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Settings Build Expectation - Year 4

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PURPOSE AND EVIDENCE

Year 4 pupils explain how a written setting detail and a visible illustration detail may shape reader expectation. They then revise one detail and justify a changed expectation. Treat mood as an interpretation supported by evidence, never a fact proved by darkness alone.

BEFORE LESSON 1

Equipment: paired original story pages, the two sports hall images, coastal path page, pencils, workshop cards and rubric. Read the complete Version 1 and Version 2 narratives before close comparison. The two hall views keep the same doorway, chairs, aisle, trolley, stage and clock.

ENTRY DIAGNOSTIC

Show the two hall views without answers. Ask “Where is this? What might a reader expect in each? Which detail gave you that idea?” Record whether each pupil distinguishes place, visible evidence and possible interpretation. Revisit only the missing prerequisite.

LESSON 1 – LOCATION AND ATMOSPHERE

Model: “sports hall” names the place; orderly chairs and bright light may suggest a regular performance. Read the first story. Partners use the display routine to link a precise detail to an effect. Gather one oral or written response from every pupil. Correct “dark means danger” with a qualified evidence-based sentence.

Teacher Guide – 2 of 3

LESSON 2 – CONTROLLED COMPARISON

Read both complete story versions and inspect the matched hall views. Keep the shared action and viewpoint constant. Model text evidence (“curtain stood open just a hand’s width”) and visible evidence (the narrow curtain gap). Pupils complete Guided Evidence, then explain one changed-condition case. Check observation versus inference.

LESSON 3 – SENSORY DETAIL AND FRAMING

Demonstrate one full workshop turn: identify original detail, read the changed detail, give a possible expectation, explain why, and ask a partner to check the evidence. Use the weak “something bad will happen” response and repair it. Pupils complete Core Evidence and six cards each. Listen for evidence-to-effect explanations, not just turn-taking.

WORKSHOP CHECK KEY

Lights on may suggest readiness; narrow curtain gap may invite a question about preparation; tidy chairs may suggest an event soon; stands in trolley may suggest setup remains; corner noises may suggest arrivals; click beyond curtain may prompt urgency. Clear horizon, sign and walkers may support progress; mist and dark house may support slowing to check. Alternatives are valid when tied to the named detail.

Teacher Guide – 3 of 3

LESSON 4 – CONSEQUENTIAL REVISION

Use *The Coastal Path* and *Transfer Evidence*. Rehearse the bend case, then change one setting detail only. Ask how a clear far bend would alter a reader's expectation. Pupils complete both rehearsal tasks, including repair of an overclaim. Give one criterion-specific correction and ask for a fresh application.

LESSON 5 – INDEPENDENT ASSESSMENT

Withhold rehearsal answers. Pupils read *The Busy Library* and study its original illustration. Require one exact textual detail, one actually visible detail, and a justified single-detail revision. Use the four criterion rows to record evidence and a targeted next step. Accept oral or dictated explanation when handwriting is not the target.

ACCESS AND CHALLENGE

Support: read a shorter complete extract aloud and offer "I notice... so a reader may... because...". Core: two-mode evidence-linked explanation. Extension: defend a second plausible interpretation and test whether a changed detail alters expectation. Maintain the same central target for all routes.

MARKING BOUNDARIES

A device label or lines alone is insufficient. The full story resolves its practical setup; do not treat the alarm scene as proof of danger. Credit justified alternative reader expectations and explainable revisions. Neither text nor illustration is attributed to a real author or illustrator.

Settings Build Expectation

Version 1: ready



Version 2: uncertain



**Notice
a detail**



**infer a possible
reader expectation**



**explain
why**

An interpretation needs evidence.

Name: _____

Before the First Note — Version 1 (part 1)

Mina reached the school sports hall before anyone had taken a seat. She had come to help set out the music stands for the afternoon performance. Her folder of songs was tucked under one arm, and she stopped in the doorway to count what was ready.

From the same doorway, she could see several neat rows of chairs facing the stage. A blue tape line marked the aisle. The metal stands waited in a trolley beside the left wall, and the red stage curtain hung closed behind them. Sunlight came through the high windows and made long, pale shapes on the polished floor. Each chair back caught a small bright edge. The overhead lights were on as well, so Mina could see the clock above the stage and the last pencil marks on her list. A gentle squeak came from a cleaner's shoes at the far end of the hall. It was the only sound until voices began to drift along the corridor. The empty space seemed ready to fill. Mina imagined families finding their seats and looking up when the curtain opened.

Name: _____

Before the First Note — Version 1 (part 2)

She put her folder on the front chair and pushed the trolley to the blue line. There were enough stands for the choir, but one had a loose screw. Mina laid it on the floor and told Ms Lee, who fetched a spare from the storeroom. Together they placed the stands in two even rows. When the first singers arrived, they could walk straight to their places.

