

CHILDREN'S ESL CURRICULUM LEARNING ENGLISH WITH LAUGHTER

**Student Book 5B Lost on Mysterious Island
Second Edition in Color**



**Daisy A. Stocker B.Ed., M.Ed.
George A. Stocker D.D.S.**

CHILDREN'S ESL CURRICULUM:

LEARNING ENGLISH WITH LAUGHTER

STUDENT BOOK 5B:

LOST ON MYSTERIOUS ISLAND

Second Edition in Color

An Interactive Ready to Use Approach to Teaching English to Children

*Lost on Mysterious Island Includes a Student Book, Practice Book,
Teacher's Guide with a Final Test, and Answers to Student Book and
Test Questions.*

*The Children Will Listen, Experience Paragraph Reading, Grammar:
Nouns, Verbs, Adjectives, Adverbs and Punctuation, Participate in
Role-play Activities, Word Bingo, Crossword Puzzles and Express
Creative Ideas Verbally and in Writing.*

*George and Daisy Stocker
Learning English with Laughter Ltd.
Victoria, B.C. Canada*

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CHILDREN'S ESL CURRICULUM:

BOOK 5B: LOST ON MYSTERIOUS ISLAND

STUDENT BOOK

This tenth book of our Children's ESL Curriculum continuous series has an interest level appropriate for children 9 to 12 years of age who are learning to understand, speak, read and write English as a second language. This book has 14 lessons and 76 pages.

It is assumed that they will have been introduced to the alphabet, beginning consonant sounds, long and short vowel sounds and nouns. This book stresses the teaching of reading comprehension, oral language, nouns, verbs and writing basic sentences. It introduces a new vocabulary of about 190 words that is built upon the vocabulary in earlier books in the series. Role-plays are an important part of this book. Pictures are provided throughout to facilitate understanding. Reading skills and oral comprehension are developed by providing paragraphs, dialogues, role-plays and sentence writing. If the students are new to this series, the activities available in Guide Book 4B will help them to build the necessary speaking and reading vocabulary. The crossword puzzles and Word Bingo games reinforce the material that has been introduced.

The basic teacher instructions are given in small boxes on each page. It is important that the teacher repeat each question and guide the children's sentence answers as appropriate for the group. In this way the children are learning basic sentence structure and grammar.

TEACHER'S GUIDE

The colorful games provided in this Guide motivate learning. The children will always want to play again. The games also provide essential listening and speaking activities that build vocabulary and sentence structure. They are a very important part of the program. Answers to Student Book questions, tests and test answers are provided.

PRACTICE BOOK

This book of 35 action filled pages provides independent work for the children. The students will need a brief explanation of what they are to do and an opportunity to role-play the dialogues before starting the pages that accompany each lesson. These exercises reinforce the material taught in the Student Book. Each student travels with the storybook characters and a classroom or an imaginary friend. This encourages imaginative ideas and stimulates student interest. The activities include printing, reading, printing question answers, role-plays, creative thinking and drawing their understanding of a situation. At this level some phrases or partial sentences are provided to ensure that the students print the sentence answers using the correct verb tense, spelling and word order. These are shown in boxes on the appropriate pages.

TEACHING PHILOSOPHY

This series is introducing English to children as a second language, where they are learning to understand, speak, read and write. As children view their world as a whole, rather than in parts, an integrated approach is used. The activities include grammar, phonics, listening, speaking through role-plays and printing complete sentences. Graphics are used extensively to promote understanding, and are integrated with the speaking, reading and writing activities.

Note: You are the teacher – do it your way!

We wish you success with your classes,
Daisy Stocker B.Ed. M.Ed. George Stocker D.D.S.
Learning English with Laughter Ltd.

CHILDREN'S ESL CURRICULUM:



LOST ON MYSTERIOUS ISLAND



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CHILDREN'S ESL CURRICULUM:

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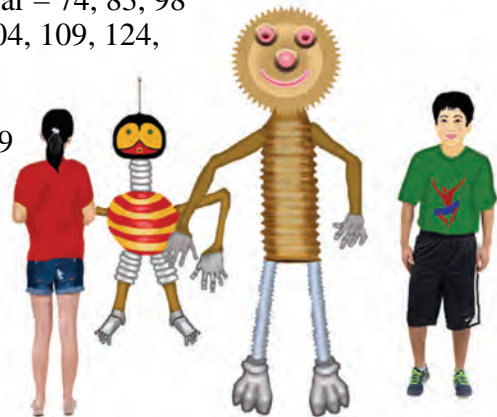
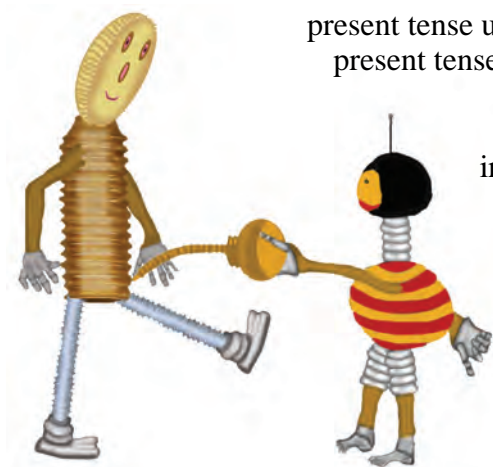
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85, 90, 100, 120, 130, 140



Objectives – To Review: previous story ending, oral language, linking / action verbs, present tense 1st person singular
To Teach: reading, sentence structure, using describing words, vocabulary

Have the children read and role-play the narrative and dialogue on Pages 1 and 2, going from **left to right**.

Encourage the narrator to act the part of the complaining Destroyer, using a special voice.

Have the children brainstorm some words that describe the Destroyer with the sore foot.

Ask: Would you want to go up into that house? Have you ever climbed a ladder? Have you ever had a bandage?

NOTE: We will continue to supply parts of some sentence answers in order to reinforce correct sentence structure.

AN ANGRY DESTROYER

Ruth, Spencer, Bor and Twill have walked with the Destroyers to Bor and Twill's house in the tree. The Destroyer with the sore foot is still complaining.

Oh Ow! Ow! You're hurting me!

Spencer asks Twill to get a bandage from his house.



You're strong!

You'll be better soon.

I'll get you a big strong stick. You'll be okay.

*Oh, that hurts!
I'll never be able to walk!*

Oh, I don't know what I'll do and I'm getting hungry, too!

Brainstorm how you would describe the Destroyer with the sore foot. Here are some new words:

complain bully pessimist _____ _____ _____
 _____ _____ _____

Write a sentence that tell what you think about him.

At this level the students will read and role-play text as in storybooks.
The students read the conversation in italics. A narrator reads the plain print sentences. No one reads, "said Bor" etc.

A NEW EXPERIENCE FOR RUTH

When Spencer had finished bandaging the Destroyer's foot, they all helped him to stand up and gave him a walking stick.

He complained and groaned as his friend thanked everyone for their help.

Bor, Twill, Ruth and Spencer said, *"You're welcome"*.



When the Destroyers had gone, Bor headed up the long ladder to the door of the house.

Twill pointed to the wooden door and asked, *"Would you like to see inside our house?"*

"That would be awesome!" said Ruth. *"I've never climbed a ladder but it looks like fun!"*

"Let's go," added Spencer.

Answer the questions in sentences. Start with a capital letter and end with a period.

1. How does the Destroyer with the sore foot feel?

2. What will help him to walk?

3. Have you ever climbed a ladder?

Yes, I have climbed a...

No, I haven't ever climbed a...

STUDENT BOOK 5B

LESSON 15 CONTINUED

Print the correct sentence under each picture.



















- | | |
|---|---|
| <p>Underline the linking verbs with blue and the action verbs with red.</p> <p>Spencer is bandaging the sore foot.</p> <p>Spencer and Ruth are talking.</p> <p>Twili is pointing up the ladder.</p> <p>The Destroyer is walking with a stick.</p> | <p>This Destroyer is smiling.</p> <p>Bor is climbing the ladder.</p> <p>Spencer is walking away.</p> <p>Ruth and Bor are talking.</p> |
|---|---|

This page reviews the concept of the present tense. Stress the meaning by asking a number of times: What is (student's name) ____ doing? This page reviews the third person singular only, stressing that an "s" is added to the end of the verb when the subject is a name or a pronoun. Irregular verbs are not presented. The children are to choose the appropriate verb from the box and decide if it should have an "s". The students may use a word more than once.

The **present tense** tells what someone is doing now.
If the subject means **one** person, animal or thing choose the verb that ends in s.



Bor _____.



Ruth _____.



The Destroyer _____.



