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TEACHING GUIDE
Open Door English 3

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Scope and Sequence of Open Door English 3

| Unit | Reading and Comprehension | Word Reading and Spelling |
|--------------|---|---|
| 1 Page 2 | <p><i>Downhill all the Way</i> Fiction: A modern story with a familiar setting A: Relate text to own lives. Predict what might happen next. Draw inferences. B1: Identify themes and conventions in a modern story with a familiar setting. B2: Infer characters' feelings. B3: Check that the text makes sense to them. B4: Participate in discussion about texts, listening to what others say.</p> | C1-7: Know how the 'magic e' changes the sound of a vowel followed by a consonant. C1-2: Read and identify words with <i>a_e</i> (<i>case</i>), <i>i_e</i> (<i>nice</i>), <i>e_e</i> , (<i>these</i>). C3-4: Use the words from C1 in context. C5: Read and use words with <i>o_e</i> (<i>rode</i>), <i>u_e</i> (<i>tune</i>), <i>ue</i> (<i>blue</i>). Read and spell tricky words. C6-8: Use words from C5 in context. |
| 2 Page 12 | <p><i>Let's go to Paris!</i> Non-fiction: A tourist brochure A. Relate text to own experience. Express preferences. B1: Identify themes and conventions in a tourist brochure. B2-3: Develop understanding of what they read. B4: Participate in discussion about books, listening to what others say.</p> | C1-3: Show understanding that the same spelling can make different phonemes, e.g. in <i>round</i> and <i>country</i> , <i>more</i> and <i>word</i> , <i>star</i> and <i>war</i> . C4-6: Show understanding that words derived from French do not always make the usual English phonemes e.g. <i>ch</i> sounds like <i>sh</i> as in <i>chef</i> , <i>que</i> sounds like <i>k</i> as in <i>antique</i> , <i>gue</i> sounds like <i>g</i> as in <i>league</i> . C5: Read and spell tricky words. C7: Use dictionaries to check the meanings of words they have read by sorting them into alphabetical order. |
| 3 Page 22 | <p><i>Anansi the Spider</i> Play-script: A myth A. Ask questions to improve understanding of a text. Predict what might happen next. Draw inferences. B1: Identify themes and conventions of play-scripts and myths. B2: Ask and answer questions to improve understanding. B3: Draw inferences about characters.</p> | C1-3: Show understanding that different spellings can produce the same phonemes in <i>her</i> , <i>bird</i> , <i>earn</i> , and <i>turn</i> . C4-6: Recognize that different spellings can produce the same phonemes in <i>jaguar</i> , <i>giraffe</i> and <i>edge</i> . Read and spell tricky words. |
| 4 Page 32 | <p><i>Reptiles</i> Non-fiction: An information text and a comic poem A: Use a dictionary. Check that the text makes sense to them. B1: Identify themes and conventions in an information text. B2-3: Identify the main ideas drawn from more than one paragraph. B4: Discuss words that catch the reader's interest. B5: Participate in discussion.</p> | C1-2: Use rules for adding the suffix <i>ly</i> : gentle – gently, happy - happily. C3: Write from memory simple sentences dictated by the teacher. C4-5: Show understanding that the same spelling can make different phonemes, e.g. in <i>head</i> and <i>heat</i> . Read and spell tricky words. C5: Identify target words in the reading text. C6: Know that dictionaries give numbers to words with more than one meaning. |
| 5 Page 42 | Revision of the previous four units | |

| Vocabulary, Grammar, and Punctuation | Listening and Speaking | Composition |
|---|---|---|
| Nouns D1: Identify nouns and begin proper nouns with a capital letter. D2: Make compound nouns by joining two words. D3: Use capital letters at the beginning of names and sentences. Identify compound nouns. D4-5: Form abstract nouns by adding the suffixes ness and ment . D6: Form nouns by adding the suffix er . | E1: Discuss a modern story with a familiar setting in order to understand and learn from its structure and vocabulary. Retell a story orally. E2: Listen to and discuss a second modern story with a familiar setting. E3: Compose and rehearse sentences orally. | E4: Write a simple narrative with a writing frame in paragraphs. Extension: Complete a narrative with their own ideas and language. |
| Adjectives D1: Show understanding that an adjective tells us more about a noun. D2: Add the suffixes <i>less</i> and <i>ful</i> to form adjectives. D3: Add the suffixes <i>er</i> and <i>est</i> to form comparative and superlative adjectives (including the rule for adjectives ending in <i>y</i>). Show understanding that we do not use <i>er</i> or <i>est</i> after <i>more/most</i> . D4: Use capital letters and full stops in sentences. | E1: Explain that we use headings to draw attention to the main points. E2: Show comprehension of a non-fiction listening text. E3: Compose and rehearse sentences orally. | E4: Use headings as a simple organizational devise in a brochure. E5: Assess the effectiveness of others' writing. |
| Noun phrases and Sentences D1-2: Show understanding that a noun phrase is a group of words that give more detail about a noun. D3: Identify statements, questions, exclamations, and commands . D4: Use full stops after statements, question marks after questions, and exclamation marks after exclamations and some commands. | E1: Show understanding of a listening text of an alternative version of a myth. E2: Develop an understanding of direct speech. E3 and 6: Perform play-scripts. Show understanding through intonation, tone, volume, and action | E4: Prepare play scripts to read aloud and perform. E5: Propose changes to each other's work to improve consistency. |
| Adverbs D1: Use adverbs of manner (<i>tightly, wide, slowly, still, completely</i>) D2-3: Use adverbs of frequency (<i>never, sometimes, often, usually, always</i>). D4: Identify parts of speech, using a dictionary. D5-6: Use commas in lists. | E1: Prepare to write an information text with headings by identifying headings in the reading text. E2: Show understanding of a non-fiction listening text. E3: Plan writing by doing collaborative research. | E4: Organize paragraphs around a theme. Use headings. E5: Suggest improvements to own and others' writing. |
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Scope and Sequence of Open Door English 3

| Unit | Reading and Comprehension | Word Reading and Spelling |
|--------------|---|--|
| 6 Page 44 | <p>What is the Universe? Non-fiction: Explanations A: Ask questions to improve understanding of a non-fiction text. B1: Identify conventions of explanations. B2: Use a dictionary to check word meanings. B3: Discuss words that capture the reader's interest. B4: Ask questions to improve their understanding of a text.</p> | C1-4: Revise words with <i>al</i> (<i>always</i> ,) and <i>igh</i> - (<i>night</i>); form words ending with <i>tion</i> (<i>explanation</i>). C3: List words in alphabetical order. C5-7: Learn the spellings of ordinal numbers and tricky words. |
| 7 Page 54 | <p>The Green City: Part 1 Science fiction: Story settings A: Discuss story settings in a range of fiction that the children have already read. B1: Identify conventions of fiction and story settings. B2-3: Check that the text makes sense to them (revising past tense forms and comparatives). B4: Predict what might happen next from details stated and implied.</p> | C1: Know the difference between a consonant and a vowel. C1-3: Add <i>-ing</i> , <i>-ed</i> , <i>-er</i> , (Workbook: <i>-est</i> , <i>-y</i>) to words of one syllable, ending in a single consonant letter after a single vowel letter (<i>pat</i> , <i>pattting</i> , <i>patted</i>). Add suffixes beginning with vowel letters to words of more than one syllable (e.g. <i>forgetting</i> , <i>forgotten</i> , <i>beginning</i> , <i>beginner</i> , <i>preferred</i>). C4-6: Recognize that different spellings can produce the same phonemes in <i>chair</i> , <i>stare</i> , <i>wear</i> and <i>there</i> . Read and spell tricky words. C7: Match homophones. |
| 8 Page 64 | <p>The Green City: Part 2 Science fiction: Character A: Justify inferences about characters with evidence. B1: Identify the conventions of science fiction and recognize the characters in the story. B2: Infer characters' motives for their actions. B3: Use a dictionary to check meanings of adjectives about characters. B4: Re-tell a story orally.</p> | C1-2: Add <i>-ed</i> , <i>-er</i> , <i>-est</i> to words ending in <i>y</i> but not before <i>-ing</i> (<i>copied</i> , <i>copier</i> , but <i>copying</i>). C3: Add <i>-ies</i> to words ending in <i>-y</i> (<i>baby</i> ≠ <i>babies</i>). Add <i>s</i> to words ending in <i>ay</i> , <i>ey</i> , <i>oy</i> , <i>uy</i> (<i>donkey</i> ≠ <i>donkeys</i>). C4-6: Recognize that words ending in <i>-ture</i> can make the same phoneme as <i>ch</i> and <i>tch</i> e.g. <i>creature</i> , <i>each</i> , <i>watch</i> . Read and spell tricky words. C7: List words in alphabetical order when they begin with the same letter. |
| 9 Page 75 | <p>Sunlight The Summer Sun by Robert Louis Stevenson A classic poem A1: Use a dictionary. Identify rhymes. Perform a poem. B1.1: Discuss words and phrases that capture the reader's interest and imagination. B1.2: Perform a poem. How to make a solar oven Non-fiction: Instructions A2: Discuss the key words. B2.1: Identify the conventions of instructions. B2.2: Identify the structure of instructions. B2.3: Retrieve and record information from a non-fiction text. B2.4: Take turns and listen to others.</p> | C1-4: Show understanding that different spellings can produce the same phonemes in <i>middle</i> , <i>label</i> , <i>metal</i> and <i>pencil</i> . C5-6: As above for <i>awful</i> , <i>sauce</i> and <i>four</i> . Read and spell tricky words. C7: Recognize the root meanings of tricky words. |

| Vocabulary, Grammar, and Punctuation | Listening and Speaking | Composition |
|---|--|--|
| <p>Verbs in the present tenses D1: Identify the correct form of verbs in the present simple tense. D2: Form questions in the present simple tense. D3-4: Form questions and answers in the present progressive tense. D4: Use question marks.</p> | E1: Give oral explanations. E2: Show understanding of a listening text about the Moon. | E3-4: Write a guided explanation text about the Moon, using information from a listening text. E5: Proof read for spelling. |
| <p>Verbs in the past tenses D1: Identify verbs. D2: Write verbs in the past simple tense. D3: Write verbs in the past tense in questions and in the negative and affirmative, using the present form after <i>did</i>. D4: Write verbs in the past progressive tense and tell the time (<i>a quarter past, half past, a quarter to</i>). D5: Use apostrophes to mark where letters are missing.</p> | E1: Identify the setting in a story. E2: Show understanding of a listening text of a story setting. E3: Describe the details of the classroom, focusing on the senses. | E4: Create a story setting, using words about the five senses. E5: Check past tenses to improve consistency. |
| <p>Verbs in the future tenses D1-2: Use verbs in the future tense with <i>will</i>. D3: Use verbs in the future tense with <i>going to...</i> D4: Use apostrophes to show singular possession, e.g. <i>Rida's crisp bag</i>. D5-6: Describe a character's appearance and character with the help of a writing frame.</p> | E1: Describe their own appearance and character. E2: Identify a character from an oral description. E6: Guess the characters described in the writing task. | E3-4: Create a character study, using a writing frame. E5: Check spelling and punctuation. E6: Read aloud writing to the class. |
| <p>Verbs in the present perfect D1: Use the present perfect tense to express the recent past e.g. <i>You have made a solar oven</i>. Revise apostrophes of possession. D2: Identify adverbs of time and cause (e.g. <i>first, then, next, soon, therefore</i>). D3-4: Order and number instructions. D4: Revise capital letters and use adverbs of time and cause.</p> | E1: Compose and rehearse sentences orally while planning to write instructions. E2: Show understanding of oral instructions. | E3: Write instructions, using simple organizational devices, such as bullet points and numbering. E4: Assess the effectiveness of their own and others' writing, suggesting improvements. |

Scope and Sequence of Open Door English 3

| Unit | Reading and Comprehension | Word Reading and Spelling |
|----------------|---|---|
| 10 Page 84 | Revision of the previous four units | |
| 11 Page 86 | <p>The Legend of Eldorado A legend A: Retrieve information from a map. Eldorado A narrative poem by Edgar Allan Poe A: Increase familiarity with legend and a narrative poem. Find word meanings in a glossary. B1: Identify conventions of narrative poems and legends. B2: Explain the meanings of words in context. B3: Summarize main ideas. B4: Infer characters' feelings.</p> | C1-2: Recognize silent letters: <i>where</i> , <i>wrap</i> , <i>knight</i> . C3: Distinguish between homophones: <i>night/night</i> , <i>knot/not</i> , <i>know/no</i> , <i>knew/new</i> , <i>write/right</i> . C4-6: Read the <i>i</i> sound spelt <i>y</i> in the middle of words, <i>as in myth</i> and <i>mystery</i> and <i>o</i> as in <i>other</i> . Read and spell tricky words. |
| 12 Page 96 | <p>Will it dissolve? Non-fiction: Predictions and Reports A: Use a dictionary. Make predictions. B1: Identify conventions of non-fiction predictions and reports. B2-3: Read to find information. B4: Justify inferences with evidence.</p> | C1-3: Add <i>-ing</i> , <i>-y</i> , <i>-es</i> , <i>-ed</i> , <i>-er</i> , <i>est</i> to words ending in <i>e</i> , with a consonant in front (<i>liking</i> , <i>likes</i> , <i>liked</i> , <i>nicer</i> , <i>nicest</i> , <i>shiny</i> , <i>shining</i> , <i>shines</i>) C4-6: Recognize that the same letters can make different phonemes, e.g. <i>ind</i> in <i>the wind</i> and in <i>kind</i> , or <i>a</i> in <i>watch</i> and in <i>catch</i> . If you add <i>e</i> , you can change the sound of a letter, for example, if you add <i>e</i> after <i>c</i> , it sounds like <i>s</i> , as in <i>ice</i> . Read and spell tricky words. |
| 13 Page 106 | <p>Ali Baba and the Forty Thieves A cartoon A: Identify how speech bubbles and thought bubbles are used. Draw inferences about characters. B1: Identify the conventions of a cartoon. B2-3: Summarize the main ideas of a story. B4: Justify inferences with evidence.</p> | C1-3: Revise singular and plural forms of: <i>y + s = ies (ladies)</i> <i>f or fe + s = ves (thieves)</i> <i>sh/ch/tch/ss + s = es (bushes, riches, watches, grasses)</i> . C4-6: Read and spell words with <i>-sure</i> (<i>treasure</i>), <i>-sion</i> (<i>vision</i>), <i>-ass/-ast</i> (<i>grass, last</i>). Read and spell tricky words. C7: Match two words with similar meanings. |
| 14 Page 117 | <p>Under the ground A contemporary poem A: Discuss what a poem is. Identify rhythm and rhyme in a poem. Information text A: Relate a text to personal experience. B1: Identify conventions of poetry and information texts. B2: Prepare to perform a poem. B3-4: Discuss words and phrases that arouse the reader's imagination or interest. B5: Participate in discussion.</p> | C1-3: Add the suffixes <i>-ation</i> , <i>-ssion</i> , <i>-sion</i> , <i>cian</i> to form nouns from verbs (<i>information</i> , <i>discussion</i> , <i>comprehension</i> , <i>musician</i>). Recognize that they make the same phoneme. C4-6: Add the suffixes <i>-ment</i> , <i>-ness</i> (<i>movement</i> , <i>darkness</i>) to form nouns. Read and spell tricky words. C7: Write words rhyming with <i>glow</i> . |

| Vocabulary, Grammar, and Punctuation | Listening and Speaking | Composition |
|--|--|---|
| | | |
| Clauses and conjunctions D1: Recognize and use the terms clause and conjunction (e.g. <i>and, but, because</i>). D2-3: Use conjunctions of time (<i>when, before, after, while</i>). D4: Revise two ways of telling the time and questions and answers in the present simple tense. Use question marks and full stops. D5: Use adjectives (<i>north, east, south, west</i>) with <i>of</i> . | E1: Identify a legend. E2: Show understanding of a listening text of a legend. E3: Re-tell a legend orally. | E4: Write a legend with the help of pictures and a word chest; organize the legend in paragraphs. E5: Edit own work for spelling and punctuation. |
| Word families D1: Recognize word families (e.g. <i>solve, solution, dissolve, soluble, insoluble</i>). D2: Use a dictionary to identify the part of speech. D3: Make an adjective from a noun. D4: Make a verb from a noun. D5-6: Make sentences with subordinate clauses (with <i>because, if, that, and so</i>). D7: Revise commas in lists. | E1: Discuss and record ideas. Predict what will float/sink from details stated and implied. E2: Show understanding of a listening text with key details about an experiment. | E3: Write a report in the past tense, using bullet points and commas for lists, with headings and sub-headings to organize ideas. E4: Edit the report, changing tenses to improve consistency. Extension: Plan a new experiment, predicting, and then recording, the results. |
| Prepositions D1 & 3: Use prepositions of place (e.g. <i>in front of, behind, opposite</i>). D2 & 3: Use prepositions of time and cause (e.g. <i>before, after, during, while, when, because of</i>). D4-5: Use speech marks (inverted commas) to punctuate direct speech . | E1: Compose and rehearse dialogue orally. E2: Identify speech in a narrative listening text. E3: Act out a story. | E4: Write a narrative, using speech marks to punctuate direct speech. E5: Proof-read for punctuation errors. |
| Word families D1: Recognize word families (e.g. <i>germinate, germination</i>). D2-3: Form nouns from verbs or adjectives in the same word family. D4: Use a before a consonant and an before a vowel. D5: Use exclamation marks . | E1: Take turns to discuss favourite poems. E3: Show understanding of a listening text about children drafting a poem. E8: Perform their own writing, using appropriate intonation. | E2: Note precise details in a poem. E4-5: Work in pairs to draft a poem, using precise details. E6: Assess the effectiveness of each other's writing. E7: Make a second draft of a poem for display. |

Scope and Sequence of Open Door English 3

| Unit | Reading and Comprehension | Word Reading and Spelling |
|----------------|--|--|
| 15 Page 126 | Revision of the previous four units | |
| 16 Page 128 | <p>The Sleeping Beauty Part 1 A fairy tale from Europe</p> <p>A: Discuss words and phrases that capture the reader's imagination. Predict what might happen next.</p> <p>B1: Identify conventions of a fairy tale.</p> <p>B2: Re-tell a story orally.</p> <p>B3: Do dictionary work to check word meanings.</p> <p>B4: Discuss their understanding.</p> <p>B5: Take turns to listen to what others say.</p> | <p>C1-4: Add <i>-ly</i> to form adverbs (<i>beautiful – beautifully, thoughtless – thoughtlessly</i>).</p> <p>C5-6: Add the suffixes <i>-ous</i> and <i>-ious</i> to form adjectives (<i>enormous, furious</i>.)</p> <p>C7: Read and spell tricky words.</p> <p>C8 Use alternative words for <i>said</i>.</p> |
| 17 Page 138 | <p>The Sleeping Beauty Part 2 A fairy tale and a diary</p> <p>A: Show understanding of the theme of the triumph of good over evil and magical devices in a fairy story,</p> <p>B1: Identify conventions of fairy tales and diaries.</p> <p>B2: Explain words in a context.</p> <p>B3-4: Summarize the main ideas.</p> <p>B5: Act and re-tell a story.</p> | <p>C1-3: Use prefixes to form negatives: <i>un-</i> (<i>unlucky</i>), <i>in-</i> (<i>invisible</i>), <i>dis-</i> (<i>disappear</i>), <i>mis-</i> (<i>mistake</i>).</p> <p>C4-5: Recognize that different spellings can make the same phoneme, e.g. ear (<i>appear</i>), eer (<i>deer</i>), ier (<i>fierce</i>).</p> <p>C6: Read and spell tricky words.</p> |
| 18 Page 148 | <p>A Special Person Non-fiction Project Work</p> <p>A: Participate in discussion about favourite lessons and express opinions about them.</p> <p>B1: Identify conventions of a non-fiction project.</p> <p>B2-3: Extract information from a text.</p> <p>B4: Identify main ideas drawn from more than one paragraph and summarize these.</p> <p>B5: Express opinions.</p> | <p>C1-4: Add prefixes that are Latin in origin (<i>rewrite, superstar, subheading</i>).</p> <p>C3: Identify how structure and presentation contribute to meaning.</p> <p>C5-6: Use root words which are Latin in origin, with the <i>s</i> sound spelt <i>sc</i> (<i>science</i>) and <i>cent</i> meaning 100 (<i>century</i>).</p> <p>C7: Read and spell tricky words.</p> |
| 19 Page 158 | <p>This is just to say... Free verse Non-fiction: Informal letter</p> <p>A: Do dictionary work. Identify the features of a letter.</p> <p>B1: Identify conventions of free verse and letters.</p> <p>B2 and B3: Check that the texts make sense to them.</p> <p>B3: Draw inferences about characters' feelings.</p> | <p>C1-4: Add the prefixes <i>anti</i> (<i>anticlockwise</i>) and <i>auto</i> (<i>automatic</i>)</p> <p>Use words with <i>ei, eigh, ey</i> (<i>beige, weigh, they</i>).</p> <p>C5: Use homophones and tricky words.</p> <p>C6-7: Distinguish between homophones.</p> |
| 20 Page 166 | How am I doing? Revision of learning from the previous four units | |
| Page 168 | Listening texts | |
| Page 179 | Mini Dictionary | |

| Vocabulary, Grammar, and Punctuation | Listening and Speaking | Composition |
|--|--|---|
| | | |
| Suffixes D1-2: Use suffixes to turn nouns into adjectives and adjectives into adverbs. D3: Revise speech marks to punctuate direct speech . Put the second speech mark <u>after</u> the full stop, question mark, comma, etc. D4: Use alternative words for <i>said</i> . D5: Use a new paragraph for a new speaker. | D1: Hot-seat a character from a fairy story. D2: Show understanding of a listening text of a character being hot-seated. D7: Read aloud their own writing, using appropriate intonation and controlling the tone and volume so the meaning is clear. | D3: Draft questions and answers for a character in the hot-seat. D4: Draft a conversation with a character in a story, using speech marks and paragraphs. D5: Check work for speech marks, paragraphs, and different words for <i>said</i> . D6: Redraft the conversation. |
| Revision of verbs D1-3: Use powerful verbs (<i>e.g. rushing, creeping, hobbling</i> instead of <i>walked</i>). D4: Revise the past and present simple tenses. (<i>jeered/jeers</i>). D5: Revise the present perfect tense in questions and answers (<i>What has ... eaten?</i> <i>He/She has eaten ...</i>). D5-6: Revise apostrophes for both missing letters and belonging. | E1: Recount recent experiences. E2: Show understanding of a listening text of the princess's diary. E3: Discuss a diary that they are planning to write. | E4: Write an imaginary diary entry from the point of view of the king. E5: Assess and improve the spelling and punctuation of a friend's writing. E6: Improve presentation and handwriting. |
| Verbs in the present perfect D1-4: Use the present perfect tense to express time between the past and now with <i>for</i> or <i>since</i> (<i>I have played cricket for two years/since I was six.</i>). D3-5: Use question marks. D6-7: Identify and use the correct form of the past simple. | E1: Plan who to write a project about. E2: Show understanding of a listening text of a sample project. E6: Read aloud a poster. Show understanding through intonation, tone, and volume. | E3: Organize paragraphs according to theme. Write a project using simple organizational devices such as a heading and subheading. E4: Proof read spelling and punctuation. Increase the legibility and consistency of their handwriting. |
| Revision D1-2: Revise apostrophes as contractions. D3: Revise apostrophes to show belonging. D4: Revise speech marks in narrative. D5: Revise main and subordinate clauses. | E1: Compose and rehearse dialogue orally. E2: Show understanding of a listening text as a letter of apology. | E3: Write a letter of apology. E4: Suggest improvements to a letter. Extension: Write a letter in free verse, following the model of the poem. |
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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 21st century. From the start, pupils are exposed to a variety of texts with a balance of fiction, non-fiction, and poetry suitable for their age group. These texts are followed by stimulating tasks that develop all-round competence in English.

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

- Speaking and Listening (Section 2)
- Text Reading and Comprehension (Section 3)
- Word Reading and Phonics (Section 4)
- 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, cooperation, 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. The 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 3 onwards, the correct stress for each word is indicated in spelling lists and in the mini-dictionary. A rich variety of poetry reinforces children's appreciation of rhythm and stress in English.

2.5 Listening tasks

In the 21st century, listening and speaking skills have become increasingly important. The listening tasks enable pupils to interpret a variety of voices in the context of an audio-text that is related to the theme of the unit. If a teacher does not have access to the audio-recording, 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. Thus, each unit is tightly constructed to develop all-round competence. 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, cinquaines, 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.

4. Word reading and Phonics

4.1 Synthetic phonics

The decoding of words is taught in a progressive way, 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**' (Grapheme-Phoneme Correspondences) 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. Later in the course, the regular spelling patterns of English are taught in a similar way, though students should only segment and blend words if they present a problem.

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 don't 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. Vocabulary, 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 Contextualisation

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 learned 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. 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 can rectify mistakes. She 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 cooperation

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, 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.

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 de-motivate 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! ☺’ 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 can then take steps to bring them up to the expected level. The results also enable her to check the progress of the class as a whole and revise areas that may have been neglected.

10.7 Photocopiable mark sheets 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.

Level 3 consists of:

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

1. Textbook 3

Textbook Structure

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

Key Components of a Teaching Unit

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

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

Teaching Unit Structure

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

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

Components of a Revision Unit

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

A. Reading Texts

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

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

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

We suggest that at this level, every text should be read at least twice. The first time, the pupils focus on the main gist of the text. The second time, they can focus on detail and clarify what they did not understand the first time. On both readings, the pupils should listen to the story being read aloud expressively and dramatically by the audio-recording or the teacher. 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 3 children as they develop an interest in history, geography, and science. Humane ethical values and critical thinking skills are woven into all fiction and non-fiction texts. Children are encouraged to feel empathy with others and to think responsibly about society and the environment, moving beyond the mechanics of English grammar. Language is used as a tool to enable children to develop as human beings.

There is a variety of traditional and modern poetry in Textbook 3. These poems should develop a love of language and improve pronunciation and intonation through rhythm and rhyme. Children should be encouraged to learn some of the poems by heart.

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

B. Comprehension

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

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

C. Word Reading and Spelling

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

Spelling boxes

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

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

Tricky Words Box

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

Theme Words

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

D. 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 3, 4, and 5, the UK National Curriculum advises that certain grammatical terms are taught explicitly. These words are set in bold in the Scope and Sequence of the book on page 4 of this Teaching Guide.

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

Punctuation

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

Dictation

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

E. Listening, Speaking, and Composition

Speaking

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

Listening

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

Composition

Finally, the children are asked to produce their own compositions in writing, usually with the help of a writing frame. The task is related to the genre of the reading text or the grammar of the unit, so that children can follow a good model. Everything they have 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 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 3

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, punctuation, grammar, 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 3, children prepare for 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 3



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.

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 3

Scope and Sequence of *Open Door English 3* (page 4)

This grid enables you to see at a glance the contents and learning outcomes for each section of Textbook 3.

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

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

Chapter 2: The Components of *Open Door English 3* (page 21)

This chapter guides the practising teacher how to use the components of Textbook 3, Workbook 3, the audio-materials and interactive tasks on My E-Mate, and Teaching Guide 3.

Chapter 3: How to Plan a Teaching Unit (page 27)

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 41)

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 46)

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 3 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 184)

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.

Appendix 1: Level 3 Word List (page 192)

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

Appendix 2: Photocopiable Assessment Tasks (page 196)

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

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

Appendix 3: Assessment Procedure and Mark Scheme (page 200)

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 203)

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. Vocabulary, Grammar, and Punctuation, E. Listening, Speaking, and Composition.

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

Adapting to your class

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

Preparing to teach a new unit

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

Lesson 1

Learning outcomes for teaching a reading text

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

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

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

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

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

Recapping the previous unit

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

A: Pre-reading

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

First reading of the text



10. Read aloud the text to the children or play the audio-recording. Do not ask the children to read aloud yet, as they need to hear it read aloud correctly and expressively.
11. Stop or pause the audio-recording frequently to talk about the text, check understanding, and predict what will happen next.
12. 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?
13. 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?
14. Check understanding and responses to **poetry** with questions like:
How does this poem make you feel? (Frightened? Excited? Sad? Like laughing?)
Is it easy to clap to the poem? How many times do we clap in one line?
Which is your favourite line? Why do you like it?
Does the poem rhyme? Which word rhymes with ...?
Are there any repeated sounds / comparisons?
What senses does the poem suggest? (e.g. the sight / smell / sound of something)
15. 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.

16. When you finish reading, ask a few oral questions to check understanding.
17. Help the children to draw inferences about characters' feelings, thoughts, and motives from their actions, and to justify inferences with evidence.
18. If there is time, ask the children to work in pairs, taking turns to read the text aloud.

Setting homework

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

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

Lesson 2

Learning outcomes for comprehension tasks

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

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

A: Second reading 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 listen to it again and try to find the answers to unsolved questions.



2. Read aloud the text or play the audio-recording a second time. This time, do not pause so often, so that the children get into the flow of the text.
3. Expect the more able children to follow the text silently. If children are not yet fluent readers, they may use a ruler under the line to keep the place.
4. It is best not to ask the children to take turns to read aloud. Your aim here is to give children a correct, expressive model of English that helps them to understand the text.
5. Check understanding of the parts that the children did not understand the first time. Ask them to explain clearly what you have read to them.
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.

Paired reading practice

9. The children take turns to read the text to each other in a whisper.
10. Walk round the class to monitor reading, checking that the children are on task and reading correctly.
11. When they have finished reading the text, ask them to re-tell the story or explain the text in their own words.

B: Comprehension questions

12. Read aloud each instruction and explain it if necessary. Go through all the comprehension questions orally, discussing difficulties, before the children write the answers.

13. 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.
14. 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.
15. The final comprehension exercise usually asks the children to discuss an open-ended question. It invites them to draw inferences and express opinions. Do not expect the less able children in the class to write their answers to the final question, but encourage them to take part in the class discussion.
16. 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.
17. **Extension:** Those who finish early can copy the exercises into their notebooks.
18. 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

19. Explain to the children that they should read aloud the text to an adult again and then retell or explain it 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.
20. If the reading text includes a poem, encourage your pupils to learn it by heart, preferably by listening to the audio-recording at home.
21. Write the homework on the board and ask the children to copy it into their homework diaries.

Homework: *Read the text again. Retell it to an adult in your own words.*

[If there is a poem in the unit:] *Learn to recite the poem expressively.*

Lesson 3

Learning outcomes for spelling and vocabulary tasks

Students should be able to:

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

C: Spelling and pronunciation practice (Table 1)



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



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 them all. 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.

C: Setting spelling homework

14. Ask the children to learn the spellings of all words in C1 for homework. (You will give them a spelling test in the next lesson.)
15. Train the children to learn by the 'read, cover, write, check' method in their notebooks, as follows:
Read the word.
Cover the word with a book or pencil case.
Write the word without looking at the book.
Take away the cover and check the spelling. If a word is wrong, mark a cross and rewrite 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. The words can go from left to right or from top to bottom. Tell the children to follow the example in deciding whether to use upper or lower case.
22. **Extension:** Those who complete their spelling exercises early may write their own sentences with the target words.

Setting homework

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

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

Lesson 4

Learning outcomes for spelling, vocabulary, and handwriting tasks

Students should be able to:

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

C: Spelling test (Table 1)

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

Number 1: chic... chic... *The smart ladies showed off their **chic** clothes...* chic

Number 2: chef... chef... *The **chef** cooked a delicious meal in the restaurant...* chef

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

5. When all the children have finished writing one word, move onto the next word.
6. When you have dictated all the words in the table, ask the children to swap notebooks with a partner.
7. Call different children to come to the board in turn. Call children who have a problem with spelling to write the easier words. Call the best spellers to write the most difficult words. This way, you enable poor spellers to succeed, and you challenge the better spellers.
8. As they write the words on the board, point out mistakes and possible difficulties.
9. Explain that when marking each other's spellings, the children should check each letter of the word and then give it a neat tick or cross. They should not add the correct spelling.
10. When the books are returned, the children should rewrite 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 the unit plans.
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.
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. Half way through Workbook 3, you will introduce fully-joined handwriting.
21. Remind the children of the key graphemes (spelling patterns) and the phonemes (sounds) they represent.
22. Show how to write the key letters in the correct position and direction, starting and finishing in the right place. Model the letters with your back partially to the class, so that your left is the same as their left. Demonstrate exit flicks where necessary.
23. 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.
24. Do the first line of handwriting practice in class. Remind the children to leave big spaces between words.

Setting homework

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

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

Lesson 5

Learning outcomes for spelling and vocabulary tasks

Students should be able to:

- apply their growing knowledge of root words (etymology and morphology), prefixes and suffixes, as listed in Appendix 1 of the 2014 National Curriculum for Year 3, both to read aloud and to understand the meanings of new words they meet.
- learn the spelling patterns listed in Appendix 1 and use them in context.
- spell homophones in context.
- read and spell exception (tricky) words and words that are often misspelt (see Appendix 1).
- note unusual correspondences between spelling and sound, and where these occur in the word.
- use words in the context of sentences.

C: Spelling and pronunciation practice (Table 2)



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

C: Spelling and vocabulary practice (Table 2)

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

Setting spelling homework

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

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

Lesson 6

Learning outcomes for grammar and punctuation tasks

Students should be able to:

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

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

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

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

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

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

C. Spelling Test (Table 2)



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

D: Grammar and punctuation teaching

3. Explain the first grammar or punctuation rule that is being taught, giving practical examples. Discuss the 'wise owl' box if there is one.
4. Play one of the grammar games in Appendix 4, preferably one that practises the grammatical item that you are teaching or revising.
5. Ask the children questions that enable them to practise the target grammar.
6. Go through each question, asking the children to take turns to complete them orally. Discuss areas of difficulty and make up similar questions to give further practice, if necessary.

7. Ask the children to write the answers to the exercises in their books.
8. **Extension:** Children who complete their exercise early may copy whole sentences in their notebooks.

Setting homework

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

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

Lesson 7

Learning outcomes for grammar and punctuation tasks

See learning outcomes for Lesson 6.

D: Grammar and punctuation teaching

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

C or D: Dictation

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

Setting homework

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

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

Lesson 8

Learning outcomes for the speaking and listening tasks

Students should be able to:

plan their writing by:

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

E1 (usually): Speaking task and clarification of genre

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

E2 (usually): Listening task



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

A: Drama / Discussion

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

Setting homework and individual research

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

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

Lesson 9

Learning outcomes

Students should be able to:

draft and write by:

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

E1 and E3 (usually): Pair work and planning

1. If the children have done some individual research for homework, ask them to feed back to the class on what they have found out.
2. Encourage the children to ask each other questions about their research.
3. With an ‘open pair’ (two children acting in front of the class), model the dialogue in Section E of the textbook.
4. Correct any mistakes and then ask a second ‘open pair’ to practise the dialogue.
5. When you are sure that most students know what to do, let all the children in the class work in ‘closed pairs’ (working together without anyone else listening).
6. Remind the children to talk in ‘partner voices’ (very quietly) so that the class does not get too noisy.
7. Go round the class and monitor them as they talk in closed pairs. Try not to interfere too much as this will distract from fluency.
8. Note common mistakes and explain how to rectify them at the end of the closed pair activity.

E4 (usually): Composition

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

Self-editing and peer-editing

13. As they write, walk round the class, asking different children to read aloud to you what they have written, checking that it makes sense.
14. After they finish, ask them to re-read what they have written to a partner, checking that it makes sense.
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**.

Correcting compositions

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

Setting homework:

18. Before the lesson, correct the children’s homework in the Workbook, page 4.
19. Discuss any common problems in the previous homework.

20. Discuss how to complete page 5 of the unit in the Workbook for homework. See Workbook notes at the end of this chapter.

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

Lesson 10

Learning outcomes

Students should be able to:

- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements.
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- proof-read for spelling and punctuation errors.
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- revise what they have already learnt in the unit.

E3 to E5 (usually): Editing and improving compositions

1. You should have marked the compositions 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 3, we teach exit flicks from some letters, in preparation for joined handwriting, which is introduced half way through Year 3.

Workbook, page 1 of unit

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

Handwriting practice

1. Draw sets of double lines on the board in a different colour from the colour in which you normally write. Make sure that they are low enough for the children to write on.
2. Point out to the children how you form each letter, drawing the children's attention to exit flicks. Point out that some letters (like *p*, *b*, *and* *x*) do not join, so do not have exit flicks. Some letters (like *a*, *c*, *and* *d*) join from the bottom. Some letters (like *o*, *r*, *and* *w*) join from the top.
3. After you have written each word, read it aloud together.
4. Ask different children to come to the board and write the letters correctly inside the double ruled lines. Help them if they misplace their letters or start at the wrong place.
5. Ask more able children to do this first and then ask children who are less good at handwriting once the correct model has been established.
6. Ask the children to write the words in their notebooks. Show them how to keep within the double lines.
7. Check that the children are holding their pencils correctly with a thumb and two fingers.
8. Check that they are sitting correctly at the table, and that their bodies are facing the table, not turned to the side.
9. Ensure that left-handed children are allowed to write with the left hand. You may need to seat left-handed children so that they are sitting to the left of right-handed children. Then their elbows will not knock into each other!
10. When they write the word a second time, encourage them to start at the right place and keep within the lines.

Writing exercise

Missing words or letters

11. Using the alphabetic letter names (e.g. *aye*, *bee*, not the sounds *a*, *buh*) to refer to each exercise, ask the children to name each picture or read the sentence. Each time, ask what sound or word is missing.
12. Write each word on the board, with a simple picture and 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 or pictures

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.
18. Also check that they are holding their pencils correctly between two fingers and a thumb.

Workbook, page 2 of unit

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

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

Handwriting practice

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

Exercises

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

Workbook, page 3 of unit

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

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

Look, cover, write, and check the tricky words

1. Before the lesson, draw rows of double ruled lines across the board in a different colour from the colour you write in. Make sure that they are low enough for the children to write on.
2. Write the tricky words, one at a time, asking the children to read them aloud and use them in a sentence of their own.
3. As you write, show where to place each letter on the double lines.
4. Rub out the word and ask a child to write it again.
5. If necessary, write the correct word alongside and then say, *Check your word*. Help the child to self-check. If there is a mistake, get the child to copy what you have written correctly.
6. Rub out all versions of the word and ask the child to write it for a third time.
7. Again, if necessary, write the word correctly alongside and then say, *Check your word again*. Help the child to self-check. If there is a mistake, get the child to copy what you have written correctly.
8. Using their notebooks to cover the words (one word at a time), show the children how to read the tricky words, cover them, write them in the space and then check the spelling. When they have done this once, they can practise in the second blank. Finally they should do it a third time, by which time, they should have learnt to spell it correctly.
9. They should follow the *read, cover, write, check* process every time they practise the spellings of the tricky words.
10. If you have a parents' evening, explain how this should be done whenever children are learning spellings.

Workbook, pages 4 and 5 of unit

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

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

Exercises

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

Workbook, page 6 of unit

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

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

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

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

Lesson 1

Learning outcomes

Students should be able to:

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

Spelling revision

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

Listening revision



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

Library work

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

Reading revision

12. Ask the children to re-tell the story or explain what they learned in the **first reading text** of the previous four units. Ask questions like the following:

What genre is it? Is it fiction or non-fiction?

(If non-fiction:) Does it give information, explanations, or instructions?

(If fiction:) Is it a modern story, science fiction, myth, legend, or traditional tale?

How do you know it is that genre?

What is the setting? Who are the main characters?

What is the story about?

What did you enjoy about it? Why did you like that part?

13. Ask the children to scan the reading text in their Workbook revision unit. Do not read it yet, but discuss what genre it is and how you know.
14. Without giving them any further help, ask the children to do the comprehension in the Workbook for homework. This will help you to assess their reading comprehension.

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

Do the comprehension task in your Workbook. Re-read the text from Unit x [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 revision 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 **Exercises 2 and 3** in the Textbook revision unit.
3. Ask the children to complete the exercises without help from others.
4. Note which spelling patterns are giving difficulty to the majority of children. Plan to revise these problem areas again in the next quarter of the year.
5. Note which children are struggling with spelling patterns. Consider giving them extra spelling practice in the next quarter.

Reading revision

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

Grammar game

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

Poetry

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

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

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

Lesson 3

Students should be able to:

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

Spelling revision

1. As in Spelling revision 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.

Poetry recitation

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

Reading revision

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

Grammar and punctuation revision

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

Grammar game

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

Workbook page 3

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

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

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

Lesson 4

Learning outcomes

Students should be able to:

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

Spelling revision

- As in Spelling revision 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

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

Composition

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

Workbook page 4

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

Grammar game

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

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

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

Lesson 5

Learning outcomes

Students should be able to:

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

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

Assessment Task

- For further advice, see Chapter 1, Section 10 on formative assessment.
- 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.
- 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.
- Make sure that each child has a pen or sharp pencil before the test.
- Tell them not to start until you tell them to. Ensure that all children have a book to read quietly when they finish.
- Give out the assessment tasks. Then make sure that every child knows where to write his/her name and the date at the top right.

7. Show the children the mark boxes at the right side of each text and explain that they must **not** write in these.
8. Tell the children to start, following the assessment procedure outlined in Appendix 3.
9. As Question 1 is a spelling test, you may dictate words for the children to write.
10. For the other questions, you may read aloud the instructions for each question, but should not help the children to complete the answers.
11. 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

12. Mark the tests after the lesson.
13. Follow the marking guidance in Appendix 3.
14. Every test totals 20 marks, divided as follows:
Spelling: 5, Word reading: 4, Grammar: 8, Punctuation 2, Handwriting: 1
15. 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.
16. 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.
17. 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

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

A note about the unit plans

Unit 1 plans

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

Unit 5 plans

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

Where to find the answers

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

Page references

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

Adapt these notes!

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

Adapt your lesson plans to your situation!



X

✓

Reading genre: Fiction: A modern story with a familiar setting

Background

This story is set in Murree and Islamabad, so ask pupils who have visited these places to tell the rest of the class about them. Elicit that Murree is a hilly place with steep, winding roads. While telling the story, help children to recognize similar experiences that they have had, such as family road trips, differences between parents, frightening dogs, and exciting wedding processions.

Encourage the children to enjoy the humour of the story and the way all the characters misunderstand why Laila is riding downhill. Help them to enjoy the unexpected events and the happy ending.

Learning outcomes: See detailed planning grid on page 5-6 and individual section plans.

Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 3
- (advisable) materials for games chosen to support a teaching point (optional)

Extension activities (optional)

Drama

- Ask the children to act out the story. All the children should take part. If possible, do the drama in a hall or in the playground, where they can move around easily.
- As children can get over-excited when they are all acting, make it clear that THE MOMENT anyone misbehaves, he/she should sit at the side. The children will probably be so keen to take part that they will behave well!
- We suggest that you use no costumes or props for this story. The actors should mime riding a bicycle, driving a car, or playing musical instruments.
- Explain a clear route representing the road from Islamabad to Murree (for example, around the hall or inside a particular part of the playground).

Drama practice 1

1. Give twelve children individual roles from the story. Include Laila, her mother, her father, the minicab driver, Peter, Pud, five cyclists, and the policeman. Of the rest of the class, half can be musicians, the other half can be the people of Islamabad.
2. Read aloud the story again. The actors should mime the parts of the characters as you speak and say their own lines (with prompting if necessary).

Drama practice 2

1. Choose different children to take the individual roles.
2. Choose 4-8 good readers to read aloud the narrative. Remind them that in drama we speak more slowly and loudly than usual, but with lots of expression.
3. Assign a part of the story to each reader. Ask the readers to mark a light pencil line beside the text that they should read aloud.
4. The actors should mime the actions and say their own lines (with prompting if necessary). Do not allow the actors to hold books while acting as this will stop them from acting their roles expressively.