Mina gave each singer a music sheet from her folder. One younger singer asked whether the hall would sound different with an audience inside. Mina suggested they sing a few notes and listen. Their voices rose to the high ceiling and came back softly. The group smiled and tried the opening line once more, this time together.

At half past two, Mina checked her list again. The curtain was still closed; the chairs were filling; the singers were whispering the opening notes. Ms Lee gave a quiet thumbs-up from the side of the stage. Mina felt her shoulders settle. She carried her folder to the front and waited for the music to begin.

Name: _____

Before the First Note — Version 2 (part 1)

Mina reached the school sports hall before anyone had taken a seat. She had come to help set out the music stands for the afternoon performance. Her folder of songs was tucked under one arm, and she stopped in the doorway to count what was ready.

From the same doorway, she could see six rows of chairs facing the stage. A blue tape line marked the aisle. The metal stands waited in a trolley beside the left wall, and the red stage curtain stood open just a hand's width. The high windows were covered by heavy clouds and the overhead lights had not been switched on. Mina could make out the clock above the stage only when she leaned forward. The chairs were still, but the curtain shifted slightly in a breeze from an open side door. Somewhere beyond it, metal gave a small click. No one called out from the corridor. Mina could not tell whether the crew had begun setting up or had been interrupted. She imagined the singers arriving and waiting while somebody checked behind the curtain.

Name: _____

Before the First Note — Version 2 (part 2)

She put her folder on the front chair and pushed the trolley to the blue line. There were enough stands for the choir, but one had a loose screw. Mina laid it on the floor and told Ms Lee, who fetched a spare from the storeroom. Ms Lee explained that she had opened the side door for the delivery trolley; the breeze had moved the curtain. Together they placed the stands in two even rows. When the first singers arrived, they could walk straight to their places.

Mina gave each singer a music sheet from her folder. One younger singer asked whether the hall would sound different with an audience inside. Mina suggested they sing a few notes and listen. Their voices rose to the high ceiling and came back softly. The group smiled and tried the opening line once more, this time together.

At half past two, Mina checked her list again. Ms Lee switched on the overhead lights and closed the curtain. The chairs were filling; the singers were whispering the opening notes. Ms Lee gave a quiet thumbs-up from the side of the stage. Mina felt her shoulders settle. She carried her folder to the front and waited for the music to begin.

Version 1: the sports hall



What can you see? What might a reader expect?

Version 2: the sports hall



What can you see? What might a reader expect?

The Coastal Path

Noah and his class followed a coastal path towards the lookout. The path was wide enough for two people, with grass on one side and a low timber rail on the other. In the first illustration, the horizon is clear, two distant walkers are visible, and sunlight picks out the painted arrows on a sign. The wind bends the grass, but the children can see where the path leads. A reader may expect steady progress, even if the walk is breezy.



Now imagine the same path and viewpoint in a second illustration. Wind presses the grass flat; so mist hides the far bend; the sign points ahead but the next arrow cannot yet be seen. In the accompanying text, Noah pauses to listen for his teacher's call before the group walks on. A reader may expect the class to slow down and check its direction. The mist does not prove that anyone is lost. The visible bend and Noah's pause provide better evidence for that expectation.

Which detail makes you expect the group to slow down? Why?

Detail to Expectation — Guided Practice

Name: _____

1. Text: “six neat rows of chairs”. What do you notice? What might a reader expect?

Detail: _____

Possible reader expectation and reason: _____

2. Text: “the red stage curtain stood open just a hand’s width”. What question might a reader have? Why?

Detail: _____

Possible reader expectation and reason: _____

3. Illustration: Version 1 has sunlight and a closed curtain. Name one visible detail and explain its possible effect.

Detail: _____

Possible reader expectation and reason: _____



Version 1

4. Illustration: Version 2 is dim and its curtain is partly open. Does dimness prove danger? Explain with a visible detail.

Detail: _____

Possible reader expectation and reason: _____



Version 2

Detail to Expectation — Guided Practice

Name: ANSWERS

1. **Text:** “six neat rows of chairs”. What do you notice? What might a reader expect?

Detail: Six neat rows of chairs.

Possible reader expectation and reason: A performance may begin soon because the seats have been prepared.

2. **Text:** “the red stage curtain stood open just a hand’s width”. What question might a reader have? Why?

Detail: The curtain is open just a hand’s width.

Possible reader expectation and reason: I wonder whether the story has a hidden world behind it; the story has not told us why.

3. **Illustration:** Version 1 has sunlight and a closed curtain.

Name one visible detail and explain its possible effect.

Detail: Sunlight falls across the chairs.

Possible reader expectation and reason: A reader may expect a welcoming, orderly start because the seats are easy to see.



Version 1

4. **Illustration:** Version 2 is dim and its curtain is partly open. Does dimness prove danger?

