

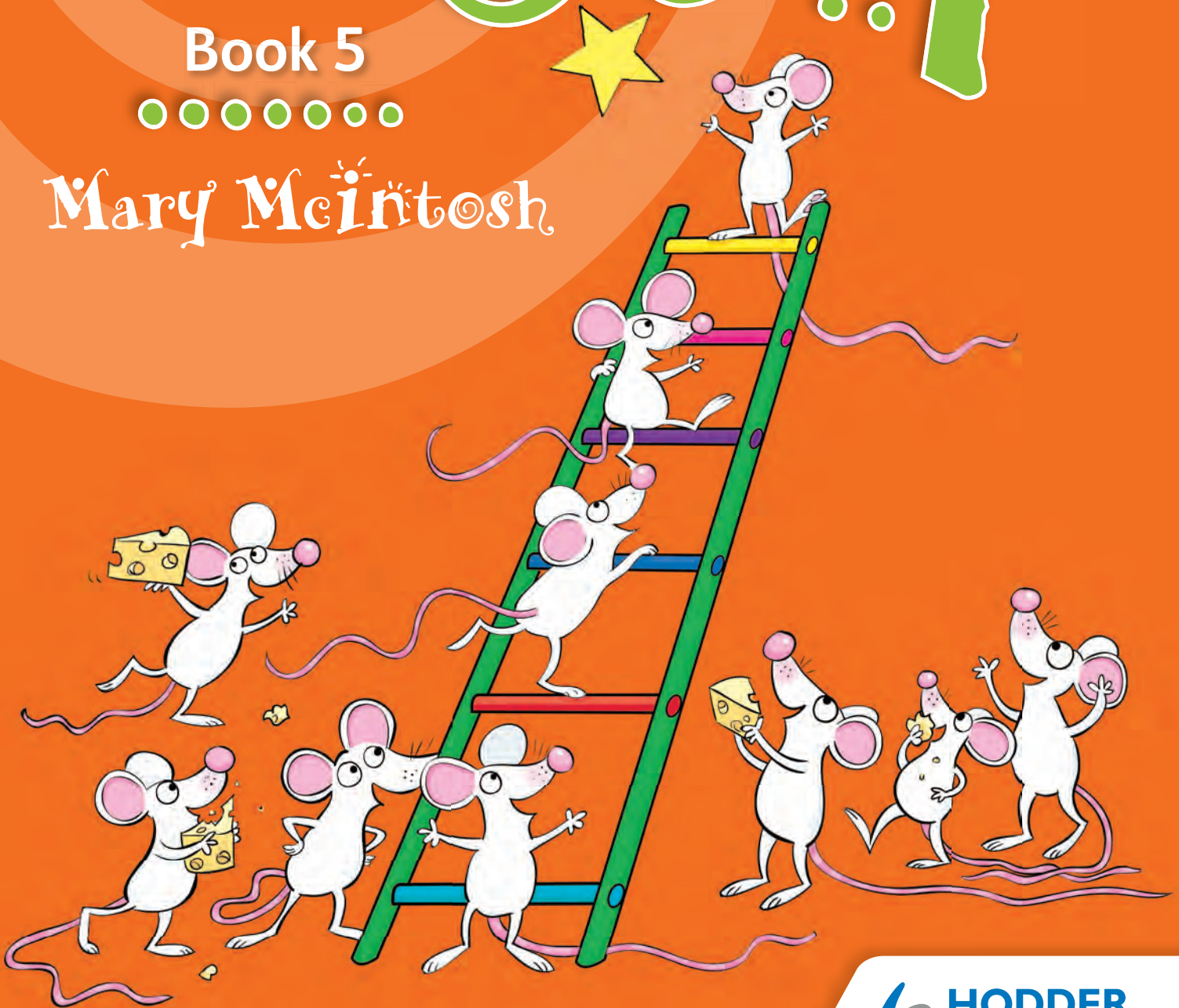
Step by Step

Sample
Chapter

Book 5



Mary McIntosh



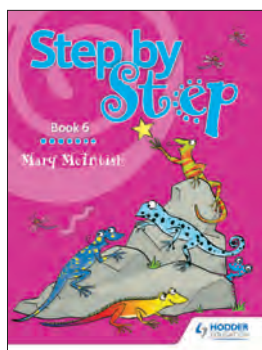
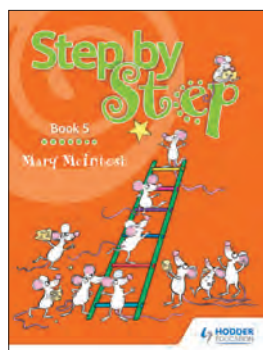
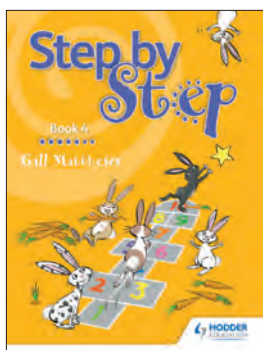
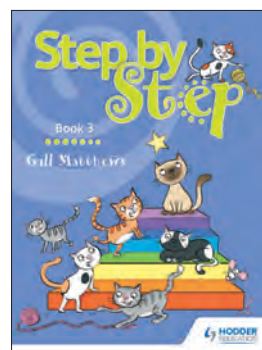
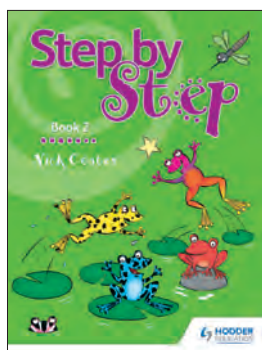
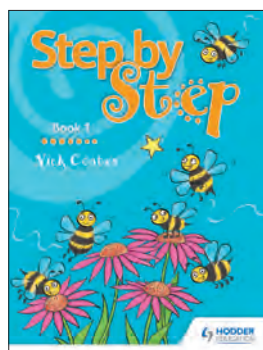
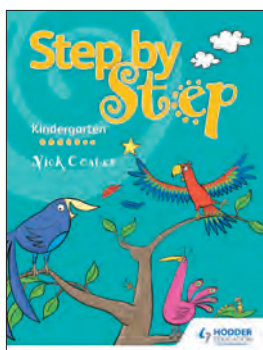
Step by Step

All you need to encourage a love and enthusiasm for reading and writing from a young age.

Benefit from the experience of key educators across the Caribbean regions who have carefully designed this resource to give your students exactly the right introduction to the Language Arts curriculum.

