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Follow-up notes

Marking menu	
Accuracy	Content
• grammar: verb forms and tense	• detail
• vocabulary	• believable

Follow-up writing task Students imagine themselves as reporters. They write a description of what is going on and about to happen in their school playground.

Vocabulary extension Students add animal words to the wordlist.

UNIT 16 What a Strange Night!

Writing:	function: narrating a story
	text type: composition
	text-building: <i>and, with</i>
	review: handwriting; spelling; grammar; punctuation
Grammar:	past simple: <i>was / were</i>
Vocabulary:	descriptive adjectives; classifying

Overview

Students write the story shown in the pictures on page 40. The **Review Your Writing** focus is on checking handwriting, spelling, grammar, and punctuation.

Setting the scene

Books closed You could begin this unit by discussing the title *What a Strange Night!* and asking students to do some free writing with that title. This is an optional activity. If this is the first time you have used the free-writing activity, refer to the note in Unit 5, page 16.

Write the title on the board. Tell students that you will give them three minutes only to write some sentences about a strange night. As the content for the free-writing activity for this unit does not come from the student's own personal experience, you might find some students have difficulty in getting their ideas together. If necessary, you could help by suggesting that they think about a film, cartoon or book they might have seen or read. If students are still having difficulty thinking of ideas, you could stop the timing and get the class to brainstorm, noting some ideas on the board to give students a starting point. Continue timing from after the brainstorming session. The aim of the activity would be that everybody has something written down at the end of the three minutes.

Picture Students describe what is happening in the pictures.

Prompts

- a What time was it?
- b Was the boy asleep? Why not?
- c Where did he go?
- d What was in the fridge?

Words

- 1 Students write words in the table. Encourage them to add any other words that they know. Complete a table on the blackboard as a class.

2

Key	
These are possible answers:	
a flowers	b frog
c cat	d boy
e umbrella	f monkey
g horse	h house

Sentences

3

Key	
There are various possibilities.	
a	<i>There was a long snake with legs.</i>
b	There was a small house with a mouth and purple eyes.
c	There was a fat cat with a red hat and purple trainers.
d	There was a fish with a yellow and white umbrella and a blue coat.

Writing

- 4 Students write the story in the first person. Note that the narrative part of the story (the beginning and end) is given. The part that they write is a description in the past, so they need to use *was / were*.

Mixed ability Early finishers check that they have used all the phrases in Activity 2. They then illustrate their work.

- 5 The **Review Your Writing** section asks students to match texts with comments. Each text has a particular problem with either grammar, spelling, punctuation, or handwriting.

Key

a	text 3	b	text 1	c	text 4	d	text 2
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Finished! There are six purple things: blanket, grapes, eyes (of the house), snake, trainers, flowers.

Follow-up notes

Marking menu	
Accuracy	Content
• spelling	• interest
• grammar	• detail
• handwriting	
• punctuation	
• vocabulary	

Follow-up writing task Students write another story where they go through a door and find a place full of strange animals and things.

Vocabulary recycling Students fill the gaps in the wordlist for Unit 16. They could look at the wordlist for earlier units to help them.

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