Explain with a visible detail.

Detail: The hall is dim and the curtain is partly open.

Possible reader expectation and reason: No. Dim light does not prove danger; the open curtain may make a reader wonder about preparations.



Version 2

Detail to Expectation — Core Practice

Name: _____

1. Text: “the last pencil marks on her list”. What does this suggest about preparation?

Evidence: _____

Possible reader expectation + reason: _____

2. Visual: the clock and all chairs are clearly lit. What might a reader expect?

Evidence: _____

Possible reader expectation + reason: _____

3. Text: “No one called out from the corridor.” What question might this raise?

Evidence: _____

Possible reader expectation + reason: _____

4. Visual: the curtain is open a half its length. What can be seen, and what cannot be known?

Evidence: _____

Possible reader expectation + reason: _____

5. Text: “Ms Lee switched on the overhead lights and closed the curtain.” How might expectation change?

Evidence: _____

Possible reader expectation + reason: _____

6. Coastal path: mist hides the far bend. What may readers expect, without claiming anyone is lost?

Evidence: _____

Possible reader expectation + reason: _____

Detail to Expectation — Core Practice

Name: ANSWERS

1. Text: “the last pencil marks on her list”. What does this suggest about preparation?

Evidence: Pencil marks remain on Mina’s list.

Possible reader expectation + reason: She may finish checking the hall before the performance.

2. Visual: the clock and all chairs are clearly lit. What might a reader expect?

Evidence: The chairs and clock are clearly lit.

Possible reader expectation + reason: Readers may expect a ready, orderly start.

3. Text: “No one called out from the corridor.” What question might this raise?

Evidence: No one calls from the corridor.

Possible reader expectation + reason: Mina may pause or check whether the crew has arrived.

4. Visual: the curtain is open a half its width. What can be seen, and what cannot be known?

Evidence: A narrow gap is visible in the curtain.

Possible reader expectation + reason: We may wonder who opened it; we cannot see why.

5. Text: “Ms Lee switched on the overhead lights and closed the curtain.” How might expectation change?

Evidence: The lights are on and the curtain is closed.

Possible reader expectation + reason: The uncertainty may ease and the performance may begin.

6. Coastal path: mist hides the far bend. What may readers expect, without claiming anyone is lost?

Evidence: Mist hides the next bend.

Possible reader expectation + reason: The class may slow to check direction; nobody is shown lost.

Name: _____

Detail to Expectation — Transfer

1. A clear horizon and two distant walkers are visible. What may a reader expect? Cite the visible detail.

Evidence: _____

Possible reader expectation: _____

Why the detail leads to that expectation: _____

2. Sea mist hides the far bend, but the arrow sign points ahead. Explain how this detail creates an expectation without claiming anyone is lost.

Evidence: _____

Possible reader expectation: _____

Why the detail leads to that expectation: _____

3. Noah pauses to listen for his father's call. Explain how this written detail works with the misty illustration to shape an expectation.

Evidence: _____

Possible reader expectation: _____

Why the detail leads to that expectation: _____

Name: ANSWERS

Detail to Expectation — Transfer

1. A clear horizon and two distant walkers are visible. What may a reader expect? Cite the visible detail.

Evidence: Clear horizon and two walkers.

Possible reader expectation: The group may keep moving steadily.

Why the detail leads to that expectation: They can see the route and people ahead.

2. Sea mist hides the far bend, but the arrow sign points ahead. Explain how this creates an expectation without claiming anyone is lost.

Evidence: Mist hides the bend, but a sign points ahead.

Possible reader expectation: The group may slow and check directions.

Why the detail leads to that expectation: The next part of the path is hidden, not known to be unsafe.

3. Noah pauses to listen for his teacher's call. Explain how this written detail works with the misty illustration to shape an expectation.

Evidence: Noah pauses for the teacher's call; mist hides the bend.

Possible reader expectation: The group may wait for guidance before continuing.

Why the detail leads to that expectation: Both the written pause and limited view suggest care, not that anyone is lost.

Atmosphere Change Workshop

— How to Play —

Small changes.
Big possibilities!

Set up:

Work in pairs. Use the sports hall or coastal path source page.



Sports hall



Coastal path

Rules:

- 1 Choose one challenge card.
- 2 Name the original setting detail.
- 3 Read the single changed detail.
- 4 Say what a reader might expect now, and explain why.
- 5 Partner checks the evidence and asks if the claim is certain or possible.

Look closely.
Think like a reader.
Use the evidence.
Try to explain your ideas.



Worked turn:

Change: the exit light switch.

Weak answer: something bad will happen.

Better answer: A reader may wonder whether preparation is delayed because the chairs are harder to see; darkness alone proves nothing.



Finish:

Each partner completes six cards and improves one weak answer.