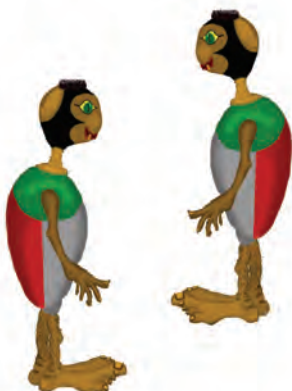
Spencer _____.



They _____.



Spencer _____.



They _____.



Spencer _____.



Twill _____.

smile, smiles
run, runs
carry, carries

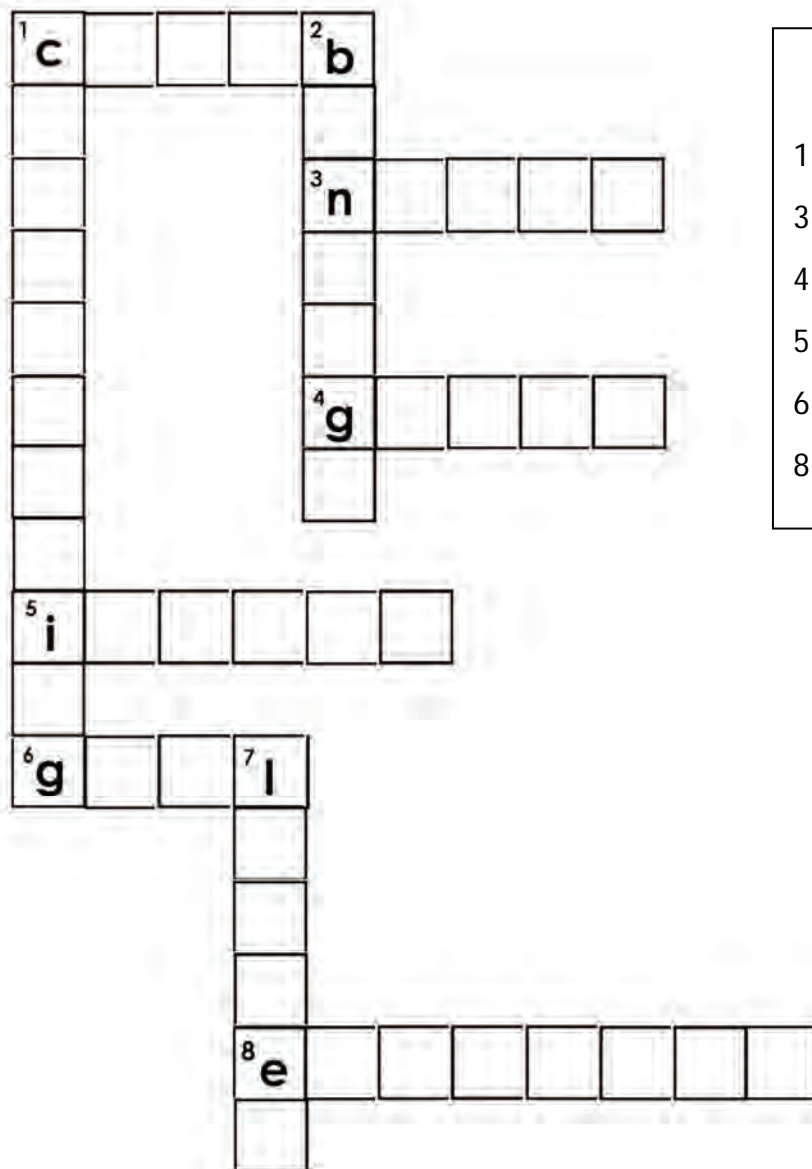
point, points
wave, waves
bandage, bandages

stand, stands
talk, talks
walk, walks

Read the paragraphs and try this crossword.
You will find all the words you need to spell in the paragraphs.

The Destroyer with the sore foot was complaining as Spencer put the bandage on his foot. They all heard him groan as they helped him to stand up.

After everyone said goodbye to the Destroyers, Twill invited Spencer and Ruth inside their house. Ruth thought it would be fun to climb the ladder. She is a girl but she isn't wearing a dress.



ACROSS

- 1 to go up something
- 3 not ever
- 4 to make an unhappy noise
- 5 not outside
- 6 she sometimes wears a dress
- 8 all the people and animals

DOWN

- 1 saying things are bad
- 2 it covers a sore spot
- 7 you can climb it

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The students accompany the storybook characters on their adventure. The "friend" can be real or imaginary.

The amount of small group discussion can vary according to teacher preference.

