

# The Swot Shop

**Advanced English Program**

**Year 3,4**

**Primary B**

**Sample Lesson with Teacher Instructions**

# The Swot Shop

This is a sample lesson from the **Advanced English Program – Primary B suited for Year 3,4 students**. It includes basic teacher instructions. This lesson runs for 2 hours.

All Swot Shop Programs are developed specifically for bright, gifted and motivated learners.

The Advanced English Program is conducted in ability streamed classes and taught by a qualified and experienced teacher.

The program is developed to enrich, enhance and complement the learning that students experience in school settings.

To learn more please contact us on (02) 9634 2000.

## ADVANCED ENGLISH PRIMARY B

### Sample Lesson

#### Vocabulary Quiz

Students should complete the quiz in their booklet. Booklets are to be swapped and answers marked in class. Record the scores. Allow time to discuss the students' responses and answer any queries. Ensure that the correct answer has been recorded in students' booklets.

Collect homework and return marked work from last week. Spend some time discussing any common problems or mistakes with students, suggesting ways in which they might improve. Allow students the chance to read over your comments and ask any questions they might have.

#### Vocabulary: Irregular Verbs Crossword

Explain the activity before instructing the students to work independently to complete the crossword. Discuss and correct in class.

#### Comprehension

*Earthquakes* – read and discuss the information with the class. Permit students time to answer the questions before discussing the correct answers. Circulate amongst students to ensure they are on task and attempting to answer the questions appropriately. The underlined words will appear in next week's vocabulary quiz.

#### Editing Exercises

Ensure all students correct all errors using a red pen and mark in class.

#### Editing

Underline all errors in the passage and when they have discovered fifteen errors record the correct word in the box provided in the order they appear in the passage.

#### Subject Verb Agreement

Complete as a class activity, discussing each section in detail before instructing the students to record their answers. Correct in class and remind students to learn the rules carefully as there will be a review page next lesson.

#### iPads

**Letris 4** – refer to instruction sheet.

#### Paragraphs

Work through the activities with the students. This must be presented as a teacher-directed/whole class activity; do not allow the students to work independently.

#### Homework: Writing Paragraphs

Briefly discuss the topic sentences with the students. Ensure that they understand that this is a paragraph i.e. a small section of a larger piece of writing.

## VOCABULARY QUIZ

*Spelling must be correct.*

1. Write a word beginning with 'e' that means a short trip, often for pleasure or education \_\_\_\_\_.
2. If you booked a holiday and your confirmation states B & B – what does B & B stand for? Bed and \_\_\_\_\_
3. We spent the weekend \_\_\_\_\_ by the lake and sleeping in tents under the stars.
4. The mountain resort we are travelling to is famous for its winter sport called \_\_\_\_\_.
5. Before entering a new country, travellers must pass through c\_\_\_\_\_ to have their bags checked.
6. An antonym is a word opposite in meaning to another word. Write an antonym, beginning with 'a', for the word 'departure'.  
\_\_\_\_\_
7. Tourists enjoyed \_\_\_\_\_ around the city, visiting museums, monuments, and famous landmarks.
8. When travelling abroad, it's helpful to learn a few words in the \_\_\_\_\_ language.
9. The beach resort is the perfect d\_\_\_\_\_ for families looking to relax in the sun.
10. The family bought small gifts and keepsakes as \_\_\_\_\_ to remind them of their trip to Italy.