My strongest evidence-based explanation:



Settings spark stories.

Curious readers. Brighter writers.

Atmosphere Change Workshop — Cards 1–6

Card 1

The hall lights switch on.

Evidence:

Possible expectation:

What might a reader expect?
Which detail supports it?

Card 2

The red curtain opens a hand's width.

Evidence:

Possible expectation:

What might a reader expect?
Which detail supports it?

Card 3

The chairs are set in six tidy rows.

Evidence:

Possible expectation:

What might a reader expect?
Which detail supports it?

Card 4

The music stand remains in a trolley.

Evidence:

Possible expectation:

What might a reader expect?
Which detail supports it?

Card 5

Voices drift along the corridor.

Evidence:

Possible expectation:

What might a reader expect?
Which detail supports it?

Card 6

A small click comes from beyond the curtain.

Evidence:

Possible expectation:

What might a reader expect?
Which detail supports it?

Atmosphere Change Workshop — Cards 7–12



Look closely at each picture and sentence. What might a reader expect? Which detail supports it?

7

The coastal horizon is clear.



What might a reader expect?
Which detail supports it?

8

Sea mist hides the next bend.



What might a reader expect?
Which detail supports it?

9

The direction arrow is easy to see.



What might a reader expect?
Which detail supports it?

10

Look pauses to hear the teacher's call.



What might a reader expect?
Which detail supports it?

11

Two walkers appear ahead.



What might a reader expect?
Which detail supports it?

12

Wind bends the grass beside the path.



What might a reader expect?
Which detail supports it?

Unseen Setting Rehearsal — The Bend

Name: _____

The class reached a bend in the coastal path. A low timber rail ended beside a painted arrow sign. Wind pressed the grass flat, and light mist blurred the lookout. Noah heard the teacher call, “Wait by the sign,” so the group stopped together. The children could still see the arrow, but they could not see the path beyond the bend. Noah held his hat and looked back towards the teacher.



1. Quote one written detail. What may a reader expect because of it?

2. Name one visible (visual) detail. How may it shape expectation?

3. Why would “the group is lost” be an overclaim?

Unseen Setting Rehearsal — The Bend

Name: **ANSWERS**

The class reached a bend in the coastal path. A low timber rail ended beside a painted arrow sign. Wind pressed the grass flat, and light mist blurred the lookout. Noah heard the teacher call, “Wait by the sign,” so the group stopped together. The children could still see the arrow, but they could not see the path beyond the bend. Noah held his hat and looked back towards the teacher.



1. Quote one written detail. What may a reader expect because of it?

“Wait by the sign” may make a reader expect the group to pause for the teacher’s guidance.

2. Name one visible textual detail. How may it shape expectation?

The path beyond the bend is hidden by mist, so a reader may expect careful checking before walking on.

3. Why would “the group is lost” be an overclaim?

No one is shown lost: the arrow is visible, and the class has stopped together to listen.

Name: _____

Unseen Setting Rehearsal – Change One Detail

1. Keep the same coastal path and the same group. Change only one detail: the mist clears, so the far bend becomes visible. How may a reader's expectation change? Cite the original and revised visual details.

Original detail:

Changed detail:

Expected effect and reason:

2. A learner writes: "The grey sea proves the class will be swept away." Explain why this overclaims. Rewrite as a reported possible expectation using the arrow sign or Noah's pause.

Reflection: Which word in your revised answer shows that your interpretation is possible, not certain?

Name: **ANSWERS**

Unseen Setting Rehearsal – Change One Detail

1. Keep the same coastal path and the same group. Change only one detail: the mist clears, so the far bend becomes visible. How may a reader's expectation change? Cite the original and revised visual details.

Original detail:

Mist hid the far bend.

Changed detail:

The mist clears and the bend is visible.

Expected effect and reason:

A reader may expect the group to move on more confidently because they can see the route ahead.

2. A learner writes: "The grey sea proves the class will be swept away." Explain why this overclaims. Rewrite as a reported possible expectation using the arrow sign or Noah's pause.

Grey water does not prove danger. Noah pauses for the teacher's call, so a reader may expect the group to check directions together.

Reflection: Which word in your revised answer shows that your interpretation is possible, not certain?

The word "may" signals a possible interpretation.

Name: _____

Independent Assessment – The Busy Library

At lunchtime, Asha stepped into the school library with a book to return. Every table was full of children sorting bright paper squares for a display. The return trolley stood beside the desk, but no librarian was there. A handwritten sign said, "Back in five minutes." Near the rear shelves, a pile of unopened cardboard boxes partly hid the new-books poster. Asha held her book and looked towards the desk. She could hear scissors snipping and pages turning, but nobody seemed to have noticed the return trolley was almost full.



1. **Written detail:** Quote the exact phrase that may a reader expect because of it? Explain.

