

Objectives:

1. To develop reading skills using cloze in a poetry format.
2. To encourage the search for meaning using context clues, nouns, verbs, and adjectives.

Teaching Points:

1. Discuss the poem's rhyming patterns which vary in some stanzas but remain constant in lines two and four.
2. Stress only one word is to be used in each space.
3. Conduct a brief discussion to define nouns, adjectives and verbs which are omitted from the poem.
4. Encourage the students to check the correctness of their entries by reading through each verse confirming, where necessary, that they fit in with the poem's rhyming pattern.

Evaluation:

1. How well did the students use the context, clues and rhyming patterns in the poem?
2. How well did the students participate in the class discussions?
3. Did the class enjoy the poem and understand the ideas expressed in it? For example, the meaning of "make memories of each darkened hour."

Answers:

- | | |
|-------------|-----------------|
| 1. moon | 9. warming |
| 2. dead | 10. shafts |
| 3. lamp | 11. bough |
| 4. light | 12. Birds |
| 5. golden | 13. notes |
| 6. fingers | 14. herald |
| 7. darkened | 15. spectacular |
| 8. earth | |

Use the list of words below to complete the spaces in the poem.
Remember to consider the rhyming words at the end of lines as this may help.

No _____₁, no stars
at _____₂ of night,
our earthly _____₃,
sheds no friendly _____₄.

On a _____₅ horizon
dawn's _____₆ explore
and make memories of
each _____₇ hour.

The cool dark _____₈
is _____₉ now,
and _____₁₀ of light
caress each _____₁₁.

_____₁₂ burst into song,
their _____₁₃ high and low,
they _____₁₄ the day
a _____₁₅ show!

lamp	golden	moon	earth	Birds
bough	warming	herald	shafts	spectacular
dead	darkened	light	fingers	notes

Read the poem when completed to make sure it makes sense. Use your dictionary to define new words.

Objectives:

1. To develop reading skills using a cloze story with context clues.
2. To reinforce the students' knowledge of adverbs, especially adverbs of time.
3. To encourage the search for meaning by omitting adverbs.

Teaching Points:

1. Conduct a class discussion on adverbs - how they modify or add meaning to verbs.
2. Adverbs of time answer the question "when?"
For example, John went later. Went when? Later. Ask for more examples from the students.
3. Discuss the situation of hospital visits to sick friends or relatives.
4. Remind students to read whole sentences when checking the correctness of their answers.
5. Stress that only one word is to be used in each space.

Evaluation:

1. How well did the students use the context clues?
2. Are the students more knowledgeable about adverbs and able to identify adverbs of time?
3. Did the students take an active part in class discussions?

Answers:

- | | |
|-------------|----------------|
| 1. daily | 9. then |
| 2. often | 10. hourly |
| 3. later | 11. never |
| 4. only | 12. before |
| 5. seldom | 13. afterwards |
| 6. recently | 14. always |
| 7. now | 15. sometimes |
| 8. soon | |

Adverbs of time tell us when something is done

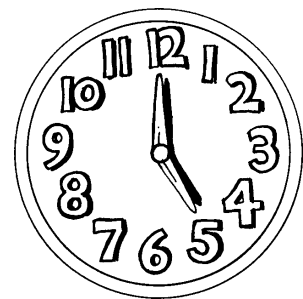
He played **now**, he came **recently**.

When did he play? *Now*

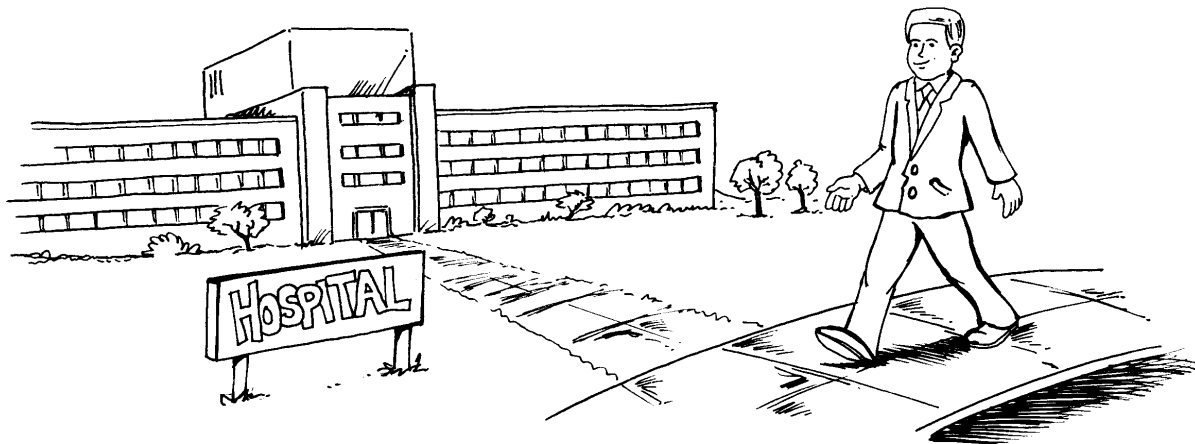
When did he come? *Recently*

Use the list of adverbs of time given below to complete the story.

