

# The Swot Shop

**Advanced English Program**

**Year 4,5,6**

**Primary A**

**Sample Lesson with Teacher Instructions**

# The Swot Shop

This is a sample lesson from the **Advanced English Program – Primary A suited for Year 4,5,6 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 A

## 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.

### Word Match

Complete on the sheet provided and mark in class. Students may need hints to complete the sheet. These words will form the basis of next week's vocabulary quiz.

### Review

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.

### A Very Hot Day

Read the story to the class. Following an appropriate discussion the students work independently to complete the comprehension questions. Discuss the students' responses and then distribute the sample answers. Read through these, noting the content and emphasising the punctuation, grammar and sentence structure.

### Prepositions after Verbs

Complete this worksheet as a teacher directed activity. Discuss each sentence before instructing the students to record their responses.

### Using the Most Appropriate Word

Read and discuss the sheet. Circulate as the students are completing the written exercises to correct their work and offer suggestions where appropriate.

### Word Rush (time permitting)

- Students are to use their exercise books.
- The teacher is to write the four letter SPIN on the board.
- As soon as the second hand of the class clock reaches 0, 15, 30 or 45, the students are to begin listing as many words starting with these four letters (SPIN). They should be encouraged to use a word in its many forms.
- After 15 seconds, cross out the last letter (N) and the students continue down the page, listing words which begin with those first three letters (SPI).
- After a further 15 seconds, the teacher crosses out the last letter (I) and students continue down the page listing words beginning with the first two letters (SP).
- After a total of 45 seconds, students count their words and the teacher checks those of the winner
- Subsequent rounds can be played using TROU, STRI or CLAS.

### Homework

Explain the *Writing Task* to the students. This is to be completed for homework and handed in next week.

## Vocabulary Quiz

decomposed	juvenile	boost	reputed	ability
snout	tributaries	grisly	mystified	aggressive
gape	clutch	tackle	capillaries	prey

Choose the word from the box above to best complete each sentence below. Write the word in the space provided.

1. Regular exercise can give your energy level a healthy \_\_\_\_\_.
2. The young athlete showed an amazing \_\_\_\_\_ to run long distances without tiring.
3. The crocodile's long, narrow \_\_\_\_\_ helped it breathe while staying mostly underwater.
4. The Amazon River has hundreds of smaller streams flowing into it, called \_\_\_\_\_.
5. The detective arrived at the scene of a \_\_\_\_\_ crime that shocked the quiet town.
6. When the magician revealed the trick, the audience looked completely \_\_\_\_\_.
7. The lion became \_\_\_\_\_ when another animal approached its territory.
8. The snake opened its jaws in a wide \_\_\_\_\_ before swallowing its meal whole.
9. The bird tried to \_\_\_\_\_ the eggs tightly to keep them warm in the nest.
10. The goalkeeper dived to \_\_\_\_\_ the ball before it reached the goal.

## Word Match

Match the words in the box with the definitions below.

mania	manufacture	manacle	mandarin	manoeuvre	manicure	
mandate	manual	manger	manchester	manuscript	manse	mangrove
		mansion	manager	maniac		

1. A shackle or handcuff. \_\_\_\_\_
2. A small sweet orange citrus fruit. \_\_\_\_\_
3. Care for hands and fingernails. \_\_\_\_\_
4. To make or produce goods. \_\_\_\_\_
5. Cotton or linen goods. \_\_\_\_\_
6. A command or order. \_\_\_\_\_
7. A trough from which horses and cattle eat. \_\_\_\_\_
8. A type of tree that grows on tidal mudflats. \_\_\_\_\_
9. A planned movement. \_\_\_\_\_
10. The home of a clergyman. \_\_\_\_\_
11. A hand-written text. \_\_\_\_\_
12. Great excitement and enthusiasm; a form of insanity. \_\_\_\_\_

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

## A Very Hot Day

*You will know what it is like to sit in school on a hot day feeling restless and sticky. In some parts of Australia, for example Derby or Wyndham in Western Australia, the temperature can reach 50 degrees Celsius in the classroom. Here is a story about how the heat upsets both the children and their teacher. As you read 'A Very Hot Day', see if you can understand how Jerry, who is the main character, felt and also how his feelings changed.*

It was one of those very hot days when everything is still.

