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A world of stories, poems and facts





THE ARCTIC

ARCTIC OCEAN

ASIA

IRAN

CHINA

SOUTH KOREA

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THAILAND

The Himalayas

INDONESIA

AFRICA

SOUTH AFRICA

INDIAN OCEAN

NEW ZEALAND

OCEANIA

SOUTHERN OCEAN

ANTARCTICA

Unit contents

Unit	Theme	Reading and comprehension
1	Life long ago	Fiction Narrative with an historical setting <i>Anne of Green Gables</i>
2	Beautiful bugs!	Non-fiction Non-chronological report <i>Bugs</i>
3	Tricks and truth	Playscript A play on a common theme <i>The Wonderful Smells</i>
REVISE AND CHECK UNITS 1–3		
4	Fantastic journeys	Fiction Fantasy narrative <i>The Abominables</i>
5	Amazing animals	Non-fiction Newspaper-style reports <i>The Secret Language of Dolphins, Tigers Cuddle with Apes</i>
6	Families of the world	Poetry Poems from different times and cultures <i>Good Luck Gold, Tea Ceremony, Lineage</i>
REVISE AND CHECK UNITS 4–6		
7	All together!	Fiction Narrative about problems and issues <i>Sitti's Secrets</i>
8	World of water	Non-fiction Persuasive and explanatory texts <i>What We Can Do About Wasting Water, What Can You See in This Cloud?</i>
9	Poems for all seasons	Poetry Different forms of poems <i>Haiku, Tanka (Yellow Leaves), Cinquain (Snow), Shape poem (Sun), List poem (Spring is in the Air), Riddle, Limerick (There was an Old Man in a Tree)</i>
REVISE AND CHECK UNITS 7–9		
FICTION READING <i>Carving the Sea Path</i>		

Language, grammar, spelling, vocabulary, phonics, punctuation	Writing	Speaking and listening
<ul style="list-style-type: none"> Unfamiliar words, definitions Adverbs and adverbial phrases Verbs and tenses, <i>past, present and future</i> Irregular verbs, <i>to be, to have</i> Clauses and commas Features of fiction genre 	Fiction Writing an historical story	Language choices Expressing opinions
<ul style="list-style-type: none"> New words in context Prefixes and suffixes, <i>un-, dis-, re-, -hood, -ship, -ness, -al-</i> Adverbs, the suffix <i>-ly</i> Punctuation marks Alphabetical order Dictionary use and extension of vocabulary Features of non-chronological reports 	Non-fiction Planning and writing a non-chronological report	Expressing opinions Confident talking in discussion
<ul style="list-style-type: none"> Unfamiliar words, definitions Irregular verbs and the past tense Powerful verbs Features of playscripts 	Playscript Completing a playscript on a common theme	Questions – develop ideas and extend understanding Playscript performance
<ul style="list-style-type: none"> Unfamiliar words, definitions Apostrophes and contractions Apostrophes and possession Plurals, adding <i>-s</i> Similes Features of fantasy stories 	Fiction Writing a beginning to a fantasy story	Expressing opinions Confident talking in discussion
<ul style="list-style-type: none"> New words in context Apostrophes – plurals and possession Metaphors Adjectives – comparative and superlative Adjectives of intensity Features of newspaper-style reports 	Non-fiction Writing a newspaper-style report	Language choices Organisation of ideas
<ul style="list-style-type: none"> Unfamiliar words, definitions Figurative language, simile and metaphor Alliteration and rhyme Poetic imagery and language Features of poetry genre 	Poetry Writing a poem using a model	Expressing opinions Questions – ideas and understanding Poetry performance
<ul style="list-style-type: none"> New words in context Homophones Different types of sentences Character description Features of fiction genre 	Fiction Writing a story with an everyday setting	Expressing opinions Organisation of ideas
<ul style="list-style-type: none"> Unfamiliar words, definitions Connectives in sentences Words with common roots Features of persuasive texts Features of explanatory texts 	Non-fiction Planning and writing an explanatory text	Organisation of ideas Language choices
<ul style="list-style-type: none"> Unfamiliar words, definitions Same letter, different sound Alliteration and personification Imagery and rhyme Syllabic patterns in poetry Features of poetry genre 	Poetry Writing a poem	Poetry performance Language choices Confident talking in discussion

1

Life long ago

“History is
also your
small yesterday
and mine.”
John Kitching



Talk time

- 1 Look at this painting of a classroom. How do you know it is from long ago?
- 2 How does the painting make you feel?



Using words

A Look at the words in the Word Cloud and match them to the meanings here.

- 1 Units of time of one hundred years.
- 2 Rules that people in a society have to follow.
- 3 A period of ten years.

B Anne is describing her school. Look at the pictures and use the correct words to fill the gaps.

Today is September 20th, 1908. Today, I'm going to use my _____ to write some sums on my _____. I sometimes use the _____ to help me count, too. Then the teacher writes the answers on the _____ for us.

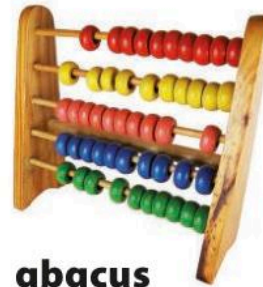
C This is Anne's classroom. Does it look like yours? Work with a partner and name three things that are different from your classroom. Use the pictures on this page to help you.

Word Cloud

centuries
decade
laws



blackboard



abacus



chalk



slate



Historical fiction

This story takes place in Canada in 1908. Anne is an eleven-year-old orphan, who has been adopted by Marilla and Matthew Cuthbert. Anne is delighted by her new home at Green Gables and her new friends and school in Avonlea.

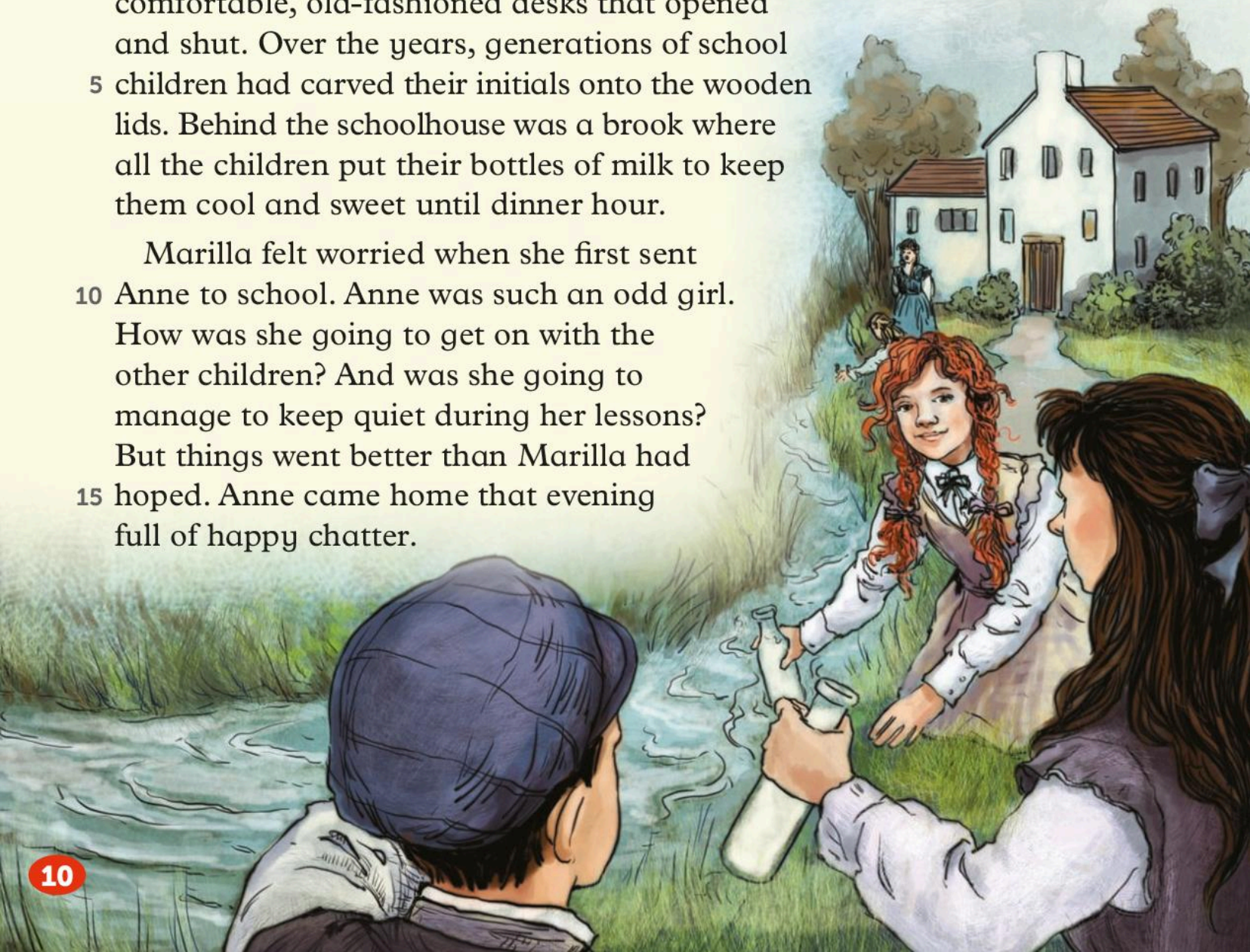
Word Cloud

dictation
disgraceful
imagination
scrumptious

Anne's First Day

The Avonlea school was a whitewashed building with big windows. It was furnished with comfortable, old-fashioned desks that opened and shut. Over the years, generations of school
5 children had carved their initials onto the wooden lids. Behind the schoolhouse was a brook where all the children put their bottles of milk to keep them cool and sweet until dinner hour.

Marilla felt worried when she first sent
10 Anne to school. Anne was such an odd girl. How was she going to get on with the other children? And was she going to manage to keep quiet during her lessons? But things went better than Marilla had
15 hoped. Anne came home that evening full of happy chatter.

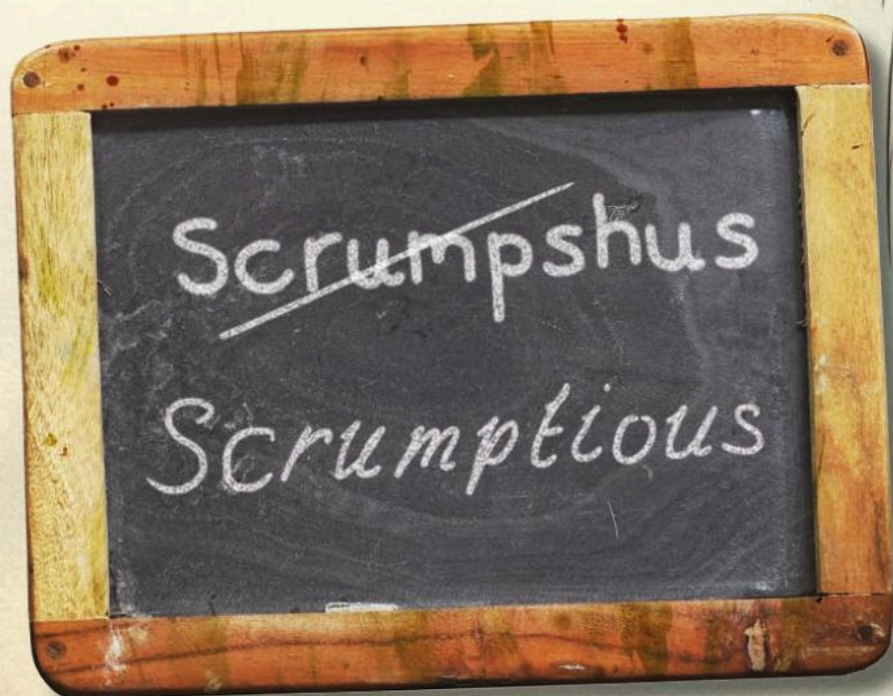


“I think I like school here,” she announced.
 “I didn’t really like Mr Phillips, the master,
 though.”

20 “Anne, I don’t want to hear you talking
 about your teacher like that,” said Marilla,
 sharply. “I hope you were a good girl.”

“Of course I was,” said Anne. “And I didn’t
 even have to try hard to be good. I had
 25 scrumptious fun playing outside, but I’m
 dreadfully far behind the others in
 lessons. Though no one has an
 imagination like mine. We had reading
 and geography and Canadian history
 30 and dictation today. Mr Phillips said
 my spelling was disgraceful and he
 held up my slate so everyone could
 see it. I was so embarrassed!”

Adapted from the original *Anne of Green Gables*,
 by L. M. Montgomery



Glossary

generations

a single part of a family; the children, or the parents

initials

the first letter of a person’s first name and surname/s

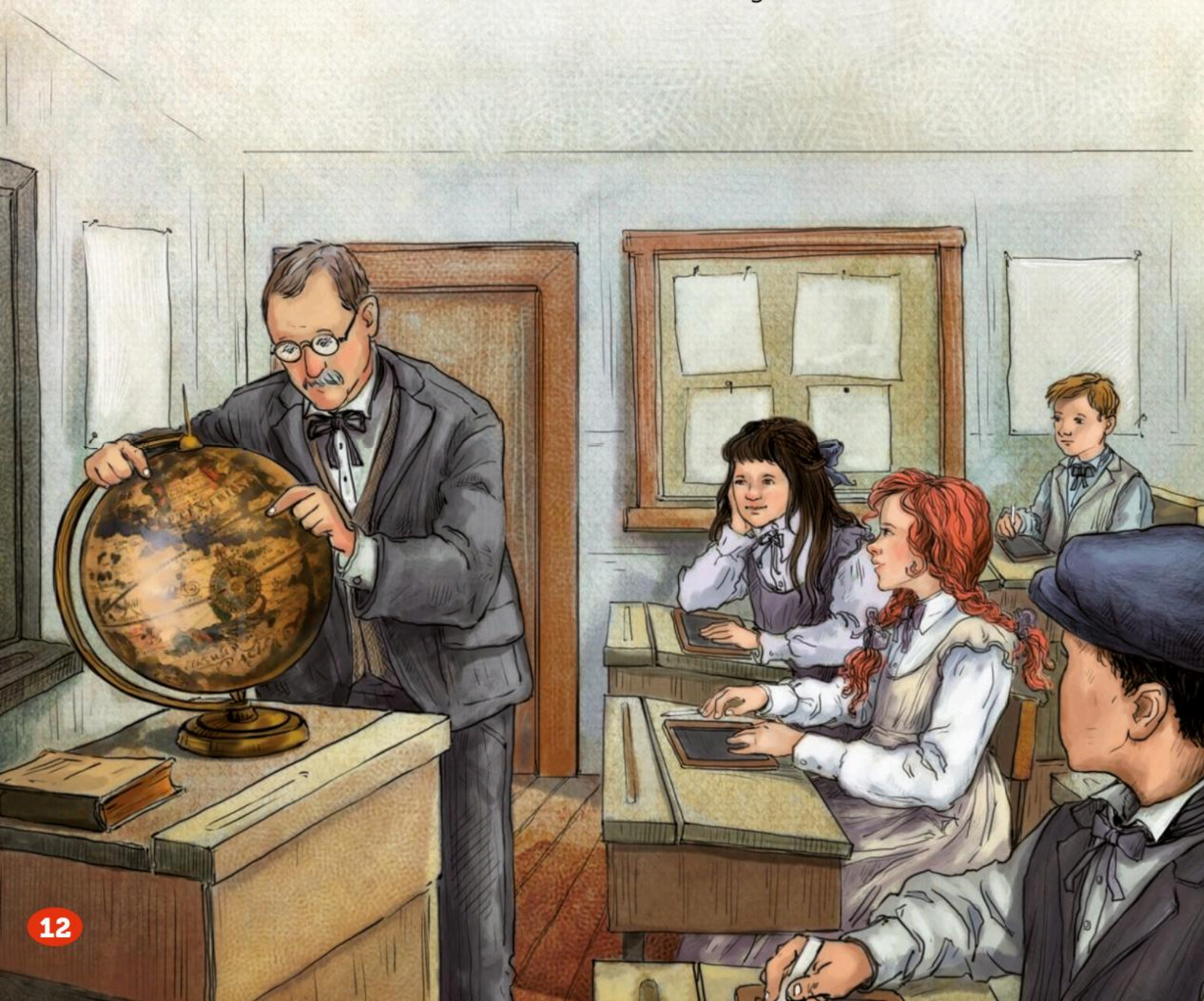
whitewashed

covered with a white liquid, like paint

Comprehension

A Read and answer the questions.

- 1 Find a phrase in the story to describe the school in Avonlea.
- 2 Find the parts of the text that tell us why Marilla was worried about sending Anne to school.
- 3 What lessons did Anne have on her first day at school?
- 4 We know that the story takes place in the past. Find a sentence that tells us this is not modern day.



B What do you think?

Use phrases from the story to help with your answers.

- 1 How does Anne feel about her new school?
- 2 Why do you think she might not like the master?
- 3 Why do you think Anne might need to 'try hard' to be good?
- 4 How do you feel towards Anne? Is she different to a modern character?

C What about you?

How would you feel about going to a new school? Would it be scary or would it be an adventure?

Discussion time

Anne felt nervous about her first day in her new school. Discuss what would be the best five pieces of advice to give a new student arriving in your class or school for the first time.



Historical fiction (continued)

An Angry Incident

The Avonlea school had just one class, which was full of children of all ages. Mr Phillips was helping Prissy with her algebra. The others were doing whatever they liked –
 5 eating green apples, whispering, drawing pictures on their slates, and playing with crickets that they had caught from the fields. Gilbert Blythe was a handsome boy with curly brown hair and a twinkle in his eyes. He was
 10 trying to make Anne look at him but Anne was busy daydreaming. She was gazing out of the window at the shimmering blue water of the lake. She was far away in a gorgeous dreamland and could not hear or see
 15 anything around her.

Gilbert Blythe was used to getting his own way. That snooty red-haired Anne girl with big eyes *should* look at him.

Gilbert reached over and picked
 20 up the end of Anne's long red plait. He held it up and whispered loudly:

“Carrots! Carrots!”

Anne looked at Gilbert fiercely. She jumped to her feet in a rage.

25 “You mean and hateful boy!” she cried passionately. “How dare you!”

Adapted from the original *Anne of Green Gables*,
 by L. M. Montgomery

Word Cloud

algebra
 dreamland
 passionately
 snooty



Comprehension

A Which three sentences below are true?

- 1 The children were drawing on their slates.
- 2 Gilbert wanted Anne to look at him.
- 3 Anne was concentrating on her work.
- 4 Anne was cross with Gilbert.

B What do you think?

Use phrases from the story to help with your answers.

- 1 Are the children in the Avonlea class well-behaved? Find three examples in the story.
- 2 How do we know that Anne was not interested in the lesson?
- 3 What phrases in the story tell us that Gilbert is a confident boy?

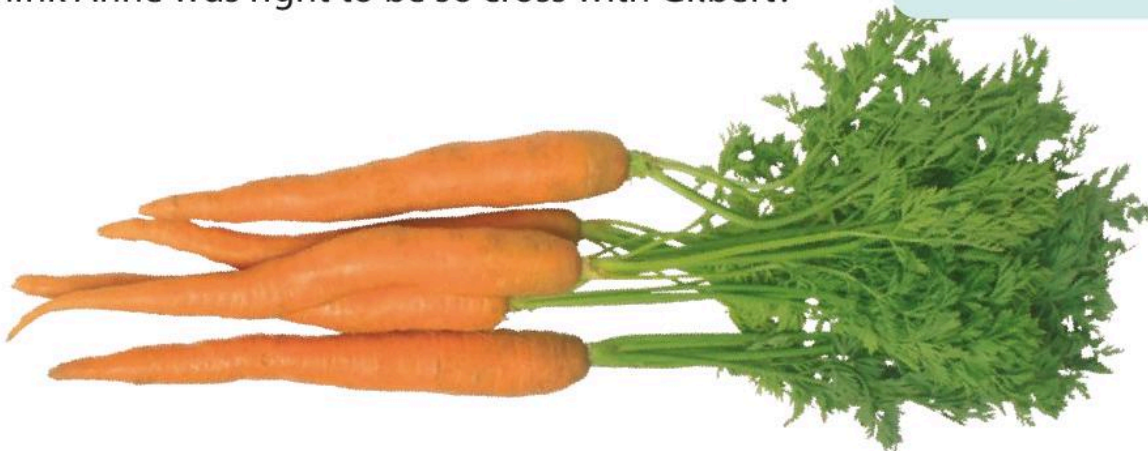
C What about you?

Anne is very upset about Gilbert calling her 'Carrots'. Have you ever felt so angry? Do you think Anne was right to be so cross with Gilbert?



Challenge

→ Notice how the story is introduced, then builds in excitement. What do you think might happen next? Make up your own ending for the story.



Adverbs

Adverbs tell us more about verbs. They make sentences much more interesting.

Adverbs of place tell us **where**.

Example: The children sat **in the Avonlea schoolroom**.

Adverbs of time tell us **when**.

Example: The teacher arrived **late**.

Adverbs of manner tell us **how**.

Example: Anne wrote on her slate **neatly**.

A Look at the bold words in these sentences. What kind of adverbs are they? Do they answer the question where, when, or how?

- 1 Anne went for a picnic **in the orchard**.
- 2 It was a lovely day and the sun was shining **brightly**.
- 3 **By lunchtime**, Anne was feeling hungry.

B Find one example of each kind of adverb in the story on pages 10, 11 and 14.

C Copy the sentence below and identify the different types of adverbs (place, time and manner). Then use these types of adverbs in a sentence of your own.

Last Sunday, I sat under a tree and slowly ate a delicious ice cream.



Top Tip

Many adverbs are one word, but some can be a phrase of two or three words.

Example: **in the park**, or **last night**.

These are adverbial phrases.

Verbs and tenses

A Look at the verbs below. They are different parts of the irregular verbs 'to be' and 'to have'.

was had is am have being
are has were having

- 1 Make a list of all of the parts that belong to the verb 'to be'.
- 2 Make a list of all of the parts that belong to the verb 'to have'.
- 3 Use each verb from your list in a sentence.
- 4 Underline all the sentences that are in the past tense.

B Look at Anne's story on pages 10, 11 and 14.

- 1 Find examples of sentences in the present, past and future tenses.
- 2 Look at the verbs. Are they all regular?

C Rewrite the dialogue changing the underlined words. Identify the tense of each sentence in your dialogue. Is it in the past or the present?

Zack: Hey Lee! Are you going to the park?

Lee: No, I've got lots of homework.

Zack: Did you go to the match yesterday?

Lee: Yes, my team scored seven goals!

To be
I am
You are
He/She is
We are
You are
They are

To have
I have
You have
He/She has
We have
You have
They have

Remember: Some verbs are **irregular verbs**. This means they do not follow the usual pattern when we use them in different tenses. **Example:** the verb **to go**:

In the **present** tense: They **go** to the beach every summer.

In the **past tense**: Yesterday, they **went** on a trip to the beach.

Clauses



Top Tip

A subordinate clause adds information to the main clause of the sentence.

Sentences are made of clauses. All clauses have a **verb**.

A **main clause** can make sense on its own.

Example: Anne and Diana **enjoyed** the day.

A **subordinate clause** must be added to a main clause. It doesn't make sense on its own.

Example: because they **played** in the meadow.

Together, the **main clause** and the **subordinate clause** make sense:

Anne and Diana **enjoyed** the day, because they **played** in the meadow.

A Copy out these sentences and underline the main clauses.

- 1 At the weekends, the children liked to play outside.
- 2 In the holidays, when the weather is sunny, the family like to go to the seaside.

B Look at the sentence below. It has a main clause and a subordinate clause. The main clause comes first.

Anne chatted about school, while Marilla made the tea.

Make up three new sentences of your own. Use the same main clause, but change the subordinate clause to something different each time.

C On a large piece of paper write a sentence containing a main clause and a subordinate clause. Cut up the sentence so that there are no more than two words together on each strip of paper. Mix up the papers, swop them with a partner and ask them to reassemble the sentence. Challenge them to identify the types of clauses in the completed sentence.

Commas

Commas (,) are punctuation marks that are used to show a small pause in a sentence.

Sentences with main and subordinate clauses need commas when:

The subordinate clause comes **first**.

Example: **Although it was raining**, Anne went for a walk.

And when the subordinate clause comes **in the middle** of a main clause.

Example: The school, **which was painted white**, had big windows.

A Look for the main and subordinate clauses in these sentences.
Add in the commas where they are needed.

- 1 As there were no pens children used chalk to write on their slates.
- 2 The children who were being naughty played with crickets in the classroom.

B Add the subordinate clauses in brackets into the sentences.
Make sure you put commas in the right places.

- 1 The classroom was full of children. (which was quite small)
- 2 Gilbert liked to tease the girls. (who was a handsome boy)

C Use the table below to help you write three sentences containing a subordinate clause. Remember to add commas in the correct places.

My friend			at the weekend.
Our teacher	who is...	likes to...	in the holidays.
The neighbour			every afternoon.

Writing an historical story

Model writing

Abandoned

Albert Jones, a small, thin boy with an anxious face, was struggling to carry a large bucket of water upstairs for his mistress's bath. He sighed. The household chores had been so hard this morning!

“Be careful, boy. You're going to spill it!” The harsh screech of the housekeeper's voice made Albert stumble, the bucket of water slipping from his hands. In dismay, Albert watched the water cascade down the stairs...

“Sorry. I was just...”

The housekeeper leapt forward, her lips curled in a sneer, “Just! After all the Smith family have done for you. Giving you a job after your good for nothing parents decided to emigrate to Canada and then not come back.”

It was then that Albert decided to cry...



Guided writing

Getting started!

In your story, the first two paragraphs introduce the characters and the setting.

Characters

Give clues about the characters – what they look like, how they move and speak, and what they say.

Albert – small, thin, weak, tearful.

Housekeeper – screeching voice, sneering, strict and cruel to Albert. A bully!

Setting

Give clues about where and when it's taking place.

Large house.

America in 1900s – young boy as servant and housekeepers were normal. No modern plumbing or hot water.

You will need to make your readers want to read more. Build some excitement and create some problems so that your readers will want to see what happens.

Example: Will the housekeeper continue to be cruel to Albert? Will his parents come back?



Writing an historical story

Your writing

Carry on writing the story of Albert and write four more paragraphs. Use the paragraph plan below to help you write your story. The topic sentence is the sentence you need to give more detail about in each paragraph. You can use the ones here or you can use your own.

1 Things get worse for Albert.

Today, everything went wrong for Albert.

2 The problems build the excitement.

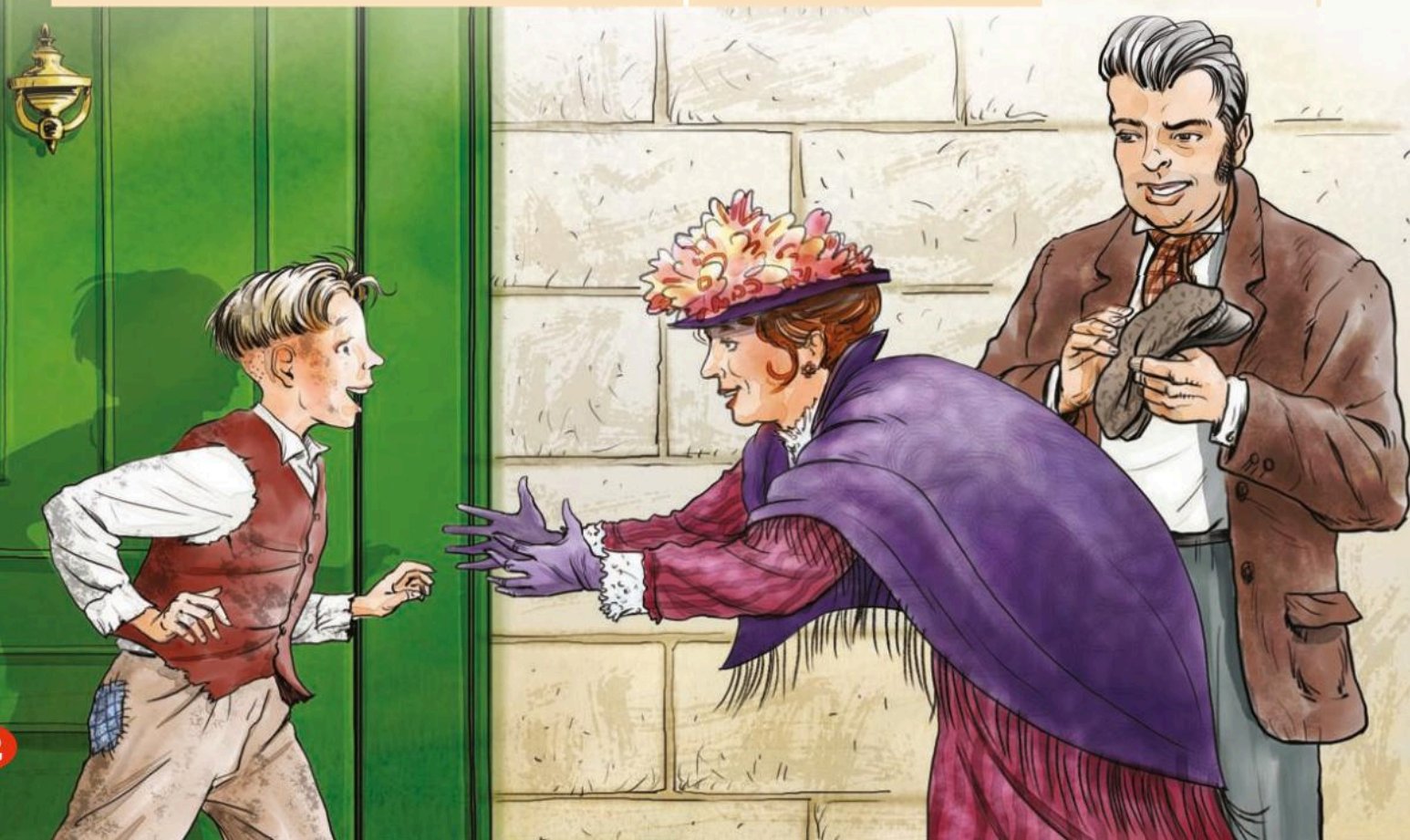
Things just seemed to get worse and worse.

3 The problems are sorted out.

Mrs Smith was extremely cross about the behaviour of the housekeeper.

4 The conclusion brings the story to an end.

Albert couldn't believe it when he opened the door and saw his parents standing there.



Historical fiction success criteria

When you are writing your story, remember to think about success criteria. This is the list of skills you need to show. Draw a chart of your own, like the one below, and put ticks in the boxes. Check and edit your work as you go along.

	Yes	No	Sometimes
Story develops through: build up of problems / solving problems / conclusion	✓		
Each paragraph is written from a topic sentence		✓	
Clues are given about historical characters and setting	✓		
Characters are shown through what they look like and say	✓		
Past, present and future tense verbs used			✓
Some subordinate clauses used (sometimes with commas)			✓
Full stops and capital letters used properly	✓		
Spelling correct	✓		



Top Tip

Read your story aloud to a partner. Ask your partner if they can suggest ways for you to improve your story.

2

Beautiful bugs!

“If you want to live and thrive, let the spider run alive!”
Traditional saying



Talk time

- 1 Which bugs and insects are common where you live?
- 2 Are any of them dangerous? How do you feel about them?



Thinking about insects

A Look at the words in the Word Cloud and match them to the meanings here.

- 1 A group of living things that are similar and can produce young together.
- 2 Something that is annoying or causes damage.
- 3 To move pollen to a plant to help the plant make seeds.

Word Cloud

pest
pollinate
species

B Write questions for these answers.

- 1 Bees are the only insects that make food for humans.
- 2 Bees are important because they pollinate many plants that we grow for food.
- 3 Scientists are worried because the number of bees is dropping.

C Do you think bugs and insects are important – or are they just pests? Discuss your ideas with a partner.