Performance

- When the children know the play well, invite another class to sit at the edge of the hall or playground and watch your performance.
- Make sure that all your pupils speak slowly, loudly, and expressively so that their voices can be heard.

Textbook page notes

A. Reading text

Learning outcomes

Students should be able to:

- relate the text to their own lives.
- predict what might happen next from details stated and implied.
- infer characters' feelings, thoughts, and motives from their actions.

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.
- Discuss the meaning of 'a modern story with a familiar setting'.

Suitable questions:

What are fiction texts? (Made-up stories.)

What are non-fiction texts? (True facts.)

Do you think this is a fiction or a non-fiction text? (Fiction.)

How do you know? (It is called a story. There are funny pictures.)

Is a modern story about old times or nowadays? (Nowadays.)

Is a familiar setting in our own country or a foreign country? (Our own country.)

- Pre-reading question: Make it clear that children should do what their parents tell them to do because older people understand danger better than children. But very few children always do what they are told! Accept different answers from different children and encourage honesty. Ask:

Do you sometimes forget when your parents tell you to do something? Tell us what happened. How is your mother different from your father? If you ask for an ice cream, does your father or mother usually give it to you? Should parents always give children what they want?

During the first reading (See Chapter 3, Lesson 1, Steps 10-19.)



- As you play the audio-recording or read the text for the first time, ask questions regularly to check understanding, for example, *What was the difference between what Laila's mother and father said at the beginning of the story?* (Laila's father said that she could take the bicycle to Murree. Her mother said that she could not.)
- Ask the children to predict what will happen before they read the next page. Accept a variety of answers.
- As you read, elicit the meanings of difficult words like *wobbled* and *shot*.
- Ask the children to make inferences, for example, *Why did Laila's mother say 'Hmm!' at the beginning of the story?* (Because she thought it was a bad idea to take a bicycle to a hilly place, but she did not want to say the opposite of Laila's father.)
- Elicit that Laila did not do what her father told her to do (to cycle in the driveway of the hotel). She disobeyed him and went into the road. Then she lost control of the bicycle as it went downhill.

- **Talk box 1:** Accept different predictions. One child may think that the policeman will catch Laila. Another may think that she will fall off the bicycle.
- **Talk box 2:** Help the children to infer that Laila's mother was right at the beginning of the story and it WAS a bad idea to take the cycle to a hilly place. When Laila's mother said 'Hmm!' at the end, she probably meant that she was rather cross that Laila and her father had not listened!

During the second reading (See Chapter 3, Lesson 2, Steps 1-8.)



- The children listen to the audio-recording or to you as they follow the text.
- Stop at breaks in the text to check that it makes sense to them and to discuss the theme. 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.

Paired reading practice (See Chapter 2, Lesson 3, Steps 9-11.)

- The children take turns to read the text to each other in a whisper.

B. Comprehension

Learning outcomes

Students should be able to:

- **B1:** identify themes and conventions in a modern story with a familiar setting.
- **B2:** infer characters' feelings at different points of the story.
- **B3:** check that the text makes sense to them.
- **B4:** participate in discussion about a text, listening to what others say.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 12-18.)

- **B1:** Discuss the features of a modern story with a familiar setting as you did before you started.
- **B2:** Talk about the feelings in the box before you ask the children to complete the sentences.
- **B3:** Practise making sentences from the writing frame orally before you ask the children to write them in their notebooks.
- **B4:** a) Accept a variety of answers. For example, Laila was naughty because she disobeyed her father. She was brave because she cycled outside the hotel, although this was also naughty. She was clever because she stayed on her bike, even though it was going very fast. Do not expect less able children to write their answers, but make sure that all children take part in the discussion.
b) Accept a variety of answers. Most children will probably think that Laila's father was wrong to take the cycle because she nearly had a bad accident. Others may think that he was right because he trusted his daughter to be sensible and he wanted her to have a nice time in Murree.

C. Word Reading and Spelling

Learning outcomes

Students should be able to:

- **C1-7:** know how the 'magic e' changes the sound of a vowel followed by a consonant.
- **C1-2:** read and identify words with *a_e* (*case*), *i_e* (*nice*), *e_e*, (*these*).
- **C3-4:** use the words from C1 in context.
- **C5:** read and use words with *o_e* (*rode*), *u_e* (*tune*), *ue* (*blue*).
- Read and spell tricky words.
- **C6:** use words from C5 in context.

- **C7:** recognize that the same vowel sound can be spelt in different ways.
- **C8:** use words from C5 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:** Give the children five timed minutes to find and underline the target words in the reading text. When the time is up, ask the children to hold up the number of fingers matching the number of words they have underlined. Check that the children have in fact underlined the correct words. Ask different children to read aloud the whole sentence in which a word occurs. It is unlikely that a child will find all the words in five minutes, but together, the class should find most. (See Chapter 3, Lesson 3, Steps 8-13.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C3-4:** Ask different children to complete the sentences orally before they write them. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the spellings** in C1 after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)



- **C5:** Ask the children to repeat the words after you or the audio-recording and to discuss the meanings as they did 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.)
- **C6-8:** Ask different children to complete the exercises orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the second set of spellings and tricky words** after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)

Extension activities

- Ask children who finish early to think of other words with the same spelling pattern and to write their own sentences with them.
- Dictate the sentences in C8. (See Chapter 3, Lesson 7, Steps 7-12.)

D. Vocabulary, Grammar, and Punctuation

Learning outcomes

Students should be able to:

- **D1:** identify **nouns** and begin **proper nouns** with a capital letter.
- **D2:** make **compound nouns** by joining two words.
- **D3:** use capital letters at the beginnings of names and sentences. Identify compound nouns.
- **D4-5:** form abstract nouns by adding the **suffixes** *ness* and *ment*.
- **D6:** form nouns by adding the suffix *er*.

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 7, Steps 1-6.)

- **D1:** Discuss the ‘wise owl’ teaching box. Write the headings **Person** **Place** on the board. Ask the children to write the names of people or places under the correct heading. Check that they begin each with a capital letter. Then ask them to do the exercise.

- **D2:** Discuss the ‘wise owl’ teaching box before D2. The game *Compound word Charades* will give practice in forming compound nouns. (See Chapter 6, Game 12) Then ask the children to match the two parts of the compound nouns.
- **D3:** Read aloud the paragraph and talk about the end of the story. Check that the children have corrected the punctuation in the text correctly before they copy it in their notebooks.
- **D4:** Read and discuss the ‘wise owl’ box before the children identify the nouns in the story.
- **D5:** Read aloud the paragraph before you ask the children to add the suffixes.
- **D6:** Read and discuss the ‘wise owl’ box before the children complete the sentences.

Extension

- Ask the children to underline the nouns in D6. (a) waiter, teashop, milkshakes b) school, teacher, English c) painter, walls, house d) motorcycle, rider, car e) farmer, crops, field)
- 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:** discuss a modern story with a familiar setting in order to understand and learn from its structure and vocabulary. Retell a story orally.
- **E2:** listen to and discuss a second modern story with a familiar setting.
- **E3:** compose and rehearse sentences orally.
- **E4:** write a simple narrative in paragraphs.

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. Point out that a story is no fun if everything goes well from beginning to end! (See Chapter 3, Lesson 8, Steps 1-4.)
- Ask the children what stories they read in Class 2. What was the problem in each story? For example, in *Little Red Riding Hood*, a dangerous wolf was the problem. Ask how the problem was solved at the end. For example, in *Little Red Riding Hood*, the woodcutter’s son chased away the wolf.
- If you have time, ask the children to act out the story. (See Extension activities at the beginning of this unit.)



- **E2:** Play the audio-recording for the listening task, or read it aloud slowly and clearly, repeating each sentence twice. (See Chapter 3, Lesson 8, Steps 5-8.)
- **E3:** First ask an ‘open pair’ to re-tell the story from E2 to the rest of the class. When the children have observed a correct model from an ‘open pair’, 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 re-telling of the story, 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 complete the task in their books. Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas.
- **Extension:** Encourage the children to add their own ending on to the story. Discuss what other problems there might be. For example, how did the bus get out of the hole? What happened to Tahmina’s car and Tariq’s van? Did they come back to take their vehicles home in the evening?
- After you have marked the compositions, read aloud examples of good writing. Also give feedback on common mistakes.

Answers

- **B1:** a) modern story b) made-up, fiction
- **B2:** a) worried b) excited c) frightened d) tired e) sorry
- **B3:** a) The dogs thought it was a game.
b) The cyclists thought it was a race.
c) The policeman thought it was a robbery.
d) The musicians thought it was a wedding.
e) The people of Islamabad thought it was a film star's birthday.
- **B4:** Answers depend on the pupils.
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C2:** The children underline as many words as they can find in the reading text in five minutes. Afterwards, they read aloud the sentences in which they occur.
- **C3:** a) case b) brakes c) evening d) amazement e) compete f) chase
- **C4:** Answers depend on the pupils.
- **C5:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They read the tricky words as a whole. They learn the spellings for homework.
- **C6:** a) hotel – a place where you pay to sleep and eat b) flute – a musical instrument
c) fumes – bad smoke d) pursue – follow e) rescue – save
- **C7:** **late**, stay, wait
these, trees, please
quite, light, fright
rode, load, slowed
huge, few, view
- **C8:** worried, bicycle, minutes, excited
- **D1:** a) bicycle – Superwizz b) man – Yusuf c) city – Islamabad
d) dog – Pud e) hotel – Hill View f) country – Pakistan
- **D2:** a) policeman b) driveway c) afternoon d) busload e) minicab
- **D3:** The minicab driver's name was Yusuf. He drove Laila's family back to Murree up the expressway. While they were in the car, there was a small earthquake. Suddenly rocks covered the road. Laila's father and Yusuf helped some men to clear the landslide. Laila and her mother went to a teashop by the roadside for a milkshake. Then Yusuf drove the family back to the Hill View Hotel. Bedtime at last!
- **D4:** excitement, instruments, tiredness, darkness, goodness, amazement
- **D5:** illness, appointment, tiredness, treatment, Enjoyment, tiredness, payment
- **D6:** a) waiter b) teacher c) painter d) rider e) farmer
- **E1:** a) The brakes on her bicycle did not work.
b) The road got less steep.
- **E2:** a) He couldn't get to work
b) She couldn't get to school.
c) He couldn't get to the market.
d) He couldn't get to the office.
e) He cycled past the bus.
f) They bought bikes.
- **E3:** The children tell the story to each other in their own words.

- **E4:** Every day, Abdul took a bus to work. One day, the bus fell in a big hole in the road. All the people got out of the bus and pushed. But the bus would not move, so the busload of people could not get to work. A few minutes later, Tahmina came along in her car. She was going to school. She stopped behind the bus. O-oh she thought. I can't get past. She got out of the car and pushed the bus. But still the bus still would not go, so she could not get to school.

A few minutes later, Tariq came along in his van. He was going to the market. He stopped behind the car. O-oh! he thought. I can't get past. He got out of the van and pushed the bus. But still the bus still would not go, so he could not get to the market.

A few minutes later, Sam came along on his bicycle. He was going to the office. He stopped behind the van. O-oh! he thought. I can't get past. He got off the bicycle and pushed the bus. But still the bus would not go, so he could not get to the office.

Then Sam saw a cycle shop at the roadside. 'Look behind you!' he shouted. Then he rode past the bus and went to the office. Abdul, Tahmina, and Tariq all bought bikes (or cycles or bicycles). So Abdul got to work, Tahmina and her daughter got to school, and Abdul took his mangoes to the market.

- **Extension:** The children write an alternative ending to the story, using their own ideas. The story could end in many ways. Here is one example: While they were at work, a big truck came to the road. It pulled the bus out of the hole and took it to the garage. Some men came and mended the hole. After work, Tahmina and her daughter cycled back to their car. They put the cycles in the car and drove home. Tariq cycled back to his van. He put the cycle in his van and drove home.

The next day, all the people from the bus bought cycles. They all cycled to work after that. Tahmina and her daughter cycled to school. Tariq cycled to the market. Sam cycled to the office.

Soon the air was much cleaner. The people were much healthier too. So everyone was happy, except for the bus driver because nobody came in his bus any more.

Workbook 3, Unit 1, Notes

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

See the Scope and Sequence for this unit on page 4-5 of this Teaching Guide.

2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise letter joins for 'magic e words'; check that ascenders 'h' and 'd' are the correct height and that 't' is not as tall as other ascenders.
- **Ex 2:** write missing letters with their exit flicks.

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.
- **Ex 2:** Children complete the words in un-joined writing between double ruled lines.
 - a) chase b) even c) fumes d) compete
- **Ex 3:**
 - a) drive, ride, bike. b) tune, flute, huge. c) safe, bathe, lake.
 - d) broke, hole, drove, home. e) complete, these, evening.
- **Ex 4:**
 - a) a teacher b) a farmer c) a driver d) a waiter e) a painter f) a builder
- **Ex 5:**
 - a) A driver is someone who drives a car.
 - b) A film star is someone who acts in films.

- c) A policeman is someone who makes sure people obey the law.
- d) A cyclist is someone who rides a bicycle.
- e) A musician is someone who plays a musical instrument.

- **Ex 6:** a) hate, bite b) gave, ride c) rode, made d) chose e) take
- **Ex 7:** Children write and check (a) three times. They write and check (b-e) once.
- **Ex 8:** a) daughters, excited b) parents c) aunts d) worried e) worry, minutes
- **Ex 9:** Answers depend on the pupils.
- **Ex 10:** tea-house, rest-house; driveway, expressway; cartload, truckload; footpath, footbridge
- **Ex 11:** a) driveway b) footpath, footbridge c) cartload, truckload
d) expressway e) rest-house f) tea-house
- **Ex 12:** a) illness b) appointment c) treatment d) movement e) tiredness
f) amazement g) payment h) Goodness i) kindness
- **Ex 13:** a) You use them for names of people.
b) You use them for days of the week.
c) You don't use them for times of the day, e.g. 'morning'.
d) You don't use them for seasons, e.g. 'winter'.
e) You use them for months of the year.
- **Ex 14:** When do your holidays begin, Mona?
On Thursday 28th May, Dadi.
So are you coming to Karachi?
Yes, Dadi. Later this summer.
Is that for Aunty Fatima's wedding?
Yes. It's on Wednesday 17th July.
- **Ex 16:** Compositions depend on the pupils.

Example composition 1

- a) Last Friday, I went to the lake.
- b) I went with my parents, my grandmother, and my two brothers.
- c) First we travelled by bus, and after that we walked to the lake.
- d) When we got there, we had a picnic and lit a fire.
- e) We ate lamb kebabs and drank lemonade. My parents drank tea.
- f) We arrived back home at eight in the evening because my parents had work the next day.
- g) It was a lovely day, but it was too short.

Example composition 2

- a) Last holidays I went for a walk in the mountains.
- b) I went with my cousin Bashir.
- c) We walked along a road and then we climbed up a mountain path to the next village.
- d) When we got there, we visited my cousin's schoolmate Ali.
- e) We ate biscuits and drank green tea.
- f) We returned back home in the afternoon because it started to snow.
- g) It wasn't a good day for me because I got very cold and tired.

Reading genre: A tourist brochure**Background**

In this unit, the children learn how persuasive language can be set out in a tourist brochure. They should understand that the purpose of a tourist brochure is to attract visitors, so it does not usually say anything bad about the place. If there are ugly parts to the city, the leaflet does not mention them! The words are chosen to make the city come to life with attractive detail and to explain the variety of places that people can visit. When the children go on to write their own brochures, they should try to use the same kind of detail and persuasive language.

The unit also introduces children to the French language and to words in English that are derived from French. Many common English words like *café*, *chef*, and *unique* come from French. As the regular spellings of French differ from English spellings, we need to learn how to pronounce and spell words that are of French origin.

Learning outcomes: See detailed planning grid on page 4-5 and individual unit plans.

Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 3
- (advisable) materials for games chosen to support a teaching point
- (advisable) a map of the world, so that you can point out the location of France and Paris
- (optional) books about other cities, in Pakistan and other countries, from the library
- (optional) other pictures of Paris to stimulate discussion

Extension activities (optional)**Individual research or project work**

1. After you have completed the unit, encourage the children to do individual research into another city – preferably one that they have visited themselves. Alternatively, they can do research into a distant city that they would like to visit. They can find out facts from the school library or on the internet with the help of a responsible adult.
2. If you have access to a computer suite at school, book it so that the children can do individual research under your supervision.
3. Ask the children to bring in photos of cities that they have visited, printed from the internet or cut out of magazines. Discuss each photo in class, calling upon the children's own experiences.
4. Ask each child or pair of children to choose a city for individual research. Encourage them to write their own project. Ask them to find out about the most interesting places to visit. Explain that they should give separate subtitles for each of the main attractions.
5. Make sure that they do not copy directly from their sources, as they will learn little from this. Explain that they should write what they have understood **in their own words**, even if they make a few mistakes.
6. Correct the grammar and punctuation of each project and encourage the children to re-draft corrected descriptions and display them with pictures.
7. Finally, ask each child or pair to 'teach' the rest of the class about the city that they have researched. Give each child or pair of children five minutes, with a further five minutes to answer questions. Children love teaching each other and usually take the responsibility very seriously.
8. 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

A. Reading text

Learning outcomes

Students should be able to:

- explain what people can see and do in cities they have visited.
- talk about a place that they would like to visit and explain why.
- explain the reading text in their own words.

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. Look at the mini-dictionary for Unit 2 and discuss the meanings of the listed words. If possible, show the children a map of the world and ask a child to show you where to find France and its capital city, Paris.
- Elicit that the capital city of a country is the main city, where the government makes laws.
- Ask the children to take turns to discuss the following questions:
- **Suitable questions:**

Does this look like a fiction text or a non-fiction text? (Non-fiction, because it is about true facts.)

How do you know? (It has photos and a map of a real place. There are subtitles for each paragraph.)

What type of non-fiction do you think it is? (A tourist brochure which tells us about a place and persuades us to visit it.)

During the first reading (See Chapter 3, Lesson 1, Steps 10-19.)

- 
- As you play the audio-recording or read the text for the first time, ask questions regularly to check understanding.
 - As you read, elicit the meanings of difficult words like *double* and *worship*.
 - Elicit that many people visit Paris for the beauty of its buildings, as well as its history, fashion, and food.
 - **Talk box:** Ask the children to tell you which place they would like to visit in Paris. Encourage them to have different ideas. For example, one might enjoy going up the Eiffel Tower because of the view from the top. Another might prefer to visit the stone monsters because they look scary!

During the second reading (See Chapter 3, Lesson 2, Steps 1-8.)

- 
- The children listen to the audio-recording or to you as they follow the text.
 - Stop at breaks in the text to check that it makes sense to them and to discuss why people visit each place. 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 new words in context.
 - Talk about the glossary of French words on page 14. Elicit that they are arranged in alphabetical order. Explain that alphabetical order is useful because it enables us to find words easily in a glossary or dictionary.
 - Write the alphabet on the board with a list of other words from the text, each beginning with a different letter. Ask different children to come to the board and arrange them in alphabetical order.

Paired reading practice (See Chapter 3, Lesson 2, Steps 9-11.)

- The children take turns to read the text to each other in a whisper.

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

- B1:** identify the features of a tourist brochure.
- B2:** summarize the main information about a place.
- B3:** check that the details of the text make sense to them.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 12-18.)

- B1:** Discuss the features of a non-fiction tourist brochure. Elicit that the headings help us to understand what we are going to read and that the paragraphs give us information about Paris.
- B2:** Ask different children to summarize the key information about each of these places in one sentence.
- B3:** Help the children to refer back to the text to find out the detailed information they need to answer the questions.

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

- apply their growing knowledge of root words (etymology and morphology), prefixes and suffixes, as listed in Appendix 1 of the 2014 National Curriculum for Year 3, both to read aloud and to understand the meanings of new words that they meet.
- learn the spelling patterns listed in Appendix 1.
- C1:** recognize that the same spelling patterns can make different phonemes.
- read, pronounce, understand, and spell words with *ou* as in *about*, *ou* as in *country*, *or* as in *horse*, *or* as in *word*, *ar* as in *star* and *ar* as in *war*.
- C2:** identify the target words in the reading text.
- C3:** use the target words in context.
- C4:** recognize that in words of French origin a spelling pattern sometimes makes a different phoneme from the usual English phoneme.
- read, pronounce, understand, and spell words with *ch* as in *chef*, *que* as in *antique*, *gue* as in *league*, and the tricky words of the unit.
- C5:** use the target words in the context of a puzzle.
- C6:** use alphabetical order to find the meanings of words in a dictionary.

Spelling notes for the teacher

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

- **Test the spellings** in C1 after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)
-  **C4:** Discuss the ‘wise owl’ box, pointing out that many English words are of French origin (as many Urdu words are of Arabic or Persian origin), so it is helpful to know the meaning and pronunciation of the root words.
- 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:** Explain that the letters of the words are in the wrong order. Children may find it helpful to cross out each letter as they put the letters in the correct order. (See Chapter 3, Lesson 3, Steps 16-22.)
- **C6:** Remind the children that when we arrange words in alphabetical order, we initially look at the first letter of each word. Point out that the words for this unit in the mini-dictionary are arranged in alphabetical order.
- **Test the second set of spellings and tricky words** after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)

Extension activities

- Ask children who finish early to think of other words with the same spelling pattern and to write their own sentences with them.
- 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:** match adjectives to their corresponding nouns.
- **D2:** add the suffixes *less* and *ful* to make adjectives.
- **D3:** add *er* to a short adjective to form a comparative (e.g. *older than*) and add *est* to form a superlative (e.g. *the oldest*). Recognize that we use *more ... than* and *the most ...* when forming comparatives and superlatives with longer adjectives (e.g. *more important than... / the most important ...*).
- **D4:** Use a capital letter at the beginning of a sentence and a full stop at the end.

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 7, Steps 1-6.)

- **D1:** Discuss the ‘wise owl’ teaching box. Remind the children that adjectives tell us about nouns, giving interesting detail. Give the children five minutes to find and underline adjectives in the reading text. Ask different children to read aloud the sentences in which they occur.
- The game *Mime the adjective* will give practice in using adjectives creatively. (See Chapter 6, Game 14.)
- **D2:** Discuss the ‘wise owl’ teaching box. Point out that adjectives ending in *ful* are usually the opposites of adjectives ending in *less* (e.g. *careful/careless*).
- **D3:** Discuss the ‘wise owl’ teaching box. Explain that we use *more ... than* and *the most ...* when forming comparatives and superlatives with longer adjectives (e.g. *more important than... / the most important ...*).
- **D4:** Remind the children how to punctuate simple sentences.

Extension

- Ask the children to write other sentences with comparatives and superlatives in their own words, e.g. *Amna’s hair is longer than Shahana’s hair. Maria has the longest hair in the class.*
- 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:** recognize the features of a tourist brochure and underline headings with a ruler to indicate what a paragraph will be about.
- **E2:** respond correctly to a factual listening text.
- **E3:** use notes to write sentences.
- **E4:** organize writing in paragraphs, using headings.
- **E5:** assess the effectiveness of others' writing and proof-read the spelling and punctuation.

Listening, speaking, and composition notes for the teacher

- **E1:** Discuss the importance of headings in a tourist brochure. Explain that they help us to know what a paragraph will be about. Remind the children to underline headings with a ruler, 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, repeating each sentence twice. Check the answers in class before you move on to E3. (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. They should use the information that they learned from the listening text in E2. (See Chapter 3, Lesson 9, Steps 9-12.)
- After they have had plenty of practice orally, they can do the task in their books. Walk round the class, checking their spelling and punctuation.
- **E4:** Check the children's books before you ask them to second-draft their plan neatly on paper.
- **Extension:** If you have time, ask the children to find out more information about Multan. Alternatively, encourage them to do a project about another city of their choice. For further ideas, see Extension activities at the beginning of this unit.
- **E5:** Encourage the children to proof-read and improve their work with the help of a classmate. (See Chapter 3, Lesson 9, Steps 13-15.)

Answers

- **B1:** a) brochure b) true, non-fiction c) headings d) information
- **B2:** a) Paris is the capital city of France.
 - b) The Arc de Triomphe is a huge arch.
 - c) La Tour Eiffel is a tower.
 - d) Notre Dame is a cathedral (or a big church).
 - e) The Seine is a river.
 - f) The Louvre is a museum.
 - g) Emmanuel is the biggest bell of Notre Dame Cathedral (or a bell).
- **B3:** a) (They speak French.)
 - b) They point to the Arc de Triomphe.
 - c) It is more than 900 years old.
 - d) They used to drink the water and wash in it.
 - e) They travel along the river on boats.
 - f) You can see it in The Louvre. It was painted by Jan Vermeer.
 - g) 1) very old 2) a place where you can eat a snack 3) a cook 4) fine food

- **B4:** Answers depend on 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:** The children underline as many words as they can find in the reading text in five minutes. Afterwards, they read aloud the sentences in which they occur.
- **C3:** a) trouble b) country c) war d) world e) arch f) round g) double h) quarter
- **C4:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C5:** 1) UNIQUE 2) CHEF 3) LEAGUE 4) ANTIQUE 5) BROCHURE 6) TONGUE
- **C6:** 1) boutique: a smart clothes shop 2) chic: very smart 3) dialogue: a talk between two people 4) technique: a special way to do something 5) vogue: fashion
- **D1:** a) round window b) graceful tower c) huge church d) unique painting e) sparkling lights f) warm weather g) elegant clothes h) brilliant colours
- **D2:** a) forgetful b) helpful c) careful d) careless e) useful, useless f) helpful
- **D3:** a) most beautiful b) oldest c) prettiest d) most famous e) biggest, most important
- **D4:** This is the Pompidou Centre. It is one of the most famous buildings in Paris. It is a museum of modern art. The lifts and pipes are outside the building. It is painted in brilliant colours. Try to find the Pompidou Centre on a map of Paris.
- **E1:** a) Headings tell travellers the main points. b) We underline headings with a ruler.
- **E2: Key facts about Multan**

One of the oldest cities in **Pakistan** **(the world)**

Age: **600** **(6000)** years old

Province: **(Punjab** Sindh)

Nearest river: Indus **(Chenab)**

Called: City of **(Saints** Kings)

The Tomb of Rukn-e-Alam

Age of tomb: **100** **(700)** years old

Shape of tomb: **(eight)** four sides

Building materials: stone **(brick)** and **wood** **(tiles)**

Famous products of Multan

Most famous fruit: apples **(mangoes)**

Material of pottery: **(glazed** clay stone

Usual colours of pottery: red **(blue)** green **(white)**

Types of pottery: **(plates)** buckets **(tiles)** **(pots)**

- **E3: Key Facts**

Multan is one of the oldest cities in the world.

People have lived there for 6,000 years.

On a map, you will find it in Punjab beside the River Chenab.

It is called the City of Saints because many saints lived there.

On the graves of the saints, there are tombs.

The Tomb of Rukn-e-Alam

One of Multan's saints was called Rukn-e-Alam.

His tomb is 700 years old.

It has eight sides.

It is made of (red) brick and (blue and white) tiles.

Famous products of Multan

Multan is famous for its mangoes and pottery. The pottery is usually made of glazed clay and is blue and white. You can find plates, tiles, and pots in Multan pottery.

- **E4:** The children should copy their work neatly, underlining headings with a ruler.

Extension: Open-ended. Work will depend on the pupils' research.

- **E5:** Check for evidence of proof-reading and peer-correction of spelling and punctuation.

Workbook 3, 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 4-5 of this Teaching Guide.

2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise forming capital letters; check that the capital letters are the same height as ascenders and do not join; check the spacing between capital letters.
- **Ex 2:** write words with double-break-letters 'gg, bb, pp'

Detailed lesson notes

See Chapter 3: How to Plan a Teaching Unit.

Answers

- **Ex 1:** Children copy the words two or three times, placing the capital letters correctly so that they all have the same height.
- **Ex 2:** Children copy the words in joined handwriting between double ruled lines. They must lift the pen/pencil off the page after each break-letter ('g b p').
- **Ex 3:** a) round, now b) trouble, running c) arch, star d) quarter, warm e) world, shirt
- **Ex 4:** a) machine b) chef c) boutique d) dialogue e) catalogue f) antique
- **Ex 5:** a) colleague, chic, chefs, queue. b) antique, boutique, catalogue. c) vogue, league, unique
- **Ex 7:** a) alphabet b) famous, building c) beautiful, photos d) phrases e) alphabetical
- **Ex 8:** 1) bell 2) cathedral 3) boat 4) arch 5) sights 6) museum 7) tourist 8) tower
Hidden word: brochure
- **Ex 9:** 1) endless 2) unhelpful 3) useless 4) tasteless 5) helpful 6) tuneful 7) graceful 8) beautiful
- **Ex 10:** a) bigger b) most famous c) more excited d) uglier e) friendlier f) happiest

- **Ex 11:** a) more beautiful b) older c) prettier d) more famous e) happier
 f) more important g) sweeter
- **Ex 12:** There are many ways to travel around Paris. The fastest and easiest way to travel is by metro. This is a train that goes underground. The metro carries four million passengers every day. Taxis are easier than the metro, but they cost a lot of money. The nicest way to travel is by boat along the River Seine. It takes you past many interesting sights like the Louvre Museum and the Eiffel Tower.
- **Ex 13:** A. Key Facts
 B. Things to do
 C. Transport
- **Ex 14:** Example answer:
The Blue Mosque is built of stone and is 400 years old.
The walls are covered with 20,000 blue-and-white tiles.
The mosque is also famous for its stained glass windows.
Muslims worship there but people of all faiths are welcome.

Reading genre: A play-script

Background

This is a traditional folk tale from western Africa and it is also told in the Caribbean. It is a myth because it has supernatural characters and explains how we came to have stories. There are many folk tales about Anansi the Spider. In each one, he shows his cleverness and he is able to outwit bigger and stronger animals. In this myth, Anansi uses his cleverness to bring stories down to Earth from the King of the Sky.

A key theme of the story is that we should not judge by appearances. Find out what your pupils do in their spare time, encouraging them to tell you unusual things – for example one might play an instrument or learn singing, some might be able to do a trick with their fingers, know how to embroider bees or make model ships. Elicit that the children in your class can do lots of things that you did not know about. Explain that when we do not know much about someone, we can understand them wrongly – we ‘judge by appearances’ not by how they really are.

Learning outcomes: See detailed planning grid on page 4-5 and individual unit plans.

Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 3
- (advisable) materials for games chosen to support a teaching point
- (optional) books about western Africa from the library
- (optional) props and costumes so that you can act the play in front of others (see Extension Activities below)

Extension activities (optional)

Drama

If you are having an annual day for parents, your class could perform the play on pages 22-25. You will need to include the end of the play, which is in D4 on page 29. You may also include the episode about Mmoatia the fairy if you wish. The children should have dramatized the listening text in E4 on page 31, so use their own play-scripts. However, the play will work well without this episode, as some versions of the story do not include it.

Adapting numbers of characters

- The part of Anansi can be taken by a different child in each scene. This gives more children a chance to act the main role. Each time a different actor takes the role, the child acting Anansi can ceremonially hand over the belt with eight legs. (See Props, below.) This will make it clear to the audience that a new actor is Anansi.
- The parts of the narrators can be split to make further speaking parts.
- If some children want to act, but are too shy to speak on their own, they can act as hornets.

Staging

- If possible, perform this on a stage or platform.
- At the back of the stage, there should be a table or steps, on which is a throne for Nyame, King of the Sky. Alternatively, he can sit on a balcony or an upstairs verandah if the play is performed outdoors.
- At the side of the stage, there should be a banana tree. This can be a child holding real banana leaves or leaves made of card.

Props

- a belt on which are sewn eight 'legs' for the spider; these could be made from sticks or card; it should be possible to take off and put on the belt quickly
- a chair covered with a beautiful cloth as a throne for Nyame
- a book to be left under Nyame's throne until the end of the play
- a branch (natural or made with card) for each tree
- masks or face paints for each animal (note that if you use masks, they should be designed so that they do not muffle what the characters say)
- a large real banana leaf, or one made of card
- a large, empty gourd or empty green coconut
- an orange (optional)
- a piece of rope or thread for Anansi (optional – it can also be mimed)
- a spade for Anansi (optional – he can also mime digging)

Costumes:

- Anansi: a belt with eight legs (see Props)
- Nyame: grand, colourful clothes (if possible of African design) and a colourful head band (Google *Ghana chief* for ideas.)
- The animals should wear clothes of roughly the right colour – black for the spider, brown for the giraffe, yellow and brown spots for the leopard and jaguar, green for the python and so on.
- The hornets should wear black and yellow and should have wings if possible. If not, they can just flap their arms fast.

Performance

1. When the children know the play by heart, perform it 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.
2. A good play includes lots of action! Ensure that the children move appropriately on the stage so as to keep the audience interested.

Textbook page notes

A. Reading text

Learning outcomes

Students should be able to:

- predict what might happen next from details stated and implied.
- draw inferences, inferring characters' feelings, thoughts, and motives from their actions.

Reading notes for the teacher

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

- Ask the children to tell you what they know about each animal in the Key words box. Identify each one in the pictures of the story.
- Elicit that a python is a long, powerful snake that can climb trees and curl around its prey. It then squeezes them to death before it eats them.
- Elicit that jaguars and leopards both have spots and are big cats (like tigers). They are both dangerous jungle animals.
- Hornets have a very nasty sting and if a lot of hornets sting you, you will be in great pain.
- Ask the children to take turns to discuss the following questions:

Suitable questions: *Does this look like a fiction or a non-fiction text?* (Fiction, because people can't sit in the sky.)

Is it a narrative story or a play? (A play.)

How do you know? (We can tell that it is a play because the speaker's name is on the left and in bold.

Stage directions are in brackets in sloped writing called italics.)

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

During the first reading (See Chapter 3, Lesson 1, Steps 10-19.)



- As you play the audio-recording or read the text for the first time, 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 Anansi will get the python, the leopard and the hornets? What dangers will he face?*
- Ask the children to discuss which animal is most scary, accepting a variety of opinions.
- As you read, elicit the meanings of difficult words like *spine-tingling* (terrifying) and *teeny-weeny* (very small indeed).
- Ask the children to make inferences about the text, for example, *What made the Mmmm noise?* (Insects.) *How did the characters judge Anansi by appearances?* (They thought that he was weak because he looked small. They did not expect that he could catch the python, leopard, and hornets.)
- Elicit that even small people can be more powerful than big people if they are as clever as Anansi.
- **Talk box:** It is important that children learn how to ask questions as well as to answer them. Encourage the children to check each other's understanding of the text with questions such as, *What is a myth? Where does this myth come from? Why was Anansi bored?*

During the second reading (See Chapter 3, Lesson 2, Steps 1-8.)



- The children listen to the audio-recording or to you as they follow the text.
- Stop at breaks in the text to check that it makes sense to them and to discuss the theme. 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.

Paired reading practice (See Chapter 3, Lesson 2, Steps 9-11.)

- The children take turns to read the text to each other in a whisper.

B. Comprehension

Learning outcomes

Students should be able to:

- **B1:** identify themes and conventions of play-scripts and myths.
- **B2:** ask and answer questions to improve understanding.
- **B3:** Draw inferences about characters.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 12-18.)

- **B1:** Discuss the features of a play-script. Elicit that the speaker's name is on the left and is followed by two black dots called a colon. In the Textbook, the name of the speaker is in **bold** letters that are thicker and darker than the others.

- Explain that stage directions tell us what actors do while on stage. We can recognize stage directions because they are inside brackets and the print is sloped. We call this italic writing. We do not read aloud the stage directions.
- If the children cannot what a myth is, tell them to read again the words of Narrator 1 on page 22.
- **B2:** For each question, ask, *Is this in the past tense or the present tense?* Elicit that questions containing *did* and *was* are in the past tense. Elicit that Question 7 is in the future tense because it uses *will*.
- **B3:** Encourage the children to use their own words to describe Anansi and Onini. Accept informal language like *smart* instead of clever and *dumb* instead of stupid.

C. Word Reading and Spelling

Learning outcomes

Students should be able to:

- **C1-3:** show understanding that different spellings can produce the same phonemes in *her*, *bird*, *earn*, and *turn*.
- **C4-6:** recognize that different spellings can produce the same phonemes in *jaguar*, *giraffe* and *edge*.
Read and spell tricky words.

Spelling notes for the teacher



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



- **C4:** Discuss the ‘wise owl’ box. Ask the children to repeat the words after you or the audio-recording, and to discuss the meanings as in C1. Remind them that tricky words do not follow the usual spelling rules. We just have to learn them. (See Chapter 3, Lesson 5, Steps 1-6.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C5:** Ask different children to complete the sentences orally before they complete the crossword. Elicit that the example word (*rage*) is in lower case (small) letters, so encourage them to complete the other boxes in lower case. (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

- **C6:** Ask children who finish early to think of other words with the same spelling pattern and to write their own sentences with them.
- Dictate the sentences in C3. (See Chapter 3, Lesson 7, Steps 7-12.)

D. Vocabulary, Grammar, and Punctuation

Learning outcomes

Students should be able to:

- **D1-2:** show understanding that a **noun phrase** is a group of words that give more detail about a noun.
- **D3:** identify **statements, questions, exclamations, and commands**.
- The game *Mime and guess* will give practice in forming questions. (See Game 3, Chapter 6.)
- **D4:** use **full stops** after statements, **question marks** after questions, and **exclamation marks** after exclamations and some commands.

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 7, Steps 1-6.)

- **D1:** Discuss the ‘wise owl’ teaching box. Note that a noun phrase often consists of one or more adjectives and a noun.
- **D2:** Encourage the children to think of their own adjectives to describe each creature.
- **D3:** Discuss the ‘wise owl’ teaching box. Elicit that the type of sentence tells us whether to use a full stop, question mark, or exclamation mark.
- **D4:** Ask the children to add the punctuation marks in the squares. Then read through the passage and correct the punctuation in class.

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:** show understanding of a listening text of an alternative version of a myth.
- **E2:** develop an understanding of direct speech.
- **E3:** perform their own play-scripts.
- **E4:** prepare play-scripts to read aloud and perform.
- **E5:** propose changes to each other’s work to improve consistency.
- **E6:** perform play-scripts, showing understanding through intonation, tone, volume and action.

Listening, speaking, and composition notes for the teacher

- **E1:** Point out that folk tales, legends and myths often have many versions because they have not been written down. So different people tell the stories in different ways. This is an extra episode of the Anansi story that is added in some versions, but not in others.



- Play the audio-recording for the listening task, or read it aloud slowly and clearly, repeating each sentence twice. (See Chapter 3, Lesson 8, Steps 5-8.)
- **E2:** This exercise prepares children to use speech marks (inverted commas). Once they can recognise direct speech, they can add speech marks at the beginning and end of the words people say.
- **E3:** Assign parts and ask the children to re-read the play-script dramatically.
- **E4:** Discuss how we can recognize a play-script, taking time to talk about the ‘wise owl’ box. (See Chapter 3, Lesson 8, Steps 1-4.)
- 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.)

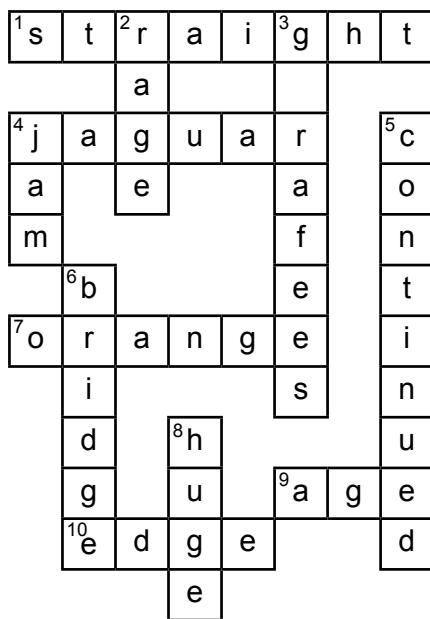
- After they have had plenty of practice orally, they can do the task in their books. Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas.
- E5:** Encourage the children to proof-read and improve their work with the help of a classmate. (See Chapter 3, Lesson 9, Steps 13-15.)
- If the children are to perform their work, encourage them to write a neat second draft, illustrating it if appropriate.

Extension: Ask the children to write an additional scene for the play-script in their own ways. Encourage them to think creatively about the problems of catching a giraffe. It runs very fast and can kick very hard!

Answers

- B1:** a) play-script b) actors c) myth d) old, untrue
- B2:**
 - He lived in a jungle.
 - He wanted some stories.
 - He wanted Onini the python, Osebo the leopard, and the Mmboro hornets.
 - Onini's wife, Aso, was quarrelling with Onini.
 - He tied him to a banana leaf.
 - He dug a deep hole.
 - He will look for the Mmboro hornets.
- B3:** Accept any sensible answers, for example: Anansi: clever, cunning, small, eight-legged b) very long, stupid, quarrelsome, boastful
- C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- C2:** The children underline as many words as they can find in the reading text in five minutes. Afterwards, they read aloud the sentences in which they occur.
- C3:** a) search b) taller c) earn d) twirl e) fiercer f) burn g) longer h) hurt
- C4:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.

C5:



Down clues 2) rage 3) giraffes 4) jam 5) continued 6) bridge 8) huge

Across clues: 1) straight 4) jaguar 7) orange 9) age 10) edge

- **C6:** Answers depend on the pupils.
- **D1:** a) A spider is a clever, eight-legged animal. b) A python is a long, dangerous snake.
c) A leopard is a large, fierce, spotted animal. d) A hornet is a large, stinging insect.
e) A giraffe is a tall, long-necked animal.
- **D2:** Example answers; children may write other descriptions.
a) A parakeet is a green, long-tailed bird. b) A shark is a large, grey, dangerous fish.
c) A bee is a small, stinging insect. d) A rhino is a large, dangerous animal.
e) A flamingo is long-legged, pink bird.

- **D3:** Answers depend on the pupils. Suitable answers are:

Statements underlined in red: (ending with a full stop) We need some stories to make life more exciting. He has them all.

Questions underlined in blue: (ending with a question mark) But where can we find them? Will you sell me some stories?

Exclamations underlined in green: (ending with an exclamation mark) Just what we need! Why – you're only a teeny-weeny spider!

Commands underlined in black: (ending with a full stop or an exclamation mark) Don't judge me by my size. Wait and see!

- **D4: Narrator 7:** Anansi went back to the jungle to search for the Mmboro hornets.

Hornets: [quietly] Mmmmmmmmmmm!

Anansi: [He mimes looking at a swarm of dangerous hornets on the ground. Then he mimes each action as he describes it.]

Hmm! How am I going to catch these hornets? I know! I'll fill this calabash with water. I'll climb the banana tree over their nest. Now I'll pour the water slowly over the banana leaf.

Hornets: [very loudly] MMMMMMM! It's raining! MMMM! We'll get wet!

Anansi: May I help you?

Hornets: You? A teeny-weeny spider? How can you help us?

Anansi: Don't judge me by my size. If you fly into my calabash, I can keep you dry.

All: That's a splendid idea! Thank you so much, Anansi.

[The hornets fly into the calabash and Anansi closes the top.]

Narrator 6: So Anansi trapped the hornets in his calabash and took them to Nyame, King of the Sky.

Anansi: Oh Nyame, King of the Sky, here is your price – Onini the python, Osebo the leopard, and the Mmboro hornets. Can I have my stories now?

Nyame: Well I never! You are a brave and clever spider. You shall have your stories. [He gives Anansi an enormous book.]

Narrator 9: So next time you hear a story, remember it's all because of Anansi. Let's clap for him to say thanks.

[Anansi bows and everyone claps.]