There was no wind, and the leaves hung still on the trees. People opened their shops late; dogs and cats found cool places and went to sleep. Jerry Silvani didn't want to go to school. He wanted to go down to the creek and fish.

'You must go to school,' said his mother. 'Your father has gone to work, and I've made the beds, and I have to do the rest of my work. You must go to school.'

'It's too hot,' said Jerry; but he picked up his school bag and went. All the other children went too.

It was a very small school, in their very small town. There was a new teacher. Her name was Miss Bray. She had only been teaching for one year. On a day like this, she wished she was at home with her mother and father, in their house near the sea.

In school the children were sleepy, and so was Miss Bray. As the morning went by, they were not only sleepy – there were all cranky, too.

Jerry couldn't get his sums right, and when it was his turn to read out loud he couldn't find the place.

At play time, the children didn't run around and play. They sat under the trees at the end of the playground; but it wasn't much cooler there.

'They should shut the schools on a day like this,' said Jerry.

'Yes,' said David Smithers. 'It's too hot for *anything*.'

'My dad said there would be a storm,' said Penny Hay.

'It doesn't look as if it will ever rain again,' said Heidi Schmidt.

The bell rang, and they went back into school. Miss Bray was so hot that her face was red.

The children's faces were red too, and they were all grumpy.

Miss Bray picked the children to take part in the play. She didn't pick Jerry. That made him crosser than ever – he was always good at acting, and everyone knew it.

The children who had been picked acted the play. Then Miss Bray said, 'We shall sing some songs now. After that, the rest of you can act the story.'

The singing wasn't very good. Everyone was too hot and cranky to sing well. Miss Bray made a face. At other times the children sang well. She liked teaching singing.

'If you could hear that noise!' she said at the end.

'We can hear it,' said Jerry.

'Come out here,' said Miss Bray, sounding more than ever as if she would cry. 'You shall sing all by yourself, Jerry Silvani!'

Jerry didn't want to sing at all by himself. He pulled a face. Miss Bray saw him.

'Oh...!' she said, and then she *did* cry. She put her hands up over her face.

The children looked at her, and then they looked at each other. They had never seen a teacher crying before.

It made Jerry feel as if he wanted to run away and hide. He went over to Miss Bray. 'I'm sorry,' he said. 'I'll sing by myself...I'm sorry, Miss Bray.'

She got up, and said to all the children, 'You can go out to lunch now. Maybe a wind will come up, and then we'll all feel more like work.'

In the afternoon the children still felt sleepy and heavy, but they did their work as well as they could. They all felt sorry about Miss Bray. Her face was no longer red. It was white and she looked like a little girl.

All at once the room was darker. Jerry turned his head and looked at the windows. The sky was no longer blue.

'Miss Bray!' he said. "It's going to storm!"

They all looked through the windows at the dark sky.

There was a loud banging sound – thunder! Then the rain started. First it fell just a little – then it came down as if the sky itself was falling. Miss Bray told Jerry and David to shut the windows.

There was more and more rain, and more thunder. It was so loud that Sarah Hood let out a cry and hid her face in her hands.

'It's all right Sarah,' said Miss Bray. 'It's only a storm.' The sound of the rain was so loud that no one could hear her voice.

A wind had come up and dashed the rain against the school. The children saw leaves flying through the air. Thunder banged again and again, right over their heads. Miss Bray didn't try to teach. Everyone just watched the storm.

At last the thunder wasn't banging right over their heads; it was going away to the hills. It was still raining.

All at once Jerry said, 'It's a lot cooler now, Miss Bray!'

'Yes,' she said. 'We'll all feel more like work now.'

They did. The rain was still falling, but now it was not so loud. Miss Bray asked them if they would like to act their play and they all said, 'Yes!'