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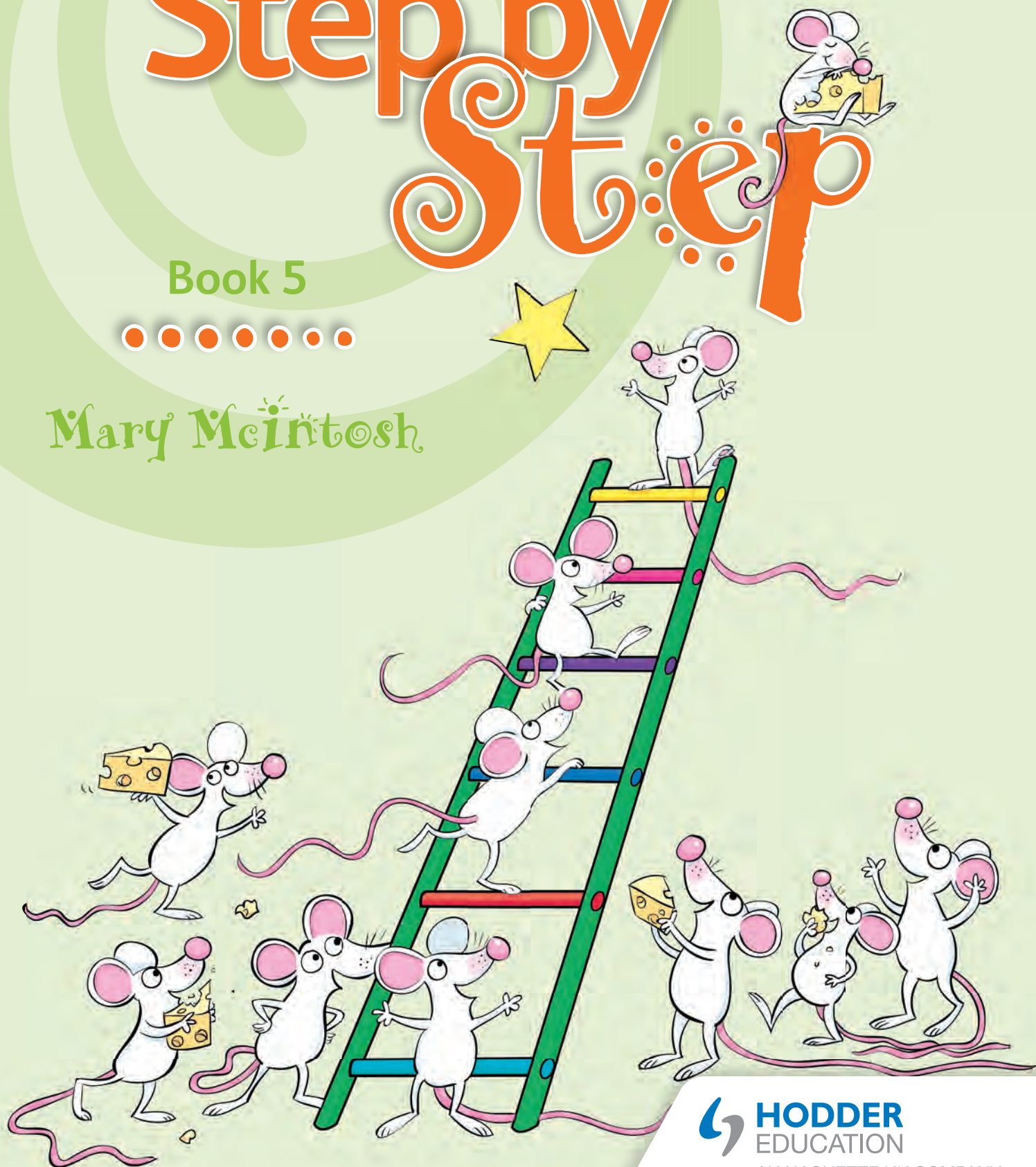
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Step by Step

Book 5