- **E1:** (doll) clay, gum, tree, yams, fairy, good
Thank, answer, angry, hands, stories

- **E2:** See E4: The children should have underlined the given speeches.

- **E3:** The children act out the story.

- **E4: Characters:** Anansi, Mmoatia the fairy

Anansi: I know. I'll make a doll with some clay. Now I'll cover it with sticky gum.

Next, I'll put a bowl of yams in front of the doll.

Mmoatia: Mmm! Some yams! They look good.

Thank you.

I said thank you, so answer me!

Anansi: Got you!

Narrator: So Anansi took her to Nyame and at last he got his stories!

- **E6:** Check for evidence that the children have worked on their scripts.

See Extension activities at the beginning of the unit for performance ideas.

Workbook 3, 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 4-5 of this Teaching Guide.

Students should be able to:

- **Ex 1:** practise forming the break-letters; practise joining other letters that are not break-letters.
- **Ex 2:** write missing letters with their exit flicks.

Detailed lesson notes

See Chapter 3: How to Plan a Teaching Unit.

Answers

- **Ex 1:** Children copy the words two or three times in joined writing, placing the letters correctly between double ruled lines. They must not join a break-letter to the letter that follows it. The break-letter 'z' is never joined to the letter before it, nor to the letter after it.
- **Ex 2:** Children complete the words in unjoined writing, placing the missing letters above the lines.
a) learn b) first c) burn d) early e) twirl f) turn g) search h) curl
- **Ex 4:** a) A hornet is an insect. b) A giraffe is a mammal. c) A parrot is a bird.
d) A jaguar is a mammal. e) A fly is an insect. f) A crow is a bird.
- **Ex 5:** a) There is one orange on the edge of the fridge. b) A jaguar is jumping out of the jungle.
c) The giraffe is standing on a ledge near the bridge. d) That huge hornet is eating my jam!
- **Ex 6:** bird, circle, dirty, earn, heard, judge.
- **Ex 8:** a) answer, question b) straight c) continued d) brought f) quite, quiet
- **Ex 10:** a) A wolf is a dangerous, four-legged animal. b) A gnat is a tiny, stinging insect.
c) A buffalo is a large, grey, farm animal. d) A bear is a fierce, sharp-clawed animal.
e) A deer is a pretty, brown, short-tailed animal.
- **Ex 11:** Example answers:
a) This is a small, brown-and-white, long-tailed monkey.
b) This is a huge, dangerous, grey shark.
c) This is a beautiful, brightly-coloured, long-tailed kite.
d) This is a very long, dangerous, striped snake.
e) This is a small, friendly, curly-haired dog.
- **Ex 13:** 1e, 2b, 3d, 4f, 5c, 6a

- **Ex 16:** Picture 1: **f**
Picture 2: **b, c**
Picture 3: **e**
Picture 4: **a, d**

- **Ex 17: Picture 1**

They are discussing their plans to escape.

Minalex (*whispering*): How can we escape from this smelly old cave?

Sollemix: I'm sure we can do it. Remember the Cyclops can't see.

Minalex: But how?

Sollemix: We'll escape in the morning when the sheep go out to the hills.
Wait and see.

Picture 2

It is evening.

Minalex: Look at the Cyclops. He's very sleepy.

Sollemix: Give him some food.

Minalex: Aha! Then he will fall asleep.

Minalex serves some more food to the Cyclops.

Picture 3

It is morning.

Sollemix shakes Minalex by the shoulder.

Sollemix: Time to get up. I've got an idea.

Minalex: What is it?

Sollemix: Tie those three sheep side-by-side. We can hang under them as they walk out of the cave.

Minalex: You're brilliant!

Picture 4

The men hang under the sheep.

The Cyclops: Here's another sheep going out. Let me feel your back. OK, on your way, my beauty!

Sollemix crawls out from under the sheep.

Sollemix: Hurray! We are free at last!

Reading genre: Non-fiction: An information text

Background

Reptiles are classified as cold-blooded animals that lay eggs with shells. They breathe air (unlike fish, which take in oxygen through their gills). Most reptiles (like snakes, lizards, and crocodiles) are covered in scales. Some reptiles (like turtles and tortoises) have a bony shell. Scientists think that the first reptiles began to evolve about 320 million years ago. Since human beings began to evolve only six million years ago, that makes reptiles a lot older than us!

Learning Outcomes: See detailed planning grid on page 4-5 and individual unit plans.

Teaching Aids

(essential) whiteboard + markers or blackboard + chalk
(advisable) audio equipment and recording for Textbook 3
(advisable) materials for games chosen to support a teaching point
(optional) books about reptiles from the library
(optional) pictures of reptiles to stimulate discussion and writing

Extension activities (optional)

A visit to a zoo or a natural history museum

Preparation

1. Research the opportunities to visit a local zoo or natural history museum, where your pupils can learn about real reptiles. (If this is not possible, you could show them a wild life video about reptiles so that they can observe how the animals move.)
2. It is essential to make a preparatory visit if you take children out for a trip. Check out how to get to the museum or zoo, and which parts of it are suitable for your pupils and relate to the topic you are studying. Find out how much tickets cost and whether you can get a reduced price for a group.
3. Check out a central, safe place where children can go if they get lost.
4. Check out the health and safety implications and draw up a risk assessment so that you are prepared for all eventualities such as illness or an accident.
5. Before the visit, discuss what the children know about zoos or museums, what they can expect to do, and how they can keep safe. Make sure that they know the importance of staying with an adult at all times.
6. Put out a call to parents so that you have plenty of adult helpers on the day.
7. You may wish to prepare questions to ask about the zoo or museum and make a small worksheet for children to do with simple questions about what they will see, e.g. *How many alligators are there in the zoo? What do they eat? How do they move?*
8. In advance, give each adult helper a clear plan for the day with a list of which children are to go in each group.
9. Send a letter home, giving the parents clear timings, what clothes the children should wear, what food and drink to bring, and how much money to send (if any). Include a permission slip at the bottom of the letter to be returned before you set off.

On the day

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

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

After the trip

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

Textbook page notes

A. Reading text: An information text and a poem

Learning outcomes

Students should be able to:

- use the mini-dictionary at the back of the Textbook and recognize that the same word can have more than one meaning.
- check that the text makes sense to them.

A1: Reading notes for the teacher on the information text

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

- Discuss the meaning of each word in the Key words box. Use the mini-dictionary to help you. Elicit that *scales* and *tears* have different meanings according to context.
- Ask the children to take turns to discuss the following questions:

Suitable questions:

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

How do you know? (Because the heading says that it is an information text and information is usually true. The photos look real.)

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

How do you know what each section is about? (There are headings in bold.)

During the first reading (See Chapter 3, Lesson 1, Steps 10-19.)



- As you play the audio-recording or read the text for the first time, ask questions regularly to check understanding.
- As you read, elicit the meanings of difficult words like *protect* and *endangered*.
- Elicit that it is important to protect all species of animals, even if they are dangerous or ugly.
- **Talk box:** Make sure that nobody feels ashamed to ask questions when they do not understand something.

During the second reading of the information text (See Chapter 3, Lesson 2, Steps 1-8.)



- The children listen to the audio-recording or to you as they follow the text.
- Stop at breaks in the text to check that it makes sense to them and to discuss the theme. 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.

A2: Reading notes for the teacher on the poem

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

- Discuss the meaning of each word in the Key words box. Use the mini-dictionary to help you. Elicit that the words are in alphabetical order.
- Ask the children to take turns to discuss the following questions:

Suitable questions:

Which word comes first in a dictionary – cheerfully or improve? Why? (Cheerfully, because the first letter is c and in the alphabet c comes before i, which is the first letter of improve.)

During the first reading (See Chapter 3, Lesson 1, Steps 10-19.)



- Discuss the introduction to Lewis Carroll before you read the poem. Explain that *Alice in Wonderland* (1865) and *Alice through the Looking Glass* (1871) were two of the first books to be written for children. There are many famous episodes, such as the Mad Hatter's Tea Party.
- Explain that the River Nile is in Egypt, and many crocodiles live there.
- Read the poem or play the audio-recording all the way through.
- Afterwards, discuss how the crocodile, which seems to be friendly towards the fishes, is in fact planning to eat them!
- Ask the children to make inferences about the text, for example, *Why do you think the crocodile pretends to be friendly?* The fishes trust him because of his welcoming smile, and come close to him. Then he eats them up!
- **Talk box:** Elicit that Lewis Carroll is joking when he says that the crocodile is little and gentle. In fact, the adjectives *big* and *fierce* describe it better.

During the second reading (See Chapter 3, Lesson 2, Steps 1-8.)



- The children listen to the audio-recording or to you as they follow the text.
- Discuss words and phrases that capture the children's interest or imagination and elicit the meanings of words in context.
- Ask half the children in the class to read the poem aloud chorally while the other half mime the crocodile's actions.
- Then get the readers and mimers to change roles.
- Ask the children to learn the poem by heart for homework and to recite it in a few days' time, perhaps performing it in an assembly.

Paired reading practice (See Chapter 3, Lesson 2, Steps 9-11.)

The children take turns to read both texts to each other in a whisper.

B. Comprehension

Learning outcomes

Students should be able to:

- **B1:** identify themes and conventions in an information text and poem.
- **B2-3:** identify the main ideas drawn from more than one paragraph.

- **B4:** discuss words that catch the reader's interest.
- **B5:** participate in discussion.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 12-18.)

- **B1:** Discuss the differences between an information text and a poem. Elicit that an information text is about facts and introduces each new point with a heading in bold. A poem is imaginative, has rhythm and is set out in lines. In many (but not all) poems, the last word of a line rhymes with the last word of another line (like *crocodile* and *Nile*, *tail* and *scale*).
- **B2:** Copy the table on the board and ask different children to come and complete each blank.
- **B3:** Encourage the children to answer in complete sentences.
- **B4:** Explain that some of these words (like *doth*) are old-fashioned and people do not use them any longer.
- **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 rules for adding the suffix *ly*: gentle – gently, happy - happily.
- **C3:** write from memory simple sentences dictated by the teacher.
- **C4:** show understanding that the same spelling can make different phonemes, e.g. in *head* and *heat*. Read and spell tricky words.
- **C5:** identify target words in the reading text.
- **C6:** know that dictionaries give numbers to words with more than one meaning.

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:** Ask different children to complete the sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **C3:** Dictate the sentences in C2. (See Chapter 3, Lesson 7, Steps 7-12.)
- **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:** 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.)
- **C6:** Refer to the mini-dictionary on page 179 of the Textbook. Elicit that *scales* and *tears* have alternative meanings. (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 add other words with ea to the table in C4.
- Examples of ea as in *head*: *spread, pheasant, thread, feather*
- Examples of ea as in *heat*: *read, meat, beans, peas, ice cream, bead, leaf, leaves, each*

D. Vocabulary, Grammar, and Punctuation

Learning outcomes

Students should be able to:

- D1:** Use adverbs of manner (*tightly, wide, slowly, still, completely*).
- D2-3:** Use adverbs of frequency (*never, sometimes, often, usually, always*).
- D4:** Identify parts of speech, using a dictionary.
- D5-6:** Use commas in lists.

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 7, Steps 1-6)

- D1:** Discuss the ‘wise owl’ teaching box, eliciting that some adverbs tell us how something happens. For the teacher’s information, these are called adverbs of manner and they usually, but not always, end in *ly*.
- The game *In the manner of the word* will give practice in using adverbs of manner. (See Chapter 6, Game 15.)
- D2:** Discuss the ‘wise owl’ teaching box, eliciting that some adverbs tell us how often something happens. For the teacher’s information, these are called adverbs of frequency.
- D3:** Practise the sentences orally before asking the children to complete them.
- D4:** The mini-dictionary is on page 179. The children write the part of speech, not the meaning.
- D5-6:** Note that in Oxford books, we use the ‘Oxford comma’ before *and* in lists. In many other books, the comma is not used before *and*.

Extension

- Ask the children to write other lists, using commas.
- 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:** prepare to write an information text with headings by identifying headings in the reading text.
- E2:** show understanding of a non-fiction listening text.
- E3:** plan writing by doing collaborative research.
- E4:** organize paragraphs around a theme, using headings.
- E5:** suggest improvements to own and others’ writing.

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.)
- Help the children to recognize that every paragraph makes a different point. The point is summarized at the top in the heading, which is in bold. The children should number and identify the headings by underlining them with a ruler.
- The ‘boxed texts’ (‘Did you know?’ and ‘Strange facts’) are not usually counted as main paragraphs, since the whole text can be understood without reading the two boxed texts.



- **E2:** Play the audio-recording for the listening task, or read it aloud slowly and clearly, repeating each sentence twice. (See Chapter 3, Lesson 8, Steps 5-8.)
- **E3:** The children do their own research in a library or at home. If possible, arrange a visit a zoo or a museum of natural history. (See Extension Activities.) This should give the children plenty of interesting ideas to write about.
- Make it clear that the children can choose any animal that they wish to research. This could be a wild or a tame animal, but they should be able to find the answers to complete the writing frame.
- Explain the differences between birds, fish, mammals, insects, and reptiles. Help the children to work out the category of their chosen animal. If they choose an animal that does not fit into one of these categories, write the category on the board (e.g. *amphibians* if the animal is a frog).
- Encourage pair work as the children will learn from each other.
- **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 with the help of a classmate. (See Chapter 3, Lesson 9, Steps 13-15.)
- Decide whether you want the children to re-draft their writing for display or to read aloud. In this case, mark their work fully so that their second drafts are as perfect as possible. (See Chapter 1, Section 6.3 and 10 for correction strategies.)
- After you have marked the compositions, read aloud examples of good writing. Also give feedback on common mistakes. (See Chapter 3, Lesson 10, Steps 1-6.)
- If the children are to read aloud or display their work, encourage them to write a neat second draft, illustrating it if appropriate.

Extension: Ask the children to read aloud their projects in class.

Answers

- **B1:** a) true, non-fiction b) information c) poem
- **B2:**

| | |
|-------------------|--|
| Family of animals | reptile |
| Prey | fish, birds, small animals, other reptiles |
| Length | up to six metres |
| Weight | up to a thousand kilos |
| Life span | up to 80 years |
- **B3:**
 - They use their jaws to catch their prey.
 - They live in rivers, lakes and salt water.
 - It is keeping its head cool in the heat.
 - They often cry when they are eating.
 - You can see crocodiles at Munghopir, near Karachi.
- **B4:**
 - doth – does
 - improve – make better
 - cheerfully – happily
 - grin – smile widely
 - welcomes – says hello
- **B5:**
 - Answers depend on the children.
 - It was hoping to eat some little fishes.
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
neatly, politely, cheerfully

tidily, angrily, greedily

gently, simply, nobly

- **C2:** a) politely b) greedily c) gently d) tidily e) angrily
- **C3:** Children write the sentences in C2 as the teacher dictates them.
- **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 children underline as many words as they can find in the reading text in five minutes. Afterwards, they read aloud the sentences in which they occur.
C6: a) scales (2) b) scales (1) c) tears (2) d) tears (1)
- **D1:** (always) slowly, well, back, silently, easily
- **D2:** 2) sometimes 3) always 5) usually 6) often 8) never
- **D3:** a) usually b) often / usually c) sometimes d) always / usually e) never
- **D4:** a) noun b) adverb c) verb d) adjective e) adverb f) noun
- **D5:** 1. All snakes are reptiles. They include pythons, cobras, and kraits.
2. Pythons live in many countries of Africa, Australia, and Asia.
3. The Asian countries include Pakistan, India, Sri Lanka, Nepal, and Burma.
4. Pythons can be green, brown, black, and yellow.
5. Varieties of python include tree pythons, water pythons, ringed pythons, and white-lipped pythons.
- **D6:** Answers depend on the children and their knowledge of birds and animals. Check that commas are used correctly.
- **E1:** There are six main paragraphs in the text about crocodiles. (There are eight paragraphs including the boxed texts, but the main text can be understood without them.) The children should have underlined the headings in bold.
- **E2:** a) reptiles b) centimetres c) horses d) skin e) climb f) eyes g) Iguanas
h) trees i) Geckos j) houses k) dragons l) Indonesia m) three n) hundred
- **E3-4:** Answers will depend on the children's own ideas.
- **E5:** Check for evidence of proof-reading and self-correction of spelling and punctuation.

Workbook 3, Unit 4, Notes

Learning Outcomes in the Workbook

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

See the Scope and Sequence for this unit on page 4-5 of this Teaching Guide.

Students should be able to:

- **Ex 1:** practise letter joins for 'ly'; check that the tail of 'y' falls neatly below the line.
- **Ex 2:** practise making breaks after break-letters 'x' 'b' and 'z'.

Detailed lesson notes

See Chapter 3: How to Plan a Teaching Unit.

Answers

- **Ex 1:** Children copy the words two or three times in joined writing, placing the letters correctly between double ruled lines. Demonstrate that the diagonal joining line leads to letter 'l' and then from 'l' to 'y'.
- **Ex 2:** Children copy the sentence in joined writing between double ruled lines.
- **Ex 3:** a) head, said b) eat, meet c) late, weight d) bean, between e) bread, red
- **Ex 4:** Reptiles lay eggs. Reptiles have scales. Reptiles are cold-blooded.
Mammals have babies. Mammals have hair or fur. Mammals are warm-blooded.

- **Ex 5:** a) reptiles b) crocodiles, prey c) scales d) extinct e) iguanas, tears
- **Ex 6:** bread, dead, gecko, jaguar, meat, neat
- **Ex 8:** a) length, weight b) extinct c) important d) whisper e) plants f) whistle
- **Ex 9:** Answers depend on the children.
- **Ex 10:** a) beautifully, carelessly, cheerfully, silently, slowly b) luckily, sleepily, unhappily
c) gently, horribly, simply, terribly d) fast, hard, high
- **Ex 11:** a) The boys are quietly playing a game of chess.
b) The rider is jumping high over the wall.
c) The farmer is furiously chasing the goats out of his field.
d) A plane is flying noisily over the school.
e) The girls are singing the school song very beautifully.
- **Ex 12:** a) Always b) Never c) never d) usually e) Always f) usually
- **Ex 13:** a) Pythons live in Africa, Australia, and South America.
b) I keep mice, frogs, lizards, and turtles at home.
c) A Komodo dragon has a big head, sharp claws, scales, and a very long tail.
d) Reptiles include crocodiles, iguanas, turtles, and geckos.
e) Geckos eat flies and other insects.
f) Turtles eat fruit, vegetables, plants, and grass.
- **Ex 14:** a5, b2, c6, d3, e1, f4
- **Ex 15:** Example answer:
 1. Komodo dragons are a kind of very big lizard. Lizards are reptiles and lay eggs.
 2. They live on the islands of Komodo, Rinca and Flores in Indonesia.
 3. They have long, strong tails, sharp claws and teeth, rough scales, and a forked orange tongue. They use their tongues to smell.
 4. Komodo dragons eat all kinds of dead and live meat. Their prey includes deer, monkeys, and water buffalo.
 5. They can grow up to 3 metres in length and can weigh up to 150 kilos.
 6. All Komodo dragons can swim. The young dragons can climb trees. They can run as fast as 20 kilometres per hour.

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

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

Answers: Textbook 3 Unit 5

- **Ex 1:** Family: birds
Height: up to 1.5 metres
Weight: up to 4 kg
Colour: pink
Habitat: salty mud-flats by the sea near Karachi
Food: shrimps, shellfish, algae
- **Ex 2:** 1) date – b) wait 2) complete – c) eat 3) bite – a) night 4) note – d) goat
5) flute – f) boot 6) touch – e) much 7) earn – h) turn 8) head – g) red
- **Ex 3:** bite, complete, date, earn, flute, head, note, touch
- **Ex 4:** **Note:** All the nouns, adjectives, verbs, and adverbs are noted below. The children should have underlined in **red** any three nouns (N), in **blue** any three adjectives (Adj), in **green** any three verbs (V), and in **orange** any two adverbs (Adv).
One Sunday (N), Hassan (N) and his family (N) drove (V) to a beach (N) near Karachi (N). Suddenly (Adv) they saw (V) a crowd (N) of pink (Adj) flamingos (N)(N). They had (V) long (Adj) thin (Adj) legs (N) and necks (N). Hassan (N) watched (V) them quietly (Adv).
- **Ex 5:** a) prettiest b) quietly c) useless d) beautiful e) longer
- **Ex 6:** Hassan's dad: (quietly) Can you see the flamingos, Hassan?
Hassan: Wow! Why are their heads under the water?
Hassan's dad: They're feeding, son (or Son).
Hassan: They're amazing!
Hassan's dad: Shh!
Hassan: Oh dear! They're flying away. Sorry, flamingos.
- **Ex 7:** Answers will depend on the children. Here is a suitable composition.

What are flamingos?

Flamingos belong to the family of birds. This means that they have feathers, lay eggs, and have wings.

Flamingo bodies

Flamingos have very long legs to help them walk in shallow water. They have long necks and curved beaks to help them to pick up their food from the mud. They can fly and walk through water. Flamingos are 1.5 metres tall. They have pink feathers and weigh up to 4 kg.

Where they live and what they eat

Flamingos live on salty mud flats by the sea near Karachi. They eat shrimps, algae, and shellfish.

Extension: Open answers.

Workbook 3, Unit 5, Notes

Learning Outcomes in the Workbook

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

See the Scope and Sequence on page 4-5 of this Teaching Guide.

2. Learning Outcomes for Reading

Students should be able to:

- **Ex 1:** read and understand a folk story that is presented as a play-script for enjoyment. They should draw inferences about the characters' feelings, thoughts, and motives.

Detailed lesson notes

See Chapter 4: How to Plan a Revision Unit.

Answers: Workbook 3 Unit 5

- **Ex 1:** Hero killed it with his sword.
- **Ex 2:** a) play-script b) actors c) Stage directions
- **Ex 3:** a) He lived in a deep cave at the foot of a cliff in a forest.
b) He was a dangerous and fierce monster.
c) They will receive a reward of one kilo of gold.
d) They took with them a very strong, very sharp sword, a leg of goat-meat, and a small pot of powder (pepper).
e) He put it on the ground near the cave.
f) It stopped moving because it wanted to sneeze.
- **Ex 4:** a) brave, quick, cheerful
b) crazy, cunning
c) Hero will take half and Lucky will take half.
- **Ex 5:** a) The horse is the fastest. b) The peacock is the most beautiful.
c) The giraffe is the tallest. d) The leopard is the most dangerous.
e) The monkey is the cleverest.
- **Ex 6:** Jobs: driver, farmer, waiter.
Compound nouns: busload, driveway, footbridge.
Other nouns: appointment, happiness, tiredness.
- **Ex 7:** 'ch' words: brochure, chef, chic, machine
'qu' words: antique, boutique, technique, unique
'gu' words: dialogue, league, tongue, vogue
- **Ex 8:** A: How can I help you, Sir? B: I'd like a cartload of bananas, please.
A: What size bananas would you like, Sir? We've got several sizes.
B: The largest size, please. And I'll take ten baskets of cabbages and four sacks of mangoes.
A: Goodness me! Are you having a party, Sir?
B: No, they're for the elephants in my zoo.
- **Ex 9:** a) early b) late c) right d) Unluckily e) wrong
f) round g) fast h) well i) last j) kindly

Reading genre: Non-fiction explanations

Background

This unit prepares children to use scientific and mathematical language that will help them to access other areas of the curriculum. It also develops the ability to explain difficult concepts in simple language. Since a good scientist has a questioning mind, the unit focuses on question formation. Children begin to learn that answers can be long or short, according to context. For example, the answers to questions in the reading passage take the form of several complex sentences. In contrast, in FAQs (Frequently Asked Questions), answers are often in note form, so do not need to be in complete sentences.

Learning outcomes: See detailed planning grid on page 4-5 and individual unit plans.

Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 3
- (advisable) materials for games chosen to support a teaching point
- (optional) books about space from the library
- (optional) pictures of the solar system and planets to stimulate discussion and writing

Extension activities (optional)

Individual research or project work

1. After you have finished the whole unit, encourage the children to do individual research into a planet. They can do their research on the internet with the help of a responsible adult or they can visit the school library.
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 study one of the eight main planets for individual research. Encourage them to write their own paragraph about their planet as they did about the planet Mars on page 53.
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 paragraph and encourage the children to re-draft corrected work on a sheet of paper. Display each piece of research in the classroom, preferably with a picture of the planet.
6. Finally, ask each child or pair to ‘teach’ the rest of the class about the planet they have chosen. Give each one up to five minutes, with a further few 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

A. Reading text

Learning outcomes

Students should be able to:

- ask questions to improve their understanding of a non-fiction 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.
 - Explain that the questions about the universe should come from the children, not you. Do not worry if you do not know the answers to their questions. Simply say, *I don't know. Let's try to find out.*
- Possible questions from the children, but encourage them to ask their own:** *Why does the Sun shine?* [Because it is a ball of burning gas.] *Why do astronauts float around in space ships?* [Because in space there is no gravity to pull them down to Earth.]

During the first reading (See Chapter 3, Lesson 1, Steps 10-19.)



- As you play the audio-recording or read the text for the first time, ask questions regularly to check understanding.
- As you read, elicit the meanings of difficult words like *collection* and *position*.
- Encourage the children to try to explain the facts that they have learnt about the universe in their own words. Explain that it does not matter if we are wrong. We need to listen to people's answers and question them if we do not agree or understand.
- **Talk box 1:** Listen to different answers to the question *Why does it become dark at night?* If some of the answers are scientifically wrong, just say, *Let's read on and find out.* The answer is given on page 46.
- **Talk box 2:** Encourage the children to ask each other questions in pairs. They should test each other to see if they have understood the text. This will give them practice in question formation, the key language of the unit.

During the second reading (See Chapter 3, Lesson 2, Steps 1-8.)



- The children listen to the audio-recording or to you as they follow the text.
- Stop at breaks in the text to check that it makes sense to them and to discuss the theme. 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.

Paired reading practice (See Chapter 3, Lesson 2, Steps 9-11.)

- The children take turns to read the text to each other in a whisper.

B. Comprehension

Learning outcomes

Students should be able to:

- **B1:** identify conventions of non-fiction explanations.
- **B2:** use a dictionary to check word meanings.
- **B3:** discuss words that capture the reader's interest.
- **B4:** ask questions to improve their understanding of a text.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 12-18.)

- **B1:** Discuss the features of an explanation text. Elicit that a paragraph is a group of sentences about the same point. We show that we are starting a new paragraph in a non-fiction text by leaving an empty line between paragraphs. Do not explain yet that we set paragraphs differently when we write direct speech.
- **B2:** Ask the children to find the mini-dictionary at the back of their Textbooks. Practise the definitions orally before the children complete them.
- **B3:** Ask different children to read each question aloud. Ask other children to read aloud the correct answer. For each one, point out that an answer should match the tense of the question. Explain there is no *s* in a verb after *does*, but there is an *s* after the verb in the answer. The children should match and copy the questions and answers **after** full discussion and practice of this rule.

C. Word Reading and Spelling

Learning outcomes

Students should be able to:

- **C1-4:** revise words with *al* (*always*) and *igh*-(*night*); form words ending with *tion* (*explanation*).
- **C3:** list words in alphabetical order.
- **C5-7:** learn the spellings of ordinal numbers and tricky words.

Spelling notes for the teacher



- **C1:** Teach the children to read each word after you or the audio-recording. Discuss the meanings and ask children to use them in the context of sentences. (See Chapter 3, Lesson 3, Steps 1-7.)
- **C2:** Challenge the children to look for and underline the target words in the reading text. At the end of five minutes, tell them to stop. They should then be able to read aloud the sentences in which the words occur. Note that a few words may not be in the text. (See Chapter 3, Lesson 3, Steps 8-13.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C3:** Refer to the printed alphabet when putting the words in alphabetical order. Explain that in the example, *altogether* comes before *always* because if the first letters are the same, we look at the next letters. We put the first letters that are different in alphabetical order.
- **C4:** Ask different children to complete the sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the spellings** in C1 after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)



- **C5:** Discuss the 'wise owl' box. Ask the children to repeat the words after you or the audio-recording, and to discuss the meanings as in C1. Remind them that tricky words do not follow the usual spelling rules. We just have to learn them. (See Chapter 3, Lesson 5, Steps 1-6.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C6:** To help you teach ordinal numbers, take the children into the playground and run a race. (See Chapter 6, Game 9.)
- **C7:** Elicit that it takes a year for the Earth to go around the Sun. Point out that the north part of the Earth is tipped towards the Sun in June. This is when the north part of the world has summer. The south part of the Earth is tipped towards the Sun in December. This is when the south part of the world has summer. As Pakistan is in the north part of the world, we have our summer in June. Ask different children to complete the sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the second set of spellings and tricky words** after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)

Extension activities

- If you ran a race outside for C6, ask the children to write sentences like this: *Rahila came first. Ahmed came second.* and so on. If you cannot go outside to run a race, ask a few children to line up at the front of the class, all facing the door. Ask the rest of the children to write sentences like this: *Rahila is first in the line. Ahmed is second.* and so on.
- Dictate the sentences in C7. (See Chapter 3, Lesson 7, Steps 7-12.)

D. Vocabulary, Grammar, and Punctuation

Learning outcomes

Students should be able to:

- **D1:** identify the correct form of verbs in the **present simple** tense.
- **D2:** form questions in the **present simple** tense.
- **D3-4:** form questions and answers in the **present progressive** tense.
- **D4:** use question marks.

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 7, Steps 1-6.)

- **D1:** Discuss the ‘wise owl’ teaching box. Explain that we use the present simple tense when we talk about things that we usually or always do. Explain that we put s on the end of a verb after *he*, *she*, or *it* (ONE thing or person). For example, *The Earth orbits the Sun*. There is no s on the end of PLURAL verbs. For example, *Planets orbit the Sun*. The children circle the correct verb forms.
- **D2:** Explain that in questions, we do not put s at the end of a verb after *does*. For example, we ask, *How long does the Earth take to go round the Sun?* We answer, *It takes a year*.
- The game *What’s behind my back?* will give practice in asking questions and giving answers in the present simple tense. (See Chapter 6, Game 11.)
- Practise matching the questions to the answers orally before asking the children to write them in their notebooks.
- **D3:** Discuss the ‘wise owl’ teaching box. Explain that we use the present progressive to explain what is happening NOW (but did not happen before and will not happen soon). Show on the board how the order is inverted in the question form. Practise question and answer formation with the help of the table.
- **D4:** Practise forming questions orally before asking the children to complete them.

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:** give oral explanations.
- **E2:** show understanding of a listening text about the Moon.
- **E3-4:** write a guided explanation text about the Moon, using information from a listening text.
- **E5:** proof read for spelling.

Listening, speaking, and composition notes for the teacher

- **E1:** Discuss the genre of explanations, taking time to talk about the ‘wise owl’ box. (See Chapter 3, Lesson 8, Steps 1-4.)
- In pairs, the children try to explain a-c in their own words, using information from the reading text.
- **E2:**  Play the audio-recording for the listening task, or read it aloud slowly and clearly, repeating each sentence twice. (See Chapter 3, Lesson 8, Steps 5-8.)

- **E3:** Point out that we can present information in many ways: in brief form, as in FAQs, and in full sentences in a paragraph. It is not wrong to write sentences without verbs in the FAQs because in this format, information is given briefly and we read the answer with the question. It IS wrong to write sentences without verbs in a paragraph because each sentence should make sense by itself – without a question.
- Check that the children have completed E2 correctly in response to the listening text. They then use that information to complete the paragraph.
- **E4:** Talk through the composition task with the whole class, asking different children to use the FAQs to help them frame sentences. This prepares them to use notes as a basis for complete 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 each other's spelling. (See Chapter 3, Lesson 9, Steps 13-15.)
- **Extension:** If you have time, ask each child or pair of children to find out about another planet and write a paragraph about it. (See Extension activities at the beginning of this unit.)

Answers

- **B1:** a) true, non-fiction b) questions c) explanations d) paragraphs
- **B2:** a) group b) to go round c) place d) shine back like a mirror
- **B3:** a) galaxy b) comet c) universe d) Earth e) star
- **B4:** a) It contains the galaxies, stars, planets, and the Earth.
b) It shines because it gives out light.
c) She is looking at her hand.
d) We see them because they reflect the Sun's light.
e) It is shining on the Earth.
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C2:** The children underline as many words as they can find in the reading text in five minutes. Afterwards, they read aloud the sentences in which they occur.
- **C3:** altogether, always, ball, light, night, position
- **C4:** a) altogether b) ball c) position d) light e) always f) night
- **C5:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C6:** a) Venus is the second planet from the Sun.
b) Earth is the third planet from the Sun.
c) Mars is the fourth planet from the Sun.
d) Jupiter is the fifth planet from the Sun.
e) Saturn is the sixth planet from the Sun.
f) Uranus is the seventh planet from the Sun.
g) Neptune is the eighth planet from the Sun.
- **C7:** a) actually b) Earth c) first d) third e) eighth f) ninth g) twelfth
- **D1:** a) shine b) reflect c) go d) orbits e) takes f) need g) has
- **D2:** a) Exercise 1 e
b) Exercise 1 g
c) Exercise 1 f
d) Exercise 1 a

- e) Exercise 1 b
- f) Exercise 1 d
- g) Exercise 1 c
- **D3:** What is Omar doing? He is working on the computer.
What are Yasmin and Cheng doing? They are sleeping.
What is Afia doing? She is looking through a telescope.
- **D4:** What is Omar wearing? He is wearing an orange space suit.
What are Yasmin and Cheng wearing? They are wearing blue space suits.
What is Afia wearing? She is wearing a green space suit.
- **E1:** a) It goes dark at night because the Earth spins away from the Sun.
b) The Earth is the third planet from the Sun in the Solar System.
c) The Earth spins round once every twenty-four hours.
- **E2:** 1. A huge rock in the sky.
2. The shape of a ball.
3. A satellite.
4. Something that goes round, or orbits, the Earth.
5. It takes 28 Earth days.
6. A full moon.
7. A crescent moon.
8. It reflects the Sun.
- **E3:** The Moon is a huge rock in the sky. It is the shape of a ball. It is a satellite because it orbits the Earth every 28 Earth days. A bright, round moon is called a full moon and a thin, curved moon is called a crescent moon. It gives out light because it reflects the light of the Sun.
- **E4:** Mars is a planet in the Solar System. It is red. It orbits the Sun every 687 Earth days. It reflects the Sun's light. Animals and plants cannot live there because there is no air and it is very cold.
- **E5:** Check for evidence of proof-reading and self-correction of spelling.

Workbook 3, 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 4-5 of this Teaching Guide.

2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise writing the letter 't' at the correct height. Practise joining the letters -ation, -ition, -ction.
- **Ex 2:** practise joining the letters -ition, -ction.

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. Check that the letter 't' is the correct height and is not as tall as other ascenders like 'l'.
- **Ex 2:** Children copy the sentence in joined writing between double ruled lines.
- **Ex 3:** a) action, non-fiction b) explanation c) injection d) position
e) Station, instruction f) collection g) information h) reflection
- **Ex 4:** answer, giraffe arrive, appears parrot, stand, actually
small, also, although, altogether, always, almost, tall
- **Ex 5:** always, explanation, injection, orbit, reflect, sun, universe
- **Ex 6:** 1 universe 2 galaxy 3 space 4 planet 5 earth 6 sunlight 7 moon
Hidden word: explain
- **Ex 8:** a) appears, earth b) Actually, earth c) position d) month e) appears, crescent
- **Ex 10:** Answers depend on the pupils.
- **Ex 11:** a) Monday the fifth of August. b) Thursday the third of July.
c) Saturday the eighth of June. d) Tuesday the second of February.
e) Friday the first of January. f) Sunday the ninth of October.
g) Wednesday the twelfth of March.
- **Ex 12:** (a) are you doing (b) Are you searching (c) am looking (d) is travelling
(e) is going (f) is getting (g) is shining (h) is reflecting
- **Ex 13:** A: Has it got a name?
B: Yes, this comet is called BA14.
A: BA14! What a funny name!
B: Yes, most comets and stars have names with letters and numbers.
A: What's special about BA14?
B: Only two other comets have passed closer to Earth.
A: Wow! How far away is it now?
B: Tonight, it's about 2.2 million miles away.
A: That's close! I hope it's not coming any closer.
- **Ex 15:** Example answer:
 - a) A comet is a ball of dust and ice.
 - b) It circles the Sun.
 - c) Its orbit is egg-shaped. It is sometimes near the Sun, and sometimes it is far from it.
 - d) When it approaches the Sun, you can see it from the Earth [with or without a telescope]. When it is in outer space, you cannot see it from the Earth, because it is too far away.
 - e) Usually, a comet appears again after many years.
 - f) A comet travels fastest when it approaches the Sun.
 - g) A comet travels most slowly when it is farthest from the Sun.

Reading genre: Science fiction: Story settings

Background

This two-part science fiction story imagines a planet where life is greener than on Earth in two ways. It is greener literally because there are more trees. It is also greener in the sense that it is more environmentally friendly. Power is generated through solar panels. Electric cars do not pollute the air. It is not acceptable to drop litter. The setting of a polluted city on Earth is contrasted with the setting of a clean, green city on another planet, leading children to discuss how we could all change the way we live.

Learning outcomes: See detailed planning grid on page 4-5 and individual unit plans.

Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 3
- (advisable) materials for games chosen to support a teaching point
- (advisable) a large dial clock with moveable hands that you can use to teach telling the time in D4
- (optional) books about sustainable technology, such as solar, wind, and hydro power, from the library
- (optional) pictures of sustainable technology to stimulate discussion and writing

Extension activities (optional)

An environmental survey of the school

1. After you have completed Sections A-E of the unit, prepare a simple survey of the school environment.
2. Get the children into groups and ask each group to study a different area of the school at break-time (when the rest of the children are outside).
3. Ask them to note down evidence of environmental problems on the left-hand page of a double page in their notebooks.
4. When they come back to class, note on the left-hand side of the board the problem noted by each group. Ask the children to copy all the problems into their notebooks, leaving the right-hand page empty.
5. Have a class discussion about how you can solve each problem, noting possible solutions on the right-hand side of the board.
6. The children copy the table from the board, adding their own ideas. The survey might look like this.

| Environmental problems in our school | What we can do about the problems |
|--|---|
| There is a lot of litter in the playground. We counted five cans, three plastic bags and eight sweet papers. | Have class litter monitors who pick up litter and remind children to put litter in the bin. |
| There is only one tree in the playground, so it is hot and there is little shade at break time. | Plant trees around the edges of the playground. |
| There were eight empty classrooms with fans on and two empty classrooms with lights on. All the fans were on in the hall, which was empty. | Have electricity monitors who turn off lights and fans in empty rooms. |
| The car park is over-crowded and full of bad fumes at the beginning and end of the day. | Ask children who live in the same part of town to share transport to school. |

Be sure to act on the children's suggestions. For example, for the above survey, you could appoint monitors for litter and turning off switches. A group of children can visit the head teacher to request more trees. Another group could make posters to stress the importance of sharing cars and other transport to school.

Textbook page notes

A. Reading text

Learning outcomes

Students should be able to:

- discuss story settings in a range of fiction that the children have already read.
- recognize that the setting of a story describes when and where it happens.

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.
- Ask the children to take turns to discuss the following questions:

Suitable questions:

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

*How do you know? (Because it says the unit is about **story** settings. The pictures seem to illustrate a story. There is a lot of conversation in the text.)*

What is a story setting? (When and where a story happens.)

What is the setting of Downhill all the way in Unit 1? (On the road from Murree to Islamabad in modern times.)

What is the setting of Anansi the Spider in Unit 3? (West Africa thousands of years ago.)

During the first reading (See Chapter 3, Lesson 1, Steps 10-19.)



- As you play the audio-recording or read the text for the first time, 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, *Where do you think the rocket will go?*
- Tell them to explain their views about Omair's behaviour, accepting a variety of opinions. Some children may think that he was brave to go into the big black box. Others may think that he was stupid and should have obeyed his elder sister.
- As you read, elicit the meanings of difficult words like *humming* and *rumbled*.
- Ask the children to make inferences about the text, for example, *How was the Green City different from the city where Omair and Rida lived? What kinds of people (or creatures) do you think lived there?*
- Elicit that the strange creature speaks in a funny way, but help them to see that WODGA DOONG means *What are you doing?*
- Talk box 1:** Elicit that Omair and Rida had different reactions when they went up in the rocket. Rida was frightened. Omair was excited.
- Talk box 2:** Elicit that the cars made no noise because they were electric and powered by the solar panels on the roofs. They were also clean because they did not pollute the air with petrol fumes.

During the second reading (See Chapter 3, Lesson 2, Steps 1-8.)



- The children listen to the audio-recording or to you as they follow the text.
- Stop at breaks in the text to check that it makes sense to them and to discuss the theme. 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.

Paired reading practice (See Chapter 3, Lesson 2, Steps 9-11.)

- The children take turns to read the text to each other in a whisper.

B. Comprehension

Learning outcomes

Students should be able to:

- **B1:** identify conventions of fiction and story settings.
- **B2-3:** check that the text makes sense to them (revising past tense forms and comparatives).
- **B4:** predict what might happen next from details stated and implied.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 12-18.)

- **B1:** Discuss the features of a fiction story. Elicit that it is made-up and usually happens in a particular time and place. This is its setting. The setting of this story is in two places – Omair and Rida's home city and a strange green city on another planet. They may remember that stories involving space travel are called science fiction stories. You will discuss this in the next unit.
- **B2:** Ask the children to answer the questions in complete sentences. Point out that they are all in the past tense. Although the present form is used after *did* in the questions (e.g. *Where did the children go?*) the past form should be used in the answers (e.g. *They went ...*)
- **B3:** Practise making comparative sentences about the two cities before you ask the children to write the sentences in their notebooks.
- **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:** explain the difference between a consonant and a vowel and recognize that this will help them to spell some words.
- **C1-3:** add *-ing*, *-ed*, *-er*, (Workbook: *-est*, *-y*) to words of one syllable, ending in a single consonant letter after a single vowel letter (*pat*, *pattting*, *patted*).
- add suffixes beginning with vowel letters to words of more than one syllable (e.g. *forgetting*, *forgotten*, *beginning*, *beginner*, *preferred*).
- **C4-6:** recognize that different spellings can produce the same phonemes in *chair*, *stare*, *wear* and *there*; read and spell tricky words.
- **C7:** match homophones.

Spelling notes for the teacher



- **C1:** Discuss the 'wise owl' box. Point out that we need to know the difference between a consonant and a vowel to understand some spelling rules, such as the rule on this page.
- 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.)
- **C2-3:** Ask different children to complete or make up the sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)

- **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:** 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.)
- **C6:** Ask different children to complete the sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **C7:** Ask the children to suggest sentences with each homophone before they match them.
- **Test the second set of spellings and tricky words** after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)

Extension activities

- Ask children who finish early to think of other words with the same spelling pattern and to write their own sentences with them.
- 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:** identify verbs.
- **D2:** write verbs in the **past simple tense**.
- **D3:** write verbs in the past tense in questions, negatives and affirmatives, using the present form after *did*.
- **D4:** write verbs in the **past progressive tense** and tell the time (*a quarter past, half past, a quarter to*).
- **D5:** use **apostrophes** to mark where letters are missing.

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 7, Steps 1-6.)

