

Rules



1. It was a beautiful spring day and Adam and Joel decided to take their motorbikes out for a ride around the farm. It was Adam's family's farm and he and his cousin had been having a wonderful time together. Today they wanted to explore the hilly back country in the far corner of the property, where they hadn't been before.
2. There were some very strict family rules about bike riding: things like helmets, protective clothing, places to go, speeds and communication. The boys didn't like them, but they knew they had to follow the rules.
3. Adam's dad watched them getting ready to go and his eagle eyes didn't miss a thing. Joel's helmet strap wasn't done up properly and Dad then wanted to check that Adam was wearing the right boots. He also made sure they had enough water and some fruit in their backpacks.
4. The boys had a great time zooming along the tracks and found some things they could jump over, but it was very hot work. When they reached the lake, they decided to have a swim and cool off.
5. As they scrambled out of the lake and looked at their backpacks and all the gear they needed to wear, they groaned. They knew they'd be coming back this way and could pick it up then.



6. It felt wonderful to have the wind blowing their hair and cooling their skin as they flew over the rough ground, whistling and yelling to each other. They were having the best time.
7. As they got into the hilly country they noticed lots of stones, some quite big ones, and lots of holes in the limestone. Joel moved back a bit after Adam's bike kicked up some stones and one hit his head just above his left eye. He was all right but it hurt like mad and he hoped it wasn't bleeding.
8. Up ahead, Adam stopped suddenly and dropped his bike. He'd hit a pothole and couldn't hold his bike up. He started yelling and it took Joel a while to realise that the hot exhaust pipe was on his leg. Joel raced up to help and managed to shift the bike, but the skin on Adam's leg was red and he was in a lot of pain.
9. Joel started to panic! What could he do? How stupid had they been?

Predicting

Try it out



Use the strategies you learnt and practised in *The aviary* to make predictions.

- You need to find and underline information related to the question.
- The answer is not in the text, but there is information you can use and think about.
- The writer will suggest rather than tell what is likely to happen.

1. *What do you think Dad would have done if the boys didn't have the right gear when they left the farm?*

- (a) Told them that it was important.
- (b) Said that it didn't matter.
- (c) Told them to remember the rules next time.
- (d) Said that they couldn't go.

The best answer is ☐.

2. *What do you think the boys would need most after the accident?*

- (a) water
- (b) their helmets
- (c) their boots
- (d) some fruit

The best answer is ☐.

3. *What do you think the boys' opinion of Dad and his rules is now?*

- (a) The rules are a waste of time.
- (b) Dad is too fussy.
- (c) The rules help to keep people safe.
- (d) There should be more rules.

The best answer is ☐.

Think!

Read paragraph 2 and think about the meaning of the word 'strict' and what Dad did in paragraph 3.

4. *Explain how you think wearing their gear would have helped the boys.*

5. *Do you think the boys will follow the rules next time they go riding? _____*

Explain your answer.

Objective

- Pupils will use information from text to predict outcomes not explicitly stated in the text.

Background information

To be able to predict outcomes, often in terms of the probable actions or reactions of specific characters, pupils need to focus on content and to understand what they read. They need to monitor their understanding as they read, constantly confirming, rejecting or adjusting their predictions.

The focus of this section is on teaching pupils how to locate and use the information provided in the text to determine probable outcomes and then to evaluate their predictions.

Pupils need to be able to locate specific information related to an issue and/or characters, using keywords and concepts. Their predictions should not be wild guesses, but well thought out, logical ideas based on the information provided and some prior knowledge.

If pupils' answers differ, it is suggested that they check again to see why their answer varies from the one given. If they can justify their answer, teachers may decide to accept it.

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1. (d)
2. (a)
3. (c)
4. Teacher check
5. Teacher check