Mary McIntosh



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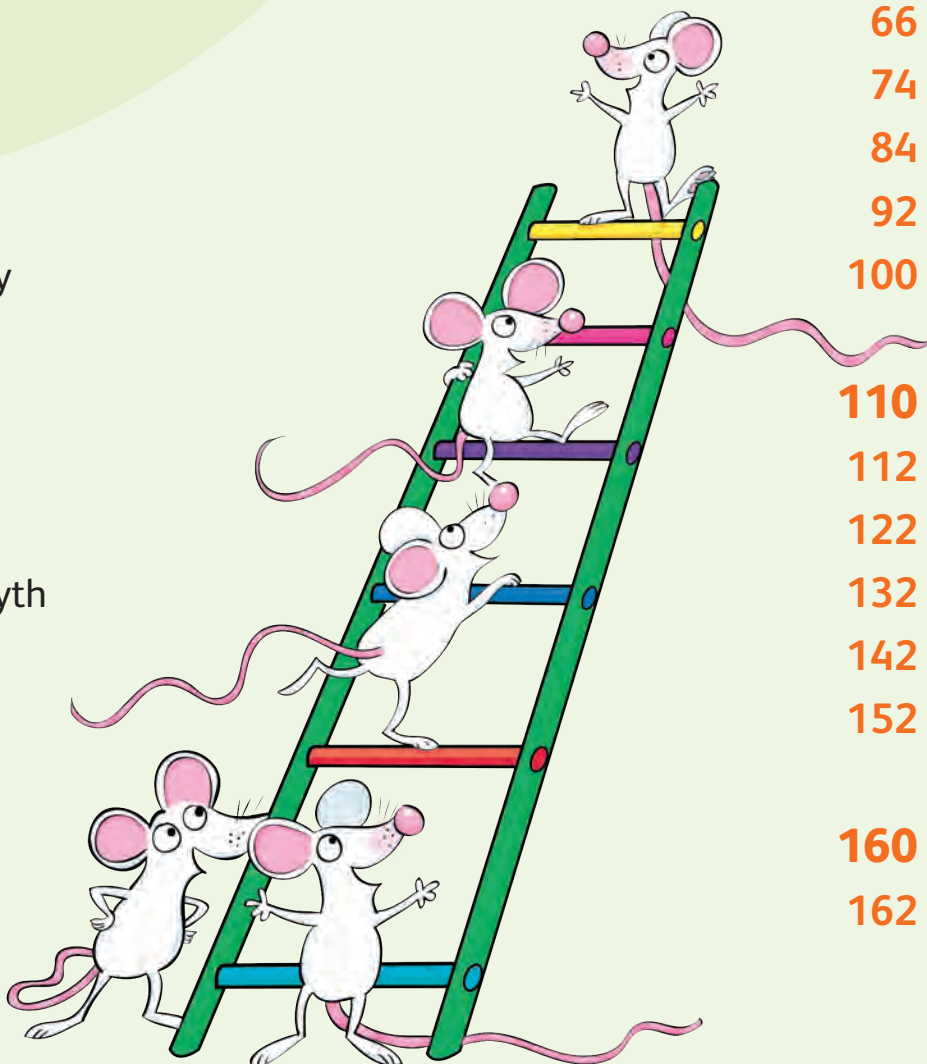
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Scope and sequence



