) wolves 5) feet 7) giraffes 8) potatoes 9) photos 10) kilos  
12) mosquitoes 13) sheep



- **D1:** a) (your hands), them, You b) We, our, yours c) him, his, he d) My, it, me, mine
- **D2: Example answers:** a) She is trying to sell us soap  
b) They are trying to sell us smart phones.  
c) She is trying to sell us a kind of scooter.  
d) He is trying to sell us mango juice.
- **D3: Note:** Do not try to explain the differences between possessive pronouns (e.g. mine) and possessive adjectives (e.g. my). If the children underline possessive adjectives (in brackets below), explain that these are possessive adjectives as they are followed by nouns.  
Interviewer: Welcome to Points of View. (**My**) guests today are Professor Katerina Sholokov and Abdul Latif, Founder of the Really Wild Wildlife Park. Latif Sahib, what, in (**your**) opinion, are the most interesting animals in (**your**) park?  
Abdul Latif: They're ALL interesting. But (**my**) favourites are the bison.  
Interviewer: Can you describe bison for **us**?  
Abdul Latif: Sure! Bison are related to buffaloes. Like buffaloes, **they** have hooves instead of feet and **they** love wallowing in mud.  
Interviewer: And are **they** as tame as buffaloes?  
Abdul Latif: [laughing] Not at all! In fact, bison can be quite dangerous, especially when **they**'re protecting (**their**) calves.

Interviewer: And what's (**their**) diet?

Abdul Latif: **They** generally eat grasses and leaves from low bushes.

Interviewer: OK. Let me turn to **you**, Professor Sholokov. What are (**your**) opinions about the new wildlife park?

Katarina Sholokov: Well, I'm delighted that the wild life park will protect so many local species. But I don't think it's right to bring wild animals from foreign countries.

Interviewer: Why not?

Katarina Sholokov: **They** could disturb the natural food chain. For example, the hippos could eat all the grass by (**our**) rivers. Then local animals could die out because **they** haven't enough food.

Interviewer: Do **you** have an answer to this, Mr Latif?

Abdul Latif: **We** aren't sure that this will happen. Also, Pakistani children will enjoy seeing rare animals that don't live in (**our**) country.

Katarina Sholokov: I can't agree, I'm afraid. In (**my**) view, the best way to learn about the lives of wild animals is from a good nature film.

- **D4:** a) Welcome to our assembly! The children in **Class 5 B** have prepared a **TV** programme about the school news.
  - b) It is called **News For Us**.
  - c) Now I am going to give you a brief outline of our programme.
  - d) **Adeel** and **Omair** are going to present a news report about the traffic problems near the **KR Mall** because last week they were late.
  - e) **Sara** has prepared a news report about the new assembly hall.
  - f) Two more groups have prepared reports about our trip to the **National Museum** on **Tuesday 27<sup>th</sup> October** because it was a great day out.
  - g) **Mina** is going to interview two people with different views.
  - h) We are going to end with three advertisements.
- **D5:** Note: Proper nouns and abbreviation in D4 are in bold.
  - a) Monday 4<sup>th</sup> February    b) Mango Magic    c) Class 3C    d) French food
  - e) OK    f) Palace Shopping Mall    g) a Superlite scooter    h) MF Mall
- **E2:** a) **Afia**    b) **Afia**    c) **Rahim**    d) **Afia**    e) **Rahim**    f) **Rahim**    g) **Afia**    h) **Rahim**
- **E3-4:** Answers will depend on the children's own ideas.
- **E5:** The children perform their reports, advertisements, and interviews in an assembly.

## ODE Workbook 5, 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 forming and joining the letter 'f', also the letters 'ff'.
- **Ex 2:** practise the letter joins for 'f' and '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 once or twice in joined writing, placing the letters correctly between double ruled lines. Check that the letters 'f' and 'ff' are correctly formed and joined. Demonstrate on the board and let the pupils practise the three joins:
  - level joins in 'fa' 'fu' 'fi'.
  - rising diagonal joins in 'ff'.
  - dipping joins in 'fe': the written line drops when the 'f' is crossed, to allow the 'e' to be neatly formed between the double ruled lines.
- **Ex 2:** Children copy the sentences in joined writing between double ruled lines. Demonstrate on the board the letter joins for the new words with 'f' and 'ff': 'find, five, four, buffaloes, fetch, fresh, food'.
- **Ex 3:**
  - a) The thieves stole some scarves from the shelves in the shops.
  - b) The wives took their/some knives and cut for themselves pieces of bread from the loaves.
  - c) The wolves killed two calves near the farms.
  - d) The chiefs made their camps below the cliffs. Then they went hunting for buffaloes.
  - e) The giraffes were so tall that they ate the leaves that were higher than the roofs.
- **Ex 4:**
  - a) countries
  - b) photos
  - c) zeros
  - d) keys
  - e) pianos
  - f) butterflies
  - g) mosquitoes
  - h) eighties
- **Ex 5:**
  - a) A: Can I help you?  
B: Yes, I need to try on some shoes. Do you have these in Size 34?
  - b) A: Look at these nice trousers! Why don't you try them on?  
B: Excuse me! These are too small. Do you have them in a bigger size?
  - c) A: I'm looking for some hockey shorts, for myself.  
B: What about these? I think they'll be big enough.  
A: And I need a shirt, maybe this one. Can I try it on?
  - d) A: I want to buy some sunglasses.  
B: What about these ones?  
A: Mmm, they're a bit expensive. I'll look for some cheaper ones.
- **Ex 8:**
  - a) Children, environment
  - b) People, feet
  - c) teeth, teeth
  - d) oxen
  - e) Geese
  - f) opportunity
  - g) foreign
  - h) variety
  - i) persuaded
- **Ex 9:** Answers depend on the children.
- **Ex 10:**
  1. Brazilian
  2. Indian
  3. Canadian
  4. German
  5. Egyptian
  6. Japanese
  7. Afghan
  8. South African
- **Ex 11:** Examples
  - a) How long have you worked at this park?
  - b) Where were you working before?
  - c) Why do you like working here?
  - d) What's your opinion about keeping animals in wildlife parks?
  - e) Why do you love your job?
  - f) What (kind of thing) do you want to do in the future?



- **Ex 12:** Example answer:  
FOR THIS MONTH ONLY!

Take the opportunity to enjoy our ROCK-BOTTOM ENTRY PRICES!

Our Wildlife Park covers a vast area. We protect unusual animals like American deer and Asian mountain sheep. We have also introduced some wild foreign creatures, such as giraffes and hippos. Some of these species are very rare.

There is a special area for species that go out in the night-time, like tiny mice and frogs.

At the end of your walk around, you can enjoy a delicious, inexpensive snack-lunch in our beautiful lakeside café.

You'll LOVE every minute!

- **Ex 14:** Example answer:

#### SNOW LEOPARD RETURNS TO PARK

Three days ago, Koko, the snow leopard, escaped from XXX Wildlife Park after a tree fell in a storm and broke the fence around the park.

Koko returned on Tuesday evening, three days after the storm.

XXX Wildlife Park is located 15 kilometres outside the city.

It is the home to wild cats, deer, foxes, and bears.

MMM, the keeper, saw Koko near the fence.

The keeper walked towards Koko and offered her some meat near the fence. Then he/she caught her. Koko is now safely back inside the fence.

The keeper said, 'We were very worried about her after the storm. We are pleased that Koko is safe. There are very few snow leopards in wildlife parks in Pakistan.'

# Is TV good for you?

**Reading genres:** A classic poem and an argument

## Background

This unit focuses on a humorous poem from a classic children's novel: *Charlie and the Chocolate Factory* by Roald Dahl, first published in 1964. The poem will challenge your pupils to think about the effect of television on their lives. Many are likely to spend much of their leisure time in front of a screen. However, recent research shows that the more TV children watch, the worse they do academically. Similarly, the more time they spend reading, the better they do academically. Children (and their parents) need to be aware of this.

The purpose of the unit is not to stop children watching TV, but to help them to think of the arguments for and against it. Some studies show that a limited amount of TV can be beneficial so long as the content stimulates thinking and is limited by parents. Many important questions in life can be answered in different ways. Often there is no 'right' or 'wrong' answer. In this case, the children will need to recognize that the question posed by the title has complex answers and will depend on the quality and quantity of television that they watch.

**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 5
- (advisable) materials for games chosen to support a teaching point
- (optional) *Charlie and the Chocolate Factory* by Roald Dahl (as a book and/or as a film)

## Extension activities (optional)

### 1. Reading *Charlie and the Chocolate Factory*

1. Listening to stories is a great way to improve oral English. If possible, find a copy of *Charlie and the Chocolate Factory* in a bookshop or library and read aloud a chapter to your class every day – the end of the day is a good time.
2. You will find that the suspense keeps your class working hard all day as they wait for the next instalment of the story.
3. There are many challenging ideas in the book, so give time to discuss not only Mike Teavee's addiction to television, but also Augustus Gloop's greed, Veruca Salt's selfishness, and Violet Beauregard's boastfulness. All human beings are guilty of these faults from time to time and we need to think about how we can avoid them.
4. After you finish reading the book, discuss the responses of your pupils. Ask questions like the following:
  - Do you think Mr Wonka was right to punish some of the children for their bad behaviour? Do you think they deserved it?
  - Make it clear that there are no 'right answers'. The children can have different opinions of the book.
  - How is the story similar to the traditional tale of Akakro? (For example, the kind behaviour of a poor person is rewarded at the end and the selfishness of richer people is punished.)

### 2. Watching a film of *Charlie and the Chocolate Factory*

1. If you do not have time to read the book aloud, consider showing one of the two film versions of the book, one directed by Mel Stuart in 1971 or another directed by Tim Burton in 2005.

- It may seem illogical to recommend showing a film in a unit about the dangers of spending time in front of the screen! However, a well-chosen film can improve your pupils' understanding of oral English and stimulate a lot of discussion.
- Even if you have read the book, it is worth showing the film as well. Some teachers may like to show the film with subtitles, if available, to improve understanding. The children will enjoy comparing the book to the film version. Discuss why certain parts of the book have been left out of the film and why certain events have been changed.

## Textbook page notes

### A: Reading text (page 36)

#### Learning outcomes

##### Students should be able to:

- discuss the theme of a poem.
- use the terms *rhythm* and *rhyme*.
- predict the end of the poem from details implied.
- read and discuss a poem, learning it by heart.

### Reading notes for the teacher

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

- Ask the children to talk about their favourite programmes on television. Do not tell them yet that the poem is about the dangers of watching television or they may not be open about their viewing habits.

**Suitable questions:** *How often do you watch television?*

*What are your favourite programmes? News/Nature/Documentary programmes? Comedy? Drama? Chat shows? Cartoons? (Open answers.)*

*Why do you like these programmes?*

*How much time do you spend watching television every day?*

#### During reading (See Chapter 3, Lesson 1, Steps 10-23.)



- As you play the audio-recording or read the text, ask questions regularly to check understanding and check the glossary for meanings of words in blue.
- If you read the poem yourself, emphasise the rhythm, stressing four syllables in each line. (See Talk Box 1.)
- As you read, elicit the meanings of words like *shocking* and *imagination*.
- Ask the children to make inferences about the text, for example, *Why do you think children usually behave well when they are watching television? Why do you think Roald Dahl calls television a monster?*
- Elicit that when people watch television, they are listening and watching, but not talking or being active. If we watch too much television, we may not spend enough time discussing ideas and thinking for ourselves.
- When you read the pros and cons of watching television on page 38, talk about each point for and against TV and get the children to discuss which they agree with and why.

- **Talk box 1:** Ask the children to clap to the beat of the first four lines, eliciting that there are four beats in a line. Read the first four lines chorally, stressing and clapping at the underlined syllables:  
*The most important thing we've learned*  
*As far as children are concerned*  
*Is never, **NEVER**, **NEVER** let*  
*Them near your television set.*
- **Talk box 2:** Discuss the question before you turn the page, accepting different answers. For example, some children may think that before children had television, they were happy when they were playing outside or drawing pictures. If some children have looked ahead and tell you that before children had television, they used to read, point out that they have read on because they wanted to know the answer to a question. This is one of the reasons why we all read!
- **Talk box 3:** Elicit that the pictures around the boy are in 'thought bubbles' and show what he imagines while reading. Then read the next part of the poem which tell you that the books are about:  
*Such wondrous, fine, fantastic tales*  
*Of dragons, gypsies, queens and whales*  
*And treasure isles, and distant shores*  
*Where smugglers rowed with muffled oars,*  
*And pirates wearing purple pants,*  
*And sailing ships and elephants.*  
Discuss which parts of the stories are illustrated and which parts are NOT in the pictures (gypsies, queens, smugglers, pirates in purple pants).

### 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.

### Choral poetry reading (See Chapter 3, Lesson 2, Steps 9-14.)

- Divide the class into groups. Ask each group to practise reciting 4-8 lines of the poem together. For example:  
page 36: G1 (Group 1): lines 1-5, G2: lines 6-9  
page 37: G3: lines 1-5, G4: lines 6-10, G5: lines 11-17, G6: lines 18-21, G7: lines 22-25  
page 38: (G8): lines 1-5. All the children can say together:  
*Great Scott! Gadzooks!*  
*One half their lives was reading books!*
- Get each group to think HOW they will say the words and what expressions they will show on their faces (for example, staring with their eyes wide open at lines 7 and 8).
- Ask them to perform their group extracts from the poem to each other, discussing how they can improve their performance.
- Ask the children to learn their group lines for homework and practise reciting them again the next day without looking at their books.
- Finally perform the whole poem in an assembly with different groups reciting their assigned lines of the poem.

## B. Comprehension (page 39)

### Learning outcomes

#### Students should be able to:

- **B1:** identify themes and conventions in a rhyming poem, novel, and argument.
- **B2:** distinguish between fact and opinion.
- **B3-4:** check that the text makes sense to them.
- **B5:** explain responses to reading through debate, challenging views courteously.

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

- **B1:** Discuss the differences between rhyming poems and free verse, novels and non-fiction, opinions and facts, before the children complete the answers.
- **B2-4:** Go through the exercises orally in class before you ask the children to write them.
- **B5:** Accept a variety of answers as the children should be able to express different opinions. Encourage them to think of new arguments for and against watching TV. 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:** recognize that *-tion (imagination)* and *-sion (comprehension)* can make the same phoneme; also that *-sion* can be unvoiced (*extension*) or voiced (*revision*).
- **C2:** list words in alphabetical order. Use the terms *syllable* and *stress*.
- **C4-5:** use the prefixes *pre-* (before) and *pro-* (for or forward); distinguish between homophones and other words that are confused.
- **C6:** 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.)
- 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.)
- **C2-3:** 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.)



- **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.)
- **C5-6:** 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 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:**

- **D1-2:** use root words to help with the understanding and grammar of difficult words.
- **D3: Punctuation:** Revise **question marks, exclamation marks** and **full stops**.
- **D4-5:** Revise: **prepositions of place** (e.g. in front of, behind, against).  
**prepositions of movement** (e.g. out of, into, around).  
**prepositions of time** (e.g. before, after, during).

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

- **D1:** Discuss the 'wise owl' teaching box and think of other word families (such as enjoy, enjoyment, enjoyable, enjoyably). Talk about clues that help us to recognize a part of speech. For example, words ending in -ation, -ness, -ment, -sion are always nouns. Words ending in -ful, -less, -ive, -able are usually adjectives. Words ending in -ly are usually adverbs.
- **D2:** Practise the sentences orally before asking the children to complete them.
- **D3:** This is revision, so should be achievable by all.
- **D4:** Discuss the 'wise owl' teaching box. The game *Where is it?* will give practice in using prepositions of place. (Game 7, Chapter 6)
- Practise the sentences orally before asking the children to complete them.
- **D5:** This is imaginative writing and does not have to follow the story. The children use their own ideas.

**Extension**

- The children add further ideas to the table on page 42, noting nouns, verbs, and adjectives in the same verb family. They may just write words for two parts of speech, which is fine, for example:

Nouns	Verbs	Adjectives
enjoyment	enjoy	enjoyable
infection	infect	infectious
kindness	-----	kind
action	act	-----

**E. Listening, Speaking, and Composition**


**Learning outcomes**

**Students should be able to:**

- **E1:** debate courteously whether computer games are good for children.
- **E2:** do a listening task about two arguments: compare two views.
- **E3:** discuss views for and against computer games.
- **E4:** draft an argument for OR against computer games, using examples and paragraphs.
- **E5:** check that a class-mate's work has an introduction, paragraphs, and a conclusion.
- **E6:** re-write an argument in neat.

- **Extension:** write an argument for or against eating chocolate.
- **E7:** read aloud an argument, showing understanding through tone and volume.

### Listening, speaking, and composition notes for the teacher

- **E1:** Discuss what happens in an argument, taking time to talk about the 'wise owl' box. Elicit that there are usually two or more points of view in an argument and that each person should listen and reply to other people's points, giving reasons and examples. (See Chapter 3, Lesson 8, Steps 1-4.)
- Ask children to discuss whether computer games are good for children. Encourage them to make a table with pros and cons, like the table on page 38. (See Chapter 3, Lesson 8, Steps 9-16.)
- **E2:**  Play the audio-recording for the listening task, or read it aloud slowly and clearly. If you read it aloud, try to use a different voice for each speaker. Read it a second time so that the children can check their answers. (See Chapter 3, Lesson 8, Steps 5-8.)
- **E3:** In class, discuss other reasons for and against playing computer games. You could run this as a formal debate with two speakers **for** playing computer games and two speakers **against**. You, as teacher, play the role of the chair person.
- Give each speaker a maximum of three minutes to talk, giving reasons and examples. The rest of the class then question the speakers.
- **E4:** Talk through the composition task with the whole class, asking different children to use the writing frame to help them frame sentences. Ensure that you practise one argument **for** playing computer games and one argument **against**. Remind the children to leave a line between each paragraph. (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. Praise them for adding their own ideas.
- **E5:** Encourage the children to proof-read and improve their work with the help of a classmate, checking as required. (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.)
- **E6:** Encourage them to write a neat second draft for display on a corridor wall or in the classroom.
- **E7:** Ask the children to read aloud their arguments and to answer their classmates' questions politely.
- At the end of the lesson, ask the children to vote on whether they think children should play computer games. You may like to clarify before the vote how old the children are and what type of games you are talking about.

**Extension:** More able children write an argument for or against eating chocolate every day. As for the other arguments, the children should begin with an introduction and end with a conclusion, following the writing frame in E4. Remind them to write each new idea in a new paragraph.

### Answers

- **B1:** a)  The author of this poem is Roald Dahl.  
b)  This is a rhyming poem, and has rhythm of four beats in a line.  
c)  The theme of the poem is that TV is bad for children.  
d)  e)  In an argument there is more than one opinion.
- **B2:** a) Opinion    b) Fact    c) Fact    d) Opinion    e) Fact    f) Opinion
- **B3:** a) When TV hypnotizes children, their brains go to sleep.  
b) If a programme is ghastly junk, it is like nasty rubbish.  
c) If brains rot, they go soft like old, bad fruit.

- d) If brains rust, they go brown like crumbling, old bits of iron.
- e) If brains are clogged, they are blocked.
- f) Before television was invented, children used to read books.

- **B4:** a) 'You' refers to a parent.  
b) They don't climb out of the window, they don't fight or kick or punch.  
c) They cook the lunch and wash the dishes.  
d) Some lines are in capital letters because Roald Dahl feels angry/strongly.
- **B5:** Arguments depend on the children and their own ideas.
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. All words should be underlined in the text EXCEPT *extension*, *revision*, and *conclusion*. They learn the spellings for homework.
- **C2:** Words with a stress on the third syllable are underlined.  
a) conversation, education, exclamation, imagination, information  
b) comprehension, discussion, expression, extension, permission  
c) conclusion, decision, occasionally, revision, television
- **C3:** a) education    b) comprehension    c) decisions    d) conversations, discussions  
e) imagination    f) expression
- **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) pre-book    b) pro-zoos    c) pro-wild-life parks    d) prefix    e) preceded    f) proceed
- **C6:** a) *Charlie and the Chocolate Factory* is now a television programme!  
b) Anna enjoys watching it, especially the poems.  
c) The poems have a strong beat, or rhythm.  
d) There are lots of rhymes, for example, tot and what.  
e) There is also alliteration, such as clogs and clutters.

• **D1:**

Nouns	Verbs	Adjectives
a) imagination	imagine	imaginative
b) decision	decide	decisive
c) information	inform	informative
d) expression	express	expressive

- **D2:** a) imaginative, imagination, imagine  
b) expression, express, expressive  
c) information, inform, informative  
d) decide, decision, decisive

• **D3:**

On the first day of February at ten o'clock, five children visited Mr Wonka's chocolate factory. Mr Wonka told them not to go near a river of chocolate. After these instructions, Augustus Gloop leaned over and drank the chocolate in the river.

'Augustus!' cried his mother, Mrs Gloop. 'What are you doing?'

'Be careful!' shouted Mr Gloop before the splash. 'Oops!' Augustus fell in.

'Help! Help!' yelled Augustus during his journey towards a pipe that was dangling above the river.

'Where's he going?' whispered his terrified father.

'Can't you stop him?' asked Mrs Gloop. Just then, Augustus shot upwards, through the pipe and into an enormous machine.



- **D4:** Prepositions of place: in, above,  
Prepositions of movement: near, over, in, towards, upwards, through, into  
Prepositions of time: on, at, after, before, during,
- **D5:** Answers depend on the children and their own ideas and imagination.
- **E1:** Answers depend on the children, their home environments, and their ideas.
- **E2:** a) M b) S c) M d) S e) S f) M g) M h) S
- **E3-4:** Answers will depend on the children's own ideas. **Example argument for computer games:**  
I am going to argue that computer games are good for children.  
Firstly, computer games can make children learn from their experience. For example, I have a game called Quartz Quest. If you get killed by a flame-thrower when you climb the stairs of a castle, the next time you play it, you do not go up the stairs.  
Secondly, computer games can help children to learn how a city works. For example, I have a game that shows me how to plan bus routes, drains, electricity wires, and internet cables when I am planning a new city.  
Lastly, computer games help children to learn how to work with computers, which can be a good way of earning money. For example, my aunt is a computer technician and I know she earns a lot of money because she has just bought a big, new car.  
To conclude, computer games can teach children about real life and help them to earn money when they are old enough to get jobs.

#### **Example argument against computer games:**

I am going to argue that computer games are bad for children.

Firstly, computer games can make children stop reading. For example, my big brother plays a lot of computer games and he does not read at all. I read a lot, and even though I am younger than him, I am better at English than he is and I know the meanings of more words.

Secondly, computer games are sometimes violent. For example, in one of my brother's games, you have to kill enemy creatures with stones. The other day, I saw him throwing a stone at a bird, which I think is wrong. I think he learned that from the computer game, because normally he is a kind boy.

Lastly, computer games stop people from talking to each other. For example, my brother spends so much time on the computer that he hardly talks to anyone. I think we should all talk to other people so that we know how they are feeling.

To conclude, I think that computer games can turn nice people into poor readers who are sometimes violent and selfish.

- **E5:** Check for evidence of proof-reading and paragraphing.
- **E6:** The children write second drafts of their arguments neatly.
- **E7:** The children read aloud their arguments to the class loudly, clearly, and expressively.

**Extension:** The arguments will depend on the children's own ideas and should be written according to the writing frame in E4. In summary, these could be:

**Against eating chocolate every day:** Chocolate is sweet so it rots the teeth. It makes children fat if they eat it every day, and if children are fat, they get ill. If eating chocolate becomes a habit, it is difficult to stop.

**For eating chocolate every day:** Children can eat a little chocolate without harm if they brush their teeth soon afterwards. Chocolate is delicious and gives pleasure. It gives energy for playing sports.

## ODE Workbook 5, 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 6 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. 'school';
  - **small 's' joined from another letter**; this can come in the middle or at the end of a word, e.g. in 'houses'.
- **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. 'school'. 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 'towers'.  
Demonstrate on the board how letter 's' is joined from another letter by a diagonal join, e.g. 'houses'.
- **Ex 2:** Children copy the sentence in joined writing between double ruled lines.  
Check that they use the correct forms of letter 's' that they practised in Ex 1.
- **Ex 3:** Before pupils complete this exercise, demonstrate on the board the handwriting for the six words ending in 'sion', paying particular attention to the formation of letter 's':
  - words with a diagonal join to letter 's': 'comprehension, mansion, collision, division';
  - words with a high join to letter 's': 'revision, excursion'.
- **Ex 3 (continued):**
  - a) comprehension    b) revision    c) mansion    d) excursion    e) division    f) collision
- **Ex 4:** a) comprehension, mansion, excursion    b) revision, division, collision
- **Ex 5:** a) Admission    b) permission, procession, information    c) discussion, education  
d) possession, imagination    e) expression, conversation, exclamation
- **Ex 6:** Words across:  
Nouns: programme, progress, produce, preposition  
Verbs: pronounce, progress, produce, prepare, precede, prefer  
Adjectives: NONE  
Words down:  
Nouns: promise, prefix,  
Verbs: proceed, promise, predict  
Adjectives: prosperous

Extension: Answers depend on the pupils.

- **Ex 8:** a) programmes    b) especially    c) alliteration    d) rhymes  
e) rhythm    f) literate    g) numerate    h) rhythmic

- **Ex 9-10:** Answers depend on the pupils.
- **Ex 11:**

Nouns	Verbs	Adjectives
a) argument	argue	argumentative
b) conclusion	conclude	conclusive
c) extension	extend	extensive
d) permission	permit	permissible
e) conversation	converse	conversational

- **Ex 12:** a) argument, argue, argumentative  
b) conclusive, conclusion, conclude  
c) extend, extensive, extension  
d) permissible, permit, permission  
e) conversation, conversational, converse
- **Ex 13:** Example statements:

#### **For uniform:**

Everybody wears the same, so rich kids and poor kids are equal.

All pupils feel that they belong to their school.

It's cheaper for parents, because they all have to order the same clothes.

On school trips, teachers can spot where their pupils are.

Pupils don't waste time in the morning while they decide what to wear.

#### **Against uniform**

Uniforms are more expensive than one's own clothes.

Pupils cannot show their own character.

Uniforms are less comfortable than one's own clothes.

Pupils cannot express their own taste in clothes.

Pupils cannot run around easily in their uniforms.

- **Ex 14:** a) To start with,    b) Next, Secondly    c) After this, For example  
d) At the end, To conclude    e) Finally
- **Ex 15:** Answers depend on the pupils.

# How am I doing?

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.

## Answers

- 1: On Monday morning, ten-year-old Bushra Rashid prevented a bad traffic accident in The Mall – with the red dupatta of her school uniform!
- Bushra was walking across a busy road with her mother when 83-year-old Tariq Ali fell over near the traffic light. Bushra waved her red dupatta and stopped the traffic. Then she helped him across the street. She asked her mother to call an ambulance because his arm was hurt.
- 'I was worried when Bushra walked into the road,' said her mother. 'But now I feel proud of her because she saved the life of an elderly man.'
- 2: a) 4    b) 5    c) 1    d) 6    e) 3    f) 2
- 3: a) phoneme    b) literate    c) multi-storey    d) exit    e) pro-space travel    f) pre-space travel
- 4: a) invention    b) geometry    c) geology    d) paragraph    e) technician    f) technical  
g) hemisphere
- 5: Any three of the following can be listed:
- a) **nouns:** (accident), morning, dupatta, school uniform, road, mother, light, arm, life, man
- b) **determiners:** (a), the, an
- c) **adjectives:** brave, (bad), red, busy, hurt, worried, proud, elderly
- d) **noun phrases:** (10-year-old Bushra), a bad traffic accident, the red dupatta of her school uniform, the busy street, 83-year-old Tariq, the traffic light, her red dupatta, an elderly man
- e) **pronouns:** (she), him, I, her
- f) **prepositions:** (in), across, with, near, into
- 6:

37H KR Colony  
Lahore  
Friday 18<sup>th</sup> November

Dear Mr Ali

My mother told me that you broke your arm when you fell over in the mall. What bad luck! I hope you are feeling better now. Is your arm in a sling?

Wishing you a quick recovery

Best wishes  
Bushra

7: Example answer:

City Hospital  
Lahore  
Tuesday 22<sup>nd</sup> November

Dear Bushra

Thank you very much for your kind letter.

I am feeling much better now, thank you. Luckily, my arm is not in a sling, so I am able to eat by myself and read the newspaper. I am also able to write letters and cards, like this one to you.

I hope you have a good term at school.

Best wishes

Tariq Ali

## ODE Workbook 5, Unit 5, Notes (Revision Unit)

### 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 pages 4-6 of this Teaching Guide.

#### 2. Learning Outcomes for Reading

Students should be able to:

- **Ex 1:** read and understand a question-and-answer news report, structured under headings; summarise the main ideas drawn from more than one paragraph; identify how language, structure and presentation contribute to meaning; *evaluate how an author uses language*, including figurative language.

### Detailed lesson notes

See Chapter 4: How to Plan a Revision Unit.

## Answers

- **Ex 1:** a) very happy, and surprised  
b) He is going to enter the Inter-School Cookery Competition next December
- **Ex 2:** a) both an interview and a news report    b) reports    c) past, present and future events
- **Ex 3:** a) They had to bake a simple sandwich cake.  
b) He goes there on Wednesday afternoons because both his parents are busy.  
c) He cooked biscuits, and later cheese biscuits and fruit cakes.  
d) You must measure the quantities carefully. You must bake the cake at a certain regular temperature.  
e) His little sister and his granddad both enjoy his cooking,
- **Ex 4:** Examples answers:  
a1, b1,    c) he's careful, and cooks carefully without guesswork, d1,    e) he can use the cash to buy cooking equipment for his cake making; he can try new recipes from his recipe book.

- **Ex 5:** a3 b2 c4 d1
- **Ex 6:** a) Monday, 7<sup>th</sup> January  
b) Tuesday, 21<sup>st</sup> October  
c) Wednesday, 22<sup>nd</sup> September  
d) Thursday, 23<sup>rd</sup> February  
e) Friday, 18<sup>th</sup> August  
f) Saturday, 30<sup>th</sup> November  
g) Sunday, 31<sup>st</sup> December
- **Ex 7:** a) Yesterday Mum went into town to buy some shalwar kameezes for Eid. The buses were all very crowded, so she took a taxi. Then she went to the market and bought some melons and some fish.  
b) Last weekend we went to the wildlife park. We saw blue sheep, red deer, and enormous American bison, but we didn't see any tigers. Our guide showed us three different species of bird. I took some photos of their feathers.  
c) On Tuesday the weather was unchanged. The airport near our house was covered in mist, so no aircraft were landing or taking off. The skies were beautifully quiet!

[**Note to teachers:** c) 'mist' is commonly used in the singular form, but 'mists' may be used poetically or figuratively. 'aircraft' is used for both the singular and plural.]

- **Ex 8:** Example phrases:  
a long-haired girl with a dirty, old bicycle  
a serious-looking boy with old shiny new chappals  
a grey-haired man with five white chickens  
fine dupattas with bright, flowery patterns  
hot, blackened rotis on an old metal plate  
galloping horses with drumming hooves
- **Ex 9:** a) Thanks for your email about my prize! Yes, it was a unique opportunity to take part in a cookery competition. ...  
b) Usually I do some cooking at my grandparents' house, but this week we are having a half-term break, so I'm at home.  
c) Right now I'm making an apple cake. Every quarter of an hour, my sister Raheela comes to see if it's ready.  
d) My uncle Omar is a hotel manager and he does all the work. He says he's 'a one-man band'. Every morning he puts some newspapers beside the entrance, with an honesty box.  
e) If a hotel guest takes a newspaper, he or she puts some money in the box. 'I expect every guest to be an honest person,' says my uncle.  
f) I have a baby brother. He wears a onesie and has some milk once an hour.  
g) My food technology teacher is Mr Karim. He's a uniquely sensible teacher. It's an honour to be in his class.

**Reading genres:** A Korean myth about the Sun and Moon and a scientific explanation

### Background

This unit compares two ways of understanding the natural world – a myth and a scientific explanation. The myth is an old story that Korean people told before they understood what we know in the 21<sup>st</sup> century. It explains how the Sun and Moon began through an imaginary story, one of many different mythical explanations of the Sun and Moon. Although scientifically incorrect, it is a delightful story. The unit also invites children to make comparisons with other traditional stories that they have read.

The scientific explanation is based on observation, reason, and evidence. It is written briefly and factually and will help your pupils to deal with big numbers and information in tables. Like a lot of scientific writing, it exposes children to the passive voice, although this is not studied until Unit 16.

**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 5
- (advisable) materials for games chosen to support a teaching point
- (optional) books of myths and scientific explanations for the Sun and Moon from the library
- (optional) photographs and accounts of earthquakes to stimulate discussion and writing

### Extension activities (optional)

#### Improvised drama

1. After you have completed the whole unit, ask the children to act out the story of The Sun and the Moon in the classroom or, even better, a hall where they can move around easily.
2. Get the children into groups of five or six: one or two narrators, the poor widow, her son Haesik, her daughter Dalsun, and the tiger.
3. Discuss the key stages of the story:
  1. The widow travels home from the village.
  2. She meets the tiger three times and escapes up the mountain.
  3. The children wait at home for their mother.
  4. The tiger, disguised as their mother, persuades them to let him in.
  5. The children escape up the tree.
  6. Two ropes come down from the sky and the tiger falls down.
  7. The children become the Sun and the Moon and change roles.
4. Encourage the characters to say their thoughts aloud so that we know what they are doing and thinking. Thus, they can tell a lot of the story without the need for many narrators. For example, the widow can say as she walks along the road, 'Oh dear, I'm so tired. I got up at six o'clock this morning, and I've spent the whole day selling rice cakes in the village. Now I have to walk all the way home.'
5. **Casting:** Choose two narrators and four actors.
6. **Props:** a basket for the rice cakes, a shawl as the cloak, a plastic axe, two chairs or stools as the tree, a screen for the house

7. **Costumes:** a long skirt for the mother, home clothes for Haesik and Dalsun, a yellow and black cloth for the tiger's back, a tiger mask for the tiger. (Ensure that the mask does not cover his/her mouth, so that we can hear what he/she says.)
8. **Staging:** If possible, perform the play on two levels. For example, the widow can walk up onto the stage, off it and down onto the floor (three times) while she is walking across the mountains. Every time she meets the tiger, she can be on the stage so that she can be seen.

The house can be on the stage, represented by a screen. The tree can be represented by two stools or chairs on which the children climb as they escape the tiger. Mime the ropes.

### First drama practice

1. Only the narrators should have a copy of the Textbook. They narrate a little of the story in their own words, but help the actors to tell most of the story by imagining what their characters are thinking and doing.
2. The actors improvise their lines using their own words, without using the book.
3. Discuss how the characters should say their words – angrily, anxiously, confidently, fearfully, or happily. Encourage the children to show their feelings on their faces and in their actions.

### Further drama practice

1. Divide the class into two groups after you have studied Unit 8. One group can act out this story while another group acts out the play-script in Unit 8.
2. Practise the drama again several times. The narrators and actors should mime the actions and say their own lines, which should not be changed from now on.
3. Get the children to learn their lines for a finished performance.

### Performance

1. You could arrange one event and invite other classes and parents.
2. One group can perform this play and a different group can perform the play-script in Unit 8. This means that every child will have a part.
3. When the children know their plays by heart, perform them 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.
4. 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

### A1: Reading text (page 48)

#### A1: Learning outcomes

#### Students should be able to:

- read a map to identify where a story comes from.
- make comparisons within and across books.

### 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:

*What is the difference between a myth and a legend?* (A legend is a traditional story that combines historical facts and fiction. An example from Book 4 is *The Dishonest Merchant*, which is set in the real court of the Emperor Akbar, although some parts are made-up. A myth is a traditional story that explains



why the world is like it is, usually with supernatural explanations, like *The Golden Touch* in Book 4. This is a made-up story about a king who turns his daughter into gold, which is impossible scientifically.)

*What other myths do you know?* (Open answers. For example, in *Open Door*, the children have read an African myth, *Anansi the Spider*, in Textbook 3.)

*Where are the countries of China, Korea, and Japan?* (East Asia.)

*What do you remember about We Are All One from Book 4?* (It is a traditional story about a poor pedlar who goes in search of a magic bead. On the way, he helps some ants and a centipede, which help him to find the magic bead.)

*What do you remember about Momo-taro from Book 2?* (It is about a baby who is found inside a peach. When he grows up, he kills some monsters with the help of a dog, a monkey, and a pheasant.)

### During reading (See Chapter 3, Lesson 1, Steps 10-23.)



- 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 that the children will open the door?*
- As you read, elicit the meanings of difficult words like *ferocious* and *trembling*.
- Ask the children to make inferences about the text, for example, *Which parts of the story could be true?* (For example, the part about the woman selling rice cakes and looking after her children in the mountains could be true.) *Which parts of the story could NOT be true?* (For example, two children turning into the Sun and Moon could not be true.)
- Elicit that scientifically the Sun and Moon are neither male nor female. In some ways, the myth shows this because the boy and girl change roles.
- **Talk box 1:** Discuss other traditional stories that are like this one. For example, in *Little Red Riding Hood* (Book 2), the wolf disguises himself as Little Red Riding Hood's grandmother, just as the tiger disguises himself as Haesik and Dalsun's mother.
- **Talk box 2:** Discuss other stories about the Sun and Moon. For example, in the listening task of Unit 8, Book 4, there is a myth about why the Sun shines.
- **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 act out the story in their own words. See Extension activities at the beginning of this 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 more able readers and ask them to read aloud the text in a whisper.

## B1. Comprehension (page 51)

### Learning outcomes

#### Students should be able to:

- **B1.1:** identify themes and conventions in a myth.
- **B1.2:** recognize synonyms in the text.

- **B1.3:** check that the text makes sense to them, using the past tense.
- **B1.4:** compare characters in the story.

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

- **B1.1: (page 51)** Discuss the features of a myth.
- **B1.2-3:** Go through the exercises orally in class before you ask the children to write them. Use B3 as an opportunity to revise the past tense in question and answer form.
- **B1.4:** Encourage the children to **infer** the characters from their actions, even though these adjectives are not used in the story.

## A2: Reading text (page 52)

### A2: Learning outcomes

#### Students should be able to:

- recognize the differences between scientific and fictional explanations.
- discuss preferences.

### 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.

#### Suitable questions:

*Does this look like a fiction or a non-fiction text? (Non-fiction.)*

*How do you know? (Because the text is a scientific explanation and science is based on facts.)*

#### During reading (See Chapter 3, Lesson 1, Steps 10-23.)



- As you play the audio-recording or read the text, ask questions regularly to check understanding.
- As you read, elicit the meanings of difficult words like *sucked* and *galaxies*.
- Discuss the text, eliciting that the science of the Big Bang is very complicated and scientists have to study for a long time before they can understand it. Point out that although it is based on the facts we know now, the science may change. Scientists may discover new things that make them change their understanding of how the Sun and Moon were made.
- **Talk box:** Ask the children to tell you which text they enjoyed most – the myth or the scientific explanation. Stress that there are no ‘right answers’.

#### 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. Make it clear that YOU do not fully understand the science (unless you are a physicist as well as a Class 5 teacher!) No teacher knows everything, which is fine! Throughout our lives, we go on learning. Some people know about one subject and some about another. Nobody knows everything there is to know.
- Discuss the table of big numbers and explain that different parts of the world have different words for numbers. For example, the words *lakh* and *crore* are used in South Asia, but not in Europe.
- Ask different children to explain their understanding of the text.

## B2. Comprehension (page 53)

### Learning outcomes

#### Students should be able to:

- **B2.1:** use comparatives to check understanding.
- **B2.2:** summarize main ideas drawn from more than one paragraph.