- **D1:** Discuss the ‘wise owl’ teaching box. Give the children five minutes to re-read the story and list regular past tenses (those ending in *ed*, e.g. *turned, stared, stopped*) and irregular past tenses (those not ending in *ed*, e.g. *was, were, heard*).
- The game *Alibis* will give practice in using the past simple and past progressive tenses in questions and answers. (See Game 6, Chapter 6)
- Elicit that verbs are ‘doing’ words and ask the children to underline them.
- **D2:** Practise the sentences orally before asking the children to complete them.
- **D3:** Discuss the ‘wise owl’ teaching box. As the children are answering questions about the things they did yesterday, their answers will be different, but should all be in the past tense.
- **D4:** Discuss the ‘wise owl’ teaching box. If possible use a dial clock with moveable hands to practise telling the time. Practise the sentences orally before asking the children to complete them.
- **D5:** Discuss the ‘wise owl’ teaching box. Show on the board how an apostrophe replaces missing letters in words.
- **Extension:** Draw some dial clocks on the board and ask the children to write the time in words. **Tip:** Draw the numbers in this order: 12, 6, 3, 9. Then fill the other numbers inside each quarter hour. That way, the numbers will be in approximately the correct places on the clock.
- Dictate the questions in D3. (See Chapter 3, Lesson 7, Steps 7-12.)

E. Listening, Speaking, and Composition

Learning outcomes

Students should be able to:

- **E1:** identify the setting in a story.
- **E2:** show understanding of a listening text of a story setting.
- **E3:** describe the details of the classroom, focusing on the senses.
- **E4:** create a story setting, using words about the five senses.
- **E5:** check past tenses to improve consistency.

Listening, speaking, and composition notes for the teacher

- **E1:** Discuss the meaning of the term ‘setting’, taking time to talk about the ‘wise owl’ box. (See Chapter 3, Lesson 8, Steps 1-4.) The children describe the setting of the story without looking back in their books. This way, they will use their own words.



- **E2:** Play the audio-recording for the listening task, or read it aloud slowly and clearly, repeating each sentence twice. (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 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 guide 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.
- **E5:** Encourage the children to proof-read and check that they have used the past tense with the help of a classmate. (See Chapter 3, Lesson 9, Steps 13-15.)
- Decide whether you want the children to re-draft their writing for display or to read aloud. In this case, mark their work fully so that their second drafts are as perfect as possible. (See Chapter 1, Section 6.3 and 10 for correction strategies.)
- After you have marked the compositions, read aloud examples of good writing. Also give feedback on common mistakes. (See Chapter 3, Lesson 10, Steps 1-6.)
- If the children are to read aloud or display their work, encourage them to write a neat second draft, illustrating it if appropriate.

Extension: Ask the children to write a setting for a story set in their own homes, using the same guide questions.

Answers

- **B1:** a) made-up, fiction b) title c) where d) cities e) noun phrases
- **B2:** a) They went into a black box on their roof.
b) It went into space.
c) It travelled for five hours.
d) It arrived on the roof of a block of flats.
e) He ate some crisps and a yellow fruit.
f) They saw a very strange creature.
g) It took the black box to pieces.
- **B3:** a) Omair’s city was dirtier / less green / hotter / smellier / less quiet / less pretty than the Green City.
- **B4:** Open answers

- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
running, forgetting, beginning, travelling
whirred, trapped, preferred, travelled
hotter, wetter, redder, traveller
- **C2:** a) travelled b) beginning c) hotter d) preferred e) trapped f) traveller
- **C3:** a) walked b) hugged c) helped d) stopped e) asked f) batted
Open answers to the children's own sentences.
- **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 children underline as many words as they can find in the reading text in five minutes. Afterwards, they read aloud the sentences in which they occur.
- **C6:** a) bear b) hair c) scared d) chair e) careful f) Where g) there h) wearing
- **C7:** a) where b) stare c) here d) through
- **D1:** gets, walks, comes, does, eats, goes
- **D2:** got, walked, came, did, ate, went
- **D3:** Answers depend on the pupils. They should all be complete sentences, beginning with a negative sentence in the past tense: *No, I did not ...* followed by a statement in the past simple with the correct time.
- **D4:** 1) At a quarter to eleven, Hamid was playing cricket.
2) At one o'clock, Hamid was eating lunch.
3) At a quarter past two, Hamid was watching TV.
4) At half past three, Hamid was riding his bicycle.
5) At a quarter to four, Hamid was going (with his mother) to the shop.
6) At a quarter past six, Hamid was reading / doing his homework.
- **D5:** a) I will be careful.
b) Do not go in.
c) The sun is getting hotter.
d) We are going into space.
e) This is not a game.
f) I am hungry.
g) I have got some crisps.
- **E2:** ten, Thursday, writing, quiet, pencils, lizard, white, paint, cold, door
- **E3 and E4:** Answers will depend on the children's own ideas.
- **E5:** Check for evidence of proof-reading and use of the past tense.

Workbook 3, 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 4–5 of this Teaching Guide.

2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise forming double letters correctly: 'tt, nn, rr'. Check that ascenders 'h' and 'd' are the correct height and that 't' is not as tall as other ascenders.
- **Ex 2:** copy the sentences in joined handwriting.

Detailed lesson notes

See Chapter 3: How to Plan a Teaching Unit.

Answers

- **Ex 1:** Children copy the words two or three times in joined writing, placing the letters correctly between double ruled lines. They join the double letters without lifting the pen/pencil off the page. They cross the ‘double-t’ after they have written the complete word.
 - **Ex 2:** Children copy the sentences in joined writing between double ruled lines. They cross the ‘t’ and ‘double-t’ after they have written the complete word.
 - **Ex 3:**
 - a) running, forgetting, walking, chopping
 - b) trapped, whirred, preferred, rushed
 - c) traveller, helper, better, wetter
 - **Ex 4:**
 - a) She’s careless.
 - b) She has bare feet.
 - c) She shares her picnic lunch.
 - d) He can’t climb the stairs.
 - e) Be careful! Don’t tear your shirt!
 - **Ex 5:**
 - a) chair, air, fair hair
 - b) Where, somewhere, There
 - c) bear, wearing, pear
 - d) carefully, compare, pairs, stairs
 - **Ex 6:** quiet, satellite, tired, verb, writer, young
 - **Ex 8:** a) bought, fruit, brought b) heard c) saw, smelt d) felt, thought, through e) stomach
 - **Ex 9:** brother, cousin, front, honey, London, love, Monday, money, monkey, month
 - **Ex 10:**
 - a) At three o’clock, (got), went
At a quarter to four, started, made
At five o’clock, stopped, ate, drank
 - b) At a quarter past six, sat, forgot, were
At half past seven, woke, was, smelt, opened, saw
 - c) At a quarter to nine, heard, was, called, was, were, had
 - **Ex 11:**
 - a) What time did you get up?
 - b) What were you making before breakfast?
 - c) What did you have/eat for breakfast?
 - d) Did you drink milk for breakfast?
 - e) How were you feeling after breakfast?
 - **Ex 12:** Mrs Khan: Is everything OK?
Mr Khan: No, it isn’t (is not).
Mrs Khan: What’s (What is) wrong? I’m (I am) worried!
Mr Khan: Everything’s (Everything is) wrong, I’m (I am) afraid. Are the children upstairs?
Mrs Khan: Yes, they’re (they are) still asleep. What’s (What is) the matter with your clothes?
They’re (They are) black!
Mr Khan: I’m (I am) sorry, there’s (there is) no bread today. It’s (It is) even blacker than my clothes.
 - **Ex 14:** Example answer:
 - a) It was a quarter to six on a Wednesday evening, on 9th October.
 - b) I was in the park near my house.
 - c) I was playing frisbee with my two friends, Omar and Mustafa.
 - d) My other friends were playing football.
 - e) [Suddenly I heard a strange buzzing sound.]
[Then I saw a huge green spaceship with windows.]
The spaceship was flying round the park in a big circle.
 - f) At the same time I heard a high whirring sound and I smelt a terrible burning smell.
 - g) I was very surprised and I felt scared.

Reading genre: Science fiction and characters

Background

The second part of this science fiction story focuses on character. From the story, your pupils should understand that real people are not 'goodies' or 'baddies'. All people are complicated and different from each other in ways that may be good or bad in different situations. In this story, Rida is cautious and sensible, but her dislike of risk-taking means that she does not try new things readily. She does not settle down in a new environment of the Green City. Omair is hasty, and can be rude and disobedient, but he is also curious. He is ready to try out new ideas and adapts well to his new environment. By the end of the story, each character has learnt something. Rida has learnt to try out new things and to trust her new friend Jim. Omair has learnt to work with his hands, to be more polite, and to respect the environment.

Learning outcomes: See detailed planning grid on page 4-5 and individual unit plans.

Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 3
- (advisable) materials for games chosen to support a teaching point
- (optional) children's story books that focus on characters

Extension activities (optional)

A character study of a parent

1. If possible, arrange a visit to the school from a parent after you have finished the unit.
2. Encourage the children to prepare questions to ask the parent about himself or herself so that they can prepare a character study.
3. Discuss what questions they would like to ask and note them on the board.
4. Ask the children to copy the questions and leave room in their notebooks for the answers. Sample questions might be:

Do you like travelling or do you prefer to stay at home? _____

If you like travelling, how do you like to travel? _____

What do you like doing when you are at home? _____

Are you a quiet or a talkative person? _____

Are you usually tidy or untidy? _____

Do you usually arrive punctually or are you often late? _____

What do you enjoy reading? _____

Do you enjoy doing sport or do you prefer to watch it on TV? _____

5. After the visit, ask the children to write a paragraph about the visitor. Check their work for spelling and punctuation.
6. Ask the children to do neat drafts of their writing and pictures.
7. Display their pictures and writing in the classroom.

Textbook page notes

A. Reading text

Learning outcomes

Students should be able to:

- justify inferences about characters with evidence from 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. Elicit that they are all words that describe people's characters. Discuss how people can be different from each other – neither better nor worse, just different. Quote the old saying 'It takes all sorts to make a world.' The world would be very dull if all people were the same.
- Ask the children to take turns to discuss the following questions:

Suitable questions: *What sort of person is Omair? How do you know?* (Many possible answers. He is: active, because he does hand stands; disobedient because he does not do what his sister tells him to do; rude to his sister when he speaks; adventurous because he goes into the black box; stupid, because he does not think of the risks; untidy because he throws his crisp packet over the wall; clever, because he realizes how the Green City is different from his own city; curious because he is interested that the strange creature takes the box to pieces.)

What sort of person is Rida? How do you know? (Many possible answers. She is: inactive, because she plays a lot on her games console; cautious because she does not want to go into the black box or taste the fruit; careful, because she tries to stop Omair from going into the box or eating strange fruit; easily scared, because she is frightened of the strange creature; sensible, because she realizes that they cannot get home without the black box.)

During the first reading (See Chapter 3, Lesson 1, Steps 10-19.)



- As you play the audio-recording or read the text for the first time, 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 Jim will hurt the two children?*
- Tell them to explain their views about Jim's character, accepting a variety of opinions.
- As you read, elicit the meanings of difficult words like *whirring* and *ditch*.
- Ask the children to make inferences about the text, for example, *Why do you think there were tears in Jim's eyes at the end of the story?* (Perhaps because he was fond of the two children and would miss them when they went back to Earth.)
- Talk box 1:** Elicit that when Jim speaks, his words are all run together and are printed in capital letters. Ask the children to work out what Jim means on pages 66-67.

PICKIDUP!

Pick it up!

DASSIT!

That's it!

NOWLESSDIG.

Now let's dig.

DOBERUDE!

Don't be rude.

YOUWILLDIG.

You will dig.

NUFF!

Enough!

KUMALONG!

Come along!

MUNCHTIME!

Munch time (time to eat).

WANNACOOKEM?

Do you want to cook them?

- **Talk box 2:** Question 1: Elicit that Jim did have feelings because he felt sorry for Rida when she was sad and sang her a kind, gentle song. He also cried when he said goodbye.
- Question 2: Elicit that Omair became more polite and less untidy. Rida learned to trust new people and to try out new things. They both learned new skills – Omair learned to mend solar panels and Rida learned how to grow vegetables.

During the second reading (See Chapter 3, Lesson 2, Steps 1-8.)



- The children listen to the audio-recording or to you as they follow the text.
- Stop at breaks in the text to check that it makes sense to them and to discuss the theme. 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. Discuss the meaning of Jim's words on pages 66-67:
HELPME: Help me.
TIMETOGOHOME: Time to go home.
BUFFIRST: WOJYALERN: But first: What did you learn?
WODELSE? What else?
WOJAGOINGTODO - WHENYAGOHOME? What are you going to do - when you go home?
WELDUN. OFFYAGONOW. Well done. Off you go now.
- Ask different children to retell the story in their own words.

Paired reading practice (See Chapter 3, Lesson 2, Steps 9-11.)

- The children take turns to read the text to each other in a whisper.

B. Comprehension

Learning outcomes

Students should be able to:

- **B1:** identify the conventions of science fiction and recognize the characters in the story.
- **B2:** infer characters' motives for their actions.
- **B3:** use a dictionary to check meanings of adjectives about characters.
- **B4:** Re-tell a story orally.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 12-18.)

- **B1:** Discuss the features of a science fiction story. Elicit that they are usually about new scientific inventions and often involve space travel in the future. Explain that the future has not yet happened. It will happen tomorrow, next week, next year, in a hundred or a thousand years. Remind the children of two science fiction stories that they have already read in *Open Door English: Plink and Plonk* in Textbook 1 and *Zap the Zoom-zipper* in Textbook 2.
- **B2:** Discuss the new understanding that we have of the characters in Part 2 of the story.
- **B3:** Look up the adjectives in the mini-dictionary. Point out that each character changes as the story progresses. Remind the children that they are asked to describe the characters at the **beginning** of the story.
- **B4:** The children take turns to re-tell the story orally – right from the beginning in Chapter 7. In groups of three, the children act out the story in their own words. One child should act Rida, another Omair, and another Jim. If possible, do this in a hall where they can all move around. Walk around the groups and check when they are on task. Choose groups who are acting well to act out different scenes for the rest of the class at the end.

C. Word Reading and Spelling

Learning outcomes

Students should be able to:

- **C1-2:** add *-ed, -er, -est* to words ending in *y* but not before *-ing* (*copied, copier*, but *copying*).
- **C3:** add *-ies* to words ending in *-y* (*baby* → *babies*).
- Add *s* to words ending in *ay, ey, oy, uy* (*donkey* → *donkeys*).
- **C4-6:** recognize that words ending in *-ture* can make the same phoneme as *ch* and *tch* e.g. *creature, each, watch*. Read and spell tricky words.
- **C7:** list words in alphabetical order when they begin with the same letter.

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:** Ask different children to complete the sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **C3:** Discuss the ‘wise owl’ box. Elicit that *singular* means one and *plural* means more than one.
- **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.)
- The game *Spelling bingo* will give practice in the spellings - and can be used to revise spellings in any unit. (See Game 1, Chapter 6.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C5:** Challenge the children to look for and underline the target words in the reading text. At the end of five minutes, tell them to stop. They should then be able to read aloud the sentences in which the words occur. Note that a few words may not be in the text. (See Chapter 3, Lesson 3, Steps 8-13.)
- **C6:** The children label the pictures.
- **C7:** Discuss the ‘wise owl’ box. Write two known words beginning with the same letter on the board. Show the children which word comes first by pointing to the second letter (for example, *bored* comes before *brave* because O comes before R in the alphabet).
- **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

- 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 verbs in the **future** tense with *will*.
- **D3:** use verbs in the future tense with *going to...*
- **D4:** use **apostrophes** to show singular possession, e.g. *Rida's crisp bag*.
- **D5-6:** describe a character’s appearance and character with the help of a writing frame.

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 7, Steps 1-6.)

- **D1:** Discuss the ‘wise owl’ teaching box. Ask the children what they **are going to do** tomorrow or what they **will do** in the holidays. Elicit that these verbs are in the future tense. At this stage, do not try to explain the difference between usage of *will* and *going to* since it is complex and often interchangeable. Practise the sentences orally before asking the children to add a tick, cross, or question mark.
- **D2:** Open answers. The children should use *will* ...
- **D3:** Open answers. The children should use *going to* ...
- **D4:** Discuss the ‘wise owl’ teaching box. Practise the phrases orally before asking the children to complete them.
- **D5-6:** Remind the children of the difference between appearance and character. Appearance is how someone looks. Character how someone behaves and feels. The children write descriptions of Rida and Omair, following the writing frame.

Extension: Ask the children to write descriptions of the appearance and character of someone they know. Dictate the sentences in D5. (See Chapter 3, Lesson 7, Steps 7-12.)

E. Listening, Speaking, and Composition

Learning outcomes

Students should be able to:

- **E1:** Describe their own appearance and character.
- **E2:** Identify a character from an oral description.
- **E3-4:** Create a character study, using a writing frame.
- **E5:** Check spelling and punctuation.
- **E6:** Read aloud writing to the class.
- **E6:** Guess the characters described in the writing task.

Listening, speaking, and composition notes for the teacher

- **E1:** Discuss how characters can be different, taking time to talk about the ‘wise owl’ box. (See Chapter 3, Lesson 8, Steps 1-4.)
- The children describe their own appearance and character in pairs.
 Play the audio-recording for the listening task, or read it aloud slowly and clearly, repeating each sentence twice. Elicit that the character that has been described is Imran. (See Chapter 3, Lesson 8, Steps 5-8.)
- **E3:** Using the writing frame, the children describe Hamid, Kabir, and Ahmed, using the pictures to describe appearance and their imaginations to describe character.
- **E4:** Talk through the composition task with the whole class, asking different children to use the writing frame to help them to frame sentences about one person in the class. Stress that descriptions should be polite and kind. Nobody should be described in an unfriendly way. (See Chapter 3, Lesson 9, Steps 9-12.)
- After they have had plenty of practice orally, the children write a description of one other person in the class. **THEY SHOULD NOT TELL ANYONE WHOM THEY ARE DESCRIBING.** Walk round the class, checking their spelling and punctuation. Praise them for precise details, for example, *She has red glasses with white dots*.
- **Extension:** Ask the children to write a description of a second child in the class.
- **E5:** Encourage the children to proof-read and improve their work for spelling and punctuation. (See Chapter 3, Lesson 9, Steps 13-15.)
- Decide whether you want the children to re-draft their writing for display or to read aloud. In this case, mark their work fully so that their second drafts are as perfect as possible. (See Chapter 1, Section 6.3 and 10 for correction strategies.)

- **E6:** In turn, the children read aloud their own descriptions. Clap those that are easy to guess because the details are clear.

Answers

- **B1:** a) science fiction b) new, future c) characters
- **B2:** a) Jim was angry because Omair dropped litter.
b) Jim gave the children spades because he wanted them to dig.
c) Omair ate the vegetables because he was hungry.
d) Rida ate the vegetables because she wanted to be polite.
e) Jim sang to Rida because he felt sorry for Rida.
f) Jim cried when they went because he felt sad that they were going.
- **B3:** Omair: careless, curious, rude
Rida: nervous, sensible, careful
- **B4:** The children tell the story orally in their own words. They act out the story in groups of three, using their own words.
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
copying, worrying, carrying, crying
copied, worried, carried, cried
copier, worrier, carrier, crier
- **C2:** a) worrier b) copied c) crying d) easier e) carrying f) replied
- **C3:** a) babies b) holidays c) ladies d) lorries e) boys
f) keys g) cities h) families i) donkeys j) guys)
- **C4:** Children should read the spelling words after the teacher or CD with the correct intonation. They learn the spellings for homework.
- **C5:** The children underline as many words as they can find in the reading text in five minutes. Afterwards, they read aloud the sentences in which they occur.
- **C6:** a) a sketch b) furniture c) a watch d) a picture
- **C7:** -ture words: adventure, creature, furniture, picture
-ch words: each, march, teacher, touch
-tch words: ditch, sketch, stretch, watch
- **D1:** Probable answers:
a) X b) ✓ c) X d) ✓ e) ✓ f) Open answer beginning *I think they will ...*
Extension: The children should give their own reasons for their answers.
- **D2-3:** Answers depend on the children.
- **D4:** a) Omair's glasses b) Rida's watch c) Jim's spade
d) Jim's bucket e) Rida's games console f) Omair's T-shirt
- **D5:** Accept suitable answers, such as:
Rida's appearance: Rida's salwar kameez is blue. She has black (or short) curly hair. She is quite tall.
Rida's character: Rida is a cautious/careful/sensible/polite kind of person. She likes gardening / a soft bed and doesn't like uncooked vegetables / a hard bed.
Omair's appearance: Omair's T-shirt is orange and his shorts are green. He has black (or short), curly hair. He is quite short.
Omair's character: Omair is a curious/untidy/adventurous kind of person. He likes fruit / raw vegetables / making things and doesn't like getting dirty / waiting.
- **E1:** Answers depend on the children.

- **E2:** Imran
- **E3: Appearance:** Hamid is wearing a green shirt and black trousers. He is quite short and has straight, black, hair.
Character: (Open answers, for example:) He is cautious and quiet. He likes playing chess, but he doesn't usually play football.
- Appearance:** Kabir is wearing a green shirt and black trousers. He is quite tall and has black, curly hair.
Character: (Open answers, for example:) He is lively and talkative. He likes playing cricket, but he doesn't usually play chess.
- Appearance:** Ahmed is wearing a green shirt and brown trousers. He is quite short and has straight, black, hair.
Character: (Open answers, for example:) He is friendly and gentle. He likes playing football, but he doesn't usually play on a games console.
- **E4:** Answers will depend on the children's own ideas.
- **E5:** Check for evidence of proof-reading and self-correction of spelling and punctuation.
- **E6:** Successful descriptions should be guessed easily.

Workbook 3, 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 4-5 of this Teaching Guide.

2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise letter joins for 'ay, ey, oy, uy'. Check that ascenders 'b' and 'l' are the correct height and that 't' is not as tall as other ascenders.
- **Ex 2:** practise joining letters '-ays, -uy, -ey, -oys'.

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. Check that the tail of 'y' falls neatly below the line.
- **Ex 2:** Children copy the sentence in joined writing between double ruled lines. They practise making breaks after the break-letter 'y' where letter 'y' is followed by letter 's'.
- **Ex 3:** a) toys b) keys c) monkeys d) holidays e) guys f) trays g) donkeys h) rays
- **Ex 4:** a) goes, buys, pays, carries, fries b) worries, cries, dries, sings
c) studies, copies, says, replies d) says, stays, prays
- **Ex 5:** a) arch b) watch c) ditch d) lunch e) sketch f) patch g) touch h) stretch
- **Ex 6:** carrier, character, cities, copier, cry, curious
- **Ex 8:** a) adventure, characters b) picture c) creature d) surprise
- e) different f) furniture g) enough h) adventure, future
- **Ex 10:** a) Yes, they are. b) No, they are Adil's socks c) No, they are Zainab's ribbons.
d) Yes, they are. e) No, they are Bushra's bangles. f) Yes, they are.
- **Ex 11:** 1c 2e 3f 4b 5a 6d

- **Ex 12:** a) Are you going to go for a walk before breakfast?
No, I am going to read my book.
b) Are they going to have lunch at home?
No, they are going to have a picnic in the park.
c) Is Dad going to fly to Karachi in the afternoon?
No, he is going to visit the farm.
d) Are you going to watch TV after supper?
No, we are going to play some games.
- **Ex 13:** Example answers:
Tariq is quite short. He is not thin.
He has quite short curly brown hair.
He is wearing glasses.
He likes reading and watching films.
He does not usually play sports.
Sadia is very tall and thin.
She has very long straight black hair.
She is wearing ribbons.
She likes playing sports and running.
She does not often watch TV.
- **Ex 14-15:** Answers depend on the pupils.
Example answers:
a) Describe yourself.
I'm (hard-working) and quite (talkative). I'm not very (quiet)!
I'm a (friendly) kind of person.
b) What do you like doing?
I like playing (hockey) and (cricket).
I sometimes (swim).
I don't like (drawing) and I don't often (watch TV).
c) In what ways are you like your best friend?
We are both (quiet) and (gentle).
We both like playing (games).
We don't like (watching TV).
d) In what ways are you not like your best friend?
She's more (hard-working) than I am.
I'm less (polite) than she is.
She's more (sensible).
She likes playing (tennis), but I like (swimming) more.
Even so, we're still good friends.

Reading genres: A classic poem and instructions

Background

Robert Louis Stevenson (1850-1894) was one of the first authors to write poems specifically for children in *A Child's Garden of Verses* (1883), where this poem appeared first. Stevenson also wrote two of the most famous stories in children's literature: *Treasure Island* (1883) and *Kidnapped* (1886). *Summer Sun* exposes children to old-fashioned language and develops an understanding that language changes over time.

The instructions for making a solar oven focus on how we can use the sun for energy. Your pupils should understand that we use bullet points when the order is not important, for example, when listing materials for an experiment. However, we use numbers when we explain what to do in a certain order. Children also learn that good instructions often include clearly labelled diagrams.

The instructions will come alive if you try out the experiments in class. The Extension activities below will give you some practical ideas.

Learning outcomes: See detailed planning grid on page 4-5 and individual unit plans.

Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 3
- (advisable) materials for games chosen to support a teaching point
- (optional) materials for making a solar oven (see page 76 of Textbook 3)
- (optional) a small hand-mirror and a bowl of water for the rainbow experiment
- (optional) squares of card 30 cm by 30 cm, rulers, and colour pencils for making a Snakes and Ladders board
- (optional) materials for Snakes and Ladders (see page 83 of Textbook 3)

Extension activities (optional)

Making a solar oven, a rainbow, and a Snakes and Ladders board

How to make a solar oven (page Textbook 3, pages 76-77)

- **Collecting the materials in good time:** You will need all the materials listed on page 76. Encourage the children to bring them in from their own homes.
- At least two weeks before you make the oven, ask the children to collect flat cardboard boxes such as pizza boxes. Alternatively, they can collect boxes from toy sets, shallow *mithai* boxes, or games like *Ludo* boxes. If the boxes already have transparent lids, you have one less step to follow.
- Note that clear plastic can be taken from cling film or a transparent plastic bag.
- **Try out the experiment** at your own home before you do it in class.
- Listen to the weather forecast in case it may be cloudy. **You must do it on a sunny day.**

How to make a rainbow

1. This is a simpler experiment than the last one. All you need is a small hand mirror and a bowl of water – and a sunny day of course!
2. Try out the experiment before you do it in class. It is important to put the bowl in sunlight and to tip the mirror around until the rainbow appears on the wall. Look all around you. It often appears in unexpected places.
3. Explain that white light is in fact made up of different colours. The water 'refracts' or splits up white light into the colours of the rainbow.

How to make a Snakes and Ladders board

Materials for each child:

- a piece of card, 30 cm by 30 cm
- a 30 cm ruler
- a sharp pencil
- colour pencils

How to make the board

1. Using a 30 cm ruler, mark a dot at every three centimetres on each of the four sides of the 30 cm board.
2. Join the opposite dots so that you have a grid of 10 squares across and 10 squares down.
3. Write GO on the bottom left square, which is also number 1.
4. Continue numbering from left to right until you get to 10. Write number 11 in the square above.
5. Number 11-20 from right to left as in the picture on page 83 of the Textbook. Continue numbering 21-30 from left to right, 31-40 from right to left and so on, until you reach 100 at the top left of the board.
6. With your ruler, draw eight ladders going up from one square to another square on a row above.
7. Draw seven snakes with their heads on one square with a tail going down to a square on a row below.
8. Your board is ready for a game of Snakes and Ladders.
9. Play the game in pairs as instructed on page 83.

Textbook page notes

A. Reading texts

A1: Learning outcomes

Students should be able to:

- use a dictionary to find the meanings of unfamiliar words.
- identify rhymes.
- perform a poem, showing understanding through intonation, tone, volume, and action.

Reading notes for the teacher

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

- Explain that this poem was published in England in 1885. Subtract this number from the current year to find out how long ago this was. Elicit that language changes over time, so some of the words in the poem are old-fashioned. Explain that nowadays, people do not often use the words *repose*, *parlour*, or *heaven* meaning the sky. Explain that blinds are rather like chicks that let the air into a house but not much light.
- Use the mini-dictionary to help you match the words to their meanings.

Suitable questions: *How do you know that this is a poem?* (It is set out in short lines. The lines are grouped in verses.)

What do you think the text is going to be about? (Open answers. Use the pictures and title to help the children to guess that it may be about sunlight, hills, roses, and windows.)

During the first reading (See Chapter 3, Lesson 1, Steps 10-19.)

-  Play the audio-recording or read the text without stopping.

- Afterwards, ask the children what they understood. Encourage them to ask you about lines that they did not understand. If necessary, explain the poem in modern English like this:
Verse 1: The Sun is huge, and it goes calmly through the empty sky. In the blue skies of sunny days, it showers its rays of light down more thickly than rain on cloudy days.
Verse 2: Even though we pull the blinds across the window to keep the sun out of the sitting room, the sun shines through tiny gaps like golden fingers of light.
Verse 3: The Sun is like the gardener of the whole world. It goes over the hills, through the blue sky, round the bright air in a regular way ('with footing true') to make children happy and to give colour to the rose.
- Ask the children how the poet makes the Sun into a person. Elicit that the Sun is called 'he' (not 'it') and the poet describes him as a painter of roses and a gardener. Also the Sun has fingers like a human being. When a poet turns a non-living thing into a person, we refer to it as 'personification'.
- Ask the children to make inferences about the text, for example:
Do you think that there are clouds in the sky in verse 1? (No, because the sky is 'empty' and the days are blue like a cloudless sky.)
Why do you think the people in verse 2 close the blinds over the windows? (It is very hot and they want to keep out the sun.)
Why do you think the poet calls the sun a gardener in verse 3? (Because no plants can live without sunlight. Because the sun helps the plants to grow.)

Talk box: The following words rhyme or nearly rhyme: *goes and repose, days and rays, pull and cool, two and through, blue and true, rose and goes.*

During the second reading (See Chapter 3, Lesson 2, Steps 1-8.)



- The children listen to the audio-recording or to you as they follow the text.
- Encourage the children to ask you questions if they do not understand any part of the poem.
- Ask the children to tell you which lines they like best and why.

Choral reading practice

- Ask the children to recite the poem after you or the audio-recording with the correct stress and intonation.
- When they know the poem well, ask the whole class to recite it together. Ask the children to learn the poem by heart for homework.
- You may wish to add actions as follows:
lines 1-2: Move arms slowly over heads from left to right.
lines 3-4: Wiggle fingers, bringing them slowly downwards from above heads.
lines 5-6: Mime drawing blinds shut.
lines 7-8: Mime fingers creeping through gaps in the blinds.
lines 9-10: Move arms slowly over heads from left to right.
line 11: Smile and mime painting a rose.
line 12: Mime a circle to represent the world.

B1. Comprehension Learning outcomes

Students should be able to:

- B1.1:** discuss words that capture the reader's imagination.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 12-18.)

- B1.2:** Ask the children to explain the different lines of the poem in their own words. Then tell them to choose the correct word for each sentence.

A2: Learning outcomes

Students should be able to:

- discuss the key words for the instructions.

Reading notes for the teacher

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

- Discuss the meaning of each word in the Key words box. Elicit that solar panels make electricity or hot water from sunlight. This is called solar energy.
- Suitable questions:**
Does this look like a fiction or a non-fiction text? (Non-fiction.)
How do you know? (Because it has headings and labelled diagrams.)
What do you think the text is going to be about? (How to make a solar oven, because the title tells us this.)

During the first reading (See Chapter 3, Lesson 1, Steps 10-19.)



- As you play the audio-recording or read the text for the first time, ask questions regularly to check understanding.
- As you read, elicit the meanings of difficult words like *reflect* and *escape*.

During the second reading (See Chapter 3, Lesson 2, Steps 1-8.)



- The children listen to the audio-recording or to you as they follow the text.
- Stop at breaks in the text to check that it makes sense to them and to discuss the theme. Encourage the children to ask you questions if they do not understand.
- Ask different children to explain their understanding of the text.
- If possible, make a solar oven during a science lesson. See Extension activities at the beginning of the unit. If this is not easy to do, encourage the children to try out the solar oven at home.

Paired reading practice (See Chapter 3, Lesson 2, Steps 9-11.)

- The children take turns to read the text to each other in a whisper.

B2. Comprehension

Learning outcomes

Students should be able to:

- B2.1:** identify the conventions of instructions.
- B2.2:** identify the structure of instructions.
- B2.3:** retrieve and record information from a non-fiction text.
- B2.4:** take turns and listen to others.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 12-18.)

- B2.1:** Discuss the features of instructions. Elicit that headings help us to understand what we are going to read. When we hand-write headings, we underline them with a ruler. When we see them in books, they are usually in bold. Explain that bullet points show lists of things in no special order. Numbers usually show that we need to follow a special order when we follow instructions.
- B2.2:** Ask the children to number the instructions in pencil so that they can rub out a number if they change their minds about the order.
- B2.3:** Ask different children to read aloud and find the answer to each question before they match them in their books.

- **Extension:** Practise answering the questions in the short form given here and turning the answers into complete sentences. For example, (a) would be *The oven must warm in the sun for fifteen minutes.*
- **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:

- **C1-4:** Show understanding that different spellings can produce the same phonemes in *middle*, *label*, *metal* and *pencil*.
- **C5-6:** As above for *awful*, *sauce* and *four*. Read and spell tricky words.
- **C7:** Recognize the root meanings of tricky words.

Spelling notes for the teacher



- **C1:** Discuss the ‘wise owl’ box. Teach the children to read each word after you or the audio-recording. Discuss the meanings and ask children to use them in the context of sentences. (See Chapter 3, Lesson 3, Steps 1-7.)
- **C2:** Challenge the children to look for and underline the target words in the reading text. At the end of five minutes, tell them to stop. They should then be able to read aloud the sentences in which the words occur. Note that a few words may not be in the text. (See Chapter 3, Lesson 3, Steps 8-13.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C3:** Ask different children to complete the sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
Test the spellings in C1 after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)
- **C4:** Dictate the sentences in C3. (See Chapter 3, Lesson 7, Steps 7-12.)



- **C5:** Discuss the ‘wise owl’ box. Note that in British English, *four* rhymes with *raw*. In American English, people usually sound the *r* at the end of *four*. Ask the children to repeat the words after you or the audio-recording, and to discuss the meanings as in C1. Remind them that tricky words do not follow the usual spelling rules. We just have to learn them. (See Chapter 3, Lesson 5, Steps 1-6.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C6:** Ask different children to complete the sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **C7:** Explain that the Latin language was spoken in Italy about two thousand years ago during Roman period. Most educated people in Europe spoke Latin until about 1900. Although very few people speak Latin now, there are many Latin words in English, French, and other European languages. Ask the children to guess the root Latin words in the modern English words.
- **Test the second set of spellings and tricky words** after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)

Extension activities

- Ask the children to write their own sentences with the words in C5.

D. Vocabulary, Grammar, and Punctuation

Learning outcomes

Students should be able to:

- **D1:** use the **present perfect** tense to express the recent past e.g. *You have made a solar oven*; revise apostrophes of possession.
- **D2:** identify **adverbs** of time and cause (e.g. *first, then, next, soon, therefore*).
- **D3-4:** order and number instructions.
- **D4:** revise capital letters and use adverbs of time and cause.

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 7, Steps 1-6.)

- **D1:** Discuss the ‘wise owl’ teaching box. Explain that we use the present perfect tense when we talk about things that have just happened. This is often called the recent past. Ask the children to tell you what they have done this morning (for example, they have eaten their breakfast, they have come to school, they have sat down in class).
- Ask the children to tell you what has just happened in the picture.
- For the teacher’s information: The present perfect tense can also be used to explain how long we have done something, often with *for* or *since*. We will teach this usage in Unit 18. For now, keep to the recent past.
- **D2:** Discuss the ‘wise owl’ teaching box. Give the children a few minutes to underline the words on page 77. Then ask different children to read aloud the whole sentences that contain the adverbs.
- **D3:** Get the children to number the sentences in pencil first so that they can change their minds about the order if necessary.
- Discuss which colours we can see in a rainbow. There are many, but we usually categorize them as seven colours: violet, indigo (dark blue), blue, green, yellow, orange, red.
- The game *Simon says* will give practice in giving instructions. (See Game 4, Chapter 6.)
- **D4:** Practise the sentences orally before asking the children to complete them. Remind them that when they write the sentences in their notebooks, the capital letter should go on the first, not the second, word of each sentence.

Extension

- Do the experiment with the mirror and bowl of water. See Extension activities at the beginning of this unit.

E. Listening, Speaking, and Composition

Learning outcomes

Students should be able to:

- **E1:** compose and rehearse sentences orally while planning to write instructions.
- **E2:** show understanding of oral instructions.
- **E3:** write instructions, using simple organizational devices, such as bullet points and numbering.
- **E4:** assess the effectiveness of their own and others’ writing, suggesting improvements.

Listening, speaking, and composition notes for the teacher

- **E1:** Discuss how to use bullet points for lists and numbers for instructions, 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, repeating each sentence twice. (See Chapter 3, Lesson 8, Steps 5-8.)

- **E3:** Ask two or three pairs of children to tell the rest of the class how to play a game, listing the materials first (if any) and giving the instructions second.
- When the children have observed correct models from ‘open pairs’ of children, they should practise giving instructions for a game 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.
- **E3:** After they have had plenty of practice orally, they write instructions how to play a game of their choice in their books. Walk round the class, checking their spelling and punctuation.
- **E5:** Encourage the children to proof-read and improve their work with the help of a classmate. (See Chapter 3, Lesson 9, Steps 13-15.)
- Decide whether you want the children to re-draft their writing for display or to read aloud. In this case, mark their work fully so that their second drafts are as perfect as possible. (See Chapter 1, Section 6.3 and 10 for correction strategies.)
- After you have marked the compositions, read aloud examples of good writing. Also give feedback on common mistakes. (See Chapter 3, Lesson 10, Steps 1-6.)
- If the children are to read aloud or display their work, encourage them to write a neat second draft, illustrating it if appropriate.

Extension: Ask the children to write instructions for a different game.

Answers

Note: A1 is the poem *Summer Sun*. This is followed by B1, the comprehension on the poem. A2 is the instruction text *How to make a solar oven*. This is followed by B2, the comprehension on the instructions.

- **A1:** a) heaven - sky
b) repose – rest, calm
c) blind – window covering
d) parlour – sitting room
e) chink – gap
- **B1.1:** a) bright b) blinds c) fingers d) gardener
- **B2.1:** a) non-fiction b) instructions c) Headings d) lists e) instructions
- **B2.2:** 1. Glue the foil to the bottom and top of the pizza box.
2. Cut a window in the top of the pizza box.
3. Stick some clear plastic under the window opening.
4. Glue black paper to the bottom of the box on top of the foil.
- **B2.3:** a) Fifteen minutes.
b) A pencil.
c) The metal foil.
d) The clear plastic.
e) Two hours.
- **B2.4:** Answers depend on the pupils.
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C2:** The children underline as many words as they can find in the reading text in five minutes. Afterwards, they read aloud the sentences in which they occur.
- **C3:** a) camel b) petals c) uncle d) pupils e) panel f) capital g) nostrils

- **C4:** See Ex. 3.
- **C5:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C6:** 1) Draw 2) centre 3) four 4) drawn, saucer
- **C7:** a) to make a picture of something - imagine b) the sun - solar
c) a test to try something out - experiment d) the middle – centre e) the eighth month - August
- **D1:** a) Nabila's baby brother has just spilt tea on Grandfather.
b) Nabila's grandfather has just dropped his book.
c) Nabila's mother has just tripped over Grandfather's book.
d) Her hand has just knocked off Baba's glasses.
e) Baba's glasses have just fallen into the fish tank.
f) The fish have just jumped out of the fish tank.
- **D2:** The children underline the adverbs on page 77. Afterwards, they read aloud the sentences in which they occur.
- **D3-4:** 1) First place a bowl of water in sunlight.
2) Next/Then, hold a little mirror inside the bowl of water.
3) Then/Next, tip the mirror so that the sunlight reflects from the mirror onto the wall.
4) Soon, a ray of light will reflect on the wall.
5) Finally, count how many colours you can see.
- **E2:** a Snakes and Ladders board, two dice, a cup, a counter for each player
1) colour 2) GO 3) squares 4) up 5) down 6) winner
- **E3:** Answers will depend on the children.
- **E4:** Check for evidence of proof-reading and self-correction.

Workbook 3, 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 4-5 of this Teaching Guide.

2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise letter joins for 'ab, el, it, ul'; check that the ascender 'l' is the correct height and size.
- **Ex 2:** practise the letter joins to and from letter 'l' using a diagonal joining line.

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. Point out the letter joins to and from letter 'l' using a diagonal joining line.
- **Ex 2:** Children copy the sentences in joined writing between double ruled lines. Check that the two capital letters are the same height as the ascender 'l'.
- **Ex 3:** a) wrinkle b) panel c) petal d) pencil e) table f) parcel g) pedal h) pupil
- **Ex 4:** August, author, dinosaur, saucer; awful, claw, lawn, gnawed; courtyard, fourteen, pour, yours
- **Ex 5:** energy, gardener, heaven, metal, oven, parlour, plastic, solar

- **Ex 7:** a) middle b) Imagine c) solar d) power e) explain
f) experiment g) switch h) battery i) centre
- **Ex 9:** a) My friend's sister has just fallen down and is crying.
b) The farmer's goats have just jumped into my auntie's garden.
c) My uncle's friend has just dropped his house-keys in the river.
d) My auntie's twin boys have just knocked a jug of water off the table.
e) My friend's cousin has just spilt a cup of tea on Grandad's book.
f) My school friend's mother has just tripped over someone's shoes on the stairs.

- **Ex 10:** 1c 2a 3b 4e 5d

- **Ex 12-13:** (Example answers for Ex 13)

a) Collecting materials

Collect dry wood, logs, and newspaper. Don't forget the matches!

b) Searching for the best place

Find a place for your camp fire. Make sure that it is level, dry and not under any trees.

c) Building the starter fire

First make some balls of newspaper. Then, around the newspaper balls, carefully build a cone of dry twigs.

d) Lighting the starter fire

Light the newspaper. If it doesn't burn at first, blow the flames gently. When the fire starts to burn, add more small dry twigs

e) Feeding the fire

As the fire gets hotter, put on bigger pieces of wood. When it becomes very hot, you can even put on wet pieces of wood.

f) Putting out the fire

At the end, separate the burning pieces of wood with a stick. They can then get cooler. Finally, pour on some water, so that the fire is now dead.

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

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

Answers: Textbook 3 Unit 10

- **Ex 1:** Jade: cautious, quiet
Fatima: curious, talkative
Maryam: curious, quiet
(from left to right) Fatima, Maryam, Jade
- **Ex 2:** best, sitting, talked, holidays
travelled, wetter, prettier
stopped, preferred, more beautiful
cities, stayed, shopping
- **Ex 3:** a) present b) past c) present d) past e) future f) present g) future
- **Ex 4:** Accept suitable questions. (Note that strict grammarians would say *whom*, not *who* in c and e. However, this usage is not common in modern English.) Suitable questions are:
 - a) What does your uncle enjoy doing? / Who enjoys travelling?
 - b) Where did he go last year?
 - c) Who (Whom) does he visit every year in Australia? / How often does he visit his aunt in Australia?
 - d) What was he doing at this time yesterday? / Where was he driving at this time yesterday?
 - e) Who (Whom) is he visiting in Sialkot today? Which friend is he visiting today?
 - f) Where is he going to travel next year? / When is he going to travel to Berlin?
- **Ex. 6:** Jade is a cautious, quiet girl. She is tall and has short straight hair. In the picture, she is wearing glasses, blue trousers, and a yellow T-shirt.
Fatima is a curious, talkative girl. She is tall and has long, straight hair. In the picture, she is wearing a blue ribbon, a yellow dupatta, a pink kameez, and blue shalwar.
Maryam is a curious, quiet girl. She is short and has short, curly hair. In the picture, she is wearing pink bangles and a pink skirt.