Unit	Topic	 Let's look at ... (visual literacy)	 Listening and speaking	 Reading and comprehension
1	Diaries and journals	My diary	Role-play: taking turns in conversation	A journal: My holidays
2	Descriptions	A web page about Belize: layout and headings	Role-play: where would you like to visit?	A poem: <i>The Fringe of the Sea</i> , by A.L. Hendriks
3	Instructions	Pancake recipes: method and layout	Role-play: giving instructions Consonants at the beginning and end of words	A story: <i>Tanti Tamara, the picnic and the cricket match at Queen's Park</i>
4	Volcanoes	A map of Montserrat: key and symbols	Role-play: giving directions Saying dates	A historical report: A volcano in Italy
5	Poetry	An event programme: Poetry Challenge	Pronunciation: word stress – strong and weak syllables Rhythm Rhyme	A dramatic poem: <i>Charley and Miss Morley's Goat</i> , followed by class dramatisation
6	End-of-term celebration	A formal letter of invitation to parents	Role-play discussion: listening and taking turns	Magazine report: <i>Nine mornings in St Vincent and the Grenadines</i>
Assessment 1				
7	Celebrating effort and achievement	Critical reading: a web page, with advertisements	Role-play: making a speech, with proverbs	A newspaper article: the autobiography of Kwailan La Borde
8	Expressing opinions	Critical reading: a television schedule, with advertisements	Role-play discussion: expressing opinions	A book review: <i>Kung Fu Trip</i> by Benjamin Zephaniah

 Working with words	 Grammar	 Study skills: units 1–12; Exam skills: units 13–17	 Writing
Sports words	Simple past tense consolidation, including irregular verbs and questions	Organisation of this book: covers, table of contents, headings, appendices	A journal of the summer holidays
Word-attack skills: context compound words roots and suffixes	Subject–verb agreement consolidation Comparison of adjectives consolidation	Dictionary work: alphabetical order	Descriptions: My home A bicycle
Abbreviations Food words from different Caribbean countries	Negative commands Inverted commas for direct speech	New paragraph for a new speaker in a narrative story	Writing instructions to make a volcano
Word-attack skills: context Professions	Simple past passive Sequencing connectives	Dictionary work: derivatives and suffixes origins of words	Giving directions A short report about a local event
Figures of speech: metaphor, personification, onomatopoeia, simile, alliteration Rhyming words homophones	Creole and Standard English: comparing two poems	Dictionary work: pronunciation	Poetry challenge: Write a poem entitled ‘All we love’ Create a programme for a Poetry Challenge event
Wh- question words and adverbial phrases	Contractions in spoken English Creole and Standard English: the verb ‘to be’ Expressing plans with ‘going to’	How to make notes How to create a draft	Formal letter of invitation: layout and content
Synonyms Proper adjectives Proverbs	Adverbial phrases after a verb	Dictionary work: using adjectives and adverbs	A report about the holidays
Critical reading: correct the interpreter’s English Different sorts of nouns and adjectives Hyperbole	Connecting sentences 1: contrast, time connectives, place connectives	Dictionary work: definitions	A review: my favourite music, computer game, book ...