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

- **B2.1:** Discuss how difficult it is to imagine big numbers. It helps if we compare them with each other.
- The game *Think of a number* will give practice in using big numbers and comparatives. (Game 8, Chapter 6)
- **B2.2:** Practise ordering the events on the board before the children complete the boxes.

## C. Word Reading and Spelling

### Learning outcomes

#### Students should be able to:

- **C1-2:** add the suffixes *ing*, *ed*, *er*, or *en* to words ending in a vowel followed by a consonant in:
  - 1-syllable words (e.g. *stop*: *stopped*, *stopping*, *runner*, *hidden*),
  - 2-syllable words with a stress on the last syllable (e.g. *infer*: *inferred*),
  - 2-syllable words with a stress on the first syllable (e.g. *enter* *enteed*).
- **C3:** use a dictionary for meaning, part of speech, and stress.
- **C4-6:** remove the *e* before adding *ing* e.g. *shine* – *shining*. Change *y* to *i* before adding *ed*, *er*, or *est*, e.g. *carried*, *angrier*, *angriest*, but not before *ing*, e.g. *carrying*.
- **C7:** use tricky words in context.

### Spelling notes for the teacher



- **C1:** Discuss the spelling rules in 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.)
- 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.)
- **C2-3:** 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.)



- **C4:** Discuss the spelling rules in 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.)
- **C5-7:** 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 patterns as those in the 'wise owl' boxes.
- 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:

- **D1-2:** recognize that every sentence has a verb. Use standard English **verb inflections** for the past/present simple/progressive tenses instead of local spoken forms.
- **D3:** use common irregular past tenses.
- **D4:** make questions, negatives, and statements in present and past tenses using *do/does/did*; ensure correct subject and verb agreement.
- **D5:** use commas after fronted adverbials; revise capital letters and full stops.

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

- **D1:** Discuss the 'wise owl' teaching box. The game *Alibis* will help you to practise verb inflections in the past simple and past progressive tenses (but do not use the past perfect questions, which will be practised in Unit 13). (Game 6, Chapter 6).
- **D2-3:** This is revision, so elicit the answers from the children.
- **D4:** Discuss the 'wise owl' teaching box. Continue to play *Alibis* (which takes several lessons and will practise the difference between past tense questions and answers).
- **D5:** Discuss the 'wise owl' teaching box. Practise the sentences orally before asking the children to copy and punctuate them.

### Extension

- Ask the children to make sentences with the irregular past tenses on page 196.

## E. Listening, Speaking, and Composition

### Learning outcomes

#### Students should be able to:

- **E1:** plan and note ideas for a myth and a scientific explanation of earthquakes.
- **E2:** do a listening task on a scientific explanation for earthquakes.
- **E3:** read and discuss the similarities and differences between two earthquake myths.
- **E4:** draft and write a myth to explain earthquakes.
- **Extension:** use fronted adverbials and add more details to E4.
- **E5:** check that writing is consistently in the past tense.
- **E6:** read writing aloud with clarity and expression.

#### Listening, speaking, and composition notes for the teacher

- **E1:** Discuss the differences between myths and scientific explanations, taking time to talk about the 'wise owl' box. (See Chapter 3, Lesson 8, Steps 1-4.)
- Ask children to discuss in pairs why there are earthquakes, imagining a fictional story and attempting a scientific explanation. (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:** In pairs, the children identify the phrases that are similar in the two different earthquake myths.
- **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.)
- **Extension:** Encourage the children to use the fronted adverbials that they underlined in E3 in their own earthquake myths.
- 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.
- **E5:** Encourage the children to proof-read and improve their work, checking that they have used the past tense. (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.
- **E6:** The children read aloud their earthquake myths to the class in clear, loud, expressive voices.

## Answers

- **B1. Comprehension: A Korean myth about the Sun and the Moon**
- **B1.1:** a)  A myth is fictional.      b)   
c)  This myth explains why the Sun and the Moon are in the sky.
- **B1.2:** a) prayed – 4) begged                      b) demanded – 1) asked for  
c) replied – 6) answered                      d) met – 2) encountered  
e) rushed – 3) raced                              f) closed – 5) shut
- **B1.3:** a) It comes from Korea.  
b) Dalsun was younger than Haesik.  
c) She sold rice cakes. OR She earned her money by selling rice cakes.  
d) She met the tiger three times.  
e) She dropped her cloak and her basket when she ran away.  
f) They opened the door because they thought that the tiger was their mother.  
g) They climbed up a rope into the sky. OR They escaped up a rope into the sky.  
h) The tiger fell off its rope because the rope was rotten.
- **B1.4:** a) I inferred that the widow was brave.  
b) I inferred that Dalsun was trusting.  
c) I inferred that Haesik was cautious.  
d) I inferred that the tiger was cunning.
- **B2.1: Example sentences:**  
a) A hundred is less than a thousand.  
b) A lakh is less than a crore.  
c) A billion is greater than a million.  
d) A proton is smaller than an atom.  
e) A hair is larger than an atom.  
f) The Moon is smaller than the Earth.

- **B2.2:** 13.7 billion years ago, **the Big Bang** happened.  
4.6 billion years ago, **the Sun and the Earth** appeared for the first time.  
4.5 billion years ago, **the Moon** appeared for the first time.
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They should underline all the root words in the text. They learn the spellings for homework.
- **C2:** a) preferred    b) visited    c) stopped    d) entering    e) Forgetting  
f) dropped    g) running    h) hidden    i) rotten    j) covered
- **C3:** a) **Meanings of Key words:**  
proton - a tiny part of an atom  
atom - one of the very small things that everything is made of  
explode – to burst outwards  
expand - to grow bigger  
universe - the stars, planets and everything in space  
b) **Key words that are verbs:** explode, expand  
c) explode, expand
- **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) carrying    b) carried    c) worried    d) disguising    e) imagining    f) tinier
- **C6:** a) moving, moved, mover    b) worrying, worried, worrier    c) living, lived, liver  
d) copying, copied, copier    e) recognizing, recognized, recognizer
- **C7:** Answers depend on the children and their ideas.
- **D1:** a) I am starting to answer some questions in my notebook.  
b) She started for the village at six o'clock in the morning.  
c) The tiger was starting to chop down the tree.  
d) My school starts at ... in the morning.  
e) I start my homework at ... in the evening.  
f) The universe started to take shape about 13.7 billion years ago.
- **D2:** lived, looked, started, decided, asked, answered, replied
- **D3:** a) sold    b) met    c) said    d) thought    e) came    f) became    g) felt
- **D4:** a) No, she did not sell noodles. She sold rice cakes.  
b) No, she did not meet a wolf on the way home. She met a tiger on the way home.  
c) No, she did not feel friendly towards the tiger. She felt afraid of the tiger.  
d) No, Dalsun did not become the Moon in the end. She became the Sun.  
e) No, the Sun did not form 13.7 billion years ago. It formed 4.6 billion years ago.  
f) No, a planet does not orbit a tree. A planet orbits the Sun.  
g) No, the Earth does not go round the Moon. The Moon goes round the Sun.
- **D5:** a) One day, a widow went to a nearby village.  
b) After leaving the village, the widow met a tiger.  
c) Dropping her cloak and basket, she escaped up the mountain.  
d) Disguising himself in the cloak, the tiger entered her garden.  
e) Imagining he was their mother, the children opened the door.
- **E1:** Answers will depend on the children, their imagination (a), and their knowledge of the world (b).
- **E2:** a) cool    b) hot    c) cracks    d) fault    e) plates    f) earthquakes    g) push    h) Pakistan

- **E3:** Many years ago, the ... believed that ... Usually, ... But sometimes ... Then ... This caused an earthquake, so people fell off the ....
- **E4:** Answers will depend on the children's own ideas.
- **E5:** Check for evidence of proof-reading and correct use of past tenses.
- **E6:** The children read aloud their earthquake myths with lots of expression.

## ODE Workbook 5, 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 letter joins to 'ing' and 'ed';
- **Ex 2:** practise letter joins to 'ing' 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.  
For the ending 'ing', demonstrate:  
- the high join from letter 'w' in 'flowing';  
- no join to 'ing' after a break letter, as in 'stopping, carrying, worrying'.  
For the ending 'ed', demonstrate:  
- the high join from letter 'w' in 'flowed';  
- no join to 'ed' after a break letter, as in 'stopped, dropped';  
- the diagonal join to 'ed' from 'i' in 'worried'.
- **Ex 2:** Children copy the sentence in joined handwriting between double ruled lines.  
Check the single join to 'ing' in 'flowing'. Check that there are no joins to 'ing' in 'carrying, crying'.
- **Ex 3:** a) orbited    b) covered    c) visited, permitted    d) rotten    e) entered, beginning  
f) stopped, inferred, forgotten    g) questioned
- **Ex 4:** a) hurrying, carrying, heavier, heaviest  
b) shining, moving, orbiting  
c) worrier, worrying, worrying, unluckiest, Unluckier
- **Ex 5:** Example answers:  
a) A planet is closer to the Earth than a star. A planet is larger than the Moon. / smaller than a star. / brighter than a star. / closer to the Earth than a star.  
b) A star is larger than the Earth. / farther from the Earth than the Moon.  
c) The Moon is less bright than the Sun. / smaller than the Earth. / closer to the Earth than a planet.  
d) The Sun is brighter than the Moon. / closer to the Earth than a star.  
e) The Earth is larger than the Moon. / smaller than the Sun.
- **Ex 7:** a) scientific    b) determined    c) Immediately    d) desperate  
e) recognised / recognized (both spellings are correct)    f) explanation    g) determination, explain
- **Ex 8:** Answers depend on the pupils.

- Ex 9:** In ancient Greece, everyone is happy. But unluckily, there is a Greek girl called Pandora. One day, she goes to the market and buys a wooden box. The market-seller gives her a key and tells her not to unlock the box until the sun sets.  
Now Pandora is a very curious girl. She is also extremely impatient and doesn't enjoy waiting. When she gets home, she goes into her room and places the box on a table before the open window. Does she wait until sunset? Does she control herself? No, she doesn't. Unable to wait until dark, she unlocks the box.  
Immediately a loud hissing and buzzing sound fills the room. All sorts of horrible, ugly insects rise out of the box and fly through the window. Soon after, she begins to hear screams and cries. What on earth is the matter? What is happening?  
On the inside of the lid, she finds a label with very small writing. Looking closely, she reads that in the box are all the troubles that can cause harm and unhappiness in the world. There is only one creature left inside the box. It has lovely multi-coloured wings. Its name is Hope.'
- Ex 10:** Picture 1: When the child's father went to his brothers,  
Picture 2: As soon as the youngest brother found the child,  
Picture 3: When the chief bear realised that the child was gone,  
Picture 4: Taking a small stone from his pocket,  
Picture 5: When the brothers were safe on top of the rock,  
Picture 6: Aiming his bow at the chief bear,
- Ex 12:** This is an example story. The pupils should write it in their own way, using their own words  
Once upon a time, in the North American plains, a huge bear carried a small child off to its cave. The child's father asked his two younger brothers to help him.  
Picture 1: When the child's father went to his brothers, he begged, 'Please help me find my child.'  
The youngest brother replied, 'I'll make some arrows with sharp tips.'  
'And I'll search for the child,' promised the middle brother.  
Picture 2: As soon as the middle brother found the child, he waved to his brothers in the valley below. 'I've found your child in the bear's cave,' he cried.  
Greatly relieved, the child's father shouted, 'Bring her down. Then we can escape.'  
Quietly, before the bears came home to their cave, the brothers ran away with the child.  
Picture 3: When the chief bear realized that the child was gone, it was furious. 'They have taken the child away!' it roared. It called together the other bears in the hills.  
'We'll find the child – and kill her father.' growled one of the bears as they chased the brothers down the hill.  
Picture 4: Taking a small stone from his pocket, the youngest brother cried, 'Don't worry. I know a spell that will save us ... Grow, stone, grow!' He threw it on the ground and he started to sing a magical song. This made the rock grow in size. The brothers jumped on top of it. It grew and grew until it was as big as a mountain.  
Picture 5: When the brothers were safe on top of the rock, the chief bear furiously tried to climb the cliff. 'Aaah!' it roared. As it tried to jump up the rock, its claws scratched long lines in the side of the mountain. That's why it has the long scratches that you can see today.  
'We're safe up here!' shouted the father.  
'Let's scare the bear away with our arrows,' cried the middle brother.  
Picture 6: Aiming his bow at the chief bear, the middle brother shot his arrows.  
'The bears have run away!' shouted the youngest brother.  
'Good!' cried the middle bear.  
'Never steal our children again!' said the child's father sternly as the other bears crept fearfully back to the hills.  
From that time on, the bears have left human children alone. But you can still see the chief bear's scratch marks on the mountain.



**Reading genres:** A fantasy computer game and instructions

### Background

Many of your pupils have computer games and, if carefully chosen and monitored, these can help them to learn English and computer skills. This unit prepares them for some of the language that they will find in fantasy fiction. (Some examples are listed among the teaching aids below.) Fantasy stories are usually set at an unspecified time in the past. They include supernatural characters like wizards or magical creatures. They nearly always involve a quest to find a something that can defeat evil. In fantasy computer games, players must consider what will happen if they make different choices, so this is a good place to practise conditional clauses (What will happen if ...?).

It is important to teach children how to follow both written and oral instructions. In a computer game, as in many other technical areas, they need to learn to take one step at a time and follow the directions carefully.

**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 5
- (advisable) materials for games chosen to support a teaching point
- (optional) fantasy books from the library – for example, *Harry Potter* by J.K. Rowling (the earlier books), *How to tame your dragon* by Cressida Cowell (easy and funny), *The Lion, The Witch and the Wardrobe* by C.S. Lewis, and *The Hobbit* by J.R.R Tolkien (only suitable for very good readers)
- (optional) maps of imaginary places such as those at the beginning of *How to tame your dragon* or *The Hobbit*
- (optional) packs of Top Trumps or similar children's card games

### Extension activities (optional)

#### Playing Top Trumps or similar games

1. If the children have Top Trumps, or similar children's packs of cards at home, ask them to bring in their games.
2. Ask each child to explain the rules of their game to the rest of the class, using clear instructions. Alternatively, ask them to explain how to play a computer game that they have at home.
3. If possible, demonstrate how the statistics of each card can be compared to the statistics on a card of an opponent. The higher value for each skill decides who wins the card. Discussing these games will help the children to do the work on page 62.
4. Since fashions for these cards constantly change, ask your pupils what games they play at the moment.

### Textbook page notes

#### A1: Reading text (page 60)

##### Learning outcomes

**Students should be able to:**

- use a dictionary.
- explain responses to reading, expressing opinions and 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:** *What do we mean by **fantasy**?* (Elicit that fantasy fiction is usually set in an imaginary world a long time ago and has magical creatures. There is usually a journey or 'quest' with a map to help you to find your way to your destination and defeat evil.)  
*What fantasy stories have you read?* (In Textbook 4, the children read the fantasy story *The Dark Riders*. Some children may have read or seen films of *Harry Potter*, *The Lion, the Witch and the Wardrobe*, *The Hobbit*, or *How to tame your dragon*.)  
*What is a fantasy computer game?* (Elicit that it is a fantasy story on a computer where the player is usually the hero who has to defeat a villain.)  
*What is the **aim** of a game?* (It is what you must do in order to win.)  
*What is the **role** of a player?* (The player is like a character in a play and has to take a part in the fantasy world.)

### During reading (See Chapter 3, Lesson 1, Steps 10-23.)



- As you play the audio-recording or read the text, ask questions regularly to check understanding.
- Ask, *Do you think that our world is very different from Mammania?* Discuss the differences between rich and poor people in our own world and what we should do to share wealth. Unfortunately, this is not as simple as finding a quartz stone!
- As you read, elicit the meanings of some of the names. For example, Mammon was an ancient word for wealth. A *mugger* is a modern word for a street thief. The names of many countries end with the suffix *ania* (such as Rumania). *Mania* also means *madness*, so we infer that the land of Mammania is a country that has gone mad over money.
- Explain that on page 62, the magical creatures are 'good' and fight for the player. The enemy beasts are 'bad' and fight for Mammon.
- If the children have played *Top Trumps* or similar card games, they will know that cards with high statistics can beat cards with low statistics. For example, Black Panther has 5 for intelligence, so on intelligence it would beat Fangfingle, which only has a score of 3. However, Black Panther would lose against Tonguetwister, which has a score of 9 for intelligence.
- Elicit that in a normal *Top Trumps* or similar game, each player has many more cards and that the aim of the game is to win cards from the opponent.
- If possible, ask the children to bring in and explain their own games. (See Extension activities at the beginning of this unit.)
- Ask the children to make inferences about the text, for example, *What is the purpose of runes?* Elicit that they are like magic clues to help the player reach the destination.
- **Talk box:** Ask the children to decide in pairs whether it would be more useful to have a cloak or a donkey on a journey. For example, they can carry heavy bags if they buy a donkey. They can keep warm and dry if they buy a cloak. They can argue either way. They will refer to this discussion in E2.

### 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 as before.

- If children have brought in their own games (see Extension activities), give them a chance to play the games in pairs.

### 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 more able readers and ask them to read aloud the text in a whisper.

## B1. Comprehension (page 63)

### Learning outcomes

#### Students should be able to:

- **B1.1:** identify themes and conventions in a fantasy role play.
- **B1.2:** use a dictionary to explore meanings, pronunciation, and grammar
- **B1.3:** compare characters.

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

- **B1.1: (page 63)** Discuss the features of fantasy games.
- **B1.2-3:** Go through the exercises orally in class before you ask the children to write them.

## A2: Reading text (page 64)

### A2: Learning outcomes

#### Students should be able to:

- interpret a map.
- follow instructions.

## Reading notes for the teacher

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

- Discuss how the map will help you to find your way from the Castle of Courage to the Fortress of Justice.
- Talk about the meanings of the **place names**, identifying which are probably dangerous places (for example, *Forest of Despair*, *Swamp of Loneliness*, *Desert of Despond*, *Cliffs of Doom*, *Wobbly Bridge*). Also identify places which may help the traveller (for example, *Castle of Courage*, *Fortress of Justice*, *Bridge of Hope*).
- Discuss the symbols in the key and match them to the symbols on the map.
- Ask different children to tell you where one place is in relation to another place. For example: *The Bridge of Hope is south of Mammon City. Pensilion is east of Mammon City. Clifton is north-east of Mammon City.*

### During reading (See Chapter 3, Lesson 1, Steps 10-23.)



- As you play the audio-recording or read the text, ask questions regularly to check understanding.
- Ask different children to explain the rules of the game in their own words.
- Point out that the Tips and Tricks contain a lot of clauses with *if* (conditionals) which you will practise later.

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



- Discuss the text, taking time to refer to the text and clarify misunderstandings.

## B2. Comprehension

### Learning outcomes

#### Students should be able to:

- **B2.1:** identify themes and conventions in instructions.
- **B2.2:** check that the text makes sense to them, using conditionals.
- **B2.3:** express opinions.

#### Comprehension notes for the teacher

 (See Chapter 3, Lesson 2, Steps 15-21.)

- **B2.1: (page 65)** Discuss the features of a map. Elicit that the key helps us to understand the symbols on the map. Elicit that we always use numbers when it is important to follow instructions in a special order.
- **B2.2:** Go through the exercise orally in class before you ask the children to write.
- **B2.3:** Discuss the evidence in the text before the children put ticks or question marks in the boxes. Ask them to point to the textual evidence that runes, magical creatures, and friends are essential in the quest.

## C. Word Reading and Spelling

### Learning outcomes

#### Students should be able to:

- **C1&3:** use endings with *-le (noble)*, *-al (capital)*, *-cial (special)*, *-tial (initial)*.
- **C2:** use alphabetical order.
- **C4-5:** distinguish between common homophones.
- **C6:** 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. 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.)
- **C2-3:** Ask different children to complete the exercises orally before they write the answers. Elicit that the invisible word in C3 is 'INVISIBLE'! (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.)

- Challenge the children to find the target words in the reading texts as in C2.
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C5-6:** 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 the children to write their own sentences with the homophones in C5.

## D. Grammar and Punctuation

### Learning outcomes

#### Students should be able to:

- **D1-2:** use standard English **verb inflections** instead of local spoken forms; use the **future tense** both with *will* and *going to* in statements and questions.
- **D3:** Use the **present progressive tense for future use**.
- **D4-6:** use the present tense with ***if*** and ***when*** (zero conditional).
- use the future tense with ***if*** and ***when*** (first conditional).
- use commas to clarify meaning or avoid ambiguity (including conditional clauses).

#### 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 reverse the order of words in a question. Although the children already know how to use the present progressive tense to explain present time, explain that it is also used to talk about the future, as in *I'm seeing the doctor on Monday*.
- **D2-3:** Practise the questions and answer orally before asking the children to complete them in their notebooks.
- **D4:** Discuss the 'wise owl' teaching box. The game *Simon says* will give practice in using conditional clauses. (Game 6, Chapter 6)
- **D5-6:** Practise the conditional sentences orally before asking the children to write them.

### Extension

- Ask the children to write other sentences with conditionals in their own words.
- Dictate the sentences in D2. (See Chapter 3, Lesson 7, Steps 7-12.)


## E. Listening, Speaking, and Composition

### Learning outcomes

#### Students should be able to:

- **E1:** make notes to plan an imaginary fantasy quest.
- **E2:** do a listening task, completing instructions in a computer fantasy game.
- **E3:** draft directions, using a map.
- **E4:** write directions and check spelling.
- **E5:** read aloud directions to a class-mate, then follow a class-mate's directions.
- **E6:** draw and label an imaginary map; write directions from one place to another.
- **Extension:** Write instructions for a different game. Use bullet points and numbering and the headings in the text.

## Listening, speaking, and composition notes for the teacher

- **E1:** Discuss the features of good instructions, taking time to talk about the 'wise owl' box. (See Chapter 3, Lesson 8, Steps 1-4.)
- Ask children to plan an imaginary quest with a partner. (See Chapter 3, Lesson 8, Steps 9-16.)
- **E2:**  Remind the children of their discussion of the Talk box on page 61. Then 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 give directions. (See Chapter 3, Lesson 9, Steps 9-12.)
- **E4:** After they have had plenty of practice orally, they can write their own directions in their books. Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas.
- **E5:** When the children have finished writing their directions, they should practise reading them 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.
- **E6:** This will take a full lesson. Encourage the children to make detailed imaginary maps, with symbols indicating mountains, rivers, towns, cities, etc. Then they write directions using their own maps. If possible, give them time to show their maps to their partners and give directions from one place to another. The maps will make an attractive wall display.

**Extension:** It will take time for the children to explain a different computer game, so it may be best to set this as homework for the more able.

## Answers

- **B1.1:** a) science fiction    b) magical    c) the player, Mammon    d) aim    e) setting
- **B1.2:** a) goblet (noun) an old-fashioned cup  
b) justice (noun) treatment of people in a fair way  
c) draught (noun) a light wind  
d) obedient (adjective) doing what someone tells you to do  
e) band (noun) a group of people  
f) provincial (adjective) part of a province (or small part) of a country  
g) commercial (adjective) connected to buying and selling things
- **B1.3:** Example sentences (many more are possible):  
Tonguetwister is more intelligent than Black Panther. (9-5)  
Fangfingle has better weapons than Flame-breath. (7-6)  
Flame-breath has better defences than Fangfingle. (8-7)  
Black Panther is faster than Tonguetwister. (10-4)  
Flame-breath is more intelligent than Fangfingle. (9-3)  
Fangfingle is faster than Flame-breath. (7-5)  
Flame-breath has the same intelligence as Tonguetwister. (9-9)  
Black Panther has the same weapons score as Tongue Twister. (8-8)
- **B2.1:** a) You look at the key.  
b) 1. A black square means a city.    2. A dotted line means a path.  
3. An exclamation mark in a triangle means an obstacle.  
4. A large orange dot means a provincial town.    5. A blue line means a river.

- c) Instructions tell you what to do.
- d) We use numbers to show the order of instructions.
- e) We use bullet points if the order does not matter.
- **B2.2:** a) ...summon a magical creature.  
b) ...choose a creature with wings.  
c) ...choose one rune, read it aloud, and follow its instructions.  
d) ...they will use it against you.  
e) ...they will want something in return.  
f) ...Mammon will lose his power for ever.
- **B2.3:** a) runes ✓(because you need them to open the doors of the fortress)  
b) money ✓(because you need to buy equipment) c) a cloak – ?  
d) magical creatures ✓(because you need them to fight the enemy beasts)  
e) a goblet ? f) friends ✓(because ‘it is essential to stay with your friends’  
g) a donkey ?
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework. They underline all the words that they can find in the texts and read them aloud.
- **C2:** a) **example, invisible**, noble, possible, terrible  
b) **arrival**, capital, final, local, magical  
c) artificial, **commercial, official, provincial**, special  
d) confidential, **essential, initial**, partial, **substantial**
- **C3:** a) special b) initial c) arrival d) final e) substantial f) possible g) noble  
h) essential The invisible word goes down from the I of SPECIAL. It is ‘INVISIBLE’! The completed crossword looks like this:

<sup>a</sup> S	P	E	C	I	A	L					
			<sup>b</sup> I	N	I	T	I	A	L		
<sup>c</sup> A	R	R	I	V	A	L					
			<sup>d</sup> F	I	N	A	L				
<sup>e</sup> S	U	B	S	T	A	N	T	I	A	L	
<sup>f</sup> P	O	S	S	I	B	L	E				
		<sup>g</sup> N	O	B	L	E					
<sup>h</sup> E	S	S	E	N	T	I	A	L			

- **C4:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework. They underline all the words that they can find in the texts and read them aloud.
- **C5:** a) father b) weather c) farther d) allowed e) whether  
f) steal his precious steel sword g) draught h) aloud i) draft
- **C6:** Answers will depend on the children.
- **D1:** a) He is going to look for a magic goblet. b) He will go on foot.  
c) He is going to stay in an old woman’s cottage.  
d) He will stay awake because he is not sure whether the old woman will steal his sword.

- **D2:** a) What time will he set off the next morning?    b) What is he going to look for?  
c) What will he find there?    d) What will he notice at the top of the rope?  
e) What is he going to climb?    f) What will he see on the ledge?
  - **D3:** Answers depend on the pupils,
  - **D4:** When you are in Mammon City, the swamp is to the east.  
When you are in Mammon City, the desert is to the north (or north-east).  
When you are in Mammon City, the mountains are to the west.  
When you are in Mammon City, the forest is to the south.
  - **D5:** When you are in Las Vainas, the sea is to the west.  
When you are in Las Vainas, the mountains/castle are/is to the south.  
When you are in Las Vainas, Mammon City/the river/the desert is to the east.  
When you are in Las Vainas, Wobbly Bridge/Draughty Point is to the north.
  - **D6:** a) If you go to the Desert of Despond, you will see cacti.  
b) If you go to the Wobbly Bridge, you will see Draughty Point.  
c) If you go to the Cliffs of Doom, you will see the Fortress of Justice.  
d) If you go to the Castle of Courage, you will see the mountains/Las Vainas.  
e) If you go to the Fortress of Justice, you will see the Cliffs of Doom/Ferry Cove.  
f) If you go to the Forest of Despair, you will see the Bridge of Hope/a river.
  - **E1:** Answers will depend on the pupils and their own ideas.
  - **E2:** a) commercial    b) donkey    c) path    d) weather    e) cloak  
f) obstacle    g) wings    h) whether    i) magical
  - **E3:** Answers will depend on the children's own ideas. Example answer:  
From the Castle of Courage, go downhill along a path to the main road.  
Turn left at the main road. You will now be heading south.  
Go over the Bridge of Hope. You will pass through the Forest of Despair.  
Go along the main road, and soon you will be heading north.  
You will pass through the provincial town of Pensilion.  
Nearby, on your left, you will see the Swamp of Loneliness.  
Turn right and go down the path to Ferry Cove.  
To the east, you will see an island, which is the Fortress of Justice.  
Go across the sea to the Fortress of Justice.  
You have reached your destination!
  - **E4:** Check for evidence of proof-reading and self-correction of grammar and spelling.
  - **E5:** The children read aloud their directions.
  - **E6:** Answers will depend on the children's drawings of imaginary lands and their directions.
- Extension:** The children write instructions for an imagined computer game with the given headings.



## ODE Workbook 5, 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:** practise forming the letter combination 'ea'; practise forming small letters correctly. For example, 's e a r c' in 'search' should all be the same height;
- **Ex 2:** practise forming small letters correctly 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 small letters are correctly and regularly formed, and that they are all the same height.
- **Ex 1:** (continued): search –earth; pear – bear; fear – ear; treasure – measure
- **Ex 2:** Children copy the sentences in joined writing between double ruled lines. Check that pupils leave the correct space between words.
- **Ex 3:** a) mist, plain    b) farther    c) steal    d) allowed    e) draft    f) whether    g) fare
- **Ex 4:** a) official, confidential    b) essential    c) initial    d) partial    e) special  
f) artificial    g) commercial    h) financial, provincial    i) initial    j) substantial
- **Ex 5:** 1) magical    2) local    3) invisible    4) pedal    5) capital    6) material  
7) simple    8) horrible    9) single    10) example    11) equal  
Vertical word: conditional
- **Ex 7:** a) equip    b) excellently    c) equipment    d) According    e) excellent  
f) weapons    g) symbols    h) ancient
- **Ex 8:** a) On Sunday, I'm playing in a tabla concert at a quarter to eight.  
b) On Monday, I'm having an extra maths lesson at five o'clock.  
c) On Tuesday, I'm practising hockey with the junior team at a quarter to four.  
d) On Wednesday, we're playing a hockey match against Central Primary School at a quarter past three.  
e) On Thursday, my mum and I are going shopping at half past six.  
f) On Friday, we are (all) visiting our grandparents at a quarter to five.
- **Ex 9:** a) If I don't play in a tabla concert, I'll stay at home.  
b) If my maths teacher doesn't come, I'll do some other homework (instead).  
c) If there is no hockey practice, I'll play table tennis (instead).  
d) If the hockey match doesn't happen, we'll go to the gym (instead).  
e) If Mum doesn't take us shopping, we'll play Quartz Quest (instead).  
f) If we don't visit my grandparents, we'll have tea in a restaurant (instead).

- **Ex 10:** Example answers:
  - a) 3 nice places to visit: Bridge of Brightness, River of Riches, Cove of Courage, Port of Importance, Beach of Beauty
  - b) 3 places NOT to visit: Lake of Loneliness, Desert of Despair, Sea of Storms, Fortress of Fear, Sea of Silence
- **Ex 11:** Example answers:
  - If we go along Route 22, we'll get to the Cove of Courage.
  - If we go along the river path, we'll get to the Bridge of Brightness.
  - If we take a left turn at the Bridge of Brightness, we'll see the 100-year-tree.
  - We'll avoid the Sands of Silence if we take Route 27.
  - We won't go near the Desert of Despair if we go along the cliff path.
- **Ex 12:** Answers depend on the pupils.

**Reading genres:** A play-script and a comedy

### Background

This humorous play-script gives children practice in the language of appointments with the doctor. It should not be taken too seriously – treat it like a TV comedy! The children revise how to set out a play-script and give stage directions.

The text develops the children's **inference** skills. For example, they need to **infer** that the people in the surgery allow the child to go before them in the queue because they are frightened of catching his illness. They need to infer that the doctor thinks that Mrs Whinger is wasting her time because she charges a lot of money for the unnecessary appointment.

**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 5
- (advisable) materials for games chosen to support a teaching point
- (optional) props to act out the play (see below)

### Extension activities (optional)

#### Scripted drama

- In the extension activity for Unit 6, the children perform a play of the story in their own words. In this unit, they perform a scripted play, following the stage instructions. You could perform both plays at the same event, dividing the class between the two plays so that most children have a chance to act.
1. **Casting:** Choose the eight characters. If you want nine, include the cleaner, Mrs Parker, about whom we read on page 79. If you want ten characters, ask a different child to play Mrs Whinger in Scene 2. There is no need for narrators. Add other patients in the waiting room if you want more children to have roles.
  2. **Props:** 6 chairs and a table, a laptop (if possible) and a red felt tip pen
  3. **Costumes:** normal home clothes, if possible a white coat for the doctor
  4. **Staging:**

**Scene 1:** Set 5-6 chairs in a line for the patients in the hospital waiting room. At one side, have a table, laptop, and chair for the doctor's assistant.

**Scene 2:** The actors in Scene 1 leave the stage. The doctor takes her seat behind the table with the laptop.
  5. **Drama practice:** Discuss how the characters should say their words – angrily, anxiously, happily, or sadly. Encourage the children to show their feelings on their faces and in their actions.
  6. Practise where the children come in and leave the stage. Ensure that they learn their parts for homework.

#### Performance

1. When the children know their lines by heart, perform the play 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 (page 72)

#### Learning outcomes

#### Students should be able to:

- infer meaning.
- 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.
- Make it clear that the children need not look up the meaning of a word in blue if they understand it. They only need to look it up if they do not understand, just as they would do if reading a book with difficult words.

- Ask the children to tell you about recent visits to a hospital.

**Suitable questions:** *When did you last go to a hospital?*

*Were you going to see the doctor or were you visiting someone?*

*What was wrong with you/the person you visited?*

*What questions did the doctor ask last time you saw a doctor?*

*How long did you have to wait before you saw the doctor?*

#### During reading (See Chapter 3, Lesson 1, Steps 10-23.)



- 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, *What do you think is the matter with Dermot? Was Mrs Whinger right to 'queue-jump'?*
- Tell them to explain their views about queue-jumping, accepting a variety of opinions.
- **Talk box 1:** Elicit that the other patients change their minds because they are worried that Dermot has an infectious disease. As they do not want to catch it, they are happy to give up their places in the queue. Elicit that *patient* as a noun is a sick person who sees a doctor. *Patient* as an adjective describes someone who is ready to wait calmly when things go wrong.
- **Talk box 2:** Answers will depend on the children. For example, they may have laughed when Mr Kwok says 'Aaaarrgh!', or when they found out that Dermot had drawn the red spots on himself with his red pen, or when Mrs Whinger had to pay for her appointment. Actors can make the play funnier by exaggerating their feelings on their faces and in their voices.

#### Children's reading (See Chapter 3, Lesson 2, Steps 1-8.)



- Encourage the children to use different voices for different people. For example, the child who acts as the doctor's assistant can be very polite and formal. Mrs Whinger can be very bossy and talk loudly, interrupting the others.
- If possible, read the play twice, giving different children a chance to read the roles. Help each child to give a real character to the part.
- If possible, act out the story for others. See Extension activities at the beginning of this unit.

## B. Comprehension (page 75)

### Learning outcomes

#### Students should be able to:

- **B1:** identify themes and conventions in a play-script and a comedy.
- **B2-3:** discuss their understanding of words in context.
- **B4:** check that the text makes sense to them.
- **B5:** compare viewpoints of fictional characters.

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

- **B1:** Discuss the features of a play-script before asking the children to circle the correct words.
- **B2-4:** Go through the exercises orally in class before you ask the children to write them.
- **B5:** Accept a variety of answers as the children should be able to express different opinions.

## C. Word Reading and Spelling

### Learning outcomes

#### Students should be able to:

- **C1-3:** spell words ending in *-ant* (*consultant*), *-ancy* (*consultancy*), and *-ance*, (*observance*); clue: *consultation*, *observation*.
- **C4-5:** spell words ending in *-ent* after soft *c*, *g*, and *qu* (*innocent*, *intelligent*, *frequent*) *-ence*, (*innocence*), and *ency* (*urgency*).
- **C6:** 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.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C2-3:** Ask different children to complete the exercises orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.) Point out that we leave a comma after the conditional clauses in C2 as we learned in the previous unit.
- **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. (See Chapter 3, Lesson 5, Steps 1-6.)
- 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.)
- **C5-6:** 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 the children to write their own sentences with the tricky words in C4.
- Dictate the sentences in C3. (See Chapter 3, Lesson 7, Steps 7-12.)

## D. Grammar and Punctuation

### Learning outcomes

#### Students should be able to:

- **D1-2:** use standard English **verb inflections** instead of local spoken forms in the present perfect.
- **D3-4:** link ideas by using the **past perfect** in contrast to the simple past.
- **E4-5:** Revise punctuation of play-scripts with **colons** after speakers' names and **brackets** in stage directions; use **brackets** to indicate **parenthesis**.

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

- **D1-2:** Discuss the 'wise owl' teaching box revising the different ways that we can use the present perfect tense. Then practise and write the exercises.
- **D3:** Discuss the 'wise owl' teaching box. Use the board to demonstrate how the past perfect tense takes two steps into the past – BEFORE something that happened in the past simple.
- The game *Alibis* will give practice in using the past perfect tense alongside the past simple. (Game 6, Chapter 6)
- **D4:** Elicit that all these things happened BEFORE Mrs Parker fainted at 11.15 a.m. Practise the sentences orally before asking the children to complete them. This is why we need to use the past perfect tense.

### Extension

- Dictate the doctor's report in D4. (See Chapter 3, Lesson 7, Steps 7-12.)

## E. Listening, Speaking, and Composition

### Learning outcomes

#### Students should be able to:

- **E1:** take turns to talk and write notes.
- **E2:** do a listening task about a doctor's appointment.
- **E3:** in pairs, act out own versions of a hospital appointment, following a writing frame.
- **E4:** write a play-script of an appointment with a doctor.
- **Extension:** try to make the play-script funny.
- **E5:** check punctuation.
- **E6:** act out the final play-script in front of an audience.

#### 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 tell each other about their last experience of a doctor's appointment. Elicit how they felt about going to the doctor – frightened worried or calm? (See Chapter 3, Lesson 8, Steps 9-16.)



- **E2:** lay 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 two confident children to act out a scene at the doctor's, one taking the role of the doctor, the other taking the role of the patient. They can use the writing frame to help them.

- When the children have observed a correct model from an 'open pair' of children, they 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 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 do the task 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. Remind them of the rules for punctuating play-scripts. (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 read through their play-script and act it out.

## Answers

- **B1:** a) play-script    b) left    c) colon    d) do    e) brackets    f) do not    g) funny
- **B2:** a) spots    b) strange    c) disgraceful    d) often    e) clever    f) recommend
- **B3:** a) assistance    b) a quarter to ten    c) half an hour    d) urgent  
e) immediately    f) infectious    g) queue-jumping
- **B4:** a) He had spots on his face.  
b) The doctor's assistant asked Mrs Whinger to wait for half an hour.  
c) Mrs Whinger asked her to move them to the front of the queue.  
d) At first they felt angry.  
e) They changed their minds because they thought that Dermot was infectious / could give them his rash.  
f) Dermot had eaten four burgers, two pancakes, a few cakes, and biscuits. He had drunk two fizzy drinks and some orange juice.  
g) A red pen had caused his rash.  
h) The doctor advised Mrs Whinger to wash off the spots and give Dermot less sweet food and drink.
- **B5:** Answers will depend on the children. For example:  
I think **Mr Nzumo, Ms Shah, and Mrs Kwok** felt angry that Mrs Whinger was queue-jumping, but also worried that they would catch the child's infection.  
I think **Mr Kwok's** stomach ache was so bad he could not think about anything else.  
I think **Mrs Whinger** was worried about her son and being first in the queue, but didn't care about anyone else.  
I think **the doctor's assistant** felt stressed because all the patients were cross.  
I think **the doctor** felt annoyed that Mrs Whinger was wasting her time. Maybe she also felt that Dermot was a spoilt child.
- **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) When we consult someone, we ask for advice.  
b) When we observe something, we see it or notice it.  
c) When we hesitate, we stop before doing something.  
d) When we tolerate something, we allow something to happen.  
e) When we assist someone, we help that person.