Non-chronological reports

Bugs

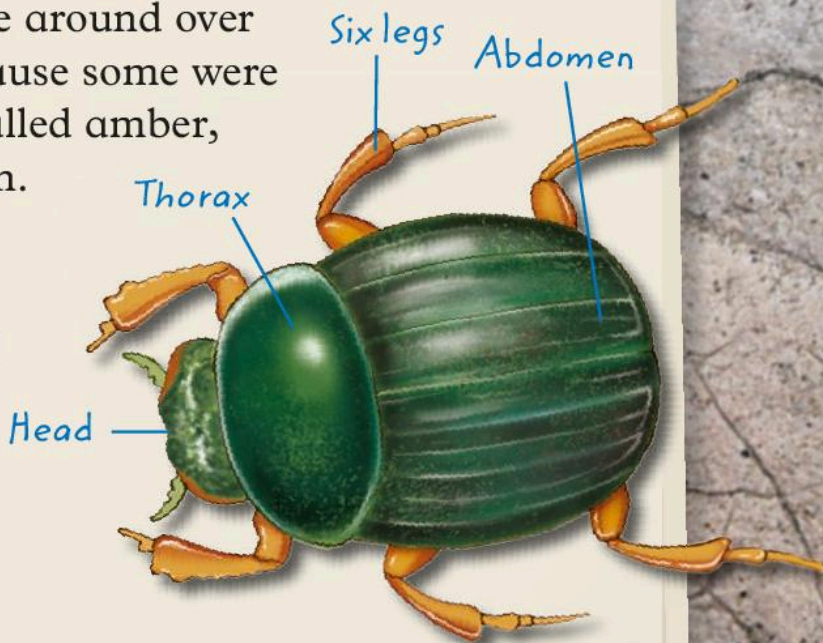
Bugs, bugs, bugs

Most of the bugs that you know are called arthropods, which means they have their skeleton on the outside of their bodies. There
5 are over a million known species of arthropods on the Earth...

We know that insects were around over 40 million years ago because some were trapped in a substance called amber,
10 which hardened back then.

What is an insect?

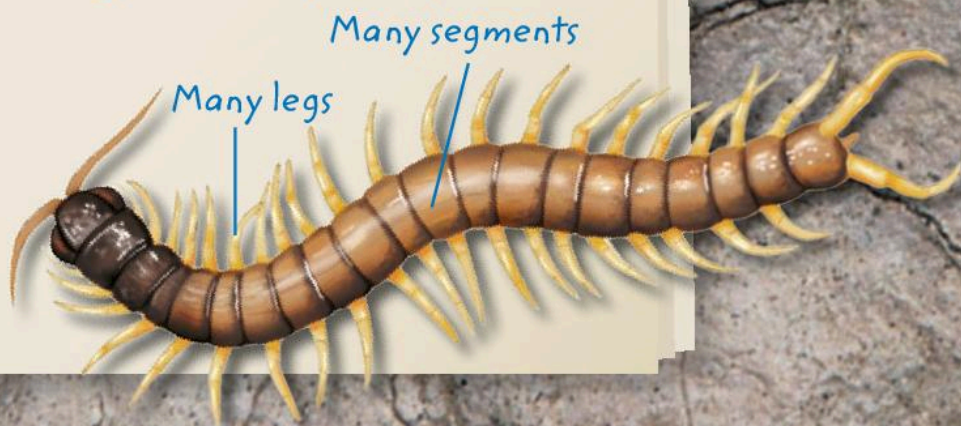
You can spot an insect by counting its body parts and legs. They all have
15 six legs and three body parts – a head, a thorax, and an abdomen.



What is a myriapod?

If you try counting the
20 legs on a creepy crawly and you find you can't, the chances are you are looking at a myriapod, such as a millipede or
25 centipede. They have lots of segments and lots and lots of legs!

Not all myriapods have the same number of segments and legs. Centipedes can have from 15 pairs of legs to as many as 171 pairs!



Word Cloud

amber
damage
skeleton

What is an arachnid?

All arachnids have eight legs.

- 30 Watch out however, other than spiders, a lot of arachnids look like insects so count carefully.

What is a true bug?

We tend to call all creepy

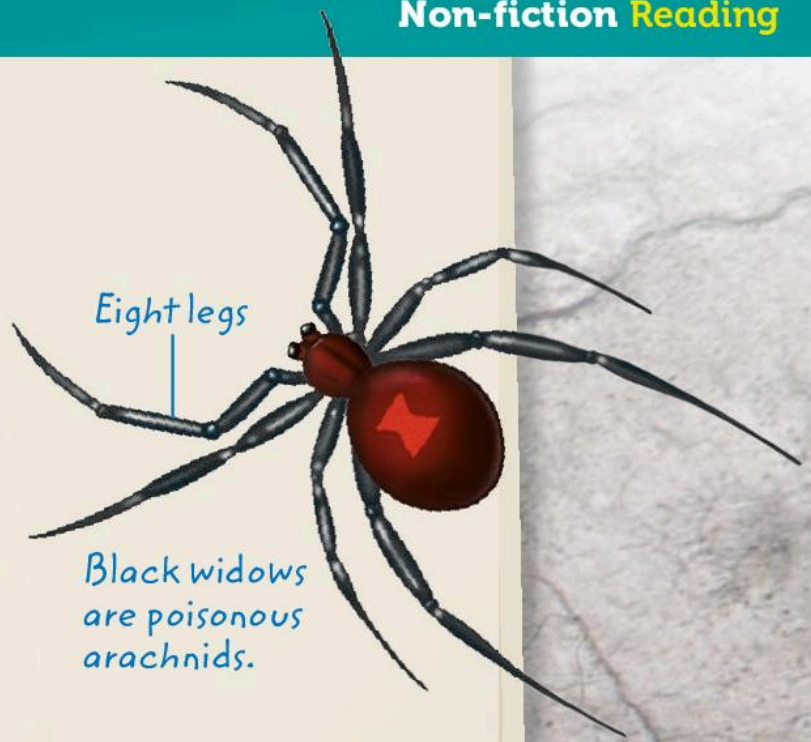
- 35 crawlies ‘bugs’... But actually a true bug is a type of insect that has a long mouthpart that it pierces its food with, then uses it to suck up the inside of the food...

40 Pests and plagues

They may be small but bugs can do a surprising amount of damage – in large numbers or on their own. Us humans sometimes have to try hard to control them,

- 45 and very often we lose.

From DK Eyewonder *Bugs*, by Penelope York

**Glossary****abdomen**

the back part of an insect's body

pierces

goes into

thorax

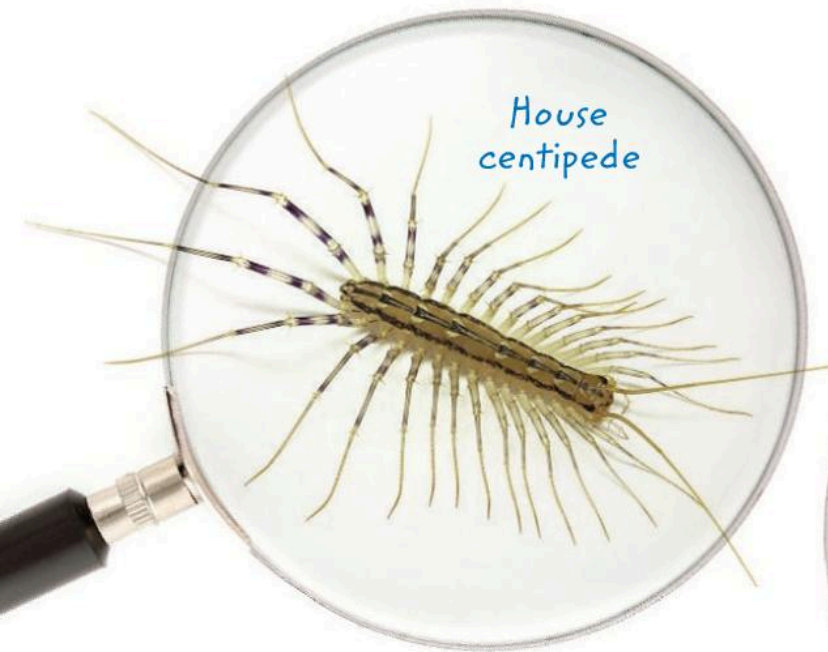
the middle part of an insect's body



Comprehension

A Read and answer the questions.

- 1 What does the word 'arthropod' mean?
- 2 How do true bugs eat their food?
- 3 Look at these photos. Are they insects, arachnids or myriapods? Write a sentence to support your answer.



B What do you think?

- 1 The extract is organised into paragraphs. Why do you think this is?
- 2 Many of the paragraphs have a question as a heading. What question could you give as a title to the whole extract?
- 3 Which tense are most of the sentences written in?
- 4 Read the final paragraph 'Pests and plagues' again. How would you summarise this paragraph in one sentence?



What about you?

What more would you like to find out about bugs?
Think of two questions and then try to find the answers
to your questions.



Discussion time

Insects are nutritious and people around the world think they are tasty! In countries such as Thailand, Australia, Brazil and China, it is common to find insects on the menu. Have you eaten a bug before? If not, what do you think one might taste like?



Non-chronological reports (continued)

Bugs

Water world

If you find a body of water, the chances are it's filled with mini-life – but you may have to look closely to see some of it. Many
5 bugs live in or above the water and some can even walk on the surface.

Diving in

The diving beetle is the great meat eater of the water. It tucks a bubble of air under its wings
10 so it can breathe underwater, and dives down to catch tadpoles and even small fish.

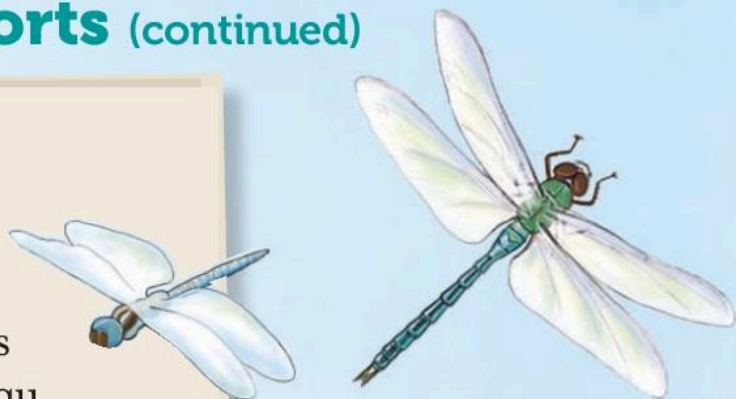
Walking on water

Pond skaters can walk on water because of thick, waterproof hairs on their feet. They skim
15 over the surface looking for floating food.

Darting around

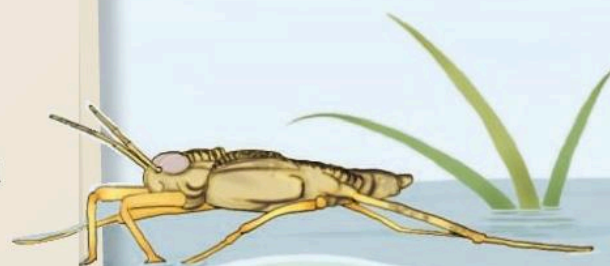
The beautiful dragonfly lives above water. It is called the dragonfly because of its very aggressive 'dragon-like' behaviour.

From DK Eyewonder *Bugs*, by Penelope York



Word Cloud

aggressive
surface
waterproof



Comprehension

A Explain the following phrases in your own words.

- 1 a body of water
- 2 skim over the surface
- 3 'dragon-like' behaviour

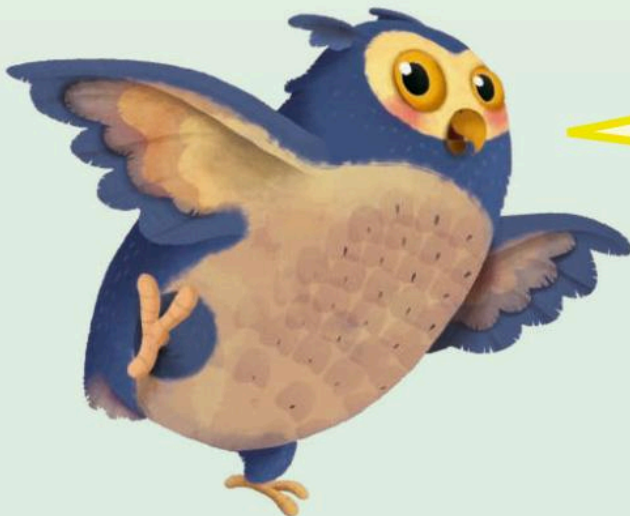


B What do you think?

- 1 How do the subheadings give us an idea of the information in each paragraph? Give two examples.
- 2 A **topic sentence** introduces the subject. Where does it come in the paragraph?
- 3 Do you think the sentences in the extract are written in a formal or an informal (chatty) style?

C What about you?

Research another water bug. Write a topic sentence and then add some detail. What subheading will you give your paragraph?



Discussion time

Some people say that they behave in a way that respects nature. What do you think this means? Do you try to behave this way?

Prefixes and suffixes

A **prefix** is a group of letters we put in front of a word.

A **suffix** is a group of letters we put at the end of a word.

Prefixes and suffixes change the meaning of the word.

Example: **dis** + appear = disappear (**dis** is the prefix)

child + **hood** = childhood (**hood** is the suffix)



Top Tip

When we add a **prefix** to a word, we sometimes need to add a **hyphen** between them.

Example: re-read

A Choose a suffix to add to these words. Then think of more words which have the same suffixes.

1 leader hood

2 good ship

3 neighbour ness

B Choose a prefix to add to these words. Then think of more words which have the same prefixes.

1 clockwise trans

2 start re

3 form anti

C The letters **al** can be used as both a prefix and a suffix. Add **al** to the beginning or the end of these words.

ways season most though nation accident one



Adverbs – the suffix **-ly**

Remember: **Adverbs** tell us more about verbs. Most adverbs of manner are formed by adding the suffix **-ly** to an adjective.

Example: soft – soft**ly** bad – bad**ly** correct – correct**ly**

Adjectives that end in a **consonant + y** drop the **y** and take **-ily**.

Example: easy – eas**ily** happy – happ**ily**

Adjectives that end in **-le** drop the **e** and take **-y**.

Example: simple – simpl**y** comfortable – comfortabl**y**

A Copy each sentence and write the missing adverb in the gap.

- 1 The ladybird moved _____ along the grass. (careful)
- 2 The colony of ants worked together _____. (busy)
- 3 The butterfly landed _____ on the flower. (gentle)

B Think of an **-ly** adverb to make these sentences more interesting.

- 1 The wasps buzzed.
- 2 I walked to the park.
- 3 The boy sat down.
- 4 The girl ate an apple.

C Change the following words into adverbs and write three new sentences.

graceful noisy happy



Top Tip

Some adverbs don't follow the **-ly** pattern. **Example:** good (adjective) – well (adverb). The boy was *good* at reading. He read **well**.



Punctuation

A Match the punctuation mark with the meaning.



- 1 Used to mark a pause in a sentence or to separate a list.
- 2 Used to mark the end of a sentence.
- 3 Takes the place of a full stop when the sentence is a question.
- 4 Used to show a strong feeling.



B Choose the correct punctuation for the end of these sentences.

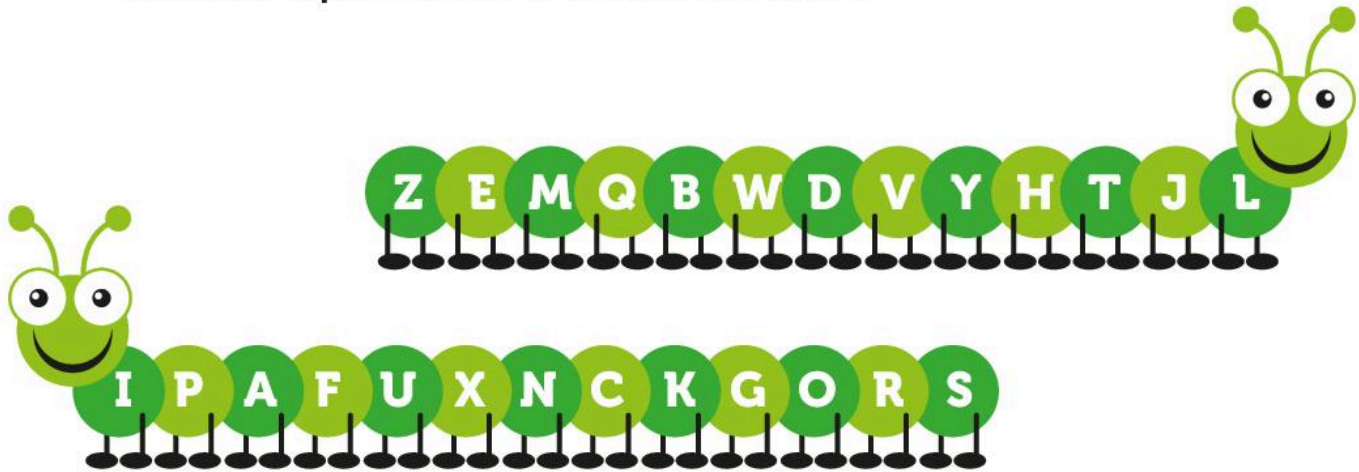
- 1 The field was full of fireflies (. ?)
- 2 Where were you yesterday (! ?)
- 3 Come back (. !)
- 4 Who was that (, ?)

C Put a comma into each of these sentences.

- 1 As soon as you hear the bell you must come into class.
- 2 Even though the lesson was over the children wanted to stay.
- 3 They saw some butterflies spiders and dragonflies.

Alphabetical order

- A** The letters of the alphabet are out of order on these caterpillars.
Write the alphabet out in the correct order.



- B** Write each group of words in alphabetical order. Remember, you may need to look at the second and third letters too!

- 1 moth glow-worm firefly night
- 2 bug bee body breathe
- 3 ant abdomen amber air
- 4 spider spun scorpion spin

- C** Choose a word from one of the extracts and look it up in a dictionary. What does it mean?
How quickly did you find it?
Work with a partner and take it in turns to time each other.



Writing a non-chronological report

Model writing

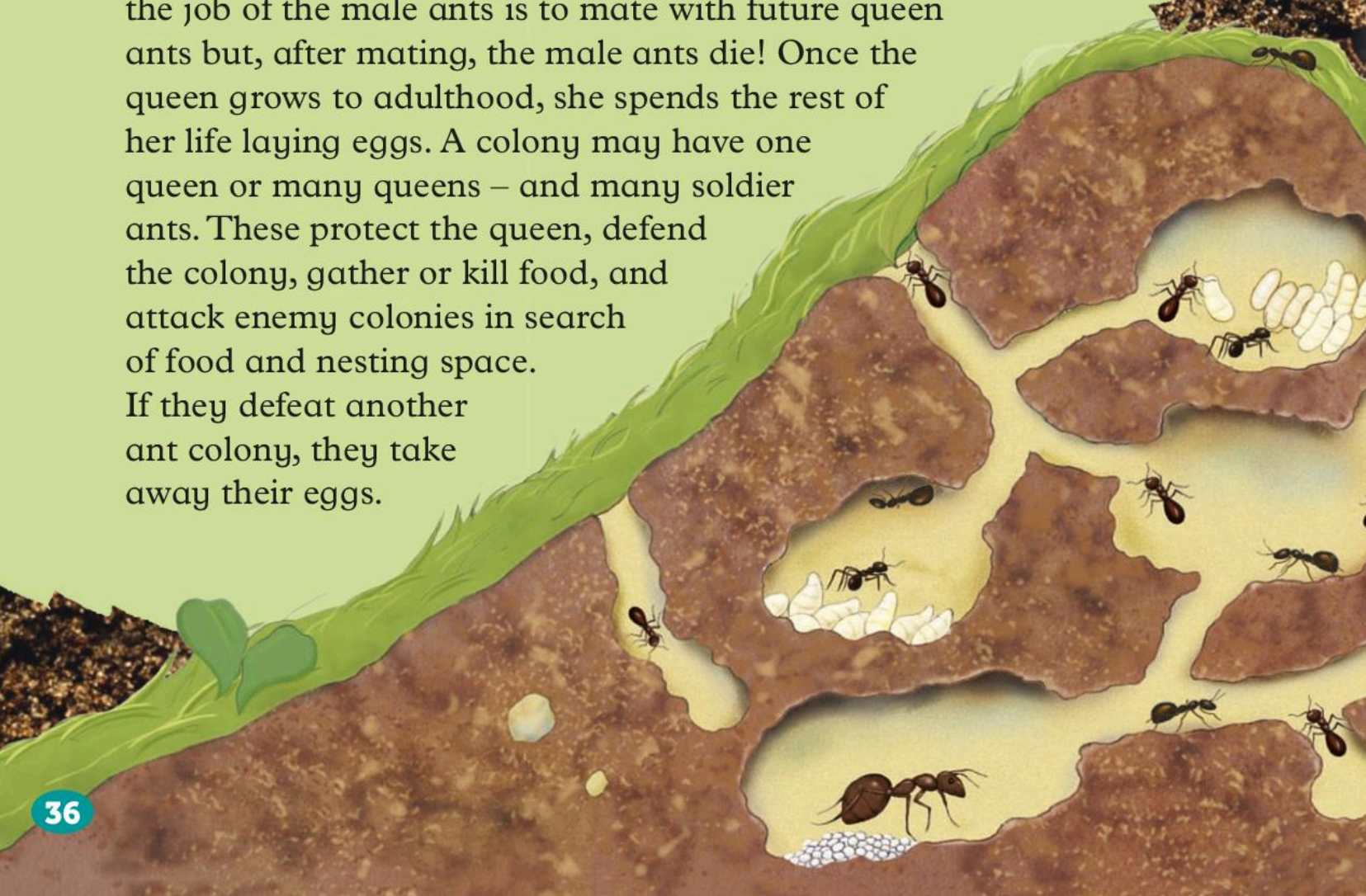
Ants

How many ants are there in the world?

Lots! Ant colonies (groups) can consist of millions of ants, and there are more than 12,000 species!

What happens in an ant colony?

There are three kinds of ants in a colony: the queen, female workers and males. However, only the queen and males have wings – and the queen is the only ant that can lay eggs. You may have guessed that the job of the male ants is to mate with future queen ants but, after mating, the male ants die! Once the queen grows to adulthood, she spends the rest of her life laying eggs. A colony may have one queen or many queens – and many soldier ants. These protect the queen, defend the colony, gather or kill food, and attack enemy colonies in search of food and nesting space. If they defeat another ant colony, they take away their eggs.



Guided writing

Common features of a non-chronological report

- Not written chronologically (in the order things happen) but in different topic areas.
- Subheadings are often questions, with paragraphs giving the answers.
- Paragraphs usually start with a topic sentence (a general sentence to introduce the subject).
Example: 'There are three kinds of ants in a colony.'
- Written in the present tense. **Example:** 'These protect the queen...'
- Uses formal rather than informal (chatty) language, but difficult words might be explained. **Example:** 'colonies (groups)'.
- Uses 'you' to make the information more reader-friendly.
Example: 'You may have guessed...'
- Uses connectives to move from one idea to another.
Example: 'However'.



Top Tip

You could start your writing by making a **KWWL** grid. This records what you **K**now about a subject, **W**hat you would like to find out, **W**here you will search for the information and what you **L**earned.

Planning a non-chronological report

Your writing

- Decide which subheadings you are going to have for each paragraph.

Example:

What do ants eat?

What do worker ants do?

Are there any fantastic facts about ants?

- Next, write in the topic sentence for each paragraph. This is the main sentence that you will go on to develop.

What do ants eat?

Ants will eat practically anything.
They especially like...

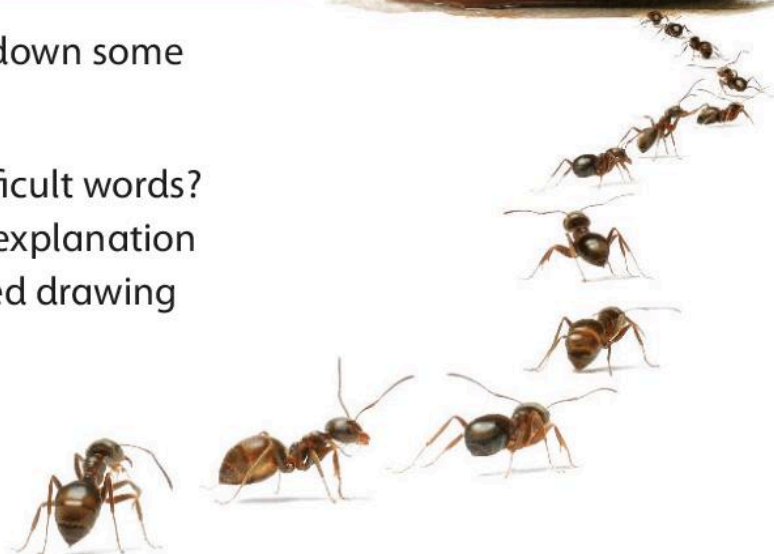
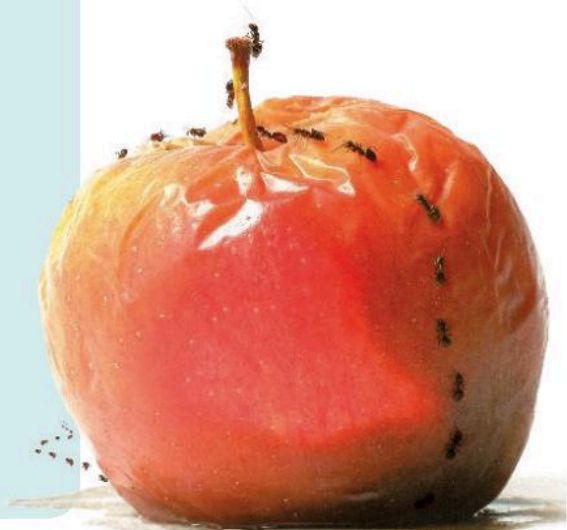
What do worker ants do?

Worker ants are very busy.
In the nest they...

Are there any fantastic facts about ants?

Yes! Ants are amazing creatures. For example...

- Research the questions, writing down some key facts.
- Will you need to explain any difficult words? You could do this by putting an explanation in brackets or including a labelled drawing or diagram.



Non-chronological report success criteria

Before you write your report, draw a chart of success criteria, like the one below. Write your report and then check it, putting ticks in the boxes. Can you improve your writing?



	Yes	No	Sometimes
Each paragraph has a subheading	✓		
If the subheading is a question, the paragraph answers the question			✓
Each paragraph is developed from a main topic sentence		✓	
Formal language is used	✓		
Difficult words are explained			✓
Written in the present tense	✓		
Punctuation at the end of sentences is correct	✓		
If you want to do very well			
Use the personal pronoun 'you'	✓		
Use adverbs or adverbial phrases			✓
Use a variety of connectives to join ideas for the reader			✓



3

Tricks and truth



“Everything you can imagine is real.”
Pablo Picasso



Talk time

- 1 What is the difference between using your imagination and not telling the truth?
- 2 Watching a play can take us away from real life for a while. Are there other times when it is good to let our imagination run free?



Words and imagination

A Look at the words in the Word Cloud and match them to the meanings here.

- 1 Something that looks real, but isn't.
- 2 To picture something in your mind.
- 3 To make something seem greater than it is.

B Read the story below. Imagine you are going to talk to Scheherazade. Think of three questions to ask her.

Scheherazade was a Persian queen. She was afraid that the king would not let her live. So, every night, she told him wonderful stories. She would always stop at the most exciting part, so the king would want to hear the rest of the story. That way, she knew her life would be spared!

Scheherazade told the king stories for 1,001 nights. Her stories are still read today. Have you heard of *Ali Baba and the Forty Thieves* and *Aladdin's Wonderful Lamp*?

C Think of a story that you know well and tell it to a partner. Make it as imaginative and exciting as you can.

Word Cloud

exaggerate
illusion
imagine



Playscripts on common themes

The Wonderful Smells

Li Hua is eight and from a poor family. Her brother, Li Chang, is six. Shen Ying is a mean woman who works in the Full Moon Cafe. Pang Bo is a mean man who cooks in the cafe and cheats the customers.

Word Cloud

accusing
customers
expensive

SCENE 6

(The Courtroom...)

- Judge** And now, the last case of the day. Is Li Hua in court?... Are Pang Bo and Shen Ying in court?... Good...
5 And you are accusing Li Hua of stealing from your cafe?...
- Pang Bo** She took some money, sir, and didn't give it back.
- Judge** How much money?
- 10 **Pang Bo** Five chien.
- Judge** ...What do you say to that, Li Hua?
- Li Hua** It was *my* money, sir. I bought some moon cakes and the money was my change. Pang Bo gave it to me!
- 15 **Judge** The five chien was your change, you say. Is this true, Pang Bo?
- Pang Bo** Well, in a way.
- Shen Ying** But it was a mistake! He shouldn't have given it to her.
- 20 **Judge** Explain yourselves...



Glossary

chien

Chinese money

courtroom

a room in which a judge hears evidence and decides if someone has committed a crime

judge

a person whose job it is to decide if someone has committed a crime

- Shen Ying** The thing is, this girl has been standing around outside the cafe, smelling all the expensive food.
- Pang Bo** Yes, and she hasn't paid us anything. Not a single chien!
- 25 **Shen Ying** She's been stealing our smells!
- Judge** What do you say to that, Li Hua? Is it true that you have been smelling the food from the Full Moon Cafe?
- 30 **Li Hua** Yes, sir, but I can't help it. I pass by there every day. And anyway, smelling is free, isn't it?...
- Judge** Li Hua... Did you like the smell of the food?
- 35 **Li Hua** Yes, sir.
- Judge** And do you still have the five chien?
- Li Hua** Yes, sir, but...
- Judge** There are no buts about it... I have here a bag.
- 40 **Shen Ying** It's a money bag!
- Judge** Li Hua, I want you to put the five chien into the bag.
- Li Hua** But, sir...
- Judge** I thought I said no buts. Take the bag, Li Hua... Now, put the money into the bag.
- 45 **Li Hua** Do I have to?
- Judge** Yes.
- Li Chang** No! Stop! This isn't fair! ...

From *The Wonderful Smells*, by Julia Donaldson

Comprehension

A Read and answer the questions.

- 1 What did Li Hua buy in the cafe?
- 2 According to Pang Bo and Shen Ying, what did Li Hua not pay for?
- 3 What does the judge want to do?

B What do you think?

- 1 Look again at the playscript. How do we know who is talking?
- 2 Find an example of some words that are in brackets () and *italics*. Why are these words in brackets and italics?
- 3 Find an example of a word that is not in brackets but is in *italics*. Why is this?



C What about you?

If your class was going to act this play, what role (part) would you like to take? Remember there are roles behind the scenes too, for example director, set designer and costume designer.



Discussion time

How do you think this play is going to end?
Discuss your ideas as a class.



Challenge

→ In a small group, read this extract together. One person should take the part of the director and tell the others *how* to say the words.



Playscripts on common themes (continued)

The Wonderful Smells

Judge Silence in court! Now, is all the money in the bag?... give the bag to me, Li Hua.

(Li Hua gives him the bag.)

5 **Judge** Thank you. Now I am going to shake this bag of coins. *(He shakes it.)* Did you hear the coins jingling in the bag, Pang Bo?

Pang Bo Yes, sir.

10 **Judge** Did you hear them, Shen Ying?

Shen Ying Yes, sir. Thank you, sir.

Judge And did you both like the jingling sound?

Pang Bo Oh yes, sir...

15 **Judge** I'm glad to hear that. So, Li Hua liked the smell of your food, and you liked the sound of her coins jingling. Come here, Li Hua. You can have your money back now.

20 *(He gives her the bag.)*

Pang Bo But it's *our* money!

Shen Ying It's our pay for the smells!