Scope and sequence

9	Facts and fun	A personal email, with attachment	Role-play: What sort of mask will you make together?	Expository report: Hummingbirds
10	Food, glorious food!	A food values chart	Role-play: what would you like to eat?	An informal letter: from New Orleans, USA
11	Music and song	Music for 'Happy birthday to you'	Drama: <i>The Calypso King</i>	Biography: Lord Kitchener
12	Caribbean creativity	A publicity poster	Role-play: telephone skills	Story: <i>The Blue Room</i>
Assessment 2				
13	Adventures	A map from Florida, USA: identifying routes and locations	Talking about experiences: present perfect tense	Story: <i>A journey to Walt Disney World, Florida, USA</i>
14	Sports for fun	Athletics table: interpreting results	Drama: a school visit from Joseph Mensah and his bike	Expository report: bicycles
15	Health – fact and myth	Health posters: interpreting their message	Role-play: doctor and patient	A myth from West Africa: <i>The Orphan Girl</i>
16	Best people	A time-line: a visit to England	Listening and note-taking	A formal letter: to the editor of a newspaper
17	Our class year-book	A class year-book	Role-play: planning the class yearbook	Reflections: achievements of the school year
Assessment 3				

Computer words Science words	Connecting sentences 2: 'in fact', 'however', 'every day', 'truly' Present participle after verbs and prepositions	Introduction to working with a thesaurus: finding synonyms	Instructions for making a Carnival mask A letter to a family member
ABC game with foods: 'I went to market and I bought ackee, breadfruit ...' Food categories: grains, fruits ...	Simple present passive 'Some' vs 'any' in positive/negative statements, and in questions	Dictionary work: discover meaning of new food words share definitions	Informal letters: beginnings and endings A letter to a friend or to a family member
Suffixes to create new words	Relative clauses beginning with 'who', 'which', 'whose' and 'where'	Identifying proper nouns to help discover theme of a text	Write lyrics for your favourite music
Word-attack skills: pictures and context Idioms Proverbs	Past continuous tense	Dictionary work: compound words origins of words	Formal letter of acceptance Finish <i>The Blue Room</i> story
A family tree Families of words Homophones	Connectives (joining words): 'not only ... but also' Verbs of thinking, feeling, hoping, knowing, followed by 'that' clause	Silent consonants: gh Punctuation: more practice with inverted commas for direct speech	Write an adventure story
Sports words: athletics and bicycles	Showing contrast with 'although' Relative pronouns: 'that' and 'whom'	More silent consonants: k (in know, knee ...), and w or h in relative pronouns	Expository writing about kites: research structure draft final version
Words for sicknesses and disease	Past perfect tense: form and use Modal verbs: 'must' and 'should'	Antonyms – <i>When Anancy says</i> poem	A traditional story: <i>The boy who cried Wolf!</i>
Formal letters: topic sentence, letter structure, formal language Addressing an envelope	Reported speech: change present to past	Spelling rule: i before e	A letter to the editor of a local newspaper
Word play: rhymes and tongue-twisters Using nouns with other nouns (e.g. mango tree)	Reported speech: change 'will' to 'would'	Spelling and punctuation	Creating the class year-book: a story, poem, review, letter, journal or report

12 Caribbean creativity



 **Let's look at ...**

A publicity poster

Read the poster, and then answer the questions that follow.

Caribbean Creative Arts • Crystal Bay, Princetown
Telephone 584 8930 • Website www.caribbeancreativearts.com

Talent Show and Craft Exhibition

All schools are invited to take part in
our Talent Show and Craft Exhibition
Friday and Saturday, 9 a.m.–4 p.m.
21st–22nd March
St. John's Church Hall, Princetown

**Please submit entries in
the following categories:**

- ✱ Best soca or calypso performer
- ✱ Best dance troupe
- ✱ Best poetry recitation
- ✱ Best short story
- ✱ Best costume design
- ✱ Best Easter bonnet

**The President of the Caribbean Creative
Arts Association will present gold, silver
and bronze trophies to the winners in each
category. Please come dressed smartly.**

Questions

- 1 Where will the poster probably be displayed – in churches, schools or medical centres?
- 2 How many prizes will be awarded in each category?
- 3 What opportunities will be open to the prize-winners?
- 4 What are YOUR talents?
- 5 Which category would YOU like to take part in?