2. **Visual detail:** Name one detail visible in the illustration. What may a reader expect because of it? Explain.

3. **Revision:** Change just one written **OR** visual setting detail. State the change and justify how it may shift expectation.

Independent Assessment – The Busy Library

At lunchtime, Asha stepped into the school library with a book to return. Every table was full of children sorting bright paper squares for a display. The return trolley stood beside the desk, but no librarian was there. A handwritten sign said, "Back in five minutes." Near the rear shelves, a pile of unopened cardboard boxes partly hid the new-books poster. Asha held her book and looked towards the desk. She could hear scissors snipping and pages turning, but nobody seemed to have noticed the return trolley was almost full.



1. Written detail: Quote the exact phrase that may a reader expect because of it? Explain.

"Back in five minutes" may make a reader expect Asha to wait for the librarian because the sign says the desk is temporarily unattended.

2. Visual detail: Name one detail visible in the illustration. What may a reader expect because of it? Explain.

The return trolley beside the desk looks almost full, so a reader may expect Asha to check where to put her book.

3. Revision: Change just one written **OR** visual setting detail. State the change and justify how it may shift expectation.

Change the sign to "Please leave returns on the trolley." This may make Asha place her book without waiting because the instruction is now clear.

Settings Build Expectation — Learning Evidence Rubric

Name: _____ Date: _____

Criterion	Needs teaching	Developing with support	Target met independently
Concept / accuracy	Claims mood as fact from darkness or misreads detail.	Identifies a familiar detail with prompting.	Explains a supported possible expectation in a fresh scene.
Application / procedure	Cannot yet analyse both modes.	Explains one mode with a model.	Explains written and visual details and justifies one revision.
Reason / evidence	Guess or device label only.	Relevant detail but weak link to effect.	Exact text or visible evidence linked to reader effect.
Transfer / communication	Response unclear in new context.	Clear with support; fresh use of certain	Coherent independent explanation of a new setting.

Observed written-detail evidence:

Observed visual-detail evidence:

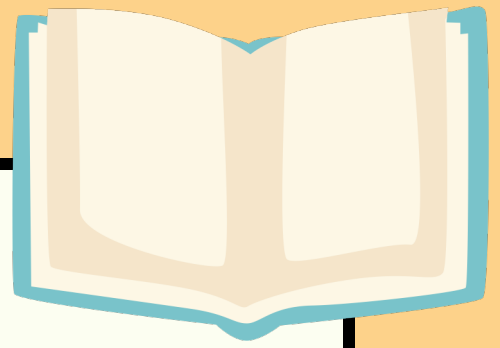
Justified revision evidence:

Next teaching step:

Accept justified alternative interpretations and accessible response modes.

Settings Build Expectation





Learning Goal

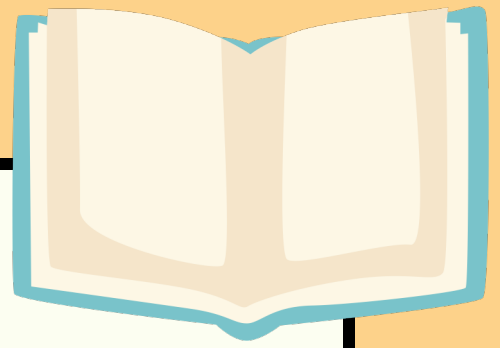
Settings can guide what readers expect.

Explain one written detail and one visible illustration detail.

Then change one detail and justify the new expectation.

Diagnostic: Which are better scenes? How might each feel to a reader?





Location and Atmosphere

Location names the place: the school, the forest, etc.

Atmosphere is a reader's sense of what place is like.

A character's goal and story sequence supply context.

Evidence is an exact phrase or something actually visible.

Atmosphere is an interpretation, not a proven fact.





Notice, Infer, Explain

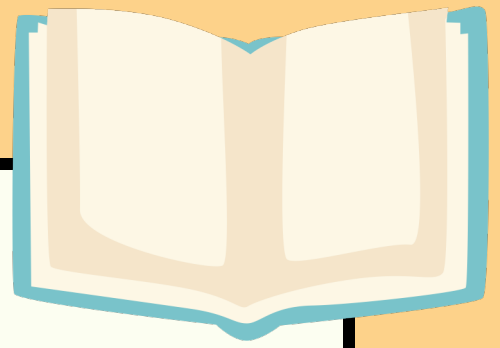
Notice: “six neat rows of chairs.”

Infer: a performance may begin soon.

Explain: the orderly seats suggest preparation is nearly done.

Use “may” when other readings remain possible.





