Includes Audio CD

Teacher's Guide

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CD track list

1. ‘Crossing the River’ from *Crossing the River* by Sergei Askanoff
2. ‘The Bridge Builder’ by Will Allen Dromgoole
3. ‘Touching’ by Nissim Ezekiel
4. ‘The Elephant Who Spoke to Me’ from *Elephant Bill* by J.H. Williams
5. ‘Soaring food costs force children out of school to work in Africa’s parched fields’ By Nick Meo
6. ‘Boggle Mill’ from *Shadowmancer* by G.P. Taylor
7. ‘A Visit to the Bonesetter’ from *The Blindfold Horse* by Shusha Guppy
8. ‘Arriving in London’ from *In Search of Fatima: A Palestinian Story* by Ghada Karmi
9. ‘Windrush Child’ by John Agard
10. ‘Mister Salgado’ from *Reef* by Romesh Gunesekera
11. ‘The Drop of Honey’ a fable from Burma
12. ‘The Paper Cranes of Peace’ an article from Japan
13. ‘The Night of the Great Peacock Moth’ from *The Marvellous World of Insects* by Jean Henri Fabre
14. ‘The Millere’ From *The Canterbury Tales* by Geoffrey Chaucer
15. ‘Africa and the Cheetah’ from *Eye of the Wolf* by Daniel Pennac
16. ‘Our Trip to the Sea’ from *Vedi* by Ved Mehta
17. ‘The Joy of Fishes’ by Chuang Tzu, translated by Thomas Merton
Health

Before beginning the unit
Read the opening statement with the students and ask them for their thoughts. Ask if they think everybody has a good standard of living and if not then why. This may lead into a class discussion on the subject.

How can we all get the medical care we need?
The first paragraph has a number of challenging words which will need some discussion. The word pool will help with this, but students will also need to practise the words frequently. It may be helpful to display the key words around the classroom in both English, and the students’ mother tongues.

After reading the text, ask the students if the water they drink is clean. Establish how much the students drink each day, and if they think they drink enough. Explain that if they do not drink enough they will become dehydrated. The process of replacing the missing liquids in their bodies is called rehydration.

Writing instructions
Look at the picture on page 61 together. Give the students time to read the text in pairs before reading the rehydration remedy and answering the questions.

What are our Human Rights?
Ask the students if they can see themselves in the picture. If not, maybe they could make their own illustrations in a similar style. Establish whether they can identify the different cultures and different life styles shown in the picture. Talk about the picture before doing the activity on page 64.

Describing a scene
Ask the students to write a detailed description of the scene on page 64. After writing their description, give the students’ time to read each others’ writing. If the description is written in pairs or small groups, give the students additional time to talk to each other and pool their ideas.

How can a bicycle help?
Before reading the text, ask the students to look closely at the pictures and discuss them with a partner. Ask them if they know where Malawi is and find it on an atlas. Establish if the students know anything about Malawi. They could also look back to the World Hunger map in Unit 3 to see if hunger is a problem there too.

Ask the students why they think a bicycle ambulance is a good idea in London. Read the text together and discuss
it. Ask if there is anything in the text that surprises them and if they know any midwives. If so, gather information on the type of transport they usually use.

**Pedal Power**
Before reading the text, ask the students to brainstorm about the advantages and disadvantages of using bicycles as a method of transportation. This can be done in pairs or in groups. After they have had enough time, collect their ideas on the board. Read the first part of the text, and then talk about how people use bicycles locally. Ask the students if any of them use a bicycle to come to school, and their reasons for why and why not.

**Writing a letter**
Read the task together with the students. Discuss and add the health benefits of using a bicycle to the list already collected. Explain to the students how to write a letter. There is a letter writing rubric on page 40. The students can then write their own letter and check they have all the key features using the rubric.

**How to fix broken bones**
**Reading text: The Blindfold Horse**
Before reading the text, find Iran and the capital, Teheran, in an atlas. Talk about the size of Iran and check again on the map in Unit 3 to see if there is a lack of food. Activate and share previous knowledge the students may have about Iran in a class discussion.

Either read the text to the class or listen to the CD. First let the students listen without following in their books. Ask them about the story, or let them discuss it in groups to check their level of comprehension. Read the story again as the students follow in their books. This will give the students a chance to ask about any words or phrases which they do not understand. After the second reading, ask the students to choose one part of the story they liked, and describe in their own words what is happening. This can be done as a written piece, or as a drawing. Talk to the students about their choices. Let them share their work with other students and explain what they have done and why. Complete the Comprehension and Looking closely exercises.

**Toolkit**
Discuss Shusha Guppy’s use of adjectives in the text. Examples are given in the Toolkit on page 69, such as the poor, the rich and the blind. Ask the students to think about how an adjective is used to define groups of people, and pool their ideas together for discussion.

**Reading text: The Village by the Sea**
This story is set in India. Before reading the text, talk to the students about India and find it on an atlas. Ask the students to share any previous knowledge they may have with the class. Again, this story could be used as a listening exercise during the first reading. The text could also be read by the students together. Discuss any words or phrases the students do not understand. Ask them to talk about the differences and similarities in the way the mother was treated by the medicine man in small groups. Also ask how the students think they might be treated by an expert if they were ill in bed.

**Writing a letter**
Ask the students to imagine that they are Lila, writing a letter to their aunt about the medicine man’s visit. Point out that the letter is informal and the layout should reflect this. The writers address should be at the top of the page, either left or right, with the date it is written directly below. The salutation or greeting is Dear…, and the body of the letter should be organized into paragraphs, each of which has one main focus. The ending or sign-off depends on the writer’s relationship with the recipient. In this case it would be personal, so students can use an ending such as with lots of love.

**Activity**
Work with the students using literary terms to discuss fiction. Begin by thinking about the plot, characters, setting, time and place. Compare the two extracts using these terms, such as similarities between characters.

After completing both stories, the students could choose one of them to make a strip cartoon. They could include dialogue in the comic strip to demonstrate their understanding. This work could be done in groups, where the students separate the story into sections and each student illustrates one section. Students who do