Listening and speaking

Telephone skills role play

When we speak on the telephone, we have special ways of beginning and ending the conversation. Your teacher will choose some of you to be students who want to ask questions. The others will be the organiser, Mrs. Carlyle.

- If you are one of the students, you must show respect to the organiser. You must speak clearly and formally. Your choice of words and questions is shown in yellow in the table below.
- If you are the organiser, you are a very important person. You must speak clearly and formally. Your possible answers are shown in blue below.
- Use the questions and answers in a good order. Your telephone conversation must make sense! Start with Mrs. Carlyle.

The show organiser, Mrs. Carlyle



- Good afternoon. Mrs. Carlyle here.
- Oh, yes. How can I help you?
- Oh, yes. Please ask away.
- Well, we have decided each performance should last no longer than 3 minutes.
- It must be no more than 300 words.
- Well, you must be dressed smartly, but it doesn't matter which uniform you wear.
- Thank you, goodbye.

Students



- Good afternoon. My name is ... I'm phoning about the Talent Show and Craft Exhibition.
- Well, I'd like to ask some questions about the show and exhibition.
- How long should each performance last?
- OK. And how many words should be in the short story?
- Thank you. And should we wear school uniform – or can we wear guides' or scouts' uniform?
- Thank you. That's very helpful.
- Thank you. I think that's everything. Goodbye.

Reading and comprehension

Read the story, then think about the questions that follow.

The Blue Room: part 1

It was a beautiful day. There was a gentle breeze, and the sun was shining high in the sky. Sonya and Jason watched their Dad hauling his boat up the beach. It was full of fish to sell at the market.

As they were helping him unload the boat, some surfers passed by confidently carrying their surfboards under their arms. Jason and Sonya watched in awe and wonder.

‘Heya!’ said one of the surfers. ‘Do you want to come with us?’

Jason’s jaw dropped. He was stunned into silence.

‘Come on,’ said the young man. ‘Ask your Dad if you can have a go.’

Jason’s eyes lit up.

‘Go, on, son,’ his Dad said. ‘Rick’s in the church choir. Nothing ventured, nothing gained. Sonya will help me. Just make sure you come back before sunset.’



Dad was hauling his boat up the beach.

‘Have you ever been surfing before?’ asked Rick.

‘No,’ replied Jason, still not quite believing what was happening.

‘Well, follow me.’ For the first time, Jason realised that Rick was carrying two surfboards. They walked down the beach, where huge waves were crashing onto the sand.

‘Just relax. Keep your eye on the crest of the wave, and then glide over it,’ explained Rick. ‘It’s all about balance.’

Very soon, Jason was surfing just like Rick. He felt like he was dancing over the waves. He completely lost track of time and place.

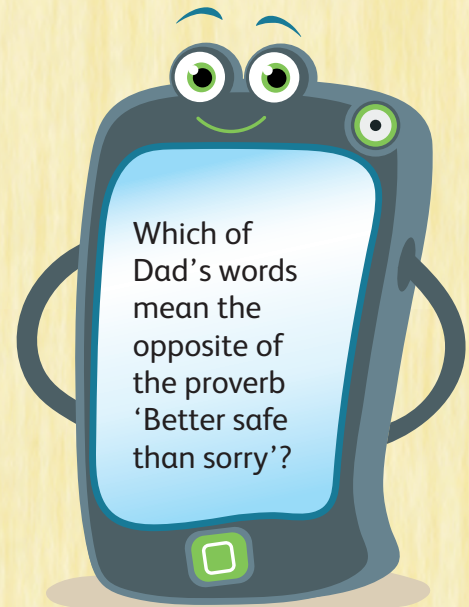
‘Can I show you something special?’ said Rick. That wasn’t in fact a question, more an invitation.

Rick told Jason to watch the biggest waves. ‘When a wave is really, really big, we can sometimes get inside it, so we are enclosed in the swish of the wave,’ he explained.

‘You are surrounded by water, but you are actually still breathing air. We call it “the blue room”.’