## IRREGULAR VERBS CROSSWORD

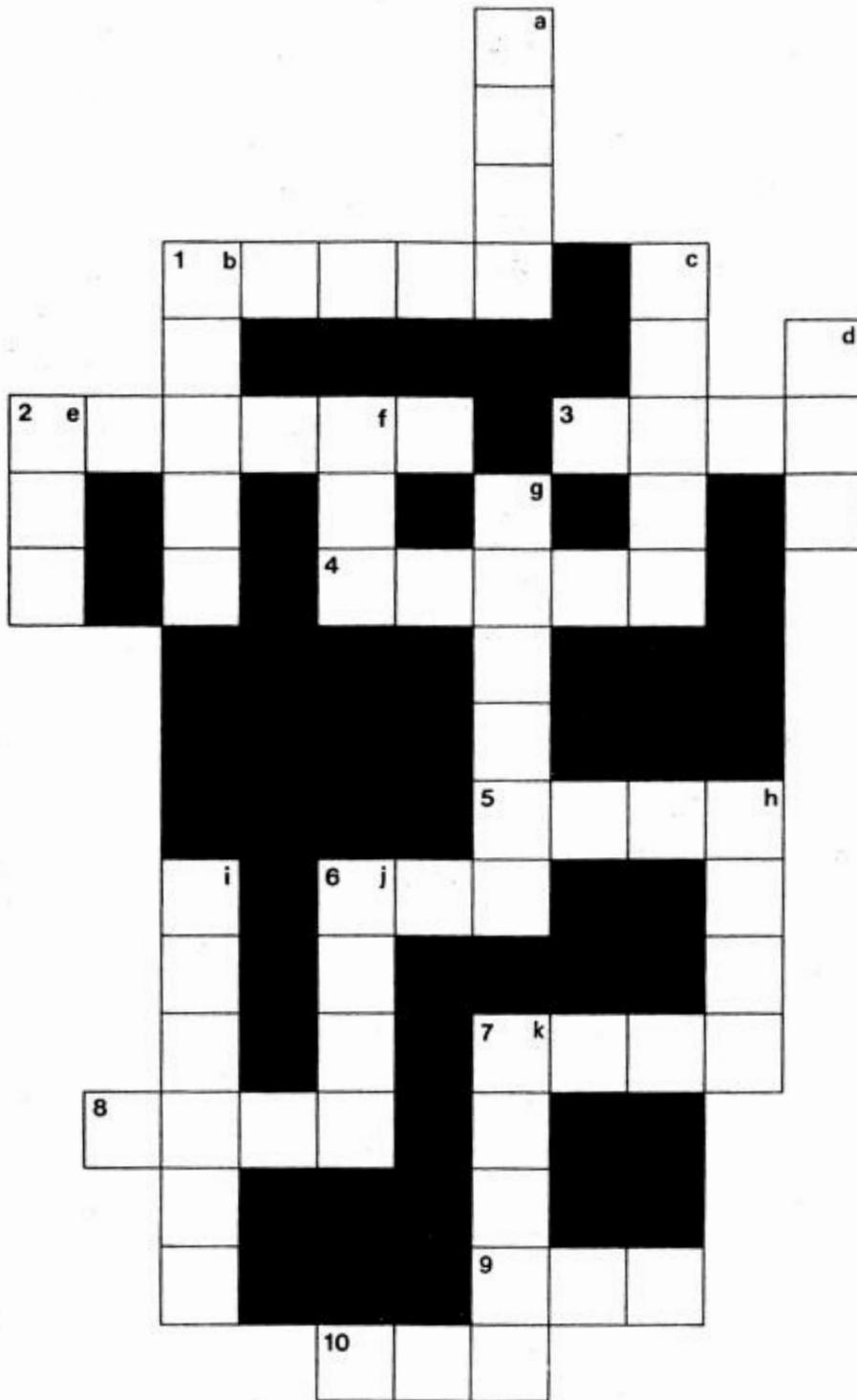
Complete the crossword by filling in the past tense of the verbs in the following sentences.