## Unit 8: An Urgent Appointment

- **C3:** a) hesitant    b) tolerant    c) assistant, assistance    d) consultant
- **C4:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They underline the spellings they can find in the text. They learn the spellings for homework.
- **C5:** a) consultants    b) intelligent    c) confident    d) observant    e) patience and tolerance  
f) urgent    g) hesitancy (or hesitation)    h) frequently
- **C6:** a) temperature, stomach  
b) suggest, recommend, frequently (Note that *suggest* and *recommend* can be in the reverse order.)  
The children should circle *frequently* as it is an example of using the *ent* ending after *qu*.
- **D1:** Answers depend on the pupils and their experiences. They should use the present perfect tense in all answers with *I have ...*
- **D2:** Answers depend on the experiences of a partner. Children should use the present perfect tense in all answers with *He has...* or *She has...*
- **D3:** a) After Ms Shah had arrived, Mrs Whinger came in.  
b) When Dermot had eaten his breakfast, he ate a few cakes.  
c) After he had drunk some orange juice, he had two fizzy drinks.  
d) When he had drawn a tomato, he did a puzzle.  
e) After Mrs Whinger had seen the doctor, she paid for the consultation.
- **D4:** a) had happened    b) had got up    c) had cooked    d) had packed    e) had swept  
f) had washed    g) had walked    h) had worked    i) had fainted
- **E1:** Answers depend on the pupils and their experiences.
- **E2:** 1 c) a doctor    2 c) a stomach ache    3 b) a sandwich and fruit    4 a) puris  
5 c) rice, rotis, vegetables, dal, and chicken    6 c) healthy    7 d) twelve green guavas
- **E3:** Answers will depend on the children's own ideas.
- **E4:** Answers will depend on the children's own ideas. Encourage more able children to go beyond the writing frame. Check that the children underline and write the name of the speaker before the margin.

Here is an example with the words that can be replaced in square brackets.

Doctor: (smiling) Hello. How are you today? Do sit down.

Mina: (She sits down.) I've got a [high temperature].

Doctor: How long have you had it?

Mina: I've had it for [three] days.

Doctor: When did it start?

Mina: (She stops to think.) It started [at about 10 p.m. on Wednesday].

Doctor: What had you [done] before it started?

Mina: I had [been bird-watching by a lake with a lot of mosquitoes].

Doctor: (taking out a thermometer) I'm going to [do some observations].

Mina: [Fine.]

Doctor: Please will you [open your mouth]?

Mina: [All right].

Doctor: I suggest that you [take this medicine]. I recommend that you [put on anti-mosquito cream before you go bird-watching again and come back to see me again if you still have a fever in two days].

Mina: [I will, Doctor.]

Doctor: The consultation is over. Goodbye.

Mina: Thank you, Doctor. Goodbye.



- **E5:** Check for evidence of proof-reading and self-correction of punctuation.
- **E6:** The children perform their play-scripts in front of the class.

## ODE Workbook 5, 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:** recognize the eight break letters, and make no joins after them in handwriting; make no joins to or from letter 'z'.
- **Ex 2:** practise writing the break letters 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. Demonstrate on the board how to write the double break-letters. Check that pupils know when and when not to join letters in handwriting.
- **Ex 2:** Children copy the sentences in joined writing between double ruled lines. Check that pupils leave the correct space between words.
- **Ex 3:** a) merchant    b) parent    c) elephant    d) consultant    e) accident  
f) patient    g) assistant    h) crescent
- **Ex 4:** a) assistance    b) expectation    c) hesitant    d) observation  
e) tolerant    f) occupation    g) invitation
- **Ex 5:** a) intelligent    b) confident    c) observant    d) confident    e) tolerance    f) patience  
g) innocent    h) frequently    i) urgent    j) confidently
- **Ex 6:** 1 contents, 2 elegant, 3 frequent, 4 gently, 5 impatient, 6 important, 7 recently, 8 scented
- **Ex 8:** a) stomach    b) frequently    c) temperature    d) queue    e) recommendation  
f) frequency    g) suggested    h) recommend
- **Ex 9:** Answers depend on the children.
- **Ex 10:** a) had been, had packed, had put    b) had got, had gone, had had  
c) had made, had drunk, had put, had done    d) had given, had put, had shut
- **Ex 11:** a) has been, Has she been    b) had put, did you remember  
c) was sleeping, didn't want, left, drives  
d) Have you got, was lying, had packed, did you pick, thought  
e) is sleeping, are standing, is lying
- **Ex 12:** Stages of a heavy cold  
When you have a cold, this happens:  
At first, you have a sore throat.  
Then, you have a runny nose.  
You may possibly have a high temperature.  
At the same time, you may have a headache.  
Finally you have a bad cough.  
After about 12 days, you will feel better.

- **Ex 13:**

Assistant: Good morning, Madam. Can I help you?

Mrs Shah: Thank you. I've got an appointment with Dr Farid at eleven o'clock.

Assistant: Right. Hmm. (She looks at her computer screen.) I see. Is that Mrs Shah?

Mrs Shah: That's correct.

Assistant: (politely) Please take a seat. I'll let Dr Farid know you're here. (Speaks on the phone.) Mrs Shah is here for her appointment. (Speaks to the patient.) He'll be free very soon. Would you like anything to read?

Mrs Shah: (Picks up a newspaper.) Thank you. (She fans herself with the newspaper.) It's very hot in here, don't you think? Could I trouble you to turn on the fan? Not too high, please!

Assistant: Of course. (Turns on the fan.) Is that better?

- **Ex 14:** Answers depend on the pupils.

**Reading genre:** History and nature poetry

### Background

This unit introduces children to a great English nature poem by Samuel Coleridge. It is illustrated by paintings of a great English artist, J.M.W. Turner. Turner did not paint these pictures to illustrate the poem, but he loved painting the sea in its various moods. As the poem is partly about the different moods of the sea, the landscapes fit the poem well. Coleridge and Turner lived at roughly the same time and were part of the movement towards romanticism in the late 18<sup>th</sup> and early 19<sup>th</sup> century. In the romantic period, European poets and painters were inspired by the beauty and wildness of nature, including the sea.

*The Ancient Mariner* is a long poem and these verses are just extracts. Since the poem was written more than two hundred years ago, some language is different from modern language. Children need to learn that they can understand classic literature if they learn the meanings of old-fashioned words (which are explained on each page). Then they can enjoy the rhythm and drama of the poem.

Later in the unit, the children will complete a nature poem about some modern paintings of the sea. They will also write their own nature poems. Ten-year-olds have lively imaginations, which make them into wonderful poets if they are inspired in the right way. Let their imaginations free and do not worry too much about correct grammar.

**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 5
- (optional) a globe or map of the world
- (optional) photos of the rain and natural beauty to stimulate writing

### Extension activities (optional)

## A visit to a place of natural beauty

### Preparation

1. A visit to a place of natural beauty can inspire marvellous poetry from children of this age. You do not need to go far away – maybe to a nearby park, garden, or even the roof of the school. Even a busy city cannot take away the sky from us!
2. Ask the children to take notebooks with them. Then ask them to sit still and silently. Establish an atmosphere of calm and respect for nature.
3. Get them to listen to the sounds around them and note them down.
4. Ask them to note how their senses are affected – what they smell, see, and feel.
5. Then ask them to compare what they have noted to other things, using similes beginning with *like...*, *as... as*, *as if...*
6. Tell them NOT to try to rhyme because rhyming can be an obstacle to describing the details of what they really see, hear, and feel.
7. If it is not possible to take the children outside, give them photos of lovely natural scenes to stimulate their imaginations. However, real experience is always preferable to photos.

8. Their poems need not be long, but each word should be carefully chosen. When you correct them first, use the backslash symbol / to show where they can leave line breaks. Short lines can make each phrase stand out. Suggest one or two more powerful adjectives and verbs for each poem if appropriate.
9. Ask the children to write their poems in neat and illustrate them.
10. Finally ask the children to read aloud their work expressively and display it.

### Textbook page notes

#### A: Reading text (page 82)

##### Learning outcomes

##### Students should be able to:

- use a dictionary and glossary.
- discuss and evaluate how a poet uses figurative language and consider the impact on the reader.
- recognize changes in language over time.

#### 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. Look at the old-fashioned words at the bottom of page 83 and explain that language changes over time. These words are not used often nowadays.
- Elicit that history writing is about the past and should be as factually correct as possible. Nature poetry is about the natural world (not people), for example, the sea, mountains, countryside, trees, flowers, or the sky.
- Ask the children to predict what the unit will be about.

##### Suitable questions:


*Do you think these are portraits of modern men? How do you know? (Fashions of clothes change over time. These two men are wearing 'cravats' or pieces of cloth that are knotted around their necks. People do not wear these nowadays.)*

*What do you think the poem is going to be about? (Open answers. Elicit that the paintings are of the sea.)*

*What is the difference between a portrait and a landscape painting? (A portrait is a painting of a person. A landscape is a painting of a place.)*

##### During reading (See Chapter 3, Lesson 1, Steps 10-23.)



- **The history text on page 82:** As you play the audio-recording or read the history text, discuss the ways that life has changed since then.
- If possible, show the children a globe or map of the world. Point out the blue oceans and show how travellers used the sea to travel long distances by sailing boat. Discuss how the ocean is colder near the North and South Poles and the dangers of icebergs, explaining that these are huge floating chunks of ice.
-  **The nature poem on pages 83 and 84:** The first time you read or play the audio-recording, do not stop. Read the poem aloud rhythmically and musically without stopping to discuss all the difficult words.
- Afterwards, ask the children what they think the poem is about. Elicit that it is about a voyage by sea, in which an ancient mariner (an old sailor) faces many dangers and then returns home.

- Read the poem again slowly, taking time to look up the difficult words in the mini-dictionary or in the box of old-fashioned words.
- Ask the children to identify similes (e.g. *as green as emerald*), metaphors (the ice 'growled' like an animal), and alliteration (e.g. *silence of the sea*).
- Point out that the Sun, the storm, and the ship are referred to as 'he', even though they are not people. Explain that when we turn a non-living thing into a person, we call this *personification*.
- Three lines that may cause difficulty are: *As (someone) who pursued with yell and blow / Still treads the shadow of his foe / And forward bends his head.*
- Here Coleridge omits the word 'someone'. He compares the ship to someone who is being chased by an enemy that is yelling and beating him. In spite of this, the man still walks in the shadow of the enemy, bending his head. In the same way, the ship stays close to the wind and bows its head, even though the storm is buffeting the ship.
- Tell the children not to worry too much about lines that they do not understand. Help them to get the 'gist' or overall meaning of the poem and to enjoy the music of its words.
- **Talk box 1:** Discuss how life used to be 200 years ago. For example, before steam engines were invented in the 19<sup>th</sup> century, people travelled over the sea in sailing ships. They travelled overland on horses, camels, or elephants because trains and cars had not been invented. They did not travel by air at all because planes were invented in the 20<sup>th</sup> century. People lit their houses by candle-light. This is why the portraits of the two men are so dark.
- The children should express their own ideas about the characters of the two men. Coleridge has a more dreamy expression. Turner looks more energetic.
- **Talk box 2:** Discuss the children's opinions. There are no 'right answers'.

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



- Play the audio-recording or read the poem for a second time (poetry should be read at least twice). 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 of the poem in their own words.

## B. Comprehension (page 85)

### Learning outcomes

#### Students should be able to:

- **B1:** identify themes and conventions in a nature poem and history writing.
- **B2:** discuss the meaning of words in context.
- **B3:** summarize the main ideas.
- **B4:** evaluate a poem from our literary heritage and recite it by heart.

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

- **B1:** Discuss the features of history writing, nature poetry, and types of painting.
- **B2:** Use the mini-dictionary and lists of old fashioned words to help the children to identify the lines from the poem. Explain that the symbol / means a line break. Point out that in traditional poetry, a new line starts with a capital letter, even if it is in the middle of a sentence.
- **B3:** Elicit that a synopsis is a summary. It gives the main points.

- **B4:** Encourage the children to choose different parts of the poem to learn. If they understand the poem well, they can work towards a performance of the poem. If they find it difficult, do not try to perform it as this could kill their enjoyment. Ask them to learn *The Sun* (page 89) or *The Sea* (page 90) instead.

### C. Word Reading and Spelling

#### Learning outcomes

#### Students should be able to:

- **C1-4:** add the suffix *-ly* to adverbs ending with *y* (*luckily*), *le* (*gently*), *ic* (*dramatically*).
- **C5-7:** distinguish between common homonyms (words that have the same sound and spelling, but have a different meaning) and other words used in the text.

#### Spelling notes for the teacher



- **C1:** Discuss the spelling rules in the 'wise owl' box. Teach the children to read each word after you or the audio-recording. Discuss which words are adjectives (the first of each pair) and which adverbs (those ending with *-ly*). (See Chapter 3, Lesson 3, Steps 1-7.)
- The game *In the manner of the word* will give practice in using adverbs of manner. (Game 15, Chapter 6)
- Challenge the children to look for and underline the target words in the reading text as before. Elicit that some are adjectives and some are adverbs. (See Chapter 3, Lesson 3, Steps 8-13.)
- Point out that **stress** is very important in a poem, because it gives rhythm to the poem. Remind the children that a syllable is a part of a word that you can say easily by itself, e.g. there are two syllables in *merry* but three in *Discuss* which words in the box have a stress on the first syllable (e.g. all the words in column a). Then get them to circle all words with a stress on the **second** syllable.
- 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.)



- **C4:** Discuss the 'wise owl' box. Clarify that **homophones** sound the same, but have different spellings and meanings (e.g. *see* and *sea*). **Homonyms** sound the same and have the same spellings, but different meanings (e.g. *left: opposite of right* and *left: went away*).
- Explain that 'boards' are the planks of wood that a ship is made of.
- Elicit 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 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 adverbs ending in *ly* and to write their own sentences with them.
- 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 powerful verbs from the poem in a new context.
- **D2:** revise **apostrophes** for contractions.
- **D3-4:** Revise alliteration, similes, and metaphors; explore personification.

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

- **D1:** Discuss the 'wise owl' teaching box. Explain that there is a very wide vocabulary in English. Nobody knows exactly how many words there are, but in big English dictionaries there are about half a million words. This means we have some fine tools to choose from when we write poetry. Encourage your pupils to find the right word to express each shade of meaning. Later in the unit, the children will use a **thesaurus** to help them to do this.
- **D2:** Discuss the 'wise owl' teaching box. Explain that poets sometimes use apostrophes to show how to read a poem aloud with the right rhythm.
- **D3-4:** Discuss the 'wise owl' teaching box. In Textbook 4, the children learned how to use alliteration, similes, and metaphors. Here they also learn about personification as explained in the 'wise owl' box.
- Practise identifying examples in *The Ancient Mariner* orally before you ask the children to copy them.
- **D4:** Before you do the exercise, help the children to enjoy the poem.
- Elicit that the character of the sun changes throughout the day. In the morning, it is gentle and kind, like a friend. At noon, when it gets too hot, the sun behaves like a bully in the playground, making the writer feel dizzy. In the evening, the sun is playful, like a child with a red balloon that 'pops' when it goes down below the horizon.
- When the children understand the poem, point out that different poetic techniques are highlighted in yellow. Ask the children to practise identifying these orally before they complete the table.

### Extension

- Ask the children to write other sentences with the verbs in D1.
- Ask the children to write their own similes, metaphors, and examples of alliteration and personification.

## E. Listening, Speaking, and Composition

### Learning outcomes

#### Students should be able to:

- **E1:** make notes about experiences of the sea.
- **E2:** do a listening task on a poem about the sea.
- **E3:** draft and write a poem about the rain, using a writing frame and a thesaurus.
- **E4:** express appreciation of a classmate's poem; peer-check writing for spelling and punctuation.
- **E5:** perform own poetry aloud, using sound effects with the help of classmates.

#### Listening, speaking, and composition notes for the teacher

- **E1:** Discuss the features of nature poems, taking time to talk about the 'wise owl' box. (See Chapter 3, Lesson 8, Steps 1-4.)
- Ask children to talk about and make notes of their experiences of the sea. If they have never seen it, show them some photos. (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 can write as you read. (See Chapter 3, Lesson 8, Steps 5-8.)

- Elicit that each verse of the poem is about one of the three paintings: verse 1: the top right painting; verse 2: the painting on the left; verse 3: the bottom right painting.
- Compare the structure of this poem to the poem about the sun. Elicit that in *The Sun*, each verse is about the sun at a different time of day. In *The Sea*, each verse is about the sea on a different day of the week.
- **E3:** The children may discuss what they plan to write with a partner, but encourage them to make their own notes in the writing frame.
- Explain that a **thesaurus** is a list of words that mean almost the same. It can be useful when we are searching for exactly the right word. It is different from a dictionary because it does not tell us the meaning of each word, so we have to know the meanings before we choose them. The thesaurus acts as a reminder for what we already know.
- Talk through different children's ideas with the whole class, praising imaginative use of language. (See Chapter 3, Lesson 9, Steps 9-12.)
- After they have had plenty of practice orally, they can write their poems in their books. Walk round the class, checking their spelling and punctuation.
- **E4:** Encourage the children to proof-read and improve their work with the help of a classmate.
- Ask each child to say what they like about their partner's poem, focusing on the positive. You may ask the children to put a star beside the line that they like best. (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 poems, read aloud examples of imaginative writing with creative use of simile, metaphor, alliteration, and personification. Also give feedback on common mistakes. (See Chapter 3, Lesson 10, Steps 1-6.)
- Encourage your pupils to write a neat second draft for display on a corridor wall or in the classroom.
- **E5:** Ask the children to work in groups or pairs, so that others can make sound effects while their read. Clicking fingers sound like gentle rain. Tapping with a finger sounds like harder rain. Clapping hands sound like heavy rain. Stamping feet sound like a monsoon downpour. Make sure that the sound effects do not drown out the poems!

**Extension:** Ask the children to write other verses about different types of rain, for example, windy rain, rain with thunder, rain with a rainbow.

### Answers

- **B1:** a) A portrait is a picture of a person.    b) A landscape is a picture of a place  
c) Nature poetry is about living things and the natural world.    d) History is the study of the past.
- **B2:** Note that the children should copy the poetry in lines or use a backslash / to show the start of a new line.  
a) Merrily did we drop / Below the kirk.  
b) As who pursued with yell and blow / Still treads the shadow of his foe.  
c) Nor shapes of men nor beasts we ken.  
d) Down dropt the breeze, the sails dropt down.  
e) The bloody Sun, at noon / Right up above he mast did stand.  
f) Water, water, every where, / Nor any drop to drink.  
g) Oh dream of joy!
- **B3:** 1. People cheer as the sailors leave port happily, passing the church, hill, and lighthouse, then out to sea.  
2. A terrible storm, like a monster with wings, chases the ship towards the south. The storm seems to shout and beat up the ship.  
3. The ship sails past huge, green icebergs and lifeless, snowy cliffs.





D4:

<b>The Sun</b>	
metaphor personification simile alliteration (g)	In the morning, <b>the sun is a friend</b> . <b>She</b> peeps gently through my window <b>Like</b> a friend calling me to school from the <b>garden gate</b> .
metaphor personification alliteration (d) simile	At noon, <b>the sun is a bully</b> . <b>She</b> spins me round and round Till I'm <b>dozily dizzily dazed</b> And I lose my balance, <b>as wobbly as</b> a top.
metaphor simile personification alliteration (d)	In the evening, <b>the sun is a child</b> . <b>As</b> slowly <b>as</b> a ticking clock <b>She</b> pulls down her red balloon from the sky <b>Down, down</b> , till it <b>disappears</b> with a pop.

- **E1:** Answers depend on the pupils and their experiences.
- **E2:** See underlined words in the listening text on page 188 of the Textbook.
- **E3:** Answers will depend on the children's own creative ideas. Remember that they do not have to use metaphor, personification, etc. in the same order – or at all, if it is difficult. However, here is an example poem about the rain:  
On Monday, **the rain is a woman**. (metaphor)  
**She** clicks her tongue crossly when the washing gets wet. (personification)  
**As** softly **as** a cat, (simile)  
She tiptoes **towards** the **terrace**. (alliteration)  
On Tuesday, **the rain is a big, clumsy man**. (metaphor)  
**He** stamps up and down the terrace (personification)  
**Like** a giant elephant, (simile)  
Knocking over the **poor plant pots**. (alliteration)
- **E4:** Check for evidence of proof-reading and self-correction of punctuation and spelling. Their partners may have starred their favourite lines
- **E6:** The children perform their poems in front of the class, with sound effects from their class-mates.

## ODE Workbook 5, 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 8 of this Teaching Guide.

#### 2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise forming words ending in 'y' 'ly' and 'lly';
- **Ex 2:** practise forming words ending in 'y' 'ly' and 'lly' 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 pupils write the letter 'y' with a tidy tail that falls below the line.
- **Ex 2:** Children copy the sentences in joined writing between double ruled lines.

- **Ex 3:** a) angrily    b) Luckily    c) hungrily    d) happily    e) lazily  
          f) greedily    g) Funnily    h) tidily
- **Ex 4:** a) foot    b) break    c) eye    d) lead    e) look    f) ring    g) wood    h) dear
- **Ex 5:** a) eyed    b) ring    c) lead    d) dearest    e) wood    f) break    g) foot    h) look
- **Ex 7:** a) harbour    b) motionless    c) breeze    d) roared    e) motion  
          f) breezy    g) daylight    h) shadow
- **Ex 8:** Answers depend on the pupils.
- **Ex 9:** Example answers:
  - a) The waves leapt about like furious horses.
  - b) The prow rolled up and down like a rocking chair.
  - c) The white birds flew round the mast like bits of paper.
  - d) The captain shouted at his sailors like a madman.
  - e) The water was as cold as ice.
  - f) The sailors were as scared as rabbits.
  - g) The ropes were as hard as sticks.
  - h) The sky was as dark as a cave.
- **Ex 10:** Answers depend on the pupils.
- **Ex 11:** A: Laila! It's been a long time since I've seen you. How's your mum?  
          B: She's OK, now. She was ill, but now she's better.  
          A: That's good news. I couldn't call on her because I was away. Anyway, I won't keep you waiting now. It's almost teatime.  
          B: Yes, I'm sorry I can't stop now.  
          A: That's a pity! It's been nice to see you. Don't forget to say hello to your mother.  
          B: Yes, of course. I'll do that.
- **Ex 12:** Note to teachers:  
          Some adverbs can be pronounced with more or fewer syllables. For example, mu-si-c(a)ly OR mu-si-ca-ly. Alternative numbers of syllables are given in brackets.
  - a) 2-syllable adverbs: idly, slowly, softly, loudly
  - b) 3-syllable adverbs: angrily, happily, terribly, merrily, musically (4)
  - c) 4-syllable adverbs: dangerously, poetically (5), magically (3), furiously, majestically (5)
- **Ex 13:** Pupils should write their own poems using their own words.  
          Example answer:
 

Idly the air rested motionless on the surface of the sea.  
Softly the wind whispered into the mariners' ears,  
Slowly it grew stronger,  
Loudly it blew everything before it.

Merrily the waves danced,  
Happily the sea fizzed and boiled,  
Angrily it threw buckets of seawater at the ship,  
Terribly it pushed the ship towards the rocks.

Majestically the prow rose and fell,  
Poetically it hid its head in the boiling waters,  
Dangerously the sails flapped and pulled at their ropes,  
Furiously they hit the mariners on their faces.

# How am I doing?

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.

## Answers

1: a) boat    b) a bird    c) mist    d) bread and fruit    e) a rune

2: a) Myths are old stories that explain why the world is like it is.

b) Explanations explain factually why things are as they are.

c) Instructions tell people what to do in a special order.

d) Fantasies are imaginative stories with magical creatures.

e) Directions tell people how to get from one place to another.

3: Now that you are **beginning** your quest, remember these **essential** tips:

1. If you are **carrying** a bag, you should **frequently** check that no frogs are **hiding** inside it.

2. On **arrival** at the fortress, show **tolerance** of local customs or you may be **magically** turned into a donkey

3. Take **special** care when **entering** a gate. When you have **opened** it **gently**, do not **forget** to shut it behind you.

4. Be **hesitant** before **crossing** a bridge. The wood may be **rotten**.

4: a) gets    b) begins    c) appears    d) is    e) will be    f) travelled    g) began

h) arrived    i) had crossed    j) given    k) am going to find    l) will help

5: a) Why do you want the Quartz Stone?    b) How did you get past the obstacles?

c) Who were you studying with in the Castle of Courage? OR Where were you studying with the Wizard of Zorm?

d) Where will you take the Quartz Stone? OR What will you take to Mammon City?

6: Glimdor: (cautiously) **Did** the sailor give you a rune?

**Baz:**    **Yes. Here's** the rune, but I can't read the strange letters.

**Glimdor:** (**He** reads the rune aloud.) If you hear a cat, **don't** look up.

**Baz:**    (nervously) **Oh no! What's** that?

**Cat:**    **Miaow!**

7: The children continue the play-script in Ex. 6, using their own imaginations. Baz might look up and regret it. For example, some sand might fall in his eyes. He might be careful NOT to look up because of the warning. Later, he could realize why the rune told him not to look up.

The children should write the speaker's name before the margin, followed by a colon. Stage directions should be inside brackets. They should be in the present tense if they are full sentences. The children should NOT use inverted commas (speech marks).

**Extension:** Answers will depend on the children's ideas and imaginations.

## ODE Workbook 5, Unit 10, Notes (Revision Unit)

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 pages 6-8 of this Teaching Guide.

### 2. Learning Outcomes for Reading

Students should be able to:

- **Ex 1:** read and understand a play-script; draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; predict what might happen from details stated or implied;

### Detailed lesson notes

See Chapter 4: How to Plan a Revision Unit.

## Answers

- **Ex 1:** They were making jalebis.
- **Ex 2:** Punctuated play-script:
 

Nadeem:	Mum's gone shopping. What can we do?
Bashir:	Let's make some jalebis. She said she'd make some this afternoon.
Nadeem:	She also told us not to do any cooking when she's not at home.
Bashir:	Then we can surprise her! She'll be so pleased when she comes home and finds some nice warm jalebis waiting for her.
Nadeem:	What are the correct quantities? I can't find the recipe book.
Bashir:	Is there a mixing bowl anywhere? (Looks for a bowl.) Oh ... I'll use a pan.
Nadeem:	Now what? (He looks around.) We need flour, sugar, rose water, ghee ...
Bashir:	We haven't got any scales. (impatiently) Oh dear! ... I'll guess the weight of the flour. And in goes the baking powder ...
Nadeem:	A whole tin? Have you ever made jalebis before?
Bashir:	Yes, once with Dadi, but a long time ago.
Nadeem:	(seriously) I'm sure we need to leave the mixture for two hours before we make the jalebis.
Bashir:	No, that takes too long. We can cook them straight away.
Nadeem:	That's the doorbell. I'll go and see who it is. (Goes out of the kitchen.)
Bashir:	And I need to answer the phone. (Walks out.)
Nadeem:	(later) When are we going to cook them?
Bashir:	The mixture looks black and horrible ... it's bubbling. What happened?
Nadeem:	What do you mean? I went to see who was at the door.
Mum:	(Walks in, sees her kitchen worktop covered in flour, water and curd.) (angrily) What were you doing, you two?
Bashir:	Sorry, Mum. We wanted to cook jalebis for you. They were meant to be a surprise.
Mum:	(furiously) It IS a surprise and I DO NOT LIKE IT! Now, boys! Clean up the mess and do the washing up, please!
- **Ex 3:** a) play script    b) family    c) modern story    d) could be true

- **Ex 4:** a) Bashir had the idea of making jalebis.  
b) They mustn't cook when Mum is out.  
c) They wanted to give her a surprise (and warm fresh jalebis).  
d) A neighbour rang the doorbell. Bashir answered the phone.  
e) It became horrible and it was bubbling.  
f) She felt surprised and furious.
- **Ex 5:** Example answers  
a) Bashir    b) Nadeem    c) Because they didn't have a recipe book.  
d) Because it tells you the various foods that you need.  
e) Because you need to weigh the various ingredients before you start to cook.  
f) They must clean up the mess and do the washing up.
- **Ex 6:** a) What are you doing after lunch?  
We're playing in a cricket match. Why?  
If you're free by five, will you come to tea?  
Yes, we'll do that if we can.  
b) What are you doing on Friday afternoon?  
I'm practising our class play.  
If you're free in the evening, will you come and play chess?  
Yes, I'll come after supper if it's not too late.  
c) What are you both doing at the weekend?  
We're visiting our grandparents.  
If you're free on Saturday, will you come to my birthday party?  
Yes, we'll come if we can. Thanks!
- **Ex 7:** a) Sensibly, visibly, legibly, enthusiastically, naturally, Luckily, remarkably  
b) Historically, scientifically, magically, understandably, terribly, finally, happily
- **Ex 8:** a3 b1 c4 d2
- **Ex 9:** a) The girls sang their song as merrily as bulbuls. (simile)  
b) The waves on the lake sparkled like jewels in the sun. (simile)  
c) Majestically he sailed into the hall in his long robes. (metaphor)  
d) Pain gnawed at his stomach all night long. (metaphor)  
e) His toes now felt like blocks of ice. (simile)
- **Ex 10:**

Dear Mrs Khan,

I am so sorry that I could not come to the tabla class on Friday. My Gran has been ill for a week and I have been ill too. We have both had a cold and a temperature, so we have been in bed. It has been a long time since I was able to practise.

I am sorry but I shall not be able to come this Friday. I will/shall let you know as soon as I am better.

Yours sincerely,

**Reading genres:** Biography and autobiography

### Background

Before they read this unit, the children should recognize that the text on page 94 is **biography**, because it gives details of someone's life in the third person, referring to Malala as *she* or *her*. In Unit 9, we had a similar brief biography, referring to Coleridge as *he* or *him*. The text on page 95-96 is taken from Malala's **autobiography**. She tells the story of her own life in the first person, referring to herself as *I* or *me*.

The autobiographical text is taken directly from the book, *I am Malala* by Malala Yousafzai (with Christina Lamb, published in 2013 by Weidenfeld and Nicolson). As it is unsimplified, children will learn ways to approach an authentic text, using a dictionary to look up unfamiliar words, extracting key facts, noting the structure of the paragraphs. It may remind children of holiday trips that they have made themselves. We hope it will stimulate them to write personal accounts of journeys with lots of interesting detail.

**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 5
- (advisable) materials for games chosen to support a teaching point
- (optional) a map of Pakistan
- (optional) holiday snaps, brought in by the children, to stimulate discussion and writing

### Extension activities (optional)

#### A school trip

##### Preparation

1. Most schools arrange annual trips. If possible, try to arrange your trip while you are studying this unit.
2. It does not matter whether you are going to a museum, zoo, fort, or amusement park. What matters is the journey.
3. It is usual to make a preparatory visit. Check out how to get to the there. Find out how much tickets cost and whether you can get a reduced price for a group.
4. Check out a central, safe place where children can go if they get lost.
5. 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.
6. Before the visit, discuss what the children know about the place they are going, 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.
7. Put out a call to parents so that you have plenty of adult helpers on the day.
8. You may wish to give children a piece of paper so that they can note down what they see on the journey.
9. In advance, give each adult helper a clear plan for the day with a list of which children are to go in each group.
10. 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 that 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.
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

11. When you return, ask the children to describe what happened on the journey, using the writing frame in E3. The real, fresh experience will stimulate the children to write what they noticed and felt.

## A: Reading text (page 94)

### Learning outcomes

#### Students should be able to:

- describe the details of trees.
  - use a dictionary to understand an original text.
  - discuss the theme of a text and relate it to personal experience.
  - infer a character's feelings.
- Reading notes for the teacher**

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

- Talk about the differences between the five pictures of trees.
- Scan the text for the words in blue. Ask different children to tell you their meanings with the help of the mini-dictionary.
- Discuss the difference between a biography and an autobiography.
- **Suitable questions:** *What are the differences between the trees?* (Many answers, e.g. This apricot tree has more leaves and fruit than the fig.)  
*What is a biography?* (The story of someone else's life. Told in the third person, using the pronouns *he*, *she*, *him*, or *her*.)  
*What is an autobiography?* (The story of one's own life. Told in the first person, using the pronouns *I* or *me*.)

#### During reading (See Chapter 3, Lesson 1, Steps 10-23.)



- 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 page 95. Accept a variety of answers.
- Tell them to explain their views about Malala's life, accepting a variety of opinions.
- As you read, elicit the meanings of difficult words like *shacks* (small houses) and *reconditioned* (repaired).
- Ask the children to make inferences about the text, for example, *Why do you think Malala's family had never been to the tourist restaurants?*
- Elicit that Malala's family were neither very poor nor very rich.
- **Talk box 1: (page 94)** Ask the children to discuss the importance of education. Elicit that it helps us to know more about the world and get interesting, well-paid jobs when we grow up.
- **Talk box 2: (page 95)** Explain that the children should count the colours mentioned in the text, not in the pictures. When the children describe a bazaar, help them to go into the same kind of detail as in the text.



- **Talk box 3: (page 96)** Encourage the children to infer Malala's feelings. For example, she may feel sorry for the children with heavy loads on their backs and upset at the chemicals polluting the river. She may feel frightened when she sees the vehicles that have had accidents and wonder if that could happen to the bus in which they are travelling. They should understand that she feels delighted by the lovely view at the top of the pass.

**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.
- Ask different children to recount Malala's journey 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 more able readers and ask them to read aloud the text in a whisper.

## B. Comprehension (page 97)

### Learning outcomes

**Students should be able to:**

- **B1:** identify themes and conventions in a biography and autobiography.
- **B2-3:** check that the text makes sense to them.
- **B4:** summarize the paragraph ideas.
- **B5:** express personal opinions.

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

- **B1.1:** Discuss the features of biography and autobiography.
- Draw a table like this on the board to explain the difference between first and third person.

	Singular	Plural
<b>First person</b>	I	we
<b>Second person</b>	y	you
<b>Third person</b>	he/she/it	they

- **B2-4:** Go through the exercises orally in class before you ask the children to write them.
- **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:**

- **C1-2:** use prefixes *auto-* (*autobiography*), *anti-* (*anti-pollution*), *inter-* (*international*).
- **C3:** use a dictionary to find the meanings of new words in the text.
- **C4-5:** use the prefixes *re-* (*again/back e.g. re-join*), *ex-* (*out of, e.g. extract*).
- **C6:** use tricky words in context.

## Spelling notes for the teacher



- 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.)
- **C2-3:** 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.)



- **C4:** Discuss the 'wise owl' box and elicit that the prefixes do NOT help us to guess the meaning of *relatives*, *excited*, or *example*. 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.)
- **C5-6:** 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 list other words with the prefixes in C1 and C4, and to write their own sentences with them.
- 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:

- **D1-2:** use **paragraphs** to organize ideas around a theme; identify where new paragraphs should start; recognize that we can begin paragraphs either by leaving a line or indenting the following line.
- **D3:** recognize nouns and verbs.
- **D4-5:** Use **adverbs/adverbials** of: **manner** (*greedily, smartly*), **frequency** (*occasionally, usually*), **time** (*then, as we drove on*), **cause** (*therefore*).
- **D6-7:** Use adverbials to link ideas or build **cohesion** within a paragraph in terms of time (*in a second*), place (*nearby*), and number (*firstly, secondly*).

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

- **D1:** Discuss the 'wise owl' teaching box. Emphasize that both ways of setting out paragraphs are correct. However, it is incorrect to start a new paragraph without EITHER leaving an empty line OR leaving a finger space at the beginning of the next line.
- Elicit that the second paragraph starts when the preparations for the journey are over and the journey begins.
- **E2:** Elicit that in this text, we start a new line and leave a finger space every time a new person starts talking. We always use indented paragraphs when writing conversations in direct speech.
- **D3:** *The dictionary game* will give practice in using a dictionary and in recognizing parts of speech. (Game 12, Chapter 6) Accept noun phrases like Aunty Farida or Grand Trunk Road as nouns.

- Remind the children that *was* is a verb. Point out that in ‘What’s that?’ the apostrophe *s* stands for the verb *is*, so they should underline it.
- **D4:** Discuss the ‘wise owl’ teaching box. Elicit that the notes in B4 (page 97) are not sentences, so they should both turn the verb into the past tense and add a full stop at the end of each sentence.
- **D5:** Practise the sentences orally before asking the children to complete them.
- **D6:** Discuss the ‘wise owl’ teaching box. Explain that ‘cohesion’ means ‘sticking’. We can use adverbials to ‘stick ideas together’ between paragraphs.
- **D7:** Practise the sentences orally before asking the children to write them.

### Extension

- Ask the children to write other sentences with the adverbs of time listed in D4.


## E. Listening, Speaking, and Composition

### Learning outcomes

#### Students should be able to:

- **E1:** describe a tree and a journey, using detail.
- **E2:** do a listening task from an autobiography.
- **E3-4:** plan and write an autobiographical account of a journey, using a writing frame and word chest.
- **Extension:** write a memory of an incident in which boys and girls were treated differently.
- **E5:** check punctuation.

### Listening, speaking, and composition notes for the teacher

- **E1:** Discuss the genre of the reading text, taking time to talk about the ‘wise owl’ box. (See Chapter 3, Lesson 8, Steps 1-4.)
- Ask the children to work in pairs. Each one describes one of the trees on page 94. The other guesses which one it is from the description. (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 sentences. If you have been on a school trip recently, you can write about this. The Extension activities at the beginning of this unit gives further ideas. (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. Praise them for adding their own ideas.
- 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.)
- **Extension:** Treat this subject sensitively, as children may have had difficult experiences.
- **E5:** Encourage the children to proof-read and improve their work for punctuation, checking that there is a comma after adverbials. Remind them to read aloud their work loudly, clearly, and expressively. (See Chapter 3, Lesson 9, Steps 13-17.)
- Encourage them to write a neat second draft for display on a corridor wall or in the classroom.

**Answers**

- **B1:** a) An autobiography is an account of one's own life.  
b) It uses first person pronouns, for example, I, me, mine.  
c) A biography is an account of someone else's life.  
d) It uses third person pronouns, for example, she, her, hers, he, his.

• **B2:**

Full name	Year of birth	Place of birth	Year of Nobel Prize	Name of Autobiography
Malala Yousafzai	1997	Swat	2014	I am Malala

- **B3:** a) Sometimes the rain washed away the roads in Swat.  
b) Malala's family took embroidered shawls, boxes of rose and pistachio sweets, and medicine they could not get in the village.  
c) The symbol for a dentist was a grinning red mouth.  
d) In the bazaar, people could buy chickens, jewellery, and reconditioned tyres.  
e) On the journey, Malala saw apricot, fig, fir, cedar, and pine trees. She saw goats and vultures.  
f) She saw emerald mines, restaurants, marble works, and forts.  
g) The marble works polluted the water in the streams with chemicals.  
h) The water and air were cleaner at the top of the pass.
- **B4:** 1. Arriving at the bus station    2. Getting on the bus    3. Leaving town  
4. Journeying beside the Swat River    5. Travelling up the mountain-side to the pass  
6. Reaching the top of the pass
- **B5:** Answers will depend on the children. Some may think that Malala should have stayed safe and been careful not to tell other people what she thought. Others may think that she was right to risk her life because education is so important.
- **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) anti-smoking    b) internet    c) interrupt    d) autograph    e) anti-bullying    f) autopilot
- **C3:** b) The window panes of the bus were covered with a layer of dirt.  
c) The streams were milky-white with the flowing of poisonous liquids.  
d) The road went round and round over heights (hills) covered in fir trees.  
e) The bus used all possible energy to go up the hill, round corners that you could not see round.  
f) The air was sweet-smelling with cedar and pine.
- **C4:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C5:** Note that prefixes which give a clue to a word's meaning should be underlined.  
a) expedition    b) re-join    c) excited    d) re-conditioned    e) extract  
f) repeated    g) recovered
- **C6:** a) marvellous    b) achieve    c) vehicle    d) restaurant    e) familiar
- **D1 and D3a:** Note that the **nouns** should be underlined. Accept *baby* (although it is used as an adjective here) or the whole of Grand Trunk Road. A line should be left between paragraphs as shown.  
**We** were about to set off from Islamabad to Lahore. It was Saturday 22<sup>nd</sup> December and we were planning to see Aunty Farida. I was very excited because she has a new baby daughter called Lubna.  
I was travelling by car with my mother, father, and four-year-old brother Zohair. Usually we drive on the M2 motorway but that day, Papa wanted to show us the 16<sup>th</sup> century fort of Rohtas. Therefore we drove along the Grand Trunk Road. After some time, we saw the huge fort, right on top of a hill near the River Kahan.