Just then, a gigantic wave approached, and Jason watched as Rick gracefully glided into the heart of the wave. He was so awe-struck he almost forgot to breathe.

‘Now, in the blue room,’ explained Rick, ‘All sorts of things can happen ...’



‘Sometimes, we are enclosed in the swish of the wave.’

Quick questions

- 1 What sort of text is this? Is it fact or fiction?
- 2 Where does the story take place?
- 3 What sort of work does Dad do?
- 4 Do you think the story ends here?

Deeper questions

- 1 What was Jason's first impression of the surfers?
- 2 Jason felt very excited when Rick spoke to him. Which three short sentences tell us how he felt?
- 3 Do you think Jason went home for dinner?
- 4 What is the blue room?

Special questions for you

- 1 What do you like doing on the beach?
- 2 Have you ever seen people surfing – near your home, or on television?



Working with words

Using pictures and context to guess new words

If the unfamiliar words are important, you can use pictures and context to help you with their meaning.

Pictures

How can the main picture help you to understand the meaning of these words? The hints on the next page will help you.



Words	Hint – look at ...
hauling	the long lines on the sand, near the boat
surfers	the young men on the water
breeze	the palm trees moving in the wind
glide	the way the young men are moving smoothly over the water

Context

Other words in the sentence may help you with the meaning of some words.

Words	Context clues
Hauling – up the beach	Hauling up the beach – so maybe pulling?
Stunned – into silence	Silence – so maybe a shock?
Glide – over a wave/into the heart of the wave	Over/into the waves – so moving in water?
Swish of the wave	Of the wave – so maybe moving in water?

- 1 Read the story again, and make a list of the words you do not know. Work in pairs to find the meaning of unfamiliar words.

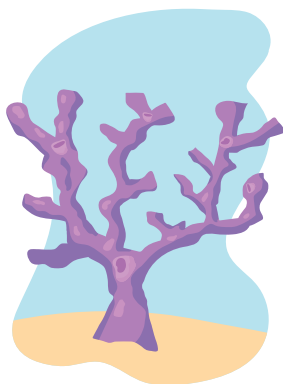
Idioms

An idiom is a phrase that means something different from the words in it. For example:

Keep your eye on the crest of the wave.

‘Keep your eye on’ means ‘watch very carefully’.

- 1 Find out what these idioms in the story mean. Use your dictionary, or ask your teacher for help.
 - a Ask your Dad if you can **have a go**.
 - b Jason’s **jaw dropped**.
 - c He completely **lost track of** time.



Proverbs

Dad uses a proverb, 'Nothing ventured, nothing gained.' 'To venture' means 'to try something new'.

Proverbs are usually very short. In fact, 'Nothing ventured, nothing gained' means: 'If you don't try (something new), you will gain nothing.' In other words, it's good to try new things, in order to learn and make progress.

- 3 Match these proverbs with their meanings. Draw two columns in your book. Write the heading 'Proverb' at the top of the left-hand column and 'Meaning' at top of the right-hand column. Copy the proverbs with their correct meaning into your book.

	Proverb	Meaning
a	Once bitten, twice shy.	If you are far away from the people you love, you love them more.
b	Out of sight, out of mind.	If you have something already, it is better than possibly having more in the future.
c	An apple a day keeps the doctor away.	If you've tried something once and failed, you may not want to try again.
d	A bird in the hand is worth two in the bush.	If you study hard, you will make a lot of money.
e	Learn to read and write, so you can dive for diamonds.	If you eat an apple every day, you will be healthy.
f	Absence makes the heart grow fonder.	If your friends are not with you, you do not think of them.

- 4 One pair of proverbs above give opposite advice! Which are they?