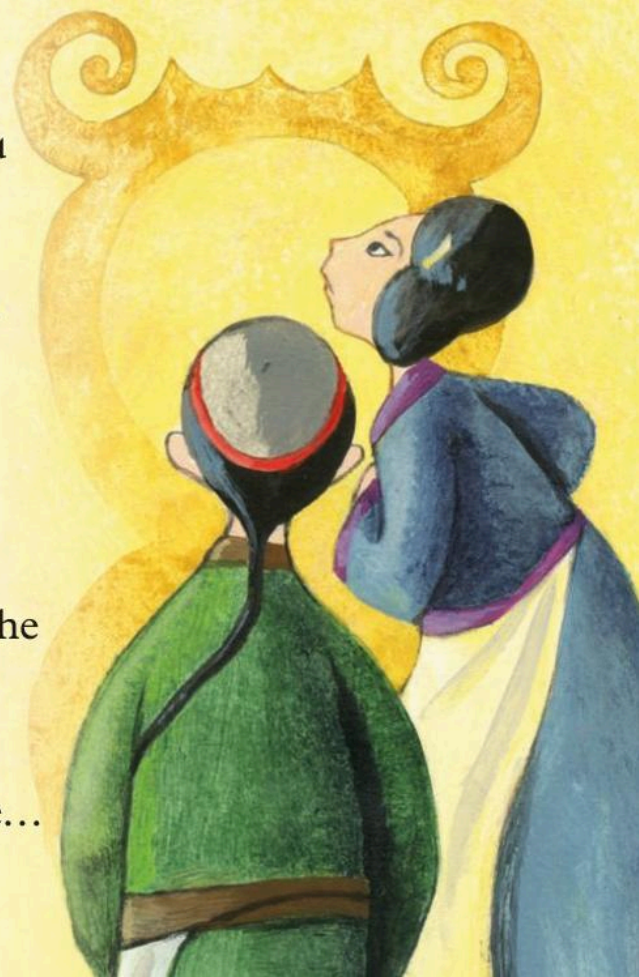
Judge No. Your pay for the smells was the *sound* of the money.

25 **Pang Bo** But...

Judge No buts about it! Let the girl go free...

Word Cloud

coins
jingling
shake



Comprehension

A Read and answer the questions.

- 1 Why does the judge put the money in the bag?
- 2 Why do Pang Bo and Shen Ying think that the money should be theirs?
- 3 How does the judge explain their payment?

B What do you think?

- 1 Why do you think the judge asks so many questions?
- 2 Do you think anyone in the play tried to trick anyone else? If so, who?
- 3 How do you think these lines from the play should be spoken? Read them aloud.
 - She's been stealing our smells!
 - No! Stop! This isn't fair!
 - But it's *our* money!
 - No. Your pay for the smells was the *sound* of the money.

C What about you?

Did you like the way the scenes built up in this playscript and the way it ended? Give your reasons.

Discussion time

What would you have done if you had been the judge? Discuss your ideas in small groups.



Irregular verbs

Regular verbs end in **-ed** in the past tense.

A Find the verbs in these sentences. Copy out the sentences, changing the verbs into the past tense.

- 1 The fox plays tricks on other animals.
- 2 A crocodile waits in the water.
- 3 The monkeys watch from the trees



Irregular verbs do not follow a pattern.

B Match the present tense with the past tense of these verbs.

run	hear	...	saw	said	ran
say	write	...	wrote	heard	

C Copy and complete this children's rhyme. Use the past tense of the irregular verbs in brackets to fill the gaps.

Did you ever tell a lie?
 Yes, you _____, you know you _____, (do)
 You _____ your mother's teapot lid. (break)
 Well, it _____ only blue. (is)
 No, it wasn't, it _____ gold. (is)
 That's another lie you've _____! (tell)



Powerful verbs

We can improve our writing by thinking carefully about the words we use. Try to include **powerful verbs** (more interesting verbs) wherever you can.

A Match the ordinary verb with a powerful verb that has a similar meaning.

shout walk hold fly

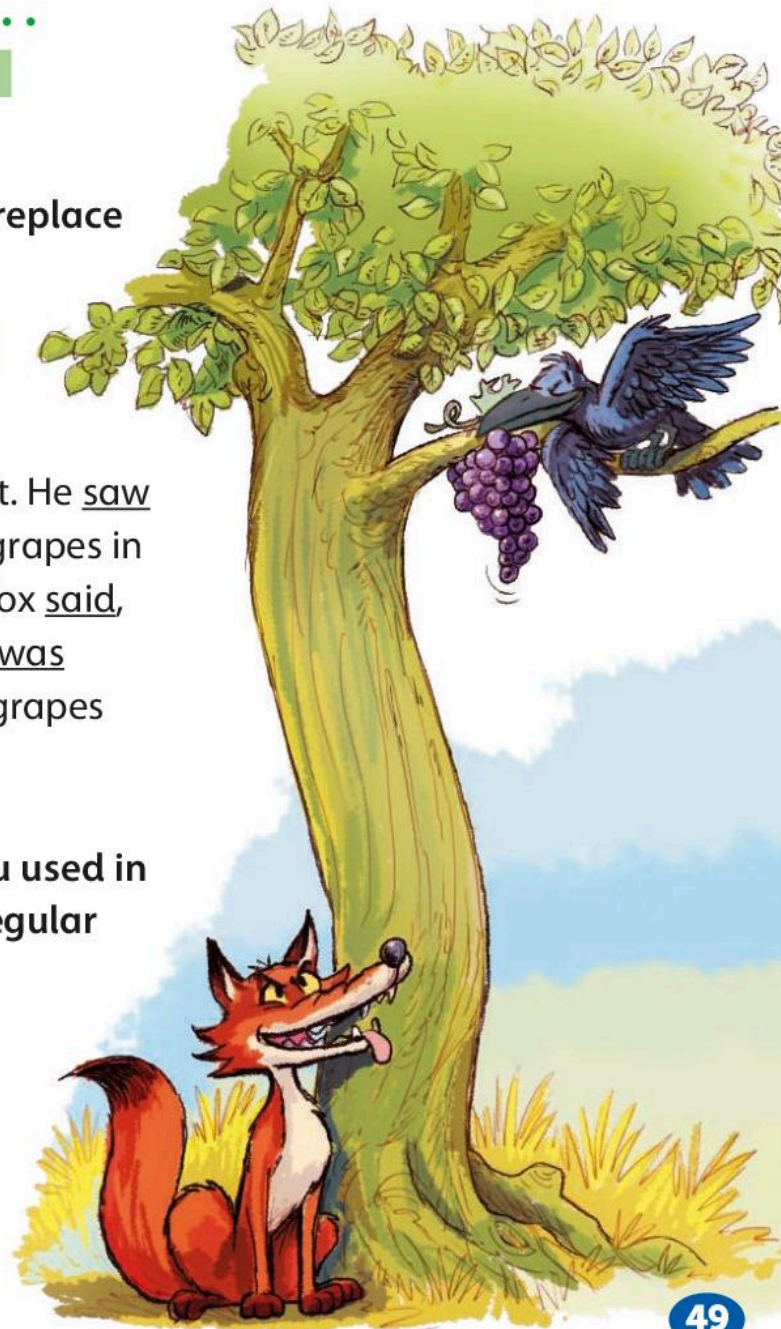
.....
clutch glide bellow stroll

B Use a powerful verb from the box to replace the underlined words in this story.

gobbled noticed felt soaring
crept remarked landed

One day, a cunning fox went through a forest. He saw a crow flying overhead with some delicious grapes in her beak. She stopped in a nearby tree. The fox said, "Oh, Crow, you sing so beautifully." The crow was pleased and opened her mouth to sing. The grapes fell out and the fox ate them up.

C Look again at the powerful verbs you used in the story above. Which of them are regular verbs and which are irregular verbs?



Model playscript

SCENE 1

(Joe's bedroom is upstage right. Mum enters left, shouting.)

Mum Joe! The school bus will be here any minute! You're going to be late for school again!

(Joe is seen searching desperately for something.)

Joe *(angrily)* I'm coming. I'm just looking for the homework I did last night. I'm sure I put it...

(Joe lifts up his bed, peering underneath.)

Mum *(exasperated)* Well, if you miss the bus you'll get a detention for being late – and another for not handing in your homework!

(The bed falls down with a bang.)

Mum *(jumps)* What on earth was that?
(Looks at watch.) Oh, Joe, you have missed the bus, you're...

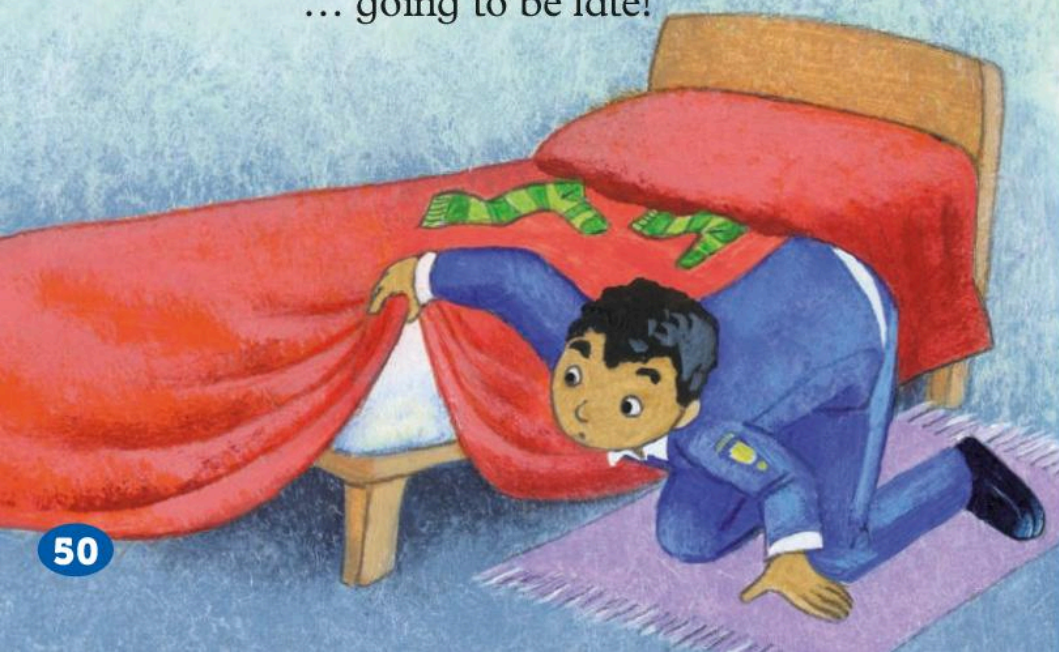
Joe *(head appears around the bedroom door)*
... going to be late!



Top Tip

Upstage means towards the back of the stage.

Downstage means towards the front of the stage.



Guided writing

Features of a playscript:

- The character's name is written on the left-hand side. This tells the actors whose turn it is to speak.
- What the character says appears after their name. You don't use speech marks.
- The stage directions are shown in brackets. They say where each scene is taking place.
- Stage directions often tell the actors where to move or how to speak or act.
- Adverbs are often used in stage directions.

Example: desperately, angrily.

Your writing

Carry on writing this playscript so Joe arrives at school late – and with no homework. Will he tell the truth or invent an excuse? You will need to think about the following:

- Who will your characters be? Choose no more than four. You could choose from: Joe, Mum, teacher, head teacher, Joe's friend, Joe's sister, Joe's Dad.
- Describe each of your characters in five words/ phrases. You could even draw a picture of them!
- Decide what the main message of your play will be. **Example:** 'Be organised' or 'Always be truthful'.



Top Tip

Make a flow chart to show how the play will develop and then finish.

Revise and check ①

Vocabulary

1 Write these words in alphabetical order.

skeleton surface slate scrumptious snooty shake species

2 Copy out the sentences below and change the red words to a word that means the same from the list above.

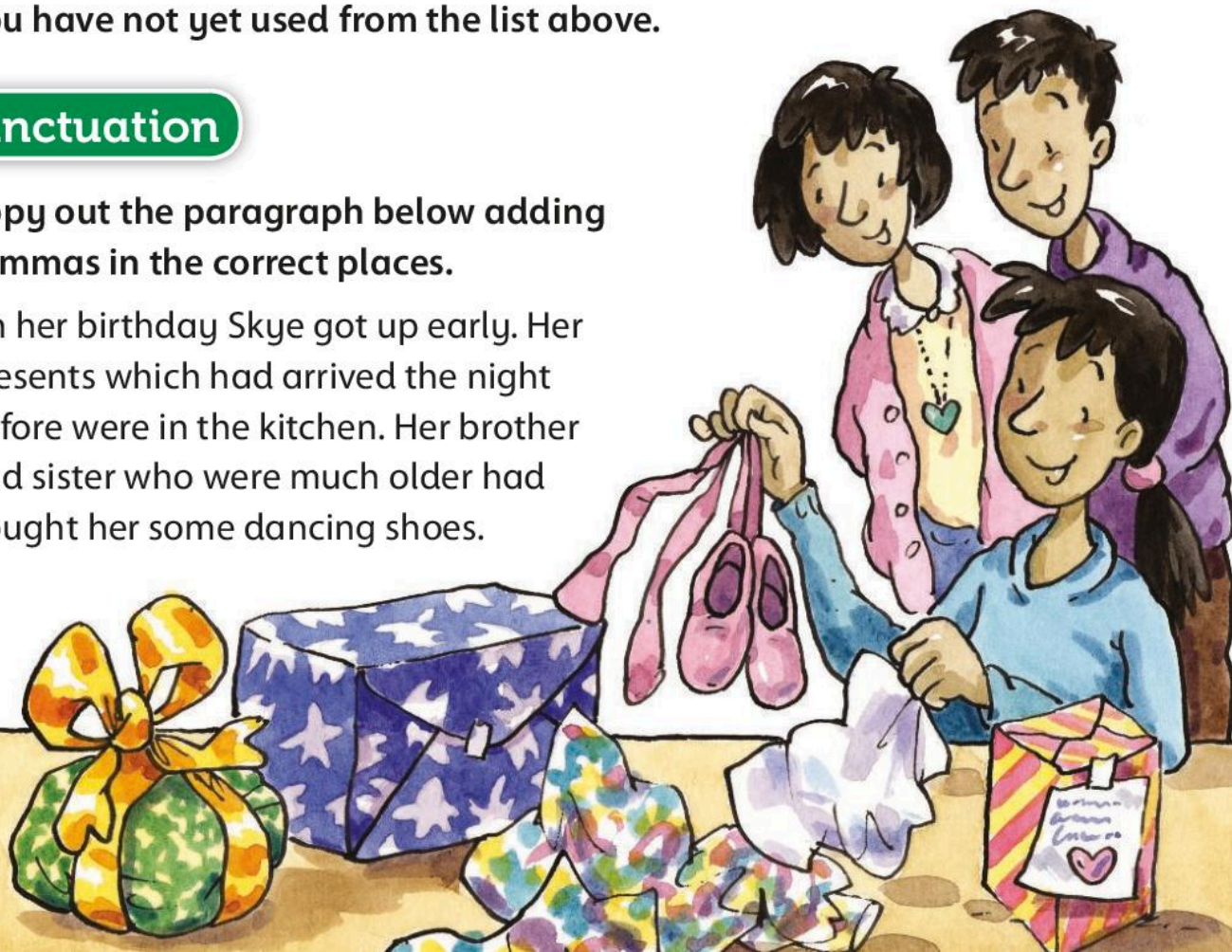
- a The **haughty** nurse looked down her nose at the children.
- b The little boy's hand began to **wobble**.
- c The girls ate the **delicious** cakes and ran off to play in the forest.
- d Each child had a small **board** and a piece of chalk.

3 Write three more sentences of your own using the words you have not yet used from the list above.

Punctuation

1 Copy out the paragraph below adding commas in the correct places.

On her birthday Skye got up early. Her presents which had arrived the night before were in the kitchen. Her brother and sister who were much older had bought her some dancing shoes.



Grammar

1 Write out the sentences below underlining the main clauses.

- a Children played with boats and trains made of wood.
- b At the weekends, the brothers liked to play outside.
- c In the holidays, when the weather was sunny, families would go to the beach.



2 Add a subordinate clause to each of the sentences below.

- a Bugs can do a great deal of damage.
- b The field was full of insects.
- c Bees can be a nuisance.

3 Copy out the sentences with the correct verb in the past tense.

have leap be see hear write

- a A long time ago children _____ on slates.
- b Classes _____ big and schools _____ fewer teachers.
- c Once, we _____ a huge spider in the bathroom.
- d Suddenly an insect _____ out of the pond.
- e We _____ the sound of buzzing bees.



4 Match the questions in the small cloud with the adverbs and adverbial phrases in the big cloud.

**How?
Where?
When?**

**in a moment
here
carefully
on the table
in alphabetical order
tomorrow**

Spelling

1 Use the suffix **-ly to change these adjectives into adverbs.**

beautiful safe brave sleepy reasonable

Now write a sentence using each adverb.

4

Fantastic journeys



“Would you tell me, please, which way I ought to go from here?” said Alice.

“That depends a good deal on where you want to get to,” said the cat.

Alice in Wonderland
by Lewis Carroll

Talk time

- 1 The picture shows a fantastic journey. What do you think the destination of the journey is?
- 2 Why is it important to know exactly where you are going before you set off on a journey?

Fantastic words

A Look at the words in the Word Cloud and match them to the meanings here.

- 1 A journey with a destination.
- 2 Serious dangers or risks.
- 3 Magical and charming.
- 4 A person who goes on adventures and makes discoveries.

B Look at the pictures here and match a sentence to each picture.

- 1 Alice falls asleep and finds herself in an extraordinary and enchanted place.
- 2 She speaks with fantastical characters and incredible things happen.
- 3 Alice's story is in her imagination, just a dream.

C Think of some fantastic journeys and talk about them with a partner. What are the dangers of going on a journey to an unfamiliar place? Why is it exciting to explore new places?

Word Cloud

enchanted
expedition
explorer
perils



Fantasy fiction

A hundred years ago, in the Himalayan peaks of Nanvi Dar, Agatha, the daughter of an English earl is kidnapped by a huge, hairy monster. She wakes up to find herself in an unfamiliar place.

Kidnap

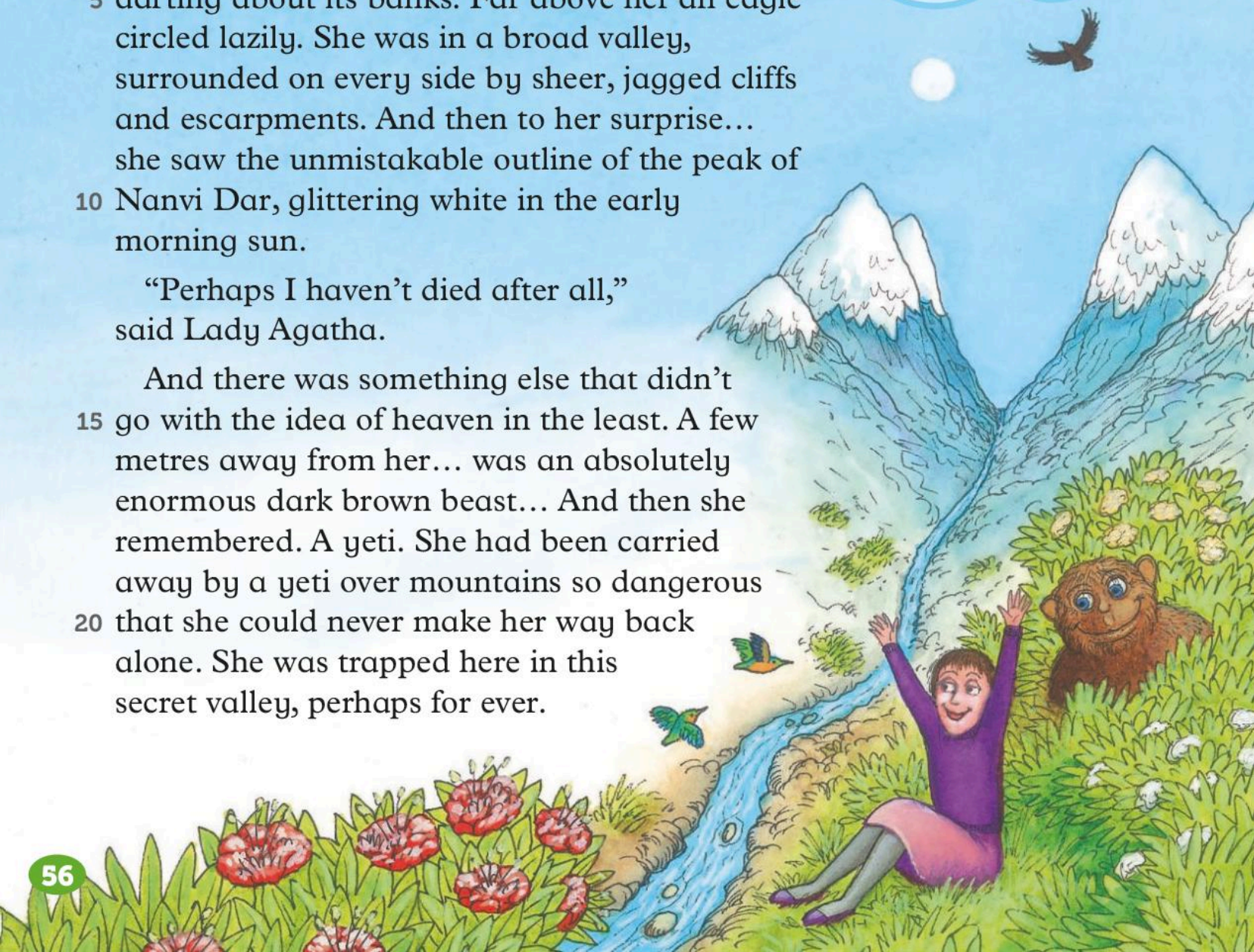
She looked around. The air was warm, and she saw trees covered in red and white and cream blossoms as big as plates. There was a stream, crystal clear and bubbly, with kingfishers
 5 darting about its banks. Far above her an eagle circled lazily. She was in a broad valley, surrounded on every side by sheer, jagged cliffs and escarpments. And then to her surprise... she saw the unmistakable outline of the peak of
 10 Nanvi Dar, glittering white in the early morning sun.

“Perhaps I haven’t died after all,” said Lady Agatha.

And there was something else that didn’t
 15 go with the idea of heaven in the least. A few metres away from her... was an absolutely enormous dark brown beast... And then she remembered. A yeti. She had been carried away by a yeti over mountains so dangerous
 20 that she could never make her way back alone. She was trapped here in this secret valley, perhaps for ever.

Word Cloud

distinguished
 generous-looking
 sheer
 unmistakable



Glossary

escarpment

a very steep slope; the face of a mountain

Nanvi Dar

an imaginary place in the Himalayas

yeti

a fantastical creature said to live in the Himalayas

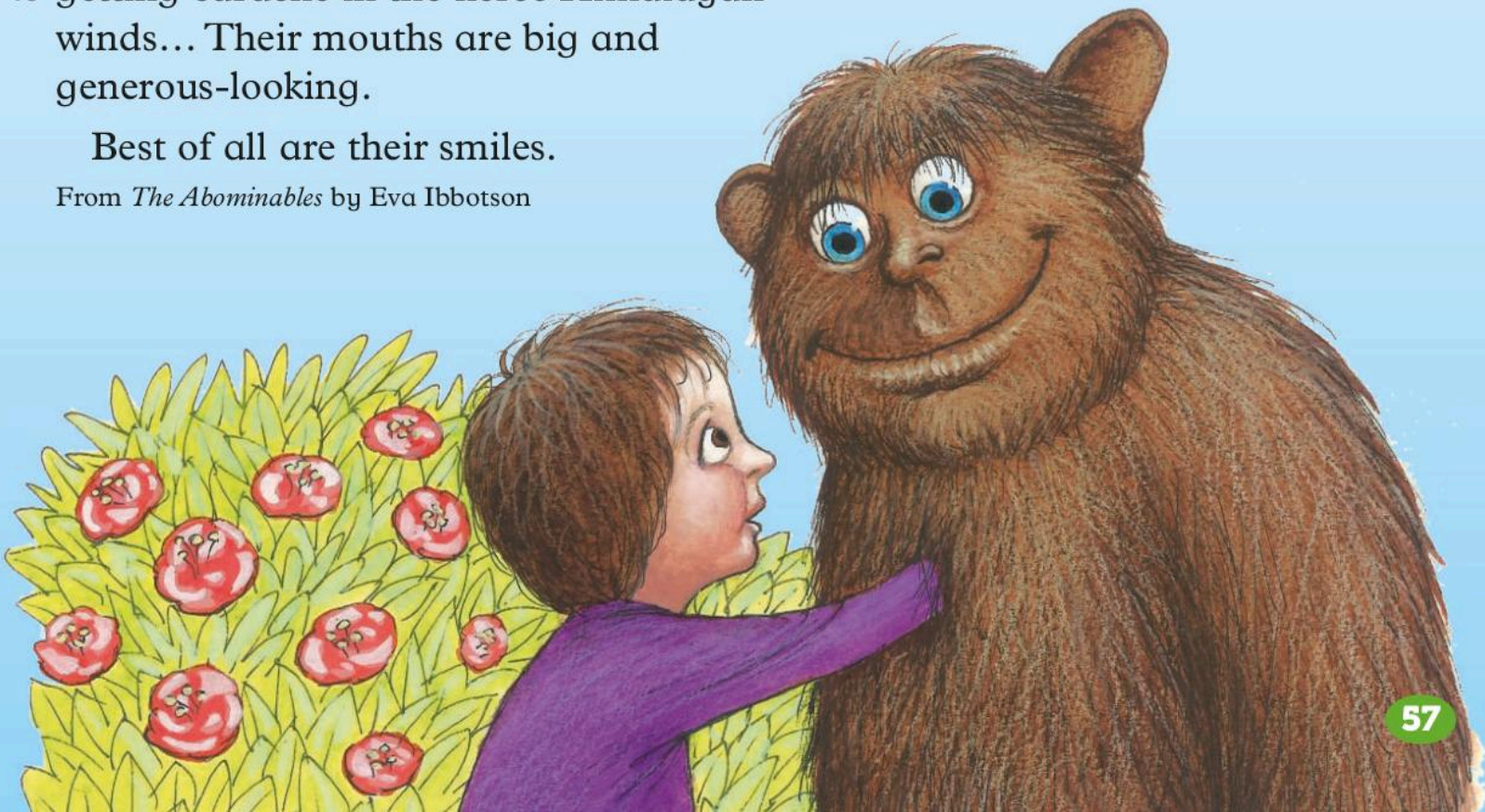
“I should feel terribly frightened,”
thought Agatha.

25 But feeling frightened is an odd thing. You
either feel it or you don't, and Agatha didn't.
Instead she got up and walked quietly towards
the yeti. Then she leaned forward and put her
hand on the yeti's arm. At once she was buried
30 up to the elbow in long, cool, silky, tickly hair,
masses and masses of it... then Lady Agatha
Farlingham became the first human ever to see
a yeti's face.

She thought it a most interesting and
35 distinguished face. Yetis have huge, round,
intelligent eyes as big as saucers... Yetis also
have snub noses and big ears and the ears
have a most useful flap on them, an ear *lid*,
which they can close. This saves them from
40 getting earache in the fierce Himalayan
winds... Their mouths are big and
generous-looking.

Best of all are their smiles.

From *The Abominables* by Eva Ibbotson



Comprehension

A Read and answer the questions.

- 1 How did Agatha get to the valley?
- 2 What did Agatha think of the yeti?
- 3 Why was Agatha not frightened of it?
- 4 Why does the yeti have ear lids?

Discussion time

The imaginary valley in the story is brought to life by the author. Describe an imaginary place that you have heard about in a book or a film. How does the author make the place seem real?



B What do you think?

Use phrases from the story to help with your answers.

- 1 Why do you think Lady Agatha says, 'Perhaps I haven't died after all?'
- 2 How do we know that nobody had ever seen a yeti before?
- 3 What simile does the author use to describe the yeti's eyes?
- 4 What does the author say about the yeti's mouth and why is this important?



C What about you?

Agatha woke up next to a yeti. Have you ever imagined a fantastical beast? What was it like? What made it different from a real creature?



Fantasy fiction (continued)

Kidnap

He got up and stood there, waiting, with his head on one side, till Agatha got up too, and then he began to lead her along the floor of the valley... And as he walked, Agatha saw
5 that his enormous feet ... had eight toes and were put on back to front. And this, of course, was why later when people tried to track yetis in the snow they never found them. Yetis who seem to be going are really coming, and yetis
10 who seem to be coming are really going. It is as simple as that.

Suddenly the yeti stopped, bent down to a little hollow by the bank of the stream and began to clear away the dried grass
15 and sticks which covered it. When he had finished he grunted in a pleased sort of way and then he moved aside so that Agatha could see what he had uncovered.

20 “Oh!” said Agatha. Sleeping peacefully, curled up in each other’s arms, were two fat, furry baby yetis.

From *The Abominables*
by Eva Ibbotson

Word Cloud

hollow
peacefully
valley



Comprehension

A Which two sentences below are false?

- 1 The yeti led Agatha up a mountain.
- 2 Agatha saw that the yeti had eight toes.
- 3 The yeti stopped by a large tree.
- 4 The yeti babies were sleeping peacefully.

B What do you think?

Use phrases from the story to help with your answers.

- 1 How does the author let us know that the yeti was patient?
- 2 How do we know that the yeti had big feet?
- 3 How do you know that Agatha was surprised to find the babies?

C What about you?

The yeti and Agatha have started to become friends. Talk with a partner about the characters and how their friendship makes you feel.



Challenge

→ The author tells us that people could never track down the yetis. Why was this? What would you look for if you were trying to track down a creature in the forest?

The apostrophe – contractions

Apostrophes are used in **contractions**. This is when words are shortened by leaving out a letter. The apostrophe is there to show us that a letter is missing.

Example: **She's** always late. (**She is** always late.)

We usually use contractions when we are speaking.

"**That's** not right! There **isn't** a yeti here!" said the prince.

A Match up these contractions.

Two boxes with blue scalloped borders are connected by a double-headed arrow. The left box contains the following contractions: who's, you're, they'll, let's. The right box contains: let us, they will, you are, who is.

B Rewrite these sentences using contractions.

- 1 Who is going to arrive first?
- 2 The explorers did not know the way.
- 3 The yeti can not be found.

C Write three sentences of your own containing one or two contractions that require the use of apostrophes. With a partner, read out your sentences. Can your partner identify all the shortened words in your sentences? Can you identify the shortened words in your partner's sentences?



The apostrophe – possession

Apostrophes are also used to show us that something belongs to someone. This is called **possession**.

Example: Agatha put her hand on the yeti's arm.

The owner of the arm is the yeti. The apostrophe always comes after the owner word.

A Write these sentences underlining the owner and adding the apostrophe.

- 1 The child's coat was on the seat.
- 2 The horses ate the yeti's food.
- 3 She came in her father's car.

B Rewrite these phrases using an apostrophe + s ('s).

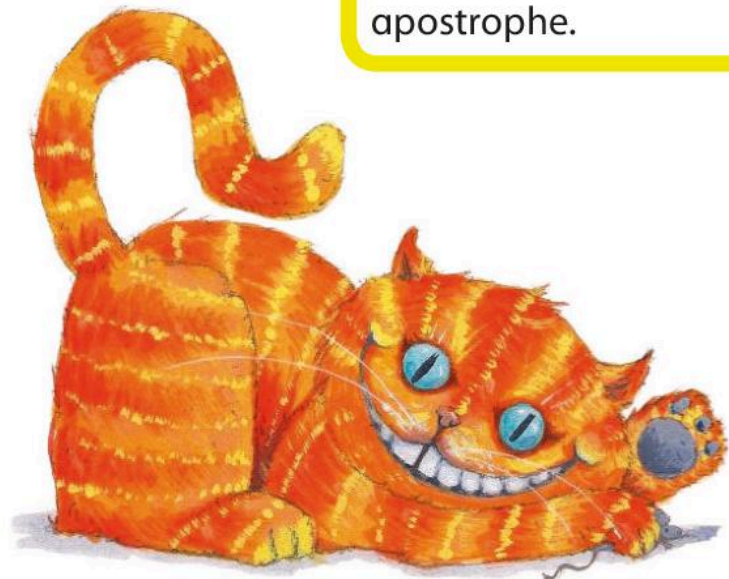
- 1 The edge of the water.
- 2 The carrots of the rabbit.
- 3 The tail of the cat.

C In pairs, write a list of names for each letter of the alphabet. For each name assign an object which also begins with the same letter. Use the possessive apostrophe to show what each person owns, for example 'Amy's apples'.