Jerry acted this time and it was fun. Miss Bray was very pleased with them. She smiled, and she laughed at the funny bits.

At last it was time to go home. 'You'll have to run through the rain,' Miss Bray told the children. 'Get home as fast as you can and put on some dry things, won't you?'

'Yes, Miss Bray!' they all said.

Jerry ran all the way home. His mother wasn't at all cross when she saw how wet he was. 'I was so pleased when the storm came!' she said.

In the morning, before school, Jerry picked some flowers for Miss Bray.

'You've never taken flowers to your teacher before!' said his mother.

'No,' said Jerry, 'but I want to give her some today, to make up for something.'

Miss Bray was very pleased when she saw the flowers. She thanked Jerry, and they smiled at each other.

By Noreen Shelley, from *Emu Stew*, edited by Patrician Wrightson, Penguin (Kestrel Books), Australia 1976

## Questions

1. Why was Jerry's mum so keen for him to go to school?

---

---

---

---

2. What happens at school that adds to Jerry's anger?

---

---

---

---

---

---

---

---

---

---

---

---

3. Why did Miss Bray start to cry?

---

---

---

---

---

---

---

4. How do you know that the children felt sorry for Miss Bray?

---

---

---

---

---

---

5. How do things change after the storm?

---

---

---

---

---

---

6. Why do you think Miss Bray forgave Jerry for being rude? Should she have punished him for being disobedient? Explain your opinion.

---

---

---

---

---

---

---

---

---

---

---

## ***Prepositions After Verbs***

Fill in the missing prepositions.

1. The headmaster accused the boy \_\_\_\_\_ stealing.
2. I must apologise \_\_\_\_\_ not replying sooner, but I'm afraid I've been rather busy lately.
3. My parents don't approve \_\_\_\_\_ smoking.
4. I look forward \_\_\_\_\_ seeing you again.
5. The piece of paper burst \_\_\_\_\_ flames.
6. My sister is always complaining \_\_\_\_\_ her teacher.
7. Can you think \_\_\_\_\_ a synonym for 'stubborn'?
8. My brother confided \_\_\_\_\_ me the fact that he had smashed the neighbour's window with the cricket ball.
9. It amazes me how some students can cope \_\_\_\_\_ both sport and music lessons after school.
10. There can't be many people in the world who have never heard \_\_\_\_\_ Harry Potter.
11. I object \_\_\_\_\_ the way some people look down on you just because you happen to be a child.
12. The man was arrested and charged \_\_\_\_\_ theft.
13. Although I've tried many times, I've never once succeeded \_\_\_\_\_ giving up computer games for more than a few days.
14. Now then, Agnish, remember that I'm relying \_\_\_\_\_ you to see that there is no trouble at the soccer match on Saturday.
15. I get very annoyed \_\_\_\_\_ people who don't queue at the canteen.

## *Using the Most Appropriate Word*

There are many words that are over-used. Writing is clearer and more informative when exact and vivid words are used.

**‘Walked’** is an over-used word and it rarely is the precise word that is needed. Alternatives include: *hobbled, limped, marched, paced, plodded, prowled, rambled, sauntered, shuffled, sneaked, stamped, strutted, strolled, strode, toddled, tramped.*

**‘Said’** has many alternatives: *answered, bellowed, exclaimed, cried, explained, muttered, pleaded, replied, shouted, whispered.*

*Rewrite these sentences substituting a better word for ‘walk’ or ‘walked’ and adding appropriate adjectives or adverbs to make your description more vivid.*

1. I saw the thief walk around the corner.

---

2. The policeman walked into the office.

---

3. The beggar walked across the road.

---

4. The old man walked up the stairs.

---

5. The soldiers walked along the road.

---

*Rewrite these sentences substituting a better word for 'said'.*

1. 'No I cannot go,' I said.

---

2. 'Get out!' she said.

---

3. 'I've caught you!' he said.

---

4. She said, 'Please may I go?'

---

5. 'Let us hide here,' Stephen said.

---



