

Unit 1

Text type features: Riddles

Read the riddle below.

Language features

Structure

Always use first person narrative (i.e. I am ...) when describing the object.

Use the simple present tense when talking about facts about the object, e.g. am, have, eat.

Keep all the sentences short and simple.

Some riddles may have rhyming words at the end of each sentence.

I am thin and tall.

I am brown and orange.

I have four legs and a long neck.

I eat leaves from tall trees.

What am I?

Describe the object.

- Start with information that is not obvious
- Give more hints gradually

A question at the end: invite readers to guess the answer

Reading 1

Make a guess

sample

1-5 ✓ 6-8 ✓ 9-12 ✓
POWER



Reading passage

Here are four riddles. Try to guess what they are and tick the correct answers.

1

I am colourful.
I come out after heavy rain.
People always point at me.
Everyone smiles when they see me.
What am I?

- a rainbow a raincoat
 an umbrella the sun

2

I am a delicious snack.
Taste me with your tongue.
You hold me with a stick.
I melt if you eat me too slowly.
What am I?

- a sweet an ice lolly
 ice an ice cream

3

I have buttons or a zip on the front.
You don't need me in summer.
I'll keep you from strong wind.
What am I?

- a scarf a shirt
 a coat a blanket

4

I am red or green.
I am crunchy.
I am a healthy snack.
Doctors stay away if you eat me every day.
What am I?

- a rainbow a raincoat
 an apple the sun

Writing level up: Describing an object

- Write about the main features/characteristics of the object only.
- Talk about the object's size, colour and texture.
- Write about when, how and why you use the object.

A Multiple-choice questions

Choose the correct answers by blackening the circles.

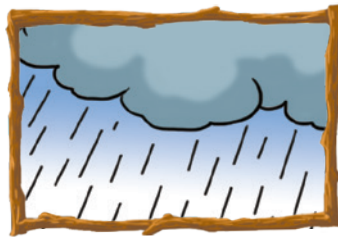
- In Riddle 1, how do people feel when they see 'it'?

A. sad B. happy C. angry D. sleepy
- In Riddle 2, what happens if you eat 'it' too slowly?

A. It melts. B. It becomes sweet.
 C. It becomes hot. D. It turns yummy.
- In Riddle 3, you need 'it' on a _____ day.



A.



B.



C.



D.

- In Riddle 3, what does 'it' have on the front?

A. pockets B. ice C. hats D. buttons
- In Riddle 4, 'it' _____.

A. makes noise when we bite it
 B. helps you become a doctor
 C. is bad for our health
 D. is colourful

B Comprehension questions

Answer the questions.

1. In Riddle 1, when does 'it' come out?

2. In Riddle 2, how do you taste 'it'? Answer in a complete sentence.

3. In Riddle 4, what don't you need to do if you eat 'it' every day? Answer in a complete sentence.

C Vocabulary build-up

Fill in the blanks with the words in the passage.

Riddle 1

I am ① _____.

I am made from potatoes.

I am not ② _____ because I have a lot of salt and oil.

What am I? Potato chips.

Riddle 2

I am green on the outside and red on the inside.

I do not ③ _____ in the sun.

People like me when it is ④ _____.

I help you stay cool.

What am I? A watermelon.

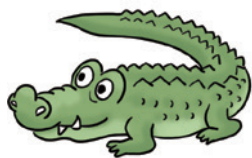
Writing 1 Riddles



Now it's your turn to finish some riddles!
Are you ready?



Task: Complete the hints below and Riddle 1 on the next page. Then write Riddle 2 about another animal on your own.



crocodile

I'm writing about:



koala

1st line (appearance)	What does it look like? (a)
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Colour: black, brown, green, grey, white ...

2nd line (home)	Where does it live? (b)
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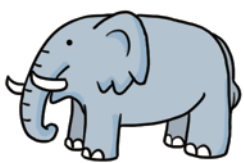
Place: forest, jungle, lake, river, sea ...

3rd line (food)	What does it eat? (c)
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Food: fish, fruit, grass, leaves, meat ...