### ACROSS

1. It was so cold that the canal \_\_\_\_\_ . FREEZE
2. The police finally \_\_\_\_\_ the bank robbers. CATCH
3. I \_\_\_\_\_ up at 6:30 this morning. WAKE
4. My mother \_\_\_\_\_ me to school yesterday. DRIVE
5. The child \_\_\_\_\_ his mother's hand tightly. HOLD
6. We \_\_\_\_\_ in the park all afternoon. SIT
7. We \_\_\_\_\_ up at least fifty balloons for the party. BLOW
8. I \_\_\_\_\_ \$5.00 for my new book. PAY
9. He \_\_\_\_\_ the birthday candles on the cake. LIGHT
10. The tennis player \_\_\_\_\_ the ball over the net. HIT

### DOWN

- a. She \_\_\_\_\_ a beautiful dress to the party. WEAR
- b. I \_\_\_\_\_ my shoes under the bed. FIND
- c. Dad phoned me last night and then \_\_\_\_\_ to Mum. SPEAK
- d. He \_\_\_\_\_ his wife at the cinema. MEET
- e. The child \_\_\_\_\_ her finger with a sharp knife. CUT
- f. The puppy \_\_\_\_\_ his new toy under the lounge. HIDE
- g. He \_\_\_\_\_ his girlfriend a ring for her birthday. BUY
- h. The teacher \_\_\_\_\_ a map of Australia on the board. DRAW
- i. My cousin \_\_\_\_\_ an actor in 2006. BECOME
- j. "I thought you \_\_\_\_\_ you would help me." SAY
- k. My brother \_\_\_\_\_ his boat himself. BUILD



# EARTHQUAKES

*Next week's Vocabulary Quiz will be created using the words in this exercise.*

An earthquake is a sudden movement of the rocks of Earth's crust. These movements might be so minor that they are not felt by people. Stronger earthquakes may be felt in several different cities. Earthquakes can last several minutes and are often followed by aftershocks. Aftershocks are smaller earthquakes radiating from the centre of the first earthquake.

Earthquakes often happen along faults. Faults are cracks in Earth's crust as a result of movements. Energy can be released at faults in the form of earthquakes. The energy released at a fault travels away from the fault. As it travels, it moves in waves. These waves cause the crust to shake and sometimes to buckle.

Earthquakes can happen any place at any time. Every day, more than 1 000 small earthquakes happen somewhere on Earth. Have you ever felt one? Earthquakes are not common in all parts of the world. They are most likely to happen in areas around the edge of the Pacific Ocean. This region is called the Ring of Fire. Eighty percent of the world's earthquakes occur in the Ring of Fire.

Earth's crust is broken into "plates," or sections. The plates fit together making Earth's crust a giant jigsaw puzzle. Many of these plates are located in the Pacific Ocean. Earthquakes occur when the plates make quick movements. Do earthquakes happen in the middle of the ocean? Absolutely!

Just as they do on land, earthquakes can change the features on the ocean floor. Earth's crust below the ocean is quite fragile. Earthquakes can cause the ocean floor to "sink" several feet, creating deep trenches.

Earthquakes on Earth's surface can do more than shake buildings and city streets. As a result of the shaking, explosions and fires can occur. Earthquakes can also trigger landslides and create new landforms. Valleys and mountains have been formed as a result of earthquakes.

Scientists measure earthquakes with an instrument called a seismograph. They use the Richter scale to determine the strength of the earthquake. The amount of energy an earthquake releases determines its strength. This strength is assigned a number. A high Richter number means a large amount of energy was released. A low number means a small amount of energy was released. Earthquakes with low numbers happen every day. Stronger earthquakes happen fewer than 150 times a year.