Top Tip

Remember if you are making a word plural by adding an **s**, you don't need to use an apostrophe.



Similes

We use similes and metaphors to make our writing more interesting.

A **simile** compares two things, which have something in common. We use the words **as** or **like** to make the comparison.

Look at these sentences:

The children ran **like** the wind.

She climbed **like** a monkey.

He was **as** quiet **as** a mouse.

The girl was **as** good **as** gold.



A Choose two of the similes above, one of each type, and explain what the writer means in your own words.

B Use the same patterns to complete the sentences below:

1 The yeti's feet were **as** _____.

2 The yeti's fur was soft **like** _____.

3 The yeti's eyes were **as** _____.

C Look at the rainbow! Write a simile for each of the colours of the rainbow and put them into sentences.

Example: As red as a ripe apple.

Speech marks

- 1 Speech marks are placed round spoken words.

Example: **"Hello!"** said the yeti.

- 2 Punctuation is placed at the end of each piece of dialogue before the speech marks are closed. (Punctuation such as the following **! ? , .**)

Example: "Would you tell me please, which way I ought to go?"

- 3 Start a new line every time a different character speaks.

Example: "How long is forever?" asked Alice.

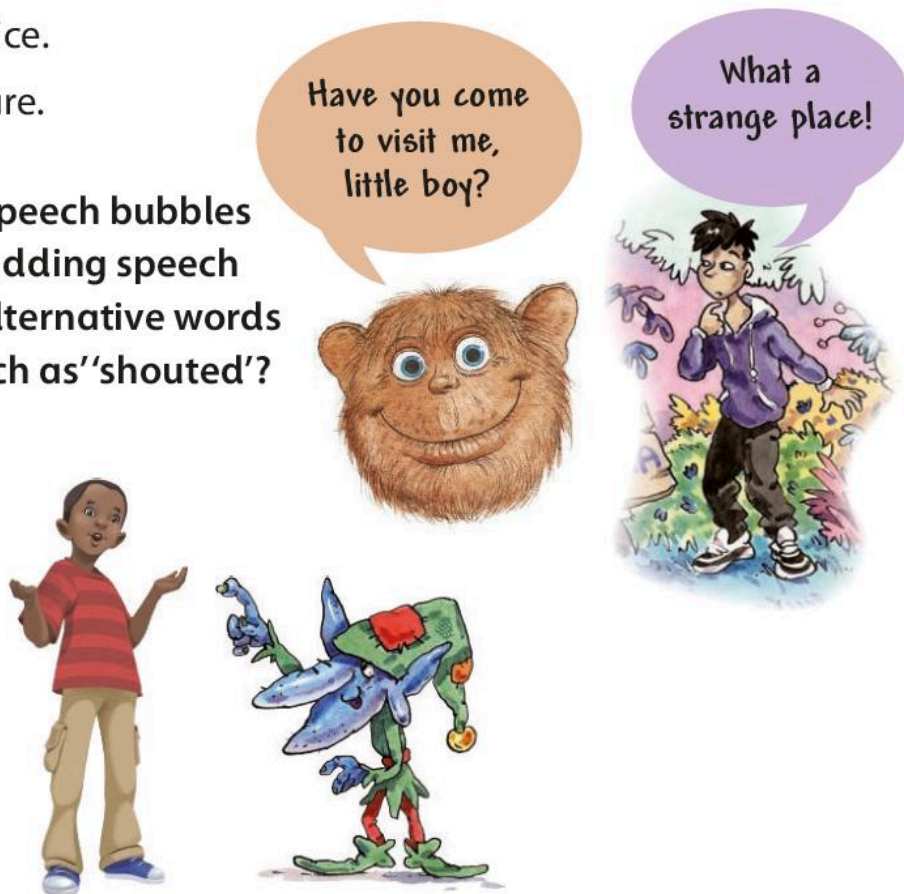
"Sometimes, just one second." replied the white rabbit.

- A** Correctly add speech marks and punctuation in the three sentences below.

- 1 Welcome to my home shouted the monster.
- 2 I am so very tired whispered Alice.
- 3 What time is it asked the creature.

- B** Put the text in these two speech bubbles into sentences, correctly adding speech marks. Can you think of alternative words to use instead of 'said', 'such as' 'shouted'?

- C** What do you think the boy and elf are saying? Write a short dialogue. Remember to use speech marks.



Writing a fantasy story

Model writing

Only ten minutes ago 8-year-old Malik had been sitting at home, bored, gazing out of the window at the endless rain gushing down. Then, as a thin ribbon of lightning had flashed across the afternoon sky, he had suddenly shouted out, "I want an adventure!" Well, who could have guessed what happened next?

A thick cloud of smoke, an angry bang and a large whoosh, and now here he was, in the middle of a forest, next to a broken signpost saying, 'Welcome to Alania'. And, to top it all, there was a note pinned underneath saying, 'Help needed!'

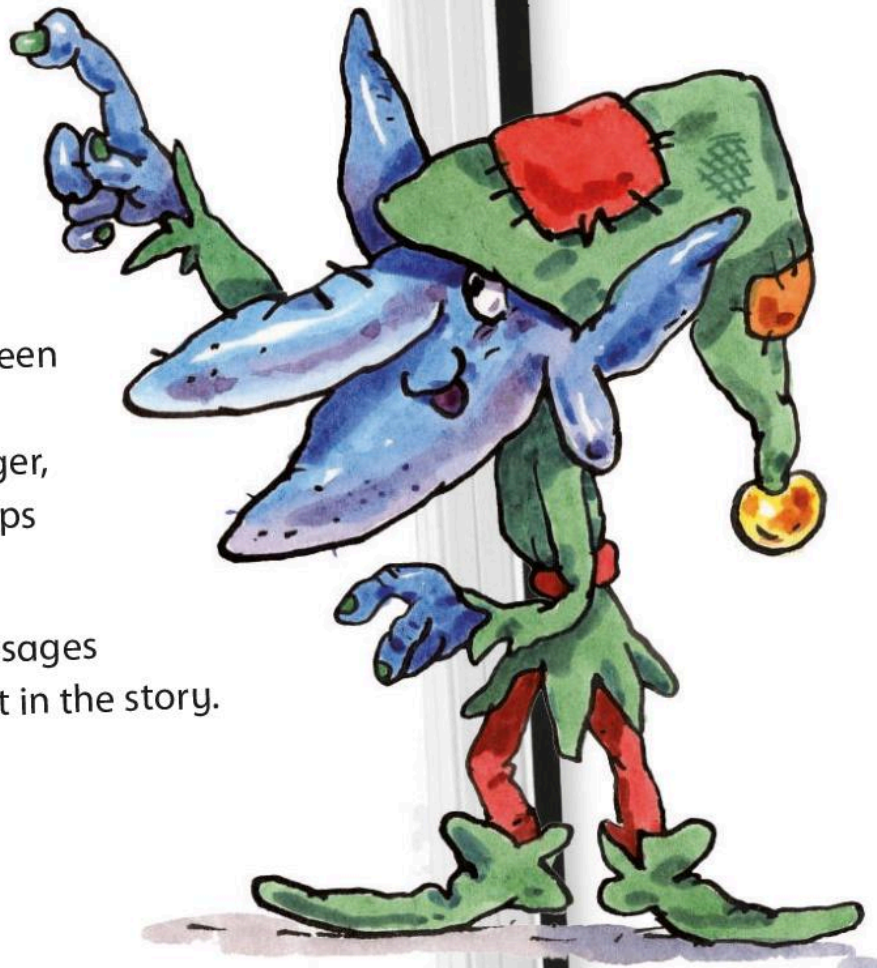
Malik had wanted an adventure, but now, as the sky darkened and odd noises filled the air, he wasn't quite so sure...



Guided writing

Here are some of the typical features of a fantasy story, which you can use in your own writing:

- A real-life character is placed in a fantasy world.
- There can be strange plants, animals, fantastical beasts and even monsters!
- Some characters are invented (not real) and have made-up names. There are often dragons, elves and goblins. There might also be a prince or princess, or perhaps an older, wiser character.
- There is often a battle between good and evil. Sometimes, the fantasy world is in danger, and the hero or heroine helps to save the day.
- Doors, rings and secret messages can play an important part in the story.



Your writing

Write your own beginning to a fantasy story. Start by making a plan like the one below. Don't forget to stop your story at an exciting point so that the reader has to guess what happens next!

- 1 List some 'fantasy' features you are going to include.

Examples: a deserted castle, a five-headed monster, a talking plant.

- 2 List the three main characters in your story and write some information about them.

Examples: a lonely princess, a scary beast with one eye, a green goblin.

- 3 Write some of the actual words the characters are going to say.

Example: "Please help, a monster is chasing me!"

- 4 Decide how many paragraphs you are going to have, and write one sentence to sum up what is going to happen in each paragraph.

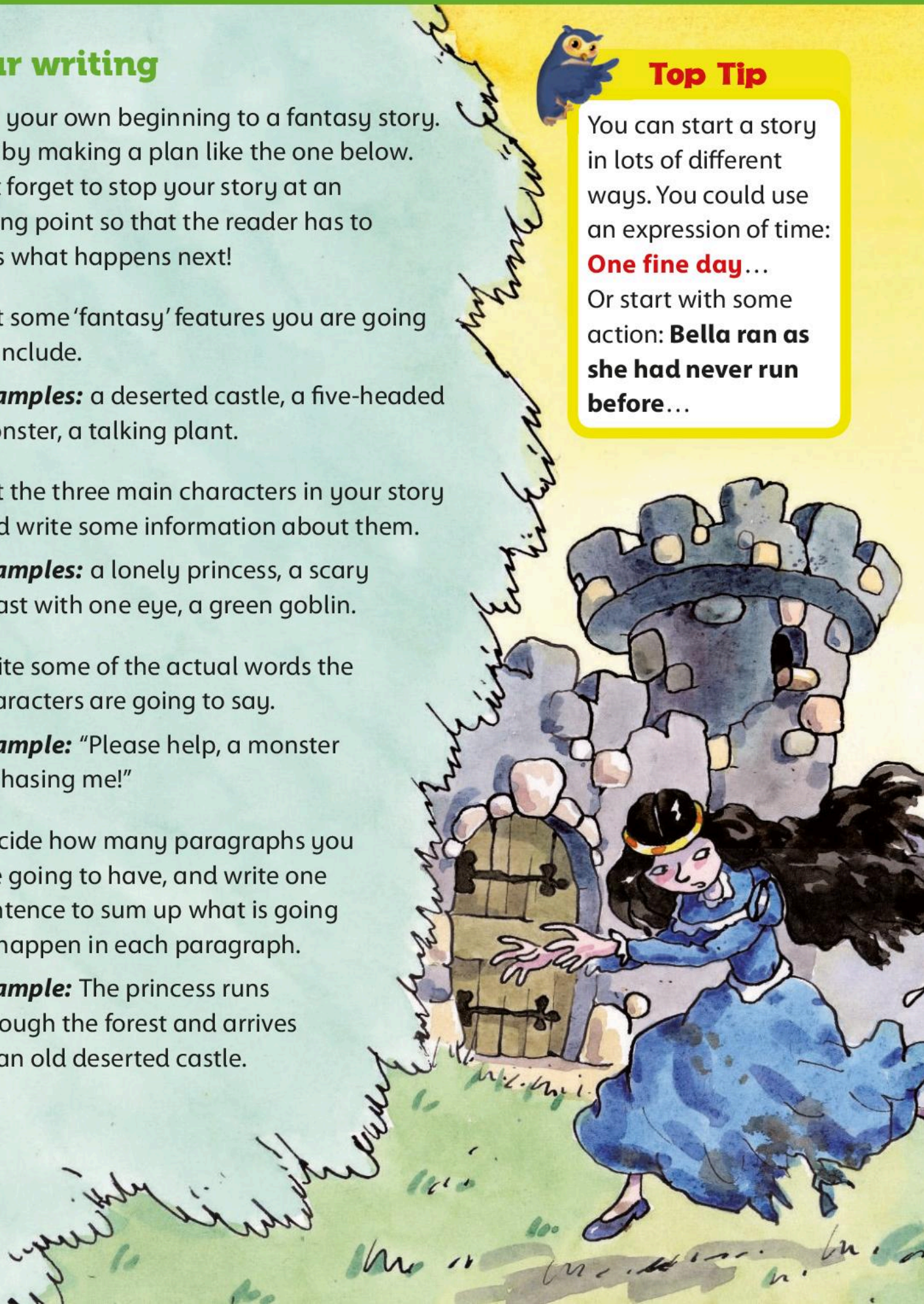
Example: The princess runs through the forest and arrives at an old deserted castle.

Top Tip

You can start a story in lots of different ways. You could use an expression of time:

One fine day...

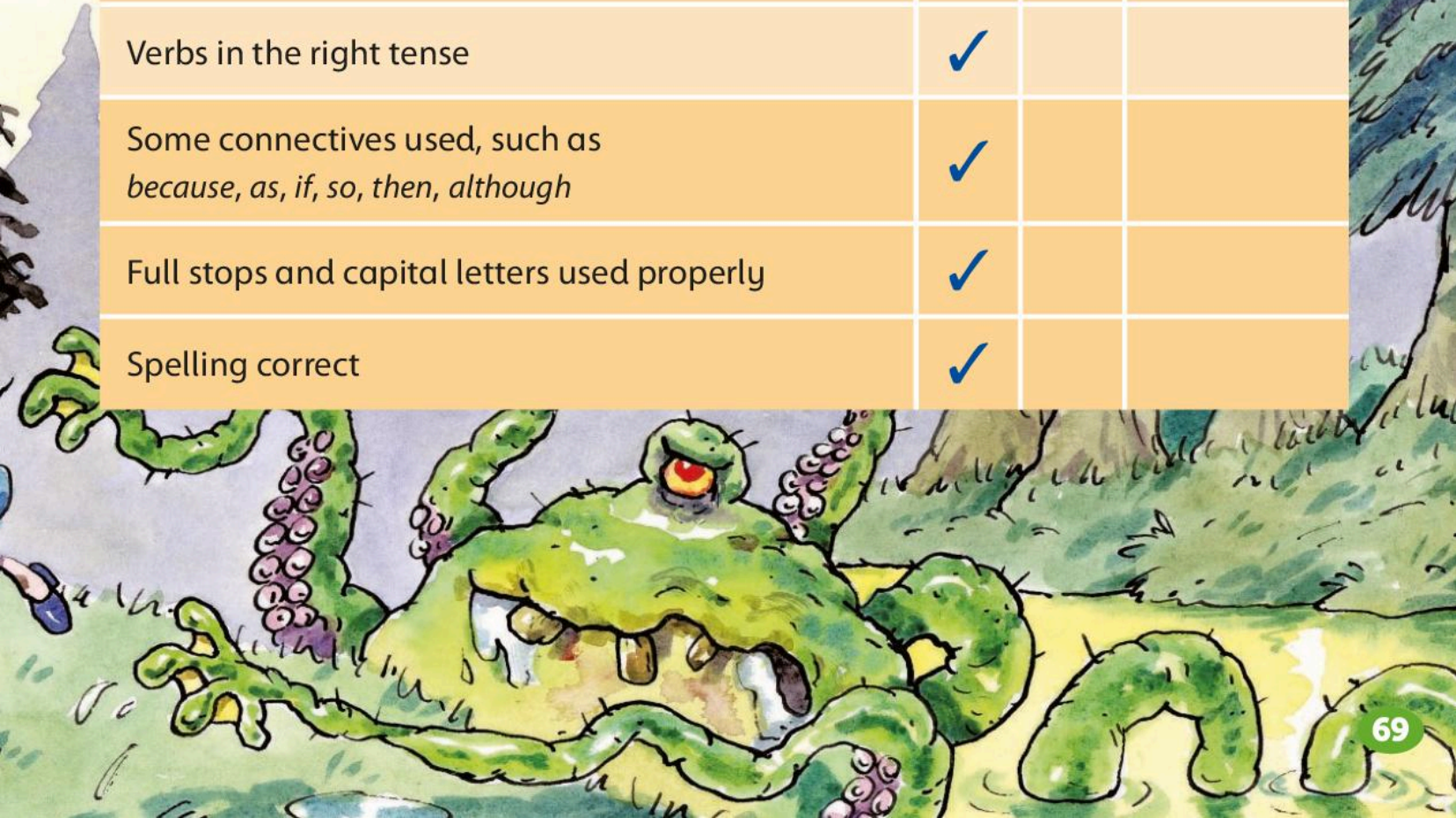
Or start with some action: **Bella ran as she had never run before...**



Fantasy fiction success criteria

Create a chart like the one below to help you write the next part of your fantasy story. Get another student to 'mark' your work first using the success criteria. You could then edit your work and make some improvements.

	Yes	No	Sometimes
Some fantasy features	✓		
Includes at least three characters	✓		
Paragraphs build up in tension / excitement			✓
Story stops at an exciting and tense point	✓		
Apostrophes for contractions used correctly	✓		
Apostrophes for possession used correctly	✓		
Verbs in the right tense	✓		
Some connectives used, such as <i>because, as, if, so, then, although</i>	✓		
Full stops and capital letters used properly	✓		
Spelling correct	✓		



5

Amazing animals

SAVE US**Talk time**

- 1 Look at this poster. Do you think it is effective? Explain why.
- 2 Why do you think the artist chose these pictures and used only two words?



**"I love painting
with a palette
full of words."**

Michael J. Budnicki

What's the story?

A Look at the words in the Word Cloud and match them to the meanings here.

- 1 An account of something that has happened.
- 2 A piece of writing that appears regularly in a newspaper or magazine.
- 3 The title of a newspaper article.



B Match the headlines with the first lines of these news stories.

THE NEWS **BABY BOOM!**

THE NEWS **WHO'S THE FASTEST JAW ON THE DRAW?**

THE NEWS **SEA TURTLE SOUP? NO THANKS!**

Su Lin the giant panda... is one of 19 captive pandas to turn a year old...

Sea turtles have been on Earth for millions of years, but they are in danger of going extinct.

Which animal has the fastest snapping jaw?

C With a partner, choose one of the news stories above. How might it develop?



Newspaper-style reports

THE SECRET LANGUAGE OF DOLPHINS

Here's a conversation worth talking about: A mother dolphin chats with her baby... over the telephone! The special call was made in an aquarium in Hawaii, where the mother and her two-year-old calf swam in separate tanks connected by a special underwater audio link. The two dolphins began squawking and chirping to each other – distinctive dolphin chatter.

Word Cloud

accomplish
captive
distinctive
mammals

10 Cracking the Code

“It seemed clear that they knew who they were talking with,” says Don White, whose Project Delphis ran the experiment.

“Information was passing back and forth pretty quickly.” But what were they saying? That’s what scientists are trying to find out by studying wild and captive dolphins all over the world to decipher their secret language. They haven’t completely cracked the code yet, but they’re listening... and learning.



Chatty Mammals

In many ways, you are just like the more than 30 species of dolphins that swim in the world's oceans and rivers. Dolphins are mammals, like you are, and must swim to the surface to breathe air. Just as you might, they team up in pods, or groups, to accomplish tasks. And they're smart.

They also talk to each other. Starting from birth, dolphins squawk, whistle, click and squeak. "Sometimes one dolphin will vocalise and then another will seem to answer," says Sara Waller, who studies bottlenose dolphins off the California coast. "And sometimes members of a pod vocalise in different patterns at the same time, much like many people chattering at a party."

From www.kids.nationalgeographic.com

Glossary

audio link

a way to transfer sound between two places

decipher

understand something that is written in code

vocalise

make a sound



Comprehension

A Read and answer the questions.

- 1 Find a sentence in the newspaper report that tells us the dolphins were talking to each other.
- 2 How many species of dolphins are there?
- 3 Find the parts of the report that tell us how dolphins are like humans.

B What do you think?

- 1 Explain why the report has the headline 'The Secret Language of Dolphins'.
- 2 Do you think this story belongs on the front page of a newspaper? If not, where?
- 3 The newspaper report uses both formal and informal (chatty) language. Why do you think it uses these different styles?





What about you?

The scientists studied both 'wild and captive dolphins'. How do you feel about animals being kept captive – for example, in zoos?

Discussion time

Some people think wild animals belong in the wild. Other people think that we need to keep some animals captive to learn more about them. Have a class discussion on this topic.



Challenge

→ The newspaper reports in this Unit come from *National Geographic Kids*, a magazine about science and history. Think of three subjects you could make magazines about.



Newspaper-style reports (continued)

TIGERS CUDDLE WITH APES

Tigers don't normally snuggle with orangutans. The big cats are meat-eaters, after all. But when Demis and Manis the tiger cubs were rejected by their mother, zookeepers at Taman Safari Zoo* thought they might like the company of two other orphan siblings: Nia and Irma the orangutans.

“The first time I put them together, they just played,” says zookeeper Sri Suwarni. The four shared toys, wrestled, and took naps together. Then one morning, Nia and Irma began hugging Demis the tiger, and he lick-kissed them back! “That’s when I knew they were true friends,” Suwarni says.

As the tigers grew, their natural instincts started showing, so Suwarni moved them into a separate exhibit.

*Taman Safari Zoo is in Indonesia.

Word Cloud

instincts
rejected
siblings
snuggle



Text by Aline Alexander Newman.
From www.kids.nationalgeographic.com

Comprehension

A Which two sentences below are true?

- 1 Tigers are meat-eaters.
- 2 The tiger cubs were not playful when they first met the orangutans.
- 3 The tigers did not stay with the orangutans forever.

B What do you think?

Use phrases from the newspaper report to help with your answers.

- 1 Why did the zookeepers put the tigers with the orangutans?
- 2 How do we know the tiger cubs and the orangutans were friends?
- 3 Why was this behaviour unusual?
- 4 Newspapers often contain both **fact** and **opinion**. Which parts of the newspaper report are fact and which are opinion?

C What about you?

Why do you think newspapers often mix fact and opinion?



Challenge

→ Imagine you are designing a new magazine. What headline would you put on the front of the first issue that would persuade people to buy it?

Spellings, verbs and patterns

Many words take **-s** and **-ing** for the present and **-ed** for the past.

Example:

	Present	Past
jump	jumps, jumping	jumped

But, if the ending is different the rule changes!



Top Tip

Remember! If the verb ends in a hissing or buzzing sound it needs **-es** in the present.

The bee buzz**es**!

The snake hiss**es**!



A Here is what happens if the word ends with an 'e'. Now write a similar chart for 'smile' and 'glance'.

	Present	Past
dance	dances, dancing	danced

B Here is what happens if the verb has a consonant followed by 'y'. What has happened to the 'y'?

	Present	Past
fry	fries, frying	fried

When the verb has a short vowel the consonant doubles, as shown below. Make a list of more verbs like this.

	Present	Past
hug	hugs, hugging	hugged

C How many different spelling patterns are there in each of the boxes below?

rushes	dropped	eating	cried	light	tough	special	curious
dried	singing	wishes	grabbed	glorious	night	rough	official

Metaphors

A **simile** uses **as** or **like** to compare two things.
A **metaphor** describes something as if it actually is something else.

Example: Life is a rollercoaster!

A Complete these metaphors using the words in the boxes.

sunshine

showered

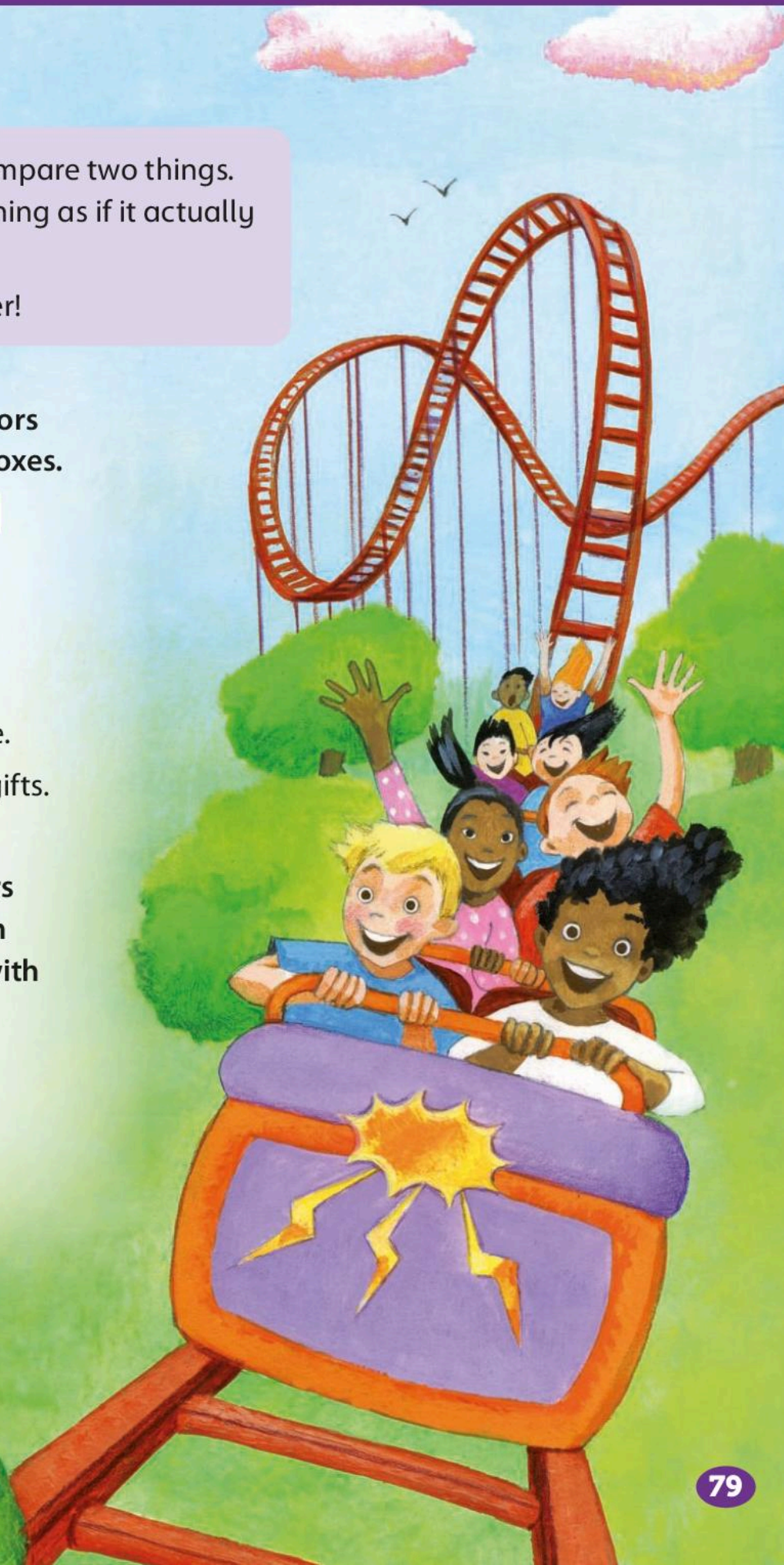
froze

mountain

- 1 He is a _____ of strength.
- 2 I _____ with fear.
- 3 You are the _____ of my life.
- 4 My friends _____ me with gifts.

B Think of three metaphors that you use in your own language. Share them with a partner in English.

C What do you think the metaphor 'Life is a rollercoaster' means?



Adjectives – comparative and superlative

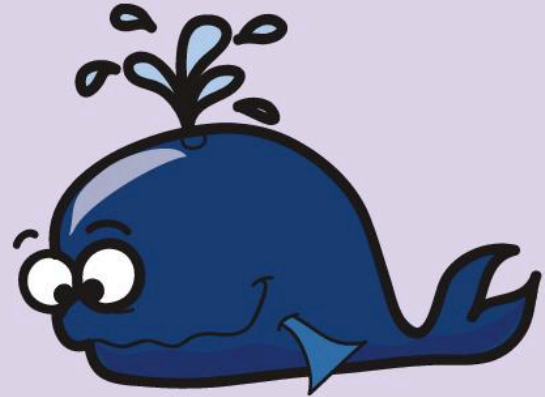
When we compare nouns, we often use **comparative** and **superlative** adjectives.



big



bigger



biggest

We add **-er** or **more** to make the **comparative** and **-est** or **most** to make the **superlative**.

A Sort these words and phrases into adjectives, comparatives and superlatives.

- red sleepest more beautiful
- laziest quicker old

B Which words are missing?

Adjective	Comparative	Superlative
large	larger	
busy		busiest
	shallower	shallowest
comfortable	more comfortable	
	gentler	



Top Tip

Be careful! Although we usually add **-er** and **-est**, the spelling sometimes changes a bit.

Example:
noisy noisier
noisiest

C Write a sentence for each of the missing words above.

Adjectives – intensity

Using adjectives that show different amounts of intensity (strength) can make our writing more accurate and interesting. Adding the suffix **-ish** to an adjective makes it less intense.

Example: She had a **smallish** cake. She cut a **big** slice. She ate a **huge** bite.

A Look at these sentences. Think of a more intense adjective to fill in the spaces.

- 1 The monkey was big.
The monkey was _____.
- 2 The boy felt sad.
The boy felt _____.
- 3 The mouse was frightened.
The mouse was _____.

B Put these adjectives in order of intensity, starting with the coldest.

scorching warmish chilly
cold freezing hot

C Think of some more adjectives that describe temperature. Where will they fit in your list? Can you include some similes?

Writing a newspaper-style report

Model writing

Moko the Dolphin Saves the Day!

Moko, the bottlenose dolphin, who is a regular visitor around the seas of North Coast Island, New Zealand, surprised everyone yesterday by rescuing two whales that became stuck on the beach.

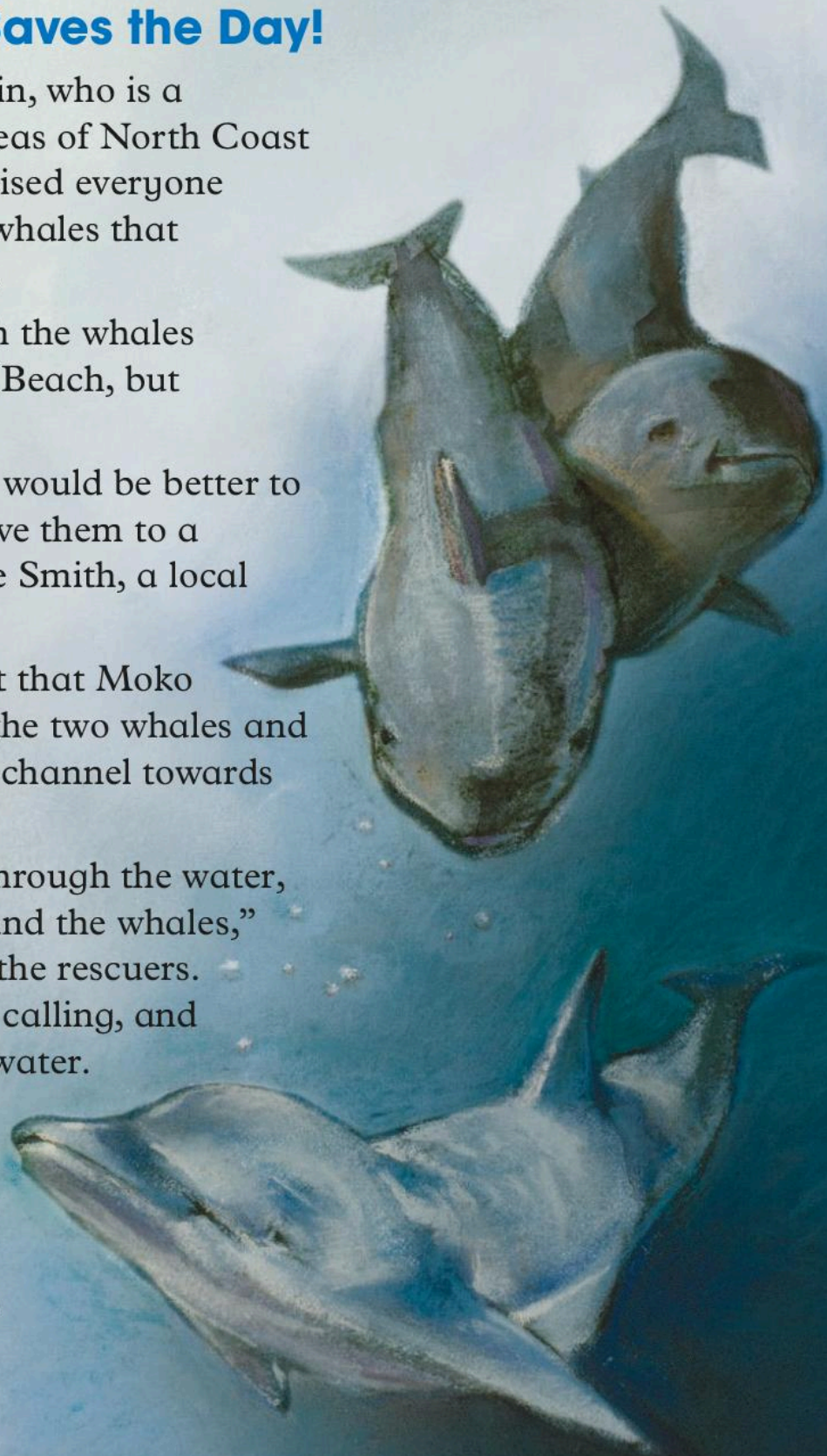
Local people tried to push the whales back into the sea at Mahia Beach, but were unsuccessful.