Workbooks 3, Unit 10, Notes

Learning Outcomes in the Workbook

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

See the Scope and Sequence or on page 4-5 of this Teaching Guide.

2. Learning Outcomes for Reading

Students should be able to:

- **Ex 1:** read and understand a science fiction story for enjoyment. They should draw inferences about the characters' feelings and thoughts about the setting of the story.

Detailed lesson notes

See Chapter 4: How to Plan a Revision Unit.

Answers: Workbook 3 Unit 10

- **Ex 1:** a) In time. b) Pakistan in the past.
- **Ex 2:** a) science-fiction b) where c) past d) untrue
- **Ex 3:** a) No, Jim controlled the time-travel box.
b) He could hear the chirping of birds and the sounds of animals.
c) He could smell the grass in the fields.
d) There were men, women, and children in the fields.
e) They were cutting grass and the women were singing.
f) He felt very quiet and calm.
- **Ex 4:** Example answers:
a) The air was cleaner and cooler. It was much quieter. There were no horrible smells. There were not many people.
b) The women were singing in an old language.
c) I feel quite (nervous).
d) He is not sure. He thinks he might stay in old Pakistan.
- **Ex 5:** [Answers depend on the students.]
a) I got up b) I went to school c) I had lunch
d) I did my homework e) I watched TV f) I went to bed
g) I fell asleep
- **Ex 6:** Example answers:
I think it will be a little warmer on Friday.
I think it will be much hotter on Saturday.
My mum thinks it will be a little cooler on Sunday.
My mum thinks it will be much windier on Monday.
My mum thinks it will be much wetter on Tuesday.
I think it will be a little drier on Wednesday.
I think it will be a little sunnier on Thursday.
- **Ex 7:** Example answers
I think that A and F are like each other.
They are both sensible and hard-working.
They both like playing sports.
They don't play computer games.
I think B and D are like each other.
They are both quiet and gentle.
They both like animals and nature programmes.
They don't play sports or games.
I think C and E are like each other.
They are both curious, friendly and talkative.
They both like meeting people.
They don't read much.

Reading genre: A legend and a narrative poem

Background

This unit is a starting point for a discussion of history. The legend of Eldorado was said to be a city of gold in South America. Historically, it is true to say that European travellers found a lot of gold in South America in the 16th and 17th centuries. However, they never found a city of gold – this was a legend. Children should learn that we will never know the complete truth about history because different people remember what happened in different ways.

It is often said that ‘history is written by the winners’ because those who are in power decide who were the ‘goodies’ and ‘baddies’ of the past. However, good historians try to see the past from different points of view – including the viewpoint of the losers. European accounts of the search for gold are often exciting and present the explorers as brave, adventurous men. However, they were cruel thieves to those whose money they stole.

From the poem, children will learn that people may spend their lives believing something that is not true. In the end, the knight learns that he will never find Eldorado. What he thought was fact was really fiction.

Learning outcomes: See detailed planning grid on page 6-7 and individual unit plans.

Teaching aids

(essential) whiteboard + markers or blackboard + chalk

- (advisable) audio equipment and recording for Textbook 3
- (advisable) materials for games chosen to support a teaching point
- (optional) books of legends or information about Colombia from the library
- (optional) a dial clock to help you teach D3

Extension activities (optional)

The History Mystery

1. This activity will help children to see that we build up history from evidence, but that we can never build up a completely true picture because we can never go back to the past.
2. Collect from your home a number of things that someone might throw away. These might include a toy, an addressed envelope, empty food packets, bottles or cartons, a photograph, a newspaper, some old clothes.
3. You may wish to identify yourself as the person who threw away the rubbish or to create a fictional character.
4. The objects should all be clean so that the children can handle them safely.
5. Put all the objects into a large plastic bag.
6. Tell the class that they are going to try to solve a puzzle. They will imagine that they are detectives who want to build up a picture of a family who have left a house. Their evidence is a bag of rubbish.
7. Explain that historians learn a lot about the past by examining the rubbish tips of people who lived hundreds or thousands of years ago. These help to build a picture of the sorts of people who lived in a place.
8. Tell them that you are going to look at their rubbish carefully and try to build up a picture of the family that threw it away.
9. One by one, take each object out of the bag, asking questions about each thing. For example:
 - **a toy car:** *Do you think there was a child in the family? Was it a girl or a boy? Do we KNOW it was a boy? Do girls sometimes play with cars?*
 - **an addressed envelope:** *Can you see what city the rubbish bag comes from? Can you see when the letter was posted?*

- **an old packet of tea:** *What do you think this family drank in the morning? Do we know that all members of the family drank tea just because there was one packet of tea? Do we know that the family did not drink coffee? Is there a 'sell-by' date on the packet?*
 - **a photograph of someone by the sea:** *How old do you think this person is? Do we know if this person was from the family or could it be a friend? Is there any writing on the photo?*
 - **a newspaper:** *Where was the newspaper published? When? Did the family throw away the rubbish after/before the date of the newspaper?*
 - **a child's sock:** *Do you think this belonged to the child who owned the car? How old do you think the child is? Do we know if it is a girl's sock or a boy's sock?*
 - **a dupatta:** *Does this look like a young woman's dupatta or a granny's dupatta? Was it expensive? If so, does that mean the family was rich?*
10. After discussing all the objects, ask the children to write their guesses about the family, using the following writing frame:
- What I know**
- I know that the family threw away the rubbish after [date] because this is the date on the [envelope/newspaper/packet of tea].*
- What I guess**
- I guess that there was a [boy/girl/man/woman] in the family. I think he/she was ____ years old because*
- I guess that he/she liked*
- I guess that the family went to ... on holiday.*
11. At the end of the exercise, elicit that we guess more than we know when we try to piece history together.

Textbook page notes

A. Reading text

Learning outcomes

Students should be able to:

- retrieve information from a map.
- increase familiarity with a legend and a narrative poem.
- find word meanings in a glossary.

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. Discuss the difference between a continent and a country. Point out that on this map, names of continents are in capital letters. Names of countries begin with a capital letter, but the rest of the name is in lower case.
- Ask the children to take turns to discuss the following questions about the map:

Suitable questions:

What does this map show? (It shows which parts of the world that Europeans visited in the 16th century.)

Point to the continent of _____. (The children identify each continent.)

Why are parts of the map blue? (They show where seas are.)

What do the arrows show? (They show how Europeans travelled across the sea to find other countries.)

In which continent is Spain/Pakistan/Colombia? (Europe/Asia/South America.)

During the first reading (See Chapter 3, Lesson 1, Steps 10-19.)

-  As you play the audio-recording or read the text for the first time, ask questions regularly to check understanding.
- As you read, elicit the meanings of difficult words like *ocean* and *valuable*.

- Elicit that Europeans would tell the story of Eldorado in a different way from the Muisca people in Colombia.
- Talk box 1:** Open ended. This will depend on other legends that children know. For example, they may know the legend of Robin Hood. Make it clear that in this unit, a legend is a historical story that is partly true and partly made-up. The term ‘legend’ can be used in a different way in modern slang. Sometimes a person is called a ‘legend’ because he/she is very good at something.
- Explain that the poem uses old-fashioned language, so we need a glossary to explain some words. The glossary is on the right; the poem is on the left.
 - The poem tells the story of a European soldier who wanted to find Eldorado. At first he thought it would be easy and sang while he was searching. But as the years past, he grew weak and old. He met another soldier who was also looking for the golden city. He was like a shadow of the first knight, because they had both spent their lives looking for something that was not there. The other knight told him that he could find Eldorado if he travelled to the Moon – which, of course, he could never do. At the end of the poem, the knight found out that Eldorado did not exist.

During the second reading (See Chapter 3, Lesson 2, Steps 1-8.)

-  The children listen to the audio-recording or to you as they follow the text.
- Stop at breaks in the non-fiction text to check that it makes sense to them and to discuss the theme. Encourage the children to ask you questions if they do not understand.
- While re-reading the poem, discuss words and phrases that capture the children’s interest or imagination.
- With the help of the glossary, elicit the meanings of words in context.
- Encourage the children to ask you questions if they do not understand any part of the poem.
- Ask the children to tell you which lines they like best and why.

Choral reading practice

- Ask the children to recite the poem after you or the audio-recording with the correct stress and intonation. Try to make it sound mysterious!
- When they know the poem well, get the whole class to recite it together. Ask the children to learn the poem by heart for homework.

Paired reading practice (See Chapter 3, Lesson 2, Steps 9-11.)

- The children take turns to read the poem to each other in a whisper.

B. Comprehension

Learning outcomes

Students should be able to:

- B1:** identify conventions of narrative poems and legends.
- B2:** explain the meanings of words in context.
- B3:** summarize main ideas.
- B4:** infer characters’ feelings.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 12-18.)

- B1:** Discuss the features of a legend. Elicit that it is partly historical fact and partly fiction. Explain that a narrative is a story and a glossary explains the meanings of words.
- B2:** Discuss the sentences before asking the children to complete them.
- B3:** Expect the children to answer the questions in complete sentences, using the same tense as the question.

- **B4:** Help the children to infer that the knight was happy at the beginning of the story from his colourful clothes and his songs. By the end of the poem, he was old, ‘his strength failed him’, which means that he got weaker. Do not expect the less able children to write their answers, but make sure that all children take part in the discussion.
- The game *Elephants and Mice* will add enjoyment to comprehension questions - and can be used to check comprehension in any unit. (See Game 5, Chapter 6.)

C. Word Reading and Spelling

Learning outcomes

Students should be able to:

- **C1-2:** recognize silent letters: *where, wrap, knight*.
- **C3:** distinguish between homophones: *knight/night, knot/not, know/no, knew/new, write/right*.
- **C4-6:** read the *i* sound spelt *y* in the middle of words, *as in myth* and *mystery*, and *o* as in *other*. Read and spell tricky words.

Spelling notes for the teacher



- **C1:** Discuss the ‘wise owl’ box and remind the children that some words have letters that we do not pronounce. 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:** Ask different children to complete the sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **C3:** Discuss the ‘wise owl’ box and match the homophones to words with silent letters in C1.
- **Test the spellings** in C1 after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)



- **C4:** 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:** 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.)
- **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 the children to write their own sentences with the words in C1.
- Dictate the questions and answers in C2 (See Chapter 3, Lesson 7, Steps 7-12.)

D. Vocabulary, Grammar, and Punctuation

Learning outcomes

Students should be able to:

- **D1:** recognize and use the terms **clause** and **conjunction** (e.g. *and, but, because*).
- **D2-3:** use conjunctions of time (*when, before, after, while*).

- **D4:** revise two ways of telling the time and questions and answers in the present simple tense; use question marks and full stops.
- **D5:** use adjectives (*north, east, south, west*) with *of*

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 7, Steps 1-6.)

- **D1:** Discuss the ‘wise owl’ teaching box. Ask the children to tell you the verbs in Clause 1 and Clause 2, so that they see that every clause has a verb.
- **D2:** Practise the sentences orally before asking the children to complete them.
- **D3:** Discuss the ‘wise owl’ teaching box. If possible, teach the time to every 5 minutes with the help of a dial clock. Explain that when the minute hand passes the half way mark (6), we stop saying *past* the past hour, and start saying *to* the next hour.
- **D4:** Practise the sentences orally before asking the children to complete them.

Extension

- After completing D1, the children can underline the verbs in Clause 1 and Clause 2, so that they recognize that every clause has a verb. Answers: a) *likes, doesn't like* b) *stays, plays*
c) *goes, fetches* d) *comes, ends* e) *does, does* f) *goes, goes*
- 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:** summarize the key differences between a myth and a legend.
- **E2:** respond correctly to a listening text.
- **E3:** tell the story of the listening text in their own words.
- **E4:** write a legend with the help of pictures and a word chest; organize the legend in paragraphs.
- **E5:** edit their own work for spelling and punctuation.

Listening, speaking, and composition notes for the teacher

- **E1:** Clarify that a legend is an old story that is partly fact, partly fiction. A myth is a very old story that explains why the world is like it is and often has supernatural characters like the King of the Sky in Anansi of Unit 3. (See Chapter 3, Lesson 8, Steps 1-4.)
- If you have not already done so, ask the children to perform the poem at the beginning of the unit with expressive intonation and actions if appropriate.



- **E2:** Play the audio-recording for the listening task, or read it aloud slowly and clearly, repeating each sentence twice. (See Chapter 3, Lesson 8, Steps 5-8.)
- **E3:** Talk through the composition task with the whole class, asking different children to use the pictures of the story-board to help them frame sentences about the story. (See Chapter 3, Lesson 9, Steps 9-12.)
- After they have had plenty of practice orally, explain that each picture shows where they can begin a new paragraph. Remind them that when they begin a new paragraph, they should leave a line.
- The children write the legend of the Trojan horse in their notebooks. 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. (See Chapter 3, Lesson 9, Steps 13-15.)

Extension: Ask the children to write another legend that they know in their own words.

Answers

- **B1:** a) legend b) partly fact, partly fiction c) narrative d) glossary
- **B2:** a) ship b) gold c) Spanish d) legend e) lake f) Eldorado
- **B3:** a) He was looking for Eldorado.
b) He travelled for many years (because he grew old while looking).
c) No. He did not find Eldorado.
d) He met another knight who was searching for Eldorado.
e) It was on the Moon.
f) No, I do not think that the knight will find Eldorado.
- **B4:** a) Yes, I think the knight was happy at the beginning of the poem because he was singing.
b) No, I do not think the knight was happy at the end of the poem because a shadow fell over his heart.
- **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) What, knight b) Why c) When d) know, where e) write, wrote
- **C3:** a) wrap b) where c) knight d) write e) know f) knew
- **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 children underline as many words as they can find in the reading text in five minutes. Afterwards, they read aloud the sentences in which they occur.
- **C6: Clues down**
 - 1) mystery
 - 2) probably
 - 3) strength
 - 7) another

Clues across

- 2) perhaps
- 4) lyrics
- 6) son
- 8) none
- 9) myth
- 10) gym
- 11) system

- **D1:** a) Sam likes football but he doesn't like cricket.
b) He stays after school and his mother fetches him at 4 pm.
c) He goes home at 4 pm and he plays football.
d) His sister comes home later because her school ends at 5 o'clock.
e) She does her homework and Sam does his homework too.
f) Sam goes to bed at eight o'clock but his sister goes to bed at ten.
- **D2:** a) science b) history c) maths d) assembly e) history
- **D3:** a) What time does assembly start?
Assembly starts at twenty past eight.
b) What time does English start?
English starts at twenty to nine.

- c) What time does science start?
Science starts at twenty past nine.
- d) What time does break start?
Break starts at ten o'clock.
- e) What time does maths start?
Maths starts at a quarter past ten.
- f) What time does history start?
History starts at five to eleven.
- g) What time does Urdu start?
Urdu starts at twenty-five to twelve.

- **D4:** a) west b) north c) east d) south e) west f) east g) north
- **E1:** A myth is an old story that tries to explain why the world is like it is.
A legend is partly fact and partly fiction. Some stories of legends started as facts.
- **E2:** a) Troy, years b) horse, soldiers c) city d) night, gate
- **E3-4:** Answers will depend on the children's own ideas.
- **E5:** Check for evidence of proof-reading and self-correction of spelling and punctuation.

Workbook 3, Unit 11, Notes

Learning Outcomes in the Workbook

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

See the Scope and Sequence for this unit on page 6-7 of this Teaching Guide.

2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise letter joins from initial letter 'k'; practise letter joins to the letter 'y'. Check that the tail of 'y' falls neatly below the line.
- **Ex 2:** practise letter joins to the letter 'y'. Check that pupils treat letter 'g' as a break letter.

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.
- **Ex 2:** Children copy the sentences in joined writing between double ruled lines. Check that the tail of 'y' falls neatly below the line.
- **Ex 3:** a) wrote b) knight c) wheel d) knife e) whale f) wrong g) knock h) wrapped
- **Ex 4:** a) sun – son b) won – one c) whole – hole d) hear – here e) dear - deer
- **Ex 5:** a) pyramids b) Egypt c) wrapped d) system e) hieroglyphs f) myths g) mysteries
- **Ex 6:** Africa, America, Asia, Australia, Eldorado, Europe.
- **Ex 8:** a) difficult, wriggle b) wrinkles c) strength d) length e) different
f) centre g) century h) perhaps i) probably
- **Ex 9:** Answers depend on the pupils.
- **Ex 10:** a) After b) While c) While d) After e) When f) When g) Before h) After
- **Ex 11:** a) The goats have come back and Khalil has closed the gate.
b) I have brought sticks for the fire, but I have forgotten the matches.

- c) Juma has lit the fire and he has just boiled the water.
- d) Khalil is hungry because he has not eaten his supper.
- e) Juma is reading quietly because his baby sister is sleeping.
- f) The boys have finished their homework, but they have not gone to bed.

• **Ex 12:** 1. Maths 2. Science 3. Sports 4. Art 5. Geography 6. Urdu 7. Assembly
Hidden Word: History

• **Ex 13:** a) Karachi is west of Hyderabad.
b) Quetta is north of Karachi.
c) Quetta is west of Multan.
d) Lahore is south of Gilgit.
e) Islamabad is east of Peshawar.
f) Multan is south of Peshawar.

• **Ex 15:** **Picture 1:** After people forgot how to read Egyptian hieroglyphs, they forgot why there were pyramids. There is a legend that King Surid of Egypt had a dream. In the dream, the world turned upside-down. The trees, hills, and rivers went up into the sky. The moon and stars fell below the earth. King Surid felt very worried.

Picture 2: King Surid decided to build some pyramids. He wanted to keep his beautiful things safe.

Pictures 3 and 4: Into the pyramid went King Surid's statues, jewels, and scrolls. When he died, his people buried him in the pyramid.

Reading genre: Predictions and Reports

Background

This series recognizes the importance of content and language integrated learning (CLIL). Just as the children learned to think historically in Unit 11, in this unit, they learn how to think scientifically. They begin with a hypothesis or prediction, and follow this up with a test to check whether there is evidence to support the prediction. It is important to make the test fair. A fair test removes all variables (changes in the experiment) except for what is being tested.

The study of science is integrated with language learning. Not only do children learn how to use different forms of scientific vocabulary from a single word family (such as *solution*, *soluble*, *insoluble*, *dissolve*), they also practise using the future tense to make predictions about what will happen and the past tense to write reports of what happened in an experiment.

Learning outcomes: See detailed planning grid on page 6-7 and individual unit plans.

Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 3
- (advisable) materials for the experiment outlined on pages 104-105
- (advisable) materials for games chosen to support a teaching point
- (optional) materials for the experiment on pages 96-98 as outlined in the extension activities below.

Extension activities (optional)

Another experiment with dissolving

1. Do the experiment listed on pages 96-98 with different materials. This means that the children do not know the results, so the experiment will genuinely be to find out what will happen.
2. Bring in a small quantity of any easily obtainable solids and liquids from your home (NOT those in the Textbook), for example, brown sugar, rice flour, face powder, tea leaves, milk powder, cola, honey, washing up liquid, coconut oil.
3. Ensure that the children predict their results in the future tense BEFORE they do the experiment.
4. Encourage them to record their predictions and results in a table similar to that on page 97.
5. Try to involve every child in the experiment, getting the children into groups. Each group can try to dissolve a different material in a glass of water. They then report back to the rest of the class on their results.
6. Keep the tests fair. That is, each group should use the same quantity of water of the same temperature. Each group should have the same type of glass. Each group should stir the material the same number of times.
7. Record the results in the table.
8. Discuss the results and the different observations made by each group. Encourage them to write reports, similar to Rahim's report at the bottom of page 98.

Textbook page notes

A. Reading text

Learning outcomes

Students should be able to:

- use a dictionary.
- make predictions in the future tense.

Reading notes for the teacher

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

- Discuss the meaning of each word in the Key words box. Use the mini-dictionary to help you.

- Ask the children to take turns to discuss the following questions:

Suitable questions: *If you put sugar in hot tea, does it dissolve? (Yes.)*

Can you see little bits of sugar in the tea after you stir it? (No.)

So is sugar soluble? (Yes.)

If you put soil in water, does it dissolve? (No.)

Can you see little bits of soil in the water after you stir it? (Yes.)

So is soil soluble? (No.)

During the first reading (See Chapter 3, Lesson 1, Steps 10-19.)



- As you play the audio-recording or read the text for the first time, ask questions regularly to check understanding.
- As you read, elicit the meanings of difficult words like *stir* and *predict*.
- Ask the children to make inferences about the text, for example, *Why do you think Rahim and Sameena made different predictions? Who do you think was right?* Elicit that they each had different opinions and that this is acceptable in science, so long as we can back up our opinions with evidence.
- Make it clear that when we do a science experiment, there is no shame in making predictions that turn out to be wrong. We do experiments to find out something that we do not already know and we learn from our mistakes.
- **Talk box:** Before you turn page 97, ask the children to guess or predict whether each substance will dissolve, accepting a variety of opinions.

During the second reading (See Chapter 3, Lesson 2, Steps 1-8.)



- The children listen to the audio-recording or to you as they follow the text.
- Stop at breaks in the text to check that it makes sense to them and to discuss the theme. Encourage the children to ask you questions if they do not understand.
- Elicit that both solids and liquids can dissolve or not dissolve. Milk dissolves because when we mix it with water, we cannot see any separate bits. Oil does not dissolve because when we mix it with water, we can see that the oil remains separate at the top.
- 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.

Paired reading practice (See Chapter 3, Lesson 2, Steps 9-11.)

- The children take turns to read the text to each other in a whisper.

B. Comprehension

Learning outcomes

Students should be able to:

- **B1:** identify conventions of non-fiction predictions and reports.
- **B2-3:** read to find information.
- **B4:** justify inferences with evidence.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 12-18.)

- **B1:** Discuss the features of predictions and reports.
- **B2:** Using Rahim's report at the bottom of page 98, the children complete the results in the table on page 97 of the Textbook.
- **B3:** Practise asking and answering questions in class before asking the children to copy the questions and answers in their books.
- **B4:** Discuss the questions in the light of the background ideas at the beginning of this unit. If possible, try out other materials as detailed in the Extension activities at the beginning of the unit.

C. Word Reading and Spelling

Learning outcomes

Students should be able to:

- **C1-3:** add *-ing*, *-y*, *-es*, *-ed*, *-er*, *est* to words ending in *e*, with a consonant in front (*liking*, *likes*, *liked*, *nicer*, *nicest*, *shiny*, *shining*, *shines*).
- **C4-6:** recognize that the same letters can make different phonemes, e.g. *ind* in *the wind* and in *kind*, or *a* in *watch* and in *catch*.
- explain that if you add *e*, you can change the sound of a letter, for example, if you add *e* after *c*, it sounds like *s*, as in *ice*.
- read and spell tricky words.

Spelling notes for the teacher



- **C1:** Discuss the 'wise owl' box. Teach the children to read each word after you or the audio-recording. Discuss the meanings and ask children to use them in the context of sentences. (See Chapter 3, Lesson 3, Steps 1-7.)
- **C2:** Challenge the children to look for and underline the target words in the reading text. At the end of five minutes, tell them to stop. They should then be able to read aloud the sentences in which the words occur. Note that a few words may not be in the text. (See Chapter 3, Lesson 3, Steps 8-13.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C3:** Ask different children to complete the sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the spellings** in C1 after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)
- **C4:** Discuss the 'wise owl' box. Ask the children to repeat the words after you or the audio-recording, and to discuss the meanings as in C1. Remind them that tricky words do not follow the usual spelling rules. We just have to learn them. (See Chapter 3, Lesson 5, Steps 1-6.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C5:** Ask different children to complete the sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)

- **C6:** Ask different children to match the rhyming words, eliciting that they have different spellings.
- **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 C4. (See Chapter 3, Lesson 7, Steps 7-12.)

D. Vocabulary, Grammar, and Punctuation

Learning outcomes

Students should be able to:

- **D1:** recognize **word families** (e.g. *solve, solution, dissolve, soluble, insoluble*).
- **D2:** use a dictionary to identify the part of speech.
- **D3:** make an adjective from a noun.
- **D4:** make a verb from a noun.
- **D5-6:** make sentences with **subordinate clauses** (with *because, if, that*, and so).
- **D7:** revise commas in lists.

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 7, Steps 1-6.)

- **D1:** Discuss the ‘wise owl’ teaching box. Ask the children to think of other word families (for example, *head, heading, headlight, headache, headmaster, headmistress, header* in football).
- The game *Compound word charades* will give practice in using words in different ways for a single word family. (See Chapter 6, Game 12.)
- Practise the sentences orally before asking the children to complete them.
- **D2:** Explain that a part of speech is the grammar of a word. Good dictionaries tell us whether a word can be used as a noun, verb, adjective, etc. Sometimes one word can be used as a noun or as a verb in different sentences (e.g. *Your head (noun) is a part of your body. You can head (verb) a ball in football.*).
- Check that the children write the part of speech, not the meaning of each word.
- **D3-D4:** The children transform the words as shown in the examples.
- **D5:** Discuss the ‘wise owl’ teaching box. Note that in the sentences on this page, the main clause comes first in each sentence. This is because this is the first time we have introduced the idea of main and subordinate clauses. It is not easy for eight-year-olds to grasp that a main clause makes sense without the subordinate clause. Later in the book, the children will learn that a main clause can come anywhere in a sentence.
- **D6-7:** The children should practise the sentences orally before writing them.

Extension

- Ask the children to write other lists of word families in their notebooks.
- Dictate the sentences in D1. (See Chapter 3, Lesson 7, Steps 7-12.)

E. Listening, Speaking, and Composition

Note: If possible, bring into class a few simple chopped vegetables or other small objects that might sink or float. Ensure that each group has half a glass of water so that they can try out the experiment for themselves.

Learning outcomes

Students should be able to:

- **E1:** discuss and record ideas; predict what will float/sink from details stated and implied.
- **E2:** show understanding of a listening text with key details about an experiment.
- **E3:** write a report in the past tense, using bullet points and commas for lists, with headings and sub-headings to organize ideas.

- **E4:** edit the report, changing tenses to improve consistency.
 - **Extension:** plan a new experiment, predicting and then recording the results.

Listening, speaking, and composition notes for the teacher

- **E1:** Discuss the difference between predictions and reports, taking time to talk about the ‘wise owl’ box. (See Chapter 3, Lesson 8, Steps 1-4.)
 - Ask the children to predict what will happen to each of the vegetables in the Textbook. They should write *will sink* or *will float* in the middle column of the table. Make it clear that there is no shame in being wrong and that they should think for themselves, not copy others.
 -  **E2:** Play the audio-recording for the listening task, or read it aloud twice slowly and clearly. (See Chapter 3, Lesson 8, Steps 5-8.) The children then complete the right hand column of the table.
 - **E3:** Talk through the composition task with the whole class, asking different children to use the writing frame to help them frame sentences orally. (See Chapter 3, Lesson 9, Steps 9-12.) They should use the information from the table in E1.
 - After they have had plenty of practice orally, they can do the task in their books. Walk round the class, checking their spelling and punctuation.
 - **E4:** The children check that they have used the correct tenses.
 - **Extension:** If possible, divide the class into groups. This will involve all the children and will enable them to see what happens to each vegetable. Provide each group with a large glass or jar that is half full of water and a small piece of each vegetable.
 - If it is not possible to do the experiment in groups, do the experiment yourself at the front of the class, using a transparent glass or jug of water so that all the children in the class can see what floats and sinks.
 - Bring in different vegetables from those on page 104 or other small objects that might sink or float.
 - If you use tomatoes, note that some tomatoes sink and some float. This is because tomatoes have so much water in them that they have almost the same density as water. This leads to an interesting discussion between children and they all learn that the results of an experiment can be unpredictable.
 - The shape of a vegetable can also affect the result. Thinly sliced, flat vegetables are more likely to float because they have a bigger surface area than chunks.
 - The purpose of this experiment is to lead children to discuss their results and to recognize that scientists are often surprised by their results and can learn from them.



Answers

| Material | Prediction | Result |
|----------------|------------|--------|
| sugar | ✓ | ✓ |
| flour | ✗ | ✗ |
| salt | ✓ | ✓ |
| tea leaves | ✗ | ✗ |
| instant coffee | ✗ | ✓ |
| squash | ✓ | ✗ |
| milk | ✓ | ✓ |
| oil | ✓ | ✗ |
| ice cubes | ✗ | ✓ |

Sameena

Will it dissolve?

| Material | Prediction | Result |
|----------------|------------|--------|
| sugar | ✓ | ✓ |
| flour | ✓ | ✗ |
| salt | ✓ | ✓ |
| tea leaves | ✓ | ✗ |
| instant coffee | ✓ | ✓ |
| squash | ✗ | ✗ |
| milk | ✗ | ✓ |
| oil | ✗ | ✓ |
| ice cubes | ✓ | ✓ |

Unit 12 Will it Dissolve?

- **B3:** a) Yes, she was. b) No, he was not. c) No, they did not. d) Yes, they did.
e) Yes, it does. f) No, it does not. g) Yes, they did. h) No, they did not.
- **B4:** a) Mrs Khan's classes were always **exciting**, she said **kindly**, she **smiled**
b) It does not matter if your guess is wrong because you learn from the results.
c) Results depend on the children's further experiments.
- **C1:** Children should read the spelling words after the teacher or CD with the correct intonation. They learn the spellings for homework.
- **C2:** The children underline as many words as they can find in the reading text in five minutes. Afterwards, they read aloud the sentences in which they occur.
- **C3:** making, excited, make, icing
smiling, giving
dissolved, iced, nicest
- **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) watch b) find c) face d) squash e) quantity f) ice g) behind
- **C6:** a) find – lined b) wind – pinned c) face – case d) group – hoop e) disappear – here
- **D1:** a) dissolve b) dissolves c) insoluble d) soluble e) solution
- **D2:** soluble: adjective
solution: noun
dissolve: verb
dissolves: verb
insoluble: adjective
- **D3:** a) excited b) happy c) ill d) tired e) careful f) hopeful
- **D4:** a) treat b) teach c) wait d) enjoy e) begin f) collect
- **D5:** a) Flour is insoluble because it doesn't dissolve.
b) Sugar is soluble because it dissolves.
c) Salt is soluble because it dissolves.
d) Orange squash is insoluble because it doesn't dissolve.
- **D6:** a) I sometimes put ice in my squash if the weather is hot.
b) Sugar is a material that dissolves in water.
c) They wanted to make the test fair so they used the same quantities.
d) Rahim dissolved the icing sugar that was in a small pot.
e) It doesn't matter if your guess is wrong.
f) Materials dissolve fast in hot water so use hot water if you can.
- **D7:** Example answers:
a) The sugar, salt, coffee powder, milk, and ice cubes dissolved.
b) The flour, tea leaves, orange squash, and oil did not dissolve.
c) Mangoes, oranges, and bananas are all fruits.
d) Brinjals, onions, and cabbages are all vegetables.
e) Cats, horses, and elephants are all animals.
- **E1:** Predictions will depend on the pupils' own ideas. Note that results sometimes depend on how dry the vegetables are and on the way they are cut, so tomatoes sometimes sink and sometimes float.
- **E2:** brinjal: floated tomato: first floated, then sank potato: sank lady's finger: floated
bean: floated onion: first sank, then floated carrot: sank

- **E3:** Children may write in different ways. This would be a suitable report:

A report of our experiment with floating and sinking

Materials

a brinjal, a tomato, a potato, a lady's finger, a bean, an onion, a carrot
a jug of water

Aim To find out which vegetables float

What we did

Every group put a vegetable in a jug of water. The quantity (or temperature) of water was the same each time to make the test fair. Then we put some more vegetables in the water one by one and watched to see if they floated or sank.

Results

The brinjal, lady's finger, bean, and onion floated.

The tomato, potato, and carrot sank.

We noticed that the tomato first floated, then sank slowly. The potato and carrot sank fast. The onion first sank, then floated.

Extension: The children follow the same process with other objects.

Workbook 3, 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 6-7 of this Teaching Guide.

2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise letter joins from initial letter 'w'. Treat letter 'x' as a break letter.
- **Ex 2:** practise letter joins from initial letter 'w'. Treat letter 'x' as a break letter.

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. Check that letter 'x' is treated as a break-letter, but letter 'w' is joined to the letter after it.
- **Ex 2:** Children copy the sentences in joined writing between double ruled lines. Check that letter 'x' is treated as a break-letter, but letter 'w' is not, unless it is a capital letter.
- **Ex 3:** a) smoky b) icy c) shiny d) stony
- **Ex 4:** a) smiling b) making c) writing d) shining
- **Ex 5:** (sounds like 'what'): want, quantity, watch, squash
(sounds like 'hat'): match, patch, catch
(sounds like 'eye'): find, behind, kind, mind
(sounds like 'thin'): wind, tinned, pinned
- **Ex 6:** a) puzzled, stares, icing, making
b) describing, makes, using, juiciest, larger, nicer
c) measuring, chopping, putting, stirring
d) used, putting

- **Ex 7:** begin, beginning, enjoy, enjoyment, teach, teacher, wait, waiter.
- **Ex 9:** a) soluble, dissolve b) insoluble c) Solution d) mixture e) disagree
f) disappear g) group h) dislike i) Guess

- **Ex 10:** Answers depend on the pupils.
- **Ex 11:** a) writer b) waiter c) traveller d) beginner e) teacher
- **Ex 12:** ADJECTIVES NOUNS

| | |
|--------------|--------------------|
| excited | excitement |
| happy | happiness |
| ill | illness |
| tired | tiredness |
| careful | care |
| careless | care |
| hopeful | hope |
| hopeless | hope |
| VERBS | NOUNS |
| collect | collection |
| enjoy | enjoyment |
| begin | beginning/beginner |
| treat | treatment |
| solve | solution |
| pay | payment |

- **Ex 13:** a) tired, begin, careful, happy b) solution, excitement c) hopeful, beginning, enjoyment
- **Ex 14:** a) If b) that c) because d) If e) so
- **Ex 15:** Answers depend on the students.
- **Ex 16:** through, has, will, will, will, because, have, might, might
- **Ex 18:** Example answer:

Materials

- Three eggs of different ages, labelled A, B and C.
- Three glasses of water labelled A, B, and C.

Aim

To find out which eggs will float and which eggs will sink.

What we did

Each pair filled three glasses with water, labelled A, B, and C.
Then we watched to see if the eggs floated or sank.

Results

The two-day old egg sank to the bottom of the glass and lay on its side.
The three-week old egg sank and stood up on the bottom of the glass.
The ten-week old egg floated at the top of its glass of water.

Finally, we broke open the three eggs.
We noticed that Eggs A and B were OK, so we fried them.
We also noticed that Egg C was bad, so we threw it away because it smelt horrible!

Reading genre: A folk tale as a cartoon

Background

This is an Arabic folk tale and is one of the stories in *A Thousand and One Nights*. Like most folk tales, there are several different versions. This version is suitable for children. In another famous episode of the story, the thieves find out where Ali Baba lives and they hide in oil jars, but are discovered by Ali Baba's clever servant girl.

In Unit 13, children learn to transfer direct speech from cartoon speech bubbles to narrative, using speech marks, which are also called inverted commas. Please note that in this series, we use single inverted commas, but it is equally correct to use double inverted commas. Whichever you decide to use, you should do so consistently. At this stage, we recommend that you teach children to use the term 'speech marks'. This helps them to understand that we use speech marks before and after speech. In Level 5, they will make the transition to the formal term 'inverted commas'.

Learning outcomes: See detailed planning grid on page 6-7 and individual unit plans.

Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 3
- (advisable) materials for games chosen to support a teaching point
- (optional) stories about Ali Baba from the library, for example, Ali Baba and the jars of oil

Extension activities (optional)

Drama

Ask the children to act out the story in the classroom or, even better, a hall where they can move around easily.

If possible, provide them with simple props or costumes, such as a few cheap but shiny necklaces in a sack to represent the treasure.

Drama practice 1

1. Ask seven children to come to the front. Give each one a role from the story. Include Ali Baba, Ali Baba's wife, Cassim, Cassim's wife, two robbers, and a donkey. Choose 18 narrators for each of the 18 pictures. The rest of the class can be thieves or Cassim's donkeys.
2. As children can get over-excited when they are all acting, make it clear that THE MOMENT anyone misbehaves, he/she should sit at the side. The children will probably be so keen to take part that they will behave well!
3. Read aloud the story again, asking the actors to mime the parts of the characters as you speak.

Drama practice 2

1. Choose seven different children to come to the front and take the acting parts. Choose articulate pupils for the speaking roles.
2. The actors should mime the actions and say their own lines (with prompting if necessary). Give 18 children a chance to narrate the text for one of the pictures. If you have a small class, these parts can be doubled up.

Performance

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

2. Encourage them to improvise additional lines, but in the final stages, make it clear that they should keep to agreed dialogues.
3. A good play includes lots of action! Ensure that the children move appropriately on the stage so as to keep the audience interested.
4. All the children in the class should participate. The narrators can also take the part of thieves or of Cassim's ten donkeys.

Textbook page notes

A. Reading text

Learning outcomes

Students should be able to:

- identify how speech bubbles indicate that someone is speaking.
- identify how thought bubbles indicate that someone is thinking.
- draw inferences about characters.

Reading notes for the teacher

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

- Discuss the meaning of each word in the Key words box. Elicit that: a cartoon is a story set out with speech bubbles, a narrative is a story set out in paragraphs, sesame seeds are often used in cooking, and treasure is a store of gold, silver, or jewels.
- Ask the children to take turns to discuss the following questions:

Suitable questions: *How do you know that someone is talking in a cartoon?* (The words that they say are inside a speech bubble.)

What does a speech bubble look like? (It is a circle with a pointer going to the head of the person who is speaking.)

How do you know that someone is thinking? (The words that they think are inside a thought bubble.)

What does a thought bubble look like? (It is like a cloud with little circles going to the head of the person who is thinking.)

During the first reading (See Chapter 3, Lesson 1, Steps 10-19.)

-  As you play the audio-recording or read the text for the first time, ask questions at the end of each page 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 anyone will find out about Ali Baba's treasure? What do you think will happen next?*
- As you read, elicit the meanings of difficult words like *leisure* and *measuring scales*.
- Ask the children to make inferences about the text, for example, *Who do you think was cleverer – Cassim or his wife?* (Probably Cassim's wife because she thought of a clever plan to find out what Ali Baba's wife wanted to weigh. Cassim was not very clever when he forgot the password to move the rock in front of the cave.)
- **Talk box 1:** Ask the children to tell you the names of other seeds, such as wheat, rice, corn, mustard, cumin. Elicit that *Open Sesame* was a password. Passwords are used to show that you are trustworthy and can enter a place.
- **Talk box 2:** Elicit that Ali Baba was a better man than his brother. He only took his own treasure from the cave, so he was not greedy. His brother later took ten times as much treasure, so he was greedy, and it was not his, so he was stealing. While Ali Baba was poor, Cassim was not friendly to him, but Ali Baba rescued his brother from the robbers' cave and looked after him. So Ali was kinder than Cassim.

During the second reading (See Chapter 3, Lesson 2, Steps 1-8.)



- The children listen to the audio-recording or to you as they follow the text.
- Stop at breaks in the text to check that it makes sense to them and to discuss the theme. 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.

Paired reading practice (See Chapter 3, Lesson 2, Steps 9-11.)

- The children take turns to read the text with a partner in a whisper. Each can read a different part.

B. Comprehension

Learning outcomes

Students should be able to:

- **B1:** identify the conventions of a cartoon.
- **B2-3:** summarize the main ideas of a story.
- **B4:** justify inferences with evidence.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 12-18.)

- **B1:** Discuss the features of a folk tale and a cartoon. Elicit that the speech bubbles help us to understand what someone is saying.
- **B2:** Ask the children to use a pencil to number the events, so that they can rethink and rub out the order if necessary.
- Practise reading the sentences aloud before you ask the children to complete them in writing.
- **B4:** Give the children a chance to disagree with each other. Some children may think that Cassim was wrong to take the money because it was not his. Others may argue that the robbers had stolen the money themselves, so they did not deserve to keep it. As with many complicated moral questions in life, there are no 'correct' answers. 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:** revise singular and plural forms of: *y + s = ies* (*ladies*), *f or fe + s = ves* (*thieves*), *sh/ch/tch/ss + s = es* (*bushes, riches, watches, grasses*).
- **C4-6:** read and spell words with *-sure* (*treasure*), *-sion* (*vision*), *-ass/-ast* (*grass, last*), read and spell tricky words.
- **C7:** match two words with similar meanings.

Spelling notes for the teacher



- **C1:** Discuss the 'wise owl' box and the different ways that we can make a word plural. 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:** Ask different children to complete the sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)

- **C3:** Remind the children of the rules in the ‘wise owl’ box before the children write the answers.
- **Test the spellings** in C1 after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)
- **C4:**  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:** 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.)
- **C6:** Ask different children to complete the sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **C7:** Discuss the ‘wise owl’ box and the near synonyms (words that mean almost the same) from the text.
- **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 C6 (See Chapter 3, Lesson 7, Steps 7-12.)

D. Vocabulary, Grammar, and Punctuation

- **D1 & 3:** use **prepositions** of place (e.g. *in front of, behind, opposite*).
- **D2 & 3:** use of time and cause (e.g. *before, after, during, while, when, because of*).
- **D4-5:** use **speech marks** (inverted commas) to punctuate **direct speech**.

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 7, Steps 1-6.)

- **D1-2:** Discuss the ‘wise owl’ teaching box. Explain that there are different types of preposition.
- The game **Where is it?** will give practice in the use of prepositions. (See Chapter 6, Game 7.)
- Practise the sentences orally before asking the children to complete them.
- **D3:** The children should be able to find in the story all the prepositions that are listed in the wise owl box.
- **D4:** Discuss the ‘wise owl’ teaching box. The children refer to the cartoon for the words that each person said: b) picture 14, c) and d) picture 16. Remind the children to put speech marks before and after the words that someone says. Explain that the final speech mark should go AFTER (not before) the final full stop, exclamation mark, or question mark.
- **D5:** The children refer to the cartoon for the speaker and add speech marks. b) picture 7, c) and d) picture 9, e) picture 13.

Extension

- Ask the children to write what their friends said to them this morning in the playground. Ask them to write who spoke and to put their words inside speech marks.
- 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:** compose and rehearse dialogue orally.
- **E2:** identify speech in a narrative listening text.

- **E3:** act out a story.
- **E4:** write a narrative, using speech marks to punctuate direct speech.
- **E5:** proof-read for punctuation errors.

Listening, speaking, and composition notes for the teacher

- **E1:** Discuss the difference between a cartoon (with pictures and speech bubbles) and a narrative (with paragraphs and speech marks), taking time to talk about the ‘wise owl’ box. (See Chapter 3, Lesson 8, Steps 1-4.)
- Encourage the children to guess who the characters are. Establish that the tree is a character because it has a face and a speech bubble.
- Help them to imagine what each character is saying, though they should NOT write their ideas in the speech bubbles. Don’t worry at this stage if they guess wrongly.
-  **E2:** Play the audio-recording for the listening task, or read it aloud slowly and clearly, repeating each sentence twice. AFTER the children have heard the whole story, they should decide which speech goes in which speech bubble. Then they write the speeches very small in the bubbles provided. (See Chapter 3, Lesson 8, Steps 5-8.)
- Ask the children to act out the story in groups of three – the tree, the woodcutter, and his wife. They can use their own words. Encourage them to express their feelings of kindness, amazement, and anger on their faces as well as in their voices. (See Chapter 3, Lesson 8, Steps 9-16.)
- Walk around the class and choose three children to act out the whole story in front of the class.
- **E4:** Talk through the composition task with the whole class, asking different children to use the pictures and speech bubbles to help them frame sentences. Remind them that when they write the story, the words in bubbles should go between speech marks. (See Chapter 3, Lesson 9, Steps 9-12.)
- After they have had plenty of practice orally, they can write the story in their books. Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas.
- **E5:** Encourage the children to proof-read and improve their work with the help of a classmate. (See Chapter 3, Lesson 9, Steps 13-15.)
- Decide whether you want the children to re-draft their writing for display or to read aloud. In this case, mark their work fully so that their second drafts are as perfect as possible. (See Chapter 1, Section 6.3 and 10 for correction strategies.)
- After you have marked the compositions, read aloud examples of good writing. Also give feedback on common mistakes. (See Chapter 3, Lesson 10, Steps 1-6.)
- If the children are to read aloud or display their work, encourage them to write a neat second draft, illustrating it if appropriate.