Version 1: Ready

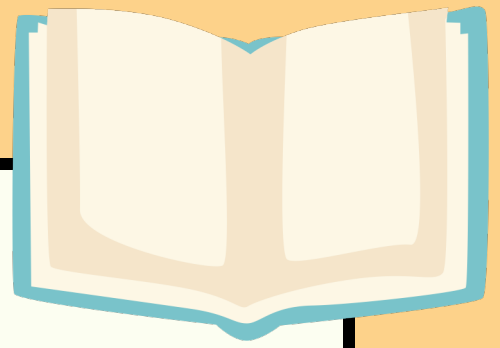
Read the complete Version 1 story on the resource pages.

“Sunlight came through the high window and made long, pale shapes on the polished floor.”

What expectations may that precise wording build?

The closed, painted and ordered chairs support a ready start.





Version 2: Uncertain

Read the complete Version 2 story.

“the red stage curtain stood open just a hand’s width.”

“No one called out from the corridors.”

These details may make readers wonder about preparation.

They do not move, but the lesson is dangerous.





Guided Decision

Text: “six neat rows of chairs.”

Picture: blue aisle, clear clock and closed curtain.

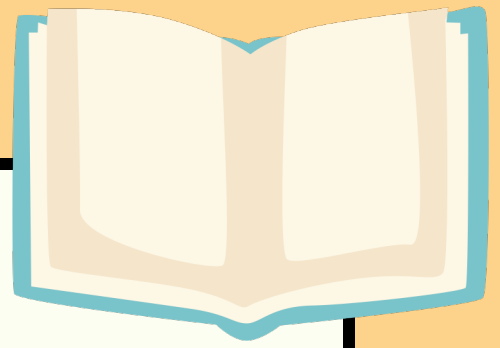
Name one observation from each mode.

What might a reader expect, and why?

Pause before revealing the response.



Evidence-Based Answer



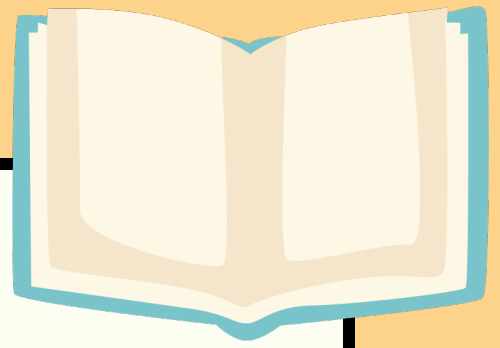
Text observation: the chairs are arranged in neat rows.

Visual observation: the stage curtain is closed.

A reader may expect the event to begin soon.

The orderly setting supports that expectation; it is still an inference.





Compare the Illustrations

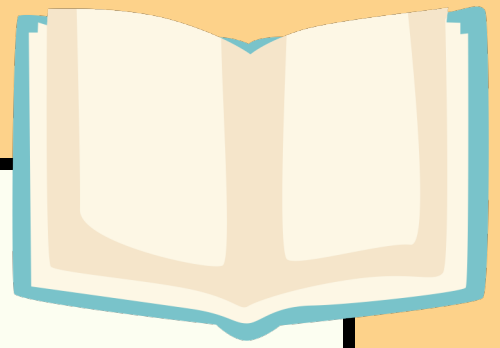
Both views show the same hall from the door.

The chairs, blue aisle, trolley, stage and clock remain.

One view is bright with a close curtain; the other is dim with a small gap.

How does your visual choice shape a possible expectation?





Workshop: Worked example

Change: the hall lights switch off

Weak claim: "Something bad will happen"

Better: readers may wonder if the operation is delayed because the chairs are hard to see

Partner challenge: cite the changed detail and avoid claiming certainty.



Workshop: Your Turn



Choose a challenge card.

Say what remains in the setting and what one detail changes.

Predict a possible reader expectation.

Explain it from that precise detail.

Your partner checks the evidence before you change cards.





Repair an Overclaim

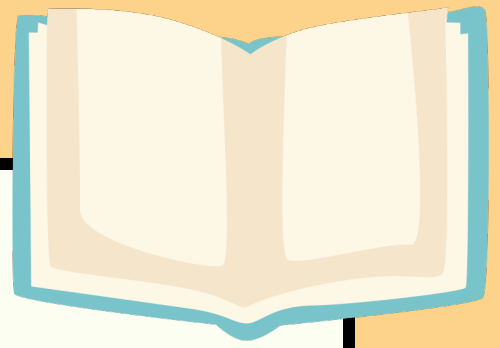
“It is dark, so something bad will happen” goes beyond the evidence.

Darkness describes light, not a certain event.

Revise: “The dim hallway may make a reader wonder whether setup has paused.”

Add the empty court or quiet corridor as further evidence.





The Coastal Path

A clear horizon and two walkers may suggest steady progress.

Mist hiding the far bend may suggest the class will check its direction.

Noah's pause gives a hint even for slowing down.

Neither picture shows the group is lost.