- **D2 and D3b:** Note that the **verbs** should be underlined. Paragraphs should be indented with a finger space as shown, because a new person is speaking each time.  
First, we walked through an enormous gate. There was a well nearby, with steps descending into a deep hole.  
What's that?' asked Zubair. In a second, he was skipping down the stairs.  
Don't go down there!' cried my mum, following.  
'Why not?' Zubair asked. What's the problem?'  
'Firstly, you could slip and fall,' Mum said, pulling him firmly back. Secondly, you could get frightened in the darkness.'
- **D4:** 1. We arrived at the bus station.    2. We got on the bus.    3. We left the town.  
4. We journeyed beside the Swat River.    5. We travelled up the mountain-side to the pass.  
6. We reached the top of the pass.
- **D5:** a) smartly    b) usually    c) first    d) therefore
- **D6:** e) in a second, that day, after some time    f) nearby    g) firstly, secondly
- **D7:** Answer will depend with pupil's own ideas.
- **E1:** Answers depend on the pupils, their descriptions, and their experiences.
- **E2:** a) 2. his cousin Jamila    b) 3. last    c) 1. birds    d) 3. frightened    e) 2. tired    f) 1. amazed
- **E3:** Answers will depend on the children's own experiences.
- **E4:** Answers will depend on the children's own ideas. Encourage more able children to go beyond the writing frame. Check that the children have used paragraphs and adverbs.  
**Extension:** Their memories should be written in the first person.
- **E5:** Check for evidence of proof-reading and self-correction of punctuation. They read aloud their memories.

## ODE Workbook 5, 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 8 of this Teaching Guide.

#### 2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise the prefixes 'inter- anti- auto-', also the suffix '-tion'. They should form the letter 't' correctly, at the correct height; it is not as tall as letters 'd l b'.
- **Ex 2:** form the letter 't' and 'tt' correctly, at the correct height, 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 letter 't' is correctly and neatly formed: it is not as tall as the other ascenders.  
Check that the prefixes 'inter- anti- auto-' are correctly formed, also the suffix '-tion'.
- **Ex 2:** Children copy the sentences in joined writing between double ruled lines.  
Check that the letters 't' and 'tt' are correctly and neatly formed: they are not as tall as the other ascenders, and not as tall as capital letters.
- **Ex 3:** a) expedition, explore, rejoined, return    b) extend, recovering, reconditioned, reversed

- **Ex 4:** 1. international    2. interrupt    3. automatic    4. interact    5. automobile    6. internet  
7. autopilot    8. autograph    9. anti-smoking    10. intercity    11. antiseptic  
Vertical word: antibiotics
- **Ex 5:** 1 chemicals,    2 cram,    3 discharge,    4 education,    5 encrusted,    6 fragrant,  
7 pollution,    8 wound
- **Ex 7:** a) achievement    b) marvellous    c) vehicles    d) familiar    e) achieved  
f) restaurant    g) tricycle    h) bicycle    i) unicycle
- **Ex 8:** Answers depend on the pupils.
- **Ex 9:** a) always, Usually, sometimes    b) often, therefore, always    c) usually, always  
d) Often, Then    e) always, often    f) Sometimes, sometimes    g) Occasionally, Finally
- **Ex 10:** Note to the teacher: Pupils can leave a line between paragraphs, or they can indent the first line of each paragraph by a finger-space.
  - 1) The white mulberry is a medium-sized tree which grows to 10–20 metres tall. It originally came from northern China. For over 4,000 years, farmers have planted it to feed its leaves to the silkworms that produce silk.
  - 2) The trees drop their leaves every winter in cool climates, but remain evergreen in warmer countries. The colour of the fruit is white or pink and it is usually 1–2.5 cm long.
  - 3) You can eat the fruit fresh or dried. Or you can make delicious jam from it.
- **Ex 11:** Farmers: c, g  
Gardeners: f, b  
Chinese medicine: h, e  
Scientists: a, d
- **Ex 13:** Answers depend on the pupils. Example answer:
  1. We were travelling from xxx to xxx, because we planned to spend five days with my uncle and aunt. We were travelling in a minibus up into the mountains. After a while, we came to a steep road. It was so steep that all the passengers had to get out of the minibus and walk up the hill.
  2. Next we came to a stream. There was a bridge across the river, but some pieces of wood were missing. Some of the men from the minibus, and the driver too, picked up large pieces of wood. Then they carried them to the bridge and placed them across the bridge. After that, the minibus was able to drive across the bridge.
  3. Some time later, the minibus had a flat tyre. Very quickly, the driver took off the wheel with the flat tyre and put on the spare wheel. Then we continued our journey.
  4. Finally, we came round a corner and saw that the road ahead was blocked. There was earth and rocks all across the road. Immediately, and with a lot of noise, the men from the minibus, and the driver too, pushed the earth and rocks away from the road. So we were able at last to continue our eventful journey.

**Reading genre:** Adventure fiction and suspense

### Background

Units 12 and 13 are intended to develop extended reading skills, so they stretch across two units. The story is complete and the children will need to read all the texts and exercises – including the listening tasks – to access all of it. Do not explicitly encourage the children to read on, but if they do, congratulate them. They are doing what all good readers do. However stress that **THEY MUST NOT TELL THEIR FRIENDS WHAT HAPPENS NEXT** or they will spoil the story for their friends. Swear them to secrecy!

Part 1 of the story (Chapter 12) is written as a third person narrative, so Umer is described as 'he'. Part 2 (Chapter 13) is written as a diary, so Umer writes in the first person, as *I*.

**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 5
- (advisable) materials for games chosen to support a teaching point
- (optional) newspaper and internet stories about floods
- (optional) *Kensuke's Kingdom* by Michael Morpurgo (first published by Egmont in 1999) (See Extension activities below.)

### Extension activities (optional)

#### Reading a related novel

1. In the last fifteen minutes of the day, read aloud *Kensuke's Kingdom* by Michael Morpurgo to the class. It is a children's novel about a boy who is stranded on a remote island.
2. As you read each chapter, discuss the themes with your class. Discuss the similarities and differences between the two stories.
3. Alternatively, ask your more able pupils to buy it or borrow it from the library.
4. Ask them to tell the rest of the class the similarities and differences between the two stories.

### Textbook page notes

#### A1: Reading text (page 104)

##### Learning outcomes

##### Students should be able to:

- discuss key themes of the story: floods, disabilities (such as stammering), and bullying.
- talk about their own experiences of floods.

### 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 knowledge and experience of floods.

- **Suitable questions:** *Why are floods dangerous?* (Open answers, e.g. Floods destroy people's houses and crops and sometimes people drown in floods.) *What problems do people have during floods?* (Open answers, e.g. People's houses, farmland, and livestock get damaged. The electricity supply stops working. People cannot travel about. They are at risk of drowning.)  
*What problems do people have after floods?* (Open answers, e.g. Often people have to find missing family members or rebuild their homes. Sometimes the water supply gets polluted and people get sick.)  
*What type of fiction is adventure fiction?* (It is exciting and full of suspense.)  
*What is suspense?* (A feeling of needing to find out what will happen next.)

### During reading (See Chapter 3, Lesson 1, Steps 10-23.)



- 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 page 105. Accept a variety of answers. Ask, *Where do you think Umer's family were?*
- As you read, elicit the meanings of difficult words like *bullied* and *mocked*.
- Ask the children to make inferences about the text, for example, *Why do you think Gulam made fun of Umer?*
- Elicit that bullies often make fun of others who are different from them and make it clear that this is morally wrong.
- Discuss disabilities, such as stammering, hearing loss, sight loss, or mobility problems. Elicit that we should make it easy for all people to join our friendship groups and that they should never be teased because of being different in any way.
- **Talk box 1:** Ask the children to discuss the problem of bullying openly, but be sensitive to the fact that there may be both bullies and victims of bullying in your class. Discuss what rules a school can have to prevent bullying, bearing in mind that bullies may make life difficult for children who tell the teacher.
- **Talk box 2:** Discuss how Umer was in danger when he went downstairs. As the river water was rising, he might be cut off from the stairs. The rushing water might carry him away.

### 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 so far in their own words.

### B1. Comprehension (page106)

#### Learning outcomes

#### Students should be able to:

- **B1:** check that the text makes sense to them so far.

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

- **B1:** Discuss the questions orally in class before you ask the children to write the answers.
- Check that they understand the main points of the story before you read on.



## A2: Reading text (page 107)

### A2: Learning outcomes

Students should be able to:

- A2: predict what will happen next.

### Reading notes for the teacher

During reading (See Chapter 3, Lesson 1, Steps 10-23.)



- Before you start, predict what might happen to Umer as he is washed along the river on the charpoy.
- Teach A2 as you taught A1.
- Point out that this is not the end of the story. It will continue in some exercises of this unit and in Unit 13.
- Ask the children to predict how Umer will manage by himself on the island.
- If some children have read on, ask them not to tell the others how the story ends, but praise them for doing what all good readers do. (They read on to find out what will happen next.)
- **Talk box:** Ask the children to tell you what they think will happen next to Umer. Will he get home again? Will he find his parents? How? Accept a variety of answers.

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



- Teach A2 as you taught A1.

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 more able readers and ask them to read aloud the text in a whisper.

## B2. Comprehension (page 109)

### Learning outcomes

Students should be able to:

- **B2.1:** identify themes and conventions in a realistic modern adventure story.
- **B2.2:** discuss the meaning of words in context.
- **B2.3:** use *managed to* while summarizing key moments.
- **B2.4:** make inferences about plot.

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

- **B2.1:** Discuss the features of an adventure story. Elicit that it should have suspense. The author does not tell us everything at once, so that we read on to find out what will happen next.
- **B2.2:** The purpose of this exercise is to guess the meaning of unfamiliar words from the context – an important reading skill. For this reason, do not refer to a dictionary. Note that *whirled* is used in two ways – literally when the charpoy turned round on the river, and metaphorically when Umer's head whirled.
- **B2.3:** Go through the sentences orally in class before you ask the children to write them. Establish that *managed to* means that the task was difficult to do, but was achieved successfully.

- **B2.4:** 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:** use the 'i before e except after a c' rule where the sound spelt by *ie/ei* is *ee* (*believe, receive*).
- **C3:** use *either...or* and *neither...nor*.
- **C4-5:** use homophones in context.
- **C4 & 6:** use tricky words in context, focusing on words with the prefix: *semi* (*semi-circle*).

### Spelling notes for the teacher

- Discuss the 'wise owl' box and ask the children to learn the 'i' before 'e' rhyme by heart. Make it clear that the rule applies to *ie* and *ei* when they make the phoneme *ee* (to rhyme with *see*). 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.)
- 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. The word *seized* is used twice – when Umer seized the branches of the tree and when the mongoose seized the cobra by its neck. They learn the spellings for homework. (See Chapter 3, Lesson 3, Steps 8-13.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C2-3:** 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.)
- **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 . (See Chapter 3, Lesson 3, Steps 14-15.)
- **C5:** 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 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:** order **adverbs of possibility** (e.g. *certainly, maybe*) from unlikely to 100% certain.
- **D2-3:** use **modal verbs** *might, could, should, must, will* to indicate increasing degrees of possibility.
- use adverbs of possibility (e.g. *perhaps, surely*).

- **D4-5:** use **apostrophes to show possession** with singular nouns (*Umer's colony*), regular plural nouns (*houses' doors*), and irregular plural nouns (*children's homes*).
- **D5:** revise other punctuation rules; use no apostrophe with possessive *its* (e.g. *its tail*).

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

- **D1:** Discuss the 'wise owl' teaching box. Explain that modal verbs are used with other verbs and have no 's' in the third person singular (e.g. *He can speak three languages.*) Common modal verbs are *can, could, may, might, must, ought to, shall, should, will, would*. For the teacher's information (there is no need to explain this to the children): Modal verbs are followed by the infinitive of another verb without *to*. Exceptions are *ought to* and *used to*. Questions are formed without *do/does* in the present, or *did* in the past (e.g. *Shall I go? Could he go?*)
- Note that the adverbs *possibly* and *perhaps* could be interchanged on the line. Practise using each adverb in a meaningful sentence.
- The game *Backs to the board* will give practice in modals of possibility and will also help you to revise difficult vocabulary that you have taught this year. (Game 11, Chapter 6)
- **D2:** Practise the sentences orally before asking the children to complete them.
- **D3:** Discuss the problems that Umer faces, for example, in finding somewhere to sleep, stay safe from wild animals and insects, in getting home. What **might/could/must/should** he do to solve these problems?
- **D4:** Discuss the 'wise owl' teaching box about the rules for using apostrophes.
- **D5:** Use this exercise to practise known rules of punctuation.

### Extension

- Ask the children to write their own sentences using the adverbs of possibility in D1.
- Dictate the sentences in D2. (See Chapter 3, Lesson 7, Steps 7-12.)

## E. Listening, Speaking, and Composition

### Learning outcomes

#### Students should be able to:

E1: recognize different ways of creating suspense, using modals, adverbs, questions, and ellipsis.

- **E2:** do a listening task on an episode of an adventure story.
- **E3-4:** write notes and draft an imaginary adventure on an island, using paragraphs.
- **Extension:** use modals, adverbs, questions, and ellipsis to create suspense.
- **E5:** check the story makes sense.
- **E6:** re-write the story after the teacher has corrected it. Display it and read it aloud.
- **E6:** Read aloud their own stories in an exciting way.

### Listening, speaking, and composition notes for the teacher

- **E1:** Discuss the genre of adventure stories, taking time to talk about the 'wise owl' box. (See Chapter 3, Lesson 8, Steps 1-4.)
- Ask children to underline parts of the story where there are modals of possibility, adverbs of possibility, questions, or ellipsis as illustrated in the 'wise owl' box. (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:** The children can discuss and note their ideas in answer to these questions.
- 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 questions to help them frame sentences. (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. Praise them for adding their own ideas.
- **Extension:** Ask more able children to add ideas to their story beyond the writing frame.
- **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.)
- **E6:** 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.
- Ask the children to read aloud their stories to a partner or to the rest of the class.

### Answers

- **B1.1:** a) He was the driver of the school bus.  
b) I know that Yakub Ali was worried because his normally cheerful face was frowning OR because he spoke briefly OR because he wanted to get the other children home as soon as possible.  
c) Umer knew that his house was in danger because water was pouring out of other houses' doors and his bungalow was even nearer the river.  
d) He climbed up a bougainvillea creeper to the roof of his house.  
e) He got a packet of biscuits and a bottle of water from the kitchen.  
f) The huge wave came from the river.  
g) Open answer, e.g. I think Umer felt frightened and lonely.  
h) Open answer, e.g. I think someone will rescue Umer.
- **B1.1:** OR because he spoke briefly OR Open answer, e.g. I think Umer felt frightened and lonely.  
h) Open answer, e.g. I think someone will rescue Umer.
- **B2.1:** a) This is an adventure story    b) The main character is Umer.  
c) The beginning of this story is set in a town near a river.  
d) It creates suspense because we do not know what will happen next.
- **B2.2:** The children should underline all eight verbs in the text of A1 and A2.  
a) 2    b) 3    c) 4    d) 1    e) 6    f) 8    g) 5    h) 7
- **B2.3:** a) Yakub Ali managed to start the engine of the bus.  
b) At home, Umer managed to climb up to the roof.  
c) On the river, he managed to catch hold of a branch.  
d) At that moment, he managed to rescue a mongoose.  
e) Using a piece of wood, he managed to reach an island in the river.  
f) Once on the island, he managed to crawl to high ground.
- **B2.4:** Answers will depend on the children. For example:  
a) I think he had a fever because he got wet in the river OR got bad germs from the dirty water.  
b) I think the mongoose fought the cobra because it wanted to help Umer OR because it was hungry and wanted to eat the cobra.  
c) I think Umer will get hungry/thirsty/lonely/sick.
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. All the words should be underlined except for receipt.
- **C2:** a) protein    b) ceiling    c) weird    d) relieved    e) conceited    f) briefly  
g) receive, receipt

- **C3:** a) neither, nor    b) either, or    c) neither, nor    d) either, or    e) neither, nor
- **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) were, morning    b) mourning    c) there, Who's, whose    d) were, guest, guessed  
e) There, They're    f) We're, where    g) wear    h) their, tail
- **D1:** Note that *perhaps* and *possibly* could be interchanged.  
*maybe, possibly, perhaps, probably, surely, certainly*
- **D2:** a) I wonder if I could find any food on the island.  
b) Surely there must be some fruit trees.  
c) If I could find some bananas, it should probably be safe to eat them. It will certainly be dangerous to drink the water.  
e) Possibly there might be a stream with clean water.
- **D3:** There are many possible answers. Encourage the children to use a variety of modals. For example: I wonder if I could find somewhere dry to sleep. Surely there must be a house somewhere. If I could find some dry wood and matches, I should be able to light a fire. It will certainly be dangerous to be wet all the time. Possibly there might be a dry cave.
- **D4:** a) snakes' tails    b) Umer's school bag    c) the children's school bags    d) the water's edge  
e) the people's televisions    f) the trees' shade    g) five fish's tails    h) three minutes' wait
- **D5:** On Wednesday afternoon, the storm's anger was over. At last Umer's clothes began to dry and he began to feel better. The mongoose sat on Umer's shoulder and warmed its back in the sun's rays. After two hours, it was so hot that he moved into the trees' shade. Now the boy's worries came back. Slowly he ate his last biscuit. What could he eat now? He had no fresh water, so what could he drink? The mongoose seemed to have no worries as it enjoyed its dinner of cobra meat.
- **E1:** Children underline 4-8 of the following sentences:  
page 105: Where was everyone? (question) They're probably on the terrace. (adverb of possibility)  
Where were his mother and grandmother? (question) Might they be hurt? (modal of possibility and question)  
Was his father all right at the office? (question) Umer realized that his was on his own... (ellipsis)  
page 106: the town disappeared behind him... (ellipsis)  
page 107: What was it? (question) It could be either a rat or a mongoose. (modal of possibility)  
page 108: Would he ever see his mother again? (question and modal of possibility) Did she think he was dead? Was she already mourning for him? (questions) Could it possibly be dead? (question and modal of possibility)
- **E2:** a) 3. Nothing    b) 3. knife    c) 1. thirsty    d) 3. the mongoose    e) 2. drink clean water  
f) 1. a hill surrounded by low land    g) 1. a village    h) 3. on the charpoy    i) 1. gone
- **E3:** Answers will depend on the children's own ideas. For example:  
a) You might have no food or water.  
b) You could find food on fruit trees or you could catch fish. You could find fresh water in streams.  
c) You might keep safe from wild animals by sleeping in a tree or by a fire. You might keep safe from mosquitoes by covering yourself with leaves or making a smoky fire.  
d) You could get away by making a boat or by lighting a fire so that people see the smoke and come to rescue you.
- **E4:** Answers will depend on the children's own ideas. Encourage more able children to go beyond the writing frame and to use the ways of creating suspense that they have learnt.
- **E5:** Check for evidence of proof-reading and self-correction.
- **E6:** The children read aloud their stories in front of the class with plenty of expression.

## ODE Workbook 5, 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 8 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. 'surges';
  - small 's' joined from another letter; this can come in the middle or at the end of a word, e.g. in 'conscious'.
- **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. 'stars'. Here initial letter 's' is joined to the following letter 't'.  
Demonstrate on the board how letter 's' is joined from another letter by a high join, e.g. 'rs' in 'masters'.  
Demonstrate on the board how letter 's' is joined from another letter by a diagonal join, e.g. 'conscious'.
- **Ex 2:** Children copy the sentence in joined writing between double ruled lines.  
Check that they use the correct forms of letter 's' that they practised in Ex 1.  
This is a good opportunity to encourage pupils to develop a sloping handwriting style: it is easier and faster to write than an upright style.
- **Ex 3:** a) The angry chief seized the thief and made him work in the fields for two months. The chief now believes that the thief will not steal again.  
b) My younger niece is neither conceited nor proud about her diet, but she doesn't eat either meat or vegetable protein. I find her eating habits very weird! But she loves caffeine-free coffee. (The caffeine in coffee keeps her awake, she says.)  
c) I'm relieved that the customer signed the receipt and the two other pieces of paper. It proves that she received the new TV.  
d) I received a brief message from my other niece. She says she is relieved that the ceiling in her living room is no longer wet. Either the foreign workman has fixed the pipe in the bathroom, or it has stopped raining.
- **Ex 4:** a) meet, way, mist, weather      b) Where, bare, bury, main, wondered, guessed  
c) heard, mane, tail, plain      d) see, too, reins  
e) morning, their, guest      f) one, There
- **Ex 5:** Example answers:  
a) Who was travelling with the storyteller?  
b) Why had they gone out?  
c) Who felt / was feeling especially cold?  
d) What was the weather like?  
e) Who came out of the mist towards them?

- **Ex 7:** a) consciousness    b) aggressive    c) flood    d) lightning    e) curiosity  
f) curious    g) unconscious    h) semi-conscious    i) conscious
- **Ex 8:** Answers depend on the pupils.
- **Ex 9:** One day a teacher was travelling alone to a school to do two weeks' work there. She was the head teacher's niece. She had in her suitcase enough clothes, plus all her shoes, and her own teacher's/ teachers' notes for the workshops.
 

After the plane landed, she was the last person to enter the airport building. She couldn't see her suitcase. There was, however, a single suitcase that was going round on the belt. It looked like her suitcase, but it wasn't hers, as the details on the labels were somebody else's.

After a while, she asked for the luggage handler's help. 'That isn't my suitcase, so it must be another person's,' she said anxiously. 'Mine has a bright cherry-red label with my name on it.'

Finally, the airline found her suitcase. A business person had hurriedly picked up a black suitcase, thinking it was his. The businessman's suitcase was full of sports clothes, of no use to the teacher. The teacher's case was full of salwar kameeses and teachers' notes and so of no use to the gentleman.

Some time later, the airline brought to the teacher's hotel her suitcase and, importantly, all her lesson-notes.

Moral: Before you leave the airport, check that the suitcase in your hand is yours.
- **Ex 10:** a) hers, mine, his, yours  
b) suitcase, workshops, airport, somebody, airline, businessman, gentleman, lesson-notes (Note: There are 8 compound words in the text)
- **Ex 11:** Some of answers depend on the pupils.
  - a) They must be watching TV. / They might be watching a cricket match.
  - b) Somebody must be cooking fish/supper. The cat might/must be hungry.
  - c) They must be having a children's party. It could be a birthday party.
  - d) He might be expecting visitors. He could be doing the shopping for his grandfather.
  - e) She could / might be revising for her exams. She might be feeling sleepy.
  - f) Somebody must be getting married. They might be expecting a lot of guests.
- **Ex 12:** Example answers
  - a) They have put their tent beside the trees near the sea.  
They'll certainly come back here.
  - b) The camp fire is still burning.  
Surely they can't be far away.
  - c) There are fish bones and banana skins in a pile on the ground.  
They must eat a lot of fish and they certainly like fruit too.
  - d) There is a boat tied to a tree, with a fishing line in it.  
So they probably go fishing.
  - e) There are large clothes and children's clothes drying on the bushes.  
So, it could possibly be a family with young children.
  - f) The sun is going to set soon.  
So the family should be returning to their campsite soon.
- **Ex 13:** Answers depend on the pupils.

# The Flood Part 2

**Reading genre:** Adventure fiction and diary

## Background

In this unit, the children read the story as a diary, from Umer's viewpoint. Make it clear that he has found a notebook and pencil in his school bag and has written a diary at the end of each day. As each day passes, he learns something new and describes how he feels about it.

Explain that there are two kinds of diary. We write one kind of diary at the end of each day to DESCRIBE IN DETAIL a) what happened, b) how we felt about it. This kind of diary begins with a date and is written in the first person (*I, me, my, mine*). This is the kind of diary we read in this unit. We write the other kind of diary to PLAN IN BRIEF what we are going to do. In this kind of diary, we only put in times and brief notes to help us to remember our plans.

**Learning outcomes:** See detailed planning grid on page 10 and individual unit plans.

## Teaching aids

(essential) whiteboard + markers or blackboard + chalk

- (advisable) audio equipment and recording for Textbook 5
- (advisable) materials for games chosen to support a teaching point
- (optional) *Kensuke's Kingdom* by Michael Morpurgo (first published by Egmont in 1999) to stimulate discussion and writing

## Extension activities (optional)

### Hot-seating

1. Hot-seating helps children to feel empathy for each character in a story. This will prepare children to write about the feelings of Umer's mother when they imagine what she wrote in her diary in Section E3.
2. After you have completed the unit up to E2, ask a child to volunteer for the 'hot-seat'. Ask that child to take a seat at the front of the class.
3. Ask him or her to play the role of Umer, using the first person.
4. The rest of the class ask questions about his feelings at each point of the graph in E1, for example, *How did you feel when: you left school in the rain? Gulam teased you? you reached home? etc.*
5. Encourage the child in the hot-seat to go beyond the story imaginatively and think how the character might answer.
6. Afterwards, ask a different child to take the hot-seat in the role of Umer's mother. The children can ask questions in the same way, beginning, *How did you feel when: you couldn't find Umer? you couldn't get through to Papa on the phone? etc.*
7. **Extension:** Hot-seat Ismail, eliciting how he felt at each point of the story.
8. Continue reading *Kensuke's Kingdom* if you started it in Unit 12, discussing the similarities and differences between the two stories.



## Textbook page notes

### A1: Reading text (page 116)

#### Learning outcomes

#### Students should be able to:

- recap the previous unit.
- compare a narrative and a diary.

### 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.
- Before you read the text, ask how many children have read on. Congratulate them but make them promise not to tell the others what happened or they will spoil the story for their friends.
- Ask the children to predict what will happen next.

**Suitable questions:** *What is a diary?* (See background notes above.)

*What was the date when Umer started his diary?* (Wednesday 7<sup>th</sup> July.)

*What was the date the day before?* (Tuesday 6<sup>th</sup> July.)

*What happened to Umer the day before, on 6<sup>th</sup> July?* (Ask the children to tell Part 1 of *The Flood* in their own words recalling what they read in Unit 12.)

*How were the water bottle, the charpoy, school bag, and bed sheet useful to Umer in Part 1 of the story?* (The water bottle gave him clean drinking water. The charpoy floated, so he did not drown. He put his biscuits and water bottle in the school bag. You can point out later that he found a notebook in his school bag and was able to write his diary in it. His bed sheet was useful because it kept him warm.)

#### During reading (See Chapter 3, Lesson 1, Steps 10-23.)



- 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 events of the story, accepting a variety of opinions. For example, ask, *Who do you think had taken Umer's things?* Perhaps it was a thief. If so, perhaps the thief had left the island on the charpoy with Umer's things. Or perhaps the thief was still on the island...
- As you read, elicit the meanings of difficult words like *noticeably* and *parallel*.
- Ask the children to make inferences about the text, for example, *Why do you think the mongoose gave Umer a dead lizard?* Help them to infer that the mongoose thought that Umer would like to eat a lizard, just as Umer had thought that the mongoose would like a biscuit. Neither liked the other's food!
- **Talk box 1** (page 116): Elicit that this is a diary, so it is written in the first person (by Umer, who uses the pronouns *I, me, mine*) with the date at the top, and with personal viewpoints and feelings.

#### 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 from pages 116 and 117 in their own words.

## B1. Comprehension (page 117)

### Learning outcomes

#### Students should be able to:

- **B1.1:** check that the text makes sense to them.
- **B1.2:** explore the inferences made by a key character.

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

- **B1.1:** Go through the questions orally in class before you ask the children to answer them.
- **B1.2:** Accept a variety of answers, as the children should be able to express different opinions.

## A2: Reading text (page 118)

### Learning outcomes

#### Students should be able to:

- **A2:** take turns to discuss opinions about the text.

### Reading notes for the teacher

#### During reading (See Chapter 3, Lesson 1, Steps 10-23.)



- Teach A2 as you taught A1.
- **Talk box 1** (page 118): Make it clear that the children can express a variety of opinions. Some may think that it was rude of Umer not to thank Ismail for the bed sheet because Ismail had shared his rice with Umer. However, others may argue that it was wrong of Ismail to take Umer's bed sheet, so there was no need to thank him. It was also difficult for Umer to speak because he had a stammer.
- **Talk box 2** (page 119): Make it clear that the children can express a variety of opinions. It is sometimes dangerous to trust strangers (or people we do not know) because we do not know if they will harm us. However, Ismail has helped Umer by giving him food, even though he has not got much rice left for himself. He has also spoken kindly to Umer, asking about his family and his feelings.
- **Talk box 3** (page 120): Make it clear that the children can express a variety of opinions. For example, they may think that Umer has learnt that we can get the wrong idea about other people if we do not know them well. He has learnt that Ismail did not steal his things (because he did not know that the things belonged to Umer). He has learned that kindness is often rewarded – as the mongoose rewarded his kindness by saving him from the snake and showing him the stream. Umer has also understood that Ismail has perhaps lost his own family, but has still been kind to someone else.
- Perhaps Umer did not stammer at the end because he was no longer nervous or frightened of Ismail. Or perhaps he felt so deeply that he forgot to be nervous.

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

- Teach A2 as you taught A1.

#### 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 more able readers and ask them to read aloud the text in a whisper.

## B2. Comprehension (page 121)

### Learning outcomes

#### Students should be able to:

- **B2.1:** identify themes and conventions in a diary.
- **B2.2-3:** summarize a story with the help of notes.
- **B2.4:** compare characters.
- **B2.5:** make inferences about character and motive.

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

- **B2.1:** Discuss the features of a diary. Elicit that it is written at the end of a day and describes what happened, and how Umer feels about it. It is informal and written in the first person.
- Draw a table like this on the board to remind the children of the difference between first and third person.

	Singular	Plural
First person	I	we
Second person	you	you
Third person	he/she/it	they

- **B2.2:** Go through the summary orally in class before you ask the children to complete it.
- **B2.3:** Make it clear that the children should turn the notes into complete sentences, for example: *On 8<sup>th</sup> July, the mongoose gave Umer a dead lizard as a gift. Later, Umer met Ismail, an old man who had also arrived on the island.*
- **B2.4:** Discuss the different 'character adjectives'.
- Play *Mime the adjective* to practise adjectives describing character. (Chapter 6, Game 14)
- **B2.5:** Accept a variety of answers, as the children should be able to express different opinions. For example, the children might infer that the mongoose tried to find his old home or that Ismail felt better when he found Umer because he had a companion and was less lonely. 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, 4:** use the endings *-able (comfortable)*, *-ably (companionably)*, *-ible (possible)*, and *-ibly (possibly)*; delete the final e before adding *able (unmistakable)*; keep the final e of words ending *ce* or *ge (noticeably, changeable)*; use *-able* if the complete root word can be heard (e.g. *enjoyable*); use *-ible* if the complete root word cannot be heard (e.g. *possible*).
- **C2:** revise alphabetical order.
- **C3:** use a dictionary to find and use words in context.
- **C4:** use the rule in C1 for adding *-able* or *-ible*.
- **C5-6:** use a hyphen: to connect compound nouns (*semi-final*), after a prefix that changes the meaning of a word (recount/re-count), or after a prefix ending in a vowel (*co-operate*).
- **C7:** 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.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C2:** Note that in 1b, the children will need to read right to the end of *changeable* and *changeably*, *noticeable* and *noticeably* before they decide which words come first alphabetically.
- **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. Note that experts and dictionaries often disagree about when to put hyphens in compound words and when to separate them with a gap. For example, it is acceptable to write *schoolbag*, *school-bag* or *school bag*.
- 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. (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

- Challenge the children to look for and underline the target words in C1 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. All words except *noticeable*, *changeably*, and *possibly* are in the reading text. (See Chapter 3, Lesson 3, Steps 8-13.)
- 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:** link ideas across paragraphs using **adverbials of time** (*later*), and **place** (*nearby*).
- **D2-3:** link ideas with tense choice and the **past perfect** (e.g. *When he returned, his charpoy had disappeared.*);
- recognize that the past perfect can come first or second in a sentence.
- **D4-5:** use **inverted commas (speech marks)** for direct speech; put . , ? ! before final inverted commas; use a comma instead of a full stop before going on to say who spoke; use a new paragraph for each new speaker.

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

- **D1:** Discuss the 'wise owl' teaching box. Point out to more able pupils that there is a comma after the subordinate clause (without *had*) only if it comes **first** in the sentence.
- Remind the children that 'cohesion' means 'sticking'. Adverbs of cohesion stick ideas together, so if we say one event happens *later* than another event, we link the two times with the adverb *later*.

- Give the children about five minutes to find six adverbials of cohesion in the text on pages 116 and 117. Ask different children to read aloud one complete sentence in which an adverbial occurs. (See answers below.)
- **D2:** Give the children about five minutes to find six sentences with the past perfect in the text. Ask different children to read them aloud.
- The game *Alibis* will give practice in the past perfect in relation to the past simple tense, making it clear that we use the past perfect (verbs with *had*) when we go **two** steps back in time. We nearly always use the past perfect in contrast to the past simple or past progressive, which are **one** step back in time. (Game 6, Chapter 6)
- **D3:** Practise identifying which event happens first before asking the children to write *First, ... Next, ...* What happens first should be in the past perfect (with *had*). What happens next should be in the past simple tense.
- **D4:** Discuss the 'wise owl' teaching box. Explain that speech marks, inverted commas and quotation marks are different terms for the same punctuation marks. We can use double inverted commas ("Hello!") or single inverted commas ('Hello!') Both are correct, but we should use them consistently and not shift from one style to the other.
- After the children have added inverted commas, go through the text in class, asking different children to tell you where they have put speech marks.
- When the children have self-corrected their work, ask them to copy the conversation with inverted commas in their notebooks, remembering to start a new paragraph for each new speaker.
- **D5:** The least able in the class need only place inverted commas (speech marks) correctly and add full stops. The majority should do this AND start a new paragraph for each new speaker. The most able should do the above AND add commas correctly.

### Extension

- Ask the children to imagine a short conversation between Umer's mother and a man with a boat. Tell them to write it out, using inverted commas and new paragraphs for each new speaker.

## E. Listening, Speaking, and Composition

### Learning outcomes

#### Students should be able to:

- **E1:** explain the features of a diary; make a graph to represent the changing fortunes of a character.
- **E2:** do a listening task on a conversation.
- **E3:** draft and write a fictional diary with the help of sentence starters; compare themes and viewpoints of fictional characters; use inverted commas where necessary.
- **Extension:** write the diary for a different day without a writing frame.
- **E4:** proof-read a friend's work, focusing on correct use of the first person; appreciate another's work.
- **E5:** re-write diaries neatly; read aloud their own diaries with expression.

### Listening, speaking, and composition notes for the teacher

- **E1:** Discuss the diary genre, taking time to talk about the 'wise owl' box. (See Chapter 3, Lesson 8, Steps 1-4.)
- Ask children to discuss how Umer's feelings changed during the story. The graph goes up when things go better for him and it goes down when he is in trouble. Less able children can use the notes in B2.3 to note key events. More able children can add more detailed changes of feeling from their own reading of the text. (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:** Hot-seat Umer and Umer's mother to help the children to empathize with their feelings during the week that the story takes place. See Extension activities at the beginning of this unit.
- Talk through the composition task with the whole class, asking different children to use the sentence starters to help them frame sentences. Make it clear that they can end the sentences in different ways from each other. (See Chapter 3, Lesson 9, Steps 9-12.)
- After they have had plenty of practice orally, they can write Umer's mother's diary in their books. Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas.
- **Extension:** The children should re-read Umer's diary for Monday 12<sup>th</sup> July on page 120. They should use their imaginations to describe what happened from the point of view of Umer's mother when she got his phone call and came to find him in the village. They should include how she felt.
- **E4:** Encourage the children to check that their partners have written their diaries in the first person and that they have described how Umer's mother felt. Ask the children to write neatly what they liked about their partner's story. (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.

## Answers

- **B1.1:** a) It was Tuesday 6<sup>th</sup> July.    b) It was Wednesday 7<sup>th</sup> July.  
           c) He found the notebook for his diary in his school bag.  
           d) He felt hopeless when he found that his charpoy had gone.  
           e) He felt he wasn't alone any more. / He felt better.  
           f) The thief had taken his water bottle, his charpoy, and his bed sheet.
- **B1.2:** b) He inferred (from the big footprints) that he was not alone on the island. He inferred (from the four parallel lines) that someone had pulled the charpoy into the water.  
           d) He inferred (from the smoke) that the thief was behind the hill.
- **B2.1:** a) diary    b) date    c) informal    d) I
- **B2.2:** On 7<sup>th</sup> July, Umer climbed a hill and saw a village across the water. He decided to go there, but when he got down, his charpoy, water bottle, and bed sheet had gone. The mongoose cheered him up with the gift of a lizard and showed him a man's footprints. He realized that he was not alone on the island.
- **B2.3:** Answers will depend on the children. They should be in brief, but complete sentences. For example:  
     On 8<sup>th</sup> July, the mongoose gave Umer a lizard as a gift. Umer met an old man called Ismail. He thought that Ismail was a thief because he had taken Umer's things.  
     On 9<sup>th</sup> July, Ismail and Umer tried to mend Ismail's boat. Umer didn't speak to Ismail. The mongoose gave Umer a rat as a gift.  
     On 10<sup>th</sup> July, Ismail's boat sank. The mongoose disappeared. Umer still distrusted Ismail.  
     On 11<sup>th</sup> July, dry land appeared around the hill. Ismail comforted Umer when he felt sad because the mongoose had gone. Umer realized that Ismail was not a thief.  
     12<sup>th</sup> July, Umer and Ismail walked to a village. Umer met his mother there. He thanked Ismail. Umer felt grateful to Ismail and he felt sorry that he had distrusted Ismail, who had saved his life.