Extension: Ask the children to write the whole of the Ali Baba story as a narrative, using speech marks instead of speech bubbles.

Answers

- **B1:** a) made-up, fiction b) folk story c) cartoon
- **B2:**
 - 1) Some robbers stole Ali Baba’s money and his wife’s necklace.
 - 2) Ali Baba saw some robbers enter a cave in a forest.
 - 3) Ali Baba said ‘Open Sesame’ to move a big rock from the entrance.
 - 4) He found his money and his wife’s necklace in the cave.
 - 5) He put his own treasure on his donkey and took it home.
 - 6) His wife weighed the gold on some measuring scales.
 - 7) They buried their treasure to keep it safe.
- **B3:** glue, gold, Ali Baba, cave, password

- **B4:** Open answers. Encourage the children to give reasons for their opinions.
- **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) Bushes are small trees.
b) Benches are long seats.
c) Cities are big towns.
d) Knives are sharp tools.
e) Robbers are thieves.
f) Countries are large areas of land.
g) Witches are bad characters in fairy tales.
- **C3:** a) lunches b) watches c) sacks d) wives e) ladies f) wishes
The sentences will depend on the children's own ideas.
- **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 children underline as many words as they can find in the reading text in five minutes.
Afterwards, they read aloud the sentences in which they occur.
- **C6:** a) leisure b) decision c) password d) television e) treasure f) last g) grass
- **C7:** a) rich – wealthy
b) thief – robber
c) rock - stone
d) forest - wood
e) treasure – riches
f) sack - bag
- **D1:** a) Ali Baba hid under some bushes.
b) The thieves stopped opposite a big rock.
c) There was a huge cave behind the rock.
d) Ali Baba tiptoed into the cave.
e) He was amazed at the treasure in front of him.
f) He took his money home and buried it in his garden.
- **D2:** a) During b) before c) because of d) after e) while
- **D3:** Note that the children only need to identify ten prepositions and these can be of place or time.
Pic 1: *in* Pic 2: *in* Pic 3: *in, under, opposite* Pic 4: *aside, into, behind, after* Pic 5: *up to* Pic 6: *into, in front of* Pic 8: *in* Pic 10: *to, the bottom of* Pic 11 *in, away from* Pic 12: *to, on* Pic 14: *while, inside* Pic 15: *out of* Pic 16: *when, to* Pic 17: *into, in* Pic 18: *from*
- **D4:** a) 'How dare you take our treasure?'
b) 'Please don't hurt me!'
c) 'Please help us. Cassim hasn't come home.'d) 'Don't worry. I'll go and find him.'
- **D5:** a) The captain of the robbers said, 'Open Sesame!'
b) Ali Baba said, 'What riches!'
c) Ali Baba's wife said, 'Can I borrow your measuring scales please?'d) Cassim's wife said, 'My pleasure.'
- **E2:** 1) **Tree:** Please don't cut me down. If you don't, I'll give you three wishes.
Wood-cutter: That's very kind of you.

2) **Wood-cutter's wife:** Shall we wish for a new house?

Wood-cutter: Yes, but right now, I'm so hungry, I wish I could have a gulab jamun.

3) **Wood-cutter's wife:** You fool! That's the first of our three wishes. I wish that gulab jamun would stick on your nose!

Wood-cutter: But that's the second of our three wishes.

4) **Wood-cutter:** Look what you've done! It's stuck on my nose! I wish it would come off.

Wood-cutter's wife: Oh dear! That's the last of our three wishes.

- **E4:** Answers will depend on the children's own ideas. Use the listening text to check that they have remembered all the details.
- **E5:** Check for evidence of proof-reading and self-correction of speech marks before and after the words people say.

Workbook 3, 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 6-7 of this Teaching Guide.

2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise letter joins to and from letter 'f'; practise the tricky letter-join in 've'; practise the letter-join in 'sh'.
- **Ex 2:** practise the letter-join in 'sh'.

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. Check that the line drops from 'v' to join with letter e'.
- **Ex 2:** Children copy the sentences in joined writing between double ruled lines. Check the letter joins in 'sh'.
- **Ex 3:** a) division, treasure b) pleasure, television c) Measure, glass
d) decision, leisure e) class, revision, grass
- **Ex 4:** a) I ate one loaf and one fish for my lunch.
b) The woman did not put the knife on the shelf.
c) The lady painted the bench herself with her paintbrush.
d) The thief was having a party with his wife, family, and baby.
e) The lorry was going to the factory in the city.
f) There wasn't a berry on the bush near the beach.
g) The witch was watching a match on the cricket pitch in the park.
- **Ex 5:** a) fearful – frightened b) above – over c) under – below
d) lorry – truck e) woman – lady f) begin - start
- **Ex 7:** a) weight, scales b) forty c) bury
d) wonder, weigh e) narrative, buried f) cartoon
- **Ex 8:** Answers depend on the pupils.

- **Ex 9:** a) Where is Rida's school bag?
It is in front of the games console.
b) Where are Rida's glasses?
They are on top of the books.
c) Where is Rida's blouse?
It is on the chair.
d) Where are Rida's trousers?
They are next to the window.
e) Where is Rida's salwar kameez?
It is behind the door.
f) Where are Rida's shoes?
They are under the bed.
g) Where are Rida's socks?
They are in the cupboard.
 - **Ex 10:** a) Once, while, Suddenly, After, At once b) Before, When, because of, During
 - **Ex 11:** Uzma is helping her younger brother Bashir with his home work.
'Can you help me, Uzma? Where do the speech marks go?' asked Bashir.
'That's easy. The opening speech marks go at the beginning of what someone says, and the closing speech marks go at the end,' replied his sister.
'Is that all?' Bashir questioned.
'No. Full stops, commas, question marks, and exclamation marks always go before the closing speech marks.'
 - **Ex 13:** Sample answer:
 - a) One day, Mr. Fox was walking through the forest.
 - b) All at once, he saw Mrs. Crow [high up on the branch of a tree], with a large tikka in her mouth.
 - c) The tikka smelt very good.
 - d) 'Oh my!' thought Mr. Fox to himself. 'How can I get that fine tikka into my mouth? [The tree is high and I can't climb trees.]'
 - e) 'Good morning, Mrs. Crow!' he called. 'Your feathers are very smart today, Mrs. Crow.'
 - f) Mrs. Crow shook her feathers with pleasure. 'Thank you, kind Sir,' she said.
 - g) 'I imagine that your song is as beautiful as your feathers,' said Mr Fox.
 - h) Mrs. Crow could not stop herself. She opened her mouth to sing, and dropped the tikka.
 - i) As quick as a flash, Mr. Fox picked it up and ran off into the forest.
 - j) Mrs. Crow felt very silly. All at once, she remembered the saying, 'Never listen to a flatterer.'
 - k) Mr. Fox thought to himself while he was running away, 'I have taught Mrs. Crow a lesson. [She has paid for the lesson with the tikka. So we are both happier and wiser.]'
- Note to teachers:** Point out to pupils that they must put thoughts as well as speech between speech marks.

Reading genre: A poem and an information text

Background

In this unit, the children learn that poetry takes many forms, but always has a quality of magic. Jane Sahi is a poet who lives near Bangalore in India. She also runs a small school which encourages children to use their imagination and do a lot of creative writing. The information text deals with the same subject matter as the poem, but in a factual way. It is set out as an information text with headings and labelled diagrams, so will prepare children to use other books about the natural sciences.

Learning outcomes: See detailed planning grid on page 6-7 and individual unit plans.

Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 3
- (advisable) materials for games chosen to support a teaching point
- (optional) trowels, hoes or old spoons to dig up the soil in the school garden, mustard or coriander seeds, a flower-pot for each pair of children, soil

Extension activities (optional)

Growing seedlings

1. Plan a visit to the school garden, if there is one, or an area where you can find soil. Give each pair of children a hoe, trowel, or old spoon, so that they can turn up the earth and put some in a pot.
2. As they dig, ask them to look for evidence of life underground. See if they can find spiders, beetles, insects, or worms.
3. When the children come back to class, each pair can plant a few mustard or coriander seedlings in their flower-pot.
4. Ask the children to water their pots every day to observe when the seeds put up shoots.
5. If possible, keep a record of the growth of the shoots in maths lessons, recording the date and height of the biggest shoot each day.
6. After a couple of weeks, pull up the seedlings carefully and measure the length of the roots.
7. Ask the children to write a report of what they did, explaining what materials they used (using bullet points) and what they did, in the past tense.
8. Finally, they can write their observations. For example, they can describe the differences between the tender green shoots and the strong brown roots.

Textbook page notes

A. Reading text

Learning outcomes

Students should be able to:

- discuss what a poem is.
- identify rhythm and rhyme in a poem.
- relate an information text to personal experience.

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.
- Ask the children to take turns to discuss the following questions:

Suitable questions: *Do all poems rhyme?* (Some do. Some don't.)

Do all poems have a strong beat? (Usually they do.)

Are all poems short? (No. Some poems are as long as a whole book.)

Do all poems have short lines? (Usually they do.)

How do you know what a poem is? (This is a difficult question and there are many answers. We could say it is a poem because it is imaginative and makes us think about life in a new, magical way.)

During the first reading (See Chapter 3, Lesson 1, Steps 10-19.)



- After you play the audio-recording or read the poem all the way through for the first time, ask questions to check understanding.
- Ask, *Do you think the poet thinks that the earth is just dirty?* Elicit that she finds the earth beautiful because she says that there are wonders untold underground.
- Ask *Can seeds really sleep?* Elicit that the poet is personifying, or making the seeds seem like people, just as Robert Louis Stevenson personified the Sun in Unit 9.
- Elicit that a sense of wonder at beauty is something we **feel**. We do not know it in the way we know facts.
- As you read, elicit the meanings of difficult words like *stream* and *untold*.
- Ask the children to match the rhyming words.
- When you move on to the non-fiction text on page 118, elicit that language is used to tell us interesting facts, not to make us feel wonder.
- Discuss the meaning of each paragraph and the children's own knowledge of life underground.
- Talk box 1:** Ask the children to clap to the beat of the poem as they whisper it. Elicit that there are two beats or claps to each line as shown by the underlined syllables. Next time you recite the poem, ask half the class to clap softly and the other half to mime the actions as they recite:

| Where to clap | Actions |
|---|---|
| <u>Under the ground</u> | Point downwards. |
| The <u>hard</u> hard <u>stones</u> . | Mime a hard stone with the hands. |
| <u>Under the ground</u> | Point downwards. |
| The <u>white</u> white <u>bones</u> . | Mime a long bone. |
| <u>Under the earth</u> | Point downwards. |
| The <u>roots</u> go <u>deep</u> . | Spread fingers out like roots going down. |
| <u>Under the earth</u> | Point downwards. |
| The <u>seeds</u> are <u>asleep</u> . | Mime sleeping. |
| <u>Under the earth</u> | Point downwards. |
| The <u>bright</u> gold <u>glows</u> . | Mime sparkling by twiddling the fingers. |
| <u>Under the earth</u> | Point downwards. |
| The <u>hidden</u> stream <u>flows</u> . | Mime the flowing motion of a river. |
| <u>Under the earth</u> | Point downwards. |
| The <u>darkness</u> <u>unfolds</u> | Slowly open out arms. |
| Wonders <u>untold</u> . | Spread arms wide. |

- Talk box 2:** Discuss the children's own experiences of digging in the garden. Encourage them to tell you what they have seen.

During the second reading (See Chapter 3, Lesson 2, Steps 1-8.)



- The children listen to the audio-recording or to you as they follow the text of the poem. They then recite it chorally. Half the class can clap softly at the two beats in each line. The other half of the class can mime the actions.
- Point out that the repetition of *Under the earth* is like the beat of a drum. Poets often repeat certain words or lines to create a magical effect.
- Stop at breaks in the non-fiction text to check that it makes sense to them and to discuss the theme. 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.

Paired reading practice (See Chapter 3, Lesson 2, Steps 9-11.)

- The children take turns to read the text to each other in a whisper.

B. Comprehension

Learning outcomes

Students should be able to:

- **B1:** identify conventions of poetry and information texts.
- **B2:** prepare to perform a poem.
- **B3-4:** discuss words and phrases that arouse the reader's imagination or interest.
- **B5:** participate in discussion.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 12-18.)

- **B1:** Discuss the features of a poem and an information text. Elicit that the short lines in the poem give importance to each word. Elicit that the headings in the information text help us to understand what we are going to read.
- **B2:** Ask the children to learn the poem by heart for homework and to perform it in an assembly.
- **B3-4:** Discuss the sentences and questions orally before you ask the children to write the answers.
- **B4:** Talk about the metaphor of the sleeping seeds and the way that the seeds come to life and grow when we water them. Encourage the children to be imaginative in their answers about other wonders under the earth.

C. Word Reading and Spelling

Learning outcomes

Students should be able to:

- **C1-3:** add the suffixes *-ation*, *-ssion*, *-sion*, *cian* to form nouns from verbs (*information*, *discussion*, *comprehension*, *musician*).
- recognize that they end with the same phoneme: *shun*.
- **C4-6:** add the suffixes *-ment*, *-ness* (*movement*, *darkness*) to form nouns. Read and spell tricky words.
- **C7:** write words rhyming with *glow*.

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 sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the spellings** in C1 after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)



- **C4:** Discuss the ‘wise owl’ box. Ask the children to repeat the words after you or the audio-recording, and to discuss the meanings as in C1. Remind them that tricky words do not follow the usual spelling rules. We just have to learn them. (See Chapter 3, Lesson 5, Steps 1-6.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C5:** Remind the children how to put words in alphabetical order.
- **C6:** Ask different children to complete the sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **C7:** The children suggest words that rhyme with *glow*.
- **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 C6. (See Chapter 3, Lesson 7, Steps 7-12.)

D. Vocabulary, Grammar, and Punctuation

Learning outcomes

Students should be able to:

- **D1:** recognize **word families** (e.g. *germinate, germination*)
- **D2-3:** form nouns from verbs or adjectives in the same word family.
- **D4:** use **a** before a consonant and **an** before a vowel.
- **D5:** use **exclamation marks**.

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 7, Steps 1-6.)

- **D1:** Discuss the ‘wise owl’ teaching box, reminding the children of what they learned about word families in the last unit.
- The game *Compound Word Charades* will give practice in the using words in different ways. (See Chapter 6, Game 12.)
- Elicit that the words on the left are verbs, except for *kind* which is an adjective. Explain that the words on the right are called abstract nouns because we cannot see or touch them. They are feelings or ideas.
- **D2:** Practise the sentences orally before asking the children to complete them.
- **D3:** Refer to the lists of words in C1 and C4 for these nouns.
- **D4:** Discuss the ‘wise owl’ teaching box. Elicit that the vowel letters are *a, e, i, o, and u*. The other letters are consonant letters.
- For the teacher’s information: In some words, consonants have a vowel sound. For example, we say *an hour*, not *a hour* because the *h* is silent. In other words, a vowel letter has a consonant sound. For example, we say *a university*, not *an university*, because the sound at the beginning of the word is like the *y* in *you*.
- The words *a* and *an* are called determiners, as the children will learn in Year 4. They are also known as indefinite articles because they are about unspecified nouns. *The* is known as the definite article because the noun has already been specified.

- Read aloud the passage expressively before you ask the children to circle *a* or *an*.
- **D5:** Discuss the ‘wise owl’ teaching box. Explain that we can use an exclamation when we say something quickly or suddenly. It is not always loud (e.g. in *Sh!*) Elicit that the story in D5 is a continuation of the story in D4.

Extension

- Ask the children to think of other exclamations, such as *Stop! Be quiet! Hi! Pass the ball! Hey! Wow! Ouch! Help! Thanks!*
- 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:** take turns to discuss their favourite poems.
- **E2:** note precise details in a poem.
- **E3:** show understanding of a listening text about children drafting a poem.
- **E4-5:** work in pairs to draft a poem, using precise details.
- **E6:** assess the effectiveness of each other’s writing.
- **E7:** make a second draft of a poem for display.
- **E8:** perform their own writing, using appropriate intonation.

Listening, speaking, and composition notes for the teacher

- **E1:** Discuss what makes a good poem, taking time to talk about the ‘wise owl’ box. (See Chapter 3, Lesson 8, Steps 1-4.) Note the children’s favourite poems on the board. This year, the children have read *The Crocodile* by Lewis Carroll, *The Summer Sun* by Robert Louis Stevenson, *Eldorado* by Edgar Allan Poe, and *Under the ground* by Jane Sahi. In Textbook 2, they read *Papa* by Siv Widerberg, *Hot Food* by Michael Rosen, *My Shadow* by Robert Louis Stevenson, and *Shish Mahal, Playground Games, Apple Pie Alphabet, and Phootle and Pud* by Eleanor Watts.
- Encourage the children to form their own opinions and to explain why they like a poem, for example, because it is funny, magical, has a good rhythm, or tells a story.
- **E2:** Use this exercise to stress the importance of choosing the right words for what we want to say.



- **E3:** Play the audio-recording for the listening task twice, or read it aloud clearly, using different voices for each child. Your pupils write what the children in the dialogue see and hear in the correct columns. (See Chapter 3, Lesson 8, Steps 5-8.)
- **E4:** It is important to take the children outside when they write this poem. Each one should take out a notebook. Give the children three minutes to look up at the sky in silence. Make sure that nobody talks, so that you can hear quiet sounds such as birds, aeroplanes, the wind in the trees.
- Then allow the children to work individually or in pairs to note down what they can see and hear in the sky. Encourage them to use precise details so that the scene comes alive for other people. The sights need not be beautiful. For example, they may see electric wires or fumes from factories.
- Walk round the class and monitor their conversation, helping the children to give precise details where necessary.
- **E4:** Talk through the composition task with the whole class, asking different children to tell you the lines they have drafted, beginning each line with *Up in the sky*. (See Chapter 3, Lesson 9, Steps 9-12.)
- **E5:** After they have had plenty of practice orally, they can write their own poems in their books. Walk round the class, checking their spelling and punctuation. Praise them for imaginative ideas.

- **E6:** Encourage the children to proof-read their work and make their words more precise with the help of a classmate. (See Chapter 3, Lesson 9, Steps 13-15.)
- Correct the poems carefully, so that their second drafts are as perfect as possible. (See Chapter 1, Section 6.3 and 10 for correction strategies.)
- After you have marked the poems, read aloud examples of good writing. Also give feedback on common mistakes. (See Chapter 3, Lesson 10, Steps 1-6.)
- **E7:** Encourage the children to write a neat second draft of their poems with beautiful illustrations.
- **E8:** Ask the children to read aloud their poems clearly and loudly with lots of expression.
Extension: Ask the children to write more lines for their poems, still beginning *Up in the air*.

Answers

- **B1:** a) *Under the Ground* b) Jane Sahi c) life underground d) heading
- **B3:** a) The bones under the earth are white.
b) The seeds in the poem are asleep.
c) ✓
d) You can't see the stream above ground.
e) ✓
- **B4:** a) Seeds need darkness to germinate.
b) At germination, the shoots go up.
c) Roots suck up water.
d) Animals hibernate in winter.
e) Animals lie still when they hibernate.
f) Bears hibernate in caves.
- **B5:** Answers depend on the children. a) The seeds are asleep because they are still under the ground like a sleeping person. They wake up when they germinate and shoot up. b) Open answers.
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C2:** invitation, information, expression, musician, magician
- **C3:** In an extension exercise, you do extra work.
In a comprehension exercise, you answer questions about a text.
In a punctuation exercise, you practise using full stops and commas.
In a dictation exercise, you write what your teacher dictates.
- **C4:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C5:** -ment: excitement, experiment, moment, movement, payment
-ness: carefulness, darkness, happiness, softness, sweetness
-ow: below, flow, glow, grow, show
Tricky words: above, describe, often, possible, wonder
- **C6:** a) darkness b) experiment c) carefulness d) movement e) excitement f) happiness
- **C7:** Many possible answers such as: show, know, low, go, potato, tomato, oh, row, sew
- **D1:** a) operate – operation
b) express – expression
c) inform – information
d) move – movement
e) kind – kindness
f) treat – treatment
g) discuss - discussion

- **D2:** a) operation b) treatment c) movement d) expression e) discussion f) information g) kindness
- **D3:** a) dictation
b) discussion
c) punctuation
d) invitation
e) sweetness
f) softness
g) excitement
h) happiness
- **D4:** Mike lived in an old house in England. It was an icy cold day in the winter and Mike was helping his mother to plant a bush in the garden. Suddenly he heard an unusual sound. It sounded like someone with a cold.
 ‘Mum!’ shouted Mike. ‘There’s an animal under the ground.’
 ‘His mother ran over with a spade. Carefully, she pushed aside a pile of leaves under an oak tree.
 ‘Is it a snake?’ Mike asked.
 ‘Sh! It’s an adorable hibernating hedgehog. Let’s cover it with leaves so it can have an undisturbed sleep.’
- **D5:** In the summer, Mike was in the garden one evening. Suddenly he saw a movement on the ground. He heard a snuffling noise.
 ‘Mum!’ he shouted. ‘What’s that?’
 ‘Sh!’ whispered his mother. ‘The hedgehog has come out of hibernation. Let’s get it some food. Aw! It’s really sweet!’
- **E2:** stones – hard bones – white roots – deep seeds – asleep gold – glows stream – flows darkness – unfolds
- **E3:** They see: a white minaret, kites, an electricity pylon, an electrician, a plane flying, a straight white river (vapour trail) behind the plane
 They hear: a bird crying; it sounds like a whistle, the wires humming
- **E4-5:** Answers will depend on the children’s own ideas.
- **E6:** Check for evidence of proof-reading and the use of precise words.
- **E8:** The children read aloud their poems, and perform them with actions and expression.

Workbook 3, 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 6-7 of this Teaching Guide.

2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise letter joins for ‘ion’, ‘ian’, and ‘ow’.
- **Ex 2:** practise letter joins for ‘ion’ and ‘ian’ in a complete 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 the high-join in ‘on’ and ‘ow’. Demonstrate the diagonal join in ‘an’.

**UNIT
15**

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.

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

Answers Textbook 3, Unit 15

- **Ex 1:** 1) 'Take the hose and water the orange tree please.'
'Is that a snake?'
'My clothes will dry nicely in the sunshine.'
2) 'Don't worry, it's only the hose.'
'What a mystery! It's raining.'
- **Ex 2:** a) mystery, when b) smiling, because c) Ice, dissolve d) thieves, treasure
e) bushes, right f) Germination, grows g) discussion, experiment
- **Ex 4: Picture 1:**
 - a) Abdul's father said, 'Take the hose and water the orange tree please.'
 - b) Abdul asked, 'Is that a snake?'
 - c) Their next-door neighbour said, 'My clothes will dry nicely in the sunshine.'**Picture 2:**
 - d) Abdul's father said, 'Don't worry, it's only the hose.'
 - e) Their next-door neighbour exclaimed, 'What a mystery! It's raining.'
- **Ex 5:** Example answers; a fence, an aeroplane, the sun, a house, a window, a door, an umbrella, a hose, a neighbour, a boy, a father
- **Ex 2:** a) Before Abdul watered the plants, he picked up the hose.
b) While Abdul was in his garden, his neighbour was in her garden.
c) When Abdul saw the hose, he thought it was a snake.
d) Because of his fright, he squirted water over the fence.
e) After he squirted water, his neighbour thought it was raining.
- **Ex 7:** Children should write the story in their own words. Use the listening activity as a guide.
Extension: Answers will depend on the pupils.

Workbook 3, 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 on page 6-7 of this Teaching Guide.

2. Learning Outcomes for Reading

Students should be able to:

- **Ex 1:** read and understand a narrative structured in paragraphs; draw inferences about the characters' feelings, thoughts and motives; predict what might happen from details stated and implied.

Detailed lesson notes

See Chapter 4: How to Plan a Revision Unit.

Answers Workbook 3, Unit 15

- **Ex 1:** a) all kinds of fish b) only very small fish
- **Ex 2:** a) The whale's best friend was The Little Tiny Fish.
 - b) It wanted to stay away from the whale's enormous mouth.
 - c) The whale usually ate all kinds of fish.
 - d) The whale was hungry because there were no more fish in the Indian Ocean.
 - e) He jumped up and down, kicked, and cried.
 - f) He pulled up the raft behind him and closed up the back of the whale's mouth.
- **Ex 3:** Example answers:
 - a) Perhaps he jumped up and down and sang loudly to himself.
 - b) He told the story of his escape to the people on the island.
 - c) He probably stood on rocks near the sea and caught fish.
 - d) The man did not continue to go fishing at sea, because his raft was now in the whale's throat.

Note to teachers: Question e) is the same as Question c). Ignore it.

- **Ex 4:** 1) where – wear 2) deer – dear 3) pair – pear 4) stare – stair
5) here – hear 6) bare – bear 7) hare – hair
- **Ex 5:** a) stare, hair b) Deer, bears c) hare d) hear, downstairs
e) Where, pears, here f) pair, wear g) bare
- **Ex 6:** a) Assembly starts at ten past eight.
 - b) The maths lesson starts at half past eight.
 - c) The Urdu lesson starts at ten past nine.
 - d) Break starts at ten to ten.
 - e) The English lesson starts at five past ten.
 - f) The geography lesson starts at a quarter to eleven.
 - g) The history lesson starts at twenty-five past eleven.
- **Ex 7:** a) but, and b) so c) If d) And e) because
- **Ex 8:** mother, nothing, once, onion, something, son, tongue, worried, won
- **Ex 9:** During the lesson, Shaista called out, 'Mrs Khan!'
 - 'Yes,' answered her teacher. 'What's the matter?'
 - 'I've got a spot inside my mouth,' said Shaista, 'and it hurts.'
 - 'Open your mouth and let me see,' said Mrs Khan. 'You poor thing!' she exclaimed. 'Dissolve a teaspoon of salt in hot water.'
 - 'Not cold water?' asked Shaista.
 - 'No. Salt dissolves faster in hot water,' she explained. 'Fill your mouth with the warm salty solution, then spit it out.'
 - 'Thank you, Mrs Khan,' said Shaista.

Reading genre: A fairy tale from Europe

Background

There are many versions of this classic fairy tale in different European languages. It was one of the tales collected and written in German by the Brothers Grimm in the 19th century. The earliest known version was composed in the 14th century. It has all the classic features of a fairy tale: magic, danger, and a happy ending. It also has classic fairy tale characters: a good fairy, a bad fairy, a king, queen, prince, and princess. The latter two get married at the end and live happily ever after, as in most fairy stories.

Fairy tales are traditionally a child's introduction to literature. This version uses slightly old-fashioned words and phrases such as *malicious*, *weep*, and *in the twinkling of an eye*. These terms expand children's vocabulary and prepare them to read complex literary language when they are older.

Learning outcomes: See detailed planning grid on page 6-7 and individual unit plans.

Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 3
- (advisable) materials for games chosen to support a teaching point
- (optional) books of fairy tales from the library
- (optional) pictures of castles from medieval Europe

Extension activities (optional)

Hot-seating a character from the story

1. Hot-seating helps children to feel empathy for each character in a story. After you have read the whole unit, ask a child to take a seat at the front of the class. This is the 'hot-seat'. (See Textbook 3, page 136-7.)
2. Ask him or her to play the role of one of the characters in the story (for example the king, queen, princess, good fairy, bad fairy, or the old lady with the spinning wheel).
3. The rest of the class ask questions of the character in the hot-seat. The child answers in character, using his/her imagination to go beyond the story and think how the character might answer.
4. Stress that the child in the hot-seat does not have to keep to the story. He/She can imagine further details.
5. Then ask a different child to answer questions in the role of a different character.

Textbook page notes

A. Reading text

Learning outcomes

Students should be able to:

- discuss words and phrases that capture the reader's imagination.
- predict what might happen next.

Reading notes for the teacher

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

- Discuss the meaning of each word in the Key words box. Use the mini-dictionary to help you.
- Ask the children to take turns to discuss the following questions:

Suitable questions:

What is a christening? (A ceremony to welcome a new baby into the world.)

Does your family have a party to welcome a new baby into the world? What do you do? (Open answers.)

Would you like a malicious person to be your friend? (Probably not!)

Do people make thread on spinning wheels nowadays? (Nowadays people make thread in factories with the help of machines.)

What is a wand? (A magic stick that is used by fairies to cast spells.)

During the first reading (See Chapter 3, Lesson 1, Steps 10-19.)



- As you play the audio-recording or read the text for the first time, 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 will happen when the princess goes through the tiny dark door of the tower?*
- As you read, elicit the meanings of difficult words like *sorrow* (sadness) and *explore* (search for new places).
- Ask the children to make inferences about the text, for example, *Why do you think the princess wanted to explore the castle?* (Perhaps because her parents would not let her go out and she wanted to see new things.)
- Elicit that this is just the first part of the story and that the children will read the end in the next unit. Good stories create suspense, so that we want to read on to find out what will happen next.
- Talk box 1:** Ask the children to tell you what Carabosse might do before you read page 129. Accept different predictions.
- Talk box 2:** Discuss what might happen next, accepting a variety of answers. Will the princess grow old while she sleeps? Will the prince be able to get through the huge forest to wake her up?

During the second reading (See Chapter 3, Lesson 2, Steps 1-8.)



- The children listen to the audio-recording or to you as they follow the text.
- Stop at breaks in the text to check that it makes sense to them and to discuss the theme. 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.

Paired reading practice (See Chapter 3, Lesson 2, Steps 9-11.)

- The children take turns to read the text to each other in a whisper.

B. Comprehension

Learning outcomes

Students should be able to:

- B1:** identify conventions of a fairy tale.
- B2:** re-tell a story orally.
- B3:** do dictionary work to check word meanings.
- B4:** discuss their understanding.
- B5:** take turns to listen to what others say.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 12-18.)

- B1:** Discuss the features of a fairy tale, using the ideas in the background to the unit.

- **B2:** Ask the children to shut their books while they re-tell the story. It is important to be able to put it into their own words so that they use language actively.
- **B3:** Elicit that it is easy to find words in a dictionary if we think of the first letters. These help us to find the word quickly.
- **B4:** Expect the children to write in complete sentences with speech marks for direct speech.
- **B5:** Accept a variety of answers as the children should be able to express different opinions.
 - a) Some may think that the king and queen were foolish to burn all the spindles because then nobody in the country would be able to spin woollen thread. Others may think they were foolish to tell the princess not to go out because that might make her want to explore even more. Others may think that the king and queen were not foolish at all – just doing their best to protect their daughter.
 - b) There are no ‘right answers’. It seems unlikely that the old lady did not know about the Carabosse’s spell when everyone else in the country did. Perhaps she was Carabosse’s secret friend. However, perhaps she was deaf or just stubborn. Encourage the children to have different ideas.

C. Word Reading and Spelling

Learning outcomes

Students should be able to:

- **C1-4:** add *-ly* to form adverbs (*beautiful* – *beautifully*, *thoughtless* – *thoughtlessly*).
- **C5-6:** add the suffixes *-ous* and *-ious* to form adjectives (**enormous**, **furious**).
- **C7:** read and spell tricky words.
- **C8:** use alternative words for *said*.

Spelling notes for the teacher



- **C1:** Discuss the ‘wise owl’ box. Teach the children to read each word after you or the audio-recording. Discuss the meanings and ask children to use them in the context of sentences. (See Chapter 3, Lesson 3, Steps 1-7.)
- **C2:** Challenge the children to look for and underline the target words in the reading text. At the end of five minutes, tell them to stop. They should then be able to read aloud the sentences in which the words occur. Note that a few words may not be in the text. (See Chapter 3, Lesson 3, Steps 8-13.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C3-4:** Ask different children to complete the sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the spellings** in C1 after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)
-
- **C5:** Ask the children to repeat the words after you or the audio-recording, and to discuss the meanings as in C1. Remind them that tricky words do not follow the usual spelling rules. We just have to learn them. (See Lesson 5, Steps 1-6.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- **C6-7:** Ask different children to complete the exercises orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **C8:** Elicit that we can make a story come alive if we use different words to show how people speak. Give the children a time limit of a few minutes for their search and ask them to read aloud the sentences in which the words occur.
- **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 C4. (See Chapter 3, Lesson 7, Steps 7-12.)

D. Vocabulary, Grammar, and Punctuation

Learning outcomes

Students should be able to:

- D1-2:** use **suffixes** to turn nouns into adjectives and adjectives into adverbs.
- D3:** revise **speech marks** to punctuate **direct speech**; put the second speech mark after the full stop, question mark, comma etc.
- D4:** use alternative words for *said*.
- D5:** use a new paragraph for a new speaker.

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 7, Steps 1-6.)

- D1:** Discuss the ‘wise owl’ teaching box. Elicit that adding the suffix *-less* often makes a word mean the opposite of the same word ending in *ful*.
- D2:** The game *In the manner of the word* will give practice in using adverbs. (See Chapter 6, Game 15.)
- Practise the sentences orally before asking the children to complete them.
- D3:** Discuss the ‘wise owl’ teaching box. Before you ask the children to write, do some board work on adding speech marks after the final punctuation mark.
- When the children have noted six different words for *said*, encourage them to suggest more of their own.
- D5:** Discuss the ‘wise owl’ teaching box. Remind the children that we can show a new paragraph in two ways. In **non-fiction** texts, we can leave a line-space and start the next sentence at the margin. In **fiction** texts, especially in conversation, we usually start a new paragraph on the next line and leave a finger space from the margin. Look back at the conversation on page 130. Point out that each time a new person starts speaking, the text begins on a new line with a space from the margin.

Extension

- Ask the children to write a short dialogue between two children, beginning a new paragraph with a finger space every time a new person starts to speak.
- 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:** hot-seat a character from a fairy story.
- E2:** show understanding of a listening text about a character on the hot-seat.
- E3:** draft questions and answers for a character on the hot-seat.
- E4:** draft a conversation with a character in a story, using speech marks and paragraphs.
- E5:** check work for speech marks, paragraphs, and different words for *said*.
- E6:** redraft the conversation.
- E7:** read aloud their own writing, using appropriate intonation and controlling the tone and volume so the meaning is clear.

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.)

- Hot-seat a confident and imaginative child as the king. Encourage the other pupils in the class to make up interesting questions to ask, and the ‘king’ to answer in role, for example:

How did you feel when you had no children for many years? It was terrible. The castle was so quiet and boring.

How did you feel when your daughter was born? My wife and I were delighted. She was such a sweet and smiley baby.

Why did you forget to ask the Fairy Carabosse to the christening? I don’t know how it happened. She doesn’t come and see us very often and she lives a long way away. Also, the baby was sick that day and so I forgot.

Why did you burn all the spindles? It seemed like the only way to save my daughter after Carabosse’s bad spell.

How come you forgot about the old lady in the tower? I never go up to the top of the tower. The steps are so steep and I have a bad heart.

What do you think will happen next? I guess we’ll all go to sleep for a hundred years. I just hope nobody gets into the castle and steals my crown.



- E2:** Play the audio-recording for the listening task, or read it aloud slowly and clearly. Ask the children to circle the correct answers and then play/read it again so that they can self-check. (See Chapter 3, Lesson 8, Steps 5-8.)
- E3:** Talk through the composition task with the whole class, asking different children to think of interesting questions for Carabosse. (See Chapter 3, Lesson 9, Steps 9-12.)
- After the class have drafted their questions, ask a confident and imaginative child to take the hot-seat as Carabosse. Give the children time to note her answers to their questions.
- E4:** Tell the children to write out the whole conversation, using speech marks and a new paragraph for each new speaker.
- E5:** Encourage the children to proof-read and improve their work, checking that they have used speech marks, paragraphs, and alternative words for ‘said’. (See Chapter 3, Lesson 9, Steps 13-15.)
- Correct their work fully so that their second drafts are as perfect as possible. (See Chapter 1, Section 6.3 and 10 for correction strategies.)
- E6:** The children write a neat second draft.
- E7:** Each child reads aloud his/her imagined conversation loudly, clearly, and with a lot of expression.

Extension: Ask the children to write a similar conversation with the Princess Aurora.

Answers

- B1:** a) fairy tale b) magic
- B3:** a) a celebration when Christians name a baby
b) wicked, evil
c) a magic wish
d) a magic stick used by fairies
e) by mistake
f) cried
- B4:** a) They named her Aurora.
b) Six good fairies came to the christening.
c) She said, ‘Aurora will prick her finger on a spindle and die!’
d) She said, ‘Aurora will go to sleep for a hundred years and will wake up when a handsome prince comes to find her.’
e) The princess pricked her finger on her eighteenth birthday.
f) She said, ‘Shall I put you to sleep for a hundred years too?’

- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C2:** The children underline as many words as they can find in the reading text in five minutes. Afterwards, they read aloud the sentences in which they occur.
- **C3:** a) beautiful b) powerful c) truthful d) useless e) breathless
- **C4:** a) thoughtlessly b) beautifully c) noiselessly d) dreadfully e) hopelessly
- **C5:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C6:** a) a famous man
b) a dangerous dog
c) an enormous elephant
d) a malicious fairy
e) a curious princess
f) a poisonous snake
- **C7:** a) occasion, accidentally
b) accident, actually
c) occasionally, breathless
- **C8:** promised, predicted, added, whispered, spat, asked, replied, cried, wept, exclaimed
- **D1:** a) graceful b) careless c) breathless d) colourful
- **D2:** a) gracefully b) carelessly c) breathlessly d) colourfully
- **Extension:** Open answers
- **D3 and D5:** The cook was making a delicious cake for the princess's birthday. 'Please can you bring me six eggs?' she asked.

'Just a moment!' replied the kitchen maid.

'And get some sugar too,' added the cook.

'Oh dear! I'm feeling very tired,' exclaimed the kitchen maid, dropping the eggs.

'And I'm feeling sleepy too,' answered the cook, dropping the bowl. They both fell to the floor.

'Good night!' whispered the kitchen maid.

- **D4:** asked, replied, added, exclaimed, answered, whispered

- **E2:** a) 3 invite her to the christening
b) 2 she received no presents
c) 1 angry
d) 2 wait and see
e) 3 the forest

- **E3:** Answers will depend on the children, for example:

How did you feel when the king and queen did not invite you to the christening? I was furious. I've known them for ten years. It was a terrible insult.

Why did you cast such a horrible spell? They were horrible to me.

How did you feel when the sixth fairy changed your spell? I was amazed. What a rude thing to do to another fairy! She needs to be careful. Perhaps I'll turn her into a frog now.

E4: Answers will depend on the children's own ideas. They should be written as a narrative, using speech marks and a new paragraph for each speaker, for example:

Samina asked, 'How did you feel when the king and queen did not invite you to the christening?'

'I was furious,' shouted Carabosse. 'I've known them for ten years. It was a terrible insult.'

'Why did you cast such a horrible spell?' questioned Rahim.

'They were horrible to me,' replied Carabosse. (etc.)

- **E5:** Check for evidence of proof-reading and self-correction, also the use of speech marks, new paragraphs for new speakers, and different words for ‘said’.
- **E7:** The children read aloud the conversations using lots of expression with loud and soft voices.

Workbook 3, Unit 16, Notes

Learning Outcomes in the Workbook

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

See the Scope and Sequence for this unit on page 6-7 of this Teaching Guide.

2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise joined double letters ‘ss’ and ‘ll’.
- **Ex 2:** practise joined double letters ‘ss’ and ‘dd’.

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. Check that the ascenders ‘h’ ‘l’ ‘b’ are the same height.
- **Ex 2:** Children copy the sentences in joined writing between double ruled lines. Demonstrate and check the correct position of opening and closing speech marks.
- **Ex 3:** wonder – wonderful – wonderfully
pain – painful – painfully
use – useful – usefully
thought - thoughtful - thoughtfully
hope – hopeful – hopefully
dread – dreadful - dreadfully
- **Ex 4:** power – powerless – powerlessly
care – careless - carelessly
pain – painless – painlessly
end – endless – endlessly
need – needless – needlessly
fault – faultless - faultlessly
- **Ex 5:** a) careless, faultlessly b) painless c) endlessly d) powerless e) carelessly, needlessly
- **Ex 7:** a) accidentally, accident b) occasions, occasionally c) actual, actually
d) breathless e) breathlessly
- **Ex 8:** Answers depend on the children.
- **Ex 9:** 1d 2f 3b 4h 5a 6g 7e 8c
- **Ex 10:** a) exclaimed b) added c) predicted d) asked e) replied
f) promised g) added h) whispered
- **Ex 11:** a) Why were you in the kitchen that afternoon?
b) Were you making the birthday cake for the queen?
c) Was the cake for her seventeenth birthday?
d) What kinds of things were you planning to put/use in the cake?
e) Why did you suddenly begin to feel ill?

- **Ex 12:** ‘What a horrible day!’ exclaimed the king as he took off his crown that night.
‘That nasty fairy Carabosse!’ spat the queen angrily.
‘I predicted that Aurora’s christening day would be one of our happiest days,’ said the king. ‘And it became one of the worst,’ he added.
‘I can’t imagine how I forgot to send Carabosse an invitation,’ cried the queen.
‘Was her name on the invitation list?’ asked the king.
‘Oh, I never make lists!’ the queen exclaimed. ‘I can never remember where I put the list.’
- **Ex 14:** Example answer:
‘Are you going to Sadia’s birthday party on Friday afternoon?’ asked Azra.
‘No, I am not!’ Zainub answered rudely.
‘Why not?’ Azra asked kindly. ‘Didn’t she ask you?’
‘No, she did not!’ Zainub spat maliciously. ‘We aren’t good friends nowadays.’
‘But I thought you were best friends!’ exclaimed Azra.
‘We were last term,’ said Zainub, ‘but not this term,’ she added.
‘Why? Has something happened?’
‘Yes, we had an argument, a nasty argument,’ wept Zainab.
‘An argument? I’m so sorry!’ exclaimed Azra. ‘What about?’
‘About our bicycles,’ explained Zainab.
‘Oh dear! Are you going to ask her to your birthday party next month?’ Azra went on.
‘I’m not sure,’ replied Zainub.
‘Why not ask her? Perhaps you might become friends again,’ said Azra cheerfully.

Reading genre: A fairy tale and a diary

Background

In the second part of the fairy tale, the children develop their understanding of character. They also learn how to tell a story from each character's point of view in the form of a diary. They understand that a diary is written in the first person, using the pronouns *I, me, mine*. As when they took the hot-seat in Unit 16, they imagine themselves in the role of a character, building up a sense of empathy with fictional people.

Learning outcomes: See detailed planning grid on page 6-7 and individual unit plans.

Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 3
- (advisable) materials for games chosen to support a teaching point
- (optional) other fairy tales or diaries from the library

Extension activities (optional)

Drama

1. After you have completed the whole unit, ask the children to act out the story of *The Sleeping Beauty* in the classroom or, even better, a hall where they can move around easily.
2. Choose about eight good readers as narrators and give parts to the actors. Make sure that every child has a part to play.