Ghost figures of the students are provided for them to complete. This encourages imagination and brings the students into the story. They will need to adapt the clothes of the figures to male or female.

Throughout the book remind the students to add the correct punctuation.

Introduce each page before the students begin work. New vocabulary is noted at the top of some pages.

This offers additional vocabulary development for those who are ready.

As this is independent work, the sentences and phrases provided ensure that they are consistently using the correct grammar and sentence structure. The emphasis is on comprehension.

THE ANGRY DESTROYER

Explain that the Destroyer is angry because he has a sore foot and his friend doesn't. He says, "It's not fair!" meaning he shouldn't have pain when the others don't. You might want to ask the students if things are usually fair.

Oh, oh! It hurts! Ow! Ow!
Why me? It's not fair!



One Destroyer has a very sore foot with a big bandage.

He is lying on the ground.
He is very angry and feeling sorry for himself.

He never stops complaining!

Choose words or phrases from the box below to complete the sentences.

1. The Destroyer has a _____ on his foot.
2. The Destroyer never stops _____ about his sore foot.
3. The other Destroyer helped him to _____.
4. They gave him a strong _____ to help him walk.
5. He is feeling very _____.
6. He thinks _____ that he has a sore foot and the others don't.
7. How would you feel if you had to walk on a sore foot?

big bandage	sorry for himself	walking stick	angry	sorry for myself
complaining	it isn't fair	embarrassed	clumsy	walk
				I'd feel...

PRACTICE BOOK 5B LESSON 15 CONTINUED

A House in the Woods



You and your friend are building a house in the woods.

1. Draw your house.
2. Draw your friend on the ground.
3. Draw yourself on the ladder.
- 4 You are talking about your new house. Write what you might say.

You: _____

Your friend: _____

Words to help you:

It has...	It is...	...too small	roof	The floor slopes...	hole	It might...
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BOOK 5B TEACHER'S GUIDE

To the Teacher

Book 5B, Lost on Mysterious Island, continues the adventures of Ruth and Spencer as they search for their parents on Mysterious Island. In order to understand the story it is recommended that, before starting this book the students become familiar with the story in Book 5A, Mysterious Island.

HOW TO PLAY PICTURE BINGO

Give each student one Bingo Card. For classes with more than 10 students, two or three students can have copies of the same card. It's best if those with identical cards are sitting apart.

The teacher calls the captions listed below in any order. The children are to mark the picture that matches the caption. They can all mark their pictures with a small square of cardboard or a bean. When they have a horizontal, vertical or diagonal row of marked pictures in each box, they are to call **BINGO**. The diagonal row must go from corner to corner. The central BINGO box is free.

It is important that the children be allowed to help each other or be given teacher assistance. They should all find the correct picture to match the caption that is called. Although after playing two or three games they can be encouraged to work more independently, children should still be given help where needed.

PRIZES: The winners will be delighted with a star drawn on their card or a rubberstamp picture. The same BINGO card can be used for five or six games. While playing this game, the children are highly motivated to learn by listening, understanding and associating the meaning to the picture. They are learning basic grammar without formal teaching.

Captions (Call in any order)

Spencer and Ruth live on Earth.

This is a porpoise.

The boat is on a rock

The sun rose in the morning.

They are Spencer and Ruth's mother and father.

Ruth and Spencer slept in their sleeping bags.

Bor and Twill watch the lifeboat go to sea.

Ruth is holding a map.

It's dark and the stars are out.

The map shows Sandy Beach.

The four friends head into the woods.

It's an object pronoun.

Twill walks quietly, putting his toes down first.

Bor uses his antenna to listen for radio signals.

One of the Destroyers hates looking at blood.

Spencer looks up at the house.

Ruth is sitting in the lifeboat beside the wreck.

The friends hide in the cave.

The forest shook. Leaves and branches fell off the trees.

You see Bor climbing up the ladder.

The Destroyers carry their friend.

It's an action verb.

It's a linking verb.

It's a subject pronoun.

Bingo Captions (Call in any order) Enrichment

Spencer and Ruth are brother and sister.

Friendly porpoises live in the ocean.

The sails have been blown down.

The rising sun gives light.

They are Spencer and Ruth's parents.

They are sleeping in their sleeping bags.

Twill and Bor wave as the lifeboat leaves the shore.

She is pointing to Mysterious Island.

The moon is shining on the water.

The map shows the site of the wreck.

The woods around them are very dark.

It's an object pronoun.