- **B2.4:** Answers will depend on the children. For example:
  - a) Gulam was mean. For example, he teased Umer because of his stammer.
  - b) Umer was distrustful. For example, he did not trust Ismail, even though Ismail shared his food. OR Umer was kind. For example, he rescued the mongoose and looked after it.
  - c) The mongoose was brave. For example, it fought the cobra, which was bigger than him. OR The mongoose was clever. For example, it found the stream of fresh water and took Umer there.
  - d) Ismail was kind. For example, he shared his rice with Umer, even though Umer did not speak to him. OR Ismail was trustful. For example, he offered Umer the bed sheet even though he did not know that it belonged to Umer.
- **B2.5:** Answers will depend on the children. For example: I infer that when the flood went down, the mongoose left the hill to find food. Ismail felt better when he found Umer because he did not feel alone and liked caring for someone else.
- **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) comfortable, companionably, miserable, unbelievably, unmistakable
  - b) changeable, changeably, irreplaceable, noticeable, noticeably
  - c) edible, impossible, incredibly, possibly, terribly

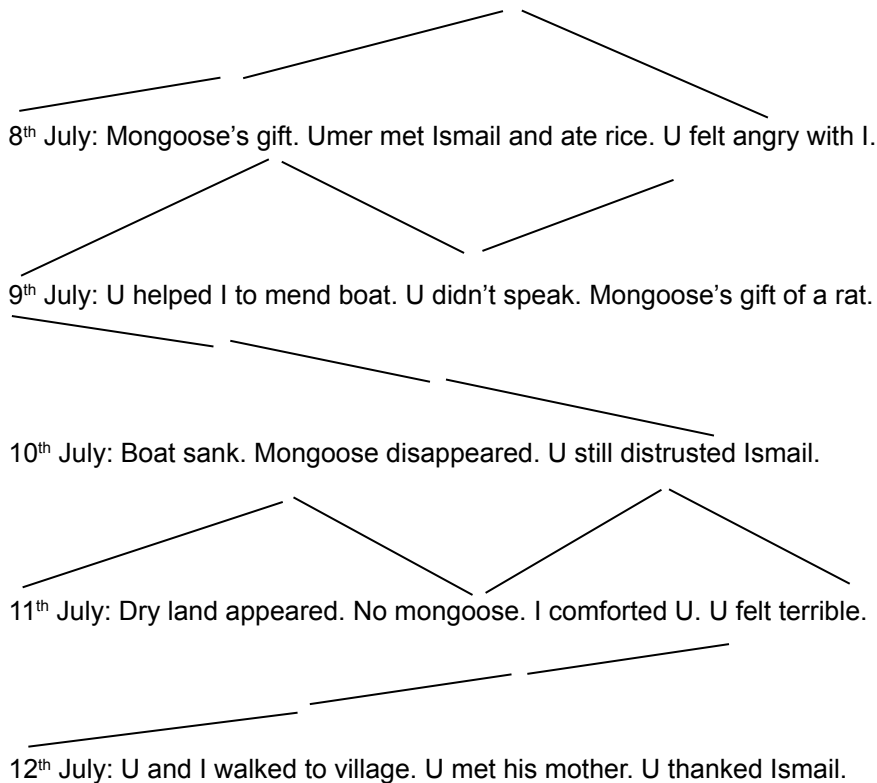
- **C3:**

Word	Adj. / Adv.	Meaning
a. unmistakable	adjective	impossible to mistake for something else
b. irreplaceable	adjective	impossible to replace or put back
c. companionably	adverb	in a friendly way
d. edible	adjective	can be eaten
e. incredibly	adverb	unbelievably, extremely

- **C4:** a) breakable    b) horrible    c) enjoyable    d) understandable    e) responsible  
f) remarkable    g) possible
- **C5:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They underline all the spellings except for *proof-read*, *mini-dictionary*, and *re-enter*. They learn the spellings for homework.
- **C6:** a) extra-alert    b) half-dead    c) semi-final    d) co-operated    e) mini-dictionary  
f) proof-read    g) re-enter
- **C7:** a) disastrous    b) communicate    c) shoulder    d) accompany
- **D1:** The children should write six of the following adverbials:  
**Page 116:** Then I heard a plop. At once, I felt I wasn't alone any more. A moment later, it scurried off... The mongoose hopped onto my shoulder and then onto the wet mud again. There, in the mud, were several large footprints.  
**Page 117:** Next, I followed the footprints down to the water... Immediately, I climbed back up to the top... There, near the water, was a man by a fire.
- **D2:** The children should write the following sentences with the past perfect:
  1. I hadn't eaten for two days, but I didn't want him to see me.
  2. When I had finished, he said, 'Who's your friend?'
  3. The mongoose had made himself comfortable on the charpoy beside me.
  4. At first I had felt grateful for the food, but suddenly I was angry.
  5. Ismail was offering me my own things, which he had stolen!

- **D3:** (Note that the clause with *had...* should come first.)
  - a) First, my things had disappeared. Next, I couldn't believe it.
  - b) First, everything had gone. Next, I lost all hope.
  - c) First, the mongoose had dropped a lizard beside me. Next, I heard a plop.
  - d) First, I hadn't eaten for two days. Next, I saw the man cooking rice.
  - e) First, I had finished eating. Next, he asked, 'Who's your friend?'
  - f) First, I had felt grateful for the food. Next, I felt angry.
  - g) First, he had stolen them. Next, he was offering me my own things.
  - h) First, the river had disappeared. Next, we woke up.
  - i) First, I had not once asked him about his family. Next, I realized it.
- **D4:** 'Oh Ma!' cried Umer. 'I'm so g-g-glad to see you.'  
 'Not as glad as I am to see you!' she replied, hugging him.  
 'Where were you when I c-c-came home from s-s-school last Tuesday?' he asked.  
 His mother shivered as she told him what had happened. 'While you were at school, the water from the river came into the house. Dadi and I had to leave and we came to collect you from school.'
- **D5:** Umer's mother went on, 'When we arrived, we found that the school bus had left early.'  
 'So what did you do then?' asked Umer.  
 His mother shut her eyes and said, 'We tried to get home, but the roads were all flooded and we couldn't reach the house. It was terrible.'  
 'So did you look for me?' asked Umer.  
 'Of course we looked for you,' said his mother. 'We managed to find a boat, but when we arrived, you had disappeared.'

- **E1:** Simple graphs (though encourage the more able to add more events):





- **E2:** a) find    b) Aunt    c) Papa    d) phone    e) anxiously    f) Karachi  
g) dinner    h) you    i) notebook
- **E3:** Answers will depend on the children's own ideas and the information in D4, D5, and E2. For example:

#### 6<sup>th</sup> July

It was already raining hard when Umer went to school. The water came into the house while he was away. My first thought was 'How can we tell Umer?' I decided to collect him from school. When we got to the school, I asked, 'Where is Umer?'

But his teacher said, 'The bus left early because of the rain. He went in the bus.'

As soon as I knew that the school bus had gone, I tried to get home. As we approached our house, we saw that all the roads were flooded and we couldn't reach the house. I saw a man with a boat and I said, 'Can you please take me to my house? My son is there alone.'

He replied, 'Sure – if you give me a hundred rupees. Get in the boat.'

But when we got to our house, I saw that the water was over the roof and Umer had disappeared.

In the evening, we went to Farida's house. I was worried about Umer's dad as his phone wasn't working, but luckily, he came to Farida's house when he realized that our house was under water. Now, I feel terribly worried about Umer. Tomorrow I'll ask the neighbours if they saw him and tell the police.

**Extension:** The children should use their imaginations and the text on page 120 to describe how Umer's mother found him on 12<sup>th</sup> July. For example:

#### 12<sup>th</sup> July

What a marvellous day! I have found Umer at last. This morning, I felt hopeless after nearly a week without any news. Then, just as I was drinking my tea, I had a phone call from a number that I don't know. It was Umer! He was in a village only fifteen miles away. Immediately, I called a taxi and two hours later, I saw him in the middle of the village street with an old man. Oh, it was wonderful to hug him tight!

'This is Ismail,' said Umer. 'He has saved my life.'

I did not know how to thank Ismail. Something in his eyes told me that I could not offer him any money. 'What has happened to your home? Would you like to come back with us?' I asked.

Ismail looked sad. 'No, thank you,' he said. 'I must look for my own family now.'

I gave him our address and telephone number, feeling sad that he looked so worried. I hope that he will find his family soon.

- **E5:** Check for evidence of proof-reading and self-correction of spelling. Check that a partner has written a positive comment.
- **E6:** The children re-rewrite their diaries and read them aloud to the rest of the class.

## ODE Workbook 5, 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 10 of this Teaching Guide.

#### 2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** form ascenders neatly and correctly, at the same height; also to form these word endings correctly: 'ible able ibly ably'.
- **Ex 2:** form ascenders neatly and correctly, at the same height in words in a sentence; to form these word endings correctly: 'ible ibly able'.

### 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 ascenders 'b l k' are all the correct height.  
Check that pupils treat letters 'b p g z' as break letters.
- **Ex 2:** Children copy the sentences in joined writing between double ruled lines.  
Check that pupils treat letters 'b p g z' as break letters.  
Check that pupils leave the correct space between letters and between words.
- **Ex 3:** a) unmanageable, possible    b) sensible, rechargeable    c) unbreakable, irreplaceable  
d) changeable    e) knowledgeable, unpronounceable    f) likeable, horrible  
g) noticeable, enjoyable
- **Ex 4:** a) mid-July    b) semi-final    c) great-grandfather    d) washing-up    e) passer-by  
f) T-shirt    g) see-saw    h) forty-eight
- **Ex 5:** a) pre-assembly, anti-bullying, co-operating / cooperating (both in current use)  
b) sugar-free, re-count, reorder (an exception to the rule in the Textbook)  
c) rejoined, recovering, recount  
d) extra-alert, mid-term, re-counted, thirty-four, re-enter  
e) fast-food, well-behaved
- **Ex 7:** a) disaster    b) communication    c) company    d) boulders    e) companions  
f) communicate    g) shoulder    h) accompany    i) disastrous
- **Ex 8:** Answers depend on the pupils.
- **Ex 9:** a) First: The rope broke. Next: We started to panic.  
b) First: We got into the boat. Next: The flood waters swept the boat away.  
c) First: The roar got louder. Next: We realized we were near a waterfall.  
d) First: I managed to seize a branch. Next: We climbed out of the boat.  
e) First: We found the buffalo shelter. Next: We began to relax.  
f) First: I saw a large snake. Next: I began to feel very scared.  
g) First: I took off my spectacles. Next: I used them to light a fire.  
h) First: I put some dried grass on it (the fire). Next: The fire began to smoke.
- **Ex 10:** These are the correct adverbials:  
a) This morning, nearby, Incredibly, there  
b) Immediately, probably, First, Next, Finally
- **Ex 11:** 'Oh dear!' said Azra in despair. 'What can we do now?'  
Azra and Bushra were in a field beside the river.  
'We should light a fire and get dry,' replied Bushra.  
'How?' asked Azra. 'We've got neither dry wood nor matches.'  
'Wait!' said Bushra. 'I've got an idea. Look at your glasses.'  
They're so thick that they can start a fire.  
We just need some dried grass,' Bushra added.  
Azra thought and then said, 'But the grass is all wet.'  
'I know!' cried Bushra. 'Look in the buffaloes' shelter.'  
There may be some dry grass there.'  
'You're brilliant!' exclaimed Azra.
- **Ex 13:** Answers depend on the pupils.

**Reading genre:** Discussion and lyric poetry

### Background

This unit will help your pupils to express their wishes and dreams – for themselves, for others, and for their country. The natural way to do this in English is to use conditionals, especially the second conditional, *If I could..., I would ...*. The Irish poet W.B. Yeats uses this structure in his famous poem *He Wishes for the Cloths of Heaven*. For many years, Yeats wanted to marry a woman called Maud Gonne, but she always refused him. When we dream of something, we may not get it!

The unit also looks at the lives of two inspirational dreamers who put their ideas into action – Martin Luther King, the American civil rights campaigner, and Abdul Sattar Edhi, who dedicated his life to providing health services to the poor in Pakistan. As teachers, we do not just have a responsibility to teach English. We also have a responsibility to help children to become good human beings. We can start with the example of those who have tried to make the world a better place.

**Learning outcomes:** See detailed planning grid on page 10 and individual unit plans.

### Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 5
- (optional) a beautiful embroidered shawl or dupatta, preferably dark blue or black, with shiny sequins
- (optional) books and internet articles about Martin Luther King and Abdul Sattar Edhi
- (optional) photos of local problems such as noisy traffic or litter to stimulate discussion and writing

### Extension activities (optional)

#### A visit from a parent

1. If possible, arrange a visit to the school from a parent or other adult who has tried to change something in society. The visit could be from a medical worker who helps the sick or disabled. It could be from someone who works for a voluntary organization or NGO. It could be from someone who tries to improve the local environment.
2. Encourage the children to prepare questions to ask the visitor. Write the questions on the board.
3. Ask the children to copy the questions and leave room in their notebooks for the answers. Sample questions might be:

*What do you do to help other people? leave line after each question – as below*

*What problems do they have? \_\_\_\_\_*

*Why do they have these problems? \_\_\_\_\_*

*How can you help to solve their problems? \_\_\_\_\_*

*What problems do you have in helping them? \_\_\_\_\_*

*How can you solve these problems? \_\_\_\_\_*

4. After the visit, ask the children to write about the visitor's work. Check their work for spelling and punctuation.
5. Ask the children to do neat drafts of their writing.
6. Display their writing in the classroom or get them to read aloud their report in an assembly.

## Textbook page notes

### A1: Reading text (page 128)

#### Learning outcomes

#### Students should be able to:

- use a dictionary.
- discuss personal dreams.
- learn a lyric poem by heart.

### 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 text, non-fiction text, or poetry text?* (Open answers, for example, the text on page 128 looks like a non-fiction text because there is no conversation in it. The text on page 129 looks like a poem because it is set out in short lines.)

*What is the atmosphere or mood of the photo?* (Open answers, for example, it looks calm and peaceful.)

*What are dreams?* (Things that we imagine when we are asleep OR wishes for the future.) *Do dreams always come true?* (Open answers.)

#### During reading (See Chapter 3, Lesson 1, Steps 10-23.)



- If possible, show the children a beautiful embroidered shawl, dupatta, or piece of cloth, preferably dark blue or black, like the night sky. Spread it on a table or on the wall and ask the children to tell you about the patterns and colours. Explain that you are going to read a poem that compares the sky to a beautiful embroidered cloth.
- As you play the audio-recording or read the text, ask questions regularly to check understanding. Elicit that Yeats wishes that he could spread the cloths of heaven under the feet of someone that he loves, but in fact this is impossible. Explain that in the first line of the poem, *Had I ...* is short for *If I had...*
- As you read the poem, elicit the meanings of difficult words like *spread* and all the words in the Key words box.
- Ask the children to make inferences about the text, for example, *Why do you think the poet wanted to give the night sky to the person he loved?* Elicit that he wanted to give her something beautiful.
- **Talk box 1:** Open answers. Ask the children to tell you different dreams for themselves and ideas of gifts for others.
- **Talk box 2:** The children should understand the poem fully before they learn it by heart.

#### 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 imagination.
- Ask different children to explain their understanding of the poem.

### B1. Comprehension (page 129)

#### Learning outcomes

#### Students should be able to:

- **B1.1:** identify themes and conventions in a lyric poem.

- **B1.2:** check that the text makes sense.
- **B1.3:** draw inferences from a poem.

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

- **B1.1:** Discuss the features of a lyric poem. Elicit that it usually rhymes and has a strong rhythm so that it can be sung. Explain that many musicians have turned this poem into a song.
- **B1.2:** Go through the questions orally in class before you ask the children to write the answers.
- **B1.3:** Accept a variety of answers, as the children should be able to express different opinions. Elicit that Yeats did not believe that he could win the person that he loved, that perhaps she did not love him as he loved her. You may wish to tell the children that at the time he wrote the poem, he had proposed marriage to a woman, but she never accepted him.

## A2: Reading text (page 130)

### Learning outcomes

#### Students should be able to:

- explain responses to reading about Martin Luther King and Abdul Sattar Edhi through debate.

### Reading notes for the teacher

#### During reading (See Chapter 3, Lesson 1, Steps 10-23.)



- As you play the audio-recording or read the text, ask questions regularly to check understanding and try to relate the text to the children's own experience.
- Tell the children to explain their views about the two lives, accepting a variety of opinions. Point out that now life is better for dark-skinned Americans than it was in Martin Luther King's time, but there are still racists in America. Edhi's work has helped a lot of poor people, but some still do not get good health care. So although they worked hard to make their dreams come true, they did not completely succeed.
- As you read, elicit the meanings of difficult terms like *racial prejudice* and *health care*.
- Ask the children to make inferences about the text, for example, *Why do you think some people are racist / do not care for the poor?*
- **Talk box 1:** Explain that English has different varieties in different parts of the world. American, British, Australian, and Pakistani people may all speak correct English, but with a slightly different accent. Americans spell some words in a different way from the British. Martin Luther King spells 'colour' as 'color' because this is the American spelling.
- **Talk box 2:** Discuss how your school teaches children to behave well. For example, you may reward politeness or kindness in some way. There may be prizes for children who pick up litter or help younger children. You may have lessons about the importance of kindness, fairness, and generosity. Adults may set a good example.

#### 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 more able readers and ask them to read aloud the text in a whisper.

## B2. Comprehension (page 131)

### Learning outcomes

#### Students should be able to:

- **B2.1:** identify themes and conventions in a discussion text.
- **B2.2:** distinguish fact from opinion.
- **B2.3:** discuss responses to reading.

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

- **B2.1:** Discuss the features of a discussion text. Elicit that in a discussion, we express opinions that may be different from other people's ideas. Emphasize that we should always be polite when we disagree with people.
- **B2.2:** Go through the exercise orally in class before you ask the children to write *Fact* or *Opinion*, noting that even if one agrees with an opinion, it is not necessarily a fact.
- **B2.3:** When you discuss 3c, accept a variety of answers, as the children should be able to express different opinions.



## C. Word Reading and Spelling

### Learning outcomes

#### Students should be able to:

- **C1 & C3:** add suffixes beginning with vowel letters to words ending in *fer*.
- **C2:** use a dictionary.
- **C4-5:** distinguish between near homophones ending in *ce* (*advice*: noun) and *se* (*advise*: verb)
- **C6:** revise spellings of tricky words taught throughout the book.

### Spelling notes for the teacher

- **C1:**  Discuss the 'wise owl' box. Explain that we write double *rr* if the *fer* is still stressed when the ending is added (*referring*) but single *r* if *fer* is not stressed (*reference*). Teach the children to read each word after you or the audio-recording, **focusing on word stress**. 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 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.)
- **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.)
- 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 (all except *practice* and *license*). (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 exercises orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)

- **C6:** Give the children a few minutes to look back over Units 1-14 and note down a couple of words that they have found difficult to learn. Give them a few minutes to 'read, copy, write, check' so that they know how to spell them.
- You can play this game whenever you have a few extra minutes at the end of a lesson.
- **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:** revise the zero conditional with the present simple tense.
- **D2:** revise the first conditional with the future tense.
- **D3:** use the second conditional (*If I + past tense, I would/could...*).
- **D1-3:** revise commas in conditional clauses.
- **D4-5:** use quotation marks/inverted commas (earlier known as speech marks) before and after quoting the exact words someone said.

#### 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 to use conditionals with the present and future tenses (zero and first conditionals), so this is revision. This is the first time that they have discussed the use of a conditional with the past simple + *would / could*. This is the second conditional, also known as the 'unreal conditional' because we use it to talk about things that are probably NOT going to happen, e.g. *If I had a space ship, I would go to the Moon.*
- Just as you used *The tricky word game* to practise spellings, you can use *Elephants and mice* to practise conditionals. (Game 5, Chapter 6)
- **D2:** Encourage the children to end the sentences in different ways and discuss their ideas.
- **D3:** Make it clear that these things have not happened so are unreal at present. The children are imagining what they **would** do in these situations.
- **D4:** Discuss the 'wise owl' teaching box. Explain that we always put other people's words in quotation marks and should not pretend that they are our own words.
- **D5:** Discuss the meaning of each quotation before the children write their understanding in their books.

### Extension

- Ask the children to find other wise quotations and write who said them.
- 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:** discuss their dreams for: a. themselves, b. someone else, c. their country; take notes.
- **E2:** do a listening task on a conversation about dreams for themselves and for someone else.
- **E3:** write answers to the questions in E1, using the second conditional.
- **E4:** practise vocabulary for a discussion text.
- **E5:** write discussion texts about possible solutions to two social problems.
- **Extension:** write a similar unsupported paragraph.

- **E6:** read aloud and discuss their own ideas.
- **E7:** take part in a class debate.

### Listening, speaking, and composition notes for the teacher

- **E1:** Talk about the features of a discussion, taking time to talk about the 'wise owl' box. (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. (See Chapter 3, Lesson 8, Steps 5-8.)
- **E3:** Remind the children to use the second conditional in each answer. (*If I could ..., I would ...*)
- **E4:** Talk through the task in class before the children write it.
- **E5:** Talk through the composition task with the whole class, asking different children to use the writing frame to help them frame sentences with their own ideas. Discuss the problems of unsafe electric wires (picture 2) and poor housing (picture 3). (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. Praise them for original ideas.
- **Extension:** Ask the children to suggest other problems that need to be solved, such as the need for clean drinking water, good food, or clean air.
- **E6:** Encourage the children to discuss their ideas with a partner. (See Chapter 3, Lesson 9, Steps 13-17.)
- **E7:** Have a class debate about the problems of litter (picture 1), dangers in the home (picture 2), and poor housing (picture 3). Stress that the children should listen courteously to each other's views and if they disagree, they should do so politely.

### Answers

- **B1.1:** a) This poem is like a song, so it is a lyric poem.  
b) Night and light are examples of rhyme.  
c) Dim and dark are examples of alliteration.  
d) 'The heavens' embroidered cloths' is a metaphor.  
e) 'The skies are like pieces of cloth' is a simile.
- **B1.2:** a) They are the sky.    b) In the 'cloths of heaven' we can see gold, silver, and blue.  
c) If Yeats had the cloths of heaven, he would spread them under the feet of the person he loves.  
d) He can't give her the cloths of heaven because he is too poor OR because it is impossible to give the sky to someone.  
e) He can give her his dreams.    f) He asks her to walk softly, because she is walking on his dreams.
- **B1.3:** Open answers e.g. I infer that she is very beautiful.
- **B2.1:** a) ✗ A fact is true.    b) ✓    c) ✗ Other people do not always agree with your opinions.    d) ✓
- **B2.2:** a) Fact    b) Fact    c) Opinion    d) Fact    e) Opinion
- **B2.3:** a) He dreamed that all people in his country could be equal, whatever their colour.  
b) He dreamed that all Pakistanis could have good health care, whatever their race or religion.  
c) I dream that ... (children express their 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) prefer: to like one thing more than another  
b) infer: to form an opinion, using what you already know  
c) refer: to speak about  
d) transfer: to move something (often money) to another place



- **C3:** a) reference    b) referred    c) referee    d) preferred    e) preference    f) transferring  
g) transferred    h) inferring    i) inferred
- **C4:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They should underline all words except practice and license. They learn the spellings for homework.
- **C5:** a) devise    b) licence    c) practice    d) advice    e) advises
- **C6:** The children play the game in class.
- **D1:** a) If people are kind, they think about other people's needs.  
b) When people are poor, they do not have much money.  
c) If people are racist, they treat people badly because of their race.  
d) If people live simply, they do not spend much money on themselves.  
e) When people are equal, they have about the same as each other.
- **D2:** Answers depend on the pupils, for example:  
b) If we don't train plenty of nurses, there will not be enough trained people to run our hospitals.  
c) If we don't clean up the litter in the canal, people will get diseases from the dirty water.  
d) If we don't stop air pollution, people will get asthma and breathing problems.  
e) If we don't educate people to be good human beings, people will behave badly and we will not trust each other.  
f) If we don't make sure everyone has a good job, some people will be very poor and their children will not have enough to eat.
- **D3:** Answers depend on the pupils, for example:  
a) If my friend forgot her lunch box, I would share my food with her.  
b) If someone fell over in the playground, I would comfort him or her.  
c) If a child looked lonely, I would ask him or her to play with me.  
d) If someone was ill, I would tell the school nurse.  
e) If my teacher seemed tired, I would carry her bag for her.  
f) If I saw litter in the playground, I would put it in the bin.  
g) If someone dropped his bag, I would pick it up and give it to him.
- **D4:** a) Answers depend on the children's preferences. Check that they have used quotation marks and the exact words of the poem.  
b) Martin Luther King wrote, 'I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.'  
c) Abdul Sattar Edhi wrote, 'People have become educated, but have yet to become human.'
- **D5:** a) Martin Luther King said, 'Hate cannot drive out hate; only love can do that.' This means we can't stop people from hating others by hating them. We can only stop them from hating others by loving them.  
b) Abdul Sattar Edhi said, 'I have adopted four principles in living my life: simple living, punctuality, hard work and prudence.' This means Edhi does not spend much money on himself, he arrives on time, he works hard, and he is careful.  
c) Abdul Sattar Edhi said, 'Empty words and long praises do not impress God. Show him your faith by your deeds.' This means that God does not care if you say lots of grand things. He cares if you are good to other people in what you do.
- **E1:** Answers depend on the pupils and their ideas. They should all use the structure, *If I could ... I would ...*
- **E2:** a) He would go deep-sea diving.  
b) He would see weird, stripy fish, whales, and sharks.  
c) Nida would go up into space.  
d) She would see the world (and the curve of the Earth).  
e) Nida would give an embroidered dress.

- f) She would give it to her sister.
- g) Rafi would give some medicine.
- h) He would give it to Karim, the sweeper.
- i) He will ask his parents for money to pay for Karim to go to the doctor.

- **E3:** Answers will depend on the children's own ideas. They should use the structure, *If I could ... I would ...*
- **E4:** In photograph 1, the problem is that the ditch is full of litter. If we don't clean it up, people will get diseases such as typhoid. This is because flies sit on the litter and then come and sit on our food. If I could, I would pay unemployed people to clean up the litter. For instance, in my colony, we have solved this problem by paying Karim to help us. Now, he makes our neighbourhood clean and he also has a job.
- **E5:** Answers will depend on the children's own ideas. For example,  
**In photograph 2, the problem is that** the electric wires are mixed up. **If we don't** tidy them up, they will be dangerous. **This is because** if people touch wires, they may get electric shocks. If wires touch each other, they may cause fires. **If I could, I would** get an electrician to separate the wires and hide them in a box. **For instance**, there were a lot of electric wires like this in my apartments. Last month, an electrician put all our wiring inside a box with a key, so that only adults can open it. **Now**, children are much safer because they cannot play near the wires.  
**In photograph 3, the problem is that** some people live in very bad houses. **If we don't** build new houses, these people will get wet in the rain and very hot in the summer. **This is because** these roofs have holes in them. The roofs are made of metal and metal gets very hot in sunshine. **If I could, I would** build bigger houses with strong, waterproof roofs for everyone. **For instance**, there is a new colony near our house. **Now**, people who live there have plenty of space, strong roofs, and running water in their kitchens.

**Extension:** Answers will depend on the children's ideas.

- **E6-7:** The children discuss their ideas with a partner and then with the class.

## ODE Workbook 5, 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 10 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' as in 'care, rare': 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 'o' in 'wrong'.  
Also demonstrate on the board the high diagonal join from letter 'r' to letters 't k b' in 'start park marble'.
- **Ex 2:** Children copy the sentences in joined writing between double ruled lines.  
Demonstrate on the board the high joins from letter 'r' to the next letter in 'first written answers large colourful posters'.
- **Ex 3:** a) devise b) practice c) licensed d) advice e) licence f) device g) practise h) advises
- **Ex 4:** a) advice, device b) practice, practise c) advise, devise d) licence, license

- **Ex 5:** a) interfered b) interfere c) interfering d) interference
- **Ex 6:** a) reference b) preference c) inference d) referee e) circumference f) difference
- **Ex 8:** a) availability b) health c) available d) unhealthy e) healthy  
f) prejudiced g) prejudice h) inhuman i) human
- **Ex 9:** Answers depend on the pupils.
- **Ex 10:** a) If people are kind,  
b) When people are poor,  
c) they treat others badly because of their race.  
d) they do not spend a lot of money on themselves.  
e) they do not have much happiness.  
f) that is inhuman.  
Adverbs: badly, simply, miserably
- **Ex 11:** Example answers  
a) If the classroom was dirty, I would sweep the floor.  
b) If I forgot my textbook, I could share with a classmate.  
c) If the see-saw was broken, I would tell a teacher.  
d) If my classmate used a wheelchair, I could push him/her around the school.  
e) If I saw a snake in the playground, I would call the chowkidar.  
f) If my bicycle had a flat tire, I could walk home.
- **Ex 12:** Example answers:  
If we plant more trees, / there will be / more ground in the shade.  
If we build an outdoor theatre, / we can perform / our plays outside.  
If each class performs a play, / their parents would / come and watch.  
If the school puts in electricity, / it will be able to / light the plays on stage.  
If there is a water tap nearby, / we can use the stage / for painting workshops.  
If we build a wall behind the stage, / we can paint it / with scenes from the play.  
If we put on a roof, / we will be able / to do shows in the rain.
- **Ex 13:** a) problem, present, If b) because, For example c) would, should  
d) For instance, such as, If, can, As
- **Ex 15:** Example answers:  
A) We have a problem at our school, because we do not have a sports ground. At present, there is some waste ground, which is full of litter and is covered with long grass. It is dangerous to play football or cricket there since we cannot see where we are walking. If we walk or play there, we could cut our feet on broken glass.  
If I could, I would change this ground into a sports ground. If we did that, we could practise many games, such as cricket, football or basketball. My classmates think that we should prepare a plan for the Head Teacher. If we are successful with this project, we can practise sports every day and stay healthier. As our teachers say to us, 'An active brain in a healthy body is best.'  
B) We have a problem at our school, because we do not have a wildlife area for our nature studies. At present, there is some waste ground, which is full of litter and is covered with long grass. It is dangerous to go there since we cannot see where we are walking. If we walk there, we could cut our feet or hands on broken glass.  
If I could, I would change this ground into a wildlife place. If we did that, we could dig a pool for living creatures, such as frogs, fish, and ducks. My classmates think that we should prepare a project and a plan for the Head Teacher.  
If we are successful with this project, we can study wildlife as part of our science lessons. For instance, we could plant different kinds of fruit trees. If we put up a bird-feeder with nuts and seeds, we could study all the birds that come to eat there. As my science teacher always says, 'The first step in science is to observe.'

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.

## Answers

- 1: Use the audio script on page 191 as an answer key or the answers to Exercise 5 below.
- 2: a) I, me    b) Autobiographies, diaries    c) Diaries, letters    d) suspense, characters    e) songs, rhyme
- 3: a) semi-circle    b) anti-bullying    c) re-write    d) internet
- 4: a) Cram is a verb  
 b) No, a pencil is not irreplaceable, because if we lose it, we can replace it OR get another pencil.  
 c) Chemicals are not usually edible because they are often poisonous, so we cannot eat them.  
 d) We should stress the first syllable in noticeably.
- 5: Saturday 24<sup>th</sup> August

You won't believe this! When I woke up this morning, I saw a weird creature as big as a dinner plate on the ceiling. What could it possibly be? First, I thought it was an insect. Then I counted its legs. There were eight. Therefore it must be an enormous spider. / Suddenly it dropped onto my shoulder. 'Help!' I yelled, terribly frightened. / Nearby, my sister Sara was combing her hair. 'Wow!' she said excitedly. 'That's a rare Yellow-Spotted-Hairy Spider. It's unmistakable.' / 'You look after it then,' I said, transferring it to Sara's shoulder...

Note that the first and second paragraph breaks could also come at the end of the next sentence, before the next person starts speaking.

- 6: a) Nadia had been asleep before she saw the spider.  
 b) She had counted its legs before she realized it was a spider.  
 c) She yelled, 'Help!' after it had dropped on her shoulder.  
 d) Her sister Sara said, 'Wow!' after she had seen the spider.  
 e) Sara had named it before Nadia put it on Sara's shoulder.
- 7: a) where    b) when    c) why    d) how    e) how likely    f) what order
- 8: a) adverb of place: nearby    b) adverb of time: Then or Suddenly  
 c) adverb of cause: therefore    d) adverb of manner: terribly    e) adverb of possibility: possibly  
 f) adverb of number: first
- 9: The next part of the story depends on the imagination of the children. It should be written in the first person.

## ODE Workbook 5, Unit 15, Notes (Revision Unit)

### 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 pages 8-10 of this Teaching Guide.

#### 2. Learning Outcomes for Reading

Students should be able to:

- **Ex 1:** read and understand a historical narrative and a travel diary; draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; predict what might happen from details stated or implied; summarise the main ideas drawn from more than one paragraph.

### Detailed lesson notes

See Chapter 4: How to Plan a Revision Unit.

## Answers

- **Ex 1:** a) It started and finished in Lisbon, Portugal    b) The sailors became very sick.
- **Ex 2:** a) non-fiction, diary    b) journey    c) or modern, true
- **Ex 3:** a) At the start of the trip, 140 sailors sailed from Portugal.  
b) He wanted to bring back spices like pepper by ship.  
c) It is called the Cape of Good Hope.  
d) They hoped to buy spices in southern Asia.  
e) On their return journey, a strong breeze helped the ships to sail faster.  
f) On the two sea journeys, fresh fruit (for example, guavas, oranges, and papayas) saved the sailors' lives.  
g) At the end of the expedition, fewer than seventy sailors (half of the ships' company) returned safely.
- **Ex 4:** Answers depend on the pupils.
- **Ex 5:** Omar and I played a pre-supper game of speed-chess, which I won, as I had predicted! After a super-delicious lunch of meatballs in tomato sauce, Omar and I revised our anti-pollution project for homework. We had made a few mistakes, so we redid the diagram of the waterwheel for making flour. Then we re-checked the spelling. Finally we relaxed and watched the basketball semi-final on TV with all the superstars. We sat on the floor, but Ma sat in the armchair which she had just re-covered with a pretty flowery material. Super-clever Ma!
- **Ex 6:** a) manage, managed, had    b) able, had    c) manage, able, have  
d) manage, able, able, have, able
- **Ex 7:** a) referring    b) differed    c) inferred    d) transferred    e) offered    f) was interfering  
g) transferring    h) preferred
- **Ex 8:** There might be a baby in the house.  
They must keep pet cats at home.  
They must spend a lot of money on pizzas.  
The family can't be very healthy.

**Reading genre:** Information and suggestions

### Background

This information text concerns one of the most important issues of our century: climate change. Since the worst effects of climate change will be felt in the future, when today's children are adults, it is important that children understand the core issues, their causes, and possible solutions.

The unit also teaches children to use the language of science. For example, they learn to form negatives with scientific words (such as *irreversible* and *unsustainable*) and the passive voice, which is generally used in scientific reporting, e.g. *Solar power **is generated by the Sun**. The coal-powered steam engine **was invented** in the early 19<sup>th</sup> century.* When suggesting solutions to problems, they practise using modals such as *should* and *could*. If possible, make time for the children to prepare an assembly on climate change, simplifying the ideas for younger children.

**Learning outcomes:** See detailed planning grid on page 10 and individual unit plans.

### Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 5
- (advisable) materials for games chosen to support a teaching point
- (optional) books and internet resources about climate change, for example, the 2-minute video *Climate Change (according to a kid)* <https://www.youtube.com/watch?v=Sv7OHfpIRfU>
- (optional) a saucer, a few ice cubes, the lid of a jar, a small plastic toy
- (optional) a globe

### Extension activities (optional)

#### A science experiment

1. If possible, bring into class a saucer of water, a few ice cubes, the lid of a jar and a small plastic toy person 2 or 3 cm high, such as a Lego man.
2. At the beginning of the lesson, put the lid in the saucer and (if necessary) tip out some of the water to ensure that the water is just below the surface of the lid. Explain that the surface of the lid represents dry land and that the water represents the sea.
3. Put the small plastic toy onto the lid and show that its feet are dry.
4. Place the ice cubes in the saucer. Explain that these represent the icebergs of the Arctic and Antarctic.
5. Continue with your lesson.
6. At the end of the lesson, ask the children to observe what has happened. Point out that the ice has melted, the level of the water has risen, and that the feet of the toy are now wet.
7. Discuss how this shows that as the icecaps of the Arctic and Antarctic melt, the level of the sea will rise and coastal areas will be flooded.
8. Ask the children to write about the experiment, using the passive voice, e.g. *A lid was placed in a saucer of water so that the surface of the lid was dry. Dry land was represented by the lid. Sea was represented by the water. A small toy was put on top of the lid. Three ice cubes were left in the saucer during the lesson. After an hour, the lid was covered in water. We learned that if the sea level rises, coastal areas are flooded.*

## Textbook page notes

### A: Reading text (page 140)

#### Learning outcomes

#### Students should be able to:

- use a dictionary to check word meanings.
- relate the subject to their own experience and knowledge.

#### 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:** *Is an information text fiction or non-fiction? (Non-fiction.) What is a suggestion? (An idea that is recommended.)*

*Can you give me some examples of suggestions? (Open answers, e.g. Let's go to the park. How about going after tea? Why don't you put on thinner t-shirt? You could wear this cotton shirt. If you wear this shirt, you won't feel hot at the park.)*

##### During reading (See Chapter 3, Lesson 1, Steps 10-23.)



- If possible, set up the science experiment outlined in Extension activities at the beginning of this unit.
- As you play the audio-recording or read the text, ask questions regularly to check understanding.
- If possible, show the positions of the North and South Poles on a globe. Elicit that they are colder than the rest of the world because the Sun's heat shines on them at an angle. This is why they are covered in ice.
- As you read, elicit the meanings of scientific words like *submerge* and *decrease*.
- Ask the children to explain the differences between the photographs on page 140, eliciting that the glacier was much smaller in 2010 than it was in 1931 because much of it had melted. Take time to discuss the graph and diagram on page 141.
- Take time to explain and discuss each point.
- If you have done the Extension activity, discuss what has happened to the level of water in the saucer and why.
- **Talk box 1** (page 140): Ask the children to tell you about water shortages, floods, and high summer temperatures that they have experienced. Remind the children that these have always happened, but they are becoming worse because of climate change.
- **Talk box 2** (page 141): Elicit that plants take in carbon dioxide and use it to create starch in photosynthesis. (Your pupils have probably already learnt this in their science lessons.) We can use this knowledge by planting more trees, so that they can absorb more carbon dioxide from the air.
- **Talk box 3** (page 142): Talk about people who say that climate change is not a problem. Point out that 97% of climate scientists agree that it will cause great suffering unless we do something about it. Also point out that many of the 3% of scientists who say that it is not a problem are paid by fossil fuel companies.

### 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.
- If possible, show the 2-minute video *Climate Change (according to a kid)* which is available on YouTube. This will help to clarify the key points of this 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 more able readers and ask them to read aloud the text in a whisper.

## B. Comprehension (page 143)

### Learning outcomes

#### Students should be able to:

- **B1:** identify structural devices to organize information texts and suggestions.
- **B2:** use a dictionary to explore vocabulary in the text.
- **B3:** check that the text makes sense to them.
- **B4:** summarize an argument in their own words.

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

- **B1:** Discuss the features of an information text. Elicit that it is usually set out with headings and sub-headings. The children should already know that numbers show ideas in a special order and that bullet points are not in a special order.
- **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. For example:
  - a) We could travel by train instead of car or plane because trains produce less CO<sub>2</sub>.
  - b) We could use power generated by renewable energy.
  - c) The laws of our country could protect trees and stop people from cutting them down.

## C. Word Reading and Spelling

### Learning outcomes

#### Students should be able to:

- **C1, 3:** add prefixes to make the negative form of adjectives with: *un-* (**unsustainable**), *in-* (**insufficient**), *im-* (**impractical**), *il-* (**illegal**), *ir-* (**irreversible**).
- **C2:** arrange words in alphabetical order.
- **C4-5:** change the meaning of a verb by adding the prefixes *dis-* (**disappear**), *de-* (**decrease**), *mis-* (**misunderstand**).
- **C6:** use the tricky words in context.



## Spelling notes for the teacher



- **C1:** Discuss the 'wise owl' box, eliciting that the negative prefix of a word is like adding *not* to the beginning of it. 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.)
- Ask the children to tick all those words with a stress on the second syllable and then check their answers in class.
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C2:** Remind the children that if the first few letters are the same, they must read on to the first letters that are different.
- **C3:** 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.)