Three Learning Routes

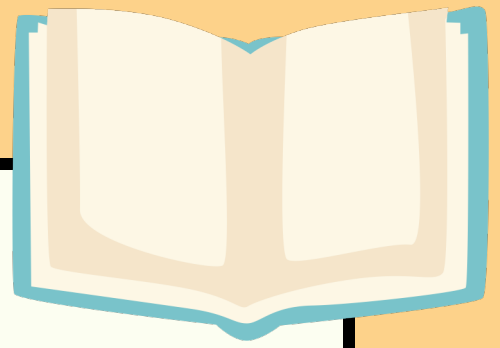
Support: hear a shorter complete passage and notice... so a reader may..."

Core: link one writer and one detail to reader expectation.

Extension: defer another possible reading or revise one detail.

Every route supports evidence and effect central.





Independent Library Task

Read the fresh library passage and study its illustration.

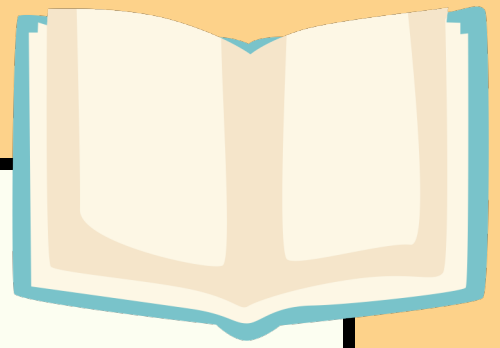
Quote a written setting detail and explain its possible effect.

Name a visible detail and explain its possible effect.

Change one detail and identify how expectation might shift.

Work independently. Do not use the rehearsal answer page.





Self-Check

Did I quote the exact wording I used?

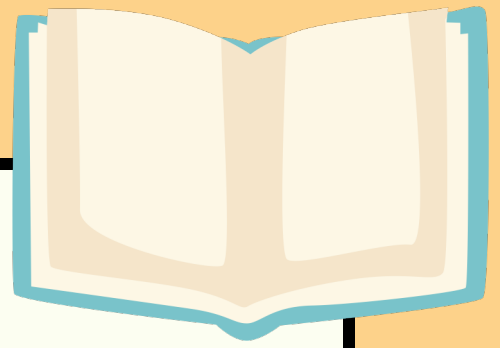
Did I name something actually visible?

Did I explain how each detail guides expectation?

Did I revise only one detail and explain the changed effect?

Could another supported interpretation also work?





What Settings Can Do

Authors choose sensory and spatial details.

Illustrators choose light, framing and what remains visible.

Both choices can guide a reader's expectation.

Strong explanations join precise evidence to a possible effect.





Well Done!

Look closely. Pick a detail. Explain its effect.

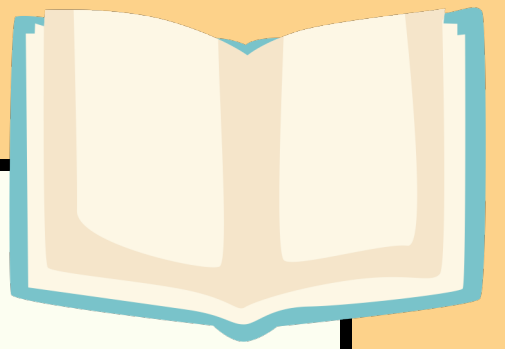


Settings Build Expectation



Question 1

What is the difference between location and atmosphere? Use the sports hall as an example





Answer 1

Location is the sports hall itself. Most were a reader's supported sense of it, such as ready or uncertain, but from selected details.





Question 2

The story says “six neat rows of chairs.” What do a reader expect, and why?



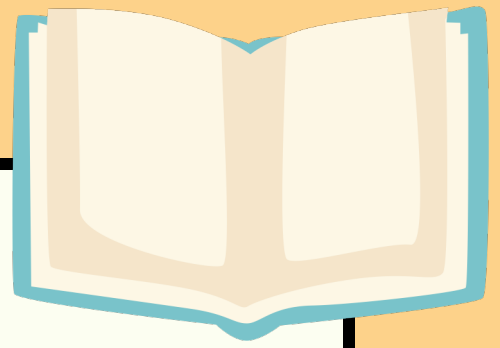
Answer 2



A performance may begin soon because the meeting is orderly and prepared. This is a possible expectation, not a certainty.

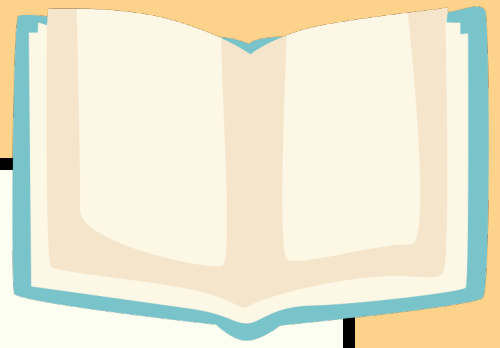


Question 3



Text: “the red stage curtain stood open just a narrow width.” Picture: the hall is dim. Give one text detail, one visual detail and a possible expectation.