“We wondered whether it would be better to kill the two whales than leave them to a miserable death.” said Mike Smith, a local conservation officer.

It was just at this moment that Moko the dolphin swam towards the two whales and led them through a narrow channel towards the safety of the sea.

“Moko just came flying through the water, and pushed in between us and the whales,” said Juanita Symes, one of the rescuers. “She obviously heard them calling, and led them towards the deep water. It was amazing.”

The whales have not been seen since, but Moko continues to visit the beach regularly – much to the delight of visitors!



Guided writing

Common features of a newspaper report

A CATCHY HEADLINE

that makes the reader want to read the report!

The first paragraph sums the story up.

Presented in paragraphs.

May include both fact and opinion.

Quotations from people involved give more information.

May have a chatty or a more formal style.

The story always finishes with some reference to what happens afterwards.

Your writing

Choose one of the following stories about brave animals – and then write a newspaper report about it!

- 1 A cat helps a family to escape from a house fire.
- 2 A dolphin saves a drowning child.
- 3 A dog rescues a group of climbers from a snowy mountain.

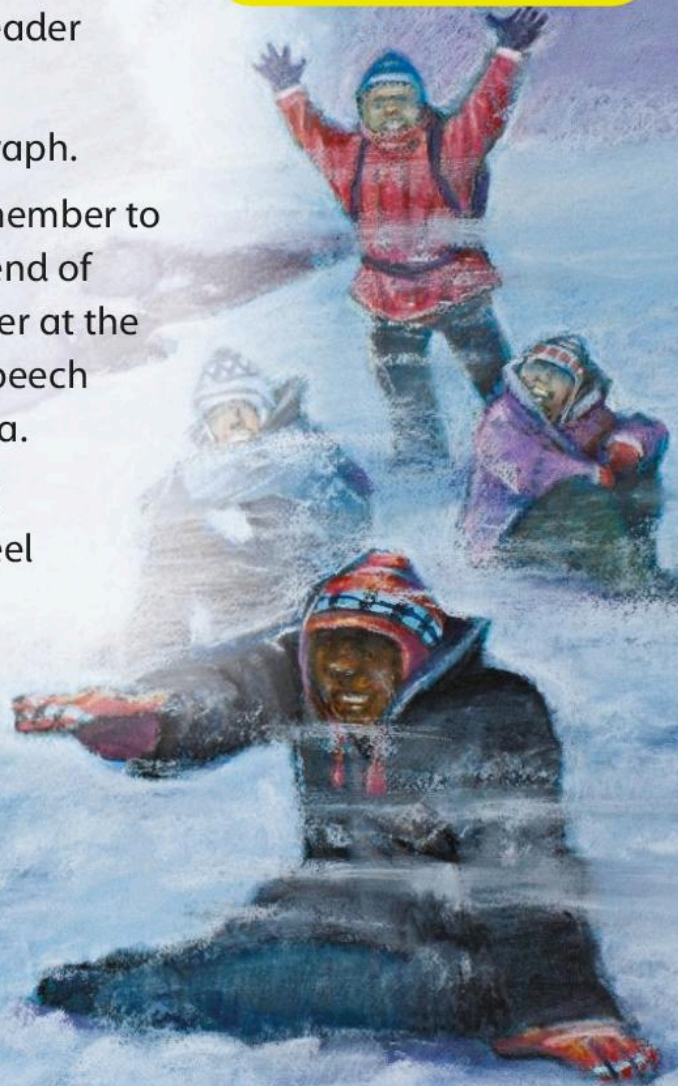
You will need to include:

- An eye-catching headline that tells the reader what the story is about.
- A summary of the story in the first paragraph.
- Quotations from at least two people. Remember to add speech marks at the beginning and end of what has been said and use a capital letter at the beginning of a quotation. Separate the speech from the rest of the text by using a comma.
- A reference in the last paragraph to what happens afterwards. The reader should feel that any problems have been solved!



Top Tip

Remember: A headline might often be a **pun** ('Lost and Hound') or use **alliteration** ('Cool Cat!'). Headlines are not written in full sentences.



Newspaper report success criteria

Create a chart like the one below to help you write your newspaper report. When you have written it, ask another student to 'mark' it using the success criteria. You could then edit your report to make it even better!



	Yes	No	Sometimes
A catchy headline	✓		
Report divided into paragraphs	✓		
The first paragraph sums up the story		✓	
At least two lots of quotations	✓		
Quotation marks put around speech	✓		
Last paragraph is about what happens afterwards		✓	
Capital letters used at the beginning of sentences and for names and places			✓
Full stops or exclamation marks used at the end of sentences	✓		
Spelling correct			✓

6

Families of the world



Talk time

- 1 Where do you think the people in the photographs came from or live? Imagine their lives.
- 2 Think about your own grandparents and family. Were they born somewhere different to you?



**“Each generation...
stands on the
shoulders of those
who came before.”**

Maya Angelou

Exploring different cultures

A Look at the words in the Word Cloud and match them to the meanings here.

- 1 The language, customs, food, art and music of a group of people.
- 2 A member of your family who lived many years ago.
- 3 A person's family or cultural background.

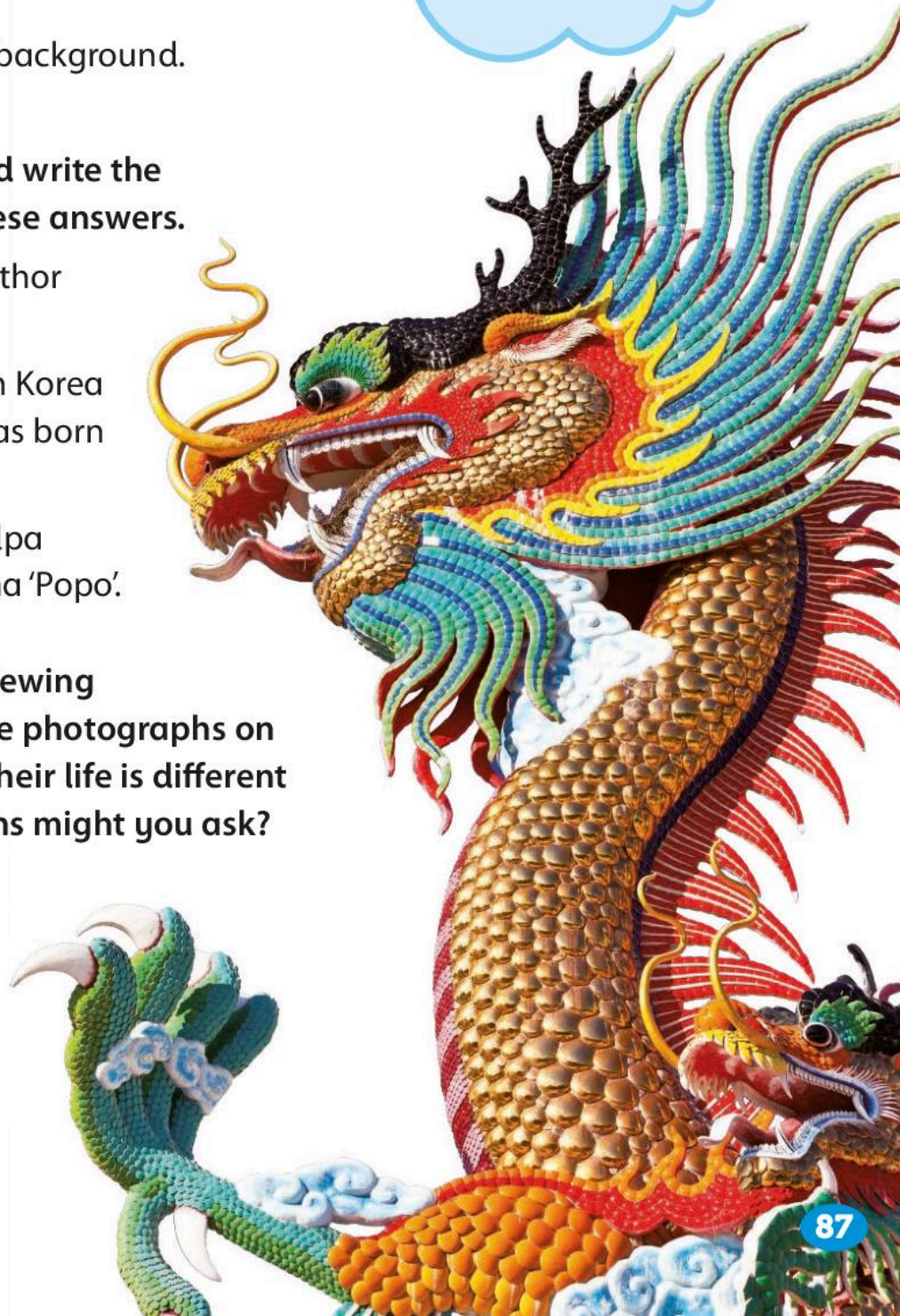
B Work with a partner and write the questions to go with these answers.

- 1 Janet Wong is a children's author and a poet.
- 2 Janet's family are from South Korea and China, but she herself was born in the United States.
- 3 She called her Chinese grandpa 'Gong-gong' and her grandma 'Popo'.

C Imagine you are interviewing a person from one of the photographs on page 86. Do you think their life is different to yours? What questions might you ask?

Word Cloud

ancestor
culture
roots



Poems from different times and cultures

Janet Wong is a children's author and a poet. She was born in the United States, but her family are from South Korea and China. She grew up in a modern city, but her family had ancient traditions.

Janet Wong describes how she was given 'good luck gold' when she was one month old.

Word Cloud

ancient
announces
hooked
signal
scold
traditions

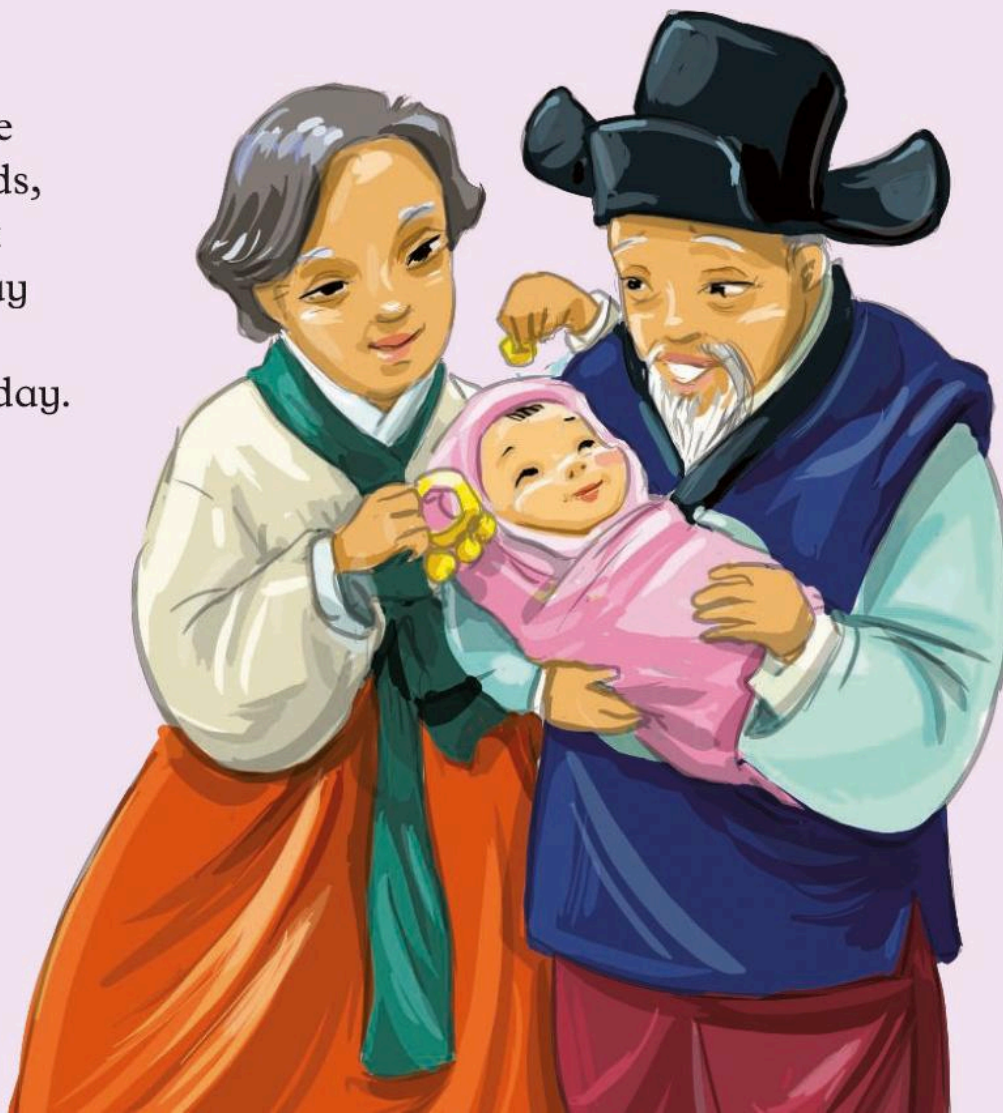
Good Luck Gold

When I was a baby
one month old,
my grandparents gave me
good luck gold:

5 a golden ring
so soft it bends,
a golden necklace
hooked at the ends,
a golden bracelet
10 with coins that say
I will be rich
and happy someday.

I wish that gold
would work
15 real soon.
I need my luck
this afternoon.

Janet S. Wong



When she was older, Janet Wong took part in another important family tradition, serving tea to her grandfather.

Tea Ceremony

“This tea costs sixty dollars a pound,”
Grandfather announces, and grunts
as I begin to pour.

This is a signal

5 for Mother

to look at my free hand,
a glance that lasts
long enough to scold:
Two hands!

10 Like a puppet

I lift my left hand,
answering her silent command
to hold the lid down,
while my right hand
15 tips the teapot
toward Grandfather
in a slow, deep bow.

Two hands!

I feel all eyes watching

20 as I cradle

the old heat-cracked cup
in soft hands of respect,
holding it out to Grandfather
like an offering

25 to the gods.

Janet S. Wong

Glossary

command

an order or
an instruction

offering

something that is
offered or given
as a gift

respect

admire and look
up to someone

scold

blame crossly, or
tell someone off



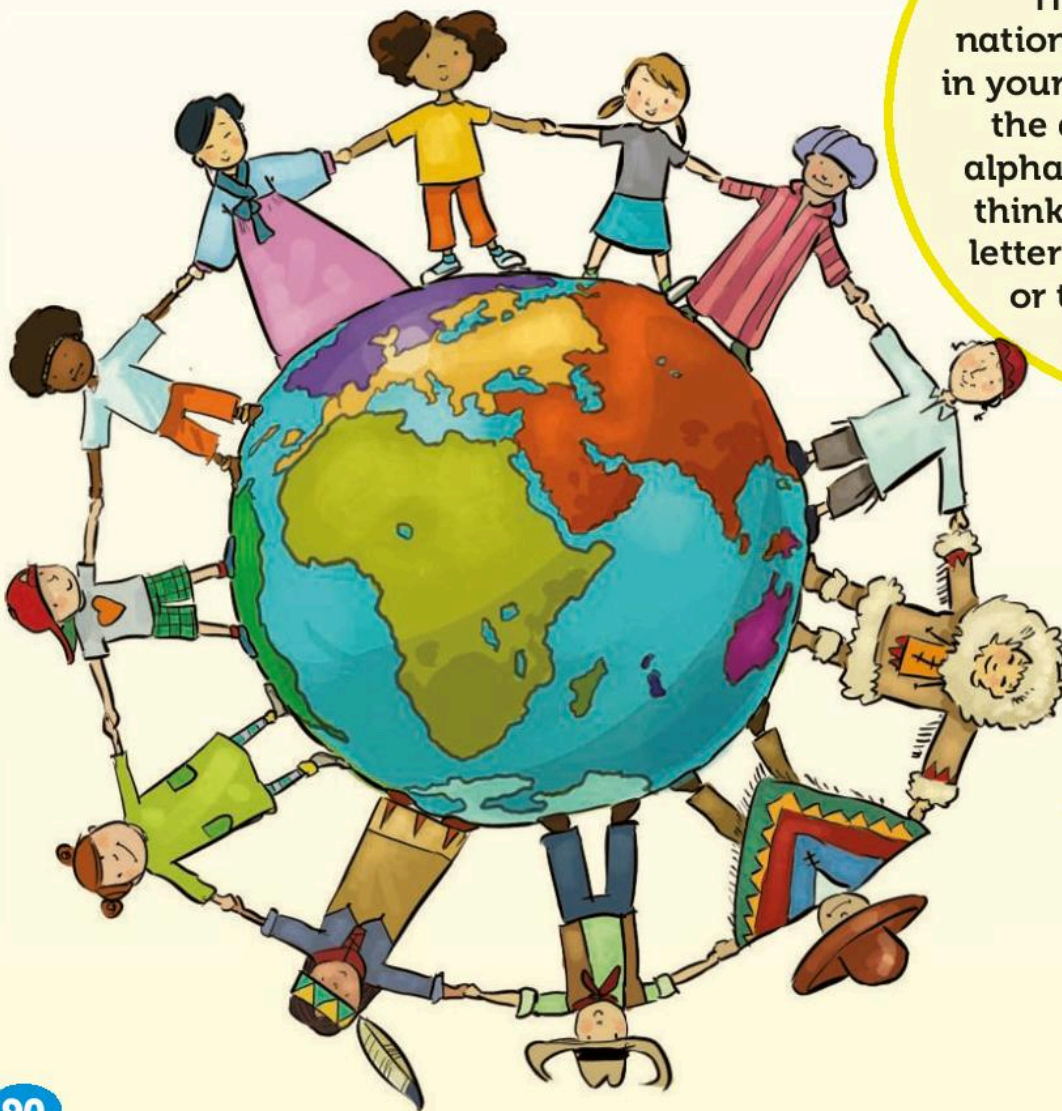
Comprehension

A Find the two sentences below which describe 'Good Luck Gold'. Then find the two sentences that describe 'Tea Ceremony'.

- 1 The poet talks about a ceremony from a different culture.
- 2 The poem describes an important family tradition that is said to bring luck.
- 3 The poem describes the giving of gifts.
- 4 The poet has respect for her family members.

Discussion time

How many different nationalities are represented in your class? Make a list of all the different countries in alphabetical order. Can you think of a country for each letter? Talk about a custom or traditions you know about.





B What do you think?

- 1 Look at the rhyming words in 'Good Luck Gold'. Which of the lines rhyme? Can you find a pattern?
- 2 In 'Tea Ceremony', how do we know that the tea tradition was important to Janet's grandfather?
- 3 Which of the two poems did you like best? Find the words or phrases that helped you decide.
- 4 How does this poem make you feel? Find three examples of words the author uses in the poem to create feeling.

C What about you?

Poems can sometimes paint pictures in our minds. Read your favourite of the two poems to yourself again. What pictures does it make you think of?

Poems from different times and cultures (continued)

Margaret Walker was an African-American poet. Her family came from Africa to America a long time ago, so she was brought up with two cultures.

Word Cloud

lineage
plows (ploughs)
sturdiness
toil

Lineage

My grandmothers were strong.
They followed plows and bent to toil.
They moved through fields sowing seed.
They touched earth and grain grew.
5 They were full of sturdiness and singing.
My grandmothers were strong.

My grandmothers are full of memories
Smelling of soap and onions and wet clay
With veins rolling roughly over quick hands
10 They have many clean words to say.
My grandmothers were strong.
Why am I not as they?

Margaret Walker



A Which two sentences are true?

- 1 The grandmothers worked hard in the fields.
- 2 The grandmothers were sturdy and strong.
- 3 The grandmothers worked in silence.

B What do you think?

Look at how the poet uses language.

- 1 What words tell us that the grandmothers' hands were old?
- 2 Which line tells us that the grandmothers were successful with their planting?
- 3 Do you think the grandmothers were happy or unhappy? Give reasons for your answer.

C What about you?

The grandmothers in the poem were 'full of memories'. Do you think this tells us that they are from a different generation? Talk with a partner about memories you have of time with your own family.



Challenge

→ The poet uses **alliteration** in the poem to make her writing more interesting. Find three examples of alliteration in the poem and read the lines aloud to yourself.



Figurative language

Poets often use **figurative language** in their poems. Figurative language compares two things in a way that is interesting or even a bit surprising.

Similes and **metaphors** are two sorts of figurative language.

Remember: A **simile** compares two things which have something in common.

Example: Mum is always as busy as a bee.

A **metaphor** describes something as if it *is* something else.

Example: Mum is a busy bee.

A Which of these sentences are similes and which are metaphors?

- 1 Jamila can swim like a fish.
- 2 Ravi is a scaredy cat.
- 3 Erik's eyes are as blue as the sky.
- 4 My best friend is a star.



B Fill in the spaces in the sentences using the words below.

fast flew slow light snail

blocks of ice feather lightning

- 1 You are as _____ as a _____.
- 2 Your feet are like _____.
- 3 You walk as _____ as a _____.
- 4 You ran as _____ as _____.
- 5 He _____ down the street.

C Look at the metaphors below. Explain what they mean in your own words.

- 1 Her grandfather is a gentle giant.
- 2 A blanket of snow covered the land.
- 3 Her brother spilled the beans.
- 4 The spelling test was a dream.



Challenge

→ Work with a partner and choose four famous people. Write funny metaphors to describe your celebrities. Pick your favourite metaphor and share it with the rest of the class.

burd ✗
star ✓
fish ✓



Model poem

This poem is about someone's family tree.
The poet uses lots of techniques in her writing.

My Family Tree

Look, look at my family tree
My family are such an important part of me!

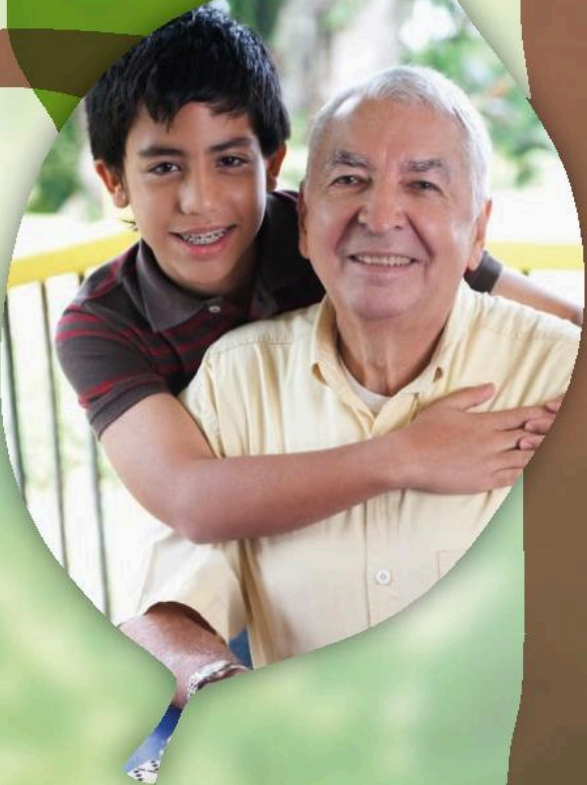
My grandmother
Her smell is of old, fragrant flowers
Her eyes are as sharp as stones
She tells me, "Work hard to succeed."

Kind but razor sharp
My grandmother.

Look, look at my family tree
They are all an important part of me!

My grandfather
His smell is of new tobacco
His hands are like old gloves
He tells me, "Be honest, my son."

Gentle but wise
My grandfather.



Guided writing

The poet uses techniques including:

1 A chorus, in which lines are repeated.

Example: Look, look at my family tree

2 A simile, which compares one thing to another.

Example: Her eyes are as sharp as stones

3 A line that includes a quotation.

Example: She tells me, "Work hard to succeed."

4 A line with two contrasting features.

Example: Kind but razor sharp

Writing your own poem

A good way to start writing poetry is to 'copy' another poem. Use the *My Family Tree* poem as a model to write about someone in your family. Change the words so that they suit this person. Remember to copy the same structure and techniques used by the original poet.



Top Tip

When you have written a poem always read it out aloud. Listening to the poem will help you hear how the words and phrases work. It will help you to identify which parts of your poem can be improved.

Revise and check (2)

Vocabulary

- 1 Choose the correct words from the choices below to complete the sentences.

Maya's ancestor was **(an explorer / a mammal)**. He understood the **(roots / perils)** of some of his expeditions. His favourite expedition was to the lost **(valley / tradition)**. He had **(hooked / accomplished)** a great deal in his life. Sometimes, he even made the **(headlines / columns)** in **(unmistakable / distinguished)** newspapers. At the end of his life he lived **(incredibly / peacefully)** in the **(ancient / captive)** city of Rome.

Punctuation

- 1 Copy out this paragraph adding the apostrophes where they are needed.

There isnt a zoo near us but weve got a park with animals. The keepers my friends uncle and sometimes he lets us help him. I dont like the iguanas much, but I love the baby kangaroos. The kangaroos enclosure is massive! Theres a pets corner for the younger children. My cousins coming to spend the holidays with us, so well go there every day.



Grammar

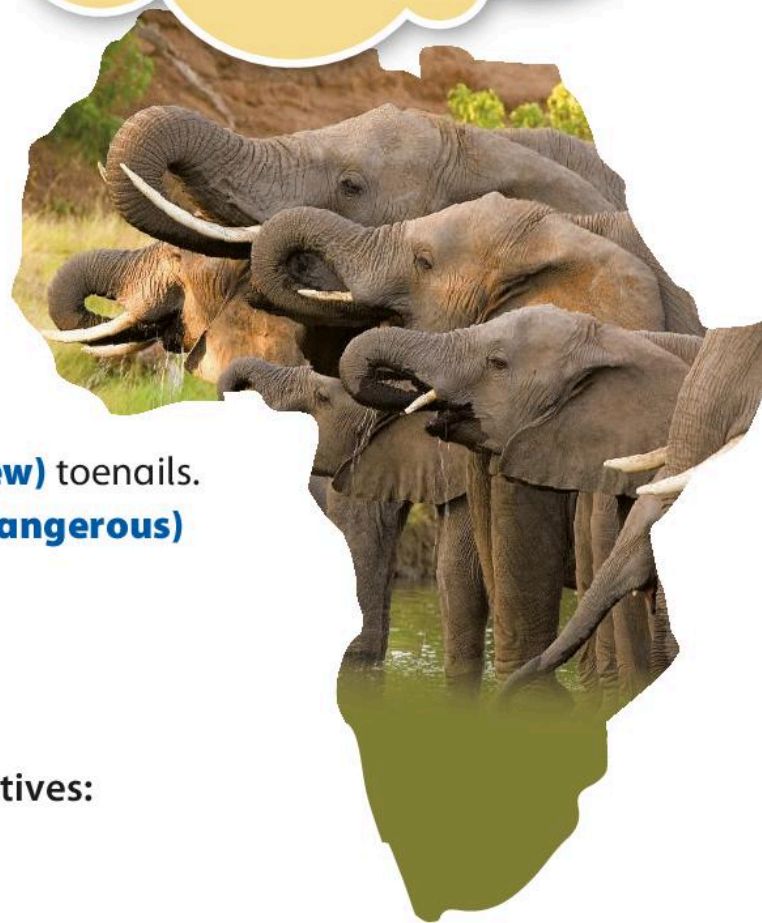
1 Divide the phrases in the cloud into similes and metaphors. Make a list like the one here.

2 Choose one simile and one metaphor from the cloud and write a sentence to show their meaning.

3 Read the paragraph below and complete the sentences with the correct form of the adjective.

African elephants are probably the **(interesting)** animals on the planet, and certainly the **(big)**! The **(heavy)** elephant weighed 24,000 pounds!

The **(good)** place to see them is Amboseli in Kenya. They have **(large)** ears than Indian elephants but **(small)** heads and **(few)** toenails. Elephants are intelligent but can also be **(dangerous)** than other wild animals.



Spelling

1 Write the comparative form of these adjectives:

gentle noisy red late tidy

2 Write the superlative form of these adjectives:

early bad dirty loud sad

7

All together!



Talk time

- 1 This picture shows a sister and a brother. In what ways do brothers and sisters help each other?
- 2 Think of a time that you helped a friend with a problem, or they helped you. How did you work together to solve the problem?

“Don’t walk in front of me; I may not follow. Don’t walk behind me; I may not lead. Just walk beside me and be my friend.”

Albert Camus



Thinking about friends

A Look at the words in the Word Cloud and match them to the meanings here.

- 1 Being friends with someone.
- 2 A rule that keeps people of different races separate.
- 3 Got rid of something so that it does not happen or exist anymore.

B Read the extract below. Which are the correct words to fill in the gaps?

laws attended mixing apartheid

Sbongile is ten years old. She lives in Cape Town, South Africa... Just a few years ago, Sbongile could not have _____ Ellerton Primary School in South Africa. At that time, the _____ laws prevented black and white people from _____. Those _____ have now been completely abolished.

From DK Reference *A Life Like Mine: How children live around the world*

C Where do your friends come from? What can you learn from having friends from different places and backgrounds?

Word Cloud

abolished
apartheid
friendship



Stories about problems and issues

Mona lives in America. Her grandmother lives far away from her in a small village in the Middle East. Once, Mona went to visit her. They didn't speak the same language, so they made up their own.

Sitti's Secrets

My Grandmother lives on the other side of the earth. When I have daylight, she has night. When our sky grows dark, the sun is peeking through her window and brushing the
5 bright lemons on her lemon tree. I think about this when I am going to sleep.