Use a pencil in case you need to change answers.



David traveled to work in the city _____ and because of this he _____
 heard free concerts in the city center. _____, however, he was told to go in
 _____ on Tuesdays and _____ were concerts performed on that day.
 He had said, only _____, that he would leave the firm if things changed, but
 _____ he had a family which would _____ increase with the birth of
 his latest child. David left the office at 5 p.m. and _____ he made sure he visited
 his wife _____ in the hospital until 10 p.m. He looked forward to seeing his wife,
 though he had _____ enjoyed visiting hospitals _____. He decided
 _____ that he would _____ visit Jodie in the hospital and
 _____ take their young children with him.



later	only	daily	recently	soon
never	always	then	hourly	sometimes
before	often	now	seldom	afterwards

Read the story through when completed to make sure it makes sense.

Objectives:

1. To develop reading skills using context clues in a story of interest for the students.
2. To encourage the search for meaning by omitting verbs.
3. To reinforce the students knowledge of verbs.

Teaching Points:

1. Define verbs and explain that the missing verb could be one word or more than one word when the auxiliary part of the verb is present, for example, He was **going**, will be **going**. The auxiliary often denotes tense.
2. Ask the students to give examples of verbs with several parts.
They **had gone**, we **have been** singing.
3. Discuss with the students what might be the thoughts of the people who have been shipwrecked. Has land been sighted? Will there be hostile savages? Will they have enough food if the land is deserted?
4. Encourage the students to read each sentence to check the correctness of their answers.

Evaluation:

1. How well did the students use the context clues in the story?
2. Can the students recognize the different parts of verbs?
3. Did the students take an active part in the class discussion?

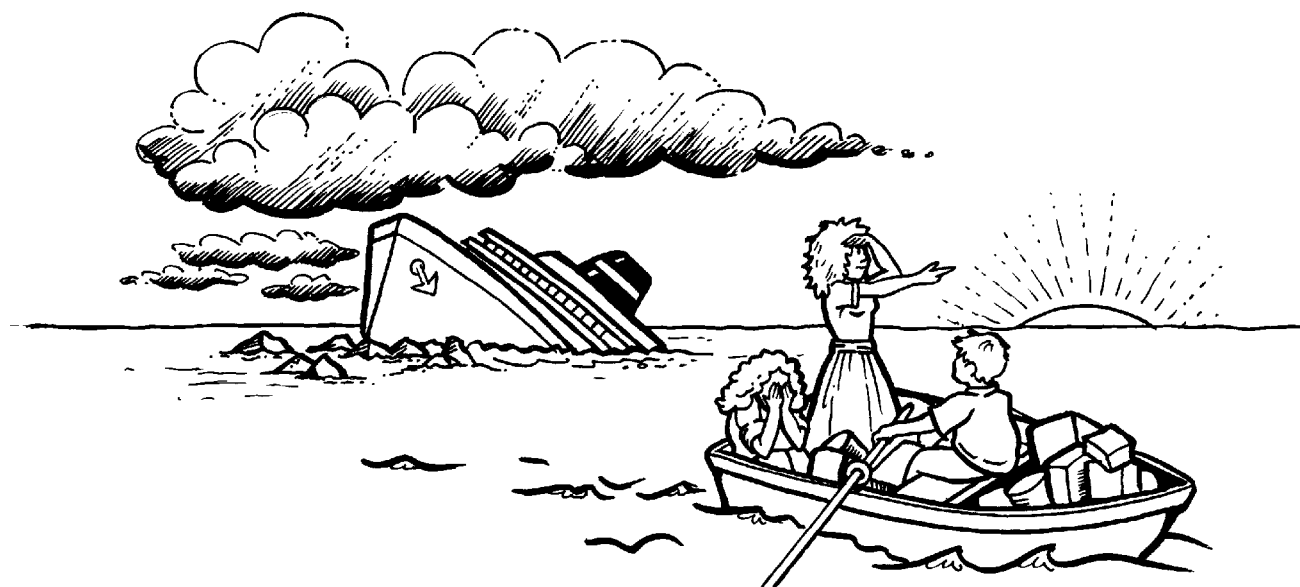
Answers:

- | | |
|-----------------------------|----------------------------|
| 1. cleared | 11. rescued/saved/salvaged |
| 2. rowed | 12. jumped |
| 3. thundered/crashed/broke | 13. pointed |
| 4. gathered/appeared/formed | 14. shaded/shielded |
| 5. promised/threatened | 15. prayed |
| 6. sank/set | 16. answered |
| 7. waved/brandished | 17. watched |
| 8. waited/motioned | 18. attacked |
| 9. sobbed/sat | 19. drove/forced |
| 10. crouched | 20. bordered/fringed |

Verbs are mainly action words which tell us what someone or something has done, is doing, or will do. For example: the boy **jumped** the fence – **is jumping** the fence – **will jump** the fence.