Part 1: the king, the queen, six good fairies, Carabosse, 18-year-old Aurora, the old lady in the tower, two guards

Part 2: the prince, three villagers, the old woman, the king, the queen, Aurora, the cook, the kitchen maid, the dog

3. Suitable costumes

Fairies: a sparkly long dress, a wand made of a stick with a star on the end, a hat made of a cone of card and a dupatta attached to it with pins (like the blue hat on page 128)

Women: a long dress and, if a cook or maid-servant, an apron

Men: trousers tucked into long socks under the knee, a long shirt with a belt on the outside of the shirt

Queen and Princess: a long dress and a crown made of card and glitter

King: a long dress, with a belt on the outside and a cloak made of a shawl pinned at the front, and a crown made of card and glitter

Prince: trousers tucked into long socks under the knee, a long shirt with a belt on the outside of the shirt, a cloak made of a shawl pinned at the front, and a crown made of card and glitter

4. Props:

a doll wrapped in a shawl for baby Aurora

a spindle (a sharp stick with some wool/string wound around it or a spool of kite string)

an unbreakable plastic bowl for the cook

First drama practice

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

Further drama practice

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

Performance

10. When the children know the play by heart, perform it in an assembly or annual day for parents. Make sure that all your pupils speak slowly, loudly, and expressively so that their voices carry to the back of the hall.
11. A good play includes lots of action! Ensure that the children move appropriately on the stage so as to keep the audience interested.

Textbook page notes

A. Reading text

Learning outcomes

Students should be able to:

- show understanding of the theme of the triumph of good over evil and magical devices in a fairy story.
- predict the ending.

Reading notes for the teacher

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

- **Discuss the meaning** of each word in the Key words box. Elicit that most fairy stories are about a fight between good and evil.
- Establish that a diary has two meanings: 1) a brief daily plan of what you are going to do on each day of the week 2) a record of what you have done in the day, expressing your feelings about what happened.
- Ask the children to take turns to discuss the following questions:

Suitable questions:

What kind of story is this? (Fiction or a fairy tale.)

How do you know it is fiction? (Because it is the second part of the story we have just read / there are conversations in the text / there are pictures of fairy tale characters.)

How do you know it is a fairy tale? (Because it has magic in it and is about a fight between good and evil.)

Who are the good characters in the story? (The sixth fairy, the princess)

Who are the evil characters? (Carabosse, possibly the old woman at the spinning wheel, if the children think she was Carabosse's friend)

What is a diary? (Elicit the two meanings described above.)

During the first reading (See Chapter 3, Lesson 1, Steps 10-19.)

-  As you play the audio-recording or read the text for the first time, ask questions regularly to check understanding.
- Ask the children to predict what will happen before they turn the page. Accept a variety of answers. Ask, *Do you think the characters will be different when they wake up?*

- As you read, elicit the meanings of difficult words like *jeered* and *hobbled*.
- Ask the children to make inferences about the text, for example, *Why do you think the old woman knew the story about the princess in the castle?* (She was older, so she remembered what people said long ago.)
- Take time to discuss the diary on page 140. Elicit that fairy tales are not only about important people. The cook also goes to sleep for a hundred years as a result of the spell. Nobody has explained to her what has happened, so it is a mystery to her that she drops her bowl and wakes up a hundred years later. Enjoy the humour of the diary and elicit that the cook felt hurt that the queen did not understand that she was confused by the situation.
- Talk box:** Elicit the following magical elements to the story: the prince came to the castle exactly a hundred years after Aurora fell asleep; he met an old woman who told him what to do; the thick forest parted easily in front of him; the princess woke up at exactly the right time; nobody was any older than they had been a hundred years before.

During the second reading (See Chapter 3, Lesson 2, Steps 1-8.)

- 
- The children listen to the audio-recording or to you as they follow the text.
 - Stop at breaks in the text to check that it makes sense to them and to discuss the theme. 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.

Paired reading practice (See Chapter 3, Lesson 2, Steps 9-11.)

- The children take turns to read the text to each other in a whisper.

B. Comprehension

Learning outcomes

Students should be able to:

- B1:** identify conventions of fairy tales and diaries.
- B2:** explain words in a context.
- B3-4:** summarize the main ideas.
- B5:** act and re-tell a story.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 12-18.)

- B1:** Discuss the battle between good and evil in a fairy tale. Elicit that the cook wrote a diary at the end of the day to express her feelings.
- B2:** Ask different children to find each word in the story and to read aloud the sentence in which it occurs.
- B3-4:** Practise these exercises orally before asking the children to write.
- B5:** See Extension activities at the beginning of this unit for further ideas on how to act out the play.

C. Word Reading and Spelling

Learning outcomes

Students should be able to:

- C1-3:** Use prefixes to form negatives: *un-* (*unlucky*), *in-* (*invisible*), *dis-* (*disappear*), *mis-* (*mistake*).
- C4-5:** Recognize that different spellings can make the same phoneme, e.g. *ear* (*appear*), *eer* (*deer*), *ier* (*fierce*).
- C6:** Read and spell tricky words.

Spelling notes for the teacher

- **C1:**  Discuss the ‘wise owl’ box. Elicit that all the prefixes on this page make a word mean its opposite or negative. Teach the children to read each word after you or the audio-recording. Discuss the meanings and ask children to use them in the context of sentences. (See Chapter 3, Lesson 3, Steps 1-7.)
- **C2:** Challenge the children to look for and underline the target words in the reading text. At the end of five minutes, tell them to stop. They should then be able to read aloud the sentences in which the words occur. Note that a few words may not be in the text. (See Chapter 3, Lesson 3, Steps 8-13.)
- **Set the spelling homework.** (See Chapter 3, Lesson 3, Steps 14-15.)
- **C3:** Ask different children to complete the crossword 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.)
- The game *Run and match* will give practice in the spellings - and can be used to revise spellings in any unit. (See Game 2, Chapter 6.)
- **C5-6:** Ask different children to complete the sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the second set of spellings and tricky words** after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)

Extension activities

- Ask children who finish early to think of other words with the same spelling pattern and to write their own sentences with them.
- Dictate the first paragraph of C5. (Chapter 3, Lesson 7, Steps 7-12.)

D. Vocabulary, Grammar, and Punctuation

Learning outcomes

Students should be able to:

- **D1-3:** use **powerful verbs** (e.g. *rushing, creeping, hobbling* instead of *walked*).
- **D2:** guess the meaning of words from their context.
- **D3:** use powerful verbs in context.
- **D4:** revise the difference between the **past** and **present simple** tenses. (*jeered/jeers*)
- **D5:** revise the **present perfect** tense in questions and answers (*What has ... eaten? He/She has eaten ...*).
- **D5-6:** revise apostrophes for both missing letters and belonging.

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 7, Steps 1-6.)

- **D1:** Discuss the ‘wise owl’ teaching box. Explain that stories would be very dull if we did not use different kinds of words with a precise meaning. Elicit other words for ‘walking’ such as *strolling, wandering, pacing, stamping, marching*.
- **D2:** Ask the children to guess the meanings of these words from the context, not to look them up in a dictionary. Guessing the meanings of words from their context is an important skill and children should not rely only on dictionaries.

- **D3:** Practise the sentences orally before asking the children to complete them.
- **D3:** Remind the children of the differences between the past and present tense. Explain that we usually use the past tense while telling a story, but we often use the present tense when **re-telling** a story. Note that they should only change the first verb in each sentence (not ‘I’ve broken...’)
- **D5:** Discuss the ‘wise owl’ teaching box. Remind the children that we use the present perfect tense to describe what has just happened (the recent past). On the board, show how we reverse the word order in a question: What ~~has she~~ done?
She has woken up.
- **D6-7:** Remind the children that we use apostrophes in two ways. On the board, practise using apostrophes for possession and for missing letters before the children complete the exercises in their notebooks.

Extension

- Ask the children to write other sentences with apostrophes in their own words.
- Dictate the questions and answers in D5. (See Chapter 3, Lesson 7, Steps 7-12.)

E. Listening, Speaking, and Composition

Learning outcomes

Students should be able to:

- **E1:** recount recent experiences.
- **E2:** show understanding of a listening text of the princess’s diary.
- **E3:** discuss a diary that they are planning to write.
- **E4:** write an imaginary diary from the point of view of the king.
- **E5:** assess and improve the spelling and punctuation of a friend’s writing.
- **E6:** improve presentation and handwriting.

Listening, speaking, and composition notes for the teacher

- **E1:** Discuss what makes a good diary, taking time to talk about the ‘wise owl’ box. Ask the children to tell you what they did yesterday as if for a diary. Remind them to say how they **felt**. (See Chapter 3, Lesson 8, Steps 1-4.)
- 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.)
-  **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:** There is no need to read the whole story again if the children have a good understanding of the king’s character. The diary should not only show what happened. It should show what the king **felt**. The children should imagine what he felt at the beginning of the day (even though it was a hundred years ago). Prompt the children to imagine how he felt:

in the morning a hundred years ago (pleased at his daughter’s birthday)
when he heard that Aurora had pricked her finger (terrified)
when the good fairy appeared (relieved)
when he was going to sleep (very tired)
when he woke up a hundred years later (worried about his crown)
when he saw his daughter (confused at what was going on)
when the prince spoke (happy that Carabosse’s spell was broken)
when he planned his daughter’s marriage the next day (delighted)

- More able pupils should be able to add their own ideas to the king's feelings.
- 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. Ask them to write in paragraphs, beginning a new paragraph every time a different person starts talking – starting a new line with a finger space. (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. (See Chapter 3, Lesson 9, Steps 13-15.)
- Correct their work fully so that their second drafts are as perfect as possible. (See Chapter 1, Section 6.3 and 10 for correction strategies.)
- After you have marked 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.

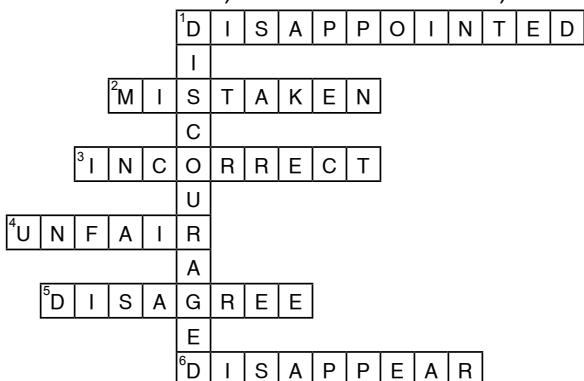
Extension: Ask the children to go through the same process as they think about the queen's diary. Encourage them to imagine how the queen felt at each stage – and include her feelings about the cook.

Answers

- **B1:** a) happily b) Good, evil c) diary
- **B2:** a) invisible – unseen b) unfair – not fair c) inactive – not moving d) misfortune
- **B3:** 1) A prince saw a tower inside a forest.
2) An old woman told him about the sleeping princess.
3) The prince went through the forest and into the castle.
4) The princess and all the other people woke up.
5) The prince and princess got married.
- **B4:** One day, a prince saw a tower inside a forest.
In a nearby village, an old woman told him about the sleeping princess.
At once, the prince went through the forest and into the castle.
As soon as he arrived, the princess and all the other people woke up.
The next day, the prince and princess got married.
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C2:** The children underline as many words as they can find in the reading text in five minutes.
Afterwards, they read aloud the sentences in which they occur.

- **C3: Clue Down:** 1) DISCOURAGED

Clues Across: 1) DISAPPOINTED 2) MISTAKEN
4) UNFAIR 5) DISAGREE



- **C4:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.

- **C5:** deer, appeared, disappeared, dear, peered

fierce, piercing, nearly, steered, nearby

- **C6:** Answers depend on the pupils' own ideas.

- **D1:** a) She is hobbling. b) He is creeping. c) She is rushing.

- **D3:** a) The old villager jeered at the boy.

b) The prince leapt onto his horse.

c) The horse galloped to the forest.

d) The prince peered through the door.

e) The king snored on his golden chair.

f) 'Oh dear!' the cook mumbled. 'I've smashed the bowl.'

g) 'Oops!' the maid gasped. 'I've broken the eggs.'

- **D4:** a) The old villager jeers at the boy.

b) The prince leaps onto his horse.

c) The horse gallops to the forest.

d) The prince peers through the door.

e) The king snores on his golden chair.

f) 'Oh dear!' the cook mumbles. 'I've smashed the bowl.'

g) 'Oops!' the maid gasps. 'I've broken the eggs.'

- **D5:** What has the prince done? He has broken the spell.

What has Aurora done? She has woken up.

What has the king done? He has lost his crown.

What has the cook done? She has dropped a bowl.

What has the maid done? She has broken some eggs.

What has the queen done? She has welcomed the prince.

- **D6:** a) There's a dragon in there.

b) The king's crown is gold.

c) We can't see the castle.

d) It was Aurora's birthday.

e) Carabosse's spell was broken.

f) I'm disappointed.

- **D7:** Apostrophes show missing letters:

- a) There's a dragon in there. (i)
- c) We can't see the castle. (no)
- f) I'm disappointed. (a)

Apostrophes show belonging:

- b) The king's crown is gold.
- d) It was Aurora's birthday.
- e) Carabosse's spell was broken.

- **E1:** Open answers

- **E2:** a) X b) ✓ c) X d) X or ? e) ✓
f) X g) X or ? h) ✓ i) X j) ✓ or ?

- **E3:** Answers will depend on the children.

- **E4:** Example answer:

23rd June

What a wonderful day! This morning, when I got up, I felt happy.

Imagine my horror when an old lady rushed in and said, 'Princess Aurora has accidentally pricked her finger on a spindle.'

I ran up to the tower and found Aurora on the floor in a deep sleep. After I carried Aurora downstairs, I said, 'When she wakes up, we'll be dead. She'll be all alone!' I wept.

The queen wept too and cried, 'I wish the sixth fairy could help us.'

In the twinkling of an eye, the sixth fairy appeared. She raised her magic wand. Then I felt sleepy.

The next thing I knew, I was in the great hall on my golden chair. I couldn't find my crown, so I ran upstairs and saw the queen, my daughter Aurora, and a handsome prince.

The prince said to us, 'You've all been asleep for a hundred years, and I've come to wake you up!' I said, 'Wonderful!'

Tomorrow, Aurora and the prince are going to get married. Now, I feel really lucky and I think we'll have a wonderful happy day tomorrow.

- **E5:** Check for evidence of proof-reading and self-correction of spelling and punctuation.

Workbook 3, 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 6-7 of this Teaching Guide.

2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise double break-letters 'pp'.
- **Ex 2:** practise double break-letters 'pp'; correctly position apostrophe 's'.

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. Check that the descenders ‘p’ and ‘y’ fall below the line to the same level.
- **Ex 2:** Children copy the sentences in joined writing between double ruled lines. Demonstrate and check the correct positioning of the apostrophe ‘s’. It should be placed at the same height as the top of a capital letter or an ascender like ‘I’.
- **Ex 3:** a) ears b) steer c) fierce d) cheerful e) pierce f) weary g) beard h) peering
- **Ex 4:** a) discover, dislike, distrust b) unkind, unwell, untidy
- **Ex 5:** a) inelegant, invisible, inactive b) misuse, misspell, misread
- **Ex 6:** a) discovered b) untidy c) dislike d) unkind e) distrust f) unwell
- **Ex 7:** a) invisible b) misread c) misspell d) inelegant e) misuse f) inactive
- **Ex 9:** a) guard b) breathe c) handsome d) nasty e) forward f) evil g) backward
- **Ex 10:** Answers depend on the pupils.
- **Ex 11:**
 - a) The queen’s maids have made a wedding cake.
 - b) The king’s servants have spilled some milk.
 - c) The cook’s hat has fallen into the ice cream.
 - d) The guard’s dog has jumped through the window.
 - e) The princess’s bird has woken up.
 - f) The prince’s horse has eaten the queen’s flowers.
- **Ex 12:**
 - a) magical b) unsurprised c) frightened d) unfriendly
 - e) confused f) unworried g) wonderful h) unfrightened
- **Ex 13:**
 - a) Where’s your dad, Karl? b) He’s taking ... They’re having ...
 - c) The castle’s empty. There’s nothing there. d) But it’s full of people ...
- **Ex 14: Note to teachers:** Draw attention to the picture and explain that the pupils must imagine that they are horses! They are going to write a diary from the point of view of the prince’s horse.
- **Ex 15:** Example answer

23rd June

What an amazing day! [I’ve had lots of adventures.]

This morning, when I woke up, I felt excited.

I ate some grass and drank some water.

Then my prince rode toward a forest because he wanted to hunt deer.

While we were riding into the forest, I was feeling nervous and scared.

[I was imagining that there were fierce bears and wolves in the forest.]

While we were going along the road, we came to a village.

My prince talked with some village people.

He learned about a mysterious castle in the forest that nobody visited.

[It all sounded like a fairy tale to me.]

[Then suddenly I saw the tall towers of a castle.]

After we came to the castle, my prince went inside.

[I waited a very long time. I didn’t know what was happening inside.]

When he came out, he cried, ‘We’re going to have a wonderful wedding party!’

Tomorrow, the prince is going to marry the princess. What a surprise!

[I hope they will be very happy.]

I want to go back home and tell the other horses at my castle.]

Reading genre: Non-fiction Project Work

Background

In this unit, children will learn how to write about a non-fiction subject that interests them personally. They should use it as an opportunity to do individual research into a celebrity or someone that they know well, and to explain why this person matters to them. They will learn the difference between a fact file, which gives brief information in bullet points, and a paragraph, which is written in complete sentences. They will also learn how to use a sub-heading to explain what a paragraph will be about.

Learning outcomes: See detailed planning grid on page 6-7 and individual unit plans.

Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 3
- (advisable) materials for games chosen to support a teaching point
- (optional) a world map
- (optional) books about famous living people from the library
- (optional) articles about well-known people from magazines, newspapers, or the internet

Extension activities (optional)

1. A visit from a parent

1. If possible, arrange a visit to the school from an adult who is ready to answer questions about someone who is special to him/her.
2. Encourage the children to prepare questions to ask the visitor. Write their questions on the board as your pupils suggest them. Sample questions might be:
Whom do you most admire?
Where was she/he born?
What job does she/he do?
Why do you admire this person?
Can you give us an example?
What do you remember about him/her?
Why is she/he important to you personally?
Do you know anything strange, but true, about him/her?
3. Ask the children to copy the questions and leave room in their notebooks for the answers.
4. During the visit, the children ask their questions and note the answers.
5. After the visit, ask the children to share what they learned about the special person.

2. Individual research or project work

1. In Section E, the children do individual research into someone they admire. Here are some extra notes. They can do the research on the internet with the help of a responsible adult or they can visit the school library.
2. If you have access to a computer suite at school, book it so that the children can do individual research under your supervision. They may work individually, in pairs, or in small groups.
3. Encourage the children to bring in photos of someone they admire (printed from the internet, cut out of magazines, or given by a parent, if the person is a relative or friend). Discuss each one in class, calling upon the children's own experiences.

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. 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!
6. Then 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. Finally, display the polished projects, with pictures, in the classroom or in a school corridor.

Textbook page notes

A. Reading text

Learning outcomes

Students should be able to:

- participate in discussion about favourite lessons.
- explain why they enjoy some subjects.

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. Discuss how everyone in the class is different. Emphasize the importance of forming our own opinions by discussing your pupils’ favourite subjects. Point out that we all have different likes and dislikes and that this is fine!
- Ask the children to take turns to discuss the following questions:
Suitable questions: *Which lesson do you enjoy most?* (Open answers.)
Why do you enjoy it? (Open answers.)
What do you think the text is going to be about? (Open answers. Elicit that it is non-fiction and that this means that it is about facts.)
What is project work? (Individual research, when each child writes something different from everyone else.)

During the first reading (See Chapter 3, Lesson 1, Steps 10-19.)

-  As you play the audio-recording or read the text for the first time, ask questions regularly to check understanding.
- As you read, elicit the meanings of difficult words like *publisher* and *react*.
- Ask the children to make inferences about the text, for example, *What sort of person do you think Fatima is? What about Rahim? How are they different from each other?*
- In response to the above questions, elicit that Fatima enjoys reading, so she may be good at English. Rahim admires Misbah’s calmness, so perhaps he gets cross easily and would like to be more calm himself. We do not KNOW these things, but we infer them from the evidence in the text.
- **Talk box 1:** Open answers. Perhaps Mrs Khan brought thirty little cakes into the class and each time she gave a few to children in the class, she asked them to work out how many cakes were left. They remember the lesson because they were allowed to eat the cakes.
- **Talk box 2:** Discuss which people the children in your class admire. Encourage each child to think of a different person. This can be a celebrity, a relative, or a friend.

During the second reading (See Chapter 3, Lesson 2, Steps 1-8.)

-  The children listen to the audio-recording or to you as they follow the text.
- Stop at breaks in the text to check that it makes sense to them and to discuss the theme. 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.

Paired reading practice (See Chapter 3, Lesson 2, Steps 9-11.)

- The children take turns to read the text to each other in a whisper.

B. Comprehension

Learning outcomes

Students should be able to:

- **B1:** identify conventions of a non-fiction project about real people.
- **B2-3:** extract information from a text.
- **B4:** identify main ideas drawn from more than one paragraph and summarize these.
- **B5:** express opinions.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 12-18.)

- **B1:** Discuss the features of a non-fiction project. Elicit that we can write about something of personal interest. This project is to be about a real person.
- **B2-3:** Both these exercises practise question forms as well as answers. Make sure that the children write the questions as well as the answers in their books. In B3, remind them to convert *she/her* to *he/his*.
- **B4:** This exercise practises the ability to summarize and to compare the key points of each project.
- **B5:** Accept a variety of answers, as the children should be able to express different opinions. Do not expect the less able children to write their answers, but make sure that all children take part in the discussion.

C. Word Reading and Spelling

Learning outcomes

Students should be able to:

- **C1-4:** add **prefixes** which are Latin in origin (**rewrite**, **superstar**, **subheading**).
- **C3:** identify how structure and presentation contribute to meaning.
- **C5-6:** use root words that are Latin in origin, with the s sound spelt sc (**science**) and cent meaning 100 (**century**).
- **C7:** read and spell tricky words.

Spelling notes for the teacher

- **C1:**  Discuss the 'wise owl' box, reminding the children that many English words come from Latin. If possible, show the children a world map and point to Italy, where Latin was first written down over two thousand years ago. Also point to England, where English was first written about fifteen hundred years ago. When we know the meaning of Latin prefixes, we can often guess the meaning of a new 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.)

- **C2:** Challenge the children to look for and underline the target words in the reading text. At the end of five minutes, tell them to stop. They should then be able to read aloud the sentences in which the words occur. Note that a few words may not be in the text. (See Chapter 3, Lesson 3, Steps 8-13.)
- Set the **spelling homework.** (See Chapter 3, Lesson 3, Steps 14-15.)
- **C3:** Ask different children to complete the sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **C4:** **Test the spellings** in C1 after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)
-  **C5:** Discuss the ‘wise owl’ box. Ask the children to repeat the words after you or the audio-recording, and to discuss the meanings as in C1. Remind them that tricky words do not follow the usual spelling rules. We just have to learn them. (See Chapter 3, Lesson 5, Steps 1-6.)
- Set the **spelling homework.** (See Chapter 3, Lesson 3, Steps 14-15.)
- **C6:** Ask different children to complete the sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- **Test the second set of spellings and tricky words** after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)

Extension activities

- Ask children who finish early to think of other words with the same spelling pattern and to write their own sentences with them.
- 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:

- **D1-4:** use the **present perfect** tense to express time between the past and now with *for* or *since* (*I have played cricket for two years/since I was six.*)
- **D3-5:** use question marks.
- **D6-7:** identify and use the correct form of the past simple.

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 7, Steps 1-6.)

- **D1:** Discuss the ‘wise owl’ teaching box. We have already learnt how to use the present perfect for recent time, for example, *I have just broken my ruler*. On this page, we learn a different usage of the present perfect. It is used to explain how long we have done something with the prepositions *for* (e.g. *I have been in Class 3 for nine months*) or *since* (e.g. *I have been in Class 3 since last July*). We can also use it to say whether we have ever done something in our lives (e.g. *I have never visited Russia.*).
- **D2:** Practise the questions and answers orally before asking the children to complete them. Note that the children should write answers about their partners, not about themselves.
- **D3:** Encourage the children to make up their own questions beginning *Have you ever ...?* Remind the children that all questions should end with a question mark, e.g. *Have you ever visited Dubai?*
- **D4:** Remind the children that all answers – short or long, should end with a full stop: *Yes, I have.* or *Yes, I have visited Dubai.*
- **D5:** Elicit from the children that this exercise is set out as a play-script with the speaker’s name on the left and the speech on the right (without speech marks).
- **D6:** Discuss the ‘wise owl’ teaching box. Revise how to ask and answer questions in the past simple tense by playing the game, *Alibis* (See Chapter 6, Game 6).

Extension

- Ask the children to write other questions and answers in the past simple tense in their own words.
- Dictate the questions in D1. (See Chapter 3, Lesson 7, Steps 7-12.)

E. Listening, Speaking, and Composition

Learning outcomes

Students should be able to:

- E1:** plan whom to write a project about.
- E2:** show understanding of a listening text of a sample project.
- E3:** organize paragraphs according to theme; write a project using simple organizational devices such as a heading and subheadings.
- E4:** proof read spelling and punctuation; increase the legibility and consistency of their handwriting.
- E5:** read aloud a poster, showing understanding through intonation, tone, and volume.

Listening, speaking, and composition notes for the teacher

- E1:** Discuss how to write a good poster with a heading and sub-headings, taking time to talk about the 'wise owl' box.
- Get the children into pairs and encourage them to chat informally about someone they would like to write about. Encourage them to find out more about the person for homework – especially information for the Fact File on page 157. For further ideas, see *Individual Research* at the beginning of this unit.
-  **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.
- The two projects in the reading text are about celebrities whom the children do not know personally. The listening text provides a model of a project about a family member. Make it clear to the children that they can choose either type of subject for their own projects. (See Chapter 3, Lesson 8, Steps 5-8.)
- E3:** Choose someone who is well-known to all the children – a celebrity or someone in the school. 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 about their own chosen person in their books. Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas.
- E4:** Encourage the children to proof read their spelling and punctuation. (See Chapter 3, Lesson 9, Steps 13-15.)
- Correct their work fully if they are going to re-write a second draft. (See Chapter 1, Section 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.)
- Each child or pair 'teaches' the rest of the class about the person they have chosen.
- After each project, encourage the rest of the class to ask questions. The questioning skills that you have practised in Section D will help them.
- Encourage your pupils to write a neat second draft in well-formed, legible handwriting, so that they can display their projects on the wall.

Extension: Ask the children to find out extra details about the early life of their special person.

Answers

- **B1:** a) The children's projects are about real people.
b) They have used bullet points in the Fact File.
c) They have used sub-headings at the beginning of each paragraph.
d) They have written about people they like.
- **B2:** a) She was born in Yate, England.
b) She was born in 1965.
c) She is an author.
d) She is hard-working and writes exciting fiction.
- **B3:** a) Where was Misbah ul-Haq born? He was born in Mianwali, Pakistan.
b) When was he born? He was born in 1974.
c) What is his job? He is a cricketer.
d) What are his strong points? He is calm and disciplined, and is a great captain.
- **B4:** a) Fatima is interested in reading.
b) She thinks J.K. Rowling is a good author.
c) She admires J.K. Rowling because she never gives up.
d) Rahim is interested in cricket.
e) He thinks Misbah ul-Haq is a good cricketer.
f) He admires Misbah ul-Haq because he is a good leader.
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C2:** The children underline as many words as they can find in the reading text in five minutes. Afterwards, they read aloud the sentences in which they occur.
- **C3:** a) subject b) research c) subheadings d) reread e) rewrite
- **C5:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C6:** a) cents b) crescent c) century d) science
e) scenes f) centimetres g) disciplined h) centuries
- **D1:** Answers depend on the children. They answer using these answer frames.
a) I have been in Class 3 for ____ months.
b) I have lived in my house/flat for ____ months / ____ years.
c) I have eaten ____ rotis since yesterday morning.
d) I have read ____ stories since I joined Class 3.
- **D2:** Answers depend on the children.
- **D3-4:** Questions and answers depend on the children.
- **D5:** Sameena: Is Misbah ul-Haq left-handed or right-handed?
Rahim: He's right-handed.
Abdul: When did he become captain of the Pakistan Cricket Team?
Rahim: He became captain in 2010.
Fatima: How many test matches did he win as captain?
Rahim: He won twenty matches – more than any other captain.
Omar: Have you ever seen him play?
Rahim: Never in real life, but I've often seen him on TV.

- **D6:** write, wrote, become, go, went, choose, chose
- **E2:** Fact File: Hyderabad, 1966, Doctor, kind
Introduction: women, Lahore, 23, questions
Why she is important to me: first, college, tired, reads, we
Strange but true: birds, book
- **E3:** Answers will depend on the pupils and their own interests.
- **E4:** Check for evidence of proof-reading and self-correction of spelling and punctuation.
- **E5:** The children read aloud their projects, speaking loudly and clearly and with expression.

Workbook 3, 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 6-7 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; this has the same form as a small 's' in the middle of a word when it follows a break-letter
 - small 's' joined from another letter;
this can come in the middle of a word, or at the end of a word.
- **Ex 2:** correctly form the letter pair 'Sc' or 'sc' at the beginning of a word; correctly form the letter pair 'sc' in the middle of a word.

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 words where letter 's' is formed like the capital 'S'. Demonstrate on the board the words where this form of letter 's' is joined to the following letter, e.g. 'subgroups'.
Demonstrate on the board the form of letter 's' which is joined from another letter, e.g. 'centuries'.
- **Ex 2:** Children copy the sentences in joined writing between double ruled lines.
Demonstrate the letter pair 'Sc' or 'sc' at the beginning of a word, e.g. 'scientists'.
Demonstrate the letter pair 'sc' in the middle of a word, e.g. 'fascinated'.
- **Ex 3:** a) centigrade b) scenery c) centre d) saucer e) scissors f) centimetre
- **Ex 4:** a) superman, superstore, supermarket, super, superstar
b) subgroup, subcontinent, subject, subway, subtitle, subtract, subsoil
- **Ex 5:** a) rebuilding b) renewed c) revisit d) replay
e) repeat f) return g) refused h) reappeared
- **Ex 7:** a) special, admire b) decide c) research d) rewrite
e) interest f) favourite g) decision
- **Ex 8:** Answers depend on the pupils.
- **Ex 9:** Answers depend on the pupils, using these verb forms:
a) I have lived ... b) I have seen ... c) I have eaten ... d) I have drunk ... e) I have read ...

- **Ex 10:** a) Where did Moeen grow up?
b) What subjects did he enjoy at school?
c) What sports did he enjoy at school?
d) What did he decide to do after school?
e) Which subject did he study at university?
- **Ex 11:** a5, b3, c6, d2, e4, f1
- **Ex 12:** a) Sadia has trained every day since Saturday for the Junior Games.
b) Since last Saturday, she has run a total of 26 kilometres.
c) Today she has done exercises and has also lifted weights for two hours.
d) She has eaten only fish, rice, and vegetables since she started training.
e) She hasn't drunk any cola drinks for five days.
f) Today has been her hardest training day since she arrived at the sports camp.
- **Ex 13:** 1e 2b 3a 4d 5c
- **Ex 14:** Example answer

Name: Sharmeen Obaid-Chinoy

Fact File

Born: In Karachi, on November 12th 1978.

Job: Non-fiction filmmaker.

Education: Karachi Grammar School, then studied in the U.S.A.

Strong points:

Makes non-fiction films about the lives of ordinary women in Pakistan.

She has made a film about a group of musicians that travels to New York.

Introduction

I have chosen to tell you about Sharmeen because she is a hero for me.

She is my favourite Pakistani film director.

People know about her because she has won two Oscars for her non-fiction films about women.

Sharmeen has five sisters and one brother. They have all studied in Pakistan and the USA.

Sharmeen now lives in Pakistan.

Why she is important to me

I admire her because she has not stopped making serious films since she was 24 years old.

She is special to me because she always takes an interest in the lives of ordinary women.

She is special to me because she always remembers to thank her co-workers on the film, also her family.

Strange but true

When the children were growing up, Sharmeen's father called his six daughters and one son 'his sons'. That meant that they could all go out and work and start companies.

Reading genre: Letters

Background

There are two informal letters in this unit. Both letters say sorry for something and ask for forgiveness from the reader.

The first letter is set out as a poem and is based on a famous poem by William Carlos Williams. The original poem made people see poetry in a new way because it is so simple and is in informal, free verse. In it, the poet apologises for eating some plums from an ice box without asking for permission. In this poem, the poet apologizes for eating some cake from the fridge without permission. As it is a poem, it is written in as few words as possible and it leaves the reader to imagine the relationship between the owner of the cake and the person who ate it.

The second letter is from a mother to her daughter. The mother has gone away urgently to look after the girl's grandfather. The letter says sorry for leaving so suddenly and explains what to do next. As it is a full letter, it includes an address, a greeting, paragraphs, and a signing-off. The children should understand that both texts are letters.

Learning outcomes: See detailed planning grid on page 6-7 and individual unit plans.

Teaching aids

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and recording for Textbook 3
- (advisable) materials for games chosen to support a teaching point
- (advisable) *This is just to say...* (a poem by William Carlos Williams, that can be downloaded on the internet)

Extension activities (optional)

Letter writing

1. After you have completed the whole unit, ask the children to write a letter to the person about whom they wrote a project in Unit 18.
2. Show them how to begin with their own address and the date.
3. Encourage the children to think of questions that they would like to ask the person.
4. They may wish to include a copy of their project.
5. If they know the person, they can end *Best wishes*, or *Much love*.
6. If they do not know the person, they can end *Yours sincerely*.

Textbook page notes

A. Reading text

Learning outcomes

Students should be able to:

- do dictionary work.
- identify the features of a letter.

Reading notes for the teacher

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

- Discuss the meaning of each word in the Key words box. Use the mini-dictionary to help you.
- Ask the children to take turns to discuss the following questions about the texts on page 158 and 159.

Suitable questions:

Does this look like a poem or a letter? Why? (The text on page 158 looks like a poem because it has short lines. The text on page 159 looks like a letter because it begins with an address and the date. It ends with a signing-off.)

Which text do you think will be more interesting? (Open answers. Consider how much the delicious-looking cake affects how the children think!)

During the first reading (See Chapter 3, Lesson 1, Steps 10-19.)

-  As you play the audio-recording or read the text for the first time, ask questions regularly to check understanding.
- Discuss how we know that the poem IS a poem as it does not rhyme. Elicit that it is set out in short lines of four lines to a verse. We call poems that do not rhyme 'free verse'. Free verse became more common in English during the 20th century.
- It uses very few words, so the reader has to imagine the rest. Is the poem a note on the kitchen table? Did a greedy visitor – or even a burglar – write it?
- As you read the letter to Afia, elicit the meanings of difficult words like *sensible* and *automatic*.
- Ask the children to make inferences about the texts, for example, *How do you think the person who owns the cake will feel when he/she finds that a piece has gone? How do you think Afia will feel when she arrives home to find that her mother is not there? Do you think the people who receive the letters will forgive the writers of the letters?*
- **Talk box 1:** If you have access to computers or a library, find the poem on which this poem is based. It is by the American poet, William Carlos Williams (1883-1963) and the title is *This is just to say...* It is famous because it is so short and simple and because it was one of the first examples of free verse. It made people rethink their ideas of poetry. Many people have written new poems based on William Carlos Williams's original. This is one of them.
- Note that before people had fridges, they used to keep food cool in ice boxes.
- The two poems are similar because they have the same structure. The plums from the icebox are replaced by a cake from the fridge, which was soft (unlike the plums, which were cold). Neither poem rhymes or has punctuation marks.
- **Talk box 2:** Elicit that Afia's mother's note looks more like a letter because it begins with an address and the date. It begins with *Dear Afia* and it ends with *Lots of love* and a signature.

During the second reading (See Chapter 3, Lesson 2, Steps 1-8.)

-  The children listen to the audio-recording or to you as they follow the text.
- Stop at breaks in the text to check that it makes sense to them and to discuss the theme of apologizing and asking for forgiveness. 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 both texts.

Paired reading practice (See Chapter 3, Lesson 2, Steps 9-11.)

- The children take turns to read the text to each other in a whisper.

B. Comprehension

Learning outcomes

Students should be able to:

- B1:** identify conventions of free verse and letters.
- B2 and B3:** check that the texts make sense to them.
- B4:** draw inferences about characters' feelings.

Comprehension notes for the teacher (See Chapter 3, Lesson 2, Steps 12-18.)

- B1:** Discuss the features of a free verse poem and of a letter. Elicit that both letters apologize for doing something that will hurt someone's feelings.
- B2-3:** Discuss the questions orally before the children write the answers in their notebooks.
- B4:** Help the children to **infer** (or understand from what they read) that the readers of both letters maybe have hurt feelings. Discuss whether the apologies will make them feel any better. (Open answers)

C. Word Reading and Spelling

Learning outcomes

Students should be able to:

- C1-4:** use words with *ei, eigh, ey* (*beige, weigh, they*).
- add the **prefixes** *anti* (*anticlockwise*) and *auto* (*automatic*).
- C5:** use homophones and tricky words.
- C6-7:** distinguish between homophones.

Spelling notes for the teacher

- C1:**  Discuss the 'wise owl' box. Teach the children to read each word after you or the audio-recording. Discuss the meanings and ask children to use them in the context of sentences. (See Chapter 3, Lesson 3, Steps 1-7.)
- C2:** Challenge the children to look for and underline the target words in the reading text. At the end of five minutes, tell them to stop. They should then be able to read aloud the sentences in which the words occur. Note that a few words may not be in the text. (See Chapter 3, Lesson 3, Steps 8-13.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- C3:** Ask different children to complete the sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- C4:** **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. Elicit that in the second column, the words all have apostrophes. Ask the children to repeat the words after you or the audio-recording, and to discuss the meanings as in C1. Remind them that tricky words do not follow the usual spelling rules. We just have to learn them. (See Lesson 5, Steps 1-6.)
- Set the **spelling homework**. (See Chapter 3, Lesson 3, Steps 14-15.)
- C6-7:** Ask different children to complete the sentences orally before they write the answers. (See Chapter 3, Lesson 3, Steps 16-22.)
- Test the second set of spellings and tricky words** after the children have learnt them for homework. (See Chapter 3, Lesson 4, Steps 1-14.)

Extension activities

- Ask the children to write their own sentences with the words in C5.
- Dictate the sentences in C6. (See Chapter 3, Lesson 7, Steps 7-12.)

D. Vocabulary, Grammar, and Punctuation

Learning outcomes

Students should be able to:

- D1-2:** revise apostrophes as contractions.
- D3:** revise apostrophes to show belonging.
- D4:** revise speech marks in narrative.
- D5:** revise main and subordinate clauses.

Grammar and punctuation notes for the teacher (See Chapter 3, Lesson 7, Steps 1-6.)

- D1-2:** On the board, revise phrases with apostrophes for missing letters before the children complete the tasks.
- The game *I spy* will revise the use of the apostrophe if you add the owner to the object to be guessed. (e.g. *Amna's bag*, *Rahim's shoes*. (See Game 10, Chapter 6.)
- D3:** On the board, revise phrases with apostrophes to show belonging or possession. Practise the sentences orally before asking the children to complete them.
- D4:** Revise how to write a narrative with speech marks. Elicit that we can write who spoke before or after the words someone says. Remind the children to begin a new paragraph for a new speaker by starting a new line and leaving a finger space.
- D5:** Discuss the ‘wise owl’ teaching box. Remind the children of the difference between a main clause and a subordinate clause.
- D6-7:** Practise the sentences orally before asking the children to complete them.

Extension

- Ask the children to write other sentences with a main clause and a subordinate clause.
- 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:** compose and rehearse dialogue orally.
- E2:** show understanding of a listening text as a letter of apology.
- E3:** write a letter of apology.
- E4:** suggest improvements to a letter.

Extension: write a letter in free verse, following the model of the poem.

Listening, speaking, and composition notes for the teacher

- E1:** Discuss how to set out a letter, taking time to talk about the ‘wise owl’ box. (See Chapter 3, Lesson 8, Steps 1-4.)
- Ask the children to take turns to tell a partner about something they have broken recently. Get them to be honest about how it happened. (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:** Point out that the listening text is also a writing frame for their own letters. Ask one or two children to complete the letter orally, saying sorry for the incident that they have just discussed in pairs.
- When the children have observed a correct model, they should practise composing letters of apology 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.
- **E3:** After they have had plenty of practice orally, they can write their own letters of apology in their books. Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas.
- **E5:** Encourage the children to proof-read and improve their work with the help of a classmate. (See Chapter 3, Lesson 9, Steps 13-15.)

Extension: Ask the children to write a free verse poem as a letter of apology. Here are some suggestions to start with:

*I have eaten/drunk/taken
the sandwich/mango juice/fancy rubber
that was in
your lunch bag/glass/pencil case.*

Elicit that there need not be an address, greeting or signing off. However, the children should set their poems out in the pattern of the chocolate cake poem – in three verses of four lines each. These should NOT rhyme as the poem should be in free verse.

Answers

- **B1:** a) free b) start c) live d) end e) name f) sorry
- **B2:** a) She says sorry because she ate the piece of cake.
b) It was in the fridge. It tasted delicious.
c) No, the writer did not ask for it.
d) She was wrong to eat the piece of cake. Somebody was probably keeping it for tea.
e) There is no punctuation in the poem, but there is an exclamation mark in the title.
- **B3:** a) Afia's mother says sorry because she is not at home.
b) She has gone to Islamabad to look after Afia's grandfather.
c) Auntie Zakia is staying to look after Afia.
d) Afia must help Zakia to use the washing machine.
e) Afia must remember to take her medicine and clean her teeth.
f) Afia's mother will come home on Friday.
- **B4:** Open answers
 - a) Possibly angry, or disappointed because she was looking forward to a treat at tea time or because she was going to give it to someone for his birthday.
 - b) Possibly worried about her grandfather, or upset because she will miss her mother.
- **C1:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.
- **C2:** The children underline as many words as they can find in the reading text in five minutes. Afterwards, they read aloud the sentences in which they occur.
- **C3:** a) Antibiotics b) neighbour, eight c) beige, grey d) reign, They e) auto, obey
f) antiseptic g) automatic, automatically h) anticlockwise
- **C5:** Children should read the spelling words after the teacher or audio-recording with the correct intonation. They learn the spellings for homework.

- **C6:** a) ate, two b) knows, way c) weigh, pieces d) nose e) peace, too
- **C7:** heal We'll, He'll Who's Your, They're, whose You're
- **D1:** who's – who is he'll – he will we'll – we will you're – you are they're – they are

Extension: Phrases in letter:

Paragraph 1: he'll (he will) I'm (I am) wasn't (was not) you're (you are) you'll (you will) She's (She's)

Paragraph 2: doesn't (does not)

Paragraph 3: don't (do not) you're (you are) it's (it is)

Paragraph 4: you'll (you will)

Paragraph 5: we'll (we will)

- **D2:** I am – I'm I have – I've did not – didn't could not – couldn't is not – isn't
do not – don't

- **D3:**
 - Grandfather's leg is broken.
 - Afia's mother has gone to Islamabad.
 - Auntie Zakia's flat is near Afia's house.
 - Ali Baba's wife weighed some gold.
 - Rahim's teacher was Mrs Khan.

- **D4:** Afia asked, 'How quickly will Dada's leg heal?'

Auntie Zakia replied, 'I don't know. We'll see. He'll come out of hospital on Wednesday, I think.'

'Who's going to look after him next week?' Afia questioned.

Zakia answered, 'Your aunt and uncle. They're taking leave from work. Now whose is this kheer? I made it for you, so do eat it.'