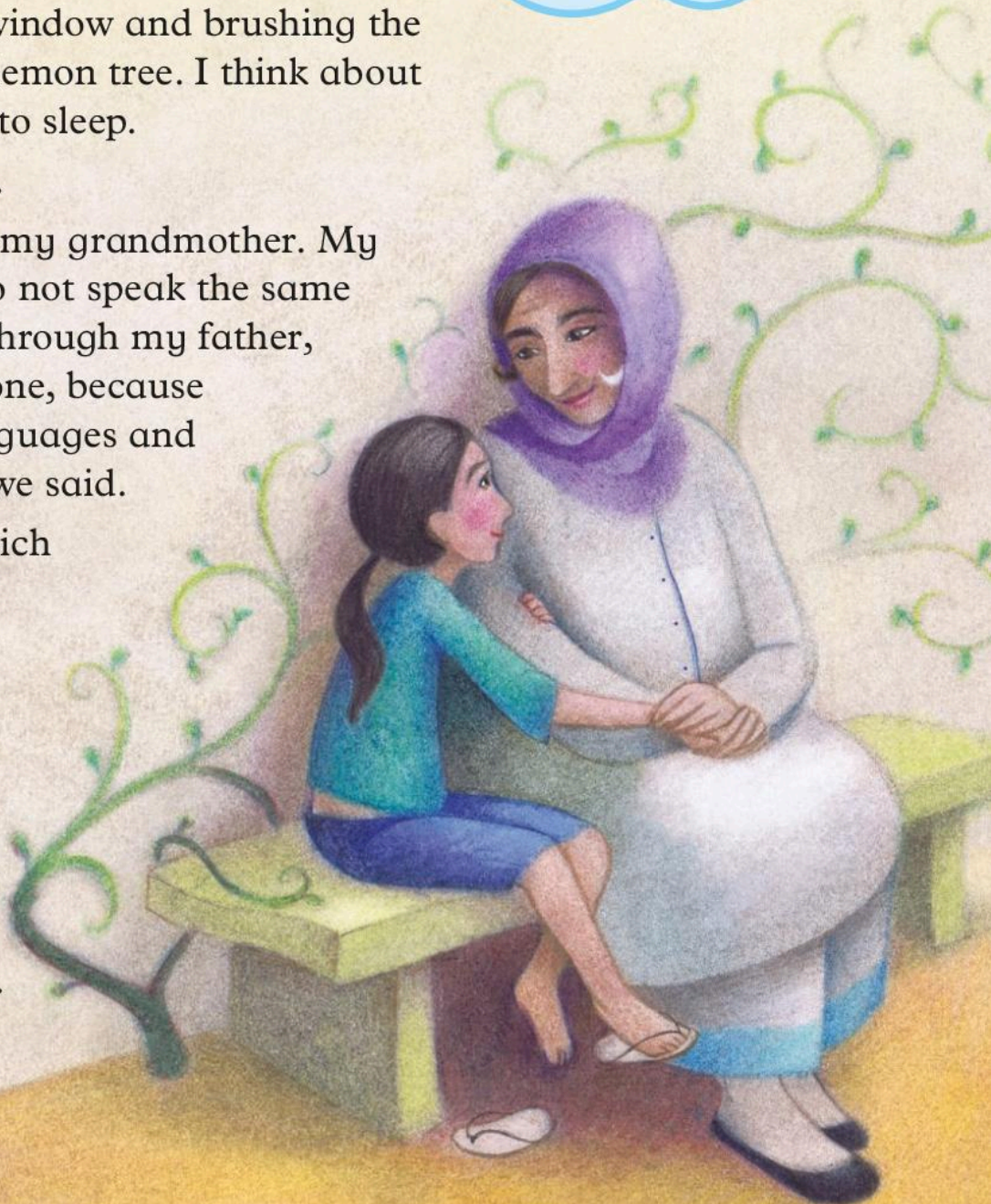
“Your turn!” I say...

Once I went to visit my grandmother. My grandmother and I do not speak the same
10 language. We talked through my father, as if he were a telephone, because he spoke both our languages and could translate what we said.

I called her *Sitti*, which
15 means Grandma in Arabic. She called me *habibi*, which means darling. Her voice danced as high as the
20 whistles of birds. Her voice giggled and whooshed like wind going around corners. She had a thousand
25 rivers in her voice.

Word Cloud

admired
peeking
spun
whooshed



Glossary

courtyard

an open space surrounded by walls or buildings

marbles

a game played with small glass balls

spring

a place where water comes up from the ground

translate

say in another language

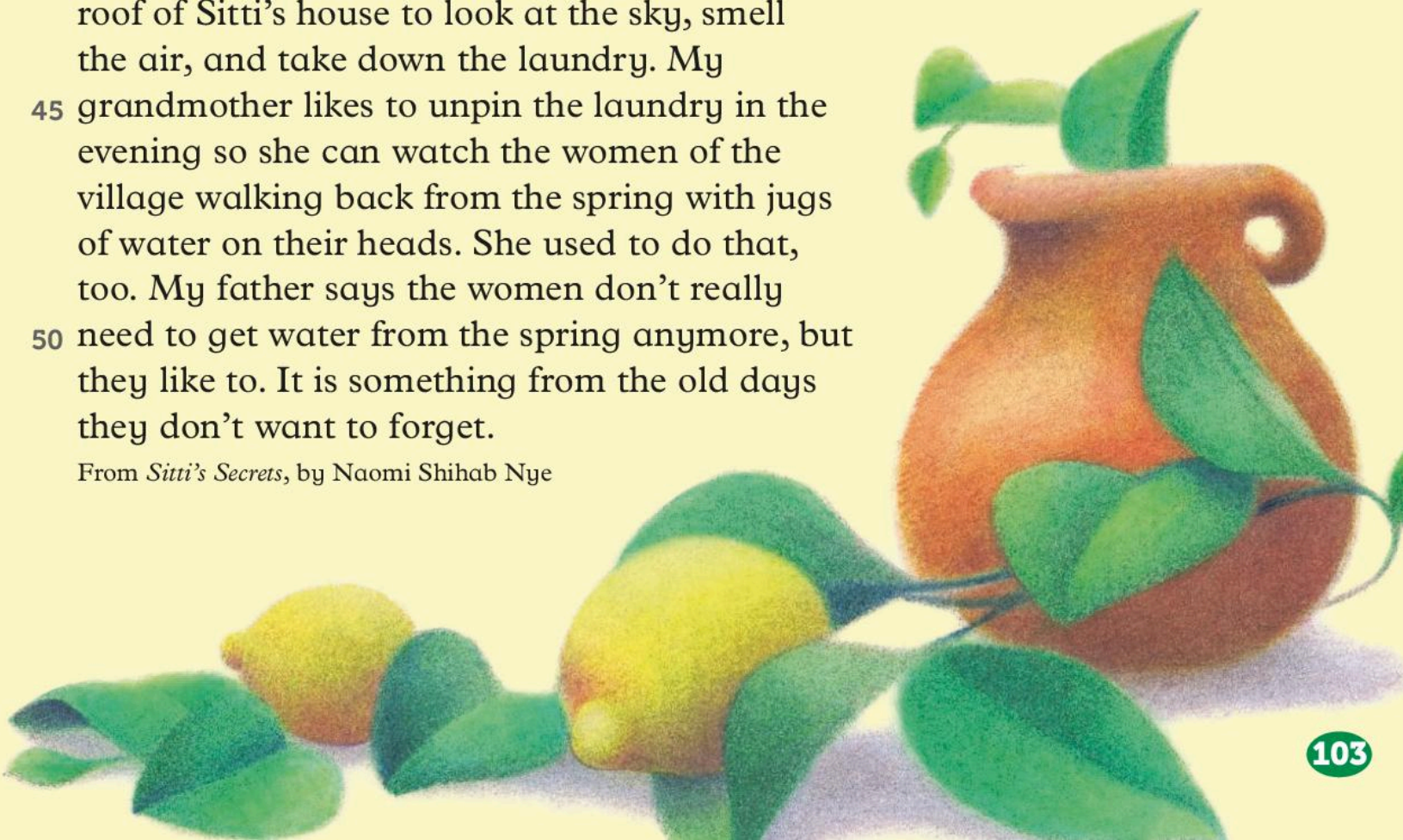
A few curls of dark hair peeked out of her scarf on one side, and a white curl peeked out on the other side. I wanted her to take off the scarf so I could see if her hair was striped.

30 Soon we had invented our own language together. Sitti pointed at my stomach to ask if I was hungry. I pointed to the door to ask if she wanted to go outside. We walked to the fields to watch men picking lentils. We admired the sky
35 with hums and claps...

Every day I played with my cousins, Fowzi, Sami, Hani, and Hendia from next door. We played marbles together in their courtyard. Their marbles were blue and green and spun
40 through the dust like planets. We didn't need words to play marbles...

In the evenings we climbed the stairs to the roof of Sitti's house to look at the sky, smell the air, and take down the laundry. My
45 grandmother likes to unpin the laundry in the evening so she can watch the women of the village walking back from the spring with jugs of water on their heads. She used to do that, too. My father says the women don't really
50 need to get water from the spring anymore, but they like to. It is something from the old days they don't want to forget.

From *Sitti's Secrets*, by Naomi Shihab Nye



Comprehension

A Which sentence below is true?

- 1 Mona and her grandmother live in the same country.
- 2 Mona doesn't spend time with her grandmother when she visits her.
- 3 'Sitti' means 'Grandma'.
- 4 Mona's grandmother likes to unpin her laundry in the morning.



B What do you think?

- 1 What time of day is it for Mona when her grandmother wakes up?
- 2 What similes are used to describe Sitti's voice?
- 3 How do Mona and Sitti communicate with each other? Find examples from the story to support your answer.
- 4 What does the game of marbles show Mona?

C What about you?

Do you like the writer's use of language? Explain your answer and choose three phrases you found particularly effective or interesting.

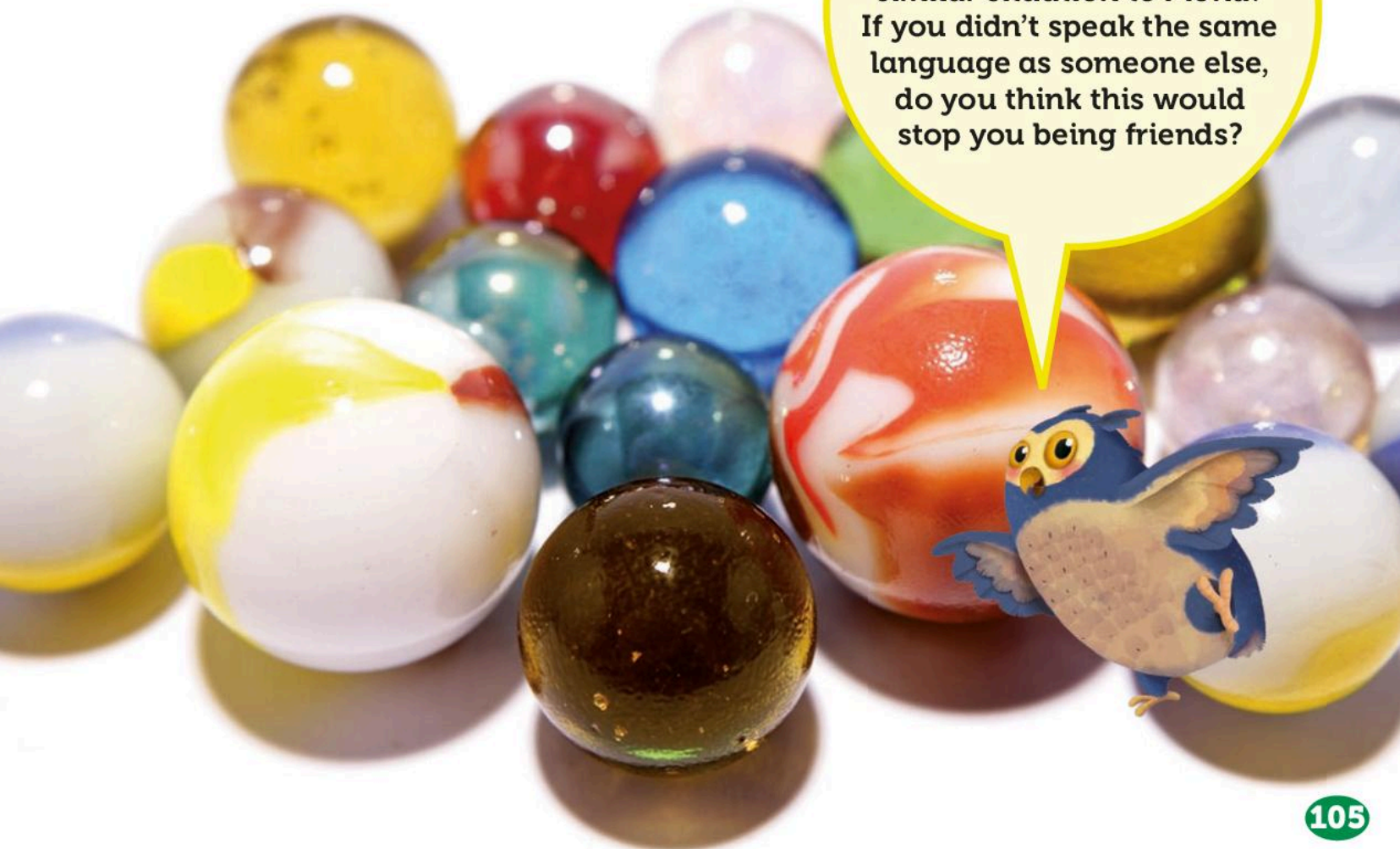


Challenge

→ Try to communicate with a partner without using words. Did your partner understand what you wanted to say?

Discussion time

Have you ever been in a similar situation to Mona? If you didn't speak the same language as someone else, do you think this would stop you being friends?



Stories about problems and issues (continued)

Sitti's Secrets

On the day my father and I had to leave, everyone cried and cried. Even my father kept blowing his nose and walking outside. I cried hard when Sitti held my head against her
 5 shoulder. My cousins gave me a sack of almonds to eat on the plane. Sitti gave me a small purse she had made. She had stitched a picture of her lemon tree onto the purse with shiny thread. She popped the almonds
 10 into my purse and pulled the drawstrings tight...

Sometimes I think the world is a huge body tumbling in space, all
 15 curled up like a child sleeping. People are far apart, but connected.

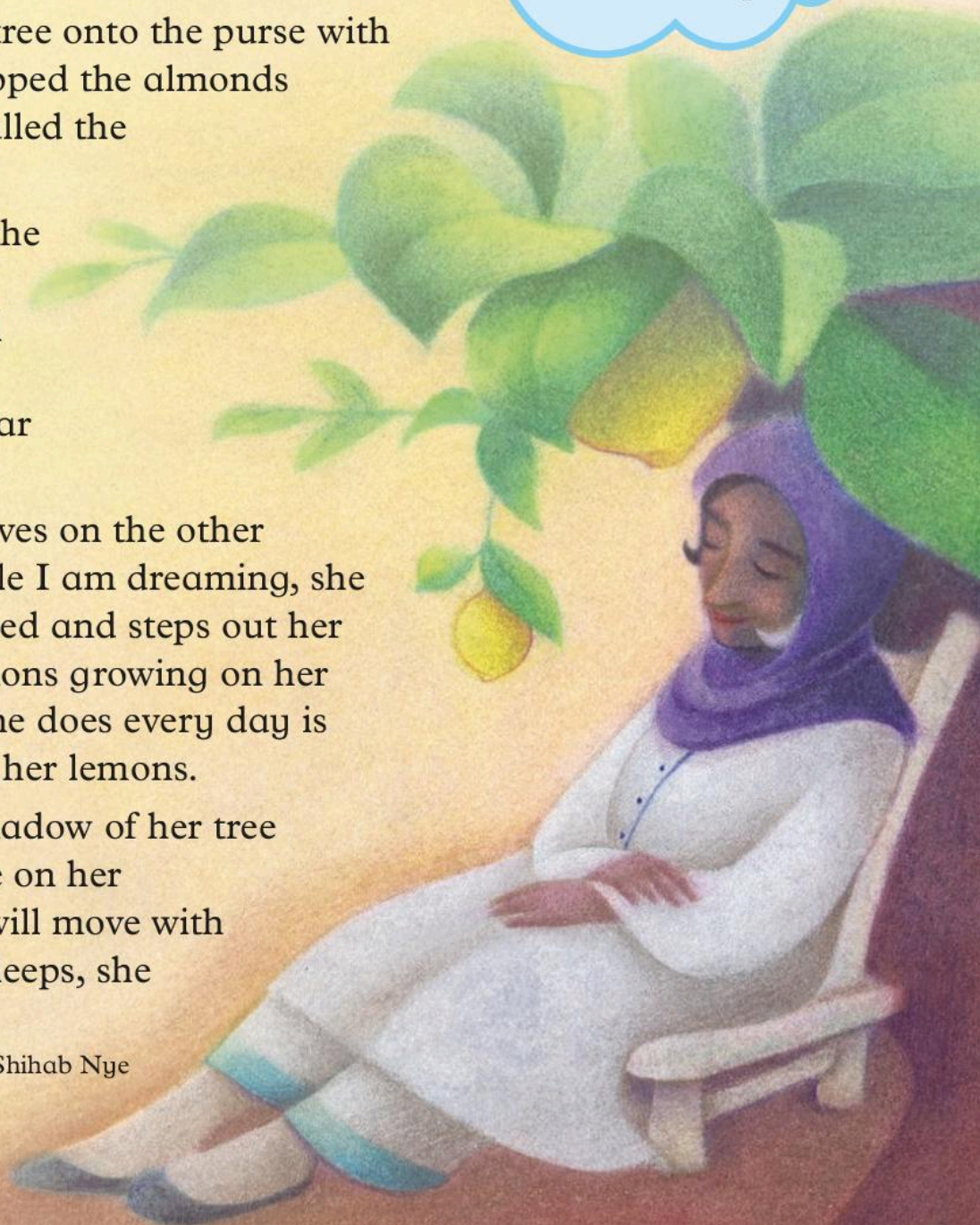
My grandmother lives on the other side of the earth. While I am dreaming, she
 20 rises from her fluffy bed and steps out her door to check the lemons growing on her tree. The first thing she does every day is say good morning to her lemons.

All day the leafy shadow of her tree
 25 will grow and change on her courtyard wall. She will move with its shade. When she sleeps, she will dream of me.

From *Sitti's Secrets*, by Naomi Shihab Nye

Word Cloud

drawstrings
 leafy
 stitched
 tumbling



Comprehension



Challenge

→ Imagine that a relative or friend comes to visit you and you do not speak the same language. What would you show them in your town or village? How would you show them?

A Read and answer the questions.

- 1 What gifts did Mona receive?
- 2 What will the picture on the purse remind Mona of?
- 3 What is Sitti doing when Mona is sleeping?
- 4 What does Mona think Sitti dreams about?

B What do you think?

- 1 How do we know that Mona's father is upset?
- 2 Did you like the characters in this story?
Explain your answer.
- 3 How does Mona describe the world?
- 4 Mona says: 'People are far apart, but connected.'
What do you think she means by this?

C What about you?

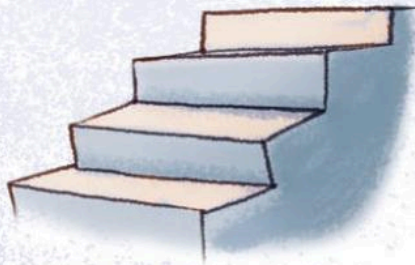
How does the story make you feel? Share your feelings with a partner.

Homophones

Homophones are words that are pronounced in the same way, but have different meanings and often different spellings.

Example: The mother and **son** watched the **sun** go down. They could **see** the **sea**.

A Match the pairs of homophones.



stair



weak



flour



pear



pair



hare



stare



flower



hair



week

B Choose the correct word to complete the sentence.

- 1 Who _____ when the bus is coming? (nose/knows)
- 2 The wind _____ all morning. (blew/blue)
- 3 There was a _____ in the ground. (hole/whole)
- 4 She arrived an _____ late. (our/hour)

C Find the mistake in each sentence. Copy out the sentences, using the correct words.

- 1 The boy asked for a peace of cake.
- 2 There were two many cars on the road.
- 3 The plain arrived on time.
- 4 My grandparents are very deer to me.



Top Tip

Keep a list of homophone pairs in your notebook. You can also draw pictures to help you remember what they mean.



Different sentences

A statement gives information and usually ends with a full stop.

All statements have a subject and a verb. The subject tells us who or what the sentence is about, and the verb explains what is happening.

Example: The children are diving.

A question asks something and ends with a question mark?

There are different types of questions, but they all need an answer.

If we use the verb 'to be' we invert the verb with the subject.

Example: Is the girl from Italy?

If we use a different verb we need a 'helping' word.

Example: Do you like strawberries? (Here the helping word is 'Do'.)

Sometimes we use a question word.

Example: Who? Where? What? Why? When?

Some questions have a tag at the end.

Example: She's your best friend, isn't she?

An exclamation shares a strong feeling and ends with an exclamation mark!

Example: I'm going on holiday!

An order gives a command and usually ends with an exclamation mark!

It is always addressed to a person, so it isn't necessary to use 'you'. Usually an order starts with a verb. **Example:** Shut the door!

Sometimes it starts with a negative. **Example:** Don't run!

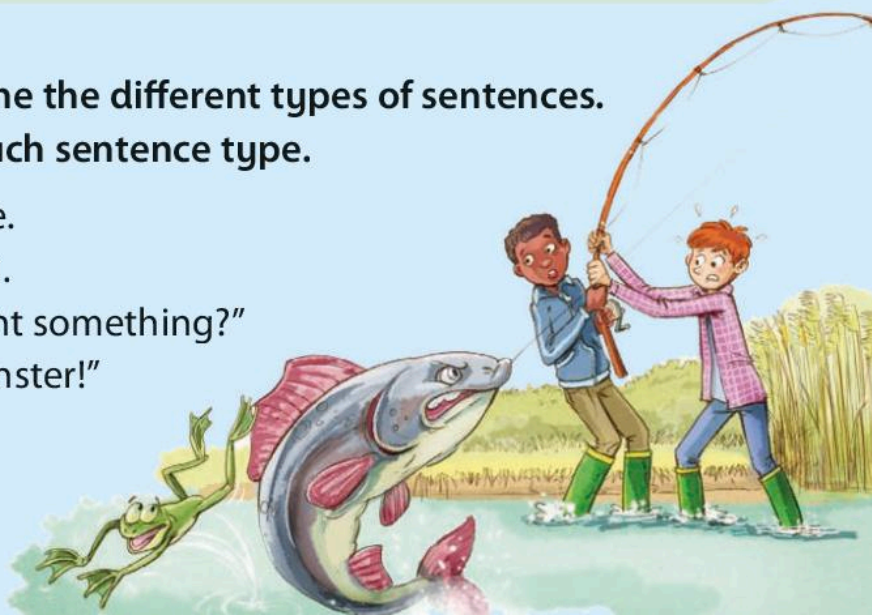
A Copy the story and underline the different types of sentences.
Use a different colour for each sentence type.

Ali and Tim were fishing by the lake.

"Don't make a noise!" whispered Ali.

"Why?" asked Tim, "Have you caught something?"

"Yes, and it's huge. Oh no! It's a monster!"



B Change these sentences into questions.
Use words from the box to help you.

where when what how

- 1 There are about 3,000 different species of snakes.
- 2 Rattlesnakes live in swamps and forests in America.
- 3 The students have been learning about rattlesnakes.
- 4 Snakes usually sleep in the sun in the day.

C What kind of sentences are these? Rewrite them as a different type of sentence.

- 1 Wait behind that tree!
- 2 Can you hear that noise?
- 3 I'm scared!
- 4 It's only an owl hooting.



Challenge

→ Write a paragraph about working together to solve a problem. Use all four sentence types.



Writing a story with an everyday setting

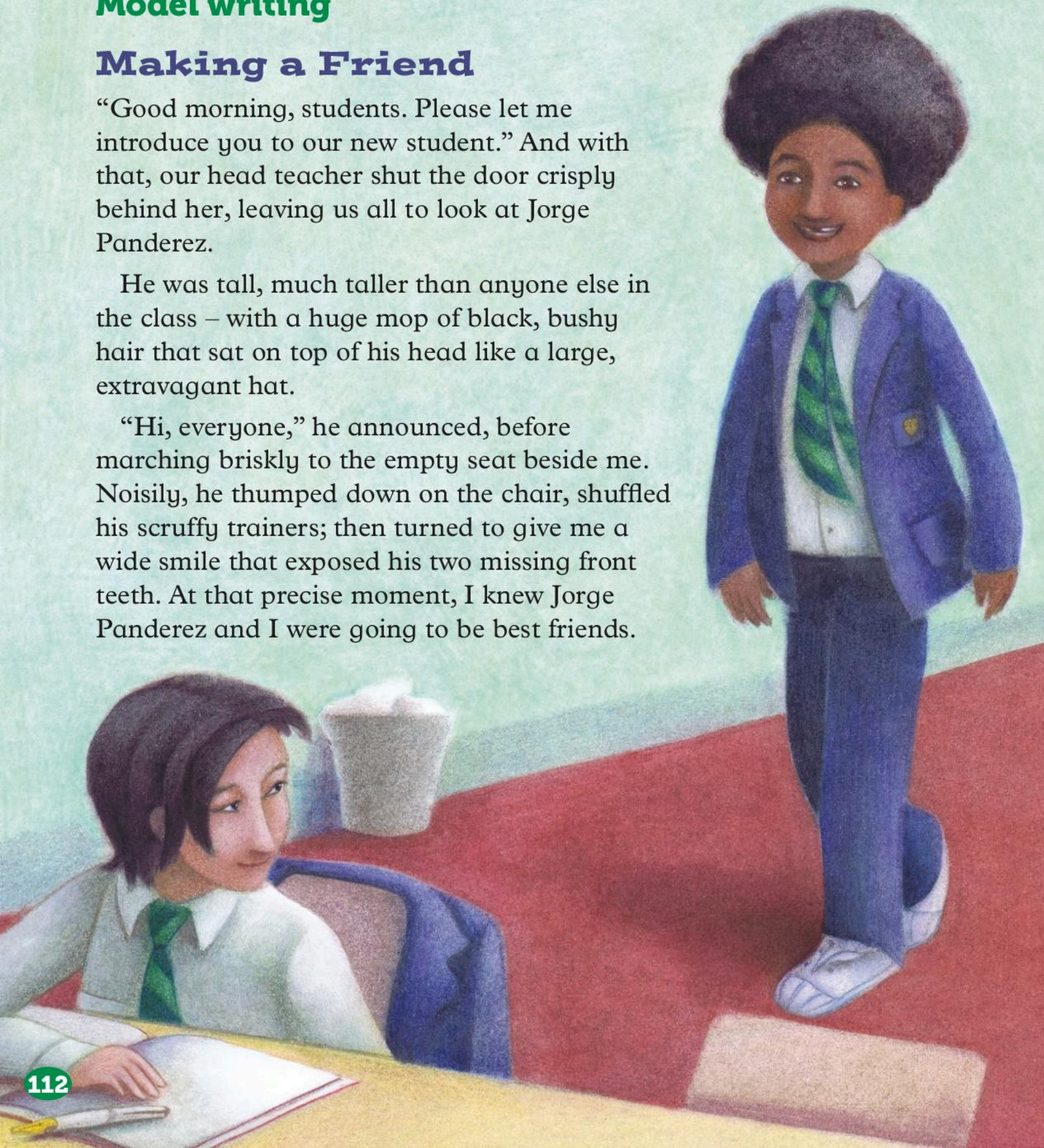
Model writing

Making a Friend

“Good morning, students. Please let me introduce you to our new student.” And with that, our head teacher shut the door crisply behind her, leaving us all to look at Jorge Panderez.

He was tall, much taller than anyone else in the class – with a huge mop of black, bushy hair that sat on top of his head like a large, extravagant hat.

“Hi, everyone,” he announced, before marching briskly to the empty seat beside me. Noisily, he thumped down on the chair, shuffled his scruffy trainers; then turned to give me a wide smile that exposed his two missing front teeth. At that precise moment, I knew Jorge Panderez and I were going to be best friends.



Guided writing

A good character description will:

- Describe what a character looks like, how they move and speak, and how they relate to other characters.

Character features	Examples from the extract
Description of physical features	<i>Huge mop of black, bushy hair; scruffy trainers; wide smile with two missing teeth</i>
How they move	<i>Marching briskly; thumped down</i>
How they speak	<i>He announced</i>
Relationship with other characters	<i>Says "Hi, everyone," to the class; smiles at the narrator of the story; the narrator sees him as a best friend</i>

- Often use similes. **Example:** 'black, bushy hair that sat on top of his head like a large, extravagant hat.'
- Emphasise a physical feature, by repeating it in different ways. **Example:** Jorge's size – 'tall', 'taller', 'huge', 'large'.



Planning a story with an everyday setting

Your writing

Do you have a best friend? Were you best friends from the start or did you become friends over time?

Write about the time you first met a good friend. Describe:

- When and where you first saw them.
- What they looked like.
- What they said.
- How they moved.
- How they behaved towards you and others.



Remember to:

- Focus only on three or four key physical features, such as size or height, hair and the look on their face.
- Mention one or two items of clothing they were wearing, but choose your words carefully. What is the difference between 'She wore a grey jumper.' and 'An old grey jumper was carelessly slung over her shoulders.'?



Top Tip

You might want to go on to describe a time when your friend proved to be a really good friend.

Story success criteria

Before you write your text, draw a chart of success criteria, like the one below. These will help you to write a successful character description. You could perhaps read your description to your best friend, and ask them for feedback!



	Yes	No	Sometimes
Have you described:			
When you first met your friend?	✓		
What they looked like?	✓		
What they said and how they spoke?	✓		
How they moved?		✓	
An incident where they proved to be a good friend and helped you?	✓		
Have you remembered to:			
Use at least one simile?	✓		
Use adjectives?			✓
Check all sentences begin with a capital letter and end with a full stop?	✓		

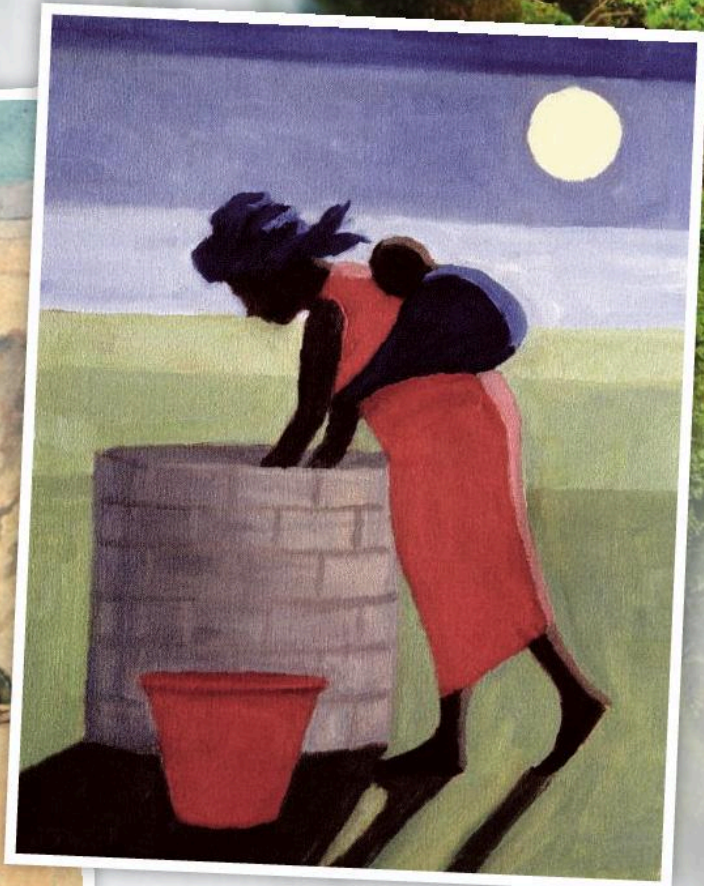
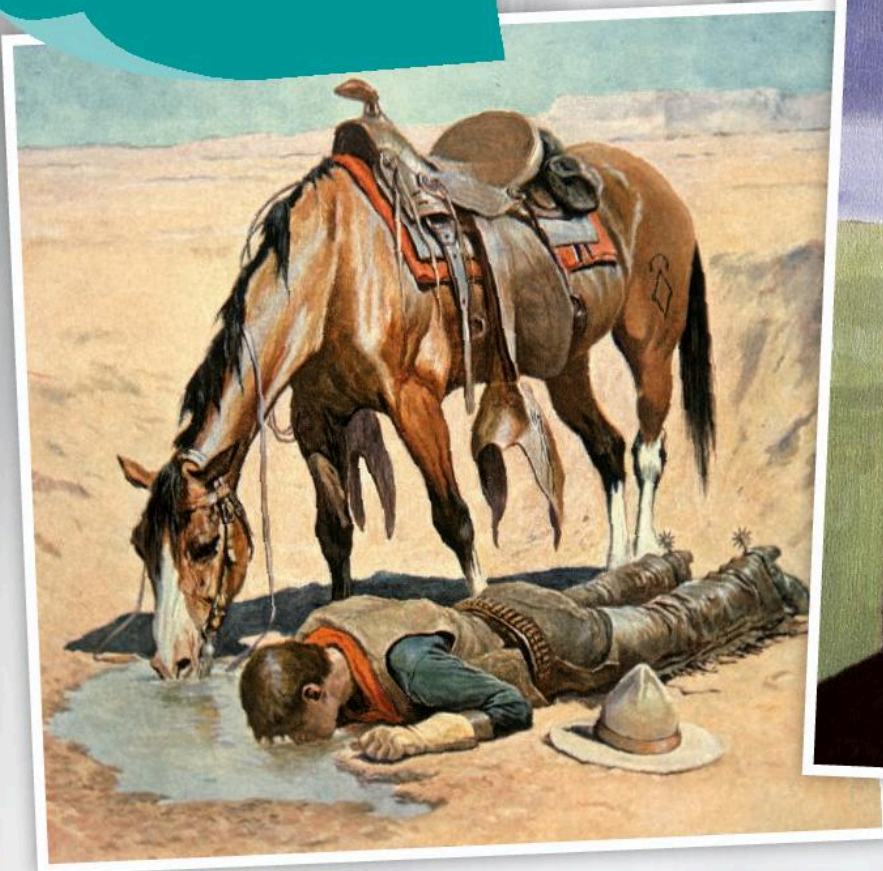
8

World of water

Talk time

- 1 What do these two paintings tell us about water?
- 2 What title would you give each painting?