Use your own verbs to fill the spaces in the story.

Use a pencil in case you need to change answers.



The skies _____¹ again after the storm and we slowly _____² towards the shore as waves _____³ over the reef. More dark clouds _____⁴ over the mountains and _____⁵ further heavy rain before the red sun _____⁶ below the horizon.

On the beach, angry natives _____⁷ spears above their heads and _____⁸ for us to land. Tears running down their cheeks, the two women in the boat _____⁹ quietly and both _____¹⁰ down behind the few supplies Ray had _____¹¹ from the liner which now slowly disappeared beneath the waves behind us. Suddenly, Cheryl _____¹² to her feet and _____¹³ towards the beach. We _____¹⁴ our eyes from the sun and _____¹⁵ that help was near. Our prayers were _____¹⁶! As we _____¹⁷, a party of soldiers from the ship _____¹⁸ the natives and _____¹⁹ them back into the jungle which _____²⁰ the white, sandy beach.

Read the story through when completed to make sure it makes sense.

Objectives:

1. To develop reading skills using a cloze story on a familiar subject.
2. To encourage the search for meaning by omitting nouns, verbs, and adjectives.
3. To stimulate interest with a familiar subject.

Teaching Points:

1. Discuss the students' experiences regarding trains.
2. Discuss the vocabulary associated with trains, such as express, sleepers, stations, and the differences between the train in the picture and modern trains.
3. Be sure the students can read any unfamiliar words in the story and the word list.
4. Stress that only one word is to be used in each space.
5. Encourage the students to check the correctness of their answers by reading each sentence to see if it makes sense.

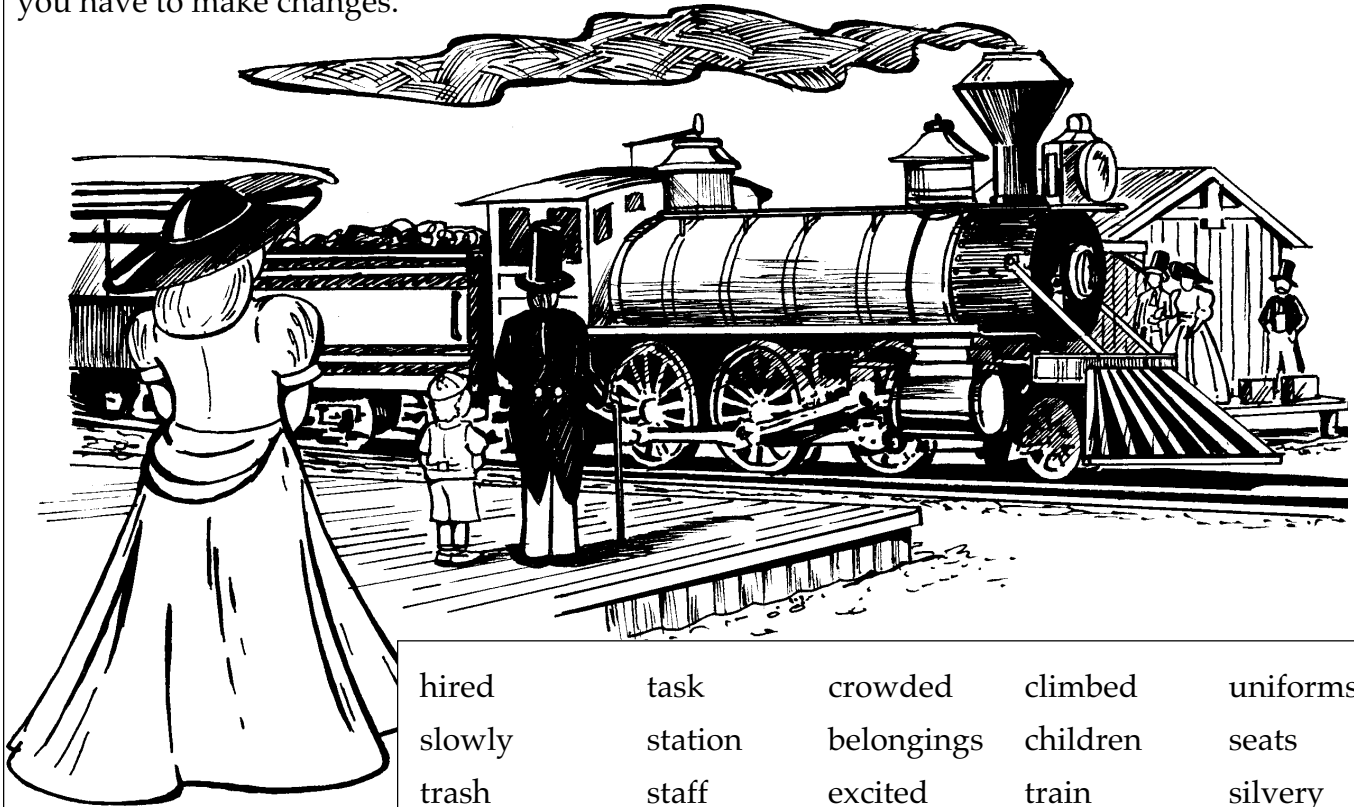
Evaluation:

1. How well did the students use the context clues?
2. How well did the students participate in the class discussion?
3. Are the students now familiar with the terms associated with the topic?

Answers:

- | | |
|---------------|---------------|
| 1. train | 11. slowly |
| 2. station | 12. staff |
| 3. excited | 13. uniforms |
| 4. belongings | 14. travelers |
| 5. children | 15. crowded |
| 6. trash | 16. empty |
| 7. seats | 17. waiting |
| 8. silvery | 18. hired |
| 9. terminate | 19. climbed |
| 10. moments | 20. task |

When you have placed the words from the list into the spaces, read it again to make sure it makes sense. Check any unknown words in your dictionary and use a pencil at first in case you have to make changes.



The Trip

hired	task	crowded	climbed	uniforms
slowly	station	belongings	children	seats
trash	staff	excited	train	silvery
terminate	moments	empty	travelers	waiting

As the _____¹ neared the _____² all the _____³ passengers gathered their _____⁴ together. Mothers fussed over their young _____⁵ and wrapped up any _____⁶ left on the railroad car _____⁷. The wheels sped over the _____⁸ tracks and soon the long, monotonous journey would _____⁹ after several hours of night travel.

A few _____¹⁰ later the engine _____¹¹ rolled along the platform. The railroad _____¹² in their smart blue _____¹³ helped to clear the crowd of _____¹⁴ who _____¹⁵ the platform and soon the station was _____¹⁶ once more. Then the _____¹⁷ team of workers _____¹⁸ to clean the train _____¹⁹ aboard and began their tiresome _____²⁰.

Objectives:

1. To develop reading skills by using context clues in a story interesting to students.
2. To encourage the search for meaning by omitting nouns, verbs, adjectives, and adverbs.

Teaching Points:

1. Conduct a class discussion on haunted houses and ghosts. What are the students' opinions regarding their existence?
2. Stress that only one word is to be used in each space.
3. Be sure students can read any unfamiliar words in the story.
4. Encourage the students to read each sentence when checking the correctness of their answers.

Evaluation:

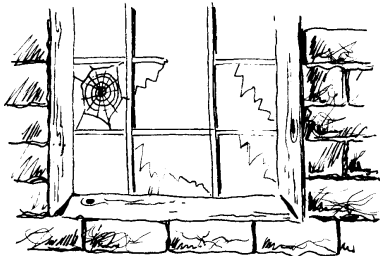
1. How well did the students use the context clues?
2. Did the students take an active part in the class discussion?

Answers:

- | | |
|-------------------------|---------------------|
| 1. children/people | 11. explore/enter |
| 2. ever | 12. rooms |
| 3. house | 13. paintings |
| 4. haunted | 14. famous |
| 5. visitors/strangers | 15. sold |
| 6. heard | 16. money/funds |
| 7. avoid | 17. owners |
| 8. windows | 18. interested |
| 9. walls/bricks | 19. abroad/overseas |
| 10. dangerous/hazardous | 20. Uncle |

Use your own words to fill in the spaces and make sense of the story.

None of the young _____¹ in
the neighborhood _____² go
near the old _____³ which is
said to be _____⁴ by events in
its past. Even _____⁵ to the
town have _____⁶ the stories from local residents, so they _____⁷
going near the building.



Since the _____⁸ are broken and
the _____⁹ are crumbling, it is
considered to be _____¹⁰ to
_____¹¹ the many cobwebby

_____¹² which still contain expensive _____¹³. The artists are
_____¹⁴ so they are to be taken down and _____¹⁵ to raise sufficient
_____¹⁶ to tear the building down.

The original _____¹⁷ of the property are not
_____¹⁸ in taking care of the building.

They live _____¹⁹ and only visit America
to see an _____²⁰ who is their only living
relative here.