*Comprehension*

**EARTHQUAKES**

1. In your own words describe an earthquake.

---

---

2. What are 'fault' lines?

---

---

3. When an earthquake occurs at a fault line what is released?

---

---

4. Circle the correct answer. Energy travels

a. away from a fault line

b. towards a fault line

5. List three problems earthquakes create to the Earth's surface.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

6. What instrument is used to measure an earthquake?

---

7. Name the scale used to measure how strong an earthquake is.

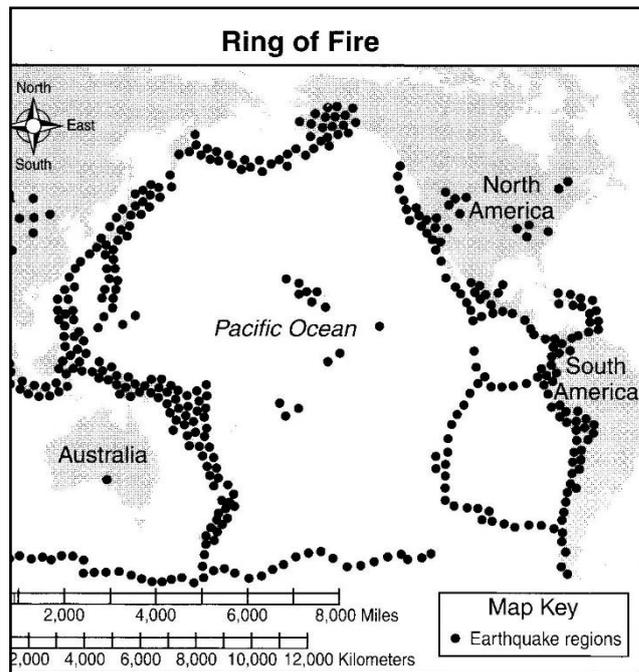
---

8. a. A low number on the Richter scale means \_\_\_\_\_
- b. A high number on the Richter scale means \_\_\_\_\_

9. Look at the map of the “Ring of Fire”.

Circle the statement/s which is/are true.

- a. Earthquakes occur only on two continents.
- b. Earthquakes occur on the Earth’s surface and in the ocean.
- c. Europe and Africa border the “Ring of Fire”.
- d. New Zealand experiences regular earthquakes.



## EDITING EXERCISES

*The following passage contains errors in spelling, punctuation and grammar. There is only one mistake in each line. Use a red pen and correct the errors.*

Robert and Jodie live in newcastle. One Saturday morning  
they went shopping with there parents. They went to a big  
supermarket Robert pushed the shopping trolley. They  
bought bread fruit and vegetables. Mother looked up. Where  
was Jodie She had become separated from the family.  
Mother went to the desk and asked the lady to make a  
announcement over the loudspeaker. Jodie come to the desk.  
She had been reading book in the book department. Mother  
was pleased to see his daughter at last. It was time to go home.  
Dad started the car and of they went. It had been a busy day.

## Editing

Read this passage. Underline the spelling mistakes and write the correct word in the box provided. The first one has been done for you. The number in brackets indicates how many mistakes you are looking for in each line.

(1)David attended his friend's birthday party yesterday and bought home many  
(3)colorful balloons. He planed to blow them up and hang them in he's bedroom.

(0)However, when he woke up in the morning, he couldn't find the balloons on the  
(2)dinning table. When he walked into the kitchen, he saw his brother Stephen filing  
(1)the balloons with water. He had allready completed filling three balloons. When  
(1)Stephen sore his younger brother, he told him that he was making 'water bombs'  
(1)with the balloons. David imediately brought some balloons into the bathroom to  
(1)fill them with water to.

(3)When they had finnished filling all the balloons with water, they called there  
(2)cosins and arranged to meat them in the park. The five of them had a fun time  
(1)'throwing water bombs' at won another. They were all wet at the end of the game.

1. brought	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.

## Subject Verb Agreement

1. The **subject** and the **verb** must AGREE with one another in **number** (singular or plural).

If a **subject** is **singular**, its **verb** must also be **singular**.

If a **subject** is **plural**, its **verb** must also be **plural**.

In the present tense, nouns and verbs form plurals in opposite ways:

**Nouns** ADD an **s** to the singular form, **BUT verbs** REMOVE an **s** from the singular form.

Here is an example:

(Singular) The dog chases the cat.                      (Plural) The dogs chase the cat.

Now try these. Underline the noun/subject and apply the rule to the verb.

Circle the correct verb.