Twill knows how to avoid stepping on the branches.

Bor listens for radio signals all night.

The Destroyer doesn't look at the blood on his friend's foot.

The house is above Spencer's head.

Spencer jumps from the wreck into the lifeboat.

They stay in the uncomfortable cave all night.

Leaves and branches fell to the ground.

Bor's short legs make it difficult to climb the ladder.

His foot hurts when they carry him.

The action verb tells how they move the Destroyer.

It's a singular linking verb.

It's a plural subject pronoun.

BOOK 5B TEACHER'S GUIDE

Book 5B

Bingo1

Teacher's Copy

<p>Spencer and Ruth live on Earth.</p> 	<p>This is a porpoise.</p> 	<p>The boat is on a rock.</p> 	<p>The sun rose in the morning.</p> 	<p>They are Spencer and Ruth's mother and father.</p> 
<p>Ruth and Spencer slept in their sleeping bags.</p> 	<p>Bor and Twill watch the lifeboat go to sea.</p> 	<p>Ruth is holding a map.</p> 	<p>It's dark and the stars are out.</p> 	<p>The Mysterious Island map shows Sandy Beach.</p> 
<p>The four friends head into the woods.</p> 	<p>me</p> <p>It's an object pronoun.</p>	<p>BINGO</p>	<p>Twill walks quietly putting his toes down first.</p> 	<p>Bor uses his antenna to listen for radio signals.</p> 
<p>One of the destroyers hates looking at blood.</p> <p>Ugh! I hate blood!</p> 	<p>Spencer looks up at the house.</p> 	<p>Ruth is sitting in the lifeboat beside the wreck.</p> 	<p>The friends hide in the cave.</p> 	<p>The forest shook. Leaves and branches fell off the trees.</p> 
<p>You see Bor climbing up the ladder.</p> 	<p>The destroyers carry their friend.</p> <p>oh! oh!</p> 	<p>It's an action verb.</p> <p>carry</p>	<p>It's a linking verb.</p> <p>is</p>	<p>It's a subject pronoun.</p> <p>we</p>

Book 5B

Bingo 1

Enrichment Copy

<p>Spencer and Ruth are brother and sister.</p> 	<p>Friendly porpoises live in the ocean.</p> 	<p>The sails have been blown down.</p> 	<p>The rising sun gives light.</p> 	<p>They are Spencer and Ruth's parents.</p> 
<p>They are sleeping in their sleeping bags.</p> 	<p>Twill and Bor wave as the lifeboat leaves the shore.</p> 	<p>She is pointing to Mysterious Island.</p> 	<p>The moon is shining on the water.</p> 	<p>The Mysterious map shows the site of the wreck. Sandy beach Site of wreck</p> 
<p>The woods around them are very dark.</p> 	<p>me</p> <p>It's an object pronoun.</p>	<p>BINGO</p>	<p>Twill knows how to avoid stepping on branches.</p> 	<p>Bor listens for radio signals all night.</p> 
<p>The destroyer doesn't look at the blood on his friend's foot.</p> <p>Ugh! I hate blood!</p> 	<p>The house is above Spencer's head.</p> 	<p>Spencer jumps from the wreck into the lifeboat.</p> 	<p>They stay in the uncomfortable cave all night.</p> 	<p>Leaves and branches fell to the ground.</p> 
<p>Bor's short legs make it difficult to climb the ladder.</p> 	<p>His foot hurts when they carry him.</p> <p>oh! oh!</p> 	<p>The action verb tells how they move the destroyer.</p> <p>carry</p>	<p>It's a singular linking verb.</p> <p>is</p>	<p>It's a plural subject pronoun.</p> <p>we</p>

Complete the sentences using the correct verb from the brackets (). (3 marks each)



7. Ruth, Bor and the yaruba
(fight, fights) _____.



8. The Destroyers (talk, talk)
_____.



9. The griffin (fly, flies)
_____.



10. Spencer and Ruth
(sit, sits) _____.



11. Spencer (point, points)
_____.



12. Spencer and Ruth
(walk, walks) _____.



13. The Destroyer (has, have)
_____ a sore foot.



14. The friends (stand, stands)
_____ by the lake.



15. Bor (hold, holds)
_____ an oil can.

Underline the common nouns in these sentences. (1 mark each)

16. Ruth fought with a club.

17. Spencer used an axe.

18. Twill kicked with his big hard feet.

19. Bor hit them with his head.