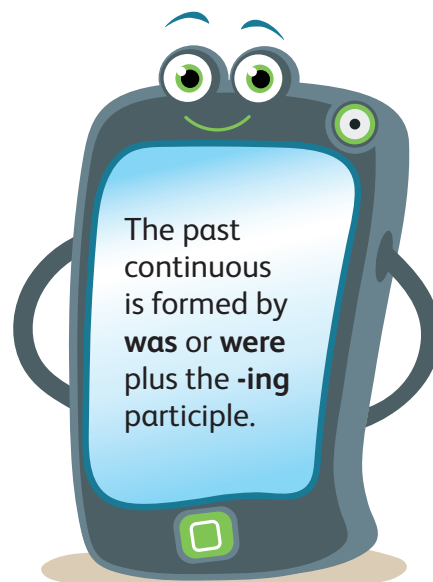


Grammar

The past continuous tense

'The Blue Room' is told in the **past** tense. It includes some examples of the **past continuous** tense. For example:

- The sun **was shining** high in the sky.
 - As they **were helping** him unload the boat, ...
- 1 Find five more examples of the past continuous tense in the story.
 - 2 In these sentences, use the past continuous of the verb in brackets.
 - a Jason (**feel**) very worried about Rick.
 - b However, when Rick came out of the heart of the wave, he (**smile**).
 - c 'That was amazing, Jason,' he said. 'And lots of beautiful fish (**swim**) in the sea.'
 - d 'Do you want a go? Look!' Jason saw that a big wave (**come**)!
 - e He held his breath. He (**feel**) very confident, and just glided into the wave.



Study skills

Other resources in your dictionary

Your dictionary is more than a list of words! It gives you information about meaning, parts of speech (nouns, verbs, and so on), pronunciation and idioms. It can also help you in other ways.

Examples of words in context

Your dictionary also gives you information about how words are used in context. For example:

creative, *adjective*: 1 showing fresh new ideas and thinking. *She makes creative use of language.*

Compound words

Compound words have two parts. For example:

- hairbrush → hair + brush
- sunset → sun + set

Origin of words

Sometimes it is helpful to know the origin of a word.

troupe, *noun*: a group of performers. [*from French = troop*]

- 4 Find a dictionary at home or in school. Now find examples of the following:
 - a How words are used – try looking under the headwords ‘run’, ‘get’, ‘take’, ‘understand’.
 - b Compound words, with two (or more) parts – try looking under ‘sun’ and ‘sea’.
 - c Origin of words – try looking under ‘gigantic’ and ‘exhibit’.
 - d Idioms – try looking under ‘sea’ and ‘heart’.

Writing

Formal letter of acceptance

You are going to write to the President of the Caribbean Creative Arts Association. This must be a formal letter, with the correct layout.

- 1 Use the draft letter on page 102 as an example.
Change it so that it becomes your own letter. Add the list of categories which you will participate in.

Finish the ‘Blue Room’ story

- 2 In pairs or small groups, continue the story. Write notes together. Here are some ideas to help you.
 - a In the blue room, there were lots of fishes, and a beautiful mermaid. You talked to the mermaid. What did she say?
 - b In the blue room, you discovered that there were chests of gold treasure. What happened next? How did you get the treasure back to dry land?
 - c You arrived home very late and your Mum was very angry.



- 3 Tell the story from the point of view of Sonya. Work in pairs or small groups. Here are some ideas to help you.
- a She did not have Jason's adventure! She helped their Dad, but she felt sad and jealous.
 - b Maybe she had a different adventure. What happened?

St. John's School

Coral Cove,
Pleasantville
Telephone 548 29940

31st March, 2014

The President,
Caribbean Creative Arts Association,
Crystal Bay,
Princetown

Dear Madam,

Talent Show and Craft Exhibition

Thank you for the invitation to take part in the above event.

We are writing to accept your kind invitation. Our school would like to participate in the following categories:

- ...
- ...
- ...

We shall be grateful to receive further details of the programme in due course.

Yours faithfully,

Michael Seymour

Michael Seymour

Step by Step

Book 5



All you need to encourage a love and enthusiasm for reading and writing from a young age.

Benefit from the experience of key educators across the Caribbean regions who have carefully designed this resource to give your students exactly the right introduction to the Language Arts curriculum.

- Ensure a steady transition from Creole to Standard English with an introductory section on language acquisition in the Teacher Guides called Language Strategy.
- Cover technicality of grammar, vocabulary and syntax using picture cues and writing as well as reading and reading comprehension.
- Offer exposure to many different forms of text with a variety of different text types and genres.
- Connect reading and writing with templates, to make sure that students don't fall behind and progress evenly with both.

Support for this student book is available from an accompanying Teacher's Guide



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