- **C4:** Discuss the 'wise owl' box. Point out that some words change when we add a negative prefix, for example, we remove *in* when we change *increase* to *decrease*. Ask the children to repeat the words after you or the audio-recording, and to discuss the meanings as in C1.
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C5:** *The tricky words game* will give practice in spelling words with negative prefixes. Note that you can revise spellings with regular patterns in this game, not just words from the 'tricky words' box. (Game 2, Chapter 6)
- Remind the children that the words in a word-search go across or down.
- **C6:** Ask different children to complete the exercise 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 to tick all the words in C4 with a stress on the second syllable. The following words should be ticked: *unusual, unnatural, invisible, illegal, illegible, illiterate, impractical, impossible, irregular*.
- Dictate the sentences in C6. Check that the children have put a full stop at the end of each sentence and started the next sentence with a capital letter. (See Chapter 3, Lesson 7, Steps 7-12.)

## D. Vocabulary, Grammar, and Punctuation

### Learning outcomes

#### Students should be able to:

- **D1:** recognize passives in a context.
- **D2-3:** form **passive** sentences from a substitution table and from active sentences.
- **D4-6:** recognize and use **brackets, dashes, and commas** to indicate **parenthesis**.

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

- **D1:** Discuss the 'wise owl' teaching box. Explain that passives are often used in scientific writing because it does not matter who does an experiment. What matters is the result.
- **D2-3:** Practise the sentences orally before asking the children to complete them.

- **D4-6:** Discuss the 'wise owl' teaching box. Make it clear that commas, brackets, and dashes all have a similar function. The sentence should still make sense without the extra ideas in **parenthesis**. They add to the sense, but are not essential.
- Practise the sentences orally before asking the children to complete them.

### Extension

- Ask the children to write their own sentences with brackets.
- Dictate the sentences in D6. (See Chapter 3, Lesson 7, Steps 7-12.)


## E. Listening, Speaking, and Composition

### Learning outcomes

#### Students should be able to:

- **E1:** make polite suggestions, e.g. *If we ... we could ... How about ...? Let's ...*
- **E2:** do a listening task on a news programme about planting trees.
- **E3:** draft and write suggestions for ways of planting trees.
- **Extension:** Research and plan an assembly about climate change; give a public presentation to a younger audience, using appropriate intonation, volume, and movement so that the meaning is clear.

### Listening, speaking, and composition notes for the teacher

- **E1:** Discuss how to make suggestions, taking time to talk about the 'wise owl' box. (See Chapter 3, Lesson 8, Steps 1-4.)
- Ask children to discuss how they can play their small part to prevent climate change. (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. Point out that the children in Peshawar have played their small part in reducing climate change by planting more trees. (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. (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. Praise them for adding their own ideas.
- **Extension:** Preparing an assembly will take several days, but is well worth the time if you can spare it. It will motivate the children to speak clearly and expressively. By teaching others about climate change, they will understand it more fully themselves.
- Information for each group can be researched in the library or on the internet. If it is difficult to find time for research, the children can take the information directly from the following pages:
  1. What is happening to the climate?
    - G1 (Group 1) Introduction: p. 140, first bullet point
    - G2: Melting ice-caps: p. 140, second bullet point
    - G3: Melting glaciers: p. 140, third bullet point
    - G4: Droughts: p. 140, fourth bullet point
    - G5: Floods: p. 140, fifth bullet point
    - G6: Warmer seas: p. 147, D6
  2. What is causing climate change?
    - G7: Why do we burn fossil fuels? Introduction: p. 141, first paragraph
    - G8: What creates carbon dioxide? p. 141 second & third paragraphs

- G9: What creates methane? p. 147, D4  
 G10: The Greenhouse Effect: p. 141, last paragraph, picture & graph
3. What can we do about climate change?
- G11: Working together: p. 142, first section  
 G12: Transport: p. 142, second section  
 G13: Power: p. 142, third section  
 G14: The Law: p. 142, fourth section & p. 145, C6  
 G15: Planting trees: p. 148: E2

## Answers

- **B1:** a) What can I do about climate change? is the heading for Section 3.  
 b) Transport is a subheading in Section 3.  
 c) We know it is a subheading because it is printed in bold.  
 d) The bullet points in Section 1 show ideas in no special order.  
 e) The numbers in Section 3 show ideas in a special order.  
 f) When you make a suggestion, you give someone ideas what to do.
- **B2:** a) Thermal, fossil fuels    b) carbon dioxide    c) climate    d) sustainable
- **B3:** a) They are melting because the Earth is getting hotter.  
 b) Coastal cities and villages may be submerged because the sea level is rising.  
 c) Glaciers are melting because the Earth is getting hotter.  
 d) Rivers fed by glaciers are drying up because the glaciers are melting.  
 e) People who live in areas with drought will move away from their homes because they have insufficient water.
- **B4:** Answers will depend on the children. They should write three sentences for each point. For example:
  - a) We could share cars with people who live near us. We could walk or ride bicycles for short distances. We could use buses and trains instead of cars and planes. We could shop locally so that we do not drive far.
  - b) We could use less energy by turning off switches. We could use less hot water when we shower. We could wear a sweater instead of turning up the heating. We could use less stuff and repair things when they go wrong.
  - c) We could change our laws to promote sustainable energy. We could make laws that encourage people to save energy. We could make it illegal to pollute the environment.
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They tick the words with a stress on the second syllable: *unusual*, *unnatural*, *invisible*, *illlegal*, *illlegible*, *illliterate*, *impractical*, *impossible*, *irregular*. They learn the spellings for homework.
- **C2:** a) unnatural, unsustainable, unusual    b) inexpensive, insufficient, invisible  
 c) illegal, illegible, illiterate    d) impolite, impossible, impractical  
 e) irregular, irresponsible, irreversible
- **C3:** a) irresponsible    b) irreversible    c) illegal    d) illegible    e) impractical    f) impolite  
 g) insufficient    h) invisible    i) unusual    j) unsustainable
- **C4:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.

- C5:** The following words should be circled in the word-search.
  - decrease: to make a number smaller
  - disappear: to go out of sight
  - misspell: to spell something wrongly
  - devalue: to take away the value
  - misunderstand: to understand wrongly
  - mislead: to lead the wrong way
  - dethrone: to push a king off his throne
  - disobey: the opposite of obey
  - distrust: not to trust someone
  - derail: to go off the railway track
  - misinform: to give the wrong information
  - disagree: to the opposite of agree

(D)	E	T	H	R	O	N	E	Q
I	(D)	E	V	A	L	U	E	S
S	(M)	I	S	S	P	E	L	L
A	I	(D)	E	R	A	I	L	(D)
G	S	B	E	H	M	O	D	I
R	U	F	(M)	C	P	T	X	S
E	N	(M)	I	N	R	(D)	B	A
(E)	(D)	I	S	O	B	E	Y	P
A	E	S	I	J	V	C	E	P
G	R	L	N	K	C	R	G	E
I	S	E	F	Z	H	E	K	A
L	T	A	O	D	J	A	M	(R)
U	A	(D)	R	F	N	S	P	Q
Y	N	L	(M)	W	T	(E)	R	S
A	(D)	I	S	T	R	U	S	T

- C6:** government, environment, necessary, sufficient
- D1:** Any eight of these sentences can be copied.  
 The coal-fired steam engine was invented. After it is burnt, you cannot get it back. ...machines all over the world were powered by fossil fuels...  
 Planes and cars are powered by oil. Houses are heated or cooled by oil and gas. Electricity is generated by burning fossil fuels... When fossil fuels are burnt, they produce 'greenhouse gases'. These gases act like the roof of a greenhouse where plants are grown. ...its heat is trapped in the greenhouse.
- D2:**
  - Thermal power is generated by the heat of burning fossil fuels.
  - Hydro-electricity is generated by falling water.
  - Solar power is generated by the Sun.
  - Wind power is generated by moving air.
  - Tidal electricity is generated by the tides of the sea.
- D3:** Note that Sun and the Earth begin with a capital letter here because they are the names of bodies in Space. Do not mark the children's work as wrong if they do not write 'sun' with a capital 's', as in other contexts this is acceptable.
  - The Sun's heat is reflected by the ice-caps.      b) So the Earth is cooled by the ice-caps.
  - The ice is melted by the Sun.      d) So the Sun is not reflected by the ice-caps.
  - As a result, the sea is heated by the Sun.
- D4:**
  - Methane (CH4 for short) is another greenhouse gas.
  - Methane (like CO2) traps the Sun's heat when it goes up in the air.
  - Many cooking stoves (such as the one in the photo) burn methane.
  - Most grass-eating animals (especially cows and sheep) produce methane in their stomachs.
  - Rotting rubbish (unluckily) produces methane too.
- D5:** The children copy D4 into their notebooks, using dashes instead of brackets.
- D6:**
  - Climate change is damaging coral, a colourful under-sea life-form, making it go white.
  - Because of warmer water in the sea, the coral gets too hot, dying as a result.
  - Extra carbon, which has dissolved in the sea, is also making the water more acid.
  - The acid, like the warm water, is killing the coral.
- E1:** Answers depend on the pupils and their ideas.
- E2:**
  - Peshawar.
  - They planted trees.
  - In the area around their school OR In the school playground, nearby streets, and the park.

- d) Science.
- e) Carbon dioxide.
- f) Oxygen.
- g) They sold their old toys (in the playground).
- h) They wrote letters.
- i) They will water them.
- j) For five years.

- **E3:** Answers will depend on the children's own ideas. For example:  
Why don't we plant some trees by the gate? How about writing letters to the parents? We should ask them to give us money to buy tree plants. If we put benches around the trees, we can protect them and also enjoy sitting under their shade.

**Extension:** The children can take ideas for the assembly from their own research and from the unit (see teacher notes above). Encourage them to make posters to emphasize their points.

## ODE Workbook 5, 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 pages 10 of this Teaching Guide.

#### 2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise the tricky letter joins from letter 'r' to 'e';
- **Ex 2:** practise the tricky letter joins from letter 'r' 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 again on the board the tricky join from letter 'r' to letter 'e' as in 'fire tired': the written line must drop after 'r' to allow space to form the letter 'e' neatly between the double ruled lines.\
- **Ex 2:** Children copy the sentences in joined writing between double ruled lines.  
Demonstrate on the board the tricky join from letter 'r' to letter 'e' as in 'three refugees sheltered trees'.
- **Ex 3:** a) misjudged, derailed, disappeared      b) decrease, misunderstood, misinformed, disobey  
c) disagreed, distrust/mistrust, misled      d) mistook, misspelt
- **Ex 4:** 1) unusual    2) inexpensive    3) invisible    4) irregular    5) insoluble    6) impatient    7) impractical  
8) impolite    9) irresponsible    10) unfair    11) illegible    12) illegal    13) illiterate  
Vertical word: unsustainable
- **Ex 5:** a) unusual    b) unsustainable    c) invisible    d) illegal    e) irresponsible    f) illegible  
g) impolite
- **Ex 7:** a) sufficient    b) necessary    c) government    d) insufficient    e) enough  
f) environmental    g) enough    h) governmental    i) environment
- **Ex 8:** Answers depend on the children.
- **Ex 9:** a) High temperatures – like those that we have seen this century – cause glaciers to melt.  
b) The first stage – an increase of water in rivers as glaciers melt - is good news.

- c) The next stage (a decrease of water in rivers when glaciers disappear) is bad news.
  - d) When sea-ice melts, as in the case of the Arctic, sea levels stay more or less the same.
  - e) When a land ice cap melts (as in the case of Antarctica) the water runs into the sea and causes sea levels to rise.
- **Ex 10:** Example sentences:
    - Why don't we build a weather station?
    - We could place it next to the sports ground.
    - We should build a fence around the weather station.
    - Let's ask our science teacher for help.
    - How about speaking to her in the break today?
    - If we don't put a fence around it, cricket balls could damage it.
    - If we ask the Head for permission, we can build it in the holidays.
    - If we put the records on the board, we could use them in science lessons.
  - **Ex 11:** a) The maximum and minimum temperatures of the previous 24 hours are recorded.
    - b) Then the U-shaped thermometer is reset.
    - c) A magnet is used to move the steel markers up or down inside the thermometer.
    - d) The water in the rain gauge is emptied into a/the measuring glass.
    - e) Then the rainfall is measured and recorded.
    - f) Every day, a new piece of card is placed in the sunshine measuring device.
    - g) The burnt sections of the previous day's card are measured and added up.
    - h) The total hours of sunshine are recorded.
    - i) Once a month, a printout is displayed on the Weather Station notice board and school website.
  - **Ex 13:** Example answer:
    1. Project Plan for a school weather station
      - We want to present our plan for a School Weather Station. We believe that it could be part of our Climate Change studies. It would also give us practical experience for our mathematics and science lessons.
    2. The weather station
      - We suggest that the weather station is built next to the northeast corner of the sports field. [This ground is at present not used for anything.] We suggest that we should put a fence around the weather station. If we don't do this, cricket balls could damage the instruments.
    3. Equipment and measurements
      - If we build a weather station, we should buy instruments for measuring maximum and minimum temperatures, rainfall, and sunshine. [Usually, measurements are recorded every day, 365 days a year.] If weather measurements are recorded regularly, we can display them on a notice board and the school website.
    4. Why it's a good idea
      - In our opinion, we should record the weather as part of our Climate Change programme of studies. We should put up the weather information, because a few students do not believe that climate change is happening. For example, we could compare temperatures of the past year with temperature records from 100 years ago.
    5. Suggestions
      - If we have a pupils' meeting about this plan, we might get other good suggestions from members of the school.

**Reading genre:** Summaries and modern children's literature

### Background

*The Iron Man* (published in 1968) was written by Ted Hughes, one of the greatest English poets of the 20<sup>th</sup> century. Although it is a work of fiction, its use of language is poetic, so it will stimulate children to discuss the impact of figurative language on the reader.

This unit also develops children's ability to summarize the main ideas of a chapter, identifying key details. Teachers are encouraged to get a copy of the whole novel and read it aloud to the children for 15-20 minutes at the end of each day. It is a short novel and can be read aloud within the two weeks that the children spend on the unit. At the end of each chapter, ask the children to identify the key events in their own words.

**Learning outcomes:** See detailed planning grid on page 12 and individual unit plans.

### Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 5
- (advisable) materials for games chosen to support a teaching point
- (optional) a copy of the book, *The Iron Man* (Ted Hughes, 1968)
- (optional) a DVD of the film *The Iron Giant* (Brad Bird, 1999)

### Extension activities (optional)

#### Reading *The Iron Man* by Ted Hughes

1. If possible, read the whole of the book aloud to the class for 15-20 minutes a day.
2. Discuss how our attitudes to the Iron Man change as we read the book. At first, we are frightened of him because he eats people's cars and machines. However, when people try to kill the Iron Man, they cannot destroy him. When the boy Hogarth realizes that the Iron Man can help to clean up waste, the Iron Man lives peacefully alongside people. Finally, the Iron Man peacefully saves the world from a terrifying space dragon, and we see him as a hero.
3. Talk about the poetic use of language throughout the book.
4. Discuss the themes of recycling rubbish and protecting the environment.

#### Watching the film of *The Iron Giant*

1. Children learn a lot of useful English from well-chosen films. *The Iron Giant* is an animated film that is based on the book of *The Iron Man*. If you make time to show it, your pupils will develop their listening skills and also learn to compare the film to the book.
2. Read the book, or at least the whole of Unit 17, **before** you watch the film.
3. After you watch the film, ask questions like the following:
  - *How was the film different from the story in the book? Why do you think some details were changed?* (Because the film is one and a half hours long, many details from the book are left out. The setting of a book is described in words, but it is shown by pictures in the film.)
  - *Is all the poetic language used in the film?*
  - *How do people's attitudes towards the Iron Man change and why?*
  - *What was the most exciting part of the story for you?*
  - *What did you like most about the film?*
  - *What did you dislike about it?*
  - *Which do you prefer – the book or the film?*

## Textbook page notes

### A: Reading text (page 150)

#### Learning outcomes

#### Students should be able to:

- predict what will happen next.
- recognize poetic features in the text.

### 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 the pre-reading task. Accept different ideas, since the children will probably change their predictions as they read the unit. Ask the children to predict what the story will be about.

**Suitable questions:** *Do you think a man made of iron is likely to be a good character? Why?* (Open answers, e.g. No, because he is not human / has no feelings. Maybe, because we don't know if he has feelings before we read the story. A non-living thing cannot be bad or good.)

*What is a summary?* (An outline of the story with only the important events.)

*What is literature?* (In this context, literature is good writing that is valued as art. In other contexts, it may mean writing on a particular subject.)

#### During reading (See Chapter 3, Lesson 1, Steps 10-23.)



- 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 read on. Accept a variety of answers. After they finish reading the text, ask them to discuss what the Iron Man might do next.
- As you read, elicit the meanings of difficult words like *gasp* (quick breath) and *yelp* (little scream).
- Ask the children to make inferences about the text, for example, *Why do you think the family did not look back at the Iron Man?*
- Elicit that if the Iron Man eats everyone's cars, they will not be able to travel anywhere. If he eats all the tractors, the farmers will not be able to work.
- **pTalk box 1** (page 150): Open answers. Discuss what the Iron Man might do if he gets out of the pit.
- **Talk box 2** (page 151): Open answers. Discuss what made the ground shake. Was it really an earthquake, or was it the Iron Man trying to get out of the pit?
- **Talk box 3** (page 152): Encourage the children to read aloud the paragraph in an exciting way. Discuss the examples of metaphor (*headlamp eyes*), simile (*square like a bedroom*), and alliteration (*chicken and cheese*).

#### 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.
- Elicit that the summary of the story so far on page 150 is told in the present tense. The story on pages 151-152 is told in the past tense.
- 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 story in their own words. Ask them to use the present tense, as this is how we usually summarize stories.

### 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 more able readers and ask them to read aloud the text in a whisper.

## B. Comprehension (page 153)

### Learning outcomes

#### Students should be able to:

- **B1:** identify themes and conventions in fiction from our literary heritage and in summaries.
- **B2:** explore vocabulary in the text.
- **B3:** summarize the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- **B4:** justify inferences with evidence.

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

- **B1:** Discuss the differences between a summary and a story. Elicit that a summary just tells the main events and is written in the present tense. A story tells us all the interesting details and is written in the past tense.
- **B2:** It is important to know how to guess the meaning of words from their context, so do not use a dictionary for this task.
- **B3:** Go through the exercise orally in class before you ask the children to complete it.
- **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:** spell tricky *ough* words (*through, thought, although, enough, cough, thorough, plough*).
- **C3-4:** use a dictionary to find the meanings of unfamiliar words.
- **C5-6:** distinguish between words with the same spelling but different grammar and meaning (e.g. *bowl* as a verb and a noun).
- **C7:** use the tricky words in a context.

### Spelling notes for the teacher



- **C1:** Discuss the 'wise owl' box and point out that *ough* is one of the most irregular spelling patterns in English. Teach the children to read each word after you or the audio-recording, noticing the different phonemes made by *ough*. Discuss the meanings and ask children to use them in the context of sentences. (See Chapter 3, Lesson 3, Steps 1-7.)
- 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. (See Chapter 3, Lesson 3, Steps 8-13.)
- 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. Remind the children that words that have the same spelling and pronunciation, but different meanings are called 'homonyms'. 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.)

The children find the four words in the story and note whether they are used with the first or second meaning.

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

- **C5-6:** 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 the children to write their own sentences with the words in C1.
- 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:** revise the use of **conjunctions** to join **clauses**. Identify the difference between a **main clause** and a **subordinate clause**.
- **D2-3:** recognize and use the **relative pronouns** *who, which, where, when, whose, and that* or an omitted relative pronoun.
- **D5:** recognize subordinate clauses.
- **D6:** distinguish between conjunctions and relative pronouns.
- **D4-5:** use commas to avoid **ambiguity** in lists and 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 difference between a main clause and a subordinate clause. Emphasize that a relative clause can come at the beginning, in the middle, or at the end of a sentence.
- **D2:** Discuss the 'wise owl' teaching box. Point out that a relative clause is a type of subordinate clause. Give the children a limited time, e.g. five minutes, to find the relative pronouns on page 150.
- **D3:** Practise the sentences orally before asking the children to complete them.
- **D4:** Discuss the 'wise owl' teaching box. Explain that *ambiguity* means having more than one meaning. When we say something that is *ambiguous*, it is not clear.
- Revise the use of commas. Remind the children that in this course, we use the 'Oxford comma' before *and*. In some other books, there is no comma before *and* in a list. Both are correct, so long as they are used consistently. The publishers of *The Iron Man* did not use the Oxford comma.

- At this level, we suggest that it is unnecessary to explain the difference between defining relative clauses (without commas) and non-defining relative clauses (with commas). Leave this until the children are older. For the teacher's information, a defining relative clause gives essential information. For example, there is no comma here: *Ahmed is the boy who sits beside me.* A non-defining relative clause gives extra information. It is a form of parenthesis, so it needs commas. For example, *Ahmed, who sits beside me, has read The Iron Man.*
- *The list game* will give practice in using commas in a list, and in adding *and* before the final item. (Game 9, Chapter 6)
- **D5-6:** Practise the tasks orally before asking the children to complete them.

### Extension

- Ask the children to write other sentences with lists in their own words.
- 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:** write notes for a summary of Chapter 3 of *The Iron Man*.
- **E2:** do a listening task on a summary of Chapter 4 of *The Iron Man*.
- **E3:** act out the story of Chapter 4, using the above summary, their own words, and their imaginations.
- **E4:** write a summary of Chapter 3 of *The Iron Man* in the present tense.
- **E5:** write the story of Chapter 4 of *The Iron Man* in the past tense.
- **E6:** check their own use of commas and inverted commas.

**Extension:** write their own ending to the story.

### Listening, speaking, and composition notes for the teacher

- **E1:** Discuss the difference between a summary and a story, taking time to talk about the 'wise owl' box. (See Chapter 3, Lesson 8, Steps 1-4.)
- Ask children to summarize the story so far in their own words. (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.)
- Discuss the demands of the dragon. Elicit that if it eats all living things, it will destroy all life on Earth, including people.
- **E3:** Choose three children to act as Hogarth, the Iron Man, and the dragon. The rest of the class can act as the other people on Earth. Encourage the children to use their imaginations to add detail to the summary that they heard in the listening text.
- **E4:** Talk through the composition task with the whole class, asking different children to use the writing frame to help them frame sentences in the present tense – since this is a summary. (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. Praise them for adding their own ideas.
- **E5:** Talk through the composition task with the whole class, showing them how to convert E2 from the present to the past tense. Encourage them to add their own details.
- **Extension:** Ask the children to write their own ending to the story, using the questions to help them. Note that they do not need to know how Ted Hughes ended the story. They use their own imaginations. If you are reading aloud the story, hold back on the ending until they have written their own!

- When they have finished their endings, you may wish to tell them what happens at the end of Ted Hughes' story of *The Iron Man*:  
*At first all the armies of the world try to fight the space dragon, but they cannot hurt it. Then Hogarth asks for the Iron Man's help. The Iron Man asks people to build him a giant iron bed and to make an enormous fire underneath. He lies on the iron bed until he is white-hot. Then he challenges the dragon to do the same. The dragon has to go up to the sun and lie there until it is white-hot. Twice, the Iron Man makes himself white-hot and twice the dragon has to go up and lie on the sun. When the Iron Man asks for another contest, the dragon gives up and agrees to leave the Earth. It goes into space and makes music that stops people from fighting. They live peacefully with each other for ever and ever.*

## Answers

- B1:** a) third, she, he    b) suspense    c) Children    d) present    e) past
- B2:** a) 2    b) 4    c) 1    d) 7    e) 3    f) 5    g) 6
- B3:** a) picnic    b) did not know    c) father    d) mother    e) hand    f) escaped    g) After
- B4:** Answers will depend on the children's ideas. They may think that he is a good character because he did not do anything wrong – he just fell into a trap. Others may think that he is a bad character because it looks as if the hand could catch people in the family. Others may think that he is neither good nor bad because an iron man is not alive and does not know right from wrong.
- C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. The children should have underlined: through, thought, though, although, enough, rough, plough, thorough. They learn the spellings for homework.
- C2:** a) thorough    b) plough    c) thought    d) brought    e) enough    f) through    g) Although
- C3:** a) 3    b) 4    c) 1    d) 5    e) 6    f) 2
- C4:** a) 'Cough' can be used as a noun or a verb.  
 b) 'Rough grass' is not smooth or flat, so it has meaning 1.  
 c) A 'rough guess' is not exact, so it has meaning 2.
- C5:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework. They underline the following meanings: a) 2    b) 2  
 c) 2    d) 1
- C6:** a) 2 noun    b) 2 noun    c) noun 2    d) 2 noun    e) verb 1    f) adverb 1  
 g) verb 1    h) verb 1
- C7:** a) TOUCH (verb)    b) THOROUGH (adjective)    c) BEGINNING (noun)  
 d) LITERATURE (noun)    e) SUMMARY (noun)
- D1:** Note: Subordinate clauses are underlined and conjunction are in bold  
 a) **When** the Iron Man escaped, the farmers were all worried.  
 b) They wanted to call the army **so** the soldiers could shoot him.  
 c) Hogarth did not want to call the army **as** he felt sorry for the Iron Man.  
 d) **When** he went to the farmers, Hogarth suggested an idea.  
 e) **After** they heard his idea, they decided not to call the army.
- D2:** A boy called Hogarth sees the Iron Man and tells his parents, who are farmers. Hogarth's father tells their neighbours, whose cars, tractors, and ploughs have disappeared. They make a thorough search of their farms, where they find a tractor that has been bitten through the middle. They realize that the Iron Man eats anything that is made of metal.  
 They do not want to lose their machinery, so they dig a deep pit and then wait for the Iron Man to fall into it. Sure enough, he comes out of the sea again one night, when he falls into the trap. Although Hogarth feels sorry for the Iron Man, the farmers cover the pit with earth, which becomes a green hill, covered with rough grass.

- **D3:** The Iron Man, (a) whose eyes were glowing blue, was eating a tractor (b) which he had taken from a nearby farm. The farmers, (c) who were in their cars, drove near to the Iron Man. Hogarth stood in the lane (d) where the Iron Man could see him. Hogarth banged on a piece of metal (e) that (or which) he had found on the road.
  - **D4:** a) For their picnic, the family took sandwiches, a big pie, a roasted chicken, a bottle of milk, a bowl of tomatoes, a bagful of boiled eggs, a dish of butter, and a loaf of bread. [Note that here we have the Oxford comma before the final and.]  
b) The crack grew, it widened, it lengthened, it ran between them.
  - **D5:** Note: Subordinate clauses are underlined. Relative pronouns should be underlined twice. Here, they are in bold.  
a) As Hogarth approached, the Iron Man's eyes were a soft blue.  
b) The Iron Man, whose chest was as big as a truck, stood still.  
c) After Hogarth banged the metal, the Iron Man's eyes turned darker.  
e) 'You can have all the metal you want,' said Hogarth, 'if you stop eating our machines.'  
g) The Iron Man, who still said nothing, followed Hogarth down the lane.  
h) At last they came to a scrap-metal yard, where they found hundreds of old cars, old trucks, old engines, old refrigerators, bicycles, gates, and pans.  
i) 'There,' said Hogarth. 'You can eat all you want if you leave our farms alone.'
  - **D6:** Conjunctions in D5 – As, After, if, and relative pronouns are in bold.
  - **E1:** Answers depend on the pupils and should be in the present tense. See E4.
  - **E2:** a 3) happy    b 3) getting bigger and closer    c 2) the Moon  
d 3) a dragon that looks like a bat    e 3) Australia    f 3) all living things    g 2) the Iron Man
  - **E3:** The children act out the story.
  - **E4:** Answers will depend on the children's own ideas and should be in the present tense. For example: One day, a family climbs a hill. They plan to have a picnic. While they are sleeping, the father feels the ground shake. The mother notices that the chicken, cheese, and tomatoes are falling into a crack. Next, the picnic disappears into the crack. Out of the crack comes a huge iron hand. The family run away and the Iron Man gets out of the pit. When the farmers find out that the Iron Man has come back, they are worried. At first, they want to call the army to shoot him. But Hogarth has an idea to save the Iron Man. He takes a piece of metal and bangs it. The Iron Man follows him to a scrap metal yard. The Iron Man is happy because now he can eat as much metal as he wants.
  - **E5:** Answers will depend on the children's own ideas and should be based on E2, but in the past tense. Here is a very simple example (but encourage the more able to add extra details, using their imaginations):  
When the Iron Man **ate** all the metal rubbish, the farmers **felt** happy. One day, the people on Earth **noticed** that a star **was** getting bigger and closer. When the star **stopped** moving, it **looked** the same size as the Moon. Out of the star **came** a dragon that **looked** like a bat. It **landed** on the Earth and **covered** the whole of Australia. It **wanted** to eat all living things. Hogarth **asked** for help from the Iron Man.
  - **E6:** Check for evidence of proof-reading and self-correction of commas and inverted commas.
- Extension:** The children should use their own imaginations to tell the end of the story in the past tense.

## ODE Workbook 5, 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 12 of this Teaching Guide.

## 2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise forming the letter groups 'ough' and 'ought';
- **Ex 2:** practise forming the letter groups 'ough' and 'ought' 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 pupils treat 'g' as a break letter, with no join to the letter 'h'.
- **Ex 2:** Children copy the sentences in joined writing between double ruled lines.  
Check that pupils treat 'g' as a break letter, with no join to the letter 'h'.
- **Ex 3:** a) Rhymes with 'fought': brought, thought, bought, ought, nought  
b) Rhymes with 'puff': rough, tough, enough,  
c) Rhymes with 'shout': drought  
d) Rhymes with 'off': cough
- **Ex 4:** a) Rhymes with 'low': although, dough, though  
b) Rhymes with 'grew': through, breakthrough  
c) Rhymes with 'borough': thorough  
d) Rhymes with 'how': plough, bough
- **Ex 5:** a) Although, dough    b) through, breakthrough    c) thorough, borough    d) ploughs, boughs
- **Ex 8:** a) summary    b) literature    c) beginning    d) thoroughly    e) Summarize  
f) thorough    g) thoroughness    h) touch
- **Ex 9:** Answers depend on the children.
- **Ex 10:** Example answers:  
a) whose ducks escaped from the farm,  
b) whose son plays tabla,  
c) that/which my parents gave / had given me for Eid.  
d) who/that share their sweets with me.  
e) whose bicycle works / is working well.  
f) whose family lives in Rawalpindi.  
g) who/that needs a lift home?  
h) that/who scored the winning goal in the match
- **Ex 11** a) I remember the Monday evening when the earthquake happened. We were finishing a delicious supper, which Dadi had cooked for us. I was thinking about the project that I was doing for homework, and which I had not yet finished. My friend Hamid, who was staying with us, was watching TV. Suddenly, the table that was in the room started to move.  
b) Dadi, who was in the kitchen, called out 'Get under the table!' At that moment, the glasses that were on the shelves started to shake noisily. The pot that I had bought for my mother slid off the edge of the table and broke. The lamp that hung in the centre of the ceiling started to swing.
- **Ex 12:** a) Let's eat our lunch on that bench where it's shady.  
b) Could you come at a different time when we'll be free?  
c) Let's visit the zoo on another day when it might be less crowded.  
d) I like Saturday evenings when there's no school the next day.

- e) Let's photograph the house where my parents used to live.
- f) We could go shopping on Thursday evening, when the shops will be open.
- g) I prefer going to sheltered beaches where it's safe to swim.
- **Ex 13:**
  - a) Once there was an engine called Eddie who worked for the railways.
  - b) One day, Eddie was angry because he had no driver.
  - c) He had to stay in the shed all morning, so he got very bored.
  - d) When he had waited for three hours, he let off his brake and rolled downhill.
  - e) He rolled for 17 kilometres as he was enjoying himself so much.
  - f) After he reached the river, he decided to stop on the bridge and rest.
  - g) When he saw a train coming towards him, he began to get scared.
  - h) He couldn't go forwards or backwards as he had no driver.
  - i) He wanted to warn the other train, so he flashed his lights on and off.
  - j) Though the other train was going fast, it managed to stop.
  - k) Everyone was cross with Eddie, as he isn't allowed out without a driver.
- **Ex 15:** Answers depend on the pupils.

**Reading genre:** Blurbs and Reviews

## Background

The main aim of this unit is to foster a love of reading and interest in books. A reading habit not only ensures that a child develops good English skills, it also gives lifelong delight to the reader.

Initially, this unit teaches children how to judge a book from its front and back cover. The front cover is usually simple and bold, attracting a reader from a distance – like a poster. The back cover usually includes a blurb, giving more detailed information. It may quote from the book or critics. It also summarizes the beginning without giving away the end. The blurb is like an advertisement, attracting us to read the book with only its good features.

We can expect a more honest account of a book in a review, which can be positive or negative. Children need to know that each review is likely to be different, according to the opinion and interests of the reviewer. They should be able to recommend books that they have read to their peers, giving reasons for their choices. They may also make comparisons within and across books.

**Learning outcomes:** See detailed planning grid on page 12 and individual unit plans.

## Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 5
- (advisable) materials for games chosen to support a teaching point
- (optional) a wide variety of books from the library
- (optional) a plan of Book Week for your teaching colleagues
- (optional) a letter to be sent home to parents asking them to help children dress up as book characters and to join the Book Week assembly

## Extension activities (optional)

### Book Week

After you have completed Unit 18, explain that each class in your year group will take part in Book Week. You may also wish to invite Years 1-4 to participate in the Book Week assembly by joining the dressing up parade and nominating a favourite book.

### Main aims

- to raise enthusiasm for reading throughout the school
- to help children to think intelligently about what they read
- to encourage parents to get involved with reading books for pleasure

### Day 1

1. Each child writes a positive review about a favourite book, adding an extract from the book, no more than ten lines long.
2. The teacher tells all the children in the class that on Day 5, they should come to school dressed up as a character from a book. Thus they have several days to prepare their costumes.
3. Parents are invited to help their children with costumes and to come to the assembly on Day 5.



**Day 2**

4. The children read their reviews and extracts aloud to the class.
5. The class votes for one or two children to read aloud a book review in the Book Week assembly. They should choose reviews that are: a) interesting b) loudly and clearly read. (They are not allowed to vote for themselves!)
6. The teacher marks all the reviews carefully.

**Day 3**

7. The teacher tells the children to plan their costumes for the costume parade on Day 5 when they should come to school dressed as a character from a book. They should be ready to name a) the character, b) the title of the book c) the author d) why they like the book.
8. The children who have been elected practise reading their reviews loudly and clearly for the assembly. The rest of the class may assist by suggesting and preparing musical/rhyming/ witty jingles or bold posters to go with the review.
9. They all write neat second drafts of their book reviews for display.

**Day 4**

10. The children in each class practise telling their classmates about their chosen character for the costume parade, as in Point 7 above.
11. They are reminded to come in costume tomorrow and to bring their parents.
12. Stress that the costumes should be simple and inexpensive. For example, The Iron Man can come with a saucepan on his head and grey clothes. Red Riding Hood can come in a red hood, carrying a basket. Anansi can come with eight strips of cloth tied to a belt (representing the spider's legs).

**Day 5 Book Week Assembly**

13. All children come to school dressed up as different characters from books.
14. All book reviews are displayed around the hall so that others can read them.
15. Parents are invited to sit at the back of the hall and listen to the assembly.
16. Before assembly, one girl and one boy character from each class is chosen by the other teachers in the year group. They should be chosen on the basis of a) their costume b) their ability to explain who they are. (See point 7 above.)
17. At the assembly, one or two children from each class read aloud their book reviews and extracts.
18. Teachers may also tell the children about their favourite books and why they like them. They also read a short extract (5 minute maximum per teacher).
19. The class winners of the costume competition come to the front, explaining who they are to the whole assembly as in point 7 above.
20. Finally, each class parades in front of the rest of the school in their costumes, walking in character (for example, a big bad wolf should slink and snarl; a good fairy should smile and dance).

**Follow up**

21. All children should try to read the nominated books.
22. After a month, they vote for the year group's favourite book.

## Textbook page notes

### A1: Reading text (page 160)

#### Learning outcomes

#### Students should be able to:

- scan a text quickly.
- discuss how front covers and blurbs attract people to read books.
- compare themes of books.

#### 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 scan the book covers and blurbs quickly.

**Suitable question:** *Which book cover looks most interesting to you? Why?* (Open answers.)

*Why are the names of the books so big?* (Because they need to stand out and attract readers to take the book off the shelf.)

*Which blurb looks most interesting to you? Why?* (Open answers.)

*Which blurb matches the cover of Solids, Liquids and Gases? (blurb 2 on page 161), Curiosity Killed the Cat? (blurb 4 on page 162), etc. How do you know?* (The children pick comments in the blurb that match the cover.)

*Does a blurb usually advise you NOT to read a book? (No, because the purpose of a blurb is to persuade you to read it.)*

#### During reading (See Chapter 3, Lesson 1, Steps 10-23.)



- As you play the audio-recording or read the text, ask questions regularly to check understanding.
- Discuss what each blurb tells you and what all blurbs include (a short description of the book, name of publisher, price, ISBN number). Explain that the ISBN number is different for every book in the world.
- As you read, elicit the meanings of difficult words, like *knee-pads* and *volcano*.
- Ask the children to make inferences about the text, for example, *Why do you there are stickers about prizes on two front covers?* Elicit that if a book has won a prize, it is likely to be good.
- **Talk box 1:** When the children have looked up the two meanings of 'ace', elicit that *Curiosity Killed the Cat* is part of a series of books called Ace Adventures. 'Ace' means number 1 (for example in a pack of cards), so if adventures are 'ace' they are first class adventures or very good. Blurb 1 on page 161 mentions another book in the same series called *How to smash an Ace*. Here, an ace is a shot in tennis, so the book must contain tips for tennis players.
- **Talk box 2:** Encourage the children to take different viewpoints about the covers and blurbs, pointing out that every reader looks for something different in a book.

#### 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.

## B1. Comprehension (page 163)

### Learning outcomes

#### Students should be able to:

- **B1.1:** identify themes and conventions in a cover and a blurb.
- **B1.2:** investigate key features of blurbs.
- **B1.3:** discuss the possible audiences of books.

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

- **B1.1:** Discuss the features of a front cover and blurb. Elicit that they should *persuade* people to read the book.
- **B1.2:** Go through the table orally in class before you ask the children to circle the correct words and complete the blanks. Elicit that the books are all different from each other, but have common features.
- **B1.3:** Discuss other books that would suit each audience, for example, a ten-year-old who likes suspense might also enjoy *Danny the Champion of the World* or *Harry Potter*.

## A2: Reading text (page 164)

### A2: Learning outcomes

#### Students should be able to:

- compare viewpoints of reviewers.
- express their own viewpoints.

### Reading notes for the teacher

#### During reading (See Chapter 3, Lesson 1, Steps 10-23.)



- As you play the audio-recording or read the text, ask questions regularly to check understanding.
- Ask the children to make inferences about the writers of each review, for example, *What other books might Salma/Moeen like?*
- **Talk box:** Answers will depend on the children's preferences.

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



- Discuss the differences between the two reviews.
- Ask the children to tell you what they learn from the review that they did not learn from the blurb of *Curiosity Killed the Cat*. For example, we learn that someone locked the door behind the children and that someone stuck a thumb in a keyhole.

#### 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 more able readers and ask them to read aloud the text in a whisper.

## B2. Comprehension (page 165)

### Learning outcomes

#### Students should be able to:

- **B2.1:** identify themes and conventions in a book review.
- **B2.2:** compare adjectives used by two different reviewers.

