Tell the story in order

Learning Notes

First, name a plausible feeling and use a detail that supports it.

Unit 2 / Two roles in the same past scene

Scene	Verb form
Action in progress	were hanging
Event at one point	went out

Your learning route

01 Inferring a feeling from an action p. 1
Notice the trigger ·Interpret the movement

02 Putting two past events in order p. 2
Picture the longer action ·Pinpoint the interruption

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Link each turn to a landmark ·End with a check

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Name _____ Class _____

Date _____

01 Inferring a feeling from an action

Learning goal Name a plausible feeling and use a detail that supports it.

Key idea

Ask what has just happened and what the character does next. Link the action to the feeling. A quotation that merely names an object cannot explain an emotion by itself. Different feelings can earn credit if the detail really supports them.

Worked example

The judge read Ada's name. Ada leapt from her chair and waved her drawing above her head. How might Ada feel? Give evidence.

1 **Notice the trigger** The judge calls Ada's name. Look immediately after that moment for an action that reveals her reaction.

2 **Interpret the movement** Leaping and waving take energy. Explain why that sudden burst of movement supports excitement rather than simply listing the actions.

Worked answer Excited or delighted: she jumps up and waves her drawing as soon as her name is called. The sudden energetic action supports the inference.

Common mistake "Ada feels happy because she is happy."

Check your thinking Give the reader something visible: she jumps up and lifts her drawing as her name is called.

Unit 1 • Guided practice

Before his first solo, Kit rubbed his palms on his trousers and whispered the first line twice. Infer a feeling with evidence.

Hint Look for a change in the person's movement, voice or attention.

02 Putting two past events in order

Learning goal Use past continuous for an action under way and past simple for an event that interrupts it.

Key idea

Draw a long line for the ongoing activity and a dot for the event. Use was or were plus -ing for the line. Use the past form for the dot. Do not add was to both verbs simply because both events happened yesterday.

Worked example

We ___ (hang) the poster when the lights ___ (go) out.

1 **Picture the longer action** Imagine a photo just before the lights fail. We are already partway through hanging the poster. In a past account, use were hanging.

2 **Pinpoint the interruption** The lights suddenly went out. Use the simple past for the event that cuts across the longer action.

Worked answer were hanging; went. Hanging was already under way; the lights went out at one point.

Two roles in the same past scene

Scene	Verb form
Action in progress	were hanging
Event at one point	went out

Common mistake “We hanged the poster when the lights were going out.”

Check your thinking For a poster the ordinary past is hung. Here the intended picture is an unfinished action interrupted by the lights, so use were hanging and went.

Unit 2 • Guided practice

I ___ (measure) a shelf when my pencil suddenly ___ (break).

Hint Which action would still be happening just before the sudden event?

03 Giving directions with landmarks

Learning goal Write an ordered route that ends at the specified destination.

Key idea

Begin at the starting point. Break the route into moves the reader can see, such as turn left at the fountain. Check which side the destination is on. Simply saying go straight can send a visitor past the turning.

Worked example

A visitor starts at the gate. Route notes: follow path to flagpole; turn right there; office on left. Give directions.

1 **Link each turn to a landmark** From the gate, follow the path until the flagpole. Turn right has a clear meaning when the reader knows where to turn.

2 **End with a check** The office on your left confirms the destination. Use your to match the visitor's point of view.

Worked answer Follow the path to the flagpole. Turn right there. The office is on your left. Each instruction ends where the next one begins.

Common mistake "Turn right and follow the path to the flagpole."

Check your thinking Moving the turn changes the route. Reach the flagpole before you give the turn instruction.

Unit 3 • Guided practice

Start at the lift. Walk to the mural; turn left at it; clinic beside the blue bench. Write directions.

Hint Read your directions with a finger following the route sequence.

Apply what you learned

Unit 1 • New context

As the last bus came into view, Ben unclenched his fists and smiled. Suggest a feeling and explain one clue.

Unit 2 • New context

I ___ (cross) the yard when the bell ___ (ring). The bell interrupted my crossing. Complete both verbs.

Unit 3 • New context

From the lobby: stairs to first floor; left at mural; lab on right. Give the directions in order.

Unit quiz

Instructions Work independently. Show your thinking, then hand your work to your teacher or parent.

Task 1

When the missing puppy ran through the gate, Mo dropped the posters he had spent all morning putting up and hugged it. Infer Mo's feeling with evidence.

Task 2

The children ___ (rehearse) when the fire bell suddenly ___ (ring).

Task 3

Start at the ticket desk. Cross the lobby to the clock; turn right; workshop on the left. Give directions.

Check your practice

Unit 1 Inferring a feeling from an action

Guided practice He seems nervous: he dries his hands and rehearses his opening just before he sings.

Application Ben seems relieved. His fists relax when he sees the bus, as though his worry about missing it has lifted.

Unit 2 Putting two past events in order

Guided practice was measuring; broke. The measurement was in progress before the pencil broke.

Application was crossing; rang.

Unit 3 Giving directions with landmarks

Guided practice Walk from the lift to the mural. Turn left at the mural. The clinic is beside the blue bench.

Application Take the stairs to the first floor. Turn left at the mural. The lab is on your right.

Revisit a task Choose one task. Copy a clue or rewrite one part of your answer.