“We forget that the water cycle and the life cycle are one.”
 Jacques Yves Cousteau



Words about water

A Look at the words in the Word Cloud and match them to the meanings here.

- 1 A deep hole in the ground from which you can get water.
- 2 To soak someone or something with water.
- 3 A place in a desert where there is water.

B Look at the brochure (right). How would you persuade your family to take you to this festival?

C 22 March is World Water Day and schools all over the world organise events to help us remember the importance of water. What would you like your school to do on that day?

Word Cloud

drench
oasis
well



Persuasive text

What We Can Do About Wasting Water

Water on Earth

Although there is so much water on Earth, most of it is salty and cannot be used for drinking. Only about
5 4 per cent is fresh water...

A growing demand for water

We all need at least one litre of drinking water a day to keep us alive. We also use water for washing
10 ourselves, for washing our clothes and cars, to flush the toilet and to water our plants. In fact, every person uses about 140 litres of water a day. If we add the water
15 used by industry and farming, each person 'uses' about 600 litres of water a day...

Word Cloud

demand
supply
waste



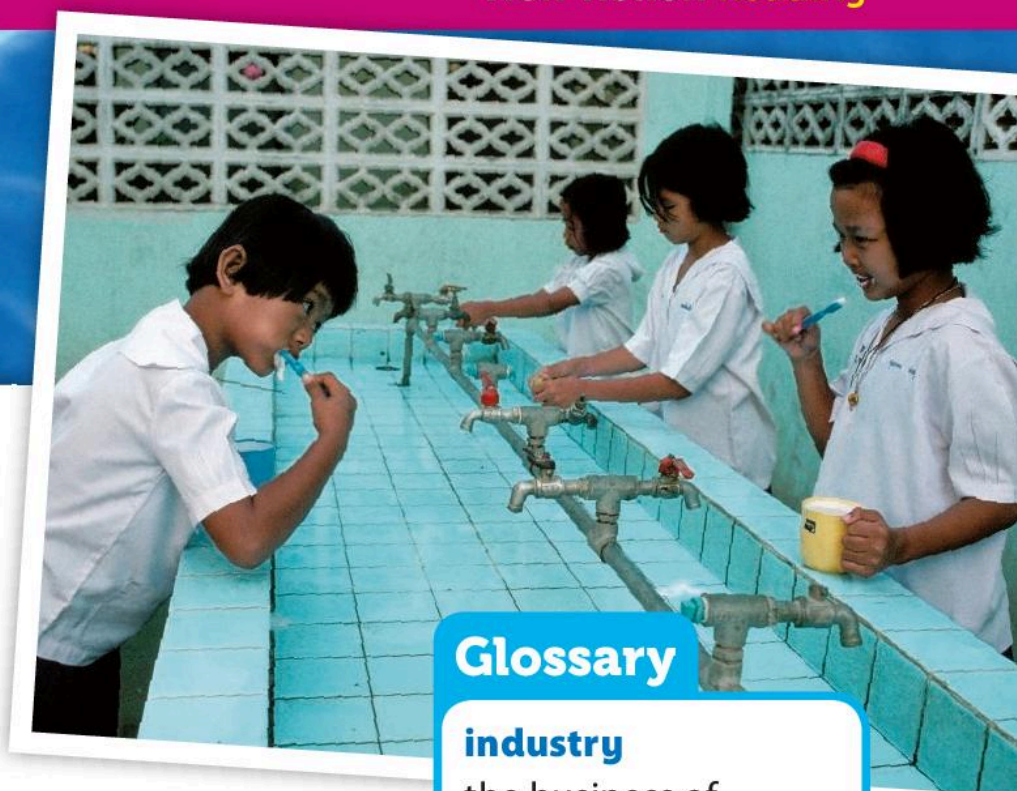
Avoiding waste

Imagine that the water supply to your house has been cut and you have to collect all the water you need from a well or standpipe. How would you use that water once you had carried it home? Try to think how you and your family can avoid wasting water. For example, do not wash your hands or brush your teeth under a running tap. When you use a tap, make sure you turn it off properly. Dripping taps can waste a lot of water...

Saving water outside

People often leave hoses on for longer than is needed, and waste water. For many small gardens it is not really necessary to use a hose and sprinkler. Use a watering can instead. With a watering can you can make sure the water goes only where it is needed and none is wasted.

From *What We Can Do About Wasting Water*, by Donna Bailey



Glossary

industry

the business of making things, for example in factories

sprinkler

an object that sprays water

standpipe

a public water tap



Comprehension

A Read and answer the questions.

- 1 What percentage of the Earth's water can we use for drinking?
- 2 Why is this figure so low?
- 3 Name four different things we use water for.

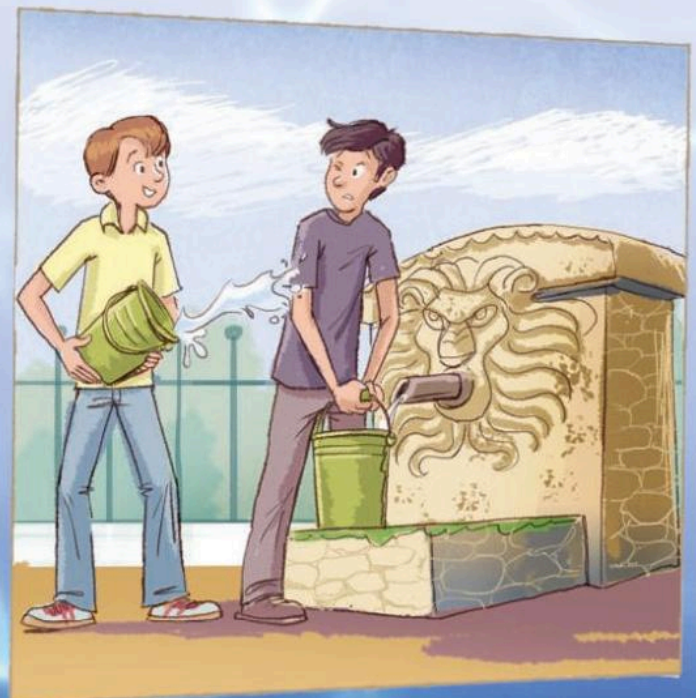
B What do you think?

- 1 Did the extract persuade you to use less water? Explain your answer.
- 2 Did you find any of the facts in the extract surprising? If so, which ones and why?
- 3 How would you feel if the water supply to your house was cut off? If this happened to you, would you use less water in the future?
- 4 Is the style of language used in this extract different to that in the tourist brochure on page 117? How would you describe the different styles?



Challenge

→ Design a poster or brochure to persuade people to use watering cans instead of using hoses or sprinklers.





What about you?

Do you think it is true that some people are not careful with water? Discuss your ideas with a partner. Together write a letter to your local newspaper persuading people to be more careful and avoid wasting water. The checklist below will help!



Letter writing checklist

- Write your address at the top of the right-hand side of the page.
- Remember to write the date underneath!
- Write their address on the left-hand side of the page.
- Address the recipient correctly: Dear Sir/Madam or Dear Mr/Miss/Mrs...
- Introduce yourself and explain the reason for your letter.
- Remember to include a great opening sentence.
- Prepare a good argument with some key facts.
- Include a personal opinion.
- State clearly what you would like the reader to do.
- Use a joined-up handwriting style that is clear and legible.
- Include an appropriate ending: Yours sincerely or Yours faithfully
- Remember to sign the letter clearly!

Discussion time

Sometimes water is responsible for causing serious problems. Do you think these situations can be avoided? Brainstorm ideas as a class.



Explanatory text

What Can You See in This Cloud?

Clouds

Clouds appear in many different forms. They can look like beautiful billowing masses of cotton wool in the sky. They can be the dark
5 messengers of coming storms. They can light up as fantastic lightning or crash and bang with noisy thunder...

Rain and water

Each type of cloud gives an idea of what sort
10 of weather to expect. Certain types bring rain, which provides vital water. Rain naturally waters the ground and allows plants to grow. Farmers need rain to grow crops for people and animals.

Trees

15 The biggest and most important plants in this cycle are trees... Trees produce filtered clean air, and help to form new clouds. Wind or heat causes excess rain water to evaporate so that tiny droplets of water mingle with the air. In the right conditions the droplets come together and form clouds once
20 again. They in turn will give the water back to the earth in the form of rain, continuing an everlasting cycle.

From *TreeTops: What Can You See in This Cloud?* by Matt Minshall

Word Cloud

billowing
evaporate
filtered
mingle

Comprehension

A Which sentence below is true?

- 1 All clouds look the same.
- 2 Crops need water to grow.
- 3 Trees cause rain water to evaporate.

B What do you think?

- 1 Why do you think clouds are referred to as 'messengers' in the extract?
- 2 Water is described as 'vital' in the extract. What does this mean?
- 3 What is the importance of trees in the water cycle?
- 4 Choose one of the paragraphs in the extract. How would you summarise it in one sentence?

C What about you?

Explain why the water cycle is called 'everlasting'. Draw a simple diagram to help with your explanation.



Discussion time

Imagine that there is a break in the water cycle. Why might this happen? Discuss the problems that occur when there is not enough water.

Connectives



Top Tip

Connectives are often used to help make an argument.

Explanatory texts often use **connectives** such as **so** and **because** to show cause and effect and **time connectives** such as **then** and **after that**.

Persuasive texts often use connectives such as **if... so** and **if... then, although, however, therefore** and **because**.

A Copy out these sentences and underline the connectives.

- 1 There is a huge demand for water because there are so many people in the world.
- 2 However, some people don't think about the amount of water they waste.
- 3 If you run a tap, then make sure you turn it off afterwards.

B Look at these connectives. Which three are time connectives?

although firstly and
 afterwards finally because



C Copy and complete these sentences using a connective.

- 1 Water is precious _____ don't waste a drop! (so, nevertheless)
- 2 All the villagers use the well _____ it has clean water. (although, because)
- 3 Some people use a hose to clean the car. _____, they could use a bucket. (Because, However)
- 4 _____ your friends waste water, _____ persuade them not to! (If... then, Firstly... finally)



Challenge

→ Plan an advertisement for an imaginary water-saving product. How will you use connectives to persuade people to buy your product?



Words with common roots



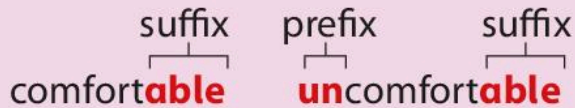
Top Tip

Remember: A **prefix** comes at the beginning of a word; a **suffix** comes at the end of the word. Prefixes and suffixes can alter the meaning of the words!

A **root word** is a word that has meaning even with nothing added to it. It does not have a **prefix** or a **suffix**.

A root word can be used to create lots of different words. We can get clues about the meaning of different words by looking at the root word.

Example: comfort (root word)



A Copy and complete these bugs so that each leg has a word that comes from the root word in the centre.

1
 action react
act
 acts activity

2
 lovable unloved
love
 loveliest

3
 misbehave behaving
behave
 behaviour

B Add a prefix, a suffix or both to the root word shown in brackets to make these sentences correct.

- 1 The women and girls are (carry) water from the well.
- 2 The class sang the new song (joy). Their parents (joy) the concert.
- 3 What an (grateful) child! He didn't thank the (help) man.

C A root is not always a complete word. Divide these words into four groups that have a common root.

medicine

telephone

biology

medical

portable

import

export

microphone

phonics

biography

medication

autobiography



Writing an explanatory text

Model writing

The water cycle

The water cycle is the journey water takes between the sea, the land and the sky.

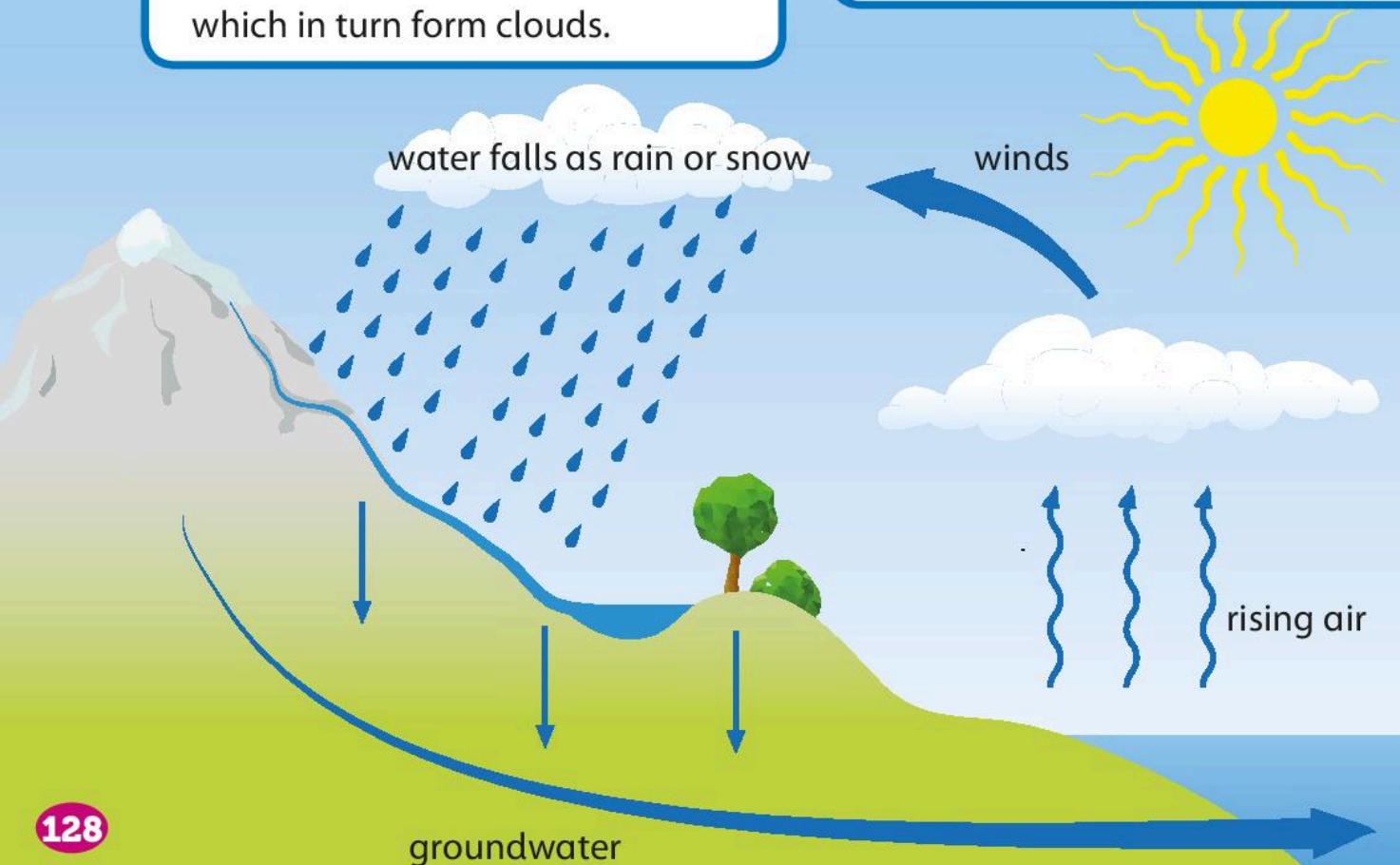
1 Heat from the sun, together with the wind, causes water to evaporate and turn into water vapour (a gas).

2 Next, the water vapour rises to the sky. As it cools, it begins to form water droplets, which in turn form clouds.

5 Then the warmth of the sun makes the water evaporate into water vapour and the cycle begins again.

4 The rain runs off into streams and rivers, which flow into the sea. It also soaks through the soil. This water is called groundwater.

3 Wind carries the clouds over the land and the water falls as rain or snow.



Guided writing

An **explanatory text** is similar to a **non-chronological report**. For example, they both use more formal language. But there are some important differences!

A **non-chronological report** tells us how things are. It is usually organised by topic or theme.

An **explanatory text** explains a process or tells us how something works. It is organised in the order things happen.

Common features of an explanatory text

- Has an opening statement that tells the reader exactly what is going to be explained.
- May be presented in paragraphs, with each stage explained in a separate paragraph.
- May be presented as a flow chart, with each stage explained in a separate box.
- Often uses connectives to join ideas or time connectives.
- May include a labelled diagram.
- Explains difficult words.
- Has a conclusion.



Planning an explanatory text

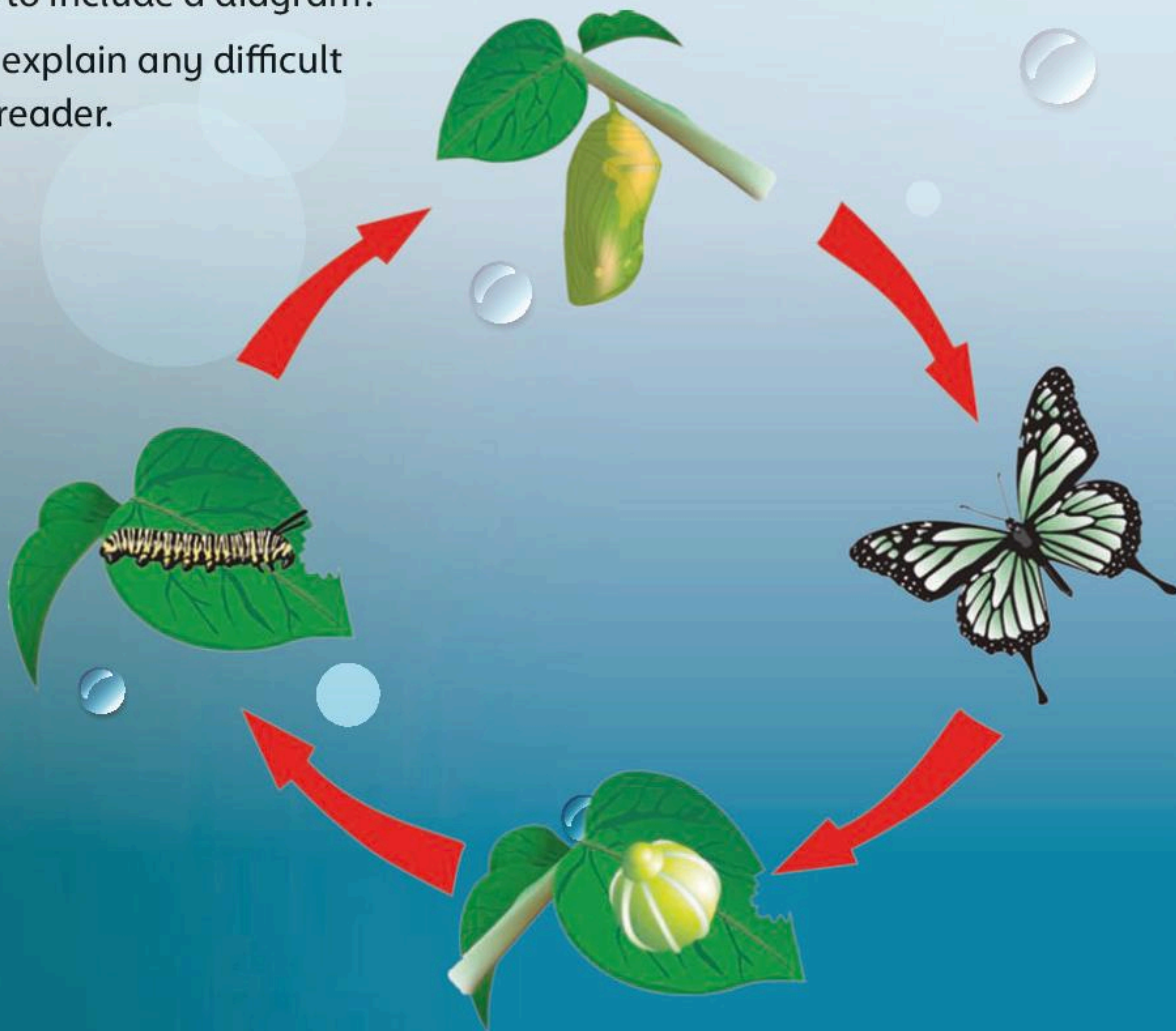
Your writing

- Decide what your explanatory text is going to be about. The example on page 128 is about the water cycle, but you could write about something else, such as how to make bread or the life cycle of a butterfly.
- Research the process you are going to describe, writing down some key facts.
- Will you present your text in paragraphs or as a flow chart? If you choose paragraphs, make sure each paragraph has a subheading that makes it clear what the paragraph is going to be about.
- Will you need to include a diagram?
- Remember to explain any difficult words for the reader.



Top Tip

Even if you are going to write in paragraphs, you could make a flow chart first to organise your ideas.



Explanatory text success criteria

Before you write your text, draw a chart of success criteria, like the one below.

When you have written your text, share it with a partner. Which parts do they find less easy to understand? The test of a successful explanation is whether your reader understands it!

Together with your partner, fill in the chart you made. Can you improve your explanatory text?



	Yes	No	Sometimes
Begins with a general opening statement	✓		
Divides the stages up into paragraphs or boxes	✓		
Paragraphs have subheadings			✓
Each paragraph or box follows from the previous one		✓	
Uses connectives to link ideas and time connectives			✓
Uses labelled diagrams or illustrations	✓		
Explains difficult words		✓	
Has a conclusion	✓		

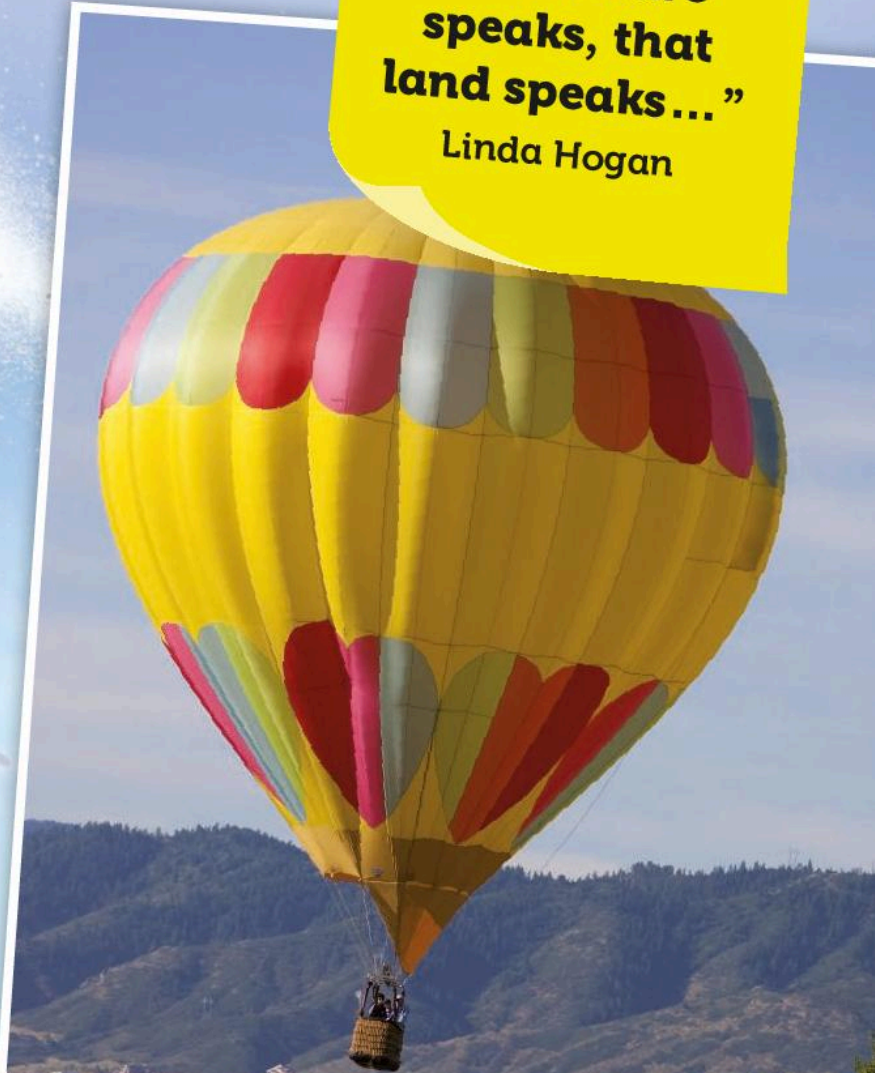


9

Poems for all seasons

“There is a way
that nature
speaks, that
land speaks...”

Linda Hogan



Talk time

- 1 Describe how you think you would feel if you were high up in a hot air balloon or in the mountains on a snowboard.
- 2 Do you think our surroundings make a difference to how we feel? Explain your answer.



Words and syllables

A Look at the words in the Word Cloud and match them to the meanings here.

- 1 A word or part of a word with one vowel sound.
- 2 A poem in which the words are arranged in a special shape.
- 3 One of the four periods of the year: spring, summer, autumn and winter.

B What do you notice about the number of syllables in this poem?

This
is a
word journey
that started with
just one syllable
on the first lonely line,
but then increased to two, and
added one more with each new line
until the writer decided that
the journey's end should be at number ten.

Mike Jubb

C Which is your favourite season?
Think of words of one, two and three
syllables to describe it. Share your
words with a partner.

Word Cloud

season
shape poem
syllable

Different forms of poems

Haiku

An old silent pond...
A frog jumps into the pond,
splash! Silence again.

Matsuo Basho, translated by Harry Behn

Word Cloud

bleakening
caressed
cleaving
scent

Tanka

Yellow Leaves

Yellow leaves falling
into the lake. Its surface
caressed by the breeze.

My thoughts hop from leaf to leaf
cleaving the breeze to the Sun.

Vassilis Comporozos

Cinquain

Snow

Look up...
From bleakening hills
Blows down the light, first breath
Of wintry wind... look up, and scent
The snow!

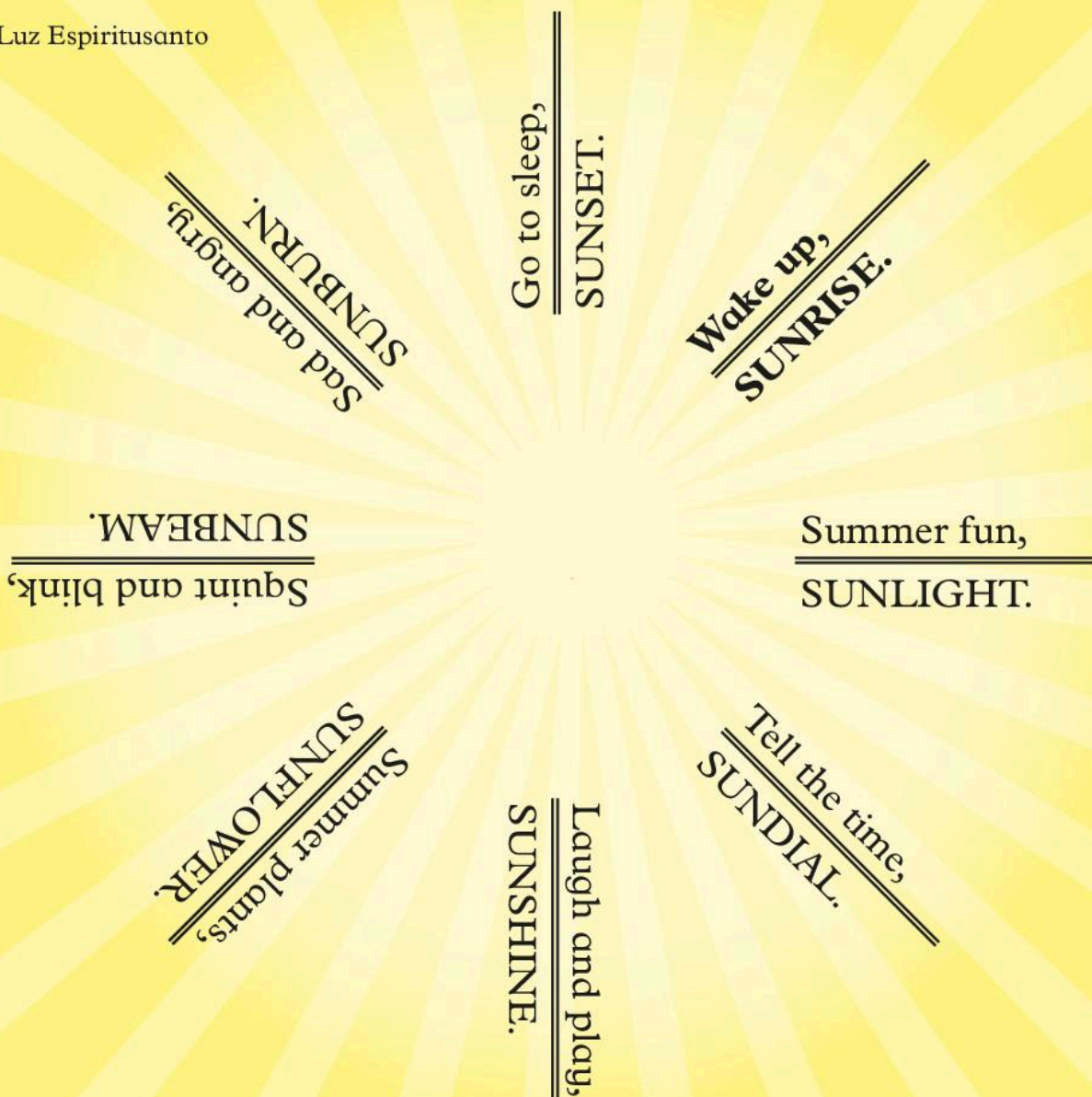
Adelaide Crapsey



Shape poem

Sun

Mary-Luz Espiritusanto



Glossary

cinquain

a poem of five lines with the syllable pattern 2, 4, 6, 8, 2

haiku

a poem of three lines with the syllable pattern 5, 7, 5

tanka

a poem of five lines with the syllable pattern 5, 7, 5, 7, 7

Comprehension

A Read and answer the questions.

- 1 What topics do the different poems have in common?
- 2 Three of the poetry forms follow a particular syllable pattern. Which one does not?
- 3 Find an example of **alliteration** from one of the poems.
- 4 Find an example of **personification** from one of the poems.

B What do you think?

- 1 How much time has passed from the start of the shape poem to the end?
- 2 Which words or phrases in the poems did you find most effective?
- 3 Did you dislike any of the poems? Give reasons for your answer.



Challenge

→ The haiku on page 134 was written by Basho, a very famous Japanese poet. Do some research to find out more about him and read more of his haiku.

Discussion time

Many poets are inspired by nature and the changing of the seasons. What do you find inspiring in nature? Share your ideas in a small group.



C What about you?

Get some inspiration for a nature poem of your own! Choose one of the places below and one of the seasons. Imagine you are in that place in that season. What can you see, smell and feel? Write five descriptive words that come into your mind.

On a beach

At the top of a hill

In a woodland

Beside a river

In the mountains

In the desert

Spring

Summer

Autumn

Winter



Different forms of poems (continued)

List poem

Spring is in the Air

spring cleaning,
 spring planting,
 spring pruning,
 bees,
 butterflies,
 allergies,
 campfires,
 marshmallows,
 smores*,
 spring break,
 school is out soon,
 happy tired children,
 the smell of flowers,
 fresh spring rain,
 first mowed grass,
 just a few of my favorite**
 things!