- **B2.3:** summarize a story.
- **B2.4:** summarize reviews.

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

- **B2.1:** Discuss the features of a review. Elicit that it is different from a blurb because it can be negative if the reader does not like a book. It can also tell the reader additional details, even though a reviewer should not tell the reader what happens in the end. That would spoil it for the next reader!
- **B2.2-3:** Go through the exercises orally in class before you ask the children to write them.
- **B2.4-5:** Remind the children that a summary should be brief.

## C. Word Reading and Spelling

### Learning outcomes

#### Students should be able to:

- **C1&5:** spell words with **silent letters:** *b (doubt), c (ascend), d (edge), g (sign), k (knee).*
- **C2:** use a dictionary to find the meaning of words in context.
- **C3:** recognize that the meaning of **idioms** must be learnt as a whole, not as the sum of their words.
- **C4:** spell words with **silent letters:** *l (would), n (autumn), t (whistle), u (guess), w (answer).*
- **C5:** use the words from C1 and C4.

### Spelling notes for the teacher



- **C1:** Discuss the 'wise owl' box, reminding the children about silent letters. 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. (All the spellings are in the text.) (See Chapter 3, Lesson 3, Steps 8-13.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C2:** Children should explain the meaning of the whole sentence or clause in which the words occur.
- **C3:** Discuss the 'wise owl' box. Ask the children to think of other idioms that they may know, for example, *at the drop of a hat* (very quickly), *back to the drawing board* (start again), *beat about the bush* (not say what you really mean), *cry over spilt milk* (complain about something that has happened and you cannot change). (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. (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 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 the children to write their own sentences with the words in C4.
- Dictate the idioms in C3. (See Chapter 3, Lesson 7, Steps 7-12.)

## D. Vocabulary, Grammar, and Punctuation

### Learning outcomes

#### Students should be able to:

- **D1-4:** convert **nouns** or **adjectives** into **verbs** using the **suffixes** *-ify, -efy, -ise, -ize, -ate* (*pure-purify, liquid-liquefy, advert-advertise, critic-criticize, hesitation-hesitate*).
- **D5:** punctuate hand-written titles inside inverted commas.
- **D6:** revise apostrophes in contractions in the context of informal speech.
- **D7:** use question tags with apostrophes.
- **D6 and D7:** distinguish between the language of formal writing and speech.

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

- **D1:** Discuss the 'wise owl' teaching box. Do not mark the children wrong if they spell *criticise, realise, and summarise* with *-ise* instead of *-ize*. Dictionaries give both spellings as correct. In the UK National Curriculum, these words end with *-ise*, but in OUP books, they end with *-ize*. In general, British English uses *-ise* endings and American English uses *-ize* endings, but there are some exceptions. Sadly, the spelling of English is not straightforward!
- **D2-3:** Practise the exercises orally before asking the children to complete them.
- **D4:** Discuss the 'wise owl' teaching box. Explain that in printed books, titles are usually printed in italics or sloped writing, not in inverted commas. The rules for capitalizing titles, like the rules for words ending in *-ise*, differ from one publisher to the next. Some publishers capitalize only the first letter. Some just capitalize the first letter and nouns. The key learning outcome here is that handwritten titles should be inside inverted commas.
- **D5:** Discuss the 'wise owl' teaching box. Emphasize: **If the sentence is affirmative** (without *not*), the question tag is negative (with *not*), e.g. *You put away your toys, didn't you?* This means I think it is true. **If the sentence is negative**, the question tag is affirmative, e.g. *You didn't put away your toys, did you?* This means I think it is not true.
- **D6:** Practise the sentences orally before writing them.

### Extension

- Ask the children to write other sentences with question tags.
- Dictate the sentences in D2. (See Chapter 3, Lesson 7, Steps 7-12.)

## E. Listening, Speaking, and Composition

### Learning outcomes

#### Students should be able to:

- **E1:** express **preferences** about books.
- **E2:** do a listening task of a book review about *I Am Malala*.
- **E3:** draft a review, recommending a fictional book to their peers, giving reasons for their choices; write for an audience of 9- to 12-year-olds; use paragraphs, including an introduction and conclusion.
- **E4:** peer-read writing to check that it makes sense.
- **Extension:** write a review of a non-fiction book.
- **E5:** re-draft their own review neatly for display

#### Listening, speaking, and composition notes for the teacher

- **E1:** Discuss reading preferences and how book reviews can show these, taking time to talk about the 'wise owl' box. (See Chapter 3, Lesson 8, Steps 1-4.)
- In order to remind children of books that they have already read, play *Give us a clue*. (Game 17, Chapter 6)



- **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 structure of a book review with the whole class, asking different children to use the writing frame to help them frame sentences. Encourage them to express their own opinions about the book in paragraph 3. (See Chapter 3, Lesson 9, Steps 9-12.)
- After they have had plenty of practice orally, they can do the task in their notebooks. Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas.
- **Extension:** Ask the children to write a book review of a non-fiction book. Parts of the writing frame for the first paragraph will be the same, but they will need to classify the book as geography, history, science, technology, or other type of non-fiction. They can also say if it contains information or instructions (or both). In Paragraph 2, they should say what we learn from the book. In Paragraph 3, they should say what they like or dislike about it.
- **E4:** Encourage the children to proof-read and improve their work with the help of a classmate. (See Chapter 3, Lesson 9, Steps 13-17.)
- **E5:** 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.
- If possible, organize a Book Week, when the children can read their reviews and enjoy talking about books. See Extension activities at the beginning of the unit.

## Answers

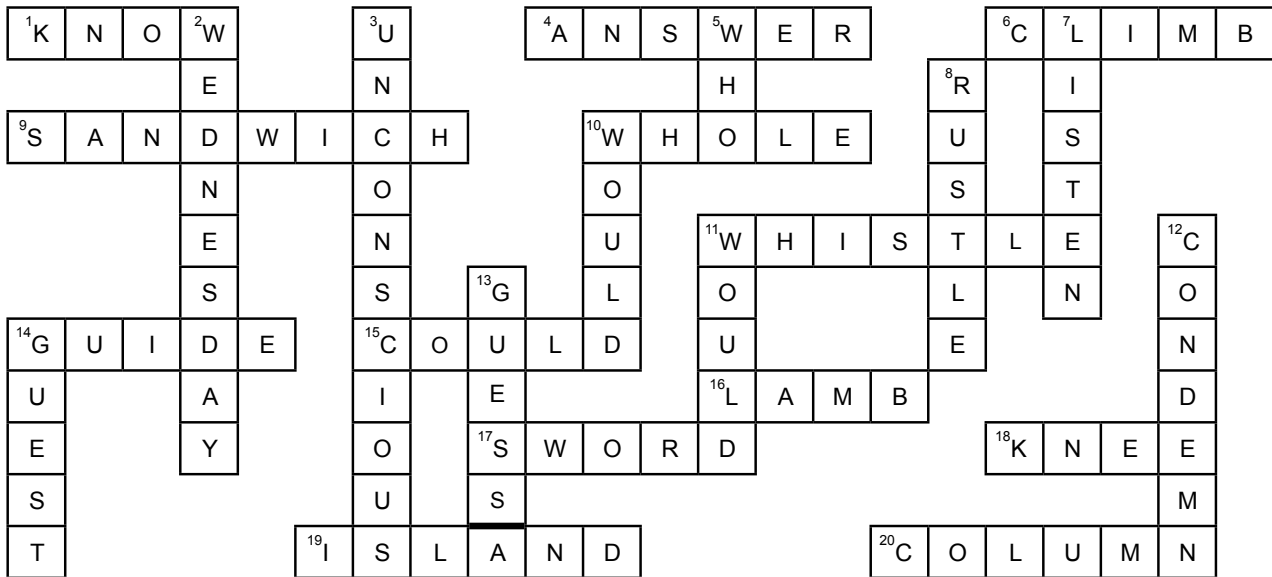
- **B1.1:** a) ~~X dull~~ colourfully illustrated    b) ✓    c) ✓    d) ~~X front~~ back    e) ✓  
f) ~~X a-cricket bat~~ the book
- **B1.2:**

	Solids, Liquids, and Gases	The Lamb Goes 'Moo!'	Curiosity Killed the Cat	How to Bowl a Googly
a) Type of book	fiction <b>non-fiction</b>	<b>fiction</b> non-fiction	<b>fiction</b> non-fiction	<b>fiction</b> non-fiction
b) Likely age of audience	3-6 years <b>7-12 years</b>	<b>3-6 years</b> 7-15 years	3-6 years <b>7-15 years</b>	3-6 years <b>7-15 years</b>
c) Name of main character(s)	<u>No characters</u>	<u>Lenny the Lamb</u>	<u>Zainab and Amir</u>	<u>No characters</u>
d) Quotation from text? If so, first two or three words	Yes / No _____	Yes / No <u>Carrie the calf is cross...</u>	Yes / No <u>'Don't look so solemn!'</u>	Yes / No <u>What kind of knee-pads...</u>
e) Quotation from a critic? If so, who?	Yes / No <u>Sue Meredith</u>	Yes / No <u>Nation, Observer, Evening News</u>	Yes / No <u>M. R. Hussain, K. L. Cook</u>	Yes / No _____
f) Prizes? Name of prize	Yes/Not known <u>Science Book of the Year</u>	Yes /Not known <u>Crescent Children's Literature</u>	Yes / <b>Not known</b> _____	Yes / <b>Not known</b> _____
g) Part of a series? Name?	Yes /Not known <u>Let's Experiment</u>	Yes / <b>Not known</b> _____	Yes /Not known <u>Ace Adventures</u>	Yes /Not known <u>How to ... series</u>

- **B1.3:** a) Curiosity Killed the Cat    b) Solids, Liquids, and Gases    c) The Lamb Goes 'Moo!'  
d) How to Bowl a Googly
- **B2.1:** a) opinions    b) viewpoint    c) like    d) dislike    e) examples and reasons    f) audience
- **B2.2:**

	Salma's viewpoint	Moeen's viewpoint	
Setting	spooky	unbelievable	
Characters	mostly believable	unreal	
Plot	exciting	unbelievable	
Ideas	interesting	dull	
Language	easy	over-simplified	

- **B2.3:** a) Wednesday, autumn, castle, uncle    b) downstairs, explore, guard  
c) staircase or tower, strange    d) locked    e) handkerchief
- **B2.4:** Answers will depend on the children. For example,  
Salma enjoyed the story, which she found believable, exciting, and easy to read. Moeen did not enjoy the story, which he found unbelievable, dull, and over-simplified. Children of about 7-15 are likely to enjoy the story because its main characters are children and the language is simple.
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They underline all the spellings in the text. They learn the spellings for homework.
- **C2:** (page 161) a) 'clarify your doubts': make clear things you are not sure about  
b) 'fascinating activities': very interesting activities  
c) 'the inside edge of a bat': the inside narrow part of a bat  
d) 'World Cup campaigns': activities to try to achieve the World Cup  
(page 162) e) 'a knotted handkerchief': a handkerchief tied in a knot or twist
- **C3:** a) I was terrified.    b) It is very expensive.    c) It is dangerous to be curious.  
d) something new that is good    e) to smile widely    f) good in two different ways
- **C4:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They underline all the spellings except column and guest. They learn the spellings for homework.
- **C5: Clues across:** 1. KNOW    4. ANSWER    6. CLIMB    9. SANDWICH  
10. WHOLE    11. WHISTLE    14. GUIDE    15. COULD    16. LAMB    17. SWORD  
18. KNEE    19. ISLAND    20. COLUMN  
**Clues down:** 2. WEDNESDAY    3. UNCONSCIOUS    5. WHO    7. LISTEN    8. RUSTLE  
11. WOULD    12. CONDEMN    13. GUESS    14. GUEST



• **D1:**

Verbs ending in -ify or -efy	Verbs ending in -ise or -ize	Verbs ending in -ate
pure (A): purify simple (A): simplify liquid (N): liquefy clear (A): clarify electric (A): electrify	critic (N): criticize advert (N): advertise real (A): realize advice (N): advise summary (N): summarize	hesitation (N): hesitate situation (N): situate fascination (N): fascinate creation (N): create location (N): locate

- **D2:** a) liquefy    b) hesitated    c) advise    d) purify    e) created
- **D3:** a) 2    b) 1    c) 5    d) 6    e) 4    f) 3
- **D4:** a) 'Solids, Liquids, and Gases'    b) 'Curiosity Killed the Cat'    c) 'How to Bowl a Googly'  
 d) 'Solids, Liquids, and Gases'    e) The Lamb Goes 'Moo!'  
 f) The children write the title of their favourite book in inverted commas.  
 g) The title of this book is 'Open Door English, Textbook 5'.
- **D5:** a) You didn't shut the door behind you.    b) That sword's moving.    c) He's seen you.  
 d) You won't take that handkerchief.    e) He can't lock us up all day.    f) He's asleep now anyway.  
 g) We'd be able to get through the window.
- **D6:** a) You didn't shut the door behind you, did you?    b) That sword's moving, isn't it?  
 c) He's seen you, hasn't he?    d) You won't take that handkerchief, will you?  
 e) He can't lock us up all day, can he?    f) He's asleep now anyway, isn't he?  
 g) We'd be able to get through the window, wouldn't we?
- **E1:** Answers depend on the pupils and their preferences in books.
- **E2:** a) Malala Yousafzai    b) photos    c) 2013    d) autobiography    e) valley    f) life  
 g) detailed    h) toy    i) realistic    j) friend    k) difficult    l) teenagers    m) education
- **E3:** Answers will depend on the book that a child is reviewing.
- **E4:** Check for evidence of proof-reading and self-correction.

**Extension:** More able children also review a non-fiction book. Answers will depend on the children's views.

- **E5:** The children write neat second drafts of their reviews for display.



## ODE Workbook 5, 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 12 of this Teaching Guide.

#### 2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise the join and the formation of the common letter combination 'ck';
- **Ex 2:** practise the common letter combination 'ck' 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 letter 'k' is correctly and regularly formed: it is a full-height ascender, but the lower part is the same size as a small letter.  
Check that the letters 'c t k' are of three different heights: 'c' (small), 't' (medium height) 'k' (full-height ascender).
- **Ex 2:** Children copy the sentences in joined writing between double ruled lines.  
Check that 'ck' is correctly and neatly formed in words in each sentence.
- **Ex 3:** Salma looked anxiously at her watch .... she had only 11 minutes of air left in her tank, and she was still 20 metres below the surface.  
Read the stories of seventeen courageous swimmers who explored the sea and lived to tell their tales.  
'Amazing! I couldn't put this book down!' (Teen Topics)  
'Great for 9- to 13-year-olds who love adventure or swimming.' (Newsmouth)
- **Ex 4:** Note to Teachers:  
There are alternative spellings for words with '-ize/-ise'; both are correct.  
a) purpose, blurb, back, persuade, advertises, quotes  
b) opinion, viewpoint, praise, criticise/criticize  
c) weaknesses, characters, behave  
d) summarize/summarise, review, ending  
d) author, publisher, suggest
- **Ex 5:** 1 answer, 2 autumn, 3 calf, 4 campaign, 5 guest, 6 guide, 7 knife, 8 knock
- **Ex 6:** Words across: sword, handkerchief, guide, guess, knee, autumn, rustle, tomb, handsome  
Words down: halves, campaign, kneel, guest, whistle, reign, crescent, scent, whole, thumb, crumb, sign, who, column, design
- **Ex 7:** a) crumb, thumb    b) handsome, handkerchief    c) columns, autumn    d) guide, guests  
e) rustle, whistle    f) signs, campaign    g) kneel, knees    h) crescent, scent    i) Who, sword, guess
- **Ex 8:** Note the alternative spellings of -ize/-ise words; for some words, both are correct.  
Top line of box: advise, fascinate, advertise, hospitalize/hospitalise, tolerate  
Middle line of box: capitalize, clarify, equalize, liquidize, liquefy, purify  
Bottom line of box: create, electrify, hesitate, simplify, locate

a) –ise: advise, advertise

b) –ize or –ise: hospitalize/hospitalise, capitalize/capitalise, equalize/equalise, liquidize/liquidise (not taught in Textbook)

c) fascinate, tolerate, create, hesitate, locate

d) liquefy, clarify, purify, electrify, simplify

- **Ex 9:** a) advise    b) hesitate    c) liquefy    d) purify    e) equalize/equalise    f) tolerate  
g) fascinate    h) capitalize/capitalise    i) hospitalize/hospitalise
- **Ex 10:** a) setting, descriptions, unfamiliar,    b) realistic, believable    c) plot, page-turner
- **Ex 11-12:** a) You aren't doing anything special tomorrow, are you?  
b) Well, it's the cricket match tomorrow, isn't it?  
c) So it is. I'd completely forgotten. You're going, aren't you?  
d) Of course! I've never missed a cricket match, have I?  
e) I think Jawad's coming too, isn't he?  
f) I'm not sure. He's been out of town, hasn't he?  
g) I think he has. He'd come with us if he could, wouldn't he?  
h) We'll take a picnic, won't we?  
i) Oh dear! I've forgotten my money, haven't I?  
j) Don't worry. I'll bring enough for both of us, won't I?  
k) It's nothing. We're friends, aren't we?
- **Ex 13:** Answers depend on the pupils.

**Reading genre:** A comic poem and a thesaurus

### Background

T.S. Eliot's poems about cats can be found in *Old Possum's Book of Practical Cats* (1939). They are comic poems, so they were written to make us laugh. Do not take the poem too seriously! They are also lyric poems, so could be songs. In fact, some were famously set to music by Andrew Lloyd Webber in his musical, *Cats*. If you have time, read other cat poems from *Old Possum*, such as *Macavity: The Mystery Cat* and *Skimbleshanks: The Railway Cat*. Although the structure of this poem seems simple, Eliot uses some unusual words about how Jellicle Cats dance and sing. This enables us to give children practice in using a glossary and footnote. It also gives them practice in referring to a thesaurus, which provides a variety of words on the same theme. At the end of the unit, your pupils can write their own poems about cats with the help of a thesaurus. This will help them to develop their vocabulary – and their own creative powers!

**Learning outcomes:** See detailed planning grid on page 12 and individual unit plans.

### Teaching aids

(essential) whiteboard + markers or blackboard + chalk

- (advisable) audio equipment and recording for Textbook 5
- (advisable) materials for games chosen to support a teaching point
- (optional) a copy of *Old Possum's Book of Practical Cats*, by T.S. Eliot (Faber, 1939) or other poems from the collection on the internet
- (optional) pictures and videos of cats to stimulate drama and writing

### Extension activities (optional)

#### Drama

1. After you have completed the whole unit, ask the children to act out the poem in the classroom or, even better, a hall where they can move around easily. They can also act out their own poems.
2. If possible, watch a video of real cats and ask the children to try to mimic their movements. (You will find plenty of cat clips on the internet.)
3. Divide the class into four groups and assign each group one verse of the poem.
4. They can all say the chorus together with synchronized movements, for example:

Words	Actions done by whole group.
<i>Jellicle Cats come out tonight,</i>	Slink to the left, moving a foot at each beat.
<i>Jellicle Cats come one come all:</i>	Hold hands and bow to the audience.
<i>The Jellicle Moon is shining bright -</i>	Raise hands; bring them down in a wide circle.
<i>Jellicles come to the Jellicle Ball.</i>	Slink to the right, then move into groups.

5. Encourage each group to improvise movements to go with each line of their verse.
6. They should go home and learn their verse by heart.
7. The next day, each group should practise their verse again with movements and without their books.
8. They should say the chorus again at the end, raising their arms, and then bowing at the second half of the last line.
9. Once the children have written their own poems in E3-5, they can practise performing them in the same way (E6).

- When the children are ready and confident, they can perform T.S. Eliot's poem and their own poems in an assembly or at an 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. Their movements should be cat-like and synchronized, like a dance. Above all, encourage them to enjoy the performance!

### Textbook page notes

#### A: Reading text (page 172)

##### Learning outcomes

##### Students should be able to:

- use a glossary.
- recognize the purpose of a thesaurus.

#### 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 find the meaning of each blue word in the glossary and to list all those about dancing (*ball, gavotte, jig, terpsichorean, caper*).

**Suitable questions:** *What do you think Jellicles are?* (Open answers.)

*What do we call a poem that is also a song?* (A lyric poem.)

*What do we call a funny poem?* (A comic poem.)

##### During reading (See Chapter 3, Lesson 1, Steps 10-23.)



- Play the audio-recording or read the text without a break. Then ask questions to check that the children understand that Jellicles are cats. Jellicle cats rest and prepare for the evening all day, and they dance all night.
- Read the poem again, taking time to talk about each line. Ask the children to make inferences about the text, for example, *Do you think Jellicle cats like to look smart?* (Yes, because they spend a long time making themselves beautiful for the ball.)
- Discuss the differences between a dictionary, glossary, and thesaurus. Elicit the meanings of the abbreviations in the dictionary and thesaurus: *n: noun, v: verb, adj.: adjective, inf.: informal*.
- Point out that many words have more than one meaning. This is why there are two numbered meanings for *sub* and *subdue*.
- Talk box 1** (p. 172): Elicit that *Jellicle* is a nonsense word.
- Talk box 2** (p. 173): Elicit that the cats dance in the hall if it is raining ('stormy') at night.
- Talk box 3** (p. 174): Elicit different words for *say*, for example: *announce, answer, call, exclaim, grumble, mutter, murmur, remark, reply, recite, repeat, shout, whisper, yell*.

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



- Play the text or read the poem for a third time. The more often they hear it, the better they will appreciate its rhythm and humour. Ask the children oral questions, taking time to refer to the text and clarify misunderstandings.
- Discuss words and phrases that capture the children's imagination.
- Ask different children to describe what Jellicle Cats look like and what they usually do in the day and at night.
- If you plan to perform the poem in an assembly, refer to the Extension activities at the beginning of this unit.

## B. Comprehension

### Learning outcomes

#### Students should be able to:

- **B1:** identify themes and conventions in a comic poem, dictionary, glossary, and thesaurus.
- **B2:** discuss understanding of words in context.
- **B3:** identify how language, structure, and presentation contribute to meaning.
- **B4:** choose a favourite part of a poem and learn it by heart.

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

- **B1:** Discuss the features of a comic poem, dictionary, glossary, and thesaurus.
- **B2-3:** Go through the exercises orally in class before you ask the children to write them.
- **B4:** Discuss why the children like a particular verse. When they learn their favourite verse, encourage them to say it clearly and expressively. (See Extension activities.)

## C. Word Reading and Spelling

### Learning outcomes

#### Students should be able to:

- **C1-3:** use the prefixes *over-* (*overcrowded*), *sub-* (*subdue*), and *super-* (*superstar*).
- **C4-5:** distinguish between common homophones and other words that are confused.
- **C6:** use tricky words in context.
- distinguish between the functions of a dictionary, glossary, and thesaurus.

#### Spelling notes for the teacher



- **C1:** Discuss the 'wise owl' box and explain that *sub* and *super* are Latin prefixes. *Over* comes from an old English word. 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.)
- **C2-3:** 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.)



- **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.)
- Challenge the children to look for and underline the correct homophone in the reading texts. 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. (See Chapter 3, Lesson 3, Steps 8-13.)

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

- **C5-6:** 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 the children to write their own sentences with the words in C1.
- 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:

- **D1-2:** choose appropriate **register** (informal or formal). Distinguish between the language of speech and writing.
- (**D3-7:** revise grammar and punctuation taught in the book.)
- **D3:** identify different parts of speech.
- **D4:** use fronted adverbials.
- **D5:** form questions in the correct tense.
- **D6:** punctuate a conversation.
- **D7:** write a conversation, setting it out correctly.

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

- **D1:** Discuss the 'wise owl' teaching box and ask the children to suggest formal and informal situations.
- **D2:** Ask the children to improvise a simple comic drama in pairs. Both members of a pair are cats at a very grand ball. Imagine their conversations, for example: *Would you like to have a mouse for dinner? Thank you so much. That would be delightful. Would you mind if I jump out of the window and catch a bird? Not at all. May I join you?* Ask a few pairs to demonstrate their conversations to the class and encourage them to laugh at each other's humour.
- Practise the sentences orally before asking the children to complete them.
- **D3-6:** All these exercises are revision of earlier learning. Practise them orally before asking the children to complete them.

### Extension

- Ask the children to write a formal conversation between two cats at a ball, like the one in the notes for D2 above.
- Dictate the answers in D5. (See Chapter 3, Lesson 7, Steps 7-12.)


## E. Listening, Speaking, and Composition

### Learning outcomes

#### Students should be able to:

- **E1:** discuss, plan, and make notes for their own comic poems.
- **E2:** do a listening task on a sample comic poem about cats.
- **E3:** draft and write a comic poem about an imaginary type of cat, following the pattern of *Jellicle Cats* and the listening text. Use similes.
- **Extension:** write an extra verse, using alliteration.
- **E4:** peer-edit a classmate's writing.
- **E5:** re-write their own poems.
- **E6:** perform their own poems, using appropriate intonation, volume, and movement so that the meaning is clear.

## Listening, speaking, and composition notes for the teacher

- **E1:** Discuss the features of comic poems, taking time to talk about the 'wise owl' box. Make it clear that comic poems should be funny and light-hearted! (See Chapter 3, Lesson 8, Steps 1-4.)
- *The blindfold game* will give practice in using precise words for the senses. The children could then use these when they come to make similes about cats in E3 (\_\_\_\_\_ cats *sound like* \_\_\_\_\_/ *smell like* \_\_\_\_\_/ *look like* \_\_\_\_\_/ *feel like* \_\_\_\_\_). (Game 16, Chapter 6)
-  **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 sentences. Discuss the way that the poem in E2 uses the same structure. (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 their spelling and punctuation. Praise them for adding their own ideas.
- **Extension:** Ask the children to write an extra verse following the same pattern.
- **E4:** Encourage the children to proof-read and improve their work with the help of a classmate. They can simply tick their favourite line and put a question mark beside a line that is not clear. (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.)
- **E5:** Encourage them to write a neat second draft for display on a corridor wall or in the classroom.
- **E6:** If the children perform their own poems, encourage them to recite their poems at an assembly with expression and movement. See ideas in Extension activities at the beginning of this unit.

## Answers

- **B1:** a) A poem is usually subdivided into verses.  
b) A comic poem makes us laugh or smile.  
c) A dictionary gives a word's meaning, grammar, and pronunciation.  
d) It is arranged in alphabetical order.  
e) A glossary often appears on the same page as a difficult text.  
f) A thesaurus helps us to choose the right word when we write.  
g) It is arranged according to the theme of a group of words.
- **B2:** a) They rest and make themselves look beautiful.  
b) They dance at night.  
c) They know when to start dancing when the Jellicle Moon rises.  
d) A Jellicle Cat usually has a merry/bright/cheerful expression.  
e) Jellicle Cats are black and white. They are rather small. They have bright black or moonlit eyes. They are rather round in shape.  
f) I know that they are clean cats because they wash behind their ears and dry between their toes.  
g) T.S. Eliot says that they jump like jumping-jacks, which are toys that jump out of boxes.
- **B3:** a) subdued    b) under    c) informal    d) third    e) verb    f) mythological    g) take the floor
- **B4:** The children learn their favourite verse of the poem and recite it with expression and action.
- **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) submarine    b) superstar    c) overweight    d) subheading    e) overflows  
f) superstore    g) subdivide    h) overdue    i) superhuman    j) supervisor

- **C3:** a) overuse    b) supercomputer    c) overdo    e) subcommittee    f) oversleep  
g) superglue    h) subtitle
  - **C4:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They underline principal, wait, effect, whole, would. They learn the spellings for homework.
  - **C5:** a) principal    b) principal, whole    c) principles, wood    d) effect, weight  
e) hole    f) Would, wait, affect
  - **C6:** a) glossary, correspond    b) alphabetical    c) thesaurus, category
  - **D1:** a) informal register    b) formal register    c) formal register    d) informal register
  - **D2:** a) Would you mind if I sit down?    b) Would you like to listen to the music?  
c) Would you mind if I eat some fish?    d) Would you mind if I open the window?  
e) Would you like some water?    f) Would you like some tea?
  - **D3:** Note: Accept two examples of each part of speech.  
a) adverbs: tonight, just, there  
b) verbs: coming, see, am, welcome, like, join, would be, trodden  
c) adjectives: cool, delighted, great (possessive adjectives: our, my, but accept it if the children list our and my as pronouns)  
d) determiners: the, a    e) nouns: cat, ball, dance, pleasure, paw  
f) pronouns: you, I    g) prepositions: along, on
  - **D4:** Before the dance, (c)    That evening, (b)  
During the dance, (d)    One afternoon, (a)
  - **D5:** a) What did you do this morning?    b) When did you get up?  
c) What have you eaten?    d) What are you going to wear tonight?    e) When will you set off?  
f) Which dance are you hoping to do?
  - **D6:** One afternoon, Cappa met his friend in the street. 'Hey, Cool Cat!' he called. 'Coming to the ball tonight?'  
'Sure!' returned Cool Cat. 'See you there!'  
They both went home to get ready for the Jellicle Ball.
  - **D7:** Answers depend on the pupils. For example:  
That evening, Lady Jellyjigs opened the ball. 'I am delighted,' she announced, 'to welcome you to our Jellicle Ball.'  
Before the dance, White-tum waved at his friend Long Tail. 'Would you like to join the dance?' he called. 'Thank you,' answered Long Tail. 'It would be a great pleasure.'  
During the dance, Clumsyclaw got overexcited. 'Oil!' complained Cool Cat. 'You've just trodden on my paw!'
  - **E1:** Answers will depend on the children's own ideas.
  - **E2:** See underlined words in the listening text on page 193 of the Textbook.
  - **E3:** Answers will depend on the children's own ideas. The listening text in E2 is an example.
- Extension:** Encourage more able children to go beyond the writing frame.
- **E4:** Check for evidence of proof-reading and correction by a classmate. He/She should add a positive comment or tick a favourite line and put a question mark beside a line that could be improved.
  - **E6:** The children perform their poems in front of the class (or at an assembly if you do the Extension activities).

### ODE Workbook 5, 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 12 of this Teaching Guide.



## 2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise the tricky letter joins 've' 'we' 'oe' 'fe'.
- **Ex 2:** practise the tricky letter joins 've' 'we' 'oe' 'fe' 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 letter joins 've' 'we' 'oe' 'fe': the written line must drop after letters 'v' 'w' 'o' 'f' to allow space to form the letter 'e' neatly between the double ruled lines.
- **Ex 2:** Children copy the sentences in joined writing between double ruled lines.  
Demonstrate on the board the tricky joins to letter 'e' in both sentences.
- **Ex 3:** a) muttered    b) begged    c) yelled    d) stammered    e) mumbled  
f) gasped    g) jeered    h) exclaimed    i) stated    j) yelled
- **Ex 4:** a) Footnotes    b) contents    c) Indexes    d) Tables    e) Dictionaries    g) Maps
- **Ex 5:** a) overloaded, overcrowded, supervisor, overweight, overdue  
b) subdued, submarine, submerged, overdue  
c) overflowed, substituted, Subways, superstores  
d) overworked, overgrown, overcooked, subtitles, subdivided, subheadings
- **Ex 7:** a) alphabet    b) correspond    c) alphabetical    d) thesaurus    e) glossary  
f) category    g) correspondence    h) Correspondents
- **Ex 8:** Answers depend on the children.
- **Ex 9:** a) hole    b) whole    c) wood    d) would    e) principal    f) principle  
g) wait    h) weight    i) affect    j) effect
- **Ex 10:** a) Would, wait, hole    b) affect    c) wait    d) effect, weight    e) principal, principal, whole  
f) wood    g) principles    h) principle
- **Ex 11:** a) Informal    b) Formal    c) Formal    d) Informal    e) Informal    f) Formal
- **Ex 12:** a6 b3 c2 d5 e1 f4
- **Ex 13:** a) Hello, Raheela! Please come in.  
Thank you.  
b) Would you like a cold cola?  
Yes, please. That would be nice.  
c) And would you like a piece of cake?  
No thank you. I don't usually eat cake.  
d) Would you mind if I go and wash my hands?  
Of course not. Go ahead.  
e) And would you mind if I use your landline?  
I'm sorry, it's not working.  
f) Adil, would you like to come to my party?  
Yes, I'd enjoy that.
- **Ex 14:** 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.

## Answers

- 1: Use the audio script on page as an answer key.
- 2: a) The text advertises a book, so it is a blurb.  
 b) The first paragraph is a quotation from the book.  
 c) It uses the pronoun I, so it is in the first person.  
 d) The second paragraph is a summary of the story.  
 e) It uses the pronoun she, so it is in the third person.  
 f) The third paragraph is a quotation from a critic.
- 3: a) devalue    b) disagree    c) misunderstand    d) unusual    e) impossible  
 f) irregular    g) invisible    h) illegible
- 4: a) advertisement    b) CO<sub>2</sub>    c) Geology is the study of rocks. Geometry is the study of shapes and lines.  
 d) irreplaceable    e) Patient can mean 'calm' or it can mean 'a sick person who sees a doctor'.  
 f) We stress the second syllable in the word thesaurus.
- 5: The main clauses are underlined.  
 'From the moment we arrived, I had a (a) \_\_\_\_\_ feeling about the new house. For a start, there was hardly any (b) \_\_\_\_\_ in the living room – just one dusty chair with an old-fashioned (c) \_\_\_\_\_ on the back. The only living thing was a bat, which was stuck firmly to the (d) \_\_\_\_\_.'  
 Maria is a (e) \_\_\_\_\_ eleven-year-old girl who moves into a strange old house. When she cautiously (f) \_\_\_\_\_ a narrow staircase, she finds a secret room. (g) \_\_\_\_\_ she thinks it is just another bedroom at first, she is in for a surprise ...
- Mark as correct any of the following:
- a) two fronted adverbials: From the moment we arrived, For a start,  
 b) four of these adjectives: weird, dusty, old-fashioned, curious, strange, old, narrow, secret  
 c) four of these nouns: moment, feeling, house, start, furniture, living room, chair, design, bat, ceiling, Maria, girl, Lahore, staircase, room, bedroom, surprise  
 d) two of these verbs in the present tense: is, moves, climbs, finds, thinks  
 e) two of these verbs in the past tense: arrived, had, was, was stuck  
 f) four pronouns: we, I, she, it,  
 g) two relative pronouns: which, who  
 h) two of these prepositions: in, on, to, into,  
 i) three determiners: a, an, the  
 j) two of these adverbs: hardly, firmly, cautiously
- 6: a) got    b) thought    c) felt    d) slept    e) woke    f) knew    g) heard    h) was
- 7: a) silently – 2 adverb of manner    b) mine – 3 possessive pronoun  
 c) through – 4 preposition    d) then – 1 adverb of time    e) because – 5. conjunction
8. 'Ma!' Maria called. 'Are you all right Ma?' But she could not hear a sound. Perhaps her mother – who was

an early riser – had gone to the kitchen. Surely her mother could hear her? At once, Maria (who was always anxious) jumped out of bed and ran downstairs. Then she looked out of the window and, to her relief, she saw her mother, completely unharmed, looking at an enormous tree that had fallen down outside.

Note that commas OR brackets could be used around who was always anxious and to her relief.

9. a) At once, Then    b) could    c) had gone, had fallen    d) Perhaps, Surely  
e) who was an early riser, who was always anxious
10. Answers will depend on the pupils. For example:
- a) That day, Maria didn't go to school because the tree had fallen on the car.  
b) Instead she stayed at home.  
c) She helped her mother by sweeping up broken branches in the garden.  
d) Her mother rang up a company that cleared fallen trees and also rang the garage to come and mend the car.  
e) They found a bird's nest in the branches of the tree, but there were no eggs in it. Perhaps the baby birds had already flown away. f) Before she went to sleep, Maria felt tired, but glad that she had helped her mother.

**Extension:** Answers will depend on the pupils. They should lay out the letter correctly with the address at the top right, followed by the date, correct greeting and signing off, for example:

103, Iqbal Road  
Lahore  
17<sup>th</sup> August

Dear Mrs Siddiqui

I am writing to explain why Maria did not come to school yesterday. A tree fell on our car, so I was unable to bring her to school. Kindly excuse her absence.

Yours sincerely

S. M. De Freitas

## ODE Workbook 5, Unit 20, Notes (Revision Unit)

### 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 pages 10-12 of this Teaching Guide.

#### 2. Learning Outcomes for Reading

Students should be able to:

- **Ex 1:** read and understand a myth about volcanoes; draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; predict what might happen from details stated or implied; 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) two sisters    b) neither of the two sisters
- **Ex 2:** a) myth    b) feelings    c) volcanoes    d) old, untrue
- **Ex 3:** Paragraph 1: Once upon a time, One day, As she left,

Paragraph 2: In fact,

Paragraph 3: After 60 days,

Paragraph 4: Stamping her foot furiously, Feeling the ground shaking beneath them,

Paragraph 5: By now, After seeing the escaping animals,

Paragraph 6: Choking on the thick smoke, With great force,

Paragraph 7: Feeling both scared and angry, In a final angry act,

Paragraph 8: At this point, So for thousands of years,

Paragraph 9: Since that day,

- **Ex 4:** a) She planned to be away no longer than forty days.  
b) She got angry because her sister did not keep her promise.  
c) She caused a vigorous and frightening earthquake that went on for several weeks.  
d) First they became scared by the earthquake. Then they got lost in the clouds of smoke and dust.  
e) They send out smoke, dust, hot rocks and stones, and rivers of hot fire (liquefied rock).  
f) They felt angry with each other for thousands of years.
- **Ex 5:** Answers depend on the pupils.
- **Ex 6:** a) Who would have guessed that this foreign prince would have such a fascinating reign?  
b) You should know why he was such a great ruler, as without doubt you have studied the half-century when he lived.  
c) I think the answer is that he was a serious and solemn man.  
d) One could imagine the scene where he sat among his teachers, listening carefully with his huge thirst for knowledge.
- **Ex 7:** a) Solar panels are made in factories by technicians.  
b) The panels are fixed to the roofs of houses by builders.  
c) Solar power is generated by the sun.  
d) Electricity is carried to the house by electric wires.  
e) The fridge is powered by electricity.  
f) Some of the electricity is bought by the electricity company.
- **Ex 8:** a) which/that is located in the Pacific.  
b) where birds lay their eggs.  
c) who took us around the National Park.  
d) where the liquefied rock had flowed.  
e) which/that a river of fire had destroyed.  
f) whose house we visited.  
g) when I can return to Big Island.
- **Ex 9:** a) Why don't we do an end-of-term play about air pollution?  
b) We could ask Mrs Khan to write a play script for us.  
c) We should explain how cars, buses, and lorries pollute the air.  
d) How about having lots of bicycles on the stage?  
e) If we have lots of bicycles, we can show that they don't pollute the air.  
f) Let's make up a song called 'Cycling the Road to Recycling'.  
g) If we invite our parents, we can encourage them to cycle too!