4th line (features)	What is special about it? (d)
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Feature: heavy, huge, scary, strong, tiny ...



elephant



rabbit



Objectives of the task

1. Describe an animal clearly with appropriate adjectives.
2. Give hints step by step without telling the answer.

Date: _____

Riddle 1:

I am _____.

I live in _____.

I like eating _____.

I _____.

What am I ?

C What does the animal look like?

C Anything special about this animal?

C Ask readers to guess the answer.

Now, write a riddle about another animal on your own.

Riddle 2:

L Use adjectives to describe the animal.

L Give as many details as possible.

S What do you put at the end of a riddle?

Proofreading my writing

- I always **check for spelling mistakes** after writing.
- I **use the simple present tense** to write the riddles.
- I **use adjectives** to describe the animals clearly without telling the answers.



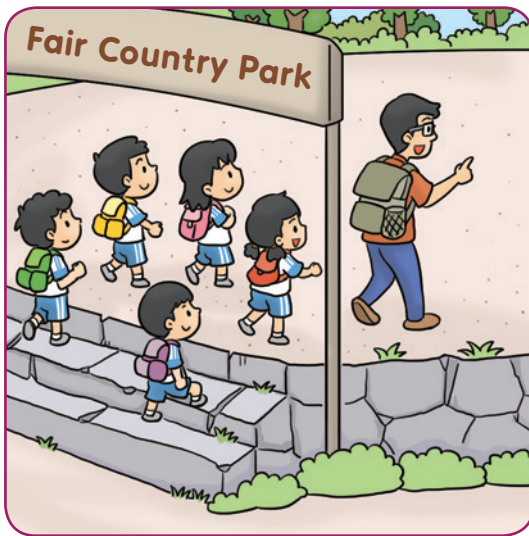
I finished this writing!

You are writing a story about Sharon's hiking with her class.

Look at the pictures and write the story in about 30 words.

- You may use the words in the boxes to help you.
- What happens in the end? Finish the story.

1



hike

2



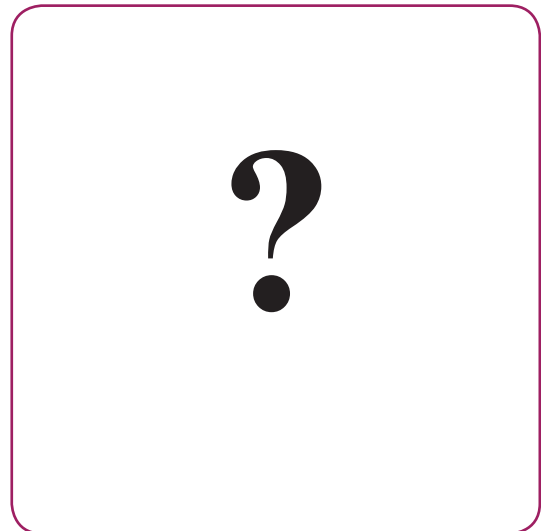
pavilion / boar

3



steal / scared / run

4



Date: _____



Objectives of the task

1. Describe how the characters feel.
2. Describe the actions of the boar.

Class hiking

C What is the weather like?

L Use the simple present tense to tell a story.

C What are the characters doing?

C How do the characters react when they see the boar?

C What does the teacher do?

C Does the boar leave or anyone drive it away?

Proofreading my writing

- I always **check for spelling mistakes** after writing.
- I write the story in the **simple present tense**.
- I write **in the order of how things happened**.
- I **give a suitable ending to the story**.



I finished this writing!

Proofreading 1

Look at these sentences. Correct the underlined parts and write the correct words in the blanks.



e.g. What do you want to go?

Where

1. There isn't any sausages.

2. Should I have a glass of juice, please?

3. I want to eat a jar of delicious rice.



4. No, I can play basketball.

5. Do you want noodles and pizza? Choose one.

6. The PE lesson is at two o'clock to three o'clock.

7. Sports Day is on the thirty-one of October.

8. I want to buy two cup of lemon tea.



9. Kenny cannot swim and cycle.

10. David is hungry. He eats some breads.

11. We love eating fresh cherries and we don't like eating cherry-flavoured candies.