Karen Croft

*Smores are roasted marshmallows.

**‘Favorite’ is the US spelling of ‘favourite’.

Word Cloud

allergies
 brute
 dale
 vale

Riddle

My first is in water, but isn't in air,
 My second's in ocean and sea, but
 not there.

My third's in a river but not in
 a vale,

My fourth is in stream, but not
 moor, hill or dale.

My fifth can be seen in a ditch
 – not a street –

And my whole can be found under
 everyone's feet.

Alison Chisholm

Limerick

There was an Old Man in a Tree

There was an Old Man in a tree,
 Who was horribly bored by a bee;
 When they said, “Does it buzz?”
 He replied, “Yes, it does!”
 “It’s a regular brute of a bee!”

Edward Lear

Glossary

list poem

a poem that uses a list structure

limerick

a funny poem of five lines

riddle poem

a puzzle set out as a poem

Comprehension



Challenge

→ 'My whole' in the riddle poem is the answer. Can you work it out? (Clue: 'My first' means the first letter of the answer, 'my second' means the second letter, and so on.)

A Which sentence below is true?

- 1 A limerick has no rhyme or rhythm.
- 2 A list poem has to rhyme.
- 3 A riddle poem is like a puzzle that you have to work out.

B What do you think?

- 1 Which pairs of words in the riddle poem rhyme?
- 2 Do you think a list poem has a pattern or structure? Explain your answer.
- 3 Which of the three poems did you like the most and why?

C What about you?

The poem 'Spring is in the Air' lists things that make the poet think of spring. Compare the poet's images of spring with spring in the country you live in. What is different and what is the same? Discuss your ideas with a partner.



Same letters, different sound

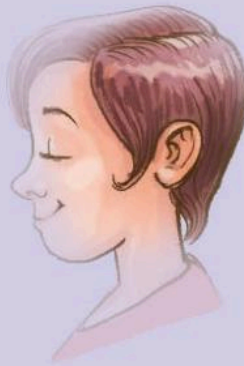
Some words contain the same letters in the same order, but we pronounce the words differently. Look at these words, which all contain the letter string **ear**.



learn



bear



ear



heart

Say the words aloud. What do you notice?

A

Sort these words into four groups that have the same sound.

wear

fear

bear

year

earn

heartbeat

early

kindhearted

heard

beard

pear

hearth

B Which word in the cloud has the same sound as the word in the sun?



C Which words with the oo string complete this rhyming poem?

If I'm in the mood

to eat some nice ____.

I look in a book

and choose what to ____!



Challenge

→ Think of four more words with the oo string – two with the oo sound in 'mood' and two with the oo sound in 'book'.



Model poems

Tanka

Wind rustles gently
In almost bare trees, waiting.
The sky threatens rain
Then a quick burst of sunlight
And a rising skylark sings.

Haiku

The long school day ends
Children scatter like litter
Happy to be free.

Cinquain

Cold rain
Falling fiercely
We are like stranded fish
Splashing through wet,
grey streets swimming
For home

Guided writing

Remember: A **tanka** has the syllable pattern 5, 7, 5, 7, 7.

A **cinquain** has the syllable pattern 2, 4, 6, 8, 2.

A **haiku** has the syllable pattern 5, 7, 5.

Choose the type of poem you like best. Copy it out so that you draw lines between each syllable of each word. This should look like this: 'wait/ing'. Count the number of syllables in each line. Do they match the syllable pattern of the poem?



Top Tip

Count the syllables as you are writing, saying the words out loud.

Writing your own poem

Now it is your turn to write a poem. Here are some subjects you could write about:

- The seasons: summer, winter, spring, autumn
- The weather: rain, snow, wind, fog, heat
- Feelings: sadness, love, hope, fear
- People: friend, grandparent, sister, father

Read your poem out loud to a partner. Do they agree with your syllable count for each line? Which line of the poem did they like best, and why?



Revise and check

3

Vocabulary

1 Complete the sentences with these words:

waste oasis syllables tumbling

- a The leaves came _____ down.
- b How many _____ in a haiku poem?
- c Don't _____ water!
- d Look, an _____ at last!

whooshed well demand drenched

- e Oh no, Anna, you're _____!
- f The wind _____ across the hills.
- g Is there a growing _____ for water?
- h Keep away from the _____!



Punctuation

1 Look at the sentences in the vocabulary exercises above.

- a Which of the sentences are questions?
- b Which of the sentences are statements?
- c Which of the sentences are exclamations?
- d Which of the sentences are orders?

Describe the different punctuation that is needed for each type of sentence.

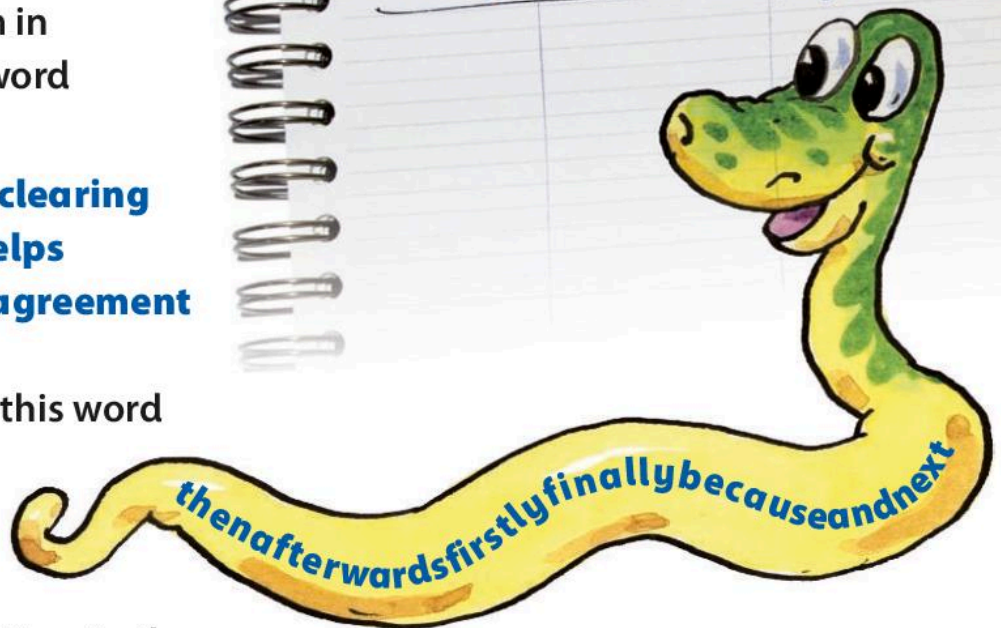


Grammar

- 1 Divide the words below into families and write them in columns with the root word at the top.

agreed unhelpful clearing
helping cleared helps
disagree unclear agreement

- 2 Find the connectives in this word snake and write a list.



- 3 Use some of the connectives in the word snake above to join these sentences.

- Check your local weather report. Make sure there is enough wind!
- Find a large open area. Hold the kite in both hands. Toss it into the wind.
- Keep an eye on your kite. Sometimes the wind changes and the kite can crash.
- Bring the kite down. Slowly wind the kite string around a spool.

Spelling

- 1 Copy out the sentences below using the correct word.
- Granny came to stay for a (**weak/week**).
 - They carried the sack of (**flour/flower**) into the kitchen.
 - Meet me under the (**pear/pair**) tree!
 - The boy (**blue/blew**) out all the candles on the cake.
 - Don't forget to (**weight/wait**) for your sister!

Carving the Sea Path

Chapter One

Irniq watched the massive shadow weave its way under the thick ice. His almond eyes grew dark.

He slumped down onto the hard, white sea and rubbed the smooth, glassy surface. The ice
5 was dense and thick, yet Irniq could see something below.

He squinted, searching down into the deep. His heart missed a beat. Yes, it was there, slowly rolling beneath him like a mighty black wave.
10 The shadow coasted under Irniq's tense, crouching body for what seemed a lifetime, then its mighty tail fin flipped and disappeared into the depths.



Irniq looked across the frozen winter sea.
15 It seemed as if winter had come so quickly.
Summer had faded, just like his special
friendship with Samuel.

Irniq thought back to the summer months
when sandpipers, dunlins and orange-beaked
20 king eiders came flying in to graze for the
season. He'd watched the grand arrival of blue,
minke, humpback and grey whales. They
coasted west, following leads through icy sea
paths to feed in richer waters.

25 His heart had pounded as he watched mighty
humpbacks breaching. He'd held his breath
and imagined the whole sea emptying onto the
shore as the whales landed with a thundering
crash onto the surface, sending shock waves
30 and froth up into the sky.



Chapter Two

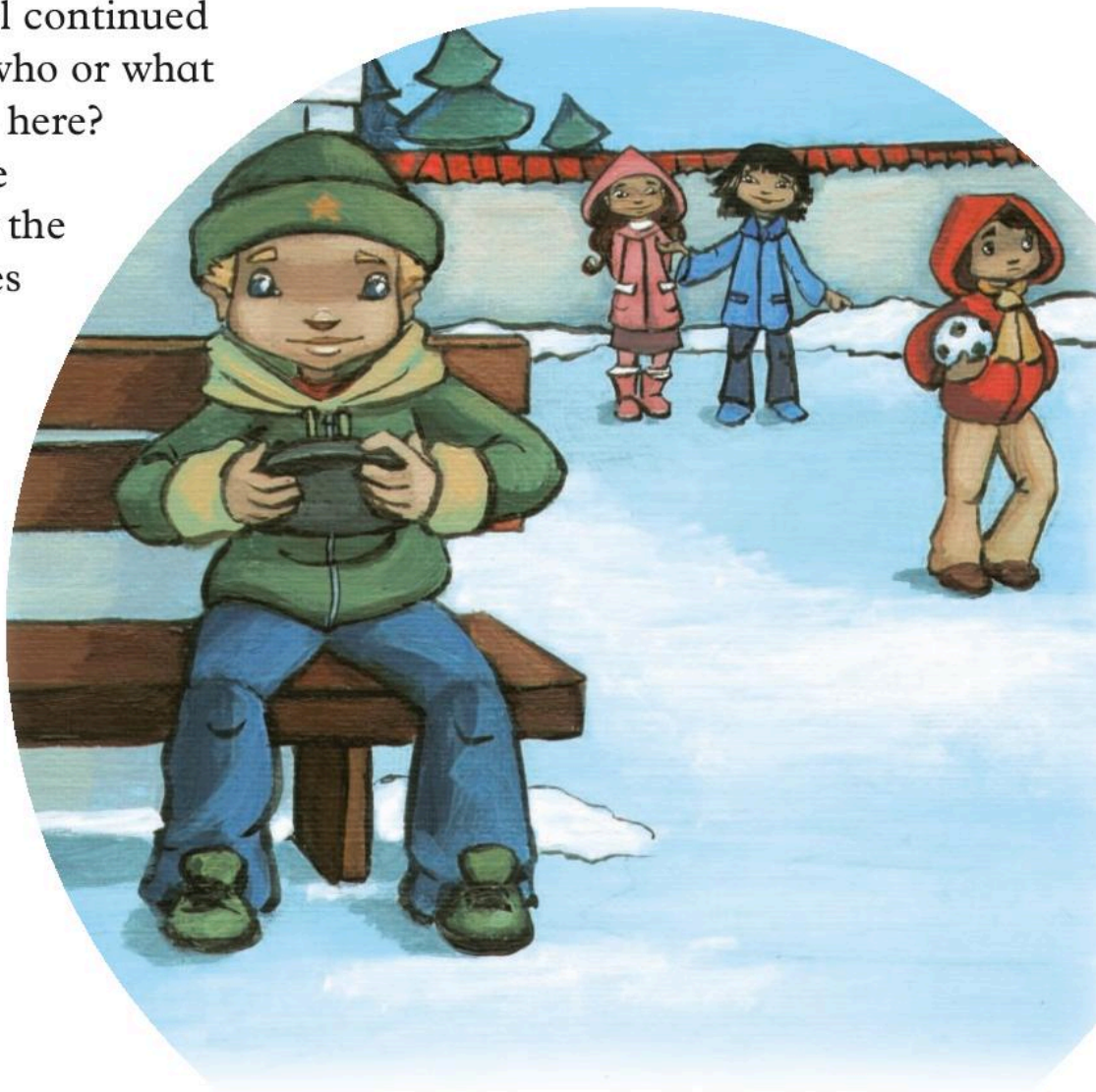
“I think they’re crazy,” Samuel said to him, one warm summer’s day.

Samuel was a new boy at school and hadn’t wanted to come to the Arctic. His father was a
35 researcher posted in the town for a year.

Samuel was always angry. Mainly with his father for moving him here. Samuel hated it – the cold and the quiet. He never joined in school clubs and spent every break alone,
40 playing on his games console.

The other children left Samuel alone. He didn’t seem interested in them, so they weren’t interested in him.

“After all,” Samuel continued
45 moaning to Irniq, “who or what would want to come here? Who would leave the Californian coast or the steaming hot beaches
50 of Mexico for this freezing dump? Whales are mad.”



Irniq felt insulted, yet at the same time, there was something he liked about Samuel.

55 Irniq wondered how he would have felt if he'd been wrenched from his beautiful Arctic home to live in a high-rise block in a strange, smoggy city. He shivered at the thought.

60 “Do you know those crazy fish swim 12,400 miles a year, North to South, South to North? Or so Dad told me,” scoffed Samuel.

“They’re not fish, they’re mammals,” Irniq said, beginning to feel irritated.

65 “They all look the same to me,” said Samuel, bored.

“Is your dad on the boat today?” asked Irniq.

He'd often watched and envied Samuel's dad tracking the whales in the research boat.



“Sure is. Where else would he
70 be? Not with me, that’s for
sure,” said Samuel
resentfully. “No, he’s out
counting those crazy fish
over and over again.”

75 “Why don’t you go out
with him?” said Irniq.
“You never know, you
might like it.”

“Are you kidding? I’d puke.
80 Anyway, once you’ve seen one
crazy fish, you’ve seen them all,”
said Samuel.

Irniq had had enough of
Samuel’s whinging, so he turned and walked
85 homewards.

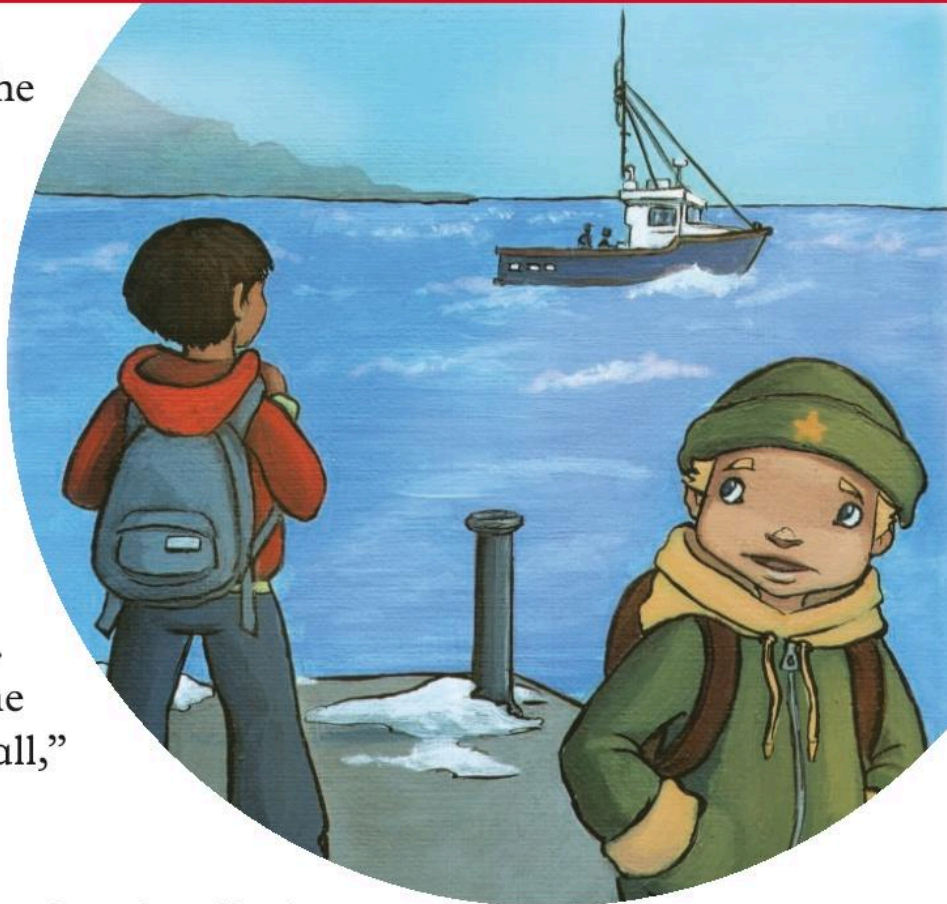
“Hey, Irney, want to come and play on the
computer?” Samuel called, running after him.

“I keep telling you, my name’s Irniq, not
Irney,” snapped Irniq.

90 “Sure, sorry. How about it then? I’m on level
13.” Samuel’s eyes lit up as he spoke.

Irniq knew that Samuel must be
lonely, but if he’d just stop moaning,
then maybe the other kids wouldn’t avoid him
95 so much.

Irniq smiled, “OK. Go on then.”



Chapter Three

Irniq couldn't believe the amazing things Samuel had in his home.

100 Samuel's kitchen was filled with gadgets that beeped, squeaked and sent out frothy milkshakes and hot popcorn within seconds.

105 "Guilt," said Samuel, winking. "It comes in handy." He passed Irniq some popcorn.

Samuel's mum was in the living room watching a TV that
110 looked bigger than Irniq's kitchen table, and when they moved on to Samuel's room, it was even more impressive.

"Wow! You've got some
115 amazing games," Irniq said in awe, inspecting Samuel's CD stand, which was almost as tall as him.

"Yep, every game title,"
120 Samuel said proudly.

Irniq was happy to go and play at Samuel's every evening. He discovered to his surprise, that he and Samuel had the same sense of humour and they liked the same
125 things. Not only that, they were at about the same level in most things at school, except for Irniq's great knowledge of Arctic wildlife.





But as the days passed, Irniq began to miss being outside with his friends. He wanted
130 Samuel to meet them all, play outside with the group and make the most of the last days of summer. But Samuel wasn't interested.

Whatever Irniq suggested, Samuel just said, "Maybe tomorrow," in his usual bored tone.

135 "Let's go out and play football or basketball," Irniq said to Samuel one day. "There's a special area where everyone goes, it's great, there's hoops and all."

"You've got to be kidding, it's freezing,"
140 Samuel scoffed.

"It's summer. When you're running around you don't notice the cold," Irniq said.

“No way,” said Samuel. “I hate this place.”

“We always do what you want to do. Come
145 out and play football,” said Irniq. “Please.”

Irniq had already missed out on kayaking
and cycling with his mates. He was beginning
to worry that by playing only with Samuel he’d
lose his other friends.

150 But Samuel wouldn’t budge.

“I’m not coming out,” he
snapped angrily. “Just
leave it.”

Irniq slung on his parker
155 and shrugged, “I’m going
then,” he said, defeated.

Samuel ignored Irniq,
and was so engrossed in
his computer game that he
160 didn’t notice when Irniq
marched out of the room.

The next day, Irniq
swallowed his pride and
called on Samuel again.
165 But Samuel still refused to
come out.



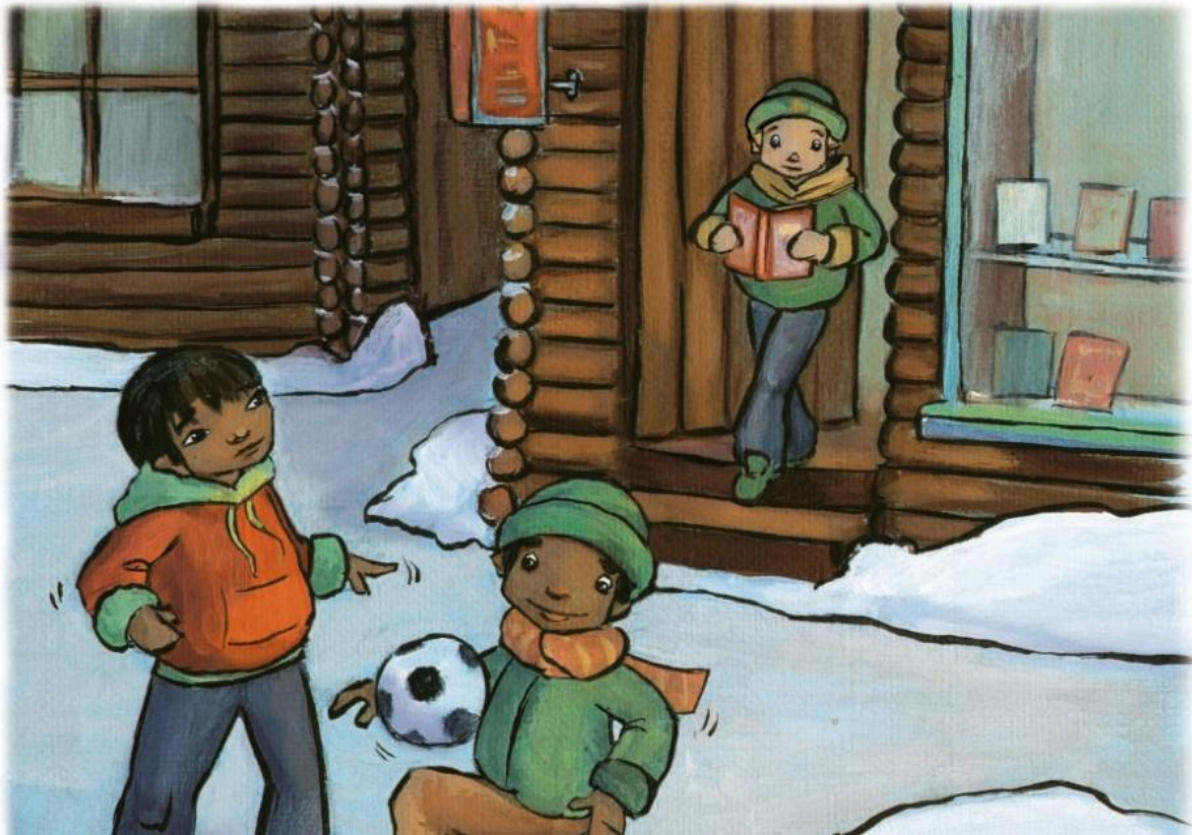
Chapter Four

After a while Irniq gave up on Samuel and spent the rest of his time catching up on summer sports with his friends. He knew
170 summer was precious and not to be missed. But he missed Samuel's unique sense of humour and special friendship, too.

Sometimes he'd see Samuel wandering back from the stores carrying a comic. Samuel
175 seemed to look through him and never smiled; it upset Irniq.

Then Irniq heard the first sounds of winter howling in on freezing winds. He watched his favourite summer visitors flee to escape the
180 winter's cold. Summer birds gathered themselves into chaotic flocks, hooting and calling to warn each other of the impending freeze.

And as the summer came to an end, Irniq and Samuel's friendship became a distant memory...



185 Now it was deep winter and, as Irniq crouched in the silence of the frozen sea, he became more and more convinced that a grey whale was trapped, helpless in the closing ice.

If it stayed there, it would die.

But how could he rescue it?

190 “Looking for treasure?” Samuel’s voice startled Irniq.

Irniq quickly looked round.

Samuel was standing a few yards away, shivering miserably and wiping his streaming nose.

195 “I thought you’d be here,” Samuel snuffled hesitantly.

“You said it was special.”

“It’s my favourite place,” Irniq replied, looking up at the sky.

“It’s like this for weeks.



200 The sky just stays on fire, like magic.”

Samuel smiled, yet he looked sad.

“Do you want a game of football?”

Samuel said sheepishly.

Irniq’s eyes lit up. But suddenly he
205 remembered the trapped whale.

“No, I can’t,” said Irniq quickly.

“Oh, OK,” Samuel said, shuffling
disappointedlly. He turned to go.

“I’ve found a trapped whale,” Irniq suddenly
210 blurted out.

“Where?” said Samuel, his eyes lighting up.

“Right here,” replied Irniq, pointing down
to the ice.

Samuel hunched next to Irniq and
215 gazed downwards.

“It’s just waves,” said Samuel, his warm
breath bouncing off the ice.

“No, look,” Irniq said urgently.

The two boys crouched silently together,
220 watching until...



“There! Look!” Irniq shouted triumphantly.

The great whale’s body darkened the ice beneath them.

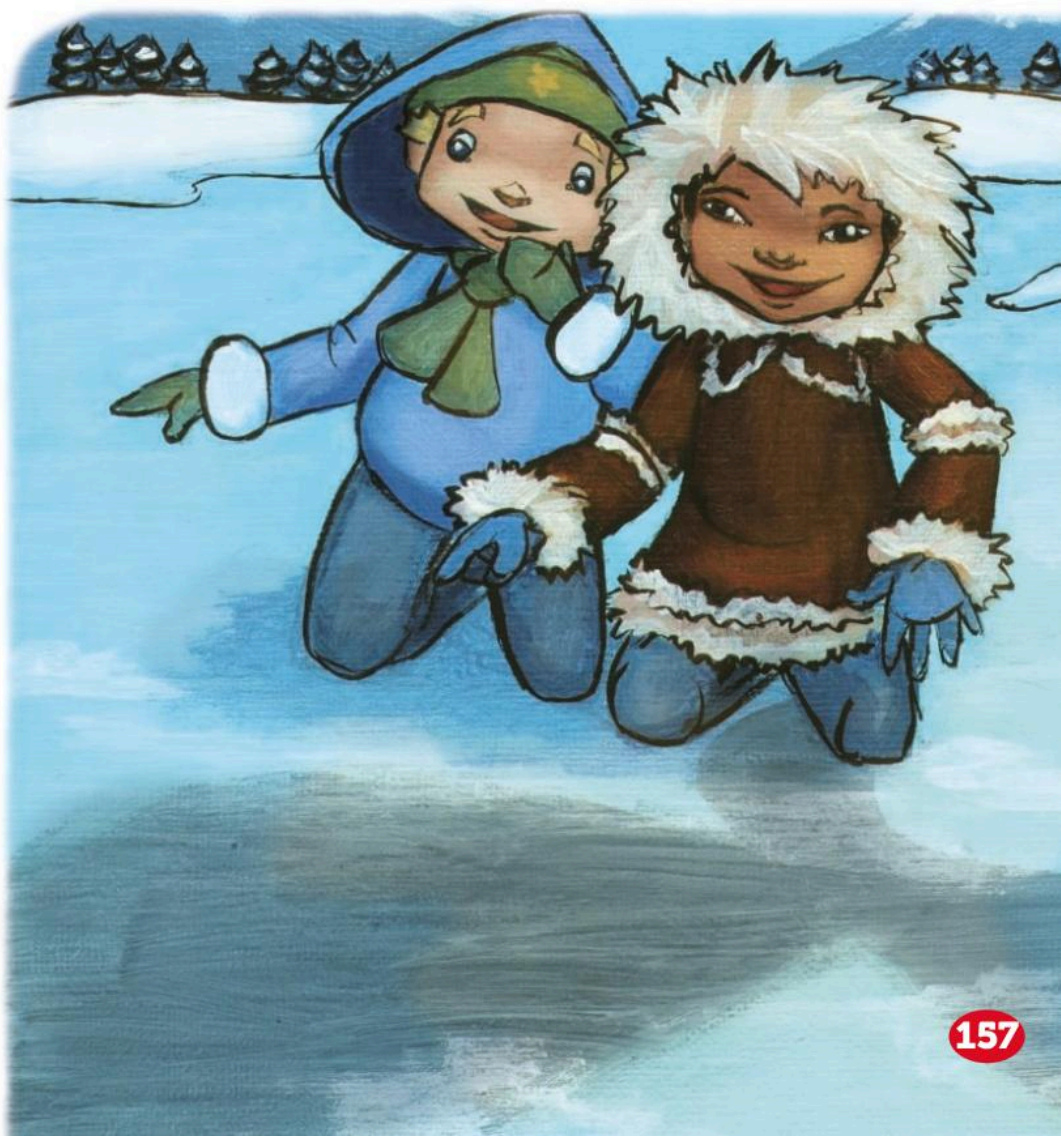
225 “Wow,” Samuel chuckled. “Maybe it’s a submarine. Maybe it’s a spy sub...”

Irniq grinned and shook his head. “No, it’s a grey whale. Look at the way its shadow moves and bends. I just can’t understand why it hasn’t migrated.”

230 “I know,” said Samuel. “I heard Dad telling someone that the whales are staying later each year because there’s not enough food for them to eat before migration. They can’t migrate if they are hungry.”

235 “What are we going to do?” said Irniq. “It’s going to die.”

240 “Come on,” Samuel yanked Irniq’s sleeve excitedly. “Dad will know.”



Chapter Five

The boys ran back to town.
Samuel's dad was in his office.

“Dad, Irniq's found a stranded
245 whale,” Samuel said breathlessly.

“Where?” asked his dad.

“At his favourite place,”
Samuel replied.

His dad smiled. “How would
250 I know where that is, Sam?”
he laughed.

“Come on, I'll show you,”
said Irniq.

Samuel's dad leapt up and
255 grabbed his kit. “Lead the
way,” he said, and Samuel and
Irniq raced to the door, eager to
lead him to the trapped whale.

Word spread quickly and,
260 within a few hours, the whole
village was marching out across the ice, armed
with anything that would break through its
solid thick surface.

Samuel's dad had also gathered a workforce
265 from his offices. “We're going to have to carve a
path out of the frozen ice for the whale,” he
shouted to everyone, “or it will die.”

Irniq and Samuel stood proudly beside him as
the researchers and the villagers all set to work.

270 That was the start of their wonderful adventure.



Chapter Six

For the next four weeks, Samuel and Irniq watched snowmobiles and dog sleds scooting madly around. Scientists and villagers worked around the clock, drilling and cutting out
275 massive patches of ice.

Each time a new air hole was made, the work crews cheered and commenced work on the next one, creating a channel that went further and further out towards the open sea, leading
280 the trapped whale to safety.

Then, one day, as Samuel and Irniq stood beside an air hole they watched a rising shadow through the ice.

Suddenly up through the water burst the
285 mighty head of the grey whale.

Samuel shrieked with shock and delight.

Irniq calmly knelt down.



“She’s come to thank you,” Samuel’s dad shouted to them.

290 Irniq slowly reached out his hand and gently he touched the tip of the whale’s ice-cold nose.

Samuel gasped and knelt. Tentatively he touched the whale’s great head. His eyes grew wide in wonder, “She’s beautiful,” he exclaimed.

295 Irniq smiled.

“Quyanaq,” Irniq said proudly to the whale as it descended majestically back into the depths.

“Quyanaq,” said Samuel, trying out his very first word in Inupiat. “Thank you.”

300 It had taken a long time, but Samuel had finally realised that he had a very special friend in Irniq, and for the first time in all the months he had lived there, he felt at home in the Arctic and a part of everything around him.

Carving the Sea Path by Kathryn White

Word Cloud

Arctic
breaching
descended
Inupiat
migration
scoffed
tentatively
unique
wrenched



Oxford English for Cambridge Primary

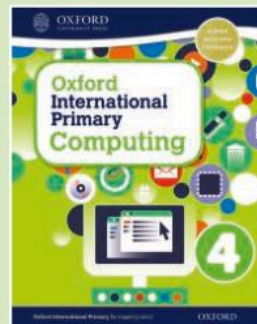
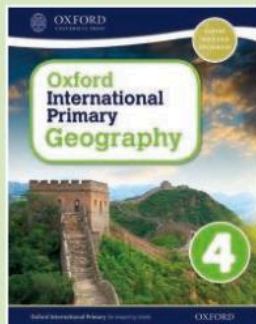
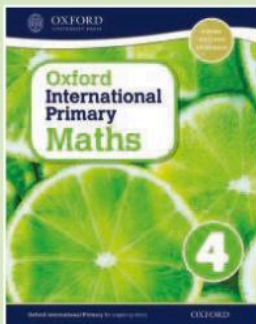
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