- a. The cats (crawl, crawls) across the flower bed carefully.
  - b. The boy (play, plays) football.
  - c. My brother (collect, collects) cards.
  - d. The girls (walk, walks) to their ballet lessons.
  - e. In his spare time, Jon's father (enjoy, enjoys) fishing.
2. Two singular subjects connected with **and** are plural and need a plural verb.  
Here is an example.  
My mother and my father are visiting a friend. Both parents together are plural, not singular, so you need to use a plural verb.  
Now try these. Underline the subject and apply the rule. Circle the verb.
- a. The captain and his soldiers (is, are) responsible for the parade.
  - b. George and Tamara (does not, do not) want to see that movie.
  - c. Ben and I (play, plays) cricket on Saturdays.
3. Now try these on your own. Circle the verb.
- a. The trees (are, is) dying due to the lack of water.
  - b. The people who (come, came) to the wedding were very excited.
  - c. Peter, his mother and his father (is, are) leaving for the Gold Coast on Sunday.

## Letris 4

As the iPads need to be updated from time to time, we find that apps change and do not always match the information given in the program.

Letris has presented us with this problem.

Letris 4 is the current new version.

Letris is one of the most popular word games. You have to build words to keep the screen clear and empty for as long as possible. It is based on a simple idea that will keep you hooked, encouraging you to go on to the next level and beat your own record.

Students are to find the app *Letris 4*.

A box pops up offering "Gift received" – just close this with the 'x' and proceed with the game. There are several options, however, some of them need to be connected to Wi-Fi and hence cannot be used.

Students are to attempt "**Letris Classic**" **level 1** normal.

However, on days when there are many classes operating try the "**Relax Modes – Word Matrix**". Students are to work in pairs trying to create the longest words and hence deleting the 24 tiles in the given time (approx. 50 seconds). The score for the student will pop up. Record score and hand iPad to partner. At the end of the allocated time establish what the highest score was.

**Level 1 screen** will come up – tap play and follow the prompts.

Students are to try and remove 100 letters as quickly and accurately as possible. Once a word is spotted drag or tap the letters to form a word. The word is formed in the red box at the bottom and the box turns green (if the word is correct), tap the green screen and start again. If you are able to keep the letters clear there will be bonus points. The letters appear to fall more quickly towards the top of the screen. Encourage students to try and utilise all 100 letters and then compare scores. "Game Over" screen will appear with their score. Tap "replay" and students are to try and improve their previous score. There is no need to move to next level.

## WRITING PARAGRAPHS

Paragraphs are used to separate main ideas. A new paragraph signals to the reader that a new idea is about to be discussed. The break between paragraphs gives the reader time to take in each idea.

A paragraph usually contains a general idea in one sentence (the topic sentence) and four or five supporting sentences which expand this idea. The topic sentence is usually the first sentence in a paragraph. It tells the reader what the paragraph is about.

***Underline the topic sentence in the following paragraphs.***

The hippopotamus is a large water and land animal. It lives in Africa. Except for the elephant, the hippopotamus is the heaviest of all land animals. A large hippopotamus may weigh as much as three automobiles. We wouldn't want a hippopotamus to stand on our toes.

Young birds don't seem to know what to eat. They will peck at anything. Put a stick near them and they will open their mouths and beg. Their mothers and fathers show them what to eat by picking up food and dropping it in front of them.

Last night, my brother broke his arm and we had to take him to the hospital. I did not complete all my homework. It was really late when we got home. I set my alarm to get up early to do my homework but I was so tired that I slept through it. I hope I do not get into trouble at school!

**Write a topic sentence to begin the following paragraphs.**

1. \_\_\_\_\_  
\_\_\_\_\_

The only hard part of an octopus is the beak. Because it is soft, an octopus can get away from its enemies by squeezing itself through very narrow cracks and under rocks.

2. \_\_\_\_\_  
\_\_\_\_\_

It is used to slow down the fall of anyone who jumps from an aeroplane. Even with a parachute, people fall about five metres every second. When they hit the ground, they are sometimes hurt.

3. \_\_\_\_\_  
\_\_\_\_\_

He is a white dog with a black spot over one eye. George's mother gave him the dog for his birthday. Each day Winky loves to play with George in the garden. One day George hopes to teach Winky to do tricks.



---

---

---

---

---

One day, Jenny and her best friend went camping.

---

---

---

---

---

---

---

---

---

---

---

*Teacher's comments:*