Answer 3

Text detail: the narrow curtain gap. Visual detail: dim light. A reader may wonder whether setup has passed; further detail proves danger.





Question 11

Mina can see the clock above the stage and the marks on her list.
Which detail suggests she is still checking preparation?





Answer II

The pencil marks on her list suggest checking is in progress. A reader may expect Mina to finish checking before the event.





Question 5

Keep the same chairs and curtains. Switch on the lights from off to on.
How might a reader's expectation change?



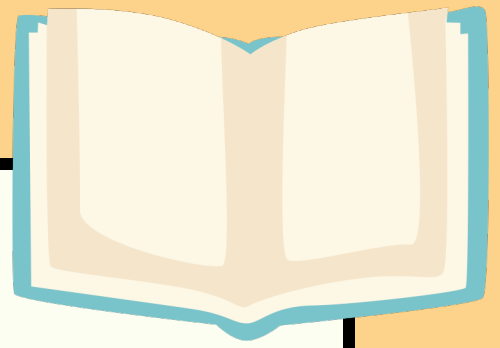


Answer 5

The chairs become easier to see so that all are more ready for the event. The single changed condition is the lighting.



Question 6



A pupil writes, "The hall is dim, so something bad can happen." What is wrong, and how can it be repaired?



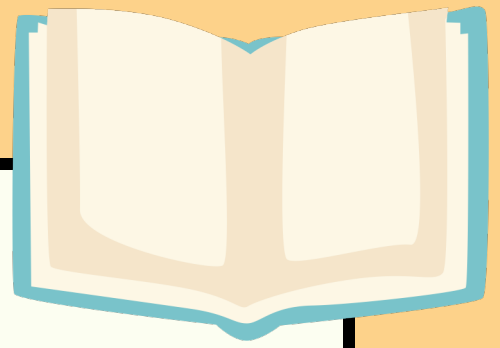


Answer 6

Dimness alone does not prove a secret. Better "The dim hall may make a reader wonder whether preparation has caused."



Question 7



Workshop card: “A small click comes from behind the curtain.” Give an evidence-based, qualified expectation.





Answer 7

A reader may wonder who is preparing behind the curtain because the sound comes from there. The sound does not reveal its cause.





Question 8

Compare the bright sports hall with the misty road path. Name one detail that changes what a reader may expect.



Answer 8



The bright hall has clear chairs and a raised platform, suggesting readiness. Mist hides the path behind, suggesting the class may slow to check.





Question 1

Library: the return trolley is almost full. What should Asha do next?





Answer a

Asha may wait or ask where to place her bag because the return trolley is almost full. Other supported actions are valid.





Question 10

Which exact library detail supports your answer to Question 9: the poster, the trolley or Asha's name? Explain.



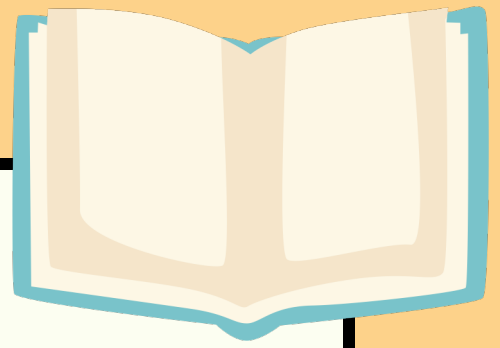


Answer 10

The almost full return trolley supports checking where to place the book.
The other details do not directly support that action.



Question II



Can two readers make different reasonable predictions from the partly open curtain? What limits the claims?

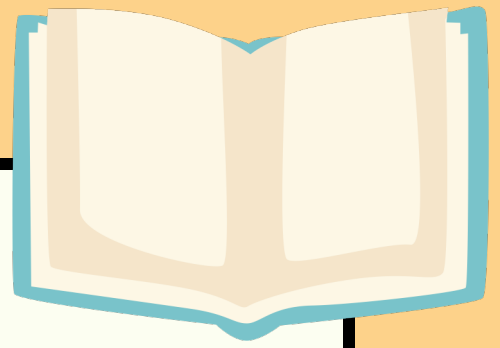




Answer II

Yes. One may expect crew activities and other personnel to expect Mina to investigate. Both must cite the curriculum goals and avoid claiming unseen facts.





Question 12

Fresh case: a lit library desk has “Borrow in 10 minutes” sign and a full trolley. Explain a written and visible detail, then revise one detail.





Answer 12

A written sign may suggest waiting. The full volleyball may suggest asking where to place a book. Changing the sign to “Leave returns here” may make placing the book in the library.





Well Done!

Look closely. Pick a detail. Explain its effect.