Afia said, 'Thank you. You're very kind, Zakia Aunty.'

- **D5:**
 - a strange lady opened the door
 - It was a neighbour called Zakia Aunty
 - You must finish all the pills
 - I'll be back on Friday

- **D6:** Sorry! I have lost the key that you gave me.

Sorry! I have lost the key which opens the front door.

Sorry! I have lost the key though I thought I put it in my bag.

Sorry! I have lost the key because I have forgotten where I put it.

Sorry! I have lost the key so I can't get into the house.

- **E1:**
 - Zakia Auntie has to turn the button that looks like a wheel.
 - Afia's mother has to go to Islamabad to look after Grandfather.
 - Afia has to take her antibiotics, even if she is feeling better.
 - She has to obey Zakia Auntie when she asks Afia to do something.
 - She has to use her new toothbrush, which is in the pink mug.

- **E1:** Answers depend on the pupils.

- **E2:**

34-239 Clifton

Karachi

14th March

Dear Ma

This is just to say I have broken the blue plate that was on the showcase and which you bought last year. I am so sorry. I was playing and I fell over the table.

Please forgive me. We were having such fun! I will be more careful next time.

Much love

Rahim

- **E3:** Answers will depend on the pupils and their ideas and experiences.
- **E4:** Check for evidence of proof-reading. Check the format of a personal letter, for example, the address and date, the signature and capital letters.

Workbook 3, 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 6-7 of this Teaching Guide.

2. Learning Outcomes for Handwriting

Students should be able to:

- **Ex 1:** practise forming the double letters 'ff' correctly.
- **Ex 2:** practise joining from the letter 'f'.

Detailed lesson notes

See Chapter 3: How to Plan a Teaching Unit.

Answers

- **Ex 1:** Children copy the words two or three times in joined writing, placing the letters correctly between double ruled lines. Remind the pupils that 'f' is not a break letter. Therefore the second 'f' is joined both to the first letter 'f' and also to the following letter.
Demonstrate that the initial letter 'f' as in 'forgive' starts at the top of the ascender.
- **Ex 2:** Children copy the sentences in joined writing between double ruled lines.
Remind pupils that capital 'F' does not join to the following letter, but that small 'f' in 'food' joins to the following letter.
Check that pupils can join the letters 'fo' 'ft' and 'fr' correctly and neatly.
- **Ex 3:** a) prey b) disobeyed c) veil d) reins e) neighbourly f) beige
- **Ex 4:** a) know – no b) right – write c) night – knight d) wear – where e) knot - not
- **Ex 5:** a) automatic b) anticlockwise c) automobile d) antiseptic e) autograph
f) Antibiotics g) automatically h) autobiography
- **Ex 6:** date, delicious, rain, rein, rhyme, right
- **Ex 8:** a) Promise b) though/although c) medicine, Although/Though
d) address e) sign f) Forgive g) signature
- **Ex 9:** Answers depend on the children.
- **Ex 10:** 'Can you help me, Uzma?' asked Bashir. 'Where do I put my address?'
'That's easy,' Uzma replied. 'Your address goes at the top of your letter on the right-hand side. Then write the date just below your address.'
'That's really easy!' exclaimed Bashir. 'How do I finish my letter?' he continued.
'You can write 'With love,' at the bottom of the page,' said Uzma.
'And do I sign my name at the bottom?' asked Bashir.
'That's right. Capital 'B' for Bashir, don't forget!'
'Thank you, dear sister. Capital 'S' for sister, is that right?'
- **Ex 11:** a) because b) Although c) though d) so e) so
- **Ex 12:** a) Dear Dada, I am sorry to hear about your broken leg.
b) I hope it does not hurt too much.
c) What bad luck that we were not there to help.

- d) I hope you are feeling better now.
- e) My mother is on her way to see you.
- f) She will be with you very soon.
- g) I am staying with Zakia Aunty. She is a very good cook!

- **Ex 13:** too, nose, ways, night, ate, we'll, one
- **Ex 14:** There are 27 mistakes in Bashir's letter. A lot of them are missing apostrophes and capital letters.
- **Ex 15:** Here is the corrected letter.

84 Sariab Road,
Kolpur
Monday, June 30th

Dear Omar,

I'm very sorry that I didn't come to your party last Friday. To tell you the truth, I didn't write down the date in my notebook and as it was school holidays I forgot!

Please forgive me! I was very sorry to miss it. I hope that you had a lovely party with all your friends.

In fact, last Friday and Saturday were difficult. Dad has been abroad and Mum has been in bed with a cold.

My sister Uzma has done the cooking and I've done the shopping. I've also watered the tomatoes in our garden. I have also looked after my Aunty's garden as well. She's over eighty years old so likes some help in her garden.

My birthday is next month on Monday the third of August, so I hope you will come to my party. I will send you an invitation.

With love,
Bashir

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

Play *Spelling bingo* or *The tricky word game* to revise the spelling and vocabulary taught in Section C of the previous four units. (See Chapter 6, Games 1 and 2.)

Play grammar games to revise the grammar taught in Section D of the previous four units. (See Chapter 6, Games 3-15.)

Answers: Textbook 3, Unit 20

- **Ex 1:** accidentally, actually, although, favourite, furious, science, special
- **Ex 2:** actually, accidentally, favourite, furious, special, science
- **Ex 3:** a) superstore
 b) subheadings
 c) automatically
 d) anticlockwise
 e) disagrees
 f) mistake
 g) rewrote
- **Ex 4:** Answers depend on the pupils. They should use the following sentence starters.
 - a) I have studied at my school for ___ years, ___ months / since (date).
 - b) I have been in Class 3 for ___ months / since (month).
 - c) For breakfast this morning I ate ___ .
 - d) Today I came to school on foot / by car / by auto / by bus.
 - e) Today I have brought to school ___ pencils.
- **Ex 5:** a) When I have time, I write my diary at the end of the day.
 b) A project is about a subject that interests us.
 c) Although it is poetry, free verse does not rhyme.
 d) A fairy tale is a story that is about magic.
 e) We sign at the end of a letter to show who wrote it.
- **Ex 6:** After I opened the science kit, my sister Zenab said, 'Let's do an experiment now.'
 'Yay!' I shouted.
 'We'll read the instructions first,' she said.
 But I replied, 'No, it's easy. I know what to do. We did it in Mrs Khan's class. We put these two powders in a jar and then pour on some water. Look. They're bubbling!'
 Then there was a loud BANG!
 'Didn't I tell you to read the instructions?' cried Zenab.

Workbook 3, Unit 20, Notes

Learning Outcomes in the Workbook

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

See the Scope and Sequence on page 6-7 of this Teaching Guide.

2. Learning Outcomes for Reading

Students should be able to:

- **Ex 1:** read and understand emails that are structured in paragraphs.

Detailed lesson notes

See Chapter 4: How to Plan a Revision Unit.

Answers: Workbook 3, Unit 20

- **Ex 1:** a) opinions b) no
- **Ex 2:** a) The children's emails are about present problems.
b) They have written to people that they like.
c) They have used paragraphs in their emails.
- **Ex 3:** a) Azra has to take a project into school.
b) She must finish it by the beginning of next term.
c) She is worried because she hasn't got any ideas.
d) Her two ideas are science and gardening.
e) She thinks an experiment will be difficult because she hasn't any tools for experiments.
- **Ex 4:** a) One week. b) Yes. c) An experiment on bridge building.
d) Two thick books, a piece of card, a bottle-top, and some paper-clips.
- **Ex 5:** a) fell b) smashed c) galloped d) leapt
e) hobbled f) peered g) mumbled
- **Ex 6:** a) Are these Farid's shoes?
b) No, they aren't. They're Najib's.
c) Who's got my socks? I haven't seen them for ages.
d) They're under the bed.
e) Is this your book, Iffat, or is it Salma's?
f) It's mine, because it's got a page missing.
g) Is that your mum's car over there? It's not ours.
h) No, ours is blue and its doors are green.
- **Ex 7:** a) I was five b) two months c) July d) six months e) 20 years
- **Ex 8:** a) said b) asked c) invited d) exclaimed e) muttered f) predicted
- **Ex 9:** a) Our hockey team travelled out of town for an important match. 'Welcome!' the other team said.
b) 'Would you like some tea before the match?' they asked.
c) On a big table were plates of cakes, biscuits, and sandwiches. 'Eat as much as you like,' they invited.
d) 'This is amazing!' we exclaimed as we gobbled up the delicious tea.
e) 'Don't eat too much or we'll lose the match,' muttered our captain.
f) We didn't listen, so we lost the match, as our captain predicted.

Language Teaching Games for Level 3

Games for *Open Door English* Levels 3-5

1. Spelling bingo
2. Run and match
3. Mime and guess
4. Simon says
5. Elephants and mice
6. Alibis
7. Where is it?
8. Guess the workers
9. Run a race
10. I spy
11. What's behind my back?
12. Compound word charades
13. Whose sock?
14. Mime the adjective
15. In the manner of the word

Spelling Games

1. Spelling bingo

(1) 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 four (NO MORE, NO LESS!) of the words in one of the two spelling boxes for the unit. They can choose any four they like (so every child will have a different combination of words).
2. Say all the words in a new order. Note down the words 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 four 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. Run and match

(1) to practise the spelling patterns of any unit

Materials: flashcards for each of the spelling patterns in the unit (Use the Word list on page 192–195 for a complete list of main words in the unit.)

Time: 10-15 minutes

1. Ask eight children to come to the front of the class. Alternatively, take the children out into the playground if there is more space.
2. Ask four children to stand in a line on one side, each holding up a word flash card with one of the key spelling patterns for the unit, e.g. *jam*, *cabbage*, *giraffe*, *badge*.
3. Ask four children to stand on the other side, facing them and holding up spelling cards that match the spelling patterns on the other side, e.g. *jacket*, *orange*, *digit*, *fridge*.

4. At the count of three, ask them to run to hold hands with the child with the matching card. Praise the two winners.
5. Play the game again with different children and use it whenever you teach the key spelling words of a unit.

Grammar Games

3. Mime and guess

- (1) to teach the possessive adjectives your, his, her
- (2) to teach *he*, *she*, and 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.

- Comb your hair. Brush your teeth. Put on your socks. Eat your dinner. Touch your nose.
- Clap your hands. Shut your eyes. Open your mouth. Point to your ears.

Time: 10-15 minutes

1. Divide the class into two teams.
2. Call a member 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 e.g. *She is shutting her eyes. He is combing his hair.* Give one mark for the correct mime and one mark for a correct sentence (the use of *he/she*, *his/her* and the verb *is _____ing* should all be correct.)
4. Keep a record of the marks on the board and total them in English at the end of the game.
5. Clap the winning team.

4. Simon says

- (1) to teach verbs with an object, hobbies, and sports
- (2) to revise regular and irregular plurals
- (3) to teach commands
- (4) to teach adjectives about feelings

Materials None

Time: 5-10 minutes

Simon says is a wonderful game which can help you teach both simple and complicated action words. After you have taught the children to respond to simple commands (e.g. *Brush your hair! Sit down!*), teach them this game.

1. Tell all the children in the class to stand up and explain the game.
2. If you say, 'Simon says,' before a command, your pupils should do it.
3. If you do not 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:

- one word commands (e.g. *Eat. Sleep.*)
- verbs with an object (e.g. *Eat an ice cream. Drink a cup of tea.*)
- verbs with an adjective + object (e.g. *Eat a cold ice cream. Drink a hot cup of tea.*)
- hobbies and sports (e.g. *Head a football. Bat a cricket ball. Jog on the spot. Play on a tablet. Ride a bicycle.*)
- parts of the body (e.g. *Touch your nose/mouth/head.*)
- singular and plural (e.g. *Touch your eye/ear. / Touch your eyes/ears.*)
- regular and irregular plurals (e.g. *Point to your foot/feet/a child/some children.*)
- daily activities (e.g. *Have a shower. Read your books.*)
- feelings (e.g. *Look angry/pleased/tired/worried/delighted/surprised.*)

Variation: Note that you can also use it to practise the use of *please*. The children only do what you tell them if you say please. The children can then practise it in pairs.

5. Elephants and mice

- (1) to check comprehension of the reading passage
- (2) to revise prepositions of movement and the target grammar

Materials: Board and chalk/marker

Time: 10-15 minutes

You can use this game with any unit. The teacher can check understanding of the reading passage or the target grammar.

1. Divide the class into two teams – Elephants and Mice. (Change the names frequently so that the children do not get too attached to them!)
2. Ask a member of each team a question about the text using the target grammar about the reading text.
3. To practise prepositions of movement, in turn ask members of each team to move a finger in a particular way (e.g. **along** a ruler, **over** a book, **under** the desk, **across** two chairs, **through** the handle of a bag).
4. Give one mark for the correct answer and one mark for the correct grammar.
5. After you have asked the same number of questions to each team, add up the marks and clap the winning team.

6. Alibis

- (1) to practise questions and answers in the past simple tense
- (2) to practise questions and answers in the past progressive tense

Materials:

- Board and chalk/marker
- (optional) Photocopied planning sheet and checking sheet for each pair of children

Time: 10-15 minutes

Step 1 Planning the alibi story

1. Explain that you are going to play a game in which all the children are suspects for a ‘crime’ (for example, breaking a chair). Explain that an ‘alibi’ is someone who says that you were somewhere else at the time of a crime.
2. With a partner, each child must make up a story about where they were between 4 and 5 pm yesterday (when the ‘crime’ happened). IN THE STORY THEY SHOULD BE WITH THEIR PARTNER ALL THE TIME AND TELL THE SAME STORY.
3. Make sure they plan the story carefully because they will each be questioned separately. They can make notes in the table below if you are able to photocopy it. If not, they will have to remember their alibis.
4. They have 5 or 10 minutes to plan their alibi.
5. Before the class, photocopy the planning sheet for each pair – or write it on the board.

| Questions to plan | Notes for answers |
|--|-------------------|
| Who were you with? Was anyone else with you? What were you wearing? What was your friend wearing? | |
| What time did you get there? What time did you leave? Who did you see? What were they wearing? What were they doing? | |
| What did you buy? How much did it cost? What colour was it / were they? | |
| What did you eat? What kind? How much? What did you drink? How much? | |
| What else did you do? What else did you see? How did you get home? At what time did you get home? | |

Step 2 Interviewing Child 1

1. Choose two children to interview. Send ONE child (Child 2) out of the classroom and shut the door so that he/she cannot hear the interview.
2. Interviewees should not look at their plans.
3. Ask different children to ask Child 1 questions like those that they planned. When they become skilled at playing the game, the children can invent questions of their own.
4. The rest of the class listen carefully to the answers.

Step 3 Interviewing Child 2

1. 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.

5. When one child has guessed where the rubber is, ask another child to have a turn.
6. When the children are good at the game, tell the children they have only ten questions to make it more of a challenge.

8. Guess the worker

- (1) to teach vocabulary around jobs and work
- (2) to teach question and answer forms in the simple present

Materials: None

Time: 5-10 minutes

1. Ask one child to think a type of worker, but not to tell the rest of the class what job they do.

2. Ask the rest of the class to guess the worker by asking questions like this:

Do they work:

indoors/outdoors/in an office/in a hospital/in a school?

in a bus/train/lorry/car?

with people/computers/animals/machines?

3. The child who has thought of the worker can reply, *Yes, they do.* / *No, they don't.* until somebody guesses correctly.
4. The child who guessed correctly gets the next turn to think of a worker.
5. **Extension:** Able children can answer in full sentences like this:
Yes, they work in a hospital. OR *No, they don't work outdoors.*

9. Run a race

(1) to teach ordinal numbers *first, second, third, fourth, fifth*

Materials None

Time: 10-15 minutes

1. Take the children into the playground.
2. Line them all up at one end and tell the children that they must not start running before you tell them. If they do, they will be disqualified.
3. Walk up to a suitable finishing point and raise your hand.
4. When you and the children are ready, shout, *Ready, Steady, Go!* On the word *Go!* Bring down your hand.
5. The children race towards you. Record who comes fifth, fourth, third, second, and first.
6. Tell the children to sit down on the ground. Ask them to clap as you announce the results.
7. Use this game to help you teach how to say dates, e.g. *the 1st, 2nd, 23rd, 24th, 25th etc.*

10. I spy

(1) to teach children to recognize the letter names

(2) to practise common prepositions e.g. *in front of, near*

(3) to practise question forms

Materials None

Time: 5-10 minutes

1. Remind the children of the game *I spy* which they may have played in Class 2.
2. Look around the room for an object the children can all name.
3. Say, 'I spy with my little eye something beginning with ____.' Give the **name** of the initial letter, not the phoneme, for example, 'ess' for sock.'
4. The children suggest things they know beginning with that letter, such as *sun, sand, sink, etc.* Do not now accept words beginning with the same sound, but a different letter such as *ceiling*. In Class 3-5, your purpose is to get the children to recognize that different letters can make the same sound.
5. More able children can ask questions eliminating possibilities, e.g. *Is it near me/ in my bag/in front of the classroom/on a table/near the window?*
6. The child who guesses the word has the next turn to think of something while the rest of the class guess.
7. When the children are familiar with the game, you can give it extra suspense if you ask them to guess the word in fewer than ten.

11. What's behind my back?

(1) to teach question and answer forms in the simple present tense: *Does it ... Yes, it does. Do you ... with it? Yes, I do.*

Materials: common objects such as a watch, cell phone, cup, toy car, things from a pencil case or handbag

Time: 5-10 minutes

1. Give a child a small object to hide behind his/her back e.g. a pencil, a flower, leaf, phone, watch, cup, toy car, bag, pen, rubber, book, handkerchief, apple, or biscuit.
2. The class take it in turns to guess what it is like this: *Do you have a ____ behind your back?* The child replies, *Yes, I do.* or *No, I don't.*
3. Encourage the children to eliminate possibilities like this: *Does it tick/ring? Do you drink from it? Does it have wheels?* The child answers *Yes, it does.* / *No, it doesn't.* / *Yes, I do.* / *No, I don't.*
4. The child who guesses the object has the next turn to hide something behind his/her back.
5. When the children have had plenty of practice in class, get them to play it in pairs.

12. Compound word charades

(1) to teach how compound words are made of two smaller words

Materials: None

Time: 10-15 minutes

1. Tell the children to list compound words they know, e.g. *football*, *screwdriver*, *bookcase*, *courtyard*, *grandmother*.
2. Ask one child to come to the front and show with one or two fingers whether they are miming the first or second part of the word.
3. Stress that the child who is miming is not allowed to talk.
4. For example if a girl is thinking of *football*, she can show one finger and then point to her foot. She can show two fingers and make a round shape with her hand. Whoever guesses her word gets the next turn.
5. For example, if a boy is thinking of *screwdriver*, he can show one finger and then mime a little object with a spiral. He can show two fingers and mime the driver of a car.
6. Continue playing as above until several children have had a chance to mime a word.

13. Whose sock?

(1) to practise pronouns, *mine*, *yours*, *his*, *hers*, *ours*, *theirs*

Materials: an old sock or something else that is rather unattractive!

Time: 5-10 minutes

1. Tell all the children to stand up. Hold up an old sock or any object the children may not want.
2. Explain that any child who does not answer quickly has to stay standing.
3. Lead the children initially, while they are learning the game. Make sure that sometimes a girl, sometimes a boy and sometimes two children are questioned so that you can practise *mine* and *ours*.
4. Also make sure that the class join in as shown so that they get practice in saying *his*, *hers* and *theirs*.
5. The last person standing gets the sock!

Teacher: Whose is this old sock? Is it yours, Noor?

Noor: It's not mine.

Class: It's not his. So whose is it?

Noor: Is it yours, Uzma and Maria? (sitting down)

Uzma and Maria: It's not ours.

Class: It's not theirs. So whose is it?

Uzma and Maria: Is it yours, Naz? (sitting down)

Naz: It's not .. er.. er

Teacher: Too slow, Naz. Stay standing. Is it yours, Salim? (and so it goes on)

14. Mime the adjective

(1) to use adjectives about feelings

Time: 5-10 minutes

1. Mime a feeling (e.g. *happy*, *surprised*, *worried*, *delighted*)
2. The children have to guess what feeling you are miming.
3. The child who guesses correctly gets the next turn to mime.
4. Whisper a different adjective in his/her ear. The adjectives can be modified by an adverb or different adjectives for the same feeling e.g. *pleased*, *quite happy*, *very happy*, *delighted*; *sad*, *very sad*, *miserable*; *quite interested*, *very interested*, *fascinated*; *cross*, *quite angry*, *very angry*, *furious*

15. In the manner of the word

(1) to practise the use of adverbs

Time: 5-10 minutes

1. Explain that adverbs tell us **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*.
2. Tell the class that you are going to whisper an adverb into the ear of one child and that he/she will do whatever they say ‘in the manner of the word’.
3. The class then suggest verbs for the child to mime. If the verb cannot be mimed, the child says, ‘I can’t do it that way.’
4. The first one to guess the adverb gets the next turn to mime. For example:

Teacher: (whispers to Child A) Angrylly.

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.

Appendix 1: Word list Level 3

Word List

Appendix 1: World list Level 3

| Unit | Spellings Textbook | Extra spellings Workbook | Tricky words & themes | Grammar vocabulary |
|------|---|--|--|---|
| 3.1 | case, became, chase, game, late, safe take, same, brakes, amazement, these, even, evening, Pete, compete, nice, five, bike, ride, quite, drive, driver, arrive, mile rope, drove, hope, hotel tune, Tuesday, huge, pursue, fumes, rescue blue, flute | lake, bathe, gave, hate, made, complete bite broke, home, hole, chose, | bicycle excited worried minutes | Compound nouns: <i>policeman, driveway, afternoon, busload, minicab</i> + ness: happiness, illness, tiredness, + ment: appointment, treatment, enjoyment, payment er: teacher, driver, farmer, rider, waiter, painter |
| 3.2 | round, out, about, sound, around, country, young, touch, trouble, double or, more, horse, important, information word, world, work, worship, worth star, are, art, arch, car war, warm, wardrobe, towards, quarter chic, chef, brochure, machine, antique, unique, boutique, technique, league, vogue, tongue, dialogue | | beautiful build building famous | Adjectives: round, graceful, huge, unique, sparkling, warm, elegant, brilliant + less: endless, careless, useless + ful: forgetful, helpful, careful, useful most beautiful, famous oldest , prettiest, biggest |
| 3.3 | her, longer, shorter, fiercer, taller, bird, dirty, first, circle, twirl earn, learn, early, heard, search turn, curl, hurt, burn, Thursday jaguar, jungle, jump, just, jam giraffe, orange, huge, age, rage, edge, judge, bridge, fridge ledge | catalogue, colleague | straight question answer continued | Jungle animals: <i>spider, jaguar, giraffe, leopard, python, hornet</i> Play-script words: <i>stage directions, actors</i> |
| 3.4 | + ly: neatly, politely, cheerfully, y + ly: tidily, angrily, greedily le + ly: gently, simply, nobly ea (as in head) head, spread, dead, heavy, bread ea (as in heat) eat, heat, meat, means, neatly | beautifully, carelessly, luckily, sleepily, unhappily noisily horribly, terribly, bean | important, strange, length, weight, extinct | Adverbs of manner: <i>happily, fast, well, always, slowly, back, silently, easily, quietly, slowly, greedily</i> Adverbs of time: always, usually, often, sometimes, never |

| Unit | Spellings Textbook | Extra Spellings Workbook | Tricky words & themes | Grammar vocabulary |
|------|--|---|--|---|
| 3.6 | ball , small, always , also, although , altogether explanation , instructions , collection , position, fiction, non-fiction high , night, right, light, tight, sight ordinal numbers: first to twelfth | | actually, appears, position, Earth space: universe, galaxy, star, Sun, planet, Earth, Moon | Verbs, simple present: go, goes, shine, shines, reflect, reflects Question words: what, how, where, when, why |
| 3.7 | + ing : running, forgetting, beginning, travelling + ed : whirred, trapped, preferred, travelled + er : hotter, wetter, redder, traveller air, Omair, chair, hair, stairs careless, careful, compare, stare, scared tear, tearing, wear, wearing, bear there, where | chopping stirred beginner, runner, better fair, pair bare, share, carefully peer somewhere | fruit, heard, thought, through, stomach | Simple past tenses: did, got, walked, went, ate, came Senses in past: saw, heard, felt, smelt, |
| 3.8 | + ing : copying, worrying, carrying, crying, replying + ed : copied, worried, carried, cried, replied, + er : copier, worrier, carrier, crier, easier creature, furniture, picture, adventure each, teacher, march, touch watch, stretch, ditch, sketch | pay, buy, fry, study, try, pray, stay dry future arch, much, lunch, which patch | character, surprise, enough, different Characters: nervous, rude, curious, sensible, bossy, polite, cautious, gentle, kind, careless, talkative, hard-working | Descriptive adjectives tall, short, straight, curly, long Descriptive nouns trousers, shirt, socks, shoes, skirt, blouse, salwar kameez, glasses, bangles, ribbons |
| 3.9 | middle , wrinkles, uncle, table, little panel, label, camel, tunnel, parcel petals, capital, metal, pedal, hospital pencil, pupils, nostrils, fossil, council, saucer, author, August, fault raw, draw, drawn, claw four , pour, your, yours | | centre, experiment, solar, imagine Instructions: cut, smooth, draw, tape, seal, glue, put, break, close, use, leave, enjoy | Present perfect tense has/have just dropped, split, fallen, jumped, tripped, knocked Adverbs of time and cause: first, then, next, soon, finally, therefore |

| Unit | Spellings PB | Spellings WB | Tricky words & themes | Grammar vocabulary |
|------|---|--|--|---|
| 3.11 | When, where, what, why, while wrong, write, wrote, wrap, wrapped knight, know, knew, knock, knife myth, mystery, gym, lyric, system mother, another, come, some, none | white, wheel, which, whale, whole wriggle, wrinkle knee, knocked, knob, knobly pyramid, Egypt, hieroglyph brother, other, cover, won, son, one, worried | century, difficult, perhaps, probably, strength north, east, south, west of ... Subjects at school: English, maths, science, history, geography, PT, assembly, break Rev. of time: — past/o | Clauses Conjunctions: and, but, because Conjunctions of time: when, before, after, while |
| 3.12 | Words ending with consonant e before ing and y: smile, smiling, smiles, smiled excite, exciting, excited make, making, makes dissolve, dissolving, dissolves, dissolved write, writing, writes, writer shine, shining, shiny, shines ice, icing, icy, iced, nice, nicer, nicest find, kind, kindly, mind, behind want, watch, squash, quantity, what ice, nice, nicest, twice, face | | smoky, shiny, stony | Clauses: main and subordinate with if, that, so, and because will float / floated will sink / sank Word families: soluble, solution, dissolve, insoluble; Nouns & adjectives: excitement, excited, happiness, happy, illness, ill, tiredness, tired, care, careful, hope, hopeful Nouns & verbs: treatment, treat, teacher, teach, waiter, wait, enjoyment, enjoy, beginning, begin, collection, collect |
| 3.13 | Plurals: bushes, wishes, riches, lunches, benches, watches, witches, matches, grasses, passes thieves, wives, knives, lives, halves countries, families, ladies, parties, cities treasure, measure, pleasure, leisure vision, television, decision, usually grass, password, last, past | | brushes, fishes, beaches, pitches loaves, leaves, shelves, themselves factories, babies, berries, lorries division, revision glass, class | Prepositions of place: behind, into, under, opposite, in, in front of Prepositions of time and cause: before, after, during, while, when, because of Near synonyms: rich-wealthy, thief-robbing, rock-stone, forest-wood, treasure-riches, sack-bag |
| 3.14 | germination, hibernation, multiplication, exclamation, dictation, punctuation, invitation, information, (operation) discussion, expression, comprehension, extension musician, magician, electrician, optician movement, moment, experiment, excitement, payment, (treatment) darkness, carefulness, happiness, sweetness, softness glow, flow, grow, below, show | | education, operation, multiplication permission technician appointment, enjoyment hardness, dryness, wetness | Nouns made from verbs and adjectives by adding ation, sion, sion, and cian. See spelling rules. |

| Unit | Spellings PB | Spellings WB | Tricky words & themes | Grammar vocabulary |
|-------|--|--|---|---|
| 3. 16 | <i>beautiful/ly, grateful/ly, powerful/ly, truthful/ly. dreadful/ly thoughtlessly/ly, hopeless/ly, breathless/ly, noiseless/ly, useless/ly</i> | <i>usefull/ly, wonderful/ly, awfully/ly, hopefully/ly, painfully/ly, thoughtfully/ly, powerless/ly, endlessly/ly, needless/ly, faultlessly/ly, powerless/ly, carelessly/ly, painless/ly, wordless/ly nervous, delicious mysterious, adventurous, mountainous</i> | accident – accidentally actual – actually occasion – occasionally breath – breathless/ly Alternatives to said: <i>promised, predicted, added, whispered, asked, replied, cried, wept, exclaimed</i> | Adjectives with -ful, -less, -ous, -ious Adverbs with -ly |
| 3. 17 | <i>unlucky, unhappy, unusual, unfair, invisible, incorrect, inactive, insoluble</i> | <i>unwell, unfriendly, unkind, untidy, unfrightened, unsurprised, unworried</i> | breathe, handsome, evil, forward, guard Powerful verbs: walking, rushing, creeping, hobbling, peered, mumbled, gasped, jeered, snored, leapt, galloped, smashed, fell, wept, raised | Present perfect: broken, dropped, lost, woken, welcomed |
| 3. 18 | <i>discouraged, disappear, disagree, disappointed mistake, mistook, mistaken, misfortune dear, appear, disappear, nearly, nearby peer, steer, deer, jeer, cheer fierce, pierce, piercing, easier, prettier</i> | <i>misspell, misuse, misread ear, weary, beard cheerful</i> | Adjectives: magical, wonderful, frightened, worried, confused | Present perfect: eaten, watched, seen, read, been, visited, lived Past simple: played, wrote, became, went, chose, |
| 3. 19 | <i>rewrite, research, return, reread, react super, superstar, superman, super league, super-calm subheading, subtract, subtraction, subject, subway science, scene, crescent, disciplined cent, century, centuries, centimetre</i> | <i>reappear, renew, revisit, rebuild, replay, refuse, repeat, reuse, refill supermarket, supermarket subgroup, subsoil, subtitle, subcontinent fascinate, scenery centigrade, centre, saucer</i> | special, decide, favourite, interest, Project work: heading, subheading, paragraph | Present perfect: eaten, watched, seen, read, been, visited, lived Past simple: played, wrote, became, went, chose, Apostrophes: See homophones + /'ve, didn't. Homophones: two/too, nose/knows, way/weigh, ate/ eight, piece/peace, who's/ whose, he'll/heal, we'll/ wheel, you're/your, they're/ their |

Appendix 2: Photocopiable Assessment Tasks

Assessment 1 (after Unit 5) Name: _____ Date _____

1. Circle the correct spellings.

- a) Our contry cuntry country has a cricket super leag leage league.
- b) The Red Fort is a famous fameous faimous bilding biuding building.
- c) A bycicle bicycle bicicle is a simple mashine masheen machine.
- d) Most qwestions questions queschons have an anser awnser answer.
- e) In English lessons, we lern learn lurn to write tidily tidyly tidly.

See Mark Scheme for marking guidance

2. Add the correct suffix to each word.

ment ness ers ists er est ful less ly

- a) Cyclists and driv_____ must always be care_____ at crossroads.
- b) After my ill_____, I made an appoint_____ to see a good doctor.
- c) Afia is tall_____ than me, but Sara is the tall_____ girl in the class.
- d) The noise_____ boat sailed quiet_____ over the lake.

1. Spelling

5 marks

2. Word reading

4 marks

3. In Exercise 2, underline:

- a) an adverb of time and a compound noun in sentence a.
- b) an adjective in sentence b.
- c) a noun phrase in sentence d.
- d) an adverb of manner in sentence d.

3-4. Grammar

8 marks

4. Write the correct word after each sentence.

- a) Stop! Exclamation
- b) What's the matter? _____
- c) There's a snake on the path. _____
- d) Stand still please. _____
- e) Whew! _____

Question
Exclamation
Command
Statement

5. Punctuation

2 marks

Handwriting

1 mark

5. Copy and punctuate the sentences in neat handwriting.

wow this bag is heavy what is inside it

Wow!

It has ten books eight pencils a bottle and a snack

Total Marks out of 20:

Date:

Assessment 2 (after Unit 10) Name: _____ Date _____

1. Circle the correct spellings.

- a) Our Uncel Uncal Uncle Tariq enjoys travelling travaling travalling.
- b) He preferrs prefers preffers to travel travell traval by train.
- c) He says every stashn station statshin is different diferent difrent.
- d) Last Augest Awgust August he traveled travelled travalled to Japan.
- e) At the end of his advencher adventure adventchure, he took a train to Tokyo, the capital capitel capitile city.

See Mark Scheme for marking guidance

2. Complete the sentences with the words in the box.

explanations instructions type setting characters

- a) A genre is a type of writing.
- b) The _____ describes where and when a story happens.
- c) The _____ are the people in a story.
- d) _____ tell someone what to do.
- e) _____ explain why something happens.

1. Spelling

5 marks

2. Word reading

4 marks

3-4. Grammar

8 marks

3. Write the correct form of the verb.

- a) This evening, I [hear] heard a low hum while I [read] _____ my book.
- b) First, I [feel] _____ a little bite on my arm.
- c) Then, I [see] _____ two mosquitoes on my arm.
- d) Next, I [notice] _____ that many more mosquitoes [fly] _____ around my head.

5. Punctuation

2 marks

Handwriting

1 mark

4. Underline two more adverbs of time in Exercise 3, e.g., First

5. Copy the sentences and add apostrophes.

- a) It isn't fair. Saminas eaten Rukshanas apple.

It isn't

- b) Dont worry. Its not a problem. Rukshana can eat Saminas apple.

Total Marks out of 20:

Date:

Assessment 3 (after Unit 15) Name: _____ Date _____

1. Circle the correct spellings.

a) It was night knight nite when we arrived at our new knew niu flat.

b) It was so dark, we could knot not note read the informasion information informassion sheet.

c) We did not no now know where were wher to find the write rite right door.

It was all a mistery mystery mystry!

d) Then we saw two switchs switches swiches. We had lihgt lite light !

2. Add the correct suffix to each word.

a) 2 x 4 = 8 is a multiplication sum.

b) We sometimes watch televis _____ in the evening.

c) The trea _____ chest was full of jewels.

d) A musi _____ played a tune on the piano.

e) When we talk about things, we have a discu _____.

See Mark Scheme for marking guidance

1. Spelling

5 marks

sion
ssion
tion
cian
sure

2-3. Word reading

4 marks

3. Write the plurals of these words.

a) thief thieves b) family _____ c) donkey _____

d) wife _____ e) brush _____

4. Grammar

8 marks

4. Complete the sentences with the words in the box. Underline the subordinate clauses. Circle the conjunctions.

because if that so

a) We're going on a picnic so we'll take some sandwiches for lunch.

b) We'll have tea in the café _____ is near the fort.

c) We'll take some juice for Amna _____ she doesn't like tea.

d) It may rain, _____ I'm taking an umbrella.

e) We can eat the picnic in the car _____ it rains.

5. Punctuation

2 marks

5. Copy the sentences in neat handwriting. Add speech marks.

Look! shouted Dad. There's the fort.

'Look!'

Mum gasped and said, Wow! It's huge.

Handwriting

1 mark

Total Marks out of 20:

Date:

Assessment 4 (after Unit 20) Name: _____ Date _____**1. Circle the correct spellings.**

- a) In the jungle, Afia noticed a an beautifull beautiful beatiful red bird.
- b) Then a an invisible invisible unvisible animal roared.
- c) A An deer dear dier jumped past gracefuly gracefully gracefly.
- d) Next it disappeared disapeered dispiered behind the trees.
- e) Finally, she saw a an enourmus enormous enormouse elephant.

See Mark Scheme for marking guidance

2. Make the opposite of each word by adding the correct prefix.

- mis dis in anti
- a) _____ correct b) _____ clockwise c) _____ fortune d) _____ agree

1. Spelling

5 marks

3. Add the prefixes to these words.

- super sub re auto
- a) _____ matic b) _____ write c) _____ star d) _____ title

4-5. Grammar

8 marks

4. Write the correct form of the verb.

- a) Amna's parents [live] have lived in Lahore since 2016.
- b) They [see] three films since January.
- c) Amna [play] cricket for two years.
- d) Before 2016, Amna's parents [live] in Karachi.
- e) Amna was born while they [live] in Karachi.
- f) Next year, they [go] on holiday to Dubai.

6. Punctuation

2 marks

5. Match the words from Exercise 6 to their parts of speech.

- a) soon b) visit c) big d) museum e) and f) in
 1) verb 2) adverb 3) noun 4) adjective 5) preposition 6) conjunction

Handwriting

1 mark

6. Copy and punctuate the sentence in neat handwriting.

soon im going to see a big museum and mosque in dubai said amnas sister

'Soon

Total Marks out of 20:

Date:

Appendix 3: Assessment Procedure and Mark Scheme

Assessment 1

Note: Award no marks for exercises that have been completed as an example.

1. Spelling (max 5 marks)

Award $\frac{1}{2}$ mark for each correctly circled spelling.

Answers: a) *country, league* b) *famous, building* c) *bicycle, machine* d) *questions, answer* e) *learn, tidily*

2. Word reading (max 4 marks in total)

Award $\frac{1}{2}$ mark for each correct word. Deduct no marks if the spelling is wrong

Answers: a) *drivers, careful* b) *illness, appointment* c) *taller, tallest* d) *noiseless, quietly*

3-4. Grammar (max 8 marks in total)

3. (max 4 marks) Award 1 mark for each correctly underlined word in Exercise 2.

Answers: Children should have underlined:

a) *crossroads* in 2a b) *good* in 2b c) *The noiseless boat* in 2d. d) *quietly* in 2 d. (No words should be underlined in 2C.)

4. (max 4 marks) Award 1 mark for each correctly matched sentence.

Answer: a) Wow! This bag is heavy. What is inside it?

It has ten books, eight pencils, a bottle, and a snack.

b) What's the matter? (Question)

c) There's a snake on the path. (Statement)

d) Please stand still. (Command)

e) Whew! (Exclamation)

5. Punctuation (max 2 marks)

Award 1 mark if all question marks are correctly placed at the end of the questions. Award 1 mark if all full stops are correctly placed at the end of the answers. Deduct $\frac{1}{2}$ mark for each error. If there are more than three mistakes, no marks should be awarded.

Answers:

Wow! This bag is heavy. What is inside it?

It has ten books, eight pencils, a bottle, and a snack.

Handwriting (max 1 mark)

Award up to one mark for good handwriting. Award $\frac{1}{2}$ mark if the handwriting is legible, but poorly formed.

Assessment 2

Note: Award no marks for exercises that have been completed as an example.

1. Spelling (max 5 marks)

Award $\frac{1}{2}$ mark for each correctly circled spelling.

Answers: a) *Uncle, travelling* b) *prefers, travel* c) *station, different* d) *August, travelled* e) *adventure, capital*

2. Word reading (max 4 marks in total)

Award 1 mark for each correct word. Deduct $\frac{1}{2}$ mark if the spelling is wrong.

Answers: b) *setting* c) *characters* d) *Instructions* e) *Explanations*

3-4. Grammar (max 8 marks in total)

3. (max 7 marks) Award ½ mark for each correctly formed verb. Both parts of the verb (e.g. *was reading*) must be correct.

Answers: a) *(heard)*, *was reading* b) *felt* c) *saw* d) *noticed*, *were flying*
e) *have just killed* (or *killed*) f) *will turn* (or *am going to turn*)

4. (max 1 mark) Award ½ mark for each correctly underlined adverb of time.

Answers: The children should have underlined *then* in c and *next* in d.

5. Punctuation (max 2 marks)

Answers:

It isn't fair. Samina's eaten Rukshana's apple.

Don't worry. It's not a problem. Rukshana can eat Samina's apple.

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.

1. Spelling (max 5 marks)

Award 1 mark for each correctly circled spelling.

Answers: a) *night, new* b) *not, information* c) *know, right, mystery* d) *switches, light*

2-3. Word reading (max 4 marks in total)

2. (max 2 marks) Award ½ mark for each correctly completed word.

Answers: b) *television* c) *treasure* d) *musician* e) *discussion*

3. (max 2 marks) Award ½ mark for each correct plural.

Answers: b) *families* c) *donkeys* d) *wives* e) *brushes*

4. Grammar (max 8 marks in total)

Award 1 mark for each correctly completed word. Award ½ mark for each correctly underlined subordinate clause and conjunction.

Answers: b) *We'll have tea in the café (that) is near the fort.*

c) *We'll take some juice for Amna. (because) she doesn't like tea.*

d) *It may rain, (so) I'm taking an umbrella.*

e) *We can eat the picnic in the car (if) it rains.*

5. Punctuation (max 2 marks)

Award ½ mark for each correctly placed speech mark. Deduct ½ mark for each incorrectly copied punctuation mark.

Answers: 'Look!' shouted Dad. 'There's the fort.'

Mum gasped and said, 'Wow! It's huge.'

Handwriting (max 1 mark)

Award up to one mark for good handwriting. Award ½ mark if the handwriting is legible, but poorly formed.

Assessment 4

Note: Award no marks for exercises that have been completed as an example.

1. Spelling (max 5 marks)

Award $\frac{1}{2}$ mark for each correctly circled spelling.

Answers: a) *a, beautiful* b) *an, invisible* c) *A, deer, gracefully* d) *disappeared* e) *an, enormous*

2-3. Word reading (max 4 marks in total)

2. (max 2 marks) Award $\frac{1}{2}$ mark for each correct word.

Answers: a) *incorrect* b) *anticlockwise* c) *misfortune* d) *disagree*

3. (max 2 marks) Award $\frac{1}{2}$ mark for each correct word.

Answers: a) *automatic* b) *rewrite* c) *superstar* d) *subtitle*

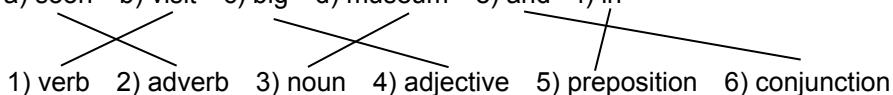
4-5. Grammar (max 8 marks in total)

4. (max 5 marks) Award 1 mark for each correctly formed verb.

Answers: b) *have seen* c) *has played* d) *lived* e) *were living* f) *will go (or are going to go)*

5. (max 3 marks) Award $\frac{1}{2}$ mark for each correctly matched word.

Answers: a) soon b) visit c) big d) museum e) and f) in

 1) verb 2) adverb 3) noun 4) adjective 5) preposition 6) conjunction

6. Punctuation (max 2 marks)

Award 2 marks for correct punctuation throughout. Deduct $\frac{1}{2}$ mark for each error. If there are more than three mistakes, no marks should be awarded.

Answers: ‘Soon I’m going to see a big museum and mosque in Dubai,’ said Amna’s sister.

Handwriting (max 1 mark)

Award up to one mark for good handwriting. Award $\frac{1}{2}$ mark if the handwriting is legible, but poorly formed.

Appendix 4: Open Door 3 Tracking Mark Sheet

Appendix 4: Open Door 3 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: | | | | | |
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Appendix 4: Open Door 3 Tracking Mark Sheet

Sp Spelling: 5 marks

P Punctuation: 2 marks

WR Word Reading: 4 marks

H Handwriting: 1 mark

Gr Grammar: 8 marks

Total: 20 marks

| Name of child | Test 3 Date: | | | | | | Test 4 Date: | | | | | |
|---------------|--------------|----|----|---|---|-------|--------------|----|----|---|---|-------|
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