1. Spelling bingo (Unit 1)
2. The tricky word game (Unit 16)
3. Mime and guess (Unit 3)
4. Simon says (Unit 7)
5. Elephants and mice (Unit 14)
6. Alibis (Unit 13)
7. Where is it? (Unit 4)
8. Think of a number (Unit 6)
10. The list game (Unit 17)
11. I spy (Unit 8)
12. The dictionary game (Unit 11)
13. Backs to the board (Unit 12)
14. Whose sock? (Unit 3)
15. Mime the adjective (Unit 2)
16. In the manner of the word (Unit 9)
17. The blindfold game (Unit 19)
18. Give us a clue (Unit 18)

## 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

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 correct 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 at the bottom of the board. For example, if someone guesses B, the child should write B in a box below the blanks.
8. For each wrong letter, the child should write one letter of *TRICKY WORD* to the side 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 attempts, 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 questions 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). For example:

*Comb/Twist/Pat your hair. Brush/Clench/Bare your teeth. Put on your socks/a tight T-shirt/wet shoes. Drink hot tea/sour lime juice/some horrible medicine. Touch your nose/shoulders/elbows. Shut your eyes/mouth/desk. Point to your forehead/wrists/fingernails.*

**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 feeling
- (5) to teach conditionals

**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, adjectives, and conditionals.

1. Explain the game. Tell all the children in the class to stand up.
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 **freezing** ice cream. Drink a **boiling** cup of tea.*)
- hobbies and sports (e.g. *Head a **football**. Jog on the **spot**. Play on a **tablet**.*)
- 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 **annoyed/pleased/tired/worried/delighted/surprised**.*)
- conditionals (e.g. *If you are wearing **glasses/black trousers/a pink shirt**, wave your hands. If you go home by **car**, click your fingers.*)

**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
- (2) to revise the grammar of the level, e.g. conditionals

**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 of the teams frequently so that the children do not get too attached to them!)
2. Ask a member of each team a question using the target grammar, for example, in Unit 14 you could practise conditionals like this:  
**(Zero conditional – if/when + present simple: This sometimes happens.)**  
*What **do** you do if you forget your homework? I **ring** up a friend.*  
**(First conditional – if/when + future: This might happen in the future.)**  
*What **will** you do if it rains tomorrow? I **will bring** an umbrella.*  
 (Second conditional – if/when + past simple + would: This is very unlikely.)  
*What **would** you do if your house flooded? I **would go** up to the roof.*
3. Give one mark for a sensible answer and one mark for the correct grammar (maximum of two per question).
4. 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
- (3) to practise questions and answers in the past perfect 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.
6. At this level, try to use questions **in the past perfect**.

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 <b>had you done</b> before that? What time did you leave? What <b>had you done</b> before that? Who did you see? Who <b>had you seen</b> before that? What were they wearing? What were they doing?	
What did you buy? What <b>had you done</b> before that? 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 <b>had you done</b> before you ate?	
What else did you do? What else did you see? How did you get home? At what time did you get home? How <b>had you travelled</b> ?	

**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. 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.*

1. When one child has guessed where the rubber is, ask another child to have a turn.
2. When the children are good at the game, tell the children they have only ten questions to make it more of a challenge.

**8. Think of a number**

- (1) to practise using big numbers
- (2) to practise comparatives

**Materials:** None

**Time:** 5-10 minutes

1. Ask one child to think of any number between 0 and 1 billion, but not to tell the rest of the class what it is.
2. Challenge the class to guess the number in fewer than 20 guesses.
3. Ask the rest of the class to guess what number the child is thinking of by asking questions like this:  
*Is it more/less than a hundred/thousand/lakh/million/crore/billion?*
4. The child who has thought of the number can reply in a full sentence, *Yes, it is bigger than ...* or *No, it isn't bigger than....* until somebody guesses correctly.
5. The child who guessed correctly gets the next turn to think of a number.

### 9. The list game

- (1) to teach lists with *and* before the last word but one
- (2) to improve the memory

**Materials** None

**Time:** 5-10 minutes

1. Ask all the children to stand up.
2. Tell the first child on the left in the front row to start a list of what the Iron Man ate. (It can be anything made of metal.) For example, *The Iron Man ate cars.*
3. The child to his/her right says the same and adds one more metal object. For example, *The Iron Man ate cars and forks.*
4. The child to his/her right says the same and adds one more metal object. For example, *The Iron Man ate cars, forks, and keys.*
5. Continue with each child in each row adding one more metal object. Any child who hesitates, forgets an object, or gets the order wrong is out and must sit down. They should also sit down if they do not put *and* before the last but one item.
5. The winner is the last child left standing.

### 10. I spy

to practise question forms with the correct verb inflections  
to practise the possessive 's'

**Materials** None

**Time:** 5-10 minutes

1. Remind the children of the game *I spy*, which they have played before.
2. Look around the room for an object the children can all name, preferably something belonging to one child.
3. Say, 'I spy with my little eye something / things beginning with \_\_\_\_.' Give the **name** of the initial letter, not the phoneme, for example, 'k' for 'knees'.
4. The children should ensure that their verb inflections are correct, for example, if the object to be guessed is singular, they should ask, *Is it ...? Does it ...?* If it is plural, they should ask, *Are they ....? Do they ...?*
5. The children first ask questions eliminating possibilities, e.g. *Is it/Are they near me/ in my bag/in front of the classroom/on a table/near the window?*
6. Once the object or objects have been guessed, the children should guess whose it is/they are. For example, *Samina's earrings, Moeen and Rahila's water bottles.*
7. The child who guesses the word has the next turn to think of something while the rest of the class guess.
8. 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 attempts.

## 11. The dictionary game

- (1) to use a dictionary to guess word meanings
- (2) to revise the main parts of speech

**Materials:** the mini-dictionary at the back of the Textbook

**Time:** 10-15 minutes

1. Divide the class into two teams - one on the left side of the class (Left Team) and the other on the right side of the class (Right Team).
2. Ask members of the Left Team to turn to page 194 of the Textbook.
3. Ask members of the Right Team to turn to page 195 of the Textbook.
4. Then divide each team into groups of three. Give each group five minutes to find three unusual words on the page that are all **the same part of speech**. For example, ask two groups to choose 3 verbs, two groups to choose 3 nouns, and one group to choose 3 adjectives.
5. The three members of the group each choose **one** of the three words. One member of the group copies the correct definition of the word. The other two members of the group copy the incorrect definitions of the other two words.
6. For example, if the children decide on three adjectives on page 194, they could choose *commercial*, *dismal*, and *edible*. They could decide to define *dismal*. Then they would copy the definitions as follows:  
Child A: *dismal: sad, dreary* (correct)  
Child B: *dismal: connected to buying or selling things* (incorrect)  
Child C: *dismal: can be eaten* (incorrect)
7. If there are extra children in a team, you can have four in a group with one correct definition and three incorrect definitions.
8. When every group is ready, three members of the Left Team read aloud their definitions in any order. One person in the Right Team guesses which is the correct definition.
9. Note one mark for a team every time one of its members guesses correctly. Note one mark for the opposite team if the other team is fooled into guessing incorrectly.
10. Then ask three members of the Right Team to read aloud their definitions in any order. Play as in Step 8.
11. It does not matter if two groups choose the same word. This will motivate the children to listen carefully to the correct answers.
12. When each group has read aloud their definitions, add up the final scores and clap the winning team

## 12. Backs to the board

- (1) to practise new words
- (2) to practise modals of possibility

**Materials:** none

**Time:** 5-10 minutes

1. Prepare a number of new words that you have taught recently.
2. Divide the class into two teams.
3. Ask a member of one team to come to the front and stand with his/her back to the board.
4. Write a key word from the unit on the board, so that he/she cannot see it, but the rest of his/her team can.
5. From the moment that you write the word, time the team for one minute. They are allowed to give clues about the meaning of the word, but must not say the word itself. They do not have to ask 'yes/no questions' and the team is allowed to give clues so long as they do not use the actual word. For example, if the word is 'stammer', the questions and answers might be:

Suitable questions	Suitable answers
Could the word be an adjective?	It could be a noun or a verb, but not an adjective.
Might you do this at home?	You might do it anywhere.
Would you do it by yourself or with other people?	You'd probably do it with other people.
Would you do it with your hands?	No, you'd do it with your voice.
Is it a way of singing?	It might be, but you could do it when you're speaking too.
Would you want to speak like that?	Probably not.
Would you hesitate a lot?	Yes, so ...
Is the word 'stammer'?	Yes. Just in time! One point for you.

### 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: It is 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 and character

**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*  
*kind/mean, brave/cowardly, clever/stupid, trustful/distrustful*

## 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. Members of the class then suggest verbs for the child to mime. If the verb can't be mimed, the child says, 'I can't do it that way.'
4. The first one to guess the adverb gets the 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 blindfolded child to use one sense at a time to describe it, as follows.
  5. The blindfolded 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.

### 17. Give us a clue

(3) to teach open-ended questioning about familiar books or stories

**Materials:** Before the lesson, write on separate slips of paper the names of some familiar books or stories from Levels 3-5, such as: *Little Red Riding Hood, Anansi the Spider, The Green City, Ali Baba and the Forty Thieves, The Sleeping Beauty, The Dark Riders, Mowgli's Brothers, The Golden Touch, The Dishonest Merchant, Danny the Champion of the World, The Dong with the Luminous Nose, Charlie and the Chocolate Factory, Quartz Quest, An Urgent Appointment, The Ancient Mariner, The Flood.*

**Time:** 10-15 minutes

1. Put all the slips of paper with the titles into a pot or box.
2. Call a volunteer to come to the front, pick a slip of paper, read it silently and mime each word.
3. First the volunteer holds up the correct number of fingers for the number of words in the title, for example four fingers for *Little Red Riding Hood* or two fingers for *The Flood*.
4. The easiest word to mime should be mimed first. *The* can be shown with a T made by two fingers.
5. When the children have guessed one word, or if they have difficulty with a word, the volunteer can choose a different word to mime.
6. If the title is *Little Red Riding Hood*, they might mime the words as follows:
  - a. Hold up one finger to indicate the first word, then mime something little with their hands.
  - b. Hold up two fingers to indicate the second word, then point to several red things in the room.
  - c. Hold up three fingers to indicate the third word, then mime riding a bicycle or a horse.
  - d. Hold up four fingers to indicate the fourth word, then mime a hood on the head.
7. The first child to guess the title of the book or story gets a chance to pick another slip and do the next mime.

# Appendix 1: World list Level 5

## Word lists Level 5

Unit	Textbook Spellings	Workbook Spellings	Tricky words & themes	Grammar vocabulary
5.1	<p><i>technology, technical, technician</i>  <i>photograph, paragraph, graphics</i>  <i>biology, mythology, technology</i>  <b>phoneme, phonics, telephone</b>  <b>geography, geology, geometry</b>  <i>myth, mythology, mythical</i>  <i>literature, literate, illiterate</i>  <b>multi-storey, multi-cultural, multiply</b>  <b>extract, exit, except</b>  <b>nature, natural, naturally</b></p>	<p>smart-phone</p> <p>multi-layer, multiplication, multiplex, expel</p>	<p><i>attached, dictionary, language, pronunciation, syllable</i></p> <p><b>Study skills:</b> <i>pen-pals, formal, informal, information, contents, index</i></p> <p><b>Families</b> <i>father, mother, grandma, granddad, uncle, aunt, cousin,</i></p> <p><b>Jobs:</b> <i>technician, engineer, politician</i></p> <p><b>School subjects:</b> <i>geography, information technology, history, physical education, biology</i></p>	<p><b>Common nouns, Proper nouns,</b> names of days and months  <b>Determiners:</b> <i>a, an, some, the, this, that, these, those</i></p>
5.2	<p><i>prosperous, poisonous, nervous</i>  <i>mysterious, serious, furious</i>  <i>suspicious, delicious, precious</i>  <i>nutritious, infectious, cautious</i>  <b>Homophones:</b> <i>heard/herd, past/passed</i></p>	<p><i>famous, jealous, tremendous curious, various, anxious, malicious</i></p>	<p><i>community, neighbour, neighbouring, nuisance, vegetable, fruit</i></p>	<p><b>Adjectives</b>            In noun phrases: <i>tangled, steaming, bulging, serious, bright, cheerful</i>            In comparatives and superlatives:            with <i>er</i> or <i>est</i>: <i>smaller, lonelier, kindest, nastiest</i>            with <i>more</i> or <i>most</i>:  <i>suspicious, prosperous, unfriendly, unwelcoming</i></p>

Unit	Textbook Spellings	Workbook Spellings	Tricky words & themes	Grammar vocabulary
5.3	<p>bushes, foxes, buses, grasses, businesses, (illnesses, matches)</p> <p>countries, varieties, opportunities, families, ladies, (babies, bodies)</p> <p>trays, journeys, valleys, surveys, boys, guys (holidays)</p> <p>potatoes, tomatoes, mosquitoes, buffaloes</p> <p>photos, studios, videos, kilos</p> <p>leaf – leaves, wolf – wolves, calf – calves, hoof – hooves,</p> <p>roof – roofs, chief – chiefs, cliff – cliffs,</p> <p>giraffe – giraffes</p> <p>deer, sheep, fish, bison, species, salwar kameez</p> <p><b>Pairs:</b> trousers, pants, shorts</p>	<p>sunglasses</p> <p>eighties, butterflies</p> <p>keys</p> <p>pianos, zeros</p> <p>loaf – loaves, thief - thieves</p> <p>shelf – shelves, self – selves,</p> <p>knife – knives, wife – wives,</p> <p>scarf – scarves</p> <p>mice, teeth, oxen</p>	<p>environment, foreign, opportunity, persuade, variety</p> <p><b>Tricky plurals:</b> man – men, person – people, foot – feet, child – children, goose – geese</p> <p><b>TV programmes:</b> news report, headline, interview, advertisement, fact, opinion, point of view</p> <p><b>Clothes in plural:</b> salwar kameez, cardigans, skirts, onesies, <b>pairs of</b> trousers, pants, jeans, shorts</p> <p><b>Food</b> in English and French: soup, fish, tomatoes, potatoes, butter, caramel cream</p> <p><b>Countries and nationalities:</b> Europe/European, Africa/African, Pakistan/Pakistani, China/Chinese, America/American, France/French</p> <p><b>Opposites:</b> falling/rising, vast/tiny, wild/tame, common/rare</p>	<p><b>Pronouns</b> Personal: I, he, she, it, we, you, they me, him, her, it, us, you, them Possessive: mine, his, hers, its, ours, yours, theirs <b>Possessive adjectives</b> my, his, her, our, your, their <b>Subject – verb agreement</b> Pronouns + has/have, am/is/are, was/were</p>
5.4	<p>imagination, education, information, conversation, exclamation</p> <p>comprehension (unvoiced) extension, discussion, permission, expression</p> <p>television (voiced), decision, revision, conclusion, occasionally</p> <p><b>pre / pro</b> (proceed/preceded, pre-TV, pro-TV</p>	<p>station, situation</p> <p>mansion, excursion</p> <p>admission, procession, possession</p> <p>collision, division, confusion</p> <p>prepare, preposition, prefer, prefix, predict</p> <p>programme, pronounce, progress, produce, prosperous, promise</p>	<p>especially, programme, rhyme, rhythm, alliteration</p> <p><b>Genres:</b> free verse, rhyme, novel, argument, for, against, pro, con, introduction, conclusion, paragraph</p> <p>firstly, secondly, lastly, to conclude, for example ...</p>	<p><b>Word families:</b> imagine, imagination, imaginative decide, decision, decisive inform, information, informative express, expression, expressive <b>Prepositions:</b> (place) in, on, near, over, below; (movement) out of, into, past, along, forwards, upwards, towards; (time) before, after, during, in, at, on</p>
5.6	<p>1-syllable root word: rotten, rotting, runner, running, stopped, stopping, dropped, dropping</p> <p>2-syllable root word with stress on last syllable: forgetting, beginning, preferred, inferred</p> <p>2-syllable root word with stress on first syllable: orbiting, visited, entering, covered</p> <p>shining (no 'e') imagining, disguising, moving, including, carrying, worrying, carried, worried, tinier</p>	<p>permitted</p> <p>hurrying</p>	<p>desperate, determined, immediately, recognize, scientific, explanation</p> <p><b>Big numbers:</b> hundred, thousand, lakh, million, crore, billion</p> <p><b>Universe:</b> space, universe, star, planet, proton, atom, explode, expand, sun, moon, Earth, Big Bang</p> <p><b>Listening text:</b> fault lines, plates, earthquakes</p>	<p><b>Regular past tenses:</b> started, lived, looked, decided, asked, answered, replied <b>Irregular past tenses:</b> sold, met, said, thought, came, became, felt</p>



Unit	Textbook Spellings	Workbook Spellings	Tricky words & themes	Grammar vocabulary
5.7	noble, terrible, example, invisible, possible capital, arrival, magical, local, final special, official, artificial, commercial, provincial initial, substantial, partial, confidential, essential <b>Homophones:</b> steal/steel, father/farther, aloud/ allowed, draft/draught, weather/whether	simple, single, horrible material, equal, natural, pedal, conditional, financial mist/missed, plane/plain, fare/ fair	according, ancient, equip/equipment, excellent, symbol <b>Fantasy game words:</b> quest, hero, villain, journey, runes, statistics, band, destination, noble, sword, goblet, magical, intelligence, speed, strength, weapons, symbols <b>Place names:</b> Desert of Despond, Swamp of Loneliness, Misty Mountains, Forest of Despair, Castle of Courage, Fortress of Justice, Sands of Confusion	<b>Future with will and going to...</b> look for, travel, stay, find, set off, notice, climb, see <b>Present progressive for future use:</b> leave, travel, arrive, do, see, stay, go <b>Conditionals:</b> When you are in ... the ... is to your east, south, west, north. If you go to ..., you will see ...
5.8	consult, hesitate, observe, tolerate, assist consultation, hesitation, observation, toleration consultant, hesitant, observant, tolerant, assistant consultancy, hesitancy, observance, tolerance, assistance innocent, intelligent, urgent, frequent, confident, patient innocence, intelligence, urgency, frequency, confidence, patience	occupation, invitation merchant, elephant, elegant, important recent, impatient, crescent, accident, parent	queue, frequently, recommend, temperature, stomach, suggest <b>Food:</b> biscuits, cakes, rotis, fizzy drinks, juice, puris, rice, vegetable, dal, chicken, guavas <b>Illnesses:</b> stomach/head/ear/back -ache, sore throat, leg, foot, pain in the knee/neck/arm, high temperature	<b>Present Perfect</b> with since and for, ever and never <b>Past Perfect</b> in contrast to Past Simple with before, after, when + arrived, eaten, drunk, drawn, seen, swept, got
5.9	merrily, happily, luckily, angrily simply, remarkably, terribly, idly poetically, majestically, historically, enthusiastically <b>Homonyms:</b> blow, left, fair, head, board, glass	hungrily, lazily, greedily, unluckily, funnily, tidily, noisily horribly, unbelievably, understandably musically, magically <b>Homonyms:</b> eye, wood, look, foot, break, dear, ring, lead	harbour, roared, breeze, motion, shadow <b>Text vocabulary:</b> storm, foe, lighthouse, silence, sail, mast, furrow, ice, snow, copper	<b>Powerful verbs:</b> cracked, growled, roared, howled, struck, flew, burst <b>Apostrophes:</b> didn't, I'm, isn't, she's, couldn't, you're, can't, he'll, won't <b>Poetic tools:</b> alliteration, simile, metaphor, personification
5.11	autobiography, autograph, autopilot international, interrupt, internet anti-pollution, anti-smoking, anti-bullying re-join, recover, reconditioned, return, repeat extract, excited, example, expedition, explore	automobile interact, intercity antibiotic, antiseptic reverse extend	achieve, familiar, marvellous, restaurant, vehicle <b>Trees:</b> fig, apricot, cedar, fir, pine <b>Text vocabulary:</b> education, pollution, discharge, chemicals, cram, encrusted, wound, strained, blind corners, fragrant	<b>Adverbs and Adverbials</b> <b>how</b> (manner) greedily, smartly <b>how often</b> (frequency) occasionally, usually <b>when</b> (time) then, after that, finally, next, first, later <b>why</b> (cause) therefore <b>place</b> (where) nearby <b>number</b> (which point) firstly, secondly

Unit	Textbook Spellings	Workbook Spellings	Tricky words & themes	Grammar vocabulary
5.12	believe, relieved, piece, briefly, fields receive, receipt, perceive, ceiling, conceited Exceptions: weird, seize, protein, either, neither <b>Homophones:</b> guessed/guest, morning/mourning, tail/tale, they're/there/their, we're/where/wear/were, who's/whose	niece, chief, thief Exceptions: foreign, caffeine <b>Homophones:</b> meet/meat, weigh/way, mist/misused, weather/whether, bear/bare, bury/berry, main/mane, heard/herd, tail/tale, plain/plane, one/won	flood, lightning, conscious, curiosity, aggressive/ly, semi-conscious, semi-final, semi-circle, semi-precious <b>Text vocabulary:</b> island, stammer, surge, suspense	<b>Adverbs of Possibility:</b> certainly, surely, probably, perhaps, possibly, maybe <b>Modals for Possibility:</b> will, must, should, could, might <b>Irregular plurals for possession:</b> children's, fish's
5.13	unmistakable, comfortable, miserable, unbelievably, companionably <b>noticeable, changeable, irreplaceable, noticeably, changeably, impossible, edible possibly, terribly, incredibly</b> <b>Compound words:</b> semi-final, half-dead, proof-read, mini-dictionary re-cover, extra-alert, co-operate, re-enter	recognizable, unmanageable, unbreakable, unpronounceable, remarkable, knowledgeable, rechargeable, likeable recognizably, remarkably, sensible, horrible, responsible, invisible, invisibly <b>Compound words:</b> mid-July, great-grandfather, washing-up, passer-by, T-shirt, see-saw, forty-eight, fast-food reorder, rejoin, recount, re-enter	accompany, communicate, disastrous, shoulder <b>Diaries:</b> first person, third person, formal, informal, trust, infer	<b>Adverbials for Cohesion:</b> later, nearby, incredibly, then, a moment later, there, next, immediately, first. <b>Past Perfect Tense for Cohesion</b> had: disappeared/lost/eaten/stolen/finished/asked
5.14	prefer, infer, refer, transfer preferred, inferred, referred, transferred preferring, inferring, referring, transferring preference, inference, reference, referee <b>Near homophones ending ce or se</b> <b>Nouns:</b> advice, practice, device, licence <b>Verbs:</b> advise, practise, devise, licence	offer, differ offered, differed offering, differing difference, interference, circumference	available, prejudice, health, human <b>Dreams:</b> wish, imagination, discussion, opinion, fact, reason <b>Reasons and examples:</b> because, since, so that, for example, for instance, such as, quote, quotation	<b>Conditionals:</b> (zero conditional) If people are kind/poor/racist/equal/ live simply + simple present (1 <sup>st</sup> conditional) If we don't ... + future (2 <sup>nd</sup> conditional) If someone forgot/fell/was/looked/seemed/ saw/dropped + would or could
5.16	unsustainable, unusual, unnatural insufficient, invisible, inexpensive illegal, illegible, illiterate impractical, impolite, irreversible, irresponsible, irregular disappear, disagree, disobey, distrust decrease, derail, devalue, dethrone misunderstand, misinform, misspell, mislead	unfair insoluble, incorrect impatient irreplaceable misjudge, mistake	government, environment, sufficient, necessary <b>Climate change:</b> carbon dioxide, fossil fuel, sustainable, thermal, North/South Poles, drought, insufficient, uninhabitable, refugee, atmosphere, methane, coral	<b>Passives:</b> is heated, was invented, is generated, is reflected, is cooled, is melted <b>Suggestions:</b> Why don't we ...? How about ...ing ...? Let's / We could / We should ... If we ..., we can ...

Unit	Textbook Spellings	Workbook Spellings	Tricky words & themes	Grammar vocabulary
5.17	<p><i>through, thought, bought, brought, though, although, dough, enough, rough, cough, plough, drought, bough, thorough, borough</i></p> <p><b>Words with two or more meanings</b></p> <p><i>bowl</i> (v and n), <i>hand</i> (v and n), <i>ground</i> (v and n), <i>back</i> (adv and n)</p>	<p><i>breakthrough, nought, fought, ought, tough, hiccough, thoroughness, thoroughly</i></p>	<p><i>thorough, literature, summary, touch, beginning</i></p> <p><b>Text vocabulary:</b> <i>earthquake, jolt, detail</i></p>	<p><b>Relative and Subordinate Clauses</b></p> <p><i>clause, conjunction, main/subordinate clause, relative clause, relative pronoun, who, whose, which, where, when, that</i></p> <p><b>Commas to avoid ambiguity</b> in lists and clauses</p>
5.18	<p><b>Silent letters</b></p> <p><i>doubt, lamb, thumb, climb ascend, unconscious, crescent, fascinating Wednesday, sandwich, edge, handkerchief sign, campaign, design, foreign knee, knotted, know, knowledge would, could, should, calf autumn, column, solemn, condemn whistle, listen, castle, rustle guess, guest, guide, guilty answer, sword, whole, who</i></p>	<p><i>crumb, tomb scent reign knife, knock half/halves</i></p>	<p>No Tricky Words column, as all silent letter words are tricky words.</p> <p><b>Book Reviews:</b> <i>scan, blurb, review, purpose, advertise, criticize, opinion, viewpoint, idiom, setting, characters, plot, descriptions, ideas, language</i></p>	<p><b>Word Families:</b> Convert adjectives or nouns into verbs ending:</p> <p><i>-ify/-efy: pure-purify, simplify, liquefy, clarify, electrify</i></p> <p><i>-ise/-ize: critic-criticize, advert-advertise, real-realize, advice-advice, summary-summarize,</i></p> <p><i>-ate: hesitation-hesitate, situation-situate, fascination-fascinate, creation-create, location-locate</i></p> <p><b>Question Tags:</b> <i>hasn't he? wouldn't we? isn't it? isn't he? did you? can he? will you?</i></p>
5.19	<p><b>subdivide, subheading, subdue, submarine, substitute, superstar, superstore, supervise, supervisor, superhuman overcrowded, overuse, overdue, overflow, overweight</b></p> <p><b>Homophones:</b> <i>principle/principal, weight/wait, effect/affect, whole/hole, wood/would</i></p>	<p><i>submerge, subway, subtitle</i></p> <p><i>overload, overcook, overgrown, overwork</i></p>	<p><i>category, correspond, glossary, thesaurus, alphabetical</i></p> <p><b>Finding words:</b> <i>dictionary, glossary, footnote, thesaurus</i></p> <p><b>Alternative words for:</b></p> <p><i>dance, say, sing, move, good character adjectives, bad character adjectives, skills</i></p>	<p><b>Register:</b></p> <p><b>Informal:</b> <i>Hiya, Hey, Sorry, Can I ...? Want to ...? Like some ...? How about ...?</i></p> <p><b>Formal:</b> <i>Would you like ...? Would you mind if I ...?</i></p>

# Appendix 2: Photocopiable Assessment Tasks

Assessment 1 (after Unit 5) Name: \_\_\_\_\_ Date \_\_\_\_\_

1. **Circle** the correct spellings.

- a) We study    ,   ,  
   and   .
- b) We do reading    and write,  
   using our   .
- c) We       for exams and make  
 good    over the year.

See Mark Scheme for marking guidance

1. Spelling  
\_\_\_\_\_  
5 marks

2. Write the plurals of these words.

- a) fox foxes                      b) potato \_\_\_\_\_                      c) family \_\_\_\_\_  
 d) sheep \_\_\_\_\_                      e) match \_\_\_\_\_                      f) wolf \_\_\_\_\_  
 g) photo \_\_\_\_\_                      h) journey \_\_\_\_\_                      i) child \_\_\_\_\_

2. Word reading  
\_\_\_\_\_  
4 marks

3. Circle the correct determiners.

- a) One fine evening, we visited    tomb of Jahangir near Lahore.
- b)    tomb was built in    17<sup>th</sup> century.
- c) In front of    orange sky,    unique sight appeared before us.
- d) At first, we sat for    hour in    lovely gardens.
- e) Next, we went into the tomb. I will never forget    day.

3-4. Grammar  
\_\_\_\_\_  
8 marks

4. Write **two more** examples from Exercise 3:

- a) pronouns: we, \_\_\_\_\_  
 b) adjectives: fine, \_\_\_\_\_  
 c) prepositions: near, \_\_\_\_\_  
 d) fronted adverbials: One fine evening, \_\_\_\_\_

5. Punctuation  
\_\_\_\_\_  
2 marks

Handwriting  
\_\_\_\_\_  
1 mark

5. Copy and punctuate the sentences in neat handwriting.

jahangirs tomb is near lahore beside the river ravi

Total Marks out of 20:  
\_\_\_\_\_  
Date: \_\_\_\_\_

**Assessment 2 (after Unit 10) Name: \_\_\_\_\_ Date \_\_\_\_\_**
**1. Complete the words with the missing letters.**

al	cial	tial	tient	ant	ance	ation	ent	ently	ily	ally
----	------	------	-------	-----	------	-------	-----	-------	-----	------

- a) My uncle had a consultation at the hospit \_\_\_\_\_ yesterday.
- b) He went in an ambul \_\_\_\_\_ as it was essen \_\_\_\_\_ to see a doctor urg \_\_\_\_\_.
- c) 'Realistic \_\_\_\_\_, you may have to wait a while, but please be pa \_\_\_\_\_' said the doctor's assist \_\_\_\_\_ . 'We know your case is spe \_\_\_\_\_ .
- d) Luck \_\_\_\_\_, my uncle only waited a few mom \_\_\_\_\_ s.'

See Mark Scheme for marking guidance
--------------------------------------

1. Spelling
-------------

_____
5 marks

**2. Circle the correct homophone.**

- a) The thief tried to 

steel	steal
-------	-------

 our 

steel	steal
-------	-------

 jug.
- b) We are not 

allowed	aloud
---------	-------

 to talk 

allowed	aloud
---------	-------

 in a library.
- c) I am not sure 

weather	whether
---------	---------

 the 

weather	whether
---------	---------

 will be wet tomorrow.
- d) My 

farther	father
---------	--------

 decided to walk a little 

farther	father
---------	--------

 .

2. Word reading
-----------------

_____
4 marks

**3. Write the correct form of verb. You may need two or more words.**

- a) Every day, my brother [play] plays Space Quest on the computer with me.
- b) At the moment, we [travel] \_\_\_\_\_ through space and our quest [be] \_\_\_\_\_ to find the Planet XB40.
- c) We [do] \_\_\_\_\_ four levels since 20<sup>th</sup> August.
- d) Last night, we [try] \_\_\_\_\_ to finish Level 5.
- e) We [travel] \_\_\_\_\_ most of the way when an alien space ship [blow] \_\_\_\_\_ us up. Bother!
- f) When we [complete] \_\_\_\_\_ Level 5, we [start] \_\_\_\_\_ Level \_\_\_\_\_

3. Grammar
------------

_____
8 marks

4. Punctuation
----------------

_____
2 marks

5. Handwriting
----------------

_____
1 mark

**4. Punctuate the play-script. Copy it below in neat handwriting.**

alien      in a low voice why have you come to planet xb40

---

sam      trembling with fear we have come on a quest

---

Total Marks out of 20:
------------------------

_____
Date:

[If there is room, add a small line drawing of a scary spaceship in space.]

**Assessment 3 (after Unit 15)** Name: \_\_\_\_\_ Date \_\_\_\_\_

See Mark Scheme for marking guidance

**1. Circle the correct spellings.**

- a) We went to a    restaurant   yesterday.
- b) It was not    to get    seats.
- c) It was    noisy because someone was   the drums next door.
- c) The price was    expensive when we got the   .
- d) I would not advice advise you to go there. It's terrible  .

1. Spelling  
\_\_\_\_\_  
5 marks

2-3. Word reading  
\_\_\_\_\_  
4 marks

**2. Write the correct prefix: re ex semi auto anti**

- a) one's own biography: autobiography                      b) write again: \_\_\_\_\_ write
- c) against bullying: \_\_\_\_\_ -bullying                      d) part of a text: \_\_\_\_\_ tract
- e) half of a circle: \_\_\_\_\_ -circle

4. Grammar  
\_\_\_\_\_  
8 marks

**3. Write the adverbs in order of possibility from low to high.**

maybe      certainly      probably      possibly

maybe. \_\_\_\_\_

5. Punctuation  
\_\_\_\_\_  
2 marks

**4. Circle the correct verb.**

- a) If it rains tomorrow, I    an umbrella.
- b) When I clean my teeth, I    toothpaste.
- c) If I had space ship, I    to the Moon.
- d) Before I went to school, I    my breakfast.
- e) Maybe we    have an ice-cream this evening.
- f) You    certainly do your homework first.
- g) We    always tell the truth.
- h) Be careful when you cut fruit, as you    cut your finger.

Handwriting  
\_\_\_\_\_  
1 mark

Total Marks out of 20:  
\_\_\_\_\_  
Date: \_\_\_\_\_

**5. Punctuate and copy the sentence.**

Its strange said baba our tree will live longer than me

**Assessment 4 (after Unit 20) Name: \_\_\_\_\_ Date \_\_\_\_\_**
**1. Circle the correct spellings.**

- a) Althow Although Allthrough it was Wensday Wedensday Wednesday, my mother kept me at home because becose becaus I had a coff cough cugh.
- b) She brought bringed brung me tomato sandwitches sanwiches sandwiches in bed and we lissened listened listend to some music.
- c) I now no know that I should shoud shood go to school every day, but it was lovely to spend a hole whole wole day at home!

See Mark Scheme for marking guidance

1. Spelling

 \_\_\_\_\_  
5 marks

**2. Make these words into their opposites with the prefixes in the box.**
over in il im ir dis de mis un

- a) increase decrease    b) appear \_\_\_\_\_    c) do \_\_\_\_\_
- d) regular \_\_\_\_\_    e) legal \_\_\_\_\_
- f) visible \_\_\_\_\_    g) polite \_\_\_\_\_
- h) understand \_\_\_\_\_    i) underweight \_\_\_\_\_

2-3. Word reading

 \_\_\_\_\_  
4 marks

**3. Make passive sentences.**

- a) We boil water. Water is boiled.
- b) We add tea. Tea \_\_\_\_\_
- c) We pour in some milk. \_\_\_\_\_
- d) We strain the tea. \_\_\_\_\_
- e) We stir in the sugar. \_\_\_\_\_

4-5. Grammar

 \_\_\_\_\_  
8 marks

**4. Use the correct relative pronoun: who, which, when, where, whose.**

- a) Fatima is the girl whose mother is a teacher.
- b) She helped me \_\_\_\_\_ I fell over in the playground.
- c) She lives in a house \_\_\_\_\_ is next to the market.
- d) The market is \_\_\_\_\_ we buy our vegetables.
- e) She is the girl \_\_\_\_\_ is coming to tea today.

Handwriting

 \_\_\_\_\_  
1 mark

**5. Punctuate this and copy it neatly.**

fatimas got curly hair hasnt she asked ali

F

 \_\_\_\_\_  
at last laughed alis sister now you know who fatima is

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. These words are given in brackets.

### 1. Spelling (max 5 marks)

Award ½ mark for each correctly circled spelling.

**Answers:** a) *biology, geography, technology, literature*

b) *comprehension, stories, imagination*

c) *prepare, seriously, progress*

### 2. Word reading (max 4 marks in total)

Award ½ mark for each correct word. The plural ending should be correctly spelt.

**Answers:** a) *(foxes)* b) *potatoes* c) *families* d) *sheep* e) *matches*

f) *wolves* g) *photos* h) *journeys* i) *children*

### 3-4. Grammar (max 8 marks in total)

3. (max 4 marks) Award ½ mark for each correct word.

**Answers:** a) *(the)* b) *This, the* c) *an, a* d) *an, some* e) *that*

4. (max 4 marks) Award ½ mark for each correct word. **Any two** of the given words are acceptable. One mark is the maximum for each question.

a) pronouns: *(we), us, we, I*

b) adjectives: *(fine), orange, unique, lovely*

c) prepositions: *(near), in, in front of, before, in, into*

d) fronted adverbials: *(One fine evening,) At first, Next, (In front of an orange sky, is also acceptable.)*

### 5. Punctuation (max 2 marks)

Deduct ½ mark for each error. If there are more than three mistakes, no marks should be awarded.

**Answers:**

Jahangir's Tomb is near Lahore beside the River Ravi.

**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) *(consultation), hospital* b) *ambulance, essential, urgently*

c) *Realistically, patient, assistant, special* d) *Luckily, moments*

### 2. Word reading (max 4 marks in total)

Award ½ mark for each correctly circled word.

**Answers:** a) *steal, steel* b) *allowed, aloud* c) *whether, weather* d) *father, farther*



**3. Grammar** (max 8 marks in total)

Award 1 mark for each correctly formed verb. Both parts of the verb (e.g. *are travelling*) must be correct. Do not deduct marks for spelling if the word is legible.

**Answers:** a) (*plays*)    b) *are travelling, is*    c) *have done*    d) *were trying* (OR *tried*.)  
e) *had travelled, blew*    f) *have completed, will start* (OR *had completed, started*)

**4. Punctuation** (max 2 marks)

Award ½ mark for each correctly placed apostrophe. There should be no additional punctuation.

*Alien:* (*in a low voice*) *Why have you come to Planet XB40?*

*Sam:* (*trembling with fear*) *We have come on a quest.*

**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) *horrible, restaurant*    b) *possible, comfortable*    c) *incredibly, practising*  
d) *unbelievably, receipt*    e) *advise, terrible*

**2-3. Word reading** (max 4 marks in total)

2. (max 2 marks) Award ½ mark for each correctly completed word.

**Answers:** a) (*autobiography*)    b) *rewrite*    c) *anti-bullying*    d) *extract*    e) *semi-circle*

3. (max 2 marks) Award 2 marks for all the words in the correct order. Award 1 mark if one word is in the wrong order. Award no marks if two or more words are in the wrong order

**Answers:** (*maybe*), *possibly*, *probably*, *certainly*

**4. Grammar** (max 8 marks in total)

Award 1 mark for each correctly circled verb.

**Answers:** a) *will take*    b) *use*    c) *would go*    d) *had eaten*    e) *could*  
f) *must*    g) *should*    h) *might*

**5. Punctuation** (max 2 marks)

Deduct ½ mark for each incorrectly placed punctuation mark. Note that the comma should come **before** the final speech marks and the apostrophe should come **after** s because *parents* is plural.

**Answers:** *'Always try your best,' said our parents' friend.*

**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. These words are given in brackets.

**1. Spelling** (max 5 marks)

Award ½ mark for each correctly circled spelling.

**Answers:** a) *Although, Wednesday, because, cough*  
b) *brought, sandwiches, listened*    c) *know, should, whole*

**2. Word reading** (max 4 marks in total) Award ½ mark for each correct word.

**Answers:** a) *(decrease)*    b) *disappear*    c) *undo*    d) *irregular*    e) *illegal*  
f) *invisible*    g) *impolite*    h) *misunderstand*    i) *overweight*

**3-4. Grammar** (max 8 marks in total)

3. (max 4 marks) Award 1 mark for each correct answer. Deduct ½ mark if the verb is incorrectly inflected.

**Answers:** a) *(Water is boiled.)*    b) *Tea is added.*    c) *Milk is poured in.*  
d) *The tea is strained.*    e) *The sugar is stirred in.*

4. (max 4 marks) Award one mark for each correct relative pronoun.

**Answers:** a) *(whose)*    b) *when*    c) *which*    d) *where*    e) *who*

**5. Punctuation** (max 2 marks)

Award 2 marks for correct punctuation throughout. Deduct ½ mark for each error. If there are more than three mistakes, no marks should be awarded.

**Answer:** *'Fatima's got curly hair, hasn't she?' asked Ali.*

*'At last!' laughed Ali's sister. 'Now you know who Fatima is.'*

**Handwriting** (max 1 mark)

Award up to one mark for good handwriting. Award ½ mark if the handwriting is legible, but poorly formed.

# Appendix 4: *Open Door* 5 Tracking Mark Sheet

Appendix 4: *Open Door* 5 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.												
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8.												
9.												
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29.												
30.												

# Appendix 4: Open Door 5 Tracking Mark Sheet

**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.												
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